

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

Wednesday, 19<sup>th</sup> May, 2021 - 9.30 a.m.

---

## 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 Levenmouth Area Committee of 24<sup>th</sup> March, 2021. 3 – 7
4. **GRASSLAND MANAGEMENT STRATEGY** – Report by the Service Manager. 8 – 18
5. **SUPPORTING THE LOCAL COMMUNITY PLAN - AREA CAPITAL BUDGET REQUEST – ARDEN HOUSE – ADDITIONAL WORKS** – Report by the Head of Communities & Neighbourhoods. 19 – 21
6. **SUPPORTING THE LEVENMOUTH PLAN – PLAY PARK UPDATE AND NEXT STEPS** – Report by the Head of Communities & Neighbourhoods. 22 – 44
7. **CONSIDERATION OF OBJECTIONS - PROPOSED TRAFFIC REGULATION ORDER, LEVEN TOWN CENTRE** – Report by the Head of Assets, Transportation and Environment. 45 – 54
8. **SCHOOL ATTAINMENT AND ACHIEVEMENT REPORT** – Report by the Executive Director - Education and Children's Services. 55 – 111
9. **PROPERTY TRANSACTIONS** – Report by the Head of Assets, Transportation and Environment 112 – 114
10. **LEVENMOUTH AREA FORWARD WORK PROGRAMME** 115 – 116

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

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

Fife House  
North Street  
Glenrothes

Fife, KY7 5LT

12 May, 2021

If telephoning, please ask for:

Michelle Hyslop, Committee Officer, Fife House

Telephone: 03451 555555, ext. 445279; email: [Michelle.Hyslop@fife.gov.uk](mailto:Michelle.Hyslop@fife.gov.uk)

Agendas and papers for all Committee meetings can be accessed on  
[www.fife.gov.uk/committees](http://www.fife.gov.uk/committees)

**THE FIFE COUNCIL - LEVENMOUTH AREA COMMITTEE – REMOTE MEETING**

24<sup>th</sup> March, 2021

9.30 a.m. – 1.40 p.m.

**PRESENT:** Councillors Ken Caldwell (Convener), David Alexander, David Graham Colin Davidson, John OBrien, Graham Ritchie, Ryan Smart and Alistair Suttie.

**ATTENDING:** Gordon Mole, Head of Business and Employability, Ian Mccrory, Lead Professional (Economic Regeneration), Economy, Planning and Employability Services; Neil Watson, Lead Consultant (Roads and Lighting Asset Management), Colin Davidson, Team Manager - Levenmouth and North East Fife Area (Acting), Eva Martinez, Technician Engineer - Traffic Management (North Fife), Bernardo Morote, Consultant Engineer, Bridges and Structures, Frances Ratcliffe, Lead Consultant - Bridges and Structures, Assets Transportation and Environment, Roads and Transportation Services; David Paterson, Community Manager (Levenmouth), Communities and Neighbourhoods and Michelle Hyslop, Committee Officer, Legal and Democratic Services.

**ALSO ATTENDING:** Duncan Mitchell, Chief Executive, Fife Employment Access Trust and Brian Robertson, Flax Mill Project Director, Silverburn Park.

**236. DECLARATIONS OF INTEREST**

Councillor Alistair Suttie declared an interest in paragraph 246, as he was a Council appointed Board Member of Fife Employment Access Trust (FEAT).

Councillor Ken Caldwell declared an interest in paragraph 246, as he had attended friends of Silverburn Park meetings.

**237. MINUTE**

The Committee considered the minute of the meeting of the Levenmouth Area Committee of 27th January, 2021.

**Decision**

The Committee agreed to approve the minute.

**238. SUPPORTING THE LEVENMOUTH PLAN – LEVEN HIGH STREET BUILDING FIT OUT – FUNDING REQUEST**

The Committee considered a report by the Head of Communities and Neighbourhoods which sought agreement for a contribution of £20,000 from the Local Community Planning Budget, as match funding for the fit-out costs of a former retail unit within Leven Town Centre.

**Decision/**

**Decision**

The Committee agreed to a contribution of £20,000 from the Ward 21 Local Community Planning Budget to be used towards the total cost of the project.

**239. LEVENMOUTH ECONOMIC PROFILE (FEBRUARY 2021)**

The Committee considered a presentation and report by the Head of Business and Employability which provided an annual overview of the local economic profile for the Levenmouth Committee Area using the latest available published data.

**Decision**

The Committee: -

- (1) welcomed and noted the presentation;
- (2) noted the issues raised from the current analysis of available data;
- (3) noted the support given to businesses during 2019-2020; and
- (4) recognised the ongoing economic impact and uncertainty resulting from the Covid-19 pandemic.

**240. SUPPORTING THE LEVENMOUTH PLAN – PUMP TRACK KENNOWAY – FUNDING REQUEST**

The Committee considered a report by the Head of Communities and Neighbourhoods which sought agreement for a contribution of £30,000 from the Local Community Planning Budget, as match funding for the installation of a Pump Track facility at the Sandybrae Centre, Kennoway and requested that £10,000 from the local capital budget be set aside to cover the cost of separate electrical installations works to the site.

**Decision**

The Committee: -

- (1) agreed to a total contribution of £40,000 towards the cost of the project;
  - £30,000 would be allocated from the Ward 21 Local Community Planning Budget; and
  - £10,000 would be allocated from the area capital budget, specifically for the installation of a separate electrical connection by Scottish Power.
- (2) noted the balance of funding was being sourced from other funders;
- (3)/



## 2021 LAC 105

- (3) noted the current progress of the detailed design consultation processes that were underway;

### 241. **SUPPORTING THE LEVENMOUTH LOCAL COMMUNITY PLAN – FUEL POVERTY APPROACH**

The Committee considered a report by the Head of Communities and Neighbourhoods which provided an update on the work of the Greener Kirkcaldy/ Cosy Kingdom in delivering focused fuel poverty advice and support within the Levenmouth area and sought a funding contribution of £25,000 from the Anti-Poverty budget to extend the service in the 2021/22 financial year.

#### **Decision**

The Committee: -

- (1) noted the latest performance figures related to fuel poverty work in the current financial year;
- (2) agreed the new target areas within the Levenmouth Area as detailed in the report; and
- (3) agreed to contribute £25,000 from the local Anti-Poverty budget to fund the new approach within the Levenmouth Area.

### 242. **PROPOSED WAITING RESTRICTIONS – A916 & U029 BONNYBANK**

The Committee considered a report by the Head of Assets, Transportation and Environment which proposed the introduction of "No Waiting at Any Time" restrictions on the A916 and U029, Bonnybank.

#### **Decision**

The Committee, in the interests of accessibility and road safety: -

- (1) agreed to the promotion of a Traffic Regulation Order (TRO) to introduce the restrictions detailed in drawing no. TRO/21/01 with all ancillary procedures; and
- (2) authorised officers to confirm the Traffic Regulation Order within a reasonable period unless there were objections.

### 243. **PROPOSED WAITING RESTRICTIONS AND DISABLED BAYS– METHILHAVEN ROAD (SERVICE ROAD) AND LABURNUM ROAD, METHIL**

In introducing the report, Officers advised of an amendment to the report to include "No Waiting and No Loading at Any Time" restrictions.

The Committee considered a report by the Head of Assets, Transportation and Environment which proposed the introduction of new "No Waiting and No Loading at Any Time" restrictions on Methilhaven Road (Service Road) and Laburnum Road; and the introduction of two disabled bays on Methilhaven Road (Service Road).

#### **Decision/**

**Decision**

The Committee, in the interests of accessibility and road safety: -

- (1) agreed to the promotion of a Traffic Regulation Order (TRO) to introduce the restrictions detailed in drawing no. TRO/21/04 with all ancillary procedures; and
- (2) authorised officers to confirm the Traffic Regulation Order within a reasonable period unless there were objections.

**244. AREA ROADS PROGRAMME 2021-22**

The Committee considered a presentation and report by the Head of Assets, Transportation and Environment, which identified the projects proposed for approval for the Area Roads Programme in the Levenmouth area for delivery in the 2021-22 financial year.

**Decision**

The Committee: -

- (1) welcomed and noted the presentation;
- (2) approved the proposals detailed in Appendices 1-3, of the report;
- (3) delegated authority to the Head of Assets, Transportation and Environment to manage the lists of Category 1 and 2 projects in line with the available resources/funding as the programme developed, and in consultation with the Area Convener; and
- (4) noted Appendices 4 and 5 of the report.

**245. GRASSLAND MANAGEMENT STRATEGY**

The Committee considered a report by the Service Manager, Grounds Maintenance Service, which detailed the proposed changes to the management of grassland in the area and the outcome of the community consultation and engagement exercise.

**Decision**

The Committee, following analysis of the results from the public consultation and engagement exercise on proposed changes to the management of grassland in the Levenmouth area agreed to defer the decision on the grassland management strategy, to allow further analysis on consultation processes and time to gather the views of the community councils within the Levenmouth Area.

**246./**

**246. SUPPORTING THE LEVENMOUTH PLAN – SILVERBURN PARK FLAX MILL AND WIDER PARK REGENERATION- UPDATE.**

The Committee considered a report by the Head of Assets, Transportation and Environment which updated members on the progress of the regeneration work at Silverburn Park, Leven, which was led by Fife Employment Access Trust (FEAT).

**Decision**

The Committee noted: -

- (1) the content of the report;
- (2) the contents of Appendix 1, which detailed the potential economic impact of the project as it moved through completion and full operation; and
- (3) the current progress of the Silverburn Park Flax Mill project.

**247. PROPERTY TRANSACTIONS**

The Committee considered a report by the Head of Assets, Transportation and Environment which advised of action taken using the list of officer powers in relation to property transactions.

**Decision**

The Committee noted the contents of the report.

**248. LEVENMOUTH AREA FORWARD WORK PROGRAMME**

**Decision**

The Committee noted the content of the Levenmouth Area Forward Work Programme.

19<sup>th</sup> May 2021

Agenda Item No. 04

---

## Grassland Management Strategy

---

**Report by:** Scott Clelland, Service Manager, Grounds Maintenance Service

---

**Wards Affected:** Wards 21 and 22

---

### Purpose

---

The purpose of this report is to inform the Levenmouth Area Committee of proposed changes to the management of grassland in the area and the outcome of the community consultation and engagement exercise.

### Recommendation(s)

---

Following analysis of the results of a public consultation and engagement exercise on proposed changes to the management of grassland in the Area, the following recommendations are being made:

- (1) Ward 21 Leven, Kennoway and Largo - Alternative grassland proposals are accepted.
- (2) Ward 22 Buckhaven, Methil and Wemyss Villages - Alternative grassland proposals are accepted.

### Resource Implications

---

There are no additional resource implications arising from this report.

### Legal & Risk Implications

---

There are no new legal & risk implications arising from this report.

### Impact Assessment

---

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

## Consultation

---

To ensure a fair, consistent and inclusive approach to the consultation and engagement exercise despite current restrictions, the consultation was carried out ensuring seven National Standards of Community were met (Inclusion, Support, Planning, Working Together, Methods, Communication and Impacts).

A community consultation and engagement exercise was undertaken from 16<sup>th</sup> November 2020 to 31<sup>st</sup> December 2020. The results of which are included in this report.

In light of the current social distancing measures in place to protect people against Covid-19 and control the spread of the virus, face-to-face consultation methods were not possible. To overcome these challenges, the Grounds Maintenance Service utilised a range of communication tools to ensure that the consultation was available to the broadest range of interested groups, including;

- Digital – Online Form and Questionnaire
- Digital – Digital conversation Tools inc. Consul
- Email - Direct Communication with Community Councils and Peoples panels
- Digital - On-line meetings
- Local Media – Information circulated to Radio and Newspaper outlets
- Non-Digital -Telephone – Dedicated Helpline set up
- Non-Digital -Traditional paper copies available on request
- Promotional signage - Signage positioned within all sites
- Direct Feedback from Elected Members, individuals and groups

## 1.0 Background

---

- 1.1 Since March 2020 the Grounds Maintenance Service have been greatly impacted by the 'lock down' restrictions and resource pressures have forced a rethink on our approach to grass cutting. These circumstances have meant that decisions were made without public consultation, however the feedback shows an encouraging level of environmental awareness. The Service wish to build on this enforced short-term plan with a longer-term grassland management strategy led by the community.

## 2.0 Issues and Options

---

### 2.1 Climate Change Agenda

The Fife climate emergency declaration in Fife on 26<sup>th</sup> September 2019 has focused the attention of Grounds Maintenance Service to design service provision that will help support Fife Council to meet the net-zero greenhouse gas emissions by 2045. A new grassland management approach will contribute to the Fife Environmental Partnership strategy outcomes below;

#### Reducing Carbon Emission;

- *More efficient use of resources (energy, waste and water)*

- *Encourage more sustainable transport including reducing the need to travel*
- *Ecosystems are used sustainably and strengthened*

#### Adapting to Climate Change

- *Places are adapting to cope with Climate change including land use*
- *People are adapting to cope with Climate Change*

The Grounds Maintenance Service have a significant opportunity within their activities to reduce carbon emissions. Through reducing our areas of intensive grass cutting programme the service can influence;

- Achieving our Climate Fife targets,
- Connecting people and communities with nature, improving our health and wellbeing,
- Opportunities for outdoor activities such as walking, viewing wildlife and mental wellbeing,
- Increase of biodiversity in our landscapes
- Increase opportunities for communities to be actively involved in adapting their local environments
- A 10% reduction of mechanical grass cutting – Reducing CO<sub>2</sub> levels (approximately 21,000kg of CO<sub>2</sub> annually across Fife).

Ward 21 Total Grass cut (m <sup>2</sup> )	Proposed % of total grass to be managed differently – Ward 21	Total amount of hours grass cutting time reduced
1,015,717.93	29,974.46 M2 (2.95%)	32 Hrs
Ward 22 Total Grass cut (m <sup>2</sup> )	Proposed % of Total Grass to be managed differently -Ward 22	Total amount of hours grass cutting time reduced
714,134.59	125,009.19 M2 (17.50%)	133 Hrs

## 2.2 **Grassland Management Strategy**

There is increasing evidence and desire from our communities to manage our green assets differently. There is a growing understanding and recognition that open space in its natural state can support a variety of ecosystems and biodiversity. Managing grassland differently in this way reduces fuel use and air pollution and releases much needed resources for deployment on other priority grounds maintenance activities. The wellbeing value to local communities cannot be understated either. Studies in recent years have evidenced the mental health benefits for communities with access to natural green space environments.

The grassland management strategy will place significant emphasis on providing opportunity for local communities to engage and lead on how they wish their local greenspaces to be managed. The strategy will develop and flex as Services continue a dialogue with local communities and area leadership teams ensuring the Community led and Place leadership agenda is supported.

## 2.3 Alternative Grassland Management Approach

We know the UK has lost 97% of its flower-rich grassland over the past 70 years. This has resulted in a drastic decline of around two thirds of pollinating insects. Fife is the most heavily cultivated region in Scotland so we can make a difference and give our wildlife more of a chance by changing the way we manage our urban green spaces. These proposals are an opportunity to counter-act these declines.

The purpose of this sustainable grassland management approach is to develop the management our green assets and provide outcomes that meet Fife Council's Climate Change obligations. The Grounds maintenance Service have developed a management model for those areas of managed grasslands.

There are no identified financial savings to this change to the Grounds Maintenance operating model. We envisage the programme will be a cost neutral activity due to the change in operational activity to manage grasslands. Any potential reduction in man hours on cutting grass will be targeted to other priority grounds maintenance work. Further analysis will be undertaken once we capture all associated costs including the costs of new machinery to achieve the maintenance regime below;

<b>Management of proposed sites</b>	
<b>Grass cutting</b>	<b>Frequency</b>
<b>'Cut and collect' will be the preferred option</b> - this will reduce the fertility and growth of rank grasses. This will allow wildflowers to compete with grass, therefore allowing more wildflowers to flourish creating a botanically diverse meadow. Over time less cutting will be required which will look more attractive and provide good habitat for pollinators.	1 cut and lift per growing season.
<b>Grass path network</b>	
A network of access points and pathways will be cut through proposed areas. Consultation on location and width of path network required.	14 cuts per growing season.
<b>Invasive weed Species</b>	
All recognised invasive weed species will be treated as per Service control procedures.	As identified.
<b>Litter and fly-tipping</b>	
Litter and fly-tipping will be removed as per current procedures and resource availability.	As Identified.
<b>Grass clippings</b>	
Re-use of grass clippings will be the preferred option where possible. <ul style="list-style-type: none"> <li>• Alternative fuel resource</li> <li>• Baled and removed. Could be used as hay</li> <li>• Compost -leave on site</li> <li>• Compost – alternative use ( Growing Spaces )</li> </ul>	Once Annually.
<b>Awareness of best practice</b>	
Increase awareness for on-site/ground staff regularly and when new staff employed - to ensure that the management of land for biodiversity understood, promoted and carried out.	Awareness Programme developed.

<b>Public awareness</b>	
Promote Fife Council’s activities related to biodiversity. Raise awareness of the wider importance of biodiversity and Climate Change in schools, community councils, businesses and other stakeholders in our communities. Provide a sign posting service to the work with our partner organisations e.g. Buglife, Learning through Landscapes, Butterfly Conservation, Friends of the Earth, Hedge Link, etc.	Local Biodiversity Action Plan.

## 2.4 Local Decision Making

The success of a grassland management strategy is dependent on communities deciding how they want to repurpose the land that the Grounds Maintenance Service attend in their areas. Front-line managers working collaboratively with Community Managers have shared the importance of environmental change with local stakeholders. A number of local communities and elected members have already indicated a desire to lead on alternative grassland management approaches in their local areas. This Community led approach will require a structure of support through Area Leadership teams and supporting agencies that can provide resources and expertise in the management of our green assets.

Grounds Maintenance Officers will work in partnership with Community Managers to facilitate groups who wish to develop or extend these proposals. Land management expertise will be available through our Climate Change Team and a range of partners who have a responsibility to support and deliver the priorities as defined by local communities.

As an example, Fife Council in partnership with, St Andrews University, Fife College, Fife Communities Climate action Network and Greener Kirkcaldy are leading the implementation of a Community tree planting strategy. This Project aims to support Fife Communities to plant more woodland by helping them identify suitable land and make decisions that will address their requirements for woods that mitigate climate change, support biodiversity, enhance the environment, support local economy and help adapt to our future climate.

## 2.5 Revision Process

Plans showing proposals in all wards have been presented as a baseline to develop opportunities. All plans are subject to amendment as community priorities change and this process will also be governed at an Area Committee level.

Should a fair representation of community views through the Area Committee, show that any managed grassland area is being rejected, then the grass will quickly be cut again on the routine cycle. ***No locality will be left with an unwanted area of uncut grass for any length of time.***

## 2.6 Public Consultation & Engagement

The consultation exercise ran for a period of 7 weeks from 16th November 2020 to 31st December 2020, and was publicised through elected members, community



councils, social media, along with posters being displayed at sites which were affected by the proposals. Although an electronic response was encouraged through access to an on-line form, an option was also given for people to request a paper pack which contained the same information as what was available on-line, along with copies of the relevant maps, a paper form for completion and a return envelope.

The social media campaign was promoted on Facebook and Twitter. The following table is the cumulative total of the impact of Facebook posts on the Fife Council Facebook page from 16 November to 28 December 2020.

Reach	Engagement	Likes	Comments	Shares	Video views
128,256	8,744	204	127	183	15,835

The reach is the number of individuals who saw the posts. The engagement records the total number of people who interacted with the posts such as likes, comments, shares, checking the location or tagging another person in a post.

A video animation was created to explain the new grasslands management strategy and its benefits. The number of views indicates it was successful in engaging people with the consultation process.

Respondents were also able to take part in an open discussion on grasslands management through the Let's Talk about Fife online participation platform, Consul. A total of 51 additional comments were received in this way.

## 2.7 Performance Measures

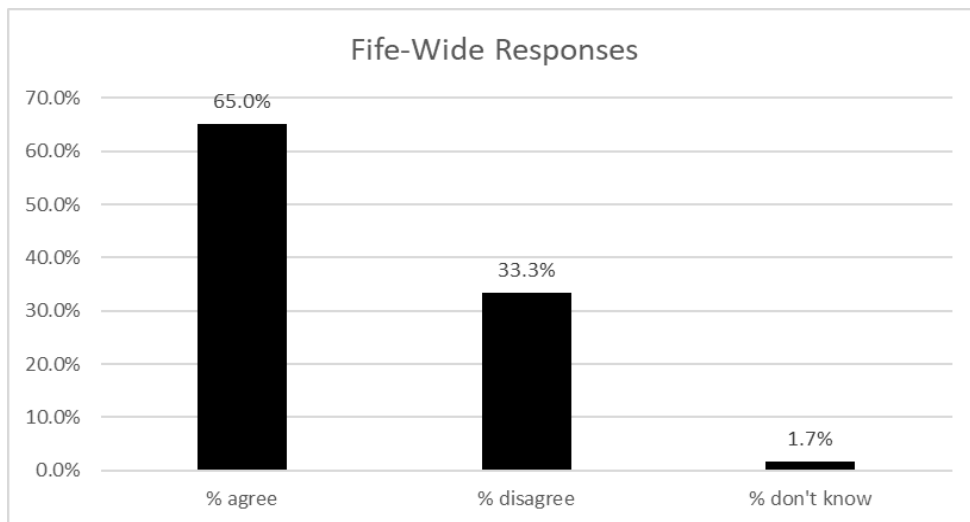
The ongoing monitoring and success of the grassland management initiative will need to be evidenced to support the continuance and potential expansion of the scheme and land area attended to in this way. Performance measures will include:

- Reduction in carbon emissions / hectare
- Increase in pollinating insect species
- Increase in new trees/woodland
- Increase in wildlife
- Public satisfaction

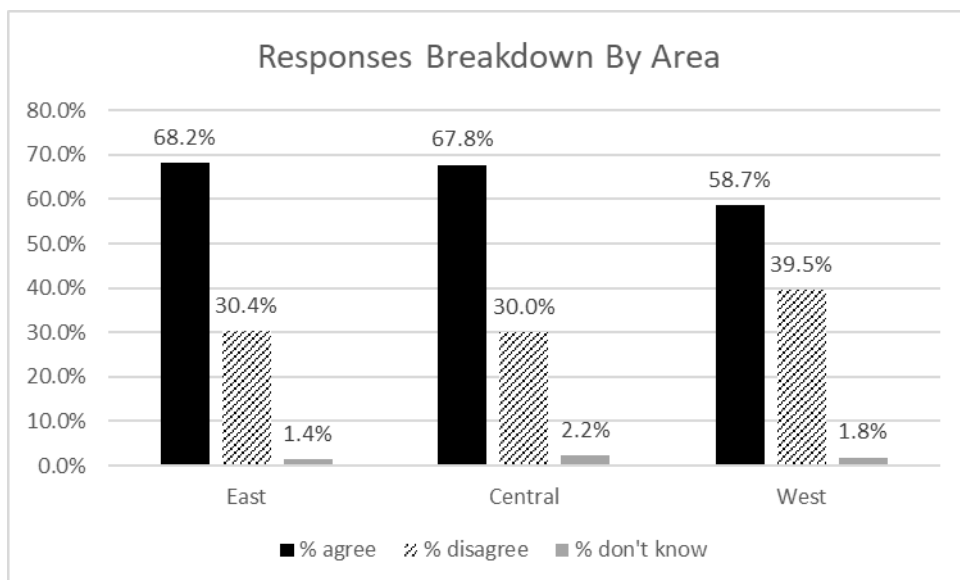
The Council's Biodiversity Team have been engaged to capture the current baseline pre-initiative information and conduct the ongoing survey regime. Results will be reported annually.

## 2.8 Fife-wide Consultation Responses

A total of 1480 responses to the consultation were received from all areas of Fife. Respondents were questioned on whether they agreed or disagreed with this proposed new method of managing some of the grassland areas in Fife. The Fife-wide results showed an overall positive response, with 65% of respondents agreeing to the proposal. The results are shown in the following graph:



The responses have been further broken down by area (East, Central and West Fife) and the results are shown in the following graph:



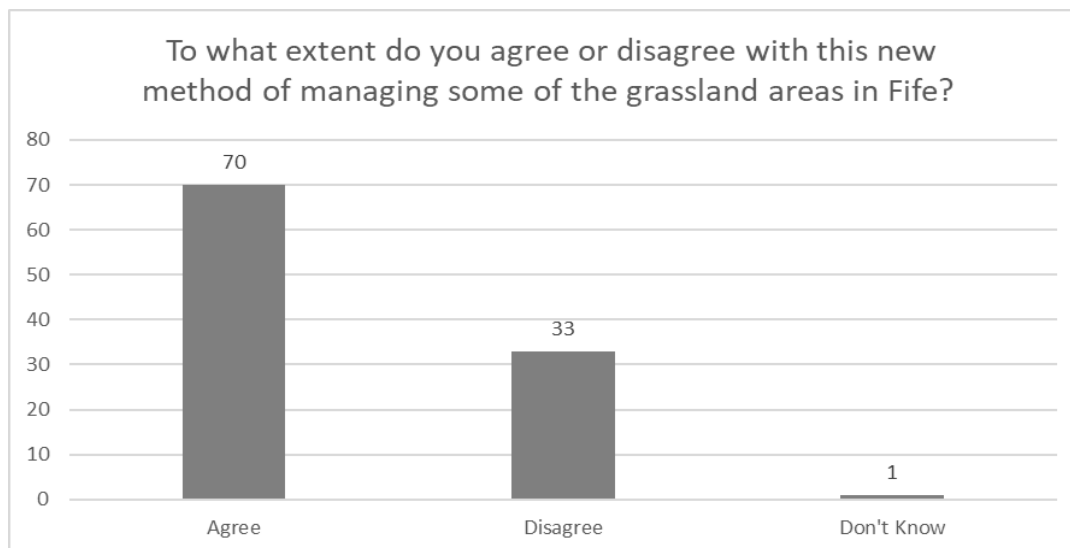
A full Ward breakdown showing the percentages of respondents who agreed/ disagreed with this new method of managing the grassland in Fife can be found in **Appendix 1**.

Participants of the consultation exercise were asked whether they were responding as an individual, elected member or on behalf of a local, community or voluntary group or organisation. The number of responses for each category is shown in the following table:

Fife-Wide Responder Type	
Individual	1403
Fife Councillor, MSP, MP, MEP	6
Local, community or voluntary group	71

## 2.9 Levenmouth Committee Area Responses

A total of 104 responses were received from the Levenmouth Area. The results are shown in the following graph:



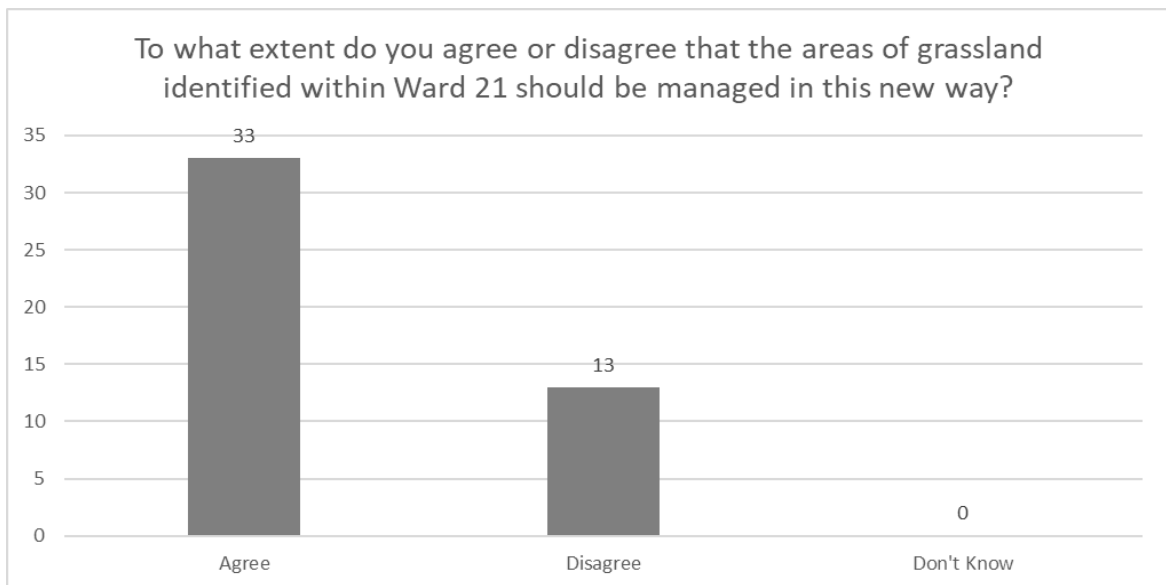
The detail of each individual response can be found via the following link:  
<https://online.fifedirect.org.uk/news/index.cfm?fuseaction=committee.event&evntid=8458D51F-155D-13EF-92AA3A79AA099B9B>

Maps of proposed sites are available at [www.fife.gov.uk/grasslands](http://www.fife.gov.uk/grasslands). Participants of the public consultation were provided with the option of submitting a digital or non-digital response. Participants of the public consultation were provided with the option of submitting a digital or non-digital response. All responses from the Levenmouth Committee Area were received digitally via an e-form. The response methods are shown in the following table:

Levenmouth Committee Area Response Methods	
Paper packs issued	3
Paper responses received	0
Electronic responses received	104

## 2.10 Ward 21 - Leven, Kennoway and Largo Responses

A total of 46 responses were received from Ward 21. Participants were questioned on whether they agreed or disagreed that the areas of grassland identified within their own ward should be managed in this new way. The results are shown in the following graph:

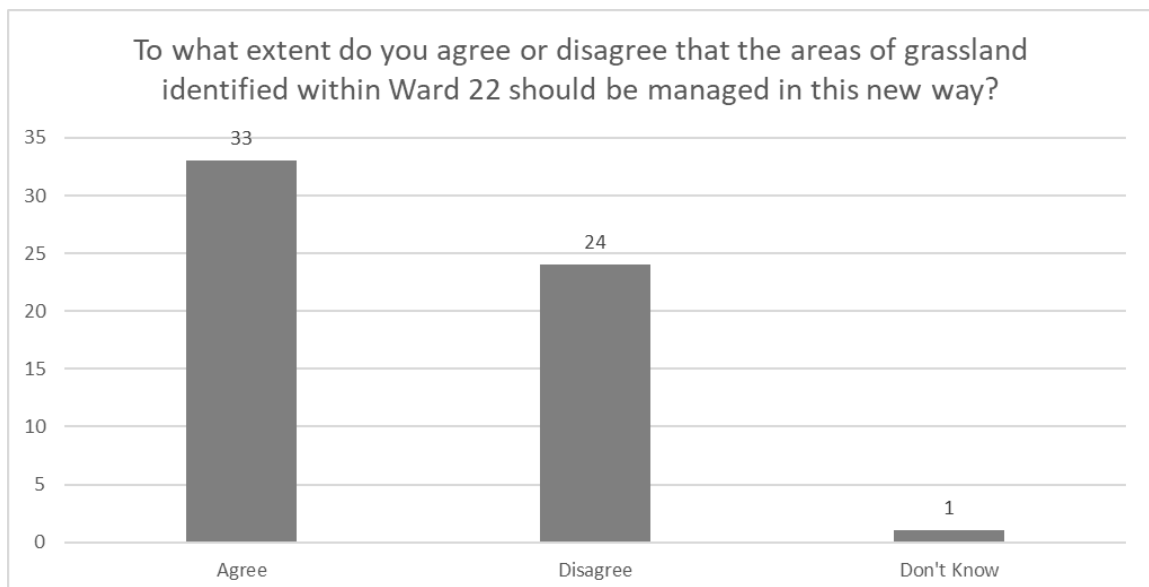


The type of responder was also captured during the consultation exercise. The results of which are shown in the following table:

<b>Ward 21 - Responder Type</b>	
Individual	46
Fife Councillor, MSP, MP, MEP	0
Local, community or voluntary group	0

### 2.11 Ward 22 - Buckhaven, Methil and Wemyss Villages Responses

A total of 58 responses were received from Ward 22. The results to this question are shown in the following graph.



The type of responder was also captured during the consultation exercise. The results of which are shown in the following table:

<b>Ward 22 - Responder Type</b>	
Individual	54
Fife Councillor, MSP, MP, MEP	2
Local, community or voluntary group	2

Local, Community and Voluntary Groups which took part in the consultation were:

<b>Local Community &amp; Voluntary Group</b>	<b>Response (Positive/Negative to proposal)</b>
CLEAR Buckhaven & Methil	1 Response - Positive
Save Wemyss Ancient Caves Society (SWACS)	1 Response - Positive

## 3.0 Conclusions

---

- 3.1 104 responses were received relating to the Levenmouth committee area. Across the area 67.3% of individuals replied positively to the new grassland management strategy and 31.7% responded negatively to the proposal. Once broken down to Ward areas the evidence suggests that there is an appetite to develop a new grassland management regime in both Wards 21 and 22.
- 3.2 With the assurance that the Grounds Maintenance Service will react swiftly to any weight of negative community feedback on an area of uncut grass, it is hoped that the proposals will be supported and the initiative tried in areas. Evidence from other Councils shows that if managed correctly, communities embrace this change in their environment and the importance of biodiversity and climate change grows.

### List of Appendices

---

1. Ward breakdown of respondents who agreed/disagreed with the new method of managing the grassland in Fife.

### Report Contact

Scott Clelland  
 Acting Service Manager (Grounds Maintenance Service)  
 Central 2 (1st Floor)  
 Bankhead Central  
 Bankhead Park  
 Glenrothes  
 Telephone: 03451 55 55 55 + VOIP Number 490075  
 Email: scott.clelland@fife.gov.uk

Ward breakdown of respondents who agreed/disagreed with the new method of managing the grassland in Fife:

	<b>% agree</b>	<b>% disagree</b>	<b>% don't know</b>
Ward 1. West Fife and Coastal Villages	47.6%	51.9%	0.5%
Ward 2. Dunfermline North	85.2%	14.8%	0.0%
Ward 3. Dunfermline Central	58.3%	36.1%	5.6%
Ward 4. Dunfermline South	75.4%	24.6%	0.0%
Ward 5. Rosyth	60.0%	24.0%	16.0%
Ward 6. Inverkeithing and Dalgety Bay	97.0%	3.0%	0.0%
Ward 7. Cowdenbeath	73.1%	26.9%	0.0%
Ward 8. Lochgelly, Cardenden and Benarty	31.5%	65.8%	2.7%
Ward 9. Burntisland, Kinghorn and Western Kirkcaldy	89.2%	8.1%	2.7%
Ward 10. Kirkcaldy North	60.0%	37.5%	2.5%
Ward 11. Kirkcaldy Central	59.5%	37.8%	2.7%
Ward 12. Kirkcaldy East	87.5%	12.5%	0.0%
Ward 13. Glenrothes West and Kinglassie	51.5%	48.5%	0.0%
Ward 14. Glenrothes North, Leslie and Markinch	69.8%	30.2%	0.0%
Ward 15. Glenrothes Central and Thornton	61.1%	30.6%	8.3%
Ward 16. Howe of Fife and Tay Coast	78.6%	20.0%	1.4%
Ward 17. Tay Bridgehead	53.6%	45.8%	0.6%
Ward 18. St Andrews	88.9%	11.1%	0.0%
Ward 19. East Neuk and Landward	59.3%	37.0%	3.7%
Ward 20. Cupar	80.7%	18.6%	0.7%
Ward 21. Leven, Kennoway and Largo	73.9%	26.1%	0.0%
Ward 22. Buckhaven, Methil and Wemyss Villages	62.1%	36.2%	1.7%
<b>Fife Total</b>	<b>65.0%</b>	<b>33.3%</b>	<b>1.7%</b>

19<sup>th</sup> May 2021

Agenda Item No. 05

---

## **Supporting the Local Community Plan - Area Capital Budget Request – Arden House – Additional Works**

---

Report by: Paul Vaughan, Head of Communities & Neighbourhoods

---

Wards Affected: Ward 21

---

### **Purpose**

---

To seek agreement from the Area Committee for additional Area Capital funding for the capital works to Arden House Leven

### **Recommendation**

---

The Committee is asked to agree to an allocation of £5,250 towards additional costs incurred during the upgrading of insulation and window fittings at Arden House Leven.

### **Resource Implications**

---

There is sufficient funding available in the Area Capital Budget should this contribution be agreed.

### **Legal & Risk Implications**

---

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

### **Impact Assessment**

---

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

### **Consultation**

---

Consultation has taken place between Communities & Neighbourhoods and Finance & Corporate Services in the production of this report.

## 1.0 Background

---

- 1.1 The approved Capital Investment Plan for 2017 to 2027 included an allocation of £200,000 to each Area.
- 1.2 Area Capital Budgets are managed through the existing delegated authority for local community planning budgets to Area Committees. Each project and allocation will be approved by each Area Committee given the minimum for any capital work is set at £6000.
- 1.3 The work carried out at Arden House Leven, has now provided a better level of heat insulation within the principal areas that will be occupied by service users at Arden House, this work has been coupled with a separate approach to upgrade the heating for this facility.
- 1.4 On 3<sup>rd</sup> October 2018 Levenmouth Area Committee approved the request from the Community Manager and Arden House management for a contribution of £24000 towards the total cost of work that would improve the heat retention abilities of this property. Arden House management committee separately agreed a contribution of a further £22,500 to this proposal and would also be leading on the upgrade of the heating as noted above. The committee is also investing in upgrades to the fire safety infrastructure within the building with all costs covered through their own funds.
- 1.5 The total cost of the project was therefore initially estimated at £46,500 however a final outturn figure of £51,750 has been advised giving a shortfall in funding for this project of £5250.
- 1.6 Any overspend below £5000 would be considered and agreed under delegated powers – anything exceeding that figure requires oversight by the relevant Area Committee.

## 2.0 Additional Work

---

- 2.1 As with most older buildings, as invasive work was carried out around window apertures several concerns were raised in terms of the integrity of lintel supports, which would require replacement, along with further internal plasterwork and decoration after the renewal of these major structural elements.
- 2.2 This extra work constitutes 11.29% of an increase in the required funding for this project, while this is unfortunate, it is containable and as noted in page 1 of this report, funding is available to meet this requirement.

## 3.0 Conclusions

---

- 3.1 This project has helped support the Local Community Planning theme of Opportunities for All and Community Led Services and further underlines the Levenmouth Area commitment to improving community facilities to ensure they meet the needs of local people.



## **Background Papers**

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

*Capital Investment Plan 2017-27 – Governance Arrangements, Executive Committee, 28 March 2017*

*Supporting the Local Community Plan - Area Capital Budget Request – Levenmouth Area Committee 3<sup>rd</sup> October 2018*

## **Report Contact:**

David Paterson  
Community Manager (Levenmouth)  
Buckhaven Burgh Chambers  
KY8 1AB  
**Email:** david.paterson@fife.gov.uk

19<sup>th</sup> May 2021  
Agenda Item No. 06

---

## Supporting the Levenmouth Plan – Play Park Update and Next Steps

---

**Report by** Paul Vaughan, Head of Communities and Neighbourhoods

---

**Wards Affected:** Ward 21,22

---

### Purpose

---

The purpose of this report is to update the Levenmouth Area Committee on work carried out since the original agreement to embark on a play park modernisation programme using capital funding and based on a rationalisation approach.

### Recommendation(s)

---

The Committee is asked to:

- note the progress on projects already agreed.
- note the potential next steps in terms of projects to be taken forward.
- reacquaint itself with the general aims of the draft play spaces strategy which went out to consultation at the end of 2019 (copy attached for reference).
- agree that the current direction of travel in Levenmouth, to achieve the aims within the draft play spaces strategy, has local member support.

### Resource Implications

---

At this stage no funding request is being made, however discussions will continue through ward meetings as and when funding is made available either through the re-allocation of capital funding offset by external funding streams sourced by community partner groups, or through decisions taken on the new area capital allocation announced in the Councils recent budget statement.

### Legal & Risk Implications

---

There are no legal implications inherent in this report. Risk management issues will be addressed should any project progress to construction by the successful contractor.

## Policy & Impact Assessment

---

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

## Consultation

---

Elected members are aware of this process which the Levenmouth area has followed for a number of years. The area was specifically criticised for the quality of its play spaces in 2012 as part of a large-scale consultation.

During work carried out through the strategic assessment approach since that time there were indications that the focus on rationalisation and improvement of key play spaces were being well received by local communities given satisfaction rates on play and recreation have consistently improved in the interim. This information was derived using the Place Standard model, <https://www.placestandard.scot>.

## 1.0 Background

---

- 1.1 Over decades Fife added to its estate of play areas in reaction to settlement developments in an incremental way – this meant the creation of over 450 play areas across Fife of different sizes, some designed for a range of users with others specifically for certain age groups. Taken as a whole it was hard to show the rationale behind this and it was increasingly clear that while some larger conurbations probably enjoyed over provision, other settlements were less well served.
- 1.2 The proposals within the draft play strategy seeks to make the Council play park offer to its communities more coherent and aligned to likely demand. Members will be aware of the approach being based on walking distance and the type and density of settlement areas being the main factors in the proposals contained in the consultation which took place in 2019/20. The appendix to this report contains the proposals for Levenmouth.
- 1.3 Another significant factor which has prompted these proposals were the levels of maintenance required for the existing play area estate, with many pieces of equipment coming close to obsolescence due to age and the lack of replacement parts to allow repairs to be carried out. There was also a growing recognition that many play areas provided little or no challenge for young people and did not help to promote the aspirations within the Play Strategy for Scotland which stated that ‘all children and young people can access play opportunities in a range of settings which offer variety, adventure and [challenge](#).
- 1.4 It was also clear there was little in the way of provision for young people with disabilities, and opportunities for families to play together. Members will be aware that some of our most successful investments in recent years in play space development, has included exercise equipment that can be utilised by teenagers and adults to encompass a whole family offer.

## 2.0 Update

---

- 2.1 The Levenmouth Plan notes that work to improve greenspace and facilities for leisure and fitness are key to improving wellbeing. The area has invested significant sums into improvements for play areas to ensure they are stimulating and challenging places for children, ranging from toddlers to teenagers, to play and learn social skills.
- 2.2 This report provides an opportunity to give members a specific update on projects that have been proposed at previous Area Committee meetings.
- 2.3 We have also developed a number of proposals which do not as yet have funding applied to them but will be worked up and costed to ensure we have a steady stream of available projects to focus on over the coming years.
- 2.4 The next part of the report will give an update to members showing how decisions taken by this committee from 2017 have come to fruition or are ready to move forward in terms of high-quality play space provision throughout the area and across the wards.

### 2.5 **Area Capital Projects**

**Kennoway Den** (Committee Approval – Levenmouth Area Committee Report 20th September 2017).

This was a one-off investment of £30k from Area Capital towards Kennoway Den improvements. The original WIAT funding bid which was to be used as match funding had fallen through so the project is being revisited with assistance from Rural Skills Scotland. The current budget available for this project is £40k when £10K of parks development funding is added to the local award.

**Letham Glen Improvements** (Committee Approval – Levenmouth Area Committee Report 20th September 2017).

This was a one-off investment of £6k to continue the improvements to the Glen. This includes a new storage cabin for My Bus; new picnic tables and seating; new signage; and path resurfacing. Repairs were also carried out to steps and pillars within the sunken garden through a revenue addition, alongside new planting regimes within the beds. Community Trade Hub have also been involved in some of the provision at the Glen. This work is largely complete, however a separate piece of work around repurposing the Doocot to encourage bat roosting is still underway.

**Removal of two play areas Fernhill/West High Street** (Committee Approval – Levenmouth Area Committee Report 20th September 2017).

These were one-off investments of £6k to remove Fernhill play area, Windygates, and £6k to remove West High Street play area, Buckhaven. The sites were returned to grass and some replacement shrub planting was carried out. This is part of the Levenmouth play areas improvement/rationalisation programme, removing these sites has allowed a reinvestment of time and resource that would have been required for ongoing maintenance to be focused elsewhere. This work is complete.

**Silverburn Core Path Improvements** (Committee Approval – Levenmouth Area Committee Report 22nd August 2018).

This was a one-off investment of £8k to support Community Projects Capital of £7.6k, so as to locate a new path surface through an area of difficult 'sand dunes' terrain. This is now completed and has significantly improved access for many users, especially those with mobility scooters. Regularising this access point to the coastal path has already started to pay dividends, in increased numbers visiting Silverburn Park. This work is complete.

**Buckhaven Foreshore Improvements** (Committee Approval – Levenmouth Area Committee 22nd August 2018).

A one-off investment of £40k. Most of the work is now completed and includes the following:

- New 700m path along the length of the greenspace.
- New raised viewing points in place.
- New seats and picnic tables- includes those suitable for wheelchair users.
- Creation of two new 'hillocks' where the community group CLEAR is carrying out new planting.
- Reduction of grass cutting to both offset maintenance costs incurred from the new areas, and to provide non-maintained areas where the local wildflowers can spread naturally.

Work is ongoing with CLEAR who are applying for funding to do further tree planting and add further seats and picnic tables.

The investment in this space has also triggered a positive response in looking at work to mitigate the effects of erosion at this bit of coastline through targeted defence. Temporary repairs using on site material has been carried out and we are awaiting costs for more complex work and will initially seek funding from the Crown Estate fund. Separately funded work in terms of a trim trail addition is noted below.

**Promenade play area, Leven** (Committee Approval – Levenmouth Area Committee Report 22nd August 2018).

A one-off investment of £25k to remove/improve the existing site, including the location of a new perimeter fence. The new play area is completed following additional funding being made available from FET via the Leven Environment Group.

Additional work including the removal of several of the large brick planters have been funded separately as well as the reintroduction of lighting all along the promenade itself. There is also a groundswell of activity at the moment looking at further work in the area some of it led by the Police as part of an ASB approach. This work is largely complete but a separate focus on the area to better utilise the space at the former putting green is currently underway.

## **Improving Health Through Sports and Leisure Projects**

**Play area improvements and rationalisation** (Committee Approval – Levenmouth Area Committee Report 20th September 2017):

### **Durham Park play area, Lower Largo.**

This was a one-off award of £15k added to Section 75 funding received from Lundin homes who had a development in the area. This project is complete.

### **Castle Terrace (West) play area, Kennoway.**

An initial award of £20k to assist in the pooling of funds from other sources. This is updated further, below.

**Play area improvements and rationalisation** (Committee Approval – Levenmouth Area Committee Report 22nd August 2018):

### **Victoria Park play area, Lundin Links.**

A one-off investment of £80k to relocate the existing site from leased land to council owned land. Local play area development group successfully pulled in external funding following a thorough consultation process. The new facility is now completed. The old play area site has had its play equipment removed and been reinstated to grass. This is a site which promotes multi activity and inclusivity. The site of the play area will be returned to the landowners.

### **Massney Braes play area, Lundin Links.**

One-off investment of £6k to remove the small play area and locate some new seating. This project is now complete.

### **Buckhaven Foreshore Trim Trail.**

A one-off investment of £30k to provide this new equipment. The CLEAR group were successful in gaining FET funding towards this project. This underlines the commitment to look at a range of equipment pieces and provision at sites where it is most likely to be used. The work in this area has changed the space from a green space with little feature and interest into somewhere local people can take exercise and participate in a number of activities. This part of the Buckhaven foreshore project is now completed.

### **Beach play area, Leven.**

A one-off investment of £40k to improve the existing site, including the location of a new blue footpath, and play equipment suitable for wheelchair users. The Leven Environment Group received FET funding to help fund this project. This project is now complete.

### **Letham Glen play area (Phase 3).**

A one-off investment of £35k to complete this play area with the location of a wheelchair swing and roundabout suitable for wheelchairs. My Bus received FET funding to help fund this project. This project is now complete.

### **Leven skate park improvements.**

An investment of £10k to provide funds to support a local skate group. No progress with the representative group so far however work to encourage participation is ongoing. New discussions to progress regeneration have started in the area as noted above, accordingly we plan to retain this commitment so it can be utilised as and when required.

### **Balcurvie play area (Phase2), Windygates.**

This was a one-off investment of £10k to complete this popular play area as a well equipped 'town play park' with the addition of a roundabout- suitable for wheelchair use. This project is now complete.

### **Castle Terrace (West) play area, Kennoway.**

A further contribution of £80k, giving a total pot of £100k. A new design has been drawn up and will be consulted on soon. This approach is a strong example of how we plan to rationalise while still making a strong capital investment in an area. Members from Ward 21 visited the site pre pandemic, and were generally supportive of the proposal, as long as there was a robust consultation process put in place. We had hoped to carry this out over 2020 but will design a proposal that is more interactive and hopefully will involve site visits with local people as restrictions start to ease over the coming months. This project will be a key priority for officers and will provide the pattern for our approach as we continue with the wider programme.

### **Castle Terrace (East)play area, Kennoway.**

A one-off investment of £6k to remove play area, following consultation for Castle Terrace (West).

### **Castle Crescent play area, Kennoway.**

A one-off investment of £6k to remove play area, following consultation for Castle Terrace (West).

### **The Haugh play area, East Wemyss.**

A one-off investment of £40k to improve this existing site. There have been early discussions with a local group, and they are happy to consult locally for ideas for replacement play equipment. This project was delayed due to Covid19, however given the local interest in the project already, we would hope to move this forward fairly quickly this year.

### **Herd Park play area, Methilhill.**

A one-off investment of £60k to improve this existing site. A local group is required to help progress this project further.

### **Daisy Park play area, Methilhill.**

A one-off investment of £100k to improve this existing site. A local group is required to help progress this project further. Again, it had been hoped that this could have been achieved in 2020, however following the approach to be taken at Castle Terrace (West), this project will be prioritised in the current year.

### **Ashgrove play area, Methilhill.**

One-off investment of £6k to remove play area, following the consultation for Daisy park play area.

### **Simon Crescent play area, Methilhill.**

One-off investment of £6k to remove play area, following the consultation for Daisy park play area.

### **Sandwell Park play area, Buckhaven (two new play items).**

This project is now complete.

## **3.0 Priorities**

---

- 3.1 Councillors will note that there are a range of projects contained in the listing above which can now restart after the hiatus that COVID has caused.
- 3.2 We would propose at this stage to move forward with the following projects as a priority: Castle Terrace West, Daisy Park, Haugh Park and Herd Park, these projects have a degree of initial planning in place which can allow a preliminary discussion to take place with local communities. Importantly these projects also have allocated sums against them. Members should note we will still look to follow our policy of engaging a local group who can assist with leveraging in external funding, allowing us to recycle part of our capital element into other projects.
- 3.3 We would, as noted above, wish to keep a steady flow of projects in the pipeline to ensure continuity of activity, accordingly we would propose the following sites as next for consideration. There will be opportunities for discussions in the near future with members to decide on a how we prioritise these projects, which would largely be driven by the availability of local community support from a community council, or a group specifically set up with the aim of improving play opportunities in their locality. Accordingly, the projects in 3.4 below can be viewed as a flexible statement, which will rely on a number of factors being achieved to move them forward.
- 3.4 The projects we have listed as new and emerging projects are as follows:
  - Lilac bank play area- this would be a large-scale renewal of play equipment- Est £80k



- Taylor Park- Adult fitness equipment, as part of this project we would seek to remove the Toboggan play area (at a cost of 6k) to offset maintenance costs, discussions with local people have pointed to the fact that Toboggan Park has little value and that previous investment at Taylor Park adequately provides play opportunities in this area, which would be enhanced further with the fitness equipment proposal. Est £30k
- Southgrove play area- Additional equipment Est £50k.
- West Wemyss play area- Additional equipment Est £70k
- Bird scheme MUGA improvements- Current engineering estimates point to a £40k commitment to tar the play surface plus £30k if new fencing is part of the project as well. There is already some local group activity around this project which could allow things to accelerate.
- Glenlyon play area- Full replacement of equipment Est £100k.
- Halfields play area – we would propose the removal of this site given the proximity to Cotlands – Est £6k.
- Keilburn play area. Est £60k

## 4.0 Conclusion

---

4.1 This project will make an impact on several priorities for the area, around the promotion of active travel, health and wellbeing and climate change.

### List of Appendices

1. Fife Council Draft Play Spaces Strategy - Levenmouth

### Background Papers

1. Levenmouth Area Committee Report 20th September 2017
2. Levenmouth Area Committee Report 22nd August 2018

### Report Contacts

David Paterson &

Iain Wilson

Buckhaven Burgh Chambers

Email – [david.paterson@fife.gov.uk](mailto:david.paterson@fife.gov.uk)

Let's talk  
about  
**Play spaces**  
in the Levenmouth Area



Photograph courtesy of Play  
Scotland

**Ward 21**  
**Leven, Kennoway**  
**And Largo**

Kennoway,  
Windygates,  
Leven,  
Lundin Links,  
Lower Largo,  
Upper Largo

**Ward 22**  
**Buckhaven, Methil**  
**And Wemyss Villages**

Methil,  
Buckhaven,  
East Wemyss,  
Coaltown of Wemyss,  
West Wemyss,

# introduction



From 21st August and 10th December 2019, you can take part in our discussion on the future of play spaces.

Play spaces include equipped play parks, greenspace with play features (e.g slopes for sliding, logs for climbing on), and greenspaces for playing in, (e.g parks and woods). We are looking at the future of Fife Council play spaces.

We need a long term plan as there are a number of issues with play spaces. Most of the play equipment will be at the end of its safe use in the next ten years. Many of the play parks can only be used by children under the age of 5.

Fife Council has a draft Play Spaces Strategy to address these challenges.

If the Council approve the strategy, it will:

- be used to secure funding for upgrading play parks,
- ensure play parks have a range of equipment that can be used by all ages of children
- transform many greenspaces into play spaces

After the let's talk discussion, a report will be compiled. This will be used to aid councillors on approving the strategy.

In this report you will find our proposal maps for Fife Council play spaces for towns and villages in South & West Fife. We have not included proposals for play equipment in school grounds or maintained by housing factors or housing associations.

If you have any comments on the proposals for your town or village we would like to hear from you. Click on the link and leave comments there.

<https://fif.communitychoices.scot/legislation/processes/3/debate>

# Viewing existing play park photographs

https://www.fifedirect.org.uk/topics/index.cfm?fuseaction=page.display&p2sid=6025C2CF-911B-52EE-82A4C3785664256A

Streets and Open Spa...

**Fife COUNCIL**  
fifedirect.org.uk

Home | A to Z | Do it Online | My Community | What's On | News Centre

Careers and Jobs  
Community life and leisure  
Parks, Streets and Open Spaces  
Parks  
Play Parks  
Allotments  
Town Art  
Tree Management  
Core Paths  
Rights of Way  
Greenspace  
Council and democracy  
Environment and recycling  
Housing  
Lifelong learning  
Planning and building standards  
Education and learning  
Health and social care  
Transport and roads  
Employee information

Home > Community life and leisure > Parks, Streets and Open Spaces

## Play Parks

Fife Councils Parks Streets and Open Spaces section manage and maintain 486 play areas in Fife.

woodside Search

Play Area Location  
Maintained Play Equipment

Roseberry View, Dalgety Bay  
Binning Strip  
Whites Quay, Dalgety Bay

Steeple Clump 54m

Identify Results

Play Area Location  
Whites Quay  
Dalgety Bay

<http://arcgisweb.fife.integrations/play/playareaphotos?DocType=PlayAreaPhotos&DocID=P475>

Copyright and data

Photographs of existing play parks can be found on the Fife Council website.

How to view the photographs

1 – type – [www.fife.gov.uk/PlayParks](http://www.fife.gov.uk/PlayParks)

3 – There is a map that shows any play park in any town or village. Zoom into where you want to look at.

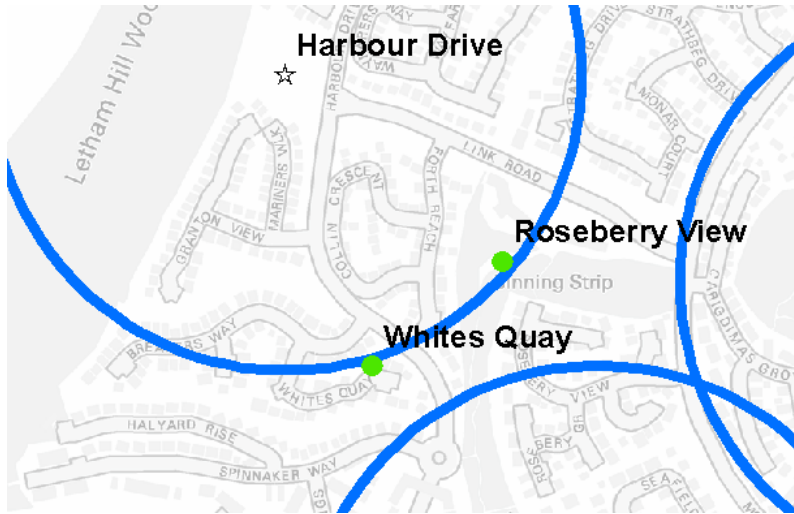
4 – Click on the green dot and a link in red underlined writing, will take you to a page with the photograph.





# Map symbols

Green dot – greenspace for play



We will transform some greenspaces which have only a couple of pieces of manufactured play equipment for toddlers into play spaces with lots of different play features.

For example in Dalgety Bay we propose to create a new local play park( Harbour Drive) which would be 5 minutes walk from White's Quay



White's Quay, Dalgety Bay



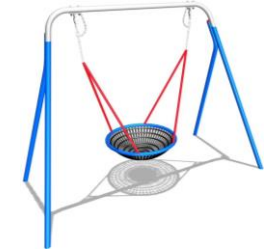
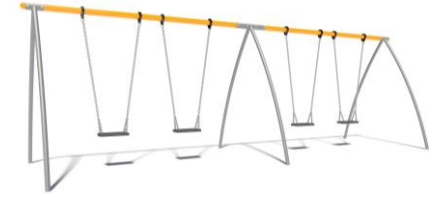
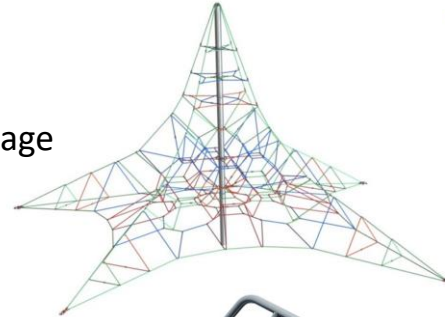
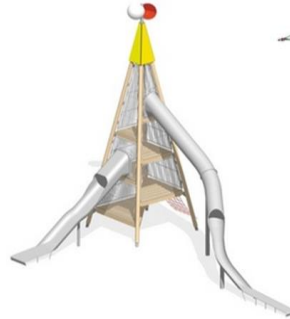
# Map symbols

Blue circle / Local Play Park



Within the blue circle, people can walk along streets with in 5 minutes to a local play park.

primary school age

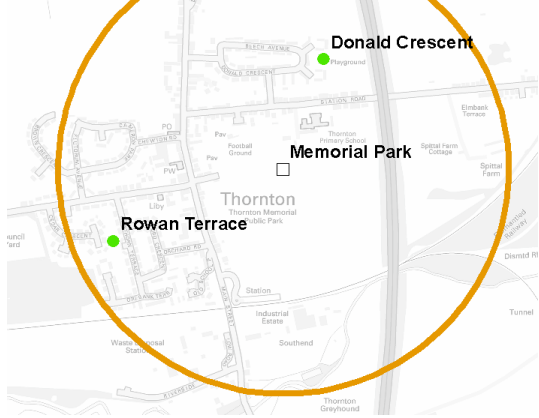


pre school age





# Map symbols



## Orange circle / Town Play Park

In some towns and villages we propose larger play parks that have more equipment and where people will walk or cycle.

In Thornton we think this can be the main play park for the village

### High school age (S1&S2)



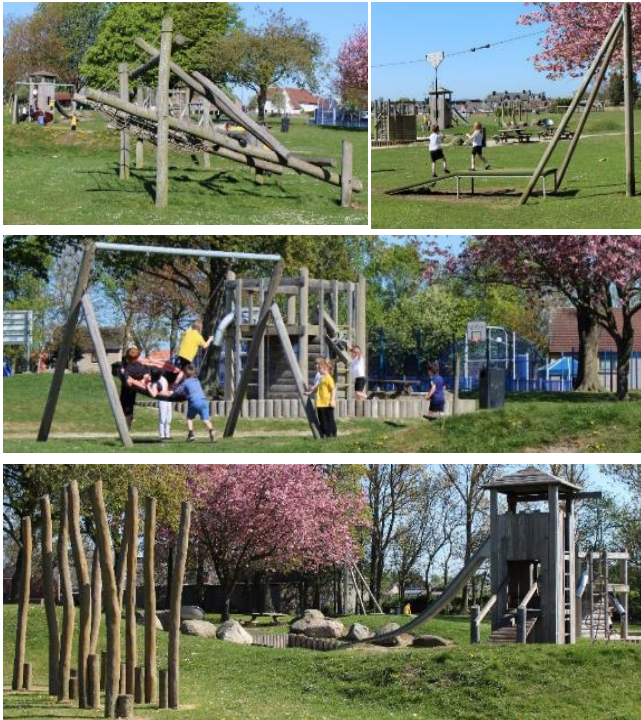
### Primary school age



### Pre-school age



Equipment we propose to have in all town play parks



Photographs of Thornton Public Park Play Park

# Map symbols



## Purple circle / Destination Play Park

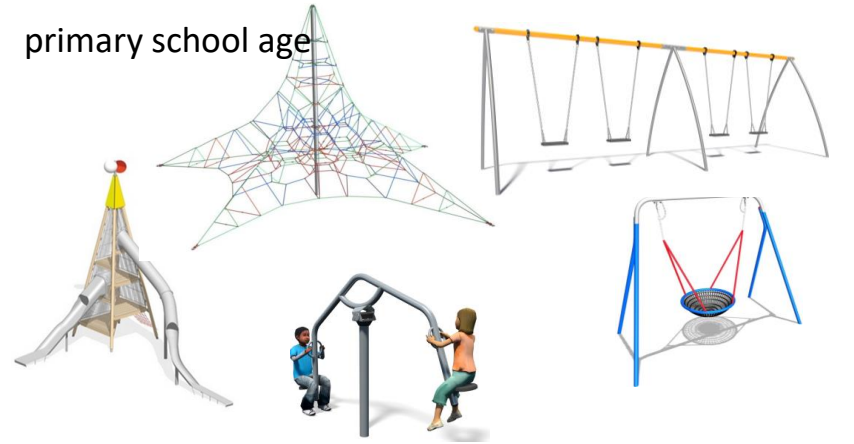
In the larger towns we propose destination play parks. These have equipment for the widest range of ages and the travel distance is 1.8km.

In Kirkcaldy we propose Beveridge Park Play Park to be the destination play park. In the town there is a number of local and town play parks too.

### high school age



### primary school age



### pre school age

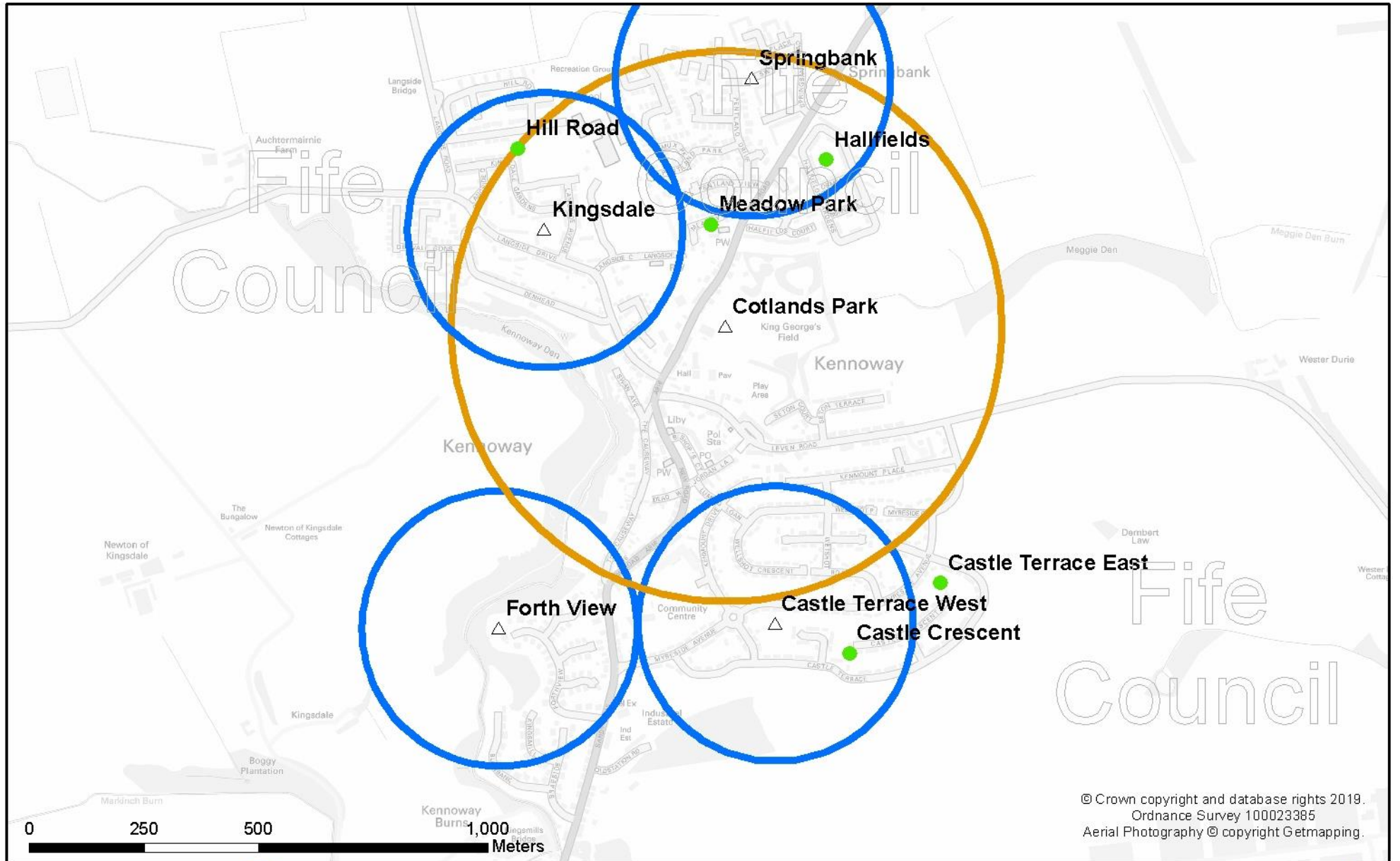


Equipment we propose to have in all destination play parks

Photographs of Beveridge Park, Play Park, Kirkcaldy







© Crown copyright and database rights 2019.  
 Ordnance Survey 100023385  
 Aerial Photography © copyright Getmapping.

	<b>Greenspace for play.</b> This greenspace to be transformed with new play features, such as logs etc. Play equipment not to be replaced.		<b>Local Play Park</b> Within the circle, it's a 5 minute walk to a local play park from a house.		<b>Town Play Park</b>		maintain
	<b>Destination Play Park</b>		improve		new		non Fife Council site

N  
  
 Scale: 1:7,466

**proposed Play Spaces Categorisation**


<b>Prepared By:</b>	kokane-15	<b>Job ID:</b>	
<b>Service:</b>	Communities & Neighbourhoods		
<b>Printing Date:</b>	10 July 2019		


Vgisnas\UserData\ParkandCountryside\KevinOKane\PLAY AREA HIERARCHY\A3\PLAY AREA HIERARCHY1.mxd

37



© Crown copyright and database rights 2010  
 Ordnance Survey 100023385  
 Aerial Photography © copyright Getmapping.

 <p><b>Greenspace for play.</b> This greenspace to be transformed with new play features, such as logs etc. Play equipment not to be replaced.</p>	 <p><b>Town Play Park</b></p>	 maintain  improve  new  non Fife Council site
 <p><b>Local Play Park</b> Within the circle, it's a 5 minute walk to a local play park from a house.</p>	 <p><b>Destination Play Park</b></p>	

N  
  
 Scale: 1:5,000

**proposed Play Spaces Categorisation**

<b>Prepared By:</b>	kokane-15	<b>Job ID:</b>	
<b>Service:</b>	Communities & Neighbourhoods		
<b>Printing Date:</b>	10 July 2019		

G:\gisnas\UserData\ParkandCountrySide\KevinOKane\PLAY AREA HIERARCHY\YAA3\LPLAY AREA HIERARCHY1.mxd



38





© Crown copyright and database rights 2019.  
 Ordnance Survey 100023385  
 Aerial Photography © copyright Getmapping.

	<b>Greenspace for play.</b> This greenspace to be transformed with new play features, such as logs etc. Play equipment not to be replaced.		<b>Town Play Park</b>		maintain
	<b>Local Play Park</b> Within the circle, it's a 5 minute walk to a local play park from a house.		<b>Destination Play Park</b>		improve
					new
					non Fife Council site

N  
  
 Scale: 1:10,000

**proposed Play Spaces Categorisation**

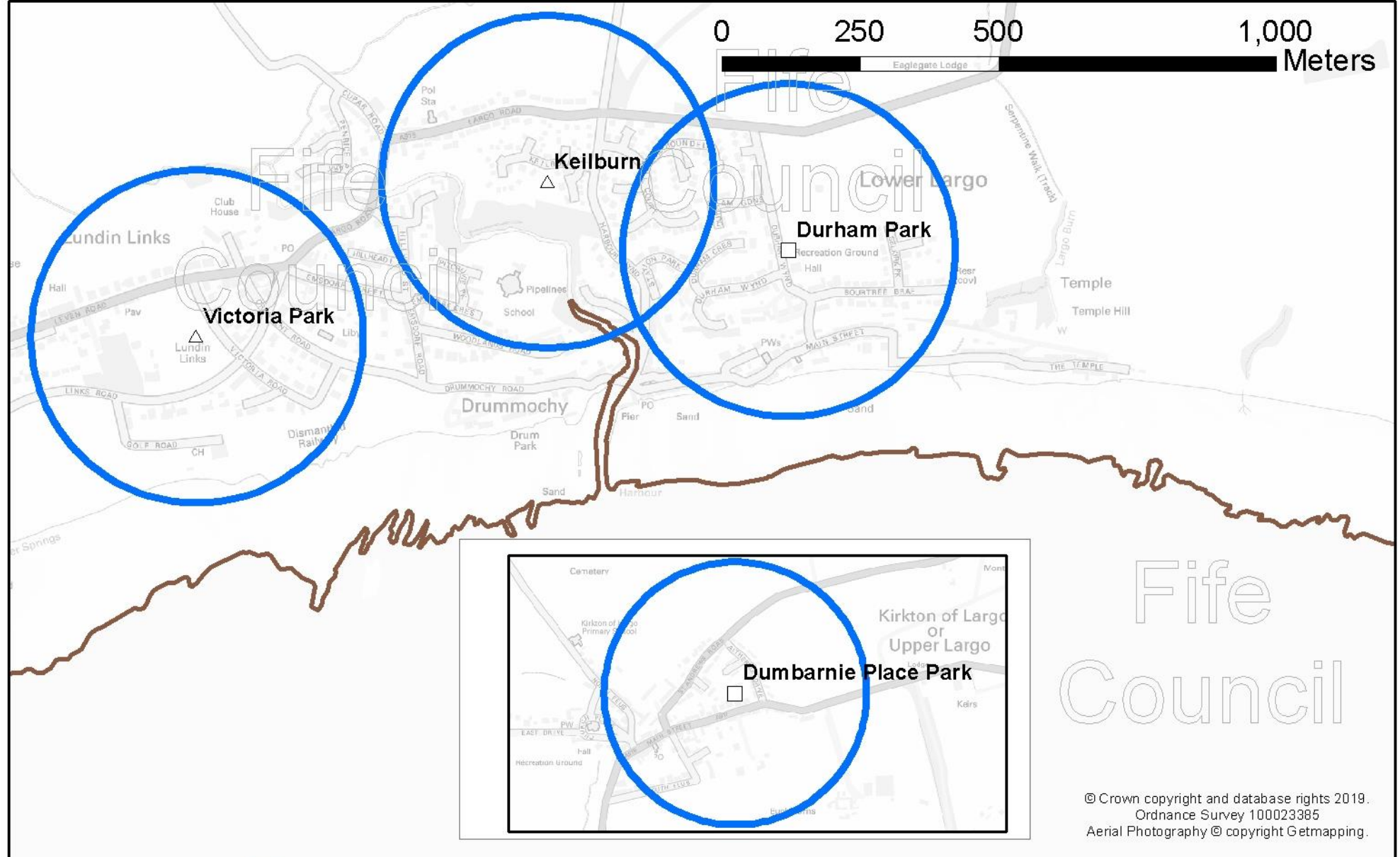
Prepared By: kokane-15  
 Service: Communities & Neighbourhoods  
 Printing Date: 23 July 2019

Job ID: \_\_\_\_\_

**Fife**  
 COUNCIL

\\gisnas\UserData\ParkandCountrySide\KevinOkane\PLAY AREA HIERARCHY\AA PLAY SPACES MAP\A3\PLAY AREA HIERARCHY1.mxd





Fife Council

© Crown copyright and database rights 2019.  
 Ordnance Survey 100023385  
 Aerial Photography © copyright Getmapping.

	<b>Greenspace for play.</b> This greenspace to be transformed with new play features, such as logs etc. Play equipment not to be replaced.		<b>Town Play Park</b>		maintain
	<b>Local Play Park</b> Within the circle, it's a 5 minute walk to a local play park from a house.		<b>Destination Play Park</b>		improve
					new
					non Fife Council site

N  
  
 Scale: 1:6,194

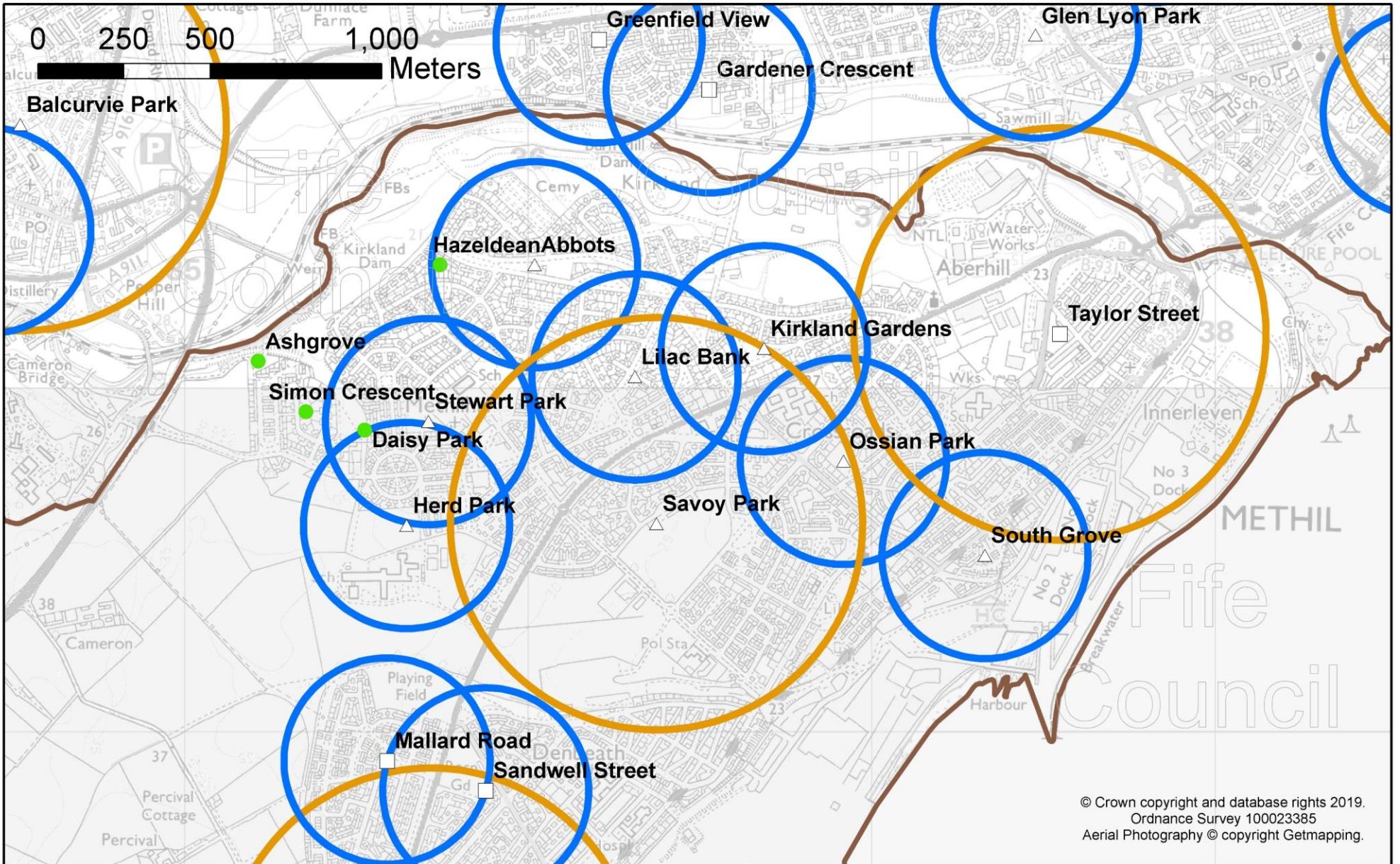
**proposed Play Spaces Categorisation**

Prepared By: kokane-15  
 Service: Communities & Neighbourhoods  
 Printing Date: 25 July 2019

Job ID: \_\_\_\_\_

40





© Crown copyright and database rights 2019.  
 Ordnance Survey 100023385  
 Aerial Photography © copyright Getmapping.

<b>Greenspace for play.</b> This greenspace to be transformed with new play features, such as logs etc. Play equipment not to be replaced.	<b>Town Play Park</b>	maintain improve new non Fife Council site
<b>Local Play Park</b> Within the circle, it's a 5 minute walk to a local play park from a house.	<b>Destination Play Park</b>	N Scale: 1:10,000

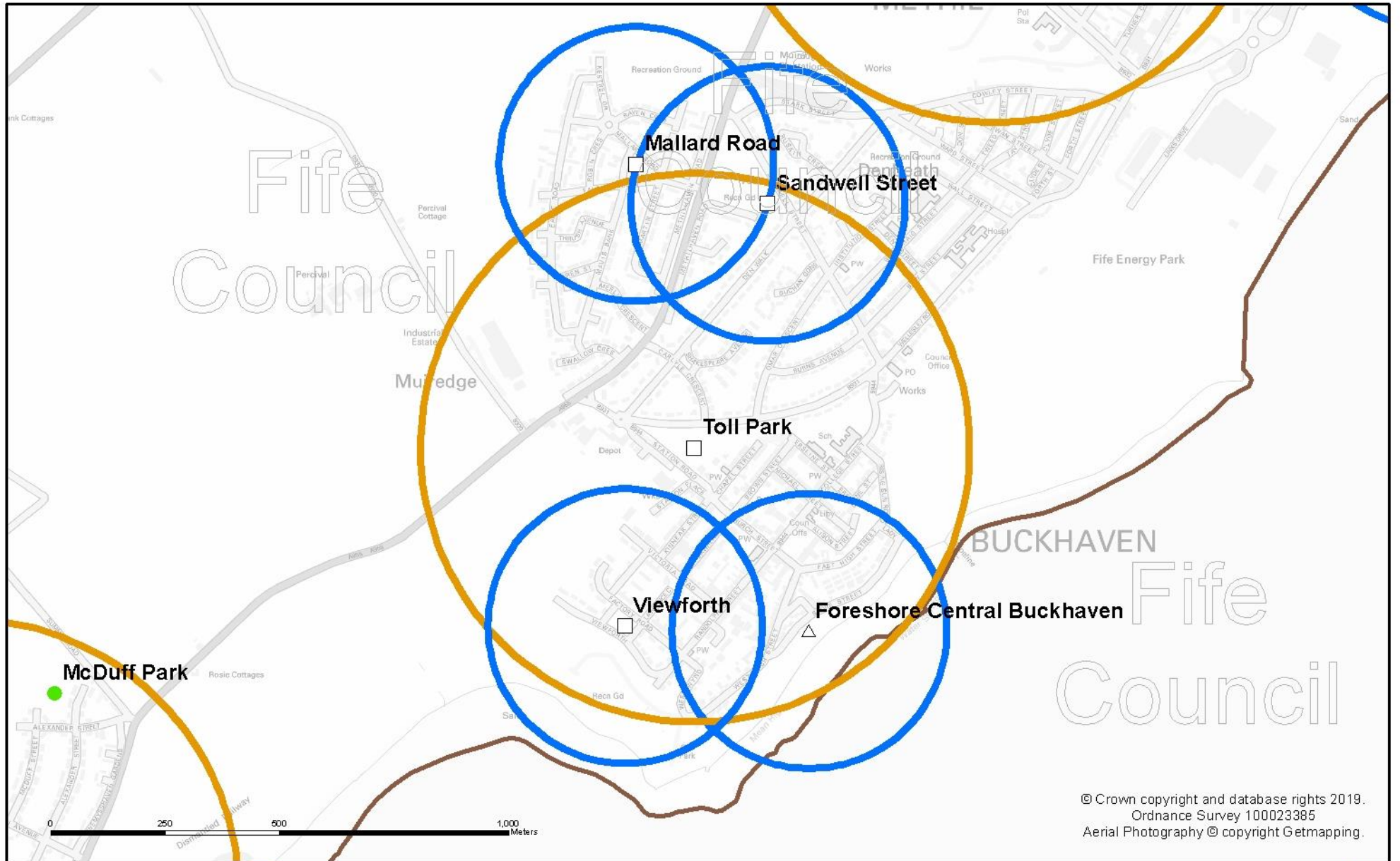
**proposed Play Spaces Categorisation**

<b>Prepared By:</b>	kokane-15	<b>Job ID:</b>	
<b>Service:</b>	Communities & Neighbourhoods		
<b>Printing Date:</b>	23 July 2019		

\\gisnas\UserData\ParkandCountryside\KevinOKane\PLAY AREA HIERARCHY\AA PLAY SPACES MAP\A3L\PLAY AREA HIERARCHY1.mxd

**Fife**  
 COUNCIL 41





© Crown copyright and database rights 2019.  
 Ordnance Survey 100023385  
 Aerial Photography © copyright Getmapping.

<p><b>Greenspace for play.</b> This greenspace to be transformed with new play features, such as logs etc. Play equipment not to be replaced.</p>	<p><b>Town Play Park</b></p>	<p>maintain</p>
<p><b>Local Play Park</b> Within the circle, it's a 5 minute walk to a local play park from a house.</p>	<p><b>Destination Play Park</b></p>	<p>improve</p>
		<p>new</p>
		<p>non Fife Council site</p>

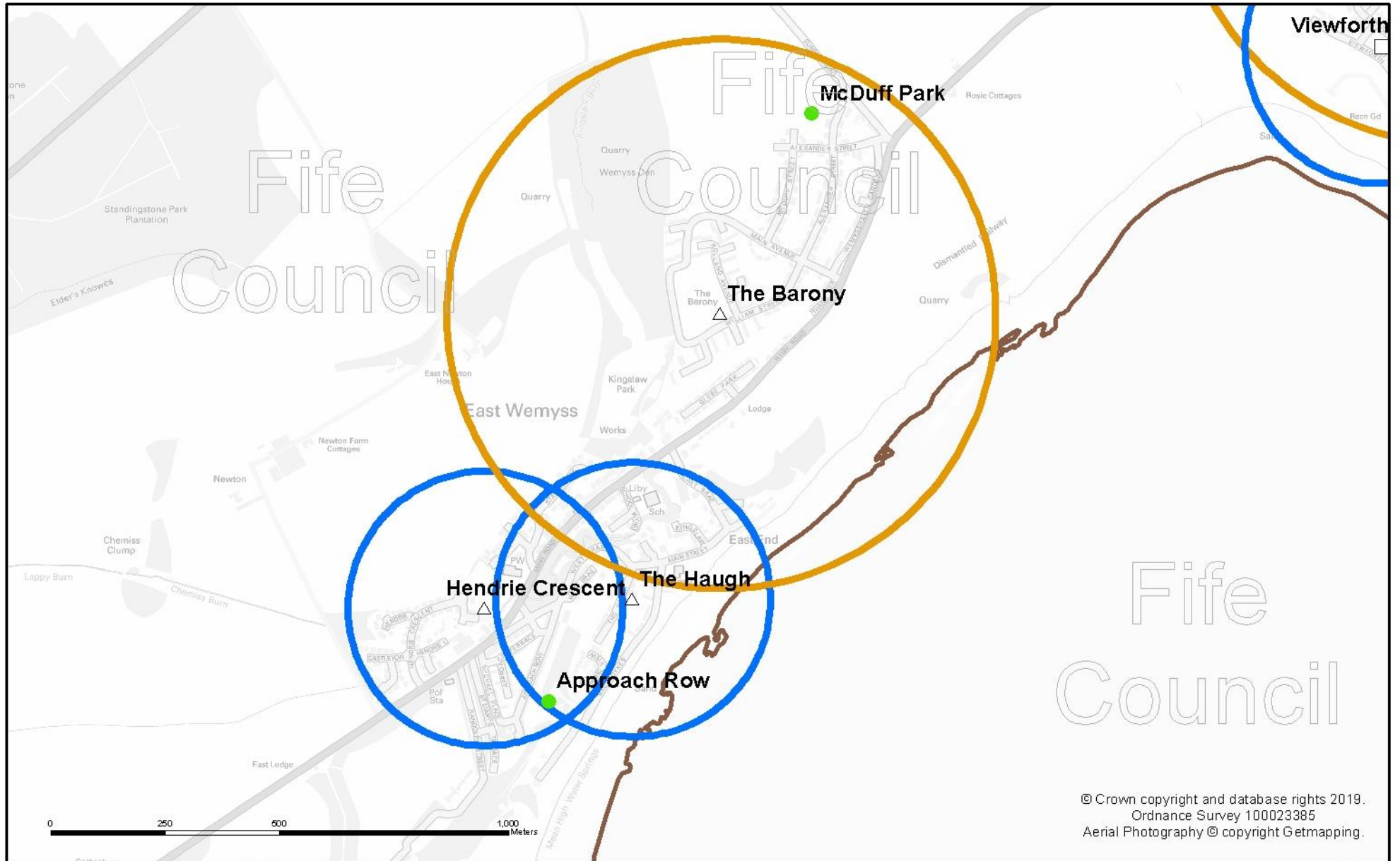
Scale: 1:7,483

**proposed Play Spaces Categorisation**

<b>Prepared By:</b>	kokane-15	<b>Job ID:</b>	
<b>Service:</b>	Communities & Neighbourhoods		
<b>Printing Date:</b>	10 July 2019		

Vgisnas\UserData\ParkandCountrySide\KevinOKane\PLAY AREA HIERARCHY\YA3LPLAY AREA HIERARCHY1.mxd

42



© Crown copyright and database rights 2019.  
 Ordnance Survey 100023385  
 Aerial Photography © copyright Getmapping.

	<b>Greenspace for play.</b> This greenspace to be transformed with new play features, such as logs etc. Play equipment not to be replaced.		maintain
	<b>Local Play Park</b> Within the circle, it's a 5 minute walk to a local play park from a house.		improve
	<b>Town Play Park</b>		new
	<b>Destination Play Park</b>		non Fife Council site

N  
  
 Scale: 1:7,483

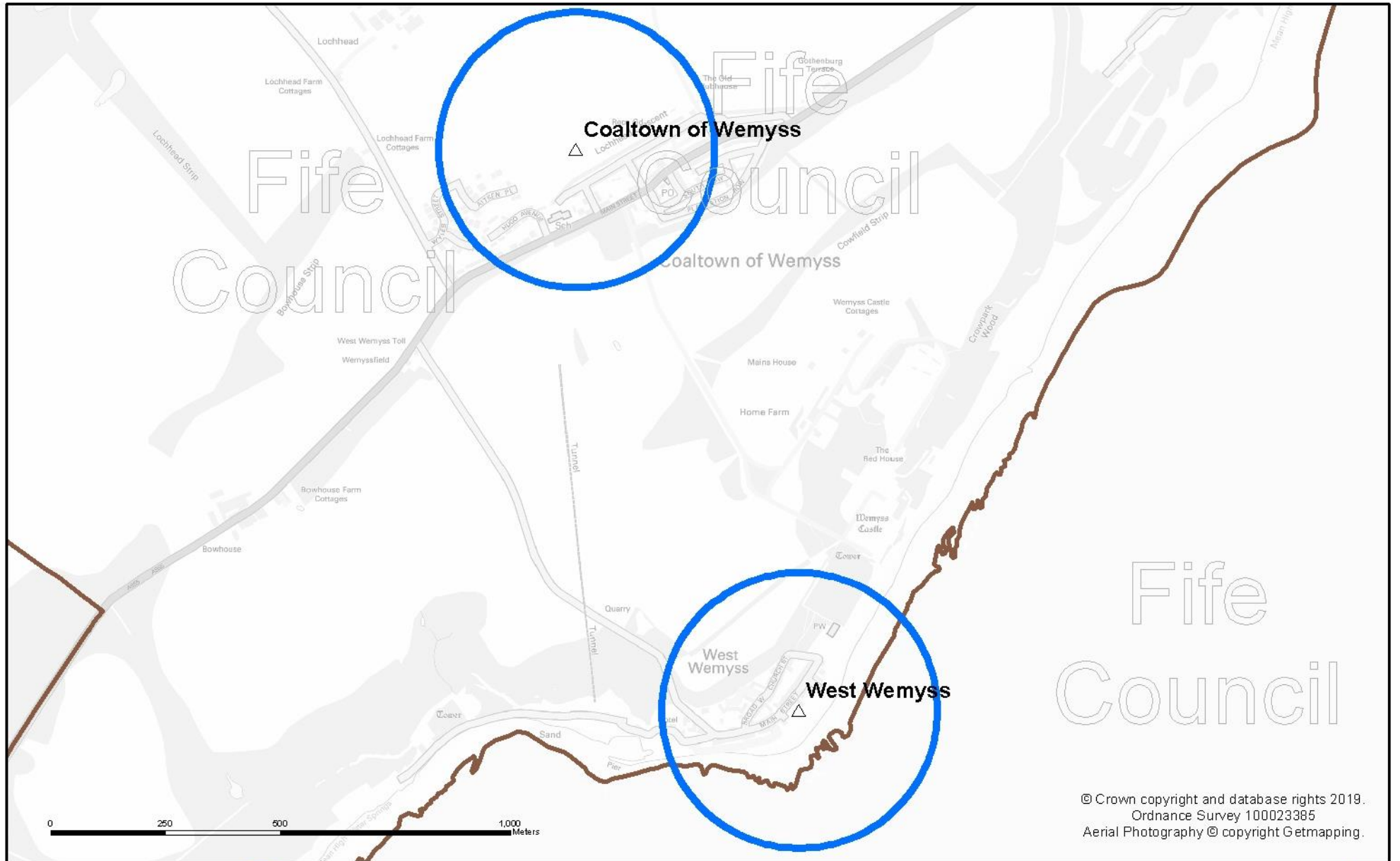
**proposed Play Spaces Categorisation**

<b>Prepared By:</b>	kokane-15	Job ID:
<b>Service:</b>	Communities & Neighbourhoods	
<b>Printing Date:</b>	10 July 2019	



G:\gisnas\UserData\ParkandCountryside\Kevin O Kane\PLAY AREA HIERARCHY\YA3\PLAY AREA HIERARCHY1.mxd


43





© Crown copyright and database rights 2019.  
 Ordnance Survey 100023385  
 Aerial Photography © copyright Getmapping.

	<b>Greenspace for play.</b> This greenspace to be transformed with new play features, such as logs etc. Play equipment not to be replaced.		<b>Town Play Park</b>		maintain
	<b>Local Play Park</b> Within the circle, it's a 5 minute walk to a local play park from a house.		<b>Destination Play Park</b>		improve
					new
					non Fife Council site

N  
  
 Scale: 1:7,449

**proposed Play Spaces Categorisation**

<b>Prepared By:</b>	kokane-15	Job ID:
<b>Service:</b>	Communities & Neighbourhoods	
<b>Printing Date:</b>	10 July 2019	

\\gisnas\UserData\ParkandCountrySide\KevinOKane\PLAY AREA HIERARCHY\YA3LPLAY AREA HIERARCHY1.mxd



44



19<sup>th</sup> May 2021

Agenda Item No. 07

---

## Consideration of Objections - Proposed Traffic Regulation Order, Leven Town Centre

---

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

---

Wards Affected: Ward 21 – Leven, Kennoway and Largo

---

### Purpose

---

The purpose of this report is to allow the Levenmouth Area Committee to consider an objection to the proposal for the amendment of various waiting restrictions (limited waiting, prohibition of waiting and taxi ranks) in Leven town centre.

### Recommendation(s)

---

It is recommended, in the interests of accessibility and road safety, that Committee agrees to set aside an outstanding objection to the Traffic Regulation Order (TRO) and allows its promotion to introduce the restrictions detailed in drawing nos. TRO/20/03/PROP-PART1 and TRO/20/03/PROP-PART2.

### Resource Implications

---

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £2,500, which covers Roads and Transportation Services and Legal Services staff costs, advertising and delivery of the new infrastructure. This will be met from approved Service budgets.

### Legal & Risk Implications

---

There are no known legal or risk implications.

### Impact Assessment

---

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

### Consultation

---

The local Ward Councillors, Parking Management team and Police Scotland were advised.

Formal consultation required by the Roads Traffic Regulation Act 1984 for the TRO process was carried out through the posting of legal notices in a local newspaper and on the affected length of roads. In addition, details of the proposed TRO was made available on Fife Council's website.

## 1.0 Background

---

- 1.1 On 21 October 2020 (minute ref 2020 L.A.C. 52 para. 106 refers) the Levenmouth Area Committee agreed to the promotion of a TRO that modified various waiting restrictions in Leven Town Centre unless objections were received.
- 1.2 During the statutory notice period two objections were received. One of them was withdrawn following a tailored solution and another one is still outstanding, hence the need for further consideration by Committee.

## 2.0 Issues and Options

---

- 2.1 The Statutory Notice was advertised, and two objections were received
- 2.2 One business objected to the increase of the waiting limit on Commercial Road outside their property, on the basis that the waiting limit extension would be in detriment to their activities as there would be less parking opportunities for their deliveries. On consideration of their arguments, it was agreed with the objector that the waiting limit that applies to the parking bay directly outside their business would remain unchanged. The location is identified in yellow on TRO/20/03/PROP-PART1. The objection has been withdrawn.
- 2.3 The objection that is still outstanding, together with the Roads & Transportation Services' response is summarised below:

- ***The increment of the waiting period to 2 hours would greatly reduce the footfall in both North Street High Street and Commercial Road. The Service responded -***

The proposed TRO maintains Limited Waiting restriction on North Street and High Street with the aim of allowing a turnover of customers and therefore increase parking opportunities for customers and aid economic activity.

The extension of the waiting limit follows the recognition that the current maximum waiting period of 30 minutes is impractical and may at present be discouraging patrons from using the shopping areas that they cover for lack of time to park without risking a parking fine. Examples of businesses affected by this restriction are hairdressers, pubs and a health centre, where patrons are likely to need in excess of 30 minutes to carry out their business. Requests have been received via elected members for an extension of the waiting limits to aid their activities.

It is considered that a waiting limit of 2 hours balances the needs of both customers and businesses in this area and it is expected to contribute to the economic regeneration of Leven town centre.

## 3.0 Conclusions

---

- 3.1 It is recommended, in the interests of accessibility and maintaining good road safety, that the objection should be set aside to allow the promotion of the Traffic Regulation

Order as detailed on drawing nos. TRO/20/03/PROP-1 and TRO/20/03/PROP-PART2.

### **List of Appendices**

1. Drawing No. TRO/20/03/EXIST-PART1
2. Drawing No. TRO/20/03/PROP-PART1
3. Drawing No. TRO/20/03/EXIST-PART2
4. Drawing No. TRO/20/03/PROP-PART2

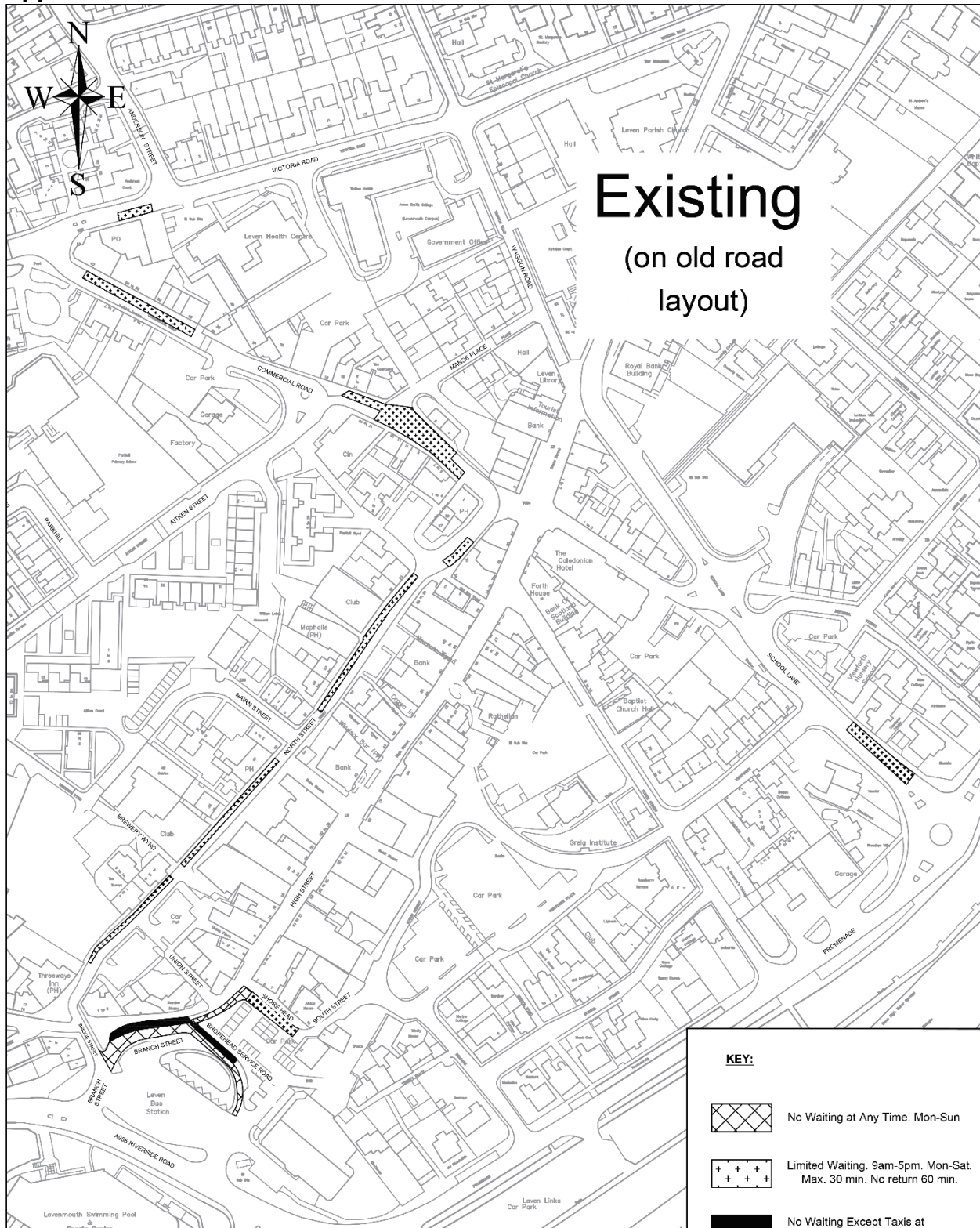
### **Background Papers**

1. Objections (Redacted)

### **Report Contact**

Lesley Craig  
Lead Consultant, Traffic Management  
Roads & Transportation Services  
Assets, Transportation and Environment  
Bankhead Central  
Glenrothes  
03451 55 55 55 Ext No 480082  
Email – [Lesley.Craig@fife.gov.uk](mailto:Lesley.Craig@fife.gov.uk)

# Appendix 1



Reproduced by permission of Ordnance Survey on behalf of HMSO © Crown copyright and database right 2020. All rights reserved. Ordnance Survey Licence number 100023385.

REF	AMENDMENTS	BY	APPROVED DATE



**ASSETS,  
TRANSPORTATION and  
ENVIRONMENT**

DESIGNED	EM	DRAWN	EM	CHECKED	CS	APPROVED	CS	DATE
								2020

**Town Centre  
Leven**

HEAD OF TRANSPORTATION & ENVIRONMENTAL SERVICES - KEN GOURLAY

SCALE NTS DRAWING No. TRO/20/03-EXIST-PART1



# Appendix 2



**Proposed**  
(on new road layout)

Reproduced by permission of Ordnance Survey on behalf of HMSO © Crown copyright and database right 2020  
All rights reserved. Ordnance Survey Licence number 100023385.

REF	AMENDMENTS					BY	APPV'D	DATE
DESIGNED	EM	DRAWN	EM	CHECKED	CS	APPROVED	CS	DATE
								2020
HEAD OF TRANSPORTATION & ENVIRONMENTAL SERVICES - KEN GOURLAY								

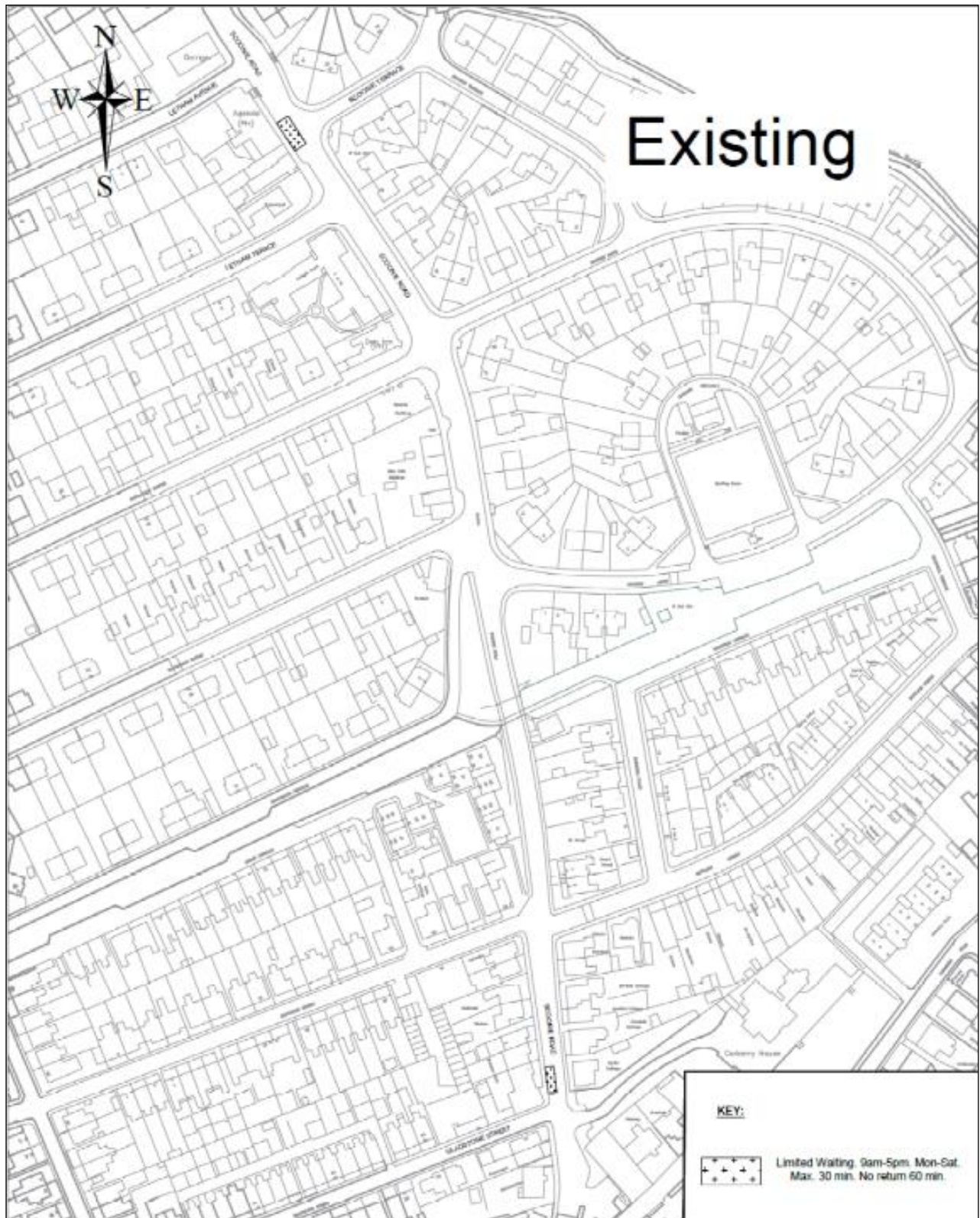


ASSETS,  
TRANSPORTATION and  
ENVIRONMENT

Town Centre  
Leven

SCALE NTS DRAWING No. TRO/20/03-PROP-PART1

Appendix 3



Reproduced by permission of Ordnance Survey on behalf of HMSO © Crown copyright and database right 2020. All rights reserved. Ordnance Survey Licence number 100023385.

REF	AMENDMENTS	BY	APPROV	DATE



ASSETS,  
TRANSPORTATION and  
ENVIRONMENT

Town Centre  
Leven

DESIGNED	EM	DRAWN	EM	CHECKED	CS	APPROVED	CS	DATE
								2020

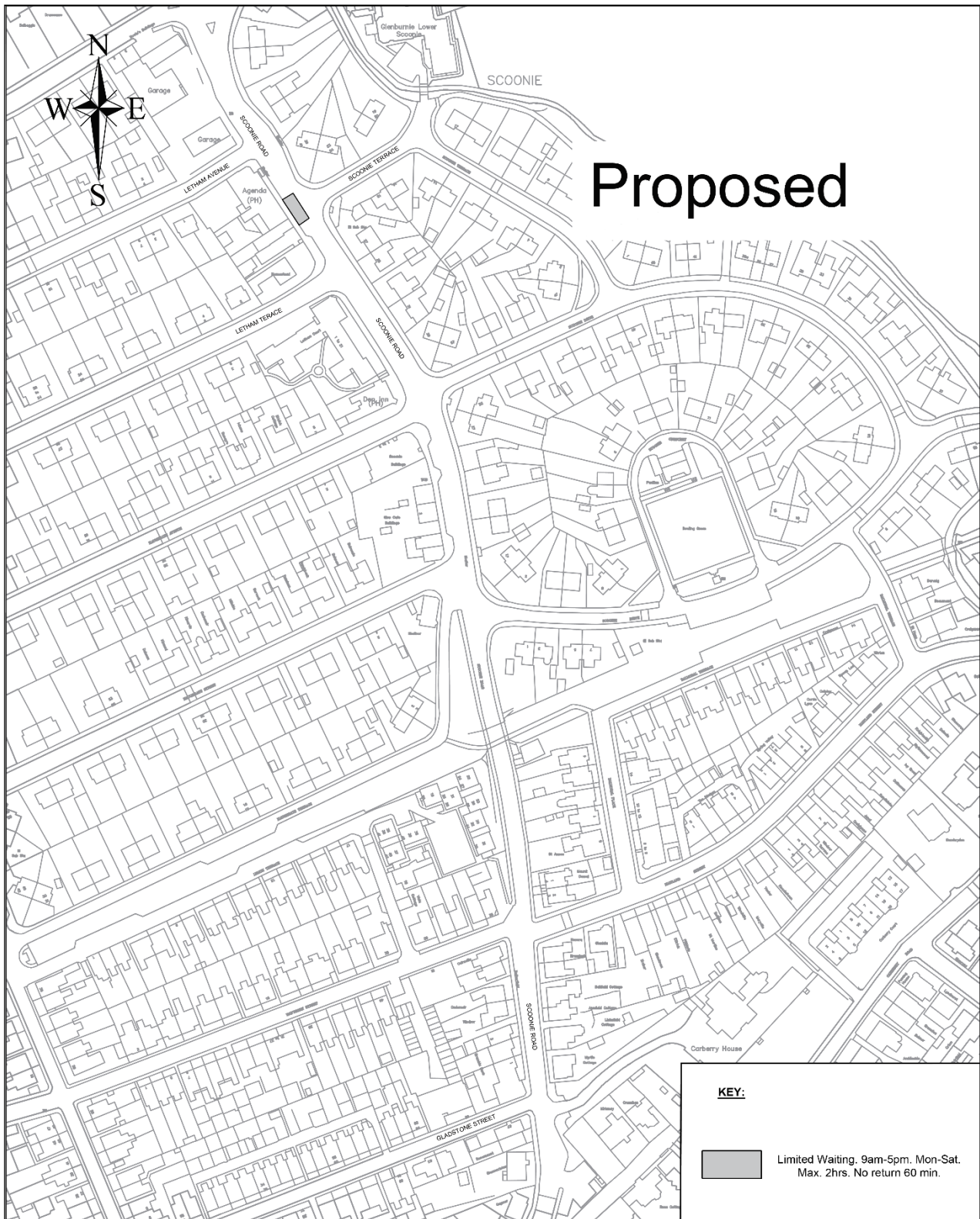
HEAD OF TRANSPORTATION & ENVIRONMENTAL SERVICES - KEN GOURLAY

SCALE NTS


DRAWING No TRO/2003-EXIST-PART2



Appendix 4



**KEY:**

 Limited Waiting. 9am-5pm. Mon-Sat.  
Max. 2hrs. No return 60 min.

Reproduced by permission of Ordnance Survey on behalf of HMSO © Crown copyright and database right 2020. All rights reserved. Ordnance Survey Licence number 100023385.

REF	AMENDMENTS	BY	APPV'D	DATE



**ASSETS,  
TRANSPORTATION and  
ENVIRONMENT**

**Town Centre  
Leven**

DESIGNED	EM	DRAWN	EM	CHECKED	CS	APPROVED	CS	DATE
								2020

HEAD OF TRANSPORTATION & ENVIRONMENTAL SERVICES - KEN GOURLAY

SCALE NTS DRAWING No. TRO/20/03-PROP-PART2

# Leven Town Centre- Objections to Traffic Regulation Order

---

## OUTSTANDING OBJECTION FROM PETER F. PATERSON

**3 Feb 2021**

As the Community Council we feel we should have been informed and consulted of this proposal before this late date. We as a council have not been informed of any concerns that limited time parking should be increased or changed in any way.

The whole idea of the limited time parking which was introduced in the 1970's was to increase the number of customers per day who required to do one stop shopping. If the time was increased to two hours this would greatly reduce the footfall in both North Street High Street and Commercial Road. Instead of a potential 4 customers per space every 2 hours it would be 1, so in an 8 hour day instead of 32 customers it would only be 4.

Some business owners and staff, because of the lack of monitoring are using these spaces as personal long term parking which stops customer/clients being able to park and give their custom.

May we also mention the flaunting of the rules in the high Street by non Blue Badge holders and business owners using High street as a car park. The taxi stance outside Truth which does not look official hopefully are not in use till after 6pm.

Therefore we have no alternative but to reject this proposal as it stands.



## WITHDRAWN OBJECTION FROM W.E. YOUNG

20 Jan 2021

Dear Sirs

As a business owner in Commercial Road I strongly object to this proposed order.

I would have thought that a consultation allowing all of the businesses in the proposed streets to have their say I understand that the Leven Community Council has also been kept in the dark.

At present there are 7 Free car parks in the centre of town so why is it necessary to extend the time to 2 hours ? my understanding of the ½ hr parking is so people can stop go and pick up their purchases then move on allowing a free flow system not blocking for 2 hrs. All free car parks are within a few minutes walk to any business in the main shopping precinct.

At present I think some people consider Commercial Road as an all day parking zone, I have complained many times to no avail and even had an email to say they were going to arrange a meeting that was a year ago. I also have photographic proof and time logs.

With my type of business we have 4 or 5 deliveries a day and they can not get to our door other times the larger deliveries have to park on double yellow lines and carry the boxes 50 yards to our premises.

As a local business we want to serve the local community not block them out with parked cars

## Equality Impact Assessment Summary Report

<p><b>Which Committee report does this IA relate to?</b></p> <p>Levenmouth Area Committee 19<sup>th</sup> May 2021</p>
<p><b>What are the main impacts on equality?</b></p> <p>There is no negative impact on any of the protected characteristic groups.</p>
<p><b>In relation to a strategic decision, how will inequalities of outcome caused by economic disadvantage be reduced?</b></p> <p>N/A</p>
<p><b>What are the main recommendations to enhance or mitigate the impacts identified?</b></p> <p>N/A</p>
<p><b>If there are no equality impacts on any of the protected characteristics, please explain.</b></p> <p>Whilst the impact on some individuals and some localities can be negative in terms of personal preferences, national policy on traffic management, road safety and town centre parking ensures safe and effective general access to town centres and associated services and facilities via a properly managed transportation network.</p>
<p><b>Further information is available from: Name / position / contact details:</b></p> <p>Martin Kingham, Service Manager, Roads Network Management VOIP: 493636</p>

19<sup>th</sup> May 2021

Agenda Item No. 08

---

## School Attainment and Achievement Report

---

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

---

Wards Affected: 21 and 22

---

### Purpose

---

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

### Recommendation(s)

---

The Committee: -

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

### Resource Implications

---

There are no resource implications.

### Legal & Risk Implications

---

There are no legal implications.

### Impact Assessment

---

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

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

## 1.0 Background

---

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

## 2.0 Secondary School Reports

---

- 2.1 The reports for secondary schools serving young people from the local area are contained within Appendices 3 onwards.
- 2.2 These provide detail of the school context including FMR (Free Meal Registration) SIMD (Scottish Index of Multiple Deprivation) profile, Attendance and Exclusions, Additional Support Needs, and Staying on Rates.

- 2.3 Three-year data for the secondary school, Fife, National and SEIC are provided for initial school leaver destinations from the SLDR (School Leaver Destination Report) which provides details of young people's post school destination in the first week in the October after they leave school.
- 2.4 Positive destinations include Higher Education, Further Education, Training, Employment and Activity Agreements.
- 2.5 Activity Agreements are put in place for young people who are not yet ready to transition to another positive destination and involve bespoke programmes for young people.
- 2.6 Negative destinations include unemployed seeking and unemployed not seeking (e.g. pregnant, in custody) and young people for whom the destination is unknown.
- 2.7 One-year data for the secondary school is included for Level 4 and Level 5 Literacy and Level 4 and Level 5 Numeracy. This shows the percentage of the school's leavers in 2019-20 who achieved these levels of qualification.
- 2.8 One-year data for the secondary school is included for qualification sets at Level 5 (National 5) and Level 6 (Higher). This shows the percentage of the school's leavers in 2019-20 who achieved these qualification sets.

### **3.0 Alternative Certification Model for SQA Qualifications 2021**

---

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

### **4.0 Conclusions**

---

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

#### **List of Appendices**

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

**Background Papers**

None.

**Report Contact**

Lynn Porter  
Education Manager  
Rothesay House  
Glenrothes

Telephone: 03451 55 55 55 Ext. 444176

Email – [lynn.porter@fife.gov.uk](mailto:lynn.porter@fife.gov.uk)

## Appendix 1: Fife Guidance for “SQA Estimates for Candidates for Session 2019-20”

### Table of Contents

<b>1.0: Introduction and Background .....</b>	<b>3</b>
<b>2.0: National 5, Higher and Advanced Higher Qualifications .....</b>	<b>6</b>
<b>3.0: Data Provided by the Local Authority .....</b>	<b>8</b>
<b>4.0: Estimating Grades – Guidelines for Practitioners: Section 1 .....</b>	<b>10</b>
4.1: Production of Estimates – General Guidance .....	10
4.2: Production of Estimates – Refined bands.....	13
4.3: Production of Estimates – Rank ordering of candidates.....	21
4.4: Production of Estimates – Information required by SQA .....	22
4.5: Production of Estimates – Band 9 National 5 candidates .....	21
4.6: Production of Estimates – The Role of SLT .....	22
4.7: Production of Estimates – The Role of PTC/PT .....	24
4.8: Production of Estimates – The Role of the Teacher .....	26
<b>5.0: Estimating Grades – Guidelines for Practitioners: Section 2.....</b>	<b>27</b>
5.1: Quality Assurance of Estimates – General Guidance.....	27
5.2: Quality Assurance of Estimates – The Role of the Teacher.....	27
5.3: Quality Assurance of Estimates – The Role of PTC/PT .....	28
5.4: Quality Assurance of Estimates – The Role of SLT .....	29
<b>6.0: How to submit estimates .....</b>	<b>31</b>
<b>Appendix 1: Potential Evidence Checklist.....</b>	<b>32</b>
<b>Appendix 2: Candidate Potential Evidence Checklist.....</b>	<b>34</b>
<b>Appendix 3: Suggested Timelines .....</b>	<b>36</b>
<b>Appendix 4: Request for Local Authority Consideration Checklist .....</b>	<b>38</b>



## **1.0: Introduction and Background**

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

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

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

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

SQA have provided a timeline of support as detailed below:

### **20 April 2020**

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

### **27 April 2020**

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

## **Week beginning 4 May 2020**

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

## **Week beginning 11 May 2020**

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

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

### **“Step 1 - Estimates**

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

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

### **Step 2 - Awarding**

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

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

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

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

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

### **Step 3 - Results and Certification**

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

### **Step 4 - Appeals**

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

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

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

## **2.0: National, Higher and Advanced Higher Qualifications**

SQA Guidance can be accessed at

[Information for centres - Producing Estimates](#)

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

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

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

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

SQA have indicated they will use estimates to:

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

In advice to learners, SQA have indicated that teachers “have a strong understanding of your performance and know how you compare to other learners in each department, and in previous years. Your teachers should take account of any available work that you have completed throughout the course. Using their professional judgement, and their knowledge of your work and your progress so far, they should make an estimate of the grade and band you would have achieved under normal circumstances.

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

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

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

### **3.0: Data Provided by the Local Authority**

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

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

1. Data on how young people in the current S4 in schools performed in Scottish National Standardised Assessments (SNSA) when they were in S3. This will be high level data based on the entire year group and will show what % of young people were assessed within each of the bands used within SNSA and compare this to the previous cohort. This will allow schools to have some

information in relation to the relative ability of this year's S4 group compared to last year.

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

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

#### **4.0: Estimating Grades – Guidelines for Practitioners: Section 1**

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

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

#### 4.1: Production of Estimates – General Guidance

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

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

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

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

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

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

**When determining an estimate, you should firstly gather and review the key evidence you have for each candidate. For example, prelim or mock papers, additional tasks or assignments, performance or practical evidence. You should then focus on the predictive value of the evidence reviewed (in other words, how much it tells you), as measured against the requirements of the course assessment.** For example, this could be the consistency of a candidate's practical or performance evidence or the depth of treatment in relation to questions on key topics, or their quality of responses to discriminating questions or tasks. Not every topic in every area needs to be assessed exhaustively — a selection of important and representative questions and tasks evidenced under the appropriate conditions can give a good indication of likely



performance in the final course assessment. This will be particularly important this session when some of the evidence may be incomplete or coursework evidence is not available to centres.

SQA have advised:

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

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

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

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

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

### **Implicit Bias**

“Special mention must be made of what might be called ‘implicit bias’. Implicit bias originates from assumptions or stereotypes based on characteristics such as background, gender, disability, race

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

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

#### 4.2: Production of Estimates – Refined bands:

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

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

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

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

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

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

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

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

### **Band 2 and 7 estimates**

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

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

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

### **4.3: Production of Estimates – Rank ordering of candidates:**

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

**“In addition to providing estimates within the refined bands discussed above, you also need to provide a rank order for each of your candidates within each refined band. For example, if you have 15 candidates for National 5 Mathematics for whom you have given an estimate of refined band 6, you should then rank them from 1 to 15, where 1 is the most secure and/or highest attaining, 2 is the next most secure and so on. Unique rankings with no ties are expected within each refined band for most courses.** This will help SQA make differentiated adjustments where appropriate to the estimates for the benefit of candidates. For large multi-class

cohorts, we recognise that it may be extremely difficult to distinguish between every candidate and strongly advise minimising the number of ties, and the number of candidates who are tied, within any refined band. Where there is more than one teacher/lecturer delivering a course, collectively you will need to agree the rank order for all candidates within your centre. Within your subject departments you will need to discuss the rank order and come to a shared view of the standard being applied within your centre. We recognise that this will be challenging for some centres and in some subjects, given the current circumstances.”

#### 4.4: Production of Estimates – Information Required by SQA

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

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

#### 4.5: Production of Estimates – Band 9 National 5 Candidates

Schools should consider whether it would be appropriate to dual enter candidates with an estimated band of “9” for National 5 for the National 4 qualification. This would need to be based on the professional judgements of practitioners and the evidence they hold for each candidate.

Practitioners would need to consider the extent to which this evidence would support achievement of the National 4 qualification. This will vary across schools and subjects.

#### 4.6: Production of Estimates – The Role of SLT

##### SLT should:

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

##### In addition, SLT should:

- consider the relative ability of this year’s S4 cohort in comparison to last year’s cohort and to previous cohorts, based on available assessment results. This may include the SNSA data provided by the Local Authority and other baseline assessment data available at school level (e.g. MidYIS).
- for S5 and S6, consider prior attainment, National Qualifications Progression Statistics and other baseline assessment data available at school level to consider the relative ability of this year’s S5 and S6 cohorts.
- consider any school circumstances which have a bearing on attainment at whole school or subject level e.g. changes to courses offered, verification not being accepted, changes to staffing, staff absences, etc.
- Using all available data and taking into consideration school circumstances, provide all teachers and PTC/PT with guidance on the parameters for estimates for Session 2020 compared to the previous three sessions.



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

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

**SLT should:**

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

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

**PTC/PT should:**

- read this guidance and seek clarification on any points from their identified link SLT member.
- maintain regular contact with their identified link SLT member throughout the period estimates are being considered, finalised and submitted to SQA.
- check all staff are aware of the importance of this session’s estimates and provide support and guidance for all staff.
- check all staff are aware of the new bandings to be used for estimates and the SQA advice provided in this guidance.
- check all staff are aware of the need to rank order candidates and the SQA advice provided in this guidance.
- ensure all staff are aware of the wide range of evidence that can be considered when generating estimates by discussing the “**Potential Evidence Checklist**” attached to this Guidance as **Appendix 1** and agreeing which

evidence should be used for each subject, including the use of any prior attainment data and standardised baseline assessment data.

- discuss with staff how to record consideration of evidence for each candidate e.g. whether completion of the “**Candidate Potential Evidence Checklist**” attached to this Guidance as **Appendix 2** would be helpful in supporting decision making and potential future “appeals” or another method of recording would be more useful. PTC/PT should liaise with identified SLT member to confirm what method of recording evidence will be used.
- agree method of recording consideration of evidence for each candidate with staff.
- discuss the data provided by the Local Authority for three-year trends for grades for subject and levels, Estimates to Actual for the last three years and National Qualification Progression Statistics for their subjects with staff.
- provide guidance to staff on the parameters for estimates for Session 2020 compared to the previous three sessions.
- agree with staff the method for rank ordering candidates within classes and across classes at each subject and level. (For example: which evidence should be used to rank order candidates with the same band in different classes).
- consider any circumstances which have a bearing on attainment at subject level e.g. changes to courses offered, verification not being accepted, changes to staffing, staff absences, etc.

**PTC/PT should check all teachers have access to:**

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

**PTC/PT should:**

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

#### 4.8: Production of Estimates – The Role of the Teacher

##### The teacher should:

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

### 3 Rank order your candidates within each refined band.

- use the agreed method for rank ordering candidates within classes and across classes at each subject and level.
- ensure estimates for each candidate are submitted to the PTC/PT to meet the “**Suggested Timelines**” attached to this Guidance as **Appendix 3**.

## **5.0: Estimating Grades – Guidelines for Practitioners: Section 2**

### **5.1: Quality Assurance of Estimates – General Guidance**

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

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

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

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

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

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

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

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

- 1. Percentage estimates for each grade at each level in each subject and how these compare to the data in this subject in your school for the last three years, the three-year average and National Qualifications Progression Rates.**
- 2. Evidence to support any differences in this year's estimates compared to the previous three year's grade profiles and National Qualifications Progression Rates.**

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



#### 5.4: Quality Assurance of Estimates – The Role of SLT

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

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

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

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

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

- Do overall school results correlate with previous attainment results?

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

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

### 3. Details of any circumstances that can justify the variance in estimates from previous data.

#### **6.0: How to submit estimates**

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

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

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

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

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

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

#### **Potential Evidence Checklist**

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

School	Subject	Level	PTC / PT
Type of Evidence	Evidence		Considered Yes / No
Demonstrated Attainment	Prelim Mark		

	<b>Coursework</b>	
	<b>Progress Report/Progress Grade/ Tracking Grade / Working Grade</b>	
	<b>Homework</b>	
	<b>Other Assessments</b>	
<b>Inferred Attainment</b>	<b>Consideration of likely progress to exam e.g. likelihood of completing additional past papers, attending Study Support, attending Easter Revision school, etc.</b>	
<b>Prior Attainment</b>	<b>CfE Declarations</b>	
	<b>Performance in SNSA</b>	
	<b>MidYIS / Baseline and Other Standardised Assessments</b>	
	<b>Previous Qualifications in Subject</b>	
	<b>Previous Qualifications in Cognate Subjects</b>	
<b>Candidate Circumstance</b>	<b>Attendance</b>	
	<b>Exceptional Personal Circumstance</b>	
	<b>Assessment Arrangements</b>	
<b>National Progression Rates</b>	<b>National Progression Rates</b>	
<b>Three-year trend in grades</b>	<b>Three-year trend in grades</b>	



<b>Prior Attainment</b>	<b>CfE Declarations</b>	
	<b>Performance in SNSA</b>	
	<b>MidYIS / Baseline and Other Standardised Assessments</b>	
	<b>Previous Qualifications in Subject</b>	
	<b>Previous Qualifications in Cognate Subjects</b>	
<b>Candidate Circumstance</b>	<b>Attendance</b>	
	<b>Exceptional Personal Circumstance</b>	
	<b>Assessment Arrangements</b>	
<b>National Progression Rates</b>	<b>National Progression Rates</b>	
<b>Three-year trend in grades</b>	<b>Three-year trend in grades</b>	
<b>Three-year trend in Estimates to Actual</b>	<b>Three-year trend in Estimates to Actual</b>	
<b>Estimates in cognate subjects</b>	<b>Estimates in cognate subjects</b>	

### Suggested Timelines

<b>Week Beginning</b>	<b>Suggested Deadlines</b>	<b>Person(s) responsible</b>
-----------------------	----------------------------	------------------------------



<p>Monday 20<sup>th</sup> April 2020</p>	<p><b>Monday 20<sup>th</sup> April</b> – provide guidance on production of estimates.</p> <p><b>Monday 20<sup>th</sup> April</b> – provide schools with Groupcall message for parents/carers.</p> <p><b>Tuesday 21<sup>st</sup> April</b> - provide schools with “Fife Guidance on SQA Qualifications and Estimates for Candidates 2020”.</p> <p><b>Tuesday 21<sup>st</sup> April</b> - provide schools with data.</p> <p><b>Thursday 23<sup>rd</sup> April</b> – discuss guidance and datasets with Secondary Headteachers.</p> <p><b>Friday 24<sup>th</sup> April</b> - issue “Fife Guidance on SQA Qualifications for Candidates 2020”, datasets, National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at <a href="https://www.sqa.org.uk/sqa/90765.html">https://www.sqa.org.uk/sqa/90765.html</a> and school advice regarding processes and timelines to all PTC /PT and teachers.</p> <p>Consider cohort data trends in the Power BI Attainment Report for October 2019.</p>	<p>SQA</p> <p>Maria Lloyd</p> <p>Lynn Porter</p> <p>Stuart Booker</p> <p>Secondary Headteachers’ Collaborative</p> <p>Headteachers</p> <p>School SLT</p>
--	--	--

<p>Monday 27<sup>th</sup> April 2020</p>	<p>Ensure teachers have read and understand “Fife Guidance on SQA Qualifications and Estimates for Candidates 2020”</p> <p>Discuss expectations regarding estimates, banding and rank order of candidates with staff.</p> <p><b>SQA online course on bands and ranking available</b></p> <p>Ensure teachers have access to data on three-year trends and National Qualification Progression Rates for their subject(s)</p> <p><b>Thursday 30<sup>th</sup> April</b> - Teacher estimates and rank order to PTC/PT.</p>	<p>PTC/PT</p> <p>PTC/PT</p> <p>SQA</p> <p>PTC/PT</p> <p>Teachers</p>
<p>Monday 4<sup>th</sup> May 2020</p>	<p><b>Monday 4<sup>th</sup> May</b> - candidates estimated at a band 9 are also entered for National 4 <b>where there is evidence to support qualification.</b></p> <p><b>Thursday 7<sup>th</sup> May</b> - Subject estimates submitted to SLT by PTC/PT.</p> <p>SQA provide data to schools</p>	<p>PTC/PT School SLT</p> <p>PTC/PT</p> <p>SQA</p>
<p>Monday 11<sup>th</sup> May 2020</p>	<p><b>Friday 15<sup>th</sup> May</b> - Requests for <b>Local Authority Consideration submitted to Maria Lloyd.</b></p> <p>SQA Connect available for entry of refined bands and rank ordering of candidates</p>	<p>Headteachers</p> <p>SQA</p>
<p>Monday 18<sup>th</sup> May 2020</p>	<p><b>Friday 22<sup>nd</sup> May</b> - all unit passes submitted to SQA.</p>	<p>SLT</p>

	<b>Friday 22<sup>nd</sup> May</b> - return of all Requests for Local Authority Consideration to schools.	Maria Lloyd
Monday 25 <sup>th</sup> May 2020	<b>Friday 29<sup>th</sup> May - all estimates submitted to SQA.</b>	SLT
Monday 3 <sup>rd</sup> August 2020	<b>Tuesday 4<sup>th</sup> August</b> – candidates receive results	SQA
To be confirmed	Free appeals service	SQA

### Request for Local Authority Consideration Checklist

**School**

**Subject and Level**

**Headteacher submits to Maria Lloyd, Head of Service**

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

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

### **Schools By Cluster**

Levenmouth Academy

Aberhill Primary School

Balcurvie Primary School

Buckhaven Primary School

Coaltown of Wemyss Primary School

Denbeath Primary School

East Wemyss Primary School

Kennoway Primary School

Methilhill Primary School

Mountfleurie Primary School

Parkhill Primary School

St Andrew's RC High School

St Agatha's RC Primary School

St Marie's RC Primary School

St Ninian's RC Primary School

St Patrick's RC Primary School

St Paul's RC Primary School

Waid Academy

Anstruther Primary School

Colinsburgh Primary School

Crail Primary School

Elie Primary School

Kirkton of Largo Primary School

Pittenweem Primary School

St Monans Primary School

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

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



# **Whole School Social Context and Attainment and Achievement Report**

**Session 2019-20**

**Levenmouth Academy**





School

Levenmouth Academy

## School Context

School Roll - from the September 2019/20 census.

### School Roll

Year	Female	Male	Total
2019/20	796	824	1620

### DAS Roll

Year	S1	S2	S3	S4	S5	S6	Total
2019/20	8	7	13	12	6	1	47

### Estate

Year	Capacity	Capacity %
2019/20	1800	90.00

## Percentage of pupils with FMR

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

### Levenmouth Academy

2015/16	2016/17	2017/18	2018/19	2019/20
0.00	28.40	27.80	27.10	29.30

### Fife

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

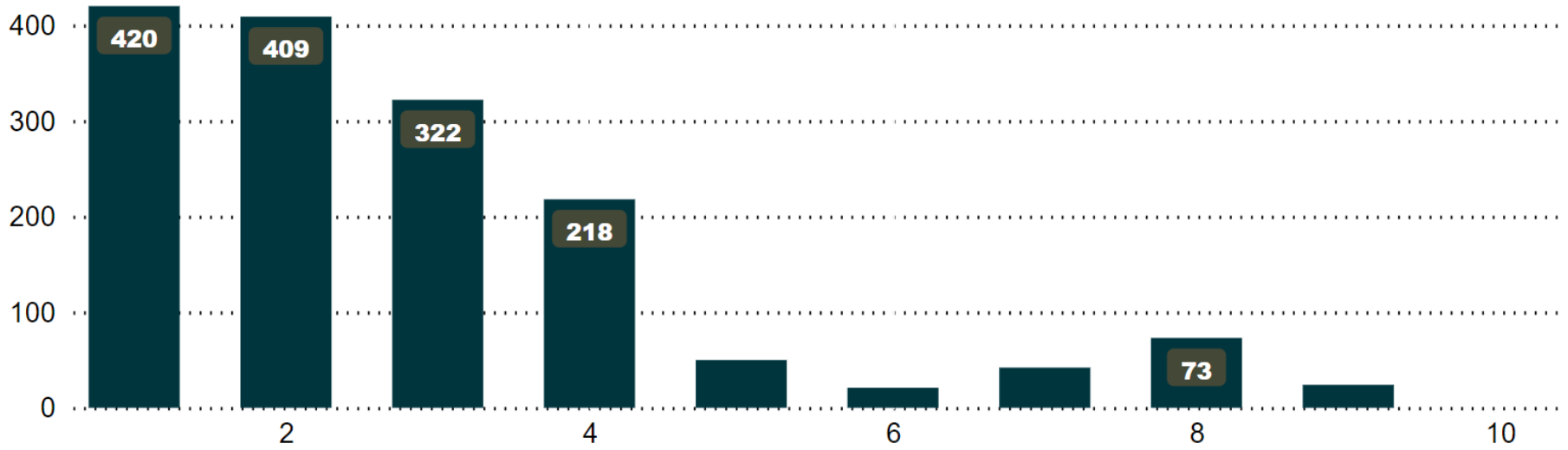
### National

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

School

Levenmouth Academy

**SIMD** Number of Pupils per SIMD Decile (2019/20)



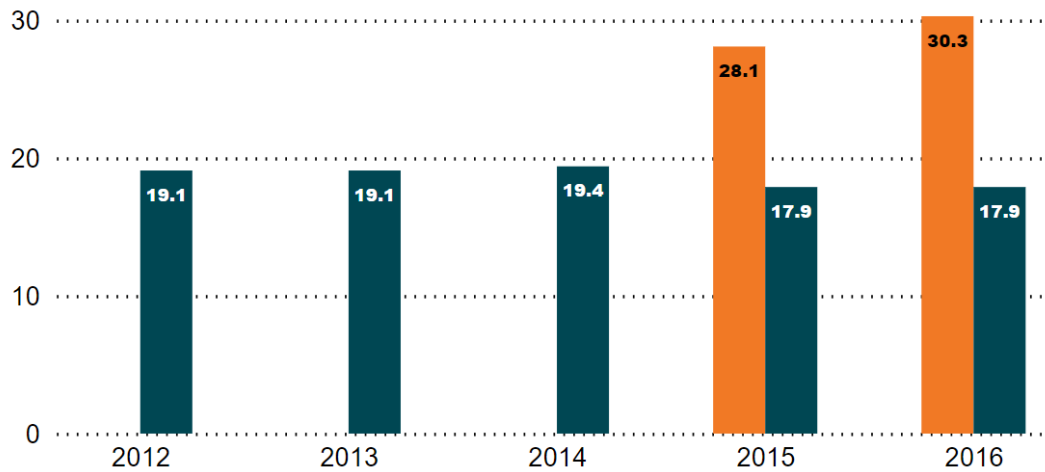
**SIMD**

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	420	409	322	218	50	21	42	73	24	0	1579

School

Levenmouth Academy

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012		19.1
2013		19.1
2014		19.4
2015	28.1	17.9
2016	30.3	17.9

## Staying on Rates

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

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

### School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	0	0	76	85	80

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	0	0	54	62	43

### Fife

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

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

School  
 Levenmouth Academy

## Attendance & Exclusions

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

<b><u>Attendance and Absences percentages</u></b>	<b>Levenmouth Academy</b>				<b>Fife</b>					<b>National</b>	
	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2014/15</b>	<b>2016/17</b>
<b>Attendance %</b>	87.00	86.07	85.42	84.20	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	6.49	6.94	7.67	7.44	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	6.38	6.85	6.86	8.29	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<b><u>Temporary Exclusions</u></b>											
<b>Number of Exclusions per 1000 pupils</b>	99	112	44	43	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	233	260	85	76	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>											
<b>Number of Exclusions per 1000 pupils</b>	6	7	2	4	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	13	18	4	6	10	6	7	4	6		

School

Levenmouth Academy

## Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	5
Early Acquisition	<input type="text"/>
Developing Competence	<input type="text"/>
Competent	9
Fluent	14
English as a "first language"	1584
Limited Communication	<input type="text"/>
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	63
Bereavement	8
Communication Support Needs	16
Deafblind	0
Dyslexia	106

### Key

Data has been suppressed due to small numbers

Student Need Category	No. of Pupils with Need
English as an additional language	26
Family issues	38
Hearing impairment	18
Interrupted learning	20
Language or speech disorder	34
Learning disability	46
Looked after	43
Mental health problems	13
More able pupil	8
Other	62
Other moderate learning difficulty	52
Other specific learning difficulty (e.g. numeric)	60
Physical health problem	52
Physical or motor impairment	34
Risk of exclusion	11
Social, emotional and behavioural difficulty	203
Substance misuse	0
Visual impairment	12
Young carer	19

School

Levenmouth Academy

## Initial Leaver Destinations

**No. of Leavers**      2016/17   2017/18   2018/19

312      294      309

2016/17   2017/18   2018/19

3761      3532      3635

2016/17   2017/18   2018/19

51300      49748      49760

Levenmouth Academy %			
	2016/17	2017/18	2018/19
Positive %	92.0	90.5	89.6
Higher Education %	23.4	26.9	21.4
Further Education %	50.3	39.8	39.2
Training %	1.0	1.4	7.8
Employment %	13.8	18.0	21.0
Activity Agreements %	3.5	4.1	
Unemployed %	6.4	7.5	7.8
Unemployed Seeking %	4.8	5.4	5.8
Unemployed Not Seeking %	1.6	2.0	1.9
Unknown %	1.6	2.0	1.3

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

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



School

Levenmouth Academy ▼

## Initial Leaver Destinations

**No. of Leavers**      2016/17   2017/18   2018/19

312      294      309

2016/17   2017/18   2018/19

10031      9824      9920

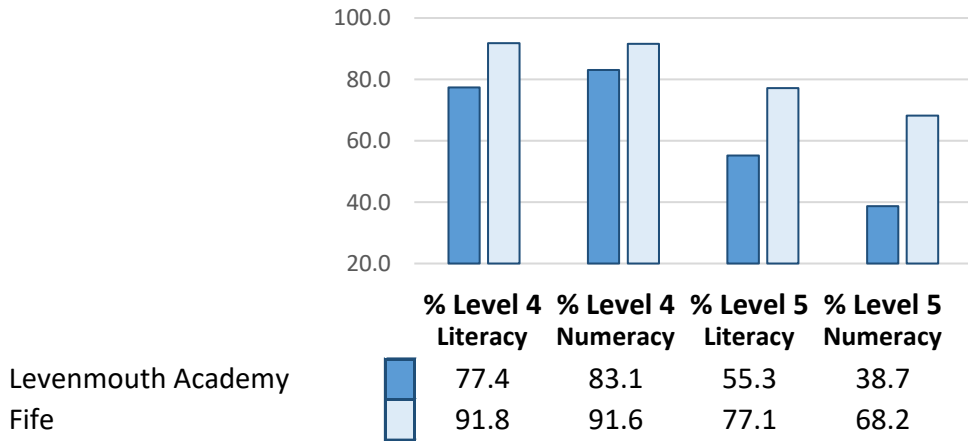
Levenmouth Academy %			
	2016/17	2017/18	2018/19
Positive %	92.0	90.5	89.6
Higher Education %	23.4	26.9	21.4
Further Education %	50.3	39.8	39.2
Training %	1.0	1.4	7.8
Employment %	13.8	18.0	21.0
Activity Agreements %	3.5	4.1	
Unemployed %	6.4	7.5	7.8
Unemployed Seeking %	4.8	5.4	5.8
Unemployed Not Seeking %	1.6	2.0	1.9
Unknown %	1.6	2.0	1.3

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

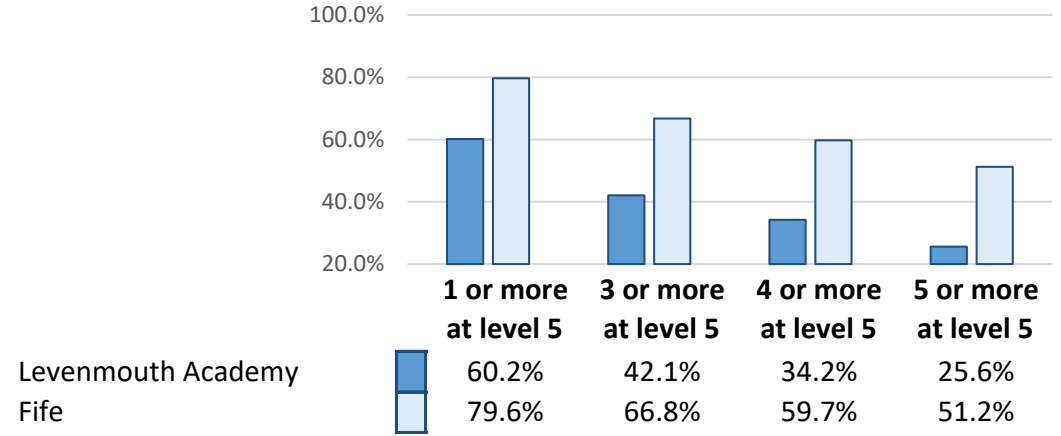
# Levenmouth Academy

## Attainment of school leavers in 2019/20

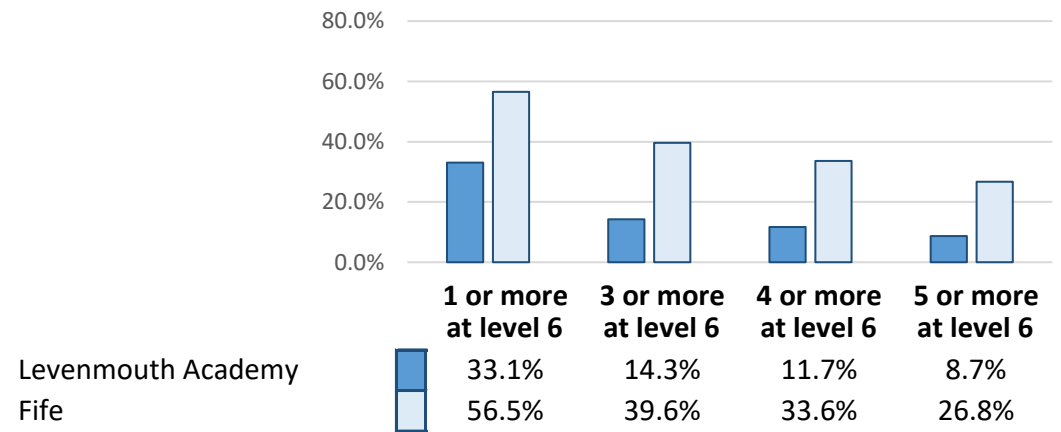
### Literacy & Numeracy of school leavers in 2019/20



### SCQF level 5 (Grade A-C pass)



### SCQF level 6 (Grade A-C pass)





# **Whole School Social Context and Attainment and Achievement Report**

**Session 2019-20**

**St Andrew's R C High School**



School

St Andrew's R C High School

## School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	402	375	777

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

Estate		
Year	Capacity	Capacity %
2019/20	1137	68.34

### Percentage of pupils with FMR

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

St Andrew's R C High School				
2015/16	2016/17	2017/18	2018/19	2019/20
17.50	16.90	19.90	17.70	19.20

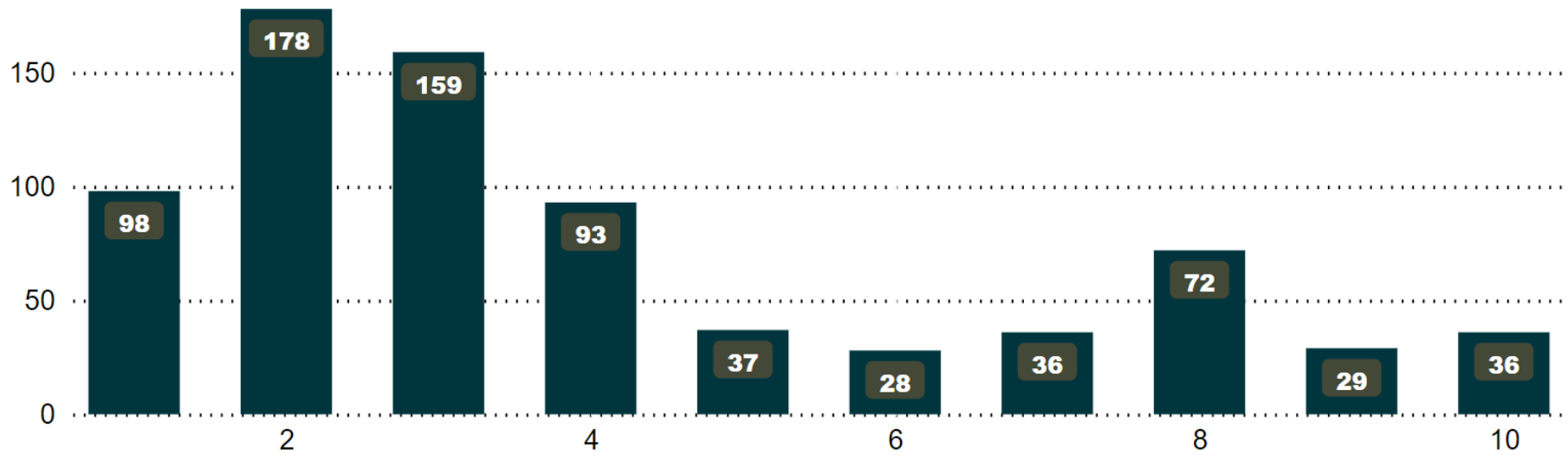
Fife				
2015/16	2016/17	2017/18	2018/19	2019/20
16.30	17.00	16.40	16.40	17.10

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

School

St Andrew's R C High School

**SIMD** Number of Pupils per SIMD Decile (2019/20)



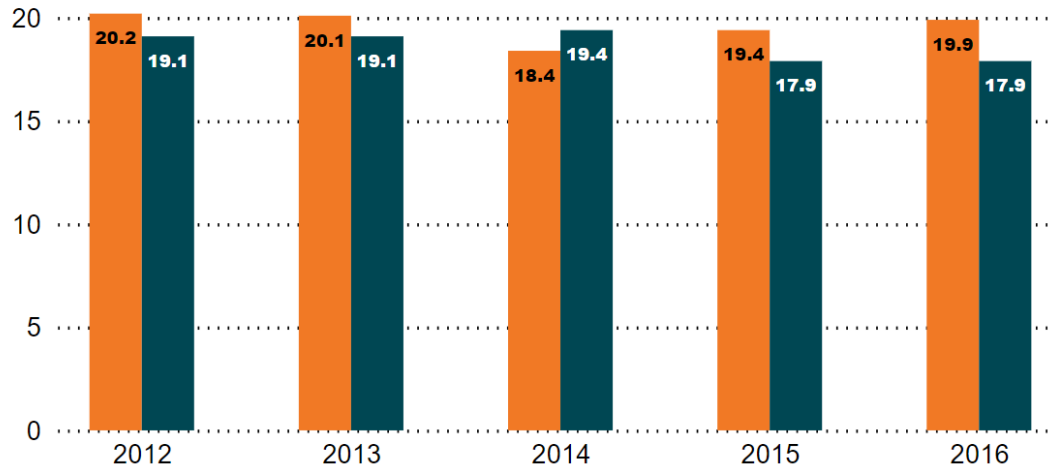
**SIMD**

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	98	178	159	93	37	28	36	72	29	36	766

School

St Andrew's R C High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	20.2	19.1
2013	20.1	19.1
2014	18.4	19.4
2015	19.4	17.9
2016	19.9	17.9

### Staying on Rates

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

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

#### School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	79	85	83	83	77

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	60	70	61	70	68

#### Fife

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

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



School

St Andrew's R C High School

## Attendance & Exclusions

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

<b><u>Attendance and Absences percentages</u></b>	<b>St Andrew's R C High School</b>					<b>Fife</b>					<b>National</b>	
	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2014/15</b>	<b>2016/17</b>
<b>Attendance %</b>	90.41	89.54	88.04	88.00	85.41	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	7.63	5.86	6.75	5.55	7.21	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	1.95	4.57	5.10	6.40	7.29	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<b><u>Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	7	18	62	33	35	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	18	48	184	88	104	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	4	4	8	1	13	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	8	12	25	4	38	10	6	7	4	6		

School

St Andrew's R C High School

## Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	0
Early Acquisition	<input type="text"/>
Developing Competence	5
Competent	26
Fluent	71
English as a "first language"	670
Limited Communication	0
Not Assessed	<input type="text"/>

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	19
Bereavement	<input type="text"/>
Communication Support Needs	<input type="text"/>
Deafblind	0
Dyslexia	65

Student Need Category	No. of Pupils with Need
English as an additional language	107
Family issues	25
Hearing impairment	5
Interrupted learning	150
Language or speech disorder	15
Learning disability	<input type="text"/>
Looked after	22
Mental health problems	6
More able pupil	<input type="text"/>
Other	<input type="text"/>
Other moderate learning difficulty	19
Other specific learning difficulty (e.g. numeric)	44
Physical health problem	25
Physical or motor impairment	5
Risk of exclusion	17
Social, emotional and behavioural difficulty	115
Substance misuse	0
Visual impairment	8
Young carer	32

### Key

Data has been suppressed due to small numbers



School
St Andrew's R C High School

## Initial Leaver Destinations

	2016/17	2017/18	2018/19
<b>No. of Leavers</b>	157	149	163

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

### St Andrew's R C High School %

	2016/17	2017/18	2018/19
Positive %	96.2	92.6	92.0
Higher Education %	36.9	51.0	35.6
Further Education %	40.8	30.9	34.4
Training %	2.5	0.7	2.5
Employment %	14.6	8.1	18.4
Activity Agreements %	1.3	1.3	
Unemployed %	3.8	6.7	6.7
Unemployed Seeking %	3.8	6.0	5.5
Unemployed Not Seeking %		0.7	1.2
Unknown %		0.7	

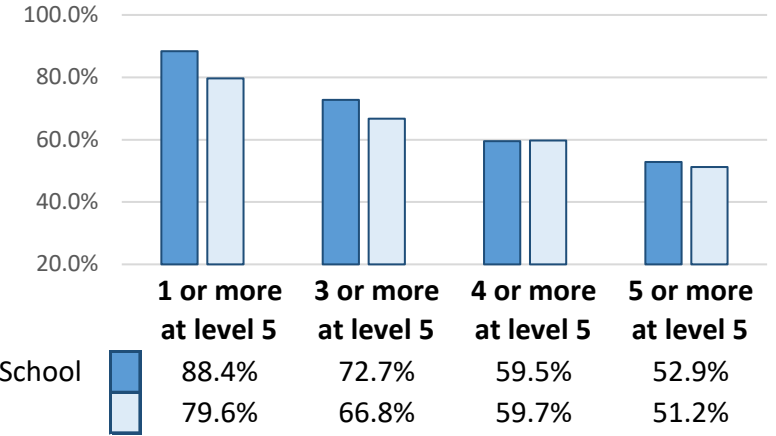
### South East Collaborative %

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

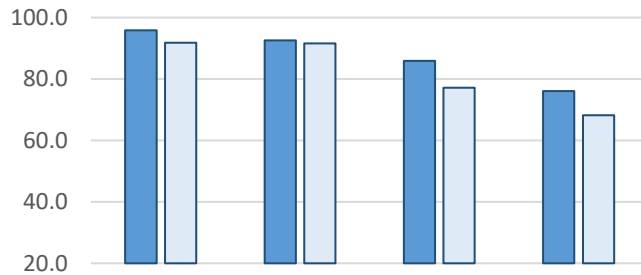
# St Andrew's R C High School

## Attainment of school leavers in 2019/20

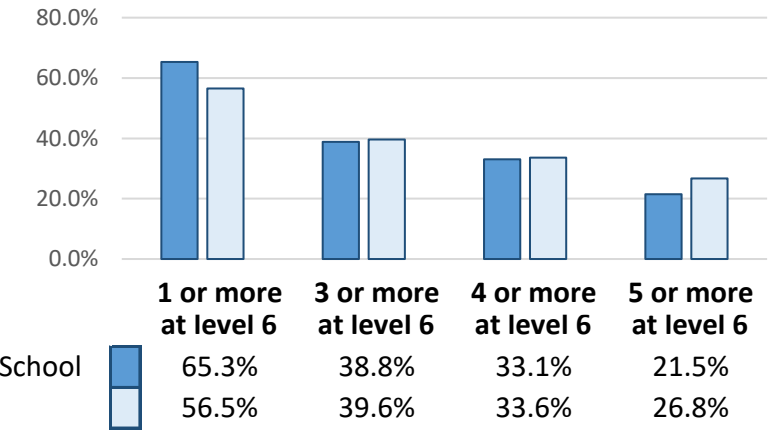
### SCQF level 5 (Grade A-C pass)



## Literacy & Numeracy of school leavers in 2019/20



### SCQF level 6 (Grade A-C pass)



St Andrew's R C High School  
Fife

St Andrew's R C High School  
Fife



# **Whole School Social Context and Attainment and Achievement Report**

**Session 2019-20**

**Waid Academy**





School

Waid Academy

## School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	350	362	712

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	Total
2019/20	5	3	2	3	0	0	13

Estate		
Year	Capacity	Capacity %
2019/20	800	89.00

## Percentage of pupils with FMR

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

Waid Academy				
2015/16	2016/17	2017/18	2018/19	2019/20
10.30	10.80	12.10	10.20	10.90

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

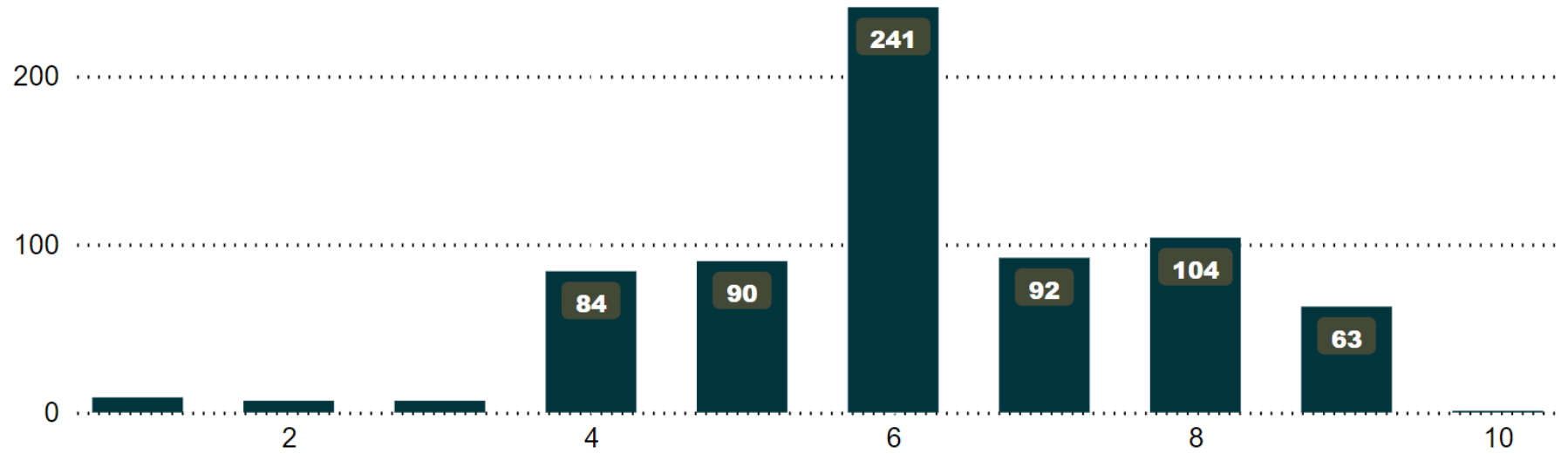
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

Waid Academy

**SIMD**

**Number of Pupils per SIMD Decile (2019/20)**



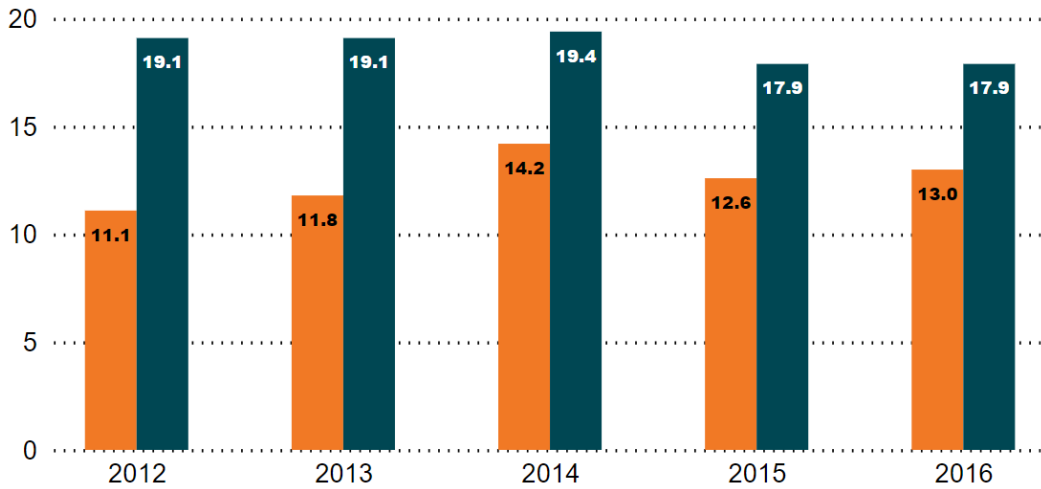
**SIMD**

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	9	7	7	84	90	241	92	104	63	1	698

School

Waid Academy

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	11.1	19.1
2013	11.8	19.1
2014	14.2	19.4
2015	12.6	17.9
2016	13.0	17.9

### Staying on Rates

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

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

#### School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	89	96	97	91	97
Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	84	81	79	73	75

#### Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85
Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

Waid Academy 

## Attendance & Exclusions

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

<b><u>Attendance and Absences percentages</u></b>	<b>Waid Academy</b>					<b>Fife</b>					<b>National</b>	
	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2014/15</b>	<b>2016/17</b>
<b>Attendance %</b>	92.99	93.93	93.23	92.88	91.81	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	4.47	3.93	4.09	4.04	5.11	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	2.54	2.15	2.68	3.07	3.08	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<b><u>Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	0	0	0	0	0	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	0	0	0	0	0	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	0	0	0	0	0	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	0	0	0	0	0	10	6	7	4	6		

School

Waid Academy

## Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	0
Early Acquisition	<input type="checkbox"/>
Developing Competence	<input type="checkbox"/>
Competent	0
Fluent	<input type="checkbox"/>
English as a "first language"	708
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	35
Bereavement	<input type="checkbox"/>
Communication Support Needs	0
Deafblind	0
Dyslexia	55

### Key

Data has been suppressed due to small numbers

Student Need Category	No. of Pupils with Need
English as an additional language	<input type="checkbox"/>
Family issues	10
Hearing impairment	<input type="checkbox"/>
Interrupted learning	<input type="checkbox"/>
Language or speech disorder	7
Learning disability	6
Looked after	17
Mental health problems	40
More able pupil	0
Other	<input type="checkbox"/>
Other moderate learning difficulty	88
Other specific learning difficulty (e.g. numeric)	32
Physical health problem	20
Physical or motor impairment	16
Risk of exclusion	18
Social, emotional and behavioural difficulty	76
Substance misuse	0
Visual impairment	7
Young carer	12

School

Waid Academy ▼

## Initial Leaver Destinations

**No. of Leavers**                      2016/17    2017/18    2018/19

    121            117            116

    2016/17    2017/18    2018/19

    3761        3532        3635

    2016/17    2017/18    2018/19

    51300      49748      49760

Waid Academy %			
	2016/17	2017/18	2018/19
Positive %	97.5	95.7	97.4
Higher Education %	48.8	41.9	42.2
Further Education %	23.1	21.4	31.9
Training %	0.8	0.9	0.9
Employment %	23.1	29.1	21.6
Activity Agreements %	0.8	1.7	
Unemployed %	2.5	4.3	1.7
Unemployed Seeking %	2.5	2.6	
Unemployed Not Seeking %		1.7	1.7
Unknown %			0.9

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

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



School

Waid Academy ▼

## Initial Leaver Destinations

**No. of Leavers**      2016/17   2017/18   2018/19

121      117      116

2016/17   2017/18   2018/19

10031      9824      9920

### Waid Academy %

	2016/17	2017/18	2018/19
Positive %	97.5	95.7	97.4
Higher Education %	48.8	41.9	42.2
Further Education %	23.1	21.4	31.9
Training %	0.8	0.9	0.9
Employment %	23.1	29.1	21.6
Activity Agreements %	0.8	1.7	
Unemployed %	2.5	4.3	1.7
Unemployed Seeking %	2.5	2.6	
Unemployed Not Seeking %		1.7	1.7
Unknown %			0.9

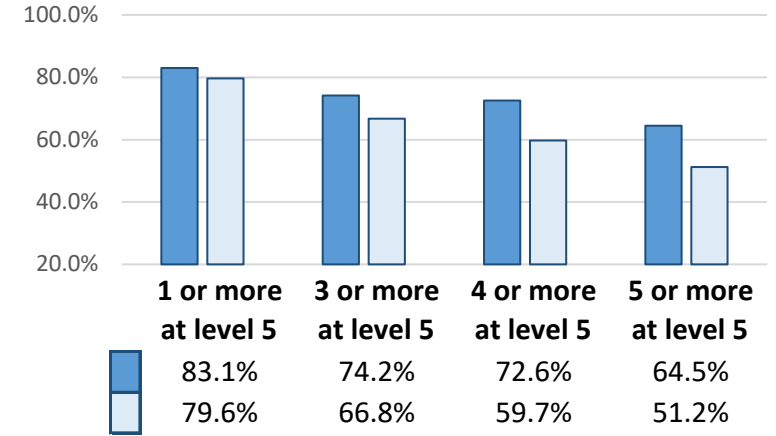
### South East Collaborative %

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

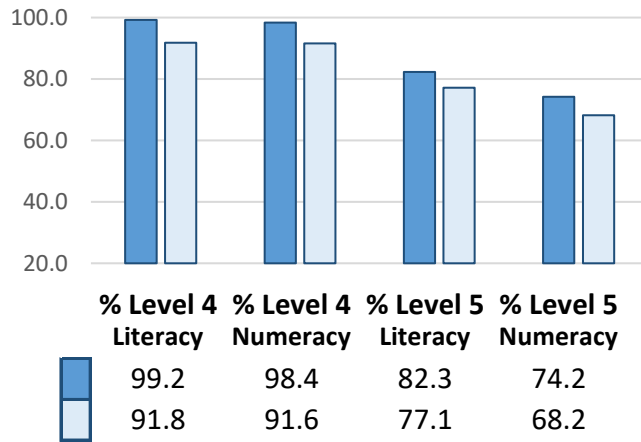
# Waid Academy

## Attainment of school leavers in 2019/20

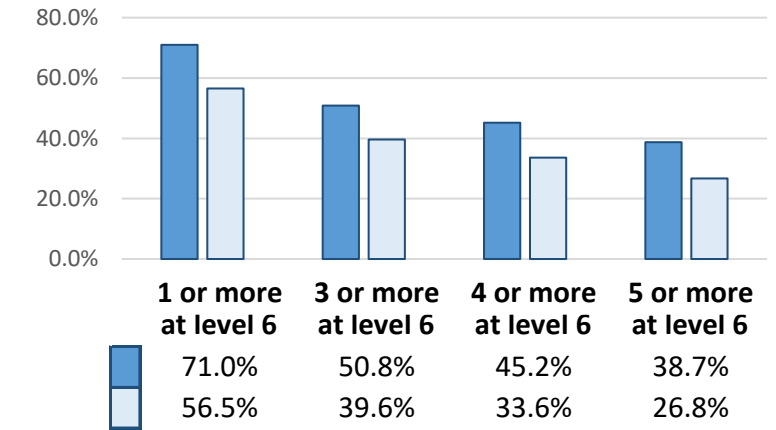
### SCQF level 5 (Grade A-C pass)



## Literacy & Numeracy of school leavers in 2019/20



### SCQF level 6 (Grade A-C pass)



Waid Academy  
Fife

Waid Academy  
Fife

Date 19 May 2021

Agenda Item No. 09

---

## PROPERTY TRANSACTIONS

---

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

---

Wards Affected: 21 and 22

---

### Purpose

---

The purpose of this report is to advise Members of action taken using the list of officer Powers in relation to property transactions.

### Recommendation(s)

---

The Committee is asked to note the contents of this report.

### Resource Implications

---

There are no resource implications arising from these transactions, as any expenditure is contained within the appropriate Service budget.

### Legal & Risk Implications

---

There are no legal or risk implications arising from these transactions.

### Impact Assessment

---

An EqIA is not required and is not necessary for the following reasons: the items in this report do not propose a change or revision to existing policies and practices.

### Consultation

---

All consultations have been carried out in relation to this report.

## 1.0 Background

---

- 1.1** In dealing with the day to day business of the Council there are a number of matters relating to the purchase, disposal and leasing of property and of property rights. This report advises of those transactions dealt with under powers delegated to officials.

## 2.0 Transactions

---

### 2.1 Acquisitions

#### 2.1.1 44 Poplar Road, Methil

Date of Acquisition: 28 January 2021  
Price: £98,000  
Seller: Leslie Bain, Valerie Alexander-Bain & Dawn Keillor

#### 2.1.2 33 Viewforth, Buckhaven

Date of Acquisition: 29 January 2021  
Price: £70,000  
Seller: Pauline Normand

#### 2.1.3 103 Eagle Road, Buckhaven

Date of Acquisition: 5 March 2021  
Price: £90,000  
Seller: Mr Patrick Donovan & Mrs Laura Donovan

#### 2.1.4 6 Springbank Road, Kennoway

Date of Acquisition: 11 March 2021  
Price: £78,000  
Seller: Carol Ann Bernard Executor of Isabella Connolly

#### 2.1.5 2 Leargan, Leven

Date of Acquisition: 18 March 2021  
Price: £105,000  
Seller: Isabella P Cowan

#### 2.1.6 32 Glenlyon Road, Leven

Date of Acquisition: 2 March 2021  
Price: £200,000  
Seller: Cairn Mhor Childcare Partnership Limited

## 3.0 Conclusions

---

- 3.1** These transactions are reported back in accordance with the List of Officers Powers.

### List of Appendices

1. N/A

### Background Papers

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

N/A

## Report Contact

Author Name Michael I McArdle  
Author's Job Title Lead Professional  
Workplace Property Services – Estates  
Bankhead Central  
Bankhead Park  
Glenrothes, KY7 6GH  
Telephone 03451 555555 Ext No 440268  
Email [Michael.mcardle@fife.gov.uk](mailto:Michael.mcardle@fife.gov.uk)

<b>Levenmouth Area Committee of 23 June 2021</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Area Housing Plan Update 2021	Housing Services	Peter Nicol	Annual Housing Report
Safer Communities Team Update Report - including Fire and Rescue Service, and policing activities within Levenmouth	Communities and Neighbourhoods Service	Liz Watson	Annual Reports from Safer Communities Team, Scottish Fire & Rescue Service and Police Scotland (joint report)
Kennoway Den - Environmental improvements and Training Opportunity -Funding Request 40K	Communities and Neighbourhoods Service	David Paterson	
Local Community Planning Activity Update 2020/21 - Alignment to Reform and Recovery	Communities and Neighbourhoods Service	David Paterson	Added to WP as per D Paterson email 16.2.21
Academy Approach - Training and Skills Development Levenmouth	Communities and Neighbourhoods Service	David Paterson	

<b>Unallocated</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Interreg Funding Request		Brian Odonnell-Crm, David Paterson	
Speed limit review A915, Leven Road, and Pilmuir Road, Lundin Links	Assets, Transportation and Environment	Eva Martinez	Added to the WP as per email 22.04.21
Fife Sports & Leisure Trust Update Report - Leven Pool	Fife Sports & Leisure Trust (FSLT)	Andy Maclellan	Moved from Oct 2020 as closed due to covid-19 as per email Sept 2020.
Health & Social Care Partnership Report - Local Priorities	Health and Social Care	John G Thomson, Tracey Harley	Tracey Harley - contact
Pupil Equity Funding Update	Education and Children's Services	Shelagh McLean	

<b>Unallocated</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Levenmouth Community Enterprise Centre Project Update	Communities and Neighbourhoods Service	David Grove, David Paterson	
Housing Services Lock Ups Review - 10 Year Plan	Housing Services	Greig Henderson, Peter Nicol	
Economic Report - Levenmouth Area	Enterprise & Environment	Pamela Stevenson	6 monthly update report
Pupilwise / Parentwise Update Report	Education and Children's Services	Deborah Davidson	Report submitted every 3 years. Last presented October 2018 - Due October 2021.
Levenmouth WRAP Group Consortium BID - Pilot Project Review	Communities and Neighbourhoods Service	Robert Graham, Billy Bain	
Common Good Fund Annual Update 2020-2021	Finance & Corporate Services	Eleanor Hodgson	Annual Report due end of 2021.
Area Capital Update 2021	Finance & Corporate Services	Eleanor Hodgson	Annual Report due end of 2021.
Complaints Annual Update	Customer and Online Services	David Thomson-CRM	Due around August/September 2021
Settlement Trust Annual Update	Communities and Neighbourhoods Service	David Paterson	Annual Update Report due 2021.
Parks Street and Open Spaces Annual Update Review	Environment & Building Services	John Rodigan	Annual Report Due 2021
Policing Update Anti Social Behaviour Initiative Levenmouth	Police Scotland	John Docherty	John Docherty - Annual Report due 2021.
Area Road Programme 2021	Assets, Road and Transportation	Neil Watson	Annual Area Roads Programme