Education & Children's Services Sub-Committee

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

Tuesday, 3rd November, 2020 - 10.00 a.m.

AGENDA

Page Nos.

1. APOLOGIES FOR ABSENCE

2. CHANGE OF MEMBERSHIP

The Committee is asked to note that Councillor Craig Walker has replaced Councillor David Barratt as a member of the Education and Children's Services Sub-Committee.

3. DECLARATIONS OF INTEREST - In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.

4. MINUTES - Minutes of Meeting of:-

(a) Education and Children's Services Committee of 1st September, 2020; and — 3 - 7

(b) Education Appointment Committees of 11th September; 7th and 8th October, 2020. — 8 - 10

5. BUILDING FIFE'S FUTURE - INVERKEITHING HIGH SCHOOL OPTIONS APPRAISAL - Report by the Executive Director - Education & Children's Services. — 11 – 66

6. OUR MINDS MATTER: FIFE SCHOOLS' COUNSELLING SERVICE UPDATE - Report by the Executive Director - Education & Children's Services. — 67 – 99

7. ATTAINMENT SCOTLAND FUND - Report by the Executive Director - Education & Children's Services. — 100 - 175

8. CHILDCARE SERVICES AND PLAY PRACTICE DEVELOPMENT - Report by the Executive Director - Education & Children's Services. — 176 – 265

9. CHILD POVERTY ACTION PLAN - Report by the Executive Director - Education & Children's Services. — 266 – 282

10. THE CHILDREN AND FAMILIES STRATEGY FOR 2020-23: BELONGING TO FIFE - PHASE 3 - Report by the Executive Director - Education & Children's Services. — 283 – 293

11./

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ITEM FOR NOTING

11. EDUCATION & CHILDREN'S SERVICES COMMITTEE WORK PROGRAMME 2021 294 – 295

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.

Morag Ferguson
Head of Legal and Democratic Services
Finance and Corporate Services

Fife House
North Street
Glenrothes
Fife, KY7 5LT

27th October, 2020

If telephoning, please ask for:

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THE FIFE COUNCIL - EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE – REMOTE MEETING

1st September, 2020 **10.00 a.m. – 11.23 a.m.**

PRESENT: Councillors Fay Sinclair (Convener), David Barratt, James Calder, Bobby Clelland, Dave Dempsey, Linda Erskine, Ian Ferguson, Julie Ford, Helen Law, Kathleen Leslie, Rosemary Liewald, Dominic Nolan, Alistair Suttie, Jan Wincott (substituting for Councillor Gary Guichan); Mr. George Haggarty, Mr. William Imlay and Mr. Bailey-Lee Robb.

ATTENDING: Carrie Lindsay, Executive Director, Education & Children's Services; Shelagh McLean, Head of Education & Children's Services (Early Years and Directorate Support); Angela Logue, Head of Education & Children's Services; Louise Playford, Service Manager (School Estate); Stuart Booker, Improvement Officer (Strategy & Knowledge Management); Avril Graham, Sustainable Estate Officer; Gary Peattie, Team Manager, Childcare Services; Jacqueline Price, Education Manager (Early Years), Education; Alison Binnie, Business Partner, Finance; and Diane Barnet, Committee Officer, Legal & Democratic Services.

APOLOGIES FOR ABSENCE: Councillor Ross Paterson and Mr. Alastair Crockett.

Prior to consideration of formal Committee business, Carrie Lindsay, Executive Director, Education and Children's Services, provided a brief summary of events over the last few months and culminating in a return to school for all pupils. Also acknowledged was the dedication of Education staff and the advice and support from Public Health and the Council's Environmental Health colleagues, facilitating arrangements for schools re-opening.

171. DECLARATIONS OF INTEREST

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

172. MINUTES

(a) Minute of Meeting of Education and Children's Services Committee of 11th February, 2020

The Committee considered the minute of the Education and Children's Services Committee of 11th February, 2020.

Arising from the minute, with reference to Paragraph 162. - Building Fife's Future - Inverkeithing High School Site Selection Update - the Committee was advised that a report relating to final site selection would be submitted, for this Committee's consideration, at a future meeting (date to be advised).

Decision/

Decision

The Committee noted the update and otherwise agreed to approve the minute.

(b) Minutes of Meeting of the Education Appointment Committee of 28th February, 9th March, 17th March, 11th May, 22nd May, 29 May, 8th June and 25th June, 2020

Decision

The Committee agreed to approve the minutes.

173. STATUTORY CONSULTATION REPORT ON THE PROPOSAL TO CLOSE GATESIDE PRIMARY SCHOOL AND REZONE THE CATCHMENT AREA OF STRATHMIGLO PRIMARY SCHOOL

The Committee considered a report by the Executive Director, Education and Children's Services, presenting the statutory Consultation Report, in terms of the Schools (Consultation) (Scotland) Act 2010, in respect of the proposal to close Gateside Primary School and rezone the catchment area of Strathmiglo Primary School.

This report also sought approval to proceed with the recommendation contained within the Consultation Report.

Decision

The Committee agreed to approve the proposal to:-

(1) close Gateside Primary School on 18 December 2020;

(2) rezone the catchment area of Strathmiglo Primary School, to incorporate all of the current catchment area for Gateside Primary School, from 18 December 2020;

(3) meantime, in recognition of the continuation of the mothballing of Gateside Primary School, continue to offer a catchment area place at Strathmiglo Primary School for all pupils currently living in the Gateside Primary School catchment area; and

(4) seek alternative uses for the Gateside Primary School site.

174. CHILDCARE SERVICES AND PLAY PRACTICE DEVELOPMENT

The Committee considered a report by the Executive Director, Education and Children's Services seeking approval on proposals to modernise Childcare Services in Fife, moving to a more commercialised model of delivering services.

Decision/

Decision

The Committee, whilst acknowledging the information presented in the report:-

(1) agreed to continue consideration of the proposed commercialised model of delivering services to a future meeting of this Committee; and

(2) delegated to officers to arrange a member workshop in the interim to enable a more detailed analysis of the proposals for future delivery of services.

175. EDUCATION & CHILDREN'S SERVICES DIRECTORATE PLAN 2020-2023

The Committee considered a report by the Executive Director, Education and Children's Services seeking approval of the approach to strategic planning being undertaken by the Directorate and to endorse the Directorate's Agile Action Plan for 2020-21 - which the Directorate had developed to meet the Council's statutory responsibilities for strategic planning of services for children and young people in a way that best supports the Directorate's approach to recovery from the Covid-19 pandemic and the Council's reform agenda.

Decision

The Committee agreed:-

(1) to approve the approach taken by the Directorate and to endorse the Agile Action Plan 2020-21; and

(2) to consider any further update reports as progress was made.

176. EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – REVENUE BUDGET 2019-20 – PROVISIONAL OUTTURN

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services advising of the provisional outturn for the 2019-20 Education and Children's Services Directorate Revenue Budget, for the areas in scope of the Education and Children's Services Sub-Committee.

Decision

The Committee:-

(1) noted the provisional outturn position (subject to audit) for 2019-20, as detailed in the report, and the reasons for the main variances;

(2) noted that the Education and Children's Services Directorate continued to implement the Children and Families Strategy to reduce the reliance on purchased care placements and increase the number of children who can be looked after safely at home or in kinship care; and

(3) otherwise noted the contents of the report.

177./

177. EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – CAPITAL INVESTMENT PLAN 2019-20 – PROVISIONAL OUTTURN

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services providing a summary of the Education and Children's Services Directorate financial position against the capital budget, for the financial year 2019-20, as well as an overview of progress on individual projects within the capital investment plan.

Decision

The Committee:-

(1) acknowledged the provisional outturn position for the 2019-20 Capital investment Plan, the figures were provisional, being subject to audit; and

(2) noted the reported spend of £47.114m represents 95.7% of the approved capital programme for 2019-20.

178. DECISIONS TAKEN UNDER DELEGATED AUTHORITY - MARCH TO AUGUST 2020

The Committee considered a report by the Head of Legal and Democratic Services advising of decisions taken by officers acting under delegated authority and that were within the remit of this Sub-Committee.

Decision

The Committee:-

(1) noted the decisions taken under delegated authority, by the Executive Director, Education and Children's Services, as set out in the Appendix to the report, namely:

- Annual Uplift in Payments to Foster Carers for Financial Year 2020/21;
- Support for Voluntary Organisations; and
- Appointment to Fife Corporate Parent Board; and

(2) agreed to consider a report on the remit and activities of the Fife Corporate Parent Board at its next meeting on 3rd November, 2020.

179. EDUCATION & CHILDREN'S SERVICES COMMITTEE WORK PROGRAMME 2020

The Committee considered the draft Forward Work Programme 2020.

Decision

The Committee:-

(1)/

(1) noted the Education and Children's Services Sub-Committee Forward Work Programme 2020; and

(2) agreed to update the Forward Work Programme to include the update/ reports outlined at Paragraphs 172, 174 (2), 175 (2) and 178 (2) above, respectively, ie:

- Building Fife's Future - Inverkeithing High School Site Selection Update;
- Childcare Services and Play Practice Development;
- Agile Action Plan for 2020-21 Update; and
- Fife Corporate Parent Board

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

11 September 2020 **1.00 pm - 3.45 pm**

PRESENT: Councillors Helen Law, George Haggarty, Church Representative, Maria Lloyd, Head of Service, Lynn Porter, Education Manager, Kirsty Henderson, Chair, Parent Council, Claire Lawrence, Parent Council.

97. **EXCLUSION OF PUBLIC AND PRESS**

Decision

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

98. **HEADTEACHER – ST JOHN'S RC PRIMARY SCHOOL**

The Committee interviewed 2 applicant on the short leet for this post.

Decision

Agreed to recommend the appointment of Shona Munro, currently Acting Headteacher at St John's RC Primary School, Rosyth.

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

6 October 2020 **8.30 am – 10.30 am**

PRESENT: Councillors Kathleen Leslie, Mary Lockhart, Shelagh McLean, Head of Service, Deborah Davidson, Education Manager, Richard McCraken, Chair, Parent Council, Srah Hughes, Parent Council.

99. **EXCLUSION OF PUBLIC AND PRESS**

Decision

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

100. **HEADTEACHER – DONIBRISTLE PRIMARY SCHOOL**

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

Decision

Agreed to recommend the appointment of Karyn Rennie, currently Headteacher at Cowdenbeath Primary School, Cowdenbeath.

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

6 October 2020 **1.15 pm – 3.30 pm**

PRESENT: Councillors Kathleen Leslie, Mino Manekshaw, Shelagh McLean, Head of Service, Deborah Davidson, Education Manager, Mari Becker, Chair, Parent Council, Polly Simmons, Parent Council.

101. **EXCLUSION OF PUBLIC AND PRESS**

Decision

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

102. **HEADTEACHER – DALGETY BAY PRIMARY SCHOOL**

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

Decision

Agreed to recommend the appointment of Colleen Thomas, currently Acting Headteacher at Dalgety Bay Primary School, Dalegty Bay.

3rd November, 2020
Agenda Item No 5

Building Fife's Future – Inverkeithing HS Site Selection Options' Appraisal

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

Wards Affected: 5,6

Purpose

The purpose of this report is to provide the outcome of the options' appraisal of educational requirements and technical assessments for the two site options for the replacement of Inverkeithing High School.

Recommendation(s)

The Committee is asked to:

(1) agree Option 5; Site 10, Fleet Grounds, as the preferred location for the replacement for Inverkeithing High School, subject to:

a) the entering into of an option agreement with the landowner(s) for the acquisition of a suitable site forming part of the land owned by the Ministry of Defence at Fleet Grounds
b) completion of a full planning assessment for development on the Fleet Grounds site: and
c) the outcome of a consultation to be carried out under the Schools (Consultation) (Scotland) Act 2010

(2) authorise the Head of Legal and Democratic Services, in conjunction with the Head of Assets, Transportation and Environment, to agree terms for an Option Agreement with the Ministry of Defence for the purchase of the Fleet grounds site.

(3) Authorise officers to:

i) continue to explore potential funding sources;
ii) explore the community requirements and opportunities presented by this option;
iii) prepare the Brief for the option;
iv) appoint a Design Team to prepare designs for the new school; and
v) report back to a future Committee.

Resource Implications

The project will require significant investment and a dedicated team for delivery. Capital budget is currently allocated over the life of the Council's capital plan, for the replacement of five secondary schools across Fife. However, it is recognised that this will need to be supplemented by additional funding in order to progress this proposal, in relation to which, discussions are ongoing with Scottish Government and Scottish Futures Trust regarding potential opportunities for additional investment. The budget cost for this proposal will be reviewed as due diligence is undertaken on the preferred site and the proposed design of the school and an update will be provided as part of the final business case for the project.

Legal & Risk Implications

The consideration and determination of this report is by the Council acting as Education Authority. Accordingly, Members of this Committee should refrain from expressing any view which may be construed as pre-determining any future planning application which the Council, as Planning Authority, may require to consider and determine in respect of any proposed site following hereon. Key risks are identified within the report. Agreement to proceed with a site other than the existing school site will trigger a formal consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.

Impact Assessment

An equalities impact assessment was not required in the preparation of this report as an impact assessment will be carried out as part of the statutory Educational Consultation process.

Consultation

The Headteacher and senior leadership team from the school has been involved in discussions.

Extensive public engagement events have already been carried out in relation to the replacement of Inverkeithing High School. Any change to the existing site will be subject to a statutory consultation under the Schools (Consultation) (Scotland) Act 2010.

1.0 Background

1.1 In November 2018, following consideration of a report entitled 'Building Fife's Future – Education Infrastructure Development', the Education & Children's Services Committee authorised officers to undertake the steps necessary to prepare detailed proposals for infrastructure change.

1.2 The priorities identified were Dunfermline & South West Fife Secondary School Infrastructure and Glenrothes Secondary School Infrastructure. It was accepted that it is important to consider the wider areas in their totality, to ensure that we adopt a strategic approach rather than create a disparate set of individual development plans for each school.

1.3 Consequently, the Capital Plan 2019-2029, as agreed, includes provision of funding

on a phased basis for Secondary Schools in West Fife, for Glenrothes/Glenwood High Schools and for extensions to other secondary schools to provide increased capacity to accommodate pupils from new housing development.

1.4 The Education and Children's Services Committee agreed, on 19 March 2019, to progress projects required to address the condition and capacity issues in the Dunfermline and South & West Fife areas through the development of a distributive model, which requires a number of co-dependent projects, across all of the secondary schools in the area, to be progressed on a phased basis. This approach ensures that the additional capacity could be in place as required, and that best value can be demonstrated, through the planned replacement and expansion of schools in poor condition (Woodmill, St. Columba's RC and Inverkeithing) and the expansion of existing schools to provide additional capacity (Dunfermline and Queen Anne).

1.5 The scale of the investment required to fund the replacement and expansion plans described above is significant. Within the 2019-29 Capital Plan, the Council included a budget of £117.572m, phased over the life of the plan, to progress the work in Dunfermline & South West Fife. However, it should be noted that, in developing the Capital Plan, the affordability of these projects relies on significant contributions from the Scottish Government, as well as developer contributions to fund additional capacity.

1.6 The phasing of projects within the Dunfermline and South & West Fife areas therefore requires taking account of:

- the timing of when and where additional capacity is required
- the need to phase spend across the life of the Capital Plan, in order to maintain affordability and manage the impact on the revenue budget
- the timing of potential funding from the Scottish Government becoming available, and discussion/agreement around specific projects they may agree to support.

1.7 Following the decision of the Education & Children's Services Committee, in February 2020, that officers were to continue to seek funding support for the Inverkeithing High School project, discussions with Scottish Government and SFT colleagues have continued, and Fife Council (along with all Local Authorities) was asked, by letter on 15th September, to submit a status update setting out how we have developed our local learning estate strategy and associated investment plans. We were also asked, if we had identified a priority project for investment, that is supported with approved financial and political commitment, to identify the project in this update and outline how the project proposal is responding to the strategic outcomes and phase 2 criteria within the Scottish Government's Learning Estate Investment Programme (LEIP). The update was requested by 13th October, with decisions to be confirmed in December.

1.8 The Fife Council update was submitted and detailed the replacement for Inverkeithing High School as the priority project.

1.9 Experience suggests that the state of readiness of a project is an important factor when such priority projects are considered for investment by Scottish Government, therefore having an identified preferred site, at this time, could prove favourable. The ability to confirm this within the status of the Inverkeithing High School project will support future discussion regarding potential funding for Fife Council through the LEIP.

1.10 Without investment from the Learning Estate Investment Programme the Fife Council Capital Programme would require significant revision to allow the vision for this area to be achieved as, currently, the plan does not include sufficient funding provision for this project.

1.11 In preparation for bringing forward the project for replacing the existing buildings of Inverkeithing High School, a full site assessment exercise has been completed, reviewing potential sites against the education requirements.

1.12 Indicative locations of the potential sites assessed are detailed in Appendix 1.

2.0 Site Assessment Process

2.1 On 16 August 2016, the Executive Committee considered a report outlining the Authority's educational requirements and *"agreed the criteria . . . required to test any available site options for … assessment of sites for any future school developments"* as follows:

(i) "a single school and site for the children and young people in order to both provide a coherent and efficient curriculum for all pupils and deliver the best value requirements;

(ii) a site where the net acreage was consistent with relevant space guidance in order that it could contain a school, as well as the open space, of sufficient size and appropriate shape to accommodate the peak forecast roll and an element of future expansion. The aspect ratio of the site should also be of suitable proportions to enable the design of the new school to create a building which was attractive and inspiring and would create a civic presence without being unduly constrained by the site;

(iii) a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle, car and public transport. It should be located to minimise pupil travel distance and support the delivery of appropriate community facilities;

(iv) a sufficient site area to accommodate all curricular, external learning, sports facilities and community engagement, therefore any site would be assessed having regard to the size of the site and its ability to accommodate the school, and not only its curricular activities but all extracurricular activities In accordance with current Fife Council priorities;

(v) a site which was able to ensure that the building design could deliver full accessibility for all pupils, staff and the public, including appropriate vehicular access and car parking facilities;

(vi) a site which could enable a design that would deliver a safe and secure environment, with ease of movement throughout the building and the site;

(vii) the school should be available for occupancy within a reasonable timescale;

(viii) a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council's capital resources."

2.2 On 13 December 2016, the Executive Committee noted that these criteria relate solely to site characteristics and not to the detailed design of a new school building. Additionally, it was noted that these criteria relate to the Education Authority's requirement for a school.

2.3 A detailed planning assessment is required and undertaken as part of any planning

application process in due course. The Planning Authority will determine any application on the basis of the Development Plan and other material planning considerations.

2.4 Executive Committee also recognised that application of the education criteria was insufficient to definitively identify a new site and that a range of technical, environmental and planning considerations would impact on site selection. However, it was considered appropriate, before embarking upon any of the technical studies that a two-stage process be considered to limit the in-depth work required, by early elimination of those sites which did not match the base education criteria. This would then be followed by the more detailed technical assessment of a reduced numbers of sites i.e.:

Stage 1

- Site assessment based on the educational criteria outlined above
- Assessment supported by high level consideration of any significant issues
- Identification and elimination of those sites which did not satisfy the above criteria and were not deemed worthy of further consideration

Stage 2

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

2.5 To inform the site assessment process a number of additional factors have been considered:

- the projected pupil intake for the school, to develop the overall roll and, therefore, the size of school required. The projected pupil intake for the school, updated with the most recent birth figures, from the estimated delivery date of August 2026, is detailed in Appendix 2. This helps to determine the projected pupil population broken down by each of the specific communities within the catchment area, to determine whether this is projected to increase or decrease over time.
- the planned housing development across the area, both in terms of location and impact on the projected pupil numbers within each community, within the designated catchment area (Appendix 3).
- the catchment area. With the exception of the strategic development areas, it is anticipated that the catchment area for the school is unlikely to change significantly.

3.0 Stage 1 Site Assessment Process

3.1 On 19 March 2019, the Education & Children's Services Committee considered a report on the potential sites which identified that six sites should be taken forward for more detailed investigation.

3.2 On 21 May 2019, The Education children's Services Committee:

1) *noted the completion of the phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee;*
2) *agreed that the Inverkeithing South Site 18 at Caldwell Mill/Ballast Park be removed from the list of sites for assessment at the phase 2 stage, due to the challenges associated with addressing flood prevention and mitigation, potential contamination and other challenges associated with the development of these sites for a school; and*
3) *agreed that six sites required further consideration and authorised the preparation of **phase 2 feasibility studies** to be reported to Committee on the remaining six sites as follows:*

Inverkeithing North
Site 3 - Inverkeithing High School
Site 4 - North of the A921 - West
Site 22 - North of A921 - East

Rosyth
Site 10 - Fleet Grounds
Site 11 - HMS Caledonia
Site 12 - West Rosyth

4.0 Stage 2 Site Assessment Process

4.1 The more detailed investigation of these 6 sites was undertaken. During the technical assessment numerous issues were examined, some of which were closely related to, or dependent upon, others. The outcome of the more detailed investigations, for the two preferred site options (as determined in February 2020), was as detailed in 4.2 to 4.9 below.

4.2 Education

4.2.1 In addition to those factors reported to the Education & Children's Services Committee on 19 March 2019 and 21 May 2019, some additional related issues became apparent through the Stage 2 feasibility assessment process.

4.2.2 Construction of a new school on either of the preferred site options:

- could be carried out without any need for decant
- would not impact on the operation of the existing school
- should not impose any restrictions on achieving all educational aspirations
- however, would distance the new High School from the existing Inverkeithing Primary School and the Treetop Family Nurture Centre

4.2.3 The site options are within the existing catchment area of Inverkeithing HS and both

of the site options would require appropriate transport arrangements to be in place for those young people who meet the distance eligibility criteria, as determined in the current School Transport policy. The availability of walked routes to school are not likely to be impacted significantly by the site selection process (see Appendices 4 and 5). However, the numbers of young people being entitled to transport would increase for Option 5 - site 10, initially, but this is expected to decrease over time, based on pupil projections. It is anticipated that the actual increase in numbers entitled to transport could be accommodated by the current number of buses procured. The current transport entitlement details are shown in Appendix 6.

4.2.4 Any proposal to relocate the existing Inverkeithing HS and build a new school on a different site location to the existing site will impact on some pupils who are having to travel further to attend this new school. However, there will be some pupils who will live nearer to the school.

4.2.5 Neither site option can be identified as **fully** complying with criterion iii i.e. the part stating that the site should be *'located within the designated catchment area where pupil population was greatest'*, as pupil projections indicate that the overall pupil population will remain split by the M90 and that the pupil population in each area represents around 50% of the total number of projected pupils.

4.2.6 Both site options are capable of supporting the development of the distributive model for secondary provision and delivering a new school to accommodate a pupil roll of up to 2000.

4.3 Design

4.3.1 Both site options should allow for a new build that provides full flexibility of the building layout to suit all educational requirements.

4.3.2 Option 4, Sites 4 & 22 – North of A921:There is an opportunity to create a gateway building on the approach to Inverkeithing.

4.3.3 This is located in a high-risk flood area and considerable hydrology and flood investigations would be required to minimise the risks. It is likely that the sports pitches would be located in a potential flood risk area, but it should be possible to locate a new school outwith the flood risk zone.

4.3.4 A new access off the A921 would be required. Due to the difference in level between the A921 and the site it is likely that significant retaining wall would be required to support the access road. These may be located in close proximity to the new school giving an oppressive outlook and introducing potentially significant differences in level within the environs of the school.

4.3.5 Option 5, Site 10 – Fleet Grounds: The site will allow for full flexibility of building layout and servicing strategies. The topography of the site is relatively flat.

4.4 Access

4.4.1 Option 4, Sites 4 & 22 – North of A921: These would require a new access off the A921, with a substantial ramp down into both sites. The new access is likely to be taken off the existing signalised junction between the A921 and Hillend Road. There are two existing pedestrian underpasses under the A921 which, although obviating the need to cross the A921, could be considered substandard accesses to a school. Additional pedestrian access from the east could be provided through the provision of a new footbridge at Hillend, although this would incur additional cost of approximately £1.5m - £2m.. The current derestricted A921 could act as a significant barrier to sustainable modes of transport.

4.4.2 Option 5, Site 10 – Fleet Grounds: This has reasonable existing access routes for pedestrians, cyclist and vehicles. Pedestrian and cyclist access to/from the north would have to be improved with widened footways and crossing facilities on the A985 trunk road. Vehicular access could be taken off the existing roundabout with no or limited alterations to accommodate school buses.

4.5 Ownership

4.5.1 The preferred options would involve site acquisition costs. No account has been taken of any potential capital receipt that could be realised for the sale of an existing site. In this case advice was taken from the District Valuer on appropriate potential purchase costs, which are reflected in ongoing commercial negotiations with the landowners. The broad similarity of the land in question is such that there is unlikely to be any material variation between the sites in the cost of land purchase.

4.5.2 Option 4, Sites 4 & 22 – North of A921: These agricultural sites are in the same ownership and the landowner has indicated a willingness to engage with the Council on purchase of either site for potential redevelopment for a new school.

4.5.3 Option 5, Site 10 – Fleet Grounds: Part, but not all, of the site is already owned by Fife Council. Depending upon agreement on the final boundaries there are potentially three other owners. Two of the owners have indicated their willingness to engage with the Council on purchase of their sites for potential redevelopment for a new school.

4.5.4 The third owner is the Ministry of Defence (MOD) and should this site be included in the defence review then this part of the proposed site will not be available until 2024 at the earliest. Whist it may be beneficial to include the MOD portion of the site, if the timescale for acquisition does not fit in with the proposed programme for delivery of the school then simply acquiring a larger site from one of the other landowners would enable the required site area to be assembled.

4.6 Planning

4.6.1 A detailed planning assessment has not been undertaken of either of the site options. Prior to submitting a planning application, a detailed planning assessment will be undertaken to support that application. However, at this stage consideration has been given to some key planning issues when evaluating each of the sites.

4.6.2 Option 4, Site 4 – North of A921 (West): Lies outside the settlement boundary and is considered to be in countryside for policy advice. A large area of the north eastern part of the site is at risk from flooding from the Inverkeithing Burn. Land is prime agricultural land. Site is within the Forth Rail Bridge viewpoint 2 viewcone. Site 22 –

North of A921 (East): Lies outside the settlement boundary and is considered to be in countryside for policy advice. Land is prime agricultural land. The site is close to Hillend. Site is within the Forth Rail Bridge viewpoint 3 viewcone.

4.7 Timescales

4.7.1 It was not possible, at that stage, to provide definitive timescales for delivery of a new school on any of the sites. Once the final site selection has been concluded further detailed work will be required to confirm a specific timeline.

4.7.2 Option 4 and Option 5: Discussions are on-going with the various landowners and early indications are that acquisition of any of these sites should not impact unduly on early delivery of the project, should this be required. In assembling Site 10 - Fleet Grounds some land could be acquired from the MOD and, if included in the Defence Review, would not be available until 2024. Should this be the case then additional land could be acquired from one of the other owners and there would then be no impact on early acquisition of the site.

4.8 Infrastructure/Utilities

4.8.1 Option 4: Site 4 – North of A921 (West):The existing utility networks that serve the current Inverkeithing HS are adjacent to this site and potentially the capacity from the existing school could be re-used. Extensive drainage will be required to address flooding issues and it may be difficult to position the SUDS to drain into existing water courses. Site 22 – North of A921 (East): The existing utility networks that serve the current Inverkeithing HS are adjacent to this site and potentially the capacity from the existing school could be re-used. The existing 11kV overhead high voltage (HV) electricity supply cables would need to be diverted and existing intermediate pressure (IP) gas, water main and foul water sewers may need diverted.

4.8.2 Option 5, Site 10 – Fleet Grounds*:* Gas main and underground high voltage cable may need to be diverted. Finalisation of the boundaries may enable avoidance of these services thus eliminating need for diversion. It is likely that a minor diversion of the Fife Coastal Path will be required.

4.9 Other Considerations

4.9.1 Option 4, Site 4 –North of A921 (West) and Site 22 - North of A921 (East): Both sites have a lack of good connectivity to any residential areas other than Hillend. Additional pedestrian access from the east could be provided through the provision of a new footbridge at Hillend.

4.9.2 Site 4 –North of A921 (West): There are extensive stands of giant hogweed on Site 4, which is spreading into Site 22, that would require to be eradicated. Advice from our invasive species expert is that eradication is unlikely to be permanent, as re-infestation is likely to occur via both the existing watercourses and the railway line to the north. This could be addressed by establishing a 15m wide bio-security zone to the north, west and possibly east of the site, fenced off from the school, which enable continuous monitoring and safe treatment as and when required.

4.9.3 Site 22 – North of A921 (East): This site has been infected with Japanese Knotweed that may spread to Site 4 and eradication of this can take up to four years or more and, depending upon the treatment method and proposed site layout, is likely to prolong delivery of a new school.

4.10 Summary

4.10.1 The initial work undertaken as part of the Stage 2 assessment was primarily based on a SWOT analysis which examined the Strengths, Weaknesses, Opportunities and Threats applicable to each site. The Stage 2 summary SWOT Analysis for the two preferred site options (as determined in February 2020) is attached as Appendix 7. This approach has been used a number of times in looking at school sites. As an example, this methodology was used at Waid Academy and led to relocation of the proposed new facility within the campus, realising several benefits not available at the original proposed location.

4.10.2 The purpose of this analysis was to build upon the earlier assessment based on the education criteria and critically explore the various technical issues that arise on each of the sites. This promotes a comprehensive understanding of the site selection in a structured way, thus providing a firm foundation for determination of a preferred site in an easily understandable and transparent manner.

4.10.3 This assessment was initially carried out within the technical team responsible for delivery of the project, as an integral part of their professional assessment of the different sites, by use of individual design disciplines. All of the individual issues raised were then subjected to peer review, by the whole technical team, to provide a summary SWOT Analysis.

4.10.4 This assessment also picked up on Education Criterion 7 i.e. “the school should be available for occupancy within a reasonable timescale”, which could not be assessed as part of the Stage 1 assessment. This is primarily determined by ownership and planning issues and these were outlined in the SWOT analysis. In addition, Education Criterion 8 i.e. “a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council’s capital resources” was also addressed.

4.10.5 As a result, on 29 October 2019, the Education Children’s Services Committee agreed the two preferred options for the location of the replacement school - Option 4: Sites 4 and 22, North of the A921 (East and West); and Option 5: Site 10, Fleet Grounds.

4.10.6 On 14th November 2019, the Education & Children’s Services, Health & Social Care Scrutiny Committee considered a call-in requisition of the above noted decision of the Education and Children’s Services Committee from 29th October. The Committee agreed with the original decision, but with the added recommendation that, in light of additional information provided since the report was presented to Education & Children’s Services Committee on 29th October 2019, the Education & Children’s Services Committee should consider reviewing both options on Site 3.

4.10.7 On 11th February 2020, the Education & Children’s Services Committee agreed in terms of the motion - to progress the preferred options for the location of the replacement school (as previously agreed at its meeting on 29th October 2019), i.e. Option 4: Sites 4 and 22, North of the A921 (East and West); and Option 5: Site 10, Fleet Grounds.

4.10.8 Committee Authorised officers to:

(i) continue to explore potential funding sources;
(ii) explore the community requirements and opportunities presented by the options;
(iii) prepare the Brief for the options;
(iv) appoint a Design Team to prepare designs for the new school; and
(v) report back to a future Committee.

5.0 Options' Appraisal

5.1 Fife Council appointed East Central hub to undertake an options' appraisal to further assess each of these two option's suitability for development of a new school. The exercise was completed with the expertise of the Consultant Team and included the production of technical desk top studies, as well as the development of site and block plans by the Architect. A Schedule of Accommodation (SOA) was created to represent a typical high school, with a 2,000 pupil capacity, as well as the sports provision necessary based upon School Playing Fields Planning and Design Guidance by Sport Scotland (2007).

5.2 This allowed various typologies of the building and configurations of externals to be tested on both site options, using as a basis Fife Council's preferred 3 storey structure.

5.3. Fife Council advised that the following parameters needed to be considered as part of the appraisal, all of which have been incorporated in each of the 2 site options:

- 2,000 pupil places
- 2 all-weather pitches
- 5 grass pitches
- 20 bus bays
- 266 parking spaces
- 16 accessible parking spaces

5.4 To support the options' appraisal process, the Consultant Team have:

- developed a SOA and tested building typologies to allow more detailed site planning in terms of building size and function, including consideration of sports pitches, parking, access and egress.
- undertaken geo-technical and geo-environmental appraisals for each of the sites.
- undertaken a building services desktop study for each of the sites including existing services, diversions, additional requirements, etc.
- reviewed the Local Development Plan and subsequently provided a planning appraisal for each of the sites.
- collectively updated the SWOT analysis of each of the sites with the developed SWOT for Option 4 and Option 5 found in Appendix 8.

5.5 Building Typology & Landscape Design

5.5.1 The typology study allowed the consultants to explore various site and building arrangements and it was agreed with Fife Council to explore the Rectangular Block option further to incorporate multiple atriums which would subdivide large volumes of space. The block plan is based on the proposed Schedule of Accommodation.

5.5.2 A U-shape has been the result of a large number of classrooms that require natural and daylight, with this arrangement maximising both. Furthermore, the layout creates an attractive 'courtyard' setting for the school.

5.5.3 Two wings contain teaching accommodation and are linked by sports, community and social space. Teaching wings could be secured from the 'Link' Block if required to allow after-hours community use.

5.5.4 The U-shape Block has been tested on the two selected site options. The overall landscape strategy applies to both sites to ensure that the elements detailed below are included:

- main entrance plaza will provide a welcoming and attractive space that provides shelter and seating areas for meeting, waiting and outdoor dining and is the setting for the building and the main outdoor social space for the school for gatherings and performance, so will be constructed from high quality materials to create a space with a civic presence.
- beyond the building will be a network of spaces or outdoor rooms that can be used for study, teaching or leisure and provide flexible spaces for small groups or individuals. Included in these spaces will be an allotment garden, sports facilities including grass and all weather pitches and the hard games courts to provide the required areas for organised games such as football, rugby, basketball and netball, with the grass pitches suitable for athletics during the summer months.
- the planting design will seek to create green networks and corridors of planting to improve the biodiversity of the site. Native woodland planting will provide screening, where required, to perimeters, typically planting will be 8-10m in depth to create a robust buffer.
- although the grass sports pitches will need to be closely mown for school use, opportunities for habitat creation will be considered around the margins. Native grassland mixtures are to be used around the boundaries of the site and a mowing regime developed to encourage biodiversity. The planting will be designed for low maintenance, but species will be prioritised for their value for pollinators and in habitat creation to attract wildlife to the school grounds.
- Sustainable Urban Drainage (SUDS) solutions will be considered in the landscape design using swales and rain gardens where possible. The design will be developed with the Engineers.

5.6 Building Structure

5.6.1 There are a number of potential structural solutions that can be considered for the proposed new school and the selection of the most appropriate structural design solution is influenced by many factors that require input from the broad stakeholder group that will inform the detailed design of the new school.

5.6.2 However, there were four structural design options under consideration for the purposes of this appraisal:

- OPTION A (STEEL FRAME WITH DOWNSTAND BEAMS & METAL DECK/CONC SLAB)
- OPTION B (STEEL FRAME WITH UPSTAND BEAMS & PRECAST CONCRETE SLABS)
- OPTION C (STEEL FRAME WITH DOWNSTAND BEAMS & PRECAST CONCRETE SLABS)
- OPTION D (CONCRETE FRAME WITH POST TENSIONED SLAB CONSTRUCTION)

5.6.3 Steel frame superstructure options considered assume that the frame is simple beam and column framed construction with horizontal bracing systems in the roof, diaphragm action at floor plate levels that are capable of transferring lateral loads to vertical bracing in the walls and then down into the foundations.

5.6.4 The roof construction in all cases is assumed to be lightweight insulated metal profiled roof sheeting supported on cold formed roof purlins supported on steel rafters.

5.6.5 Concrete frame superstructure options considered assume standard concrete frame construction with diaphragm action, cores and shear walls to transfer lateral loads down into the foundations. The slabs however are assumed to be post tensioned concrete slabs in order to take advantage of the improved structural efficiency and performance of this form of construction. This applies to both floor and roof slabs.

5.6.6 Following analysis of all these options, using historical data from comparable projects and analysing the advantages and disadvantages of each frame option, the key variables were identified

5.6.7 For the purposes of informing the cost plan it was considered that Option B could be adopted for the structural frame solution on both sites.

5.6.8 This option has been adopted in the construction of recently constructed schools in Fife and is considered to be a reasonable basis on which to estimate the cost of a structural frame.

5.6.9 As consequence of the upfilling that will be required on both sites and the poor geotechnical characteristics of the upper soils underlying the sites it is anticipated that mid to long term settlement may be an issue that has to be considered in the design and programming of the project.

5.6.10 It is anticipated at this stage that a school located on both sites will require a piled foundation solution and a suspended ground floor slab. Further Ground Investigation will be required prior to scheme design to confirm this. It is recommended at this stage that a suspended in-situ 300mm thick C32/40 reinforced concrete floor slab is allowed for in the cost estimates for the project. It is suggested that an allowance of 110kg/m3 for the suspended ground floor slab reinforcement is also made. Other methods of addressing mid to long term settlements are potentially available and can be considered in future design stages of the project.

5.6.11 It should be noted that these assumptions will require verification on completion of the scoped preliminary GI works and will also be influenced by proposed finished design developed during detailed design.

5.7 Building Services

5.7.1 The Consultants have detailed the proposed services strategy for Inverkeithing High School based upon current guidelines and regulations, as well directives from Fife Council. The report details the primary M&E systems, sustainability and energy strategies and environmental conditions within the building as set out in BB101 (2018). Focussing on these areas allowed the consultant to present an overall M&E strategy that could be adopted in the new High School regardless of the site option.

5.8 Costs

5.8.1 To provide a comparison on costs both sites utilised the same building typography, structural solution and services strategy, with the differentiating factors of the two sites being highlighted by the 'abnormals', such as upgrades to surrounding roads, junctions and crossings, utility diversions/upgrades, control of invasive species, ground works, imported fill and disposal off site costs.

5.8.2 The full project development cost model, produced for both site options (Appendix 9), utilised the detailed reports and surveys provided by the Consultant Team and demonstrates that, due to the greater extent of site abnormals associated with option 4, the project cost is approximately £5m higher than option 5.

5.8.3 The extract from the cost model 'abnormals' section shows the allowances made to account for the site specific constraints of the two sites. These abnormal costs are shown without associated oncosts, design, management and statutory fees applied.

5.8.4 Table 1 Project cost totals summary

	Option 4 (Site 4/22)	**Option 5 (Site 10)**
Hub Construction Costs	£63,282,527	£58,943,682
Total Hub Project Development Costs (incl. fees and statutory costs)	£67,593,965	£62,972,366
Total Hub Costs (indexed to Contract Date 2Q2022)	*£72,584,848*	*£67,758,754*
+ Fife Council fees and abnormals (8%)	£78,391,635	£73,179,454
+ Construction inflation (indexed to 2Q2024) 386/352	£85,963,554	£80,247,924
+ Allowance for land purchase (£5 million)	**£90,963,554**	**£85,247,924**

5.8.5 Land values across the Inverkeithing and Rosyth areas are broadly comparable and therefore a £5 million allowance has been included within the costs plan. Neither location has been identified for housing development in the LDP

5.8.6 Initial discussions have been held with the landowners of both locations and agreements in principle have been reached to progress to an option agreement once an agreed site and area has been identified. The cost of any land acquisition is subject to commercial negotiations and will be fully outlined in a future paper to Policy and Coordination Committee.

5.8.7 A portion of Option 5 - site 10 is currently leased to SW Fife Community Sports Partnership. If site 10 is deemed to be the preferred site, this lease would be subject to negotiation. Consideration may be given to including the requirements of this group within the design of any new school facility.

5.9 Option 4 (Sites 4/22) Summary

5.9.1 The following provides a summary of the main factors influencing option 4, from the combined findings of the consultants.

5.9.2 Site Overview

The proposed site is located to the north of the A921 road, immediately adjacent to the existing Inverkeithing High School. The site is bound to the west and the north by the Inverkeithing Burn and to the east by the Cast Burn, with a clear aspect to open agricultural land to the north and east. To the west of the site are private properties. The East Coast train-line runs to the north of the site

5.9.3 Site Plan
Various options were explored in terms of building location, orientation and externals, to identify a site plan that took cognisance of the site location with respect to the physical challenges it posed and the effects of the development on the neighbouring properties and the environment. The building form, externals requirements and structural and services strategies criteria were accounted for in identifying a proposed layout that would work for the development at this site.

5.9.4 Site 'Abnormals'

The 'abnormals' associated with the site relate to the site specific works required to enable the location to accommodate the proposed development.

- **Utilities** - There are a number of utilities passing through and around this site and an analysis of what would potentially require rerouting, upgrading or protected for the development to be constructed and operate on the site has been undertaken. The potential works required for the site have been used to determine estimated utility costs to feed into the cost model.
- **Earthworks (Cut/Fill)** - Due to the large level difference across this site the abnormal costs attributed to the earthworks required are estimated at over £5.6m (exclusive of fees and oncosts), including the cut/fill, retaining walls, disposal off site and import of fill material as identified by the Topographical study carried out. The cut and fill requirements, following the earthwork exercise, have been used for costing purposes, but will be subject to refinement during detailed design.
- **Invasive Species** - Areas within the site are noted as containing invasive species identified as Japanese Knotweed and Giant Hogweed. Further details of the specific locations, potential for spread and management options were identified. It was noted that there were areas that appeared to be under a current management plan by the landowners, however it is recommended that Fife Council seeks clarification from the landowner if this is the case and details of the plan. Neither the Japanese Knotweed nor the Giant Hogweed are impediments to development but require to be managed. If not appropriately addressed, these invasive, non-native species have the potential to cause delays to the new school development and, if improperly managed, result in breaches in legislation and/or substantial control and/or waste disposal costs. An allowance of £150,000

(excluding fees and oncosts) has been allowed for in the cost model for managing these invasive species.

- **Access and Transport** -There are significant estimated costs associated with the alterations to infrastructure out with the site to provide an access road into the proposed new school. Following consultation with Fife Council Roads &Transport Services it was established that they would not be supportive of a reduction in the existing speed limit, nor the introduction of new junctions, with the desire to maintain the flow and operation of the A921. Following a review of a series of access options to the site from the A921, Fife Council R&TS indicated a preference, from the options presented, of a modification of the existing signalised junction on the A921/Hillend Road, to incorporate a new arm into the site to the north. A signalised junction is in keeping with the existing arrangement and would afford the opportunity to provide pedestrian/cycle crossing phases to facilitate at-grade controlled crossing of the A921. The main access to the site is proposed to be taken via the A921 by adding an additional arm to the existing A921/Hillend Road signalised junction. The proposed access road would lead into the site, however due to the difference in level between the existing junction and the development site (c. 10m difference), it is anticipated that extensive earthworks will be required to form the site access. The cost model has an estimated allowance of £1m for the junction, signalling and road improvements associated with the site. Due to the proposed solution for entry to the site from the A921, with associated signalling and crossings, a footbridge over is not necessary and has not been investigated.

5.10 Option 5 (Site 10) Summary

5.10.1 The following provides a summary of the main factors influencing option 5, from the combined findings of the consultants.

5.10.2 Site Overview

The West Rosyth Fleet site is located approximately 1km south-west of the town centre of Rosyth. The proposed development site is located on Hilton Road, approximately 3km from the existing Inverkeithing High School. The site is bound to the south and east by residential properties. The Fife Coastal Path runs to the east and north-east of the site, with a clear aspect to open agricultural land to the north.

5.10.3 Site Plan

Various options were explored in terms of building location, orientation and externals to identify a site plan that took cognisance of the site location, with respect to the physical challenges it posed and the effects of the development on the neighbouring properties and the environment. The building form, externals requirements and structural and services strategies criteria were accounted for in identifying a proposed layout that would work well for the development at this site.

5.10.4 Site ‘Abnormals’

The ‘abnormals’ associated with the site relate to the site specific works required to enable the location to accommodate the proposed development.

- **Utilities** - There are a number of utilities passing through and around this site and an analysis of what would potentially require rerouting, upgrading or protected for the development to be constructed and operate has been undertaken. The

potential works required for the site have been used to determine estimated utility costs to feed into the cost model.

- **Earthworks (Cut/Fill)** - A significant abnormal cost of this site is related to the earthworks required as identified by the Topographical study carried out, estimated at approx. £2.6m (exclusive of fees and oncosts). The cut and fill requirements of the site, following the earthwork exercise, have been used for costing purposes but will be subject to refinement during detailed design.
- **Drainage** - Connection to surface and foul water sewers has been identified at the south of the site, with a section of new sewer required. There remains, in the cost model, a significant allowance for the new pipework as well as general upgrades to various sections along the sewer route to the outfall.

6.0 Community Impact

6.1 If a decision is taken to relocate Inverkeithing HS to either site option, the existing main teaching campus would be declared surplus. The current school site would no longer be required for educational purposes and options for its reuse or disposal would be presented for consideration in due course.

6.2 In terms of educational facilities, the overall impact on the school communities should be a positive one, with a new school being proposed on a site which will have enhanced facilities for the young people in the catchment area.

6.3 It is recognised that the current facility is extensively used and valued as a community use school and it is intended that this should continue in the replacement building, which would offer a range of facilities that would be state of the art. The detail of these facilities would be determined through the design process, although it is not anticipated that a swimming pool would be included in any new facility.

6.4 Feedback from the community engagement sessions indicated that the loss of community facilities for Inverkeithing would be opposed strongly, albeit they would be included within any new school. Appendix 10 details the specific feedback received during the community engagement exercise.

6.5 The Communities Directorate is undertaking a review, currently, of local community facilities across Fife and it Is anticipated that this will help assess optimum provision, looking at the overall community provision within Dalgety Bay, Inverkeithing and Rosyth, supporting wider utilisation of the other existing facilities within the area. Workshops with Area Committees are starting soon. Any potential changes to the availability of Inverkeithing High School will be included in these discussions and an assessment of the way to meet demand for community space in the area undertaken. This will include consideration of the continued use of any of the existing school building e.g. the 'wing' which (as with the other existing school buildings) is in poor condition and would require substantial expenditure were it to be retained.

6.6. The land at Fleet Grounds, Rosyth, has been identified for provision of a previously approved replacement football pitch and the South West Fife Community Sports Partnership (SWFCSP) leases the land.

6.7 It is not uncommon for sites to be in use or proposed for alternative use, however, should the preferred site for a replacement Inverkeithing High School be that at Fleet Grounds, the Education Service and other Council Services would work with

stakeholders and partners to seek appropriate solutions for all parties, as would normally be the case.

7.0 Preferred Option

7.1 The contents of this report and appendices outline the full technical options appraisal, the outcomes of the community engagement exercise and the additional considerations to allow members to determine the preferred option.

7.2 Having considered a range of factors, the options appraisal process that has now been undertaken confirms that both sites will present technical and timescale challenges.

7.3 It remains clear that options 4 and 5 can meet all but one of the educational requirements for site selection fully and are capable of furnishing the state of the art building that will deliver outstanding educational facilities.

7.4 The final criterion to be considered is that the preferred site is:

viii. a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council's capital resources

7.5 On balance, based on construction costs, option 5 (Site 10 – Fleet Grounds) offers the best value location for the replacement of the Inverkeithing HS buildings. Once all costs are accounted for i.e. the acquisition of land, the construction costs, option 5 delivers the best value option for Fife Council.

7.6 Accordingly, it is necessary for the Council to consider option 5 to be preferred.

7.7 Based on the information included in this report it is possible to determine a preferred option. However, the scale of the investment required to fund any of the possible sites is significant and should be considered in terms of the overall affordability of the Council's Capital Investment Plan.

7.8 The preferred option is option 5, Site 10 – Fleet Grounds.

8.0 Next Steps

8.1 If Committee agrees Option 5 as the preferred option for the replacement of Inverkeithing High School, then officers should:

- continue to explore potential funding sources
- further explore the community requirements and opportunities presented by this option
- prepare the Education Brief
- appoint a Design Team to prepare the design for the new school; and
- report back to a future Committee

List of Appendices

1	Site Locations (All Sites)
2	Inverkeithing High School Projected Intake 2026-2030, by school community
3	Housing Development
4	Option 4, 2 mile routes
5	Option 5, 2 mile routes
6	Current Transport Entitlement
7	Stage 2 SWOT Assessment
8	Options' Appraisal SWOT Analysis
9	Cost Model
10	Engagement Feedback

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

- Report to Executive Committee, 16 August 2016 – Madras College: Education Requirements
- Report to Executive Committee, 13 December 2016 – Madras College Update
- Report to Education & Children's Services Committee, 28 August 2018 – Building Fife's Future - The School Estate
- Report to Education & Children's Services Committee, 6 November 2018 – Building Fife's Future – Education Infrastructure Development
- Report to Education & Children's Services Committee, 19 March 2019 – Building Fife's Future – Inverkeithing High School
- Report to Education & Children's Services Committee – 21 May 2019 – Building Fife's Future – Inverkeithing High School
- Report to Education & Children's Services Committee – 29 October 2019 – Building Fife's Future – Inverkeithing High School Site Selection Update
- Report to Education & Children's Services, Health & Social Care Scrutiny Committee, 14 November 2019 – Building Fife's Future: Call-In – Education & Children's Services Committee Decision of 29th October 2019, relating to Inverkeithing High School Site Selection
- Report to Education & Children's Services Committee – 11 February 2020 – Building Fife's Future – Inverkeithing High School Site Selection Update

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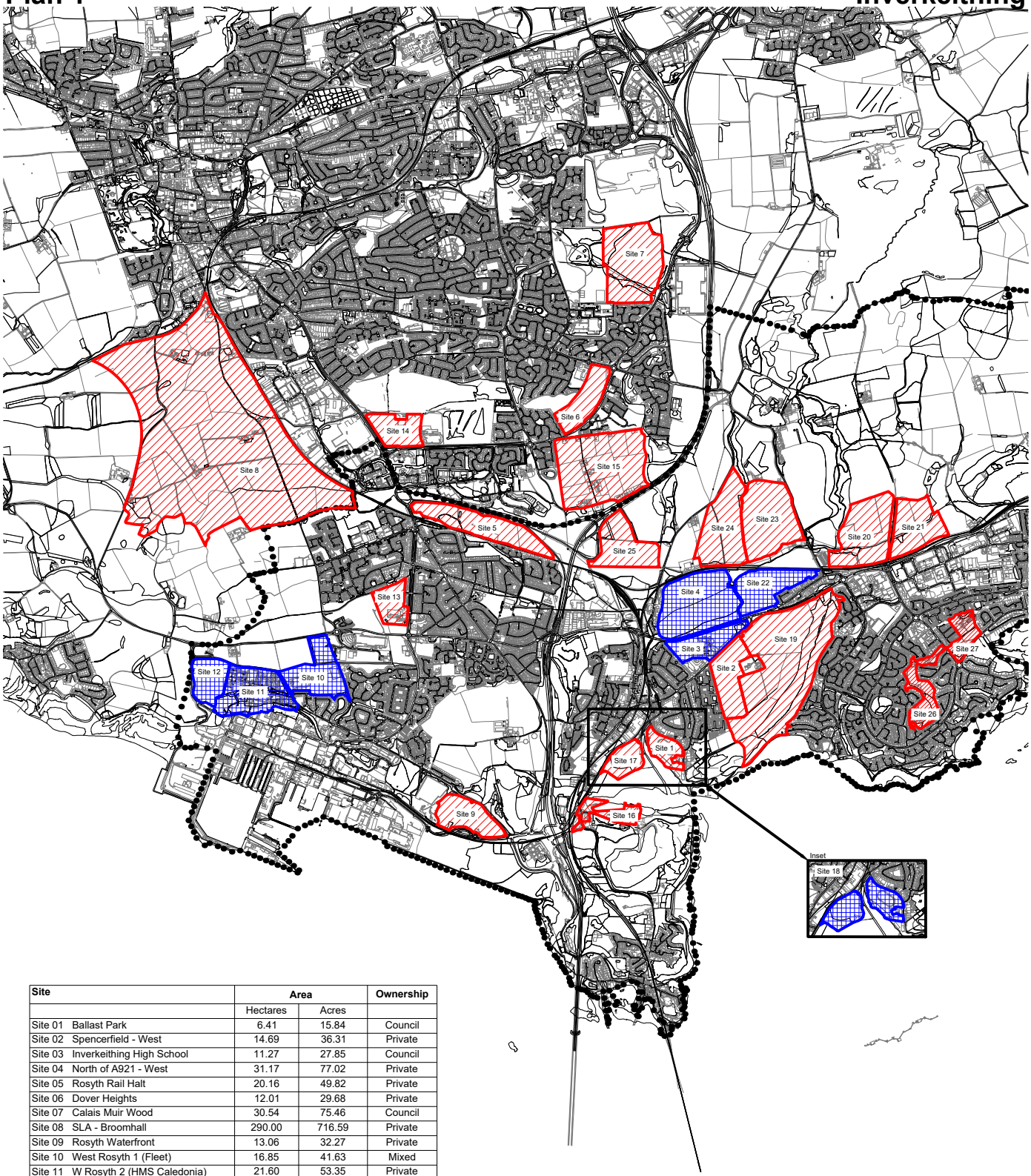
Plan 1

Inverkeithing



Site	Area		Ownership
	Hectares	Acres	
Site 01 Ballast Park	6.41	15.84	Council
Site 02 Spencerfield - West	14.69	36.31	Private
Site 03 Inverkeithing High School	11.27	27.85	Council
Site 04 North of A921 - West	31.17	77.02	Private
Site 05 Rosyth Rail Halt	20.16	49.82	Private
Site 06 Dover Heights	12.01	29.68	Private
Site 07 Calais Muir Wood	30.54	75.46	Council
Site 08 SLA - Broomhall	290.00	716.59	Private
Site 09 Rosyth Waterfront	13.06	32.27	Private
Site 10 West Rosyth 1 (Fleet)	16.85	41.63	Mixed
Site 11 W Rosyth 2 (HMS Caledonia)	21.60	53.35	Private
Site 12 West Rosyth 3	10.22	25.25	Private
Site 13 Camdean Primary School	8.27	20.44	Council
Site 14 Pitreavie Playing Fields	10.53	26.02	Council
Site 15 Middlebank	42.23	106.82	Private
Site 16 Depot Cruickness Road	6.95	17.15	Private
Site 17 Caldwell Mill	7.39	18.27	Private
Site 18 Site 01 & 17 combined	13.80	34.11	Mixed
Site 19 Spencerfield - East	71.10	175.70	Private
Site 20 Dalgety Bay North - West	24.50	60.53	Private
Site 21 Dalgety Bay North - East	16.67	41.19	Private
Site 22 North of A921 - East	15.67	38.73	Private
Site 23 Balbougie	26.92	66.53	Private
Site 24 Dales	24.02	59.35	Private
Site 25 North Junction	17.14	42.35	Mixed
Site 26 Donibristle PS/Longhill Park	9.90	24.47	Mixed
Site 27 Dalgety Bay PS	6.74	16.64	Mixed

SITES ACCEPTED FOR SHORTLIST

SITES REJECTED FROM SHORTLIST

N W E S

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Inverkeithing High School

Potential S1 intake (2026-2030) by primary school areas

October 2020

Area 1 - Aberdour Includes Aberdour PS

Inverkeithing HS S1 intake from …	2026	2027	2028	2029	2030
Aberdour Primary	**28**	**31**	**21**	**19**	**13**

Area 2 - Dalgety Bay Includes Dalgety Bay PS, Donibristle PS

Inverkeithing HS S1 intake from …	2026	2027	2028	2029	2030
Dalgety Bay Primary	36	30	31	28	21
Donibristle Primary	53	47	35	35	26
Area Total	**89**	**77**	**65**	**63**	**47**

Area 3 - Inverkeithing Includes Inverkeithing PS, North Queensferry PS

Inverkeithing HS S1 intake from …	2026	2027	2028	2029	2030
Inverkeithing Primary	56	41	47	43	31
North Queensferry Primary	9	8	6	4	6
Area Total	**65**	**49**	**53**	**47**	**37**

Area 4 - Rosyth Includes Camdean PS, Kings Road PS, Park Road PS

Inverkeithing HS S1 intake from …	2026	2027	2028	2029	2030
Camdean Primary	50	44	56	52	46
Kings Road Primary	49	44	45	39	40
Park Road Primary	21	23	17	22	18
Area Total	**120**	**111**	**117**	**113**	**104**

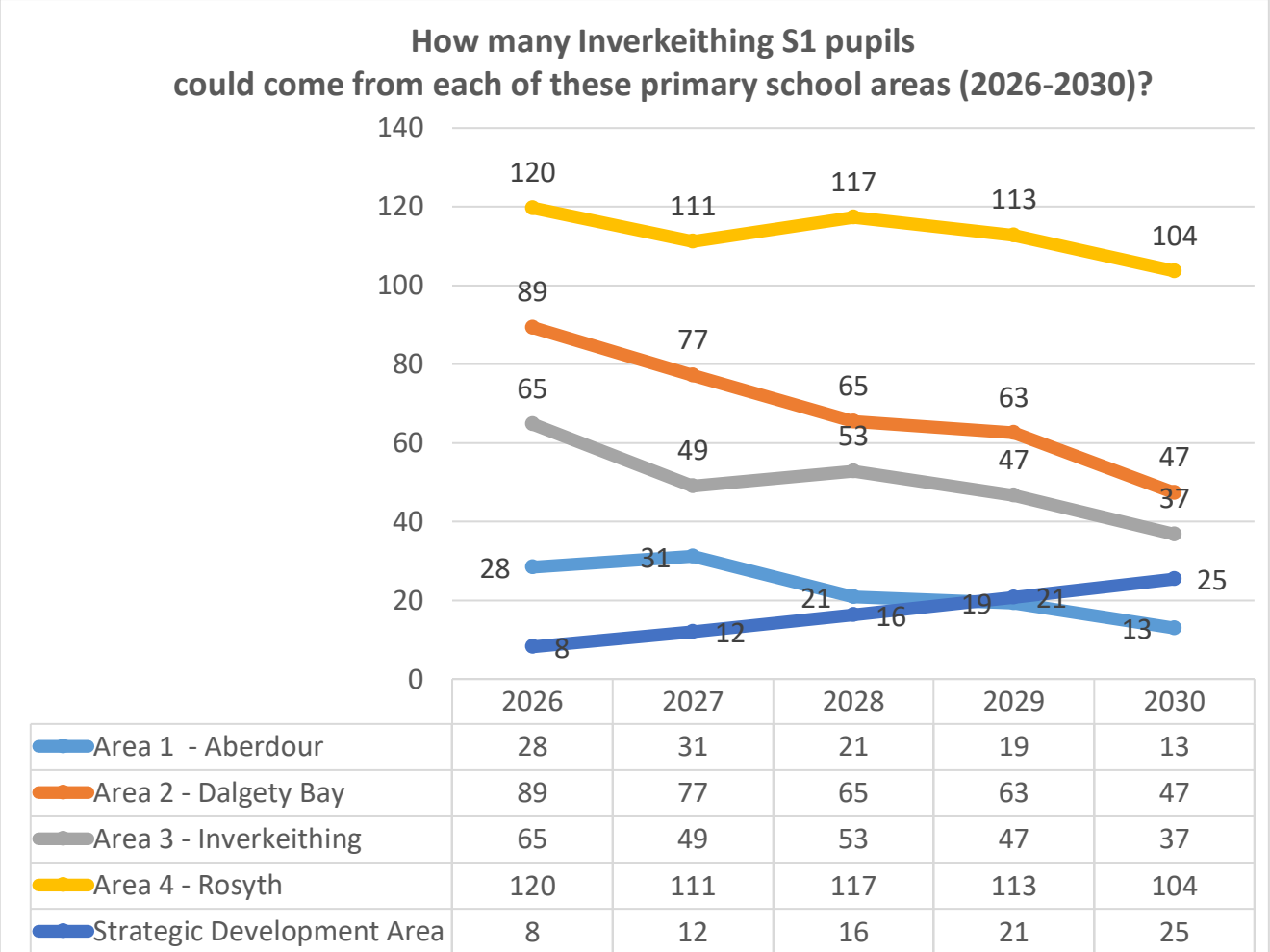
Strategic Development Area Includes Broomhall Strategic Development Area (SDA

Inverkeithing HS S1 intake from …	2026	2027	2028	2029	2030
Broomhall SDA School (100%)	**8**	**12**	**16**	**21**	**25**
Broomhall SDA School (50%)	**4**	**6**	**8**	**10**	**13**

Inverkeithing High School

Potential S1 intake (2026-2030) by primary school areas

October 2020



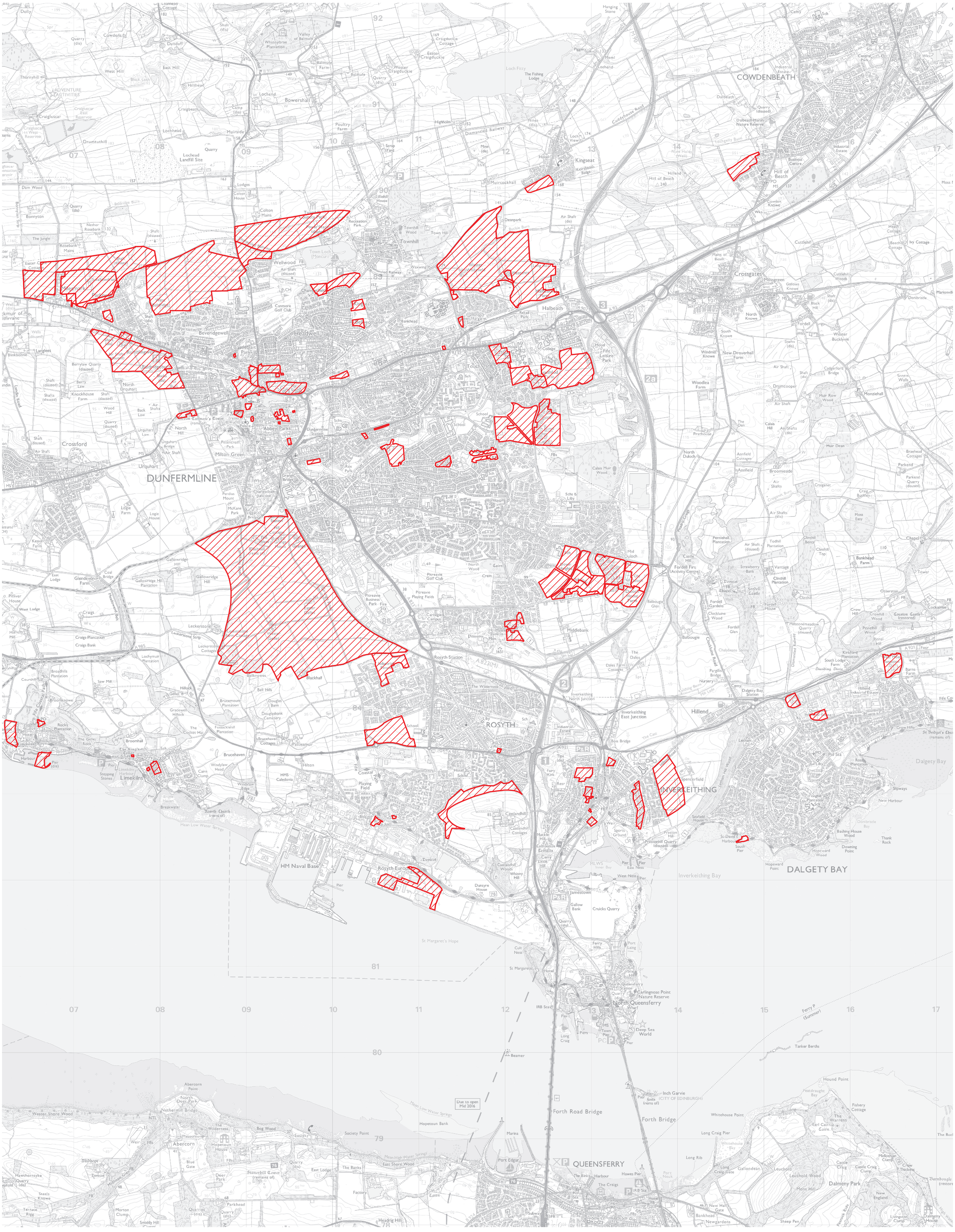
	2026	2027	2028	2029	2030
Area 1 - Aberdour	28	31	21	19	13
Area 2 - Dalgety Bay	89	77	65	63	47
Area 3 - Inverkeithing	65	49	53	47	37
Area 4 - Rosyth	120	111	117	113	104
Strategic Development Area	8	12	16	21	25

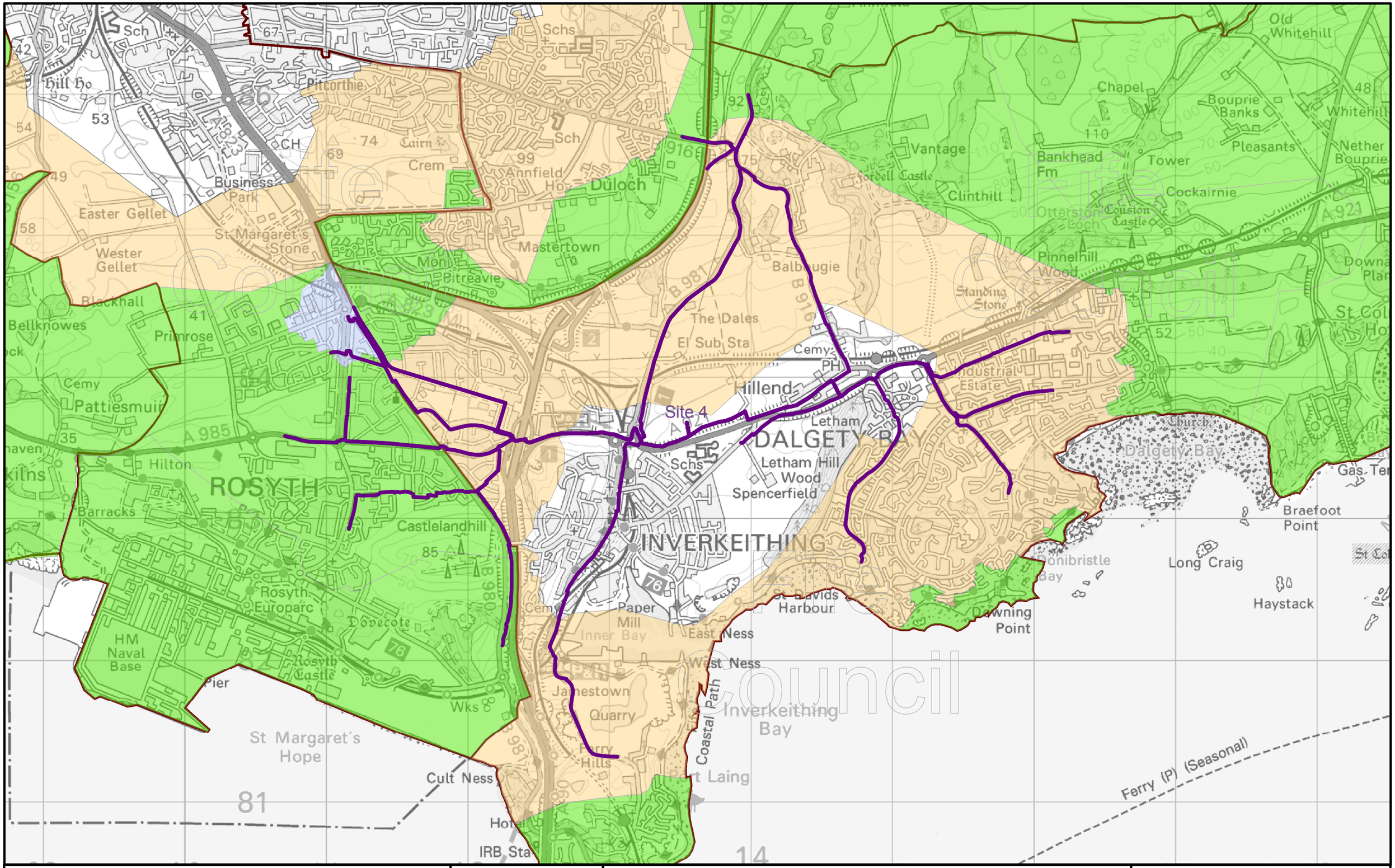
Over this 5 year period Inverkeithing High School pupils could come from these areas:

Area 1 - Aberdour	around 115 pupils and decreasing (approx 8% of total)
Area 2 - Dalgety Bay	around 340 pupils and decreasing (approx 25% of total)
Area 3 - Inverkeithing	around 250 pupils and decreasing (approx 19% of total)
Area 4 - Rosyth	around 565 pupils and decreasing (approx 42% of total)
Strategic Development Area	around 85 pupils and increasing (approx 6% of total)

End

FIFEplan Allocated Housing Sites


DUNFERMLINE
ROSYTH
INVERKEITHING
DALGETY BAY
QUEENSFERRY
COWDENBEATH
Kingseat
Hill of Beath
Crossgates
Halbeath
Townhill
Wellwood
Headwell
Limekilns
Rosyth Europarc
HM Naval Base
North Queensferry
Forth Road Bridge
Forth Bridge
Inch Garvie
(CITY OF EDINBURGH)
Due to open Mid 2016
Hillend
Dalgety Bay
Inverkeithing Bay
Loch Fitty
Lochend
Bowershall
Lochhead Landfill Site
Colton Mains
Townhill Wood
Deanpark
Muircockhall
Dalbeath
Cuddyhouse Road
Dismantled Railway
Carnegie Campus
Pitreavie Business Park
Pitreavie Golf Club
Pitreavie Playing Fields
Rosyth Station
Inverkeithing East Junction
Inverkeithing North Junction
Dalgety Bay Station
North Queensferry Station
Forth Bridge
Long Craig Pier
Port Edgar
Hopetoun Bank
Society Point
Mean Low Water Springs
Mean High Water Springs
Beamer
Carlingnose Point Nature Reserve
Deep Sea World
Tanker Berths
Hound Point
Whitehouse Point
Dalmeny Park
Barnbougle
Abercorn
Hopetoun House
Stanerhill Tower (remains of)
Morton Clump
Wester Shore Wood
Bog Wood
Nethermill Bridge
Leckerstone
Craigs Plantation
Craigs Bank
Glendevon Farm
Gallowridge Hill
Gallowridge Hill Plantation
Broomhall
Rosyth Church (remains of)
Pitreavie Castle (remains of)
Castlandhill
Castlandhill Woods
Castlandhill Cottages
Cultivation Terraces
Muckle Hill
Whinny Hill
Dunsyre House
Preston Hill
Prestonhill Quarry (disused)
Baching House Wood
Downing Point
Thank Rock
Hopeward Point
Hopeward Wood
Donibristle Bay
Slipways
New Harbour
Seafield House
Spencerfield
Letham
Letham Hill Wood
Ross Plantation
Fishery Cottage
The Warrens
Earl Cairnie Cairn
Whitehouse Bay
Long Craig Gate
Gallondean
Leuchold
Leuchold Wood
Mons Hill
Castle Craig
Castle Craig Clump
Midlothian Clump
Crow Thickets
New England
Livingston Clump
Dalmeny House
Peacock Rocks
Sheep Pen
Newgardens
Bankhead
New Hall Gate
Long Rib
Port Neuk
Hawes Pier
The Binks
Harbour
The Craigs
Jamestown
Gallow Bank
Cruicks Quarry
Ferry Hills
Port Laing
Cult Ness
St Margarets
St Margaret's Hope
Mid Duloch
Duloch Home Farm
Fordell Firs (Activity Centre)
Fordell Castle
Fordell Gardens
Fordell House
Clockluine Wood
Fordell Glen
Balbougie
Balbougie Glen
Clockluine Road
Millstonemeadow Quarry (disused)
Dismantled Railway
Kirkford Plantation
South Lodge Farm
Standing Stone
Barns Farm
Pinnel Hill
Pinnethill Wood
Couston Castle (restored)
Crow Hill
Crowhill Wood
Otterston
Cockairnie
Tower
Chapel
Bankhead Farm
Clinthill
Clinthill Plantation
Clinthill Top
Clinthill Bents
Vantage
Strawberry Bank
Dovecot
Perniehall Plantation
Todhill Plantation
Air Shaft (disused)
Castle Hill
Moss Easy
Craigenet
Craig Buckley
Broomieside
Annfield
Annfield Cottages
Parkend
Parkend Quarry (disused)
Braehead Cottages
Muir Dean
Monziehall
Muir Row Wood
Cadgerford Bridge
Drumcooper
Woodlea Farm
Windmill Knowe
New Droverhall Farm
South Knowe
North Knowe
Fordell
Wester Bucklyvie
Mossgreen
Gallows Knowe
Cuttlehill
Cuttlehill Woods
Heath Cottage
Beechill Cottage
Ivy Cottage
Marionville
Donibristle
Industrial Estate
Central Park
Cowdenknowe
Hillend Hill of Beath
Nine Holes (Well)
Dalbeath Marsh Nature Reserve
Quarry (disused)
Lochgelly Burn
Diamond Rig
Loch View
Hotel
Mines (dis)
Piggery
Meml
Hanging Stone
The Fishing Lodge
Loch Fitty
Waterfall
Balmule
Balmule Farm
Wester Craigduckie
Easter Craigduckie
Craigduckie Cottage
Whinnybrae Plantation
Valley of Balmule
Depot
Loanhead Cottage
Dunduff
Cowdens
Quarry (dis)
Shaft (dis)
Thornyhill
West Hill
East Hill
Black Loch
Hillhead
Craigbeath
Camp (dis)
Muirside
Lochhead
Drumtuthill
Craigluscar
Craigluscar East Reservoir
Craigluscar West Reservoir
Craigluscar Road
Adventure Activities
Dam Wood
Bonnyton
Nether Rosebank
Rosebank Mains
The Jungle
Baldridge Burn
Lodges
Colton House
Lilliehill House
Recreation Park
Town Hill
Town Loch (Moncur)
Waxwing
Wellwood FB
Air Shaft (disused)
Shaft (disused)
Easter Cottage
Kellyhill
Parkneuk
Kilmarnock
Kilmarnock Wood
Rumbletwell
Baldridge Burn
Short Wall
Air Shafts (disused)
Beveridgewell
Castlelair Park
Cemetery
Garvock Hill
Garvock Hill Reservoir
Bankhead
Hospital
Retail Park
Halbeath Park
Halbeath Garage
Pitcastle
Wester Whitefield
Easter Whitefield
Touch
East End Park
College
Fife Leisure Park
Abbey Parks
Dunfermline Station
Pittencrieff Park
Milton Green
Urquhart
Urquhart Law
Urquhart Bridge
Air Shaft
Back Law
Air Shafts
North Urquhart
North Hill
Wood Hill
Quarry (disused)
Knockhouse Farm
Shaft (disused)
Berry Law
Berrylaw Quarry (disused)
Lyndin Road
Crossford
Logie Farm
Logie House
Keavil Farm
Hotel
Lyne Burn
East Lodge
Coal Bridge
Pitliver House
West Lodge
Mid Mill
Meadowend Belt
Leckerstone Strip
Leckerstone Cottages
Lochymuir Plantation
Sillieton
Broadhills Plantation
Courthill
Saw Mill
Curling Ponds
Broomknowe
Rocks Plantation
The Gellet Rock
Limekilns Harbour
Stepping Stones
Pier (dis)
Harbour
Hillock
Gellet
Bell Hills
Brucemount Plantation
Douglas Bank
Douglasbank Cemetery
Gracewell Hillock
The Cocket Hat
Fossacklehill Plantation
Brucehaven Cottages
Pattiesmuir
Brucehaven
Windylaw Head
Cairn Clump
Windylaw Edge
HMS Caledonia
Hilton
Brankholm Burn
Fife Coastal Path
Playing Field
Govt Bldgs
Bruce Haven Breakwater
Blackhall
Bellknowes
Lowestone Farm Cottage
Easter Gellet
Wester Gellet
Pitreavie Mon
Pitreavie Castle
Carnegie Drive
Middlebank
Dalgety Bay Station
Pol Sta
Liby
Sch
Schs
Hotel
Pier
Piers
Jetty
Slip
Tips (dis)
Fairy Kirk
Resr
Weir
Sports Ground
Seafield House
Castle Craig
Castle Craig Clump
Midlothian Clump
Crow Thickets
Barnbougle
Dalmeny House
Livingston Clump



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Scale: 1:24,235

Inverkeithing Site 4 option 2 mile walk routes

Prepared By: Vicki Diamond
Service: Transportation Services
Printing Date: 17 April 2019
Job ID:

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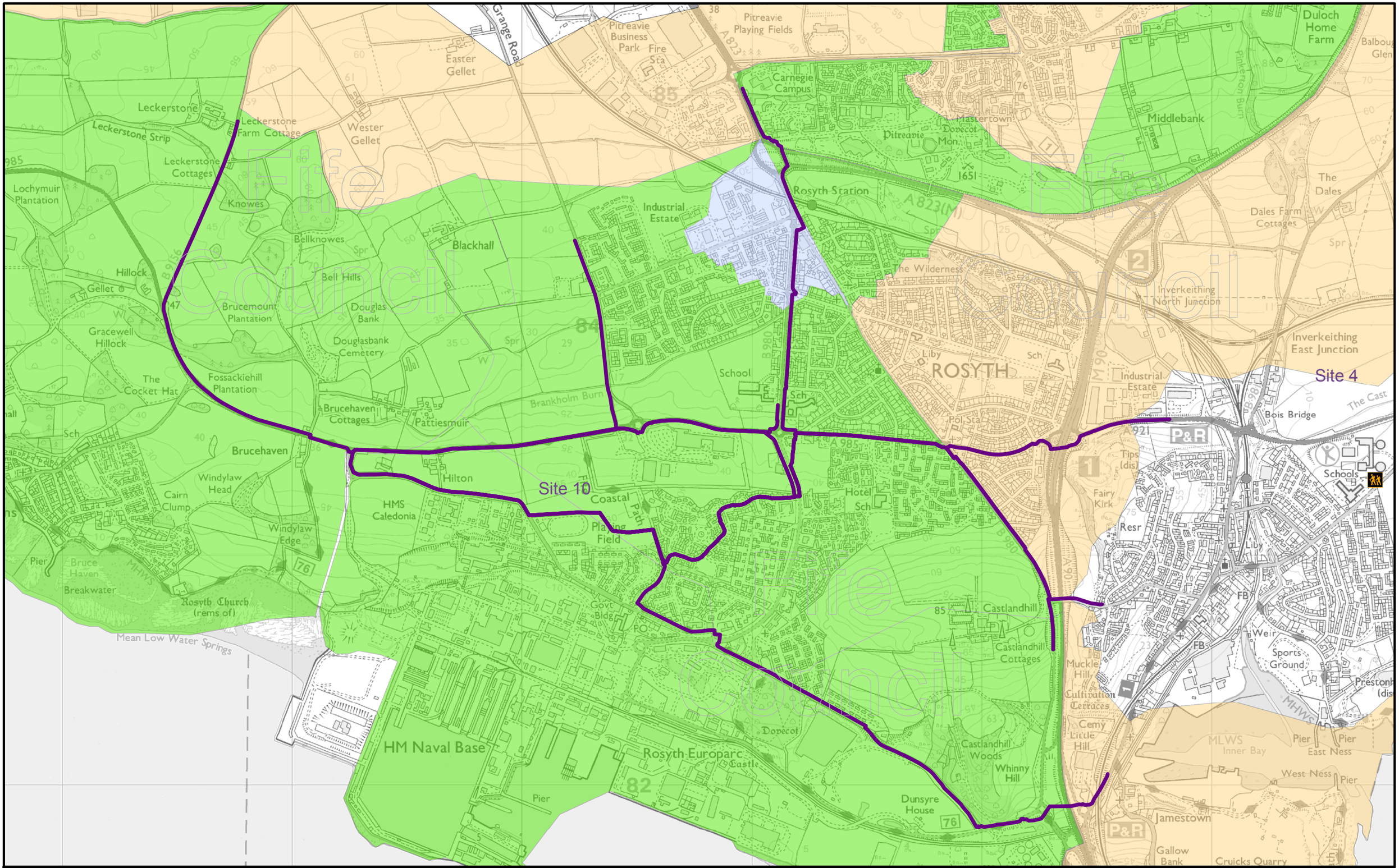
Fife Council



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Scale: 1:14,965

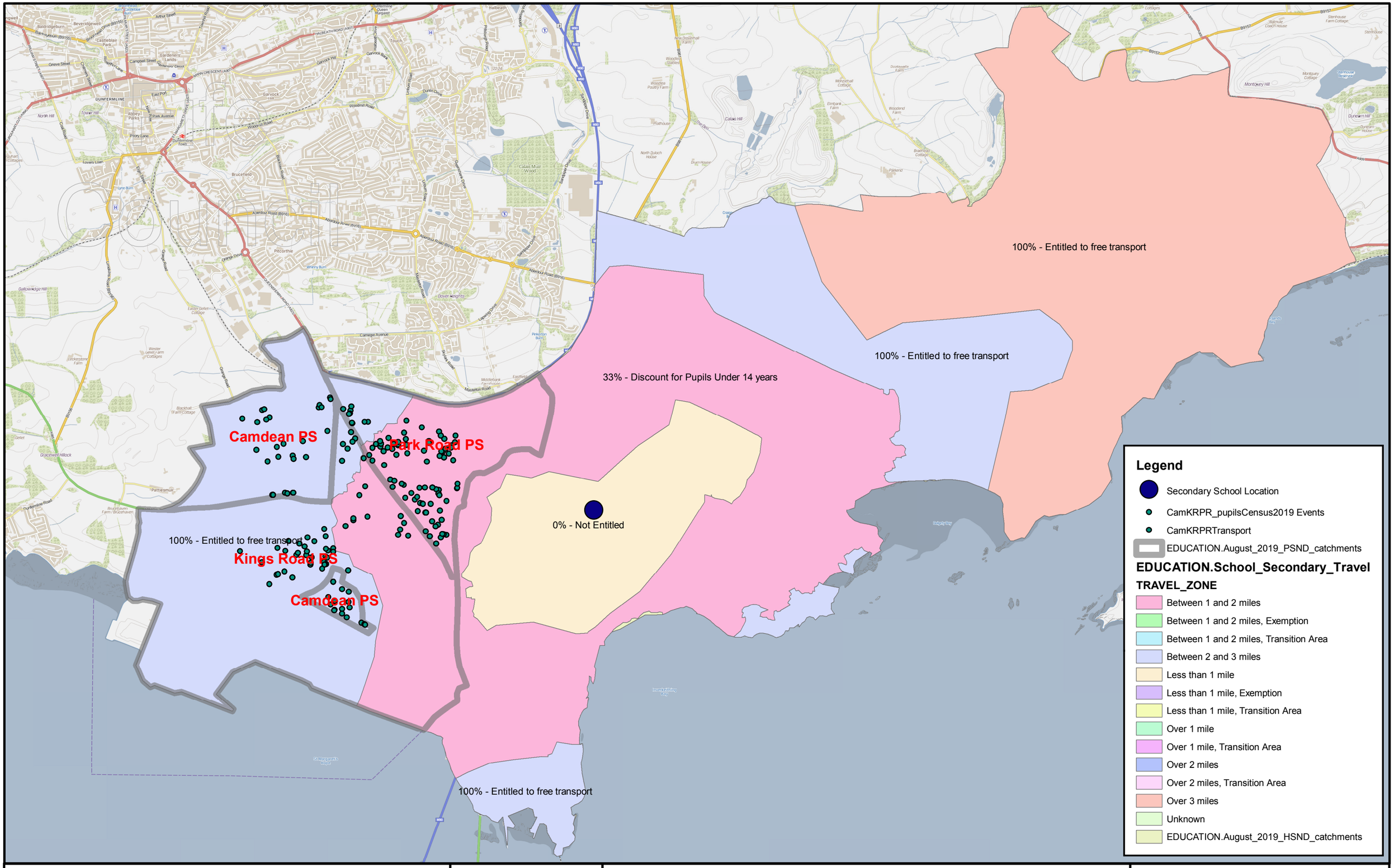
Inverkeithing Site 10 option 2 mile walk routes

Prepared By: Vicki Diamond
Service: Transportation Services
Printing Date: 17 April 2019

Job ID:

\\gisnas\UserData\PassengerTransport\School Travel\WorkingMaps\Edits for High Schools.mxd

Fife Council



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Scale: 1:33,416

Inverkeithing HS Travel Entitlement

Prepared By: agraham
Service: Education & Children's Services
Printing Date: 16 January 2020
Job ID:

Fife Council

Site 4: North of A921- West

Strengths	Weaknesses
Education • Located adjacent to the existing school • Required site components fit neatly onto the site **Design** • Building could be positioned to minimise any impact from main road, noise pollution etc. • Panoramic views north across to adjacent farmland • Reasonable flat site • New build allows for full flexibility of building layout and servicing strategies **Utilities** • Site is relatively clear of existing buried/overhead utilities (exception is buried foul water – see 'Threats' below) • The existing utility networks that serve the current Inverkeithing HS are adjacent to this site **Other** • No decant of the existing school required • Positive public perception of a new school	**Design** • Located in a high-risk flood area, considerable hydrology and flood investigations would be required • Sports pitches in high flood risk area • May need significant retaining walls to support new access road to the building, which may be oppressive **Access** • Limited access routes for vehicle, cycle and pedestrian access • Road access from A921 required • Safety of the adjacent road underpasses • Construction access challenging **Ownership** • Not in Fife Council ownership **Timescales** • Unknown timescale for acquisition of the site **Other** • Increased distance from existing primary school and family centre • Lack of connectivity to residential areas • Bio-security issues - giant hogweed buffer zone required and continual monitoring of hogweed thereafter

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Site 4: North of A921- West

Opportunities	Threats
Design • Building could be positioned outwith high flood risk area • Opportunity to create a gateway building on approach to Inverkeithing • Opportunity for enhanced external sports pitches due to size of site • Potential to align building with topography and avoid public sewer no build zone **Infrastructure** • Existing school's utilities capacity potentially could be re-used **Other** • Development of existing open water courses to enhance ecological value	**Access** • May require a long access road into the site to address the level issue • May require changes to the A921 to accommodate an access from this road (widening, new junction etc) • Vehicle access of the main A921 may not be acceptable to planning **Ownership** • Could be forced into purchasing additional land that is not required **Planning** • Scottish Planning Policy limits development on flood plains, may be rejected by SEPA and planning **Infrastructure** • May be difficult to position the SUDS to drain into existing water courses • Extensive drainage requirements to address flooding issues. • Before existing school is decanted there may be a short window where both schools are required to run concurrently **Other** • Disruption/disturbance to wildlife corridor along Mill Lane & Cast Burn • Ongoing threat of Giant Hogweed invasion • 11kV overhead HV exists in North-South orientation along the East boundary of the site.

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Site 22: North of A921- East

Strengths	Weaknesses
Education • Site can easily accommodate all requirements • No decant requirements • Site can accommodate all requirements • Established location - adjacent to the existing Inverkeithing High School **Design** • Moderate level change across the site • Main development area out with flooding zones • Building could be positioned to minimise any impact from main road and trainline, noise pollution etc. • Building orientation optimises solar gain to classrooms • Sports pitches act as a buffer between the building and residential area • The A921 road to south and the East Coast railway line to the north screened by dense vegetation • Panoramic views north across to adjacent farmland • New build allows for full flexibility of building layout and servicing strategies **Infrastructure** • Existing primary utility infrastructure networks to the site **Access** • Centrally located between Inverkeithing and Dalgety Bay • Good access routes for pedestrians from Hillend and Dalgety Bay **Other** • Increased distance from existing primary school and family centre • Positive public perception of a new school	**Design** • May need significant retaining walls in close proximity to new school to support new access road to the building, which may be oppressive **Ownership** • Not in Fife Council ownership **Infrastructure** • Drainage capacity may need to be increased • Large amount of top soil to be removed • Cost associated with likely option to construct vehicular from A921 • Lack of established public transport links to site • Pedestrian access through an underpass is unlikely to be supported by Education • Existing 11kV overhead HV to South West corner of site (new bus parking) requires to be diverted • Existing IP gas main (Major SGN asset) crossing new car park and may need diverted **Planning** • Proximity of flood-lit pitches to residential area **Timescales** • Unknown timescale for acquisition of the site **Other** • Increased distance from existing primary school and family centre • Close proximity to existing housing in Hillend with increased traffic access through Main Street • Bio-security issues - giant hogweed buffer zone required • Japanese Knotweed treatment required – program implications

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Site 22: North of A921- East

Opportunities	Threats
Design • Opportunity to create a gateway building on approach to Inverkeithing • Opportunity for enhanced external sports provision due to the generous site area **Access** • Upgrade pedestrian & cycle connectivity to core paths, National Cycle Network and public transport network • Upgrade both existing underpasses for cycle and pedestrian access **Other** • Development of existing open water courses to enhance ecological value • Development of areas near the steeper embankments into habitat zone to enhance ecological value	**Planning** • Building is within the Forth Rail Bridge 'Viewpoint 3 viewcone' • Fife Council don't permit access off the A921 **Infrastructure** • Access – safely dropping kids • Underpasses are a safety threat • May require changes to the A921 to accommodate an access from this road (widening, new junction etc) • May be subject to flooding (Part of site - low risk and could be limited to area of playing fields) • Existing buried potable water main crossing site • Existing buried foul water sewers crossing site in multiple locations • Before existing school is decanted there may be a short window where both schools are required to run concurrently **Other** • Bio-security issues - giant hogweed buffer zone required • Japanese Knotweed spread outside of the site boundary cannot be controlled • Disruption/disturbance to wildlife corridor along Mill Lane & Cast Burn

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Site 10: Fleet Grounds

Strengths	Weaknesses
Education • Site can easily accommodate all requirements • No decant requirements **Design** • Topography of the site is relatively flat • Habitat area positioned along northern boundary creates buffer between building and agricultural fields • Sports pitches act as a buffer between the building and residential areas • New flood-lit pitch located to existing pitch to minimise light pollution across the site • New build allows for full flexibility of building layout and servicing strategies **Access** • Reasonable access for pedestrians and cyclists, good access for vehicles • Existing road infrastructure in place **Infrastructure** • Existing primary utility infrastructure networks to the site **Other** • Positive public perception of a new school	**Ownership** • Not all of the site is in Fife Council ownership **Planning** • Proximity of flood-lit pitches to residential area **Timescales** • Unknown timescale for acquisition of that part of the site not already in Fife Council ownership **Other** • New school remote from existing primary school and family centre • Retaining existing MUGA during construction could restrict construction access • Existing 11kV electrical infrastructure and gas main follows route of existing Fife Coastal Path and requires to be diverted to suit the development

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Site 10: Fleet Grounds

Opportunities	Threats
Access • Options for multiple sustainable and vehicular access routes into the site Options to improve connectivity into cycle route 76 **Other** • Proximity to Rosyth town centre • Integrate existing football club into the new facilities	**Infrastructure** • Potential that the gas pressure main runs within the boundary • High voltage cable may require diversion • Fife Coastal Path diversion required • Negotiations required with Transport Scotland. Difficult to determine likely implications until detailed design and planning consultations commence

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Appendix 8 - Options' Appraisal SWOT Analysis

The following SWOT analysis was further developed, in September 2020, (from the original SWOT in July 2019) with input from the Consultants. It provides an objective summary of the Strengths, Weaknesses, Opportunities and Threats of each of the sites, based on the technical information which has been presented in this report.

OPTION 4 – NORTH OF A921	**OPTION 4** – NORTH OF A921	**OPTION 4** – NORTH OF A921	**OPTION 4** – NORTH OF A921
STRENGTHS	**WEAKNESSES**	**OPPORTUNITIES**	**THREATS**
Education • Located adjacent to the existing school • Required site components fit neatly onto the site • No decant of the existing school required **Design** • Building could be positioned to minimise any impact from main road, noise pollution etc. • Reasonable topography of the site reduced cut & fill requirements • New build allows for full flexibility of building layout and servicing strategies • Panoramic views north across to adjacent farmland **Access** • Good linkage to nearby cycle route network **Utilities** • The existing utility networks that serve the current Inverkeithing HS are adjacent to this site • Site close to public sewer network and should allow for the easy disposal of foul flows subject to Scottish Water approval. • Site adjacent to local watercourse to easy disposal of surface water flows. **Other** Positive public perception of a new school	**Design** • Located in a high-risk flood area, considerable hydrology and flood investigations would be required • Sports pitches in high flood risk area • May need significant retaining walls to support new access road to the building, which may be oppressive • An area of site 4/ 22 cannot be developed given its classification as a functional flood plain (west areas) • Large level change (circa 10-15m) between Hillend Road and main school site • Level changes across eastern part of site requiring earthworks to platform the site • Given large building footprint and changes in site topography part of the building will be formed on fill. Settlement risk would need to be managed **Access** • Limited access routes for vehicle, cycle and pedestrian access • Safety of the adjacent road underpasses • Construction access challenging • Designated access road into site will be required and formed from opposite Hillend Road to A921 **Utilities** • Public sewer diversions will be required to accommodate the sports pitches • Existing High voltage overhead line crosses a section of the site and will require diversion • An intermediate pressure gas main crosses the southern section of the site. This is a major network asset and partial diversion is likely to be required to facilitate site development. Clearance distances (wayleave/easement) to the diverted/retained section of main will require to be fully established • Existing water main crosses the East section of the site – protection measures required through construction with existing site cover levels to the asset retained. **Ownership** • Not in Fife Council ownership **Timescales** • Unknown timescale for acquisition of the site • Settlement of fill to elevate the building floor level needs to be considered and may require an advanced enabling works to platform the site **Other** • Increased distance from existing primary school and family centre • Lack of connectivity to residential areas • Bio-security issues - giant hogweed buffer zone required and continual monitoring of hogweed thereafter • Land acquisition for ecological buffer zone that can't be used for any other purpose than to create a buffer	**Design** • Building could be positioned out with high flood risk area • Opportunity for enhanced external sports pitches due to size of site • Opportunity to create a 'gateway' building on approach to Inverkeithing • Potential to align building with topography and avoid public sewer no build zone **Infrastructure** • Existing school's utilities capacity potentially could be re-used **Other** • Development of existing open water courses to enhance ecological value	**Design** • Some ground gases recorded on site. Although levels are low and special measures are not anticipated this may change with more detailed and pointed ground investigation as part of any development of the site. **Access** • May require a long access road into the site to address the level issue • May require changes to the A921 to accommodate an access from this road (widening, new junction etc) • Upfilling to form new embankment adjacent to A921. Supplementary adjustments or making good to the A921 may then be required as part of the access road construction as part of settlement. **Ownership** • Could be forced into purchasing additional land that is not required **Planning** • Scottish Planning Policy limits development on flood plains, may be rejected by SEPA and planning • Vehicle access of the main A921 may not be acceptable to planning **Infrastructure** • May be difficult to position the SUDS to drain into existing water courses • Extensive drainage requirements to address flooding issues • Before existing school is decanted there may be a short window where both schools are required to run concurrently • Disruption/disturbance to wildlife corridor along Mill Lane & Cast Burn **Other** • Disruption/disturbance to wildlife corridor along Mill Lane & Cast Burn • On-going threat of Hogweed invasion with maintenance and management required along boundary of school

OPTION 5 – FLEET GROUNDS	**OPTION 5** – FLEET GROUNDS	**OPTION 5** – FLEET GROUNDS	**OPTION 5** – FLEET GROUNDS
STRENGTHS	**WEAKNESSES**	**OPPORTUNITIES**	**THREATS**
Education • Site can easily accommodate all requirements • No decant requirements **Design** • Moderate level change across the south of the development site should minimise earthworks below the building • Habitat area positioned along northern boundary creates buffer between building and agricultural fields • Sports pitches act as a buffer between the building and residential areas • Enhances sports facilities and existing community use • New flood-lit pitch located to existing pitch to minimise light pollution across the site • New build allows for full flexibility of building layout and servicing strategies **Access** • Good access routes for pedestrians, cycles and vehicles • Existing road infrastructure in place to both north and south of proposed development site. • Good residential connections to the site **Utilities** • Drainage infrastructure in close proximity to the site. **Infrastructure** • Existing primary utility infrastructure networks adjacent to the site **Other** Positive public perception of a new school	**Design** • Earthworks required to the north of the development site to house the required grass sports pitches **Access** • Offsite road improvement works will be required to provide safe routes to school. • Diversion of Fife Coastal path may be required. **Utilities** • Some offsite upgrading works required to allow for the disposal of foul and surface water flows. **Ownership** • Land ownership associated with offsite road improvement works should be established. • Not all of the site is in Fife Council ownership **Planning** • Proximity of flood-lit pitches to residential area **Timescales** • Unknown timescale for acquisition of that part of the site not already in Fife Council ownership **Infrastructure** • Drainage capacity may need to be increased **Other** • New school remote from existing primary school and family centre • Retaining existing MUGA during construction could restrict construction access	**Access** • Options for multiple access routes into the site • Options to improve connectivity into cycle route 76 **Other** • Proximity to Rosyth town centre Integrate existing football club into the new facilities	**Infrastructure** • Fife Coastal Path diversion required • Negotiation required with Transport Scotland costs difficult to determine until detailed design and planning consultations commence • May require diversion and integration of MOD drainage infrastructure as part of the development proposals • Existing 11kV electrical infrastructure follows route of existing Fife Coastal Path and requires to be protected to suit the development proposals • Existing medium pressure gas main follows route of existing Fife Coastal Path and requires to be protected to suit the development proposals. • Existing Scottish Water trunk main follows route of existing Fife Coastal Path and requires to be protected to suit the development proposals. SW stand-off distances require to be adhered to. • Existing IP gas main crosses North-West section of the site and requires to be protected to suit the development proposals.

INVERKEITHING HIGH SCHOOL COST MODEL SUMMARY Cost Model 2F		SITE 04 / 22	20,000 m²	SITE 10A	20,000 m²
Ref	ELEMENT	Elemental Cost	Cost/m² GIFA	Elemental Cost	Cost/m² GIFA
1	**PRIME COST**				
a	**1 Substructure**	2,377,739	118.89	2,377,739	118.89
b	**2 Superstructure**				
	2A Frame	4,072,525	203.63	4,072,525	203.63
	2B Upper Floors	1,168,919	58.45	1,168,919	58.45
	2C Roof	2,092,823	104.64	2,092,823	104.64
	2D Stairs	531,881	26.59	531,881	26.59
	2E External Walls	2,924,654	146.23	2,924,654	146.23
	2F Windows and External Doors	1,784,178	89.21	1,784,178	89.21
	2G Internal Walls and Partitions	2,624,135	131.21	2,624,135	131.21
	2H Internal Doors	856,129	42.81	856,129	42.81
	Element Total Superstructure	£16,055,242	£802.76	£16,055,242	£802.76
c	**3 Internal Finishes**				
	3A Wall Finishes	883,840	44.19	883,840	44.19
	3B Floor Finishes	1,128,855	56.44	1,128,855	56.44
	3C Ceiling Finishes	827,036	41.35	827,036	41.35
	Element Total Finishes	£2,839,731	£141.99	£2,839,731	£141.99
d	**4 Fittings & Furnishings**	4,632,848	231.64	4,632,848	231.64
e	**5 Services**				
	5A Sanitary Appliances	4,534,436	226.72	4,534,436	226.72
	5B Services Equipment	430,218	21.51	430,218	21.51
	5C Disposal Installations	79,152	3.96	79,152	3.96
	5D Water Installations	178,621	8.93	178,621	8.93
	5E Heat Source	-	-	-	-
	5F Space Heating and Air Conditioning	649,797	32.49	649,797	32.49
	5G Ventilating System	557,967	27.90	557,967	27.90
	5H Electrical Installations	3,650,514	182.53	3,650,514	182.53
	5I Fuel Installations	-	-	-	-
	5J Lift and Conveyor Installations	448,584	5.61	448,584	5.61
	5K Fire and Lighting Protection	452,160	22.61	452,160	22.61
	5L Communications and Security Installations	197,637	9.88	197,637	9.88
	5M Special Installations	451,997	22.60	451,997	22.60
	5N Builder's Work in Connection	445,252	22.26	445,252	22.26
	5O Management of the Commissioning of Services	52,822	2.64	52,822	2.64
	Element Total Services	£12,129,157	£589.64	£12,129,157	£589.64
f	**6 External Works**				
	6A Site Work	6,970,400	348.52	6,770,400	338.52
	6B Drainage	1,419,053	70.95	1,419,053	70.95
	6C BWIC External Services	515,384	25.77	515,384	25.77

		6D Minor Building Works		194,143	9.71		194,143	9.71
		Element Total External Works		£9,098,980	£454.95		£8,898,980	£444.95
	g	**7 Demolition & Alterations**		-	-		-	-
	h	**Works Outside the Site / Section 74 Allowances/ Abnormals and Decant**		£9,102,408	£455.12		£4,680,115	£234.01
		Sub-Total Prime Cost (Sum 1a-h)		£56,236,105	£2,811.81		£51,613,812	£2,580.69
2		**PRELIMINARIES**						
	a	Preliminaries %	**8.00%**			**8.00%**		
	b	Preliminaries Total (2a x 1i)		£4,498,888	£224.94		£4,129,105	£206.46
3		**Sub-Total Prime Cost + Preliminaries (1i+ 2b)**		**£60,734,993**	£3,036.75		**£55,742,917**	£2,787.15
4		**POST FINANCIAL CLOSE PROFESSIONAL SERVICES FEES**						
	a	Post FC Fee %	**2.36%**			**2.36%**		
	b	Post FC Fees Total (3 x 4a)		£1,435,775			£1,317,763	
5		**OVERHEADS & PROFITS**						
	a	Overheads & Profits %	**3.30%**			**3.30%**		
	b	Overheads & Profits Total ((3+4b) x 5a)		£2,051,635			£1,883,002	
6		**RISK**						
	a	Allowance for hubco element of Risk Register	**5.00%**			**5.00%**		
				£3,036,750			£2,787,146	
7		**CONSTRUCTION COSTS TOTAL (3+4b+5b+6a)**		**£64,222,404**	£3,211.12		**£58,943,682**	£2,947.18
8		**STATUTORY FEES**						
	a	Outline Planning Consent Fee		£20,000			£20,000	
	b	Detailed Planning Consent Fee		£30,000			£30,000	
	c	Building Warrant Fee		£70,000			£70,000	
	d	Statutory Fees Total Sum(8a-c)		£120,000			£120,000	
9		**TOTAL SURVEY FEES COST**		£60,000			£60,000	
		NEW PROJECT DEVELOPMENT FEE STAGE 1						
10		**STAGE 1 PROFESSIONAL SERVICES FEES**						
	a	Stage 1 Professional Fees %	**0.48%**			**0.48%**		
	b	Stage 1 Professional Fees Total (3 x10a)		£293,350			£269,238	
11		**DESKTOP STUDY FEE**		£1,500			£1,500	
12		**STATUTORY FEES MARK UP**						
	a	Statutory Fees % Mark-up	**3.30%**			**3.30%**		
	b	Statutory Fees Total % Mark-up(8a x 12a)		£660			£660	
13		**ADDITIONAL STAGE 1 ITEMS**	**1.00%**			**1.00%**		
	a	Additional Stage 1 Items % (Proforma 7)		£607,350			£557,429	
	b	Additional Stage 1 Items Total (3 x 13a)						
14		**SURVEY FEES MARK UP**						

	a	Survey Fee % Mark-up (Proforma 2)	**3.30%**			**3.30%**		
	b	Survey Fee Total Mark-up (9 x 14a)		£1,980			£1,980	
15		**Sub-Total Stage 1 Development Fee Costs (10b+11+12b+13b+14b)**		**£904,840**			**£830,807**	
		NEW PROJECT DEVELOPMENT FEE STAGE 2						
16		**STAGE 2 PROFESSIONAL SERVICES FEES**						
	a	Stage 2 Professional Fees %	**1.84%**			**1.84%**		
	b	Stage 2 Professional Fees Total (3 x 16a)		£1,116,309			£1,024,555	
17		**STATUTORY FEES MARK UP**						
	a	Statutory Fees % Mark-up (Proforma 2)	**3.30%**			**3.30%**		
	b	Statutory Fees Total % Mark-up ((8b+8c) x 17a)		£3,300			£3,300	
18		**ADDITIONAL STAGE 2 ITEMS**						
	a	hubco Portion % (Proforma 2)	**2.00%**			**2.00%**		
	b	Additional Items % (Proforma 12)	**0.00%**			**0.00%**		
	c	Additional Items % (Proforma 8)	**1.07%**			**1.07%**		
	d	Additional Stage 2 Items Total ((18a+18b+18c) x 3)		£1,864,564			£1,711,308	
19		**hubco FM Market Test Costs (DBFM only)**						
	a	Indicative Annual FM Cost	0			0		
	b	Cost to Market Test % (Proforma 2)	0			0		
	c	Market Test Total (19a x 19b)		£0			£0	
20		**Sub-Total Stage 2 Development Fee Costs (16b+17b+18d+19c)**		**£2,984,173**			**£2,739,162**	
21		**NEW PROJECT DEVELOPMENT FEE COST TOTAL (8d+9+15+20)**		**£4,069,013**	£203.45		**£3,749,970**	£187.50
22		**ADDITIONAL FEES**						
	a	% of sub-total (3) Proforma 11	**0.50%**			**0.50%**		
	b	Total Additional Proforma 11 Fees (3 x 22a)		£303,675			£278,715	
23		**TOTAL PROJECT COST PLAN @ 3Q19**		**£68,595,092**	£3,429.75		**£62,972,366**	£3,148.62
24		**INFLATION: to Quarter 2Q22**		£3,035,181	£151.76		£2,786,388	£139.32
25		**ICT Equipment**		£2,000,000	£100.00		£2,000,000	£100.00
26		**TOTAL PROJECT COST PLAN @ REQUESTED QUARTER**	**2Q22**	**£73,630,273**	**£3,681.51**	**2Q22**	**£67,758,754**	**£3,387.94**

Caveats / Notes

Cost Model Base: 3Q19 TPI 339 @ 050719
Current SFT Metric:
£1900 @ 223
£2888 @ 339
£3016 @ 354

Site Works Inclusions

Artificial Pitch	2
Grass Pitch	5
Small Muga	6
Total carried to 6A	3,300,000
Add/Deduct from Base	300,000

Site Works Inclusions

Artificial Pitch	2
Grass Pitch	5
Small Muga	4
Total carried to 6A	3,100,000
Add/Deduct from Base	100,000

ABNORMALS / SITE SPECIFIC CONSIDERATIONS	SITE 04 / 22		20,000 m²	SITE 10A		20,000 m²
	QTY	RATE	TOTAL	QTY	RATE	TOTAL
Site Strip Cut (m3)	81000	5	405,000	40020	5	200,100
Site Strip Fill (m3)	81000	8	648,000	40020	8	320,160
Cut Excavation (m3)	156613	5	783,065	90895	5	454,475
Fill Excavation (m3) - Treated	156613	13	2,035,969	90895	13	1,181,635
Disposal Offsite (m3)	31323	28	877,044	18179	25	454,475
Import Additional Fill (m3)	15661	30	469,830	909	30	27,270
Toucan Crossing	2	50,000	100,000	5	50,000	250,000
Offsite footpath/cycleway	0	n/a	n/a	60	250	15,000
Reposition Light Columns	0	n/a	n/a	16	2,000	32,000
Dealing with existing Services	0	n/a	n/a	1	100,000	100,000
Adjustments to Roundabouts	0	n/a	n/a	1	250,000	250,000
Transport Scotland upgrades	1	400,000	400,000	1	400,000	400,000
Modify land around water features	0	n/a	n/a	1	200,000	200,000
Contamination Issues - non asbestos	1	50,000	50,000	1	50,000	50,000
Offsite sewer Site 10 Option 4	0	n/a	n/a	240	917	220,000
Rosyth sewer network repairs and upgrades	0	n/a	n/a	1	300,000	300,000
HV Diversion 11KV	1	100,000	100,000	1	50,000	50,000
Gas mains diversion MP	1	125,000	125,000	1	50,000	50,000
Scottish Water drainage impact assessment	1	50,000	50,000	1	50,000	50,000
Scottish Water network improvements	1	500,000	500,000	1	75,000	75,000
Totals - Carrried to Section 1h Above			**8,279,408**			**4,680,115**

SITE 4/22 WESTERN ACCESS ROAD OPTION Extra Over Costs				
Excavation	1	200,000		200,000
Roadworks & Drainage	2292	250		573,000
Junction etc	0	As Before		-
Offsite paving works	1	100,000		100,000
Deduct Original Allowance - Smaller Road	-1	50,000	-	50,000
Preliminaries and BTL Items		30.93%		Inc
TOTAL EXTRA OVER COST				**823,000**

Source Of Abnormal List

Rybka email dated 080719
Aecom email dated 080719
Aecom email dated 100719
Aecom email dated 120719
Aecom email dated 010420
Spencerfield - Hubco Initial Appraisal Report Feb 20
Spencerfield - BDP Site Appraisal Report 10 Feb 20
Spencerfield - Rybka Utility Infrastructure Review Feb 20
Spencerfield - Aecom Feasibility Study Feb 20
Site 10 Outfall Run 10-000133
Aecom, BDP & Rybka Docs 200520 - Square Blocks

SITE PURCHASE COSTS - EXCLUSIONS FROM ABOVE	Layout Options 1 or 4	Layout Option 5
	Excluded	**Excluded**

Exclusions

1 Moving / Removal Costs
2 Legal Fees
3 VAT
4 Passivhaus design - to Fife ACR Standards only - enhanced from BB101

SUMMARY - 25 YEAR BASIS NON - DISCOUNTED	25 Year Cost		Year 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
INVERKEITHING HIGH SCOOL - ALL SITES		20,000.m2																									
LIFE CYCLE COSTS	£8,001,800	Average £16.00/m2/annum	£23,200	£29,600	£32,800	£130,600	£138,600	£487,600	£138,400	£231,200	£125,800	£234,200	£240,000	£820,000	£500,000	£136,600	£153,200	£989,400	£146,000	£428,400	£687,400	£400,000	£269,400	£210,400	£350,000	£949,000	£150,000
MAINTENANCE & REPAIR - HARD FM	£11,000,000	Average £22.00/m2/annum	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000
CLEANING - SOFT FM	£3,250,000	Average £6.50/m2/annum	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000
ENERGY COSTS	£12,500,000	£25.00/m2/annum	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000
NON DISCOUNTED Life Cycle Totals Per Annum	£34,751,800		£1,093,200	£1,099,600	£1,102,800	£1,200,600	£1,208,600	£1,557,600	£1,208,400	£1,301,200	£1,195,800	£1,304,200	£1,310,000	£1,890,000	£1,570,000	£1,206,600	£1,223,200	£2,059,400	£1,216,000	£1,498,400	£1,757,400	£1,470,000	£1,339,400	£1,280,400	£1,420,000	£2,019,000	£1,220,000

APPENDIX 10

Public Engagement – Inverkeithing HS New Site Location

The Education Service was asked by both the South West Area Committee and Education & Children's Services Committee to engage with both parents/carers of our pupils in this area of Fife and other interested parties on the potential sites, wider community impact on replacing these community use schools and the vision to increase capacity of these replacement schools and Queen Anne and Dunfermline High Schools as a result of expected pupil numbers from new housing.

Nineteen engagement sessions were arranged in the first instance, with 6 of these either in local services offices or community centres and the remaining 13 in primary/secondary schools. Three further sessions were arranged after the summer holidays for evenings and a Saturday morning and a further 5 were arranged in the Cowdenbeath area (St Columba's RC associated primary) for after the October school holidays.

The sessions in the schools, prior to the summer holidays were not well attended by parents/carers, however the feedback received has been included below.

The comments in relation to Inverkeithing High School have been included below:

Inverkeithing High School – location, as well as school/community requirements

Here is some feedback regarding the proposed re-development of Inverkeithing High School (I have two daughters at North Queensferry PS – P3 and P6). My main concern is around the timescale of any re-development. My interpretation of our discussion is that the best case scenario for a new school being ready is 3.5 years from the consultation period beginning (0.5 year consultation, 1 year design, 2 year build). This could extend further if there is any delay in any of these phases, if there is difficulty finding funding, or if the Woodmill/St Columba's campus is prioritised. During this time period the Inverkeithing High role is due to increase significantly, putting more pressure on an already dilapidated building. I am worried that the approach to the current school will be to place a 'sticking plaster' on any structural or other problems given a new school is on the horizon. This appears to be the worst of both worlds for pupils with the school reaching capacity as the building nears end of life. I am also concerned that this situation will be a deterrent to attracting teachers and other staff to the school. All of this leaves me with real concerns that Inverkeithing High can provide the optimum conditions for educating my children and other pupils in the coming years. In terms of the sites proposed my preference would be for one of the three sites closest to the current High School. I am sympathetic to the argument that Inverkeithing High School should remain in Inverkeithing. However, my strong preference is to get this school built as quickly a possible. I hope this is helpful feedback. Thank you for holding the meetings and I look forward to engaging further throughout the process.
This surely is much needed. School is not fit for purpose. Must stay in Inverkeithing. It would keep the heat out of Inverkeithing community for the high school to go. Inverkeithing is the centre of the catchment. Please keep Inverkeithing HS in Inverkeithing.
No opinion as not within my catchment area.
Not happy about the Rosyth location. They will increase travel time in the taxi to bus stop is already very early. My son's sleep will be affected and he has mental health issues that could

be aggravated by this. Sites 4 and 22 are best as they will leave ALL students travel unaffected and have plenty of space.
Location should stay at current site. Create a new school here and knock down the current one. It is a danger to the pupils.
Fife Council wins – facilities will be lost! Keep the school in Inverkeithing.
What will happen to the wing? Will there be a pool at the new school? Swimming is a life skill and should be part of the curriculum.
If the school moves it needs to be on a regular public bus route. School buses will leave before after school clubs.
Love Inverkeithing High School to stay in Inverkeithing. I love that the nursery, primary school and high school are nearby. Would love the wing/community space to stay or be replaced.
Old paper mill site is a good spot. Keep the school in Inverkeithing.
Would be great if kept in Inverkeithing. Keep community use in Inverkeithing, especially classes and swimming pool.
The swimming pool must be rebuilt on new site. Not enough space at leisure centres for swimming lessons.
We need: swimming pool, community centre and current location to keep nursery, primary and high school together.
Keep the wing and community use facilities.
Would want to keep the hub of nursery, primary, high school and community use wing. Inverkeithing needs this for the community.
Two high schools close together won't work (Inverkeithing moving to Rosyth and Dunfermline)
New high school must stay in Inverkeithing. Please maximise community use, sports facilities.
Inverkeithing would need a new community centre if the high school moves.
Business will have an effect, shops will close, Inverkeithing will deteriorate.
Inverkeithing has a lot of new build buildings. Has it been considered how kids will get to school safely as free buses not option within 2 miles.
Central location is important to facilitate walking to school. Ideally Inverkeithing location, but understand the need for best location for majority.
To remain in Inverkeithing – it's central, easy access for walking and for traffic. Centre for all primary schools attending. Do not want Rosyth, especially Dockyard due to large vehicles. There are no facilities near by.
I would prefer the high school to remain in Inverkeithing, would like to know if they will be considering the usage of the community wing and the relation with the town. The playing fields are also important to the town use with the gala, and football teams, and primary school. The amount of clubs and activities that use the wing, and the swimming pool, as well as the high school, PE department.
Community use wing needed for Inverkeithing – including a swimming pool.
High school to remain in Inverkeithing for central catchment.
Upon building a new high school, they need to take into account all the new houses that are being built in Inverkeithing. It is not only the high school that is important to Inverkeithing but the community use of the facilities – "the wing" is a great facility to help keep our kids active and be able to learn to swim.
Inverkeithing High School should stay in Inverkeithing. Shops will loose out on business. I have lived in Inverkeithing for 30 years (all my life).
Yes please, cause it is falling apart.
Stay in Inverkeithing, community use still. How long will it take? Formal communication when?
Please do not change location of high school. It should stay in Inverkeithing.
Need swimming pool facilities, need the wing with gym equipment. Location needs to stay beside primary and nursery.
Keep high school a possibly. Just refurbish the old school. Too much changes and disruption.

High School should be kept in Inverkeithing as its important for it to be kept in the community. It's walking distance for a lot of people who don't have access to their own car!
Inverkeithing High School should stay in Inverkeithing and shouldn't be moved. Why chuck away a high school, do it up, or keep it where it is. They need a swimming pool. Why chuck away the high school means what's going to happen to the wing if this happens. The school and wing is important to us.
Keep the swimming pool (school pupil – aged 7 years)
High School should remain in Inverkeithing as location is more suitable for all pupils travelling from Rosyth, Inverkeithing, Dalgety Bay, North Queensferry and Aberdour. It is also very important to retain full use of the wing. It's used for school and public use – will still remain fully functional for the new school. Plus it's off the main road system which is safer for kids. Rosyth options will be too busy and not acceptable for all ids (except Rosyth) to be travelling that distance. Inverkeithing is central to all.
This needs to stay in Inverkeithing as does the wing. It is central from Aberdour, Dalgety Bay, North Queensferry and part of Rosyth and would be a big loss not just to the school but as a social gathering for residents as well. There is also a swimming pool in the Wing which we would lose if everything is closed down again a big loss to the community.
Rosyth is too far for travel. We need swim facilities. The wing is essential for Inverkeithing community.
What will happen to the old school? What will happen to the wing as a community use? Too many questions that needs to be answered you can't just build it where even higher up people please.
With the new housing developments planned I think that a Rosyth location would be more suitable.
I am a resident in Inverkeithing, I live on the High St and my eldest daughter is at the Inverkeithing High School. Here are my thoughts about the proposed new Inverkeithing High School sites. Firstly, the Inverkeithing High St relies heavily on the custom from older pupils of the High School and the families connected to them, this keeps the town bustling and alive. Without this custom there is no doubt the town will suffer and like so many small towns in fife (so many High St's have died, empty shops and businesses). The High School is a great amenity to have in a town - to lose this will be an added blow to a town. The High school itself is a remarkable example of Brutalist architecture from the 1960's and as a result it is listed. It is shocking how little this seems to matter to Councils and Developers considering in London and other cities Brutalist architecture is being protected and appreciated. This listing MUST be taken in to consideration, its unique, it is irreplaceable. Surely this could be used as a plus point rather than seen as a bind? This 1960's architecture wont be seen again - Inverkeithing has already lost so many cherished (many listed) buildings due to a 'quick fix' of knocking down and building new characterless houses etc. The existing school site could be re-purposed including parts of the original Brutalist architecture. It would be exciting to see this develop and give a great boost to the community. To keep elements of the old school and incorporate them into a new school would be the best and most progressive solution. After all it is part of the Scottish Governments policy to reuse and repurpose old buildings rather than demolish. Too many bad decisions have been made for Inverkeithing in the last 20 years. Let's make a good one for the community and surrounding towns. Keep Inverkeithing the hub. Don't kill the High St. Don't let it become a new build housing site with no school. With a bit of ingenuity and care the school site can be rejuvenated, not abandoned and something positive and exciting can happen to the town. An abandoned sad looking listed building is not good for moral - have a look around Inverkeithing it is full of them.

Dunfermline can already be served by a new wing to the High School there and eventually a new school in the 2nd site may serve the huge increase in new builds BUT meanwhile focus on what the smaller towns need. HES has already spoken about working with the proposal to reuse parts fo the original school, we have lost the old primary school to greedy developers and arsonists, let's stop this happening to the High School. To move the school from Inverkeithing would not only be a bad decision for the town it would highlight the sorry state of protecting architecture in Fife and retaining a sense of pride for the history of its buildings.

4) Inverkeithing High School should remain in Inverkeithing, rather than being moved to Rosyth. As was mentioned at the meeting, it seems that everything is being taken away from Inverkeithing. Soon it will only be a dormitory for Edinburgh.

I attended one of the recent consultations about potential sites for a new Inverkeithing High School. It was with much dismay I learned about the possibility that Rosyth was being considered for the proposed new school. Inverkeithing has had a grammar/secondary school for 200 years since around 1819 and it is just inconceivable that the school would be moved out of the town now – that would not be a progressive change. The current school is so perfectly sited next to the nursery and primary school, all of which form the perfect educational campus for children – not to mention the community wing which is so well-used by parents and children alike and is especially important for families who don't have their own transport.

With creative design/architecture and thinking, the existing school site could absolutely be adapted to build a dynamic and inspirational new school that would stand out yet again to win future awards.
I strongly object to any consideration being given to moving our High School out of Inverkeithing – it has always been and will always remain an essential part of our community.
(Inverkeithing resident/parent and former Chair of the 1st IHS school board)

Following attendance at the public engagement meetings regarding the replacement sites for Inverkeithing High School, I would like to feedback the following points:

1. My son already travels on the school bus service from Rosyth to Inverkeithing High and there are no concerns with this. There is a good service in place and I can see no reason why this can not continue for a replacement in Inverkeithing.

2. The road network at the existing site is already in place and coping with the school traffic.

3. (a) I am opposed to building on the Fleet Grounds site as it is surrounded by residential housing. The house owners have bought these properties at a point where there is no high school nearby. It would be unfair to establish a high school there as litter, noise and vandalism are bound to be encountered.

   (b) The road network surrounding the Fleet Grounds are inappropriate for the large number of buses and cars that would be accessing the school.

4. The MOD land would be ideal as there is plumbing, drainage, sewage, electricity etc already established there. It is also on an isolated site away from residential properties and can be accesssed directly from the A985 road.

I hope you will take these points into consideration when making the site selection.

Inverkeithing is a town on the up. There is a lot of community effort going in to various regeneration initiatives. The recent news of a cash injection to the town centre is so promising. The towns businesses rely to a degree on the knock on benefits of lunch time and after school trade by school children, staff and the community using the community use facilities. Scotland's biggest affordable housing Fraser avenue project, residents and businesses of the future would surely benefit from a replacement school on the existing site. It is a beautifully large site on an elevated bright position and can be accessed by bike, on foot, by bus or by train- surely a big advantage for a school of the future.

Please do all you can to keep inverkeithing high school in Inverkeithing. It is surely pretty much centre of the school catchment, there is probably scope too to design it in a way that the current school can operate while its being built, then demolished and sold for housing to release equity to cross fund. It is absolutely fantastic that it loads old like we will be getting a much needed high school. The current site is a fantastic site and this is an opportunity to really improve Inverkeithing. I very much hope that the feasibility studies show that the current site is the majority of the catchments preferred site, the best value for money, the must sustainably located site and would be a real asset for the ongoing regeneration of Inverkeithing. Will the preferred site be reported to the committee in August and what is the process thereafter?
Similar to the Woodmill/St Columba's scenario I acknowledge and fully support the proposal as I believe there is a critical need to modernise the school. I would also be in favour of the new school being on its same location for transport issues. In addition it needs to accommodate community use and have a swimming pool.
In response to the 'Have Your Say' on shaping the future of Inverkeithing and Dunfermline's secondary schools - specifically point number 2 "Inverkeithing High School – location, as well as school/community requirements": I have two children currently attending Donibristle Primary School, in P7 and P4. I am therefore very concerned for their secondary school experiences, as even a small amount of disruption could have an adverse effect on their received teaching and ultimately their qualifications and future careers. I understand that retaining the site of Inverkeithing High School cannot be reasonably expected (due to the lack of available space on the playing fields) for concurrent building of a new school and razing to the ground of the existing building. I am therefore perplexed as to why it has been included in the shortlist of six potential sites of the new school. Decanting the pupils (to a temporary school or specific 'village' location) appears to be a very disruptive option and an unnecessary amount of pupil movement. Furthermore, opting for a site on an extremity of the Inverkeithing High School catchment area – i.e. each of the three proposed sites in Rosyth – appears unreasonable to everyone who does not live in Rosyth. To expect Aberdour and Dalgety Bay pupils to travel along an already log-jammed A985 through Rosyth has to be a significant shortcoming to building the school so far west. In my opinion, since the current site appears to be untenable as a new site location, and with each of the three Rosyth sites being as inadequate as each other, with regards to location, the only sound options left are the two sites that are positioned to the immediate north of the current campus, i.e. across the A921 (regrettably I do not remember the numbers given to these adjacent sites). The only downside of this location is the flooding that occurs occasionally in the south east corner of the site, i.e. in close proximity to the Inverkeithing 'double roundabout', but the two sites here are of large enough acreage that this need not be of concern. Additionally, one of the many significant advantages of this location is that it is adjacent to the current school and therefore the incumbent pupils will feel they are a part of the construction of the new school, being able to witness the planning, land surveys, building design, educating them in town planning, architecture, civil engineering, quantity surveying and ultimately watching on as the new build stretches up from the landscape. Innumerable school projects could be amassed through this engagement of the new school, enhancing the theoretical education that they already receive in the current curriculum. Should the new school be built out of sight of the current school, then the opportunity to include pupils in the design and build of their new school is lost. As an engineer myself, this would feel like a wasted opportunity to educate those pupils whose future careers could involve such a plethora of subjects. I would like to think that the school itself, as well as Fife Education services would welcome this.

Traffic management / infrastructure at this location (two sites) would be only marginally impacted, since the three-way traffic light junction with the A921 and Hillend Road immediately to the north-east of the current school site would be adjusted to the addition of a fourth junction, forming a specific, dedicated route into the new school campus. Traffic is already disrupted on the A921 with the current school / community use / Inverkeithing town traffic using this junction, therefore the additional new school road would create only a minimal influence on the road network, and thereby presents an impact that is considerably less than a new school built at the west end of Rosyth. Not only would the latter location add extra bus-loads of pupils being ferried to and from the school through Rosyth twice a day, but it also would result in the addition of extra car journeys through Rosyth with parents driving their children to and from breakfast clubs and after-school clubs. The environmental impact of the slow-moving / standing traffic would not be justifiable. In addition, it is clear to me that residents of Rosyth, who have no school involvement, would not tolerate this significant increase in traffic density.

Moreover, the three potential sites in Rosyth are located very near to the shipyards / industrial units. One Dalgety Bay mother I met at an engagement session was very concerned at this prospect. If a Rosyth site was selected, she would remove her child(ren) from the school and move away from the catchment area. This is of significant concern. If this fact was to be further considered by other parents, they too may react in a similar manner. Fife Council has a responsibility to protect our children when we send them to school. If there was to be any level of threat, be it physical, by intimidation or potentially of a sexual nature, then this must be considered in the new school site selection process. I have two daughters and I had not realised the proposed Rosyth sites were juxta positioned to the dockyards. This disturbs me greatly.

Rosyth is newly located in the Inverkeithing catchment and it seems unfair that it can have such a strong influence on the new secondary school position. At the other extremity of the catchment, Aberdour is expecting new housing in the near future, which in itself is regrettable to the local residents, however, it will increase its school pupil numbers. This not insignificant fact aids the argument that the statistical mean of the distribution of the pupils in the Inverkeithing High School catchment area is centred slightly east of the current school position, i.e. towards Dalgety Bay and Aberdour. Even if there was a potentially viable alternative site in the Dalgety Bay area, which would greatly reduce my own children's efforts to travel to the school, I can rationally understand that a location within Inverkeithing makes the most common sense. Maintaining the status quo as far as possible creates less impact for all those involved. Inverkeithing is situated in the middle of the catchment and the 'burden' to all attending pupils is therefore similar.

Finally, the town of Inverkeithing would be dealt a significant blow should it see the closure of its High School. Inverkeithing already suffers with town centre issues and losing its school could sound the death knell for the area.

Footnote: In light of the recent dreadful fire at Woodmill High School, I assume that Inverkeithing HS is now no longer the number one priority to receive a replacement school? It would be very much appreciated if you could provide an estimated timeline for the developments of all the intended schools that require replacement.

Thanks for your emails. I'm sure these comments will be taken into account by the team managing the consultation write-up but in any case, I'll certainly raise it as one of the possible impacts of a change in school location. I'm keen to ensure the decision is not made on educational requirements in isolation as the council has a responsibility to consider the wider implications of any decision.

Kind regards,

David Barratt

From:
Sent: 02 September 2019 13:28

To: Cllr David Barratt <Cllr.David.Barratt@fife.gov.uk>; SustainableSchoolEstate.Enquiries <sustainableschoolestate.enquiries@fife.gov.uk>;
Subject: Re: Inverkeithing community use pool

Hi [redacted] David,

An excellent email to which I would like to add my full support David.

David, as [redacted] mentions, we are involved in a project to turn around the Preston Hill Quarry site, and are working closely with the developers to support their proposal which is under consideration by the planners at Fife Council.

The pool at Inverkeithing High School is a crucial element in the development and delivery of our plans and its loss would create a significant gap in the facilities required to deliver the project.

The reason for this is that diver training with both PADI and BSAC (diver training agencies) require the use of a pool in the initial stages of training, with further instruction in sheltered water (the quarry) taking place at a later stage.

The loss of the facility would impact the charity Craig and I have set up to deliver training to disadvantaged young people and would result in less students progressing through the scheme due to increased costs, distance and time required to travel to an alternate location.

I would like to add my name also to the list of those with an interest is this facility and would hope that an early review of the impact of any planned closure be undertaken.

Best regards,

Good Morning

I am writing this to raise my concerns and disapointment at the prospect of the closure of the community use pool and building at Inverkeithing High school.
Myself and another professional diver are involved in the development of Prestonhill quarry and loosing this crucial facility will have a severe impact on our business plan and pilot scheme we will be rolling out to the local community. It will also have an adverse effect of the water safety and water safety campaign that has been run recently. Countless people have learned essential swimming skills in there and still countless more will learn to swim as well as safely learn the use of SCUBA in a safe confined environment. To loose this facility will have a detrimental effect on our plans for Prestonhill Quarry and the local community and should have serious considerations against the closure of the great facility. I will eagerly await your response.

I am [redacted] the MSYP for Dunfermline & West Fife, and the MYP for Mid Scotland & Fife.

Before the summer holidays, re my manifesto point of having pupil say in the new school, I asked multiple Woodmill pupils what they would want in a new school. I took that information and compiled it into basic points. Here are what the pupils said:

- Better Looking Building (modernise)
- Better Bathrooms (more bins in bathrooms, wet walls/cant be written on/anti graffiti)
- Updates School Uniform
- Phone Allowance at Breaks
- More Dress Down Days

- Free WiFi
- Updated School Day (half day Fridays, 7 period Tues/Thur)
- Better Food (café/cafeteria/vending machines)
- Relaxed Periods
- More Resources (computers/technology/jotters/workbooks)
- Smoke-free Zones (no smoking at the entrances of the school/smoke-free radius)

I was going to carry out further consultations at Woodmill and also at St Columbas, but recent events have scuppered that, so here is all I have so far. I hope this information is of use to you during early planning stages. If you require any further clarification on these points, please contact me as I would like these pupils opinions to be taken into consideration.

I am writing with regard to the consultation on the proposed site for the replacement Inverkeithing High School (IHS). I live in Dalgety Bay and have one child in S1 at IHS .

I have looked at the criteria to be taken into account when considering the new school site and have the following comments to make:

1) With regard to ensuring accessibility, an attractive and inspiring design, a safe secure environment and ability to provide curricular and external learning I would fully expect that these will all be mandatory considerations for the design of the new school and constantly monitored by experts throughout the design and build so that any changes to the plans do not adversely affect any of these issues. I would also hope that all learning from recent high school rebuilds is acknowledged and used. I would hope inclusion of all catchment pupils will be made possible, with a Department for Additional Support would be included in the design, and that the new building will be able to accommodate pupils and staff with disabilities.

2) 'the new school should be within the designated catchment and where pupil population is greatest'- I feel strongly that Inverkeithing, in its position at the centre of current catchment area, is the right location for the new school. While Inverkeithing itself may not represent the greatest pupil population, the current school's location is right in the middle of the catchments of Aberdour, Dalgety Bay, Inverkeithing and Rosyth so is ideally placed. If the school was moved to Rosyth the catchment area would need to be reviewed again and given how painful and protracted the recent catchment review was I am sure (would hope) that the council would prefer to avoid this.

3) 'the new school should be accessible by foot, bicycle, car and public transport' - if the site was moved from its current site it would make it much less accessible for around half the current pupil population. All pupils from Dalgety Bay would be entitled to free bus transport whereas at the moment a good proportion can and do walk. Rosyth is of course within cycling distance from Dalgety Bay but only for those who are confident cyclists on busy roads. It would only be Rosyth (and possibly Inverkeithing) pupils who could easily walk to school, significantly reducing the numbers walking and therefore reducing Fife Council's ability to promote walking to school as part of the School Travel Plan. This would be a sad state of affairs, especially given Scotland's unenviable levels of childhood obesity. Assuming the new school is built in Inverkeithing I would also hope that safer walking routes from Rosyth are also considered as I am in full agreement with the Rosyth families who are concerned about their children having to cross the M90 slip roads to walk to and from school.

4) 'available for occupancy within a reasonable timescale' - given that the current IHS site is the only proposed site owned by Fife Council I would assume that this is the best option in this regard. I am however concerned about issues with asbestos and hope that pupil and staff safety will be given the highest priority if this site were chosen.

So for all the reasons stated above, my view is that the new IHS should be located in Inverkeithing, at the heart of the catchment area. I feel that the impact on Inverkeithing of losing its high school and community use facilities will be significant and should be avoided. I

also feel that even considering building on a site such as Fleet Grounds which provides such a valuable sporting facility for so many children and adults is unacceptable.
I am writing with regard to the consultation on the proposed site for the replacement Inverkeithing High School (IHS). I live in Dalgety Bay and have one child in S1 at IHS and another in P3 at Donibristle Primary. I have looked at the criteria to be taken into account when considering the new school site and have the following comments to make: 1) with regard to ensuring accessibility, an attractive and inspiring design, a safe secure environment and ability to provide curricular and external learning I would fully expect that these will all be mandatory considerations for the design of the new school and constantly monitored by experts throughout the design and build so that any changes to the plans do not adversely affect any of these issues. I would also hope that all learning from recent high school rebuilds is acknowledged and used. 2) 'the new school should be within the designated catchment and where pupil population is greatest'- I feel strongly that Inverkeithing, in its position at the centre of current catchment area, is the right location for the new school. While Inverkeithing itself may not represent the greatest pupil population, the current school's location is right in the middle of the catchments of Aberdour, Dalgety Bay, Inverkeithing and Rosyth so is ideally placed. If the school was moved to Rosyth the catchment area would need to be reviewed again and given how painful and protracted the recent catchment review was I am sure (would hope) that the council would prefer to avoid this. 3) 'the new school should be accessible by foot, bicycle, car and public transport' - if the site was moved from its current site it would make it much less accessible for around half the current pupil population. All pupils from Dalgety Bay would be entitled to free bus transport whereas at the moment a good proportion can and do walk. Rosyth is of course within cycling distance from Dalgety Bay but only for those who are confident cyclists on busy roads. It would only be Rosyth (and possibly Inverkeithing) pupils who could easily walk to school, significantly reducing the numbers walking and therefore reducing Fife Council's ability to promote walking to school as part of the School Travel Plan. This would be a sad state of affairs, especially given Scotland's unenviable levels of childhood obesity. Assuming the new school is built in Inverkeithing I would also hope that safer walking routes from Rosyth are also considered as I am in full agreement with the Rosyth families who are concerned about their children having to cross the M90 slip roads to walk to and from school. 4) 'available for occupancy within a reasonable timescale' - given that the current IHS site is the only proposed site owned by Fife Council I would assume that this is the best option in this regard. I appreciate that there are issues with asbestos and listed status but am assured by those who know that both of these can be overcome, provided that consultation with the correct expert bodies occurs from the outset and momentum maintained. So for all the reasons stated above, my view is that the new IHS should be located in Inverkeithing, at the heart of the catchment area. I feel that the impact on Inverkeithing of losing its high school and community use facilities will be significant and should be avoided. I also feel that even considering building on a site such as Fleet Grounds which provides such a valuable sporting facility for so many children and adults, including my own son, is unacceptable.
My children will be attending Inverkeithing high school in a few years time (currently at Donibristle primary). We would like to note that our preferred site would be the current Inverkeithing high school site. This would allow all catchment children to be able to walk to school, rather than have to

be bused to a location outside Rosyth. There is plenty of room for a new school to be built on this site. If the site were to be built down by the dockyards in Rosyth, we would move away from the away, as I don't see this as a safe or commutable location for teenage children. As a full tune working mum, I wouldn't be able to collect my children after after school sports activities, which would mean that they wouldn't get the opportunity to take part in these. I hope other Dalgety Bay and Aberdour parents have voiced the same concerns.
I am writing to give my opinion on the current proposal of the joint campus for Woodmill/St Columbus & Fife College. Whilst this seems like a great new innovative way of teaching/learning I feel the funding would be best used to make other catchment High Schools fully inclusive to all its pupils. Currently there is no accessible catchment High School for disabled Children living in Aberdour, Dalgety Bay, inverkeithing & Rosyth. That's 7 primary Schools!!! In this day and age I cannot find the words to express how disappointing/embarrassing/humiliating/frustrating/ and discriminating this is. Fife Council promote Children and Their Rights as per the Children's Charter. Article 12 (Respect the Views of The Child) My Son [redacted] has very strongly expressed his views to stay with his peers and go onto his catchment High School with them, he has been told by Fife Councils Education Access Officer that Inverkeithing is unsuitable for him (he uses a wheelchair) and it was impossible to make accessible. This is currently causing major stress & upset to him. Also Fife Council's policy for Inclusion is made up of 9 ingredients, one of which is Building Flexibility and Access..... this ingredient is non existent in Inverkeithing High School and therefore not Inclusive to all its catchment pupils let alone my son. Inclusion/included is one of the Child Protection Indicators Safe, Healthy, Achieving, Nurtured, Active Responsible, Respected & Included (SHANARRI) not to mention Respected & Safe! All of these indicators are not meeting disabled children's needs within this area. Getting it Right For Ever Child (Girfec) for me and many more, takes priority over new and innovative learning. We really need to concentrate on providing children within Fife Equal Opportunity's for Secondary Education before we jump to Innovative/Virtual Teaching ..... let's not Run before we can Walk. I'll leave you with a quote from [redacted] aged 8 "I just want to go to school with my friends, I want to be the same, I want to walk but I can't ..... so why should I be made to go to a different High School, I won't know anyone and I won't be with my class who look after me". Let's ask ourselves if Girfec or SHANARRI indicators or The Children's Charter are protecting [redacted]??? Funding MUST make this downfall right.... a replacement High School for Inverkeithing HAS to be the priority. As for expanding Dunfermline High School.... which was our accessible catchment High School.... We were told this wasn't an option last year!!! So the fact that this is on the table and now a possibility just infuriates me.
Consider to build on existing playing fields as previously delivered at Dunfermline HS
No preference about where school is located, however, needs to have right school design on the best site and delivered as quickly as possible.
Need for a Department of Additional Support in Inverkeithing HS
Capital budget should be spent on Inverkeithing HS first as joint campus will be more complex to deliver
Feasibility study should include an option to build on existing site and be fully costed before any decision on the location.

Decision making process should be transparent as parents feel a decision has been made
Full Economic Impact is required
Need to retail a high school to the East of the motorway to service the inevitable housing developments that will take place in this area over the next 30 years.
If the school is moved from its existing location then: • this will kill off the high Street • all community facilities, including the swimming pool, and any community programmes must be maintained on the existing site. • loss of existing campus of Nusery/Primary Secondary • Inverkeithing and Dalgety bay pupils disadvantaged by any move away from the existing site • this will result in fewer pupils walking and cycling to school • there is unlikely to be an economic use for the existing building leading to years of neglect and vandalism and ultimately to the loss of a Listed Building • Safely concerns if the school is relocated to Rosyth close to the Dockyard where nuclear submarines etc are docked • Safety concerns about school being located so close to armed security personnel protecting the Dockyard • Security issues at Dockyard result in the surrounding streets being closed which will disrupt access to a new school in Rosyth
• We fully support the need to replace the existing High School at Inverkeithing. Notwithstanding assurances from the council regarding its serviceability, it seems generally accepted that the premises are not really fit for purpose either in terms of facilities or capacity going forward. • We strongly support the creation of the new High School on or adjacent to the existing site, which is an ideal location being at the centre of the school's catchment area. (Options 3, 4 & 22) • The High School is also an integral part of the local community, with the Community Hub facilities valued and well utilised. • It would rank as insensitive and a snub to this Historic Royal Burgh, if the council was to take away its High School. • We see no merit in the sites to the west in Rosyth (options 10, 11, and 12) which would place the school in a far corner of its catchment area, in itself contravening Fife's own policy on school locations. • Additionally, such a location would remove the option for a significant number of pupils of walking or cycling to school. • Pupils in the east of the catchment area, so Aberdour and the eastern parts of Dalgety Bay, and parents would face significant journeys to and from school each day, mainly by car with a commensurate cost to the environment. And, again, in contradiction of Fife's own policy which is to get pupils away from travelling to school by car. • The remoteness of the Rosyth options would deter, if not actually prevent, significant numbers of people from using the type of facilities offered by the existing Community Hub. • Additional traffic to a new school in the west would further slowdown the A921 and A985 which are already very busy at "school run" time in the morning. • Our own research suggests that there is no direct scheduled bus service to options 10, 11, 12 from the east of the catchment area with journey times between 40 minutes to an hour and at least one change required. • Infrastructure around the proposed sites at Rosyth appears at best inadequate – no rail link, few buses, poor roads and no shops or food outlets – would be akin to putting the school in the middle of an industrial wasteland.

Dalgety Bay and Hillend
Community Council

DBHCC
[redacted]
31 August 2019

Ms C Lindsay
Executive Director Education and Children's Services
Fife Council
Fife House
North Street
Glenrothes
KY7 5LT

Dear Ms Lindsay,

PROPOSED SITE OF INVERKEITHING HIGH SCHOOL

I am writing to you to raise the Community Council's concerns about the proposed relocation of Inverkeithing High School. While we realise that this decision has yet to be finalised we feel it is important to inform you of our support for the existing site and our reasons for this:

- The current joint campus of the High School, Primary School, Nurture Centre and Community Use Wing has clear advantages for positive relationships, enhanced support during transition, collaborative and active approaches to learning and strong community links. Co-located schools facilitate joint working among schools and other partners, and provide shared approaches to addressing local issues. While more could be made of the co-located nature of the Inverkeithing campus, removing the High School would be a damaging step for the local community and adjacent community use and education facilities. We believe the benefits of 3-18 one-site education cannot be stressed too much.

- The path between Dalgety Bay and the existing High School site has only recently been upgraded at a cost of several hundred thousand pounds. The location of the school was integral to the justification of spending such a significant amount of public money. To move the school would call into question the justification for such a spend.

- The existing site is centrally located within the school catchment. As it stands, this means the Council currently assesses virtually all of Rosyth, Inverkeithing and Dalgety Bay as within walking distance. Moving the school to the fringe of the catchment would be a backward step in efforts to encourage active travel to school and would lead to a greater spend on free travel entitlement, with all of Dalgety Bay and Inverkeithing needing to be bussed to school.

- The existing school is well located in terms of transport links with the surrounding road network also well set up to avoid significant congestion at the beginning and end of the school day. Alternative sites such as the Fleet Grounds would need significant work to avoid congestion on a trunk road and impacting on the surrounding area.

- The existing site is suitable and reported challenges don't appear sufficient to rule out the site. While the final technical report has not yet been seen, it has been suggested that challenges include the level of asbestos, listed status, and availability of space.

    - The level of asbestos cannot be used as justification to build elsewhere. The inevitable demolition of all or most of the existing school will be costly and will require mitigation to protect the adjacent nursery, primary and residential properties. This would be the case regardless of where the school is built.
    - The listed status simply requires the council to demonstrate that no alternative use could be identified and that redevelopment was not possible. As the Council is already investigating the costs associated with re-development, it should not be difficult to demonstrate re-use is cost prohibitive. It should not be difficult to further demonstrate re-purposing the school for another use is wholly impractical and not cost effective. Maintaining aspects of the existing school such as a single wheel could be practical and may satisfy HES.
    - It has been suggested that there is insufficient space to build the school within the existing site without first requiring the demolition and/or full decant of the existing school. Review of the size of existing comparable schools suggests there is sufficient space to accommodate the footprint of a new school without requiring demolition first. In the event that a partial demolition was required to facilitate space to build the new school, the layout of the existing school would allow one or both of the wheels to be removed with minimal disruption and with sufficient space to the west to compensate with temporary accommodation. Furthermore, there are extensive sports grounds to the east and west of the existing school meaning that the loss of fields or even the MUGA to the east would not leave the school without sports grounds in the interim.

- The future of the existing site is the responsibility of Fife Council whether it is used for the new school or not. Consequently, the cost of demolition and remediation of the site should be factored into all options and should not become a discriminating factor for the existing site.

- There is a precedent in Fife for successfully building a new school within the grounds of the existing school – Dunfermline, Beath and Auchmuty High Schools.

- The existing site is the only one to be currently owned by Fife Council.

We hope you will also consider asking David Barratt, one of our local councillors, for the site drawings he has created showing that there is ample room on both sides of the existing school for a new school.

Yours sincerely,

[redacted]
Chair
Dalgety Bay and Hillend Community Council

Comments in general

I attended the meeting yesterday, thank you for the opportunity to do so. I offer the following comments.

1) Abandoning the existing school building to another budget and then letting others worry about it is not a responsible way of managing assets which taxpayers of various sorts have paid for. It is silo thinking. The various options for the existing school should be identified and costed, so that the public and their representatives can make an informed decision on these assets.

2) Given that the clear intention is to eventually extend the sprawl of the Western Expansion of Dunfermline southwards to Limekilns/the Dockyard, recreating the poorly designed mess of the Eastern Expansion on the other side of the City, the decision to build a new school to serve this sprawl has undoubtedly been taken by officials. Nothing is likely to change their attitude.

Fife Council and its predecessors have wanted to build an outer motorway box and an inner ring road box around/in Dunfermline for many decades. Parts of both have been built, the others rear their ugly heads from time to time, disguised as something else. The Western Expansion is a test of whether Fife Council has progressed into the 21st Century, or is still stuck in the 1960s. If the Western Expansion contains land allocations for this motorway box, or the road itself, then it will be clear that Fife Council has taken no notice of the "Climate Emergency" the Scottish Government has called and is ploughing along with it head stuck firmly in the past.

3 November 2020

Agenda Item No 6

Our Minds Matter: Fife Schools' Counselling Service Update

Report by:	Carrie Lindsay, Executive Director, Education & Children's Services
Wards Affected:	All

Purpose

This report provides an update on work to support young people's mental health, specifically in relation to the development of the Fife Schools' Counselling Service

Recommendation(s)

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

a) Note the progress of the implementation of the Schools' Counselling Service and associated Our Minds Matter (OMM) developments,
b) Endorse proposed next steps to extend the Schools' Counselling services and Our Minds Matter developments as a continued response to the impacts of the Covid-19 context.
c) Approve the proposal to bring a further report to the Education and Children's Services Committee in May 2021

Resource Implications

Since its introduction in May 2017 the OMM framework has been supported through funding of £280 000 from Fife Council. The framework promotes a strong partnership approach across Education and Children's Services, partners, families and communities. Work to promote the framework and its principles is also designed to support schools to make informed decisions on Pupil Equity Fund spending to support emotional wellbeing in line with OMM.

In financial year 2019/20 the Scottish Government allocated Fife Council its share of £12 million to implement School Counselling Services. This amounted to £738 000. This increased to a share of £16 million in 2020/21 namely £1 000 000. That figure continues for 2021/22 and 2022/23 and is baselined into the Local Government Settlement thereafter as permanent funding.

Legal & Risk Implications

New approaches and ways of supporting young people's emotional wellbeing will take time to embed and become established into our broad, general practice to ensure success in improving the emotional wellbeing of our young people in Fife.

Impact Assessment

An impact assessment has been completed and is available on request.

Consultation

Consultation with young people and the adults around them is a constant feature of Our Minds Matter work, activity has included:

- Inquiry-based workshops with focus groups of young people, which gathered views on useful supports for emotional wellbeing
- Pupil surveys
- Discussion with a wide range of focus groups (young people and adults)
- Feedback from Service Users

Most recently young people's feedback on their wellbeing during the Lockdown period has been gathered and used to inform practice, as reflected in this report.

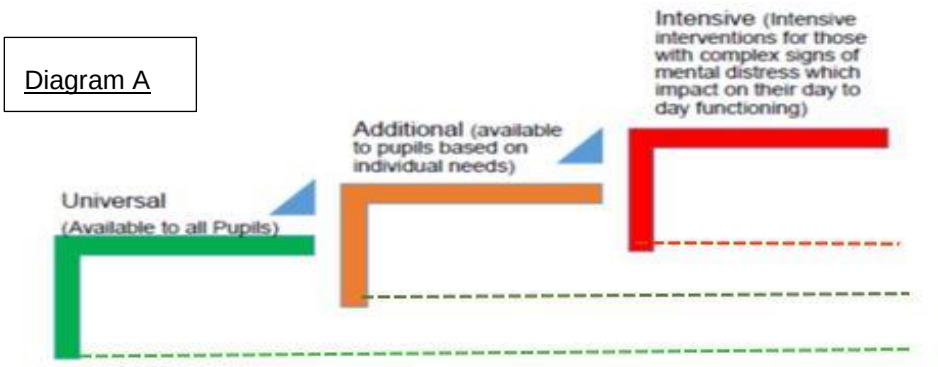
1.0 Context

1.1 Our Minds Matter Framework

1.1.1 The approaches detailed within this paper sit within the key principles of Fife's Our Minds Matter Framework to support Young People's mental wellbeing, namely:

- Recognition that children and young people need support from the broad pastoral care around them, through solution focused approaches, and a means of identifying and providing additional help if they experience difficulties.
- Emotional health does not sit separately to general health and wellbeing and must be seen in the context of wider needs. It is recognised widely that young people face many challenges growing up and so some caution should be exercised in labelling young people with 'mental illness' diagnoses or medicalising the normal growing up process.
- Responsibility for children and young people's health lies with the wide range of supporters around them – families, friends and professionals.
- Through Getting it Right for Every Child (GIRFEC), staged intervention approaches provide a common language and structure to understanding how support can be planned and joined across services, see Diagram A.

Diagram A



1.1.2 Since the launch of Our Minds Matter in 2017 our strategy for supporting young people in Fife has centred upon:

- Strengthening provision at the Universal and Additional levels of practice to reduce the instances of young people's needs escalating to an intensive level,
- Working to develop equity of core, quality provision across Fife in terms of young people's access to support
- Developing a distributed leadership model for emotional wellbeing development work, with an 'across-partners, shared' approach wherever possible.

1.2 Fife Schools' Counselling Services

1.2.1 In July 2019 funding to local authorities from Scottish Government enabled us to broaden our provision to introduce an extended model for Schools' Counselling Services for young people of school aged of ten and above.

1.2.2 The Scottish Government required that the delivery of the counselling service be a joint approach between national and local government which will enable children and young people to be supported more efficiently and effectively with issues affecting their mental health and wellbeing. Further detail on the Aims and Principles of the School Counselling Service can be found in Appendix A.

1.2.3 In October 2019 a report was brought to the Education and Children's Services committee sharing proposals for how this new funding would be deployed to support young people's emotional wellbeing. Several next steps were proposed and endorsed.

1.3 Covid-19 Pandemic

1.3.1 In March 2020 a period of Lockdown began across the UK in response to the Covid-19 pandemic. Schools closed and their work changed to provide remote learning for young people. This necessitated a number of immediate changes to the way support was provided for young people's emotional wellbeing

1.3.2 In order to ensure service design responded to the needs of young people through these unprecedented circumstances it has been crucial to take account of national guidance and local feedback.

1.3.3 During Lockdown the Fife PupilWise Covid-19 Survey garnered young people's views. Most young people (93 %) who took part in the survey felt that they knew who to speak to if they were worried about their own or others' wellbeing. Over 90% felt that their school was keeping in touch with them and listening to them during Lockdown and over 80% felt that their school was helping them keep physically active during the period of home learning. Further information from this survey is provided in Appendix B.

1.3.4 Nationally, the Teen Covid Life Survey (from Generation Scotland in collaboration with the Schools' Health and Wellbeing Improvement Research Network [SHINE] at the University of Glasgow) asked young people living in Scotland to say how lockdown, social distancing, home-schooling and exam cancellation had affected them. A summary of this survey is provided in Appendix C and further detail can be found at https://www.ed.ac.uk/generation-scotland/what-have-we-found/latest-news/teencovidlife-one

1.3.5 The following national key mental health themes were identified from this research:

- A sharp rise in feelings of loneliness, especially amongst young females.
- A high percentage of female participants reported low mood (59% for those aged 12-14 and 67% for those aged 15-17).
- In terms of education just under 50% of 15-17 year olds felt 'very worried' or 'extremely worried' about this aspect of their lives. The percentage was much lower within the 12-14 age group.
- All age groups reported high concerns in relation to not seeing friends during Lockdown.
- The quality of sleep worsened for male and female participants with 36 % of males (15-17) reporting worsened sleep and 43% of females (15-17) reporting worsened sleep.

1.4 Schools' Counselling Services Provisions during Lockdown

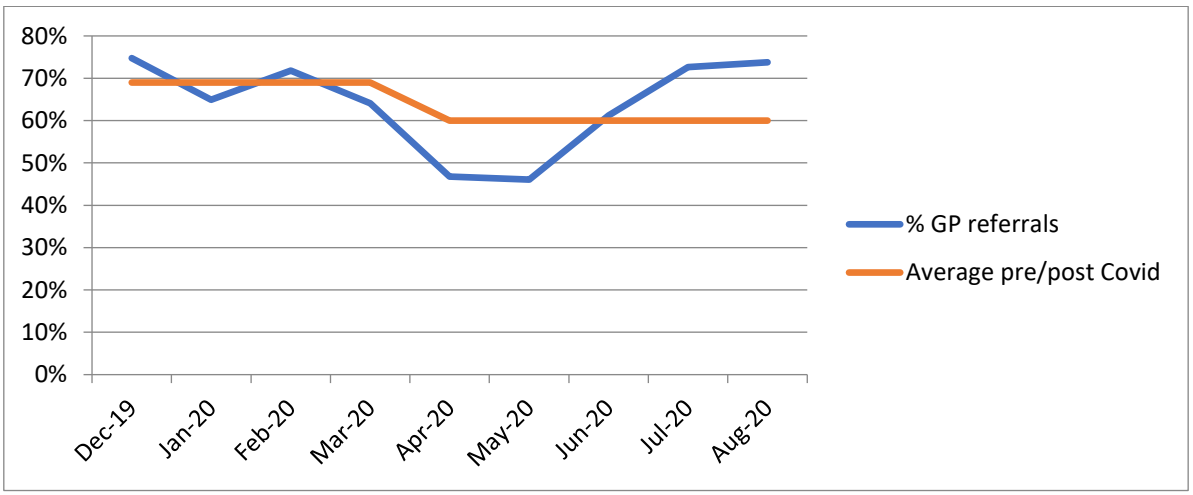
1.4.1 During lockdown the counselling service provided by DAPL continued to operate and schools continued to make referrals for young people but contact with young people was very different to usual.

1.4.2 The number of referrals coming through GPs to specialist services decreased during the Lockdown period as GPs prioritised specific patient groups and limited face to face contact. In addition, normal school support was not accessible due to closures and CAMHS increased the referral threshold in line with national guidance.

1.4.3 Referral rates have returned to normal, however many of the referrals now being received by Specialist CAMHS could potentially have been addressed by schools' normal good practice in supporting young people's wellbeing.

1.4.4 Despite CAMHS Primary Mental Health Worker team working to redirect these referrals back into universal and additional support systems and the School Counselling services, referrals from GPs which could be addressed at earlier stages continue to be sent straight to Specialist Services.

Diagram B Referrals to Fife GPs December 2019- August 2020



1.5 Supporting Young People's Return to School

1.5.1 In order to support families preparing for the return to school key messages relating to mental health and wellbeing were shared with parents, carers and families online and via social media platforms during the summer holiday period. These daily messages tied in with the Five Ways to Wellbeing and promoted ideas, activities and signposted to online resources for young people and families to support their wellbeing. The areas of focus were around normalising anxiety, promoting healthy diet and sleeping routines, preparing for a return to school and adjusting to new routines which was referred to as "Steady Steps back to School".

1.5.2 A range of new virtual workshops sessions were produced by the Primary Mental Health Workers Team for parents and shared via the Hands On Website https://www.handsonscotland.co.uk/parent-carer-workshops/. Topics were:

- Understanding Anxiety and Avoidance Behaviour
- Emotion Regulation
- Understanding and Surviving the Teenage Years
- Containment and Managing Challenging Behaviour
- Low Mood and Motivation
- Safeguarding Your Child's Wellbeing – Online Safety and Bullying

1.5.3 Schools returned in August 2020. All schools had a key focus on providing extra focus and support for children and young people's health and wellbeing.

1.5.4 During the Lockdown period the Educational Psychology Service developed some new resources focused on supporting the transition and adjustment back to early years and school settings for staff, pupils and parents. These were based on the principles of Trauma Informed practice and supporting and developing the resilience of both staff and young people in order to progress into the recovery phase. This involves providing support for young people's wellbeing in order to allow them to effectively re-engage with teaching and learning.

1.5.5 The following link provides access to a selection of web-based resources developed by the EP Service that have been tailored for professionals, and where additional guidance and advice regarding Anxiety, Resilience, Coaching etcetera can be sourced on fife.gov.uk - EP Service - Resources for Staff

1.5.6 Specific information and resources have also been developed for children, young people and parents, which can be shared with pupils and families by Headteachers or other professionals, or accessed directly by families through fife.gov.uk - EP Service - Info for Children & Parents

2.0 Implementation of Schools' Counselling Services

2.1 Establishing Service

2.1.1 Over the past year a wide range of actions have been taken to implement Fife's new Schools' Counselling Services.

2.1.2 As an immediate interim solution, the 1:1 and Group commissioned counselling service provided for Fife young people by Drugs and Alcohol Psychotherapies Limited (DAPL) for the previous two and a half years was increased from £60 000 per annum by an additional £60 000 for the period between October 2019 and March 2020. This enabled service for young people to be immediately improved in the lead up to the commissioning of the new service model.

2.1.3 New services briefs were formed for new commissioned services a) Listening, Coaching and Mentoring, b) 1:1 and Group Counselling and c) 'Keeping Connected' (Peer Support) services. These are contained in Appendices D and E. Funding for these services is on a Recurring Grant basis.

2.1.4 In February 2020 the briefs for these services were promoted and applications were invited from third sector partners. Following a competitive selection process Drugs and Alcohol, Psychotherapies Ltd (DAPL) were confirmed as service providers for a) Listening, Coaching and Mentoring and b) 1:1 and Group Counselling. No bids were received in connection to the third 'Keeping Connected (Peer Support) brief.

2.1.5 In April 2020 DAPL moved into their new service delivery of the Fife Schools' Counselling Services for 1:1 and Group counselling and Listening, Coaching and Mentoring Services, with an associated investment of £450 000 per annum.

2.1.6 As DAPL had been successfully providing support for Fife Young people for a number of years through a smaller-scale brief financed by Fife Council's Our Minds Matter budget the transition to the new service arrangement was simplified. The already established partnerships with staff teams from DAPL, CAMHS, School Nursing Services, Child and Family Psychology Service, Social Work: Children and Families and Schools proved to be a sound basis through this time of quick and radical change necessitated by the Covid-19 pandemic.

2.2 Service During Lockdown

2.2.1 Despite the constraints of recruiting staff during Lockdown, DAPL successfully increased the number of counsellors supporting young people through their service briefs. This increased its capacity to engage with a larger number of young people, delivering the following improvements in provision:

2018/19	*20/21* *(currently in post)*
1.4 FTE Counsellors 50 hours of counselling Term time only	9.3 FTE Counsellors 333 hours of counselling Across the year

2.2.2 During Lockdown DAPL responded quickly to the impact Covid-19 had on face-to-face delivery, looking for alternative ways to providing counselling for the 163 young people know to their service at this time. Young people were offered counselling via online platforms and telephone. All staff received additional training to ensure competence was achieved whilst working with new engagement methods.

2.2.3 During the period April – Aug 2020, schools continued to refer young people to counselling and client engagement levels remained high. Seventy-one referrals were received from the onset of Lockdown until August 2020. Where applicable DAPL were able to offer longer engagement periods to support the young people with the presenting issues.

2.2.4 Eighty percent of young people referred for counselling effectively engaged in counselling and support on a weekly basis. Of the 20% who did not engage many preferred to wait until face-to-face counselling was available and some felt that counselling was no longer required due to their changed circumstances during Lockdown.

2.2.5 Between April and September 2020 counsellors engaged with young people across all eighteen high schools, tailoring provision to the presenting needs across all sites and continuing to build relationships. To enable this DAPL have ensured that the same counsellor works across a High School and its associated primary schools.

2.3 Service Evaluation

2.3.1 Since their introduction the Schools' Counselling Services provided by DAPL have been evaluated using a variety of methods:

- *Service Users' Self-Evaluations*: 'Core YP' evaluation tools are applied which give baseline, mid and end scores. These are recognised evaluation tools within the counselling profession to evidence client progress and levels of engagement.

- *Feedback from Service Users' on the service*: Clients feedback on their experience, any benefits experienced and whether the service has supported them around the reasons for referral.

2.3.2 DAPL's report on feedback from Service Users is included in Appendix G.

- 94% of respondents found their sessions useful
- 95% felt that what was on offer regarding access options, namely online face to face or telephone engagement was made clear to them.
- 91% said they got the support they needed from their counsellor
- 100% replied that they were treated with respect and dignity during their engagement with the service

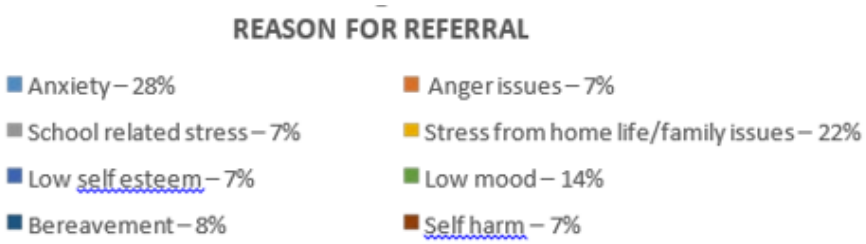
3.0 Early Intervention and Capacity Building Work

3.1 Evidence Based Approach

3.1.1 Data gathered from the Schools' Counselling Services is used to determine what early intervention and capacity building work is required and where development work is best targeted.

3.1.2 this data helps us to gauge the needs of school communities and then through collaboration with partners we consider what can be done to support young people differently, ensuring that wherever appropriate young people's needs are met at by the people who support them in schools on a daily basis. It is hoped that working in this way will help to ensure that referrals to specialist counselling service are readily available for young people who would benefit most from that service.

3.1.3 For example, when interrogating the 2017/18 data in connection to reasons for referral to the Schools' Counselling Service it was notable that 'Anxiety' and 'Bereavement and Loss', together commonly make up 36 % of the reasons for referral.



3.2 Strategic Interventions

3.2.1 Work was undertaken to a) try to bring down referrals in connection to these aspects b) meet young people's needs at an earlier stage and c) meet young people's needs in for these themes in a wider range of ways than counselling alone.

3.2.2 The OMM principles with strong associated partnership working has enabled a very collaborative approach to improvement, using a range of strategies. For example, the Primary Mental Health Workers (PMHW) team delivered specific anxiety management sessions for school staff and offered consultation calls and staff visits.

3.2.3 The Our Minds Matter Champion and the PMHWs also devised a mental health leadership programme with associated training for young people. And the Our Minds Matter Champion and Active Schools Team have established a Wellbeing Collaborative of professionals across Fife which meets regularly to discuss national and local data and guidance and shares good practice.

3.2.4 Additional partnership engagements with Educational Psychology Service, School Nursing Service, Children and Family Psychology Service and third sector partners all supported schools' practice and provided broad wellbeing support for young people and families.

3.2.5 Overviews of collected staged intervention approaches for both Anxiety Management and Supporting Bereavement and Loss were produced and shared with schools and key partners. These can be found in Appendices H and I.

3.2.6 These are used to help practitioners to consider a wider range of options in meeting young people's needs and to show connected services and approaches, which can be adopted in a phased way, responding to young people's changing needs.

3.3 Impacts of Strategic Interventions

3.3.1 The proportion of referrals to Schools' Counselling in connection to Bereavement and Loss and Anxiety related issues both show a declining trend.

Referrals to Schools' Counselling service across Fife (% of total number of referrals):

	2017/18	*2018/19*	*2019/20*
Bereavement and Loss	8%	5 %	5 %
Anxiety	28%	20%	19%

3.3.2 Practice changes in schools with high proportions of referrals for these themes are starting to deliver strong impacts. Two case studies of changed practice and impacts are summarised on the following tables.

Bell Baxter High School:

Bell Baxter, supported by the Primary Mental Health Workers Team, introduced Anxiety Management workshops for young people in 2018. Since then they have continued to build their practice to support young people's mental health in a range of ways.

They use the Kitbag resource with targeted pupils as a means of developing emotional literacy and to support emotional regulation and empathy.

To inform their developments they organised a pupil-led enquiry with the partnership of Space Unlimited to find out what young people wanted from the school to support their own and other's emotional wellbeing.

Young people commented:

- *"I enjoyed being part of the group and learned about teamwork and gained confidence".*
- *"It was good to get a chance to contribute and feel that our voices are being heard".*
- *"We came up with some good suggestions but the thing that has affected me most is that I have more friends and feel more confident about my ideas",*
- *"I loved that we could give our ideas about how we could improve wellbeing in the school and contribute to it in the future".*

The two most popular ideas were a Therapy Dog, which they hoped would improve physical activity, concentration and promote a sense of calm and help young people to emotionally regulate. They raised over £2,000 in funds and now have Bella the Therapy dog based at the school.

They also wanted a calm, safe nurture area in the school where anyone could go if they were feeling anxious or struggling with their emotions and could find helpful resources and a person to talk to if they needed it. "The hub" has been in use now for almost a year and is very well used as a drop-in area and hosts many of the organised groups and sessions to support wellbeing within the school.

Impacts *(as a percentage of total number of referrals from the school)***:**

Anxiety related referrals

2017/18	2018/19	2019/20
33%	11%	9%

Bereavement and Loss related referrals:

2017/18	2018/19	2019/20
20%	11%	4.5%

Kirkcaldy High School:

Anxiety Management in school additonal support:

KHS also supports any pupils struggling with anxiety and other aspects of emotional wellbeing using their Mental Health Toolkit which is available online and promotes Fife's 5 Ways to Wellbeing and signposts to the different supports available for young people at KHS and their families and communities. https://padlet.com/KHSTeacher20/KHSMentalHealthToolkit

Within the school community, there is a Mental Health Working Group, Mental Health Pupil Ambassadors, Mental Health First Aiders, and the Pupil Support Team have developed a range of resources to support pupils to regulate their emotions, manage anxiety, improve self-esteem. As well as Seasons for Growth, they offer Lego Therapy, Anxiety Management Groups, Meditation and Yoga groups, Walk-and-Talk groups, a Friendship group, and have developed a Serenity Garden where people can develop their 5 ways to wellbeing in a calm outdoor space. They also have a KHS Revival Group where pupils can reflect on and discuss their experience of Lockdown and support each other to move forward and look to the future together.

Bereavement and Loss in school additonal support:

KHS have been running Seasons for Growth Peer-Support Groups for the last two years. This 10-week grief, loss and change peer-support programme uses the imagery of the seasons to illustrate the experiences of grief and loss and is supported and funded by OMM in Fife. In KHS, the programme is facilitated by trained companions from the Pupil Support Team and school counsellor. The programme finishes with a celebration session where the young people invite a guest to share their progress and experience of the group. The young people state that they enjoy the sense of belonging fostered within the group:

- *"I love seasons for growth. Its fun and has really helped me explain my feelings at home"*
- *"I like all the activities and that I get to keep my journal to take home with me"*

A young person who was part of my first group two years ago recently went through another bereavement and said that their journal has really helped remind them of how to process their feelings.

And a parent shared that her son "feels excited being in the group and discusses it at home and we can see the difference in him. "

Impacts *(as a percentage of total number of referrals from the school)***:**

Anxiety related referrals

2017/18	2018/19	2019/20
34%	24%	21%

Bereavement and Loss related referrals:

2017/18	2018/19	2019/20
6%	9%	2%

3.4 Continued Strategic Developments

3.4.1 Additional themes for development are clear.

3.4.2 Information from Fife young people suggests that 'Stress from Home Life/Family issues' in 2018 accounted for 22% of referrals to the Schools' Counselling Service. A range of capacity building partnership work is in place to support improvements in this aspect.

- Solihull Online Parenting resources are now available free for anyone in Fife to use. The Solihull Approach aims to improve emotional health and wellbeing by supporting relationships and helping us to understand young people's behaviours in a non-judgemental way - developing the most appropriate responses. This supports emotional health and well-being in children, families and the adults who support them (www.solihullapproachparenting.com)
- Improving Families Access and Signposting to Information: Methods of communicating with young people and families continue to be extended:

  a) New website platforms www.fife.gov.uk/ourmindsmatter and www.fife.gov.uk/educationalpsychology have been set up this year to ensure that those who support Fife's young people have ready access to good quality advice.
  b) Hands On Scotland website (www.handsonscotland.co.uk), which has been developed by Fife CAMHS has been further developed
  c) Information shared with families on supporting young people's mental health via Social Media have been extended with targeted campaigns (e.g. Fife Families Facebook, Fife Active Schools Facebook, @WellbeingInFife on Twitter, Fife Active Schools Facebook Page)
  d) And information direct to young people can be found on Instagram

- Collaborative development work is underway between Education, DAPL and the PMHW team to consider the range of ways Fife parents/carers and families can be supported to feel confident, knowledgeable and skilled in supporting their young people's mental health.

3.4.3 Work continues to support young people's resilience and self-efficacy in responding to their own wellbeing. This includes:

- *Curriculum Development:* Fife's 'Branch Out' emotional wellbeing curriculum resource is now available to all schools to deliver as part of their universal Health and Wellbeing curriculum for young people in P7-S3. Curriculum for Excellence highlights the importance of building resilience for young people in a universal way at school. The development of Branch Out has been a collaborative project between Education and NHS Fife Clinical Psychology.
- *The Five Ways approach***:** (Connect, Be Active, Give, Take Notice and Learn) is widely promoted across Fife Schools, key partners and families. This approach aims to encourage reflection on strategies which help to build emotional wellbeing. The website pages introduced at www.fife.gov.uk/ourmindsmatter/ offer support and advice for young people and the adults supporting them around mental health and emotional wellbeing, with a particular focus on the Five Ways to wellbeing.

- Fife's workforce is able to access appropriate and relevant learning and development opportunities at a level suited to their own needs and the needs of the service
- Fife's workforce has increased skills, knowledge and confidence to support the policy priorities set out in key local and national documents
- Organisations/services have the tools and resources to develop and sustain a trauma-informed culture within the workplace

3.4.4 OMM lead partners are involved in the Fife Trauma Steering Group, which recognises that "Trauma is everyone's business" and collaborative work is underway to achieve the following outcomes:

- Promote NHS Education for Scotland's (NES) e-learning modules, which meets the needs of staff working in roles where they will work directly with clients who may have experienced psychological trauma.
- Create a 'reflective workshop', designed to be used by teams to aid self-reflection, share thoughts and ideas and help to create trauma-informed workplaces.

3.5 Extending Community-Based Support

3.5.1 Further developments are planned to extend the support available for young people in their communities.

3.5.2 In early 2020, the Community Mental Health and Wellbeing Supports and Services Framework was produced by the Children and Young People's Mental Health and Wellbeing Programme Board, which is jointly chaired by Scottish Government and COSLA officers.

3.5.3 The framework aims to:

- Set out a clear broad approach for the support that children and young people should be able to access for their mental health and emotional wellbeing within their community.
- Assist local children's services and community planning partnerships with the commissioning and establishment of new local community mental health and wellbeing supports or services or the development of existing supports and services, in line with this framework.
- Facilitate the enhancement or creation of services that can deliver support which is additional and innovative wherever these are best placed

3.5.4 The launch of the framework was impeded by the Covid-19 pandemic but roll out of funding for local authorities is expected during this financial year. Funding for Fife is anticipated to be in the region of around one million pounds per annum.

3.5.5 Importantly, this framework specifically addresses establishing or developing community supports and services that target issues of mental and emotional distress and wellbeing rather than mental illness and other needs that may be more appropriately met through CAMHS. It supports an approach based on prevention and early intervention.

3.5.6 There is a close association between Fife's Our Minds Matter Framework and the Community Mental Health and Wellbeing Supports and Services Framework. However, there are aspects of the remit that are broader, specifically the age range: children & young people aged 5-25 years and a large focus across community development.

3.5.7 Work is underway with the Children In Fife Group to determine next steps in relation to leading the development of this new framework.

4.0 Proposed Next Steps

4. 1 The following key next steps and associated underlying actions are proposed:

- Strengthen the association between Early Intervention, Capacity Building work and the Schools' Counselling Service Model
- Continue to develop the Schools' Counselling Services
- Extend the range of feedback gathered about young people's wellbeing
- Ensure that clear information and advice is available for young people and their families about the range of ways to access support

4.2 Strengthen the association between Early Intervention, Capacity Building work, the Schools' Counselling Service Model and the new Community Wellbeing Framework

4.2.1 It is proposed that further steps will now be taken to align the work of the Our Minds Matter early intervention approaches with the Schools' Counselling model and the forthcoming Community Mental Health and Wellbeing Supports and Services Framework.

4.2.2 In order to lead this a permanent core of staff should be established alongside commissioned service elements. The appointment of permanent staff will ensure steady, sustained development of high quality service where common ground areas become well established and understood across partners and relationships built across service leads have continuity and longevity.

4.2.3 The following permanent posts are therefore proposed:

- 1.0 FTE Educational Psychologist
- 1.0 FTE Our Minds Matter Lead
- 1.0 FTE School Counselling Services' Lead

4.2.4 It is proposed that around 60% of the total budget funds continues to be more flexibly allocated to specialist, commissioned services, which are reviewed every three years. This approach will ensure that the model in place can be evolved to be responsive and flexible in meeting the changing needs of young people in Fife over the years to come.

4.3 Continue to Develop the Schools' Counselling Services

4.3.1 Schools' Counselling Service evaluation will be extended to seek views from key stakeholders regarding modality, ease of access, process and practice will be undertaken by DAPL at six monthly intervals to ensure fluid development can be achieved and areas of success identified.

4.3.2 The In-school listening, coaching and mentoring service provided by DAPL will be further defined to take account of lessons learned from the experiences of Lockdown. For example, the opportunity to deliver this aspect of the model by mobile phone, text or video conferencing platforms will be explored.

4.3.3 A School Counselling Service provision for young people with the most complex needs will be introduced. This will build upon existing good practice within the Education and Children's Services directorate supported by a lead psychologist from Fife Children and Family Psychology Team. This service will be a family-based, systemic model centred on young people's needs within their family dynamic. Central to this work will be practice built upon positive relationships and communications, helping families to build upon their strengths, to find their own solutions and be empowered to make positive changes which improve young people's mental wellbeing.

4.3.4 Training and development opportunities for School Counsellors within the School Counselling Services will continue to be extended, particularly those which develop partnerships and linked practices across Fife services.

4.3.5 Third Sector Bids will be invited for Third Sector recurring grants to introduce the Peer to Peer support service aspect of the School Counselling Services model (Appendix F)

4.3.6 Options for Young People to access support through the use of technology, virtual approaches and delivery in non-educational settings (e.g. at home) will be extended

4.4 Extend the range of feedback gathered about young people's wellbeing

4.4.1 A strategy paper will be produced to give an overview of the rationale and practices for gathering wellbeing information from Fife young people. This will take account of the existing 'bedrock' of relevant data (e.g. attendance, exclusion, referrals to specialist service).

4.4.2 This information will help to support the measuring of impact and ensure that service design and provision is matched carefully to young people and their families' needs.

4.4.3 The Scottish Government National HWB Census will be piloted with pupils in P7, S2 and S4. The census will help to inform strategic and school planning to meeting Fife young people's needs, covering questions relating to their:

- Physical Activity
- Health
- Emotional Wellbeing
- Sleep

- Eating Habits
- Social Media Use
- Bullying
- Family
- Substance Use (Secondary Only)

4.4.4 Four Secondary schools in Fife will pilot the 'Online Pupil Mental Health Survey' in collaboration with the SHINE network. The SHINE network aims to support schools in addressing their health and wellbeing needs. SHINE uses a data-led, systems-level approach to support health improvement action within school settings.

4.5 Ensure that clear information and advice is available for young people and their families about the range of ways to access support

4.5.1 A 'No Wrong Door' approach will be devised with key partners who support young people's emotional wellbeing. This will aim to ensure that young people and their families are clear about where and how to access support for young people's mental wellbeing in Fife.

4.5.2 With a continued focus on collaborative working, Fife CAMHS Primary Mental Health Workers will link in with each of the GP Locality networks to provide advice on the current provisions available across Fife to address children's emotional wellbeing and mental health. Direct support will be offered to the networks in the form of training around child mental health issues, risk management and assessment, with bespoke training provided where required. Telephone and online support will continue to be provided through CAMHS Consultation service which offers consultation, referral discussion and signposting advice.

5.0 Conclusions

5.1 In Fife we have a well embedded framework to support young people's wellbeing – Our Minds Matter. This framework is built on strong multi-agency links across the Children's Services Partnership.

5.2 Capacity building work to strengthen early intervention practice is well developed, is beginning to deliver impacts and has a clear direction of travel.

5.3 An effective and adaptable Schools' Counselling Service model is becoming established, which will be designed to evolve to meet the changing needs of Fife young people over the years ahead.

5.4 Additional funding is scheduled which will associate with the work described in this report to further extend support for Fife's young people into community settings.

Background Papers

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

- Our Minds Matter Framework: fifedirect.org.uk/ourmindsmatter

Appendices

Appendix A: School Counselling Services: Aims and principles provided by the Scottish Government to inform service design
Appendix B: Covid-19 Pupilwise Survey
Appendix C: TeenCovidLife Survey 1 Executive Summary Report 6.8.20
Appendix D: Schools' Counselling Service Brief - Listening, Coaching and Mentoring
Appendix E: Schools' Counselling Service Brief -1:1 and Group Counselling
Appendix F: Schools' Counselling Service Brief – Peer:Peer provision
Appendix G: School Counselling Services by DAPL, Feedback overview from Service Users
Appendix H: Supporting Young People's Emotional Wellbeing: Anxiety Framework
Appendix I: Supporting Young People through Bereavement and Loss in Fife

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APPENDIX A

School Counselling Services
Aims and principles provided by the Scottish Government to inform service design

Aims:

To provide, in partnership with national government:

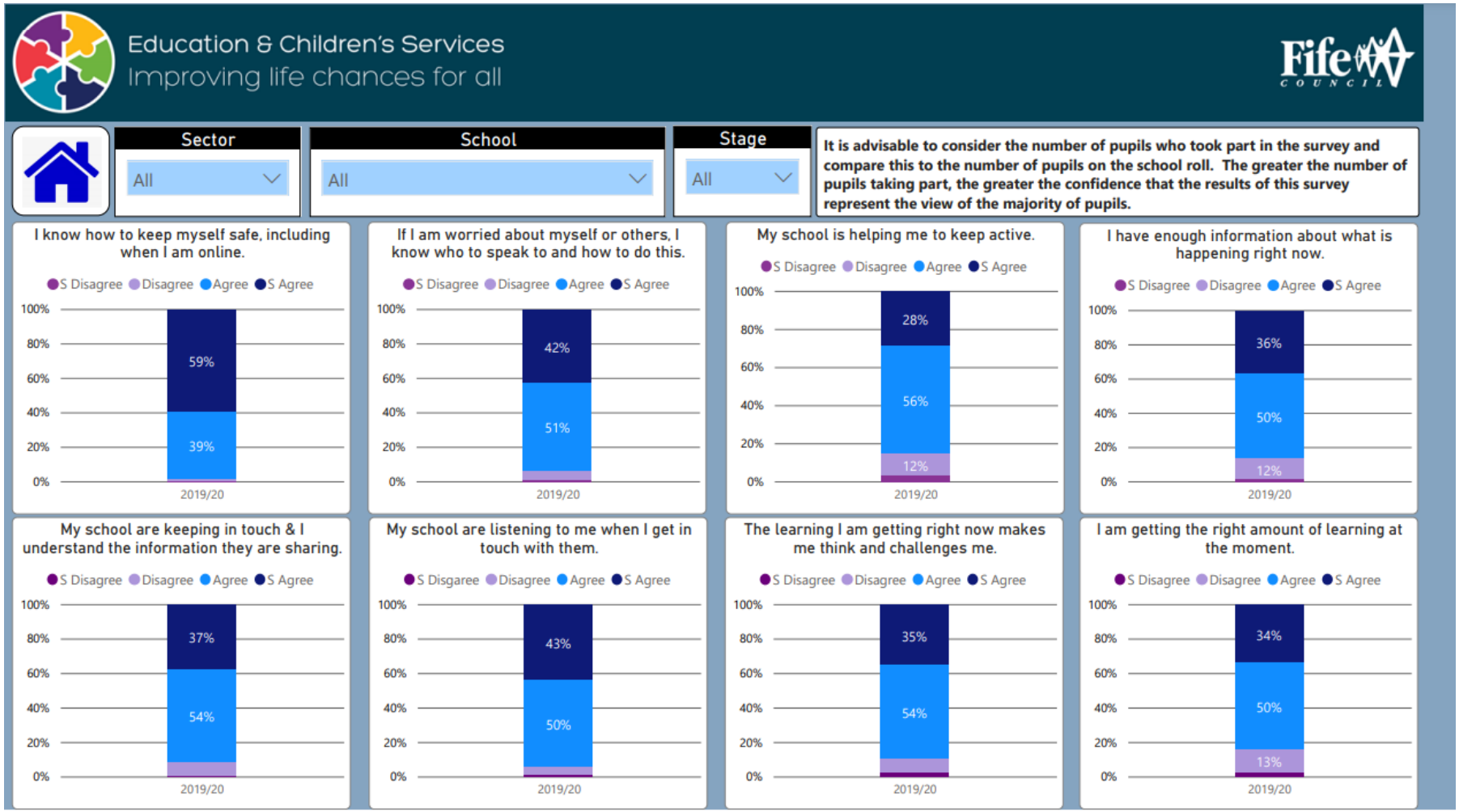
- Access to counselling through schools, enabling locally provided support for children and young people towards positive mental health and wellbeing.
- High quality and effective counselling support as part of a range of supports available locally to children and young people.
- Counsellors who are accredited and working to an agreed standard across Scotland
- Access to counselling through primary, secondary and special schools, ensuring consistently high-quality services available locally, for pupils aged 10 and over

Principles:

- The commitment to the provision of counselling through schools should be delivered in partnership between national and local government, and relevant partners, and should build upon the services already in place wherever possible.
- The provision of counselling should be part of a holistic (child-centred) approach to improving the mental health and wellbeing of children and young people.
- Counselling services should be delivered within an agreed definition of counselling by qualified counsellors registered with an appropriate registration body
- Counselling services should be available to pupils in secondary school and for those aged 10 years and over in primary schools, special schools and in communities.
- In recognition of the need to ensure that young people's needs are met appropriately, services should ensure that robust assessment is carried out and that young people are enabled to access alternative supports where counselling may not be the best approach.
- There should be availability of counselling services during school holidays, to ensure continued support to vulnerable young people.
- The provision of counselling through schools should align with and enhance local services to support the mental health and wellbeing of children and young people.
- Counselling services should be accessible. Utilising technology, virtual approaches and delivery in non- educational settings where communities need it, particularly in rural communities.
- Local policies and procedures in relation to child protection and information sharing should be followed. The requirements of the registering body, for example in terms of professional conduct and supervision should also be followed.
- The commitment to counselling will be delivered in two phases, with full delivery expected by September 2020.

APPENDIX B

Information from Fife PupilWise Covid-19 Survey (June 2020)



APPENDIX C

TeenCovidLife Survey 1

Executive Summary Report 2020-08-06

Aims of the Survey

The TeenCovidLife Survey is an online survey of health and wellbeing that provides a voice for young people on the impact that lockdown, social distancing, home schooling and exam cancellations is having on them in these unprecedented times.

Participants

The Survey ran from 22nd May to 5th July 2020. 5,548 Scottish young people aged 12 to -17 years old completed the survey. 98% of TeenCovidLife participants were high school pupils from 283 schools in 32 local authorities across Scotland. 65% were female and 34% were male.

Key Findings

Loneliness

Of those that responded on loneliness, 9% recalled feeling lonely 'most of the time' or 'all of the time' before lockdown. During lockdown, this increased with 28% feeling lonely 'most of the time' or 'all of the time'.

Stress

When asked if they had felt nervous or stressed because of COVID-19 in the past week, nearly 1 in 4 (22%) said 'most of the time' or 'all of the time'.

Sleep

We asked how they were sleeping compared to before the COVID-19 lockdown, the picture was mixed with 20% reported sleeping 'much better now' or 'somewhat better now', 35% 'about the same now', but 39% saying 'somewhat worse now' or 'much worse now'. 69% said they were going to bed later during lockdown than before.

Home based schooling

The picture was also mixed when it came to adapting to doing schoolwork at home.23% found it 'very easy' or 'quite easy', but 46% found it 'quite difficult' or 'very difficult'. When asked about how stressed they felt about schoolwork 8% said 'not at all', 30% 'a little', 27% 'some' and 35% 'a lot'.

When asked about their education, 14% of those who responded said they were 'not at all worried'; 27% 'slightly worried'; 28% moderately worried'; 17% 'very worried' and 13% 'extremely worried'. Those in S4 to S6 were asked how worried they are about their school exams: 10% of those who responded said 'not at all'; 12% 'slightly'; 20% 'moderately'; 22% 'very'; and 27% 'extremely'.

Acknowledgements and Further Information

The TeenCovidLife Survey is one of a series of studies run by the Generation Scotland team with support from the Wellcome Trust. It is run in collaboration with the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE), at the University of Glasgow.

The full report and information about other surveys run by Generation Scotland can be found here: www.ed.ac.uk/generation-scotland.

APPENDIX D

Listening, Coaching and Mentoring	**Total Funding per annum: £150 000**

To lead and support the development of in-school listening, coaching and mentoring across Fife.

The focus of this work is to ensure that suitable support is in place for young people at the additional level of need who would benefit from support in the form of listening, coaching and mentoring.

This initiative will build additional drop-in counsellor support, centred within Fife's Secondary School Health Zones. Alongside this provision there will also be a requirement to deliver associated work to support universal, general good practice around Fife Young people.

The commissioned service is required to work to deliver the following outcomes:

Additional Level:

- To support the establishment and delivery of in-school low level anxiety management groups, working in partnership with school staff.
- To provide opt in drop-in counselling sessions for Secondary school pupils within Health Zones

Universal Level:

- To support school practitioners' practice in listening, coaching and mentoring.
- To provide related awareness raising sessions and associated literature for parent groups across Fife on a rolling provision basis.

How will this be delivered?

Service will be delivered across Fife's seven localities with provision centred within the School Health Zones, extending outwards into the wider locality via associated primary schools and into community venues during holiday periods. Service will be led by suitably qualified counsellor/s who will work in close collaboration with school staff, school nursing service and CAMHS professionals.

Counsellors will be required to provide support to school staff who are working to support young people's emotional wellbeing. It is anticipated that this will include collaboration in delivering professional development sessions to school practitioners (e.g. alongside Health partners).

Counsellors are required to work in partnership with practitioners within each locality to support improvements to systems and practices which contribute to the outcomes of this project. In addition there is an expectation that there will be synergies across into other commissioned service projects such as the provision of peer:peer support. We would therefore expect that wherever possible the commissioned services, in partnership with local authority leads, will look to connect and overlap provisions to ensure suitable, joined up services around young people.

APPENDIX E

1:1 and Group Counselling	**Total Funding per annum: £300 000**
To lead and support the provision of one;one and group counselling for young people in Fife Schools aged 10 and up across Fife.	
This service will increase the provision of counselling made available through Fife schools, enabling locally provided support to children and young people towards positive mental health and wellbeing The focus of this commissioned service is to provide one:one counselling service for young people aged 10 and over who have been identified through the wellbeing pathway as requiring planned, additional counselling support to tackle emotional wellbeing issues which are preventing young people in attaining and achieving. This service sits within Additional and Intensive levels of Getting it Right for Every Child.	
How will this be delivered? This service will be delivered in line with Fife Council's Educational Psychology Service's "Counselling in Schools: An approach to support effective implementation", May 2019. Referral will be through the GIRFEC Wellbeing Pathway for school pupils aged 10 and above who the team around them consider would benefit from counselling in connection to their presentation in relation to mid to high levels of stress, anxiety and emotional distress, which is impacting on their day to day living. Counselling will take the form of one to one and group sessions. All Counselling and support sessions will be undertaken by suitably qualified practitioners as per the Standard Requirements outlined in this paper. Counselling sessions will on average be offered for between four to six sessions, with longer term sessions available if the need is evidenced and progress is being made. A session will last for a school period. Person centred conversation and coaching sessions can be undertaken over a shorter time period and on some occasions, outcomes achieved in one sessions; however it is intended that the period of engagement for these inputs will be client-needs led if assessed as suitable for this intervention. Counselling and support service are accredited by the British Association of Counselling and Psychotherapy (BACP). Due to this, all engagement with young people within Our Minds Matter process will be undertaken in adherence of the BACP ethical guidelines and best practice principles. Resource allocations will be based on a weighted school roll allocation across each of the seven Fife localities.	

Service providers will be required to report on impacts and service demand to the locality lead Health and Social Care group across a year.

We anticipate that the counsellors working within this service will undertake training in Essential CAMHS. This will be co-ordinated and funded by the Local Authority in partnership with Fife Health and Social Care partners.

How will this be measured?

The validated outcome tool YP CORE will be used for both for screening and as outcome measure (or equivalent).

The YP CORE tool is short, therefore not too onerous, and focuses on feelings that young people are experiencing. The measure has eight negative and two positive items. It includes a single (negatively framed) risk-to-self item. Each item is scored from 0 to 4 on a Likert scale, with lower scores indicating lower levels of psychological distress.

Service evaluation and feedback process will be used as an additional measurement tool for any group engagement offered.

Quarterly reports will be produced highlighting; output, outcomes and additional information as required in printed form to the Our Minds Matter Steering Group via the appointed link officer.

Standard requirements:

Counselling organisations or individuals who apply for this brief must meet the following criteria:

- Counsellors must have an appropriate counselling qualification and be experienced in working with children and young people.
- They must be recognised on an Accredited Voluntary Register and be working within an ethical framework such as the British Association for Counselling and Psychotherapy (BCAP), the Health and Care Professions Council for Counselling Psychologists, or the National Register of Psychotherapists and Counsellors UK.
- They must have appropriate clinical supervision arrangements in place.
- An identified model of counselling must be in place, demonstrating a knowledge of the evidence base for effective approaches to treatment.
- Appropriate plans for the provision of Continuing Professional Development must be in place.
- The counselling service is independent and separate from support provided by school staff, but at the same time must be integrated into existing school systems, to ensure a coherent pathway of support.
- The counsellor must be or must become familiar with relevant legislation and procedures, including informed consent about information sharing, confidentiality and Child Protection.
- In line with the Equality Act we require that this service ensures that it is accessible to all young people, including those with additional support needs.

In addition:

A member of school staff will be identified to support the day-to-day management of the commissioned counselling service, including compliance with wider school policies, and overseeing the work, including:

- Agreement of clear referral processes and prioritisation of referrals
- Protocols in place for working with and referring on to other agencies
- Information sharing between the counsellor and a young person's key worker, including regular feedback on progress against the agreed aims, without any expectation of breaching confidentiality
- Record-keeping responsibilities of the counsellor, in line with GDPR
- Monitoring, evaluation and reporting procedure, in collaboration with Educational Psychology, including collation of data to be reported to the local authority for the purposes of reporting to the Scottish Government

Service Bids

Please note as well as outlining the details of their model, services will be required to stipulate the following information in their bids:

a) How many total hours will be provided across Fife, or within a locality, for direct clinical contact to young people.
b) Their supervision model and its associated costs.
c) Qualifications of Service Deliverers.
d) Expectations of communications into the Wellbeing Pathway
e) Administration and management costs within each year.

The funding of the service will be subject to compliance with Fife Council's Monitoring and Evaluation Framework which requires that all funding awards are reviewed on an annual basis as part of the council's on-going commitment to ensure that organisations are meeting the terms of their Service Level Agreement. A Link officer will be appointed to work closely with the organisation if the organisation does not already have an appointed Link Officer and the Link Officer will be supported by the Health and Social Care Service's Monitoring Officer.

APPENDIX F

Fife Schools' Counselling Service: Keeping Connected (Peer to Peer) Project

<u>Total Funding per annum: £100 000</u>

To lead and support the development of Peer:Peer support for school-aged young people across Fife.

The focus of this work is to build the provisions in place for school-aged young people who would benefit from additional wellbeing support centred upon growing a) their connections with peers and b) with sources of support which are designed to reduce social isolation.

As well as targeted work designed to enhance provisions and improve outcomes for particular groups of young people there will also be associated ongoing development work in partnership with other agencies to help to improve universal, general good practice around these aspects for all Fife school-aged young people.

The service will be required to work to bring suitably qualified counselling expertise to enhance Education and Children's Services' development and delivery of the following outcomes:

That across Fife Schools there is good practice at <u>Additional</u> and <u>Intensive</u> level in provision of school-led work with young people which:

- Enables and promotes peer group support for young people's emotional wellbeing
- Promotes positive and effective emotional intelligence, coping skills, relationships, social skills and confidence with young people
- Supports young people's ability to access suitable, reliable advice and information in relation to emotional wellbeing

That young people in Fife Schools experience <u>Universal</u> good practice which:

- Develops their social skills, ability to cope with peer pressures, to manage risk and to challenge stigma
- Supports them to feel connected to their peers and to opportunities which enhance relationships and interactions such as buddying, befriending and mentoring.
- Enables them to connect readily to additional sources of information and opportunities to join with their peers

How will this be delivered?

The service will be delivered across Fife schools in collaboration with relevant partner agencies. It will be delivered by suitably qualified counsellor/s who will work in collaboration with the Education and Children's Services Directorate to identify, define and implement key principles within this project, which will be used as guidance by schools and partners across Fife. It is anticipated that this guidance will ensure scope for some flexibility within schools to meet the needs of their own particular contexts and build upon existing good practice and structures.

It is anticipated that key features of the guidance will include advice on:

- Establishing Mental Health Ambassadorial roles for Young People within schools
- Establishing and running buddying and befriending structures
- Work which supports awareness raising and de-stigmatisation around mental health
- Advice around ensuring 'connectedness' at times of transition for young people (e.g. when moving to a new school)
- Supports for young people who provide emotional support for siblings who are ill or have additional support needs

Service Deliverers will be required to work in partnership with lead practitioners from schools to coach and support them as they work to develop good practice which contributes to the improved service in line with the guidance above.

There will be times when the service will be required to provide some direct counselling support with groups of young people: it is anticipated that this would be a short term, group counselling offer. This would include a focus on particular groups of young people (e.g. young people with Additional Support Needs).

Members of Fife Education staff will be identified to link into this project, their role will be:

- Collaborating on communication and development with school communities, staff and pupils
- Supporting with the monitoring, evaluation and reporting procedure, in partnership with Educational Psychology, including collation of data to be reported to the local authority for the purposes of reporting to the Scottish Government
- Identifying focus groups of young people who would benefit from targeted, short-term input from the resource.

How will this service be measured?

Measures for this initiative will be devised in partnership with commissioned service and local authority leads at the early stages of the work. There will be a requirement for the commissioned service to gather data in relation to outcomes and to report regularly upon impacts in relation to these.

APPENDIX G

Schools' Counselling Services By DAPL

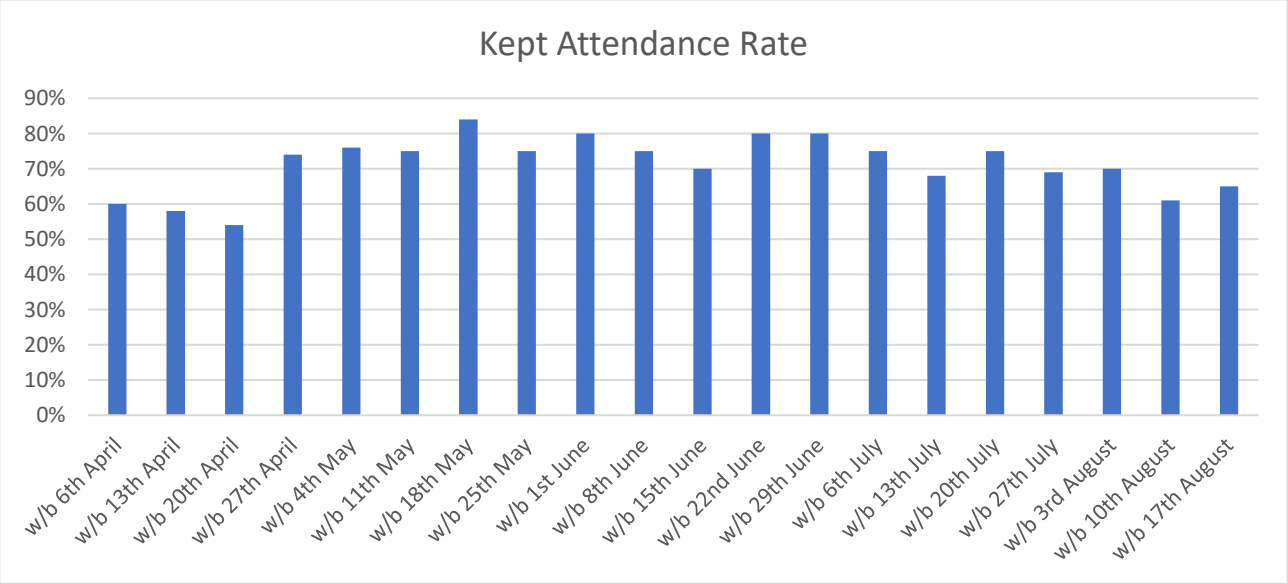
COVID 19 quality assurance survey

To ensure a quality service experience during the pandemic was evidenced DAPL undertook a service wide consultation with clients regarding engagement experience. For the period (April 20 – Aug 20) 253 young people responded to our request.

The following questions were offered:

- Did you find your sessions useful? 94% stated yes.
- Was it made clear to you what was on offer regarding access options, namely online face to face or telephone engagement? 95% stated yes.
- Did you get the support you needed from your counsellor? 91% stated yes
- During engagement did you feel that you were treated with respect and dignity? 100% stated yes

Client engagement during school closure due to COVID 19



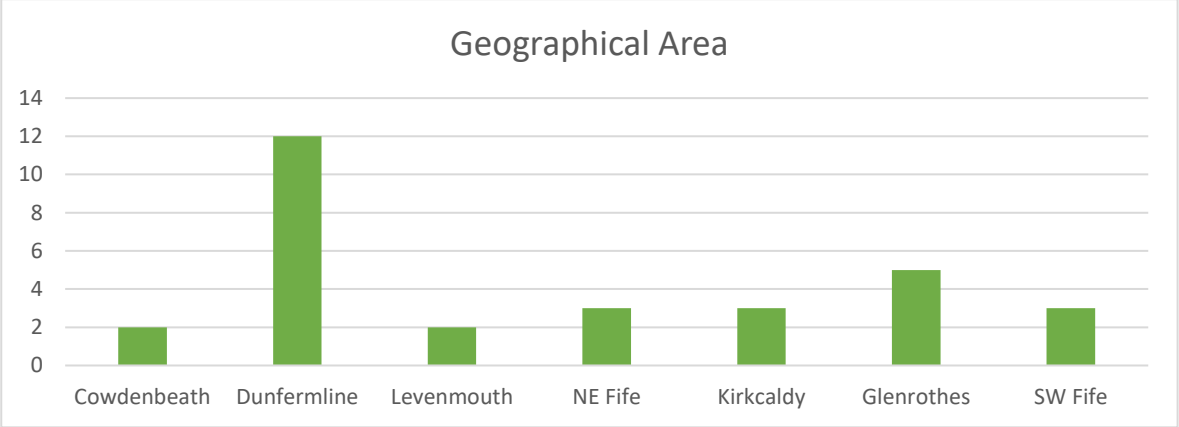
- As noted above, DAPL experienced high engagement rates from our young people during the lockdown, with an average of 70-80% uptake in service.

- Week beginning the 10th engagement was impacted further to pupils returning to school time tables; however, staff were accommodating engagement after 3.30pm to ensure allocated clients receive support with minimal impact on their reintegration to school life.

Survey of young people in relation to returning to face-to-face counselling

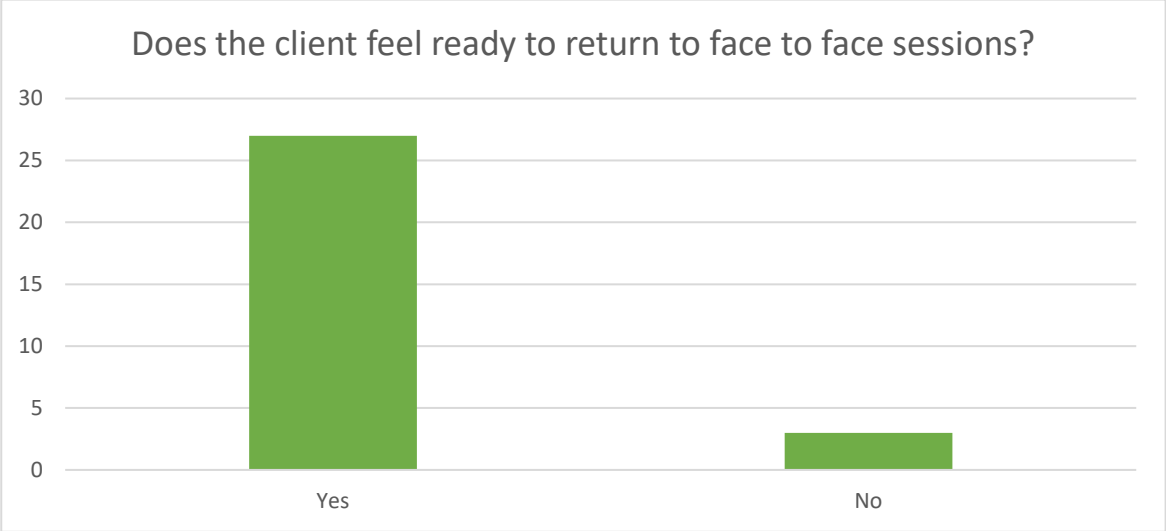
On school returning, DAPL wanted to consult our active young people regarding engagement preference, hopes, fears and anxieties to ensure we undertake an effective engagement, which can best support the young person's achieving their aims.

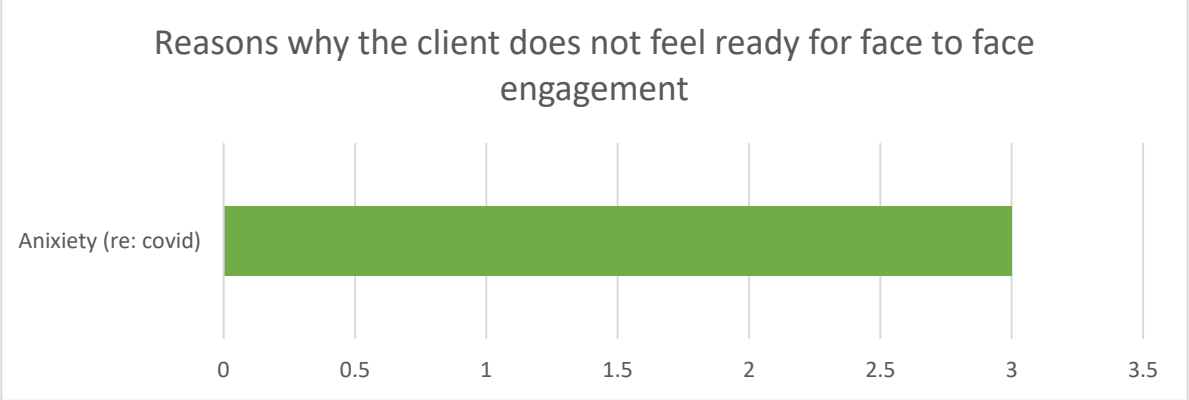
Surveys returned: 30



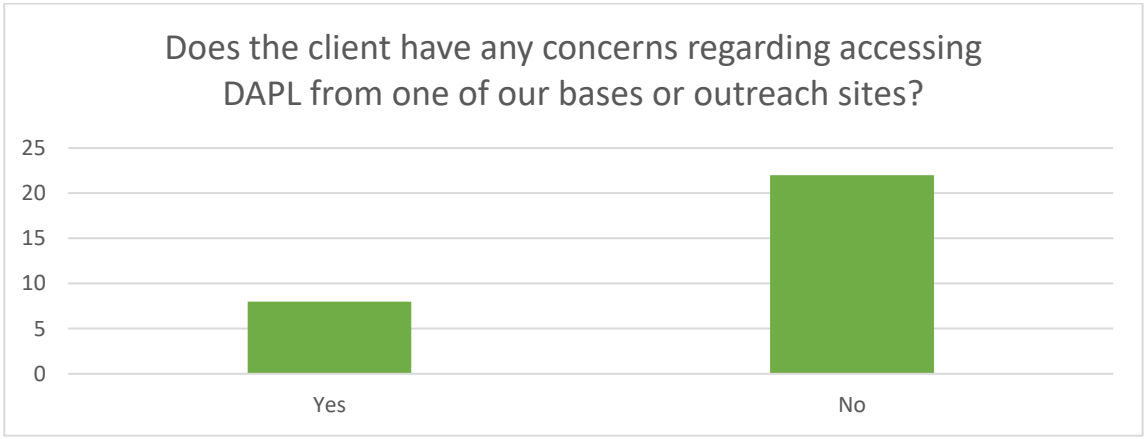
We asked if the young people felt ready to return to face to face engagement on returning to school?

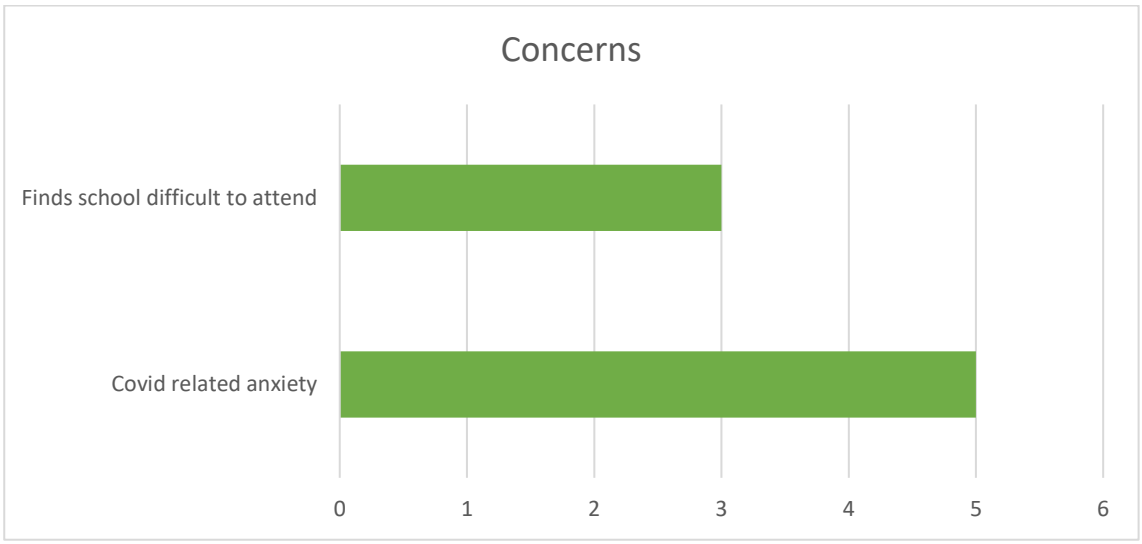
27 out of 30 stated they were ready to return to face to face engagement.

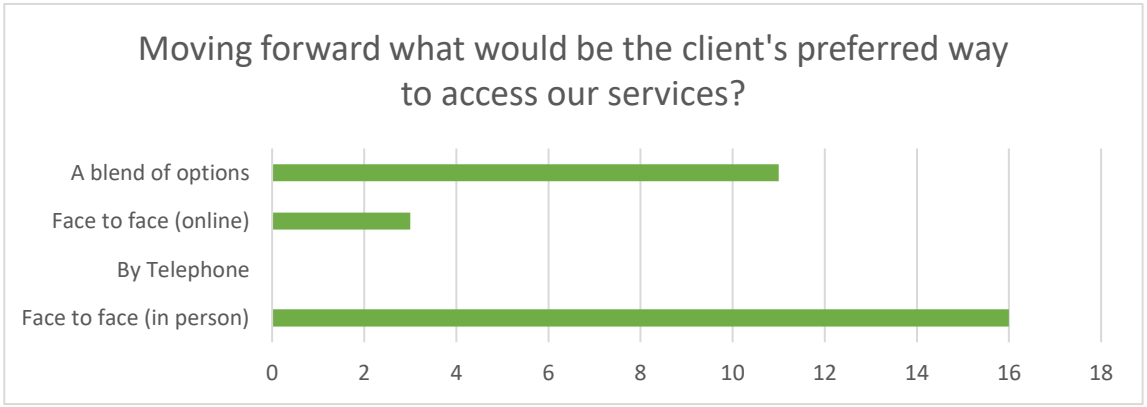




DAPL staff are gradually gaining access to school sites; however, in advance of full staff deployment; we wanted to consult the young people regarding any concerns they would have accessing DAPL services on school or DAPL premises. With 22 stating no concern and 8 stating concerned.



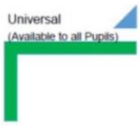




APPENDIX H

Supporting Young People's Emotional Wellbeing: Anxiety Framework

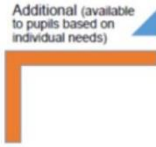
Universal Support for Young People



Capacity building and access to information and advice about mental health

- Mood Café www.moodcafe.co.uk
- Hands-On Website www.handsonscotland.co.uk
- Branch Out Programme – P7 -S3 on GLOW
- NEW: 5 Ways and supporting information on www.fife.gov.uk/ourmindsmatter + Glow Tile
- NEW: School Website information for parents
- NEW: Parent Information Sessions – supported by resource from Primary Mental Health Workers Team

Additional Supports and Interventions



Individuals:

School based resource:

- Supporting conversations about anxiety management - 'Anxiety is Normal' Pack and leaflets available on www.fife.gov.uk/educationalpsychologyservice

School Nursing Service); 1:1.

- Let's Introduce Anxiety Management (LIAM) Referral is via Health staff/self-referral

Fife Schools' Counselling Service, Provided by DAPL;

- Pupils aged 10 years and up: Access to 1:1 counselling through Wellbeing Pathway referrals,

Groups:

School Based Anxiety Groups

- The Primary Mental Health Worker Team can support set-up then school staff run. Six-week programme (adaptable) two versions: 12-17 years and Primary Age.

GLOW (Child Psychology) 5 to 11 years

SHINE (Child Psychology) 12 to 17 years

School Groups:

- Kitbag – NEW, Additional Resource: Film and Kits coming soon

Bereavement and Loss - Seasons for Growth

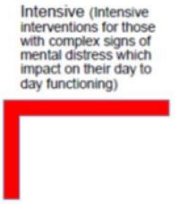
- Referral through Wellbeing Pathway, supported by local coordinators
- Detailed on Bereavement and Loss Overview

Fife Schools' Counselling Service, Provided by DAPL;

- Pupils aged 10 years and up: Access to group counselling

Supporting Young People's Emotional Wellbeing: Anxiety Framework (continued)

Intensive Supports and Interventions – via Health



Individuals:

Primary Care Psychology

- Cognitive Behavioural Therapy, 4-6 sessions. Referral Health partners to Child Psychology

- *CAMHS:* Including therapeutic Care Experienced Children services and Trauma Services

Groups:

- Out of Education children and ASD Group
- Adapted Let's Introduce Anxiety Management (LIAM) for children with developmental delay

Chilled

- 10 sessions 4-17 years (including three parents' sessions): Referral - Internal via CAMHS

Cool Kids

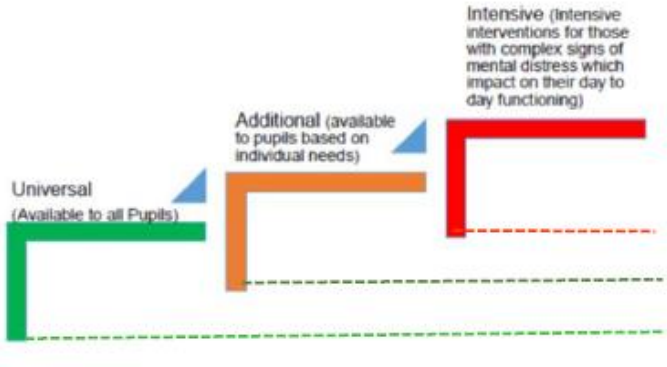
- 10 sessions 8-13 years (including three parents' sessions) Referral: Internal CAMHS referral

APPENDIX I

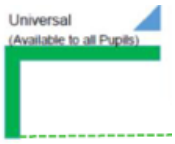
Supporting Young People through Bereavement and Loss in Fife

As we start to process the impacts of Covid-19, we may be supporting young people who are dealing with a range of emotions like anger, anxiety, fear and denial: emotions often associated with loss or grief. 'Lockdown' restricted our movements, our routines and our freedom to connect with family and friends –supports which can help us to feel more resilient at times of loss.

This leaflet provides further information about different layers of activity/supports/sources of information which might help, starting with universal, recommended practices, which sometimes are all a young person needs, extending to additional and intensive supports which are there as and when needed.



Universal Practices



Broad universal good practice will help support most young people through many situations in life where they feel a sense of loss and/or bereavement. Nurturing environments and positive relationships where young people feel valued and cared for allows their loss to be recognised, supports them to explore and work through their feelings, and involves them in any decisions made about their loss or any further changes.

Within our school curriculum, we're developing a new resource with our partners in Fife Clinical Psychology Families team to support our young people from P7 to S3 to learn and develop their emotional and mental wellbeing. The Branch Out programme includes learning around emotional literacy and the development of resilience and coping strategies to buffer against traumatic events in a young person's life. Currently P7 and S1 resources are available to use: Education staff can find further information on this on GLOW (Our Minds Matter tile).

Being aware of how we can work to mitigate the negative impacts of childhood traumas and adverse experiences like bereavement and loss on children and families is important for us all. You can find further information about this on Nurture, ACES and Trauma Informed Practice[1], Fife's Trauma E-Learning Module (available from Our Minds Matter Website[2] from 1st June 2020) and '*Be That Person*' on GIRFEC[3].

Our Five Ways to Wellbeing – Connect, Be Active, Give, Learn and Take Notice are a key feature when we think about wellbeing. You can get more information on these principles on the Our Minds Matter Website at fife.gov.uk/ourmindsmatter/

[1] https://education.gov.scot/improvement/documents/inc83-making-the-links-nurture-aces-and-trauma.pdf

[2] https://www.fife.gov.uk/ourmindsmatter/

[3] https://girfec.fife.scot/emotional-health-and-mental-wellbeing/

Additional/Intensive Support and Advice

The way loss and grief affects us depends on different factors including what kind of loss has been suffered, our beliefs, religion, age, relationships and our current physical and mental health. Sometimes circumstances can be more difficult and for a wide range of reasons young people will need additional support.

You can find further advice from a range of sources:

- Fife Educational Psychology provides ***Bereavement and Loss Guidance***[4] for professionals and leaflets[5] for parents and families to provide information on the common reactions to loss and change, developmental understandings of death and loss, communicating with children and families, and signposting to additional useful resources.

- ***Child Bereavement UK***[6] provides staff training and has a very useful website with resources for all professionals and families. From time to time CBUK training is promoted for Education staff (e.g. guidance/pastoral teams and PSAs).

- Many schools offer anxiety management group support, the ***Primary Mental Health Workers***[7] can give you more information on how this can look. ***School Nursing Service***[8] also offers 1:1 LIAM support.

- Sometimes specialist listening or counselling might help. **Fife's School Counselling Service** provides support accessed through the Wellbeing Pathway for pupils aged 10 and above.

- ***Seasons for Growth***[9] Some young people may benefit at some point from being involved in Seasons for Growth group sessions. You can get further information on these from your area's Seasons for Growth co-ordinator:

North-East:	morag.findlay@fife.gov.uk & ailsa.corstorphine@fife.gov.uk (Waid Cluster) Levenmouth sarah.lamb@fife.gov.uk
Glenrothes	rhonabain@googlemail.com
Kirkcaldy	tracy.mccabe@fife.gov.uk
Cowdenbeath	stacy.ferns@fife.gov.uk
Dunfermline	kate.mcintosh@fife.gov.uk
South-West	sarah.gibson@fife.gov.uk

General, helpful resources and websites:

http://handsonscotland.co.uk/

http://www.crusescotland.org.uk/

https://www.winstonswish.org/

Bereavement and Loss during Covid-19:

Helpful sources of information to support bereavement and loss during Covid-19:

CBUK – Coronavirus: Supporting Pupils
Cruse Bereavement Care Scotland

Winston's Wish: Corona Virus and supporting Bereaved Children and Young People

Hands On Scotland: Covid-19

Beyond Words: when someone dies from corona virus: a guide for families and carers

[4] https://girfec.fife.scot/wp-content/uploads/sites/61/2018/10/FCEPS-Bereavement-Guidance-2018-Final.doc
[5] https://www.fife.gov.uk/kb/docs/articles/education2/supporting-children-in-school/educational-psychology-service
[6] https://www.childbereavementuk.org/
[7] https://www.nhsfife.org/nhs/index.cfm?fuseaction=nhs.pagedisplay&p2sid=7BE9644B-9688-F8AD-94AA0B6031B877FB&themeid=3B984BF2-65BF-00F7-D42941481355468F
[8] https://www.nhsfife.org/nhs/index.cfm?fuseaction=nhs.pagedisplay&p2sid=D6CB0CF4-DA64-45B2-98E5-282BA84489E9&themeid=3B984BF2-65BF-00F7-D42941481355468F
[9] http://www.seasonsforgrowth.org.uk/

3 November 2020
Agenda Item No. 7

Attainment Scotland Fund

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

Purpose

To outline the progress of the Attainment Scotland Fund (ASF), which encompasses the Schools Fund and Pupil Equity Fund, through updating members on the work of schools in their practice to address the challenge of Closing the Poverty Related Attainment Gap. This report presents an overview of the rationale, implementation and impact, to date, of the Attainment Scotland Fund across Fife school establishments.

Recommendation(s)

Members are asked to:

- note the contents of this report;
- continue to seek updates of the impact of these interventions on improving educational outcomes for our children, at a Fife wide level through this committee and locally through Local Area Committees;
- at Local Area Committee, link with the Area Convener to determine how they wish to best be informed as to the work and impact of the Pupil Equity Fund within their area; and
- note the work of schools in developing their practice to address the challenge of Closing the Poverty Related Attainment Gap.

Resource Implications

There are no resource implications.

Legal & Risk Implications

None.

Impact Assessment

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

Consultation

No formal consultation was required prior to implementation of PEF (Pupil Equity Fund) as this is a national initiative being implemented by Scottish Government.

1.0 Background

Nationally

1.1 The Attainment Scotland Fund was established to support the Scottish Attainment Challenge in 2015. The Scottish Attainment Challenge prioritises improvements in literacy, numeracy and health and wellbeing of children adversely affected by the poverty- related attainment gap in Scotland's primary and secondary schools. This built on a range of existing initiatives and programmes focused on raising attainment and reducing inequity for children in Scotland, and aimed to support schools, local authorities and partners to develop and deliver approaches tailored to their own circumstances.

1.2 The Attainment Scotland Fund consists of several strands including the Challenge Authorities and Schools' Programmes, Pupil Equity Funding, as well as a number of National Programmes. Both Schools Funding and Pupil Equity Funding is distributed directly to schools.

1.3 The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. This fund is directly allocated to schools.

1.4 In 2019/20, Fife Council schools received a total of £10,048,680 in Pupil Equity Funding, to support the closing the Poverty Related Attainment Gap. This can be broken down as follows:

- Primary - £7,407,701
- Secondary - £2,336,560
- Special £136,277

A list of schools in receipt of Pupil Equity Funding in session 2019/20 along with their allocation, can be at viewed at https://www.gov.scot/publications/pupil-equity-funding-school-allocations-2019-to-2020/

1.5 As in prior years the funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria.(https://www.gov.scot/policies/maternal-and-child-health/free-school-meals)
- The number of P4-P7 and S1-3 pupils who are registered for free school meals.
- The number of special school pupils in the P1-S3 age range registered for free school meals.

1.6 It is the aim of the Education and Children's Service Directorate to improve life chances for all of Fife's young people. We believe that high levels of attainment and achievement are fundamental to this. This aim underpins the work in all of our educational settings.

1.7 The national drive to close the "Poverty-Related Attainment Gap", supported by Pupil Equity Funding, further supports the work of our schools in raising attainment. The allocation of Pupil Equity Funding, directly to schools, enables our leaders to identify

and directly target additional resources to address barriers to learning for identified young people within their settings.

1.8 Schools are advised, through National https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2019/ (Appendix 1), that Pupil Equity Funding must be used to develop activities and interventions that support children and young people affected by poverty to achieve their full potential. The funding should be focused on activities and interventions that will lead to improvements in:

- Literacy
- Numeracy
- Health and Wellbeing

and which focus upon developing:

- Learning and teaching
- Families and communities
- Leadership

1.9 Schools have also been advised, through National and Local Guidance, that any activity funded by the Pupil Equity Fund must be clearly additional to core activity and be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. Schools are encouraged to make use of the National Improvement Hub, (https://education.gov.scot/improvement); Education Endowment Framework, (https://educationendowmentfoundation.org.uk/evidence-summaries/) and sharing practice across the Clusters and South East Improvement Collaborative to support them in identifying research based practice.

1.10 The global pandemic, Covid-19, has put us all in an unprecedented, challenging situation. In recognition of the financial and other resource implications of maintaining critical provision for children and families at this time, the Deputy First Minister set out a relaxation of current guidance on Attainment Scotland Funding, including Pupil Equity Funding, in order that headteachers can support the education and care of children and young people during the response to the coronavirus pandemic. This flexibility must remain consistent with the principle of equity in education.

1.11 In 2019/20 a further funding stream to support the educational attainment of care experienced children was introduced. This funding was allocated to local authorities to be used stratgecally to develop support for this group of younf people under the direction of the Chief Education Officer and the Chief Social Work Officer. Full year funding for Fife in 2019/2020 was £800k.

1.12 To take this initiative forward Education and Children's Services established a multi - agency strategic oversight group. This group set out its initial approach to work in this area and this was confirmed with the Scottish Government. Key within the approach was to work with schools and care settings, including foster care and kinship carers of looked after children, to ensure children and young people get the best support avalable to help in their educational attainment.

2.0 Current Position

2.1 In order to review the impact of the ASF within Fife, visits were undertaken to eight schools in receipt of Schools Funding and range of schools in receipt of Pupil Equity Funding. These visits formed the basis for our "Taking a Closer Look….A Review of Attainment Scotland Funding in Fife" (Appendix 2).

2.2 Key findings from this review identified that within our schools:

- There is evidence of progress in all areas of attainment.
- There is clear leadership with regards to closing the poverty related attainment gap.
- There is clear evidence of capacity building that will ensure sustainability beyond the life of the Attainment Fund Scotland programme.
- Across almost all primary staff there is a clear understanding of equity and the impact of poverty.
- Strength is evident across the schools in partnership working.
- There is a developing knowledge and understanding of equity; impact of poverty; Adverse Childhood Experiences and the associated barriers to learning.

2.3 The review also identified that:

- Further work is needed to support our staff in identifying classroom based strategies to address the barriers which many young people are experiencing in their learning.
- There is scope to involve more stakeholders (pupils/ staff/ parents) in planning and supporting the range if work being undertaken through ASF in schools and to explore how Participatory Budgeting can support this. https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2020/
- Where stand alone interventions are used clear links need to be built from these into classroom settings.

2.4 In May 2020 work being undertaken through the ASF Care Experienced Funding identified that within Fife schools there was a total of 894 Looked After and Accomodated pupils (LAAC) This can be broken down into 453 Primary aged pupils and 441 secondary. An additional 424 Care Experienced Young People were identified as previously LAAC (257 Primary aged; 167 secondary).

2.5 'Learning with Care' team strategic projects, informed by baseline educational progress data from Fife secondary schools, led to a focus on young people on Home Orders and in Residential care as these groups showed a majority behind norms in learning progress.This data is in keeping with national LAAC statistics. Primary

baseline data for educational progress is still being gathered, having been delayed by the impact on schools of Covid-19.

2.6 A key element of the Care Experienced strategy was the Mentor Initiative. Four Learning with Care mentors supported 37 vulnerable learners in 14/18 Fife secondaries from mid-January until mid-March 2020. This involved individual coaching of young people in school targeting those with 70% attendance or less, with the explicit aim of increasing their engagement in school and progress with learning. Unfortunately, due to Covid 19, this strategy was reduced when three mentors were redeployed in Fife residential homes, with only one mentor remaining to mentor YP.

2.7 In addition, the Care Experience funding commissioned two Third Sector charities to provide targeted support to Kinship young people (Aberlour) and those living with their families (Includem).

2.8 As we move into session 2020/21 and into the recovery phase of Covid19, there are many aspects of the good practice identified through the "Taking a Closer Look….A Review of Attainment Scotland Funding in Fife" (Appendix 2) that can support all schools moving forward. These will be shared with all head teachers who can then identify strategies that best suit their context.

2.9 Our most disadvantaged learners will remain a focus of our work, as though it is essential that we consider the equality aspect of learning and ensure that all of our young people have access to high quality learning and teaching, it is vital that we pay close attention to those learners identified through our Attainment Scotland Fund work, and look to ensure that these young people receive more than the provision for all and that there is a continued focus upon equity.

Planning and Implementation

2.10 To support schools in planning during this time of uncertainty plans for the use of Pupil Equity Fund have been integrated into School Improvement Plans. Interventions in relation to closing the Poverty Related Attainment Gap, whilst targeted at identified pupils and groups, are seen as core business and not peripheral to the ongoing work of the school. Schools continue to be advised that planning for this should directly involve pupils, parents and community.

2.11 As the funding is allocated directly to schools it is the role of the Head Teacher and school community to identify how best to use this funding to ensure equity for their pupils.

2.12 As in previous years, schools are advised that they are unable to allocate funding for capital expenditure (building works etc.) through the Pupil Equity Fund.

2.13 In recognition of the aforementioned financial and other resource implications of maintaining critical provision for children and families at this time, the funding can be used to address digital exclusion for children and young people at home, particularly for children and young people in receipt of free school meals.

Monitoring and Reporting

2.14 Schools are expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and include specific sections in their annual reporting through School Improvement Plans and Standards and Quality Reports.

2.15 To ensure transparency, these reports, and any other information on Pupil Equity Funding, plans should be publicly available so that parents and other key parties can understand, and be engaged in, what is happening in their school. The Pupil Equity Plan, along with the School Improvement Plan, should be available on all school websites.

2.16 Summary information with regards to the impact of Pupil Equity Funding will also be included in each school's annual Standards and Quality Report for parents.

2.17 Through Education Scotland inspection of schools there is a greater focus on how schools are closing the poverty related attainment gap. Aspects noted by inspectors in recent inspections can be found in (Appendix 3).

Scrutiny around Finance

2.18 Schools continue to be well supported with the financial aspects of Pupil Equity Funding by their link Business Manager. It is essential that Pupil Equity Funding spend is clearly identifiable within school budget systems to ensure that this budget, and spend against it, is tracked discretely for reporting purposes at local and national levels.

2.19 From our monitoring of spend in session 2019/20, schools were allocated a total of £10,048 680. From this, they spent a total of £7,534,320, leaving an underspend across our schools of £2,514,360. This underspend was carried forward into session 2020/21. This money was retained by schools and will be used to continue to support our learners who are impacted by poverty.

Governance

2.20 The national operational guidance https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2019/ requires schools to adhere to their Council's policies in terms of HR (recruitment), commissioning (voluntary sector support) and procurement (goods and services). Separate advice was included for each of these elements within the local authority guidance which was updated in May 2019 (Appendix 1)

Range of interventions

2.21 In year one of the Pupil Equity Funding schools identified a range of barriers to learning for pupils who were most disadvantaged through poverty. These included:

- Lack of resilience
- Issues with mental health
- Family Engagement
- Exclusion

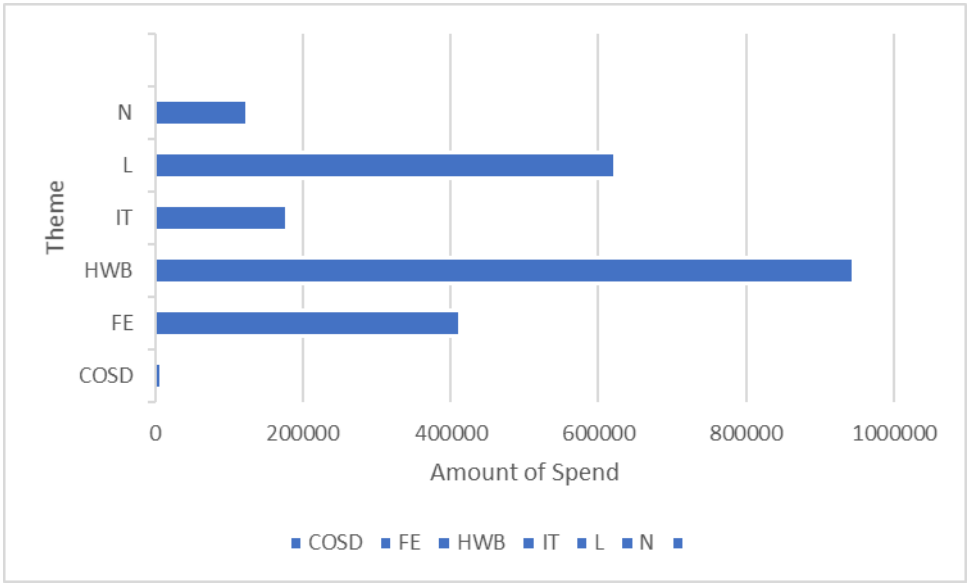
- Attendance
- Being care experienced
- Engagement in learning

Through ongoing discussion and work with schools, these continue to be areas in which schools are focussed upon in their work to address the poverty related attainment gap.

2.22 Schools are engaging with a range of partners to supoprt work in these areas including:

- DAPL Fife (Drugs, Alcohol & Psychotherapies Limited)
- Gingerbread
- Education Pedagogy Team
- Family and Community Support

2.23 The chart below (fig.1) shows the proportion of spend across Fife schools in relation to themes of intervention.



(fig.1)

KEY - COSD – Cost of the School Day
HWB – Health and Wellbeing
L – Literacy
FE- Family Engagement
IT – Information Technology
N - Numeracy

2.24 Through the the "Taking a Closer Look….A Review of Attainment Scotland Funding in Fife" (Appendix 2) key strategies were found, across schools, that were having a significant impact on progress towards closing the poverty-related attainment gap within school settings. These are outlined in the table below (fig 2). Further detail can be found in the full report (Appendix 2).

Themes		
Literacy	Early Language Intervention	Partnership with Speech and language therapist service has shown considerable improvement in use of language at early years
Numeracy	Improvement Methodology	Several schools have worked towards developing numeracy using improvement methodology.

Themes		
HWB	Nurturing Approaches	Schools engaging in nurturing approaches have understood the need for this to be a whole school approach.
	Counselling	In some schools a counselling service has been provided. The counsellor provides support to pupils and families.
	Mentoring Programmes	Mentoring programmes have been developed with 3rd sector organisation to support learners with poor attendance, difficulties with forming peer relationships, behavioural issues and confidence and self-esteem issues.
Organisers		
Learning and Teaching	Professional Development	Work to support the development of high-quality learning is essential to sustained improvement and is notable in schools where there has been either a focus on pedagogy or on improving relationships.
Leadership	Use of data	A focus upon the use of data across the school is evident in all schools with greatest improvement.
Family &communities	Family Support Worker	Specific role for a non-education person which allows for "easier" relationship building. This role enables the building of positive relationships with parents who have barriers to engagement with school as well as build trust between school and families.

(fig 2)

Additional Staffing

2.25 As in previous years, many schools have made use of Pupil Equity Funding to recruit additional staff. These staff are employed over and above the school's core provision and are used to target support, monitor the impact of interventions and identify pupils who would benefit from targeted interventions.

2.26 This additional staffing continues to include Pupil Support Assistants, teaching staff and additional promoted staff such as Principal Teachers and, in some schools, Depute Head Teachers. In all instances, a key role of these staff is to build the capacity of other staff within the establishment and to support them in developing practice to ensure that the work being undertaken is sustainable for the future. These staff members have remits that are directly linked to Closing the Poverty Related Attainment Gap.

2.27 The table (fig 3) below shows the number of staff employed within Fife schools in session 2019/20, financed through Pupil Equity Funding.

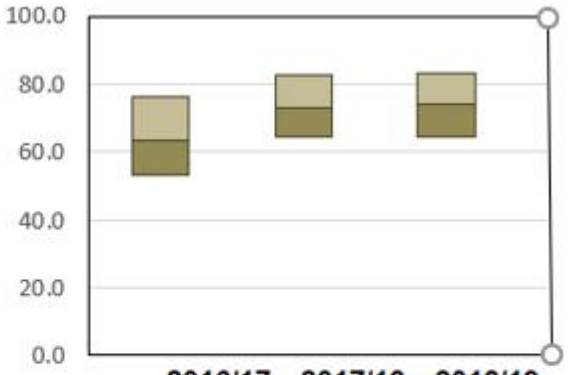
Staff	Session 19/20 (various FTE)	FTE (Full Time Equivalent)
Teaching staff – based on 52 week contracts	98 staff	89.4
Pupil Support Assistants – based on 39 week contracts	87 staff	56
Early Years Officers – based on 39 week contracts	16 staff	4.1
Family Worker	4 staff	3.5
Other	24 staff	20.8

(fig 3)

Impact

2.28 Over the past few years the data indicates that Fife schools were reducing the poverty related attainment gap in Literacy and Numeracy. (figs 4&5)

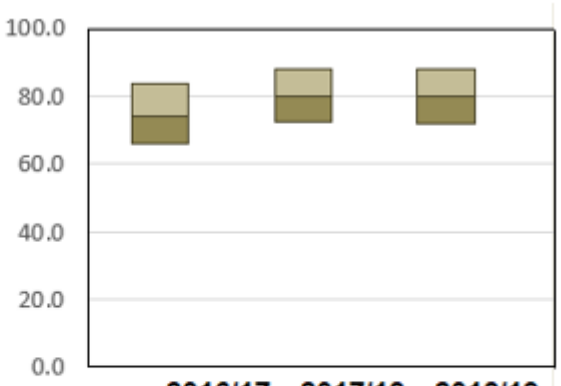
Literacy



	2016/17	2017/18	2018/19
SIMD Quintile 1 - most deprived	53.1	64.2	64.5
SIMD Quintile 5 - least deprived	76.1	82.7	83.0
Attainment gap	**23.0**	**18.6**	**18.5**
Local Authority Total	**63.3**	**73.1**	**74.2**

(fig 4)

Numeracy



	2016/17	2017/18	2018/19
SIMD Quintile 1 - most deprived	66.2	72.2	71.8
SIMD Quintile 5 - least deprived	83.9	88.1	88.2
Attainment gap	**17.7**	**15.8**	**16.5**
Local Authority Total	**74.1**	**79.7**	**80.2**

(fig 5)

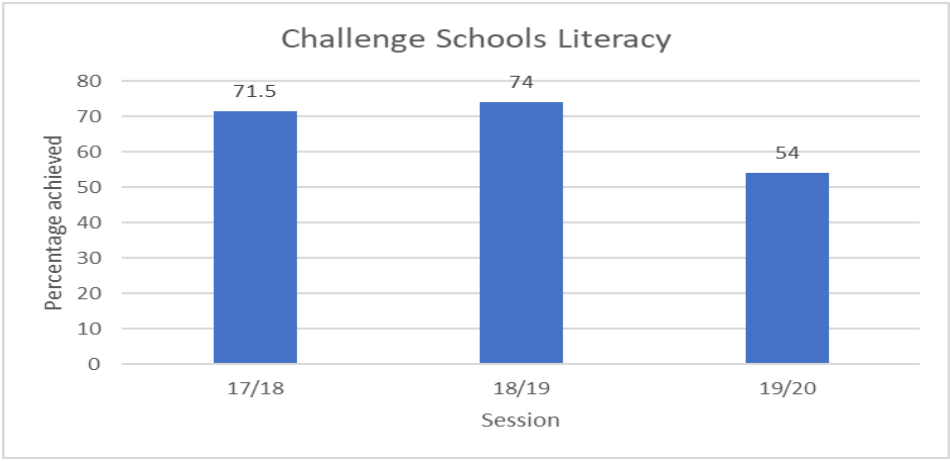
2.29 An overview of the attainment within our schools' programme, primary schools shows that at the end of sesssion 18/19 all were achieving beyond the expectations of the National Improvement Framework stretch targets in P1, and almost all are beyond the targets for P4 and most for P7. https://www.gov.scot/publications/2018-national-improvement-framework-improvement-plan/pages/5/#:~:text=The%20use%20of%20stretch%20aims%20across%20all%20SIMD%20quintiles%20helps,solely%20on%20particular%20SIMD%20quintiles.

2.30 Further detail with regards to this can be found in "Taking a Closer Look….A Review of Attainment Scotland Funding in Fife" (Appendix 2).

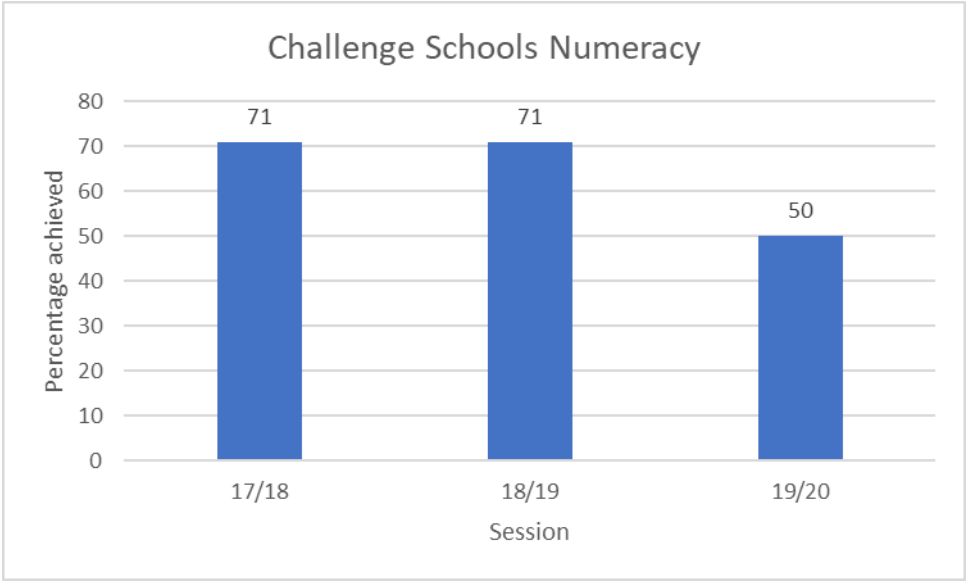
2.31 In analysing the data for this group of schools, post Covid 19 closure, we see that the overall attainment for P1,4 and 7 has dropped to below the NIF target for 19/20 of 68% in literacy and 75% for Numeracy. (figs 6&7)

2.32 Upon return after the summer break all schools are reporting a significant impact of the Covid 19 closures on their pupil group, particularly those in P2, P3 and P4.

2.33 It is worth noting that, due to the school closures and schools subsequent access to the tracking and monitoring system from home, alongside the challenges staff experienced in fully assessing pupils online, the data within our system may not be as robust as in prior sessions. Work is ongoing with schools to address this.



(fig 6)



(fig 7)

2.34 Within School Standards and Quality Reports schools are identifying impact of strategies supported by Attainment Scotland Funding in progress towards closing the poverty related attainment gap:

"Targeted learners who are supported through PEF have almost all shown an increase in confidence. They have developed techniques to help them learn and say that they have improved their working memory."

"A number of clubs and groups were offered for other targeted pupils - most of the children engaged with this have shown a marked increase in self-esteem and are in a more positive position to learn and engage. Increase in motivation evident for almost all targeted learners."

"A Learning Link Worker was funded by PEF in session 19/20. This post has significantly improved the attendance Family attendance and attainment of some of our most vulnerable learners. The wellbeing of these learners has also been nurtured through positive recognition and restorative practices."

"Weekly Outdoor learning with CLD and PT (funded through PEF) – Groups identified have shown increased ability to work as a team, show resilience and manage risk."

"Identified pupil groups working with the additionlal PEF funded teacher have shown an increase in their ability to read and write common Learning Link Worker was funded by PEF in session 19/20. This post has significantly improved thwords, increasing their progression towards the level expected for their age and stage."

2.35 Within the work bing undertaken through the Care Experienced element of ASF, evidence gathered of wellbeing indicators and qualitative feedback from young people, parents/carers and staff from the team around the child indicated promising impact:

- One mentor mentored 18 youngsters facing significant transitions to High School or College from July to October meeting outdoors or virtually. YP's Feedback statements frequently refer to increased confidence and the benefits of having someone to listen to how they feel in school. Parents, carers and staff recognised the difference this personal support made in processing the changes and opening up about their feelings and anxieties.

- Includem have supported 32 YP identified through Fife's Intensive Community Support Panel. Families have been able to access 24/7 helpline support. 26 Young People completed "A Better Life" Toolkit. 19 of these Young People moved on successfully from support, with 15 having achieved planned outcomes by February 2020.

- Aberlour's Education Support Workers supported 14 children/young people identified by Social Work Kinship Team and some school leadership teams. These young people have an average attendance of 43% with Flexible Educational Arrangements in place for many. The support has contributed to 2 pupils transitioning from Pupil Support Service to mainstream school, 2 non-attendees engaging with their Approved Flexible Package and 2 Young People applying for College.

2.36 Feedback from pupils and carers supported through the Care Experienced fund indicate a positive impact on the well being an progress of Young People involved:

"I was really worried about going to the transition day at school. When E said she could take me I was excited about going then as I know her. I am not scared of going now it was good that E could tell me about the people there and what the learning support part was like too. It's good to have someone to talk to about stuff that made me feel scared." - Pupil

"E listened to what I had to say and encouraged me to talk to her when I was struggling to find the words and helped me say what I meant. I hope to see her when I go to high school it would be good to talk about how I am feeling as I know she listens." - Pupil

"Talking to E has helped me feel better about myself and understand that its ok to find things hard and make mistakes. The biggest thing I have learned from talking to E is never to give up and keep trying." - Pupil

"I was very surprised that he talked to her. I think she has helped him a lot as she listened to him and helped him with his problems. H does trust E and I am happy she is working with him," Mother

"I have noticed a positive change in C over the last few weeks. She has been willing to engage with E which is great, she has been a bit happier and not so quiet, although it is still hard to get her to talk about things. She is slowly opening up and I am feeling more positive about her transition to high school." Mother

"E talking to C has been very beneficial, she is able to ask questions that help him open up. I am really hoping that E can go on supporting him when he goes to high school. C needs this extra support and its nice for him to feel that someone is there for him and listening." Aunt

2.37 Local Area Reporting of Pupil Equity Funding will enable further scrutiny of the work being undertaken within schools and will show localised impact on pupil groups.

Support and Challenge

2.38 Support for schools in the implementation of Pupil Equity Funding is provided at school, Cluster, Education and Children's Services Directorate and national levels.

2.39 At a school level, Head Teachers and staff are being supported by their link Education Officer, Business Manager and Educational Psychologist.

2.40 Within School Clusters, Head Teachers are encouraged to share practice, discuss challenges in implementation and support colleagues. At Cluster meetings Pupil Equity Funding is a standing item on the agenda. This gives time for schools to discuss progress, impact and challenges and allows for sharing of practice across schools. The Cluster link Education Officers attend these meetings and provide challenge and support for the schools.

2.41 A full time link Education Scotland Attainment Advisor is allocated to Fife for the work within the Scottish Attainment Challenge schools and they work closely with the link officer to ensure that learning from work within these schools and from across Scotland can be used to support the work of the Pupil Equity Fund. The Attainment Advisor works closely with the Lead Education Manager.

2.42 Within the Directorate, the Education Manager with the strategic overview and responsibility for Pupil Equity Funding works closely with the Education Scotland Attainment Advisor to ensure that schools and link Education Officers are kept up to date, supported and challenged with work in this area. They provide relevant information to schools through a range of vehicles that support schools in the aim to close the poverty related attainment gap. This Education Manager takes a monitoring role in the implementation of both the Schools and Pupil Equity Funding reporting at local and national levels.

2.43 Nationally, guidance is provided by Education Scotland as well as Scottish Government through the National Improvement Hub (NIH). https://education.gov.scot/improvement

2.44 To support schools with embracing the use of digital technology to support learners, allocated devices supplied by Scottish Government have been provided and targeted at pupils who fall into SIMD 1 and 2. Schools have also been encouraged to consider flexibly using their Attainment Scotland Fund to further support pupils within this area.

3.0 Conclusions

3.1 As identified earlier in this paper, the impact of Covid 19 and subsequent school closures has had a significant impact on all pupils. Schools are continually reflecting upon the use of Attainment Scotland Funding. This has been particularly evident as schools returned after the school break and as they moved into planning for recovery.

3.2 Learning from strategies, both prior to and during the school closure period, will support schools in adapting their practice in supporting learners. Where Head Teachers have reported success with their interventions they are building upon these and are looking to develop sustainability. Where there have been challenges, Head Teachers have revised plans to implement strategies that will have greater impact on targeted learners.

3.3 Reporting on the impact of the Pupil Equity Fund continues to raise challenges for Head Teachers, particularly where there is not yet robust data to reliably measure progress. Work has been undertaken with schools to support them in identifying data that can measure progress and this is becoming more evident in school reporting. This continues to be most challenging within the area of Health and Wellbeing. Work is continuing at a national level to consider how best to measure this area.

3.4 As highlighted in our previous report, (March 2019) http://publications.fifedirect.org.uk/c64_PDF-EDCS190319.pdf due to the incremental nature of the interventions on a pupil or family, there will not always, necessarily, be a noticeable, immediate, gain in pupil attainment within the Curriculum for Excellence levels. As such, it is not always immediately possible to see impact on school attainment as a direct result of interventions through Attainment Scotland Funding.

3.5 Whilst our focus is, as always, upon the increased attainment for our pupils, there is a need to recognise and celebrate the work that is being undertaken in schools in relation to the incremental improvement in outcomes for learners through targeted interventions funded by the Attainment Scotland Fund.

List of Appendices

1. Local Pupil Equity Funding Guidance 2020/2021
2. Taking a Closer Look….A Review of Attainment Scotland Funding in Fife
3. Evidence of impact from Inspection reports

Background Papers

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

- None

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2020/21

Pupil Equity Fund Guidance

Updated

Fife Council

May 2020

PUPIL EQUITY FUND

CLOSING THE GAP

Closing the gap is a shorthand expression for all of the work to break the cycle of deprivation for children and families living in poverty and remove the pattern between poverty and low attainment and future life chances.

WHAT IS THE PUPIL EQUITY FUND?

Additional targeted funding of £1,200 in 2020-21 for each child in Primary 1 to S3, or equivalent, who is eligible and registered for free school meals.

In 2020/21 the funding allocation will be calculated using the most recently available Healthy Living Survey and Pupil Census data and will be based on:

- **The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2018 school rolls for P1 to P3.**
- **The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.**
- **The estimated number of special school pupils in the P1-S3 age range registered for free school meals.**

Although the funding is allocated to schools on the basis of free school meal eligibility, Head teachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on equity. Pupil Equity Funding will continue until the end of this Parliament.

The allocations are now fixed for 2 years – 20/21 and 21/22 and can be found here:

https://www.gov.scot/publications/pupil-equity-funding-school-allocations-2020-to-2021/

In order to facilitate this, 2.1% of the proposed 2020-21 PEF allocation has been applied to allocations for 2021-22.

WHAT CAN IT BE USED FOR?

COVID 19 Information

As stated in the National Operational Guidance (https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2020/), the Deputy First Minister set out that he was content to relax current guidance on Attainment Scotland Funding, including Pupil Equity Funding, in order that LAs and headteachers can support the education and care of children and young people during the response to the coronavirus pandemic.

The guidance states 'This flexibility must remain consistent with the principle of equity in education. Any decisions that alter the planned use of Pupil Equity Funding should be made in partnership with the relevant headteachers. In making changes to plans, local authorities and headteachers should be mindful that long-standing plans may be in place for much of this funding and that a significant portion of it will be assigned to salaried staff or to meeting contractual costs for other services. Existing reporting arrangements remain in place and these will be kept under review and adjusted where necessary to take into account the potential impact of school closures. Education Scotland Attainment Advisers will remain available to advise local authorities and headteachers where necessary.

Schools should consider how this funding can be put to most effective use in supporting vulnerable children and young people from the most deprived backgrounds during the period of partial closures and when schools return. **This should remain consistent with the overarching principles of the Attainment Scotland Fund to achieve equity in education and ensure every child has the same opportunity to succeed.**

Funding must be used to support activities and interventions that support children and young people affected by poverty to achieve their full potential. The funding should be focused on activities and interventions that will lead to improvements in

- **Literacy**
- **Numeracy**
- **Health and Wellbeing.**

The organisers for the interventions can fall into

- **learning and teaching**
- **families and communities**
- **leadership.**

The support may be direct with learners or through working with their families inside or outside the school environment.

In recognition of the aforementioned financial and other resource implications of maintaining critical provision for children and families at this time, the funding could be used to address digital exclusion for children and young people at home, particularly for children and young people in receipt of free school meals. (National Operational Guidance 2020)

Any activity funded by the Pupil Equity Fund must be clearly additional to core activity and be grounded in evidence of what is known to be effective at raising attainment for children affected by

poverty. It may also be used at reduce the cost of the school day although plans around this should still have a clear rationale for the impact of the learners.

Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages. Schools may also wish to consider the use of parenting programmes that have been shown to have impact on early learning such as PEEPS.

Participatory Budgeting should be considered as this can be an effective way to engage parents, partners and pupils – particularly those who face barriers to participation. This may be particularly relevant during COVID 19 and the recovery phase.

Headteachers can work at an individual school and local community level or collaboratively in wider school clusters and beyond at local authority level to address common interests.

Interventions should be considered within the context of the school planning cycle and should align closely with School Improvement Plans. They must be targeted towards closing the poverty related attainment gap. Plans should provide clarity to stakeholders on how pupil Equity Funding is being used.

Where appropriate, funding should articulate with existing Scottish Attainment Challenge School plans.

Funding should not be used in ways that stigmatises or identifies children and young people or isolates them from their peer group.

DECISION MAKING AND USE OF THE PUPIL EQUITY FUNDING (PEF)

Decisions schools make about the most appropriate interventions and approaches should be based on robust self-evaluation and improvement planning, relevant data and include effective measures of impact and progress.

Planning for the use of the PEF should be integrated into ongoing self-evaluation and improvement planning processes.

When making decisions about the most impactful use of PEF schools should:

- **Form an in-depth understanding of the specific challenges and needs in each individual school environment**
- **Seek support and advice from partner services and colleagues;**
- **Involve parents and young people throughout the process.**
- **Explore opportunities to work collaboratively between and beyond schools into the communities where children and their families live**
- **Identify interventions that can be targeted at the children and young people who are most disadvantaged, using existing evidence-based research;**
- **Consider the scale and sustainability of possible interventions and approaches and factors which support effective implementation**
- **Explore a wide range of possible areas of focus, and then, with a clear rationale, refine to concentrate on a manageable number of key aspects**
- **Consider and clearly articulate the equity focused outcomes that will be achieved**

- **Have a clear understanding of how the impact of interventions will be measured and how progress will be monitored.**

The Effective Implementation Toolkit could be helpful here; your link Educational Psychologist will be able to provide advice and support with this.

http://fish.fife/fish/uploadfiles/Publications/Implementation%20Toolkit%20-%20MASTERCOPY%20final%20200917.pdf

WHAT SCHOOLS CAN DO TO CLOSE THE ATTAINMENT GAP.

1. Put the child at the centre

2. Address individual needs

3. Build respect and trust - culture-ethos-relationships

The list below shows six broad key areas, informed by evidence-based educational research, that are demonstrably effective in closing the attainment gap.

- **High quality teachers and teaching**
- **Strong school leadership**
- **Engagement with families and community partners**
- **Reflective practice and research**
- **A network of support and collaboration**
- **Effective assessment and evaluation**
- **Early intervention**

PLANNING FOR IMPROVEMENT

Any would-be leader of improvement must recognise the indissoluble bond between improvement and change. Not all change is improvement, but all improvement is change.

Donald M Berwick

Key Principles of Change

- **Real improvement comes from changing systems, not changing within systems**
- **To make improvements we must be clear about what we are trying to accomplish, how we will know that a change has led to improvement, and what change we can make that will result in an improvement**
- **The more specific the aim, the more likely the improvement**
- **Concentrate on meeting the needs of pupils rather than the needs of the organisation**
- **Measurement helps to know whether innovations should be kept, changed, or rejected; to understand causes; and to clarify aims**
- **Effective leaders challenge the status quo both by insisting that the current system cannot remain and by offering clear ideas about superior alternatives**
- **Measurement is best used for learning rather than for selection, reward, or punishment**

- **You win the Tour de France not by planning for years for the perfect first bicycle ride but by constantly making small improvements**

SOME POINTS TO CONSIDER WHEN PLANNING:

- **Do ensure that your plans focus on improvements to specific educational outcomes for those young people specifically disadvantaged by the impact of poverty.**

- **Do focus your plans on dis-proportionate support for those who need it following the COVID19 school closures.**

- **Do use the funding to cover staff costs, both teaching and support, logistics, resources or services. Don't allocate funding for capital expenditure as this is not supported by the Pupil Equity Fund**

- **Do ensure that the funding provides additionality to core service delivery in new or enhanced activity.**

- **Do ensure that your planning includes specific outputs such as hours of activity, numbers of pupils, analysis of pupils' background, parental involvement etc..**

- **Do specify your target outcomes: for example, attainment levels, attendance, exclusions, positive destination.**

- **Stretch targets – this funding is set for two years so planning should build upon each previous year. Consider how your plan for year 3 aligns with the work and planning from year 1. NB see stretch targets in the National Improvement Hub.**

- **Consider Cost of the School Day and how costs that may be barriers to learning can be mitigated.**

CYCLE FOR IMPROVEMENT AND EFFECTIVE IMPLEMENTATION

Identify Barrier

In your plan, with the support of your local authority support/ colleagues/ partners, identify the issue to be addressed, and the target group (or groups) of pupils most in need of additional support, based on an analysis of local evidence and data. You should choose to utilise funding in a way which best meet pupils' needs, based on an analysis of your local needs, and the current evidence base.

Identify the change you want to see

To support effective implementation, schools should ensure that they focus on a small number of areas to meet local and national priorities These should be consistent with areas of focus within the School Improvement Plan. The funding should be focused on activities and interventions that will lead to improvements in Literacy, Numeracy, and/or Health and Wellbeing.

Identify the intervention/strategy

Whilst a particular focus may overlap with other areas, there should be a clear rationale for why you have chosen this approach, with clear plan for implementation, including how to measure impact in this area. The use of funding should complement and add to the school's approaches to raising attainment.

Consideration should be given to working in partnership with other schools, sharing practice and building capacity. Other partnerships should also be considered, such as with local third sector partners, for example, to support family learning or health and wellbeing.

Identify how you will measure the change

Measures are essential to quality improvement. They detect when changes are successful, do or do not have the desired impact, or create an unexpected or adverse effect. Measures should be simple enough to collect regularly over agreed time intervals (e.g., daily, weekly, or monthly.

Questions that might help you identify measures:

- **What does "better" look like?**
- **How will we recognise better when we see it?**
- **How will we know if change is an improvement?**

Key points to consider when starting to measure:

- **Do your measures clarify relate directly to what you are trying to achieve?**
- **Do you know your baseline and the change you wish to make to this?**
- **Have you integrated the measurement into your daily routines so that it is part of "what you do"?**
- **Does your measure focus on learning rather than monitoring?**
- **Are all relevant stakeholders involved?**

Test the strategy

When implementing a new strategy, it is important to try out the intervention on a small scale, perhaps one or two pupils, a small group or a class. In doing this we prevent

- **the risk of wasting resources on ineffective changes;**
- **the risk of unintended or unexpected con- sequences, because changes are tested over time in different settings; and**
- **resistance to change, because participants feel that, on this smaller scale, "It doesn't hurt to try."**

Measure Impact

Once you have tested your strategy and collected evidence of impact it is necessary to examine this and decide whether or not the intervention is one that has had a positive impact on the learners and therefore should be adopted as practice; has had some impact but should be adapted and further testing done/ evidence collected or has had very little, no or perhaps even a negative effect and should therefore be abandoned.

Regular, frequent testing and collection of data will enable you to make decisions quickly and wisely and avoid prolonged use of interventions that waste time, energy and resources.

Do not be afraid to stop something if it is having no effect.

Whilst implementing the intervention it is important to and collect evidence to show whether or not the intervention is having any impact and if so, what that impact is.

Impact should be considered in terms of the desired outcomes for pupils and how progress towards these will be measured over time. Improvement plans should include consideration of how data will be collected and reported.

At this stage the decision would be made as to whether the intervention is on which should be adopted, adapted or abandoned.

PLANNING 20-21

Detail of how Pupil Equity Funding is being used to support key actions being taken should be clearly indicated in Improvement Planning Recovery Action Plans. This will reduce the need for a separate plan for this session on PEF spending. However, interim and final PEF Impact Reports will still be required so it is important that monitoring and tracking of the impact of PEF spending is embedded in action planning.

Recovery Action Plans, including PEF spending, will be discussed with Headteachers through Learning Partnership discussions with the Education Managers in August to October term.

SUPPORT

Support will be made available at school, cluster, Education and Children's Services Directorate and national levels.

School

- **Education Officer support/ challenge**
- **Business Manager**
- **Educational Psychology Service**

Cluster

At each cluster meeting PEF should be a standing item on every agenda during which time will be given for each school to provide a brief update on progress, impact, challenges.

Education Officers will provide challenge and support at these meetings.

Local Authority

- **Education Officer link (Sarah Else) and Educational Psychology Service**
- **School Improvement Planning guidance.**

National

- **Education Scotland Attainment Advisors – Fife Link – Hugh Martin**
- **A dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies**
- **Access to collaboration and communication tools on Glow including Yammer, SharePoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required.**

FINANCE

Grants will be issued to Local Authorities for the 2020/21 financial year and will be paid on a bi-annual basis (i.e. every 6 months). Funding is for the financial year 2020/21 and will continue until the end of this Parliament. It is been set for two years – 2020/21 and 2021/22.

Allocation of Funding

The Government has advised head teachers of the PEF allocation their school will receive. This funding is routed through the Council and will be allocated to your school's budget by the Finance Service. It is important that this budget, and spend against it, is tracked separately for reporting purposes. Therefore, a Funding Source has been created within ERP to accommodate this (funding source 0208). This will ensure that the funding is identifiable, in order that spend against the grant can be monitored and reported at school level.

Good Governance

Your school's plans for the funding will be described in your Improvement Plan and should align closely with School Improvement Plans. Spend should mirror the priorities identified. It is anticipated that the financial governance around PEF will be rigorous, therefore it is imperative that your school Business Manager is involved at all stages of planning and implementation. The financial information included in any progress reports required by Government must be sourced from and reconciled to the financial systems.

The national operational guidance issued requires schools to adhere to their Council's policies in terms of HR (recruitment), commissioning (voluntary sector support) and procurement (goods and services). Separate advice is included for each of these elements in this guide.

Our external auditors may be tasked with specific audit work around PEF, so it is important to maintain the integrity of the financial data.

It is expected that a summary report will be submitted to the Executive Director at the end of each academic year, outlining actual spend and evaluating progress towards targeted outcomes.

In addition, financial governance will be scrutinised through a future committee of the Council

Unspent funds

Where schools have been unable to spend their full allocation during the financial year, any unspent grant can be carried forward, but should be spent by August to complete identified projects.

Whilst PEF is allocated to the school's devolved budget under the funding source, the amount of PEF will be treated separately. It will be excluded from the calculation of the DSM carry forward and the rules governing the DSM will continue to apply to the school's core DSM budget.

Please note, the funding cannot be used for capital expenditure.

Funding may be allocated, by schools, to cover staffing costs for both teaching and single status roles. Please contact your Business Manager for up to date staffing costs.

As indicated, there are two staff groups which can be considered; those on Fife Council terms and conditions and those on SNCT terms and conditions.

There are person specifications written for each role under Fife Council terms and conditions. You will find it useful to consider these before deciding which role you wish to introduce. Further information on salary scales and other allowances is available from FISH - http://www.fish.fife/fish/uploadfiles/Publications/PY50%20Pay%20Scales.pdf

For those posts under SNCT terms and conditions, you should write a clear job description. The job description should set out clearly the outcomes you are expecting from the post holder. The role then needs to be job-sized.

Further information on salary scales for teachers is available from the SNCT web- site - http://www.snct.org.uk/wiki/index.php?title=Appendix 2.1

Any staffing must be in your plan and have a clear rationale that is beyond 'core' within the school. This will be signed off by Education Officer or Development Officer prior to advert. Please also be aware that posts should not exceed 23 month temporary contracts and seek advice if on this if you are unsure.

It is important to note, when employing staffing resources, that the overall pattern of charging has been examined. All such funded initiatives draw on central services, particularly administration, management, quality assurance, data collection and analysis, etc.

It is, therefore, acceptable to cost officer time against such projects. This can be referred to as a unitary charge.

Also, if you engage and pay a business, partnership or individual for work that may be seen as that of an employee of Fife Council e.g. via an intermediary such as a personal services company (PSC) or an agency, new legislation has been introduced that will impact payments made for such work which currently affects contracts with the Public Sector. (This type of labour is often known as off-payroll working.) Since April 2017, the Council will become responsible for considering the new rules and where relevant operate PAYE (tax and national insurance contributions) on any payments made to the worker. The new legislation has applied to payments made on or after the 6th April 2017, irrespective of when the work was carried out. Therefore, head teachers will be required to identify any such arrangements as this will impact on the cost of the contract.

SUPPORT SERVICES

Fife Council Educational Psychology Service - Pupil Equity Fund opportunities

If you are interested, please discuss your ideas with your link EP as soon as possible, and contact Vivienne Sutherland, Principal Educational Psychologist with your proposal either by email: vivienne.sutherland@fife.gov.uk or VOIP 442083.

Pedagogy Team - Pupil Equity Fund opportunities

If you are interested in tailored support from the Pedagogy Team, please contact Steven Eagleson to arrange an informal discussion around support opportunities for your setting.
STEVEN EAGLESON, Pedagogy Lead Officer, steven.eagleson@fife.gov.uk, VOIP: 441956, Mobile: 07738 855541

PROCUREMENT

Investment to support the activity identified in the School Improvement Plan may require schools to reference the Council's Procurement Processes. The National Operational Guidance is clear that any purchase of resources, equipment or services must comply with the existing procurement procedures for Fife Council.

The Council's procurement policy is set out in the Scheme of Tender Procedures, and the Procurement Service has made additional information available to schools in the past around contracts which are specific to the Education Service. These documents are available to schools for reference.

As part of this guidance the flowchart below indicates the values applicable to various procurement routes.

Where schools choose to work together and combine PEF to buy goods/services the procurement process will apply to the total value. In these circumstances a "lead" school may be nominated to manage the governance process around Procurement.

A central exercise will also be required to be undertaken within the service to collate the amount of PEF being spent on goods/services to determine whether procurement limits have been reached.

Advice for schools is available from the Procurement Service.

The Fife Council Procurement Process Flowchart is attached as Appendix 2.

COMMISSIONING

Our Minds Matter: Supporting young people's emotional wellbeing
This is the framework we use to support children and young people's emotional wellbeing in Fife. Our approaches recognises that children and young people need support from good, broad pastoral care around them and a means of support if they experience difficulties.
Our overarching framework aims to give focus to services for children and young people to clarify who is involved in this support, what it looks like at different levels and to encourage integration and sharing of approaches.

A wide range of resources and development opportunities are possible within Universal and Additional practices. Should a Headteacher plan to provide additional support or time within this area then please speak to Rona Weir- 441985 or Louise Stean on 453181

Voluntary Sector

3rd Sector partnership paperwork needs to be submitted centrally and approved by committee – one school may have less than £10,000 but it can be over the threshold Fife wide.

The Council has developed a framework to comply with the principles of Audit Scotland's "Following the Public Pound", to ensure that there is accountability in terms of demonstrating that public money is well spent. Through this Monitoring and Evaluation Framework the Council needs to ensure (a) that voluntary organisations are meeting their agreed objectives and (b) that the voluntary organisations have in place effective systems of governance and control. These principles will also apply to the governance around PEF.

Where schools choose to work together and combine PEF to commission the voluntary sector the framework will apply to the total value of the award. In these circumstances a "lead" school/service may be nominated to manage the governance process around the grant.

The detailed guidance around the approval and administration of grants is provided separately, however a summary of the process is provided below.

For grants up to £10,000 – the Service can seek delegated powers to approve these grants without the requirement for committee approval for each individual award. – This will only apply if we are confident that the amount being paid in total to any one organisation does not exceed £10,000. As individual schools do not have a Fife wide overview of this it is essential that any school intending to engage with a voluntary organisation completes the paperwork and submits this to sarah.else@fife.gov.uk so that we can assess whether or not the approval requires to move to step 2, i.e. the non-recurring grants process.

You may not engage the services of any voluntary organisation unless you submit this paperwork and are given approval to go ahead.

For grants over £10,000 – the non-recurring grants process will apply, and proposed funding will require to be submitted to an appropriate committee for approval.

A central exercise will also be required to be undertaken within the service to collate the amount of PEF placed with the individual organisations within the voluntary sector to assess the requirement for formal committee approval.

For advice around the applicability of the Monitoring and Evaluation Framework contact the Funding and Monitoring Team within Community Investment Team within Community Provision Service ext. 441248.

Please contact us at any point if you need advice or wish to engage with Third Sector

REPORTING

Schools will be expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and include specific sections in their annual School Improvement Plans and Standards and Quality Reports. To ensure transparency, these reports, and any other information on Pupil Equity Funding plans should be publicly available so that parents and other key parties can understand what is happening in their school. Plans must be available on school websites. It is expected that an interim and summary report will be submitted.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. The 'How Good Is Our School? 4' includes an evaluation on the six point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland's Shared Risk Assessment.

It is expected that current Fife QI processes such as cluster learning rounds and Learning Partnerships are used to support and challenge schools in examining the impact of their interventions. Link Eos will support this.

This paper should be read in Conjunction with the Scottish Government information available through the following links:

http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/pupilequityfund

https://education.gov.scot/improvement/Pages/Interventions-for-Equity.aspx

https://educationendowmentfoundation.org.uk/

https://beta.gov.scot/publications/pupil-equity-fund-operational-guidance-2018/Pupil%20equity%20fund%20-%20national%20operational%20guidance%202018.pdf?inline=true

https://education.gov.scot/improvement

https://education.gov.scot/improvement/eefsearch

https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/Third%20sector%20organisations

Appendix 1

Setting up a new initiative – Implementation and Evaluation Framework

To effectively plan, implement and design any initiative, there are a number of key questions to consider. Going through these systematically will ensure that an evaluative structure can be built in from the start. This means that any baseline data can be identified and gathered, and methods for the collection of short, medium and long term data can be developed at an early stage.

The following structure should cover the main issues. As you'll see, this one has been completed using the example of a supported reading initiative to promote the development of language skills in early primary as an example.

Your link Educational Psychologist will be happy to support you in the completion of this plan.

Implementation and Evaluation Framework:

1. What is the problem you are trying to solve?
Poor language skills in P1 and P2 inhibiting the development of literacy skills
2. Who are the pupils you are trying to change this for? Who is your target population?
P1 and P2 pupils who live in SIMD 1 and 2, those who are eligible for free school meals, those whose school attendance is less than 90%
3. What do we think can make a difference in this area – from research, information from other schools and anecdotal evidence?
Skilled readers reading with children regularly and frequently; discussions about stories that have been read, with an adult scaffolding the discussion through open questions, picture cues, using new language and having pupils repeat it etc.
4. How will we know we have made a difference?
More children from the target group choosing to read books at Choosing Time; children spending longer with a book each time they choose it; read more at home; turn taking in interactions with adults about the story become more balanced, with the child having more to say about the story; children use more complex language in everyday classroom interaction; pupils become more fluent readers with better comprehension.
5. What will we do and who will do it?
Teachers identify target pupils in P1 and P2

Does this link to work ongoing in school?

What data have you used to identify that these pupils are your target?

You can seek advice from HT colleagues, your EP and EP about ideas which have an evidence base, or it may be a new idea you want to try

Ensure that these are observable and measurable

Do staff understand what is trying to be achieved?

Do they know who the target group are?

Recruit additional PSA staff, so that time can be targeted to this initiative in school.

Recruit 0.2 Family Support Worker to communicate with parents, provide training, and regular updates.

LS staff train PSA staff in Paired Reading approaches, and developing comprehension through the use of open questioning, picture cues, scaffolding of language, repetition.

PSA staff read 1:1 with each target pupil once a day, every day for 10 minutes, with at least 5 mins discussion time for each pupil.

PSA staff read with a group of three target pupils three times a week for 10 minutes, and facilitate a group discussion for 10 minutes.

FSW to engage with parents of target pupils. Offer information and training on reading with their child at home. Run drop in sessions in school to see their children reading with PSA staff and to share ideas with each other about how to encourage reading at home.

Have the activities and the tasks been clearly identified?

Is there a plan for troubleshooting any problems?

6. What will we measure, who will do it and when?

Before we start?

- number of times target pupils choose a book at choosing time
- length of time target pupils spend reading a book independently when they choose or are directed to choose a book (sample this over two separate days, for example)
- survey of parents to get a baseline about reading at home - how often, for how long, independently or with parents; measure of communication skills (E-LiPS?)
- survey of pupils to get baseline on attitudes to reading, their views of themselves as good readers

In the short term (end of each term) - as above

In the medium terms (every 12 months) - as above plus PIPS scores and CfE declarations

In the long term (after three years) - as above

Have you identified who will collect the data, and how?

Think about how you use the data to adjust your planning as you go along

_____ **Allocated Amount:** _____

Aims and Measures	**Intervention Description** New Interventions – description and clear rationale Continuing Interventions – name and brief progress update Max 200 words	**Intervention Theme**			**Organiser**			**Type of intervention**				**Continuation of 2017/18 Plans Y or N?**	**Impact on Learners to date** To be completed at Dec 20	**Impact on Learners** To be completed at End of Year (June 2021)
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant			
Aims Measures	**Intervention 1** **Max 200 words**													
Aims Measures	**Intervention 2**													
Aims Measures	**Intervention 3**													

Aims	**Intervention 4**													
Measures														
Aims	**Intervention 5**													
Measures														

Fife Council Procurement Process Flowchart

APPENDIX 3

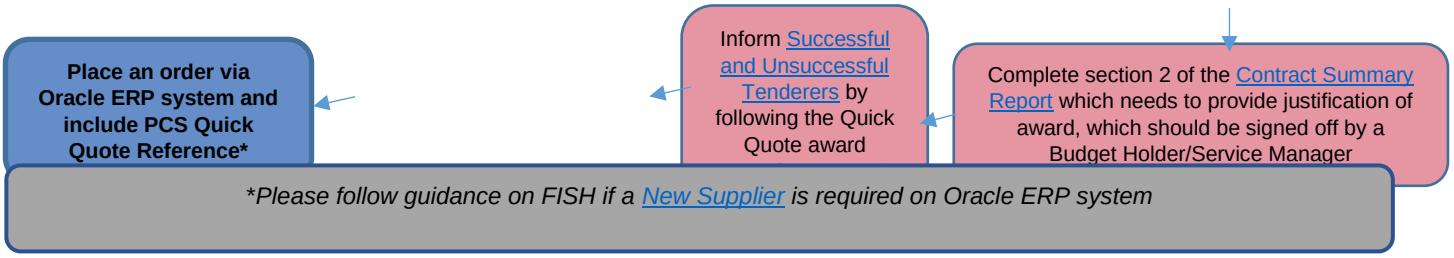
N.B. All amounts are **exclusive** of VAT and relate to the total value of the contract, not the annual value

Fife Council's Under £50,000 Process Flowchart for Goods and Services

The person undertaking the procurement is not required to have Delegated Procurement Authority (DPA) if they are purchasing goods/supplies/services with a value under £50,000. This value may be subject to change

N.B. All amounts are exclusive of VAT and relate to the total value of the contract, not the annual value

Where a framework exists, it must be used (see below links to frameworks)


Place an order via Oracle ERP system and include PCS Quick Quote Reference*
Inform Successful and Unsuccessful Tenderers by following the Quick Quote award
Complete section 2 of the Contract Summary Report which needs to provide justification of award, which should be signed off by a Budget Holder/Service Manager
*Please follow guidance on FISH if a New Supplier is required on Oracle ERP system

Taking a Closer Look……

A Review of Attainment Scotland Funding in Fife

THE SCOTTISH ATTAINMENT CHALLENGE

SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

Sarah Else – Education Manager

Fife Council

Hugh Martin – Attainment Advisor

Education Scotland

June 2020

Introduction

This report presents findings from a recent review of schools in receipt of support from the Attainment Scotland Fund (ASF). This was undertaken as a joint endeavour between Fife Council Education and Children's Service in collaboration with Education Scotland Attainment Advisors.

The report outlines key features which are showing impact on closing the poverty related attainment gap and highlights recommendations for all schools in receipt of Attainment Scotland Funding.

The overall aim of this report is to build on learning, and to further improve operation of the Attainment Scotland Fund across Fife schools. This includes the following specific objectives:

Provide insight on the experience of schools benefitting from Attainment Scotland Funding specifically Scottish Attainment Challenge Schools' Programme Funding and Pupil Equity Funding.

Provide insight into what is working and what is not working well, to inform ongoing delivery of the Attainment Scotland Fund, and to support schools in the recovery phase of COVID19.

Many thanks to:

Jennifer Ross, Education Scotland, Attainment Advisor

Shelley McLaren, Headteacher, Craigroyston Community High School, Edinburgh

Ann Moore, Headteacher, Canal View Primary School, Edinburgh

Mhairi MacDonald, Acting Headteacher (as at January 2020), Niddrie Mill Primary School, Edinburgh

The Headteachers, staff, parents, pupils and partners of Fife Scottish Attainment Challenge Schools – Glenwood High School, Inzievar Primary School, Pathhead Primary School, St. Columba's R.C. High School, St. Serf's R.C Primary School, Southwood Primary School, Viewforth High School and Warout Primary School

NB Throughout this report the term 'parents' should be taken to include foster carers, residential care staff and carers

Background to Attainment Scotland Fund

The Attainment Scotland Fund was established to support the Scottish Attainment Challenge in 2015. The Scottish Attainment Challenge prioritises improvements in literacy, numeracy and health and wellbeing of children adversely affected by the poverty- related attainment gap in Scotland's primary and secondary schools. This built on a range of existing initiatives and programmes focused on raising attainment and reducing inequity for children in Scotland, and aimed to support schools, local authorities and partners to develop and deliver approaches tailored to their own circumstances.

The Attainment Scotland Fund consists of several strands including the Challenge Authorities and Schools' Programmes, Pupil Equity Funding, as well as a number of National Programmes. This funding is distributed in several different ways: via local authorities, directly to schools and directly to national organisations. The three main strands of the Scottish Attainment Challenge supported by the Attainment Scotland Fund are:

Challenge Authorities Programme.

Provides targeted funding to the 9 local authorities with the highest concentration of pupils living in SIMD 1 and 2 areas. The local authorities develop strategic plans to drive forward improvements in their primary and secondary schools. Funding is provided via Local Authorities. Fife is not a Challenge Authority.

Schools' Programme

This was provided to individual primary schools outwith the challenge authorities, where 70% or more pupils live in SIMD 1 and 2 areas. In the first year of funding this included six Fife primary schools. Three associated secondary schools were added in year two, these were each linked to the primary schools identified in year one. Within Fife there are now nine schools in receipt of this funding:

- Glenwood HS
- St Columba's HS
- Viewforth HS
- Inzievar PS
- Pathead PS
- Southwood PS

- St Kenneth's RC PS
- St Serfs RC PS
- Warout PS

Pupil Equity Funding

Provides additional funding to schools based on the number of primary 1 to S3 pupils eligible for free school meals. Funding is provided via grant funding directly to schools within local authorities. With the exception of two schools, all Fife schools are in receipt of Pupil Equity Funding.

The Process

This report focuses upon the work of the nine attainment challenge funded schools and included visits to see the work being undertaken in some of our Pupil Equity Funded schools.

Eight of the challenge schools were visited between October 2019 and March 2020. Due to the outbreak of Covid19 and subsequent lockdown it was not possible to visit all 9 schools. During each review the team met with school senior leadership teams, teachers and practitioners. The team also met with learners, parents and partners supporting the work of the programme.

Questionnaires were issued to Scottish Attainment Challenge Schools' programme schools to enable the team to gather views of staff, pupils and parents and to identify key areas of strength and development for Fife as a local authority.

In addition to the in -depth visits to Attainment Challenge Schools complementary visits were made to a selection of schools in receipt of Pupil Equity Fund from April 2019 to March 2020. The range of these visits has given a focussed insight into how PEF is supporting the work of schools as well as further support needed.

NB: All charts within this document show proportionally the number of staff responses to the question asked. **Note colour coding within the legends is not consistent across all graphs. Please read legend for each chart**

Sector	Staff (no of responses)	Pupils (no of responses)	Parents (no of responses)
Primary	85	258	78
Secondary	52	309	168

Summary:

Within our Scottish Attainment schools, there is evidence of progress in all areas. Schools are showing clear evidence of capacity building that will ensure sustainability beyond the life of the Attainment Fund Scotland programme.

Across almost all primary school staff there is a clear understanding of equity and the impact of poverty. This is becoming a little more evident in our secondary settings, though further work is required around this. (Figs 1-6)

Strength is evident across the schools in partnership working, particularly in relation to health and wellbeing and nurturing approaches. The early work on readiness for learning has now moved towards positive impact on learning and teaching, and subsequently increased attainment. As we move through the programme we are seeing a stronger focus on literacy and numeracy as much of the work around HWB has become embedded.

With regards to Pupil Equity Funding, we have identified that there is an improved understanding of the aims and purpose of this, particularly within the primary sector. (Figs 1,2,3) In many schools there is a developing knowledge and understanding of equity; impact of poverty; Adverse Childhood Experiences and the associated barriers to learning. Through the staff survey secondary staff have indicated that there is a lack of awareness in many secondary classrooms (Figs 4,5,6) of the barriers which many young people are experiencing in their learning. This is an area that requires further support. In many of our secondary schools, Pupil Equity Funding sits solely with the Senior Leadership Team or an identified steering group. For Pupil Equity Funding to make a lasting, systemic change within this sector there is a need for all staff to understand the role that they play. To address this issue, in the secondary sector, support and challenge needs to be directly targeted at middle leaders.

When considering planning for Pupil Equity Funding broader consultation of stakeholders is required, particularly that of pupil and parent voice and especially the voices of those, at which, the interventions are targeted. In considering how to move this forward schools should

consider Participatory Budgeting to work more closely with their community. Scottish Government has published guidance for the Pupil Equity Fund 2020-21, featuring a statement on how schools can use Participatory Budgeting to engage children and young people in decision making:

> *"Participatory budgeting (PB) is an innovative and effective mechanism to engage with parents and pupils, in particular those who face barriers to participation. PB directly involves people in participating in budgeting decisions that will have a direct impact on improving their lives and it can engage people who would not normally participate with traditional forms of communication."* https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2020/

There is also a need to ensure that planning addresses the need for "additionality" to support targeted learners and does not merge with what should be core business. Where out of class interventions are being used, there is a need for schools to explicitly build links between Pupil Equity Funding initiatives and the curriculum for young people involved, and staff need to be aware of their role in supporting young people transitioning between programmes and "standard" classroom situations e.g. RUTS (cycling); Fighting Chance Scotland (Judo); Goblin Kit Car (Engineering) as used across schools in Fife. However, if our aim is to negate the need for external initiatives then inclusive classrooms, high quality learning and teaching and appropriate differentiation remain a prerequisite.

From the staff survey it is apparent that there is clear leadership with regards to closing the poverty related attainment gap, and that staff understand the principles of the programme and are committed to ensuring equity for those young people living in poverty.

Primary

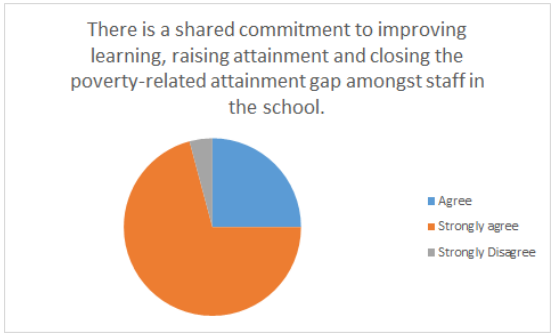


Fig 1

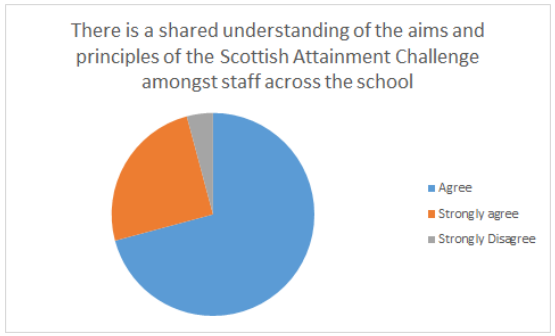


Fig 2

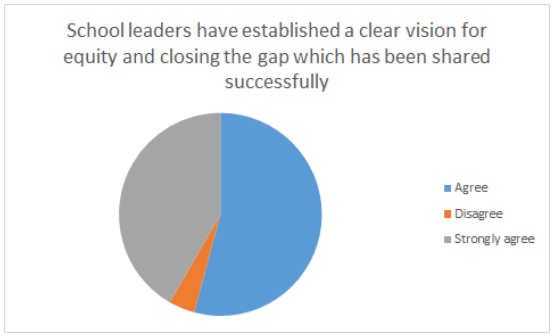


Fig 3

Secondary

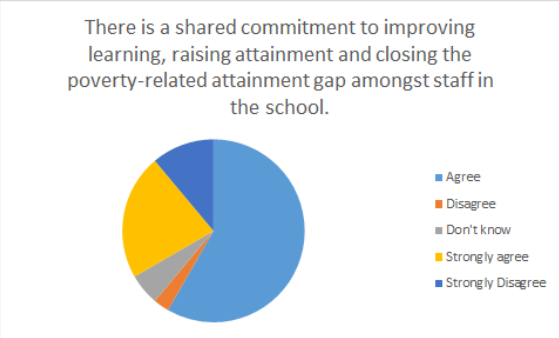


Fig 4

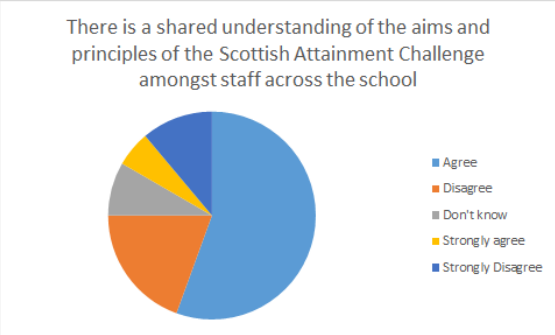


Fig 5

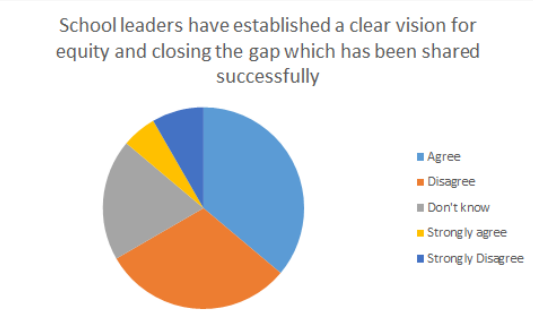


Fig 6

Use of data on improving learning, raising attainment and closing the poverty-related attainment gap

The National Improvement Framework, published by the Scottish Government in 2018, highlights the importance of schools having a range of data and information to support them in raising the attainment of all pupils:

'*We all need more robust and consistent evidence which will help us in raising attainment and closing the gap. We need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it… Improved data on children's progress at key stages, including differences between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children achieve as well as they can.' (National Improvement Framework, pages 16 & 17)*

However, the National Improvement Framework also emphasises that simply having information is not enough to bring about improvement. Rather, it is how information is interpreted, used and acted upon that ensures effective change and sustained improvement.

All nine Scottish Attainment Challenge schools show a commitment to closing the poverty-related attainment gap and over the course of the progamme have developed and refined systems to support their use of data to raise attainment. In a small number of schools, the use of data as a driver within self-evaluation is not yet sufficiently well-developed to inform fully the selection, targeting and evaluation of initiatives. As a result, the overall rate of progress has been slower in these schools.

An overview of the attainment within our schools' programme, primary schools shows that all are now achieving beyond the expectations of the NIF stretch targets in P1, and almost all are beyond the targets for P4 and most for P7. The Fife wide tracking and monitoring system used across all primary settings has enabled schools to make very good use of data in identifying, supporting and tracking individual pupils.

CFE data collected across the schools' programme primary schools, shows that since the inception of Attainment Scotland funding to these schools, attainment has risen across reading, writing, listening and talking and numeracy. (Figs 7 -18) In almost all schools, attainment within literacy and numeracy now meets the stretch target outlined in the National Improvement Framework for 2020, with the exception of P7 Writing and Numeracy.

Whilst, there is no doubt about the desire within our secondary sector to make a difference and to get it right for individual pupils, the monitoring and tracking across and within the Broad General Education has not had the same focus as the primary sector until more recently. Due to the complexity and range of the curriculum this, along with moderation, has lacked the same rigour. This has been further impeded by the lack of a consistent system for tracking and monitoring pupils within and across departments and schools. This is an area that has now been addressed within the secondary sector and is beginning to show impact. In the schools' programme secondary schools, staff are beginning to track and monitor individual pupils and are beginning to make use of a wider set of data to support them in measuring baselines and improvement.

CFE data trends show that there is evidence of impact within our secondary sector within the Broad General Education with two of the three schools showing progression in terms of increased attainment of pupils within S3 over the 3 years of the programme. The greatest impact has been seen within numeracy. This is a result of a focus being placed upon this within each setting.(Figs.19-22) It is worth noting that the work being undertaken with regards to health and wellbeing across all attainment challenge schools is beginning to show impact on learners, many of whom previously would have been at risk of exclusion or non-attendance, now engaging and participating in core curricular activity which, in the longer term, should translate into higher attainment.

CFE Trends 2016-2019 (achievement of expected level for age)

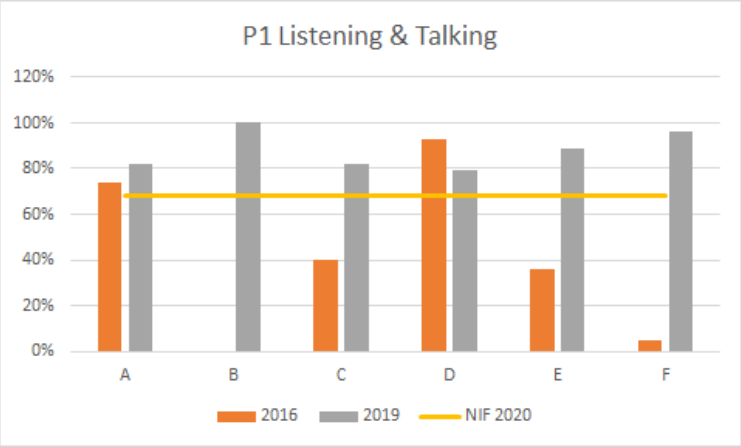


Fig. 7

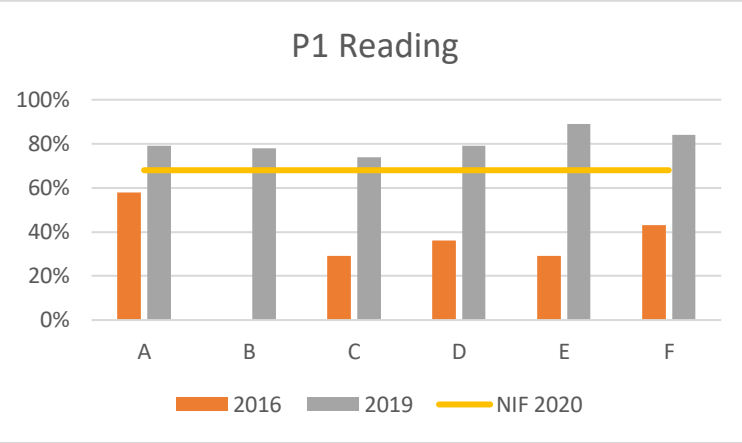
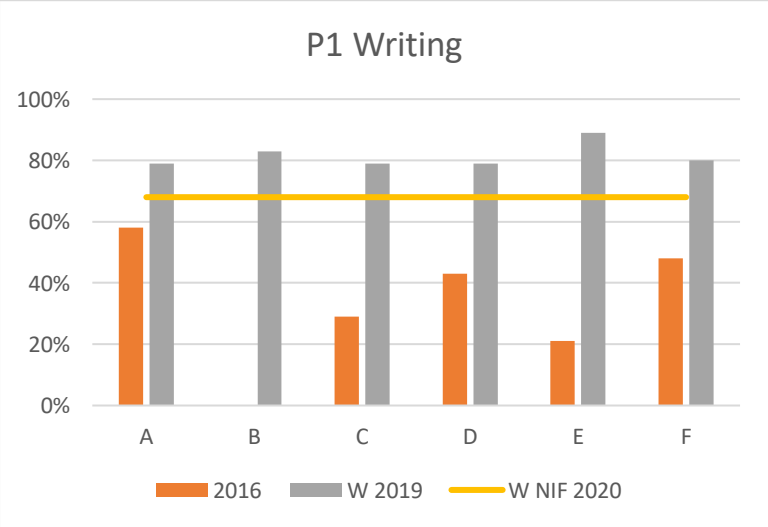


Fig. 8



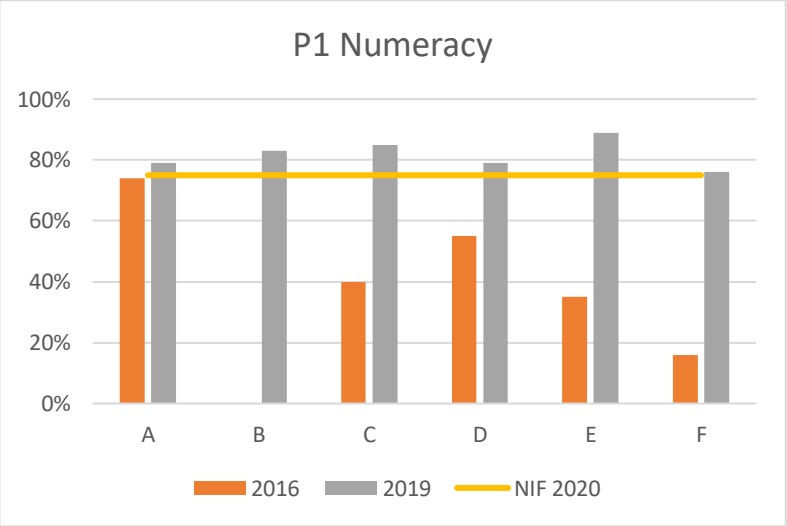


Fig. 9

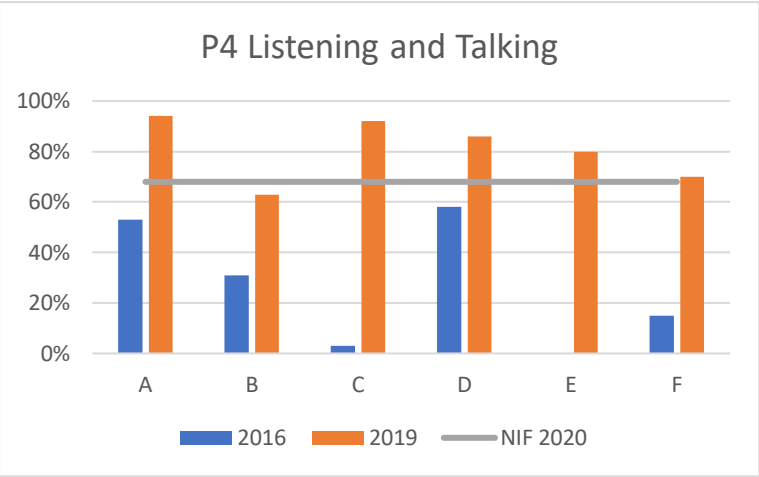


Fig. 10

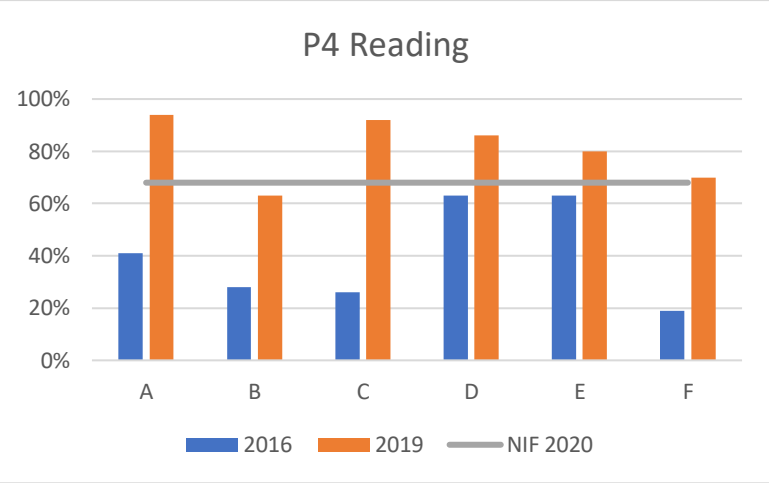


Fig. 11

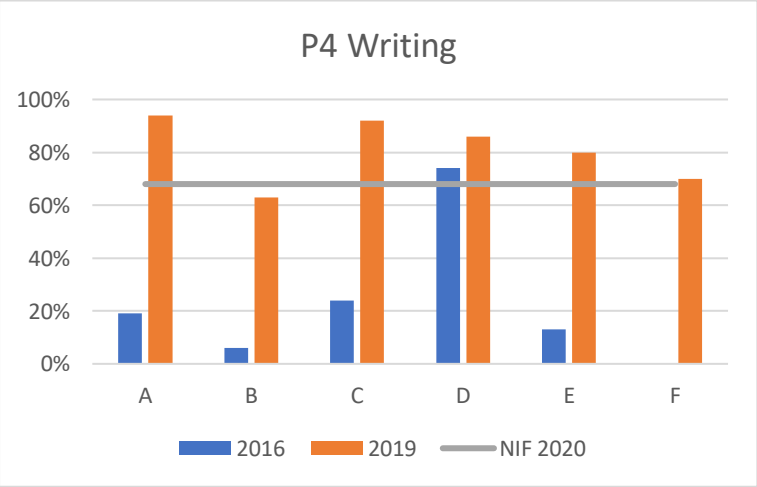


Fig. 12

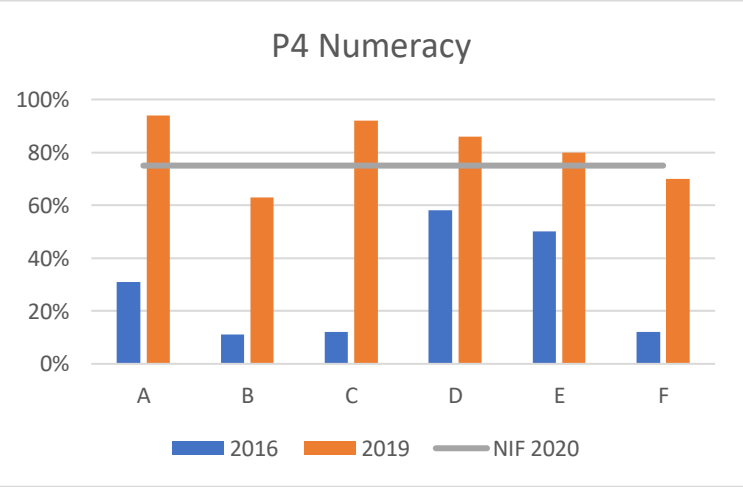


Fig. 13

Fig. 14

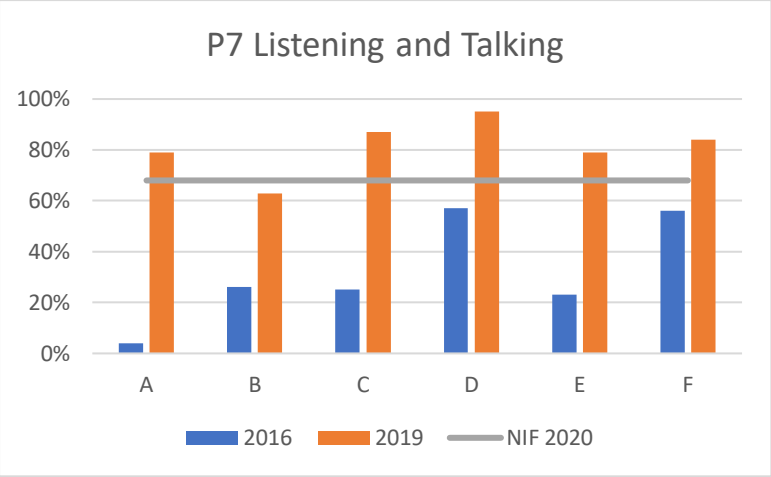


Fig. 15

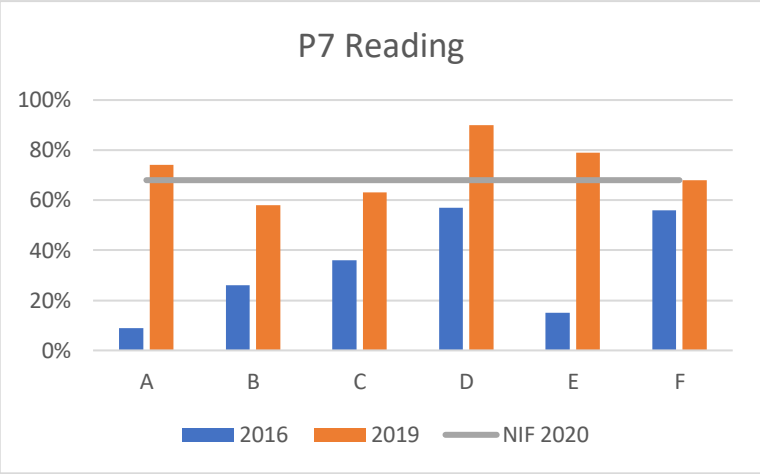


Fig. 16

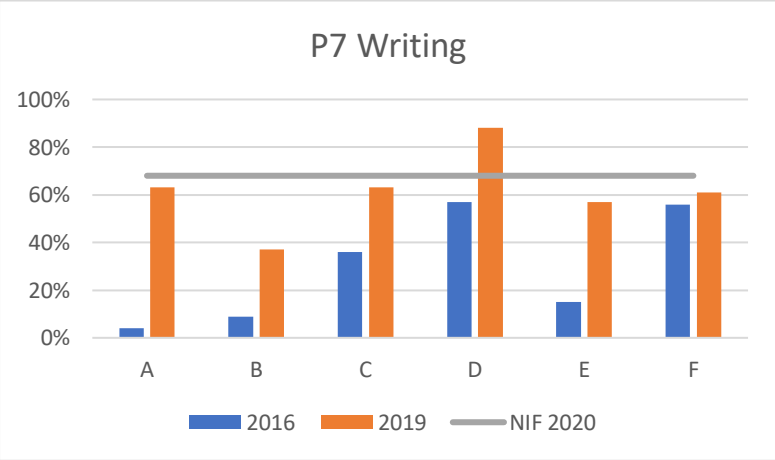


Fig. 17

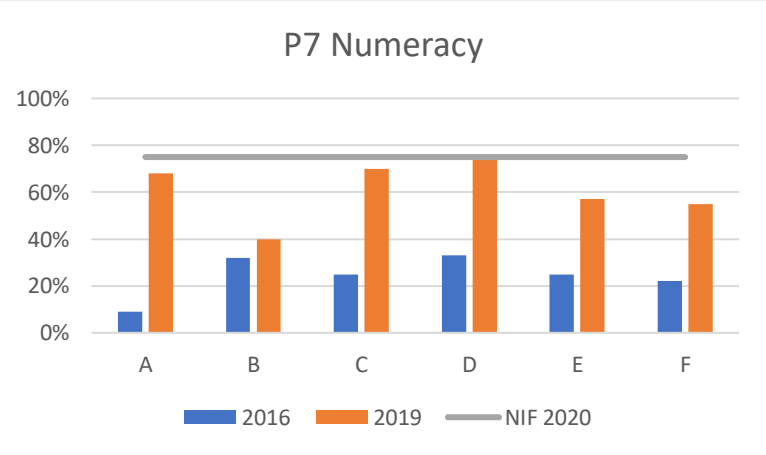


Fig. 18

Secondary S3 CFE level 3 or more achieved

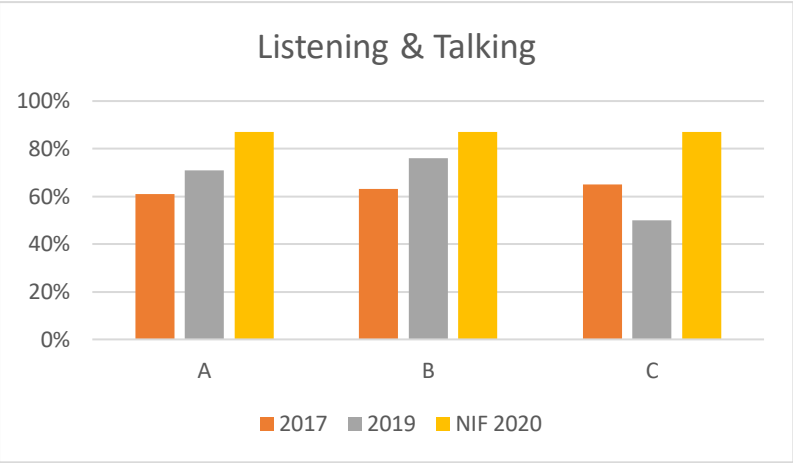


Fig.19

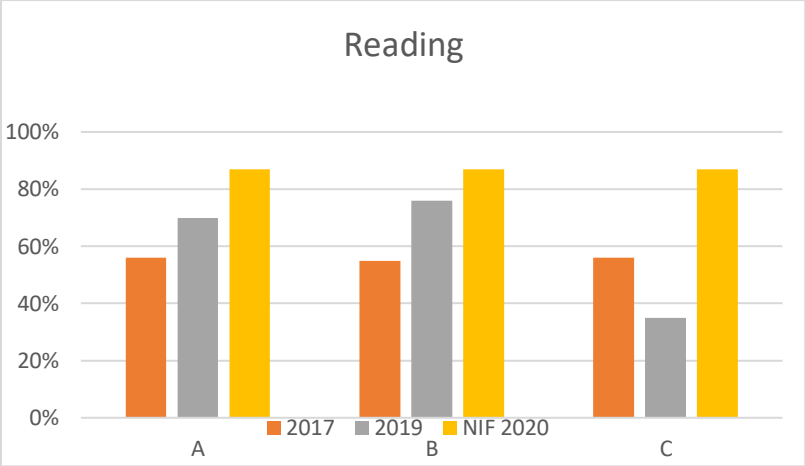


Fig. 20

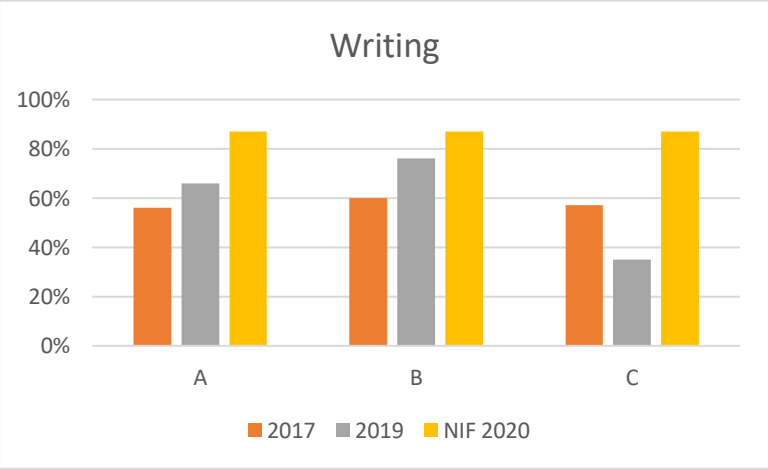


Fig. 21

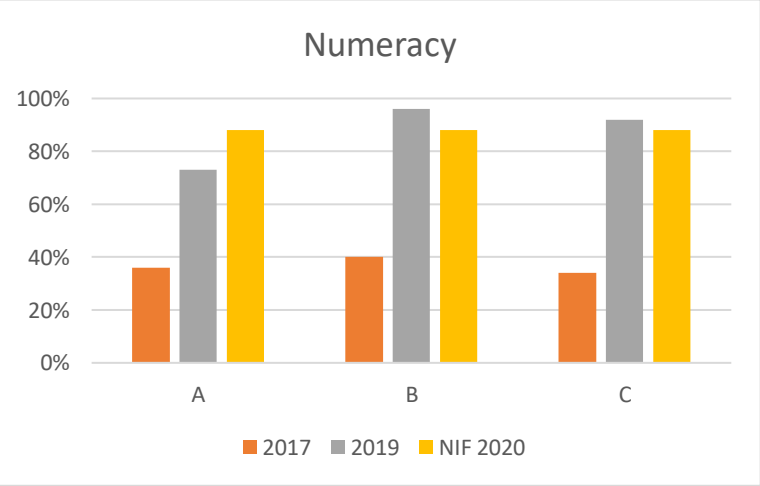


Fig. 22

From our staff survey almost all staff in primary agree that their school makes effective use of data to understand what is working well and what needs improved (Fig. 23). In secondary around half of those who responded indicated that this was the case. (Fig. 24)

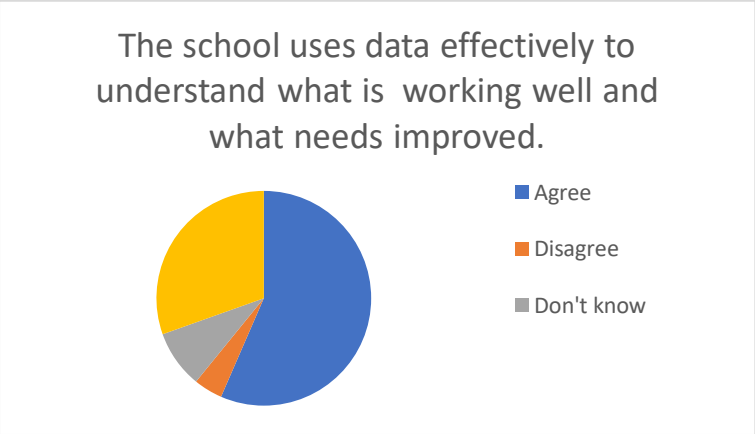


Fig. 23

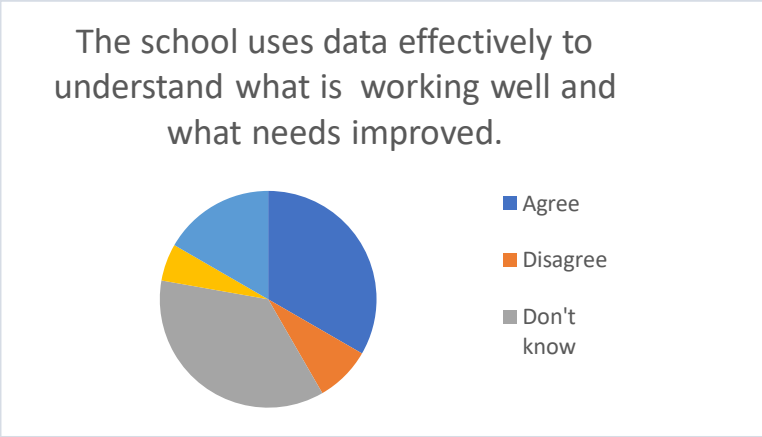


Fig. 24

Within the primary sector there has been significant use of data to track and monitor pupils within the Broad General Education. Schools within the programme have enhanced the use of this by developing their own systems to include participation, engagement and HWB measure giving a holistic view of each child. This has enabled school leaders and staff to be very clear about the pupils being supported and the range of strategies needed to ensure equity.

Within our secondary attainment challenge schools there has also been great effort applied to the holistic tracking of individual pupils. This has enabled some good progress towards meeting the curricular, social and emotional needs of targeted groups and individual pupils.

In a small number of attainment challenge primary schools Quality Improvement methodology has been used to ensure a focused approach to targeting interventions and collection of data for improvement. This methodology has enabled schools to clearly identify what works and why before scaling up the approach and resources across the wider pupil group.

Whilst early interventions have been targeted at the most vulnerable and distressed pupils, schools should be actively encouraged to identify children who are on the cusp of attaining for their age and stage as this is where the greatest gains can be made with regards to school attainment.

It should be noted that whilst the key driver of the Attainment Scotland Fund is to improve the attainment of pupils who are disadvantaged by poverty, schools are also making good use of data to look at how the health and well-being of pupils has been improved. Measures of this have included the use of Boxall profiling (Fig. 25) and the Leuven Scale of Engagement. (see resource materials)

In some schools staff are making use of "Learner Journeys" (Fig. 26) to show the longer-term holistic impact when a range of strategies have been employed to support a young person. These are particularly helpful when the young person is making iterative improvements towards an improvement in attainment.

Fig. 25

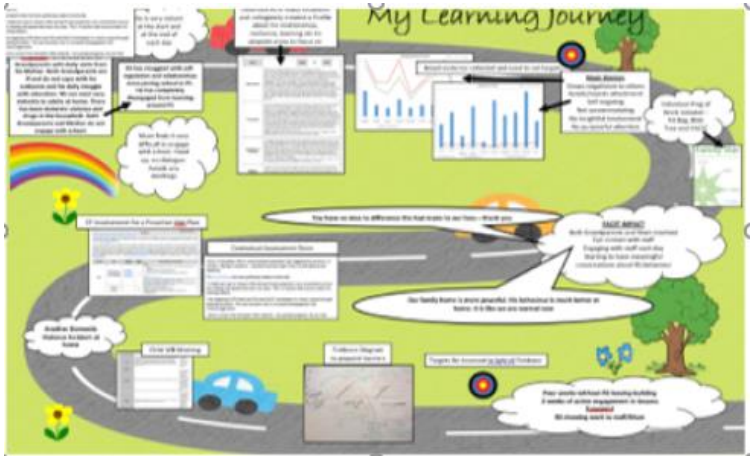


Fig. 26

Recommendations

- Schools should ensure the effective use of a wide range of qualitative and quantitative data to understand the poverty-related attainment gap in their local context, and to inform planning and actions, including engaging with data produced at national and local authority level.
- At school level professional learning activities should be developed to build the capacity and confidence of all staff to interpret and use data effectively to plan appropriate interventions and support for children living with the effects of poverty and deprivation

- Clearly defined outcome and data collection plans should be developed in all schools to support robust monitoring and review of progress and impact of intervention programmes and activities. Planning for data collection is well used within improvement methodology and should be expanded across the programme.
- Data should be shared and analysed collegiately with partners as part of ongoing self-evaluation.
- Secondary schools should ensure that they have robust monitoring and tracking systems in place to determine progress of learners from S1 through to S3.

Impact of professional learning on improving outcomes

Professional learning is key to all schools achieving success with closing the poverty relate attainment gap. International research evidence indicates that it is the quality of teaching that makes the biggest difference to learning outcomes. School leaders have a responsibility to ensure that staff within their schools engage in continuous professional learning and apply that learning to increase learner achievement.

In all nine schools, professional learning in leadership, pedagogy and engaging with research and research methodology is evident. In those schools making the best progress in closing the poverty-related attainment gap, outstanding professional learning, informed by high-quality data, has resulted in high aspirations, greater understanding of pedagogy and improved leadership of learning.

Professional learning was also evident across the majority of schools visited who are in receipt of Pupil Equity Funding.

To support professional learning schools are utilising a range of in- house, local authority and commercial training. Key aspects of this have included developing learning and teaching approaches, specific focus on literacy and numeracy, understanding the impact of adverse childhood experiences and developing nurturing approaches.

From staff responses it was clear that staff across both sectors had access to training and support that would enable them to engage with the wide-ranging needs of learners and that the majority of staff felt confident in their ability to support them across the three key element of literacy, numeracy and health and wellbeing. However, further work is required in secondary schools to ensure that all staff are aware of what is available and can access this. (Figs. 27-34)

Primary

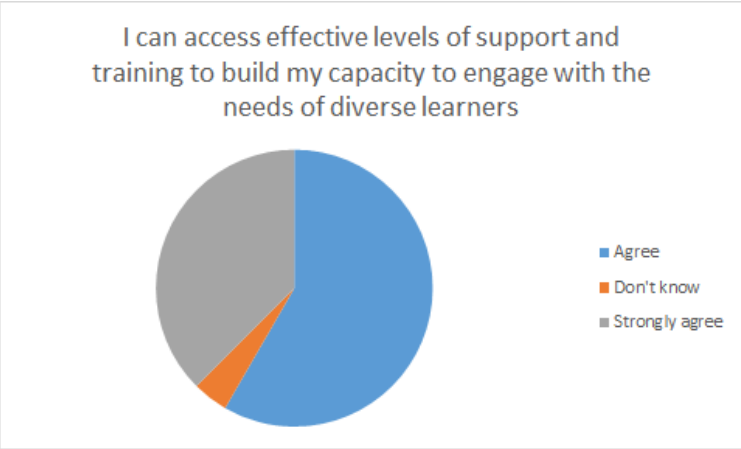


Fig. 27

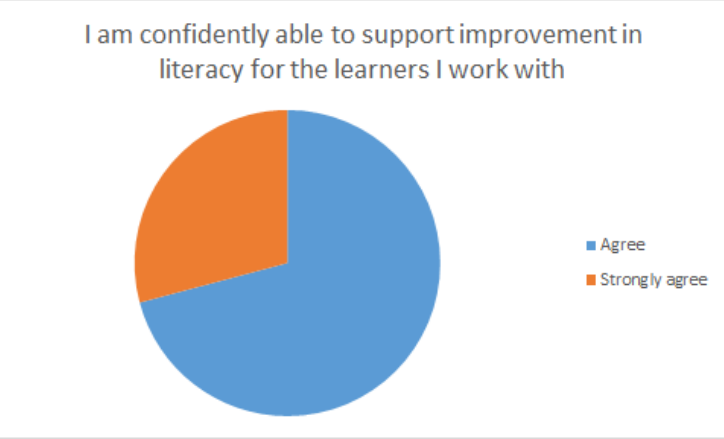


Fig. 28

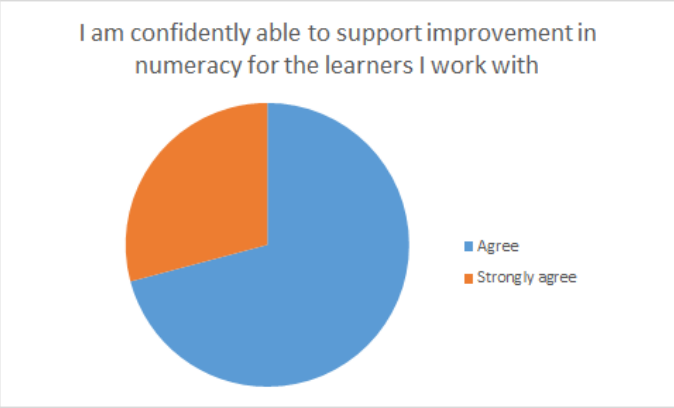


Fig. 29

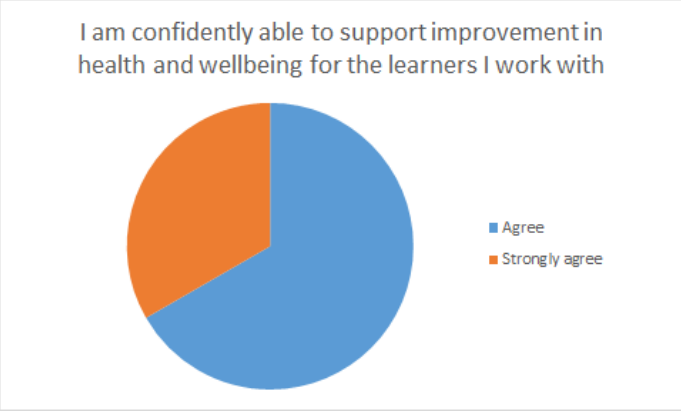


Fig. 30

Secondary

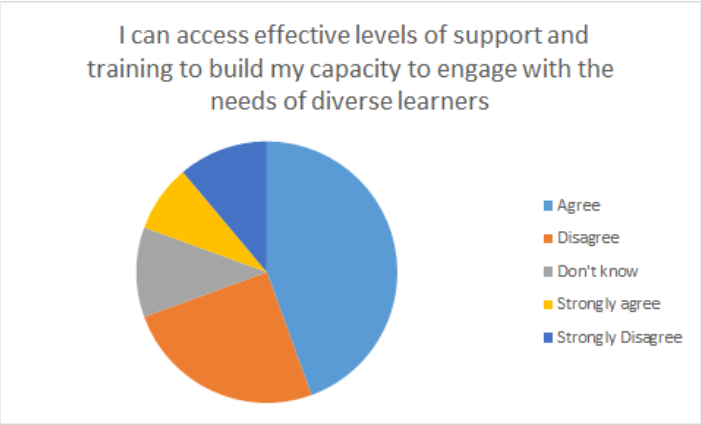


Fig. 31

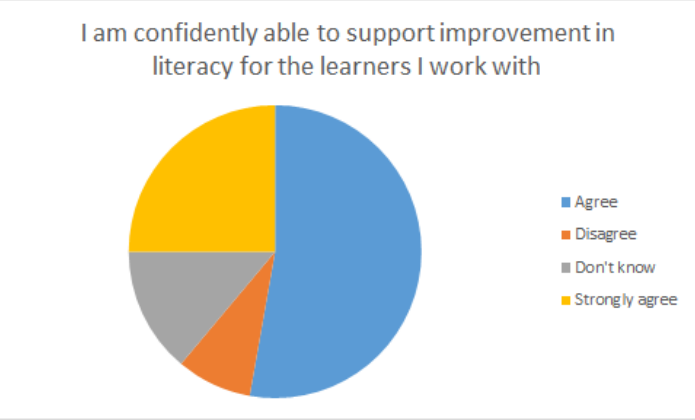


Fig. 32

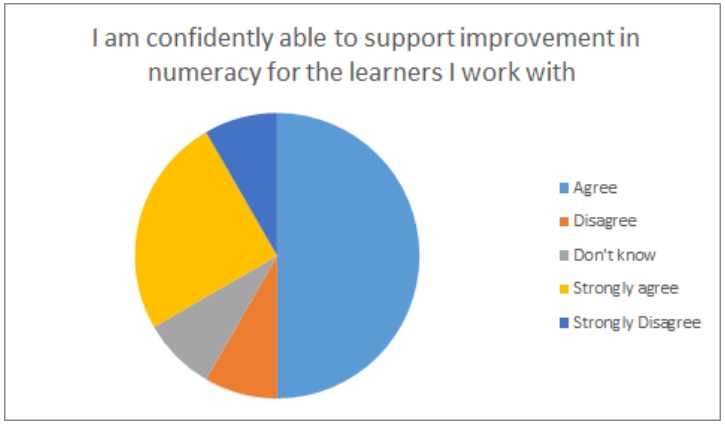


Fig. 33

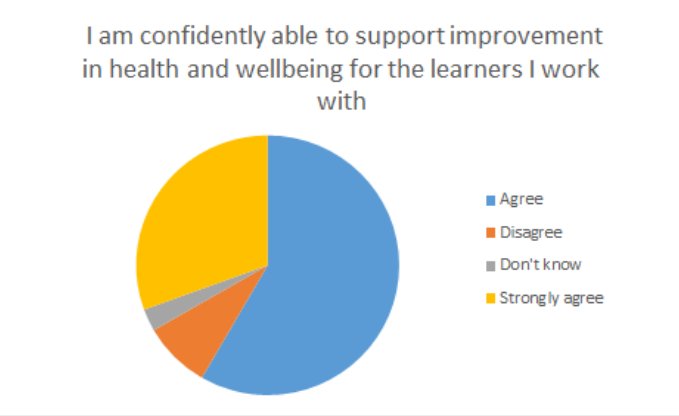


Fig. 34

Recommendations

- Schools should plan professional learning sessions that deepen understanding of the poverty-related attainment gap and how pedagogical approaches can improve outcomes for children and young people living in the most deprived communities and circumstances.
- Schools should continuously monitor the impact of professional learning on all staff and learners and determine what is working well and what still needs to be improved or further developed.
- Schools should develop professional learning activities that encourage and challenge all staff to consider their own practice, values and beliefs in relation to key issues that are known to impact on children and young people and families who live with poverty and disadvantage
- When identifying areas for professional learning schools should look to ensure that a range of staff are trained and can support others to ensure sustainability.
- Where pupil support staff are employed to support targeted learners appropriate training should be in place for this
- Schools should ensure that the development of middle leadership is a priority as this will ensure that key messages permeate the school staff
- Professional development should focus upon developing high quality learning and teaching but should also look to include:
    - Nurturing Schools Approaches
    - Adverse Childhood Experiences Awareness Training
    - Unconscious Bias Awareness
    - Fife Council Poverty Matters Training

Impact of strategic aims and objectives on partnerships, families and communities

Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. Throughout the work of Attainment Scotland Fund schools have identified that relationships with families is crucial and have endeavoured to not only encourage relationships with staff and families, but also to build capacity with Parents and Carers in supporting their child's learning. Almost all schools have set up a range of after school activities including Family Learning activities which include STEAM, Yoga, Upcycling, Baking and Learning Together opportunities.

Parents Early Education Partnership (PEEP) has been used effectively within Nursery provisions and has targeted P1 parents to support them in developing literacy at home with their children. Many schools have had teachers trained in PEEP which is an early learning intervention which aims to improve the life chances of children by offering essential information and key ideas about supporting children's learning in the first five years from birth to school. By engaging school staff with PEEP in the early years (P1-P3) schools can engage more effectively with parents to ensure links between learning in school and at home.

A key element of the success that schools have had with engaging families has been the deployment of a family link worker. In some cases this has been sourced through the Family and Community Support Team and in others this has been a member of staff, with already strong links to families e.g. an early years officer or pupil support assistant, who has been redeployed. In almost all cases schools and families have reported that this support has enabled them to engage with school and to improve the experience for all. This has worked most effectively when the schools have used the knowledge of their families to target this support.

The use of Speech and Language therapists within some schools has had impact not only on the literacy development of the learners but upon the way in which families now positively engage with school and in how they engage with their child in the home setting.

Partnership working has been used successfully to support families to re-engage with schools. This has encompassed a range of third sector providers including Drugs, Alcohol and Psychotherapy Support Services and Gingerbread.

From our survey responses family and community engagement is well developed within the primary sector (Figs.35,39,41) and is an area that is developing across our secondaries. (Figs.37,40,42)

Staff Responses

Primary

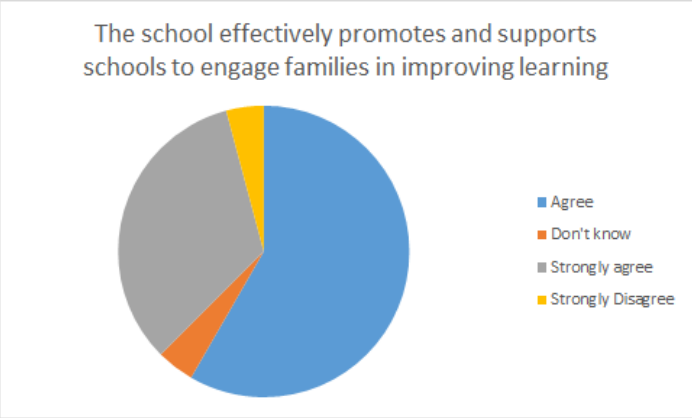


Fig. 35

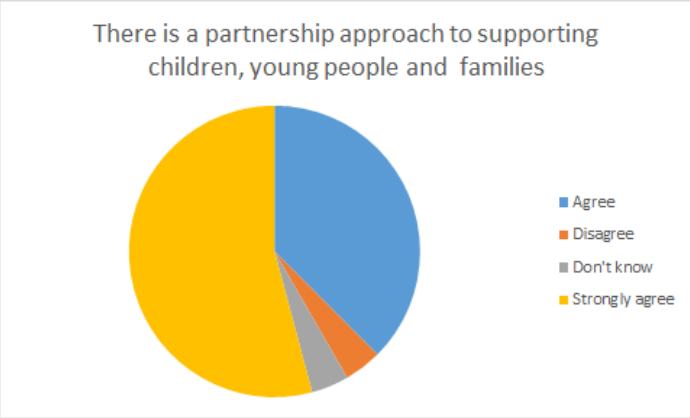


Fig. 36

Secondary

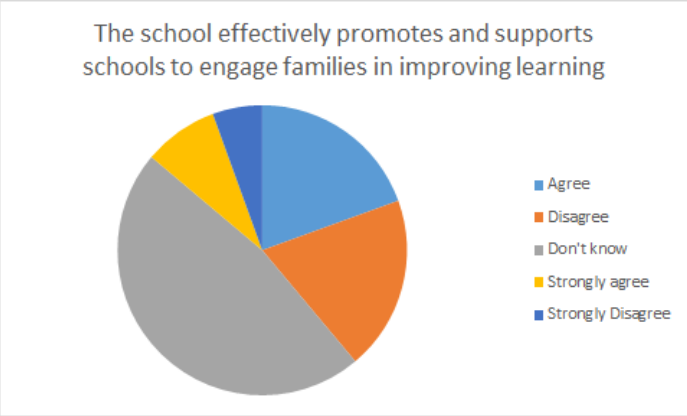


Fig. 37

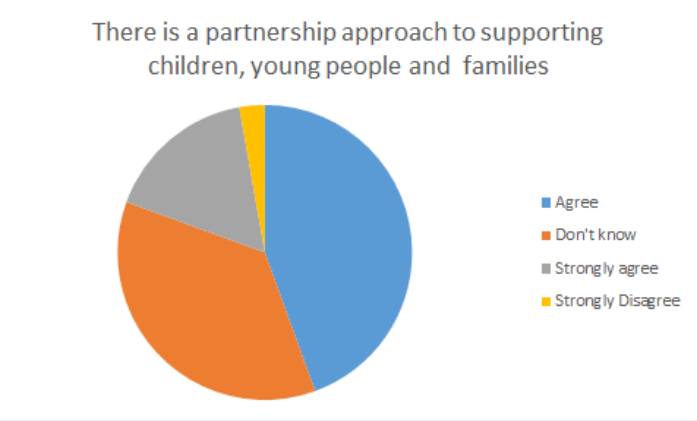


Fig. 38

Parent Responses

Primary

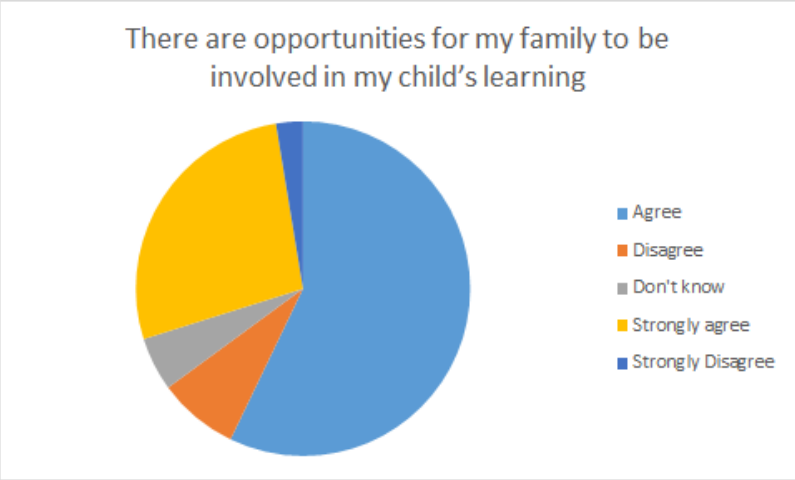


Fig. 39

Secondary

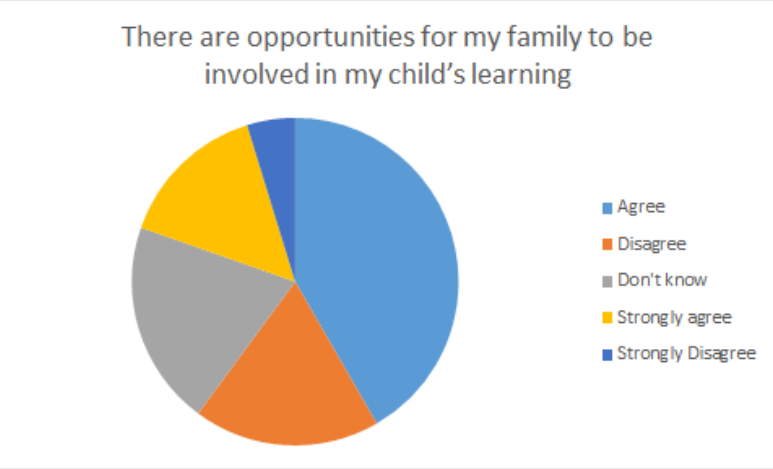


Fig. 40

Pupil Responses

Primary

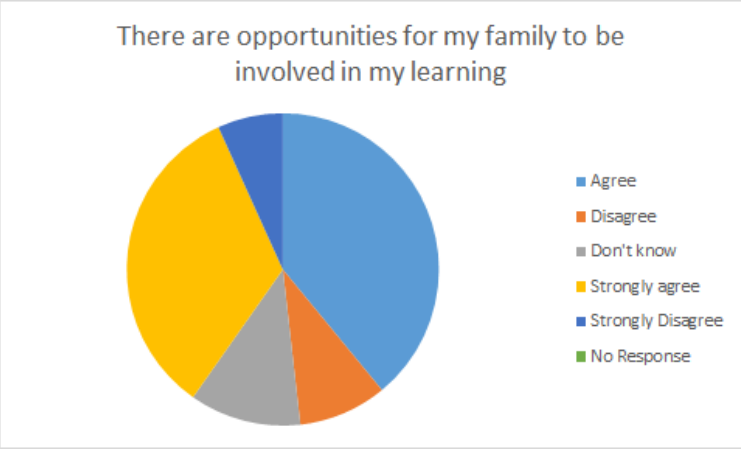


Fig. 41

Secondary

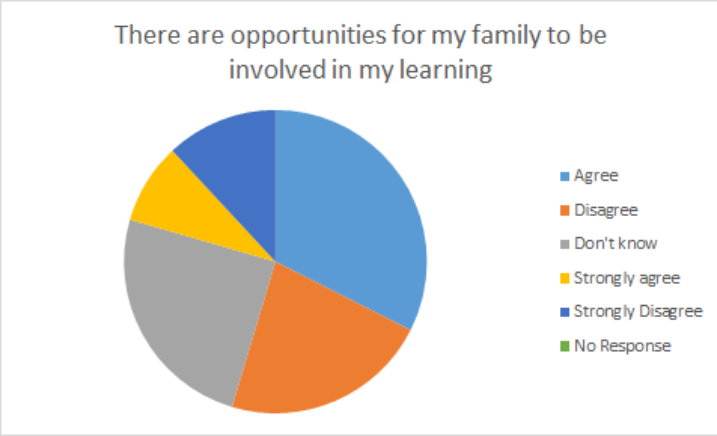


Fig. 42

Recommendations

- Children, young people and their families should be routinely asked for feedback on intervention programmes. The data and information gathered should be used to inform ongoing planning and actions.
- Where possible an identified member of staff should be given the task of having an oversight of the development of family engagement and family learning opportunities and activities that are inclusive and equitable though this should be a priority for all staff
- Schools should develop co-design approaches to family learning and engagement and actively seek to involve the full cross section of the parent body
- Schools should work closely with their local partners and involve them fully in planning, delivery and evaluation of work to achieve equity.

- Clear and effective communication and partnership working strategies should be in place to ensure continuity of provision and support for identified children and young people at key transition points, particularly at nursery to Primary 1 and Primary 7 to Secondary school.
- Schools should consider developing opportunities for parental engagement which take place out with the school building e.g. Community Centres, Libraries and other community-based facilities.
- Schools should take account of parents who have difficulty attending events in school due to location, transport, work pattern or other factors. Alternative opportunities for engagement should be provided for these parents

Culture, ethos and relationships

All schools in the Sottish Attainment Challenge Programme significantly developed their knowledge and understanding of the nature of poverty and its impact on the life chances and educational outcomes for children and young people affected. The schools making the best progress recognised that in order to address this deeply entrenched aspect of Scottish society there was a need for a cultural shift in their setting.

To ensure this, schools used professional learning sessions to develop knowledge and understanding of equity, the impact of poverty, adverse childhood experiences and the associated barriers to learning. These sessions allowed staff to engage with research and evidence and, importantly, to explore their own values, attitudes and beliefs and to work collegiately to identify what was working well and what further steps were required to address the poverty-related attainment gap.

Schools that developed their approaches to nurture found that it was essential for this to be taken forward on a whole school basis in order to have the greatest impact on identified children and young people and their families. In schools where this has shown greatest impact, they have noted improved pupil engagement, increased confidence, improved wellbeing and greater family engagement in learning. Evidence also highlights that episodes of distressed behaviours were reduced within the school and home settings.

In addition to developing nurture, schools that focussed their attention on improving relationships throughout the school community had considerable success in reducing distressed behaviour and its knock-on impact in the classroom learning environment. Success was linked to the willingness of schools to reflect upon and review their approaches and reaction to behaviours that are often traditionally perceived as being “disruptive to the good order and discipline of the school”. A strong emphasis on pupil participation, restorative practice, promoting positive behaviour, ensuring inclusion and equity and a focus on developing alternatives to exclusion was evident in schools making the greatest difference.

These school settings also embraced family engagement work seeing parents as an integral aspect to closing the gap. Partnership with parents was identified as a key element to engaging pupils as was working with the wider school community and local partners. Family learning programmes were developed which were based upon feedback, consultation and co-design.

Our surveys show that most pupils across both sectors have a sense of belonging within their setting but that work is required to support pupils with their sense of being valued and respected within the wider school community. This sense of belonging was stronger within the primary sector. (Figs. 43-45; 50-52)

There was a similar picture in the parental response with most parents responding positively about the welcoming and caring ethos within their child's school. (Figs. 53-55)

Responses from staff varied between the two sectors with almost all staff from the primary survey indicating that their school was inclusive and equality, diversity and fairness was promoted. (Figs 48,49) Within the secondary sector whilst most staff identified with this a significant number disagreed that their setting was inclusive and promoted diversity. (Figs.56,57)

Primary

Pupils

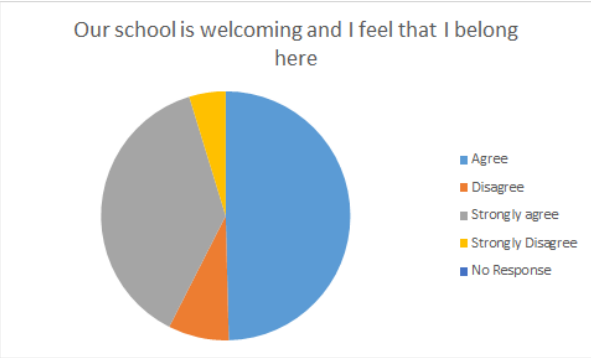


Fig. 43

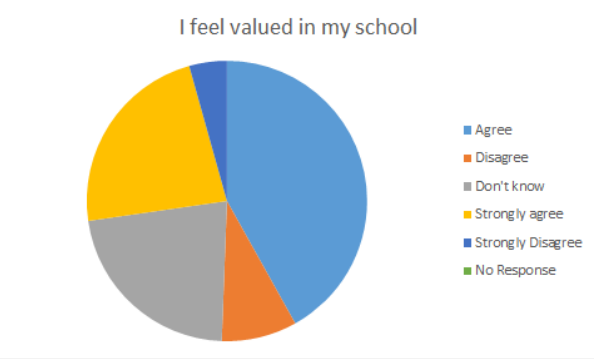


Fig. 44

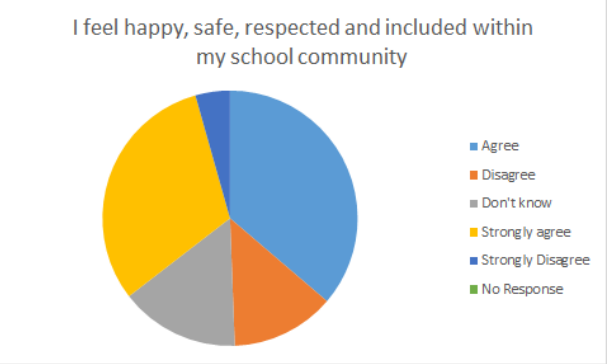


Fig. 45

Parents

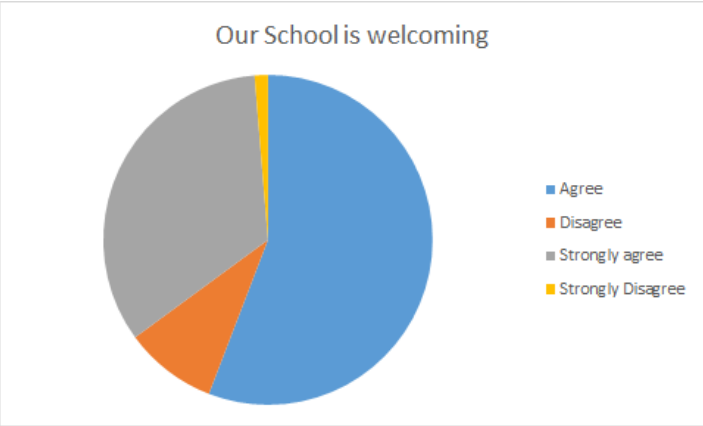


Fig. 46

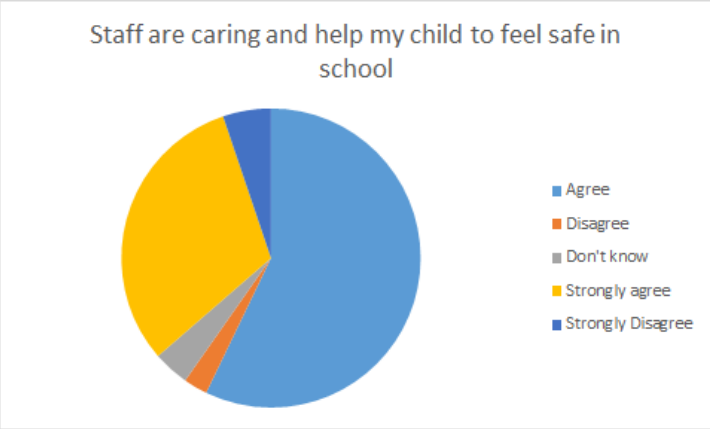


Fig. 47

Staff

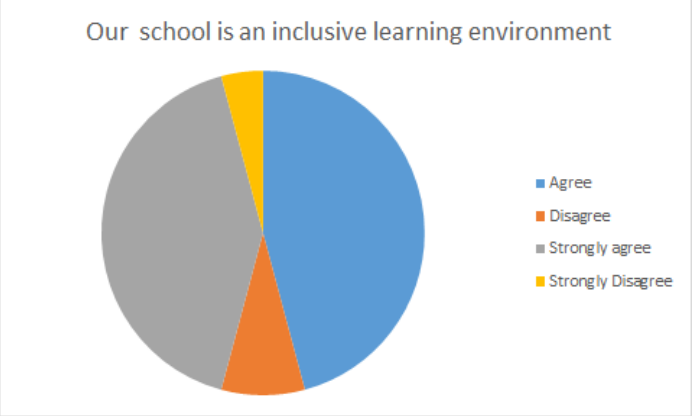


Fig. 48

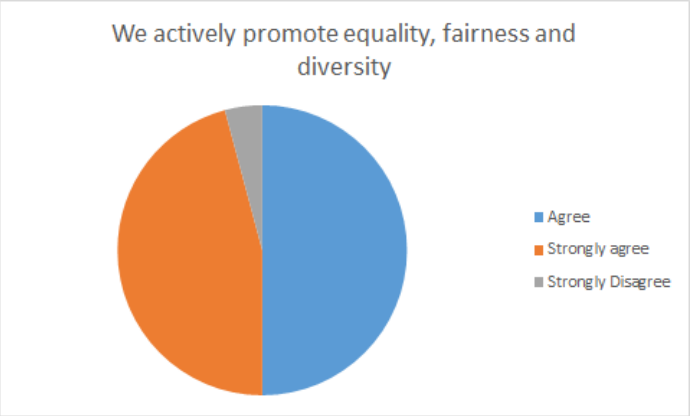


Fig. 49

Secondary

Pupils

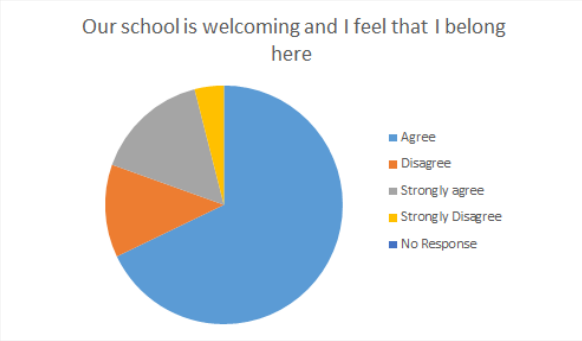


Fig. 50

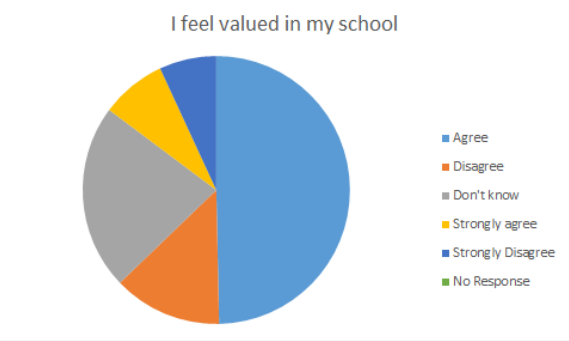


Fig. 51

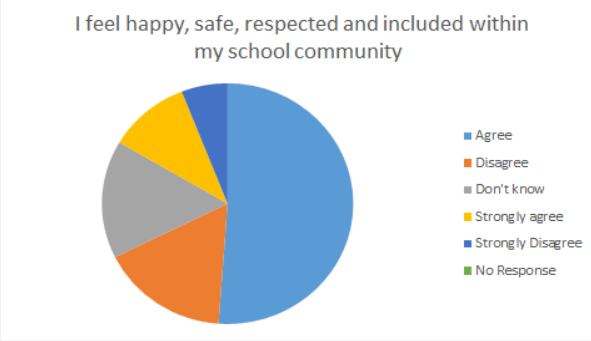


Fig. 52

Parents

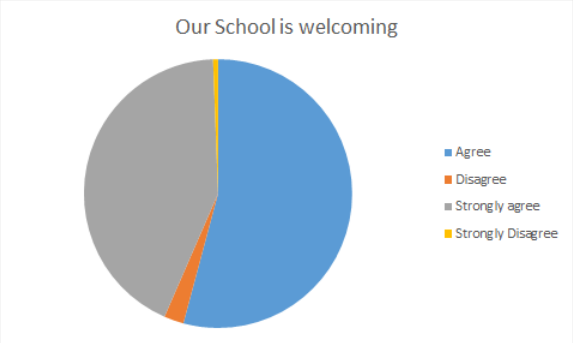


Fig. 53

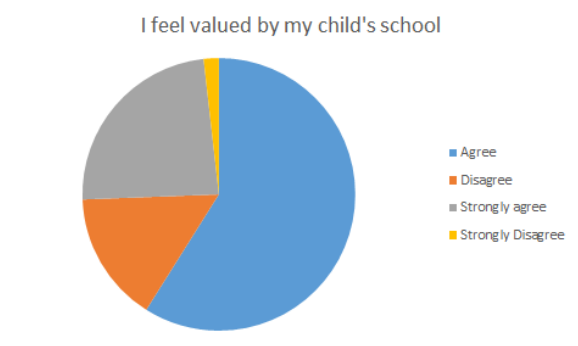


Fig. 54

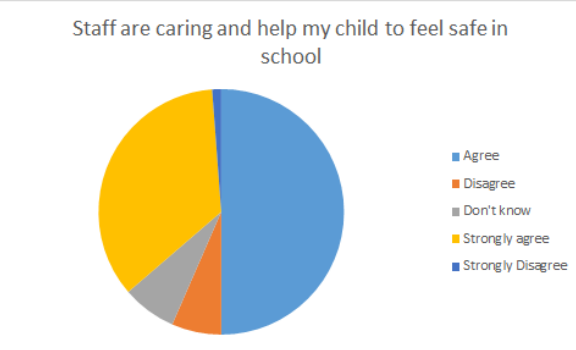


Fig. 55

Staff

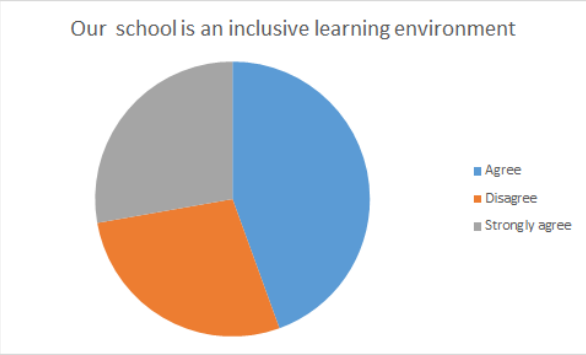


Fig. 56

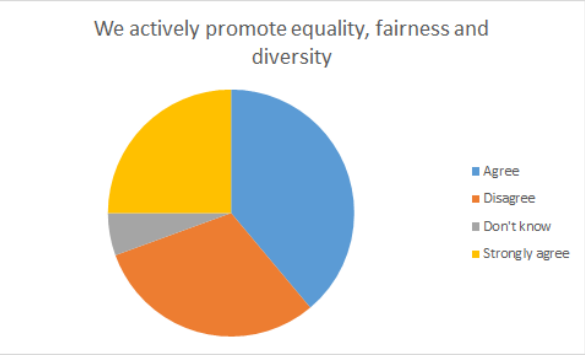


Fig. 57

Recommendations

As part of ongoing self-evaluation schools should examine their prevailing culture and ethos in an open and transparent manner. Children and young people, parents and partners should be centrally involved in commenting on the culture and ethos of their school and be involved in planning for improvement. Key areas to review and develop on a regular basis:

- Ethos and relationships
- The place of equity
- Inclusion and exclusion
- Nurture
- Pupil participation
- Parental engagement and involvement
- Managing and responding to behavioural issues (distressed behaviours)
- Unconscious bias

Key features of schools making greatest impact

Across our school visits we identified the following characteristics as being key to improving learning, raising attainment and closing the poverty-related attainment gap.

- An understanding of nurture and the value of this in determining the culture, ethos and relationships across the school.
- A shared understanding and vision for all learners that is centred around a culture of continuous improvement
- Shared responsibility and leadership at all levels for identified learners
- High levels of expertise in data analysis at all levels to drive clear and outcome-focused self-evaluation.
- High-quality professional learning informed by self-evaluation, leading to improved learning and teaching.
- Very effective partnership working.

To ensure best outcomes these feature co-exist and align very closely with each other. As noted by HMI in their review of Challenge authorities (How well are the Scottish Attainment Challenge authorities improving learning, raising attainment and closing the poverty-related attainment gap? Summary report June 2019) these should not ***"be used as a checklist, rather they should be regarded as a set of complementary features which, when taken together, help to create the conditions to secure strong progress and successful outcomes."***

The grid below identifies a range of strategies from across Fife schools that have had significant impact on progress towards closing the poverty-related attainment gap.

Themes		
Literacy	Early Language Intervention	Partnership with Speech and language therapist service has shown considerable improvement in use of language at early years with almost all nursery pupils entering P1 showing average or higher than average assessment results compared to previous sessions. Work with this service has also had notable impact on writing at all levels throughout the school and is now sustained by classroom practitioners.
Numeracy	Improvement Methodology	Several schools have worked towards developing numeracy using improvement methodology. This has been particularly effective when focussing upon the knowledge and application of developing an understanding of number sense as the building blocks for future learning.

HWB	Nurturing Approaches	Schools engaging in nurturing approaches have understood the need for this to be a whole school approach. In some settings a nurture space has been developed to support learners in a planned and targeted way ensuring that transition to mainstream has been a clear priority. In best practice all staff have spent time in the nurture pace to support their understanding of how to support transition into mainstream class settings. In all cases this has had most impact when pupil needs are clearly identified. Often this is supported by the Boxall profile to ensure that the school has clear baseline data and can measure impact. Whole staff education and training is identified as key to the approach working and is built into school improvement to ensure sustainability.
	Counselling	In some schools a counselling service has been provided. The counsellor provides support to pupils and families in the following ways · 1:1 intensive support for pupils · 1:1 intensive support for parents · Family counselling sessions · Group therapy for pupil and parents. A key focus of work has been be around conflict, relationships, bereavements and trauma. In all cases this has been a developed as a partnership with a 3rd sector organisation. There is good impact data that highlights the success of this work.
	Mentoring Programmes	Mentoring programmes have been developed with 3rd sector organisation to support learners with poor attendance, difficulties with forming peer relationships, behavioural issues and confidence and self-esteem issues. Where this works well the young people receive bespoke support during weekly meetings with their mentor while in S1 and continue this into S2 and S3. The programme has been received positively by young people, families and the school and is having a positive impact on school attendance and engagement.
Organisers		
Learning and Teaching	Professional Development	Work to support the development of high-quality learning is essential to sustained improvement and is notable in schools where there has been either a focus on pedagogy or on improving relationships. Where this is strongest is where this has been led at senior level and there has been engagement with an external provider such as Pivotal or Osiris. This has had greatest impact where there has been whole cluster engagement.
Leadership	Use of data	A focus upon the use of data across the school is evident in all schools with greatest improvement. In some settings this has been facilitated through a role to develop whole school raising attainment strategies that disrupt the pattern of weak attainment in SIMD 1 and 2 pupil groups and disrupt the

		pattern across all socio-economic groups. This works best when clear outcomes and measures are established. In all cases extensive use of monitoring and tracking is in place. Data is used well to direct action and plans and stretch targets are established.
Family and communities	Family Support Worker	Specific role for a non-education person which allows for "easier" relationship building. This role enables the building of positive relationships with parents who have barriers to engagement with school as well as build trust between school and families. This role has also enabled families to be signposted to support in the local community. In all examples of this parents have been empowered to take steps that have enabled them to further support their children's learning and engagement. Where a family support worker is engaged with the school attendance has risen for identified pupils. In most case the family worker role has supported families across the school year including holiday periods. This has had a positive impact in pupils engaging at the start of each school session.

Recommendations and Covid 19

As we move into the recovery phase of Covid19, there are many aspects of the good practice identified in our Attainment Scotland Fund schools that could support all schools moving forward. Our most disadvantaged learners should still be the focus of our work as we move to a blended model of learning. Whilst it is essential that we consider the equality aspect of learning and ensure that all of our young people have access to high quality learning and teaching, it is vital that we pay close attention to those learners identified through our Attainment Scotland Fund work, and look to ensure that these young people receive more than the provision for all and that there is a continued focus upon equity. This remains the focus of the Scottish Government:

> ***"Closing the poverty-related attainment gap is the defining mission of this government and that commitment will remain as we gradually exit from lockdown"***
>
> ***John Swinney, Deputy First Minister, May 2020***

The effect of the lockdown situation and the subsequent learning at home will have had a differing impact on all learners. However, it is well documented that it is our learners who are most disadvantaged due to poverty upon whom this situation will have had the most negative impact. Dr Keir Bloomer predicts that the effects of children being out of school until August will be "severe", potentially "quite catastrophic". Research shows that most children lose learning over extended holiday periods and that this is most marked in relation to our disadvantaged learners.

Professor Becky Francis, CEO Education Endowment Foundation (EEF) notes that:

> ***"Children learn less well at home. The attainment gap will almost certainly widen but there are practical steps we can take to minimise the size of the gaps that may open up…effective online learning requires ongoing involvement from teachers, focusing particularly on the most disadvantaged pupils…catch-up teaching targeted especially at those who have fallen furthest behind during this period will be essential"***

The work for this report was largely completed prior to the COVID 19 crisis. The current prolonged period of school closures will present very significant challenges for our education system as we move towards a phased recovery programme. There is legitimate and very real concern that the current and foreseeable arrangements for schooling could have a disproportionately negative impact on significant numbers of children, young people and families who are disadvantaged and living with poverty and deprivation.

Clearly there will be challenges for all learners and their families, both now and as we move into the recovery programme, but for the purpose of this report, the following points are firmly related to closing the poverty- related attainment gap and delivering educational equity for identified children, young people and their families. The good practice and recommendations identified in this report, will, if anything, become even more relevant and important going forward. Indeed, as schools plan for a very different year ahead, careful consideration will be required in relation to the use of available funding and resources. Four key questions for schools to consider:

1. What can we **deliver** exactly as planned?

2. Based on our context, do we need to **scale up** or **scale back** certain activities or interventions?

3. What do we need to **discard** as no longer relevant in current context?

4.What do we need to **reimagine?**

Many schools will have made great efforts to maintain contact with vulnerable children and young people and their families during the period of school closures. It is vital that schools continue to:

Maintain regular communication with vulnerable children and young people and their families, be that online, by phone, face to face (dropping off resource packs etc) or through trusted partner groups such as a dedicated Family Workers.

Monitor the engagement levels of identified children and young people and reach out and offer support to those who are having difficulty engaging.

Be aware of the barriers to engagement for some children and young people and their families and act to mitigate these.

Seek views of children and young people and their families about their experience during the lockdown and any concerns or anxieties that they have both now and in the future.

Provide ongoing advice, reassurance and support in relation to health and wellbeing and learning at home.

Be alert to and act upon concerns about the health, wellbeing and safety of children and young people and their families.

During May the UK **Cost of the School Day Project** conducted two surveys aimed at understanding how families were coping with school closures, particularly when living on low incomes. The themes emerging from the surveys help schools understand and respond to the challenges, concerns and anxieties that many children and young people and families are currently facing and will continue to face in the coming months.

What will help parents/carers and learners?

Emotional Support - Ensuring children and young people feel safe, aren't overwhelmed and have the chance to talk about what has happened. Reassurance and mental health support, time and patience, play.

Continuity as far as possible with teachers and peers.

Extra help 'catching up' – and a recognition that children and young people have had different experiences of school closures and have received varying degrees of support with their learning.

Support with transitions for children and for questions parents may have.

Support to start up **routines and structures** again.

Lots of **contact and information in advance** to help them prepare to get back to school.

Resources for learning – A common barrier for many families is the lack of resources for learning a home, including digital devices, printers and stationery.

Returning to school

To provide direction for the whole of Scotland and enable consistency and equity, the Scottish Government published a strategic framework and supporting guidance for reopening of schools. It is important that running in tandem with the logistics of reopening, clear plans are developed to reconnect children and young people and their families with schools and learning.

Reconnecting

Children and young people will not have had the structure of the school day for some considerable time. Many children and young people will have been well supported where learning has remained part of the daily routine, conversely, many will have been in home environments where learning has not had much focus. Some children and young people will have found the period of school closure stressful and even traumatic and may well have lost their confidence, particularly if they were finding engagement with learning difficult prior to school closures. Often, but not exclusively, these will be children and young people from disadvantaged backgrounds.

A key factor in reconnecting will be the need to build trust and resilience. Questions for consideration:

Reconnecting families

What information do families need now?

How has engagement and contact been during lockdown?

Which families have coped/which might need extra support?

What achievements and successes have there been?

How can transitions be recognised, supported and celebrated?

What has been the wider impact on families and within the community? – Financial/emotional/social/learning/personal

Reconnecting children and young people

What have been their experiences of lockdown and learning at home?

What are their views about school and their future now?

How will they be supported to; reflect on their experiences, re-establish routines, reconnect with learning and reconnect with peers and staff?

What resources will they need?

All children will need individual consideration when they return to school. Some will have had sufficient resilience and family support and will have coped well during the school closure period. However, for some the experience will have been challenging and perhaps traumatic. Some children may have experienced bereavement, family trauma and even abuse. The safety and security that school provides will be especially important for these children and their families. With this in mind.

How will schools ensure that a clear focus is placed upon health and wellbeing and the need for universal and targeted nurturing approaches during the recovery phase and beyond?

Who are the children and young people that will need more intense and disproportionate support, and what will that look like?

Children and young people who fail to return to school

Attendance may have been an issue for some families prior to school closure and it is possible that an extended period out of school will have exacerbated this. Others may well have embraced their time out of school as a time of reduced anxiety and stress and might be reluctant to return. Some families will be concerned about the dangers of Covid-19 in relation to their family circumstances. Some families will have experienced grief and loss.

Regardless of the circumstances of non–return; schools should quickly re-establish contact with families to understand the circumstances that have prevented children and young people returning to school.

Key adults who have good relationships with these families should be part of the planning to link with families and agree appropriate next steps.

Children and young people may require additional time to explore their feelings and discuss any anxieties or concerns.

Schools should do everything possible to reassure children and young people that they will be given appropriate support when they are able to return to school. Where possible, a return to school support package should be co-designed with the child or young person and their family.

Curriculum and Assessment

The Scottish Government has set out guidance on the curriculum as schools move into the recovery phase. Details of which can be accessed via the following link.

https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/

Selected key points from the guidance:

Recognise that children and young people from disadvantaged backgrounds may have faced multiple barriers to learning over the period of school closures. Applying the principle of equity, consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning and continue the work to close the poverty-related attainment gap

The curriculum should be developed locally taking account of the context and local circumstances of children and their families.

Schools should prioritise the physical, mental and emotional wellbeing of children and young people, practitioners and families.

Schools should use the Refreshed Narrative for Curriculum for Excellence as a practical tool to support their curriculum rationale and should carry out periodic reviews of this rationale during the recovery phase.

Focusing on learning across literacy, numeracy and health and wellbeing will be the initial priority with increasing learning experiences across all four contexts of learning.

Schools and local authorities are encouraged to engage with partners in youth work, culture and sport who may be able to enrich the offer available to children and young people outside school hours.

Schools should support children and young people through a variety of approaches to demonstrate their learning, skills, knowledge and understanding across the curriculum. Evidence should be collected in a sensitive way that does not include potentially stressful approaches to assessment. Formal tests may not be the most appropriate approach to assessment during the early recovery phase.

The moderation cycle will be helpful in determining achievements and next steps in learning.

Schools should promote and develop skills in children and young people that will increase their capacity to learn remotely.

The Scottish Government has also issued the following guidance – Coronavirus (Covid –19) Support for Continuity in Learning. Schools are encouraged to engage with this guidance which can be accessed via the following link:

www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning

Blended Learning

All schools will be required to develop a blended learning model that enables both excellence and equity. Approaches should be subject to ongoing review and evaluation.

Nationally it is suggested that:

Where possible schools should engage partners such as Parent Councils, CLD, NHS, Social Work, Police Service, Active Schools, Woodland Trust, 3rd sector organisations and youth providers to support a programme of out of school learning activities based around, for example, outdoor learning and health and wellbeing activities. Such programmes will help the recovery programme and provide children and young people with positive social interaction and learning opportunities that will add balance to the in-school/online provision. Such a programme would be especially supportive for children and young people living with poverty and deprivation.

National Guidance

https://education.gov.scot/improvement/learning-resources/education-recovery-group-blended-learning/

Fife guidance:

School Guidance: https://sway.office.com/aUYQn1ImgKcM1C4r
Parent Guidance: https://sway.office.com/vQFx9ayGYoaO7KXO

Useful Information and Resources

Education Scotland – National Improvement Hub

Assessment within the BGE
https://education.gov.scot/improvement/learning-resources/assessment-in-the-broad-general-education-2020-21/

Stirling Equity and Toolkits
https://education.gov.scot/media/eydf5dri/excellencequitytoolkit0120.pdf

Interventions for Equity
https://education.gov.scot/improvement/self-evaluation/interventions-for-equity

Self-Evaluation Resource
https://education.gov.scot/media/qwpkexmm/sacselfevaluationresourcedraft.pdf

Applying Nurture as a Whole School Approach
https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/

Global responses to education recovery during Covid-19
https://education.gov.scot/improvement/learning-resources/global-responses-to-learning-at-home/?dm_t=0,0,0,0,0

How Good is Our School (4th Edition) - Challenge Questions in QIs 2.1, 2.4, 2.6 and 3.1
www.educationscotland.gov.uk/resources/h/hgios4/

Developing a positive whole school ethos and culture: relationships, learning and behaviour (Summary and Report)
www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/

West Partnership
An Introduction to Blended learning:

https://blogs.glowscotland.org.uk/glowblogs/public/westpartnership/uploads/sites/7660/2020/06/08085426/An-Introduction-to-Blended-Learning-Paper.pdf
https://sway.office.com/sTvRql6fmQ7xxSpV?ref=Link
Effective Blended Learning:
https://blogs.glowscotland.org.uk/glowblogs/public/westpartnership/uploads/sites/7660/2020/06/12105221/Effective-Blended-Learning-series-part2.pdf
https://sway.office.com/Z3iXaztX8xkvrNP7?ref=Link

Pupil Equity Fund – Fife Sway document
https://sway.office.com/DKugezpyKebyzEX0?ref=Link

Education Endowment Fund (EEF)
Teaching and Learning Toolkit
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/
C-19 Remote Learning – Evidence Review Summary
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf
C-19 Remote Learning – Rapid Assessment Detailed
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf

Child Poverty Action Group (CPAG)
https://cpag.org.uk/policy-and-campaigns/report/cost-learning-lockdown-family-experiences-school-closures

Scottish Division of Educational Psychology on Compassionate Transitions
https://www.bps.org.uk/coronavirus-resources/professional/reconnecting-school-communities

Argyll and Bute Council – Trauma Resources for Education Staff
https://rise.articulate.com/share/pHyR8D-e60WW1TsKc-b4UdQcHiUkCrZ6#/

Position Papers/Briefings

Education Development Trust (EDT) – Nine recommendations in response to Covid-19
https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/prevent-a-lost-learning-generation-nine-recommenda

Policy Scotland - Attainment and Disadvantage in Scotland's Schools : What May The Impact of Lockdown be? Research and Policy Briefing
https://policyscotland.gla.ac.uk/attainment-and-disadvantage-in-scotlands-schools-the-impact-of-lockdown-briefing/

Covid and mental health

https://www.ndmrb.ox.ac.uk/about/news/children-show-increase-in-mental-health-difficulties-over-covid-19-lockdown

Kennoway PS	*"Senior leaders use the Pupil Equity Fund (PEF) effectively to provide targeted interventions that support children's emotional wellbeing and raise attainment. They have robust arrangements in place to track the impact of these targeted supports. As a result, staff can demonstrate that identified children's wellbeing and engagement is improving and children are becoming increasingly skilled at self-regulation. Most children receiving additional support have improved confidence and are able to transfer skills learned to daily class work. Senior leaders can demonstrate improved progress for identified children and how long-term, they aim to close the attainment gap"*
Foulford PS	*"All staff within the school are committed to reducing any gap in attainment as a result of children's socio-economic circumstances. They identify a wide range of interventions including those funded by Pupil Equity Funding (PEF) to support children's progress in literacy, numeracy and health and wellbeing. This enables staff to provide increased targeted support for children. Staff are beginning to measure the impact of these interventions on children's attainment using a range of data. Senior leaders are proactive in engaging with a range of partners to remove barriers for children and their families. They have focused on improving attendance and have worked with partners to support this. This has led to increased attendance for those targeted groups of children as well as improved engagement from families themselves."*
Dunnikier PS	*"Particular children have improved their attainment through staff's effective use of the Pupil Equity Fund. At P1, children's attainment in literacy has increased. Those children, receiving focused support, together with their families, have increased confidence in listening, talking, numeracy and mathematics and improved emotional wellbeing. Targeted children are more ready to learn and their attainment has improved."*
Southwood PS	*"Senior leaders and staff use Attainment Scotland Fund and PEF with the aim of improving learning through supporting the wellbeing of all members of the school community. The headteacher monitors and evaluates the impact of PEF on individual learners and there have been small improvements in their attainment"*
Aberdour PS	*"The effective use of Pupil Equity Funding is improving attainment for identified children in literacy and numeracy"*
Glenrothes HS	*"The school has a very strong commitment to ensuring equity for all learners. Highly effective support is in place for young people and their families to overcome the impact of economic hardship. Taking into account the contexts of young people's lives beyond school, removing barriers within a framework of 'poverty proofing the school day' are outstanding strengths of the school's approach to promoting equity"*
Bell Baxter HS	*"Senior leaders have a number of support systems to help ensure equity for young people. This includes enhancing staffing and introducing support systems to raise attainment. …. Staff have undertaken work to reduce the cost of the school day by reviewing costs associated with trips and uniform"*

3 November 2020

Agenda Item No. 8

Childcare Services and Play Practice Development

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

Wards Affected: All

Purpose

To seek approval on proposals to modernise Childcare Services in Fife, moving to a more commercialised model of delivering services.

Recommendation(s)

It is recommended that members:

- note the range of services operating before the COVID19 closure of schools, early learning and childcare services
- consider the benefits of the proposals for change
- agree that Childcare Services progress the proposed next steps

Resource Implications

A budget saving, of £488k, has been identified for the Education & Children's Services Directorate to achieve through the commercialisation of services and the Council's Change to Deliver programme. This efficiency saving includes the development of an alternative, commercial model for Childcare Services.

Legal & Risk Implications

There are no direct legal implications arising from this report. Fife Council is not legally required to deliver Childcare Services. With the exceptional situation this year, there is the risk that the development of a commercial model for Childcare Services will not deliver the budget efficiency expected.

Impact Assessment

An EqIA has not been completed and is not necessary as this is an update report to highlight progress in the development of a commercial model for Childcare Services.

Consultation

Ongoing engagement with Children's Services Managers, the Play Practice Development Team and managers of voluntary sector childcare services.

Feedback from families, to ensure services provided are of high quality and are meeting the needs of children and families.

Workshop held with members of the Education & Children's Service's Sub-Committee.

1.0 Background

1.1 This paper, originally presented to the Education and Children's Services Committee on 1 September 2020. has been reviewed in light of the discussion and feedback from an elected members workshop, to consider the details of the proposals being set out and the potential impacts at local area level, as recommended. The workshop took place on 21st September and a presentation shared with all members of the Committee. Feedback on the proposals was invited. Appendix 2 details the Workshop Presentation and Appendix 3 the feedback from elected members following the workshop.

1.2 It has been recognised, in recent years, that Fife Council Childcare Services need to reform, to become more financially sustainable whilst continuing to provide a much-needed service to parents and carers. Through the wider council's Change to Deliver programme, the service has taken the opportunity both to review current provision and practices and to develop an improved commercialised approach to delivering childcare in the future.

1.3 The financial challenge facing the Directorate is to generate sufficient income, to close a significant budget gap, within a context of a significant increase in service costs and demand. The budget gap means that the current approach to delivering services required review, in response to Council and service priorities.

1.4 Fife Council's Childcare Services provide childcare to families through the delivery of Breakfast Clubs, Breakfast Cafes, After School Clubs, Holiday Clubs and childcare for younger children in Creches.

1.5 Fife's Play Practice Development Team ensures increased opportunities for children and families in Fife to engage in quality play experiences, including the provision of professional development for staff. As part of the commercialisation work, it has been identified that the work of this team aligns well with, and can support, the work of Childcare Services, whilst also considering how to modernise service delivery.

1.6 During January and February 2020, and prior to lockdown, the Childcare Services Managers and the Play Practice Development team were engaged in several workshop sessions, to review the current service offerings and to determine what a future modernised service delivery model could look like. One of the guiding principles was to consider how the Service could provide quality experiences for children and families, whilst operating in a more financially viable way.

1.7 In undertaking a review of service delivery, the Childcare Services and Play Practice Development teams have considered all aspects of childcare and play development and agreed the following set of guiding principles to apply to their thinking around the modernisation and commercialisation of service delivery:

- identification of key areas of provision
- reduction in overlaps across services

- assessment of areas of financial loss/gain or cost neutrality
- development of proposed changes for future services, including benefits and risks
- advancement of the commercialised model of delivering services and guiding principles

1.8 This paper provides details of the outcome of those workshops, including proposals for the future delivery of Childcare Services and Play Development in Fife.

1.9 Through this work, service provision has been categorised more clearly and the offer for families described differently, to enable parents to plan and organise their childcare provision more easily. As part of this, a mapping exercise was necessary to identify provision across Fife (**Appendix 1**). The main areas of childcare and play provision are now being described in the following 5 key areas:

- Early Learning and Childcare (ELC)
- Before School
- After School
- School Holidays
- Quality of Play

1.10 The closure of schools, early learning and childcare services, to protect families against Covid-19, meant that Childcare Services and the Play Development Team had to suspend all services. Between March and June, Childcare Services staff were deployed to support the work of the Children's Activity Centres, (CACs), alongside colleagues from across the Education and Children's Services Directorate. From June, Childcare Services oversaw the full operation of the Summer Activity Centres in primary and special schools across Fife, with support from the Play Practice Development team. This was vital for key workers that were involved in the delivery of key frontline services.

1.11 However, as we begin to phase our services back into operation, it is clear that the impact of Covid-19 has been significant. Children's attendance at a number of services has reduced as childcare needs have changed, although there are early signs that this will start to recover over the coming months. The impact of Covid-19 has also meant that Childcare Services and the Play Development Team have been able to see how some of the proposals for change within this report work in practise.

1.12 In modernising Childcare Services, and in light of Covid-19, some changes will need to be made to ensure services are viable in terms of demand and costs and that they are of a quality that provides good value for money to parents, as well as ensuring the long-term generation of income. In moving towards this, some previous services, including some out of school clubs, will not be recovered initially, but phased back where appropriate, applying the guiding principles identified.

2.0 Proposals for Change

2.1. Through the commercialisation work undertaken by Childcare Services and the Play Practice Development Team, proposals have been developed to ensure we continue to provide the key services which are most in demand for families across Fife.

2.2 Out of School Care

2.2.1 It is proposed that Childcare Services will return its focus to its core business of Out of School Clubs, which involves breakfast clubs and after school clubs. This will ensure clarity of provision on offer, as well as the quality and sustainability of these core services. The breakfast club and after school club elements of the service, which are highly valued by families, are the more commercially viable parts of the service. If prioritised effectively these may also help to generate additional income. Although this part of the service has been temporarily affected by Covid-19, service demand in some areas has increased, and has potential to increase further (as new families, during lockdown and the introduction of CACs, have become more aware of the service offering). This increase in demand has been aided through the work done with key worker children who accessed these centres.

2.2.2 The many breakfast clubs and after school clubs are well attended and most have the potential to operate in a cost neutral way. The commercial viability of each of the services has been considered. Where a service is underutilised, and unable to be operated in a commercial way, the offer will be reviewed, changing the delivery model or not reinstating that service. In many situations this occurs where schools also provide their own breakfast services, in the same setting, reducing the numbers of children attending the provision provided by Childcare Services, creating a duplication of services offered.

2.2.3 Changing the model, or not reinstating a service, may mean that a small number of families will no longer be able to access this childcare through a service directly provided by Fife Council, at this setting, before or after school. However, there are a range of other childcare options available to families, including childminders and other private or voluntary sector services. The benefits to Childcare Services are that services which are unsustainable will not require to be subsidised. There will also be a review where there is a duplication of service offering, so that families have a clear option available to them.

2.3 Breakfast Cafes

2.3.1 The Breakfast Cafes are a funded provision, provided in areas of high deprivation, to ensure children can access a breakfast before attending school. These Breakfast Cafes collectively receive funding of £150k, through targeted investment following a budget decision. The cost to Childcare Services in delivering this provision is £380k. The shortfall in funding is currently covered by income generated in other parts of Childcare Services, which in turn makes these services less financially viable. The review leads to the proposal to move to a model where the breakfast café service is delivered within budget, and at a local level, through the transferring of services directly to schools.

2.3.2 The benefits of changing to this model include the empowerment of schools to utilise their own staff, who know the children and families, and to make decisions on how best to deliver the cafe at a local level, as they are best placed to know how to support their families and to meet their needs. Schools can access additional funding through a range of different sources, such as local and national business and charitable organisations.

2.3.3 Across Fife there are a variety of ways that breakfast is provided across schools and a variety of ways these are funded. Childcare Services can develop several models, looking at existing provision at a local and national level, so that guidance and

support can be provided to any school or group wishing to open their own breakfast provision.

2.4 Creche Service

2.4.1 The introduction of 1140 hours of Early Learning and Childcare (ELC), and the impact of COVID19, has affected the attendance at and future demand for our creche services. In most circumstances, families have cancelled existing places within the service to take up the funded places provided within a Fife Council nursery or a private funded provider setting. The suspension of this service during lockdown, in conjunction with the implementation of 1140 hours ELC, means that there has been minimal impact on families and it is anticipated that demand will not increase. Therefore, the development work acknowledged that this offering was not commercially viable.

2.4.2 Many of the creche services are based within community centres which do not meet the regulatory requirements of the Care Inspectorate, and therefore are not required to provide children with the standard of care and experience expected in regulated services and essential to support them to develop in their early years.

2.4.3 Providing the Creche Service has cost Fife Council £498k per annum and generates £114k in income from families using the service. Therefore, following the introduction of 1140 hours, not recovering creche facilities would generate a £384k budget efficiency saving

2.4.4 While not recovering this service may mean that a small number of families would be unable to afford childcare through other private and voluntary sector services, due to the increased costs, Childcare Services will work with other local providers to identify spaces available in the area, providing support to other businesses within the local economy. Families will also be signposted to the wide range of support provided by government to reduce the cost of accessing registered childcare providers.

2.5 Additional Support Needs Out of School Clubs

2.5.1 Childcare Services provides three after school clubs, across Fife, which are specifically designed for children with complex additional support needs. These services support families to attend work and further education and they also support families, where possible, to obtain some respite.

2.5.2 The Additional Support Needs Out of School Club provision is often oversubscribed. The review has also considered the difference between childcare and a respite service. Although Childcare Services work hard to accommodate all the requirements of families, there is a significant strain placed upon the services as the demand is always higher than the provisions can offer.

2.5.3 The review determined that there needs to be clarity around the service offering and that there should be priority within this provision to families who require this to attend work or further education. Where additional places are available, these could be purchased for respite, however this may be at an increased cost, especially when places are being bought by another service. This will ensure that additional places are provided on a cost neutral basis. Families who require respite can access a range of services, through Social Work; privately using other agencies or funding privately provided through self-directed support. Special schools offer more and more after school activities for children and Childcare Services would propose working with schools to signpost families to a range of offerings for families.

2.5.4 It is recognised that this part of the service is unable to become commercially viable due to the high staff to child ratio required to provide the correct level of care to children and young people who attend. Some families may no longer have respite access; however, this is not what the service is designed for.

2.6 Holiday Childcare

2.6.1 During School Holidays and In-Service Days, Childcare Services provides care for school aged children, within our Out of School Club and Additional Support Needs service. During these periods, the number of services provided is reduced and operated from key locations across Fife. Through speaking with families and through the commercialisation review, it has become clear that these are not always in the best possible location for our families and often do not make the best use of our natural outdoor resources. Moving forward the proposal is to place services strategically, across Fife, to ensure all families can apply for places in a service within their local area.

2.6.2 Relocating some holiday clubs may mean that some families do not have a service as close as they did previously, however the benefits of this are that a consolidated service will ensure more opportunities for families, a better quality of service for children and a service which is commercially viable.

2.7 Playschemes

2.7.1 Childcare Services provides a number of Playschemes, across Fife, which are funded through direct investment of £300k, following a budget decision. This service is provided for children who may experience food poverty or other social exclusion during school holiday periods. The playschemes aim to mitigate against the effects of this. Children are referred to the scheme through education, social work and other professionals.

2.7.2 Childcare Services also holds a fund (£15k), through which key partners can refer children for consideration for a funded place. The Protected Places Scheme is available, during term time and school holidays, for children who are young carers, in kinship care, experience social exclusion, where there are family health issues or a crisis has developed at home. Places are funded within a suitable play provision. This fund is currently ring-fenced within the childcare services budget specifically for the purpose.

2.7.3 It is proposed that these funded offerings are merged, to establish a new fund where professionals can access support on behalf of families, throughout the year, within the other existing services. Not only does this provide children with a better quality of experience, it will also remove any stigma attached with attending a funded provision. Children would continue to be referred by key partners, such as Education, Social Work and Health, to ensure that as a partnership we are able to meet the needs of those most vulnerable and at greatest need of support. Childcare Services and the Play Development Team would do further work to implement a revised approach to managing applications for funded provision, to ensure a consistent approach and a reduced need for multiple applications, and most importantly to ensure children are being placed with the provision that will best meet the needs of children and families.

2.7.4 The benefits of managing the scheme in this way are that it not only removes the stigma attached to attending the playscheme service, it enables childcare services to utilise underused spaces within existing provision.

2.8 Fife Play Resource

2.8.1 The Fife Play Resource is one element of the Play Practice Development Team's work in Fife. The play resource has been established as a membership based, toy and equipment lending library, targeting all age groups, from very young children in nurseries to elderly residents in care homes. Currently there are around 100 members of the lending library service.

2.8.2 This service was suspended at the start of lockdown in March and has not been operating since. As part of the review of Childcare Services, the toy and equipment lending library was identified as a financially unsustainable and outdated service. However, in moving forwards, in our current and post Covid-19 context, the appropriateness of staff making non-essential deliveries around multiple sites and continuing to lend toys and play equipment across sites, is in serious question. The proposal is that we do not resume the lending library service once Covid-19 restrictions are lifted and we remove the Fife Resource Base as a Directorate resource. This would involve:

- communication with any current customers, particularly those who have renewed their memberships in the last year
- ending the lease
- use of a small set of the equipment to support the Play Practice Development Team training and development work
- permanent distribution of the toys and equipment (mainly to after-school clubs & P1 classes)
- selling/recycling of remaining resources

2.9. Voluntary sector support

2.9.1 Historically, Childcare Services has provided a range of support to the voluntary sector out of school clubs across Fife. This support includes financial and management support, which equates to £60k per annum. The financial support enables services to reduce their running costs, which includes the delivery of transport to bring children into their out of school clubs. In some instances, the delivery of voluntary sector services is a duplication of services provided by Childcare Services.

2.9.2 During lockdown all voluntary sector services have been closed, which means that the financial support has not been required. Childcare Services has been working closely with the voluntary sector services to phase out the reliance of financial support, while supporting services to become financially viable. The Service is also ensuring that voluntary sector services can access the training provided by childcare services. This provides a saving for the voluntary sector as they are currently paying a higher price for quality play training.

2.10 Implementation of a new billing and management system

2.10.1 Childcare Services currently has an electronic billing system which has become outdated. The system relies on manual intervention to ensure it continues to operate effectively, which is very time consuming and resource intensive. It is proposed that a new IT system is procured that removes the need for manual intervention while supporting families to plan their childcare in advance; have full control over their

payments; avoid any culmination of debt and providing the service with transparent data to better manage individual services and the overall service provision.

2.11 Revised Service Structure

2.11.1 The childcare management team identified that delivering the commercialisation and modernisation of the service would be difficult through the existing structure. As part of any review of Childcare Services it is imperative to ensure that clear career opportunities and pathways are identified for staff at all levels. A review of the structure and roles would support the team to ensure that clear strategic and operational responsibilities can be undertaken.

3.0 Recovery

3.1 Childcare Services are working with the School Age Childcare Guidance issued by the Scottish Government, to ensure services are as safe as possible.

3.2 Childcare Services have begun a phased reopening of services, from 17 August, with after school and before school care being prioritised. This is to enable families to return to work, education etc. Breakfast Cafes will follow, over the coming weeks, assuming there is no change in the route map. Childcare Services are working with the School Age Childcare Guidance issued by the Scottish Government, to ensure services are as safe as possible.

3.3 It is not possible to re-open all services immediately and it is proposed that some services are not recovered, due to the impact of Covid-19 and the changes in families' childcare requirements.

3.4 Social media has been used to share Childcare Services messages. Parents have been advised that they can stay up to date with all information by following Childcare Services on Facebook at www.facebook.com/FifeChildcareServices and, for further information about childcare options, to visit www.parentclub.scot. Staff from Childcare Services are contacting all families, who already use out of school clubs, to discuss childcare requirements.

4.0 Delivering Reform

4.1 The key next steps are:

- **Introduce a modernised billing and management system**

  This will allow families to manage their bookings, pay their childcare fees and keep on top of their payments. It will remove the need to peruse unpaid invoices and will make the service more commercially viable. It will also provide the service with more dynamic information to enable the team to be more data led in decision making.

- **Modernise the support provided to Voluntary Sector Out of School Care Services**

  Continue to work with voluntary sector services to phase out the reliance on grant funding through supporting services to become financially viable and substituting this financial support with access to quality training, learning and development opportunities. Voluntary sector services have been consulted on this already and are comfortable with this way forward.

- **Remove Creche Services from the Childcare offer**

  Through the review work, and following the implementation of 1140hours Early Learning & Childcare, it is clear that these services are no longer viable. As we emerge from lockdown most families who used this service no longer require it.

- **Change the delivery model of Breakfast Cafés**

  Over time Childcare Services will support schools to deliver this service. The cafés do not provide childcare, but provide breakfast only, and staff within schools can be offered additional hours within their own settings.

- **Recover the Additional Support Needs Services**

  This service is a lifeline to families and is always oversubscribed. Work will continue to develop the service in two parts: support for working families and respite for families. Work with Special Schools, to complement their after-school family experiences with the childcare services out of school clubs, will increase the offer available to parents.

- **Amalgamate Holiday Provisions**

  Playschemes merge with holiday childcare clubs, offering protected places for children referred for childcare. The Play Practice Development Team will continue to provide Free Range experiences for referred children and to generate income through holiday clubs.

- **Remove the Fife Play Resource offer**

  The toy and equipment lending library service is not reopened and the team concentrates on their role of improving the quality of practice relating to indoor and outdoor play.

- **Modernise the Childcare Services Structure**

  Develop a more specialist management team, ensuring there are clear opportunities for career progression through the service. This will also enable a focus on the quality of services, the development of staff and, through a geographical management model, support the identification of local childcare needs.

5.0 Conclusion

5.1 It has not been possible to re-open all services due to the current Covid-19 context. Consequently, this has enabled the completion of the review of Childcare Services and the development of the proposals for reform of current service provision, including a phased approach to resuming business and consideration of a new modernised and commercial approach to delivering services to children and families.

5.2 The Education and Children's Services Directorate recommends moving forward with a modernised and commercialised approach to childcare services, through the proposals detailed above.

List of Appendices (delete section if none)

1. Mapping Exercise – Provision Across Fife
2. Elected Members Workshop Presentation – September
3. Elected Member Feedback from Workshop

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

- Scottish Government Updated Childcare Guidance

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Appendix 1

Fife Council (**FC**), Private (**P**) and voluntary sector (**V**) childcare:

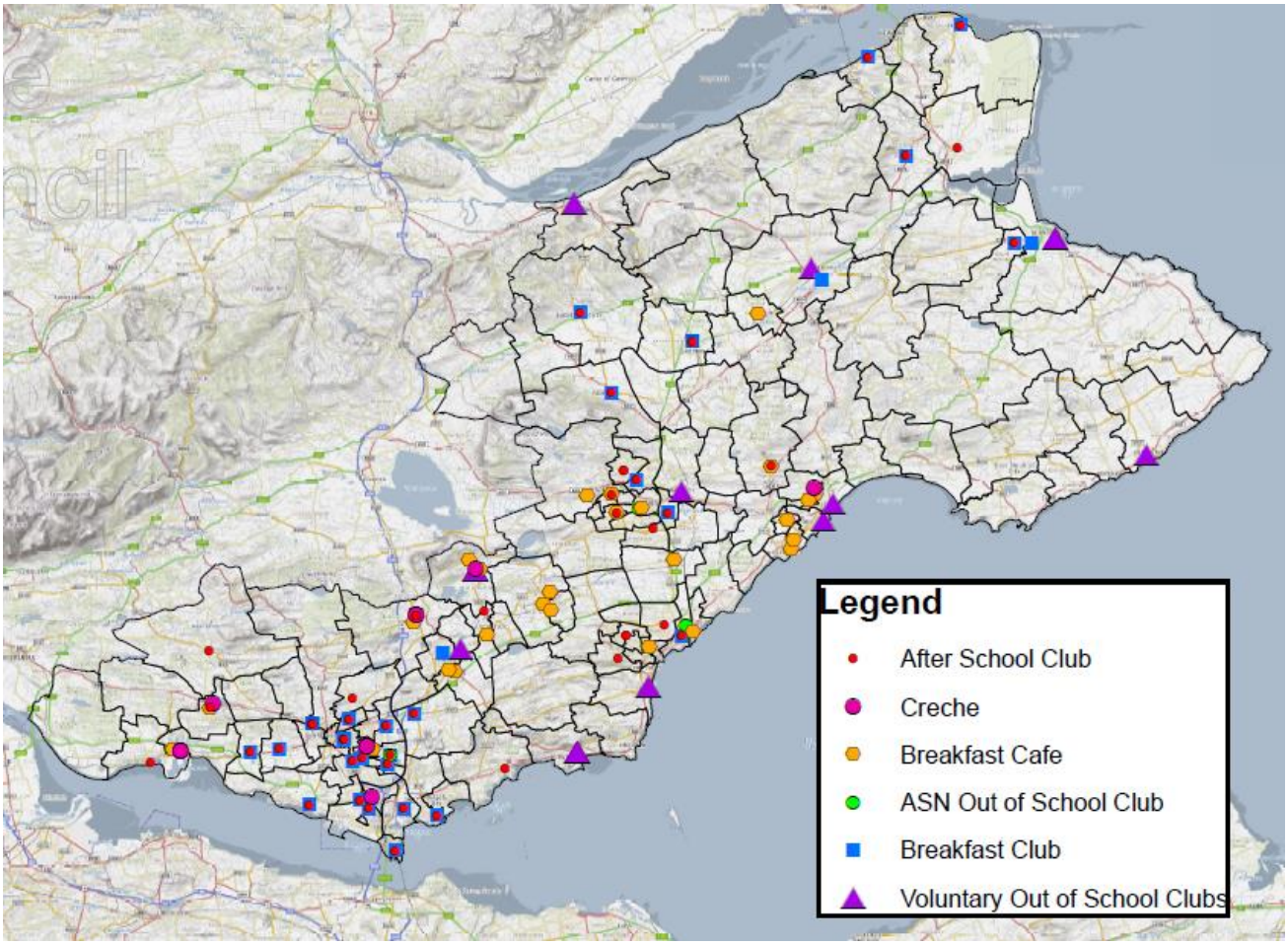
SW1 – Dalgety Bay and Inverkeithing		
Aberdour OOSC	FC	
Dalgety Bay OOSC	FC	Accommodates children from Dalgety Bay and Donibristle PS's
Inverkeithing OOSC	FC	
North Queensferry OOSC	FC	
SW2 – Rosyth to Cairneyhill		
Camdean OOSC	FC	
St Johns OOSC	FC	Accommodates children from Camdean PS and Kings Road PS
Limekilns OOSC	FC	
Cairneyhill OOSC	FC	
SW3 – West Fife Villages		
Culross OOSC	FC	Accommodates children from Culross PS and Torryburn PS
Oakley OOSC	FC	Accommodates children from Holy Name PS and Inzievar PS
Saline OOSC	FC	
D1 – Dunfermline North and West		
Baldridgeburn OOSC	FC	Accommodates children from McLean PS and Pittencrieff PS
Bellyeoman OOSC	FC	
Crossford OOSC	FC	
Garvock OOSC	P	Accommodates children from Bellyeoman PS
Townhill OOSC	V	

D2 – Dunfermline Central		
Abbeyview OOSC	V	Accommodates children from Canmore PS, St Leonards PS, St Margarets PS, Lynburn PS and Woodmill DAS
Commercial OOSC	FC	
Garvock OOSC	P	Accommodates children from Bellyeoman PS, Commercial PS, Touch PS and St. Margaret's PS
St Margarets OOSC	FC	
D3 – Dunfermline East		
Calaiswood ASN OOSC	FC	Accommodates children with complex additional support needs for Calaiswood School and surrounding areas
Carnegie OOSC	FC	
Duloch OOSC	FC	
Garvock OOSC	P	Accommodates children from Carnegie PS
Pitreavie OOSC	FC	
Masterton OOSC	FC	
C1 – Ballingry to Kelty		
Kids Come First	V	Accommodates children from Benarty PS and St Kenneth's PS
Kelty OOSC	FC	Accommodates children from Kelty PS and St Joseph's PS
C2 – Lochgelly		
Lochgelly OOSC	FC	Accommodates children from Cardenden PS, Lochgelly South PS, Lochgelly West PS, St Ninian's PS and St Patrick's PS
C3 – Cowdenbeath		
Crossgates OOSC	FC	Accommodates children from Cardenden PS, Lochgelly South PS, Lochgelly West PS, St Ninian's PS and St Patrick's PS
Cowdenbeath OOSC	V	Accommodating children from St Brides, Foulford PS, Hill of Beath PS, Lumphinnans PS

G1 – Glenrothes North and East		
Collydean OOSC	FC	
Markinch OOSC	V	
Pitcoudie OOSC	FC	
G2 – Glenrothes South		
Carleton OOSC	FC	
Pitteuchar East OOSC	FC	Accommodates children from Pitteuchar West PS
John Ferus ASN OOSC	FC	Accommodates children with complex additional support needs for John Fergus School and surrounding areas
Rainbow Nursery	P	
G3 – Glenrothes Central and West		
Caskieberran OOSC	FC	Accommodates children from South Parks PS and Rimbleton PS
Southwood OOSC	FC	Accommodates children from Leslie PS and Newcastle PS
Rainbow Nursery	P	
K1 – Kirkcaldy South		
Strathallan OOSC	FC	Accommodates children from Kinghorn PS
WASP	V	Accommodates children from Kirkcaldy West PS
Burntisland OOSC	V	
Little Beehive Nursery	P	
K2 – Kirkcaldy North and West		
Strathallan OOSC	FC	Accommodates children from Kinghorn PS
Templehall OOSC	FC	Accommodates children from Fair Isle PS, Valley PS and Torbain PS
St Marie's OOSC	FC	Accommodates children from Capshard PS, St Marie's PS and Pathhead PS
Little Beehive Nursery	P	

K3 – Kirkcaldy East		
Sinclairtown OOSC	FC	Accommodates children from Dystar PS and Coaltown of Wemyss PS
Windmill ASN OOSC	FC	Accommodates children with complex additional support needs for Rosslyn School and surrounding areas
Little Beehive Nursery	P	
L1 – Levenmouth Central		
Kennoway OOSC	FC	
Leven Baptist	V	Accommodates children from Mountfleurie PS, St Agatha's PS and Parkhill PS
Poppyview	V	Accommodates children from St Agatha's PS, Balcurvie PS, Kennoway PS, Mountfleurie PS and Parkhill PS
L2 – Levenmouth South		
Poppyview	V	(Accommodates children from Buckhaven PS, Coaltown of Wemyss PS, Denbeath PS and Methilhill PS
NE1 – East Neuk		
East Neuk Kids	V	Accommodates children from Anstruther PS and St Monans PS This service is currently closed
NE2 – St Andrews		
Cosmos OOSC	V	Accommodates children from Canongate PS, Lawhead PS and Greyfriars PS
Lawhead OOSC	FC	
Leuchars OOSC	FC	
Rainbow Nursery	P	Accommodates children from Lawhead PS, Strathkinness PS and Lawhead PS
NE3 – Taybridgehead		
Balmullo OOSC	FC	
Tayport OOSC	FC	
Wormit OOSC	FC	

NE3 – Taybridgehead (cont'd)		
Little Beehive Nursery	P	
NE4 – Howe of Fife		
Auchtermuchty OOSC	FC	
Falkland OOSC	FC	
Dino OOSC	V	Accommodates children from Dunbog and Newburgh OOSC
NE5 – Cupar		
Ladybank OOSC	FC	Accommodates children from Letham PS and Kettle PS
Cupar OOSC	V	


Legend
After School Club
Creche
Breakfast Cafe
ASN Out of School Club
Breakfast Club
Voluntary Out of School Clubs

Elected Members Workshop

Childcare Services and
Play Practice Development

Agenda

- Welcome & Introductions
- Context & Guiding Principles
- 5 Key Pillars (Supporting Data)
- Further Areas of Reform
- Appendices

Context

- A budget saving of £488k, has been identified for the Education & Children's Services Directorate to achieve through the commercialisation of services and the Council's Change to Deliver Programme.

- The efficiency savings includes the development of an alternative, commercial model for Childcare Services.

Guiding Principles

- Identification of key areas of provision
- Reduction in overlaps across services
- Assessment of areas of financial loss/gain or cost neutrality
- Development of proposed changes for future services, including benefits and risks
- Advancement of the commercialised model of delivering services and guiding principles

5 Key Pillars

- Early Learning & Childcare
  - Creche Service
- Before School
  - Breakfast Clubs
  - Breakfast Cafes
- After School
  - After School Clubs including ASN Provision
- School Holidays
  - Holiday Clubs including ASN Provision
  - Playschemes
  - Protected Places
- Quality Play
  - Fife Play Resource

BREAKFAST CAFES

Breakfast Cafes

- Breakfast cafes are provided in areas of deprivation to ensure children receive a breakfast before starting school
- Breakfast cafes are funded through a budget decision of £150K
- Through our commercialisation review, it has identified that the breakfast cafes actually cost £380k
- Schools have opportunities to access additional funding to support the delivery of breakfast cafes
- There is no standardised delivery model

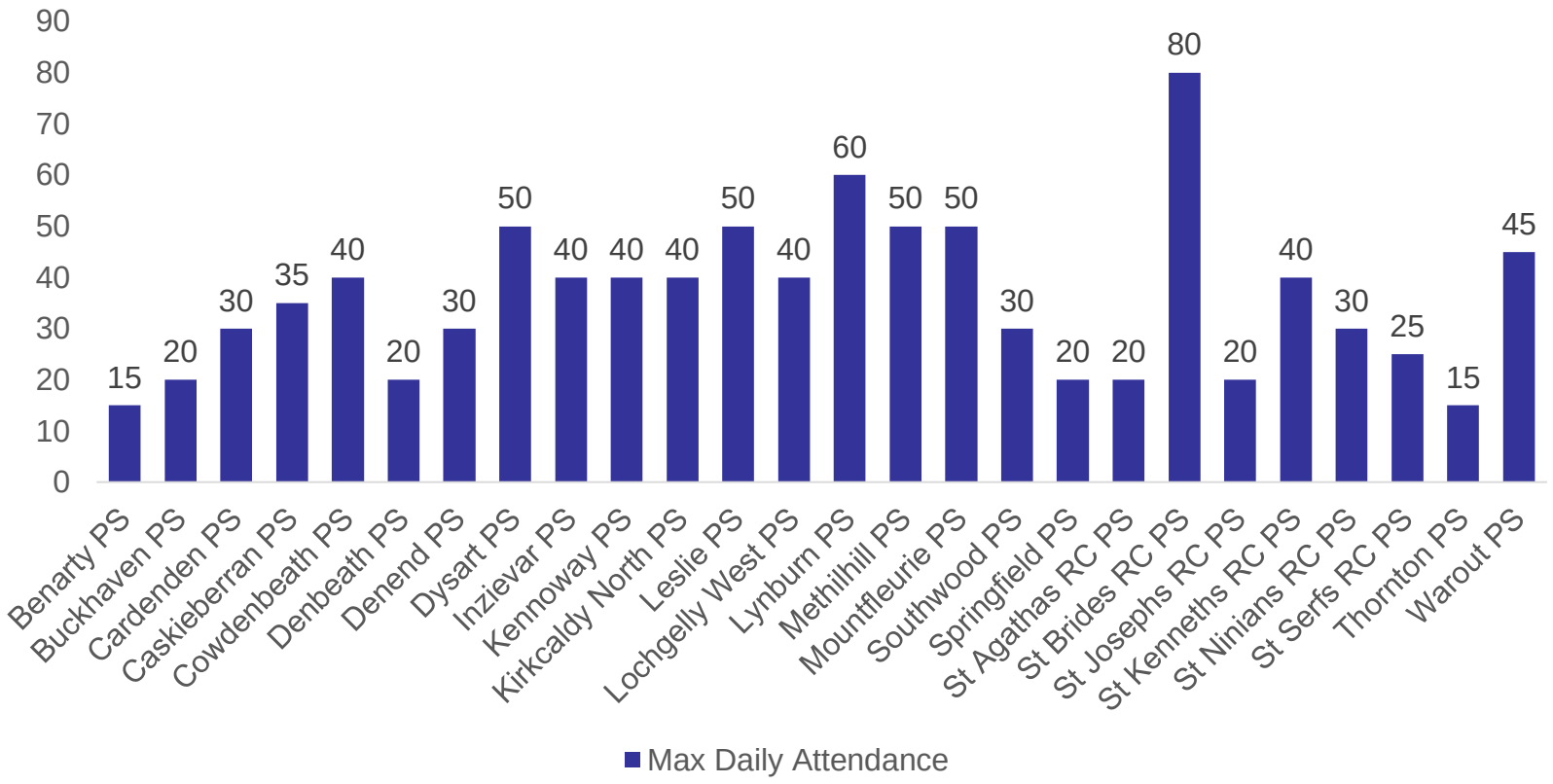
Recommendations

- Support the delivery of a revised breakfast café model which aims to provide services within budget
- Transfer responsibility for breakfast cafes directly to schools, so we can ensure that services are meeting the local needs of children and families
- We have begun piloting this in a small number of schools and those schools have preferred the new model

Breakfast Cafes – Covid-19

- The normal breakfast café model does not fit well with the safety measures in place due to Covid-19
- A 'Breakfast to Go' or 'Classroom Cafe' model is being introduced to the breakfast café schools
- Funding/food support continues to be provided in some breakfast cafes through partnership with Magic Breakfast, Tesco's and Greggs the Bakers

Attendance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Benarty PS
Buckhaven PS
Cardenden PS
Caskieberran PS
Cowdenbeath PS
Denbeath PS
Denend PS
Dysart PS
Inzievar PS
Kennoway PS
Kirkcaldy North PS
Leslie PS
Lochgelly West PS
Lynburn PS
Methilhill PS
Mountfleurie PS
Southwood PS
Springfield PS
St Agathas RC PS
St Brides RC PS
St Josephs RC PS
St Kenneths RC PS
St Ninians RC PS
St Serfs RC PS
Thornton PS
Warout PS
Max Daily Attendance

Cost to deliver including staffing cost

- If breakfast cafes were to operate using the £150k funding provided, it equates to

- Total pupils receiving breakfast 935 per day
- 935 pupils x 190 school days = 177,650 pupils receiving breakfast
- £150,000 divided by 177,650 pupils equates to £0.84 per breakfast

- Actual cost to deliver breakfast cafes
- 935 pupils x 190 school days = 177,650 pupils receiving breakfast
- £380,000 divided by 177,650 pupils equates to £2.14 per breakfast

- This leaves a shortfall of £230,000 which equates to £1.30 per pupil per breakfast

OUT OF SCHOOL CARE

Out of School Care

- Out of School Care is the core work of the service and the one which is most commercially viable
- The income vs staffing costs has a break even point, unlike any other part of the service
- We need an average of 8 children per session to cover staffing costs

Proposals

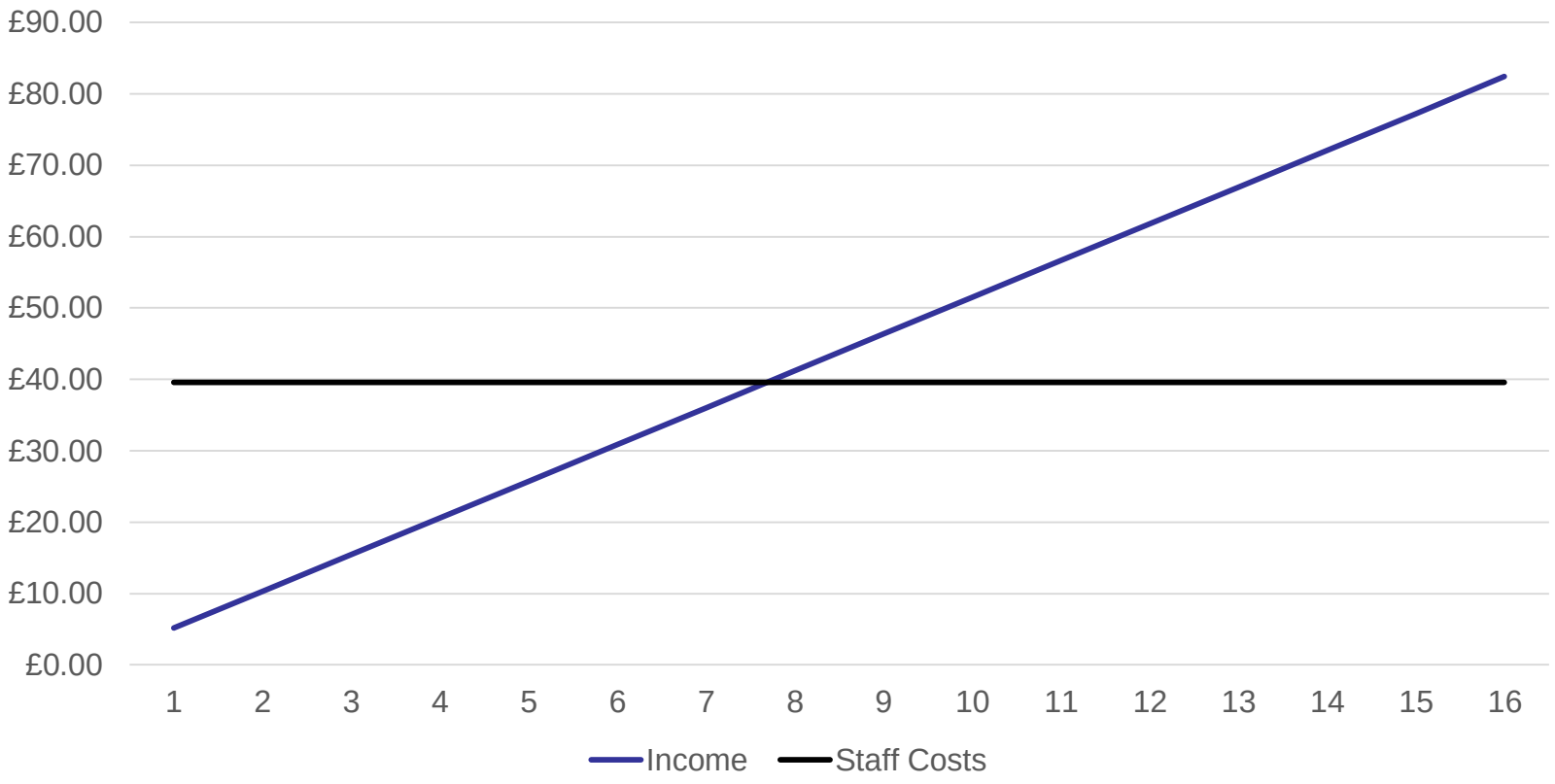
- Once we have identified that an individual club is no longer viable, we will:
  - Look to merge with another one of our services
  - Signpost to an alternative provider

- Consider the delivery model for additional support needs services to ensure that we continue to provide this lifeline service e.g. considering the difference between childcare and respite requirements and reconsider its core purpose

BREAKFAST CLUBS

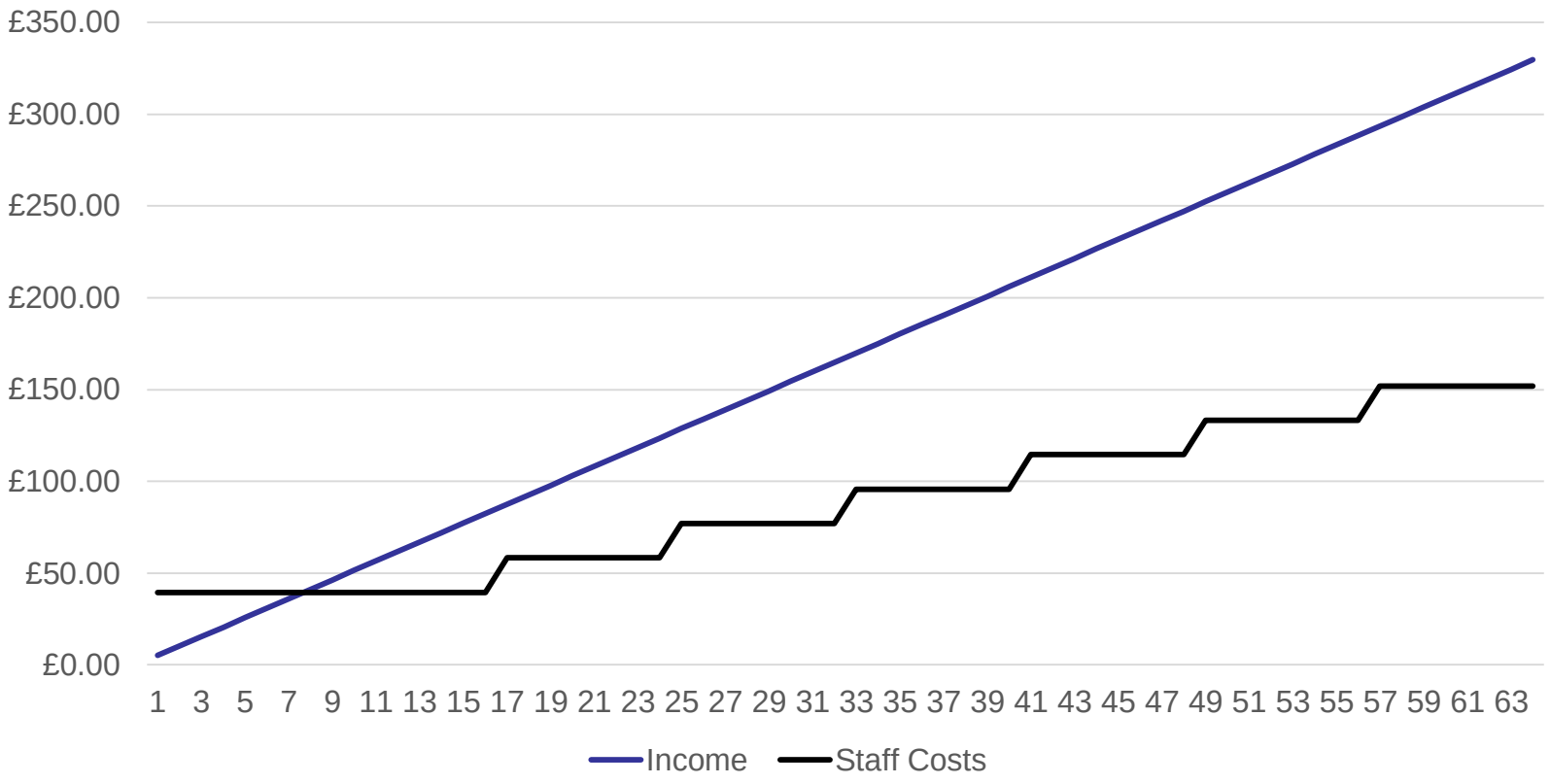
Breakfast Clubs

Income vs Staffing Costs

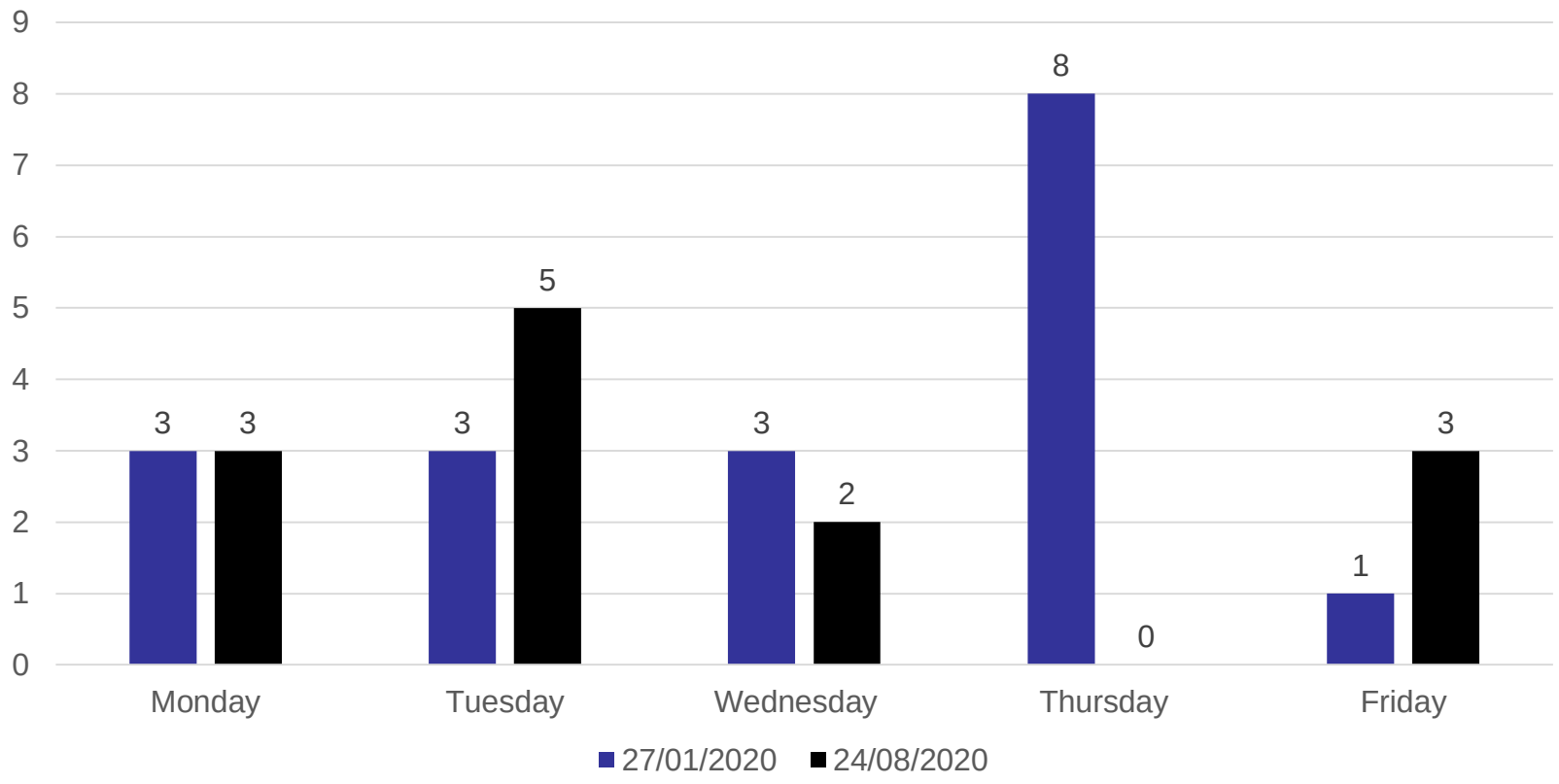


Breakfast Clubs

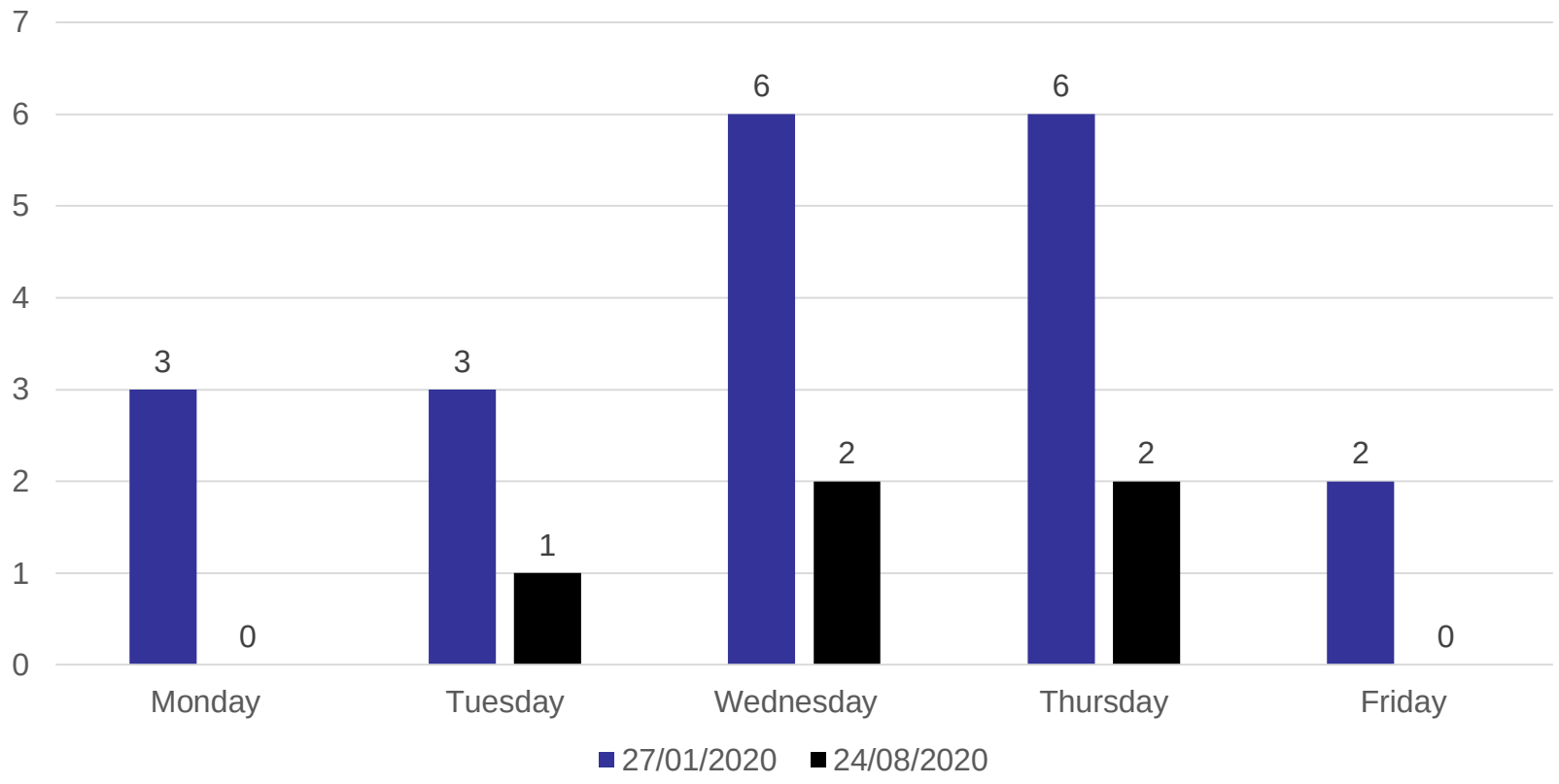
Income vs Staffing Costs



Carleton Breakfast Club

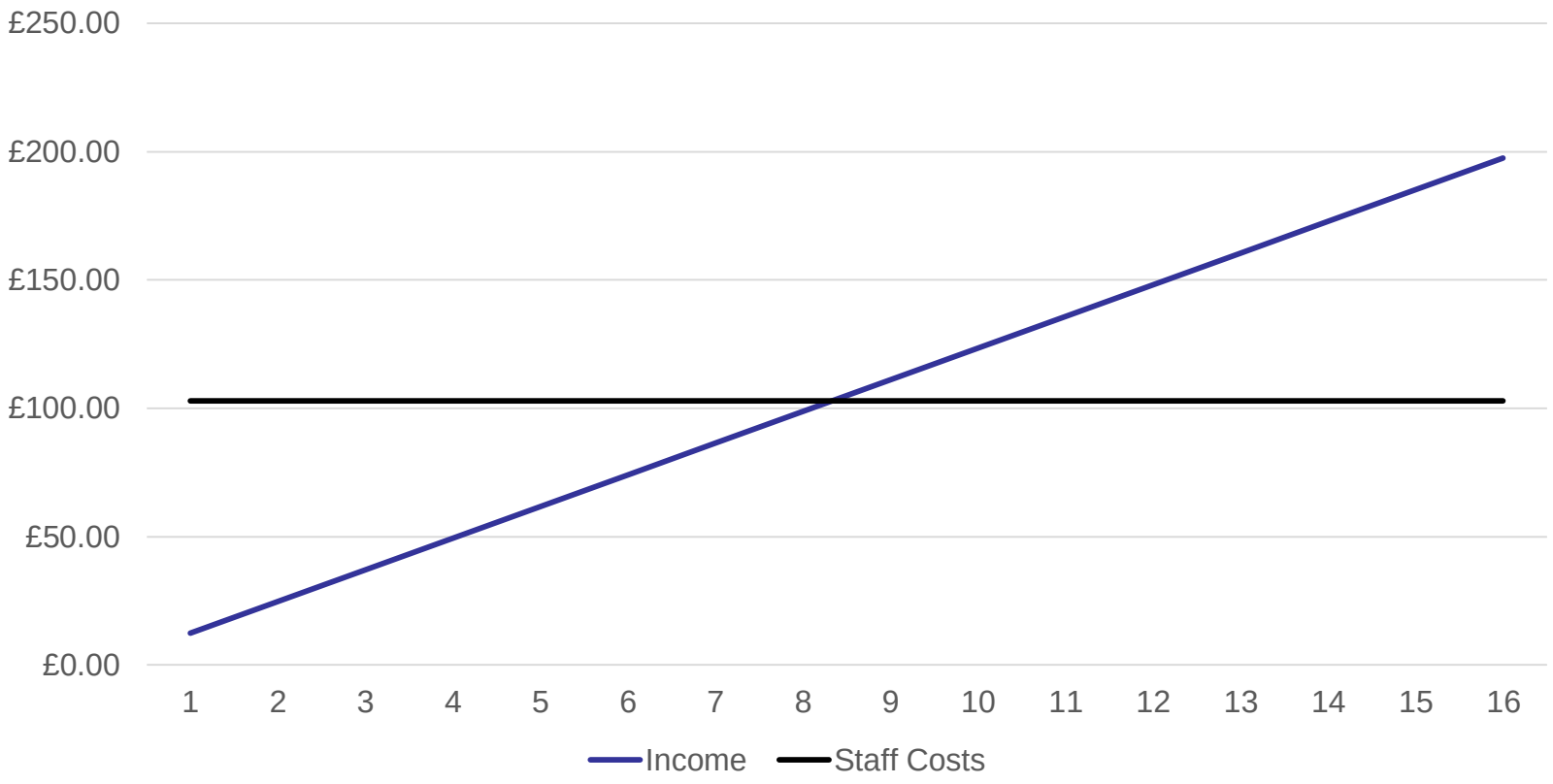


Sinclairtown Breakfast Club

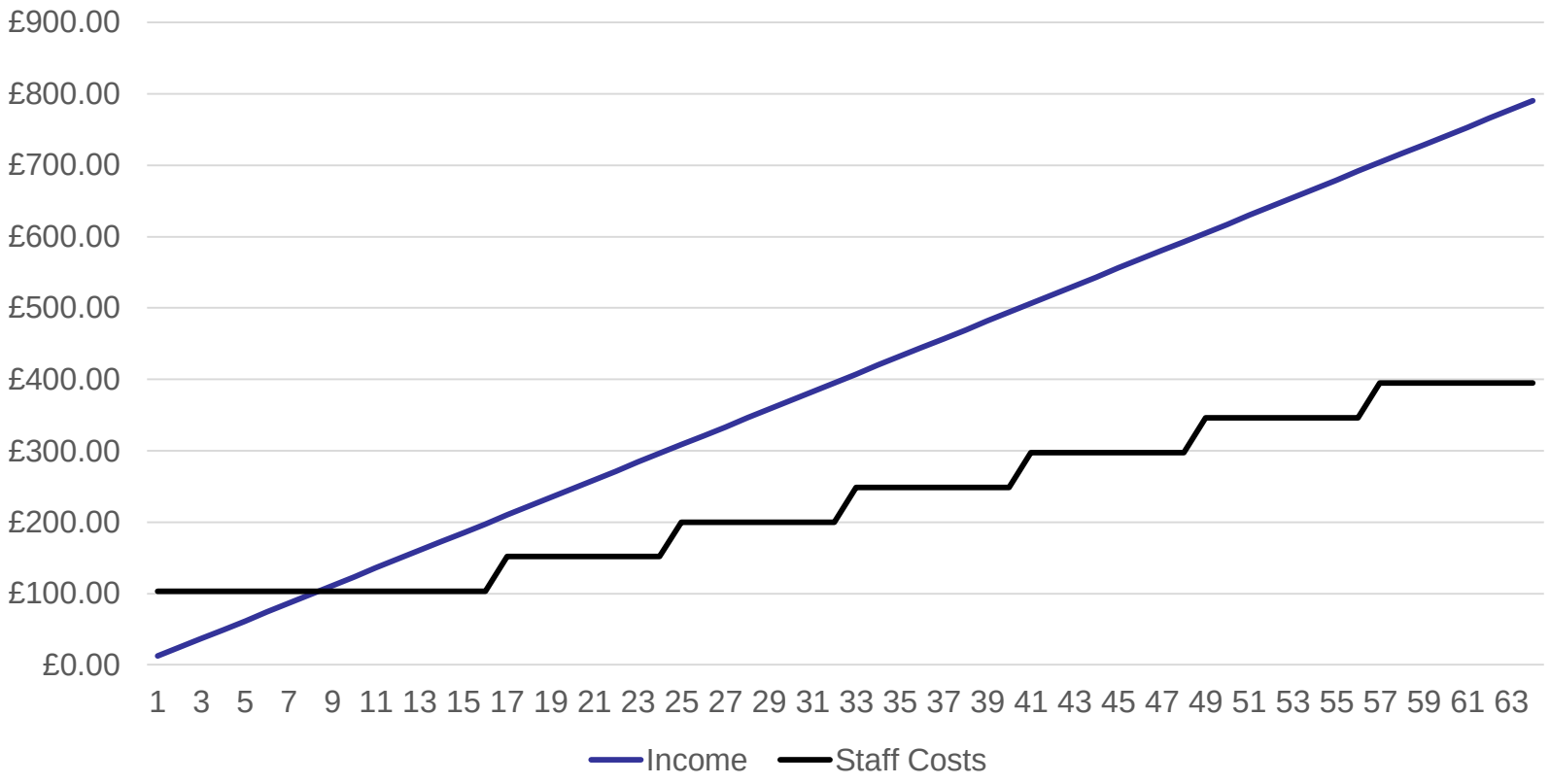


AFTER SCHOOL CLUBS

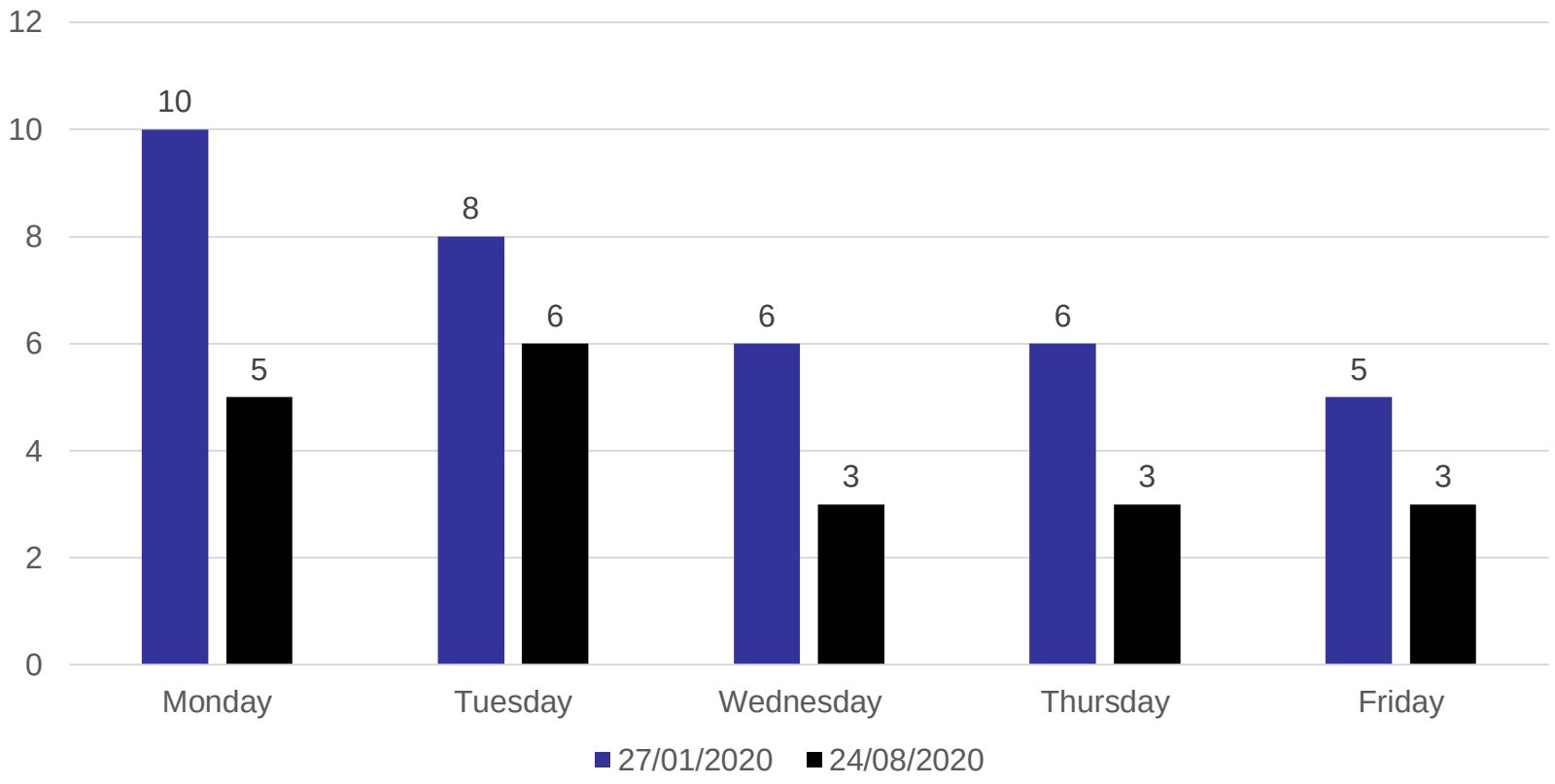
After School Clubs – Income vs Staffing Costs



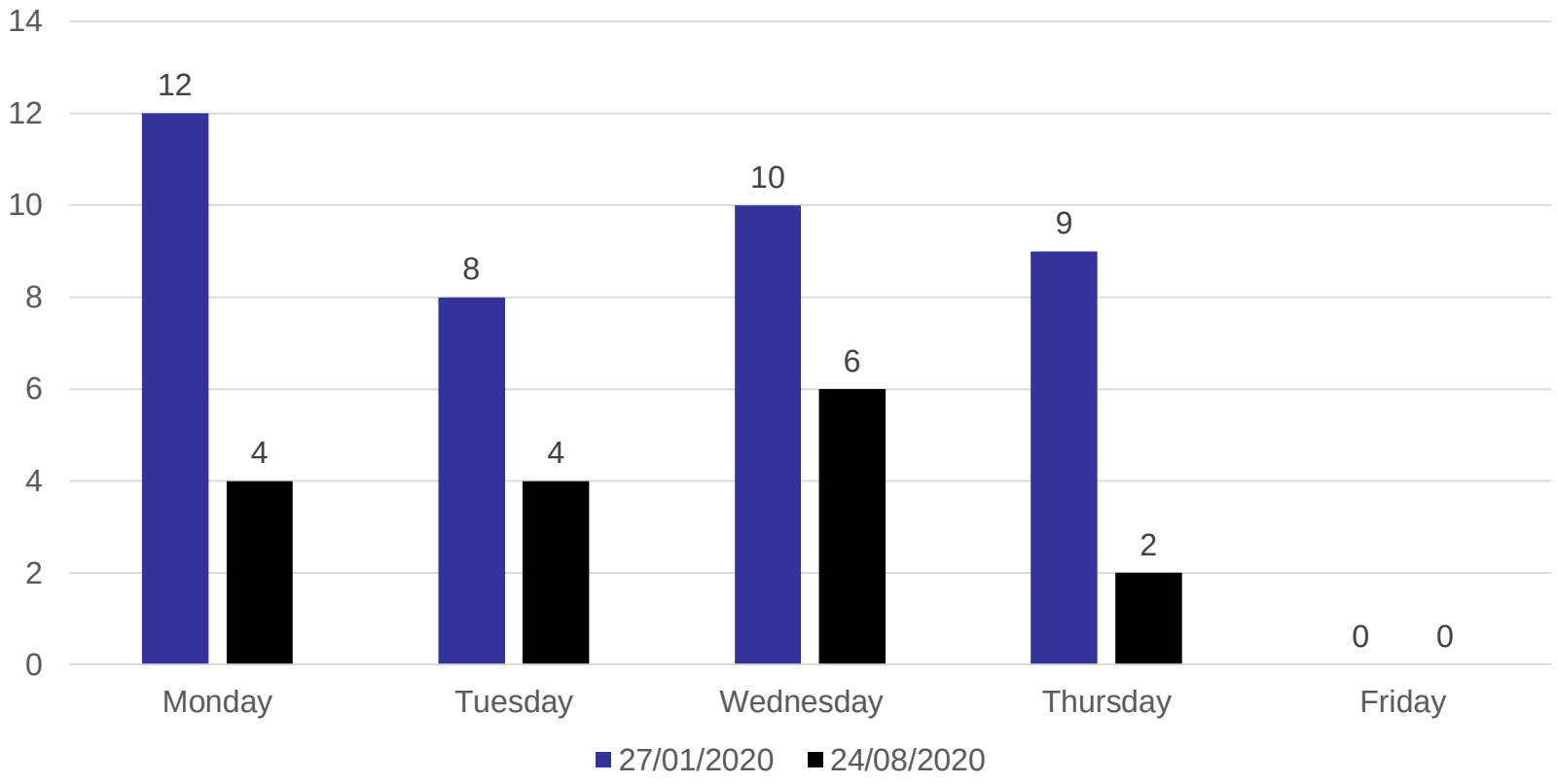
After School Clubs – Income vs Staffing Costs



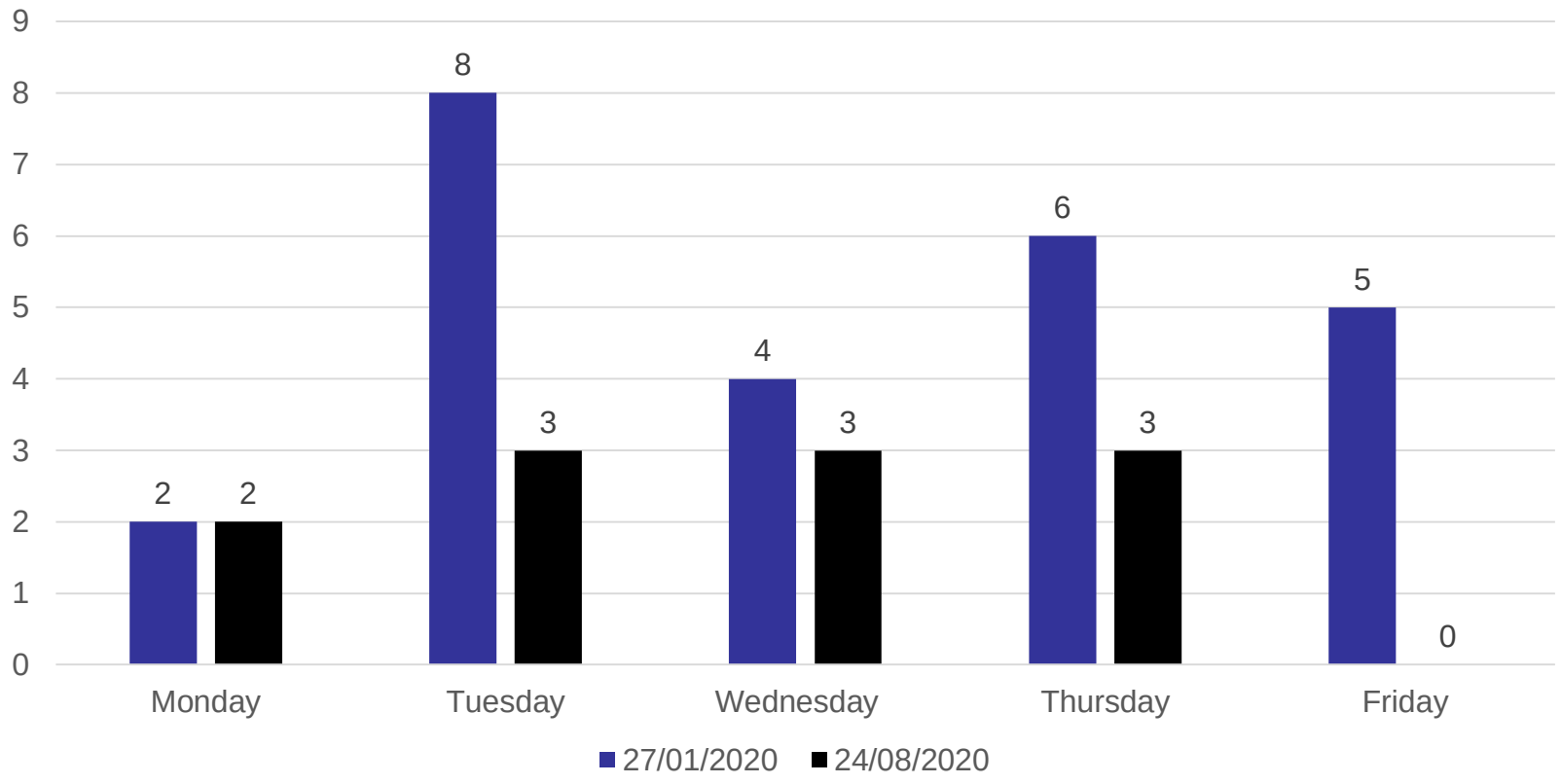
Aberdour After School Club



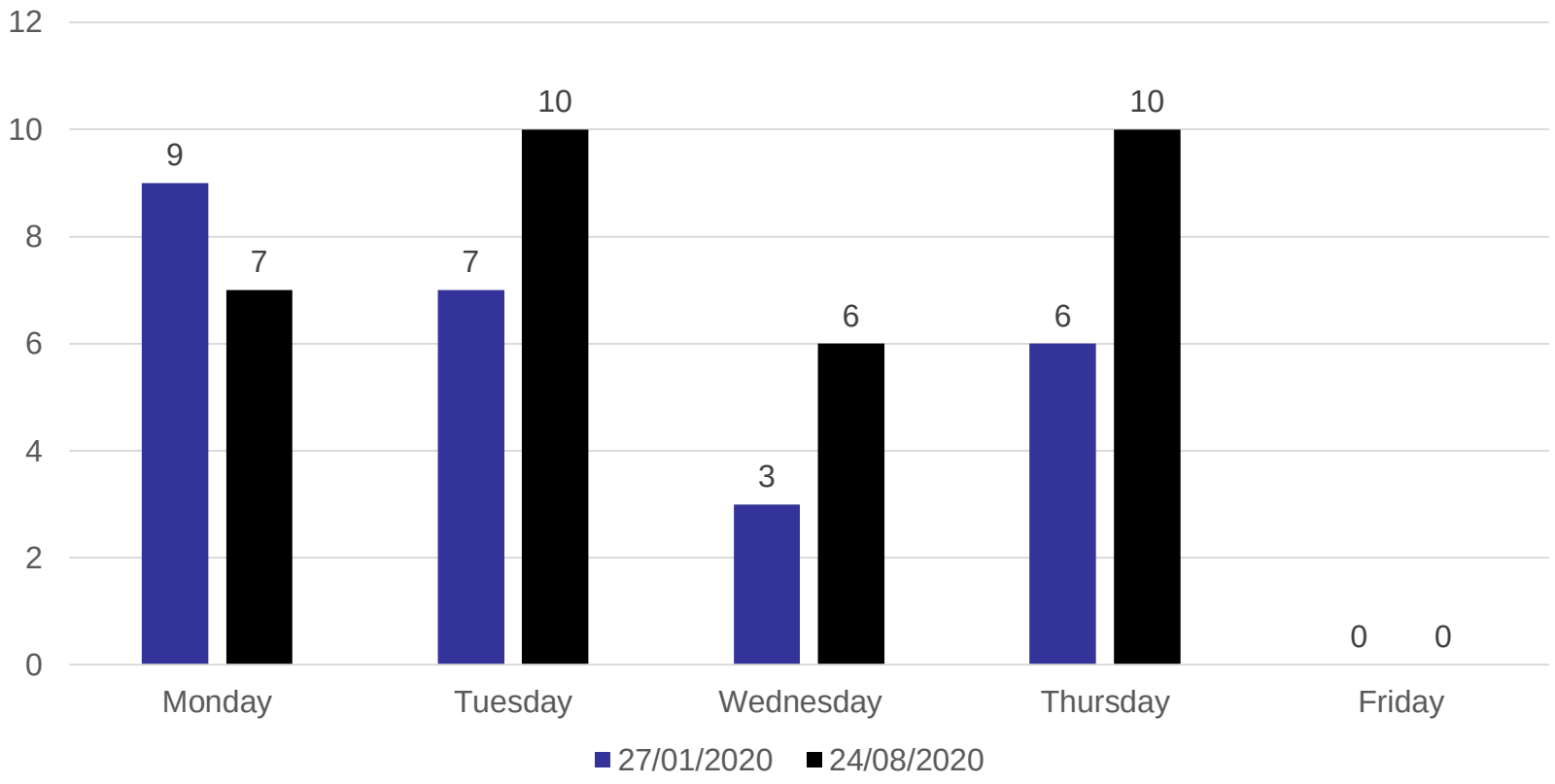
Culross After School Club



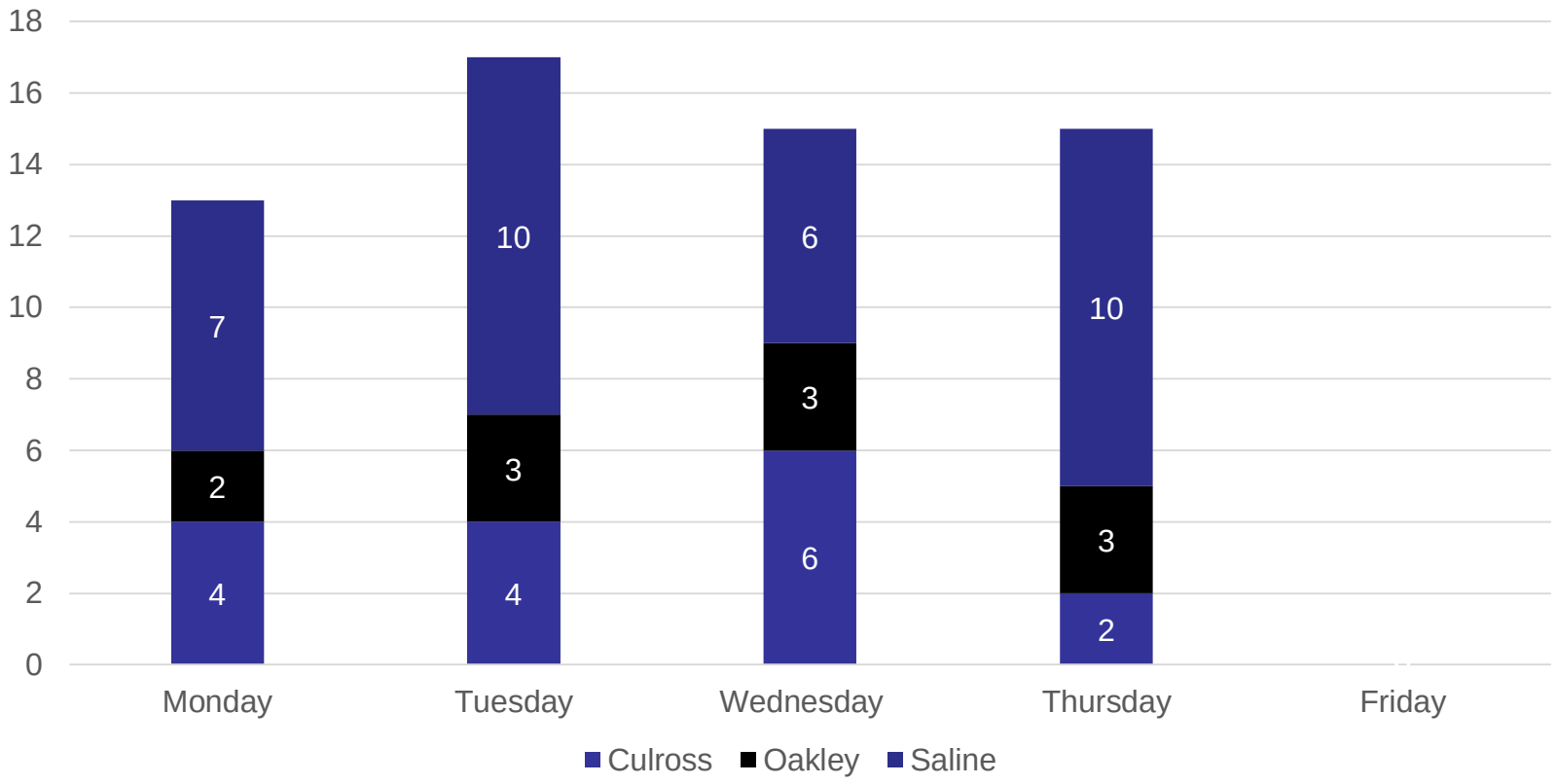
Oakley After School Club



Saline After School Club



West Fife Villages After School Club



HOLIDAY CLUBS

Proposals

- To strategically place holiday services to ensure there is a clear coverage across all parts of Fife taking into account where other service providers are operating
- Merge the Protected Places and Playschemes together to provide one joined up offer to families who require the greatest support
- By merging provision, it removes the duplication of service and supports existing services to continue to operate in a commercialised model

Playschemes & Protected Places

- The playscheme and protected places scheme were set up for different reasons, however over time the offering has become similar which has created an overlap in service delivery

- The benefits of this are
  - Removing duplication of process for families and professionals
  - Providing a more flexible service which can better meet the needs of families
  - Children will be able to access services as they did previously but with a better quality of experience provided
  - Remove segregation of children and families based on their ability to pay

Proposal Example

- In the Kirkcaldy Area, instead of having a paid for service in Sinclairtown Primary School and the funded Playscheme operating from Templehall Community Centre, we would offer two holiday provisions accessible to all parents.

- The benefits of this are:
  - Greater flexibility and choice for families
  - Better utilisation of playscheme funding
  - Greater of opportunity to use vacant spaces within existing services
  - Reduction to staffing costs
  - More efficient financial model of service delivery

EARLY LEARNING & CHILDCARE (1140 HOURS) CRECHE SERVICE

Creche Service

- Before lockdown, we were providing the following services:
  - Levenmouth
    - Balmaise Community Centre, Leven (Broom Creche)
  - Cowdenbeath
    - Benarty Community Centre
    - Kelty Community Centre
  - Dunfermline
    - Tryst Community Centre
  - South West Fife
    - High Valleyfield Community Centre
    - Oakley Community Centre
    - Parkgate Community Centre

Creche Service

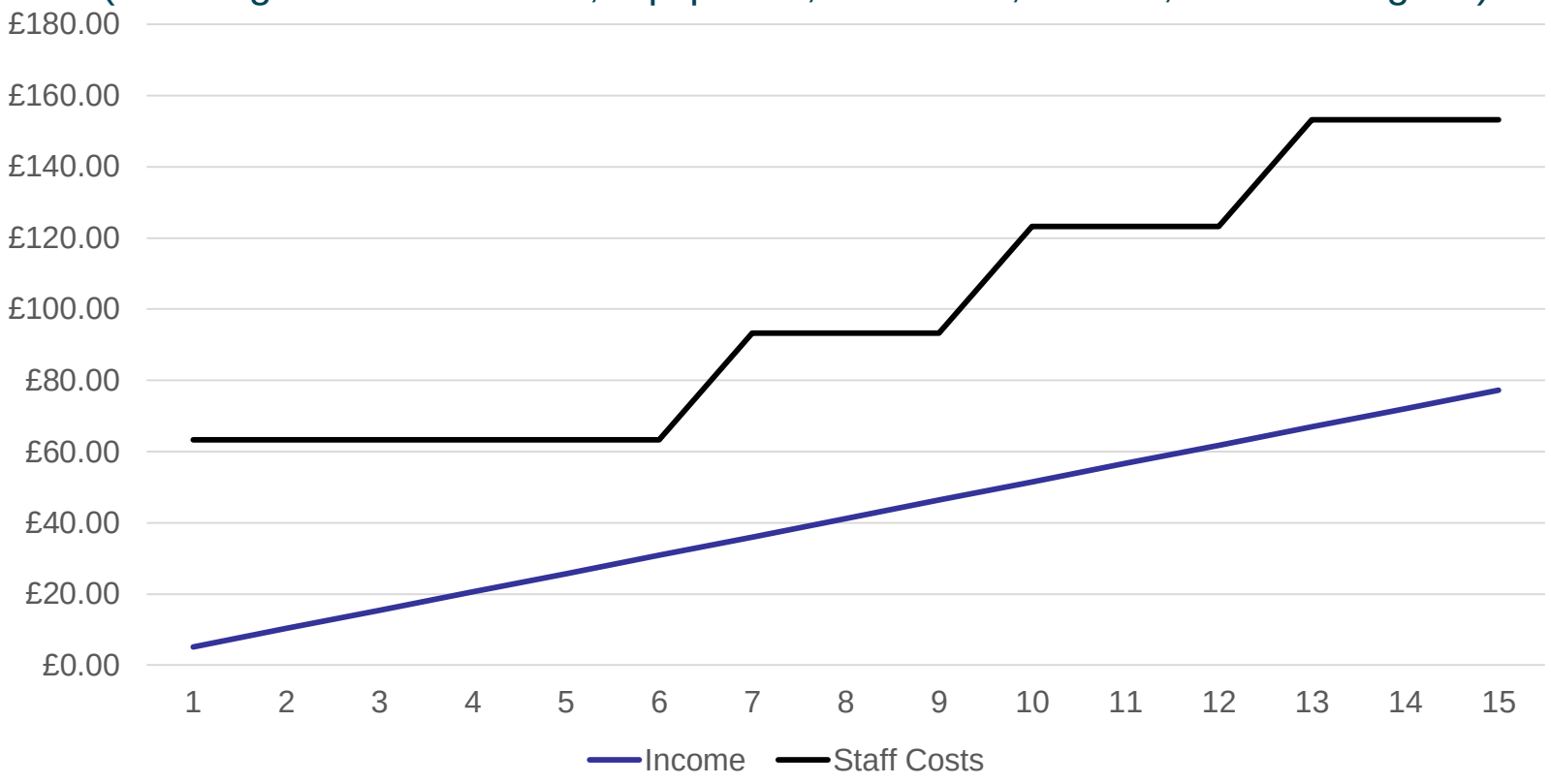
- Through the commercialisation workshops we identified that the creche service does not cover its costs.
- The service costs £498k to run and generates incomes of £114k which means the overall cost to Fife Council is £384k per year.
- Expansion of Early Learning & Childcare has reduced the demand for the Creches
- There is an opportunity to support families to access local services provided by the private sector to support the local economy

Recommendation

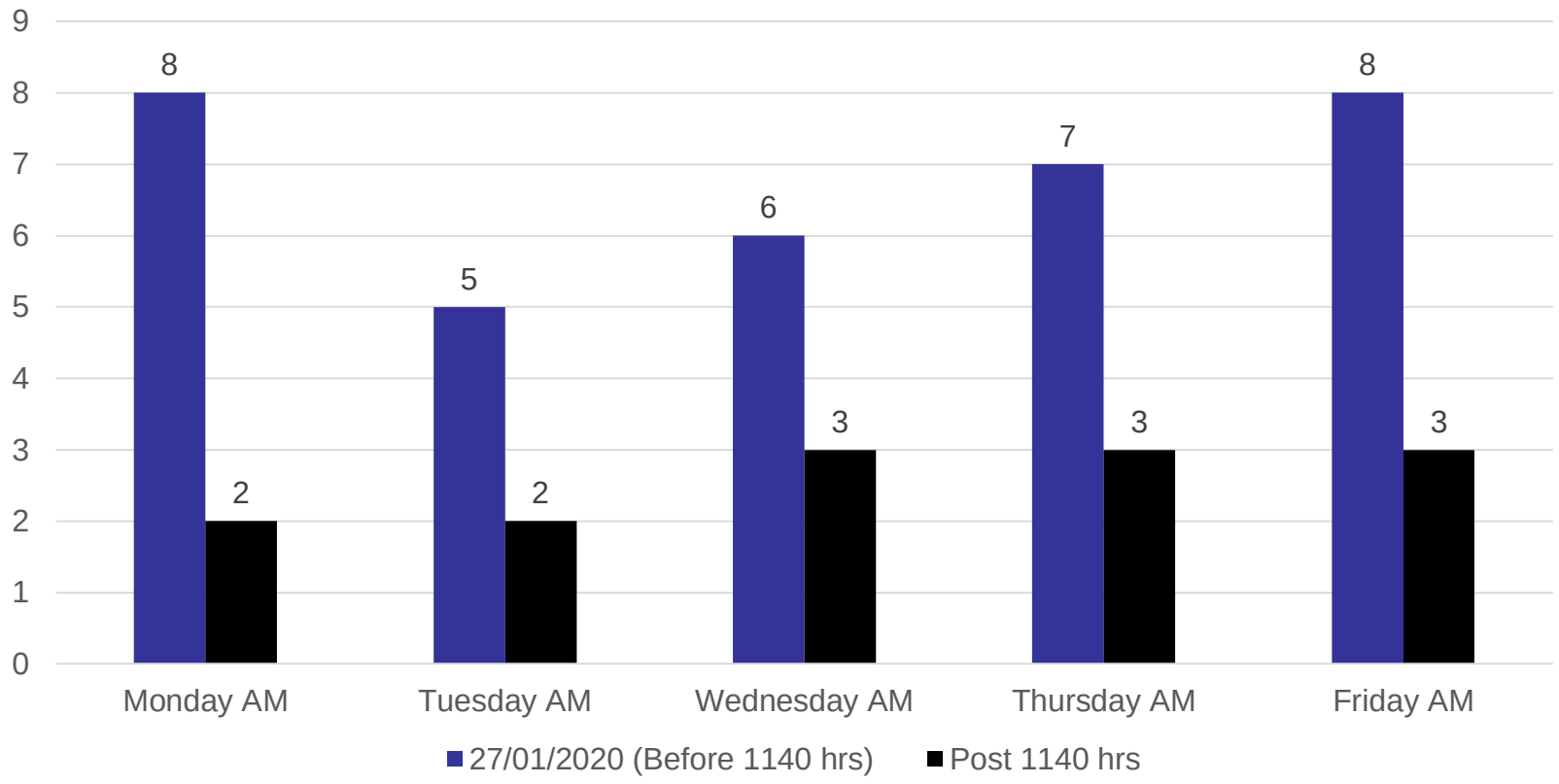
- In applying the principles of overlapping service, high cost to deliver and a new commercialised model the recommendation is to remove the creche from the childcare offer.

Creche Service
Income vs Staffing Costs

(these figures exclude rent, equipment, resources, snacks, staff training etc)

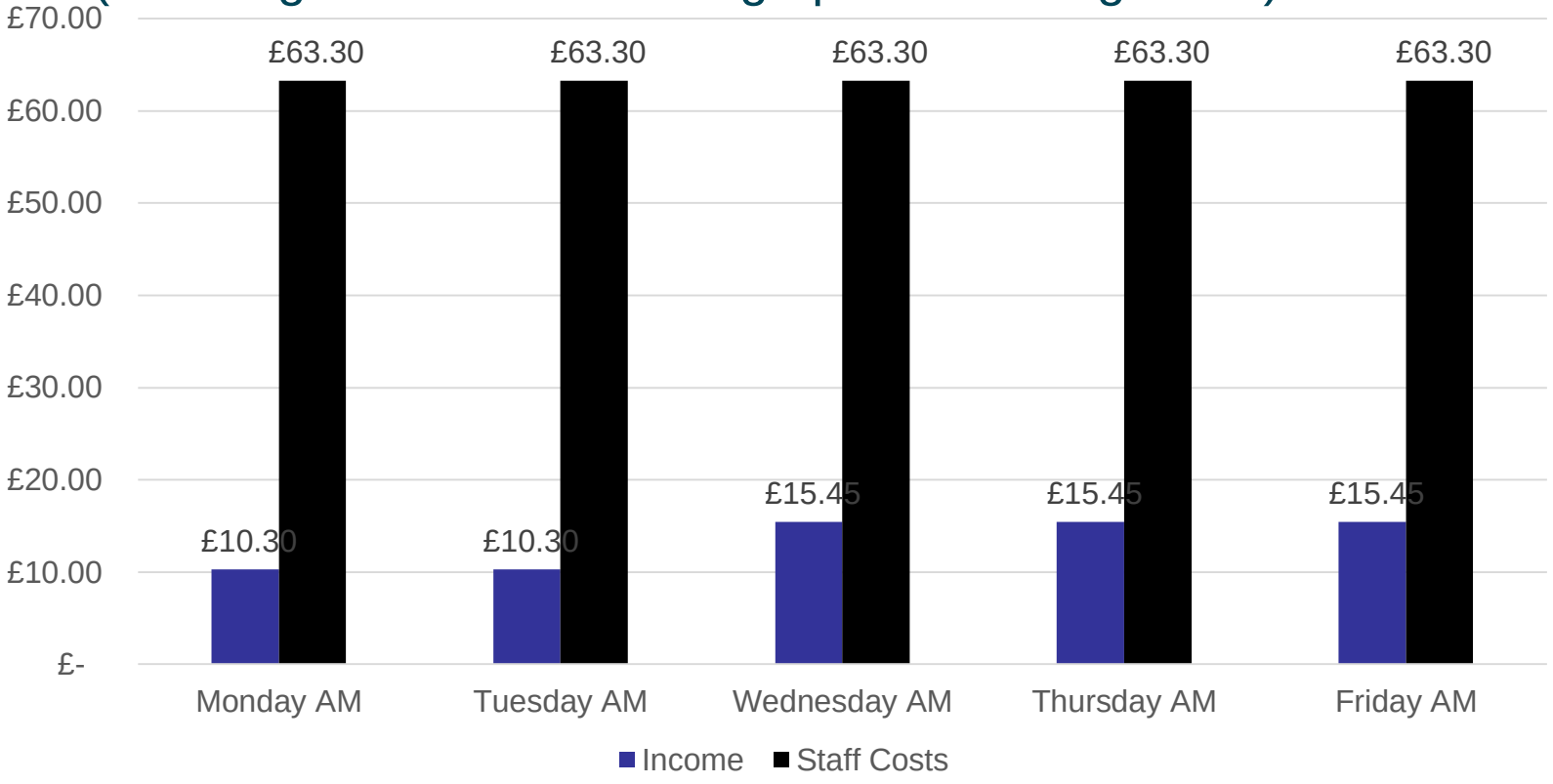


Broom Creche - Attendance

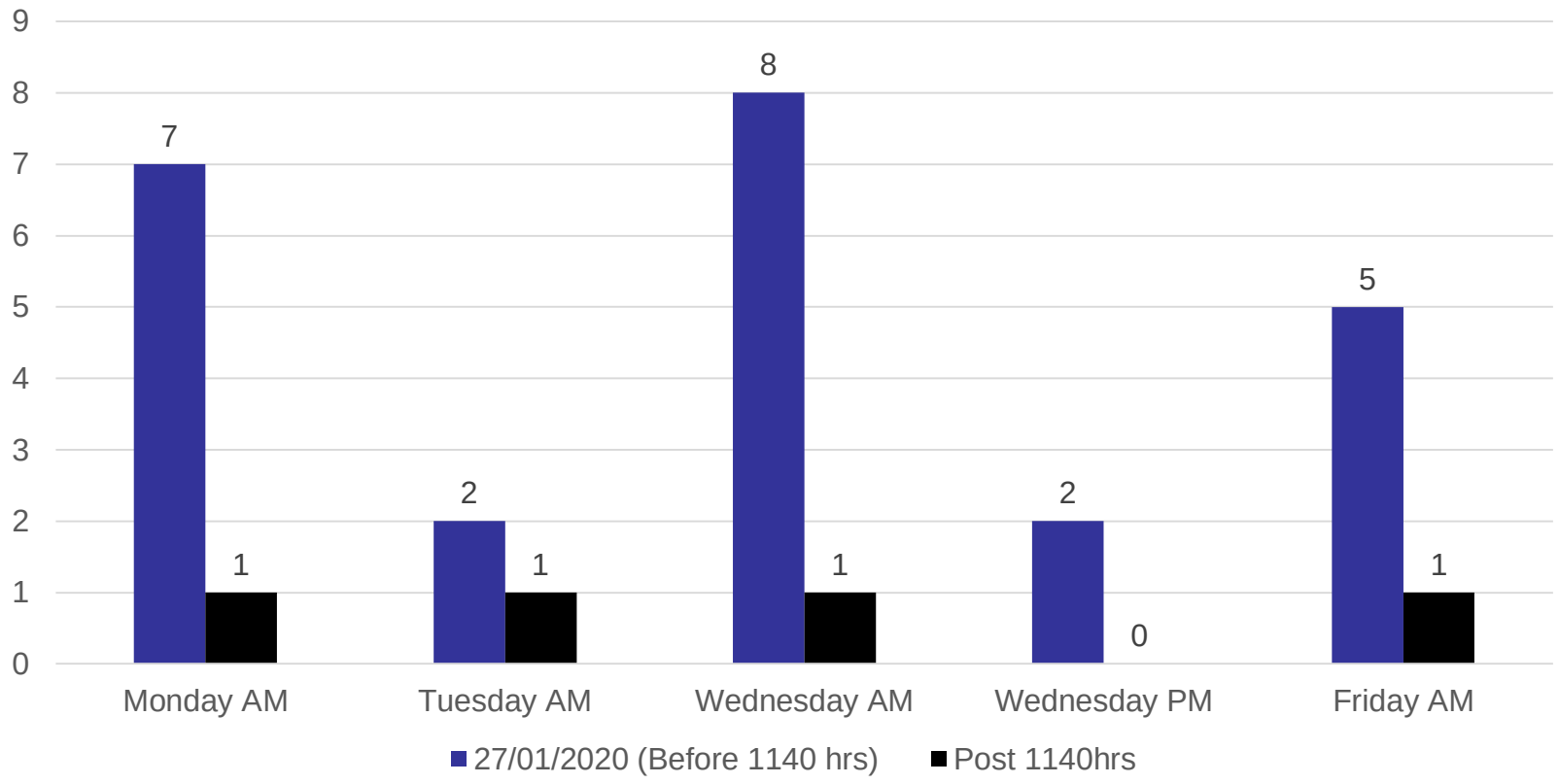


Broom Creche
Income vs Staffing Costs

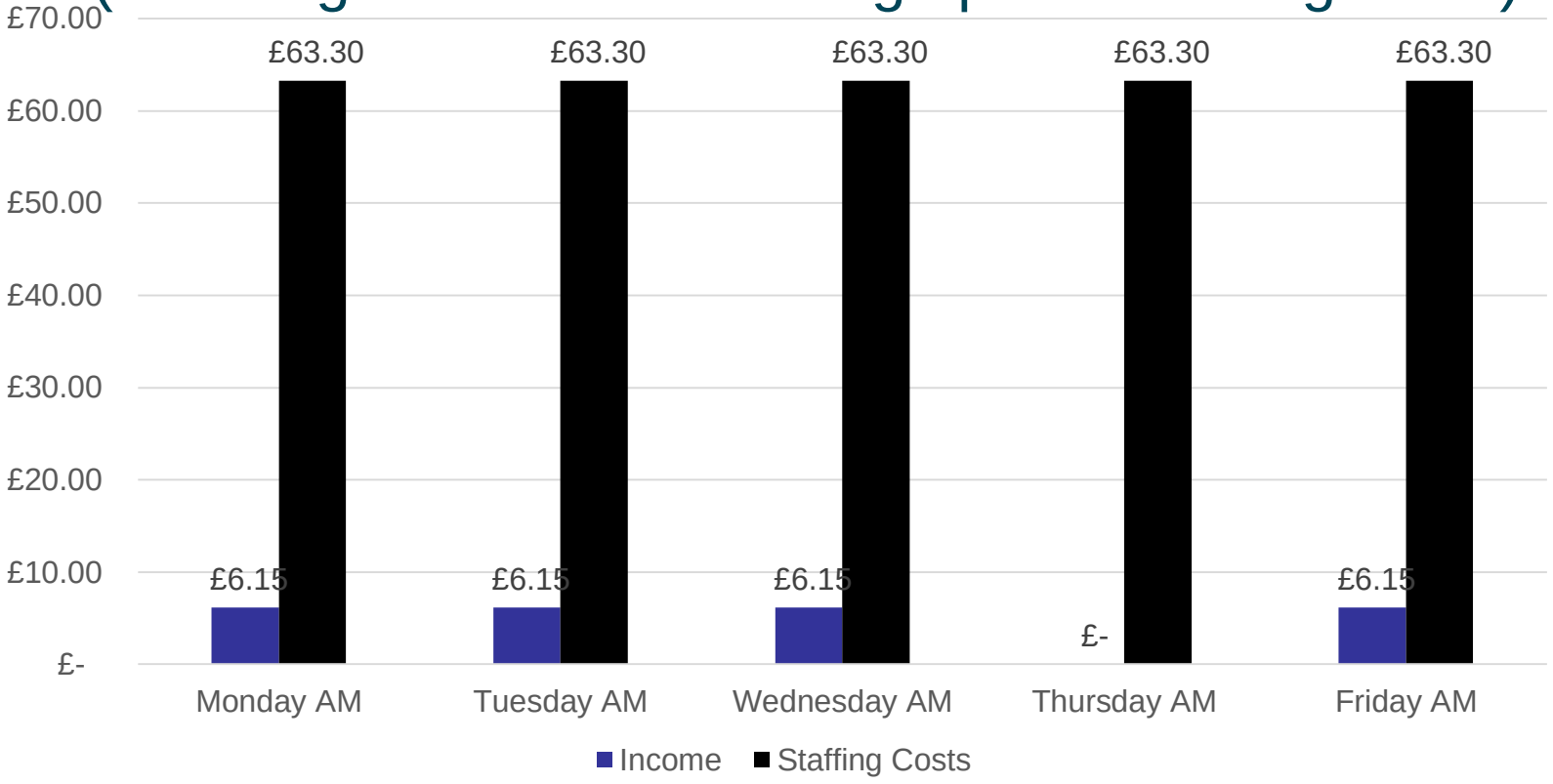
(these figures exclude setting up and training costs)



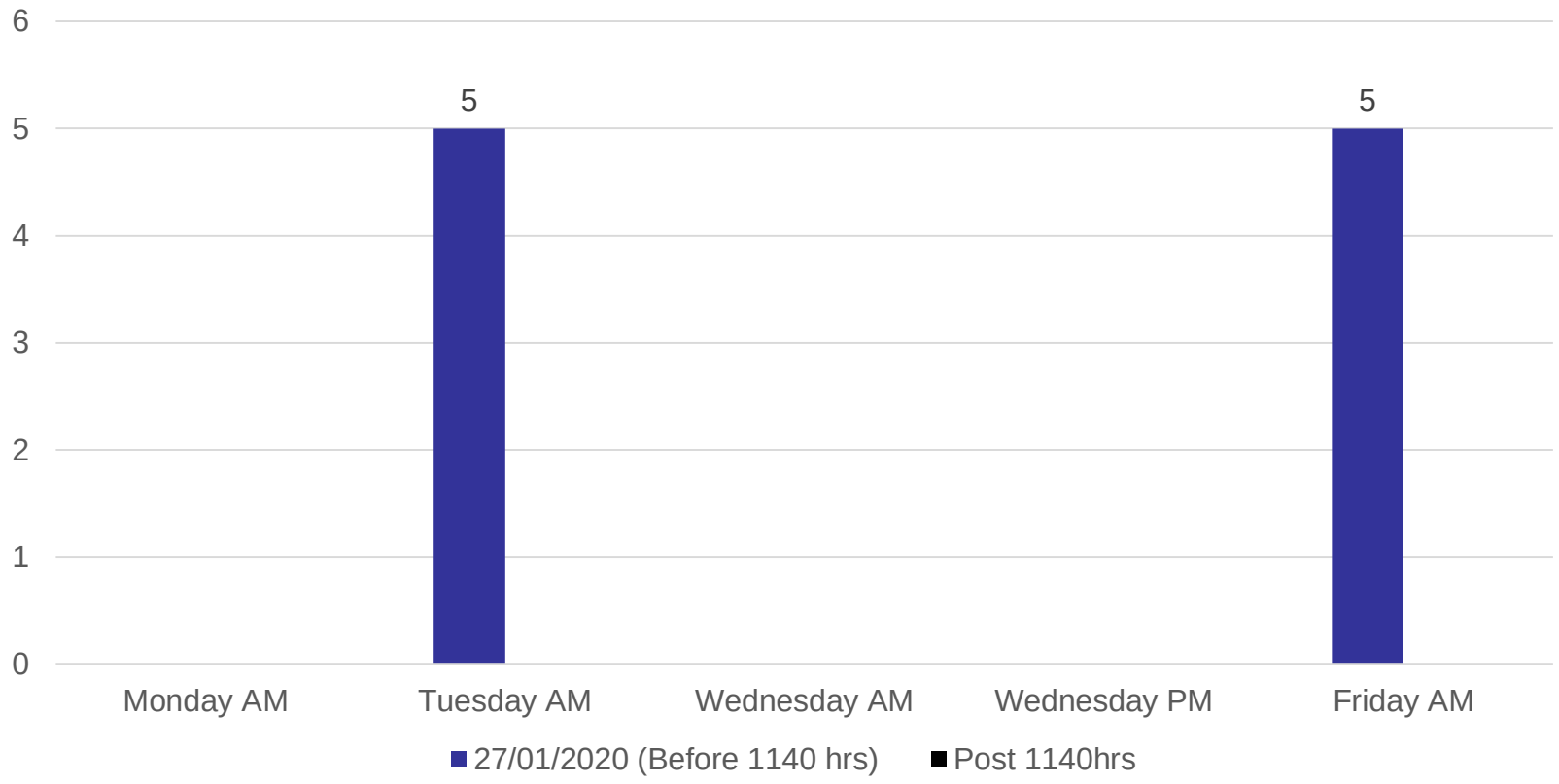
Benarty Creche - Attendance



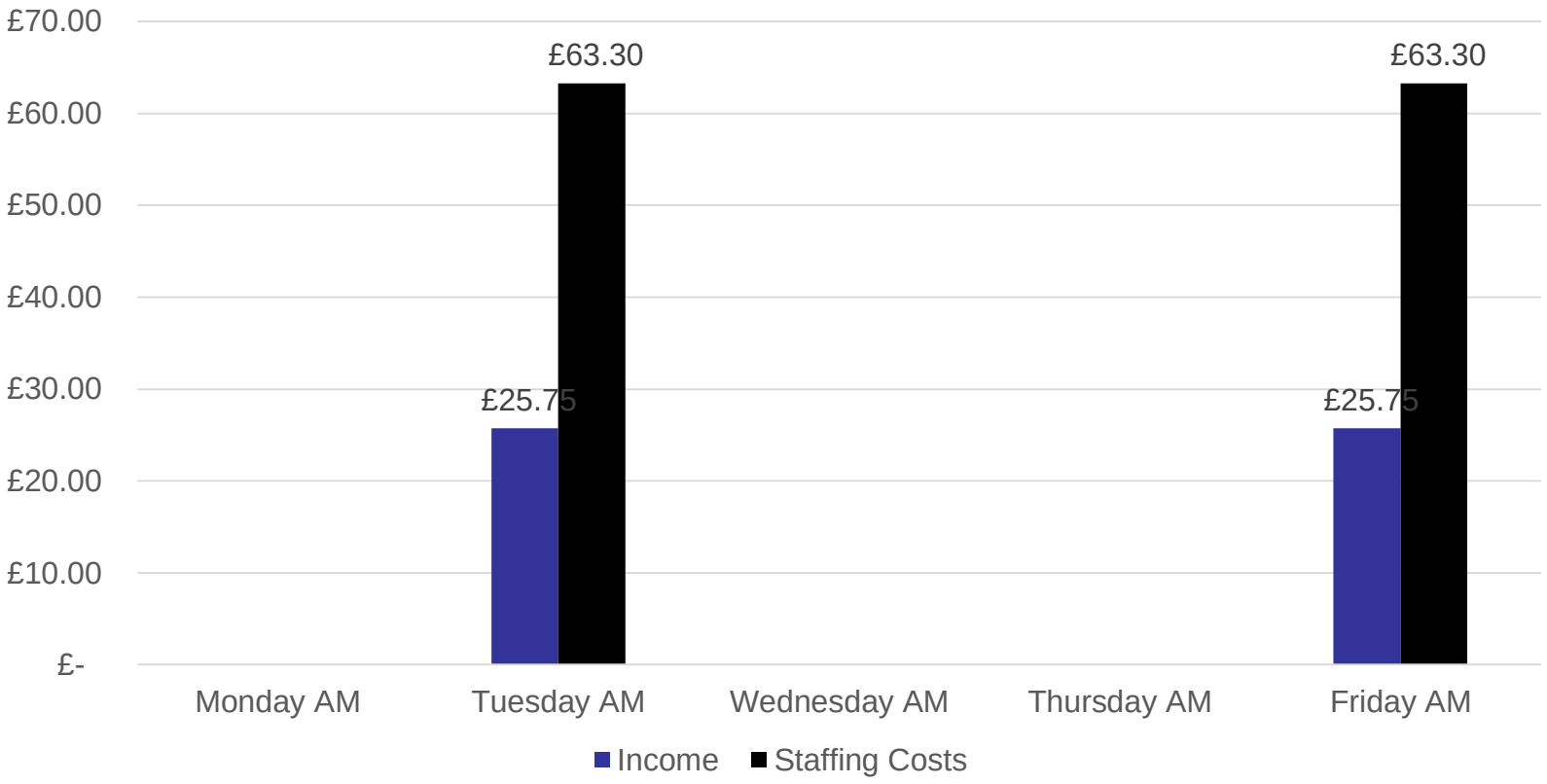
Benarty Creche
Income vs Staffing Costs
(these figures exclude setting up and training costs)



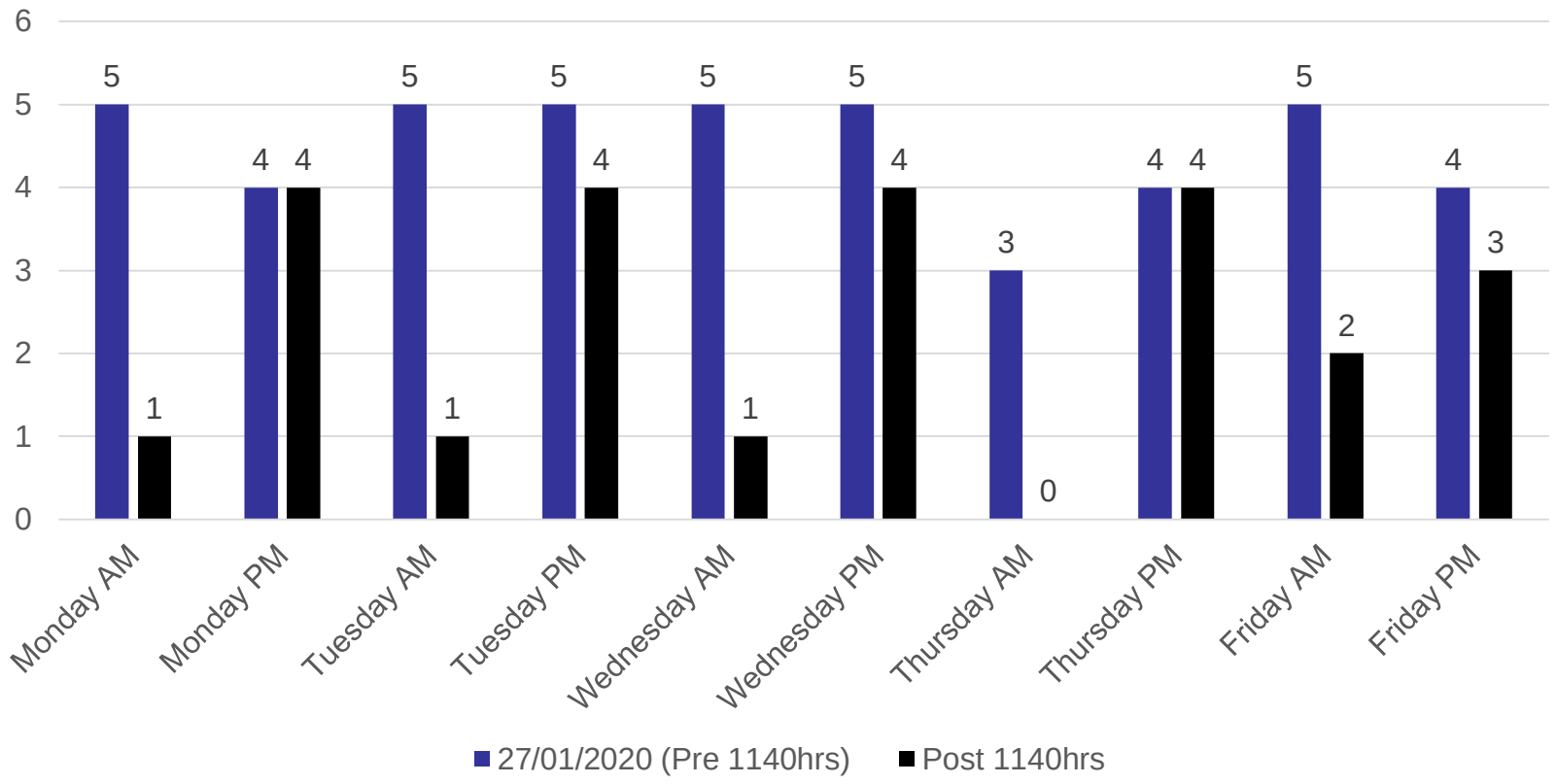
Tryst Creche – Attendance
(This creche is provided on request)



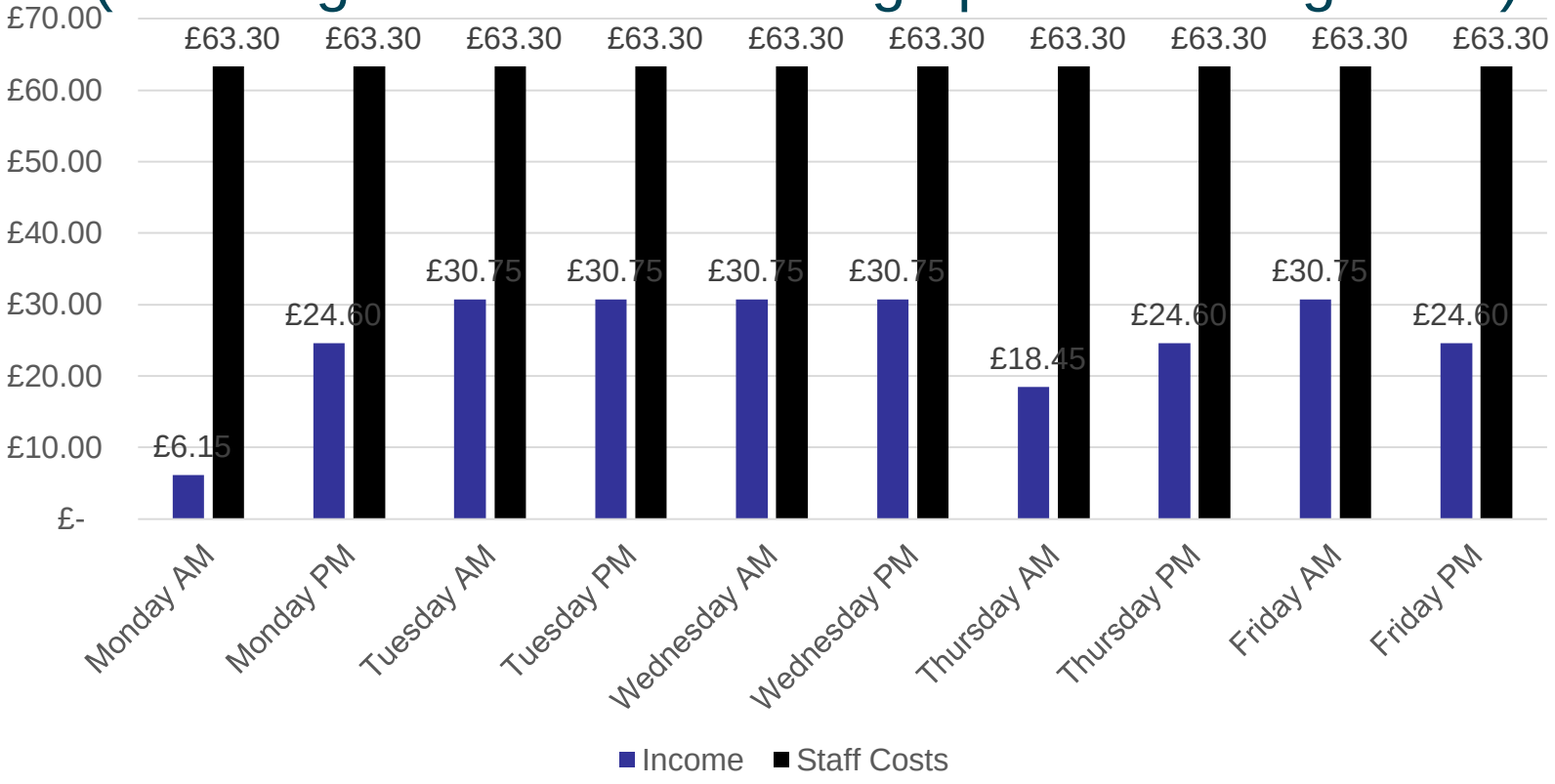
Tryst Creche
Income vs Staffing Costs



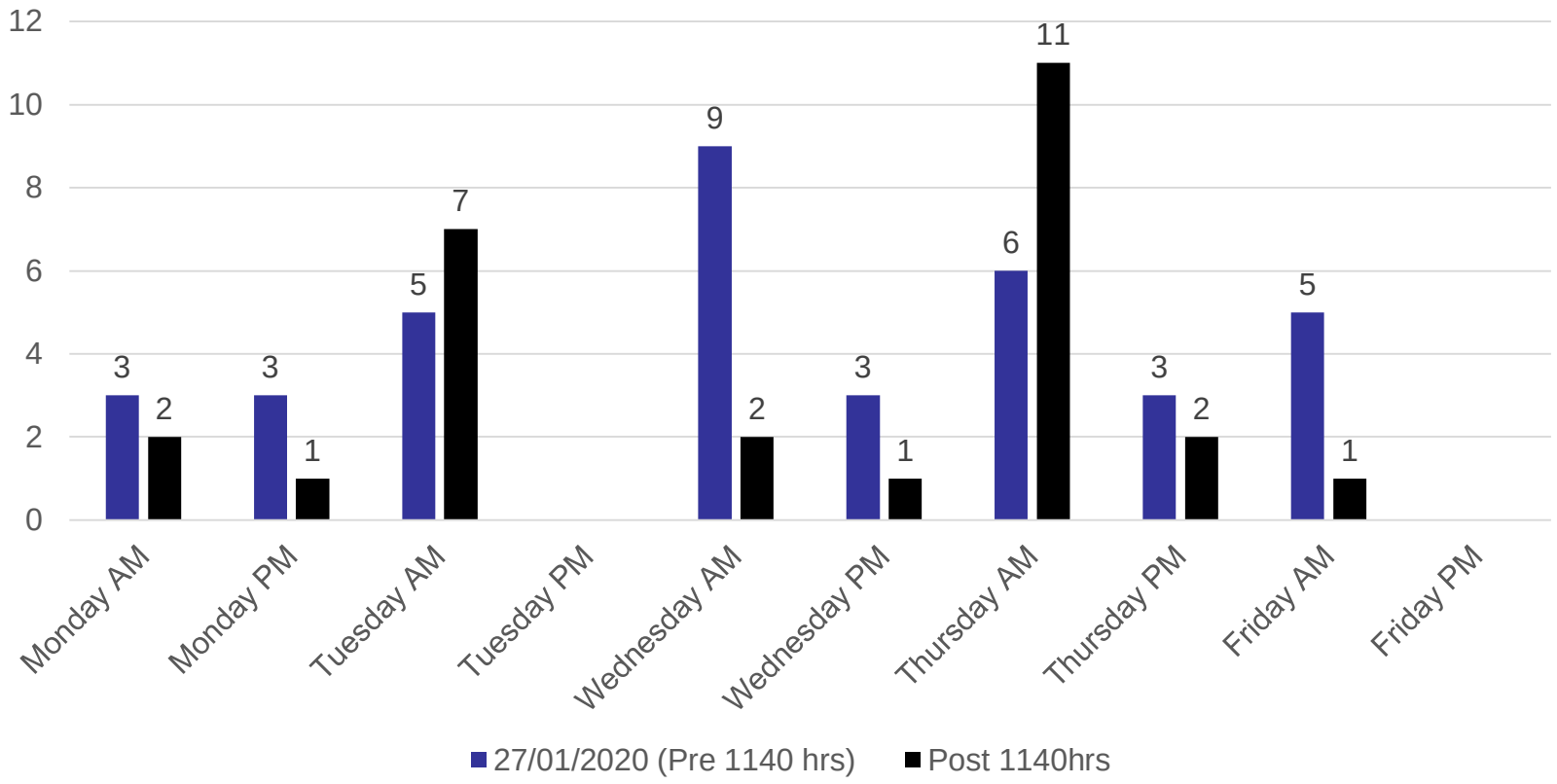
Valleyfield Creche – Attendance



Valleyfield Creche
Income vs Staffing Costs
(these figures exclude setting up and training costs)

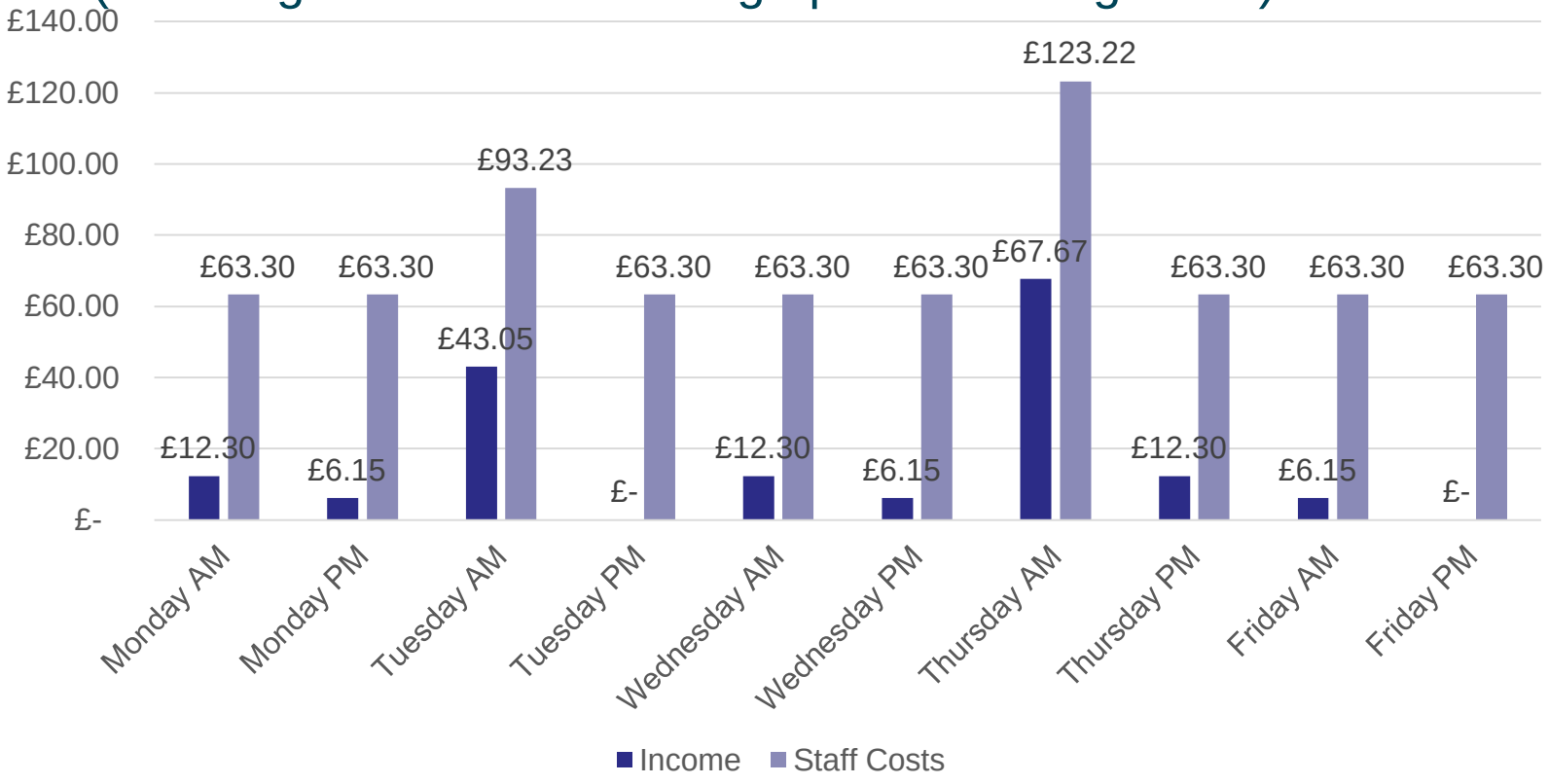


Oakley Creche – Attendance

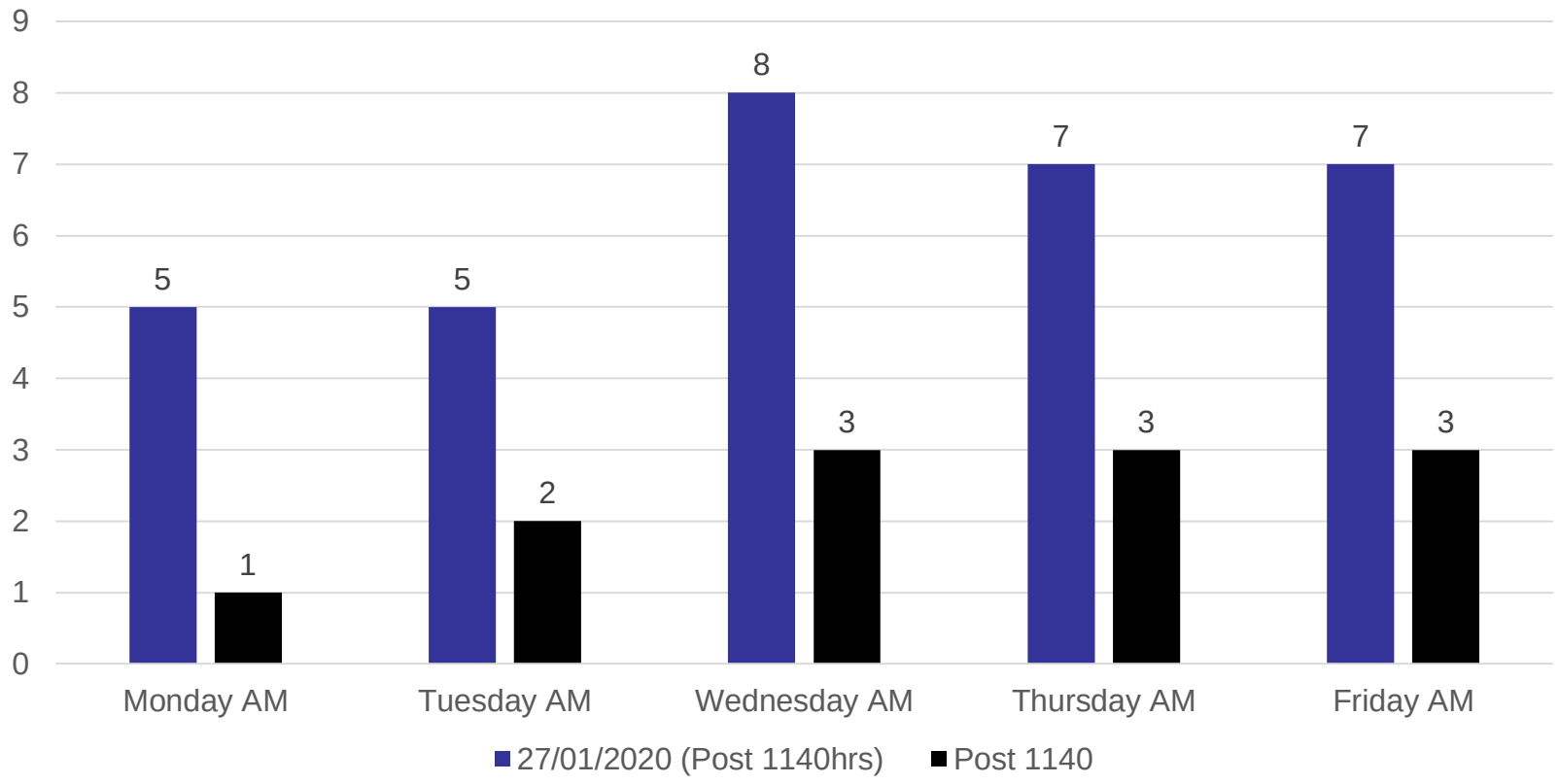


Oakley Creche
Income vs Staffing Costs

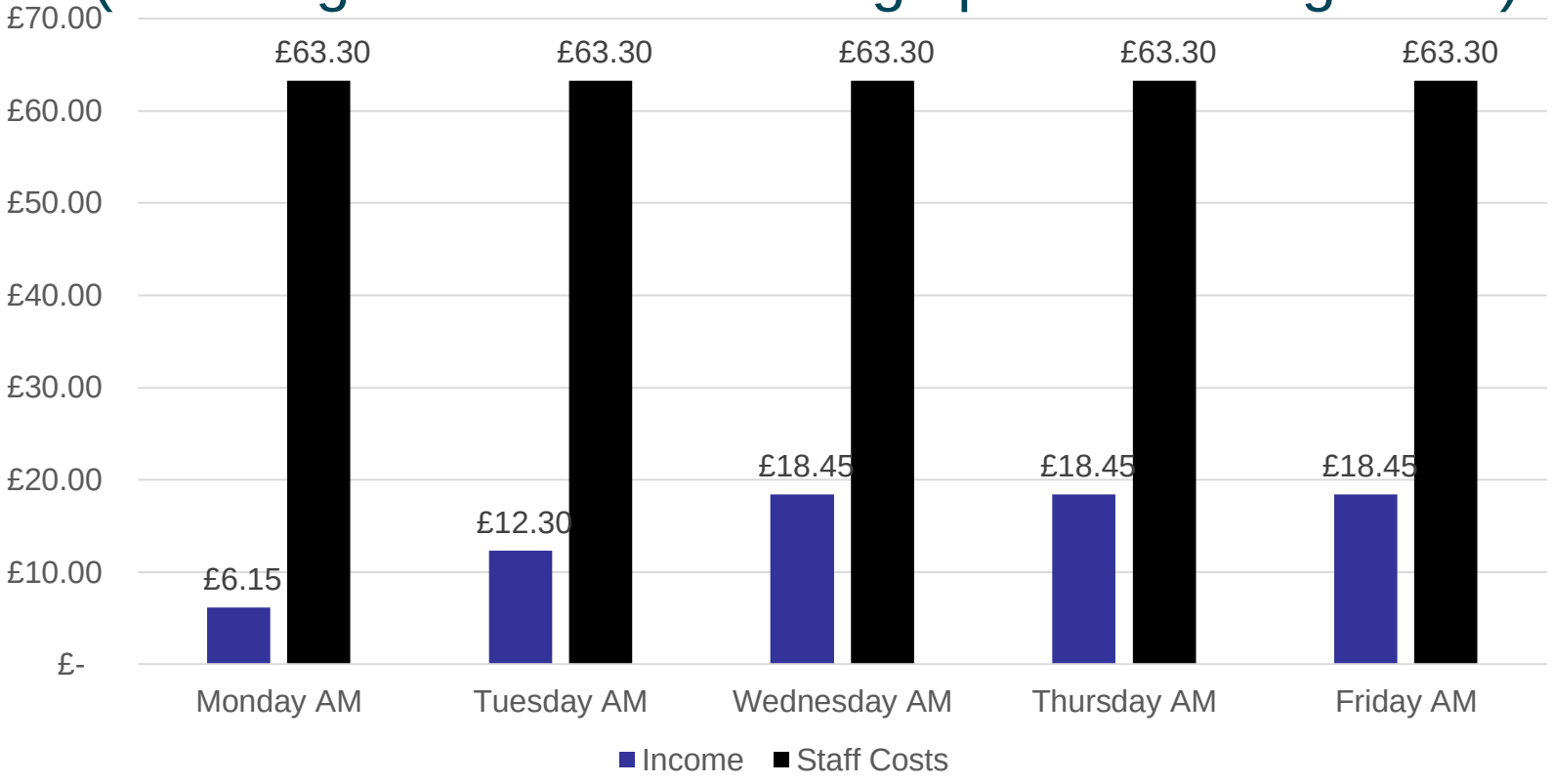
(these figures exclude setting up and training costs)



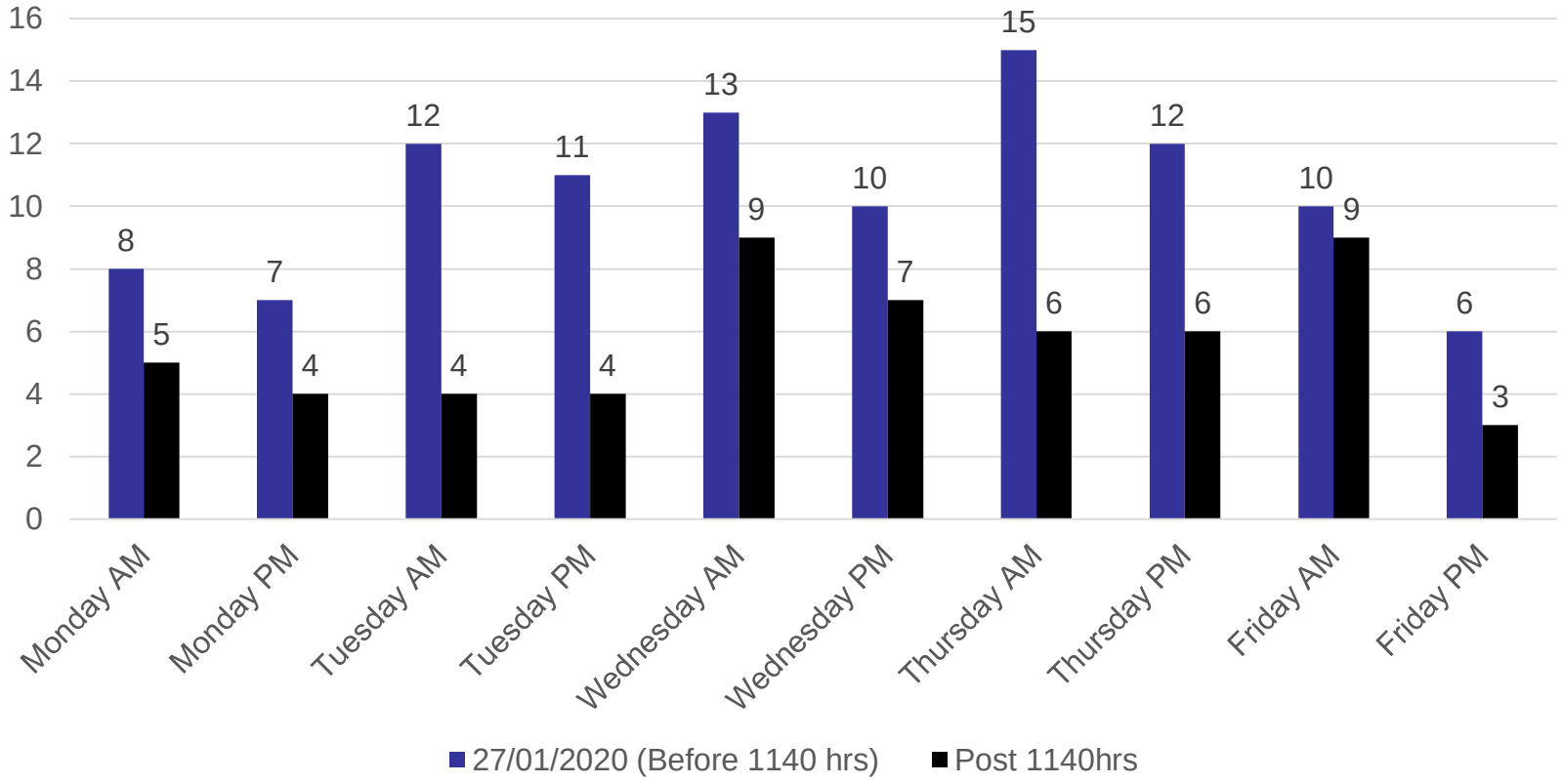
Parkgate Creche - Attendance



Parkgate Creche
Income vs Staffing Costs
(these figures exclude setting up and training costs)

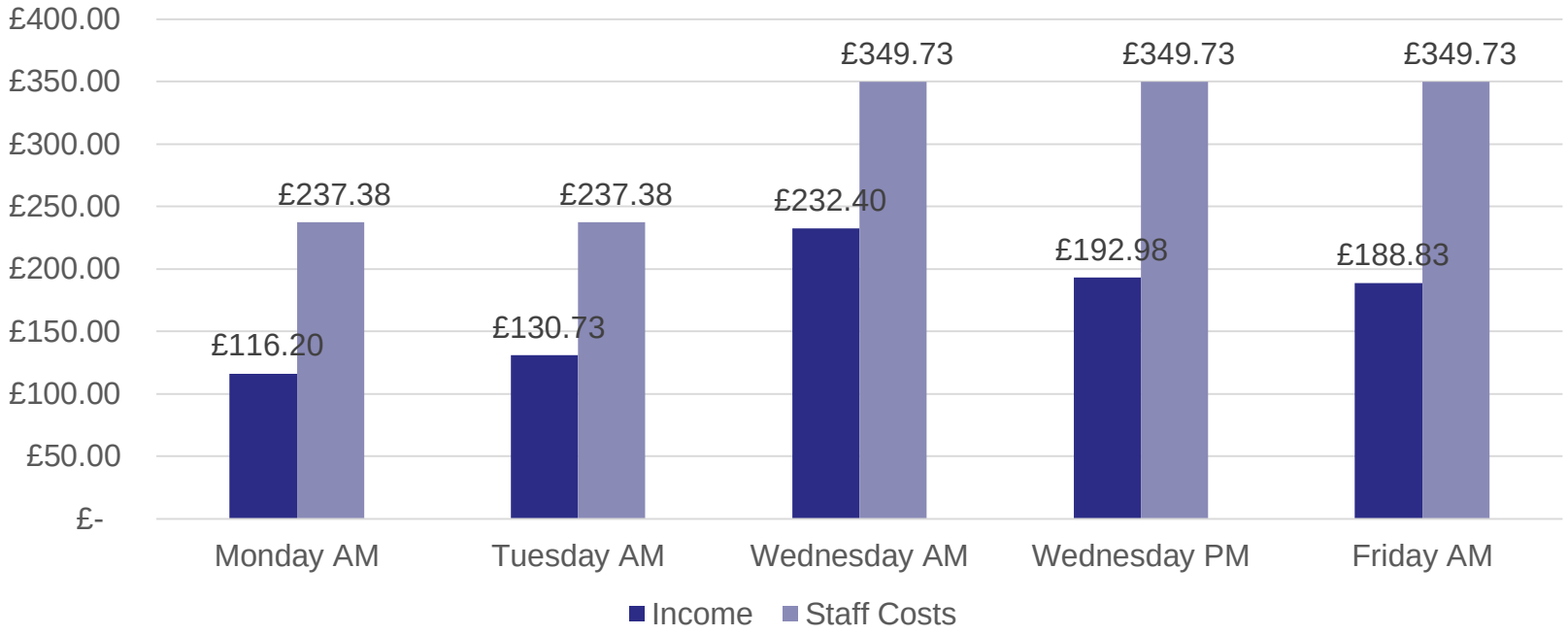


Kelty Creche Attendance (total per day)

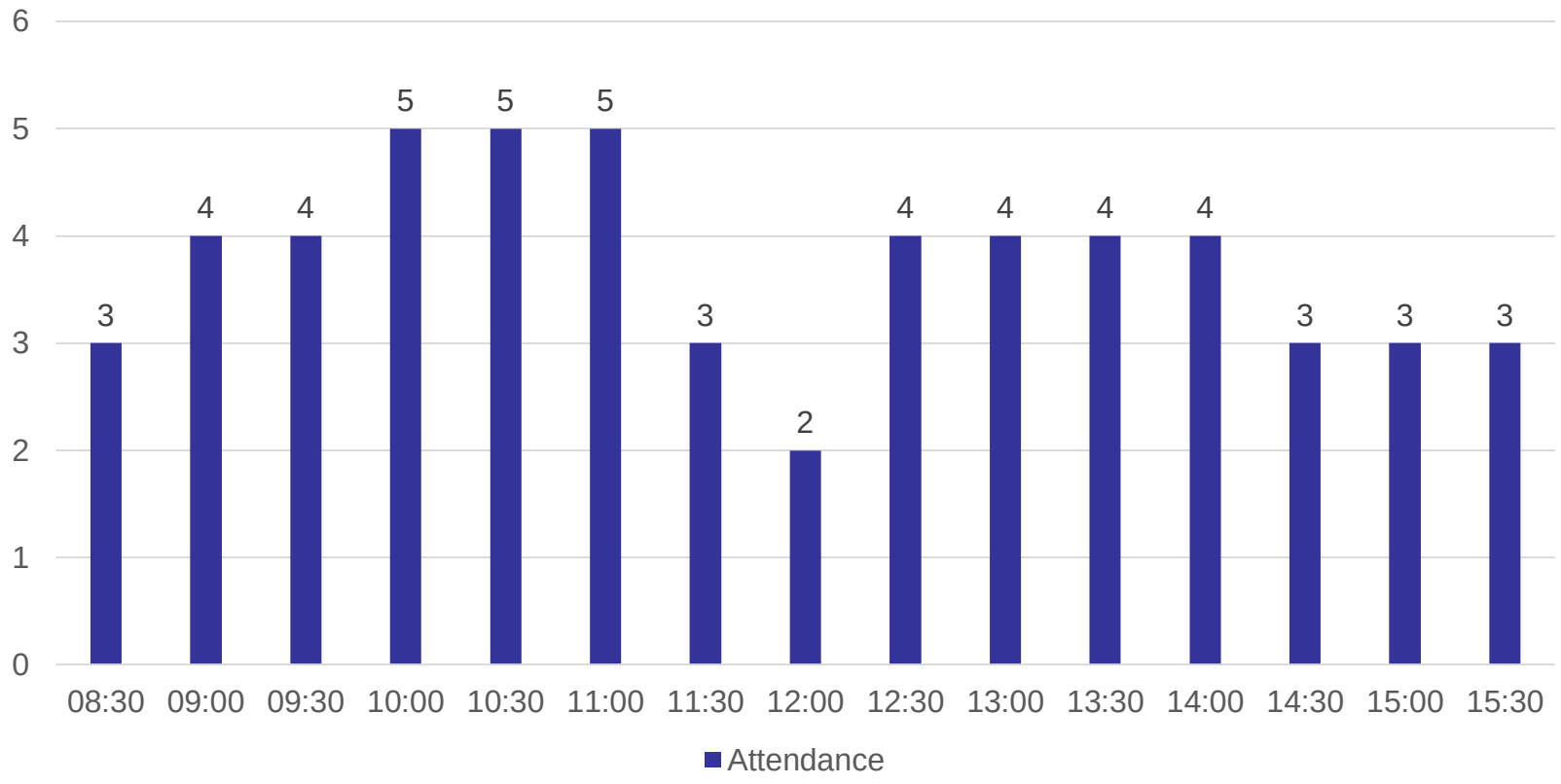


Kelty Creche - Income vs Staffing Costs

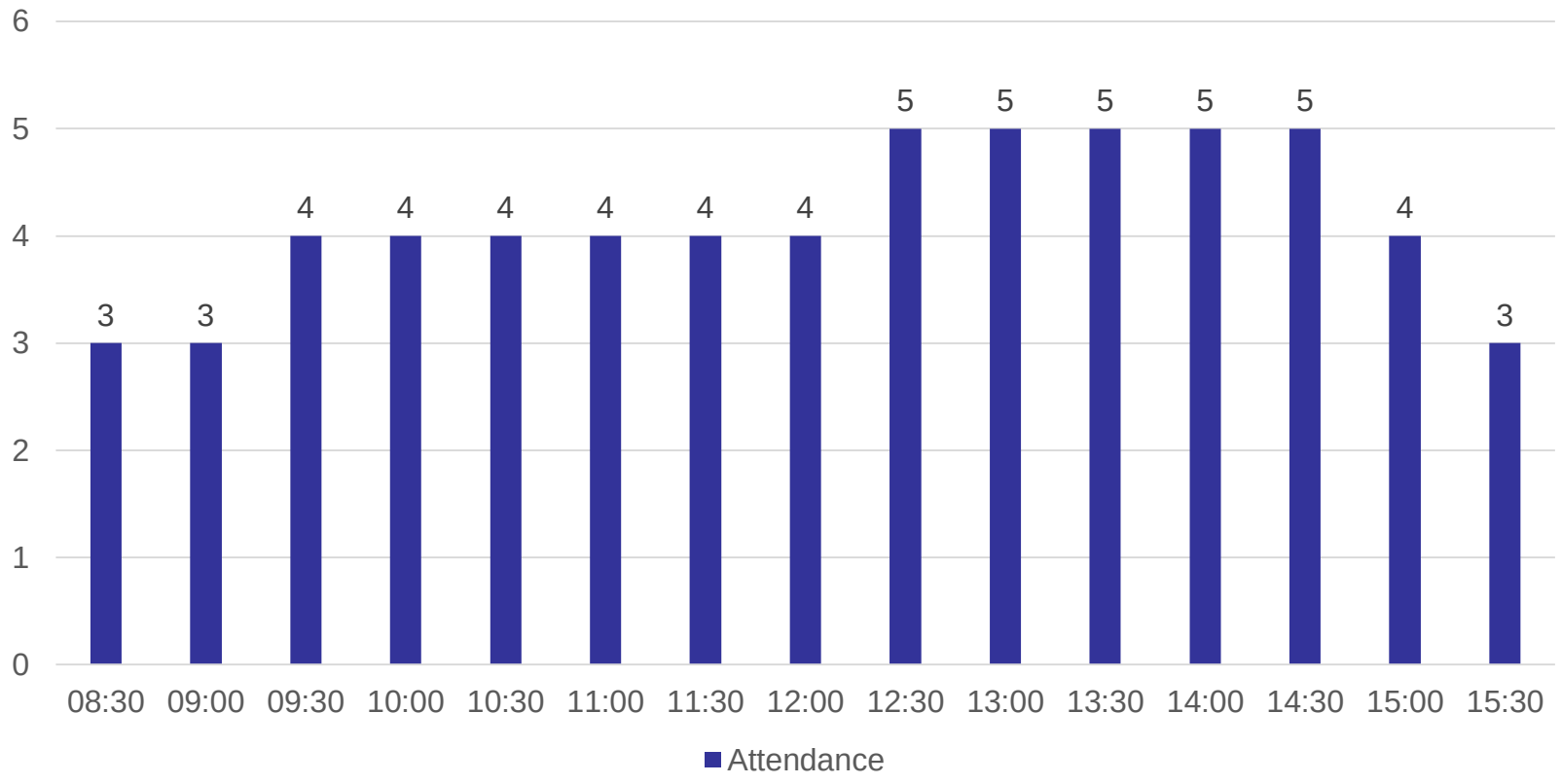
(these figures exclude setting up and training costs)



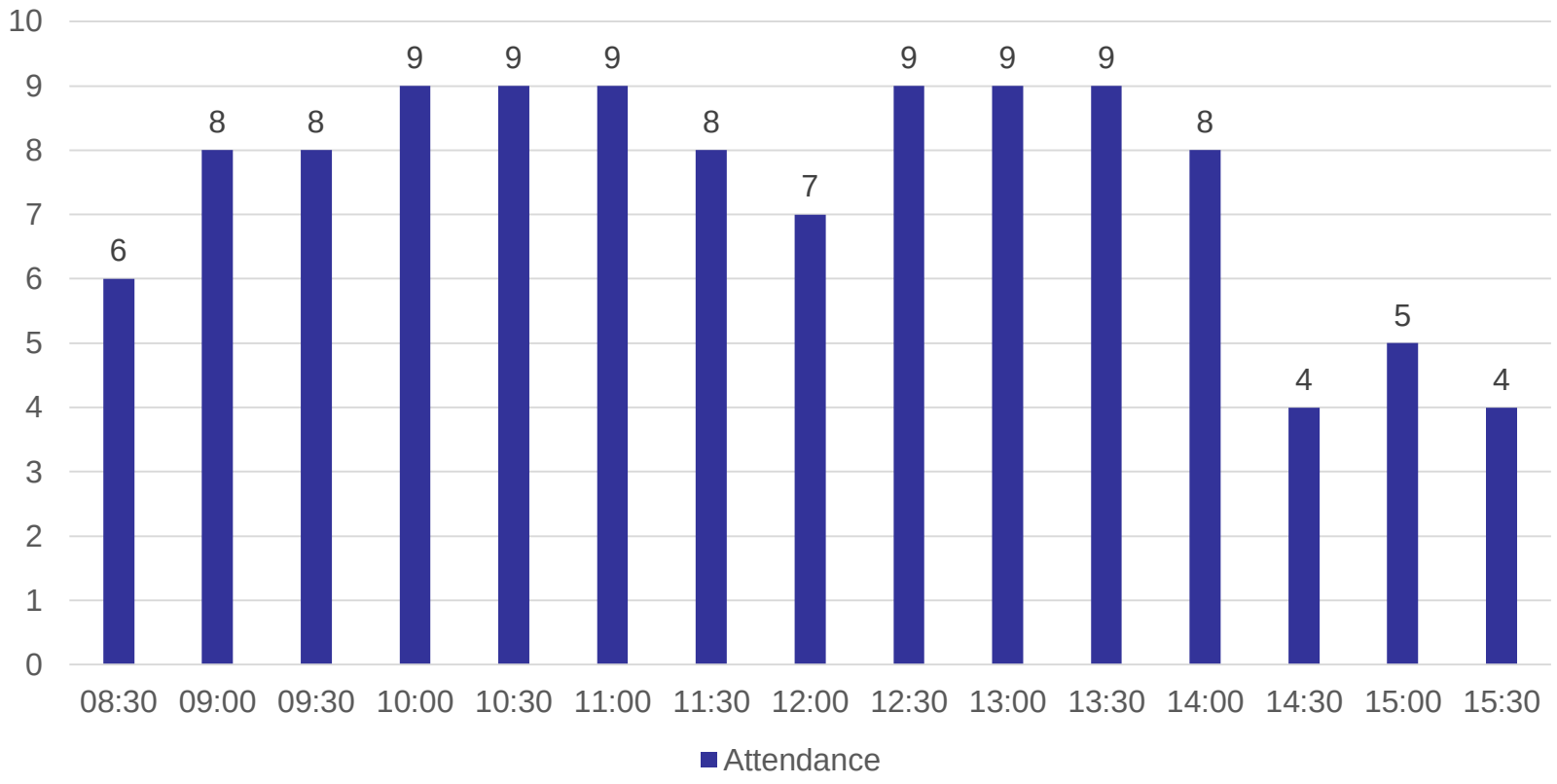
Kelty Creche
Attendance Monday (Per 30 mins)



Kelty Creche
Attendance Tuesday (Per 30 mins)

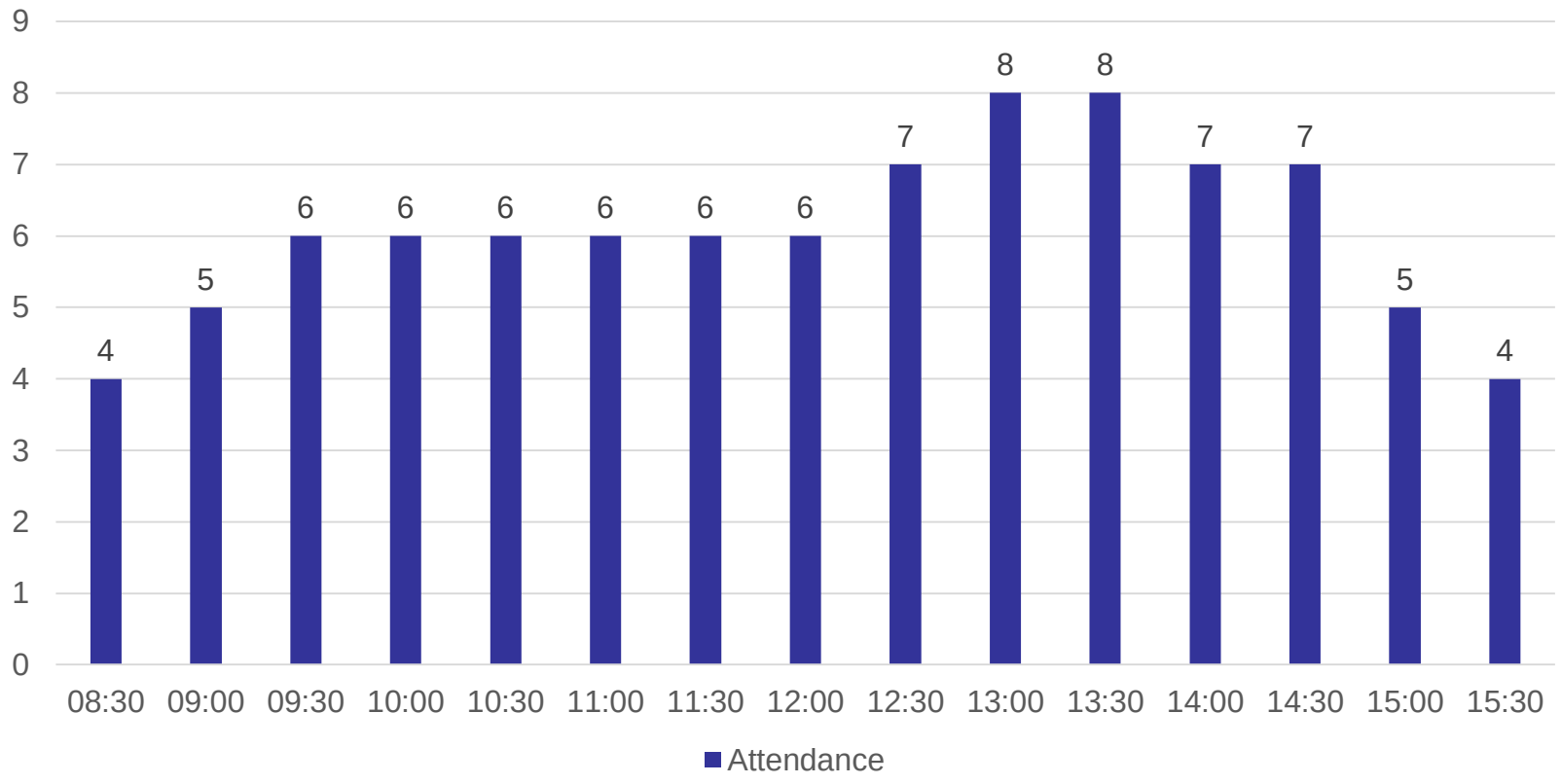


Kelty Creche – Attendance Wednesday(Per 30 mins)

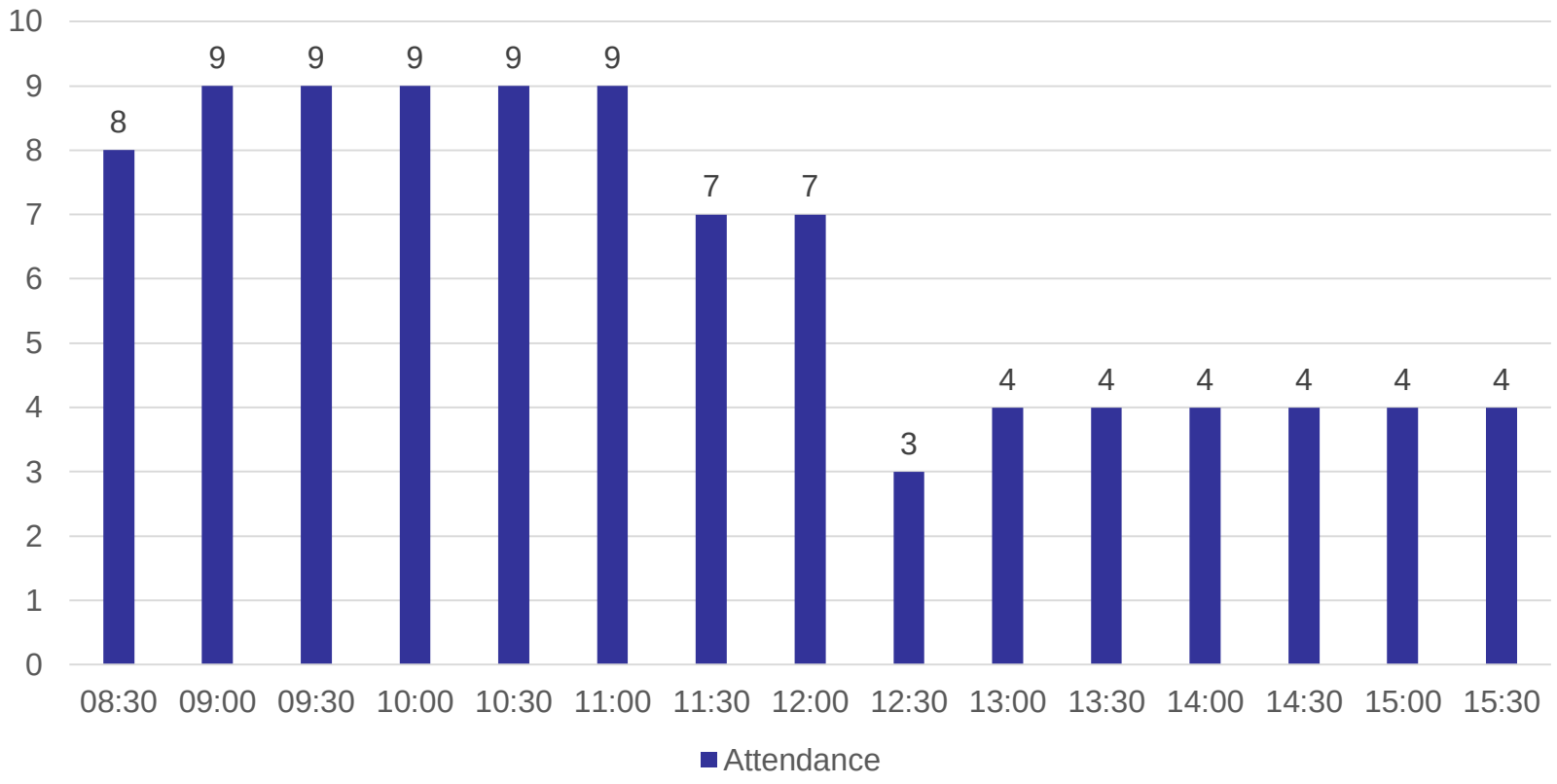


Kelty Creche

Attendance Thursday (Per 30 mins)



Kelty Creche
Attendance Friday (Per 30 mins)



FIFE PLAY RESOURCE

Context

- The Fife Play Resource is one element of the Play Practice Development Team's work. The play resource has been established as a membership based, toy and equipment learning library, targeting all age groups, from very young children in nurseries to elderly residents in care homes.

- The appropriateness of staff making non-essential deliveries around multiple sites and continuing to lend toys and play equipment across sites, is in serious question.

Proposals

- The pandemic has allowed us to review the appropriateness of this service and it is considered non-essential

- The benefits of this are:
  - The modernisation aligns with the reform agenda
  - Realign staff to more essential service delivery
  - Reduction in service delivery costs e.g. rent of storage space
  - Redistribution of toys and equipment to support out of school care and primary 1 classes
  - Any non-essential resources will be sold/recycled

FURTHER AREAS OF REFORM

Further Areas of Reform

- Service Redesign
  - Introduce a modernised billing and management system
  - Review the current childcare and play development structure
  - Identifying new commercially viable opportunities for OOSC

- Voluntary Sector Support
  - Continue to work with voluntary sector service to phase out the reliance on grant funding through supporting service to become financially viable and substituting this financial support with access to quality training, learning and development opportunities.
  - Voluntary sector service have been consulted on this already and are comfortable with this way forward.

APPENDICES

Cost of Childcare

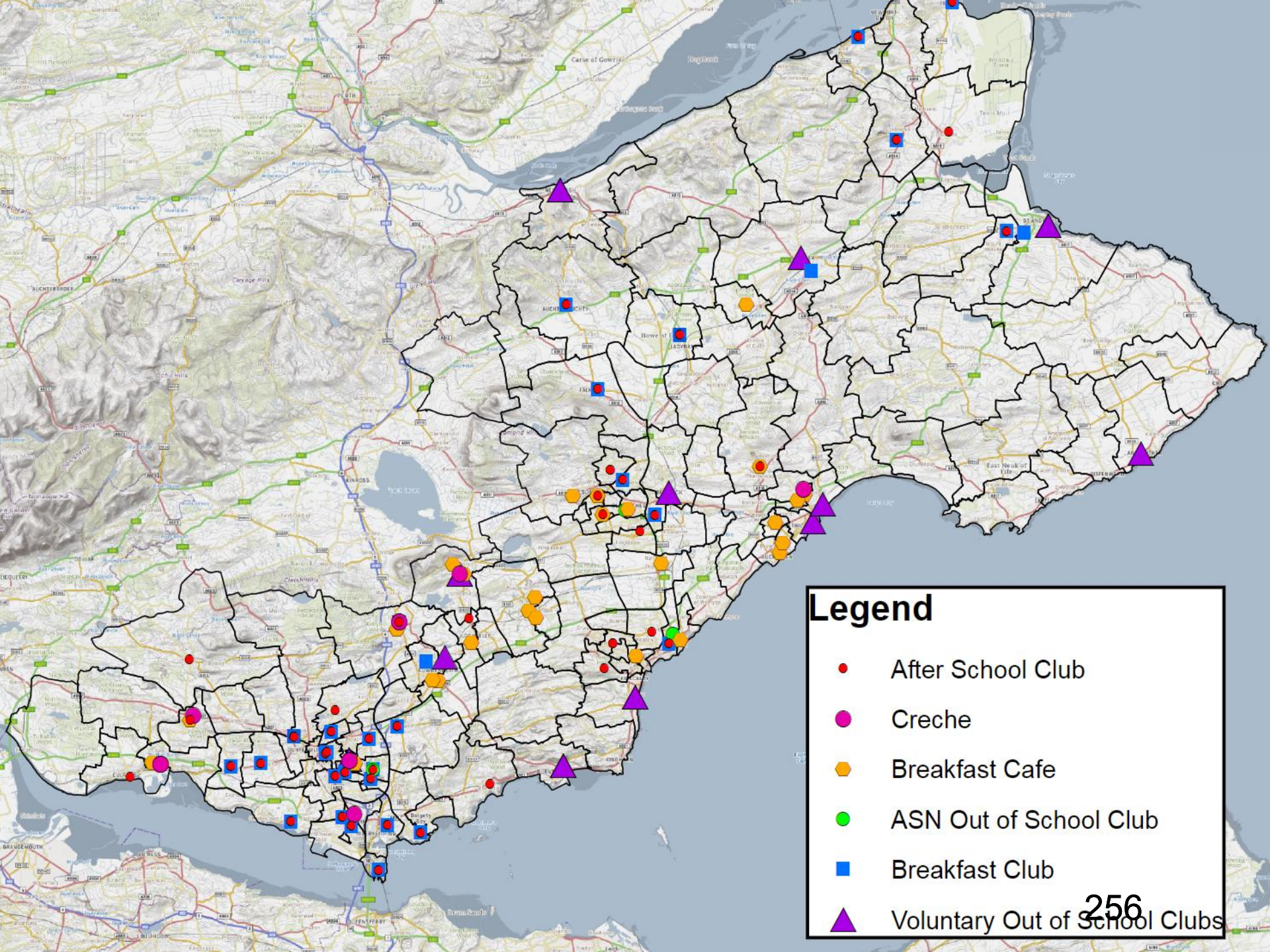
- The cost of childcare in Scotland is influenced by a number of factors. The 2019 Coram Childcare Survey report notes that the average weekly price of an after school club for children age 5-11 in Scotland is £54 per child and the weekly price of a childminder until 6pm for children age 5-11 in Scotland is £68 per child.
- The 2019 Coram Holiday Childcare Survey report notes that the weekly price of holiday childcare is £123 per child in Scotland.
- Upfront childcare costs – which can include deposits, administration fees and the payment of fees in advance are common amongst childcare providers.

Out of School Care Charges in Fife

Breakfast Club (07:45 – 09:00)	£5.15 per session
After School Club (14:45 – 18:00)	£12.35 per session
Holiday Club (Full Day – 07:45 – 18:00)	£24.00 per session
Holiday Club (Half Day)	£12.00 per session

Support with Costs

- Support with childcare costs is available for qualifying families through UK Working Tax Credit (WTC) or Universal Credit (UC). WTC and UC are aimed at lower income parents.
- WTC is a legacy benefit that has now been replaced by Universal Credit for most people. The childcare element is designed to meet up to 70% of the total cost, depending on circumstances and household income.
- The childcare element of UC enables eligible parents to claim back up to 85% of childcare costs within a monthly limit of £646.35 for one child or £1,108.04 for two or more children. Claimants must pay for childcare up-front, and then claim a reimbursement from the Department for Work and Pensions once it has been provided. The reimbursement is paid in arrears as part of the claimant's UC award each month. Earlier this year, the Flexible Support Fund was announced to help parents whose initial month of childcare costs was inhibiting parents from transitioning into employment.
- Parents can only receive support with childcare costs through UC if they:
  - Receive UC child support for their child,
  - Are in paid work, or
  - Have accepted an offer of paid work, and
  - Pay for childcare because of this work.


Legend
After School Club
Creche
Breakfast Cafe
ASN Out of School Club
Breakfast Club
Voluntary Out of School Clubs

Out of School Care by Area

SW1 – Dalgety Bay and Inverkeithing		
Aberdour OOSC	FC	
Dalgety Bay OOSC	FC	Accommodates children from Dalgety Bay and Donibristle PS's
Inverkeithing OOSC	FC	
North Queensferry OOSC	FC	
SW2 – Rosyth to Cairneyhill		
Camdean OOSC	FC	
St Johns OOSC	FC	Accommodates children from Camdean PS and Kings Road PS
Limekilns OOSC	FC	
Cairneyhill OOSC	FC	
SW3 – West Fife Villages		
Culross OOSC	FC	Accommodates children from Culross PS and Torryburn PS
Oakley OOSC	FC	Accommodates children from Holy Name PS and Inzievar PS
Saline OOSC	FC	

D1 – Dunfermline North and West		
Baldridgeburn OOSC	FC	Accommodates children from McLean PS and Pittencrieff PS
Bellyeoman OOSC	FC	
Crossford OOSC	FC	
Garvock OOSC	P	Accommodates children from Bellyeoman PS
Townhill OOSC	V	
D2 – Dunfermline Central		
Abbeyview OOSC	V	Accommodates children from Canmore PS, St Leonards PS, St Margarets PS, Lynburn PS and Woodmill DAS
Commercial OOSC	FC	
Garvock OOSC	P	Accommodates children from Bellyeoman PS, Commercial PS, Touch PS and St. Margaret's PS
St Margarets OOSC	FC	
D3 – Dunfermline East		
Calaiswood ASN OOSC	FC	Accommodates children with complex additional support needs for Calaiswood School and surrounding areas
Carnegie OOSC	FC	
Duloch OOSC	FC	
Garvock OOSC	P	Accommodates children from Carnegie PS
Pitreavie OOSC	FC	
Masterton OOSC	FC	

C1 – Ballingry to Kelty		
Kids Come First	V	Accommodates children from Benarty PS and St Kenneth's PS
Kelty OOSC	FC	Accommodates children from Kelty PS and St Joseph's PS
C2 – Lochgelly		
Lochgelly OOSC	FC	Accommodates children from Cardenden PS, Lochgelly South PS, Lochgelly West PS, St Ninian's PS and St Patrick's PS
C3 – Cowdenbeath		
Crossgates OOSC	FC	Accommodates children from Cardenden PS, Lochgelly South PS, Lochgelly West PS, St Ninian's PS and St Patrick's PS
Cowdenbeath OOSC	V	Accommodating children from St Brides, Foulford PS, Hill of Beath PS, Lumphinnans PS

G1 – Glenrothes North and East		
Collydean OOSC	FC	
Markinch OOSC	V	
Pitcoudie OOSC	FC	
G2 – Glenrothes South		
Carleton OOSC	FC	
Pitteuchar East OOSC	FC	Accommodates children from Pitteuchar West PS
John Ferus ASN OOSC	FC	Accommodates children with complex additional support needs for John Fergus School and surrounding areas
Rainbow Nursery	P	
G3 – Glenrothes Central and West		
Caskieberran OOSC	FC	Accommodates children from South Parks PS and Rimbleton PS
Southwood OOSC	FC	Accommodates children from Leslie PS and Newcastle PS
Rainbow Nursery	P	

K1 – Kirkcaldy South		
Strathallan OOSC	FC	Accommodates children from Kinghorn PS
WASP	V	Accommodates children from Kirkcaldy West PS
Burntisland OOSC	V	
Little Beehive Nursery	P	
K2 – Kirkcaldy North and West		
Strathallan OOSC	FC	Accommodates children from Kinghorn PS
Templehall OOSC	FC	Accommodates children from Fair Isle PS, Valley PS and Torbain PS
St Marie's OOSC	FC	Accommodates children from Capshard PS, St Marie's PS and Pathhead PS
Little Beehive Nursery	P	
K3 – Kirkcaldy East		
Sinclairtown OOSC	FC	Accommodates children from Dystar PS and Coaltown of Wemyss PS
Windmill ASN OOSC	FC	Accommodates children with complex additional support needs for Rosslyn School and surrounding areas
Little Beehive Nursery	P	

L1 – Levenmouth Central		
Kennoway OOSC	FC	
Leven Baptist	V	Accommodates children from Mountfleurie PS, St Agatha's PS and Parkhill PS
Poppyview	V	Accommodates children from St Agatha's PS, Balcurvie PS, Kennoway PS, Mountfleurie PS and Parkhill PS
L2 – Levenmouth South		
Poppyview	V	(Accommodates children from Buckhaven PS, Coaltown of Wemyss PS, Denbeath PS and Methilhill PS

NE1 – East Neuk		
East Neuk Kids	V	Accommodates children from Anstruther PS and St Monans PS This service is currently closed
NE2 – St Andrews		
Cosmos OOSC	V	Accommodates children from Canongate PS, Lawhead PS and Greyfriars PS
Lawhead OOSC	FC	
Leuchars OOSC	FC	
Rainbow Nursery	P	Accommodates children from Lawhead PS, Strathkinness PS and Lawhead PS
NE3 – Taybridgehead		
Balmullo OOSC	FC	
Tayport OOSC	FC	
Wormit OOSC	FC	
Little Beehive Nursery	P	
NE4 – Howe of Fife		
Auchtermuchty OOSC	FC	
Falkland OOSC	FC	
Dino OOSC	V	Accommodates children from Dunbog and Newburgh OOSC
NE5 – Cupar		
Ladybank OOSC	FC	Accommodates children from Letham PS and Kettle PS
Cupar OOSC	V	

APPENDIX 3

Feedback on proposals, following the Elected Member Workshop

Playschemes/Protected Places

This is a difficult thing to do correctly. The main concern is that children who were attending because of a referral weren't being handed a bag of food on the way out while those paying were not, clearly highlighting the ones who were there due to poverty.

~The pre-paid cards are a good way of allowing families to purchase the food they want, maybe not healthy options though.

A difficulty could be that certain things will be blocked, such as alcohol, and how a family going through a checkout with a few cans of beer or a bottle of wine along with their weekly shop will deal with this, or be dealt with by the shop. Also what the cards look like. Bank cards and credit cards can have a wide variety of designs so it should be possible to have the cards not standing out as the ones from the council.

Potential Outcomes

Proposals should see a reduction/end to duplication and thus, lead to a saving.

Regular feedback (quarterly?) to the E&CS Sub-Committee is essential as the model is developed.

Breakfast Cafés

Support a commercialised model. The gap between budgetary decision and actual cost suggests that little modelling was carried out. If schools are able to directly run these and within budget this is a move that should be supported – provided no impact on staffing arrangements and no further budgetary implications.

The fairly mixed attendance rates (as per slide 10) could suggest that some have advertised the café more effectively than others?

Out of School Care

Merging of non-viable clubs makes sense, signposting though must be clear and well-advertised. Sometimes comments of a disconnect by parents and what is happening appears.

ASN service need to be absolutely clear before any changes and the impact. Data was requested on the uptake of ASN users across Fife.

For both Breakfast Clubs and After School Clubs – data on all of these would be useful for members. Either to E&CS Sub-Committee or presented as a report within this context to each Area Committee.

Holiday Clubs

Merging Protected Places and Playschemes makes more sense. Removal of segregation between those who can and cannot pay is more equitable and inclusive.

Early Learning & Childcare (1,140hrs) Crèche Service

Increased hours will further negate the need for a crèche service. Given the model is running at a loss the service should be removed from the childcare offering, provided it is clear that there is an alternative and parents who do utilise the services are not left with no alternative option.

Fife Play Resource

COVID impact means this is unlikely to run in the medium term – the targeting of resource from “very young children in nurseries to elderly residents in care homes” – this is not going to happen.

Side point – Intergenerational working? The end?

Further Areas of Reform

Possibly some further detail is required on consultation with voluntary sector service?

3 November 2020

Agenda Item No. 9

Child Poverty Action Plan

Report by:	Carrie Lindsay, Executive Director - Education & Children's Services
Wards Affected:	All

Purpose

The report provides an overview of the Child Poverty Action Plan for Fife, as required in the Child Poverty Act (Scotland) 2017. This report should be read in conjunction with the Fife Local Child Poverty Action Report (LCPAR).
https://our.fife.scot/wpcontent/uploads/sites/8/2020/10/LCPAR-2020-FINAL-051020.pdf
The LCPAR is produced in partnership with services across Fife, NHS and our third sector partners who form the Local Child Poverty Action Group. This group reports to the Welfare Reform and Anti-Poverty (WRAP) Partnership and to the Children in Fife Partnership and both groups report to the Fife Partnership Board on the Plan for Fife outcomes.

Recommendation(s)

Members are asked to:

- scruitinise the contents of this report;
- note the progress of the work to date and next steps
- approve the actions for Fife Council Education & Children's Services within the LCPAR

Resource Implications

None at this stage.

Legal & Risk Implications

None at this stage.

Impact Assessment

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

Consultation

Consulation was undertaken with individuals across the Education and Children's Directorate through the Welfare and Anti-Poverty Group as well as Children In Fife.

1.0 Background

1.1 In July 2015, the UK Government announced its intention to repeal significant parts of the Child Poverty Act 2010 via what became the Welfare Reform and Work Act 2016.

1.2 The Scottish Government requested an opt-out from the UK Government's approach, and instead, introduced the Child Poverty Act (Scotland) 2017 (http://www.legislation.gov.uk/asp/2017/6/contents/enacted) which sets out four ambitious targets for 2030 in relation to statutory income targets on child poverty. The 2030 targets are that, of children living in households in Scotland -

- less than 10% should be living in relative poverty (how many families are on low incomes compared with middle income households)
- less than 5% should be living in absolute poverty (how many low income families are not seeing their living standards improving over time)
- less than 5% should be living with combined low income and material deprivation (how many lower income families cannot afford basic necessities)
- less than 5% should be living in persistent poverty (how many families live on low incomes three years out of four)

1.3 In setting out the agenda for tackling, reporting on and measuring child poverty, the Act placed a duty on local authorities and each relevant Health Board to to jointly prepare a Local Child Poverty Action Report, as soon as practicable after the end of each reporting year.

1.4 The Act requires that local authorities and NHS Boards set out, in their local child poverty action reports, information on measures that they plan to take to contribute to the meeting of the Child Poverty reduction targets set out in the Bill, and ensure that the reports provide a strategic plan as well as an account of progress to date.

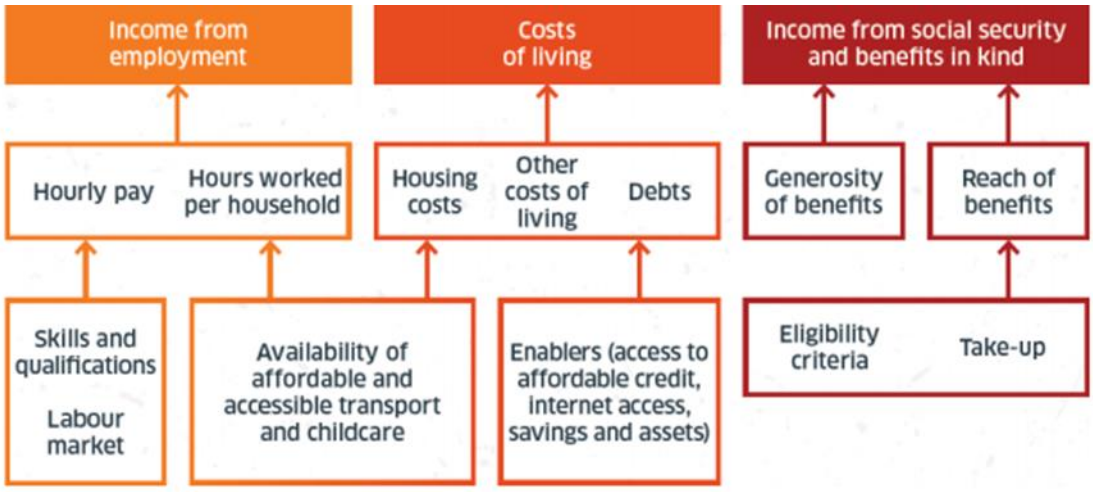
1.5 We have revisited our action plan as suggested by the Poverty & Inequality Commission's review published in November 2019 and have taken on the feedback provided by the National Co-ordinator for the Local Child Poverty Action Report.

2.0 National Context

2.1 Around one in four children in Scotland lives in poverty, according to research ('Poverty and income inequality in Scotland: 2015-2016') https://www.gov.scot/publications/poverty-income-inequality-scotland-2015-16/ This may well increase due to the effects of Covid.

2.2 Scottish Government's Tackling Child Poverty Delivery Plan 2018-22: Every Child, Every Chance sets out policies and proposals to support progress to ensure these targets are met and to tackle the drivers of child poverty. Each Authority's Anti-poverty action plans must focus on the drivers of poverty, which fall under three main categories: income from employment, costs of living and income from social security. The figure below illustrates the drivers in more detail

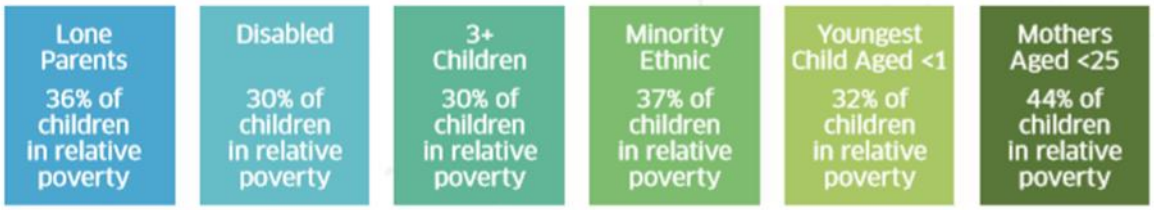
Figure 1: Drivers of Child Poverty



Source: Every Child, Every Chance

2.3 Figure 2 outlines the priority groups set out in Every Child, Every Chance that were identified as being particular beneficiaries of the commitment to tackle child poverty. Living in areas of high deprivation and remote rural locations were identified as placing additional barriers on families with these characteristics.

Figure 2: Priority Groups



Source: Every Child, Every Chance

2.4 In addressing the issues outlined in the Child Poverty Plan it is important to note that this Act does not sit in isolation but rather is supported and influenced by:

Fairer Scotland Duty,
Equality Act 2010
Children and Young People (Scotland) Act 2014
Articles 26 and 27 of the UNCRC
Public Health Priorities for Scotland
Attainment Scotland Fund

3.0 Fife Context

3.1 Simillarly to the national picture, one in four (25%) children are living in poverty in Fife. Recent data from the Scottish Government (Children in families with limited resources across Scotland 2014-2017 - Scottish Government, February 2019) shows that around one in five (20.8%) children in Fife are living in families with limited resources (after housing costs). This is similar to the Scottish average where 21% of children in the sample were in

families with limited resources after housing costs. We knew that child poverty was expected to increase in Scotland before the coronavirus (Covid-19) pandemic hit, with the likelihood that it would affect more than one in three children by 2021, and then still further by 2030. However, the economic impact of the coronavirus pandemic and lockdown is hitting vulnerable people and families hardest pushing more people into poverty.

3.2 In Fife, 18.1% of children live in low income families where income is less than 60% of the UK median income. Low income is a major driver of child poverty, whether this be income from employment or income from social security. It can have serious implications on the cost of living as prices for housing, fuel and food, for example, become too high for a household's level of income.

3.3 There is a clear link between overall deprivation and income deprivation, with places in the 20% most deprived areas in Fife more likely to also experience income deprivation. For every 100 children in Fife, 36 children are living in poverty in Fife's 20% most deprived areas. Prior to the lockdown, we knew that income deprivation in Fife was tracking what was happening in Scotland as a whole. The Scottish Index of Multiple Deprivation (SIMD) 2020 tells us that 11.9% of the population are income deprived in Fife (12.1% for Scotland) (Scottish Government, Jan 2020).However, this is likely to increase due to the effects of Covid.

3.4 Child poverty affects all areas of Fife regardless of Scottish Index of Multiple Deprivation (SIMD) profile, and work is being delivered to tackle child poverty across all organisations and services of the Fife Partnership.

3.5 The Local Outcome Improvement Plan – the Plan for Fife 2017-2027 – outlines the vision for Fife over the next seven years and puts tackling poverty and inequality at the heart of service delivery across the Fife Partnership:

'By 2027, we want Fife to be a place where all residents live good lives, make informed choices and have a sense of control so that they can reach their full potential, and where all children are safe, happy and healthy.' (Plan for Fife, page 4)

3.6 Fife Childrens' Services Partnership Agile Plan 2020-21 identifies, file:///C:/Users/dcessfo/Desktop/Agile%20Action%20Plan%202020-21.pdf

"The work undertaken in reviewing children's services in Fife in 2020 highlighted: **4 Priorities for Improvement**. These 4 themes broadly describe those areas where outcomes for children and young people most need to improve (**safety, wellbeing and opportunity**) and also recognise the need to mitigate the impact of **poverty** – one of the key barriers to improving outcomes"

3.7 To implement the Plan for Fife and the Fife Children's Services Plan, organisations from Fife Partnership have come together to form the Children in Fife Partnership and the Welfare Reform and Anti-Poverty (WRAP) Partnership to deliver on specific actions set out in the two plans.

3.8 The Fife Child Poverty Group is responsible for the Fife Local Child Poverty Action Report (LCPAR). This group reports to the WRAP Partnership and to the Children in Fife Partnership. Both of these partnerships report to the Fife Partnership Board on the Plan for Fife outcomes, as well as Fife Council committees when appropriate.

4.0 Fife Local Child Poverty Action Report (LCPAR)

4.1 The Fife Child Poverty Action Report provides an overview of the delivery of Fife Partnership's existing child poverty measures and outlines new actions that seek to create a step-change in efforts to tackle this persistent issue. All aspects of Covid-19 are explored in our report https://our.fife.scot/wp-content/uploads/sites/8/2020/10/LCPAR-2020-FINAL-051020.pdf

4.2 We had 60 actions in our initial plan illustrating the extent of our commitment to tackling child poverty, however, we have since refreshed the Action Plan, so we have 16 high-level actions that fit strategically with what is set out in Fife's local outcome improvement plan. Our new, updated Child Poverty Action Plan can be found in Appendix 1 of the . https://our.fife.scot/wp-content/uploads/sites/8/2020/10/LCPAR-2020-FINAL-051020.pdf

4.3 The Child Poverty Act 2017 (Scotland) also requires that local authorities and each relevant Health Board must set out any measures that they propose to take to contribute to the meeting of the targets. From the information gathered through our audit of current activity we were able to assess our activities in relation to the three drivers and six priority groups and identify actions to address these. This allowed us to consider the needs of the local population, in terms of the relevant drivers of child poverty locally and the population groups at highest risk, or with highest need. In particular, it enabled us to identify those needs that are not addressed or are only partially addressed through existing activities. The full overvew of the identified high-level actions can be found in Appendix 2- Action Rationale - of the Fife LCPAR https://our.fife.scot/wp-content/uploads/sites/8/2020/10/LCPAR-2020-FINAL-051020.pdf

4.4 In undertaking this audit, attention was paid to the direct drivers of child poverty, with a specific focus upon the following outcomes:

- Costs of living are reduced;
- Income from employment is maximised; and
- Income from social security and benefits in kind are maximised.

4.5 Work to reduce the Cost of the School Day makes a significant part of the actions for Fife Council Education & Children's Services in the Fife LCPAR. A briefing paper on this work is being prepared for Elected Members and a workshop will be offered to share and discuss the steps being taken and approaches being adopted across our schools and Early Learning Centres to reduce the cost of the school day.

5.0 Monitoring of the LCPAR

5.1 As identified in 2.13, the Fife Child Poverty Group reports to the WRAP Partnership and to the Children in Fife Partnership. Monitoring of the activites identified within the LCPAR will be undertaken through these two groups at regular intervals throughout the year.

5.2 In determining how identified actions are monitored it is key that we clearly identify existing sources of data/evidence from across local partners and also other sources of data which will helps us to show progress. Working across other partnerships, there is also a need for

us to identify what new data is required and to consider systems and processes that will enable the capturing of this.

5.3 Whilst this local child poverty action report sets out all the great work we have been doing over the past year to address child poverty, we need a way of measuring our outcomes so we know we're making a real impact. There is now a subgroup of the Fife Child Poverty Group looking at how we can use data to measure our success.

6.0 Conclusions

6.1 Whilst much is being undertaken, across Fife and with partners, to develop support that looks reduce child poverty it is clear that there are a number of areas for improvement within our provision and which must address the additional repercussions of Covid.

6.2 Fife has excellent working relationships with local partners as demonstrated by the co-ordinated approach to planning and delivery of anti-poverty work referenced within the LCPAR. However, there is a need to work more closely to eradicate deep, persistent and Covid-19 induced poverty. In order to tackle the unacceptable levels of child poverty in Fife, greater collaboration is required and innovative actions are needed. The LCPAR will provide a vehicle for this collaboration.

6.3 It is a key priority of Fife's Community Planning Partnership to ensure that people in Fife have equal access to opportunities and help to support a fulfilling and decent life. Fife Partnership is committed to work more collaboratively to eradicate deep and persistent poverty, tackle the cost of living crisis and address the issues that limit the aspirations of many Fife residents and which have been detrimentally affected by Covid-19.

6.4 It has been proposed to Fife Partnership Board that the initial phase of the Plan for Fife review focuses on a small number of priority areas that are key to post-Covid-19 recovery. These priorities include **tackling poverty** and **crisis prevention**. There is now an opportunity to learn from our response to the pandemic and to better join up support at a local level, reduce duplication and improve commissioning and resource allocation to support vulnerable families, children and young people and address issues relating to child poverty.

List of Appendices

1. Appendix 1 - Child Poverty Action Plan 2020
2. Appendix 2 - Child Poverty Action Rationale 2020

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Appendix 1 – Child Poverty Action Plan

Based on feedback, this year we have presented our action plan by each driver, as well as through a category titled 'indirect actions', which are designed ensure we have the right foundations for tackling child poverty. For instance, our action to improve awareness of ACEs recognises that trauma is both a cause and consequence of poverty. We have also proposed new actions going forward.

Action	Partners involved (lead partner in bold if applicable)	How impact will be/is being assessed	Timeframe	Group(s) the action is intended to reduce poverty amongst
Income from employment				
Promote banking and affordable credit options.	Cosy Kingdom, CARF, **Fife Council**, Fife Credit Unions, Fife Voluntary Action, Conduit Scotland	We are assessing the impact of this action by looking at: • referrals to money advice service providers in Fife • number of Credit Union members.	March 2021	There is no specific priority group that this action targets, however, it does aim to benefit all individuals or households with low incomes.
Work with Fife employers to support family friendly workplace policies e.g. Fair Work, Good Work.	**Fife H&SCP – Health Promotion Workplace Team,** NHS Fife, Fife Council	Number of employers engaged. Reduction in employee absence within NHS Fife. Uptake of family-friendly policies.	2021	This action targets employees living on low incomes in Fife. There are specific sub-actions that intend to reduce poverty amongst children under 1, lone parents, families effected by disabilities and families with 3 or more children.
Promote Fife as a Living Wage region and look at the role of procurement in supporting this.	Living Wage Action Group: **Fife Council**,	Number of businesses signed up to the Living Wage Scotland accreditation. Number of people uplifted onto the Living Wage from the Living Wage figures.	Ongoing	This action targets individuals earning less than the calculated real Living Wage.

Build on the Making it Work for Families programme through the Edinburgh & South East Scotland City Region Deal's Integrated Regional Employability & Skills programme and support an Intensive Family Support Service.	**Edinburgh & South East Scotland City Region Deal** partners: Fife, City of Edinburgh, Scottish Borders, East Lothian, Midlothian and West Lothian Councils.	Once this service is up and running, we will monitor the number of families participating in the service, and of these families we will assess the attainment of the young people involved and whether they leave school to a positive destination.	To be up and running by 2020	There is no specific priority group that this action targets. This is partly because of the stage of the programme.
Costs of living				
Develop our approach to concessions and cost reduction to ensure cost is not a barrier to participation.	**Fife Council Communities & Neighbourhoods Service**	We will consider the numbers and profile of people participating to assess whether the concession is being used by families who may not have been able to afford participating otherwise.	Summer 2020	There is no specific priority group that this action targets, however, it does aim to benefit all individuals or households with low incomes who are receiving certain benefits.
Identify and address cost barriers to participation in school.	**Fife Council Education & Children's Services**	We are assessing the impact of this action by looking at: • uptake of free school meals and school clothing grant • whether schools have completed an audit of costs • all schools have poverty proofing statements • all schools have links on their websites to information on free school meals, clothing grant, etc. • the costs for participating in activities run by Active Schools • attendance at training.	2021	There is no specific priority group, however children in receipt of free school meals will be the beneficiaries of this action. Children with multiple siblings, young carers, care experienced, minority ethic children, and children in kinship care could benefit from reduced cost barriers.

Ensure there are effective, dignified mechanisms for supporting people facing food crisis while working towards a significant reduction in household food insecurity.	**Food Insecurity Steering Group:** NHS Fife, CARF, Fife Council Communities & Neighbourhoods Service, Greener Kirkcaldy, Glenrothes Food Bank, Kirkcaldy Food Bank, CLEAR Buckhaven	Research being carried out in autumn 2020, with individuals and food providers across Fife, to assess effectiveness of responses to people experiencing food crisis.	2021	There is no specific priority group, however, this is aimed at people and families that are food insecure, which is likely to be experienced by families in the priority groups.
Improve access to local, affordable and flexible childcare, including explore parent led approaches to take advantage of learning, training and job opportunities.	**Fife Council Education & Children's Services**	To assess our impact for this action, we will monitor: • the overall fees for childcare • the cost of childcare and the number of ELC hours available • the number of families using early learning and childcare.	2021	This action will benefit families living on low incomes. Although it is not targeted at a specific priority group, it will benefit them.
Provide support to families to meet housing costs or to find affordable sustainable housing.	**Fife Housing Partnership:** Fife Council, NHS Fife, the Scottish Government, the Fife Housing Association Alliance (made up of Fife, Glen, Kingdom and, Ore Valley housing associations), tenants and residents federations and private landlords steering group	We are monitoring the take up of Housing Benefit and rent top-ups, as well monitoring the number of Housing staff that are trained to offer housing alternatives for housing choice and benefits.	Ongoing	This doesn't impact a specific priority group but will benefit a number of families that are living in fuel poverty.
Reduce the number and percentage of households experiencing fuel poverty.	**Fife Housing Partnership:** Fife Council, NHS Fife, the Scottish Government, the Fife Housing Association Alliance (made up of Fife, Glen, Kingdom and, Ore Valley housing associations), tenants and residents federations	We will monitor the number of households that receive free home energy advice and the number of households helped out of fuel poverty.	2022	This doesn't impact a specific priority group but will benefit a number of families that are living in fuel poverty.

	and private landlords steering group			
Income from social security and benefits in kind				
Explore a local pilot of basic income.	**Scottish Government**, and Fife, City of Edinburgh, North Ayrshire and Glasgow City Councils	The impact of this action will be determined through a full business case which will be submitted to the Scottish Government. The success of this action depends on whether it is able to influence government policy.	Spring/Summer 2020	There is no specific group that this action targets due to the nature of it being a pilot with the intention that all citizens could receive a basic income. However, this action can potentially benefit some groups more than others, particularly lone parents and people with disabilities.
Co-ordinate support locally to deliver mitigation measures and monitor the impact of welfare changes.	Fife Welfare Reform & Anti-Poverty Partnership: CARF, **Fife Council,** NHS Fife, Fife H&SCP, Fife Gingerbread, Fife Voluntary Action, Social Security Scotland, DWP	We will assess the impact of this action by monitoring the outcomes of projects relating to welfare reform and poverty mitigation in local communities.	2023	This action will benefit families living on low incomes. Although it is not targeted at a specific priority group, it will benefit them.
Integrate accessible income maximisation at key points in service provision across the partnership.	Fife Welfare Reform and Anti-Poverty Partnership: **CARF**, Fife Council, NHS Fife, Fife H&SCP, Fife Gingerbread, Fife Voluntary Action, Social Security Scotland, DWP	We will assess the impact by monitoring benefit up-take.	2023	This action will benefit families living on low incomes. Although it is not targeted at a specific priority group, it will benefit them.
Improve advocacy and support to enable families and pregnant women to deal with benefit changes, maximise income and be more financially resilient.	**Fife Health & Social Care Partnership**, NHS Fife, CARF	We will monitor the number of referrals to financial advice services through the CARF *Financial Health Check* project and will supplement this by tracking the number of	2021	This action is aimed at families or pregnant women, and therefore may impact lone parents, mothers aged under 25, children under 1

		referrals to money advice or income maximisation services as well as to maternity grants, neonatal support that are made by staff to their patients.		and families with 3 or more children.
Indirect actions				
Understand Fife's child poverty priority groups by reviewing data and considering ways of engaging with the priority groups to co-produce support.	Fife Child Poverty Group: **NHS Fife**, Fife Council, CARF, Fife Gingerbread, Social Security Scotland	We will assess the impact of this action based on the level of lived experience reflected in the group's decision making.	2021 (pushed back due to Covid-19)	This action aims to involve people in the priority groups in decision making to allow us to better support them.
Improve awareness and the impact of Adverse Childhood Experiences (ACEs).	Fife Council, Fife H&SCP, NHS Fife	We will monitor the impact of this action amongst key staff groups by considering the number of employees who have participated in training and workshops.	2023	This action won't specifically benefit the priority groups, however, it does lay the foundations for building a workforce that is trauma aware.

Planned new actions

Action	Partners involved (lead partner in bold if applicable)	How impact will be/is being assessed	Timeframe	Group(s) the action is intended to reduce poverty amongst
Income from employment				
Develop and implement a new, locally informed framework for commissioning employability services in the area through the No One Left Behind programme and Parental Employment Support Fund.	**Fife Council Business & Employability Service**, Fife Voluntary Action, DWP, NHS Fife, Fife College, Skills Development Scotland	Following an initial stakeholder workshop in March 2020, a series of collaborative conversations have been held with service users and those with lived experience to inform the framework and challenge fund process. Outcomes will be delivered in line with	Challenge Fund to be active from April 2021	Intended to reduce poverty amongst families and will likely benefit families captured through the priority groups.

		Scottish Government requirements for the NOLB framework.		
Costs of Living				
Improve affordable and sustainable travel and public transport, particularly in rural parts of Fife and during evenings and weekends.	**Fife Council Transportation Service**, Fife Council Communities & Neighbourhoods Service	The impact will be assessed through a number of projects relating to affordable transport, including the outcome of the *Let's Talk... about Transporting People* project, which aims to involve people in designing the future of subsidised passenger transport services.	2023	There is no specific priority group that this action targets, however, it does aim to benefit all individuals living in Fife.
Income from social security and benefits in kind				
Renew awareness raising around child maintenance, centred on a children's rights approach.	**Fife Gingerbread**, CARF, NHS Fife, Fife Council	We will monitor the levels of Child Maintenance claimed in Fife. The impact will be on the financial and emotional wellbeing of children and families knowing that both parents are contributing – relative to their means – as is the child's right.	2021	Lone parents This action may also benefit lone parent families that fall into other priority groups like disability, ethnic minorities, more than three children, etc.

Appendix 2 – Action Rationale

On reviewing our actions, we wanted to create a more succinct action plan that has clear links to the Plan for Fife and demonstrates how we are working collaboratively to address the drivers of child poverty.

We had 60 actions in our initial plan, which showed the extent of our knowledge and understanding of what is required and it illustrated our ambition to tackle child poverty. This year, however, to make reporting more meaningful and practical, we have reduced the number of actions but have incorporated them all into 16 high-level actions.

The table below sets out each of our high-level actions and explains our rationale for including them and what we've changed since our last report.

Promote banking and affordable credit options.	We want Fife to be a more equitable place where people don't have to turn to illegal loan sharks or high-cost payday lenders. That's why we are working in partnership to promote our Fife credit unions and Conduit Scotland. We haven't changed this action since our last report, however, we have grouped two other actions under this for reporting purposes. In 2019, we said we would promote credit union membership to Fife employees and raise awareness of the Tay Valley Credit Union for Fife Council Employees. It is our intention to continue with these actions as a means of supporting the delivery of this high-level action. This is a key action that contributes to our financial inclusion strategy and will be essential in making sure families can maximise their income. Find out about the progress we are making on this action on page 13 of our Child Poverty Action Report.
Work with Fife employers to support family friendly workplace policies e.g. Fair Work, Good Work.	We know that for many parents, employment isn't always as secure as it seems, and for many families, a flexible family friendly workplace policy can really make the difference when juggling employment and childcare, especially when you're living on a tight budget. To achieve this high-level action, we're combining it with other actions which were laid out in our previous action plan to address similar issues. • Signpost staff to relevant services and to Trade Union 'hardship' funds • Advance payment of bus fares to enable support services staff to get to work when bases have changed. • Continue to progress development of good work policies on procurement and employment practice in relation to child poverty. Find out more about what we have been doing on this action on page 14 of our report.
Promote Fife as a Living Wage region and look at the role of procurement in supporting this.	Fife Council has committed to making Fife a Living Wage region. It's in our Plan for Fife and will have real benefits for many families who are not yet receiving the living wage.

Build on the Making it Work for Families programme through the Edinburgh & South East Scotland City Region Deal's Integrated Regional Employability & Skills programme and support an Intensive Family Support Service.	We want to build on the Making it Work for Families programme which unfortunately lost its funding in 2019. In order to continue this fantastic piece of work, we are supporting an Intensive Family Support Service through the ESES City Region Deal's Integrated Regional Employability & Skills programme. Find out more about the progress of this action on page 14 of our report.
Develop our approach to concessions and cost reduction to ensure cost is not a barrier to participation.	We want to ensure that any child who wants to participate in sport, leisure, arts and culture can and that the cost isn't a barrier for children, young people and families on low incomes. This is a Plan for Fife action and we are committed to ensuring it benefits children in poverty.
Identify and address cost barriers to participation in school.	Cost shouldn't be a barrier to children at school. We have made this a high-level action because of the Cost of the School Day and are supplementing it with actions that we highlighted in our previous report. • Provide Free School Meals for P4 – P7 children and S1-S6. • Provide access to free sanitary products. • Raise awareness of the impact of Cost of the School Day on families with guidelines to be developed to support schools in taking appropriate actions and sharing good practice. • Produce and implement a participation policy to ensure that all of Fife's Young people have the same opportunity to represent Fife through their chosen sport. • Provide training for Active School staff to ensure they are better informed on Child poverty in Fife, the cost of the school day and how to mitigate cost. • Roll out of Poverty Matters training to schools across Fife and developing draft guidance and top tips for schools on the COSD. • Increase the rate of School Clothing Grant from £75 to £100. • Make a commitment to free sport and physical activity extra-curricular opportunities for young people. • Work with external activity providers to lower the cost of extra-curricular provision, through the Council's Service Level Agreement.
Ensure there are effective, dignified mechanisms for supporting people facing food crisis while working towards a significant reduction in household food insecurity.	Food insecurity is a real issue in Fife's communities. Even before the coronavirus pandemic exacerbated this issue, food insecurity was a very real problem for many of our children, young people and families. We set out actions in our plan last year to help address food insecurity and it remains a priority to deliver these actions. We are: • exploring and piloting different models of food purchase and distribution options including community pantries / fridges. • increasing skills and knowledge to prepare affordable, nutritious food. • mapping food provision across Fife (including school holiday provision, community cafes and food banks). • piloting, evaluating and rolling out a money crisis tool for workers interacting with people who are food insecure. • piloting a new scheme to address the issue of food insecurity faced by children, young people and families during school holidays in communities across Fife.

	We have grouped these under this high-level action. Find out more about what we're doing to tackle food insecurity for children and families in Fife on page 16 of the Child Poverty Action Report.
Improve access to local, affordable and flexible childcare, including explore parent led approaches to take advantage of learning, training and job opportunities.	We know the value of affordable and flexible childcare and how it has the potential to enable parents to find work whilst ensuring their child is well looked after. Therefore, we wanted to make this a high-level action that supports parents to maximise their household income. This is a Plan for Fife action, which means that there are already a number of actions being implemented that will be looking to improve access. However, in our 2019 report, we set out a number of actions that can also support us achieving this action. We are: • exploring options for discounts on school age childcare fees for those on low incomes via FifeStyle, Holiday Play Schemes and Breakfast Cafes in schools. • considering whether currently funded early learning and childcare for 2- year-olds reaches families at risk of poverty, and whether additional action could be taken to maximise reach. • exploring where funded hours offered for pre-schoolers could be increased or subsidising additional hours for families at risk or experiencing poverty. • considering ways to further subsidise or provide free additional hours of early learning and childcare for children under 2 for families at risk of or experiencing poverty.
Provide support to families to meet housing costs or to find affordable sustainable housing.	Children deserve to have a stable home and should not have to face homelessness because their parents cannot afford their housing costs. We want to help parents sustain their tenancies. Find out more about what we are doing on this action on page 16 of the report.
Reduce the number and percentage of households experiencing fuel poverty.	Too many children in Fife are living in households that are fuel poor. We recognise that this is an area of poverty that can affect anyone, but for children, a warm house to come home to is essential for their development. Therefore, we are making this one of our high-level actions and aligns nicely with our fuel poverty ambitions in the Plan for Fife.
Explore a local pilot of basic income.	Following our Fairness Matters report recommendation to explore basic income as a way of making Fife fairer, we incorporated it into our Plan for Fife. We believe social security is an essential public service, and in times of hardship like the coronavirus crisis, exploring alternatives to social security to give more people money in their pockets is fundamental if we want an equitable society. For these reasons, we decided that it deserved to be a high-level child poverty action. It also demonstrates Fife's willingness to be involved in national projects and to collaborate with other local authorities and national partners.
Co-ordinate support locally to deliver mitigation measures and monitor the impact of welfare changes.	We are working on a range of activities and projects across the whole of Fife that support our welfare reform and anti-poverty objectives. As we stated in the report, Fife has a large geography with a mix of urban and rural areas. Fife is split into seven areas to ensure we are meeting the needs of local communities, but all our areas are slightly different with their own unique opportunities and

	challenges. We also know that welfare reform is having an unprecedented impact on our most vulnerable communities, therefore it's important that our services offer co-ordinated support to ensure delivery of mitigation measures and monitor the impact of welfare changes. Therefore, it's one of the key actions outlined in the Plan for Fife as well as our Child Poverty Action Plan. We have included a lot of sub-actions under this high-level action that were in our original action plan. We recognise the important role Community Learning & Development plays in delivering meaningful interventions and their high levels of engagement with people with lived experience. We are supporting this action by doing what we said we would do in the 2019 report. We are: • targeting community-based adult learning activity within Fife's SIMD areas with the poorest outcomes in order to address poverty and inequality, • refreshing our digital skills programmes, and • implementing a revised approach to joint working on family learning. In 2016, Fife Council mainstreamed welfare reform support. This included Welfare Support Workers who deliver welfare reform advice and support in local communities through our Community Job Clubs. As we set out in our plan last year, we still intend to increase partner delivery of initiatives that complement or increase the offer of job clubs by incorporating mental health support, clothes exchanges and food initiatives. We want to build on the current model to enhance community led approaches by maximising opportunities for local solutions in response to the need for welfare support. However, we don't just want to mitigate the impact of welfare changes, we want co-ordinated support across Fife that makes it a fairer place to live. Find out about what we've been doing to progress this action on page 18.
Integrate accessible income maximisation at key points in service provision across the partnership.	We know the social security landscape can be complicated and difficult to navigate, but we want to ensure that families are accessing all the benefits they are entitled to. That's why we're focusing on income maximisation as part of our Child Poverty Action Plan. It's also Plan for Fife action. Find out more about what we have been doing on this on page 20.

Improve advocacy and support to enable families and pregnant women to deal with benefit changes, maximise income and be more financially resilient.	The Child Poverty (Scotland) Act 2017 requires that local authorities and NHS board report in particular on:
	• Income maximisation measures taken in the area of the local authority during the reporting year to provide pregnant women and families with children with:
	  ○ Information, advice and assistance about eligibility for financial support, and
	  ○ Assistance to apply for financial support.
	We reported on what we are doing on page 21 of the report. This is an important issue for us in Fife and is a key action in our Plan for Fife. In our 2019 report, we set out a number of actions that were all centred around supporting families and pregnant women to maximise their incomes. This is now a high-level action and includes:
	• delivering the financial inclusion referral pathway for pregnant women and families with young children by midwives and health visitors to CARF "financial health checks".

	• signposting/ referrals from various NHS services for children and families. • increasing financial assistance referrals from the Family Nurse Partnership. • improving monitoring from midwives and health visitors for enquiries and referrals for a financial health check and income maximisation. • increasing awareness, knowledge, skills & signposting for health professionals working with pregnant women and families with children to raise the issue and refer to financial advice services.
Understand Fife's child poverty priority groups by reviewing data and consider ways of engaging with the priority groups to co-produce support.	In 2019, we outlined two actions that were designed to better understand the priority groups in Fife: • Review further data on child poverty considering priority groups. • Engage with priority groups to co-produce child poverty support. We have combined these actions into one high-level indirect action that will help us understand the priority groups and will allow us to better design services. To do this we need a better understanding of the child poverty data in Fife. We also want our child poverty actions to reflect the thoughts and experiences of those with lived experience of poverty. Find out more about what we have been doing to progress this action on page 21.
Improve awareness and the impact of Adverse Childhood Experiences (ACEs).	We know that poverty can be a cause and consequence of Adverse Childhood Experiences (ACEs) and trauma. ACEs can have a huge impact on children and young people throughout their lives and have been found to be associated with a range of poorer health and social outcomes in adulthood (Scottish Government, 2020). It may not be a direct driver of child poverty, but we believe it's important to address it in the context of child poverty and so we have made it one of our high-level indirect actions. Fife Partnership is committed to developing the Fife workforce to be trauma-informed and that’s why it is also one of our Plan for Fife actions.

3 November 2020

Agenda Item No. 10

The Children and Families Strategy for 2020-23: Belonging to Fife -Phase 3

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

Wards Affected: All

Purpose

This paper provides an update on the current Children and Families strategy (2015 - 2020) and an overview of the three-year plan (2020-2023), to achieve improved outcomes for children and young people by ensuring that they are supported to:

- remain in their own families and communities wherever it is safe to do so
- develop meaningful relational based supports
- access a range of targeted supports that are visible and available within local communities

Recommendation(s)

The Education and Children's Services Committee is asked:

- To approve the strategy going forward

Resource Implications

The Children and Families budget is projected to overspend by £1.4m in 2019-20. This is against an initial predicted £10.5 m overspend. Significant savings have been achieved through implementation of Phase 3 of the Strategy 'Belonging to Fife'. There is need to progress key strategic aims to ensure this revised position can be sustained.

Legal & Risk Implications

The implementation of the three-year strategy maintains the Council's legal obligations to supporting vulnerable children and helps to minimise risk of poorer outcomes for looked after children, those who are care experienced and other vulnerable children.

Impact Assessment

The implementation of the three-year strategy introduces change to services for looked after children, those who are care experienced and other vulnerable groups.

The re commissioning of the third sector will be subject to an EIA as required.

Consultation

The strategy draws on engagement with staff and children in receipt of social work services.

1.0 Overview of Phases 1 and 2 of the Children and Families Strategy (2015 to 2020)

PHASE 1 – HOME2FIFE

1.1 Phase 1 of the Children and Families Strategy was introduced in January 2015, in response to a significant and sustained increase in the numbers of children and young people being supported by Social Work, who required external residential care and foster care (purchased placements).

1.2 Purchased placements had increased significantly over a three-year period (from 2011/12 to 2014/15) resulting in a significant overspend on the service budget.

1.3 Whilst the reasons for this increase were complex, if demand continued, service spend over the five-year period to 2019/20 would have reached approximately £81.6m, with 600 children and young people requiring purchased foster or residential care. (See dash trend line in figure 1).

1.4 Whilst the financial costs were unsustainable, there were known increased vulnerabilities and poorer outcomes for children and young people living away from their families and community.

1.5 Focussing on the budget alone, does not provide a representative picture of the complex and varied work that the Social Work Service undertakes with families, or the changing legislative and economic context they operate within. Poverty and its impact is known to be the most significant contributor to families coming to the attention of formal services. Whilst less than 10% of children and young people open to social work required purchased foster or residential care, this presented the largest demand on the social work budget.

1.6 In 2015 significant investment was made into Children and Families Social Work, in recognition that Fife had one of the lowest ratios of social workers per capita of children and young people. Additional staff were recruited, resources were redeployed, and focus was placed on augmenting the range of preventative supports, to divert the need for more resource intensive and formal care options.

1.7 Phase 1 of the Strategy was successful in halting the pre-strategy trend of increasing demand and achieved its original financial goal over this period, ensuring a balanced budget. It also enabled the number of looked after children in Fife to be maintained at a level below that which would be proportionate, given Fife's size and levels of child poverty.

Figure 1. The impact of the Children & Families Strategy – Phases 1 and 2.

The bars show the number of purchased placements at the end of each financial year (NB – the data for 2019/20 is a provisional figure for the end of January).

The dash line shows the pre-strategy trend, with a sustained increase in demand for purchased placements. The solid line shows the aim of the original strategy.

PHASE 2 – HOME2FIFE

1.8 In January 2019 the Directorate introduced Phase 2 of the strategy Home2Fife. This was in response to a further spike in residential care. The strategy remained focussed on supporting children and young people to live within their own families and communities, but also undertook a wider review of the resources available to families across Fife and their agility in meeting changing need.

1.9 Changes in national policy such as continuing care which enabled young people to remain in their care placement until the age of 21 years, and the promotion of kinship care; incurring a long-term financial commitment, shifted demand on social work services, increasing the profile of children and young people being 'in care' and incurring additional spend.

1.10 Costs of care in Fife were showing to be above the national average and support services across all sectors, whilst valuable, were not providing a cohesive range of supports across each of the geographical areas, to confidently deliver and progress the strategy within this changing context.

1.11 Whilst, the overall size of the Looked After population remained at or below the Scottish average, which was the success of phases 1 and 2 of the strategy, the profile of children and young people in care in Fife remained significantly skewed towards purchased foster care and residential placements, with significantly fewer looked after children being cared for at home or with friends, relatives, etc (see figure below). Again, this placed a disproportionate pressure on the budget spend.

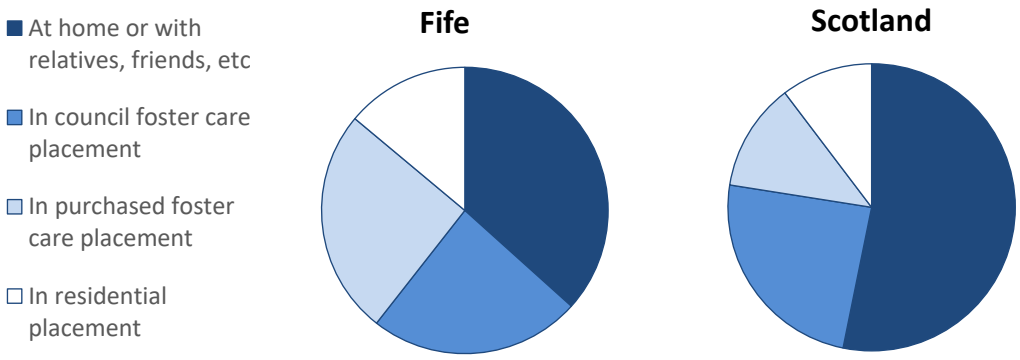

Figure 2. Comparison of the profile of care for Looked After Children in Fife, with that in Scotland (based on the most recent published national data on Looked After Children, the Children Looked After Statistics 2017-18).

2.0 Phase 3 of the Strategy -Belonging to Fife

2.1 Phase 3 of the Children and Families Strategy rebadged in 2019 as 'Belonging to Fife'.

2.2 This focussed on reducing service overspend through:

- shifting the balance of care (reducing purchased residential and foster care-B2F)
- reducing unit care costs
- service redesign and
- achieving savings through 3rd sector commissioning.

2.4 The success of Belonging to Fife (B2F) exceeded our original ambition and expectations.

2.5 First stage service redesign allowed resources to be dedicated to expediting children and young people's plans to return home /or supporting them to remain in Fife. Increasing internal residential, fostering, kinship and supported lodgings extended support to families in crises.

2.6 Residential care dedicated to short term support (STEPP) reaffirmed the focus on 'family' and is changing practice, albeit there will always be need for a blended approach, with longer term care options.

2.7 The significant shift in Fife's profile of care, with reductions in High Cost Residential Care, had delivered on the majority of savings required. This offset the unachieved savings from unit costs, and ambition around this is less pronounced due to the changing profile of need.

2.8 The reduction in purchased foster care wasn't realised, as a review pf child's plans evidenced that the majority were underpinned by permanence orders or permanence plans. We are clear, both ethically and legally, that budget decisions cannot be the driver to disrupt children's homes/living arrangements.

2.9 The review of the third sector is work ongoing. Having progressed the strategy and shifted some internal resource, we need to ensure other resources can be positioned to better meet the changed need and revised profile of care within Fife. This will ensure the support plans for children and young people who have moved back into area are sufficiently robust and sustained.

2.10 These areas of work continue to be a focus of improvement in line with the ambitions of the Independent Care Review and our improvement agenda.

2.11 It is without doubt, that the work to achieve this position started with Home to Fife in 2018, picking up pace in January 2020 but didn't translate into financial savings until more recently.

2.12 The impact of Covid -19 and potential lockdown provided a further trigger to supporting children and young people's moves back home as parents and children exercised their rights to re-unite families and avoid the potential of disrupted contact.

2.13 The shift in the balance of care has not been without cost and there has been significant increase in the numbers of children and young people supported in kinship care or family support arrangements. Whilst the financial support is relatively low, in comparison to purchased foster care, they tend to be payments throughout childhood, so present a longer-term financial commitment. This is an area of work we are reviewing in conjunction with the anti-poverty spend.

2.14 Alongside this we have supported 6 Unaccompanied Asylum-Seeking Children (UASC) into Fife.

2.15 The data below shows changes in the balance of care since 2015.

Residential care data over 5 years, showing a significant decrease:

Date	Purchased residential care	Out of Fife	Internal residential
June 15	132	75 (57%)	17
Oct 17	96	40 (41%)	17
March 19	133	59 (44%)	16
Sept 2020	60	26 (40%)	22

Foster care data over 5 years showing a decrease:

Date	Internal FC	Purchased FC	Total
March 15	291	217	508
Sept 17	240	221	461
March 19	243	241	484
Sept 2020	198(155)	209 (161)	407

Kinship care data over 5 years, showing a significant increase:

Date	Paid kinship	Unpaid kinship	Non LAC kinship	Family Support	Total
March 15	92	92	125	226	538
March 17	137	50	254	68	561
March 19	156	24	311	107	598
Sept 2020	227	33	353	126	737

Continuing Care Data over 5 years, showing a significant increase:

Date	Supported lodgings	Continuing Care	UASC	
March 15	19	0		
Sept 2020	41	52	4	

2.16 Whilst we are on the right side of the trend, and meeting the aims of our strategy, in terms of the balance of care; more children and young people being supported with family as opposed to in foster or residential care, what is clear, is that factors influencing the number of families coming to the attention of formal services is complex and we should always anticipate spikes in need, vulnerability and risk, and hold capacity to be agile and respond in different ways.

2.17 The full extent of the savings of our revised balance of care are now being reflected in projected service expenditure for 20/21 and will provide further full year savings 21/22, with a revised budget deficit of £1.4m.

2.18 We are now in the position to shift focus more onto improving practice and 'the customer experience', to enable further efficiencies and greater effectiveness in determining outcomes. This will wrap neatly around the move to place based services, being visible and accessible in the communities that families live.

2.19 We have concluded work with Franklin Covey on 'improving the customer experience' and this will inform future work around leadership approach and service redesign. This fits well with the wider Council reform.

2.20 The strategy remains that all children and young people should be enabled to live within their own families and communities, where safe to do so. We have committed to ensuring we have the social work resource in Fife, with a greater presence in localities.

2.21 The profile of need in Fife has changed and we need to ensure our strategy and approach adapts accordingly.

2.22 We continue to anticipate an increase in child protection activity and potential demand for residential and foster care as we move through the phases of recovery to Covid-19.

2.23 We have staff mobilisation plans in place to meet a 15 –25% increase in demand in child protection activity, should it occur.

2.24 We have internal resource available to accommodate any short-term care need.

2.25 We are working with providers in considering emergency external residential provision, should the need arise.

2.26 Our revised position means that out of the 3000 children and young people we are supporting, only 2 % are placed in HCRP. The majority of our work has been focused on those children and young people classed on the 'edge of care' and being supported through a range of family arrangements.

2.27 This shift is now better reflected in our strategy and lends itself to ensuring that we have targeted supports in place that are family and community facing, being available and accessible to families when they need it. This fits with B2F, the Council wider reform agenda and the recommendations of the Independent Care Review (The Promise), with supports services being place based, operating seven days a week.

2.28 Capitalising on our revised position, we have been able to set stretch targets for children and young people in HCRP and expedite plans around service re design and reform.

2.29 The structure of social work services needs to better reflect the priorities we seek to achieve, working within families and communities, building on relational based practice. We need to increase the time that social workers have to meaningfully engage and build relationships with the children, young people and families they work alongside. We need to adopt a systems approach to the supports we offer families; working across children and families and adult services.

2.30 To do this we need to need to ensure there is enough resource and capacity built into the system to enhance the offer of support.

2.31 The table below shows that Fife has a significant gap in its fieldwork support staff and support services to families. This, with the changing profile of need on Fife, has been a primary driver in seeking to re position the 3rd sector as part of the wider review of services and ensuring we offer a family support service which is best placed to effect required change.

Staff per 100,000 aged 0-17: summary

Children & Families		**All fieldwork staff (Generic)**	
Senior & Main Grade Social Workers (2.04 + 2.05)		**Senior & Main Grade Social Workers (2.30 + 2.31)**	
Scotland	244.5	Scotland	22.0
Fife	226.7	Fife	23.4
North Lanarkshire	181.1	North Lanarkshire	34.0
Other fieldwork care staff (2.06 - 2.085)		**Other fieldwork care staff (2.32 - 2.37)**	
Scotland	146.9	Scotland	71.6
Fife	108.6	Fife	14.3
North Lanarkshire	98.2	North Lanarkshire	114.4
Support services (2.09)		**Support services (2.38)**	
Scotland	62.0	Scotland	57.8
Fife	0.0	Fife	0.0
North Lanarkshire	76.1	North Lanarkshire	300.6

Appendix 3. Comparison of current staffing structures with Scottish average and best in class (North Lanarkshire)

Comparison of staffing based on most recent SSSC staffing return (December 2017).

3.0 Phase 3 of the Children and Families Strategy – B2F

Challenges

3.1 The Independent Care Review (The Promise) places additional expectations on how services should work together to meet the needs of children, young people and families who are/or become part of the care system. There is additional ask of universal services and explicit ask around reform and redesign of services -not to fix a broken system but to fundamentally change the way we provide care for children and their families. This is whole system change and will require all services and agencies in Fife to work within the principles detailed in the Promise and reflected in the Belonging to Fife Strategy (Appendix 1).

3.2 Whilst these expectations are built into our strategy, they also require wider Council and partnership reform.

3.3 We know from Phases 1 -3 that the operating context is dynamic and needs to be future proofed to meet changes in legislation, policy and economic context alongside changing demographics, Covid recovery planning and increases in poverty.

3.4 There are extensive resource demands in meeting the requirements of the National Historic Abuse Enquiry, out with any personal impact.

3.5 The external marketplace has changed, and the sustainability of some providers is more vulnerable because of reduced demand.

4.0 Phase 3 of the Children and Families Strategy - Belonging to Fife

Recommendations

4.1 Following the success of Phase 1 and Phase 2 of the Home 2 Fife strategy, we are moving forward with Phase 3, ‘Belonging to Fife’.

4.2 The Directorate’s ambition is to be significantly better than the Scottish average by 2023 in terms of securing better outcomes for children and young people, through improved service delivery, quality and cost.

4.3 We have an ambitious aim to come in on budget by 2020/21 and for this to be sustained. This will allow us to invest differently in children and families care and to improve the experience of families who have need of more targeted supports to effect greater change.

4.4 We are developing our residential resource within Fife to provide high quality support to young people, offering short-term and longer-term care; whilst continuing work with the wider family group.

4.5 We still have a disproportionately high number of children and young people in purchased foster care. These children and young people are living in the right place for them at this time. This is a reform area we are keeping under active review.

4.6 Service re design is being progressed to front load services whilst shifting to a place-based model that works more closely with families in the communities that they live.

4.7 We plan to build on the professional role of social work and further promote relational based practice, ensuring workers have the time and resource to invest in families and communities to make the difference required.

4.8 We are progressing the third sector review, to ensure targeted supports are wrapped around families and reflect strategic priorities and local need. Phase 1 of the review will be presented to Committee in January 2021.

4.9 We are working with demand analytics to ensure 'spend' around families is achieving the best outcomes and we are effecting sustained change. We are linking this to the wider anti-poverty spend.

4.10 We are leading on a review of commissioning and procurement to explore potential to work across children and adult services; to build best practice, share resource and capitalise on potential spend across key strategic drivers.

4.11 The above plans go some way to meeting the expectations set out in The Independent Care Review (The Promise). We don't underestimate the challenge around transformational change required and are working with partners to plan how best to affect these.

List of Appendices

1. The Independent Care Review

Background Papers

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

- None

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Appendix 1

The Independent Care Review

Over the past 3 years an Independent Care Review has been ongoing, undertaking a "root and branch" review of the Scottish care system. It relied heavily on listening to – and understanding – the voice of Children and Young People with experience of the current care system in Scotland.

The Review concluded that Scotland's care system must be able to support children and young people at home with their families where it is safe to do so, or which can ensure that family connections are maintained, if not.

The Review recognised the importance of developing a care system that provides more effective "Scaffolding", recognising that "children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability must be ready and responsive when it is required."

The findings of the Independent Care Review reflect the views that we have heard in the dedicated work that we have undertaken with over 50 children and young people in residential care: they want to live with their families, or to stay together with sisters and brothers and keep connected to all family, Fife is where they belong.

The Promise is built on Five Foundations

VOICE: Children and young people must be listened to and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding to what they want and need. There must be a compassionate and caring decision-making culture focussed on children and those they trust.

FAMILY: Where children are safe in their families and feel loved they must stay - and families must be given support together, to nurture that love and overcome the difficulties which get in the way.

CARE: Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so, and belong to a loving home, staying there for as long as needed.

PEOPLE: The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen and be compassionate in their decision-making and care.

SCAFFOLDING: Children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

26 January 2021			
Title	**Service(s)**	**Contact(s)**	**Comments**
Cost of School Day Update	Education and Children's Services	Sarah Else; Jane Gray	Previously scheduled for 19.05.20 meeting. Deferred to early 2021 (to be considered alongside PEF report). EMB issued in the interim.
Early Years Admissions Update	Education and Children's Services	Shelagh McLean; Jacqueline Price	Rescheduled from 03.11.20
Fife Corporate Parent Board	Education and Children's Services	Kathy Henwood	01.09.20 previous minute ref para 178 (2) of 2020.ECS.68 refers - remit and activities of FCPB.
Children's Services Inspection Update	Education and Children's Services	Kathy Henwood; Christine Moir	Deferred from 03.11.20.
Education & Children's Services Sub-Committee Forward Work Programme 2021			

16 March 2021			
Title	**Service(s)**	**Contact(s)**	**Comments**
Education & Children's Services Sub-Committee Forward Work Programme 2021			

11 May 2021			
Title	**Service(s)**	**Contact(s)**	**Comments**
Our Minds Matter: Fife Schools' Counselling Service Update	Education and Children's Services	Rona Weir	Further update from 03.11.20 Committee.

Education & Children's Services Sub-Committee Forward Work Programme 2021			

Unallocated			
Title	**Service(s)**	**Contact(s)**	**Comments**
Dunfermline North Catchment Review	Education and Children's Services	Shelagh McLean	Para. 88 of 2018.EChSC.52 refers - to carry out a catchment review asap in Dunfermline North.
Establishing the Walked Routes to Schools - Assessment	Education and Children's Services	Shelagh McLean	19th March, 2019 Para 116 - to come back one year from implementation ie after August 2021
Workforce Planning	Education and Children's Services	Shelagh McLean	
Secondary School Staffwise Survey Update	Education and Children's Services	Neil Finnie; Murray Mcbain	Update since report of 11 February 2020 - Minute Ref. Para. 168 of 2020.ECS.63
Agile Action Plan for 2020-21 Update	Education and Children's Services	Angela Logue; Stuart Booker	01.09.20 previous minute para ref 175 (2) of 2020.ECS.67 refers.
Senior Phase Outcomes Report		Lynn Porter; Stuart Booker; Maria Lloyd	March - with update on the SLWG as agreed at P&C on 27.08.20.