

**Education Scrutiny Committee**  
**(Rescheduled meeting of 13th September, 2022)**



This meeting will be held remotely.

Wednesday, 28th September, 2022 - 2.00 p.m.

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AGENDA

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1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** – Minute of Meeting of the Education Scrutiny Committee of 21st June, 2022. 3 – 4
4. **SCRUTINY AT FIFE COUNCIL** – Report by the Head of Legal and Democratic Services 5 – 11
5. **SERVICE PROFILES – EDUCATION SERVICE** – Report by the Executive Director - Education and Children 12 – 17
6. **DIRECTORATE IMPROVEMENT PLAN 2022-23** – Report by the Executive Director - Education and Children 18 – 22
7. **LOCAL GOVERNMENT BENCHMARKING FRAMEWORK (LGBF) PERFORMANCE INDICATORS** – Report by the Executive Director - Education and Children 23 – 25
8. **ATTAINMENT - BROAD GENERAL EDUCATION (BGE)** – Report by the Executive Director - Education and Children 26 – 37
9. **EDUCATION SERVICE REVENUE BUDGET 2022-23 PROJECTED OUTTURN** – Joint Report by the Executive Director Finance & Corporate Services and the Executive Director - Education and Children 38 – 44
10. **EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2022-23: PROGRESS REPORT** – Joint Report by the Executive Director Finance & Corporate Services and the Executive Director - Education and Children 45 – 50
11. **EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME** 51 - 53

**Members are reminded that should they have queries on the detail of a report they should, where possible, contact the report authors in advance of the meeting to seek clarification.**

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Head of Legal and Democratic Services  
Finance and Corporate Services

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16th September, 2022

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**THE FIFE COUNCIL - EDUCATION SCRUTINY COMMITTEE – REMOTE MEETING**

**21st June, 2022**

**10.00 a.m. - 10.10 a.m.**

**PRESENT:** Councillors Naz Anis-Miah, Lynn Ballantyne-Wardlaw, Aude Boubaker-Calder, Patrick Browne, Ian Cameron, Colin Davidson, Dave Dempsey, Sean Dillon, Alycia Hayes, Louise Kennedy-Dalby, Kathleen Leslie, Lynn Mowatt, Sarah Neal, Daniel Wilson; and Jonny Tepp (substituting for Councillor Caffrey).

**ATTENDING:** Carrie Lindsay, Executive Director, Education & Children’s Services; Lindsay Thomson, Head of Legal and Democratic Services; Helena Couperwhite, Service Manager, Committee Services; and Diane Barnet, Committee Officer, Legal & Democratic Services, Finance & Corporate Services.

**APOLOGIES FOR ABSENCE:** Mr. Brian Blanchflower, religious representative, Church of Scotland; and Mr. George Haggarty, religious representative, Roman Catholic Church.

**2. MEMBERSHIP OF COMMITTEE**

**Decision**

The Committee noted: its membership as detailed on the agenda for this meeting; and that Councillor Tepp was in attendance, substituting for Councillor Caffrey.

**3. APPOINTMENT OF CONVENER**

**Motion**

Councillor Mowatt, seconded by Councillor Neal, moved that Councillor Hayes be appointed as Convener.

**Amendment**

Councillor Dempsey, seconded by Councillor Boubaker-Calder, moved as an amendment that Councillor Leslie be appointed as Convener.

**Roll Call**

**For the Motion - 7 votes**

Councillors Anis-Miah; Ballantyne-Wardlaw; Hayes; Kennedy-Dalby; Mowatt; Neal; and Wilson.

**For the Amendment - 8 votes**

Councillors Boubaker-Calder; Browne; Cameron; Dempsey; Davidson; Dillon; Leslie and Tepp.

**Decision/**

**Decision**

Having received a majority of votes, Councillor Leslie was duly appointed as Convener of this Committee and thereafter took the 'chair'.

**4. APPOINTMENT OF DEPUTE CONVENER**

**Motion**

Councillor Gillon, seconded by Councillor Tepp, moved that Councillor Boubaker-Calder be appointed as Depute Convener of this Committee.

**Amendment**

Councillor Hayes, seconded by Councillor Kennedy Dalby moved as an amendment that Councillor Neal be appointed as Depute Convener.

**Roll Call**

**For the motion - 8 votes**

Councillors Boubaker-Calder; Patrick Browne; Cameron, Dempsey, Davidson; Dillon; Leslie and Wilson.

**For the amendment - 7 votes**

Councillors Anis-Miah; Ballantyne-Wardlaw; Hayes; Kennedy-Dalby; Mowatt; Neal; and Wilson.

**Decision**

Having received a majority of votes, Councillor Boubaker-Calder was duly appointed as Depute Convener of this Committee.

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28 September 2022

Agenda Item No. 4

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## Scrutiny at Fife Council

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**Report by:** Lindsay Thomson Head of Legal & Democratic Service

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**Wards Affected:** All

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### Purpose

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This report summarises the scrutiny framework at Fife Council. It provides information to members about the purpose of scrutiny activity and the approaches that could be adopted when carrying out scrutiny. It builds on introductory training which has been held for chairs and members of the scrutiny committees.

### Recommendation(s)

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It is recommended that Committee consider, comment on and challenge the content of the report.

### Resource Implications

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There are no direct resource implications arising from this report. Scrutiny activity is an essential part of the governance framework, and the costs of this activity should be met from existing budgets.

### Legal & Risk Implications

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There are no direct legal implications from the paper. The benefits that good scrutiny brings to the organisation will mitigate risk and drive improvement.

### Impact Assessment

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No impact assessment has been carried out as part of this report.

### Consultation

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This report has been considered by the Council's Executive Team.

## 1.0 Background

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- 1.1 Scrutiny is a critical part of the role of elected members and is part of the formal governance structure at Fife Council. The structure of formal elected member scrutiny was agreed at the Council meeting on 9 June 2022, when four scrutiny committees were constituted in the Committee Powers document. Conveners and Depute Conveners have been appointed and Lead Officers identified as set out below. Appendix 1 contains the full list of members of all scrutiny committees.

<b>Scrutiny Committee</b>	<b>Convener</b>	<b>Depute Convener</b>	<b>Lead Officer</b>
People and Communities	Cllr Clarke	Cllr Watt	Mike Enston
Finance, Economy & Corporate Services	Cllr Knox	Cllr Lawson	Eileen Rowand
Education	Cllr K Leslie	Cllr Boubaker-Calder	Carrie Lindsay
Environment, Transportation and Climate Change	Cllr Liston	Cllr Ellis	Ken Gourlay

- 1.2 Scrutiny Committees will meet approximately every two months and each scrutiny committee will have a workplan which will create some structure for their meetings. Training and discussion sessions have been held for lead officers, chairs and all members nominated to sit on scrutiny committees. This report summarises some of the content of those sessions.
- 1.3 In the previous administration there were only two formal scrutiny committees – Environment, Finance and Communities Scrutiny Committee and Education and Children’s Services, Health and Social Care Scrutiny Committee. At the end of the administration elected members and officers were surveyed about the role and performance of the committee and only 72% of members who completed the survey felt that current scrutiny arrangements were effective in allowing members to scrutinise performance. Members expressed concerns about the lack of express power to properly investigate matters which may indicate a lack of protocol in this area rather than a lack of power. These concerns were amplified in committee effectiveness sessions held in April 2022 when members were clear on the need to have more engagement with the process of scrutiny and a clearer articulation of what is in the scope of the scrutiny committee, particularly with reference to partnership working.
- 1.4 This new Council administration provides an opportunity for a refresh of Fife Council’s approach to scrutiny in order to make the most out of the new structure and to ensure a consistent approach to scrutiny activity across all four committees.
- This paper sets out a brief introduction to the theory of scrutiny and moves on to summarise approaches, options and considerations that the committee will have to engage with in “doing scrutiny”. It then identifies some further work that will be carried out to support scrutiny activity. Finally, a list of additional resources for members to draw on is provided at the end of the paper.

## 2.0 Approach

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### 2.1 Scrutiny in theory

Scrutiny provides an opportunity for councillors to hold decision-makers to account for their actions. This includes questioning decisions which are being planned – as well as those that have already been made. Although scrutiny committees do not have the power to change decisions their remit extends to referring recommendations to the Cabinet Committee and full Council if it is considered necessary.

#### 2.1.1 Principles of scrutiny

There is no one accepted definition of scrutiny. It is perhaps easier to define the role that scrutiny activity performs. This list has been adapted from the Local Government Information Unit (LGIU) publication on the role of elected members undertaking scrutiny.

1. To be a “critical friend”.
2. To actively explore ways for the council to improve the decisions it makes (take the lead).
3. To identify how the council can prevent mistakes from being repeated.
4. To find ways to enhance the council’s performance and
5. To influence positive change and
- (6) not to allocate blame.

The Centre for Public Scrutiny (CfPS) adds amplifying the voice and concerns of the public to the list.

There are a number of ways in which these activities can be undertaken, including holding committee decisions to account, (both before implementation and after), undertaking policy implementation reviews, taking on topics identified by external scrutineers, considering performance monitoring reports and identifying assurance tasks, particularly in relation to topics of public concern.

#### 2.1.2 What scrutiny is not

It is also important when undertaking a scrutiny role to also be clear about what scrutiny is not. The LGIU is clear that the role of scrutiny is to be as much as “friend” as it is to be critical. It is also distinct from the Audit Committee function. All best practice guides suggest that prioritising party political considerations in the scrutiny setting do not support good scrutiny arrangements. A positive culture supporting scrutiny activity is inherent to its success.

#### 2.1.3 Why scrutinise?

In many instances of significant organisational failure, the lack of effective scrutiny has been identified in the subsequent reviews into those failures. Examples include Mid Staffordshire, where death rates were significantly higher than the national average but went unchallenged and Rotherham where a culture of child sexual exploitation was prevalent but not addressed.

Scrutiny committees should always consider the impact that they wish to make, identifying when planning and undertaking work the improvements to performance or policy enhancements that it anticipates by carrying out the scrutiny role. The focus needs to be on improving outcomes rather than reviewing activity. Indeed, some guides to scrutiny, including that of the Improvement Service, describe the process of scrutiny as creative, innovative and purposeful, in addition the more traditionally understood concepts of performance and improvement monitoring. Consideration must also be given to what is proportionate and what activity will derive the biggest benefit given resource considerations.

There are other activities which are closely aligned with scrutiny, benchmarking is a good example and is covered in more detail further in the agenda.

Finally, the committee should be aware of any external planned scrutiny. This does not just relate to the internal and external audit function but to the national scrutiny plan including bodies such as the Care Inspectorate, Education Scotland, the Accounts Commission and Audit Scotland.

## **2.2 Scrutiny in practice**

### **2.2.1 Fife Council framework**

In carrying out a scrutiny function it is important to be clear that the activity undertaken is within the approved Fife Council framework. The Council approved the Committee powers document which sets out the role and remit of the scrutiny committees, so all scrutiny activity should be in accordance with the remit and powers set out in that document. Standing Orders also set out important processes for the scrutiny committees including the operation of the “call in” function. Fife Council has agreed an approach of using a work plan to set out and focus the work of the committee and it’s important that committees use this plan to drive their agenda. Each Scrutiny committee will have a lead officer who will work with the chair and wider committee to support the scrutiny role. Finally, scrutiny committees will be expected to report back to full Council on their activities periodically.

### **2.2.2 Doing scrutiny**

#### *Who*

Every elected member has a responsibility to engage with scrutiny even if not formally nominated to the scrutiny committees. However, the scrutiny committees are often the focus for this kind of work. The Convener of the committee will be required to provide leadership and direction to the committee, create a constructive culture for scrutiny activities and maintain a non-party political, activity-focussed environment. There are a number of roles that support the scrutiny function, including the lead officer and committee officer. In addition, when undertaking scrutiny activity, committees will be able to take advantage of the powers available to it to invite and request attendance at the committee.

#### *What*

The importance of a workplan cannot be overstated and the committee will begin to develop its workplan from the first meeting of the committee. There will be items of regular business on the workplan but it will be development of the agenda driven by members that will add real value to the work of the committees. In this regard horizon scanning and reviewing and monitoring the work of the Cabinet Committee should contribute to the development of the agenda.

#### *How*

Committee members will be required to gather and use evidence in their scrutiny activity. Asking questions and listening will be keys skills that can be development and enhanced with further training, if required.

## **2.3 Scrutiny Improvements**

There are a few local authorities who have developed a Protocol on scrutiny which sets some of the practical considerations when committees are carrying out investigative scrutiny in particular. This will a useful addition to Fife Council’s governance and it is proposed to include criteria to assist the committee to select topics for scrutiny, information on how to conduct a policy review and scrutiny techniques.

In addition, a programme of regular training and personal reflection and development sessions to support members undertaking the scrutiny should be scheduled.



## 3.0 Conclusions

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- 3.1 This brief paper provides an introduction to scrutiny for members newly appointed to the Council's four scrutiny committees. It is hoped that it will prompt some discussion and reflection on the role and approach of the committees. There are two areas of work that will also be taken forward; the development of a protocol and ongoing training, that should be considered in discussion.

### List of Appendices

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1. Scrutiny Committee membership

### Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:-

Audit Scotland Local Government in Scotland; Overview 2022 Supplement 1

LGIU An Introduction to Overview and Scrutiny June 2021

Briefing : CLG Select Committee report on the effectiveness of local authority overview and scrutiny committees February 2018

CfPS Good Scrutiny Guide 2019

Improvement Service – Elected Member Notebook – Scrutiny 2018

Report Contact

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## Appendix 1 Committee membership

<b>Fife Council Scrutiny Committees</b>	<b>Membership</b>
<b>Education Scrutiny Committee</b>	<ol style="list-style-type: none"> <li>1. Naz Anis-Miah (SNP)</li> <li>2. Lynn Ballantyne-Wardlaw (SNP)</li> <li>3. Aude Boubaker-Calder (LIB DEM)</li> <li>4. Patrick Browne (LAB)</li> <li>5. John Caffrey (LIB DEM)</li> <li>6. Ian Cameron (LAB)</li> <li>7. Colin Davidson (LAB)</li> <li>8. Dave Dempsey (CONS)</li> <li>9. Sean Dillon (LIB DEM)</li> <li>10. Linda Erskine (LAB)</li> <li>11. Alycia Hayes (SNP)</li> <li>12. Louise Kennedy-Dalby (SNP)</li> <li>13. Kathleen Leslie (CONS)</li> <li>14. Lynn Mowatt (SNP)</li> <li>15. Sarah Neal (SNP)</li> <li>16. Daniel Wilson (SNP)</li> </ol>
<b>Environment, Transportation &amp; Climate Change Scrutiny Committee</b>	<ol style="list-style-type: none"> <li>1. Tom Adams (LAB)</li> <li>2. Naz Anis-Miah (SNP)</li> <li>3. Aude Boubaker-Calder (LIB DEM)</li> <li>4. Rod Cavanagh (SNP)</li> <li>5. Al Clark (LIB DEM)</li> <li>6. Graeme Downie (LAB)</li> <li>7. Gavin Ellis (CONS)</li> <li>8. David Graham (LAB)</li> <li>9. Jean Hall-Muir (SNP)</li> <li>10. Stefan Hoggan-Radu (SNP)</li> <li>11. Andy Jackson (SNP)</li> <li>12. Jane-Ann Liston (LIB DEM)</li> <li>13. Derek Noble (LAB)</li> <li>14. Nicola Patrick (SNP)</li> <li>15. Darren Watt (CONS)</li> <li>16. Daniel Wilson (SNP)</li> </ol>
<b>Finance, Economy &amp; Corporate Services Scrutiny Committee</b>	<ol style="list-style-type: none"> <li>1. Alie Bain (SNP)</li> <li>2. Lynn Ballantyne-Wardlaw (SNP)</li> <li>3. Auxi Barrera (SNP)</li> <li>4. Ian Cameron (LAB)</li> <li>5. Rod Cavanagh (SNP)</li> <li>6. Eugene Clarke (LIB DEM)</li> <li>7. Colin Davidson (LAB)</li> <li>8. Sean Dillon (LIB DEM)</li> <li>9. Graeme Downie (LAB)</li> <li>10. Stefan Hoggan-Radu (SNP)</li> <li>11. Allan Knox (LIB DEM)</li> <li>12. Robin Lawson (CONS)</li> <li>13. James Leslie (CONS)</li> <li>14. Gordon Pryde (LAB)</li> <li>15. Alistair Suttie (SNP)</li> <li>16. Ann Verner (SNP)</li> </ol>

**People & Communities Scrutiny Committee**

1. Blair Allan (SNP)
2. Ken Caldwell (SNP)
3. Alistair Cameron (LAB)
4. Alex Campbell (LAB)
5. Eugene Clarke (LIB DEM)
6. Brian Goodall (SNP)
7. Peter Gulline (CONS)
8. Allan Knox (LIB DEM)
9. Donald Lothian (LIB DEM)
10. Julie MacDougall (LAB)
11. Lynn Mowatt (SNP)
12. Bailey-Lee Robb (SNP)
13. Sam Steele (SNP)
14. Ann Verner (SNP)
15. Darren Watt (CONS)
16. Jan Wincott (LAB)

28 September 2022

Agenda Item No. 5

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## Service Profiles – Education Service

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**Report by:** Carrie Lindsay, Executive Director, Education & Children’s Services

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**Wards Affected:** N/A

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### Purpose

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This report provides information for elected members on the roles and functions of the Council services that are most relevant to remit of the Scrutiny Committee.

### Recommendation(s)

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It is recommended that members note the information provided on the aims and functions of these services and consider the key challenges listed as part of their scrutiny role.

### Resource Implications

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None

### Legal & Risk Implications

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There are no legal and risk implications.

### Impact Assessment

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An EqIA is not required as this report does not propose any changes to policies or services.

### Consultation

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Heads of service were consulted on the relevant profile.

# 1.0 Profiles

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- 1.1 The attached service profiles provide a broad overview of the services relevant to the scrutiny committee. This includes a summary of the aims of the service and the key functions it undertakes. A key challenges section provides information on significant change and major issues that should be considered as part of the scrutiny process.

## List of Appendices

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1. Service Overviews

### REPORT CONTACTS:

Stuart Booker

Quality Improvement Officer

[stuart.booker@fife.gov.uk](mailto:stuart.booker@fife.gov.uk)

## Service Overview – Education & Children’s Services (Operations & Childcare Services)

159 schools  
across all  
settings

50,287 school  
pupils across all  
settings

3,627 teaching  
staff (FTE) across  
all sectors & roles

71,746 children &  
young people aged  
0-17 years

### Service Aim

Improving outcomes for children and young people for:

- Childcare
- Health and Wellbeing

Ensuring effective and efficient management of E&CS Directorate, including:

- Financial and Human Resources
- Assets
- Performance

### Service Functions

- Childcare Services
- Support for Health & Wellbeing
- School Estate
- Finance
- Workforce Planning/Human Resources
- Risk Management/Business Continuity/Health & Safety
- Trade Union Relations
- Corporate Governance
- Strategic Planning & Performance

### Key Challenges

#### Childcare Services

- Modernising the service to ensure it continues to deliver a quality provision which is sustainable, reflects the changing childcare needs of families across Fife and meets the increasing regulatory expectations.
- Ensuring families can continue to access work, training for work and further education, knowing their children and young people are well cared for.
- Ensuring families can access a service which is of quality and reliable.
- Supporting children to access a free breakfast at key schools across Fife.

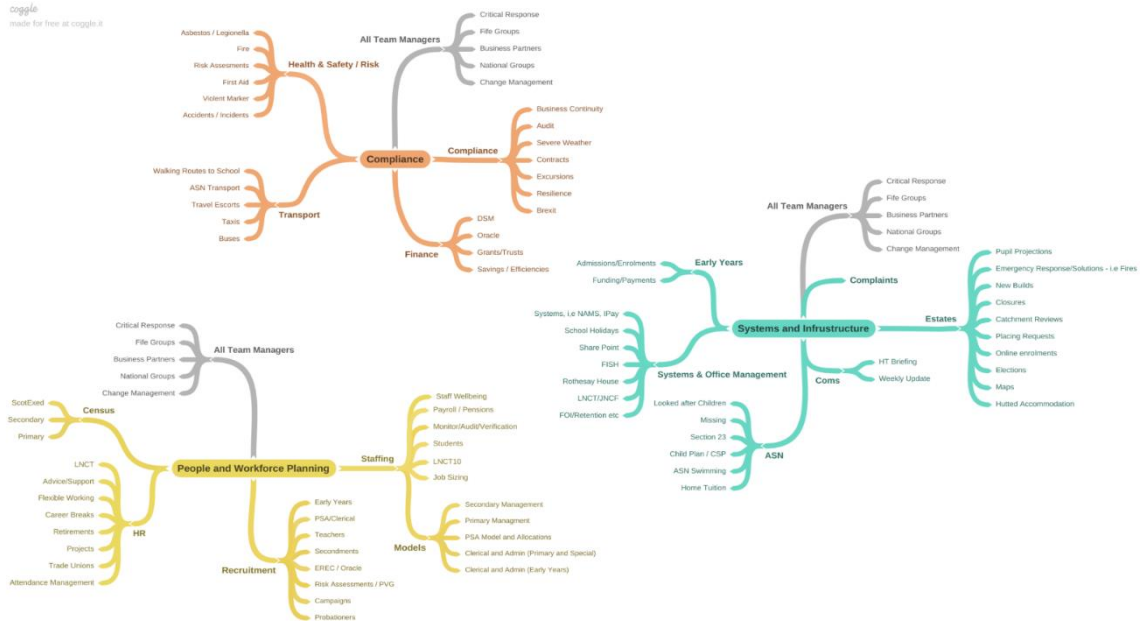
#### Health & Wellbeing

- Supporting the emotional wellbeing and mental health of our children, young people, families and staff.
- Continuing to grow the application of Fife’s Our Minds Matter Framework, extending its reach to take account of the requirements of the new Community Mental Health Framework.
- Continuing to develop our delivery of the wide-ranging, high quality early interventions and additional supports we can provide to meet young people’s needs. This will include the continued development of Fife Schools’ Counselling Services.
- Continuing to embed the principles and key actions relating to our Staff Wellbeing Strategy to ensure staff have access to advice in relation to promoting wellbeing as well as appropriate additional supports when they are needed.
- Improving the range of data we currently gather and use. This will enable us to ensure we respond appropriately to the diverse wellbeing needs of children, young people and staff, during the recovery from Covid e.g. for school aged young people this will centre on the implementation of a Health & Wellbeing Census, which will gather data on a breadth of wellbeing aspects.
- Extending and enhancing the range of services available to young people aged 0-26 to support them with a) distress and b) support for positive mental health and wellbeing.

## Effective Management of E&CS Directorate

- Improving the operational support to all our schools and services, maintaining high quality standards for the performance and efficiency of the organisation. Monitoring existing processes and analysing their effectiveness; and creating strategies to improve performance and efficiency.
- Ensuring that schools and services run smoothly, while meeting expectations in terms of financial and other governance.
- Improving operational management systems, policies, processes and procedures, ensuring the Directorate remains legally compliant.

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## Service Overview – Education (Early Years & Primary)

6,304 children registered for Early Learning & Childcare (ELC)

111 local authority and 50 partnership ELC centres

28,539 pupils on the primary school roll

133 primary schools across Fife

### Service Aim

Improving Outcomes for children & young people for:

- Equity (poverty-related and other attainment gaps)
- Attainment in the Broad General Education (Pre-school to stage S3)
- Attendance in the Broad General Education (Pre-school to stage S3)

Ensuring continuous improvement of:

- Early Years Settings
- Primary Schools

### Service Functions

Support for:

- Curriculum, Learning, Teaching & Assessment
- Digital Learning
- Professional Learning & Leadership
- Quality Improvement (How Good Is Our Early Learning & Childcare; How Good Is Our School)
- Strategic Self-Evaluation

### Key Challenges

- Improving attainment in the broad general education (BGE) to pre-pandemic levels, with an ambition to achieve national targets by 2025.
- Reducing the BGE attainment gap for vulnerable and disadvantaged groups, which was widened further during the school sessions impacted most significantly by the pandemic.
- Improving school attendance levels to align with or better national levels of school attendance.
- Ensuring high quality learning, teaching and assessment experiences for all children in our early years and primary school settings.
- To sustain high quality leadership at all levels across the school/ELC settings, building the capacity and capability of our staff to use a range of quality improvement approaches, tools, and techniques to make decisions about what works best for their learners and what has the greatest impact on their progress and achievement.
- To ensure that the curriculum children experience in the broad general education is relevant and meaningful, and provides opportunities for progression, creativity and enquiry.
- To grow the skills and confidence of leaders and staff to ensure effective use of available digital technology to enhance learning and teaching, e.g., including the implementation of a universal 1-1 device strategy – awaiting update from Scottish Government.



## Service Overview – Education (Secondary & Specialist Services)

14,167 pupils with a recorded need for additional support across all sectors

21,591 pupils on the secondary roll & 157 pupils on the special school roll

18 secondary schools & 8 special schools

### Service Aim

Improving Outcomes for children & young people for:

- Learners with a need for Additional Support with Learning (ASL)
- Senior Phase Attainment (Stages S4 to S6)
- Attendance in Secondary schools

Ensuring continuous improvement of:

- Secondary Schools
- Special schools and specialist services

### Service Functions

Specialist services for Additional Support with Learning, including:

- Special schools
- Supporting Learners Service
- Pupil Support Service
- Educational Psychology
- Child Protection

Support for:

- SQA processes
- Employability & Post School Destinations
- Quality Improvement (How Good Is Our School)

### Key Challenges

- Improve Positive Destinations by ensuring each school achieves their stretch targets by having processes and plans for early identification of young people who are in danger of not achieving a Positive Destination, including those with an any additional need – including those who are Care Experienced
- Other services and partners across the council related to this area will have greater involvement in, and help schools to achieve, these targets. The ongoing development and implementation of progression pathways for those in the Senior Phase leading to a Positive Destination.
- All work related to Positive Destination will be overseen by the Developing the Young Workforce (DYW) Board and Opportunities Fife Partnership.
- For attainment – Secondary schools will be clear through a quality improvement process on how they can improve their key measures and achieve improvements in literacy and numeracy in the senior phase and for which groups of young people.
- We will implement aspects of the Additional Support for Learning (ASL) strategy including new AMG processes and will review the services directly working with children and young people to ensure we are meeting the needs of those who need it most and direct resources to those areas through improved referral routes.
- Improving school attendance levels to align with or exceed national levels of school attendance through effective monitoring of attendance stretch targets.
- Continue to build leadership through an increased number of effective networks across secondary schools at various levels and via linking with SEIC colleagues and Education Scotland in order to share good practice, including looking outwards beyond Fife.
- Those leading in Child Protection in all of the schools and establishments that we have responsibility for, will be trained to a high standard.
- There will be more recording of the voice of children and young people in all we do in Secondary and Specialist services.

28 September 2022

Agenda Item No. 6

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## Directorate Improvement Plan 2022-23

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**Report by:** Carrie Lindsay, Executive Director, Education & Children's Services

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**Wards Affected:** All wards

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### Purpose

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The purpose of this report is to provide members with an updated Education & Children's Services (ECS) Directorate Plan for 2022-23, to set this plan in the context of other keys strategic plans for children and families in Fife, and to note how progress on the Directorate's Improvement Priorities will be reported to relevant Council Committees over the coming year.

### Recommendation(s)

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The Committee is invited to:

- (1) scrutinise and comment on the updated Directorate Improvement Plan (appendix 1), which outlines improvement activity for the year ahead; and
- (2) approve the proposed timetable for reporting to committee, as a basis for further scrutiny of the Directorate Improvement Plan over the coming year.

### Resource Implications

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The paper outlines the Directorate's focus for improvement, both as a Directorate and through wider partnership working, to ensure that outcomes for children and young people in Fife improve as the Directorate works to support recovery from the Covid pandemic within its current budget.

### Legal & Risk Implications

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The Directorate Improvement Plan, and the related plans described in this paper, meet a range of requirements to publish strategic plans for services to children, young people, families and communities, arising from legislation and national policy.

### Impact Assessment

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The Directorate Plan highlights the Directorate's key priorities for improvement over the coming year. These have been chosen to help achieve improved outcomes for all children and young people but will have a particular focus on: closing the attainment gap for children living in socially disadvantaged areas; improving life chances and opportunities for Fife's most vulnerable children and young people (including looked after children and the care experienced).

## Consultation

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The development of the Education & Children's Services (ECS) Directorate improvement priorities for 2021-23, and the related strategic plans described in this paper, have been informed by a range of consultation and engagement activities with staff and by feedback from children, young people and families.

## 1.0 Background

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- 1.1 The Education & Children's Services (ECS) Directorate is subject to a range of requirements to develop and publish strategic plans for its services, arising from both legislation and national policy. The Directorate meets these demands through the development and publication of:
- The **ECS Directorate Improvement Plan**, which meets a range of statutory and policy requirements for the provision of Council services;
  - The **Fife Children's Services Plan**, for which the ECS Directorate acts as a statutory lead agency for the strategic planning of wider children's services – as required by the Children and Young People (Scotland) Act 2014;
  - The **South East Improvement Collaborative (SEIC) Improvement Plan**, to which the Directorate contributes as a collaborative partner for school improvement planning – as agreed in a Joint Agreement between the Scottish Government and COSLA.
- 1.2 The current **ECS Directorate Improvement Plan** covers the period 2021-23 and was published in August 2021. It sets out the strategic actions to achieve the improvement priorities presented to and acknowledged by the Education and Children's Services Sub-Committee in May 2021.
- 1.3 The plan has been updated to reflect changes made during the course of the last year, to improve the focus and impact of improvement work. These changes reflect: a streamlining of the improvement projects to Close the Attainment Gap; and ongoing work to extend the use of stretch targets as a support for improvement planning across Fife schools. The updated plan forms appendix 1 to the paper; a copy can be found at: [www.fife.gov.uk/ECsplan2022](http://www.fife.gov.uk/ECsplan2022).
- 1.4 The **Fife Children's Services Plan 2021-23** was published in June 2021. This plan forms appendix 2 to the paper; a copy can be found at: [www.fife.gov.uk/fifeCSplan](http://www.fife.gov.uk/fifeCSplan).
- 1.5 The **SEIC Improvement Plan** is annual and the updated plan for 2022/23 was approved on August 25<sup>th</sup>. A copy of the plan for 2021/22 forms appendix 3 to this paper and can be found at: <https://blogs.glowscotland.org.uk/glowblogs/public/seicollabportal/uploads/sites/9165/2022/08/25221547/SEIC-Plan-2022-23-FINAL.pdf>, for reference.
- 1.6 This paper:
- Presents an overview of the improvement priorities in each of these key strategic plans, and shows how these align;
  - Describes how these three key strategic plans will contribute to the plans for recovery and reform outlined in the updated Plan 4 Fife;

- Presents a draft timetable to Committee, to enable scrutiny of the improvement work outlined in these key strategic plans over the course of the coming year.

## 2.0 Improvement Priorities for 2021-23

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- 2.1 The improvement priorities set out in the key strategic plans for children's services were developed to support reform and recovery from the Covid pandemic.
- 2.2 The ECS Directorate improvement priorities for 2021-23 are:
- **Delivering the Promise.** Further developing the Directorate's strategies to improve outcomes and experiences for vulnerable children, including those on the edge of care; these include: Belonging 2 Fife and the Learning with Care.
  - **Closing the Attainment Gap.** Building on existing experience in the use of the Model for Improvement to ensure that attainment recovers and further improves, and that the attainment gap closes significantly; this includes support for schools with work funded by the Scottish Attainment Challenge and Pupil Equity Fund.
  - **Improving Opportunity.** Ensuring that the achievement, attainment and employability skills of young people improve, particularly for the vulnerable and multiply disadvantaged.
  - **Supporting Wellbeing.** Further developing support for the mental and physical health of children, young people and families, and of staff; this includes Our Minds Matter.
  - **Empowering all.** Further developing leadership at all levels within the Directorate, to ensure that the Directorate's capacity for further improvement continues to grow during recovery.
- 2.3 The Directorate Plan priorities have been developed in parallel with, and closely align with, the draft improvement priorities identified for the Fife Children's Services Plan 2021-23. These are:
- **Delivering the Promise.** Working with the wider children's services partnership to develop a more collaborative approach to prevention for vulnerable children, including those on the edge of care.
  - **Closing the Equity Gap.** Building on existing experience in the use of the Model for Improvement across the Children's Services Partnership, to close equity gaps across a range of outcomes.
  - **Supporting Wellbeing.** Working to improve the Partnership's collective understanding of – and capacity to support – the mental and physical health of children, young people and families, and of staff.
  - **Promoting Children's Rights.** These have a particular focus on the working and responsibilities of the wider children's services partnership.

- 2.4 The South East Improvement Collaborative (SEIC) supports school improvement in Fife, Edinburgh, Midlothian, East Lothian and Scottish Borders. The **SEIC Improvement Plan**, is updated annually and was approved on 25 August. The work of SEIC has a strong focus on supporting the ongoing recovery from the Covid pandemic, and reflects a common set of challenges across the five SEIC authorities, including Fife.

### 3.0 Supporting the Plan 4 Fife

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3.1 The Directorate Improvement Plan 2021-23 and Fife Children’s Services Plan 2021-23 are closely aligned with the updated Plan 4 Fife. In particular, the Plan 4 Fife:

- Recognises The Promise and the UN Convention on the Rights of the Child as key policies within the “Renewal Landscape”.
- Reflects the continuing importance of ensuring “Opportunities for All” in achieving a “Fairer Fife”, including: mitigating the impact of poverty, closing the attainment gap, and improving health.
- Outlines “Immediate Actions” to support recovery and renewal, including actions: to close the attainment gap, promote children’s rights, improve learning pathways from school on to continuing education, employment, training and volunteering, supporting emotional and physical wellbeing, and developing wrap around support in specific service areas.

3.2 Improvement achieved through the Directorate Improvement Plan 2021-23 will contribute to achieving the aims of the Plan 4 Fife.

### 4.0 Arrangements for scrutiny of progress and outcomes

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4.1 The Directorate Improvement Plan sets out a clear framework for monitoring the short-term impact of the Directorate’s improvement activity. It also includes a scorecard of key high-level outcomes, for which the improvement actions will lead to improved outcomes over the medium to long term.

4.2 It is proposed to report on progress in delivering the Directorate Improvement Plan, by providing updates to the Education Scrutiny Committee on each Improvement Priority, as set out below.

<b>Improvement Priority</b>	<b>Proposed reporting dates for scrutiny</b>
Delivering the Promise	<ul style="list-style-type: none"> <li>• Updates will be presented to the People and Communities Scrutiny Committee.</li> </ul>
Supporting Wellbeing	<ul style="list-style-type: none"> <li>• <i>Wellbeing Report (including Children and Young People, Health and Wellbeing)</i> to be presented in January 2023.</li> </ul>
Closing the Attainment Gap	<ul style="list-style-type: none"> <li>• Update in September 2022 on <i>Attainment – Broad General Education (BGE)</i>.</li> <li>• Update in November 2022 on the work within the <i>Scottish Attainment Challenge</i>.</li> </ul>
Improving Opportunity	<ul style="list-style-type: none"> <li>• Update in November 2022 on <i>Senior Phase stage-based outcomes</i></li> </ul>

Improvement Priority	Proposed reporting dates for scrutiny
	<ul style="list-style-type: none"> <li>Update in May 2023 on <i>School Leaver Outcomes and Destinations</i>.</li> </ul>
Empowering All	<ul style="list-style-type: none"> <li>Update in March 2023 on <i>Inspection Outcomes</i>, regarding support for quality improvement.</li> <li>Update in May 2023 on <i>Draft Directorate Improvement Plan 2023-26</i>, regarding Directorate vision, values, etc.</li> <li>Updates regarding Corporate Parenting will be presented to the People and Communities Scrutiny Committee.</li> </ul>

- 4.3 The Committee is asked to provide feedback on the ECS Directorate's draft reporting timetable for scrutiny.

## 5.0 Conclusions

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- 5.1 The Directorate Improvement Plan 2021-23 provides the basis for improvement work across the Education and Children's Services Directorate. The Plan aligns closely with other key strategic plans relating to the work of the Directorate. The Committee is invited to scrutinise and comment on the updated Directorate Improvement Plan (appendix 1), which outlines improvement activity for the year ahead.
- 5.2 The Committee is asked to approve the proposed timetable for reporting to committee, as a basis for scrutiny of the Directorate Improvement Plan over the coming year.

## Appendices

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1. Education & Children's Services Directorate Improvement Plan 2021-23 (see: [www.fife.gov.uk/ECSplan2022](http://www.fife.gov.uk/ECSplan2022)).
2. Fife Children's Services Plan 2021-23 (see: [www.fife.gov.uk/fifeCSplan](http://www.fife.gov.uk/fifeCSplan)).
3. SEIC Improvement Plan 2022-23 (see: <https://blogs.glowscotland.org.uk/glowblogs/public/seicollabportal/uploads/sites/9165/2022/08/25221547/SEIC-Plan-2022-23-FINAL.pdf>).

## Report Contacts

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28 September 2022

Agenda Item No. 7

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## **LOCAL GOVERNMENT BENCHMARKING FRAMEWORK PERFORMANCE INDICATORS**

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Report by: Michael Enston, Executive Director, Communities Directorate

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Wards Affected: N/A

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### **Purpose**

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This report provides context for elected members on the Local Government Benchmarking Framework (LGBF), compiled by the Improvement Service, which will be a key element of service performance reporting.

### **Recommendation(s)**

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It is recommended that committee members note the context provided and the intention to use the Local Government Benchmarking Framework in future performance arrangements

### **Resource Implications**

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None

### **Legal & Risk Implications**

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There are no legal and risk implications.

### **Impact Assessment**

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An EqIA is not required as this report does not propose any changes to policies or services.

### **Consultation**

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Consultation is not required as the report does not propose a change to existing policies and practices.

## 1.0 Background

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- 1.1 The Local Government Benchmarking Framework (LGBF) provides valuable comparisons with other local authorities across a range of indicators, including cost-based indicators. This includes trend-based insights as well as comparisons with other local authorities.
- 1.2 Each authority is allocated a family group of similar authorities based on factors such as deprivation and urban density so that each authority can compare its performance to that of similar authorities and seek performance improvement where appropriate.

## 2.0 National Benchmarking Overview

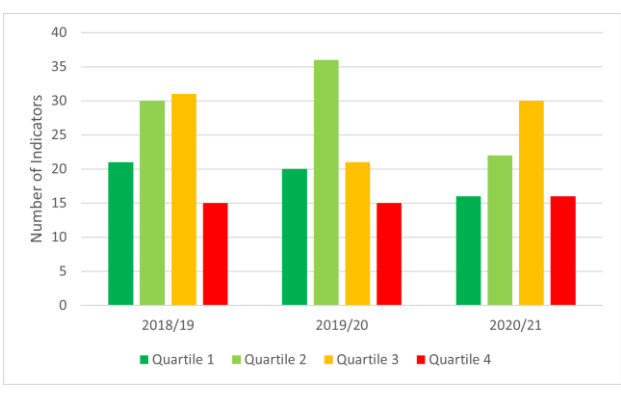
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- 2.1 A link to the National Benchmarking Overview Report 2020-21 in Section 3.0 provides some useful context and information about the LGBF.
- 2.2 As per Audit Scotland's SPI Guidance, members should be sighted on the LGBF Figures, and this report sets out data from 2020/21 and provides evidence on the impact of the first year of Covid-19 on local government services. Covid-19 has generated many new demands on local government service providers, and workforces have had to adapt quickly to meet these new demands, while maintaining essential services.
- 2.3 While the Covid-19 pandemic had a negative impact on communities and council services across Scotland, this impact was not felt equally across all areas, depending on an area's mix of demographics, levels of poverty and deprivation, and urban and rural makeup. The LGBF data highlights growing levels of poverty, financial hardship and inequalities, with the attainment gap widening for many primary school pupils, a fall in positive destinations for school leavers, increases in rent arrears and reductions in council tax payments, along with increasing numbers of benefit claimants.
- 2.4 The Local Government Benchmarking Framework (LGBF) report for 2020/21 was published in March 2022 and, out of the 84 indicators published, Fife has 16 indicators in the top quartile. For 16 of the indicators, Fife is in the bottom quartile (Table 1).  
Fife currently has 45% of the indicators, where data is collected, within the top two quartiles. However, it should be noted that 17 of the 101 indicators had no data collected in 2020/21. Some of these indicators related to customer satisfaction, data on schools, such as positive destinations and school attendance, and collection of this data was impacted by the Covid pandemic.



**Table 1: Fife Indicators by Quartile**

	2018/19	2019/20	2020/21
Quartile 1	21	20	16
Quartile 2	30	36	22
Quartile 3	31	21	30
Quartile 4	15	15	16
Publication Awaited			17
Total Number of Indicators where data has been supplied*	97	92	84



Distribution of Fife Indicators by quartile for the last 3 years (quartile 1 is the best performers)

\* It should be noted that indicators have been added and removed from the suite annually, hence differences in the total indicators being published year on year.

## 3.0 Accessing the LGBF

- 3.1 The LGBF is published by the Improvement Service and the document is accessible directly from their website. It is a large document, therefore it is more appropriate to provide a link.

There are a range of data viewing tools and reports available from the LGBF homepage - <https://www.improvementservice.org.uk/benchmarking/home>

While the report itself is accessible here - [https://www.improvementservice.org.uk/data/assets/pdf\\_file/0018/31338/Benchmarking-Overview-Report-2020-21-FINAL.pdf](https://www.improvementservice.org.uk/data/assets/pdf_file/0018/31338/Benchmarking-Overview-Report-2020-21-FINAL.pdf)

## 4.0 Next Steps

- 4.1 The LGBF will be a key element of Fife Council's service performance reporting. Performance reporting templates are currently being developed and these will be presented to future committees.
- 4.2 The process for collecting these indicators is also being reviewed with the aim of providing more regular and timeous local results than those presented in the national report.

### REPORT CONTACT:

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## Attainment - Broad General Education (BGE)

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**Report by:** Angela Logue, Head of Service, Education and Children's Services

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**Wards Affected:** All Wards

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### Purpose

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The purpose of this report is to provide members with an update on current progress in improving attainment in the broad general education and closing the attainment gap – a current priority within the Education and Children's Services Directorate Improvement Plan. The broad general education begins in early learning and childcare and continues to the end of S3. The report provides members with details of the key activities underway to ensure sustained education recovery from the Covid-19 pandemic, through increased universal or targeted support for our children and young people.

### Recommendation(s)

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It is recommended that the Education Scrutiny Committee scrutinise and comment on current progress in improving attainment in the broad general education, and the planned next steps to support education recovery in Fife and close the attainment gap.

### Resource Implications

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There are no immediate resource implications associated with this report.

### Legal & Risk Implications

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There are no specific legal and risk implications associated with this report.

### Impact Assessment

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An Equalities Impact Assessment has not been completed and is not necessary at this stage, as the proposals within the report do not currently represent a change to policy.

### Consultation

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Staff, pupils and partners have been consulted through various surveys and through evidence gathered via improvement projects – both at a strategic level and at school level. This evidence is informing the work currently being undertaken to Close the Attainment Gap, as well as our wider approach to supporting education recovery and improved attainment for all children and young people.

## 1.0 Background

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- 1.1 There is a long-standing and well evidenced challenge facing Scotland, regarding equity of educational outcomes. This “attainment gap” exists for different reasons for a wide range of learners. It can be measured by data for a wide range of socio-economic indicators, including Scottish Index of Multiple Deprivation (SIMD), the proportion of pupils on the school roll who are registered for free school meals (FMR), child poverty data, parental occupation, and educational qualifications. The attainment gap is also linked to the needs and life experiences of children and young people and is evident for groups including children with a need for an additional support with learning (ASL), looked after and care experienced children.
- 1.2 The poverty-related attainment gap was exacerbated by the Covid-19 pandemic, reflecting barriers to learning arising from reduced engagement with learning during periods of home learning, the challenges of ensuring effective support for home learning and increasing levels of child poverty arising from the economic impact of Covid-19 and other factors.
- 1.3 [The National Improvement Framework and Improvement Plan \(2021\)](#) outlines, in the vision for education in Scotland, the need to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person thrives and have the best opportunity to succeed, regardless of their social circumstances or additional needs. Raising attainment and closing the equity gap remain key national policy priorities.
- 1.4 Improving educational attainment for all groups remains a key ambition of the [Plan for Fife](#) and Closing the Attainment Gap is one of the five improvement priorities within the current Education and Children’s Services Directorate Improvement Plan.

## 2.0 Attainment Reform Strategy

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- 2.1 Work to address the Attainment Gap is being overseen by the Attainment Reform Strategy Group, which was formed to provide a strategic steer for the Council’s work to close the attainment gap as part of the Reform and Recovery agenda. The improvement work undertaken by the group is supported by [CYPIC](#) (Children and Young People’s Improvement Collaborative). The group brings together professionals from early years and schools services and links in work being undertaken with Children and Families Social Work (relating to Learning with Care) and the wider Fife Children’s Services Partnership (relating to improving wellbeing).
- 2.2 The aim of this work is to address the impact on children and young people’s progress in learning, caused by the school closures during the pandemic, and develop sustainable approaches to improving attainment and closing the gap across our schools and early learning centres over the next three years. This work will build on lessons learned and opportunities that have arisen during the lockdown periods and the recovery phase.

2.3 The vision for the programme of reform work is that:

*Every Child Matters: by ensuring equity and raising attainment, all children and young people of Fife will thrive and succeed to realise their hopes and dreams.*

2.4 In order to support its work, the Attainment Reform Strategy Group has developed a high-level change theory, based on what was known about how the system is currently working. Primary drivers for improvement in attainment and closing the attainment gap have been identified by the reform group and are detailed in the driver diagram in appendix 1. They are equity; high quality learning, teaching and assessment; improved attendance and engagement, including wellbeing. The need to build capacity for improvement and to reflect pupil voice are recognised as underpinning all areas.

2.5 The primary drivers identified through this work – and the secondary drivers needed to address these issues – closely reflect the findings of national research on approaches required to support recovery from the Covid-19 pandemic. This includes the Scottish Government's [Equity Audit \(2021\)](#) which identified the need to address the impact of the pandemic on some of the most socio-economically disadvantaged children and families. Key to achieving this was the need to improve:

- Health and wellbeing support
- Digital infrastructure and connectivity
- Support to parents and families
- Teaching provision and the quality of learning
- Support for teachers and the wider workforce

2.6 Each primary driver is being led by a lead officer, who oversees the work being undertaken within that theme. These lead officers have worked with our own Improvement Co-ordinator and colleagues from the [Children & Young People's Improvement Collaborative \(CYPIC\)](#) to adopt the use of quality improvement methodology to develop sustainable approaches to improving attainment and close the gap across schools and early learning settings. It is being used to target and align all levels of the system to a common purpose. Quality Improvement Methodology is a rigorous and systematic approach to accelerate improvements, whilst developing our understanding of what changes have led to improvement.

2.7 Following on from Early Years Collaborative (2012-2017) and Raising Attainment for All (2014-2017) local training has been gradually building our Quality Improvement (QI) capacity and capability across our Directorate. We have set out an ambitious plan to invest and further grow our expertise to ensure that work aligned to Fife's Recovery and Reform (Attainment & Closing the Gap) makes effective use of Quality Improvement Methodology. This approach advocates that we tackle improvement systematically, testing change ideas and concepts on a small scale so we learn 'what works' quickly enabling us to invest and scale up successful changes quickly based on demonstratable improvements.

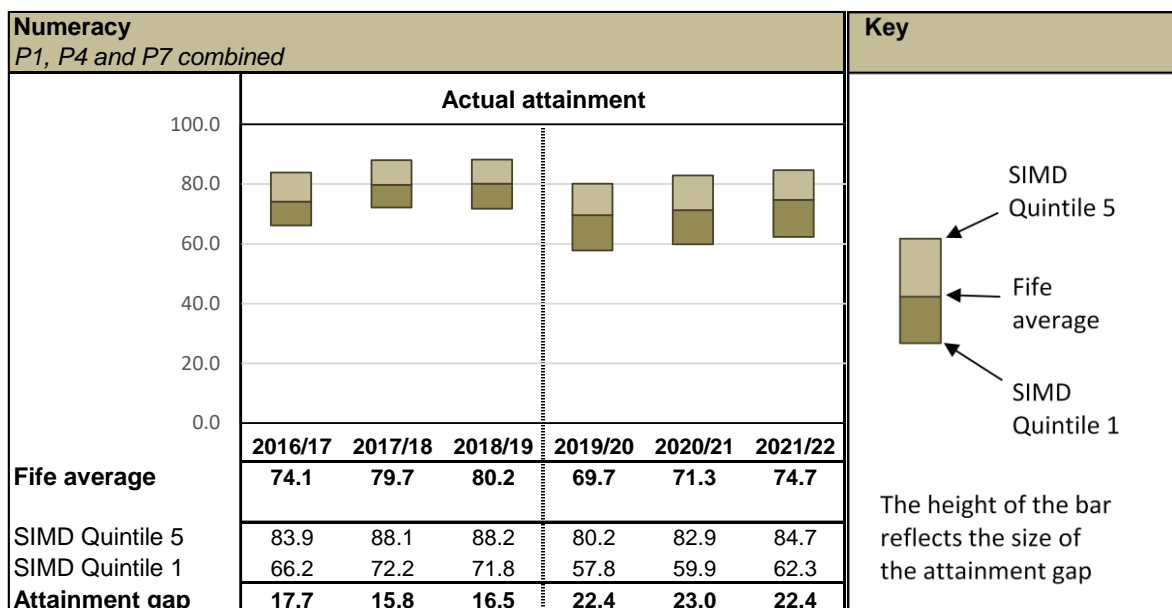
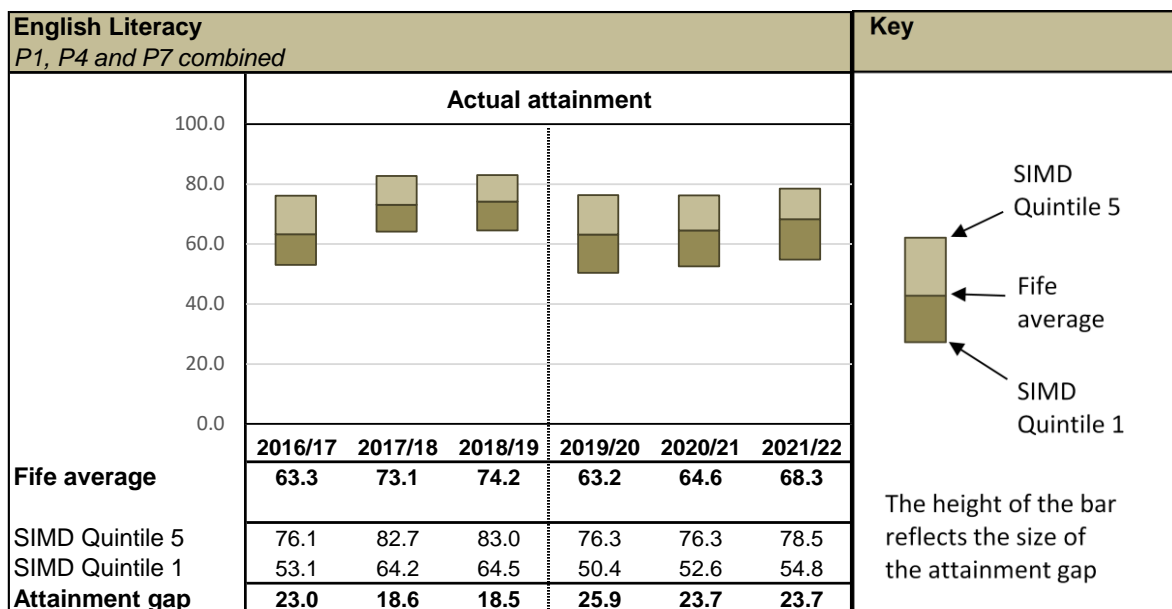
## 3.0 Current outcomes

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3.1 No CfE achievement data was collected for secondary schools in Scotland during 2019/20 and 2020/21, in order that secondary schools could focus on the Alternative Certification arrangements that replaced SQA exams during the Covid pandemic. CfE achievement data for S3 pupils is being collected for 2021/22 by the Scottish

Government. However, at this stage the Fife data is still being collated and quality assured; it will be reported with the update on Senior Phase Stage-Based Outcomes in November.

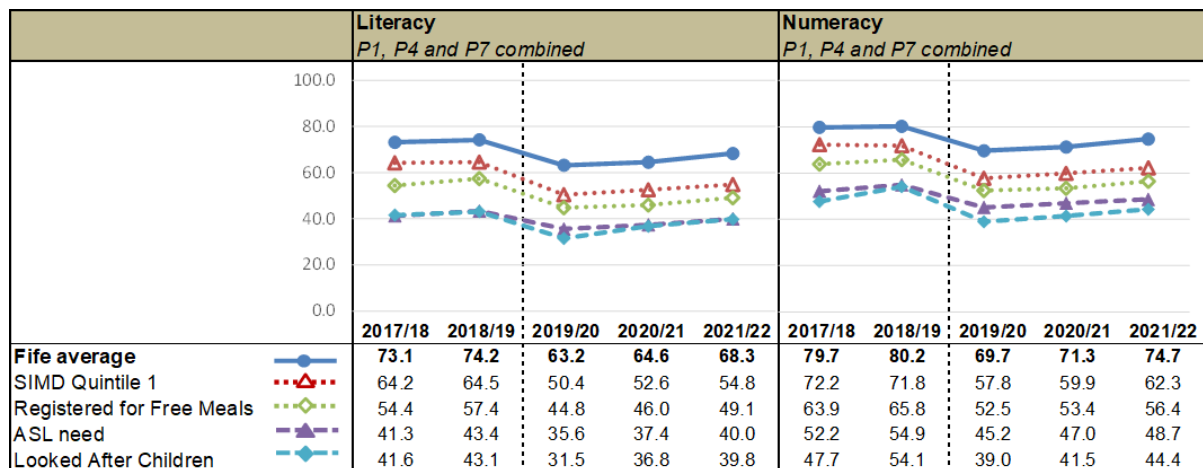
- 3.2 Processes for gathering CfE achievement levels for primary schools in Fife continued in Fife during the Covid pandemic. This section provides an overview of current outcomes for literacy and numeracy in Fife primary schools.
- 3.3 Data for the period 2012/13 to 2016/17 showed a sustained improvement in CfE achievement and a significant closing of the attainment gap. This was evident for pupils living in SIMD deciles 1 and 2, pupils registered for free school meals and pupils with a recorded need for Additional Support with Learning (ASL). The improvements seen over this period were broadly corroborated by other assessment evidence.
- 3.4 In 2016/17 a revised national framework for assessing and moderating CfE achievement levels was introduced. As a result of this change, a trend comparison is not possible between data prior to and since 2016/17. Figure 1, below, shows the trend in CfE achievement since 2016/17 for literacy and numeracy.



**Figure 1.** Trends in achievement of CfE levels in literacy and numeracy by primary pupils (P1, P4 and P7 combined) over the last six school years.  
As can be seen:

- Levels of achievement for CfE continued to improve between 2016/17 and 2017/18, with a further closing of the attainment gap.
- However, levels of achievement and the attainment gap remained at a broadly similar level in 2018/19 to the preceding year.
- In 2019/20, the first year of the Covid-19 pandemic, attainment fell, and the attainment gap widened significantly again.
- Since 2019/20, achievement levels have begun to recover but are still significantly lower than in 2018/19.

3.5 Figure 1 shows the attainment gap that exists for pupils who live in the most disadvantaged 20% of areas – SIMD Quintile 1. Attainment gaps exist for a range of groups of disadvantaged and vulnerable children, including those registered for free school meals; those with a need for additional support with learning (ASL); and looked after children. Figure 2, below, illustrates the attainment of these children over the past five years. As can be noted, the trends in attainment for all of these groups has been similar and all have been adversely impacted by the Covid pandemic.



**Figure 2.** Trends in achievement of CfE levels in literacy and numeracy by primary pupils (P1, P4 and P7 combined) over the last five school years for disadvantaged and vulnerable children.

3.6 The broad trends evident in figure 1 for Fife’s CfE achievement are mirrored in the national data, with a significant decline in achievement and widening of the attainment gap due to the Covid pandemic. National data for 2021/22 is currently being gathered by the Scottish Government and will be published in December. A summary overview of Fife outcomes across the broad general education (for stages P1, P4, P7 and S3) will be available in January 2023.

## 4.0 Next steps

### 4.1 Building on current best practice

4.1.1 During this session we have had 64 schools taking forward over 110 improvement projects focussed on equity and closing the attainment gap. 41 QI leaders within establishments have been trained to ensure sustainability of improvement activity within

their own settings and 32 QI supporters/coaches have been trained to support improvement activity across more settings going forward.

- 4.1.2 This improvement work has received a significant amount of national recognition. At last year's Quality Improvement Awards 2021, the Education and Children's Services Directorate was shortlisted in six of the nine categories, with four winners. Fife's improvement work has also been a catalyst for change at a national level. For example, Fife's writing change theory has been tested in Dundee and Midlothian schools and has now been scaled up nationally, by the Scottish Government CYPIC Team.
- 4.1.3 A key challenge for the coming two to three years will be ensuring that we are effectively achieving scale and spread from the national best practice that is already being identified in Fife schools.

## **4.2 Our collective ambition**

- 4.2.1 The Directorate has been using stretch targets to provide a focus for the collective improvement being undertaken through Improvement Methodology. These are currently based on the national stretch targets originally published by the Scottish Government as part of the 2018 National Improvement Framework Plan, which set an ambition to ensure that: 85% of children in SIMD Quintile 1 are achieving the expected level of CfE by 2024/25; and 90% of children in SIMD Quintile 5 are achieving the expected level of CfE by 2024/25. This would require a significant closing of the attainment gap.
- 4.2.2 Fife's stretch targets are reviewed annually and schools are provided with a report that provides a school-level stretch target for the coming years that reflects their school's social context. Feedback shows that Headteachers find them to be a valued support for improvement planning in their schools.
- 4.2.3 The Directorate is currently piloting an extended use of stretch targets to support improvement for other outcomes. As part of this wide work, the current approach to setting stretch targets for CfE Achievement will be reviewed during the course of this year.
- 4.2.4 The improvement required collectively by Fife schools during 2022/23 corresponds to an overall level of improvement that has been achieved previously and would result in a closing of the attainment gap to a level achieved immediately prior to the Covid pandemic. This represents an ambitious but achievable improvement goal for the coming year.
- 4.2.5 Further improvements will require a closing of the attainment gap for disadvantaged and vulnerable children above and beyond the improvements seen previously. These groups are a focus for the improvement activity being undertaken within the Attainment Reform Strategy. Appendix 2 provides an outline of the work being undertaken to support this improvement.

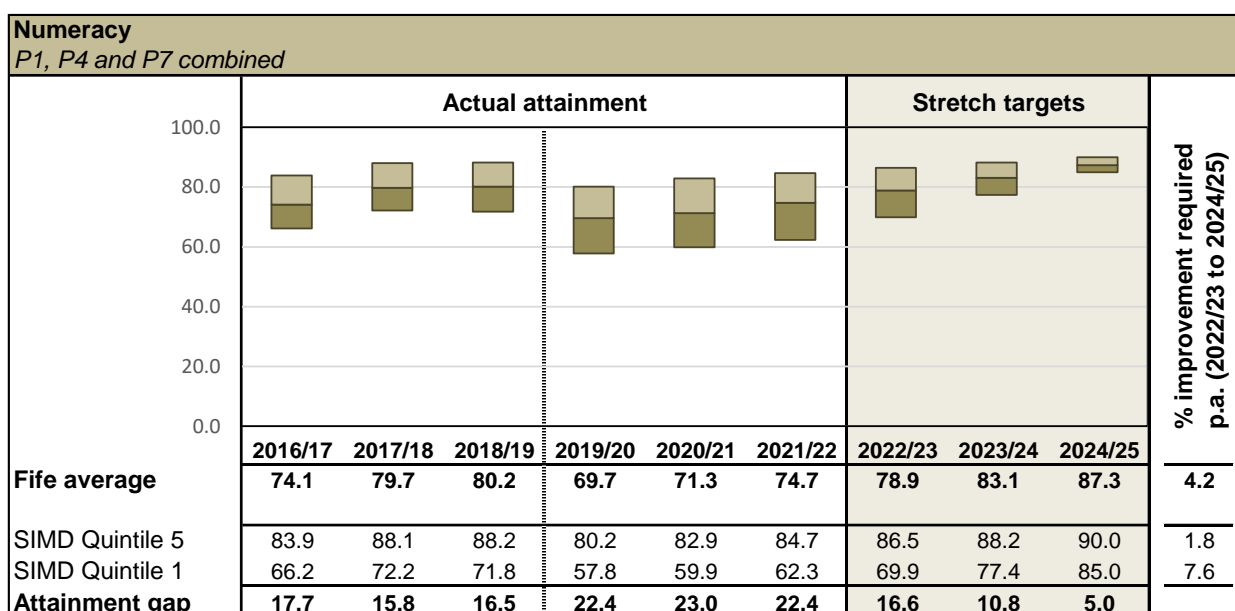
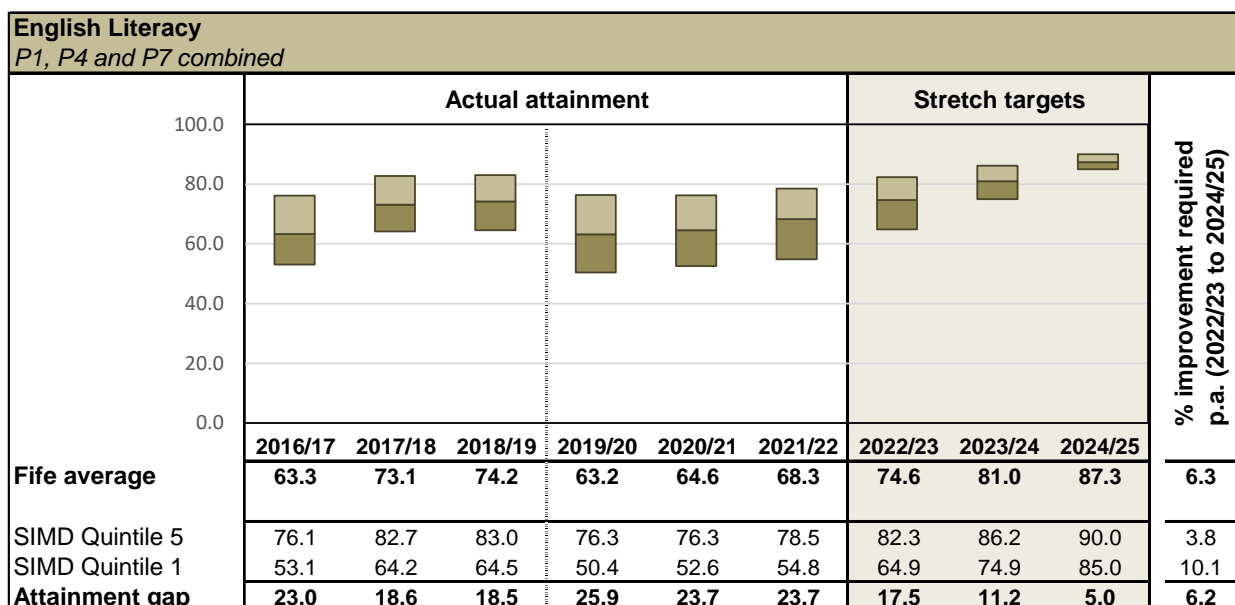


Figure 3. Stretch targets for literacy and numeracy to 2024/25.

## 5.0 Conclusion

- 5.1 As outlined in the section 3, attainment in Fife fell in 2019/20, with the attainment gap widening. Since 2019/20, achievement levels have begun to recover but are still lower than in 2018/19. The attainment gap continues to be significant but broadly mirroring CfE attainment trends in national data during the same period.
- 5.2 We remain ambitious in our target setting, planning and improvement activity. The improvement required collectively by Fife schools during 2022/23 corresponds to an overall level of improvement that has been achieved previously and would result in a closing of the attainment gap to a level achieved immediately prior to the Covid pandemic. This represents an ambitious but achievable improvement goal for the coming year.



- 5.3 Our primary drivers for improvement in attainment and closing the attainment gap: equity; high quality learning, teaching and assessment; improved attendance and engagement will continue to frame our improvement activity moving forward.
- 5.4 Further improvements will require a closing of the attainment gap for disadvantaged and vulnerable children above and beyond the improvements seen previously. These groups are a focus for the improvement activity being undertaken within the Attainment Reform Strategy. To achieve significantly improved outcomes for these groups, we need to continue to embed sustainable approaches to improving attainment and closing the gaps that are firmly based on local, national and international evidence-based approaches.
- 5.5 Building the capacity for improvement through high quality professional learning and leadership development of staff will remain at the heart of our approaches, to support practitioners to make decisions about what works best for their learners and what has the greatest impact on their progress and achievement.
- 5.6 The Covid pandemic has also had an adverse impact on the professional interactions needed to support moderation of CfE achievement levels within and across schools. This is an important focus of improvement activity, networking and collaboration during session 22/23 and beyond.
- 5.7 Importantly, the voices of the children and young people, and their families, will continue to underpin our on-going evaluation of what works best to improve the outcomes of all.

## List of Appendices

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Appendix 1: Attainment Reform Driver Diagram

Appendix 2: Improvement work to close the attainment gap

## Background Papers

[Equity Audit, Scottish Government, 2021](#)

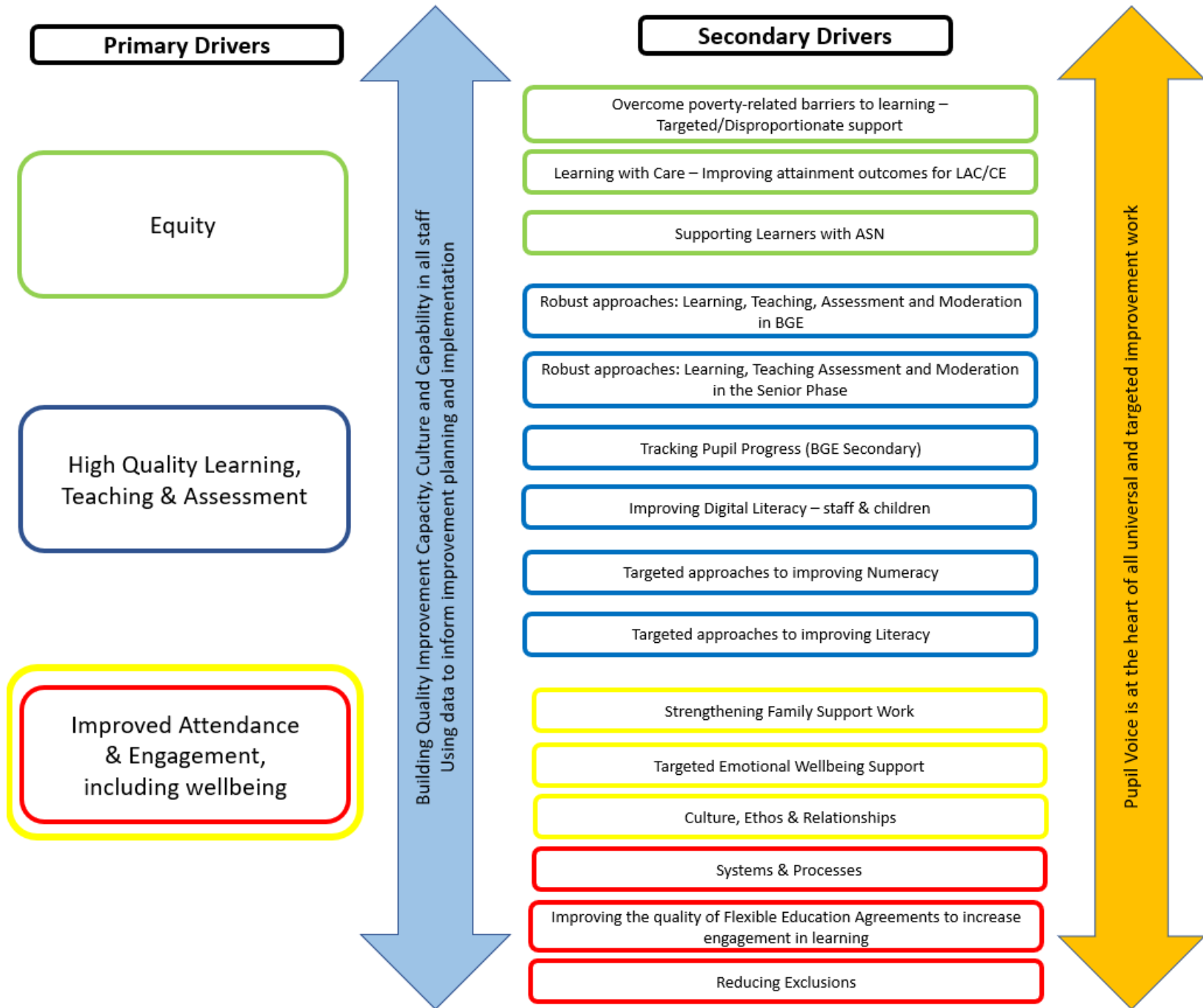
[Audit Scotland, Improving Outcomes for Young People through School Education, March 2021](#)

[Closing the poverty-related attainment gap: Progress Report 2016-2021](#)

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**Appendix 1  
Attainment  
Reform Group –  
Driver Diagram**



## Appendix 2 – Improvement work to close the attainment gap

This section provides an overview of some of the improvement activity that is being undertaken to close the attainment gap, and to support a recovery in achievement levels in Fife schools. This work is focussed on the actions identified as being instrumental in addressing the key challenges of improving equity; ensuring high quality learning, teaching and assessment; and improving attendance and engagement. These are identified as secondary drivers in the driver diagram of Appendix 1.

### Equity

- Revised guidance has been issued to all schools to support the creation of effective Pupil Equity Fund plans for session 2022/23. All schools and practitioners have had a range of opportunities to share with and learn from practitioners across Fife and the South East Improvement Collaborative (SEIC). The development of our Attainment Scotland Fund Networks supports staff from across schools to share plans, approaches and evidence of what works to improve outcomes for children and young people.
- A *'Taking a Closer Look at Pupil Equity Funding'* quality assurance exercise identified aspects of effective family work in schools, e.g., family learning, parenting programmes and supporting families to improve attendance. Plans are now in place to begin to scale this work across other schools in Fife.
- During 21/22, all schools had the opportunity for senior leaders and staff to attend Cost of the School Day training to provide practitioners with a greater understanding of the impact of curricular and school costs on children, young people and their families, and supported them to identify pledges and next steps using the Cost of the School Day toolkit. All schools will have completed a cost of the school day audit and pledge by Dec 2022.
- A *Learning with Care* Support Team have been established within the Pupil Support Service to provide intensive support for identified looked-after or care experienced children and young people which aligns with the work of their mainstream school. Often these young people are currently not accessing school and/or are within residential accommodation or are transitioning to/ across school placements within Fife. In Session 21/22 all supported school leavers left school with SCQF level 4 qualifications and entered a positive destination.
- The *Learning with Care* strategy has provided additional pupil support assistants for children and young people transitioning between mainstream schools and/or care placements enabling and supporting the building of trusting relationships with staff and peers to ensure wellbeing and engagement in learning.
- Targeted tutoring has been used to support attainment in literacy and numeracy. 30 of care-experienced S4 pupils were targeted to receive either 1-1 or small group tutoring. To date 28 pupils from this cohort have achieved an SCQF level 4 literacy award (of whom 13 have achieved an SCQF level 5 award) and 16 have achieved an SCQF level 4 numeracy award (of whom 8 achieved a level 5 award).
- Mentoring support through *MCR Pathways* has been provided for 170 care-experienced or vulnerable young people across four high schools. This is 60.18% of the total care experienced population in these schools.
- Within the Supporting Learners Service, a number of improvement projects have been led and carried out by staff to improve outcomes for specific children and young people, and support learning of what works in order to spread and scale effective approaches

across schools. Projects have focussed on Developmental Language Disorder (DLD) and Visual Impairment (VI) which have led to the strengthening of pupil voice, developing early literacy skills, recognising common words, promoting pupil independence and increasing peer interactions. Projects focussing on English as an Additional Language and Autistic Spectrum Disorder are in development with a focus on S4/S5/S6 pupils with English as an additional language gaining literacy qualifications appropriate to their stage of English language acquisition, and non-verbal young people with ASD increasing joint attention in a social interaction to support improvements in attainment.

## **High Quality Learning, Teaching and Assessment**

- A strategic Learning, Teaching & Assessment Forum has been established with school leaders taking a lead role in the development of the overall Learning, Teaching & Assessment Strategy for Fife.
- Assessment and Moderation Networks have been established across the 5 Local Improvement Forum (LIF) areas with each school identifying practitioners to attend to allow for professional dialogue to support assessment and moderation practices in schools. Additional Quality Assurance and Moderation Support Officers (QAMSOs) have been trained. Moderation will be a key focus for improvement during 2022/23, with the aim to ensure high levels of confidence in CfE achievement data across Fife. Work is also being undertaken to strengthen the use of available evidence to triangulate this data.
- Professional learning opportunities for school leaders and staff were delivered throughout session 21/22 to support the robust analysis of data available through systems such as PowerBi.
- A secondary tracking and monitoring system for a) Broad General Education (BGE) and b) Senior Phase (SP) is being developed to support schools to identify groups of learners and inform interventions. The tracking system/analytical tool for senior phase is almost complete with the BGE still a work in progress.
- A Cluster of schools established an improvement project to increase the number of P7 achieving Second Level in Numeracy by the end of P7 and sustaining this into S1 and beyond. Practitioners from both primary and secondary worked together to establish assessment systems to track progress, share professional learning and to establish a common approach to the teaching of numeracy across the cluster. Learning from this project is being shared across clusters.
- Data was gathered from all schools with an early years' setting around the use of learning conversations to support professional judgements on children's progress towards achievements of a level. Evidence showed that in almost all settings the progression pathways in Personal Learning Journeys (PLJs) were supporting practitioners to make effective assessment judgements and that almost all had a system in place for professional dialogue around assessment and tracking with early years' practitioners.
- The Digital Learning Culture Plan 2021 has been reviewed and a new plan 2021-2024, supporting the directorate eVision, has been created and shared. Full consultation on the E&CS Directorate Digital Roadmap has been completed, analysed and the Digital Roadmap has now been drafted to support planning and implementation of projects moving forward over the next 2-3 years.
- During session 21/22, Digital Schools Award (DSAS) awarded to 18 schools in Fife with a further 18 schools involved in Fife's Leading a Digital Learning Culture Programme.

- Digital Device pilots across all sectors completed with an impact report expected early Session 22/23. This will inform our 1-1 device strategy moving forward following further update from Scottish Government.
- Digital Distance Learning projects involving consortia arrangements to provide a wider range of course choices for young people in the senior phase has made some progress with two High Schools now collaborating across English and Physics Advanced Higher classes. Learning from these projects is being used to develop a longer-term approach to digital delivery of courses across all secondary schools.
- A number of schools across Fife engaged in improvement projects around developing a greater understanding of high-quality learning, teaching and assessment of literacy leading to confident application of skills, knowledge and understanding for improved attainment and outcomes for learners.
- Our core suite of professional learning in literacy was redeveloped to refresh current sessions on offer and to develop two new sessions around tools for reading and creating written texts. Feedback from participants was positive with all reporting that they would use practical tools shared with individual classes.

### **Attendance & Participation & Engagement**

- Through the range of improvement projects undertaken within this driver, and the link to health & wellbeing priorities, growing evidence confirms that child and family mental health impacted most significantly on the attendance and non-attendance at school. Projects included themes such as, body image which emerged as a key issue from the SHINE data, with an aim to improve young people's happiness with their appearance. Projects also focussed on classroom ethos, wellbeing & engagement with learning. A range of actions were identified that impacted positively on the engagement of pupils, e.g., Daily check-ins with learners, personalised workstations, clear timetabling, self-regulation strategies, positive communication with families and promoting nurturing environments.
- Learning from the Quality Improvement work set out within the driver diagram, alongside learning from work undertaken through 4DX to improve the attendance of our looked after pupils, have identified key strategies that impact positively on attendance. The key learning identified has informed and forms the basis for our attendance strategy into Session 22/23.
- There has been an increase of young people on agreed reduced attendance packages as a result of increased anxieties after school closures. However, during this same period we have reduced the number of care-experienced young people on agreed reduced attendance plans and in particular those whose plan is less than 50% attendance.
- Revised guidance has been developed and shared with all schools to strengthen the recording, tracking and monitoring of school attendance of children and young people, with material to support early intervention and improvement activity at school or individual pupil level.

28 September 2022

Agenda Item No 9

## Education Service

### Revenue Budget 2022-23 Projected Outturn

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Report by:

**Carrie Lindsay, Executive Director Education and Children's Services**

**Eileen Rowand, Executive Director Finance & Corporate Services**

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Wards Affected: All

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#### Purpose

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The purpose of this report is to provide members with an update on the forecast financial position for the 2022-23 financial year, for the areas in scope of the Education Scrutiny Committee.

#### Recommendation(s)

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Members are asked to:

- a. consider the current financial performance and activity as detailed in this report;
- b. note the projected outturn position and the relevant areas of projected over and under spend within the service.

#### Resource Implications

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The Service is committed to managing the service spend within the overall level of resource available.

#### Legal & Risk Implications

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There are no direct legal implications arising from this report.

#### Impact Assessment

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An EqIA has not been completed and is not necessary as no change or revision to existing policies and practices is proposed.

#### Consultation

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None

## 1.0 Background

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- 1.1 The purpose of this report is to advise Members of the projected outturn for the Education Service, for the 2022-23 Revenue Budget, and to highlight the major variances as at June 2022. This is the first monitoring report to the Scrutiny Committee for the 2022-23 financial year.
- 1.2 Section 4 of the report summarises the progress on delivery of approved budget savings and, if required, provides an explanation of any variances to the delivery of savings target.

## 2.0 Issues

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### 2.1 Projected Outturn - Education Service

- 2.1.1 The projected underspend, for this financial year, for Education Service is £10.261m. A summary of the 2022-23 projected outturn is detailed in Appendices 1-2. This shows projected expenditure against budget across the service headings within the Service. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/-£0.250m) to budgets.

## 3.0 Major Variances

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- 3.1 DSM Budget :- projected outturn - £ 8.579m underspend
  - 3.1.1 Under the DSM Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. At this stage in the financial year the projection for the DSM normally reflects the carry forward of underspend from the previous year as school budgets have still to be adjusted to reflect class numbers and staffing for the new session from August. The figure reported above therefore, is mainly the DSM carry forward across schools from 2021-22 of £3.625m.
  - 3.1.2 Additional costs due to Covid are included within the projections for the DSM, mainly £2.190m in relation to additional teacher staffing for Covid recovery, and to cover for staff requiring to isolate. These costs will be funded from Covid funding for additional teachers from Scottish Government.
  - 3.1.3 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) has also been included in their devolved budgets. Any unspent PEF at 31 March was carried forward for schools, and in addition schools' allocations for 2022-23 have been applied to their devolved budgets. These amounts are £5.960m, and £10.456m respectively. A projected underspend of £5.0m is included as an estimate of schools' unspent PEF at the end of 2022-23, which will be carried forward reflecting the nature of PEF as a ring-fenced funding source.

- 3.2 Non-DSM/Childcare: - projected outturn - £1.682m underspend
- 3.2.1 The projected overspend mainly relates to maternity pay and long-term absence and overspends of £3.015m and £0.636m are included within the projection. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. A further projected overspend of £0.820m has arisen due to the inflationary increase in PPP charges, which have increased by RPI, and in excess of the inflationary provision in the budget.
- 3.2.2 Offsetting these overspends is a projected underspend in Special Education of £0.832m, which is mainly in relation to an underspend on the budget for the Education element of secure placements, and reflects the fact that the number of placements have reduced due to the impact of Children and Families' Belonging to Fife Strategy. A further underspend of £5.436m within Early Years is mainly due to an underspend on the in-year specific grant funding from Scottish Government for Early Years expansion (ELC1140), non domestic rates due to Scottish Government granting temporary rates relief to nurseries, and also some underspends in staffing. Scottish Government are currently reviewing the quantum of funding to be included in future local government settlements for Early Years which will impact on the level of resource available. Finally, in relation Childcare Services, a further projected underspend of £0.306m is included, which is the net effect of reduced staffing costs and a related reduction in income, as services continue to recover from Covid and respond to demand.
- 3.2.3 In relation to Covid, the main estimated additional costs included within Non Devolved Education are in relation to school transport, additional cleaning/catering and waste collection and PPE of £0.450m.

## 4.0 Progress on Budget Savings

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- 4.1 This section of the report details the revenue budget savings for the areas falling under the scope of the Education Scrutiny Committee, detailing achievements against the current year approved budget savings as at Quarter 1.
- 4.2 The combined savings target, as approved in the 2021-24 budget process and earlier budget processes for the Service for this financial year is £0.350m. An indication of the forecast achievement of this saving is attached at Appendix 3, and all savings are flagged as being achieved.

## 5.0 Conclusions

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- 5.1 The projected outturn for the Education Service Revenue Budget for 2022-23 is a projected underspend of £10.261m.

### List of Appendices

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1. Education and Children's Services Revenue Monitor 2022-23
2. Educational Services – Devolved and Non-Devolved Revenue Monitor 2022-23
3. Savings Tracker 2022-23



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**BUDGET MONITORING REPORT SUMMARY**  
**2022-23 TO 30 JUNE 2022**  
**EDUCATION - DEVOLVED**

**Appendix 1**

	CURRENT BUDGET 2022-23 £m	FORECAST 2022- 23 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %
<b>TOTAL COST OF SERVICES</b>	<b>222.216</b>	<b>213.636</b>	<b>(8.579)</b>	<b>-3.86%</b>
<b>LESS: CORPORATELY MANAGED ITEMS</b>	<b>0.013</b>	<b>0.013</b>	<b>0.000</b>	<b>0.00%</b>
<b>SERVICE MANAGED NET BUDGET</b>	<b>222.203</b>	<b>213.624</b>	<b>(8.579)</b>	<b>-3.86%</b>
<b><u>ANALYSIS OF SERVICE MANAGED BUDGET</u></b>				
PRIMARY EDUCATION	104.997	99.859	(5.138)	-4.89%
SECONDARY EDUCATION	109.952	106.684	(3.268)	-2.97%
NURSERY EDUCATION	2.398	2.360	(0.038)	-1.58%
SPECIAL EDUCATION	4.843	4.707	(0.135)	-2.80%
AREA GROUPS	0.014	0.014	0.000	0.00%
	<b>222.203</b>	<b>213.624</b>	<b>(8.579)</b>	<b>-3.86%</b>

SUBJECTIVE GROUPING	CURRENT BUDGET 2022-23 £m	FORECAST 2022- 23 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %
<b>SERVICE MANAGED NET BUDGET</b>	<b>222.203</b>	<b>213.624</b>	<b>(8.579)</b>	<b>-3.86%</b>
<b>INCOME</b>	<b>(10.456)</b>	<b>(10.456)</b>	<b>0.000</b>	<b>0.00%</b>
<b>EXPENDITURE</b>				
EMPLOYEE COSTS	223.782	218.622	(5.161)	-2.31%
PREMISES RELATED EXPENDITURE	0.000	0.000	0.000	12.16%
TRANSPORT RELATED EXPENDITURE	0.145	0.145	0.000	0.06%
SUPPLIES & SERVICES	7.024	3.605	(3.419)	-48.67%
THIRD PARTY PAYMENTS	1.707	1.707	0.000	0.00%
TRANSFER PAYMENTS	0.000	0.000	0.000	0.00%
SUPPORT SERVICES CHARGES	0.000	0.000	0.000	0.00%
	<b>232.659</b>	<b>224.080</b>	<b>(8.579)</b>	<b>-3.69%</b>
	<b>222.203</b>	<b>213.624</b>	<b>(8.579)</b>	<b>-3.86%</b>

**BUDGET MONITORING REPORT SUMMARY**  
**2022-23**

**Appendix 2**

**EDUCATION - NON DEVOLVED**

	<b>CURRENT BUDGET 2022-23 £m</b>	<b>FORECAST 2022-23 £m</b>	<b>FORECAST VARIANCE £m</b>	<b>VARIANCE %</b>
<b>TOTAL COST OF SERVICES</b>	<b>174.149</b>	<b>172.467</b>	<b>(1.683)</b>	<b>-0.97%</b>
<b>LESS: CORPORATELY MANAGED ITEMS</b>	<b>48.681</b>	<b>48.681</b>	<b>0.000</b>	<b>0.00%</b>
<b>SERVICE MANAGED NET BUDGET</b>	<b>125.468</b>	<b>123.786</b>	<b>(1.683)</b>	<b>-1.34%</b>
<b>ANALYSIS OF SERVICE MANAGED BUDGET</b>				
PRIMARY EDUCATION	23.149	25.523	2.373	10.25%
SECONDARY EDUCATION	22.296	24.534	2.238	10.04%
NURSERY EDUCATION	25.657	20.221	(5.436)	-21.19%
SPECIAL EDUCATION	32.846	32.014	(0.832)	-2.53%
AREA GROUPS	0.491	0.491	0.000	0.00%
EDUCATION ADMINISTRATION	4.310	4.763	0.453	10.52%
STAFF DEVELOPMENT	0.439	0.366	(0.072)	-16.50%
FIFE MUSIC SERVICE	2.400	2.422	0.022	0.93%
SUPPORT SERVICES	2.836	2.627	(0.209)	-7.36%
GENERAL EDUCATION	8.279	8.365	0.086	1.04%
CHILDCARE	2.765	2.459	(0.306)	-11.06%
	<b>125.468</b>	<b>123.786</b>	<b>(1.683)</b>	<b>-1.34%</b>

<b>SUBJECTIVE GROUPING</b>	<b>CURRENT BUDGET 2022-23 £m</b>	<b>FORECAST 2022-23 £m</b>	<b>FORECAST VARIANCE £m</b>	<b>FORECAST VARIANCE %</b>
<b>SERVICE MANAGED NET BUDGET</b>	<b>174.149</b>	<b>172.467</b>	<b>(1.683)</b>	<b>-0.97%</b>
<b>INCOME</b>	<b>(48.037)</b>	<b>(46.808)</b>	<b>1.229</b>	<b>-2.56%</b>
<b>EXPENDITURE</b>				
EMPLOYEE COSTS	104.078	101.670	(2.409)	-2.31%
PREMISES RELATED EXPENDITURE	25.529	25.376	(0.154)	-0.60%
TRANSPORT RELATED EXPENDITURE	15.652	15.740	0.088	0.56%
SUPPLIES & SERVICES	15.340	15.944	0.603	3.93%
THIRD PARTY PAYMENTS	12.887	11.845	(1.043)	-8.09%
TRANSFER PAYMENTS	0.018	0.020	0.002	9.72%
SUPPORT SERVICES CHARGES	0.000	0.000	0.000	0.00%
	<b>173.505</b>	<b>170.594</b>	<b>(2.912)</b>	<b>-1.68%</b>
	<b>125.468</b>	<b>123.786</b>	<b>(1.683)</b>	<b>-1.34%</b>

FIFE COUNCIL  
TRACKING APPROVED 2022-23 SAVINGS  
EDUCATION AND CHILDREN SERVICES COMMITTEE  
JUNE 2022

Area	Approved Budget Year	Savings Reference	Title of Savings Proposal	Savings Target £m	Forecast £m	(Under)/Over £m	Rag Status
Educational Services	2021-24	2021-EC-03	Review the financial model of Headteacher allocation	0.150	0.150	0.000	Green
Educational Services	2021-24	2021-EC-08	Review of the Devolved School Management (DSM), to include a review of the secondary school week	0.200	0.200	0.000	Green
<b>Grand Total</b>				<b>0.350</b>	<b>0.350</b>	<b>0.000</b>	

## Rag Status Key:-

**Green - No issues and saving is on track to be delivered**

**Amber - There are minor issues or minor reduction in the value of saving, or delivery of the saving is delayed**

**Red - Major issues should be addressed before any saving can be realised**

Summary			
Rag Status	Savings Target £m	Actual £m	(Under)/Over £m
Green	0.350	0.350	0.000
Amber	0.000	0.000	0.000
Red	0.000	0.000	0.000
<b>Total</b>	<b>0.350</b>	<b>0.350</b>	<b>0.000</b>

28<sup>th</sup> September 2022

Agenda Item No 10

## Education Service

# Capital Investment Plan 2022-2023: Progress Report

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Report by: Carrie Lindsay, Executive Director, Education and Children's Services

Eileen Rowand, Executive Director, Finance and Corporate Services

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Wards Affected: All

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### Purpose

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This report provides members with information on the overall progress of the Education Service capital programme, for the current financial year, 2022-23, as well as informs members of progress on our major projects.

### Recommendation(s)

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It is recommended that members:

- i) note the financial position as detailed in this report, and
- ii) note that the budget has been revised to reflect the outcome of the Capital Plan review undertaken in February 2021 and the subsequent re-phasing exercise carried out in May 2022.

### Resource Implications

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There are no direct resource implications. At the present time the Directorate is projecting a final outturn of £43.908m. The plan is showing a nil variance in the current year, as of June 2022.

### Legal & Risk Implications

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There are no legal implications arising from this report. However, there is a risk that the actual outturn will vary from the projection contained in the report. Any potential over or under spend will be managed within the capital programme in 2022-2023 and the programme re-profiled over future years.

### Impact Assessment

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An EqIA has not been completed, and is not necessary, as no change or revision to existing policies is proposed.

### Consultation

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Not Applicable.

## 1.0 Background

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- 1.1 The purpose of this report is to provide information on the overall progress of projects within the capital programme for the current year, as well as provide an update on projects under individual headings within the capital plan.
- 1.2 The projected outturn is currently £43.908m, which is on budget, however this may change as projects develop throughout the financial year.
- 1.3 Appendix 1 provides the cost detail on major projects and programmes within the capital plan, where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the projected final outturn for Education Service for the year 2022-2023.

## 2.0 Issues and Options

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### Key Issues / Risks

- 2.1 There is a risk across the Capital Investment Plan that both the timing and cost of projects continue to be adversely affected as a result of the current economic climate following the response to COVID-19, EU-Exit and current geo-political risks in Europe. Throughout the programme issues are continuing to be identified in relation to the supply of construction materials which are resulting in delays to projects, and could in turn lead to increased slippage and increased costs. However, the overall future impact of this is difficult to predict with any degree of certainty and the projected outturn in this report for 2022-23 relates to projects that are currently in progress. That said, monitoring of the impact of any additional costs, impact on timescales and associated risks is ongoing. The known impact on timing of delivery of projects has been built in to the rephased plan and the overall scale of any additional costs or further delays will be kept under review in future reports and also through the upcoming review of the Capital Investment Plan.
- 2.2 Whilst COVID-19 restrictions have eased, there remains a risk that new variants could emerge which may impact on project delivery in future years. These potential risks cover all aspects of the capital plan and will be included as part of the ongoing monitoring.

### Major Projects

- 2.3 Appendix 1 provides a summary of the projected outturn for the major projects and programmes within the Education Service Capital Plan. Work is underway on the new Dunfermline Learning Campus, replacing Woodmill and St Columba's RC High Schools. This project is expected to spend £36m in the current financial year, with the schools opening in August 2024.
- 2.4 Other significant programmes of work detailed within Appendix 2 include the Education ICT Programme, which manages the installation and refresh of IT kit across schools, and the Early Learning and Childcare Programme, which at £1.319m shows mainly the remaining capital spend across nurseries to accommodate the expansion of services to 1140 hours.

## Potential Risks and Actions

- 2.5 The Council's approved Capital Plan includes £213m investment in respect of Secondary Schools in West Fife, which includes the Dunfermline Learning Campus and the Inverkeithing High School replacement. The budgets for the projects reflect the funding arrangements of the Scottish Government's Learning Estate Investment Plan, which requires the Council to fund the up-front cost of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. This investment is intended to address both school condition and the need for additional school places arising from housing development. Work is ongoing at the Dunfermline Learning Campus and it is expected that the schools will be completed within the planned timescale. This is August 2024 (Dunfermline Learning Campus - DLC) and August 2026 (Inverkeithing High School replacement).
- 2.6 Within Early Learning and Childcare (ELC), there are 3 projects due to be completed during this financial year and contingency arrangements are in place until these facilities are complete and operational.
- 2.7 Whilst there has been no further update on timescales from Scottish Government, it is still their policy intention to expand the provision of Free School Meals to all Primary pupils (currently up to and including P5). Work has been undertaken to estimate the costs associated with expanding provision in terms of the works required to school kitchens and dining rooms. It will be critical that funding is forthcoming to cover these costs in advance of further expansion.

## Financial Performance – 2021-2022 projected spend

- 2.8 Appendix 2 details the projected outturn for 2022-2023 against the main projects and Investment Themes.
- 2.9 There are no variances being shown as of June 2022.

## 3.0 Conclusions

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- 3.1 The projected outturn position for the capital programme for Education Service Directorate is £43.908m. There is a nil variance being projected at June 2022.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

## List of Appendices

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1. Project Cost Monitor
2. Capital Plan 2022-2023 Forecast Expenditure

## Background Papers

Not applicable

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FIFE COUNCIL  
EDUCATION SCRUTINY COMMITTEE  
EDUCATION AND CHILDRENS SERVICES  
CAPITAL INVESTMENT PLAN 2021-31  
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Project	Theme	Original Approved Budget £m	Current Project Budget £m	Total Projected Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College - Langlands	Opportunities for All	50.170	56.302	56.302	-	0.00%	Completed Project	2021-22
Madras College Extension	Opportunities for All		5.709	5.709	-	0.00%	Future Project	2026-27
Dunfermline Learning Campus	Opportunities for All		122.025	122.025	-	0.00%	Current Project	2024-25
Extension Secondary School - Viewforth	Opportunities for All	5.989	6.335	6.969	0.634	10.01%	Future Project	2030-31
New Secondary School - Glenrothes /Glenwood	Opportunities for All	27.532	78.937	78.937	-	0.00%	Future Project	2028-29
Balwearie High School	Maintaining Our Assets	8.300	8.300	8.300	-	0.00%	Future Project	2026-27
Queen Anne High School Extension	Opportunities for All		6.626	6.626	-	0.00%	Future Project	2030-31
Inverkeithing High School Replacement	Opportunities for All		85.000	85.000	-	0.00%	Future Project	2026-27
Primary School Development Future Projects	Opportunities for All		79.357	79.357	-	0.00%	Future Project	2029-30
<b>Total Major Projects over £5.000m</b>		<b>91.991</b>	<b>448.591</b>	<b>449.225</b>	<b>0.634</b>	<b>0.14%</b>		
Extension Secondary School - Auchmuty	Opportunities for All	9.62	3.469	3.816	0.347	10.00%	Future Project	2025-26
Pitteuchar East Nursery Expansion	Opportunities for All		2.890	2.890	-	0.00%	Completed Project	2021-22
Camdean Nursery Expansion	Opportunities for All		1.954	1.954	-	0.00%	Completed Project	2021-22
Touch Primary School Extension	Opportunities for All		2.998	2.998	-	0.00%	Completed Project	2021-22
Halbeath Nursery Expansion	Opportunities for All		3.643	3.643	-	0.00%	Completed Project	2021-22
Pitcorthie Nursery Expansion	Opportunities for All		3.461	3.461	-	0.00%	Completed Project	2021-22
Lochgelly North Nursery Expansion	Opportunities for All		2.694	2.694	-	0.00%	Completed Project	2021-22
Guardbridge Primary School Extension	Opportunities for All		1.855	1.855	-	0.00%	Completed Project	2021-22
New Templehall Nursery	Opportunities for All		3.532	3.532	-	0.00%	Current Project	2021-22
New Methilhaven Nursery	Opportunities for All		1.421	1.421	-	0.00%	Current Project	2022-23
Primary School Development Future Projects	Opportunities for All		19.553	19.553	-	0.00%	Future Project	2030-31
<b>Total Major Projects over £1.000m</b>		<b>9.620</b>	<b>47.470</b>	<b>47.817</b>	<b>0.347</b>	<b>0.73%</b>		
<b>Total Major Projects</b>		<b>101.611</b>	<b>496.061</b>	<b>497.042</b>	<b>0.981</b>	<b>0.20%</b>		

Expenditure	Current Budget £m	Actual to Date £m	Projected Outturn £m	Projected Variance £m	Projected Outturn as % of Plan
Building Fife's Future	0.150	(0.624)	0.150	-	100%
ICT Programme	1.906	0.740	1.906	-	100%
Early Learning and Childcare	1.319	0.008	1.319	-	100%
Nurseries and Primary Pressures	0.010	-	0.010	-	100%
Primary School Development	0.780	0.459	0.780	-	100%
Secondary School Development	36.000	2.346	36.000	-	100%
Education Rolling Programme	3.470	0.115	3.470	-	100%
Nursery Refurbishment	0.273	0.003	0.273	-	100%
<b>TOTAL EDUCATION SERVICES</b>	<b>43.908</b>	<b>3.046</b>	<b>43.908</b>	<b>-</b>	<b>100%</b>
<b>TOTAL EXPENDITURE</b>	<b>43.908</b>	<b>3.046</b>	<b>43.908</b>	<b>-</b>	<b>100%</b>

Income	Current Budget £m	Actual to Date £m	Projected Outturn £m	Projected Variance £m	Projected Outturn as % of Plan
ICT Programme	-	(0.045)	-	-	0%
Primary School Development	(0.743)	-	(0.743)	-	100%
Education Rolling Programme	-	(0.335)	-	-	0%
<b>TOTAL INCOME</b>	<b>(0.743)</b>	<b>(0.380)</b>	<b>(0.743)</b>	<b>-</b>	<b>100%</b>

<b>Education Scrutiny Committee of 15 November 2022</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Staff Welfare Report – Education Service Staffwise Survey 2022	Education and Children's Services	Shelagh McLean, Murray Mcbain	
Senior Phase Stage-Based Outcomes	Education and Children's Services	Stuart Booker, Maria Lloyd	Including SQA Results, August 2022
Workforce Planning	Education and Children's Services	Shelagh McLean, Kevin Funnell-Ed	Education specific.
Scottish Attainment Challenge	Education and Children's Services	Angela Logue, Sarah Else, Zoe Thomson	Attainment Scotland Fund. Including Child Poverty Action Plan and Pupil Equity Fund.
Education Service Revenue Budget 2022-23: Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	Report to 31 August 2022.
Education Service Capital Investment Plan 2022-23 - projected outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	Report to 31 August 2022.
Education Scrutiny Committee Forward Work Programme			

<b>Education Scrutiny Committee of 24 January 2023</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Education Service Revenue Budget 2022-23: Projected Overspend	Finance and Corporate Services, Education and Children's Services	Alison Binnie	Report to 31 October 2022.

<b>Education Scrutiny Committee of 24 January 2023</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Education Service Capital Investment Plan 2022-23: Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	Report to 31 October 2022.
Wellbeing Report (including Children & Young People, Mental Health & Wellbeing)	Education and Children's Services	Shelagh McLean, Rona Weir	
Neurodevelopmental (ND) Pathway Update	Education and Children's Services	Maria Lloyd, Adam Brown	
Education Scrutiny Committee Forward Work Programme			

<b>Education Scrutiny Committee of 21 March 2023</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Education Service Revenue Budget 2022-23 Projected Outturn	Finance and Corporate Services, Education and Children's Services	Alison Binnie	Report to 31 December 2022.
Education Service Capital Investment Plan 2022-23: Progress Report	Finance and Corporate Services, Education and Children's Services	Alison Binnie	Report to 31 December 2022.
Capital Investment Plan Update	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Inspection Outcomes	Education and Children's Services	Angela Logue, Jackie Funnell	
Education Scrutiny Committee Forward Work Programme			

<b>Education Scrutiny Committee of 23 May 2023</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
DRAFT Directorate Improvement Plan 2023-2026	Education and Children's Services	Angela Logue, Stuart Booker	
School Leaver Outcomes & Destinations	Education and Children's Services	Maria Lloyd, Stuart Booker, Karen Lees	
Education Scrutiny Committee Forward Work Programme			