

Conference Room 2, Ground Floor, Fife House, Glenrothes
Tuesday, 28th August, 2018 – 10.00 a.m.

AGENDA

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| 1. | APOLOGIES FOR ABSENCE. | |
| 2. | DECLARATIONS OF INTEREST - In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage. | |
| 3. | MINUTES - | |
| | (a) Minute of meeting Education & Children's Services Committee of 22 nd May, 2018 | 3 - 6 |
| | (b) Minute of Education Appointment Committee of 11 th , 17 th , 23 rd , 25 th May, and two minutes of 8 th June and 14 th and 22 nd June, 2018. | 7 - 14 |
| | (c) Minute of East Fife Trust Committee of 12 th April, 2018 | 15 - 19 |
| | (d) Minutes of West Fife Trust Committee of 20 th April, 2018 | 20 - 27 |
| 4. | EARLY LEARNING & CHILDCARE - Report by Executive Director (Education & Children's Services) | 28 - 46 |
| 5. | A BETTER CONNECTED DIRECTORATE FOR 2020 - Report by Executive Director (Education & Children's Services). | 47 - 92 |
| 6. | BUILDING FIFE'S FUTURE – THE SCHOOL ESTATE - Report by Executive Director (Education & Children's Services). | 93 - 143 |
| 7. | EDUCATION & CHILDREN'S SERVICES DIRECTORATE PLAN - Report by Executive Director (Education & Children's Services). | 144 - 181 |
| 8. | EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – REVENUE BUDGET 2017/18 - PROVISIONAL OUTTURN REPORT – Joint report by Executive Director (Education & Children's Services) and Executive Director (Finance & Corporate Services). | 182 - 194 |
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| 9. | EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – CAPITAL INVESTMENT PLAN 2017/18 - PROVISIONAL OUTTURN REPORT – Joint report by Executive Director (Education & Children's Services) and Executive Director (Finance & Corporate Services). | 195 - 200 |
| 10. | EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – REVENUE BUDGET 2018/19 PROJECTED OUTTURN – Joint report by Executive Director (Education & Children's Services) and Executive Director (Finance & Corporate Services). | 201 - 210 |
| 11. | EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – CAPITAL INVESTMENT PLAN 2018/19 PROJECTED OUTTURN - Joint report by Executive Director (Education & Children's Services) and Executive Director (Finance & Corporate Services). | 211 - 217 |
| 12. | COMMITTEE WORK PROGRAMME. | 216 - 217 |

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.

Linda Bissett,
Head of Democratic Services,
Finance & Corporate Services.

Fife House,
North Street,
Glenrothes,
Fife. KY7 5LT

21st August, 2018

If telephoning, please ask for:-

Susan Williams, Committee Administrator, Fife House, Glenrothes
Telephone: 03451 555555 (Ext. 442243) or E-mail: susan.williams@fife.gov.uk

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THE FIFE COUNCIL - EDUCATION & CHILDREN'S SERVICES COMMITTEE - GLENROTHES

22nd May, 2018

10.00 a.m. – 12.22 p.m.

PRESENT: Councillors Fay Sinclair (Convener), David Barrett, James Calder, Linda Erskine, Ian Ferguson, Helen Law, Kathleen Leslie, Rosemary Liewald, Mary Lockhart, Dominic Nolan, Alistair Suttie, Craig Walker and Richard Watt, Mr Alastair Crockett, Mr George Haggarty, Ms. Carol Herbertson and Bailey-Lee Robb.

ATTENDING: Carrie Lindsay, Executive Director (Education & Children's Services), Shelagh McLean, Head of Education & Children's Services (Equity & System Improvement), Jacqueline Price, Head of Education & Children's Services (Early Years), Lynn Gillies, Service Manager (Family Support), Rona Maclean-Ross and Gordon Wardrope, Education Officers, Education; Chris Campbell, Team Manager, Social Work; Elizabeth Mair, Committee Administrator, Finance & Corporate Services Directorate.

APOLOGIES

FOR ABSENCE: Mr. William Imlay.

67. CHANGES TO MEMBERSHIP

Decision

The Committee noted that:-

- (a) Councillor Linda Erskine had been appointed as Vice-Convener of the Committee at the Fife Council Meeting on 3rd May,
- (b) Councillor Dominic Nolan had replaced Councillor David J. Ross; and
- (c) Mr. William Imlay had been appointed as the new Church of Scotland Representative.

(Councillor Bobby Clelland entered the meeting following consideration of the above item).

68. MINUTES

- (a) Education and Children's Services Committee – 27th March, 2018

Decision

The Committee approved the minute.

- (b)/

2018.E.Ch.S.C.41

- (b) Education Appointment Committee – 9th May, 2018

Decision

The Committee approved the minute.

69. **PUPILWISE AND PARENTWISE SURVEYS, SESSION 2017/18**

The Committee considered a report by the Executive Director (Education & Children's Services), presenting a summary of the Parentwise and Pupilwise survey process undertaken across Fife in academic session 2017/18. The results would be used to identify strengths and areas for focused attention across all sectors at individual educational establishment level and at Fife-wide strategic level.

Decision

The Committee noted:-

- (1) the survey process and findings; and
- (2) that members were invited to find out more about pupil and parental participation activities. Schools would welcome elected member contact to talk about the different ways they listen to pupils and parents/carers and how they use this information.

(Councillor Mary Lockhart entered the meeting during consideration of the above item).

70. **OUR MINDS MATTER: SUPPORTING YOUNG PEOPLE'S EMOTIONAL WELLBEING.**

The Committee considered a report by the Executive Director (Education & Children's Services), sharing strategic approaches around supporting young people's emotional wellbeing in Fife and describing the first year of the implementation of the Our Minds Matter framework.

Decision

The Committee:-

- (1) endorsed the Our Minds Matter framework and its associated approaches;
- (2) noted the initiatives and programmes underway; and
- (3) agreed that an Our Minds Matter information session for elected members be arranged.

(Councillor Craig Walker left the meeting during consideration of the above item).

71./

71. **SUPPORT FOR VOLUNTARY ORGANISATIONS**

The Committee considered a report by the Executive Director (Education & Children's Services) presenting recommendations for the level of support to voluntary organisations funded by Education and Children's Services in Fife for the period 2018-2019.

Decision

The Committee agreed:-

- (1) to approve the level of funding to voluntary organisations as detailed in the schedule attached to the report; and
- (2) that a briefing note giving further information on the financial position of the organisations be prepared and circulated to members.

(Councillor Craig Walker rejoined the meeting during consideration of the above item).

72. **SCHOOL TRANSPORT – A REVIEW**

The Committee considered a report by the Executive Director (Education & Children's Services) outlining a number of approaches to providing greater consistency and equity with regards to school transport provision.

Decision

The Committee agreed:-

- (1) to ask the Education & Children's Services Directorate to develop a formal proposal, in line with the Schools (Consultation) (Scotland) Act 2010, for approval of the content by Committee in August 2018, with regards to implementation of a *Walking Routes to School (WRTS) Policy*;
- (2) to note that the Council had consistently rejected any change to the 1 and 2 mile entitlement distances for school transport and once again rejected officer proposals to reduce these in preparation of its budget for 2018/19; and
- (3) that wider issues relating to school transport should be considered as part as a comprehensive review, including a members workshop, of the Council's approach to subsidised transport.

73./

2018.E.Ch.S.C.43

73. **FIFE SCHOOLS: EXCLUSION POLICY & PROCEDURAL GUIDANCE**

The Committee considered a report by the Executive Director (Education & Children's Services) providing a draft revised exclusion policy and procedural guidance for Fife Schools, taking account of the June, 2017 publication of the national guidance relating to exclusion and the ongoing Getting It Right For Every Child developments of inclusion, nurture and de-escalation.

Decision

The Committee agreed to:-

- (1) note the draft exclusion policy and procedural guidance; and
- (2) approve the policy for circulation to Fife schools.

74. **EDUCATION AND CHILDREN'S SERVICES COMMITTEE - WORK PROGRAMME**

Decision

The Committee noted the current version of the Work Programme which would be further updated, as appropriate.

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

11 May 2018

10.30am – 2pm

PRESENT: Cllr Darren Watt, George Haggarty, RC Representative, Peter McNaughton, HoS, Angela Logue, Education Officer, Lesley Jack, Parent Council, Louise Kilpatrick, Parent Council

23. EXCLUSION OF PUBLIC AND PRESS

Decision

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

24. HEADTEACHER – ST BRIDE'S RC PRIMARY SCHOOL

The Committee interviewed 2 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of Jo-Anne Angel, currently Depute Headteacher at St Margaret's Primary School.

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

17 May 2018

1.00pm –3.30pm

**PRESENT: Councillor Rosemary Liewald (Chair)
Councillor Mino Manekshaw
Nora Conlin, Education Officer
Jackie Funnell, Education Officer
Caroline Carter, Colinsburgh Parent Council Member
Mia Gonzalez-Noda, Elie Parent Council Member**

25. **EXCLUSION OF PUBLIC AND PRESS**

Decision

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

66. **JOINT HEADTEACHER – ELIE & COLINSBURGH PRIMARY SCHOOLS**

The Committee interviewed 2 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of Claire Allan, currently Acting Headteacher at Pathhead Primary School.

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

21 May 2018

9am – 11.30am

PRESENT:Cllr Linda Erskine, Cllr Jonny Tepp, Peter McNaughton, HoS,
Peter Wright, Education Officer, Sharron Taylor, Parent
Council, Heather Burza, Parent Council

27. **EXCLUSION OF PUBLIC AND PRESS**

Decision

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

28. **HEADTEACHER – DENEND PRIMARY SCHOOL**

The Committee interviewed 2 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of Claire Wyatt, currently Acting Headteacher at Crossgates Primary School School.

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

25 May 2018

9am – 1.30pm

PRESENT:Cllr Linda Erskine, Cllr Darren Watt, Peter McNaughton, HoS,
Scott Meal, Education Officer, Fiona Millar, Parent Council,
Helen Wilson, Parent Council

29. **EXCLUSION OF PUBLIC AND PRESS**

Decision

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

30. **HEADTEACHER – BEATH HIGH SCHOOL**

The Committee interviewed 3 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of Steve Ross, currently Headteacher at Craigrpyston Community High School, Edinburgh.

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

8 June 2018

9am – 10.45am

PRESENT: Cllr Helen Law, Cllr B Connor, Peter McNaughton, HoS, Angela Logue, Education Officer, Mark Fiskien, Parent Council, Ann McIlvean, Parent Council

31. EXCLUSION OF PUBLIC AND PRESS

Decision

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

32. HEADTEACHER – CANMORE PRIMARY SCHOOL

The Committee interviewed 1 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of Laura Howie, currently Headteacher at Our Lady's RC Primary School School, Perth.

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

Friday 8 June 2018

2.00 pm – 4.15 pm

**PRESENT: Gordon Wardrope, Education Officer, (Chair), Rona Maclean
Ross, Education Officer, Councillors Linda Erskine,
Councillor Jonny Tepp, Carol Pake, Parent Council Rep,
Anndrea Brown, Parent Council Rep**

EXCLUSION OF PUBLIC AND PRESS

35. **Decision**

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

36. **HEADTEACHER – JOINT COALTOWN AND MILTON OF BALGONIE
PRIMARY SCHOOL**

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

Decision

Agreed to recommend the appointment of Elizabeth Thomson currently Acting Headteacher at Dunbog Primary School

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

14 June 2018

1.00pm – 4.00pm

**PRESENT: Councillor Colin Davidson (Chair)
Councillor Jonny Tepp
Jackie Funnell, Education Officer
Peter McNaughton, Head of Service
Karen Brown, Parent Council Member
Ian Jones, Parent Council Member**

33. EXCLUSION OF PUBLIC AND PRESS

Decision

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

34. HEADTEACHER – BELL BAXTER HIGH SCHOOL

The Committee interviewed 3 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of CarolAnn Penrose currently Headteacher at Lochgelly High School.

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

22 June 2018

9am – to 11.30am

PRESENT:Cllr Linda Erskine, Cllr Kathleen Leslie, Peter McNaughton, HoS, Peter Wright, Education Officer, Vicky Hynd, Parent Council, Kerryann Sim , Parent Council

37. EXCLUSION OF PUBLIC AND PRESS

Decision

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

38. HEADTEACHER – CARNEGIE PRIMARY SCHOOL

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

Decision

Agreed to recommend the appointment of Julie Journeaux, currently Joint Headteacher at Pittencrieff and Pitreavie Primary School School.

THE FIFE COUNCIL – EAST FIFE TRUST COMMITTEE - COUNTY BUILDINGS, CUPAR

12th April, 2018

2.30 p.m. - 3.30 p.m.

PRESENT: Sheriff Grant McCulloch (Chair), Donald Lothian, Jonny Tepp, Ann Verner, John Docherty, Graham Ritchie; Dr. Christine McGladdery, St. Andrews University Court, Ms Eleanor Blair, Presbytery of St. Andrews.

ATTENDING: Avril Graham, Sustainable Estate Officer and Jillian Harper, Business Support Assistant, Education & Children's Services; Sharon Aldred, Accountant, and Liz Box, Committee Administrator, Finance and Corporate Services.

APOLOGIES

FOR ABSENCE Councillors Dominic Nolan and Bill Porteous, and Jane McKeown, EIS.

22. **CHAIR'S WELCOME AND INTRODUCTIONS**

The Chair welcomed everyone to the annual meeting of the East Fife Trust Committee.

23. **MINUTE**

The Committee considered the minute of meeting of 17th March, 2017.

Decision

The Committee approved the minute.

24. **DISBURSEMENT OF FIFE EDUCATIONAL TRUST FUNDS**

The Committee considered a report by the Executive Director (Education and Children's Services) which advised of funds disbursed under the Fife Educational Trust Scheme 1958 and requested endorsement and approval for the proposed school allocation options. The following information was appended to the report:-

- Appendix 1 - summary of award applications and proposed allocations for 2018/2019;
- Appendix 2 - bursaries and scholarships for 2017/2018;
- Appendix 3 - prizes 2017/2018; and
- Appendix 4 - income and expenditure statement for the Fife Educational Trust for 2016/2017.

In discussion, members expressed concern that no applications for Trust funding had been received from Bell Baxter High School, Cupar and Madras College, St Andrews for 2018/2019 and asked that consideration be given to better ways of raising awareness and distributing the Trust funding between the schools in the North East Fife Area, and across Fife. Members also expressed concern at the cost of administration in relation to the small sums of bursary and prize money awarded.

Decision/

Decision

The Committee:-

- (1) considered the applications for educational excursions and travel under Sections 28 and 29 of the Trust Scheme for 2018/2019, as detailed in Appendix 1 of the report, and approved funding as listed in the Appendix to this Minute, including an additional award of £200.00 to Springfield Primary School, subject to confirmation having been received from the Head Teacher that the school would take part in the educational excursion to Ardeonaig Outdoor Centre as part of a three school joint residential visit with Craigoathie and Pitlessie Primary Schools;
- (2) considered the applications for projects under Sections 30, 32, 33 and 34 of the Trust Scheme for 2018/19, as detailed in Appendix 1 of the report, and approved funding as listed in the Appendix to this Minute, (with details of expenditure summarised for sections 20 - 36 in terms of the 7th Schedule to the Scheme also appended to this Minute);
- (3) agreed the bursary payment/scholarship awards for 2017/2018, as detailed in Appendix 2 of the report and noted that no applications had been received for Scholarships for 2017/2018;
- (4) agreed the award of prizes for 2017/18 in the sum of £498.50 as detailed in Appendix 3 of the report;
- (5) noted the income and expenditure statement for the Fife Educational Trust for 2016/17, as detailed in Appendix 4 of the report;
- (6) agreed that the Chair should write to all schools in the North East Fife Area to raise the profile of the Education Trust and to raise awareness of Trust funding available and noted that the elected representatives on the Committee also undertook to raise awareness of Trust funding, where possible;
- (7) that it be remitted to officers to raise awareness of Trust funding available to schools in North East Fife area, by use of social media, including twitter and facebook; and
- (8) that it be remitted to the Head of Legal Services and Executive Director Education and Children's Services to progress arrangements for the amalgamation of prize monies and to delegate to schools to disburse prize monies and scholarships directly, whilst retaining as appropriate, the identity of the names associated with those prizes; and
- (9) that a review be carried out of the current Trust purpose, with a view to improving access to Trust funding by all schools in Fife.

The Chair concluded the meeting by thanking members and officers for their contributions.

APPENDIX

REQUESTS FOR FINANCIAL ASSISTANCE FOR 2017/18

Section Numbers	Description of Monies	Amounts Payable (£)
<u>Sections 28/29</u>	<u>Educational Excursions/Travel</u>	
	Waid Academy	2,758.00
	Canongate Primary School	830.00
	Craigrothie Primary School	200.00
	Crail Primary School	500.00
	Falkland Primary School	542.00
	Freuchie Primary School	637.00
	Guardbridge Primary School	450.00
	Kingsbarns Primary School	360.00
	Ladybank Primary School	270.00
	Lundin Mill Primary School	760.00
	Newport Primary School	500.00
	Pitlessie Primary School	200.00
	Pittenweem Primary School	1,500.00
	*Springfield Primary School	200.00
	St Columba's R C Primary School	320.00
	Strathmiglo Primary School	447.00

Section 30/

- *Confirmation had been received that Springfield Primary School should have submitted an application form for the excursion with two other cluster schools (Craigrothie and Pitlessie Primary Schools) and should receive funding.*

Section 30

Equipment for Schools

Balmerino Primary School	3,115.00
Crail Primary School	249.00
Falkland Primary School	929.00
Leuchars Primary School	944.00
Lundin Mill Primary School	690.00

Section 31

Sports Facilities

Balmerino Primary School	500.00
St Columba's R C Primary School	340.00
Strathkinness Primary School	394.00

Section 34

Promoting Education in Drama

Ferryport Nursery	225.00
Kilmaron School	400.00
Tayport Primary School	700.00

Section 36

Educational Experiments and Research

Balmerino Primary School	1,000.00
Pittenweem Primary School	1,200.00
St Columba's R C Primary School	1,250.00

TOTAL

£22,410.00

EDUCATIONAL TRUST COMMITTEE FOR EAST FIFE

SEVENTH SCHEDULE

PLAN FOR YEAR ENDING 31ST MARCH, 2019

PART I

EXPENDITURE OF FREE INCOME

Number of Section	Rubric of Section	Maximum Sum to be Expended in the Financial Year (£)
	Grants (to be allocated at the Chair's discretion)	1,000.00
	Educational Excursions/Travel	10,474.00
	Equipment for Schools, Further Education Centres and their Libraries	5,927.00
	Sports Facilities	1,234.00
	Promoting Education in Drama	1,325.00
	Educational Experiments and Research	3,450.00
TOTAL		£23,410.00

PART II

Capital Grant – Nil

THE FIFE COUNCIL – WEST FIFE TRUST COMMITTEE – TOWN HOUSE, KIRKCALDY

20th April, 2018

2.00 p.m. - 4.30 p.m.

PRESENT: Sheriff Grant McCulloch (Chair), Councillors Rosemary Liewald, Carol Lindsay, Kathleen Leslie and Richard Watt; and Reverend Hugh Steele.

ATTENDING: Lynne Cademy Taylor, Workforce Planning and Development Officer and Jillian Harper, Business Support Assistant, Education & Children's Services; Tracey Burns, Accountant, and Liz Box, Committee Administrator, Finance and Corporate Services.

APOLOGIES

FOR ABSENCE: Councillors Fay Sinclair, Kate Stewart, Gary Guichan, Neil Crooks and Alistair Cameron and Rose Johnston (EIS)

19. CHAIR'S WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the annual meeting of the West Fife Trust Committee.

20. MINUTE

The Committee considered the minute of meeting of 10th March, 2017.

Decision

The Committee approved the minute.

21. DISBURSEMENT OF FIFE EDUCATIONAL TRUST FUNDS

The Committee considered a report by the Executive Director (Education and Children's Services) which advised of funds disbursed under the Fife Educational Trust Scheme 1958 and requested endorsement and approval for the proposed school allocation options. The following information was appended to the report:-

- Appendix 1 - Fernie Trust
- Appendix 2 - Maxton Bequest
- Appendix 3 - summary of award applications and proposed allocations for 2018/2019, and list of applications for Dunfermline which had been circulated separately;
- Appendix 4 - bursaries and scholarships for 2017/2018;
- Appendix 5 - prizes 2017/2018; and
- Appendix 6 - income and expenditure statement for the Fife Educational Trust for 2016/2017.

The Committee was advised that the Fife Education Trust currently received grazing income from the lease of a field at Townhead, Star of Markinch, which had been previously owned by the Fernie Trust. Fife Council Estates had recently received a request from the lessee to purchase the field at less than market value.
In/

2018.W.F.T.C.16

In discussion, members expressed concern regarding the loss of an asset to the Trust, and further, should the field be sold at less than market value, there would be a loss of income to the Trust.

In further discussion members expressed concern that no applications had been received for the bursaries listed in Appendix 4 of the report and highlighted the need to raise awareness of the West Fife Education Trust in schools in the West area. In addition, members highlighted the need to review the Trust Scheme in relation to the boundary between the East and West Trust Committees, in order to provide a more equitable approach to disbursing Fife Education Trust funds across Fife.

Decision

The Committee:-

- (1) approved the applications for the Fernie Trust for 2018/19, as detailed in Appendix 1 of the report;
- (2) recommended that any requests to purchase the field at Townhead, Star of Markinch at less than market value be refused but that any future requests which would meet market value be considered by the Fife Education Trust;
- (3) approved the applications for the Maxton Bequest for 2018/19, as detailed in Appendix 2 of the report;
- (4) considered the applications for educational excursions and travel under Sections 28 and 29 of the Trust Scheme for 2018, as detailed in Appendix 3 of the report and additional list of applications from Dunfermline High School which had been circulated separately, and approved funding as listed in the Appendix to this Minute;
- (5) considered the applications for projects under Sections 30, 31, 33, 34 and 36 of the Trust Scheme for 2018/2019, as detailed in Appendix 3 of the report, and approved funding as listed in the Appendix to this Minute (with details of expenditure summarised for sections 20-36 in terms of the 7th Schedule to the Scheme also appended to this Minute);
- (6) noted that, having regard to the decisions made at (4) and (5) above, St Andrews High School had been presented with an incorrect section reference from the scheme and, accordingly agreed that £70.00 be allocated to Dunfermline High School and that an additional amount be calculated from the remaining £820.00 for allocation to all schools which had applications capped at £890.00;
- (7) approved the bursary/scholarship payment awards for 2017/2018, as detailed in Appendix 4 of the report;
- (8)/

2018.W.F.T.C.17

- (8) agreed the award of prizes for 2017/2018 as detailed in Appendix 5 of the report;
- (9) noted the income and expenditure statement for the Fife Educational Trust for 2016/2017, as detailed in Appendix 6 of the report;
- (10) that the Chair should write to all schools in the West Fife Area to raise awareness of the Fife Education Trust and noted that the elected representatives on the Committee would also raise awareness of Trust funding, where the opportunity arose;
- (11) to remit to the Executive Director Education and Children's Services to contact schools at an earlier stage in the school year to encourage them to apply for applications for Trust funding; and
- (12) to remit to the Council's Head of Legal Services and the Executive Director, Education and Children's Services to arrange a review of the current Trust purpose, with a view to improving access to Trust funding by all schools in Fife.

The Chair concluded the meeting by thanking members and officers for their contributions.

APPENDIX

REQUESTS FOR FINANCIAL ASSISTANCE FOR 2018/19

<u>Section Numbers</u>	<u>Description of Monies</u>	<u>Amounts Payable (£)</u>
Sections 28/29	Educational Excursions/Travel	
High Schools	Auchmuty	225.00
		890.00
		*117.00
	Inverkeithing	890.00
		136.00
		890.00
		*234.00
	St Andrews RC	250.00
		400.00
		250.00
	Viewforth	*117.00
		890.00
	Woodmill	250.00
	Dunfermline High School	70.00
Sub total	*redistributed from St Andrews HS	<u>5,609.00</u>
Primary Schools	Auchtertool	360.00
	Balcurvie	400.00
	Blairhall	250.00
	Capshard	190.00
	Coaltown of Balgonie	300.00
	Dalgety Bay	890.00
		*117.00
	East Wemyss	890.00
		*117.00
	Lochgelly West	480.00
Mountfleurie	300.00	
North Queensferry	216.00	

<u>Section Numbers</u>	<u>Description of Monies</u>	<u>Amounts Payable (£)</u>
	Parkhill	580.00
	Pitreavie	700.00
	Pitteuchar East	190.00
	St. Bride's R C	286.00
	St. Marie's R C	640.00
	St. Patricks R C	250.00
	Tulliallan	250.00
<u>Sub-total</u>	*redistributed from St Andrews HS	<u>7,406.00</u>
Nurseries		
	Beanstalk Nursery	500.00
	Carleton Nursery	890.00 *117.00
	Clentry Nursery	360.00
	Sunflower Nursery	420.00
	Paxton Nursery	768.00
	Treetop Family Nurture Centre	312.00
	Woodlands Nursery	250.00
<u>Sub-total</u>	*redistributed from St Andrews HS	<u>3,617.00</u>
Section 30	Equipment for Schools, F.E. centres and their libraries	
High Schools		
	Auchmuty High School	1,150.00
	Levenmouth Academy	324.00
	Queen Anne High School	525.00
	Dunfermline High School	656.00
		500.00
Sub Total		<u>3,155.00</u>

<u>Section Numbers</u>	<u>Description of Monies</u>	<u>Amounts Payable (£)</u>
Primary Schools	Balcurvie	691.00
	Carnock	364.00
	Crossford	205.00
	Hill of Beath Primary	389.00
	Lochgelly West Primary	250.00
	Masterton Primary	676.00
	North Queensferry Primary	309.00
	Pitreavie	590.00
<u>Sub-total</u>		<u>3,474.00</u>
Nurseries	Beanstalk Nursery	1,010.00
	Paxton Nursery	555.00
<u>Sub-total</u>		<u>1,565.00</u>
Sections 31	Sports Facilities	
	Inverkeithing High School	1,021.00
	St. Columba's RC High School	910.00
<u>Sub-total</u>		<u>1,931.00</u>
Primary Schools	Dalgety Bay	250.00
<u>Sub-total</u>		<u>250.00</u>
Section 32	Promoting Education in Visual Arts	
High Schools	Woodmill High School	250.00
<u>Sub-total</u>		<u>250.00</u>
Primary Schools	St. Bride's Primary	50.00
<u>Sub-total</u>		<u>50.00</u>

<u>Section Numbers</u>	<u>Description of Monies</u>	<u>Amounts Payable (£)</u>
Sections 33	Promoting Education in Music	
High Schools	St. Andrew's RC	537.00
	Woodmill High School	2,520.00
<u>Sub-total</u>		<u>3,057.00</u>
Primary Schools	North Queensferry	100.00
<u>Sub-total</u>		<u>100.00</u>
Nurseries	Treetop Family Nurture Centre	500.00
<u>Sub-total</u>		<u>500.00</u>
Sections 34	Promoting Education in Drama	
	No awards in this category	
<u>Sub-total</u>		
Section 36	Educational Experiments & Research	
High Schools	St. Andrew's RC	1,800.00
		693.00
<u>Sub-total</u>		<u>2,493.00</u>
TOTAL		<u>33,457.00</u>

EDUCATIONAL TRUST COMMITTEE FOR WEST FIFE
SEVENTH SCHEDULE
PLAN FOR YEAR ENDING 31ST MARCH, 2019
PART I
EXPENDITURE OF FREE INCOME

Number of Section	Rubric of Section	Maximum Sum to be Expended in the Financial Year (£)
20-36	Grants (to be allocated at the Chair's discretion)	1,000
28/29	Educational Excursions/Travel	16,632
30	Equipment for Schools, etc. Further Education Centres and their Libraries	8,194
31	Sports Facilities	2,181
32	Promoting Education in the Visual Arts	300
33	Promoting Education in Music	3,657
36	Educational Experiments & Research	2,493
TOTAL		<u>34,457</u>

PART II
Capital Grant – Nil

28 August 2018

Agenda Item No. 4

Early Learning and Childcare

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

Wards Affected: All

Purpose

To outline to Committee Members on the model for delivering the planned expansion of Early Learning and Childcare (ELC) from 600 to 1140 hours from August 2020 for all eligible 2, 3 and 4 year olds and to endorse the proposed Nursery Building Programme to increase capacity for 1140 hrs in Fife.

Recommendation(s)

It is recommended that the committee:

- Support the continued development of pilot schemes to inform the proposed model of delivery for 1140 hrs of Early Learning and Childcare
- Agree the Nursery Building programme to increase nursery provision across Fife
- Support the development of a new Early Learning and Childcare Admission Policy from August 2020
- Note the development of the procurement process to include private nurseries, playgroups and childminders in delivering funded Early Learning and Childcare on behalf of Fife Council

Resource Implications

A multi-year funding package covering both Capital and Revenue expenditure has now been allocated to this programme by the Scottish Government. This is shown in Appendix 1.

Legal & Risk Implications

There are risks associated with this development regarding the timescales for delivery. The programme requires a large investment in new infrastructure along with increased staffing to deliver the required number of ELC placements throughout Fife.

There is a requirement to recruit large numbers of new staff into the Early Years sector. National Quality Standards are currently being developed by the Scottish Government and are expected to specify a minimum level of qualification for staff working in this sector in order to deliver funded Early Learning and Childcare. Due

to the timescales required for staff to qualify fully there is a risk that insufficient qualified staff will be available across Scotland by August 2020.

Impact Assessment

An EqlA has not been completed and is not necessary for the following reasons:

No change or revision to existing policies is proposed.

Consultation

- Fife Wide Online Parent Consultation, November 2016
- Parent engagement sessions, December 2016
- Continued engagement with Fife Council Early Years workforce
- Scottish Government consultation on Blueprint for 2020
- Continued engagement with National bodies for 3rd sector and public sector – Scottish Childminding Association (SCMA), Early Years Scotland (EYS), Scottish Futures Trust (SFT), HUB and a range of early years' partners.
- Continued engagement with local childminders, private nursery owners and managers of voluntary playgroups.

1.1 Background

- 1.1 Following the introduction of the Children and Young People (Scotland) Act 2014 the Scottish Government increased the number of hours of funded early learning and childcare (ELC) from 475 to 600 hours in August 2014. This applied to all 3 and 4 year olds as well as being extended to a defined group of 2 year olds based on specific criteria. There was also an expectation that ELC would be delivered in a more flexible way to meet the needs of children and families better.
- 1.2 Fife Council have successfully delivered the increased hours within expected timescales and have continued to increase flexibility for placements over the last four years, where 50% of our nurseries now deliver flexible models offering full day and longer sessions of almost 4 hours as well as standard 3 hour 10 minute sessions. We have also consistently provided among the highest number of 2 year old placements across Local Authorities in Scotland.
- 1.3 The Scottish Government announced as part of their last election manifesto that they planned to increase ELC entitlement for all eligible children to 1140 hours per annum by the end of this parliamentary term. This equates to 30 hours per week, based on school terms but there is an aspiration that provision will be available over more weeks of the year. This would reduce the number of hours of ELC available each week to just over 23 hours of free provision if split over 49 weeks of the year.

- 1.4 The Blueprint for 2020 sets the direction for the transformation of Early Learning and Childcare (ELC) provision in Scotland. It sets out the key policy principles that will underpin the expansion and their aspirations for how the ELC sector will look and operate in 2020.

<http://www.gov.scot/Publications/2016/10/1665/downloads#res507517>

- 1.5 Funding to deliver the programme has now been allocated by the Scottish Government. This is based on financial templates submitted by all Local Authorities to the Scottish Government in March 2018 which were adjusted to meet Scottish Government assumptions on the number of eligible children in each local authority along with expected uptake of 1140 hrs of ELC by families. This is lower than our own projections for the expected number of eligible children within Fife. Adjustments were also made to the metrics for capital works which are lower than the actual costs to deliver previous nursery building projects within Fife.

2.0 Delivery Model for 1140 hrs

- 2.1 The Scottish Government's aspiration is that increased early learning and childcare (ELC) provision will be available in a flexible way to meet the needs of children and families in the future. This must be delivered in line with current legislative requirements whilst also ensuring best value principles for services offered by local authorities are maintained. Quality of provision should be at the heart of any delivery model to ensure that children receive 'The best start in life'.
- 2.2 The Children and Young People (Scotland) Act 2014 sets out restrictions that apply when offering ELC and this states that sessions of funded ELC must be a minimum of 2 hrs 30 minutes and a maximum of 8 hours in any one day over a minimum of 38 weeks per year. Eligible children are currently entitled to receive 600 hours of ELC but this will be increased to 1140 hours by the end of this parliamentary term through an amendment to the act. There is no expectation that the other restrictions listed in relation to the length of sessions or the minimum number of weeks will be amended at this time.
- 2.3 Whilst developing the proposed model for 1140 hrs of ELC we have consulted with a wide range of stakeholders including: parents; staff; private and third sector providers offering funded and non-funded early learning and childcare; national bodies representing private nurseries; playgroups and childminders; and the Scottish Government.
- 2.4 In order to keep the delivery model simple to understand but still flexible enough to meet the need of families we are proposing to offer the following 3 options in Fife:
- Fife Council Term Time provision – sessions of 6 hours per day across the academic year
 - Fife Council Full Year provision – sessions of 4 hours and 40 minutes per day available for 49 weeks of the year.

- Partner Provision delivered by either Private Nurseries, Playgroups or Childminders offering funded ELC – Hours can be offered through mutual agreement between parent and the provider of choice, in line with the terms of the Children and Young People (Scotland) Act i.e. between 2 hours 30 minutes and 8 hours per day up to a maximum of 30 funded hours per week (if accessed across 38 weeks of the year). The number of hours available per week would reduce if provision is offered over more weeks of the year.

Appendix 2 details the number of sessions available through each type of provision along with the proposed time for Fife Council provision sessions to take place.

- 2.5 Parents will also be able to choose to blend the delivery models offered to meet their needs, with their child accessing a number of different providers as required. This blended model means that, for example, a child could attend 2 different ELC providers and split their funded entitlement between them as agreed with 2 x six hour sessions being accessed at a Fife Council provision and the remaining 18 hours being accessed at a partner organisation over 38 weeks of the year.
- 2.6 We have identified 13 settings across Fife where the term time model of delivery detailed above will be trialled from August 2018 for a maximum of 16 children in each setting for 1 year. This trial will allow us to further develop the term time option, enabling us to look at the structure of the day and ensuring we maintain a child centred learning approach for those children attending longer sessions. In some cases children offered a placement on the trial will also attend other providers so this will also allow us an opportunity to develop the blended approach further too.
- 2.7 We plan to extend the number of pilot scheme delivering 1140 hrs as additional ELC capacity is created across Fife. This will include both Fife Council Full Year Provision and Partner Provider provision. Revenue funding has been allocated by the Scottish Government as part of the multi-year funding package to allow phasing of 1140 hrs up to August 2020, at which point all children will be entitled to receive the additional hours.
- 2.8 A new Early Learning and Childcare Admissions Policy will need to be developed and agreed by November 2019 to reflect the new models available in August 2020. In line with the existing policy this will ensure that placements are allocated fairly and consistently across all settings in Fife from August 2020.
- 2.9 Across Fife we are expecting that approximately 50% of placements will be offered during 38 weeks of the year and 50% will be available for more weeks in line with previous parent consultation results. We estimate that just over 21% of these placements across Fife will be delivered through partner providers, based on current capacity available across the area, including over 6% of these partner provider placements being offered by childminders. The remaining placements will be provided in Fife Council settings.
- 2.10 In line with the Children and Young People (Scotland) Act we are required to consult with parents every 2 years to ensure that the options available meet the needs of families accessing ELC. The next consultation is scheduled to take place in Autumn 2018 and we will be able to consult on the proposed delivery model for 2020 and adjust the number of each type of placements available in line with results of that consultation.

- 2.11 The proposed delivery model offers a number of different options for parents whilst also allowing Fife Council staffing to be managed effectively, minimising the number of additional qualified staff required and delivering best value for the resources available.
- 2.12 National Quality Standards for all funded early learning and childcare settings are currently being developed by the Scottish Government and are due to be published in Autumn 2018. These are being developed to ensure all funded ELC provision is of high quality regardless of the type of provision accessed. All providers will need to meet this criteria in order to be eligible to offer funded ELC. These standards are expected to cover the qualification levels required by staff, the inspection results required for each setting and the financial sustainability of organisations.
- 2.13 Our procurement process for identifying partner organisations will need to be updated to reflect these requirements and we have extended our current contracts for 3 and 4 year old placements until July 2019 to allow this work to take place once information has been received on the new National Quality Standard. The process will also need to be more flexible than it currently is as we will be required to offer partnerships to all providers meeting the criteria if a parent requests that setting as their preferred deliverer of funded ELC for their child. This will allow delivery of funded ELC to be provider neutral in Fife based on parental choice.
- 2.14 A pilot procurement process for childminders to offer 2 year old placements in selected areas of Fife is currently open which is evaluating a more flexible approach for applying for partnership status. This allows applications for partnership to be made at any point throughout the term of the contract.
- 2.15 Another additional pilot project is running for childminders which is aligned with our apprenticeship programme. This offers childminders the chance of achieving an SVQ3 and we currently have 10 childminders undertaking their qualification under this scheme.
- 2.16 There is also an expectation as part of the National Quality Standards that all staff involved in delivering funded ELC will be paid at the Scottish Living Wage by August 2020, whoever the provider. As a result of this expectation the rate paid per hour to partner providers will need to increase. The current rate paid is £4 per hour but we propose to increase this year on year up to 2020 to allow partner providers to remain sustainable in the current climate. The multi-year funding package allows for a gradual increase in this rate up to 2020.
- 2.17 Education Scotland and the Care Inspectorate are currently developing a new shared approach to inspection which should be disseminated for consultation towards the end of 2018. This revised approach will be a constituent part of the National Quality Standards in ensuring quality remains at the heart of ELC delivery. Interim arrangements for procurement will need to be considered in relation to inspection results while the shared inspection approach is implemented across the sector. Due to the timescale for implementation, potential partners could have been assessed against different criteria if they haven't been inspected under the new arrangements when they apply for partnership.

- 2.18 In order to ensure quality is maintained and driven forward it is expected that the commissioning body (the Local Authority) will have a responsibility to monitor standards of quality of all ELC providers as well as supporting those services where quality falls below expected standards to improve. This will ensure those services can continue to offer funded ELC. We are looking to utilise the skills and knowledge of the central Early Years Team to support monitoring of standards and planning for training.
- 2.19 All staff currently employed by Fife Council in Early Learning and Childcare settings hold appropriate qualifications. It is not clear at the moment what the requirement will be for those employed in services in partnership with Fife Council or childminders however it is anticipated this will be clarified once the National Quality Standards are published.

3.0 Free Meal Entitlement

- 3.1 The Scottish Government have announced that free meal provision will be extended to eligible 2, 3 and 4 year olds in line with meals offered to Primary 1 - 3 aged children from August 2020 as part of the expansion programme. This means that all children attending ELC settings will be entitled to one free meal per day. This meal will be offered during the hours of attendance when accessing funded ELC.
- 3.2 Clarification is still required from the Scottish Government about parts of the scheme and the operational requirements for delivery. This is particularly relevant for blended models where a child may attend more than one ELC provider in any particular day.
- 3.3 The Scottish Government are estimating that only 70% of eligible children will take up their entitlement for a free meal based on uptake for primary meals but we expect that this will be higher given the context of the session times being offered to children. A percentage of primary aged children currently go home for lunch and we do not expect this to happen in the same way with nursery provision, thus increasing the uptake of meal entitlement.
- 3.4 Funding for meals based on Scottish Government estimates for population projections has been provided as part of the multi-year funding package for 1140 hours. The money allocated for those currently entitled to free meal provision within nursery has been increased year on year up to August 2020 with an additional funding element from that point onwards to cover all children. This year on year increase will allow those children entitled to a free meal under current legislation to access this provision if taking part in any of the trials offering 1140 hrs of funded early learning and childcare.
- 3.5 'Setting the Table' lists the nutritional guidance and food standards for Early Years childcare providers in Scotland. The aim is to ensure that children aged 0–5 in childcare settings across Scotland are offered healthy and nutritious meals, snacks and drinks.

- 3.6 Meals in Fife Council settings will be provided by Fife Council Catering Services in line with 'Setting the Table' guidance but there will be some requirements to upgrade existing facilities to allow for the increased demand to services to be delivered effectively. There are challenges around providing sufficient space within some settings to seat children when eating, particularly those based in Primary Schools where existing dining spaces are also used to deliver PE entitlement for primary aged children. Solutions will need to be developed individually to meet the needs of each setting.
- 3.7 Partner providers will be responsible for providing meals in their own settings in line with 'Setting the Table'. Funding will be provided for those children claiming their meal entitlement in these settings at a rate in line with Fife Councils rate to deliver of free meal provision.
- 3.8 A consultation on Welfare foods has also just concluded which is looking at milk and healthy snack provision for children under 5. There is an expectation that healthy snacks and milk will be provided as part of the delivery of 1140 hrs but funding for this is still to be finalised. Currently the costs of providing nursery milk is refunded through the Nursery Milk Scheme operated on behalf of the Department of Health.

4.0 Early Learning and Childcare Capital Programme

- 4.1 Additional capacity will be required across Fife to deliver the increase in entitlement to Early Learning and Childcare. Over the past 3 years, a programme of expansion has been developed by the Early Years team within Education and Children's Services and the School Estates team within Property Services in line with Scottish Government expectations to:
- Maximise the use of existing school estate capacity
 - Expand Partner provision where capacity allows
 - Use existing council facilities to increase capacity where suitable
 - Extend existing buildings to create additional capacity
 - Create additional capacity through new build nurseries
- 4.2 We have worked in partnership with other departments and organisations across Fife to maximise the use of existing properties. A number of innovate settings will be developed as part of the programme to deliver additional capacity.
- 4.3 Work is progressing on the Outside-In nursery concept at Capshard where a covered outdoor nursery space is included as part the agreed design. This links in with guidance developed by the Care Inspectorate about the ability to register outdoor space to increase capacity. This extension is due to be completed early 2019.
- 4.4 Fife Sports and Leisure Trust have identified additional capacity available in three of their leisure centres, namely Cowdenbeath, Duloch and Carnegie. These spaces were previously used to deliver crèche services for the Trust. We are planning to develop these to offer funded ELC instead. Work will be required to upgrade these facilities to meet current Care Inspectorate regulations but we hope that all these settings will be available to deliver funded ELC by August 2019.

- 4.5 We are also in the process of developing a dedicated nursery setting within the Methilhaven Care Home site in Methil. This has been designed to allow intergenerational learning to take place in an innovative and sector leading environment.
- 4.6 Work is continuing on developing the Outdoor model. A site identified at Ceres has required additional investigation work on its suitability for use as an outdoor nursery as it is registered as a site of special scientific interest. We have now received confirmation from Scottish National Heritage that part of the site is suitable for the development of an outdoor nursery. Further consultation with the local community to address any other concerns will be undertaken in the near future before planning permission is submitted for the support accommodation 'pod' required in this setting.
- 4.7 The nursery extension at Pathhead Primary School has now been completed and the nursery has moved back to the Primary School from its temporary home in the old Rosslyn School building. Some additional works are required to the old Rosslyn building and once these have been completed we will be able to offer additional capacity within the Kirkcaldy area to pilot 1140 hours.
- 4.8 Appendix 4 details the proposed building works across each Local Committee Area and the increase in capacity this will offer in these settings. Not all nurseries will require additional building work to be completed but additional capacity can be created by opening some of these setting for 49 weeks of the year instead of the current 38 weeks.
- 4.9 There is very clear criteria about what the capital funding allocated by the Scottish Government for the 1140 hours expansion can be used for. This cannot be used to reinstate or refurbish existing capacity; demolish existing buildings to clear sites; or to purchase land to build new nurseries on. For some of the projects identified it will be essential to undertake some of these activities to make the overall project work. In these cases we are proposing to utilise capital funding previously allocated to Early Years to deliver 600 hours.
- 4.10 A risk to the Capital Programme required for expansion is the different metrics used to calculate building costs per m2 by the Scottish Government to allocate funding and those used by Fife Council to estimate costs associated with the programme. The metrics used by the Scottish Government are untested in the marketplace but are based on the assumption that economies of scale can be achieved due to the size of the programme. There is also no contingency funding allocated by the Scottish Government for exceptional items such as non-standard ground conditions, contaminated sites, demolition costs, etc.
- 4.11 Appendix 5 shows the estimated Care Inspectorate capacity available for Early Learning and Childcare across each Committee area once the proposed building programme has been completed and expanded partner provision has been procured.

5.0 Workforce Development

- 5.1 A large number of additional qualified staff will be required to deliver this increase in capacity across all sectors of early learning and childcare provision. There is a recognition nationally that this will be challenging due to the number of new staff required across the sector, particularly in relation to the qualification levels being proposed in the National Quality Standards.
- 5.2 The Scottish Government have been promoting the sector over the last nine months through a national awareness campaign to highlight Early Years as a desirable career option along with increasing the number of funded places available in colleges to undertake relevant qualifications.
- 5.3 Fife College have been increasing the number of placements available on their HNC Childhood Practice course from 100 in 2016-17 and 164 in 2017-18 with a continued increase in places for academic session 18-19. The increase in people attaining suitable qualifications will enable additional staff to be appointed in line with expected phasing of 1140 hrs across Fife.
- 5.4 As highlighted in the previous Committee report of 29th August 2017 we have also been developing our own Early Years Officer Apprenticeship Programme to increase the workforce sufficiently to meet our projected requirements for August 2020. This programme allows us the opportunity to train staff within Fife Council settings where they can gain valuable experience while undertaking their qualification. Once qualified, apprentices are able to apply for permanent or temporary EYO posts with Fife Council. The table below shows the current level of expected uptake within this programme along with figures showing those who have achieved positive destinations:

Apprentice Early Years Officers							
Intake Date	Aug-16	Jan-17	Aug-17	Oct-17	Jan-18	Aug-18	Oct-18
Modern Apprentice	5	2	19	7	0	4	0
Apprentice (1140 Project)	0	0	0	23	26	26	25
Still within programme	0	1	18	27	26	26	n/a
Positive Destination	5	1	1	3	n/a	n/a	n/a

- 5.5 Modern Apprenticeships are funded through Skills Development Scotland and the qualification element is provided by West Lothian College. There is a specific age limit for this group where they must be between 16 and 24 to be eligible. This programme has been established for 2 years and the first cohort have successfully moved into positive destinations within the Early Years sector.

- 5.6 Apprentice Early Years Officers (1140 hrs project) are funded through the additional revenue funding for 1140 hrs received from the Scottish Government. The qualification element is facilitated through Fife Councils SQA Centre and there is no age restriction for this role meaning we have been successful in appointing a diverse age range of employees, giving us a better mix within early years workforce ensuring sustainability in the future.
- 5.7 We have also successfully recruited a number of male apprentices, who if successful in completing the qualification and being appointed to permanent posts would result in us increasing the number of male Early Years Officers by 120%. There is still a long way to go to balance the gender divide within the Early Years workforce but this is a positive start.
- 5.8 As part of the pilot projects being undertaken we require additional staff to be appointed to deliver the increased hours. We propose to appoint qualified staff on a permanent basis where possible as part of the pilot projects to ensure we can retain these employees in the future. By phasing the appointment of new employees up to August 2020 we will minimise the risk of appointing large numbers of new staff in one go.
- 5.9 In recognition of the difference highly qualified members of staff can make in closing the attainment gap, the Scottish Government previously announced their intention to fund an additional degree qualified member of staff in nurseries based in the 20% most significant areas of deprivation throughout Scotland. As part of the increased Revenue allocation for 1140 hrs Fife Council have been given funding to employ an additional 28 graduate level members of staff from August 2018. Following a job evaluation we have advertised these posts and have successfully appointed 25 Early Years Lead Officers. The additional 3 posts have been re-advertised and we are hoping to appoint these posts in the near future. Appendix 7 shows the list of nurseries who have been allocated an additional member of staff under this initiative.
- 5.10 In line with the opportunities listed above we have been developing a career progression pathway for Early Years staff which can be seen in Appendix 6. This highlights the opportunities for highly skilled and qualified staff to move into more senior roles within Fife Council, meaning we are more likely to retain staff within this sector in the future.
- 5.11 Following a review of the nursery teacher allocation in Fife we have recently undertaken a reorganisation of this team, changing it to a fully peripatetic teacher delivery model. In recognition of the expansion that will be required as part of 1140 hours we have increased the allocation of teacher time to partner providers, ensuring that all children across Fife have access to this important resource on a more equal footing. This reorganisation will also allow us to develop the expertise available within the nursery peripatetic team further through targeted delivery of appropriate training.
- 5.12 The seven Principal Teachers – Early Years (one per Local Committee Area) will be responsible for line managing the Peripatetic Nursery Teachers allocated to their area. They will also have responsibility for line managing the Early Years Development Officers based in their areas. In this way there will be a dedicated team for each area to support early learning and childcare across the sector. This will allow for targeted support to be co-ordinated and delivered effectively in line with the expectations of ensuring high quality early learning and childcare is delivered across all settings making best use of the resources available.

6.0 Conclusions

- 6.1 Work has been progressing successfully to develop the model for 1140 hrs of funded early learning and childcare and is currently on track, with challenges being met as they arise. Since confirmation of the multi-year funding package has been received from the Scottish Government we have been able to increase the rate of development, particularly around the phasing of 1140 hrs through pilot schemes.
- 6.2 Regular reviews of the approach are being undertaken to ensure that all necessary prerequisites to support delivery are being addressed. This includes ensuring that updated legislative requirements are considered as part of the programme as they emerge.
- 6.3 More detailed information on the building programme and updates on the progress of phasing will be made available at Local Area Committees between October and December 2018.

List of Appendices

1. Multi-year funding Allocation for 1140 hrs
2. Proposed 1140 hrs Delivery Model
3. Proposed Capital Projects
4. Projected Placements following Capital Investment and Procurement
5. Nurseries allocated Early Years Lead Officers
6. Fife Council Early Years Career Pathway

Background Papers

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

- [A Blueprint for 2020: The Expansion of Early Learning and Childcare](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Education and Children's Services Report \(August 2017\): Early Learning and Childcare](#)
- [Fife Parenting and Family Support Strategy](#)

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Multi-Year Funding Allocation for 1140hrs

	2017-18	2018-19	2019-20	2020-21	2021-22
Revenue*	£ 1.488m	£ 4.715m	£ 19.943m	£ 33.000m	£ 36.810m
Capital	£ 2.280m	£ 8.800m	£ 10.200m	£ 7.100m	£ 0m
TOTAL	£ 3.918m	£ 13.515m	£ 30.143m	£ 40.100m	£ 36.810m

*This allocation is in addition to the current annual revenue budget for delivery of 600 hours of ELC

Proposed 1140 hrs Deliver Model

Model	Session Length	No of Weeks
Fife Council Term Time	9am – 3pm Monday - Friday	38 weeks – 190 sessions (school term)
Fife Council Full Year	8am – 12.40pm Monday - Friday OR 1.20pm – 6.00pm Monday - Friday	49 weeks – 245 sessions (closed bank holidays, in-service days and week between Christmas and New Year)
Partner Provider	Between 2.5 hrs and 8 hrs per day Maximum 30 hrs per week* *Hours must be consistent each week to calculate payment	Min 38 weeks

Proposed Capital Projects

Capital Projects	Area Committee	Description	Increased Provision
Rosyth Resource Centre site	SW Fife	New Build	128
Inzievar Primary School	SW Fife	Major Refurbishment	14
Tulliallan Primary School	SW Fife	Major Refurbishment	24
St Serf's RC Primary School	SW Fife	Minor Refurbishment	20
			186

Capital Projects	Area Committee	Description	Increased Provision
Halbeath Community Centre site	Dunfermline	New Build	222
South Dunfermline site	Dunfermline	New Build	212
Touch Primary School	Dunfermline	Extension	32
Carnegie Leisure Centre	Dunfermline	Minor Refurbishment	48
Dulloch Leisure Centre	Dunfermline	Minor Refurbishment	48
Dulloch Outdoor Nursery	Dunfermline	Outdoor	15
			577

Capital Projects	Area Committee	Description	Increased Provision
Hill of Beath Community Centre site	Cowdenbeath	New Build	48
Lochgelly North Primary School site	Cowdenbeath	New Build	116
Foulford Primary School	Cowdenbeath	New Build	32
Clentry Nursery	Cowdenbeath	Extension	32
Dunmore Nursery	Cowdenbeath	Extension	40
Cardenden Primary School	Cowdenbeath	Major Refurbishment	58
Cowdenbeath Leisure Centre Phase 1	Cowdenbeath	Major Refurbishment	16
Cowdenbeath Leisure Centre Phase 2	Cowdenbeath	Major Refurbishment	44
			386

Capital Projects	Area Committee	Description	Increased Provision
Kinglassie Primary School grounds	Glenrothes	New Build	28
Pitteuchar East Primary School Nursery	Glenrothes	Extension	79
Southwood Primary School	Glenrothes	Major Refurbishment	68
Markinch Primary School	Glenrothes	Minor Refurbishment	24
			199

Capital Projects	Area Committee	Description	Increased Provision
Kirkcaldy North Community Hub site (Templehall)	Kirkcaldy	New Build	222
Capshard Primary School	Kirkcaldy	Extension	84
Pathhead Primary School	Kirkcaldy	Extension	70
Torbain Primary School	Kirkcaldy	Extension	34
Old Rosslyn School site	Kirkcaldy	Major Refurbishment	69
Burntisland Primary School Nursery	Kirkcaldy	Minor Refurbishment	24
			503

Capital Projects	Area Committee	Description	Increased Provision
Methilhaven Care Home and Nursery	Levenmouth	New Build	78
Kennoway Primary School	Levenmouth	Extension	54
East Wemyss Primary School	Levenmouth	Major Refurbishment	48
Balcurvie Primary School	Levenmouth	Minor Refurbishment	24
St. Agatha's RC Primary School	Levenmouth	Minor Refurbishment	48
			252

Capital Projects	Area Committee	Description	Increased Provision
Leuchars Primary School grounds	NE Fife	New Build	42
Newburgh Primary School grounds	NE Fife	New Build	32
Auchtermuchty Primary School	NE Fife	Extension	16
St. Monan's Primary School	NE Fife	Extension	10
Ceres Outdoor Nursery	NE Fife	Outdoor	15
Crail Outdoor Nursery	NE Fife	Outdoor	15
Springfield Outdoor Nursery	NE Fife	Outdoor	15
			145

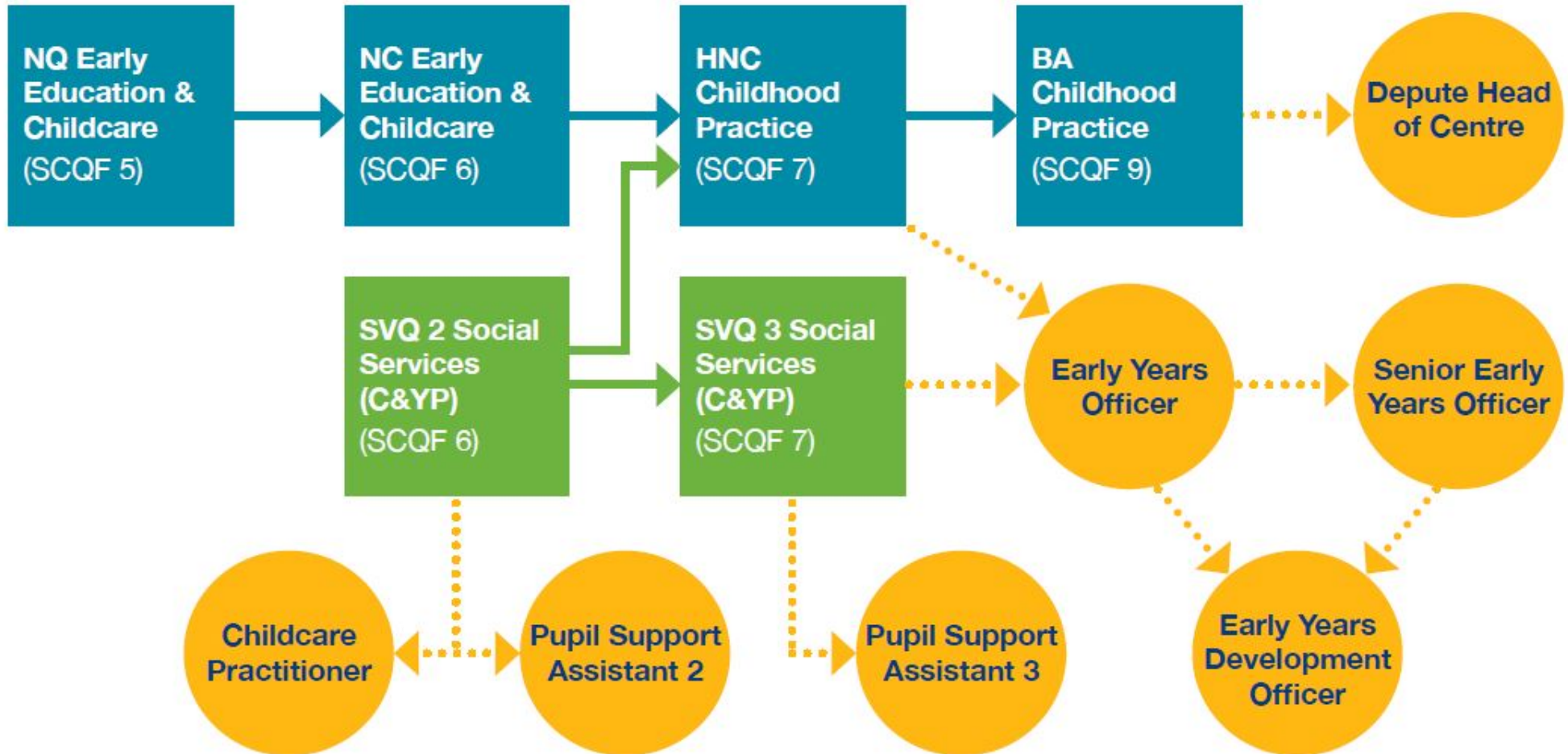
Projected Placements following Capital Investment and Procurement

Placements	SW Fife	Dunfermline	Cowdenbeath	Glenrothes	Kirkcaldy	Levenmouth	NE Fife	Total	% of Capacity
Fife Council	1060	1358	1158	1113	1377	781	1086	7933	78.96%
Partner Provider	86	320	56	131	180	115	233	1121	11.16%
Playgroup	16	56	0	24	65	16	143	320	3.19%
Childminder	75	151	54	106	114	56	117	673	6.70%
	1237	1885	1268	1374	1736	968	1579	10047	100.00%

Nurseries allocated Early Years Lead Officers

Pathhead PS	Kirkcaldy
Paxton Nursery	Levenmouth
Ladybird Family Nurture Centre	Glenrothes
Valley PS	Kirkcaldy
Southwood PS	Glenrothes
Buckhaven PS	Levenmouth
Cowdenbeath PS	Cowdenbeath & Lochgelly
St. Briodes RC PS	Cowdenbeath & Lochgelly
Benarty PS & Dunmore Nursery	Cowdenbeath & Lochgelly
St. Kenneths RC PS	Cowdenbeath & Lochgelly
Inzievar PS	South West Fife
Fair Isle Family Nurture Centre	Kirkcaldy
Woodlands Family Nurture Centre	Levenmouth
Thornton PS	Glenrothes
Kirkcaldy North PS	Kirkcaldy
Lynburn PS	Dunfermline
Beanstalk Family Nurture Centre	Dunfermline
Cardenden PS	Cowdenbeath & Lochgelly
Denend PS	Cowdenbeath & Lochgelly
St. Ninian's RC PS	Cowdenbeath & Lochgelly
Dysart PS	Kirkcaldy
Kennoway PS & Peek-A-Boo Nursery	Levenmouth
Denbeath PS & Poppyview Family Centre	Levenmouth
Leslie PS	Glenrothes
St. Serf's RC PS	South West Fife
Sunflower Family Nurture Centre & Lochgelly West PS	Cowdenbeath & Lochgelly
Mountfleurie PS & Springfield PS	North East Fife & Levenmouth
Rimbleton PS	Glenrothes

Fife Council Early Years Career Pathway



28 August 2018
Agenda Item No. 5

A Better Connected Directorate for 2020

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

Wards Affected: All

Purpose

The purpose of this report is to provide a progress update on the work undertaken by Education and Children's Services in becoming 'A Better Connected Directorate' (ABCD).

Recommendation(s)

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

1. Provide comment and suggestions on the progress made on the directorate re-design.
2. Approve next steps identified for the roll out of the model in a transition phase to 2020.

Resource Implications

The re-design utilises existing resources. The move to a locality model involves a reduction in resources currently provided by central services and a shift to stronger collaboration and better use of resources within local areas. Better connections across services should support schools in making informed decisions on Pupil Equity Fund spend.

Legal & Risk Implications

Central to the locality model is collaboration. New arrangements and approaches will take time to evolve and embed fully to ensure success in improving outcomes.

Impact Assessment

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

Consultation

This work involves on-going consultation with staff from across the workforce and with Trade Unions.

1.0 Background

- 1.1 At the Education & Children's Services Committee in March 2018, members endorsed the vision for Education and Children's Services to become 'A Better Connected Directorate'. The proposals for the directorate re-design involve a move towards a locality model of working with a shift from central support to a strengthening of local services and the development of more self-improving systems.
- 1.2 The ABCD initiative is a year into a practical programme which aims to culminate in 2020. Much activity has centred on the development of the necessary supporting structures to deliver an ambitious vision. Attention has also been directed towards the pilot exercise in Kirkcaldy, to nurture its development and capture the key learning that has emerged.
- 1.3 It was agreed at the committee meeting in March that an elected member workshop would be arranged and a further progress report submitted to enable consideration of how the model could be developed and rolled out across Fife by 2020. The workshop took place on Monday 25th June 2018 and the following three main delivery mechanisms of the re-design were shared and discussed:
 1. **A Strategic Governance System** – the creation of a more collaborative approach to the strategic work of the directorate, focusing on nine key strategic areas, directly linking to the national improvement framework priorities.
 2. **Local Improvement Forums** – a collaboration of Headteachers from across clusters working with Education Managers and other professionals, to support continuous improvement of schools and early learning centres.
 3. **Locality Networks** – a collaboration of leaders working in the same local area from across all Children's Services, working together to improve outcomes for children, young people, families and victims of crime, particularly those most vulnerable and in need of support.
- 1.4 An independent review of ABCD has taken place culminating in 'A Better Connected Directorate for 2020' report by Graham Short (see appendix A). This review involved discussion with colleagues involved in service delivery in Kirkcaldy as part of the pilot and with officers supporting broader ABCD developments. A wide range of documentation, including policy and position papers, have also been considered together with the outcomes from leadership group discussions and other staff meetings conducted within Fife. The contents of the review will provide learning in support of a major conference scheduled to be held in September 2018.
- 1.5 The Education and Children's Services Directorate leadership re-structure has begun, with Heads of Service reducing from 5 to 4; Education Officers becoming Education Managers and reducing from 12 to 9 and related roles and remits being reviewed to reflect the directorate re-design (see appendix B). An overview of the progress made to date relating to the three main service delivery mechanisms of the re-design is outlined below.

2.0 Progress Update

2.1 A **Strategic Governance System** is being developed in response to the need for greater collaboration and a more focussed approach to the strategic developments of the directorate. The new system will involve an overarching governance group overseeing nine key development areas (see appendix C), led by steering groups and related workstreams. Through this self-improving system, the directorate will be able to:

- provide a clear and coherent structure for development work enabling stronger connections across strategic areas, sharper focus on agreed priorities, and streamlining of directorate groups;
- ensure Headteachers, Deputes and a wide range of professionals are directly involved and engaged in strategic development work to ensure greater collaboration and ownership of directorate developments;
- enable effective two-way communication with schools, early learning centres, clusters and Local Improvement Forums on the strategic work and developments of the directorate.

2.2 Five **Local Improvement Forums** (LIFs) are being established to support the development of a self-improving school led system at a local level. This involves collaboration between Headteachers from across a group of Clusters, Education Managers and a range of other professionals. Schools may also be involved in other collaborations such as the Regional Improvement Collaborative, the Locality Networks, sector specific collaborations and through collaborations they arrange themselves across Fife and outwith Fife. The LIFs will ensure the directorate can:

- provide a wider support network for Headteachers to ensure continuous school improvement and shared professional development, including work shadowing and networking for staff at all levels;
- enable Headteachers to have greater influence and ownership of the local agenda, based on local data and the needs identified by the early learning centres, schools and clusters involved;
- ensure strategic developments can easily be accessed and utilised in response to local need and to enable LIFs to make requests for new developments to be taken forward.

2.3 Seven **Local Area Networks** are being established to help strengthen local services that will enable decision making and delivery of improvements at a local level. This is the element of the directorate re-design that has been piloted in the Kirkcaldy area. The learning gained through the pilot work is described below.

- Those already involved have described a new level of professional understanding and trust that goes beyond a description of principles, systems and processes. They have developed a deeper knowledge and understanding of one another's work with an appreciation of the differing sets of pressures on services.
- Members of the pilot group feel there is great value in knowing about the range of services available in the local area, the provision on offer and clear points of contact.

- Colleagues feel they have gained higher job satisfaction from the ability of being able to make on-going contact with colleagues in other services to discuss issues and to seek advice. This facility had provided a motivating dimension to work across services and has led to reporting of quicker responses to meeting identified need .
- Colleagues in the Kirkcaldy Pilot ascribed a high value to those activities which involved collaborative working in common areas of work. The most valuable was identified as work shadowing.

2.4 Throughout the development of ABCD, the engagement of staff in the process has been of central importance. A consultation took place with colleagues from across a wide range of teams and services within Education and Children's Services to ascertain views on the potential for Locality Networks and Local Improvement Forums to lead to improved experiences and outcomes. The views elicited were almost all positive and offered constructive opinions (see appendix A, page 12).

2.5 The Locality Networks originally involved the Education & Children's Services Directorate only, however there is a recognition that this work would be further enhanced by involving all Children's Services partners. Agreement has now been reached across the Children's Services Partnership for the networks to become Children's Services Networks. These networks will replace the Local GIR Groups and Local Early Years Groups.

2.6 The networks will deliver the Children's Services 'Opportunities for All' aspects of the Plan4Fife at a local area level. The networks will contribute, consider and respond to local data and intelligence as a partnership and agree local actions. It is essential that the work of Children's Services is firmly located at a local level as part of the Plan4Fife. Discussions are underway to look at how best to make that happen building on the Kirkcaldy pilot.

3.0 Next Steps

3.1 The ABCD initiative has been reviewed as highly worthwhile and is valued by the staff involved. Improved outcomes are presently being realised in terms of higher levels of integrated professional working with increased inter-service knowledge, trust and confidence. The indications are that this is resulting in streamlining of work, more appropriate referrals between services and therefore an ability to better respond to the needs of children. These early successes merit the extension of ABCD to all areas of Fife. It is however essential that the benefits associated with ABCD are made clear to all stakeholders as we move forward to implementing the directorate re-design in a transition phase to 2020. The review of the Kirkcaldy pilot and the wider work that has been undertaken in relation to ABCD, highlights the following 10 key aspects:

- The driver for ABCD is to secure better outcomes for children young people and their families.
- The Kirkcaldy pilot has revealed, and addressed, areas in professional knowledge which have been challenges to interagency work.

- Activities where professionals collaborate to solve shared problems or where they are offered opportunities to work together, as in work shadowing, are the most effective and efficient way to achieve the aims of ABCD.
- The ABCD approach is important to individual services to remove barriers.
- New structures, processes, meetings and groupings should replace and streamline existing arrangements to increase clarity of, reduce workload and minimise bureaucracy.
- Development should proceed by balancing theoretical issues with the practicalities of service delivery.
- Wherever possible in-house expertise should be used.
- The independent facilitation of inter-service discussions is important.
- Where appropriate, decisions should be taken as close as possible to where the service is delivered by the professionals who know the children, young people, families and communities best.
- ABCD is a positive and worthwhile initiative which carries real and demonstrable benefits which should be available across Fife.

3.2 It is envisaged that ABCD will be fully rolled out across Fife by 2020. The Education & Children’s Services annual conference due to take place in September, with attendance from partners from across all Children’s Services, will be an important milestone at the start of this transition phase.

3.3 The first exploratory phase of ABCD has been enabled by a comprehensive and detailed programme of engagement involving discussion with key leadership groups. It will be essential as we move forwards that on-going communication and engagement continues in order to share the benefits and challenges experienced in the next phase to 2019, with a further review taking place before full implementation in 2020

4.0 Conclusions

4.1 Evaluation of the progress made to date appears to be very positive and this early success provides confidence in moving forwards to a transition phase across all areas of Fife.

4.2 In a time of significant change in education and children’s services nationally, we are aiming to ensure a re-design in Fife that takes account of any new legislation or guidance. The ABCD work places us in a very strong position to deliver on ‘Getting it Right for Every Child; Community Empowerment Act and the Empowering schools agenda. This in turn will allow us to continue to improve outcomes for our children and young people giving them the best possible chances in life.

List of Appendices

- Appendix A – Report - A Better Connected Directorate for 2020 by Graham Short
- Appendix B – Directorate Leadership Structure
- Appendix C – Strategic Overview Diagram

Background Papers

N/A

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**A Better Connected Directorate Towards 2020
Report**



Graham R Short MBE, TD, MA(Cantab), MEd

August 2018

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Executive Summary

Rationale for change

Fife Council has a record of openness to change with a priority to better outcomes for children exemplified by the creation of the Education and Children's Services Directorate. This positive move to service integration focused on better outcomes has been recognised by the Care inspectorate. It is an approach that is consistent with the principles of best value, the findings of the Christie Commission, and the outcomes from academic research and government advice. This approach is now captured in the Local Outcomes Improvement Plan (LOIP), "Plan4Fife". The time is right therefore to take this to the next stage through "A Better connected Directorate towards 2020"(ABCD).

The journey

ABCD is a year into its journey. Its development has been supported by the extensive preparation of strategic papers, a project management structure and development of a pilot project in the Kirkcaldy area. Four workstreams focused on the priority areas of roles and responsibilities, streamlining referral processes, identifying opportunities for joint working, and collaboration on innovation and improvement. As a result of this work the ABCD project is ready for expansion to the rest of Fife and the inclusion of additional partners.

Engagement of staff

To enable progress at a sufficient rate a key feature of ABCD has been an extensive exercise in staff engagement. This has included meetings with leadership groups and some in-depth work facilitated by organisational development to review the "wicked issues" and the way forward. A focused programme of staff engagement should be a feature of any project expansion.

Kirkcaldy local pilot

Stakeholders were of the general view that the pilot is successful meriting adoption elsewhere. The main benefit has been in the growth in professional trust and confidence between services. This is resulting in more focused activity capable of delivering better outcomes for children, young people and families and securing appropriate early intervention. A number of lessons have emerged:

- ABCD is a positive and worthwhile initiative.
- The need to focus on outcomes and added value – for children, young people, families and professionals.
- Gaps in professional knowledge which are barriers to interagency work can be overcome.
- When professionals collaborate to solve shared problems better connections result.
- Removing barriers within services are as important as between services.
- ABCD is an opportunity to streamline processes and remove bureaucracy.
- Change processes should balance theory with practical outcomes.
- In-house expertise should be used to support change.
- Independent facilitation of inter-service discussions is beneficial.
- Decisions are best taken by staff who know the children, young people their families and their communities.

Use of these lessons together with the principles for guiding action developed by the pilot will expedite developments as the project expands and will assist colleagues in clarifying issues from the outset whilst not compromising the value of joint problem solving.

The practical steps to take in all areas

As a result of the experience gained it is possible to identify a number of practical steps to extend the project effectively. An important precursor is to ensure that there is maximum connection within services to ensure a consistency of approach. Staff need to understand the context of the initiative including its potential benefits. A considered programme of communication and engagement will help with this. Such activity will allow colleagues to gain an understanding of “the 2020 space” and that this professionally based model allows them to develop their own solutions to local problems and make their own decisions. To do this they require to identify productive, “value-added” opportunities for collaboration. A range of in-house and external experience and expertise is available to support colleagues but requires identification. Kantor profiling may be helpful to some participants. Opportunities should be taken to identify areas where it is possible to reduce duplication and streamline activity.

Timeline for support to other areas

It is desirable to implement ABCD across Fife by September 2019 to ensure that the programme is fully integrated into practice by June 2020.

Inclusion of other changes to support ABCD

To sustain and expand ABCD the project should be surrounded by review of some wider processes including staff recruitment and selection; professional review and development with associated programmes of leadership and career long professional learning; and improvement planning. It will be essential to maintain the present momentum and high expectations. A vital element will be careful consideration of how new partners are introduced to the Kirkcaldy pilot and the expanded programme across Fife.

Development of the strategic component as part of ABCD

A strong strategic component reinforcing a clear direction of travel will be essential to the successful expansion of the project and its eventual integration into the life of the department as a way of working. This will require a continuing review of existing systems together with the financial pressures on the directorate and its partners to ensure sustainability and that best use is being made of the Plan4Fife. A high priority will be to ensure a broad base of stakeholder engagement.

Local Improvement Forums

The successful development of the Local Improvement Forums will be important to the future development of ABCD reflecting a change in balance from central determination of services to a system tailored to local needs and priorities. The Local Improvement Forums also offer an opportunity to reduce bureaucracy and simplify systems.

Conclusion

ABCD is a positive and well-received initiative with the potential for a new model of professional partnership to deliver better outcomes more efficiently for children, young people and families true to the ideals of GIRFEC. It has the potential to offer a modern, forward-looking and sustainable model capable of responding to local needs and individual circumstances enabling the authority and its partners to fulfil their statutory obligations into the future.

Acknowledgement

The production of this report would not have been possible without the co-operation of colleagues in Fife Council, mainly from the Education and Children's Services Directorate, who gave generously of their time to participate in open and professional discussions and by providing copies of key documents.

The report author is particularly grateful to Elaine Ferguson for arranging meetings and for her efficient help with the necessary administrative arrangements.

Scope and Methodology

"ABCD" is the approach being taken by Fife Education and Children's Services under its full title of "A Better Connected Directorate towards 2020".¹

This review of ABCD is the product of a scoping exercise provided by the Fife Education and Children's Services Directorate. It has the aim of providing a short, practically focused report which will use the experience gained so far to prepare for the next stages of development in the ABCD initiative across the Fife area. The information and recommended actions of this review will provide learning in support of a major conference scheduled to be held in September 2018.

The initiative includes a pilot exercise in the Kirkcaldy area developed from a vision for service development across Fife. It directly involves colleagues from children and families' social services, schools and other educational services in Kirkcaldy and is supported by centrally-based staff including the human resources service. In the future it is hoped that a wider group of partnership services will become involved. This review involved discussion, either face-to-face or by telephone, with colleagues involved in service delivery in Kirkcaldy as part of the pilot and with officers supporting wider ABCD developments. A wide range of documentation including policy and position papers have also been considered together with the outcomes from leadership group discussions and other staff meetings conducted within Fife. A list of the documents consulted is provided at Appendix 1. A detailed analysis across the range of research and policy papers available nationally was beyond the scope of this review and was, in any case, unnecessary given the comprehensive approach taken to developing the ABCD initiative in Fife from the outset.

¹ "ABCD" as used should not be confused with "Assets Based Community Development" which is a complementary, but different idea.

Rationale for Change

The rationale for change is found in four inter-related origins:

- National developments
- The Fife approach to improving services
- Practice developments in Fife
- Academic research

National developments

The council's statutory responsibilities to secure high quality and continuously improving services that are efficient and responsive are mainly found in the requirements for Best Value (see Diagram 1, below.)² These requirements have assumed a new importance due to the increasing pressures on public service budgets across all agencies caused by raised expectations and diminishing resources. There are also particular, separate, legal requirements to secure "adequate and efficient" and improving educational services.³

Diagram 1 – Best Value themes



These responsibilities also find expression in the recommendations of the Christie Commission⁴, the "four pillars" of which are a recurrent reference point for Scottish public services and Fife, and which were considered at the outset of ABCD:

- *"Public services are built around people and communities, their needs, aspirations, capacities and skills and work to build up their autonomy and resilience;*

² Page 7, Best Value in Public Services, Guidance for Accountable Officers, Scottish Government, 2011

³ The Education (Scotland) Act, 1980, as amended

⁴ Commission on the Future Delivery of Public Services (The Report of the Christie Commission), The Scottish Government, 2011.

- *Public service organisations work together effectively to achieve outcomes;*
- *Public service organisations prioritise prevention, reducing inequalities and promoting equality;*
- *All public services constantly seek to improve performance and reduce costs, and are open, transparent and accountable.”*

The existing imperatives to deliver services in response to local needs and aspirations have been given a new impetus as a consequence of the terms of Community Empowerment (Scotland) Act 2015. This in turn has driven national policy with a particular impact on educational services through the national improvement framework and the statutory guidance on improvement planning and reporting issued in the wake of the Education (Scotland) Act, 2016. It has further reinforced the emphasis on the rights of the child and the need to take child-centred approaches found in the Children and Young People (Scotland) Act, 2014 which is of particular (but not exclusive) importance in children’s social work services.

The Fife approach to improving services

By the creation of an Education and Children’s Services Directorate in January 2015 Fife Council recognised the potential advantages to service delivery from unifying the two major service areas reflected in the title of the new Directorate. By doing so it created a significant opportunity for colleagues who have a shared interest in better outcomes for children, but who have different foci and priorities, contrasting organisational structures, and who carry different traditions in professional practice.

Fife, as an employer, has an open approach that encourages change and which finds expression in the Council’s Enabling Change programme.

Practice developments

The progress made by Fife Council, and the direction of future development has been recognised by the Care Inspectorate:

“Leaders have managed to secure the confidence of their staff through a time of significant organisational change and have demonstrated how strengthened joint working is leading to more effective processes which, in time, should lead to improved outcomes for children and young people.”⁵

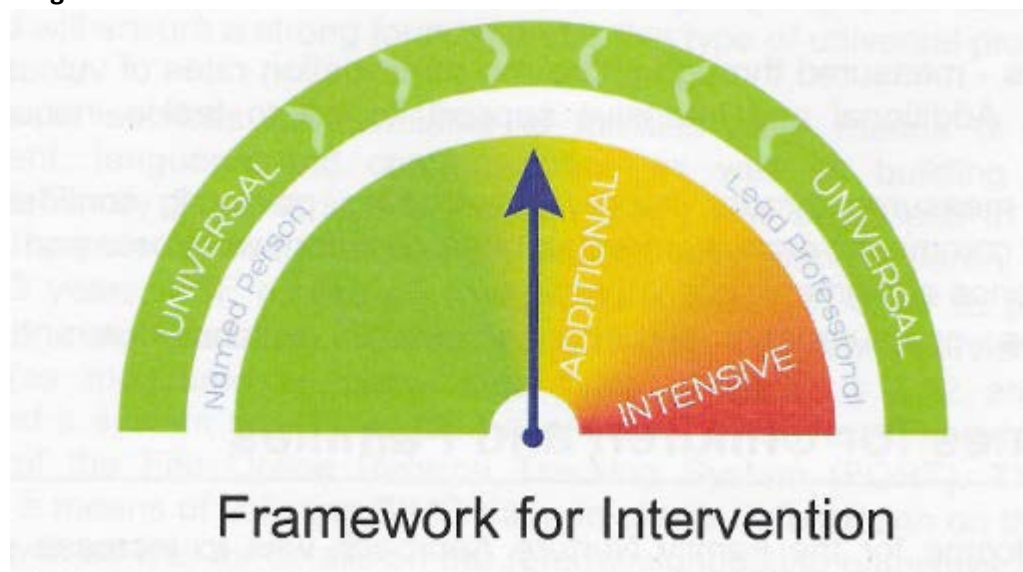
Services in Fife have a good record of interagency work and the adoption of a co-ordinated and strategic approach to the delivery of Getting It Right For Every Child (GIRFEC). This was described in detail in a report to the Education, Health and Social Care Scrutiny Committee on 05 June 2016 entitled *“Evaluation of the Family Nurture Approach”*. That report provided an overall model, illustrated in diagram 2, for the co-ordination of services focused on better outcomes for children and young people.⁶ The same report described the benefits of collaboration, significantly presaging national developments around this concept.⁷

⁵ Page 28, Services for children and young people in Fife, Report of a joint inspection, Care Inspectorate, March 2016

⁶ Paragraph 1.5, Evaluation of the Family Nurture Approach, Education, Health and Social Care Scrutiny Committee, 05 June 2016

⁷ Paragraph 4.2, *ibid*

Diagram 2: The Framework for Intervention in Fife⁸



As the confidence of working in an integrated department increased and the potential for further improving outcomes for children and young people were recognised it was logical to bring forward the proposals for A Better Connected Directorate Towards 2020(ABCD) in a formal report.⁹ This report was the result of detailed discussions and evidence gathering within the Education and Children’s Services Directorate and its leadership groups.

Research and advice

Fife has drawn on international research and advice to strengthen the case for change. For example, the work of Professor John Hattie pointed to the need to “de-isolate” professionals and to embrace collaboration. These ideas are also central to the view of the Organisation for Economic Development on Scottish Education and the report from the International Council of Education Advisers established by the Scottish Government.¹⁰ A development strategy that is directly related to a clear vision that is sensitive to local variables and employee feedback is more likely to be successful than traditional leadership development programmes.¹¹ The work of Professor Keith Grint, has been influential for Fife. Grint advocates a sophisticated approach to resolving the “wicked issues” faced by complex organisations.¹²

Summary

The Education and Children’s Service’s Directorate has reached a stage in its development where sufficient confidence and experience has been gained to take service collaboration to the next level. Such a development is demanded by the wider national context of financial constraints (see Appendix 2 extract from Plan4Fife), best value and the calls for better co-ordination of services to secure improved outcomes. It can be fully justified by a wider body of evidence and advice, which

⁹ A Better Connected Directorate for 2020, Education and Children’s Services Committee, 27 March 2018

¹⁰ Page 3, International Council for Education Advisers, Report 2016-18.

¹¹ Why Leadership Training Fails, Beer M., Finnstrom M and Schrader D, Harvard Business Review, October 2016

¹² Wicked Problems and Clumsy Solutions: the Role of Leadership, Grint K, Clinical Leader Volume I Number II, December 2008

points to a need for a new model based on the professionalism of staff and the development of a sophisticated approach to improving outcomes for children and young people.

The Journey So Far

The ABCD initiative is a year into a practical programme which aims to culminate in 2020. Much activity has centred on the development of the necessary supporting structures to deliver an ambitious vision. Attention has also been directed towards the pilot exercise in Kirkcaldy, to nurture its development and capture the key learning that emerges.

ABCD has developed from the leadership programme for senior managers instituted from 2016 and the start of the newly integrated Education and Children's Service directorate of 2015. This wider programme resulted from the consideration of five leadership areas and more detailed studies of five "wicked problems". An independent review of integrated working within Education and Children's Services was also commissioned. As a result of this background activity chief officer approval was given for continuation of the work as "A Better Connected Directorate" with a requirement to develop a design brief for improved locality working and the identification of a pilot in the Kirkcaldy area.

The initial "*Planning for Integrated Locality Models; Draft Starter Paper for the Integrated Locality Working Change Team Activity*" set out the approach by establishing parameters of the change process in terms of key organisational aspects including establishing change teams, the engagement with staff, setting targets and timescales, and links to local outcomes improvement plan and wider strategy. Six principles for future working were established. A structure for project management has been established under the guidance of an ABCD Co-ordinating Group.

Four main workstream groups were established:

- Workstream 1: exploring the roles and responsibilities of individuals and teams supporting children, young people, families and victims of crime to provide clarity on the support to be provided from central services and those that will be redistributed to local establishments and services.
- Workstream 2: reviewing and streamlining referral processes and groups resulting in improved services and systems to offer more responsive support for children and young people, families and victims of crime.
- Workstream 3: reviewing opportunities for joint working within the directorate and across children's services through a locality based model, involving a more structured and effective network that supports children and families at a local level.
- Workstream 4: exploring ways to ensure greater collaboration, innovation and improvement through a range of developments such as a new model of school improvement, exploring generation of income and revised opportunities for shared workforce development across the directorate and joint local practice development with Children's services partners.

In parallel to the governance of the ABCD project, an overall vision of service governance was developed with three elements:

- A Strategic Governance Group – creating a strategic approach to change and development across the directorate.
- Local Improvement Forum – a collaboration of education officers and headteachers across system at local level articulating with other collaboratives clusters and sectors within a defined area, to support the development of a self-improving system at local level

- Locality Network – a collaboration of leaders from across Education and Children’s Services working together to improve outcomes for children, young people and families, particularly those most vulnerable and in need of support.

These developments have been supported as part of Fife’s leadership development programme which is evaluated formally and has run through 2016/17 and 2018. This programme has given emphasis to effective collaboration at local level and featured two elements which most stakeholders view as important to the ABCD development: Kantor Leadership profiling, and the input from Professor Grint on “wicked issues”.

A stage has now been reached where the original collaboration which began with representation from schools, children and families social work, educational psychology, criminal justice and family support has now expanded to begin to include key partners such as community learning and development, the NHS, housing, Police Scotland and the third sector.

Summary

Substantial progress has been made in planning and creating the structures and organisational pre-conditions for ABCD. The learning from the Kirkcaldy pilot will be of central importance in informing the next stages of development and the extension of ABCD across Fife together with the inclusion of a wider partnership of services.

Engagement of Staff

Throughout the development of ABCD, the engagement of staff in the process has been of central importance. A detailed consultation took place with colleagues from across a wide range of teams and services within Education and Children’s Services to ascertain views on the potential for Locality Networks to improve outcomes for children, young people and families. This was complemented by a compilation of views on what would make such networks function effectively. The views elicited were almost all positive and offered constructive opinions (see Table 1 below). Similarly, alternatives were sought to the prevailing range of meetings together with the associated challenges and benefits. Again there was a majority supporting change.

Table 1: Results from staff engagement session

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree	N=
I think a locality network has the potential to help me improve outcomes for the children, young people and families I work with.	37.7%	41.5%	20.8%	0	0	53
I would welcome alternatives to the current range of meetings I attend/submit paperwork to, in order to access support for the children, young people and families I work with.	34.5%	58.6%	6.9%	0	0	29
I think grouping clusters together to create a Local Improvement Forum has the potential to be more beneficial than the current arrangements	50%	0	33.3%	16.7%	0	6

During 2018 there have been a range of leadership group meetings and which ABCD and related issues have been described, as they have developed and views have been sought. These briefings and discussions have included:

- Area Leadership Meetings
- SW Forum input
- Officer briefings
- Officer engagement on ABCD including budget savings
- Directorate Leadership Group where ABCD is a standing item
- Secondary headteachers’ meeting
- Information for elected member through a committee report on 27 March 2018
- The Local Negotiating Committee for Teachers/Education Forum – has a sub group to discuss ABCD

As indicated in the previous section the leadership development programme has included specific input on topics directly related to ABCD with staff views being elicited on the content and delivery of the programme.

Kirkcaldy Local Pilot

The Kirkcaldy area was chosen for the pilot exercise with the specific brief to identify and address barriers which prevent services getting the right support to children, young people and families who need it at the right time.

An action enquiry approach was taken supported by a departmental head of service and an officer from Human Resources Workforce and Organisational Development. The Kirkcaldy Locality Leadership Collaborative is the main vehicle for change combining a leadership learning programme for multi-disciplinary practitioners with the space and support to redesign services. The Pilot established an agreed set of principles:

- *“We are all working in the interests of children, young people and families.*
- *We aim to work in partnership with children, young people and families by developing respectful and constructive relationships with them.*
- *We work in partnership with one another to provide better services for children, young people and families.*
- *We respect and trust one another’s professional roles and areas of expertise.*
- *We expect one another to carry out robust assessments with clear evidence of need before approaching other services for their support.*
- *We are willing to have robust discussions with one another which will at times include professional disagreements, but we will not allow such challenges to feel personal or to impact on the quality of joined up working.”*

In addition, the pilot identified a number of areas which it was believed would make a difference. These areas are summarised in Table 2 below:

Table 2: Summary of Actions Agreed in the Kirkcaldy Pilot

Area	Associated Action
Communication and professional support.	Promotion of professional discussion and advice between colleagues. Building relationships through shadowing, networking, direct contact and collaborative working. Leaders role modelling. Known and agreed points of contact between services. Active promotion of GIRFEC and CWP
Effective implementation of the child wellbeing pathway (CWP)	Appropriate knowledge and use of CWP. Commitment to GIR practice sessions. Culture of support and challenge within and between services on CWP.
Requests for assistance	Development of a proforma Use of written guidance on process Use of a clear communication strategy Multi-agency awareness raising training An evaluative framework to determine effectiveness.
Local moderation and responsiveness, decision making and resource allocation	Develop a “Locality Leadership Network”. Rationalisation of decision making groups to support to a locality. Increase consultation and outreach support to build capacity as an alternative to placement requests. Review and refresh group membership. Identify further existing local resources which could be beneficially used. Identify and promote current aspects of GIR working

The areas of interest and associated actions identified in Table 2 are helpful in that they have the potential for ease of adoption by other localities throughout Fife. In particular, stakeholders particularly identified work shadowing as being highly effective as a means of progressing the project. Table 2 does not, however, completely capture the key strength and benefit of the ABCD work identified by almost all of the stakeholders as part of this review. Stakeholders identified fundamental barriers to interagency work that had been removed or reduced in the Kirkcaldy pilot. For example:

- School staff had gained a new understanding of the depth and intensity of problems faced by families and the pressure this placed on social work staff.
- Social work staff had not realised that guidance staff had timetabled class teaching commitments nor the diversity and pace of issues being faced by schools.
- It was now easier to engage in discussions that are professionally challenging and to feel more supported.

This successful identification and resolution of the fundamental sources of professional misunderstanding is a key strength of ABCD work so far. That area of strength has been captured in the May 2018 paper produced by the Kirkcaldy Pilot under the heading “Kirkcaldy Local Leadership Pilot”:

“This will require local leaders to promote and support:

- *resolving rather than escalating issues*
- *the Team Around the Child (TAC) to feel empowered to make decisions*
- *if there are disagreements that cannot be resolved by the TAC, local leaders from the involved services will support a local resolution*
- *escalation to more senior service level managers should only happen if there are intractable professional disagreements between services”*

This statement is helpful but stakeholders provided strong and almost universal views that ABCD had promoted a level of professional understanding and trust that went beyond a simple description of principles, systems and processes. The colleagues involved had developed a deeper knowledge and understanding of one another’s work with an appreciation of the differing sets of pressures on services. This was manifest in a professional empathy that had actively reduced inter-service frustrations and an understanding of why a partner might not respond to an approach in the way anticipated or hoped-for in the past. This new understanding was seen as having the potential to improve outcomes for children, young people and families by reducing the “noise” in the system through inappropriate referrals; providing immediate solutions to issues since matters were being dealt with instead of being merely put into a referral system; reductions in workload; and ultimate liberation of resources to deal with the appropriate referrals. Colleagues had also gained much task-related satisfaction from the ability of being able to contact, informally, someone in another service they regarded as a “professional friend”, whom they trusted, to discuss issues and to seek advice. This facility had provided a new and motivating dimension to work across services.

Key Principles Learned

ABCD should be seen as a change programme that carries its own intrinsic merit setting it apart from other organisational restructuring which may be driven by budget changes or other service efficiency needs. It is about better services for children, young people and families across the complete range of provision and is not driven by the needs of any individual service over any other. Against this background, from the Kirkcaldy pilot and the wider work that has been undertaken in relation to ABCD, the following key learning emerges:

1. ABCD is a positive and worthwhile initiative which carries real and demonstrable benefits which should be available across Fife.
2. Focus on outcomes – the driver for ABCD is to secure better outcomes for children young people and their families. The needs of professionals are important. Meeting those needs, however, has its expression in the delivery of better outcomes for the beneficiaries of the service.
3. The knowledge and understanding possessed by professionals of the work, priorities and pressures of partner organisations and agencies should not be overestimated. The Kirkcaldy pilot has revealed, and addressed, important gaps in professional knowledge which had been real barriers to interagency work.
4. Activities where professionals collaborate to solve shared problems or where they are offered opportunities to work together as in work shadowing are the most effective and efficient way to achieve the aims of ABCD.
5. ABCD has an equal importance within service areas as between services. There is still scope to minimise barriers between sectors and services within education and between management layers and teams within social work.
6. New structures, processes, meetings and groupings should replace and streamline existing arrangements to increase clarity of, reduce workload and minimise bureaucracy.
7. Approaches to organisational development should carefully balance the time devoted to theoretical and organisational issues with the practicalities and pressures of service delivery.
8. Wherever possible in-house expertise should be used as being efficient and most likely to be well informed of local needs within Fife.
9. The independent facilitation of inter-service discussions is important.
10. Wherever appropriate, decisions should be taken as close as possible to where the service is delivered by the professionals who know the children, young people, families and communities best.

In relation to point 7, one of the most important issues for staff participating in this review was the time taken to move from gaining an understanding of the ABCD problem to a position where actions capable of improving practice emerged. All staff raised this as an issue, but also stated that, in retrospect, it was an important part of the process that led to a shared understanding that could not have emerged from an imposed solution. Just as some colleagues dislike imposed, “top down” solutions, others have an antipathy to ambiguity and uncertainty. There was general agreement, however, that there was scope to reduce the time spent in the initial discussion phases of the project. The challenge is to provide sufficient clarity to progress with pace and economy of effort, whilst not sacrificing the benefits of colleagues finding shared solutions in equal partnership. The practical experience gained in the Kirkcaldy Pilot will be of importance to inform and guide developments. But, managers need to know that to be successful it is undesirable for the actions and practical aspects developed in Kirkcaldy to be simply duplicated into other areas of Fife.

The Practical Steps To Take In All Areas

Demonstrating Added Value

Stakeholders were of the almost unanimous view that the programme for future expansion should be based on the vision and the value that will be added as a result of successful implementation. This should be clearly communicated to staff from the outset. It should be set within an overall blueprint setting out the direction of the project towards achieving this aim. In practice this can be derived from the ten points emerging as the “Key Principles Learned” described in the previous section.

Recommended action: Staff should understand from the outset the intention to add value to provision through the ten principles that have emerged from the pilot and associated work.

Improving connections within services

ABCD is fundamentally about improving collaboration between services. However, an important precondition to maximising the benefits of inter-service collaboration is to ensure that intra-service boundary issues are also minimised. Both education and social work are major and complex areas of provision. Much is to be gained by continuing to ensure that within services the approach is as unified as possible. ABCD should therefore be seen as part of the continuing drive to further develop collaboration between:

- nursery, primary, secondary and ASN establishments in a cluster;
- schools of the same sector within a locality;
- establishment-based services and area-based services in education;
- social work teams in a locality; and
- locally based social work teams and area-based services in social work.

Recommended action: At a strategic level work should continue to further develop collaboration between teams, sectors and establishments within service areas to ensure the pre-conditions for ABCD are as favourable as possible.

Context setting

Fife has an established record of openness to change and adoption of innovation. A necessary and considerable emphasis has been placed on developing the rationale for ABCD and establishing the need for change. This is seen as a very positive aspect of the exercise by staff involved. It is important that staff gain an understanding of both the need for change, the rationale for ABCD and how it is to be taken forward in localities. Importantly, however, colleagues felt that this process did not need to be lengthy, given that staff have great confidence in leaders, are experienced in change processes, professional in outlook and are pre-disposed to projects likely to deliver better outcomes for children, young people and their families.

Recommended action: Each locality should have access to a focused session addressing the context, rationale and how it will be taken forward in their locality.

Understanding the ABCD 2020 space

The experience of the Kirkcaldy pilot indicates that much time was spent by colleagues endeavouring to gain an understanding of ABCD and how the vision might be translated into practice. A model is

presented at Appendix 3 to support the development of that understanding based on the results of discussions with colleagues and documentation. Use of the model should help colleagues to progress from vision to practice whilst not sacrificing the value of shared thinking in developing local solutions. The independent facilitation of discussions was highly valued and will be important to the success of future development.

Recommended action: Each locality should collaboratively develop a set of principles for their part of ABCD. These should emerge from facilitated discussion and may be supported by the model at Appendix 3 and the existing work of the Kirkcaldy Pilot.

Identifying opportunities for collaboration

Colleagues in the Kirkcaldy Pilot ascribed a high value to those activities which involved collaborative working in shared areas. The most valuable was identified as work shadowing. It therefore follows that a high priority should be given to organising a programme of work shadowing for key staff. This should be augmented by the identification of a small number of issues, important to improved service delivery, that are susceptible to collaborative problem solving.

Recommended action: Each locality should develop a programme of work shadowing involving key staff from the services involved.

Recommended action: A small number of key issues susceptible to collaborative working in each locality and which are likely to yield better outcomes should be identified together with the process for how they will be addressed.

Identification of in-house expertise in project development

The inputs from external sources to ABCD were highly valued by some colleagues, but this was not felt to be an essential project component. Colleagues were keen that use of the expertise within Fife was used to best effect. The support that had come from the human resources department had been found to be particularly helpful. It was also acknowledged that inputs from service specialists to increase the knowledge of colleagues in other disciplines would be helpful. As part of this clarification it will be important to clarify the role of central staff for the benefit of officers in other services; an example is ensuring participants know and understand the role of education officers. Clearly, the expertise gained in the Kirkcaldy Pilot will be particularly valuable to the next stages of development.

Recommended action: Identify the in-house expertise that will assist the roll out of ABCD and make that expertise available to localities.

Identification of expertise for service delivery

At the very practical level, the Kirkcaldy Pilot has recognised a need to identify the correct points of contact for services. It also been ascertained that there is a need to know the complete range of services which might be of value in the locality area, and to be aware of the range of provision within services. As the project progresses, knowledge will increase and wider awareness will spread amongst professionals and agencies. A good start point is however is to know the full range of services available and to establish and use the correct points of contact.

Recommended action: Each locality should establish for itself the services available to its area (noting that not all of these might be actually based in the locality). The correct points of contact should be agreed and appropriate information disseminated to practitioners.

Streamlining

Any future resources constraints will put pressure on staffing levels, particularly in central and support services. Therefore as new structures and forums emerge, all of which will draw on staff time, the opportunity should be taken to review and reduce the numbers of other meetings, groups and forums. The purpose of meetings should be clear and known not only to participants in those meetings, but also to the members of wider staff teams.

Recommended action: Where the activity of meetings and groups can be included in another forum, this should be done. As soon as each locality ABCD project becomes established a review should take place of existing meetings with the aim of streamlining processes through elimination of forums with duplicated agenda and rationalising the membership.

Kantor profiling

Kantor profiling was identified by most colleagues as having been a particularly valuable exercise.

Recommended action: Locality implementation plans should consider inclusion of Kantor profiling early in the development of each project.

Communication and engagement

The first phase of ABCD has been enabled by a comprehensive and detailed programme of engagement involving discussion with key leadership groups. It should not be necessary to replicate this engagement programme across all Fife localities since the parameters of the initiative are now known. Views were expressed that secondary school headteachers should be more actively engaged in the project along with social work managers above team leader level. However, there is much to be gained in ensuring that the roll-out programme is accompanied by a communication and engagement strategy so that colleagues involved in service delivery understand the benefits to their work and managers at all levels know their role in supporting the programme.

Recommended action: The roll out should be accompanied by a programme of communication and engagement building on the experience gained so far.

Decision making

The rationale for ABCD is partly, but strongly, rooted in the trend towards local empowerment and decision making in local authority services. Such decision making is seen as central to effective collaboration between establishments and services and the drive to “strengthen the middle” advocated by OECD. ABCD will work best if all participant services are able to take as many decisions as possible at equivalent organisational levels which should be as close as possible to the locality. In practical terms. As the amount of central managerial and administrative resource diminish, such a local locus of decision making will become the most practical solution. Such local decision making can exist alongside those areas where central decisions are taken either for reasons of economy and macro budgetary control or to ensure genuine strategic response to issues.

Recommended action: ABCD arrangements should include consideration of the locus of decision making across services to ensure the benefits from the local knowledge of individuals and the needs of communities is maximised and that best use can be made of available budgets at local and partnership levels.

Timeline for Support to Other Areas

It is envisaged that ABCD will be fully implemented across Fife by 2020. It is currently working in the Kirkcaldy Pilot, leaving six other localities. There are three possible ways to proceed:

- Move to full implementation from September 2018.
- Move to full implementation from September 2019 or other intermediate date.
- Move to a phased implementation with three areas from September 2018 and the remaining three areas from September 2019.

In most circumstances it would be preferable to proceed on a two phase basis, as this would make the logistics of support less onerous. Stakeholders believed that it is best if initial discussions are independently facilitated and therefore there will be pressure on this source of support. However, there are also factors operating which suggest that full, immediate implementation is desirable:

- To ensure the benefits of ABCD are available to children, young people and families throughout Fife as early as possible.
- In order to take best advantage of current levels of resourcing whilst still available.
- To ensure ABCD is fully in place as a platform for other future regional or national developments.

An allowing factor for immediate implementation is the widely held view amongst staff in the Kirkcaldy pilot that the induction phase could be achieved much more quickly with little detriment to the project aims. It should therefore be possible to work from an early implementation, with each locality being phased in sequentially over a twelve week, or shorter, period (two weeks per project) according to a priority to be determined by the Directorate.

The involvement of partner agencies such as community learning and development and the NHS should be sought at the outset of each project.

An indicative timeline is attached at Appendix 5.

Inclusion of Other Changes to Support ABCD

Two separate areas merit consideration for the future of ABCD. These are:

- Managing the sustainability of developments
- Managing the expansion of ABCD

Sustainability

Maintaining momentum

A considerable amount of momentum has been generated for ABCD. This is evident from discussions with colleagues who see the potential for adding value and the success of the implementation programme to date. As the programme becomes integrated into routine practice there is a risk that this momentum will diminish with a reversion to traditional practices based on professional boundaries. This risk is recognised by participants who saw a need to continually reinforce the value added by the ABCD approach supported by the evidence from data and outcomes.

Recommended action: The ABCD initiative will require continued oversight requiring strategic inputs to maintain momentum. This will be found in regular reviews of progress based on data and outcomes; continued opportunities for reflection to identify and reduce boundaries; evolving structures to suit changing and developing needs; use of national and international research to inform practice.

Process for staff changes

Progress has been built on the present staff teams and their leaders. Inevitably there will be routine staff changes due, for example, to retiral, illness, promotion or maternity leave. As new colleagues come in to fill these gaps, they may, if from elsewhere, bring traditional practices and dispositions. This will be a challenge to both the progress made so far and future developments. This risk should be mitigated.

Recommended actions: Where staff changes are temporary ABCD should be a priority in induction and support programmes for colleagues in temporary and acting-up appointments. Staff recruitment and selection processes should ensure that successful applicants have the necessary pre-dispositions to deliver the aims of ABCD.

Professional Review and Development/Career Long Professional Learning/Leadership Programmes

Services already have established processes to support professionals in the review and development of their own practice. ABCD needs to be appropriately prioritised within the many facets of professional review that might otherwise mask or overwhelm its intentions. Staff will also require to be given the opportunity, as part of these general strategic approaches to professional support, to engage in collaborative activity such as work shadowing. Leadership, and other programmes, will require to include content relevant to ABCD,

Recommended action: Those processes which are routine in support of developing professional practice across service areas should include consideration and promotion of ABCD.

Improvement Planning

Schools are subject to a statutory process of improvement planning which is underpinned by guidance issued by the Scottish Government. Although recent national documentation had indicated an intention to ascribe a “primacy” to school improvement plans (see Appendix 3) the Scottish Government has drawn back from an intention to legislate on this and other related issues. The policy intention of the Scottish Government remains however, with a stated intention to legislate, if necessary, in the near future if deemed necessary. There is therefore, for Fife, an issue of ensuring that ABCD remains a priority for schools and other services without imposing it. The merits of ABCD, and the enthusiasm for it in the Kirkcaldy pilot, are such that for schools, and others it is “too good to miss”. Careful thought, however, is required to ensure that ABCD is integrated into general improvement planning.

Recommended action: The approach to managing improvement planning within the authority should include specific consideration of ABCD, including its adoption by schools.

External pressures

The approach to ABCD has taken account of and been shaped by the general policy landscape and the legal requirements on services. The approach is also entirely consistent with the Plan4Fife which is the Fife Partnership’s Local Outcomes Improvement Plan 2017-2027. It is likely, however, that new initiatives or requirements will emerge either before 2020 when it is envisaged ABCD will be fully implemented, or after that date once all of the arrangements are in place. An example is the “primacy” of school improvement plans which may re-emerge as a result of national monitoring of school governance arrangements.¹³ These changes will be external and therefore, by definition, imposed. They will also, by definition, potentially run counter to the localised decision making and priority setting which is central to ABCD. As energy becomes redirected onto these other external initiatives, attention will be deflected away from ABCD both in content and intention.

Recommended action: The mitigation of the impact of external pressures on the ABCD initiative is a key task of the strategic component of ABCD. This will require continual review and monitoring.

Expansion

Process for bringing in new partners in Kirkcaldy

Existing partners in education and social work are quite clear and enthusiastic about the benefits of ABCD. The deeper understanding they have gained is mainly due to the time spent in the initial phases resolving the ambiguities and collaborating on design of their local project. It is envisaged that ABCD will now expand in Kirkcaldy. New partners will not, however, have had the benefit of the initial induction and will not have been able to make the contribution to project design that participants view as important. It would be invidious, however, for existing partners to either mark time or go back to the beginning because of the introduction of new partners. This is, to a degree, a wicked issue, therefore.

Recommended action: Partners require to clarify the process whereby new agencies and services are incorporated into the Kirkcaldy pilot.

¹³ The Scottish Government had proposed legislating on a range of measures billed under a “Headteachers’ Charter” in a consultation ending in January 2018. The present position, announced in June 2018, is that legislation will be deferred pending the outcome of a review in 2019 of the progress made by authorities.

Process for bringing in new partners across Fife

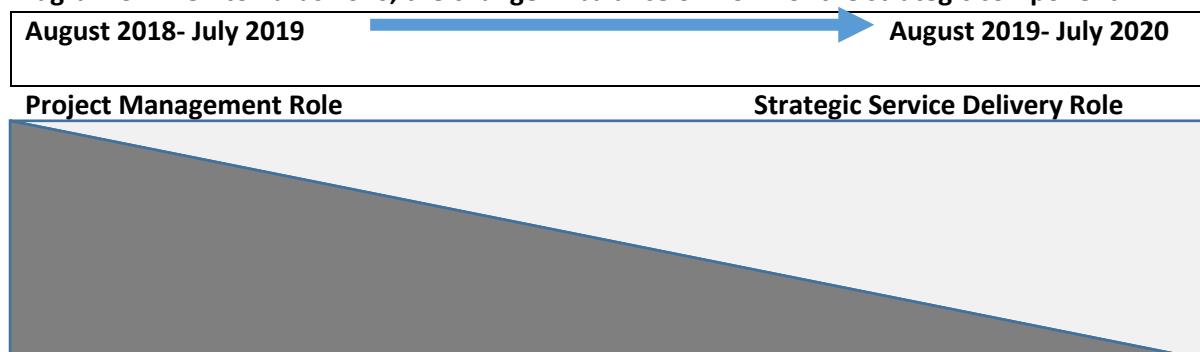
The Kirkcaldy pilot has involved education and social work services and it is only at this stage that other services are being considered for inclusion in ABCD. It is right that these other services are being involved given the importance of the NHS as a universal service and, for example, the contribution that can be made the lives of children, young people and families by community learning and development. The strategy of starting with education and social work as two major services within a unified, and therefore controllable, department was a sound one. However as pointed out above, the sequential involvement of partners does create a project management issue. There is some evidence that the sequential inclusion of partners reduces the sense of equality that is central to the project. Such sequential service incorporation also delays full implementation and maximising the full benefits of the change. The issue is therefore whether other partners should be involved from the start of each locality project, and to balance this against the increased load it will place on the supporting project infrastructure

Recommended action: Consideration should be given to the early inclusion of a wider range of partners as envisaged in “A Plan4Fife” from the outset in the phases of expansion of ABCD and the implications this will have for project support.

Development of the Strategic Component as Part of ABCD

Strategic Development

Diagram 3: ABCD towards 2020, the change in balance of work for the strategic component



Presently the strategic component is largely focused on project management, translating the vision into a practical reality. The strategic elements, as originally envisaged are summarised at Appendix 4. This original structure included provision for an element of oversight through a Strategic Governance Group, supported by strategic steering groups and workstreams. As ABCD continues that balance of work requires to change from awareness raising, context setting, developing support programmes and planning towards service delivery requirements. The need for the strategic working groups and workstreams will therefore diminish. By 2020, a position should be reached where the improvement work has been moved from the central strategic functions of the authority and its partners over to localities. This is illustrated in Diagram 3 above. The strategic component will however retain an important role which is described below.

Recommended action: The ABCD project should plan for a change of balance in governance activity towards 2020 moving from planning-related tasks to strategic aspects of service delivery. This will be associated with a reduction in the resources allocated to strategic steering groups and workstreams.

Composition

It was envisaged that the Strategic Governance Group would comprise a small but representative group of heads of service, education managers, headteachers and support services for example an educational psychologist. As the project progresses and other services become included then the composition of this group will require to be reviewed to include a wider representation from the NHS, CLD and the voluntary sector as originally envisaged, and, perhaps, with a reduced educational representation.

Recommended action: Review the composition of the Strategic Governance Group as the project progresses to ensure balanced service representation.

Systems review

It was also originally envisaged that the governance arrangements would include forming a description of “the functions of different levels of the system in principle which will then create some specific questions”.¹⁴ It will remain a valid function of the governance component to review

¹⁴ Page 3, A Better Connected Directorate for 2020: Planning for Integrated Locality Models.

wider management and governance arrangements with a view to streamlining systems and removing bureaucracy in line with the aspirations of the Plan4Fife.

Recommended action: There should be a continuing review of overall governance arrangements capitalising on the changes and opportunities created by ABCD in order to streamline groups, systems and processes.

Finance and resource

It will be an important strategic function to retain oversight of finance and resources to ensure that there is an equitable distribution across Fife and that local needs can be met and some resources managed at a local level. This will require to take account of the overall distribution of staffing for social work and other partner services and those teams which currently have a central organisation in educational services. This picture will require to be combined with finance and consequent staffing from the authority's scheme of delegated school management (DSM). Account will need to be taken of any resources allocated from the Scottish Government, as, for example, from the pupil equity fund (PEF). Such scrutiny will, from time-to-time, require a redistribution of resource.

Recommended action: Central monitoring of the distribution of resources to and across local areas will be required as a strategic function to ensure equity and that the opportunities for localities to respond to the needs in their area is at a maximum.

External pressures

The issue created by external pressures has already been identified in the previous section. It will be for the strategic component of ABCD to digest and interpret these pressures in a way that achieves consistency with ABCD. For example, it is possible that the new regional improvement collaborative may initiate a programme that has an impact on service delivery at local level. Or, there will be actions with an implication for interagency work arising from the learner journey review published in 2018¹⁵. The strategic component has an important role in ensuring a focus on ABCD is retained will by enabling an effective local response can be made to these external pressures.

Recommended action: The strategic component will have an important role in interpreting national and regional initiatives in the context of ABCD to enable them to be manageable at local level.

Plan4Fife

The Plan4Fife is Fife's Local Outcomes Improvement Plan. It provides a strategic context for partnership developments 2017-2027. ABCD is in accordance with the aspirations of Plan4Fife an extract of which is provided at Appendix 2. The Plan4Fife identifies as a focus of work:

- *“Decentralise and devolve responsibility to improve responsiveness, access and integration.*
- *Foster innovation and collaboration through a focus on culture change and an engaged workforce. “*
And relevant actions:
- *Review the role of partnership groups and strengthen the focus on prevention and innovation.*
- *Create a focus on culture change in the partnership and across partner organisations.*
- *Promote more collaborative working and learning.*

¹⁵ The 15-24 Learner Journey Review, Scottish Government May 2018

- *Promote and encourage information sharing among local front-line staff.*
- *Invest in decentralised delivery, service integration, workforce development and collaboration.*
- *Review barriers and identify opportunities for devolved decision making across services.*
- *Make local community planning and neighbourhoods central to community planning delivery arrangements.* ¹⁶

These foci and actions are central to ABCD which is therefore an expression of implementation of Plan4Fife. Moreover, however, by giving this commitment the community planning partners can be expected to lend full support to ABCD. The strategic component of ABCD therefore has the key roles of reporting to community planning partners on progress with ABCD and to seek support in further implementation in the next phases towards 2020. ABCD provides an important opportunity to strengthen the role of Education and Children’s Services in the local development and implementation of local community action plans as part of whole planning process and as envisaged in the Plan4Fife.

Recommended action: Strategic arrangements should maximise the benefits of the Plan4Fife and the commitment of community planning partners to its aims and the development of local community action plans.

Stakeholder engagement

The services involved in ABCD and the Plan4Fife have an existing commitment to engagement with stakeholders. Thus far, such engagement has largely been confined to the professionals involved. At an appropriate time in the development of the initiative there is a strong case for the strategic component to extend engagement activity to communities and stakeholder groups including the third sector in order to fulfil these actions identified in a Plan4Fife:

- *“Communities involved in service design, problem solving, and resource allocation.*
- *Introduce integrated and community based design requirements for future changes to services by partners.*
- *Support the development of local plans, neighbourhood plans and community led action plans.*”¹⁷

Such engagement will provide important information for further development work and the extension of the project, in particular on improving outcomes and ensuring processes are fit for purpose.

Recommended action: When the time is right strategic arrangements should consider widening activity to a programme of stakeholder engagement including the third sector and service users.

Data and outcomes

The strategic component will require to monitor progress. Stakeholders recognised the need to collect and analyse data related to outcomes. This is a natural part of wider governance activity within the Education and Children’s Services Directorate. It will be important for outcomes to be identified that could be reasonably or mainly attributed to ABCD activity. Such outcomes might include referral rates between services; staff and service user satisfaction levels; results from focus groups considering ABCD activity; and demand for external placements.

¹⁶ Page 25, Plan4Fife

¹⁷ Page 26, Plan4Fife

Recommended action: A small number of outcomes should be identified related to ABCD activity and relevant data collected to support monitoring activity.

Development of Local Improvement Forums

The original concept of the Local Improvement Forums was stated as being:

*“The hope will be to have **representative** headteachers or deputy headteachers from across the Local Improvement Forums linked to either strategic steering groups or workstreams. Local Improvement Forums would agree on headteachers, deputy headteacher or teacher representatives ensuring a fair distribution of roles and responsibilities across the LIF.”*

As stated in the initial documentation it was envisaged that the role of the Local Improvement Forums would be to:

- *“Plan, design and review collaborative approaches to support improvement.*
- *Monitor and co-ordinate approaches to curriculum development across schools to encourage collaboration and sharing of good practice.*
- *Co-ordinate professional learning opportunities to encourage staff to lead, share expertise, shadow and coach colleagues.*
- *Link with Directorate Strategic Steering Group to ensure alignment with policy and guidance and provide feedback.”*

The original documentation also describes the introduction of Locality Networks which would be a *“collaboration of leaders from across Children’s Services working together to improve outcomes for children, young people and families, particularly those most vulnerable and in need of support.”*

Therefore, the LIF would occupy an intermediate but discrete position between the Locality Networks and the Directorate Strategic Steering Group in which position it would “plan, design and review collaborative work” in support of educational services. Its composition is therefore, confined to educational staff. There is no equivalent of the LIF for social work. The introduction of the LIF provides scope to streamline this organisational structure. This simplification and clarification would be a constructive response to comments from some stakeholders. For example, as planned, the LIF can supplant the existing Area Leadership Meetings. As the work of the LIF develops it may not be necessary for the headteachers of all establishments to attend, this being capable of being done on a representative basis. As a principle, all sectors should have headteacher representation at each meeting with substitution by deputy headteachers being admissible, but exceptional.

Recommended action: Consideration should be given to creating an equivalent to the LIF for children’s services in social work.

These recommended actions would reinforce the LIF’s direct link with other collaboratives and clusters. The inclusion of a Local Improvement Forum Planning Group in these arrangements composed of representative headteachers and managers in the local area would be prudent. This latter group would co-ordinate meetings of the LIF, including setting the agenda.

It was anticipated in the early stages of planning for ABCD that there would require to be articulation with the Local Outcomes Improvement Plan.¹⁸ An important function of the LIF will be to ensure that the aspirations of the Plan4Fife are finding practical expression at local level. The plans developed by each LIF will therefore require to consider the Plan4Fife and the resulting locality action plans. It will be important for a formal link to be established with each Local Area Committee.

¹⁸ Paragraph 13, A Better Connected Directorate for 2020: Planning for Integrated Delivery Models

Recommended action : The local implementation of the actions identified in a Plan4Fife should be part of the responsibilities of the Local Improvement Forum with guidance from the Strategic Governance Group.

Recommended action : Each Local Improvement Forum should have a formal link with its respective Local Area Committee.

It will be a function of the LIFs to translate the advice and direction from the Strategic Governance Group into local actions. In order that progress can be easily reviewed on a regular basis it will be necessary, as the ABCD programme develops across Fife, to introduce an efficient mechanism for communication with the Strategic Governance Group, for example by the submission of minutes prepared to a common standard and format.

Recommended action : A common format of minuting meetings and reporting progress for the Local Improvement Forums should be agreed from the outset.

Conclusions

The ABCD initiative is proving to be highly worthwhile and is valued by the staff involved. Improved outcomes are presently being realised in terms of the benefits higher levels integrated professional working with increased inter-service knowledge, trust and confidence. These early successes merit the extension of ABCD to all areas of Fife. This will best be done using a focussed roll-out programme that should consider the inclusion of other services from the outset. The value of this programme will quickly yield benefits through the intention to reduce bureaucracy, streamline procedures and reduce the need for meetings. The indications are that this is resulting in streamlining of work, more appropriate referrals between services and therefore an ability to better respond to the needs of children. By moving from discussion to genuine collaboration, as envisaged by ABCD the aims of GIRFEC will be more easily realised resulting in better decisions for children and further successful implementation of Fife's child wellbeing pathway and the efficient fulfilment of statutory obligations.

Appendix 1: Documents Used in this Review

1. ABCD: Kirkcaldy Locality Leadership pilot
2. A Better Connected Directorate for 2020, Education and Children's Services Committee, 27 March 2018
3. A Better Connected Directorate for 2020, Planning for Integrated Locality Models
4. A Better Connected Directorate for 2020, Planning for Integrated Locality Models, Leadership Collaborative Programme 2018, leading Change in Locality Models
5. Area Leadership Meeting, February 2018 (Presentation Slides)
6. Collaborative Leadership Meeting 13 March 2018
7. Comments from ABCD Co-ordinating Group meeting 15 December 2017, Fife Council Education and Children's services Directorate
8. Comments from ABCD Co-ordinating Group meeting 12 January 2018, Fife Council Education and Children's services Directorate
9. COSLA Excellence Awards 2018 Application Form
10. Directorate Re-design, (Presentation Slides)
11. E&CS Directorate: A Better Connected Directorate, Kirkcaldy Locality Leadership Pilot – May 2018.
12. Education and Children's Service Leadership Programme 2016/17, Fife Council Education and Children's Services
13. Education and Children's Service Leadership Programme 2016/17, Interim Evaluation, Fife Council Education and Children's Services
14. Education System Re-Design: Headteacher and Education Officer Briefing Meetings, June 2018 (Presentation Slides)
15. Evaluation of the Family Nurture Approach, Education, Health and Social Care Scrutiny Committee, 05 June 2016
16. Full Evaluation Responses For Leadership Programme: E&CS
17. Headteacher and Education Manager Calendar 2018-2019
18. Kirkcaldy locality pilot 1st Session 10 January 2018
19. Leadership Programme for Education & Children's Services 2016/17: Summary Report
20. Locality Leadership Collaborative Session (Personal Actions from)18 April 2018
21. Local collaborative Meeting 18 April 2018
22. Meeting of Secondary HTs, Cluster Chairs and Officers, 31 May 2018
23. Notes from Meeting on Tuesday 24 January 2018, Fife Council Education and Children's services Directorate
24. Outcomes from leadership group discussions: "What might be the challenges/benefits relating to changes in our current systems /processes be?"
25. Why Leadership Training fails – and What to Do About It, Michael Beer, Magnus Finnstrom, and Derek Schrader, Harvard business Review, October 2016
26. Wicked problems and Clumsy Solutions: the Role of Leadership, Clinical Leader, volume I Number II, Keith Grint, December 2008
27. Workstreams Progress Update, Fife Council Education and Children's Services

Appendix 2: Excerpt from Plan4Fife, the local Outcomes Improvement Plan (LOIP)

Community led services



Community led services means putting communities and service users at the heart of how we design services and building on the strengths and assets we possess in our workforce and our communities in order to deliver valued services.

Our Ambition for Fife

Our public services face unprecedented challenges due to rising service demand, continuing resource constraints, and growing levels of need as a result of changes in areas such as welfare. This all means that current approaches to the design and delivery of services will become increasingly unsustainable. There is also a significant body of evidence to suggest that current organisational models and approaches to delivery in the public sector can work against an ambition of fairness. This was reinforced by the work of the Fairer Fife Commission. The Commission found that, in Fife, there is a good understanding of the role that citizens, service users and communities can play, alongside Fife's investment of localised budgets and services. But the Commission found less evidence of real asset based work with communities to improve their resilience and develop opportunity. In responding to these challenges, we need to redesign services giving people and communities greater control, confidence and access to resources while ensuring greater collaboration and responsiveness at a local level.

We know that services work best when they are designed with the involvement of those who use them and depend on them. We also know that prevention and problem solving work most effectively where responsibility is devolved and people are supported to make a difference. The public sector can't do everything, and future success lies in helping people do more for themselves, improving collaboration across different sectors and using the opportunities provided by technology to reduce costs and improve responsiveness and levels of empowerment.

Our Challenges

- There will be an increase in levels of need and service demand over the plan period.
- There will be a reduction in available funding.
- Many communities feel excluded from key decisions that affect their everyday lives.
- A great deal of public spending currently goes on dealing with the consequences of problems, rather than their causes.

Appendix 3: Understanding the ABCD Space

Diagram 4: Optimum characteristics of ABCD collaborative working

Based on:									Based on:
Legal requirement	■								Free will
Professional Standards									Licence
Budgetary accountability									Free spend
Process									Outcomes
Protocols									Professional relationships
SMART planning									Evolutionary planning
Certainty									Ambiguity
Central decision making									Local decision making
Primacy									Partnership
Regional homogeneity									Local colour
Systems									Values
Conformity									Norms
Compliance									Principles
Silos									Integration
Top Down									Bottom-up
Hierarchical									Egalitarian
Pre-determined									Agile
Risk averse									Risk taking
Organisation based									Needs based

Key

Low Importance	←————→					High Importance

The first practical step is for colleagues to gain an understanding of the organisational space occupied by ABCD. Such an understanding will address the issue identified in the previous section in which some starter structure will provide a level of clarity and so reduce the need for open ended discussion. It will not however free colleagues from the requirement to embark on a process of service design adapted to local need which colleagues have identified as the key to success. It is

possible and even desirable that each locality will find its own balance point to the right or left of the line to suit its own needs.

This space is represented in Diagram 4. The dimensions of legal standards, professional standards and budgetary responsibility are essential for purposes of accountability and must be afforded high priority in service design. The remaining dimensions reflect the difference between a traditional (dictated) system and one that allows a collaborative approach with a high degree of local professional ownership. Shading in the diagram is intended to reflect that there is no “perfect” solution, but the balance of emphasis should move towards the darker areas to be truer to the ABCD ideal.

It follows that the dimensions of the organisation should be considered systematically from the top to the bottom of Diagram 4. Such consideration should result in a statement of principles developed individually for each locality. The principles identified in the Kirkcaldy pilot can be used as a start point for discussions.

Appendix 4: The Strategic Components of ABCD as Originally Envisaged

Strategic Governance Group

- Overview of strategic development across the education and children's services directorate
- Ensure a coherent approach to strategic developments across the work of the directorate
- Review strategic policy and guidance developed by steering groups and/or workstreams
- Provide and receive feedback and direction to/from steering groups and workstreams
- Ensure effective liaison with the Local Improvement Forums

Strategic Steering Groups

Set targets, timescales and expected outcomes for workstreams

Identify key people to be involved in workstreams including leads roles and responsibilities

Monitor progress of workstreams and feedback to Strategic Governance Group

Workstreams

- Work collaboratively to develop action plan, identifying key tasks, responsibilities and measures of success.
- Engage with stakeholders across the directorate as appropriate, to gather, analyse and evaluate ideas and opinions to inform the work of the group
- Complete key tasks set and evaluate against measures of success
- Communicate outcomes with steering group
- Refine in light of feedback received
- Communicate outcomes to leaders and practitioners across the directorate, as appropriate

Appendix 5: Indicative Timeline for ABCD Towards 2020

	Sept 2018	Dec 2018	March 2019	June 2019	Sept 2019	Dec 2019	March 2020	June 2020
Kirkcaldy Pilot	Induct new partners.	Implementation, applying lessons of first year				Implementation		
Area 2		Implementation				Implementation		
Area 3		Implementation				Implementation		
Area 4		Implementation				Implementation		
Area 5		Implementation				Implementation		
Area 6		Implementation				Implementation		
Area 7		Implementation				Implementation		
Governance Component	Develop support structures, allocate resources, set priorities, identify measures, evaluation programme.			Plan for Year 2	Finalise September Conference	Initiate second year	Monitor and direct progress	Issue guidance to LIF for review
Local Improvement Forums		Establish local collaborative arrangements	Initiate and monitor work programmes	Plan for First Review	First review exercise	Incorporate strategic update from governance component	Plan for Second Review	Second review exercise

Key:



Context setting including Conference September 2018, and developing joint approach with other partners at strategic level



Project initiation, establishing principles, developing programme of collaboration



Review of progress, learning lessons



Readjusting programmes in light of review phase

Appendix 6: Summary of Recommended Actions

Staff should understand from the outset the intention to add value to provision through the ten principles that have emerged from the pilot and associated work.

At a strategic level work should continue to further develop collaboration between teams, sectors and establishments within service areas to ensure the pre-conditions for ABCD are as favourable as possible.

Each locality should have access to a focused session addressing the context, rationale and how it will be taken forward in their locality.

Each locality should collaboratively develop a set of principles for their part of ABCD. These should emerge from facilitated discussion and may be supported by the model at Appendix 2 and the existing work of the Kirkcaldy Pilot.

A small number of key issues susceptible to collaborative working and which are likely to yield better outcomes should be identified together with the process for how they will be addressed.

Identify the in-house expertise that will assist the roll out of ABCD and make that expertise available to localities.

Each locality should establish for itself the services available to its area (noting that not all of these might be actually based in the locality). The correct points of contact should be agreed and appropriate information disseminated to practitioners.

Where the activity of meetings and groups can be included in another forum, this should be done. As soon as each locality ABCD project becomes established a review should take place of existing meetings with the aim of streamlining processes through elimination of forums with duplicated agenda and rationalising the membership.

Locality implementation plans should consider inclusion of Kantor profiling early in the development of each project.

The roll out should be accompanied by a programme of communication and engagement building on the experience gained so far.

ABCD arrangements should include consideration of the locus of decision making across services to ensure the benefits from the local knowledge of individuals and the needs of communities is maximised.

The ABCD initiative will require continued oversight requiring strategic inputs to maintain momentum. This will be found in regular reviews of progress based on data and outcomes; continued opportunities for reflection to identify and reduce boundaries; evolving structures to suit changing and developing needs; use of national and international research to inform practice.

Where staff changes are temporary ABCD should be a priority in induction and support programmes for colleagues in temporary and acting-up appointments.

Staff recruitment and selection processes should ensure that successful applicants have the necessary pre-dispositions to deliver the aims of ABCD.

Those processes which are routine in support of developing professional practice across service areas should include consideration and promotion of ABCD.

The approach to managing improvement planning within the authority should include specific consideration of ABCD, including its adoption by schools.

The mitigation of the impact of external pressures on the ABCD initiative is a key task of the strategic component of ABCD. This will require continual review and monitoring.

Partners require to clarify the process whereby new agencies and services are incorporated into the Kirkcaldy pilot.

Consideration should be given to the early inclusion of a wider range of partners from the outset in the phases of expansion of ABCD and the implications this will have for project support.

The ABCD project should plan for a change of balance in governance activity towards 2020 moving from planning-related tasks to strategic aspects of service delivery. This will be associated with a reduction in the resources allocated to strategic steering groups and work streams.

Review the composition of the Strategic Governance Group as the project progresses to ensure balanced service representation.

There should be a continuing review of overall governance arrangements capitalising on the changes and opportunities created by ABCD in order to streamline groups, systems and processes.

Central monitoring of the distribution of resources to and across local areas will be required as a strategic function to ensure equity and that the opportunities for localities to respond to the needs in their area is at a maximum.

The strategic component will require to interpret national and regional initiatives in the context of ABCD to enable them to be manageable at local level.

Strategic arrangements should maximise the benefits of the Plan4Fife and the commitment of community planning partners to its aims and the development of local community action plans.

When the time is right strategic arrangements should consider widening activity to a programme of stakeholder engagement including the third sector and service users.

A small number of outcomes should be identified related to ABCD activity and relevant data collected to support monitoring activity.



Consideration should be given to creating an equivalent to the LIF for children's services in social work.

The local implementation of the actions identified in a Plan4Fife should be part of the responsibilities of the Local Improvement Forum with guidance from the Strategic Governance Group.

Each Local Improvement Forum should have a formal link with its respective Local Area Committee.

A common format of minuting meetings and reporting progress for the Local Improvement Forums should be agreed from the outset

Carrie Lindsay, Executive Director, Education and Children’s Services

<p>Head of Education & Children’s Services Dougie Dunlop</p>	<p>Head of Education & Children’s Services Shelagh McLean</p>	<p>Head of Education & Children’s Services Peter McNaughton</p>	<p>Head of Education & Children’s Services Phil Black</p>	
<p>Community & Social Work Services</p>	<p>Early Years & Directorate Support</p>	<p>Primary & Improvement Support</p>	<p>Secondary & Specialist Support</p>	<p>Sector</p>
<p>Plan for Fife / Fife Children’s Services Plan</p> 		<p>NIF / SEIC Improvement Plans</p>		<p>Plan Context</p>
<p>Senior Manager (CSWO support)</p> <p>3 x Area Social Work Service Managers</p> <p>3 x Fife-Wide SW Service Managers</p> <p>Criminal Justice Service Manager</p>	<p>EM - Early Years</p> <p>EM - Support Systems for Schools</p> <p>EM - GIRFEC</p>	<p>EM - Professionalism, Leadership, Learning, Teaching & Assessment</p> <p>EM - Quality Improvement & Curriculum</p> <p>EM - Raising Attainment & Closing the Gap</p>	<p>EM – Employability, Positive Destinations & Qualifications</p> <p>EM - ASN</p> <p>EM – Health & Wellbeing</p>	<p>Strategic Line Management</p>
<p>Principal Psychologist - EP Services</p>				
<p>Strategic</p> <ul style="list-style-type: none"> • Prevention • Child protection • Family Support • MAPPA • Domestic Abuse • Looked After Children • Community Safety <p>Sector / Team</p> <ul style="list-style-type: none"> • Children & Families Teams • Criminal Justice • Fostering, adoption, kinship & residential care • Family Support Services • GIRFEC Development • Contact Centre • Domestic Abuse Unit 	<p>Strategic</p> <ul style="list-style-type: none"> • Early Years • Directorate Systems of Support <ul style="list-style-type: none"> - Resources - Assets / Estate - Workforce Planning - Risk - Business Partners • Budget • Governance & compliance • Trade Unions <p>Sector / Team</p> <ul style="list-style-type: none"> • Family Nurture Centres / ELC settings • Early Years Teams • Pupil Support Assistants • Directorate Operations Team • Music Service • Childcare Services 	<p>Strategic</p> <ul style="list-style-type: none"> • BGE Strategic Development • Self-evaluation, Performance & Improvement • School leadership • Teacher professionalism • Curriculum • Learning & Teaching • Assessment • Child Poverty • Closing the Gap • Raising Attainment <p>Sector / Team</p> <ul style="list-style-type: none"> • Primary sector • Professional Learning & Leadership Team • Pedagogy Team • PEF/SAC 	<p>Strategic</p> <ul style="list-style-type: none"> • Senior Phase Strategic Development • ASN • Health & Wellbeing • Engagement & participation • DYW • Qualifications • STEM / IT • Educational Psychology <p>Sector / Team</p> <ul style="list-style-type: none"> • Secondary sector • Special Schools • EP Service • Pupil Support Service • Support for Learners Service • Active Schools • 15-24 Learner Journeys • DYW (Fife) • Opportunities Fife 	<p>Management Responsibilities</p>

Strategic Priority Areas

Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Improvement in children and young people's health and wellbeing.



Closing the attainment gap between the most and least disadvantaged children.

Improvement in attainment, particularly in literacy and numeracy.

28th August, 2018

Agenda Item No. 6

Building Fife's Future: The School Estate

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

Wards Affected: All

Purpose

This report outlines the Education & Children's Services Directorates' approach relating to the school estate and our vision for future expansion to meet population growth.

Recommendation(s)

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

- note the current position with regards to the status of the school estate.
- note the challenges presented by the existing school estate.
- consider the key priorities and agree the principles and implementation strategy set out in the report.

Resource Implications

The School Estate Management Plan (SEMP) will be require reviewing and updating. This plan will inform the Council's strategy in relation to the school estate and the allocation of available resources.

Legal & Risk Implications

Legal and risk implications will be considered during any specific review. For proposed changes to catchments areas or proposals relating to schools, full consultation will be required in line with the Schools (Consultation) (Scotland) Act (2010), as amended, in respect of any proposals which are covered by that legislation.

Impact Assessment

An EqIA has not been completed and is not necessary as:

- the report does not propose a change to existing policies.
- impact assessments will be required for any specific proposal developed and will be considered during any specific, future review.

Consultation

Consultation with headteachers and stakeholder engagement events will be arranged as part of any review process and prior to the development of any specific proposals.

1.0 Context (Local and National)

- 1.1 The Fife Council Capital Strategy will outline the Council's approach to capital investment, ensuring that it is in line with the Council's corporate priorities. It will provide a clear set of objectives, and a framework, by which new projects are evaluated to ensure that all new funding is targeted to meet these priorities.
- 1.2 The purpose of a Capital Strategy is to maximise capital resources to fund corporate and community priorities and to support effective and timely investment in the Council's assets, including prioritising the Council's own investment within available finite resources. There is a need to balance investment between maintaining and enhancing existing infrastructure against the ambition for acquiring new assets.
- 1.3 The Building Fife's Future: School Estate Strategy will sit within the Capital Strategy, outlining the Education & Children's Services Directorates' contribution to meeting the objectives of this overall plan.
- 1.4 For Schools, at national level, the Scottish Government and Convention of Scottish Local Authorities (COSLA) School Estate Strategy (2009) sets the vision and principles for the future school estate, alongside the aspirations for the estate which are:
- fit for purpose, sustainable, well-designed, accessible and inclusive;
 - an integral part of the community, providing a range of services;
 - flexible to changes in demand for places and styles of teaching; and
 - environmentally and energy efficient and which maximises value for money.
- 1.5 Fife Council, in common with all local authorities in Scotland, is faced with the challenge of meeting growing needs and demands on services with an ever reducing budget. The Plan for Fife, 2017-2027, was published in April 2018. The vision is to ensure that Fife is a place where all residents live good lives, make informed choices and have a sense of control, so that they can reach their full potential, and where all children are safe, happy and healthy. The plan aims to ensure that Fife is a place where we make best use of our assets and facilities, while sustaining them for future generations. The priority themes for the next 10 years are:
- opportunities for all
 - thriving places
 - inclusive growth and jobs
 - community led services
- 1.6 In support of the Plan for Fife, the Education and Children's Services Directorate is driven by the Directorate Plan and the 'A Better Connected Directorate for 2020' delivery plan. Our **Vision for 2020** is to help ensure that Fife is a place where:
- Children have better levels of achievement
 - Outcomes for children and young people are fairer
 - Children are healthier and more active

- Young people are equipped for better life chances
 - Local communities are empowered and supported
 - Children are happier and more secure
- 1.7 To further improve the quality of the learning environment and the management of buildings and facilities the service should:
- design and build modern schools, within the capital programme, including the Building Fife's Future programme, which puts children and learning at the centre.
 - address issues of spare/lack of capacity, condition, suitability and efficiency of school and care buildings, including accommodating the Early Years Strategy.
- 1.8 The Fife Council Asset Management Plan (FCAMP) aims to ensure the property portfolio is aligned to Council priorities and achieves best value by establishing strategic priorities which are consistent with asset management best practice. The FCAMP property survey and analysis highlighted the following:
- the asset base is too large to maintain sustainably using existing funding;
 - investment should be prioritised towards core operational property and non-core properties should be rationalised and facilities shared across Services;
 - improved asset planning is required to ensure property supports service delivery;
 - the asset strategy must support the Council's objective of reducing our Carbon Footprint; and
 - the need for retained properties to be fully utilised and surplus assets disposed of.
- 1.9 The overall aim of a sustainable school estate is to contribute to the above vision and aspirations by managing strategic assets and resources effectively, and this commitment is recorded specifically in the Directorate Plan. A number of strategic priorities are considered imperative in achieving the effective management of assets and resources, and together these provide the basis for the continued review of the school estate and form the criteria by which the Service will work to maximise the sustainability of the school estate.
- 1.10 In 2012 the Council approved the implementation of a review of the school estate in response to a number of significant challenges faced in maintaining an extensive range of buildings in a condition which supports the effective delivery of high quality education. As a result of that review 7 primary schools were closed, and a major catchment review for one primary school was completed. These measures resulted in a range of educational benefits to the children in affected schools, and more widely children in Fife benefited from the more efficient use of funding and resources. This resulted from a recurring annual revenue saving in the region of at least £1.1m and a considerable sum in capital cost avoidance related to building maintenance, repair and refurbishment.

- 1.11 Fife Council continues to face challenges similar to those identified in 2012 and is committed to meeting growing needs and demands being made on services with an ever reducing budget. Within Education the main challenge currently, as was noted in 2012, is that as a result of demographic changes over a number of years we now have a small number of schools that are significantly under-occupied whilst a growing number of schools face accommodation pressures from increased pupil rolls. Furthermore, and again as previously noted, we continue to encounter challenges relating to the costs of maintaining our ageing and deteriorating buildings which also have a negative impact on our achievement of carbon reduction targets.
- 1.12 Related to the above is the need to ensure that the school estate contributes effectively to the Local Community Planning process which aims to improve our communities and quality of life in Fife, and is designed to continue to support the economic development of Fife, providing essential infrastructure and services in response to identified planned need, working in conjunction with planners and developers. We would currently estimate that up to 11 new primary schools, fully funded by developers, would be required by 2030 if house building takes place in accordance with the Fife Local Development Plan. Examples of large scale housing development which would require the building of new primary schools are those proposed in Dunfermline North, Kirkcaldy East and Cupar North.
- 1.13 Changes within the Further Education sector also provide Fife Council with challenges and opportunities. The establishment of a single college within Fife, and the creation of Elmwood College as part of Scotland's Rural College (SRUC), will impact on the design of the school estate, particularly in relation to the development of the Senior Phase within Curriculum for Excellence.
- 1.14 Efficient maintenance of the school estate continues to be affected by national legislation and policy. For example, the implementation of 1140 hours early learning & child care, the requirement to make care and education provision for pre-school children under 3 years of age, the provision of free school meals to all children in P1 - 3, and reduced class sizes in P1 - 3 have all created pressure on the school estate and required a range of building and organisational solutions, with associated costs.
- 1.15 Funding pressures continue to impact and can be anticipated to do so for some time to come. These financial pressures mean that the school estate, as presently organised, is not sustainable into the future. The nature of the estate means that there is a continuing need to balance investment between improvement projects and essential repairs, some of which are substantial, but the need to carry out repairs to maintain continuity of education can mean that funding is diverted away from improvement projects. As the estate ages it can be anticipated that increasing funds will be required to carry out repairs and to maintain school buildings as fit for purpose. This will impact directly on the Directorate's ability to improve and modernise the school estate in a way which supports the delivery of Curriculum for Excellence.
- 1.16 The Education and Children's Services Directorate recognises that a programme of development of the school estate must have educational benefit at its heart. It cannot simply be about cost saving and any proposals which are subject to

statutory public consultation are rigorously scrutinised in this regard by HMIE (Education Scotland). Furthermore, the greatest educational benefit must accrue to those children and young people who will be most directly affected by any proposal. Experience indicates that by developing and implementing an estates strategy children and young people will benefit from learning in accommodation which is better suited to the demands and opportunities of Curriculum for Excellence, and in social groupings which support and enhance interactive learning. Where this is achieved through more effective use of public funds there is educational benefit to the wider population of learners for whom Fife Council has responsibility

- 1.17 As noted above, Fife Council's challenge is to meet the growing needs and demands being made on services with an ever reducing budget. The Education and Children's Services Directorate has a key role to play in meeting this challenge, and this paper outlines how this can be achieved through managing the school estate more effectively, by identifying priorities and developing and implementing an action plan. This strategy will help to ensure that the school estate is maintained at the right size to support high quality education locally and across Fife. This will also support our aim to ensure available resource is directed towards improving educational outcomes alongside ongoing asset maintenance.

2.0 Background

- 2.1 Education authorities have a duty to keep their school provision under review. Pupil populations move and settlement patterns change. How education is delivered also evolves placing different requirements on buildings; their spaces; how the curriculum evolves and is delivered and facilities required to support the curriculum.
- 2.2 The asset profile of the school estate is varied, with a mix of modern buildings built and designed through the PPP procurement method, new buildings designed and constructed through the Council's Building Fife's Future Programme and a number of traditional Victorian buildings, some with listed building status, which are difficult to maintain and refurbish. Our oldest building dates back to 1822 (Kingsbarns Primary School) and our newest school building was completed in June 2017 (Waid Academy). Our school estate comprises primary, secondary, nursery and special schools, with smaller buildings meeting the needs of our Pupil Support Service.
- 2.3 In line with most other local authorities, the first decade of this century saw primary school rolls across Fife fall. The 2010 census reported the first small increase in primary pupil numbers and this increase has continued annually to 2017. Increases are expected to continue for the foreseeable future. This increase has translated into an upward trend in the overall number of secondary school pupils in Fife, from 2017. Until then the number of secondary school pupils continued to fall.
- 2.4 The biggest growth in population in Fife has been in the expansion of the Dunfermline East area (known as DEX), where over 8000 new homes have been created in the last 15 years and 3 new primary schools were required in

response to these strategic housing developments to accommodate new pupils.

2.5 **Building Fife's Future - Programme**

2.5.1 The original Building Fife's Future (BFF) programme is near completion, with the replacement of Madras College the remaining school to be constructed and delivered within this programme. This programme has delivered 5 schools and one primary school:

- Dunfermline High School was completed in July 2012
- Auchmuty High School was completed in June 2013
- Burntisland PS was completed in July 2014
- Viewforth HS incorporating Rosslyn School and Local Services (library and customer service point) was completed in July 2016
- Levenmouth Academy was completed in July 2016
- Waid Academy was completed in June 2017.

2.5.2 The Scottish Government and Scottish Future's Trust have worked in collaboration with Fife Council to deliver 2 of the above schools. Auchmuty High School was funded by the Scottish Government. Levenmouth Academy was part funded by Scottish Government and further funding became available to fund Waid Academy. These state of the art schools have improved the school estate in Fife and are showcase schools of the future.

2.5.3 All of the new schools have been well received by pupils, parents and staff, and a positive impact on learning and teaching and social behaviour has been reported in the majority of cases. These schools have provided our pupils with a welcoming and stimulating learning environment.

2.5.4 Progress has been made with the replacement Madras College in St Andrews. The statutory consultation on the relocation to the new site was concluded and approved by the Education & Children's Services Committee in October 2017. Work is underway with the design of the new school and it is expected that once the approval of the overall masterplan of the St Andrews area is concluded by the Planning Service, construction of the new school can commence.

2.5.5 As new schools have been built in Fife a number of key design principles have been developed and these now inform all new development. These principles include the role of the school within the community and the creation of teaching and learning spaces which are fit for purpose and as far as possible 'futureproofed'.

2.6 Sustainable School Estate

- 2.6.1 In 2012, there were a total of 11,707 surplus places in primary, based on the 2012 pupil census and 7,445 surplus places in the secondary sector. A strategic review was carried out for all schools in Fife and a programme of closures was implemented in 2013.
- 2.6.2 The school closures and catchment reviews were conducted in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010 and Children and Young People (Scotland) Act 2014. The Act requires a clear demonstration of the educational benefit which accrues to children directly affected by the proposals, and to other children for whom the Authority has responsibility, and this aspect of the process is subject to scrutiny by Her Majesty's Inspectors of Education (Education Scotland).
- 2.6.3 The following actions were taken as a result of the information review within Phase 1 of the review:
- 7 primary schools (Crombie, Dunino, New Gilston, Pitcorthie, Rathillet, Tanshall and Wellwood) were closed and children transferred to neighbouring schools, all of which benefited from improvement.
 - The catchment areas of Masterton, Canmore and Pitreavie Primary Schools were revised, taking effect from August 2014.
 - Although not part of the initial review, Lochgelly North School officially closed in October 2016. This school had been mothballed for a number of years.
- 2.6.4 All pupils within these schools transferred to neighbouring schools, all of which benefited from improvements. Fife Council invested £6m, across the 12 receiving primary schools. A review, similar to post occupancy evaluation of new schools, was carried out with staff from the receiving schools, Headteachers involved in the process, parents/carers and pupils who had been affected by the process. This provided feedback on the process to ensure that should the service be faced with the same situation, the service could ensure appropriate measures are taken to support all stakeholders.
- 2.6.5 The Education Service is confident that the educational benefits outlined during the programme have been delivered, both specifically and generally, and that, as a consequence of the closures the school estate is more sustainable. Furthermore, through the effective management of closure and transition, and subsequent review of the process, the Directorate has increased its knowledge and experience, which will be of considerable benefit if this process is to be undertaken again.

3.0 Challenges for the Existing School Estate

3.1 Each year the Education Service submits a return to the Scottish Government detailing the latest information in relation to condition, suitability and capacity for the school estate. The information includes investment in schools which has improved a condition or suitability rating and also changes in capacity figures for primary and secondary. The latest submission contained the School Roll census information at September 2017 and the condition/suitability and capacity figures for the schools at April 2018.

3.2 Based on the information collated to support this return, the following challenges need to be addressed within any strategy:

- the need to ensure consistency and equity of provision, so that all receive an education directed towards the achievement of their potential;
- changing demographics;
- continued deterioration of buildings, condition and suitability ratings;
- the significant maintenance backlog and structural deterioration of buildings (Appendix 7);
- the need to maintain and improve the estate with ongoing pressures on funding levels;
- carbon reduction targets and the significant impact of school buildings
- the continuing development of school buildings as community assets.

3.3 Capacity and occupancy of the school estate

3.3.1 The school estate currently comprises:

- 135 primary schools (of which 14 are denominational)
- 18 secondary schools (of which 2 are denominational)
- 15 stand-alone nursery schools
- 5 special schools, and
- 5 pupil support centres

3.3.2 School estate core facts regarding pupil population, school capacity, and occupancy are presented below.

Table 1 contains the data which was published in October 2012 in advance of the Sustainable School Estate Review phase 1, based on the May 2011 Core Facts and September 2011 pupil census.

Table 1:

2011	Pupil Roll	Capacity	Occupancy	Surplus places
Primary	26775	39333	68%	12558
Secondary	20844	24740	84%	3896
Total	47619	64073	74%	16454

Table 2 contains the core facts reported to the Scottish Government in May 2015, based on the pupil census information from September 2014, minus those schools

closed as a result of the Sustainable Estate review. The increase in secondary capacity results from recalculation of secondary capacity across Fife.

Table 2:

2015	Pupil Roll	Capacity	Occupancy	Surplus places
Primary	28765	38347	75%	9582
Secondary	19907	27700	72%	7793
Total	48672	66047	74%	17375

Table 3 contains the core facts reported to the Scottish Government in May 2018, based on the pupil census information from September 2017, with the revised capacities of primary schools, in line with Scottish Government Guidance and taking into account accommodation required to deliver the planned expansion of 1140 hours for nursery provision by 2020.

Table 3:

2018	Pupil Roll	Capacity	Occupancy	Surplus places
Primary	29246	36639	80%	7393
Secondary	20031	25632	78%	5601
Total	49277	62271	79%	12994

3.3.3 The above tables demonstrate:

- that primary rolls have increased from 2011 to 2018 and secondary rolls have started to see an increase.
- that overall occupancy has increased from 2011 to 2018
- that surplus places have reduced (primarily as a result of the allocation of space to accommodate the nursery expansion)

3.3.4 It is of course impossible to operate at an occupancy level of 100% across the estate. However surplus accommodation brings significant costs. These include:

- additional teaching costs from not operating classes at optimum pupil number levels;
- additional building operating costs, including heating, lighting, water and insurances;
- additional support costs, including administrative support and janitorial costs;
- additional repairs and maintenance costs.

3.3.5 Further reductions in school estate capacity could be achieved in a number of ways, while taking account of the need to ensure there is adequate capacity for developments such as the entitlement to 1140 hours pre-school which is planned and underway for 2020. For example, the removal of temporary accommodation (c.100 places) and the rebuilding of Madras College, will reduce secondary capacity by 456 places. It would also be possible to achieve further reductions through a new programme of school closures. Using the established guiding

principles we would estimate that up to 11 schools could be closed, potentially removing in the region of 718 places from the school estate.

3.4 Condition

3.4.1 The condition of buildings is assessed through Condition Surveys which review the fabric and services of our buildings. The Asset and Facilities Management Service surveys all Fife schools as part of a 5-year rolling programme. These surveys review a number of elements of the building fabric and assess these elements from A (good) to D (bad), in line with Scottish Government guidelines. These surveys also highlight any major aspects of work which should be undertaken as part of an overall maintenance schedule. The age profile of the school estate in Fife continues to provide some challenges. There are a significant number of schools built during periods of rapid population growth in the 1950s and 1960s which are now nearing the end of their design life. Whilst these buildings are not life expired they are now presenting a number of issues and require significant maintenance to ensure their continued operation. This issue of structural deterioration, combined with a continuing increase in component failures, means that a reduced level of resource is available for improvement work.

3.4.2 The number of schools in each condition category is shown in the tables below. Table 4a presents the current information from 2018, Table 4b presents the equivalent data reported in 2015 and Table 4c has the information reported in 2012. Figures 1 and 2 demonstrate the same condition rating data, by sector, for the same three years in the form of a graph.

Figure 3 shows the overall impact of the changes implemented over the period 212-2018 for Fife's pupils in terms of the percentage of the pupil population attending schools rated as A or B for condition.

Table 4a

2018	A (good)	B (satisfactory)	C (poor)	D (bad)	Total
Primary	14	111	10	0	135
Secondary	7	5	6	0	18
Total	21	116	16	0	153

Table 4b

2015	A (good)	B (satisfactory)	C (poor)	D (bad)	Total
Primary	14	106	15	0	135
Secondary	4	9	6	0	19
Total	18	115	21	0	154

Table 4c

2012	A (good)	B (satisfactory)	C (poor)	D (bad)	Total
Primary	14	110	18	0	142
Secondary	2	12	5	0	19
Total	16	122	23	0	161

Figure 1

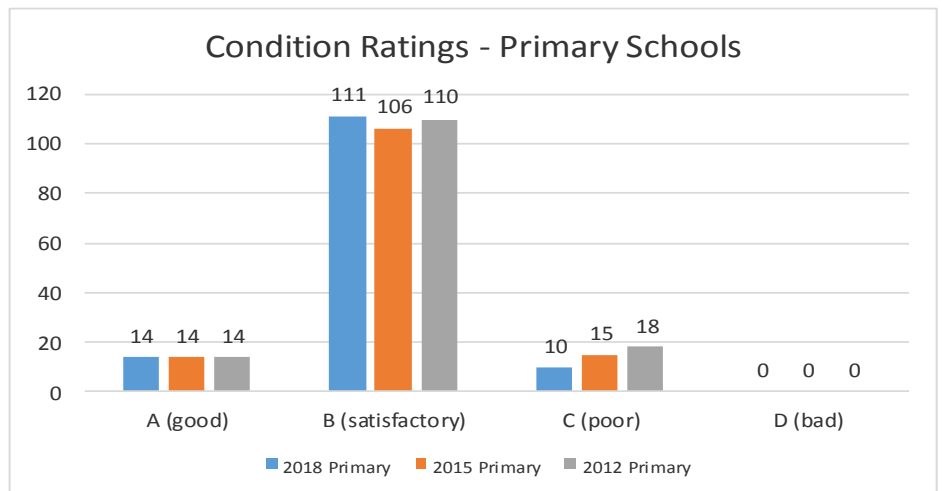


Figure 2

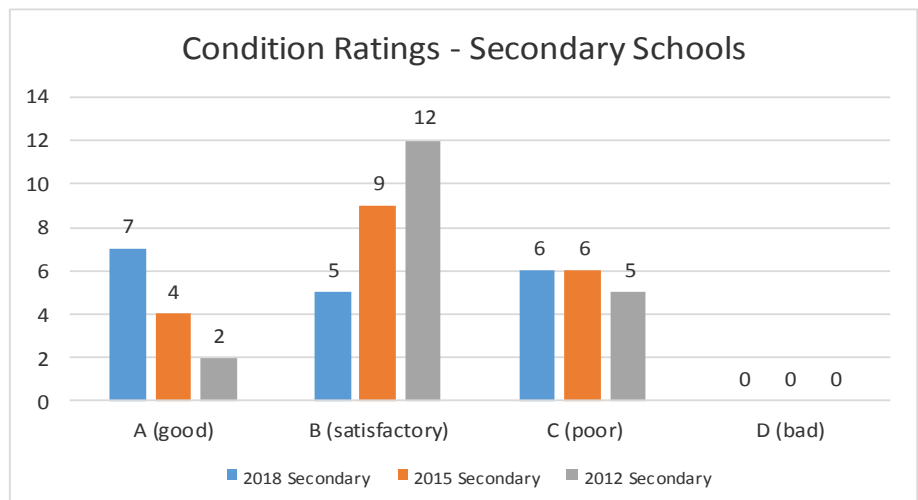
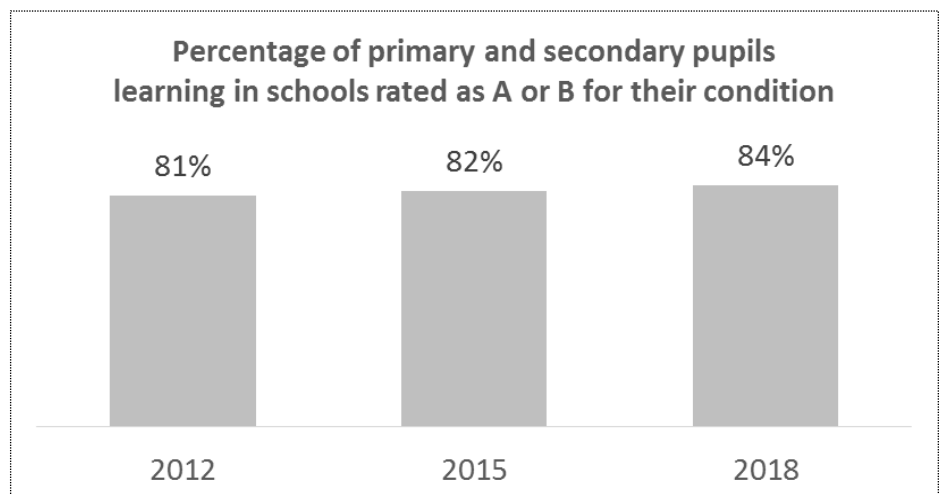


Figure 3



3.4.3 Those schools currently assessed as Condition C, in Table 4a, are listed in Appendix 4, along with a note of improvement measures currently being undertaken. Madras College is included within the Building Fife’s Future programme to be replaced with an indicative timescale that the new building should be ready for occupation during academic session 2020/21. The other

schools namely Glenwood, St Columba’s RC, Woodmill, Glenrothes and Inverkeithing are identified within a £50m investment theme included within the current capital programme.

3.5 Suitability

3.5.1 The suitability of a building assesses its fitness for purpose for its intended use. Again, this is scored from A (good) to D (bad) in line with the Scottish Government guidelines.

3.5.2 The number of schools in each suitability category is shown in the tables below. Table 5a presents the current information reported to Scottish Government in 2018, Table 5b presents the equivalent data reported in 2015 and Table 5c represents information in 2012. This information is shown in graphical form in figures 4, and 5. Figure 6 shows the overall impact on Fife’s pupils in terms of the percentage of the pupil population attending schools rated as A or B for suitability.

Table 5a

2018	A (good)	B (satisfactory)	C (poor)	D (bad)	Total
Primary	24	102	9	0	135
Secondary	7	7	3	1	18
Total	31	109	12	1	153

Table 5b

2015	A (good)	B (satisfactory)	C (poor)	D (bad)	Total
Primary	24	100	11	0	135
Secondary	4	7	7	1	19
Total	28	107	18	1	154

Table 5c

2012	A (good)	B (satisfactory)	C (poor)	D (bad)	Total
Primary	20	108	13	1	142
Secondary	2	12	4	1	19
Total	22	120	17	2	161

Figure 4

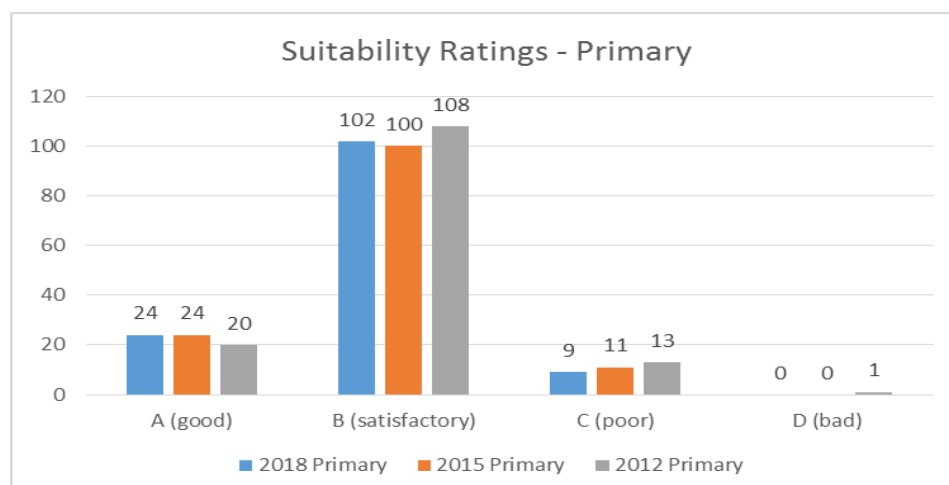


Figure 5

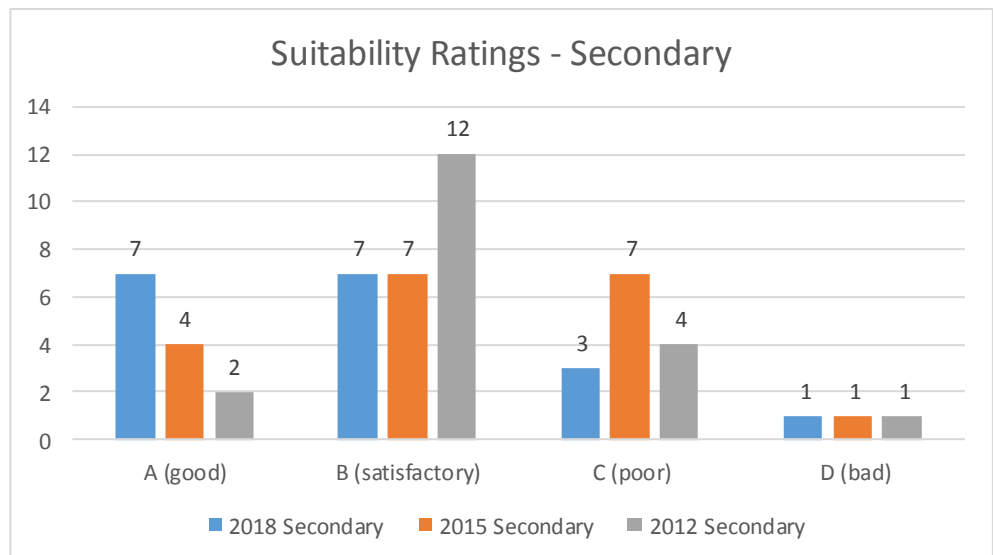
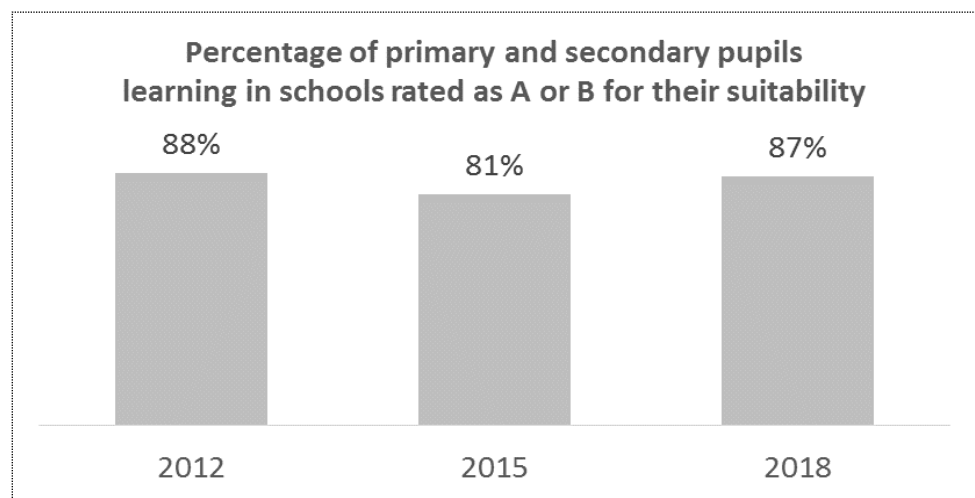


Figure 6



3.5.3 Those schools currently assessed as Suitability C and D are listed in Appendix 5, along with a note of improvement measures currently being undertaken. The suitability of Madras College will be resolved by the new school, with the buildings due to be replaced by 2020/21. The design of the new build will take account of previous post-occupancy evaluations of new schools to ensure the building meets all curriculum requirements.

3.6 Accessibility

3.6.1 The Service would aim to ensure that all of our school buildings are fully accessible. However, availability of funding, combined with the practicalities of working within an ageing and diverse school estate, means that this is not possible.

3.6.2 Wherever possible, where a child requires supported access, alterations will be made to the child's catchment school to improve accessibility and enable their attendance at that school. Where this is not possible, to ensure that all children with accessibility needs can be educated in or near their own community, one fully accessible school is provided within each area.

3.6.3 An assessment of accessibility has been carried out for all schools and each building has been ranked:

A- fully accessible

B- partially accessible i.e. majority of curriculum accessible

C- limited accessibility/ could be easily adapted to provide some accessibility

D- not accessible and very difficult to adapt/ not cost effective to adapt.

3.6.4 The ratings for each school are shown in Appendix 1. These ratings are updated when accessibility ratings change as a result of the completion of any accessibility related projects. All new build schools, both primary and secondary, are fully accessible.

3.7 Cost per pupil

3.7.1 Fife Council records the budgeted cost per pupil on an annual basis. This information shows that there is significant variance in the cost per pupil across schools. The 2017/18 budgeted cost per pupil ranges from £2,814 to £31,178 for primary and £4,507 to £7,852 for secondary. The average cost for primary is £4,840 and for secondary is £5,389. In broad terms, where the cost per pupil is at the higher end of the scale the overall number of pupils at the school is low or the school is operating significantly below capacity. Local factors such as the inclusion of specialist facilities e.g. pupil support, additional support needs or nursery provision all impact on the cost per pupil. This financial assessment helps ensure that resources are allocated fairly across Fife to ensure consistency and equity of provision, so that all receive an education directed towards the achievement of their potential.

3.7.2 It should be noted however that per capita pupil cost is not a guiding principle of the continual review of the school estate and, in itself, would not be a reason for any potential proposal for the closure of a school.

3.8 Capital Programme and Revenue Budget

3.8.1 The Education Service capital programme contains a number of themes which target investment to schools in order to help improve the overall condition, suitability and accessibility of the estate. These investment themes principally cover environmental improvements, curriculum related enhancements and legislative requirements. The capital plan is shown in Appendix 6, with the following themes of investment:

- Curriculum Enhancements
- Under One Roof
- Building Fife's Future
- Wind and Watertight
- Fire Programme
- Accessibility
- ICT
- Early Years
- Safer Schools
- Sustainable School Estate
- Outdoor Education
- Developer Contributions
- Structural Deterioration

3.8.2 The capital programme will be fully reviewed prior to the next budget in February 2019. At present, the school estate is deteriorating due to the

different age of buildings and insufficient availability of capital funding to support the planned maintenance requirements of an ageing estate. In terms of investment, the Service is only prioritising health and safety issues within buildings and/or any legislative requirements.

- 3.8.3 The balance of funding within the previous capital programme was 65% for Building Fife's Future (6 schools) with the remaining 35% allocated to the investment themes. A breakdown of the capital programme is shown in Appendix 6. The information clearly demonstrates the reducing capital resources, particularly following the completion of the Building Fife's Future programme. The investment themes currently total approximately £5m per annum. However this funding is programmed to reduce to approximately £1m per annum from 2019.

3.9 Backlog maintenance

- 3.9.1 A breakdown of the costs associated with backlog maintenance are shown in Appendix 7. It continues to be challenging to maintain our estate within the existing Council resources. There are a number of buildings which were built to building standards which are not consistent with the current regulations. It is a challenge for the service to meet these regulations. However, where investment is planned or undertaken within a school e.g. Cairneyhill PS, refurbishment of the existing accommodation is procured to the latest building standards.

3.10 Carbon Footprint

- 3.10.1 The UK Climate Change Act 2008 and the Climate Change (Scotland) Act 2009 set legally binding targets on local authorities to reduce their greenhouse gas emissions by 42% by 2020 and 80% by 2050. To achieve these targets each Council service has to reduce carbon emissions by 3% each year from the baseline values recorded in 2006/07.
- 3.10.2 The Act requires all public bodies to purchase units of carbon based on expected usage across a year. The Carbon Reduction Commitment (CRC) is a charge against large public and private sector organisations and is aimed at reducing carbon emissions across the UK. The current charging rate is based on £16 per tonne of carbon emissions, and will rise to £16.40 in 2016/17.
- 3.10.3 A number of initiatives have been introduced since the Service Carbon Footprint results were published in August 2010. There is early evidence that these initiatives have already contributed towards a reduced carbon footprint and it is expected that they will continue to do so in future years. However, the main source of carbon emissions is from our buildings (98%) and therefore the only way to achieve significant reduction in our carbon emissions is to reduce the number of buildings we operate.

3.11 Compliance

- 3.11.1 Fife Council is required to ensure compliance with a number of regulations and the school estate is subject to pressure as a result of the emergence of additional service requirements related to national policy or legislation.

3.12 Structural

- 3.12.1 A number of schools across Fife are nearing the end of their design lifespan. In a number of cases there are known age related structural issues which require to be addressed to ensure the continuing integrity of the building, and in all cases there are maintenance and repair costs, associated with ageing structure, fabric and services, which require capital investment. In many cases such investment does not significantly extend the design lifespan of these buildings and only ensures continuity of service delivery in the short to medium term. There are also likely to be structural issues which would not be considered to be age related, but instead associated with building design, material use and building technique. These also require attention to ensure continuity of education in a safe environment and such work needs to be accommodated within any future capital programme. Examples of where such work has been undertaken recently include Kirkcaldy High School, Methilhill Primary School and Lochgelly High School. Alongside the risk to continuity of education related to a failure to address significant structural issues, there is a potential financial penalty associated with additional costs incurred in carrying out emergency repairs. There is also a degree of reputational risk to the Council in this situation.

3.13 Fire Safety

- 3.13.1 There are a number of buildings which were built to different “building standards” and do not meet the current regulations. It is a challenge for the service to meet these regulations across all existing buildings.

3.14 PPP Schools

- 3.14.1 As highlighted on the national news in the past 2 years, there have been building issues with a number of new schools procured and constructed under PPP contracts. In Fife, at the time of construction, Fife Council ensured robust compliance processes were in place with reviews of the construction and sign off at a number of stages. The PPP schools in Fife were subsequently checked and no significant issues were found. These buildings will continue to be managed by the PPP provider. Handover to the council for the Phase 1 schools will be 2028 and 2032 for the Phase 2 schools.

3.15 Population Demographics

- 3.15.1 In a number of areas changes in population demographics have resulted in a mismatch between school capacities and area requirements. Within a given area sufficient overall pupil capacity might exist, but its location might not correspond to where children now live and where we anticipate they will live in

the future. This tends to be a consequence of the development of new housing on greenfield sites and the natural life cycle of existing housing developments whereby, over time, the age profile of residents change and fewer children live within a given area. Dunfermline East is an example of an area within Fife where population changes have impacted significantly on school occupancy levels, particularly in the secondary sector. Conversely, Gateside Primary School currently has no pupils enrolled for session 2018/19. Further discussion will be required in the new session with parents/carers regarding this school.

- 3.15.2 To resolve the capacity issues in the Dunfermline area, for a period of time, the Education Service has recently undertaken a statutory consultation process to rezone the secondary catchment areas of Dunfermline, Inverkeithing, Queen Anne and Woodmill High Schools. This proposal would allow surplus capacity in Queen Anne and Inverkeithing High School to be utilised whilst relieving the occupancy level at Woodmill High School. If no changes are made to the catchment areas, for session 2019/20 over 140 pupils will not be able to receive a catchment place at Woodmill High School.

4.0 Opportunities

4.1 15-24 Learner Journey

- 4.1.1 The 15-24 Learner Journey Review was published by the Scottish Government in May 2018. The Education Service should take account of this document in relation to the future school estate for our learners. The key components of this, following stakeholder engagement by the Scottish Government, have confirmed that Scotland has many of the key components of a high quality 15-24 education system in place:

- 4.1.2 This report recognises that continued improvement is required for the longer term. The improvements required in relation to the estate are as follows:
- building on the collaboration visible through Developing Young Workforce (DYW) and extending this to universities,
 - work towards education and skills system being closer aligned towards a unified 15-24 learner journey, co-designed and delivered by schools, colleges, the third sector, universities, independent training providers and employers,
 - availability of meaningful choices, enabling progression and promoting the use of the Scottish Credit & Qualifications Framework
 - co-creating and co-delivering the senior-phase curriculum, aligning timetables,
 - making maximum use of the technical expertise and (human and financial) resources across the combined estate to create the best place to learn and involving new ways of maximising work-based learning, digitalisation and employer engagement.
- 4.1.3 Where there are opportunities to take forward the 15-24 learner journey, opportunities should be explored to create links with local colleges, with

potential for shared campuses with secondary schools and colleges. We should be guided by the 15 to 24 learner Journey Report and think of all our buildings as a resource for all pupils and work together to deliver learning.

4.1.4 We should continue to be directed by the DYW Board and work in close partnership with the college and businesses. The 2 main priorities for the Board are to deliver the STEM agenda and to ensure that we promote apprenticeships. To do so we must work in partnership to ensure that the curriculum on offer is based on pathways and transitions. Going forward we are determined to ensure that all schools promote all options to all pupils including Foundation Apprenticeships.

4.1.5 In terms of making the very best use of all available resources we must maximise the opportunities to deliver the curriculum. This can be achieved through collaborative working across schools and the college. In future we could present a local curriculum offer where pupils may go to more than one establishment in order to present a fair and equitable opportunity for all.

4.2 Partnerships with Colleges

4.2.1 As well as providing centralised accessible services for the public, co-location with partner services, such as Fife College (Levenmouth Campus) and Police Scotland (Waid Campus) also offers clear opportunities for schools to enhance delivery of the curriculum, for example in relation to Senior Phase, and to develop closer and more effective partnership working arrangements.

4.3 Multi-Service Approach

4.3.1 In respect of the function of schools within communities, where possible new build schools are being designed to offer co-location opportunities to other Fife Council services and facilities, for example libraries and local area offices. Such a model is consistent with the Council's drive to provide accessible and sustainable community services while managing public funds efficiently and optimising use of all available buildings within a community, both internal and external to the Council.

4.3.2 The Windmill Campus comprises Viewforth High School, Rosslyn School, the Customer Service Point (local office services) and a community library. This collaboration of services allows a one-stop shop for this community. Having Viewforth and Rosslyn schools on site has offered many positives for all stakeholders. Pupils from Rosslyn regularly use the wider facilities of Viewforth High School and integrate with senior Viewforth pupils. The library offers many daytime activities for the community and senior pupils are involved in many of these activities both during the day and in the evenings. The Community Use team runs a number of activities and the uptake of these events is positive.

4.4 Outdoor Space for the Curriculum

4.4.1 In the primary sector, for the last 10 years, through a number of investment programmes, the Service has actively promoted the use of outdoor space to

support many aspects of the curriculum. Primary pupils, through their parent councils, are continuing to enhance their school grounds to improve behaviour, learning opportunities and in some schools offer the use of the playgrounds to pupils after school hours.

- 4.4.2 Within any early years' establishment, the building should allow pupils to have free access (where the building permits) to outdoor space, so nursery pupils can choose whether they want to be indoors or outdoors. This is not always possible in existing buildings, however, in new builds, the design incorporates direct access. Our plans for the Early Years expansion to 1140 hours include opportunities for pupils to spend their time split between outdoor space, for a period of the day, and the remainder of time indoors.

4.5 Digital Technology and Infrastructure

- 4.5.1 Experience, both locally and nationally, clearly demonstrates that building design can make a significant contribution to a school's ability to deliver an educational experience which is consistent with the aims and aspirations of Curriculum for Excellence. Interdisciplinary and collaborative learning, for example, are enhanced by access to flexible spaces which can be adapted to a range of activities. While the need for more traditionally designed learning spaces will remain, these form only part of the range of spaces created within a new school, to ensure our schools have the capacity to respond to the pedagogical and technological advances which will inevitably occur in the future.
- 4.5.2 There is pressure to continually update ICT equipment and infrastructure in schools. £1m is required each year simply to refresh software, desktops and notebooks to support the needs of our pupils across schools.

5.0 Future Demand

5.1 Housing Development

- 5.1.1 The Local Development Plan was adopted on 21st September 2017 by Fife Council, in accordance with the Town & Country Planning (Scotland) Act 1997 as modified by the Planning etc. (Scotland) Act 2006. The plan sets out the planning policies and proposals for the development and use of land across Fife. Our focus is to work with the development sector, communities and other stakeholders to deliver the plan's proposals for strategic development, supporting new housing development and the infrastructure for growth.
- 5.1.2 This plans sets out the large strategic development areas (SDA) which will impact on our communities. This impact will create requirement for new primary schools, additional nursery capacity and contributions towards secondary provision. The main SDAs are listed in Table 6 below, together with the projected capacity contained in the Housing Land Audit 2017.

Table 6.

SDA Name	No of Units (Fife Plan)	Site Name	HLA 2017 Capacity
Dunfermline N/W/SW	4200	Broomhall Berrylaw Wellwood	2450 665 <u>1085</u> 4200
North Dunfermline	2850	Swallowdrum North Carnock Road Kent Street Chamberfield Colton In addition: Halbeath	900 30 80 40 100 300 <u>1400</u> 2850
Lochgelly	2550	Lochgelly South Lochgelly West Lochgelly North Lochgelly North East	810 400 140 <u>400</u> 1750
Ore/Upper Leven Valley (incs. Glenrcraig, Kelty, Cardenden, Lumphinnans, Thornton)	3307	Thornton West Kelty South West Lumphinnans North Lawrence Park North Lawrence Park South Spittal Farm Cardenden Rd East Cardenden Rd West	900 900 300 14 211 73 110 <u>170</u> 2678
Kirkcaldy South West	1000	KDY West	1200
Kirkcaldy East	2850	Kingdom Park KDY East SDA2	1090 <u>1760</u> 2850
Levenmouth	1650	Levenmouth	1650
Cupar North	1400	Cupar North SDA Gilliefaulds West	1480 <u>168</u> 1648
St Andrews	1090	St Andrews West	1090
Total	20897		19916

- 5.1.3 Economy, Planning and Employability Services undertakes an annual audit, known as the Housing Land Audit, of the housing land supply in Fife, using 1st April as the base date. The audit monitors housing completions and makes predictions about future housebuilding in Fife. Homes for Scotland (representing the national housebuilders) and local developers are consulted on the information to be included in the Housing Land Audit, to discuss and agree the Audit as far as possible.
- 5.1.4 It is important to recognise the significant impact that these SDAs will have on the existing school estate and that new infrastructure is required through the planning process to provide new schools. The Education Service and colleagues in Planning are working collaboratively to ensure that new schools are delivered, at a suitable point, to ensure our existing infrastructure does not exceed capacity.
- 5.1.5 An assessment of the expected impact on the school estate is based on the information and phasing of housing units contained in the extant Housing Land

Audit, contributing to the production of school roll projections. The Fife Plan details site capacity for each of the SDAs, however the Housing Land Audit 2017 can show an increase to site capacity. It may be that through discussion with developers they may wish to assume a potential for increased capacity on some sites (e.g. Kirkcaldy West SLA – Capacity for 1000 units, Housing Land Audit 2017 details 1200 units).

- 5.1.6 Included across the Fife Plan is an overall requirement for 11 additional primary schools, additional infrastructure over a wider geographical area for primary and contributions towards secondary infrastructure from individual developers in individual catchment areas. As a result, the Education Service will be required to revise existing primary catchment areas and create new catchment areas for the 11 primary schools. Statutory consultation in accordance with the Schools Consultation (Scotland) Act 2010 will be required.
- 5.1.7 Additionally, there will be a requirement for 1100 more pupil places in secondary in the Dunfermline & West Fife area. Until such time as planning obligations are received and plans for any new infrastructure are completed, Fife Council is required to manage pupil places and school catchments areas.

5.2 Early Years Expansion

- 5.2.1 Fife Council currently operates 106 nurseries and is in partnership with 49 private nurseries and playgroups (to meet our obligations to offer the current 600 hours of funded early learning and childcare to eligible 2, 3 and 4 year olds). The service is required to expand the number of placements available as a result of the Scottish Government's commitment to increase the number of hours for nursery provision from 600 hours to 1140 hours by 2020. When assessing where additional places could be created, the Service has looked at maximising the number of places within our partnerships with private providers, including childminders; using additional capacity within the school estate; using capacity in other Fife Council buildings; identifying where extensions could be added to existing school buildings and building new nurseries.
- 5.2.2 To deliver the 1140 hours, the Education Service will timetable nursery hours to extend into the summer holiday period, in a number of nurseries, and will also implement the use of outdoor space to deliver this enhanced provision. Included in this expansion will be increased provision in more geographical areas for under 3s, to support those vulnerable families.
- 5.2.3 As a result of this detailed work, the Service has identified the following requirements:
- 15 refurbishment projects reusing existing space and including utilising space in Fife Leisure Centres
 - 10 existing school or nursery buildings will have extensions
 - 11 new build, 2 of which are joint projects with other services
 - 4 outdoor settings, where children can access traditional nursery setting in addition to outdoor provision every day

- Expansion of the number of partner placements to 21.04% of the overall provision (includes private nurseries, playgroups and childminders), with just over 6% of placements for childminders.

5.3 Community Assets

5.3.1 The Education Service recognises the commitment of the current administration of Fife Council to reshape our communities and increase the use of assets by local Community groups. It is important for the Council to review all Council assets and where possible, and in accordance with local community demand, consider the use of schools to deliver community services within the evenings and weekends.

5.3.2 The increasing range of services and facilities offered through schools, for example breakfast and after school clubs, offers both a challenge and an opportunity to the school estate; as the Council seeks to provide integrated and sustainable services within communities while reducing overheads associated with multiple premises. Schools offer accessible opportunities to optimise use of community assets through co-location with other Council and partner services.

6.0 Our Future Estate - Principles

6.1 Principles – Condition, Suitability, Occupancy

6.1.1 The overall aim of a sustainable school estate is to contribute to the Directorate vision and aspirations by managing strategic assets and resources effectively and this commitment is recorded specifically in the Directorate Plan. A number of strategic priorities are considered imperative in achieving the effective management of assets and resources, and together these provide the basis for the next phase of Building Fife's Future: School Estate Strategy. They form the criteria by which the Service will work to maximise the sustainability of the school estate.

6.1.2 It was agreed at the Executive Committee in October 2012 that the overall aim of a sustainable school estate is to contribute towards 'Improving life chances for all' by managing strategic assets and resources effectively. The key strategic priorities considered essential to deliver this mission are as follows:

- (a) every school should be rated as A or B for both condition and suitability to include a number of accessible schools in each geographical area;**

Schools built using 1950/60's construction methods are reaching the end of their expected life-span and despite planned maintenance and improvement projects many of these buildings continue to deteriorate.

The reality of working with an ageing and diverse estate with limited funding makes it difficult for all schools to be fully accessible but at least 1 per area will be a minimum target within each geographical area.

- (b) schools should have an occupancy rate greater than 60% of capacity and consideration should be given to establishing a minimum number of pupils in any school which is less than 5 miles from another school;**

In order to ensure equity in provision, schools should be operating within an optimal occupancy and efficiency range of 80-100%. Years of falling school rolls and only a minimal reduction in capacity has resulted in 33 out of 135 schools currently operating at less than 60% of their capacity. There are 10 schools operating over-capacity.

It is important to consider the minimum number of pupils in a given school to ensure that pupils have sufficient opportunities for interaction with a range of their peers, to include opportunities to learn alongside other pupils of a similar age and stage. Currently, there are 14 schools with low pupil numbers which restrict this type of interaction taking place. Recognising that effective learning requires interaction between pupils, and that such interaction is most effective when children are of a similar age, schools should therefore have a minimum roll of 50 pupils and a minimum of 3 classes. Moving forward, any new schools will be designed to be a minimum of one stream i.e. 7 classes to enable learning to be most effective.

- (c) a sustainable school estate strategy should work towards reducing the overall Council carbon footprint;**

The Education Service is responsible for at least 1/3 of the entire Fife Council Carbon Footprint and 98% of our carbon emissions are from school buildings. This can be reduced through first reviewing and then improving energy efficiency in our buildings and by de-commissioning buildings which are particularly inefficient and no longer fully fit for purpose.

6.2 Principles – New School Site Assessment

6.2.1 On 16 August 2016, the Executive Committee agreed the criteria required to test any available site options for new schools as follows:

- [1] a single school and site for the children and young people in order to both provide a coherent and efficient curriculum for all pupils and deliver the best value requirements;
- [2] a site where the net acreage was consistent with relevant space guidance in order that it could contain a school, as well as the open space, of sufficient size and appropriate shape to accommodate the peak forecast roll and an element of future expansion. The aspect ratio of the site should also be of suitable proportions to enable the design of the new school to create a building which was attractive and inspiring and would create a civic presence without being unduly constrained by the site;
- [3] a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle,

- car and public transport. It should be located to minimise pupil travel distance and support the delivery of appropriate community facilities;
- [4] a sufficient site area to accommodate all curricular, external learning, sports facilities and community engagement, therefore any site would be assessed having regard to the size of the site and its ability to accommodate the school, and not only its curricular activities but all extracurricular activities In accordance with current Fife Council priorities;
 - [5] a site which was able to ensure that the building design could deliver full accessibility for all pupils, staff and the public, including appropriate vehicular access and car parking facilities;
 - [6] a site which could enable a design that would deliver a safe and secure environment, with ease of movement throughout the building and the site;
 - [7] the school should be available for occupancy within a reasonable timescale;
 - [8] a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council's capital resources.

6.2.2 It should be noted that these criteria relate solely to the site characteristics and not to the detailed design of a new school building.

6.3 Principles - Size of Secondary schools

6.3.1 In Scotland there is a wide range of school rolls and in particular there are some very small secondary schools in some rural areas. Establishing any link between a school's size and its educational effectiveness is, however, very difficult. Some of Scotland's very largest schools and very smallest schools appear to be highly effective, when effectiveness is measured by success in external examinations.

6.3.2 There are, currently, 358 secondary schools in Scotland, with the smallest in Orkney (with a capacity of 50 pupils) and the largest in Glasgow (with a pupil capacity of 2350 pupils). There are 54 secondary schools in Scotland with a capacity greater than 1400 pupils. In Fife, 7 of the 18 secondary schools have a capacity in excess of 1600 pupils, 8 with a capacity >1000 but less than <1600 pupils and 3 with have a capacity of <1000 pupils.

6.3.3 It is appropriate that consideration is given to the size of the Secondary infrastructure.

6.3.4 However, a review was carried out by Lancaster University in 2004 titled "Secondary School Size: a Systematic Review". One of the purposes of this report was to investigate the impact on school size on the range of the student, teacher and school outcomes. The review findings suggested that there is no overall consistent relationship between secondary school size and outcomes.

6.3.5 The issue when wishing to establish the optimum size for a school is that the task is made difficult because there are a range of uncontrolled variables which may contribute more significantly to school effectiveness than its size. The

obvious example is school leadership, but other factors would include amongst others:

- social and economic advantage
- resourcing
- teacher and staff numbers and their abilities/training/attitudes
- organisational structures
- parental engagement/support
- the curriculum.

- 6.3.6 Relative to these issues, the size of the school roll can appear to be of much less significance.
- 6.3.7 Any lower limit for planning a secondary school usually relates to the capacity of the school to offer breadth, balance, choice and coherence in the curriculum which pupils follow at the later stages. Very small secondary schools are expensive to run and require flexibility by staff and some linking of pupils' options if they are to run efficiently.
- 6.3.8 Very large schools, on the other hand, can be highly efficient and offer breadth of choice. The downside, however, can be that the sheer scale of such schools can make them more difficult to manage and can require particular attention to ensuring that every child has a sense of belonging.
- 6.3.9 Factors other than size of roll, such as the quality of leadership and of learning and teaching, are significantly more important determinants of a school's success. Therefore, in planning future schools, decisions need to be made which optimise the potential for the schools' effectiveness. However, decisions also need to be driven by a need for efficiency, not only in the schools being planned, but also across other schools within the Council's responsibility. Ensuring a school's efficiency and effectiveness should be paramount. Targeting the achievement of a particular roll band should be a secondary aspiration.
- 6.3.10 Therefore, it is proposed that any new secondary school should have a minimum capacity for 800 pupils, but that the maximum capacity is not prescribed.
- 6.3.11 All new schools should be planned in accordance with future demographics, to accommodate those pupils expected to be residing in the area, including as a result of strategic development areas.

6.4 Principles - Learning Campuses

- 6.4.1 The ambition should be seen in the context of the Education & Children's Services Directorate priorities and, in particular, the drive to improve outcomes – attainment; employability skills and sustained, positive destinations for all young people.

- 6.4.2 Partnerships, for example with Fife College, are founded on developing and delivering an appropriate curriculum for all, with clear articulation between school and college, with identified pathways from National and/or industry based Qualifications through to degree opportunities.
- 6.4.3 The ambition would be to develop and deliver 'one coherent offer' to young people which highlights the learning packages available to them across school and college and the routes for progression rather than continues to distinguish between the different ways we offer the curriculum at present.
- 6.4.4 We would seek to create opportunities for more flexible learning with that learning linked to employability and tailored to socio economic needs. In practice this could mean:
- a strengthening of the senior phase with greater and deeper college involvement in school, supported by collaboration at earlier stages (BGE)
 - greater articulation from college through an expansion of associate student models and development of new models, supported by more new modes of delivery starting in the senior phase
 - increased college delivery of franchised degrees, especially in industries where the recognised qualification for entry is a degree
 - increased school, college and employer collaboration with clear pathways and levels of co-ordinated employer engagement at the various stages.
 - timetabling could be coordinated across any joint learning campus.
- 6.4.5 Facilities could be developed with the college, to support positive destinations, meet the needs of the communities and allow the removal of poor condition and suitability buildings from the estate. A learning campus could bring together the college and secondary schools onto a single site and provide modern, fit for purpose accommodation and facilities tailored to meet the educational needs of the whole community.
- 6.4.6 This, in turn, could lead to better efficiencies in the use of the capital and revenue resources available.
- 6.4.7 State of the art school accommodation, on a single campus, would offer significant educational, social and economic advantages. Curriculum for Excellence encourages cross-curricular working and the new schools could be designed to give flexibility in the delivery of the curriculum. The 15-24 Learner Journey could be significantly enhanced through creating learning pathways across establishments on a single campus.
- 6.4.8 Community use schools, with substantial and varied programmes every evening and weekend, in all new provisions, could be designed with this in mind and we would aim to ensure that provision is available to meet the current and future community demands. As a result, it is expected that community users of any new campus would enjoy all the benefits of modern, purpose built facilities.
- 6.4.9 Any new Fife College facilities, co-located in close proximity to new school facilities, would enable the integration of provision for students aged 15+. This

provision would enable young people to access courses, wider experiences and opportunities on a single campus. This is more than the schools on their own would be able to provide.

- 6.4.10 Therefore, any major investment should enable such a step change in Education provision, providing new fit for purpose facilities to meet both existing requirements and also provide additional capacity to support curriculum development across Fife.

7.0 Further Education Infrastructure Considerations

- 7.1 The Education Service in Fife is indeed benefiting considerably from the capital funding that has been allocated within our own capital programme in conjunction with the significant investment from the Scottish Government.
- 7.2 However, there remains substantial and continued challenge for the school estate, to ensure that capacity is in the right place to meet demand and that the buildings are fit for purpose. As demonstrated in section 3 above, many of our buildings do not meet our aspirations in terms of condition, suitability and accessibility.
- 7.3 In order to maximise the impact of all available funding, at this time the priority for any future programme of school replacement would be in the secondary sector, across the Dunfermline and South West Fife area. Our planning is being undertaken at this geographical area level, considering the community needs and taking into account the education needs of existing and potential future pupils. This geographical approach involves a degree of tailoring of solutions in each area to meet local need as the vision cannot be achieved through the delivery of one project in isolation and will, most likely, consist of a number of change projects, including, but not exclusively, capital projects.
- 7.4 Therefore, the key focus for major investment would be the Dunfermline and South West Fife area, as this would enable a step change in Education provision, providing new fit for purpose facilities to meet both existing demand and also provide additional capacity to support development across the area.
- 7.5 This increased demand, along with the existing condition and suitability issues in current estate, could be addressed through the delivery of three key projects:
- The development of a fully integrated learning campus, encompassing a replacement for both St Columba's RC and Woodmill High Schools, increasing capacity to allow for future demand;
 - The development of a replacement Inverkeithing HS;
 - Increasing capacity to allow for future demand, including the option to extend Queen Anne and Dunfermline High Schools.
- 7.6 These could be developed with the college, to support positive destinations, meet the needs of the communities and allow the removal of poor condition and suitability facilities from the estate. A learning campus could bring together the two secondary schools, already in close proximity to each other, onto a single

site and provide modern, fit for purpose accommodation and facilities tailored to meet the educational needs of both school communities.

- 7.7 State of the art school accommodation, on a single campus, would offer significant educational, social and economical advantages. Curriculum for Excellence encourages cross-curricular working and the new schools could be designed to give flexibility in the delivery of the curriculum. The 15-24 Learner Journey could be significantly enhanced through creating learning pathways across establishments on a single campus.
- 7.8 As community use schools, with substantial and varied programmes every evening and weekend, facilities in all new provisions could be designed with this in mind and we would aim to ensure that provision is available to meet the current and future community demands. As a result, it is expected that community users of a new campus would enjoy all the benefits of modern, purpose built facilities.
- 7.9 Any new Fife College facilities, co-located in close proximity to the new school facilities, would enable the integration of provision for students aged 15+. This provision, combined with existing plans for the schools, would enable young people to access courses, wider experiences and opportunities on a single campus. This is more than the schools on their own would be able to provide. Notable aspects of such a combination of facilities would be:
- Innovative opportunities on the Science, Technology, Engineering and Mathematics agenda.
 - Specific facilities to support construction, engineering, care, health and wellbeing, hairdressing, tourism and hospitality certificated courses.
 - Specific partnership with locally based companies, whether they be large multi-nationals, SME or local firms. Productive partnerships and the training offer at the Campus, would support school students' and other learners' aspirations to specific employment destinations.
- 7.10 The agenda is not only about immediate employability and job-related training post-school. It would be the intention to be more innovative in meeting student aspiration to Higher Education through further close partnership with Scotland's Universities.

8.0 Future Progress and Consultation

- 8.1 In the long term, it is important that the school estate is kept under review in order to ensure that it continues to support the priorities of the Education & Children's Services Directorate, Fife Council and the people of Fife.
- 8.2 Attempting to maintain a school estate that is unsustainable will result in an increase in the number of unplanned school closures due to the general deterioration of the estate. This will also result in greater spending on reactive maintenance, drawing funds away from essential investment. In addition, it is likely that there will be an increase in health and safety related issues and

incidents.

- 8.3 In each of the geographical areas of Fife, there is some surplus capacity of school places which can only be addressed through a programme of amalgamation and closure. Such a programme offers significant educational benefit to children through developing a school estate which is more fit for purpose in terms of curriculum delivery. It also delivers financial savings to the authority, consistent with Best Value requirements enshrined in the Local Government (Scotland) Act 2003. A programme of amalgamation and closure therefore offers the Council an opportunity to remove schools which are educationally and financially inefficient from the estate. It is fully recognised that such a programme would not be undertaken lightly by elected members or council officers and would be informed by both the legislative requirements of the Schools (Consultation) (Scotland) Act 2010, and importantly the experience and learning which resulted from the programme of closures undertaken in the Sustainable School Estate review.
- 8.4 Given the finite nature of resources available prioritisation of capital investment will mean that a decision to undertake a major project in one area will determine what can or cannot be achieved in another area. For example, if a major project is delivered in Dunfermline in relation to secondary school provision it would not be possible to undertake a similar scale project in any other area of Fife or to fully deliver the programme of work identified within the investment themes of the existing capital programme.
- 8.5 It is clear from the most recent review undertaken by the Service that the issues facing the school estate have arisen over a long period of time, as a result of the estate remaining relatively static in the face of changing population patterns. Therefore it is important that recognition is given to the need to keep the school estate under review in the long term on a continuous basis. In the light of this it is proposed that a programme approach be continued, with proposals for changes to the school estate being brought forward on a regular but phased basis. The phased approach would allow the Council to continue to learn lessons from each phase.
- 8.6 It is important to recognise that in developing a strategic plan to manage the school estate there will continue to be factors which will impact on the plan in an unpredictable way. For example, while demographic patterns can be projected and planned for these may change as a result of market pressures or for other reasons. It is also likely that there will be unanticipated structural problems or even fire, which are not age related, and which in some cases may require significant investment to repair. In present circumstances it is not possible to retain a contingency element in the capital plan for such unforeseen events and they inevitably therefore require a restructuring of expenditure priorities.
- 8.7 It is recognised that reviewing the school estate is a challenging process for the schools involved, for parents, for elected members and all other stakeholders. However, the 'do nothing' option will result in even more unpredicted and

unmanaged challenges, as well as significant issues for future generations of children in Fife.

- 8.8 As with any proposal or change to a school catchment area or to make better use of a building where it may impact on its customers i.e. pupils and parents, effective communication and consultation will be key in the development and implementation of a strategy to maintain a school estate long term. This was subsequently confirmed in practice, and it is therefore recommended that continued wide engagement takes place regarding the key priorities to be considered when reviewing the school estate and the criteria to be applied when making decisions about school provision.
- 8.9 Among other statutory duties, authorities have to make adequate and efficient provision of school education for their area. That requires them to look at issues from a Council-wide perspective. It is therefore proposed that school estate principles and implementation plans are shared with existing local engagement forums to help inform how this strategy is applied. This process would also give communities a direct opportunity to contribute local knowledge about needs as well as possible alternative uses for the school estate where surplus capacity within an area might indicate a need for consideration of closure.
- 8.10 Any consultation undertaken prior to the publication of specific proposals would be additional to any statutory consultation required by the Schools (Consultation) (Scotland) Act 2010 and Children and Young People Act 2014. It is proposed that the Education Service prepares a full consultation and communication plan for any future proposals, as a basis for community discussion.

9.0 Implementation of a strategy

- 9.1 It is proposed that the following actions be taken in order to achieve greater sustainability in the school estate:
- a. setting the scene – elected members are asked to consider the key priorities for a sustainable school estate and agree the principles outlined in this paper.
 - b. the key priorities and infrastructure requirements are reflected in the review of the capital budget
 - c. the education service develops the strategy through collecting and sharing information related to the key priorities and associated items covering the whole of the school estate.
 - d. the strategy is implemented by identifying and undertaking a programme of reviews by geographical area or cluster, identifying issues and presenting options and action plans for delivery.
 - e. action plans are implemented in line with the requirements of the Schools (Consultation) (Scotland) Act 2010, Children and Young People Act 2014 as amended.

10.0 Conclusions

- 10.1 This report sets out the strategic issues which continue to face the school estate and recommends an approach to prioritising issues in the context of the efficient and effective management of our strategic assets and resources.
- 10.2 The next steps will be for the Directorate to share local school estate information with stakeholders and bring forward a programme of reviews throughout the next 3 years in accordance with the key strategic priorities and in line with the capital programme.
- 10.3 These reviews will lead to action plans which will be developed and taken forward for committee consideration, consultation and implementation.

Appendices:

- Appendix 1 – School estate core facts and associated information
- Appendix 2 – Links to relevant documents
- Appendix 3 – Historic School Rolls
- Appendix 4 – Fife Council Secondary School Capacity model
- Appendix 5 – Condition C schools and improvement measures
- Appendix 6 – Suitability C and D schools and improvement measures
- Appendix 7 – Education Capital Programme
- Appendix 8 – Maintenance requirements

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School Roll Census 2017

School rolls and estate data

Core Facts 2018

Condition & suitability ratings

A = Good
B = Satisfactory
C = Poor
D = Bad

Accessibility ratings

A = Fully accessible
B = Partially accessible
C = Potential to become accessible
D = No potential to become accessible

Highlighted values

Occupancy <60%
Condition or Suitability = C or D
Scot Gov Rural List = Yes

School Name	Census 2017	Maximum		Core Facts			Rural
	School Roll	Capacity	Occupancy	Condition	Suitability	Accessibility	ScotGov Rural List (no changes)
Carleton PS	319	434	74%	C	B	B	No
Coaltown of Balgonie PS	75	100	75%	B	B	C	No
Markinch PS	293	292	100%	B	B	B	No
Milton of Balgonie PS	23	75	31%	B	B	D	Yes
Pitteuchar East PS	294	367	80%	B	B	C	No
Pitteuchar West PS	300	342	88%	B	B	B	No
Star PS	34	50	68%	B	B	C	Yes
Thornton PS	205	261	79%	B	A	B	No
Warout PS	192	342	56%	B	B	C	No
Cluster total	1735	2263	77%				
Auchmuty HS	1267	1300	97%	A	A	A	No
Auchtertool PS	37	50	74%	B	C	D	Yes
Burntisland PS	585	651	90%	A	A	A	No
Dunnikier PS	366	434	84%	B	B	B	No
Kinghorn PS	191	267	72%	B	B	C	Yes
Kirkcaldy West PS	506	485	104%	B	C	B	No
Strathallan PS	379	434	87%	A	A	A	No
Cluster total	2064	2321	89%				
Balwearie HS	1571	1593	99%	B	C	C	No
Cowdenbeath PS	197	292	67%	C	C	C	No
Crossgates PS	197	335	59%	B	B	B	No
Foulford PS	358	434	82%	B	B	B	No
Hill of Beath PS	164	150	109%	B	B	C	No
Kelty PS	517	509	102%	B	B	A	No
Lumphinnans PS	137	150	91%	B	B	B	No
Cluster total	1570	1870	84%				
Beath HS	1129	1486	76%	A	A	A	No

School Name	Census	Maximum		Core Facts			Rural
	School Roll	Capacity	Occupancy	Condition	Suitability	Accessibility	ScotGov Rural List?
Auchtermuchty PS	180	201	90%	B	B	B	Yes
Balmullo PS	123	125	98%	C	B	C	Yes
Castlehill PS	502	559	90%	B	B	B	No
Ceres PS	115	125	92%	B	A	A	Yes
Craigrothie PS	21	50	42%	B	B	C	Yes
Dairsie PS	61	75	81%	B	B	B	Yes
Dunbog PS	57	75	76%	B	B	D	Yes
Falkland PS	114	217	53%	B	B	C	Yes
Freuchie PS	109	125	87%	B	C	C	Yes
Gateside PS	5	47	11%	B	B	C	Yes
Kettle PS	93	100	93%	B	C	C	Yes
Ladybank PS	104	150	69%	B	B	C	Yes
Letham PS	36	48	75%	B	B	C	Yes
Newburgh PS	144	215	67%	B	B	C	Yes
Pitlessie PS	20	48	42%	B	B	D	Yes
Springfield PS	57	100	57%	C	B	B	Yes
Strathmiglo PS	76	100	76%	B	B	C	Yes
Cluster total	1817	2360	77%				
Bell Baxter HS	1453	1821	80%	B	B	A	No
Camdean PS	282	367	77%	B	B	B	No
Canmore PS	375	426	88%	B	B	C	No
Commercial PS	424	459	92%	B	B	A	No
Kings Road PS	420	509	83%	B	B	A	No
Pitreavie PS	289	292	99%	B	B	B	No
St Leonards PS	234	266	88%	B	B	B	No
Tulliallan PS	176	342	51%	B	B	B	Yes
Cluster total	2200	2661	83%				
Dunfermline HS	1620	1750	93%	A	A	A	No
Caskieberran PS	273	317	86%	B	B	C	No
Pitcoudie PS	359	367	98%	B	B	C	No
Rimbleton PS	258	292	88%	B	A	A	No
South Parks PS	251	317	79%	B	B	B	No
Cluster total	1141	1293	88%				
Glenrothes HS	776	941	82%	C	C	C	No
Kinglassie PS	185	224	83%	B	B	B	Yes
Leslie PS	208	292	71%	B	A	C	No
Newcastle PS	146	267	55%	B	A	B	No
Southwood PS	254	342	74%	B	A	A	No
Cluster total	793	1125	70%				
Glenwood HS	736	1358	54%	C	B	B	No

School Name	Census		Maximum	Condition	Core Facts			Rural
	School Roll	Capacity	Occupancy		Suitability	Accessibility	ScotGov Rural List?	
Aberdour PS	162	217	75%	B	B	C	Yes	
Dalgety Bay PS	343	434	79%	B	B	C	No	
Donibristle PS	467	484	96%	B	B	B	No	
Inverkeithing PS	366	459	80%	A	A	A	No	
North Queensferry PS	74	150	49%	B	B	A	Yes	
Park Road PS	185	281	66%	B	B	B	No	
Torryburn PS	118	217	54%	C	C	C	No	
Cluster total	1715	2242	76%					
Inverkeithing HS	1159	1634	71%	C	C	D	No	
Capshard PS	472	484	98%	B	B	B	No	
Fair Isle PS	435	434	100%	A	A	A	No	
Torbain PS	564	584	97%	B	B	C	No	
Valley PS	290	342	85%	B	B	B	No	
Cluster total	1761	1844	95%					
Kirkcaldy HS	1110	1818	61%	B	B	C	No	
Aberhill PS	283	509	56%	B	B	C	No	
Balcurvie PS	135	212	64%	B	B	B	No	
Buckhaven PS	265	305	87%	B	B	C	No	
Coaltown of Wemyss PS	57	100	57%	B	B	B	Yes	
Denbeath PS	227	217	105%	C	B	B	No	
East Wemyss PS	129	217	59%	B	B	C	Yes	
Kennoway PS	390	484	81%	A	A	A	No	
Methilhill PS	440	484	91%	B	B	B	No	
Mountfleurie PS	296	359	82%	B	A	B	No	
Parkhill PS	314	367	86%	A	A	A	No	
Cluster total	2536	3254	78%					
Levenmouth Academy	1619	1800	90%	A	A	A	No	
Benarty PS	288	509	57%	B	B	A	No	
Cardenden PS	187	217	86%	A	A	A	No	
Denend PS	189	294	64%	B	B	C	No	
Lochgelly South PS	161	215	75%	B	B	C	No	
Lochgelly West PS	265	292	91%	B	B	C	No	
Cluster total	1090	1527	71%					
Lochgelly HS	709	1124	63%	B	B	A	No	

School Name	Census	Maximum		Core Facts			Rural
	School Roll	Capacity	Occupancy	Condition	Suitability	Accessibility	ScotGov Rural List?
Balmerino PS	61	75	81%	B	B	C	Yes
Canongate PS	230	292	79%	B	A	C	No
Guardbridge PS	34	75	45%	B	B	B	Yes
Kingsbarns PS	18	50	36%	B	B	C	Yes
Largoward PS	25	50	50%	B	B	D	Yes
Lawhead PS	186	267	70%	C	B	C	No
Leuchars PS	220	292	75%	C	C	B	Yes
Newport PS	206	242	85%	B	B	C	No
Strathkinness PS	82	75	109%	B	B	D	Yes
Tayport PS	239	317	75%	B	B	B	No
Wormit PS	177	150	118%	B	B	D	No
Cluster total	1478	1885	78%				
Madras College	1273	1906	67%	C	D	B/D	No
Belleoman PS	242	254	95%	B	B	B	No
Blairhall PS	79	150	53%	B	B	B	Yes
Cairneyhill PS	229	267	86%	B	B	A	Yes
Carnock PS	72	97	74%	B	C	B	No
Crossford PS	193	267	72%	B	B	B	Yes
Culross PS	38	100	38%	B	B	C	No
Inzievar PS	217	267	81%	A	A	A	No
McLean PS	360	426	85%	B	B	A	No
Milemark PS	96	125	77%	B	B	A	No
Pittencrieff PS	196	212	92%	B	B	D	No
Saline PS	94	150	63%	B	B	B	Yes
Townhill PS	254	292	87%	B	B	B	Yes
Cluster total	2070	2607	79%				
Queen Anne HS	1594	2050	78%	A	A	A	No
Greyfriars RC PS	201	242	83%	B	B	A	No
St Agathas RC PS	227	292	78%	B	B	B	No
St Columbas RC PS	232	292	79%	A	A	A	No
St Maries RC PS	382	418	91%	B	A	C	No
St Ninians RC PS	121	150	81%	C	B	B	No
St Patricks RC PS	175	239	73%	B	B	B	No
St Pauls RC PS	208	367	57%	B	B	C	No
Cluster total	1546	2000	77%				
St Andrews RC HS	794	1137	70%	B	B	A	No

School Name	Census	Maximum		Core Facts			Rural
	School Roll	Capacity	Occupancy	Condition	Suitability	Accessibility	ScotGov Rural List?
Holy Name RC PS	45	125	36%	A	A	A	No
St Brides RC PS	197	224	88%	B	B	D	No
St Johns RC PS	247	267	93%	B	B	B	No
St Josephs RC PS	147	150	98%	B	B	B	No
St Kenneths RC PS	237	434	55%	B	B	C	No
St Margarets RC PS	350	342	102%	B	B	C	No
St Serfs RC PS	98	217	45%	B	B	C	No
Cluster total	1321	1759	75%				
St Columbas RC HS	852	1069	80%	C	B	A	No
Dysart PS	160	282	57%	B	B	B	No
Kirkcaldy North PS	183	342	54%	B	C	C	No
Pathhead PS	285	342	83%	B	B	B	No
Sinclairtown PS	356	434	82%	B	B	B	No
Cluster total	984	1400	70%				
Viewforth HS	486	509	95%	A	A	A	No
Anstruther PS	307	459	67%	A	A	A	No
Colinsburgh PS	55	74	74%	B	B	B	Yes
Crail PS	84	150	56%	B	B	A	Yes
Elie PS	31	75	41%	B	B	D	Yes
Kirkton of Largo PS	34	75	45%	B	B	C	Yes
Lundin Mill PS	99	217	46%	C	B	C	Yes
Pittenweem PS	61	124	49%	B	B	C	No
St Monans PS	91	125	73%	B	A	B	Yes
Cluster total	762	1299	59%				
Waid Academy	689	800	86%	A	A	A	No
Carnegie PS	592	651	91%	A	A	A	No
Dulloch PS	509	434	117%	A	A	A	No
Limekilns PS	127	217	59%	B	B	B	Yes
Lynburn PS	381	509	75%	B	B	A	No
Masterton PS	357	367	97%	A	A	A	No
Touch PS	299	317	94%	B	B	B	No
Cluster total	2265	2495	91%				
Woodmill HS	1324	1445	92%	C	B	B	No

The following links give background information to support this report.

Guidance on Determining School Capacities 2004:

<http://www.scotland.gov.uk/Publications/2005/01/20528/50015>

Scottish Government - Determining Primary School Capacity – Guidance (October 2014) <http://www.gov.scot/Publications/2014/10/6749>

Scottish Government – Rural Schools

<https://beta.gov.scot/publications/rural-schools/>

Scottish Government – School buildings (includes closures details)

<https://beta.gov.scot/policies/schools/school-buildings/>

Scottish Government – School estate statistical datasets (includes full school level dataset) <http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets>

FIFEplan (Planning) on fifiedirect

<https://www.fifiedirect.org.uk/topics/index.cfm?fuseaction=page.display&p2sid=D61AC1F5-DD4B-CE6A-51E3BDDDED79D5ABC&themeid=2B482E89-1CC4-E06A-52FBA69F838F4D24>

FIFEplan (Planning Obligations framework) on fifiedirect

<https://www.fifiedirect.org.uk/topics/index.cfm?fuseaction=page.display&p2sid=D9EB16F3-CF28-533B-6914A588C19A6D19&themeid=2B482E89-1CC4-E06A-52FBA69F838F4D24>

Online Planning (search for a planning application)

<https://planning.fife.gov.uk/online/>

Housing Land Audit 2017

<https://fifecouncil.maps.arcgis.com/apps/webappviewer/index.html?id=ec33f46a6adb4e6c93548265403fca74>

School catchments - non-denominational schools

<https://fifecouncil.maps.arcgis.com/apps/webappviewer/index.html?id=60433875d1be42a08c8e7eaddc1ff004>

School catchments - denominational schools

<https://fifecouncil.maps.arcgis.com/apps/webappviewer/index.html?id=d7ffa3500e114275b372a10ce2f6337c>

Sustainable School Estate

<https://www.fifiedirect.org.uk/minisites/index.cfm?fuseaction=page.display&pageid=31C7891C-A98E-4134-A28E78D514ACF840&siteID=314C135A-95ED-7C80-50092DC09F860DF1>

Core Facts – Condition Guidance - <http://www.gov.scot/Resource/0052/00527898.pdf>

Core Facts – Suitability Guidance - <http://www.gov.scot/Resource/0052/00527892.pdf>

The SNCT Handbook of Conditions of Service:
http://www.snct.org.uk/wiki/index.php?title=Main_Page

Curriculum for Excellence:
<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum>

2 Hour P.E. Target: <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/PE>

Primary School Sports Facilities:
http://www.sportscotland.org.uk/resources/Facilities/Schools/Design_guidance_for_primary_school_sports_facilities

Choosing a School – A Guide for Parents
<http://www.scotland.gov.uk/Publications/2010/11/10093528/6>

Relevant Legislation

Education (Scotland) Act 1980

Standards in Scotland's Schools etc. Act 2000

Schools General (Scotland) Regulations 1975

Schools General (Scotland) (Amendment) Regulations 1982

Schools General (Scotland) Amendment (No.2) Regulations 1982

The Education (School and Placing Information) (Scotland) Regulations 1982

Amendment Regulations 1990

Amendment, etc., Regulations 1993

Amendment Regulations 2000

Amendment Regulations 2007

Regulations 2012

School Premises (General Requirements & Standards) (Scotland) Regulations 1967 (as amended)

Education (Lower Primary Class Sizes) (Scotland) Regulations 1999

Education (Lower Primary Class Sizes) (Scotland) Amendment Regulations 2010

Education (Additional Support for Learning) (Scotland) 2004.

Employment Law – sets minimum requirements for Authority's employees in relation to sanitary facilities, office accommodation etc.

Accessibility strategies that authorities are implementing under the Education (Disabilities Strategies and Pupils' Educational Records) (Scotland) Act 2002 and authorities' obligations under the Disability Discrimination Act 1995.

Health and Safety Legislation:

The Health and Safety at Work, etc. Act 1974

The Management of Health and Safety at Work Regulations 1999

The Workplace (Health, Safety and Welfare) Regulations 1992

Schools (Safety and Supervision of Pupils) Scotland Regulations 1990

Building Standards: <http://www.scotland.gov.uk/Topics/Built-Environment/Building/Building>

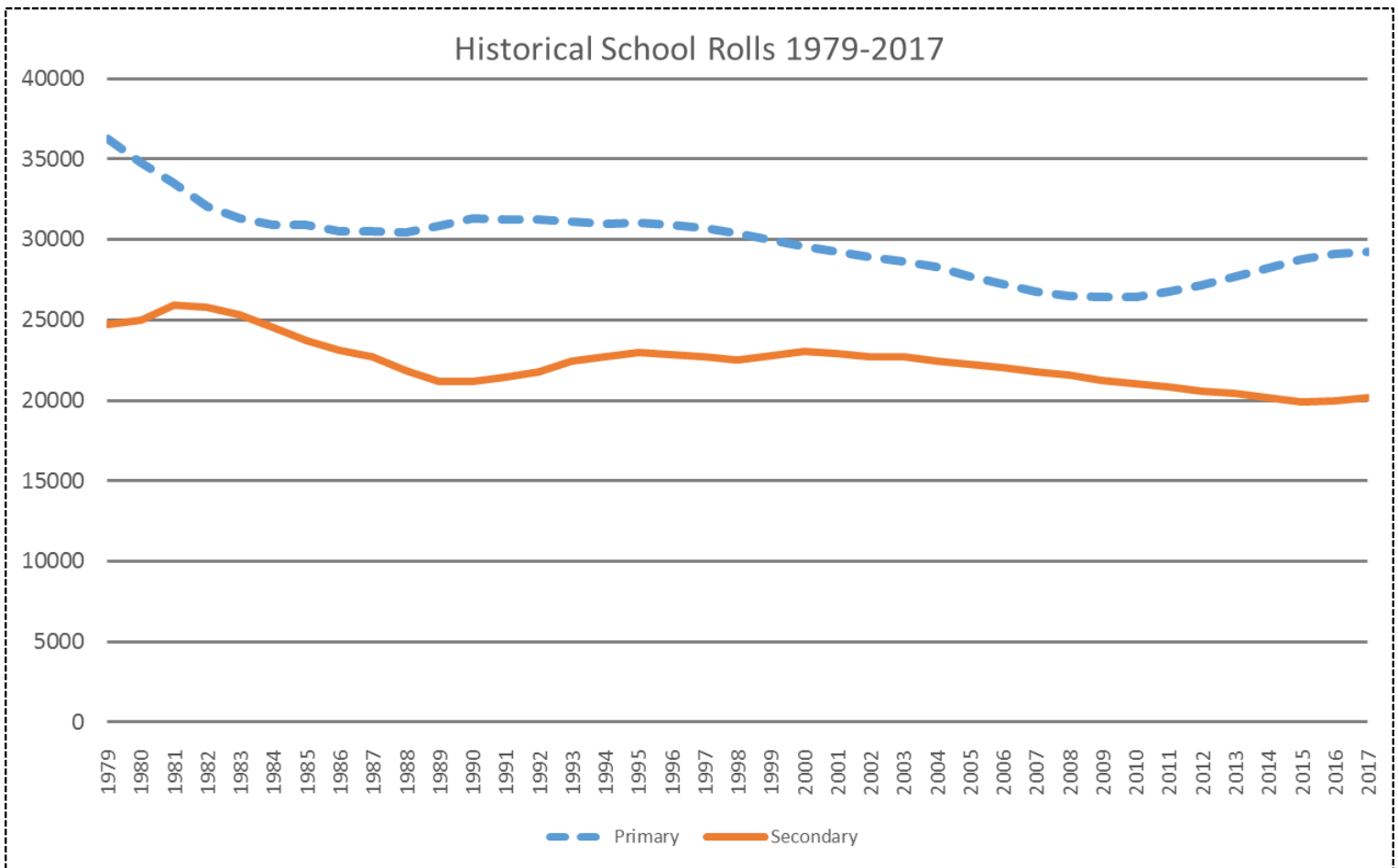
[http://www.scotland.gov.uk/Topics/Built-Environment/Building/Building-](http://www.scotland.gov.uk/Topics/Built-Environment/Building/Building-standards/publications/pubtech/th2013nondomcompstandards/publications/pubtech/th2013nondomcomp)

[standards/publications/pubtech/th2013nondomcompstandards/publications/pubtech/th2013nondomcomp](http://www.scotland.gov.uk/Topics/Built-Environment/Building/Building-standards/publications/pubtech/th2013nondomcompstandards/publications/pubtech/th2013nondomcomp)

Education (Lower Primary Class Sizes) (Scotland) Regulations 1999

3. (1) Subject to paragraph (5) no lower primary class at a school shall contain more than 30 pupils while an ordinary teaching session is conducted by a single qualified teacher.
 - (2) Where an ordinary teaching session in the case of any such class is conducted by more than one qualified teacher, paragraph (1) shall be taken to prohibit the class from containing more than 30 pupils for every one of those teachers.
 - (3) Where a lower primary class at a school contains any excepted pupil (as defined by regulation 4), paragraph (1) or (2) shall apply as if he were not included in the class.
 - (4) The limit of 30 pupils imposed by paragraphs (1) and (2) shall apply:
 - (a) in relation to a Primary 1 class, from August 1999 until the end of the school year beginning in 2010;
 - (b) in relation to a Primary 2 class, from 1st August 2000; and
 - (c) in relation to a Primary 3 class, from 1st August 2001.
 - (5) In respect of the school year beginning in 2011 and each subsequent school year, in relation to a Primary 1 class, the limit on the number of pupils imposed in paragraphs (1) and (2) shall be 25.

Historic School Rolls for Primary and Secondary Schools



Highest year for Primary was 1979 (36,254 pupils)

Lowest year for Primary was 2009 (26,418 pupils)

Highest year for Secondary was 1981 (25,929 pupils)

Lowest year for Secondary was 2015 (19,907 pupils)

Education & Children's Services Secondary School Capacity model**1.0 Background**

- 1.1 The Scottish Executive published circular 3/2004, 'Guidance on Determining School Capacities' in December 2004. Rather than provide a set of rules, the guidance highlighted relevant legislation and specific areas of interest and recommended an open, transparent, fair and rigorous approach to the calculation of school capacities which is applied consistently across the authority. Although there is updated guidance for primary methodology published by the Scottish Government in October 2014, further updates have not been published for secondary.
- 1.2 The guidance also states that it is the responsibility of each local authority to determine the capacity of individual schools and the area per pupil applied.

2.0 Accommodation Schedules

- 2.1 The capacity of each secondary school is based on a schedule of accommodation updated and reviewed by Business Managers. Secondary school accommodation schedules were first collected in 2003 and the most recent update was in 2016.

3.0 Class Size Restrictions

- 3.1 Current guidance on maximum class sizes in the secondary sector is as follows:
- Secondary 1 & 2 - maximum of 33 set by teachers' terms and conditions
 - Secondary 1 & 2 (maths and English) - maximum of 25 set by committee
 - Secondary 3-6 - maximum of 30 set by teachers' terms and conditions
 - Practical subjects - maximum of 20 set by teachers' terms and conditions.
- 3.2 Class sizes for Maths and English in secondary 1 & 2 were previously set at a maximum of 20 pupils by circular. Fife Council made a commitment to operate a maximum of 25 for English and Maths in 2010/11, however, this was reviewed and reverted to maximum class sizes of 33 from August 2017/18. Schools will, where practical, try to continue to deliver Maths and English in classes of 25 pupils.
- 3.3 Non-practical subjects include English, Mathematics, Geography, Modern Studies, History and Languages. Many secondary schools have non-practical rooms which can accommodate 33 pupils, however for the purposes of the modelling, all non-practical classes are calculated with a maximum capacity of 30 pupils, however pupils may be accommodated in classes of 33 as the physical size of the class can accommodate 33 pupils.
- 3.4 Practical subjects include science, craft & design technology, home economics, computing, business education, music and drama. These classes are restricted to

a maximum of 20 pupils per class.

- 3.5 The maximum number of pupils, based on a pupil ratio per subject, that can be accommodated in each teaching area depending on the class type is shown in **Appendix A**.
- 3.6 There are a number of schools who have swimming pools and other teaching areas which are not replicable across all our schools. To ensure the modelling for capacity calculation is consistent the following teaching areas are not included in the capacity figures:

Assembly Halls
Swimming Pools
Outside Pitches
Tutorial Rooms less than 40 sqm
Classes for Pupils with Additional Support Needs
Libraries
Staff Bases
Meeting Rooms
Crush Halls

4.0 Capacity calculation methodology

- 4.1 When calculating the capacity of a secondary school, reference is made to the following types of capacity:

(a) **maximum capacity**

The maximum capacity is the number of pupils that can be accommodated each teaching area based on room size and regardless of class type, if all pupil places in the school were utilised.

(b) **functional capacity**

The functional capacity is based on the maximum capacity and incorporates class size restrictions dependent on whether the class is practical or non-practical and S1-S2 or S3-S6 (as per paragraph 3.1).

(c) **planning capacity**

The planning capacity is based on the functional capacity and incorporates an additional flexibility to allow for timetabling limitations (10%) and curriculum choices (20%). These are values which have also been used by other local authorities when calculating secondary school capacities.

- 4.2 The methodology shown within Appendix B for Queen Anne High Schools provides the service an opportunity to ensure sufficient capacity is available each year for

the potential maximum S1 intake year on year, depending on staying on rate for S5 and S6.

5.0 Summary

- 5.1 The maximum capacity of a secondary school is based on accommodation available, pupil ratio per area class size restrictions and timetable and curriculum factors.
- 5.2 The size and type of rooms within a school will restrict the number of pupils that can be accommodated. Rooms smaller than the standard 60 sqm, but not less than 40 sqm are incorporated in the capacity calculation as it is possible that they may be used to accommodate pupils from S5-S6 where class sizes may often be smaller due to fewer pupils rather than full class size restrictions.
- 5.3 These updated planning capacities have been submitted to the Scottish Government as part of the School Estate Core Facts return at April 2018 and will be included in future school roll projection modelling and the continued school estate review.

Appendix A – Maximum number of pupils per teaching area depending on class type

Appendix B – Accommodation Schedule showing practical and non-practical rooms within Queen Anne HS

Appendix C – Methodology for the calculation showing maximum S1 intake

Maximum number of pupils per teaching area depending on class type

The maximum number of pupils that can be accommodated in each teaching area depending on the class type is shown in the table below.

Type of classrooms	Area per pupil (sqm ratio)	Practical /non-practical teaching areas
General classrooms	1.5	Non-practical
Drama areas	2.5	Non-practical
Music areas	2.5	Practical
Art areas	3	Practical
Business studies	3	Practical
Computing areas	3	Practical
Science areas	3	Practical
Technical areas	3	Practical
Home economics areas	3.5	Practical
Dance areas	4	Practical
Fitness suites	4	Non-practical
Technical craft areas	4	Practical
Gymnasium	4	Non-practical
Games Hall	10	Non-practical

Methodology for Calculation of Capacity at all secondary schools

The practical and non-practical classes are calculated based on the overall space in each classroom.

Queen Anne High School						
	No. of Classrooms	Pupils per class	Total			
Non-practical						
English	12	30	360	Non-practical		
Maths	12	30	360	Non-practical		
Languages	8	30	240	Non-practical		
Social (geography etc.)	11	30	330	Non-practical		
RE/PSE	3	30	90	Non-practical		
Gym	1	20	20	Non-practical		
Gym	1	20	20	Non-practical		
Sports Hall	1	30	30	Non-practical		
PE classroom (183)	1	30	30	Non-practical		
Flexible area (165)	1	30	30	Non-practical		
Café gallery)167)	1	30	30	Non-practical		
Drama	2	30	60	Non-practical		
Drama	2	30	60	Non-practical		
			1660		Number of non-practical areas	56
Practical						
Physics	5	20	100	Practical		
Comp/Bus Ed	4	20	80	Practical		
Tech/CDT/Graph Comm	9	20	180	Practical		
HE	4	20	80	Practical		
ICT	3	20	60	Practical		
Biology	6	20	120	Practical		
Chemistry	6	20	120	Practical		
Confucious Room/ICT Learning Hub	1	20	20	Practical		
Art	7	20	140	Practical		
Music (inc. recording studio)	6	20	120	Practical		
			1020		Number of practical areas	51

The theoretical maximum S1 intake is calculated by dividing the S1 intake factor by the planning capacity. This theoretical maximum is then divided by class size sets of either 20 pupils or 33 pupils to calculate the optimum S1 intake at each school. When the planning capacity is available this also allows the optimum S1 intake to be calculated by incorporating the staying-on rate beyond S4.

Capacity calculation for Queen Anne HS, Dunfermline				
Headteacher:	Ruth McFarlane			
Address:	Pilmuir Street, Dunfermline			
Accommodation type	Room type	Number of areas		
Permanent	Practical	51		
	Non-Practical	56		
Temporary	Practical	0		
	Non-Practical	0		
		Total	107	
Calculation of capacity in ...		Number of teaching areas	Maximum Pupils	Functional Capacity
All practical areas		51	20	1020
Non-practical areas for S1/S2 Maths & English		12	25	
Non-practical areas for remaining S1/S2		12	33	
Non-practical areas for S3/S6 pupils		32	30	1660
Total %		107		2680
Adjustments for timetabling issues		90%		
Adjustments for curriculum choices		85%		
Maximum calculated capacity at school			2050	
Reported maximum capacity at school (2010)			2050	
To calculate maximum S1 intake		2017		
S1-S4 pupil rate (4 years x 100%)		4		
S4-S5 staying-on rate (%)		83.0%		
S4-S6 staying-on rate (%)		60.0%		
S1 intake factor		5.43		
Maximum S1 intake			377	
		Class Size	Class Number	S1 intake
Optimum S1 intake		33	11	363
		20	18	360

Notes

- S1 & S2 make up approximately 40% of school roll and so need 40% of the available teaching areas
- Maths & English make up approximately 50% of S1 & S2 timetable
- An adjustment for timetabling considers timetabling issues and circulation
- An adjustment for curriculum choice considers that some classes will not be 100% full, especially in S5 and S6
- Functional capacity incorporates rooms which may be unable to accommodate the full complement of pupils. The optimum S1 intake is calculated by dividing the S1 intake factor by the maximum planning capacity and the result is divided by class size sets of either 20 pupils or 33 pupils to calculate the optimum S1 intake at each school.

Condition C schools and improvement measures (July 2018)

Schools	Improvement measures in place
Balmullo PS	Roof replacement as part of Planned Maintenance investment (Summer 2018)
Carleton PS	No plans Past Investment: Partial windows replacement (Capital Plan)
Cowdenbeath PS	Fire alarm replacement and emergency lighting (2018-19)
Denbeath PS	Remedial works to roof and rot works as part of Planned Maintenance investment (2018-19) Replacement fire alarm as part of Planned Maintenance investment (2018-19)
Lawhead PS	External works to grounds as part of Planned Maintenance investment (2018-19)
Leuchars PS	Past Investment: Windows and external doors replacement Cloak improvements (Summer 2018)
Lundin Mill PS	Replacement fire alarm as part of Planned Maintenance investment (2018-19) Upgrade ramp to nursery building (Summer 2018)
Springfield PS	Lighting upgrade (2018-19)
St Ninian's RC PS	Past Investment: Lighting upgrade Remedial works to boundary walls as part of Planned Maintenance investment (2018-19)
Torryburn PS	Refurbish nursery kitchen (2018-19) Access road resurfacing (2018-19) Toilets refurbishment and heating replacement feasibilities ongoing to inform future investment
Glenrothes HS	Past Investment: ASN unit toilet refurbishment The school is included within the £50m refurbishment/replacement plan.
Glenwood HS	Past Investment: Garage conversion to engineering workshop to accommodate partnership with Fife College Replacement of pool lighting as part of Planned Maintenance investment (2018-19) The school is included within the £50m refurbishment/replacement plan.
Inverkeithing HS	Past Investment: Swimming pool upgrade as part of Planned Maintenance investment (2017-18), Tennis courts repaint, new bin cage enclosure, provision of new accessible toilet, high voltage switch gear The school is included within the £50m refurbishment/replacement plan.
Madras College	Past Investment: decoration and floor coverings, IT upgrades, toilets refurbishment, fire doors and minor heating upgrades (2016-17 and 2017-18) Further investment in 2018-19 additional decoration and floor coverings, stage lighting, fire safety upgrades, door security, cookers replacement. New school planned as part of Building Fife's Future Programme.

St Columba's RC HS	Past Investment: enhancements to sports hall (2017-18) The school is included within the £50m refurbishment/replacement plan.
Woodmill HS	Past Investment: renew synthetic pitch, partial windows replacement Enhancement to escape route from CDT department (Summer 2018) Accessibility adjustments (2018-19) The school is included within the £50m refurbishment/replacement plan.

Suitability C and D schools and improvement measures (July 2018)

Schools	Improvement measures in place
Auchtertool PS	
Carnock PS	
Cowdenbeath PS	
Freuchie PS	
Kettle PS	
Kirkcaldy North PS	
Kirkcaldy West PS	
Leuchars PS	Planned Investment Refurbishment of Cloakrooms to improve security and access for pupils (Summer 2018)
Torryburn PS	Feasibility raised to review new heating system and new toilet block
Balwearie High School	Feasibility raised to review security and another to review heating in numerous areas across the school.
Glenrothes High School	The school is included within the £50m refurbishment/replacement plan.
Inverkeithing High School	The school is included within the £50m refurbishment/replacement plan.
Madras College (Kilrymount and South St)	New school is planned currently awaiting planning permission

Education Capital Programme

Appendix 7

	2018/19 REVISED BUDGET £000	CAP 19-20 APPVD £000	CAP 20-21 APPVD £000	CAP 21-22 APPVD £000	CAP 22-23 APPVD £000	CAP 23-24 APPVD £000	CAP 24-25 APPVD £000	CAP 25-26 APPVD £000	CAP 26-27 APPVD £000	2016-27 TOTAL £000
Building Fife's Future										
Auchmuty High School	25	0	0	0	0	0	0	0	0	25
To be Programmed	500	12,500	15,000	10,000	10,000	9,400	0	0	0	57,400
Burntisland Primary School	0	0	0	0	0	0	0	0	0	0
Carnegie Extension	27	0	0	0	0	0	0	0	0	27
Dunfermline High School	40	0	0	0	0	0	0	0	0	40
Windmill Community Campus	53	0	0	0	0	0	0	0	0	53
Levenmouth Academy	47	0	0	0	0	0	0	0	0	47
The Waid	267	0	0	0	0	0	0	0	0	267
Madras College	0	0	0	0	0	0	0	0	0	0
Kirkland Demolition	0	0	0	0	0	0	0	0	0	0
Madras College Refurbishment	398	0	0	0	0	0	0	0	0	398
Madras College Langlands	2,419	18,092	23,714	4,800	0	0	0	0	0	49,025
	3,776	30,592	38,714	14,800	10,000	9,400	0	0	0	107,282
School Replacement and Refurbishment										
Reduced Class Sizes	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
Investment Themes										
Environmental Improvements	564	500	500	500	459	0	0	0	0	2,523
Wind and Watertight	743	600	600	810	0	0	0	0	0	2,753
Curriculum Enhancements	233	435	400	400	467	0	0	0	0	1,935
Under One Roof	2,148	1,590	1,508	1,980	0	0	0	0	0	7,226
Safer Schools	164	180	180	180	197	0	0	0	0	901
Fire Programme	888	820	710	650	187	0	0	0	0	3,255
Accessibility	601	680	500	500	500	109	0	0	0	2,890
ICT	678	506	1,960	0	0	0	0	0	0	3,144
Early Years	181	2,500	2,052	0	0	0	0	0	0	4,733
Sustainable School Estate	0	187	0	0	0	0	0	0	0	187
Outdoor Education	0	0	0	0	0	0	0	0	0	0
Developer Contributions	411	0	0	0	0	0	0	0	0	411
Early Learning & Childcare	(603)	0	0	0	0	0	0	0	0	(603)
Nurseries and Primaries Pressures	0	0	0	0	0	0	0	0	0	0
	6,008	7,998	8,410	5,020	1,810	109	0	0	0	29,355
Total Education	9,784	38,590	47,124	19,820	11,810	9,509	0	0	0	136,637
Looked after Children Homes Reprovision	500	653	0	0	0	0	0	0	0	1,153
Looked after Children	195	0	0	0	0	0	0	0	0	195
	695	653	0	0	0	0	0	0	0	1,348
	10,479	39,243	47,124	19,820	11,810	9,509	0	0	0	137,985

Maintenance Requirements

Asset Management and Building Services plan the maintenance of Council buildings using a risk based methodology. The level of risk associated with maintenance tasks determines the priority and order in which work is undertaken. Risk is determined by assessing the consequences of not carrying out work. This involves relevant members of staff assessing the likelihood of an event occurring and the impact that the event will have if it occurs, in order to predict which component or repairs or replacements are most urgently needed, so that disruption can be prevented and continuity of service maintained. The risk is assessed using a Risk Assessment Matrix.

The table below provides information from Property Services on backlog and planned maintenance for Education Service buildings. Backlog maintenance works are repairs which should have been completed in previous years but which have not been actioned. All such outstanding maintenance work is reprioritised on the basis of risk scores into future years 1-5.

This data, which was current at July 2018, was derived from the information used to create the Property Services' Planned Maintenance Programme. Planned maintenance, which represents future liability, is anticipated maintenance and repair work required in the foreseeable future, also prioritised via risk scores and allocated to Years 1-5.

Current Backlog and Planned Maintenance Liability as at July 2018 for Education & Children's Services Directorate

Backlog	Priority Year	Financial Year Priority	Total
Backlog	Year 1	2019/20	£51,763,838
	Year 2	2020/21	£2,125,047
	Years 3-5	2021/24	£5,203,430
Backlog Total			£59,092,316
Future	Priority Year	Financial Year Priority	Total
Future	Year 1	2019/20	£16,274,117
	Year 2	2020/21	£73,744,376
	Years 3-5	2021/24	£56,792,604
Future Total			£146,811,097
GRAND TOTAL	Education		£205,903,413

Note:

- Much of the Identified Work items in the "Work not reviewed" Category is up to five years out of date
- Much of the work which been reprioritised has moved to Years 6 - 10 which is outside the scope of this report
- Identified Work in the "Work not reviewed" Category will be reviewed and prioritised over the next two years
- Identified work in the "Work Reviewed and Prioritised" Category is reviewed annually and re prioritised according to Risk.
- Work which has been prioritised into Target Years, is subject to funding limitations and does not infer that it will be carried out in that year
- The figures shown do not include work in planning, work in progress, or work completed.
- The work in Secondary Schools which are planned to be replaced is excluded.

28 August 2018

Agenda Item No. 7

Education & Children's Services Directorate Plan

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

Wards Affected: All

Purpose

This report provides an overview of the updated Education & Children's Services Directorate Improvement Plan for the 2018-19 school session. The updated plan meets the statutory requirement on Fife Council to produce an improvement plan, based on the National Improvement Framework. It also provides a framework for the Directorate to continue improving the impact and effectiveness of its collaborative working across children's services through the implementation of A Better Connected Directorate.

Recommendation(s)

The Committee is invited to approve the updated Education & Children's Services Directorate Plan for 2018-19.

Resource Implications

There are no additional resource implications arising from the updating of the Education & Children's Directorate Plan.

Legal & Risk Implications

The Education & Children's Services Directorate Plan, update for 2018-19, meets the statutory requirement placed on Fife Council to produce an annual plan for reducing inequalities of outcome for pupils, as set out in s. 3F of the Standards in Scotland's Schools etc. Act 2000.

Impact Assessment

An impact assessment has been completed and is available on request

Consultation

The update to the Education & Children's Services Directorate Plan has been informed by a range of consultation with children and young people and staff. Further details are set out in paragraphs 2.4 and 2.5 of the paper.

1.0 Background

- 1.1 Section 3F of the Standards in Scotland's Schools etc Act 2000 places a statutory duty on local authorities to produce an annual plan – within the terms of the National Improvement Framework – setting out the actions that will be taken over the course of the school year to reduce inequalities of outcomes for school pupils. The update to the Education & Children's Services Directorate Plan fulfils this statutory requirement.
- 1.2 The work of the Education and Children's Services Directorate is also subject to a number of other demands relating to the strategic planning of services for children, young people, families and communities.
- 1.2.1 Under the terms of the Joint Agreement between the Scottish Government and COSLA (June 2018), Fife Council is committed to participating in improvement planning to support school improvement as part of the South East Regional Improvement Collaborative (SEIC). Partnership working within SEIC will play a central role in helping the Directorate to address the four key priorities within the National Improvement Framework:
- Improving **attainment**, particularly in literacy and numeracy
 - Improving **equity**, by closing the attainment gap between the most and least disadvantaged children and young people
 - Improving the health and **wellbeing** of children and young people
 - Improving **employability** skills and sustained, positive school-leaver destinations for all young people
- 1.2.2 Under the requirements of part 3 of the Children and Young People (Scotland) Act 2014, Fife Council and NHS Fife are required to produce a Children's Services Plan, setting out how children's services can best safeguard, support and promote the wellbeing of children and young people in the area. Partnership working with the wider Fife Children's Services Partnership is key to improving the wellbeing of Fife's children and young people through the further implementation of Getting It Right For Every Child (**GIRFEC**).
- 1.2.3 Under s.19 of the Community Justice (Scotland) Act 2016, the community justice partners within each local authority area must prepare and publish an outcomes improvement plan. Through partnership working within the Reducing Offending and Reoffending Partnership, the Directorate will support improved outcomes in community justice.
- 1.2.4 Under s.6 of the Community Empowerment (Scotland) Act 2015, Fife Partnership requires to produce a Local Outcomes Improvement Plan to support improved outcomes within local **communities**. Through partnership working with other Council services and the wider Fife Partnership, the Directorate will help deliver the Plan for Fife.
- 1.3 The Education & Children's Services Directorate Improvement Plan provides a framework for meeting all of these requirements for strategic planning and a basis

for the Directorate to engage in the partnership working needed to improve the lives of Fife's children and young people. This framework is summarised in appendix 1.

- 1.4 This update to the Plan also sets out how A Better Connected Directorate will help the Directorate to improve its partnership working at a local level across Fife over the coming years.

2.0 Developing the updated Directorate Plan

- 2.1 The Scottish Government published an updated National Improvement Framework for 2018. The key priorities set out within this remained the same as in the previous year. The updated Education & Children's Services Directorate Improvement Plan is also substantially the same, reflecting the continued focus at a national level on the key priorities for improvement. The aspects of the Directorate Plan that have been updated have been informed by: progress to date in improving outcomes, evidence of areas for improvement, engagement with children, young people and parents, and feedback from staff.
- 2.2 Progress to date in improving outcomes has been summarised in a number of reports to the Education & Children's Services Committee over the past year.
 - 2.2.1 The annual review of educational outcomes in the Broad General Education phase of the curriculum (E&CS Committee, November 2017) showed that significant progress had been made in closing the attainment gap for Fife's most disadvantaged and vulnerable children (including those living within SIMD deciles 1 and 2, those registered for free school meals, those with additional support needs, and looked after children).
 - 2.2.2 The annual review of educational outcomes for school leavers (E&CS Committee, March 2018) showed that Fife is closing the attainment gap for those living in SIMD deciles 1 and 2, at National 4, at National 5 for literacy, and for some key qualification sets leading to improved destinations (e.g. 1 Higher, which enables access to higher education via an HNC). In addition, there were significant improvements in positive destinations, particularly for those leaving after stages S4 and S5 and for disadvantaged and vulnerable groups (e.g. those living in SIMD deciles 1-3 and looked after children).
 - 2.2.3 Generally, across a range of measures for key skills (literacy and aspects of numeracy), equity and employability, Fife has seen significant and sustained improvements that match or exceed those seen nationally. These have been areas of particular focus for improvement over recent years.
- 2.3 Although significant improvements have been achieved in these areas, a range of areas for improvement are also apparent.
 - 2.3.1 Whilst a significant closing of the attainment gap has been achieved, a significant gap remains. Further work will be needed to ensure improved outcomes for all disadvantaged and vulnerable children and young people.
 - 2.3.2 Whilst improvements have been achieved across a wide range of qualification sets leading to better post school opportunities, these have been particularly pronounced for disadvantaged and vulnerable groups. Work is now needed to

broaden the levels of achievement for which significant improvements are achieved, and to extend the impact across the wider cohort.

- 2.4 The views of children, young people and parents have also informed the update of the Directorate Plan. These have been gathered via a range of means, including: outcomes from the pupilwise and parentwise survey for 2017/18 (E&CS Committee, May 2018), work to develop the participation of children and young people within the Fife Children's Services Plan, and engagement sessions conducted with children and young people during development of the SEIC Improvement Plan. These have helped to identify a number of common themes that will be addressed both through the updated Directorate Plan and related partnership working (e.g. through work with partners across the South East Improvement Collaborative).
- 2.4.1 Feedback and responses to questions about personal resilience, confidence, mental health, etc, suggests a clear need to improve support for the emotional wellbeing of children and young people. Whilst Fife has introduced the "Our Minds Matter" Framework to improve support in this area, it is clear that work to implement the framework is a priority for our children and young people.
- 2.4.2 Feedback and responses generally suggest that a significant number of pupils do not feel that their individual needs or interests are recognised or supported by schools and other services. Ensuring a better focus on the individual child is also a priority for improvement over the coming period.
- 2.5 The views of headteachers and other staff are also collected in a number of ways. During 2017/18, significant feedback was gathered via staff surveys and engagement events to develop work within the South East Improvement Collaborative (SEIC). The feedback gathered generally supported the priorities for improvement identified by the Directorate, including a greater focus on support for emotional wellbeing over the coming period.

3.0 The Updated Directorate Improvement Plan

- 3.1 The updated Directorate Improvement Plan is attached as appendix 2 to this paper, for further information.
- 3.2 The Plan recognises the improvements made over recent years, particularly for disadvantaged and vulnerable children and young people (as described in para. 2.2) and the need to widen the impact of this successful working to benefit a wider group of children and young people (para. 2.3). It also addresses the issues raised by children, young people, parents and staff through a variety of means (paras. 2.4 and 2.5).
- 3.3 The updated Directorate Plan provides a basis for the Education and Children's Services Directorate to address these challenges through improved partnership working with a range of key partners (as shown in appendix 1).
- 3.4 The Committee is invited to approve the updated Education & Children's Services Directorate Improvement Plan as a basis for further improving outcomes for the children and young people of Fife.

List of Appendices

1. How the six priorities within the Education & Children's Services Directorate Improvement Plan provide a framework for better partnership working
2. Education & Children' Services Directorate Improvement Plan 2017-20, Updated September 2018

Background Papers

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

- 2018 National Improvement Framework (Scottish Government, December 2017)
- Statutory Guidance, Standards in Scotland's Schools etc Act 2000 (Scottish Government, March 2017)
- Education & Children's Services Directorate Improvement Plan 2017-20

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Appendix 1 – How the six priorities within the Education & Children’s Services Directorate Improvement Plan provide a framework for better partnership working





Education & Children's Services Directorate Improvement Plan

2017 - 2020

Updated September 2018



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The Directorate Improvement Plan 2017-20

Introduction

In the first year of our 3 year Education and Children's Services Directorate Plan (2017-2020) we have seen some outstanding achievements at national and local level. Our children and young people continue to impress us on a daily basis throughout Fife supported by our dedicated and talented staff.

In years 2 & 3 of our plan we want to make sure that we maintain a focus **on Improving Life Chances for All** through our 6 priority areas – GIRFEC, Attainment, Equity, Wellbeing, Employability and Communities.

Having redesigned our Leadership support we will continue to work with schools to see them become self-improving schools within the new empowering schools agenda. Our children & families strategy to place our children and young people in Fife wherever possible continues to show progress and our Criminal Justice Service are reducing re-offending making our local communities safer.

Our ambition to become a better connected directorate is making progress and in the Kirkcaldy area where we piloted the approach, we have seen some real change in the way people are working together. By becoming better connected we will be able to respond more effectively at a local level to meet the needs of our children and young people therefore improving their life chances.

Through our politicians, schools, early learning settings, social work and other teams working together in a connected way, I am sure that over the next two years we will become better connected and achieve our collective purpose of **Improving Life Chances for All**.



Councillor Fay Sinclair
Convenor
Education & Children's Services Committee



Carrie Lindsay
Executive Director
Education & Children's Services Directorate

The Directorate Improvement Plan 2017-20

Our Purpose and Our Vision for 2020

Since it was established in 2014, the collective purpose of the Education and Children's Services Directorate has been **Improving Life Chances for All**.

In order to help fulfill this purpose the Directorate developed a **Vision for 2020** as the basis for its Directorate Improvement Plan 2017-20. This describes the future that we are striving to achieve for children, young people, families and communities.



Improving life
chances for all

Our Vision for 2020	
Yellow	Children are happier and more secure
Green	Children have better levels of achievement
Dark Blue	Outcomes for children and young people are fairer
Light Blue	Children are healthier and more active
Red	Young people are equipped for better life chances
Purple	Local communities are empowered and supported

Even as the Directorate updates its Improvement Plan for the 2018-19 school session, the Vision for 2020 continues to provide a focus for improvement that:

- Delivers the National Improvement Framework for Fife's schools and informs Fife's participation in the South East Improvement Collaborative (SEIC)
- Describes the Directorate's contribution to community empowerment through the Plan 4 Fife, Fife's Local Outcomes Improvement Plan.
- Supports implementation of the Fife's Children's Services Plan 2017-20 and the Fife Community Justice Outcomes Improvement Plan 2017-20

The Directorate Improvement Plan 2017-20

The Context of the Directorate Improvement Plan

The **National Improvement Framework** for Scottish Education sits at the heart of national policy to improve school education. It provides a framework for the key partners at national and local level – including the Scottish Government, Education Scotland, local authorities and schools – to work collectively to address the key challenges facing Scottish education: ensuring that levels of attainment and achievement continue to improve for all of our children and young people, whilst also addressing the significant gap in educational outcomes across the social spectrum.

The introduction of **Regional Improvement Collaboratives** will help to strengthen further national working to address the twin challenges of excellence and equity, enabling local authorities to work more closely together. Fife is playing a key role in developing the South East Improvement Collaborative (SEIC).

Underpinning all aspects of the Directorate's work – including school improvement – is the continued implementation and refinement of **Getting it Right for Every Child (GIRFEC)**. This is the national approach in Scotland to improving outcomes and supporting the wellbeing of children and young people by offering the right help at the right time from the right people. The Directorate has been a key partner in helping to develop and implement the Fife Children's Services Plan, supporting the implementation of GIRFEC through innovative working and joint approaches.

Effective partnership working – within the Reducing Offending and Reoffending Partnership – is also at the heart of the Directorate's contribution to the Fife **Community Justice Outcomes Improvement Plan 2017-20**.

The importance and scope of partnership working is also embedded within the Plan 4 Fife – Fife's **Local Outcomes Improvement Plan**. This will help to ensure a single focus for collective action to improve outcomes for Fife's children, young people, families and communities over the coming years, and it will provide a framework for the collective work of all key partners in local communities across Fife, ensuring that local communities are empowered and effectively supported.



The Directorate Improvement Plan 2017-20

The role of the Directorate Improvement Plan

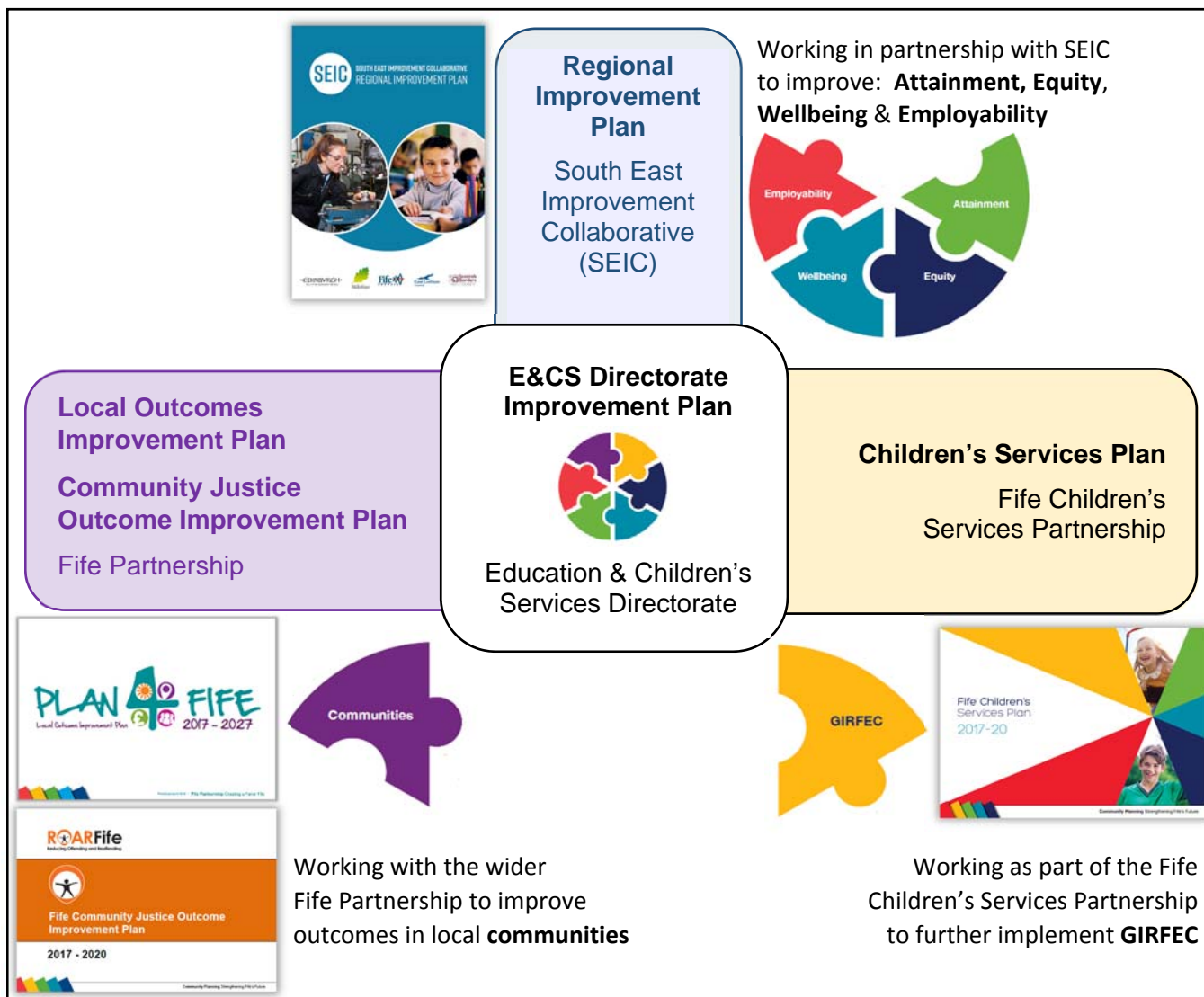
The Directorate has **six key priorities** that define the areas where the Directorate must achieve improvement, if it is to achieve its Vision for 2020.

The six key priorities for improvement encompass:

- The four key priorities of the **National Improvement Framework**
- The central role played by **GIRFEC** in improving all aspects of wellbeing for children and young people
- The need to ensure that local **communities** are empowered and supported.

The Directorate Improvement Plan supports our work within a range of partnerships to ensure improvement across these six key priorities.

The plan provides a clear basis for the Directorate to help implement key elements of national policy relating to children, young people, families and communities.



The Directorate's Current Performance

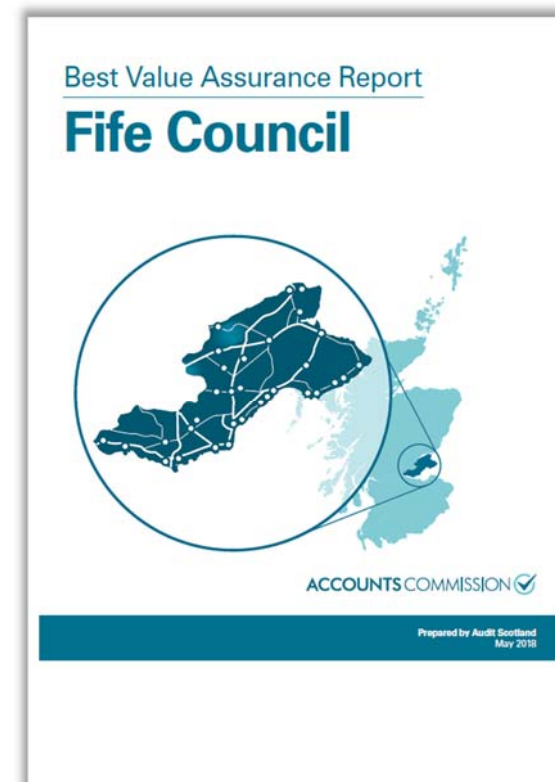
Understanding our current performance

The Education & Children's Services Directorate undertakes a range of self-evaluation, in order to understand better its current performance, and to identify areas of strength and areas for improvement.

Many aspects of the Directorate's work and of its services are also subject to inspection by national agencies, including: the Directorate's function as Fife's statutory Education Authority, Educational Psychology and Fife's schools (Education Scotland); care services such as childcare, residential services, foster care and adoption (the Care Inspectorate); and Fife's approach to children's services planning (a joint inspection framework, involving a range of agencies). The outcomes of these inspections provide an important, external view, against which the Directorate's own self-evaluations can be tested.

Over the past year the Directorate has been reviewing and refining its approach to strategic self-evaluation – using an extensive range of self-evaluation, inspection, quantitative and other evidence to develop a better understanding of key themes common across the Directorate's work. These have helped to identify the key messages underpinning our plan for improvement for 2018/19 – as summarised on page 15.

During 2018 a Best Value Assessment of Fife Council was undertaken by Audit Scotland on behalf of the Accounts Commission. This was published in May 2018 and corroborated these key messages for Education and Children's Services.



The Directorate's Current Performance

How we are improving outcomes

The Directorate's approach to early intervention and prevention with Fife's most vulnerable children and young people is based on the Children and Families Strategy. This was approved by the Council in 2015, at a time when the Council experienced a significant and sustained increase in the number of looked after children and reduction in the capacity to support children and young people at home.

The implementation of the Children and Families Strategy has helped to address this challenge over the subsequent years, with the result that the number of looked after children has stopped increasing and is maintaining at a level that is well below that which would be expected given the levels of child poverty in Fife.

The strategy has enabled a critical capacity to be developed for preventative working with families and this is apparent in a range of measures, including the number of children on the Child Protection Register. This has returned to a level that is around, or below, the national average.

Work is being undertaken, in collaboration with PACE and CELSIS, to improve the systems and processes in place to support planning for permanence. Pilot work in the Cowdenbeath area has achieved a significant reduction in the time taken for children to achieve permanence. Work is ongoing to roll-out the knowledge and experience gained through this work across Fife.

Educational outcomes for Fife's looked after children remain generally above those seen across the rest of Scotland. However, the Directorate aspires to ensure that looked after children achieve educational outcomes and life opportunities that, at least, match those of their peers.

Further details about improvements in Attainment can be found in the papers to Education & Children's Services Committee on: Update on the Children and Families Strategy (7 November, 2017).



The Directorate's Current Performance

How we are improving outcomes

Achievement within the Broad General Education

The proportion of pupils achieving the expected level within CfE by the end of stages P1, P4 and P7 has seen a sustained improvement over recent years. This is clear from a range of measures of achievement and progression within the curriculum, corroborated by a range of other evidence. For example:

- The proportion of primary pupils working within the expected level for literacy increased from 77.3% in 2011/12 to 90.0% by 2016/17.
- The proportion of primary pupils working within the expected level for numeracy increased from 70.9% in 2011/12 to 90.7% by 2016/17.

Achievement of school leavers

Significant improvements have been seen for a range of measures of wider attainment. The authority is supporting an outcomes-focussed approach to improvements in wider attainment, with a particular emphasis on those achievements that open up a wider range of opportunities for leavers after school: for example:

- Over the past five years the proportion of S4 pupils achieving at least two grades A-B at National has increased by 21.9% (from 31.4% in 2012/13 to 53.3% in 2016/17). Achieving these grades makes it significantly more likely that a young person will successfully achieve a pass at Higher.
- Over the past five years the proportion of S5 pupils achieving a pass at Higher has increased by 8.8% (from 42.3% in 2012/13 to 51.1% in 2016/17). Achieving a pass at Higher enables access to an HNC course, providing a route on to Higher Education.

An outcomes-focussed overview of the attainment of school leavers can be found in Appendix 1.

Further details about improvements in Attainment can be found in the papers to Education & Children's Services Committee on: Inspection Outcomes (23 January, 2018); Broad General Education (BGE) Outcomes (7 November 2017); Educational Outcomes in Fife (*outcomes for year groups* – 7 November 2017); Educational Outcomes in Fife – (*outcomes for school leavers* – 27 March 2018).



The Directorate's Current Performance

How we are improving outcomes

Closing the attainment gap within the Broad General Education

Fife has a strong and longstanding commitment to improving outcomes for disadvantaged and vulnerable children and young people. The value and impact of this work was recognised in the joint inspection of Children's Services published in 2016, which recognised "the breadth of approaches ... in place to address disadvantage and to tackle the impact of poverty" as a particular strength across Fife's Children's Services Partnership. This work has helped Fife's schools to achieve a significant closing of the attainment gap over recent years. For example:

- The attainment gap in literacy for pupils in primary stages P1, P4 and P7 has reduced by more than 50% over the past six years (the gap in achievement levels between SIMD deciles 1 / 2 and SIMD deciles 9 / 10 has reduced from 15.5% in 2011/12 to 7.6% in 2016/17).
- The attainment gap in numeracy for pupils in primary stages P1, P4 and P7 has reduced by almost 45% over the past six years (the gap in achievement levels between SIMD deciles 1 / 2 and SIMD deciles 9 / 10 has reduced from 17.5% in 2011/12 to 9.7% in 2016/17).
- A significant closing of the attainment gap has been seen for all groups of disadvantaged and vulnerable children, including those living in the most deprived areas (SIMD deciles 1 / 2), those registered for free school meals, those with additional support needs, looked after children and multi-ethnic children.

Closing the equity gap in educational outcomes for school leavers

The impact of work to close the attainment gap for school leavers is summarised in appendix 2. It compares the improvement achieved for the cohort of school leavers as a whole with the improvement achieved for leavers from SIMD deciles 1-3 over recent years. The table shows the same range of outcomes-focussed qualification sets as the infographic shown in appendix 1. As the table shows, there have been improvements in the achievement of school leavers across almost all levels of achievement and a closing of the attainment gap for across almost all levels of achievement.

Further details about improvements in Attainment can be found in the papers to Education & Children's Services Committee on: Broad General Education (BGE) Outcomes (7 November 2017); Educational Outcomes in Fife (*outcomes for year groups* – 7 November 2017); Educational Outcomes in Fife – (*outcomes for school leavers* – 27 March 2018).



The Directorate's Current Performance

How we are improving outcomes

Emotional Wellbeing

The support young people in Fife experience for their emotional wellbeing is improving and becoming even more co-ordinated under a customised Fife framework called Our Minds Matter. Processes for evaluating the specific impacts of this improved coordination on young people are being developed across commissioned partners, health, education and Children's Services and third sector groups.

Support for young people is being strengthened through a range of practice developments, including: mindfulness training for young people and the adults around them; and the Five Ways approach to support self-efficacy in emotional wellbeing.

Customised Our Minds Matter training has also been introduced for Named Persons in Fife, which is beginning to be extended across wider school groups. This training is designed to build the knowledge and confidence of education practitioners in meeting young people's emotional wellbeing needs. Evaluation feedback from participants is strongly positive.

Physical Wellbeing and Activity

All primary schools in Fife report that they are implementing the two periods of PE for their young people. Sixteen out of 18 Secondary schools are achieving the required two periods of PE. The remaining two schools are addressing timetabling and logistical issues, which are currently impacting on their ability to deliver to the S4 year group.

Levels of young people's extra-curricular participation in physical activity and sport sessions show an increase of 3% on last year's figures.

Further details about improvements in Wellbeing can be found in the papers to Education & Children's Services Committee on: Broad General Education (BGE) Outcomes (7 November 2017); Educational Outcomes in Fife (*outcomes for year groups* – 7 November 2017); Our Minds Matter: Supporting Young People's Emotional Wellbeing (22 May 2018)



The Directorate's Current Performance

How we are improving outcomes

92.7% of leavers from Fife schools in 2016/17 progressed to a positive destination. While this is lower than the national figure of 93.7%, there has been a 2.8% improvement in positive destinations from school over the past five years in Fife.

Fife differs from the rest of Scotland in having a larger proportion of pupils leaving school after stages S4 and S5. Only 55.6% of school leavers left Fife schools after stage S6 in 2016/17 compared with 62.5% nationally. This reflects the breadth of opportunities available through Fife College, and the impact of the Directorate's work to improve employability skills and awareness of opportunities.

Whilst there has been an improvement in the percentage of all school leavers entering a positive destination, the improvements seen for key groups targeted by our current Directorate priorities of equality and employability have been particularly pronounced. These are summarised in the table below, with comparable percentage figures presented for Scotland for each group of school leavers. As can be seen, Fife has matched the national rate of improvement for S6 leavers and exceeded the rate of improvement seen nationally for S4 and S5 leavers, for leavers from disadvantaged areas, SIMD 1-3 and for looked after children.

	Fife			Scotland		
	2012/13	2016/17	Change	2012/13	2016/17	Change
All Leavers	89.8	92.7	2.8	91.7	93.7	2.0
S6 leavers	95.0	96.4	1.5	95.3	96.8	1.5
S5 leavers	83.8	88.0	4.3	86.7	89.5	2.9
S4 leavers	82.3	88.0	5.6	84.3	86.6	2.4
SIMD 1 - 3 leavers	84.8	90.4	5.7	87.3	90.3	3.0
LAC leavers	59.5	80.2	20.7	70.2	76.4	6.1

Further details about improvements in Employability can be found in the papers to Education & Children's Services Committee on Educational Outcomes in Fife – (*outcomes for school leavers* – 27 March 2018).



The Directorate's Current Performance

How we are improving outcomes

Effective early intervention to reduce reoffending

The Community Justice Service has actively participated in the Reducing Offending and Reoffending Partnership Group (RORPG). Key developments through the course of the last year have included:

- In partnership with RORPG, the establishment of processes for reviewing, developing and strengthening community-based sentences within the Community Justice Outcomes Improvement Plan (CJOIP)
- Strengthening the management and staffing of the service, including resourcing for performance, quality assurance and the scrutiny of practice.
- Contribute to meeting the challenges from the increase in cases of domestic abuse by supporting the Safe and Together approach, creating bespoke interventions for perpetrators and creating a Family Worker to support partners and children of men who participate in the Domestic Abuse Perpetrator Programme.
- Contribute to a review of national Outcomes and Standards for Social Work Services in the Criminal Justice System.

Family support in local communities

Work has been undertaken during the year to restructure the range of family support services offered through the Directorate. These play an important role in supporting early intervention and prevention and have evidenced an impact on families. These services have now been reconfigured to provide a more coherent and holistic range of support for families in local communities. Work has also been undertaken to develop a Family Support Services Performance Framework, which will be used to monitor, evaluate and improve the impact of the service in the coming year.



Further details about improvements in communities outcomes can be found in the Fife Community Justice Outcomes Improvement Plan 2017-20.

The Directorate's Current Performance

The views of our children and young people and their families

The Education and Children's Services Directorate gathers feedback from children, young people and families via a range of different sources.

One key source of evidence is the survey feedback gathered via the Pupilwise and Parentwise surveys of school pupils and their parents, which are conducted every three years. In 2017-18 23,440 pupils from all school sectors and 9,913 parents/carers gave feedback. Some of the most significant key messages from the 2017/18 Pupilwise survey are shown on the right hand side of the page.

Work was also undertaken by the South East Improvement Collaborative (SEIC) including an analysis of pupil surveys undertaken by the local authorities within SEIC and an engagement session with young people from across the region. This work identified a common need across the Collaborative region: to better support emotional wellbeing, and to better recognise the needs and interests of individual children and young people. These are key areas for improvement for both the Directorate and SEIC over the coming year.

Other aspects of participation and engagement include:

- The Seen + Heard project – for care experienced children under 12 – which enables the children to provide feedback to corporate parents on issues that affect them.
- The 2BHeard Group – for care experienced young people who are 12 and over – which provides a platform to voice their experiences of services to Fife's Corporate Parenting Board. Two members of '2BHeard' are represented at each meeting and the group has permanent membership of the Board.

Further details about the views of children, young people and parents/carers can be found in the paper to Education & Children's Services Committee on: Pupilwise and Parentwise Surveys Session 2017/18 (22 May 2018).

Feedback from the 2017 Pupilwise Survey showed that Fife pupils generally:

- Feel safe and nurtured
- Have strong networks of support among their peers
- Receive a range of support to progress well with their learning

However, the feedback also showed that a significant number of pupils:

- Feel that their individual needs and interests are not fully recognised at school
- Would value more support with their emotional wellbeing

The Directorate's Current Performance

Our priorities for further improvement

Generally, Fife has made good progress in those areas where we have been focusing our attention most strongly over recent years. This includes:

- Closing the attainment gap for key groups of disadvantaged and vulnerable children.
- Improving the key skills of literacy and numeracy and the employability of Fife's young people.
- Halting and reversing the significant upwards trend in the demand for formal care, which had been apparent for a number of years before the adoption of the Children and Families Social Work Strategy.

The evidence summarised in the preceding pages shows that the Directorate now needs:

- Generally, to extend the impact that we have achieved for particular, key groups to a wider range of children and young people, by better identifying and meeting the needs of individuals.
- To make a difference for "harder to reach" individuals within the key groups of disadvantaged and vulnerable children.
- To broaden the levels of achievement where we see significant improvement for school leavers and a significant closing of the attainment gap (in particular, to include 3, 4 and 5 passes at National 5 and Higher).
- To develop a better understanding of the positive impact that it is achieving through its preventative work, particularly for those receiving informal and non-statutory support, in order to review and update its Children and Families Strategy.



The Directorate's Plan for Improvement

An evidence-based approach to improvement

The purpose of the Education and Children's Services Directorate is to Improve Life Chances for All. To achieve this, the Directorate works to improve outcomes for every child, young person and family and for each local community, but with a particular regard for outcomes of our most disadvantaged and vulnerable.

The Directorate Improvement Plan sets out an evidence-based approach to improving outcomes for children, young people and families, which has been informed by research on education, child development and social care, and by the work of national commissions and working groups. This page provides a brief overview of some of this evidence.

At the heart of the Plan is a recognition that significant inequalities of outcome exist in the life chances of children and young people, with the most disadvantaged and vulnerable having life chances that are significantly poorer than the most advantaged. The issue of equity has been well evidenced through the work of the Joseph Rowntree Foundation, the Growing Up in Scotland Survey, and the educational analysis of the OECD.

Early intervention and prevention have a key role to play in addressing these issues, as the Christie Commission recognised, amongst many others. To achieve success with a preventative approach - and to sustain the improvements achieved into later life - requires effective assessment and monitoring of the child's needs and development, an understanding of effective approaches to improvement (for example, as summarised in the Sutton Trust/Education Endowment Foundation Toolkit) and a research-focussed approach to the implementation of strategies and interventions. The work of educationalists (including Hattie, Coe and many others) recognises the importance of professional development in supporting this type of improvement in a school context, as does the Donaldson Report into the teaching profession. The work of the Christie Commission also reflects the importance of staff skills for improvement in a wider context. The Directorate has a clear commitment to supporting the wellbeing and professional development staff, with a particular emphasis on their mental health, to enable both practitioners and services to improve further.

The work of the commission on Developing the Young Workforce has reviewed a range of evidence about outcomes for young people as they make the transition to working life. Key amongst their findings is a recognition of the continuing need for parity of esteem for vocational and academic routes to employment, supporting the range of skills needed in the future economy.

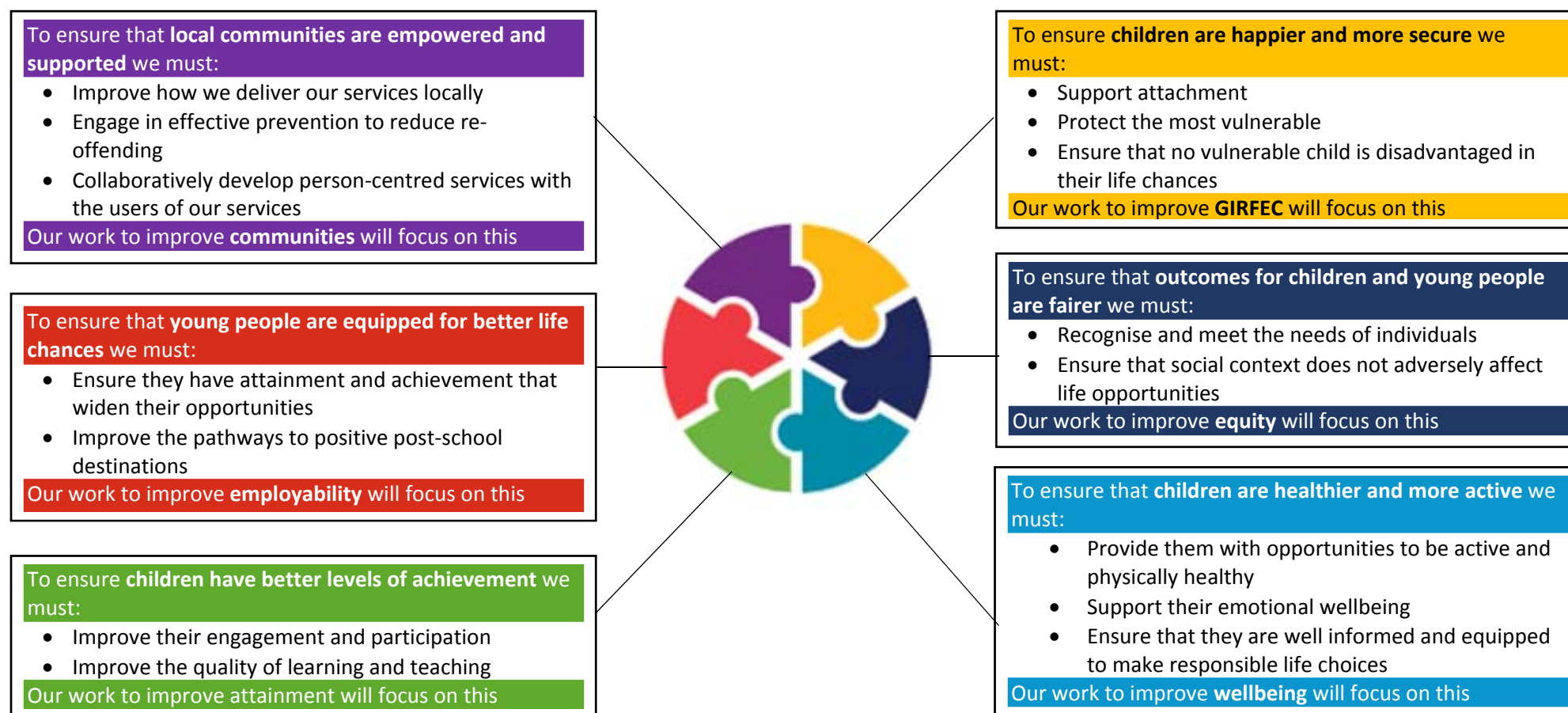
In adopting a preventative approach for the most vulnerable, the Directorate recognises the importance of attachment for the developing child (a key factor that is widely recognised). Supporting attachment is a key principle underpinning the design of services for our most vulnerable children and young people.



The Directorate's Plan for Improvement

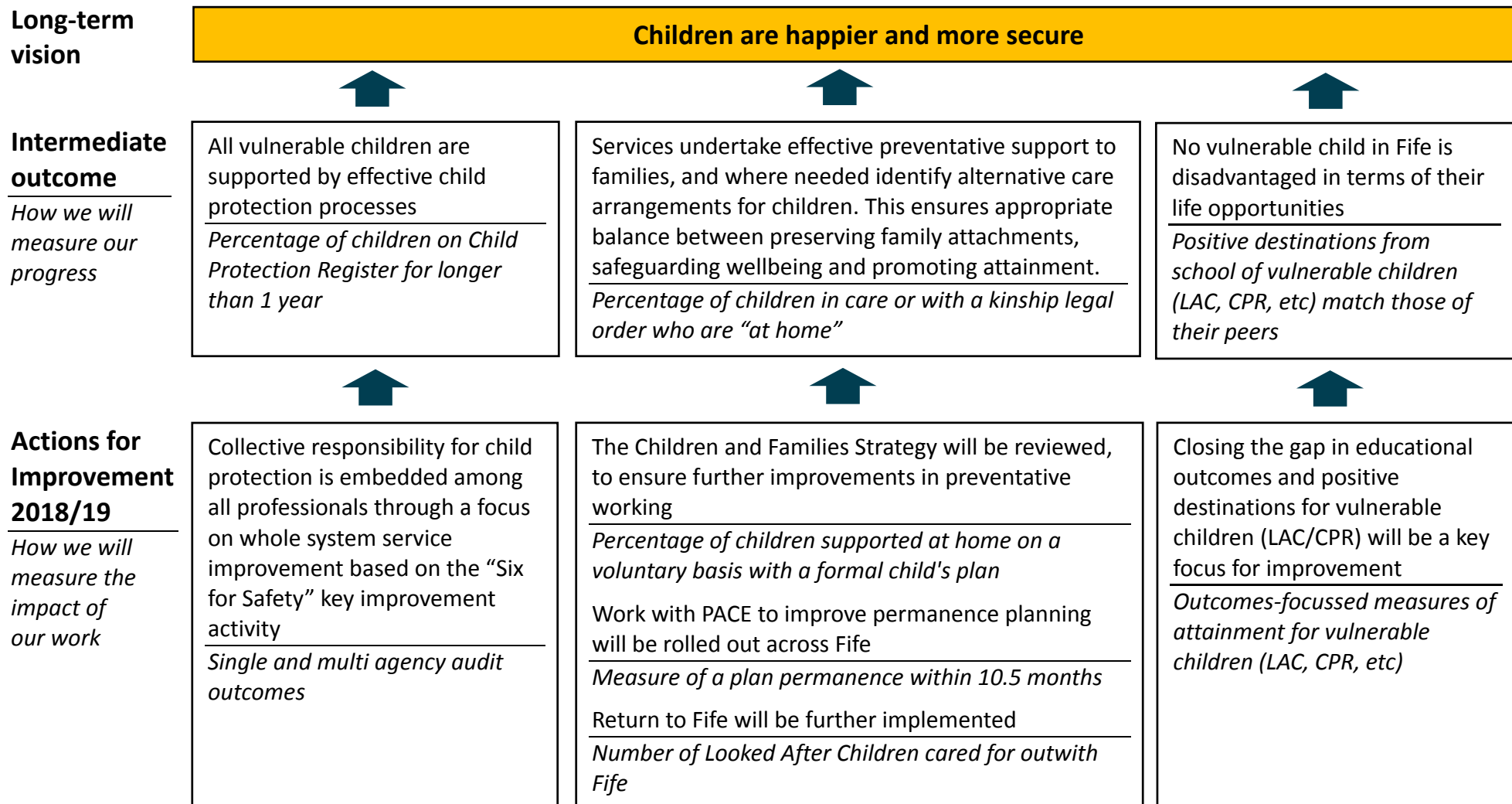
Our key strategic approaches

The Directorate's improvement Plan aims to help the Directorate achieve its Vision for 2020, through the use of a strategic approach that is evidence-based and subject to continuous self-evaluation and improvement. The Directorate's key strategic approaches to achieving its Vision for 2020 are set out below. These form the basis of the Directorate's Plan for Improvement, which is set out in the pages that follow.



The Directorate's Plan for Improvement

Planned Actions for Improvement 2018/19



The Directorate's Plan for Improvement

Planned Actions for Improvement 2018/19

Long-term vision

Children have better levels of achievement

Intermediate outcome

How we will measure our progress

Children are included and nurtured, they and their families are engaged and participate in their learning.

Percentage attendance rates for all schools and identified groups

Children's development is supported by the highest quality learning and teaching in the Fife classroom and beyond.

Percentage of children in stages P1, P4, P7 and S3 of the BGE who have achieved the expected level in CfE

Actions for Improvement 2018/19

How we will measure the impact of our work

Schools are supported to achieve accreditation within the Nurturing Schools evaluation framework

No. of accredited nurturing schools
 Further work will be undertaken to improve processes for recording and management of absence in schools

Attendance rates for all secondary schools
 Preventative approaches will be developed to improve attendance from the primary years, through the transition to secondary school and beyond

Attendance rates for primary schools
 Further work will be undertaken to ensure that vulnerable children receive appropriate personalised support

Average number of days lost to exclusion per 1,000 pupils

Through collaborative work within SEIC, improved support is developed for schools for self-evaluation and improvement

Measure of inspection outcomes
 A programme is further developed to ensure that Fife's school leaders are empowered and effective

QI 1.3 Leadership of change
 A programme is further developed for professional learning that supports improved learning, teaching and assessment in Fife schools

QI 2.3 Learning, teaching and assessment

The Directorate's Plan for Improvement

Planned Actions for Improvement 2018/19

Long-term vision

Outcomes for children and young people are fairer

Intermediate outcome

How we will measure our progress

The needs of individual children and young people are better recognised and met.

Percentage of children achieving Early level of CfE by the end of stage P1

The social context that a child lives in does not adversely affect their educational outcomes or life opportunities.

Percentage of disadvantaged children (SIMD quintile 1, FMR, etc) and looked after children in stages P1, P4, P7 and S3 of the BGE who have achieved the expected level in CfE

Actions for Improvement 2018/19

How we will measure the impact of our work

The 1140 hours programme is delivered across Fife
Delivery of the 1140 hours programme against agreed project milestones

The Supporting Learners Strategy is further developed and implemented

Delivery of the Supporting Learners Strategy against agreed project milestones

The school estate is managed to improve its quality, condition and suitability

% of schools of condition A (Good)/B (Satisfactory)

A local child poverty action plan is developed for Fife

A local child poverty action plan is published in April 2019 that identifies and addresses key challenges for children living in poverty in Fife

Support is given to Fife schools to support effective delivery of the Pupil Equity Fund (PEF)

All schools submit plans that are child-focussed and that support effective approaches to improvement in outcomes for children, including the use of appropriate data to measure change

A programme is developed to support the implementation of the Pupil Equity Fund for looked after children in Fife

Development and delivery of a programme to support the delivery of Pupil Equity Funding for looked after children

The Directorate's Plan for Improvement

Planned Actions for Improvement 2018/19

Long-term vision

Children are healthier and more active

Intermediate outcome

How we will measure our progress

Children are active and physically healthy

Proportion of schools delivering 2 periods of PE

The emotional wellbeing of all children is effectively supported by all professionals working in children's services

Measures from Evaluation Framework for Our Minds Matter (in development)

Children and young people make well-informed and responsible choices about their health.

Measures from the national SALSUS survey of young people (to be replaced by measures from the Health and Wellbeing Survey, when available)

Actions for Improvement 2018/19

How we will measure the impact of our work

Active Schools will support more children and young people to participate in regular activity and sport

Measure of activity of children and young people

Schools will work to ensure that all children and young people have the opportunity for Physical Education

% of schools delivering 2 hours of PE

Our Minds Matter framework is further implemented around and with Fife's young people

Measures from Evaluation Framework for Our Minds Matter (in development)

Young people and their families receive appropriate family-focussed support to deal with behavioural issues

Evaluation of provision from services (e.g. Multi-Systemic Therapy team)

Further develop work in schools to support young people in making well-informed and responsible choices about their health.

Measures from the national SALSUS survey of young people (to be replaced by measures from the Health and Wellbeing Survey, when available)

The Directorate's Plan for Improvement

Planned Actions for Improvement 2018/19

Long-term vision

Young people are equipped for better life chances

Intermediate outcome

How we will measure our progress

School leavers have attainment and achievement that equips them better for a wide range of post school opportunities.

Outcomes-focussed measures of attainment and achievement for school leavers

Pathways to positive post school opportunities are improved

Attainment and post school destinations improve for disadvantaged groups (e.g.SIMD quintile 1, FMR)

Actions for Improvement 2018/19

How we will measure the impact of our work

The Raising Attainment Strategy is refreshed and becomes a key focus for school improvement

Outcomes-focussed measures of attainment for all school leavers

Work is undertaken to ensure that the Curriculum offers appropriate breadth and choice for all learners at all levels

Measures of accredited achievement (e.g. Personal Achievement Awards, Duke of Edinburgh Awards)

The STEM strategy is further implemented through an agreed plan with progress towards the national targets

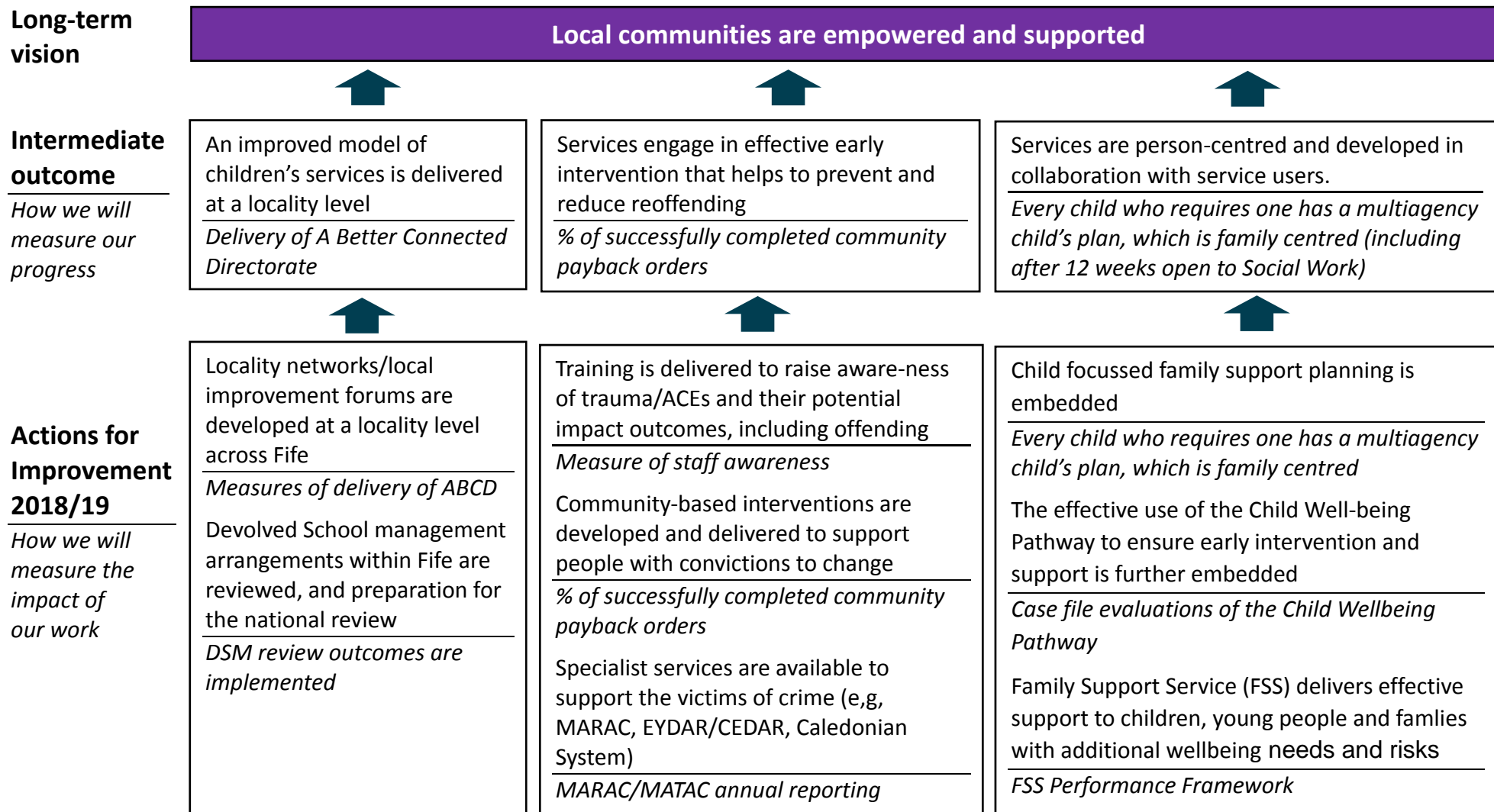
Measured by key performance indicators including uptake and gender

The take-up and effective use of Foundation Apprenticeships to ensure an appropriate curriculum for all learners is embedded in all schools

Measures of the take-up of Foundation Apprenticeships

The Directorate's Plan for Improvement

Planned Actions for Improvement 2018/19



The Directorate's Plan for Improvement

Measuring our progress: the Directorate Scorecard

The Directorate's Scorecard provides a high-level overview of progress towards achieving the Directorate's Vision for 2020. It identifies a range of outcomes-focused measures that will help to evidence the impact of the Directorate's work on improving outcomes over the longer term.

Vision	Intermediate Outcome	Measure
Children are happier and more secure	All vulnerable children are supported by effective child protection processes	<i>Percentage of children on Child Protection Register for longer than 1 year</i>
	Services undertake effective preventative support to families, and where needed identify alternative care arrangements for children	<i>Percentage of children in care or with a kinship legal order who are "at home"</i>
	No vulnerable child in Fife is disadvantaged in terms of their life opportunities	<i>Positive destinations from school of vulnerable children (LAC, CPR, etc)</i>
Children have better levels of attainment	Children are included and nurtured, they and their families are engaged and participate in their learning	<i>Percentage attendance rates for all schools and identified groups</i>
	Children's development is supported by the highest quality learning and teaching in the Fife classroom and beyond	<i>Percentage of children in stages P1, P4, P7 and S3 of the BGE who have achieved the expected level in CfE</i>
Outcomes for children and young people are fairer	The needs of individual children and young people are better recognised and met	<i>Percentage of children achieving Early level of CfE by the end of stage P1</i>
	The social context that a child lives in does not adversely affect their educational outcomes or life opportunities	<i>Percentage of disadvantaged children (SIMD quintile 1, FMR, etc) and looked after children in stages P1, P4, P7 and S3 of the BGE who have achieved the expected level in CfE</i>

The Directorate's Plan for Improvement

Measuring our progress: the Directorate Scorecard

Vision	Intermediate Outcome	Measure
Children are healthier and more active	Children are active and physically healthy	<i>Proportion of schools delivering 2 periods of PE</i>
	The emotional wellbeing of all children is effectively supported by all professionals working in children's services	<i>Measures from Evaluation Framework for Our Minds Matter (in development)</i>
	Children and young people make well-informed and responsible choices about their health.	<i>Measures from the national SALSUS survey of young people (to be replaced by measures from the Health and Wellbeing Survey, when available)</i>
Young people are equipped for better life chances	School leavers have attainment and achievement that equips them better for a wide range of post school opportunities	<i>Outcomes-focussed measures of attainment and achievement for school leavers</i>
	Pathways to positive post school opportunities are improved	<i>Attainment and post school destinations improve for disadvantaged groups (e.g.SIMD quintile 1, FMR)</i>
Local communities are empowered and supported	An improved model of children's services is delivered at a locality level	<i>Delivery of A Better Connected Directorate</i>
	Services engage in effective early intervention that helps to prevent and reduce reoffending	<i>Percentage of successfully completed community payback orders</i>
	Services are person-centred and developed in collaboration with service users	<i>Every child who requires one has a multiagency child's plan, which is family centred (including after 12 weeks open to Social Work)</i>

Implementing the Directorate Improvement Plan

The cycle of self-evaluation and improvement

The Directorate's approach to improvement planning is shown is based on a cycle of self-evaluation and improvement. This model of improvement underpins the various frameworks for self-evaluation and improvement under which the Directorate's services are inspected by national agencies.



Implementing the Directorate Improvement Plan

Developing A Better Connected Directorate to support further improvement

In order to improve services at a local level the Directorate is implementing plans for **A Better Connected Directorate**, to help improve the way that services across the Directorate work together and with wider partners.



Directorate leaders will be participating in:

- **Strategic leadership groups**, to plan and implement improvement actions in their own particular school or service
- **Strategy working groups**, to contribute to the development and implementation of Directorate-wide strategies for improvement



Directorate managers will be participating in **locality networks** to ensure that systems and processes within each Fife locality develop to better meet the local needs of that area. This will involve working across services and with other partners.



Key professionals and lead practitioners will be participating in **Local Improvement Forums**. These will provide an opportunity to share experiences about local working and to develop cross-Directorate and partnership approaches to improve services in local communities.



Directorate leaders, managers, key professionals and lead practitioners will be participating in:

- **Self-evaluation and audit groups**, which will identify opportunities to improve key Directorate's services and provision
- **The Directorate Strategic Self-Evaluation Group**, which will help to identify Directorate-wide strengths and areas for further improvement

Implementing the Directorate Improvement Plan

Our Values

In delivering services to children, young people, families and communities we will continue to uphold the Directorate's **values** of:

Compassion
Ambition
Respect
Equity






























In particular, we will strive to:

- Listen carefully and use language which is clear and easily understood.
- Recognise, understand and be sympathetic to the needs of all children and adults, and in particular those who are in some way vulnerable.
- Aspire to the highest standards and achievements for everyone.
- Work actively and relentlessly to break the cycle of disadvantage.
- Treat everyone with respect and dignity, interacting in a friendly, courteous and constructive manner.
- Aim at all times to be focused on finding solutions and creative in addressing problems.
- Treat all in a completely fair and transparent way, making sure everyone has access to the same opportunities.

Appendices

- Appendix 1 – How we have improved the qualification sets and key skills of school leavers
- Appendix 2 – How we have closed the attainment gap for qualification sets and key skills

Appendix 1 - How we have improved the qualification sets and key skills of school leavers

Achievements of 2017 school leavers	Typically, pupils with this range of qualifications ...		Scale of improvement for 2017 cohort of school leavers in comparison with the 2013 cohort of school leavers
 97.9% of pupils achieved awards at SCQF level 1 or above	Have accredited achievement to evidence personal skills		The same proportion of pupils achieved SCQF unit awards
 89.6% of pupils achieved 3, 4 or 5 National 4 awards	Are qualified for a range of selective Modern Apprenticeships & employment opportunities		0.2% more pupils achieved 3, 4 or 5 National 4s
 89.2% of pupils achieved literacy & numeracy at SCQF level 4	Are able to evidence accredited achievement of both key literacy and key numeracy skills		12.9% more pupils achieved literacy & numeracy at SCQF level 4 
 78.8% of pupils achieved literacy at SCQF level 5	Are able to evidence accredited achievement of more advanced literacy skills		16.5% more pupils achieved literacy at SCQF level 5 
 66.9% of pupils achieved numeracy at SCQF level 5	Are able to evidence accredited achievement of more advanced numeracy skills		15.8% more pupils achieved numeracy at SCQF level 5 
 66.1% of pupils achieved 3, 4 or 5 National 5 passes	Are qualified for a range of more selective Modern Apprenticeships & employment opportunities		2.1% more pupils achieved 3, 4 or 5 National 5 passes 
 55.6% of pupils achieved 1 or more Higher passes	Are qualified for an HNC, providing a route to Higher Education		5.3% more pupils achieved 1 or more Higher passes 
 38.0% of pupils achieved 3, 4 or 5 Higher passes	Are qualified for direct entry to Higher Education for a wide range of courses		2.4% more pupils achieved 3, 4 or 5 Higher passes 
 20.3% of pupils achieved 4 or 5 Highers at grades A or B	Are qualified for more selective degree courses (e.g. science, etc)		0.6% more pupils achieved 4 or 5 Higher passes at grades A or B 
 9.0% of pupils achieved 4 or 5 Highers at grade A	Are qualified for the most selective degree courses (e.g. veterinary science, medicine)		0.4% more pupils achieved 4 or 5 Higher passes at grade A

Appendix 2 - How we have closed the attainment gap for qualification sets and key skills

Achievement of leavers from SIMD deciles 1-3 in the 2016/17 cohort	Improvement since 2012/13 for leavers from SIMD deciles 1-3	Improvement since 2012/13 for all leavers	Change in attainment gap between SIMD 1-3 leavers and all leavers
96.7% of pupils achieved SCQF unit awards	A similar proportion of pupils achieved SCQF unit awards	The same proportion of pupils achieved SCQF unit awards	The attainment gap for this measure has not measurably changed
83.4% of pupils achieved 3, 4 or 5 National 4 awards	3.3% more pupils achieved 3, 4 or 5 National 4 awards	0.2% more pupils achieved 3, 4 or 5 National 4 awards	The attainment gap for this measure has reduced by 3.1%
83.4% of pupils achieved literacy & numeracy at SCQF level 4	20.1% more pupils achieved literacy & numeracy at SCQF level 4	12.9% more pupils achieved literacy & numeracy at SCQF level 4	The attainment gap for this measure has reduced by 7.2%
66.4% of pupils achieved literacy at SCQF level 5	22.2% more pupils achieved literacy at SCQF level 5	16.5% more pupils achieved literacy at SCQF level 5	The attainment gap for this measure has reduced by 5.7%
53.6% of pupils achieved numeracy at SCQF level 5	16.7% more pupils achieved numeracy at SCQF level 5	15.8% more pupils achieved numeracy at SCQF level 5	The attainment gap for this measure has reduced by 0.9%
50.8% of pupils achieved 3, 4 or 5 National 5 passes	4.9% more pupils achieved 3, 4 or 5 National 5 passes	2.1% more pupils achieved 3, 4 or 5 National 5 passes	The attainment gap for this measure has reduced by 2.8%
40.0% of pupils achieved 1 or more Higher passes	9.6% more pupils achieved 1 or more Higher passes	5.3% more pupils achieved 1 or more Higher passes	The attainment gap for this measure has reduced by 4.3%
22.3% of pupils achieved 3, 4 or 5 Highers	5.6% more pupils achieved 3, 4 or 5 Higher passes	2.4% more pupils achieved 3, 4 or 5 Higher passes	The attainment gap for this measure has reduced by 3.2%
8.6% of pupils achieved 4 or 5 Highers at grades A or B	2.5% more pupils achieved 4 or 5 Higher passes at grades A or B	0.6% more pupils achieved 4 or 5 Higher passes at grades A or B	The attainment gap for this measure has reduced by 1.9%
2.5% of pupils achieved 4 or 5 Highers at grade A	A similar proportion achieved 4 or 5 Higher passes at grade A	0.4% more pupils achieved 4 or 5 Higher passes at grade A	The attainment gap for this measure has not measurably changed



Fife's Community Planning Partners: Fife Council • NHS Fife • Fife's Voluntary Sector • Police Scotland • Scottish Fire & Rescue Service • Fife College • Scottish Enterprise
• St Andrews University • SEStran • Skills Development Scotland • Scottish Government

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28th August 2018
Agenda Item No 8

Education and Children's Services Directorate Revenue Budget 2017-18 Provisional Outturn

Report by:

Carrie Lindsay, Executive Director Education and Children's Services
Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to advise Members of the provisional outturn for the 2017-18 Education and Children's Services Revenue Budget.

Recommendation(s)

Members are asked to:

- a. note the provisional outturn position (subject to audit) for 2017-18 as detailed in this report, and the reasons for the main variances
- b. note that the Education and Children's Services Directorate continues to implement the Strategy approved by the Executive Committee in January 2015 to reduce the reliance on purchased care placements and increase the number of children who can safely be looked after at home or in kinship care, and
- c. otherwise note the contents of this report.

Resource Implications

The Directorate remains committed to managing the budget and developing and implementing the strategy to address the demographic pressures on the budget.

Legal & Risk Implications

The Directorate requires to discharge its duty as Corporate Parent to all Looked After Children and to support their families accordingly. It is committed to proactive management of the budget to reduce the level of care placements whilst managing the risk to individuals.

Impact Assessment

There is no requirement for an impact assessment in respect of this report as no change or revision to existing policies and practices is proposed.

Consultation

Nil

1.0 Introduction

- 1.1 The purpose of this report is to advise Members of the provisional revenue outturn for the Education and Children's Services Directorate for 2017-18, and to highlight significant under and over spends. Members should note that the outturn is provisional until the annual audit of accounts is complete on 30 September 2018.

2.0 Provisional Outturn and Major Variances

2.1 Education and Children's Services 2017-18 Projected Out-turn

- 2.1.1 The provisional revenue budget position for the directorate (excluding Criminal Justice Service) is an underspend of £3.634m, represented by underspends on the Devolved School Management (DSM) budgets of £3.342m, the Non DSM budgets of £0.009m and an underspend of £0.282m within the Children and Families Service. A summary of the provisional outturn for the Directorate is detailed in Appendix 1, together with details relating to DSM, non-Devolved and Children and Families at Appendices 2-4. It should be noted that the balances included are extracted straight from Oracle and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position.

2.2 Education Service

- 2.2.1 DSM School Budgets –Variance £3.342m underspend. Movement (£0.359m)

The main element of the underspend relates to teachers' pay costs of £4.817m, due to the high level of teaching vacancies and shortage of supply cover in schools. This underspend within employee costs relating to teachers is £2.418m in Primary, £2.023m in Secondary and £0.376m across stand alone nurseries and special schools. The Directorate continues to take steps to address this position through a proactive recruitment campaign. In addition to teachers' pay there is also an underspend on single status staff pay costs of £0.791m. These underspends are partly offset by an overspend on pupil support of £0.309m and supplies and services within schools of £1.530m, as head teachers have utilised some of their staffing underspend to enhance spend on printing, stationery, communications and computing equipment.

- 2.2.2 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) had also been added to their devolved budgets, and £9.787m of the budget within the DSM for 2017-18 relates to this funding. Members will be aware that the aim of PEF is to provide schools with funding to address the poverty related attainment gap. It is determined by the Scottish Government on a school by school basis with reference to the schools' free meal entitlement. Per guidance received from the Scottish Government, any unspent PEF can be carried forward to 2018-19, and schools are expected to spend this

remaining allocation from 2017-18 by August. From their PEF allocations, schools spent £5.774m in 2017-18, and the remaining £4.013m has been carried forward into their budgets in 2018-19. As any PEF spend has been budget matched there is no impact on the variance within the DSM from PEF spend. Reports on the use of PEF have been submitted to the appropriate area committee to inform local members of the work being undertaken in schools. Appended to this report at Appendix 5 are details of PEF allocations for 2017-18 to individual schools, alongside their spend and carry forward amounts.

- 2.2.3 The movement since the last reported position relates to an increase in the underspend on employee costs of £1.025m, mainly due to the level of teaching vacancies. This is partly offset by an increase in costs within supplies and services of £0.246m which is due mainly to increases in printing and computing supplies and equipment, and income being less than previously projected (£0.283m).
- 2.2.4 Under the DSM Scheme, schools carried forward a £2.535m underspend into 2017-18. The position reported above therefore reflects an in year underspend, which is due in the main to the continuing shortage of teachers and lack of supply availability. However, the level of overspend on the non-staffing elements reflects the pressure within other budgets, and head teachers have used some of the staffing underspend to supplement spend elsewhere. The overall DSM underspend in 2017-18, of £3.342m, represents an average underspend of £10k per primary school and £95k per secondary school.
- 2.2.5 Non DSM/Childcare – Variance £0.009m underspend. Movement (£1.290m)
- 2.2.6 The underspend within the non devolved Education budget is due to the impact of significant compensating factors on the service budget. In relation to long term absence and maternity costs for teaching staff, overspends of £0.662m and £2.315m have occurred. These costs are in relation to teachers but are borne by the non-devolved central Education budget, and not the DSM. However, this overspend has been mitigated by various underspends. In Early Years, EYO pay costs were underspent by £0.521m, and an underspend of £0.743m occurred due to delays in the phasing of increased provision for 600hours. A further underspend of £0.724m has arisen in respect of the expansion of early learning and childcare to 1140 hours. Some projects which were anticipated to start in 2017-18 encountered delays, as various operational issues had to be addressed before the projects could commence. These projects will now commence in 2018-19. Finally, a net underspend in Special Education of £0.538m has arisen due to a reduction in contributions to other local authorities.
- 2.2.7 The movement since the last report is due to an increase in the overspend on long term absence and maternity costs of £0.491m, offset by reductions in anticipated spend on Nursery of £0.793m, and in Special Education of £0.532m.

- 2.3 **Children and Families** – Variance (£0.282m) underspend, movement £0.227m
- 2.3.1 The service underspend is mainly in respect of employee costs (£0.177m) and foster care payments (£0.344m), offset by an overspend in third party payments (mainly due to purchased placements) of £0.435m.
- 2.3.2 In terms of staffing costs the underspend is due to staff vacancies and recruitment lead in times. As the Strategy for the service has included a significant increase in social work staff an element of the underspend also relates to the need to ensure that future pay scale increments can be funded from the service budget.
- 2.3.3 A further underspend in relation to in house foster carer fees has arisen due to lower than budgeted payments to in house foster carers. The service remains committed to increasing the number of in house carers, however the number of de-registrations and carers leaving has exceeded the numbers of new carers.
- 2.3.4 The underspends above are offset by an overspend on third party payments, which include the cost of purchased care placements. At the end of March 2018 there were 331 purchased placements, an increase of 10 from the start of the financial year. The initial stages of the Strategy have been successful in reducing the number and cost of care placements and ensuring that more children are able to stay safely within their homes and families. The success of the first stages of the Children and Families Strategy led to reduced care placement numbers during 2016-17, however, the overriding requirement is to ensure that appropriate arrangements are in place to safeguard children when necessary, including care arrangements where required. This can lead to short term fluctuations in the overall number of placements.

3.0 Savings

- 3.1 Revenue Budget Savings 2017-18
- 3.1.1 The combined savings target, as approved in the 2017-20 budget process and earlier budget processes, for the Directorate to deliver in the 2017-18 financial year was £5.369m, and £5.059m has been achieved against this. A summary of the savings tracker is attached at Appendix 6. Where savings have been achieved and are shown as “green” these have been amalgamated into one line, and only “amber” and “red” savings are shown in detail. For these savings, issues relating to achievement remain, and these are :-
- Music Service Income (£0.050m)
- Several budget rounds have increased the target for Music Service Income, and the charges associated with music tuition have been increased to meet these targets. However, for the 2017-18 financial year this increase has not fully generated the level of income anticipated.

- Exporting Performance Systems to Other Councils (£0.160m)
- Working with other local authorities to capture efficiencies (£0.100m)

Opportunities had been identified to develop relationships with other local authorities which would enable the council to generate income from various streams. These savings relate to marketing some of the performance information produced in Fife to other Councils, and also to develop joint working in other areas to generate efficiencies for the councils involved. With the recent developments in terms of the formation of Regional Improvement Collaboratives it has been difficult, at this time, to pursue options for income generation, as these arrangements are developing and bedding in. The service will continue to monitor options for income generation, to enable these to be pursued at an appropriate point.

4.0 Conclusions

- 4.1 The provisional outturn for the Education and Children's Services Directorate Revenue Budget for 2017-18 is an underspend of £3.634m. The dominant factors in this, as described above, are the underspends in relation to staffing costs within Education (DSM), due to teaching vacancies and shortage of supply cover in schools, staffing costs in Early Years due to recruitment delays and effective workforce planning, and in Special Education due to reduced contributions to other local authorities. These underspends have been partly offset by the overspend on long term absence and maternity cover for teaching staff.

List of Appendices

- 1-4 : Education and Children's Services Revenue Monitor 2017-18 (excl. Criminal Justice Services)
- 5 : Pupil Equity Fund Spend Per School 2017-18
- 6 : Savings Tracker 2017-18

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**BUDGET MONITORING REPORT SUMMARY
2017-18
EDUCATION & CHILDREN'S SERVICES**

Appendix 1

SERVICE	CURRENT BUDGET 2017-18 £m	PROJECTED OUTTURN 2017-18 £m	PROJECTED VARIANCE £m	PROJECTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED
						VARIANCE £m
SERVICE MANAGED NET BUDGET	361.286	357.653	(3.634)	-1.01%	(2.212)	(1.422)
ANALYSIS OF SERVICE MANAGED BUDGET						
EDUCATIONAL SERVICES - DEVOLVED	188.640	185.297	(3.342)	-1.77%	(2.983)	(0.359)
EDUCATIONAL SERVICES - NON DEVOLVED	107.977	107.967	(0.009)	-0.01%	1.281	(1.290)
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	64.670	64.388	(0.282)	-0.44%	(0.509)	0.227
EDUCATION & CHILDREN'S SERVICES	361.286	357.653	(3.634)	-1.01%	(2.212)	(1.422)

SUBJECTIVE GROUPING	CURRENT BUDGET 2017-18 £m	PROJECTED OUTTURN 2017-18 £m	PROJECTED VARIANCE £m	PROJECTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED
						VARIANCE £m
TOTAL REVENUE	361.286	357.653	(3.634)	-1.01%	(2.212)	(1.422)
INCOME	(10.903)	(11.580)	(0.677)	6.21%	(0.522)	(0.155)
EXTERNAL INCOME	(9.637)	(10.204)	(0.567)	5.89%	(0.351)	(0.216)
INTERNAL INCOME	(1.266)	(1.375)	(0.110)	8.68%	(0.171)	0.061
EXPENDITURE	372.189	369.233	(2.956)	-0.79%	(1.689)	(1.267)
EMPLOYEE COSTS	265.393	259.940	(5.453)	-2.05%	(3.874)	(1.579)
PREMISES RELATED EXPENDITURE	21.639	21.556	(0.083)	-0.38%	(0.103)	0.020
TRANSPORT RELATED EXPENDITURE	15.271	15.901	0.629	4.12%	0.613	0.017
SUPPLIES & SERVICES	18.342	20.216	1.874	10.22%	1.814	0.060
THIRD PARTY PAYMENTS	47.552	47.792	0.240	0.50%	0.041	0.199
TRANSFER PAYMENTS	3.722	3.372	(0.350)	-9.40%	(0.252)	(0.098)
CAPITAL FINANCE & CHARGES	0.000	0.000	0.000	0.00%	0.000	0.000
SUPPORT SERVICES CHARGES	0.271	0.456	0.185	68.39%	0.071	0.114

BUDGET MONITORING REPORT SUMMARY 2017-18 EDUCATIONAL SERVICES - DEVOLVED						Appendix 2
SERVICE	CURRENT BUDGET 2017-18 £m	PROJECTED OUTTURN 2017-18 £m	PROJECTED VARIANCE £m	PROJECTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	188.640	185.297	(3.342)	-1.77%	(2.983)	(0.359)
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	91.537	90.166	(1.371)	-1.50%	(1.337)	(0.034)
SECONDARY EDUCATION	89.301	87.583	(1.718)	-1.92%	(1.271)	(0.446)
NURSERY EDUCATION	3.719	3.531	(0.188)	-5.06%	(0.208)	0.020
SPECIAL EDUCATION	3.946	3.883	(0.063)	-1.59%	(0.167)	0.105
AREA GROUPS	0.136	0.133	(0.003)	-2.04%	0.001	(0.004)
EDUCATIONAL SERVICES - DEVOLVED	188.640	185.297	(3.342)	-1.77%	(2.983)	(0.359)

SUBJECTIVE GROUPING	CURRENT BUDGET 2017-18 £m	PROJECTED OUTTURN 2017-18 £m	PROJECTED VARIANCE £m	PROJECTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET EXPENDITURE	188.640	185.297	(3.342)	-1.77%	(2.983)	(0.359)
INCOME	(1.626)	(1.877)	(0.252)	15.48%	(0.535)	0.283
EXTERNAL INCOME	(1.554)	(1.797)	(0.243)	15.61%	(0.518)	0.275
INTERNAL INCOME	(0.072)	(0.081)	(0.009)	12.73%	(0.017)	0.008
EXPENDITURE	190.265	187.175	(3.091)	-1.62%	(2.448)	(0.642)
EMPLOYEE COSTS	180.564	175.426	(5.138)	-2.85%	(4.113)	(1.025)
PREMISES RELATED EXPENDITURE	0.325	0.528	0.204	62.75%	0.125	0.079
TRANSPORT RELATED EXPENDITURE	0.212	0.309	0.096	45.22%	0.122	(0.026)
SUPPLIES & SERVICES	7.066	8.596	1.530	21.65%	1.284	0.246
THIRD PARTY PAYMENTS SUPPORT	2.092	2.236	0.143	6.85%	0.101	0.042
SERVICES CHARGES	0.006	0.080	0.074	0.00%	0.032	0.042

BUDGET MONITORING REPORT SUMMARY 2017-18 EDUCATIONAL SERVICES - NON DEVOLVED						Appendix 3
SERVICE	CURRENT BUDGET 2017-18 £m	PROJECTED OUTTURN 2017-18 £m	PROJECTED VARIANCE £m	PROJECTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	107.977	107.967	(0.009)	-0.01%	1.281	(1.290)
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	21.338	23.082	1.744	8.18%	0.854	0.891
SECONDARY EDUCATION	23.556	24.055	0.499	2.12%	0.362	0.137
NURSERY EDUCATION	24.961	22.577	(2.384)	-9.55%	(1.519)	(0.865)
SPECIAL EDUCATION	28.073	27.535	(0.538)	-1.92%	(0.215)	(0.323)
AREA GROUPS	0.540	0.486	(0.054)	-9.98%	0.002	(0.056)
EDUCATION ADMINISTRATION	3.059	3.260	0.201	6.56%	0.269	(0.069)
STAFF DEVELOPMENT	0.285	0.246	(0.039)	-13.83%	(0.125)	0.086
FIFE MUSIC SERVICE	1.411	1.487	0.075	5.34%	0.052	0.023
SUPPORT SERVICES	2.130	1.481	(0.649)	-30.47%	(0.196)	(0.453)
GENERAL EDUCATION	0.559	1.669	1.109	198.29%	1.723	(0.613)
CHILDCARE	2.063	2.090	0.026	1.28%	0.074	(0.048)
EDUCATIONAL SERVICES - NON DEVOLVED	107.977	107.967	(0.009)	-0.01%	1.281	(1.290)

BUDGET MONITORING REPORT SUMMARY 2017-18 CHILDREN AND FAMILIES excl CRIMINAL JUSTICE						Appendix 4
SERVICE	CURRENT BUDGET 2017-18 £m	PROJECTED OUTTURN 2017-18 £m	PROJECTED VARIANCE £m	PROJECTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	64.670	64.388	(0.282)	-0.44%	(0.509)	0.227
ANALYSIS OF SERVICE MANAGED BUDGET						
C & F WEST	3.672	3.519	(0.154)	-4.18%	(0.202)	0.049
C & F EAST	4.726	4.537	(0.190)	-4.01%	(0.017)	(0.172)
C & F FIFE WIDE	41.835	42.033	0.198	0.47%	(0.119)	0.317
C & F RESIDENTIAL	3.093	3.336	0.243	7.86%	0.076	0.167
C & F FAMILY PLACEMENT	9.657	9.482	(0.175)	-1.81%	(0.182)	0.007
CHILDREN & FAMILIES SENIOR MANAGER	1.687	1.482	(0.205)	-12.15%	(0.065)	(0.140)
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	64.670	64.388	(0.282)	-0.44%	(0.509)	0.227

Fife Council			
Pupil Equity Funding per School 2017-18	PEF Award 2017-18	Actual Spend to March 18	(Under)/Over
	£	£	£
EDUCATION & CHILDREN SERVICES	9,787,200	5,773,414	-4,013,786
ABERDOUR PRIMARY	6,000	5,426	-574
ABERHILL PRIMARY	204,000	117,378	-86,622
ANSTRUTHER PRIMARY	37,200	25,580	-11,620
AUCHTERMUCHTY PRIMARY	24,000	10,083	-13,917
AUCHTERTOOL PRIMARY	1,200	0	-1,200
BALCURVIE PRIMARY	22,800	12,889	-9,911
BALMERINO PRIMARY	3,600	1,906	-1,694
BALMULLO PRIMARY	8,400	6,427	-1,973
BELLYEOMAN PRIMARY	56,400	37,737	-18,663
BENARTY PRIMARY	153,600	120,077	-33,523
BLAIRHALL PRIMARY	8,400	8,400	-0
BUCKHAVEN PRIMARY	146,400	32,912	-113,488
BURNTISLAND PRIMARY	130,800	103,964	-26,836
CAIRNEYHILL PRIMARY	20,400	16,125	-4,275
CAMDEAN PRIMARY	84,000	50,668	-33,332
CANMORE PRIMARY	36,000	29,428	-6,572
CANONGATE PRIMARY	54,000	24,609	-29,391
CAPSHARD PRIMARY	32,400	25,631	-6,769
CARDENDEN PRIMARY	75,600	41,290	-34,310
CARLETON PRIMARY	60,000	33,783	-26,217
CARNEGIE PRIMARY	103,200	33,740	-69,460
CARNOCK PRIMARY	7,200	7,179	-21
CASKIEBERRAN PRIMARY	97,200	55,612	-41,588
CASTLEHILL PRIMARY	80,400	49,592	-30,808
CERES PRIMARY	20,400	14,928	-5,472
COALTOWN OF BALGONIE PRIMARY	18,000	12,380	-5,620
COALTOWN OF WEMYSS PRIMARY	14,400	10,337	-4,063
COLINSBURGH PRIMARY	12,000	6,766	-5,234
COLLYDEAN PRIMARY	110,400	50,405	-59,995
COMMERCIAL PRIMARY	51,600	45,344	-6,256
COWDENBEATH PRIMARY	108,000	57,784	-50,216
CRAIL PRIMARY	13,200	6,613	-6,587
CROSSFORD PRIMARY	8,400	8,399	-1
CROSSGATES PRIMARY	34,800	10,858	-23,942
CULROSS PRIMARY	6,000	6,145	145
DAIRSIE PRIMARY	13,200	8,145	-5,055
DALGETY BAY PRIMARY	20,400	16,597	-3,803
DENBEATH PRIMARY	85,200	22,082	-63,118
DENEND PRIMARY	73,200	37,315	-35,885
DONIBRISTLE PRIMARY	19,200	11,932	-7,268
DULOCH PRIMARY	34,800	27,135	-7,665
DUNBOG PRIMARY	4,800	2,397	-2,403
DUNNIKIER PRIMARY	80,400	48,300	-32,100
DYSART PRIMARY	61,200	29,209	-31,991
EAST WEMYSS PRIMARY	48,000	21,790	-26,210
ELIE PRIMARY	4,800	2,198	-2,602
FAIR ISLE PRIMARY	212,400	63,247	-149,153
FALKLAND PRIMARY	8,400	7,573	-827
FOULFORD PRIMARY	72,000	44,929	-27,071
FREUCHIE PRIMARY	13,200	7,837	-5,363
GATESIDE PRIMARY	3,600	3,337	-263
GREYFRIARS RC PRIMARY	19,200	6,965	-12,235
GUARDBRIDGE PRIMARY	8,400	2,897	-5,503
HILL OF BEATH PRIMARY	40,800	32,326	-8,474
HOLY NAME RC PRIMARY	14,400	14,915	515
INVERKEITHING PRIMARY	109,200	73,166	-36,034
INZIEVAR PRIMARY	106,800	104,773	-2,027
KELTY PRIMARY	135,600	59,084	-76,516
KENNOWAY PRIMARY	146,400	71,639	-74,761
KETTLE PRIMARY	18,000	13,599	-4,401
KINGHORN PRIMARY	31,200	14,778	-16,422

Fife Council			
Pupil Equity Funding per School 2017-18	PEF Award 2017-18	Actual Spend to March 18	(Under)/Over
KINGLASSIE PRIMARY	66,000	23,506	-42,494
KINGS ROAD PRIMARY	129,600	82,529	-47,071
KIRKCALDY NORTH PRIMARY	88,800	65,852	-22,948
KIRKCALDY WEST PRIMARY	153,600	108,314	-45,286
KIRKTON OF LARGO PRIMARY	1,200	762	-438
LADYBANK PRIMARY	15,600	2,862	-12,738
LARGOWARD PRIMARY	6,000	436	-5,564
LAWHEAD PRIMARY	14,400	2,162	-12,238
LESLIE PRIMARY	79,200	9,864	-69,336
LETHAM PRIMARY	1,200	0	-1,200
LEUCHARS PRIMARY	20,400	12,473	-7,927
LIMEKILNS PRIMARY	8,400	971	-7,429
LOCHGELLY SOUTH PRIMARY	45,600	33,058	-12,542
LOCHGELLY WEST PRIMARY	92,400	52,784	-39,616
LUMPHINNANS PRIMARY	45,600	12,560	-33,040
LUNDIN MILL PRIMARY	3,600	0	-3,600
LYNBURN PRIMARY	171,600	108,500	-63,100
MARKINCH PRIMARY	34,800	32,098	-2,702
MASTERTON PRIMARY	15,600	7,418	-8,182
MCLEAN PRIMARY	55,200	34,039	-21,161
METHILHILL PRIMARY	218,400	126,658	-91,742
MILESMARK PRIMARY	9,600	5,568	-4,032
MILTON OF BALGONIE PRIMARY	7,200	6,579	-621
MOUNTFLEURIE PRIMARY	110,400	73,409	-36,991
NEWBURGH PRIMARY	28,800	11,788	-17,012
NEWCASTLE PRIMARY	39,600	5,854	-33,746
NEWPORT PRIMARY	25,200	15,834	-9,366
NORTH QUEENSFERRY PRIMARY	14,400	3,567	-10,833
PARK ROAD PRIMARY	48,000	37,566	-10,434
PARKHILL PRIMARY	66,000	33,066	-32,934
PATHHEAD PRIMARY	193,200	141,646	-51,554
PITCOUDIE PRIMARY	106,800	58,667	-48,133
PITLESSIE PRIMARY	6,000	75	-5,925
PITREAVIE PRIMARY	50,400	54,860	4,460
PITTENCRIEFF PRIMARY	34,800	20,535	-14,265
PITTENWEEM PRIMARY	8,400	2,343	-6,057
PITTEUCHAR EAST PRIMARY	86,400	67,466	-18,934
PITTEUCHAR WEST PRIMARY	52,800	61,427	8,627
RIMBLETON PRIMARY	98,400	42,036	-56,364
SALINE PRIMARY	20,400	20,371	-30
SINCLAIRTOWN PRIMARY	97,200	50,659	-46,541
SOUTH PARKS PRIMARY	73,200	56,186	-17,014
SOUTHWOOD PRIMARY	141,600	88,833	-52,767
SPRINGFIELD PRIMARY	24,000	12,491	-11,509
ST AGATHAS RC PRIMARY	69,600	24,991	-44,609
ST BRIDES RC PRIMARY	84,000	41,756	-42,244
ST COLUMBAS RC PRIMARY	31,200	7,567	-23,633
ST JOHNS RC PRIMARY	33,600	29,613	-3,987
ST JOSEPHS RC PRIMARY	81,600	47,818	-33,782
ST KENNETHS RC PRIMARY	123,600	67,988	-55,612
ST LEONARDS PRIMARY	88,800	47,415	-41,385
ST MARGARETS RC PRIMARY	38,400	26,102	-12,298
ST MARIES RC PRIMARY	108,000	84,558	-23,442
ST MONANS PRIMARY	22,800	11,468	-11,332
ST NINIANS RC PRIMARY	51,600	30,482	-21,118
ST PATRICKS RC PRIMARY	36,000	17,236	-18,764
ST PAULS RC PRIMARY	49,200	17,074	-32,126
ST SERFS RC PRIMARY	45,600	22,641	-22,959
STAR PRIMARY	3,600	3,616	16

Fife Council			
Pupil Equity Funding per School 2017-18	PEF Award 2017-18	Actual Spend to March 18	(Under)/Over
STRATHALLAN PRIMARY	33,600	25,114	-8,486
STRATHKINNESS PRIMARY	6,000	4,256	-1,744
STRATHMIGLO PRIMARY	8,400	7,505	-895
TAYPORT PRIMARY	54,000	19,060	-34,940
THORNTON PRIMARY	98,400	90,637	-7,763
TORBAIN PRIMARY	124,800	20,410	-104,390
TORRYBURN PRIMARY	33,600	33,069	-531
TOUCH PRIMARY	90,000	65,851	-24,149
TOWNHILL PRIMARY	40,800	24,967	-15,833
TULLIALLAN PRIMARY	28,800	12,103	-16,697
VALLEY PRIMARY	180,000	97,217	-82,783
WAROUT PRIMARY	97,200	58,769	-38,431
WORMIT PRIMARY	10,800	3,442	-7,358
AUCHMUTY HIGH	151,200	67,090	-84,111
BALWEARIE HIGH	139,200	121,459	-17,741
BEATH HIGH	136,800	32,734	-104,066
BELL-BAXTER HIGH	85,200	47,727	-37,473
DUNFERMLINE HIGH	123,600	44,467	-79,133
GLENROTHES HIGH	112,800	75,032	-37,768
GLENWOOD HIGH	116,400	64,880	-51,520
INVERKEITHING HIGH	69,600	17,982	-51,618
KIRKCALDY HIGH	169,200	136,257	-32,943
LOCHGELLY HIGH	158,400	67,889	-90,511
MADRAS COLLEGE	67,200	54,662	-12,538
QUEEN ANNE HIGH	122,400	116,771	-5,629
ST ANDREWS RC HIGH	92,400	40,036	-52,364
ST COLUMBAS HIGH	91,200	48,554	-42,646
VIEWFORTH HIGH	74,400	40,579	-33,821
WAID ACADEMY	45,600	17,034	-28,566
WOODMILL HIGH	115,200	81,087	-34,113
LEVENMOUTH ACADEMY	302,400	266,791	-35,609
CALAISWOOD SCHOOL	50,400	55,533	5,133
HYNDHEAD SCHOOL	8,400	4,901	-3,499
JOHN FERGUS SCHOOL	18,000	7,416	-10,584
KILMARON SCHOOL	12,000	4,782	-7,218
ROSSLYN SCHOOL	6,000	792	-5,208
	9,787,200	5,773,414	-4,013,786

FIFE COUNCIL
TRACKING APPROVED 2017-18 SAVINGS
EDUCATION & CHILDRENS SERVICES DIRECTORATE
MARCH 2018

Appendix 6

Area	Approved Budget Year	Title of Savings Proposal	Savings Target £m	Provisional Outturn £m	(Under)/Over £m	Rag Status
EDUCATIONAL SERVICES	2016-19	Music Service - Additional Income	0.100	0.050	(0.050)	Red
EDUCATIONAL SERVICES	2017-20	Exporting performance systems to other Councils	0.160	0.000	(0.160)	Amber
EDUCATIONAL SERVICES	2017-20	Working with other local authorities to capture efficiencies from more streamlined / efficient working	0.100	0.000	(0.100)	Amber
CHILDREN & FAMILIES/CJS	2015-20	Approved savings have been achieved	1.175	1.175	0.000	Green
EDUCATIONAL SERVICES	2015-20	Approved savings have been achieved	3.834	3.834	0.000	Green
Grand Total			5.369	5.059	(0.310)	

Rag Status Key:-

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

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

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

Summary			
Rag Status	Savings Target £m	Provisional Outturn £m	(Under)/Over £m
Green	5.009	5.009	0.000
Amber	0.260	0.000	(0.260)
Red	0.100	0.050	(0.050)
Total	5.369	5.059	(0.310)

Date 28th August 2018
Agenda Item No 9

Education and Children's Services Directorate Capital Plan 2017-2018: Provisional Outturn Report

Report by:

Carrie Lindsay, Executive Director, Education and Children's Services Directorate

Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

This report provides members with a summary of the Education and Children's Services Directorate's financial position against the capital budget, for the financial year 2017-18, as well as an overview of progress on individual projects within the capital investment plan.

Recommendation(s)

It is recommended that members;

i) note the outturn position for the 2017-18 Capital investment Plan. These figures are provisional, being subject to audit;

ii) note the reported spend of £11.774m represents 63% of the approved capital programme for 2017-18;

iii) note that budget variance of £6.906m will be carried forward to financial year 2018-19.

Resource Implications

There are no direct resource implications. The final outturn spend is £11.774m, which is a variance of £6.906m under budget. In the main, this underspend is attributed to slippage in the capital programme. Future years' spending will be augmented to address this shortfall.

Legal & Risk Implications

There are no legal implications arising from this report. The slippage will be included within the capital programme in 2018-19 and the programme re-profiled over future years.

Impact Assessment

An EqIA has not been completed and is not necessary for the following reasons:

No change or revision to existing policies is proposed.

Consultation

Not Applicable.

1.0 Background

- 1.1 This report summarises the provisional outturn position for 2017-18 for the Education and Children's Services capital programme.
- 1.2 This report focuses on one year; the outturn figure is under budget, as a direct result of project slippage, this will be mitigated by accelerating future projects across the capital programme.
- 1.3 Appendix 1 provides the cost detail on individual projects within the capital plan where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the outturn for Education and Children's Services for the year 2017-18.

2.0 Issues and Options

2.1 2017-18 Outturn Position

- 2.2 The provisional outturn for the Education and Children's Services (E&CS) capital programme for financial year 2017-18 is £11.774m. In total 63% of the programmed budget was spent in 2017-18. Appendix 2 provides a summary of the outturn for the Directorate against the investment themes included within the Capital Plan.
- 2.3 The variance, from the total programmed budget of £18.680m, is attributed to a combination of capital expenditure being delayed or advanced from future years and under/over spending on individual capital projects. The variance is split across the different programmes as follows:

Building Fife's Future Programme	slippage of £2.363m
Investment Themes	slippage of £4.101m
Children's Services	slippage of £0.441m
Overall Total	slippage of £6.906m

2.4 Building Fife's Future (BFF) programme

- 2.5 The provisional outturn for the Building Fife's Future programme is an underspend of £2.363m. The variance is mostly the result of slippage attributed to projects, mainly the delay in the project to provide a new facility for Madras College. There are also slight overspends across a number of projects across the BFF programme totalling £0.152m which will be managed across the E&CS Capital Plan.
- 2.6 Madras College – A detailed planning application was submitted in February 2018 and in May 2018 this was supplemented by submission of a voluntary Environmental Impact Assessment. However, determination of this application is dependent upon the determination of Planning Permission in Principle for the Strategic Development Area. Planning permission was granted in March 2018 for the new access road. It is anticipated that construction of the new access road, one of the purposes of which is to provide access to the new school, will commence in September 2018. Construction of the new school is expected to take around two years following on from approval of planning permission.

2.7 **Investment Themes – Major projects completed in 2017-18**

The provisional outturn across all the Investment Themes was £8.256m in 2017-18, which is an underspend of £4.101m against the budget of £12.357m.

2.8 The largest variance is in the Early Years theme (£3.106m). This was planned slippage due to ongoing discussions with Scottish Government on the proposal to increase early years provision from 600hrs to 1140hrs for eligible 2 year olds and all 3 and 4 year olds across Scotland by August 2020. To assess the requirements to enable the Council to provide 1140hrs a review of the current provision was undertaken, and it was considered not prudent to proceed with a further expansion of Fife Council's provision to 600 hrs without first reviewing the impact of the expansion to 1140 hrs.

2.9 A new theme was introduced into the Capital Plan in 2017-18 called Early Learning and Childcare to monitor the additional funding of £2.276m received from the Scottish Government for the 1140 hrs expansion for financial year 2017-18. There are currently two projects on site within this theme, the replacement nursery and expansion for Capshard Primary School and a permanent nursery extension to Pathhead Primary. Both of these facilities once complete will offer extended 1140hrs provision.

2.10 Highlighting other projects, the extension and internal refurbishment of Milesmark Primary was completed in March 2018. The school now has an additional classroom and replacement toilet facilities. The project also created a new reception and office area within the heart of the building, improving both access and security.

2.11 The Sustainable School Estate funding theme delivered the final phase of Pitreavie Primary improvements in November 2017. There is £0.187m remaining in this theme which is allocated to Limekilns Primary school in order to deliver enhancements to the roof and internal refurbishment of the hall area of the school during Summer 2019.

2.12 Also completed in 2017-18 were projects to replace windows at Castlehill Primary, Canongate Primary, Leuchars Primary, Dairsie Primary and St Serfs RC Primary.

2.13 **Children & Families Service Capital Plan**

2.14 The provisional outturn for Children & Families Service capital programme is an underspend of £0.441m. This is due to project slippage, and the underspend will be carried forward into future years.

2.15 The project to re-provide Rimpleton children's house at Raith Gates in Kirkcaldy has planning approval and anticipated start on site date is October 2018.

2.16 The Looked after Children budget has £0.195m remaining this will be carried forward to 2018-19. A new extension to Park Road House will be delivered summer 2019 costing approximately £0.104m, which will leave £0.091m still to be programmed.

3.0 Conclusions

- 3.1 The provisional outturn position for the capital programme for Education and Children's Services is £11.774m, a variance from budget of £6.906m.
- 3.2 However, the management of capital resources requires us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels in future years of the plan to accommodate the advancement of projects.

List of Appendices

1. Project Cost Monitor
2. Capital Plan 2017-18 Expenditure Statement

Background Papers

Not applicable

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CAPITAL PLAN 2017-18 FORECAST EXPENDITURE

APPENDIX 1

EDUCATION & CHILDREN'S SERVICES COMMITTEE

PROJECT	SERVICE	ACTUAL	REMAINING	TOTAL	TOTAL	VARIANCE	VARIANCE
		SPEND TO	SPEND	PROJECTED	PROJECTED		
		DATE	PROJECTION	OUTTURN	BUDGET		
		£m	£m	£m	£m	£m	
DUNFERMLINE HS NEW BUILD	E&CS	39.020	0.000	39.020	39.020	0.000	0.00%
WINDMILL COMMUNITY CAMPUS	E&CS	26.740	0.000	26.740	26.687	0.053	0.20%
LEVENMOUTH ACADEMY	E&CS	6.509	0.000	6.509	6.461	0.047	0.73%
MADRAS COLLEGE NEW BUILD	E&CS	3.779	49.415	53.194	53.194	0.000	0.00%
WAIK ACADEMY CAPITAL CONTRIBUTION	E&CS	23.675	0.793	24.468	24.468	0.000	0.00%
RIMBLETON HOME REPROVISION	E&CS	0.241	1.153	1.394	1.394	0.000	0.00%
		99.964	51.361	151.325	151.225	0.100	0.93%

EDUCATION & CHILDREN'S SERVICES COMMITTEE

CAPITAL PROJECT	CURRENT BUDGET 17-18 £m	PROVISIONAL OUTTURN £m	PROVISIONAL VARIANCE £m	PROVISIONAL OUTTURN AS A % OF PLAN	2018-27 APPROVED CAPITAL PLAN £m
BUILDING FIFE'S FUTURE					
TO BE PROGRAMMED	0.000	0.000	0.000	0.0%	57.400
AUCHMUTY HS NEW BUILD	0.100	0.125	0.025	124.6%	0.000
LEVENMOUTH ACADEMY	0.204	0.252	0.047	123.1%	0.000
MADRAS COLLEGE NEW BUILD	2.500	0.912	(1.588)	36.5%	47.518
WAID ACADEMY CAPITAL CONTRIBUTION	2.323	1.544	(0.779)	66.5%	0.000
WINDMILL COMMUNITY CAMPUS	0.198	0.251	0.053	126.5%	0.000
CARNEGIE PS - EXTENSION	0.000	0.027	0.027	0.0%	0.000
MADRAS COLLEGE REFURBISHMENT WORKS	0.499	0.351	(0.148)	70.4%	0.000
TOTAL BUILDING FIFE'S FUTURE	5.825	3.461	(2.363)	59.4%	104.918
INVESTMENT THEMES					
ACCESSIBILITY PROGRAMME	0.280	0.343	0.064	122.7%	2.954
CURRICULUM ENHANCEMENTS	0.914	0.339	(0.575)	37.1%	1.360
FIRE PROGRAMME	0.396	0.379	(0.017)	95.7%	3.238
ICT PROGRAMME	0.329	0.037	(0.292)	11.3%	2.853
REDUCED CLASS SIZES	0.000	0.000	0.000	0.0%	0.000
UNDER ONE ROOF	1.304	1.201	(0.104)	92.1%	7.122
SAFER SCHOOLS	0.061	0.160	0.099	262.3%	1.000
WIND & WATERTIGHT	1.536	1.411	(0.125)	91.9%	2.628
DEVELOPER CONTRIBUTIONS	0.436	0.025	(0.411)	5.8%	0.000
OUTDOOR EDUCATION	0.035	0.035	0.000	100.0%	0.000
EDUCATION ENVIRONMENTAL IMPROVEMENTS	0.382	0.316	(0.066)	82.8%	2.456
EARLY YEARS	3.688	0.582	(3.106)	15.8%	1.627
SUSTAINABLE SCHOOL ESTATES	0.721	0.549	(0.172)	76.1%	0.015
EARLY LEARNING AND CHILDCARE	2.276	2.879	0.603	126.5%	0.000
TOTAL INVESTMENT THEMES	12.357	8.256	(4.101)	66.8%	25.253
CHILDREN'S SERVICES					
LOOKED AFER CHILDREN HOMES REPROVISION	0.300	0.054	(0.246)	17.8%	0.907
LOOKED AFTER CHILDREN	0.198	0.003	(0.195)	1.7%	0.000
TOTAL CHILDREN'S SERVICES	0.498	0.057	(0.441)	11.4%	0.907
TOTAL EDUCATION & CHILDREN'S SERVICES	18.680	11.774	(6.906)	63.0%	131.078

28th August 2018
Agenda Item No.10

Education & Children's Services Directorate Revenue Budget 2018-19 Projected Outturn

Report by:

Carrie Lindsay, Executive Director Education and Children's Services
Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on the forecast financial position for the 2018/19 financial year, for the areas in scope of the Education and Children's Services Committee.

Recommendation(s)

Members are asked to:

- a. consider the current financial performance and activity as detailed in this report;
- b. note that officers will continue to manage the budget whilst ensuring that the risks associated with Looked After Children are appropriately managed;
- c. note that the Education and Children's Services Directorate continues to implement the Strategy approved by the Executive Committee on 13 January 2015, to reduce the reliance on purchased care placements and increase the number of children who can safely be looked after at home or in kinship care.

Resource Implications

The Directorate remains committed to managing the budget and developing and implementing the strategy to address the demographic pressures on the budget.

Legal & Risk Implications

The Directorate requires to discharge its duty as Corporate Parent to all Looked After Children and to support their families accordingly. It is committed to proactive management of the budget to reduce the level of care placements whilst managing the risk to individuals.

Impact Assessment

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

Consultation

None

1.0 Introduction

- 1.1 The purpose of this report is to advise Members of the projected outturn for the Education and Children's Services Directorate (excluding Criminal Justice), for the 2018-19 Revenue Budget, and to highlight the major variances as at June 2018. This is the first monitoring report to the Strategic Committee for the 2018-19 financial year.

2.0 Major Variances

2.1 Education and Children's Services 2018-19 Projected Outturn

- 2.1.1 The projected overspend, for this financial year, for Education and Children's Services (excluding Criminal Justice) is £1.240m. A summary of the 2018-19 projected out-turn is detailed in Appendices 1-4. This shows projected expenditure against budget across the service headings within the Directorate. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/-£0.250m) to budgets.

2.2 Education Service

- 2.2.1 DSM Budget: - projected underspend (£2.635m)

Under the Devolved School Management Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. The Scheme also recognises that schools require some flexibility to manage resource between financial years and to assist in meeting this a carry forward of under / over spend of up to 2.5% of service managed budget is allowed. Schools carried forward £3.342m into 2018-19 under this provision.

- 2.2.2 The provisional outturn currently reflects the impact of this carry forward reduced for the amount of approved budget savings, which are to be applied to the DSM in the current year. This is currently a high level projection as schools' budgets will be adjusted in due course to reflect the impact of school rolls from August 2018, and the budget required for teaching staff in post.

- 2.2.3 In addition to the core DSM budget, the schools' Pupil Equity Fund (PEF) has also been added to their devolved budgets. Any unspent PEF at 31 March was carried forward for schools, and in addition schools' allocations for 2018-19 have also been applied to budgets. These amounts are £4.014m, and £10.101m respectively. As PEF is a ring fenced funding source it has no impact on the variance within the service, as any under (or over) spends are carried forward.

2.2.4 Non DSM/Childcare: - projected overspend £1.085m

2.2.5 The projected overspend mainly relates to maternity pay and long term absence, and overspends of £2.010m and £0.577m are included within the projection. These costs are in relation to teachers but are borne by the non-devolved central Education budget, and not the DSM. These overspends are reduced by projected underspends in Early Years of £0.877m due to delayed EY projects, and Special Education of £0.360m in respect of projected underspends on staffing costs due to recruitment lead in times.

2.3 Children and Families Service – projected overspend £2.789m

2.3.1 The projected position for the service reflects a current projected overspend for Children and Families Service due an increase in the number of care placements since March 2018. The projected overspend on placement costs is £3.037m. A pressure on both purchased residential and purchased foster care has led to an increase of 24 placements since March (355 placements from 331 at March). Placement levels are carefully monitored by the service, and these monitoring arrangements include consideration of potential placement end dates, which are be updated into the projections as these are known. However, it should be noted that the overarching aim is to ensure that children are appropriately safeguarded, and therefore there is a risk that placement levels will fluctuate. Further work is being done in this area to ensure alternative arrangements are put in place wherever possible and where it is in the best interest of the children involved.

2.3.2 The service is also required to provide continuing care arrangements for children who previously would have vacated placements as they reached the age of leaving formal care. To meet this commitment, 33 placements across both purchased and in-house foster care are being retained to provide continuing care arrangements for children. This has created an additional funding demand for the service, and also means that these care settings are not available to accommodate new placements.

2.3.3 The projected overspend described above is partly offset by a projected underspend on employee costs of £0.235m due to recruitment lead in times. The service continues to implement the Children and Families Strategy, and is committed to reducing the reliance on high cost care placements through early intervention and support to children and their families.

3.0 Savings

3.1 Revenue Budget Savings 2018-19

3.1.1 The combined savings target, as approved in the 2018-21 budget process and earlier budget processes for the Directorate (excluding Criminal Justice), for this financial year is £4.820m. An indication of the forecast achievement of savings is attached at Appendix 5. Savings anticipated to be achieved are indicated by a green RAG status coding. Those indicated amber are where the saving is currently expected to be achieved in part or where evidence of achievement of the saving through future revenue monitoring is required before the saving can be flagged as green.

3.1.2 Savings flagged as red in Appendix 5 require significant work to be undertaken before these savings can be achieved. Additional information in relation to the savings where there is currently a variance are included below:-

- Acceleration of savings : Children and Families – the significant early success of the Children and Families Strategy indicated that additional savings could be achieved, however, recent pressure on child placement numbers have led to an increase in purchased placement costs
- Reshaping the Service for Children affected by Disability – work is ongoing, RAG status will be updated as achievement is evidence via future monitors
- Income targets – officers are continuing to develop proposals to generate income from these sources and the RAG status will be updated as income is received
- Professional Development - delay in implementation as this will be embedded into budgets as part of a wider review of staffing to be undertaken.

4.0 Conclusions

4.1 The projected outturn for the Education and Children's Services Directorate Revenue Budget (excluding Criminal Justice) for 2018-19 is a projected overspend of £1.240m. The dominant factors within the projection are the projected overspend in respect of long term absence and maternity leave within Education and the increased pressure on child placements within Children and Families. These are partly offset by the projected underspend within DSM, due to continuing teaching vacancies and shortage of supply, and within Early Years and Special Education, due to delays in commencing projects or recruitment lead in times.

List of Appendices

1. Education and Children's Services Revenue Monitor 2018-19
2. Educational Services – Devolved Revenue Monitor 2018-19
3. Educational Services – Non Devolved Revenue Monitor 2018-19
4. Children and Families Service excluding Criminal Justice Revenue Monitor 2018-19
5. Savings Tracker 2018-19

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BUDGET MONITORING REPORT SUMMARY TO 30 JUNE 2018				Appendix 1
2018-19				
EDUCATION & CHILDREN'S SERVICES				
SERVICE	CURRENT BUDGET 2018-19 £m	FORECAST 2018-19 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %
SERVICE MANAGED NET BUDGET	371.734	372.974	1.240	0.33%
ANALYSIS OF SERVICE MANAGED BUDGET				
EDUCATIONAL SERVICES - DEVOLVED	201.352	198.718	(2.635)	-1.31%
EDUCATIONAL SERVICES - NON DEVOLVED	105.412	106.498	1.085	1.03%
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	64.969	67.758	2.789	4.29%
EDUCATION & CHILDREN'S SERVICES	371.734	372.974	1.240	0.33%

BUDGET MONITORING REPORT SUMMARY TO 30 JUNE 2018
Appendix 2
2018-19
EDUCATIONAL SERVICES - DEVOLVED

SERVICE	CURRENT BUDGET 2018-19 £m	FORECAST 2018-19 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %
SERVICE MANAGED NET BUDGET	201.352	198.718	(2.635)	-1.31%
ANALYSIS OF SERVICE MANAGED BUDGET				
PRIMARY EDUCATION	99.930	98.556	(1.374)	-1.37%
SECONDARY EDUCATION	93.500	92.641	(0.859)	-0.92%
NURSERY EDUCATION	3.849	3.661	(0.188)	-4.89%
SPECIAL EDUCATION	4.033	3.819	(0.214)	-5.31%
AREA GROUPS	0.041	0.041	0.000	0.00%
EDUCATION ADMINISTRATION	0.000	0.000	0.000	0.00%
STAFF DEVELOPMENT	0.000	0.000	0.000	0.00%
FIFE MUSIC SERVICE	0.000	0.000	0.000	0.00%
SUPPORT SERVICES	0.000	0.000	0.000	0.00%
GENERAL EDUCATION	0.000	0.000	0.000	0.00%
CHILDCARE	0.000	0.000	0.000	0.00%
EDUCATIONAL SERVICES - DEVOLVED	201.352	198.718	(2.635)	-1.31%

BUDGET MONITORING REPORT SUMMARY TO 30 JUNE 2018
Appendix 3
2018-19
EDUCATIONAL SERVICES - NON DEVOLVED

SERVICE	CURRENT BUDGET 2018-19 £m	FORECAST 2018-19 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %
SERVICE MANAGED NET BUDGET	105.412	106.498	1.085	1.03%
ANALYSIS OF SERVICE MANAGED BUDGET				
PRIMARY EDUCATION	21.393	22.207	0.814	3.81%
SECONDARY EDUCATION	20.285	21.856	1.571	7.74%
NURSERY EDUCATION	27.718	26.841	(0.877)	-3.16%
SPECIAL EDUCATION	28.976	28.616	(0.360)	-1.24%
AREA GROUPS	0.352	0.416	0.064	18.20%
EDUCATION ADMINISTRATION	2.687	2.554	(0.133)	-4.95%
STAFF DEVELOPMENT	0.280	0.163	(0.117)	-41.91%
FIFE MUSIC SERVICE	1.466	1.546	0.080	5.46%
SUPPORT SERVICES	1.659	1.645	(0.014)	-0.84%
GENERAL EDUCATION	(1.085)	(0.872)	0.214	-19.67%
CHILDCARE	1.682	1.527	(0.156)	-9.27%
EDUCATIONAL SERVICES - NON DEVOLVED	105.412	106.498	1.085	1.03%

BUDGET MONITORING REPORT SUMMARY TO 30 JUNE 2018
Appendix 4
2018-19
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE

SERVICE	CURRENT BUDGET 2018-19 £m	FORECAST 2018-19 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %
SERVICE MANAGED NET BUDGET	64.969	67.758	2.789	4.29%
ANALYSIS OF SERVICE MANAGED BUDGET				
C & F WEST	3.726	3.658	(0.068)	-1.84%
C & F EAST	4.682	4.393	(0.289)	-6.17%
C & F FIFE WIDE	41.684	44.704	3.020	7.25%
C & F RESIDENTIAL	3.339	3.404	0.065	1.94%
C & F FAMILY PLACEMENT	9.635	9.527	(0.108)	-1.12%
CHILDREN & FAMILIES SENIOR MANAGER	1.903	2.072	0.169	8.90%
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	64.969	67.758	2.789	4.29%

FIFE COUNCIL
TRACKING APPROVED 2018-19 SAVINGS
EDUCATION AND CHILDREN'S SERVICES COMMITTEE
JUNE 2018

Appendix 5

Area	Approved Budget Year	Title of Savings Proposal	Savings Target £m	Overall Forecast £m	(Under)/over £m	Rag Status
Children & Families / Criminal Justice	2017-20	Acceleration of savings	0.500	0.000	(0.500)	Red
Children & Families / Criminal Justice	2018-21	Reshaping the Service to Support Children affected by Disability	0.100	0.000	(0.100)	Red
Educational Services	2017-20	Income Targets	0.070	0.000	(0.070)	Red
Educational Services	2018-21	Professional Development	0.200	0.000	(0.200)	Red
Educational Services	2016-19	Reduced Absence Costs	0.062	0.040	(0.022)	Amber
Educational Services	2018-21	Joined up support for families	0.700	0.270	(0.430)	Amber
Educational Services	2018-21	Review of Business Manager Role	0.150	0.075	(0.075)	Amber
Educational Services	2018-21	Develop Peripatetic Model for Nursery Teachers	0.130	0.100	(0.030)	Amber
Educational Services	2018-21	Develop Cluster Model for Quality Improvement and reduce the requirement for specialised development posts	0.100	0.060	(0.040)	Amber
Educational Services	2018-21	Develop the 15-24 Learner Journey	0.200	0.133	(0.067)	Amber
Educational Services	2018-21	Review Budget Allocation : DSM	0.865	0.665	(0.200)	Amber
Children & Families / Criminal Justice	2016-21	Approved savings on track to be achieved	0.035	0.035	0.000	Green
Educational Services	2016-21	Approved savings on track to be achieved	1.708	1.708	0.000	Green
Grand Total			4.820	3.086	(1.734)	

Rag Status Key:-

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

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

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

Summary			
Rag Status	Savings Target £m	Overall Forecast £m	(Under)/over £m
Green	1.743	1.743	0.000
Amber	2.207	1.343	(0.864)
Red	0.870	0.000	(0.870)
Total	4.820	3.086	(1.734)

Date 28th August 2018

Agenda Item No 11

Education and Children's Services Directorate

Capital Investment Plan 2018-2019: Progress Report

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

Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

This report provides members with information on the overall progress of the Education and Children's Services Directorate's capital programme for the current financial year 2018-19, as well as informing members of progress on our major projects.

Recommendation(s)

It is recommended that members;

- i) note the financial position as detailed in this report, and
- ii) note that the budget has been revised to reflect the outcome of the Capital Plan re-profiling undertaken in June 2018.

Resource Implications

There are no direct resource implications. The Directorate is projecting an outturn of £10.477m in the current financial year.

Legal & Risk Implications

There are no legal implications arising from this report. However there is a risk that the actual outturn will vary from the projection contained in the report. Any potential over or under spend will be managed within the capital programme in 2018-19 and the programme re-profiled over future years.

Impact Assessment

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

Consultation

Not Applicable.

1.0 Background

- 1.1 The purpose of this report is to provide information on the overall progress of projects within the capital programme for the current year as well as providing an update on projects under individual headings within the capital plan.
- 1.2 This report focuses on one year; the outturn is currently projected on budget at £10.477m
- 1.3 Appendix 1 provides the cost detail on individual projects within the capital plan where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the projected final outturn for Education and Children's Services for the year 2018-19.

2.0 Issues and Options

2.1 Key Issues / Risks

- 2.1.1 Madras College new build is currently running behind programme as it continues to await planning permission. Construction of the new school is expected to take around two years once all planning approvals have been gained, and the profiling of the budget reflects these timescales.
- 2.1.2 Within the Investment Themes, funding to increase nursery provision within Early Years to 1140hrs has now been allocated by the Scottish Government, based on metrics identified by Scottish Futures Trust. These metrics are untested in the marketplace, but assume economies of scale can be achieved through the size of the overall programme. However, they are different to our experience of previous nursery building projects in Fife. There is also no contingency funding within the allocated resources for exceptional items such as non-standard ground conditions, contaminated sites, demolition costs, etc.

2.2 Major Projects

- 2.2.1 Appendix 1 provides a summary of the projected outturn for the major projects within the Education and Children's Services Capital Plan. The majority of these projects are now complete with only the new Madras College showing significant remaining spend.

2.3 Potential Risks and Actions

- 2.3.1 The new theme Early Learning and Childcare is showing a budget shortfall of £0.603m, which will be revised once the funding from the Scottish Government is added to the capital plan, which for 2018-19 is £8.8m.

2.4 Future Projects

- 2.4.1 A new theme entitled Nurseries and Primaries Pressures will be introduced into the plan in the near future. This theme will address three projects in 2019. A two classroom extension is required at Masterton Primary school, 4 classroom extension to Touch Primary school, with Kinghorn Primary school receiving internal

refurbishments to maximise utilisation of the internal classroom areas. All of these projects are at the early design stage.

3.0 Financial Performance

- 3.1 Appendix 2 details the projected outturn for 2018/19 against the main projects and Investment Themes. All the themes across the plan are shown currently on programme due to the recent re-phasing exercise.

4.0 Conclusions

- 4.1 The projected outturn position for the capital programme for Education and Children's Services Directorate is currently £10.477m.
- 4.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels across future years of the plan to accommodate any change in the profiling of projects.

List of Appendices

1. Project Cost Monitor – Major Projects
2. Capital Plan 2018-19 Forecast Expenditure

Background Papers

Not applicable

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EDUCATION & CHILDREN'S SERVICES COMMITTEE

CAPITAL PROJECT	SERVICE	ACTUAL SPEND TO DATE £m	REMAINING SPEND PROJECTION £m	TOTAL PROJECTED OUTTURN £m	TOTAL PROJECTED BUDGET £m	VARIANCE £m	VARIANCE %
Dunfermline HS New Build	E&CS	39.020	0.040	39.060	39.060	0.000	0.00%
Windmill Community Campus	E&CS	26.739	0.053	26.792	26.792	0.000	0.00%
Levenmouth School	E&CS	6.509	0.047	6.556	6.556	0.000	0.00%
Waid Academy	E&CS	23.676	0.252	23.928	23.928	0.000	0.00%
Madras College	E&CS	4.087	49.025	53.113	53.113	0.000	0.00%
Rimbleton Home Reprovision	E&CS	0.241	1.153	1.394	1.394	0.000	0.00%
Education & Children's Services		100.272	50.571	150.843	150.843	0.000	0.000

EDUCATION & CHILDREN'S SERVICES COMMITTEE

CAPITAL PROJECT	CURRENT BUDGET 18-19 £m	PROJECTED OUTTURN £m	PROJECTED VARIANCE £m	PROJECTED OUTTURN AS A % OF PLAN	2019-28 APPROVED CAPITAL PLAN £m
BUILDING FIFE'S FUTURE					
TO BE PROGRAMMED	0.500	0.500	0.000	100.0%	56.900
AUCHMUTY HS NEW BUILD	0.025	0.025	0.000	100.0%	0.000
LEVENMOUTH ACADEMY	0.047	0.047	0.000	100.0%	0.000
MADRAS COLLEGE NEW BUILD	2.419	2.419	0.000	100.0%	46.606
WAID ACADEMY CAPITAL CONTRIBUTION	0.267	0.267	0.000	100.0%	0.000
WINDMILL COMMUNITY CAMPUS	0.053	0.053	0.000	100.0%	0.000
CARNEGIE PS - EXTENSION	0.027	0.027	0.000	100.0%	0.000
MADRAS COLLEGE REFURBISHMENT WORKS	0.398	0.398	0.000	100.0%	0.000
TOTAL BUILDING FIFE'S FUTURE	3.775	3.775	0.000	100.0%	103.506
INVESTMENT THEMES					
ACCESSIBILITY PROGRAMME	0.601	0.601	0.000	100.0%	2.289
CURRICULUM ENHANCEMENTS	0.233	0.233	0.000	100.0%	1.702
FIRE PROGRAMME	0.888	0.888	0.000	100.0%	2.367
ICT PROGRAMME	0.678	0.678	0.000	100.0%	2.466
REDUCED CLASS SIZES	0.000	0.000	0.000	0.0%	0.000
UNDER ONE ROOF	2.148	2.148	0.000	100.0%	5.078
SAFER SCHOOLS	0.164	0.164	0.000	100.0%	0.737
WIND & WATERTIGHT	0.743	0.743	0.000	100.0%	2.010
DEVELOPER CONTRIBUTIONS	0.411	0.411	0.000	100.0%	0.000
OUTDOOR EDUCATION	0.000	0.000	0.000	0.0%	0.000
EDUCATION ENVIRONMENTAL IMPROVEMENTS	0.564	0.564	0.000	100.0%	1.959
EARLY YEARS	0.181	0.181	0.000	100.0%	4.552
SUSTAINABLE SCHOOL ESTATES	0.000	0.000	0.000	0.0%	0.187
EARLY LEARNING AND CHILDCARE	(0.603)	(0.603)	0.000	100.0%	0.000
TOTAL INVESTMENT THEMES	6.008	6.008	0.000	100.0%	23.347
CHILDREN'S SERVICES					
LOOKED AFER CHILDREN HOMES REPROVISION	0.500	0.500	0.000	100.0%	0.653
LOOKED AFTER CHILDREN	0.195	0.195	0.000	100.0%	0.000
TOTAL CHILDREN'S SERVICES	0.695	0.695	0.000	100.0%	0.653
TOTAL EDUCATION & CHILDREN'S SERVICES	10.477	10.477	0.000	100.0%	127.506



WORK PROGRAMME 2017-18

EXTRAORDINARY MEETING SEPTEMBER 2018

Report	Lead Officer / Contact	Source	Comments
Statutory Consultation on Proposals to Rezone Existing Secondary School Catchment Areas in Dunfermline & West Fife	Executive Director (Education & Children's Services) (Shelagh McLean)	Para 26 of 2017EChSC14 refers	To submit report on Statutory Consultation re Secondary Schools in Dunfermline & West Fife Area.
South East Improvement Collaborative Plan	Executive Director (Education & Children's Services)	Advised by Service.	

MEETING ON 6 NOVEMBER 2018

Report	Lead Officer / Contact	Source	Comments
Walking Routes to Report	Executive Director (Education & Children's Services) (Shelagh McLean)	Para 72 of 2018.EChSC42 refers	To develop formal proposal with regards to Walking Route to School (WRTS) Policy for approval of Committee for consultation.

TO BE CONFIRMED/ALLOCATED TO MEETING DATES

Report	Lead Officer / Contact	Source	Comments
Co-opted Membership and Observers Advisers	Executive Director (Education & Children's Services) (Shelagh McLean)/Convener/Vice-Convener	Para 10(a) of 2017EChSC6 refers	To pursue appointment of non-voting observers or advisers to facilitate the involvement of parent representatives and your persons on an ad hoc basis.
Cost of School Day	Executive Director (Education & Children's Services)	Para 48 of 2018EChSC26 refers	To submit progress report in 12 months which would make the report due in January 2019