

## Education Scrutiny Committee – Blended Meeting

Committee Room 2 (FHM05.002), 5th Floor, Fife House, North Street, Glenrothes



Tuesday, 16 September 2025 - 10.00 a.m.

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### AGENDA

Page Nos.

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **APPOINTMENT OF DEPUTE CONVENER**
4. **MINUTE** – Minute of Meeting of the Education Scrutiny Committee of 20 May 2025. 3 – 6
5. **REPORT ON PROGRESS ON NEURODEVELOPMENTAL ASSESSMENT PATHWAY** – Report by the Head of Service – Education. 7 – 37
6. **EDUCATION DIRECTORATE IMPROVEMENT PLAN UPDATE FOR 2025/26 AND ANNUAL REPORT 2024/25** – Report by the Head of Service – Education. 38 – 47
7. **2024/25 REVENUE MONITORING PROVISIONAL OUTTURN – EDUCATION DIRECTORATE** – Joint Report by the Executive Director, Education and the Executive Director Finance and Corporate Services. 48 – 53
8. **2024/25 CAPITAL PROVISIONAL OUTTURN REPORT – EDUCATION DIRECTORATE** – Joint Report by the Executive Director, Education and the Executive Director Finance and Corporate Services. 54 – 60
9. **2025/26 REVENUE MONITORING PROJECTED OUTTURN – EDUCATION DIRECTORATE** – Joint Report by the Executive Director, Education and the Executive Director Finance and Corporate Services. 61 – 67
10. **2025/26 CAPITAL MONITORING PROJECTED OUTTURN – EDUCATION DIRECTORATE** – Joint Report by the Executive Director, Education and the Executive Director Finance and Corporate Services. 68 – 72
11. **EDUCATION SCRUTINY COMMITTEE FORWARD WORKPLAN** – Report by the Executive Director, Finance and Corporate Services. 73 – 79

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

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9 September 2025

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### **BLENDED MEETING NOTICE**

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

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

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

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

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

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

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

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

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

**20 May 2025**

**10.00 am – 1.00 pm**

**PRESENT:** Councillors Kathleen Leslie (Convener), Lynn Ballantyne-Wardlaw, Auxi Barrera, Aude Boubaker-Calder, Ian Cameron, Rod Cavanagh, Eugene Clarke, Altany Craik, Colin Davidson, Linda Erskine, Louise Kennedy-Dalby, James Leslie, Lynn Mowatt, Alistair Suttie and Daniel Wilson.

**ATTENDING:** Donnie MacLeod, Executive Director, Education Service, Shelagh McLean, Head of Education (Early Years and Directorate Support), Maria Lloyd, Head of Education (Secondary Schools and Specialist Support), Angela Logue, Head of Education (Primary Schools and Improvement Support), Ronan Capon, Active Schools Manager, Stuart Booker, Quality Improvement Officer, Pamela Colburn, Quality Improvement Officer, Nicola Masterson, Quality Improvement Officer, Ryan Hepburn, Education Support Officer, Professional Learning Team, Ali Mitchell, Headteacher, Balwearie High School, Jack Wilson, Depute Headteacher, Viewforth High School, Education Service; Tariq Ditta, Head of Facilities Management Services, Shirley McKie, Service Manager (Hospitality), Facilities Management Service; Emma Walker, Senior Manager, Fife Sports and Leisure Trust; and Diane Barnet, Committee Officer, Committee Services, Legal and Democratic Services.

**APOLOGY FOR ABSENCE:** Councillor John Caffrey.

**128. DECLARATIONS OF INTEREST**

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

**129. MINUTE**

The committee considered the minute of meeting of the Education Scrutiny Committee of 18 March 2025.

Arising from the minute, with reference to paragraph 123 (4) – Attendance Update Report March 2025 – the committee noted that the requested elected member workshop had been delayed until June, details to be advised.

**Decision**

The committee approved the minute.

*Councillor Craik left the meeting at 10.24 am and re-entered the meeting at 10.39 am, during consideration of the following report.*

### 130. DESTINATIONS OF SCHOOL LEAVERS

The committee considered a report by the Head of Education Services providing an update on the destinations of school leavers from Fife schools. The report also provided an overview of the range of strategies being developed to support the council's key priority - to improve the rates of initial and sustained destinations - and the ongoing work of Developing the Young Workforce (DYW) to support this.

#### **Decision**

The committee:-

- (1) noted the progress and next steps of the DYW workstream as detailed in the report;
- (2) congratulated secondary schools on their improving trend in this area of work;
- (3) agreed that ward members were encouraged to engage with workshops on attainment and to ask about school positive destinations related work;
- (4) agreed to delegate to the Convener to reprise a previously established young carers working group (originally comprising representatives from the Education Service (including primary and/or secondary school head teachers), Fife Young Carers and committee members; and
- (5) requested a committee visit to Levenmouth Academy in August/September was arranged to talk to staff and pupils about initiatives towards improved performance relating to positive destinations.

*Councillor Davidson left the meeting at 11.02 am and re-entered the meeting at 11.11 am, during consideration of the above item.*

### 131. SWIMMING FOR CHILDREN AND YOUNG PEOPLE

The committee considered a report by the Executive Director, Education Services detailing future options for supporting swimming for children and young people across Fife, based on the work of the Swimming Working Group established following the committee's meeting on 17 September 2024.

#### **Decision**

The committee:-

- (1) considered the suggested swimming offering for children and young people in Fife;
- (2) considered the detailed breakdown of pupil numbers and associated costs for both the assessment of non-swimmers (two options) and the provision of swimming activities across a P5 year group (five options);
- (3) considered the next steps outlined in the report; and



- (4) agreed to recommend to the Cabinet Committee that they request that the Education Service provide the necessary business cases for the options detailed in the report, for its consideration, with a view to including proposals in the budget process for the following year.

*Councillor Davidson left the meeting following consideration of the above item.*

*The committee adjourned at 11.52 am and reconvened at 12.02 pm.*

### **132. SCHOOL MEALS REVIEW**

The committee considered a report by the Head of Service, Facility Management Services, providing an initial outline report on the provision of school meals in Fife – as a result of a referral for scrutiny from the Cowdenbeath Area Committee at its meeting on 28 February 2024.

#### **Decision**

The committee:-

- (1) scrutinised the contents of the report, requesting clarification on various aspects of school meal provision and related legislation, including calorific value; portion size and choice; ingredient and nutritional information (including for specific dietary requirements); procurement, local suppliers, ethics, labelling, country of origin and promotion of locally produced seasonal fruit and vegetables; pupil awareness of entitlement to two-course meal; meal popularity and so on;
- (2) acknowledged that the service would continue to consult with stakeholders and other local authorities on school meal provision and explore the possible flexibility of legislation, regulations and guidance to make changes locally;
- (3) agreed that the Convener, on behalf of the committee, would write to the Cabinet Secretary for Education and Skills, Scottish Government, requesting a review of school meal portion sizes and calorific value from nursery through to senior phase; and
- (4) acknowledged an open invitation to elected members to attend their local school to experience school meals and that consideration was given to the provision of that day's menu choice for elected members to experience in the Fifer Restaurant, Fife House on the day of a Fife Council meeting.

*Councillor Wilson left the meeting during consideration of the above item.*

### **133. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PLAN**

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

**Decision**

The committee:-

- (1) noted the workplan and suggestions were invited from members of the committee for future areas of scrutiny;
- (2) in relation to an update report on the progress on Neurodevelopmental Assessment Pathway, currently 'unallocated', agreed, in the interim, to receive an update via an elected member briefing.

16 September 2025

Agenda Item No. 5

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## Report on Progress on Neurodevelopmental Assessment Pathway

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**Report by:** Maria Lloyd (Head of Service, Education)

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**Wards Affected:** All

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### Purpose

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This report provides an update on the progress of the Neurodevelopment pathway roll out across Fife since August 2024. This follows on from pilot work carried out in the West of Fife prior to the full roll out. The report provides a brief overview of the work undertaken to date, including support for education staff and families, an evaluation of how the pathway is currently functioning and data related to this, with some next steps.

### Recommendations

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The Education Scrutiny Committee is asked to:

1. Scrutinise the progress made on the roll out of the Neurodevelopment Assessment Pathway across Fife
2. Support proposed next steps
3. Request an Elected Member briefing for all councillors in August 2026

### Resource Implications

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There are no new resource implications arising from this report. There is ongoing funding awarded by the council for annual support of £100,000 via Health and Social Care to support this ongoing work, specifically to support children, young people and their families.

The Educational Psychologist (EP) service has benefited from an increase to staffing equating to 5.5fte from £500,000 fund issued in April 2024 by the council, with one aspect requested by the council to support the full roll out of the ND Pathway.

### Legal & Risk Implications

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There are no direct legal implications, although there is a risk associated with not meeting the needs of children and young people which could result in lost learning or placements in provisions out with the Local Authority.

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

## 1.0 Background

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- 1.1 In August 2024, the Fife Neurodevelopmental Pathway (NDP) was launched across the whole of Fife, following a successful pilot in the West of Fife operated from October 2021 – August 2024. Crucially this replaced the previous, separate assessment pathways for Autism (Autism Assessment Pathway), ADHD (ADHD Assessment Pathway), Learning Disability (LD Pathway). The initial pilot was funded by the Scottish Government, after a successful bidding process by Fife education service.
- 1.2 There have been a number of previous committee reports on this, including in November 2023 [Report on the Progress on Neurodevelopmental Assessment Pathway](#)  
  
This current report is focused on the implementation of the roll out from August 2024 until June 2025. A recent article written by one of the initial co-leads of the ND Pathway in Fife, Dr Audrey Espie) was published in October 2024 in a peer-reviewed journal, which demonstrates the success of the pilot and recognition across Scotland (see 'Background and relevant document' section for reference).
- 1.3 It is important to note, that unlike the previous assessment pathways which focused solely on assessment and diagnosis, the new Neurodevelopmental Pathway also offers appropriate support and signposting to school staff, health professionals, children/young people and their families.

## 2.0 Rationale for change of process

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- 2.1 The launch of the ND Pathway in Fife is a unique collaboration between Health and Education, designed to transform both the method of seeking support and the focus on offering direct advice and strategies to families rather than simply looking to describe children's difficulties using diagnostic labels.
- 2.2 The previous system was a multi-referral approach based on what parents and often school professionals felt the neurodevelopmental condition impacting the child was, e.g. autism, ADHD, Learning Disability. This single condition pathway approach had several disadvantages including; inconsistent referrals, long waits for assessment and families waiting for offers of support which weren't resolved even when diagnosis was the outcome for the child.
- 2.3 Contrary to common public perception, education and health service support does not rely on diagnosis for neurodevelopmental conditions, although there are some medical exceptions, for example, in the case of medication options related to one particular neurodevelopmental condition (ADHD).

Within this system, we encountered a range of challenges, including:

- Concern that the burden of workload was increasing for school staff
- Common misconception that support is only provided to children after diagnosis

- Variable quality of referral information
  - Long waiting times for diagnosis/support
  - Lack of impactful support for families alongside diagnostic assessment, where agreed as appropriate
- 2.4 The Fife NDP is a multi-agency pathway, which can provide specialist support for children and young people where there are concerns about the impact of neurodevelopmental conditions such as Autism, ADHD, or Learning Disability (LD). It has been designed to focus on thorough, early contextual assessment and evidence gathering. **See appendix 1.**
- 2.5 One part of the aim was to change the mindset and make sure that support is offered and provided based on need, rather than diagnosis, and all children and young people should have access to the support they require, regardless of whether or not they have a diagnosis.

## 3.0 Roll out across Fife

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### What we did

- 3.1 Information and the evaluation from the West area pilot, allowed for any design and practical problems to be addressed. Due to the feedback received, there were changes made to the pathway to streamline the workload implications for school staff and improve the quality of 'Requests for Assistance' (RfAs).
- 3.2 The process has moved from the concept of 'referral', which only allowed for one pathway to be assessed at a time, to a Request for Assistance, with an enhanced support offer for families and professionals prior to RfA and as an outcome of the initial case discussion (referred to as Neurodevelopmental Triage Meeting).

### Multi-agency training strategy

- 3.3 In order to be successful, a joint training strategy was developed across health and education. This was followed by a multi-agency information session aimed at health and education staff who would access the pathway. The sessions aimed to give professionals an overview of the Neurodevelopmental Pathway and how to use it. These sessions were attended by over 500 professionals across education, social work and health and those who participated provided lots of helpful comments and questions.
- 3.4 Alongside these sessions, a universal professional learning resource to support education staff's understanding of neurodevelopment and neurodivergence was launched. This has been made available to all education staff.

### Follow-up information sessions

- 3.5 A number of schools have received follow-up information sessions on the ND Pathway from their school link Educational Psychologist.
- 3.6 Follow-up information sessions have also been delivered to a range of professionals supporting children and families in the early years, including Health Visitors.
- 3.7 Information has also been shared with some third sector agencies who work with parents and families who are querying whether their child may have a neurodevelopmental difference (e.g Fife Gingerbread).

### **The process for professionals including triage**

- 3.8 If a child or young person is developing differently, in a way that is causing them significant difficulties, the team around that child may start gathering information and considering supports and interventions which could reduce the difficulties they are facing. It is important that robust contextual information is gathered over time and supports are considered and implemented before making a Request for Assistance to the Fife Neurodevelopmental Pathway. If, after following all the steps above, concerns continue to exist and the team around the child (including the child themselves) agree that further specialist support and assessment would be appropriate and helpful, a professional member of that team can complete a Request for Assistance to the NDP.
- 3.9 Once a Request for Assistance to the NDP has been submitted (including other relevant documents which demonstrate the assessment carried out and supports already in place), it is screened and then sent to a multi-agency professional team who review the documents and decide on the most appropriate next step, as part of a triage process. There are two triage meetings each week - one is attended by health professionals only and one is attended by professionals from health and education (Educational Psychologists, Supporting Learners Service (SLS) Head Teacher and ASIST team members).

Actions following NDP triage may include:

- Identified specialist support for child / family
- Identified specialist support for professionals
- Request for Assistance / involvement from other services
- Onward specialist assessment of a neurodevelopmental condition such as Autism, ADHD and/or a Learning Disability.

### **Launch of parent and professional helplines**

- 3.10 Acknowledging from the pilot, work with other agencies and those with lived experience, that families need ongoing support. In August 2024, two helplines have been set up and are running twice a week to support parents/carers and professionals seeking support and advice around the pathway process, or how to support a child presenting with neurodevelopmental differences. These helplines remain under review by our NHS colleagues and have recently been simplified to merge into one single phonenumber that parents and professionals can both use to access advice. [Mood Cafe | Welcome to Fife's Neurodevelopmental Hub](#). From 1 June 2024 - 21 August 2025, **1,490** calls have been received. **1,111** of these have been to the parent/carer helpline and **379** calls to the professional enquiry line.

## **4.0 Governance, current funding and new integrated ND Pathway Co-ordinator**

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- 4.1 Since 2021 a ND Strategic Governance Oversight group has been operating, led by HoS Education with a range of other professionals and organisations including Autism Scotland. This group's ongoing role is to identify and respond to key priorities related to ND in Fife. A key priority this group is working towards is to support the implementation of 'The Specification' [Children and young people - national neurodevelopmental specification: principles and standards of care](#).

Originally this group met every 2 weeks, then every 4 weeks as evaluation and analysis work was in early stages. Due to the success of the pilot and ND pathway being rolled out, the group now meet formally twice annually, with sub meetings in between. The expectation being that all services are supporting this work in their own areas and reporting back to the Oversight groups.

- 4.2 The Oversight group also decides on any monies and their distribution. Currently the group are progressing access to part of the £100,000 of Fife Council monies given to support ND Pathway to Health and Social Care. In its first few years, it had been used to support a separate Test of Change within Health and Social Care. In Sept 2023, education had accessed £28,000 of this total fund for specialist input from ASIST, with further financial support given to an advice helpline for families run by the Children and Young Peoples's Neurodevelopmental Team (approx. 25,000 annually).
- 4.3 In January 2025, an Integrated Neurodevelopment Pathway Co-ordinator (NDPC) was appointed to oversee the work at a cost of £43,500 p.a. (25/26). This is in addition to the funding for the advice helpline above. Currently the ND Strategic Oversight Group (Council and NHS Fife) allocated are considering the allocation of the remaining funding for this financial year.

**Co-ordinator role/remit: -**

- Supporting the multi-agency project leads, for example, by organising and attending all triage meeting and distributing information for consideration in advance
- Reviewing case notes and RfAs before triage meeting and checking information on Health and Education systems to support discussions
- Administrative processing for the Requests for Assistance (RfAs) when they are first submitted by the requester
- Collating core data in relation to RfAs, triage/meeting outcomes and use of the helplines, and generating data reports to identify trends and volumes relating to the Pathway
- Actively building relationships with school staff and other professionals/agencies
- Answering any general queries which are received on the NHS Fife NDP email inbox regarding the progression of specific cases
- Two-way email communication with schools, link EPs and other professionals involved.

The appointment of a ND coordinator has made a significant impact on the efficiency and sharing of information across health and education staff, which has allowed for effective record keeping and information to be communicated with families, schools and clinician teams around support outcomes and offers. The coordinator is core to the Triage meeting process.

## **5.0 Data analysis for year 1 full rollout across Fife**

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- 5.1 Key interim data is highlighted in **Appendix 2**. A full review of the first year of the Neurodevelopmental Pathway in Fife will be carried out alongside NHS Fife colleagues.

- 5.2 This data from NHS Fife has allowed an initial review by Educational Psychology service of some particular data fields which are particularly relevant to this committee.

The process of analysing a more detailed data set alongside NHS Fife for the first full year of the Fife NDP will be undertaken in early September 2025. There are a range of data fields that we are interested in examining and these are set out in our evaluation framework (**Appendix 3**).

- 5.3 Data from screening and triage is being gathered to support the understanding of the effectiveness of these processes and potential next steps that need to take place. Current data is that the total number of RfAs from August 2024 until the end of June 2025 was 1656. On average there are 22 RfAs being discussed at Triage each week. The current wait time between RfA submission and Triage is around 26 weeks.

However, professionals and families can access support while they wait, through the ND parent /carer and professional helpline which is signposted on initial receipt of the RfA.

The data indicates that the rate of growth of the number of Requests for Assistance (RfAs) to the pathway through the year peaked at the end of June this year from both education and health sources. The rate of RfAs being received increased during the year which could be indicative of referrers taking time to gather quality evidence prior to seeking specialist help, it could also be due to increasing levels of confidence and experience in the new system, as the quality of referral has improved during the rollout.

The figure of 20% of RfAs where the response was a direct offer of support rather than a child being routed for a diagnostic assessment (see Appendix 2, slide 7) is a considerable change from the previous system where referrals equated only to a request for diagnosis.

- 5.4 Primary schools made the greatest number of RfAs on behalf of children (61%), followed by Secondary schools (30%) and pre-school settings (4%). The distribution of RfAs across primary School year groups has been relatively level, with some evidence of higher rates of support requested in P3 and P7. The higher levels of support requested in secondary schools come during S1 and S2.
- 5.5 The length of wait for Triage (i.e. from the point of RfA being submitted to the point at which the request is viewed by the Triage team) has grown during the year for both the health-only Triage meeting and the Multi-agency Triage meeting (which includes education staff). A discussion with health colleagues about the pattern of a gradually growing gap between RfAs being made and the Triage meeting date to consider the case, is planned as part of the evaluation meeting in August this year.
- 5.6 It is encouraging that 96% of all RfAs have so far met the screening criteria set, to ensure high quality requests for support are being made with the appropriate background information. This could be taken as evidence that our preparation, documentation design and training for professional staff has resulted in positive outcomes for the families/pupils who had RfAs submitted this academic year.
- 5.7 In terms of outcomes of Triage, 49% of cases have been routed for diagnostic assessment via existing health routes, 31% were routed for 'POCs' (these are shortened diagnostic meetings for cases which meet certain criteria related to urgency or complexity) and 20% of children/families were offered support which didn't involve diagnostic assessment.



Approximate length of wait for diagnostic assessment for cases routed via the ND pathway in Fife is reported to currently be:

- Autism - 18 months
- ADHD – 12 months
- Learning Disability – 6 months

- 5.8 The slide headed ‘Supports offered at Triage’, (**Appendix 2**), highlights the range of supports being offered to both professionals and families in Fife as a result of the Neurodevelopmental Pathway Triage meetings during the last year.
- 5.9 In terms of the quality of RfAs being made by education and health teams, 96% of RfAs met the screening criteria whilst 87 required further information from the referrer.

## 6.0 Summary of Next Steps and Conclusion

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- 6.1 A full data analysis review to take place to agree and evaluate what the data tells us about year 1 and what steps we need to consider for year 2.
- 6.2 An evaluation framework has been developed to support the ongoing review of the pathway. This will include seeking views and feedback from a range of stakeholders including views of families project and subsequent work to explore the views of children and young people.
- 6.3 Regular ongoing multi-agency evaluation meetings to review pathway implementation.
- 6.4 Ongoing EP and Supporting Learners Service (SLS) representation at weekly multi-agency triage meetings and at the multi-agency Children and Young People NDP Steering Group.
- 6.5 Ongoing support for schools and colleagues (e.g. training, link EP support and advice).
- 6.6 Information sharing protocols between education and health are being reviewed to ensure shared understanding of the nature of requests, timescale for response and how to ensure a standard level of content to support ND assessment.
- 6.7 A multi-agency research project is currently being developed to explore the views of families on the strengths, gaps and priorities in supports currently available, and those offered through the ND Pathway (Phase 1). It is hoped that the findings from this will inform the development of the menu of supports which can be drawn upon at triage, offering families the right support at the right time. The project team are also considering ways to meaningfully engage children and young people with the project in the hope their views and experiences can also improve service delivery (Phase 2)

## **Glossary of Terms**

<b>Term</b>	<b>Definition</b>
Autism	A lifelong neurodevelopmental condition that affects the way a person communicates, interacts and processes information
ADHD	A lifelong neurodevelopmental condition which impacts on attention, concentration, processing of information
Child's Plan	Multi-agency planning document for children with wellbeing concerns – outcome of Wellbeing Pathway
GIRFEC	Getting it Right for Every Child
Neurodevelopment	Brain development over time
Neurodevelopmental Assessment	Specific assessment when concerns about wellbeing or development are noted (usually in childhood)
Neurodevelopmental Conditions	A range of conditions caused by differences in how brains have formed or developed
Neurodiversity	Includes everyone whether 'neurotypical' or 'neurodivergent'
Neurodivergent	A term used to describe someone whose brain, thought processes and/or cognitive abilities, differs from those who are neurotypical
Neurotypical	A term used to describe someone whose brain typically functions and processes information in the way society expects
Test of Change	A project measured with data over time to gauge effectiveness. Commonly used within NHS Fife as a descriptive term for a project/trial
Wellbeing Pathway	The process used as part of GIRFEC to ensure assessment and intervention for children with wellbeing concerns is supported by professionals alongside families and children

## **List of Appendices:**

1. Fife Neurodevelopmental Pathway for Children and Young People (Guidance)
2. Key Data
3. NDP Evaluation Framework

## **Background and relevant documents**

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

- Initial report [Agenda-and-Papers-Education-and-Childrens-Services,-Health-and-Social-Care-Scrutiny-Committee-9th-February-2020.pdf](#)
- Previous scrutiny report to council committee (also see 1.3 of this report).
- [Agenda and Papers for Meeting of Education Scrutiny Committee of 24 January 2023](#)
- The Specification' [Children and young people - national neurodevelopmental specification: principles and standards of care](#) .
- A 'Neurodiversity' page on the Fife Council Intranet. There are a range of documents that have been created to support staff accessing the pathway including:

- ND Pathway information session recording
- 'Frequently Asked Questions' document
- Parent/carer Leaflet
- Leaflet for Children and Young People
- ND Pathway Request for Assistance Form.
- The [Neurodevelopment GIRFEC](#) weblink-provides open-access information on neurodevelopment and the assessment pathways in Fife, primarily to parents and carers, however, it is also designed to be supportive for professional staff. The website also signposts parents and carers to sources of further support.
- A recent article written by one of the initial co-leads of the ND Pathway in Fife, Dr Audrey Espie) was published in October 2024 in a peer-reviewed journal, which demonstrates the success of the pilot and recognition across Scotland.

**Child Neurodevelopmental Services – How do we do it differently?** Published by 'Clinical Psychology Forum', Vol 381, Oct 2024

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## Appendix 1



### **FIFE C/YP NEURODEVELOPMENTAL PATHWAY** **INFORMATION FOR PROFESSIONALS**

#### **What is the Fife C/YP Neurodevelopmental Pathway?**

The Fife Neurodevelopmental Pathway is a multi-agency pathway which can provide specialist support for children and young people where there are concerns about the impact of neurodevelopmental conditions such as Autism, ADHD, or Learning Disability (LD). It has been designed to focus on thorough, early contextual assessment and evidence gathering.

In Fife, support is based on need, rather than diagnosis and all children and young people should have access to the support they need, regardless of whether they have a diagnosis. In some instances, young people may identify questions themselves about their own neurodevelopment, which they can routinely raise as part of the Child Wellbeing Pathway.

#### **What are the possible outcomes of the Fife Neurodevelopmental Pathway?**

- Identified further support for child / family
- Identified further support for professionals
- Request for Assistance / involvement from other services
- Identification of a neurodevelopmental condition

#### **What is Neurodevelopment?**

Neurodevelopment refers to the way the brain builds and organises itself and how it works in our everyday life. Everyone's brain develops slightly differently – this is part of what makes us unique and gives each of us different strengths. All children develop differently, and differences do not always have to be a problem. Although neurodevelopmental conditions are lifelong, many children and young people get the help and support they need from their parents/carers, wider family, school and community without the need for a specific diagnosis.

#### **What should I do as a professional if I have queries about neurodevelopment?**

If a child is developing differently, in a way that is causing them significant difficulties, the team around that child may start gathering information about the child and considering supports and interventions which could reduce the difficulties they are facing. It is important that robust contextual information is gathered over time and supports are considered and implemented, before making a Request for Assistance to the Fife Neurodevelopmental Pathway. The process will take time and we understand that parents and carers may feel anxious about this. It is important to let them know that supports to reduce the difficulties the child is facing can and should be put in place prior to the Request for Assistance. Parents and carers can also access a wide range of supports themselves should they feel that this would be helpful:

- Parent Neurodevelopmental advice line
- [Neurodevelopmental support available | GIRFEC \(fife.scot\)](#)
- [Mood Cafe | Welcome to Fife's Neurodevelopmental Hub](#)
- [Home - Access Therapies Fife NHS \(scot.nhs.uk\)](#)
- NHS phone lines (Occupational Therapy, Speech and Language Therapy, Physiotherapy)

If a team around a child has concerns about the impact of a child's neurodevelopment on their daily life and wellbeing, they should:

- Continue to carry out ongoing and proportionate assessment of wellbeing over time.
- Ensure that concerns are collaboratively explored and actions are agreed e.g. through regular review meetings with parents/carers (these discussions should be recorded using an appropriate format e.g. wellbeing meeting minute template, school review meeting template or ND Pathway Meeting Minute Template).
- Consider using the Dimensions Tool to help you explore concerns in more detail.
- Implement supports and interventions and review these regularly (recorded on Summary of Support or Child's Plan ([Resources and publications | GIRFEC \(fife.scot\)](#)))
- Offer relevant support and information to the child and family according to need (not diagnosis) (see above).
- Professional enquiry lines (Occupational Therapy, Speech and Language, Physiotherapy).
- ND Professionals enquiry line, open to all professionals.
- Consider whether a Request for Assistance to another service or agency is required.
- Gather the child or young person's views.

If, after following all the steps above, concerns continue to exist and the team around the child (and the child themselves) agree that further specialist support and assessment would be appropriate and helpful, a professional member of that team can complete a Request for Assistance. The Request for Assistance form should be completed and submitted to [fife.ndpathway@nhs.scot](mailto:fife.ndpathway@nhs.scot) alongside other relevant documents you have used to gather information over time (e.g. minutes of a recent meeting, Fife Summary of Support document or Child's Plan, Dimension's Tool report). If you need further support to navigate the pathway, support documents can be found on the relevant Fife Council and NHS Fife Intranet pages. If you are a member of school staff, you can also seek support from your link Educational Psychologist. The flowcharts shown below may also support.

Once the Request for Assistance has been submitted (including other relevant documents) a multi-agency professional team will review the documents and decide on the most appropriate next steps.

# FIFE MULTI-AGENCY CYP NEURODEVELOPMENTAL PATHWAY

## 1. RECOGNITION OF NEED FOR ADDITIONAL SUPPORT

### Stage 1 'menu' of supports for signposting:

#### For parent / carers

- Parent/carer advice phone lines
- Online resources
- Access Therapies

#### For education staff

- Professional enquiry phone lines
- Educational Psychology consultation

#### For health staff

- Professional enquiry phone lines

Recognition of possible neurodevelopmental difference which is causing concern



Nature of concern(s) and the supporting assessment to be discussed with the Team Around the Child (TATC) who know the child well, including:

Who has concerns?

What supports have been tried?

What difference have the supports made?

Is further additional support required?

A diagnostic conversation will be appropriate in some circumstances.

This can happen at any stage in the process.

Where **concerns are noted in school**, a meeting should take place with parents/carers to discuss concerns, impact, and agree supports, strategies, and possible next steps. In line with Fife guidance, a Child's Plan or 'Summary of Support' should be used to record this plan. A date to review the impact of supports should also be agreed.

Where there are **no concerns identified in school**, information about home and community-based difficulties should still be recorded in a minute of a meeting and signposting should be provided to appropriate stage 1 home and community-based supports.

In line with **Child Wellbeing Pathway processes**, concerns and the impact of supports should be monitored and reviewed by the professional who has identified the need for additional support.

YES

## 2. REQUEST FOR ASSISTANCE TO CYP ND TEAM

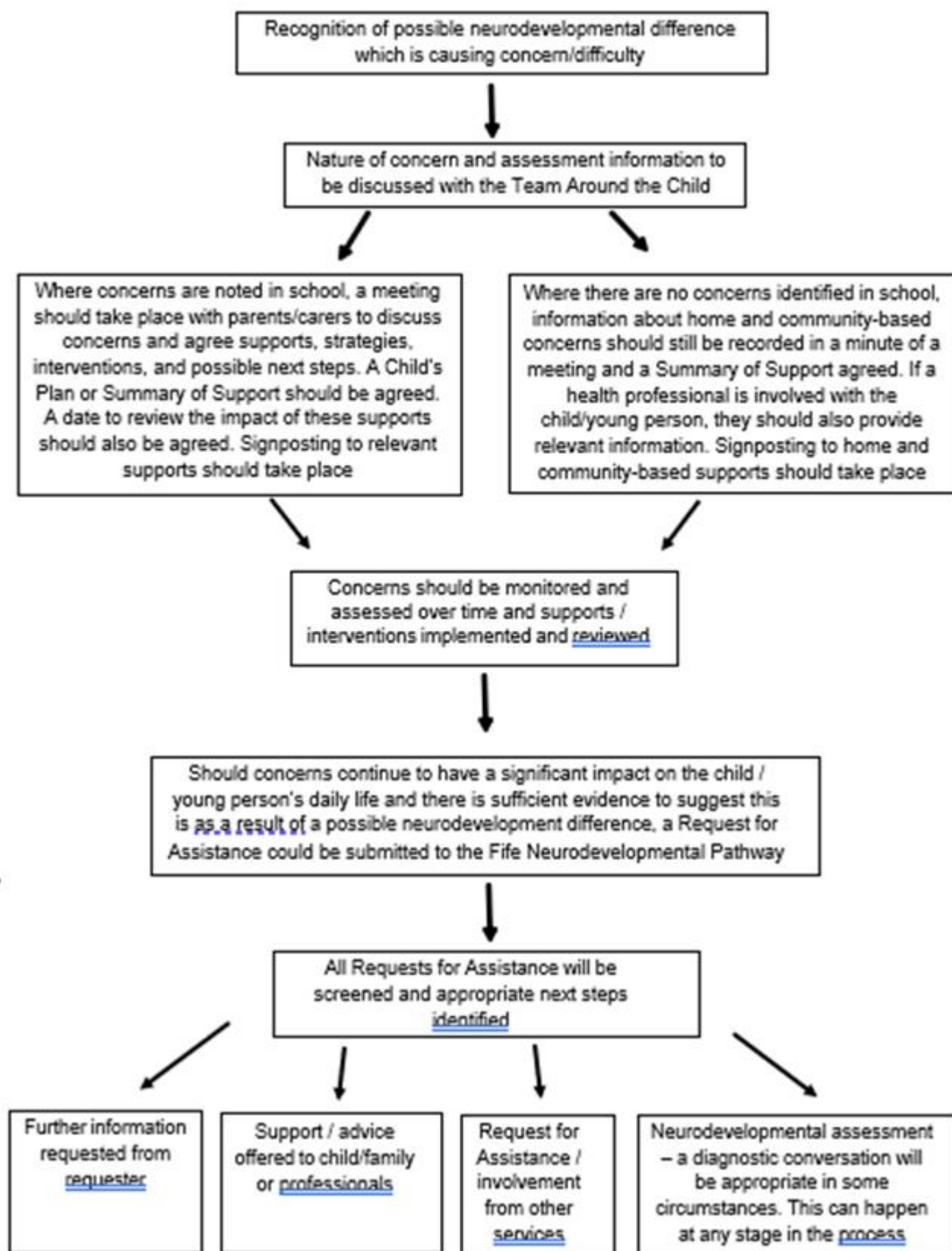
Should concerns continue to have a significant impact on the child / young person's daily life and there is sufficient evidence across different environments to suggest this might be because of a possible neurodevelopment difference, a **RfA for specialist involvement / support from the ND team should be actioned by the named person for the child / young person or the professional who has identified the need for additional support.**

Information in the **RfA** form should make it clear:

- What the concerns are
- Who has the concerns
- Where have the concerns been observed (e.g. home, school and/or community)
- Impact of the concerns
- Prior support and the professionals involved



### Fife Neurodevelopmental Pathway – Flowchart for Professionals



This form should be completed and returned to [fife.ndpathway@nhs.scot](mailto:fife.ndpathway@nhs.scot) alongside any relevant documents.

**I am confident that the steps outlined below have been followed before submitting this request:**

- Assessment of the child/young person's needs has taken place over time.
- Concerns have been collaboratively explored and actions agreed.
- If I am a health professional, I have sought information from education and included this.
- If I am an education professional and I know there is a health professional involved with the young person, I have sought information from them and included this.
- Supports and interventions aimed at reducing barriers to learning and engagement have been implemented and reviewed over time.
- Relevant support and information has been offered to the child and family according to need (not diagnosis).

**I have discussed the following with the child/young person and their parents/carers:**

- Support is not diagnostic dependent and the child/young person/family should have access to appropriate support.
- The pathway can take time, so continuing with any support that is already in place is important.
- If the Neurodevelopmental Team are unable to reach a decision about the next steps for the child/young person, they may suggest allowing some time to pass before further actions are agreed.
- Making a Request for Assistance to the Neurodevelopmental Pathway process does not indicate that a specific pathway is being followed or that a diagnosis will definitely be provided.

### PERSON MAKING THE REQUEST FOR ASSISTANCE:

Name:	
Designation:	
Email address:	
Telephone number:	
<b>Parent/Carer and Child Consent</b>	
I give my permission for information to be gathered from professionals my child has already been involved with or who are consulted as part of the information gathering process (including public, private and third sector health, education, and care provision). Yes <input type="checkbox"/> No <input type="checkbox"/>	
I give permission for the gathered information to be shared with other involved professionals (including public, private and third sector health, education and care provision). Yes <input type="checkbox"/> No <input type="checkbox"/>	



Name		Date	
Parent/carer signature		Relationship to child	
<b>Child consent</b> - Children <b>aged 12 or older</b> are required to give informed consent, unless not capable of doing so			
Signature of child		Date	
OR reason child over 12 is not capable of consenting			

Child's Name		DOB/CHI	
Names of Parents/Carers			
Address and Postcode			
Home Telephone		Mobile No.	
Educational Placement		Year Group/Stage	
GP Practice and Address			
Is the child looked after or accommodated, or in kinship care?		Is the child on the Child Protection Register?	
Social Worker details (if known to Social Work)			

Reason for Request for Assistance and background information			
Who initiated this Request for Assistance?   Have they provided evidence to support this RfA?			
		Yes	No
Nursery staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

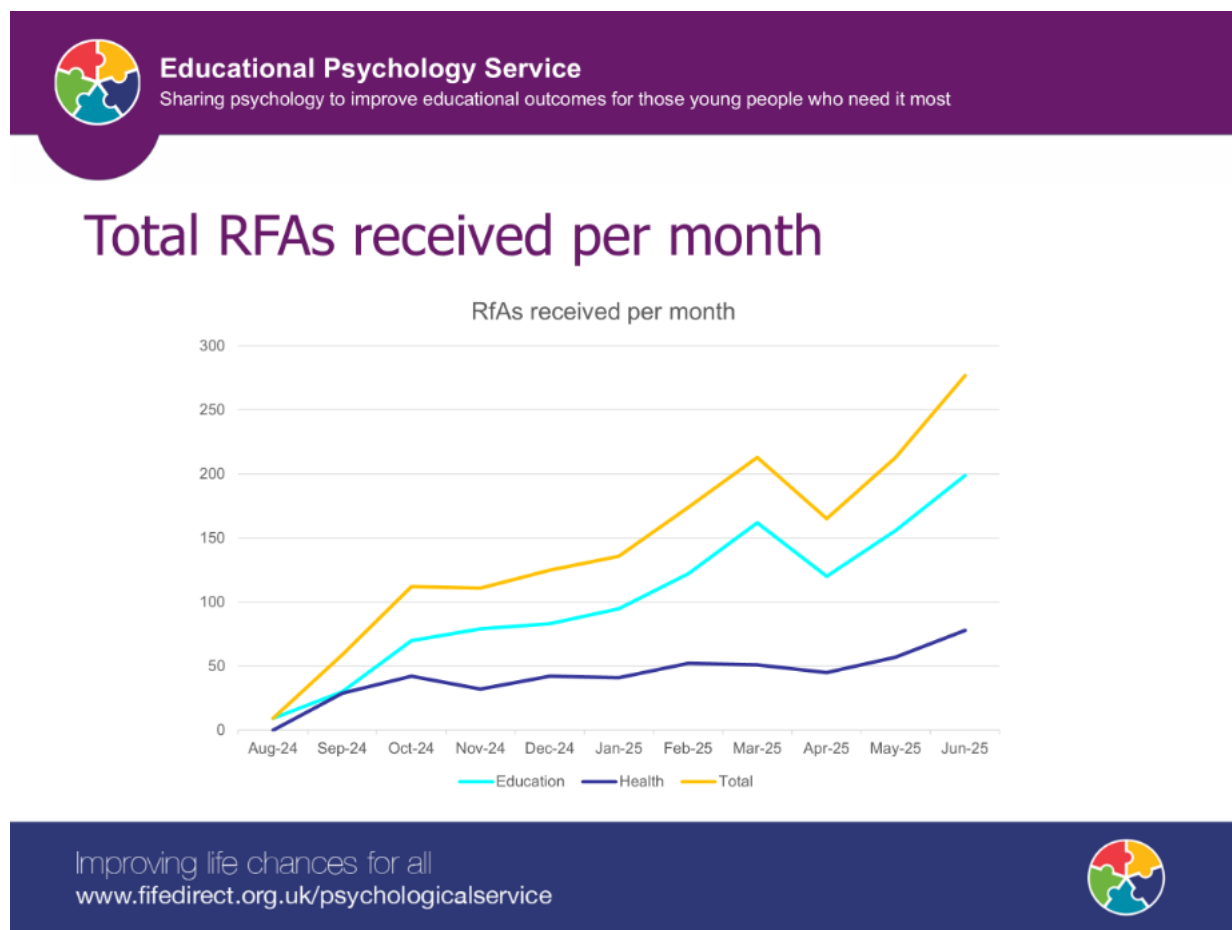
When and where were the support needs first identified?		
When:		
Where:		
Nursery	<input type="checkbox"/>	
Primary school	<input type="checkbox"/>	
Secondary school	<input type="checkbox"/>	
Home	<input type="checkbox"/>	
Community	<input type="checkbox"/>	
Health appointment	<input type="checkbox"/>	
Other	<input type="checkbox"/>	
What outcome(s) are you seeking from this Request for Assistance?		
Summary of assessment information	Home	School
Areas of strength		
Areas of difficulty/concern		
Tick if support needs in school	Further information / examples	
<input type="checkbox"/> Following instructions		
<input type="checkbox"/> Processing of information		
<input type="checkbox"/> Verbal communication		
<input type="checkbox"/> Spelling / reading / writing difficulties		
<input type="checkbox"/> Listening skills		

<input type="checkbox"/> Concentration / attention	
<input type="checkbox"/> Organisation skills	
<input type="checkbox"/> Interrupts or struggles to wait their turn	
<input type="checkbox"/> Excessive talking	
<input type="checkbox"/> Often leaves seat or fidgeting	
<input type="checkbox"/> Easily upset / emotionally reactive	
<input type="checkbox"/> Narrow areas of interest	
<input type="checkbox"/> Repetitive behaviours	
<input type="checkbox"/> Clumsiness / balance / motor skills or tics	
<input type="checkbox"/> Social interactions with other pupils	
<input type="checkbox"/> Interactions with adults	
<input type="checkbox"/> Friendships	
<input type="checkbox"/> Working with others	
<input type="checkbox"/> Eye contact	
<input type="checkbox"/> Unusual sensory responses	
<input type="checkbox"/> Risk taking behaviour	
<input type="checkbox"/> Other	
Support needs noted at home (please tick):	
<input type="checkbox"/> Attention and concentration	<input type="checkbox"/> Connection with reality
<input type="checkbox"/> Learning difficulties	<input type="checkbox"/> Hobbies and interests
<input type="checkbox"/> Sensory responses	<input type="checkbox"/> Attending school, college, or training
	<input type="checkbox"/> Eating
	<input type="checkbox"/> Motor skills and coordination
	<input type="checkbox"/> Gender identity

<input type="checkbox"/> Using the toilet	<input type="checkbox"/> Sleep	<input type="checkbox"/> Health conditions
<input type="checkbox"/> Exercise	<input type="checkbox"/> Worrying and anxiety	<input type="checkbox"/> Mood and enjoyment
<input type="checkbox"/> Managing impulses and urges	<input type="checkbox"/> Behaviour	<input type="checkbox"/> Problem solving and managing stress
<input type="checkbox"/> Difficult experiences (adversity)	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Relationships with parents or carers
<input type="checkbox"/> Social communication	<input type="checkbox"/> Response to support	<input type="checkbox"/> Connection with the community
<input type="checkbox"/> Family situation	<input type="checkbox"/> Offending behaviour	<input type="checkbox"/> Friendships
<input type="checkbox"/> Sexual and sexualised behaviour	Any other comments:	
Strategies / supports used so far and their impact		
Additional information from the family		
What is the parent/carer and young person's expectations of the process and outcome?		
Pupil view / additional information from the child/young person		
Please list any other professionals involved with the child/young person		
Please tick the documents you are submitting alongside this Request for Assistance form:		
<input type="checkbox"/> Minute of recent meeting (required) (can be included within Child's Plan) <input type="checkbox"/> Summary of Support and/or <input type="checkbox"/> Child's Plan (at least one is required) <input type="checkbox"/> Dimension's Tool Report (if used) <input type="checkbox"/> Other (e.g. health letter, report) (if appropriate) <input type="checkbox"/> Consent for information sharing form (required)		

## Appendix 2 – Key Data slides

### Slide 1



This slide (number 1) shows the running total of Requests for Assistance (RfA) submitted by Education and Health ie the total number from August 2024 until June 2025 (yellow line). Blue and purple shows the number of Requests broken down by Education (light blue) and Health (purple). The graph illustrates that there are a high number of referrals from education and there is a steady incline over the year.

## Slide 2

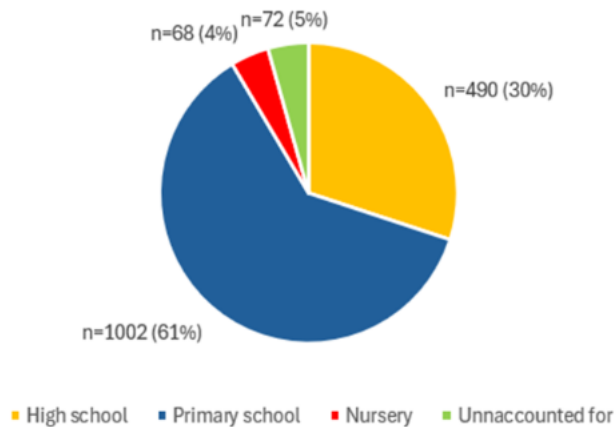


### Educational Psychology Service

Sharing psychology to improve educational outcomes for those young people who need it most

## RfAs by education sector

RfA by age data is not feasible to analyse. As such, we have gathered RfA by school sector.



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This pie chart shows where the number of requests for assistance that have come from within Education. Dark blue is primary school (61%), yellow is secondary school (30%) and red is nursery/pre-school (4%).

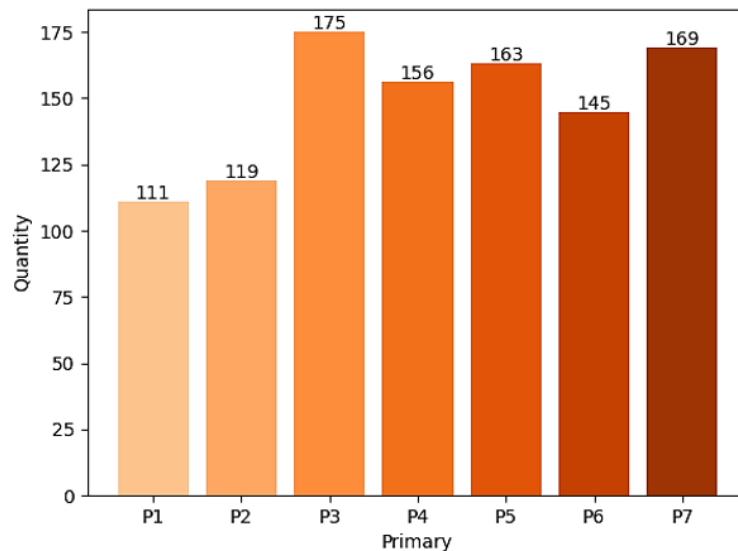
## Slide 3



### Educational Psychology Service

Sharing psychology to improve educational outcomes for those young people who need it most

## Breakdown of primary RfAs



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This slide. Shows a chart which indicates year groups in primary school and the RfA's that have been received from. Primary 1, on the left working through to primary 7 on the right hand side. P1= 111; P2=119; P3= 175; P4= 156; P5= 163; P6=145; P7= 169 referrals.

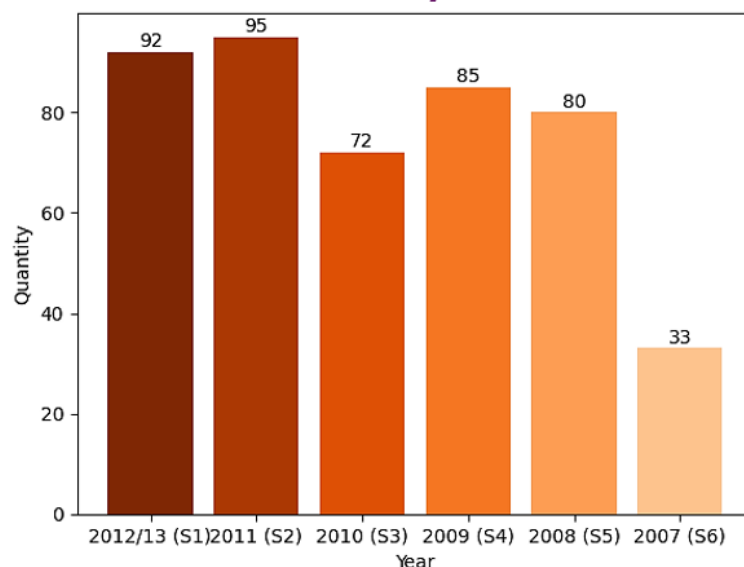
## Slide 4



### Educational Psychology Service

Sharing psychology to improve educational outcomes for those young people who need it most

## Breakdown on secondary RfAs



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This chart shows which year group in secondary school v RfA have been received from. S1 on the left working through to S6 on the right hand side. S1 = 92; S2 = 95; S3=72; S4= 85; S5=80 and S6=33. The numbers under the coloured bars relate to the year of birth of the pupils. Showing that S1 and S2 are the biggest referrals being received in the ND pathway.



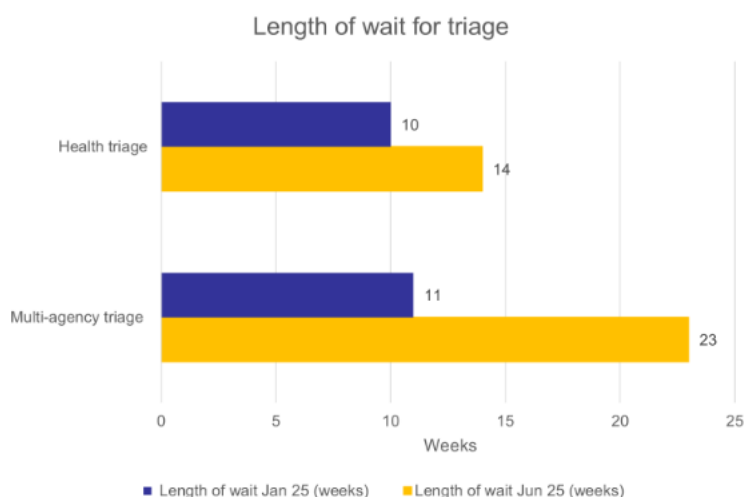
## Slide 5



### Educational Psychology Service

Sharing psychology to improve educational outcomes for those young people who need it most

## Length of wait for triage



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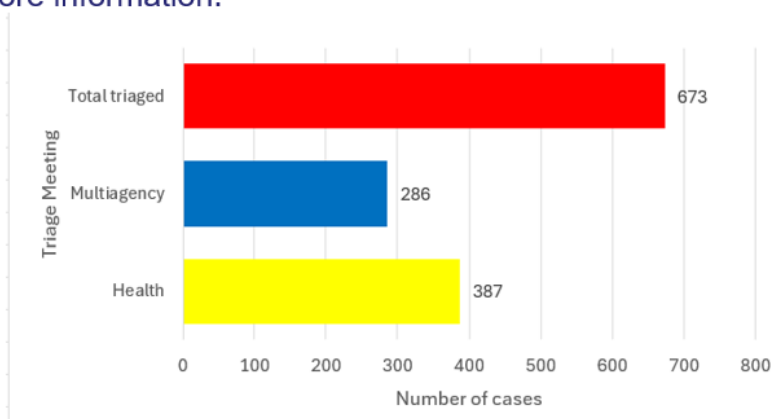


There are two Triage meetings held each week – one is for health only referrals and the other one includes multi-agency partners (educational psychologists and Support for Learners staff). This chart shows how long it takes to get from point of referral to Triage meeting in January 2025 (blue line) and June 2025 (yellow line) - the numbers relate to the number of weeks it takes.



## Number of RfAs triaged

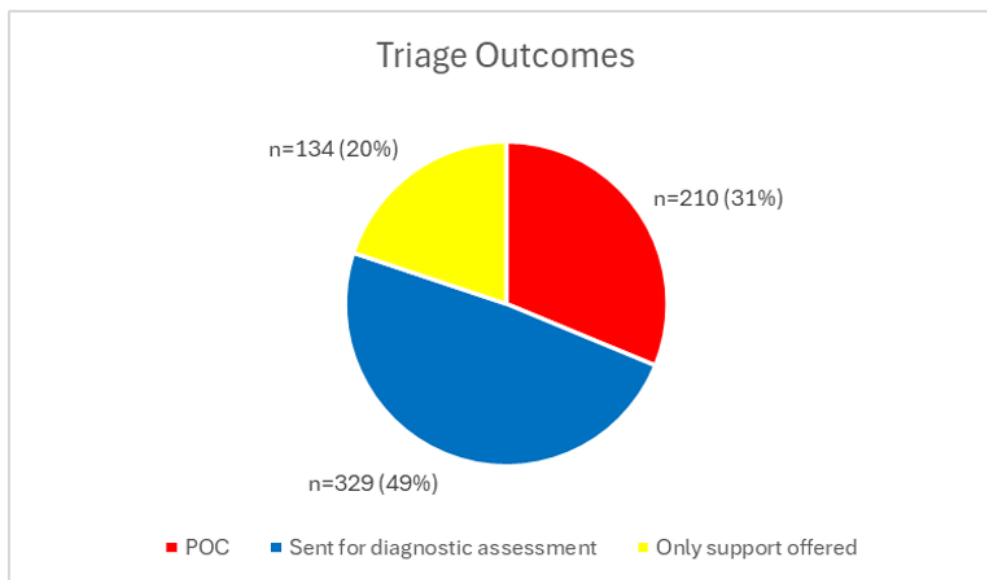
- Excluding POCs, 10-12 RfAs sent to triage each week
- Roughly 10 RfAs are new cases and 2 are previous ones brought back with more information.



This chart shows how many children's RfA have been through triage and routed for support or diagnosis. Red line is the total number triaged (Aug '24 - June '25), which is 673, yellow shows those which came through the health-only (387) Triage meeting, blue (286) shows those considered by multi-agency Triage.



## Triage outcomes



This slide, shows a breakdown of Triage outcomes (both Triage meetings). Blue refers to those children routed for diagnostic assessment only (49%), red for those children prioritised (31%) for a 'professionals only conversation' (shortened diagnostic route for urgent/complex cases) and yellow (20%), shows those where an alternative support has been offered to the family/child.

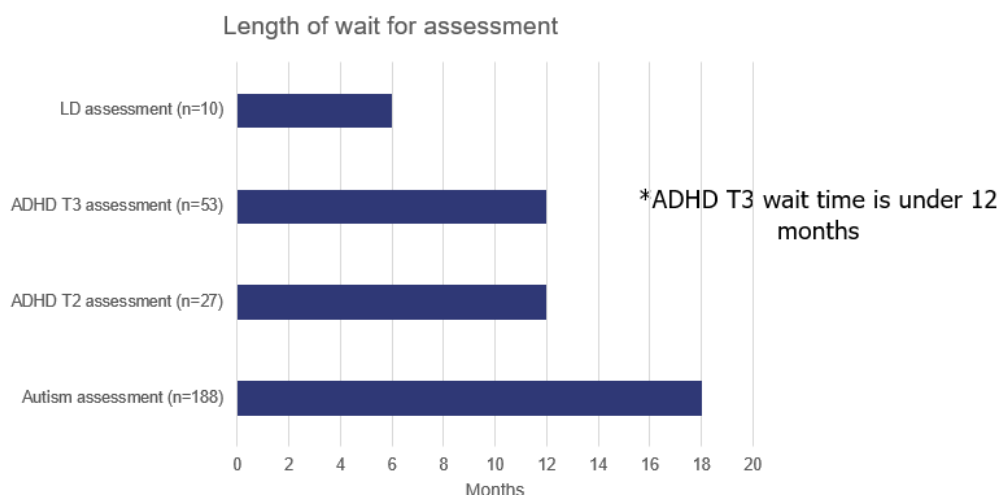
## Slide 8



### Educational Psychology Service

Sharing psychology to improve educational outcomes for those young people who need it most

## Length of wait for assessment



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The above chart shows the waiting times for NHS condition-specific assessment pathways. Top line shows the wait for Learning Disability (LD) assessment which is approx. 6 months. Second and Third lines show the wait for ADHD assessment (2 specialist NHS teams cover this work (Tier 2 and Tier 3 teams). Wait time is approx. 12 months. The bottom line shows the wait for Autism assessment, which shows the longest wait time of 18 months.



## Educational Psychology Service

Sharing psychology to improve educational outcomes for those young people who need it most

# Supports offered at triage

## Professional Supports

- Teachers INC course
- Seasons for growth course
- Recommend use of assessment/intervention tools
- Autistic girls network
- KIDS Scotland ([educators zone](#))
- Recommend TAC meeting
- To link with school EP/SLS

## Family Supports

### Parental Supports

- Embracing Difference course
- Incredible Years course
- PADDIS course
- PAPAS course
- PALS course
- Parents INC course
- Understanding Kids/Teens course
- Parenting an anxious child course
- Social stories workshop
- Occupational Therapy (OT) helpline
- Autistic Girls Network
- KIDS Scotland (Parent zone)

### CYP Supports

- Understanding my Autism
- Autistic Girls Network
- GLOW
- SHINE
- Child Healthy Workshops on Access Therapies website
- [Silvercloud](#) online programmes
- KIDS Scotland (Parent zone)

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This graphic shows the range of support options available for professionals and families looking for support from the Neurodevelopmental Pathway in Fife.

TAC = Team around the child

EP = Educational Psychologist

SLS = Supporting Learners Service

## Appendix 3

### NDP Fife – Full Roll-Out Evaluation

January 2025

#### **Purpose statement – why do we need a NDP evaluation framework?**

To evaluate the impact of the supports and interventions available, we need internal processes and an evaluation framework to monitor the impact of NDP on outcomes for CYP, their families and multi-agency services. We will do this by:

- being clear about the intended outcomes at each stage of the process (screening, triage, and the offer of supports / interventions)
- having shared and consistent qualitative decision-making ‘criteria’ and/or questions that we utilise as professionals as part of our role
- gathering and analysing data as we go to monitor how we are progressing towards our intended outcomes (see summary table below) and inform the next stages in the process of implementation to ensure impact

The following table outlines our intended outcomes and how they link to the ND specification ([Children and young people - national neurodevelopmental specification: principles and standards of care - gov.scot](#)). Details of what we will do are provided, alongside challenge questions for consideration. We have a range of data sources that can be used to demonstrate impact over time.

Our intended outcomes	ND Specification standards	What will we do?	Challenge questions	How will we know? (data)
<b><u>SCREENING</u></b>				
All onward RfAs to triage have the necessary information for decision-making to: <ul style="list-style-type: none"> <li>• Ensure most effective use of multi-agency triage.</li> <li>• To minimise unnecessary</li> </ul>	1.2 2.1 2.2 6.3 7.10	All paperwork is included / complete: <ul style="list-style-type: none"> <li>✓ RfA including consent.</li> <li>✓ Minute of recent meeting (can be included within the Child’s Plan).</li> <li>✓ Summary of Support <u>OR</u> a Child’s Plan.</li> <li>✓ In the event of an updated RfA (within 1 year) being submitted, the reason for request should be clear and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Is all the required RfA documentation provided?</li> <li>• Which Triage meeting is most appropriate to consider the case?</li> <li>• Has the child/young person been known to the NDP previously?</li> </ul>	Excel Tracker: <ul style="list-style-type: none"> <li>▪ RfA submissions – rate / content / origin etc.</li> <li>▪ All triage cases able to be discussed.</li> <li>• Screening outcomes – decisions / next steps able to be made for all triage cases.</li> <li>• Measure of RfA rates.</li> </ul> Feedback on the process from professionals

Our intended outcomes	ND Specification standards	What will we do?	Challenge questions	How will we know? (data)
<p>delays in the system.</p> <ul style="list-style-type: none"> <li>Ensure onward RfAs to health and multi-agency triage are appropriate and support decision-making.</li> </ul>		<p>assessment information included.</p> <p>RfAs from health go to health triage initially. RfAs from school go to multi-agency triage.</p>		
<b><u>TRIAGE</u></b>				
<p>Good information sharing across multi-agency teams to support children, young people and families.</p> <p>Clear outcomes identified for families/carers/children.</p> <p>Broad range of effective / appropriate / timely multi-agency support offers made to families.</p>	<p>1.2 1.3 1.4 1.5 2.2 2.6 2.7 2.8 3.0 6.1 6.2 6.3 6.4 7.8 7.10</p>	<p>Ensure consistent qualitative decision-making criteria are applied, which includes:</p> <ul style="list-style-type: none"> <li>✓ Is there enough information available? (see challenge questions for more information)</li> <li>✓ Evidence of support and impact over time.</li> <li>✓ Evidence of concerns being observed across at least two environments.</li> <li>✓ Evidence of impact on wellbeing.</li> <li>✓ Evidence of support from the TAC.</li> </ul> <p>Requests are directed to the appropriate agency/self-help option.</p> <p>Provide clear advice and/or support to families.</p>	<ul style="list-style-type: none"> <li>What are the family/requester looking for?</li> <li>Is it an agreed RfA?</li> <li>What is the impact on wellbeing?</li> <li>Is the evidence robust?</li> <li>Are there alternative explanations?</li> <li>Is the environment right?</li> <li>Do we need more information? If so, what?</li> <li>What would make a difference right now?</li> <li>Is there an obvious route of support (e.g., advice or offer of direct support from the current professionals involved)?</li> </ul>	<p>Excel tracker:</p> <ul style="list-style-type: none"> <li>All cases have a clear outcome/next step identified.</li> <li>A range of support offers exist.</li> <li>Consistent criteria applied during triage process.</li> <li>Agreement between professionals at the end of discussion about the next steps.</li> <li>Quantify timescales from RfA -&gt; Triage -&gt; Support -&gt; Assessment.</li> </ul> <p>RfA submission content analysis (sample)</p>

Our intended outcomes	ND Specification standards	What will we do?	Challenge questions	How will we know? (data)
			<ul style="list-style-type: none"> <li>Is the family/child/Team around the child ready to engage with ND supports and/or assessment?</li> <li>Has the professional and/or parent sought advice/support from the advice lines?</li> <li>Who is the best person/people to have a conversation with concerned person?</li> </ul>	<p>Feedback from professionals, parents and children/young people:</p> <ul style="list-style-type: none"> <li>Process</li> <li>Satisfaction of supports</li> </ul>

## **SUPPORTS**

Supports and interventions offered have meaningful impact for CYP, families and multi-agency services.	1.3 2.4 2.6 2.7 6.1 6.2 6.3 6.4 7.10	<p>Our 'menu' of supports/interventions should ensure:</p> <ul style="list-style-type: none"> <li>✓ Early offers of support are provided.</li> <li>✓ High uptake and impact of early support.</li> <li>✓ Outcomes are timely/helpful/available/ taken up following support intervention (what works / what doesn't).</li> <li>✓ Ensure a shift in emphasis from diagnosis to support.</li> </ul>	<ul style="list-style-type: none"> <li>What really matters to the CYP/family right now?</li> <li>Are we signposting to the right support at the right time?</li> <li>Has the support offered resolved the initial concerns?</li> <li>Are we potentially offering too much and overwhelming CYP/family/agencies?</li> </ul>	<p>Excel tracker:</p> <ul style="list-style-type: none"> <li>A range of support offers exist.</li> <li>Quantify timescales from RfA -&gt; Triage -&gt; Support -&gt; Assessment.</li> <li>Numbers of cases being concluded following support versus diagnostic waiting list</li> </ul> <p>Analysis of successful phonline intervention – What was the</p>
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## **SUPPORTS**

		<p>✓ Effective communication / feedback loop to requesters.</p>	<ul style="list-style-type: none"><li>• Who is the best person / people to have a conversation with concerned person?</li></ul>	<p>query? What was the response? What was the outcome?</p> <p>Feedback from requester/CYP/family on satisfaction with:</p> <ul style="list-style-type: none"><li>▪ Support through phone lines</li><li>▪ Support offered at triage – Was this what they were looking for? Was the right support offered at the right time? What impact did it have? Have the initial concerns been resolved / reduced?</li></ul>
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16 September 2025

Agenda Item No. 6

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## Education Directorate Improvement Plan update for 2025/26 and Annual Report 2024/25

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Report by: Angela Logue, Head of Service, Education

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Wards Affected: All

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### Purpose

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The purpose of this report is to present – for scrutiny and comment – the Education Directorate Improvement Plan update for 2025/26, and the Directorate Annual Report 2024/25.

### Recommendation(s)

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The Education Scrutiny Committee is invited to scrutinise, review and comment on the Directorate Improvement Plan update for 2025/26 and the Directorate Annual Report 2024/25.

### Resource Implications

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The paper outlines the Directorate's approach to improvement to ensure that outcomes for children and young people in Fife improve as the Directorate works within its current budget.

### Legal & Risk Implications

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The Directorate Improvement Plan and Annual Report meet a range of statutory requirements for public reporting on school improvement.

### Impact Assessment

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The Directorate Improvement Plan provides an updated view of the improvement actions within the 2023-26 strategic plan, which was approved by Cabinet Committee on 5 October 2023. An EqlA has not been completed and is not necessary as no change or revision to existing policy is proposed.

## 1.0 Background

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- 1.1 The Education Directorate is subject to a range of legislative requirements to prepare and publish strategic plans and reports. In particular, the Directorate is required to:
- Prepare and publish an **annual plan** setting out actions proposed for the coming school year to reduce educational inequality and to support delivery of the National Improvement Framework (under section 3F of the Standards in Scotland's Schools etc Act 2000);
  - Prepare and publish an **annual report** setting out actions that have been undertaken during the previous school year to reduce educational inequality and to support delivery of the National Improvement Framework (under section 3H of the Standards in Scotland's Schools etc Act 2000);
  - From time to time, publish a **Standards and Quality Report** reviewing the performance of schools within the local authority area (under section 7 of the Standards in Scotland's Schools etc Act 2000).
- 1.2 In order to meet the statutory requirements relating to planning, the Directorate develops – and updates annually – a three-year strategic improvement plan. This is aligned with development and delivery of a statutory, three-year plan for children's services partnership working (required under the terms of the Children and Young People Scotland Act 2014). This approach recognises the importance of wider partnership working for addressing some of the key challenges facing schools, including wellbeing, attendance and engagement.
- 1.3 In order to meet the requirements relating to annual reporting, the Directorate undertakes an annual review of improvement actions and school outcomes. This forms the basis for the Education Directorate Annual Report and informs the update of the Directorate Improvement Plan.
- 1.4 Along with other council services, the Education Directorate has recently updated its Service Change Plan for the period 2025-28. This focusses on workforce and resource planning in delivering education in Fife, and complements the Directorate Improvement Plan, which focusses on improving outcomes for children and young people in line with national policy.
- 1.5 The Directorate Improvement Plan, Directorate Annual Report and Education Directorate Service Change Plan jointly meet the requirements of the Annual Service Review Report. Appendix 1 to this paper provides a mapping to show the relevant sources of information required by the Annual Service Review Report (ASRR).

## 2.0 The Education Directorate Annual Report 2024/25

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- 2.1 The Education Directorate Annual Report provides an overview of the work undertaken in delivering the Directorate Improvement Plan during the year September 2024 to August 2025. A copy of the Education Directorate Annual Report 2024/25 can be found via the link noted at Appendix 2.
- 2.2 The report has been informed by a review of improvement activity undertaken during the school year 2024/25. It has been completed by officers and groups from the Education Directorate with a strategic lead role for each of the improvement priorities

within the current Directorate Improvement Plan. The current improvement priorities are:

- Improving **health and wellbeing**;
- Improving **attendance and engagement**;
- Improving **achievement**;
- Improving **positive destinations**.

Work across each of these priorities is supported by improvement activity relating to a cross-cutting theme of **equity and equality**.

2.3 For each improvement priority, the report includes:

- Key messages regarding the current outcomes and experiences of children and young people.
- An account of progress in delivering the strategic actions in the Directorate Improvement Plan during 2024/25.

2.4 Appendix 3 of this paper provides workforce data for the Education Directorate for 2024/25, including a summary of key workforce information.

2.5 The 2024-25 financial performance of the Directorate in terms of the Revenue Budget is detailed in Appendix 4. In summary this shows a continued underspend across the devolved schools' budget, in relation to the core devolved budget and Pupil Equity Funding. Within the non-devolved Education budget, there is a recurrence of the financial pressures relating to long term absence and maternity costs for teachers, additional staffing and cover arrangements in Early Years, and pressure mainly on transport costs within Special Education.

## 3.0 The Education Directorate Improvement Plan (as updated for school year 2025/26)

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3.1 The Education Directorate Improvement Plan 2023-26 has been updated for the start of the 2025/26 school year, based on the review of progress and outcomes summarised within the Annual Report. A copy of the Education Directorate Improvement Plan (as updated for school year 2025/26) can be found via the link noted at Appendix 5.

3.2 Action plans have been updated to reflect progress made in delivering the improvement actions for each priority.

3.3 As the Annual Report shows, there has been significant progress in re-establishing approaches and outcomes for the key skills of literacy and numeracy in the senior phase. Outcomes compare favourably against national standards and outcomes in similar areas of Scotland.

3.4 However, there remains a significant challenge with outcomes for wider attainment (in particular, the achievement of multiple awards at SCQF level 5 by the end of S4

and at SCQF level 6 by the end of S5). The scorecard measures for wider attainment have been revised to reflect the increased prominence that will now be given to this aspect of attainment, during the next phase of improvement work. The Directorate Scorecard measures now include:

- 3 or more awards at SCQF level 5 by the end of S4;
- 1 SCQF level 6 award by the end of stage S5.

As well as:

- 5 National 5 passes by the end of stage S4;
- 3 Higher passes by the end of stage S5.

These two sets of measures reflect alternative pathways through the senior phase into positive and sustained post-school destinations. They reflect a parity of esteem that is fundamental to the Fife approach. These areas will be reported in other committee reports in November 2025 for stage-based attainment and May 2026 for post-school destinations.

## 4.0 Conclusions

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- 4.1 The Education Directorate Improvement Plan plays a key role in supporting improvement across Fife schools. The Annual Report provides an overview of progress made in delivering the current plan.
- 4.2 The Education Scrutiny Committee is invited to scrutinise, review and comment on the Directorate Improvement Plan update for 2025/26 and the Directorate Annual Report 2024/25.

## List of Appendices

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1. Mapping of the Annual Service Review Report (ASRR) to the Education Directorate Improvement Plan (DIP) Directorate Annual Report (DAR) and Service Change Plan (SCP).
2. Education Directorate Annual Report 2024/25, available at: [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0034/578752/Education-Directorate-Annual-Report-2024-25.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0034/578752/Education-Directorate-Annual-Report-2024-25.pdf).
3. Workforce data for 2024/25 – Education.
4. Financial performance report for 2024/25 – Education Directorate.
5. Education Directorate Improvement Plan (as updated for school year 2025/26), available at: [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0039/529986/Education-Directorate-Improvement-Plan-2025-26.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0039/529986/Education-Directorate-Improvement-Plan-2025-26.pdf).

## Background Papers

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

- [National Improvement Framework 2025: improvement plan](#) (Scottish Government, January 2025)
- [Standards in Scotland's Schools etc Act 2000: Statutory Guidance \(Scottish Government, revised May 2024\)](#)

## Report Contacts

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**Appendix 1 – Mapping of the Annual Service Review Report (ASRR) to the Education Directorate Improvement Plan (DIP) Directorate Annual Report (DAR) and Service Change Plan (SCP)**

<b>ASRR element</b>	<b>Source</b>
Service Overview (vision, function, etc)	DIP pp. 6-7
Demand & Delivery Overview (key stats)	DIP pp. 4-5
Our People	HR data (see Appendix 3 of this paper)
Our Budget	Finance data (see Appendix 4 of this paper)
Our Risks	SCP p. 3
Performance Assessment <i>Summary of current progress</i> <i>Progress across current priorities</i>	DIP pp. 12-13 DAR
Performance Assessment (operational delivery) <i>Directorate Scorecard</i>	DIP pp. 10-11
Our Year Ahead Action Plans for Improvement	DIP pp. 14-33
Reference Links	See Background Papers in this paper
Key Indicators Directorate Scorecard	DIP pp. 10-11

### Appendix 3 – Workforce data for 2024/25 – Education Directorate

<b>Headcount</b>	7728
<b>FTE</b>	6098.03

<b>Full Time</b>	54%
<b>Part Time</b>	46%

<b>Female</b>	86.3%
<b>Male</b>	13.7%

#### Headcount By Age

<b>24 years and under</b>	423	5.47%
<b>25-39 years</b>	2795	36.17%
<b>40-54 years</b>	3203	41.45%
<b>55 years and over</b>	1307	16.91%

#### Headcount By Length of Service

<b>Less than 1 year</b>	517	6.69%
<b>1-2 years</b>	1117	14.45%
<b>3-9 years</b>	2751	35.60%
<b>10-19 years</b>	1869	24.18%
<b>20+ years</b>	1474	19.07%

#### Turnover for 2024/25

Fife Council – 10.8%

Education – 11%

#### New Starts & Leavers 2024/25

##### Total new starts and leavers by age range in 2024/25 - 499

<b>Age Range</b>	<b>New Starts (499)</b>	<b>New Starts (%)</b>	<b>Leavers (837)</b>	<b>Leavers (%)</b>
<b>24 years and under</b>	151	30.26%	64	7.65%
<b>25-39 years</b>	227	45.49%	257	30.70%
<b>40-54 years</b>	97	19.44%	169	20.19%
<b>55 years and over</b>	24	4.81%	347	41.46%

#### Absence – average number of WDL per FTE

	<b>Fife Council</b>	<b>Education</b>
<b>2023/24 Total wdl per fte</b>	<b>14.94</b>	<b>11.85</b>
Long Term	10.42	7.12
Short Term	4.52	4.73
<b>2024/25 Total wdl per fte</b>	<b>14.75</b>	<b>10.82</b>
Long Term	10.73	6.88
Short Term	4.02	3.95

#### Top 10 reasons by working days lost:

2023/24 - mental health, stress-non work related, cold, coughs & flu

2024/25 - stress-non work related, mental health and cold, coughs & flu



### **Key workforce information:**

- **Workforce composition** - Education is the largest Directorate within Fife Council with a headcount of 2237 employees. The workforce is predominantly female and has a balanced mix of full time and part time employees.
- **Age and experience profile** – The majority of employees are aged between 40-54 (41.45%) and 25-39 (36.17%) with 19/07% having over 20 years service. This reflects a stable and experienced workforce, though there is a notable proportion of newer staff – over 21% have less than 2 years service.
- **Turnover and retention** – Turnover in Education sits slightly above the council average at 11%. Leavers are most aged 55+ and those with 3-9 years of service (31.78%), suggesting a mix of retirement and mid-career movement. There were 499 new employees during this period with younger age groups (under 40) making up over 75% of those new starts.
- **Absence Trends** – Within Education absence levels have improved, decreasing from 11.85 to 10.82 wdl per fte, with reductions in both long term and short term absence. The highest working days lost are due to stress (non work related), mental health and colds, coughs and flu.
- **Manager development and wellbeing:**
  - Mentally Health Workplace Training for Managers – 106 managers (7%) completed the full training by June 2025. A condensed version the course was introduced from July onwards, with uptake already underway. This aims to improve mental health awareness and support across teams.
  - Leadership and development – 8 managers within Education completed Fife Council's FLM (First Line Managers) Programme between Spring 2024 and Summer 2025, supporting leadership capability and succession planning.

## Appendix 4 – Financial performance report for 2024/25 – Education Directorate

	DEVOLVED SCHOOL MANAGEMENT			NON DEVOLVED EDUCATION			DIRECTORATE TOTAL		
	Budget	Provisional Outturn	Variance	Budget	Provisional Outturn	Variance	Budget	Provisional Outturn	Variance
	24/25	24/25	24/25	24/25	24/25	24/25	24/25	24/25	24/25
	£m	£m	£m	£m	£m	£m	£m	£m	£m
Education	257.786	253.366	(4.420)	188.356	192.357	4.001	446.142	445.723	(0.419)
<b>Total Net Expenditure</b>	<b>257.786</b>	<b>253.366</b>	<b>(4.420)</b>	<b>188.356</b>	<b>192.357</b>	<b>4.001</b>	<b>446.142</b>	<b>445.723</b>	<b>(0.419)</b>
	Budget	Provisional Outturn	Variance	Budget	Provisional Outturn	Variance	Budget	Provisional Outturn	Variance
	24/25	24/25	24/25	24/25	24/25	24/25	24/25	24/25	24/25
	£m	£m	£m	£m	£m	£m	£m	£m	£m
Staff Costs	261.203	253.840	(7.363)	118.870	122.096	3.226	380.073	375.936	(4.137)
Property Costs	0.000	0.491	0.491	37.780	39.010	1.230	37.780	39.501	1.721
Transport Costs	0.113	0.169	0.056	17.060	18.167	1.107	17.173	18.336	1.163
Supplies and Services	5.212	8.127	2.915	15.943	15.748	(0.195)	21.155	23.875	2.720
Third Party Payments	1.724	2.038	0.314	16.969	15.910	(1.059)	18.693	17.948	(0.745)
Transfer Payments	0.000	0.000	0.000	0.018	0.039	0.021	0.018	0.039	0.021
Support Services Charges	0.000	0.000	0.000	0.151	0.364	0.213	0.151	0.364	0.213
<b>Total Expenditure</b>	<b>268.252</b>	<b>264.665</b>	<b>(3.587)</b>	<b>206.791</b>	<b>211.334</b>	<b>4.543</b>	<b>475.043</b>	<b>475.999</b>	<b>0.956</b>
Income	(10.466)	(11.299)	(0.833)	(18.435)	(18.977)	(0.542)	(28.901)	(30.276)	(1.375)
<b>Total Income</b>	<b>(10.466)</b>	<b>(11.299)</b>	<b>(0.833)</b>	<b>(18.435)</b>	<b>(18.977)</b>	<b>(0.542)</b>	<b>(28.901)</b>	<b>(30.276)</b>	<b>(1.375)</b>
<b>Net Expenditure</b>	<b>257.786</b>	<b>253.366</b>	<b>(4.420)</b>	<b>188.356</b>	<b>192.357</b>	<b>4.001</b>	<b>446.142</b>	<b>445.723</b>	<b>(0.419)</b>
	Budget	Expenditure/ (Income)	Overspend/ (Underspend)	Budget	Expenditure/ (Income)	Overspend/ (Underspend)	Budget	Expenditure/ (Income)	Overspend/ (Underspend)

The main variances against the budget are summarised below:

#### **Devolved Education (DSM)**

##### **Staff Costs**

*Underspend on core school staffing budgets of £4.6m and underspend on Pupil Equity Funding budgets of £2.747m.*

*Both of these amounts are carried forward by schools into the 2025-26 financial year.*

##### **Supplies and Services**

*Overspend of £2.915m on supplies and services as headteachers utilise some of the underspend on their devolved budgets to enhance spend in these areas (classroom resources / printing and stationery etc).*

#### **Non-Devolved Education**

##### **Staff Costs**

*Overspend due to cost of long term absence and maternity for teaching staff, additional staffing and cover arrangements in Nursery Education, and additional staffing in Special Education.  
Offset by underspends in staffing in General Education and Childcare.*

##### **Property Costs**

Overspend in relation to utility costs, grounds maintenance and waste collection across schools.

##### **Transport Costs**

Overspend in relation to the cost of transporting pupils in Special Education

##### **Third Party Payments**

Underspend due to reduced payments requested by Early Years partner providers

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## 2024/25 Revenue Monitoring Provisional Outturn – Education Directorate

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Report by: Donald Macleod, Executive Director (Education)

Eileen Rowand, Executive Director (Finance & Corporate Services)

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Wards Affected: All

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### Purpose

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The purpose of this report is to give members an update on the provisional outturn for the 2024-25 financial year for the Education Directorate.

### Recommendations

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Committee is asked to consider the financial performance and activity as detailed in this report.

### Resource Implications

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

### Legal & Risk Implications

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There are no direct legal implications arising from this report.

### Impact Assessment

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

### Consultation

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None.

## 1.0 Background

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- 1.1 The purpose of this report is to advise Members of the provisional outturn for the Education Directorate, for the 2024-25 Revenue Budget, and to highlight the major variances. Members should note that the outturn is provisional until the annual audit of accounts is complete.
- 1.2 For 2024-25 no specific savings proposals were approved by the Council as part of the Revenue Budget. There was therefore no requirement to include a Savings Tracker as part of financial reporting for the 2024-25 financial year.

## 2.0 Provisional Outturn

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### Provisional Outturn

- 2.1 The provisional outturn for the Education Directorate for the 2024-25 financial year is an underspend of £0.419m. A summary of the provisional outturn for the areas falling under the scope of this committee is detailed in Appendix 1 and 2. Where there are significant variances (+/-£0.250m) to budgets a brief explanation is provided at Section 3 below.

## 3.0 Major Variances

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### Devolved School Management :- provisional outturn (£4.420m) underspend

- 3.1 Under the DSM Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. A further exercise is undertaken annually to adjust schools' budgets following the start of the academic year in August to update for new roll numbers. The provisional outturn for schools' DSM budgets is an underspend of £1.244m. The net underspend is due to an underspend in staffing of £3.304m, mainly related to vacant teaching posts offset by an overspend in supplies and services of £1.824m as headteachers utilise some of their staffing underspends to enhance resources within schools.
- 3.2 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) is included in devolved budgets. This also includes any unspent PEF at 31 March 2024 which was £2.663m and was carried forward by schools. The underspend reflects the fact that schools manage their PEF allocations over academic sessions, and therefore some of the funding requires to be carried forward to meet the commitments in their PEF plans. Schools' PEF allocations for 2024-25 from Scottish Government total £10.465m, and these allocations and carry forwards have been added to schools' budgets, with schools having a total of £13.128m available. The provisional underspend on PEF across schools as at 31 March 2025 is £2.747m. This will be carried forward and applied to schools' budgets in 2025-26.
- 3.3 Finally within the Devolved Education budget there is a provisional underspend of £0.429m on Pupil Support Service which relates to an underspend on staffing, and the achievement of a previously approved budget saving which was posted under non devolved Special Education. The realignment of the budget will be addressed in due course.

### **Non-DSM/Childcare: - provisional outturn - £4.001m overspend**

- 3.4 The overspend mainly relates to maternity pay and long-term absence, and overspends of £3.453m and £0.725m are included within the provisional outturn figure. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. A continued focus on addressing the overspend on this budget will be maintained, and the service have been implementing additional processes to increase the scrutiny of costs being charged to this area by schools. Also included within the schools non devolved projection is an overspend of £0.442m on waste collection, grounds maintenance costs of £0.387m, utilities of £0.232m and property related charges across schools of £0.679m.
- 3.5 Within Nursery Education an overspend of £1.227m is due to additional staffing costs for nurseries to meet Care Commission requirements, and the cost of absence / consequential cover arrangements for long term absence and maternity leave. This overspend is offset by minor underspends on Partner Provider payments, payments for meals and snacks in nurseries and a minor underspend on employee costs across the central Early Years Team.
- 3.6 An overspend of £1.824m is also included for Special Education. This is mainly in relation to additional staffing costs of £1.487m and overspends on transport costs for children of £1.303m, offset by higher than estimated income of £0.929m.
- 3.7 Partially offsetting these overspends is an underspend of £4.375m within General Education. This is mainly due to the impact of budget setting within schools, as schools' budgets have been adjusted for their updated rolls and staffing from August 2024, reflecting the falling school roll. Within Primary the pupil roll fell by 502 from 26,788 to 26,286 resulting in a reduction of 16 classes. Within Secondary the roll also fell, from 22,377 to 22,226, a reduction of 151. However, additional resource has been allocated to secondary schools in order to support the move to a consistent 27.5 hour week across schools.
- 3.8 Finally within the provisional outturn an underspend of £0.478m within Childcare Services is due to an over recovery of income being achieved.
- 3.9 The movement since the last monitoring report at December is an increase in overspend of £2.316m mainly due to an increase of £1.201m in maternity costs, as there are an increased number of teachers on maternity leave and the impact of the level of pay awards on teachers' pay has also increased this cost. Higher than anticipated premises costs of £0.438m have also contributed to the movement.

## **4.0 Conclusion**

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- 4.1 The provisional outturn position for the Education Directorate reporting to this Scrutiny committee is an underspend of £0.419m. This is represented by an underspend within the DSM and PEF of £4.420m which will be carried forward by schools, and an overspend of £4.001m in Non Devolved Education, predominantly from pressure areas including the cost of long term absence and maternity. The Directorate will continue to seek to reduce spend wherever possible to reduce the level of overspend across non devolved services, and Heads of Service continue to reiterate the need to ensure that essential spend only is incurred.

## List of Appendices

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- 1 Provisional Outturn 2024-25 : Devolved School Management
- 2 Provisional Outturn 2024-25 : Non- Devolved Education

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BUDGET MONITORING REPORT SUMMARY MARCH 2025 EDUCATION - DEVOLVED					Appendix 1	
	CURRENT BUDGET 2024-25 £m	FORECAST 2024-25 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>257.786</b>	<b>253.366</b>	<b>(4.420)</b>	<b>-1.71%</b>	<b>(3.739)</b>	<b>(0.682)</b>
<b>ANALYSIS OF SERVICE MANAGED BUDGET</b>						
PRIMARY EDUCATION	117.655	115.284	(2.370)	-2.01%	(2.052)	(0.319)
SECONDARY EDUCATION	131.410	129.834	(1.576)	-1.20%	(1.219)	(0.357)
NURSERY EDUCATION	3.159	3.187	0.028	0.89%	(0.018)	0.046
SPECIAL EDUCATION	5.549	5.050	(0.499)	-8.99%	(0.456)	(0.043)
AREA GROUPS	0.014	0.010	(0.003)	-24.99%	0.006	(0.009)
	<b>257.786</b>	<b>253.366</b>	<b>(4.420)</b>	<b>-1.71%</b>	<b>(3.739)</b>	<b>(0.682)</b>

SUBJECTIVE GROUPING					MOVEMENT FROM	
	CURRENT BUDGET 2024-25 £m	FORECAST 2024-25 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>257.786</b>	<b>253.366</b>	<b>(4.420)</b>	<b>-1.71%</b>	<b>(3.739)</b>	<b>(0.682)</b>
<b>INCOME</b>	<b>(10.466)</b>	<b>(11.299)</b>	<b>(0.833)</b>	<b>7.96%</b>	<b>(0.166)</b>	<b>(0.667)</b>
<b>EXPENDITURE</b>						
EMPLOYEE COSTS	261.202	253.839	(7.363)	-2.82%	(6.170)	(1.192)
PREMISES RELATED EXPENDITURE	0.000	0.491	0.491		0.401	0.090
TRANSPORT RELATED EXPENDITURE	0.113	0.169	0.056	49.17%	0.046	0.010
SUPPLIES & SERVICES	5.212	8.127	2.915	55.92%	1.917	0.998
THIRD PARTY PAYMENTS	1.724	2.039	0.314	18.22%	0.229	0.085
TRANSFER PAYMENTS	0.000	0.000	0.000	0.00%	0.000	0.000
SUPPORT SERVICES CHARGES	0.000	0.000	0.000	0.00%	0.005	(0.004)
	<b>268.252</b>	<b>264.664</b>	<b>(3.587)</b>	<b>-1.34%</b>	<b>(3.573)</b>	<b>(0.014)</b>
	<b>257.786</b>	<b>253.366</b>	<b>(4.420)</b>	<b>-1.71%</b>	<b>(3.739)</b>	<b>(0.682)</b>



BUDGET MONITORING REPORT SUMMARY MARCH 2025 EDUCATION - NON DEVOLVED					Appendix 2	
	CURRENT BUDGET 2024-25 £m	FORECAST 2024-25 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>188.356</b>	<b>192.357</b>	<b>4.001</b>	<b>2.12%</b>	<b>1.603</b>	<b>2.397</b>
<b>ANALYSIS OF SERVICE MANAGED BUDGET</b>						
PRIMARY EDUCATION	28.143	32.478	4.335	15.40%	3.419	0.916
SECONDARY EDUCATION	31.598	33.641	2.043	6.47%	0.786	1.258
NURSERY EDUCATION	64.860	66.087	1.227	1.89%	0.819	0.408
SPECIAL EDUCATION	39.813	41.637	1.824	4.58%	1.618	0.207
AREA GROUPS	0.729	0.729	0.000	0.00%	(0.000)	0.000
EDUCATION ADMINISTRATION	5.058	4.963	(0.096)	-1.89%	(0.066)	(0.030)
STAFF DEVELOPMENT	0.005	0.005	0.000	9.30%	0.007	(0.006)
FIFE MUSIC SERVICE	2.880	2.574	(0.306)	-10.62%	(0.351)	0.045
SUPPORT SERVICES	3.505	3.330	(0.175)	-5.00%	(0.065)	(0.111)
GENERAL EDUCATION	9.021	4.645	(4.375)	-48.51%	(4.267)	(0.109)
CHILDCARE	2.745	2.267	(0.478)	-17.41%	(0.298)	(0.180)
	<b>188.356</b>	<b>192.357</b>	<b>4.001</b>	<b>2.12%</b>	<b>1.603</b>	<b>2.397</b>

SUBJECTIVE GROUPING					MOVEMENT FROM	
	CURRENT BUDGET 2024-25 £m	FORECAST 2024-25 £m	VARIANCE £m	FORECAST VARIANCE %	PREVIOUS REPORTED VARIANCE £m	PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>188.356</b>	<b>192.357</b>	<b>4.001</b>	<b>2.12%</b>	<b>1.603</b>	<b>2.397</b>
<b>INCOME</b>	<b>(18.435)</b>	<b>(18.977)</b>	<b>(0.542)</b>	<b>2.94%</b>	<b>(0.341)</b>	<b>(0.201)</b>
<b>EXPENDITURE</b>						
EMPLOYEE COSTS	118.871	122.097	3.226	2.71%	0.626	2.600
PREMISES RELATED EXPENDITURE	37.780	39.010	1.230	3.26%	0.882	0.348
TRANSPORT RELATED EXPENDITURE	17.060	18.167	1.107	6.49%	1.036	0.071
SUPPLIES & SERVICES	15.943	15.748	(0.196)	-1.23%	(0.212)	0.016
THIRD PARTY PAYMENTS	16.969	15.910	(1.059)	-6.24%	(0.447)	(0.612)
TRANSFER PAYMENTS	0.018	0.039	0.021	115.05%	(0.017)	0.038
SUPPORT SERVICES CHARGES	0.151	0.364	0.213	141.00%	0.076	0.137
	<b>206.792</b>	<b>211.334</b>	<b>4.542</b>	<b>2.20%</b>	<b>1.944</b>	<b>2.599</b>
	<b>188.356</b>	<b>192.357</b>	<b>4.001</b>	<b>2.12%</b>	<b>1.603</b>	<b>2.397</b>

16 September 2025

Agenda Item No 8

## 2024-25 Capital Provisional Outturn Report – Education Directorate

Report by:

**Donnie Macleod, Executive Director (Education)**

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

Wards Affected: All

### Purpose

The purpose of this report is to provide an update on the Capital Investment Plan and advise on the provisional outturn position for the 2024-25 financial year for the Education Directorate.

### Recommendation(s)

Committee is asked to consider the current financial performance and activity as detailed in this report.

### Resource Implications

None.

### Legal & Risk Implications

None

### Impact Assessment

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

### Consultation

None.

## 1.0 Background

- 1.1 This report summarises the provisional capital outturn for the areas falling under the scope of this Committee for 2024-25. The provisional outturn is £47.083m, which represents 81% of the approved capital programme for 2024-25 and a variance of (£11.202m). The outturn figures are provisional pending the completion of the annual audit of accounts exercise.
- 1.2 Appendix 1 shows an analysis of specific projects in the current capital investment plan which have a budget greater than £1m and analyses total project cost rather than only in year spend.

- 1.3 Appendix 2 details the provisional outturn against budget for each project. A brief explanation of any significant variances is provided at section 2 within this report.

## **2.0 Issues and Options**

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### **2.1 Key Issues / Risks**

- 2.1.1 Appendix 1 details the total cost forecast position for all capital projects within the Education Directorate with an overall value of £1m and over. The key risks associated with the major projects are noted below.
- 2.1.2 Across the Capital Investment Plan there continues to be risk that both the timing and the costs of projects are adversely affected by the current economic climate. Inflationary increases have had a significant impact, and these have been reflected in the Plan. Monitoring of the impact of any additional costs on projects will continue and any significant impact on timescales and associated risks will be reported to this committee. Where appropriate, any known impact on timing of delivery of projects has been built in to the rephased plan and the overall scale of any additional costs or further delays has been considered as part of the review of the Capital Investment Plan approved in February 2025.

### **2.2 Major Projects – Potential Risks and Actions**

- 2.2.1 The Council's approved Capital Plan included £213m investment in respect of Secondary Schools in West Fife, which includes the Dunfermline Learning Campus (DLC) and the Inverkeithing High School (South and West Fife) replacement. The budgets for the projects reflect the funding arrangements of the Scottish Government's Learning Estate Investment Programme (LEIP), which requires the Council to fund the up-front cost of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. The DLC project (LEIP Phase 1) has concluded, and the schools opened in August 2024. The replacement for Inverkeithing High School (LEIP Phase 2) is due to open in August 2026, and work is progressing well on site. However, the Council's LEIP Phase 3 project bid relating to the Glenrothes secondary schools was not successful, and consequently there was a requirement to consider alternative options in relation to the Glenrothes secondary schools alongside the wider school estate as part of the recent Capital Plan Review.
- 2.2.2 Appendix 1 provides a summary of the provisional outturn for the major projects and programmes within the Education Directorate Capital Plan. With Dunfermline Learning Campus now open, the major project is the replacement of Inverkeithing High School (Caledonia High). The provisional outturn in 2024-25 on this project is £27.285m and it is included within the Secondary School Development line in Appendix 2 along with the DLC. The overall budget for this project is detailed in Appendix 1 as £88m.
- 2.2.3 Other significant projects and programmes of work detailed within Appendix 2 include the project at Lochgelly South Primary School for ground consolidation works and improvements, which is included within the Education Rolling Programme. The provisional outturn in 2024-25 on this project is £4.386m across both the main project at Lochgelly South Primary School and the associated project at St Kenneth's Primary School, including the provision of accommodation for the pupils from Lochgelly South. Lochgelly South Primary School reopened in August

2024 at the start of academic year and works are anticipated to be completed on the overall budget of £8.984m.

- 2.2.4 Scottish Government have indicated their revised policy intention to expand the provision of Free School Meals to Primary pupils (currently up to and including P5) by the end of this Scottish Parliamentary term. This will focus further expansion to children in Primaries 6 and 7, whose families are in receipt of the Scottish Child Payment. Work has already been undertaken to estimate the costs associated with expanding provision in terms of the works required to school kitchens and dining rooms, and this will require to be prioritised to provide additional capacity. Scottish Government had previously provided £3.963m of funding, and a further capital allocation for the 2024-25 financial year for free school meal expansion of £9.140m was advised by Scottish Government in September 2024. There is an agreed programme of works that will be delivered over the coming financial years across the school estate, prioritising work in the schools with capacity issues in their existing kitchen and dining facilities.

## **2.3 Financial Performance – 2024-25 Provisional Outturn**

- 2.3.1 Appendix 2 provides a summary of the provisional outturn for each theme for the financial year 2024-25.
- 2.3.2 Slippage is the term used to describe projects that are expected to spend less than the budget allocation in a particular year due to a delay in timing on the delivery of the project. This is not uncommon in the capital programme, and the reasons for this can be wide and varied. Advancement is the term used to describe projects that are expected to spend more than the budget allocation in a particular year due to an acceleration of the budget from future years.
- 2.3.3 The reasons for significant variances (+/-£0.500m) are detailed in section 2.4.

## **2.4 Significant Variances**

- 2.4.1 Slippage of (£1.181m) on the Inverkeithing High School (South & West Fife) replacement project to reflect a change in the planned construction programme for the offsite roadworks on Admiralty Road, which had been planned for this year in setting the financial profile of the project. However, there is no impact on the overall programme and the project overall remains on target. This is offset against an in year overspend of £1.300m in relation to Dunfermline Learning Campus project covering the replacement of Woodmill High School and St Columba's RC High School. It is anticipated that this overspend will be funded from the remaining insurance monies from Woodmill High School fire. The final amounts in relation to the claim are still to be agreed with the loss adjuster and will fall into next financial year (2025-26).
- 2.4.2 Slippage of (£1.582m) under Major Primary Schools is in relation to Freuchie Primary School upgrades with a change in financial profile of the project to meet the overall on-site delivery programme. The project is still anticipated to be completed on time next financial year.
- 2.4.3 There is slippage of (£9.501m) against Free School Meal (FSM) Expansion as funding for this financial year was not awarded by the Scottish Government until September 2024. Scottish Government are currently expanding the delivery of free

school meals to P6 & P7 pupils whose families are in receipt of the Scottish Child Payment (SCP). There is an agreed programme of works that will be delivered over the coming financial years across the school estate, prioritising work in the schools with capacity issues in their existing kitchen and dining facilities.

- 2.4.4 Advancement of £1.319m under Major Secondary Schools due to bringing forward the start of programmed works for Balwearie High School. The works to date have concentrated on bringing the temporary accommodation previously at Woodmill High School to Balwearie High School. This will enable the decant of pupils from areas of the school to allow for capital works to be undertaken over future financial years in line with budget approved in the Capital Investment Plan in February 2025. However, as decant works are classified as revenue expenditure under the Accounting Code of Practice the budget has been transferred out of capital to fund these works in revenue.
- 2.4.5 Slippage of (£0.470m) under Education Rolling Programme for Lochgelly South/St Kenneths project due to delays in the upgrades at the nursery as part of the wider project at these schools during the year. Further slippage of (£0.640m) relating to other projects under Education Rolling Programme that had been planned for this financial year, but due to resources being prioritised in other areas, will now not happen until next financial year.
- 2.4.6 Slippage of (£0.414m) under Nursery Refurbishment where projects that had been planned this financial year, but due to resources being prioritised in other areas, have been reprogrammed into next financial year.

### **3.0 Conclusions**

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- 3.1 The total 2024-25 approved programme for the Education Directorate is £58.286m with a provisional outturn of £47.083m, which represents 81% of the total programme. The main reason for the underspend is the allocation of funding from Scottish Government for capital works associated with Free School Meal expansion.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan, and the Directorate will realign the budgets within future years of the plan to accommodate the advancement or slippage of projects.

### **List of Appendices**

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- 1. Total Cost Monitor
- 2. Capital Plan 2024-2025 Provisional Outturn Expenditure

### **Background Papers**

Not applicable

## Report Contacts

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FIFE COUNCIL  
EDUCATION SCRUTINY COMMITTEE  
EDUCATION AND CHILDRENS SERVICES  
CAPITAL INVESTMENT PLAN 2024-35  
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Appendix 1

Project	Theme	Original Approved Budget £m	Current Project Budget £m	Total Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College Extension	Opportunities for All		5.713	5.713	-	0.00%	Future Project	2027-28
Dunfermline Learning Campus	Opportunities for All		121.261	121.261	-	0.00%	Completed Project	2024-25
Extension Secondary School - Viewforth	Opportunities for All	5.989	6.335	6.335	-	0.00%	Future Project	2030-31
New Secondary School - Glenrothes /Glenwood	Opportunities for All	27.532	16.000	16.000	-	0.00%	Future Project	2029-30
Queen Anne High School Extension	Opportunities for All		6.626	6.626	-	0.00%	Future Project	2030-31
Inverkeithing High School Replacement	Opportunities for All		88.000	88.000	-	0.00%	Current Project	2026-27
Primary School Development Future Projects	Opportunities for All		114.340	114.340	-	0.00%	Future Project	2032-33
Lochgelly Primary School	Maintaining Our Assets	9.000	8.984	8.984	-	0.00%	Current Project	2025-26
Balwearie High School	Maintaining Our Assets	8.300	17.008	17.008	-	0.00%	Current Project	2028-29
<b>Total Major Projects over £5.000m</b>		<b>50.821</b>	<b>384.266</b>	<b>384.266</b>	<b>-</b>	<b>0.00%</b>		
Extension Secondary School - Auchmuty	Opportunities for All	9.62	3.871	3.871	-	0.00%	Future Project	2027-28
Primary School Development Future Projects	Opportunities for All		25.715	25.715	-	0.00%	Future Project	2031-32
Raith Lodge - Early Years Provision	Opportunities for All		1.452	1.452	-	0.00%	Completed Project	2024-25
<b>Total Major Projects over £1.000m</b>		<b>9.620</b>	<b>31.038</b>	<b>31.038</b>	<b>-</b>	<b>0.00%</b>		
<b>Total Major Projects</b>		<b>60.441</b>	<b>415.305</b>	<b>415.305</b>	<b>-</b>	<b>0.00%</b>		

Building Fife's Future	0.190	0.068	0.068	(0.122)	36%
Early Learning and Childcare	0.838	0.838	0.838	0.000	100%
Primary School Development	0.206	0.228	0.228	0.022	111%
Secondary School Development	34.946	35.065	35.065	0.119	100%
Education Rolling Programme	9.881	8.771	8.771	(1.110)	89%
Nursery Refurbishment	0.941	0.527	0.527	(0.414)	56%
Free School Meals Expansion	10.479	0.978	0.978	(9.501)	9%
Primary School Structural Pressures	-	0.065	0.065	0.065	0%
Childcare	(0.002)	(0.002)	(0.002)	-	100%
Major Secondary School Projects	(1.292)	0.027	0.027	1.319	-2%
Major Primary School Project	2.100	0.518	0.518	(1.582)	25%
<b>TOTAL EDUCATION SERVICES</b>	<b>58.286</b>	<b>47.083</b>	<b>47.083</b>	<b>(11.202)</b>	<b>81%</b>
<b>TOTAL EXPENDITURE</b>	<b>58.286</b>	<b>47.083</b>	<b>47.083</b>	<b>(11.202)</b>	<b>81%</b>

	Current Budget £m	Actual to Date £m	Total Outturn £m	Variance £m	Outturn as % of Plan
<b>Income</b>					
Building Fife's Future	-	-	-	-	0%
Primary School Development	(0.509)	-	-	0.509	0%
Secondary School Development	(0.316)	(0.316)	(0.316)	-	100%
Education Rolling Programme	(0.113)	(0.113)	(0.113)	(0.000)	0%
Childcare	0.004	0.004	0.004	-	100%
<b>TOTAL INCOME</b>	<b>(0.934)</b>	<b>(0.425)</b>	<b>(0.425)</b>	<b>0.509</b>	<b>45%</b>



16 September 2025

Agenda Item No. 9

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## 2025/26 Revenue Monitoring Projected Outturn – Education Directorate

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Report by: Donnie Macleod, Executive Director (Education)

Eileen Rowand, Executive Director (Finance & Corporate Services)

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Wards Affected: All

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### Purpose

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The purpose of this report is to give members an update on the projected outturn financial position for the 2025-26 financial year for the Education Directorate as at 30 June 2025.

### Recommendations

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Committee is asked to consider the current financial performance and activity as detailed in this report.

### Resource Implications

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None.

### Legal & Risk Implications

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There are no direct legal implications arising from this report.

### Impact Assessment

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

### Consultation

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None.

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## 1.0 Background

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- 1.1 The purpose of this report is to advise Members of the projected outturn for the Education Directorate, for the 2025-26 Revenue Budget, and to highlight the major variances as at 30 June 2025. These are detailed in section 3.0.

- 1.2 For 2025-26, the Council approved savings proposals as part of the Revenue Budget, and therefore there is a requirement to include a Savings Tracker as part of financial reporting for the 2025-26 financial year. Progress on savings is detailed in section 4.0 and in Appendix 3.

## 2.0 Projected Outturn

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### Projected Outturn

- 2.1 There is a projected underspend of £0.716m for the Education Directorate. A summary of the 2025-26 projected out-turn for the areas falling under the scope of this committee are detailed in Appendix 1 and 2. Where there are significant variances (+/-£0.250m) to budgets a brief explanation is provided below in Section 3.

## 3.0 Major Variances

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### Devolved School Management :- projected outturn £4.301m underspend

- 3.1 Under the DSM Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. At this stage in the financial year the projection for the DSM normally reflects the carry forward of underspend from the previous year as school budgets have still to be adjusted to reflect class numbers and staffing for the new session from August. The figure reported above therefore, includes the DSM carry forward across schools from 2024-25 of £1.642m.
- 3.2 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) is included in devolved budgets. This also includes any unspent PEF at 31 March 2024 which was carried forward, and for 2025-26 the amount of carry forward was £2.747m. The underspend reflects the fact that schools manage their PEF allocations over academic sessions, and therefore some of the funding requires to be carried forward to meet the commitments in their PEF plans. Schools' PEF allocations for 2025-26 are still subject to final confirmation by Scottish Government, but the indicative allocations provided by them, which total £10.456m, have been added to schools' budgets. The projected underspend of £2.747m is included as an estimate of unspent PEF at the end of the 2025-26 financial year, based on trends of past spend. Updated projections will be provided by schools in future monitoring reports.

### Non-DSM/Childcare: - projected outturn - £3.585m overspend

- 3.3 The projected overspend mainly relates to maternity pay and long-term absence, and an overspend of £4.170m is included within the projection. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. A continued focus on addressing the overspend on this budget will be maintained, with the service continuing to implement additional processes to increase the scrutiny of costs being charged by schools, alongside actioning any opportunities to increase the budget available to accommodate costs.
- 3.4 Also in relation to schools there are projected overspends in relation to Premises related costs including Ground Maintenance (£0.281m) and Waste Collection (£0.506m).
- 3.5 Within Nursery Education a projected overspend of £2.580m is included due to additional staffing costs for nurseries to meet Care Commission requirements, and

the cost of absence and cover arrangements for long term absence and maternity leave.

- 3.6 A projected overspend of £0.980m is also included for Special Education. This is mainly in relation to additional staffing costs of £0.462m, and a projected overspend on transport costs for children of £0.518m.
- 3.7 Partially offsetting these overspends is a projected underspend of £4.300m within General Education mainly due to budget setting within schools. These budgets will be adjusted when school budgets are amended for the new session from August. Adjustments for the new teaching complement, including probationers, will be actioned and budgets updated as required per school rolls. The impact of this will be reported as part of the October 2025 financial monitor and will be submitted to a future Scrutiny committee. Partially offsetting the underspend within General Education are unachieved savings of £0.739m, which are mainly in relation to historic income generation targets.
- 3.8 In addition, the projected outturn also includes underspends in Childcare Services of £0.585m, due to an estimated over recovery of income, and in Fife Music Service as the forecast spend is £0.250m less than the funding available.

## 4.0 Efficiency Savings

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- 4.1 The savings target, as approved in the 2025-26 budget process for the Directorate for this financial year is £2.428m, which is the Directorate's share of the £4m corporate efficiency target approved in the Revenue Budget. An indication of the forecast achievement of savings is attached at Appendix 3. Savings anticipated to be achieved are indicated by a green RAG status coding. Those indicated amber are where the saving is currently expected to be achieved in part or where evidence of achievement of the saving through future revenue monitoring is required before the saving can be flagged as green. The projected outturn position for the Education Directorate reporting to this Scrutiny committee as at June indicates that £1.550m of the target has been achieved to date. The remainder of the target is flagged as amber as this is due to timing. The achievement of the remainder of the saving is expected to flow from the exercise to adjust schools' budgets in line with updated rolls from August.

## 5.0 Conclusion

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- 5.1 The projected outturn position for the Education Directorate reporting to this Scrutiny committee is an underspend of £0.716m. The Directorate will continue to manage spend to seek to reduce the level of overspend where these exist across services, and Heads of Service have reiterated the need to ensure that essential spend only is incurred.

### List of Appendices

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- 1 Projected Outturn 2025-26 : Devolved School Management
- 2 Projected Outturn 2025-26 : Non- Devolved Education
- 3 Savings Tracker 2025-26

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BUDGET MONITORING REPORT SUMMARY				Appendix 1
JUNE 2025				
EDUCATION - DEVOLVED				
	Current Budget £m	Forecast £m	Variance £m	%
Service Managed Net Budget	262.188	257.888	(4.301)	(1.64%)
<u>Analysis of Service Managed Budget</u>				
Primary Education	118.179	115.805	(2.374)	(2.01%)
Secondary Education	135.019	133.473	(1.545)	(1.14%)
Nursery Education	3.208	3.237	0.028	0.88%
Special Education	5.771	5.362	(0.410)	(7.10%)
Area Groups	0.011	0.011	0.000	1.25%
	262.188	257.888	(4.301)	(1.64%)

Subjective Grouping	Current Budget £m	Forecast £m	Variance £m	%
<b>Service Managed Net Budget</b>	<b>262.188</b>	<b>257.888</b>	<b>(4.301)</b>	<b>(1.64%)</b>
<b>Income</b>	<b>(10.466)</b>	<b>(10.466)</b>	<b>0.000</b>	<b>0.00%</b>
<b>Expenditure</b>				
Employee Costs	266.561	263.903	(2.658)	(1.00%)
Premises Related Expenditure	0.000	0.000	0.000	0.00%
Transport Related Expenditure	0.102	0.102	0.000	0.00%
Supplies & Services	4.283	2.640	(1.642)	(38.35%)
Third Party Payments	1.708	1.708	0.000	0.00%
Transfer Payments	0.000	0.000	0.000	0.00%
Support Services Charges	0.000	0.000	0.000	0.00%
	<b>272.654</b>	<b>268.354</b>	<b>(4.301)</b>	<b>(1.58%)</b>
<b>Total</b>	<b>262.188</b>	<b>257.888</b>	<b>(4.301)</b>	<b>(1.64%)</b>

BUDGET MONITORING REPORT SUMMARY				Appendix 2
JUNE 2025				
EDUCATION - NON DEVOLVED				
	Current Budget £m	Forecast £m	Variance £m	%
Service Managed Net Budget	187.199	190.784	3.585	1.92%
<u>Analysis of Service Managed Budget</u>				
Primary Education	27.400	30.842	3.442	12.56%
Secondary Education	24.739	26.721	1.982	8.01%
Nursery Education	66.666	69.246	2.580	3.87%
Special Education	42.821	43.800	0.980	2.29%
Area Groups	0.656	0.656	0.000	0.00%
Education Administration	6.306	6.041	(0.265)	(4.20%)
Staff Development	0.000	0.001	0.001	0.00%
Fife Music Service	2.986	2.736	(0.250)	(8.37%)
Support Services	5.017	5.018	0.000	0.01%
General Education	7.725	3.425	(4.300)	(55.67%)
Childcare	2.885	2.300	(0.585)	(20.27%)
	187.199	190.784	3.585	1.92%

Subjective Grouping	Current Budget £m	Forecast £m	Variance £m	%
<b>Service Managed Net Budget</b>	<b>187.199</b>	<b>190.784</b>	<b>3.585</b>	<b>1.92%</b>
<b>Income</b>	<b>(14.373)</b>	<b>(13.947)</b>	<b>0.426</b>	<b>(2.96%)</b>
<b>Expenditure</b>				
Employee Costs	117.441	119.080	1.639	1.40%
Premises Related Expenditure	32.132	33.231	1.099	3.42%
Transport Related Expenditure	17.419	18.335	0.916	5.26%
Supplies & Services	17.307	16.869	(0.438)	(2.53%)
Third Party Payments	17.256	17.216	(0.040)	(0.23%)
Transfer Payments	0.018	0.001	(0.017)	(94.42%)
Support Services Charges	0.000	0.000	0.000	0.00%
	<b>201.572</b>	<b>204.731</b>	<b>3.159</b>	<b>1.57%</b>
	<b>187.199</b>	<b>190.784</b>	<b>3.585</b>	<b>1.92%</b>

**TRACKING APPROVED 2025-26 SAVINGS**  
**EDUCATION DIRECTORATE**  
**JUNE 2025**

Appendix 3

Area	Approved Budget Year	Savings Ref	Title of Savings Proposal	Savings Target £m	Actual £m	(Under)/Over £m	Rag Status
Educational Services	2025-28		Efficiency Saving	2.428	1.550	(0.878)	Amber
<b>Grand Total</b>				<b>2.428</b>	<b>1.550</b>	<b>(0.878)</b>	

**Rag Status Key:-**

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

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

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

Summary			
Rag Status	Savings Target £m	Forecast £m	(Under)/Over £m
Green	1.550	1.550	0.000
Amber	0.878	0.000	(0.878)
Red	0.000	0.000	0.000
Total	2.428	1.550	(0.878)

16 September 2025

Agenda Item No 10

## 2025-26 Capital Monitoring Projected Outturn – Education Directorate

Report by:

**Donnie Macleod, Executive Director (Education)**

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

Wards Affected: All

### Purpose

The purpose of this report is to provide an update on the Capital Investment Plan and advise on the projected financial position for the 2025-26 financial year for the Education Directorate.

### Recommendation(s)

Committee is asked to consider the current financial performance and activity as detailed in this report.

### Resource Implications

None.

### Legal & Risk Implications

None

### Impact Assessment

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

### Consultation

None.

## 1.0 Background

- 1.1 This report summarises the projected capital outturn for the areas falling under the scope of this Committee for 2025-26. The projected expenditure is £64.732m, which represents 100% of the approved capital programme for 2025-26.
- 1.2 Appendix 1 shows an analysis of specific projects in the current capital investment plan which have a budget greater than £1m and analyses total project cost rather than in year spend only.



- 1.3 Appendix 2 details the projected expenditure against budget for each theme, along with associated income for the 2025-26 financial year. A brief explanation of any significant variances is provided at section 2 within this report.

## 2.0 Issues and Options

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### 2.1 Key Issues / Risks

- 2.1.1 Appendix 1 details the total cost forecast position for all capital projects within the Education Directorate with an overall value of £1m and over. The key risks associated with the major projects are noted below.
- 2.1.2 Across the Capital Investment Plan there continues to be risk that both the timing and the costs of projects are adversely affected by the current economic climate. Inflationary increases have had a significant impact, and these have been reflected in the Plan. Monitoring of the impact of any additional costs on projects will continue and any significant impact on timescales and associated risks will be reported to this committee. Where appropriate, any known impact on timing of delivery of projects has been built in to the rephased plan and the overall scale of any additional costs or further delays has been considered as part of the review of the Capital Investment Plan approved in February 2025.

### 2.2 Major Projects – Potential Risks and Actions

- 2.2.1 The Council's previous Capital Plan included £213m investment in respect of Secondary Schools in West Fife, incorporating the Dunfermline Learning Campus (DLC) and the Inverkeithing High School (South and West Fife) replacement. The DLC is now complete, and the 2025-26 approved Capital Investment Plan includes the residual budget of £61.326m to complete the replacement for Inverkeithing High School, to be named Caledonia High School, and associated projects in secondary schools.
- 2.2.2 The budget for Caledonia High School projects reflects the funding arrangements of the Scottish Government's Learning Estate Investment Programme (LEIP), which requires the Council to fund the up-front cost of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. The school is funded under LEIP Phase 2, and is due to open in August 2026. Work on the school is currently progressing well on site, and is being completed in accordance with the plan. The projected spend in 2025-26 on this project is £48m and it is included within the Secondary School Development line in Appendix 2. The overall budget for this project detailed in Appendix 1 as approved in the business case is £88m.

### 2.3 Financial Performance – 2024-25 Provisional Outturn

- 2.3.1 Appendix 2 provides a summary of the projected outturn for each theme for the financial year 2025-26. The appendix shows a projected level of expenditure of £64.732m against a Capital Investment Plan of £64.732m, a spending level of 100%.
- 2.3.2 At this point in the financial year, given the annual rephasing exercise has just been completed, there are no significant variances being projected for or reported under the Capital Investment Plan for the Education Directorate. As work on planned

projects develops further reports on progress will be brought to Scrutiny Committee detailing the financial impact of any slippage or advancement of projects.

## 3.0 Conclusions

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- 3.1 The total 2025-26 approved programme for the Education Directorate is £64.732m with a projected level of expenditure of £64.732m, which represents 100% of the total programme.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan, and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

### List of Appendices

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1. Total Cost Monitor
2. Capital Plan 2025-2026 Provisional Outturn Expenditure

### Background Papers

Not applicable

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FIFE COUNCIL  
EDUCATION SCRUTINY COMMITTEE  
EDUCATION AND CHILDRENS SERVICES  
CAPITAL INVESTMENT PLAN 2025-35  
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Appendix 1

Project	Theme	Original Approved Budget £m	Current Project Budget £m	Total Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College Extension	Opportunities for All		5.713	5.713	-	0.00%	Future Project	2029-30
Dunfermline Learning Campus	Opportunities for All		121.261	121.261	-	0.00%	Completed Project	2024-25
Extension Secondary School - Viewforth	Opportunities for All	5.989	6.335	6.335	-	0.00%	Future Project	2031-32
Refurb - Glenrothes / Glenwood Secondary Schools	Opportunities for All	27.532	16.000	16.000	-	0.00%	Future Project	2030-31
Queen Anne High School Extension	Opportunities for All		6.626	6.626	-	0.00%	Future Project	2030-31
Inverkeithing High School Replacement	Opportunities for All		88.000	88.000	-	0.00%	Current Project	2026-27
Primary School Development Future Projects	Opportunities for All		154.398	154.398	-	0.00%	Future Project	2034-35
Lochgelly Primary School	Maintaining Our Assets	9.000	8.759	8.759	-	0.00%	Current Project	2025-26
Balwearie High School	Maintaining Our Assets	8.300	17.008	17.008	-	0.00%	Current Project	2028-29
<b>Total Major Projects over £5.000m</b>		<b>50.821</b>	<b>424.099</b>	<b>424.099</b>	<b>-</b>	<b>0.00%</b>		
Extension Secondary School - Auchmuty	Opportunities for All	9.62	3.871	3.871	-	0.00%	Future Project	2028-29
Primary School Development Future Projects	Opportunities for All		7.064	7.064	-	0.00%	Future Project	2029-30
Castlehill PS - Dining Accommodation	Opportunities for All	1.742	1.742	1.742	-	0.00%	Current Project	2025-26
Pitteuchar West PS - Structural Works	Opportunities for All	3.115	3.115	3.115	-	0.00%	Future Project	2027-28
Hutted Accommodation	Opportunities for All		3.000	3.000	-	0.00%	Future Project	2027-28
Freuchie Hut Replacement and Upgrades	Opportunities for All		2.100	2.100	-	0.00%	Current Project	2026-27
<b>Total Major Projects over £1.000m</b>		<b>14.477</b>	<b>20.893</b>	<b>20.893</b>	<b>-</b>	<b>0.00%</b>		
<b>Total Major Projects</b>		<b>65.298</b>	<b>444.992</b>	<b>444.992</b>	<b>-</b>	<b>0.00%</b>		

Building Fife's Future	0.517	-	0.517	-	100%
Early Learning and Childcare	-	-	-	-	0%
Primary School Development	0.624	0.144	0.624	-	100%
Secondary School Development	48.700	4.371	48.700	-	100%
Education Rolling Programme	6.801	1.646	6.801	-	100%
Nursery Refurbishment	0.955	0.304	0.955	-	100%
Free School Meals Expansion	2.785	0.580	2.785	-	100%
Primary School Structural Pressures	0.050	0.004	0.050	-	0%
Childcare	-	-	-	-	0%
Major Secondary School Projects	2.800	0.018	2.800	-	100%
Major Primary School Project	1.500	-	1.500	-	100%
<b>TOTAL EDUCATION SERVICES</b>	<b>64.732</b>	<b>7.066</b>	<b>64.732</b>	<b>-</b>	<b>100%</b>
<b>TOTAL EXPENDITURE</b>	<b>64.732</b>	<b>7.066</b>	<b>64.732</b>	<b>-</b>	<b>100%</b>

	Current Budget £m	Actual to Date £m	Total Outturn £m	Variance £m	Outturn as % of Plan
<b>Income</b>					
Building Fife's Future	-	-	-	-	0%
Primary School Development	(0.112)	-	(0.112)	-	100%
Secondary School Development	-	-	-	-	0%
Education Rolling Programme	-	0.000	-	-	0%
Childcare	-	-	-	-	0%
<b>TOTAL INCOME</b>	<b>(0.112)</b>	<b>0.000</b>	<b>(0.112)</b>	<b>-</b>	<b>100%</b>

16 September 2025

Agenda Item No. 11

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## Education Scrutiny Committee Workplan

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

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**Wards Affected:** All

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### Purpose

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

### Recommendation

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

### Resource Implications

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

### Legal & Risk Implications

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

### Impact Assessment

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None required for this paper.

### Consultation

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

## 1.0 Background

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

## 2.0 Conclusions

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

### List of Appendices

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1. Workplan

### Background Papers

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

None

### Report Contact

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Education Scrutiny Committee of 25 November 2025			
Title	Service(s)	Contact(s)	Comments
Attainment - Broad General Education (BGE)	Education	Angela Logue, Alan Cumming	
Senior Phase Stage-Based Outcomes	Education	Alan Cumming, Maria Lloyd	
Early Years - Review of 1140 Hours Implementation	Education	Shelagh McLean, Stewart Westwater	Para 111 of 2024.ES.52, minute of 19 November 2024 refers - request from Cllr E Clarke re Local Nursery Areas.
Revenue Budget Projected Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2025-26 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Primary and Secondary Schools Admissions Policy: Statutory Review Consultation	Education	Shelagh McLean	Remit from Cabinet Committee meeting 29.05.25 - para 377 refers.
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 27 January 2026			
Title	Service(s)	Contact(s)	Comments
Inspection Outcomes	Education	Alan Cumming, Karen Lees	
Supporting Refugee, Asylum Seeking and Displaced Young People with English as an Additional Language in Education	Education	Angela Logue, Jackie Funnell, Vicky Cromar	Update requested at meeting on 18.03.25 - Para 122 refers.
Revenue Budget Projected Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	

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

Education Scrutiny Committee of 17 March 2026			
Title	Service(s)	Contact(s)	Comments
Attendance Update Report March 2026	Education	Rona Weir	Annual update - previously considered 18.03.25 - minute para ref 123 (3).
Revenue Budget Projected Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2025-26 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 19 May 2026			
Title	Service(s)	Contact(s)	Comments
Destinations of School Leavers	Education	Karen Lees, Maria Lloyd	Annual update. Previously considered 20.05.25, Para 130 refers.
Transforming Learning	Education	Angela Logue, Craig Martin	
Strategic Equity Fund – Session 2025/26 Impact Report	Education	Sarah Else, Angela Logue	Regular update. Previously considered 07.05.24, para 90 refers. Due to be considered



Education Scrutiny Committee of 19 May 2026			
Title	Service(s)	Contact(s)	Comments
			20.05.25, deferred to following year. Agreed EMB be issued this year instead.
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 8 September 2026			
Title	Service(s)	Contact(s)	Comments
Additional Support for Learning (ASL) Strategy Update	Education	Angela Logue, Jackie Funnell	
Revenue Budget Provisional Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2025-26 Provisional Outturn – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Revenue Budget Projected Outturn 2026-27 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2026-27 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

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

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

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

Education Scrutiny Committee of 16 March 2027			
Title	Service(s)	Contact(s)	Comments
Education Scrutiny Committee Forward Work Plan			

Unallocated			
Title	Service(s)	Contact(s)	Comments
National Thematic - Local Authority approaches to support school improvement	Education	Maria Lloyd, Angela Logue	<b>For info: ISSUED AS A BRIEFING NOTE.</b> Took place on 10 to 11 September with a focus on how LA supports school improvement.
School Meals Review - Update	Place	Tariq Ditta	<b>Update: briefing note to all elected members as the review progresses. Potential update report in September 2026, if necessary.</b> Initial report previously considered 20.05.25, para 131 refers.
Promoted Positive Behaviour	Education	Shelagh McLean, Pamela Colburn	