

Education Scrutiny Committee

Committee Room 2, Fife House, North Street, Glenrothes /
Blended Meeting



Tuesday, 28 January 2025 - 10.00 am

DRAFT AGENDA

Page Nos.

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** – Minute of Meeting of the Education Scrutiny Committee of 19 November 2024. 3 - 5
4. **COST OF SCHOOL TRANSPORT** – Report by the Executive Director (Education). 6 – 12
5. **INSPECTION OUTCOMES AUGUST 2023 – JUNE 2024** – Report by the Executive Director (Education). 13 – 29
6. **HEALTH AND WELLBEING IMPROVEMENT PRIORITIES - PROGRESS REPORT** – Report by the Executive Director (Education). 30 – 50
7. **2024-25 REVENUE BUDGET PROJECTED OUTTURN – EDUCATION DIRECTORATE** – Joint report by the Executive Director (Education) and the Executive Director (Finance and Corporate Services). 51 – 55
8. **2024-25 CAPITAL MONITORING PROGRESS REPORT – EDUCATION DIRECTORATE** – Joint report by the Executive Director (Education) and the Executive Director (Finance and Corporate Services). 56 – 60
9. **EDUCATION SCRUTINY COMMITTEE FORWARD WORK PLAN** – Report by the Executive Director (Finance and Corporate Services). 61 – 69

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

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21 January 2025

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BLENDED MEETING NOTICE

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

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

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

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

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

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

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

THE FIFE COUNCIL - EDUCATION SCRUTINY COMMITTEE – BLENDED MEETING

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

19 November 2024

10.00 am – 12.00 pm

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

ATTENDING: Donnie MacLeod, Executive Director, Education, Maria Lloyd, Head of Education, Secondary Schools and Specialist Support, Angela Logue, Head of Education, Shelagh McLean, Head of Education, Early Years and Directorate Support, Karen Lees, Education Manager, Sarah Else, Education Manager, Alan Cumming, Education Manager, Stuart Booker, Quality Improvement Officer and Scott Duncan, Headteacher, Waid Academy, Education Service; Alison Binnie, Finance Business Partner, Finance Service; and Diane Barnet, Committee Officer, Legal and Democratic Services.

APOLOGIES FOR ABSENCE: Councillors Aude Boubaker-Calder and Auxil Barrera; and Mr Alastair Crockett, Cupar Baptist Church.

104. CHANGE OF MEMBERSHIP

Decision

The committee noted that Councillor Barrera had replaced Councillor Ford and Councillor Cavanagh had replaced Councillor Hayes as members of this committee.

105. DECLARATIONS OF INTEREST

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

106. MINUTE

The committee considered the minute of meeting of the Education Scrutiny Committee of 17 September 2024.

Decision

The committee approved the minute.

Councillor James Leslie entered the meeting prior to consideration of the following item.

107. SENIOR PHASE STAGE - BASED OUTCOMES

The committee considered a report by the Executive Director, Education Services providing an update following the appeals process on the senior phase of secondary schooling (stages S4 – S6). The report provided an overview and brief commentary on the senior phase outcomes for Fife for 2024 for cohorts of learners and for specific groups of learners at this current time for SQA, following the appeal process.

Decision

The committee:-

- (1) scrutinised and commented on the senior phase outcomes for session 2023/2024 in the context of Fife data and national attainment trends;
- (2) scrutinised and commented on the sustained positive destinations for session 2022/2023 in the context of Fife data and national trends;
- (3) endorsed the next steps identified for Session 2024-25;
- (4) agreed that all elected members be encouraged to meet with their area's secondary school headteachers to discuss their individual school's 2023/2024 outcomes for senior pupils and their approaches to improving attainment; and
- (5) agreed that the service prepare and issue a briefing to elected members detailing course choices and options offered by schools and colleges and progress with partnership working to strengthen the curriculum toward raising attainment and reducing the attainment gap.

During consideration of the following item, Councillor Mowatt left the meeting at 11.34 am and returned at 11.37 am.

108. ATTAINMENT IN THE BROAD GENERAL EDUCATION

The committee considered a report by the Executive Director, Education Services providing an update on current progress in improving attainment in the broad general education and closing the attainment gap across Fife's schools. This was a key priority within the Education and Children's Services Directorate Improvement Plan 2023-26.

Decision

The committee:-

- (1) scrutinised and commented on current progress in improving attainment in the broad general education, and the planned next steps to continue to support education recovery in Fife and close the attainment gap;
- (2) scrutinised and commented on the progress made by Fife's schools and teams in the use of the Attainment Scotland Fund to positively impact on

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the educational outcomes of children and young people and planned next steps for 2024/25;

- (3) agreed to seek updates on the impact of approaches and interventions on improving educational outcomes for our children and young people locally, through individual schools and via area committee reports or workshops; and
- (4) agreed that the service prepare and issue a briefing to elected members providing information on the reduced attendance strategy and timetable.

109. 2024/25 REVENUE MONITORING PROJECTED OUTTURN – EDUCATION DIRECTORATE

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

Decision

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

110. 2024-25 CAPITAL MONITORING PROGRESS REPORT – EDUCATION DIRECTORATE

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

Decision

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

111. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PLAN

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

Decision

The committee:-

- (1) noted the workplan and suggestions were invited from members of the committee for future areas of scrutiny; and
- (2) agreed to add an update report on local nursery areas, including: how well they were working; current needs; consultation; prioritising provision; and any other relevant information – Education Service to advise timescale.

28 January 2025

Agenda Item No. 4

Cost of School Transport

Report by: Donald Macleod, Executive Director (Education)

Wards Affected: All

Purpose

At the Education Scrutiny Committee meeting of 5 March 2024, members requested that a report related to the cost of school transport (current), including cost of provision for pupils with additional support needs, be added to the workplan.

Recommendation

Members are asked to examine, and comment on, the content of the report

Resource Implications

There are no direct resource implications from this report relating to finance, people or assets.

Legal & Risk Implications

There are no direct legal/risk implications arising from the report. However, the Education (Scotland) Act 1980 requires a local authority to provide free transport to school for catchment pupils where the walking distance to school exceeds certain limits and the Education (Scotland) Act 1996 requires a local authority to have regard to the safety of pupils in relation to their walk route to school. Failing to implement an appropriate home to school transport policy and a walk route to school assessment policy could leave the council in a vulnerable position and it could legitimately be argued that the council is failing in its statutory duty to consider safety on an equitable basis.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose a change to existing policies.

Consultation

Colleagues in Financial Services and Procurement have been consulted and have provided the financial information included in this report.

1.0 Background

1.1 The Education Service is required, in accordance with the Education (Scotland) Act 1980, to provide free transport to school for catchment pupils where the walking distance to school exceeds certain limits. For those living less than the agreed transport entitlement distances, the council has no legal obligation to provide transport.

1.2 However, the Education (Scotland) Act 1996 introduced an amendment to the original 1980 Act, as follows:

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

1.3 This infers that each education authority, in determining provision of school transport, must also assess the availability of walk routes to schools, for pupils.

1.4 A pupil is legally entitled to free transport to school if:

- they’re under 8 and live more than 2 miles from their catchment school; or
- they’re over 8 and live more than 3 miles from their catchment school

1.5 However, in terms of the current school transport policy, Fife Council provides free school transport to all primary pupils living more than one mile and all secondary pupils living more than two miles from their catchment area school.

1.6 Where there are spare seats on existing school buses or suitable commercial bus services, pupils can pay a fare or use their NEC card (with the travel entitlement loaded) to travel free.

1.7 For session 2024/25, the number of pupils receiving bus transport is as follows:

2024/25	Pupil Number
Fife Pupil Roll	48,674
Distance Entitled Pupils (free transport)	9,059
Unavailable Walk Route Pupils (free transport)	1,097
Non-entitled Pupils (farepayers/U22 Pass)	2,600
Other/Miscellaneous	33
Pupils being transported by Fife Council funded buses	12,789
Pupils walking/cycling/getting a lift (includes placing request pupils)	35,885

1.8 Fife Council may provide supported transport arrangements for children and young people who have been assessed as requiring it because of additional support needs, a disability, or medical difficulties. The distance criteria apply to all children/young people, including those with additional support needs. However, some children/young people who live within the distances set by the Council may be considered for free school transport under the criteria for children/young people with an additional support need.

- 1.9 Such transport assistance is only provided based on a formal application submitted by the child/young person's school/educational establishment, where the need for travel assistance is specifically identified as part of the multi-agency annual review process.
- 1.10 The type of assistance provided will be based on the assessment of individual needs and the council will always seek to provide the most appropriate, cost-effective provision. Transport is provided between the child/young person's home address and their school/educational establishment.
- 1.11 For session 2024/25, the number of pupils receiving taxi/minibus transport for these reasons is 1125.

2.0 Cost of Transport

- 2.1 For transport related expenditure, the 2024/25 Service managed net budget is £16.159m per annum, with the forecasted spend for 2024/25 being £17.349m.
- 2.2 With regards to the projected overspend on transport costs, £1.282m is in relation to transport of pupils funded through special education i.e. those with an identified additional support need.
- 2.3 Appendix 1 details the budget and outturn figures for the non-devolved transport costs for Financial Years 2020/21 to 2024/25, along with the associated costs relating to provision of travel escorts for financial year 2023/24.

3.0 Issues and Options

- 3.1 Distance Entitled Transport: the current Fife provision is free transport for primary pupils who live more than 1 mile from their catchment area school and for secondary pupils who live more than 2 miles from their catchment area school.
- 3.2 Other Scottish Councils offer the following:

Council	Mileage Criteria		ASN Separate Application Process
	Primary	Secondary	
Aberdeen City Council	2	3	NO
Aberdeenshire Council	2	3	YES
Angus Council	2	3	YES
Argyll and Bute Council	2	3	YES
City of Edinburgh Council	2	3	NO
Clackmannanshire Council	1	2	YES
Comhairle nan Eilean Siar	2	3	UNKNOWN
Dumfries and Galloway Council	2	3	NO
Dundee City Council	2	3	YES
East Ayrshire Council	1.5	3	YES
East Dunbartonshire Council	1	3	YES
East Lothian Council	2	2	UNKNOWN
East Renfrewshire Council	2	3	YES
Falkirk Council	1	2	YES
Fife Council	1	2	YES
Glasgow City Council	1.2	2.2	Yes
Highland Council	2	3	NO

Council	Mileage Criteria		ASN Separate Application Process
	Primary	Secondary	
Inverclyde Council	1	2	NO
Midlothian Council	2	2	UNKNOWN
Moray Council	2	2	YES
North Ayrshire Council	2	3	YES
North Lanarkshire Council	1	2	NO
Orkney Islands Council	2	3	NO
Perth and Kinross Council	2	3	YES
Renfrewshire Council	1	2	YES
Scottish Borders Council	2	3	YES
Shetland Islands Council	2	3	YES
South Ayrshire Council	2	3	YES
South Lanarkshire Council	1	2	NO
Stirling Council	2	2	YES
West Dunbartonshire Council	1	2	YES
West Lothian Council	1.5	2	YES

- 3.3 Any change to the distance entitlement would need to consider the interaction with the Walking Routes to School Assessment Policy and Non-entitled Pupil Transport. There would require to be a full network rationalisation on implementation of any policy change.
- 3.4 The Walking Routes to School Assessment Policy was agreed at committee in March 2019 but, to date, implementation has only been approved on new routes. In 2024/25, 1,112 pupils received transport due to 'unavailable walk routes'. 1,133 pupils remain in receipt of free transport contrary to the policy and would lose transport entitlement if the policy were fully implemented.
- 3.5 Non-entitled Pupil Transport (Farepayer Buses) - the council contract specifications provide additional bus capacity for 1,532 non-entitled pupils who can pay a fare, or use their Under 22s Pass, to travel to school. This is done by either contracting a larger vehicle than is required for the number of distance entitled pupils or contracting a whole bus solely for non-entitled pupils. The budget for this is held by the Transportation Service (i.e. not Education).
- 3.6 Under 22s Free Travel Scheme - the breakdown of those who have applied for the Under 22 scheme demonstrates a high uptake amongst Fife school age pupils. Most non-entitled pupils will have switched to using a U22 Pass, though some may still be paying cash fares. There has been some evidence of new usage since the pass was introduced, although most school contracts have coped with capacity.

4.0 Conclusions

- 4.1 The cost of transporting children and young people to school is significant and a constant pressure on the Education Directorate budget.
- 4.2 Fife Council will continue to be committed to providing free home to school transport to meet its legislative obligations. In doing so, the council will:
- provide equitable, safe, efficient and cost-effective transport for pupils entitled to transport

- ensure information is made accessible for parents and carers so that they are aware of their entitlement
- regularly review eligibility for transport to ensure that those who are receiving transport are still eligible
- support sustainable modes of travel to school: as well as helping to boost children's fitness and concentration levels, walking and cycling helps to reduce the congestion caused by the journey to school, together with the associated accidents, pollution and carbon emissions.

4.3 To achieve budget efficiencies and address the overspend position, increasing the number of children who regularly walk, cycle or scoot to school would also provide numerous additional benefits including:

- increased physical activity levels resulting in improved health and wellbeing
- reduced congestion and pollution around schools
- improved academic performance and attendance rates
- increased road safety awareness
- increased confidence, self-esteem, and independence for young people.

List of Appendices

1. Cost of School Transport and Travel Escorts

Background Papers

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

- A. Home to School Transport Policy

<https://fifecloud.sharepoint.com/sites/SchoolsEd/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSchoolsEd%2FShared%20Documents%2FSectors%20and%20Support%20teams%2FFC%20Home%20to%20School%20Transport%20Policy%20%2Epdf&parent=%2Fsites%2FSchoolsEd%2FShared%20Documents%2FSectors%20and%20Support%20teams>

Report Contact

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Education
School Transport
Budget Summary

Cost Centre	2024-25			2023-24			2022-23			2021-22			2020-21		
	Budget (£m)	Projected Outturn (£m)	Variance (£m)	Budget (£m)	Outturn (£m)	Variance (£m)	Budget (£m)	Outturn (£m)	Variance (£m)	Budget (£m)	Outturn (£m)	Variance (£)	Budget (£m)	Outturn (£m)	Variance (£)
PRIMARY EDUCATION	2.886	2.997	0.111	2.815	2.885	0.070	2.681	2.872	0.191	2.616	2.675	0.059	2.552	3.043	0.491
SECONDARY EDUCATION	9.658	9.456	(0.202)	9.423	8.729	(0.694)	8.974	8.733	(0.241)	8.755	8.224	(0.531)	8.541	7.754	(0.787)
NURSERY EDUCATION	0.001	0.000	(0.001)	0.001	0.000	(0.001)	0.001	0.000	(0.001)	0.001	0.000	(0.001)	0.001	0.000	(0.001)
SPECIAL EDUCATION	3.614	4.896	1.282	3.523	4.705	1.182	3.498	4.368	0.870	3.412	3.661	0.249	3.329	3.269	(0.060)
	16.159	17.349	1.190	15.762	16.319	0.557	15.154	15.973	0.819	14.784	14.560	(0.224)	14.423	14.066	(0.357)

EDUCATION - TRAVEL ESCORT COSTS SUMMARY

Cost Centre	FY23 Budget (£)	FY 23 Actuals (£)	Variance (£)	FY24 Budget (£)
BEANSTALK FAMILY NURTURE CENTRE	6,513	3,911	(2,602)	6,533
FAIR ISLE FAMILY NURTURE CENTRE	11,785	13,019	1,234	11,545
SPECIAL EDUCATION GENERAL	0	44,748	44,748	
CALAISWOOD SCHOOL	102,623	111,046	8,423	104,576
HYNDHEAD SCHOOL	30,800	34,740	3,940	32,340
JOHN FERGUS SCHOOL	42,857	40,598	(2,259)	38,747
KILMARON SCHOOL	35,041	64,235	29,194	37,906
ROSSLYN SCHOOL	28,000	40,699	12,699	29,366
SECONDARY PUPIL SUPPORT SERVICE	33,344	26,084	(7,260)	20,526
SECTION 23	-	1,024	1,024	
BENARTY PS ASC	33,150	34,036	886	32,296
BUCKHAVEN PS ASC	23,670	21,010	(2,660)	21,347
CANONGATE PS ASC	27,679	28,657	978	27,096
CASTLEHILL PS ASC	22,747	33,172	10,425	24,085
PITREAVIE PS ASC	28,520	32,587	4,067	30,651
RIMBLETON PS ASC	24,305	24,277	(28)	24,907
VALLEY PS ASC	25,839	28,853	3,014	27,254
PUPIL SUPPORT ASSISTANTS WEST AREA	48,093	51,279	3,186	41,414
PUPIL SUPPORT ASSISTANTS CENTRAL AREA	18,240	20,870	2,630	22,715
PUPIL SUPPORT ASSISTANTS EAST AREA	7,829	8,595	766	7,663
BALWEARIE HS DAS	31,241	29,980	(1,261)	27,642
LEVENMOUTH ACADEMY DAS	33,633	37,022	3,389	38,245
GLENROTHES HS DAS	10,953	9,612	(1,341)	6,568
LOCHGELLY HS DAS	33,932	38,718	4,786	34,408
MADRAS COLLEGE DAS	3,208	12,989	9,781	
WOODMILL HS DAS	39,039	33,102	(5,937)	34,780
AUCHMUTY HS DAS	9,785	10,552	767	9,579
CAIRNEYHILL PS ASC	41,607	47,846	6,239	36,129
EDUCATION	754,433	883,261	128,828	728,318

28 January 2025

Agenda Item No. 5

Inspection Outcomes August 2023 – June 2024

Report by: Donald McLeod, Executive Director, Education and Children's Services

Wards Affected: ALL

Purpose

The purpose of this paper is to provide for the Education Scrutiny Committee an overview of the quality improvement activity across our schools and early learning centres, Education Scotland inspection activity in Schools and Care Inspectorate Inspections within Early Learning Centres and Out of School/Creche Provision, during the academic Session 2023/2024.

Recommendation(s)

The Education Scrutiny Committee is asked to:

- Scrutinise the outcomes of the inspection activity; and
- Note areas of success and progress, as well as the actions being taken to ensure continued improvement.

Resource Implications

None

Legal & Risk Implications

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

Impact Assessment

An impact assessment checklist is not required as this is a performance report.

Consultation

There was no specific consultation related to this report

1.0 Background

- 1.1 The Care Inspectorate is the independent scrutiny and improvement body for care and children's services. It regulates and inspects Care Services, all Early Learning and Childcare including nursery classes and all school aged childcare settings. The timetable for inspections is organised directly by the Care Inspectorate with no notice given to head teachers/managers and staff prior to the inspection beginning.
- 1.2 Since 1 April 2018, the Health and Social Care Standards have been used across Scotland. They have been developed by Scottish Government to describe what people should experience from a wide range of care and support services. The Care Inspectorate's expectation is that they will be used in planning, commissioning, assessing and delivering care and support. The Care Inspectorate use them to inform decisions made about quality. The Care Inspectorate is required, by law to consider the Health and Social Care Standards when making decisions during our inspections. The headline outcomes are:
- I experience high quality care and support that is right for me
 - I am fully involved in all decisions about my care and support
 - I have confidence in the people who support and care for me
 - I have confidence in the organisation providing my care and support
 - I experience a high-quality environment if the organisation provides the premises
- 1.3 The evaluations awarded to services at inspections by the Care Inspectorate describe how well those services are performing against quality questions and indicators. Inspectors use their professional knowledge and experience, along with the National Care Standards, to determine the most appropriate evaluations.
- 1.4 The Care Inspectorate launched a new quality framework in June 2022.
- 1.5 The core of this approach for all early learning and childcare settings, including school aged childcare and childminders, is the quality framework which sets out the elements that will help Care Inspectorate answer key questions about the impact care and learning is making to children. The primary purpose of a quality framework is to support settings to evaluate their own performance. This framework is then used by Care Inspectors to provide independent assurance about the quality of care and support.
- 1.6 The Care Inspectorate uses the following key questions to understand what contributes to the wellbeing of young children:
- How good is our care, play and learning?
 - How good is our setting?
 - How good is our leadership?
 - How good is our staff team?
- 1.7 Each quality indicator has a small number of key areas and short bullet points which outlines the areas of practice covered. These have been developed to help answer the key questions.

- 1.8 Account is also taken of information and intelligence received on the performance of care services: from people who use them, the complaints process, and from notifications received from services about significant events that happen or any major change that affect the service delivered.
- 1.9 It is not uncommon for care services to see their evaluations change over time, either positively or negatively.
- 1.10 The Care Inspectorate inspection programme operates from March to March each year. When using the framework at inspections, Care Inspectors will select a small number of quality indicators to inspect against. It is likely that they will inspect:
- 1.1 Nurturing care and support
 - 1.3 Play and learning
 - 2.2 Children experience high quality facilities
 - 3.1 Quality assurance and improvement are led well, and
 - 4.1 Staff skills, knowledge, and values. (For childminders, without assistants)
 - 4.3 Staff deployment
- 1.11 They may then pick other selected additional Quality Indicators based on where they judge the service has most room for improvement. It is therefore hard to measure one inspection against another. Continual improvement is needed to raise the bar, and this is why services are required to undertake their own self-evaluation and improvement activity.
- 1.12 Education Scotland inspects in a range of educational establishments, including special schools, early learning and childcare, independent schools, primary schools, residential schools, and secondary schools. Inspections are designed to serve the core purpose of ‘improving outcomes for all Scotland’s Learners.’
- 1.13 In session 2023- 2024 we continued to support all our establishments through a range of quality improvement processes involving school leaders. All establishments participated in a Learning Partnership which involved in-person quality improvement activity involving representatives from Local Authority and other school leaders. Further understanding of our schools and early learning centre’s performance was gathered through Standard and Quality Reports, Pupil Equity Plans and Reports, attainment, attendance and exclusion data and the School Improvement Plans for 2024/25. These processes supported Headteachers in their self-evaluation of their establishment’s strengths and areas for development.

2.0 Self-Improving Processes within Fife

- 2.1 **The Rationale underpinning quality improvement activity across schools and early learning centres:**
- In line with national expectations, we are building an empowered, connected, self-improving system to achieve excellence and equity for all children and young people as set out in the National Improvement Framework (NIF).
 - School leadership is a key driver for improvement. Evidence from the OECD and elsewhere demonstrates that leaders, at all levels, who are empowered and collaborative, and who empower others, are well placed to ensure the highest quality of learning and teaching.

- In an empowered school-led system, school leaders should be part of the collective leadership of the system, as well as leaders within their own organisation. The leadership skills required include: working across organisational boundaries; building shared values and trust; drawing on a wide range of perspectives and resources across systems to design local solutions; and reflecting local context, communities and aspirations.
- Effective school leaders support cultures that welcome and foster teacher agency, supporting and enabling collaborative professionalism, including teacher-led professional learning.
- Educational establishments should constantly seek to improve through self-evaluation activities focusing on improving outcomes for young people. Learning Partnerships/Extended Learning Partnerships should support and challenge the quality of education being provided, focus on outcomes for all children, provide opportunities to share practice and encourage colleagues/establishments to learn from one another through genuine partnerships and collaboration.

2.2 Aims of Learning Partnerships (LP) and Extended Learning Partnerships (ELP)

- All establishments participate within either a Learning Partnership or Extended Learning Partnership every year. In primary and early years, establishments are grouped across Fife (either 3 or 4 establishments) Headteachers with a Local authority link who work together to support self-evaluation activities across these establishments. This process involves an initial dialogue to discuss attainment and improvement priorities between August and September, a visit to the establishment to engage in quality improvement activities between October and March and a final dialogue to discuss successes and challenges of the year and identified priorities for next session between April and May. Within secondaries, all schools are involved in a range of Learning Partnerships to review subject areas, identified priorities or an extended approach to identify areas of strength and improvement as well as agreed actions. This is an established approach to ensure rigorous self-evaluation and improvement approaches across the sector.
- Staff, parents, pupils and partners can be involved in the process through various activities.
- All establishments write a report after the visit identifying strengths and areas for improvement, the outcomes from the process should be shared with staff.

Learning Partnerships aim to:

- Support the professional autonomy and empowerment of school leaders and school communities in their on-going self-evaluation.
- Focus on school improvement activities and improved outcomes for children and young people.
- Support strong partnership working between school leadership teams as well as outcomes focussed collaboration.
- Provide opportunities to share areas of good practice, expertise, strategies for improvement and offer challenge to achieve continuous improvement.

- Support the further development of self-improving systems at local level.

3.0 Education Scotland inspections of Fife Council establishments August 2023 – June 2024

- 3.1 Between August 2023 and June 2024, we have had 13 inspections across our establishments. 11 Primary Schools (7 of which included Nurseries), 1 Secondary School and 1 Special School.
- 3.2 Education Scotland has continued to use two inspection models for schools. The full model inspection is over 5 days and covers a range of Quality Indicators (QIs) as part of this process the following areas are inspected:
- 1.3 Leadership of Change
 - 2.3 Learning, teaching and assessment
 - 3.1 Ensuring inclusion, wellbeing and equality
 - 3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)
 - 2.2 Curriculum – Learning Pathways
 - 2.7 Partnerships – Impact of parental engagement
 - 2.1 Safeguarding
- In this process, QIs 1.3, 2.3, 3.1 and 3.2 are given an evaluation.
- 3.3 The short model inspection is over 2 days and covers 2 Quality Indicators. As part of this process the following areas are inspected:
- 2.3 Learning, teaching and assessment
 - 3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)
 - 2.1 Safeguarding In this process 2.3 and 3.2 are given an evaluation.
- 3.4 This session we have had 8 long model inspections and 5 short model inspections.
- 3.5 It was announced in August 2022, that Education Scotland and Care Inspectorate had worked together to address concerns about early learning and childcare settings being over inspected and they have increased the period between inspections to 18 months. This means if a setting has been inspected by the Care Inspectorate, then they will not receive an inspection from Education Scotland within 18 months. The same timescale applies if a setting has been inspected by Education Scotland. The exception to this is if risk and intelligence indicates that an inspection needs to be carried out sooner.
- 3.6 All inspections reports identify strengths and areas for improvement which are published through a letter and shared with all stakeholders at time of publication. More detail on the findings from the Inspection are shared through the Summary of Inspections Findings.

3.7 Some of the common themes identified as strengths within reports:

- Our children – happy, motivating, caring and engaged children
- Relationships, nurturing and respectful that reflect the visions, values and ethos of the establishment and support the wellbeing of children and families
- Leadership of our schools
- Professional learning is leading to improvements in the school
- Partnership working with a range of agencies and parents are supporting the wellbeing of children and families which is improving outcomes

3.8 Some of the common themes identified as areas for improvement within reports:

- Planning, tracking and monitoring including the use of assessment data
- Planning for children with additional support needs
- Developing approaches to learning, teaching, assessment and moderation including opportunities for children to lead their own learning
- Ensure there is sufficient challenge for learners and learning is matching children's needs
- Continued focus on improving attainment in literacy and numeracy

3.9 Individual establishment strengths and areas for development are within each establishment report.

3.10 Where strengths have been identified, practice is shared between and across schools. Identified areas for improvement are being addressed through priority work within Directorate Improvement Plan 2023-2026 and with individual establishments through their own improvement plan or a more detailed action plan.

3.11 Across Fife there are 20 establishments within this data set (13 school inspection outcomes and 7 pre-school nursery centres), this is compared to 404 national inspections across schools and pre-school nursery centres. Fife's outcomes are slightly under 5% of the national picture.

Analysis of our data for all schools including pre-school nursery centres:

- Evaluations of satisfactory or better are 4% higher in Fife's schools and early learning centres than national level.
- Evaluations of good or better have decreased in Fife by 2% since 2019/20, however are 1% higher than session 2022/23.
- Evaluations of very good or better has increased by 12% since 2019/20 in Fife and now 2% above national level.

3.12 Comparative data with national inspections in Appendix 4

3.13 All published inspection reports are available:

[Find an inspection report | Find an inspection report | Inspection and review | Education Scotland](#)

3.14 *Outcomes for 2023 – 2024 Inspections and those published so far in session 2024 - 25 in Appendix 1*

4.0 Care Inspectorate Inspections

- 4.1 Between August 2023 and June 2024, 25 Early Years provisions were inspected by Care Inspectorate. These inspections were across early years provision within primary school and family nurture centres.

Evaluations for individual establishments for 2023-2024 and those published so far in 2024-2025 are included in Appendix 2.

- 4.2 When an establishment is evaluated as a 3 or below the establishment is put into a Service Improvement Period (SIP) and intense support is provided by the Local Authority. We currently have 6 Establishments within this period.

- 4.3 From August 2023 – June 2024, there were 21 out of school club inspections.

Evaluations for individual establishments are included in Appendix 3.

5.0 Conclusions

- 5.1 Within Fife, we seek continuous and sustained improvement through the engagement and empowerment of school leaders. A range of Strategic Leadership Self-Evaluation sessions covering the key Quality Indicators are being delivered to school leaders throughout 2024-25. School leaders are also supported and challenged through Learning Partnerships which have been established across all schools. The groupings that form these Learning Partnerships are reviewed annually, to ensure appropriate support and challenge. This Self-Improving networked learning system has been commended in the recent Thematic Inspection by Education Scotland as effective practice worth sharing.
- 5.2 We continue to work in collaboration with schools/early years settings within Fife, across other authorities (formerly the South-East Improvement Collaborative) and nationally to continue to improve outcomes for all children and young people in all educational establishments. We are beginning to work with Dumfries and Galloway, West Lothian and South Lanarkshire to support self-evaluation within local authorities, and allow for collaborative working across local authorities to identify strengths and support areas for improvement.
- 5.3 We continually analyse local, regional and national outcomes including Care Inspectorate Inspections, and use this data to review our internal processes to ensure all establishments are continuing to improve. This is done in conjunction from feedback from current school leaders and in collaboration with an established Headteacher Steering Group.
- 5.4 Following the COVID pandemic and the disruptions it caused, some schools have not been inspected for a considerable period of time. We cannot and do not wait on inspection activity alone to help secure continuous improvement. Working with professionals across Fife, the Directorate is seeking to ensure that schools and practitioners take increasing ownership for improving practice and, of course, improving outcomes for our children and young people. This is entirely consistent with the national direction of travel in terms of emphasising the importance of schools

and Headteachers leading the improvement process through the empowerment agenda.

List of Appendices

1. Evaluations for published Education Scotland Inspections for Early Years Settings and Schools in session 2023-2024 and those published to date in session 2024-2025.
2. Evaluations for Care Inspectorate for Early Years Settings in session 2023-2024 and those to date in session 2024-2025.
3. Evaluations for Care Inspectorate for Out of School Care in session 2023-2024 and those to date in session 2024-2025.
4. Education Scotland Inspection Outcomes (published) Session 2023 – 2024: Quality Indicators

Report Contact

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Appendix 1 – Education Scotland Inspection Outcomes (published) Session 2023 – 2024 and thus far in Session 2024-2025

Name	Date of Publication	Model	School Evaluations				Early Learning Centre Evaluations			
			1.3	2.3	3.1	3.2	1.3	2.3	3.1	3.2
Pitteuchar East PS	31/10/2023	Long	3	3	3	3				
Crossford PS	28/11/2023	Long	4	4	3	3	4	5	5	4
Hyndhead School	12/12/2023	Long	3	3	3	3				
Kirkcaldy North PS	19/12/2023	Long	5	4	4	3				
St Columba's RC High School	23/01/2024	Short		3		3				
North Queensferry PS	19/03/2024	Short		4		4		4		4
Warout PS	23/04/2024	Long	2	2	3	2				
Leslie PS	21/05/2024	Short		4		4		4		4
Lynburn PS	28/05/2024	Short		4		4		5		5
Benarty PS and ASC	11/06/2024	Long	5	4	4	4				
Anstruther PS	25/06/2024	Long	3	3	3	3	5	5	5	5
Carnegie PS	27/08/2024	Long	5	5	5	5	5	5	5	5
St Monans PS	17/09/2024	Short		4		4		4		4

Name	Date of Publication	Model	School Evaluations				Early Learning Centre Evaluations			
			1.3	2.3	3.1	3.2	1.3	2.3	3.1	3.2
Burntisland PS and Nursery	05/11/2024	Short		4		4		4		4
Kirkcaldy West PS	17/12/2024	Long	5	4	5	4				

Quality Indicators

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring wellbeing, inclusion and equality
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (Early Years)

The six-point scale:

6	Excellent	Outstanding or sector leading
5	Very good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses - priority action required
1	Unsatisfactory	Major weaknesses - urgent remedial action required

Appendix 2 – Care Inspectorate – Early Years Settings 2023-24

Service Name	Inspection Date	KQ1 Care And Support	KQ2 Environment	KQ3 Management and Leadership	KQ4 Staffing
Balcurvie Primary School Nursery	20/06/2024	5	5	5	5
Methilhaven Care Home Nursery	21/05/2024	6	5	5	5
Treetop Family Nurture Centre*	21/05/2024	4	4	4	3*
Kirkcaldy West Primary School Nursery	02/05/2024	5	5	5	5
Ladybird Family Nurture Centre*	28/04/2024	3*	4	3*	4
Pittencrieff Primary School Nursery	25/04/2024	5	5	5	5
Carleton Nursery School*	24/04/2024	4	4	3*	4
Woodlands Family Nurture Centre	22/04/2024	5	5	5	6
Park Road Primary School Nursery*	19/04/2024	4	3*	4	4
Pitteuchar West Primary School Nursery	21/03/2024	4	4	4	4
Fair Isle Family Nurture Centre	07/03/2024	5	5	5	5
Dunmore Nursery School	10/02/2024	4	5	5	5
Denbeath Primary School Nursery*	08/02/2024	4	4	3*	3*
St Leonards Primary School Nursery	05/02/2024	4	4	5	5
Ladybird Family Nurture Centre*	31/01/2024	2*	4	3*	3*
Cowdenbeath Primary School Nursery	29/01/2024	5	4	4	5
McLean Primary School Nursery	28/11/2023	4	4	5	5
South Parks Primary School Nursery	28/11/2023	5	5	5	5
Donibristle Primary School Nursery	07/11/2023	4	5	5	5
Dunnikier Primary School Nursery	06/11/2023	5	5	5	5
Townhill Primary School Nursery	26/10/2023	4	5	5	5

Service Name	Inspection Date	KQ1 Care And Support	KQ2 Environment	KQ3 Management and Leadership	KQ4 Staffing
Foulford Primary School Nursery	19/09/2023	5	5	5	5
St. Ninian's R C Primary School Nursery	12/09/2023	5	5	5	4
Lawhead Primary School Nursery	29/08/2023	4	4	4	5
St. Kenneth's R C Primary School Nursery	24/08/2023	5	5	5	5

Care Inspectorate – Early Years Settings Session 2024-25

Service Name	Inspection Date	KQ1 Care And Support	KQ2 Environment	KQ3 Management and Leadership	KQ4 Staffing
Kennoway Primary and Community School Nursery	04/09/2024	5	5	5	5
Calaiswood School Nursery	17/09/2024	5	5	5	5
Westfield Family Nursery Centre	24/10/2024	5	5	5	5
Limekilns Primary School Nursery	07/11/2024	5	5	5	5
Lumphinnans Primary and Community School Nursery	13/11/2024	4	4	4	4
Mountfleurie Primary School	20/11/2024	4	4	5	4
Strathallan Primary School	28/11/2024	4	4	4	4
Blairhall Primary School	28/11/2024	4	4	4	4
Pittenweem Primary School Nursery	13/12/2024	5	5	5	5

*Indicates those establishments that are now within a Service Improvement Period (SIP) and is receiving intense support from the local authority.

The six-point scale:

6	Excellent	Outstanding or sector leading
5	Very good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses - priority action required
1	Unsatisfactory	Major weaknesses - urgent remedial action required

Inspection reports can be found for individual establishments - <https://www.careinspectorate.com>

Search for establishment reports within the search bar by establishment name.

Appendix 3 – Care Inspectorate – Out of School Care (OOSC) Session 2023-2024

Service Name	Inspection published	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
John Fergus Out of School Club	22/08/2023	5	4	4	5
Carleton Out of School Club	05/09/2023	5	4	4	4
Bellyeoman Out of School Club	06/10/2023	3	3	3	3
Crossgates Out of School Club	09/10/2023	4	4	3	4
Calaiswood Out of School Club	11/12/2023	5	5	5	5
Rosslyn Out of School Club	21/12/2023	5	5	4	5
Pathhead Out of School Club	10/01/2024	4	4	3	4
Sinclairtown Out of School Club	12/01/2024	3	4	3	4
Canmore Out of School Club	15/01/2024	4	4	4	5
Caskieberran Out of School Club	15/01/2024	3	4	3	4
Limekilns Out of School Club	05/02/2024	4	4	3	4
Collydean Out of School Club	22/02/2024	4	3	4	4
Pitreavie Out of School Club	18/03/2024	4	3	4	5
Tayport Out of School Club	03/04/2024	4	4	4	5
Townhill Out of School Club	17/04/2024	5	5	5	5
Southwood Out of School Club	13/05/2024	5	4	4	5
Camdean Out of School Club	15/05/2024	4	3	4	4
Oakley Out of School Club	21/05/2024	3	5	3	4
Aberdour Out of School Club	13/06/2024	5	4	5	5
St John's Out of School Club	17/06/2024	3	3	4	4
Saline Out of School Club	21/06/2024	4	5	4	3

Care Inspectorate – Out of School Care (OOSC) Session 2024-2025

Service Name	Inspection published	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
Dulloch Out of School Club	08/10/2024	3	3	2	3
Strathallan Out of School Club	16/10/2024	4	5	4	4
Castlehill Out of School Club	28/10/2024	4	4	4	4
Crossgates Out of School Club	04/11/2024	5	5	5	5
Pathhead Out of School Club	13/11/2024	4	4	4	4
Bellyeoman Out of School Club	14/11/2024	4	4	4	4
Dalgety Bay Out of School Club	10/12/2024	5	4	5	5
Pitteuchar Out of School Club	06/12/2024	4	4	4	4

The six-point scale: We use the six-point scale to describe the quality we see:

6	Excellent	Outstanding or sector leading
5	Very good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses - priority action required
1	Unsatisfactory	Major weaknesses - urgent remedial action required

Appendix 4

All schools:

Education Scotland Inspections - HGIOS 4 23/24 Academic Year

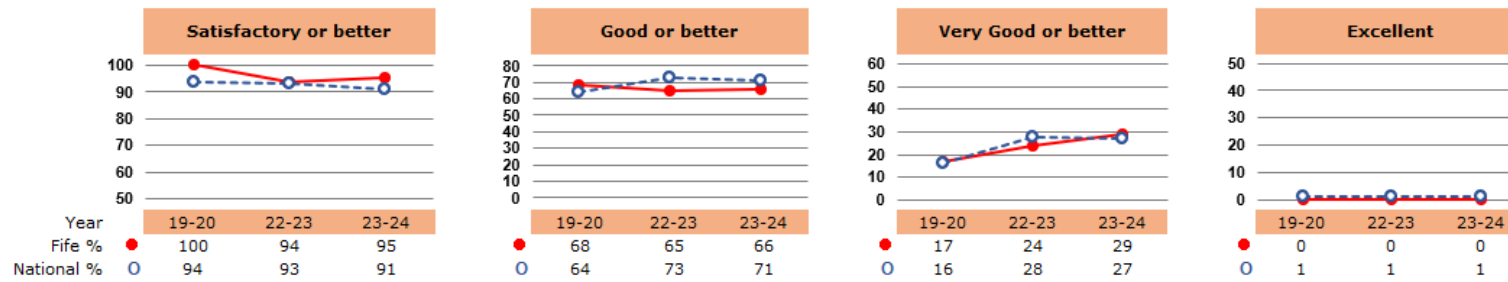
National Indicator: Increase the proportion of schools receiving positive inspection reports

Comparison of Fife Council schools to national results

Source: Education Scotland QI Data and Inspection reports

Percentage comparison of HGIOS 4 quality indicators 1.1, 1.3, 2.3, 3.1 & 3.2

All Schools including Pre school nursery centres



Primary, Secondary and Special schools:

Education Scotland Inspections - HGIOS 4 23/24 Academic Year

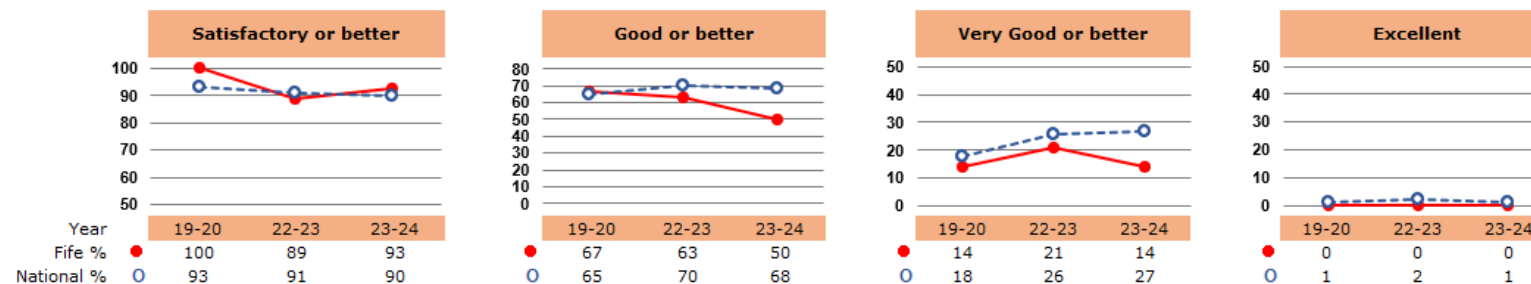
National Indicator: Increase the proportion of schools receiving positive inspection reports

Comparison of Fife Council schools to national results

Source: Education Scotland QI Data and Inspection reports

Percentage comparison of HGIOS 4 quality indicators 1.1, 1.3, 2.3, 3.1 & 3.2

Primary, Secondary & Special Schools



Primary Schools:

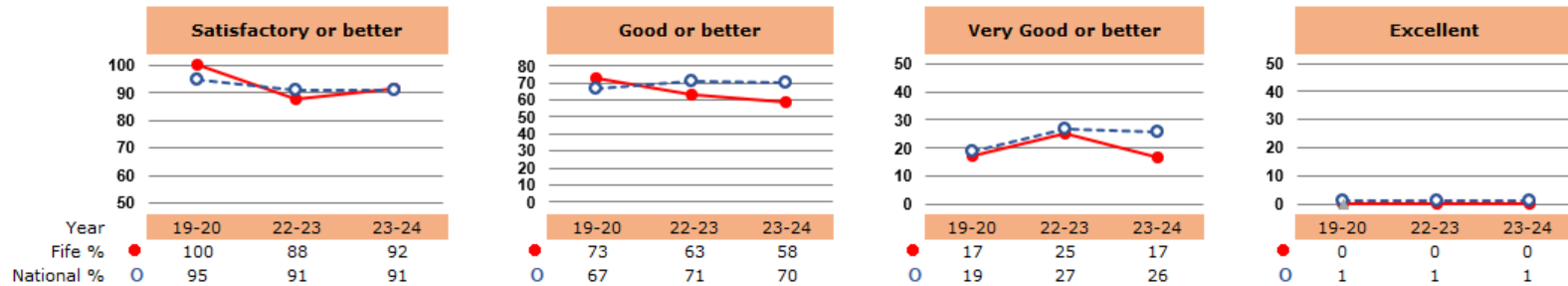
National Indicator: Increase the proportion of schools receiving positive inspection reports

Comparison of Fife Council schools to national results

Source: Education Scotland QI Data and Inspection reports

Percentage comparison of HGIOS 4 quality indicators 1.1, 1.3, 2.3, 3.1 & 3.2

Primary Schools



Pre-schools:

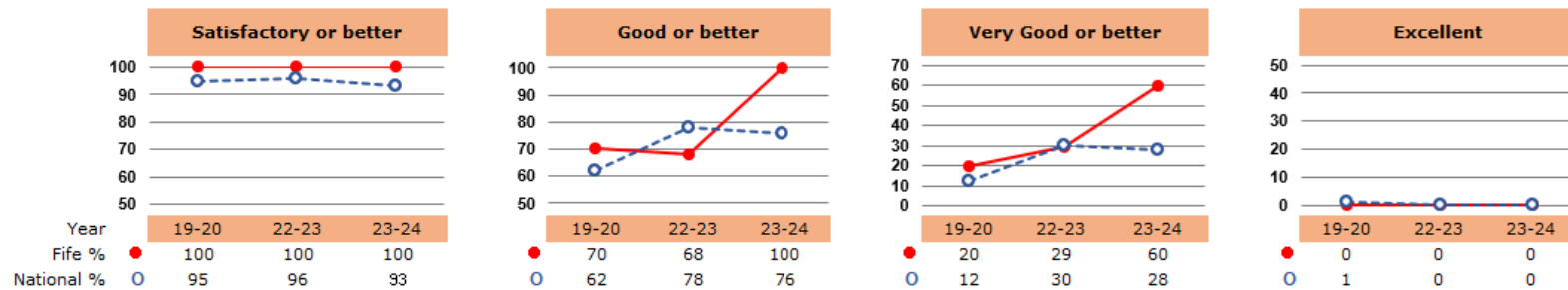
National Indicator: Increase the proportion of pre school centres receiving positive inspection reports

Comparison of Fife Council pre school centres to national results

Source: Education Scotland QI Data and Inspection reports

Percentage comparison of HGIOS 4 quality indicators 1.3, 2.3, 3.1 & 3.2

Nursery Classes



28 January 2025
Agenda Item No. 6

Health and Wellbeing Improvement Priorities – Progress Report

Report by: Donald Macleod, Executive Director (Education)

Wards Affected: All

Purpose

To provide members of the committee with a progress report in relation to actions developed to support school staff and pupils in reducing and addressing incidents of violence and aggression, as part of the Health and Wellbeing Improvement Priorities for 2023-26.

Recommendation

Members are asked to examine, and comment on, the content of the report and the improvement plan.

Resource Implications

Officer and staff time is required to provide support. However, there are no direct resource implications from this report relating to finance, people or assets.

Legal & Risk Implications

There are no direct legal/risk implications arising from the report. However, if Fife does not provide appropriate support, there could be Health and Safety at Work and risk management impacts associated with this area.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose a change to existing policies.

Consultation

Regular consultation with Headteachers, Trade Unions and other stakeholders takes place to assess the impact and effectiveness of the approaches embedded within the Relationships and Behaviour and Staff Wellbeing strategies.

Meetings and working groups have been held, to support the development and implementation of best practice processes.

1.0 Background

- 1.1 At the 14 November 2023 meeting, committee members considered a report providing updated details of the approaches adopted and the action plans developed to support school staff and pupils in reducing and addressing incidents of violence and aggression.
- 1.2 Committee requested a further update on progress as part of the overall Health and Wellbeing Strategy Improvement Priorities for 2023-26, as set out in the Education and Children's Services Directorate Improvement Plan.
- 1.3 It remains the case that effective learning and teaching depend on a foundation of positive behaviour and good working relationships between learners and staff and between young people themselves. Positive behaviour is dependent, in turn, on effective teaching and an appropriate curriculum.
- 1.4 Therefore, the work being undertaken in response to the varying challenges deals with all aspects of pupil relationships and behaviour.
- 1.5 The Directorate guidance outlines practical materials and tools which can be used by schools in delivering the core aspects of our Health & Wellbeing Strategy, with all schools in Fife having prepared their own Relationships and Behaviour Policy. The intention is that each school's policy: is developed as a school; supports both staff and learners to understand what it means to learn and work in a community built on respect; is embedded in the life and culture of the school community.

2.0 Introduction

- 2.1 The roles our staff in schools undertake have great scope to be rewarding. They can also be challenging and, at times, emotionally draining. When the balance between relationships, demand, control and support is right, staff are more able to engage fully, enjoy and achieve in their work.
- 2.2 The Directorate Health & Wellbeing Strategy and our strategy for managing relationships in Fife schools are critical to addressing this balance.
- 2.3 The actions for the Health & Wellbeing priority, as incorporated into the Directorate Improvement Plan in 2023-24, were year 1 actions. These have all been completed and Appendix 2 presents the actions for Year 2. If all actions for 2024-25 are completed, new actions will then be highlighted for the 2025-26 plan.
- 2.4 In our schools, we place the importance of relationships at the centre of what we do. Our Relationships and Behaviour Strategy Group has, for many years, had an overview of what support is offered and any added support required for schools. We continue to work through this group, and in partnership with our children's services colleagues, to respond to changes in community and school behaviours.
- 2.5 We have continued to discuss actions that both central staff and schools should be taking to help address the challenges that we in Fife, and across Scotland, are experiencing with increased mental health problems, the impact of poverty, the impact of trauma and the impact of the pandemic.
- 2.6 Through strategic engagement exercises, which have involved colleagues from across the organisation, we have further identified and developed our range of supports for school staff.

- 2.7 Even with this support and guidance in place across our schools and communities, we know that the nature of the services provided may place staff at increased risk from verbal abuse, intimidating behaviour or physical violence. The Education Service regards all forms of violence towards employees as unacceptable and is committed to acting to reduce risk via safe working practices and training.
- 2.8 The Service, along with the leadership teams in schools, is continuing its work, in collaboration with trade union colleagues, to embed consistent approaches to promoting positive behaviours, such as de-escalation and trauma informed practice; to review the curriculum; to review the resource allocations within schools and to provide targeted support to schools where needed.
- 2.9 Schools continue to embed trauma informed practice or restorative approaches, delivered in conjunction with our Educational Psychology team.
- 2.10 We are continuing the development of the model to provide more time for Pupil Support Assistants, within their week, to become more familiar with pro-active management plans for individual pupils, time for further training and time to meet with teachers.

3.0 Context - Violence and Aggression Reporting

- 3.1 Since January 2017, the numbers of violent incidents reported through First Contact, by school staff, are as follows:

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	TOTAL
2017	78	114	117	38	128	116	4	62	206	79	183	96	1221
2018	123	151	162	58	206	119	1	107	208	128	187	112	1562
2019	110	116	192	79	177	136	0	53	321	122	230	169	1705
2020	204	215	130	0	1	1	0	77	226	92	131	86	1163
2021	29	36	85	61	144	120	5	53	212	90	204	168	1207
2022	171	184	287	149	271	225	8	160	530	216	466	318	2985
2023	367	436	610	225	505	430	19	192	596	257	601	364	4602
2024	512	626	676	322	620	492	8	209	787	426	753	446	5877

(N.B. These reported incidents include all violent incidents involving staff, not only those involving pupils)

- 3.2 For 2024, of these, 4707 were recorded as physical and 925 as verbal incidents of violence, aggression or threat.
- 3.3 1043 incidents were reported by secondary schools, with 481 incidents reported as verbal and 541 as physical. 910 of these incidents involved staff, with the majority of these being teachers.
- 3.4 3714 incidents were reported by primary schools, with 3254 incidents reported as physical and 306 as verbal. 2628 of these incidents involved staff, with the majority of these being Pupil Support Assistants.
- 3.5 249 incidents were reported within our Family Nurture Centres, with 203 incidents reported as physical and nine as verbal. 64 these incidents involved staff, with the majority of these being Pupil Support Assistants and Early Years Officers.

- 3.6 136 incidents were reported within our Pupil Support Service, with 99 incidents reported as physical and 37 as verbal. 128 of these incidents involved staff, with the majority of these being Teachers.
- 3.7 583 incidents were reported within our Special Schools, with 486 incidents reported as physical and 77 as verbal. 451 of these incidents involved staff, with the majority of these being Pupil Support Assistants.

4.0 National Report - Improving relationships and behaviour in schools

- 4.1 In August 2024, the Scottish Government published the Relationships and behaviour in schools: national action plan 2024 to 2027, guidance to support pupils and teachers. The Education Service issued an Elected Member Briefing Note, on 23 August 2023, providing all members with the report.
- 4.2 The link to the Improving relationships and behaviour in schools: ensuring safe and consistent environments for all Joint action plan 2024 – 2027 can be found in the background papers section of this report.
- 4.3 The action plan uses the information from the key findings of research published on 5 December 2023 - Behaviour in Scottish Schools Research 2023 (BISSR). The link to the full report of this research can be found in the background papers section of this report also.
- 4.4 The Behaviour in Scottish Schools Research 2023 was the fifth of time-series research, first undertaken in 2006, and the first to be completed since the COVID-19 pandemic. BISSR provides a robust national picture of the experiences of school support and teaching staff; headteachers and school leaders; and education authority staff on relationships and behaviour in schools. In addition, throughout 2023, evidence was gathered from representative organisations and individuals through the Relationships and Behaviour in Scottish Schools Summits; the Headteachers Task Force and professional organisations' surveys. These insights have contributed to the actions set out within the Scottish Government's plan.
- 4.5 The Scottish Government Action Plan has drawn together a wide range of actions which will be taken in response to the current evidence on relationships and behaviours in Scotland's schools and outlines phased actions for the Scottish Government to carry out, to support schools and local authorities.
- 4.6 In Fife, we routinely report on our actions at school and local authority level. These are consistent with the recommendations in the Scottish Government Action Plan and Fife will continue to work with Scottish Government, to influence and respond to any guidance provided.
- 4.7 For Phase 1 the Scottish Government intention is to focus on actions which help to set clear expectations around relationships and behaviour, and the spectrum of approaches and actions which can be taken by schools, families and partners to both respond to and support children, young people and staff. This phase will focus on actions that support the implementation of a whole-school approach, underpinned by the GIRFEC national practice model, to creating a safe and consistent environment for all children and young people and staff.

5.0 Support for School Staff - Update

Staffwise

- 5.1 Since 2009, the Education Directorate has conducted biennial surveys of staff welfare in schools; an approach that has been extended over the years to incorporate additional services and teams as the Directorate has changed. 2024 was the seventh implementation of the survey (2009, 2011, 2012/13, 2015/16, 2019 and 2022) and as such provides useful longitudinal trend data. Our survey instrument, Staffwise, gathers feedback from staff on variables that, if not managed effectively, can increase the risk of workplace stress.
- 5.1.1 The survey is led by the Relationships and Behaviour Strategy Group, which includes representatives of all sectors and trade unions. The Staffwise question set is regularly reviewed and has evolved over time to reflect our behavioural framework and the key cultural attributes agreed by all Directorates, while also linking to the Health and Safety Executive (HSE) Management Standards. For 2024 a new question was included to capture staff views on the support provided in response to incidents of violence and aggression in our teams/schools/centres.
- 5.1.2 There are six key organisational features identified by the HSE as impacting on work-related stress but open to change and improvement. These are:
- Demands** – this includes issues such as workload, work patterns and the work environment
 - Control** – this includes how much say the person has in the way they do their work
 - Support** – this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues
 - Relationships** – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour
 - Role** – this includes whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles
 - Change** – this includes how organisational change (large or small) is managed and communicated in the organisation
- 5.1.3 During 2024, an organisation wide staff consultation exercise was planned, through the Heartbeat survey. As a result, a cross Directorate working group was formed to establish an approach to ensure staff could engage with both exercises, confidently and without confusion. Through this working group it was agreed that, for the Education Directorate, the Heartbeat question set would be included in the Staffwise survey. This provided Education staff with the opportunity to participate in the Directorate's well established staff consultation exercise, whilst also being able to provide feedback about the wider organisation, through the same survey link.
- 5.1.4 The changes were agreed with the purpose of ensuring that we collect accurate and reliable data through achieving at least a 60% response rate. Furthermore, the changes were intended to further support the process of enabling schools, teams, centres and services to identify critical stressors within their own context; to develop improvement plans to reduce their impact and to improve or indeed maintain a high level of staff wellbeing, all in response to feedback from colleagues in their own establishment/setting.

5.1.5 The Staffwise survey remains central to the Directorate's approach to individual professional development and to organisational improvement. It continues to support staff to enhance personal and professional skills and enables schools, teams and centres to identify key areas for improvement, supporting them to contribute to our Directorate priorities. The information is also used strategically at Directorate level to inform and drive improvement. The results are used to inform school improvement, team planning and, at a Directorate level, provide a rich source of information about staff wellbeing. Appendix 1 shows a comparison of the ratings details of the 2024 Staffwise survey to the 2022 ratings.

5.1.6 A response rate of 67% was achieved, a 13% increase in Education staff engaging with our survey compared with the 2022 cycle.

5.1.7 The key findings are:

- as with previous years, the results report a generally positive picture, however, they also present opportunities to further develop lower scoring areas where we would aim to drive improvement
- there continue to be strong indications that most staff experience a positive ethos at work and enjoy positive professional relationships with others
- that staff have a good understanding of the nature of their work and are aware of what they need to achieve to be successful in their roles
- that in previous years, the Staffwise statement focused on 'Support' which caused confusion, due to most Education staff not engaging in professional supervision. We changed the structure of this theme in 2022, splitting this into two separate statements, to ensure that all staff could answer this accurately. We continue to see the benefit of this change with the data for this area suggesting that staff feel well supported by their managers
- that Ethos, Demands, Change and Environment have remained relatively stable, but are still highlighted as requiring attention to drive further improvement
- that ratings for communication have dropped and this has been identified as an area where we need to make improvements, at all levels
- our new statement about incidents of violence and aggression has reported that our staff would like to see greater support provided to practitioners when these incidents occur.

5.1.8 The additional comments section, where staff were asked to identify areas for improvement, provides further context to the quantitative information and is helping to guide local school, team and centre action plans. Comments were also helpful to identify further Directorate level themes in the data. These include increasing and, at times, unmanageable workloads; communication at all levels; and increasing incidents of pupil violence and aggression against members of staff. All these areas are reported to have a detrimental impact on staff wellbeing.

5.1.9 Future plans for schools, teams and centres:

- all school establishments are reviewing their results. Headteachers were given their data at the beginning of the 2024/25 session. Schools are considering their own results and are expected to incorporate evidence of priorities to support staff wellbeing in their school improvement plans for the session
- centrally based teams are also required to build staff wellbeing activity into their appropriate team plans. This is intended to maintain and build on positive features and drive improvement where necessary

- twilight sessions are being planned, based on the feedback from school leaders and team managers, to further support data informed approaches to improving staff wellbeing.

5.1.10 Future plans for the Directorate:

- our approaches to staff consultation activities and demonstrating to staff that we value their feedback is an ongoing priority. Head of Service staff wellbeing sessions were held towards the end of last session and we have already started further staff consultation activities, using the Staffwise data for each sector, at the September and November School Operational Meetings (SOM), as well as centrally based meetings
- a working group consisting of Headteachers, across all sectors, has been established to identify solutions to the Headteacher Staffwise ratings
- a central sector consultation, discussing the improvement priorities from the results report, is scheduled for February 2025
- a single status workload management group, in collaboration with trade unions, has been established to discuss the current workload challenges and identify solutions. The outcomes are being discussed through the pre-existing Workload Management Group for Teachers also
- there is a review of the Directorate communications approaches, in collaboration with the Communications and Engagement Service. This will help the Directorate to evaluate existing approaches to engaging with staff of all levels, with a view to improving how we share key information consistently across all schools, teams and centres
- members of the Relationships and Behaviour (R&B) Strategy group, including TU representatives, are working collaboratively to progress three key priority areas for session 24/25
 - to understand the impact of our core approaches to improving relationships and behaviour and to develop a framework of inclusive support for schools
 - to improve our approaches to incident reporting and our use of other key data sources to inform our planning
 - to strengthen and improve our approaches to parental engagement
- we are improving our approaches to using key sources of data to inform our planning and have established a strategic data group to allow us to triangulate key information sources more effectively. This group is developing school/team data profiles around the How Good Is Our School quality indicator 3.1 (Ensuring Wellbeing, Equality and Inclusion), to be piloted from February 2025, with a full roll-out planned for the beginning of session 25/26. The data profiles will contribute to the Directorate having a better understanding of the impact of health and wellbeing interventions for staff and their links to improving outcomes for children and young people
- staff wellbeing quality improvement pilot activities are planned in four educational settings. These pilots are an offer of support to those settings and a key learning opportunity for the Directorate, as they will develop evidence of the impact of specific interventions on specific strategic measures
- a peer support model for middle leaders has been established with Depute Headteachers across all sectors registering as part of the 2024/25 cohort
- in response to the recommendation in the national child protection guidance, qualitative data from Staffwise and from recent consultation exercises, Supervision in Education pilots are to be implemented in February 2025 for Headteachers and the Pupil Support Service (PSS)

- appropriate professional learning for all staff, including our managers, remains a priority. The Public Health Scotland Mentally Healthy Workplaces course is being scheduled to support the knowledge and confidence of school and team leaders in supporting the mental health of staff. There are also a range of universal offers scheduled for staff in key areas such as staff wellbeing, positive relationships for learning, trauma informed practice and de-escalation
- the health and wellbeing governance group will continue to review progress, to develop cohesive approaches to wellbeing across all children, young people, learning communities and staff

Violence & Aggression - What we are doing

5.2 We have improved accessibility of information for local settings and worked to strengthen our communication methods to ensure that all staff are aware of and understand our reporting processes and their responsibilities:

- communication campaign supported by corporate C&M team
- R&B intranet tile
- re-design and distribution of V&A posters

5.2.1 In partnership with the Trade Unions, and a working group representing all sectors, our new Promoting Positive Relationship and Behaviour in Schools strategy was developed to guide new / update existing ELC and school R&B policies. This document covers the following:

- key principles of a positive R&B culture
- the key features and expectations of a well-developed R&B policy
- clear guidance on how schools' structure, form and implement their own policy
- the evidence that can be gathered to demonstrate a proactive approach to R&B in schools (including incident reporting)
- how schools can engage with their staff, parents, and pupils, to develop their policy

5.2.2 We have offered core approaches to Professional Learning for all schools (Trauma Informed Practice and De-escalation).

5.2.3 We have created time for PSAs to participate in “non-contact time” opportunities such as: incident reporting; professional learning and key planning.

5.2.4 The following policies / guidance documents have been reviewed, updated and re-issued

- Anti-bullying (includes managing incidents on school transport)
- Safer working practices
- Physical Intervention

5.2.5 Guidance on incident reporting, including de-briefs, has been reissued.

5.2.6 We have made improvements to incident reporting through:

- ensuring that the HS1 desktop App is available on all desktops following a request by TUs
- working collaboratively with other local authorities to understand their incident reporting approaches
- raising the profile of its importance through a dedicated communication campaign which included the distribution of posters to all settings

- 5.2.7 Directorate data has been shared and discussed with Trade Unions at R&B Strategy Group and H&S Forum. We are working to improve the information we share with settings to provide accurate data that informs planning and Power BI reports will be produced for each school.
- 5.2.8 We have sought feedback from practitioners through recent consultation activities which include a joint Education Directorate and Professional Association survey, Staffwise and our Head of Service Health & Wellbeing sessions, where we have openly discussed key topics such as:
- contributing factors (inc. mobile devices)
 - impact of low-level disruption
 - staff wellbeing
 - staffing challenges

Violence & Aggression - Next Steps

- 5.3 The Service will ensure that key information is accessible for all staff and continue to review communication approaches to ensure ready access to guidance / resources and incident reporting procedure (HS1). This will include sharing key information such as:
- the guidance on de-briefs to schools
 - expectations around incident reporting
 - professional learning updates and resources
 - key policy updates
- 5.3.1 The Service will continue the work to ensure that all settings have implemented our core approaches as agreed at R&B strategy group. This will include identifying settings where there is evidence of progress with this priority area and the key learning opportunities.
- 5.3.2 Development of school data profiles will ensure an agreed process for dialogue with settings and key markers to ensure we can begin to measure impact more effectively and consistently across all settings. A data informed approach will then be taken to identify settings where further support is required.
- 5.3.3 Our approaches to engaging with parents/carers and families will be developed further.
- 5.3.4 There will be a review of how First Contact is managed centrally and definition of the SEEMiS Referral / HS1 categories and requirements. This will include exploring the streamlining of the referral paperwork / process.
- 5.3.5 The digital policy will be reviewed in light of Scottish Government guidance and updated if required. This includes mobile phone use.
- 5.3.6 The approach to follow-up of the Head of Service sessions will be agreed. Issues raised were responded to at the roadshows and in writing, circulated through staff bulletins, however, dialogue needs to continue.

6.0 Support for Pupils - Update

- 6.1 Health and Wellbeing is a key challenge facing the Education Directorate and wider Fife Children's Services Partnership.
- 6.2 Wellbeing levels for children and young people have been declining over a period of years across Scotland and many other parts of the wider, developed world. The Covid pandemic added further to the stresses on young people.

- 6.3 Fife conducted the Health and Wellbeing Survey in 2023, based on the framework provided by the national Health and Wellbeing census. Data from the Health and Wellbeing survey highlights the significant challenges in the areas of mental and physical wellbeing (including anxiety, confidence, self-harm and body Image) and relationships and behaviours.
- 6.4 The results of the survey identify and confirm priority areas for Health & Wellbeing across education services and the evidence has been used already to help support the development of the Health & Wellbeing [Strategy](#) for the Education Directorate, 2023-2026. Five key areas have been identified. Mental Wellbeing, Physical Wellbeing, Health Inequalities, Relationships & Behaviour and Communication.
- 6.5 Analysis of data has been shared with key strategic partners to enable discussion and used to help shape future direction, specifically considering key finding areas and differences in characteristics. As an example, the Alcohol & Drugs Partnership is undergoing a review of Strategy and the data will be used as a way of informing this.
- 6.6 Area data has been shared and time given to discuss and support approaches required within local area planning, including further support to schools, to include priorities within school improvement planning. As an example, Local Improvement Frameworks have identified time to explore the work required to best target support for children and young People.
- 6.7 Data analysis has been shared with our colleagues in Health, where work will also take place to inform new strategies, adapt planning and respond to the needs of our children and young people. As an example – School Nursing will ensure that staff are trained in areas of the results most relevant.
- 6.8 The Directorate will continue to consider how this data impacts, and informs, the priorities within the wider areas of improvement, in particular, other aspects of the directorate improvement plan, including Engagement, Positive Destinations and Achievement.
- 6.9 Engagement with young people, parents and carers, in sharing aspects of the results and helping inform future work and support, has been taken forward.
- 6.10 Based on this evidence, and in addition to the steps outlined within the November 2023 report (e.g. the pilot of a Social Worker in five of our schools with high deprivation and low attendance; direct communication with parents; development of approaches and resources used to support positive relationships; wellbeing and behaviour in our ELCs and Primary settings during the post-pandemic period), the multiagency group is addressing the actions identified especially around areas which partners can support in terms of universal and targeted provision, to link with the violent incidents and gaps within PSE delivery.

7.0 Conclusions and Next Steps

- 7.1 This report provides updated information, as requested at the Education Scrutiny Committee of November 2023, and provides details of plans in place to support our staff, young people and families.
- 7.2 The actions for the H&WB priority are in response to the H&WB Strategy 23-26. Assuming that all actions for 2024-25 are completed, new actions will then be highlighted for the 2025-26 plan. The specific work, and actions taken, are outlined in Appendix 2, including next steps.

- 7.3 The model of having a social worker based in a secondary school continues in four of our secondary schools.
- 7.4 Policies and procedures locally and in schools continue to be reviewed to ensure that the most up to date and relevant strategies are in place. Those policies amended include anti-bullying, equalities, mobile phone use and responses to violent incidents.
- 7.5 An updated skeleton curriculum for PSE in secondary schools is implemented, to help provide guidance on areas that require further input or input from external organisations.
- 7.6 In addition, the Fife Young People Health & Wellbeing survey results have been analysed and have informed the Directorate Improvement Plan, the Health & Wellbeing Strategy and the areas for priority action. This information is helping Fife Council, and our partners, to plan and deliver any changes to policies for the benefit of Fife's children and families, or specific groups.

List of Appendices

1. Staffwise Findings 2022 and 2024 Comparison
2. 2023/24 Progress in Delivering the Strategic Actions in Health & Wellbeing

Background Papers

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

- Education Directorate Health & Wellbeing Strategy
<https://fifecloud.sharepoint.com/sites/SchoolsEd/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSchoolsEd%2FShared%20Documents%2Fpriorities%2FECS%20Wellbeing%20strategy%202023%2D26%2Epdf&parent=%2Fsites%2FSchoolsEd%2FShared%20Documents%2Fpriorities>
- Education Directorate Health & Wellbeing Improvement Plan 2023-26
https://fifecloud.sharepoint.com/:w:/r/sites/EDU-ExtendedDirectorateLeadershipTeam/_layouts/15/Doc.aspx?sourcedoc=%7BEA907F5F-9204-423D-A4C9-778ADF9E5CC3%7D&file=Health%20%26%20Wellbeing%20-%20Improvement%20Plan.docx&action=default&mobileredirect=true&DefaultItemOpen=1
- Education Directorate Staff Wellbeing Continuum of Support
<https://fifecloud.sharepoint.com/sites/SchoolsEd/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSchoolsEd%2FShared%20Documents%2Fstaff%2FStaff%20Wellbeing%20%2D%20Continuum%20of%20Support%20%28March%202021%29%20%281%29%2Epdf&parent=%2Fsites%2FSchoolsEd%2FShared%20Documents%2Fstaff>
- Scottish Government Improving relationships and behaviour in schools: ensuring safe and consistent environments for all Joint action plan 2024 - 2027
<https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2024/08/national-action-plan-relationships-behaviour-schools-2024-2027/documents/improving-relationships-behaviour-schools-ensuring-safe-consistent-environments/improving-relationships-behaviour-schools-ensuring-safe-consistent-environments/govscot%3Adocument/improving-relationships-behaviour-schools-ensuring-safe-consistent-environments.pdf>
- Behaviour in Scottish Schools Research 2023 (BISSR).
<https://www.gov.scot/publications/behaviour-scottish-schools-research-report-2023/>

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Staffwise Findings 2022 and 2024 Comparison

HSE Standard or Cultural Attribute	2022 Staffwise statements and responses (agree/strongly agree)		2024 Staffwise statements and responses (agree/strongly agree)	
Support	I have regular and effective Supervision	100%	I have regular and effective Supervision	97%
	I have appropriate support from my line manager	90%	I have appropriate support from my line manager	85%
Ethos	There is a positive ethos in my team/school/centre	77%	There is a positive ethos in my team/school/centre	76%
Demands	The demands made of me are manageable	70%	The demands made of me are manageable	68%
Control	I have enough control over the way that I carry out my work	84%	I have enough control over the way that I carry out my work	83%
Relationships	My relationships with others in my school/team/centre are good	95%	My relationships with others in my school/team/centre are good	95%
			I feel supported when there is an incident of violence and aggression in my school/team/centre	64%
Change	In my team/school/centre, change is managed effectively	72%	In my team/school/centre, change is managed effectively	69%
Role	I have a clear understanding of what the objectives of my role are	95%	I have a clear understanding of what the objectives of my role are	94%
Role	I have a clear understanding of how I should carry out my role	94%	I have a clear understanding of how I should carry out my role	94%
Environment	My physical working environment allows me to carry out my job comfortably	78%	My physical working environment allows me to carry out my job comfortably	78%
Communication	There is effective communication within my team/school/centre	71%	There is effective communication within my team/school/centre	62%

2023/24 Progress in Delivering the Strategic Actions in Health & Wellbeing

 Improvement Plan 2023-26 Priority 1 – Health & Wellbeing (A full Health & Wellbeing Strategy 23-26 accompanies this Improvement Plan)				
What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
Improving Mental & Physical Wellbeing (Anxiety, Confidence, Self-Harm & Body Image)	<ul style="list-style-type: none"> Children, young people, staff, and their families have increased access to support for their mental health with greater focus on targeted support for groups vulnerable to poor mental health including care experienced, LGBT+ and children with Additional Support Needs. Increased capacity and confidence of adults who support young people at universal and additional levels, building their understanding of their own, and of children and young people's mental health needs. Improved use of data to enable the development 	<ul style="list-style-type: none"> Streamlined EWB referral process to ensure YP receive the right support at the right time. Better understanding, communication and clarity across partners and education. Staff feedback on better understanding and use of data Quality assurance group set up, chaired by EP, to review provision of DAPL counselling and make recommendations for new commissioning process – impact and gap analysis Commission, support, and promote programmes and tools to support mental health and wellbeing, nurturing approaches, 	<ul style="list-style-type: none"> More schools using partnership consultation to identify the right health and wellbeing interventions for young people at the right time Clearer understanding of the role of different partners, and therefore how to make more effective referrals for support Further funding has been awarded to SHOUT to extend the service until November 2024 to allow the revised multiagency suicide guidance to be finalised and implemented. Extension to 'Keeping Connected' service until March 2025, providing 1:1 mentoring support for young people aged 10-26 who are disengaged from school/society. Extension to 'Flourish' service until March 2025, providing 1:1 and group support to parents and carers of young people with neurodevelopmental challenges. Recommissioning of the 'Wellbeing in Fife' Service from April 2024-March 2026 to: Lead and deliver a Fife wide provision of short term 1:1 targeted support, targeted group work for parents and carers and their families, training, and development sessions to partners agencies. 	<ul style="list-style-type: none"> Additional Supports Group Continue to scope Single Point of Access model for school-based children and young people with additional mental health needs and consider how CBT informed approaches feature within continuum of support within schools. Decider Skills Train a group of community-based facilitators: parents and carers, group leaders to facilitate peer groups for families within the community. Single Point of Access Explore a multi-agency single point of access to streamline the referral



Improvement Plan 2023-26

Priority 1 – Health & Wellbeing

(A full Health & Wellbeing Strategy 23-26 accompanies this Improvement Plan)

What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
	<p>of targeted resources to inform approaches to improve the mental health and wellbeing of young people and staff.</p> <ul style="list-style-type: none"> Increased access to sport & physical activity for our most vulnerable and / or disadvantaged children & young people. 	<p>develop emotional literacy and regulation across schools and communities (e.g. Kitbag, The Decider Skills, Seasons for Growth and Peer Mediation)</p> <ul style="list-style-type: none"> Continue roll-out of See Me See Change programme across secondary schools to encourage pupils, staff, and the wider school community to develop and initiate actions to address mental health stigma and discrimination. Establish and maintain relationships with partners & key stakeholders to improve children & young people's likelihood of lifelong participation in sport & physical activity, and to improve / maintain a positive mental & physical wellbeing 	<ul style="list-style-type: none"> Seasons for Growth Programme for Children and Young People who have experienced bereavement, loss or change continues to be supported in Fife with more than 545 pupils completing groups between August 2023-June 2024. Following the success of the Primary School Rollout in 2022-23, Peer Mediation training has been piloted in 3 secondary schools and due to positive feedback from this cohort, the training is currently being delivered to the remaining 15 secondary schools between May and November 2024. Community Mental Health Fund January 2023 and March 2024 Children and Young People 1:1 Support Services 1474 Children and young people accessed 1:1 support 2591 One to One session delivered 790 CYP reported an improved outcome through the support received from community MHWB supports and services Group Sessions 1544 Group Session was held CYP who attended these groups reported a 22% increase in their understanding of mental health and emotional wellbeing 	<p>process for mental health supports for children and young people to ensure they get the right support at the right time.</p> <p>Commissioning - Conduct a needs analysis of mental health and wellbeing needs of children, young people and families and consider gaps in provision to inform the next round of commissioning.</p> <p>Access to Support - Implement a referral system using the wellbeing pathway in schools, providing access to community mental health provisions for children and young people.</p> <p>Active Schools Core Offering to be embedded within all 18 clusters, with particular focus on bridge</p>



Improvement Plan 2023-26

Priority 1 – Health & Wellbeing

(A full **Health & Wellbeing Strategy 23-26** accompanies this Improvement Plan)

What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
			<p>Attendees reported a 23% increase in confidence in supporting their own emotional wellbeing.</p> <ul style="list-style-type: none">• Short Term funded Projects – Positive Mental Health (Universal Supports) 27 Grassroots community groups received a one-off grant award of under £10,000 to promote and implement early intervention and prevention programmes, using the Five Ways to Wellbeing 1187 One to One support sessions were delivered 12,851 Group Session held• Capacity Building 1062 Parents and Carers attended Mental Health and CBT workshops Parents and carers reported a 24% increase in confidence in supporting their CYP's emotional wellbeing• Professional Learning 654 Professionals attended Mental Health workshops Professional who attended these workshops reported a 34% increase in knowledge of Mental Health and Wellbeing after the session. 50 Education and Childrens Services, Health and 3rd Sector staff attended the OMM Residential.	<p>programming by providing additional support to CYP who are disadvantaged and / or vulnerable.</p> <p>Integrating monitoring & evaluation practice across Active Schools programmes to ensure reporting / evidencing impact is relevant and purposeful to service / directorate outcomes.</p> <p>Consolidating core practice with focus on clearly defined development / improvement over a two-year action planning phase.</p> <p>Improved communication and awareness raising mechanisms to be developed for internal & external purposes.</p>



Improvement Plan 2023-26

Priority 1 – Health & Wellbeing

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What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
			<p>Attendees reported a 23% increase in understanding of mental health and emotional wellbeing in CYP 440 Education and Community professionals received support through the CAMHS Staff Consultation Line</p> <ul style="list-style-type: none">• Staff Wellbeing Conference 64 Staff attended a Staff Wellbeing Conference Participants rated the conference 4.9/5 97% of participants stated they would be very likely to attend another OMM staff wellbeing conference.• All secondary schools have been offered See Me, See Change training to staff and groups of pupils through the Active Schools Young Leadership pathway and other leadership channels. Several more schools are now developing their SMSC Action plans and further pupil training was co-delivered by senior pupils in June 2024 to further build capacity with this• Club/Hub Connect: £60k funding secured via Community Recovery Fund (Fife Wide Projects) to roll out Hub/Club Connect across all 7 localities to connect community sports hubs and clubs with pupils from local schools to achieve positive social change with high intentionality and aid the	



Improvement Plan 2023-26

Priority 1 – Health & Wellbeing

(A full Health & Wellbeing Strategy 23-26 accompanies this Improvement Plan)

What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
			transition of inactive and referred pupils into community clubs and / or sessions.	
Staff Wellbeing – Workload & Relationships & Behaviour	<ul style="list-style-type: none"> Promotion of positive relationships and behaviours between staff, children, and young people in all educational settings. Improved use of data to enable the development of targeted resources to promote practice which helps to ensure that children, young people, and staff feel safe and happy in educational settings. Improved Education employee experience through equitable workplace practices, inclusion and engagement using Our People Matters. 	<ul style="list-style-type: none"> Ensure wellbeing improvements are evidenced in school and Early Learning Centre improvement planning. Implement the national recommendation of ensuring Education leadership staff have the opportunity to engage with colleagues in a supportive and collegiate approach to professional reflection, learning and development, within a confidential professional relationship to reflect on the experiences and impacts of work, on wellbeing. Develop the professional learning programme for all headteachers at all stages of their career with a focus on universal, additional and intensive support for wellbeing. Implement wide-ranging and high-quality strategies to promote positive 	<ul style="list-style-type: none"> Evidence from ELPs/LPs during Session 23-24 Feedback gathered from headteachers as part of Logic Model development session leading to Hints and Tips for Headteachers SWAY – shared with all. As of 20/05/2024 viewed 214 times. Feedback gathered from headteachers at HT Engagement (September) and through SWOT analysis. This was analysed and shared with all ELT for identification of next steps and feedback provided to headteachers on next steps. Working group on ASL Referrals Workload set up Information gathered from school staff regarding detail of workload associated with ASL referral tasks Information submitted to Workload Management Strategy Group 3rd cohort of HT Peer Support programme has been implemented. New revised guidance materials and training materials developed to support sustainable implementation In addition to above, new 'Effective Supervision for School Leaders' proposal has been developed and shared with Heads of Service 	<ul style="list-style-type: none"> Engage in further consultation and focus group activities, with key groups of colleagues, to identify solutions to the specific improvement priorities identified in the Staffwise results across different sectors and areas of the Directorate (e.g. sector specific reports, HT report, EDLT report) Support Core Approaches (Trauma Informed/De-escalation) A 4-area Network Model is being planned for 24-25. This will involve 3 twilights across the year for teams to collaborate & share practice around their priority theme. These will be led by school-based facilitators. Deliver Staffwise development sessions to support



Improvement Plan 2023-26

Priority 1 – Health & Wellbeing

(A full Health & Wellbeing Strategy 23-26 accompanies this Improvement Plan)

What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
		<p>relationships and behaviours in all educational settings, between children, young people and staff including Anti Bullying Policy, Social Media Policies & Curricular Resources related to Gender Based Violence (MVP)</p> <ul style="list-style-type: none"> • Monitor and evaluate impact (Performance Info) more effectively in H&WB and ensure this is communicated more effectively. • Analysis of H&WB Survey shared with partners and localities with accompanied support to develop actions locally for improvement and improve targeted PSE (Personal & Social Education) delivery. • Improve Education Service employee experience through: <ul style="list-style-type: none"> • working to ensure all staff are aware of, confident to and actively supported in completing, the feedback activities relevant to them. 	<p>for consideration and planning. Different purpose to HT Peer Support model</p> <ul style="list-style-type: none"> • Promoting Positive Relationships and Behaviour guidance developed and implemented – guiding local R&B policy • New updated anti-bullying policy published and communicated, included revised statement(s) on behaviour on school transport • Proactive Management Protocols summary approved for use through R&B short life working group • Safer working practices guidance developed and communicated for use • Incident reporting desktop App and revised incident reporting form implemented • Complaints data now being used to inform policy updates e.g. school travel guidance • All secondary schools are now trained and delivering the Mentors in Violence Prevention Programme to challenge gender-based violence within the curriculum. • Fife now has a group of Trainers who are delivering regular capacity-building sessions for Education staff and partner services. • The “Keeping your Cool in School” positive relationships curricular resource for primary schools is being updated by a group of Fife Education staff. The resource has been refreshed and digitised and is currently being 	<p>school/team/centre leaders to work effectively with their local data to deliver improvements in their own setting and ensure these are recorded in the appropriate planning document (SIP, action plan).</p> <ul style="list-style-type: none"> • Re-position the existing HT Peer Support Model and ensure this can be accessed by different staff groups (e.g. Guidance networks, DHT's). • Alongside HoS, and the project group, identify and deliver the next steps to implement the 'Effective Supervision for School Leaders' proposal. • Align the priorities of the Education Directorate Our People Matter action plan with our own Health and Wellbeing reporting mechanisms to ensure



Improvement Plan 2023-26

Priority 1 – Health & Wellbeing

(A full Health & Wellbeing Strategy 23-26 accompanies this Improvement Plan)

What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
		<ul style="list-style-type: none"> • acting on the feedback provided to us. • Ensure our practitioners have confidence that people policies and procedures are applied fairly and in consideration of individual situations. • Ensure our practitioners feel encouraged and supported to identify & undertake development activities in support of their role, career aspirations and wellbeing to ensure professionalism. • Implement reviewed PSE skeleton overview across Fife with associated guidance and expectations. 	<p>peer reviewed by national partners before the national launch in September 2024.</p> <ul style="list-style-type: none"> • Joint planning with HR to include Heartbeat survey as part of Staffwise 2024 to avoid confusion and lead to clarity for staff • Revised Staffwise guidance to include Heartbeat information e.g. responses about FC in addition to Education service • New V&A statement agreed through R&B meeting to be included in 2024 survey • 67% Staffwise response rate with analysis ongoing. 	<p>more coordinated delivery and a better understanding of the impact.</p>
<p>Effects of Poverty on Wellbeing - Widening of Health Inequalities</p>	<ul style="list-style-type: none"> • Improved support for adults delivering the Relationships, Sexual Health & Parenthood (RSHP) resource to children and young people. 	<ul style="list-style-type: none"> • Increase awareness of and communication about the RSHP resource by providing support to schools, parents, and carers. • Develop a forum on glow for RSHP. Share and discuss ideas on delivery from teachers, partners can share further support materials e.g. 	<ul style="list-style-type: none"> • Development group formed & progression pathways have been developed to cover: <ul style="list-style-type: none"> ➤ Positive Relationships ➤ Role of Parent & Carer ➤ Physical Changes, Sexual Health & Sexuality • Forum integrated as part of Relationship and behaviour Glow group and updated with appropriate resources • Presentation completed and shared with local partners 	<ul style="list-style-type: none"> • A needs analysis will be conducted in Aug '24 to ensure future Professional Learning & ongoing support for schools & families is appropriate.



Improvement Plan 2023-26

Priority 1 – Health & Wellbeing

(A full **Health & Wellbeing Strategy 23-26** accompanies this Improvement Plan)

What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
		<ul style="list-style-type: none"> video links, policy updates etc. Resources being developed by the RSHP National Group - Fife to follow model and utilise developed resources. 	<ul style="list-style-type: none"> Sexual Health & Substance Use Group developed Action Plan 23-26 Short-term working group with Health on development and embedding national RSHP resources – developed and implemented deliverer feedback survey with key actions. 	
Lack of Awareness of H&WB Support	<ul style="list-style-type: none"> Improved access to Health & Wellbeing advice, support, and information through the development of a H&WB Hub enabling children, young people, and staff to support their health and wellbeing and guide others. 	<ul style="list-style-type: none"> Implement a new service level communications strategy to ensure communications are consistent across all educational settings and central teams. Consider additional funding to support a H&WB post connected to the creation and sustainability of a H&WB Hub in partnership to ensure internal and external partners can access resources. 	<ul style="list-style-type: none"> Service communications strategy has been reviewed and revised, outlining our key approaches and methods of communication in addition to our key focus groups Communications action plan now produced identifying key communication outcomes covering each strategic remit HWB section of Education Intranet developed with new pages for each of the 5 H&WB Strategy Priorities. 5 H&WB Newsletters produced for all staff in Education outlining key developments and guidance 12 HWB Staff wellbeing sessions delivered with an attendance of 628 (10% Staff) 	<ul style="list-style-type: none"> Communication methods should be revised – consultation with practitioners across all sectors to identify key methods and agree purpose Support FVA platform role out

2024/25 Revenue Monitoring Projected Outturn – Education Directorate

Report by: Donald Macleod, Executive Director (Education) and Eileen Rowand, Executive Director (Finance and Corporate Services)

Wards Affected: All

Purpose

The purpose of this report is to give members an update on the projected outturn financial position for the 2024-25 financial year for the Education Directorate as at 31 October 2024.

Recommendations

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

Resource Implications

The Directorate will continue to seek to reduce spend where possible to mitigate the impact of the projected overspend on the non-devolved Education budget.

Legal & Risk Implications

There are no direct legal implications arising from this report.

Impact Assessment

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

Consultation

None.

1.0 Background

- 1.1 The purpose of this report is to advise members of the projected outturn for the Education Directorate, for the 2024-25 Revenue Budget, and to highlight the major variances as at 31 October 2024.
- 1.2 For 2024-25, no specific savings proposals were approved by the council as part of the Revenue Budget. There is therefore no requirement to include a Savings Tracker as part of financial reporting for the 2024-25 financial year.

2.0 Projected Outturn

Projected Outturn

- 2.1 There is a projected overspend of £0.576m for the Education Directorate. A summary of the 2024-25 projected outturn for the areas falling under the scope of this committee are detailed in Appendices 1 and 2. Where there are significant variances (+/-£0.250m) to budgets, a brief explanation is provided at Section 3.

3.0 Major Variances

Devolved School Management :- projected outturn (£3.641m) underspend

- 3.1 Under the DSM Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. An exercise is undertaken annually to adjust schools' budgets following the start of the academic year in August to update for new roll numbers. This exercise has been completed and schools have provided updated projections. Within the projected underspend for the DSM, schools' underspend on their core DSM budget is £1.298m.
- 3.2 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) is included in devolved budgets. This also includes any unspent PEF at 31 March 2024 which was carried forward, and for 2024-25 the amount of carry forward was £2.663m. The underspend reflects the fact that schools manage their PEF allocations over academic sessions and therefore some of the funding requires to be carried forward to meet the commitments in their PEF plans. Schools' PEF allocations for 2024-25 have now been confirmed by Scottish Government and total £10.456m and allocations have been added to schools' budgets. The projected underspend of £2.028m is included as an estimate of unspent PEF at the end of the 2024-25 financial year, based on projections provided by schools.
- 3.3 Finally within the Devolved Education budget there is a projected underspend of £0.241m on Pupil Support Service which relates to the achievement of a previously approved budget saving which was posted under non devolved Special Education and the realignment of the budget will be addressed in due course.

Non-DSM/Childcare: - projected outturn - £4.217m overspend

- 3.4 The projected overspend mainly relates to maternity pay and long-term absence and overspends of £2.789m and £0.188m are included within the projection. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. A continued focus on addressing the overspend on this budget will be maintained, with the service implementing additional processes to increase the scrutiny of costs being charged to this area by schools. Also included within the schools non devolved projection is an overspend of £0.729m on waste collection and grounds maintenance costs across schools.

- 3.5 Within Nursery Education a projected overspend of £1.315m is included due to additional staffing costs for nurseries to meet Care Commission requirements and the cost of absence / consequential cover arrangements for long-term absence and maternity leave.
- 3.6 A projected overspend of £2.405m is also included for Special Education. This is mainly in relation to additional staffing costs of £0.527m and overspends on transport costs for children of £1.271m. Also included within the projection are overspends relating to the Education element of secure child placements of £0.518m (costs are shared with Children and Families Service) and £0.390m in relation to payments to independent schools arising from tribunal decisions, with these overspends being partly offset by an over recovery of income of £0.200m.
- 3.7 Partially offsetting these overspends is a projected underspend of (£3.388m) within General Education. This is mainly due to the impact of budget setting within schools, as these have been adjusted for their updated rolls and staffing. Within Primary, the pupil roll fell by 502 from 26,788 to 26,286 resulting in a reduction of 16 classes. Within Secondary, the roll also fell from 22,377 to 22,226, a reduction of 151. However, additional resource has been allocated to secondary schools in order to support the 27.5 hours week across schools.
- 3.8 The movement since the last monitoring report at August is a reduction in projected overspend of £1.466m mainly due to the impact of adjusting schools' budgets and allocating additional Scottish Government funding for teachers. Additionally, there has been a reduction in the projected overspend in Nursery Education of £0.278m due to updated staffing projections, offset by an increase in the overspend under Special Education of £0.298m resulting from the requirement for additional staffing from August.

4.0 Conclusion

- 4.1 The projected outturn position for the Education Directorate reporting to this Scrutiny committee is an overspend of £0.576m. The Directorate will continue to seek to reduce spend wherever possible to reduce the level of overspend across services, and Heads of Service have reiterated the need to ensure that essential spend only is incurred.

List of Appendices

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

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BUDGET MONITORING REPORT SUMMARY OCTOBER 2024 EDUCATION - DEVOLVED					Appendix 1	
	CURRENT BUDGET 2024-25 £m	FORECAST 2024-25 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	250.238	246.596	(3.641)	-1.46%	(3.883)	0.241
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	114.239	112.101	(2.138)	-1.87%	(2.346)	0.208
SECONDARY EDUCATION	127.562	126.454	(1.107)	-0.87%	(1.105)	(0.003)
NURSERY EDUCATION	3.042	3.024	(0.018)	-0.58%	0.037	(0.055)
SPECIAL EDUCATION	5.382	5.013	(0.369)	-6.86%	(0.455)	0.086
AREA GROUPS	0.014	0.005	(0.009)	-64.64%	(0.014)	0.005
	250.238	246.596	(3.641)	-1.46%	(3.883)	0.241

SUBJECTIVE GROUPING	CURRENT BUDGET 2024-25 £m	FORECAST 2024-25 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	250.238	246.596	(3.641)	-1.46%	(3.883)	0.241
INCOME	(10.466)	(10.636)	(0.171)	1.63%	0.000	(0.171)
EXPENDITURE						
EMPLOYEE COSTS	254.266	249.034	(5.232)	-2.06%	(2.397)	(2.835)
PREMISES RELATED EXPENDITURE	0.000	0.335	0.335		0.000	0.335
TRANSPORT RELATED EXPENDITURE	0.102	0.152	0.050	49.20%	0.002	0.049
SUPPLIES & SERVICES	4.628	5.842	1.215	26.25%	(1.487)	2.702
THIRD PARTY PAYMENTS	1.708	1.864	0.156	9.15%	0.000	0.156
TRANSFER PAYMENTS	0.000	0.000	0.000	0.00%	0.000	0.000
SUPPORT SERVICES CHARGES	0.000	0.005	0.005	0.00%	0.000	0.005
	260.703	257.233	(3.471)	-1.33%	(3.883)	0.412
	250.238	246.596	(3.641)	-1.46%	(3.883)	0.241

BUDGET MONITORING REPORT SUMMARY OCTOBER 2024 EDUCATION - NON DEVOLVED					Appendix 2	
	CURRENT BUDGET 2024-25 £m	FORECAST 2024-25 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	174.117	178.334	4.217	2.42%	5.682	(1.466)
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	27.959	31.221	3.261	11.66%	3.189	0.072
SECONDARY EDUCATION	28.353	29.661	1.309	4.62%	1.249	0.060
NURSERY EDUCATION	62.455	63.770	1.315	2.10%	1.593	(0.278)
SPECIAL EDUCATION	36.472	38.878	2.405	6.60%	2.108	0.298
AREA GROUPS	0.586	0.591	0.004	0.71%	0.000	0.004
EDUCATION ADMINISTRATION	4.905	4.904	(0.001)	-0.02%	(0.038)	0.037
STAFF DEVELOPMENT	0.000	0.009	0.009	0.00%	0.012	(0.003)
FIFE MUSIC SERVICE	2.804	2.576	(0.228)	-8.12%	(0.100)	(0.128)
SUPPORT SERVICES	3.385	3.118	(0.267)	-7.88%	(0.349)	0.082
GENERAL EDUCATION	4.652	1.264	(3.388)	-72.84%	(1.851)	(1.537)
CHILDCARE	2.546	2.343	(0.203)	-7.97%	(0.131)	(0.072)
	174.117	178.334	4.217	2.42%	5.682	(1.466)

SUBJECTIVE GROUPING					MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m	
	CURRENT BUDGET 2024-25 £m	FORECAST 2024-25 £m	VARIANCE £m	FORECAST VARIANCE %	PREVIOUS REPORTED VARIANCE £m	PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	174.117	178.334	4.217	2.42%	5.682	(1.466)
INCOME	(12.446)	(12.411)	0.034	-0.28%	0.102	(0.067)
EXPENDITURE						
EMPLOYEE COSTS	104.635	105.636	1.001	0.96%	2.872	(1.870)
PREMISES RELATED EXPENDITURE	32.988	33.834	0.846	2.56%	0.788	0.058
TRANSPORT RELATED EXPENDITURE	16.544	17.961	1.417	8.56%	1.434	(0.018)
SUPPLIES & SERVICES	16.176	16.648	0.472	2.92%	0.056	0.417
THIRD PARTY PAYMENTS	16.202	16.608	0.406	2.51%	0.368	0.038
TRANSFER PAYMENTS	0.018	0.000	(0.017)	-97.23%	(0.018)	0.000
SUPPORT SERVICES CHARGES	0.000	0.057	0.057	0.00%	0.080	(0.023)
	186.563	190.745	4.182	2.24%	5.581	(1.399)
	174.117	178.334	4.217	2.42%	5.682	(1.466)

28 January 2025
Agenda Item No. 8

2024-25 Capital Monitoring Progress Report – Education Directorate

Report by: Donnie Macleod, Executive Director (Education) and Eileen Rowand, Executive Director (Finance and Corporate Services)

Wards Affected: All

Purpose

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

Recommendation(s)

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

Resource Implications

None.

Legal & Risk Implications

None

Impact Assessment

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

Consultation

None.

1.0 Background

- 1.1 The report summarises the projected capital outturn for the areas falling under the scope of this committee for 2024-25. Projected expenditure is £48.516m, which represents 82% of the approved capital programme for 2024-25 and a variance of (£10.726m).
- 1.2 Appendix 1 shows an analysis of specific projects in the current capital investment plan which have a budget greater than £1.000m and analyses total project cost rather than only in year spend.
- 1.3 Appendix 2 details the projected expenditure against budget for each theme, along with associated income.
- 1.4 Slippage describes projects that are expected to spend less than the budget allocation in a particular year due to a delay in timing on the delivery of the project. This is not uncommon in the capital programme and the reasons for this can be wide and varied. Advancement describes projects that are expected to spend more than the budget allocation in a particular year due to an acceleration of the budget from future years. Specific issues within projects arising from these factors are highlighted within these reports.

2.0 Issues and Options

Major Projects – Potential Risks and Actions

- 2.1 The council's approved Capital Plan includes £213m investment in respect of Secondary Schools in West Fife, which includes the Dunfermline Learning Campus (DLC) and the Inverkeithing High School replacement. The budgets for the projects reflect the funding arrangements of the Scottish Government's Learning Estate Investment Programme (LEIP), which requires the council to fund the up-front cost of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. Both projects will require the funding conditions around the maintenance and condition of the schools to be met in order to ensure financial support is secured for the 25 year period.
- 2.2 Appendix 1 provides a summary of the provisional outturn for the major projects and programmes within the Education Directorate Capital Plan. With Dunfermline Learning Campus now open, the major project is the replacement of Inverkeithing High School. The projected outturn in 2024-25 on this project is £28.465m and it is included within the Secondary School Development line in Appendix 2 along with the DLC. The overall budget for this project is detailed in Appendix 1 as £85m. Members will be aware that Cabinet Committee approved the Business Case for the project on 9 May 2024 and the approved budget was revised to £88m. This increase in budget will require to be accommodated within the capital plan review process currently ongoing.
- 2.3 Other significant projects and programmes of work detailed within Appendix 2 include the project at Lochgelly South Primary School for ground consolidation works and improvements, which is included within the Education Rolling Programme. The projected outturn in 2024-25 on this project is £4.856m across both the main project at Lochgelly South Primary School and the associated project at St Kenneth's Primary School, including the provision of accommodation for the decant of pupils from Lochgelly South. Lochgelly South Primary School reopened in August at the start of academic year 2024-25 and works are anticipated to be completed on the overall budget of £8.984m.

- 2.4 Scottish Government have indicated their revised policy intention to expand the provision of Free School Meals to Primary pupils (currently up to and including P5) by the end of this Scottish Parliamentary term. This will focus further expansion to children in Primaries 6 and 7, whose families are in receipt of the Scottish Child Payment. Work has already been undertaken to estimate the costs associated with expanding provision in terms of the works required to school kitchens and dining rooms, and this will require to be prioritised to provide additional capacity. Scottish Government had previously provided £3.963m of funding, and £0.378m is projected to be spent in 2024-25 across the school estate. A further capital allocation for the 2024-25 financial year for free school meal expansion of £9.140m has recently been advised by Scottish Government and this has been added to the current budget. Work will be prioritised across schools to address catering requirements and dining space over future months and this funding will be carried forward to accommodate this work.

Financial Performance – Significant Variances

- 2.5 Appendix 2 details projected outturn for 2024-25 against the main projects and Investment Themes.
- 2.6 There is slippage of (£9.320m) against Free School Meal (FSM) Expansion. Funding for this financial year was only awarded by the Scottish Government in September 2024 to fund the expansion of the delivery of free school meals to P6 and P7 pupils who are in receipt of the Scottish Child Payment (SCP). Discussions are ongoing between services to detail a programme of works that will be delivered next financial year across the school estate, prioritising work in the schools with capacity issues in their existing kitchen and dining facilities.
- 2.7 Slippage of (£1.750m) under Education Rolling Programme for Freuchie Primary School upgrades with a change in financial profile of the project to meet the overall on-site delivery programme. The project is still anticipated to be completed on time next financial year. This is offset in part by advancement of recently planned work for Levenmouth Academy upgrades and some other smaller projects.

3.0 Conclusions

- 3.1 The total 2024-25 approved programme for the Education Directorate is £59.243m with a forecast level of expenditure of £48.516m, which represents 82% of the total programme.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

List of Appendices

1. Project Cost Monitor
2. Capital Plan 2024-2025 Projected Outturn Expenditure

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FIFE COUNCIL
EDUCATION SCRUTINY COMMITTEE
EDUCATION AND CHILDRENS SERVICES
CAPITAL INVESTMENT PLAN 2024-33
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Project	Theme	Original Approved Budget £m	Current Project Budget £m	Total Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College Extension	Opportunities for All		5.713	5.713	-	0.00%	Future Project	2027-28
Dunfermline Learning Campus	Opportunities for All		120.678	120.678	-	0.00%	Current Project	2024-25
Extension Secondary School - Viewforth	Opportunities for All	5.989	6.335	6.335	-	0.00%	Future Project	2030-31
New Secondary School - Glenrothes /Glenwood	Opportunities for All	27.532	86.831	86.831	-	0.00%	Future Project	2029-30
Queen Anne High School Extension	Opportunities for All		6.626	6.626	-	0.00%	Future Project	2030-31
Inverkeithing High School Replacement	Opportunities for All		85.000	85.000	-	0.00%	Current Project	2026-27
Primary School Development Future Projects	Opportunities for All		97.638	97.638	-	0.00%	Future Project	2032-33
Lochgelly Primary School	Maintaining Our Assets	9.000	8.984	8.984	-	0.00%	Current Project	2024-25
Balwearie High School	Maintaining Our Assets	8.300	8.300	8.300	-	0.00%	Future Project	2027-28
Total Major Projects over £5.000m		50.821	426.104	426.104	-	0.00%		
Extension Secondary School - Auchmuty	Opportunities for All	9.62	3.734	3.734	-	0.00%	Future Project	2027-28
Primary School Development Future Projects	Opportunities for All		6.282	6.282	-	0.00%	Future Project	2031-32
Raith Lodge - Early Years Provision	Opportunities for All		1.432	1.432	-	0.00%	Current Project	2024-25
Total Major Projects over £1.000m		9.620	11.448	11.448	-	0.00%		
Total Major Projects		60.441	437.552	437.552	-	0.00%		

FIFE COUNCIL
EDUCATION SCRUTINY COMMITTEE
EDUCATION AND CHILDRENS SERVICES
CAPITAL INVESTMENT PLAN 2024-33
MONITORING REPORT 2024-25

Appendix 2

Expenditure	Current Budget £m	Actual to Date £m	Total Outturn £m	Variance £m	Outturn as % of Plan
Building Fife's Future	0.122	0.043	0.190	0.068	155%
Early Learning and Childcare	0.611	0.709	0.611	(0.000)	100%
Primary School Development	0.206	(0.005)	0.205	(0.000)	100%
Secondary School Development	34.363	16.794	34.363	-	100%
Education Rolling Programme	12.520	6.951	11.134	(1.387)	89%
Nursery Refurbishment	0.941	0.478	0.804	(0.137)	85%
Free School Meals Expansion	10.480	0.477	1.160	(9.320)	11%
Primary School Structural Pressures	-	-	0.050	0.050	0%
Childcare	-	(0.004)	-	-	0%
TOTAL EDUCATION SERVICES	59.243	25.443	48.516	(10.726)	82%
TOTAL EXPENDITURE	59.243	25.443	48.516	(10.726)	82%

Income	Current Budget £m	Actual to Date £m	Total Outturn £m	Variance £m	Outturn as % of Plan
Building Fife's Future	-	-	-	-	0%
Primary School Development	(0.509)	-	(0.509)	-	100%
Secondary School Development	-	-	-	-	0%
Education Rolling Programme	-	(0.113)	(0.113)	(0.113)	0%
Childcare	-	0.004	-	-	0%
TOTAL INCOME	(0.509)	(0.109)	(0.622)	(0.113)	122%

28 January 2025

Agenda Item No. 9

Education Scrutiny Committee Workplan

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

Wards Affected: All

Purpose

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

Recommendation(s)

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

Resource Implications

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

Legal & Risk Implications

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

Impact Assessment

None required for this paper.

Consultation

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

1.0 Background

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

2.0 Conclusions

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

List of Appendices

1. Workplan

Background Papers

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

None

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Education Scrutiny Committee of 18 March 2025			
Title	Service(s)	Contact(s)	Comments
Childcare Services - Early Adopter Community Work	Education	Shelagh McLean, Gary Peattie	Previously considered 17.09.24, para no 98 of 2024.ES.48 refers.
Supporting Refugee, Asylum Seeking and Displaced Young People with English as an Additional Language in Education	Education	Jackie Funnell, Jennifer Wilson-gr	Update report - previously considered 07.05.24, Para No. 88 (2) of 2024.ES.43. Briefing note in the interim?
Attendance Update Report	Education	Rona Weir, Angela Logue	Update - previously considered 07.05.24, Para. No. 91 (3) of 2024.ES.44. Include information relating to the Fife Literacy Review research currently being carried out and due to conclude by February 2025.
Revenue Budget Projected Outturn 2024-25 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	
Capital Investment Plan 2024-25 Progress Update – Education Directorate	Education, Finance and Corporate Services, Property Services	Alison Binnie	
Education Scrutiny Committee Forward Work Plan			

Education Scrutiny Committee of 20 May 2025			
Title	Service(s)	Contact(s)	Comments
Senior Phase Destinations	Education	Karen Lees, Stuart Booker	Previously considered 19.11.24, para 107 refers - include info on stretch targets to PD and info on other LA's with similar profiles doing better.

Education Scrutiny Committee of 20 May 2025			
Title	Service(s)	Contact(s)	Comments
Education Scrutiny Committee Forward Work Plan			

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

Education Scrutiny Committee of 25 November 2025			
Title	Service(s)	Contact(s)	Comments
Revenue Budget Projected Outturn 2025-26 – Education Directorate	Education, Finance and Corporate Services	Alison Binnie	

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

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

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

Education Scrutiny Committee of 19 May 2026			
Title	Service(s)	Contact(s)	Comments
Education Scrutiny Committee Forward Work Plan			

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

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

Education Scrutiny Committee of 24 November 2026			
Title	Service(s)	Contact(s)	Comments
Education Scrutiny Committee Forward Work Plan			

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

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

Unallocated			
Title	Service(s)	Contact(s)	Comments
School Meals Provision	Education	Tariq Ditta	Referred from CAC 28.02.24 for scrutiny. Min Para Ref 104 of 2024.CAC.54 refers - motion. Deferred from 17.09.24 then from 19.11.24.
Outcome of Short-term Working Group on Virtual Classrooms	Education	Angela Logue, Craig Martin	Visit to North Lanarkshire to be arranged. Referred from Cabinet Committee of 06.06.24, Para 252 refers.
National Thematic - Local Authority approaches to support school improvement	Education	Maria Lloyd, Angela Logue	This is taking place on 10 to 11 September with a focus on how LA supports school improvement. Timing will be dependent on when the report is published by Education Scotland.
Swimming for Children and Young People	Education	Shelagh McLean, Pamela Colburn	Previously considered 17.09.24, para no 97 of 2024.ES.47 refers. Working group established to consider options in more detail with a view to recommendations to Cabinet Committee. WG: Councillors Kathleen Leslie; Aude Boubaker-Calder; Altany Craik; Lynn Ballantyne-Wardlaw. WG meeting on 22.01.25.
Local Nursery Areas	Education	Shelagh McLean, Stewart Westwater	Para 111 of 2024.ES.52, minute of 19 November 2024 refers - request from Cllr E Clarke.

Unallocated			
Title	Service(s)	Contact(s)	Comments
			Appropriate officer and committee date to be advised.
Destinations of School Leavers	Education	Karen Lees, Stuart Booker, Maria Lloyd	Regular update? Previously considered 07.05.24, para 89 refers.
Strategic Equity Fund - Progress Report	Education	Sarah Else, Angela Logue	Regular update? Previously considered 07.05.24, para 90 refers.
Update - Progress on Neurodevelopmental Assessment Pathway	Education	Adam Brown	Update? Previously considered 14.11.23, para 64 refers.