

City of Dunfermline Area Committee

Due to Scottish Government guidance relating to Covid-19, this meeting will be held remotely.



Tuesday, 8th June, 2021 - 9.30 a.m.

AGENDA

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- | | |
|---|-----------|
| 1. APOLOGIES FOR ABSENCE | |
| 2. DECLARATIONS OF INTEREST | |
| In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage. | |
| 3. MINUTE – Minute of the Meeting of City of Dunfermline Area Committee of 27 th April, 2021. | 3 - 6 |
| 4. TREE PRESERVATION ORDER - HARTLEY HOUSE, DUNFERMLINE – Report by the Head of Planning. | 7 - 13 |
| 5. TRAFFIC REGULATION ORDER - SPEED LIMIT EXTENSION - A907 HALBEATH BYPASS, HALBEATH – Report by the Head of Assets, Transportation and Environment. | 14 - 16 |
| 6. SAFER COMMUNITIES ANNUAL PERFORMANCE REPORT – Report by the Head of Housing Services. | 17 - 36 |
| 7. POLICE SCOTLAND ANNUAL PERFORMANCE REPORT – Report by the Local Area Commander, West Fife, Police Scotland. | 37 - 45 |
| 8. SCOTTISH FIRE AND RESCUE SERVICE ANNUAL PERFORMANCE REPORT – Report by the Station Commander, Dunfermline Community Fire Station, Scottish Fire and Rescue Service. | 46 – 70 |
| 9. AREA CAPITAL UPDATE REPORT 2021-2022 – Report by the Head of Communities & Neighbourhoods. | 71 - 73 |
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| 11. CITY OF DUNFERMLINE AREA COMMITTEE FORWARD WORK PROGRAMME | 149 - 150 |

<p>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.</p>
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Morag Ferguson
Head of Legal and Democratic Services
Finance and Corporate Services

Fife House
North Street
Glenrothes
Fife, KY7 5LT

1st June, 2021

If telephoning, please ask for:

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Telephone: 03451 555555, ext. 442303; email: Emma.Whyte@fife.gov.uk

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www.fife.gov.uk/committees

THE FIFE COUNCIL - CITY OF DUNFERMLINE AREA COMMITTEE – REMOTE MEETING

27th April, 2021

9.30 a.m. - 11.05 a.m.

PRESENT: Councillors Helen Law (Convener), James Calder, Gavin Ellis, Ian Ferguson, Derek Glen, Garry Haldane, Jean Hall-Muir, Jim Leishman, Ross Paterson, David J Ross and Fay Sinclair.

ATTENDING: Andrew Gallacher, Community Manager, City of Dunfermline, Kevin O’Kane, Greenspace Officer, Communities and Neighbourhoods; Greig Henderson, Service Manager, Area Housing Operations, Housing Services; Peter Corbett, Lead Officer Economy, Tom Kane, Economy Officer, Sunil Varu, Economy Adviser, Town Centre Development, Economy, Planning & Employability Services; John O’Neil, Team Manager - City of Dunfermline, South West Fife & Cowdenbeath Areas, Grounds Maintenance Service; and Elizabeth Mair, Committee Officer, Legal & Democratic Services.

240. DECLARATIONS OF INTEREST

No declarations of interest were submitted in terms of Standing Order No. 7.1.

241. MINUTE

The committee considered the minute of the City of Dunfermline Area Committee of 2nd March, 2021.

Decision

The Committee agreed to approve the minute.

242. LOCAL COMMUNITY PLANNING AREA BUDGET REQUEST - DUNFERMLINE HERITAGE PARTNERSHIP - WELLBEING THROUGH HERITAGE PROJECT

The Committee considered a report by the Head of Communities and Neighbourhoods seeking agreement for a contribution from the Local Community Planning Area Budget to support the Dunfermline Heritage Partnership.

Decision

The Committee agreed to a contribution of £15,000 per annum over the next 3 years (£45,000 in total) from the Local Community Planning Area Budget to support the Dunfermline Heritage Partnership.

243. LOCAL COMMUNITY PLANNING AREA BUDGET REQUEST - GILLESPIE MEMORIAL CHURCH - GM3 PROJECT

The Committee considered a report by the Head of Communities and Neighbourhoods seeking a contribution from the Local Community Planning Area Budget to support the Gillespie Memorial Church.

Decision/

Decision

The Committee agreed to a contribution of £7500 from the Local Community Planning Area Budget to support the Gillespie Memorial Church.

244. LOCAL COMMUNITY PLANNING AREA BUDGET REQUEST - TOWNHILL COMMUNITY COUNCIL

The Committee considered a report by the Head of Communities and Neighbourhoods seeking a contribution from the Local Community Planning Area Budget to support Townhill Community Council.

Decision

The Committee agreed to a contribution of £9397 from the Local Community Planning Area Budget for this year to support Townhill Community Council.

245. STRATEGIC GREENSPACE ENGAGEMENT PROJECT UPDATE

The Committee considered a report by the Head of Communities and Neighbourhoods advising of a strategic greenspace engagement project to produce a report on how to strengthen partnership working to sustain great greenspaces.

Decision

The Committee noted:-

- (1) the information contained in the report on the project process; and
- (2) that the project report would be presented to a future meeting of the City of Dunfermline Area Committee.

246. PLACE LEADERSHIP - IMPROVING GOLFDROM STREET, DUNFERMLINE

The Committee considered a joint report by the Head of Housing Services and Head of Communities and Neighbourhoods providing an update on ongoing housing improvement and regeneration works in Golfdrom Street, Dunfermline and seeking approval to adopt a revised approach to implementing the works as part of the Council's Place Leadership approach in Dunfermline.

Decision

The Committee agreed:-

- (1) to note the proposals for delivering the agreed improvement works to the multi-tenure estate in Golfdrom Street;
- (2) that the Council and Tenant/Resident Task Group would report into the Dunfermline Place Leadership Group, chaired by the Community Manager; and
- (3) that a further report be provided to the Committee in 12 months' time.

247./

247. DUNFERMLINE ECONOMIC PROFILE (MARCH 2021)

The Committee considered a report by the Head of Business and Employability providing an annual overview of the local economic profile for the City of Dunfermline Committee Area using the latest available published data. The report was accompanied by a slide presentation by Peter Corbett, Lead Officer Economy.

Decision

The Committee:-

- (1) noted the issues raised from an analysis of the latest available data;
- (2) noted the support given to businesses during 2019/20; and
- (3) acknowledged the ongoing economic impact and uncertainty resulting from the global Covid-19 pandemic and European exit.

248. GRASSLAND MANAGEMENT STRATEGY

The Committee considered a report by the Head of Assets, Transportation and Environment advising of proposed changes to the management of grassland in the Dunfermline area and the outcome of a community consultation and engagement exercise.

Decision

Following analysis of the results of a public consultation and engagement exercise on proposed changes to the management of grassland in the City of Dunfermline Area, the Committee agreed:-

- (1) Ward 2 Dunfermline North - alternative grassland proposals were not accepted - existing arrangements to be further discussed with the local community;
- (2) Ward 3 Dunfermline Central - alternative grassland proposals were accepted with the exception of Crossford where existing arrangements were to be further discussed with the local community;
- (3) Ward 4 Dunfermline South - alternative grassland proposals were accepted; and
- (4) to note that the Dunfermline Greenspace Forum would consider the issues above in relation to taking forward the greenspace agenda for Dunfermline.

249. PROPERTY TRANSACTIONS

The Committee considered a report by the Head of Assets, Transportation and Environment advising members of action taken using the List of Officer Powers in relation to property transactions.

Decision

The Committee noted the report.

250./

250. CITY OF DUNFERMLINE AREA FORWARD WORK PROGRAMME

The Committee noted:-

- (1) the forward work programme; and
- (2) that a report on suicide prevention had been requested and it was hoped that it would be considered at the next meeting.

8th June 2021

Agenda Item No. 4

Report Title Tree Preservation Order – The Fife Council (Hartley House, Viewfield Terrace, Dunfermline) Tree Preservation Order No. 1 2021

Report by: Keith Winter, Executive Director, Enterprise & Environment

Wards Affected: Ward Nos.

Purpose The Purpose of this report is to ask members to consider an objection to the above Tree Preservation Order (TPO)

Recommendation(s)

It is recommended that the Committee considers the terms of the objection to the TPO and the response from the Executive Director (Enterprise and Environment) and decides whether the TPO should be confirmed.

Resource Implications

The cost of making and advertising the TPO will be met from the approved budget of the Executive Director (Enterprise and Environment).

Legal & Risk Implications

In terms of Regulations made under Section 161(4) of the Town and Country Planning (Scotland) Act 1997, the planning authority is required to consider any objections or representations to the Order before confirming the order. There is no statutory right of appeal by an aggrieved party against the Council's decision to override any objection or to modify an Order to take account of any such objection. The TPO, if and when confirmed, requires to be advertised and copies served on the owners of the land affected. The making of a TPO can be challenged in the Court of Session on a point of law within 6 weeks of the making of the Order.

Impact Assessment

An EqIA Checklist is not required for the reason that no Council policy is being changed.

Consultation

The Executive Director (Enterprise and Environment) was consulted on the terms of the objection and a response has been on his behalf received from the Tree Protection Officer.

1.0 Background

- 1.1 The TPO was made on 15 February 2021 under powers delegated to the Executive Director (Enterprise and Environment). It affects the 18 trees, 1 *Ilex aquifolium* (Holly), 5 *Acer pseudoplatanus* (Sycamore), 6 *Aesculus hippocastanum* (Horse Chestnut), 1 *Cedrus spp* (Cedar), 1 *Taxus baccata* (Yew), and 4 *Tilia x europea* (Lime) shown on the plan attached to the TPO. The trees are situated within the garden grounds of Hartley House and on the west and south boundaries. The reason for making the Order was that 6 weeks notification was given to the council to pollard the trees on the southern boundary under the requirements of the Conservation Area Designation. Where the Council disagrees with the intentions of the notification a Tree Preservation Order should be served.
- 1.2 As the trees are highly visible within the Conservation Area and are positioned within the grounds of Hartley House, it was considered necessary to protect the trees from the proposed pollarding. The trees are mature specimens and the proposed work was considered as inappropriate and likely to cause a deleterious effect upon the appearance and health of the trees. The trees are mostly mature broadleaves, creating a leafy and attractive appearance greatly contributing to the amenity value of the Conservation Area.
- 1.2.1 Notice of the making of the TPO was given to the owners Mr & Mrs Schofield, Lower Hartley House and Mr & Mrs Smith, Upper Hartley House,. In addition, notice of the TPO was also advertised in the. A period of 28 days was allowed for objections to be submitted.
- 1.3 A TPO remains in force after it is made for the period of 6 months or until a decision is made to either confirm or not confirm the Order beforehand. If no decision is made within 6 months, the TPO lapses at the end of the 6-month period.
- 1.4 One objection to the TPO has been received from Mr & Mrs Smith and the email is attached as an appendix to this report. The objection relates to trees T5 and T12-T18 and the owner argues that the trees were not part of Mr Scholfield original application to pollard and therefore should not be included in the TPO. Other points raised in the objection relates to a precedent being set as previous work was carried out, the trees are already protected by the conservation area designation, they do not contribute to the setting of the Hartley House due to distance, and a burden on their property deeds prohibiting tree planting.
- 1.5 The Tree Protection Officer considered the trees as a whole within the property grounds and found them to be of considerable value. It seemed logical to include all the trees within the property to be included under the TPO owing to their maturity, attractiveness, and biodiversity value.
- 1.6 Two objections to the proposed work from the neighbours were received and were considered as part of the procedure in making the TPO.

2.0 Issues and Options

- 2.1 The committee requires to decide whether to confirm the TPO after considering the objection and the Executive Director's response. The committee can uphold the objection in full or in part or not uphold the objection. If the objection is upheld in full, the TPO will lapse. If the objection is not upheld, the TPO will be confirmed as it stands or with any modifications that members deem appropriate.

3.0 Conclusions

- 3.1 The committee should consider the objection and response and decide whether to confirm the TPO with or without any modifications.

List of Appendices

1. TPO plan
2. Emails of objection dated

Background Papers

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

Bulleted list

Report Contact

Author Name Lorraine Evans

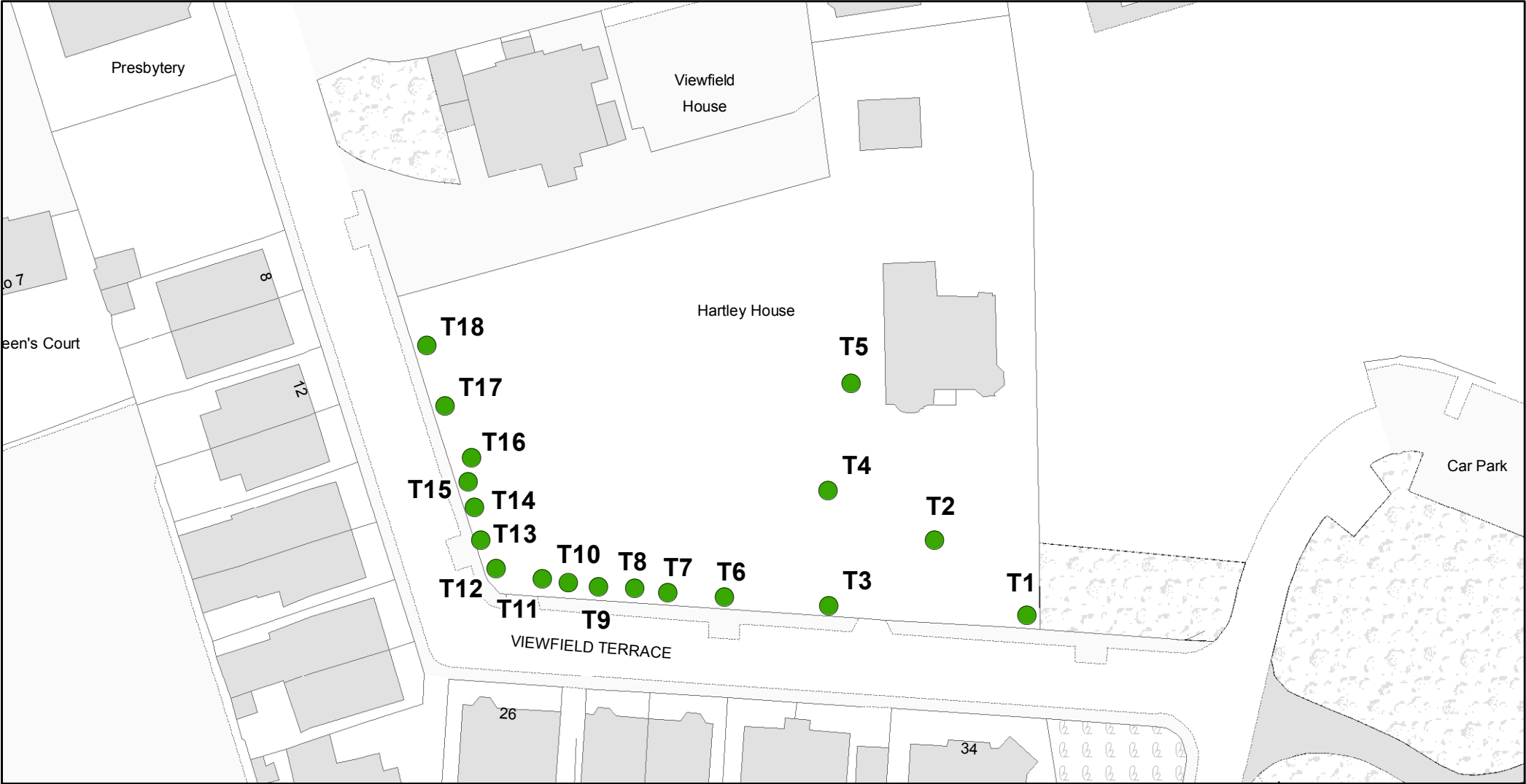
Author's Job Tree Protection Officer

Workplace EP&ES Fife House 3rd floor

Telephone: 03451 55 55 55 + VOIP Number 477008

Email: lorraine.evans@fife.gov.uk

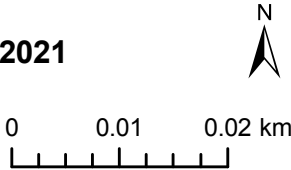
The Fife Council (Hartley House, Viewfield Road, Dunfermline) Tree Preservation Order No. 1, 2021



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This is the plan referred to in the foregoing
The Fife Council (Hartley House, Viewfield Road, Dunfermline) Tree Preservation Order No. 1, 2021

Dated _____ Signed _____



From: Raymond Smith <[REDACTED]>
Sent: 05 March 2021 10:17
To: June Barrie <June.Barrie@fife.gov.uk>
Cc: Liane Smith <[REDACTED]>; Protected Trees <Protected.Trees@fife.gov.uk>
Subject: RE: DEVS/0003825/JAB

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear June

Thank you for your email of 25 February setting out your detailed reply on consultation with the Tree Protection Officer.

We do not agree that the TPO should apply to the trees on our land as our title is entirely separate from Hartley House and we have not been a party to the recent application made in respect of Hartley House. Based on your email we wish to alter our objection as follows:-

- We object to the proposed TPO in respect of T5 and T12-T18 as shown in the letter received 25 February on the bases that we were not part of James Schofield application.
- Previous decisions were in favour of tree works, thus a precedents has been established, therefore, amplifying TPOs does not align with this precedent.
- Our land resides within a conservation zone, thus an application would be required to be submitted for tree works, thus a TPO is not required as a process is already established un the conservation area.
- T12-T18 are on the west elevation of our land and over 52 - 58 metres away from Hartley House, thus the argument that these trees should not be considered as to enhance the setting of Hartley House.
- There was an existing burden on our land prohibiting planting of trees thus all the trees on our land were in breach of the title conditions, therefore, you are proposing to apply TPOs to trees that by law should not exist.

Kind regards

Raymond & Liane Smith

Sent from my Galaxy

----- Original message -----

From: June Barrie <June.Barrie@fife.gov.uk>
Date: 25/02/2021 10:46 (GMT+00:00)
To: Raymond Smith <[REDACTED]>
Cc: Liane Smith <[REDACTED]>; Protected Trees <Protected.Trees@fife.gov.uk>
Subject: RE: DEVS/0003825/JAB

Good morning Mr and Mrs Smith

I have discussed the matters you raised in your email below sent to me on 22 February with the Tree Protection Officer.

You ask firstly why the TPO affects the trees on your land when these trees have not been the subject of an application to carry out work to them. All of the trees in the grounds of Hartley House are an important asset in terms of their contribution to the amenity and landscape value of the Conservation Area of Dunfermline

and they also enhance the setting of Hartley House as a whole. In the Tree Protection Officer's opinion it is a sensible and appropriate approach to treat the group of trees within the grounds as a whole regardless of individual ownership and despite work only been proposed to some of the trees. The protection of all trees will benefit all of the property as well as the Conservation Area. The purpose of a TPO is not to penalise those owners who have no plans to carry out works to their trees but is in fact a testament to the quality and attractiveness of the trees. Only trees which are worthy of protection are included in a TPO.

I have mentioned previously the limited protection there is of trees by reason only of being in a Conservation Area. A TPO gives greater control to the planning authority to protect the amenity of the area. Proposed works to the trees or the felling of the trees can be approved subject to conditions such as the planting of replacement trees for any that are to be felled or restrictions can be placed on the extent of the work to individual trees. Therefore, a TPO can secure the existence of trees in this area in perpetuity, if that is appropriate for the area.

The Council has not changed its approach to tree protection and the legislation has not changed recently. Notifications of proposed work to the trees or applications for consent to carry out work to protected trees are assessed on an individual basis by a professional officer and a decision made by that officer as to whether the proposals are acceptable or whether any other measures such as making a TPO should be taken. In the most recent application submitted by Mr Schofield, the officer who dealt with the matter considered that the group of trees as a whole should be protected to regulate future work to them.

The council's procedures relating to TPOs require the Order to be confirmed by the relevant Area Committee if there are objections to the Order. The committee considers the objection and the response from the officers and decide whether the Order should be confirmed. I should be grateful if you could consider the information I have given you and let me know if you wish to maintain your objection. If so, I will ask the Tree Protection Officer to refer the matter to a meeting of the City of Dunfermline Area Committee in the next few weeks.

Kind regards

June Barrie

Legal Services Manager
Finance and Corporate Services
Fife Council
Fife House, North Street, Glenrothes
KY7 5LT

Due to restrictions caused by covid-19, please contact me by email

From: Raymond Smith [REDACTED]
Sent: 23 February 2021 20:23
To: June Barrie <June.Barrie@fife.gov.uk>
Cc: Liane Smith [REDACTED]; Protected Trees <Protected.Trees@fife.gov.uk>
Subject: RE: DEVS/0003825/JAB

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear June

Thanks for your email.

Yes, we would like to formally object in relation to the proposed TPO over the trees on our land (T5 and T12-T18) based on the comments in our email of 22 February.

This objection is subject to the question and points you are putting to the Tree Protection Officer.

Kind regards

Raymond & Liame Smith

Sent from my Galaxy

8th June 2021

Agenda Item No. 5

Speed Limit Extension – A907 Halbeath bypass, Halbeath

Report by: Ken Gourlay, Head of Assets, Transportation and Environment

Wards Affected: Ward 3 – Dunfermline Central

Purpose

The purpose of this report is to allow the Area Committee to consider a proposal to extend the 30 mph speed limit on the A907 Halbeath bypass, Dunfermline.

Recommendation(s)

It is recommended, in the interests of road safety, that Committee:

- (1) agrees to the promotion of a Traffic Regulation Order (TRO) to extend the speed limit as detailed in drawing TRO/21/30 (Appendix 1), with all ancillary procedures; and
- (2) authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £3,000 which covers Roads & Transportation Services' and Legal Services' staff costs, advertising and delivery of the new infrastructure. This will be met from approved Service budgets.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

The general duties section of the impact assessment and the summary form has been completed. No negative impacts have been identified.

Consultation

The local Ward Councillors and Police Scotland have been advised.

Formal consultation required by the Road Traffic Regulation Act 1984 for the TRO process will be carried out through the posting of legal notices in a local newspaper and on the affected length of roads. In addition, details of the proposed TRO will be made available on www.fife.gov.uk.

1.0 Background

- 1.1 Agreement was given for the 2021/22 Area Roads Programme to provide a new dual Puffin crossing on the A907 Halbeath bypass just north of the roundabout at Fife College. The proposed location for the new crossing is where the existing 30 mph speed limit begins.
- 1.2 A mobile speed camera site operates occasionally on the A907 Halbeath Road close to the ASDA roundabout to help with westbound traffic speed compliance.
- 1.3 A new retail development is currently under construction adjacent to the new Puffin crossing site.
- 1.4 The new Puffin crossing is being designed in accordance with a 40 mph speed limit to ensure the installation has appropriate detection equipment if traffic approaches at an approach speed higher than 30 mph.

2.0 Issues and Options

- 2.1 As the existing 30 mph speed limit signs and the proposed Puffin crossing infrastructure will be in the same location the signs may be obscured resulting in drivers failing to observe the speed limit. This may result in increased traffic speeds along Halbeath Road past Fife College.
- 2.2 By extending the 30 mph speed limit by approximately 80 metres we can ensure a more visible speed limit changeover point allowing drivers to be aware of the speed limit and improve compliance along Halbeath Road.
- 2.3 The Puffin crossing will still be designed to 40 mph with the appropriate technology installed.

3.0 Conclusions

- 3.1 It is considered, in the interests of road safety, that this speed limit extension be promoted.

List of Appendices

1. Drawing No. TRO/21/30 – Proposed 30 mph extension –
A907 Halbeath bypass, Halbeath

Background Papers

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

- EqlA Summary Sheet

Report Contact

Phil Clarke

Lead Consultant, Traffic Management (South)

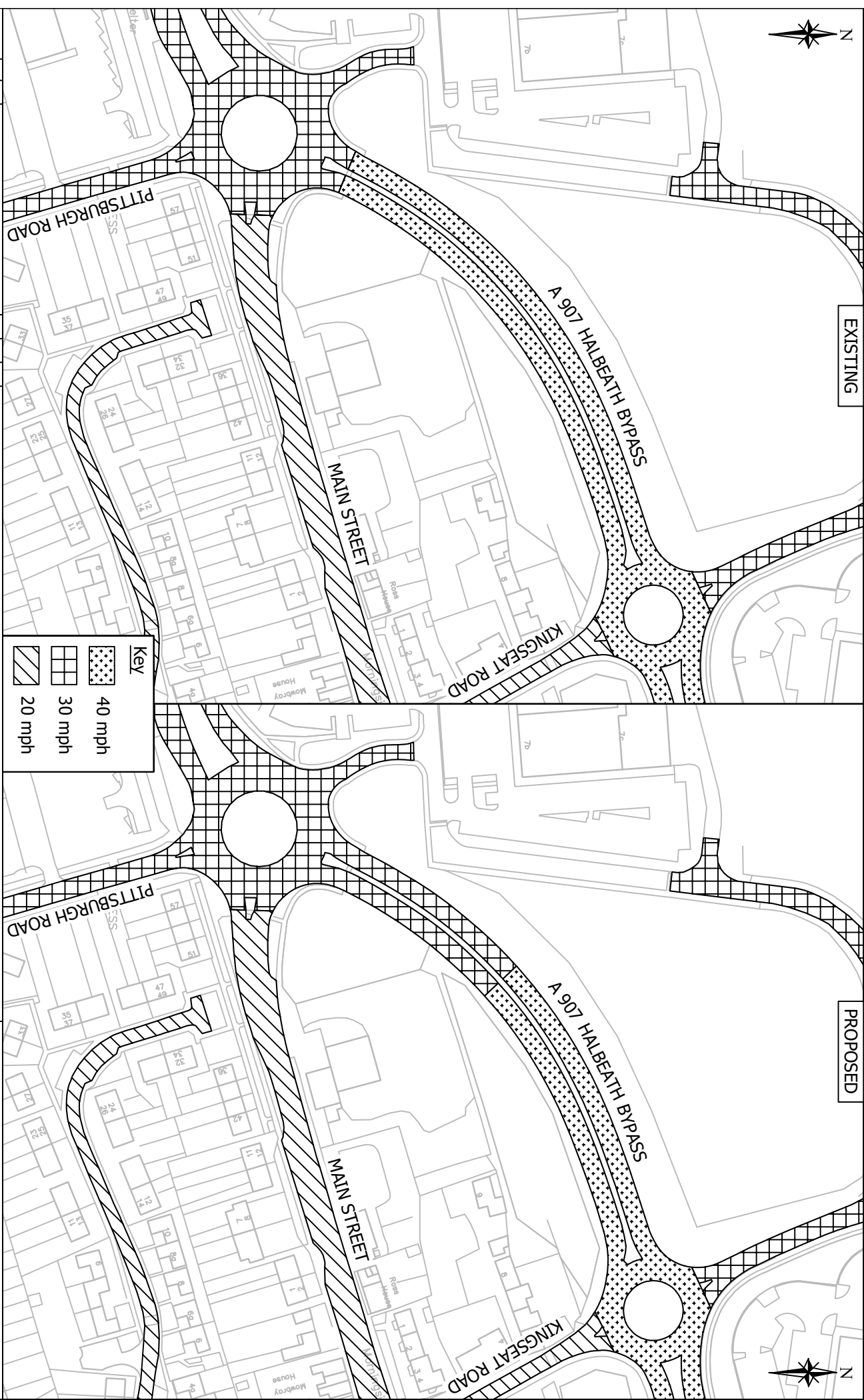
Roads and Transportation Services

Telephone: 03451 55 55 55 + VOIP Number **442093**

Email: phil.clarke@fife.gov.uk

EXISTING

PROPOSED




Key

- 40 mph
- 30 mph
- 20 mph

DESIGNED	KJ	REV	AMENDMENTS	BY	APRD	DATE
DRAWN	KJ					
CHECKED	PC					
APPROVED	PC					
DATE						
HEAD OF ASSETS, TRANSPORTATION and ENVIRONMENT - KEN GOURLAY						

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**ASSETS,
TRANSPORTATION
and ENVIRONMENT**

Proposed 30 mph Extension
A907 Halbeath Bypass, Halbeath

SCALE NTS DRAWING No. TR0/21/30 REV.

8th June 2021

Agenda Item No. 6

Safer Communities Team Update Report

Report by: John Mills, Head of Housing Services

Wards Affected: City of Dunfermline area (Wards 2, 3 and 4)

Purpose

The purpose of this report is to provide members with an update on the operational activity of the Safer Communities Team within the City of Dunfermline committee area during the 12 month period 1st April 2020 to 31st March 2021.

Recommendation(s)

The Committee is asked to note and comment on the activity to date.

Resource Implications

None.

Legal & Risk Implications

None.

Impact Assessment

An Equality Impact Assessment (EqIA) is not required as this report presents an update on the activity of the Safer Communities Team. No policy or funding changes are being proposed that are likely to have an impact on equality groups.

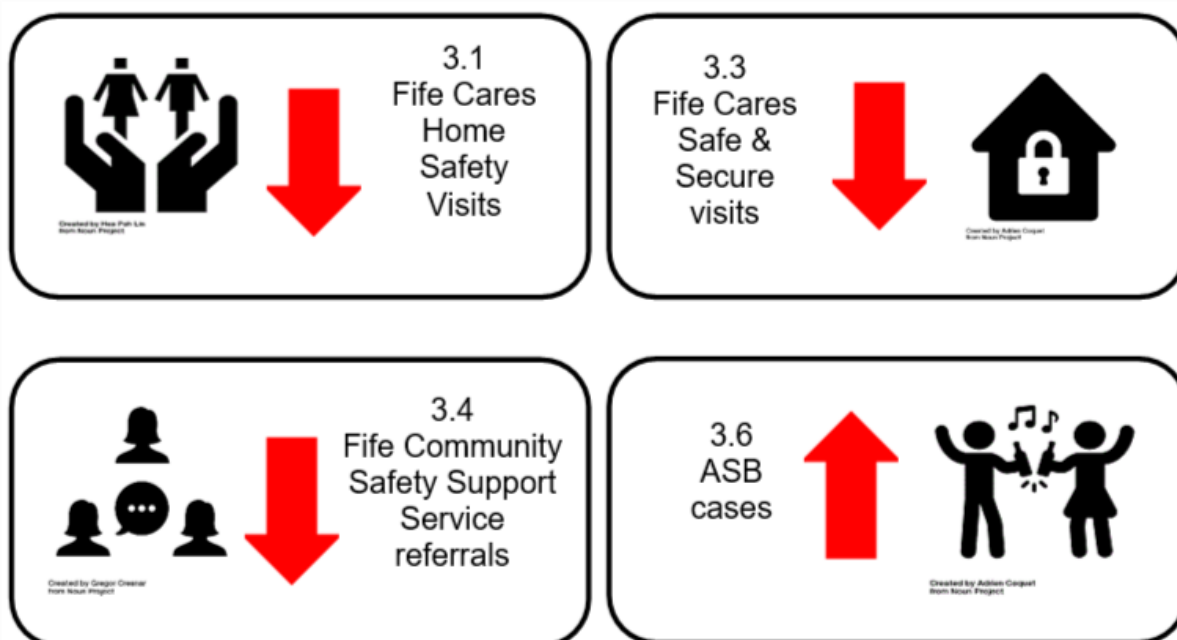
Consultation

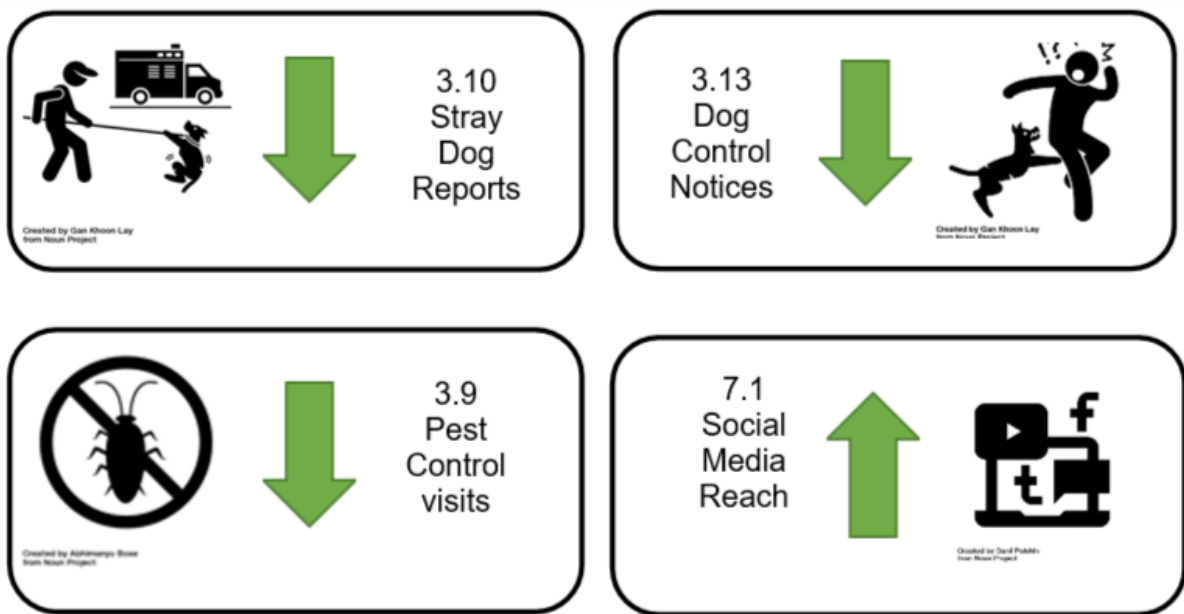
Consultation has taken place with community safety partner agencies.

1.0 Background

- 1.1. The purpose of this report is to update elected members on the activity of the Safer Communities Team (SCT) within the City of Dunfermline area during the financial year 2020-21.
- 1.2. This report sits alongside individual updates from Police Scotland and Scottish Fire and Rescue Service (SFRS). It should be noted that the three core agencies (Police Scotland, SFRS and Fife Council's SCT) may comment on work carried out *in partnership* with each other and other agencies but cannot comment specifically on work carried out independently by other services.
- 1.3. Information is also provided on Fife-wide activity in order to ensure that members are aware of the range of activities which may be of interest to them and their constituents.
- 1.4. The performance information in sections 3 and 4 provide a summary of the Safer Communities Team annual activity within this committee area during the reporting period compared to the previous financial year.
- 1.5. The activity is denoted using RAG arrows to demonstrate whether an activity has increased or decreased on the previous year (up or down arrow) and whether this is positive or negative (denoted by red, amber, or green).
- 1.6. The narrative describing each of these activities and associated statistics can be found in the sections referenced.

2.0 Performance Summary - People

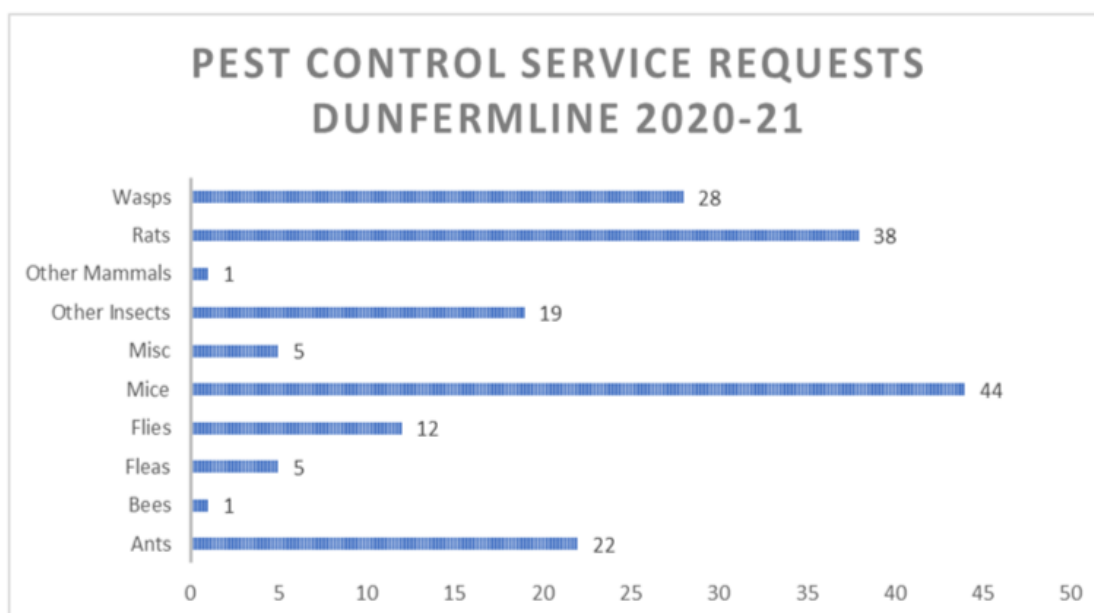




3. Performance narrative – People

- 3.1. Due to the restrictions around home visits during the pandemic, the number of referrals to our Fife Cares service decreased in 2020-21 compared with the previous year. The majority of referrals related to requests for tailored **home safety advice** for families with young children. Again, due to the restrictions, no face-to-face visits were carried out by our officers, although 24 contacts were made by phone (compared to 67 visits during 2019/20) and all doorstep deliveries took place within social distancing guidelines.
- 3.2. Recognising that Fife Cares is one of our most valued services, we took the opportunity to work with Evaluation Scotland and the Scottish Community Safety Network, to pilot an evaluation around **Measuring What Matters**. The project focused specifically on Unintentional Harm, which is often difficult to report on as the data which demonstrates the impact of services, such as Fife Cares, is generally qualitative rather than quantitative. The evaluation pilot commenced in February 2021 and so is still in its infancy. However, from feedback already received we are seeing the positive (and welcome) impact our officers make in terms of raising awareness of child safety within the home environment by engaging parents and carers in discussion about aspects that they may not already have considered. We intend to provide more information on this evaluation in next year's annual report but, in the meantime, a copy of the case study produced by Evaluation Support Scotland is attached in Appendix 7.
- 3.3. Referrals to the Fife Cares service regarding **home security advice** under the Safe, Secure and Supported at Home initiative also decreased, but visits continued to take place given the serious nature of the issues being experienced by customers. All visits were carried out within social distancing guidelines and using appropriate PPE (52 visits in 20-21 compared with 75 the previous year).

- 3.4. Of the 56 referrals to **Fife Community Safety Support Service (FCSSS)**, 38 resulted in the provision of support whilst the remaining 18 involved some form of mediation, albeit contact was made by phone. Referrals to FCSSS decreased by 14 on the previous year, due mainly to the fact that face to face visits were curtailed by all services who normally refer to FCSSS. Appendix 1 provides examples of some of the feedback received by the service.
- 3.5. A review of Fife Council's Antisocial Behaviour (ASB) process commenced prior to the first lockdown, the overall objective being the delivery of improved outcomes for customers experiencing private space antisocial behaviour. Discussions with interested parties took place, including consultation workshops with elected members, to identify improvements to the ASB process. Consequently, the ASB policy has been updated to include, amongst other things, criteria of what will/will not be considered antisocial behaviour, and timescales have been included to provide customers with a clear picture as to when they can expect contact and how long a case may take to resolve. In addition, it has been agreed that there should be a single point of contact for customers. To this end, it is expected that all investigations into private space ASB will sit with the Safer Communities Team, and this should commence within the next 12 months.
- 3.6. The Area Co-ordinator investigated 287 **antisocial behaviour** cases, a substantial increase on the previous year (65). One of the reasons for the increase is that our Area Co-ordinators handled the majority of antisocial behaviour complaints on behalf of the local office for the first six months of 2020-21.
- 3.7. In terms of **formal or legal actions**, four Acceptable Behaviour Agreements (ABA) were issued to residents in the City of Dunfermline area, one Interim ASBO and one full ASBO were granted by Dunfermline Sheriff Court following applications by the Area Co-ordinator, and one council tenancy was converted into a Short Scottish Secure Tenancy (SSST) due to ongoing antisocial behaviour. Currently all measures are working well, but it is still too early to predict any final outcomes.
- 3.8. Due to COVID restrictions and staff sickness, our Pest Control workforce was reduced from five officers to two during most of 2020-21. The decision was taken at the beginning of the first lockdown to carry out treatments in Fife Council housing and facilities only. This is reflected in the number of jobs carried out by the team. It is anticipated that the current pest control treatments offered to Fife Council tenants will be made available to private tenants as of 10th May 2021. Once all Covid restrictions are lifted, we will operate a full treatment service.
- 3.9. Our **Pest Control** officers attended 175 requests for their services during 2020-21 (down from 447 the previous year). The number and type of pests dealt with are depicted in the following graph:

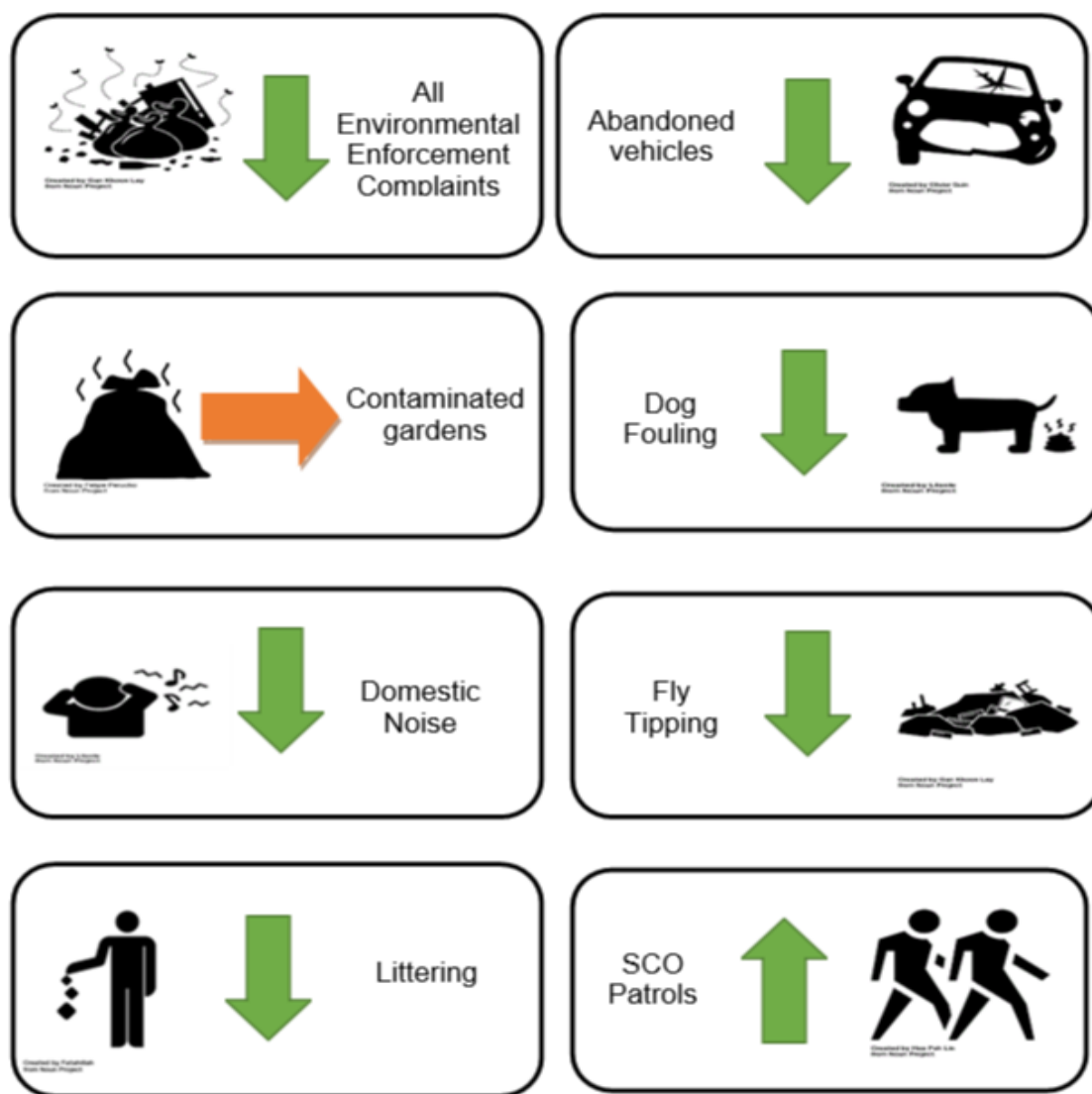


- 3.10. Ten **stray dogs** were reported to the Safer Communities Dog Wardens, a decrease from 27 in the previous year. Of these ten, five were microchipped, but unfortunately none reflected the correct details of their owners. Seven dogs were subsequently claimed/returned to their owner and the remaining three were passed to an animal charity for assessment prior to being rehomed.
- 3.11. Four Dunfermline residents were given **advice** regarding the control of their dog, down from eight in 2019-20.
- 3.12. There was a very slight increase in the number of dog control **warning letters** sent to residents in the area (six compared with five in the previous year).
- 3.13. Three **Dog Control Notices** (DCNs) were issued in the area, down from 13 in 2019-20.
- 3.14. Appendices 2 and 3 provide examples of the work carried out by our Dog Wardens in respect of strays and dog control
- 3.15. The number of **Road Safety** initiatives were significantly curtailed by the pandemic, due to the restrictions on face-to-face engagement. However, over the course of the year, our Project Officers not only took part in redeployment to assist other services such as Older Persons Housing, pharmacy, and PPE deliveries, but also created a variety of virtual courses and workshops to try to provide some level of road safety information and advice. Projects such as Safe Drive Stay Alive and Drivewise did not run at all in 2020-21, but we are optimistic that these will take place towards the end of this calendar year. Appendix 4 provides further information about Road Safety activity.
- 3.16. Again, due to the pandemic, our **Youth Justice** Officer was unable to engage with as many young people, especially on a face-to-face basis, as they would normally. While still on hand to provide support and advice to parents, carers, and young people by phone, our YJO was redeployed to assist other essential services, who were experiencing staff shortages due to the pandemic. This included working within Older Persons Housing and assisting a variety of

community projects, especially those ensuring that vulnerable residents were provided with food and medication.

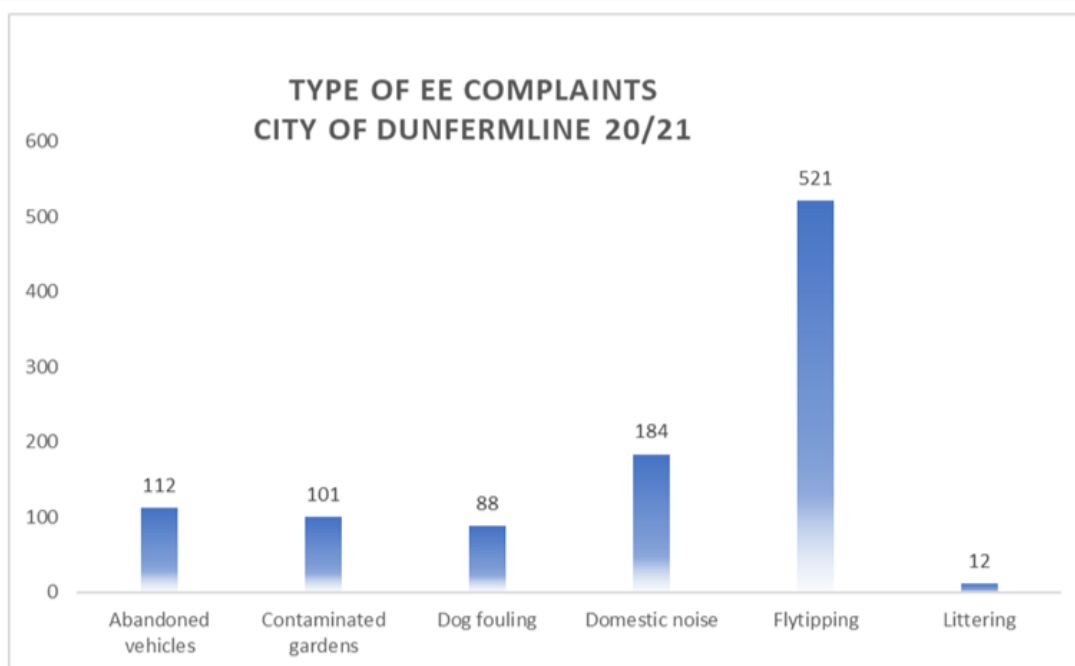
4.0 Performance Summary – Place

4.1. For the narrative around our 'place' based activity, please see section 5.



5.0 Performance narrative - Place

- 5.1. In terms of **environmental enforcement issues**, 1018 complaints were received for this area during 2020-21 –down from the previous year (1298 complaints).
- 5.2. The following graph shows the type and number of complaints received by the Safer Communities Team relating to environmental enforcement complaints within the Dunfermline area during 2020-21:



- 5.3. Compared to the previous year, our team received fewer complaints regarding abandoned vehicles, dog fouling, domestic noise nuisance, fly tipping and littering (190, 125, 275, 590 and 18 respectively in 2019-20).
- 5.4. Complaints about contaminated private tenure gardens remained roughly the same as the previous year (101 in 2020-21 and 100 in 2019-20).
- 5.5. Our Safer Communities Officers (SCOs) carried out 2826 **patrols** in this area over the reporting period, an increase on the previous year (2011).

6.0 Other activities

- 6.1. The last week of the 2019-20 reporting period saw the introduction of the first Covid-19 national lockdown. The normal day to day business of the team was severely interrupted and many staff were redeployed to assist other services, while the remainder continued to provide a community safety service remotely and/or in a socially distanced manner. Over the course of the year, as restrictions eased, we were able to return to some semblance of normality. However, as described in the performance narrative in sections 4 and 5, there were various initiatives and areas of business that we were unable to resume. We are optimistic that 2021-22 will see us being able to reinstate these areas of our team activity.
- 6.2. Appendix 5 illustrates the type of work our staff have been involved in where they were unable to perform their own duties.

7.0 Campaigns and events

- 7.1 Team members are normally involved in a variety of events throughout each year. Due to the pandemic, 2020-21 saw us rely quite heavily on our **social media** platforms in order to convey the community safety message to the residents of Fife. We provided information, advice, and assistance on a

number of campaigns, including those detailed in Appendix 6. The number of people following our Facebook page is currently 5408 and, overall, our social media reach increased from 620,000 in 2019-20 to 1.65 million in 2020-21.

- 7.2 In order to keep up to date with forthcoming events and activities co-ordinated by the Safer Communities Team or shared by the Team on behalf of partner agencies, members are invited to 'like' our Facebook page **Safer Communities Fife** or follow us on Twitter **@safeinfife**.

8.0 Conclusion

- 8.1 This report provides members with information on the wide range of safer communities' activity being undertaken in this committee area, in line with local priorities and emerging issues.

List of Appendices:

Appendix 1 - Example of feedback received by FCSSS
Appendix 2 - Stray dog case study
Appendix 3 - Dog control case study
Appendix 4 – Road Safety activity
Appendix 5 - Covid-19 activity
Appendix 6- Safer Communities Team Facebook page
Appendix 7 – Fife Cares 'Measuring What Matters' case study

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Fife Community Safety Support Service (FCSSS)

Examples of customer feedback.

Do you think there have been positive changes to your life since taking part in the Service?

- "Yes, I got an agreement with my neighbour which has been working so far and we are now talking to each other"
- "Yes, I've been able to be heard and get things sorted. I feel much more relaxed and at peace where I am living now."
- "Yes, I've got things sorted with my neighbour. The corona virus put things into perspective for me."
- "I am now aware of where I stand with my neighbour, so it's a way forward"
- "I looked forward to her visit and to know I had someone to talk to, someone to listen to what I had to say. It made a big difference in my life"

What did FCSSS do well?

- "Everything was done well"
- "Listening to me and thinking outside the box to allow me and my neighbour to mediate during lockdown"
- "Sacro have been a tremendous help and listened when no one else did "
- "Arranged food parcels "
- "Provided time to talk and listen "
- "They were all really nice and friendly"
- "When I phoned the office the person who answered was always friendly and nice"
- "Always helpful and friendly, made the meetings easy and not something to be worried about"

What could FCSSS do better?

- "Nothing"

Stray Dog Case Study

In March 2021, the Dog Warden service received a telephone call from Fife Council Contact Centre regarding a stray dog that was found by a member of public.

The Dog Warden on duty for the area immediately dispatched and attended at the locus. The member of public had the stray dog within her home and informed the Dog Warden that she had found the dog running on the main road. She had put a post on a popular social media site, but after an hour nobody had come forward, so she decided to contact Fife Council.

On inspecting the dog, it was apparent that it had a significant flea infestation and urine scorching on the underneath of its body. Advice was given to the member of public who had taken the dog into her property regarding preventing the flea infestation spreading through her home. The dog was seized as a stray under the Environmental Protection Act 1990, placed within a specially converted vehicle, and taken to a kennel facility. On arrival, the dog was scanned for a microchip and a full check of the dog was carried out by Dog Warden. It was determined that the dog would not need veterinary treatment but was treated for fleas by the Dog Warden. All relevant paperwork was completed, including a photograph, before the dog was placed into a kennel.

According to current legislation, a dog must be microchipped (The Microchipping of Dogs (Scotland) Regulations 2016) and must also wear a collar with the owner's details inscribed or attached (The Control of Dogs Order 1992).

Dog Wardens will make every effort to find the rightful owner of a stray dog. This includes:

- searching national databases with the microchip number
- calling veterinary practices to ask if any of their clients have reported their dog missing
- contacting Police Scotland when lost dogs have been reported to them
- using contact details from the dog's collar
- responding to contacts made to the kennels directly.

On this occasion the dog was not claimed. Although it was microchipped, the details held on the national database were incorrect and the owner could not be traced.

After every stay dog is picked up, our vehicles must be cleaned out to prevent contamination or spread of any disease. In this case, because the flea infestation was so severe, the Dog Warden also went home to decontaminate (shower) and change into a fresh uniform.

After three days in the kennels a dog groomer, who operates on site, bathed, and cut the nails of dog in question, making the dog much more comfortable (and looking and smelling great!).

Under the Environmental Protection Act 1990, the local authority must keep a stray dog for seven days before it can be moved onto rescue. In those seven days the local authority is responsible for any veterinary treatment and any other costs incurred. Luckily, our Dog Wardens have built up great relationships with dog charities both locally and nationally. Securing rescue spaces for our unclaimed stray dogs is our preferred course of action, however if there is a concern regarding the temperament of a dog a full assessment will be carried out and a course of action taken that keeps people safe.

In this case, the dog was eventually re-homed through a local charity following appropriate assessment of the prospective owners and their circumstances.

Dog Control Case Study

Whilst off duty, one of our Dog Control Officers was contacted by officers from Police Scotland, Fife Division who reported that two staff members had been attacked by a dog that had been private boarding at a kennel in Fife. Police Officers requested backup as the dog was still running free within the grassed area of the kennel block, although secure within the property. The Dog Control Officer contacted their colleague, and both headed to the kennels to secure the dog.

On their arrival the dog was identified as an Alaskan Malamute and was still displaying aggressive behaviour. Two Police Officers were present, along with a Police Dog Handler and a member of the kennel staff. Two further members of staff had already been taken to hospital by ambulance following injuries sustained when trying to secure the dog.

After carrying out a risk assessment - which included discussing how they would secure the dog, the exact route to be taken, and which kennel the dog would be secured in - the Dog Control Officers removed all trip hazards and dried the floor. Both understood their safety and the safety of others must come first and so requested that the Police Officers, the Police Dog Handler, and the member of the kennel staff leave the immediate kennel area. After 20 mins the Dog Control Officers managed to secure the dog and contain it within a small kennel. They subsequently contacted a local vet to request their attendance and assisted the vet by restraining the dog, which was still acting aggressively despite being sedated. Unfortunately, following assessment, the dog was humanely destroyed.

The two kennel staff remained in hospital for over a week and required numerous surgical procedures to help them to recover from their injuries.

It should be stressed that the dog involved in this serious incident was not a stray, but an animal rescue dog being housed at a local kennel by private arrangement. On this occasion, our Dog Control Officers attended outwith their normal working hours to assist Police Scotland colleagues.

There are currently two full time Dog Control Officers employed within Fife and they are based at Rothesay House in Glenrothes and Halbeath Depot Dunfermline. Their responsibilities are enforcing dog related legislation such as the Control of Dogs (Scotland) Act and, regarding stray dogs, the Environmental Protection Act. They also deal with the recently introduced Microchip regulations.

If a person has any concerns about dog related behaviour in their area, they should call 03451 550022.

Road Safety activities

Car Seat Checks – staff were unable to host any car seat clinics but have promoted the [Good Egg](#) virtual check sessions. This platform will not reach as many people across Fife as face-to-face sessions would but will go some way to addressing the needs of those concerned about the fitting of their child car seats.

Drivewise – both April 2020 and Oct 2020 were cancelled due to the pandemic. Plans are in place to resume this initiative in October 2021. A venue has been booked and community safety partners are on board, but this all depends on the situation during the second half of this year.

Safe Drive Stay Alive (SDSA) – the November 2020 show was cancelled and although plans are in place for November this year, it remains to be seen whether we can host the same number of pupils in the Rothes Halls as in previous years. We have, however, begun to look at an alternative, which will include filming the speakers who would normally present during the roadshow, and create a video which can be issued to schools. Whilst this platform may not be as effective as the in-person SDSA it will allow us to provide some appropriate road safety material to schools.

S1 road safety – inputs have been provided to first years at both Kirkcaldy High and Woodmill High, Dunfermline in response to road collisions involving first year pupils in these areas. A further input is planned for St Columba's High, Dunfermline during 2021-22.

Active Travel – our officers created a PowerPoint presentation which can be shown in primary schools at road safety assemblies and shown on screens at secondary schools.

Junior Road Safety Officers and Road Safety Plays – due to pupils not being in school for a large extent of 2020-21, this project has not been run. However, it is hoped that interest will pick up again perhaps after the summer holidays this year.

Pass Plus – there were no evening inputs during 2020-21, since driving lessons and test were cancelled during the restrictions although these have since recommenced in April 2021.

Offenders – on a similar note to above, no face-to-face courses took place during 2020-21, although an online input has been developed as a temporary solution.

Taxi Drivers – again, no courses have taken place since March 2020 and once restriction ease, it is hoped these will be reinstated.

Older Road Users – any groups booked for inputs during 2020-21 were cancelled. Although an online option has been offered to groups, there appears to be a preference from groups to wait until face-to-face meetings can resume.

Safer Communities Team Covid-19 Activities

From the outset of the pandemic, the Safer Communities Team continued to support our business-critical tasks (i.e., those identified as statutory duties), albeit there was an immediate need to adjust a substantial number of practices to suit the move from office based to mobile and lone working. In the same way as many services and organisations, this included finding ways to access the systems and information we normally have easy access to.

A few weeks into lockdown, our officers began high visibility proactive patrolling of areas to help tackle the rising issue of fly-tipping and to provide reassurance to members of the public and vulnerable people in communities around the impact of COVID-19. Officers also monitored public spaces on bikes, identified where there was a need for onward reporting to colleagues in other connected services and actioned issues where appropriate.

Officers within the team have proven they are able to turn their hand to almost anything and often at very short notice. All officers either working in their normal area of business, or redeployed to help other services/agencies, have shown a real willingness to help in different circumstances to try to alleviate the impact of Covid-19, particularly on the most vulnerable members of our local communities.

Specific examples include:

1. A joint protocol between the Safer Communities Team and Police Scotland in relation to the social distancing guidance provided by the Scottish Government – the focus of which has been more in terms of education than enforcement. This initiative has involved excellent local partnership working between the services involved and staff from both organisations have worked well together. Due to the success of this venture, it is hoped additional partnership working projects will be identified in the future.
2. One of our SCOs was asked to take part in a project run by Clued Up which was aimed at helping young people affected by their own or someone else's substance abuse during this period. Several agencies - including Active Schools JKS Kaishi Karate, Just For Kicks, School of Hard Knocks, Dundee FC as well as local gyms and fitness clubs – were involved. Our officer, who has fitness experience, developed a session to help with the young people's mental and physical health. He also scheduled a Q&A session at the end to highlight the work of the Safer Communities Team and allow the young people to learn about the things we do to try to help keep them safe in their communities.
3. Our Youth Justice Officer was asked to provide advice and guidance by a local community centre and assisted a local high school family support worker by providing food and wellbeing parcels to families.

4. Various members of staff, including Project Officers, Home Safety Advisers, Area Co-ordinators, Safer Communities Officers and Team Managers carried out pharmacy deliveries across Fife on behalf of Fife Voluntary Action, and officers have been working in the Asymptomatic Covid Testing Centres.
5. Our Safer Communities Assistants, Area Co-ordinators, Partnership Officer, Team Managers and Youth Justice Officers assisted our elderly and vulnerable residents in various local communities, to ensure they had appropriate support and this included ensuring they had the necessary medical services in place, providing shopping delivery services (especially for those whose family or friends were themselves in isolation), serving lunches in sheltered housing complexes and supporting staff working in homelessness hostels.
6. Our Dog and Pest Officers meanwhile continued their work trying to resolve issues around stray/dangerous dogs and pest control throughout Fife, which are statutory duties.

As we have moved through the different phases of the route map, our officers have gradually returned to carry out their normal areas of business, whilst meeting all safety guidance regarding PPE and social distancing.

Finally, despite the period of turmoil, we have identified a few positives: our social media presence has been extremely well utilised, and we have noticed an increase in the number of followers and comments. This has allowed us to strengthen our relationships with people in every Committee area within Fife, plus several community groups whose work out in their local communities is having a positive impact on people's quality of life. One example of this being the excellent work of Fife Street Champions, whose membership has also increased considerably, as they support volunteers throughout Fife picking litter in their communities on a daily basis.

We would like to increase our community engagement and are looking at ways to commence and continue dialogue with as many residents in Fife as possible. If members have any suggestions in terms of who we could reach out to in this way, we welcome input via your area contact in the first instance.

Safer Communities Social Media Examples

KIRKCALDY – TWILIGHT INITIATIVE 10th – 16th NOVEMBER 2020

Date	Post type	Reach	Comments	Share	Like
10 Nov	Launch post	1.5k	4	1	12
11 Nov	Post about the initiative	1.2k	0	4	14
12 Nov	Post and photo of SCO B'sland by footprint	814	0	3	28
12 Nov	Post and new poster	977	3	4	16
13 Nov	SCO Walkings	4714	12	7	114
13 Nov	New post - clean feet	925	2	2	15
14 Nov	New Poster - even if raining	611	0	0	14
16 Nov	Sign with graphic	3.5k	11	11	109
TOTAL REACH OVER ONE WEEK		14, 241			

SPECIAL THEMED WEEKS

THEME	DATE	REACH
Family Safety Week	30th Mar – 3rd Apr	3.6k
Mental Health Week	18th – 24th May	4.5k
Child Safety Week	1 st – 7 th June	52k
Police Summer Safety Campaign	Launched 22 nd Jun	1.1k
Suicide Prevention Week	6 th – 12 th Sep	9.5k
Road Safety Week	16 – 22 Nov	2k
Anti-Bullying Week	16 – 22 Nov	3k
Xmas Countdown Week	13 – 24 Dec	35.5k

AREA SPECIFIC POSTS ON FOOD POVERTY

AREA	POSTS	REACH
Dunf	F3	721
Rosyth	Edible, Tasty Spaces	961
Cowdenbeath	Max's Meals	1.5k
Leven	Café Connect	400
Kelty	Oor Wee Café	910

OTHER

POSTS	REACH
Rural Watch Fife	41k
Slips on Ice	130k

Fife Cares: Measuring What Matters Case Study

Scottish Community Safety Network (SCSN) and Evaluation Support Scotland (ESS) brought together practitioners from across the sector to develop **Measuring What Matters** - a toolkit to help those working in the field to have a better understanding about their outcomes and how to measure what matters in their work to prevent unintentional harm. This case study shows what **Fife Cares** learned when testing out the toolkit.



About Fife Cares

'Fife Cares' is a Fife Council Safer Communities Team initiative. It offers a range of free home safety and security visits which can be arranged directly or made on behalf of a client or relative. Fife Cares Advisers:

- Carry out home safety visits to vulnerable adults, and parents or carers of children under 5 years of age, to provide advice on how to minimise the risk of accidents in the home.
- Deliver awareness raising sessions to client groups to try to raise awareness of key home and child safety issues.

During the Covid-19 pandemic much of this work was carried out on the phone.

Background

Liz Watson from the Safer Communities Team explains why they wanted to test the toolkit for Fife Cares:

The service has been in place for several years and, while there have been various measures put in place to try to capture the impact of the service, it has proven difficult to establish something meaningful and sustainable. In the main, performance is measured by counting the numbers of visits in different areas, and hospital admission data.

Neither of these provide an accurate measure of the impact of a visit on the individuals or families we visit. Through using this toolkit, we hoped to have the opportunity to test different ways of evaluating. We also hoped to obtain some support to evaluate remote service delivery, as much of our work changed during the Covid-19 pandemic.

The service we decided to pilot is targeted at parents or carers looking for advice and equipment to help keep their children safe at home. Parents are often referred to us from health visitors, but they can also self-refer. Our advisers currently contact parents by phone to provide information and advice about safety in the home and assess whether any equipment might be required. Subsequently, officers carry out follow up calls four weeks later.

What we did

We used the framework and the learning session with ESS (Evaluation Support Scotland) to develop an **evaluation plan** for our **phone service** with parents and carers of children under 5 years of age.

We set a **short-term outcome** for this pilot project: **Following our input, parents and carers have a better understanding of risks for children within the home.**

The first call is about talking through concerns parents may have about child safety in their home, and whether there is a need for any equipment such as a safety gate or cupboard locks, for example. Advisers then need to identify whether the equipment will in fact meet those needs, or whether there are other alternatives available. Even at the first contact, we often help raise awareness of other child safety issues in the home, such as access to medicine cabinets and cleaning products. In the longer term, we hoped that our input would help parents/carers to be in a better position to make changes around the home to keep their children safer.



Fife Cares staff member on a phone call to parents discussing child safety issues.

Our successes

Our Advisers spoke to 89 parents during this pilot phase. We recorded comments and phrases from parents during our phone conversations to show they got something out of that call.

Parents told us:

"I hadn't thought about how dangerous blind cords can be"

"I'll think about moving my cleaning products to a higher cupboard"

"I plan to use this when the baby starts crawling"

During follow up calls 4 weeks later to check how things are going and if the equipment has been useful, parents said:

"Everything is fine, thanks. Got the safety gate up, and the door jammer is handy too".

"Very happy with the service and equipment".

"All useful – the furniture strap used on cube units in the living room are helpful".

From this feedback, we can already tell we are achieving our short-term outcome - **Following our input, parents and carers have a better understanding of risks for children within the home.**

Challenges we faced

Very few parents responded to our follow up texts and calls four weeks later, so it was difficult to know if we were achieving any longer term change. We felt quite disappointed that the response rate was so low. From 59 texts/calls we only had six responses – although those who did respond were all very positive about the service. We feel that a lot of people might only respond if something isn't right or they are unhappy about something.

Our learning

Both the process and **approach** have been valid, and we are certainly in a better position than we were. This has given us a sense that we are helping raise parents' awareness of child safety within the home.

Whilst we didn't get the responses that we really wanted we are going to keep trying. Without contact with people after the event, it is difficult to know if longer term change is happening. At the moment though, it's enough to know we are achieving our **short-term outcome**.

We have learned how important face to face contact is for our service and our evaluation. When you go into someone's home, even just for half an hour, they remember who you are. In person we can ask people to show us where they plan to use the safety gate, where their cleaning products are, and we can spot possible causes of unintentional harm which we can't over the phone.

Our next steps

We have agreed this pilot was a worthwhile thing to do and we plan to use a similar evaluation approach when we return to face to face visits. We think it will be a lot easier to gather evidence of longer term change when we can see people in their homes again. We would like to know more about our long-term impact. What are parents doing differently 12 weeks after our visit, for example?

We are also wondering whether other partners (such as health visitors) might see the longer-term change happen, so we may ask referrers to gather evidence too.

An ongoing challenge is not just about whether we want to gather qualitative or quantitative evidence but **who is interested in this information** and what it is they want to see or know more about. We really want to be able to say to our local communities and elected members that we have helped make a sustained change with regard to keeping our communities safer.

Resources

[Measuring what Matters toolkit](#)

[Evaluating at a distance](#)

Contact details

If you would like ESS support please contact us at info@evaluationsupportscotland.org.uk.

If you would like to find out more about SCSN (Scottish Community Safety Network) please visit <https://www.safercommunitiesscotland.org/>

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May 2021

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City of Dunfermline Area Committee



8th June, 2021
Agenda Item No. 7

Supporting the Local Community Plan –

Operational Briefing on Policing Activities within Dunfermline.

Report by: Chief Inspector Yvonne Stenhouse – Local Area Commander, West Fife

Wards Affected: Dunfermline North, Central and South Wards

Purpose

This report updates Elected Members on Policing activity in the above areas.

Recommendation(s)

Members are asked to endorse action taken to date and support Police Scotland moving forward in addressing priorities.

Resource Implications

There are no additional resource implications arising from the activity outlined in this report.

Legal & Risk Implications

There are no legal or current risk implications.

Impact Assessment

No impact assessment has been undertaken specifically for this report – this report is for information only.

Consultation

No consultation has taken place regarding this report. Members will appreciate the key to success in work of this nature is partnership – not only between the services and agencies involved but also with elected members and local communities, which was ongoing throughout the reporting period.

1.0 Background

- 1.1 This report provides members with an update on the activities of Police Scotland staff within the Dunfermline area during the period 1 April 2020 – 31 March 2021.

2.0 Issues and Options

- 2.1 This report gives an overview of the police activity for the period being reported on. The crime figures that would usually be included are currently unavailable and cannot be provided. These will be provided when they become available.

3.0 Community Officer Activity 1 April 2020 – 31 March 2021

- 3.1 Throughout the reporting period the area has been served by a Community Inspector, Community Sergeant and six Community Constables, supported by response colleagues and specialist resources from various divisional and national departments.

Inspector Moss continues to be the Community Inspector for Dunfermline and Sergeant Ross Crawford continues to be the Community Sergeant. There have been a number of changes of staff –

- Due to the COVID 19 pandemic causing the temporary school closures and suspension of PSYV activity, PCs Scott Morgan and Stewart Paton worked with the Community Team from April - August 2020 in addition to the existing Community officers.
- PC Scott Morgan returned permanently to the Community Team in August 2020, after a secondment to the School Engagement Officer post based at Woodmill and St Columba's High Schools, and is now based in the South Ward.
- PC Kevin Hall, who is also based in the South Ward, is currently seconded to the planning team for Operation Urram (the Police Scotland operation for the UN Climate Change Conference of Parties (COP26) taking place in Glasgow in November 2021). PC Hall will return to his community role following this temporary deployment.
- PCs Stewart Paton and Callum Jenkins are based in the North Ward. PC Paton is still overseeing the Police Scotland Youth Volunteers (PSYV) but their activity has been suspended due to the COVID 19 pandemic. The co-ordinator role has been advertised. It is hoped this will be filled soon and in accordance with the easing of restrictions activity will resume.
- PC Colin Lynch continues to be based in the Central Ward.

- PC Ross Menzies worked in the Central Ward from April – August 2020 and then took up the School Engagement officer role at St Columba's High School. He will carry out this role within the school during term time and revert back to the Community Team during school holidays. PC Menzies also worked within the Community Team January – March 2021 while the school was closed.

- 3.2 Following the initial lockdown which started in March 2020, in response to the COVID 19 pandemic, Community engagement shifted to address this. There was a need for a visible police presence to reassure the public in what were worrying and challenging times. A great deal of work was carried out by the Community officers in relation to this by carrying out foot patrols in the Town Centre and public parks. A specific local patrol matrix was compiled to respond to the COVID 19 pandemic in those initial months.
- 3.3 Police Scotland were given the responsibility of enforcing The Health Protection (Coronavirus) (Restrictions) (Scotland) Regulations 2020, laws brought in to ensure members of the public were following the restrictions and adhering to the government guidance. Police Scotland adopted the '4Es' approach with members of the public -

Engage: ask whether an individual is aware of the government request; establish individual circumstances and how quickly someone can comply.

Explain: the risks to public health and to the NHS in line with government guidance.

Encourage: voluntary compliance.

Enforce: if faced with non-compliance and only as a last resort.

This has been a challenging time for the police, having to adapt quickly to new legislation that was continuously under review and was subject to change as we moved through the various stages of the Roadmap Phases. The Community Team contributed significantly to engaging with the public regarding the 4Es and there was a great deal of public support for the police.

- 3.4 There were 46 Fixed Penalty Notices (FPN) issued and 53 charges recorded in relation to breaches of The Health Protection (Coronavirus) (Restrictions) (Scotland) Regulations 2020 for the Dunfermline area during the reporting period. The majority of these related to householders having multiple people in their home, when there were restrictions on the numbers that could be present, or householders having persons from out with their household indoors, when meeting indoors was no longer allowed.
- 3.5 As our communities adapted to the changing COVID 19 restrictions the demand on Police Scotland varied. The following table shows the figures for 2019/20 and 2020/21 for 'Concern for Person' and 'Missing Person' calls, which can be resource intensive, as examples:

DUNFERMLINE (PD)	2019/20	2020/21	2020/21 Change vs Previous Year	2020/21 % Change vs Previous Year
Missing Person incidents	608	326	-282	-46.6%
Concern for Person incidents	1623	1457	-166	-10.2%

3.6 Community Officers continue to play an essential role in the work being undertaken locally. The priorities and objectives remain the same as those set out across Fife Division:

- **Operation Path** – violent crime
- **Operation Prevail** – anti-social behaviour
- **Operation Prospect** – substance misuse
- **Operation Principle** – acquisitive crime
- **Operation Paramount** – road safety

Community Officers in all wards have, where possible, continued to maintain links with partners and communities to ensure the issues that matter the most to local communities are still being addressed. Community Officers are also involved in pro-active planned operations, such as executing drug search warrants.

4.0 School Engagement Officer

- 4.1 During the reporting period PC Ross Menzies has been deployed in the role of School Engagement Officer working within St Columba's High School. The key objectives of the role are to work with school staff to promote positive behaviour and community learning in the school and local communities, providing support for pupils, parents and carers. PC Menzies is based within the school and works collaboratively with Guidance and Depute staff to identify early and effective interventions for pupils in addition to delivering classroom based inputs.
- 4.2 PC Menzies has dealt with the majority of incidents reported at the school, in many cases utilising a restorative justice approach, which has helped reduce the demand on local Response officers and enabled the behaviour to be addressed at school in the educational setting.

Working alongside school staff PC Menzies has been involved in delivering educational inputs aligned to the Personal and Social Education curriculum;

S1 – Child Exploitation and Internet Safety (CEOP) Talks
 S2 – Stop Hate – Hate Crime Awareness Inputs
 S2 – Drug and Alcohol Awareness Inputs
 S2 – Anti-social Behaviour Inputs
 S2/S3 – Conflict and Violence Resolution
 S4/S5/S6 – Keep Safe Ambassadors

Following discussion with the school Depute team, PC Menzies has undertaken targeted and focussed work with pupils who have been identified as being involved in low level offending in the school and local community. He has worked with a number of young people to address offending behaviour and improve engagement in education.

Unfortunately, due to social distancing measures implemented and the temporary closure of all schools for a significant period of time as a result of the COVID 19 pandemic, the opportunity to undertake diversionary projects has been very much limited, however, it is hoped as the Government restrictions are eased there will be scope to engage with a larger number of young people in group settings.

- 4.3 Despite the restrictions PC Menzies has continued the work of his predecessor, PC Morgan, and when restrictions allowed has been actively involved in the following initiatives;

Punch Beyond – Partnership based initiative involving Police Scotland, Active Schools, Boxing Scotland (national governing body) and Trench Boxing Gym combining educational inputs and fitness/boxing.

Op Olympus – Primary 7 transition project focusing on engagement with targeted young people from the primary school clusters.

Modern Studies – Policing Discussions

Classroom based engagement and discussion around the Criminal Justice system and 'Role of Police' inputs with S4 pupils.

Restorative Discussion

Targeted one to one discussions with young people following involvement in low level offending within the school or local community.

Community Patrols

Working alongside staff PC Menzies regularly undertakes patrols within the local community and at local commercial premises during break times to provide reassurance to members of the public and divert pupils from engaging in any form of anti-social behaviour.

- 4.4 Due to the COVID 19 pandemic schools across the country were closed between April and August 2020 and again between January and March 2021. At the end of March 2021 the Head Teacher of St Columba's High School agreed to continue with the School Engagement officer and funding has been secured for the term time for the period of 1 April 2021 – 31 March 2022. The role will be reviewed again at this time.
- 4.5 St Columba's High School, along with Woodmill High School and Fife College, will occupy the 'Super Campus' which is due to open in 2024. Early discussions have taken place regarding what the police involvement will be in being a part of the Campus.

5.0 Violence, Disorder and Anti-Social Behaviour

- 5.1 **Operation Path** is the Fife divisional initiative aimed at tackling all forms of violence. Violent crime and violent offenders are managed robustly with local investigative work being supported by divisional departments such as CID, Campaign Against Violence Reduction Unit (CAVRU) officers, Community Investigation Unit (CIU) and nationally by the Licensing Violence Reduction Unit. Weekly management meetings are held where local repeat offenders, emerging trends and hotspot areas are analysed to develop early intervention tactics to engage with offenders and minimise repeat offending.
- 5.2 Although Police Scotland cannot provide specific figures in relation to violent crime, in general terms the divisional performance in respect of crimes of violence is positive with the majority of crimes being detected.
- 5.3 During the next reporting period addressing all forms of violent crime will be one of our priorities and we will continue to detect, deter and disrupt offenders through pro-active policing.
- 5.4 **Operation Prevail** is the Fife divisional initiative implemented to tackle anti-social behaviour (ASB). ASB has been one of the priorities locally and there has been some reporting in the local and national media regarding incidents of ASB. We are aware of the concerns the public have in relation to ASB and we have been part of multi-agency discussions in how we can tackle this effectively. We will continue to robustly deal with individuals who engage in such conduct.
- 5.5 During the current COVID 19 pandemic all calls to Police Scotland relating to breaches of The Health Protection (Coronavirus) (Restrictions) (Scotland) Regulations 2020 have been recorded as ASB calls. This has seen a significant rise in the number of recorded ASB incidents for the 2020/21 period.
- 5.6 In conjunction with Fife Council Safer Communities Officers, we have and will continue to patrol areas identified as local 'Hotspots'. It is acknowledged there have been issues of ASB in the area of Pittencrieff Park, the Public Park, Calais Woods and the town centre. During the reporting period it has been noted there has been increase of ASB by young people aged between 12-16 years of age. Operation Spring was put in place by the Community Team to tackle this specific type of ASB. Dedicated patrols have been carried out by Community Officers, often supported by Special Constables, who have volunteered their time to assist. This has resulted in the majority of crimes being detected, youths being dispersed from large groups and parents informed of their behaviour.
- 5.7 Dunfermline has the largest night time economy in Fife however, given the restrictions to the hospitality business due to the COVID 19 pandemic, licensed premises have been closed for the majority of the reporting period and when they have been able to open their operating hours were reduced. Regular checks of licensed premises have been carried out throughout the reporting period to ensure they were complying with the conditions of their license and the Health and Safety guidance in relation to COVID 19. The safety and the health of the public has been a priority for the police.

- 5.8 Due to the COVID 19 restrictions previous initiatives such as the 'Safe Zone' and Taxi and Bus Marshalls were not required. It is hoped these will be re-introduced if the night time economy opens up to its usual business hours later this year. The following are still in operation and are supported locally -

Pub Watch – attended by Police Scotland and the licensees of the public houses in Dunfermline.

Purple Flag Award – Dunfermline secured this prestigious award in 2019 for the third time which recognises night time safety. Involved in this are Fife Council, Community partnerships and Police Scotland. No awards took place in 2020 however, in early 2021 discussions took place between Police Scotland and Fife Council regarding making Dunfermline a 'COVID Safe' place for visitors to come. The plan is to re-visit applying for this award in 2021.

6.0 Road Safety and Road Crime

- 6.1 Road safety and casualty reduction are issues that are regularly raised during engagement with local residents and community groups and we remain focused on keeping our roads safe. **Operation Paramount** is the Fife divisional initiative targeting this issue.

- 6.2 Community Officers continue to promote road safety in and around our schools and local communities, delivering the following:

'Pop up bairns' – cut out children displayed outside schools to promote safe parking of vehicles.

Park Safe Wardens – pupils who carry out patrols at their schools and offer advice regarding safe parking.

Police Speed Checks – deployments within the community where those exceeding the speed limit are issued fixed penalty tickets.

Unfortunately Community Speed Watch, which deployed near to schools, had to be temporarily suspended due to the restrictions the COVID 19 pandemic brought with it. The next review is due at the end of June 2021, in line with anticipated further relaxation of restrictions as per the Scottish Government road-map. It is hoped deployments can recommence at the start of July 2021, but this will be confirmed nearer the time.

- 6.3 'Bikeability' is another strand of our educational programme targeting vulnerable road users. This had to be suspended during the reporting period but will be re-introduced when it is safe to do so.
- 6.4 On a regular basis, local officers carry out speeding deployments in hotspot areas identified following analysis of collision data or following complaints from the public. 'Pop up Jim' signs, which take the form of a cut out image of a police officer holding a speed gun, are regularly utilised. 'Pop up Jim' is regularly deployed in and around

local schools and 'hot spots'. Mobile camera vans are back in operation following a period where their use was suspended and their deployment will have an impact on driver behaviour and enforcement.

- 6.5 During the reporting period and in conjunction with Road Policing Officers, the Community Team took part in the following national campaigns –

Summer and Winter Drink Drive
Vulnerable Road User – Cyclists and Pedestrians
Get Ready for Winter
No Insurance
BRAKE Road Safety

- 6.6 The number of people killed or seriously injured on our roads continues to decrease however it should be noted there was a significant reduction in the number of road users during the lockdown period in 2020. This will have contributed, in part, to this decrease. It is anticipated there will be a rise in numbers in the 2021/22 reporting period due to this. There will be a focus on education and influencing driver behaviour going forward and we will continue support the national campaigns.

7.0 Drug and Alcohol Misuse

- 7.1 **Operation Prospect** is a Fife divisional initiative aimed at tackling drug misuse. We receive a great deal of intelligence regarding drug misuse and dealing which assists in our ability to disrupt illegal activity. There is an appointed lead who collates all the information and then actions it in due course.
- 7.2 There was a period when pro-active work was suspended but this has been back up and running since the summer of 2020 with 13 drug search warrants being executed in the Dunfermline area during the reporting period. Of note, one of the drug searches resulted in a male recently receiving a five year jail sentence.
- 7.3 During the reporting period we continued to carry out regular inspections of licensed premises selling alcohol, as it is recognised there is a link between alcohol consumption and the commission of crime. In addition to this, Community Officers have regularly visited off-sales premises locally and have educated License Holders in good practices for running their business to try and prevent them from breaching their license. There was more of a focus on off-sales when the public houses, hotels and licensed cafes were closed due to lockdown. Every inspection is recorded and the Divisional Licensing Unit has oversight. They identify any emerging issues which can be addressed at an early stage.

8.0 Acquisitive Crime

- 8.1 Acquisitive crime including theft by housebreaking, shoplifting and thefts of and from motor vehicles falls under the **Operation Principle** banner. During the period reported on there were significant restrictions on the retail business and as a consequence there has been a reduction in the number of recorded shopliftings as anticipated.

- 8.2 We continue to have two dedicated town centre Officers who primarily focus on retail crime and link in with the management team of the local shopping centre.
- 8.3 During the past year many parts of our day to day life have moved online and the result of this is online frauds have increased significantly. This is a trend replicated across the country. Work is ongoing to highlight online scams to the public to make sure they are aware of what to be cautious of. We have also carried out leaflet drops to the more vulnerable members of our community.

9.0 Moving Forward

- 9.1 As we move forward we will seek to build on existing strong relationships with community partners and continue to engage, listen and respond to the concerns of the public and local communities as things return to normal.
- 9.2 Social Media platforms, such as Facebook and Twitter, continue to be a valuable mechanism for engaging with the public and sharing information. We recognise the importance of keeping the public updated and will seek to utilise Twitter to promote local initiatives.
- 9.3 Although still at an early planning stage, Dunfermline Community Officers are developing a local youth engagement project that would include a 'Gaming Trailer', which could be taken into local communities or areas where there has been an issue with ASB involving young people. The project will likely involve a number of partners and will require some external funding. It is envisioned to be a useful means of engaging with young people and breaking down barriers, whilst acting as both a diversionary and educational platform.
- 9.4 The past year has presented a number of unprecedented challenges for everyone including the Police, with Officers having shown a remarkable resilience and determination to serve the communities of Dunfermline and keep the public safe throughout the COVID 19 pandemic. I am confident that, with the continued support from partners and communities, we can continue to provide a quality of service to the residents of each ward area and support local communities to re-build and move forwards.

10.0 Conclusions

- 10.1 Members are invited to endorse action taken to date and support Police Scotland moving forward in addressing priorities.

Report Contact

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8th June 2021

Agenda Item No. 8

Scottish Fire and Rescue Service

City of Dunfermline Area Annual Performance Report

Report by: Russell Hammell – Station Commander – Dunfermline Community Fire Station – Scottish Fire and Rescue Service

Wards Affected: All City of Dunfermline Area Wards

Purpose

This report provides the Committee with incident information for the period 1st April 2020 – 31st March 2021. The incident information enables the Committee to scrutinise the Scottish Fire and Rescue Service (SFRS) Stirling-Clackmannanshire-Fife – City of Dunfermline Area - against its key performance indicators (KPIs)

Recommendation(s)

The committee is asked to:

1. Consider and comment on the progress across a range of KPI's within this report.

Resource Implications

None.

Legal & Risk Implications

The Police and Fire Reform (Scotland) Act 2012 provides the statutory basis for fire reform, including the responsibility to:

Put in place statutory planning and reporting requirements including providing facilities for consultation;

Make new arrangements for strengthening local engagement and partnership working, including a new statutory role in the LSO and development of local fire and rescue plans linked to community planning, along with clear powers for local authorities in relation to the provision of fire and rescue services in their area.

Impact Assessment

An Equality Impact Assessment has not been completed and is not necessary for the following reasons:

An Equality Impact Assessment is not required because the report does not propose a change or revision to existing policies and practices

Consultation

This document is circulated amongst SFRS Fife LSO managers to enable areas of high incidence to be scrutinised for reduction strategies.



CITY OF DUNFERMLINE AREA COMMITTEE PERFORMANCE REPORT

April 2020 – March 2021

*Covering the activities and performance in
support of the Dunfermline Area Plan 2017*



**SCOTTISH
FIRE AND RESCUE SERVICE**
Working together for a safer Scotland

**Working together
for a safer Scotland**

1.0 Background

1.1 ABOUT THE STATISTICS IN THIS REPORT

The activity totals and other statistics quoted in this report are provisional in nature and subject to change because of ongoing quality assurance and review.

Because all statistics quoted are provisional there may be differences in the period totals quoted in our reports after original publication which result from revisions or additions to the data on our systems.

From 2015-16 onwards responsibility for the publication of end-year statistical data transferred from the Scottish Government to the SFRS. This change of responsibility does not change the status of the figures quoted in this and other SFRS reports reported to the Committee

2.0 Performance

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2.1 DEFINITIONS

Accidental Dwelling Fire

Building occupied by households, excluding hotels, hostels and residential institutions. In 2000, the definition of a dwelling was widened to include any non-permanent structure used solely as a dwelling, such as caravans, houseboats etc. Caravans, boats etc. not used as a permanent dwelling are shown according to the type of property. Accidental includes fires where the cause was not known or unspecified.

Fire Fatality

A person whose death is attributed to a fire is counted as a fatality even if the death occurred weeks or months later.

Fire Casualty

Non-fatal casualties consist of persons requiring medical treatment including first aid given at the scene of the fire, but not those sent to hospital or advised to see a doctor for a check-up or observation (whether or not they actually do). People sent to hospital or advised to see a doctor as a precaution, having no obvious injury are recorded as precautionary 'check-ups'.

Deliberate Fire

Includes fires where deliberate ignition is merely suspected, and recorded by the FRS as "doubtful".

Non-Domestic Fires

These are fires identified as deliberate other building fires or accidental other building fires.

False Alarms

Where the FRS attends a location believing there to be a fire incident, but on arrival discovers that no such incident exists, or existed.

Unwanted Fire Alarm Signal

Where the FRS attends a non-domestic location believing there to be a fire incident, but on arrival discovers that no such incident exists, or existed.

Primary Fires:

- Buildings (including mobile homes) fit for occupation (i.e. not wholly derelict) and those under construction.
- Caravans, trailers etc.
- Vehicles and other methods of transport (not derelict unless associated with business e.g. scrap metal).
- Outdoor storage (including materials for recycling), plant and machinery.
- Agricultural and forestry premises and property.
- Other outdoor structures including post-boxes, tunnels, bridges, etc.

Secondary Fires

- Single derelict buildings.
- Grassland etc., including heath, hedges, railway embankments and single trees.
- Intentional straw or stubble burning.
- Outdoor structures, including: lamp-posts, traffic signs and other road furniture, private outdoor furniture, playground furniture, scaffolding, signs and hoarding etc.
- Refuse and refuse containers.
- Derelict vehicles (a vehicle without a registered keeper).

3.0 INTRODUCTION

3.1 This 2020/21 performance report for the period April 1st, 2020 to March 31st, 2021 inclusive provides comparative data across the previous 3 years for the same period. The KPI's detailed below are drawn from the SFRS Fife Local Fire and Rescue Plan 2017 priorities and are shown in bold text;

- **Domestic Fire Safety**

Continuously monitor the number of accidental dwelling fires

Continuously monitor the severity and cause of accidental dwelling fires

Continuously monitor the number and severity of fire related injuries

- **Deliberate Fire Setting**

Monitor the number, type and cause of deliberate fire setting incidents in the City of Dunfermline Area

- **Built Environment**

Monitor the number and severity of fire related incidents in our relevant premises

- **Unwanted Fire Alarm Signals**

Monitor and challenge each Unwanted Fire Alarm Signal (UFAS) incident across the City of Dunfermline Area

- **Transport and Environment**











Monitor the amount of water related incidents

Monitor the frequency of attendances at Road Traffic Collisions (RTCs), as well as the number and severity of injuries. These will be monitored alongside Police Scotland RTC incidence information

4.0 PERFORMANCE SUMMARY

4.1 The table below provides **summary highlights** of annual activity 2020 - 2021 compared to annual activity 2019-2020

It aims to provide – at a glance – our direction of travel during the current reporting period.

Accident Dwelling Fires  2020/21: 24 2019/20: 32	ADF Fatal Casualties  2020/21: 0 2019/20: 0	ADF Non-Fatal Casualties  2020/21: 11 2019/20: 10
Deliberate Primary Fires  2020/21: 24 2019/20: 24	Deliberate Secondary Fires  2020/21: 73 2019/20: 66	Non-domestic Building Fires  2020/21: 19 2019/20: 18
Unwanted Fire Alarm Signals  2020/21: 186 2019/20: 233	Road Traffic Collision (RTC) Incidents  2020/21: 9 2019/20: 14	Fatal RTC Casualties  2020/21: 0 2019/20: 2
Non-Fatal RTC Casualties  2020/21: 5 2019/20: 9		

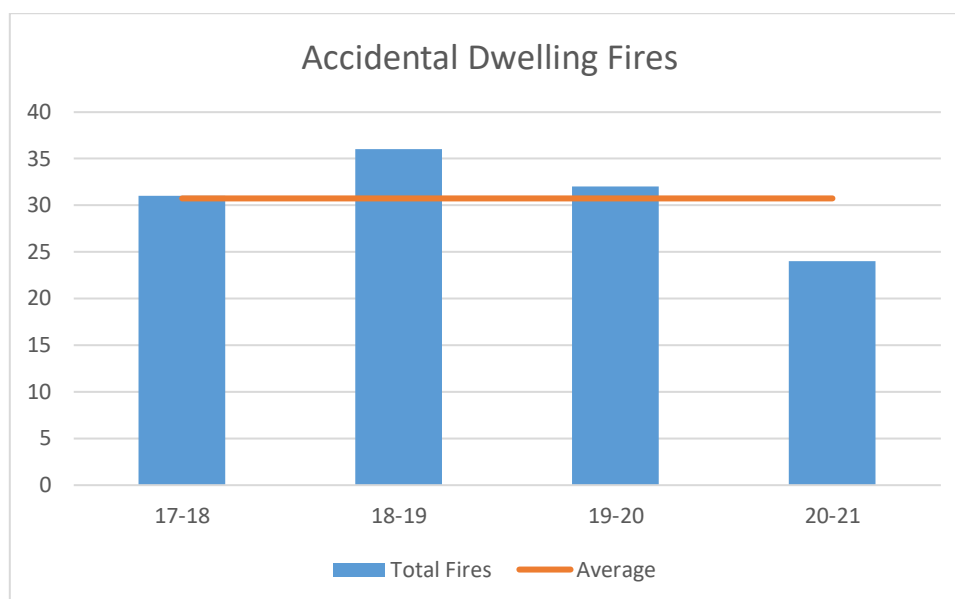
PERFORMANCE SUMMARY

Of the indicators, the following performance should be noted for the period April 1st 2020 to March 31st 2021 inclusive, comparing data across the previous 3 years for the same period.

- The number of **Accidental Dwelling Fires** has seen a 21% decrease from the previous four-year average.
- There were no **Accidental Dwelling Fire Fatalities** during this period. The number of **Accidental Dwelling Fire Casualties** were 11, up 1 from the previous reporting year.
- The number of **Deliberate Primary Fires** during this period was 24, the same number as the preceding year.
- The number of **Deliberate Secondary Fires** during this period was 73. This is an increase from the 66 incidents last year, but is a 20% reduction on the 4 year average.
- The number of **Non-Domestic Building Fires** recorded was 19, up 1 from the previous year. 32% of these incidents involved garden sheds and mainly took place during the darker, colder months.
- The number of **Unwanted Fire Alarm Signals (UFAS) caused by automatic fire alarms (AFAs) in non-domestic buildings** during this period was 186. This is a 23% reduction from the 4 year average. Hospitals, care homes and schools were responsible for 53% of UFAS.
- The number of **Road Traffic Collisions** during 2020/21 was 9. This is a decrease of 5 on the previous reporting year 2019/20 and 37% below the four-year average.
- The number of **Fatal RTC Casualties** during this period was 0. This is a decrease from the two on the previous year. The number of **Non-Fatal RTC Casualties** was 5. This is a decrease of 4 compared to the same period last year.

5.0 Domestic Fire Safety

- 5.1 Accidental Dwelling Fires have decreased by eight incidents across the City of Dunfermline area when compared to the previous year's figures.



Graph 1 Accidental Dwelling Fires –2017-2021

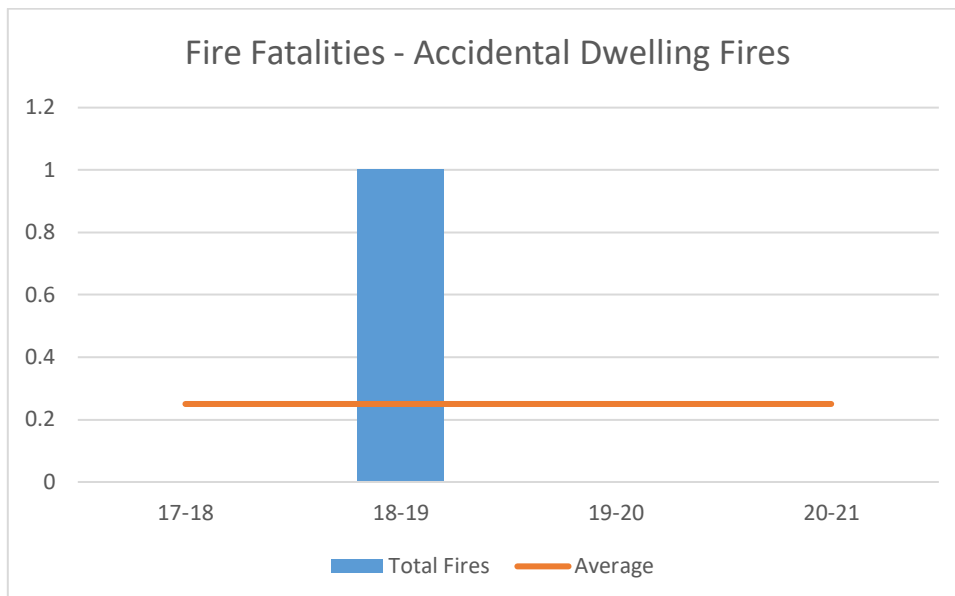
Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	9	11	16	4
Dunfermline North	7	17	9	9
Dunfermline South	15	7	7	11
Total	31	36	32	24

Table 1 Accidental Dwelling Fires by City of Dunfermline Ward Area April – March 2017-2021

- 5.2 This reporting period has seen a 25% decrease in Accidental Dwelling Fires from the previous year, and a decrease of 21.3% from the four-year average.
- 5.3 The vast majority of Accidental Dwelling Fires were caused within the kitchen by cooking. 79% being restricted to either no fire damage or limited to the item first ignited.
- 5.4 42% of those addresses had a detection system and that 70% of those operated and raised the alarm.
- 5.5 63% of the incidents were resolved without Scottish Fire and Rescue Service intervention, or by removal from heat source.
- 5.6 The information above describes a trend of reduction in severity. This can be attributed to the high number of detection systems being fitted by SFRS and partners, which give

an early warning of fire. However, it should be noted that 58% of accidental fires did not have any detection. The SFRS Continue to work with community partners with well-established HFSV referral pathways.

5.7 Fire Fatalities – Accidental Dwelling Fires

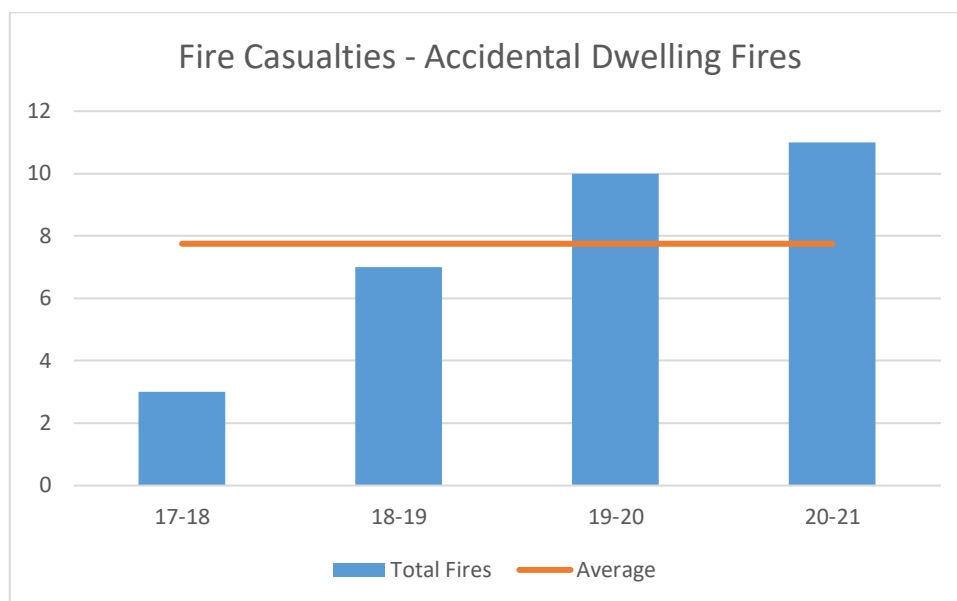


Graph 2 Accidental Dwelling Fire Fatal Casualties April - March 2016-2020

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	0	1	0	0
Dunfermline North	0	0	0	0
Dunfermline South	0	0	0	0
Total	0	1	0	0

**Table 2 Accidental Dwelling Fires Fatal Casualties City of Dunfermline Ward Areas
April – March 2017-2021**

5.8 Fire Casualties – Accidental Dwelling Fires



Graph 3 Accidental Dwelling Fire Casualties April – March 2017-2021

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	0	4	10	1
Dunfermline North	1	4	0	3
Dunfermline South	2	0	0	7
Total	3	7	10	11

Table 3 Accidental Dwelling Fires Casualties City of Dunfermline Ward Areas April – March 2017-2021

- 5.9 No fire fatalities have been recorded during this reporting period.
- 5.10 55% of injuries were a precautionary check by the Ambulance Service, 27% were given first aid by SFRS and 18% were taken to hospital with slight injuries.
- 5.11 Of the casualties recorded, being asleep at the time of ignition was a factor in 55% of cases, and alcohol was a factor in 45%. 63% of casualties were confirmed as male.

5.12 Domestic Fire Reduction Strategy

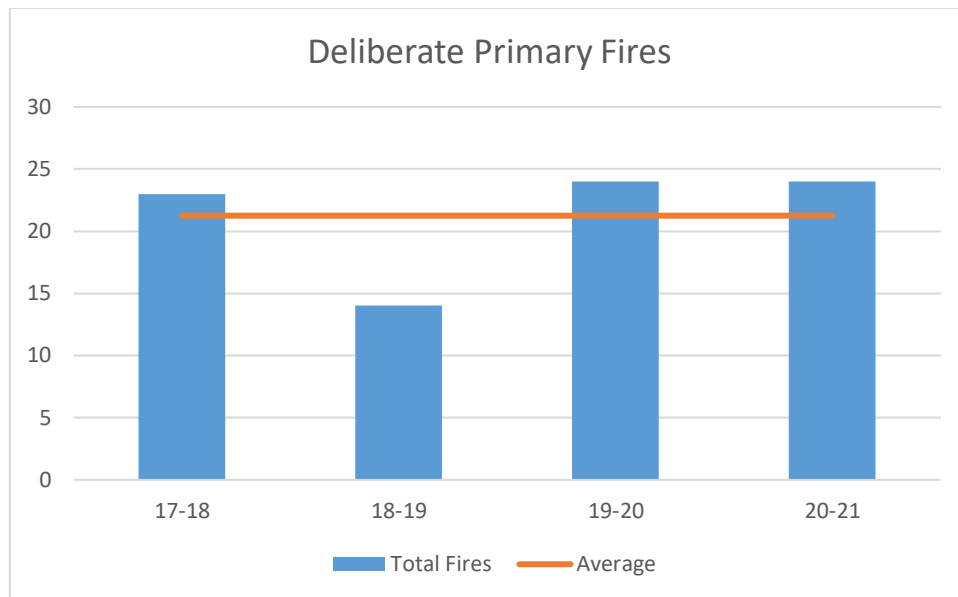
Home Safety Visits play a vital part in our strategy to reduce the number of Accidental Dwelling Fires. SFRS personnel completed **141** visits in the reporting period, which was significantly below our target visits for the period. This was primarily due to Covid 19 restrictions prohibiting access to domestic dwellings, apart from those deemed VERY HIGH RISK of fire. These visits are used to deliver vital fire safety messages and install detection systems, as well as trip, slip and falls messages and safety equipment for our elderly and very young population.

The “Make The Call” campaign asked neighbours and relatives to refer people who were:

- over 50 years old
- smoke
- live alone or
- have mobility issues
- or use medical oxygen

6. Deliberate Fire Setting

6.1 Deliberate Primary Fires

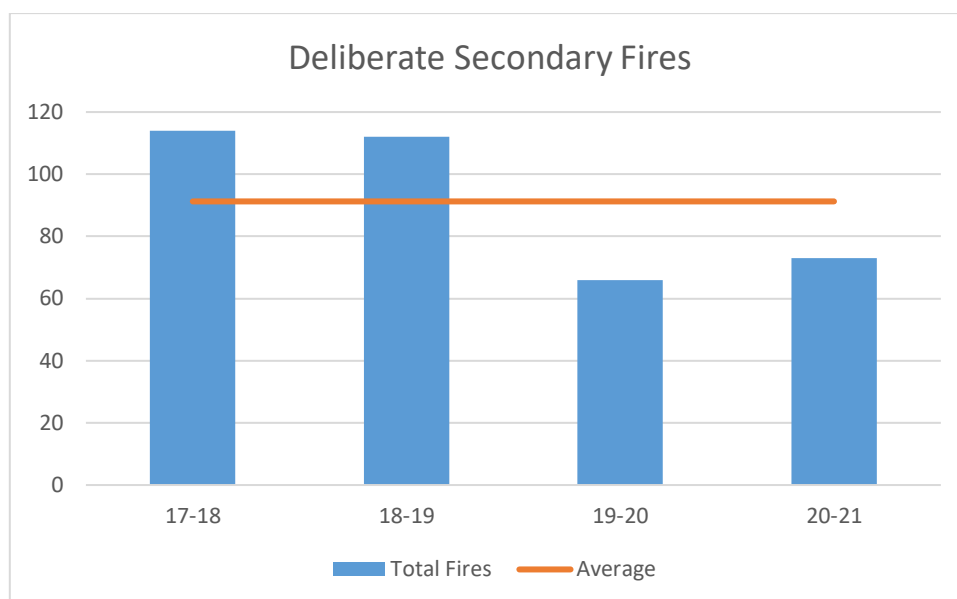


Graph 4 Deliberate Primary Fires– April – March 2017-2021

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	8	6	13	10
Dunfermline North	9	4	1	7
Dunfermline South	6	4	10	7
Total	23	14	24	24

Table 4 Deliberate Primary Fires City of Dunfermline Ward Areas April – March 2017-2021

6.2 Deliberate Secondary Fires



Graph 5 Deliberate Secondary Fires– April – March 2017-2021

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	77	66	32	30
Dunfermline North	13	20	11	16
Dunfermline South	24	26	23	27
Total	114	112	66	73

Table 5 Deliberate Secondary Fires City of Dunfermline Ward Areas April – March 2017-2021

6.3 Deliberate fires can be broken down into two categories, primary and secondary. Primary fires generally involve property and include buildings, caravans, motor vehicles and plant and machinery. Secondary fires are often minor and include the burning of rubbish, grass and derelict properties.

6.4 43% of deliberate primary fires in 20-21 involved grass, woodland or crops. There was a 20% reduction in deliberate secondary fires compared to the 4 year average.

6.5 Deliberate Fire Reduction Strategy

Our normal youth engagement strategy has been impacted by Covid 19 restrictions, which has meant there have been no school visits in the year 2020-2021.

We do, however, work with our Police and Local Authority partners to identify deliberate fire setting incidents early, to ensure that solutions are implemented to prevent further incidents.

We liaise with premises occupiers, particularly in town centres to give advice on refuse storage and security, which can be a cause of deliberate fires.

Deliberate Fire Reduction Plans have been implemented in the Dunfermline area with partner agencies to address and reduce operational demand.

7. Built Environment

7.1 Built Environment – Non- Domestic Fires

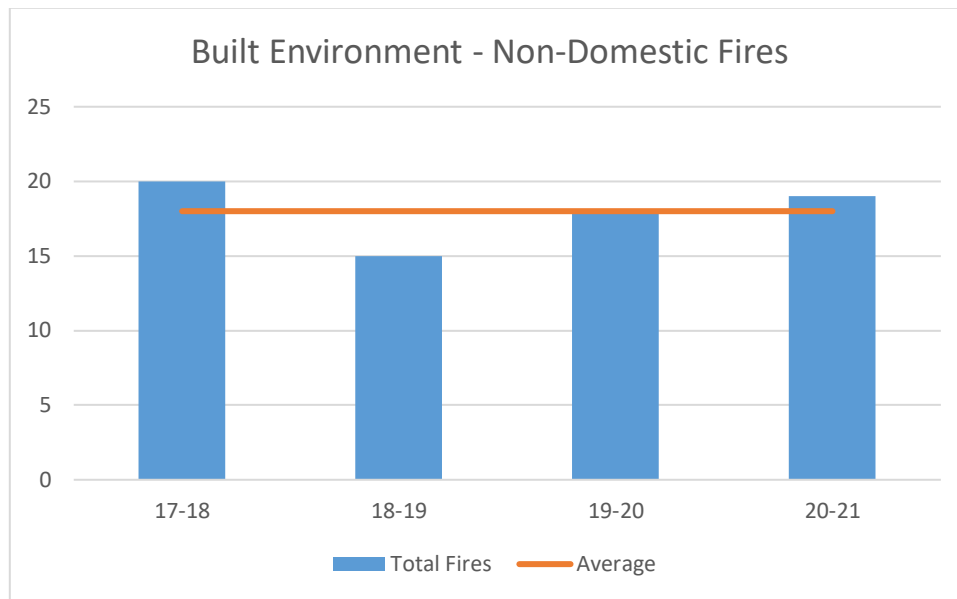


Table 6 Built Environment Non - Domestic Fires– April – March 2017-2021

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	10	7	7	4
Dunfermline North	7	4	5	8
Dunfermline South	3	4	6	7
Total	20	15	18	19

Table 6 Built Environment Non - Domestic Fires City of Dunfermline Ward Areas April – March 2017-2021

- 7.2 32% of all non-domestic fires involved garden sheds. It is notable that there were no incidents between the months of June and September, inclusive. This may suggest that the main cause was lighting/heating faults, but this is difficult to establish explicitly, as in most cases, the structure would have been significantly damaged.

7.3 Built Environment Fire Reduction Strategy

We continue to deliver a programme of fire safety audits in relevant premises - as detailed within section 78 of the Fire (Scotland) Act 2005 - identified as high risk on an ongoing basis. We also complete thematic audit programmes where patterns emerge of incidents in a particular risk group.

As well as the audit programmes described above, we also deliver 'post fire audits' which take place as soon as possible after a fire has occurred in premises. The purpose of these audits is to deliver further fire safety advice to the premises occupier, and to identify any issues which could be used to inform other similar premises types to prevent further incidents of a similar nature.

In relation to the garden sheds, these are not covered by the above legislation, but householder advice is given as part of the Post Domestic Incident Response program.

8. Unwanted Fire Alarm Signals

8.1 An Unwanted Fire Alarm Signal (UFAS) can be defined as 'any alarm activation which is not the result of a fire or a test'. UFAS incidents have fluctuated in the Dunfermline Area over the four-year period. The table and graph below details the incident numbers over four years.

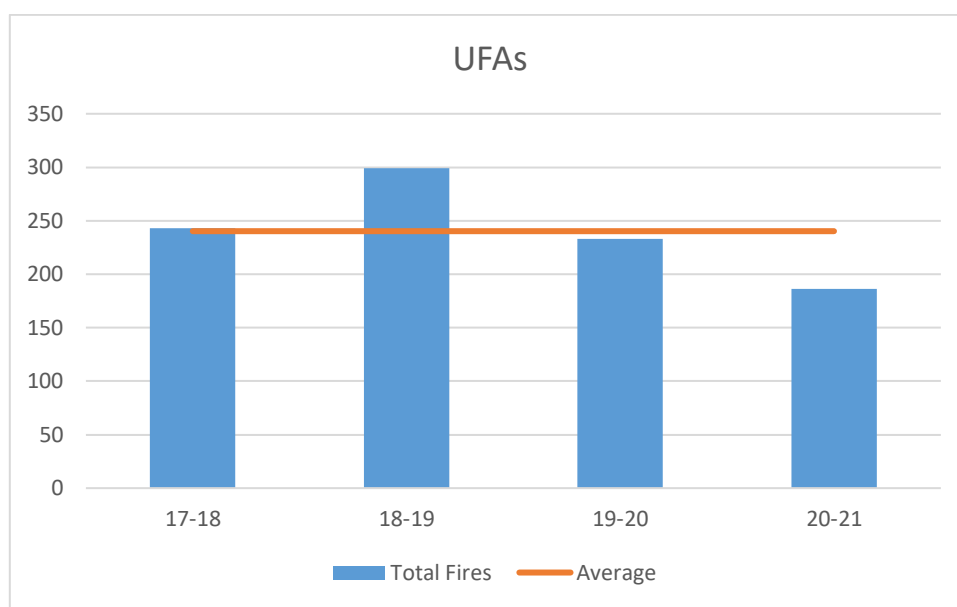


Table 7 Unwanted Fire Alarm Signals – April – March 2017-2021

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	165	176	138	94
Dunfermline North	57	72	69	70
Dunfermline South	21	51	26	22
Total	243	299	233	186

**Table 7 Unwanted Fire Alarm Signals City of Dunfermline Ward Areas
April - March 2017-2021**

8.2 This period has seen 20% decrease from the previous reporting period and total of 23% below the four-year average.

53% of all UFAS were from Health and Social Care or Education establishments.

8.3 Reduction in Unwanted Fire Alarm Signals Strategy

Unwanted Fire Alarm Signals (UFAS) Reduction Strategies continue to be managed and monitored by a 'UFAS Champion' who contacts premises occupiers after each UFAS incident, to discuss the activation, as well as strategies to reduce or eliminate. This strategy, along with several others, had seen the numbers of UFAS continue to decrease. The UFAS Champion will continue to engage with Fife Council Education and the NHS to address the proportion of UFAS incidents. These building types are, however, statistically more susceptible to false alarms due to their size and consequent detection device numbers.

The strategies implemented in the Dunfermline Area and across Fife, have been recognised within SFRS as best practise, and are now in the process of being implemented across SFRS.

9. Transport and Environment

9.1 These will be monitored alongside Police Scotland RTC incidence information

9.2 Water Related Incidents

Water related incidents caused by environmental factors are thankfully rare. 4 flooding incidents were received during this period, 2 caused by burst pipes. Of the remainder, one incident was for advice only, with the other being the removal of a car from floodwater, with adult and child on board.

9.3 Road Traffic Collisions

As SFRS generally only attend RTC's of a serious nature, where persons are trapped, the figures below do not capture every RTC which occurs within the City of Dunfermline Area.

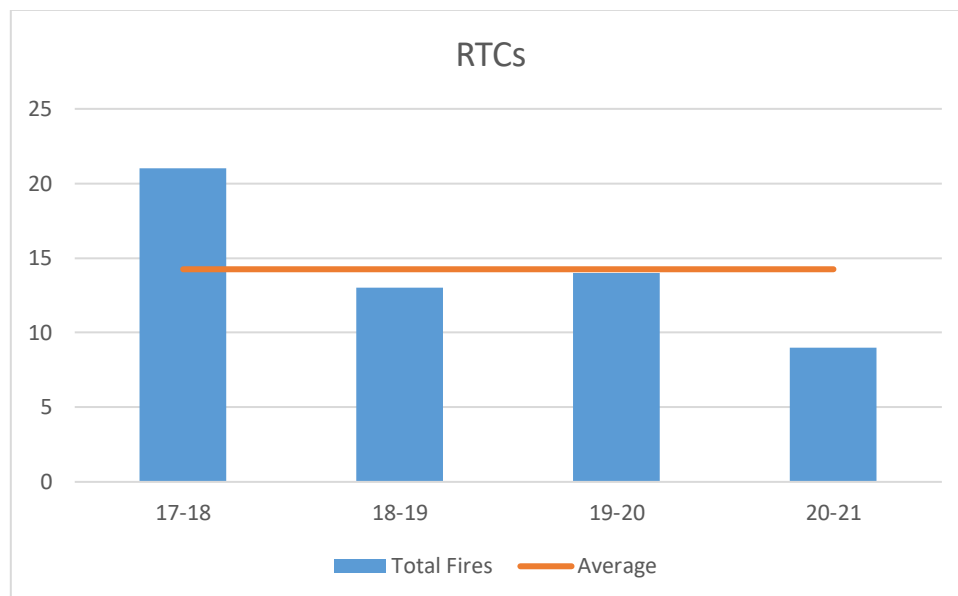


Table 8 Road Traffic Collisions – April – March 2017-2021

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	7	5	9	3
Dunfermline North	11	4	3	3
Dunfermline South	3	4	2	3
Total	21	13	14	9

**Table 8 Road Traffic Collisions City of Dunfermline Ward Areas
April - March 2017-2021**

9.4 RTC's have seen a decrease of 37% from the four year average.

9.5 RTC Fatal Casualties

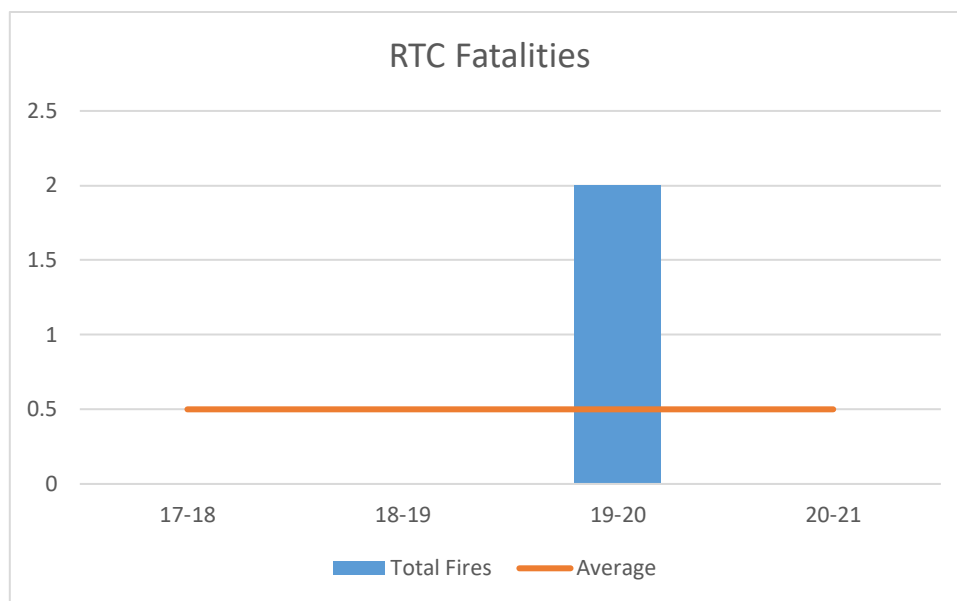


Table 9 Road Traffic Collision Fatal Casualties – April – March 2017-2021

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	0	0	1	0
Dunfermline North	0	0	1	0
Dunfermline South	0	0	0	0
Total	0	0	2	0

**Table 9 Road Traffic Collision Fatal Casualties City of Dunfermline Ward Areas
April - March 2017 - 2021**

- 9.6 There were no RTC fatalities to report this reporting period. The SFRS continues to engage with partners to offer support and advice on road safety.

9.7 RTC Casualties

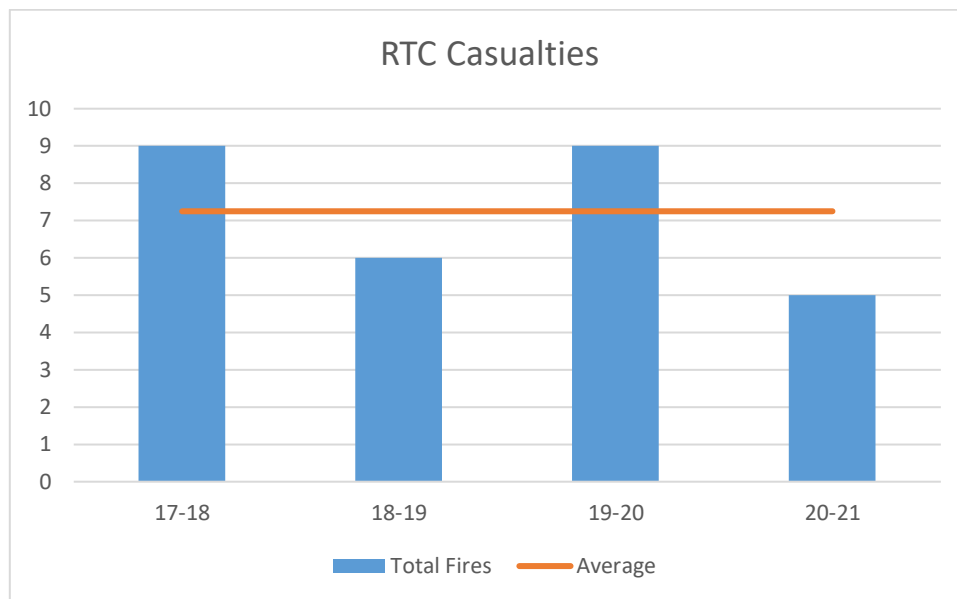


Table 10 Road Traffic Collision Casualties – April – March 2011-2021

Dunfermline Area Wards	17-18	18-19	19-20	20-21
Dunfermline Central	4	1	8	0
Dunfermline North	3	3	0	4
Dunfermline South	2	2	1	1
Total	9	6	9	5

**Table 10 Road Traffic Collision Casualties by Committee Area – City of Dunfermline
Areas- April - March 2017-2021**

9.8 RTC Casualties

The reporting period has seen a decrease of 4 casualties when compared to the four year average.

9.9 Transport and Environment Related Incident Reduction Strategy

SFRS Stirling-Clackmannanshire-Fife LSO area, along with our partners, would normally continue to deliver valuable educational projects including 'Safe Drive Stay Alive', 'Drive Wise', 'Child Car Seat Safety Checks', 'Cut It Out', 'Biker Down' and the 'Fife Water Safety Initiative'. All public events have, however, been postponed during the last year due to Covid 19 restrictions.

10. Conclusions

Accidental dwelling fires, Road Traffic Collisions (RTC's), RTC non-fatal casualties and Unwanted Fire Alarm Signals have all decreased since the last annual performance report.

There have been no fatalities related to Accidental Dwelling Fires or RTC's in this reporting period.

Deliberate Primary Fires, Non-fatal Accidental Dwelling Fire Casualties and Non-domestic Building fires have all remained the same, or raised marginally from 2019-2020.

Deliberate Secondary Fires were up slightly on last year, but remain significantly below the four year average.

The number of Home Safety Visits facilitated and community safety events held during the reporting period has been considerably curtailed by the Covid 19 pandemic. SFRS has, however, sought to target very high-risk groups for Home Fire Safety Visits, and multi-agency liaison and referrals have continued, where appropriate.

The SFRS will continue to manage demand reduction strategies, linking in with key partner agencies to create a safer place to live, work and visit.

Background Papers

SFRS Local Fire and Rescue Plan for Fife Local Authority Area 2017. Link - <https://www.firescotland.gov.uk/your-area/east/east-local-plans.aspx>

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Area Capital Update Report 2021-31

Report by: Paul Vaughan, Head of Communities and Neighbourhoods Service

Wards Affected: Wards 2 ,3 and 4

Purpose

The purpose of this report is to advise members of the current status of the additional capital investment awarded to the City of Dunfermline area in the 2021-31 budget.

Recommendation

Members are asked to:

1. Note the information contained in the report for the capital funding allocations.

Resource Implications

Resources are available as per the capital allocations agreed in the 2021-31 budget round.

Legal & Risk Implications

There are no legal or risk implications arising from this report.

Impact Assessment

An EqlA has not been completed and is not necessary as the report does not propose a change or revision to existing policies and practices.

Consultation

None

1.0 Background

- 1.1 The purpose of this report is to advise members of the status of the additional capital investment received for the Communities Directorate in the 2021-31 budget.
- 1.2 Each area was allocated approximately £75k per annum for two years within the 2021-31 council capital plan for locality capital projects.
- 1.3 This included £75k in 2021-22 and a further £75k in 2022-23 for the City of Dunfermline. This provides a total of £150k for the area.

2.0 Governance

- 2.1 Area capital budgets will be managed through the existing delegated authority for local community planning budgets to Area Committees.
- 2.2 All projects and allocations will be approved by the Area Committee.
- 2.3 As the funding is capital in nature, certain criteria are required to be met in terms of the type of project that can be funded. In addition to the guidance around what is capital in nature, projects should meet a recognised priority within the Local Community Plan.
- 2.4. A short project outline template will be developed for each bid project and will provide details on funding required (including any match funding), expected outcomes and capital criteria eligibility.

3.0 Projects

- 3.1 It was discussed and agreed at the Megaward meeting on Monday, May 24th that two outstanding projects would be progressed using the area capital fund. These included:

Conservation Lamp Posts Around Transy Grove, Transy Place and Park Place

The councillors present agreed that the £30,000 excess costs for the conservation lamp posts should be progressed and funded from the budget. These excess costs were not able to be met centrally as discussed at the Megaward meeting on February 1st with Neil Watson, Roads & Lighting Asset Management Lead Consultant.

Bull Park Lamp Posts

There remains an outstanding element of a project previously brought forward by the Baldrigeburn and Milesmark Community Council. It includes the installation of lamp posts along a link path that joins the Baldrigeburn and Parkneuk communities. The councillors present agreed that the £29,000 required to install the lamp posts could be funded from the budget.

3.2 Progressing these two projects will leave a balance of £91,000 remaining.

4.0 Conclusion

4.1 This report is intended to give members information on area capital investment for the City of Dunfermline area.

Report Contact(s)

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8th June, 2021

Agenda Item No. 10

School Attainment and Achievement Report

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

Wards Affected: 2, 3 and 4

Purpose

This report provides the Area Committee with a summary report on 2019-2020 School Attainment for young people who left school in 2019-20 across the secondary schools serving the area. Details of how to access School Standards and Quality Reports and Recovery / Improvement Plans are also provided for primary and secondary schools across the area in the appendices.

Recommendation(s)

The Committee: -

- (1) are encouraged to engage directly with local schools to find out more about School Attainment and Achievement;
- (2) are asked to note the details contained within this report in relation to the nature of this year's report due to the impact of the COVID 19 pandemic;
- (3) are asked to note the information provided in the enclosed secondary schools' reports;
- (4) are asked to engage with secondary Headteachers to discuss arrangements for this year's Alternative Certification Model for SQA Qualifications and how this is progressing in their school.

Resource Implications

There are no resource implications.

Legal & Risk Implications

There are no legal implications.

Impact Assessment

An EqIA is not required as this is a monitoring report and is for information and noting only.

Consultation

There are no consultation implications. Consultation requirements in respect of any proposed alteration to education provision are governed by the Schools (Consultation) (Scotland) Act 2010.

1.0 Background

- 1.1 The nature of this year's report on School Attainment and Achievement differs from previous years for the reasons set out below and was discussed with Area Committee chairs who attend a meeting on 12 February and then widely communicated via an Elected Member briefing sent on 24 February 2021.
- 1.2 The cancellation of the exam diet for the candidates of 2020 and the decision to base qualification results on teachers' estimates. As a result, the Scottish Government have advised that: "The results for 2020 should not be directly compared to those in previous years or future years. The 2020 Insight data cannot therefore be used to demonstrate subject, school or authority improvement compared with previous years." The Fife Guidance for "SQA Estimates for Candidates for Session 2019-20" (Appendix 1) was used by schools for qualifications for candidates in 2020.
- 1.3 In addition, due to the COVID 19 pandemic, for Session 2019 - 2020 the Scottish Government did not uplift the data for Achievement of Curriculum for Excellence Levels for children and young people in P1, P4, P7 and S3.
- 1.4 As a result, this year's report does not contain attainment trend data for primary or secondary schools.
- 1.5 All schools have continued to monitor the progress of all learners. As children and young people return to school after the second lockdown tracking of progress will be a priority.
- 1.6 This year's report provides a list of schools in the local area and a link to where school Standards and Quality Reports 2019-20 and Recovery Action Plans 2020-21 can be accessed. (Appendix 2) These provide details of progress in schools and priorities for improvement.
- 1.7 For secondary schools details of school context, the trends in the School Leavers Destination Report for the last three years and data on attainment of leavers for 2019-20 are included.
- 1.8 Secondary schools will provide the Local Area Committee with a verbal report on progress within their school for this session's Alternative Certification Model for SQA Qualifications.

2.0 Secondary School Reports

- 2.1 The reports for secondary schools serving young people from the local area are contained within Appendices 3 onwards.
- 2.2 These provide detail of the school context including FMR (Free Meal Registration) SIMD (Scottish Index of Multiple Deprivation) profile, Attendance and Exclusions, Additional Support Needs, and Staying on Rates.
- 2.3 Three-year data for the secondary school, Fife, National and SEIC are provided for initial school leaver destinations from the SLDR (School Leaver Destination Report) which provides details of young people's post school destination in the first week in the October after they leave school.

- 2.4 Positive destinations include Higher Education, Further Education, Training, Employment and Activity Agreements.
- 2.5 Activity Agreements are put in place for young people who are not yet ready to transition to another positive destination and involve bespoke programmes for young people.
- 2.6 Negative destinations include unemployed seeking and unemployed not seeking (e.g. pregnant, in custody) and young people for whom the destination is unknown.
- 2.7 One-year data for the secondary school is included for Level 4 and Level 5 Literacy and Level 4 and Level 5 Numeracy. This shows the percentage of the school's leavers in 2019-20 who achieved these levels of qualification.
- 2.8 One-year data for the secondary school is included for qualification sets at Level 5 (National 5) and Level 6 (Higher). This shows the percentage of the school's leavers in 2019-20 who achieved these qualification sets.

3.0 Alternative Certification Model for SQA Qualifications 2021

- 3.1 All exams for SQA Qualifications have been cancelled for Session 2020-21. Qualifications will be determined using the Alternative Certification Model <https://www.sqa.org.uk/sqa/96760.html>
- 3.2 Planning at Fife and school level for the stages of the Alternative Certification Model is well progressed and schools will be able to verbally report on progress to Elected Members.

4.0 Conclusions

- 4.1 Due to the impact of COVID 19 we have been unable to provide School Attainment and Achievement Reports in the same format as previous years.
- 4.2 The Secondary School Reports and link to accessing school Standards and Quality Reports and Recovery Plans provide Elected Members with details of school context and current priorities.

List of Appendices

- 1. Appendix 1 – Fife Guidance for “SQA Estimates for Candidates for Session 2019-20”
- 2. Appendix 2 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.
- 3. Appendix 3 – Dunfermline High School Report
- 4. Appendix 4 – Queen Anne High School Report
- 5. Appendix 5 – St Columba's RC High School Report
- 6. Appendix 6 – Woodmill High School Report

Background Papers

None.

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1.0: Introduction and Background

The following guidance has been developed to support the processes for producing and quality assuring estimates for National 5, Higher and Advanced Higher qualifications of candidates who will now not be able to sit exams due to the cancellation of the 2020 SQA diet.

This guidance is being provided in recognition of the unique set of circumstances faced by candidates and centres this session and is designed to ensure that we follow robust processes to allow all candidates the best chance of receiving the qualifications they would have achieved under normal circumstances.

SQA have indicated they are basing all of their work on three broad principles, whilst adapting to the current challenges we all face:

- Fairness to all learners;
- Safe and secure certification of qualifications, while following the latest public health advice; and
- Maintaining the integrity and credibility of the qualifications system, ensuring that standards are maintained over time, in the interests of learners.

SQA have provided a timeline of support as detailed below:

20 April 2020

- [Information for centres - Producing Estimates](#), which explains how to determine the estimated grade, bands and rank order that we require you to submit to allow us to make awarding decisions this year.
- Our [Frequently Asked Questions](#), available on the dedicated section of our website, includes some information on producing estimates and will be updated regularly to address your questions.
- We have provided [an overview of the four key steps involved in the alternative certification model for 2020.](#)

27 April 2020

- Online course to take you through the process of determining estimated grades, bands and rank order available on SQA Academy.

Week beginning 4 May 2020

- Centre Tables, which will provide information on the estimates that you have made, as well as the attainment achieved by your learners each August, for the past three years. The information will be provided for each subject and level. (Fife made this information available to schools on 21st April).

Week beginning 11 May 2020

- We are working hard to ensure that a new service on our centre portal, SQA Connect, will be available to you. This will provide a list of all your learners for whom we have an accepted entry and is where you will input the required estimate information. You will have the opportunity to 'save as you go', before making a final submission for each course. A user guide will be provided to you in advance of the service opening. You are encouraged to do as much preparation work as possible, including ensuring that your entry information is fully up to date, before this service becomes available.

SQA have also explained the four key steps in this year's process for certification of National 5, Higher and Advanced Higher courses as follows:

“Step 1 - Estimates

With no exams taking place this year and no feasible way for SQA to mark coursework, this means estimated grades will be the core element of certification.

By **Friday 29 May**, schools and colleges will provide us with their estimates of the grades, bands and rank order for each learner, for each course at National 5, Higher and Advanced Higher.

Step 2 - Awarding

We will then check and validate that information. We will moderate it, if necessary, to ensure consistency across schools and colleges and with results from previous years.

We will use the information from these estimates, in addition to prior learner attainment, where this is available. For example, if learners achieved National 5 or Higher courses, in a previous year.

We will also look at schools' and colleges' previous history of estimating and attainment in each subject and level. We may moderate these estimates, up or down, if that is required.

This process will produce the results for learners, using our national grades for each subject and level.

Each year, we hold Awarding Meetings that bring together a range of people with subject expertise and people with experience of standard setting across different subjects and qualification levels. We will maintain this approach this year, as far as possible.

Step 3 - Results and Certification

We will issue learners with their individual results by 4 August.

Step 4 - Appeals

After 4 August, a free appeals service will be available to schools and colleges, to allow them to request a review of the grade awarded for a learner or a group of learners. It is important that such a service is in place in this exceptional year.

Assessment evidence must be available to support an appeal and the evidence will be reviewed by senior examiners. We will provide schools and colleges with full details of this service shortly.”

These guidelines for schools in Fife will replicate SQA advice and provide further clarity and guidance for practitioners. The guidelines will be updated to reflect any new SQA support e.g. the online course SQA will deliver in week beginning the 27th April.

2.0: National, Higher and Advanced Higher Qualifications

SQA Guidance can be accessed at

[*Information for centres - Producing Estimates*](#)

The extension to the deadline for estimates from Friday 24th April to **Friday 29th May**, coupled with the inclusion of greater banding within each grade and the ranking of candidates reflect the unique situation this year.

SQA have stated that this extension to the deadline for estimates should give “teachers the time they need to access evidence, and have departmental and faculty discussions, to provide this information.”

Estimates for the candidates of 2020 are not the same as estimates for candidates in any previous year - both in terms of how they are produced and in terms of how they will be used. It is vitally important for all that estimates for candidates are credible and result in fairness across Scotland.

Although estimates have been a part of the SQA process for many years, this year they are crucial as these will be used by SQA to determine the grade achieved by each candidate in each subject.

SQA have indicated they will use estimates to:

- help make decisions about certification — estimates indicate the grades that centres expect their candidates to attain
- check that awarding outcomes are as fair as possible to candidates
- ascertain whether a centre’s estimates this session are consistent with outcomes in previous years

In advice to learners, SQA have indicated that teachers “have a strong understanding of your performance and know how you compare to other learners in each department, and in previous years. Your teachers should take account of any available work that you have completed throughout the course. Using their professional judgement, and their knowledge of your work

and your progress so far, they should make an estimate of the grade and band you would have achieved under normal circumstances.

Estimate grades should be based on your **demonstrated and inferred attainment** of the required skills, knowledge and understanding for each course at National 5, Higher and Advanced Higher.”

SQA have also indicated that they will have the information they “need to adjust Estimates where necessary, and to ensure consistency — both across the country and in comparison, with previous years.”

SQA will use their data on Local Authority exam results, school level exam results and subject level exam results when considering estimates received. This data will include subject level results at school level.

3.0: Data Provided by the Local Authority

In Fife, we will be providing the data listed below to our schools on 21st April. This includes the data which SQA will make available to schools during the week beginning 4th May. Provision of this data to schools in Fife considerably earlier than the SQA timescale will support the processes of generating estimates and the quality assurance of estimates.

The Local Authority is providing each school with the following information:

1. Data on how young people in the current S4 in schools performed in Scottish National Standardised Assessments (SNSA) when they were in S3. This will be high level data based on the entire year group and will show what % of young people were assessed within each of the bands used within SNSA and compare this to the previous cohort. This will allow schools to have some information in relation to the relative ability of this year's S4 group compared to last year.
2. Data on how young people's performance in Scottish National Standardised Assessments (SNSA) in 2018 (when they were in S3) translated into performance at National 5 in the 2019 SQA Diet (when they were in S4). In combination with the data referred to in 1 above, this will allow schools to look at what might be reasonably expected of this year's S4 compared to last year.
3. Data on Estimates to Actual bands for the last five years for every subject at National 5, Higher and Advanced Higher levels. This will allow schools to consider how concordant subject estimates have been in the past and help to support professional judgements for this session.
4. Data on the percentage grades achieved for every subject at National 5, Higher and Advanced Higher over the last three years and a three-year average. This will allow schools to consider trends in subjects over time and help to support professional judgements for this session.
5. The Power BI platform also provides schools with data on five-year trends in qualification sets for the S4, S5 and S6 cohorts.
6. Schools will also have access to National Qualifications Progression Statistics via the SQA website. This will allow schools to consider the progression rates of candidates from National 5 to Higher etc.

SQA will issue and use previous data and progression rates to ensure the validity of estimates submitted by schools, but not until 4 May. It is crucial that schools are proactive in using the data referred to above to ensure estimates are viewed as valid, reliable and fair. It is also crucial that estimates fit within reasonable parameters of previous trends.

4.0: Estimating Grades – Guidelines for Practitioners: Section 1

There are two sections within this. The first provides guidelines on the role of SLT, PTC/PT and teachers in the production of estimates for candidates for this session. The second section provides guidance on how these estimates should be quality assured within the school and at authority level.

These guidelines should be read in conjunction with [Information for centres - Producing Estimates](#) and the online course on SQA Academy.

4.1: Production of Estimates – General Guidance

Estimates for candidates this year will be the main determinant of their result in August. SQA have clearly indicated that teacher estimates should be based on a wide range of evidence, teachers' professional knowledge of their learners and how learners have performed in previous years and should include demonstrated and inferred attainment.

This is a unique situation and one which should require practitioners at every level of the system to consider estimate grades very carefully and to act with integrity to ensure candidates' grades are reflective of what they would have achieved under normal circumstances.

SQA "recognise that centres will have incomplete evidence and that the range and amount of evidence will vary between different subjects. Judgements should be made on the available evidence. No candidate should be disadvantaged if they are unable to complete any work set after centres were closed. Where candidates have completed additional work after school and college closures, teachers and lecturers should exercise caution where that evidence suggests a change in performance. In many cases, it is likely to reflect the circumstances and context in which the work was done.

In order to produce accurate estimates, you need to have a clear understanding of:

- the range of skills, knowledge and understanding covered by the course
- the structure and the assessment requirements of the course
- the components that contribute to the course award, including weightings where appropriate
- the grade descriptions for the course

Many qualifications have scaling applied to the components of the course and you may find it useful to use the **scaling calculator**, which can be used as an aid to calculate the total mark for National 5, Higher or Advanced Higher courses that have scaled components."

When determining an estimate, you should firstly gather and review the key evidence you have for each candidate. For example, prelim or mock papers, additional tasks or assignments, performance or practical evidence. You should then focus on the predictive value of the evidence reviewed (in other words, how much it tells you), as measured against the requirements of the course assessment. For example, this could be the consistency of a candidate's practical or performance evidence or the depth of treatment in relation to questions on key topics, or their quality of responses to discriminating questions or tasks.

Not every topic in every area needs to be assessed exhaustively — a selection of important and representative questions and tasks evidenced under the appropriate conditions can give a good indication of likely performance in the final course assessment. This will be particularly important this session when some of the evidence may be incomplete or coursework evidence is not available to centres.

SQA have advised:

“There may be a range of factors that impact on candidates’ access to learning. When making judgements on individual estimates, it is important to bear this in mind, especially in the following cases:

- Candidates who have assessment arrangements or who would have reasonable adjustments (for example a reader, or scribe).
- Candidates who may have difficulty working from home, or working independently, perhaps for reasons associated with deprivation.
- Candidates, including those who may have caring responsibilities, who are care experienced, who may have further interrupted learning due to illness or disability, which at this time present barriers to learning.
- Candidates who have reduced or no access to specialist support for learning staff, resources or assistive technology that they would normally have in school or college.

For these candidates especially, it is important that they are not disadvantaged for being unable to complete any work set after the closure of centres. The SQA statement of 2 April 2020 made it clear that there was no requirement to set additional mock/prelim or homework tasks to help with estimates.

For candidates who have assessment arrangements, or who would have reasonable adjustments, estimates should be based on likely achievement with the reasonable adjustments/assessment arrangements in place. When reviewing prelims or mock assessments, reflect on whether appropriate support was in place, or whether the assessment was used as a ‘baseline’ indicator for future support. It is worth emphasising that these

candidates may have been unable to access their usual levels of support in home learning situations.

These candidates may normally be taught by peripatetic teachers or support for learning specialists. You may wish to include these staff in estimate discussions.”

Implicit Bias

“Special mention must be made of what might be called ‘implicit bias’. Implicit bias originates from assumptions or stereotypes based on characteristics such as background, gender, disability, race and ethnicity. Research has strongly suggested that implicit bias may be a contributing factor to assessment judgements, and it is for this reason that SQA’s normal e-marking procedures includes the suppression of personal candidate data. In the absence of these procedures this year, we need you to think about potential bias in relation to the estimates you are providing. Candidate evidence should be valued for its own worth and merit as an indicator of course assessment, and a conscious effort should be made to consider and avoid the negative impact of potential implicit bias. You should do this as you finalise your estimates and ranking by considering the accuracy of the decisions you make alongside candidate data on background, gender, disability, race and ethnicity, at both class and cohort presentation level.

Moderation across departments, learning areas and faculties will ensure fairness for all candidates and ensure that robust standards are maintained.”

4.2: Production of Estimates – Refined bands:

Professionals are being asked to estimate candidate performance using the following refined bands:

Grade	Band	Refined band		Notional % range
A	1	1 Upper	1	93–100
A	1	1 Lower	2	85 – 92
A	2	2 Upper	3	80–84
A	2	2 Middle	4	75–79
A	2	2 Lower	5	70–74
B	3	3 Upper	6	67–69
B	3	3 Lower	7	65–66
B	4	4 Upper	8	62–64
B	4	4 Lower	9	60–61
C	5	5 Upper	10	57–59
C	5	5 Lower	11	55–56
C	6	6 Upper	12	52–54
C	6	6 Lower	13	50–51
D	7	7 Upper	14	47–49
D	7	7 Middle	15	44–46
D	7	7 Lower	16	40–43
No Award	8	8 Upper	17	35–39
No Award	8	8 Lower	18	30–34
No Award	9	9	19	0–29

SQA advise that “once you have identified a candidate’s estimated grade and band (using the usual SQA bandings of 1 – 9), you should revisit all candidates in line with the refined bands shown above, with the exception of band 9.

You are being asked to come to nuanced conclusions, so weigh and balance the evidence you have, bringing in your knowledge of candidates with similar profiles of attainment in previous years.

For larger cohorts, we would expect candidates estimated to achieve a particular band to be distributed across the refined bands. Centres are strongly advised to focus on making holistic professional judgements when determining the refined band for each candidate and to not over-focus on the notional percentage range.”

Band 1, 3, 4, 5, 6 and 8 estimates

If the overall estimate suggests that the candidate is achieving closer to the band above, **they should be placed in the upper refined band.**

If the evidence suggests that the candidate is achieving closer to the band below, **they should be placed in the lower refined band.**

Band 2 and 7 estimates

The corresponding refined bands are now divided into three categories (upper, middle and lower): if the overall estimate suggests the candidate is achieving closer to the band above, the candidate **should be placed in the upper refined band.**

If the overall estimate suggests that the candidate is achieving closer to the band below, the candidate **should be placed in the lower refined band.**

The middle-refined band should be used where the overall estimate solidly conforms to the **required standard.**

4.3: Production of Estimates – Rank ordering of candidates:

Professionals are being asked to rank order candidates in accordance with the following guidelines set by SQA:

“In addition to providing estimates within the refined bands discussed above, you also need to provide a rank order for each of your candidates within each refined band. For example, if you have 15 candidates for National 5 Mathematics for whom you have given an estimate of refined band 6, you should then rank them from 1 to 15, where 1 is the most secure and/or highest attaining, 2 is the next most secure and so on. Unique rankings with no ties are expected within each refined band for most courses. This will help SQA make differentiated adjustments where appropriate to the estimates for the benefit of candidates. For large multi-class cohorts, we recognise that it may be extremely difficult to distinguish between every candidate and strongly advise minimising the number of ties, and the number of candidates who are tied, within any refined band. Where there is more than one teacher/lecturer delivering a course, collectively you will need to agree the rank order for all candidates within your centre. Within your subject departments you will need to discuss the rank order and come to a shared view of the standard being applied within your centre. We recognise that this will be challenging for some centres and in some subjects, given the current circumstances.”

4.4: Production of Estimates – Information Required by SQA

SQA will require three numbers to be submitted for each candidate – the original band (1-9), the refined band (1-19) and the rank order within the refined band. An example is given below:

Candidate	SCN	Grade	Band	Refined band		Rank order
J Dupre	253456789	A	1	1 Upper	1	1
B Patel	254567891	A	1	1 Upper	1	2
P Leonard	255678912	A	1	1 Lower	2	1
M McElroy	256789123	A	2	2 Upper	3	1
H McTavish	257891234	A	2	2 Lower	5	1
J Wysocki	258912345	B	3	3 Upper	6	1
J Finlay	259123456	B	3	3 Upper	6	2
L Dempster	251234567	B	3	3 Upper	6	3
B Cooper	252345678	B	4	4 Upper	8	1
R Kaur	251234567	B	4	4 Upper	8	2
B Sanchez	252030405	B	4	4 Lower	9	1
R Stevenson	254969432	C	6	6 Lower	13	1
C Billings	259505823	C	6	6 Lower	13	2
G Price	254950378	C	6	6 Lower	13	3
D McDougall	259483929	C	6	6 Lower	13	4
A Philp	253659213	C	6	6 Lower	13	5

4.5: Production of Estimates – Band 9 National 5 Candidates

Schools should consider whether it would be appropriate to dual enter candidates with an estimated band of “9” for National 5 for the National 4 qualification. This would need to be based on the professional judgements of practitioners and the evidence they hold for each candidate. Practitioners would need to consider the extent to which this evidence would support achievement of the National 4 qualification. This will vary across schools and subjects.

4.6: Production of Estimates – The Role of SLT

SLT should:

- ensure all staff are aware of the importance of this session's estimates and provide support and guidance for all staff.
- ensure all staff are aware of the new bandings to be used for estimates and the SQA advice provided within this guidance
- ensure all staff are aware of the need to rank order candidates and the SQA advice provided within this guidance
- ensure all staff are aware of the wide range of evidence that can be considered when generating estimates by sharing the **"Potential Evidence Checklist"** attached to this Guidance as **Appendix 1**.
- discuss with staff and PTC/PT whether completion of the **"Candidate Potential Evidence Checklist"** attached to this Guidance as **Appendix 2** would be helpful in supporting decision making and potential future appeals.
- use the data within the October Power BI Attainment Report to analyse trends in attainment at whole school level for S4, S5 and S6 cohorts for the last three years.
- use the data provided by the Local Authority for three-year trends for grades for subject and levels and Estimates to Actual for the last three years for all subjects.
- use National Qualification Progression Statistics to consider appropriate progression rates for each subject.

In addition, SLT should:

- consider the relative ability of this year's S4 cohort in comparison to last year's cohort and to previous cohorts, based on available assessment results. This may include the SNSA data provided by the Local Authority and other baseline assessment data available at school level (e.g. MidYIS).
- for S5 and S6, consider prior attainment, National Qualifications Progression Statistics and other baseline assessment data available at school level to consider the relative ability of this year's S5 and S6 cohorts.
- consider any school circumstances which have a bearing on attainment at whole school or subject level e.g. changes to courses offered, verification not being accepted, changes to staffing, staff absences, etc.

- Using all available data and taking into consideration school circumstances, provide all teachers and PTC/PT with guidance on the parameters for estimates for Session 2020 compared to the previous three sessions.

SLT in schools should ensure all teachers, **PTC/PT have access to:**

- This guidance
- The data provided by the Local Authority in relation to three-year trends for grades for subjects and levels
- The data provided by the Local Authority in relation to subjects and levels and three-year trends for Estimates to Actual
- National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at <https://www.sqa.org.uk/sqa/90765.html>
- Advice on how the relative “ability” of this year’s S4, S5 and S6 cohorts based on BGE CfE declarations and standardised assessment data i.e. SNSA, MidYIS, etc. should be factored into estimates

SLT should:

- link closely with PTC/PT to ensure that they have a clear understanding of how to use the datasets provided and are ensuring teachers are using a wide range of evidence to make valid and reliable estimates across cohorts of candidates.
- plan to ensure PTC/PT is on track to meet deadlines outlined in “**Suggested Timelines**” attached to this Guidance as **Appendix 3**.
- maintain regular contact with their PTC/PT group throughout the period estimates are being considered, finalised and submitted to SQA.

4.7: Production of Estimates – The Role of the PTC/PT

PTC/PT should:

- read this guidance and seek clarification on any points from their identified link SLT member.
- maintain regular contact with their identified link SLT member throughout the period estimates are being considered, finalised and submitted to SQA.
- check all staff are aware of the importance of this session's estimates and provide support and guidance for all staff.
- check all staff are aware of the new bandings to be used for estimates and the SQA advice provided in this guidance.
- check all staff are aware of the need to rank order candidates and the SQA advice provided in this guidance.
- ensure all staff are aware of the wide range of evidence that can be considered when generating estimates by discussing the “**Potential Evidence Checklist**” attached to this Guidance as **Appendix 1** and agreeing which evidence should be used for each subject, including the use of any prior attainment data and standardised baseline assessment data.
- discuss with staff how to record consideration of evidence for each candidate e.g. whether completion of the “**Candidate Potential Evidence Checklist**” attached to this Guidance as **Appendix 2** would be helpful in supporting decision making and potential future “appeals” or another method of recording would be more useful. PTC/PT should liaise with identified SLT member to confirm what method of recording evidence will be used.
- agree method of recording consideration of evidence for each candidate with staff.
- discuss the data provided by the Local Authority for three-year trends for grades for subject and levels, Estimates to Actual for the last three years and National Qualification Progression Statistics for their subjects with staff.
- provide guidance to staff on the parameters for estimates for Session 2020 compared to the previous three sessions.
- agree with staff the method for rank ordering candidates within classes and across classes at each subject and level. (For example: which evidence should be used to rank order candidates with the same band in different classes).
- consider any circumstances which have a bearing on attainment at subject level e.g. changes to courses offered, verification not being accepted, changes to staffing, staff absences, etc.

PTC/PT should check all teachers have access to:

- This guidance
- The data provided by the Local Authority in relation to three-year trends for grades for subjects and levels
- The data provided by the Local Authority in relation to subjects and levels and three-year trends for Estimates to Actual
- National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at <https://www.sqa.org.uk/sqa/90765.html>
- Advice on how the relative “ability” of this year’s S4, S5 and S6 cohorts based on BGE CfE declarations and standardised assessment data i.e. SNSA, MidYIS, etc. should be factored into estimates

PTC/PT should:

- link closely with teachers to ensure that they have a clear understanding of how to use the datasets provided and a wide range of evidence to ensure valid and reliable estimates are being made for each candidate.
- ensure estimates for each subject meet the “**Suggested Timelines**” attached to this Guidance as **Appendix 3**.
- Where possible discuss with other Subject leads in other schools on evidence being used

4.8: Production of Estimates – The Role of the Teacher

The teacher should:

- ensure they keep up to date with all guidance provided by their SLT and PTC/PT in relation to estimates for Session 2020.
- maintain regular contact with their PTC/PT throughout the period estimates are being considered, finalised and submitted to SQA.
- ensure they understand the new bandings to be used for estimates and the SQA advice provided in this guidance.
- ensure they understand the need to rank order candidates and the SQA advice provided in this guidance.
- be aware of the wide range of evidence that can be considered when generating estimates following discussion of the “**Potential Evidence Checklist**” attached to this Guidance as **Appendix 1** with their PTC/PT.
- use a wide range of evidence when considering estimates for each individual candidate, including prior attainment, standardised baseline assessment data, National Qualifications Progression Statistics, demonstrated attainment, inferred attainment and any exceptional personal circumstances.
- use the agreed method of recording consideration of evidence for each candidate e.g. The completion of the “**Candidate Potential Evidence Checklist**” attached to this Guidance as **Appendix 2** or another method agreed with the PTC/PT.
- use the guidance on the parameters for estimates for Session 2020 compared to the previous three sessions provided by the PTC/PT.
- Follow the **steps below from SQA advice**
 - 1 Determine the grade and band as you normally do.
 - 2 Refine your judgement and place your candidates into subdivisions of the existing bands to give refined bands.
 - 3 Rank order your candidates within each refined band.
- use the agreed method for rank ordering candidates within classes and across classes at each subject and level.
- ensure estimates for each candidate are submitted to the PTC/PT to meet the “**Suggested Timelines**” attached to this Guidance as **Appendix 3**.

5.0: Estimating Grades – Guidelines for Practitioners: Section 2

5.1: Quality Assurance of Estimates – General Guidance

Due to the vital importance of estimates in Session 2020 for determining candidate outcomes, it is essential that quality assurance of estimates is considered at each level of the system.

5.2: Quality Assurance of Estimates – The Role of the Teacher

Once you have generated initial estimates for your candidates using the new bandings from SQA and rank ordered candidates using the SQA guidance and guidance from your PTC/PT, consider the questions below to support you feeling confident:

- Have I followed the guidance agreed with my PTC/PT/SLT?
- Have I used a wide range of evidence to support estimates (see Potential Evidence checklist) for each candidate?
- Have I considered inferred as well as demonstrated attainment?
- Have I considered prior attainment and standardised baseline assessment information?
- Have I checked that I am being consistent in the evidence I am using with colleagues presenting at the same level within my school?
- Have I been consistent across candidates in analysing evidence and generating estimates?
- Do my overall estimates fall within the agreed parameters for this session based on the data my PTC/PT has used from the last three years?
- If not, what evidence do I have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- Are my overall estimates largely in line with National Qualification Progression Rates?
- If not, what evidence do I have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- Have I been fair to all candidates when placing them in rank order?

5.3: Quality Assurance of Estimates – The Role of PTC/PT

Once you receive estimates from your teaching staff, consider the questions below and liaise with your teachers to ensure you are confident that the estimates are fair, reliable and consistent:

- Have all staff followed the agreed guidance?
- Have all staff used a wide range of evidence to support estimates (see Potential Evidence checklist) for each candidate?
- Have all staff considered inferred as well as demonstrated attainment?
- Have all staff considered prior attainment and standardised baseline assessment information?
- Are all staff across a subject being consistent in the evidence used?
- Do overall estimates fall within the agreed parameters for this session based on the data from the last three years?
- If not, what evidence do we have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- Are overall estimates largely in line with National Qualification Progression Rates?
- If not, what evidence do we have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- What are the estimates for the candidates in other cognate subjects?
- Is the overall ranking of candidates across the subject fair?

Once you have considered the questions above and are confident the estimates are fair, reliable and consistent liaise with your identified SLT link member and provide them with the following information:

- 1. Percentage estimates for each grade at each level in each subject and how these compare to the data in this subject in your school for the last three years, the three-year average and National Qualifications Progression Rates.**

2. Evidence to support any differences in this year's estimates compared to the previous three year's grade profiles and National Qualifications Progression Rates.

SQA have advised that "each set of centre estimates for a course is signed off by at least two teachers in that subject, one of whom is the subject lead (where there is only one teacher or lecturer, or only one is available, the SQA co-ordinator or their representative, signs it off also). Consider who in each subject will complete this "sign off".

5.4: Quality Assurance of Estimates – The Role of SLT

Once you have received candidate estimates and data on estimates compared to the last three years and National Qualification Progression Rates from PTC/PT use the questions below to ensure you are confident that the estimates are fair, reliable and consistent:

- Are the estimates for each subject in line with previous data and National Qualification Progression Rates?
- If no, what evidence has been provided to justify this?
- Does the evidence stand up to scrutiny?
- Has each subject considered previous concordance and factored into estimates?
- Has each subject considered prior attainment and standardised baseline assessment data for each candidate?
- Do subject estimates "fit" the prior profile of the candidate and their estimated performance in other subjects?

Example from SQA: Take a small sample of candidates across certain faculties, e.g. Chemistry and Biology. Do the same candidates appear in approximately similar orders?

Again, are there any anomalies in terms of the individual candidate's performance across the range of subjects they are being presented for and therefore might require further consideration?

For example: Within the science faculty, candidate A is ranked in position 1 for refined band 1 for Chemistry (estimated to be the most secure candidate in this group) but is in position 8 in refined band 13 for Biology (estimated to be the least secure in this group). Does this warrant further investigation?

- Do overall school results correlate with previous attainment results?

Once you have considered the questions above and are confident the estimates are fair, reliable and consistent the Headteacher should provide the following information to Maria Lloyd, Head of Service on the “**Request for Local Authority Consideration Checklist**” attached as **Appendix 4** to this Guidance.

1. **Details of any estimates for a subject at a level which are +/- 5% the average for the grade profile in the last three years.**
2. **Details of the quality assurance procedures followed at subject and school level to ensure these estimates are fair, reliable and consistent.**
3. **Details of any circumstances that can justify the variance in estimates from previous data.**

6.0: How to submit estimates

Before submitting estimates, it is important to make sure that your course entries are up to date within SEEMiS.

SQA have indicated that “during the week beginning 11 May, SQA will deliver a new service within our existing centre portal, SQA Connect. This service is designed to support centres with submitting their estimates: the band, the refined band and, within each refined band, the rank order of candidates.

For each course you will be presented with a list of candidates for which SQA has accepted entries from your centre. The display will be a real-time reflection of the entry information on our database. This will be the key input screen for the collection of the required estimate information.

It is vital that you ensure that the entry information you have provided to us is fully up to date in advance of the service opening. The software is designed to support you in the process of moving through from the original band to the refined band and in turn the rank order. You will have the opportunity to ‘save as you go’ prior to making a final submission for each course.

As with other secure services running on SQA Connect, your data input and collection should be done in line with your centre’s data security procedures.

All submissions must be with SQA by **Friday 29 May**, to ensure inclusion in the 2020 Awarding Model. A detailed User Guide will be issued in advance of the service opening.”

Potential Evidence Checklist

NB – This list provides examples; some may not be relevant for your school and /or subject and there may be other sources of evidence you wish to include in the blank boxes. Whilst it is not necessary to consider every example given, to ensure robust estimates which are reliable and valid, as much evidence and data as possible should be considered.

School	Subject	Level	PTC / PT
Type of Evidence	Evidence	Considered Yes / No	
Demonstrated Attainment	Prelim Mark		
	Coursework		
	Progress Report/Progress Grade/ Tracking Grade / Working Grade		
	Homework		
	Other Assessments		
Inferred Attainment	Consideration of likely progress to exam e.g. likelihood of completing additional past papers, attending Study Support, attending Easter Revision school, etc.		
Prior Attainment	CfE Declarations		
	Performance in SNSA		
	MidYIS / Baseline and Other Standardised Assessments		
	Previous Qualifications in Subject		
	Previous Qualifications in Cognate Subjects		

Candidate Circumstance	Attendance	
	Exceptional Personal Circumstance	
	Assessment Arrangements	
National Progression Rates	National Progression Rates	
Three-year trend in grades	Three-year trend in grades	
Three-year trend in Estimates to Actual	Three-year trend in Estimates to Actual	
Estimates in cognate subjects	Estimates in cognate subjects	

Candidate Potential Evidence Checklist

NB – This list provides examples; some may not be relevant for your school and /or subject and there may be other sources of evidence you wish to include in the blank boxes. Whilst it is not necessary to consider every example given, to ensure robust estimates which are reliable and valid, as much evidence and data as possible should be considered.

School	Subject	Level	Candidate
Teacher	PTC/PT		
Type of Evidence	Evidence	Considered Yes / No	
Demonstrated Attainment	Prelim Mark		
	Coursework		
	Progress Report/Progress Grade/ Tracking Grade / Working Grade		
	Homework		
	Other Assessments		
Inferred Attainment	Consideration of likely progress to exam e.g. likelihood of completing additional past papers, attending Study Support, attending Easter Revision school, etc.		
Prior Attainment	CfE Declarations		
	Performance in SNSA		
	MidYIS / Baseline and Other Standardised Assessments		

	Previous Qualifications in Subject	
	Previous Qualifications in Cognate Subjects	
Candidate Circumstance	Attendance	
	Exceptional Personal Circumstance	
	Assessment Arrangements	
National Progression Rates	National Progression Rates	
Three-year trend in grades	Three-year trend in grades	
Three-year trend in Estimates to Actual	Three-year trend in Estimates to Actual	
Estimates in cognate subjects	Estimates in cognate subjects	

Suggested Timelines

Week Beginning	Suggested Deadlines	Person(s) responsible
Monday 20 th April 2020	<p>Monday 20th April – provide guidance on production of estimates.</p> <p>Monday 20th April – provide schools with Groupcall message for parents/carers.</p> <p>Tuesday 21st April - provide schools with “Fife Guidance on SQA Qualifications and Estimates for Candidates 2020”.</p> <p>Tuesday 21st April - provide schools with data.</p> <p>Thursday 23rd April – discuss guidance and datasets with Secondary Headteachers.</p> <p>Friday 24th April - issue “Fife Guidance on SQA Qualifications for Candidates 2020”, datasets, National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at https://www.sqa.org.uk/sqa/90765.html and school advice regarding processes and timelines to all PTC /PT and teachers.</p>	<p>SQA</p> <p>Maria Lloyd</p> <p>Lynn Porter</p> <p>Stuart Booker</p> <p>Secondary Headteachers’ Collaborative</p> <p>Headteachers</p>

	Consider cohort data trends in the Power BI Attainment Report for October 2019.	School SLT
Monday 27 th April 2020	<p>Ensure teachers have read and understand “Fife Guidance on SQA Qualifications and Estimates for Candidates 2020”</p> <p>Discuss expectations regarding estimates, banding and rank order of candidates with staff.</p> <p>SQA online course on bands and ranking available</p> <p>Ensure teachers have access to data on three-year trends and National Qualification Progression Rates for their subject(s)</p> <p>Thursday 30th April - Teacher estimates and rank order to PTC/PT.</p>	<p>PTC/PT</p> <p>PTC/PT</p> <p>SQA</p> <p>PTC/PT</p> <p>Teachers</p>
Monday 4 th May 2020	<p>Monday 4th May - candidates estimated at a band 9 are also entered for National 4 where there is evidence to support qualification.</p> <p>Thursday 7th May - Subject estimates submitted to SLT by PTC/PT.</p> <p>SQA provide data to schools</p>	<p>PTC/PT School SLT</p> <p>PTC/PT</p> <p>SQA</p>
Monday 11 th May 2020	Friday 15th May - Requests for Local Authority Consideration submitted to	Headteachers

	Maria Lloyd. SQA Connect available for entry of refined bands and rank ordering of candidates	SQA
Monday 18 th May 2020	Friday 22nd May - all unit passes submitted to SQA. Friday 22nd May - return of all Requests for Local Authority Consideration to schools.	SLT Maria Lloyd
Monday 25 th May 2020	Friday 29th May - all estimates submitted to SQA.	SLT
Monday 3 rd August 2020	Tuesday 4th August – candidates receive results	SQA
To be confirmed	Free appeals service	SQA

Request for Local Authority Consideration Checklist

School

Subject and Level

Headteacher submits to Maria Lloyd, Head of Service

Detail of how estimates compare to average for the grade profile in the last three years.	
Details of the quality assurance procedures followed at subject and school level to ensure these estimates are fair, reliable and consistent.	
Details of any circumstances that can justify the variance in estimates from previous data.	

Appendix 2 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.

Schools By Cluster

Dunfermline High School
Commercial Primary School
Masterton primary School
St Leonard's Primary School

Canmore Primary School
Limekilns Primary School
Pitreavie Primary School

Queen Anne High School
Blairhall Primary School
Carnock Primary School
Culross Primary School
McLean Primary School
Pittencrieff Primary School
Torryburn Primary School
Tulliallan Primary School

Bellyeoman Primary School
Cairneyhill Primary School
Crossford Primary School
Inzievar Primary School
Milesmark Primary School
Saline Primary School
Townhill Primary School

St Columba's RC High School
St Bride's RC Primary School
St Joseph's RC Primary School
St Margaret's RC Primary School

Holy Name RC Primary School
St John's RC Primary School
St Kenneth's RC Primary School
St Serf's RC Primary School

Woodmill High School
Duloch Primary School
Touch Primary School

Carnegie Primary School
Lynburn Primary School

Links

Standards and Quality Reports - <https://www.fife.gov.uk/education/standards-and-quality-reports>

Recovery/Improvement Plans - <https://www.fife.gov.uk/education/recovery-improvement-plans>



Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Dunfermline High School



School

Dunfermline High School

School Context

School Roll - from the September 2019/20 census.

School Roll				DAS Roll								Estate		
Year	Female	Male	Total	Year	S1	S2	S3	S4	S5	S6	Total	Year	Capacity	Capacity %
2019/20	818	760	1578	2019/20	0	0	0	0	0	0	0	2019/20	1750	90.17

Percentage of pupils with FMR

The table below displays the proportion of pupils on the school roll who are registered for free school meals (FMR). Data taken from the annual Healthy Living Survey 2019.

Dunfermline High School					Fife					National			
2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19
11.70	13.50	13.10	13.50	12.30	16.30	17.00	16.40	16.40	17.10	14.20	14.10	14.40	15.00

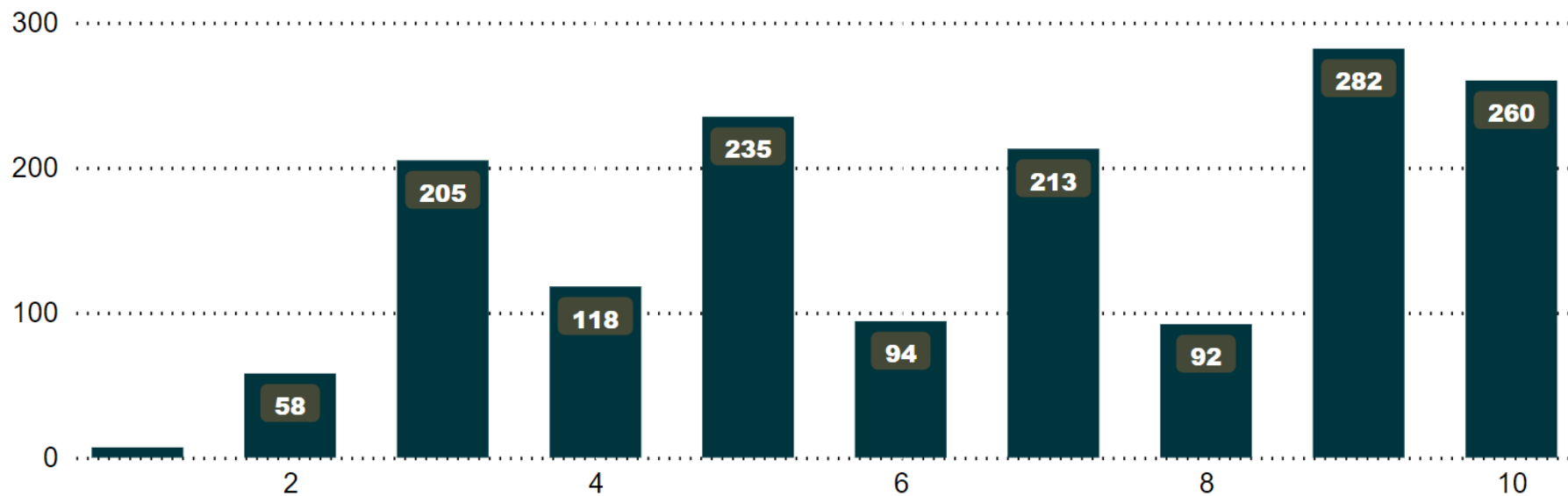
School

Dunfermline High School



SIMD

Number of Pupils per SIMD Decile (2019/20)



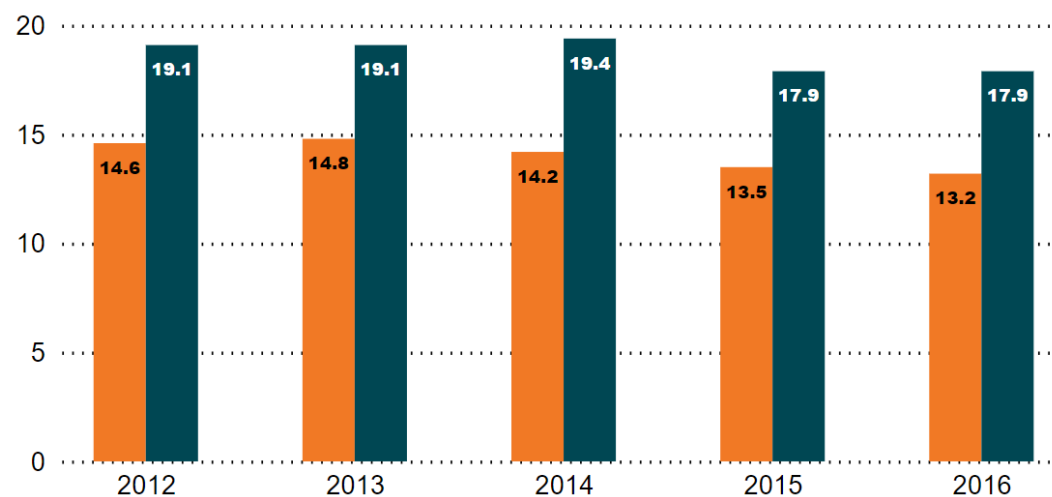
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	7	58	205	118	235	94	213	92	282	260	1564

School

Dunfermline High School

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	14.6	19.1
2013	14.8	19.1
2014	14.2	19.4
2015	13.5	17.9
2016	13.2	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.

S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	79	86	83	79

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	66	68	73	66	63

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

Dunfermline High School

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return.

<u>Attendance and Absences percentages</u>	Dunfermline High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	93.13	91.98	91.99	91.15	89.50	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	5.70	4.74	4.99	5.90	6.15	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	1.09	3.21	2.93	2.90	4.32	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	67	48	64	32	14	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	133	126	162	81	31	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	7	2	5	2	2	5	3	3	2	3		
Days Excluded per 1000 pupils	16	5	14	5	4	10	6	7	4	6		

School

Dunfermline High School

Level of English & Additional Support Needs

The following information is taken from the September 2019 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	5
Early Acquisition	
Developing Competence	19
Competent	8
Fluent	35
English as a "first language"	1507
Limited Communication	0
Not Assessed	

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	22
Bereavement	0
Communication Support Needs	
Deafblind	0
Dyslexia	116

Student Need Category	No. of Pupils with Need
English as an additional language	49
Family issues	22
Hearing impairment	18
Interrupted learning	
Language or speech disorder	15
Learning disability	11
Looked after	14
Mental health problems	
More able pupil	25
Other	19
Other moderate learning difficulty	43
Other specific learning difficulty (e.g. numeric)	47
Physical health problem	44
Physical or motor impairment	26
Risk of exclusion	0
Social, emotional and behavioural difficulty	120
Substance misuse	0
Visual impairment	9
Young carer	33

Key

 Data has been suppressed due to small numbers

School

Dunfermline High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
275	275	294

2016/17	2017/18	2018/19
3761	3532	3635

2016/17	2017/18	2018/19
51300	49748	49760

Dunfermline High School %			
	2016/17	2017/18	2018/19
Positive %	95.6	92.7	96.3
Higher Education %	42.2	41.1	38.4
Further Education %	33.1	29.1	33.3
Training %	1.8	4.7	4.8
Employment %	17.8	16.4	19.7
Activity Agreements %		0.7	
Unemployed %	4.4	6.5	3.4
Unemployed Seeking %	3.6	5.5	2.0
Unemployed Not Seeking %	0.7	1.1	1.4
Unknown %		0.7	

Fife %			
Category	2016/17	2017/18	2018/19
Positive	93.0	92.8	94.4
Higher Education	35.0	36.5	37.1
Further Education	33.9	32.9	33.2
Training	1.9	2.0	3.7
Employment	19.3	18.4	19.6
Activity Agreements	1.8	2.0	0.0
Unemployed	6.5	6.5	5.2
Unemployed Seeking	5.2	5.0	3.7
Unemployed Not Seeking	1.3	1.6	1.5
Unknown	0.5	0.6	0.4

National %			
Category	2016/17	2017/18	2018/19
Positive	93.9	94.6	95.0
Higher Education	40.7	41.1	40.3
Further Education	26.8	26.5	27.3
Training	2.2	1.9	3.5
Employment	22.0	22.7	22.9
Activity Agreements	1.2	1.2	0.0
Unemployed	5.8	5.0	4.5
Unemployed Seeking	4.4	3.7	3.1
Unemployed Not Seeking	1.4	1.3	1.4
Unknown	0.4	0.4	0.4

School

Dunfermline High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
275	275	294

2016/17	2017/18	2018/19
10031	9824	9920

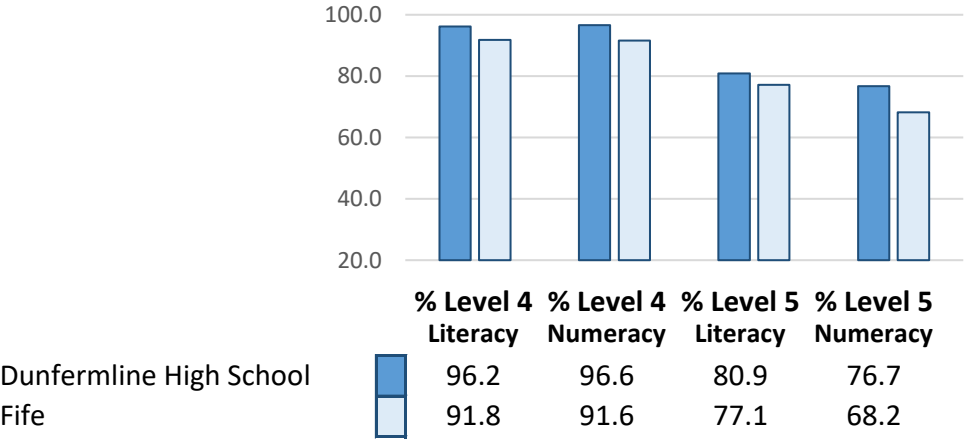
Dunfermline High School %			
	2016/17	2017/18	2018/19
Positive %	95.6	92.7	96.3
Higher Education %	42.2	41.1	38.4
Further Education %	33.1	29.1	33.3
Training %	1.8	4.7	4.8
Employment %	17.8	16.4	19.7
Activity Agreements %		0.7	
Unemployed %	4.4	6.5	3.4
Unemployed Seeking %	3.6	5.5	2.0
Unemployed Not Seeking %	0.7	1.1	1.4
Unknown %		0.7	

South East Collaborative %			
Category	2016/17	2017/18	2018/19
Positive	93.3	93.9	94.9
Higher Education	38.0	38.6	38.6
Further Education	29.0	27.4	28.2
Training	2.1	2.1	3.0
Employment	21.9	23.6	24.0
Activity Agreements	1.7	1.5	0.0
Unemployed	6.5	5.8	4.9
Unemployed Seeking	5.0	4.4	3.3
Unemployed Not Seeking	1.5	1.4	1.5
Unknown	0.3	0.3	0.5

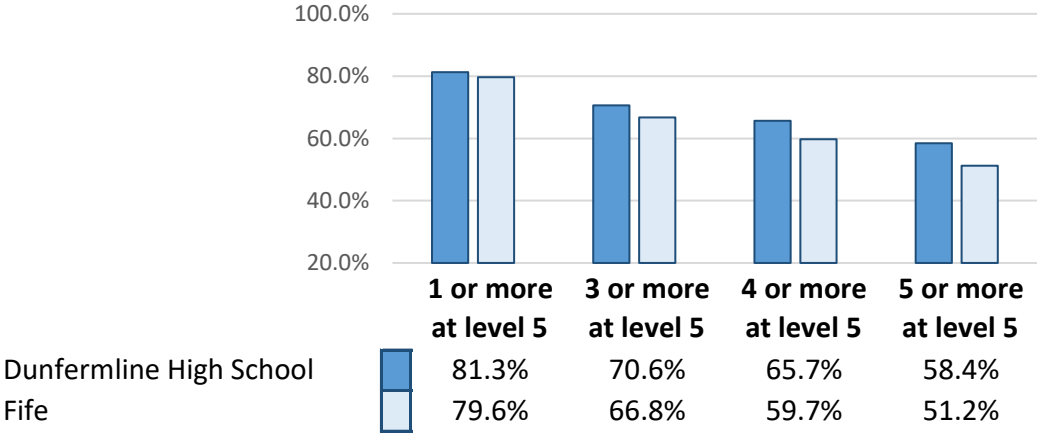
Dunfermline High School

Attainment of school leavers in 2019/20

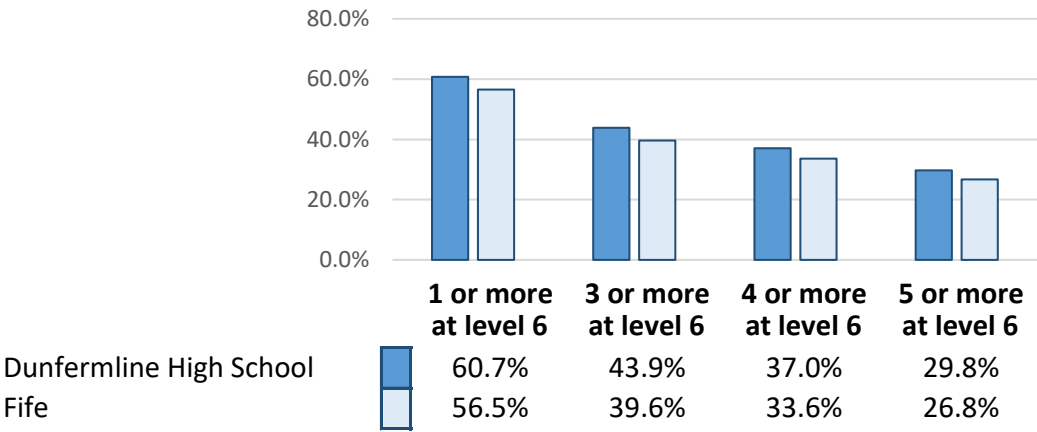
Literacy & Numeracy of school leavers in 2019/20



SCQF level 5 (Grade A-C pass)



SCQF level 6 (Grade A-C pass)





Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Queen Anne High School



School

Queen Anne High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	830	862	1692

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2019/20	12	9	9	10	0	0	40	

Estate		
Year	Capacity	Capacity %
2019/20	2050	82.54

Percentage of pupils with FMR

The table below displays the proportion of pupils on the school roll who are registered for free school meals (FMR). Data taken from the annual Healthy Living Survey 2019.

Queen Anne High School				
2015/16	2016/17	2017/18	2018/19	2019/20
11.80	12.20	12.80	11.70	12.40

Fife				
2015/16	2016/17	2017/18	2018/19	2019/20
16.30	17.00	16.40	16.40	17.10

National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

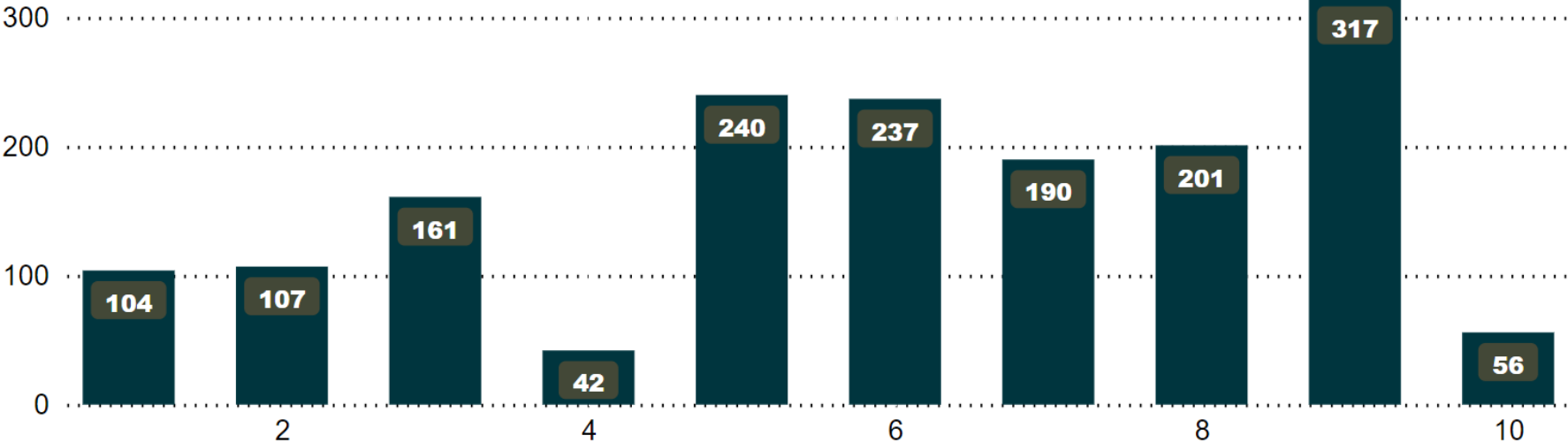
School

Queen Anne High School



SIMD

Number of Pupils per SIMD Decile (2019/20)



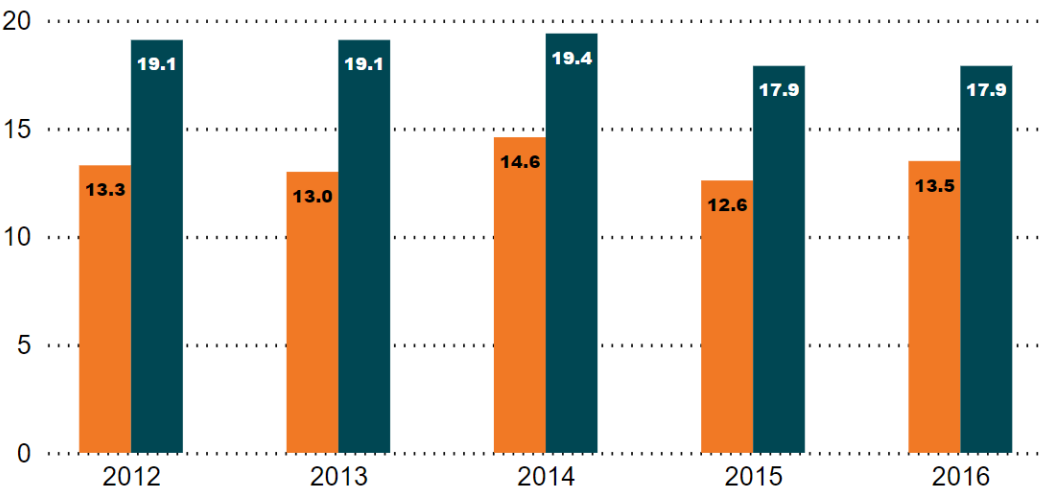
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	104	107	161	42	240	237	190	201	317	56	1655

School

Queen Anne High School

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	13.3	19.1
2013	13.0	19.1
2014	14.6	19.4
2015	12.6	17.9
2016	13.5	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School					
Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	89	79	83	90	87

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	71	72	72	72	62

Fife					
Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

Queen Anne High School

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return.

<u>Attendance and Absences percentages</u>	Queen Anne High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	93.00	91.78	91.64	91.29	89.79	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	3.59	4.14	5.40	4.98	5.09	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	3.35	4.07	2.96	3.73	5.12	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	43	9	6	4	3	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	119	13	7	12	5	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	1	0	0	1	1	5	3	3	2	3		
Days Excluded per 1000 pupils	1	0	0	6	1	10	6	7	4	6		

School

Queen Anne High School

Level of English & Additional Support Needs

The following information is taken from the September 2019 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	
Early Acquisition	
Developing Competence	8
Competent	12
Fluent	17
English as a "first language"	1645
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	42
Bereavement	8
Communication Support Needs	9
Deafblind	0
Dyslexia	193

Student Need Category	No. of Pupils with Need
English as an additional language	36
Family issues	18
Hearing impairment	15
Interrupted learning	17
Language or speech disorder	30
Learning disability	33
Looked after	32
Mental health problems	25
More able pupil	5
Other	17
Other moderate learning difficulty	62
Other specific learning difficulty (e.g. numeric)	58
Physical health problem	100
Physical or motor impairment	52
Risk of exclusion	11
Social, emotional and behavioural difficulty	142
Substance misuse	0
Visual impairment	10
Young carer	17

Key

 Data has been suppressed due to small numbers

School

Queen Anne High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
290	251	287

2016/17	2017/18	2018/19
3761	3532	3635

2016/17	2017/18	2018/19
51300	49748	49760

Queen Anne High School %			
	2016/17	2017/18	2018/19
Positive %	93.8	92.0	97.6
Higher Education %	41.0	40.2	46.7
Further Education %	27.9	27.5	26.5
Training %	1.0	3.6	2.4
Employment %	21.4	18.7	20.9
Activity Agreements %	0.7	1.2	
Unemployed %	5.5	7.6	2.1
Unemployed Seeking %	4.5	6.8	1.7
Unemployed Not Seeking %	1.0	0.8	0.3
Unknown %	0.7	0.4	0.3

Fife %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.0	92.8	94.4	
Higher Education	35.0	36.5	37.1	
Further Education	33.9	32.9	33.2	
Training	1.9	2.0	3.7	
Employment	19.3	18.4	19.6	
Activity Agreements	1.8	2.0	0.0	
Unemployed	6.5	6.5	5.2	
Unemployed Seeking	5.2	5.0	3.7	
Unemployed Not Seeking	1.3	1.6	1.5	
Unknown	0.5	0.6	0.4	

National %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.9	94.6	95.0	
Higher Education	40.7	41.1	40.3	
Further Education	26.8	26.5	27.3	
Training	2.2	1.9	3.5	
Employment	22.0	22.7	22.9	
Activity Agreements	1.2	1.2	0.0	
Unemployed	5.8	5.0	4.5	
Unemployed Seeking	4.4	3.7	3.1	
Unemployed Not Seeking	1.4	1.3	1.4	
Unknown	0.4	0.4	0.4	

School

Queen Anne High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
290	251	287

Queen Anne High School %			
	2016/17	2017/18	2018/19
Positive %	93.8	92.0	97.6
Higher Education %	41.0	40.2	46.7
Further Education %	27.9	27.5	26.5
Training %	1.0	3.6	2.4
Employment %	21.4	18.7	20.9
Activity Agreements %	0.7	1.2	
Unemployed %	5.5	7.6	2.1
Unemployed Seeking %	4.5	6.8	1.7
Unemployed Not Seeking %	1.0	0.8	0.3
Unknown %	0.7	0.4	0.3

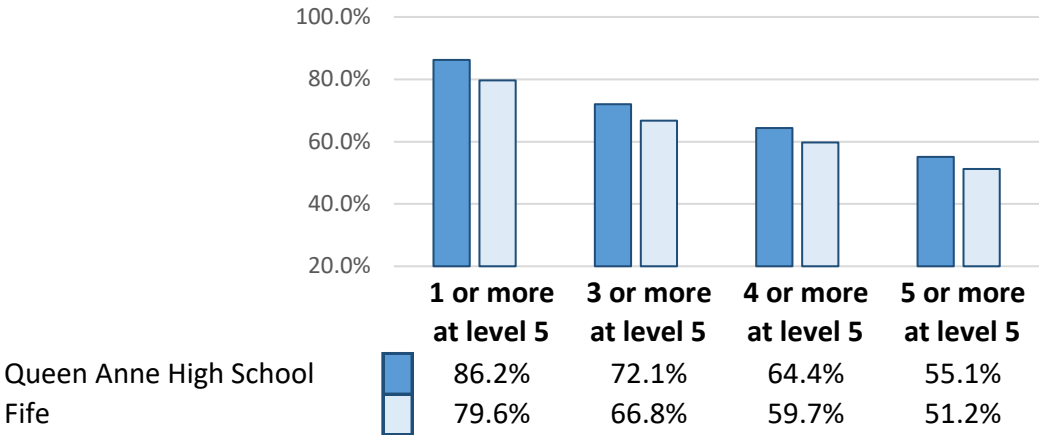
2016/17	2017/18	2018/19
10031	9824	9920

South East Collaborative %			
Category	2016/17	2017/18	2018/19
Positive	93.3	93.9	94.9
Higher Education	38.0	38.6	38.6
Further Education	29.0	27.4	28.2
Training	2.1	2.1	3.0
Employment	21.9	23.6	24.0
Activity Agreements	1.7	1.5	0.0
Unemployed	6.5	5.8	4.9
Unemployed Seeking	5.0	4.4	3.3
Unemployed Not Seeking	1.5	1.4	1.5
Unknown	0.3	0.3	0.5

Queen Anne High School

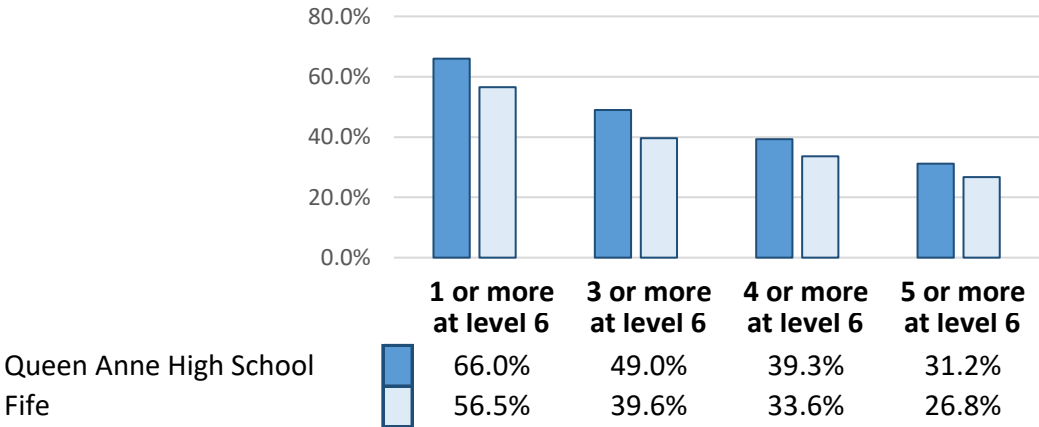
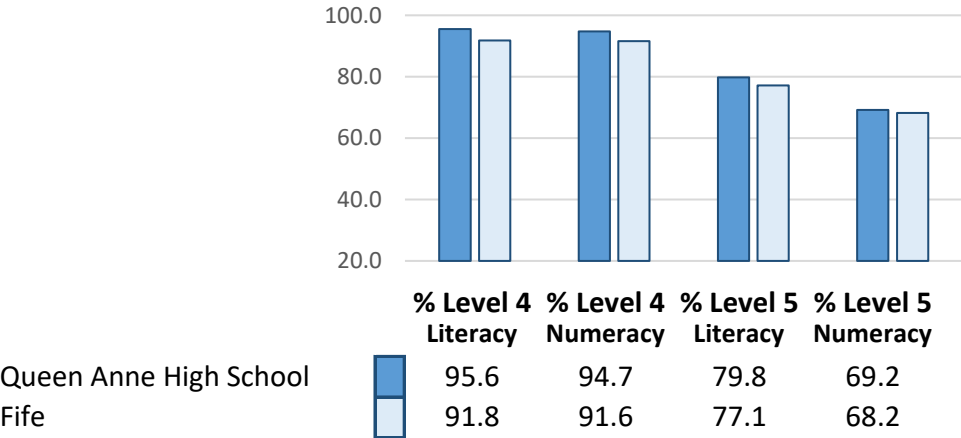
Attainment of school leavers in 2019/20

SCQF level 5 (Grade A-C pass)



Literacy & Numeracy of school leavers in 2019/20

SCQF level 6 (Grade A-C pass)





Whole School Social Context and Attainment and Achievement Report

Session 2019-20

St Columba's R C High School



School

St Columba's R C High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	416	445	861

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2019/20	0	0	0	0	0	0	0	

Estate		
Year	Capacity	Capacity %
2019/20	1069	80.54

Percentage of pupils with FMR

The table below displays the proportion of pupils on the school roll who are registered for free school meals (FMR). Data taken from the annual Healthy Living Survey 2019.

St Columba's R C High School				
2015/16	2016/17	2017/18	2018/19	2019/20
16.70	18.80	19.20	18.50	17.50

Fife				
2015/16	2016/17	2017/18	2018/19	2019/20
16.30	17.00	16.40	16.40	17.10

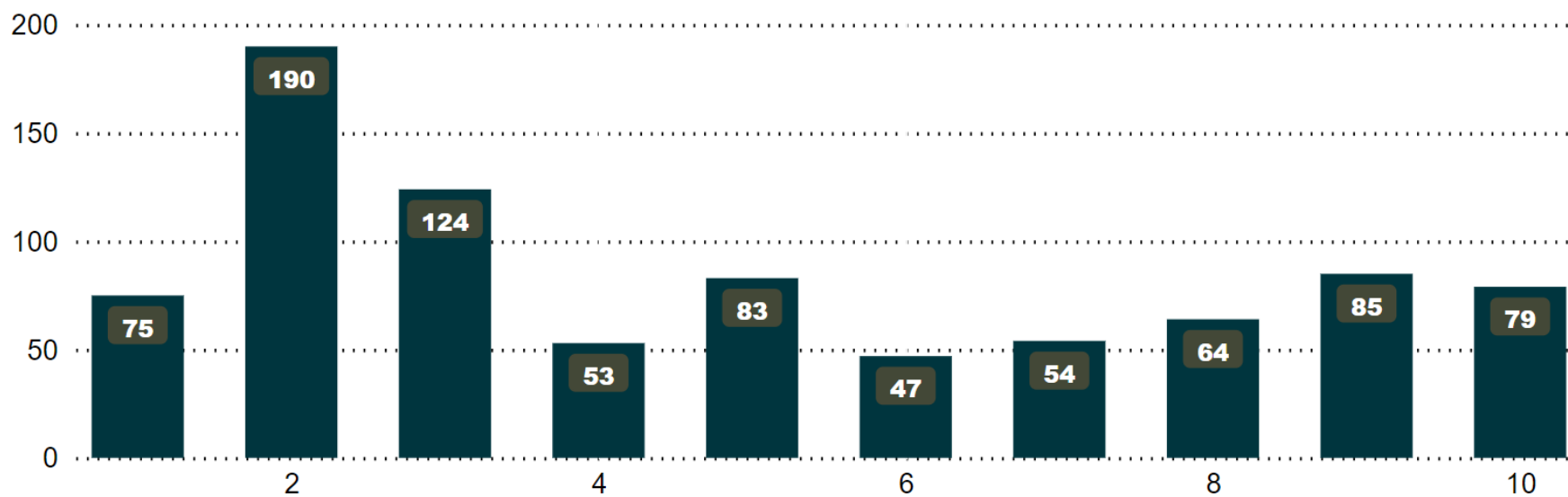
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

St Columba's R C High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



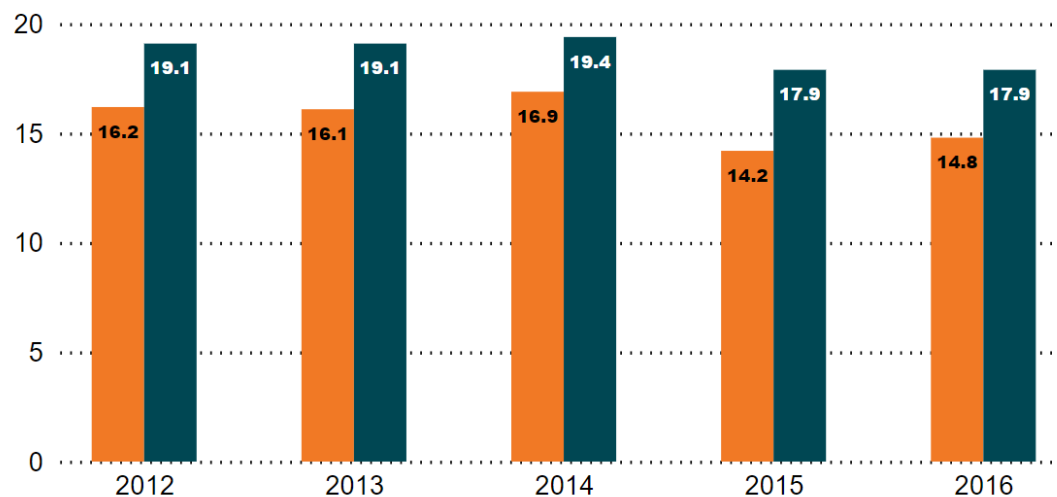
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	75	190	124	53	83	47	54	64	85	79	854

School

St Columba's R C High School

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	16.2	19.1
2013	16.1	19.1
2014	16.9	19.4
2015	14.2	17.9
2016	14.8	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.

S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	80	78	80	88	90

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	69	82	73	68	63

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

St Columba's R C High School

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return.

<u>Attendance and Absences percentages</u>	St Columba's R C High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	91.40	89.34	88.66	89.63	87.46	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	7.11	7.24	7.30	6.92	7.16	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	1.41	3.23	3.92	3.33	5.28	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	50	105	89	88	65	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	146	335	205	211	120	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	1	0	1	2	3	5	3	3	2	3		
Days Excluded per 1000 pupils	6	0	2	6	9	10	6	7	4	6		

School

St Columba's R C High School

Level of English & Additional Support Needs

The following information is taken from the September 2019 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	7
Early Acquisition	
Developing Competence	16
Competent	18
Fluent	19
English as a "first language"	793
Limited Communication	
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	12
Bereavement	8
Communication Support Needs	6
Deafblind	0
Dyslexia	114

Student Need Category	No. of Pupils with Need
English as an additional language	52
Family issues	21
Hearing impairment	10
Interrupted learning	
Language or speech disorder	6
Learning disability	6
Looked after	15
Mental health problems	
More able pupil	0
Other	35
Other moderate learning difficulty	21
Other specific learning difficulty (e.g. numeric)	20
Physical health problem	38
Physical or motor impairment	14
Risk of exclusion	
Social, emotional and behavioural difficulty	38
Substance misuse	0
Visual impairment	7
Young carer	7

Key

 Data has been suppressed due to small numbers

School

St Columba's R C High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
164	155	155


St Columba's R C High School %			
	2016/17	2017/18	2018/19
Positive %	93.9	91.0	96.1
Higher Education %	27.4	29.7	29.7
Further Education %	37.2	31.0	45.2
Training %	3.7	3.9	5.8
Employment %	22.6	24.5	15.5
Activity Agreements %	3.0	1.3	
Unemployed %	6.1	9.0	3.9
Unemployed Seeking %	5.5	8.4	3.2
Unemployed Not Seeking %	0.6	0.6	0.6
Unknown %			

2016/17	2017/18	2018/19
3761	3532	3635

Fife %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.0	92.8	94.4	
Higher Education	35.0	36.5	37.1	
Further Education	33.9	32.9	33.2	
Training	1.9	2.0	3.7	
Employment	19.3	18.4	19.6	
Activity Agreements	1.8	2.0	0.0	
Unemployed	6.5	6.5	5.2	
Unemployed Seeking	5.2	5.0	3.7	
Unemployed Not Seeking	1.3	1.6	1.5	
Unknown	0.5	0.6	0.4	

2016/17	2017/18	2018/19
51300	49748	49760

National %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.9	94.6	95.0	
Higher Education	40.7	41.1	40.3	
Further Education	26.8	26.5	27.3	
Training	2.2	1.9	3.5	
Employment	22.0	22.7	22.9	
Activity Agreements	1.2	1.2	0.0	
Unemployed	5.8	5.0	4.5	
Unemployed Seeking	4.4	3.7	3.1	
Unemployed Not Seeking	1.4	1.3	1.4	
Unknown	0.4	0.4	0.4	

School
St Columba's R C High School 

Initial Leaver Destinations

	2016/17	2017/18	2018/19
No. of Leavers	164	155	155

	2016/17	2017/18	2018/19
	10031	9824	9920

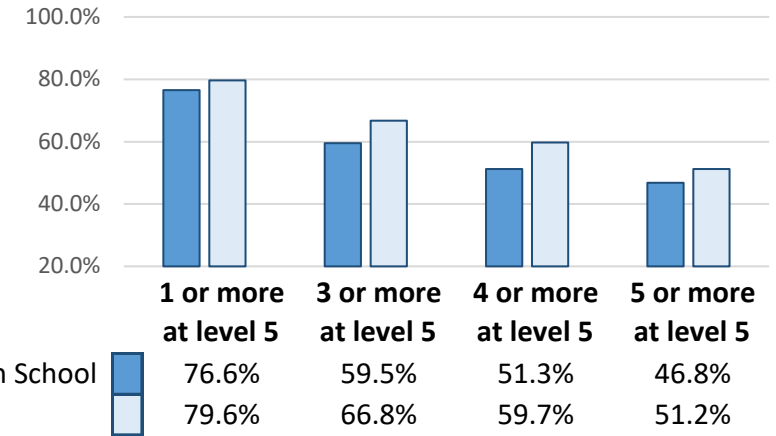
St Columba's R C High School %			
	2016/17	2017/18	2018/19
Positive %	93.9	91.0	96.1
Higher Education %	27.4	29.7	29.7
Further Education %	37.2	31.0	45.2
Training %	3.7	3.9	5.8
Employment %	22.6	24.5	15.5
Activity Agreements %	3.0	1.3	
Unemployed %	6.1	9.0	3.9
Unemployed Seeking %	5.5	8.4	3.2
Unemployed Not Seeking %	0.6	0.6	0.6
Unknown %			

South East Collaborative %			
Category	2016/17	2017/18	2018/19
▲ Positive	93.3	93.9	94.9
Higher Education	38.0	38.6	38.6
Further Education	29.0	27.4	28.2
Training	2.1	2.1	3.0
Employment	21.9	23.6	24.0
Activity Agreements	1.7	1.5	0.0
Unemployed	6.5	5.8	4.9
Unemployed Seeking	5.0	4.4	3.3
Unemployed Not Seeking	1.5	1.4	1.5
Unknown	0.3	0.3	0.5

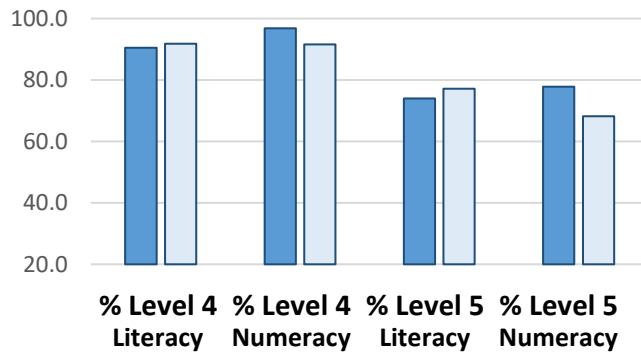
St Columba's R C High School

Attainment of school leavers in 2019/20

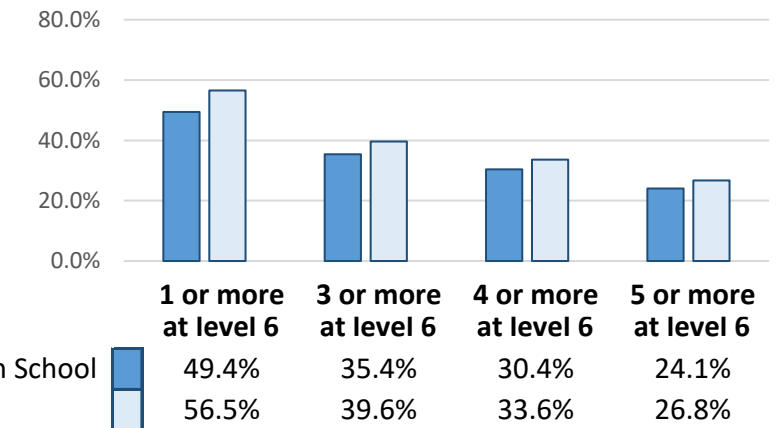
SCQF level 5 (Grade A-C pass)



Literacy & Numeracy of school leavers in 2019/20



SCQF level 6 (Grade A-C pass)





Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Woodmill High School



School

Woodmill High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	667	728	1395

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	Total
2019/20	8	11	9	9	15	13	65

Estate		
Year	Capacity	Capacity %
2019/20	1445	96.54

Percentage of pupils with FMR

The table below displays the proportion of pupils on the school roll who are registered for free school meals (FMR). Data taken from the annual Healthy Living Survey 2019.

Woodmill High School				
2015/16	2016/17	2017/18	2018/19	2019/20
12.80	13.00	12.00	11.70	12.20

Fife				
2015/16	2016/17	2017/18	2018/19	2019/20
16.30	17.00	16.40	16.40	17.10

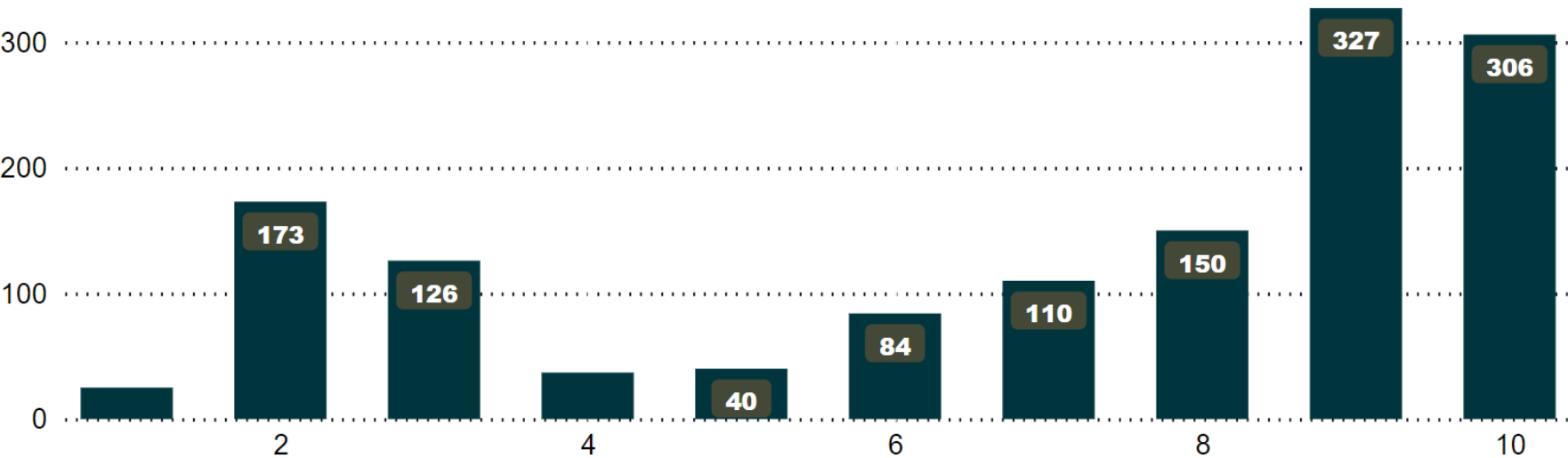
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

Woodmill High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



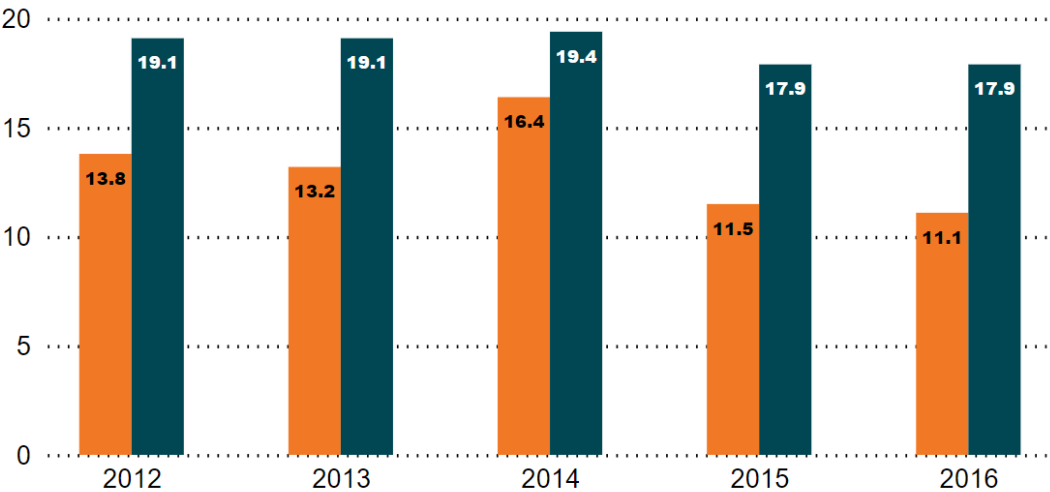
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	25	173	126	37	40	84	110	150	327	306	1378

School

Woodmill High School

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	13.8	19.1
2013	13.2	19.1
2014	16.4	19.4
2015	11.5	17.9
2016	11.1	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	83	88	90

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	63	63	72	71	76

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

Woodmill High School

▼

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return.

<u>Attendance and Absences percentages</u>	Woodmill High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	91.46	90.90	90.68	91.35	89.97	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	5.10	4.96	4.98	4.46	4.10	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	3.38	4.07	4.26	4.14	5.91	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	42	50	52	39	16	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	111	127	123	75	30	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	11	8	11	1	0	5	3	3	2	3		
Days Excluded per 1000 pupils	29	19	24	3	0	10	6	7	4	6		

School

Woodmill High School

Level of English & Additional Support Needs

The following information is taken from the September 2019 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	5
Early Acquisition	
Developing Competence	
Competent	12
Fluent	15
English as a "first language"	1357
Limited Communication	0
Not Assessed	

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	36
Bereavement	
Communication Support Needs	10
Deafblind	0
Dyslexia	99

Key

 Data has been suppressed due to small numbers

Student Need Category	No. of Pupils with Need
English as an additional language	30
Family issues	28
Hearing impairment	10
Interrupted learning	7
Language or speech disorder	26
Learning disability	26
Looked after	31
Mental health problems	5
More able pupil	
Other	15
Other moderate learning difficulty	36
Other specific learning difficulty (e.g. numeric)	44
Physical health problem	35
Physical or motor impairment	38
Risk of exclusion	
Social, emotional and behavioural difficulty	114
Substance misuse	0
Visual impairment	9
Young carer	9

School

Woodmill High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
193	199	210

2016/17	2017/18	2018/19
3761	3532	3635

2016/17	2017/18	2018/19
51300	49748	49760

Woodmill High School %			
	2016/17	2017/18	2018/19
Positive %	92.7	90.5	95.2
Higher Education %	30.6	34.2	45.7
Further Education %	34.7	31.2	33.8
Training %	2.6	1.5	5.2
Employment %	20.2	20.1	10.5
Activity Agreements %	4.1	3.5	
Unemployed %	6.7	8.0	4.8
Unemployed Seeking %	4.7	4.5	2.9
Unemployed Not Seeking %	2.1	3.5	1.9
Unknown %	0.5	1.5	

Fife %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.0	92.8	94.4	
Higher Education	35.0	36.5	37.1	
Further Education	33.9	32.9	33.2	
Training	1.9	2.0	3.7	
Employment	19.3	18.4	19.6	
Activity Agreements	1.8	2.0	0.0	
Unemployed	6.5	6.5	5.2	
Unemployed Seeking	5.2	5.0	3.7	
Unemployed Not Seeking	1.3	1.6	1.5	
Unknown	0.5	0.6	0.4	

National %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.9	94.6	95.0	
Higher Education	40.7	41.1	40.3	
Further Education	26.8	26.5	27.3	
Training	2.2	1.9	3.5	
Employment	22.0	22.7	22.9	
Activity Agreements	1.2	1.2	0.0	
Unemployed	5.8	5.0	4.5	
Unemployed Seeking	4.4	3.7	3.1	
Unemployed Not Seeking	1.4	1.3	1.4	
Unknown	0.4	0.4	0.4	

School

Woodmill High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
193	199	210

Woodmill High School %			
	2016/17	2017/18	2018/19
Positive %	92.7	90.5	95.2
Higher Education %	30.6	34.2	45.7
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Unemployed Seeking %	4.7	4.5	2.9
Unemployed Not Seeking %	2.1	3.5	1.9
Unknown %	0.5	1.5	

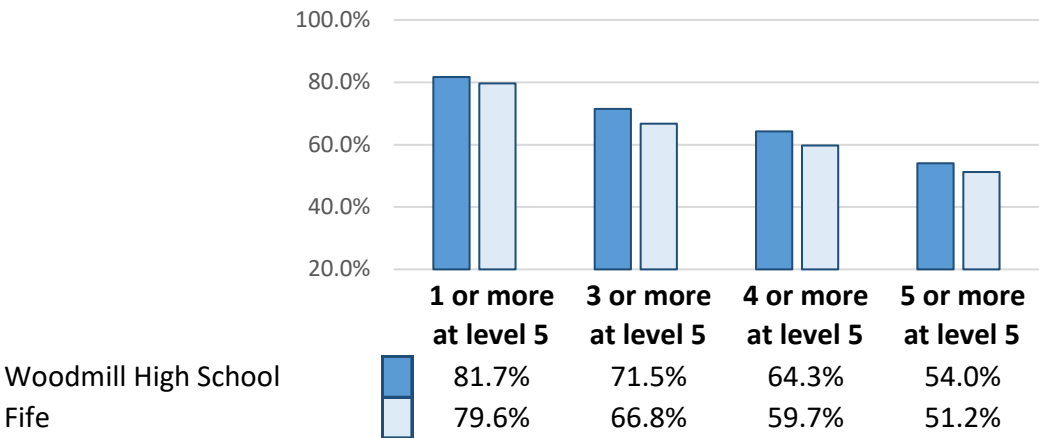
2016/17	2017/18	2018/19
10031	9824	9920

South East Collaborative %			
Category	2016/17	2017/18	2018/19
▲ Positive	93.3	93.9	94.9
Higher Education	38.0	38.6	38.6
Further Education	29.0	27.4	28.2
Training	2.1	2.1	3.0
Employment	21.9	23.6	24.0
Activity Agreements	1.7	1.5	0.0
Unemployed	6.5	5.8	4.9
Unemployed Seeking	5.0	4.4	3.3
Unemployed Not Seeking	1.5	1.4	1.5
Unknown	0.3	0.3	0.5

Woodmill High School

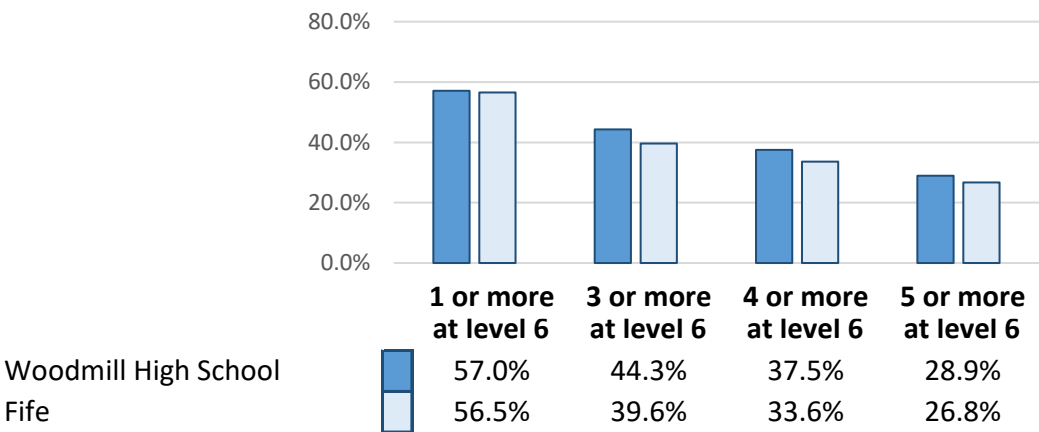
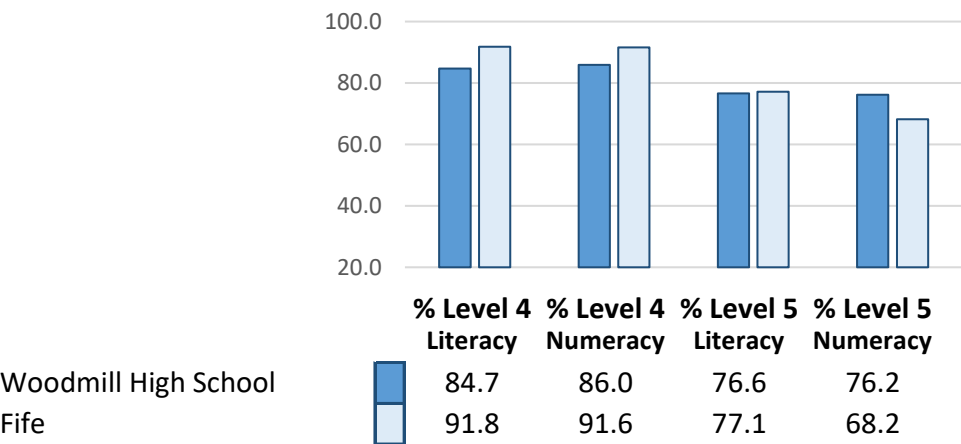
Attainment of school leavers in 2019/20

SCQF level 5 (Grade A-C pass)



Literacy & Numeracy of school leavers in 2019/20

SCQF level 6 (Grade A-C pass)



City of Dunfermline Area Committee of 24 August 2021			
Title	Service(s)	Contact(s)	Comments
Dunfermline Local Area Community Plan Year End Performance 2020/21		Shirley Melville, Andrew Gallacher	
Area Housing Plan and Decentralised Budget - 6 Monthly Update		Alistair Black, Lynne Johnston	
Complaints Annual Performance Report 2020/21		David Thomson-CRM	
Area Capital Programme - 6 Monthly Update		Eleanor Hodgson	
Common Good Annual Report 2020/21		Eleanor Hodgson	

City of Dunfermline Area Committee of 5th October 2021			
Title	Service(s)	Contact(s)	Comments
Suicide Prevention Strategy/Death By Despair Update		Andrew Gallacher	

City of Dunfermline Area Committee of 30 November 2021			
Title	Service(s)	Contact(s)	Comments
Primary School Attainment Update - Dunfermline Area		Gordon Wardrope	

Unallocated			
Title	Service(s)	Contact(s)	Comments
Fife Sports and Leisure Trust Annual Report		Ed Watson	

Unallocated			
Title	Service(s)	Contact(s)	Comments
Carnegie Leisure Centre Remedial Works Update	Assets, Transportation and Environment	Raymond Johnston	
Impact of Motion to Committee to reduce all single carriage roads in Dunfermline to 30mph		Phil Clarke	Follow up report from 9th January meeting as requested by committee.
Children's Services Report for Fife: City of Dunfermline Area		Lynne Garvey-NHS	
Fife Cultural Trust - Annual Report		Heather Stuart	
Pupil Equity Fund Annual Report		Sarah Else	
Settlement Trusts Annual Report		Gillian Taylor	
Early Learning and Childcare Annual Update		Jacqueline Price	
Food Waste Bags Review - Update		Simon Jeynes	
Presentation - Dunfermline Advice Hub/Conduit		Gillian Taylor	
Neighbourhood Plans		Shirley Melville, Gillian Taylor	
Health & Social Care Suicide Prevention Strategy Update			
Pupil Equity Fund - Dunfermline Area		Sarah Else	