

## Education Scrutiny Committee

Committee Room 2, 5th Floor, Fife House, North Street,  
Glenrothes



Tuesday, 20 May 2025 - 10.00 a.m.

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### AGENDA

Page Nos.

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** – Minute of Meeting of the Education Scrutiny Committee of 18 March 2025. 3 – 6
4. **DESTINATIONS OF SCHOOL LEAVERS** – Report by the Head of Education Service. 7 – 32
5. **SWIMMING FOR CHILDREN AND YOUNG PEOPLE** – Report by the Executive Director, Education Service. 33 – 42
6. **SCHOOL MEALS REVIEW** – Report by the Head of Service, Facility Management Services, Place Directorate. 43 – 72
7. **EDUCATION SCRUTINY COMMITTEE FORWARD WORK PLAN** – Report by the Executive Director, Finance and Corporate Services. 73 – 80

**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.**

Lindsay Thomson  
Head of Legal and Democratic Services  
Finance and Corporate Services

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13 May 2025

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## **BLENDED MEETING NOTICE**

This is a formal meeting of the Committee and the required standards of behaviour and discussion are the same as in a face to face meeting. Unless otherwise agreed, Standing Orders will apply to the proceedings and the terms of the Councillors' Code of Conduct will apply in the normal way

For those members who have joined the meeting remotely, if they need to leave the meeting for any reason, they should use the Meeting Chat to advise of this. If a member loses their connection during the meeting, they should make every effort to rejoin the meeting but, if this is not possible, the Committee Officer will note their absence for the remainder of the meeting. If a member must leave the meeting due to a declaration of interest, they should remain out of the meeting until invited back in by the Committee Officer.

If a member wishes to ask a question, speak on any item or move a motion or amendment, they should indicate this by raising their hand at the appropriate time and will then be invited to speak. Those joining remotely should use the "Raise hand" function in Teams.

All decisions taken during this meeting, will be done so by means of a Roll Call vote.

Where items are for noting or where there has been no dissent or contrary view expressed during any debate, either verbally or by the member indicating they wish to speak, the Convener will assume the matter has been agreed.

There will be a short break in proceedings after approximately 90 minutes.

Members joining remotely are reminded to have cameras switched on during meetings and mute microphones when not speaking. During any breaks or adjournments please switch cameras off.

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

**Committee Room 2, 5th Floor, Fife House, North Street, Glenrothes**

**18 March 2025**

**10.05 am – 12.35 pm**

**PRESENT:** Councillors Kathleen Leslie (Convener), Lynn Ballantyne-Wardlaw, Aude Boubaker-Calder, Ian Cameron, Rod Cavanagh, Eugene Clarke, Altany Craik, Colin Davidson, Linda Erskine, Louise Kennedy-Dalby, James Leslie, Lynn Mowatt, Alistair Suttie, Daniel Wilson, Ann Verner (substituting for Councillor Barrera), Sean Dillon (substituting for Councillor Caffrey) and Mr Ian Macaulay, Church of Scotland.

**ATTENDING:** Donnie MacLeod, Executive Director, Education Service, Shelagh McLean, Head of Education (Early Years and Directorate Support), Angela Logue, Head of Education (Primary Schools and Improvement Support), Maria Lloyd, Head of Education (Secondary Schools and Specialist Support), Jackie Funnell, Education Manager, Rona Weir, Education Manager, Jennifer Wilson, Headteacher and Vicky Cromar, Principal Teacher, Supporting Learners Service, Emma Clunie, Headteacher, Kirkcaldy North Primary School, Debbie Davie, Deputy Headteacher and Daryl Friel, Depute Headteacher, Levenmouth Academy, Daniel Dewar, Temporary Depute Headteacher and Claire McGovern, Administrative Assistant, Pathhead Primary School, Ashley Birrell, Project Manager and Clair Lawrence, Project Manager, Childcare Management, Titi Akinwande, Lead Performance Analyst and Stuart Booker, Quality Improvement Officer, Education Service; Alison Binnie, Finance Business Partner and Diane Barnett, Committee Officer, Finance and Corporate Services.

**APOLOGIES FOR ABSENCE:** Councillors Auxi Barrera, John Caffrey and Mr Alastair Crockett, Cupar Baptist Church.

**120. DECLARATIONS OF INTEREST**

No declarations of interest were made in terms of Standing Order No. 22.

**121. MINUTE**

The committee considered the minute of meeting of the Education Scrutiny Committee of 28 January 2025.

**Decision**

The committee approved the minute.

**122. SUPPORTING REFUGEE, ASYLUM SEEKING AND DISPLACED YOUNG PEOPLE WITH ENGLISH AS AN ADDITIONAL LANGUAGE IN EDUCATION**

The committee considered a report by the Executive Director, Education providing an update on the current support provided to refugee, asylum seeking and displaced children and young people with English as an additional language (EAL) in the education provisions that they attend.

**Decision**

The committee:-

- (1) scrutinised and noted the updates provided; and
- (2) requested a further update report for consideration at its meeting on 17 March 2026.

**123. ATTENDANCE UPDATE REPORT MARCH 2025**

The committee considered a report by the Head of Education Services providing an update on the progress of attendance of children and young people in schools across Fife as requested by this committee at its meeting on 7 May 2024, including a comparison to the national attendance data provided by the Scottish Government in March 2024.

The report shared updated national attendance data in line with what had been published at the time of writing.

The report also outlined the ongoing work being carried out centrally and by all Fife schools to work to achieve this key priority, as stated in Fife Education's Directorate Improvement Plan 2023-26.

**Decision**

The committee:-

- (1) scrutinised the attendance data and information provided;
- (2) expressed its support of the ongoing work both centrally and by schools in improving attendance;
- (3) requested a further progress report for consideration at its meeting on 17 March 2026; and
- (4) requested that the service arrange an elected member workshop, before the end of May, to consider in more detail issues around school attendance and how best practice and strategies for improvement could be replicated across all schools.

*The committee adjourned at 11.55 am and reconvened at 12:05 pm.*



**124. CHILDCARE SERVICES - EARLY ADOPTER COMMUNITY WORK**

The committee considered a report by the Head of Education Services providing an update on the work carried out within the Childcare Services Team as part of the Early Adopter Community work in the Levenmouth Area.

**Decision**

The committee:-

- (1) considered and noted the information provided and the progress made to date; and
- (2) noted the plans to expand the Early Adopter work to other communities in Fife.

**125. 2024/25 REVENUE MONITORING PROJECTED OUTTURN – EDUCATION DIRECTORATE**

The committee considered a joint report by the Executive Director, Education Service and the Executive Director, Finance and Corporate Services providing an update on the projected outturn financial position for the 2024-25 financial year for the Education Directorate as at 31 December 2024.

**Decision**

The committee considered and noted the current financial performance and activity as detailed in the report.

**126. 2024/25 CAPITAL MONITORING PROGRESS REPORT – EDUCATION DIRECTORATE**

The committee considered a joint report by the Executive Director, Education Services and the Executive Director, Finance and Corporate Services providing an update on the Capital Investment Plan and advising on the projected financial position for the 2024-25 financial year for the Education Directorate.

**Decision**

The committee considered and commented on the current financial performance and activity as detailed in the report.

**127. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PLAN**

The committee considered a report by the Executive Director, Finance and Corporate Services relating to the committee's consideration of the workplan for future meetings.

**Decision**

The committee:-

- (1) noted the workplan and suggestions were invited from members of the committee for future areas of scrutiny;

## **2025 ES 59**

- (2) as outlined at Para No 122 (2) above – ‘supporting refugee, asylum seeking and displaced young people with English as an additional language in education’ – agreed that an update report be presented for consideration at its meeting on 17 March 2026;
- (3) as outlined at Para No 123 (3) above – ‘attendance update report’ - agreed that an update report would be presented for consideration at its meeting on 17 March 2026;
- (4) acknowledged that an update report on ‘swimming for children and young people’ would be presented for consideration at its meeting on 20 May 2025; and
- (5) acknowledged that an update report on ‘strategic equity fund’ would be presented for consideration at its meeting on 20 May 2025.

20 May 2025

Agenda Item No. 4

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## Destinations of School Leavers

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Report by: Maria Lloyd, Head of Education and Children's Services

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Wards Affected: All

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### Purpose

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The purpose of this report is to update the Education Scrutiny Committee on the destinations of school leavers from Fife schools.

This report also provides an overview of the range of strategies being developed to support our key priority to improve the rates of initial and sustained destinations and the ongoing work of Developing the Young Workforce (DYW) to support this.

### Recommendation(s)

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The Education Scrutiny Committee is asked to:

1. Scrutinise, review and comment on progress and next steps of this workstream
2. Congratulate secondary schools on their improving trend in this area of work
3. Encourage ward members to engage with workshops on attainment and ask about school positive destinations and work related to this

### Resource Implications

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There are no resource implications arising from this report.

### Legal & Risk Implications

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There are no direct legal implications arising from this report. However, with the continual development of a new set of national qualifications means that one of the risks is the need to continue to raise the awareness of school leaders, local authority officers and elected members in order to maximise the potential of data and new systems to inform future actions towards school improvement.

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

## 1.0 Background

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- 1.1 Our ambition is to improve outcomes by providing young people with an appropriate curriculum for all learners and develop their skills to make them an effective contributor to the world of work, life and learning.

This report specifically relates the ongoing work with schools via the DYW approach and on those pupils in the senior phase of their learning i.e. S4-S6 and how they have performed in securing a positive destination.

A glossary has been created to explain the acronyms contained within this committee report (Appendix 2).

- 1.2 The senior phase of the curriculum also provides us with the opportunity to:

- Improve skills for life, learning and work
- Broaden pathways for learners that support post school transitions
- Interventions and opportunities that strengthen transitions into positive pathway beyond school
- Increase levels of initial and sustained positive destinations
- Contribute to a prosperous Fife economy and improve life chances for all

- 1.3 The national attainment database has two key release dates. Data on the destinations of school leavers is based on the Opportunities for All shared dataset, which is managed by Skills Development Scotland (SDS) on behalf of all partner organisations. Two surveys are conducted during the course of each school academic year, which report outcomes for young people who had left school during or after the preceding school year:

- An *initial destinations* survey, which identifies the outcomes of school leavers as at the first Monday in October. This data is quality assured, matched with data held by the Scottish Government and is then published in February.
- A *follow-up destinations* survey, which identifies the outcomes of school leavers as at the first Monday in the following April. This data is quality assured and then published in June.

### Summary of Results for Fife 2023-24:

- 1.4 Fife have achieved 95.6% (0.3% improvement from last year). Fife is now above our virtual comparator (95.1%), in line with SEIC and 0.1% below national and now sit in 18th position out of 32 LAs (21 previously).
- 1.5 Fife now aligns to the national outcomes for SIMD Q1 and have been closing the equity gaps for other aspects of disadvantage. A key focus on our identified at-risk groups (S4, S5 winters leavers and S3 furthest from a destination) alongside

datasets to support tracking, monitoring and interventions is supporting us to relentlessly strive in further closing the destinations gap.

- 1.6 Central officers and school leaders have worked in partnership with SDS colleagues to follow up on all leavers from the 2023/24 cohort. The follow up snapshot closed on 7<sup>th</sup> April 2025 and the follow up SLDR data will be available in June 2025. This data relates to sustained destinations six months beyond leaving school. A key focus for Fife and all schools, has been and will continue to be on reducing the number of learners whose destinations are unknown and engaging young people who need additional support with a range of post-school options to help them move appropriately towards a positive destination.

## **2.0 Developing the Young Workforce (DYW)**

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### **DYW and Destinations Team**

- 2.1 The DYW Fife budget is funded by a grant from the Scottish Government which is used to support the class release of 20 DWY Coordinators: 18 secondary teaching staff, 1 Special Schools teacher, and 1 Pupil Support Service teacher. In addition, funding supports the costs of 2 central officers (QIO and ESO) and a Business Engagement Executive who supports with business links and related engagement. The DYW Regional board, chaired by John Penman, comprises members from a range of businesses and employability sectors across Fife. The board oversees budget decisions, progress, and priorities, while also supporting employers in connecting with young people in Fife's schools and colleges.
- 2.2 Beyond DYW, Fife education service has secured additional funding which currently supports an Employability Officer and 2 Modern Apprentices. The collective work of the Destinations team focuses on improving Fife's destination figures to meet and exceed the national average. We have a shared focus on interventions to support at-risk groups of young people, aiming to close the gap for young people with Additional Support Needs, Care Experienced, minority ethnic, armed forces, SIMD Q1, Free Meal Entitlement, and learners experiencing poor mental health. Targeted destination interventions and initiatives mainly support cohorts of learners in S3 (those furthest from positive destinations), S4 summer leavers, and S5 winter leavers.

### **Destinations DHTs and DYW Coordinators**

- 2.3 School Depute Headteachers (DHTs) and DYW Coordinators work together strategically to embed their school specific DYW Strategy via their DYW Delivery Plan and partnerships with employers to bring added value to the curriculum. By paying close attention to local and national employment data (LMI and RSA) and fostering good relationships, employer engagement is reflective of the school's demographic and future workforce opportunities. Central DYW lead officers support the quality assurance and leadership of the DYW.

### **Strategic Priorities**

- 2.4 The key priorities for DYW Fife are to:
  - Provide high quality opportunities for Work Related Learning (Volunteering, Leadership, Enterprise) and Work Placements which support young people into initial and sustained destinations.

- Provide a responsive DYW offer by maximising the use of data such as Labour Market Information and the Regional Skills Assessment (LMI and RSA).
- Inspire young people and other stakeholders through employer and partner engagements that ignite interest and motivation around diverse and flexible future pathways.
- Engage Fife's young people with a range of informative experiences and opportunities that support preparation and readiness for an initial and sustained destination.
- Support targeted young people with innovative education, training, and skills programmes that close the destination gap, mitigates barriers and maximises opportunities for all.

2.5 An analysis of 2023-24 Labour Market Information and Regional Skills Assessment resulted in the identification of five key growth sectors (Manufacturing and Construction/ Health and Social Care/ Wholesale and Retail/ Education/ Transportation) which are a key driver for the various activities and opportunities planned. Additionally, we have identified geographically specific sectors with a demand for a future workforce, informing the focus of locality initiatives.

**Further detail regarding DYW Employer Activity and Programmes of Engagement can be found in Appendix 1.**

## 3.0 Post-school destinations of school leavers

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3.1 Two datasets are recorded and reported nationally on the outcomes of young people, as they make the transition from school to the world of work and continuing education:

- Data on the *destinations of school leavers*, which reports outcomes for those who left school during or after the preceding school year. Data is published for each local authority, based on the outcomes of young people who had been attending schools in that area (Senior Phase Benchmarking Tool Insight, February 2025).
- A *participation measure*, which records involvement of 16-19 year olds in the local economy. This provides a longer-term view of outcomes for young people within the age range 16 to 19 years. This data is published for each local authority based on young people currently living in a local area, rather than those who attended school there.

### 3.2 Stretch Targets

For 2024-25 Fife's stretch targets have been revised to adopt a more equitable and aspirational approach: 95.7% for 2023/24, 96.2% for 2024/25, and 96.7% for 2025/26. Previously, stretch targets were set primarily based on contextual influences and past performance. However, a review of progress revealed that this method did not fully capture the breadth of factors influencing school performance. As a result, we have expanded our approach using the **Four Lenses Framework**, which offers a more comprehensive perspective by considering:

- Attainment in key measures.

- Trends in performance over time.
- Benchmarking relative to social context.
- Longitudinal measures of pupil progression.

In line with this enhanced approach, all schools are now expected to improve on their previous performance. Focus will be given to those that did not meet their initial Positive Destination benchmark, with the greatest improvement expected from these schools. Therefore, Fife secondary schools are being asked to achieve one of the following measures:

- A 0.3% improvement for the whole school year, if their positive destination levels in 2022/23 were considerably higher than their LA-calculated benchmark performance figure.
- A 0.8% improvement for the whole school year, if their positive destination levels in 2022/23 were slightly higher than their LA-calculated benchmark performance figure.
- A 1.8% improvement for the whole school year, if their positive destination levels in 2022/23 were lower than their LA-calculated benchmark performance figure.

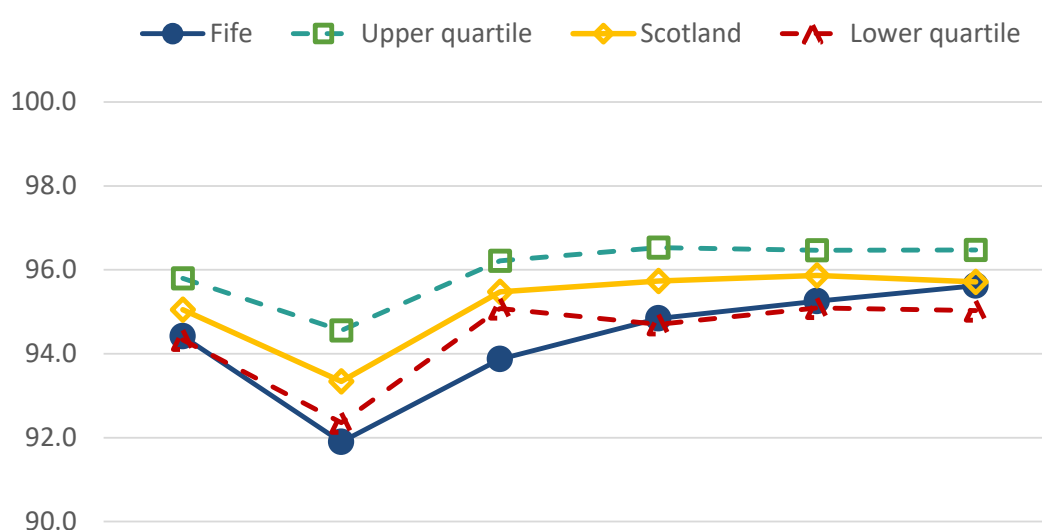
- 3.3 If schools meet their individual stretch targets, Fife will be on track to achieve the overall target of 96% by 2024/25. Encouragingly, 13 out of 18 secondary schools have already met or exceeded their stretch targets this year, with 12 schools improving on their previous year's Positive Destinations performance. Figure 1 below show that 16 out of 18 schools are currently outperforming their virtual comparator.

School	School outcome 2023/24 (%)	Virtual Comparator 2023/24 (%)
Auchmuty High School	96.85	95.54
Balwearie High School	95.75	95.92
Beath High School	95.72	95.45
Bell Baxter High School	96.25	95.60
Dunfermline High School	98.26	96.65
Glenrothes High School	95.68	93.89
Glenwood High School	94.48	94.23
Inverkeithing High School	97.70	96.26
Kirkcaldy High School	94.32	94.09
Levenmouth High School	88.54	93.37
Lochgelly High School	94.90	93.69
Madras College	98.05	96.88
Queen Anne High School	95.82	94.37
St Andrew's RC High School	95.71	94.71
St Columba's High School	97.59	94.46
Viewforth High School	96.40	93.67
Waid Academy	97.71	95.88
Woodmill High School	97.00	96.37

**Figure 1.** Comparison of individual school positive destination performance in comparison to performance of the school's virtual comparator.

## Destinations of school leavers

- 3.4 The data in this section of the paper reports initial destinations data for young people who left Fife schools at the end of the 2023/24 school year.
- 3.5 Figure 2, below, shows the initial destinations of Fife school leavers, as compared with national outcomes. As can be seen, the percentage of school leavers entering a positive destination from school in Fife has improved over the past four years. The gap with national has been significantly closed. 95.6% of school leavers after the 2023/24 school year entered a positive destination, compared with 95.7% nationally. This illustrates Fife's incremental improvement trend over time towards touching distance of the national average.



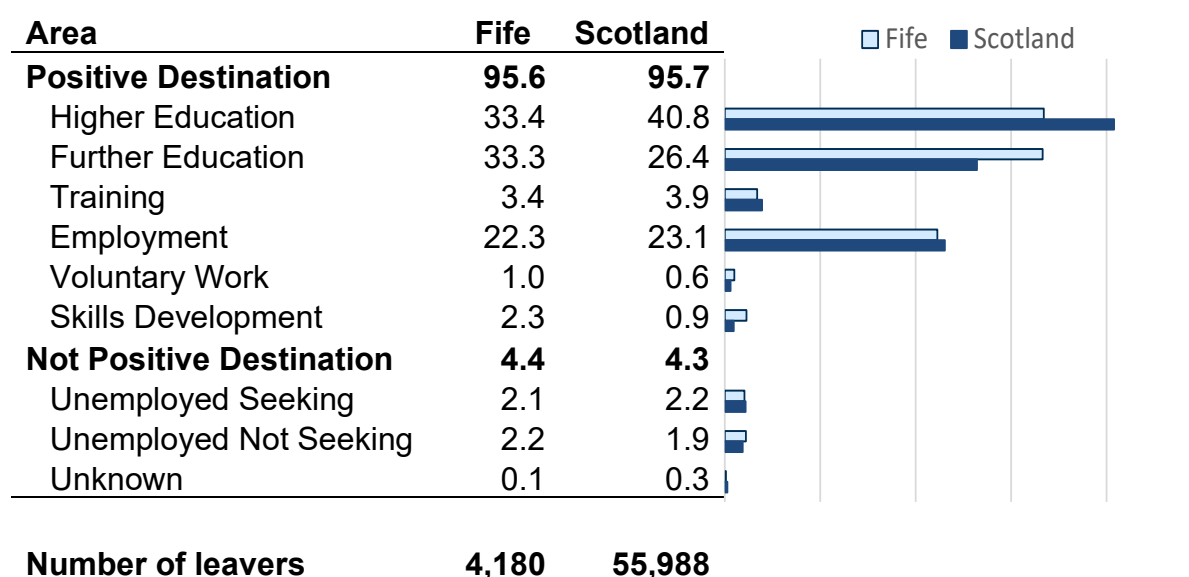
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Fife	94.4	91.9	93.9	94.8	95.3	95.6
Upper quartile	95.8	94.6	96.2	96.5	96.5	96.5
Scotland	95.0	93.3	95.5	95.7	95.9	95.7
Lower quartile	94.3	92.4	95.1	94.7	95.1	95.0
Gap with Scotland	-0.6	-1.4	-1.6	-0.9	-0.6	-0.1
Fife rank	23	27	29	21	21	18

**Figure 2.** Comparison of the percentage initial destination rate for Fife leavers, in comparison with the Scottish average and outcomes across Scotland's 32 local authorities.

- 3.6 Figure 3, below, shows the range of positive destinations which Fife school leavers in 2023/24 entered, compared with destinations across Scotland as a whole. As can be seen:
- The main destinations relate to continuing education, with 66.7% entering either higher or further education in Fife, in comparison with 67.2% nationally.



- Proportionately more young people in Fife enter Further Education in Fife than Scotland, with proportionately fewer entering Higher Education.
- A significant proportion of school leavers also enter employment, with 22.3% entering employment directly from school in Fife, in comparison with 23.1% nationally.



**Figure 3.** Percentage breakdown of initial destinations of school leavers in 2023/24

3.7 Figure 4, below, shows data for the percentage of school leavers entering a positive destination across a range of key groups within the school leaver cohort. These groups include young people whose educational outcomes are generally below the cohort average, as well as those with protected characteristics. As can be seen from the table:

- School leavers from Minority Ethnic Groups have tended to be more likely than average to progress to a positive destination.

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	Count
<b>All school leavers</b>	<b>94.4</b>	<b>91.9</b>	<b>93.9</b>	<b>94.8</b>	<b>95.3</b>	<b>95.6</b>	<b>4179</b>
Minority ethnic	97.5	94.7	98.3	95.0	97.7	97.1	204
ASN	91.1	87.6	91.0	92.8	93.6	93.3	2251
S4 leavers	86.4	87.7	90.2	91.0	93.2	93.7	728
SIMD Quintile 1	90.9	86.6	90.7	93.4	92.1	92.4	945
Free School Meal	87.0	83.3	87.2	89.9	90.4	90.6	704
Looked After	78.5	86.9	85.3	86.2	85.6	81.7	93

**Figure 4.** Percentage of school leavers entering a positive destination from school for key groups within the school leaver cohort. The count figure shows the number of young people from each group in the school leaver cohort following the end of the 2023/24 school year.

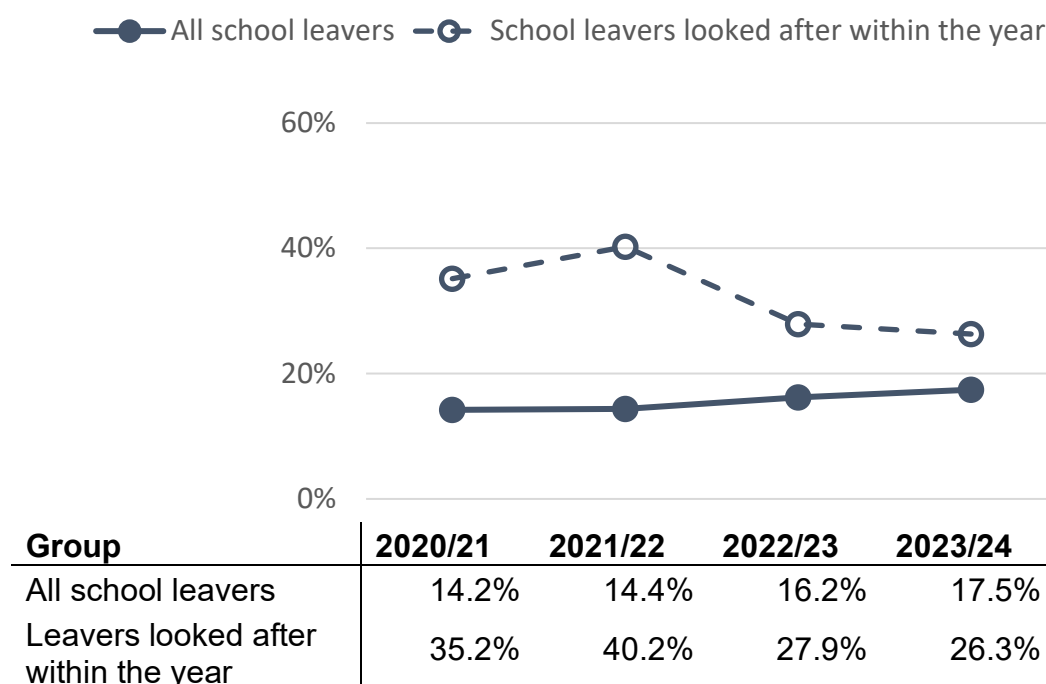
3.8 Figure 5, below, shows data for the equity gap faced by school leavers in each of the key groups within the school leaver cohort, reported above. The equity gap for looked after school leavers tends to be volatile from year to year, due to the small number of young people in the group.

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
<b>All school leavers</b>	<b>94.4</b>	<b>91.9</b>	<b>93.9</b>	<b>94.8</b>	<b>95.3</b>	<b>95.6</b>
Minority ethnic	-3.1	-2.8	-4.5	-0.2	-2.4	-1.4
ASN	3.3	4.3	2.8	2.1	1.6	2.3
S4 leavers	8	4.2	3.6	3.8	2.0	1.9
SIMD Quintile 1	3.5	5.3	3.2	1.5	3.1	3.2
Free School Meal	7.4	8.6	6.6	4.9	4.9	5.0
Looked After	15.9	5.0	8.6	8.6	9.7	13.9

**Figure 5.** Percentage figure for the equity gap in outcomes faced by school leavers from key groups within the school leaver cohort (calculated as the difference in outcomes for the group, compared with the Fife average destinations rate – for all school leavers).

3.9 One of the most significant challenges for the key groups shown in figures 4 and 5, is the high percentage of learners who leave at the end of stage S4, or earlier. Figure 6, below, provides a comparison of the percentage of school leavers for each year who left at the end of stage S3 or S4. As can be seen:

- Overall, the percentage of leavers from stages S3 and S4 has been gradually increasing over the past four years.
- The percentage of looked after school leavers (i.e. those who had an experience of care during their final year) from stages S3 and S4 has fallen over the past two years. However, it is still higher than the Fife average.



**Figure 6.** Comparison of the percentage of school leavers for each year who left at the end of stage S3 or S4.

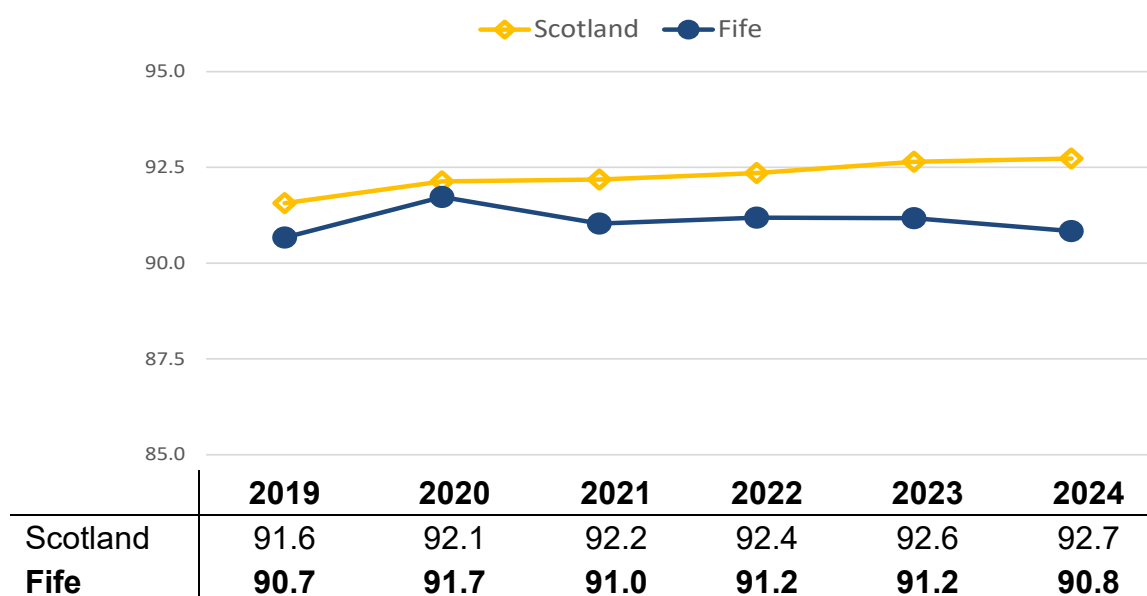
- 3.10 In addition to the groups highlighted above, the Education Directorate monitors outcomes for young people from Armed Forces families. There were 50 school leavers recorded as being from an Armed Forces family in 2023/24. Specific data for outcomes for this group cannot be reported in this paper, due to the rules on disclosure of small data. However, it should be noted that outcomes for this group continue to be relatively strong.

### Participation of 16-19 year olds

- 3.11 The data on sustained post school outcomes is now measured via participation in the local economy of 16-19 year olds. The 'Participation Measure' report for Fife, published in August 2024, relates to the activity of young people in the Fife economy over the preceding financial year (1 April 2023 – 31 March 2024). [2017 Annual Participation Measure \(LA\)](#)

- 3.12 The Participation Measure data for 2023 is summarised in Figure 7, below. It shows:

- A gradually improving trend – interrupted by the impact of the Covid pandemic.
- Fife tracking a national picture of improvement.

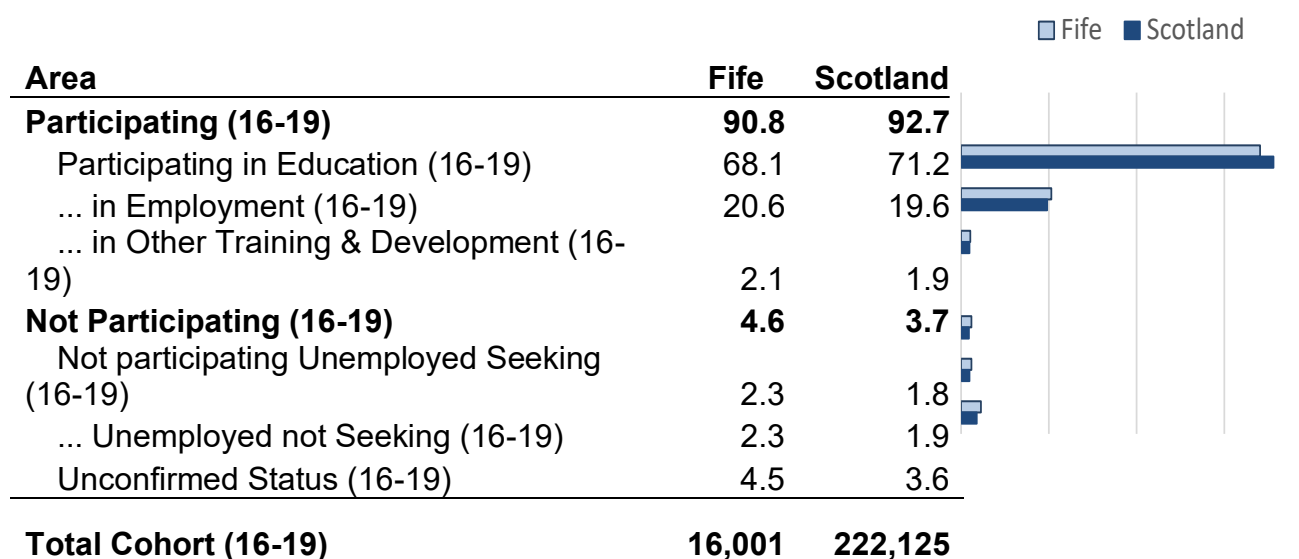


**Figure 7.** Comparison of the participation measure for young people in Fife with the Scottish average.

- 3.13 Figure 8 shows a breakdown of participation by category of activity for Fife and Scotland. The data relates to the year: 1 April 2023 – 31 March 2024. As can be seen:

- 16-19 year olds are broadly participating in similar areas of the economy to their peers across the rest of Scotland.
- Overall levels of participation are somewhat lower in Fife than the rest of Scotland (90.8% Fife, vs 92.7% Scotland in 2024).

- The percentage of 16-19 year olds with an unconfirmed status in Fife is approximately a percentage point higher than for Scotland.



**Figure 8.** Breakdown of participation by category of activity for the year 1 April 2023 – 31 March 2024.

## 4.0 Supporting Information and Initiatives for school session 2025/26

- 4.1 In order to provide fuller detail of local authority and school specific activities which contribute to improvements in leaver destinations in Fife, analysis of gaps and trends has informed the following strategic actions for this session and beyond, we will:
- Continue to deliver rigorous School Outcomes Meetings with a focus on attendance, attainment, and positive destinations to drive data-informed planning and targeted interventions.
  - Continue to learn from the West Lothian Collaborative Improvement Model, and engaging with local authority colleagues to discuss findings, has informed our strategic action to refine the purpose of the Positive Destinations and DYW networks. This has also supported the collaborative development of related Strategic Action Plans. Professional dialogue around our respective destinations strategies has fostered shared learning opportunities and a network for future professional learning and collaboration.
  - Continue to strengthen network collaboration (representatives across all 18 schools) and partnerships; Positive Destinations (Strategic), Opportunities for All and DYW (operational).
  - Continue to build on the networks and the strong existing culture that prioritises both initial and sustained positive destinations. This will be driven by a clear shared vision, a commitment to sharing effective practice, responsiveness to training needs, and a focus on developing partnerships that add meaningful value to this priority.

- Further develop the new Positive Destinations Improvement Partnership which has been formed with volunteers from 10 schools who are working collaboratively to explore school specific gaps and implement related tests of change.
- Work with the new pupil DYW Ambassador programme to support the empowered voice of young people in influencing positive destinations at school and local level.
- Ensure the education keyworker service has been adapted to implement new early-intervention projects and a designated role for college transition support.
- Analysis of the destination's statistics related to young people unemployed / seeking and unemployed/ not seeking have led to the creation of an Employability Coordinator role designed with the purpose of leading and supporting the implementation of the Employability Education strategy and targeted programmes for learners which support Work Readiness.
- Continue to analyse the SDS offer and agreed next steps has strengthened shared practice and enabled us to explore new ways of forging our partnership across Positive Destinations.

## 4.2 School Progress and Support

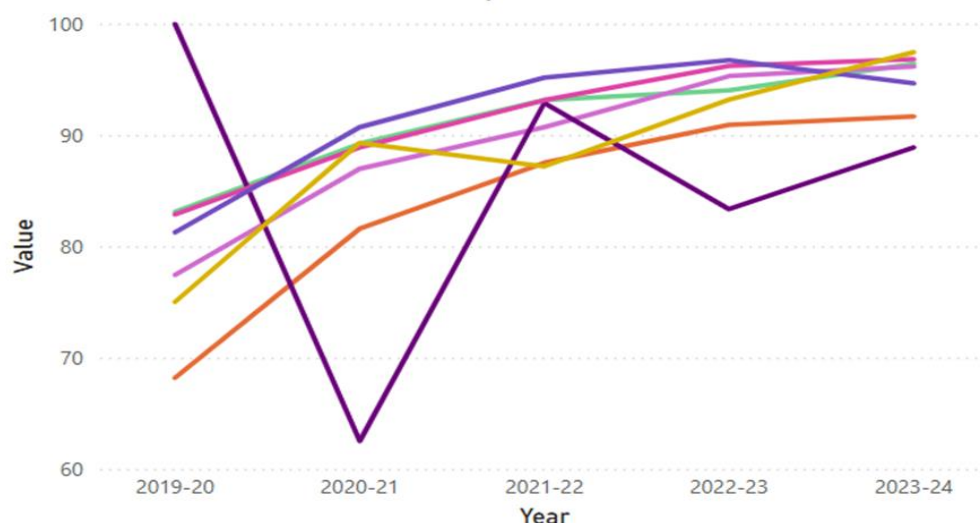
Noted below is an overview of strategies undertaken by one of our schools who have exceeded their stretch targets and have had an improving trend in their positive destination figures. In addition, an overview of strategies undertaken by another school to pilot initiatives aimed at increasing volunteering and fostering a culture of volunteering as a form of social responsibility.

### Case study: Positive Destinations at Viewforth High School

Status	2019-20	2020-21	2021-22	2022-23	2023-24	1 Year Trend	5 Year Trend
All	83.10	89.22	93.13	94.00	96.40	2.40	13.30
ASN	77.42	86.96	90.70	95.29	96.15	0.86	18.73
FSM	68.18	81.58	87.50	90.91	91.67	0.76	23.49
LAC	100.00	62.50	92.86	83.33	88.89	5.56	-11.11
Minority	82.86	88.89	93.13	96.21	96.80	0.59	13.94
SIMD Q1	81.25	90.70	95.16	96.72	94.64	-2.08	13.39
SIMD Q2	75.00	89.29	87.18	93.18	97.44	4.26	22.44

#### School Value by Year and Status

Status ● All ● ASN ● FSM ● LAC ● Minority ● SIMD Q1 ● SIMD Q2



Over the past five years, Viewforth High School has demonstrated a marked improvement in positive destinations, increasing from 83.1% of school leavers in 2019/20 to 96.4% in 2023/24.

#### **4.3 What has supported this improvement process?**

- Ambition and aspiration to achieve a 100% positive destination approach.
- The Fife Positive Destinations Network has provided the opportunities for the Viewforth team to be upskilled in the best approaches and also the clarity of direction and priorities to work towards.
- The network has also helped us be clear on the range of partners and supports available that we can work towards.
- Improving our own Opportunities for All meetings where young people and their cases are discussed in a forum of partners has ensured that opportunities are opened and referrals to partners are smoother.
- We have completed good practice visits to schools within and outwith Fife (Glenwood High School in Glenrothes, Belmont Academy in Ayr) these shaped our approaches to Opportunities to All meetings.
- We have a very close working relationship with our SDS Advisor, they ensure we are kept up to date with changes in pupil status so we can support young people pro-actively.
- We restructured our guidance team to be by year groups rather than Houses. This has seen one Principal Teacher of Guidance oversee all destinations. This has supported analysis of challenges, the building of relationships and ensured destinations is a key priority for the staff member.
- Our team is always looking to include new partners and to ensure opportunities are opened if others close.
- Our DYW curriculum offer is expanding with a greater number of employer engagements with subjects taking place. We hold an annual careers event in school during the day and in the evening to support both pupil and parent engagement with the widest possible range of pathways.
- The Depute Head with responsibility for destinations signs all leavers' forms and speaks to the young person before they leave.

#### **4.4 Case Study: Volunteering Balwearie High School**

DYW and Balwearie HS partnered with Fife Voluntary Action (FVA) to create a framework for school based or community volunteering and training opportunities led by young people. As part of the project, pupils were recruited as Volunteer Ambassadors with support from FVA. A school-wide effort was launched to raise awareness of the value of volunteering. Initial steps included gathering baseline data through observations of volunteering activities and collecting relevant participation data. With guidance from DYW, school leaders, and FVA, the young people developed an action plan to implement their Volunteering Strategy. Focused activities included assemblies, consultations, social media campaigns, profile-raising activities, and weekly drop-in sessions.

#### **4.5 Impact and Outcomes**

The pilot has made a notable impact across both the school and the wider community in the following ways:

- **Shift in Culture:** There is a stronger emphasis on the value of volunteering for both young people and the wider community.
- **Increased Opportunities:** Over 48 new volunteering opportunities have been created.
- **Significant Growth in Participation:** The number of young people signing up for Saltire Awards increased from 27 to 237.
- **Active Engagement:** 210 young people are actively logging their volunteering hours.
- **Accreditation Opportunities:** Young people are gaining recognition for their efforts through Saltire Awards and other SQA/ SCQF level qualifications.
- **Wider Influence:** The DHT's involvement in the Positive Destinations Network has influenced volunteering approaches across other schools, strengthening connections with FVA and accreditation bodies.

## 5.0 Action Planned to Further Improve Destinations and Participation

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- 5.1 Effective self-evaluation is at the heart of continuous improvement and 'How good is our school? 4 (HGIOS4) provides a basis for schools to reflect and undertake self-evaluation. The framework underpinning self-evaluation in HGIOS4 supports the Directorate and school leaders to work together and challenge teachers to:
- Ensure educational outcomes for all learners are improving
  - Address the impact of inequity on well-being, learning, outcomes and achievement
  - Consistently deliver high quality learning experiences
  - Embed progression in schools for learning, life and work from 3-18
  - Provide a clear approach to skills development across 3-18
- 5.2 We continue to increase our level of scrutiny through a focus on outcomes throughout the session, whereby Education Scotland and other sources are used to support Headteachers and Depute Headteachers. These focused Secondary Headteacher meetings on specific areas of outcomes and opportunity build capacity for improvement via sharing of good practice from within and out with the Local Authority.
- To continue to provide all secondary schools with an opportunity to engage in collective scrutiny with Education Managers and Heads of Service
  - Support schools to improve outcomes continuously over time and/or maintain consistently high standards and improve post school opportunities for all learners through Insight training and data rich planning approaches
  - Support schools in leaver destinations through rigorous partnership working
- 5.3 In schools, this is undertaken through a rigorous process of review of attainment and outcomes in SQA exams and post school destinations. Each school's attainment report and action plan are discussed with Heads of Service and Education Managers and forms the basis for the School Improvement Plan.
- 5.4 Headteachers attend Area Committees to share information with Elected Members in their wards.

- 5.5 Schools take part in Extended Learning Partnerships, Outcomes Meetings and Subject Reviews. These involve working with and learning from other schools to inform school improvement. This approach has been reviewed and extended through the secondary sector approach to include identified areas for each school.
- 5.6 Scrutiny has taken place in term 3 with all schools to support and challenge priorities and strategies to improve outcomes for all of our leavers
- 5.7 **What are the current challenges for our schools in improving post school leaver destinations**
- Establishing a shared vision with partners about a post 16 Positive Destinations continuum of support and roles/ accountability within this.
  - Identifying and creating sustainable employability programmes and the affordability of these.
  - Numbers of young people who fall out of a college initial positive destination.
  - Variability of SDS support.
  - Increased staffing costs alongside a 3.8% budget cut for the DYW grant (temporary 2-year funding).
  - Increasing needs of young people (ASN, Mental Health etc) and gaps in current service offers.
  - Creating new post school opportunities for young people that scaffold them into a Positive Destination and can be recognised as Personal Development.
  - Partner support to create school vocational pathways which increase the appeal of Foundation Apprenticeships, Modern Apprenticeships etc.
  - Growing need for extended vocational pathways that effectively meet the needs of specific cohorts of learners.
  - Attendance within our schools both nationally and within Fife and in particular for those in S3/4 pupils in general; this currently sits at 85.8% and 85.79% respectively.
  - Increased absence and non-engagement with some young people in our target groups
  - Engaging those young people below 16 in initiatives and the available funding for those programmes
- 5.8 **What are the identified next steps for our schools in improving post school leaver destinations?**

Fife's strategic approach to Developing the Young Workforce (DYW) and Positive Destinations continues to drive meaningful progress in closing the destinations gap and improving employability outcomes for young people. Through targeted interventions, robust employer partnerships, and initiatives such as work experience, volunteering programmes, and locality-based projects, we are equipping young people with the skills, experiences, and qualifications necessary for future success. The collaborative efforts of schools, employers, and wider stakeholders are critical in ensuring that every young person in Fife has access to the support they need to achieve a positive post-school destination. The identified next steps will support ongoing continual and sustained improvements:



## 5.9 Next Steps

- Ensure all schools continue to promote and engage young people with a wide range of post school destinations e.g. all Fife schools' benefit from Scottish Apprenticeship Week activities in partnership with a variety of providers and employers.
- Maximise the use of data to identify school specific destination gaps and interventions to address closing these (CEYP, FME, ASN etc).
- Revise the DYW School Coordinator role to include a key responsibility for supporting the post-school destinations of Care Experienced Young People, aligning with corporate parenting duties under The Promise.
- Develop strategy and practice which supports gaps for Care Experienced young people to close.
- Invested partnerships to support positive destinations pathways for learners with protected characteristics (e.g. SLWG focused on Gypsy travellers, Mental Health and Pregnancy).
- Work in partnership with SDS to establishing greater consistency of practice that will strengthen the effectiveness of Careers Education and in-school/ post 16 support for destinations.
- Implement localised employability and DYW programmes that are responsive to local business needs (LMI and RSA) and support targeted learner groups.
- Strengthen in-school and post-16 pathways and programmes to support the development of employability skills, increase stay-on rates appropriately and improve the consistency and quality of destination transition support in partnership with SDS and other services.
- Build on developing inter-authority links with our family of authorities (South Lanarkshire and West Lothian) to facilitate professional learning visits and the sharing of effective practice between June and September 2025.
- Map out and establish a continuum of universal, additional, and intensive support to ensure all young people have equitable access to pathways toward positive destinations.
- Continue to expand opportunities for work experience, volunteering, enterprise, and other wider achievement activities that develop young people's confidence, skills, and career readiness.
- Continue focus on risk groups and promote this more widely with partners; these risk groups are young people with ASN, those who are care experienced, from minority ethnicity, residing in SIMD Quintile 1, receiving Free School Meals and S4 leavers.
- Continue with stretch targets and robust outcomes meetings with schools.
- The HoS is currently auditing gaps related to the current work via the Opportunities Fife Partnership who will report back to the Economy and Wealth building board also. Once completed this work will help support the agenda of these 2 Boards and future commissioning.

## 6.0 Conclusions

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6.1 The evidence summarised in section 3 demonstrates improved outcomes for school leavers in Fife. Main conclusions are:-

- DYW and strategic positive destinations work is positively impacting on the outcomes for young people

- The overall post school destinations of school leavers continue in a positive trajectory.
- Strengths emerging in the post school destinations of some of our risk groups; those in Minority Ethnic Groups and closing the gap for young people in receipt of Free School Meals, those residing in SIMD Q1 and young people with Additional Support Needs.
- Need to continue to widen access to post-school opportunities for all learners.
- Reduce the number of school leaver by further developing an inclusive curriculum which meets the needs of all young people, adding value to the learner experience through strengthened partnerships.

6.2 There remains clear scope for further improvement, to ensure equity across Fife, particularly in closing the destination gap for Care Experienced young people. This work will include continuing to strengthen collaborative practice, maximising the role of DYW coordinators, working intensively with identified priority schools. By developing the curriculum offer further to support learner work readiness and the expansion of our work with partners. We continue to work collectively with partners through the Opportunities Fife Partnership and the newly established Economy and Wealth building board to drive this progress forward.

## **List of Appendices**

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1. DYW Employer Activity and Programmes of Engagement
2. Glossary

## **Background Papers**

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

- Education and Children's Services Directorate Plan 2023-26

## **Sources of evidence**

The information provided in this report is based on analysis of data from a number of sources, including Scottish Government Statistics, and the Insight benchmarking tool February 2024 update

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## Appendix 1 – DYW Employer Activity and Programmes of Engagement

The ambition of the DYW is to create increased opportunities for, and participation in, work-based learning and employer engagement for pupils, particularly the senior phase.

Employer activity and programmes are categorised into four main types: **Work Inspiration and Preparation, Work Experience Placements, Entrepreneurship and Volunteering**. Through these activities, DYW provides young people with ‘real experiences’ to build and develop their work-based skills, delivering activities that will encourage and support young people to meet their aspirations and reach a positive destination.

Our collaborate with partners in education and industry embodies a ‘No Wrong Door’ approach to supporting young people in the next step of their journey – whether into employment, training or education.

Examples of the Employer activity and programmes that have been delivered across our schools have been captured by case study and can be found here: [DYW Employer Activity and programme case studies](#)

### Work Experience Placements (WEPs) and Workit

In 2023, following an extensive process of scoping, evidence gathering, and review, a clear need was identified to establish a standardised, robust, and reliable mechanism for delivering Work Experience Placements (WEPs). This aligns with the standards outlined in the Scottish Government's 2015 “Developing the Young Workforce: Work Placements Standard” document. The Fife Work Experience strategy emphasises flexibility, individualisation, and support, offering placements that are meaningful and relevant. A key aim is to provide young people with opportunities to gain additional work-related qualifications during their placements.

To achieve this, we procured **Workit**, an online booking and reporting system developed by Gateway, a consortium of 10 local authorities. Preparations for implementing Workit began in April 2024, with the system officially launched in August 2024. Designed for use by pupils, school staff, and employers, Workit streamlines the process of finding, managing, and reporting on work placements.

The Developing the Young Workforce (DYW) team has been intensively engaged in promoting and supporting the implementation of Workit. This includes maximising employer interest via social media platforms, participating in school career fairs, supporting Fife job fairs, and other networking events to raise awareness of the benefits of work experience. Additionally, the team has supported school colleagues through training sessions, information materials, lesson plans, delivery model templates, sharing practice sessions alongside ongoing in-person support as required.

Since the system's August 2024 launch, 710 live opportunities have been made available to Fife pupils across various sectors, with the number and diversity of placements growing steadily (currently 463 placements booked). Building on this progress, new developments are underway. As of January 2025, work has begun to incorporate **volunteering opportunities** into the Workit system, including placements provided by Active Schools Fife and Fife Voluntary Action. Furthermore, from August 2025, the system will support work placements connected to the **two Foundation Apprenticeship frameworks** offered by Fife Council.

Providing high quality work experience is a key priority for Positive Destinations, as this plays a crucial role in preparing our young people for future careers. It provides practical exposure to real-world work environments, allowing young people to develop key employability skills such as teamwork, communication, problem-solving, and time management. Moreover, young people can connect to explore potential career pathways to support informed decisions about their potential post school destination.

## **Volunteering**

Volunteering is a fundamental component in preparing learner's work readiness whilst supporting our young people to be socially responsible citizens who make a positive contribution to their schools and community. In partnership with Fife Voluntary Action (FVA), DYW have worked extensively to promote and begin to embed volunteering as a valuable pathway and growth area for all our schools. This has been achieved through focused engagements across Curriculum, Positive Destinations and DYW coordinators networks. To gain traction with volunteering, DYW has placed a prominent focus across our social media channels and supported DYW coordinators to participate in showcasing volunteering efforts as part of the **Volunteering for Fife** campaign. These efforts have included case studies that highlight the benefits and impact of volunteering. See example in **Section 4.1**.

## **Enterprise**

Enterprise has been identified as a key part of our Positive Destinations and DYW strategy. It is widely recognised that entrepreneurship helps develop critical skills and attributes such as creativity and problem-solving that are essential for young people to succeed in school and their future destinations.

Most importantly, enterprise activities connect classroom learning to real-world opportunities, inspiring young people to contribute to their local communities and make a positive difference to their personal development and lives of others.

The DYW team is actively engaged in generating new enterprise opportunities while building on a range of well-established initiatives. Most recently, DYW collaborated with the Fife Council Enterprise Strategic Development Group, comprising Culture of Enterprise, St Andrews University, Fife College, Social Enterprise Academy, Young Enterprise Scotland, and Business Gateway, to create the new [Fife Enterprise Pathway Booklet](#). This resource is designed to support schools in developing bespoke enterprise pathways tailored to the needs and opportunities of their learners.

## **DYW / SCQF Pupil Ambassadors**

A short-life working group consisting of DYW and SCQF Coordinators has been established to standardise and embed the DYW and SCQF Pupil Ambassador programmes across Fife's secondary schools. Pilot initiatives have led to the development of support materials and a cohesive framework, ensuring a high-quality experience for all involved.

The Ambassador Programme is intended to play a crucial role in inspiring and motivating peers about the world of work. Ambassadors will help raise awareness of a wide range of career pathways and associated SCQF qualifications. Additionally, they will develop important leadership and communication skills by taking on the responsibility of being role models.

It is recognised that the voice of young people is essential in influencing employer engagement. Ambassadors will engage with local businesses and employers, contributing to the further development of work experience, apprenticeships, and other career-related initiatives that directly benefit their school communities. Through the active promotion of DYW activities, such as work placements, job fairs, and other career-focused initiatives, ambassadors will ensure that careers remain a focal point in the school curriculum.

## **Roll Out**

Following the initial pilot, commencing January 2025, six ambassadors (S3–S6) will be recruited from each school. All ambassadors will attend central training in June 2025, covering employability skills, presentation techniques, and social media proficiency. Schools will offer formal qualifications, such as Leadership and Employability Awards, to recognise the ambassadors' efforts. A standardised framework, which will ensure consistent implementation across schools, was presented to DYW Coordinators in January 2026 for implementation in the 2025/26 academic year.

## **Locality Projects: North-East Fife Coastal Alliance (NEFCA)**

NEFCA has been formed through the shared interest of Bell Baxter, Madras College, Waid Academy, local partners, and businesses to create a nucleus of employability and work readiness opportunities centred around Tourism and Hospitality. A key focus for the alliance is to build an employability pathway from S1-S6 where local businesses organisations and partners connect with young people to build skills for work in the Hospitality, leisure, and tourism sector.

1 FTE post was funded by the Crowne Estate funding, this Project officer will design, shape and help embed Hospitality Leisure and Tourism in all three schools through business engagements, events, projects, volunteering, work experience and employment.

A strategic group was formed comprising of school leaders, local employers, organisations as well as further and higher education.

### **NEFCA Launch Old Course Hotel, St Andrews**

From the NEFCA launch there is over 95 businesses in the industry have initiated interest to support the NE schools. The DYW Business Executive and Project Officer will now connect with businesses and deliver appropriate programs with the NE schools and young people.

## **Kirkcaldy Sports and Leisure Alliance & project expansion to Dunfermline**

The Youth Sport Trust's Set for Success employability program, funded by Barclays and the Wimbledon Foundation, was launched in 2023/24 as a three-year initiative aimed at 135 S3-5 pupils across the four Kirkcaldy high schools (Balwearie, Kirkcaldy, Viewforth, and St Andrews RC). Delivered over 16 weeks by an Olympic athlete, the program focuses on developing key skills such as communication, teamwork, leadership, and problem-solving through sports-based activities. It builds confidence, resilience, and a strong work ethic to prepare students for future careers.

To enhance the program's impact and sustainability, DYW has expanded the core programme through the creation of the Kirkcaldy Sports and Leisure Alliance. This partnership involves local organisations, including Active Schools, Fife Sports and Leisure Trust, Raith Rovers, Kirkcaldy Rugby Club, Dunnikier Golf Club, Link Living, and Linktown Boxing Club. These partners offer workshops and sessions that provide pathways for

leadership, volunteering, and work experience, helping students develop transferable skills, pursue further education, and enter the workforce.

### **DYW FSLT Work Inspiration Day**

### **YST Awards Outstanding Contribution to the Community**

Following the success of the KSLA in the 2023/24 academic year, the Youth Sport Trust has provided further investment to support a YST Fife Council Intern training for a DYW Modern Apprentice and to launch another three-year initiative in the Dunfermline and South-West Fife area. From January 2025 onwards, Dunfermline, Queen Anne, St Columba's RC, and Woodmill will each begin their first cohort of 15 S3 students (60 learners in total). The program will mirror the Kirkcaldy model, with local partners, clubs, and organizations in West Fife collaborating to deliver skills development and pathways for life-long learning and employment.

## Appendix 2 – Glossary

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This appendix defines some of the key terms referred to in the paper.

**Active Schools Fife-** a programme run by Fife Council and Sport Scotland that aims to increase opportunities for children and young people to take part in sport and physical activity in and around the school day. It supports schools by organising clubs, events, and leadership opportunities, and works with volunteers, coaches, and local sports clubs to encourage lifelong participation and healthier lifestyles.

**At Risk Groups - S4, S5 winter leavers, S3 furthest from a destination-** young people identified as being at greater risk of not progressing into a positive post-school destination such as further or higher education, training, or employment. This includes:

- **S4 and S5 Winter Leavers** – Young people who leave school during or shortly after the winter term, often with fewer qualifications or limited access to immediate post-school opportunities.
- **S3 Learners Furthest from a Destination** – Young people who, based on factors like attendance, attainment, engagement, or personal circumstances, are identified early as needing additional support to reach a positive destination.

Schools, Skills Development Scotland, and the Education Directorate work together to track, support, and re-engage these learners through targeted interventions, including tailored curriculum options, mentoring, and employability programmes.

**Broad General Education (BGE)-** the first phase of Curriculum for Excellence (CfE) in Scotland, covering learners from early years to the end of S3. It provides a well-rounded education across all eight curriculum areas: Literacy, Numeracy, Health & Wellbeing, Expressive Arts, Sciences, Technologies, Languages, and Social Studies. The BGE focuses on developing knowledge, skills, and attributes that prepare young people for the Senior Phase.

**Destination Gap-** refers to the inconsistency in post-school outcomes between different groups of learners – often based on factors such as socio-economic background, additional support needs, care experience, or other barriers. This gap is typically measured by comparing the proportion of young people from more and less disadvantaged backgrounds who enter and sustain Positive Destinations after leaving school. Addressing the Destination Gap is a key priority for local authorities, schools, and national partners, with targeted interventions aimed at ensuring opportunities for all young people.

**DYW-** Developing the Young Workforce is a national strategy in Scotland aimed at better preparing young people for the world of work. In Fife and across the country, DYW bridges the gap between schools, colleges, and employers to create more opportunities for young people to gain work-related experiences, develop employability skills, and make informed career choices. It supports the delivery of Positive Destinations by helping learners' transition successfully from education to employment, training, or further learning.

**DYW Coordinators-** are dedicated staff members based in all 18 high schools in Fife. Their primary role is to support senior school leadership in embedding the Developing the Young Workforce (DYW) strategy within the curriculum. This involves creating and implementing structures for employer engagement that reflect the school's demographic and regional

DYW plans. They maintain robust networks with local businesses to provide students with meaningful work-related experiences. By facilitating activities such as career events, work placements, and employer talks, DYW Coordinators help young people develop employability skills and make informed career choices, thereby supporting their transition into positive post-school destinations.

**Entrepreneurship**- refers to the process of creating, developing, and managing a business or enterprise, typically starting from an idea and turning it into a viable product or service. Schools and partners often support entrepreneurial learning through enterprise activities, business challenges, and young enterprise programmes, helping learners develop creativity, problem-solving, leadership, and resilience.

**Fife Voluntary Action**- is the Third Sector Interface (TSI) for the Fife Council area. As an independent charity, FVA supports, develops, and represents community groups, voluntary organisations, social enterprises, and volunteering across Fife. It provides free guidance on governance, funding, legislation, and organisational development, helping to strengthen the third sector and improve outcomes for local communities. FVA also plays a key role in promoting volunteering and coordinating third sector engagement with public services and community planning initiatives.

**Foundation Apprenticeships**- are work-based learning qualifications for senior phase pupils (typically S5 or S6) in Scotland. They combine classroom learning with real-world experience through extended work placements, allowing learners to gain an SCQF Level 6 qualification (equivalent to a Higher). In Fife, FAs are delivered through partnerships between schools, Fife College, and local employers across sectors like engineering, business, care, and digital technologies. Foundation Apprenticeships help young people develop practical skills, improve employability, and support progression into employment, apprenticeships, college, or university.

**Insight** is a benchmarking tool designed to help bring about improvements for learners in the senior phase (S4 to S6). The system is updated twice annually, around September for attainment results, and February for school leavers' data. It is particularly valuable to inform improvement planning and provides schools with a range of information to help support school improvement. Insight uses **Tariff Points** to measure the overall attainment of school leavers. The overall attainment of each school leaver is assigned a number of tariff points that depends on: the number of awards achieved, the SCQF level of each award achieved, the grade of each award (if graded), and the number of credit points assigned to the award (which reflects the number of hours typically needed to complete that particular award). Two summary measures are reported at school level:

- **Total tariff points** – which provide a measure of the total attainment achieved by school leavers during the senior phase.
- **Complementary tariff points** – which reflect the key qualification set achieved each school leaver – the core set of qualifications most likely to influence their post school opportunities and life chances.

**KPI**- A Key Performance Indicator (KPI) is a measurable value that demonstrates how effectively an individual, team, organisation, or programme is achieving key objectives. KPIs might track outcomes such as school leaver destination rates, participation measures, attainment levels, or engagement with employability programmes. They are used by schools, local authorities, and national partners to monitor progress, inform planning, and drive improvement.



**KSLA/DSLA-** The Kirkcaldy Sports and Leisure Alliance (KSLA) and the Dunfermline Sports and Leisure Alliance (DSLA) is a collaborative initiative launched by Developing the Young Workforce (DYW) Fife. Each programme brings together the four Kirkcaldy high schools and the four Dunfermline high schools with local sports organisations and employers to provide young people with practical experiences and skills in the sports and leisure industry. Through programmes like the Youth Sport Trust's Set for Success, KSLA and DSLA aim to inspire students, enhance employability, and support transitions into Positive Destinations such as further education, training, or employment in the sector.

**Labour Market Information (LMI)-** refers to data and insights about current and future employment trends, skills demand, job vacancies, wages, and sector growth. LMI is used by schools, colleges, partners and employers to help young people make informed decisions about their education, training, and career paths. High-quality LMI supports the development of relevant curriculum pathways and employability programmes, ensuring learners are equipped with the skills needed for the local and national economy.

**NEFCA-** NEFCA, which stands for the North-East Fife Coastal Alliance, is a collaborative initiative launched by DYW Fife to strengthen connections between education and the Hospitality, Leisure, and Tourism (HLT) sectors in Northeast Fife. It brings together schools, local employers, and community partners to provide young people with hands-on experiences, such as industry showcases and skills workshops, aimed at raising awareness of career opportunities and supporting transitions into Positive Destinations. NEFCA plays a key role in promoting employability, innovation, and workforce development within the region.

**No Wrong Door-** is a collaborative approach to supporting young people, ensuring that they can access the help they need—regardless of which service or organisation they first engage with. This principle encourages work across education, social services, Skills Development Scotland, third-sector partners, and employability programmes. It plays a key role in preventing disengagement and improving outcomes, particularly for those at risk of not achieving a Positive Destination.

**Opportunities for All-** a commitment to ensure that every young person aged 16 to 19 has access to a suitable, ongoing learning or training opportunity. This national policy supports the goal of reducing youth unemployment and helping all young people – regardless of their background or personal circumstances- enter a positive post-school destination.

**Participation Measure-** is a national indicator used by the Scottish Government to assess how effectively young people aged 16 to 19 are participating in education, employment, or training. It offers a continuous view of young people's engagement throughout the year, and helps local authorities and schools identify those who may need additional support and plan interventions to ensure all young people are on track towards a positive and sustained destination.

**Positive Destinations (PD)-** refer to the outcomes for young people after they leave school that indicate successful progression in learning, training, or employment. In Scotland, these destinations include higher or further education, employment, training, volunteering, personal skills development, and activity agreements. The aim is to ensure every young person moves into a meaningful and sustained opportunity that supports their personal, social, and economic well-being.

**Protected Characteristics-** are specific attributes defined by the Equality Act 2010, which legally protect individuals from discrimination – these characteristics must be considered to ensure fair treatment and equality of opportunity for all learners and staff. The nine protected characteristics are: Age; Disability; Gender reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion or Belief; Sex; Sexual orientation.

**Regional Skills Assessment (RSA)-** is a detailed analysis of current and projected skills needs within a specific geographic region. Developed by Skills Development Scotland in partnership with other national and regional bodies, the RSA brings together data on the economy, employment trends, education and training provision, and workforce demand. The RSA helps inform local planning by identifying key growth sectors, emerging job opportunities, and gaps in skills supply. This ensures that education providers, local authorities, and employers can align efforts to support young people into Positive Destinations.

**School Leaver's Follow-up Destinations-** refers to the sustained post-school activities of young people, recorded approximately nine months after leaving school. Collected by Skills Development Scotland, this data tracks whether school leavers have remained in a Positive Destination such as employment, further or higher education, training, volunteering, or personal development. Follow-up destination data helps measure the long-term impact of education and support services, highlighting how well young people are progressing and identifying those who might need further support.

**School Leaver's Initial Destinations-** refers to the first recorded activity of young people three months after they leave school. This data is collected annually by Skills Development Scotland and categorises leavers into destinations such as higher or further education, employment, training, volunteering, or other personal development opportunities. This information helps local authorities, schools, and national bodies measure how well young people are transitioning from school into post-school pathways and informs support strategies to improve outcomes and ensure as many young people as possible move into Positive Destinations.

**SCQF levels** indicate the general level of difficulty of an award, enabling broad comparisons to be made between the skills and learning required to achieve a range of different qualifications.

**SEIC (South East Improvement Collaborative)** - a regional partnership of local authorities in the South East of Scotland – currently including Fife, Edinburgh, East Lothian, Midlothian, and Scottish Borders. SEIC was established to support collaboration across councils to improve educational outcomes, professional learning, and leadership at all levels. By sharing knowledge, data, and resources, SEIC aims to raise attainment, close the poverty-related attainment gap, and support the delivery of national priorities such as Positive Destinations.

**Senior Phase-** the final stage of Curriculum for Excellence (CfE) in Scotland, covering learners from S4 to S6. During this phase, students can personalise their learning pathways by choosing a mix of qualifications (such as National 4, National 5, Highers, and Advanced Highers), work-based learning, and other accredited awards. The goal of the Senior Phase is to support young people in achieving positive destinations – whether it's further education, higher education, employment, training, or volunteering – while ensuring they gain the skills, qualifications, and experiences needed for the future.

**SIMD-** stands for the Scottish Index of Multiple Deprivation, a national tool used to identify areas of deprivation across Scotland. It ranks small geographical areas—called data zones—based on multiple factors including income, employment, education, health, access to services, crime, and housing. SIMD is widely used in education to understand the impact of poverty on learners and to target resources, support, and interventions. It also plays a key role in measuring the attainment and destination gap, ensuring that young people from the most deprived areas have equitable access to Positive Destinations and opportunities for success. Areas in **SIMD quintile 1** are the most disadvantaged 20% of geographical areas in Scotland.

**Skills Development Scotland-** is the national skills agency responsible for supporting individuals and employers across Scotland with career advice, employability services, and skills planning. SDS works closely with schools, colleges, local authorities, and employers to help young people make informed decisions about their futures.

**Summer Leavers-** young people who leave school at the end of the summer term, typically around June or July. These are usually young people who have reached the statutory school leaving age by the end of the academic year and choose not to return for S5 or S6. They are a key focus for schools, local authorities, and partners as they may require targeted support to ensure a smooth transition into a Positive Destination such as further education, training, or employment.

**Virtual Comparator-** Virtual comparator values are included to provide context for the data. The virtual comparator is a standard benchmarking measure provided to schools.

**Volunteering-** individuals give their time and effort freely to support a cause, organisation, or community without receiving financial payment. In the context of education and Positive Destinations in Fife and across Scotland, volunteering is recognised as a valuable post-school pathway. It helps young people develop key skills such as communication, teamwork, leadership, and time management, all of which enhance their employability. Volunteering can also contribute to personal growth and community engagement, and is often supported through school programmes, local charities, and initiatives like the Saltire Awards.

**Volunteering for Fife Campaign-** launched in October 2024 by Fife Voluntary Action (FVA), the Volunteering for Fife campaign aims to: increase the number of volunteers across Fife, promote the personal and community benefits of volunteering and showcase the support available to help people get involved. The campaign addresses a decline in volunteer numbers following the pandemic and rising living costs. It features outreach through local events, posters, leaflets, radio, and press coverage, with support from partners including Fife Council, NHS Fife, Skills Development Scotland, and Youth 1st.

**Winter Leavers-** people who leave school during the winter term, typically in December, and are typically young people turn 16 between October 1<sup>st</sup> and the end of February and choose to leave school at the earliest legal opportunity. They may face additional challenges due to the timing of their exit, such as fewer immediate opportunities. As a result, they are often supported through targeted interventions to help them access Positive Destinations, including employability programmes and short courses.

**Work Experience Placement-** a structured, short-term opportunity for a young person to spend time in a real workplace, gaining insight into a specific job role, sector, or industry. Typically arranged during the Senior Phase of school, these placements help young people develop practical skills, understand employer expectations, and explore potential career paths.

**Work Inspiration and Preparation-** refers to a range of activities designed to help young people understand the world of work, build employability skills, and prepare for successful transitions from school into further education, training, or employment. This includes initiatives like employer talks, workplace visits, career fairs, mock interviews, CV writing workshops, and hands-on work experience.

**Workit-** a web application that enables young people, school coordinators, local authorities, health and safety officers, and placement providers to plan, prepare and manage work placements, work-related learning and associated activities.

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## Swimming for Children and Young People

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**Report by:** Donnie McLeod, Executive Director of Education Services

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**Wards Affected:** All

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### Purpose

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This report details the future options for supporting swimming for children and young people across Fife, based on the work of the Swimming Working Group established following Education Scrutiny Committee on 17 September 2024.

### Recommendation(s)

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Members are invited to:

- (1) examine the suggested swimming offerings for children and young people in Fife;
- (2) consider the detailed breakdown of pupil numbers and associated costs for both the assessment of non-swimmers (Two Options) and the provision of swimming activities across a P5 year group (Five Options);
- (3) consider the next steps outlined in the report and provide feedback; and
- (4) seek a view/consensus about which option(s) to recommend to Cabinet Committee with detail on any recommendation for consideration by the Cabinet Committee.

### Resource Implications

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The Education Service currently has no budget to provide swimming lessons for primary age children.

### Legal & Risk Implications

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There are no direct legal/risk implications arising from the report.

### Impact Assessment

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An EqIA has not been completed and is not necessary because this report does not propose introduction of a policy or a change to existing policy.

### Consultation

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In March 2023, as part of the Young People's Health and Wellbeing Survey, the following questions were asked of those who participated (across P5-S6):

- Can you swim unaided (without floats or armbands)?

- Have you attended or are you attending swimming lessons?

From the respondents who chose to answer this question 86.5% said they could swim unaided, while 72.4% stated they had or are currently attending lessons. P5 had the lowest percentage attending lessons.

There were no differences between male and female responses, but data showed a difference (of over 10%) for areas of higher deprivation. Cluster areas with the lowest percentage of young people reporting they can swim unaided included Glenwood; Levenmouth; Lochgelly and Viewforth.

In June 2024, as part of a survey carried out by Active Schools, the following information was gathered:

<b>FIFE WIDE</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>
Total Pupils	4090	4315	4439	4654
Non swimmers	1630	1568	1514	1391
Percentage	39.8	36.3	34.1	28.8

A further data gathering exercise is due to be completed by July 2025.

## 1.0 Background

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- 1.1 In Scotland, there is no legislative requirement for provision of swimming within the school curriculum.
- 1.2 At the Fife Council meeting of 16 March 2023, a motion for including swimming lessons as an integrated part of physical education courses in Primary Schools was considered.
- 1.3 Fife Council noted that:
  - Swimming is a life (saving) skill for everybody;
  - Schools in England have swimming integrated in their PE curriculum in primary schools;
  - Pupils in some countries in Europe are required to be able to swim 25 metres by the end of primary school;
  - Swimming is a complete sport which is known to be good for both for physical and mental health.
- 1.4 At the Education Scrutiny Committee meeting of 5 March 2024 members agreed, as an additional recommendation, to request a further report for its consideration at its meeting on 17 September, providing a detailed breakdown of school numbers and associated costs, including: time cost (impact on learning time); centre availability/hire; and funds available for swimming equipment – for the provision of swimming lessons for all, across a specific (one) year group, over a period of a year; and comparative costs for the same provision across three year groups over a shorter period of time.

- 1.5 At the Education Scrutiny Committee meeting of 17 September 2024 members agreed, following the report, as detailed in the background papers, to set up a working group. The following members worked between December 2024 – April 2025 to discuss various options to support swimming for young people.

#### Working Group Members

Cllr Kathleen Leslie	Cllr Linda Erskine	Cllr Aude Boubaker-Calder
Cllr Lynn Ballantyne-Wardlaw	Shelagh Mclean (Head of Service, Education)	Pam Colburn (QIO – Health and Wellbeing)
Emma Walker (CEO Fife Sports and Leisure Trust)	Ronan Capon (Active Schools Manager)	Sarah Roxburgh (Community Manager (Strategy and Commissioning)

## 2.0 Assessment of Non-Swimmers

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### Introduction

- 2.1 Following the report on the 17 September 2024, the working group noted that a targeted approach would be appropriate to consider for any future swimming offering. It was also noted that any future provision would allow young people to develop confidence in the water and introduce basic aquatic skills. The main objectives, as outlined within the Scottish Swimming Framework, would be to:
- introduce non-swimmers to the aquatic environment and establish an understanding of safety in and around the water
  - develop water confidence
  - develop balance, buoyancy and early propulsion through a variety of activities
- 2.2 Following discussion, two assessment options, detailed below, are recommended for consideration. These options are an increased offering from the historical assessment gathering which has been to ask young people, either via a survey or classroom question.
- 2.3 **Option 1**
- 2.3.1 Information obtained direct from pupils and their parent / carer, with support provided visually to help young people and parents/carers to answer effectively. Identification of non-swimmers based on the following criteria and direct questions:
- Can you float without an aid?
  - Can you kick on front OR back unaided for 10 metres?
  - Can you swim 10 metres?
  - Can you enter and exit deep water?

Identified Pros	Identified Cons
Efficient data collection	Accuracy / Reliability of data – may misreport meaning ability is over and underestimated
No cost implication	School staff workload / support required to gather information from young people.
Control over sample size / full data set	Manual inputting of data into SEEMIS
Parent / carer engagement	Could be open to influence from peers.
Opportunity to gather other physical activity related information (i.e. community activity data and riding a bicycle)	

## 2.4 Option 2

- 2.4.1 Physical assessment, in facilities, to include water safety education as per Scottish Swimming Primary School Guidance. This would involve each child within P5 having an opportunity to engage in a one-off session, led by a qualified swim teacher from Fife Sports and Leisure Trust, to assess their ability based on set criteria outlined within Scottish Swimming guidance. Additionally, complementary safety messaging could be provided to parents via digital means.

Identified Pros	Identified Cons	Associated Costs (This would be a recurring programme with increased costs based on inflation)
Accuracy / Reliability of data - most accurate method for identifying child's ability	Cost implication	<b>£10,793</b> - inclusive of water safety education session (not inclusive of transport costs). Assessment centres (Carnegie/Inverkeithing, Cowdenbeath, Kirkcaldy, Beacon, Michael Woods/Glenwood, Cupar. Leven. 4-days average per assessment centre). Approx. <b>£24,060</b> transportation costs (3769 P5 pupils) Cost for swimwear, goggles and towel approximately <b>£20k</b> .  <b>Totality of Costs £54,853</b>
Ensures correct placement of child in any programme for addressing ability	Coordination of transport	
Accurate assessment could reduce programme delivery costs	Staffing implications - with school staff required to accompany young people to venues.	
Efficient use of resources to provide assessment and water safety education during one session. Including water safety education will not increase costs.	Time spent out of School to allow for assessment	
Experienced and qualified Swim Instructor assessment aligned to Scottish Swimming School swimming curriculum / standards including water safety education.		
Either FC Community use pool or FSLT pool can be programmed (depending on what is closest to school facility) for assessment during		



Identified Pros	Identified Cons	Associated Costs (This would be a recurring programme with increased costs based on inflation)
curriculum time to minimise transport costs.		

### 3.0 Swimming Programme Options

3.1 Following an assessment process, the following options have been identified to allow young people identified as non-swimmers access to swimming provision. The variety of options outlined all conform with Scottish Swimming recommendations as outlined within the Scottish Swimming Framework. Fife Sports and Leisure Trust would be the deliverers of all these programmes, supported by Education to help communicate and engage Children and Families.

#### 3.2 Option 1

3.2.1 A targeted approach for identified non-swimmers, delivered as extracurricular provision. Each pupil would receive an 8-week block, each session lasting 60 minutes. Communication would be required to all families inviting them to access a block of swimming lessons.

Identified Pros	Identified Cons	Associated Cost
No / Limited cost incurred for transport	Reliance on accurate data (only if self-reported non swimmer)	<b>Based on approx. 1600 pupils</b> <b>£104,448</b> 4 blocks of 8 x 60-minute weekly lessons 400 children per block. 34 classes per week across 9 venues varied to match demand. Inclusive of coordination of learner placement and class provision. Opportunity to develop young leaders offering professional qualifications such as swimming teacher, pool lifeguard and sports coaching, along with softer skills - <b>£18,000</b> . Leading into positive destinations.  Cost for swimwear, goggles and towel approximately <b>£10k</b> .
No / Limited staffing implication FSLT staffing and coordination of learners and instructors is an extension of existing provision.	Reliance on parent / carer engagement (arranging transport and getting to the local pool venue)	
No disruption to the school day / learning time	Lack of control over attendance / uptake (children may miss out if parents unavailable, unaware, lack appetite)	
Parent / carer engagement and exposure	Reduced flexibility on access times, though still a level of flexibility across weekdays and weekends.	
Extension of existing delivery staffing structure rather than new structure.	Safeguarding (i.e. drop offs / pick-ups etc.)	
Opportunity to utilise young leaders and volunteers to support with delivery. Opportunity to upskill young leaders to be involved in water safety education. Opportunity for young leaders to progress into further volunteering opportunities with	Competing priorities may result in young people not being able to participate	

Identified Pros	Identified Cons	Associated Cost
FSLT and gain support to gain SGB qualifications and provide employability opportunities. Potential to create sustainability of programme.		A nominal budget required for transportation costs where this poses a significant barrier to engagement (to be determined).  <b>Totality of Costs £132,448 (Exclusion of any Transport)</b>

### 3.3 Option 2

3.3.1 Targeted approach for identified non-swimmers, delivered at an appropriate time at the end of the school day, utilising quieter facility times. Communication to all families inviting them to access a block of swimming lessons.

Identified Pros	Identified Cons	Associated Cost
Increased control over attendance / uptake	Reliance on accurate data (only if self-reported non swimmer)	<b>Based on approx. 1600 pupils £104,448</b> 4 blocks of 8 x 60-minute weekly lessons 400 children per block. 34 classes per week across 9 venues varied to match demand. Inclusive of coordination of learner placement and class provision.
Accessing quieter pool times (Would be an extension of existing programme from 3pm).	Reliance on parent / carer engagement (arranging transport and getting to the local pool venue)	
	Need to finish school day early.	Cost for swimwear, goggles and towel approximately <b>£15k</b> .  Approx. transportation costs <b>£128,750</b> (reduced where only one way travel is required)
Parent / carer engagement and exposure	Lack of control over attendance / uptake (children may miss out if parents unavailable, unaware, lack appetite)	
Extension of existing delivery staffing structure rather than new structure.	Reduced flexibility on access times though still a level of flexibility of availability across weekdays and weekends.	<b>Totality of Costs £248,198</b>
Reducing from 10 weeks to 8 weeks could make it more accessible for parents with less of a time commitment.	Safeguarding (i.e. drop offs / pick-ups etc.)	
	Reduced learning in Schools and reliance on school staff co-ordinating participants and potentially accompanying children.	

### 3.4 Option 3

3.4.1 Targeted approach for identified non-swimmers, offering placement within the existing Learn to Swim programme. Option 3A - 500 children receiving 12-months of LTS lessons. Option 3B - Two separate groups of 500 children each receiving 6-months of LTS lessons (1000 Children) Option 3C Two Separate groups of 750 children each receiving 6-months of LTS lessons (1500 Children).

Identified Pros	Identified Cons	Associated Cost
Greater value	Reliance on accurate data (only if self-reported non swimmer)	<b>£129,600</b> 3A - 49 weeks x 30-minute lessons as part of the existing LTS programme. Delivered across 9 venues. Inclusive of coordination of learner placement and class provision.  <b>£129,600</b> 3B - 2 blocks of 26 weeks x 30-minute lessons as part of the existing LTS programme. Delivered across 9 venues. Inclusive of coordination of learner placement and class provision.  <b>£194,400</b> 3C - 2 blocks of 26 weeks x 30-minute lessons as part of the existing LTS programme. Delivered across 9 venues. Inclusive of coordination of learner placement and class provision.  Optional Family pass - <b>£5k</b>  Cost for swimwear, goggles and towel approximately <b>£15k</b> .  <b>Totality of Costs</b> <b>3A £149,600</b> <b>3B £149,600</b> <b>3C £214,400</b>
Greater longer-term impact for learners.	Reliance on parent / carer engagement	
The learners will participate and be fully integrated into the National Framework for Swimming in Scotland pathway, rather than the Scottish Swimming School Swimming framework. They will have an opportunity to experience all nine core aquatic skills and all four swimming strokes.	Cost implications	
The increased duration will provide an improved learning opportunity.	Long term commitment for children to engage and for families to support	
Inclusion of free swimming within this package would aid maintenance of proficiency.		
Programme structure already in place.		
Increased availability of class days and times.		
No transport requirements or cost.		

### 3.5 Option 4

- 3.5.1 Targeted approach for identified non-swimmers, offering placement within the existing Learn to Swim programme for 4-months. 500 Children receiving 8.5 hours' worth of provision over a 17-week period (Minimum requirement identified by Scottish Swimming).

Identified Pros	Identified Cons	Associated Cost
Greater value	Reliance on accurate data (only if self-reported non swimmer)	<b>£43,200</b> 17 weeks x 30-minute lessons as part of the existing LTS programme. Delivered across 9 venues. Inclusive of coordination of learner placement and class provision.  Family pass - <b>£1.75k</b>  Cost for swimwear, goggles and towel approximately <b>£7.5k</b> .  <b>Totality of Costs £52,450</b>
Greater longer-term impact for learners.	Reliance on parent / carer engagement	
The learners will participate and be fully integrated into the National Framework for Swimming in Scotland pathway, rather than the Scottish Swimming School Swimming framework. They will have an opportunity to experience all nine core aquatic skills and all four swimming strokes.	Cost implications	
Additional benefits of free swimming included within package at no extra cost.	Potentially only reaching 1/3 of the number of identified non-swimmers in Fife.	
Free swimming would aid maintenance of proficiency.		
Programme structure already in place.		
Increased availability of class days and times.		
No transport requirements or cost.		
Less commitment from parents and still exceeds minimum Scottish Swimming requirements.		
Reduction in cost over 12-months provision		

### 3.6 Option 5

- 3.6.1 Hybrid model offering multiple options for families; Existing Learn to Swim, Holiday Provision and Bespoke Extra Curricular Offering for all children and young people identified as being unable to swim. Communication to all families inviting them to access a block of swimming lessons for a minimum of 10 hours with an option / menu of how to access the offering.

Identified Pros	Identified Cons	Associated Costs
As outlined within previous options.		Example of 10 week offering to engage all non-swimmers in an appropriate method which suits them: Children integrated into existing learn to swim provision Children provided an opportunity to access holiday provision Children provided an opportunity to access an extracurricular option

Identified Pros	Identified Cons	Associated Costs
		<p>Circa: <b>£134,942</b> (not including Transport Costs)</p> <p>Family passes optional (<b>Approx £5K</b>)</p> <p>Cost for swimwear, goggles and towel approximately <b>£15K</b></p> <p><b>Totality of Costs £154,942 (Excluding any Transport Costs.</b></p>

## 4.0 Key Considerations

- 4.1 The barriers to engagement are known and planning will be required to identify the best methods of engagement with young people and families, along with a consistent support offering to allow young people to fully engage and complete the programme.
- 4.2 By adopting a targeted approach, Fife can allocate any available resource to where there is greatest need.
- 4.3 Water Safety Class lessons will be integrated into the Health and Wellbeing Curriculum both in Primary and at Secondary through PSE lessons. This will be done in partnership with Water Safety Scotland Resources and the Strategic Water Safety Group in Fife. These sessions would promote the importance of Water Safety and ensure consistent messaging across Fife.
- 4.4 This would be a recurring programme with increased revenue costs based on inflation.

## 5.0 Conclusion

- 5.1 This paper outlines options for both the identification of non-swimmers and the delivery models for targeted participation in learning to swim. Any programme should be consistent with the Scottish Swimming Framework, as outlined in previous papers.
- 5.2 At present there is no allocated budget for any swimming provision. The proposals are based on one year group, recommended as P5. This would be a recurring programme with revenue costs increasing annually based on inflation and financial resource would require to be identified and allocated on a permanent basis.

## List of Appendices

None.

## Background Paper

Report from 17 September 2024 –

<https://fifecloud.sharepoint.com/sites/IntCommittees/PublicCommitteePapers/Committees/2024/ESPublicAgendaPack2024-09-17.pdf?web=1>

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20 May 2025

Agenda Item No. 6

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## School Meals Review

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**Report by:** Tariq Ditta Head of Service Facility Management Services,  
Place Directorate

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**Wards Affected:** All

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### Purpose

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To present to committee an initial outline report of the provision of school meals in Fife.

### Recommendation

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Committee is requested to consider this report and advise on further information required to inform future service development.

### Resource Implications

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None.

### Legal & Risk Implications

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None.

### Impact Assessment

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An EqIA is not required because the report does not propose a change or revision to existing policies and practices.

### Consultation

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None

## 1.0 Background

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- 1.1 Since 2020, Cowdenbeath Area Committee (CAC) has received several reports on school meal provision at Beath and Lochgelly High schools. In 2024, CAC requested Education Scrutiny Committee (ESC) to review the Council's school meals provision.
- 1.2 This report provides Committee with an initial outline of the key aspects of Fife Council's school meal provision. It is hoped this will assist Committee to determine future lines of enquiry for officers to provide supplementary reports.

## 2.0 Issues and Options

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### 2.1 Scottish School Meals Regulations

- 2.1.2 The service provision is restricted and guided by The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020.
- 2.1.3 These regulations govern and specify the food ingredients, types of meals and beverages can be served in schools. Fife Council's school meals service is required to work within the mandatory policy regulations when designing menus, producing and serving meals.
- 2.1.4 The prime objective is "to ensure children and young people are offered a balanced and nutritious diet that reflects the Eatwell Guide and is based on the dietary advice set out in the Scottish Dietary Goals".
- 2.1.5 In summary, the regulations demand and ensure that pupils are provided a suitable nutritious calorie restricted meals that limits the use of salt, saturated fat, added sugar, deep fried foods amongst others. Committee may wish to understand this as a transition from popular calories-dense food to nutrient-dense food.
- 2.1.6 The adherence and implementation of regulations should positively influence and improve the eating habits of pupils and crucially will improve the long-term (better) health outlook of Scottish pupils. This is particularly important for children that are from economically poorer backgrounds.
- 2.1.7 Committee is asked to note that His Majesty's Nutrition Inspectorate (HNI) for Schools inspects the provision of school meals to ensure compliance. HNI inspection protocol and guidance to inspectors is shown in Appendix 1. Therefore, FMS must operate and deliver products that comply with the regulations.

### 2.2 Service Scope

- 2.2.1 Facility Management Services (FMS) Hospitality Division's 1,055 staff are responsible for the production and serving of approximately 4,776,355 meals (2023-4) to Fife Council's primary, secondary, special schools and nurseries. This is an increase of 311,220 (7%) compared to 4,465,135 in 2022-3.
- 2.2.2 The meals provided include some breakfasts, mid-morning break food in High schools and a lunch service to all schools. In addition, all food needed by nurseries.
- 2.2.3 Most meals are cooked and served in school. However, some schools (dining centres) do not have ample local cooking facilities e.g. where the pupil school roll is small, and some have kitchens that are too small to accommodate large scale catering equipment. In these types of circumstances hot food (and some cold) is prepared and delivered from other local schools (production kitchens). Appendix 2 provides an overview.



## **Primary Schools' Provision**

- 2.3 In 2023-4, a total of 3.35m primary school meals were served. Approximately 2.1m meals were free school meals provision. Primary 1 to Primary 5 pupils receive a “universal” lunchtime free school meal as mandated by the Scottish Government. Most pupils in P6 and P7 must pay (£2.50 per two course meal). The exception is those pupils whose parents/carers have applied and meet the eligibility criteria for a “registered” free school meal. Very recently the Scottish government has introduced new eligibility (Scottish child payment) and that will enable more pupils to receive a free meal. This is being implemented now, and we will be monitoring the take-up.

## **Nursery Provision**

- 2.4 In nurseries we provide approximately 800,000 meals per year (49 weeks). Sample menus are shown in appendix 3.

## **Secondary Schools' Provision**

- 2.5 In 2023-4, 1.49m meal transactions (not necessarily two-course set meals) were supplied to secondary schools and this year that number of transactions is likely to increase. Some pupils are eligible for registered (assessed) free school meals. Furthermore, the Scottish child payment eligibility will enable for eligible pupils to receive free school meals. This is being implemented now, and we will be monitoring the take-up.

## **Menu Offerings**

- 2.6 Committee should note the regulations dictates slightly different food requirements for Primary and Secondary schools' meal production and provision. These are summarised in Appendix 4 for primary schools and secondary schools in Appendix 5. Similar rules also apply to nurseries. As specified by the regulations the service aims to provide 518 calories for a primary school pupil and 745 calories for a high school pupil.

The service develops standard menus as well as bespoke menus. In this rigorous process the service considers the volume of sales for each meal, production cost, trends in other local authorities, social trends and food costs. Appendix 6 shows the typical timeline and workflow. Committee will note that the process is a collaborative process which includes the menu development team, cooks and pupils in testing a proposed product.

- 2.7 A typical primary school menu is shown in Appendix 7. Primary school pupils decide at the start of the school day what main meal they prefer for that day and then meal production is calibrated according to preferences. This results in the pupil receiving their preferred meal. This advanced selection helps to minimise food wastage at the production and eating stages. Local catering staff encourage pupils to take vegetables/and or salad with their main meal and to take either soup or dessert at the counter.
- 2.8 Appendix 8 provides a typical menu for a secondary school. This food is provided at Mid-morning and lunchtime (and breakfast in some schools). Most high school pupils prefer not to take a two-course set meal but rather opt for individual items e.g. muffin, panini etc from the cafeteria “grab and go” menu.
- 2.9 The regulations permit the service to provide any food for special celebration days. For example, the service makes special menu changes for St Andrew's Day, Christmas etc. However, the service still aims to largely comply with the regulations core principles so that pupils understand these celebration days foodstuffs are a special treat and not the norm.

- 2.10 Some pupils have medical conditions that necessitate a special diet (e.g. gluten free) and officers consider and collaborate with parents to devise suitable menu options. This assessment process can take up to approximately two hours per child. Over the last three years there has been a marked increase and trend for “special” diets requests over the last 3 years, see table below:

#### **Special Diets – New Requests**

<b>Year</b>	<b>New referrals</b>
2021-2022	327
2022-2023	708
2023-2024	919

Examples of specialist diet demands and exclusions of food ingredients:

- Halal (nb: means authorised and not solely relating to meat products)
- Dairy, eggs, soy, nuts, tomato.
- Some very unique allergies are being cited e.g. Xanthan Gum, Potassium Sorbate, Citric Acid
- “Beige diets” are demanded more in DAS (Additional Support) units. Some parents, on behalf of their child, are specifically asking for chips, chicken nuggets and white bread.

- 2.11 Furthermore, there is an increasing and noticeable trend in some cases where parents request the service to meet the child and parents’ food preferences rather than on a medical need basis. Examples include:

- “Prefers beige food”
- “Food has to be cooked extra crunchy”
- “Mostly vegetarian diet, with occasional inclusion of mince”.

#### **Menu Development and Consultation**

- 2.12 Each year the service attempts to consult with key stakeholders in the development of menus and service delivery.
- 2.13 An example is the Primary School Pupil Consultation Project where the service started a face-to-face pupil consultation in December 2024 which will run to July 2025. This has been achieved through support from suppliers and Education Staff. This has also encouraged discussion on the Scottish Food Standards regulations in schools. The results from consultation forms, the food trials and future school menu will be collated and evaluated in July - August 2025.
- 2.14 Some interesting and valuable insight is already being gained through our computer systems. For example, between 19 August 2024 and the 24 of January 2025:
- a) The top 5 selling meals were beefburgers, bubble coated fish, margherita pizza, wrap with sliced cheese and chicken korma.

However, because of subsequent pupil consultation FMS amended meal choices further by upgrading the beefburger to a cheeseburger, changing the fish dish to one with a different coating, add extra topping (e.g. pepperoni) to the margherita pizza and change the longstanding chicken korma curry to a Makhani style.

- b) The 5 lowest selling dishes (outwith seasonal promotions such as Christmas etc) were crushed coronation chickpea wrap, crushed coronation chickpea roll, roasted cauliflower dinner, creamy korma with broccoli & cauliflower and chicken tikka mayonnaise roll.

However, some of these dishes may have had a low uptake due to content of the other menu choices available that day. The consultation also revealed that these dishes were very unpopular. Many respondents said that they had not tried them despite the encouragement of local catering teams.

There has not been a great take up for the vegetable dishes. However, pupil consultation resulted in pupils asking for innovative vegetarian items e.g. vegetarian burgers and vegetarian nuggets.

- 2.15 Meal queueing time was highlighted in the 2023/4 High School pupil consultation and surveys. As a result of that service installed chip and pin payment devices which also have contactless payment capability. This change has been well received by pupils by reduced payment transaction time and resulted in shorter till queues.
- 2.16 Appendix 9 shows some results from recent consultations. This will inform future meal choices.
- 2.17 Committee will note FMS officers have been to some initial meetings with Communities and Neighbourhoods officers to reach out to parents at the school gates, community events and parent councils to inform service development. In the summer term 2025, our consultation will continue especially with a widespread online survey that will be sent through “group call” in schools by Education officers.

### **Pricing of Meals**

- 2.18 The service reluctantly had to increase the price of a two-course meal from £2.40 to £2.50 for the school year beginning in August 2024. In High schools, the set meal is also £2.50 but other Morning Break and Lunch Grab and Go café items e.g. muffins, drinks etc are priced individually.

Committee will note that pricing is very difficult topic with consumers wanting a very low price – which the budget cannot sustain. However, Fife meal price is in the “middle range” when compared to other Scottish Councils – see appendix 10.

- 2.19 Set meal prices will be increase from £2.50 to £2.60 this new academic year (August 2025) which balance available financial resources and affordability for parents/carers.

### **Financial Issues**

- 2.20 For the last financial year 2024/5 the £14.8m service budget is likely to be an indicative overspend of £606k – subject to year-end adjustments. This overspend was a combination of a shortfall in high schools’ sales, increase in food provisions and inflation and overspend on essential equipment and maintenance.
- 2.21 Committee will note the service is a very sensitive to any cost increases and even a small increase of say one penny increase will result in the service needing an extra £47,000 annually. As an example, in 2023-4 the per meal food costs alone for a primary school meal was £1.31 compared to £0.79 in 2022-3. For secondary schools the food costs were £1.71 per meal compared to £1.65 in 2022/3.
- 2.22 The increasing food costs continue to add pressures to menus and menu choices, e.g. beef- as cattle is a major concern with an estimated annual spend of £400,000 with our fresh meat supplier. Since Covid market prices have continued to rise. The following table shows the marginal price increase each year:

## Marginal Impact of Price Increases for Meat

Period	Market Price increase - Impact
1 <sup>st</sup> March 2024 – 1 <sup>st</sup> April 2025	£1,107.35
1 <sup>st</sup> April 2025 – 31 <sup>st</sup> August 2025	£5,478.57
<b>Total</b>	<b>£6,585.92</b>

The service has made appropriate menu changes to accommodate these price increases, and these will be assessed for the August 2025 menu

- 2.23 Equipment costs are proving to be a financial challenge. Wherever possible the service attempts to repair equipment where it is financially viable otherwise it is necessary to purchase new equipment. Often replacement equipment cost is not cheap, for example replacing a multifunction oven can incur a cost of £10k to £20k depending upon the capacity required.

### Poverty and Free School Meals

- 2.24 The Council has poverty reduction as a policy objective. The service recognises that it has an influential and positive role in achieving poverty reduction. For example, in 2023-4, the service provided 2,446,959 free school meals (out of 4,776,355 school meals) to eligible pupils. The notional value of this take-up of free school meals benefits Fife households by £5,872,702.
- 2.25 The service will continue to promulgate the take-up of free school meals. An example is in December 2023, FMS initiated a promotional campaign to encourage parents and carers to ensure their child take up Universal free School meals and where applicable to apply for registered free school meals. Increasing the take up of free school meals increases the financial headroom by £467 per child per school year to those Fife households in need.

### Scotland's Dietary Health Issues and Links to School Meal Provision

- 2.26 It is well known that the UK population health is not good as it should be and many health conditions (e.g. diabetes, obesity, high blood pressures etc) stem from poor diet and insufficient exercise. The most common elements of a poor diet include the consumption of too many calories, saturated fats, sugar and salt. Furthermore, the diet is far too low in fibre, fruit and vegetables and other healthy foods like oil-rich fish. This also applies to many other developed nations e.g. USA.
- 2.27 Public Health Scotland (PHS) the primary government agency providing core policy advice, research and guidance on improving various related health matters to the Scottish Government, NHS organisations, other agencies and Councils. In 2024, PHS made some salutary statements:
- "two-thirds of all adults in Scotland (67%) are recognised to be living with overweight (including obesity), with one third (33%) of children starting primary school being at risk of overweight (including obesity)".
  - "The benefits of healthy eating, active living and maintenance of a healthy weight are widely recognised and directly associated with a wide range of health benefits. These are important routes to improving population health".

- c. Claire Hislop, Registered Public Health Nutritionist at PHS and Organisational Lead for Food and Physical Activity said “Having an environment where healthy food is available and affordable, and where physical activity is part of everyday life, will help improve the health of everyone in Scotland. This statement sets out the challenges we face around eating well and maintaining a healthy weight, making recommendations for key areas for action. Addressing these actions comprehensively will not only improve individual health outcomes but also support the sustainability of public services and the economy”.

Also, Dona Milne (Scottish Directors of Public Health) said:

“The places where we live, work, learn, care and play must prioritise health. We must accelerate efforts to ensure all communities have access to sustainable, affordable and healthy food and drink options and opportunities to be physically active”.

### **Climate Change Considerations**

- 2.28 There is global concern of the corrosive impact of climate change caused by food production and where is food sourced. The preference is that wherever possible use local food sources (resulting in a reduction in “food miles”) and help with the Council’s initiative of “community wealth building” by increasing trade with local suppliers. Appendix 11 shows Fife Council’s principal food suppliers and whether they provide Fife grown foodstuffs or are a Fife based reseller. As and when contracts are ending FMS will work closely with Procurement colleagues to encourage local suppliers to compete for council contracts.

### **Local Produce**

- 2.29 FMS has actively collaborated with the Food4Fife Group. In August 2024, this collaboration resulted in the introduction of more salad and vegetable items on to primary and high school menus (including some “salad bars”). This work also identified a Fife farm that produces spring cabbage and that will be included in the future menus. Some ultra processed items were replaced with fresh vegetables and pulse-based dishes e.g. roasted cauliflower steak and “Plant cottage pie”. This work resulted in the service achieving the “Pro Veg, School Plates” bronze award.

### **Community Benefits Project 2024/25**

- 2.30 The service initiated this experimental project to educate and enthuse pupils about climate change and the benefits of locally grown food. Council suppliers provided the financial support (via contractual community benefits obligations). In conjunction with Education colleagues and our Trainee Coordinators the Garden-to-plate project was launched. The aims of this project included:

- How to grow, prepare and cook vegetables.
- Pupils learning gardening skills.
- Demonstrating the benefits of sustainability and healthy eating.
- Learning other cooking skills and techniques.

Benarty Primary School hosted this pilot project and planted potatoes, onions and carrot seeds. The pupils harvested over 200 potatoes. Supported by our Catering Supervisor the pupils prepared and cooked potato dishes including potato and onion cakes and wedges. We supplied the school with televisions for the dining hall, benches for the garden, extra dining tables with laminate at print with the benefits and fun facts of carrots, onions, runner beans and potatoes and drawing from a Ground to Plate competition. We are continuing this innovative project in 2025/26.

## **Plate Food Waste and Production Food Waste**

- 2.31 There are two main food waste contributors – plate waste and food production waste. Although the service has not measured these precisely there is significant belief that this is minimal - particularly in primary schools where the 2.1m meals (2023-4) are selected and ordered by pupils (and parents) before arriving at the counter. This preordering process enables for the pupil to express their meal preferences early in the school day thus resulting in less plate waste. This enables the kitchen to precisely prepare the quantity and types of meal required each day and reduces production waste. In 2025, the service will carry out a census of all sites to gauge plate waste and that will inform and assist our future service calibration and delivery.

## **Equipment Changes**

- 2.32 As stated earlier, reducing the impact of climate change is a key policy objective for Council. Therefore, the service when purchasing new replacement equipment evaluates the climate change impacts. For example, gas ranges are being replaced by electric ranges that result in less carbon emissions.

## **3.0 Conclusions**

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- 3.1 This descriptive report provides an outline of very large complex service that plays an important part in ensuring that pupils can have a nutritious meal that is consistent with Scottish Government's meta-health objectives and within mandatory regulations.
- 3.2 The meals service also contributes to various corporate objectives e.g. reducing the impact of climate change, reducing poverty and most important of all - enabling pupils (especially from poorer backgrounds) to succeed in school and have better employment outlook.
- 3.3 The financial and budgetary challenges will be significant if committee recommends decision-makers to make changes to pricings and service offerings.

## **List of Appendices**

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1. HNI protocols
2. Sites served
3. Nurseries example menus
4. Primary school menu guidelines
5. Secondary school menu guidelines
6. Menu development timeline
7. Primary schools' menu
8. Secondary schools' menu
9. Primary Pupils consultation and options
10. Examples of Scottish Local Authorities' meal prices
11. Source of food: local suppliers and financial data

## **Background Papers**

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

- Healthy Eating in Schools: Guidance 2020

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## HNI Inspections



## Deployment of Health and Nutrition Inspectors (HNIs)

HNIs are permanent staff members of Education Scotland. They are employed to monitor the fulfilment of statutory duties within the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 for all schools to be health promoting and comply with nutritional regulations. The Act imposes duties on Scottish Ministers, education authorities and managers of grant aided schools to endeavour to ensure that schools are health-promoting places. It also places duties on education authorities and managers of grant aided schools to ensure that all food and drink provided complies with nutritional requirements set out in Regulation. Full details can be found through this link [Healthy Eating in Schools Guidance 2020 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/healthy-eating-in-schools-guidance-2020/pages/introduction.aspx)

HNIs join a proportion of primary, secondary and special schools from the general inspection programme undertaken by Education Scotland. Where a school has a residence this will also usually form part of the HNI inspection. An HNI may also occasionally join inspection teams in residential secure schools or independent schools.

HNIs undertake core inspection activities in relation to monitoring compliance with the requirements of the HPN Act. Amongst other information, the school is asked to provide nutritional analysis of the current school lunch menu and examples of current recipes used. If there is no HNI on the team, their core inspection activities are not transferred to another team member due to the specialist nature of their work.

Examples of the type of activities undertaken are shown below.

Activity	Evidence relating to
Observation of school food and drink provision including breakfast, morning break, lunchtime and any other food and drink provision.	Quality of provision, relationships, monitoring of uptake and waste, payment systems, portion sizes, availability through service, sustainability.
Meeting with catering staff and an optional joint lunchtime observation. A senior member of school catering service staff is also welcome to join inspection discussions. Review of menus, recipes and nutritional analysis. These documents should be available in school.	Special diet procedures, child protection training, uptake trends, menu planning, links with learning, work with parents/partners, feedback from customers, nutritional analysis, food and drink standards, promotional activities. Compliance with nutrient, and food and drink standards.
Discussions with children/young people.	Their experience of school food and drink provision and food related learning.
Discussion around management of school meal payments.	Appropriateness of systems to protect identity of those in receipt of free school meals.
Meeting school staff leading on food related learning.	Links between food and drink provision and food related learning, awareness and understanding of food and drink standards, and whole school approaches to food and health.
A brief meeting with the HT at the end of the day.	To share findings in relation to the HPN Act.

In addition to the core role the HNI will contribute, along with other team members, to monitoring that schools are fulfilling their duty to be health promoting, including the responsibilities of all for health and wellbeing.



Place Directorate's Facilities Management Service's provides food in 273 service outlets. The table below gives a breakdown of production and dining centres:

Service type	Service sites	Production kitchen facilities on site	Dining centres - minimal production facilities
Primary Schools	132	96	36
Secondary Schools	18	17	
Special Schools	5	2	3
<b>Sub total</b>	<b>155</b>	<b>115</b>	<b>39</b>
Pupil Support Centres	2	2	
Nurseries	116	6	36
<b>Grand Total</b>	<b>273</b>	<b>121</b>	<b>75</b>


Many of the challenges faced daily are operational as well as food production based such as Special Dietary needs etc.


For example: Bell Baxter High currently has a roll of 1487 pupils. Not only does the Catering Team provide the diverse range of meals required onsite such as for a healthy and nutritional Breakfast Service, Mid-Morning Break snack and lunch time meals, it also provides meals to the wider education community. Transported meals from Bell Baxter radiate out to include both Nursery & Primary meals to Newburgh, Kettlebridge, and Ceres. Primary School meals only to Dunbog, Letham, Pitlessie, Craigrothie, Darsie and Kilmaron, which is a Special school that has adapted Primary meals according to pupils' needs.

Equally, we have Primary Schools such as Greyfriars RC based in St Andrews that has a population of 209 students, and within its grounds the St Andrews Nursery, with 46 places. Therefore, onsite it serves both Nursery and Primary menu, and transports meals to Strathkiness, Largoward and Kingsbarn Primary's. This school also has a high proportion of specially adapted meals onsite as well affecting both staffing and operational demands.

## Nursery Menu


# Nursery Lunch





## Dining with Daisy

For information on allergens and nutritional content please visit [www.fife.gov.uk/nurseryschoolmeals](http://www.fife.gov.uk/nurseryschoolmeals)  
Vegetarian option available with every meal.



**Week One menu available for the weeks beginning on the following dates**

19/08/2024	30/09/2024	18/11/2024	06/01/2025	17/02/2025	31/03/2025	19/05/2025	30/06/2025	11/08/2025
02/09/2024	21/10/2024	02/12/2024	20/01/2025	03/03/2025	21/04/2025	02/06/2025	14/07/2025	
16/09/2024	04/11/2024	16/12/2024	03/02/2025	17/03/2025	05/05/2025	16/06/2025	28/07/2025	

Week One	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Option 1	Beef burger in a bun	Traditional macaroni cheese with garlic bread	Chicken or vegetable korma with long-grain rice	Homemade steak pie with mashed potatoes	Bubbly coated fish fillet with oven roasted diced potatoes
Lunch Option 2	Wrap with cheese	Roll with tuna mayonnaise	Wrap with chicken mayonnaise	Sandwich with cheese	Roll with sliced boiled egg
Vegetables (served with both options)	Sweetcorn and crudites	Garden peas and side salad	Green beans and side salad	Mixed diced carrot & swede and crudites	Garden peas and baked beans
Starter/Dessert	Vanilla ice cream with orange wedges	Lentil soup	Homemade chocolate sponge with custard and sliced pear	Raspberry jelly with mandarins	Lentil soup

**Week Two menu available for the weeks beginning on the following dates**

26/08/2024	28/10/2024	09/12/2024	10/02/2025	24/03/2025	26/05/2025	07/07/2025
09/09/2024	11/11/2024	13/01/2025	24/02/2025	28/04/2025	09/06/2025	21/07/2025
23/09/2024	25/11/2024	27/01/2025	10/03/2025	12/05/2025	23/06/2025	04/08/2025

Week Two	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Option 1	Italian chicken meatballs with pasta spirals	Crispy dippers with mashed potato, gravy	Margherita pizza	Roast chicken in gravy with mashed potato yorkshire pudding	Fish fingers with oven roasted diced potatoes
Lunch Option 2	Wrap with cheese	Roll with sliced boiled egg	Wrap with tuna mayonnaise	Sandwich with cheese or sliced chicken	Roll with ham or cheese
Vegetables (served with both options)	Sweetcorn and crudites	Garden peas and side salad	Corn on the cob and side salad	Shredded savoy cabbage and crudites	Garden peas and baked beans
Starter/Dessert	Strawberry mousse and apple slices	Country garden soup	Homemade raspberry sponge with custard and sliced melon	Tomato soup	Melting moments biscuit and orange wedges



# 14 Nutritional Standards at a glance – PRIMARY SCHOOL



## 1. FRUIT AND VEGETABLES



Lunch time must include at least 1 x 40g fresh, tinned or frozen or 15g dried fruit and 2 x 40g portions of vegetables.

At all other times where food is provided 1 x 40g fruit or vegetable or 15g dried fruit must be made available.

## 2. OILY FISH

Must be provided at least once every 3 weeks.



## 3. RED AND RED PROCESSED MEAT



Lunch Time no more than 175g over the week & only 100g of this 175g can be red processed.

At all other times no red or red processed meat.

## 4. SWEETENED BAKED PRODUCTS AND DESSERTS



Lunch Time maximum of 3 times per week and less than 15g of sugar per portion.

At all other times less than 7g sugar, 13g fat and 4g of saturated fat per portion.

## 5. BREAKFAST CEREAL



Across the school day must meet the following - no more than 15g of sugar, 1.1g of salt and contain at least 3g of fibre per 100g.

## 6. DEEP FRIED FOODS

A maximum of 3 portions can be provided in a week.



## 7. SAVOURY SNACKS



Lunch time only plain crackers, oatcakes and breadsticks.

At all other times as above and other pre packed savoury snacks such as crisps must be a pack size no more than 25g and contain no more than 22g fat, 1.5g salt and 3g of sugar per 100g.

## 8. BREAD

Across the school day must contain a minimum of 3g of Fibre per 100g.



## 9. SWEETENED YOGHURTS, FROMAGE FRAIS AND MILK BASED DESSERTS

The portion should be less than 125g. Less than 10g of sugar and 3g of fat per 100g.



## 10. PASTRY AND PASTRY PRODUCTS



Must not be provided more than twice a week across the school day.

## 11. OILS AND SPREADS

Across the school day

Spreads must not contain more than 20g of saturated fat per 100g and more than 30g per 100g of combined mono and poly and monounsaturated fat.

Oils must not contain more than 16g of saturated fat per 100g and must contain at least 55g per 100g of monounsaturated fat OR at least 30g per 100g of polyunsaturated fat.



## 12. SALT AND CONDIMENTS



Across the school day

No Salt should be provided.

Condiments can be provided when included in the menu but must be dispensed in no more than 10ml portions.

## 13. CONFECTIONERY

Across the school day no confectionery can be offered. This includes chocolate and non-chocolate confectionery.



## 14. DRINKS



Across the school day only the following can be provided

- Plain water; must be freely available
- Plain semi skimmed milk
- Flavoured semi skimmed milk with no added sugars
- No added sugar lower fat drinking yoghurt



# 14 Nutritional Standards at a glance – HIGH SCHOOL



## 1. FRUIT AND VEGETABLES



Lunch time must include at least 1 x 80g fresh, tinned or frozen or 30g dried fruit and 2 x 80g portions of vegetables.

At all other times where food is provided 1 x 80g fruit or vegetable or 30g dried fruit must be made available.

## 2. OILY FISH

Must be provided at least once every 3 weeks.



## 3. RED AND RED PROCESSED MEAT



Across the school day no more than 230g over the week & only 130g of this 230g can be red processed.

## 4. SWEETENED BAKED PRODUCTS AND DESSERTS



Across the school day must meet the following – no more than 10g of total sugar, no more than 19g of fat and no more than 6g of saturated fat per portion.

## 5. BREAKFAST CEREAL



Across the school day must meet the following – no more than 15g of sugar, 1.1g of salt and contain at least 3g of fibre per 100g.

## 6. DEEP FRIED FOODS

A maximum of 3 portions can be provided in a week.



## 7. SAVOURY SNACKS



Across the school day plain crackers, oatcakes and breadsticks and any other pre packed savoury snacks such as crisps must be a pack size no more than 25g and contain no more than 22g fat, 1.5g salt and 3g of sugar per 100g.

## 8. BREAD

Across the school day must contain a minimum of 3g of fibre per 100g.



## 9. SWEETENED YOGHURTS, FROMAGE FRAIS AND MILK BASED DESSERTS



The portion should be less than 175g. Less than 10g of sugar and 3g of fat per 100g.

## 10. PASTRY AND PASTRY PRODUCTS



Must not be provided more than twice a week across the school day.

## 11. OILS AND SPREADS



Across the school day

Spreads must not contain more than 20g of saturated fat per 100g and more than 30g per 100g of combined mono and poly and monounsaturated fat.

Oils must not contain more than 16g of saturated fat per 100g and must contain at least 55g per 100g of monounsaturated fat OR at least 30g per 100g of polyunsaturated fat.

## 12. SALT AND CONDIMENTS



Across the school day

No Salt should be provided.

Condiments can be provided when included in the menu but must be dispensed in no more than 10ml portions.

## 13. CONFECTIONERY



Across the school day no confectionery can be offered this includes chocolate and non-chocolate confectionery.

## 14. DRINKS



Across the school day only the following can be provided

- Plain water, must be freely available
- Plain semi skimmed milk
- Flavoured semi skimmed milk with no added sugars
- No added sugar lower fat drinking yoghurt
- Tea and coffee
- Sugar-free drinks (excluding high caffeine -150mg per litre)

## **Menu Development Timeline**

### **September (of Prior year)**

- Consult cooks about current menu, implemented from start of school year
- Consult, implement and monitor for any improvements or changes needed to current menu
- Survey market for new product opportunities
- Promotion developed for St Andrew's Day.

### **November**

- Amalgamate feedback from Students, Education Team members and Parents via MSN forms Survey, School Visits by School Meal Development Team and feedback forms, anecdotal evidence from Hospitality Coordinators, emails etc
- Amend recipes - if supply issues identified from feedback
- Ad hoc – year-round liaison with Parent Council if enquiry regarding Menu content or composition.

### **December**

- Monitor all feedback in from current menu, and non-compliance issues of items
- Promotion development for Christmas – consult
- Issue MS Forms to Cooks pre-Christmas, consultation on meal choices (keep/remove/or replace). Look at production issues, logistics if transportation issues or demand of dish and supply issues etc.

### **January**

- Arrange Cook focus groups -detailed feedback (holding separate meetings for Primary & Nursery settings, followed by a meeting for High school). Cross section of sites within the 164
- Promotion development for Burns Night - consult
- Hold team brainstorming session to review all new feedback- Cooks, Coordinators, Catering assistants.
- Referencing Nutritional standards for all settings – Early Years, Primary and High School, Specific Dietary requirements, Asymmetric Schools etc. to ensure compliance
- Ad hoc – year-round liaison with Parent groups at School sites if enquiries regarding Menu content or composition.

### **February**

- Close liaison with Suppliers for each new item or ingredient of menu, availability of product sizes, nutritional content, guaranteed supply, method of storage, allergen content etc
- Develop new recipes for proposed menu as developed/ suggested within working groups
- Promotion development for International Meals Day - consult
- Trial any new products/recipes using the product/recipe evaluation form, ensuring to request pictures and FOP (Front of Pack) information. - from cross section of sites at PS/ HS /Nursery, getting both Production and Customer feedback.

### **March**

- Finalise all menus, ensuring to include vegetarian (V) and vegan (Ve) options and any other religious or dietary requirement.
- For the nursery menu, consult with Early Years Senior Managers to agree on the menu and make any necessary adjustments, check for Compliance – Nutritional Standards
- For primary and high schools, consult with Cook / Supervisors involved in menu feedback to review the new menu

- Create gluten-free (GF) and dairy-free (DF) menus for nursery, primary, and high school settings.

## **April**

- Check recipes in Saffron
- Build menus to check nutritional analysis:  
Board maker – Menu Boards & I-pay (Theme days to be created)

School Plates

Design team to create hard copies for managers

Check asymmetric High school menu to ensure it aligns with the overall high school menu, except for Friday. Consult with High Schools ensuring all needs are met and including any new asymmetric schools.

## **May**

- Create a menu for colour bands on I-pay, plus a separate menu for East Wemyss (new PLUs to be created for new menu choices)
- Create a suppliers list with codes for nursery, primary, and high school settings, including all suppliers, not just those in recipes
  - Send electronic copies by email to:
    - Supervisors
    - Coordinators
    - Team managers
    - Service managers
    - Education services
    - CC admin coordinators for both primary and high schools (including menu and band colours)
    - Send a separate email to the weekly update and headteacher bulletin.
- Order recipe packs for all settings
- When the menus are ready, order packs for each individual school.
  - Determine how many copies are needed (in 2024, it was 25 copies per school).

## **June**

- Specific Dietary Menus – Made available to Coordinators so they can begin consultation with Parents of pre-existing adjusted menus if any menu updates affect their child.

## **July & August**

- Use the same menu translations in foreign languages as this year.
  - For high schools: Update tills over the summer, including rotation, calendar, new PLUs, pre-order app, and asymmetric schools pre-order app
  - Review how categories appear in reports and consult with CRB about the pre-order layout and till layers.

**New menus effective - August 2025**

**Post implementation review in Oct- December**



## Primary school menu




**PRIMARY MENU • WEEK ONE**

Menu available for the weeks beginning on the following dates:


19/08/2024	18/11/2024	17/02/2025	19/05/2025
02/09/2024	02/12/2024	03/03/2025	02/06/2025
16/09/2024	16/12/2024	17/03/2025	16/06/2025
30/09/2024	06/01/2025	31/03/2025	30/06/2025
21/10/2024	20/01/2025	21/04/2025	
04/11/2024	03/02/2025	05/05/2025	


**SCHOOL LUNCHES!**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homemade Soup</b> served with Bread	Yellow split pea soup <sup>vs</sup>	Lentil soup <sup>vs</sup>	Tomato soup <sup>vs</sup>	Country garden soup <sup>vs</sup>	Lentil soup <sup>vs</sup>
<b>Hot Choices</b>	Beef burger in a bun served with chips	Teriyaki roasted vegetables <sup>v</sup> served with egg noodles	Creamy korma with broccoli and cauliflower <sup>v</sup> served with long-grain rice	Homemade steak pie served with mashed potatoes	Oven baked potato <sup>vs</sup> served with baked beans <sup>vs</sup> /cheese <sup>v</sup>
	Oven baked potato <sup>vs</sup> served with baked beans <sup>vs</sup> /cheese <sup>v</sup>	Traditional macaroni cheese <sup>v</sup> served with garlic bread <sup>vs</sup>	Chicken korma served with long-grain rice	Cheese & onion pastry parcel <sup>v</sup> served with mashed potatoes <sup>vs</sup>	Bubbly coated fish fillet served with chips
<b>Today's Hot Sides</b>	Sweetcorn & crudites <sup>vs</sup>	Garden peas & side salad <sup>vs</sup>	Sliced green beans & side salad <sup>vs</sup>	Mixed diced carrot and swede & crudites <sup>vs</sup>	Baked beans/garden peas & crudites <sup>vs</sup>
<b>Cold Choices</b>	Wrap with cheese <sup>v</sup> or tuna mayonnaise	Roll with cheese <sup>v</sup> or crushed coronation chickpea <sup>vs</sup>	Wrap with cheese <sup>v</sup> or tuna mayonnaise	Sandwich with cheese <sup>v</sup> or ham	Roll with chicken with tikka mayonnaise or sliced boiled egg <sup>v</sup>
<b>Seasonal Salad</b>	Selection of seasonal salads & vegetables				
<b>Dessert</b>	Vanilla ice cream milkshake <sup>v</sup>	Selection of flavoured yoghurts <sup>v</sup>	Homemade chocolate sponge & custard <sup>v</sup>	Raspberry jelly <sup>vs</sup> & fresh fruit salad <sup>vs</sup>	Laughing cow & crackers <sup>v</sup>

  = Vegetarian option  
 = Vegan option

For full details of vegan/vegetarian options, allergens and nutritional content please visit [www.fife.gov.uk/primaryschoolmeals](http://www.fife.gov.uk/primaryschoolmeals)

**Fife**  **COUNCIL**



Secondary school menu

## SECONDARY MENU - WEEK ONE

### AUGUST 2024 - JUNE 2025

For information on allergens and nutritional content please visit [www.fife.gov.uk/secondaryschoolmeals](http://www.fife.gov.uk/secondaryschoolmeals)

Side salad & crudities are available daily with main course & filled rolls/ sandwiches.



### MONDAY

**Yellow split pea soup with bread**

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**Chicken fried rice in chinese style curry sauce** or **Beef burger in a bun served with chips**

**Sweetcorn & side salad/crudites**

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**Vanilla ice cream tub**

#### Grab and Go

- Variety of filled breads & paninis
- Filled baked potato
- Pasta pot
- Pizza
- Pizzini
- Plated garden salad served with chips

### TUESDAY

**Lentil soup with bread**

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**Traditional macaroni cheese served with garlic bread** or **Teriyaki roasted vegetables served with egg noodles and garlic bread**

**Garden peas & side salad/crudites**

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**Homemade chocolate sponge & custard**

#### Grab and Go

- Variety of filled breads & paninis
- Filled baked potato
- Pasta pot
- Pizza
- Pizzini
- Chicken rollover
- Plated garden salad served with bread

### WEDNESDAY

**Tomato soup with bread**

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**Creamy korma with broccoli and cauliflower served with long grain rice and garlic bread** or **Chicken korma served with long-grain rice and garlic bread**

**Sliced green beans & side salad/crudites**

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**Selection of flavoured yoghurts**

#### Grab and Go

- Variety of filled breads & paninis
- Filled baked potato
- Pasta pot
- Pizza
- Pizzini
- Plated garden salad served with bread

### THURSDAY

**Country garden soup with bread**

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**Cheese & onion pastry parcel served with mashed potatoes** or **Homemade steak pie served with mashed potatoes**

**Mixed diced carrot and swede & side salad/crudites**

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**Raspberry jelly with fresh fruit salad**

#### Grab and Go

- Variety of filled breads & paninis
- Filled baked potato
- Pasta pot
- Pizza
- Pizzini
- Chicken rollover
- Plated garden salad served with bread

### FRIDAY

**Lentil soup with bread**

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**BBQ chicken fillet in a bun served with chips** or **Scottish breaded haddock or fish fingers served with chips**

**Garden peas & side salad/crudites**

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**Laughing cow & crackers**

#### Grab and Go

- Variety of filled breads & paninis
- Filled baked potato
- Pasta pot
- Pizza
- Pizzini
- Plated garden salad served with chips



**V - Vegetarian option.**  
All soups are vegetarian



**School meal prices   Standard 2-course****Source: Assyst FM as at August 2024****Table ranking sorted by ascending Primary meal prices**

	<b>Primary</b>	<b>Secondary</b>
Inverclyde	0.00	2.00
Dumfries & Galloway	1.90	2.10
Glasgow City	1.90	2.10
North Ayrshire	2.05	2.05
Midlothian	2.10	2.40
East Ayrshire	2.15	2.15
Dundee City	2.15	2.25
South Lanarkshire	2.17	2.40
Argyll & Bute	2.30	2.40
Angus	2.30	2.40
East Lothian	2.30	2.50
Perth & Kinross	2.30	2.60
South Ayrshire	2.35	2.45
Aberdeen City	2.35	2.65
Renfrewshire	2.35	2.70
Highland	2.40	2.65
East Dunbartonshire	2.43	2.54
Clackmannanshire	2.45	2.45
Moray	2.45	2.65
<b>Fife</b>	<b>2.50</b>	<b>2.50</b>
East Renfrewshire	2.50	2.70
Stirling	2.50	2.80
Shetland Islands	2.50	3.00
Edinburgh, City of	2.50	3.00

	<b>Primary</b>	<b>Secondary</b>
West Lothian	2.57	2.78
Scottish Borders	2.64	2.73
Aberdeenshire	2.65	2.85
Falkirk	2.70	3.25
West Dunbartonshire	3.04	3.04
North Lanarkshire	3.25	3.30
Orkney Islands	3.30	3.40

**Mean price - primary £2.36 Mean price – secondary £2.61**

**Fife Council £2.50**

**FMS foodstuffs procurement sources****Main suppliers and 2023-24 financial data**

<b>Supplier's Name</b>	<b>Foodstuffs supplied</b>	<b>Supplier location</b>	<b>Primary or secondary supplier *</b>	<b>Uses Foodstuffs from Fife suppliers</b>	<b>Total value of purchases</b>
Yules	Chilled/Frozen and Ambient Foods	Fife	Secondary	Some	£4,657,850
Muller	Milk	East Kilbride & Dunfermline	Secondary	Some	£933,423
Carruthers	Fresh fruit & Vegetables	Glasgow	Secondary	Some	£802,482
Adamsons	Drink & confectionery	Fife	Secondary	Some	£642,011
Campbells	Meat	Glasgow	Secondary		£631,598
PJ's	Sandwiches, wraps etc	Glasgow	Secondary	Some	£385,363
Myrtles	Hot Beverages	Fife	Secondary	Some	£122,372
Wilson's	Fresh Fish	Fife	Secondary	Probably all	£19,659
<b>Subtotal</b>					<b>£8,194,759</b>

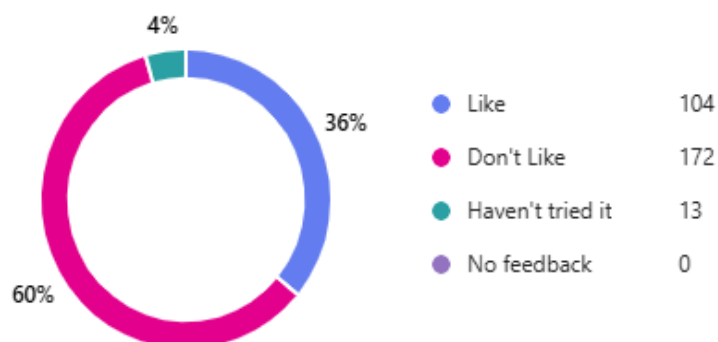
**NB:**

\*Primary suppliers produce grow, harvest and supply food directly to Fife Council

Secondary suppliers source products from their supply chain e.g. act as wholesalers or use foodstuffs from other suppliers to produce their own products to supply Fife Council

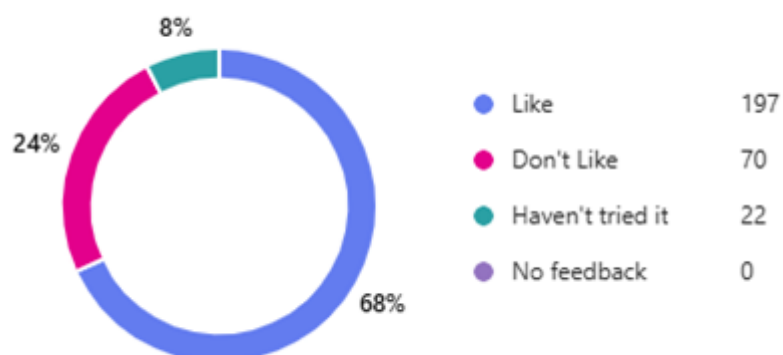
## Extract from Primary pupils' consultations from December 2024-April 2025

## Macaroni



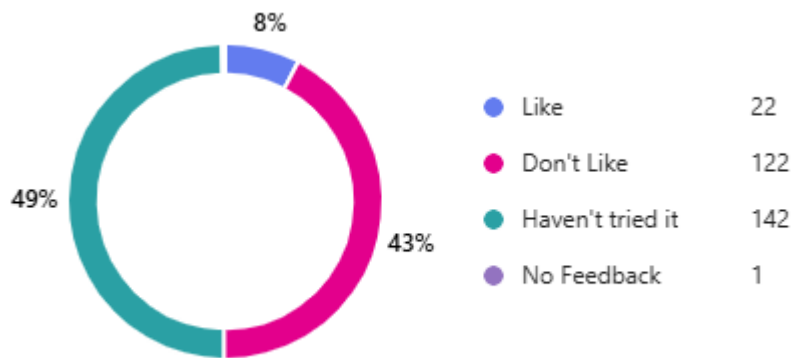
- I don't like the cheese that is used
- I love the garlic bread
- I don't like the cheese sauce
- It's too cheesy
- It tastes weird
- Too soggy

## Pork Sausages



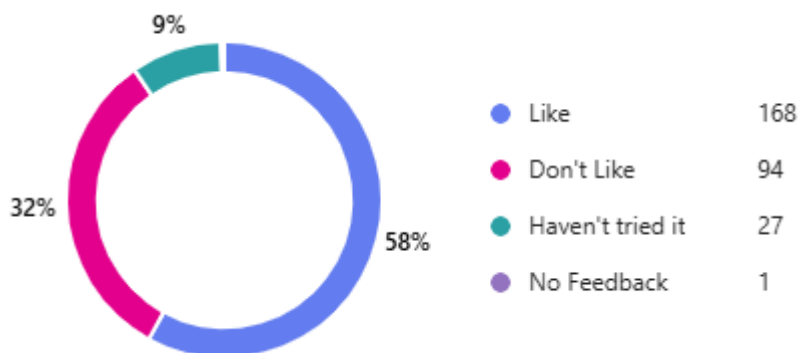
- Can you bring back the hot dogs
- Delicious
- I don't like the gravy
- I don't like the skin
- It's too mushy
- So good
- Too Chewy

## Plant based Cottage pie



- Chunky & dry
- I don't like the coating
- I don't like the taste
- I don't like the texture
- Too chewy
- Too dry

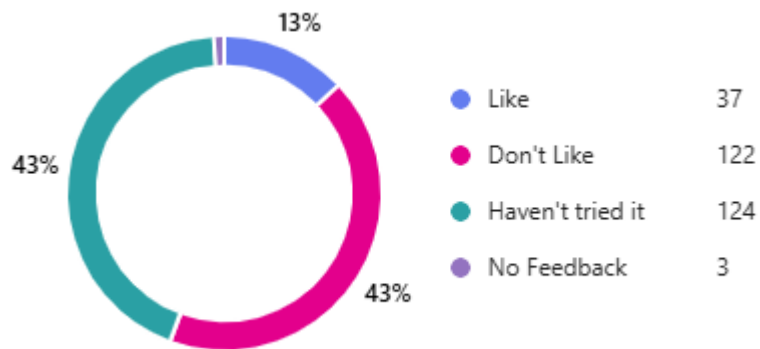
## Steak Pie



Amazing

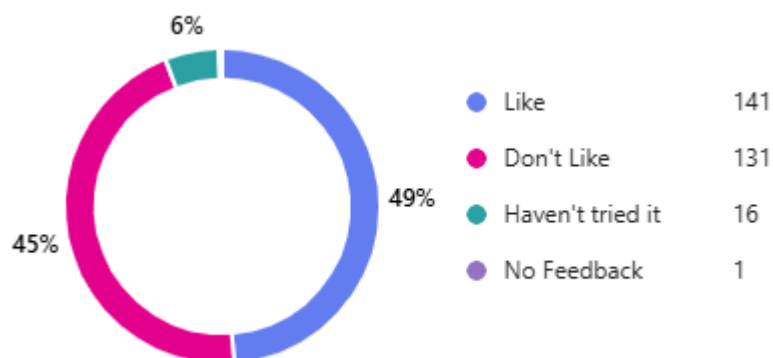
- I don't like the gravy
- I love it
- It's too chewy
- It's too fatty
- Too soggy

## Cheese & Onion Pastry Parcel



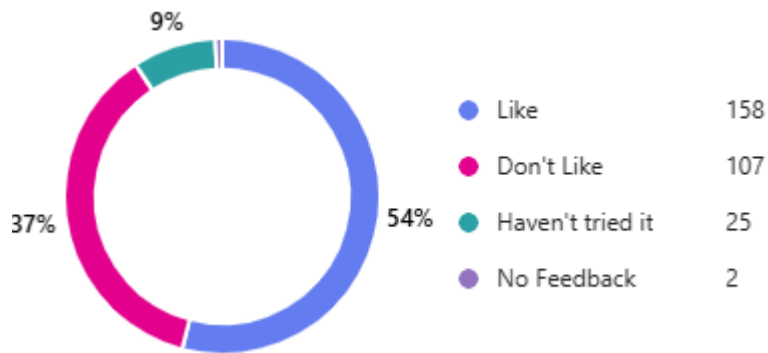
- Disgusting
- I don't like the flavour
- I don't like the taste/texture
- It has tangy taste
- Too dry

## Bubbly Coated Fish Fillet



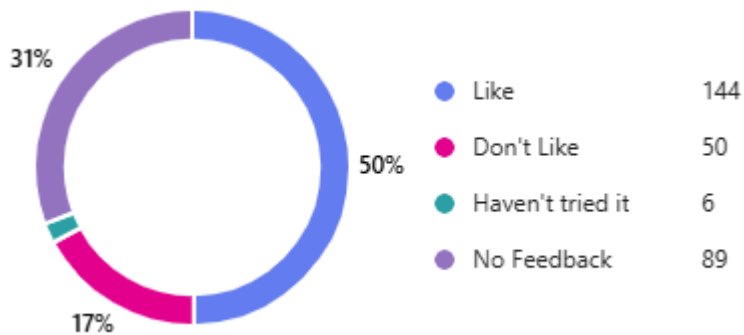
- Bad taste
- Don't like the batter
- Don't like the taste or texture
- Fish is too dry and tastes odd
- I just like the chips
- Preferred the old option

## Italian Chicken Meatballs



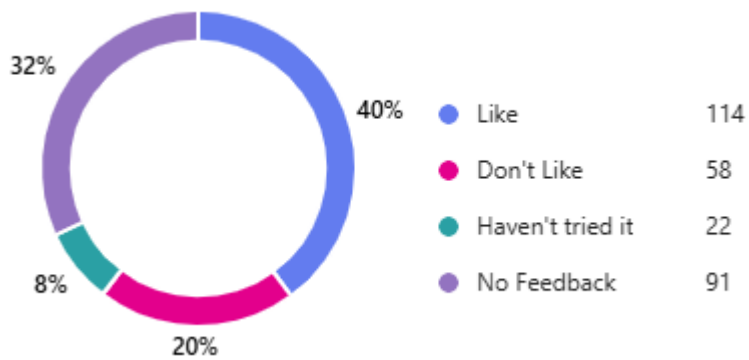
- Bring back the spaghetti
- Are they even meatballs
- Doesn't look appetising
- I don't like the pasta
- I don't like the sauce
- I love this
- Tastes weird and chewy

## Margherita Pizza



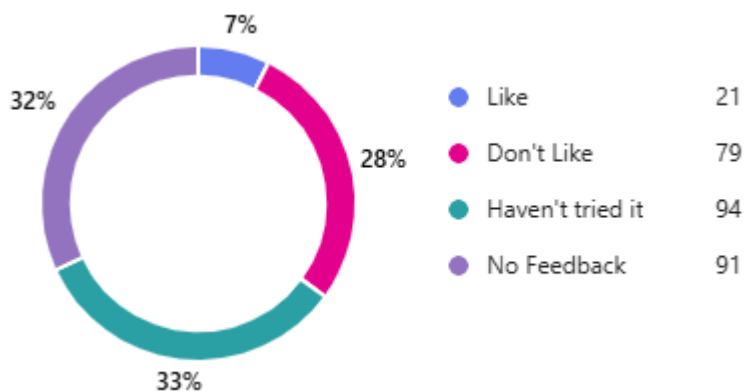
- Add pepperoni
- Amazing
- Bottom is really hard
- Cheese is a bit strange
- Cheese is dry
- Don't like the base/taste
- It's so good

## Roast Chicken Dinner



- Chewy
- Chicken is too soft/dry
- Good
- I don't like the chicken/gravy
- Love it, more gravy please
- One of my favourites
- Too much gravy/not enough gravy

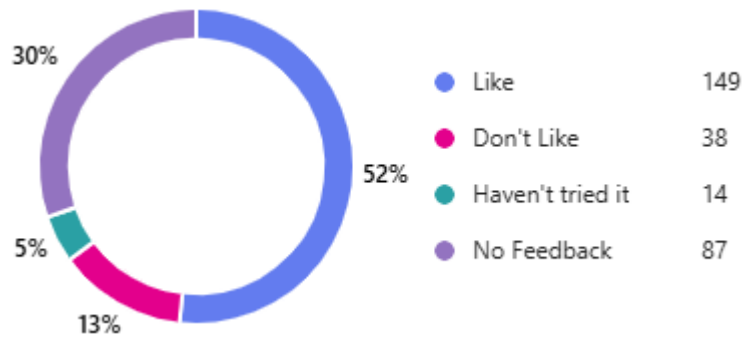
## Roast Cauliflower Dinner



- Would be better with broccoli
- I hate it because I don't like the cauliflower

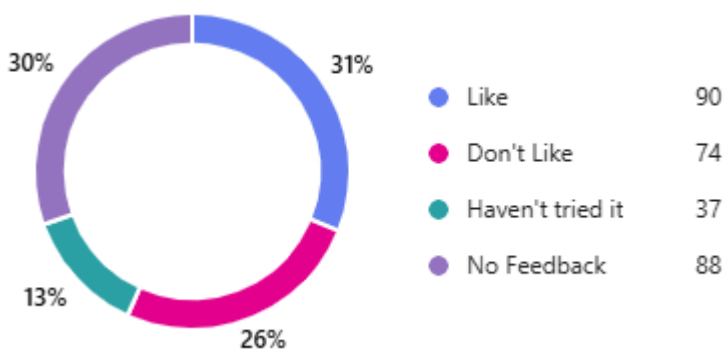


## Beef Burger in a Bun



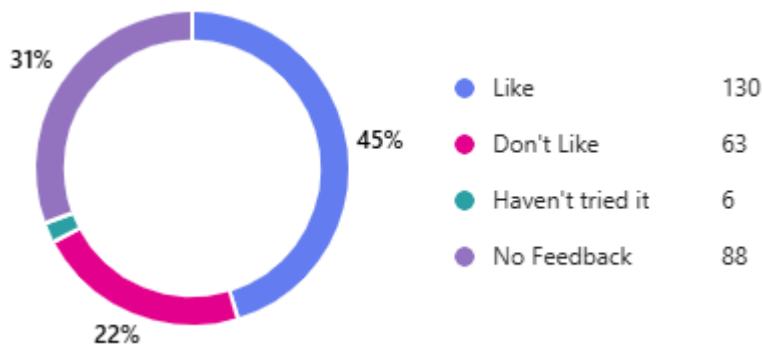
- Amazing
- Bread too dry
- Can you add cheese
- Delicious, will only eat beef
- Bring back spicy wedges
- Would like more things on it
- Would like wedges with it

## Baked Potato



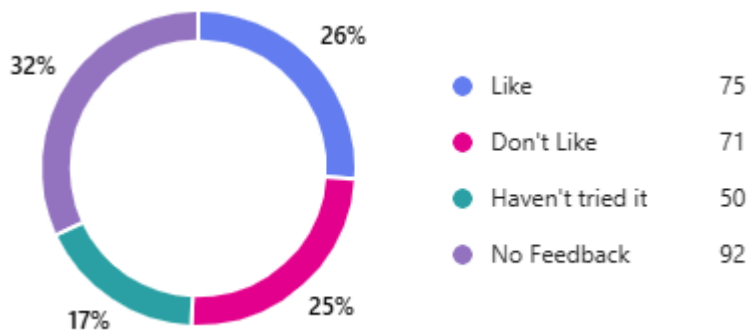
- I don't like the taste
- I don't like the skin
- I like the potato with the beans
- It's disgusting – tastes burnt
- More toppings
- Needs butter
- Too crunchy/dry

## Fish Fingers



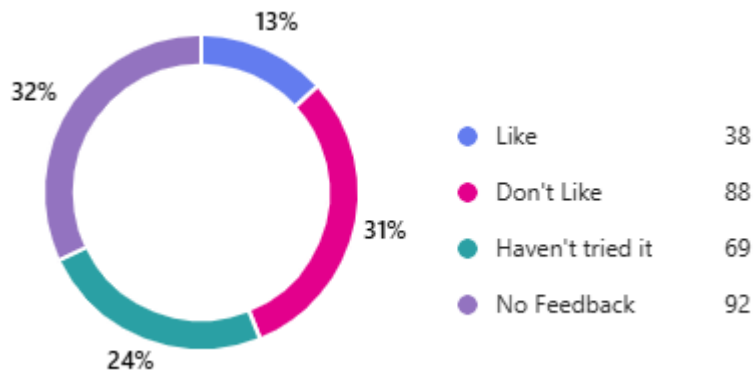
- I don't like the fish
- I don't like the flavour
- I don't like the salmon
- It's dry and tastes weird
- It's bland
- Love it, don't get rid of it
- There are black bits in it

## Crispy Dipper Fajita



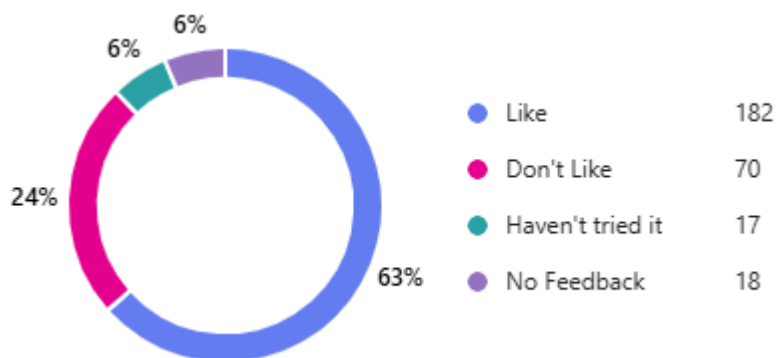
- I don't like the chicken/wrap
- I don't like the taste
- I don't like the texture
- I love the nuggets
- It's disgusting – has vegetables in
- Quite good
- Too much veg

## Teriyaki Roasted Vegetables Served with Noodles



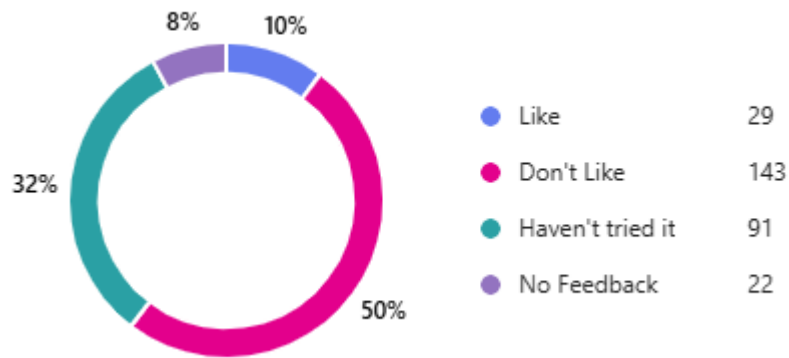
- Don't like the egg in noodles
- Don't like the sauce/texture
- It tastes weird
- Noodles are too thick
- Really good
- Rice can be soggy
- The best

## Chicken Korma



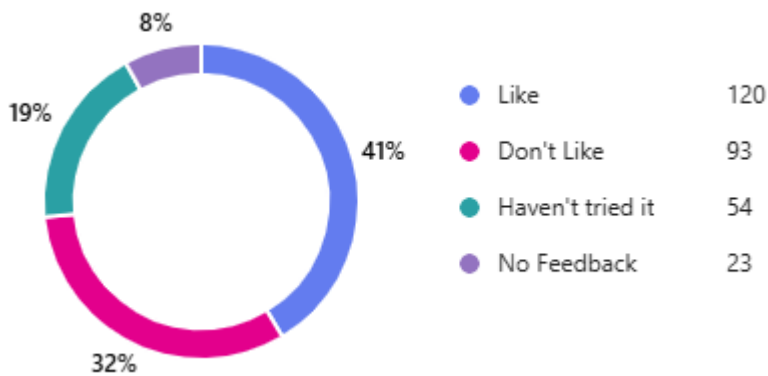
- Amazing/love it
- The best thing I ever tasted
- Don't like the taste
- I do not like raisins
- I don't like the taste and smell
- I want naan bread

## Vegetable Korma



- I do not like vegetables
- I don't like school veg
- I don't like the taste
- The rice is lumpy
- Sauce is too sweet
- It is too dry
- Too much veg

## Soup of the day



- I don't like soup
- I like some soups – not tomato
- I don't have the soup
- I like the lentil
- Only like lentil & tomato
- Only like chicken
- Too watery
- Lentil soup every day
- Sometimes it's good, sometimes not

20 May 2025

Agenda Item No. 7

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## Education Scrutiny Committee Workplan

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**Report by:** Eileen Rowand, Executive Director (Finance and Corporate Services)

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**Wards Affected:** All

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### Purpose

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This report supports the committee's consideration of the workplan for future meetings of the Committee.

### Recommendation

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It is recommended that the committee review the workplan and that members come forward with suggestions for areas of scrutiny.

### Resource Implications

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Committee should consider the resource implication for council staff of any request for future reports.

### Legal & Risk Implications

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Committee should consider seeking inclusion of future items on the workplan by prioritising those which have the biggest impact and those which seek to deal with the highest level of risk.

### Impact Assessment

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None required for this paper.

### Consultation

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The purpose of the paper is to support the committee's discussion and therefore no consultation is necessary.

## 1.0 Background

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- 1.1 Each Scrutiny Committee operates a workplan which contains items which fall under three broad headings: performance reporting, planning; and improvement work. These items will often lead to reactive rather than proactive scrutiny. Discussion on the workplan agenda item will afford members the opportunity to shape, as a committee, the agenda with future items of business it wishes to review in more detail.

## 2.0 Conclusions

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- 2.1 The current workplan is included as Appendix one and should be reviewed by the committee to help inform scrutiny activity.

### List of Appendices

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1. Workplan

### Background Papers

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

None

### Report Contact

Helena Couperwhite  
Committee Services Manager  
Telephone: 03451 555555 Ext. No. 441096  
Email- [helena.couperwhite@fife.gov.uk](mailto:helena.couperwhite@fife.gov.uk)

Education Scrutiny Committee of 16 September 2025			
Title	Service(s)	Contact(s)	Comments
Education Directorate Improvement Plan Update for 2025/26 and Annual Report 2024/25	Education	Angela Logue, Stuart Booker	Annual report - previously considered 17.09.24 - para no. 96 of 2024.ES.47 refers.
Revenue Budget Provisional Outturn 2024-25 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2024-25 Provisional Outturn – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Revenue Budget Projected Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2025-26 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Workplan			

Education Scrutiny Committee of 25 November 2025			
Title	Service(s)	Contact(s)	Comments
Early Years - Review of 1140 Hours Implementation	Education	Shelagh McLean, Stewart Westwater	Para 111 of 2024.ES.52, minute of 19 November 2024 refers - request from Cllr E Clarke re Local Nursery Areas.
Revenue Budget Projected Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	

Education Scrutiny Committee of 25 November 2025			
Title	Service(s)	Contact(s)	Comments
Capital Investment Plan 2025-26 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 27 January 2026			
Title	Service(s)	Contact(s)	Comments
Revenue Budget Projected Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2025-26 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 17 March 2026			
Title	Service(s)	Contact(s)	Comments
Supporting Refugee, Asylum Seeking and Displaced Young People with English as an Additional Language in Education	Education	Jackie Funnell, Vicky Cromar	Update requested at meeting on 18.03.25 - Para 122 refers.
Attendance Update Report March 2026	Education	Rona Weir	Annual update - previously considered 18.03.25 - minute para ref 123 (3).



Education Scrutiny Committee of 17 March 2026			
Title	Service(s)	Contact(s)	Comments
Revenue Budget Projected Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2025-26 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 19 May 2026			
Title	Service(s)	Contact(s)	Comments
Strategic Equity Fund – Session 2024/25 Impact Report	Education	Sarah Else, Angela Logue	Regular update. Previously considered 07.05.24, para 90 refers. Due to be considered 20.05.25, deferred to following year. Agreed EMB to be issued this year instead.
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 8 September 2026			
Title	Service(s)	Contact(s)	Comments
Revenue Budget Provisional Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2025-26 Provisional Outturn – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	

Education Scrutiny Committee of 8 September 2026			
Title	Service(s)	Contact(s)	Comments
Revenue Budget Projected Outturn 2026-27 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2026-27 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 24 November 2026			
Title	Service(s)	Contact(s)	Comments
Revenue Budget Projected Outturn 2026-27 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2026-27 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 26 January 2027			
Title	Service(s)	Contact(s)	Comments
Revenue Budget Projected Outturn 2026-27 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2026-27 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	

Education Scrutiny Committee of 26 January 2027			
Title	Service(s)	Contact(s)	Comments
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 16 March 2027			
Title	Service(s)	Contact(s)	Comments
Revenue Budget Projected Outturn 2026-27 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2026-27 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

Unallocated			
Title	Service(s)	Contact(s)	Comments
National Thematic - Local Authority approaches to support school improvement	Education	Maria Lloyd, Angela Logue	<b>For info: ISSUED AS A BRIEFING NOTE.</b> Took place on 10 to 11 September with a focus on how LA supports school improvement.
Outcome of Short-term Working Group on Virtual Classrooms	Education	Angela Logue, Craig Martin	Visit to North Lanarkshire to be arranged. Referred from Cabinet Committee of 06.06.24, Para 252 refers.
Destinations of School Leavers	Education	Karen Lees, Stuart Booker, Maria Lloyd	Regular update. Previously considered 20.05.25, para 130 refers.

Unallocated			
Title	Service(s)	Contact(s)	Comments
Update - Progress on Neurodevelopmental Assessment Pathway	Education	Adam Brown	Previously considered 14.11.23, para 64 refers.