

N.B. A DEMONSTRATION ON P.1 SNSA ASSESSMENTS WILL BE HELD AT 9.30 A.M. TO WHICH MEMBERS, PRESS & PUBLIC WOULD BE WELCOME.

**Conference Room 2, Ground Floor, Fife House, Glenrothes
Tuesday, 6th November, 2018 – 10.00 a.m.**

AGENDA

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| 1. | APOLOGIES FOR ABSENCE. | |
| 2. | CHANGE OF MEMBERSHIP – To note that Councillor James Calder had replaced Councillor Jonny Tepp and Councillor Dave Dempsey had replaced Councillor Richard Watt. | |
| 3. | 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. | |
| 4. | MINUTES - | |
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| | (b) Minute of Education Appointment Committee of 11 th and 21 st September and 24 th October, 2018. | 12 - 14 |
| 5. | SCOTTISH NATIONAL STANDARDISED ASSESSMENTS (SNSA) –
Report by Executive Director (Education & Children's Services). | 15 - 27 |
| 6. | ESTABLISHING A WALKED ROUTES TO SCHOOLS ASSESSMENT POLICY - Report by Executive Director (Education & Children's Services). | 28 - 51 |
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14. COMMITTEE WORK PROGRAMME.	197 - 199

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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Fife House,
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Fife. KY7 5LT

29th October, 2018

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2018.E.Ch.S.C.44

**THE FIFE COUNCIL - EDUCATION & CHILDREN'S SERVICES COMMITTEE -
GLENROTHES**

28th August, 2018

10.00 a.m. – 12.45 p.m.

PRESENT: Councillors Fay Sinclair (Convener), David Barrett, James Calder, Linda Erskine, Ian Ferguson, Helen Law, Kathleen Leslie, Rosemary Liewald, Dominic Nolan, Ryan Smart and Alistair Suttie, and Mr Alastair Crockett, Mr George Haggarty and Mr William Imlay.

ATTENDING: Carrie Lindsay, Executive Director (Education & Children's Services), Shelagh McLean, Head of Education & Children's Services (Equity & System Improvement), Dougie Dunlop, Head of Education & Children's Services (Enhancing Opportunities for the Vulnerable), Jacqueline Price, Education Manager, Clark Graham, Early Learning Officer, Lynn Gillies, Service Manager (Family Support), Stuart Booker, Executive Support Officer and Avril Graham, Sustainable Estate Officer, Education & Children's Services Directorate, Alison Binnie, Business Partner, Andrew Ferguson, Committee Services Manager and Susan Williams, Committee Administrator, Finance & Corporate Services Directorate.

APOLOGIES

FOR ABSENCE: Councillors Mary Lockhart, Craig Walker and Richard Watt and Mr Bailey-Lee Robb.

Prior to the start of the meeting the Convener welcomed Mr William Imlay to his first meeting of the Committee as a religious interest representative from the Church of Scotland.

75. MINUTES

(a) Education and Children's Services Committee – 22nd May, 2018

Decision

The Committee approved the minute.

(b) Education Appointment Committees of 11th, 17th, 23rd, 25th and two minutes of 8th June and 14th and 22nd June, 2018

Decision

The Committee approved the minutes.

(c)/

2018.E.Ch.S.C.45

- (c) East Fife Trust Committee of 12th April, 2018

Decision

The Committee approved the minute.

- (d) West Fife Trust Committee of 20th April, 2018

Decision

The Committee approved the minute.

76. **EARLY LEARNING & CHILDCARE**

The Committee considered a report by the Executive Director (Education & Children's Services) detailing the proposed model for delivering the planned expansion of Early Learning & Childcare (ELC) from 600 to 1,140 hours from August 2020 for all eligible 2, 3 and 4 year olds and seeking approval of the proposed Nursery Building Programme to increase capacity for 1,140 hours in Fife.

Decision

The Committee agreed to:-

- (a) support the continued development of pilot schemes to inform the proposed model of delivery for 1,140 hours of Early Learning & Childcare;
- (b) approve the Nursery Building Programme to increase nursery provision across Fife;
- (c) support the development of a new Early Learning & Childcare Admission Policy from August, 2020; and
- (d) note the development of the procurement process to include private nurseries, playgroups and childminders in delivering funded Early Learning & Childcare on behalf of Fife Council.

77. **A BETTER CONNECTED DIRECTORATE FOR 2020**

The Committee considered a report by the Executive Director (Education & Children's Services) providing a progress update on the work undertaken by Education & Children's Services in becoming "A Better Connected Directorate" (ABCD).

Decision

The Committee:-

- (a)/

2018.E.Ch.S.C.46

- (a) provided suggestions and comments on the progress made on the directorate redesign; and
- (b) approved the next steps identified for the roll out of the model in a transition phase to 2020.

78. **BUILDING FIFE'S FUTURE – THE SCHOOL ESTATE**

The Committee considered a report by the Executive Director (Education & Children's Services) outlining the Education & Children's Services Directorates' approach relating to the school estate and their vision for future expansion to make population grow.

Decision

The Committee:-

- (a) noted the current position with regard to the status of the school estate;
- (b) noted the challenges presented by the existing school estate;
- (c) approved the key priorities and principles and implementation strategy as set out in the report; and
- (d) agreed to recommend that the Council should now commit to the replacement of Inverkeithing High School and that officers should prepare detailed plans which could include working within capital resources. Also, in reviewing the Council's capital programme, additional provision should be made to address the need for the future replacement/renewal of Woodmill, St. Columba's, Glenrothes and Glenwood High Schools, and further agreed that officers bring back a report to the meeting of the Committee in November setting out the process and timetable for the implementation.

(Councillor Ryan Smart left the meeting following consideration of the above item).

79. **EDUCATION & CHILDREN'S SERVICES DIRECTORATE PLAN**

The Committee considered a report by the Executive Director (Education & Children's Services) providing an overview of the updated Education & Children's Services Directorate Improvement Plan for the 2018/19 school session. The updated plan met the statutory requirement on Fife Council to produce an improvement plan, based on the National Improvement Framework and also provided a framework for the Directorate to continue improving the impact and effectiveness of its collaborative working across children's services through the implementation of A Better Connected Directorate.

Decision/

Decision

The Committee approved the updated Education & Children's Services Directorate Plan for 2018/19.

80. **EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – REVENUE BUDGET 2017/18 - PROVISIONAL OUTTURN REPORT**

The Committee considered a joint report by the Executive Director (Education & Children's Services) and the Executive Director (Finance & Corporate Services) advising of the provisional outturn position for the 2017/18 Education & Children's Services Revenue Budget.

Decision

The Committee agreed to:-

- (a) note the provisional outturn position (subject to audit) for 2017/18 as detailed in the report, and the reasons for the main variances;
- (b) note that the Education & Children's Services Directorate would continue to implement the strategy approved by the Executive Committee in January, 2015 to reduce the reliance on purchase care placements and increase the number of children who could safely be looked after at home or in kinship care; and
- (c) otherwise note the contents of the report.

(Councillor David Barrett left the meeting during consideration of the above item).

81. **EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – CAPITAL INVESTMENT PLAN 2017/18 - PROVISIONAL OUTTURN REPORT**

The Committee considered a joint report by the Executive Director (Education & Children's Services) and the Executive Director (Finance & Corporate Services) providing a summary of the Education & Children's Services financial position against the Capital Budget for the financial year 2017/18 together with an overview of progress on individual projects within the capital investment plan.

Decision

The Committee noted:-

- (a) the outturn position for the 2017/18 Capital Investment Plan. These figures were provisional being subject to audit;
- (b) the reported spend of £11.774m representing 63% of the approved Capital Programme for 2017/18; and
- (c)/

2018.E.Ch.S.C.48

- (c) that budget variance of £6.906m would be carried forward to financial year 2018/19.

82. **EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – REVENUE BUDGET 2018/19 PROJECTED OUTTURN**

The Committee considered a joint report by the Executive Director (Education & Children's Services) and the Executive Director (Finance & Corporate Services) providing details on the projected outturn for the 2018/19 Education & Children's Services Revenue Budget.

Decision

The Committee agreed to:-

- (a) note the current financial performance and activity as detailed in the report;
- (b) note that officers would continue to manage the budget whilst ensuring that the risks associated with looked after children were appropriately managed; and
- (c) note that the Education & Children's Services Directorate would continue to implement the strategy approved by the Executive Committee on 15th January, 2015, to reduce the reliance on purchase care placements and increase the number of children who could safely be looked after at home or in kinship care.

83. **EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – CAPITAL INVESTMENT PLAN 2018/19 PROJECTED OUTTURN**

The Committee considered a joint report by the Executive Director (Education & Children's Services) and the Executive Director (Finance & Corporate Services) providing details of the Education & Children's Services projected financial position against the Capital Budget for the current financial year, 2018/19, as well as an overview of progress on individual projects.

Decision

The Committee agreed to:-

- (a) note the financial position as detailed in the report; and
- (b) note that the budget had been revised to reflect the outcome of the Capital Plan re-profiling undertaken in June, 2018.

84./

84. **EDUCATION AND CHILDREN'S SERVICES COMMITTEE - WORK PROGRAMME**

Decision

The Committee noted the current version of the Work Programme which would be further updated, as appropriate.

THE FIFE COUNCIL - SPECIAL EDUCATION & CHILDREN'S SERVICES COMMITTEE - GLENROTHES

18th September, 2018

10.00 a.m. – 11.25 a.m.

PRESENT: Councillors Fay Sinclair (Convener), Bobby Clelland, David Barrett, Colin Davidson, Linda Erskine, Ian Ferguson, Helen Law, Kathleen Leslie, Rosemary Liewald, Dominic Nolan, Ryan Smart, Alistair Suttie and Jonny Tepp and Mr Alastair Crockett, Mr George Haggarty and Mr Bailey-Lee Robb.

ALSO PRESENT: Councillors Sam Steele and Andrew Verrecchia.

ATTENDING: Carrie Lindsay, Executive Director (Education & Children's Services), Shelagh McLean, Head of Education & Children's Services (Equity & System Improvement), and Avril Graham, Sustainable Estate Officer, Education & Children's Services Directorate; June Barrie, Legal Services Manager; Margaret McFadden, Solicitor, and Susan Williams, Committee Administrator, Finance & Corporate Services Directorate.

APOLOGIES

FOR ABSENCE: Councillor Richard Watt and Mr William Imlay.

85. CHANGE OF MEMBERSHIP

Decision

- (a) The Committee noted that Councillor Jonny Tepp had replaced Councillor James Calder and Councillor Colin Davidson had replaced Councillor Mary Lockhart on the Committee; and
- (b) welcomed the new members to their first meeting.

86. APPOINTMENT TO PARTNER ORGANISATION - FIFE CORPORATE PARENT BOARD

Decision

The Committee agreed that Councillor Rosemary Liewald replace Councillor Fay Sinclair on the Fife Corporate Parent Board.

87. REPRESENTATIONS MADE ON THE STATUTORY CONSULTATION REPORT ON THE PROPOSAL TO REZONE THE SECONDARY CATCHMENT AREAS OF DUNFERMLINE, INVERKEITHING, QUEEN ANNE AND WOODMILL HIGH SCHOOLS (UNDER STANDING ORDER NO. 2.3(5))

Councillor Sam Steele and Councillor Andrew Verrecchia made representations to the Committee on the Statutory Consultation Report on the Proposal to Rezone the Secondary Catchment Areas of Dunfermline, Inverkeithing, Queen Anne and Woodmill/

2018.E.Ch.S.C.51

High Schools. They expressed a number of concerns including the effects on the families from the Rosyth area for financial costs incurred by using public bus services, safer walking routes to schools concerns, the ability of Inverkeithing High School to accommodate the additional pupils, especially those with additional needs and the financial costs to the Council of providing temporary accommodation at Inverkeithing High School. Concerns were also expressed that what appeared to be one of the least able areas to afford transportation costs, as the area was classed within the lowest 40% SIMD areas, it would incur additional expense to get their children safely to school. Both elected members also referred to a 1000+ signature petition from the people of Rosyth against the proposals.

88. **STATUTORY CONSULTATION REPORT ON THE PROPOSAL TO REZONE THE SECONDARY CATCHMENT AREAS OF DUNFERMLINE, INVERKEITHING, QUEEN ANNE AND WOODMILL HIGH SCHOOLS**

The Committee considered a report by the Executive Director (Education & Children's Services) presenting the Statutory Consultation Report, in terms of the Schools (Consultation) (Scotland) Act 2010, in respect of the proposal to rezone the secondary catchment areas of Dunfermline, Inverkeithing, Queen Anne and Woodmill High Schools, for full consideration by members and seeking approval to proceed with the recommendations contained within the Consultation Report.

Decision

The Committee approved the proposal to: -

- Rezone the catchment area of Dunfermline High School from August 2019.
- Rezone the catchment area of Inverkeithing High School from August 2019.
- Rezone the catchment area of Queen Anne High School from August 2019.
- Rezone the catchment area of Woodmill High School from August 2019.
- In view of the imminence of the provision of a new primary school at Wellwood that a catchment review be undertaken across Dunfermline North as soon as possible to ensure that Dunfermline North pupils were educated together.

This means the Education and Children's Services Committee approved the:

- Rezoning of the addresses within the Camdean Primary School catchment area from Dunfermline High School to Inverkeithing High School from August 2019.
- Rezoning of the addresses within the Kings Road Primary School catchment area from Dunfermline High School to Inverkeithing High School from August 2019.
- Rezoning/

2018.E.Ch.S.C.52

- Rezoning of the addresses within the Masterton Primary School catchment area from Woodmill High School to Dunfermline High School from August 2019.
 - Rezoning of the addresses within the Limekilns Primary School catchment area from Woodmill High School to Dunfermline High School from August 2019.
 - Rezoning of the addresses within the Torryburn Primary School catchment area from Inverkeithing High School to Queen Anne High School from August 2019.
 - Rezoning of the addresses within the Tulliallan Primary School catchment area from Dunfermline High School to Queen Anne High School from August 2019.
 - Rezoning of the addresses of those Canmore Primary School addresses currently within Woodmill High School catchment to Dunfermline High School catchment from August 2019.
 - Rezoning of the addresses of those Pitreavie Primary School addresses currently within Woodmill High School catchment to Dunfermline High School catchment from August 2019.
 - Rezoning of the addresses of those Commercial Primary School addresses currently within Woodmill High School catchment to Dunfermline High School catchment from August 2019.
 - Rezoning of the addresses of those Commercial Primary School addresses currently within Queen Anne High School catchment to Dunfermline High School catchment from August 2019, and
 - In view of the imminence of the provision of a new primary school at Wellwood that a catchment review be undertaken across Dunfermline North as soon as possible to ensure that Dunfermline North pupils were educated together.
-

**THE FIFE COUNCIL – EDUCATION &
CHILDREN'S SERVICES COMMITTEE – EDUCATION APPOINTMENT
COMMITTEE – GLENROTHES**

Date 11 September 2018

Time 9.40am – to 11.00am

**PRESENT: Cllr Linda Erskine, Cllr Darren Watt, Peter McNaughton, HOS,
Lynn Porter, Education Manager, Dawn Templeman, Parent
Council, Sam Butcher, Parent Council.**

39. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

40. HEADTEACHER – LUMPHINNANS PRIMARY SCHOOL.

The Committee interviewed 1 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of Linda Skelding, currently Acting Headteacher at Lumphinnans Primary School School.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

Date 21 September 2018

Time from 9.00am to 11.00am

PRESENT: Cllr Lesley Backhouse, Cllr Mino Manekshaw, Shelagh McLean, HOS, Sarah Else, Education Manager, Julia Hale, Parent Council, Jeremy Ross, Parent Council.

41. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

42. HEADTEACHER – PITREAVIE PRIMARYSCHOOL

The Committee interviewed 1 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of Deborah Broadley, currently Joint Headteacher at Carnock and Crossford Primary School.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

24 October 2018

11.30am to 13.45pm

**PRESENT: Cllr, Alistair Suttie, Cllr Colin Davidson, Peter McNaughton,
HOS, Angela Logue, Education Manager, Scott Paberzs,
Parent Council, Scott Beveridge, Parent Council.**

43. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

44. HEADTEACHER –RIMBLETON PRIMARYSCHOOL.

The Committee interviewed 1 applicant on the short leet for this post.

Decision

Agreed to recommend the appointment of, Andrea Gordon currently Acting Headteacher at Rimbelt Primary School.

6 November 2018

Agenda Item No. 5

Scottish National Standardised Assessments (SNSA)

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

Wards Affected: All

Purpose

The purpose of this paper is to report to the Education and Children's Services Committee on a motion passed at the recent Fife Council meeting of 4 October 2018. This asked the Executive Director of Education and Children's Services to prepare a report for the next meeting of the Education and Children's Services Committee outlining whether and how Fife schools could withdraw from participation in Scottish National Standardised Assessments for P1 children. This is the Directorate's response.

Recommendation(s)

The Education and Children's Services Committee is asked to:

Note the response of the Directorate.

Resource Implications

There are no immediate resource implications arising from this report. Should there be a decision to withdraw from P1 SNSA, there is likely to be a resource implication for the Directorate and/or some schools.

Legal & Risk Implications

There are both legal and risk implications, depending on decisions made as a result of this report. Specifically, should Fife Council decide to withdraw from P1 SNSA, the legality of that decision is likely to come under scrutiny.

Impact Assessment

An EqIA has not yet been completed.

Consultation

In order to ensure an accurate and up to date picture of schools' views, the Directorate asked the views of a significant tranche of Primary Headteachers on their experiences of

P1 SNSA over school session 2017-2018. We asked that this was based on feedback from primary 1 teachers who had used P1 SNSA last session.

We also used a planned meeting of Cluster Chairs (representing all 18 Clusters in Fife) to seek the views of Cluster Chairs (Headteachers) on this matter.

1.0 Background

Decision made at Fife Council Meeting of 4 October 2018

Labour amendment to Motion 3 (replacing Motion 11)

- 1.1 Council notes that Fife has undertaken play based assessments for P1 children over a period of years as part of its educational approach.
- 1.2 Council further notes the concerns raised by teachers and parents about the introduction of a new standardised scheme of P1 SNSA Assessments, the view of the Scottish Parliament that these tests should be withdrawn, and concerns that the introduction of these new standardised assessments could undermine the tried and tested approach to play-based assessment adopted in Fife.
- 1.3 In light of these concerns, Council believes that Fife should withdraw from participation in SNSA assessments for P1 children if possible, and asks the Executive Director of Education and Children's Services to prepare a report for the next meeting of the Education and Children's Services Committee outlining whether and how this could be achieved.
- 1.4 Council further resolves to ask the Scottish Government to withdraw requirements for P1 SNSA Assessments and undertake a full review of standardised testing at P4, P7 and S3 levels.

Approaches to Assessment in Fife's Schools

- 1.5 Assessment is absolutely integral to teachers' planning of children's learning and teaching in Fife's schools. Standardised assessment is one vital tool in this, and one which we firmly believe that teachers need to have at their disposal. It is very important to staff, parents and carers and children that professionals ensure that standardised assessment is conducted effectively and that this allows children to perform at their best.
- 1.6 Assessment is a crucial part of learning and teaching. Teachers use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different ways. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children often assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. Standardised assessments, including SNSA, are one part of this range of important approaches to assessment. Standardised assessments complement other assessment approaches by providing additional reliability and rigour. They provide robust information to support the professional judgement of teachers.
- 1.7 It is important to emphasise that none of the debate around this matter is about assessment as a means of 'ranking' children in some sort of 'order'. Neither is it about P1 children 'passing' or 'failing' any form of 'test'.

Background to use of Standardised Assessments in Fife:

- 1.8 The use of standardised assessment at P1 within Fife, and across Scotland, is not new. What was new as of session 2017/2018, was the introduction of a new, **national** approach to standardised assessment. This meant, in effect, that every child in Scotland at P1, P4, P7 and S3 was (and is) undertaking the same form and style of assessment.
- 1.9 From August 2002 to June 2017, online standardised assessments were used in Fife's schools to provide teachers with important data to support children's learning. Fife schools used PIPS (Performance Indicators in Primary Schools) as part of the Assessment for Excellence (AfE) suite of assessments provided and supported by Durham University.
- 1.10 During this period, children in Fife schools at P1, P3, P5 and P7 engaged with an online assessment tool that was attractive in its design and adaptive to their level of understanding. The online tool scored the tests in a consistent manner to provide standardised data to support teachers' assessment of children's progress and planning of next steps in learning.
- 1.11 Appendix 1 provides more detail on similarities and differences between the use of PIPS at P1 and the use of SNSA at P1. (Appendix 1)

Introduction of the Scottish National Standardised Assessments (SNSA) in Scotland:

- 1.12 The Scottish National Standardised Assessments (SNSA) were introduced nationally at the start of session 2017-2018. The SNSA provide assessments at P1, P4, P7 and S3 stages in line with Curriculum for Excellence (CfE) levels. Their purpose is to support classroom teachers in learning, teaching and assessment. The Organisation for Economic Cooperation and Development (OECD) Review of Scottish Education in 2016 encouraged Scottish education to clarify standards across CfE levels and bring greater consistency and confidence to approaches to assessment. The SNSA aim to provide teachers in Scotland with diagnostic information on aspects of reading, writing and numeracy to support the teacher's assessment of children's progress and to plan next steps in learning.
- 1.13 The Scottish National Standardised Assessments (SNSA) were developed after engagement with teachers, parents, children and academics. A design group, including teacher Professional Associations (Trade Unions), influenced the specification of assessments.

As well as offering information at an individual level, the SNSA provides information at a class, school and local authority level. This information is then available to teachers and schools to help them improve learning and teaching, as well as the attainment of children.

Standardised Assessments (SNSA) at P1:

- 1.14 SNSA at P1 is undertaken by the child at a computer. As P1 pupils are young children, the assessment is undertaken with the support of an adult. This would normally be the class teacher or another teacher in the school who knows the child well. This could be a Depute Headteacher (in a larger school) or the school's Support for Learning teacher.

- 1.15 The SNSA is **adaptive** in nature. This means that the assessments adapt to the individual needs of the child undertaking the test. Basically, this is designed to prevent the individual child encountering a range of questions that are beyond their capabilities.

2.0 Issues and Options

What do we know about the first year of SNSA, and particularly with regard to the P1 experience?

- 2.1 A major source of evidence is the report by Scottish Government of the *Scottish National Standardised Assessments User Review: Year 1 – Session 2017-2018 (2018)* <https://beta.gov.scot/publications/scottish-national-standardised-assessments-user-review-year-1-session-2017/>

This report, by Scottish Government, reviewed the first year's experience of using SNSA. Sources of evidence include statistics from the SNSA system, feedback from stakeholders including schools, Teacher Professional Associations and local authorities, as well as inspection evidence from Education Scotland.

The report concludes that the first year of implementation of SNSA has been a success on a number of levels. This includes that more than 94% of children completed the assessments; training has been received by more than 7,700 participants across Scotland; and that those trained felt that the training had been worthwhile (over 95% reported that training had met their expectations while 99% reported that they would be able to analyse school/class data).

The report also notes that there were a number of areas of concern raised. Primarily, these were around the P1 experience of SNSA. This area received the largest number of responses from schools. These concerns were grouped into four main areas:

- Technical challenges
- Classroom management
- Question style and difficulty
- Appropriateness of the assessments

As a result of feedback on the first year of use, Scottish Government has made a number of changes to practice at P1 for session, 2018-2019. These include:

- Questions have been re-ordered to ensure children receive less difficult questions early in the sequence.
- Questions have been re-designed to reduce the need for 'drag and drop'.
- The practice assessments have been enhanced to ensure they reflect the full range of questions.
- Questions that have caused particular issues have been removed and replaced with a question of similar difficulty but with a more familiar context.
- Case studies on effective classroom management will be produced and shared with practitioners.
- A P1 'Practitioner Improvement Forum' will be established. This Forum will look at all aspects of the P1 experience.

2.1.1 **SNSA at P1 in Fife schools, 2017-2018:**

There were 4005 pupils at P1 in Fife schools last session.

3,983 pupils undertook the P1 Literacy assessment.

3,980 pupils undertook the P1 Numeracy assessment.

Appendix 2 indicates attainment levels at P1 for Fife schools in session 2017-2018, based on achievement of Early Level of CfE (the level of achievement expected of most pupils by the end of stage P1 within Curriculum for Excellence). Attainment levels rose from the previous session in all assessed areas: reading, writing, listening and talking and numeracy. (Appendix 2)

2.1.2 **Pupils at P1 whose parents withdrew them from SNSA P1 assessments in 2017-2018**

The Directorate is aware of one pupil at P1 whose parents withdrew him/her from the SNSA assessment.

2.1.3 **Feedback from a sample of Fife schools on their experience of use of SNSA at P1 in session 2017-2018:**

In Fife, we asked around one-third (around 55) of primary Headteachers to respond to us on the experience of their schools in using SNSA at P1 last session. We have asked them to summarise how the implementation worked in practice; what this 'looked like' for P1 children; what this meant in practice for the class teacher; any benefits identified and possible risks if Fife was to withdraw from SNSA involvement.

2.1.4 The following summarises their responses:

How was P1 SNSA undertaken?

Children undertook the assessments individually

To ensure that children could concentrate fully, the assessment would often take place in a 'quiet room' in the school

Children were supported by their class teacher or another teacher in the school e.g. a Support for Learning teacher

Staff ensured that the process was undertaken in a fun, age-appropriate manner

Typically, the assessment would take around 45 minutes per child

The child undertook the assessment through use of a tablet device or computer

2.1.5 **Positively:**

Many children were reported to have enjoyed the process, which was conducted in as 'low key' a manner as possible

Many of the children viewed the process as akin to using a computer game

The data or intelligence provided through completion of SNSA was generally seen as helpful to the teacher

Many schools felt that the intelligence provided by the assessments backed up the school's developing knowledge of the children as learners

A few commented that they valued the fact that SNSA was part of a national approach which meant that they were part of a broader process

A number of schools stated overtly that no child appeared in any way upset when undertaking the assessment. Very few schools referred to children being upset in any way in undertaking the assessments

2.1.6 **Less positively:**

For some children, the time taken to undertake the assessment was relatively long and challenged the children's concentration levels

For schools to carry out the assessments as they did last session, it meant that significant amounts of teacher time was required

Schools reported that some of the questions were quite 'wordy' and therefore challenging for some children

A number of schools reported that the multiple choice element of the assessment confused some of the children

A few schools reported that a few children, particularly those who struggled in their learning, found the style of this assessment challenging

A few schools felt that the intelligence provided as a result of SNSA did not warrant the time taken to administer it

A few schools felt that the IT skills demanded of children in SNSA were too 'complex' for P1

2.1.7 **Schools' view of using SNSA at P1 as opposed to Fife's previous approach (PIPS)**

The overall feeling of those who responded is that, prior to the introduction of SNSA, Fife's previous approach (PIPS) served schools very well.

There was a sense amongst a number of schools that the previous model (PIPS) was more attuned to the needs of children and staff than is SNSA.

2.1.8 Overall:

In summary, Fife schools reported a very mixed picture of their first year of administering SNSA at P1. The picture presented is not inconsistent with what was found by Scottish Government's own evaluation (see above, 2.1, first paragraph). Schools in Fife clearly worked hard to ensure that SNSA at P1 (and at all other stages) was implemented effectively. They deserve credit and thanks for this. Nonetheless, overall they felt that there were significant elements of the SNSA process that required improvement. These included technical aspects of the process; the length of time taken to administer each assessment; the demand on the time of school staff and the quality of the intelligence provided as a result of administering the assessments. There were very few references to any child being upset by the process of undertaking the P1 assessment.

2.2 *If Fife Council continues to participate in SNSA at P1, what changes in implementation **could** be introduced that might serve to improve the experience for children?*

- The Directorate would want to use the intelligence gleaned from schools (above and elsewhere) to learn from the first year of use of SNSA.
- A number of schools use both SNSA and other forms of standardised assessment with the same class and children. The risk here is that children are being 'over-assessed' and that we are asking a lot of teachers who lead these assessments. We will challenge any school which may be inadvertently 'over-assessing' children at any stage of the school. We would ask schools to review whether non-SNSA assessments are required and to look at the benefit accrued versus the impact on the individual child: the needs of the children must be paramount.
- We would make clear that Fife Council does not advocate a set 'window' for assessment, at P1 or at any other stage. The decision on when to assess a child should be made by professionals who know the children best i.e. the class teachers in consultation with the school's Headteacher or Senior Leadership Team. This may assist teachers in phasing the delivery of SNSA.
- We would be stressing that NOT all children in the P1 year-group (or any other year group) need to be assessed. There may be some children for whom the assessments are not suitable, for example, for children who are at the early stages of acquiring English.

2.3 *What would be the likely implications for schools in the event of cessation of SNSA at P1?*

- Schools in Fife have been used to using a standardised assessment tool for many years. This has been a key feature in our approaches to driving forward attainment of schools in Fife. Should schools be asked to cease using SNSA at P1, it is very likely that our schools would want some other form of standardised assessment at P1 to replace SNSA. This is the feedback from many Headteachers and teachers.
- Given that standardised assessment is so well established in Fife schools, should schools no longer have access to the national standardised assessment tool, then

many will look to devise or buy in alternatives. There would likely be a financial cost to the school as Scottish Government is unlikely to finance any alternative to the established SNSA.

The motion passed at the recent Fife Council meeting of 4 October 2018 asked the Executive Director of Education and Children’s Services to prepare a report for the next meeting of the Education and Children’s Services Committee outlining whether and how this could be achieved.

2.4 In response, the Directorate sought legal advice from the Head of Legal Services, Fife Council on this matter. The resultant advice is stated below:

Advice provided:

“The Council, as Education Authority, has a statutory obligation to make adequate and efficient provision of school education. In so doing, it is obliged to comply with any regulations made by the Scottish Government regarding standards and requirements and, specifically, such regulations may include provisions as to the testing of pupils in primary schools.

Currently, there have been no specific regulations enacted or statutory guidance issued imposing an express legal duty to carry out P1 SNSA assessments. Rather, this assessment scheme has been developed by the Scottish Government after extensive engagement with teachers, parents, children and academics. Clearly, it was anticipated that education authorities would therefore adopt the assessment scheme without the need for regulations imposing these, as has been the case with many recent education initiatives.

Although there is currently no specific regulation requiring participation in the SNSA scheme, in terms of Section 1 of the Education (Scotland) Act 1980, the education authority is obliged to provide progressive education appropriate to the requirements of pupils, regard being had to the age, ability and aptitude of such pupils. In addition, Section 2 of the Standards in Scotland’s Schools etc. Act 2000 requires that the education to be provided is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

Accordingly, there is an implied requirement to assess the aptitude and abilities of children in order to ensure that these are being addressed. Should the Council decide to withdraw from the SNSA scheme, it would have to demonstrate that it (a) had evidence that such withdrawal was a reasonable and proportionate step and (b) that it had alternative means of assessing the children it is obliged to educate.

The recently announced review of the assessment of P1 pupils would make it more difficult to justify withdrawal from the scheme before the outcome of that review is known.”

2.5 **Education and Children’s services response to the legal advice provided:**

Legal advice centres around two key matters. It states that ‘should the Council decide to withdraw from the SNSA scheme, it would have to demonstrate that it (a) had evidence that such withdrawal was a reasonable and proportionate step and (b) that it had alternative means of assessing the children it is obliged to educate’.

The Directorate’s response to these two specific points is as follows:

- (a) The Council would have to demonstrate that it had evidence that such withdrawal was a reasonable and proportionate step

There is clear evidence that the P1 experience of SNSA appears to be the least strong and effective of all the year groups at which SNSA is undertaken. Feedback from Headteachers and staff indicates that overall, they felt that there were significant elements of the SNSA process that required improvement. It is evident that in Fife, because of teachers' generally positive experiences in using PIPS prior to the introduction of SNSA, a significant number of schools remain to be convinced of the immediate advantages of using SNSA at P1. An important question would be whether this constitutes evidence consistent with a need to withdraw or whether it suggests identified areas for improvement which can be addressed by the concerted actions of Scottish Government, the Directorate and individual schools.

- (b) The Council would have to demonstrate that it had alternative means of assessing the children it is obliged to educate.

Fife Council has a strong track record in the use of standardised assessments, including at P1.

Other forms of standardised assessment are available for P1 pupils in addition to the Scottish National Standardised Assessment (SNSA). There are two options:

1. A standardised assessment from one of the alternative assessment providers offering a standardised assessment for 4-5 year old children.
2. Use of the PIPS assessment from the CEM Centre at the University of Durham.

Option 1. The main challenge of using an alternative assessment is that Fife Council would have no experience of the assessment in question. The assessment would need to be thoroughly researched to ensure that the assessment design was appropriate for P1 pupils and would avoid the issues encountered with the first year of the SNSA. Only after a scoping exercise had been undertaken could there be confidence that this was a viable option.

Option 2. Fife has significant experience of using the PIPS assessment with P1 pupils. The most significant challenge in use of the PIPS assessment arises from the use of a baseline assessment at the start of P1. This provides the foundation for a range of assessment information provided in later assessments, including the end-of-year P1 assessment. The value of the P1 assessment would be significantly diminished if it was undertaken without the baseline assessment. Similarly, the accuracy of the baseline assessment depends upon its being undertaken sufficiently early during the school year.

It should also be noted that, if either option 1 or 2 were adopted, Fife Council would lose the potential for comparing the assessment scores of its pupils with those of other P1 pupils in Scotland. This is potentially highly valuable information for helping to improve the moderation of teacher judgement within Fife, and ensuring that this accords with national standards.

Finally, it should be noted that Fife is one of Scotland's largest local authorities with approximately 7% of all P1 pupils in Scotland. The withdrawal of Fife P1 pupils from the SNSA assessment would significantly reduce the size of the cohort upon which the assessment is standardised and validated. This would reduce the robustness and reliability of the assessment nationally.

3.0 Conclusions

- 3.1 Assessment is absolutely integral to our planning of children's learning and teaching in Fife's schools. Some form of standardised assessment is a vital tool in this, and one which teachers need to have at their disposal.
- 3.2 Council asked the Executive Director of Education and Children's Services to prepare a report on the withdrawal from participation in SNSA assessments for P1 children, if possible, and specifically whether and how this could be achieved.
- 3.3 In response to the issue of 'whether' this can be achieved, legal advice is that it was anticipated that education authorities would adopt the SNSA assessment scheme without the need for regulations imposing this. It further states that there is an implied requirement to assess the aptitude and abilities of children in order to ensure that these are being addressed. It argues that the Council would have to demonstrate that it had evidence that such withdrawal was a reasonable and proportionate step.
- 3.4 We have clear evidence that schools have found the first year of the P1 SNSA experience challenging in some aspects. The question is whether or not this withdrawal from SNSA at P1 at this stage is a reasonable and proportionate step. The answer to this question is a matter of interpretation.
- 3.5 One alternative to this would be to ensure that we have even more comprehensive and robust evidence upon which to make such an important decision. Based on this evidence, there would then be a need to ensure that improvements in implementation at SNSA in P1 were made. Finally, the extent of any changes to delivery of SNSA at P1 would then need to be monitored and reviewed within a set timescale.
- 3.6 In response to the issue of 'how' this can be achieved, it is evident that teachers, Headteachers and the Directorate in Fife support some form of standardised assessment at P1. If schools are instructed to withdraw from participation in SNSA at P1, they would want to replace this as soon as possible with another form of standardised assessment. The selection and delivery of suitable alternatives to SNSA would need to be planned and discussed with a wide range of professionals, including teachers and Headteachers. This would be best undertaken carefully and with due consideration.

List of Appendices

1. Features of SNSA and PIPs Assessments at Primary 1
2. Primary 1 Attainment - CfE

Report Contact:

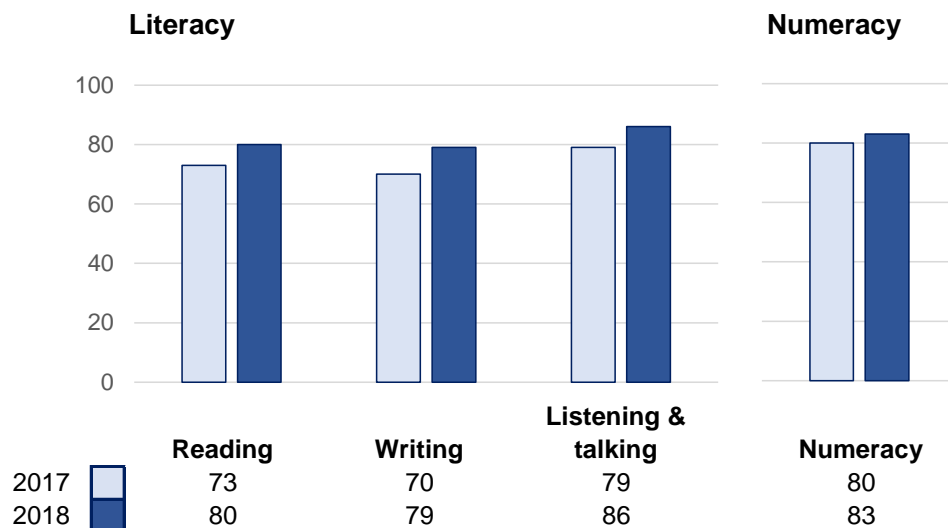
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Features of SNSA and PIPs Assessments at Primary 1

Assessment	SNSA at P1	PIPS at P1
Who provides the assessment?	ACER (Australian Council for Educational Research)	CEM Centre at the University of Durham
How many time is the assessment undertaken?	Once during P1	Twice during P1
When is the assessment undertaken?	When the P1 class teacher deems it appropriate, at any point in the school session	At the start of P1 (baseline) and again at the end of P1
What is assessed?	Literacy and numeracy	Literacy, numeracy and developed ability
What kind of assessment is it?	<ul style="list-style-type: none"> • Computer-based (e.g. the child uses a laptop) • Adaptive (i.e. questions asked depend upon previous responses) • Undertaken with adult support, generally on a 1-1 basis 	<ul style="list-style-type: none"> • Computer-based (e.g. the child uses a laptop) • Adaptive (i.e. questions asked depend upon previous responses) • Undertaken with adult support, generally on a 1-1 basis
What is the basis of the standardised score?	The performance of the pupil relative to all of the P1 children assessed in Scotland in 2017-18 (the baseline year)	The performance of the pupil relative to all pupils of a similar age who undertook the assessment internationally during the assessment year
Who pays for the assessment?	Fife Council	Scottish Government

The figure below shows the proportion of P1 pupils achieving the expected level of CfE (Early Level) by the end of stage P1.

Percentage of pupils achieving Early Level CfE by the end of P1



6 November 2018
Agenda Item No. 6

Establishing a *Walked Routes to Schools - Assessment Policy*

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

Wards Affected: All

Purpose

To present a *Walked Routes to Schools – Assessment Policy*, for consideration and approval.

Recommendation(s)

It is recommended that the Education & Children's Services Committee agrees:

- i. the content of the *Walked Routes to Schools - Assessment Policy* (Appendix 2) for use in defining the availability of walk routes to school, from the date of this Committee;
- ii. if number (i) is agreed, to apply the assessment methodology to any new walk route assessments, from the date of this Committee, pending the outcome of any consultation processes required;
- iii. to authorise Officers to proceed to relevant consultation, as appropriate.

Resource Implications

In implementing the above, Procurement, Education & Children's Services (E&CS) and Passenger Transport Services (PTS) staff will continue to work together on the necessary documentation.

Legal & Risk Implications

There is a risk to the Council of a 'do nothing' approach as the Education (Scotland) Act 1996 requires a Local Authority to have regard to the safety of pupils in relation to their walk route to school. Failing to have a policy in place to consider this leaves the Council in a vulnerable position and it could legitimately be argued that the Council is failing in its statutory duty to consider safety on an equitable basis. In addition, The Equality Act 2010 places a general duty on Local Authorities to eliminate unlawful discrimination. Without clear guidance and criteria to assess walk routes, the decision making process is open to

challenge. Such challenge has been, and may continue to be, escalated to the Scottish Public Services Ombudsman (SPSO).

Impact Assessment

An EqlA and summary form have been completed – the summary form is attached to the report as Appendix 1.

Consultation

Initial consultation included staff in E&C Services, AT&E Services and Legal Services, plus the Council's Road Safety Organiser, Police Scotland's Safer Transport Liaison Officer and Council Communications Officer.

In September 2015, the former Executive Committee agreed the need for a policy and remitted the former *Education, Young People, Children & Families Policy Advisory Group* (PAG) to establish one that it could approve. This was progressed with Councillors and the PAG until its dissolution in 2017. Work has continued more recently as part of a wider school transport review, reporting to the Education & Children's Services Committee.

1.0 Background

- 1.1 The Education (Scotland) Act 1980 defines a Local Authority's role in providing school transport. This relates to a pupil's walk distance to the catchment school.
- 1.2 For those living less than the transport entitlement distances, the Council has no legal obligation to provide transport. However, the Education (Scotland) Act 1996 introduced an amendment to the original 1980 Act, as follows:

*After section 51(2B) of the Education (Scotland) Act 1980 (provision of transport and other facilities) there shall be inserted the following subsection—
“(2C)In considering whether to make any arrangements under subsection (1) above in respect of pupils attending schools, an education authority shall have regard to the safety of such pupils.”*

- 1.3 This infers that each education authority, in determining provision of school transport, must assess the available walk routes to schools for pupils.
- 1.4 The latest walk route assessment guidance available is *Assessment of Walked Routes to School*, produced by Road Safety GB and the Royal Society for the Prevention of Accidents (RoSPA). The guidelines bring together legislative requirements, best practice, health & safety considerations and case law. On 22 September 2016, the previous Policy Advisory Group agreed to adopt them as the Council's methodology for current and future walked route assessments.
- 1.5 A previous complaint to the SPSO was concluded on the basis that the Council evidences explicitly what its position and methodology is regarding walked route assessment, through policy development.

2.0 Introduction

- 2.1 Introduction of a policy, based on section 1, will ensure that walked routes to school can be assessed based on robust and clear criteria that can be applied to all routes – and, therefore, all pupils – on a fair and equitable basis. This policy will not only ensure that routes are assessed but also that the decision making process is defensible, both of which are difficult at present. The current position leaves the Council open to challenge from parents and complaint escalation to the SPSO. This policy would include a formal appeals procedure and establish a route review process.
- 2.2 Using the RoSPA/Road Safety GB guidelines, an *Available Walked Routes to Schools - Assessment Policy* has been drafted (Appendix 2). An accompanying *Walked Route Assessment Form*, for use by those assessing any route, has also been created and included as an appendix in the policy document. A worked example of it appears as Appendix 3.
- 2.3 The policy considers the characteristics of any route, including:

- Pavements, paths, verges
- Crossing points
- Stepping-off points
- Traffic flow
- Lighting
- Vegetation
- Accident data

3.0 Implementation

- 3.1 Increasingly, Council officers are receiving requests for walk route assessments where parents either challenge the decision for routes into new housing estates or where their children start primary or secondary school and they wish to challenge the 'status quo' of available routes that have existed for many years. Officers believe adoption of a policy, quickly, would address these specific ongoing challenges.
- 3.2 The introduction of such a policy would, undoubtedly, impact on existing pupils who receive free transport (due to an unavailable walk route) following previous decisions taken in the absence of a clear set of criteria. Historically - even before the 1996 legislation amendment – Fife Council provided free transport for pupils who live less than the entitlement distance, where the walked route was deemed unavailable.
- 3.3 The Council must not ignore these extant decisions as:
- no policy has ever been in place to establish robust reasons for them
 - they were taken many years ago, often on questionable and inconsistent grounds
 - continuing provision would be based on historic reasons as opposed to current risk
 - the Council would be promoting inequality, by discriminating against pupils who live less than the entitlement distance and who do not receive free transport.
- 3.4 In relation to the final bullet of the previous paragraph, The Fairer Fife Commission, within the *Fairness Matters* recommendations, describes unfairness existing, “...when inequalities are allowed to interrelate and compound.” In relation to circumstances where pupils do not benefit from free transport, yet walk similar routes to school, allowing historic provision to apply where no longer appropriate only serves to exacerbate inequality in our communities.

4.0 Conclusions

- 4.1 A clear policy, and robust criteria, for assessing walked routes to school will:
- future-proof the Council's walked route assessment standards
 - ensure up-to-date, relevant assessment criteria are applied to all routes
 - ensure fairness and equality for all pupils
 - establish accurate assessment records for each route

- introduce a regular review for all such routes (every 5 years is suggested unless otherwise requested by parents, schools or Members or where a known infrastructure change may affect a walk route)
- encourage more pupils to walk and cycle to school, thus increasing levels of physical activity and improving health and wellbeing.

4.2 In introducing the *Available Walking Routes to Schools Policy*, it is proposed that a phased implementation takes place, considering, firstly, those new requests which are received and, secondly, bringing forward separate proposals to consider the application of the policy to historic assessments and transport provision.

List of Appendices

1. EqlA Summary Report
2. Walked Routes to School – Assessment Policy
3. Example of a Completed Walk Route Assessment

Background Papers

1. Assessment of Walked Routes to School (Road Safety GB/RoSPA)

Report Contacts

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Appendix 1: EqIA Summary Report

<p>Which Committee report does this IA relate to (specify meeting date)?</p> <p>Education & Children's Services Committee (6 November 2018) and any subsequent reports</p>
<p>What are the main impacts on equality?</p> <p>Ensuring fairness in pupil transport provision by using a standard policy and criteria which applies to all future walk route assessments.</p>
<p>What are the main recommendations to enhance or mitigate the impacts identified?</p> <p>Where an assessment indicates that a historic route is now available, undertake appropriate consultation with relevant stakeholders prior to any decision of transport withdrawal. Engage with bus operators with a view to providing replacement transport on a commercial basis.</p>
<p>If there are no equality impacts on any of the protected characteristics, please explain.</p> <p>-</p>
<p>Further information is available from: Name / position / contact details:</p> <p>Gary Moyes (Category Manager – Travel & Transportation) ext.444429</p>



Education & Children's Services Directorate

Walked Routes to Schools - Assessment Policy

Document Owner	Version	Date of Publication	Date of Next Review
Neil Finnie, Senior Compliance Officer	1	TBC	September 2023

Contents

1. Introduction
2. Principles
3. References and Source Data
4. Policy Statement
5. Assessment of Walked Routes
6. Appealing a Decision

Appendices

Appendix A Blank Walk Route Assessment

1.0 Introduction

- 1.1 Fife Council has a responsibility to ensure that suitable arrangements are in place for pupils entitled to be transported to and from school. This responsibility also requires the Council to ensure that where appropriate, available walked routes to school are assessed.
- 1.2 This document outlines the Council's policy on determining available walked routes and the methodology adopted in carrying out assessments.

2.0 Principles

2.1 In support of the ethos to ensure the safety of pupils who walk to school there are a number of principles that apply here:

- All Fife schools are expected to work with their school and local communities, partnership groups and the Council's Transportation and Education Services to produce a travel plan and traffic management plan. These documents should be shared with appropriate stakeholders to promote a positive safety culture
- Pupils who walk to school are acting responsibly themselves and accompanied by a responsible adult
- Assessments may be instigated by a number of factors but all should be carried out and communicated in accordance with the policy and assessment procedures
- In the absence of intervening circumstances (such as substantial or significant changes in legislation, guidance or temporary/permanent infrastructure changes which may affect the availability of the route), existing assessments for routes that are not deemed to be available will be reviewed 5 yearly. New assessments will be carried out as the need arises.
- Where an available walking route is identified, this may result in the entitlement for transport being withdrawn. In these circumstances a distinct management and communications strategy will be adopted (this will have to be written/agreed)
- If there is any doubt on the part of the Council, about the availability of a route, the Council will always provide transport
- It is assumed that all road users will behave reasonably and responsibly.

3.0 References and Source Data

3.1 Scottish Government

3.1.1 The Education (Scotland) Act 1996 introduced an amendment to the original 1980 Act:

After section 51(2B) of the Education (Scotland) Act 1980 (provision of transport and other facilities) there shall be inserted the following subsection—

“(2C)In considering whether to make any arrangements under subsection (1) above in respect of pupils attending schools, an education authority shall have regard to the safety of such pupils.”

3.1.2 The Scottish Government provide guidance in their [School Transport Guidance Circular](#). This document is primarily aimed at the burden placed on local authorities

in circumstances where transport is provided due to distance entitlement. However they do make reference to reviewing particular criteria:

Scottish Ministers appreciate that authorities have to make difficult decisions, and there will instances where individual pupils residing just within measured boundaries would not normally be entitled to free transport, whereas those residing just outwith the boundaries would qualify. Ministers expect authorities to keep under review their criteria on this provision by introducing added flexibility and taking into consideration the increased volume of traffic on our roads, the availability of crossings, sufficient pavement and footpaths, subways, built-up and wooded areas, adequate street lighting etc.

3.1.3 The Council fully intends to apply this review guidance through its approach to assessing available walking routes

3.2 Road Safety GB & Royal Society for the Prevention of Accidents (RoSPA)

3.2.1 These organisations jointly produced a guidance document in 2012 (updated in 2016) on the methodology of assessing walking routes to school. It contains relevant extracts from Acts of Parliament and case law, as well as defining the scope and criteria of an assessment. The Guidelines can be purchased from Road Safety GB by contacting Sally Bartrum on 01379 650112. The RoSPA Guidance is available at <http://roadsafetygb.org.uk/>.

3.3 Fife Council

3.1 General information for parents relating to school transport is detailed at www.fifedirect.org.uk/schooltransport.

4.0 Policy Statement

4.1 The Council's position on the assessment of available walking routes is as follows:

We continue to use Road Safety GB guidelines as our benchmark for the assessment of walking routes to school to ensure fairness in the provision of free transport on the grounds of road safety.

4.2 This policy and the supporting procedures of assessing a route will assist in demonstrating a transparent decision making process where a number of factors must be considered to allow an objective outcome to be determined.

5.0 Assessment of Walked Routes

5.1 Walking routes will be assessed by a core team of Assessing Officers who will visit the route to observe, note the features of the route and gather additional information as required. They use a ['walked route assessment form'](#) to record their findings.

5.2 Where they identify a continuous adequate footway, the criteria for the existence of an available route have been met. However, the key criteria are noted below:

5.2.1 Criteria

5.2.1.1 The criteria for determining the availability of a walking route assumes that a child walking the route will be accompanied by a responsible adult and are as follows:

5.2.2 Footways and roadside strips

5.2.2.1 For all sections of road where there is a footway or roadside strip of reasonable width and condition, the route is considered to be available for that part of the journey. Where a footway or roadside strip exists, but is less than 1 metre in width, the route may be considered available if the assessing officers consider that there is sufficient width for the walk to be undertaken safely.

5.2.2.2 Where there is no suitable footway or roadside strip on roads where the maximum two-way peak traffic flow (or one way of a dual carriageway) is less than 240 vehicles per hour, the route may still be considered available if:

- there are verges which provide a “step off” for pedestrians when vehicles are passing, or
- in the opinion of the assessing officers – the width of the carriageway, observed speed, volume, composition of traffic and visibility – deem the route as available. (In most such cases the route will only be normally considered available where the observed 85th percentile speed of traffic is 40 mph or less and where the 2-way peak vehicle flow is less than 240 vehicles per hour).

5.2.3 Crossing Points

5.2.3.1 In all cases it is assumed that pupils and the accompanying adult will, at some point, have to cross a road to make use of suitable footways, roadside strips, verges and that they will observe the Highway Code at all times.

5.2.3.2 Where it is necessary to cross a road, the following circumstances will be considered:

- All marked pedestrian crossings, pedestrian refuges, signal controlled junctions (with a pedestrian phase) and locations with a School Crossing Patrol will be considered available.
- At locations where there is no such facility, crossing points on sections of roads with a maximum two-way peak traffic flow (or one way of a dual carriageway) of greater than 240 vehicles per hour will be assessed to ensure there is a suitable crossing point where there is sufficient visibility.
- When assessing a route, assessing officers will make a note of where there is a need to cross a road along with their opinion of where it is appropriate to cross and the visibility at that point.
- A crossing point will also be considered available where the maximum two-way (or one way of a dual carriageway) peak traffic flow is fewer than 240 vehicles per hour and there is sufficient visibility.

5.2.4 Other routes

5.2.4.1 An “available route” may include roads, metalled or otherwise, public paths, rights of way and footpaths – including bridleways, which provide a suitable walking surface free from excessive overhanging vegetation. Routes which include walking through parks, wooded areas, grassland and public spaces will be considered on their merits. Routes through cemeteries, graveyards, crematoria and places of worship will not be considered available for the purposes of route assessment. The assessment may include information on an alternative walking route, which may not be the most direct or the fastest route. If the alternative route is considered for use and is calculated to be in excess of distance eligibility criteria, this would not lead to free transport entitlement if the alternative route is used by pedestrians, given the existence of an available route.

5.2.5 Street lighting

5.2.5.1 The presence or absence of street lighting is part of the overall assessment of the availability of a route. The absence of street lighting is not a factor on its own that would determine a route to be unavailable.

5.2.6 Road junctions and slip roads

5.2.6.1 Where the walking route crosses road junctions and slip roads, the criteria relating to crossing points will apply. The assessing officers will exercise judgement regarding the most appropriate point to cross a road at such locations.

5.2.7 Footway, road surface, and roadside strip condition

5.2.7.1 The assessing officer will take into account the condition of all walking surfaces. In any case where remedial work may be necessary, the route will be reassessed as soon as this has been completed.

5.2.8 Assessment of accident data

5.2.8.1 Accident data for the route may be taken into account. The existence of an accident record does not in itself mean that a route is unsafe, as it would depend on the type, nature and relevance of incidents.

5.2.9 Criteria Summary

5.2.9.1 For a route along or adjacent to a public highway to be considered available, there normally needs to be both:

- A continuous adequate footway or roadside strip on roads which carry normal to heavy traffic, or
- Step offs on roads which are lightly trafficked but have adequate visibility to provide sufficient advance warning or:
- On roads with low traffic flows, no step off, but adequate visibility to provide sufficient advance warning, and,

if there is a need to cross roads there must be:

- Crossing facilities (Zebra or Signalised pedestrian crossings), or
- Pedestrian phases at traffic signals (including pedestrian refuges), or
- School Crossing Patrols, or
- Traffic calming (sufficient to enable safe road crossing), or
- Pedestrian refuges, or
- Sufficient gaps in the traffic flow and adequate visibility to allow enough opportunities to cross safely.

5.3 Persons Walking the Route

5.3.1 It is assumed that all children walking the route will be accompanied by their parent/carer or another responsible adult, that they will wear suitable clothing and footwear, remain vigilant and alert at all times and that they will comply with all aspects of the Highway Code relating to pedestrians. Parents/carers may want to consider additional appropriate measures, for example, the use of fluorescent or light coloured clothing.

5.4 Assessing Officers

5.4.1 All available walking route assessments will be carried out by a minimum of 3 assessing officers, comprising of representatives from the following:

- Fife Council Education & Children's Services
- Fife Council Asset, Transportation and Environment Services
- Police Scotland
- Fife Community Safety Partnership

5.4.2 The group comprises professionals who have experience in delivering and supporting road safety initiatives and pupil safety.

5.4.3 There is no specific training or qualification for assessing officers. Officers should use their professional judgement in reaching a collective decision on the availability of the route.

5.5 Procedure

5.5.1 Periodic Reviews of Assessments (for routes deemed not to be available)

5.5.1.1 These will be carried out in accordance with the 5 yearly review timeline with updated assessments being retained centrally. Only where there are significant interim changes will assessments be brought forward. Where the review results in a change to the availability of a route, subsequent actions will be taken forward by the Education Service and Transportation & Environmental Services.

5.5.2 New Assessments

5.5.2.1 When a new request for an assessment to be carried out is received (this may come from a school, external body or individual in writing), this will be carried out as soon as possible subject to the availability of the assessing officers and arranging

the timing of the assessment to be carried out within term time. Where a route has been assessed, there will be a 12 month time limit for any reassessment, unless there is a significant change to the route.

5.5.2.2 The walk route assessment form should be completed with the findings shared with the person making the request within 14 days of the date of the assessment.

6.0 Appealing a Decision

6.1 There may be instances where a Parent/Carer disputes the findings of the assessment. Under these circumstances, a copy of the assessment and the details of the dispute will be forwarded to the Appeals Board.

6.2 Composition of the Appeals Board

6.2.1 The Appeals Board will comprise 3 Senior Managers of the Council, potentially made up from a pool including:

- Heads of Service, Education & Children's Services
- Head of Assets, Transportation & Environment
- Head of Communities & Neighbourhoods
- Education Managers, Education & Children's Services
- Senior Manager (Roads & Transportation Services)
- Service Manager, Passenger Transport Services

6.2.2 The composition of the Board may vary depending of the availability of staff and will only meet to review specific appeals as they are presented.

6.3 Where the Board is in agreement with the assessment

6.3.1 A formal letter of response will be sent to the Complainant within 14 days of the meeting, advising of the Board's decision and no further action will be taken.

6.4 Where the Board are not in agreement with the assessment

6.4.1 The Board may request a second assessment be carried out by the assessing officers or further information be provided by other internal or external agencies for them to consider. This position will be advised to the Complainant within 14 days of the Board meeting. A further letter will be sent to the Complainant within 14 days of each subsequent Appeals Board meeting outlining additional information considered and the decision reached.

6.4.2 If the Board overturn the findings of the assessment, subsequent actions will be taken forward by the Education Service and Transportation Service to arrange transport for the pupil(s) on safety grounds.

6.5 Escalation of an appeal

6.5.1 Any further dispute will require to be submitted to the Council via a formal complaint in writing to Kay Henderson, Support Officer, kay.henderson@fife.gov.uk or by one of the means to contact the Council as advised on the Fife Direct website [making a](#)

[complaint.](#)

Appendix A – Blank Walked Route Assessment



WALKED ROUTE ASSESSMENT FORM

1. Assessors

Name	Designation	Organisation	Contact Details

2. School/Educational Establishment & Route details

School/Educational Establishment Name	Route - brief description only. <i>Attach map at end of document</i>
---------------------------------------	--

3. Assessment Details

Date	Time
Weather Conditions	Key Observations

4. Is there a continuous adequate footway? Yes No

Provide details

If yes, the route is deemed to be a non-hazardous walking route, please go to question 7. If no, please go to question 5.

5. In the absence of a continuous adequate footway, are there step offs and adequate sight lines (light traffic flow roads)? Yes No

Provide details

If yes, the route is deemed to be a non-hazardous walking route, please go to question 7. If no, please go to question 6.

6. If there are no step offs, are there adequate sight lines (very light traffic flow roads)? Yes No

Provide details

If yes, the route is deemed to be a non-hazardous walking route, please go to question 7. If no, the route is an unsafe walking route

7. Are there any other considerations that will impact on the assessment outcome e.g. paths via parks / wooded areas Yes No

Provide details

8. Conclusion

Non-hazardous route? Yes No

See the following pages for further details on the assessment

**WALKED ROUTE ASSESSMENT FORM
SUPPLEMENTARY INFORMATION**

The methodology of carrying out a walking route assessment in Fife is based on the principles contained in the Road Safety GB & RoSPA, 'Assessment of Walked Routes to School' guidance

The Assessor should comment fully on the following for the entire route:

Footpath suitability / condition / length

Suitability and nature of step offs

Visibility / sight lines for pedestrians*

Crossings / traffic interruptors & speed limit

Availability of public transport

Traffic flow *

Exceptional features e.g. type of vehicles on route

Additional Information

Please outline in the space below any relevant observations, comments relevant to the assessment

**Where the traffic flow / sight line is considered, a record of any vehicle count / speed survey should be retained. Only relevant where a road is crossed without available traffic interuptors.*

Key Notes for the Assessor

- The assessment should normally take place at a time when pupils would usually be walking to/from school
- It is assumed that pupils are accompanied along the entire length of the route
- Street lighting is not a consideration as part of the assessment
- Each route should be assessed independently, taking account of the specific features on the route. Continuous Judgement of the assessor is required
- On all routes (rural or not) it is assumed that pupils behave reasonably, remain vigilant and act responsibly
- If there is the need to cross a road, there must be sufficient gaps in the traffic or facilities to enable safe crossing

WALKED ROUTE ASSESSMENT FORM SUPPLEMENTARY INFORMATION

Insert map, photographs here

Appendix 3: Example of a Completed Walk Route Assessment



WALK ROUTE ASSESSMENT FORM

1. Assessors

Name	Designation	Organisation	Contact Details
<i>Name redacted</i>	TECHNICIAN	TRANSPORTATION FIFE COUNCIL	<i>Phone number redacted</i>
<i>Name redacted</i>	RESOURCES OFFICER	EDUCATION FIFE COUNCIL	<i>Phone number redacted</i>
<i>Name redacted</i>	PROJECT OFFICER	ROAD SAFETY FIFE COUNCIL	<i>Phone number redacted</i>

2. School/Educational Establishment & Route details

School/Educational Establishment Name	Route - brief description only. <i>Attach map at end of document</i>
INVERKEITHING HIGH	FROM ROSYTH TO INVERKEITHING HIGH VIA QUEENSFERRY ROAD, ADMIRALTY ROAD, CHAPEL PLACE, BORELAND ROAD AND HILLEND ROAD.

3. Assessment Details

Date	6/6/18	Time	7:55 UNTIL 8:30
Weather Conditions	SUNNY AND DRY	Key Observations	AVAILABLE ROUTE

4. Is there a continuous adequate footway? Yes No

Provide details

If yes, the route is deemed to be a non-hazardous walking route, please go to question 7.
If no, please go to question 5.

5. In the absence of a continuous adequate footway, are there step offs and adequate sight lines (light traffic flow roads)? Yes No

Provide details

If yes, the route is deemed to be a non-hazardous walking route, please go to question 7.
If no, please go to question 6.

6. If there are no step offs, are there adequate sight lines (very light traffic flow roads)? Yes No

Provide details

If yes, the route is deemed to be a non-hazardous walking route, please go to question 7.
If no, the route is an unsafe walking route

7. Are there any other considerations that will impact on the assessment outcome e.g. paths via parks / wooded areas Yes No

8. Conclusion

Non-hazardous route? Yes No

See the following pages for further details on the assessment

**WALK ROUTE ASSESSMENT FORM
SUPPLEMENTARY INFORMATION**

The methodology of carrying out a walking route assessment in Fife is based on the principles contained in the Road Safety GB & RoSPA, 'Assessment of Walked Routes to School' guidance

The Assessor should comment fully on the following for the entire route:

Footpath suitability / condition / length	SUITABLE IN GOOD CONDITION – WALKED 2 MILES
Suitability and nature of step offs	NA
Visibility / sight lines for pedestrians*	GOOD
Crossings / traffic interrupters & speed limit	AMPLE CROSSINGS AND TRAFFIC INTERRUPTERS SPEEDS VARIED BETWEEN 20 AND 40 MPH. MOTORWAY SLIP ROAD IS 40 MPH
Availability of public transport	GOOD
Traffic flow *	MODERATE. TRAFFIC COUNT HAS BEEN REQUESTED AT SLIP ROAD AT ROUNDABOUT UNDER A90 AT ALL 4 SLIP ROAD CROSSINGS
Exceptional features e.g. type of vehicles on route	CROSSING THE ON SLIP AT THE ROUNDABOUT UNDER A90 TOOK A LITTLE LONGER DUE TO TRAFFIC VOLUME BUT WAS AVAILABLE

Additional Information

Please outline in the space below any relevant observations, comments relevant to the assessment

WE DIDN'T SEE ANY PUPILS WALKING IN ROSYTH BUT WE SAW PUPILS ONCE WE REACHED ALMA STREET IN INVERKEITHING

**Where the traffic flow / sight line is considered, a record of any vehicle count / speed survey should be retained. Only relevant where a road is crossed without available traffic interrupters.*

Key Notes for the Assessor

- The assessment should normally take place at a time when pupils would usually be walking to/from school
- It is assumed that pupils are accompanied along the entire length of the route
- Street lighting is not a consideration as part of the assessment
- Each route should be assessed independently, taking account of the specific features on the route. Continuous Judgement of the assessor is required
- On all routes (rural or not) it is assumed that pupils behave reasonably, remain vigilant and act responsibly
- If there is the need to cross a road, there must be sufficient gaps in the traffic or facilities to enable safe crossing

WALK ROUTE ASSESSMENT FORM SUPPLEMENTARY INFORMATION

LOCATION : M90 J1C northbound onslip

School journey	Average speed (mph)	Average vehicles per hour	Average PCUs	If <240 PCUs then road safe to cross without gap analysis	If not, what is flow?	Mins past the hour	MONDAY 18.06		TUESDAY 19.06		WEDNESDAY 20.06		THURSDAY 21.06		FRIDAY 22.06		If 4 gaps in every 5 mins then road safe to cross*
							No. of 6-11 sec gaps	No. of >12 sec gaps	No. of 6-11 sec gaps	No. of >12 sec gaps	No. of 6-11 sec gaps	No. of >12 sec gaps	No. of 6-11 sec gaps	No. of >12 sec gaps	No. of 6-11 sec gaps	No. of >12 sec gaps	
AM	32.04	504.8	651.7	NO	MEDIUM	45-49	9	9	12	8	14	6	15	7	10	7	YES
						50-54	13	6	15	5	15	9	17	5	12	7	YES
						55-59	11	8	8	9	14	7	4	11	10	9	YES
						0-4	11	8	8	10	10	8	12	4	11	8	YES
						5-9	6	9	13	7	10	10	8	6	5	9	YES
						10-14	13	7	15	6	9	8	11	5	15	8	YES
						15-19	14	5	12	6	10	7	15	5	15	7	YES
						20-24	10	9	12	7	17	5	15	7	16	6	YES
						25-29	12	7	12	7	19	5	14	8	9	11	YES
						30-34	7	12	11	8	19	4	12	9	8	11	YES
						35-39	10	8	11	8	11	8	10	8	14	7	YES
						40-44	12	6	7	10	16	6	6	10	5	9	YES

PM	32.12	458.4	586.5	NO	MEDIUM	15-19	13	7	7	8	11	7	14	7	16	7	YES
						20-24	9	9	6	10	15	9	10	12	8	8	YES
						25-29	11	9	16	4	10	9	7	9	11	8	YES
						30-34	9	9	10	7	14	8	17	6	17	5	YES
						35-39	9	8	14	10	13	8	11	9	11	7	YES
						40-44	12	8	11	7	11	6	11	9	11	8	YES
						45-49	10	9	7	10	9	7	9	10	16	6	YES
						50-54	12	7	7	6	5	11	8	7	10	7	YES
						55-59	7	10	10	10	11	7	13	5	15	8	YES
						0-4	7	9	12	8	14	8	10	8	10	8	YES
						5-9	10	10	10	9	11	10	12	7	11	7	YES
						10-14	12	8	9	10	16	7	13	7	11	8	YES

<4 gaps every 5 mins
 4 or more gaps of >6 secs every 5 mins
 4 or more gaps of >12 secs every 5 mins

*where the total number of gaps is 4 or more in the 5 minute monitoring period

LOCATION : M90 JIC southbound onslip

School Journey	Average speed (mph)	Average vehicles per hour	Average PCUs	If <240 PCUs then road safe to cross without gap analysis	If not, what is flow?	Mins past the hour	MONDAY 18.06		TUESDAY 19.06		WEDNESDAY 20.06		THURSDAY 21.06		FRIDAY 22.06		If 4 gaps in every 5 mins then road safe to cross*
							No. of 6-11 sec gaps	No. of >12 sec gaps	No. of 6-11 sec gaps	No. of >12 sec gaps	No. of 6-11 sec gaps	No. of >12 sec gaps	No. of 6-11 sec gaps	No. of >12 sec gaps	No. of 6-11 sec gaps	No. of >12 sec gaps	
AM	31.3	506.2	447.5	NO	MEDIUM	45-49 50-54 55-59 0-4 5-9 10-14	13 10 5 12 10 13	6 7 7 4 8 7	11 9 13 10 10 12	10 5 7 8 9 15	14 11 19 8 7 7	10 10 9 13 13 5	11 6 12 9 13 7	21 18 18 14 17 12	13 14 7 8 9 7	8 6 8 7 6 8	YES YES YES YES YES YES
PM	31.16	358	313.8	NO	MEDIUM	15-19 20-24 25-29 30-34 35-39 40-44 45-49 50-54 55-59 0-4 5-9 10-14	4 5 4 5 4 9 4 5 6 10 8 11	8 10 8 7 8 7 10 10 11 11 12 9	3 14 6 10 9 10 8 8 8 9 9	11 7 11 2 6 8 10 5 3 11 6 9 10	5 13 2 6 8 8 5 5 3 10 6 6 4	10 5 13 6 7 7 5 10 5 10 11 9	8 7 13 7 7 12 9 13 5 10 6 10 8	11 8 6 9 12 9 7 7 10 10 8 9 9	4 11 14 6 6 3 14 5 6 4 8 9 14	7 10 8 9 12 7 10 6 10 8 9 9 8	YES YES YES YES YES YES YES YES YES YES YES YES YES
							<p><4 gaps every 5 mins</p> <p>4 or more gaps of >6 secs every 5 mins</p> <p>4 or more gaps of >12 secs every 5 mins</p>										
*where the total number of gaps is 4 or more in the 5 minute monitoring period																	

Date: 6/11/18

Agenda Item No. 7

Chief Social Work Officer Annual Report 2017/18

Report by: Dougie Dunlop, Chief Social Work Officer

Wards Affected: All

Purpose

The Social Work and Health Committee of 9 June 2009 agreed that an annual report on the role of the Chief Social Work Officer would be provided to Members. This is the ninth annual report to be considered.

Recommendation(s)

It is recommended that Members consider and note the content of the report.

Resource Implications

There is no resource implication arising from this report.

Legal & Risk Implications

None arising from this report.

Impact Assessment

There is no requirement for an impact assessment as the report is for noting only.

Consultation

Nil

1.0 Introduction

- 1.1 An annual report by the Chief Social Work Officer (CSWO) has been presented annually to a committee of the Council from 2009. The current report follows a standard template issued by the Scottish Government for the purpose of ensuring comparison of these reports across Scotland. The report is designed to provide an overview of social work services within Fife and reflects the formal statutory responsibilities held by the role.

2.0 Background

- 2.1 All Scottish local authorities are required to appoint a professionally qualified Chief Social Work Officer (CSWO). The function of the CSWO post is to ensure the provision of effective, professional advice to local authorities, including elected members and officers in the authority's provision of social work services. The post should assist authorities in understanding social work service delivery and the role that social work plays in contributing to the achievement of local and national outcomes.
- 2.2 The CSWO is also responsible for providing professional governance for the delivery of social work and social care services, whether these be provided by the local authority or purchased from the voluntary or private sector.
- 2.3 In addition, there are a number of specific duties and decisions that relate primarily to the curtailment of individual freedom and the protection of both individuals and the public, which must be made by the CSWO or by a professionally qualified delegate.
- 2.4 From 2014 the duties of the Chief Social Work Officer has been held by the Head of Service post responsible for Children & Families and Criminal Justice social work services.

3.0 Conclusions

- 3.1 The attached report is submitted to the Scottish Government as part of the statutory responsibilities of the role of the Chief Social Work Officer and provides members with an overview of key aspects of social work provision in Fife.
- 3.2. Members will note the role and range of functions covered by the Chief Social Work Officer including social work and social care services provided by both the authority and by the Health and Social Care Partnership

List of Appendices

1. The 2017/18 Chief Social Work Officer Report

Report Contact

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Chief Social Work Officer Annual Report 2017-18

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Introduction

Welcome to Fife's Chief Social Work Officer Report for 2017-18. The report provides an overview of the key issues that social work services in Fife have been addressing in the last year. It follows the structure provided by the Government for the CSWO reports to allow a level of consistency and benchmarking across the country.

The social work service has seen significant structural and service change during the past few years, with the establishment of the Health and Social Care Partnership, and the Education and Children's Service Directorate. 2017-18 has been a year when these changes have become more consolidated and the separate organisational arrangements have begun to address some of the major challenges facing social care in Fife and across the country.

Despite being across two new organisational arrangements, social work and social services in Fife continue to have a clear professional approach to assisting those in need and to working with partners in helping to support to those who require assistance. Central to this has been support offered to staff to maintain the high professional standards for social work and social care and to play an integral role in the development of new and innovative approaches to helping those who need our support.

I hope that you enjoy reading the report and that it gives you an insight into the scale and range of social work services across Fife, and the role that services play in continuing to support some of our most vulnerable citizens.

D Dunlop
Chief Social Work Officer

1. CSWO's Summary of Performance – Key Challenges, Developments and Improvements during the Year

Fife Health and Social Care Partnership

2017-18 has been a key year for the Fife Health and Social Care Partnership in redesigning services across Fife focusing on helping to support people within their own communities wherever possible. This activity has been particularly critical given the ongoing pressures from demographic change in population, resource and financial pressure and changes in legislation.

The Partnership works with around 300 organisations across the Voluntary and Independent Sectors who are a vital part of the approach in delivering services. Fife is one of the largest Health and Social Care Partnerships in Scotland with around 5,000 staff, a joint budget of around £511 million, and an acute set-aside budget of £34.2m.

The Health and Social Care Partnership Board is fully responsible for:

- Overseeing the development and preparation of the Strategic Plan for services delegated to it
- Allocating resources in accordance with the Strategic Plan
- Ensuring that the national and local Health and Wellbeing Outcomes are met

Services include:

- All Adult and Older People's Social Work Services
- Community Health Services
- Nursing, Physiotherapy and Mental Health Services
- Children's Community Health Services
- Housing Services which provide support to vulnerable adults, and disability adaptations
- Planning of some services provided in hospital e.g. medical care of the elderly.

The depth and range of initiatives and transformation in Fife has been designed to support people at any point of their care journey, from the most complex care needs to those people who need just a little help to regain skills and confidence.

Similarly, the social work landscape is undergoing significant change through the recent changes in social care legislation and policy. The Health and Social Care Partnership ensures that robust monitoring, evaluation and improvement plans are aligned with transformational changes. Changes include self-directed support, health and social care integration, Scottish Social Services Council (SSSC) codes of practice revision, Care Inspectorate quality standards revision, and the impact of carers' legislation.

The partnership has been exploring further opportunities to 'shift the balance of care' closer to home and continue to 'shift the balance of decision making' to local communities through locality planning. Improving access to health and social care will help with a better experience of care, especially for people with long-term conditions and disabilities, many of whom are older people.

Children and Families Services

2017-18 marks the half way period in the implementation of the children and families social work strategy. This five year plan laid out a number of key priorities for the service including a shift towards a more preventative approach to families in need along with a focus on high quality care and protection planning for children. This included increased recruitment to front-line social work positions, along with the new partnership approaches such as the Child Wellbeing Pathway and the Six for Safety within child protection which has helped provide a clearer framework for services to come together to support families.

The strategy has helped reduce the overall numbers of children being Looked After by the local authority and increase kinship care arrangements for children who cannot live safely at home. These changes have also been complemented by reductions in numbers of children on Fife's Child Protection Register and reductions in numbers of children subject to Child Protection Orders. Taken together, these give a good picture of an increased preventative capacity that has helped families get assistance at an earlier stage.

To support these changes the service has developed a structured approach to self –evaluation involving staff at all levels and this approach complemented by improvement activity such as the PACE initiative in permanency planning has given a good indication of what is working well and has supported overall approaches to improvement.

There remain, however, significant challenges for the service. Levels of need amongst families show little sign of diminishing and, given the established links between poverty and Looked After Children, the impact of wider demographic pressures means that demand for support from social work services remains high. New legislation in respect of Continuing Care has had a significant impact with more young people opting to remain in their care arrangement beyond their 18th birthday. This reinforces positive outcomes for these young people but with some impact on budgets.

The importance of effective multi-agency child protection services has been emphasised in Fife, given a number of high profile events, and these services will continue to have a strong developmental focus at an individual service and partnership level.

Our looked after children resources including the fostering and adoption service and the children's residential houses continue to be very well regarded and have received very positive recent inspections from the regulatory bodies. The recruitment of foster carers remains a priority and, although the approach within Fife has had some success in a very competitive market, this will continue to be a priority in the coming period.

Criminal Justice Service

The Criminal Justice Social Work Service (CJSW) has continued to play an active part in the Reducing Offending and Re-offending Partnership Group (RORPG). Key developments throughout the year have included: -

- In partnership with the RORPG, establish processes for reviewing, developing and strengthening community-based sentences within the Community Justice Outcome and Improvement Plan (CJOIP);
- Strengthening the CJSW Management Team and reducing the span of control for managers in certain areas;
- Establishing a dedicated Team Manager resource (0.5 FTE) to lead on Performance, Quality Assurance and Scrutiny of Practice across CJSW;
- Establishing additional Social Worker posts to strengthen front-line services and support for people with convictions who are subject to statutory supervision;
- Contribute to meeting the challenges from the increase in cases of domestic abuse by supporting the Safe and Together approach; creating bespoke interventions for perpetrators; and, creating a Family Worker to support partners and children of men who participate in the Domestic Abuse Perpetrator Programme;
- Contribute to a review of National Outcomes and Standards for Social Work Services in the Criminal Justice System.

2. Partnership Working - Governance and Accountability Arrangements

Fife Council Political Structure

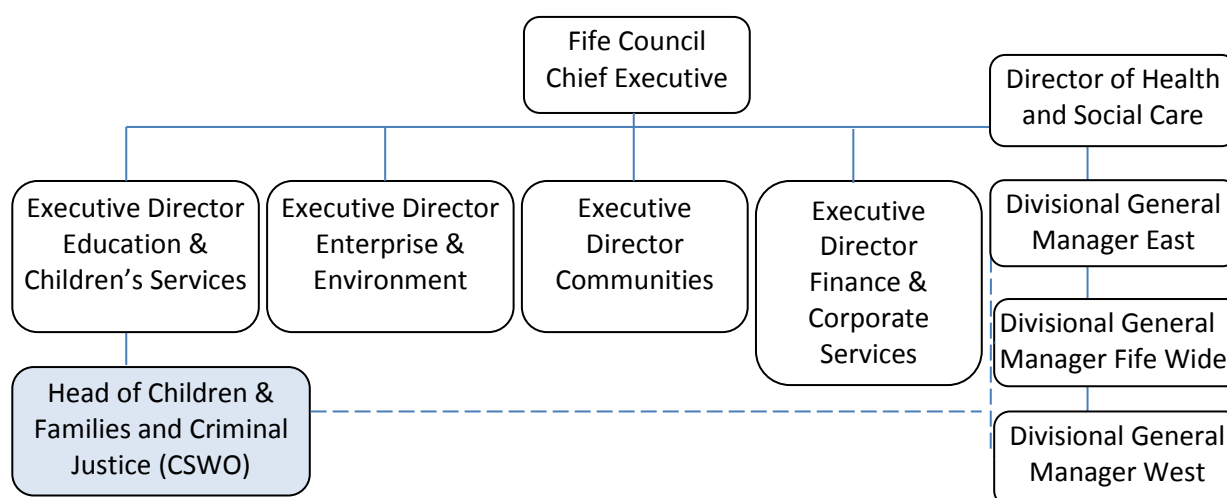
There are 23 electoral wards in Fife and each ward has three or four councillors who have been elected by the people of that ward to represent them. In total, there are 75 councillors.

They are responsible for setting policy for the Council and may sit on various committees where they can vote on a range of matters from local planning to decisions on welfare or education.

Breakdown by political groups	
Scottish National Party	29
Labour	23
Conservative	16
Liberal Democrats	7
Independent	0
Other	0
Total	75

Fife Social Work Governance Arrangements

In Fife, the Chief Social Work Officer (CSWO) is the Head of Children and Families, and Criminal Justice. The post sits within the Education and Children’s Services Directorate and reports through the Executive Director to the Council Management Team and Elected Members.



The CSWO is responsible for monitoring social work service activity across the Council and, within the Fife Health and Social Care Partnership, to ensure that agreed targets are being met and that professional standards are maintained. Operational management responsibility for social work service delivery rests with relevant management arrangements in Children and Families, Adult, and Older People’s Services and a reporting system is in place in relation to those social work services where the CSWO has no operational management responsibility.

These reporting arrangements cover:

- Statutory decision making including adoption, secure accommodation, and guardianship
- Performance outcomes and trend information

- Critical incident reports including significant case reviews
- Direct reporting by the CSWO to the Council and the Chief Executive

The CSWO also has a role to play in specific advisory bodies such as the Chief Officer Public Safety Group and in advising the Council in relation to matters affecting social work services arising from Community Planning and other Partnership bodies.

The CSWO also has access as required to the Council's Chief Executive and Elected Members.

Financial Responsibilities of the CSWO

The CSWO has direct operational responsibilities for the financial management within the Children and Families, and Criminal Justice Social Work Services. The role also has oversight of the standards involved in the delivery of social work within Adult and Older People's Services, and any budgetary implications that may arise from this.

Fife Health and Social Care Partnership

The Health and Social Care Strategic Plan sets out the priorities for 2016-19 and establishes the framework in which resources will be used. The Fife Health and Social Care Partnership delivers a range of community-based health and social care services relating to all adults, as well as children's community services such as Health Visiting.

The Health and Social Care Partnership Board is responsible for planning and ensuring the delivery of a wide range of health and social care services, and is accountable for delivering the National Health and Wellbeing Outcomes. An integrated Performance Management Framework is used to prepare a list of targets, measures and arrangements which relate to functions of the Health and Social Care Partnership. The Partnership Board is also responsible for monitoring and reporting in relation to the delivery of the integrated services on behalf of NHS Fife and Fife Council.

The Board receives detailed work plans and reports from the Partnership outlining progress for the year against the delivery of the Strategic Plan and uses performance reports to help inform future strategic planning.

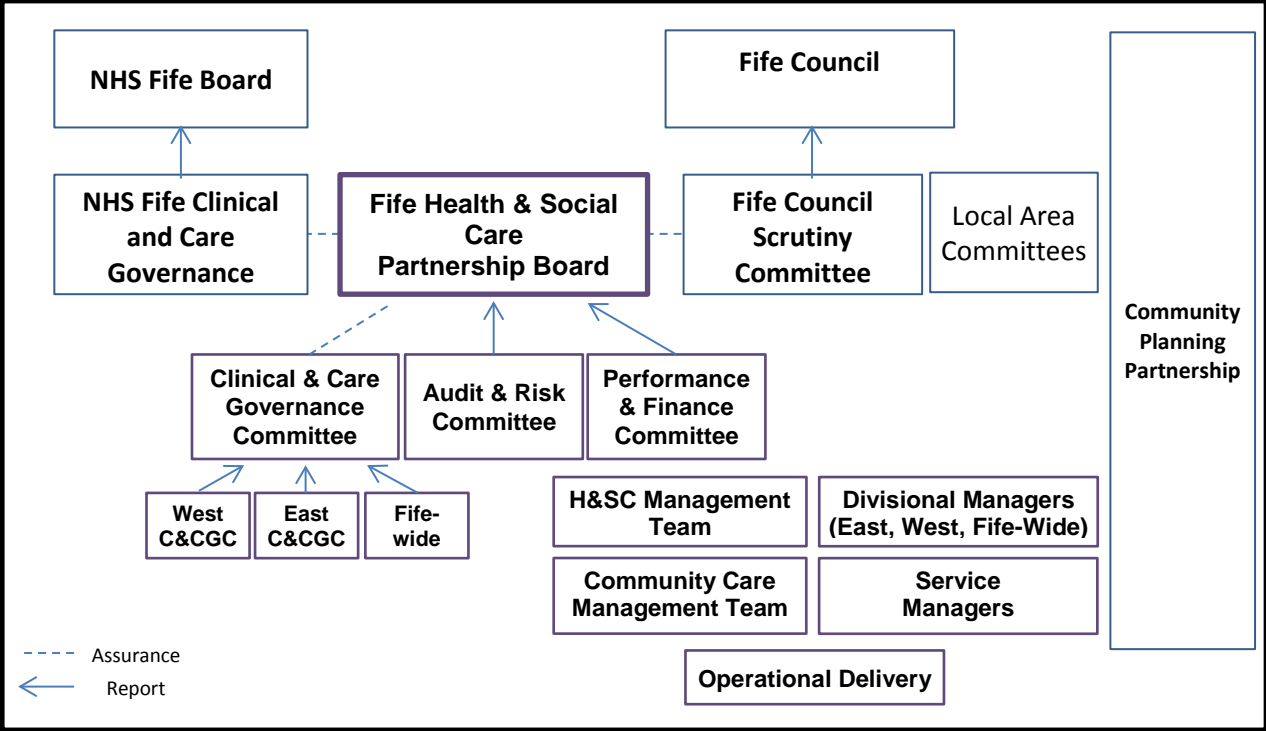
The Strategic Plan is driven by law and national and local policy, and aims to meet the needs of people now and in the future.

The Strategic Plan Priorities are as follows:

- Strategic Priority One – Prevention and Early Intervention
- Strategic Priority Two - Integrated & Coordinated Care
- Strategic Priority Three - Mental Health & Wellbeing
- Strategic Priority Four - Tackling Inequalities

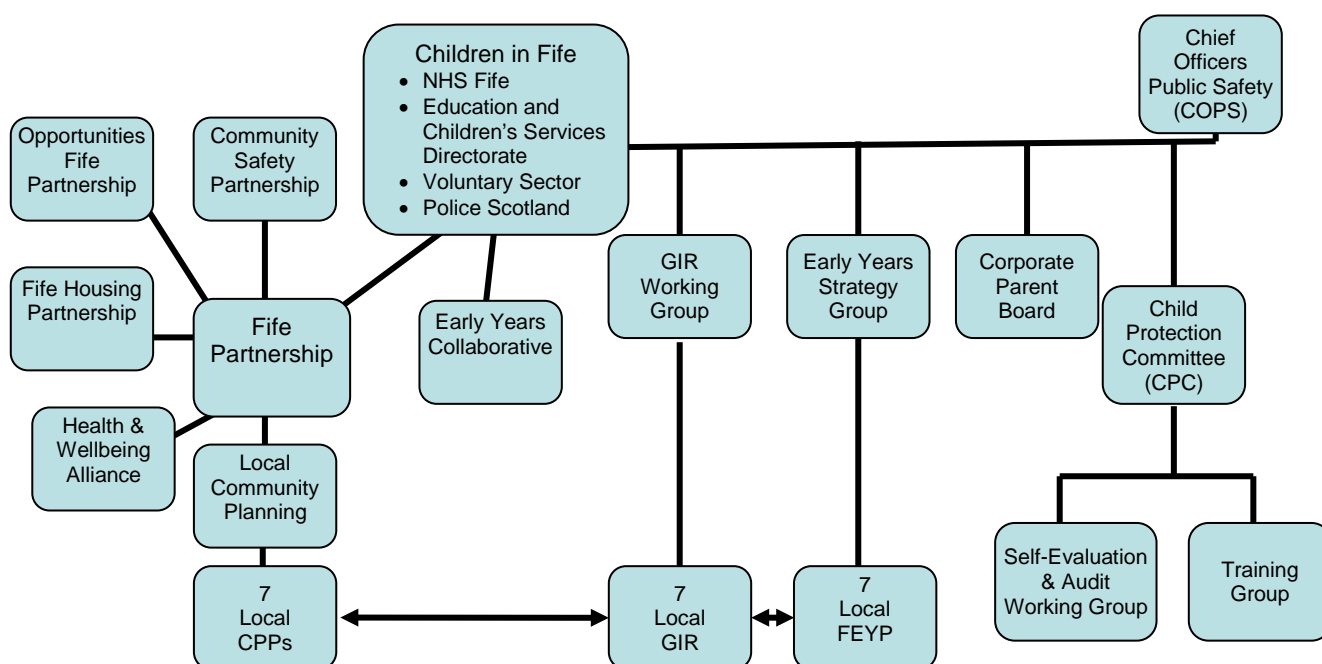
Reporting on the Strategic Plan takes into account non-delegated targets and measures when these are affected by the performance and funding of integration functions. The Performance Framework focusses on dealing with the correct issue at the correct level of detail and this includes consideration of core operational plans and objectives, as well as national strategic targets, local targets, and improvement goals.

Decision Making Structure



These arrangements help ensure effective management of performance throughout Partnership social work services in Fife. This allows focus on particular areas of activity to assist in identifying where additional development is required. From this information, it is clear that there are a number of areas of strong performance as well as areas that require additional support. A particular focus in the coming period will be to ensure a level of consistency in relation to the quality of assessment and care planning across all service user groups, allied to ensuring that those in need of services get the assistance they require at the earliest possible stage.

Fife Children's Services



The partnership between services for Children in Fife is well established at both a strategic level and across local areas. This complements direct service reporting by children and families social work to the E&CS committee.

The responsibility for the Children's Services Plan (2017-2020) is held by the Fife Partnership, represented by the Children in Fife Group. This partnership binds Fife Council, the voluntary sector, Police Scotland, Scottish Children's Reporter Administration, NHS Fife, and Health and Social Care in common purpose. The Children in Fife Group reports to the Fife Partnership.

This plan is nested within Fife's Community Plan, in particular these four outcomes:

- Improving early years development of children in Fife
- Raising educational attainment and reducing educational inequality
- Improving the health of Fifers and narrowing the health inequality gap
- Making Fife's communities safer

Engagement with Individuals, Carers and Communities

For Education and Children's Services, there is a well-established engagement process for Looked After Children supported by the activity of the Corporate Parenting Board which includes young people as core members. This activity includes crucial contributions from both the 2BHeard forums for care experienced young people and the Seen+Heard initiative run by the Children's Parliament which promotes the rights of younger looked after children. In addition, there is a range of feedback processes such as surveys and questionnaires for families who are receiving services from Children and Families Social Work. Criminal Justice have similar feedback processes for partners in the Criminal Justice system, including Sheriffs,

along with recipients of Community Payback activity. Feedback on the effectiveness of services from people who have offended is also gathered.

3. Social Services Delivery Landscape

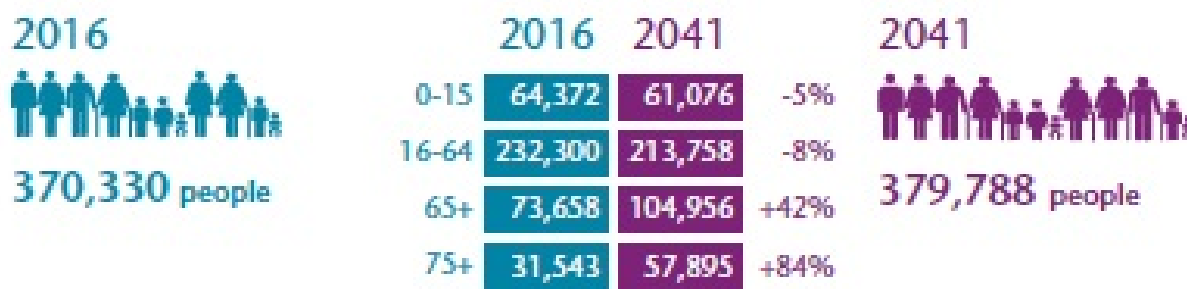
Fife Population Profile

Fife is similar to the Scottish average proportions for those households experiencing some form of deprivation across each of the four deprivation dimensions of employment, education, health and housing: with 33% (52,647) of households found to be deprived in one dimension, 21% (33,448) in two dimensions, 6% (8,962) in three dimensions, and 1% (660) in all four dimensions.

Changing Population

With changing demographics, it is expected that demand for social care services will rise year-on-year. This will mean an increased demand for particular services such as:

- Early Years and Under-12s provision
- Over-12s provision
- Children with additional support needs
- Community-based services such as homecare
- Services which enable people to remain independent for longer by support, such as reablement
- Older people with multiple care and support needs



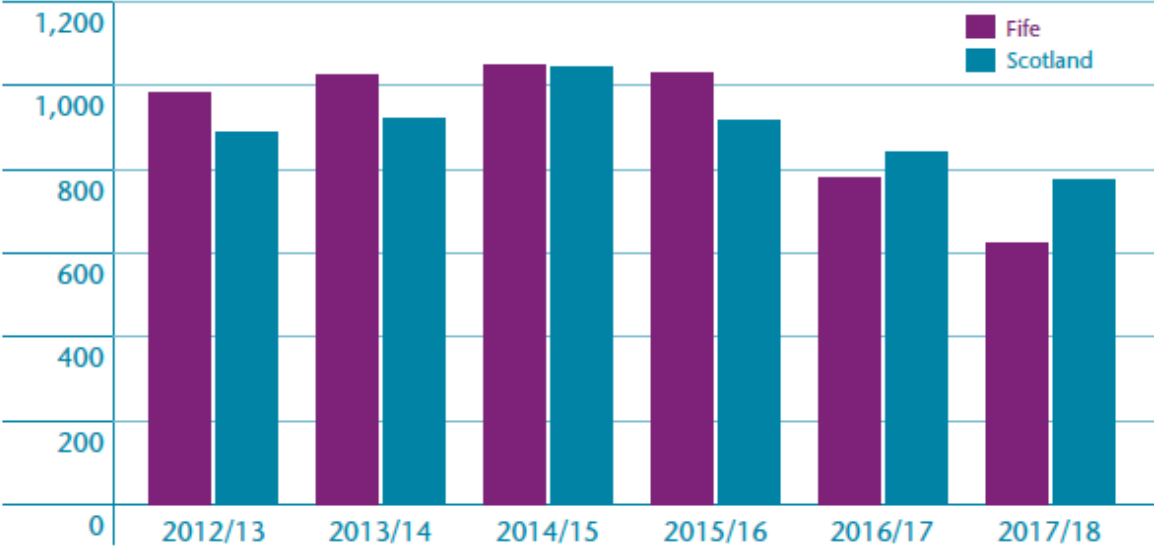
Commissioning Intentions

There is an increasing trend in the number of care packages for older people with an impact on expenditure and resulting pressure on Older People’s Services budget. Demographic growth trends indicate that the number of persons aged 85 and over in Fife is expected to rise by 113% from 8,513 in 2016 to 18,117 in 2041. Increases of 12% and 73% are predicted for persons aged 65-74 and 75-84 respectively for the same time period.

Continuing to meet the rising demand of homecare services across Fife and particularly North East and West Fife, remains challenging. In addition, the number of individuals requiring more than ten hours of homecare has increased. We continue to work in partnership with more independent and voluntary providers supporting the delivery of homecare, continued investment in technology and maximising the use of dynamic scheduling, along with developing alternative models of care designed to enable people to return home quicker have been a priority in 2017-18.

Fife’s performance against delayed discharge targets has been a long-standing challenge. Throughout 2017-18 the Health and Social Care Partnership continued to develop innovative models of care to improve delayed discharge levels. With this investment, a range of programmes and projects were implemented as part of the Hospital-to-Home pathway. The continuation of alternative models of care, such as STAR and Assessment Beds has further improved delayed discharge performance.

Number of days people aged 75+ spend in hospital when they are ready to be discharged, per 1,000 population (National Indicator 19).



A review of commissioned services within Children and Families was undertaken during 2017/18. This had a particular focus on family support and provision for under 12’s. The review indicated a good balance between services delivering support at higher levels of need and services operating at a more universal level. The service level agreements for all commissioned groups was reviewed as part of this and adjusted to ensure that they were fully in line with the service strategy.

Modernising Care at Home through Technology

TotalMobile has effectively transformed Care at Home through the use of mobile technology for everyday services which make a real difference to people's lives. TotalMobile has been fully operational for all of this year across all internal Care at Home teams. On average, the system schedules 22,000 internal Care at Home visits per week which are delivered by the Health and Social Care Partnership frontline care workers. Introducing TotalMobile has not only increased staff satisfaction within a challenging and sometimes difficult role, it has also demonstrated that Fife Health and Social Care Partnership can positively tackle complex problems effectively.

The system has allowed an increase in service users with delivery of care internally increasing by 19.5%. It was therefore extremely satisfying for all concerned when the project was chosen as the Aware Winner at Fife Business Awards ceremony in the Success through Innovation field.

Short Term Assessment and Reablement Team (START)

Since the pilot project, less than two years ago, the Short Term Assessment and Review Team (START) provided by the Health and Social Care Partnership has continued to grow. This reactive Care at Home service is designed to support a person's discharge from hospital and significantly improves discharge planning for people with assessed needs. Residents of Fife with care needs and who wish to return home are referred to this service from any hospital. The service has expanded during 2017-18 to take referrals for people not in hospital, which includes referral from STAR beds, and other models of care and support for people in crisis at home. Over the coming year, Fife Health and Social Care Partnership will continue to review this service and focus on delivering the right care at the right time in the right place.

Short Term Assessment and Review service (STAR)

The Short Term Assessment and Review service supports people to return home following a period in hospital, and to regain confidence and skills to remain at home. The service is available to those who are over 65 years of age and will be provided for up to six weeks. STAR beds are located within the Health and Social Care Partnership's care homes across Fife. Over 150 people have accessed the service during 2017-18.

During 2017-18, we linked the Short Term Assessment and Reablement Service (STAR) and the Short Term Assessment and Review Team (START) which has enabled those requiring the support of one carer to return home without unnecessary delays.

The addition of a Pharmacy Technician to the multi-disciplinary team has enabled medication review to be undertaken while individuals are in a STAR bed; this has resulted in a reduction of prescribed medication, or a revision of the time their medication should be taken, which can sometimes positively impact on the need for a care package.

In response to referrals for admissions, the service has been further improved by the addition of a Senior Social Care worker in the care homes, as well as the development of direct access arrangements to STAR beds at Napier House by GPs in the Glenrothes area, in order to avoid inappropriate hospital admissions.

Throughout the next year, we will continue to identify further opportunities for development of the STAR bed model within Health and Social Care Partnership care homes. Rapid access pathways will be developed to support emergency admissions, thus reducing demand on using respite resources.

We will, subject to investment, increase staffing capacity for STAR services to deal with more complex needs i.e. those requiring two staff for manual handling. Along with growing the service, we will also explore working in Health and Social Care with external resources and develop the service where possible.

Community Assessment Beds

During 2017-18, the Community Assessment Bed model continued to be developed and more services made available. At the start of 2017, there were 39 placements available within seven care homes and by the end of March 2018 some 48 places across eight care homes were available.

The development of the service during 2017/18 considered options to allow assessment beds to be available throughout Fife so that those accessing the service could move into a care home in or near their own community.

During 2017-18, the service was used by 177 people, allowing staff extended time for the completion of their care assessment and to identify appropriate levels of support to achieve a person's outcomes.

There are some areas in Fife where assessment beds are needed to enhance the service further and give greater choice to those individuals accessing this service. The Health and Social Care Partnership will work with our independent care home providers and partners to look at the continued expansion and development of this service.

Connecting with Communities through Locality Planning

Early Intervention and Prevention in promoting health and wellbeing and how we are joining up health and social care across our communities is at the very heart of our Locality Planning arrangements. We are working with all of our partners through Integrated Health and Social Care arrangements to tackle the challenges in respect of health and wellbeing across seven localities in Fife, as outlined in the map below to achieve the Strategic Plan Priorities.



The National Development Team for Inclusion (NDTI) Community Led Support Programme (CLS) has been commissioned by the Health and Social Care Partnership to support and build on the localities agenda and is identified as a priority. This work started with the Health and Social Care Partnership in September 2017. During November/December 2017, a further series of sixteen public engagement events took place. A steering group was established in February 2018 and a local working group set up to plan and 'test' the first Community-Led Support model in Fife.

H&SC LOCALITY PLANNING 2017-18

empowering staff at the frontline to develop integrated models which improve the lives of people who use service



March 2018 saw the completion of the first round of wider Locality Stakeholder events and the identification of initial priorities for each Locality. Seven wider Locality Stakeholder groups which are representative of all key stakeholders have been established and contributed to the development of agreed priorities for each locality.

Work is underway to address some of the priorities in some of the localities in partnership with communities, professionals and individuals.

Our understanding of our seven localities is taken from:

- (Area Profiles) Both national and local data and statistics;
- Experience and knowledge of people who use services and staff working in the localities who attended engagement and subsequent locality meeting/events across the seven localities.

In progress so far, following significant engagement exercises across the seven localities, we have achieved:

- Development of draft locality action plans for the seven localities with a minimum of three priorities for each locality;
- Draft Terms of Reference agreed by Strategic Planning Group;
- Draft Governance Structure agreed;
- In some localities, GP Cluster Leads have agreed to chair the locality group in their locality;
- In some localities, the formation of working groups is taking place to take forward actions in relation to identified priorities;
- Fife-wide priority to build community capacity which will enable improved self-management across all of our localities;
- Developing more preventative approaches with work underway to implement Community-Led Support (CLS) concept throughout.

Children and Families

The increase in staffing within the social work service has led to observable improvements in many aspects of direct work with children and their families. Caseloads have, as a direct consequence of increased staffing numbers, fallen and this has allowed for a clear focus on the development of relationship-based practice, clearer analysis of children's situations, improved assessment of risk and improving outcomes for children and families.

This level of recruitment has allowed the service to reduce its reliance on agency staff and reduce the number of changes in social worker experienced by some families. In August 2015 there were 22 agency workers across the front line social work teams and currently there are 3 which is allowing for greater consistency in case work given staff are permanent rather than on short term agency contracts. However despite significant investment, Fife remains in the lowest quartile of authorities in Scotland in relation to staffing.

Support for staff is provided in their day-to-day practice through informal support and formal supervision, and also through development networks such as the 'Newly Qualified Group', 'Senior Practitioner Group' and the 'Supervising Senior Practitioner Group'. Supervision is offered every 4-6 weeks from either a team manager or supervising senior practitioner. However, newly qualified social workers receive more regular supervision which is enhanced by monthly group supervision. Results received from the survey data confirm that 90% of staff are supervised within service standards

Average case load size across the service has reduced from 28 (August 2015) to 19 currently. Each case equates to one child. In addition there is scrutiny at service manager level to ensure that no member of staff should have more than 25 cases unless agreed by exception to allow for meaningful opportunities for service user contact and relationship building.

These changes have led to the overall numbers of looked after children reducing by approximately 10% with 50% of all looked after children being cared for in foster care settings. There has been a significant increase in numbers of non-looked after children financially supported in kinship care arrangements. From the since the introduction of the new kinship care legislation in 2016 this figure has grown from around 100 to 282 at the end of March 2018.

Children in purchased residential care has reduced from a high point of 135 in 2015 to 109 in March 2018. The Council retains a small estate of six residential care houses. Two of these houses provide respite to for children affected by disability with the remaining four being small community based houses one of which has a particular focus on helping young people move on from formal care settings.

There has also been a reduction in the numbers of looked after children placed out with the geography of Fife from 130 to 90

The change in this service landscape has been assisted by the development of a greater range of intensive support services to families in times of crisis and a more coordinated deployment of resources through the use of an intensive community support panel.

Overall these figures indicate a shift in the balance of care with more children being supported in family in community arrangements and fewer in residential settings.

The Education and Children's Service directorate has led a renewed focus on locality planning for services to vulnerable children with the development of the "A Better Connected Directorate" initiative (ABCD). This approach has brought together key service leaders to help create stronger networks of support to children and families and to help ensure easier access to support provision. This initiative is being rolled out across the authority area and has been expanded to include children's service partners.

4. Resources

Fife Council and the Fife Health and Social Care Partnership face a challenging financial environment, and there is likely to be a continuing and prolonged period of public sector austerity. This means a real-term reduction in resources for the Council and the Partnership, with impact on social work service expenditure.

The Council and the partnership have a medium-term financial planning model that includes demographic pressures, and the estimated cost of these pressures are included in the budget model.

Fife Health and Social Care Partnership

Delivering Best value

NHS Fife and Fife Council delegate budgets to the Integrated Joint Board (IJB). The IJB decides how to use these resources to achieve the objectives of the Strategic Plan. The IJB then directs the Health and Social Care Partnership to deliver services in line with this plan.

The Health and Social Care Partnership ensures proper administration of its financial affairs by having a Chief Financial Officer (section 95 of the Local Government (Scotland) Act 1973). To strengthen governance arrangements and oversee the IJB's significant transformation programme, the Joint Strategic Transformation Group was established chaired by Michael Kellet, IJB Chief Officer, with senior representation from the Health and Social Care Partnership services, and senior representation from NHS Fife and Fife Council.

Evidence of transformational change to help address budget pressures include:

- Joined Up care transformation programme
- Mental Health Redesign
- Further extension of START programme
- Home Care Redesign through Technology
- Robust Winter Planning
- Assessment unit bed model

The most significant risks faced by the Health and Social Care Partnership Board over the medium to longer term can be summarised as follows:

- the wider financial environment, which continues to be challenging
- the increased demand for services alongside reducing resources
- the impact of demographic changes and the ageing population
- the cost pressures relating to primary care prescribing
- the impact of the Living Wage and other nationally agreed policies
- the Transformation Programme does not meet the desired timescales or achieve the costs associated
- the ability to recruit permanent staffing across the service – impacting on increased use of locums and agency at a higher cost

Revenue Budget	2017-18 Budget 000s	2017-18 Outturn 000s
Health and Social Care - East	£43,691	£44,544
Health and Social Care - West	£36,870	£36,019
Health and Social Care – Fife-wide	£60,213	£62,528
Health and Social Care - Resources	£1,047	£1,108
Children & Families/Criminal Justice	£70,584	£69,897

Financial Recovery Plan – Fife Health and Social Care Partnership

The provisional 2017-18 outrun position is an £8.841m deficit prior to external annual audit sign off.

The key contributors to the out-turn deficit was:

- The community redesign project roll forward into 2018/19 (£3.1m)
- The prescribing overspend of (£3.517m) despite £6 of efficiency saving being made in the year – the overspend reflects the price impact of a national shortage in supply of some medication, resulting in significant price increases of commonly-prescribed medicines of which there is no suitable cost effective alternative.
- Overspend in Social Care on adult packages and homecare as demand rises (£2.168m).

Older People Care Packages

There is an increasing trend in the number of care packages for older people, with an impact on expenditure and resulting pressure on Older People’s Services budget. Demographic growth trends indicate that the number of persons aged 85 and over in Fife is expected to rise by 113% from 8,513 in 2016 to 18,117 in 2041. Increases of 12% and 73% are predicted for persons aged 65-74 and 75-84 respectively for the same time period.

Adult Care Packages

Demographic projections continue to indicate an increase in the number of adults affected by disability, and the number of adults with disabilities looked after by parents aged 65 or more. The impact of the Adult Protection law in 2008 continues to lead to increasing numbers of interventions for people requiring support and protection. On-going review of adult placements and a focus on reducing costs by contract negotiation have contributed to addressing pressure areas. The impact of the additional funding required to ensure that commissioned providers can implement the living wage has been addressed through additional funding from the Scottish Government.

Fife Council

Children and Families Service

Across the Children and Families Service, the Council has invested in new posts to address the increasing demands on staff and to ensure that resources can be targeted to early intervention and prevention. Increasing front line staffing to support families at an earlier stage has had the impact of reducing the numbers of Looked After Children, as well as children who need to be placed on Fife's Child Protection Register and children subject to Child Protection Orders. These reductions have a positive effect on the services budget but, most importantly, they help to maintain children within their local communities wherever possible and minimise the disruption in attachments that can come from more formal interventions. This investment has been enhanced by investment in Early Years provision within a universal setting including the creation of family nurture hubs alongside more targeted support of groups such as kinship carers, and families with a child affected by disability.

Criminal Justice Services

2017-18 was the second year of direct grant to the Criminal Justice Social work Service following the dissolution of Community Justice Authorities. The allocation of grant reflecting level of activity by authorities has meant that Fife has benefitted from an increase in 2017-18 and this has allowed investment in front line staff and in commissioned support aimed at helping reduce reoffending.

5. Service Quality and Performance, including Delivery of Statutory Functions

Priority Outcomes from the Fife Council Plan (2016-2019)

The current Council Plan defines four key aims for the Council through to 2017 and twenty priority outcomes. The table below summarises the key outcomes which Social Work has a responsibility for delivering and how these cascade into Service Plans.

Area of the Service			
	Community Care (Adult & Older People's Services)	Children and Families Service	Criminal Justice Service
Council Plan Aim:	Improving quality of life in local communities.	Increasing opportunity and reducing poverty and inequality.	Improving quality of life in local communities.
Council Plan Outcome:	Improving the health, wellbeing and care of vulnerable adults and older people.	Giving children the best start in life.	Reducing antisocial behaviour.
Within the Council Plan, performance against this priority will be monitored in relation to:	Increasing the percentage of older people receiving intensive care at home. The integration of health and social care provision.	Percentage of children who have been looked after for twelve months and who have a plan for permanency. Percentage of looked-after children in community placements.	Percentage of people who have had experience of antisocial behaviour within the past twelve months (split into key categories).
This Council Plan outcome has been cascaded into Social Work Service Plan theme:	Adult Service - Provide targeted care and support to improve outcomes for adults with support needs and their carers to help them to maximize their quality of life and do this in the most efficient and effective ways possible. Older People's Service - Provide targeted care and support to improve outcomes for older people and their carers to help them to maximize their quality of life and do this in the most efficient and effective ways possible.	Giving children the best start in life – Improving outcomes for children, families and young people who are vulnerable, at risk or in trouble to help them develop their full potential and do this in the most efficient and effective way possible.	Reducing antisocial behaviour – Providing Criminal Justice Social Work Services to help reduce re-offending and contribute to public safety and to do this in the most efficient and effective way possible.

Priority Outcomes from the Education and Children’s Services Plan 2017-2020

The diagram below sets out the key themes and actions for the Education and Children’s Services Directorate.

Implementing Our Plan Education & Children’s Services Directorate Improvement Plan 2017 - 2020

Key themes within our Action Plan for Improvement

The work required to achieve our vision are set out in the **Action Plan for Improvement**, summarised below. The following six pages give a more detailed account of our Action Plan for each individual area of improvement.

Strengthening the implementation of GIRFEC
Better targeting resources, in order to achieve a greater impact on children and families locally.
Consolidating the design of services available to meet local needs and improving the impact of our partnership working.
Focussing on the most effective ways to improve attainment and close the attainment gap
Ensuring more coherent and effective approaches to self-evaluation and improvement.
Supporting the continued improvement of, and achieving a greater impact from, learning and teaching.
Targeting services & resources to meet the greatest need
Better identifying and supporting the needs of all children, particularly the disadvantaged and the most vulnerable.
Consolidating and further developing our systems and support services, to better support those with the greatest needs.
Supporting more consistent approaches to improving health and wellbeing
Ensuring that our policies and strategies: promote health & wellbeing, encourage responsible attitudes and behaviours and consistently support children to be active.
Ensuring that our service design and ways of working better support the emotional wellbeing of all children.
Developing our delivery model to improve the employability skills and the life chances of young people
Strengthening pathways to employability and other positive destinations for young people.
Offering a range of vocational and academic opportunities and experiences for all, which are valued equally.
Empowering and supporting local communities
Providing person-centred and collaborative services that are increasingly designed and delivered with the participation of children, young people and families.
Ensuring that our services are effective in supporting early intervention strategies that prevent and reduce reoffending.

Priority Outcomes in relation to the Integration of Health and Social Care

The Scottish Government has devised a set of Health and Social Care Integration National Outcomes:

-
- 1 People are able to look after and improve their own health and well-being, and live in good health for longer.

 - 2 People, including those with disabilities or long term conditions, or who are frail, are able to live, as far as reasonably practicable, independently and at home or in a homely setting in their community.

 - 3 People who use health and social care services have positive experiences of those services, and have their dignity respected.

 - 4 Health and social care services are centred on helping to maintain or improve the quality of life of people who use those services.

 - 5 Health and social care services contribute to reducing health inequalities.

 - 6 People who provide unpaid care are supported to look after their own health and well-being, including to reduce any negative impact of their caring role on their own health and well-being. We are also preparing for the impact of the new carers' legislation.

 - 7 People using health and social care services are safe from harm.

 - 8 People who work in health and social care services feel engaged with the work they do and are supported to continuously improve the information, support, care and treatment they provide.

 - 9 Resources are used effectively and efficiently in the provision of health and social care services.
-

Key Achievements in Relation to Outcomes during 2017-18

Modernising Care at Home through Technology

There has been a significant shift in the way home care is provided in Fife, with more independent providers supporting the delivery, and a greater number of people needing more than ten hours of Care at Home support. Those receiving two hours or less in 1998 equated to 58% of overall service delivered, and in 2017-18 this has continued to reduce from 13% in 2016.

The Care at Home Service is a large and complex service, delivering care to over 3,000 people across Fife. The service is being transformed to support the shift of care closer to home and facilitate the higher demand from individuals who need 10+ hours home care.

Dynamic scheduling through TotalMobile continues to improve service delivery, has increased staff satisfaction, and on average the system schedules 22,000 visits per week.

Adult Services

The Keys to Life

The Keys to Life is the ten-year national strategy for people with learning disability that was launched in 2013. The strategy sets out a vision for improved Health and Social Care Partnership working to deliver better outcomes in the areas of life that people have told us are the most important to them. Adult Services are continuing their commitment to work in Health and Social Care Partnership to deliver this strategy, and to develop and enhance services for people with learning disabilities.

Self-Directed Support (SDS):

Self-Directed Support offers choice and flexibility to those assessed as being eligible over their care and support. Following assessment, people are offered four ways in which they can take control, manage their independence and meet their personal outcomes.

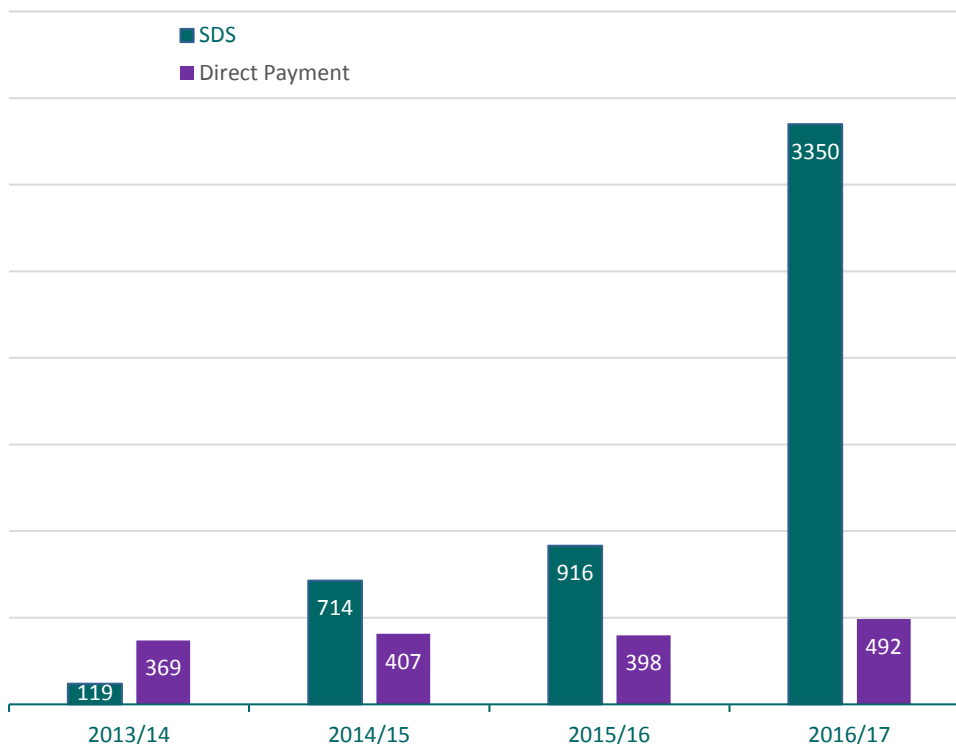
- Option 1 - Direct Payment – people choose and direct their own support and manage their own budget.
- Option 2 - Individual Service Fund – people choose and direct their own support with either the local authority or a third party managing the budget
- Option 3 – The local authority selects, arranges and manages the service provision on the person's behalf.
- Option 4 - A mix of options 1, 2 and/or 3.

Access to independent information, advice and support is a key part of the ongoing implementation of Self Directed Support. In 2017-18, the Health and Social Care Partnership engaged an independent advice and support service – SDS Options Fife. Their role is to provide independent information, advice and support to people, particularly those who have chosen Option 1 (Direct Payment) and who choose to become employ their own support staff.

The ongoing development of recording self-directed support in 2017 has allowed the Health and Social Care Partnership can now measure the ongoing delivery of choice, control and flexibility as evidenced below, which reflects a significant increase.

The Health and Social Care Partnership continues to work to the priorities agreed in Fife’s Self Directed Support (SDS) Strategy to ensure supported people and their families/carers are involved as much as they choose to be in their assessment and support planning. In 2017-18, the Health and Social Care Partnership will continue to develop the performance reports to evidence supported people’s experience of accessing social work support.

Number of SDS and Direct Payment Services Provided



Adult Protection

Fife’s Adult Support and Protection Committee (ASPC), as the primary strategic planning mechanism for inter-agency adult protection work in Fife, continues to promote adult protection at the highest level in all partnership organisations, and collaborates with other office holders and public bodies on the exercise of functions which relate to the safeguarding of adults at risk in Fife. Fife Council is the lead agency for adult protection as per adult protection law which recognises the importance of social work professional skills and judgement.

During this period, social work team managers engaged in a short-life working group around improving the quality output and recording of Inter-agency Referral Discussions. The work focused on real time evaluation and feedback to workers with the aim of impacting practice. The review group and those staff and managers who participated gained confidence, knowledge and experience in both the process of IRD and in recording. Further evaluation work was undertaken with police and SW, which reinforced and affirmed both single and inter-agency practice around the IRD process.

An aide memoire was developed to support improvement in practice around this crucial area, which featured as an Improvement Area on the ASPC’s 2016-18 Improvement Plan.

During this time, the AIS ASP module was implemented to allow for the capacity to capture data across the ASP journey.

Adult Resources

In 2017-18 Adult Services (Resources) have maintained a quality service as evidenced through high grades from the Care Inspectorate. 77% of the services provided in Fife by the Partnership have achieved grades of 5 or 6. People are supported by staff who promote dignity, respect and choice in appropriate environments to deliver the right support to the right person at the right time.

The Stratheden Hospital Redesign Programme

Fife Health and Social Care Partnership Board's commitment to improving Mental Health across Fife is evidenced through investment of £660k in 2017-18 on a recurring basis. The fund was agreed to be invested in social care packages to support people who have the potential for discharge after a lengthy stay in hospital. This redesign programme aims to facilitate discharge as appropriate and support people to live in their communities and experience life in the same way, as far as practicable, as people not so affected by mental ill health. The Stratheden Redesign Project will complete during 2018-19 and is part of Fife's commitment to rebalance care across mental health services.

Housing Adaptations

During the past year we have worked hard to deliver performance improvement in relation to Adaptations. We have taken an average during 2017-18 of 24 days to complete approved medical adaptations, which has reduced from an average of 30.27 in 2016-17. Ninety per cent of medical adaptations have been completed.

Older People's Services

Across Fife, the Fife Health and Social Care Partnership have been working with partners to offer care and support to people with dementia and their carers in a way which promotes well-being and quality of life. This is helping to improve the experience, care, treatment and outcomes for people with dementia. An additional worker from Fife Carers Centre has been funded to support carers of those with dementia and offer a carer support plan.

The Dementia Ambassadors programme in care homes and the Dementia Champions Programme in hospital settings are supporting staff to improve the experience, care, treatment and outcomes for people with dementia.

Glenrothes became the first Dementia-Friendly Community in Fife. A total of 21 organisations across Glenrothes, including the Michael Woods Sports and Leisure Centre, Active Fife, the Kingdom Shopping Centre, Rothes Halls, libraries, and other local businesses and services, have all shown their support to this. Part of the success has seen two new dementia-friendly walking paths with new signage in Riverside Park, Glenrothes through Active Fife, the Bums Off Seats Programme, and the Kingdom Shopping Centre has been the designated the first Dementia-Friendly business in Glenrothes.

We continue to offer technology solutions to support people to live in their own homes independently and prevent admission to care or hospital. Telecare equipment can be used to maintain a person's independence in their own home and provides reassurance, reduces risk, and ensures that resources are directed to those most in need. Technology can be discreet and unobtrusive, such as Lifestyle monitoring (also known as Quietcare), Community Alarms, heat and smoke detectors, or medication dispensers.

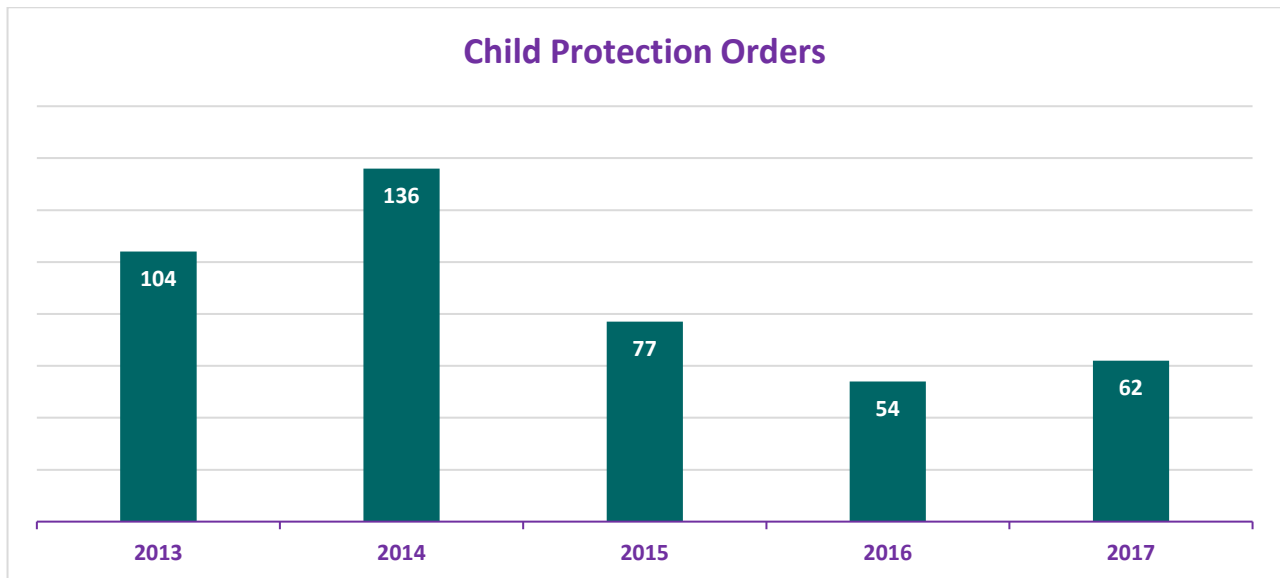
Children and Families Service

Within the children and families service assessment and report formats have been amended to ensure they reflect the Getting It Right For Every Child (GIRFEC) practice model with an emphasis on ensuring children's and parent's views are presented.

Further guidance/process has been significantly developed including:

- Work with Scottish Children's Reporter Administration (SCRA) to produce a joint working protocol between that service and social work. This is being used as a good practice example across other authorities.
- The service has implemented a new parenting capacity assessment approach which is supporting staff to carry out this work in a transparent and effective manner.
- The roll out of the child wellbeing pathway as a means to help coordinate planning for children at the early stages
- The child protection team has reviewed and improved procedure in relation to recording and has refreshed some processes in relation to the interviewing of siblings of a child who is the subject of an initial referral discussion (IRD).
- A new self-evaluation process which involves team managers and senior practitioners reviewing their team's practice and the impact on children and their families has been developed and embedded. The impact of this across the service is significant and results in:
 - 30 cases a month (360 per year) are scrutinised by managers and this work product is shared with service managers, senior manager and the Chief Social Work Officer (CSWO).
 - The learning from this scrutiny is shared within and across teams leading to more collaborative working within the service and active learning to improve practice.
 - The 'so what?' question is reflected within the work thereby placing a clear emphasis on ensuring children and their families are at the centre of practice.
- Permanence work has been a priority within the service. Progress is being made in planning for permanence with a resulting reduction in timescales. The permanence mentoring team has been effective in supporting staff to learn about process and practice relating to permanence through adoption and permanent fostering. Additionally, Permanence and Care Excellence (PACE) are working with staff in a number of tests of change.

These changes have resulted in improvements in both the support offered to families both at early stages and in more formal care and protection planning arrangements. The impact of this has been significantly fewer children being subject to emergency protection measures along with reductions in the numbers of looked after children and children on the child protection register.



The Corporate Parent Board for care-experienced and Looked After Children has continued to be active and involves young people as full members of the Board. This has enabled them to raise issues discussed at the 2BHeard groups or in other consultation exercises directly with the Board.

The Children’s Parliament runs a very successful ‘Seen and Heard’ group for upper primary-aged children, which complements well the 2BHeard groups for older young people along with a transitions group for children who previously attended. Members of Fife’s Corporate Parent Board visited the group on several occasions and so the children had direct access to them. Their views and issues raised have been summarised in a report published on our intranet site.

2017-18 saw the new structures becoming established within Family Placement Services allowing the establishment of teams specifically focussing on Adoption, and also Permanent Fostering and Kinship Care. The eservice has recently been inspected and been awarded “very good” grades in all areas.

The permanence agenda has significantly progressed with the enhanced Senior Practitioner posts within the Permanence Mentoring Service based within Area Teams. The service partnership with PACE (Permanence and Care Excellence), a collaboration with CELCIS and the Scottish Government has helped improved performance in this area with significant reductions in waiting times for children requiring permanence in the Cowdenbeath test of change area from 67 weeks from being accommodated to 27. This approach is now being rolled out across the whole authority.

A Resources Panel has been developed which scrutinises all requests for children who may require becoming Looked After. The purpose of the panel is to ensure that all alternatives have been explored and ensure that Fife Council placements are secured as appropriate. The work of this group has helped reverse the trend in terms of increasing numbers of Looked After Children.

Work has continued with the *Home 2 Fife* Group, a project designed to critically consider all Fife children who are Looked After and accommodated in residential care returning to their home area where appropriate. This work has been supported by the Emergency Support Team, which works with families in crisis in conjunction with third sector partners and the Council’s Multi-Systems Therapy Team, and together these approaches have helped the reduction of children having to become Looked After in Fife.

Criminal Justice Service

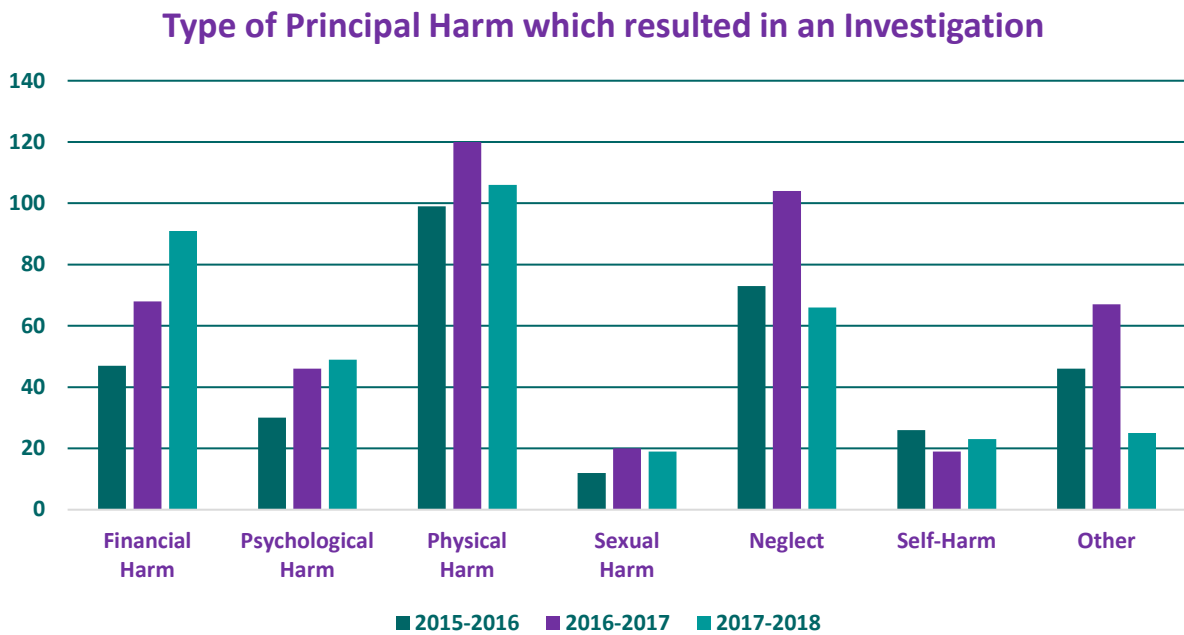
The Criminal Justice Social Work Service (CJSW) has continued to play an active part in the Reducing Offending and Re-offending Health and Social Care Partnership Group (RORPG). Key developments throughout the year have included: -

- In partnership with the RORPG, establishing processes for reviewing, developing and strengthening community-based sentences within the Community Justice Outcome and Improvement Plan (CJOIP);
- Strengthening the CJSW Management Team and reducing the span of control for managers in certain areas;
- Establishing a dedicated Team Manager resource (0.5 FTE) to lead on Performance, Quality Assurance and Scrutiny of Practice across CJSW;
- Establishing additional Social Worker posts to strengthen front-line services and support for people with convictions who are subject to statutory supervision;
- Contribute to meeting the challenges from the increase in cases of domestic abuse by supporting the Safe and Together approach; creating bespoke interventions for perpetrators; and creating a Family Worker to support partners and children of men who participate in the Domestic Abuse Perpetrator Programme;
- Contribute to a review of National Outcomes and Standards for Social Work Services in the Criminal Justice System.

Performance

Adult Support & Protection

During 2017-18, 379 adult protection investigations were conducted; the majority of these were for people over 80 years of age. As illustrated in the chart below, the most common principal harm that resulted in investigation was physical harm in 2015-16, 2016-17 and 2017-18. Research indicates that service user's own home and care homes are the most prevalent places where harm is reported to have occurred.



Adult Support and Protection Case Conferences

- There were 64 cases subject to an Adult Support and Protection (ASP) case conference in 2017-18 of which 44 were initial case conferences.
- There was one Protection Order granted between 2017 and 2018.
- Three Large Scale Investigations (LSI) were carried out. These are initiated when it appears that multiple individuals are at risk of harm within a managed care service.

Adults with Incapacity: Welfare and Financial Guardianship Orders:

The Adults with Incapacity (Scotland) Act 2000 (AWIA) ascribes a number of significant roles to the CSWO. The statutory framework requires the CSWO to exercise a personal decision-making function. The roles of the CSWO under the Act are to act as guardian to an adult with incapacity where the guardian's power relates to the welfare of the adult, to act as the recipient of notices that applications for guardianship or intervention orders are to be made, to ensure that appropriate reports are provided for the court process, and to provide reports to court on the appropriateness of a guardianship or intervention order where the incapacity relied upon is not a mental disorder.

Fife Council will only apply to appoint the CSWO as Welfare Guardian where no one else is willing or able to make an application. This will only be done when an individual lacks capacity and powers may be required in order to safeguard the individual's personal welfare, property or financial affairs. The main powers sought (although not exclusive) are to decide where the adult should reside and be cared for, and to determine what support the adult requires and to arrange for such support to be provided.

Fife Council involvement in Guardianships is mainly confined to Welfare Orders although they still have responsibilities regarding applications relating to financial powers. Fife Council may have to apply for Financial Guardianship where no one else is applying. However, they cannot act as Financial Guardians, only as Financial Interveners. If no one else is willing or able to apply, Fife Council can nominate a suitable person, such as a solicitor or accountant as Financial Guardians.

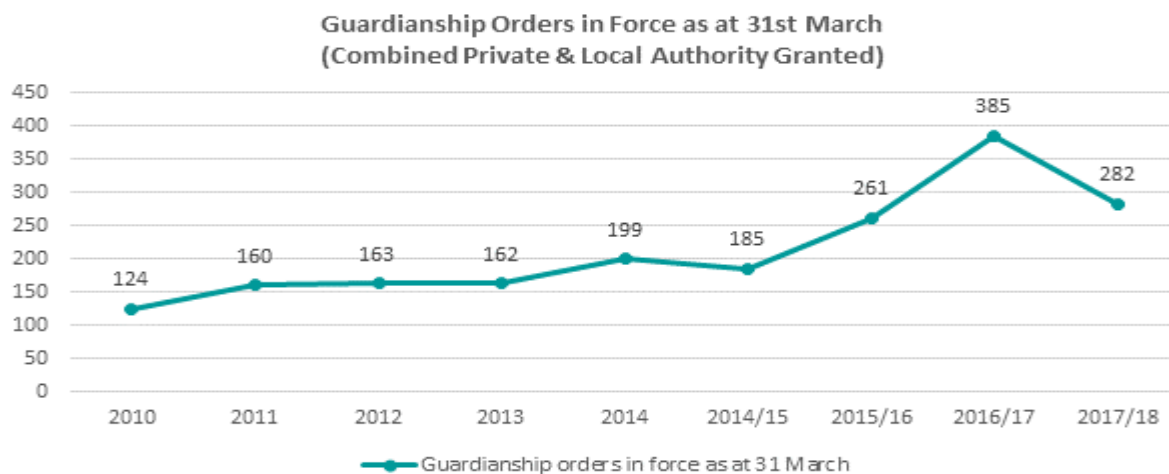
The Mental Health Officer team is involved in providing AWIA reports for local authority and private guardianship applications. Increasingly, these cases are becoming more complex and each year the demand for such reports is rising. The MHO team is also involved in the delayed discharge process and for providing AWIA reports timeously for those patients who are delayed in hospital. This has resulted in a reduction in days delayed.

The following chart details the Guardianship Orders granted during the period from 2009-10 to 2017-18. This combines both Private and Local Authority Orders.

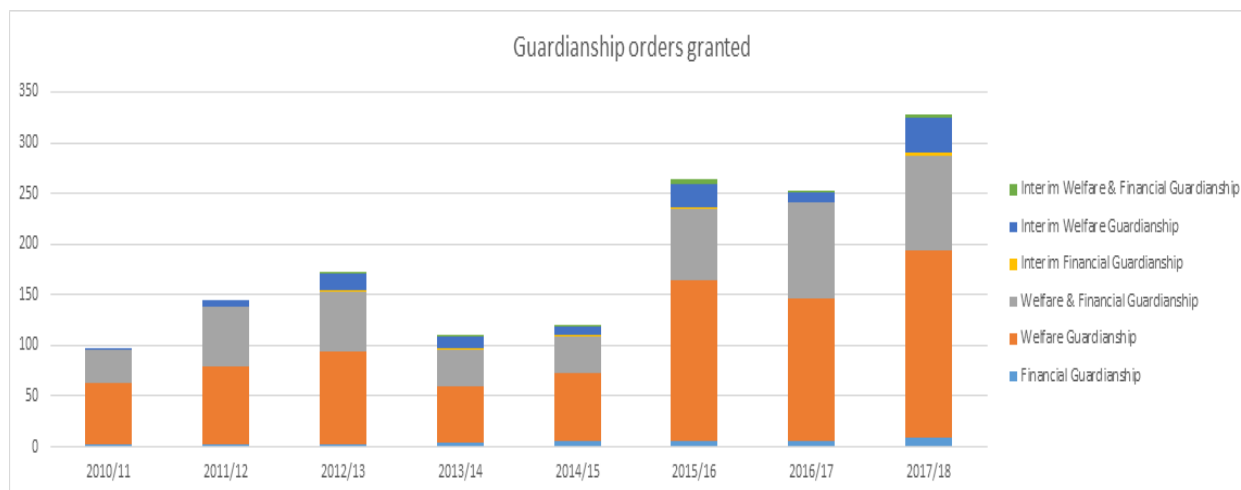
This table shows the number of legal orders granted during each financial year.

Type of legal order	Financial Year								
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	Grand Total
Financial Guardianship	2	2	2	4	5	6	6	9	36
Welfare Guardianship	61	77	92	56	68	159	141	185	839
Welfare & Financial Guardianship	32	59	59	35	35	69	94	93	476
Interim Financial Guardianship			1	2	3	2		3	11
Interim Welfare Guardianship	2	6	17	11	8	23	10	35	112
Interim Welfare & Financial Guardianship			1	1	2	5	2	3	14
Grand Total	97	144	172	109	121	264	253	328	1488

The table below outlines Guardianship Orders in Force across Fife, as at 31st March 2018.



The table below outlines category of Guardianship orders granted during the periods 2010-11 – 2017-18

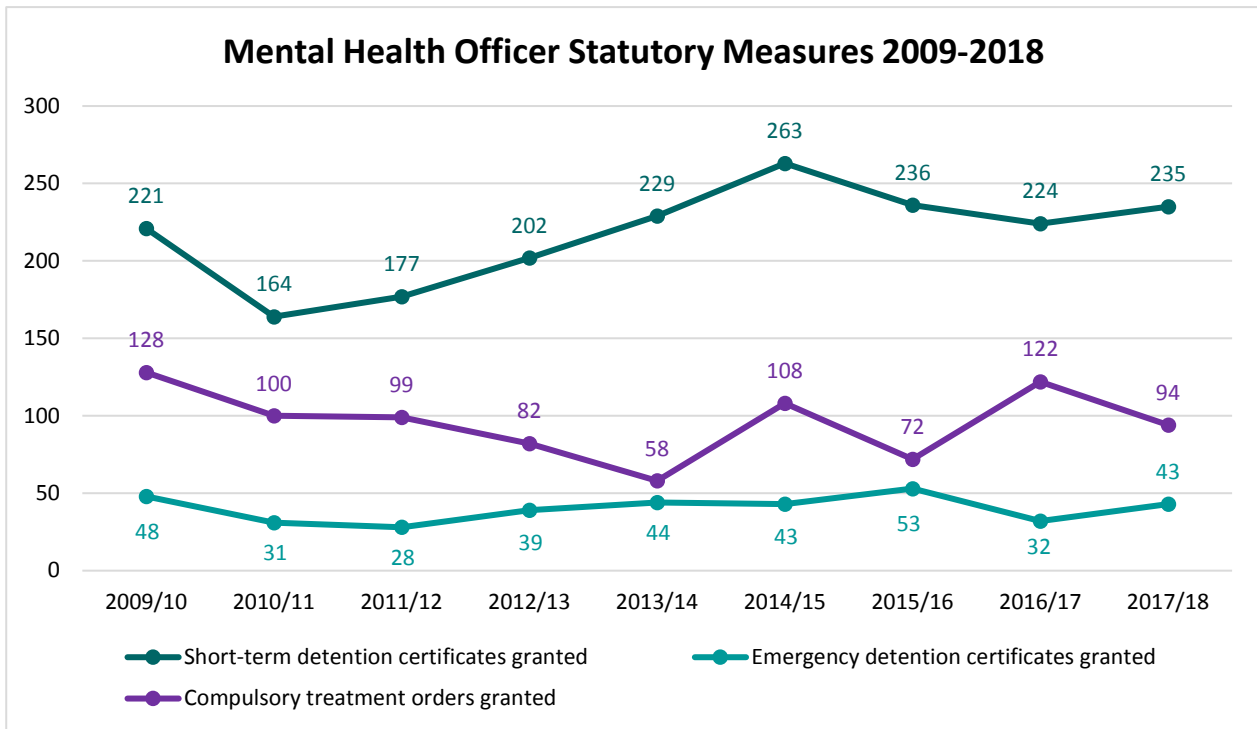


Mental Health Officer Team

The Mental Health Officer Team provides a service to individuals who are at risk of harm and who may need protection using statutory measures. The Mental Health Officer Team strives to balance the need for compulsory treatment while promoting the rights and needs of people who have mental health problems or who lack capacity. This mainly involves using legal powers under the Mental Health (Care and Treatment) (Scotland) Act 2003 (which covers compulsory detention in hospital or compulsory treatment in the community), the Adults with Incapacity (Scotland) Act 2000, and the Adult Support and Protection (Scotland) Act 2007.

The Mental Health Officer’s work involves contact with individuals, families, carers, colleagues in health, other social work teams, police, courts and solicitors. Mental Health Officers take into account the principles set out in the Acts to ensure that any intervention is carried out in the least restrictive manner. Mental Health Officers provide advice, guidance and assistance in relation to adult protection matters.

The following chart details the key activities that the Mental Health Officers were involved in during the period 2009/10 to 2017/18.

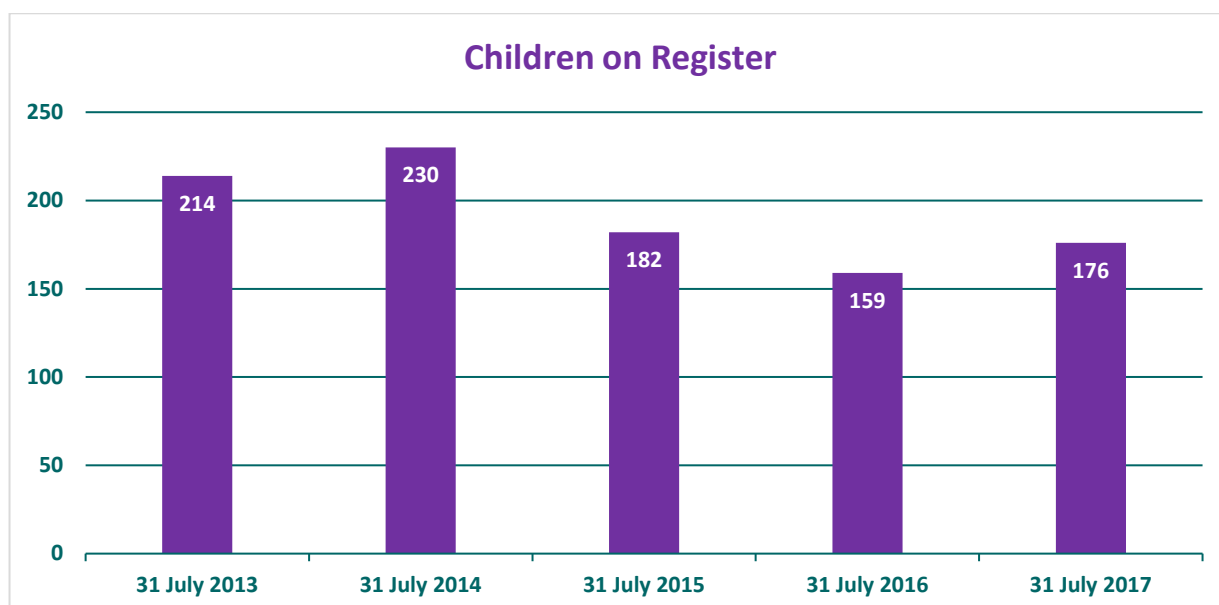


Children and Families

Child Protection:

There remain a significant number of children in Fife in need of care and protection. These issues are often linked with neglect and lack of parental care, and associated with parental misuse of drugs and alcohol. The Child Protection Committee is the key local body for developing and implementing child protection strategy across and between agencies in Fife. The Social Work service continues to work with partners to ensure that appropriate arrangements are in place to protect children that are identified as being at risk.

The number of registrations during 2016-17 was 314 which is a 7% increase on the previous year's total of 294. As at 31st March 2018, registrations were 168. The 2017-18 registrations will be reported nationally at a later date as the reporting year runs from 1st August to 31st July.



Looked After Children:

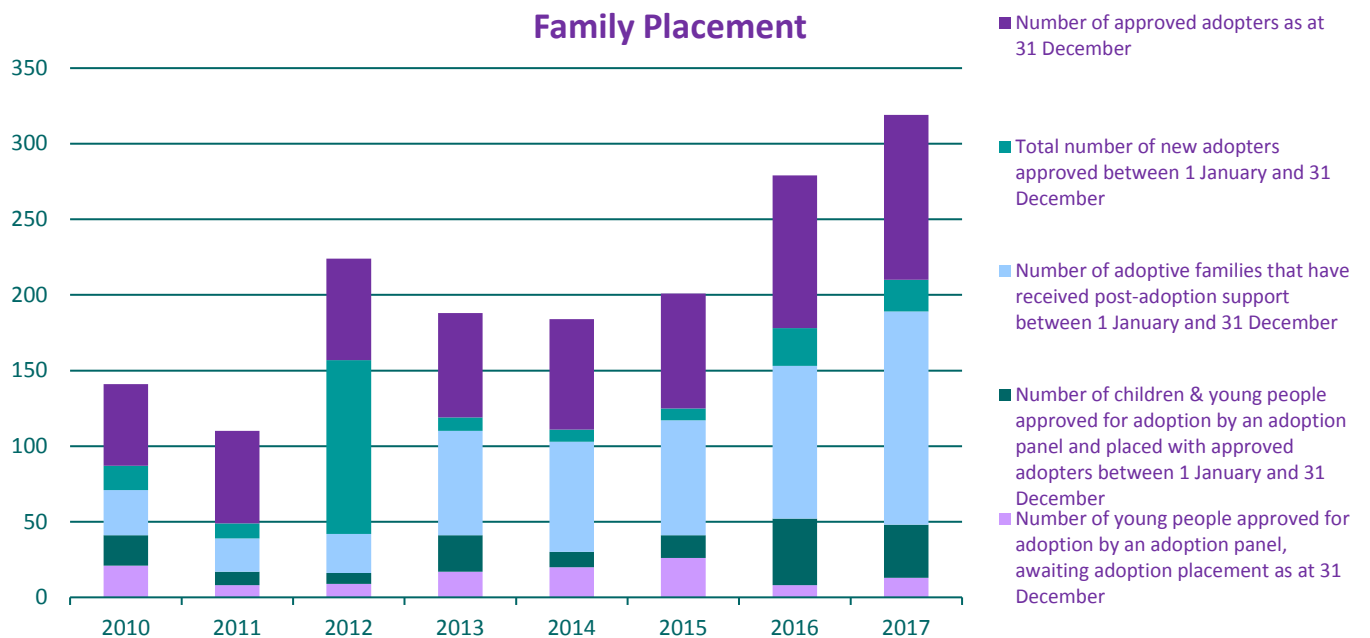
The Social Work Service has a duty to provide services, appropriate to their level of assessed need, for children and young people who are cared for by the local authority. There are a number of reasons why a child may be looked after by a local authority. Most often it is because the child has been abused or neglected either by the parents or those with parental responsibility, or the child may have committed an offence.

The number of children looked after in Fife continues to reduce from 942 in 2017. As at 31st March 2018, the number of Looked After Children was 933. The annual reporting for 2017-18 will not be available until later this year as the national reporting period runs from 1st August to 31st July.



Family Placement:

For some children, it is not possible for them to be cared for with their birth parents and it is therefore essential that alternative families are found for them. Some of those children will be cared for by foster carers but others require more permanent arrangements. As at 31 December 2017, there were 232 children placed with Fife Council foster carers, a decrease of 2% from 237 as at 31 December 2016. CSWO is the Agency decision-maker in terms of Fostering and Permanence (Adoption) decisions. The following table details the activity related to adoption over the years 2010 to 2017.



Criminal Justice Service

The Service actively participates in the Reducing Offending and Re-offending Partnership Group (RORPG).

The Service is actively engaged with NHS Fife Addictions Services to develop nursing provision for people with substance misuse issues and/or poor mental health.

A Mentoring Service option for men with convictions and who are subject to statutory supervision has been developed in partnership with Sacro.

Continuing to increase the number of successful completions of Community Payback Orders and post-custodial licences/orders remains an important objective and as the number of orders continue to fall, this will become more achievable.

The Service also actively engages with colleges and universities in relation to recruitment of newly-qualified staff.

New initiatives will include the implementation of arrangements around electronic monitoring newly announced by the Scottish Government, and to absorb the number of new Community Payback Orders anticipated as a consequence of the increase of the presumption against short-term sentences from three months to twelve months.

People with Convictions in the Community Subject to Statutory Supervision

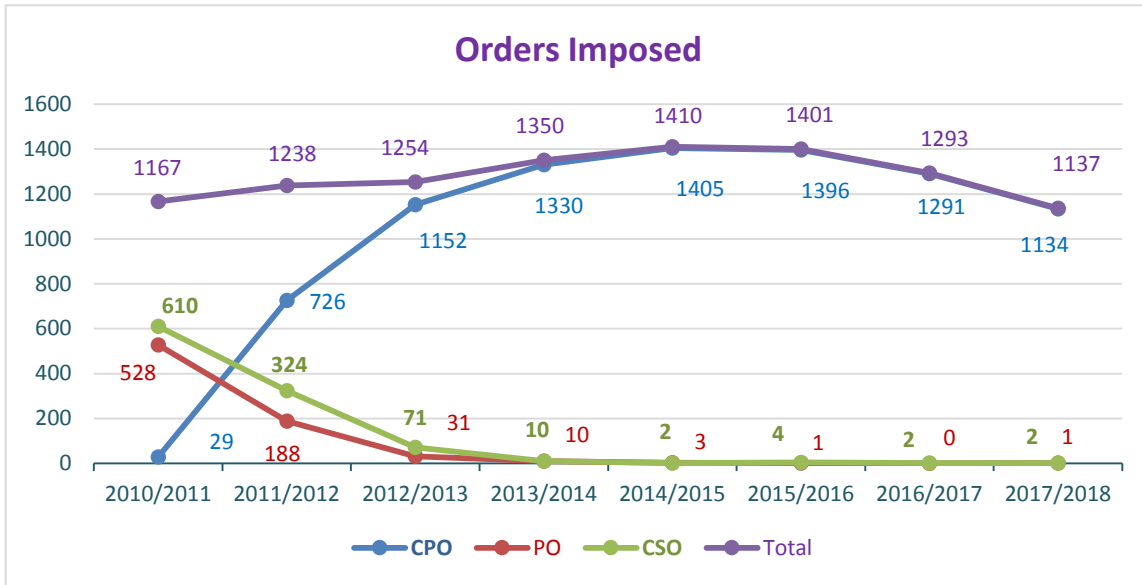
The Social Work Service works in partnership with a range of statutory and voluntary agencies in respect of supporting and supervising people with convictions who are subject to statutory community-based and post-custodial sentences.

The table below details the number of offenders in the community who were made the subject of statutory supervision orders over the period 2008-09 to 2017-18.

The Community Payback Order (CPO) was introduced from 1 February 2011. It replaces a number of existing community sentences, including Probation Orders (PO) and Community Service Orders (CSO) although these sentences may still be imposed where the crimes were committed prior to February 2011.

There has been a significant uptake of the new CPOs by the Fife courts and this has led to an expansion of the services being delivered by the Criminal Justice Social Work Service. Following a peak in 2014-15, there is clear evidence of the number of orders imposed beginning to plateau.

In addition to the above, Multi-Agency Public Protection Arrangements (MAPPA) are formal working arrangements between Criminal Justice Social Work and Police Scotland which means that both agencies have a responsibility to share information, jointly assess and risk-manage registered sex offenders.



Quality Assurance and Improvement

Continuous improvement lies at the heart of the future development of Social Work services in Fife. A Quality Assurance (QA) section, along with operational Social Work and Care staff, is responsible for the development of an effective quality assurance and standards culture. The activity involves a range of different approaches including staff and service user feedback and performance reporting. This is designed to capture both quantitative performance data and qualitative information that reflects the experience and outcomes for individuals. It is supporting the progress of service integration by strengthening the quality of services delivered within Social Work and from purchased care providers, including the voluntary sector. The QA Unit engages with national developments and links closely with external scrutiny bodies, e.g. Care Inspectorate, Mental Welfare Commission, SSSC, and Adult Protection.

Services have also undertake regular detailed self-evaluation processes to review and reflect on practice. This approach includes a programme of case file auditing and staff development initiatives such as groups for newly qualified staff, senior practitioners and supervisory senior practitioners.

6 Workforce

An annual Workforce Development Action Plan in respect of the social work and social care workforce located within the Education and Children's Services and the Health and Social Care Partnership directorates is prepared annually. The content of the plan is based on training needs analyses undertaken by the Workforce Development Team in consultation with managers from different teams and specialisms. Training is designed and delivered in-house, in partnership with external agencies including NHS Fife, or is commissioned from external providers. The content of the plan reflects and supports agreed service priorities, including those identified through internal and external improvement processes.

Workforce Development

The focus of workforce development activity during 2017-18 has continued to be on key service priority improvement areas, statutory training, and the development of skills and internal capacity. Social work and social care services in Fife are delivered in different directorates; however, it is recognised that the nature of social work means that the practice focus can transcend organisational and directorate boundaries. For this reason, we have continued to adopt an approach to workforce development that looks across organisational and directorate structures. A key benefit is that this allows for the identification of synergies, efficiencies and areas where there are common skills and knowledge requirements. Examples of the latter include self-directed support, mental health, disability, violence and aggression, and practice learning.

Our Workforce Action Plan for 2017-18 was based around seven thematic areas:

- Professional leadership and management development
- The integration of health and social care
- Protection, risk management, and health and safety in social care
- Social work information technology and systems
- Qualifications for professional registration
- Skills development
- Talent management and succession planning

The content of the plan was updated and throughout the year a diverse range of activities was undertaken, aligned to each of the seven themes. The training delivered reflected the outcomes from the training needs analyses and ongoing priorities referred to above.

Skills Development Training

During the year, a total of 1,098 face-to-face learning events were designed, delivered or facilitated by the Workforce Development Team (an increase of 3.5% on 2016-17), which provided 8,608 places to Social Work and Social Care staff (an increase of 9% on 2016-17). The training focused on a wide range of core and specialist topics identified by managers as learning priorities to support skills development, service improvement and the implementation of policy.

Digital learning continued to grow as a key part of a blended approach to reaching staff across social work and social care, with an increasing range of topics available, cost benefits and advantages for an increasingly mobile and workforce. During 2017-18 there were 3,820 online learning events accessed, bringing the total accessed online learning to 102,188 since the development of the learning.

Qualifications for Registration

Qualifications linked to the registration of social workers and social care workers continue to be given priority, and the Workforce Action Plan and supporting processes ensure that resources are targeted in supporting staff to achieve relevant awards within the required timescales in order to meet statutory registration requirement. Qualifications are managed from within our in-house SVQ Assessment Centre. During 2017-18, there was a significant increase in the numbers of staff who either started or completed a professionally-accredited award. A total of 374 staff started an award, representing a 22% increase from 2016-17.

The numbers of those completing awards was 276, an increase from the 2016-17 figure which represents an increase of 19% on 2016-17 when there was a total of 232 completions. These figures reflect the opening of the new register for Housing Support staff, alongside developing partnership initiatives with colleagues from Education to ensure all staff across Education and Children's Services who require a qualification to register with the SSSC are able to access these and management and delivery of Foundation Apprenticeships across Fife schools. Available resources will continue to be targeted on qualifications for registration in order that Fife Council continues to meet its statutory obligations and affected individuals are provided with the opportunity to complete relevant awards within stipulated timescales.

Post-Qualifying Training

A diverse range of externally delivered specialist post-qualifying awards continue to be delivered in support of service priorities and skills requirements, based on strategic priorities agreed at workforce planning forums. Four staff enrolled on Mental Health Officer training and further candidates will be expected to join the programme in 2018-19, given the age demographic and demands placed on this section of the social work workforce. Investment has also been made in other priority areas including Child and Adult Protection, Professional Supervision, Certificate in Social Work Practice Education and specialist areas including dementia studies and permanence planning.

Further post-qualifying training has been commissioned to continue to build our internal cohort of CALM Associates who deliver and quality assure physical intervention training, develop policy and standardise practice based on the CALM behaviour management model.

We continue to support the Postgraduate Certificate in Practice Education. This underpins the commitment to practice learning and demonstrates our recognition of the priorities set out in the National Health and Social Care Workforce Plan Part.2.

Training for Foster Carers

A core and optional training programme for foster carers has continued to run, and within 2017/18 new courses relating to Life Story work, Children's Hearing training, Foetal Alcohol Spectrum Disorder and supporting children transitioning to teenage years and adulthood were developed.

Other additional learning opportunities have been developed to reflect legislative and policy requirements as well as development needs identified by foster carers and Family Placement staff. Meetings with Fife Foster Care Association representatives on a regular basis provide a forum to establish ongoing and emerging training needs, and allow carers to contribute their ideas directly to the development of new training programmes.

This model of consultation is being further enhanced through the current development of regular consultation groups, attended by foster carers, that will influence the review and development of future training programmes.

In addition to the core and optional training programme, Fife Council continues to offer a number of places on the SVQF Level 7 (Social Services) Children and Young People award for those foster carers interested in further developing their knowledge and skills.

Collective Leadership

The leadership development programme for Education & Children's Services senior managers was completed and evaluated in 2017-18. This initiative had a significant, positive impact on service design and delivery across the directorate as part of the 'A Better Connected Directorate 2020' (ABCD) service change, where the group led work-streams to redesign locality working.

A second, locality based leadership cohort was established in Kirkcaldy to combine leadership learning with a pilot approach to testing new ways of collaborative working. This group involves Head Teachers (Secondary, Primary, Supported Learners Service and Family Nurture), Social Work Managers, the Depute Principal Psychologist, Area Parenting Coordinator, Family Support Manager and will engage with the wider partnership further into the pilot.

Multi-Agency and Inter-Professional Training

The content of the Workforce Action Plan recognises the importance of single and multi-agency training in support of joined-up service delivery and improved outcomes. Social workers and social care staff continue to participate and contribute to large variety of multi-agency training activities, including those delivered by the Adult and Child Protection Committees.

The first joint leadership programme that completed in 2017-18 within Education & Children's Services evaluated very positively in its aims of supporting the need for more collaborative working and better connectivity across disciplines to improve outcomes for the children and families within Fife.

A second cohort was commissioned, designed to support the ABCD 2020 strategy of greater emphasis on locality driven services, better use of existing resources and the need for all staff at a local level to connect professionally to provide improved services. This cohort will evaluate in 2018-19, with a view to a directorate wide roll out of this approach over the remaining six localities, based on the learning from the pilot cohort.

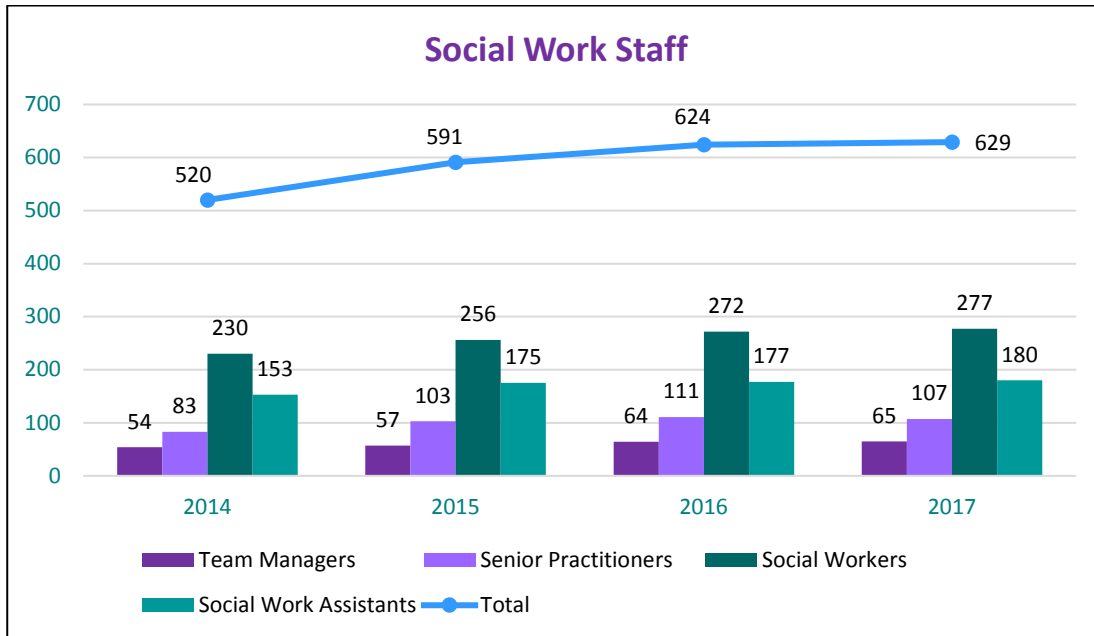
The work with NHS and Third Sector partners around the delivery of Good Conversations training is now firmly established as a multi-agency training approach, led by the SDS Strategic Board.

Quality Assurance

Quality assurance of workforce development activity is undertaken at various points during the year culminating in the production of an annual quality assurance report. Training continues to be routinely evaluated, and impact and effectiveness is discussed with managers at different points throughout the year and within workforce planning forums. Similarly, priorities and the content and format of the training provided is undertaken through established workforce planning forums with services.

Employment

Over the past ten years, Fife Council (including the Fife Health and Social Care Partnership) has committed to increasing the number of social work staff employed in order to fulfil priorities and requirements. As shown in the figure below, the total number of social work staff has increased from 520 to 629 - an increase of 21% - over the past four years, from 2014 to 2017.



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Telephone: 03451 555555, Extension 441189



6 November 2018
Agenda Item No. 8

Schools Workforce Planning: Academic Session 2018/19

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

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on progress in relation to Schools workforce planning for 2018/19.

Recommendations

Members are asked to:

- note the content of the report and the progress with the developments.

Resource Implications

As part of the Local Government Finance Settlement, Fife confirmed a commitment to maintaining teacher numbers in line with pupil numbers, for 2018/19, at the 2017/18 level. The Scottish Government has continued to allocate an additional £10m revenue budget to achieve this commitment and this £10m is now included in the total £88m funding allocated to local authorities to support both the commitment and the probationer teacher scheme. The financial implications of not meeting the ratio could be significant.

The announcement from the Scottish Government to increase ELC provision to 1140 hours means the continuous review of how we deliver ELC in Fife. All families will have an entitlement to 1140 hours (equivalent of 30 hours per week based on school terms) funded ELC from August 2020 for all eligible 2 year olds and all 3 and 4 year olds. This is almost doubling the provision that we already offer in Fife for Early Learning and Childcare. The financial and workforce planning implications of this need are being addressed.

Legal & Risk Implications

N/A

Impact Assessment

An EqIA has not been completed and is not necessary for the following reasons: no change or revision to existing policies is proposed.

Consultation

None required.

1.0 Background

- 1.1 As part of the Local Government Finance Settlement, Fife confirmed a commitment to maintaining our teacher numbers in line with pupil numbers for 2018/19 at the Fife 2017/18 level. This is assessed through the pupil: teacher ratio determined in the annual pupil and teacher censuses in September.
- 1.2 The calculation used to determine the pupil: teacher ratio is a simple, overall calculation and is not representative of the actual ratios seen in the classroom. The total number of Fife pupils is divided by the total number of Fife teachers employed in the Primary/Secondary/Special/Central/Home Visiting sectors. The total teacher numbers are provided by the September census.
- 1.3 For 2017/18 the Scottish Government continued a funding package of £88m to maintain the pupil teacher ratio nationally in local authority schools, at a level of 13.7, and to provide a place on the Teacher Induction Scheme for every probationer. The financial implications of not meeting the pupil teacher ratio could, therefore, be significant.
- 1.4 In Fife, as the overall pupil roll is increasing; the increase requires the creation of new teaching posts. This means that, for 2018/19, to continue to meet this commitment, we needed to increase the overall number of teachers employed. However, the national teacher shortage is impacting on all Local Authorities, Fife is no exception, and therefore the ability to recruit these additional teachers, to meet the commitment, has been, and continues to be challenging.
- 1.5 Officers continue to work closely with the Scottish Government, General Teaching Council Scotland and other partners to secure quality appointments to Fife posts; through proactive recruitment processes and continued implementation of the Workforce Planning Strategy.
- 1.6 The Education Service first introduced a Workforce Planning Strategy as a means to:
- drive down Service overspends; and
 - deliver Council budget efficiency targets
- 1.7 The strategy has impacted on all areas of the Service and it links in to the national Workforce Planning Strategies
- 1.8 For example, Fife has an excellent track record of securing and retaining probationary teachers and also of attracting high “outwith settlement” additional grant figures. The performance in placing probationers in vacant posts is very good.
- 1.9 The Family Nurture Approach (FNA) is now fully embedded and the workforce is trained in the ‘Solihull Model’ delivering high quality ELC across all establishments, supporting families as part of an early intervention model.
- 1.10 Fife’s current focus is to build on the success of our Family Nurture Approach (FNA) and flexible model of ELC, listening to our families, staff and children to create new delivery models of Early Learning and Childcare that complement family life, allowing for access to employment and empowering parents to be the best parents they can be. A key priority is to maintain the high quality early learning that is

recognised in Fife as well as providing 1140 hours of ELC.

- 1.11 In order to develop a model that will meet the needs of children, families and staff, a local governance structure has been created in Fife with a number of different work streams to ensure delivery of our model. This structure allows us to develop our work around Early Years Workforce Development.

2.0 Introduction

- 2.1 Workforce planning allows the Education Service to predict the future demand for the different types of staff to be employed and seek to match this with the supply. Essentially it involves analysing the current workforce and then extending that analysis to identify the future skills and competencies needed to deliver a new or an improved Service.
- 2.2 The annual comparison between our present workforce and the desired workforce highlights shortages, surpluses and competency gaps. These gaps become the focus of the workforce plan. The plan is developed around Service needs, integrated with Service and financial planning and responsive to Service changes and developments.
- 2.3 The plan is crucial in tackling the problems of staff shortages and staffing costs. It helps the Service to:
- decide how many employees are required currently, and will be needed in the future
 - manage employment expenditure by anticipating changes
 - cope with 'peaks and troughs' in supply and demand
 - retain employees
 - bid for Scottish Government allocated probationers and additional revenue/capital budget
- 2.4 Through implementing the plan we have fewer vacant posts, fewer HR issues, fewer complaints, a better reputation as a Service and Council, Fife becomes an employer of choice, we have more flexibility to change and ultimately this will lead to better early intervention, attainment, achievement and exam results with less budget waste e.g. supernumerary posts, salary conservation etc.
- 2.5 **TEACHER WORKFORCE PLANNING**
- 2.5.1 Although the local workforce plan achieves the aims in 2.4, there are significantly fewer teachers available within Scotland to fill our posts; which also has a consequence of reducing our available supply teachers to fill gaps in the classroom rotas caused by sickness, training courses and other absences. Fife continues to see a reduced number of supply teachers registered locally.
- 2.5.2 The full quota of available university places was not taken up for 2017/18, limiting the number of probationers joining the scheme in 2018/19.

- 2.5.3 In the Secondary Sector we have the additional issue that some subject areas in high demand have a lack of available subject teachers (e.g. Home Economics, CDT, Drama, Computing, Music, Chemistry and Maths which have all been the subject of intensive advertisement campaigns), whilst other subject areas are in lower demand e.g. Physical Education, Art and Design and Modern Studies. University uptake for the PGDE course has seen significant reductions in many of these subjects. The direct result is the probationers available for allocation throughout Scotland is significantly lower than required to satisfy local authority demands. For 2018/19 the impact is that fewer newly qualified teachers were available for appointment to posts. The overall intake for Secondary students on the PGDE course is below the university target.
- 2.5.4 We have undertaken a robust and wide-ranging recruitment process again this year, including advertising widely across the UK and Ireland, carrying out a specific recruitment exercise in Northern Ireland, continuing our work with the Scottish Government to secure as many probationer teachers as possible and, in discussions with the General Teaching Council Scotland, to continue to streamline the registration process for overseas teachers.
- 2.5.5 Partnership arrangements continue with St. Mary's and Stranmillis Universities of Belfast. We offered taster placements in Fife during the students' university studies, leading to employment offers with Fife. We continue to promote Fife when we attend the career fairs of the universities to showcase the employment and life style benefits of working and living in Fife.
- 2.5.6 We are working to explore further both the UK and overseas markets. Work is ongoing to promote teaching as a career across graduate groups, with our media team further developing mechanisms to exploit the use of social media such as Twitter and Facebook. External publication advertisements have been included in the General Teaching Council Scotland (GTCS) publication issued to every GTCS registered teacher. These advertisements focus on shortage subjects.
- 2.5.7 To ensure our recruitment continued during the holiday period our Headteachers and officers worked throughout the summer holiday to convene interview panels and appoint to vacancies.
- 2.5.8 We continue to work with our partner Teacher Training Institutions to develop and implement programmes that will support routes in to teaching. We continue to encourage our existing Fife Council staff to apply to the supported induction route programme that has been developed by the University of Dundee, in collaboration with the Local Authority partners, and accredited by GTCS.

2.6 **EARLY YEARS WORKFORCE PLANNING**

- 2.6.1 Funding allocated for the 1140 hours project continues to be used to support the delivery of a new Early Years Officer Apprenticeship scheme, in addition to the Modern Apprenticeships supported through SDS, to address the increase in numbers anticipated to fulfil the staffing requirements for 2020. This programme has been very successful in terms of encouraging those returning to work and those seeking a change in career direction.
- 2.6.2 In 2017/18 the Service successfully supported 117 apprentices within our Nurseries across Fife.

3.0 Teacher Recruitment & Selection Process

- 3.1 The recruitment and selection process continues and the figures included in this report change as vacant posts are filled and as further vacancies arise. The details shown below relate to our position at the end of our generic campaign as at 14 August 2018.
- 3.2 The Fife Council allocation of probationer teachers for 2018/19 was 255, 157 Primary and 98 Secondary. In addition, we have added a staff member (Primary) from Belfast to our probationer scheme.
- 3.3 For session 2018/19, Fife Council provided placements for 217 of the 255 probationer teachers (132 primary and 85 secondary) allocated. A total of 38 probationers allocated to Fife withdrew from the Teacher Induction Scheme prior to the start of the 2018/19 session.
- 3.4 During the recruitment and selection process for 2018/19 we received 456 unique applications for teaching posts in Fife (211 primary and 245 secondary). The applicants included:
- the 2017/18 cohort of probationers;
 - permanent teachers requesting voluntary transfer;
 - temporary and supply teachers seeking permanent employment;
 - external candidates.

Of these, 406 (195 primary and 211 secondary) candidates attended for interview.

- 3.5 In the Primary sector 150 new appointments were made, of which 75 were placed in a permanent post, 66 were appointed to a permanent contract with Fife, temporarily based in a school vacancy and 9 were provided with temporary contracts.
- 3.6 In the Secondary sector 72 new appointments were made, of which 56 were placed in a permanent post, 9 were appointed to a permanent contract with Fife, temporarily based in a school vacancy and 7 were provided with temporary contracts.
- 3.7 For both sectors more offers of appointment were made, and often accepted, before the candidate subsequently rejected the offer and withdrew from our recruitment exercise. This, in the main, arises where candidates apply for multiple Local Authorities and ultimately accept a post closer to home.
- 3.8 Overall 222 new appointments were made.
- 3.9 All probationers have been allocated to posts in schools, with the actual budgeted vacancies totalling 118.66 FTE over 212 posts. (It is not always possible to appoint probationers to a full 0.82 FTE vacancy for operational reasons.) Any additional teaching time provided for a school, in this way, will be used to support the Service in reducing class sizes.
- 3.10 The total number of posts filled, including transfers, probationers, temporary and permanent appointments were:

- Secondary – 81 permanent posts (78.90 FTE), 95 temporary posts (64.38 FTE), a total of 176 posts (143.28 FTE)
- Primary – 152 permanent posts (141.44 FTE), 242 temporary posts (167.10 FTE), a total of 396 posts (308.54 FTE)

3.11 In summary, for Session 2018/19 the Education Service has managed the:

- normal transfer process, which for this year was 128 teachers;
- appointment of 222 teachers and
- allocation of 217 probationers.

3.12 At the end of the July we had a number of vacancies which were not filled through the generic workforce planning exercise. During the summer holiday period we advertised 2 primary posts (2.0 FTE) and 17 secondary posts (17.0 FTE).

3.13 Following the start of the academic session additional vacancies have been identified by schools. These are the result of school rolls increasing over the summer, staff departures, illness and bereavement, as examples.

3.14 The national shortage of teachers creates widespread employment opportunities for staff. This has led to interview candidates accepting contractual offers to Fife, and later withdrawing to accept a post elsewhere, mainly closer to the candidate's home address. Unfortunately a number of these candidates notified their rejection of the post offer very late in the summer holidays.

3.15 From August 2018, following the generic recruitment exercise, schools have managed their own recruitment and selection processes.

4.0 Early Years Recruitment & Selection Process

4.1 We have successfully appointed 4 modern apprentices and 76 adult apprentices this year with plans to support additional apprenticeship opportunities over the coming years to increase the available workforce in order to meet our projected staffing requirements for delivery of 1140 hours.

4.2 There is a focus on recruitment, including a specific campaign to target male applicants towards the early years' workforce.

4.3 Key workforce training programmes have been developed to support staff and ensure the continuity of high quality early years employees with built in career progression and development opportunities.

4.4 The Additional Graduate commitment from the Scottish Government has been targeted at nurseries within 20% of the most deprived postcode areas using SIMD 1 & 2 data and Free Meal entitlement. In Fife we have appointed 28 additional graduate staff (Early Years Lead Officers), which is part of the career development pathway for Early Years Officers. The role is at an enhanced salary equivalent to FC8 on Fife Council single status pay scale (£41,771 - £46,406 including on costs).

4.5 Currently, 50 Fife Council employees are undertaking the BA in Childhood Practice.

5.0 Register of Approved Casual Workers (Teacher Supply List)

- 5.1 There are two situations when a worker may be required to work other than on a permanent basis i.e. Short term (Casual) and Fixed Term (temporary).
- 5.2 There is no legal or Fife Council policy definition of short-term work; however, for operational purposes, short-term work is defined as work not expected to last longer than 4 weeks. Normally casual workers may be offered short-term work, generally with little or no notice and usually on a day-to-day basis. In such instances there is no obligation on the Council to provide work or on the casual worker to accept the offer of work. If it becomes clear that the short-term cover is going to continue for at least a further 4 weeks the post is normally advertised and normal recruitment procedures followed.
- 5.3 Whilst it is not possible to list all circumstances the following are examples of occasions where, as a result of the absence of an employee, short-term cover might be carried out by a casual worker:
- In-service training/staff development/working groups
 - Discretionary leave (as per policy)
 - Paternity/maternity support leave
 - Short-term sickness absence
 - Trade union duties
 - SQA duties
 - Children's Panel attendance
- 5.4 All casual workers asked to cover on a short-term basis must be on the register of approved casual workers (supply list) held by the Education Service and recruitment to this register is in accordance with the Recruitment & Selection Policy and Procedures for Teachers.
- 5.5 Following the generic interview process (held in March each year) successful candidates, for whom there is no suitable vacancy, automatically qualify for inclusion on the register and all approved casual workers can be sourced through the 'Supply Messaging System'.
- 5.6 Additionally, teachers who have retired from Service on age grounds, who have retired with an Actuarially Reduced Pension or who have taken either a phased or winding down retirement option, can automatically qualify for inclusion on the register.
- 5.7 Employees who have retired early, on interest of efficiency grounds, are not re-employed by Fife Council in any position. However, under delegated authority, re-employment of teachers, within the Education Service, may be authorised by the Executive Director (Education & Children's Services), in exceptional circumstances i.e. dependent on the exigencies of the Service. Due to the national shortage of teachers the Service is allowing such teachers to be available for supply teacher engagement.

- 5.8 Currently, we have 238 primary teachers and 195 secondary teachers on the register of approved casual workers. The number of available supply staff has increased from 2017/18.
- 5.9 However, the supply numbers are lower than we require for operational purposes. In addition, many of these registered supply teachers are likely to be engaged in short or medium term roles within our schools, or moving into permanent or temporary contracts during the academic year, reducing the number actually available at any time to respond to the demand.
- 5.10 We are running a continuous cycle of supply adverts for both primary and secondary sectors. As candidates apply an interview is being scheduled and candidates recruited promptly. This will continue throughout the year.
- 5.11 In addition we have offered to fund participation in a Return to Teaching programme delivered by the University of Edinburgh. The programme is to support qualified teachers who have been away from the profession for a number of years, or are new to the Scottish education system, who wish to return to the profession either full-time, part-time or as a supply teacher.

6.0 Teacher Retirement Information

- 6.1 Fife Council recognises that, in some circumstances, it may be in the interests of the Council for employees to be allowed either to retire earlier than the normal retirement age or initiate a phased retirement option, where they wish to do so. These early retirement options can assist the Council to continue to meet its aims and values, for example, in the need to provide services which are responsive, efficient, reliable and effective or to open up new employment opportunities within the Council.
- 6.2 However, as a result of the continuing lack of teachers available to both fill vacancies and cover on a supply basis, such options have only been available within Fife Council over the last 3 years where a specific centrally managed post, subject to change as a result of a budget saving, has been occupied by a staff member who had remained a member of the teachers' pension scheme or where there is a specific over supply of a subject specialism.
- 6.3 In academic session 2017/18, 22 teachers retired on age grounds, 51 retired with an actuarially reduced pension and 27 were accepted for winding down or phased retirement options.

7.0 Conclusions

- 7.1 Although early in the new academic session, much work has been done to:
- implement the workforce plan
 - deliver the national commitments
 - satisfy the demand for teachers and early years practitioners.
- 7.2 While our intention has been to maintain the pupil: teacher ratio within Fife, increasing the overall number of teachers employed, this is dependent upon our

ability to recruit. The shortage of teachers nationally is having a significant impact on our ability to recruit.

- 7.3 In addition, we do not have the level of contingency that we would normally seek to ensure that we can always fill gaps in the classroom rotas caused by sickness, training courses and other absences.
- 7.4 Our officers continue to work closely with COSLA, GTC Scotland and the Scottish Government regarding teacher numbers, national drives to promote teaching as a profession and to influence national discussions.
- 7.5 Fife Council is continuing to explore all new and alternative routes in to teaching.
- 7.6 Significant progress has been made in the development and implementation of the workforce plan for Early Years. This work will continue and again our officers continue to work closely with COSLA and the Scottish Government regarding Early Years Officer numbers, national drives to promote Early Years as a profession and to influence national discussions.

List of Appendices

None

Background Papers

None

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6 November 2018
Agenda Item No. 9

Building Fife's Future – Education Infrastructure Development

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

Wards Affected: All

Purpose

This report responds to the decision of the Education & Children's Services Committee, from 28 August 2018, setting out the processes and timetables for the implementation of changes to Secondary School infrastructure across Fife; particularly referencing those relating to determining detailed proposals for change.

Recommendation

The Education & Children's Services Committee is asked to:

- (a) note the contents of the report, and
- (b) authorise officers to undertake the steps necessary to prepare proposals for change.

Resource Implications

Officer time will be required in developing and implementing any project and funding from the £50m capital resources detailed in the existing Capital Plan would need to be allocated to support any future feasibility studies.

Legal & Risk Implications

The consideration and determination of this report is by the Council acting as Education Authority. Statutory Consultation on any future proposals is required in terms of the Schools (Consultation) (Scotland) Act 2010.

Impact Assessment

An EIA (Equalities Impact Assessment) was not required in the preparation of this report. Full impact assessments will be carried out as part of any future statutory consultation process.

Consultation

Initial discussion has taken place between officers from the Education & Children's Services and Assets, Transportation & Environment Directorates. Future discussion would include the Finance & Corporate Services and Communities Directorates. Early discussion has taken place with Headteachers of the schools explicitly identified in the Committee decision of 28 August 2018 and any future discussions may include representatives of the Catholic Church, as appropriate. Any proposal for change may be subject to consultation under the Schools (Consultation) (Scotland) Act 2010.

1.0 Background

- 1.1 To date, the Building Fife's Future Programme has delivered replacement schools for Auchmuty and Dunfermline High Schools; a new school to serve the Carnegie Primary School catchment area, and a replacement for Burntisland Primary School; as well as 3 new secondary school buildings to replace 4 former schools. Buckhaven and Kirkland High Schools have been combined within the new Levenmouth Academy; Waid Academy incorporates Local Services and Fife Cultural Trust Library Services and Windmill Community Campus incorporates Rosslyn School, Viewforth High School, Local Services and a library provision.
- 1.2 It was agreed, by the former Executive Committee on 19 April 2016, that where the Council is looking at major refurbishment or new buildings across the estate, the Council, collectively, should continue to consider whether other local services, such as customer services, libraries or community learning & development may be incorporated into one building, thus allowing the rationalisation of other parts of the Council's estate. This review of services will be largely dependent on site location and whether it is practical for the Council's customers to be located under one roof.
- 1.3 Planning for the replacement of the Madras College buildings is well underway and a new access road which 'inter alia' will provide access to the new school is already on site. It is anticipated that if all timescales are met, the new replacement Madras College will be ready for occupation by staff and pupils during academic session 2021/22.
- 1.4 At the Special Meeting of Fife Council, on 16 February 2017 (Fife Council Budget meeting), elected members agreed to continue this ambitious investment programme for new schools and for the maintenance and improvement of our existing schools in Fife. It was agreed that the priorities within this new build programme were Inverkeithing, Woodmill, St Columba's RC, Glenwood and Glenrothes High Schools. These schools were all rated as 'C' for condition and continue to be so.
- 1.5 Subsequently, the Education & Children's Services Committee, on 28 August 2018, considered a report outlining the Education & Children's Services Directorate's approach to the development of the school estate and the vision for future expansion to meet population growth.
- 1.6 The Education & Children's Services Committee, on 28 August 2018, also agreed the set of principles that would be adopted for the development of the school estate, including those relating to:
- **Condition, Suitability, Occupancy**
 - **New School Site Assessment**
 - **Size of Secondary schools**
 - **Learning Campuses**

2.0 Context

- 2.1 The strategic growth across Fife is outlined within the adopted Fife Plan, which was approved in September 2017. Across Fife we are expecting nearly 25,000 new homes to be provided. Therefore the Education Service must adapt the school estate to meet new and emerging needs, demographic changes, the creation of new primary school catchment areas, as well as meeting the demand of the future pupil population.
- 2.2 The Dunfermline and West Fife area has seen the largest growth in Fife over the last 10 years and there are approximately 10,000 homes still to be developed in this area of Fife. As part of the Local Plan requirements, new primary schools and contributions to secondary infrastructure will be required to accommodate new pupils from these developments. This was highlighted recently in the report to Committee on 28 August 2018 and was included within the Consultation Report on the proposal to rezone the secondary catchment areas of Dunfermline, Inverkeithing, Queen Anne and Woodmill High Schools.
- 2.3 Whilst the construction of a brand new secondary school for projected number of additional pupils (i.e. 1100 pupils across the Dunfermline & West Fife area) is one option, the projected pupils from these developments are spread over the wider Dunfermline & West Fife area. Additionally, the revenue costs associated with the operational and staffing costs of an additional 1100 capacity secondary school would increase the budgetary pressures on the Education Service.
- 2.4 An alternative approach, for example, could be the distribution of 1100 places over a number of schools e.g. 200 to Queen Anne High School, 300 to a replacement school to serve the communities of Inverkeithing and Rosyth, 300 to Dunfermline High School and an additional 300 could be considered extra to a combined campus Woodmill High School and St Columba's RC High School. This would increase the size of the existing 5 schools, without the expenditure of constructing and operating a 6th school in this area.
- 2.5 More widely, the service will need to identify the best options for delivering the infrastructure to support the additional pupil places required in the secondary estate.

3.0 Priorities

3.1 Dunfermline & South West Fife Secondary School Infrastructure

The wider Dunfermline area is currently served by five secondary schools across five sites:

- Queen Anne HS¹ (Current capacity 2050)
- Dunfermline HS (Current capacity 1750)
- Woodmill HS (Current capacity 1445)
- St Columba's RC HS (Current capacity 1069)

¹ PPP school

- Inverkeithing HS (Current capacity 1634)

- 3.2 Due to development pressures there is also a projected capacity shortfall across the wider Dunfermline area of 1100 places. Queen Anne HS and Dunfermline HS are both rated as Condition & Suitability 'A'. Woodmill HS, St Columba's RC HS and Inverkeithing HS are all rated as Condition & Suitability 'C'. Much of the development pressure originates from the Strategic Development Area west of Dunfermline and it is imperative that this is considered in developing any potential solution.
- 3.3 Therefore, it is important to consider the wider Dunfermline area in its totality, to ensure that we adopt a strategic approach rather than create a disparate set of individual development plans for each school.
- 3.4 As agreed in August, one of the principles is that partnerships, for example with Fife College, will be founded on developing and delivering an appropriate curriculum for all, with clear articulation between school and college, with identified pathways from National and/or industry based Qualifications through to degree opportunities.
- 3.5 As Fife College proposes to construct a new College at Halbeath, Dunfermline, to be located at the Shepherds Offshore site, Fife College and Fife Council are working closely with Scottish Government, Scottish Futures Trust and Scottish Funding Council to develop an overarching vision for a more integrated schools and college learning provision across this area.
- 3.6 The ambition would be to develop and deliver 'one coherent offer' to young people which highlights the learning packages available to them across school and college and the routes for progression rather than continues to distinguish between the different ways we offer the curriculum at present. We would seek to create opportunities for more flexible learning with that learning linked to employability and tailored to socio economic needs.
- 3.7 The overall vision for this area, therefore, will set out this developing strategic approach to proposed changes to the secondary school estate in the wider Dunfermline area, as it affects the potential replacement and/or relocation of Woodmill HS, St Columba's HS and Inverkeithing HS, in this context.
- 3.8 This strategic approach considers the option of the development of a learning campus, incorporating St Columba's RC and Woodmill High Schools, on a single site with Fife College, offering a unique opportunity to design purpose built facilities, jointly delivering an innovative curriculum, meeting the diverse needs of all learners in the area of Dunfermline. It is believed such a proposal could, potentially, set a national template for collaborative investment and co-production.
- 3.9 Envisaged benefits of this project are expected to include:
- Potential for a wider and more relevant range of learning choices and better learning pathways for young people and adult learners;

- Putting employability skills at the heart of learner's experiences;
- Harnessing the opportunities of the economic development of the Forthbridgehead area supported by the new Forth crossing;
- Reducing inequity in educational and life outcomes;
- Ensuring that all learning can take place in a high quality learning environment, by proactively reducing accommodation in C condition or less; Enabling a step change in joint work between schools, colleges and business – a pathfinder for Scotland.

3.10 This option would see the development of a fully integrated learning campus, encompassing a new College facility; a replacement for both St Columba's RC and Woodmill High Schools and a replacement of the existing DAS currently located at Woodmill HS.

3.11 In August 2018, Committee recommended that Fife Council commits to the replacement of Inverkeithing High School. The ambition to replace this building is reflected within the developing strategic approach, however, it is important to take cognisance of the number of constraints associated with the existing site. The school is a listed building (Category B) and any remodelling required to address Suitability (Category C) and Accessibility (Category D) issues will have to be undertaken in collaboration with Historic Environment Scotland. There are also a number of difficulties to redevelopment on the existing site which would require further investigation in any site selection process. These constraints would be highly likely to increase the time required for delivery of a replacement school, if the site assessment suggests that development of the replacement school could be delivered on the existing playing fields.

3.12 **Glenrothes Secondary School Infrastructure**

The Glenrothes area is currently served by three secondary schools across three sites:

- Auchmuty HS (Current capacity 1300)
- Glenrothes HS (Current capacity 941)
- Glenwood HS (Current capacity 1358)

3.13 Glenrothes High School is situated 1.35 km from Glenwood High School and 2.03km from Auchmuty High School. Glenwood High School has a maximum capacity for 1358 pupils and the school is less than 60% occupied. A small number of household addresses from the former Tanshall Primary School catchment are split between the Glenrothes and Glenwood catchment areas.

3.14 In order to ensure that the school estate provides best value for money, the Education & Children's Services Directorate must ensure that the number of pupil places is matched as efficiently as possible to the numbers of pupils living in each catchment area. In doing this the Directorate must take account of changing demographic patterns leading to falling and rising school rolls in different catchment areas, planned housing development and other factors which might impact on the need for school places.

3.15 As part of the Council's decision-making process with regards to the closure of Tanshall PS, Fife Council committed to reviewing the catchment areas of the

Secondary School provision, to ensure that the household addresses of all of our children living within the catchment area of any one of our primary schools are associated with the same secondary school.

- 3.16 The past 3 years have seen a period of substantial growth for the Auchmuty HS catchment area. House building has been significant and the development has contributed to an increasing pupil population.
- 3.17 Until now, there has been sufficient space at Auchmuty High School for the number of catchment pupils. However, from 2019 the number of pupils living in the primary catchment areas will start to exceed the number of places that Auchmuty High School can offer within the existing school accommodation.
- 3.18 Managing the capacity risk at Auchmuty High School is a priority for the Education Service. Pupil projections indicate that, overall, there will continue to be surplus capacity within the secondary schools across the entire Glenrothes area over the long term period. However, the number of pupil places within a particular school does not correspond with the actual number of pupils living in that geographical area. Auchmuty High School was constructed and designed to allow for an extension at a later date.
- 3.19 Therefore, whilst assessing the options for the replacement of Glenrothes and Glenwood High Schools, the Council should consider whether a specific sufficiency model could be considered. The Council will review the house building in the school catchment areas and assess whether there is a sufficient pupil population for the continuation of 3 secondary schools. (Funding was provided by the Scottish Government to replace Kirkland and Buckhaven High Schools on a single site school and a similar proposal may be an option to be considered.)

4.0 Capital Implications

- 4.1 As indicated in section 1, in February 2017 Fife Council agreed to the allocation of Council capital funding towards the continuation of the significant investment programmes in new schools and in maintaining and improving our existing schools.
- 4.2 To address a number of priorities in Dunfermline and/or Glenrothes, it is determined that a budget requirement would be at least £150m. As Scottish Government funding programmes are structured in a variety of ways – for instance for new build; two schools into one or for refurbishment of existing schools, the allocation of £50m, in the Fife Council budget, was to be flexible to take best advantage of whatever streams of funding might come forward from the Scottish Government. Therefore no specific project proposal was agreed.
- 4.3. On 4 September 2018, the Scottish Government made a commitment to invest an additional £7 billion, which is over and above the existing plans, for schools, hospitals, transport, digital connectivity and clean energy by 2026.
- 4.4 Through the ongoing dialogue with the Scottish Government and the Scottish Futures Trust, officers understand that it is likely that where local authorities are developing a flexible/innovative design, such projects will have the best chance of being incorporated within such a future funding stream. Waid Academy, which was

opened in June 2017, is an example of a building which incorporates a flexible and innovative design as well as accommodating other council services.

- 4.5 The potential costs associated with replacing the 5 secondary schools and providing additional capacity where required, are as follows:

School	Proposed Roll	Additional Capacity	Budget Costs (£m)
Replacement of Woodmill HS	1750	305	51
Replacement of St Columba's HS	1100	31	33
Queen Anne HS	2250	200	5
Dunfermline HS	1950	200	9
Replacement of Invekeithing HS	2000	366	59
Replacement of Glenrothes HS	790	-151	30
Replacement of Glenwood HS	870	-488	30
Auchmuty HS	1550	250	9
Totals		713	£226m

(These costs are based at 4th quarter 2018)

NB – Potential costs provided are exclusive of:

- Site purchase costs
- Decant costs
- Abnormal site costs
- Inflation
- Replacement costs associated with displaced employment land etc.
- Technical/Legal/Financial advice
- any ongoing revenue costs associated with developing the projects.

- 4.6 Funding is, potentially, available from:

(a) FC Capital Programme

FC currently has an allocation of £50m for development of the school estate

(b) Scottish Government (SG)

Preliminary discussions with Scottish Government, Scottish Futures Trust and Scottish Funding Council have indicated that revenue funding support may be available nationally for the development of innovative projects, such as the creation of a joint learning campus with Fife College. No indications have been provided at this stage of the potential level of funding but any funding provided would only be in support of raising schools from Conditions C & D to Conditions A & B with no allowance for any increased capacity to address development pressures. It is also clear that funding would be dependent upon Scottish Government, Scottish Futures Trust and Scottish Funding Council being satisfied with any proposed project. This is similar to the arrangement put in place for Levenmouth Academy. Scottish Government is unlikely to offer funding for replacement of Woodmill, St Columba's and Inverkeithing High Schools. They would expect the Council to fund replacement for any other school not included within a project.

(c) Developer Contributions

Developer contributions will be available to address increased capacity requirements, where applicable. These need to be index-linked to ensure that the funding matches the actual costs incurred at the time of construction of the additional capacity. Although the profile of developer contributions is projected beyond 2032, the additional capacity will be required in advance of this, necessitating a major element of advance funding by Fife Council, ahead of receipt of developer contributions.

- 4.7 Therefore, the only funding fully controlled by Fife Council is the £50m within the Capital Plan. There remains no guarantee that the Scottish Government will provide any funding, nor that the funding will be at the levels previously provided. The level and profile of Developer Contributions are projections, with no guarantee that they will be achieved at the level and timescales indicated.
- 4.8 The level of commitment, as currently detailed in the Fife Council Capital Programme, or as might be available, is not sufficient to achieve replacement of all five secondary schools in their current format. The level of developer contributions, at this time, is not sufficient to fully fund the additional capacity required across the Dunfermline and South West Fife areas.
- 4.9 To address the priorities within a new build programme, as detailed in the Special Council Meeting of 16 February 2018, the capital implications would need to be considered within a review of the Fife Council Capital Plan. This review is underway and will be completed in accordance with the normal budget process. Therefore, the timescale for identification and the profile of any additional capital budget would be agreed through the budget setting meeting in February 2019.
- 4.10 As part of this review process, to maximise the impact of the budget that is (or could be) available, the development of the strategic approach, for each area, should consider how to reduce the overall cost associated with the replacement of the schools.
- 4.11 Options should, therefore, include the development of integrated learning campuses and rationalisation of the number of schools (e.g. moving from 3 schools to 2).

5.0 Processes and Timetable for Implementation of Changes

5.1 Processes

- 5.1.1 The processes involved in implementing any change to secondary school infrastructure are as follows:
- Site Selection/Feasibility Study
 - Planning & Design Process
 - Statutory Consultation
 - Construction

5.2 Site Selection/Feasibility Study

- 5.2.1 At the Executive Committee on 16 August 2016 members considered a report outlining the Authority's educational requirements and *"agreed the criteria . . . required to test any available site options for a future Madras College, as well as for assessment of sites for any future school developments"* as follows:
- i. *"a single school and site for the children and young people in order to both provide a coherent and efficient curriculum for all pupils and deliver the best value requirements;*
 - ii. *a site where the net acreage was consistent with relevant space guidance in order that it could contain a school, as well as the open space, of sufficient size and appropriate shape to accommodate the peak forecast roll and an element of future expansion. The aspect ratio of the site should also be of suitable proportions to enable the design of the new school to create a building which was attractive and inspiring and would create a civic presence without being unduly constrained by the site;*
 - iii. *a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle, car and public transport. It should be located to minimise pupil travel distance and support the delivery of appropriate community facilities;*
 - iv. *a sufficient site area to accommodate all curricular, external learning, sports facilities and community engagement, therefore any site would be assessed having regard to the size of the site and its ability to accommodate the school, and not only its curricular activities but all extracurricular activities In accordance with current Fife Council priorities;*
 - v. *a site which was able to ensure that the building design could deliver full accessibility for all pupils, staff and the public, including appropriate vehicular access and car parking facilities;*
 - vi. *a site which could enable a design that would deliver a safe and secure environment, with ease of movement throughout the building and the site;*
 - vii. *the school should be available for occupancy within a reasonable timescale;*
 - viii. *a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council's capital resources."*
- 5.2.2 On 13 December 2016, the Executive Committee "noted that these criteria relate solely to the site characteristics and not to the detailed design of the new school building. Additionally, it was noted that these criteria relate to the Education Authority's requirement for a school.
- 5.2.3 The Executive Committee also recognised that application of the education criteria was insufficient to definitively identify a new site and that a range of technical, environmental and planning considerations should also impact on site selection. However, it was considered appropriate by the committee, that, before embarking upon any technical studies for any sites to be considered in the future, a two-stage process should be considered to limit the in-depth work required, by early elimination of any sites which do not match the base education criteria.
- 5.2.4 The Stage 2 assessment is primarily based on a SWOT analysis which examines the **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats applicable to each site. The purpose of this analysis is to build upon the earlier assessment based on the education criteria and critically explore the various technical issues that may arise

on each of the proposed or preferred sites. This promotes a comprehensive understanding of the site selection in a structured way, thus providing a firm foundation for determination of the preferred site in an easily understandable and transparent manner.

- 5.2.5 These assessments are carried out by the technical team within Property Services, as an integral part of their professional assessment of the different sites, by use of individual design disciplines. All of the individual issues raised are then subjected to peer review, by the whole technical team, to provide a summary SWOT Analysis.
- 5.2.6 The following is a breakdown of the process for site assessment and indicative timescale associated with each of the stages:

Stage 1 – 3 months minimum timescale

- Identification of potential sites
- Initial site assessment based on those educational criteria outlined in para 5.2.1. which can be assessed in advance of the detailed technical assessment
- Assessment supported by high level consideration of any significant issues
- Identification and elimination of those sites which did not satisfy the basic educational criteria and were not deemed worthy of further consideration.

Stage 2 – 3 months minimum timescale

- Detailed technical assessment of the remaining sites deemed worthy of further consideration
- Further consideration of any education criteria not capable of completion during Stage 1 due to lack of supporting evidence only established during the Stage 2 studies
- Further consideration of any other issues identified during the technical assessment

- 5.2.7 Any site selection process undertaken by Property Services would identify the best possible location of a new school and would identify any associated risks which could delay the build process.

5.3 **Planning Process & Design Process**

- 5.3.1 A detailed planning assessment would be required for each new build, major refurbishment, and undertaken as part of the planning application process. For new projects without any major complications, such as listed building consent, the planning and design process could each take about one year, with a small element of overlap depending upon the complexity of the project.

5.4 **Statutory Consultation Process**

- 5.4.1 The Education Service would be required to carry out a Statutory Consultation Process, in accordance with the Schools (Consultation) (Scotland) Act 2010, on any proposal to relocate an existing school to a new site or any proposal to create a new school. In terms of the Act, where site selection favours the redevelopment on the playing fields, a full statutory consultation is not required. It is only following a statutory consultation, and only where approval has been given by the relevant committee to proceed with a proposal, that the next stage of procurement can

progress.

5.4.2 The minimum timeline for a statutory consultation process is as follows:

Week 1	Report to Education & Children's Services Committee seeking permission to carry out Statutory Consultation
Week 2	Letter to Parents advising them of consultation start date
Week 3	Consultation Live (minimum period of 30 school days) or longer period if over school holidays
Week 9	Consultation Close
Week 10/11	Paper ready for Education Scotland
Week 15	Report from Education Scotland
Week 17	Prepare Consultation Report and Committee paper
Week 20	Report published 3 weeks prior to Education & Children's Services Committee
Week 23	Education & Children's Services Committee

5.4.3 There can be significant challenge in developing proposals which meet the aspirations of all communities and the Schools (Consultation) (Scotland) Act requirements. The specific areas for consideration are location of any new infrastructure and the changes that would be required to the existing catchment areas.

5.4.4 These challenges need to be considered in conjunction with the challenges associated with the creation of a completely new Secondary school. Additional capacity across the wider Dunfermline geographical area, for example, is required by 2021/22. However, the number of pupils, at this point, will be limited. Therefore, a distributive model, where additional capacity is provided to existing accommodation, could mean that accommodation is available only as and when required. This approach might provide a best value approach and be more acceptable in terms of the consultation process.

5.5 Construction Process

5.5.1 The construction process for a new high school is likely to be around 2 years from grounds works to handover and would be dependent upon the size of the new school.

5.5.2 For more complex projects, eg. Madras, the timescale for the entire process will be considerably longer.

5.5.3 It may be possible though to have a number of new build projects working in parallel with each other.

5.5.5 This would allow the design and project team to stagger the resources required to deliver such large scale projects, deliver the key stages of each project using existing staff resources and allow project staff to learn from previous new build projects and the ensure the results of Post Occupancy Evaluations (learner experiences) are included within the new designs, where applicable or practicable

5.5.6 For any future new build, where a new school will be built on the grounds of the existing playing fields, a statutory consultation process does not have to be undertaken. Any relocation proposal from one school site to another site, e.g. Madras College, an indicative timeline for the full process, based on a relocation proposal only, where there is minimal risk, is approximately 4 years from start to finish, where there are few complications or issues with each of the stages.

6.0 Conclusions

6.1 Whilst capital funding, of £50m, has been identified by Fife Council to support the procurement of new secondary schools, significant additional capital funding, from the Scottish Government, develop contributions and/or Fife Council will be required to replace the 5 schools identified.

6.2 To meet the aims identified by Fife Council, the Education Service, in conjunction with Property Services, has outlined the processes, and associated timelines, for implementation of changes to Secondary School infrastructure.

6.3 The overall, indicative summary timeline is as follows:

Indicative Timescale	Process
6 months minimum for site selection process	Cross service collaboration to carry out site selection process
6 months minimum for a Statutory Consultation Process	Statutory Consultation Process (includes submission of paper to committee, seeking approval to consult, 30 day minimum statutory consultation, 3 week HMI Education Scotland involvement and 3 week publication of Consultation Report, prior to committee decision)
12 months minimum design and planning process	12 month minimum period for the design and planning application process
2 year build process	Construction of a new school
School ready for new academic session in August	New school in operation

6.4 Detailed feasibility, site selection, planning, consultation and construction processes are being or will need to be undertaken by Property Services and the Education Service. The progress of and outcomes from these processes will be reported to committee for decisions, as appropriate.

List of Appendices

N/A

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Report on Attainment and Education Outcomes

Report by: Executive Director (Education & Children's Services)

Wards Affected: All

Purpose

The purpose of this paper is to inform the Education and Children's Services Committee of the outcomes achieved by pupils in Fife's schools, including outcomes for:

1. Health and Wellbeing
2. Attainment, including Literacy and Numeracy and Wider Achievement
3. Equity
4. Employability

The paper also provides an overview of the range of strategies being developed to ensure that the levels of pupils' attainment and achievement continue to increase.

Recommendation(s)

The Education and Children's Services Scrutiny Committee is asked to:

- (1) Note progress in raising levels of engagement, attainment and achievement
- (2) Comment on the approach being taken to further develop attainment

Resource Implications

There are no resource implications arising from this report.

Legal & Risk Implications

There are no direct legal implications arising from this report. The establishment of recent guidance at national level for the *Broad General Education* with regards to the criteria for 'achievement of a level', and the associated reporting with regards to this may have implications. There is a degree of risk with regards to a possible negative perception publicly, both locally and nationally of what, at face value, could be seen as Fife schools not attaining as well as schools in other areas of the country. This will become evident when figures for all authorities are published nationally in December 2018.

Impact Assessment

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

Consultation

No specific consultation was required for this report. The Directorate consults and communicates with schools on a regular and ongoing basis.

1.0 Background

- 1.1 It is our ambition for each child in Fife to enjoy a high quality education that encourages them to be the most successful they can be and provide them with a learning journey from 3 – 18 years which leads onto future opportunity. To achieve this, one of the areas we, collectively, must succeed in is to raise attainment consistently and, at all stages, for all our children and young people in Fife.
- 1.2 Specifically, in Fife, we know that there are more and more children growing up in poverty. Recent research highlights that children living in Scotland's most deprived areas are behind their peers in the development of key skills, being:
 - 6 – 13 months behind their peers in problem solving at age 5;
 - 11 – 18 months behind their peers in expressive vocabulary at age 5;
 - Generally, around two years behind their peers by age 15
- 1.3 Although the attainment of our most deprived young people is improving, we recognise that there is still work to be done within this area.
- 1.4 The *National Improvement Framework* (NIF) (updated for 2018) as well as the Delivery Plan, *Delivering Excellence and Equity in Scottish Education* (2016), reflect national priorities in this important area (see: <https://beta.gov.scot/publications/2018-national-improvement-framework-improvement-plan/>).
- 1.5 This report summarises achievements in Fife in attainment in 2017-2018. It also includes an overview of other educational outcomes and places these in context of future planning to implement developments for the National Improvement Framework.

The National Improvement Framework (NIF) highlights four broad areas of priority:

- Health and Wellbeing
- Attainment, including Literacy and Numeracy and Wider Achievement
- Equity
- Employability

The Education and Children's Services Directorate's priorities (Appendix 1) reflect these key national priorities, and the importance of GIRFEC (the national approach to Getting it Right for Every Child) and community empowerment in achieving improvement across these areas.

- 1.6 Raising attainment is a core Directorate priority. Factors known to help raise attainment include effective leadership, high quality learning and teaching, a positive ethos, effective tracking and monitoring of pupil progress and effective self-evaluation. These are areas that we as a Directorate are prioritising.

- 1.7 With this in mind, the Education and Children's Services Directorate is refocusing efforts to improve attainment outcomes for pupils. This includes a structured look, through our Quality Improvement processes, at pupil experience, achievement and progression in the Broad General Education phase and a focus on analysing attainment and raising attainment strategies.

In the senior phase, our raising attainment strategy is being further developed in consultation with Secondary Heads and senior officers. A key focus in secondary has been to continue to improve levels of Literacy and Numeracy and to further close the poverty related attainment gap.

Our newly formed *Strategic Governance Board* will also take an overview of attainment and achievement across all sectors. A workstream dedicated to looking at how we can further raise attainment is now in place.

- 1.8 The national drive to close the "Poverty-Related Attainment Gap" further supports the work of our schools in raising attainment. Across Fife, almost all primary and secondary schools are in receipt of additional monies through the *Pupil Equity Fund*, with nine of our schools also benefitting from being part of the *Scottish Attainment Challenge Schools Programme*. As result of this, schools are developing and implementing a range of strategies to target barriers to learning, identified for individuals and groups of pupils, within each school context.

- 1.9 The Directorate's attainment review process at school and local authority level ensures that we work closely with schools to drive improvement in attainment. This includes both support and challenge.

Attainment is reviewed at every level of the Directorate. Headteachers and staff have a key responsibility for securing improvement. At present, in Secondary schools, scrutiny meetings are being held between Headteachers and Officers to review attainment in SQA exams and to determine what further action is needed to bring about further improvement.

- 1.10 To support this work, each school produces an annual *Standards and Quality Report* which is a self-evaluation statement of progress, including attainment. This supports dialogue between the school and local authority in relation to attainment, progress towards national measures and next steps in the school's development.

- 1.11 The following sections of this paper provide an overview of the key educational outcomes for children and young people attending Fife's schools, in terms of outcomes for:

- Health and Wellbeing
- Stage-based attainment, including Literacy and Numeracy and Wider Attainment
- Equity (including closing the attainment gap)
- Employability

A further paper, outlining educational outcomes for school leavers will be presented, following the spring 2019 update of the Insight Tool, which will provide information regarding post-school destinations and the attainment of school leavers.

1.12 The aim of providing this holistic view of educational outcomes is two-fold:

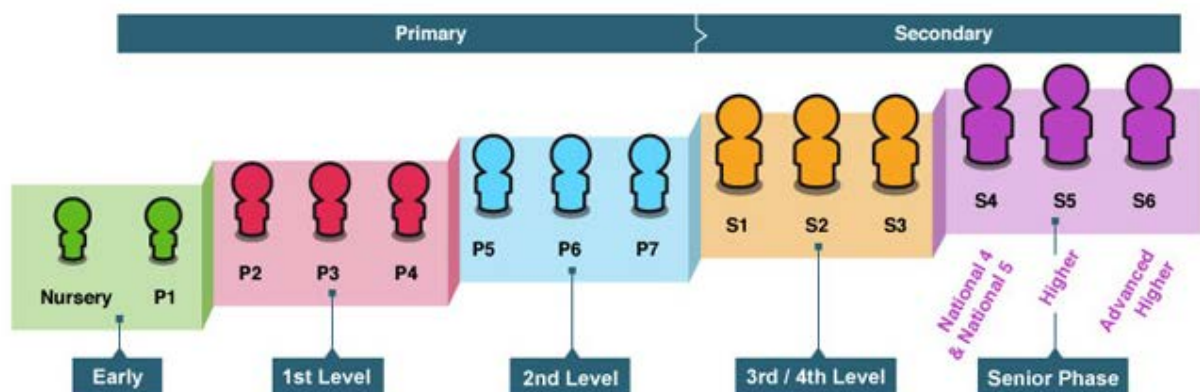
- To help Elected Members form a comprehensive overview of primary and secondary education and the ways in which it meets the needs of its learners.
- To show how Fife is meeting its legislative obligations, “to secure improvement in the quality of school education which is provided in the schools managed by them... with a view to raising standards of education.” Standards in Schools Act (2000).

Importantly, reporting by Head Teachers at Area Committee level also provides a mechanism for Fife Council in relation to this responsibility.

2.0 Current Position

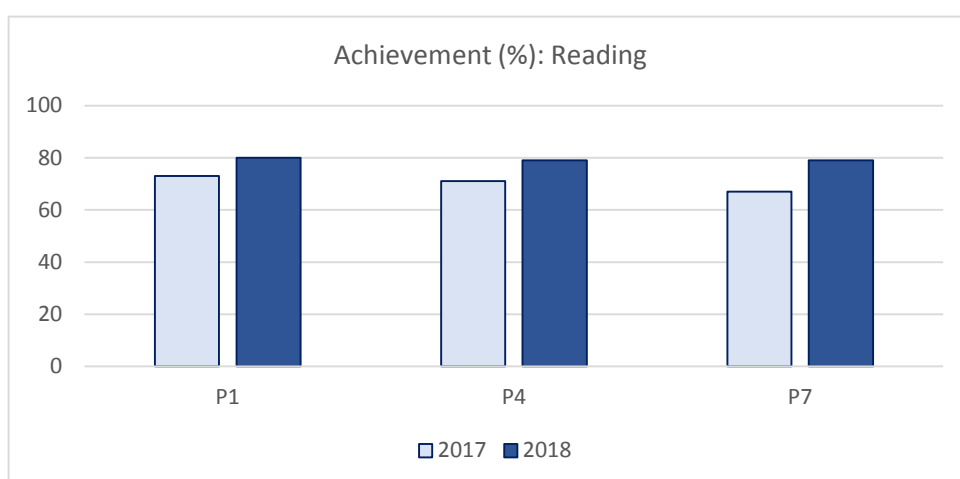
Attainment in Literacy and Numeracy

- 2.1 A key focus for Fife’s Education and Children’s Services Directorate is attainment in literacy and numeracy. Success in literacy and numeracy contributes to the successful development of core skills for life, learning and work. This focus on literacy and numeracy is supported by the Directorate’s Literacy Strategy and Numeracy Strategy and through the work of our *Pedagogy Team*.
- 2.2 Levels of attainment in literacy and numeracy in Fife have improved significantly in recent years as a result of Fife’s successful development of Curriculum for Excellence and implementation of our Literacy and Numeracy Strategies.
- 2.3 The expectation is that, nationally, most pupils should attain the expected level for their age and stage as set out within the Curriculum for Excellence document, Building the Curriculum 5, A Framework for Assessment (see: <https://www.education.gov.scot/Documents/btc5-framework.pdf>). Figure 1 shows an overview of the expected progression for most of our learners. Within primary education there is an expectation that, for most learners, early level is achievable by the end of Primary1, 1st level by the end of Primary 4 and 2nd level by the end of Primary 7. As we move through the Broad General Education and into Secondary Education Level 3 should be achieved by most learners by the end of S3. Not every child will be able to attain these expectations. This is something we accept and value.

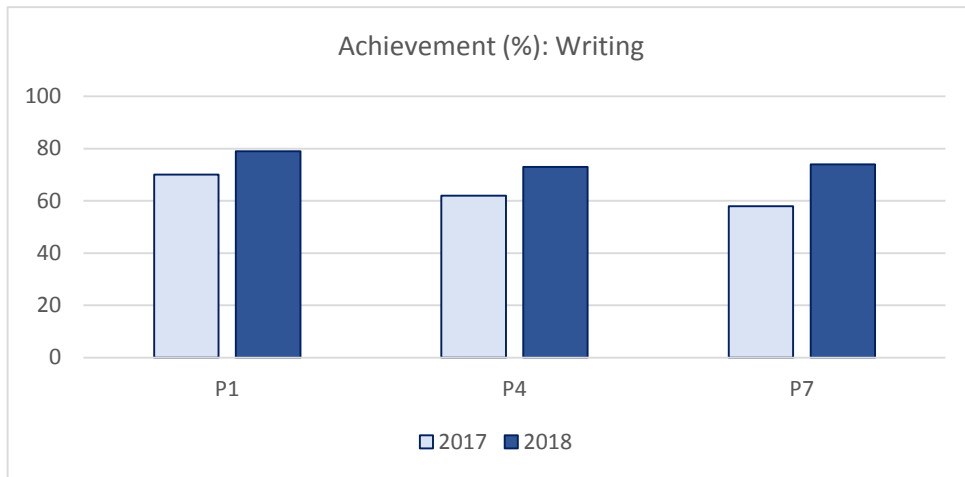


(Fig. 1)

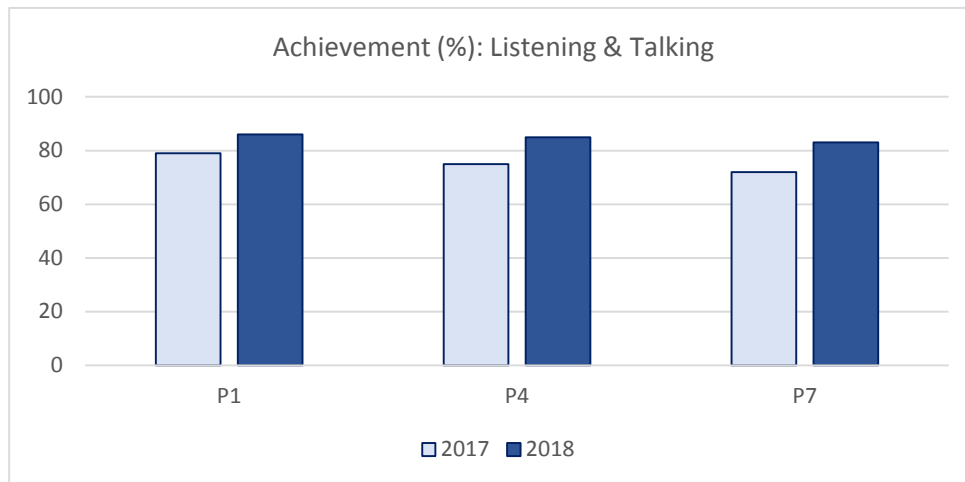
- 2.4 With the move from the previous 5-14 Curriculum to Curriculum for Excellence (CFE) within early 2000, there had been no collection of pupil CFE data at a national level or within most local authorities. Within Fife, we believed that it was essential to have a system that supported the monitoring and tracking of pupil attainment. We therefore decided to develop a system that supported our teachers and children. From 2008, therefore, Fife schools have tracked learners within a bespoke system that involved assessing pupils as working within the phases of “Developing, Consolidating and Securing” within each CFE level. This enabled schools to track the pace of learning for every learner through each level and support them in ensuring that there was appropriate pace and challenge.
- 2.5 In June 2016, guidance from Scottish Government advised that the terms “Developing, Consolidating and Secure” were no longer to be used and that a national system for the collection of pupil attainment data would be implemented. This resulted in a significant change in our approaches to assessment in Fife and to the system that is used by our schools. As a result of these changes, our attainment, particularly at the Primary stages, was seen to ‘drop’ last year.
- 2.6 Though a range of work is now being undertaken across Scotland, there remains little consistency across authorities as to how pupil attainment is being tracked, recorded and reported. As such, the data being presented nationally remains experimental until such time as there is confidence, nationally, with regards to the consistency and accuracy of this. Thus, when figures from all authorities are published in December 2018, it is important to bear this in mind.
- 2.7 For session 2017-2018, when comparing the data with regards to the percentage of pupils who have achieved the expected level for their age and stage, we can see that there has been a clear and significant increase in attainment in all areas within P1, 4 and 7. (Fig 2, 3, 4, 5) for pupils in our primary schools. The average increase was 10% across all stages and areas of attainment; the increase ranged from a 3% increase for numeracy in stage P1 to a 16% for Writing in stage P7.



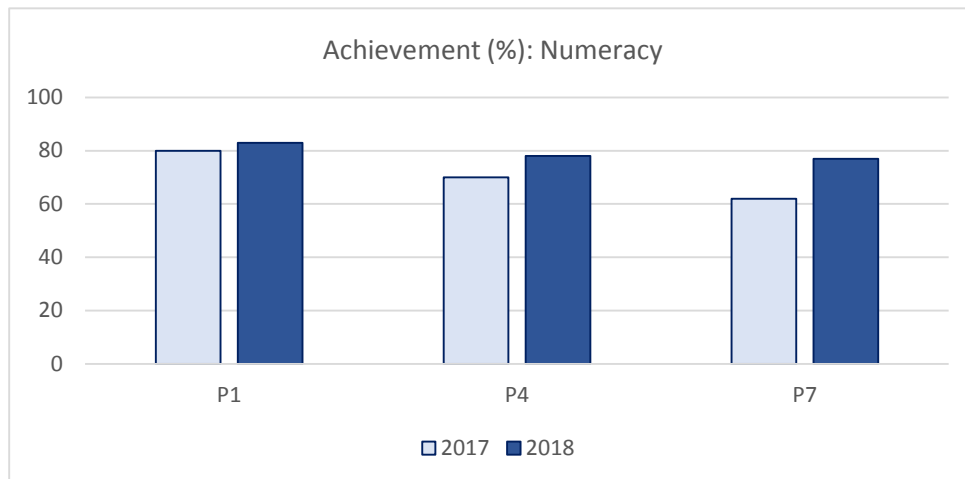
(Fig. 2)



(Fig. 3)

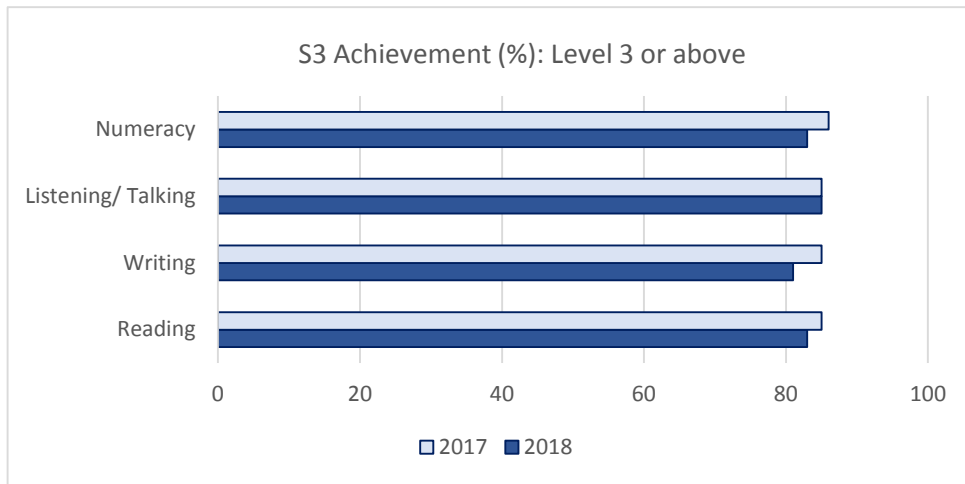


(Fig. 4)



(Fig. 5)

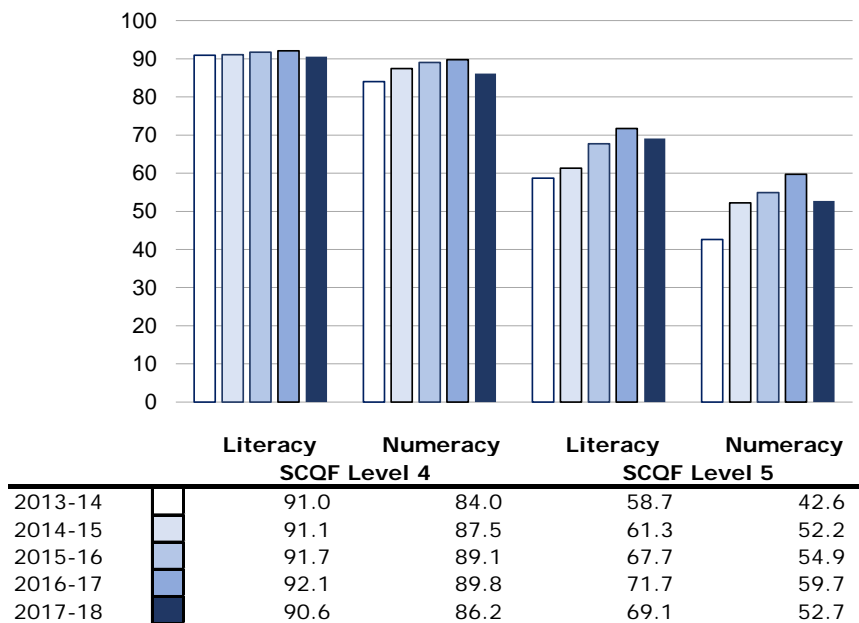
2.8 In the secondary sector (see figure 6) there was a slight decrease in 2017-18 in the proportion of pupils being declared as achieving level 3 for reading, writing and numeracy (a decrease of 2%); the proportion of children achieving level 3 for listening and talking remained the same.



(Fig. 6)

2.9 Outcomes for pupils in the senior phase stages S4 and S5 are shown below.

By the end of stage S4

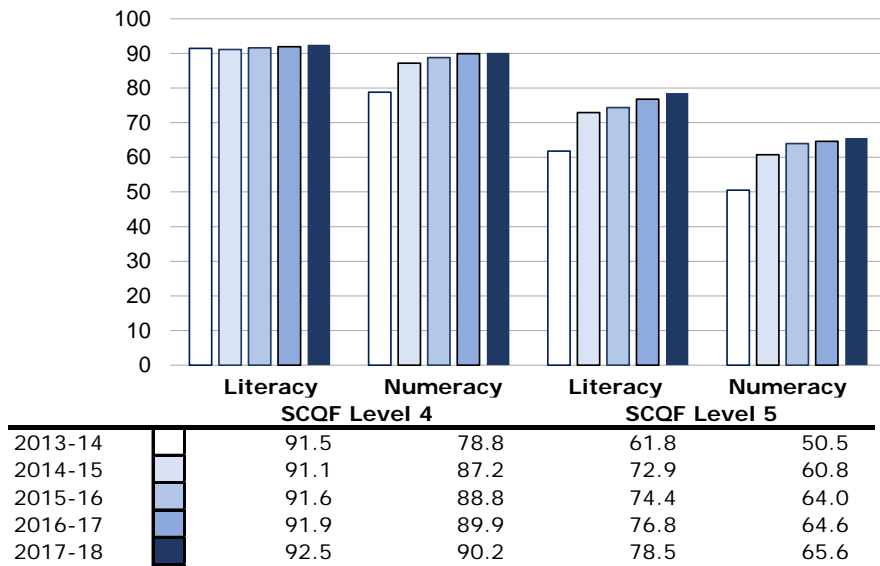


(Fig. 7)

Attainment for literacy at SCQF level 4 is relatively high, with more than 90% of pupils achieving a formal award at this level of attainment by the end of stage S4 (fig 7). Although attainment for numeracy is lower, there has been a steady improvement in the proportion of S5 pupils achieving this level of attainment by the end of S5; more than 90% of pupils achieved this level of attainment in numeracy in 2017-18 (fig 8).

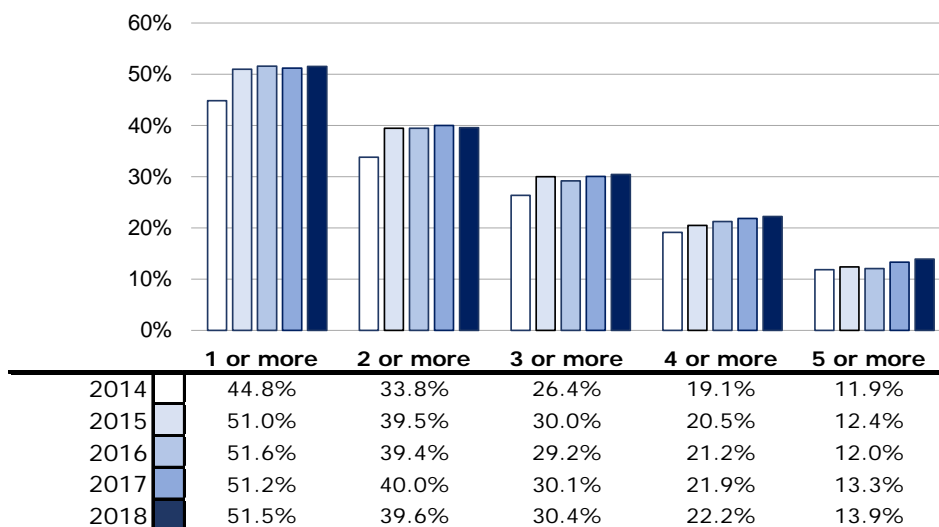
There was a fall in the proportion of pupils achieving awards at National 5 nationally this year, reflecting changes to national guidance on presentation and changes to National 5 examinations. This was reflected in outcomes for literacy and numeracy by the end of stage S4 at SCQF level 5 (fig 7). However, the proportion of young people achieving SCQF level 5 literacy and numeracy by the end of stage S5 continued to improve (fig 8).

By the end of stage S5



(Fig. 8)

Percentage of Pupils Achieving a pass at Higher by the end of S5



(Fig. 9)

The pattern of sustained improvement by the end of stage S5 was also evident in measures of wider attainment. The proportion of young people achieving at least one grade A-C pass at Higher by the end of stage S5 remains above 50%, well above the levels achieved under the 5-14 curriculum. An award at this level provides an opportunity for a young person to access a range of opportunities in continuing education, including a route to higher education via an HNC. There have also been sustained improvements in the proportion of young people achieving 3, 4 or 5 highs and able to access a range of opportunities in Higher Education directly.

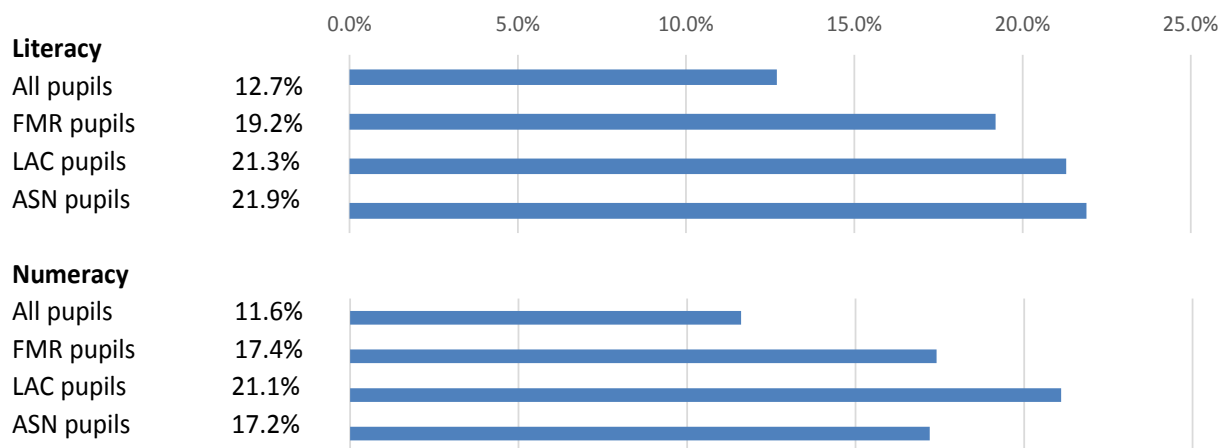
Closing the Gap in Attainment

2.10 There is evidence that Fife has made significant progress in closing the attainment gap for the key educational outcomes of literacy and numeracy over recent years.

This evidence shows that the attainment gap has been closed for: pupils registered for free school meals (FMR), looked after children (LAC), and pupils with additional support needs (ASN)

2.11 Monitoring and tracking the progress of learning within CfE has been at the heart of Fife’s approach to implementing Curriculum for Excellence (as noted in para 2.3). Fife’s previous approach to doing provided a measure of the progression in learning achieved by pupils across all stages of primary schooling. This showed a sustained improvement in attainment for all pupils over the period 2012 to 2017 (fig 10). Significantly, it also showed demonstrated that the improvements seen were greater for: pupils registered for free school meals (FMR), looked after children (LAC), and pupils with additional support needs (ASN) This clear evidence of a closing in the attainment gap has also been corroborated by a range of other evidence, including the CEM assessment previously undertaken in Fife schools.

Improvement between 2012 and 2017 in the proportion of children "on track" with expectations of CfE across stages P1 to P7



(Fig. 10)

A new approach was introduced in 2016-17 for monitoring and tracking (as set out in para 2.4). In addition, during 2017-18 Fife made the transition to using the Scottish National Standardised Assessments. As a result of these changes it is not possible to calculate the measures shown in figure 10 for 2018. Data from 2018 will be used as a baseline for measuring changes in the attainment gap in future years.

2.12 There is also evidence of a closing of the attainment gap for pupils in the senior phase, for aspects of literacy and numeracy. The table below (fig 11) compares the level of attainment for literacy and numeracy by the end of stage S5 for all pupils and for pupils living in SIMD deciles 1-3.

Attainment for literacy at SCQF level 4 has remained broadly constant over the past five years, with a relatively small attainment gap of approximately 5.5% between the outcomes achieved by those in SIMD deciles 1-3 and the cohort as a whole.

Attainment for numeracy at SCQF level 4 and for literacy and numeracy at SCQF level 5 have all seen significant improvements. However, the rate of improvement for pupils living in SIMD deciles 1-3 has been greater for numeracy at SCQF level 4 and for literacy at SCQF level 5, with the attainment gap closing by approximately 5% over the period for both measures.

Whilst there have been significant improvements in attainment for pupils living in SIMD deciles 1-3 for numeracy at SCQF level 5, there has yet to be any closing of the attainment gap. This remains a key priority for improvement for both the Education and Children’s Services Directorate and the South East Improvement Collaborative.

	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
All pupils				
2014	91.5	78.8	61.8	50.5
2018	92.5	90.2	78.5	65.6
Improvement	1.0	11.4	16.7	15.0
SIMD deciles 1-3				
2014	86.3	69.0	45.2	37.1
2018	86.9	85.5	66.3	49.2
Improvement	0.6	16.5	21.1	12.2

(Fig. 11)

2.13 Fife’s continued efforts with regards to developing leadership, pedagogy and breaking the cycle to reduce inequity in educational outcomes has focussed on addressing disadvantage and improving life chances for all. The work we have undertaken over the last 10 years is making a difference in literacy for the children living in what are identified as the most disadvantaged pupil groups. Literacy development in Fife is now recognised as best practice. Work done to improve Numeracy and Mathematics is also well received by our school leaders and has received national recognition. Work within our Early Years’ service continues to have positive impact on the lives of our young people over a number of sessions and this will continue to be built upon. Work being undertaken through interventions supported by the Scottish Attainment Challenge fund is beginning to show early signs of impact on many of our most vulnerable learners. This is a topic for a report to Committee later in the year.

Wider Achievement

- 2.14 The levels of success our children have in national examinations is important. However, there is more to public schooling and the development of our young people than examination results. Within each school, staff use a range of systems to track and monitor children’s broader successes and achievements. This helps to ensure that the needs of potentially vulnerable groups and individual children are understood and assists schools, working with partners as appropriate, to provide equity of access and opportunity for all learners
- 2.15 From feedback through the Education Scotland inspection process and from our own knowledge of school practice, we are aware that a number of our schools are raising awareness of the United Nations Convention of the Rights of the Child (UNCRC) through the Rights Respecting School Award scheme. This is a priority across schools in Fife.
- 2.16 Across schools, children are increasingly involved in school groups and take on a range of roles such as Prefects, House Captains, Junior Road Safety Officers and buddies to develop important skills. These include effective communication, team work and building confidence in their abilities to express their own views and listen to those of others.

- 2.17 Many pupils benefit from a range of after school clubs offered by schools and partners including sports clubs, outdoor activities, Eco clubs and a range of arts clubs. These are helping children to develop interests and social skills in different settings.
- 2.18 In all schools, learners are actively engaged in successful fundraising activities to support local, national and international causes, thus developing awareness of the lives of others and the support they can offer to help bring about change.
- 2.19 Many of our schools also participate in a range of awards programmes including, the John Muir Award, Natural Connections, Duke of Edinburgh, SQA Personal Achievement and Leadership Awards, Saltire Awards which recognise volunteering and Dynamic Youth Awards. Our Catholic schools engage with the Mini Vinnies, an award focussed on work within the local community. For a second year we have a number of schools engaging with First Chances (primary) in collaboration with St Andrews University. This allows children to develop their skills, motivation and self-esteem. Each year, pupils follow a specially-designed programme, culminating in an annual residential summer school at the University.

Young people often continue these connections through the St Andrew's University REACH programme and The Sutton Trust Summer School. Our schools have a number of connections with Fife College and a number of different universities to provide young people with a range of experiences.

- 2.20 In some instances, schools have been particularly successful in local and national awards, with Fife schools winning a range of awards, such as:
- The 'Social Enterprise in Education' award from The Social Enterprise Academy (Duloch Primary School)
 - Social Enterprise Start Up Award (Masterton Primary School)
 - The Digital Schools Award (Tulliallan Primary School)
 - Gold School Sport Scotland Award (North Queensferry and Inverkeithing Primary Schools)
 - Enterprise Award (Dairsie Primary School)

Health and Wellbeing Outcomes

- 2.21 It is acknowledged nationally that improved measures are needed to support the identification of future improvements in health and wellbeing for children and young people. A new national Health and Wellbeing Survey is being developed to meet this need.
- 2.22 Another important source of evidence about wellbeing comes from the perception measures, which provide an insight into the child's view of Fife schools.
- 2.23 The Education and Children's Services Directorate undertakes the Pupilwise and Parentwise surveys every two years. These ask for pupil and parent views across a range of questions, covering all aspects of wellbeing. These surveys were undertaken last session and reported to the Education and Children's Services Committee on 22 May 2018. Generally, the findings showed a high level of positive responses to questions relating to all aspects of child wellbeing. However, there were particular areas identified by children and young people as areas for improvement. These included support for their emotional wellbeing. This was also

highlighted as an issue across the South East Improvement Collaborative and has been adopted by SEIC as an additional priority for improvement in the updated SEIC improvement plan. A new workstream has been included within the updated SEIC Improvement Plan. This workstream is to be developed and led by a group including children and young people.

Employability Outcomes

- 2.24 In order to take forward employability knowledge and skills within the primary sector, Early years centres and primary schools are integrating *Developing the Young Workforce* (DYW) within their planned curriculum and are working towards implementation of ‘*The Careers Education Standard 3-18, Developing the Young Workforce*’.
- 2.25 Developing the Young Workforce /Skills for learning, life and work are integrated across children’s experiences with the focus being on developing skills, knowledge and concepts. Across Fife, we are promoting enterprise and enterprising approaches within every classroom. This encompasses enterprising approaches to learning and teaching which ensures all children develop a ‘Can Do’ attitude’. This includes entrepreneurial experiences. This work is being reflected within feedback from inspections:

“Staff and parents have high aspirations for their children. This is reflected in the strong focus across the curriculum on Developing the Young Workforce.”

Dalgety Bay PS

- 2.26 The ‘Participation Measure’ report for Fife published in August is an annual update on the number of young people aged sixteen to nineteen in learning, training or work and at over 90% reflects a 1% increase from 2017.
- 2.27 The School Leaver Destination Report for Fife provides details on where young people are on the October (Initial) after they leave school and the following April (Follow Up).

Year	Positive Destinations Initial	Positive Destinations Follow Up
16/17	92.7%	90.9%

The above figures represent a 2.9% increase in young people in a positive destination from 2012/13.

- 2.28 In addition, we are taking a robust approach to developing money/financial education, STEM (Science, Technology, Engineering and Mathematics) learning, sustainable education and work experience through engagement in social enterprise in partnership with Skills Development Scotland. We now have in place a well-established STEM strategy in conjunction with Fife College with key performance targets for schools set by Scottish Government.
- 2.29 Almost all schools have collated a register of parental occupations and are taking the opportunity to involve parents in supporting their Developing the Young Workforce programmes.

- 2.30 Work is ongoing across schools with Skills Development Scotland to support primary schools to use 'My World of Work' ('My WOW'). Currently the majority of children in primary school are experiencing 'My WOW' in school.
- 2.31 In secondary schools DYW is well established as an integral part of the curriculum. We are working very closely with Fife college to further promote this initiative and to present 'Apprenticeships' as part of the curriculum on offer to our young people. We have a significant investment in the 'Foundation Apprenticeship' programme. At the start of the session we appointed a DYW Coordinator in each secondary to work develop the curriculum and to work in partnership with business and industry
- 2.32 In the secondary sector Skills Development Scotland staff are based in schools and help to deliver Career Management Skills and the Careers Education Standard. Skills Development Scotland staff directly support young people in a number of ways, including targeted group work and individual interviews.
- 2.33 All Early Learning Centres and schools in Fife are working to implement the Careers Education Standard and develop flexible pathways to ensure that Developing the Young Workforce is a key driver within their curriculum.

3.0 Conclusion

- 3.1 The challenge set out in national and international policy initiatives to raise attainment for all learners is welcomed, in light of the need for more learners to gain higher levels of attainment so that they can compete and flourish in today's job market.
- 3.2 The overall attainment in Fife schools in Curriculum for Excellence in the primary sector has improved in all measures in school session 2017/18.

There have also been continued improvements in attainment by the end of stage S5 within the senior phase. Educational outcomes for school leavers continue to be the main focus for the senior phase. A further report will be brought to the Education and Children's Services Committee summarising these outcomes once data is available for school leavers in March 2019.

- 3.3 Over the past 6 years we have incrementally raised attainment, though we are ambitious to make a bigger difference. Fife has identified long term, medium term and short term strategies, including rtnerships, which aim to raise attainment even further. The success of these strategies will depend upon everyone at every level having the ambition and desire to raise attainment for our young people.
- 3.4 In line with the National Improvement Framework, significant progress is being made in Fife, with the development of a curriculum that meets the needs of all learners – based firmly on the development of personal skills, employability skills and the key skills of literacy and numeracy. This continuing work will ensure Fife is well placed to see further improvement in future years. The work of the Pedagogy Team and the additional funding through the Pupil Equity Fund will continue to drive these developments, with an explicit focus on how this can lead to improved attainment.
- 3.5 The success of our schools in developing and delivering successful programmes of learning which meet the needs of young people have been the result of a great deal

of hard work and collective effort from practitioners. Work within and across our clusters of schools, has both supported and challenged our Head Teachers to develop appropriate learning pathways, moderation of high quality learning, teaching and assessment and targeted interventions for learners.

- 3.6 The national publication, How Good Is Our School (HGIOS) 4, is used both by schools and practitioners, involves a much greater challenge for schools, through more stringent application of national standards and increased expectations. As such, our Quality Improvement systems and collaborative improvement approaches, including Learning Partnerships, will continue to focus on improving attainment and closely connect this to improvement planning and review processes within schools.

Background Papers

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

Fife Children's Services Plan 2017-20

Education & Children's Services Directorate Improvement Plan 2017-20, Updated September 2018 - as presented at Education & Children's Services Committee 28 August 2018 (<http://fish.fife/fish/uploadfiles/Publications/PDF%20-%20ECS%20280818.pdf> - pp.150-181)

South East Improvement Collaborative Regional Improvement Plan, Phase 2 September 2018

Building the Curriculum 5, A Framework for Assessment
(<https://www.education.gov.scot/Documents/btc5-framework.pdf>)

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6th November 2018

Agenda Item No 11

Education & Children's Services Directorate

Revenue Budget 2018-19 Projected Outturn

Report by:

Carrie Lindsay, Executive Director Education and Children's Services
Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on the forecast financial position for the 2018/19 financial year, for the areas in scope of the Education and Children's Services Committee.

Recommendation(s)

Members are asked to:

- a. consider the current financial performance and activity as detailed in this report;
- b. note that officers will continue to manage the budget whilst ensuring that the risks associated with Looked After Children are appropriately managed;
- c. note that the Education and Children's Services Directorate continues to implement the Strategy approved by the Executive Committee on 13 January 2015, to reduce the reliance on purchased care placements and increase the number of children who can safely be looked after at home or in kinship care.

Resource Implications

The Directorate remains committed to managing the budget and developing and implementing the strategy to address the demographic pressures on the budget.

Legal & Risk Implications

The Directorate requires to discharge its duty as Corporate Parent to all Looked After Children and to support their families accordingly. It is committed to proactive management of the budget to reduce the level of care placements whilst managing the risk to individuals.

Impact Assessment

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

Consultation

None

1.0 Introduction

- 1.1 The purpose of this report is to advise Members of the projected outturn for the Education and Children's Services Directorate (excluding Criminal Justice), for the 2018-19 Revenue Budget, and to highlight the major variances as at August 2018. This is the second monitoring report to the Strategic Committee for the 2018-19 financial year.

2.0 Major Variances

2.1 Education and Children's Services 2018-19 Projected Outturn

- 2.1.1 The projected overspend, for this financial year, for Education and Children's Services (excluding Criminal Justice) is £0.114m. A summary of the 2018-19 projected out-turn is detailed in Appendices 1-4. This shows projected expenditure against budget across the service headings within the Directorate. 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.

2.2 Education Service

- 2.2.1 DSM Budget: - projected underspend (£2.636m)

Under the Devolved School Management Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. The Scheme also recognises that schools require some flexibility to manage resource between financial years and to assist in meeting this a carry forward of under / over spend of up to 2.5% of service managed budget is allowed. Schools carried forward £3.342m into 2018-19 under this provision.

- 2.2.2 The provisional outturn currently reflects the impact of this carry forward reduced for the amount of approved budget savings, which are to be applied to the DSM in the current year. This is currently a high level projection as schools' budgets will be adjusted in due course to reflect the impact of school rolls from August 2018, and the budget required for teaching staff in post.

- 2.2.3 In addition to the core DSM budget, the schools' Pupil Equity Fund (PEF) has also been added to their devolved budgets. Any unspent PEF at 31 March was carried forward for schools, and in addition schools' allocations for 2018-19 have also been applied to budgets. These amounts are £4.014m, and £10.101m respectively. As PEF is a ring fenced funding source it has no impact on the variance within the service, as any under (or over) spends are carried forward.

- 2.2.4 Non DSM/Childcare: - projected overspend £0.436m, movement (£0.650m)
- 2.2.5 The projected overspend mainly relates to the cost of maternity pay and long term absence, and overspends of £2.056m and £0.578m 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. The overspends are reduced by projected underspends in Early Years of £0.710m due to staff recruitment lead in times and delayed EY projects, and in Special Education of £0.928m in respect of projected underspends on staffing costs across the service due to turnover and recruitment lead in times.
- 2.3 Children and Families Service – projected overspend £2.314m, movement (£0.475m)
- 2.3.1 The projected position for the service reflects a current projected overspend for Children and Families Service due an increase in the number of care placements since March 2018. The projected overspend on placement costs is £2.149m, and there were 356 placements at 31 August, compared to 331 at the end of March. This includes a significant number of young people remaining in care through Continuing Care legislation. Placement levels are carefully monitored by the service, and these monitoring arrangements include consideration of potential placement end dates, which are updated and included in the projections as these are known. However, it should be noted that the overarching aim is to ensure that children are appropriately safeguarded, and therefore there is a risk that placement levels will fluctuate. Further work is being done in this area to ensure alternative arrangements are put in place wherever possible and where it is in the best interest of the children involved.
- 2.3.2 In terms of the new provisions around Continuing Care, the service is required to provide care arrangements for children who previously would have vacated placements as they reached the age of leaving formal care. Continuing Care is a positive development which provides continuity of support to children. However, to meet this commitment, 33 placements across both purchased and in-house foster care are being retained to provide continuing care arrangements. This has created an additional funding demand for the service, and also means that these care settings are not available to accommodate new placements. The pressures around the funding of Continuing Care are being highlighted to the Scottish Government via COSLA, and the expectation is that this will form part of the discussions around the forthcoming Scottish Budget.
- 2.3.3 The movement since the last report is due to a reduction in the projected cost of purchased placements of £0.888m, offset by an increase in anticipated staff cost of £0.425m as a result of updated projections in terms of staff recruitment. The service continues to implement the Children and Families Strategy, and is committed to reducing the reliance on high cost care

placements through early intervention and support to children and their families.

3.0 Savings

3.1 Revenue Budget Savings 2018-19

3.1.1 The combined savings target, as approved in the 2018-21 budget process and earlier budget processes for the Directorate (excluding Criminal Justice), for this financial year is £4.820m. An indication of the forecast achievement of savings is attached at Appendix 5. Savings anticipated to be achieved are indicated by a green RAG status coding. Those indicated amber are where the saving is currently expected to be achieved in part or where evidence of achievement of the saving through future revenue monitoring is required before the saving can be flagged as green.

3.1.2 Savings flagged as red in Appendix 5 require significant work to be undertaken before these savings can be achieved. Additional information in relation to the savings where there is currently a variance are included below:-

- Acceleration of savings : Children and Families – the significant early success of the Children and Families Strategy indicated that additional savings could be achieved, however, recent pressure on child placement numbers have led to an increase in purchased placement costs
- Reshaping the Service for Children affected by Disability – work is ongoing, RAG status will be updated as achievement is evidence via future monitors
- Income targets – officers are continuing to develop proposals to generate income from these sources and the RAG status will be updated as income is received
- Professional Development - delay in implementation as this will be embedded into budgets as part of a wider review of staffing to be undertaken
- Joined Up Support for Families : Family Work and Third Sector – part of this saving related to reductions in voluntary sector funding, and the shortfall is due mainly to the committee decision to limit the reduction in support to 1%.

4.0 Conclusions

- 4.1 The projected outturn for the Education and Children's Services Directorate Revenue Budget (excluding Criminal Justice) for 2018-19 is a projected overspend of £0.114m. The dominant factors within the projection are the projected overspend in respect of long term absence and maternity leave within Education, and the increased pressure on child placements and continuing care within Children and Families. These are partly offset by the projected underspend within DSM, and within Early Years and Special Education, due to delays in commencing projects or recruitment lead in times.

List of Appendices

1. Education and Children's Services Revenue Monitor 2018-19
2. Educational Services – Devolved Revenue Monitor 2018-19
3. Educational Services – Non Devolved Revenue Monitor 2018-19
4. Children and Families Service excluding Criminal Justice Revenue Monitor 2018-19
5. Savings Tracker 2018-19

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BUDGET MONITORING REPORT SUMMARY
2018-19
EDUCATION & CHILDREN'S SERVICES

Appendix 1

SERVICE	CURRENT	FORECAST	FORECASTED	FORECASTED	PREVIOUS	MOVEMENT
	BUDGET 2018-19 £m	2018-19 £m	VARIANCE £m	VARIANCE %	REPORTED VARIANCE £m	FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	354.783	354.897	0.114	0.03%	1.240	(1.126)
ANALYSIS OF SERVICE MANAGED BUDGET						
EDUCATIONAL SERVICES - DEVOLVED	185.949	183.314	(2.636)	-1.42%	(2.635)	(0.001)
EDUCATIONAL SERVICES - NON DEVOLVED	103.809	104.245	0.436	0.42%	1.085	(0.650)
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	65.025	67.339	2.314	3.56%	2.789	(0.475)
EDUCATION & CHILDREN'S SERVICES	354.783	354.897	0.114	0.03%	1.240	(1.126)

**BUDGET MONITORING REPORT SUMMARY
2018-19**

Appendix 2

EDUCATIONAL SERVICES - DEVOLVED

SERVICE	CURRENT	FORECAST 2018-	FORECASTED	FORECASTED	PREVIOUS	MOVEMENT
	BUDGET 2018-19	19	VARIANCE	VARIANCE	REPORTED	FROM
	£m	£m	£m	%	£m	PREVIOUS
						REPORTED
						VARIANCE
						£m
SERVICE MANAGED NET BUDGET	185.949	183.314	(2.636)	-1.42%	(2.635)	(0.001)
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	89.237	87.863	(1.374)	-1.54%	(1.374)	(0.000)
SECONDARY EDUCATION	89.068	88.208	(0.859)	-0.96%	(0.859)	(0.001)
NURSERY EDUCATION	3.708	3.520	(0.188)	-5.07%	(0.188)	0.000
SPECIAL EDUCATION	3.896	3.682	(0.214)	-5.49%	(0.214)	0.000
AREA GROUPS	0.041	0.041	0.000	0.00%	0.000	0.000
EDUCATIONAL SERVICES - DEVOLVED	185.949	183.314	(2.636)	-1.42%	(2.635)	(0.001)

**BUDGET MONITORING REPORT SUMMARY
2018-19
EDUCATIONAL SERVICES - NON DEVOLVED**

Appendix 3

SERVICE	CURRENT BUDGET 2018- 19 £m	FORECAST 2018-19 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	103.809	104.245	0.436	0.42%	1.085	(0.650)
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	21.393	21.884	0.492	2.30%	0.814	(0.322)
SECONDARY EDUCATION	20.285	21.272	0.987	4.87%	1.571	(0.584)
NURSERY EDUCATION	24.475	24.727	0.252	1.03%	(0.877)	1.129
SPECIAL EDUCATION	28.976	28.048	(0.928)	-3.20%	(0.360)	(0.568)
AREA GROUPS	0.570	0.562	(0.008)	-1.34%	0.064	(0.072)
EDUCATION ADMINISTRATION	2.687	2.507	(0.180)	-6.70%	(0.133)	(0.047)
STAFF DEVELOPMENT	0.280	0.158	(0.122)	-43.72%	(0.117)	(0.005)
FIFE MUSIC SERVICE	1.466	1.494	0.028	1.94%	0.080	(0.052)
SUPPORT SERVICES	1.659	1.679	0.020	1.22%	(0.014)	0.034
GENERAL EDUCATION	0.336	0.319	(0.017)	-5.12%	0.214	(0.231)
CHILDCARE	1.682	1.594	(0.089)	-5.27%	(0.156)	0.067
EDUCATIONAL SERVICES - NON DEVOLVED	103.809	104.245	0.436	0.42%	1.085	(0.650)

BUDGET MONITORING REPORT SUMMARY

2018-19

CHILDREN AND FAMILIES excl CRIMINAL JUSTICE

Appendix 4

SERVICE	CURRENT	FORECAST	FORECASTED	FORECASTED	PREVIOUS	MOVEMENT
	BUDGET 2018-19 £m	2018-19 £m	VARIANCE £m	VARIANCE %	REPORTED VARIANCE £m	FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	65.025	67.339	2.314	3.56%	2.789	(0.475)
ANALYSIS OF SERVICE MANAGED BUDGET						
C & F WEST	3.726	3.682	(0.044)	-1.19%	(0.068)	0.024
C & F EAST	4.731	4.767	0.036	0.76%	(0.289)	0.325
C & F FIFE WIDE	41.733	44.024	2.291	5.49%	3.020	(0.729)
C & F RESIDENTIAL	3.339	3.522	0.183	5.47%	0.065	0.118
C & F FAMILY PLACEMENT	9.635	9.364	(0.270)	-2.81%	(0.108)	(0.163)
CHILDREN & FAMILIES SENIOR MANAGER	1.860	1.979	0.119	6.42%	0.169	(0.050)
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	65.025	67.339	2.314	3.56%	2.789	(0.475)

FIFE COUNCIL
TRACKING APPROVED 2018-19 SAVINGS
EDUCATION AND CHILDREN'S SERVICES COMMITTEE
AUGUST 2018

Area	Approved Budget Year	Title of Savings Proposal	Savings Target £m	Overall Forecast £m	(Under)/over £m	Rag Status
Children & Families / Criminal Justice	2017-20	Acceleration of savings	0.500	0.000	(0.500)	Red
Children & Families / Criminal Justice	2018-21	Reshaping the Children affected by Disability	0.100	0.000	(0.100)	Red
Educational Services	2017-20	Income Targets	0.070	0.000	(0.070)	Red
Educational Services	2018-21	Professional Development	0.200	0.000	(0.200)	Red
Educational Services	2018-21	Develop Cluster Model	0.100	0.060	(0.040)	Amber
Educational Services	2018-21	Develop Peripatetic Model	0.130	0.100	(0.030)	Amber
Educational Services	2018-21	Joined up Support : Family Work/Third Sector	0.700	0.350	(0.350)	Amber
Educational Services	2018-21	Reivew of Business Manager Role	0.150	0.038	(0.112)	Amber
Children & Families / Criminal Justice	2017-20	Approved savings on track to be achieved	0.028	0.028	0.000	Green
Children & Families / Criminal Justice	2016-19	Approved savings on track to be achieved	0.007	0.007	0.000	Green
Educational Services	2017-20	Approved savings on track to be achieved	0.057	0.057	0.000	Green
Educational Services	2018-21	Approved savings on track to be achieved	2.715	2.715	0.000	Green
Educational Services	2016-19	Approved savings on track to be achieved	0.063	0.063	0.000	Green
Grand Total			4.820	3.418	(1.402)	

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	Overall Forecast £m	(Under)/over £m
Green	2.870	2.870	0.000
Amber	1.080	0.548	(0.532)
Red	0.870	0.000	(0.870)
Total	4.820	3.418	(1.402)

Date 6th November 2018

Agenda Item No 12

Education and Children's Services Directorate Capital Investment Plan 2018-2019: Progress Report

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

Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

This report provides members with information on the overall progress of the Education and Children's Services Directorate's capital programme for the current financial year 2018-19, as well as informing members of progress on our major projects.

Recommendation(s)

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 June 2018.

Resource Implications

There are no direct resource implications. The Directorate is projecting an outturn of £14.750m in the current financial year.

Legal & Risk Implications

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 2018-19 and the programme re-profiled over future years.

Impact Assessment

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

Consultation

Not Applicable.

1.0 Background

- 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 providing an update on projects under individual headings within the capital plan.
- 1.2 This report focuses on one year; the outturn is currently projected at £14.750m which is a variance of £4.527m from budget.
- 1.3 Appendix 1 provides the cost detail on individual projects within the capital plan where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the projected final outturn for Education and Children's Services for the year 2018-19.

2.0 Issues and Options

2.1 Key Issues / Risks

- 2.2 Within the Madras College project work has recently commenced on the new access road, and this work has triggered a payment to St Andrews University, as defined within the Option Agreement. The projected outturn for the current year reflects this payment, but the cost is partly offset as the project is running behind programme. The net result of these factors is a projected overspend of £1.081m in the current year on Madras. This overspend will be managed in future years once the project is fully designed and on site.
- 2.3 Within the investment themes there is slippage of £0.483m against the theme Under One Roof. This is due to delays in starting on site for projects which are supporting the nursery programme at Hill of Beath and Capshard primary schools. The Early Years and Childcare theme is currently projecting slippage of £3.771m. It is anticipated that this will be resolved as projects are progressed and work commences on site next financial year.
- 2.4 The new theme Nurseries and Primaries Pressures has a variance of £0.450m in the current year. This is slippage due to delays in ascertaining the requirements and scope of projects at Touch, Masterton and Kinghorn primary schools. The design work is now well underway and all 3 projects work will commence on site next year.

2.5 Major Projects

- 2.6 Appendix 1 provides a summary of the projected outturn for the major projects within the Education and Children's Services Capital Plan. The majority of these projects are now complete with only the new Madras College showing significant remaining spend.

2.7 Potential Risks and Actions

- 2.8 Within Early Learning and Childcare, the funding per the agreement between the Scottish Government and COSLA has now been added to the capital plan under the Early Learning and Childcare Theme. This is a significant area of investment and

will require careful monitoring and review to ensure that projects undertaken are managed within the funding available.

3.0 Financial Performance

- 3.1 Appendix 2 details the projected outturn for 2018/19 against the main projects and Investment Themes. All the themes across the plan are shown currently on programme due to the recent re-phasing exercise.

4.0 Conclusions

- 4.1 The projected outturn position for the capital programme for Education and Children's Services Directorate is currently £14.750m, which reflects projected slippage within the current year of £4.527m.
- 4.2 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 current financial slippage of projects within the plan.

List of Appendices

1. Project Cost Monitor – Major Projects
2. Capital Plan 2018-19 Forecast Expenditure

Background Papers

Not applicable

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EDUCATION & CHILDREN'S SERVICES COMMITTEE

CAPITAL PROJECT	SERVICE	ACTUAL SPEND TO DATE £m	REMAINING SPEND PROJECTION £m	TOTAL PROJECTED OUTTURN £m	TOTAL PROJECTED BUDGET £m	VARIANCE £m	VARIANCE %
Dunfermline HS New Build	E&CS	39.020	0.040	39.060	39.060	0.000	0.00%
Windmill Community Campus	E&CS	26.739	0.053	26.792	26.792	0.000	0.00%
Levenmouth School	E&CS	6.509	0.047	6.556	6.556	0.000	0.00%
Waid Academy	E&CS	23.676	0.252	23.928	23.928	0.000	0.00%
Madras College	E&CS	0.894	49.025	49.920	49.920	0.000	0.00%
Rimbleton Home Reprovision	E&CS	0.241	1.153	1.394	1.394	0.000	0.00%
Education & Children's Services		97.079	50.571	147.650	147.650	0.000	0.00%

CAPITAL PLAN 2018-19 FORECAST EXPENDITURE

APPENDIX 2

EDUCATION & CHILDREN'S SERVICES COMMITTEE

CAPITAL PROJECT	CURRENT BUDGET 18-19 £m	PROJECTED OUTTURN £m	PROJECTED VARIANCE £m	PROJECTED OUTTURN AS A % OF PLAN	2019-28 APPROVED CAPITAL PLAN £m
BUILDING FIFE'S FUTURE					
TO BE PROGRAMMED	0.000	0.000	0.000	0.0%	52.400
AUCHMUTY HS NEW BUILD	0.025	0.000	(0.025)	0.0%	0.000
LEVENMOUTH ACADEMY	0.047	0.012	(0.035)	25.8%	0.000
MADRAS COLLEGE NEW BUILD	2.419	3.500	1.081	144.7%	46.606
WAID ACADEMY CAPITAL CONTRIBUTION	0.267	0.314	0.047	117.6%	0.000
WINDMILL COMMUNITY CAMPUS	0.053	0.003	(0.050)	5.7%	0.000
CARNEGIE PS - EXTENSION	0.027	(0.000)	(0.027)	(0.1%)	0.000
MADRAS COLLEGE REFURBISHMENT WORKS	0.398	0.160	(0.238)	40.2%	0.000
TOTAL BUILDING FIFE'S FUTURE	3.275	4.029	0.754	123.0%	99.006
INVESTMENT THEMES					
ACCESSIBILITY PROGRAMME	0.601	0.625	0.024	104.0%	2.289
CURRICULUM ENHANCEMENTS	0.233	0.212	(0.021)	90.8%	1.702
FIRE PROGRAMME	0.888	0.836	(0.052)	94.1%	2.367
ICT PROGRAMME	0.678	0.678	0.000	100.0%	2.466
UNDER ONE ROOF	2.148	1.665	(0.483)	77.5%	5.078
SAFER SCHOOLS	0.164	0.175	0.011	106.9%	0.737
WIND & WATERTIGHT	0.743	0.701	(0.042)	94.3%	2.010
DEVELOPER CONTRIBUTIONS	0.411	0.009	(0.402)	2.2%	0.000
EDUCATION ENVIRONMENTAL IMPROVEMENTS	0.564	0.557	(0.006)	98.9%	1.959
EARLY YEARS	0.181	0.184	0.004	102.0%	4.552
SUSTAINABLE SCHOOL ESTATES	0.000	0.008	0.008	0.0%	0.187
EARLY LEARNING AND CHILDCARE	8.197	4.426	(3.771)	54.0%	17.300
NURSERIES AND PRIMARIES PRESSURES	0.500	0.050	(0.450)	10.0%	4.500
TOTAL INVESTMENT THEMES	15.308	10.127	(5.180)	66.2%	45.147
CHILDREN'S SERVICES					
LOOKED AFER CHILDREN HOMES REPROVISION	0.500	0.500	0.000	100.0%	0.653
LOOKED AFTER CHILDREN	0.195	0.094	(0.101)	48.2%	0.000
TOTAL CHILDREN'S SERVICES	0.695	0.594	(0.101)	85.5%	0.653
TOTAL EDUCATION & CHILDREN'S SERVICES	19.277	14.750	(4.527)	76.5%	144.806

Meeting Date 6 November 2018

Agenda Item No. 13

South East Improvement Collaborative Plan, Phase 2

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

Wards Affected: All

Purpose

This report outlines the requirement for a plan for the South East Improvement Collaborative as outlined in the joint agreement between COSLA, SOLACE, ADES and Scottish Government. Phase 2 of the plan is attached as Appendix 1.

Recommendation(s)

It is recommended that the Education and Children's Services Committee:-

- (a) Endorse the South East Improvement Collaborative Plan (Phase 2).
- (b) Comment on the South East Improvement Collaborative Plan (Phase 2) to help inform any further work.

Resource Implications

A workforce and resource plan has been submitted to the Scottish Government for approval to support the work of the South East Improvement Collaborative. The workforce and resource plan can be found in Appendix 2.

Legal & Risk Implications

There are currently no identified legal implications. The risks are identified in the South East Improvement Collaborative Plan (Phase 2).

Impact Assessment

No Impact Assessment required at this time.

Consultation

There have been a number of consultation processes including a Staff Panel, Trade Unions, Headteachers (secondary), Headteachers (primary, nursery and special),

children and young people and parents. A survey to staff was also undertaken as Phase 1 of the Plan.

The South East Improvement Collaborative Plan (Phase 2) contains further detail of consultation that informed the Plan.

1.0 Background

- 1.1 Reports to Committee on September 2017, November 2017 and March 2018 gave approval for Fife to be part of the South East Improvement Collaborative, for Fife to participate in the South East Improvement Collaborative Oversight Group, gave authority to officers from Fife to develop an action plan with colleagues from the South East Improvement Collaborative and endorsed Phase 1 of the South East Improvement Collaborative Plan.
- 1.2 The paper, Education Governance: Improvement Collaboratives, was agreed by COSLA, SOLACE, ADES, Education Scotland and the Scottish Government and provided guidance on the expectations of the Regional Improvement Collaboratives across Scotland.
- 1.3 A further document, again agreed by the relevant partners, as outlined in 1.2 was produced, 'Guidance on Regional Improvement Collaborative Plans', that gave detailed expectations on what the Regional Plans should cover.
- 1.4 The South East Improvement Collaborative Plan (Phase 1) was used to engage views from across schools within all 5 of the Local Authority areas to ensure that Phase 2 represented what schools were looking for. A number of engagement sessions, surveys and data gathering exercises were used to ensure that the plan was informed by schools and practitioners as well as key stakeholders such as parents, trade unions and children and young people.
- 1.5 South East Improvement Collaborative Plan (Phase 2) is an ambitious plan with work being developed in 5 work streams and a 6th work stream planned on emotional wellbeing that will be led by children and young people.
- 1.6 A key feature of the South East Improvement Collaborative Plan is to develop a culture of empowerment and collaboration that will impact on the quality of learning and teaching and ultimately outcomes for our children and young people.
- 1.7 Our shared vision has been refined and agreed as;

"Working together, empowering all, improving outcomes".

Our aims are agreed as;
 1. Improving our attainment and advancement, including closing the attainment gap.
 2. Improving quality in our schools and early years settings.
- 1.8 The South East Improvement Collaborative Plan (Phase 2) details the workforce plans and resources required. This has been submitted to Education Scotland and the Scottish Government. Initial feedback suggests that our funding of £1.2M requested is likely to be approved.

- 1.9 The South East Improvement Collaborative Plan (Phase 2) was agreed by the South East Improvement Collaborative Oversight Group at its meeting on 30 August 2018 and responsibility was then passed to each Local Authority to present the South East Improvement Collaborative Plan (Phase 2) to their relevant Committees.

2.0 Conclusions

- 2.1 Fife staff have been involved in the development of both Phase 1 and Phase 2 of the South East Improvement Collaborative Plan. A Fife Headteacher is a member of the South East Improvement Collaborative Board. Officers, Headteachers and Practitioners in Fife are very open to the possibilities of working more collaboratively across the five Local Authorities and are keen to ensure that the South East Improvement Collaborative Plan adds value to the work of our own Directorate Plan.
- 2.2 The resource allocation from the Scottish Government will allow us to make progress at a faster pace to implement the intentions of the South East Improvement Collaborative Plan. It is important for us to ensure that we measure the impact of the work of the South East Improvement Collaborative and to this end each workstream has developed success measures. We would also hope to capture the impact of a change in our culture and Edinburgh University have agreed, as a partner, to support the evaluation. A Scottish Government evaluation into the planning of RICs has begun and will help inform the progress of the South East Improvement Collaborative.
- 2.3 The South East Improvement Collaborative Plan (Phase 2) provides a platform for developing empowered schools that see the benefits from working collaboratively. As we implement the plan we need to take cognisance of changes in legislation, guidance and cultures to ensure a plan that meets the needs of all of the South East Improvement Collaborative Local Authorities.

List of Appendices

1. South East Improvement Collaborative Plan (Phase 2)
2. Workforce and Resource Plan

Background Papers

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

- Education Governance: Improvement Collaboratives, November 2017
- Guidance on Developing Regional Improvement Plans, December 2017

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SOUTH EAST IMPROVEMENT COLLABORATIVE REGIONAL IMPROVEMENT PLAN

PHASE 2 SEPTEMBER 2018



Note

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.
- When using the term 'practitioner' we are referring to all staff working in schools and early learning and childcare settings.
- Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

Feedback/comments can be sent to each local authority using the following email addresses:

- SEIC@edinburgh.gov.uk
- SEIC@eastlothian.gov.uk
- SEIC@fife.gov.uk
- SEIC@midlothian.gov.uk
- SEIC@scotborders.gov.uk

**This draft South East Improvement Collaborative Plan has been noted
by the Oversight Group (Conveners and Chief Executives) on 30 August 2018
but is still subject to political approval in each of the constituent local authorities.**

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Rationale for Regional Collaboration

A report published in 2015 'Improving Schools in Scotland: An OECD Perspective' recognised Scotland's high regard for education, trust towards teachers' professional judgment and their widespread engagement with Curriculum for Excellence. The report noted that its implementation was varied and recognised a need to strengthen "middle" operating through networks and collaboratives among schools, and in and across local authorities. It highlighted the need to address the gaps between the high and low-performing authorities. A number of other key points were made in relation to improvement through collaboration.

A developing body of research is also now available to support the need for collaboration and how impactful it can be by producing system-wide change, ensuring greater consistency, creating a culture open to change and improvement, developing a strong sense of self-efficacy and collective responsibility to improve attainment for all.

In their report in June 2018, the International Council of Education Advisers recognised that "Scotland has a strong track-record of collaboration and consensus in implementing education policy" and that Regional Improvement Collaboratives (RICs) have a potentially significant role to play in further developing this tradition.

"We believe in reinforcing the 'middle' through fostering the mutual support and learning across local authorities, together with schools and networks of schools." (OECD 2015)

"The quality of teacher collaboration positively influences teacher performance and student achievement." (Ronfeldt et al, 2015)

"OECD Countries that have higher rates of and stronger support for professional collaboration get stronger results." (Fullan and Hargreaves 2016)

"The RICs are emerging as a new and potentially powerful infrastructure to build professional capacity and to instigate pedagogical change." (International Council of Education Advisers Report June 2018)

The South East Improvement Collaborative recognises that the accountability for improvement remains with each local authority and that the regional improvement collaborative exists to provide added value or additionality. By working collaboratively at establishment, local authority, Regional Improvement Collaborative and national level we believe that we can accelerate progress in our priority areas giving the best chance for us to achieve excellence and equity for all of our children.

Our Collaborative recognises that as the International Council of Education Advisers noted the "collaborative imperative should be the central focus of system improvement." Our goal as a collaborative is to develop a culture of learning from each other, looking outwards to partners and ensuring the conditions are right to generate whole system change. For this to be successful we must empower our teachers, practitioners and leaders to have the freedom to innovate and the confidence to share their learning. Our plan sets out the next stage in our journey together, towards achieving this goal.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.

The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. It will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers

Context of South East Improvement Collaborative

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.

However, there are significant variations within the region, as the table below shows. The region includes: Scotland’s second largest city (Edinburgh), three of the ten largest settlements in Scotland (Kirkcaldy, Dunfermline and Glenrothes), other large urban areas (particularly in Midlothian), small towns and large rural areas (particularly in East Lothian and Scottish Borders).



Local Authority	Rural areas settlements of <1,000 people	Small towns etc settlements of 1,000-10,000	Urban areas settlements of >10,000 people
East Lothian	11.0%	35.2%	53.7%
Edinburgh (City of)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	10.8%	14.3%	74.9%

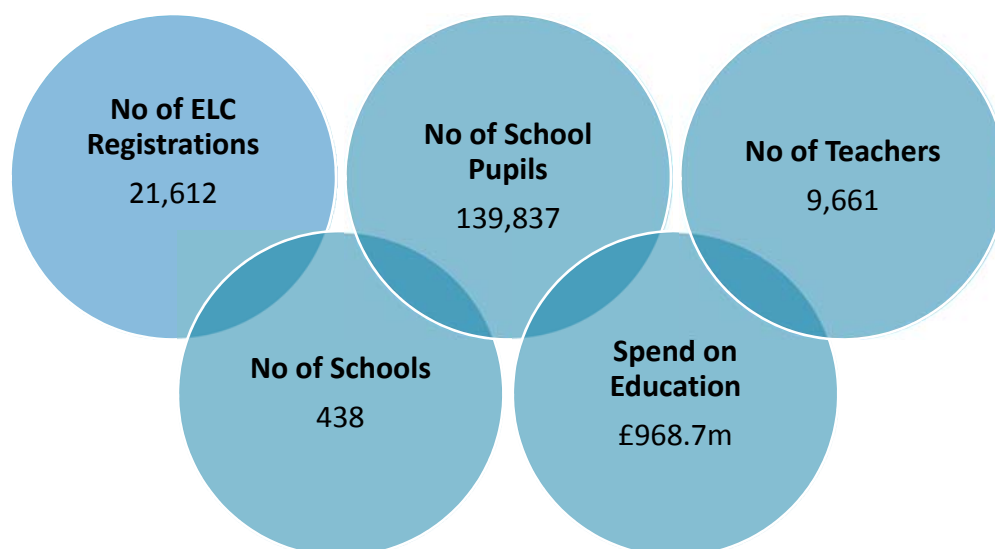
The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high unemployment.

There is a need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region’s most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region’s most disadvantaged and vulnerable young people.

Our Local Context

The collaborative region covers almost 3,000 square miles with a population in excess of 1.1 million people.

The region’s school system is also large, as is shown in the infographic below.



The table on the following page provides an overview of some key statistics that are currently available, regarding geography, demography, social context and service provision for the South East Collaborative region. In addition to the challenges recognised by currently available social context data (e.g. SIMD and free school meal registrations) the region has significant populations: living in conditions of hidden social disadvantage – particularly rural poverty, and facing multiple barriers to participation and learning. These are particularly challenging issues given the sheer scale of rurality in Scottish Borders (32.2%) and across significant areas of East Lothian, Fife and Midlothian.

A key goal of this plan is to develop improved ways of identifying, targeting and addressing these significant regional and national challenges. This will involve a collaborative approach to using digital skills, technology and other innovative approaches to reduce barriers arising from rurality, which SEIC recognises will be needed if all children, young people and families in the region are to benefit from the added-value provided by SEIC.

	City of Edinburgh	East Lothian	Fife	Midlothian	Scottish Borders
Population	513,210	104,840	371,410	90,090	115,020
No of CYP aged 0-17	86,478	21,365	72,081	19,254	21,479
Area	102 square miles	262.2 square miles	512 square miles	136.6 square miles	1,827 square miles
% of Children Living in Poverty	14.4%	12.3%	17.6%	15.8%	12.1%
% of School Pupils Living in SIMD deciles 1 & 2	20.5%	4.1%	22.6%	10.9%	7.4%
% of Children meeting developmental milestones	79.2%	84.8%	78.8%	85.8%	80.2%
FMR P4-P7	13.1%	9.9%	20.7%	16.2%	11.9%
FMR Secondary	10.2%	8.1%	17%	12.9%	10.2%
Funded registrations for Early Learning & Childcare	8,895	1,885	6,866	2,040	1,926
No. of Pupils	49,637	14,104	49,155	12,378	14,563
No. of Schools	123	41	162	40	72
No. of Teachers	3,281	935	3,498	892	1,055
Spend on Education	£333.4m	£90.8m	£337.7m	£93.7m	£112.9m

Sources:

- National Records of Scotland: Mid-2017 population estimates Scotland
- HMRC: Personal Tax Credits – children in low-income families local measure (snapshot as at 31 August 2015)
- Improvement Service: Local Government Benchmarking Framework 2016-17
- Scottish Government: School Education Statistics
- Scottish Government: Scottish Local Government Financial Statistics 2016-17 – total spend on education across all sectors.

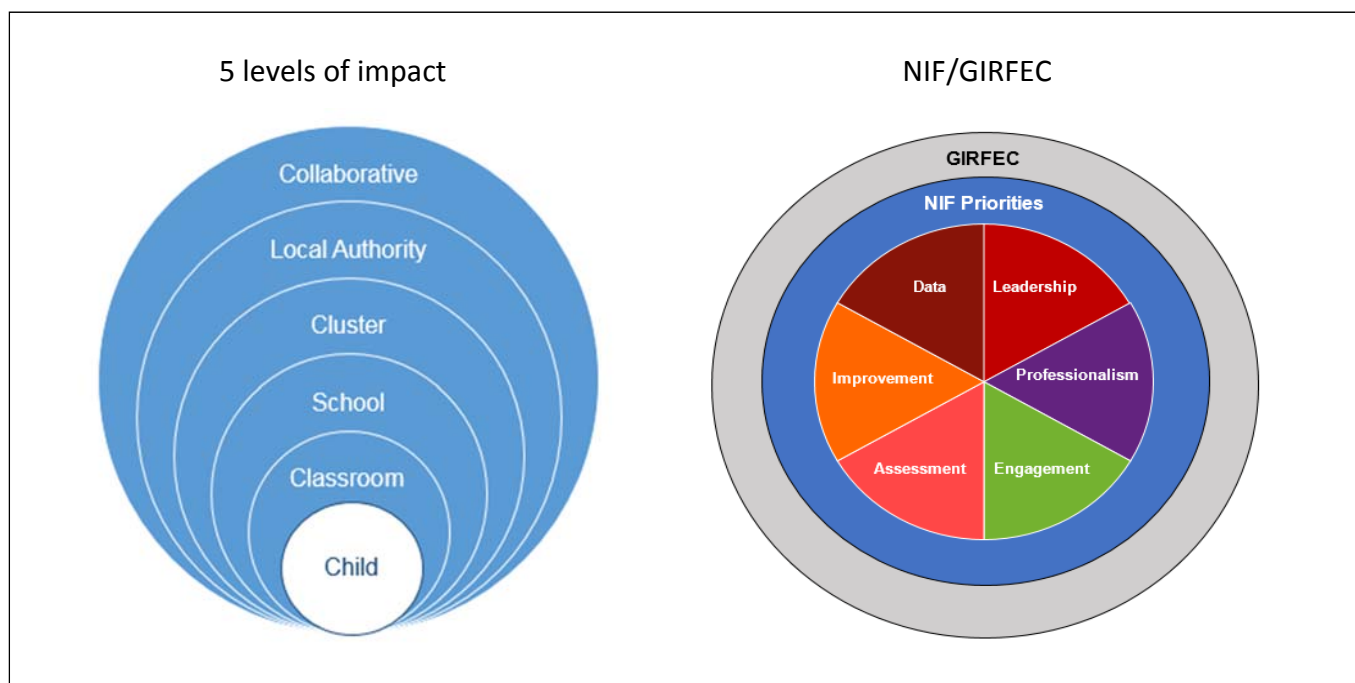
Vision for South East Improvement Collaborative (SEIC)

By working collaboratively, the partners within the South East Improvement Collaborative, have agreed a **shared vision**:

“working together, empowering all, improving outcomes”

As a South East Improvement Collaborative our work is based on the National Improvement Framework and GIRFEC, taking account of how we will improve outcomes and close the attainment gap by having impact at the 5 levels below.

Figure 1



The South East Improvement Collaborative is committed to getting to know each other’s contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and priorities going forward.

Our plan has a focus on the key areas that we have identified from our analysis of Children’s Services Plans, local authority education plans, school plans, a data set built on the National Improvement Framework outcomes and what our staff, parents and children and young people are telling us.

The aims of the South East Improvement Collaborative are:

- 1. Improving our attainment and achievement, including closing the attainment gap;**
- 2. Improving quality in our schools and early years’ settings.**

Our Regional Improvement Plan

Local authorities play a key role in the support system for Scottish schools. They have the overarching legal responsibility for managing the local school system and for ensuring that schools improve. They are also lead partners within the statutory arrangements for community planning in Scotland, providing accountability and a strong alignment between:

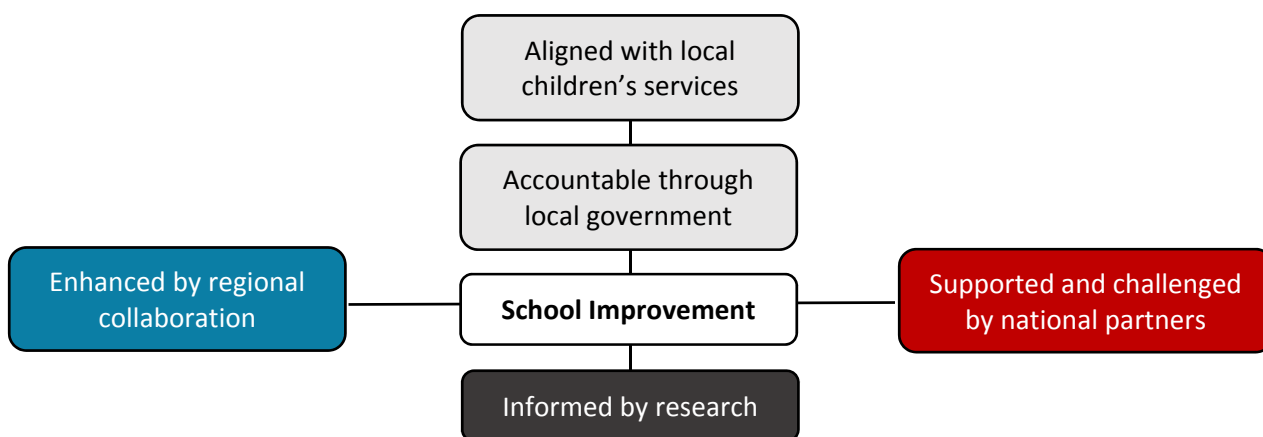
- School improvement planning in schools across the local authority area;
- Improvement planning under the National Improvement Framework at local authority area
- Strategic planning of children’s services;
- The development of Local Outcomes Improvement Plans (LOIPs) as part of the community planning process;

The national system supports improvement at each level of the local system, through arrangements for inspection and assessment to support self-evaluation and improvement.

Regional Improvement Collaboratives have a key role to play in supporting improvement between schools and local authorities in the collaborative region, strengthening the support for school improvement within the National Improvement Framework. This will directly benefit the local authority and local schools, but will also help to strengthen the capacity of children’s services partnerships for improvement too.

Research underpins all parts of this system of support, from professional enquiry and practitioner research, through research activity within schools and local authorities, to academic research at national and international level. The knowledge and experience gained from this evidence base and its application in a classroom setting is shared via resources like the National Improvement Hub.

An overview of this support is given in detail in appendix 1 and summarised below.



The South East Improvement Collaborative has a key role to play within this system of support for school improvement, facilitating mutual support between schools and local authorities across the region, and enhancing the capacity within the region to support school improvement. By adding value through collaborative working it will: raise attainment and achievement; help to deliver excellence and equity; develop work related to GIRFEC and tackling attainment inequity; share expertise across the Collaborative to effect change; maintain local democratic accountability; contribute to the growth of the regional economy; and contribute to relevant Edinburgh City Deal outcomes

Current Strategic Priorities

During development of the initial Improvement Plan for SEIC in late 2017, an analysis was undertaken of the key strategic priorities in the strategic plans for education of the five local authorities in the collaborative. The plans analysed during this exercise were National Improvement Framework improvement plans for the school session 2017/18. Improvement plans for the school session 2018/19 are due to be finalised and published during August 2018 and have not been analysed for the purposes of this update to the SEIC plan. However, from feedback received during completion of the current SEIC plan, it is clear that the priorities originally identified remain key priorities for each local authority.

Summary of analysis previously undertaken

The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

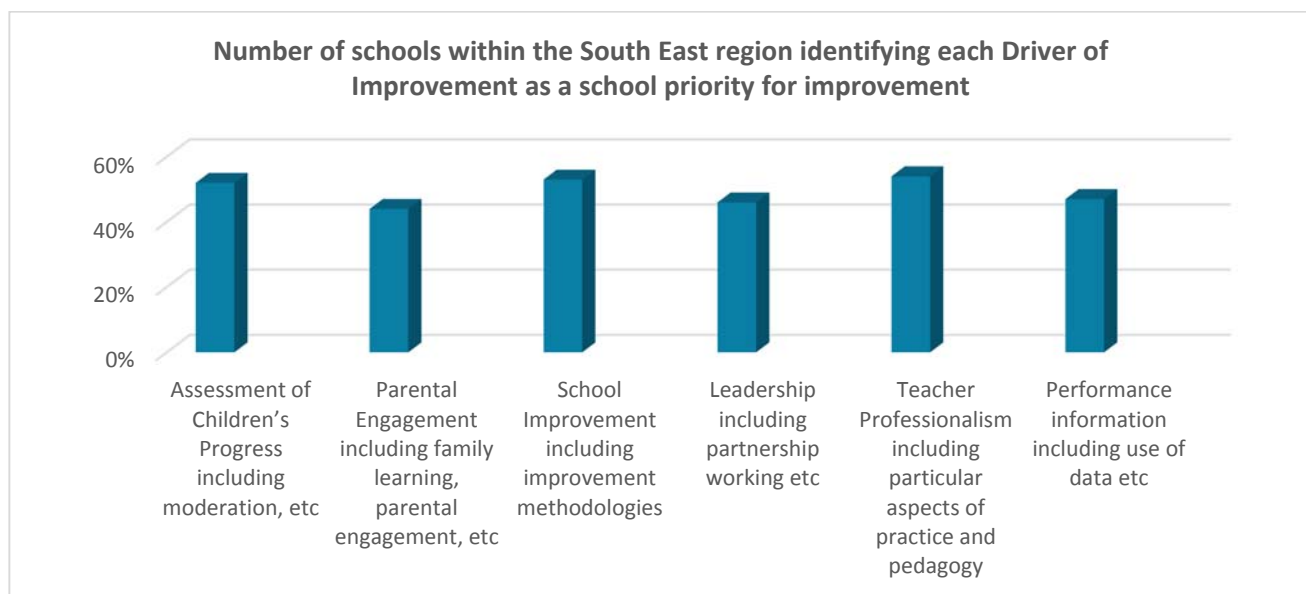
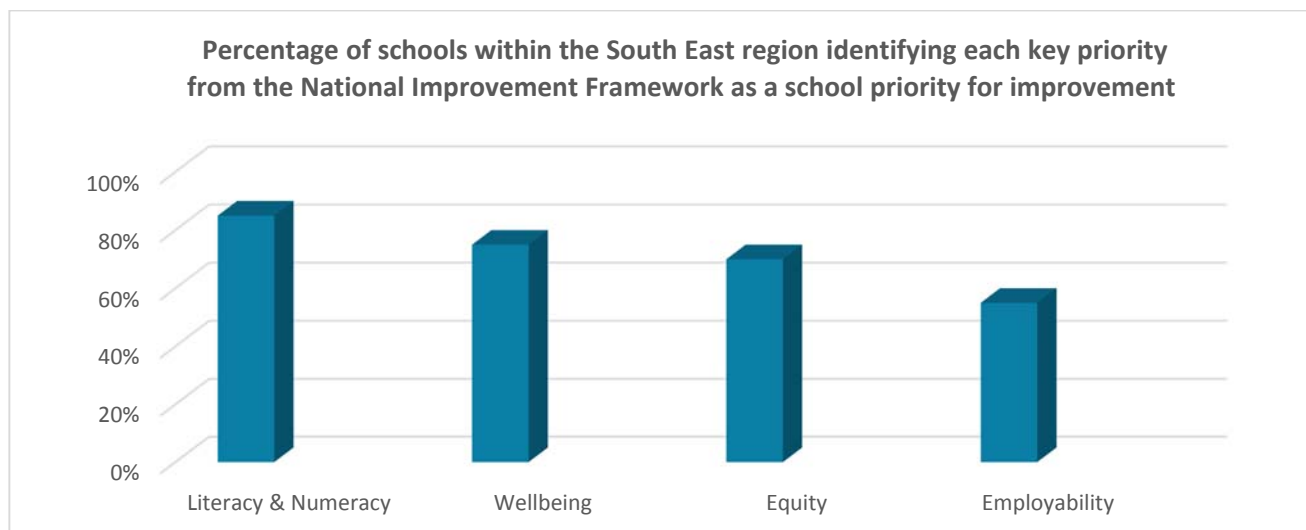
All of the five authorities also placed a strong emphasis on:

- Embedding GIRFEC approaches.
- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).

In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

School Priorities

As with the strategic priorities of the SEIC local authorities, no additional analysis has been possible to provide an updated view of school priorities for the school session 2018/19. However, feedback gained during the development of this plan (including from engagement with headteachers) has corroborated the view gained from the initial analysis. The figures below summarise the key findings gained from the initial analysis of school priorities.



As may be noted from the figures above schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

The current workstreams of the Improvement Collaborative have been informed by the areas of highest demand identified through this exercise.

Current Performance

Analysis Undertaken

A key task in working together and empowering all, is understanding the current performance of the schools and local authorities within the South East region. In order to achieve this a review of current performance within the South East Improvement Collaborative was undertaken during the preparation of the initial Improvement Plan. This looked at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes were benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes). The analysis helped to identify areas of strength and areas for improvement, where data was available to support like-for-like comparisons across the region and nationally. It also helped to confirm areas where further work is required to improve the consistency of data, e.g. by improving the support for moderation of CfE levels across local authorities.

The analysis included a review of data across a wide range of outcomes for children and young people, including:

- Participation of young people aged 16-19 years old and positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and wider attainment
- Achievement of CfE levels across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing, including P1 healthy weight
- Attendance, absence and exclusion

The measures that were reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular outcomes from school inspections

Since the initial analysis was undertaken updated data has become available for a number of measures, including: positive destinations from school. For other key measures – most notably SQA attainment for year groups – no additional/new data has been published since the initial SEIC improvement plan was published.

Analysis of the data has focussed on key messages from trends in the data, particularly where SEIC performance differs consistently from the national pattern. The high-level messages below relate to these areas of performance.

Review of Current Outcomes – high level messages for the South East Region

School leavers

- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment

- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and (particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.
- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education

- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as **experimental statistics**. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years

- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the SEIC region the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland.

Attendance

- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Inspection outcomes

- General strengths identified across the Collaborative region include: the positive attitude of children and young people to learning and their contribution to school life; the professionalism and dedication of staff; teamwork and partnership working within and between schools and with parents and the wider community; the inclusive and nurturing approach seen within many schools.
- Areas for improvement identified across the Collaborative region include: improving the consistency of learning and teaching; improving the use of data for tracking and monitoring the progression of learning; improving the use of performance information to support improvement; strengthening self-evaluation.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during the next phase will focus on developing the capacity within the Collaborative to:

- Identify key cohorts within the region for which outcomes particularly need improved.
- Assure the quality of data available (particularly at school level).
- Develop an evidence-base to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.

Stakeholders' Views

The Views of Our Staff

During the development of the initial SEIC Improvement Plan, a staff survey was undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and received more than 1,300 responses across all sectors. The views obtained from the survey indicated that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

Further details about the survey – and its results – can be found in the initial SEIC Improvement Plan.

The feedback derived from the SEIC staff survey highlighted a range of issues that have also been identified through other channels of staff engagement within each local authority, which are part of their established planning processes. This includes a range of formal and informal sources (e.g. staff surveys, consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities of each local authority.

The feedback gathered from staff through the staff survey and other sources of evidence informed the initial choice of workstreams within the Improvement Collaborative.

Feedback from Engagement Sessions with Headteachers and Officers

During the development of the current Improvement Plan a number of engagement sessions were undertaken with staff, to verify that the approach being taken by SEIC was focussed on the right area for improvement and that the current workstreams were appropriate to schools' needs.

10 Secondary Headteachers, 12 Headteachers from nursery, primary and special schools and 8 Officers from across the five local authorities met to comment on and give their views on phase 2 of the plan. The feedback gained from these engagement sessions is summarised below.

Do you think that the five current workstreams provide an appropriate starting point for sharing practice and better supporting school improvement across the collaborative region?

Yes - 100%

Staff said ...

- These are areas that I would be expecting my own school and others across my cluster/authority to be focused on.
- They are current and relevant and will help to enhance what we are working on in schools.
- It will be good to continue to share learning and progress across the workstreams. It would be beneficial to deliberately link all workstreams to classroom practice.

Do you agree with the introduction of a workstream to address issues related to Emotional Wellbeing?

Yes - 100%

- This is an area that is of significant importance if we are serious about improving outcomes for learners.
- Absolutely, we need to ensure we include the pupil voice. This is something which needs to be addressed across the whole of Scotland.
- Totally – so many staff, young people, parents, leaders are asking for support and guidance with this.

What steps can we take to get closer to the classroom?

- Collaborative learning opportunities, professional learning partnerships across authorities, including ASL support services.
- Win the 'why' – clearly outline why it is important, the difference it will make to teachers ability to leave an impact. Also define what is 'distinct' about SEIC.
- Branding, communication, development plan sharing.

What impact would you expect to see as a result?

- Moderation through RIC will lead to revised attainment. Sharing practice always improves outcomes for children in my experience.
- Staff have a greater understanding of what SEIC is, what it is aiming to do and how it can make a difference in the classroom.
- A shared understanding of the role of the SEIC and how every teacher can contribute to or learn from work across the area.

Do you have any other suggestions for how SEIC can better support school improvement?

- Ensuring there is 2 way communication at all levels. Fantastic to hear Business Manager and PSA involvement on the group you mentioned.
- Main thing is to get message across and keep it straightforward. Start small to grow big!
- Professional learning events across authorities.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers.* Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.
- *Children and Young People.* Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners.* Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

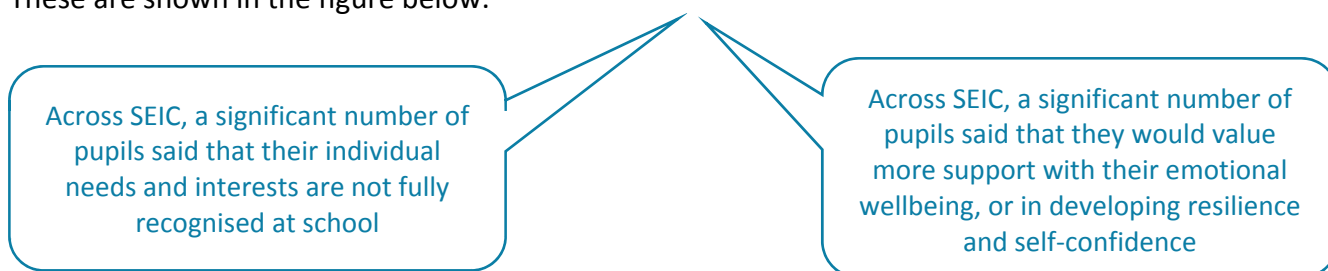
These sources of feedback have informed the development of the local strategic priorities in each local authority and informed the development of the initial SEIC Improvement Plan.

Evidence from local surveys of children and young people

During the development of the current SEIC Improvement Plan an analysis was made of the feedback received from school pupils across the SEIC collaborative region, as gathered by local authority pupil

surveys. Although the particular questions asked varied between local authorities, all of the surveys asked questions that covered the different aspects of wellbeing, and all of the surveys asked about key aspects of the pupil experience, including learning and teaching, pupil support, etc.

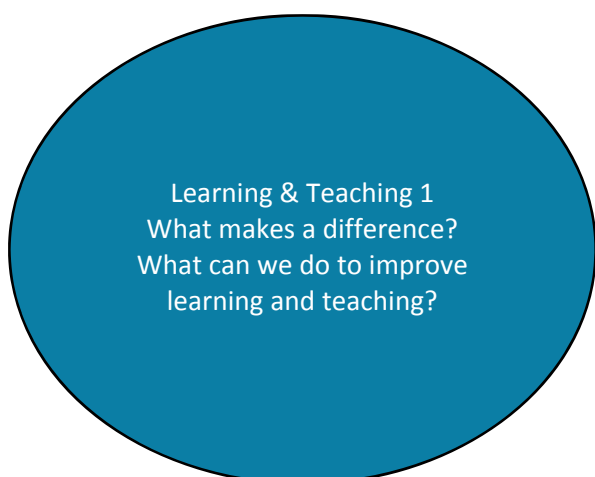
Generally, feedback was positive across many areas covered by the survey. However, there was some variation in the specific areas of strength suggested between local authorities. In addition, there were some areas where the surveys suggested a common area for improvement across the collaborative. These are shown in the figure below.



Feedback from Engagement Sessions with Children and Young People

The South East Improvement Collaborative held a pupil engagement event on 13 June 2018 which was attended by 20 young people. The event was facilitated by two Headteachers from the SEIC Board.

The feedback gathered from the engagement session is summarised below.



Young people said...

- When teachers show genuine interest it increases pupil enthusiasm.
- Understand different types of learning e.g. learning by reading, practical, listening.
- Buddy system for new S1 pupils carried out by S6 pupils.
- Build confidence of pupils in BGE as much as learning things from the curriculum.
- Teachers need to give more robust feedback.
- Study/non-contact periods encourage responsibility for learning.
- Encouragement – personal deadlines.
- Structured help is needed as well as improved communication.
- More control for children over their learning to make them enjoy it.
- Educate parents on the different pathways as well as the kids.

Health & Wellbeing
 What makes a difference?
 What can we do to improve health and wellbeing including emotional and mental health wellbeing?

- Reward improvement rather than simply attainment.
- Awards evening not just academic but also volunteering to include wider achievements.
- Frequent sessions with Guidance Teachers are vital.
- Mental Health support in all schools.
- Awards and praise not at the end of the year but throughout the year.
- More lessons surrounding finance and life skills are very important.
- Alternative pathways have to be the same quality as University.

Successes & Achievement
 What makes a difference?
 How can we develop and improve opportunities for pupils to develop skills, talents and interests in the classroom and beyond?
 How do we ensure pupils understand why skills are important now and for jobs in the future?

- Funds for pupils who cannot afford trips, uniform etc.
- Normalising issues: don't discriminate between pupils who are eligible or are struggling.
- Hall of Fame covering sports and beyond.
- Older pupils advising younger pupils.
- Enforce the idea that if you have a learning disability such as Dyslexia does not mean you can't be good at certain subjects.
- School puts a restriction on self-expression.
- Range of opportunities for everyone.

New Workstream on Emotional Wellbeing led by Children and Young People

It is recognised that all local authorities across the South East Improvement Collaborative already have work underway in the area of emotional wellbeing. This new workstream will be developed and led by a group of our young people to add value to the work already underway. This workstream will focus on achievable short-term outcomes.

Our Planned Actions

The Action Plan is structured in line with the National Improvement Framework with 2 key themes identified:

- Improving Attainment and Achievement, including closing the attainment gap – supporting a focus on **Key Priorities within the National Improvement Framework**
- Quality Improvement in Schools and Early Years settings – supporting a focus on the six **Drivers for improvement**

Two initial workstreams have been identified within the key theme of Improving Attainment and Achievement, including closing the attainment gap. They are:

- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

Three initial workstreams have been identified within the key theme of Quality Improvement in Schools and Early Years settings. They are:

- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

Workstreams will change over time as practitioners are more engaged in the planning process as more data analysis and information becomes available.

The following pages set out an overview of the work planned within each workstream over the coming year and beyond.

Improving Attainment and Achievement, including closing the attainment gap

Workstream Overview: Maths and Numeracy	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development.</p> <p>Outcome Measures: Improved confidence and greater consistency in the learning and teaching approaches for numeracy and mathematics. Wider access to a variety of pedagogy in numeracy and mathematics.</p> <p>Evidence base: Local authority and SEIC quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations.</p>	<p>We will share professional learning opportunities and professional learning materials on the National Numeracy & Mathematics Hub. Provide places for SEIC staff on professional learning courses.</p> <p>Short-term Measure of Progress. Increased professional learning opportunities and opportunities to share practice across the five local authorities (Dec 2018).</p>
	<p>We will share each Local Authority progression framework and continue to engage with pedagogical research.</p> <p>Short-term Measure of Progress. The continued review and development of progression frameworks and approaches to professional learning within individual local authorities based on shared practice and sound research.</p>

<p>Priority 2 Improve confidence and expertise in assessment and moderation of numeracy and mathematics to develop a shared understanding of standards across all 5 LAs and ensure learners make appropriate progression in relation to the national benchmarks.</p> <p>Outcome Measures: Improved confidence and greater consistency in the moderation of numeracy and mathematics.</p> <p>Evidence base: Local authority quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations, school and local authority attainment data.</p>	<p>We will create a SEIC QAMSO network in order to develop opportunities to improve the effectiveness of the moderation cycle across local authorities. The network will identify and share good practice, including support and training for new QAMSOs.</p> <p>Short-term Measure of Progress. Network in place by Oct 2018. A plan in place for moderation activities for session 2019-20 (Feb 2019). Increased moderation opportunities and opportunities to share practice across the five local authorities (June 2020).</p>
<p>Priority 3 To improve attainment in numeracy for school leavers</p> <p>Outcome Measures: Improved packages for achievement ensuring meaningful qualifications for all Improved pathways for learners through the senior phase Target% of school leavers to achieve minimum of SCQF level 4 Numeracy Improved outcomes for targeted cohorts Improved access to high quality learning and teaching</p> <p>Evidence base: SQA attainment data Local authority quality improvement processes e.g. school reviews, standards and quality reports. Learner pathways and presentations in the senior phase Pupil feedback survey (digital solution)</p>	<p>We will establish networks to:</p> <ul style="list-style-type: none"> • share interesting practice in improving attainment in numeracy and mathematics for school leavers • learn from departments with a track record of raising attainment and closing the attainment gap in mathematics • support the effective delivery of the following courses/units: <ul style="list-style-type: none"> • Personal Finance (SCQF Levels 4&5) • Applications of Mathematics (SCQF Levels 4&5) • Higher Statistics Unit (SCQF Level 6) <p>Short-term Measure of Progress. Network in place by Oct 2018. Improved planning and resources in place for courses 2019/2020 (Apr 2019).</p> <p>We will establish an e-school digital solution to provide improved flexibility and access to teaching and learning of mathematics in the BGE and senior phase, particularly for courses where there are smaller numbers. Through this development, we will enhance the learning and teaching of mathematics through the use of technology.</p> <p>Short-term Measure of Progress. Small pilot of new ways of working leading to increased and attainment.</p>

<p>Priority 4 To share and develop targeted strategies to support schools to address the poverty related attainment gap.</p> <p>Outcome Measures: Improved outcomes for targeted cohorts</p> <p>Evidence base: Local authority attainment data Test of change data</p> <p>Note: requires support from Attainment Advisor(s) and Education Scotland Numeracy/Mathematics leads. Possible involvement of University of Edinburgh for research projects.</p>	<p>Work in collaboration with the Data Workstream to identify families of schools developing effective approaches that address the poverty related attainment gap.</p> <p>Short-term Measure of Progress. Interested schools identified (Oct 2018). Families of schools identified by Data Workstream (Dec 2018).</p> <hr/> <p>Work with schools who have identified addressing this gap in numeracy/mathematics as a school priority in order to:</p> <ul style="list-style-type: none"> • Identify and share effective strategies • Develop shared improvement methodologies • Develop tests of change • Develop cross-authority improvement networks • Share practice widely across all five authorities. <p>Short-term Measure of Progress. Tests of change established (Apr 2019). Follow-up session (Oct 2019). Reporting outcomes (Mar 2020). Sharing practice roadshows (May 2020).</p>
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Workstream Overview: Equity: Improve the outcomes for children living in poverty: Parental Involvement & Engagement	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Provide clear strategic guidance for HTs on ensuring equity and raising attainment for all, in line with National frameworks and improvement advice.</p> <p>Outcome Measures By March 2019 100% of local authorities and 90% of schools within the SEIC will have identified an officer, teacher or professional with responsibility for promoting parental, family and community engagement in line with the Learning Together action plan. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 37.</p> <p>HGIOS 4- Quality Indicator: 1.2, 2.5, 3.2</p>	<p>We will provide collaborative opportunities that enable sharing and learning of good practice on closing the poverty related attainment gap.</p> <p>Short-term Measure of Progress. During 2018/19 teachers & professionals will be able to attend sessions provided by the SEIC authorities and partners that develop skills and knowledge around the equity agenda.</p> <hr/> <p>We will raise awareness of the need for an identified person within schools to promote parental, family and community engagement.</p> <p>Short-term Measure of Progress. Schools will have identified an appropriate professional and be aware of the professional learning opportunities related to the position both and local and regional level.</p>

<p>Priority 2 In line with Learning Together Goal H ‘Equalities and Equity’ we will share good practice of effective strategies, use of improvement methodologies and the way we measure impact</p> <p>Outcome Measures By March 2019 there will be a 5% increase of parents who are satisfied with their engagement and involvement with the schools evidenced in the pre inspection questionnaires and local authority data. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 37. HGIOS 4-Quality Indicator::2.5,2.7, 3.2</p>	<p>We will identify practice from across the collaborative on effective parent and family engagement. Head teachers will be given the opportunity to evaluate their current practice prior to the event. Practical examples will be provided to support Head teacher to develop more effective and strategic parent and family engagement in line with the actions.</p> <p>Short-term Measure of Progress. Schools opting to attend will receive, complete and return the ‘Learning Together’ audit, which will be collated and analysed by SEIC. Attendees will reflect on the learning and use this to create a personalised targeted pledge.</p> <hr/> <p>We will support schools to ensure that more parents have access to support and advice to help them engage in their children’s learning. We will encourage schools to actively listen and adapt to the needs of parents and be aware of the impact of the home environment.</p> <p>Short-term Measure of Progress. Analysis of the ‘Learning Together’ audit indicating awareness of and action to address this theme.</p>
<p>Priority 3 To define and develop the barriers and enablers which impact of effective cultural change</p> <p>Outcome Measures The SEIC is able to support schools in measuring the impact of family learning on outcomes for children and young people and their families. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 36. HGIOS 4-Quality Indicator: 1.3, 2.5,2.7, 3.2</p>	<p>SEIC will use the ‘Learning Together’ event organised by the SEIC workstream 2 group as an opportunity to identify barriers and areas of concern. SEIC will analyse and develop links to support schools across the collaborative based on the pledges created by the attendees. The collaborative opportunities will have a clear focus of the moral imperative to change the hearts and minds</p> <p>Short-term Measure of Progress. Head Teachers will be encouraged to connect across the collaborative with schools using similar targeted interventions.</p> <hr/> <p>We will develop a system in which schools are able to access support via the National Improvement hub.</p> <p>Short-term Measure of Progress. Schools will have access to and have used the toolkit developed by Education Scotland to identify and address areas of improvement.</p>

Quality Improvement in Schools and Early Years settings

Workstream Overview: Leadership and Professional Learning	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Increase in number of schools evaluated as good or better QI 1.3 Leadership of Change.</p> <p>Outcome Measures Through development of a common leadership pathway with opportunities for high quality leadership training and development, knowledge and understanding of 1.3 and capacity to deliver this will increase. This will contribute to sustained improvement and a grading of <i>Good</i> or above in QI 1.3 across the collaborative.</p>	<p>Each authority will deliver a presentation to the group on their leadership and professional learning programmes. Opportunities to share will be identified and implemented. The workstream SCEL representative will outline opportunities from SCEL and supports available to the collaborative, and these will form an integral part of the programme.</p> <p>The workstream will work in collaboration with the University of Edinburgh Teacher Education Partnership (UoE TEP) to help develop leadership capacity and understanding of leadership of change.</p> <p>Each authority will continue to deliver the joint Leadership Matters course to middle leaders, then evaluate impact.</p> <p>Short-term Measure of Progress. Leadership Matters will be delivered by December 2018 and evaluated positively by participants. A plan for sharing will be identified and shared.</p>
<p>Priority 2 Increase the number and quality of opportunities for teachers to participate in leadership programmes, and the number of teachers participating.</p> <p>Outcome Measures A common leadership pathway will be identified and a baseline measure of percentage of participants taken.</p>	<p>We will create the Leadership Pathway and agree how this will be promoted and delivered within each authority, with support from SCEL and the UoE Teacher Education Partnership. UoE TEP can work in collaboration with SEIC local authorities to help enhance and further develop the quality of provision through course and programme development, delivery and assessment underpinned by current research and literature informed practices.</p> <p>Short-term Measure of Progress. The SEIC Leadership Pathway will be created and communicated by December 2018. A baseline measure will be taken of participation in leadership courses and professional learning opportunities, and clear aims, actions, timelines and success measures will be communicated. The UoE TEP can support critical evaluation of professional learning.</p>
<p>Priority 3 Link with Quality Improvement Workstream to achieve the following:</p> <p>Increase the number of quality applicants for leadership posts across the collaborative.</p> <p>Build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and</p>	<p>We will establish a middle leadership steering group with representatives from each of the SEIC local authorities and University of Edinburgh Teacher Education Partnership. The group will then devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.</p> <p>Short-term Measure of Progress. By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely.</p>

improving practice.

Outcome Measures

As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.

We will facilitate opportunities for middle leaders & managers to collaborate and share practice, learning from each other as they do this. In partnership with the UoE TEP develop a model for school improvement and leading professional learning through critical enquiry and understanding data literacy to inform professional judgement and pedagogical expertise, developing teacher and middle leadership capacity. This could include seminars, organised by subject area, for middle leaders to discuss and present practice, and to underpin moderation. Suggested programmes and activities are:

- Programme of training for Acting PTs created from PEF Developing Leadership through Closing the Gap
- Teacher Leadership for Small Schools
- Create menu of content for PT/DHT Courses
- Early Phase opportunities
- PTs in Small Schools
- Pre PT courses (teacher leadership and aspiring. Secondary guidance) – deconstruct courses to identify common themes
- Common content for PT/DHT courses
- Make links with other workstreams
- CLPL provision offered by the UoE TEP such as Leading from the Middle; Leading Practitioner Enquiry & Supporting Teacher Learning in and Through Practice
- New CLPL course from UoE TEP focusing on ‘thinking and communicating critically’ to help develop capacity of those leading professional learning (Pilot run to begin October 2018)
- Connections to masters level provision from UoE that aligns with teacher leadership; middle leadership and Into Headship
- UoE TEP Scottish Government funded CLPL ‘Whole School Improvement Through Critical Enquiry’ for 6 schools/clusters across the SEIC

Short-term Measure of Progress. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.

The number of quality applicants for leadership posts across the collaborative will increase, with no posts having to be re-advertised.

Workstream Overview: Quality Improvement	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 To facilitate and encourage effective collaboration in the BGE across the SEIC. This will enable practitioners to reflect on current practice in order to inform better learner experiences, leading to improvements in outcomes for all.</p> <p>Outcome Measures Through both visits to other establishments and use of a digital platform, practitioners become more confident in knowing how to develop and improve their practice. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 2.3 and 3.2 for schools.</p>	<p>We will establish a digital platform to share examples of practice within the BGE. This will result in classroom practitioners contacting and networking with other classroom practitioners and a possible event to share good practice.</p> <p>Short-term Measure of Progress Digital platform established by January 2019, used by practitioners and deemed to be useful and effective.</p> <hr/> <p>Short-term Measure of Progress By April 2019, we will have established a professional sharing exercise which will be positively evaluated by participants.</p>
<p>Priority 2 To involve young people in helping secure improvement in aspects of the BGE through their involvement in teams to help identify high quality practice within the SEIC.</p> <p>Outcome Measures. Feedback to indicate both use of young people in these activities and the impact of their observations and engagement. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1 and 2.3 for schools.</p>	<p>We will develop an agreed, high quality training programme to support young people in identifying high quality practice (essentially, what they would view as very good experiences for children). By April 2019, the initial phase of the training programme will be undertaken and evaluated by staff and the young people themselves. The young people report that they are well-prepared to undertake these activities.</p> <hr/> <p>Our Short-term Actions We will ensure that identified schools in all five authorities establish a team of children to undertake this work and a member of staff to oversee it. They will work to themes identified by the QI Workstream Group.</p> <p>Short-term Measure of Progress Planning and groundwork for this preparatory phase undertaken by December 2018.</p>
<p>Priority 3 To build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and improving practice.</p>	<p>Our Short-term Actions We will establish a leadership steering group with representatives from each of the SEIC local authorities. The group will devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.</p>

<p>Outcome Measures As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.</p>	<p>Short-term Measure of Progress By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.</p>
<p>Priority 4 To build capacity for self-evaluation and relevant evaluative skills in an identified group of practitioners.</p> <p>Outcome Measures As a result of the work to be undertaken, colleagues will develop skills and confidence in this important aspect of leadership and evaluation. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1, 1.2 and 1.3 for schools.</p>	<p>Our Short-term Actions We will develop activities designed to build capacity for evaluation across the five SEIC Authorities. We will also look to develop skills in evaluative writing. Approaches to improvement planning are another area where we will target our development and resource. We will agree on target audiences for these developments.</p> <p>Short-term Measure of Progress At this stage, and in the short term, we will want to be assured that we have identified areas that are obviously beneficial to colleagues across the SEIC. Measures of success will include that we have identified appropriate areas of development and that the initial response from both colleagues, and the Workstream Core Group, is positive.</p>

Workstream Overview: Data and Analysis	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Improving the evidence base for strategic decision making by SEIC.</p> <p>Outcome Measures Effective identification of areas for improvement by SEIC leaders, contributing to sustained improvements in outcome measures for all National Improvement Framework key priorities and for QIs 3.1, 3.2 and 3.3 for SEIC schools.</p>	<p>We will further develop the Performance Pack used by SEIC Leadership groups, including feedback/survey evidence from key stakeholders (e.g. pupils, staff) and information on the relative performance of key cohorts.</p> <p>Short-term Measure of Progress. A comprehensive Performance Pack is available by June 2019.</p>
<p>Priority 2 Improving the use of available information (e.g. BGE Toolkit, Insight) to support school improvement</p>	<p>We will share training opportunities and materials, to ensure that schools have access to a wider range of support in the use of data and performance information.</p> <p>Short-term Measure of Progress. During 2018-19, information and materials will be shared between SEIC authorities and opportunities for joint training and materials will be scoped.</p>

<p>Outcome Measures Feedback showing improved staff confidence and understanding, contributing to sustained improvements in QI 1.1 for SEIC schools. CfE declarations data show a greater consistency across the SEIC region.</p>	<p>We will develop a joint approach to the quality assurance of CfE declarations to better support the moderation of teacher judgement across SEIC schools</p> <p>Short-term Measure of Progress. CFE declarations in June 2019 show a greater degree of consistency across SEIC schools, between SEIC authorities, and relative to national declarations.</p>
<p>Priority 3 Improving school level data and performance information to better support school improvement</p> <p>Outcome Measures Improved performance at course/subject level in High Schools, contributing to sustained improvements in QI1.1 and 3.2. Evidence of more effective collaborative working between schools across the SEIC region, contributing to a sustained improvement in QIs 1.2 and 3.2.</p>	<p>We will undertake a collaborative project, across the SEIC region, to develop improved subject/course level information in the senior phase of CfE.</p> <p>Short-term Measure of Progress. By June 2019, proof of concept measures will be available for numeracy/maths. By June 2020, pilot measures will be available for all major subject areas and courses.</p> <hr/> <p>We will develop improved “like-for-like” benchmarking information to support more effective collaborative working between schools across the SEIC region. This will include improved measures to identify, and monitor outcomes for, hidden and hard-to-reach social disadvantage (e.g. rural poverty, rurality and those facing multiple barriers to participation and learning)</p> <p>Short-term Measure of Progress. By June 2019, pilot benchmark information will be available to inform collaborative working across SEIC schools.</p>

Networks within SEIC

A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on a given theme. The SEIC board are supportive of this approach and feel it gives permission for collaboration where it feels right. We would continue to encourage Networks to be established where appropriate.

Networks established to encourage collaboration		
Additional Support Needs	To work together to provide support and guidance that helps to ensure equality with a particular focus on identifying good inclusive practice.	Leads on ASN in each LA
Early Learning and Childcare	To work collaboratively where appropriate in order to ensure quality provision for ELC 1140 hours for 2020.	Leads on ELC in each LA
Community Learning and Development	This network has existed for some time but with a different membership. They have a focus on training staff with the delivery of the new CLD standards. Fife will now join the SEIC CLD group.	CLD rep from each LA

Educational Psychologists	To collaborate on areas of work relating to additional support needs, inclusion, research and professional development.	Principal Educational Psychologist from each LA
1 + 2 Languages	To collaborate on sharing and developing resources and practice across SEIC.	Leads on 1 + 2 in each LA
ICT / Digital Network	To collaborate on ensuring systems and platforms are designed to support the work of SEIC as well as each local authority.	Leads on ICT/Digital in each LA
Subject Networks (secondary)	Each local authority will open up its subject networks for secondary schools and develop a proposal for further collaboration in subject areas.	Subject Principal Teachers / Curriculum Leaders
Depute Headteachers	To ensure that we continue to strengthen the middle, this network would allow us to take information for this group on what support is required and for them to build a support network for each other.	Depute Headteachers from each Local Authority
QAMSOs	QAMSOs already exist and we would support a network as part of SEIC to develop moderation, particularly for mathematics initially.	QAMSOs as already identified in each Local Authority

Areas of interest available across SEIC

Practitioners in school told us through our survey and focus groups that they would appreciate knowing areas of work that would be available for them, to contact / visit. Each local authority has identified a number of areas that they feel may be of interest beyond their own local authority.

Area of interest	Local Authority	School/Team	Contact details
Digital School Awards	Scottish Borders	Kingsland PS	Susan.ward@scotborders.gov.uk
	Fife	Wormit PS	jennifer.cunningham-mo@fife.gov.uk
	Fife	Tulliallan PS and Blairhall PS	elspeth.gow@fife.gov.uk
	Fife	Torbain PS	torbainps.headteacher@fife.gov.uk
	East Lothian	Ormiston PS	hgardyne@ormiston.elcschool.org.uk
Digital Literacy	Midlothian	Newbattle HS Centre of Excellence	M.Davidson@mgfl.net
GTCS Excellence in Professional Learning Awards	Scottish Borders	Kelso HS	JLothian1@scotborders.gov.uk
	Fife	Education Manager	Angela.Logue@fife.gov.uk
	East Lothian	Dunbar PS	hgillanders@dunbarprimary.elcschool.org.uk

Professional Learning	East Lothian	Training and Development Officer	mcunningham@eastlothian.gov.uk
	Midlothian	Visible learning at Roslin	J.Wilson3@mgfl.net
	Midlothian	OTI	J.Taylor2@mgfl.net
One in Five Professional Learning	Edinburgh	Senior Manager	David.bruce2@edinburgh.gov.uk
LGBT Awards	Scottish Borders	Peebles HS	Pfagan2@scotborders.gov.uk
	Fife	Queen Anne HS	ruth.mcfarlane@fife.gov.uk
	Fife	Kirkcaldy HS	derek.allan@fife.gov.uk
Equity Framework	Edinburgh	Senior Manager	Maria.plant@edinburgh.gov.uk
Early Years (Forest Kindergarten)	Edinburgh	Early Years Team Cramond PS	Tracey.shaw@edinburgh.gov.uk Helen.donaldson@Cramond.edin.sch.uk
	Fife	Early Years Team	Clark.Graham@fife.gov.uk
	Midlothian	FROEBEL	S.Richardson2@mgfl.net
Early Years and Father Friendly Schools	East Lothian	Preston Pans PS	slaing@prestonpansinfant.elcschool.org.uk
Froebelian Practice	Edinburgh	Group of Early Years Headteachers	Catriona.Gill@greengables-nur.edin.sch.uk
Closing the Gap	Borders	Earlston Cluster	Justin.sinclair@scotborders.gov.uk
	Midlothian	Newbattle Learning Community	Heather.Ritchie@midlothian.gov.uk
	East Lothian	Musselburgh Grammar School	cgerrie@musselburghgrammar.elcschool.org.uk
Edinburgh Learns Framework for Raising Attainment	Edinburgh	Senior Manager	Lorna.sweeney@edinburgh.gov.uk
Gold Sports Award	Fife	Torbain PS	torbainps.headteacher@fife.gov.uk
	Fife	Inverkeithing PS	caroline.gardiner@fife.gov.uk
	Fife	Beath HS	stephen.ross@fife.gov.uk
	Fife	Queen Anne HS	Ruth.mcfarlane@fife.gov.uk
ECO Flags	Midlothian	Cornbank PS - 6 Eco flag	L.Cameron@mgfl.net
Employability Education Scotland Award	Fife	Caskiberran PS	Elaine.Smith@fife.gov.uk
	Fife	Dalgety Bay PS	laura.spence-bx@fife.gov.uk
Parental Engagement Strategy	East Lothian	Service Manager (Education)	rparker@eastlothian.gov.uk

Parent and Carers Framework	Edinburgh	Senior Manager	Maria.Plant@edinburgh.gov.uk
Thera pet	Midlothian	Sacred Heart PS	A.Chidgey@mgfl.net

A directory is to be developed from across schools to share what they have on offer directly with each other, leaving schools to take the lead for practitioner to practitioner contact. This will be made available early in 2019.

Planned leadership opportunities to develop collaborative culture across SEIC

To be able to successfully develop our collaborative approach across the SEIC it is important to invest in those that will lead our systems change work. A number of leadership opportunities are planned and led by Headteachers as well as Officers.

Through ensuring a clear focus on systems leadership and collaboration at Officer and Headteacher level will allow us to embed a collaborative culture at all levels of the SEIC.

<p>SEIC Collaborative Leadership Model (Columba 1400)</p> <p>One of the SEIC board members (headteacher) has developed a collaborative leadership programme with Columba 1400 that will be delivered early in 2019 over three cohorts to 48 headteachers and depute headteachers from our 5 local authorities.</p>
<p>SEIC Systems Leadership Development (SCEL / ADES / Staff College / Scottish Government)</p> <p>17 members of SEIC have attended the SCEL systems leadership sessions. SEIC is working with SCEL to look at how best to use this expertise in systems leadership and how to use the individual projects that participants have undertaken to benefit SEIC further.</p>
<p>Secondary Headteacher Collaboration Event</p> <p>A secondary headteacher engagement group met with SEIC lead and are now developing a session for all secondary headteachers across SEIC to come together before the end of 2018.</p>
<p>Cluster Headteacher Representative Collaboration Event</p> <p>A primary, nursery and special schools engagement group met with the SEIC lead and are now developing a session for a representative from each cluster across SEIC to come together before the end of 2018.</p>
<p>SEIC Board Development Session</p> <p>The SEIC board are discussing with SCEL any opportunities for support to consolidate and develop their collaborative work as a group. This SEIC Board is key to driving engagement and implementation of the SEIC plan.</p>

A Workforce and Resource Plan to Support Delivery

Quality improvement in school and early years settings

Workstream Title:		Quality Improvement Approaches	
Workstream Overview:		The work stream will: encourage and facilitate effective collaboration in the BGE (priority 1), ensure that young people are involved in improvement within the BGE (priority 2), build the capacity of middle leaders to support improvement (priority 3) and the capacity of practitioners to engage in effective self-evaluation and improvement (priority 4). For further details, see page 24	
Workstream Sponsor	Workstream Lead	Workstream Core Group	
Carrie Lindsay Executive Director for Education and Children’s Services (Fife)	Peter McNaughton Head of Education and Children’s Services (Fife)	Quality Improvement Manager (Edinburgh) Quality Improvement Manager (East Lothian) Senior Education Manager (Midlothian) Quality Improvement Manager (Borders) Depute Head Teachers from all 5 LAs.	
Additional ES resource requested	<ul style="list-style-type: none"> • ES Regional Advisor (SEIC) • ES core team members e.g. HMI or Senior Education Officer • Support from BGE from relevant ES colleagues 		
Additional resource for SEIC requested	Quality Improvement Officer		
Expected outcome for additional resource	Resource would facilitate planning and delivery to ensure a positive impact for practitioners across SEIC.		
Workstream Title:		Data and Analysis	
Workstream Overview:		The workstream will ensure that data and analysis have a greater impact on improvement by improving: the strategic evidence base for improvement (priority 1), the understanding and effective use of available data by practitioners (priority 2); the scope and coverage of data and performance information that is available at school level to support school improvement (priority 3). For further details, see page 25	
Workstream Sponsor	Workstream Lead	Workstream Core Group	
Carrie Lindsay Executive Director (Fife)	Stuart Booker Quality Improvement Officer – Strategy & Knowledge Management (Fife)	QI Education Manager / Data, Planning and Insight Officer (Edinburgh) Principal Officer (East Lothian) Senior Education Manager / Performance Group Leader (Midlothian) Business Services Officer (Borders)	

Additional ES resource requested	<ul style="list-style-type: none"> Analyst support for high level data relating to SEIC Support from Scottish Attainment Challenge (SAC) team 	
Additional resource for SEIC requested	Data analyst to be able to analyse data at cohort level and provide analysis of surveys, performance etc.	
Expected Outcomes for additional resource	Correct areas targeted for workstreams and networks informed by robust data.	
Workstream Title:	Professional Learning / Leadership	
Workstream Overview:	The workstream will strengthen the leadership of change within schools (priority 1), by improving the number and quality of opportunities for teachers to develop as leaders (priority 2), and building the leadership capacity of middle leaders (priority 3). For further details, see page 22	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Maria Lloyd Head of Education (Midlothian)	Nicola McDowall School Group Manager (Midlothian)	Quality Improvement Manager (Edinburgh) Principal Officer (East Lothian) Education Manager (Fife) School Group Manager (Midlothian) Quality Improvement Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> SCEL support for leadership programmes delivery for middle leaders ES core team members e.g. HMI or Senior Education Officer 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> Education Support Officer Quality Improvement Officer capacity building post to support/promote e-learning modules and distance learning for ITE 	
Expected outcome for additional resource	Applicants of DHT/HT posts increases and quality of middle leaders improves as well as teacher recruitment improving.	

Improving attainment and achievement, including closing the attainment gap

Workstream Title:	Equity: improving outcomes for children living in poverty	
Workstream Overview:	The workstream will help to improve outcomes for children living in poverty by: ensuring that clear strategic guidance is in place to support headteachers (priority 1), sharing effective strategies and improvement methodologies (priority 2), and defining and addressing barriers to cultural change (priority 3). For further details, see page 20	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Andy Gray Head of Service (Edinburgh)	Lorna Sweeney Service Manager (Edinburgh)	Education Manager (Fife) Head Teacher (East Lothian)

		School Group Manager (Midlothian) Attainment Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> • Attainment Advisors linked to SEIC • ES lead on parental engagement to support workstream • ES CLO link person 	
Additional SG resource required	<ul style="list-style-type: none"> • Improvement Advisors linked to SEIC 	
Additional resource for SEIC requested	Funding for post to support schools in developing parental engagement – post holder would deliver training based on agreed SEIC guidance, support individual schools and clusters, develop ways to share work in this area across SEIC.	
Expected outcome for additional resource	To work with clusters and individual school staff and parents to ensure positive engagement with parents that impacts on closing the poverty related attainment gap.	
Workstream Title:	Mathematics and Numeracy	
Workstream Overview:	The workstream will help to improve attainment in numeracy for school leavers (priority 3) and close the attainment gap in numeracy, via: support for high quality staff development (priority 1), strengthening of assessment and moderation (priority 2), and sharing of effective, targeted strategies (priority 4). For further details, see page 18	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Fiona Robertson Head of Education (East Lothian)	Karen Haspolat Quality Improvement Officer (East Lothian)	Quality Improvement Officer (Edinburgh) Quality Improvement Officer (Borders) To be Advised (Midlothian) Professional Learning Development Officer (Fife)
Additional ES resource requested	<ul style="list-style-type: none"> • Attainment Advisors linked to SEIC • NIF Education Officer • ES officer with responsibility for mathematics • ES officer with responsibility for numeracy 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> • Education Support Officer (Mathematics & Numeracy) Post holder would: <ul style="list-style-type: none"> • Support the work on moderation across SEIC in BGE for numeracy • Lead and support strategies identified to raise attainment and address the poverty related attainment gap 	
Expected outcome for additional resource	<ul style="list-style-type: none"> • Improved confidence and greater consistency in the moderation of numeracy and mathematics. • Improved outcomes for targeted cohorts of learners to address the attainment gap. • Enhanced learning and teaching through the use of digital technologies • Informed practice around closing the poverty related attainment gap. 	

Budget Request outwith Workstreams

Purpose	Resource
To co-ordinate and drive engagement and implementation of the SEIC plan across all 5 local authorities with a focus on our 2 key priorities.	Establish seconded post of SEIC Co-ordinator at level of QIM (1 FTE)
To enhance and embed collaborative approaches to improvement in raising attainment. This resource would allow rural authorities/smaller authorities to have capacity to be full partners and increase the pace of implementation.	Second 5 QIO posts to be used across the 5 local authorities to drive collaboration across SEIC (5 x 1 FTE)
To ensure the smooth running of all SEIC events, meetings, publications and communications.	Establish Project Officer x (1 FTE)
To provide admin support for all SEIC authority.	Second 1.0 FTE admin support
To develop further our regional capacity for improvement events to ensure school leaders and practitioners have the opportunity to participate at local and regional events.	Costs of venue hire and associated costs for workstream events, workshops and larger scale events.
To ensure participation of practitioners in rural areas and from rural schools.	Travel and supply cover budget for teaching headteachers and to cover rural barriers to participation.
To promote the work of SEIC and ensure the message is communicated to school practitioners about where to go across support development opportunities and materials.	To communicate through a series of films to engage practitioners and forums to allow two-way exchange of information.
To allow full participation in workshops / events related to workstreams / priorities.	Cover budget for backfill of teachers attending events where backfill is required.
To work with schools and local authorities to deliver e-learning where possible.	Digital Support Officer
Virtual Forum to be developed to share specialist subject knowledge and teachers.	IT infrastructure to allow use of e-learning and to make use of Digital Centre of Excellence for all SEIC.
Evaluation support from Edinburgh University.	Support from Edinburgh University to work alongside SEIC to help evaluate impact at classroom level.

Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.

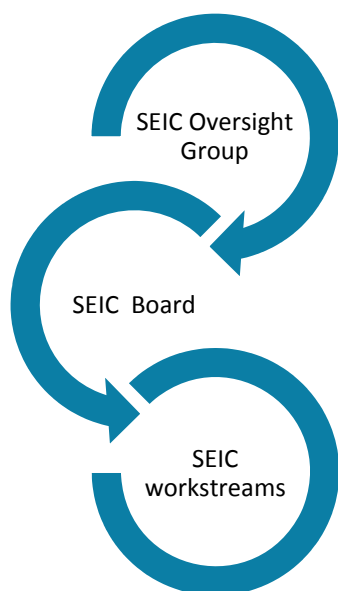
Key Risks	Mitigating Actions
<ul style="list-style-type: none"> Differing political views and understanding of SEIC at local level 	<ul style="list-style-type: none"> Ensuring effective communication Input locally and regionally for elected members
<ul style="list-style-type: none"> Sharing data sets 	<ul style="list-style-type: none"> Data sharing agreement Use of data already publicly available
<ul style="list-style-type: none"> Data on CfE still experimental 	<ul style="list-style-type: none"> Moderation exercises to have confidence in CfE declarations
<ul style="list-style-type: none"> Capacity of workforce across SEIC to deliver actions in SEIC Plan 	<ul style="list-style-type: none"> Agree equitable resource allocation relative to scale of local authority Ensure clarity of roles and responsibilities Effective use of SEIC budget
<ul style="list-style-type: none"> Trade Union agreements – LNCT/SNCT and working time agreements 	<ul style="list-style-type: none"> Develop an agreed way of working across SEIC through the professional associations group
<ul style="list-style-type: none"> Further legislative changes in future 	<ul style="list-style-type: none"> Flexibility in SEIC plan to allow for any required changes Clarity on communication regarding changes required
<ul style="list-style-type: none"> Accountability at local authority and SEIC levels 	<ul style="list-style-type: none"> Clear governance structures agreed for SEIC Clear reporting mechanisms in place at a local level

Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groupings have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.



The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative’s work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, Regional Adviser from Education Scotland, Edinburgh University and Skills Development Scotland. The SEIC Board meets at least quarterly and is chaired by the SEIC Lead. It develops the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads.

SEIC Workstreams accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of Service, senior officers or headteachers taking the lead as appropriate.

Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children’s services in Scotland.

SEIC recognises the importance of self-evaluation and the role played by the *Framework for Evaluating the Quality of Services and Organisations* in supporting effective self-evaluation at all levels of the school system. During the next phase of its improvement journey, SEIC will agree on an appropriate framework/approach for evaluating the impact of its work and the progress that is being made against the objectives of the Improvement Plan, including the impact that is being achieved at classroom level.

SEIC Group Members

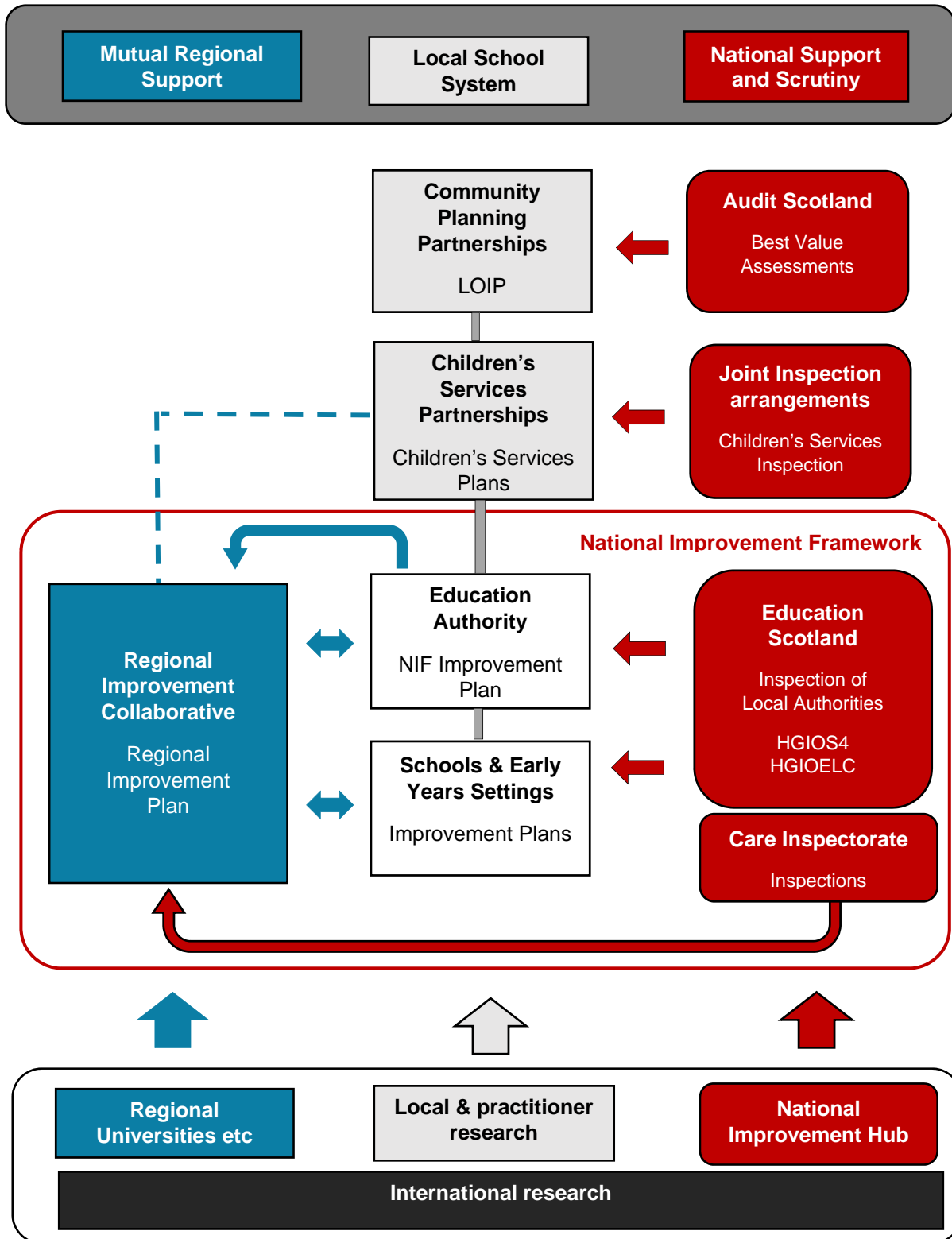
Group Title	Group Participants
SEIC Oversight Group	<p>Edinburgh: Chief Executive Head of Schools & Lifelong Learning Education Convener Education Vice Convener</p> <p>East Lothian: Chief Executive Head of Education Education Convener Education Vice Convener</p> <p>Fife: Chief Executive Executive Director of Education and Children’s Services Education Convener Education Vice Convener</p> <p>Midlothian: Chief Executive Head of Education Education Convener Education Vice Convener</p> <p>Borders: Chief Executive Chief Officer – Education Education Convener Education Vice Convener</p>
SEIC Board	<p>Edinburgh: Head of Schools & Lifelong Learning</p> <p>East Lothian: Head of Education</p> <p>Fife: Executive Director of Education and Children’s Services</p> <p>Midlothian: Head of Education</p> <p>Borders: Chief Officer – Education</p> <p>Education Scotland: Regional Adviser</p> <p>Skills Development Scotland: Area Manager</p> <p>University of Edinburgh: Head of Moray House School of Education</p> <p>5 Head Teachers from all 5 local authorities representing each sector</p>
Other Support	
SEIC Chief Executive Lead	Chief Executive, Fife Council
SEIC Regional Improvement Collaborative Lead	Executive Director of Education and Children’s Services, Fife Council
Project Support	Project Officer, Fife Council
Data and Analysis Support	Executive Support Officer, Fife Council
Education Scotland	Regional Adviser, Education Scotland

Engagement Groups

These are the current engagement / consultation groups that we have in place both to inform and support developments. We will review and add to these on a regular basis as we develop our model of delivery to add value across the SEIC.

Parent Group	A group of representative parents selected from the national parent forum reps to ensure a parent voice. The group meets with the SEIC lead.
Professional Associations	Representatives from EIS, NASUWT, AHDS, SLS, SSTA and UNISON have already met to ensure that the Professional Associations are engaged in the development of SEIC plan and its implementation.
Secondary HTs	10 Secondary Headteachers from across the 5 local authorities met to comment on and give their views on phase 2 of the plan.
Primary, Nursery and Special School HTs	12 Headteachers from the 5 local authorities met to comment on and give their views on phase 2 of the plan.
Officers	8 officers from across the 5 local authorities met to comment on and give their views on phase 2 of the SEIC plan.
Collaborative Staff Panels – Fife & Borders	Both Fife and Scottish Borders have established staff panels to help inform the work of SEIC and advice on communication routes at a local authority and regional level.
City Deal Skills Group	We have made links with the City Deal Skills Group and look to maximise these links over the coming months.
Children & Young People Group	20 young people came together with 2 members of the SEIC Board to give their views on phase 2 of the plan.

Appendix 1 – Systems of support for local authority and school improvement





SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

A Workforce and Resource Plan to Support Delivery

Quality improvement in school and early years settings

Workstream Title:		Quality Improvement Approaches	
Workstream Overview:		The work stream will: encourage and facilitate effective collaboration in the BGE (priority 1), ensure that young people are involved in improvement within the BGE (priority 2), build the capacity of middle leaders to support improvement (priority 3) and the capacity of practitioners to engage in effective self-evaluation and improvement (priority 4). For further details, see page 24	
Workstream Sponsor	Workstream Lead	Workstream Core Group	
Carrie Lindsay Executive Director for Education and Children's Services (Fife)	Peter McNaughton Head of ECS (Fife)	Quality Improvement Manager (Edinburgh) Quality Improvement Manager (East Lothian) Senior Education Manager (Midlothian) Quality Improvement Manager (Borders) Depute Head Teachers from all 5 LAs.	
Additional ES resource requested	<ul style="list-style-type: none"> • ES Regional Advisor (SEIC) • ES core team members e.g. HMI or Senior Education Officer • Support from BGE from relevant ES colleagues 		
Additional resource for SEIC requested	Quality Improvement Officer	Staffing costs with oncosts: £72,296	
Expected outcome for additional resource	Resource would facilitate planning and delivery to ensure a positive impact for practitioners across SEIC.		
Workstream Title:		Data and Analysis	
Workstream Overview:		The workstream will ensure that data and analysis have a greater impact on improvement by improving: the strategic evidence base for improvement (priority 1), the understanding and effective use of available data by practitioners (priority 2); the scope and coverage of data and performance information that is available at school level to support school improvement (priority 3). For further details, see page 25	
Workstream Sponsor	Workstream Lead	Workstream Core Group	
Carrie Lindsay Executive Director (Fife)	Stuart Booker Quality Improvement Officer – Strategy & Knowledge Management (Fife)	QI Education Manager / Data, Planning and Insight Officer (Edinburgh) Principal Officer (East Lothian)	

		Senior Education Manager / Performance Group Leader (Midlothian) Business Services Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> Analyst support for high level data relating to SEIC Support from Scottish Attainment Challenge (SAC) team 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> Data analyst to be able to analyse data at cohort level and provide analysis of surveys, performance etc. 	Staffing costs with oncosts: £37,918 (Assistant Statistician B2 with on costs)
Expected Outcomes for additional resource	Correct areas targeted for workstreams and networks informed by robust data.	
Workstream Title:	Professional Learning / Leadership	
Workstream Overview:	The workstream will strengthen the leadership of change within schools (priority 1), by improving the number and quality of opportunities for teachers to develop as leaders (priority 2), and building the leadership capacity of middle leaders (priority 3). For further details, see page 22	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Maria Lloyd Head of Education (Midlothian)	Nicola McDowall School Group Manager (Midlothian)	Quality Improvement Manager (Edinburgh) Principal Officer (East Lothian) Education Manager (Fife) School Group Manager (Midlothian) Quality Improvement Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> SCEL support for leadership programmes delivery for middle leaders ES core team members e.g. HMI or Senior Education Officer 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> Education Support Officer Quality Improvement Officer capacity building post to support/promote e-learning modules and distance learning for ITE 	Staffing costs with oncosts: £60,000 Staffing costs with oncosts: £72,296
Expected outcome for additional resource	Applicants of DHT/HT posts increases and quality of middle leaders improves as well as teacher recruitment improving.	

Improving attainment and achievement, including closing the attainment gap

Workstream Title:	Equity: improving outcomes for children living in poverty	
Workstream Overview:	The workstream will help to improve outcomes for children living in poverty by: ensuring that clear strategic guidance is in place to support headteachers (priority 1), sharing effective strategies and improvement methodologies (priority 2), and defining and addressing barriers to cultural change (priority 3). For further details, see page 20	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Andy Gray Head of Service (Edinburgh)	Lorna Sweeney Service Manager (Edinburgh)	Education Manager (Fife) Head Teacher (East Lothian) School Group Manager (Midlothian) Attainment Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> • Attainment Advisors linked to SEIC • ES lead on parental engagement to support workstream • ES CLO link person 	
Additional SG resource required	<ul style="list-style-type: none"> • Improvement Advisors linked to SEIC 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> • Funding for post to support schools in developing parental engagement – post holder would deliver training based on agreed SEIC guidance, support individual schools & clusters, develop ways to share work in this area across SEIC. 	Staffing costs with oncosts: £44,085
Expected outcome for additional resource	To work with clusters and individual school staff and parents to ensure positive engagement with parents that impacts on closing the poverty related attainment gap.	
Workstream Title:	Mathematics and Numeracy	
Workstream Overview:	The workstream will help to improve attainment in numeracy for school leavers (priority 3) and close the attainment gap in numeracy, via: support for high quality staff development (priority 1), strengthening of assessment and moderation (priority 2), and sharing of effective, targeted strategies (priority 4). For further details, see page 18	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Fiona Robertson Head of Education	Karen Haspolat Quality Improvement Officer	Quality Improvement Officer (Edinburgh)

(East Lothian)	(East Lothian)	Quality Improvement Officer (Borders) To be Advised (Midlothian) Professional Learning Development Officer (Fife)
Additional ES resource requested	<ul style="list-style-type: none"> • Attainment Advisors linked to SEIC • NIF Education Officer • ES officer with responsibility for mathematics • ES officer with responsibility for numeracy 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> • Education Support Officer (Mathematics & Numeracy) Post holder would: <ul style="list-style-type: none"> • Support the work on moderation across SEIC in BGE for numeracy • Lead and support strategies identified to raise attainment and address the poverty related attainment gap 	Staffing costs with oncosts: £60,000
Expected outcome for additional resource	<ul style="list-style-type: none"> • Improved confidence and greater consistency in the moderation of numeracy and mathematics. • Improved outcomes for targeted cohorts of learners to address the attainment gap. • Enhanced learning and teaching through the use of digital technologies • Informed practice around closing the poverty related attainment gap. 	

Budget Request outwith Workstreams

Purpose	Resource	Cost
Regional Lead Support		£82,094
To co-ordinate and drive engagement and implementation of the SEIC plan across all 5 local authorities with a focus on our 2 key priorities.	Establish seconded post of SEIC Co-ordinator at level of QIM (1 FTE)	£82,775
To enhance and embed collaborative approaches to improvement in raising attainment. This resource would allow rural authorities/smaller authorities to have capacity to be full partners and increase the pace of implementation.	Second 5 QIO posts to be used across the 5 local authorities to drive collaboration across SEIC (5 x 1 FTE)	5 x 72,296 = £361,480

To ensure the smooth running of all SEIC events, meetings, publications and communications.	Establish Project Officer x (1 FTE)	£44,085
To provide admin support for all SEIC authority.	Second 1.0 FTE admin support	£28,000
To develop further our regional capacity for improvement events to ensure school leaders and practitioners have the opportunity to participate at local and regional events.	Costs of venue hire and associated costs for workstream events, workshops and larger scale events.	£100,000
To ensure participation of practitioners in rural areas and from rural schools.	Travel and supply cover budget for teaching headteachers and to cover rural barriers to participation.	£10,000
To promote the work of SEIC and ensure the message is communicated to school practitioners about where to go across support development opportunities and materials.	To communicate through a series of films to engage practitioners and forums to allow two-way exchange of information.	£10,000
To allow full participation in workshops / events related to workstreams / priorities.	Cover budget for backfill of teachers attending events where backfill is required.	£10,000
To work with schools and local authorities to deliver e-learning where possible.	Digital Support Officer	£60,000
Virtual Forum to be developed to share specialist subject knowledge and teachers.	IT infrastructure to allow use of e-learning and to make use of Digital Centre of Excellence for all SEIC.	£50,000
Evaluation support from Edinburgh University.	Support from Edinburgh University to work alongside SEIC to help evaluate impact at classroom level.	£20,000
Total Resource Requested		£1,205,029

WORK PROGRAMME 2018-19

MEETING ON 6 NOVEMBER 2018			
Report	Lead Officer / Contact	Source	Comments
Walking Routes to Report	Executive Director (Education & Children's Services) (Shelagh McLean)	Para 72 of 2018.EChSC42 refers	To develop formal proposal with regards to Walking Route to School (WRTS) Policy for approval of Committee for consultation.
Chief Social Worker Annual Report 2017-18	Dougie Dunlop, Chief Social Worker		
Workforce Planning Update	Executive Director (Education & Children's Services) (Shelagh McLean)		
BFF Update – School Estate Strategy	Executive Director (Education & Children's Services) (Shelagh McLean)		
Education & Children's Services Directorate Revenue Budget 2018/19 Projected Outturn	Joint report by the Executive Director (Education & Children's Services) and Executive Director (Finance & Corporate Services)		
Education & Children's Services Directorate Capital Investment Plan 2018/19: Outturn Report	Joint report by the Executive Director (Education & Children's Services) and Executive Director (Finance & Corporate Services)		

Attainment (BGE/ Educational Outcomes)	Executive Director (Education & Children's Services) (Peter McNaughton / Phil Black)		
South East Improvement Collaborative Plan	Executive Director (Education & Children's Services)	Advised by Service	

MEETING ON 22 JANUARY 2018			
Report	Lead Officer / Contact	Source	Comments
Cost of the School Day Update			
Social Work Strategy Update			
Secondary Schools Curriculum Design			
Inspection Outcomes			
Finance Reports x2			

MEETING ON 19 MARCH 2019			
Report	Lead Officer / Contact	Source	Comments
Senior Phase Outcomes			
Pupil Equity Fund			
Our Minds Matter Update			
Child Protection Inspection			

MEETING ON 21 MAY 2019

Report	Lead Officer / Contact	Source	Comments
ABCD Update			

MEETING ON 27 AUGUST 2019

Report	Lead Officer / Contact	Source	Comments
Finance Reports x 2			

MEETING ON 29 OCTOBER 2019

Report	Lead Officer / Contact	Source	Comments

TO BE CONFIRMED/ALLOCATED TO MEETING DATES

Report	Lead Officer / Contact	Source	Comments
Dunfermline North Catchment Review	Executive Director (Education & Children's Services) (Shelagh McLean)	Para 88 of 2018EChSC52 refers	To carry out a catchment review asap in Dunfermline North.
Co-opted Membership and Observers/Advisers	Executive Director (Education & Children's Services) (Shelagh McLean)/Convener/Vice-Convener	Para 10(a) of 2017EChSC6 refers	To pursue appointment of non-voting observers or advisers to facilitate the involvement of parent representatives and your persons on an ad hoc basis.