North East Fife Area Committee

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

Wednesday, 16 March, 2022 - 9.30 a.m.

AGENDA

1

> **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.**

Lindsay Thomson
Head of Legal and Democratic Services
Finance and Corporate Services

Fife House
North Street
Glenrothes
Fife, KY7 5LT

9 March, 2022

If telephoning, please ask for:
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THE FIFE COUNCIL - NORTH EAST FIFE AREA COMMITTEE – REMOTE MEETING

26 January, 2022   **9.30 a.m. – 12.22 p.m.**

PRESENT: Councillors Donald Lothian, Tim Brett, Bill Connor, John Docherty, Andy Heer, Linda Holt, Jane Ann Liston, David MacDiarmid, Karen Marjoram, Tony Miklinski, Bill Porteous, Jonny Tepp, Brian Thomson and Ann Verner.

ATTENDING: Donald Grant, Community Manager (North East Fife), Communities and Neighbourhoods; Lesley Craig, Lead Consultant, Traffic Management, Roads & Transportation Services; Gordon Mole, Head of Business and Employability, Peter Corbett, Lead Officer, Economy, Alison Laughlin, Economy Adviser, Economy, Planning & Employability Services; Sarah Else, Education Manager, Ken Currie, Headteacher/Rector, Ashley McBain, Acting Headteacher, Lesley O'Brien, Headteacher, Education; Lindsay Thomson, Head of Legal & Democratic Services and Elizabeth Mair, Committee Officer, Legal & Democratic Services.

405.   DECLARATIONS OF INTEREST

Councillor Thomson declared an interest in Para. 414 - Notice of Motion, as a Director of Fife Sports & Leisure Trust.

Councillor Brett declared an interest in Para. 410 - Pupil Equity Fund, as his daughter was a teacher at a school mentioned in an appendix to the report, however, he was satisfied that the interest was so insignificant and remote that it would not prejudice discussion or decision making in his role as a Councillor and he would therefore remain in the meeting for this item.

Councillor Lothian declared an interest in Para. 414 -Notice of Motion, as a Director of Fife Sports & Leisure Trust, however, as he had been appointed by the Council to that position, he considered it an exemption under Section 5.4(c) of the Code of Conduct for Councillors and would therefore remain in the meeting and participate.

406.   MINUTE

The Committee considered the minute of meeting of the North East Fife Area Committee of 24 November 2021. In response to a question from Councillor Brett with reference to Para. 404 - Public Question, the Head of Legal and Democratic Services confirmed that, under the Council's current Standing Orders, no public attendance was possible at Remote Meetings.

Decision

The Committee:-

(1)   agreed to approve the minute; and

(2)   noted the advice given by the Head of Legal and Democratic Services.

Councillor Marjoram joined the meeting during consideration of the above item.

407./

407. A917, ST MONANS - SPEED LIMIT ALTERATIONS

The Committee considered a report by the Head of Assets, Transportation and Environment in respect of proposals for the extension of a 30mph speed limit on the A917 west of St Monans and the inclusion of adjacent new residential roads within an existing 20mph zone.

Decision

The Committee approved:-

(1)   the promotion of a Traffic Regulation Order (TRO) to extend the existing 30mph speed limit; and

(2)   the inclusion of the adjacent proposed residential roads within the existing 20mph TRO, both as shown in drawing TRO22/02/1 attached to the report.

408. B940, PITSCOTTIE ROAD, CUPAR - SPEED LIMIT ALTERATIONS

The Committee considered a report by the Head of Assets, Transportation and Environment advising of proposals for the inclusion of new residential roads adjacent to the B940, Pitscottie Road, Cupar, within an existing 20mph zone.

Decision

The Committee approved the promotion of a Traffic Regulation Order (TRO) to include the new residential roads adjacent to the B940, Pitscottie Road, Cupar, within the existing 20mph TRO, as shown in drawing TRO22/01/1 attached to the report.

409. PROPOSED WAITING RESTRICTIONS - SOUTH LOAN AND BACKGATE, PITTENWEEM

The Committee considered a report by the Head of Assets, Transportation and Environment advising of proposals to introduce "No Waiting at Any Time" restrictions on South Loan and Backgate, Pittenweem.

Decision

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

(1)   agreed to the promotion of a Traffic Regulation Order (TRO) to introduce the restrictions detailed in drawing no. TRO/21/54 attached to the report, with all ancillary procedures; and

(2)   authorised officers to confirm the Traffic Regulation Order within a reasonable period unless there were objections.

410. PUPIL EQUITY FUND

The Committee considered a report by the Executive Director, Education and Children's Services, providing an update on the work of schools in their practice to address the challenge of Closing the Poverty Related Attainment Gap and presenting an overview of the rationale, implementation and impact, to date, of the Pupil Equity Fund within schools across the North East Fife Committee area.

Decision/

Decision

The Committee agreed to:-

(1)   note the contents of the report;

(2)   note the aim of the interventions;

(3)   note the work of schools in developing their practice to address the challenge of Closing the Poverty Related Attainment Gap;

(4)   link directly with individual schools for further information as required;

(5)   recognise the very good work being done and the notable benefit for pupils and their families; and

(6)   welcome the move from one year funding, allowing longer term planning.

The meeting adjourned at 11.13 a.m. and reconvened at 11.20 a.m.

411.   FIFE LOCAL ECONOMIC PROFILES 2020-21

The Committee considered a report by the Head of Business and Employability presenting an annual overview of the local economic profile for each of the seven local committee areas using the latest available data to provide background and context to council activity within each locality.

Decision

The Committee:-

(1)   noted the issues raised from the analysis of the latest available data; and

(2)   recognised the ongoing economic impact and uncertainty resulting from the global Covid-19 pandemic and recent UK exit from the European Union.

412.   PROPERTY TRANSACTIONS

The Committee considered a report by the Head of Assets, Transportation and Environment advising of action taken using the List of Officer Powers in relation to property transactions.

Decision

The Committee noted the content of the report.

413.   NORTH EAST FIFE AREA COMMITTEE FORWARD WORK PROGRAMME

The Committee noted the North East Fife Area Committee Forward Work Programme which would be updated as appropriate.

414.   NOTICE OF MOTION

In terms of Standing Order No. 8.1(1), the following Notice of Motion had been submitted:-

Councillor/

Councillor Brett, seconded by Councillor Liston, moved as follows:-

"Committee notes that current Standing Orders do not permit members of the public to attend remote meetings to ask their question. On that basis it has not been possible for the member of the public who submitted the question raising concerns about the restricted opening hours of North East Fife area leisure centres to the last meeting to attend today's meeting for further discussion. Committee invites Council to consider reviewing Standing Orders to allow members of the public to attend remote meetings to ask their questions.

The Committee notes community concern about this matter, notes and supports the work of the East Fife Sports Council and notes that Councillors intend to attend a meeting with the group and Ms Logan to which the Chief Executive of the Fife Sports and Leisure Trust will be invited."

<u>Decision</u>

The Committee approved the motion unanimously.

16th March 2022

Agenda Item No. 4

Area Roads Programme 2022-23

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

Wards Affected: 16, 17, 18, 19 & 20

Purpose

The purpose of this report is to identify the projects which are proposed for inclusion in the 2022-23 Area Roads Programme for the North-East Fife committee area.

Recommendation(s)

Committee is asked to:

1. Approve the 2022-23 Area Roads Programme for the North-East Fife committee area as detailed in appendices 1-3;

2. Delegate authority to the Head of Assets, Transportation & Environment to manage the lists of Category 1 and 2 projects in line with the available resources/funding as the programme develops, in consultation with the Area Convener and Vice-Convener;

3. Note the information on street lighting works contained in Appendix 4 and the information on structures works contained in Appendix 5.

Resource Implications

The Area Roads Programme is funded from capital and revenue and some ring-fenced budgets. Programmes of work will be adjusted, if required, to ensure that expenditure remains within the Service budget.

Legal & Risk Implications

There are no known legal implications. There is a risk that if capital budgets require to be reduced, we will be unable to deliver all the Area Roads Programme priorities.

Impact Assessment

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

Consultation

Committee has been consulted through meetings with Members in the development of the lists of projects.

1.0 Background

1.1 The operation, management and maintenance of a safe and efficient transportation network has a major impact on the Fife economy and the quality of life of residents. Delivering transportation projects at local level underpins the priorities of the Fife Council Plan. Roads & Transportation has a key supporting role in relation to promoting a sustainable society, improving quality of life in local communities and growing a vibrant economy. Roads and Transportation Services also provides support to activities which are part of reforming Fife's public services.

1.2 The programme has been developed through the assessment and prioritisation of schemes identified by the processes below which follow the guidance identified in Table 5 of the Scheme of Decentralisation and Area Budgets approved by the Executive Committee on 17 November 2015: -

- Feedback from meetings with Elected Members,
- Scheduled inspections, technical surveys, assessments and interrogation of maintenance management systems,
- Suggestions received from Elected Members, Community Councils and the public.

1.3 At its meeting on 1st February 2018 the Economy, Tourism, Strategic Planning & Transportation Committee approved a methodology for allocating devolved budgets (2018, ETSP&T, 13 para 24 refers). The methodology can be summarised as follows: -

- The Area Committees determine local priorities for carriageway projects based on an Area Committee budget allocation commensurate with the Road Condition Index, as reported annually to the ETSP&T Committee,

- Local priorities for footway projects are decided based on an Area Committee budget allocation commensurate with the proportion of urban footway mileage,

- The remaining Road Safety & Traffic Management budget, combined with any available Cycling, Walking & Safer Streets grant funding aligned to safer streets, is allocated to local priorities based on and Area Committee budget commensurate with population numbers,

- The foregoing is managed and reported via the relevant Area Roads Programme.

1.4 The current capital plan indicates that the carriageway and footway capital budget of £8.25m in 2022-23 will reduce to £5m annually from 2023-24.

For the North-East Fife committee area, the budgets for 2022-23 are as shown below: -

Devolved Budget	2022-23 Allocation
Carriageways	£3,215k
Footways	£291k
Road Safety & Traffic Management	£136k

1.5 The level of capital resource allocated for carriageways and footways is concerning for future road condition. However, the Council reviews the capital plan every 2-3 years so there will be opportunities to consider additional investment going forward.

2.0 Issues and Options

2.1   Appendices 1-3 provide a detailed list of the proposed Area Roads Programme projects for budgets devolved to area committee. Category 1 schemes are committed to the programme dependent on available funding. Category 2 schemes will be promoted into the programme should any of the Category 1 schemes need to be deferred or additional funding becomes available.

2.2   An on-line system will be put in place to show how the carriageways and footways programme is progressing throughout the year.

2.3   Appendices 4 & 5 provide information on street lighting and structures works. These budgets are not devolved to area committees, but the works locations are provided for information.

3.0 Conclusions

3.1   The attached appendices show the proposed 2022-23 Area Roads Programme for the North-East Fife Committee area. The type of works, work location and provisional estimates are provided for each project.

List of Appendices

1. Carriageway Schemes
2. Footway Schemes
3. Traffic Management & Road Safety Schemes
4. Lighting Schemes
5. Structures Schemes

Report Contact

Neil Watson
Roads & Lighting Asset Management, Lead Consultant
Bankhead Central, Glenrothes
E-mail – neil.watson@fife.gov.uk

North East Fife Area Committee
Carriageway Scheme List for 2022-23

CAT1	To be approved by Committee for delivery in 2022-23
CAT2	To be approved by committee as 'reserve' schemes which can be promoted to CAT1 if an approved CAT1 scheme cannot be delivered.

Carriageways Budget Allocation for 2022-23	£3,215,000
Overspend in 2021-22	£214,000
Available Carriageways Budget in 2022-23	£3,001,000

Ward	Ward Name	Town	Road Class	Street	Location	Value	Running Total	Cat
19	East Neuk and Landward	Anstruther	U	Hadfoot Wynd	Full length	£ 80,000	£ 80,000	1
19	East Neuk and Landward	Kilrenny	A	A917	Northeast side of village, gradient on approach to 40s	£ 30,000	£ 110,000	1
19	East Neuk and Landward	Anstruther	A	A917 Ph 2 of 2	High Street West / Elizabeth Place / High Street East	£ 83,656	£ 193,656	1
17	Tay Bridgehead	Newport-On-Tay	U	Wellgate Street	Full length	£ 65,357	£ 259,013	1
17	Tay Bridgehead	Newport-On-Tay	U	Woodmuir Terrace	Whole length	£ 94,117	£ 353,130	1
19	East Neuk and Landward	Rural Road	A	A917	Drumeldrie to Dumbarnie Links Access	£ 246,324	£ 599,454	1
20	Cupar	Springfield	C	C13 Station Road	Edenside east for 310m	£ 77,358	£ 676,812	1
19	East Neuk and Landward	Pittenweem	B	B943 Abbey Wall Road	Full length	£ 84,163	£ 760,975	1
19	East Neuk and Landward	Pittenweem	A	A917 James Street	Charles Street / Tollcross to Milton Place	£ 74,342	£ 835,317	1
19	East Neuk and Landward	Rural Road	U	U080 (formerly Q39)	U081 (formerly Q40) to U079 (formerly Q38)	£ 62,108	£ 897,425	1
19	East Neuk and Landward	Pittenweem	U	Queen Elizabeth Road	Full length	£ 35,777	£ 933,202	1
16	Howe of Fife and Tay Coast	Falkland	U	Back Dykes Terrace	Full length	£ 59,924	£ 993,126	1
18	St Andrews	St Andrews	U	Winram Place	Full length	£ 49,562	£ 1,042,688	1
19	East Neuk and Landward	Pittenweem	U	Sandycraig Road	Full length	£ 30,976	£ 1,073,664	1
19	East Neuk and Landward	Boarhills	A	A917 Boarhills	Balmashie to Pitmilly	£ 928,855	£ 2,002,519	1
20	Cupar	Cupar	A	A913	S-bends at Kilmaron Farm	£ 172,767	£ 2,175,286	1
19	East Neuk and Landward	Pittenweem	U	University Avenue	University Terrace to south junction	£ 17,741	£ 2,193,027	1
17	Tay Bridgehead	Guardbridge	A	A919	A91 Roundabout to Innerbridge Street	£ 300,719	£ 2,493,746	1
17	Tay Bridgehead	Guardbridge	A	A919	Innerbridge Street to Toll Road	£ 81,451	£ 2,575,197	1
20	Cupar	Cupar	A	A91 Bonnygate St Catherine Street East Bridge	Lady Wynd to East Bridge	£ 166,832	£ 2,742,029	1
16	Howe of Fife and Tay Coast	Falkland	A	A912 Pleasance / New Road	Speed signs to New Road garage	£ 194,089	£ 2,936,118	1
20	Cupar	Cupar	C	C29 East Burnside	A91 East Bridge to North Burnside	£ 77,981	£ 3,014,099	1

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16	Howe of Fife and Tay Coast	Ladybank	B	B9129 Commercial Crescent	Full length	£	75,695		2
19	East Neuk and Landward	Anstruther	U	Farm Road	St Andrews Road to A917	£	49,176		2
19	East Neuk and Landward	Arncroach	C	C61 Main Road	B9171 to north derestriction	£	34,071		2
18	St Andrews	St Andrews	U	Lawmill Gardens	Full Length excluding cul de sacs	£	67,178		2
18	St Andrews	St Andrews	U	Doocot Road	Full Length	£	78,217		2
17	Tay Bridgehead	Tayport	U	Nelson Street / Shanwell Road	Full Length	£	134,525		2
16	Howe of Fife and Tay Coast	Strathmiglo	C	C47 High Street	A91 to east end of Primary School	£	72,700		2
17	Tay Bridgehead	Rural Road	U	U063 Balmerino to Kirkton	U063 Balmerino to Kirkton	£	74,276		2
16	Howe of Fife and Tay Coast	Kingskettle	U	Station Road / Church Wynd	Ramornie Place to Main Street	£	45,000		2
18	St Andrews	St Andrews	U	Radernie Place	Full Length	£	53,617		2
18	St Andrews	St Andrews	U	Letham Place	Full Length	£	20,500		2
18	St Andrews	St Andrews	U	Jamie Anderson Place	Full Length	£	40,895		2
16	Howe of Fife and Tay Coast	Newburgh	U	Anderson Street	Full length, to extents of adoption	£	34,068		2
16	Howe of Fife and Tay Coast	Newburgh	U	Livingstone Street	Full length, to extents of adoption	£	34,716		2
16	Howe of Fife and Tay Coast	Newburgh	U	Monkswell Road	To end of adoption	£	33,708		2

CAT1	To be approved by Committee for delivery in 2022-23
CAT2	To be approved by committee as 'reserve' schemes which can be promoted to CAT1 if an approved CAT1 scheme cannot be delivered.

Footways Budget Allocation for 2022-23	£291,418

Ward	Ward Name	Town	Street	Location	Scheme Type	Estimate	Running Total	Cat
20	Cupar	Cupar	Newtown		Combined Footway & Lighting	£ 21,000	£ 21,000	1
18	St Andrews	St Andrews	Queens Gardens	West side (on hold from 2021-22)	Combined Footway & Lighting	£ 100,000	£ 121,000	1
20	Cupar	Pitlessie	High Street / Ladybank Road / Dowlas Court	From No 9 High Street to Stronvar on Ladybank Road	Footway	£ 45,823	£ 166,823	1
18	St Andrews	St Andrews	Kilrymont Road Ph 1 of 2	Lamond Drive to Property No 44 (West Side)	Footway	£ 65,637	£ 232,460	1
17	Tay Bridgehead	Leuchars	Station Road	St Bunyans Place to mini R/A and Property No 10 to No 57	Footway	£ 26,670	£ 259,130	1
18	St Andrews	St Andrews	Queens Gardens	East side	Footway	£ 200,000		2
18	St Andrews	St Andrews	Kilrymont Road Ph 2 of 2	Lamond Drive to Kilrymont Place (East Side)	Footway	£ 55,273		2

Roads Safety & Traffic Management Scheme List for 2022-23

CAT1	To be approved by committee for delivery in 2022-23
CAT2	'Reserve' schemes to be approved by committee which can be promoted to CAT1 if an approved CAT1 scheme cannot be delivered.

Available Road Safety & Traffic Management Budget   **£136,350**

Ward	Ward Name	Town	Street	Location	Scheme Type	Value	Running Total	Cat
16	Howe of Fife & Tay Coast	Auchtermuchty	B936 Distillery Street		20mph Zone	£ 20,000	£ 20,000	1
17	Tay Bridgehead	Tayport	Queen Street		Pedestrian Crossing	£ 35,000	£ 55,000	1
17	Tay Bridgehead	Guardbridge	A919 Main Street		Feasibility Study to Create Parking Bay	£ 5,000	£ 60,000	1
17	Tay Bridgehead	Newport	Station Brae		New Footway Link	£ 15,000	£ 75,000	1
19	East Neuk & Landward	Abercrombie	C17		Speed Reduction Measures	£ 12,000	£ 87,000	1
19	East Neuk & Landward	Kingsbarns	A917 Main Street		Pedestrian Crossing (assessment to be completed)	£ 35,000	£ 122,000	1
20	Cupar	Craigrothie	B939 / A916 Junction		Speed Reduction Measures	£ 12,000	£ 134,000	1
17	Tay Bridgehead	Leuchars	Main Street & Station Road		Speed Reduction Measures	£ 10,000		2
19	East Neuk & Landward	Largoward	St Andrews Road		Pedestrian Crossing (still to be assessed)	£ 35,000		2

CAT1	**To be approved by Committee for delivery in 2022-23**
CAT2	**To be approved by committee as ''reserve' schemes which can be promoted to CAT1 if an approved CAT1 scheme cannot be delivered.**

Ward No.	Ward Name	Town	Street	Location	Scheme Type	Value	Running Total	Cat
18	St Andrews	St Andrews	Queens Gardens		Combined Footway & Lighting	£ 2,000	£ 2,000	1
20	Cupar	Cupar	Newtown		Combined Footway & Lighting	£ 10,000	£ 12,000	1
19	East Neuk & Landward	Anstruther	Harbour & Shore Street		Lighting	£ 73,500	£ 85,500	1
19	East Neuk & Landward	Pittenweem	Harbour, East Shore & Mid Shore		Lighting	£ 56,000	£ 141,500	1
19	East Neuk & Landward	Crail	Harbour		Lighting	£ 15,000	£ 156,500	1
18	St Andrews	St Andrews	Kilrymont Road		Combined Footway & Lighting	£ 77,500	£ 234,000	2
20	Cupar	Cupar	Sandylands Road area		Lighting	£ 72,500		2
20	Cupar	Cupar	Millbank / Brighton Road		Lighting	£ 40,000		2
20	Cupar	Cupar	Lorraine Drive & Scotstarvit View		Lighting	£ 50,000		2

CAT1	For delivery in 2022-23
CAT2	'Reserve' schemes which can be promoted if a CAT1 scheme cannot be delivered.

Ward	Ward Name	Town	Street	Location	Scheme Type	Value	Running Total	Cat
19	East Neuk and Landward	St Monans	A917	Bridge over Inverie Burn, West of St Monans	Bridge Replacement Investigations & Design	£ 74,000	£ 74,000	1
20	Cupar	Dura Den	C45	Between Old Mill and Heathcote	Rock Fall prevention measures	£ 80,000	£ 154,000	1
18	St Andrews	St Andrews	Kinnesburn	Kinnesburn Road	Railings Replacement (RTA damage)	£ 20,000	£ 174,000	1
18	St Andrews	St Andrews	Viaduct Walk	Viaduct Walk Viaduct	Principal Inspection	£ 11,000	£ 185,000	1
19	East Neuk and Landward	Boarhills	A917	Kenly Bridge	Bridge Protection Traffic Management measures	£ 5,000	£ 190,000	1
20	Cupar	Cupar	Riggs Place	Lyne Burn Cottage	Retaining Wall Stabilisation	£ 200,000	£ 390,000	1
20	Cupar	Ceres	Main Street	Main Street at Kirk Brae	Retaining Wall Stabilisation			2
19	East Neuk and Landward	St Monanas	A917	Bridge over Inverie Burn, West of St Monans	Bridge Replacement Works			2

16th March 2022

Agenda Item No. 5

South Road, Cupar – Part Time 20mph Extension

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

Wards Affected: Ward 20 - Cupar.

Purpose

The purpose of this report is to allow the Area Committee to consider proposals for the extension of the existing part time 20mph speed limit on South Road, Cupar.

Recommendation(s)

It is recommended, in the interests of road safety, that Committee agrees to the promotion of a Traffic Regulation Order (TRO) to extend the existing part time 20mph speed limit as shown in drawing TRO21/51/1 (Appendix 1).

Resource Implications

The cost to formally promote this TRO will be approximately £2,000 which covers Roads & Transportation Services' and Legal Services' staff costs and advertising.   This will be met from approved Service budgets.   Delivery of the new infrastructure will be the responsibility of the developer.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

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

Consultation

The local Ward Councillors, Police Scotland and Cupar Community Council have been advised.

Formal consultation required by the Road Traffic Regulation Act 1984 for the TRO process will be carried out through the posting of legal notices in a local newspaper and on the affected length of roads. In addition, details of the proposed TRO will be made available at www.fife.gov.uk.

1.0 Background

1.1   In December 2018 approval was granted for planning application 18/0978/FULL.   This was for a retail development on ground at ex-Reekies Garage site, South Road, Cupar.

1.2   As part of this development, a new mini roundabout junction has been formed with the existing public road network.   This will provide access/egress for pedestrian and vehicular traffic.

1.3   The current speed limit on South Road is 30mph, the majority of which is covered by a part time 20mph limit.

1.4   As part of the development it was agreed that the existing adjacent part time 20mph limit be extended to incorporate the new mini roundabout junction.

1.5   This move further north of the entry/exit point will thereby also incorporate Riggs Place into the part time 20mph limit.

2.0 Issues and Options

2.1   As part of the agreed planning application and Road Construction Consent it is recommended that the existing part time 20mph speed limit be extended to cover the new development frontage.

2.2   Due to the newly constructed mini roundabout junction and also the proximity of the road bridge over the railway line it is considered that the most suitable location for the new part time 20mph signage would be on the north side of the bridge, a distance of approximately 80 metres.

2.3   Due to this relocation, it will also be required to include Riggs Place within the part time 20mph zone.

3.0 Conclusions

3.1   It is considered that the part time 20mph speed limit be amended as described.

List of Appendices
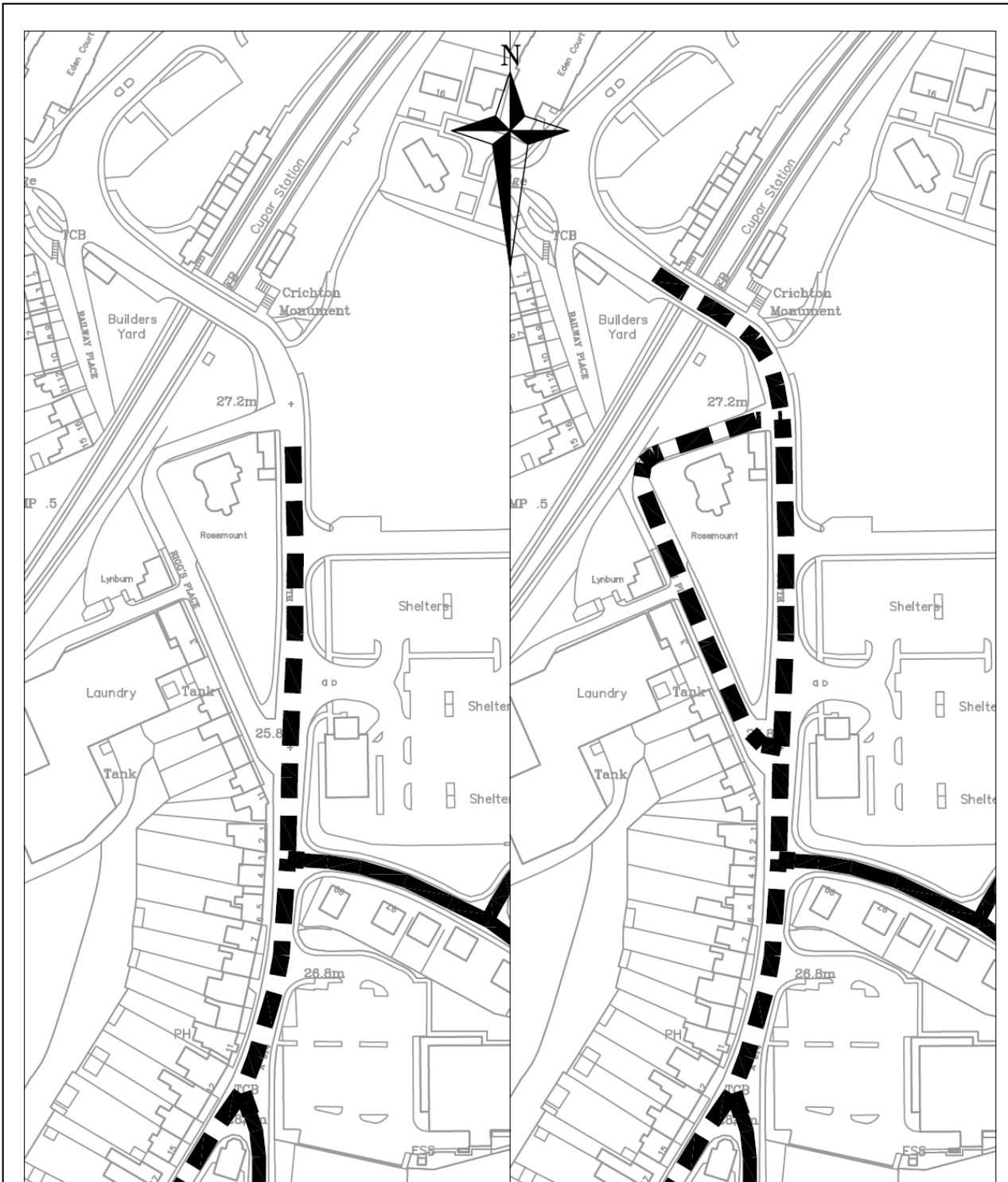
1.   Plan TRO21/51/1

Background Papers

1.   EqIA Summary Report

Report Contact
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Appendix 1

Existing

Legend

Proposed

| | Permanent 20mph |
| | Part time 20mph |

REF	AMENDMENTS	BY	APPV'D	DATE

DESIGNED	SG	DRAWN	SG	CHECKED	LMC	APPROVED	LMC	DATE December 2021

HEAD OF ASSETS, TRANSPORTATION & ENVIRONMENT - KEN GOURLAY

ASSETS, TRANSPORTATION and ENVIRONMENT

Fife COUNCIL

South Road, Cupar
Part Time 20mph extension

SCALE	NTS	DRAWING No.	TRO21/51/1

18

16th March 2022

Agenda Item No. 6

St Andrews Residents Parking Scheme - Amendment to the list of qualifying premises – John Street

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

Wards Affected: Ward 18 – St Andrews

Purpose

To allow the North East Fife Area Committee to consider proposals to amend the list of addresses that qualify to apply for a residents parking permit by adding eight premises in John Street to the St Andrews Residents Parking Permit Scheme.

Recommendation(s)

It is recommended, in the interests of parking management, that Committee:

1. agrees to the amendment of the existing Traffic Regulation Order to introduce the additional premises in John Street, St Andrews, detailed in Appendix 1 to this report; and

2. authorises officers to confirm the amendment Traffic Regulation Order within a reasonable period unless there are objections.
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Resource Implications

The cost to formally promote this TRO will be approximately £1,000, which covers Roads & Transportation Services' and Legal Services' staff costs and advertising. This will be met from approved Service budgets.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

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

Consultation

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

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

1.0 Background

1.1 The centre of St Andrews his covered by a Residents Parking Scheme, which gives residents of qualifying addresses the opportunity to apply for a permit to park in an off-street car park or specific on-street locations.

2.0 Issues and Options

2.1 Representations have been received to include John Street, a narrow street with no on-street parking opportunities, into the Resident's Parking Scheme.

2.2 The properties proposed for inclusion within the list of premises qualifying for a permit are:

- Nos. 1, 2, 3, 4, 5, 6, 7 and 8 John Street, St Andrews.

2.3 The location of these addresses is shown on drawing TRO/22/07 in the Appendix.

3.0 Conclusions

3.1 It is considered, in the interests of parking management, that the premises identified on drawing TRO/22/07 are added to the list of qualifying premises for the St Andrews Residents Parking Permit Scheme.

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List of Appendices

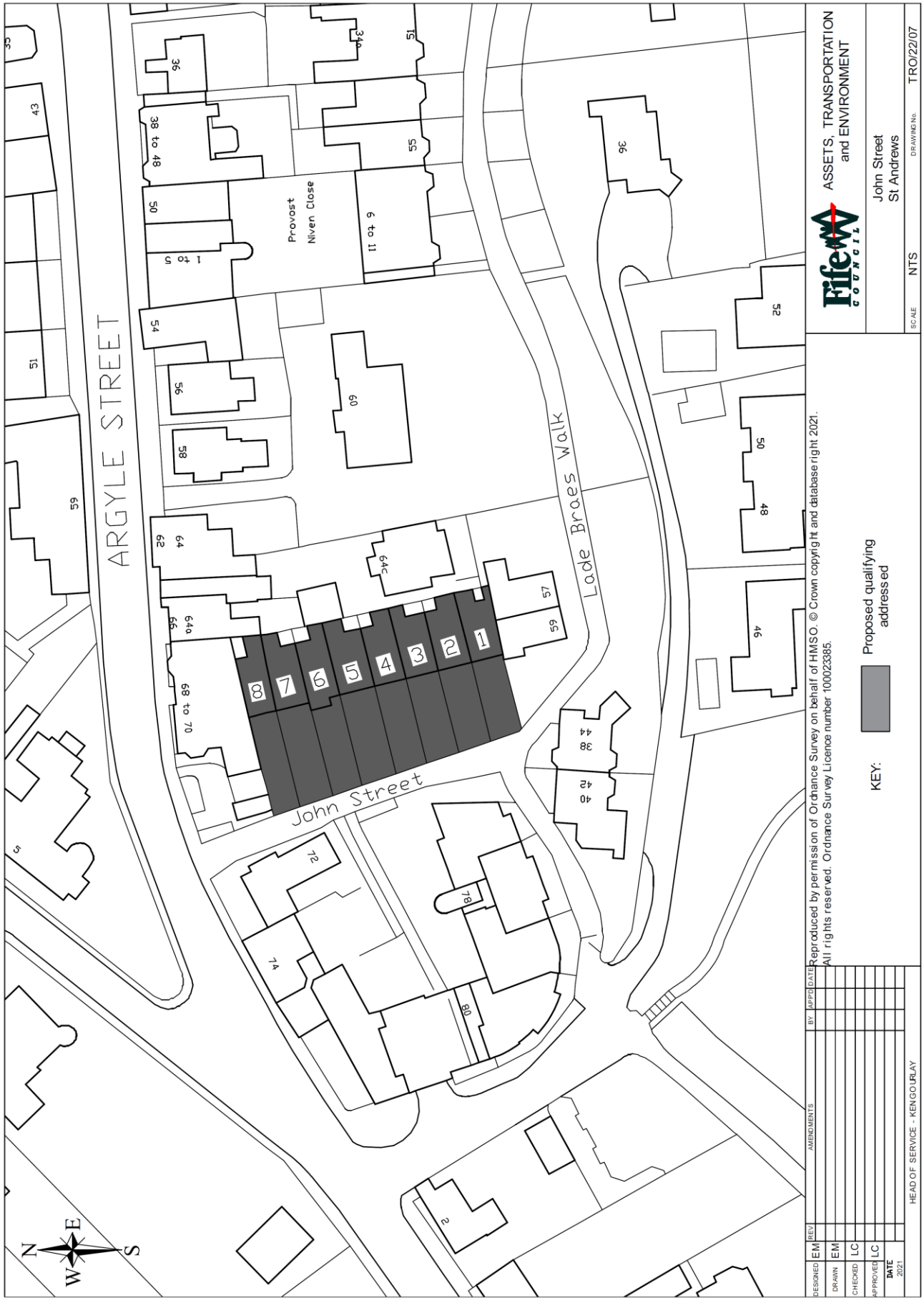1. Drawing No. TRO/22/07

Background Papers

1. None

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Appendix 1

16th March 2022

Agenda Item No. 7

Proposed Amendment to Waiting Restrictions – North Street, St Andrews

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

Wards Affected: Ward 18 – St Andrews

Purpose

The purpose of this report is to allow the North East Fife Area Committee to consider proposals to amend a "No Waiting at Any Time" restriction on North Street by shortening its length to accommodate three new parking spaces.

Recommendation(s)

It is recommended, in the interests of parking management, that Committee:

1. agrees to the promotion of a Traffic Regulation Order (TRO) to amend restrictions detailed in drawing no. TRO/22/22 (Appendix 1) with all ancillary procedures; and

2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £1,000, which covers Roads & Transportation Services' and Legal Services' staff costs and advertising. This will be met from approved Service budgets.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

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

Consultation

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

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

1.0 Background

1.1 The old St Andrews Police Station at no.100 North Street has recently been turned into flatted apartments (planning application 15/01197/FULL). As part of this development, the build-out in front of it, (bus stop boarder), was shortened to make way for three new echelon parking spaces.

2.0 Issues and Options

2.1 The build-out was covered by a "No Waiting at Any Time" restriction. While this restriction will remain, there is a need to amend the description of the corresponding Traffic Regulation Order to reflect its new shortened extents.

2.2 The three newly created parking spaces are already covered by the existing "Metered Parking" restriction in place on North Street.

2.3 The proposed new extents of the "No Waiting at Any Time" restriction is detailed on drawing number TRO/22/22.

3.0 Conclusions

3.1 In the interest parking management, it is recommended that the waiting restrictions on North Street are amended as shown on drawing number TRO/22/22.

List of Appendices

1. Drawing No. TRO/22/22

Background Papers

1. None

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Appendix 1

16th March 2022

Agenda Item No. 8

Proposed Waiting Prohibition – Kyle Gardens, St Andrews

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

Wards Affected:	**Ward 18 – St Andrews**

Purpose

The purpose of this report is to allow the North Fife Area Committee to consider proposals to extend the waiting prohibition on Kyle Gardens, St Andrews.

Recommendation(s)

It is recommended, in the interests of road safety and traffic flow, that Committee:

1. agrees to the promotion of a Traffic Regulation Order (TRO) to extend the restrictions detailed in drawing no. TRO/22/06 (Appendix 1) with all ancillary procedures; and

2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £2500 which covers Roads & Transportation Services' and Legal Services' staff costs, advertising and delivery of new infrastructure. This will be met from approved Service budgets.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

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

Consultation

The local Ward Councillors, Parking Management team, Police Scotland and St Andrews Community Council have been advised.

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

1.0 Background

1.1 Kyle Gardens is a cul-de-sac in close proximity to Lawhead Primary School.

1.2 Due to the footpath linking Lawhead Primary School and Kyle Gardens, parents often park on Kyle Gardens, blocking access and egress for Kyle Garden residents.

1.3 In 2013 a TRO was introduced on the lower half of Kyle Gardens which prohibited drivers from parking during school start/finish times.

2.0 Issues and Options

2.1 Representations have been received that drivers are now parking on the top half of Kyle Gardens causing obstruction to residents and damaging grass verges.

2.2 It is therefore proposed that we extend the "No Waiting (Mon-Fri 8:00 am–10:00am & 2:00pm–4:00pm)" single yellow line restrictions to cover the whole of Kyle Gardens.

3.0 Conclusions

3.1 It is considered, in the interests of accessibility and road safety, that these traffic restrictions be promoted.

List of Appendices

1. Drawing Nos. TRO/22/06

Background Papers - None

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Appendix 1

Proposed no waiting restriction (MON to FRI 8:00 am - 10:00 am & 2:00 pm - 4:00 pm)

Existing no waiting restriction (MON to FRI 8:00 am - 10:00 am & 2:00 pm - 4:00 pm)

Existing no waiting restriction

ASSETS, TRANSPORTATION and ENVIRONMENT

Proposed extension of limited waiting restrictions Kyle Gardens St Andrews

SCALE NTS   DRAWING No. TRO/22/06

27
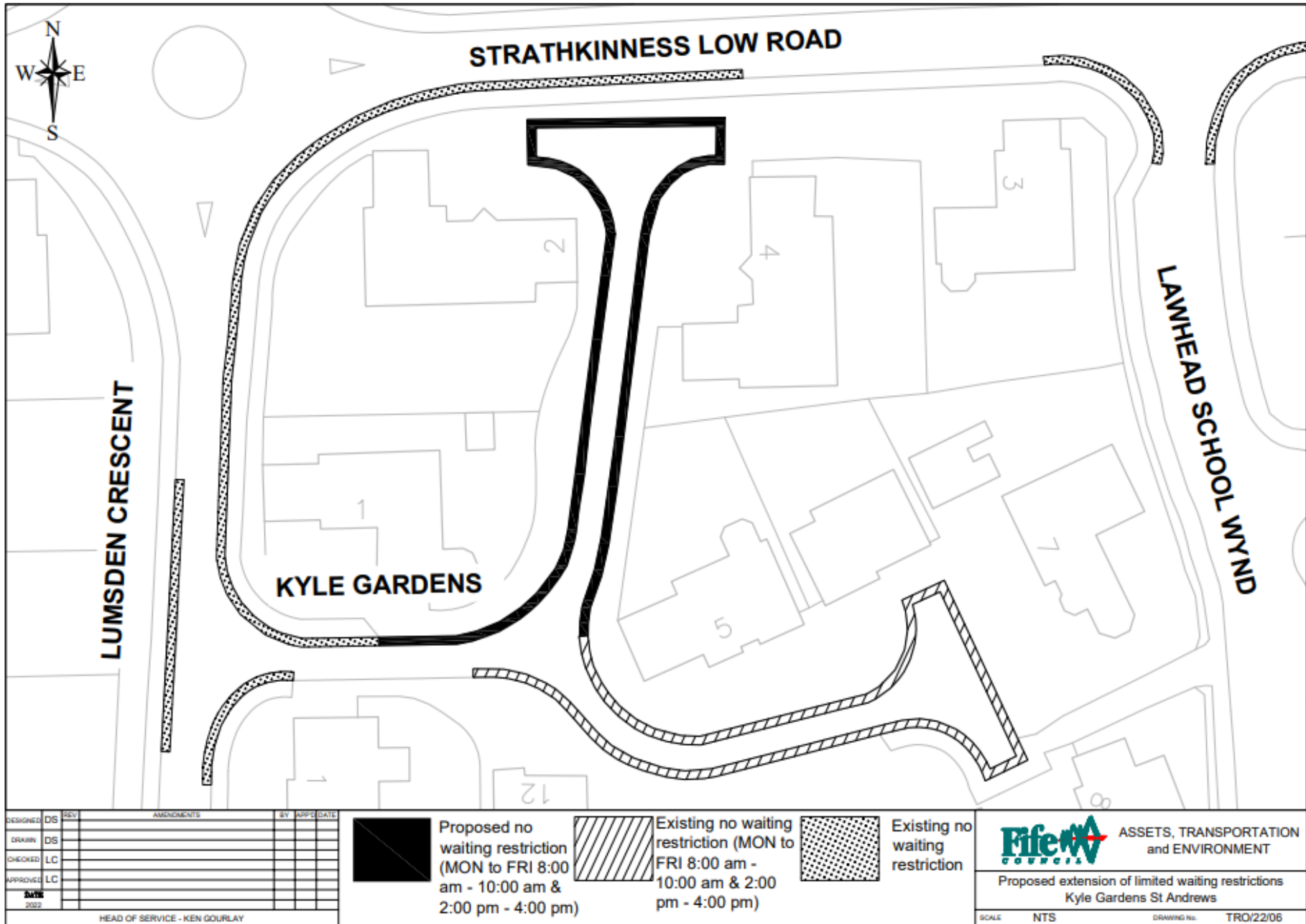
16th March 2022

Agenda Item No. 9

C45, Dairsie – 20mph Zone and 30mph Extension

Report by: Ken Gourlay, Head of Service

Wards Affected: Ward 20 – Cupar

Purpose

The purpose of this report is to allow the Area Committee to consider proposals for the inclusion of a new residential development within an existing 20mph zone and the extension of a 30mph speed limit on the C45.

Recommendation(s)

It is recommended, in the interests of road safety, that Committee:

1. agrees to include the new roads within the existing 20mph TRO and to extend the existing 30mph speed limit, both as shown in drawing TRO/22/04 (Appendix 1) with all ancillary procedures; and

2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £2,000 which covers Roads & Transportation Services' and Legal Services' staff costs and advertising.   This will be met from approved Service budgets. Delivery of the new infrastructure is the responsibility of the developer.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

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

Consultation

The local Ward Councillors, Police Scotland and Dairsie Community Council have been advised.

Formal consultation required by the Road Traffic Regulation Act 1984 for the TRO process will be carried out through the posting of legal notices in a local newspaper and on the affected length of roads. In addition, details of the proposed TRO will be made available at www.fife.gov.uk.

1.0 Background

1.1   In March 2020 approval was granted for planning application 17/02946/FULL. This was for a residential development of 40 properties "Dairsie Meadows", on the land south of Osnaburgh Court.

1.2   As part of this development a new junction has been formed with the C45. This provides access/egress for pedestrian and vehicular traffic. This development also connects with the existing residential estate of Osnaburgh Court, which is a 20mph zone.

1.3   The speed limit on this section of the C45 is national speed limit.

1.4   The new roads within the development have been constructed to national guidelines which recommend design speeds of 20mph for residential streets.

2.0 Issues and Options

2.1   It is necessary to promote an amendment to the existing 20mph TRO to include the new residential roads in the development – shown as zone 1 in Appendix 1.

2.2   As part of the planning process it was agreed that the 30mph speed limit be extended to cover the frontage of the new development on the C45. The developer has installed a 30mph/national speed limit gateway, approximately 30 metres south of the new access road. It is proposed that this 30mph extension is formalised as part of this TRO.

3.0 Conclusions

3.1   It is considered, in the interests of road safety, that both the 20mph and the 30mph speed limits should be promoted.

List of Appendices

1.   Drawing No. TRO/22/04

Background Papers

1.   EqIA Summary Report

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EXISTING

PROPOSED

Pitcairn Park

STATION ROAD

OSNABURGH COURT

C45

ZONE 1

Site of new development
(Dairsie Meadows) to be
included in 20mph
amendment

Entrance
to Dairsie
Meadows

Garage

54.8m

49.7m

St Leonards
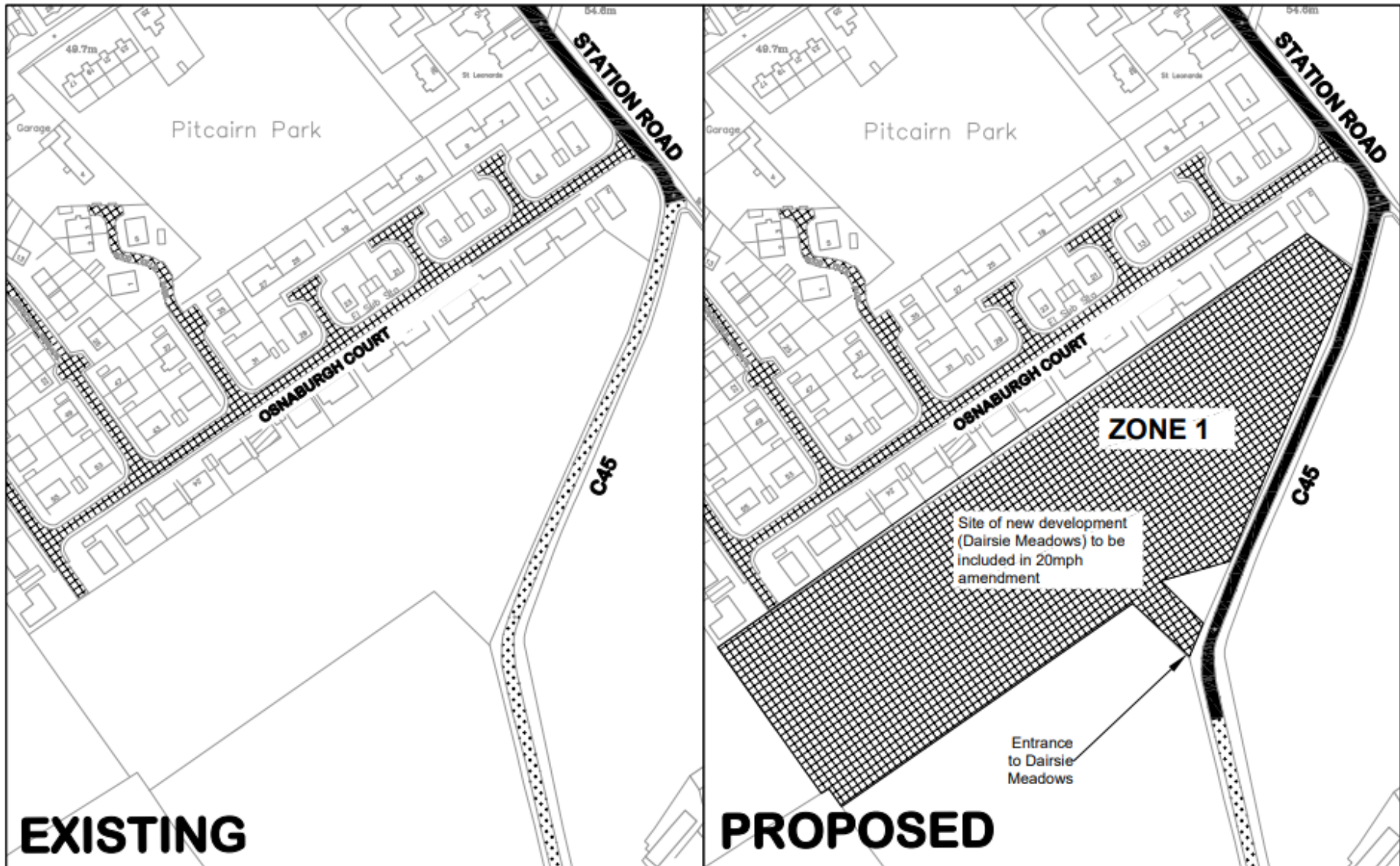
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DRAWN	DS			
CHECKED	LC			
APPROVED	LC			
DATE Feb 2022				

HEAD OF SERVICE - KEN GOURLAY

20mph limit   60mph limit   30mph limit

Fife COUNCIL

ASSETS, TRANSPORTATION and ENVIRONMENT

C45, Dairsie, Speed alterations

SCALE NTS   DRAWING No. TRO/22/04

30

16th March 2022

Agenda Item No. 10

Proposed Waiting Prohibition – James Street and Wallace Street, St Andrews

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

Wards Affected:	Ward 18 – St Andrews

Purpose

The purpose of this report is to allow the North Fife Area Committee to consider proposals to introduce "No Waiting at Any Time" restrictions on James Street and Wallace Street, St Andrews.

Recommendation(s)

It is recommended, in the interests of road safety and traffic flow, that Committee:

1. agrees to the promotion of a Traffic Regulation Order (TRO) to introduce the prohibition detailed in drawing no. TRO/22/05 (Appendix 1) with all ancillary procedures; and

2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £2300 which covers Roads & Transportation Services' and Legal Services' staff costs, advertising and delivery of new infrastructure. This will be met from approved Service budgets.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

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

Consultation

The local Ward Councillors, Parking Management team, Police Scotland and Community Council have been advised.

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

1.0 Background

1.1   James Street and Wallace Street give access to Bassaguard Business Park, St Andrews, Botanic Garden depot and residential properties.

1.2   Wallace Street also accommodates on street parking for residents on both sides as many properties do not have off street parking facilities.

1.3   Large vehicles require the use of these roads to make deliveries to the business park.

2.0 Issues and Options

2.1   Representations have been received that large vehicles are often unable to access the business park due to cars parked on the corner between James Street and Wallace Street.

2.2   It is therefore proposed to introduce a "No waiting at any time" (double yellow line) prohibition on the corner between James Street and Wallace Street. This will maintain traffic flow and improve road safety on this corner.

3.0 Conclusions

3.1   It is considered, in the interests of road safety and to maintain traffic flow, that these traffic restrictions be promoted.

List of Appendices

1.   Drawing Nos. TRO/22/05

Background Papers - None

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Appendix 1

Proposed no waiting at any time restrictions

ASSETS, TRANSPORTATION and ENVIRONMENT

Proposed no waiting at any time restrictions
James Street/ Sloan Street/ Wallace Street St Andrews

DESIGNED	DS
DRAWN	DS
CHECKED	LC
APPROVED	LC
DATE Feb 2022	

HEAD OF SERVICE - KEN GOURLAY

SCALE NTS   DRAWING No. TRO/22/05

33

16th March 2022

Agenda Item No. 11

Proposed 40mph Speed Limit, B945 to Tayport

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

Wards Affected:	**Ward 17 – Tay Bridgehead**

Purpose

The purpose of this report is to allow the North Fife Area Committee to consider proposals to introduce a 40mph speed limit on the B945, Tayport, from the 30mph limit for approximately 400m.

Recommendation(s)

It is recommended, in the interests of road safety, that Committee:

1. agrees to the promotion of a Traffic Regulation Order (TRO) to introduce the restrictions detailed in drawing no. TRO/22/24 (Appendix 1) with all ancillary procedures; and

2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £4000 which covers Roads & Transportation Services' and Legal Services' staff costs, advertising and delivery of new infrastructure. This will be met from approved Service budgets.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

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

Consultation

The local Ward Councillors, Police Scotland and Community Council have been advised.

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

1.0 Background

1.1   The B945 is a rural road, with long straight stretches that currently has a national speed limit.

1.2   The section on B945 from "Lovers Loan" to Tayport is well used by pedestrians as it is part the Tayport Heritage Trail.

1.3   This section of road also has some residential properties on either side of the road.

2.0 Issues and Options

2.1   With the Tayport Heritage Trail now being publicised, to encourage pedestrians to walk along this road, there have been requests from the community for a reduced speed limit.

2.2   The topography, the footpath/pedestrian usage and residential accesses, align with national guidance making a 40mph limit appropriate on the approach to the Tayport 30mph gateway.

2.3   The proposed 40mph limit would also act as a buffer zone to encourage drivers to enter the 30mph limit at lower speeds.

2.4   It is proposed that a length of 40mph speed limit is promoted on the B945 as detailed in drawing number TRO/22/24. The remaining length is to remain national speed limit.

3.0 Conclusions

3.1   In the interest of road safety, it is recommended that the new 40mph speed limit be promoted as indicated in drawing number TRO/22/24.

List of Appendices

1.   Drawing Nos. TRO/22/24

Background Papers

None

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Appendix 1

Existing and proposed speed limit maps for B945 Tayport.

EXISTING

PROPOSED

SANDYHILL ROAD

B945

Three Trees

Craigwhinnie

Burnbank Nurseries

Lovers Loan

Ferrytoll House

Southtoll House

Arnoldsland

B945

Existing NS limit

Existing 30mph limit

Proposed 40mph limit

ASSETS, TRANSPORTATION and ENVIRONMENT

Fife Council

Proposed 40mph speed limit B945 Tayport

DESIGNED	DS	DRAWN	DS	CHECKED	LC	APPROVED	LC	DATE 2022

HEAD OF SERVICE - KEN GOURLAY

SCALE   NTS

DRAWING No.   TRO/22/24
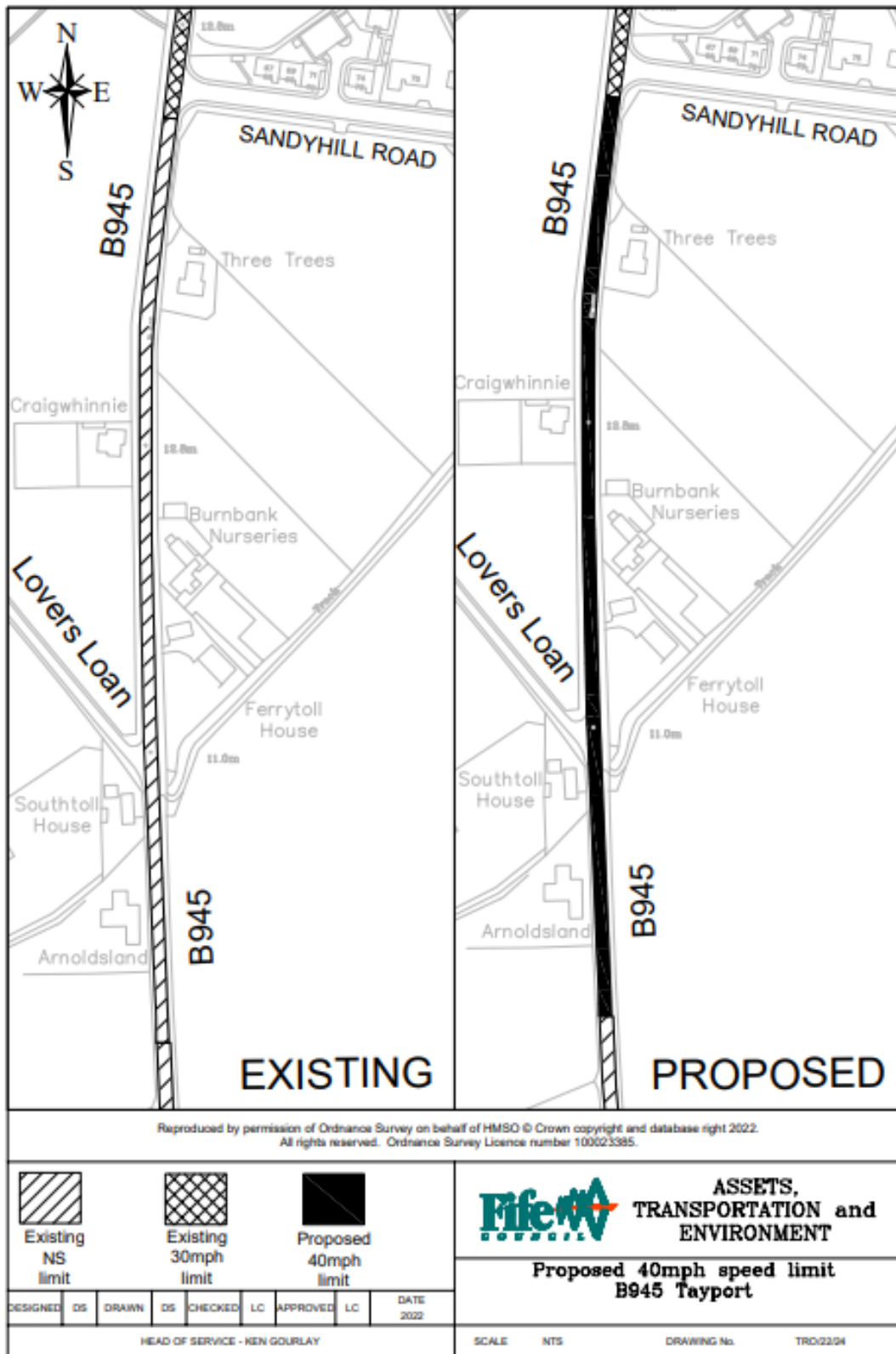
16th March 2022

Agenda Item No. 12

Street Naming and Numbering Consultation - Development at Nydie Mains Road, Strathkinnes

Report by: Gordon Mole, Head of Business and Employability

Wards Affected: (18) St Andrews

Purpose

Under Section 97 of the Civic Government (Scotland) Act 1982, this report proposes that the names 'Quarry Lane' and 'Clatto Gardens' are approved as new street names at the development on land at Nydie Mains Road, Strathkinness. A copy of the site plan for the development is appended showing the layout of the new streets.

Recommendation(s)

It is recommended that the new street names 'Quarry Lane' and 'Clatto Gardens' are adopted for the Springfield Properties PLC development at land at Nydie Mains Road, Strathkinness.

Resource Implications

There are no Resource Implications associated with this report.

Legal & Risk Implications

There are no Legal & Risk Implications associated with this report.

Policy & Impact Assessment

There is no Policy & Impact Assessment required for this report.

Consultation

The developer (Springfield Properties PLC) was consulted on the 4th October 2021 and provided suggestions to be considered by elected ward members.

The local Community Council (Strathkinness Community Council) was consulted on the 1st November 2021 and provided suggestions to be considered by elected ward members.

The elected ward members (Councillor Ann Verner, Councillor Brian Thomson and Councillor Jane Ann Liston) were consulted on the 30th November 2021.

The preferred street names for the new development are 'Quarry Lane' and 'Clatto Gardens' which has been recommended by two of the elected ward members, and no objections received from the third elected ward member. The suggestions were proposed by Strathkinness Community Council.

The proposed names conflict with Street Naming and Numbering Policies and Procedures paragraph 2.12 as noted in Section 1, below.

1.0 Background and Issues

1.1 Two new street names are required for the roads serving the residential development on land at Nydie Mains Road, Strathkinness.

1.2 'Quarry Lane' meets the suitability criteria set out in Street Naming and Numbering Policy and Procedure paragraph 2.11 as it "*commemorate[s] local history and culture*". The community council provided the following reason for this suggestion: "*Strathkinness has a history of quarrying which stretches back nearly a thousand years. Stone quarried in the area was used in the construction of St. Andrews Cathedral and numerous other ancient and more recent buildings in the town and further afield. This Street actually traverses the site of one of the quarries*"

1.3 'Clatto Gardens' is a suitable street name based on Street Naming and Numbering Policy and Procedure paragraph 2.11 as it "*commemorate[s] local history and culture*". The community council provided the following reason for this suggestion: "*The southern boundary of this housing development is Bonfield Road. Prior to the early 20th Century, this was called Clatto Road and was part of the ancient high road from Cupar to St. Andrews dating back to medieval times […] the chosen name would be a lasting reminder of the part this historic route played in the development of Strathkinness*".

1.4 The proposed names conflict with Street Naming and Numbering Policies and Procedures paragraph 2.12 "*The following criteria will not generally be accepted […] Street names very similar to existing streets in Fife […] The same street name repeated with different endings*", and will therefore be referred to the North East Fife Area Committee for decision. Existing street names in Fife using 'Quarry' and 'Clatto' are appended to this report.

1.5 As existing street names with 'Quarry' and 'Clatto' (as listed in Appendix 2) do not use the suffixes 'Lane' and 'Gardens' and are not within Strathkinness, no issues are foreseen in adopting 'Quarry Lane' and 'Clatto Gardens' as new street names for this development.

2.0 Conclusions

2.1 The proposed street names for this development commemorate local history and culture". It is for the North East Fife Area Committee to decide on the final approval of 'Quarry Lane' and 'Clatto Gardens' as exceptions to Street Naming and Numbering policies and procedures paragraph 2.12 ""*The following criteria will not generally be accepted […] Street names very similar to existing streets in Fife […] The same street name repeated with different endings*".

List of Appendices
1. Location plan: N_21054 Streetmap
2. Appendix 2: existing street names in Fife using 'Quarry' and 'Clatto'

Background Papers

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

- Fife Council Street Naming and Numbering – Policy and Procedures document dated November 2018.
- Documents associated with planning application reference 19/03466/ARC (available via the ePlanning service on fife.gov.uk)

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HIGH ROAD

QUARRY LANE

FIFE COUNCIL

Recreation Ground

Car Park

Play Area

BONFIELD PARK

Play Area

CLATTO GARDENS

Bonfield Road

1:60,000

Nydie Mains

Longmuir

Knock Hill

Bonfield

Strathkinness

Nether Strathkinness

Clatto Hill

Easter Clatto

Burnside

Clatto

Tongues of Clatto

Nether Magask

Magus Muir

Upper Magus

Greenside
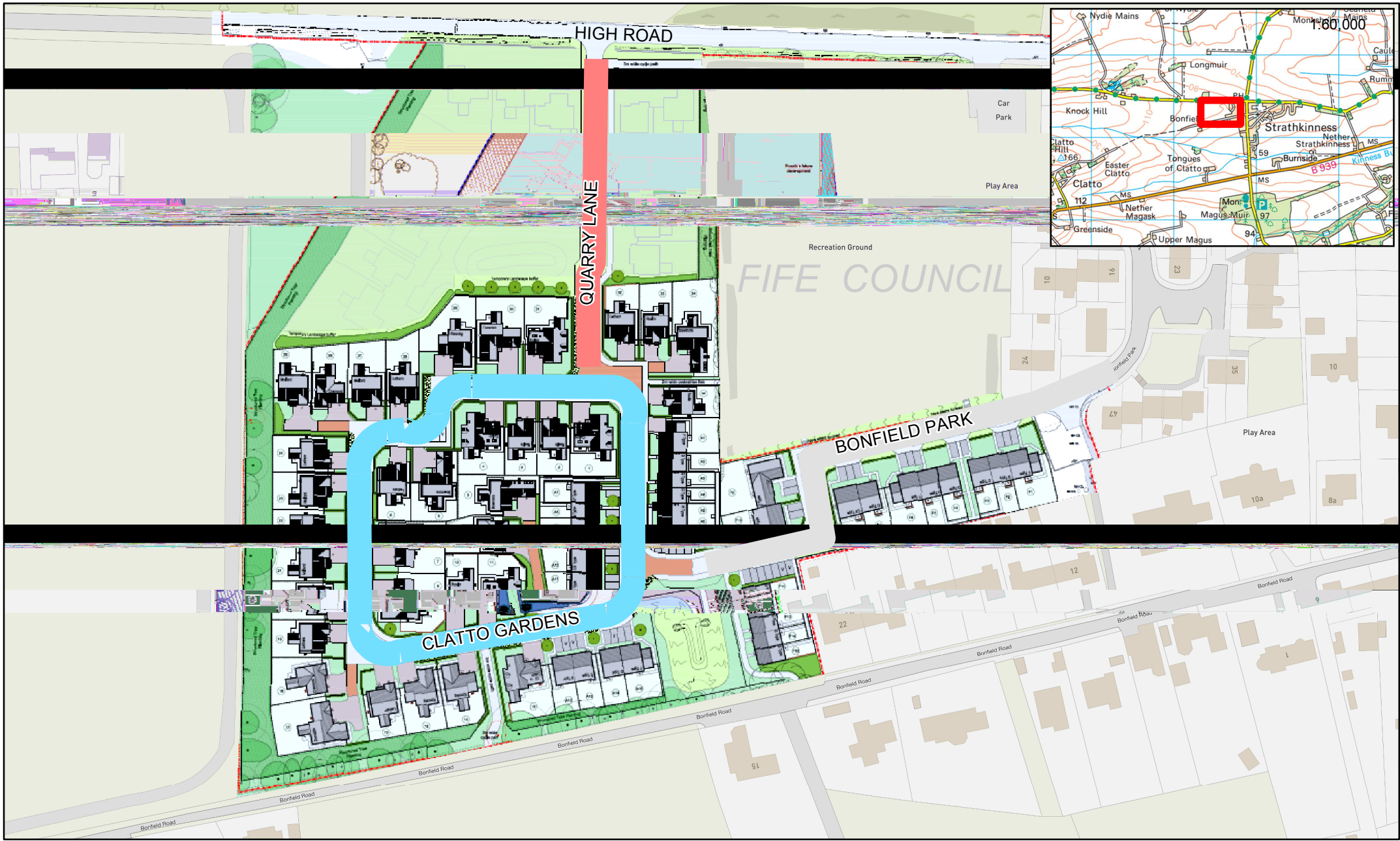
FIFE COUNCIL STREET NAMING CONSULTATION N_21054

APPENDIX 2 – EXISTING STREET NAMES IN FIFE USING 'QUARRY' AND 'CLATTO'

A review of the existing street names in Fife has found that 'Quarry' and 'Clatto' are currently in use in the following street names / locations:

Quarry ROAD, Lucklaw

Quarry ROAD, Balmullo

Quarry ROAD, Newburgh

Quarry BRAE, Kirkcaldy

Quarry COURT, Cowdenbeath

Quarry ROAD, Cupar

Quarry ROAD, Cupar Muir

Quarry ROAD, Tayport

Quarry ROAD, Strathmiglo

Clatto PLACE, St Andrews

16 March 2022

Agenda Item No. 13

Local Community Planning Budget Request – Fife Show – The First 200 Years

Report by: Paul Vaughan, Head of Communities and Neighbourhoods

Wards Affected: 20 - Cupar

Purpose

To seek agreement from the Area Committee for a contribution from the Local Community Planning Budget (LCPB) for Ward 20.

Recommendation

The Committee is asked to agree to an allocation of £10,000 towards the costs of the Fife Show – The First 200 Years project.

Resource Implications

There is sufficient funding available in the Local Community Planning Budget for 2022/23 should this contribution be agreed.

Legal & Risk Implications

There are no legal or risk implications based on this report.

Impact Assessment

An Equality Impact Assessment has not been undertaken because the report does not propose a change or revision to existing policies and practices.

Consultation

Ward 20 members have been consulted and are supportive of the application.

1.0 Background

1.1 The criteria for spend from the Local Community Planning Budget requires authorisation from the Area Committee before amounts of over £5,000 can be committed.

1.2 This report is to seek agreement from this Area Committee for a contribution from the Ward 20 element of the Local Community Planning Budget.

2.0 Project Information

2.1 In 2022, Fife Show celebrates 200 years since the first agricultural Show held in Cupar. The event, to be held on 21st May 2022, will bring people back together after 19 months with few activities – the farming community, families and folk from Fife and beyond. This event delivers an affordable day out with a strong educational remit. Traders will once again have a physical marketplace for their wares, including crafters and many food and drink producers, while exhibitors will have a shop window for their stock and the chance to compete.

2.2 Fife Show works with organisations such as Fife Beekeepers, St Andrews Botanic Gardens and Cupar Bowmen, by providing space for self-promotion, in return for putting on family friendly activities at the Show. Elmwood College operates the Cookery Theatre while Cupar and District Pipe Band entertains visitors. A demonstration area hosts farriery, sheep shearing and milking amongst other activities.

2.3 The Show relies on volunteers - both for Committee membership and event delivery, with around 275 people regularly involved. Visitor numbers range from 3500-8000.

2.4 For 2022, there will be a Time Tunnel, detailing the history of the Show and Farming in Fife, with demonstrations and vintage machinery showing the journey of food from field to table. A Main Ring display, in conjunction with Fife Vintage Club, will depict 200 years of farming and include everything from handheld implements through horsepower to vintage and modern-day machinery.

2.5 Two years of cancelled Shows, combined with additional Covid compliance costs and one-off 200th Anniversary expenditure has resulted in Fife Show seeking extra one-off funding for 2022.

2.6 Overall cost of the event is £130,000. Predicted income of £98,000 plus already committed grants of £10,500 leaves a deficit to be covered from other grant applications or from reserves.

2.7 Committed grants include: W M Mann Foundation £1,000; Tay Charitable Trust £1,000; St Andrews University Community Fund £2,500; Cupar Common Good Fund £5,000; and the Thistledown Trust £1,000. An application has also been made to Fife Strategic Events Fund for £10,000. A contribution of £10,000 from the LCPB will ensure that the event can proceed.

3.0 Conclusion

3.1 The 200th Anniversary Show is a one-off. In future years, the Fife Show, a registered charity, aims to continue to be self-supporting with any small surpluses used to ensure the sustainability of the event, and bolster Reserve Funds held for purposes such as cancellation costs, renewal of equipment and ground repair costs.

List of Appendices

None

Background Papers

No background papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973.

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16 March 2022

Agenda Item No. 14

Local Community Planning Budget Request –
St Andrews West Sands –
Fully Accessible Viewing Platform & Walkway

Report by: Paul Vaughan, Head of Communities and Neighbourhoods

Wards Affected: 18 – St. Andrews

Purpose

To seek agreement from the Area Committee for a contribution from the Local Community Planning Budget (LCPB) for Ward 18.

Recommendation

The Committee is asked to agree to an allocation of £10,000 towards the costs of the St. Andrews West Sands Fully Accessible Beach Viewing Platform and Walkway project.

Resource Implications

There is sufficient funding available in the Local Community Planning Budget for 2022/23 should this contribution be agreed.

Legal & Risk Implications

There are no legal or risk implications based on this report.

Impact Assessment

An Equality Impact Assessment has not been undertaken because the report does not propose a change or revision to existing policies and practices.

Consultation

Ward 18 members have been consulted and are supportive of the application.

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1.0 Background

1.1 The criteria for spend from the Local Community Planning Budget requires authorisation from the Area Committee before amounts of over £5,000 can be committed.

1.2 This report is to seek agreement from this Area Committee for a contribution from the Ward 18 element of the Local Community Planning Budget.

2.0 Project Information

2.1 The Hamish Foundation is a charitable trust that raises funds for projects to benefit the wider St Andrews community. This Viewing Platform and Walkway project will provide access for those with limited mobility to see the beach and sea from a new viewing platform and reach the beach using conventional or beach wheelchairs via an extension to the existing walkway. Working closely with St Andrews Links Trust (SALT) and the Fife Coast and Countryside Trust (FCCT), the Hamish Foundation has gained all approvals necessary for the project installation in this environment of significant natural heritage.

2.2 The need for this project was identified as a priority after the Beach Wheelchairs were opened in 2018. The wheelchairs are offered as a free service for anyone needing extra help to access the beach. This viewing platform will offer a spot for everyone to enjoy viewing the beach and the sea and will be accessible for all types of wheelchairs and walking aids. The walkway will enable more people to be able to get to the sands; some have not been able to do this with their families for many years.

2.3 Covid-related impacts have delayed timing for this project by 2 years and has resulted in substantial cost escalation versus initial estimates. Currently the Hamish Foundation is seeking an additional £40K in funding to allow the project to proceed and for updated project costs to be fully met.

2.4 The project cost including contingency is now £114,000 primarily using funds raised through the Hamish Foundation and in-kind donations. The St Andrews Links Trust has agreed to provide Master of Works services and ongoing maintenance. Funding currently identified includes Fife Environmental Trust (£50,000); Robertson's Builders (£10,000); FCCT (in-kind £5,000); SALT (in-kind £6,000); Other In-Kind (£8,000).

3.0 Conclusion

3.1 Funding from the Local Community Planning Budget will help to secure the viability of this project.

List of Appendices

None

Background Papers

No background papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973.

Report Contact
Donald Grant
Community Manager
County Buildings, Cupar
Tel: 03451 55 55 55 Ext no 446109 (07525 392 734)
Email: donald.grant@fife.gov.uk

16th March 2022.

Agenda Item No. 15

Area Capital Budget Request
- North East Fife Playparks

Report by	Paul Vaughan, Head of Communities and Neighbourhoods

Wards Affected:	16, 17, 18, 19, & 20

Purpose

To seek agreement from the Area Committee to allocate funds from the Area Capital Budget to meet the funding shortfall for play park projects which are otherwise fully funded, and to assist with start-up funds for projects in their infancy.

Recommendation

The Committee is asked to agree to a total contribution of £120,000 in total from the Area Capital Budget for the following projects:

(1)   Anstruther, Bankie Park Skatepark (£20k)

(2)   Anstruther, Dreelside (£20k)

(3)   Strathkinness play park (£20k)

(4)   Craigshannoch (Wormit) play park (£30k)

(5)   Pitlessie play park (£10k)

(6)   Adams Park Play area (Banklands), Newburgh (£20k)

Resource Implications

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

Legal & Risk Implications

There are no legal or risk implications based on this report.

Impact Assessment

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

Consultation

On-going consultation with local groups, funding partners and ward members.

1.0 Background

1.1 The approved Capital Investment Plan 2021 – 31 includes an allocation of £78K per year over two years (2021/22 & 2022/23, £156K in total) for each area to support local capital projects that are consistent with the local Community Planning initiatives

1.2 Area Capital Budgets will be managed through the existing delegated authority for Local Community Planning Budgets (LCPB) to Area Committee. Projects will require Area Committee approval.

1.3 As the funding is capital in nature, certain criteria require to be met in terms of the type of projects that can be funded. In addition to the guidance around what is capital in nature, projects should meet a recognised priority within the Local Community Plan or address health and safety or equality issues. The identified projects are priorities within Fife's Play Space Strategy agreed at Community & Housing Committee in August 2021.

1.4 In addition, a proportion of the first tranche of Scottish Government funding towards replacement of play park equipment has been allocated to North-East Fife with Leuchars Meadow Road (16k), New Gilston (8K) and St Andrews Kinburn Park (16K) receiving funding to replace equipment. Support of play park projects at a local level will generate opportunity to match fund against future tranches of Scottish Government Funding allocated to Fife.

1.5 Over the last 3 years, a number of play park projects have been completed across North East Fife, including major projects at Kingsbarns, Tarvit Pond and Craigtoun Park, plus a number of smaller projects to replace items of equipment at various play parks.

2.0 Project Information

2.1 Dreelside (Anstruther), Strathkinness and Craigshannoch are existing play park projects with most of the funding in place to deliver the respective agreed playpark enhancements. However, due to external factors related to Covid around the ability to secure contractors, cost uplifts, availability of materials etc, this has resulted in the secured budgets to date no longer being sufficient to deliver the projects.

2.2 Bankie Park Skatepark (Anstruther) is a project at feasibility stage with an active and engaged community group driving it forward. The group have secured 20% of their overall budget to date with applications for significant funding scheduled for FET and **Sport**scotland later this year. They have carried out public consultation; conducted some local research in terms of preferred location; usage (type and time); key skatepark components; and have obtained concept designs.There are no similar existing facilities in the East Neuk for skaters/scooters/boarders and the provision of such will bring a focus and interest to the local community and attracting other participants from further afield.

2.3 Pitlessie Play Park replacement project is in development stage with approx.£74k funding in place. The additional funding of £10k will provide the incentive to secure further external funding and allow the group to consider further enhancements to the green space

2.4 Adams Park Play area involves a partial play area refurbishment. A design has been agreed and the community are actively fundraising. £10K of S75 money has been allocated to the project and further support from area capital would boost opportunity for the community to seek additional match funding.

3.0 Conclusions

3.1 The additional funding from the area capital budget will support projects across all wards. The funding will support community led initiatives, some of which will now be fully funded to progress to delivery and allow those projects under development to secure funding streams

3.2 The play park projects are in line with the Council's Play Space Strategy.

3.3 An Area Capital Project Proposal and Business Case is provided in Appendix 1.

List of Appendices

1. Area Capital Project Proposal and Business Case

Background Papers

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

Council Capital Investment Plan 2021-31 agreed in February 2021

Report Contacts

Iain Wilson
Parks Development Officer
Iain.Wilson@fife.gov.uk

Louise Whyte
Capital Projects Manager
louise.whyte@fife.gov.uk

	Area Capital Project Proposal & Business Case	Document ref
Fife COUNCIL		**ACPF01**

Project title	*NEF Playpark/Skatepark projects*
Local Community Plan reference	
Project Sponsor	*Donald Grant NEF Community Manager*
Project Manager	*Louise Whyte & Iain Wilson*
Approval Committee	*NEF Area Committee*
Date	*16th March 2022*

Section 1: Proposal

1.1 What is the project going to do?

There are six individual projects for consideration, five playparks and one skatepark.

Dreelside (Anstruther), Strathkinnes and Craigshannoch playpark projects were fully funded but due to external factors, namely Covid related, cost, material shortage, resource etc, top up funding is now required to fulfil budget shortfall.

Pitlessie Playpark requires investment. Project in early stages of design and consultation with community. Will enhance the park and develop greenspace.

Adams Park Play area involves a partial play area refurbishment. A design has been agreed and the community are actively fundraising. £10K of S75 money has been allocated to the project and further support from area capital would boost opportunity for the community to seek additional match funding.

Bankie Park, Anstruther, Skatepark. Currently at feasibility stage with an active and engaged community group driving it forward. The group have secured 20% of their overall budget to date with applications for significant funding scheduled for FET and Sportscotland later this year. They have carried out public consultation; conducted some local research in terms of preferred location; usage (type and time); key skatepark components; and have obtained concept designs. Area Capital funding will help to achieve the full budget required to realise the facility.

1.2 Which Local Community Planning priority does it meet?

Thriving Places - safe, well designed and maintained places that promote wellbeing, where people are proud to be, and where they have access to the services and facilities they need at different stages of their lives.

1.3 What consultation/community engagement has taken place on this project?

On-going consultation with local groups, funding partners and ward members

1.4. What are the desired outcomes and benefits, and what measures will be used?

Outcome	Benefit	Measures
Opportunities for all *Community led services*	Helps address areas in NEF suffering from hidden inequality due to affluent neighbouring areas.	• Increased community satisfaction. • Improved access to green space

Renew our public services through a new commitment to work in partnership with our communities, with a focus on place.	Helps to tackle social isolation and poverty with free to use facilities available to all members of the community. Increased opportunities for social activities are among measures that help create and maintain a feeling of neighbourhood togetherness Community groups are actively engaged and involved in each of the projects named for additional funding.	• Increased visits to parks • Community group representation • External funding secured by the communities

1.5 What are the known costs and timescale? How will this be funded?

1.5.1 Costs

Total expected one-off cost	**Maintenance strategy**
£120,000	Maintenance schedule would be in place for each project after installation is complete

1.5.2 Funding requested

How much funding is being requested?

£120,000 broken down as follows:

Dreelside - £20k
Strathkinnes - £20k
Craigshannoch - £30k
Pitlessie - £10k
Bankie Park Skatepark - £20k
Adams Park Area - £20k

1.5.3 Funding availability

List sources of funding including any match funding

Dreelside

FET £47308.54
Fife Council Capital £10k
Silverdykes Liaison Committee S75 £25K
Groups other funding (waiting on breakdown) £18691.46
Local Community Planning Budget £5,000

Total Raised £106,000

Strathkinnes

FET £50000
LCPB £10k
St Andrews Community Trust £10k
Kinburn Trust £10K
St Andrews University £2325.00
Suez £30329
Committee Fundraising £13009
FC Community Projects £5227

Total Raised £130,890

Craigshannoch

FET £36025
Locality funding £5k
Persimmon Homes S75 £25k
Groups account(when last advised) £308

Total Raised £66,333

Pitlessie Playpark

FET £50k,
Community £3,750,
Area budget 19/20 £20k.
Future application intended – Lottery £10k,
Local Community Planning Budget £4,375.

Total Raised £73,750

Bankie Park, Skatepark

£29k S75 secured via Silverdykes Liaison Committee.
Future application intended –
FET £50k,
Sportscotland £50k,
Lottery
LCPB.

Adams Park Area, Newburgh

S75 £10,000

1.5.4   Resource availability

Identify availability and timescale of contractors

Fife Council, Building services will procure and administer Dreelside, Strathkinnes, Adams Park Area and Craigshannoch in collaboration with Iain Wilson (Parks Development Officer) the client lead for the project

Fife Council, Property Services will manage the tender process, contract administration and quality control for Pitlessie Playpark, and Bankie Park, Anstruther Skatepark.

1.6 What are the known risks?

1.6.1 Risk assessment

Risk description	Probability score (1-5)	Impact score (1-5)	Overall score (probability x impact)
1. Funding shortfall, if area capital not agreed, will result in the projects being subject to further (unavoidable) delays	3	4	12
2. Covid related issues have resulted in increased cost, material shortage and resource stretch which may affect project delivery.	4	4	16
3. There is a risk of reputational damage as a potential consequence of park closing if no investment is made in the park.	1	5	5

1.6.2 Risk mitigation

Risk description	Mitigation Measures
Funding Shortfall	Explore other potential funding sources
Covid related issues	Monitor contract, value engineering, accurate programming of projects to meet lead in/delivery timescales of contractors.

1.6 Proposal sign-off

Approved by	Role	Date approved
Louise Whyte & Iain Wilson	Project Manager	
Donald Grant	Project Sponsor	

16 March 2022

Agenda Item No. 16

Tay Cities Region Deal Annual Report

Report by: Keith Winter, Executive Director Enterprise & Environment

Wards Affected: Ward Nos. 16-20

Purpose

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

Recommendation

The Committee is asked to scrutinise the Annual Report by Tay Cities Region Deal to 30th September 2021, noting the progress on activity in North East Fife at Eden Campus.

Resource Implications

There are no direct resource implications arising from this report.

Legal & Risk Implications

There are no direct legal and risk implications arising from this report.

Impact Assessment

An EqIA has not been completed and is not necessary for the following reasons: It is not required because the report does not propose a change or revision to existing policies and practices.

Consultation

No public consultation has been carried out in relation to this report. However, there is on-going consultation with key staff in Council services engaged in delivery of Tay Cities Region Deal activities.

1.0 Background

1.1   The Tay Cities Region Deal was signed on 17th December 2020 by the Tay Cities Partnership and both Governments. The Deal is a combined investment of £300m from the Scottish and UK Governments over the coming 10 years to deliver benefits over the next 15 years. The Tay Cities Region Deal will support business growth, develop innovative technologies, enhance productivity, develop skills, and create jobs. The investment is expected to leverage a further £400m and secure more than 6,000 jobs.

1.2   The Deal aligns with the Regional Economic Strategy themes of:

- **Inclusive Tay** - Empower and promote inclusion – by ensuring that local people have the skills they need to success in the modern workplace and growth is inclusive, with a Government investment of up to £30m.

- **Innovative Tay** - Innovate and internationalise – by developing globally recognised clusters of academic and business excellence, with a Government investment of up to £237.9m.

- **Connected Tay** - Connect – by improving physical and digital infrastructure, with a Government investment of up to £32m.

1.3   The Tay Cities Region Deal is comprised of several local, regional, and national partners. These include:

- Local Authorities – Angus Council, Dundee City Council, Fife Council and Perth & Kinross Council

- Higher Education and Further Education sector

- The business sector

- Regional third sector interface bodies

- Scottish Enterprise

- Skills Development Scotland

- Tactran

- Visit Scotland

Only North Fife is included within the Tay Cities Region Deal, with the remainder of Fife sitting within the Edinburgh and South East Scotland City Region Deal.

1.4   The University of St Andrews' Eden Campus receives £26.5m investment through the Tay Cities Region Deal. £2m is from the Scottish Government and £24.5m from the UK Government. It is part of the Innovative Tay theme within the Deal. The Stretch Dome Simulator, located within the Campus, also receives £300k investment from the UK Government. The overall investment is expected to leverage a further £110,394m investment, a total investment of £136,894m. £14.4m of the Deal investment had been claimed by 30 September 2021.

1.5   The Regional Skills and Employability Development Programme is developing its Outline Business Case for the initial projects. It is expected to be approved in 2022. Then the Business Cases for the four projects in Phase 1 will follow. The projects will deliver regionally, with opportunity for businesses and residents from North East Fife to participate in all of them.

1.6   The Outline Business Case for the Regional Culture & Tourism Investment Programme has been approved by the Governments and the Tay Cities Joint Committee. One of its projects is the Tay Adventures. This includes 3 projects in North East Fife to develop additional landing points to facilitate greater use of the River Tay by visitors. The Business Case for this project will be developed during 2022/23 for delivery later in the Deal. The programme is oversubscribed, so all projects are required to provide match funding for the City Region Deal investment.

2.0 Update

2.1 The Eden Campus project is summarised at Page 58 in the Annual Report. This project aims to repurpose a 32.5-acre brownfield site into a Centre of Excellence in Low Carbon and Renewable Energy innovation. It will provide a location for innovators from academia, industry, and technology to collaborate and trial new technologies and networks. Eden Campus will bring industry alongside academic expertise from around the world and is central to the University of St Andrews' strategy to become the UK's first energy carbon neutral university. The campus will contribute to national and international ambitions for carbon reduction, while simultaneously driving employment, training, and apprenticeships in the low carbon sector. The upgrade of the power supply to the Eden Campus includes a smart energy primary sub-station. This will be capable of importing and exporting power from traditional and renewable sources. It will be an active part of electricity grid management for North East Fife.

2.2 The Project received Full Business Case approval from the Joint Committee on 21st August 2020. To date, the Project has achieved the following:

- Currently, there are six live projects all contributing towards the vision for Eden Campus. They span the three support areas: Power, Genesis, and Enterprise.

- An Entrepreneurship Centre has been established that will provide a pipeline of prospective tenants to buildings funded through the Tay Cities Region Deal.

2.3 During 2022, the University of St Andrews expects to commence the development of Phase 2 of the Enterprise Hub and the Genesis buildings. Phase 2 of the Enterprise Hub will include investment from the Council in terms of the commitment in the Tay Cities Region Deal. Officers are working with the University to develop the Business Case for this investment. During 2022/23, the University will also begin to realise the forecast benefits from the investment as the refurbished buildings are occupied.

2.4 Key risks identified by the University in relation to the investment in Eden Campus include:

- Covid 19 impacts on development projects; from resource issues of materials and staffing to site closures with construction sector lock downs.

- Brexit impacts negatively on ability to continue to attract the best academics from Europe and secure the best price for materials and services in development of the Campus.

2.5 During 2021, Eden Campus moved several steps closer to its target of carbon net zero. This is a significant pre-cursor to the University's overall goal of being carbon net zero by 2035. The Campus has a dedicated electrical supply from ground mounted solar PV and will continue to install further roof-mounted solar and demonstrate and utilise new flexible solar systems during 2022. In addition, 20 EV charging points have been installed and a further 20 are planned for 2023. The Campus is also home to the award-winning biomass district heat network which is now being extended to heat existing and new buildings on the Campus from the beginning of 2022. The benefit of sustainable heat and power when combined with the low carbon industry club, the installation of advanced fuel cell facilities and innovative ways of capturing and re-using CO_2 will make Eden Campus carbon zero by 2030.

2.6 The four projects within Phase 1 of the Regional Skills and Employability Development Programme that will bring forward their Business Cases in 2022/23 include Digital Skills, Life Sciences, Support for SME's (Small and Medium Enterprises) and Hospitality. The Programme will also appoint a full-time coordinator to drive forward regional delivery of the programme.

2.7   The Tay Cities Region Deal partners have also strengthened their regional collaboration through the regional governance processes. Thematic Boards have been established for each of the Strategic Themes. Council officers participate in these.

3.0 Conclusions

3.1   The first Annual Report on the Tay Cities Region Deal confirms that the Deal has now moved into delivery**.** The Government and the Joint Committee approved the Business Case for Eden Campus. This project has begun delivery and drawing down its grant funding. More activity will take place in 2022/23 including occupancy of the first buildings. Eden Campus is also delivering its net zero carbon ambitions.

3.2   The Business Cases for the Tay Adventures project and the first phase of projects within the Regional Skills and Employability Development Programme will be progressed in 2022/23. These will provide further opportunities for investment and activity in North East Fife.

Appendix

- Tay Cities Region Deal Annual Performance Report 17th December 2020 - 30th September 2021 DRAFT

Background Papers

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

- **Tay Cities Region Deal** https://www.taycities.co.uk/sites/default/files/tay_cities_deal_doc_feb_8.pdf

Report Contact
Morag Millar
Strategic Growth & City Region Deals Programme Manager
Telephone: 03451 55 55 55 + VOIP Number 442437 or 0795 664 6068
Email**: morag.millar@fife.gov.uk**

Tay Cities Region Deal

Annual Performance Report
17th December 2020 - 30th September 2021

TAYCITIES
Smarter + Fairer

UK Government

Scottish Government
Riaghaltas na h-Alba
gov.scot

Contents

Deal signed by the partnership and both governments. A commitment from the Governments of **£300m** of Investment and a commitment from the partnership to secure over **6,000 jobs** and to lever in **£400m** of investment.

£35m of Government Investment released.

Up to the end of September 2021, **£191.3m** of funding was approved for investment by Joint Committee over the 10 year programme. This equates to almost 2/3 of the Deal.

Angus Fund Programme totalling **£26.5m** approved to enable increased productivity in Angus through the implementation of innovative, clean technologies.

Confirmation that the Stone of Destiny will become the centrepiece of the new museum at the refurbished Perth City Hall.

cyberQuarter announces the creation of 30 new jobs as a result of the cybersecurity arm of NHS Scotland becoming the first tenants of the cyberQuarter hub.

Groundbreaking ceremony at the James Hutton Institute signalling start of construction works on the Advanced Plant Growth Centre and International Barley Hub.

Regional Culture & Tourism Investment Programme business case approved, totalling up to £37m, to build and strengthen the culture & tourism opportunities in the Tay Cities region. So far, two projects, Hospitalfield and Discovery Point Transformed have been approved and are at implementation stage.

£600k investment at Dundee Airport has resulted in a new Public Service Obligation route between Dundee and London City Airport.

Enhanced digital connectivity in rural areas across the region underway, following the commitment of up to £2m approved in June 2021, in Perth and Kinross and Angus.

Up to £26.5m committed to and approved to repurpose a 32.5 acre brownfield site into a Centre of Excellence in Low Carbon and Renewable Energy innovation by the University of St Andrews.

Full business case for up to £25m approved for the Growing the Tay Cities Biomedical Cluster project to enable the project to build on the region's existing life sciences, drug discovery and medical technologies reputation at the University of Dundee.

4

Summary Timeline

DEC 2020

Deal Signing by Tay Cities Region Deal Partnership, Scottish and UK Governments

Regional Economic Strategy Action Plan approved at Joint Committee

JAN 2021

Secured £3.9m accelerated funding from Governments for Year 1 of the Deal

APR 2021

Discovery Point Transformation Plans revealed

Start of Year 2 delivery of the Deal Programme

MAR 2021

£220k Regional Recovery Fund secured for 13 projects

Secured £9m of accelerated funding from Governments for Year 2 of the Deal

JUN 2021

Agreement at Joint Committee for the Regional Spatial Strategy to use the Deal's Governance arrangements

JUL 2021

Perth & Kinross Council announce that the Stone of Destiny will become the centrepiece of the new museum within the refurbished Perth City Hall

SEPT 2021

cyberQuarter announces first tenants and creation of 30 new jobs at their cyberQuarter Hub

1 Fund, 1 Programme and 10 Projects approved for investment at Joint Committee equating to £191.3m

AUG 2021

Ground breaking ceremony for the construction of the Advanced Plant Growth Centre and International Barley Hub at James Hutton Institute

How we will do it

An Empowered and Inclusive Tay

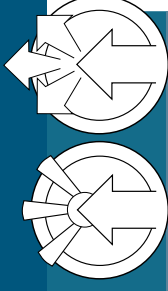Providing fair opportunities, upskilling, productivity and competitiveness.

The Projects

- Tay Cities Engineering Partnership (£2m)
- Aviation Academy (£8.1m)

The Programme

- Regional Skills & Employability Development Programme (£20m)

An Innovative and International Tay

Increasing research and development opportunities both regionally and globally. Creating opportunities within hospitality, tourism and improving our quality of life, lifestyle and environment.
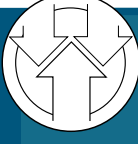
The Projects

- International Barley Hub (£35m)
- Advanced Plant Growth Centre (£27m)
- Eden Campus (£26.5m)
- Growing Tay Cities Biomedical Projects Cluster (£25m)
- cyberQuarter (£11.7m)
- Just Tech (£15m)
- Advanced Manufacturing (£8m)
- Studio Dundee (£3m)
- Angus Fund (£26.5m)
- Project Beacon (£5.2m)
- Perth Innovation Highway (£5m)
- Stretch Dome Simulator (£300k)
- Perth Cultural Transformation (£10m)
- Innerpeffray Library (£100k)
- Crieff International Highland Centre (£1m)
- Aero Space Kinross (£1.6m)

The Programme

- Regional Culture & Tourism Investment Programme (£37m)
  - Pitlochry Festival Theatre (£10m of the £37m Programme)
  - Hospitalfield (£2.5m of the remaining £27m Programme)
  - Discovery Point Transformed (£5.5m of the remaining £27m Programme)

A Connected Tay

Includes public transport and digital connectivity.

The Projects

- Perth Bus & Rail Interchange (£15m)
- Dundee Airport Investment (£9.5m)
- Low Carbon Transport & Active Travel Hub (£3.5m)

Digital Connectivity Projects

- 5G Testbeds (£2m)
- Angus and Perth & Kinross Rural Digital Projects (£2m)

Why we are doing it

Tay Cities Region Deal... smarter, fairer by working together to enhance and improve the lives of its citizens.

UK Government

Scottish Government
Riaghaltas na h-Alba
gov.scot
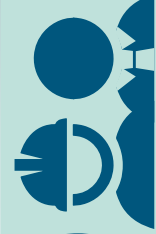
TAYCITIES

Smarter + Fairer

490,000+
people, or about 10% of the country's population, live in the area covered by Tay Cities Deal

Secure over
6000
jobs

£30.1m
An Empowered and Inclusive Tay

£237.9m
An Innovative and International Tay (includes Culture & Tourism)

£32m
A Connected Tay

£37m
Regional Culture and Tourism Investment Programme

£700m
investment, including **£300m** from Governments

£20m
Regional Skills & Employability Development Programme

£8m
Advanced Manufacturing Programme

£26.5m
Angus Fund

26
Projects and Programmes across the region

7

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Introduction

*Councillor Alexander, Dundee City Council
(Joint Committee Chair 2021) and
Cllr Fairweather, Angus Council
(Joint Committee Chair 2022)*

A Joint Introduction from the 2021 and 2022 Chairs of the Joint Committee

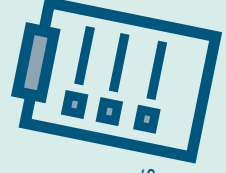What has been achieved in the 9 short months since the Tay Cities Region Deal was signed would be impressive in the best of times. And it is even more so when you consider it is being delivered against the backdrop of a pandemic which has posed the biggest challenge to our society since the Second World War.

That early success is down to the way that all involved - partners from the four local authorities, the higher and further education sector, business sector, third sector interface bodies, Scottish Enterprise and Skills Development Scotland – have worked with the UK and Scottish Government to deliver on our shared vision for the Deal.

As the ink dried on the Deal document back in December 2020, projects and programmes sprung into life. At the time of writing, 10 projects, one programme and one fund have already received full Government and Joint Committee business case approval.

These are high-profile, job creating schemes: Eden Campus, the Regional Culture & Tourism Investment Programme, Hospitalfield, Growing the Tay Cities Biomedical Cluster, the Angus Fund, Dundee Airport Investment, Advanced Plant Growth Centre, International Barley Hub, Perth Cultural Transformation, Discovery Point, cyberQuarter and Rural Angus and Rural Perth and Kinross High Speed Broadband.

Approval of these programmes and projects sees the beginning of a commitment to innovate and internationalise with global recognition at a regional level, to connect the region through improved physical and digital infrastructure, promote inclusive growth and enhance the region's world-class cultural assets.

Since the Deal was confirmed, it has secured acceleration of funding of up to £4m in 2020/21 and £5m in 2021/22 to date, with the opportunity to bring forward even more of the scheduled funding before the end of the financial year.

This has led to the acceleration of inclusive growth targets, job creation and regional investment, and to date can account for more than £35m release of Government investment from the full £300m Deal.

In addition to the Deal, 13 projects were able to secure a share of £220k from the Scottish Government's Regional Recovery Fund, enabling those projects to accelerate city region investment in response to Covid-19.

For the people of the Tay Cities Region, all of this hectic activity over the past year means that the 10-year Deal is already starting to deliver what it promised – jobs, skills development, better infrastructure and more. While there is a long way to go, we are confident that we are on the right path to creating a smarter and fairer region.

In the months and years ahead, we look forward to seeing more projects develop and enter into the delivery phase, continuing to demonstrate this Deal's potential to deliver inclusive and sustainable economic growth.

"

The Tay Cities Region Deal will support business growth, develop innovative technologies, enhance productivity, develop skills and create jobs.

"

Cities Region Deal Overview

Cities Region Deal Overview

The Tay Cities Region Deal was signed on 17th December 2020 by the Tay Cities Partnership and both Governments. The Deal is a combined investment of £300m from the Scottish and UK Governments over the coming 10 years to deliver benefits over the next 15 years.

£300m
investments from Governments

£400m
levered investment

Secure over
6000
jobs

The Tay Cities Region Deal was signed on 17th December 2020 by:

Top Row L – R: Iain Stewart MP (Parliamentary Under Secretary of State for Scotland, UK Government), Ellis Watson (Chair of Tay Cities Region Enterprise Forum), Cllr David Fairweather (Leader of Angus Council), Cllr David Ross (Chair of Tay Cities Region Joint Committee), Cllr Karen Marjoram (Representing the North East Fife Area Committee for Fife Council).

Bottom Row L – R: Mr Michael Matheson MSP (Cabinet Secretary for Transport, Infrastructure and Connectivity, Scottish Government), Professor Nigel Seaton (Chair of Tay Cities Region HE/FE Forum), Cllr Murray Lyle (Leader of Perth & Kinross Council), Cllr John Alexander (Leader of Dundee City Council).

The Tay Cities Region Deal[1] will support business growth, develop innovative technologies, enhance productivity, develop skills, and create jobs. Over its lifetime, from Deal Signing in December 2020 to 2035, the City Deal will deliver 2 key outcomes: securing over 6,000 jobs and lever in over £400m of investment.

[1] https://www.taycities.co.uk/publications

The Deal follows the Regional Economic Strategy themes of;

Empower and promote inclusion – by ensuring that local people have the skills they need to succeed in the modern workplace and growth is inclusive, with a Government investment of up to £30.1m;

Innovate and internationalise – by developing globally recognised clusters of academic and business excellence, with a Government investment of up to £237.9m; and

Connect – by improving physical and digital infrastructure, with a Government investment of up to £32m.

The Tay Cities Region Deal is comprised of a number of local and regional partners. These include:

• Local Authorities – Angus Council, Dundee City Council, Fife Council and Perth & Kinross Council
• Higher Education and Further Education sector
• The business sectors
• Regional third sector interface bodies
• Scottish Enterprise
• Skills Development Scotland
• Tactran
• VisitScotland

Geographical Overview

The map below shows the geographical area of the four Local Authorities within the Deal: Angus, Dundee City, Fife and Perth and Kinross. Noting that only North Fife is included within the Deal, with the remainder of Fife within the Edinburgh and South East City Region Deal. More information on where the projects are located can be found on the Deal's interactive map[2] on www.taycities.co.uk

Diagram 1

[2] https://www.taycities.co.uk/publications
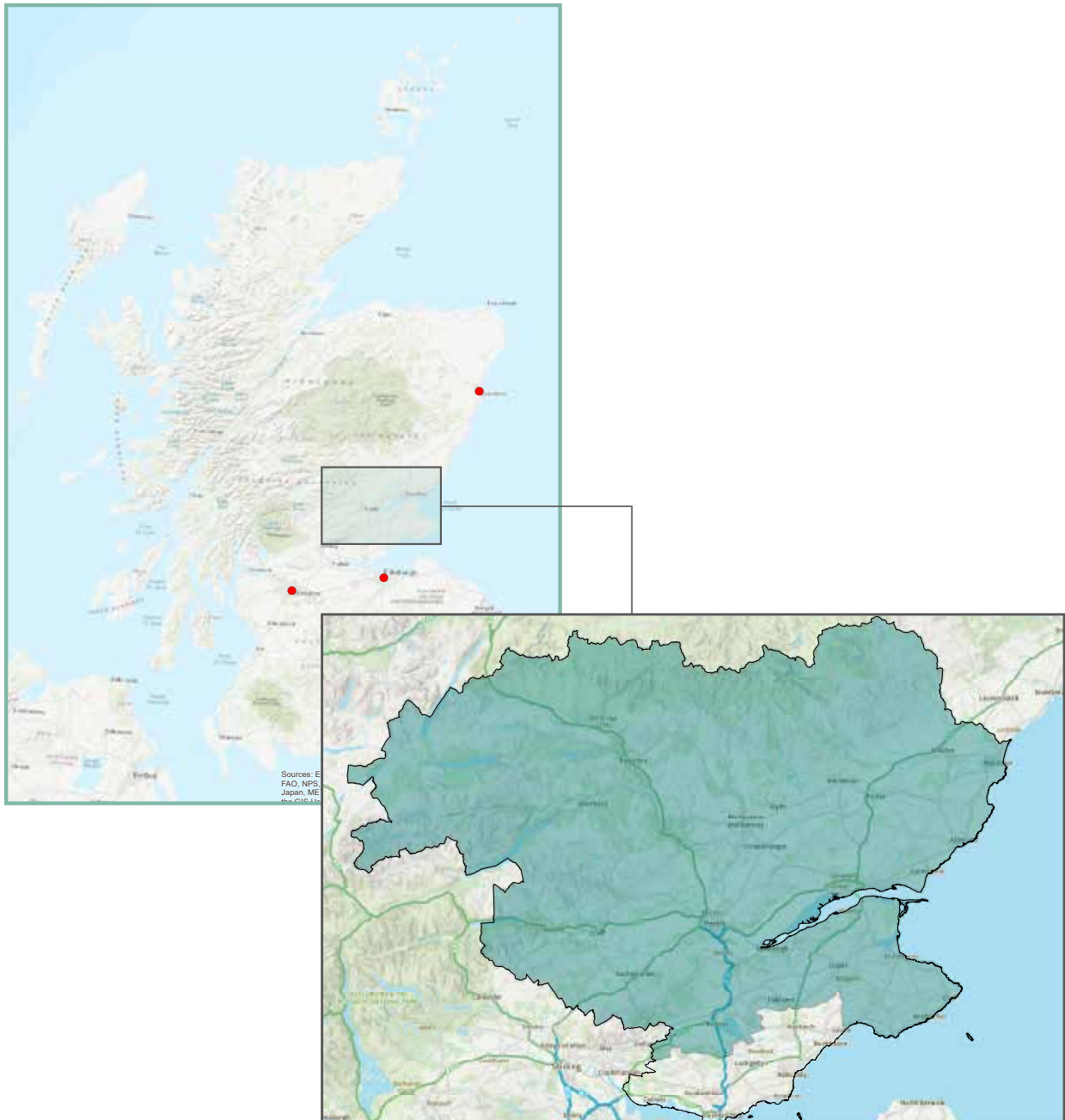
Financial Statement

Financial Statement

The full investment from Governments for the Regional Culture & Tourism Investment Programme includes Hospitalfield, Discovery Point Transformed and Pitlochry Festival Theatre.

A summary of the Deal investment is shown below in Table 1.

Table 1: Tay Cities Region Deal Financial Summary

Tay Cities Region Deal Thematic Board	Programme/ Project	Scottish Government Investment (£000)	UK Government Investment (£000)	Partner Investment (£000)	Total Investment (£000)
An Empowered and Inclusive Tay					
Skills	Regional Skills and Employability Development Programme	20,000	0	0	20,000
	Tay Cities Engineering Partnership	2,000	0	500	2,500
	Aviation Academy for Scotland	0	8,100	0	8,100
An Innovative, International Tay					
Innovative, International	Growing the Tay Cities Biomedical Cluster	25,000	0	119,099	144,099
	International Barley Hub	15,000	20,000	0	35,000
	Advanced Plant Growth Centre	2,000	25,000	0	27,000
	Angus Fund	0	26,500	38,900	65,400
	cyberQuarter	6,000	5,700	5,024	16,724
	Just Tech	0	15,000	0	15,000
	Perth Innovation Highway	0	5,000	17,242	22,242
	Studio Dundee	3,000	0	21,000	24,000
	Advanced Manufacturing Programme	8,000	0	8,000	16,000
	Eden Campus	2,000	24,500	110,394	136,894
	Stretch Dome Simulator	0	300	0	300
	Project Beacon	0	5,200	12,425	17,625
Culture & Tourism	Regional Culture & Tourism Investment Programme[3]	19,000	0	19,000	38,000
	Regional Culture and Tourism Investment Programme - Hospitalfield	5,500	0	5,500	11,000
	Regional Culture and Tourism Investment Programme – Discovery Point Transformed	2,500	0	2,500	2,500
	Pitlochry Festival Theatre	10,000	0	10,000	20,000
	Perth Cultural Transformation	0	10,000	15,217	25,217
	Innerpeffray Library	0	100	0	100
	Crieff International Highland Centre	0	1,000	660	1,660
	Aero Space Kinross	0	1,600	1,285	2,885

[3] The full investment from Governments for the Regional Culture & Tourism Investment Programme includes Hospitalfield, Discovery Point Transformed and Pitlochry Festival Theatre. Therefore, the figure does not include Hospitalfield, Discovery Point Transformed and Pitlochry Festival Theatre as these are shown separately.

A Connected Tay					
Digital	Rural Angus and Rural Perth and Kinross Highspeed Broadband	0	2,000	5,980	7,980
	5G Digital Testbeds	2,000	0	0	2,000
Transport	Low Carbon Transport & Active Travel Hubs	3,500	0	6,874	10,374
	Dundee Airport Investment	9,500	0	400	9,900
	Perth Bus & Rail Interchange	15,000	0	0	15,000
ALL	**TOTAL**	150,000	150,000	400,000	700,000

At Heads of Terms, £300k was awarded to the Regional Transport Model, while this is no longer shown within the Deal profile, the work has been completed and was presented to the Tay Cities Management Group in August 2021.

Since Deal signing in Dec 2020, a significant amount of funding has been able to be released to the end of this reporting period. Table 2, on page 18, summarises the financial statement up to the end of Q2 2021.

Key Headlines

- Since the Deal Signing, £35m of funding has been released.
- In its first year of delivery 20/21 and up to the end of September 2021, the Joint Committee approved £191.3m of its awarded funding; this includes £145.8m of funding for projects and an additional £45.5m of funding for programmes / fund which are waiting for projects to be developed. This equates to 2/3 of the overall Deal funding.
- To the end of September 2021, the Partnership has secured acceleration of up to £12.9m of Government funding against its awarded profiles at Deal signing (£3.9m in 20/21 and £9m in 21/22).

Table 2: Summary of claims made to the end of September 2021

Tay Cities Region Deal Thematic Board	Programme/Project	Total Government Investment over Period of the Deal (£000)	Q3 2020 to Q2 2021 funding released (£000)
An Empowered and Inclusive Tay			
Skills	Regional Skills and Employability Development Programme	20,000	0
	Tay Cities Engineering Partnership	2,000	0
	Aviation Academy for Scotland	8,100	0
An Innovative, International Tay			
Innovative, International	Growing the Tay Cities Biomedical Cluster	25,000	911
	International Barley Hub	35,000	2,511
	Advanced Plant Growth Centre	27,000	2,844
	Angus Fund	26,500	0
	cyberQuarter	11,700	288
	Just Tech	15,000	0
	Perth Innovation Highway	5,000	0
	Studio Dundee	3,000	0
	Advanced Manufacturing Programme	8,000	0
	Eden Campus	26,500	14,462
	Stretch Dome Simulator	300	0
	Project Beacon	5,200	0
Culture & Tourism	Regional Culture & Tourism Investment Programme[4]	19,000	0
	Regional Culture and Tourism Investment Programme - Hospitalfield	5,500	1,684
	Regional Culture and Tourism Investment Programme – Discovery Point Transformed	2,500	693
	Pitlochry Festival Theatre	10,000	0
	Perth Cultural Transformation	10,000	7,190
	Innerpeffray Library	100	0
	Crieff International Highland Centre	1,000	0
	Aero Space Kinross	1,600	0

[4] The full investment from Governments for the Regional Culture & Tourism Investment Programme includes Hospitalfield, Discovery Point Transformed and Pitlochry Festival Theatre. Therefore, the figure does not include Hospitalfield, Discovery Point Transformed and Pitlochry Festival Theatre as these are shown separately.

A Connected Tay			19
Digital	Rural Angus and Rural Perth and Kinross Highspeed Broadband	1,800	282
	5G Digital Testbeds	2,000	0
Transport	Low Carbon Transport & Active Travel Hubs	3,500	0
	Dundee Airport Investment	9,500	600
	Perth Bus & Rail Interchange	15,000	0
ALL	**TOTAL**	**300,000**	**35,005**

"

The partners have developed a new collaborative model to deliver improved outcomes for everyone living and working in the region.

"

Governance and Accountability

Governance and Accountability

Governance Structure

The Tay Cities Region Deal partners work collaboratively with both the UK and Scottish Governments as well as regional partners, including representation from private and third sector organisations. The Deal's governance arrangements enable decisions to be taken in an open and transparent way, in one place, for the whole of the Tay Cities region. The Joint Committee established by local authority partners in 2017, is the ultimate regional decision making body for the Deal. It also has a wider role to lead regional collaboration more broadly.

The Joint Committee is supported by a number of bodies which are summarised in Diagram 2 on page 24. More information on the governance structure and its bodies can be found in the Deal document[5]. The overarching governance structure, as well as the terms of reference, membership, and chairing arrangements for each body will be reviewed annually.

Key changes since Deal Signing:
- The role of the Enterprise Forum as the Region's 'voice for the private sector' is currently undergoing a review and refresh to take account of the changing economic context and to ensure it continues to input and add value to the delivery of the Tay Cities Region Deal, and importantly to the Region's wider economic development. A new Terms of Reference will be considered by the Enterprise Forum.
- Inclusion of the Regional Spatial Strategy, allowing development of the strategy to be considered within the existing governance structure. This was approved by Joint Committee on 18th June 2021.
- The Governance Structure now includes a representative from Visit Scotland for the Culture & Tourism Board and Scottish Enterprise for the Digital Board. This differs from the Deal Document. A review of Board membership is being undertaken and will be reflected in the final draft of the Annual Performance Report, subject to Partnership and Government agreement.

Regional Collaboration

The governance structure for the Deal lends itself to support discussions relating to regional work, and to date has allowed for key decision making relating to various collaborative, regional activities. For example, in March 2021 the Management Group agreed that the Regional Spatial Strategy and its development would be considered within the existing governance structure of the Tay Cities Deal, although it would remain the role of the Local Authorities to coordinate the Regional Spatial Strategy. This approach will generate additional opportunities for collaborative working and the opportunity for the Strategy to integrate strategic land use, economic development and transportation matters.

Furthermore, since the approval of the Deal's Heads of Terms in November 2018, partners have worked together to plan the acceleration of regional growth including a refresh of the Regional Economic Strategy. This work will continue during and beyond the Deal. The Regional Economic Strategy was approved at Joint Committee in December 2020 and now provides action plan updates to Management Group and Joint Committee quarterly.

The Governance in place allows for other regional collaboration work, including updates on the clean growth agenda, enterprise and business developments, and transport planning opportunities. As a Partnership, having this governance arrangement provides scrutiny and management of the delivery of projects and will ensure that the Deal remains on track with delivering outcomes and benefits for the region.

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[5] https://www.taycities.co.uk/publications

City of Culture 2025

The Tay Cities Region was longlisted for the 2025 City of Culture title, following the submission of an Expression of Interest in August. Angus Council, Dundee City Council, Fife Council and Perth & Kinross Council worked in partnership on the bid, together with regional cultural trusts Leisure & Culture Dundee, ANGUSalive, OnFife and the culture trusts of Perth & Kinross.

The joint bid for City of Culture 2025 builds on the regional economic and cultural development being spurred on by the Tay Cities Region Deal and seeks to recognise that the region is home to world class cultural attractions including V&A Dundee, Pitlochry Festival Theatre and Arbroath Abbey. It will also see the creation of a new museum at the Perth City Hall, due to be the home of the Stone of Destiny, restoration of Hospitalfield House as a cultural attraction in Arbroath and the development of the Eden Project in Dundee.

Whilst the bid was unsuccessful this time, the joint bid for City of Culture demonstrates strong and effective regional collaboration, not only for the Tay Cities Region Deal but holistically for development within the region.

National PMO Networking Group

The Tay Cities Region Project Management Office leads and provides the secretariat for a National PMO Networking Group, which includes representation from Regional and Growth Deals from across the UK. The group aims to share best practice and exchange guidance, use the platform for presentations from various organisations and utilise the knowledge of its members to start sub-groups specific to enhancing City & Growth Deals.

Diagram 2: Tay Cities Region Deal Governance Structure

Key
- Decision
- Advisory
- Advisory

Tay Cities Region Joint Committee (meets quarterly)

Tay Cities Region Deal Management Group (meets monthly)

- Enterprise Forum
- HE/FE Forum
- PR/Comms Group
- Heads of Economic Development

Finance Directors Group

An Empowered and Inclusive Tay Theme

An Innovative, International Tay Theme

A Connected Tay Theme

Regional Collaboration

Skills Board
Chair: Mgt Group Member
- LA Rep (Skills & Employability) x 2/3
- Enterprise Forum Rep
- Scottish Enterprise Rep
- FE/HE Rep
- 3rd Sector Rep x 2
- NHS Rep

Culture & Tourism Board
Chair: Mgt Group Member
- LA Rep World Class Tourism x 2/3
- Enterprise Forum Rep x 2
- FE/HE Rep
- Scottish Enterprise Rep
- 3rd Sector Rep x 2
- HES
- Creative Scotland
- VisitScotland

Innovative, International Board
Chair: Mgt Group Member
- LA Rep Innovative/ Creative Industries, International Trade & Investment x 2/3
- SDI Rep
- Enterprise Forum Rep x 2
- FE/HE Rep x 2
- Scottish Enterprise Rep

Digital Board
Chair: Mgt Group Member
- LA Rep Digital x 2/3
- Enterprise Forum Rep x 2
- Scottish Futures Trust
- Scottish Enterprise

Transport Board
Chair: Mgt Group Member
- LA Rep (Transport) x 2/3
- Transport Business Rep x 2 e.g. Airport/ Developer
- Tactran
- Transport Scotland
- Transport Bodies - e.g. Network Rail
- Scottish Enterprise Aviation Team

Spatial Planning and Sustainability Board
Chair: Mgt Group Member
- Planning Rep from 3 LAs
- Planning Rep working directly with Tayside RSS
- Rep from 3 LAs Climate Change/ Adaptation
- 2 x HE/FE Reps
- Regional Economic Devt Rep
- Regional Transport Strategy Rep
- NHS Tayside Rep

Programme Management Office

Collaborative Working

Clean Growth

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Communication & Press

Tay Cities Communications & Press

There has been significant press coverage and good news stories relating to the Tay Cities Region Deal to date, supported by an active Communications & PR Group. The Group is comprised of representatives from the PMO, UK and Scottish Governments, universities and colleges central to the Deal and local authorities.

To assist with all communication and press opportunities, the Partnership have developed a protocol for all Programmes and Projects to use as guidance for any upcoming releases. The Tay Cities Deal Communications Protocol, as agreed at Deal Signing, has a commitment to be refreshed annually.

The Deal

The Deal

This section of the annual performance report summarises the projects that have entered into the implementation stage following full Government and Joint Committee approval, up to and including September 2021. The projects are categorised by Tay Cities Region Deal themes and are aligned to the Implementation Plan, with any updates to milestones and risks highlighted.

Monthly forecasting and quarterly performance reports are prepared by the PMO with input from projects throughout the year and shared with Governments and Management Group.

Status of Programmes and Projects

The Deal is comprised of 22 named Projects, 3 Programmes and 1 Fund. Within the Programmes and Fund, there will be additional projects emerging as the Deal progresses. To the end of September, 2 projects have been approved by the Partnership within the Regional Culture & Tourism Investment Programme; Hospitalfield and Discovery Point Transformed. The table below shows an overview of the status of the Programmes and Projects up to the end of September 2021.

Programme/Project	Location	(Expected) Full Business Case Approval	Stage
An Empowered and Inclusive Tay			
Regional Skills and Employability Development Programme	Regional	December 2021	Define
Tay Cities Engineering Partnership	Regional	February 2022	Define
Aviation Academy for Scotland	Regional	September 2022	Define
An Innovative, International Tay			
Growing the Tay Cities Biomedical Cluster	Dundee	19 February 2021	Implement
International Barley Hub	Perth & Kinross	19 March 2021	Implement
Advanced Plant Growth Centre	Perth & Kinross	19 March 2021	Implement
Angus Fund	Angus	19 February 2021	Implement
cyberQuarter	Dundee	18 June 2021	Implement
Just Tech	Dundee	2024/25	Define
Perth Innovation Highway	Perth & Kinross	TBC	Define
Studio Dundee	Dundee	2023/24	Define
Advanced Manufacturing Programme	Regional	2023/24	Define
Eden Campus	Fife	21 August 2020	Implement
Stretch Dome Simulator	Fife	December 2021	Define
Project Beacon	Perth & Kinross	2025/26	Define

Programme/Project	Location	(Expected) Full Business Case Approval	Stage
Regional Culture & Tourism Investment Programme	Regional	19 June 2020	Define
Regional Culture and Tourism Investment Programme - Hospitalfield	Angus	17 July 2020	Implement (phase 1)
Regional Culture and Tourism Investment Programme – Discovery Point Transformed	Dundee	23 April 2021	Implement (phase 1)
Pitlochry Festival Theatre	Perth & Kinross	2022/23	Define
Perth Cultural Transformation	Perth & Kinross	19 March 2021	Implement
Innerpeffray Library	Perth & Kinross	2028/29	Define
Crieff International Highland Centre	Perth & Kinross	2028/29	Define
Aero Space Kinross	Perth & Kinross	2022/23	Define
A Connected Tay			
Rural Angus and Rural Perth and Kinross Highspeed	Angus and Perth & Kinross	18 June 2021	Implement
5G Digital Testbeds	Regional	December 2021	Define
Low Carbon Transport & Active Travel Hubs	Perth & Kinross	December 2021	Define
Dundee Airport Investment	Dundee	19 February 2021 (revenue)	Implement (revenue)
		March 2022 (capital)	Define
Perth Bus & Rail Interchange	Perth & Kinross	2025/26	Define

Stage no.	Definition
1. Define	Business case being developed, and not yet approved by Joint Committee
2. Implement	Business case has been approved by Joint Committee, and is being implemented. In a capital project, this may be construction; for skills projects this may be establishing/delivering a course
3. Deliver	Project is in place and monitoring and evaluation is in framework to assess if it is achieving its objectives.
4. Legacy	Project has resulted in mainstreaming or improvements to business as usual (impact) that is generated beyond the funded period

The projects which have received Full Business Case approval from Joint Committee and were at the Implement stage during the reporting period are listed below;

- Growing the Tay Cities Biomedical Cluster
- International Barley Hub
- Advanced Plant Growth Centre
- Angus Fund
- cyberQuarter
- Eden Campus
- Hospitalfield
- Discovery Point Transformed
- Perth Cultural Transformation
- Rural Angus and Rural Perth and Kinross Highspeed Broadband
- Dundee Airport Investment (Revenue)

The following information provides a snapshot of progress throughout the year and are shown by Tay Cities Region Deal theme.

An Empowered & Inclusive Tay

Skills

Within the Skills theme there is 1 Programme, the Regional Skills and Employability Development Programme, and 2 Projects; Tay Cities Engineering Partnership and Aviation Academy for Scotland.

Both Projects are expected to be approved and at the implement stage in 2022/23, and the Programme is intended to be approved to allow Phase 1 of the Regional Skills and Employability Development Programme projects to be at implement stage.

£20m
Regional Skills & Employability Development Programme

£2m
Tay Cities Engineering Partnership

£8.1m
Aviation Academy

An Innovative, International Tay

Innovative & International

Within the Innovative and International theme there is 1 Programme, the Advanced Manufacturing Programme, 1 Fund, the Angus Fund, and 10 Projects; Growing the Tay Cities Biomedical Cluster, International Barley Hub, Advanced Plant Growth Centre, cyberQuarter, Just Tech, Perth Innovation Highway, Studio Dundee, Eden Campus, Stretch Dome Simulator and Project Beacon.
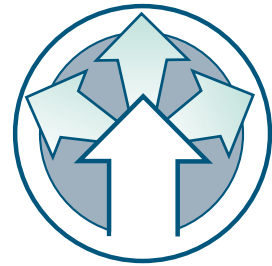
£188.2m

An Innovative and International Tay

Growing the Tay Cities Biomedical Cluster, International Barley Hub, Advanced Plant Growth Centre, cyberQuarter and Eden Campus have all received Full Business Case approval. There are no Angus Fund projects in delivery as part of the reporting period for this annual performance report, however 2 projects are expected to be approved and in delivery 2022/23.

£25m

Growing the Tay Cities Biomedical Cluster

Growing the Tay Cities Biomedical Cluster	
Programme Owner	University of Dundee
Enabling the region to...	Innovate and Internationalise
Thematic Board	Innovative, International

Project Description

The Scottish Government will commit up to £25 million to Growing the Tay Cities Biomedical Cluster. The project will build on the region's existing life sciences reputation, including drug discovery and medical technologies. It will attract inward investment in new life sciences companies and increase industrial engagement.

The project consists of an Innovation Hub to provide laboratory and office space to enable new companies specialising in life sciences to grow, and a Medical Technologies innovation centre which will be refurbished to create spaces (and associated offices) with the specialist equipment needed to demonstrate medical devices.

New technologies developed in this unique environment will provide a pipeline of investment opportunities to create new spin-out companies which can then access the Innovation Hub. It will also attract industrial partners to co-locate in the University and develop their research and development potential by accessing the facilities and highly specialised medical technology it will be equipped with.

Photo © Oberlanders Architects

Headline Achievements

The Project received Full Business Case approval from the Joint Committee on 19th February 2021. To date, the Project has achieved the following:

- £1m in leveraged funding secured from the Wolfson Foundation (a charity which aims to improve the civic health of society) in support of the fit-out costs of the Innovation Hub;
- Subsequent to the completion of a feasibility study, approximately £1m in funding to be invested by the University of Dundee to allow a ground source heat pump to be incorporated within the Innovation Hub - this will provide low carbon heating and cooling;
- In collaboration with the contractor, development of a model to evidence inclusive growth and community benefits during the construction phase;
- Submission of planning permission for the Innovation Hub, the MedTech innovation centre, and extension of the Thiel cadaveric facility;
- Completion of Stage 3 Design for the Innovation Hub and the Thiel cadaveric facility.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
Commencement of construction/fit out works: MedTech Pipeline: • Thiel Cadaver Facility Extension (CAHID) • MedTech R&D Unit Refurbishment (Wilson House). Tay Cities Innovation Hub	February 2022 June 2022 March 2022
Completion of construction/fit out works: MedTech Pipeline: • Thiel Cadaver Facility Extension (CAHID) • MedTech R&D Unit Refurbishment (Wilson House) Tay Cities Innovation Hub	August 2022 January 2023 November 2023

Key Risks

Risk	Mitigation
Costs due to ground conditions - Innovation Hub Development	Additional abnormal ground conditions may be discovered when excavations are carried out post-site start - estimated to mainly be in Q1, Q2 and Q3 of 2022/23 financial year. Significant contingencies have been identified to cover such unforeseen costs.
Escalating construction and refurbishment costs lead to enforced "cost cutting", stalling the project or reducing the quality of the Hub and MedTech pipeline.	Iterative design review and cost checks are being developed throughout project. Robust management and change control processes are embedded and communicated. University of Dundee has an excellent track record of managing capital projects to time and on budget.
The impact of the COVID-19 pandemic and the impact of Brexit on the construction industry in the UK has been substantial, with major disruption to supply chains, labour resourcing and other issues. One issue that is likely to endure for some time is reduced labour resources and access to sites and, for indoor construction works, it is foreseeable that sites in Scotland will be subject to ongoing restrictions or limits, even as the country comes out of lockdown and post-rollout of the vaccine. Outdoor works are unlikely to be constrained to an equivalent degree. With large quantities of building materials currently imported and exported from the EU, parties will need to take into consideration the additional costs from duties, or the possibility that there might be limits on quantities of goods imported into the UK.	Constant review by the project team of changing Government guidance and the changing impacts of Brexit, and anticipating any likely impacts on the respective programmes as early as possible. Significant contingencies have been identified in each of the respective projects to cover unforeseen costs.

Case Study

The Stage 3 Design for the Tay Cities Innovation Hub was completed in September 2021. This involved detailed briefing workshops held by the project team to develop the design of the rooms and to outline the interior design approach. The aim was to achieve a building to support the incubation and scale up of life sciences companies in a high quality environment that balances buildability with a high efficiency envelope in order to make the incorporated ground source heat pump cost effective as a sustainable source of heat and cooling. The project also secured a pledge of £1million from the Wolfson Foundation in June 2021 towards fit out costs.

£35m

International Barley Hub

International Barley Hub	
Programme Owner	The James Hutton Institute
Enabling the region to...	Innovate and Internationalise
Thematic Board	Innovative, International

Project Description

The UK Government will commit up to £20 million and the Scottish Government will commit up to £15 million to the creation of an International Barley Hub at the James Hutton Institute. Barley is indispensable to the Scottish and UK economies, being vital to the distilling, brewing and food industries. It also has the potential for emerging uses in the health, chemical and energy sectors. However, future barley supply is increasingly uncertain due to the impact of climate change, developing worldwide demand, evolving pest and disease risks and pressure on managing soil health to enable crops to grow.

The IBH will establish a world-leading research facility for barley science, bringing together industry, dedicated facilities and world class scientists. It will:

- expand the scale and excellence of barley research and innovation, operating across a broad spectrum of disciplines;
- provide state of the art research equipment on site and at industry partners premises;
- have the capability to support work from the molecular, to the field level;
- increase the translation and application of this research around the globe;
- support a "Barley Cluster" of related processing, innovation and product interests; and
- develop a supporting skills and knowledge programme.

The International Barley Hub has been developed in parallel with the proposal for the Advanced Plant Growth Centre and at the request of the Approval Authorities these have been maintained as separate business case documents, although they ultimately result in the same physical infrastructure investment.

Headline Achievements

The Project received Full Business Case approval from the Joint Committee on 19th March 2021. The approval was subject to the following conditions:

- An ongoing commitment by the partnership to seek acceleration of funding in Years 1 to 5 to enable the earlier delivery of the James Hutton Institute projects.
- The order of project drawdown and delivery may change as business cases develop.
- There will be ongoing monitoring of the programme including the active management of any reported underspend on drawdown through bringing forward projects which can demonstrate spend and have an approved Full Business Case in place. Where spend has occurred, at the project owners own risk, which exceeds the partnerships drawdown profile, active dialogue with Governments will be held to identify if there are any opportunities through other City Deal reported underspends to bring forward earlier additional funds from within the wider Tay Cities programme.

To date, the Project has achieved the following:

- Secured the land transfer.
- Full planning permission has been granted for the first phase of the development – poly tunnel relocation, new entrance road, Farm Hub and Barley Field Research Centre.
- Ground breaking event for key stakeholders and Government representatives was held on the 26 August 2021.
- The construction has been completed for the poly tunnels and new entrance road with groundworks now underway for the other aspects.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
Construction section 2a – Construction of a Barley Field Research Centre (replacement building R - farm side aspects of IBH research) 2b - Construction of Integrated Field Facilities (IFF)	31 March 2022
Construction section 3 – Phased demolition works to clear the site for the IBH/APGC building	24 January 2022

Key Risks

Risk	Mitigation
Failure of income generation strategy	Competitive grant availability to be monitored and a strategy for engaging early with major funders developed through a dedicated business development team.
Construction inflation is higher than included in the Full Business Case.	Use of a recognised Construction Industry inflation index in the Business Case. Procurement Strategy to use fixed price contract. Recent developments in the supply chain, May 2021, have indicated there will be significant cost inflation for a wide range of raw materials including steel, wood and concrete.
Covid 19 & Brexit impacts	The result of the pandemic may still result in the delayed delivery of some aspects of the projects, inflationary costs remain uncertain and supply chains may still be at risk despite the easing of restrictions. Key Brexit related issues include: Plant variety licensing; Regulatory Framework; Currency volatility impacts the cost of CE facilities priced from the EU; Construction contracts now commonly exclude liability for costs and delay associated with Brexit.

Case Study

The International Barley Hub and Advanced Plant Growth Centre projects at the James Hutton Institute marked the commencement of the works on site formally with a breaking-ground ceremony at the campus, led by both Mairi Gougeon MSP, Cabinet Secretary for Rural Affairs and Islands and Iain Stewart MP, Under Secretary of State for Scotland.

The event was held on 26th August and was attended by project stakeholders, supporters and politicians, past and present, who have played a key role in the success of International Barley Hub and Advanced Plant Growth Centre through the Tay Cities Deal.

Following the formal breaking ground, guests were invited to explore the site, including the Intelligent Growth Solutions vertical farm to hear more about how the construction will develop the wider IBH and APGC projects.

£27m

Advanced
Plant Growth Centre

Advanced Plant Growth Centre	
Programme Owner	The James Hutton Institute
Enabling the region to...	Innovate and Internationalise
Thematic Board	Innovative, International

Project Description

The UK Government will commit up to £25 million and the Scottish Government will commit up to £2 million to the creation of the Advanced Plant Growth Centre at the James Hutton Institute. It will build on existing expertise to deliver a cutting-edge plant research facility bringing together industry, advanced technology and world class scientists. The Centre embodies the idea of Agriculture 4.0, a green revolution with science and technology at its heart, with the aim of feeding future populations.

The Advanced Plant Growth Centre will be at the heart of plant and crop research and innovation in the Tay Cities region. It will develop the underpinning science and translate that science into industry, which will in turn increase the commercial, economic and environmental benefits of agriculture and the food and drink sector. The APGC will integrate:

- a plant characterisation facility, which uses imaging to quickly understand (before harvest) how crops respond and perform in different environments;
- post-harvest storage facilities;
- vertical growth facilities; and
- next-generation controlled environments which can simulate any current or future environment anywhere in the world (for example, increased greenhouse gases) to test the effect on crops.

Headline Achievements

The Project received Full Business Case approval from the Joint Committee on 19th March 2021. The approval was subject to the following conditions:

- An ongoing commitment by the partnership to seek acceleration of funding in Years 1 to 5 to enable the earlier delivery of the James Hutton Institute projects.
- The order of project drawdown and delivery may change as business cases develop.
- There will be ongoing monitoring of the programme including the active management of any reported underspend on drawdown through bringing forward projects which can demonstrate spend and have an approved Full Business Case in place. Where spend has occurred, at the project owners own risk, which exceeds the partnerships drawdown profile, active dialogue with Governments will be held to identify if there are any opportunities through other City Deal reported underspends to bring forward earlier additional funds from within the wider Tay Cities programme.

To date, the Project has achieved the following:
- Full planning permission has been granted for the first phase of the development – poly tunnel relocation, new entrance road, Farm Hub and Barley Field Research Centre.
- Ground breaking event for key stakeholders and Government representatives was held on the 26 August 2021.
- The construction has been completed for the poly tunnels and new entrance road with groundworks now underway for the other aspects.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
Construction section 2a – Construction of a Barley Field Research Centre (replacement building R - farm side aspects of International Barley Hub research) 2b - Construction of Integrated Field Facilities (IFF)	31 March 2022
Construction section 3 – Phased demolition works to clear the site for the International Barley Hub/Advanced Plant Growth Centre building	24 January 2022

Key Risks

Risk	Mitigation
Failure of income generation strategy	Competitive grant availability to be monitored and a strategy for engaging early with major funders developed through a dedicated business development team.
Archaeological investigations	Archaeological survey for section 1 (access road) complete and report produced allow road construction to commence. Archaeological investigations are still underway for section 2 (IFF site) and agreement in place for phased release to co-incide with construction activity. These investigations are currently anticipated to continue to Christmas '21 due to the additional finds that have been uncovered.
Construction inflation is higher than included in the Full Business Case.	Use of a recognised Construction Industry inflation index in the Business Case. Procurement Strategy to use fixed price contract. Recent developments in the supply chain, May 2021, have indicated there will be significant cost inflation for a wide range of raw materials including steel, wood and concrete.

Covid 19 & Brexit impacts	The result of the pandemic may still result in the delayed delivery of some aspects of the projects, inflationary costs remain uncertain and supply chains may still be at risk despite the easing of restrictions.
	Key Brexit related issues include: Plant variety licensing; Regulatory Framework; Currency volatility impacts the cost of CE facilities priced from the EU; Construction contracts now commonly exclude liability for costs and delay associated with Brexit.

Case Study

The project established several collaborative projects with others in the industry for the Advanced Plant Growth Centre. These included, but are not restricted to:

- Developing smart propagation for soft fruit crops: Innovate UK.
- Hydrobubbles to Boost Plant Growth Through Captured Carbon Utilisation. Innovate UK
- Hybrid Advanced Research Vertical-Farming Environment Systems and Technology (HARVEST). Eureka/Innovate UK
- Controlled environment agriculture Heirloom Optimisation & Pathogen Control for Seeds (CHOPS). Innovate UK.
- Production Optimisation Learning Engineering Autonomous Framework System (PROLEAFS). Innovate UK,
- COVID-19: Food and Nutrition Security during and after the COVID-19 Pandemic. ESRC

HARVEST presented an opportunity for the Advanced Plant Growth Centre to work with companies and industries in Singapore to deliver solutions to their problem of limited food security and the aim to produce 30% of their food by 2030 on a limited geographical footprint. In addition, the Centre was able to undertake research in to the benefits of vertical farming under normal conditions but particularly in pandemic situations like COVID-19.

Photo © Oberlanders Architects
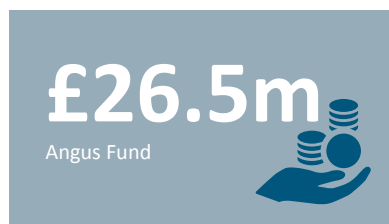
£26.5m

Angus Fund

Angus Fund	
Programme Owner	Angus Council
Enabling the region to...	Innovate and Internationalise
Thematic Board	Innovative, International

Fund Description

The UK Government will commit up to £26.5million to the Angus Fund. The Angus Fund will help achieve an investment balance across the region by investing in projects across Angus to be developed collaboratively with Angus Council and other local partners as part of the Deal.

The purpose is to increase productivity through clean growth, protecting places for future generations to live, work, and visit. The Angus Fund will contribute to the development and implementation of innovative, clean technologies, which will also significantly reduce the region's carbon footprint; contributing to national reductions in carbon use.

To deliver this purpose the Fund will support three connected components, namely:

- clean growth;
- low carbon; and
- agricultural technology.

The investment has been provisionally divided between six projects to support these themes, including:

1. Centre for Agricultural Sustainable Innovation
2. Mercury Drone Ports
3. Connecting Montrose
4. Clean Growth Business Park
5. Low Carbon Housing
6. Low Carbon Transport

The Angus Fund will be used to stimulate The Mercury Programme, which is Angus Council's visionary £1 billion partnership programme between government, public, private and community sectors.

Individual project business cases will be developed for each of the projects that comprise the Angus Fund. It should be noted that the Angus Fund has been approved for delivery but the individual projects that comprise it will drawdown from the agreed profile in year 3 (2022/23).

THE MERCURY PROGRAMME

THE MERCURY PROGRAMME Clean Growth

THE MERCURY PROGRAMME Agri Tech

THE MERCURY PROGRAMME Low Carbon
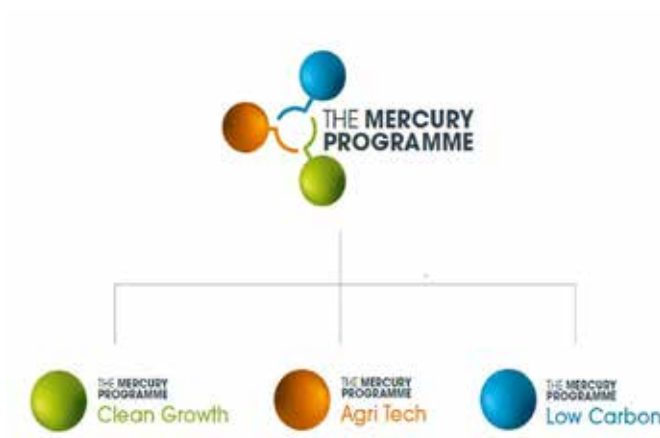
Headline Achievements

The Angus Fund OBC received full approval from the Joint Committee on 19th February 2021. To date, the Project has achieved the following:

- Angus Council has accelerated the Mercury Drone Ports project in advance of the business case due to the interest in this new innovative technology. Drone trial flights are due to start in 2022.
- Angus Council has purchased a building to host the CASI HQ in advance of the Business Case approvals to assist the project partners.
- Angus Council and Crown Estate Scotland are developing a Minute of Understanding for the Zero Four Montrose project.
- Angus Council and Dalhousie Estate are developing a Minute of Understanding for the Angus Rural Mobility Hub, Brechin project.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
Business Justification Case for Mercury Drone Port approved by the Joint Committee	Q4 2021
Full Business Case for Agri Tech (CASI) approved by the Joint Committee	Spring 2022
Fund Benefits Realisation Plan/reporting, including timescales for Projects	Align with PMO Benefits Realisation Plan (2022)

Key Risks

Risk	Mitigation
Projects are unable to achieve match funding	Competitive grant availability to be monitored and a strategy for engaging early with major funders developed through a dedicated business development team.
Businesses fail to engage	Regular engagement to ensure projects developed in a transparent and inclusive way.
Brexit impact	All of the projects will be at risk from the Impact of Brexit, these will continue to be identified as the Business Case's developed

Case Study

Angus wants to create the first Drone port in Scotland and the Mercury Drone Ports project has gathered significant interest to date from several sectors including windfarm operators, delivery companies and healthcare services. Some of the work is already underway for this project.

It will develop the airspace infrastructure in conjunction with the CAA for drone flights beyond the visual line of sight as well as use cases for drone flights.

As this new technology develops, the Drone Port and creation of airspace infrastructure is attractive to drone companies and pilots who wish to test new drones, develop parcel delivery and service the offshore sectors.

These "use cases" support the development of the Business Case, as well as demonstrating to the drone sector and other businesses that Angus can be a leader in drone technology and associated benefits. It will also help in developing public acceptance of the technology

The flight paths for the drones will focus on the themes of the Mercury Programme in particular the Agri Tech element, Angus Council services, NHS deliveries and development of deliveries within a rural location.

£11.7m
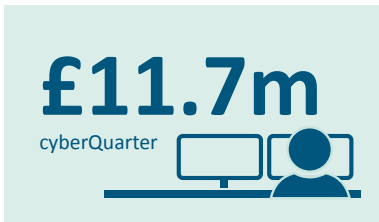
cyberQuarter

cyberQuarter	
Programme Owner	Abertay University
Enabling the region to...	Innovate and Internationalise
Thematic Board	Innovative, International

Project Description

cyberQuarter is funded by both the UK and Scottish Government. The Scottish Government have committed up to £6m and the UK Government up to £5.7m.

cyberQuarter is an academic-industrial partnership designed to establish the Tay Cities region as a centre of best practise in applied research and development and knowledge exchange in cybersecurity. It will exploit Abertay University's distinctive ethical hacking and offensive cybersecurity knowledge.'

cyberQuarter will deliver:

- collaborative research and development with the cybersecurity industry to develop solutions that will improve cybersecurity amongst small and medium sized businesses
- develop ethical hacking and offensive security activities to upskill workers and tackle local and national skills shortages
- support businesses to raise awareness of cybersecurity risks and increase the adoption of new products and services to become more cyber resilient; and
- deliver jobs growth in cybersecurity firms, from start-ups to large corporations, as new products and services are developed and commercialised.

Headline Achievements

The Project received Full Business Case approval from the Joint Committee on 18th June 2021. To date, the Project has achieved the following:

- Construction activity for the physical cyberQuarter hub is now underway, refurbishing Abertay University's Annie Lamont Building. The building has been renamed in honour of Annie Keir Lamont, a Dundee activist and graduate of Abertay's predecessor institution, Dundee Technical Institute, who studied magnetism and electricity, and telegraphy and telephony in 1903/04.
- Secured additional revenue funding from Scottish Enterprise and the Scottish Government Cyber Resilience to support business development activity for the cyberQuarter
- Confirmed the first tenant for the cyberQuarter, bringing NHS NSS cyber security operations centre of excellence to the Tay Cities region – securing the health of Scotland's citizens- and attracting 30 jobs
- Recruited the first Business Development Manager, using their experience as an Abertay University Ethical Hacking graduate and as a cyber security engineer to engage with industry and bring them into the cyberQuarter community.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

| Milestone	Due Date
Construction on site	2021/22
Construction completed	2021/22
CyberQuarter occupied	2022/23

Key Risks

Risk	Mitigation
The cybersecurity industry does not grow as expected, domestically or globally.	The University will develop an Industry Engagement Strategy for the cyberQuarter, working with the Scottish Business Resilience Centre and other regional partners. The University has appointed a Business Development Manager who will dedicate100% of their time to the project for 2 years.

Cluster companies find it difficult to attract staff	Work with the partners in the Regional Employability & Skills Programme to provide labour market insight on vacancies and skills gaps, to jointly develop education and training to tackle these. Increasing provision of cyber security courses in the region – HNC and HND in Cybersecurity available at FE colleges and National Progression Awards at SCQF level 4, 5 and 6 are available in some secondary schools. Abertay University will offer a BSc (Hons) degree in Cyber Security in addition to its existing BSc (Hons) in Ethical Hacking from September 2021.
Covid & Brexit impacts	Construction partner McLaughlin & Harvey will continue to monitor the current and developing impact that both Brexit and COVID 19 is having on the construction industry. This will ensure that proposed tender offers and programmes are based on accurate forecasts

Case Study

The cyber security arm of NHS Scotland will create 30 new jobs in Dundee after being confirmed as the first tenant at Abertay University's cyberQuarter. NHS NSS (National Services Scotland) will provide cybersecurity operations to cover all of Scotland's health services. This will bring an opportunity to harness technology to transform healthcare services or the way in which they are delivered. As part of their tenancy, NHS NSS will invite Abertay cybersecurity students to gain work experience alongside their staff.

£26.5m
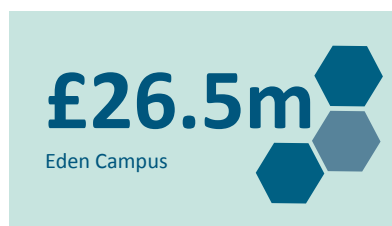
Eden Campus

Eden Campus	
Programme Owner	University of St Andrews
Enabling the region to...	Innovate and Internationalise
Thematic Board	Innovative, International

Project Description

The UK Government will commit up to £24.5 million and the Scottish Government will commit up to £2 million to the development of Eden Campus by the University of St Andrews. This project aims to repurpose a 32.5-acre brownfield site into a Centre of Excellence in Low Carbon and Renewable Energy innovation. It will provide a location for innovators from academia, industry and technology to collaborate and trial new technologies and networks.

Eden Campus will bring industry alongside academic expertise from around the world and is central to the University of St Andrews' strategy to become the UK's first energy carbon neutral university. The campus will contribute to national and international ambitions for carbon reduction, while simultaneously driving employment, training, and apprenticeships in the low carbon sector.

The funding will enable the development of three interconnected components:

- an **Enterprise Hub** to support the start-up and growth of new and emerging companies focused on low carbon innovation. It will incorporate a combined incubator and accelerator facility which will offer companies space and business support services.

- The **GENESIS Centre**, a new research and development facility focused on the storage and conversion of energy. The Centre will provide a space for companies to access academic and industrial expertise, develop and test innovative new approaches to low carbon energy systems, engage with other companies, and build business-to-business collaborations.

- An **upgrade of the power supply** to the Eden Campus (and North East Fife), including a smart energy primary sub-station. This will be capable of importing and exporting power from traditional and renewable sources. It will be an active part of electricity grid management for Fife. It will help demonstrate innovative services and products, enabled by new technology and data to offer efficient, collaborative and inclusive energy solutions, capable of scaling up for national use to meet the drive for low carbon power.

Headline Achievements

The Project received Full Business Case approval from the Joint Committee on 21st August 2020. To date, the Project has achieved the following:

- Currently, there are six live projects all contributing towards the vision for Eden Campus. They span the three support areas: Power, Genesis and Enterprise.
- An Entrepreneurship Centre has been established that will provide a pipeline of prospective tenants to TCD-funded buildings.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
Start construction of Phase 2 of Enterprise Hub	2022
Start construction of Genesis buildings	2022
Benefits Realisation Plan/reporting	2022 onwards

Key Risks

Risk	Mitigation
Covid- 19 impacts to development projects from resource issues of materials and staffing to site closures with construction sector lock downs.	The project will ensure that there is contingency planning in place and a multi-disciplinary team approach with contractors to minimise impacts throughout the design & build stages of projects. During construction, specific COVID risk assessments will be in place to ensure appropriate mitigations (where possible) of any COVID lock downs or localised COVID isolations will be identified and implemented. The University's Programme Board and individual Project Boards closely monitor the escalating costs and time delays currently evident in the construction and other sectors. Delivery of the projects continues as planned but we have to factor in current tensions in the market.
Brexit impacts negatively on ability to continue to attract the best academics from Europe and secure the best price for materials and services in development of the Campus.	The key risks associated with Brexit were divested amongst topic specific risks on the corporate risk register for the project in order to embed those within the new 'business as usual' reality. This will enable the project to anticipate, plan and mitigate against those risks to the University and Eden Campus in a more agile way. With regard to construction projects the main mitigation is to ensure early engagement with contractors and where lead times of materials are constrained, to place orders as early as possible to secure price and delivery.

Case Study

During 2021, Eden Campus moved several steps closer to a target of carbon net zero. This is a significant pre-cursor to the University's overall goal of being carbon net zero by 2035. The Campus has a dedicated electrical supply from ground mounted solar PV and will continue to install further roof-mounted solar, and demonstrate and utilise new flexible solar systems during 2022. In addition, 20 EV charging points have been installed and a further 20 are planned for 2023.

The Campus is also home to the award-winning biomass district heat network which is now being extended to heat existing and new buildings on the Campus from the beginning of 2022.

The benefit of sustainable heat and power when combined with the low carbon industry club, the installation of advanced fuel cell facilities and innovative ways of capturing and re-using CO_2 will make Eden Campus carbon zero by 2030.

Culture & Tourism

Within the Culture & Tourism theme there is 1 Programme, the Regional Culture and Tourism Investment Programme, and 4 Projects; Perth Cultural Transformation, Innerpeffray Library, Crieff International Highland Centre and Aero Space Kinross.

Within the Regional Culture and Tourism Investment Programme, there are currently 2 projects which have received Full Business Case approval; Hospitalfield and Discovery Point Transformed. The Perth Cultural Transformation Project has also received Full Business Case approval.

£37m

Regional Culture & Tourism Investment Programme
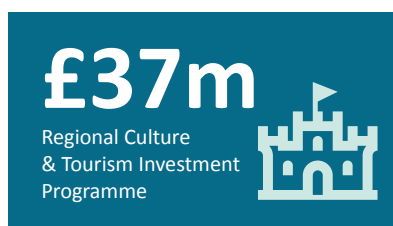
Regional Culture & Tourism Investment Programme	
Programme Owner	Angus & Dundee City Councils
Enabling the region to...	Innovate and Internationalise
Thematic Board	Culture & Tourism

Programme Description

The Scottish Government will commit up to £37m to the creation of a Culture and Tourism programme that will invest in key economic assets in the sector. This is compiled of a £27m investment in a Regional Culture & Tourism Investment Programme and a £10m investment in a named project; Pitlochry Festival Theatre.

The overarching objective of the Programme is to contribute to a wider Tay Cities ambition to be a highly desirable place to live, work, visit and invest in. It aims to do this by building on and strengthening the region's existing culture and tourism offering, to deliver a world class region with world class culture and visitor experiences.

The Programme will be managed and delivered collaboratively by a partnership between the four Tay Cities local authorities, Scottish Enterprise, Creative Scotland, Historic Environment Scotland, and VisitScotland, with the support of the Scottish and UK Governments.

Within the £27m Regional Culture & Tourism Investment Programme, 2 projects have been identified for delivery. These are Hospitalfield and Discovery Point Transformed, which have received Full Business Case approval and are in delivery. There is a commitment to review the regional Culture & Tourism Investment Programme annually to allow identification and development of the next tranche of projects.

Headline Achievements

- The Regional Culture & Tourism Investment Programme OBC received full approval from Joint Committee on 19th June 2020.
- To date, 2 projects have been approved within the Programme
- Both Hospitalfield and Discovery Point Transformed are now on site delivering phase 1 of their projects
- The Programme has carried out a review of the individual projects to consider whether any changes to phasing or prioritisation are required. At this time the Thematic Board has agreed that no changes are needed.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
Completion of Phase 1 of first tranche of Projects	2022/23
Review and refresh of Programme to allow identification of second tranche of projects.	2022/23

Key Risks

Risk	Mitigation
Construction inflation is higher than included in the Full Business Case.	Use of a recognised Construction Industry inflation index in the Business Case and procurement Strategy to use fixed price contract will help to manage this risk.
Projects no longer sustainable due to the impact of Covid-19 on the tourism sector.	All projects are required to set out in their business cases how they are tackling the impact of Covid 19. The programme will be under continual review.
Oversubscription of the Programme	The Programme is £10m oversubscribed. Projects have been advised of this and overall allocations will be reduced through annual review of the Programme.

£5.5m
Hospitalfield
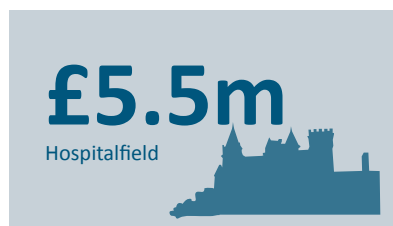
Hospitalfield	
Programme Owner	Hospitalfield
Enabling the region to...	Innovate and Internationalise
Thematic Board	Culture & Tourism

Project Description

Hospitalfield was awarded an investment of up to £5.5m to support a visionary redevelopment plan for Hospitalfield House as part of the Regional Culture & Tourism Investment Programme. It aims to see Hospitalfield fully restored and accessible to the public. The Trust plans to restore and add to the residential, studio and visitor facilities at Hospitalfield to create a world-class cultural facility that is financially sustainable, and able to make a significant and long-term impact on the local, regional and national economies.

The five year capital investment programme will be delivered in three phases:

- Phase 1 – Restoration of the existing accommodation, Artist Studios and the Garden, Fernery and Café and creation of new visitor accommodation
- Phase 2 – Restoration of the Mortuary Chapel
- Phase 3 – Restoration of the House and heritage collections and development of a new reception building, study centre, shop and gallery exhibition space.

Headline Achievements

The project received Full Business Case Approval from the Joint Committee on 17th July 2020, with the following conditions:

- Drawdown is subject to the Full Deal being agreed to and signed by the Tay Cities Deal partnership which include the profiled spend (condition met);
- Drawdown is subject to confirmation that State Aid rules are met (condition met); and,
- Any future funding from the Tay Cities Deal is subject to the project securing 50% match funding.

To date, the project has achieved the following:

- The Trust is developing the project as a 3 phase project and the whole of phase 1 is now completed
- Phase 1 'The garden and garden buildings' opened to the public in May 2021 and is already becoming a popular destination for visitors.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

| Milestone	Due Date
Phase 2 – Mortuary Chapel	2021/22
Phase 3 – The House, the Visitor Experience and the Collections	2022/23

Key Risks

| Risk	Mitigation
Any aspect of the capital programmes exceeds the available funding.	The design team includes an experienced quantity surveyor. All costs plans are carefully estimated with adequate general contingencies and contingencies for inflation.
Covid 19 & Brexit impacts	Immediate impacts identified as: • time delays due to market uncertainty and • public funders such as HES are delaying their decision making for capital awards. The Project's fundraising strategy is dependent on public sources of funding for certain elements of the matched funding. There was an increase in the cost of materials and labour supply as a result of the Covid shut down and impacts since Brexit with an impact to Phase 1 of the project. The Hospitalfield Board will continue to work within the constraints of funding available and develop the project accordingly within the available budget.

Case Study

In May 2021 the Garden and Garden Buildings at Hospitalfield opened to the public with much press and profile around it. In the run up to this opening the equivalent of 4 full time jobs were created to support the launch of this new destination in Angus, including a new chef, café manager and other café and hospitality staff. Hospitalfield has also developed a programme of events which encourages visitors to spend time learning about the history of the site, it extends dwell time and encourages return visits to Hospitalfield and the wider region.

For example, Hospitalfield launched a new publication in June 2021, 'In the Garden at Hospitalfield' by artist and illustrator Laura Darling, who has been running the Drawing School at Hospitalfield. The Drawing School is a programme of work that Hospitalfield has been committed to over three years and that grows the sense of Hospitalfield as a local research building on its history as the early 20th century art school.

£2.5m
Discovery Point
Transformed
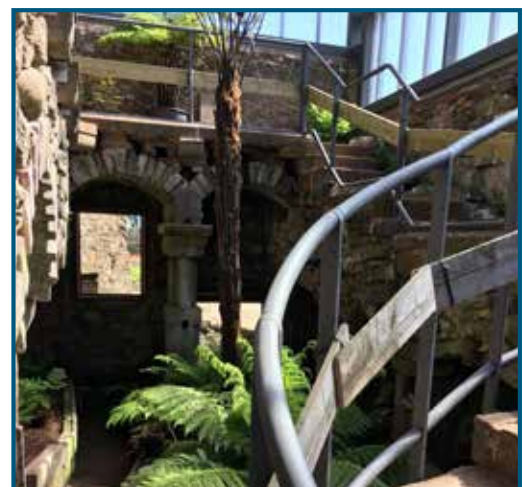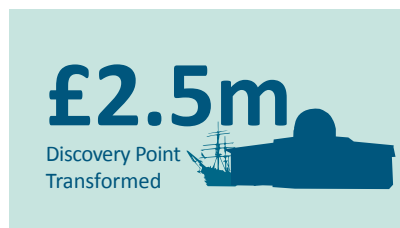
Discovery Point Transformed	
Programme Owner	Dundee Heritage Trust
Enabling the region to...	Innovate and Internationalise
Thematic Board	Culture & Tourism

Project Description

The Partnership has committed up to £2.5m for Discovery Point Transformed, as part of the Regional Culture & Tourism Investment Programme. The Project will create four major attractions, delivering a major upgrade of the museum, as well as protecting and restoring the unique heritage of the RRS Discovery, enhancing overall visitor facilities and opening up new opportunities for community engagement and learning.

The five key components of the project are:

- Climate Change Gallery: A new visitor attraction, highlighting the international significance of the RRS Discovery and its expeditions, and the connections to the major global issues of climate change and the ocean environment.

- The Dundee Dome Experience: Public access will be available for the first time to the top of the Discovery Point Dome offering 360° panoramic views of the city, waterfront and River Tay.

- Protection of our core heritage asset, the historic RRS Discovery: Essential conservation work will be carried out throughout the ship, with new public spaces being opened up and additional interpretation installed to complement the developments within the Discovery Point museum.

- A new gallery for temporary and special exhibitions: This will allow Discovery Point to host a greater range of temporary exhibitions, either developed in-house or touring exhibitions and the potential to host larger scale 'blockbusters' exhibitions.

- A new permanent gallery and the refurbishment of existing galleries.

The funding will also enable the development of a new river-facing flexible events space/café/destination restaurant; expanded and enhanced conference and event facilities; a redesigned entrance and reception area; environmental improvements to meet low carbon targets and a comprehensive programme of community learning and engagement activities.

The project will be delivered in two distinct phases:

- **Phase 1:** Enabling works to create the Dundee Dome Experience and the enabling floor infills for the climate change gallery, to be completed by March 2022.

- **Phase 2:** Installation of the climate change gallery, the building of the waterfront events space/café/ restaurant, further gallery/conference space developments, conservation works to RRS Discovery and the environmental works to the Discovery Point building, planned for 2023/25.

Headline Achievements

The project received Full Business Case approval from the joint committee on 23rd April 2021, with the following conditions:

- The remaining match funding is in place (additional £1.6m); and
- The total overall project costs have been secured.

To date, the project has achieved the following:

- Floor infills completed in preparation for the Phase 2 Climate Change gallery;
- Construction work started on creating the Dundee Dome Experience, with additional progress on interpretation design including appointment of AV contractors and the purchase and delivery of the centrepiece Gaia globe artwork;
- Significant progress with match funding for the project, with more than half of the £12m raised with contributions from the National Lottery Heritage Fund and the National Heritage Memorial Fund;
- The Scottish Power Foundation, one of the funders of the Dundee Dome Experience, awarded Dundee Heritage Trust its national Community Engagement Award for project partners in September 2021.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
Phase 1 – Enabling Works – design, procurement, construction	March 2022

Key Risks

Risk	Mitigation
Unproven technology may not work	Whilst proven technology will be the default position for the project, as the project have stated in the approved FBC there may be opportunities to trial new environmental technology. The risk of this will be reviewed on a case by case basis, and would require CEO and Board review and approval.
Project cost overruns and inflation	The provisional budget has been prepared by an experienced quantify surveyor and includes industry standard contingencies for risks and inflation.
	The project has obtained a fixed price contract with a contractor for Phase 1 and will seek opportunities to enter into a similar contract for Phase 2. Any increase in costs will see standard value engineering techniques employed to ensure the project is reengineered to be deliverable within budget
	Change control procedures will be put in place and the process of issuing change orders will be carefully controlled.
	A degree of Brexit related cost increases is already included in assumptions, but if further exceptional inflationary pressures are experienced and this results in project costs for Phase 2 being higher than the current estimate, then additional fundraising may be required.
Covid impacts leading to an ongoing reduction in visitor numbers, particularly from overseas	The new offers that will be delivered through Discovery Point Transformed will make this tourist attraction more attractive to visitors.
	Market changes however may not fully recover in a post-Covid environment including conferences and events business and the risk of this will be monitored over time as Covid restrictions ease.

Case Study

Dundee Heritage Trust, project lead for the Discovery Point Transformed project, received the Community Engagement Award at the 2021 Scottish Power Foundation Awards. The Scottish Power Foundation is one of the main funders of the Dundee Dome Experience, the first phase of the Discovery Point redevelopment. This Award recognises the Trust's work in engaging with local communities to share the industrial and social heritage of Dundee through an inclusive and varied programme of activities at both Discovery Point and Verdant Works museums. The Tay Cities Region Funding in support of Discovery Point Transformed will help develop new opportunities for wider engagement with local people and visitors to the city, further enhancing the region's culture and tourism economy.

The Dundee Dome Experience will also feature as a centrepiece a limited edition of the Gaia globe artwork by Luke Jerram, recently seen on display at the COP26 climate summit in Glasgow.

£10m

Perth Cultural
Transformation

Perth Cultural Transformation	
Programme Owner	Perth and Kinross Council
Enabling the region to...	Innovate and Internationalise
Thematic Board	Culture & Tourism

Project Description

The UK Government will commit up to £10m, the investment will bring Perth City Hall, a Grade B listed building in the original medieval heart of the city, back to life. It will repurpose a deteriorating heritage asset, currently on the Buildings at Risk Register, into a new museum attraction of international significance.

Perth City Hall will showcase Perth's ancient roots through museum collections which have National Recognition Status. City Hall will become a major cultural venue; a significant addition to the world class offer of the Tay Cities region and a source of civic and community pride, as it was when first built over a hundred years ago. City Hall will also tell the story of the Stone of Destiny, quarried in Perthshire and used to crown every Scottish monarch at Moot Hill in Scone, just outside Perth.

Headline Achievements

The Project received Full Business Case approval from the Joint Committee on 19th March 2021. To date, the projects has achieved the following:

- Archaeology completed in main hall (see case study)
- The Project has been offered and accepted an opportunity to receive accelerated funding of £2m in April 2021.
- The Project has made significant progress towards completing the building works.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
Building Completion	Q4 2022/Q1 2023

Key Risks

| Risk	Mitigation
Unforeseen site issues resulting in programme delays, increased project costs and increase in project scope.	Surveys completed and site issues taken account of. Use of appropriate contingencies to manage delays, increased costs and increases in project scope.
Archaeological remains or items of interest discovered during construction phase.	Review of current archaeological record and early engagement of archaeologist. Archaeologists appointed for watching brief over site surveys and main works
Covid 19 & Brexit impacts	Impacts of Brexit and Covid 19 may affect how the new attraction is to be constructed, including in a timely manner, and operated. The impacts will be reviewed by independent consultants to prepare the City Hall project to adapt to new requirements for cultural venue opening.

Case Study

As part of the planning consent, the Project undertook an archaeology watching brief over any excavations and groundwork. During the strip out of the main hall to prepare for piling, obstructions were uncovered, and an archaeological investigation was completed. The remains are thought to be sandstone foundations of mediaeval buildings and a medieval courtyard which would have stood close to the original City Hall. All findings were recorded by Alder archaeology who will also publish the findings.

This is not uncommon in Perth City centre and it is expected that there may be more discoveries outside the building when the public realm part of the project starts.

Whilst this resulted in some delays to the construction work, the piling work is now completed and the steelwork for the new entrance vennel is almost complete. Through close working with the archaeologists, main contractor and client these, important findings have been recorded whilst minimising the impact on the main project.

A Connected Tay
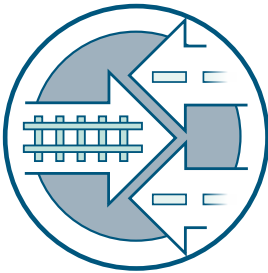
Transport

Within the Transport theme there are 3 projects; Low Carbon Transport & Active Travel Hubs, Dundee Airport Investment and Perth Bus & Rail Interchange.

The Dundee Airport Investment Project has received Business Justification Case approval for revenue expenditure. Low Carbon Transport & Active Travel Hubs are expected to be approved and in delivery in the last quarter of 2021/22.

£28m
A Connected Tay

£8.9m
Capital
Dundee Airport

Dundee Airport Investment	
Programme Owner	Dundee City Council
Enabling the region to...	Connect
Thematic Board	Transport

Project Description

The Scottish Government will commit up to £9.5 million to the development of Dundee Airport, which is licensed for scheduled, private and charter operators. This investment will support the development of new route opportunities, enhancing links with other UK airports and potentially European hubs. These links will ensure the Airport can contribute effectively to the region's wider connectivity requirements, a key enabler of sustainable economic growth.

The Deal will also support further capital investment in the Airport, potentially including air traffic management infrastructure as well as modifications to the terminal building and airfield.

To date, the revenue element of the project has been approved to secure the Public Service Obligation which will deliver a new route from Dundee Airport to London City.

Headline Achievements

The revenue part of the Project received Business Justification Case approval from the Joint Committee on 19th February 2021. The project has a number of achievements to date, including:

- Dundee has seen the route to London City established, alongside an additional route to Belfast City. More recently, the airline operating the route has announced that a service to Sumburgh will commence in May 2022, subject to extension of the PSO contract.
- Work is on-going with HIAL to identify potential investment in developing the airport's key infrastructure.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021 and relate to the project as a whole, capturing both revenue and capital activity.

| Milestone	Due Date
Evidence of passenger growth to support Development of Full Business Case	As part of Programme OBC submission (see below)
Programme (phase 1 & 2) Outline Business Case approval	First iteration target submission by end Q2 2021, with further iterations following Government feedback

Key Risks

Risk	Mitigation
Failure to attract new routes.	Early and sustained engagement with potential route operators.
Passenger numbers fail to grow	Given the issues of Covid-19 there is a risk that the growth in passenger numbers is not achieved in the first 2 years. Continued monitoring of passenger numbers, support for route marketing and a potential extension to the Public Service Obligation will be considered.
Covid-19 impacts	The impact of Covid-19 on the aviation sector has been significant. The extent to which passenger numbers recover is uncertain. Engagement with airlines and Government to better understand issue and enable response, including route marketing and engagement with business.
Net zero commitments	Engage with airlines to support the early adoption of measures that decarbonise aviation.

Case Study

The project has seen a new Public Service Obligation route being delivered by LoganAir between Dundee airport and London City. It has also enabled a route between Dundee and Belfast City to be established, with a route to Sumburgh also proposed to be added in May 2022.
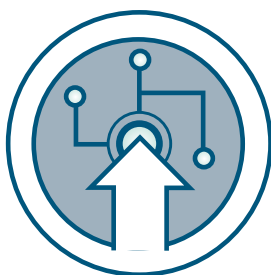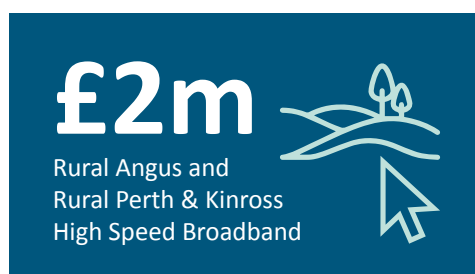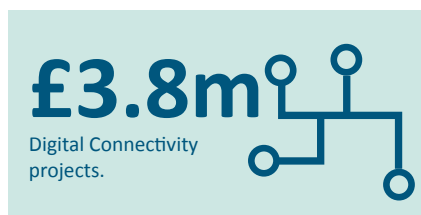
Digital

Within the Digital theme there are 2 Projects; Rural Angus and Rural Perth and Kinross Highspeed Broadband and 5G Digital Testbeds.

The Rural Angus and Rural Perth and Kinross Highspeed Broadband project has received Full Business Case approval and the 5G Digital Testbeds project is expected to be approved and in delivery in the last quarter of 2021/22.

£3.8m
Digital Connectivity projects.

£2m
Rural Angus and Rural Perth & Kinross High Speed Broadband

Rural Angus & Rural Perth and Kinross High Speed Broadband	
Programme Owner	Angus Council & Perth and Kinross Council
Enabling the region to...	Connect
Thematic Board	Digital

Project Description

The UK Government will commit up to £2 million to developing Rural Angus and Rural Perth and Kinross High Speed Broadband. These projects will enhance digital connectivity in rural areas across the region, and will be enhanced by match funding from the UK Government Local Full Fibre Network programme.

Up to £1 million is committed to the Rural Angus project, which will focus on creating a solution to provide remote and rural properties with full fibre and high-quality wireless connectivity.

Up to £1 million is committed to the Rural Perth and Kinross project, which will – in Perth - re-use and extend existing fibre broadband between Perth city centre and a new residential development to the west of Perth. Remaining funding will connect over one hundred rural sites, including rural schools, libraries and museums to gigabit capable connectivity.

Headline Achievements

The Project received Full Business Case approval from the Joint Committee on 18th June 2021. To date, the projects has achieved the following:

- 34 premises in Perth connected to full fibre by Neos Networks by the end of July 2021, two months ahead of schedule
- 140 premises in rural Angus and rural Perth & Kinross connected to full fibre by BT with only 15 premises remaining to be connected by early November
- For the Angus wireless project, plans have progressed for the deployment of wireless at 24 farms and other rural sites.

Key Milestones & Progress

In order to achieve the aims for the project, the next milestones to support its delivery and their status are set out below. The milestones are reflected in the Tay Cities Region Deal Implementation Plan annual review completed in June 2021.

Milestone	Due Date
LFFN Project Completed	November 2021
Angus Wireless project Completed	March 2022
Benefits Realisation Plan/reporting	2021/22

Key Risks

| Risk	Mitigation
Procurement process will impact on delivery timescales	Utilise Dynamic Purchasing System (DPS) for Gigabit Capable Infrastructure from Crown Commercial Services working as a framework with suppliers already approved to shorten procurement process. Prioritisation of sites and phasing of project delivery to ensure that DCMS funding is spent by the 30 Sept 2021 deadline (now extended to 12 Nov 2021) and TCD funding can be used on a slightly longer timescale.
Covid-19 impacts	Covid-19 impacts on construction have been mitigated through safe working practices of both operators, particularly on school sites where after and out of hours working is conducted and PPE is used as a matter of course on all sites.
Brexit impacts	The impacts of Brexit are mitigated through the working practices of the contractors in terms of labour and materials resourcing. Full fibre networks will make the Tay Cities area more competitive economically.

Case Study

The first part of the full fibre network for the Tay Cities connects three of Perth & Kinross Council's key Council data centres and 31 public buildings and community establishments within Perth, as shown in the image. It was completed two months ahead of the scheduled completion date of the end of September 2021 by Neos Networks.

Spanning 19.5km, the new end-to-end full fibre network covers city centre locations, including schools, council buildings, leisure centres and sheltered housing, as well as key public buildings such as Perth fire station and the CCTV monitoring centre. It stretches out to the west of the city, close to the new 3,000-home Perth West housing development.

Now the network is fully installed and ready for operations, Neos Network will continue to help maintain this network for the next 20 years, under IRU agreements between the Council and the company.
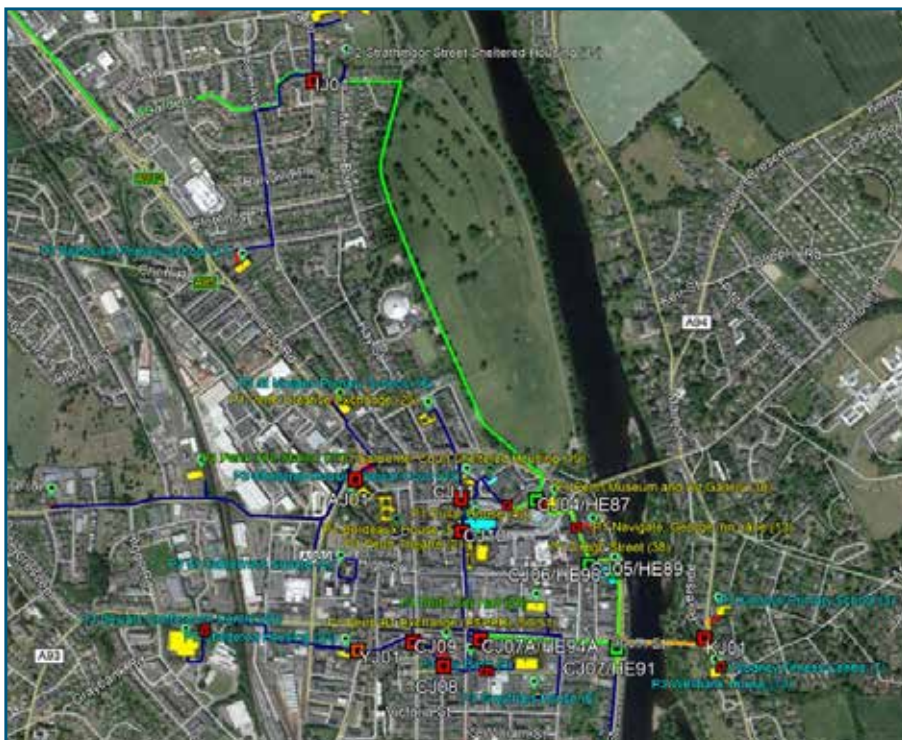
Year Ahead

Upcoming Milestones

Over the coming year, the Tay Cities Region Deal is committed to various activities relating to the Deal and regional collaboration work. The milestones and key dates are set out below.

Milestones	Target Date
PR & Comms Protocol annual refresh	November 2021
Submission of draft **Annual Performance Report** following approval by Tay Cities Partnership	December 2021
Regional Economic Strategy Action Plan update	December 2021
New Joint Committee Chair & Vice Chair appointed	December 2021
Benefits Realisation Plan Developed by the end of March 2022	March 2022
Final **Annual Performance Report** complete following the **Annual Conversation**	March 2022
Year 2 Programmes and Projects **full business case approval** by Joint Committee, including: - Regional Skills & Employability Development **Programme** - Regional Skills & Employability Development **Projects** - Tay Cities Engineering Partnership - 5G Digital Testbeds - Low Carbon Transport and Active Travel Hubs	March 2022
Refresh of **Enterprise Forum**	April 2022
Implementation Plan Annual Review	June 2022
Regional Spatial Strategy Review	TBC
Clean Growth Action Plan update - completion of mapping project and launch of the portal	September 2022
Audited Financial Statement and Accounts annual review and update	September 2022
Review of the **Governance Structure, Terms of Reference, Membership & Chairing Arrangements** for each Governance body annually	Q2 2022/23
Year 3 Programmes and Projects **full business case approval** by Joint Committee, including: - Aviation Academy for Scotland - Angus **Fund** – CASI **Project** - Angus **Fund** – Mercury Drone Port **Project** - Angus **Fund** – Rural Mobility **Project** - Regional Culture & Tourism **Programme** – Phase 2 **Projects**	2022/23

Business Cases & Project Delivery

As the Deal approaches the final quarters of the 2021/22 financial year and its third year of delivery since the Deal was signed, a number of projects will be coming forward to progress their business cases for approval to deliver. The table below outlines the business cases expected to seek Government and Partnership approval between Q2 2021 and Q2 2022.

Descriptions of each project can be found in the Deal Document[6].

Project	First year of funding drawdown	Status
5G Digital Testbeds	2021/22	Awaiting Government approval of BJC
Low Carbon & Active Travel Hubs	2021/22	Awaiting Government approval of BJC
Tay Cities Engineering Partnership	2021/22	Awaiting Government approval of BJC
Stretch Dome Simulator	2029/30, but accepted accelerated funding to 2021/22	BJC approved by Governments; Partnership approval pending
Regional Skills & Employability Development **Programme**	2021/22	Awaiting Government approval of Programme OBC
Regional Skills & Employability Development **Programme** – Digital Skills **project**	2021/22	Business case in development
Regional Skills & Employability Development **Programme** – Life Sciences **project**	2021/22	Business case in development
Regional Skills & Employability Development **Programme** – Hospitality **project**	2021/22	Business case in development
Regional Skills & Employability Development **Programme** – Programme Manager **project**	2021/22	Awaiting Government approval of BJC (included in Programme OBC)
Perth Innovation Highway	2022/23	Business case in development. Expecting a 2 year delay
Aviation Academy for Scotland	2022/23	Business case in development. Expecting a 6 month delay
Angus **Fund** – CASI **Project**	2022/23	Business case in development
Angus **Fund** – Mercury Drone Port **Project**	2022/23	Business case in development
Angus **Fund** – Rural Mobility Hub **Project**	2022/23	To be developed
Regional Culture & Tourism **Programme** – Phase 2 **Projects**	2022/23	To be developed

[6] https://www.taycities.co.uk/publications

Benefits Realisation Plan

Key to the Tay Cities Region Deal is ongoing monitoring and evaluation, which will be progressed as part of the Benefits Realisation Plan. The development of a Tay Cities Benefits Realisation Plan has been informed by the work of the PMO Networking Group's *benefits realisation* sub-group.

Taking account of the Deal's outcomes to secure over 6,000 jobs and lever in £400m of investment, the Plan will set out how the Partnership will measure, monitor and evaluate the associated benefits committed to as part of the Deal as a whole and at project level.

As of 30 September 2021, the Plan is in its early stages of development. With the support of a consultant, analysis and data exchange of existing monitoring information and workshops with projects will be held from October 2021 onwards, with an aim to having a Plan in place for the 2022/23 financial year.

Regional Collaboration

In the next year, the following Regional Collaboration opportunities are likely to emerge;

- Sharing of approach and best practice amongst partners on emerging policies including Community Wealth Building.

- Continuing commitment to deliver business engagement jointly including the Tay Cities Business Barometer, a regular survey of the business community across the wider area, and also Tay Cities Business Month.

- Continued involvement in the Economic Development Practioners group. This was formed during the pandemic and shared key information & business intelligence providing alignment on administration of business support grants.

- Continuing commitment to deliver Regional Economic Forum and provide oversight of the Regional Economic Strategy.

- Continue to monitor and report on the Tay Cities Regional Economic Strategy Action Plan. The Action Plan was reviewed and revised in light of the COVID-19 pandemic, with the Action Plan being further refined to consider emerging priorities from national and regional strategies and COVID-19 recovery plans. The revised Action Plan will be presented to Joint Committee in December 2020.

Key Challenges

There are a number of key challenges facing the Deal in the coming months. These include:

- Continuing to assess the short, medium and long term risks associated with the impacts of the COVID-19 pandemic.

- An understanding of the wider impacts Brexit has had for projects entering in to delivery including availability of materials, construction costs and labour shortages. Projects due to enter into delivery further down the line may need to consider the scope of the project, accounting for these impacts. Associated inflation at a programme level will also need to be monitored.

- The Scottish Government released Carbon Management Guidance in August 2021. Projects will need to ensure that this is addressed in business cases going forward and how carbon impacts are monitored and evaluated will need to be considered as part of Benefits Realisation planning.

- Greater emphasis on Fair Work. The Scottish Government are consulting on Fair Work from October – December 2021.

- Ensuring timely approval of full business cases for the remaining year 2 profiled projects as well as year 3 projects.

- A shift in the skills and employability environment from local, to a more regional and strategic level to account for the fact that the region has entered into growth mode.

- Continued collaborative working to ensure full drawdown of funding in future years, accounting for the challenges facing the Deal as a result of the COVID-19 pandemic and Brexit.

Programme Management Office

Programme Management Office

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The Local Authority Extended Programme Management Officer support the
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Further Information

Tay Cities Region Deal Website: https://www.taycities.co.uk/

Tay Cities Publications, including the Deal Document and regional strategies/plans:
https://www.taycities.co.uk/publications

Tay Cities Joint Committee Papers: https://www.taycities.co.uk/joint-committee

16 March 2022

Agenda Item No. 17

Criminal Justice Social Work Service – Community Payback: Unpaid Work Scheme

Report by: Kathy Henwood, Head of Service (Education and Children's Services)

Wards Affected: 16,17, 18, 19, and 20

Purpose

The purpose of this report is to update members on developments within Fife Council Criminal Justice Social Work Service in relation to the work of the Community Payback Unpaid Work Team in the Area Committee wards during April 2020 to March 2021.

Recommendation(s)

The Committee is asked to: -

a) consider and comment on the content of the attached report; and

b) agree that further reports the Unpaid Work Scheme by the Criminal Justice Social Work Service will be brought to this Committee on an annual basis.

Resource Implications

There are no additional resource implications for Fife Council.

Legal & Risk Implications

There are no Legal & Risk implications for Fife Council.

Impact Assessment

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

Consultation

There is no requirement for consultation.

1.0 Background

1.1 The purpose of this report is to update members on developments within Fife Council's Criminal Justice Social Work Service in relation to the Community Payback Unpaid Work Scheme. Other statistical information is provided within the report around the broader work of Fife Council Criminal Justice Services. Continuous improvement in the delivery of the Unpaid Work Scheme will assist the Council to meet its key objective of being a top performing Council.

2.0 Funding

2.1 The Unpaid Work Team is funded through the Criminal Justice budget. This constitutes consists of around £1,006,404 of which the largest percentage is accounted for under human resource costs. Other areas which the budget covers include vehicle hire, rental of facilities, equipment purchase and maintenance.

2.2 Whilst the Unpaid Work Team will provide the tools, transportation and manpower for specific projects, it is the responsibility of the recipients to provide the necessary materials for use.

3.0 Staffing

3.1 The Community Payback Unpaid Work Team comprises of a Team Manager, a Lead Officer, three Project Officers and twelve full time and one part time Work Supervisors.

4.0 Legislation

4.1. This legislation requires Unpaid Work Orders to be completed within a specific timeframe as outlined below: -

Level One Order - 20 to a maximum of 100 hours can be imposed and should be completed within a 3-month timescale unless otherwise specified by the Sentencer.

Level Two Order - 101 to a maximum of 300 hours can be imposed and should be completed within a 6-month timescale unless otherwise specified by the Sentencer.

4.2 **Immediacy/Visibility**

One of the key elements of the legislation is to ensure that offenders begin work on Community Payback as soon as possible after sentence. To assist in this, Criminal Justice Service Social Work staff carry out post-sentence interview immediately after the person has appeared at Court. This ensures that unpaid work participants commence the unpaid work requirement of their order within five working days of their appearance at Court.

4.3 Fife Council's Criminal Justice Social Work Service has a duty to submit an annual report on the operation of Unpaid Work in Fife to the Scottish Government as required by legislation. Information will include up-to-date figures on the number of Orders imposed and successfully completed Unpaid Work Orders, types of projects undertaken and feedback from participants and recipients of Unpaid Work across Fife.

5.0 Service Delivery

5.1 The Community Payback Unpaid Work Scheme normally would operate Sunday through to Thursday and offers evening shifts three times per week. Sunday working is also available for those participants in employment or with particular care commitments.

With the advent of Covid – 19 work was initially suspended in March 2020 with the staff being redeployed to assist with food aid across Fife. A gradual return to the supervision of clients undertaking orders with reduced capacity was introduced between July and December 2020, before a the full lock down was introduced in January 2021. This meant that between January and April 2021 no Unpaid Work was undertaken but the staff group continued to assist with food delivery and emergency work wherever possible .

During the first period of lockdown government instructed local authorities to extend the period available to complete hours by 12 months and during the second period of lockdown The Scottish Government addressed the backlog issue by seeking to reduce the number of hours that an individual had outstanding by 35%. This was not applied to those who were convicted of serious offences in the following categories:

not imposed either entirely or partially for an offence: -

- as described in the Abusive Behaviour and Sexual Harm Act 2016
- under section 1 (1) Domestic Abuse (Scotland) Act 2018 (3) listed in paragraph 36 to 60 of Schedule 3 of the Sexual Offences Act 2003(4),
- of stalking as defined in section 39 of the Criminal Justice and Licensing (Scotland) Act 2010(5),

In total 21,492 hours were reduced from orders that were imposed prior to the regulation on or before 15th March 2021.

Gradually from April 2021 a phased return to Unpaid Work was undertaken. Initially the ratio of supervisors to clients was set at 1:2 instead of the usual 1:5 until restrictions were lifted sufficiently to allow for a safe increase to take place on a gradual basis, with a full return to work achieved on the 13th September 2021, however staff have had to isolate due to covid which has detracted from full operations being possible to the levels prior to the pandemic.

Throughout this time the service adapted and amended work practices to ensure the safety of staff and clients was considered and implemented to reduce the risk of spreading Covid-19.

At time of writing the service is considering alterations to work practices as a result of our learning during the pandemic. A working group is in place led by Steve Hopton, Service Manager CJS to consider the implications of such alterations to the betterment of service delivery.

5.2 The scheme has three workshops located in Dunfermline, Kirkcaldy and Glenrothes and also operates fourteen vehicles. Work is under way to close our Glenrothes workshop and amalgamate with our Kirkcaldy base. We are also looking at increasing the number of pick up points in all local areas including North East Fife. Further information is contained in 5.8 of this report.

5.3 Visibility of the projects plays an important part in raising the awareness of the positive contribution Unpaid Work can play in the local community and, throughout the year, there have been a number of positive news articles in the local press. At the conclusion of each project, a plaque is left indicating the Unpaid Work Scheme has carried out the work. This can have a positive impact on those who have participated in the work as well as informing others as to who carried out the work which can have a positive impact on others around the issue of reparation.

5.4 There is an increasing focus on the use of social media to promote the positive work being undertaken. In Fife the Community Payback Unpaid Work Team undertake a wide range of projects from painting, litter picking, supporting foodbanks, assisting vulnerable adults and parents of children in the community by completing tasks such as decorating, gardening and removals. Positive media information offers an opportunity to inform the public of the good work that can be achieved by those undertaking Community Payback and now has its own **Twitter** page to showcase the work of the service.

The Service has taken advantage of the opportunities presented through social media, in particular our Twitter page @fcjusticesw, to spread the word on the work we undertake in the community, why we do it and how it helps. This has already proved a highly effective strategy with a focus on continuing communication between partners, the wider group of stakeholders and communities. Improved communication which will continue to stimulate dialogue, enhance knowledge and further develop confidence in justice systems for the public and for key stakeholders. At time of writing we have 844 followers.

5.5 The scheme currently has forty-three personal placements throughout Fife suitable for both males and females and is actively working on establishing working relationships to create more personal placements across the local authority. Ten of these are located within the North East Fife area with on-going work being undertaken to continue to expand this number, however not all businesses and charities have fully re-opened since lockdown ended and there are undoubted challenges for us in this area. The current placements include

CUPAR
Age Concern
Barnardo's Shop
Castle Furniture
Motorvators Project
The Lighthouse

NEWPORT ON TAY
Manna Cafe

ST ANDREWS
Barnardo's Book Shop
Barnardo's Shop
Salvation Army Shop
Sue Ryder Shop

5.6 Our staff are trained in the Training for Trainers model. This allows them to instruct and guide participants on the safe and effective use of relevant equipment. This will ensure the skill set of unpaid work participants is increased and will promote confidence and skills that can be utilised in the future when seeking employment. We are also investing in developing the staff group by offering training and development opportunities to enhance knowledge and awareness. Courses undertaken include, NEBOSH (The National Examination Board on Occupational Safety and Health), CALM Training which addresses Crisis & Aggression Limitation Management. We were unable to hold any staff development days due to the restrictions placed on us by Covid-19 and it had been planned for our supervisors to receive further training in 2020/2021 from Community Justice Scotland along with colleagues across the country, but this too had to be postponed due to the Covid -19 outbreak. As of February 2022 supervisors are undertaking training with Social Work Scotland which will enhance their knowledge of the wider Social Work task and share information and ideas about the delivery of Community Payback/Unpaid Work in other local authority areas.

5.7   The Unpaid Work Team continues to work in close partnership with the Fife Coastal and Countryside Trust supporting the management and upkeep of areas managed by the trust, but work has reduced in this are again due to the advent of Covid-19. Once the service is more fully operational the links with Fife Coastal and Countryside Trust will be strengthened.

5.8   To assist service users to attend and undertake their hours, local pick up points remain in place throughout Fife including Nort East Fife. This assists by allowing clients to attend directly at a work site where PPE and equipment is brought to them by UPW staff, rather than having to muster at the central workshop point and drive from there, saving time and allowing work to commence more quickly.

5.9   An Unpaid Work requirement also provides the opportunity within certain prescribed limits for a participant to undertake other activities designed to address identified deficits in the person's lifestyle that may improve a variety of areas in their life. Other activity must not exceed thirty percent of the specified number of hours in the requirement, or thirty hours, whichever is the lower. Such areas include specific training, which addresses issues of literacy, numeracy and/or problem solving. There may also be a need to address anger management issues, address alcohol and or drug related problems. Attendance at the Criminal Justice Service Road Traffic Offenders Programme, which has multi agency engagement from Community Safety, Transportation Services, the Procurator Fiscals Office, Police Scotland and the Scottish Ambulance Service has also been used for this purpose. As with so many aspects of service delivery, groups have been affected by Covid -19 and the teams have adapted by moving work on line, via walk and talk meetings and reverting to 1:1 work.

5.10   In response to the needs of women who offend, the Criminal Justice Social Work Service can provide a woman only work squad. The Fife Connect Project is a service that is tailored to provide a range of services in one place. Attendance by women to the Women Inspiring Nurturing Goals project is credited as part of the other activity project and runs four days a week in Dunfermline, Glenrothes, Methil, Cupar and Kirkcaldy.

5.11   The Community Payback Unpaid Work Team also strives to work in close partnership with other Social Work teams such as Children & Families and Adults teams assisting families in poverty or facing hardship. Examples of this include providing responsive support for individuals or families to move home at short notice for safety purposes and providing support to vulnerable individuals within the community to maintain their properties to a good standard. By undertaking these tasks it affords colleagues in other areas of the council to support individuals and families who may be facing hardship or vulnerabilities in the communities.

5.12   Currently 6 members of staff are trained in CPR Instruction in relation to babies/ infants, children and adults. This enables them to instruct both Social Work staff and service users and provides them with certification once completed, and Naloxone Training has been provided to all Unpaid Work Supervisors should a service user present as being overdosing on drugs. In part, this aids the council's objective via the ADP to try and reduce the numbers of Drug Deaths in Fife that have seen an increase across Scotland in the last year.

5.13   The service works closely with corporate Health and Safety colleagues to ensure that the correct advice and guidance is in place for the safety and wellbeing of staff and service users alike.

6.0 Recipients Feedback

6.1 The service regularily seeks feedback from those that we have provided a serive to. The committee will be aware that from previous reports our feedback has in the main been extremely positive. Given the pandemic and the reduction in activity this year has not been like any other, and the amount of feedback has reduced substantially. Six feedback responses have been received all of which have been very positive.

A sample of quotes is provided below:

From start to finish excellent communication and service the work carried out was to a great standard and after every job I have emailed to thank the officer and to pass on to the group what a great job they have done. The service is a great thing to help people out who have nobody and could not recommed it highly enough.

Housing Management

This is one of the best services that I have worked with. The staff are always helpful and have a good knowledge of what the outcomes are meant to look like. Excellent.

Family Support Servive, Fife Council

Vulnerable lady hasn't had her home painted for years. The living room was painted beautifully and leftover paint was used in the hallway. All the windows were in the living room were also done professionally.

Barony Housing

We are in the process of developing new proceses for improving the way we receive feedback byproviding. A business card with the link will be given to recipients for them to complete online feedback once the task is complete. An update will be provided in future reports.

7.0 Service User Feedback

7.1 CJS Client Feedback Survey 2020/2021. The key results from the CJS Service User Feedback Survey for the period April 2020 – March 2021 are given immediately below. This information covers respondents on **all** Criminal Justice Orders and not solely Unpaid Work which is detailed further below at the end of this section.

Response Rate

CJS Client Feedback Survey 20/21

The key results from the CJS Service User Feedback Survey for the period 1 April 2020 – 31 March 2021 are given below. These are grately reduced numbers from the previous year when the service received 127 responses. As with recipiants feedback the service is developing additional ways to obtain service user feedback including therough the new Service User Group which includes those with a lived experience of being within the Criminal Justice system. This group is chaired by a Team Manager and comments, ideas and suggestions are fed back into the service to develop and amend delivery where possible to do so.

CJS Client Feedback Survey 20/21

The key results from the CJS Service User Feedback Survey for the period 1 April 2020 – 31 March 2021 are given below.

Response Rate

- Total number of Service Users who responded to the questionnaire was 26.

Type of Order

- 100% of the respondents who responded were subject to a CPO

Supervision Details

73% of the respondents had supervision

During the Supervision of your Order did you look at why you offended?

- 16% said they looked at why they offended completely
- 5% said they looked at why they offended partly
- 16% said they did not look at why they offended much
- 63% of the respondents did not answer this question at all

During the Supervision of your Order, did the people supervising you encourage you to consider how your offending had affected your victims?

- 16% said the people supervising them encouraged them to consider how their offending had affected the victims completely
- 21% said the people supervising them encouraged them to consider how their offending had affected the victims not much or not at all
- 63% of the respondents did not answer this question at all

Groupwork

Did you attend any Groupwork Programmes?

5% said they attended Groupwork

Did you complete the Groupwork Programme?

100% said they completed the Groupwork

How was the Order Carried Out?

What do you think about the amount of information you received about your Order?

- 74% said the information they received was about right
- 16% said the information they received was too much
- 10% did not answer this question

How easy or difficult was it to understand the information about your order?

- 53% said the information was very easy to understand
- 37% said the information was fairly easy to understand
- 10% did not answer this question

During your contact with Criminal Justice Service, did you feel that you were treated with respect?

- 90% said they were treated with respect always
- 5% said they were treated with respect sometimes
- 5% did not answer this question

Do you think your circumstances were taken into account during your contact with Criminal Justice Service?

- 68% said their circumstances were taken into account completely
- 22% said their circumstances were taken into account partly
- 5% said their circumstances were not taken into account at all
- 5% did not answer this question

If you attended on time, how often were you seen on time?

- 68% said they were seen on time always
- 5% said they were seen on time most of the time
- 16% said they were seen on time sometimes
- 11% did not answer this question

Has the Order helped you?

This order was helpful?

- 84% agreed or strongly agreed that being on an order was helpful.
- 11% disagree or strongly disagree that being on an order was helpful
- 5% did not answer this question

Has your attitude to offending changed during the course of your Order?

- 79% believed that their attitude to offending had either partly or completely changed during the course of their Order.
- 11% believed that their attitude to offending hadn't changed much or not at all during the course of their Order.
- 10% did not answer this question

Life Issues

The percentage of respondents who felt that being on an Order had helped improve various life issues range from:-

16% for Alcohol
11% for Drugs
21% for Education
21% for Employment
11% for Family
16% for Housing
21% for Relationships
11% for Money/Budgetary

Did you carry out any unpaid work or other activity?

85% of the respondents had unpaid work or other activity

During your Order were you charged with other offences?

0% were charged with other offences during their order

Do you think that this Order has helped you to stop or reduce offending?

57% of the respondents thought the order has helped them stop offending
23% of the respondents thought the order has helped them reduce offending
8% of the respondents thought the order didn't help
12% did not answer this question

Overall how satisfied were you with the way that Criminal Justice Services helped you complete your Order?

88% of the respondents were very satisfied or satisfied by the way that CJS helped them to complete their Order
12% did not answer this question

8.0 Unpaid Work in Fife – Demand

8.1   The total number of Community Payback Orders with an Unpaid Work requirement imposed in Fife over the period of 1st April 2020 to 31st March 2021 is 373 (812 in the previous year and 936 in 2018/2019). In demographic terms, males represent the largest cohort of participants with 326 Orders imposed on men and 47 women.

8.2   The number of hours of completed by unpaid work participants in Fife over the period covering 1st April 2020 to 31st March 2021 was 15752 (86,664 in 2019/2020). Using the Living Wage of £9.50 per hours as a guide, this equates to £149,664 of financial benefit to Fife communities and Unpaid Work Recipients.

8.3   The total number of Community Payback Unpaid Work Requirements successfully completed in Fife over the period of 1st April 2020 to 31st March 2021 was 83 males (489 in 2019/2020) and 11 females (78 females in 2019/2020.

9.0 Work Undertaken in Wards

9.1   The work undertaken by the Community Payback Scheme and its participants benefit local schools; charities; and community organisations. The range of work can include:

- ground clearance
- recycling projects
- building maintenance and landscaping
- Improvements to park and community facilities
- General gardening projects
- Painting and decorating in community centres and individual homes

10.0 Projects Undertaken in the Committee Area

10.1   A description of some of the work undertaken in the South and West Fife Area over the period 31st March 2020 to 1st April 2021 is noted in Appendix 1 of this report. Also included within the Appendix is a list of organisations that have benefited from work undertaken and the organisations that we currently have arrangements in place with whom we facilitate personalised placements.

11.0 Conclusion

11.1   Community Payback has continued to assist a variety of projects over the last year from individual householders to schools and nurseries and voluntary organisations throughout Fife, despite the pandemic and the restrictions this has brought to service delivery. When service users were not in attendance our staff contributed to delivering food and supplies to needy families.

Community Payback through unpaid work plays a significant and positive role in local communities and repairs some of the harm caused by those who have committed offences. In addition to the benefits to local communities, the use of the other activity has been utilised to ensure that we are meeting any identified needs of service users with a view to supporting them to integrate within their local communities. The number of Orders has decreased in the last year due to the pandemic and changes to the court system because of it. The service anticipates a an increase in new orders being made in the coming year as the Scottish Courts begin to deal with the backlog of cases and the service has used Covid Consequential monioes provided by Scottish Government to emply two new supervisors on a temporary basis in preparedness for the anticipated increase.

As ever, the Unpaid Work in the Community Team would welcome the opportunity to continuously develop links with other Fife Council directorates in the coming year to improve the range of activities it can offer to those on the order as well as fill gaps where the council is unable to provide a service due to budgetary constraints.

While we are ambitious for continued development and improvement the coming year will prove challenging to deliver services in the same way as has been seen in previous years due to the issues of Covid-19, however at time of writing we are now in a position to offer increased places for those on orders but the containment of the spread of the virus and associated periods of necessary isolation will impact on overall service delivery.

List of Appendices

Appendix 1 - Work undertaken in the North East Fife Area.

Background Papers

None.

Report Contact

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Team Manager
Town House Kirkcaldy
Telephone: 03451 55 55 55 Ext 470694
Email: stuart.macarthur@fife.gov.uk

Appendix 1

<div align="center">
North East Fife Area Committee
Community Payback
Unpaid Work Projects

01/04/20 to 31/03/21
</div>

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SERVICE / ORGANISATION / RECIPIENT

NORTH EAST FIFE PROJECT AND TASKS

01/04/2020 to 31/03/2021

SERVICE /ORGANISATION / RECIPIENT PROJECT / TASK

01/04/2020 - Steven White   Community Uplift

21/05/2020 - Pauline/Cottage Family Centre   Removals/ washing machine uplift

04/08/2020 - Neil Finnie/Education   School signs Fife wide

08/08/2020 - Mark Rochford Indoor/outdoor painting and deco at Canongate Cupar

05/08/2020 - Cllr Tim Brett   Environmental Clearance

01/10/2020 - Janice Martin Community Uplift/ North Eden Community Care Home

27/10/2020 - Cllr Tim Brett   Environmental Clearance

28/10/2020 - Brenda Michie   Community uplift/Removal of cooker

29/10/2021 - Shelia Rennie   Indoor/outdoor painting and deco in Ladybank

25/11/2020 - Cllr Jonny Tepp   Environmental Clearance/Tay Street

12/12/2020 - Cllr Jonny Tepp Ground Clearance/Forgan Community Arts Centre

21/04/2021 - Bruce Stuart Gardening/Tayport

22/04/2021 - Cllr Jonny Tepp Ground Clearance at wasteland Bridgehead Place

22/04/2021 - Cllr Jonny Tepp Ground Clearance/Main Street Guardbridge

FIFE COUNCIL
CRIMINAL JUSTICE SERVICES
COMMUNITY PAYBACK
UNPAID WORK SCHEME

1.0   INTRODUCTION

Community Payback Orders are issued by the Court as a direct alternative to custody and are managed and supervised by Criminal Justice Social Work Services. Orders vary from 40 to 300 hours. The Criminal Justice Service reports on any issues or problems relating to the management of Orders directly to the Courts.

2.0   RISK ASSESSMENT

The Community Payback by Offenders Scheme is delivered throughout Fife by Project Officers and Supervisors. Working with Social Workers responsible for the assessment, supervision and management of the Order and the participant to whom it relates. This role includes assessing an individual's suitability for the Order using risk assessment tools and managing the participant's compliance with the Order; feedback is provided to the Court on the compliance and performance of the individual undertaking Community Payback within the local Community.

2.1   PROJECTS

The Projects Team is responsible for the provision of the unpaid work placements, projects and the direct supervision of participants. Community payback runs 5 days per week Sunday to Thursday 09.30 – 16.30.   We can provide personalised placements for individuals in a variety of settings such as charity shops and other voluntary organisations.

Each project is assessed by a project officers who will link with recipients of the service to consider the needs and demands of a project that is being requested. The UPW Project Officers contact details are provided below and you should make contact depending on which area the work is required.

The aim of Community Payback is to provide opportunities for participants to make reparation to the local community, for example local schools, charities and community organisations. A further objective of unpaid work placements in the community is to help offenders to learn and acquire new work and life skills. To improve their employability prospects and help them break the cycle of reoffending and to move away from crime.
Community Payback has a criterion that must be adhered to when allocating and assessing a project which is detailed below. Please familiarise yourself with the criteria and confirm with the Project Officer that you, your organisation or individual recipient meets our criteria. Thereafter an assessment appointment can be arranged, with you to assess what work you require and if we can assist. We will provide advice regarding the required materials needed to complete the job.

Please note that any recipient of our service must cover the costs of their own materials, all labour is free. Once the project has been agreed a date will be confirmed by the Project Officer as to when the work will commence. Please note that some flexibility will be required around completion dates due to the availability of resources.

The criteria that we work to in Community Payback Unpaid Work are:

All Fife Council service providers such as Children and Families and Adults must go through appropriate local authority teams/providers and have explored alternative supports before approaching Community Payback i.e. for a fencing project Fife Council must be contacted prior to Community Payback to ensure paid work is not being taken away from other services.

You must ensure:

- Individuals cannot do the work themselves.
- The individual / organisation has no monies available to pay someone to complete the work.
- They have no family or friends, regardless of their commitments that cannot do the work for them.
- Work will only be considered for non-profit making charitable organisations.
- We are unable to replace any Fife Council Service who have responsibility for completing the task you are requesting.
- In addition, all materials must be purchased and supplied by the beneficiary or recipients prior to any work commencing

The work undertaken benefits both the local and wider communities of Fife and includes charities, community organisations/centres, care homes, and the disabled. The range of work can include:

- litter picking;
- rubbish removal (MUST be double bagged before uplift)
- recycling projects;
- wooden fencing repairs and painting;
- metal railings painting (with approved lead testing only)
- basic landscaping & basic path work
- improvements to park and community facilities;
- general gardening projects
- painting and decorating in community centres, voluntary organisations and individual homes.
- making and repairing garden furniture.
- community festivals/events
- snow and ice clearing

Contacts for the 3 areas across Fife are as below

Dunfermline & SW Fife

Kimberly McIntyre
Kimberly.mcintyre@fife.gov.uk
07712542569/01383 621469

Kirkcaldy, Kinghorn & Burntisland

Gary Meldrum
Gary.meldrum@fife.gov.uk
07515290821

Glenrothes & NE Fife

Craig Hutton
Craig.hutton@fife.gov.uk
07515291032/03451 555555 400010

16 March 2022

Agenda Item No. 18

School Attainment and Achievement Report

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

Wards Affected: 16, 17, 18, 19 & 20

Purpose

This report provides the Area Committee with a summary report on 2020-2021 School Attainment across the secondary and primary schools serving the area. Details of how to access School Standards and Quality Reports and Recovery / Improvement Plans are also provided for primary and secondary schools across the area in the appendices.

Recommendation(s)

The Committee: -

(1)   are encouraged to engage directly with local schools to find out more about School Attainment and Achievement;

(2)   are asked to note the details contained within this report in relation to the nature of this year's report due to the impact of the COVID 19 pandemic;

(3)   are asked to note the information provided in the enclosed secondary schools' reports;

Resource Implications

There are no resource implications.

Legal & Risk Implications

There are no legal implications.

Impact Assessment

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

Consultation

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

1.0 Background

1.1   Entry and attainment figures for the years up to and including 2019 are derived from different awarding approaches than 2020 and, separately, 2021. Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches – Insight Sept 2021.

1.2   In addition, due to the COVID 19 pandemic, for Session 2020 - 2021 the Scottish Government did not uplift the data for Achievement of Curriculum for Excellence Levels for children and young people in S3.

1.3   As a result, this year's report does not contain attainment trend data for BGE data in secondary schools.

1.4   All schools have continued to monitor the progress of all learners. As children and young people return to school after lockdowns, tracking of progress continues to be a priority.

1.5   This year's report provides a list of schools in the local area and a link to where school Standards and Quality Reports 2012-21 and School Improvement Plans 2021-22 can be accessed. (Appendix 3) These provide details of progress in schools and priorities for improvement.

1.6   For secondary schools details of school context, the trends in the School Leavers Destination Report for the last three years and data on attainment of leavers for 2019-20 are included.

1.7   The SQA attainment of young people in Session 2020-21 was based on the Alternative Certification Model (ACM). Fife Guidance for Practitioners on the ACM is provided as Appendix 1.

2.0 School Performance

2.1   The attached reports on primary school attainment for the Bell Baxter High School, Madras College, St Andrew's RC High School and The Waid Academy clusters (Appendices 8,9,10,11) provide details of CfE declarations in literacy and numeracy. It is worth noting that the primary data is the collated results of P1, P4 and P7. All children are included in the percentages - children with additional support needs in mainstream classes and where schools have Additional Support Classes or a Department of Additional Support Needs, these children are also included.

2.2   These tables provide percentages of young people attaining the recommended level in P1, P4 and P7 from SIMD 1 & 2 (Quintile 1), SIMD (Quintiles 2, 3 and 4) and SIMD 9 & 10 (Quintile 5) in Literacy and Numeracy.

2.3   Further tables give percentages of young people who are Free School Meal Registered (FMR) or are Looked after Children (LAC).

2.4   A summary of key practice on Covid Recovery, Ensuring Equity, Health and Well Being and Employability is included for each cluster (Appendices 12,13,14,15)

2.5   The reports for secondary schools serving young people from the local area are contained within Appendices 4, 5, 6 and 7.

2.6   These provide detail of the school context including FMR (Free Meal Registration) SIMD (Scottish Index of Multiple Deprivation) profile, Attendance and Exclusions, Additional Support Needs, and Staying on Rates.

2.7   Three-year data for the secondary school, Fife, National and SEIC are provided for initial school leaver destinations from the SLDR (School Leaver Destination Report) which provides details of young people's post school destination in the first week in the October after they leave school.

2.8   Positive destinations include Higher Education, Further Education, Training, Employment, Personal Skills Development and Activity Agreements.

2.9   Activity Agreements now encapsulated within the Personal Skills Development category are put in place for young people who are not yet ready to transition to another positive destination and involve bespoke programmes for young people.

2.10   Negative destinations include unemployed seeking and unemployed not seeking (e.g. pregnant, in custody) and young people for whom the destination is unknown.

2.11   Five-year data for the secondary school is included for Level 4 and Level 5 Literacy and Level 4 and Level 5 Numeracy in S4, S5 and S6. This shows the percentage of the young people in each year group who achieved these levels of qualification from 2015 -2016 through to 2020-2021.

2.12   Five year trends are given for the percentage of young people in S4 who gained at least one SCQF level 5 (National 5) qualification, S5 who gained at least one or four SCQF level 6 (Higher) qualifications and S6 who gained at least one, three, four or five SCQF level 6 qualifications.

3.0 SQA Qualifications 2022

3.1   All exams for SQA Qualifications were cancelled for Session 2020-21. Qualifications were determined using the Alternative Certification Model https://www.sqa.org.uk/sqa/96760.html

3.2   The SQA have produced guidance for the 2021-22 diet of exams which details changes to course content and possible scenarios that may be implemented dependent on public health advice. https://www.sqa.org.uk/sqa/96904.html

3.3   Further guidance has been produced for Fife practitioners (Appendix 2).

4.0 Conclusions

4.1   Due to the impact of COVID 19 we have been unable to provide School Attainment and Achievement Reports in exactly the same format as previous years.

4.2   This report and the appendices provide elected members with details of attainment and activity across schools in the local area.

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Background Papers

None.

Report Contact

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FIFE COUNCIL

Education and Children's Services Directorate

Guidance for Practitioners

SQA Alternative Certification Model 2021

Version 8.0 at 7.06.21

Version	Date	Revision Details
1.0	09.03.21	Initial guidance
2.0	23.3.21	Work of SLWG Volunteers
3.0	24.3.21	Feedback from volunteers
4.0	26.3.21	Feedback from Secondary Headteachers
5.0	8.04.21	Updated communication and inclusion of complaints
6.0	9.04.21	Final comments from Head of Service
7.0	22.04.21	SQA Messages 20.4.21 – Change of entry date for NQ, Head of Centre Statement of Assurance, Recording Evidence Forms, SQA Academy and security of SQA papers. Additions in purple.
8.0	7.6.21	Appeals Guidance, Contingency Arrangements and update of Local Authority Return 3 and 4. Additions in green.

Contets

1.0: Introduction and Background

▪ The following guidance has been developed to support the processes for producing and quality assuring provisional results for candidates being presented for SQA Qualifications in Session 2020 - 2021.

▪

This guidance is being provided in recognition of the unique set of circumstances faced by candidates and centres this session and is designed to ensure that we follow robust processes in line with national guidance to ensure that results are consistent, equitable and fair as outlined by SQA guidance on roles and responsibilities of all partners responsible for delivering the ACM. https://www.sqa.org.uk/sqa/96762.html

Section 7 onwards provides detailed guidance in relation to the Alternative Certification Model for National 5, Higher and Advanced Higher.

2.0: National 1 – National 4 Courses

▪ The deadline for entries is 14 May *(this is an extension to the previous date of 30 April)*. SQA anticipate that entries beyond this date will be by exception. Results for National 1 – National 4 Courses need to be submitted to SQA by **4 June** to ensure certification in August. Results received after this deadline may not be certificated until later in the year.

2.1: N4 Added Value Unit

▪ SQA have decided that learners will not have to complete National 4 added value units in session 2020-21. Removing the mandatory requirement to complete the added value unit will free up more time for learning and teaching and for assessing other units in National 4 courses, where this is needed.

2.2: Entering results for National 4 courses in session 2020-21

To achieve the overall course award for National 4 this session, learners must pass all contributing units in the National 4 course. Teachers and lecturers will still need to submit a 'pass' result for the added value unit to ensure learners are certificated for the course award, however this does not need to be evidence-based.

While there is no requirement to gather evidence for the added value unit this session, it is still important that learners have opportunities to develop and demonstrate the required skills, knowledge and understanding from across the course that are outlined in the National 4 added value unit specification, where possible. This will support learners as they progress to further learning and assessment at SCQF level 5.

3.0 Fife College: SQA Qualifications Check for Conditional Offers

Fife College have introduced an updated internal process for reviewing conditional offers as quickly as possible following the SQA August results day. The College now check SQA system data directly for the results of SQA group awards for students/pupils holding conditional offers. Therefore, in the scenarios where late resulting may mean that a group award is not printed on an August SQA certificate, this is no longer an issue, as College admissions staff will be checking live data on SQA and not relying on printed SQA certificates from students/pupils. This therefore removes the issues previously occurring where a student/pupil may not get a place on their desired course due to a group award qualification not showing on their August printed certificate. This change also means schools will not have to provide any other supporting evidence or communication to the College for any pupils whose results are not all shown on an August SQA certificate.

4.0: Other Internally Assessed Qualifications

For National Certificates, National Progression Awards, Skills for Work courses, and other Awards SQA have provided guidance accessed via
https://www.sqa.org.uk/sqa/95579.10432.html

Moderation processes for these qualifications should follow processes used in previous years.

5.0 Free Standing Units

▪ Entries for Free Standing Units need to be made by 30 April to guarantee certification in August. Results for Units need to be submitted to SQA by **4 June** to ensure certification in August. Results received after this deadline may not be certificated until later in the year.

6.0 Foundation Apprenticeships

To support learning providers, SQA's website contains the most up to date guidance on approaches to assessment. This includes updates to subject specific guidance and a Decision Tree to support centres in determining the appropriate route for assessment of the Group Award, using evidence based professional judgement. SQA's Centre Hub also has a dedicated area for centres who are approved to deliver Foundation Apprenticeships.

To ensure that the NQ certificate which learners receive on Results Day on 10 August lists their achievement of the Foundation Apprenticeship, providers should have results on the SQA system by 21 July. As in previous years, the Foundation Apprenticeship certificates will be issued separately by 10 August.

Support is available by contacting SQA at qualification.development@sqa.org.uk and SDS will continue to provide ongoing support. SDS has also published guidance on placement options and some examples of industry engagement to support providers.

7.0: National 5, Higher and Advanced Higher Qualifications

▪   While the awarding of grades for National Qualifications will be different this year in the absence of an exam diet, grades will nevertheless be based on evidence of knowledge, skills and understanding of individual candidates. Teachers and lecturers will determine results based on the evidence generated by individual learners and the level of attainment they demonstrate when compared against national standards - 'demonstrated attainment'.

▪

▪   **The deadline for entries for National Qualification courses is 14 May (this is an extension to the previous date 30 April).**

7.1: Key Principles

▪   **Evidence:**

- Teachers have the flexibility to collate assessment evidence in ways and at times that are appropriate to the needs of their learners
- Teachers will gather evidence of performance in assessments measured against the published requirements for each subject
- There will be no adjustment for inferred attainment
- There will be no algorithm applied
- SQA has reduced the assessment evidence needed for each National Course to the minimum while keeping the standards of the qualifications
- There is a clear focus on quality rather than quantity of the evidence
- SQA has provided subject-specific guidance documents and assessment materials, as well as Understanding Standards materials to help teachers apply national standards consistently and fairly when assessing evidence
- This evidence will be used by teachers to determine provisional results, which will be submitted to SQA by the national deadline of 25 June
- SQA have produced an Academy course on determining provisional results
  - ▪

▪

- **Quality Assurance:**
  - Quality assurance of the Alternative Certification Model for qualifications is the process of carrying out checks to make sure that assessments are accurate and consistent with the national standards. It is at the heart of fair and credible certification, carried out locally in schools (with support from local authorities where appropriate), colleges and training providers, and nationally by SQA
  - Schools and local authorities will need to carry out internal quality assurance on learner assessment evidence. This includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that national standards are being applied consistently
  - SQA quality assurance will take place in May and schools selected for a subject/level will need to submit assessment instruments, marking instructions and examples of assessed learner evidence. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected
  - Schools and local authorities will need to act on and share any feedback received from SQA's quality assurance, to ensure that assessment is consistent with the national standard
  - The head of centre will complete a Statement of Assurance which indicates that the feedback from SQA's quality assurance has been acted on within the centre
  - The head of centre will need to endorse the process and results per subject and level
  - Local authorities should develop and implement processes for the checking stage including: the processes implemented by the school/centre, the outcome of the checking exercise and the rationale for any variances
  - The appropriate local authority senior officer will need to endorse the process and note the outcomes per centre
    -
- **Results:**
  - SQA will not change provisional results. They will check for any administrative errors that may occur when schools enter the data into the system.

7.2: Timeline for the Alternative Certification Model

▪ The Alternative Certification Model has five stages as detailed below:

Stage 1: February to April 2021

▪ Learning, teaching and assessment (to guide further support for learners) together with consolidation of learning, are ongoing

▪ Subject-specific guidance on selecting the appropriate learner evidence is available for all subjects at National 5, Higher and Advanced Higher

▪ National 5, Higher and Advanced Higher assessment resources are available to help inform assessment planning and evidence gathering

▪ SQA supports schools and colleges by adding new materials and webinars to its established Understanding Standards programme

▪ Schools and colleges are supported by local and national networks

▪ Schools and colleges further develop assessment plans (including any assessment arrangements needed for individual learners) and become familiar with internal quality assurance arrangements for learner assessments, including standardisation of all assessment instruments and marking instructions, sampling of assessment evidence and teacher marking to ensure that national standards are being applied consistently

▪ Schools and colleges carry out internal quality assurance processes in line with agreed procedures and engage in local authority / RIC activity as appropriate

Stage 2: April to May 2021

▪ Learning, teaching and assessment (to guide further support for learners) together with consolidation of learning, are ongoing

▪ Schools and colleges put in place and record any assessment arrangements required by individual learners

▪ Schools and colleges assess learner evidence, carrying out and recording decisions in line with internal quality assurance procedures.

▪ Schools and colleges continue to provide feedback to learners on progress, including results based on evidence

▪ Schools and colleges continue to carry out and engage in internal quality assurance in line with their procedures and local authority / RIC quality assurance processes

- During May, on a proportionate basis, SQA selects courses from each school and college for national quality assurance and provides subject-specific feedback. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected.

- Schools and colleges start to develop provisional results based on the available learner evidence and feedback from local and national quality assurance, including checking that results are consistent across the centre and based on learner evidence

- Schools, colleges or local authorities can speak to SQA if further support is desired.

- SQA issues further information on how to submit the provisional results

Stage 3: End of May to 25th June 2021

- Learning, teaching and assessment should be concluding for the purposes of certification in 2020-21

- Schools and colleges provide ongoing assessment feedback to learners, including provisional grades based on evidence

- Schools, colleges and local authorities complete final stages of quality assurance, taking account of feedback from the prior stages

- Schools and colleges record provisional results based on evidence of demonstrated attainment for each learner

- Heads of centre sign off the outcomes per subject, and local authorities endorse the process and engagement in reaching those outcomes

Stage 4: By 25th June 2021

- Schools and colleges submit provisional results by 25 June

- SQA undertakes administrative checks and addresses any queries with centres (e.g. potential data inputting errors)

- Schools and colleges retain learner assessment evidence.

Learners will receive their SQA results on 10th August 2021

Stage 5 Appeals process

- Appeals process outlined on page 16 following the SQA consultation.

7:3 Roles and Responsibilities for the Alternative Certification Model

▪ To deliver qualifications results for candidates that are consistent, equitable and fair partners across the system must work together. National guidance on roles and responsibilities have been developed and include details on support from SQA and Education Scotland.

▪ SQA have outlined the roles and responsibilities of practitioners at each stage of the Alternative Certification Model. These are detailed below.

Stage 1: Ongoing until April 2021

Teachers
- ✓ teaching and learning ongoing - planning opportunities for assessment, in line with subject-specific guidance from SQA
- ✓ engage with Understanding Standards activities
- ✓ participate, as appropriate, in local and/or national subject networks
- ✓ develop assessment plans and assess learners' assessment evidence when appropriate
- ✓ ensure familiarity with centre and local internal quality assurance arrangements on learner assessments (this includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that marking is consistent with national standards)

Principal Teachers
- ✓ ensure all staff are engaging with the activities above
- ✓ coordinate assessment plans
- ✓ ensure staff familiarity with centre and local internal quality assurance arrangements on learner assessments

Senior Leadership Teams
- ✓ support teachers in their roles and responsibilities
- ✓ ensure that teaching staff are aware of, and using, SQA guidance on assessment and producing provisional results
- ✓ ensure that the centre's quality assurance procedures are being defined and made available to staff

Local Authorities
- ✓ Local authorities should consider how best to support/facilitate:
- • Understanding Standards
- • centre-level assessment approaches
- • centre-level quality assurance
- • local authority/area-based subject quality assurance
- • quality assurance support by subject from Regional Improvement Collaborative (RIC), where a need is identified
- • access to local SQA appointees to support identified subject areas

Stage 2: April to May 2021

Teachers

- ✓ learning, teaching and consolidation of learning continues
- ✓ gather and assess learner evidence
- ✓ carry out internal quality assurance on learner assessment evidence, in line with centre procedures and local authority / RIC quality assurance processes. This includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that national standards are being applied consistently.
- ✓ if selected for SQA quality assurance for a subject/level, submit assessment instruments, marking instructions and examples of assessed learner evidence. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected.
- ✓ act on any feedback received from SQA's quality assurance, to ensure that assessment is consistent with the national standard
- ✓ share any relevant feedback from SQA's quality assurance with others, for example through local subject networks
- ✓ start to develop provisional results based on the available evidence and feedback from local and national quality assurance

Principal Teachers

- ✓ ensure all staff are engaging with the activities above
- ✓ coordinate internal quality assurance at school level
- ✓ coordinate evidence for SQA quality assurance and ensure feedback is acted upon
- ✓ liaise with SLT re SQA quality assurance

Senior Leadership Teams

- ✓ continue to support teachers in their roles and responsibilities in relation to assessment and centre quality assurance
- ✓ support and facilitate teaching staff awareness and use of SQA guidance on assessment and producing provisional results
- ✓ support and facilitate the consistent application of centre's quality assurance procedures
- ✓ support teachers in their roles and responsibilities within the national quality assurance process
- ✓ support and facilitate teaching staff to act on any feedback received from SQA's quality assurance, to ensure that marking is consistent with national standard
- ✓ act on feedback received from SQA's quality assurance process to consider the effectiveness of the centre's quality assurance process and any adjustments required
- ✓ provide a declaration from the head of centre that the feedback from SQA's quality assurance has been acted on within the centre
- ✓ carry out checks that results are consistent with evidence, to inform any initial discussions within the centre

Local Authorities

- ✓ consider capacity to support the national quality assurance exercise by releasing a limited number of appointees to undertake this work if required
- ✓ identify and provide any additional support based on the findings of SQA's quality assurance

Stage 3: End of May to 25th June 2021

Teachers
✓ complete learning, teaching and assessment and continue internal quality assurance
✓ gather and assess learner evidence
✓ reflect on feedback from national quality assurance and make adjustments as appropriate
✓ provide ongoing feedback to learners regarding their progress and assessments, including, at the conclusion of the course, provisional grades based on evidence of demonstrated attainment
✓ produce provisional results for every candidate.

Principal Teachers
✓ ensure all staff are engaging with the activities above
✓ ensure feedback from national and local authority quality assurance is acted upon
✓ ensure provisional results are submitted for all candidates

Senior Leadership Teams
✓ carry out centre quality assurance on provisional results, prior to submission to SQA, including checking that provisional results are based on current learner evidence.
✓ engage in any further local quality assurance on provisional results with the local authority, clusters/partner schools, as appropriate to the centre
✓ local quality assurance could also include dialogue with SQA where the centre requests further support
✓ make any adjustments to provisional results and/or processes required as a result of centre, local and/or national quality assurance. Any adjustments would be made on the basis of current candidate evidence.
✓ endorse the process and results per subject and level
✓ Send provisional grades to Stuart Booker using proforma provided by 24 June
✓ Complete the Head of Centre Statement of Assurance

Local Authorities

- ✓ local authorities should consider how best to support/facilitate:

- centre-level quality assurance
- local authority/area-based subject quality assurance, perhaps through subject networks
- RICs-level subject quality assurance, where a need is identified

- ✓ local authorities should develop and implement processes for the checking stage, building on processes implemented in 2020. This should include:

- the processes implemented by the school/centre
- the outcome of the checking exercise
- the rationale for any variances

- ✓ this could also include engagement with schools/centres to agree a model for corresponding school/centre level checks and endorsement
- ✓ local authorities engage with schools and centres to consider centre data by subject. Internal checking processes provide a rationale for the centre's assessment judgements and may lead to a review of candidate evidence, if required, using local subject expertise.
- ✓ appropriate local authority senior officer endorses the process and notes the outcomes per centre

Stage 4 By 25 June 2021

- submission of provisional results by centres to SQA
- SQA undertakes administrative checks and addresses any queries with centres (e.g. potential data inputting errors)
- centres to provide a named contact who is able to deal with administrative queries regarding provisional results after the submission date
- centres retain learner assessment evidence and records

The local authority signs off the school's process

Stage 5 Appeals

- The Appeals Service opens for young people on 25th June and runs until 12th August.
- Priority Appeals must be submitted by 12th August.
- Non-priority appeals can be made by schools up to 27th August.
- Further guidance on the Appeals Service for schools will be provided by 11th June.

7.4: SQA Guidance on National 5, Higher and Advanced Higher Qualifications

To support the unique circumstances for Session 2020-2021 guidance documents, resources and assessment materials have been issued by SQA. It is important that practitioners are aware of all of the SQA guidance which can be accessed as follows. Please also see the Subject Checklist (Appendix 1).

▪

▪ General page with links to various sections	▪ https://www.sqa.org.uk/sqa/95157.html ▪
▪ General Guidance on gathering evidence and producing estimates	▪ https://www.sqa.org.uk/sqa/files_ccc/nq-estimates-guidance-2020-21.pdf
▪ SQA Academy Determining provisional results at National 5, Higher and Advanced Higher.	▪ Access the SQA Academy course on determining provisional results ▪
▪ Guidance on Subject Specific Changes to Qualifications	▪ https://www.sqa.org.uk/sqa/45625.html ▪ Choose subject, choose National 5 – Advanced Higher Course Assessment 2020-21
▪ Subject Specific Guidance on Evidence for Qualifications	▪ https://www.sqa.org.uk/sqa/45625.html ▪ Choose subject and then choose level from top menu
▪ Understanding Standards materials for subjects	▪ https://www.understandingstandards.org.uk/ ▪ Choose subjects from top menu, choose level and subject to access materials
▪ SQA Assessment Instruments and Marking Instructions	▪ Available from SQA Secure via your SQA Coordinator

7.5: Data Provided by the Local Authority

The "National Qualifications experience 2020: rapid review" conducted by Professor Mark Priestly recommended:

> "the development of a nationally recognised, fully transparent and proportionate system for moderation of centre-based assessment …including protocols for using historical data showing both individual prior attainment and cohort variance"
> And
> "statistical moderation to identify variance from trends, accompanied by further qualitative verification (with clear messaging that this will focus on candidates not the system)."

SQA guidance states that local authorities should have rationales for variance.

Data sets are being provided to support understanding of cohorts and understanding of national standards. These will support discussion of key questions and quality assurance at school and local authority central team levels.

- What were previous trends?
- What is pupil evidence showing us?
- What evidence is there to support differences?
- What evidence do we have that shows assessment judgements have been verified?

Confidence in quality assurance process

Statistical data
e.g. trends over time for subject areas, levels, courses, etc

Qualitative evidence
e.g. information about improvement activities, disruption, etc

Evidence about the Learning of Individual Candidates
e.g. assessment evidence

Basis of SQA provisional result for candidate
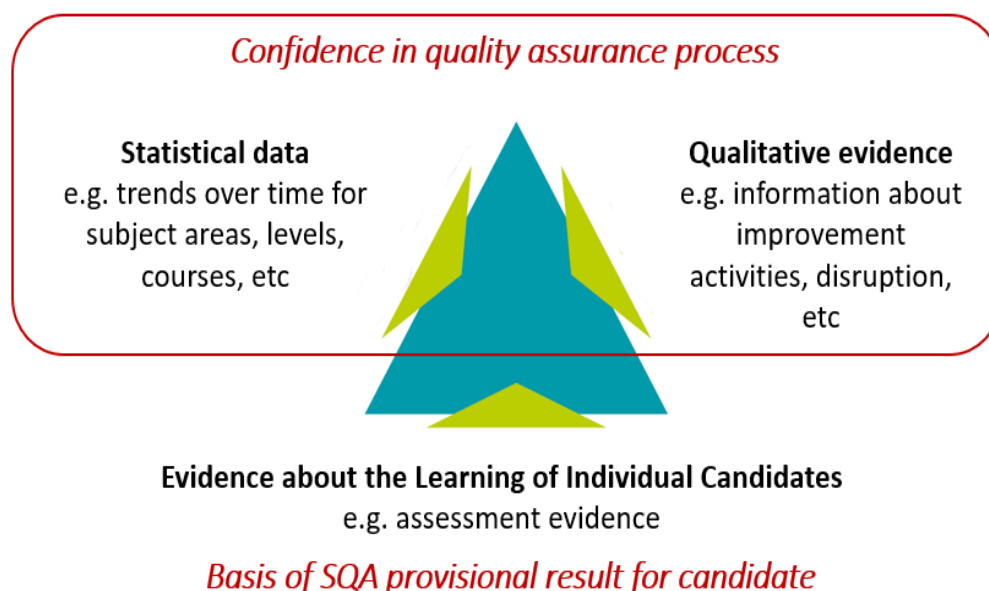
The data listed below was provided to schools in February 2021 and should be used by practitioners to familiarise themselves with recent subject trends, concordance of previous estimates to actual grades and allow consideration of relative performance of this year's cohort to previous cohorts. A presentation on the Use of Data was provided on the February In-Service Day and time will be made available on the May In-Service Day for practitioners to consider data for their subject. Provisional results will be based on candidate evidence; however, data trends can help support discussion and understanding of national standards.

Schools were provided with an individual spreadsheet of subject data at each level in May which allows consideration of statistical significance. Training in the use of data was also provided for staff.

Schools in Fife already have access to: -

1. Data on Estimates to Actual bands for the last five years prior to 2020 for every subject at National 5, Higher and Advanced Higher levels. This will allow schools to consider how concordant subject estimates have been in the past and help to support professional judgements for this session.
2. Data on the percentage grades achieved for every subject at National 5, Higher and Advanced Higher over the three years prior to 2020 and a three-year average. Data on the percentage grades achieved via teacher estimates in 2020. This will allow schools to consider trends in subjects over time and help to support professional judgements for this session.
3. The Power BI platform also provides schools with data on five-year trends in qualification sets for the S4, S5 and S6 cohorts.
4. Schools will also have access to National Qualifications Progression Statistics via the SQA website. This will allow schools to consider the progression rates of candidates from National 5 to Higher etc.

7.6: Assessment

It is recognised that formal assessment timetables and arrangements will vary across schools in line with the most up to date measures and mitigations to ensure public health during the pandemic.

When planning these across the school, care should be taken to manage the assessment burden for students.

Planning of assessment should also allow opportunities for young people to receive feedback to support their learning and progress prior to any further assessment in the same component.

A holistic approach which takes account of a range of evidence which demonstrates performance (against national standards) will contribute towards the professional judgements made by teachers/college lecturers when they decide upon the provisional grade and band to award.

All schools should continue to take measures to ensure appropriate supports are put in place for learners undertaking formal assessments, including Assessment Arrangements for identified individual candidates and young people who have missed an assessment due to absence.

SQA provided a new SQA Academy course on determining provisional results on 20.04.21. The course covers the principles that teachers and lecturers should consider when judging candidate evidence holistically to determine provisional results, in line with the subject-specific guidance on gathering evidence. SQA have produced "Questions to ask yourself when determining a provisional result" (Appendix 5).

7.6.1: Principles of Assessment

▪   Teachers have the flexibility to collate assessment evidence in ways and at times that are appropriate to the needs of their learners.

▪
▪   Each school should agree approaches to assessment and evidence gathering which suit their context.

SQA has published 116 subject-specific guidance documents across National 5, Higher and Advanced Higher courses. These documents summarise the key pieces of evidence required as the basis for provisional results and must be used as the basis for determining what form assessment will take.

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Teachers and lecturers will use their professional judgement of learner evidence to determine provisional results, supported by assessment resources and quality assurance. Provisional results must be based on demonstrated learner attainment consistent with the requirements set out in the subject-specific guidance.

- There is a clear focus on quality rather than quantity of the evidence.
- Not every topic in every area needs to be assessed exhaustively — a selection of representative questions and tasks evidenced under the appropriate conditions can represent good predictive value.

All assessments and approaches to evidence gathering for SQA qualifications used in each school must be:

valid   reliable   practicable   equitable   fair

As far as possible formal assessments should be carried out and supervised by staff in the same way as an SQA final exam in that subject.

Clear expectations should be set for young people during formal assessment. They should be reminded:

- they can only use the equipment needed for the assessment
- mobile phones will need to be stored away
- they cannot take an assessment paper away when they finish
- not to discuss details of any formal assessment with friends, family or on social media

Fife Subject Networks have been supporting discussion regarding assessments and generation of assessment instruments.

7.6.2 Assessment Instruments

SQA are not prescribing the use of any particular assessment instruments and accept that evidence will differ across schools.

Assessment instruments which are rigorous and demonstrate "high predictive value" across key course components should continue to be used to generate evidence for provisional grades.

SQA has provided 2021 question papers and marking instructions as an optional assessment resource to assist you in gathering learner evidence for provisional results.

If you are planning on using these question papers with your learners, you have the flexibility to decide how best to use them to meet the needs of your learners. The question papers can be used in full or in part.

For example:

- You can split the question papers into smaller sections to enable learners to demonstrate different aspects of attainment by completing parts of the question paper during class time on different days.

- Based on your professional judgement, you can extract content from the question papers and use it to devise your own classroom-based assessments.

However you plan to use the question papers with your learners, please remember that these are confidential assessment materials. While understanding that they are available to centres across Scotland, it is important that the integrity of these assessment resources is protected as far as possible.

With that in mind, please ensure that the question papers are stored securely when not in use. While you will undoubtedly have professional conversations with your colleagues over how these resources will best be used, please do not share or discuss the question papers and marking instructions online, including on social media, chat forums or in any other location where they could be accessed by unauthorised persons.

Taking these steps to maintain the security and confidentiality of the question papers will protect the integrity of these assessments and help to ensure fairness for all learners.

Coursework assessment tasks

National 5, Higher and Advanced Higher coursework assessment tasks are available from SQA NQ subject pages. SQA have also published coursework assessment tasks on the SQA Secure website for some subjects that normally have an annually released assignment. This includes Administration and IT, Computing Science, Design and Manufacture and Graphic Communication.

Assessment tasks may feature breadth, challenge and/or application. Provisional results that are based on performance in tasks that are similar to those used for course assessment are much more likely to give an accurate prediction of a candidate's final attainment. Questions and tasks that are suitable for assessment are exemplified in the specimen question papers, past papers and coursework assessment task for each course.

7.6.3 Grade Boundaries and Assessment Cut Off Scores

As all National Courses are internally assessed in 2021, centres have the flexibility to adjust their assessments or marking approaches to ensure they are consistent with national standards. If exceptionally they feel an assessment is more or less challenging than anticipated, they can take this into account when making the overall grading decisions for learners. The SQA Academy course provides guidance.

7.6.4 Assessment Arrangements

It is essential that all schools and subject teachers ensure that appropriate Assessment Arrangements are put in place for identified candidates and a record of these is kept throughout the assessment and evidence gathering which will contribute to a provisional result.

7.6.5 Assessment Record Keeping

▪ As per the Subject Checklist (Appendix 1) each subject in a school should develop a Record Keeping Proforma for candidates this should include details of assessment outcomes, dates completed, how these contributed to the provisional grade and a brief note of when outcomes of assessments were shared with learners. SQA have produced Recording Evidence Forms (Appendices 3 and 4) which can be used but are not mandatory.

7.6.6 Dual Presentation

▪ Where schools have evidence and it is in the best interests of the candidate dual presentation should be considered to ensure candidates achieve the best qualification outcomes possible.

▪ This may occur where candidates are "borderline" at the 4 June deadline for the entry of results for N1-N4 and Units and where evidence permits e.g. an entry at N4 can be made whilst evidence for N5 is still being gathered and assessed.

7.6.7 Assessment communication

It is recognised that this may be an anxious time for candidates and their parents and carers, and the need for clear, timely communication is important throughout all stages of the Alternative Certification Model.

Agreed central communication from Maria Lloyd, Head of Education should be distributed to all candidates and parent/carers.

Regular communication with Parent Councils and elected members will ensure
        stakeholders
have a clear understanding of how assessment is being progressed within individual schools.

Regular communication with young people, including seeking their views and responding to queries and / or concerns should be a central element of the school's approach to delivering the Alternative Certification Model.

It is important that learners are engaged in dialogue relating to their learning and progress
on a course-by-course basis and teachers are involved in providing on-going feedback to learners.

Throughout all stages of the Alternative Certification Model schools should ensure that young people and their parents/carers have a clear understanding of the processes in relation to:

- provisional grades for all young people across the country will be based on *demonstrated attainment against national standards*
- assessment evidence will be determined by teachers and lecturers based on subject specific guidance and local context
- *evidence for appeals will comprise of the same assessment evidence used to determine the provisional result (awaiting details of appeals system)*
- the pieces of assessment evidence which will inform a young person's provisional grades for each subject in your school (or college where appropriate) as early as possible
- the proposed weighting that each piece of evidence has for a provisional grade (this should be in line with the subject-specific guidance)
- SQA's provision of subject-specific guidance documents and assessment materials to help teachers/college lecturers apply national standards fairly and consistently when assessing a young person's evidence
- the timeline for assessment and sharing of provisional grades

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- how to raise any concerns or identified issues prior to the submission of provisional grades
- "final" provisional grades will be shared with young people and parents/carers only after a thorough process of quality assurance checks has been carried out at department, whole-school, local authority and SQA levels.

It is important that candidates and parents can raise issues or concerns in a timely way and that these are addressed rather than raised retrospectively e.g. through a complaint or appeal.

As a result of effective ongoing communication, there should not be a need for a high profile event to share provisional awards i.e. no school-level "results day".

7.7: Quality Assurance

The Alternative Certification Model is based on partnership working between SQA, schools and the local authority. This is focussed on quality assuring the robustness and validity of processes to ensure confidence in provisional grades submitted to the SQA.

The School Checklist and Local Authority Return (Appendix 2) provides details of the quality assurance processes at school and local authority level. The returns to the local authority at each stage of the Alternative Certification Model will facilitate discussion with central staff to ensure school and local authority level quality assurance is taking place.

Teachers use evidence gathered using moderated assessment instruments

Teachers discuss with others in school, cluster, authority. Develop a shared understanding of the national standard

Teachers come to a shared informed professional judgement about the evidence gathered

Teacher come to an agreed understanding of any specific areas that need to be addressed, including actions from feedback from school, local authority and SQA quality assurance

Teacher uses this information to reflect on assessment evidence and change aspects (grade or marking) based on feedback from quality assurance

7.7.1 Use of In-Service and Assessment Days

February In-Service Day Aims

- Share key national and Fife messages regarding the Alternative Certification Model and details of roles and responsibilities of practitioners at each level
- Share Fife datasets and raise awareness of how these can be used to facilitate understanding of national standards
- Ensure all staff are aware of Subject Updates for Session 2020-21
- Ensure all staff are aware of Subject-specific guidance on gathering key evidence in session 2020–21
- Ensure all staff have an opportunity to consider national standards
- Provide an opportunity to discuss evidence gathering and in school assessment and moderation practices
- Provide an opportunity to agree support across the Subject Network for Local Authority level moderation when evidence is available

May In-Service Day Aims

- Allow school subject level discussion of Fife datasets, raise awareness of how these can be used to facilitate understanding of national standards and consider how provisional results may differ from these and the rationale for any variance
- Allow school subject level discussion of assessment instruments, marking instructions, record keeping, plans for school level quality assurance
- Allow school subject level discussion of participation in local authority and national quality assurance

June Assessment Days Aims and Structure

Planning for the 3 and 4 June took place with Secondary Headteachers, the SLWG on SQA Assessment 2021 and Subject Leads.

The overarching aims of the two days was to support quality assurance at school, subject and local authority level. See 7.7.3 Local Authority Level Quality Assurance.

7.7.2 School Level Quality Assurance

Senior school staff led by the Headteacher will ensure staff participate in school level quality assurance as per the School Checklist and Local Authority Return. This includes participation in understanding standards activity, school level moderation and sampling of evidence and ensuring feedback from school level quality assurance is acted upon.

Headteachers/Senior Leaders will have ongoing engagement with faculty leaders/principal teachers to discuss the outcomes of provisional award process as per the Subject Checklist. This will include exploring areas which may require additional layers of quality assurance of learner evidence.

This on-going engagement will include comparison with prior attainment levels and trends for each subject and level. Subject PTC or PT will complete the Rationale as per the Subject Checklist. Any potentially anomalous or unexpected results or patterns may be further explored, and additional quality assurance of evidence undertaken.

Once final grades have been determined, the Subject PTC or PT will submit the completed Subject Checklist to the Headteacher, thereby signing off the provisional awards for their subject.

7.7.3 Local Authority Level Quality Assurance

Senior school staff led by the Headteacher will ensure staff participate in local authority and /or SEIC level quality assurance as per the School Checklist and Local Authority Return. This includes participation in local authority level quality assurance with partner schools and /or through engagement with quality assurance activities facilitated by subject networks.

Senior school staff led by the Headteacher will be responsible for ensuring feedback from local authority level quality assurance is acted upon.

Subject Networks have been convened for 25 subjects. These allow opportunities for practitioners across Fife to support each other and share resources. Subject Networks will have a key role in supporting quality assurance for the Alternative Certification Model.

Principles of Local Authority Quality Assurance

- All practitioners will engage with Subject Network activities where applicable
- Quality Assurance activities will be based on the candidate evidence held by each school for each subject at each level
- Subject Networks will facilitate quality assurance of candidate evidence through sampling the evidence for 3-6 (dependent on cohort size) learners for a subject at each level in each school. This will take place as agreed by Subject Networks and **will** include activity on the Assessment In-Service Days of 3 and 4 June
- Schools will identify subjects without a Subject Network and request alternative support
- The candidate evidence of all teachers presenting a subject at a level should be covered, where possible, within the sample
- Quality Assurance will be based on partnering schools and/or Subject Network activity to work together on quality assurance of candidate evidence
- SQA appointees identified via Subject Networks will support understanding standards and quality assurance of evidence
- Assessment In-Service Days will be used to support local authority quality assurance
- Schools will identify qualifications with no Subject Network and the local authority will seek support from SEIC or SQA
- Schools will identify qualifications requiring additional support (e.g. first presentations or previously unsuccessful verification) and / or where issues have been raised and /or candidate or parent / carer concerns have been received. Where possible SQA appointees will be identified to provide additional support and additional quality assurance of candidate evidence in their own time with remuneration. If support from SQA appointees at a Fife level is not available, a request will be made to SQA
- Feedback from local authority level quality assurance will be acted upon and reflected in reviews of all candidate evidence

7.7.4 National Level Quality Assurance

National quality assurance is carried out by SQA as support for teachers and lecturers to ensure understanding and the reliable and consistent application of the national standard across the country.

There are two parts to national quality assurance:

1. Teachers and lecturers continue to use a range of appropriate materials, including SQA subject-specific guidance, assessment resources and Understanding Standards materials for assessing learners following National 5, Higher and Advanced Higher national courses

2. SQA reviews selections of marked assessment evidence and provides feedback on how well teachers and lecturers have applied the national standard.

While the first part of the national quality assurance process is ongoing, the second part is planned to run during May and the early part of June to give schools and colleges time to consolidate teaching and learning, carry out assessment and continue the process of local quality assurance.

To support centre planning for the second part of national quality assurance, some further details about this can now be shared.

The use of learner evidence for quality assurance

While all schools, colleges and training providers will be included in national quality assurance, it is not necessary or possible to review every course in each centre. The number of courses that each centre is selected for will be small and proportionate depending on how many courses the centre delivers. More detail on this will be provided when there is final confirmation of course entries.

Schools, colleges and training providers will be notified of which courses they have been selected for in the last week of April. While most course selections will be random, there will be non-random selections made for those new to delivering courses this year and those which were not successful at the last verification stage.

The purpose of the review of learner evidence is to provide feedback to centres on how they apply the national standard in their marking. It is not a review of the provisional grade a learner may receive. For this reason, centres will be asked to provide assessment evidence from five learners for each course selected.

Teachers and lecturers will send SQA examples of marked learner assessment evidence, along with the assessment instrument and marking instructions. Where possible, the assessment evidence from the five learners should be spread over a range of performances from different learners and where possible across the teaching staff delivering at that level. Guidance will be provided to support teachers and lecturers in doing this.

Centres should provide the quality assured assessment evidence completed at the point of uplift. We recognise that this evidence may be partial or incomplete and not the full or

final evidence base for each learner. For example, it could consist of the evidence for one or two components, as set out in the subject specific guidance.

SQA can take receipt of digital or paper-based assessment evidence, though for an individual learner in a specific course it must be all in paper or all in digital format.

SQA subject specialists will review the assessment evidence. They will then provide supportive centre-specific feedback followed by an overview of the learner evidence review process for all schools, colleges and training providers on key themes for each course by the end of the first week in June.

Schools, colleges and training providers will act upon this feedback, adjusting their marking and local quality assurance processes, if this is deemed necessary.

As per the Subject Checklist and School checklist and Local Authority Return the PTC or PT will confirm that SQA feedback has been acted upon and that any adjustments have been made.

8.0 Submission of Provisional Results

SQA will provide a 'Provisional Results Service' through the SQA Connect secure portal. This will allow for secure storage of school level data. This service will open on 5 May 2021 and operate until 25 June 2021.

Access to the system and associated reports is provided to enable centres and local authorities to work together to undertake their respective roles in the quality assurance process. From the opening of the service, centres can input learner data which can be viewed and discussed with the local authority. This data can be changed up to the final submission date of 25 June 2021.

This service will enable summary reports to be created and consider summary data.

Provisional Results – incomplete data

SQA have indicated that "It is important for centres to understand what will happen in the event of incomplete provisional results data after the 25 June deadline. On **Monday 28 June** we will email co-ordinators in centres with incomplete data advising that a data integrity report is available via Exchange on SQA Connect. This report will only be issued where we have identified outstanding or incomplete provisional results data due to one of the following scenarios:

- You have open entries without any provisional results
- You have withdrawn entries but have entered and submitted provisional results
- You have open entries with withdrawn provisional results

- You have flagged a candidate as 'Incomplete Evidence' and then withdrawn the entry. To be eligible for the incomplete evidence contingency, the candidate entry must remain open.

Please respond to all issues noted in your data integrity report by **Wednesday 7 July**.

Please contact national.qualifications@sqa.org.uk if you have any questions about this activity."

All schools must provide details of who in their school will be available to respond to and complete any action in relation to incomplete data queries to SQA and to Lynn Porter, Education Manager by 18th June 2021.

Where incomplete data queries are not resolved by 5th July 2021, SQA will contact the local authority.

8.1 Headteacher Sign Off and Local Authority Endorsement

The School Checklist and Local Authority Return provide statements for sign off for the Headteacher and endorsement by the local authority. Heads of Centre are required to complete the Statement of Assurance (Appendix 6).

9.0 Contingency Arrangements for Incomplete Assessment Evidence

SQA have indicated that "to ensure a degree of equity for learners who have been unduly disadvantaged by severe disruption to learning and teaching, a limited opportunity to submit Provisional Results by 3 September 2021 is being created. This can be offered to candidates who have completed the learning and teaching of their course but who have not been able to complete their assessment evidence in time for the 25 June submission date.

The contingency arrangement would cover learners who have experienced extreme disruption during the centre's evidence-gathering process. Examples might include:

- A learner whose medical condition has prevented full and timely engagement with the centre's evidence-gathering process.
- A learner who has been required to self-isolate due to COVID, either as a case or contact, during the centre's evidence-gathering process.
- A learner who has suffered bereavement or other trauma during the centre's evidence-gathering process.
- A learner who was shielding during the centre's evidence-gathering process.

This arrangement must not be used as an opportunity to delay assessment and to seek benefit from an extended period of preparation over the summer break. Nor does it enable learners to have another opportunity for assessment that has already been undertaken, in pursuit of a higher grade. It is not a resit."

If a school has young people who are in the situation where you have completed the learning and teaching for a course but have not been able to generate evidence for any of the reasons described above the school should help the young people and their parent / carer to consider the situation carefully and advise on which of the available options would be in their best interests:

- use this contingency arrangement, submitting evidence by noon on 3 September.
- be presented for an alternative qualification
- repeat the course and be presented in 2022

10.0 Appeals

The SQA announced details of the Appeals Service for qualifications for 2021 on 2nd June 2021. The key elements of this are summarised below but more details and a booklet for learners can be accessed at Appeal 2021 Information for Learners.

Guidance on the Appeals Service for schools will be provided by 11th June 2021.

The appeals service is free and can be accessed directly by learners from 25th June, the date by which Provisional Results must be submitted to SQA. Schools and /or parent/carers can also submit an appeal on your behalf of a young person.

There are three types of appeal:

1. an appeal against the academic judgement made
2. an appeal against an unresolved administrative error
3. an appeal on grounds of discrimination where:

there has been a breach of the Equality Act 2010 (which must have been either acknowledged by your school, college or training provider or established by a court or the Scottish Public Services Ombudsman), or your school, college or training provider failed to provide agreed Assessment Arrangements.

Appeals will be based on demonstrated attainment against the national standard and evidence will be reviewed by an SQA Subject Appointee. The outcome of an appeal could be that the **grade goes up, stays the same or goes down**. Schools will be contacted by SQA to provide the evidence they used for the Provisional Result.

SQA have indicated to candidates that "once your teacher or lecturer has explained your provisional results, if you are still unhappy, you can register that you want to appeal

directly on the SQA website. The registration service will **open on Friday 25 June and will close on Thursday 12 August.** Your appeal will be processed after Results Day on Tuesday 10 August.

If you need to, or prefer to, you can ask a parent or carer to register for you.

You will be asked for the following information:

▪ your name
▪ your date of birth
▪ your Scottish Candidate Number
▪ the subject and level of the course that you want to register an appeal for
▪ notification that you are awaiting the result of the appeal for a college or university place – if so, your request will be **processed as part of the priority appeal service** and we will ask you for details of your conditional offer
▪ your reason for appealing, from one of the three types
▪ if you are appealing against an unresolved administrative error or on the grounds of discrimination contrary to the Equality Act – you will be asked to provide a short, written explanation of what you believe has happened."

Priority Appeals – For candidates waiting on a result for a university or college place or for an employment or training programme, appeals will be processed as a priority and **the appeal must be registered by Thursday 12 August.**

Non-Priority Appeals - For non-priority appeals (those for which the results are not needed for a university or college place or for an employment and training programme) **candidates should register by 12th August or the school can make an appeal on behalf of a candidate until 27th August.**

Schools must ensure that all candidates and parents/carers are aware of the Appeals Service and create opportunities for young people and parents/carers to discuss any concerns they may have about Provisional Results before the schools finish for the summer break on 24th June. Young people need to be aware that it is very important to speak with staff before making an appeal as their result can go down, stay the same or go up.

Fife schools do not return from the summer break until Monday 16th August. Schools must make young people and parents/carers aware of arrangements if they need to speak with a member of staff when SQA results are received on Tuesday 10th August.

11.0 Subject Access Requests

Candidates will know their provisional results from the school and should also know the evidence used to generate the provisional result. If the candidate asks for more detailed information in relation to the provisional result. This should be considered as a request to access their records held by the school or Fife Council, this would be considered a Subject Access Request or SAR as determined by the Data Protection Act 1998.

Where a candidate makes a request of the school to access their records, they should be asked to submit this request in writing to the Information Management and Requests Team by using one of the following 3 methods:

1. Forward email to information.requests@fife.gov.uk
2. If request is received by letter, scan and email to information.requests@fife.gov.uk
3. Complete on-line request form

Information that falls within scope of the request should be directed to IMRT to consider response.

The ICO's guidance/code of practice in relation to SAR states:

1. Individuals may exercise the right to personal information held by making a written Subject Access Request or SAR
2. Personal data relates to a living individual
3. The SAR request does not have to be in a particular format and does not need to state the words SAR - even without those words 'it is nevertheless valid and should be treated as such, if it is clear that someone is asking for their own personal data'.
4. The Council cannot insist on a particular format or form for the request
5. Before responding to a SAR for information held about a child, you should consider whether the child is mature enough to understand their rights. If you are confident that the child can understand their rights, then you should respond to the child rather than the parent/carer. What matters is that the child is able to understand what it means to make a SAR and how to interpret the information they receive as a result of doing so.

In line with Council procedures the IMRT in Fife House should know of these request as they will need to keep track of responses and timescales to ensure we comply with the legislation.

12.0 Complaints

Effective communication and clear processes for allowing candidates and /or parents /carers to raise issues throughout the Alternative Certification Model are required to ensure any issues are explored and explanations received prior to the submission of provisional results.

In discussions with candidates and parents it is important that schools emphasise the guidance provided by SQA and Fife and the robust nature of the processes used. Taking time to talk with candidates and/or parents who are aggrieved and/or upset and listening to their concerns is important.

For candidates and/or parents who wish to make formal complaints the school should ensure that Fife Complaints Procedure as detailed below is followed.

What happens when I have complained?

We will always tell you who is dealing with your complaint.

Our complaints procedure has two stages:

Stage 1 - frontline resolution (School level, end of Stage 1 should involve Headteacher)

We aim to resolve complaints quickly and close to where we provided the service. This could mean an on-the-spot apology and explanation if something has clearly gone wrong, and immediate action to resolve the problem.

We will give you our decision at Stage 1 in five working days or less, unless there are exceptional circumstances.

If we can't resolve your complaint at this stage, we will explain why and tell you what you can do next. We might suggest that you take your complaint to Stage 2. You may choose to do this immediately or sometime after you get our initial decision.

Stage 2 – investigation (Local Authority level, can only be used after Headteacher involvement in Stage 1)

Stage 2 deals with two types of complaint: those that have not been resolved at Stage 1 and those that are complex and require detailed investigation.

When using Stage 2 we will:

- acknowledge receipt of your complaint within three working days;
- discuss your complaint with you to understand why you remain dissatisfied and what outcome you are looking for; and
- give you a full response to the complaint as soon as possible and within 20 working days.

If our investigation will take longer than 20 working days, we will tell you. We will agree revised time limits with you and keep you updated on progress.

What if I'm still dissatisfied?

After we have fully investigated, if you are still dissatisfied with our decision or the way we dealt with your complaint, you can ask the Scottish Public Services Ombudsman (SPSO) to look at it. There is no further level of appeal within the council.

The SPSO **cannot** normally look at:

- a complaint that has not completed our complaints procedure (so please make sure it has done so before contacting the SPSO);
- events that happened, or that you became aware of, more than a year ago; and
- a matter that has been or is being considered in court.

You can contact the Scottish Public Services Ombudsman in the following ways:

In person: SPSO, Bridgeside House, 99 McDonald Road, Edinburgh. EH7 4NS

By post: Freepost SPSO

Freephone: 0800 377 7330

Online: **www.spso.org.uk/contact-us**

FIFE COUNCIL

Appendix 1

SQA Provisional Results

For Candidates 2021

Subject Level Checklist

School:

Subject:

Level:

All staff delivering qualifications to be given a copy and PT/PTC to complete returns to SLT

SLT are requested by the LA to have a copy of all subject paperwork

- **Roles and responsibilities – Subject Level**
- As detailed in the document produced by the NQ2021 Group - Alternative certification model - National Qualifications 2021 - it is essential that all practitioners are aware of their responsibilities in each of the five stages of the ACM process for 2021.
  1) What happens at each of the five stages?
  2) What is the role of each stakeholder – SQA, teacher, centre senior management, local authority – at each of the five stages?
-
- In preparation for the collection of evidence and submission of provisional grades, all practitioners need to be aware of the following subject specific support available:
  - Subject-specific guidance on selecting the appropriate learner evidence is available for all subjects at National 5, Higher and Advanced Higher
  - National 5, Higher and Advanced Higher assessment resources are available to help inform assessment planning and evidence gathering
  - SQA supports schools and colleges by adding new materials and webinars to its established Understanding Standards programme.
-
- In addition, practitioners need to be aware of the more general support available:
  - Details of the Alternative certification model for the National Qualifications in 2021.
  - Guidance on gathering evidence for provisional results.
  - Latest updates giving information on recently published guidance and support.
-
-
- Following participation in the February In-Service Day:
  1) you will be familiar with the key information currently available
  2) you will ensure you are up to date with processes and expectations. You may already have accessed some of this information and/or completed some of these activities earlier in the session.
-

- **STAGE 1 (ongoing until April 2021) Preparation Phase**

- **General Preparation**

Action	Links and Further Information	Date (s) Completed by all subject staff
Read SQA general Guidance on gathering evidence and producing estimates	https://www.sqa.org.uk/sqa/files_ccc/nq-estimates-guidance-2020-21.pdf	
Complete SQA Academy on Determining provisional results at National 5, Higher and Advanced Higher.	Access the SQA Academy course on determining provisional results	
Read Guidance on Subject Specific Changes to Qualifications	https://www.sqa.org.uk/sqa/45625.html Choose subject, choose National 5 – Advanced Higher Course Assessment 2020-21	
Read Subject Specific Guidance on Evidence for Qualifications	https://www.sqa.org.uk/sqa/45625.html Choose subject and then choose level from top menu	
Access Understanding Standards materials for your subject at all levels you are presenting in	https://www.understandingstandards.org.uk/ Choose subjects from top menu, choose level and subject to access materials	
You have access to National 5, Higher and Advanced Higher papers and Marking Instructions	SQA Past Paper Search SQA Secure for 2020 Papers released for use in 2021	
You have engaged with the materials produced by the Subject Network from the February In-Service Day	Contact been made with other members of your moderation group. Staff have engaged with materials produced.	

- **For Completion and Submission to / Discussion with SLT**

• Action	• Brief Summary	• Date (s) Completed
• Develop an assessment plan • This process may well have started from earlier in the session but must articulate with the wider school plan.	• Include Assessment Instruments and Weighting of Elements	•
• Assessment Arrangements • You must ensure any Assessment Arrangements for identified candidates are implemented throughout the assessment and evidence gathering process.	• How is this being overseen?	•
• Consider how you will participate in school level moderation • Have you already completed any of this? • Have you already discussed this? • Does your subject have guidance already?	•	•
• Develop Record Keeping Proforma for all candidates or use SQA Recording Evidence Forms (Appendices 3 and 4) • Include details of assessment outcomes, dates completed, how these contributed to the provisional grade and a brief note of when outcomes of assessments were shared with learners.	• Attach Proforma	•

-

Action	Links and Further Information	Date (s) Completed
• Learner evidence is generated and assessed at school level	• Some evidence may have already been gathered earlier in the session	•
Consider prior attainment data.	Engage with the "Use of Data" presentation produced by Stuart Booker for the February In-Service Day and the data for your subject.	•
• Carry out internal quality assurance on learner assessment evidence. • This may involve communication with partner schools within your Moderation Group.	• This includes: • agreement of assessment instruments used. • standardisation activities e.g. agree Marking Instructions to be applied. • sampling of learners' assessment evidence to ensure that national standards are being applied consistently.	•
• Prepare for potential selection for SQA Quality Assurance procedures	• Have the following materials available: • Assessment instruments • Marking Instructions with annotations if applicable • Examples of assessed learner evidence. • (The assessment evidence can be partial or incomplete. This process is about "applying the national standard")	•
• Act on any feedback received from SQA's quality assurance, to ensure that assessment is consistent with the national standard.	• Review assessment decisions made for ALL candidates, based on feedback from SQA. • Apply feedback to further assessments as applicable.	•
• Share any relevant feedback from SQA's quality assurance with others, for example through local Subject Networks.	• Share relevant key information with: 1) moderation group 2) local authority subject group through Subject Leads	•
• Start to develop provisional results based on the available evidence and feedback from local and national quality assurance.	• The provisional grade decided for each learner is an evolving process. Information is shared with the learner through regular learner conversations, and accurate records kept of working grades / provisional decisions reached to date.	•

For Completion and Submission to / Discussion with SLT

▪ Action	▪ Brief Summary	▪ Date(s) ▪ Completed
▪ Assessments administered, alternative assessment arrangements provided, and young people informed of working grades/provisional decisions	▪	▪ 187
▪ Participation in school and local authority quality assurance	▪ Include details of partner schools	▪
▪ Feedback from quality assurance and next steps	▪	▪
▪ Feedback and next steps from any SQA quality assurance	▪	▪

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- **STAGE 3 (End of May/June to 25 June 2021) Quality Assurance Phase**

Action	Links and Further Information	Date(s) Completed
Learning is completed, and final learner evidence is generated and assessed at school level.	Final evidence is collated as teaching and learning is completed for the course.	
Continue internal quality assurance on learner assessment evidence.	This includes: • agreement of assessment instruments used. • standardisation activities e.g. agree Marking Instructions to be applied. • sampling of learners' assessment evidence to ensure that national standards are being applied consistently.	
Reflect on feedback from national quality assurance, where applicable, and make adjustments as appropriate.	Review assessment decisions made for ALL candidates, based on feedback from SQA. Apply feedback to all assessments to be considered, as applicable.	
Reflect on feedback from authority level quality assurance carried out with Moderation Group and Subject Network and make adjustments as appropriate.	Review assessment decisions made for ALL candidates, based on feedback from SQA. Apply feedback to all assessments to be considered, as applicable.	
Provide ongoing feedback to learners regarding their progress and assessments, including, at the conclusion of the course, provisional grades based on evidence of demonstrated attainment.	The provisional grade decided for each learner has been an evolving process. Information is shared with the learner, and accurate records kept of provisional decisions reached to date.	
Produce provisional results for every candidate.	Final provisional result submitted, using Bands 1 to 9.	
Consider provisional results against prior attainment data and produce rationale for any significant variances where they may occur.	Engage with the "Use of Data" presentation produced by Stuart Booker for the February In-Service Day.	
For Stages 4 and 5 Centres retain learner assessment evidence and records.	Records of attainment and candidate evidence to be collated and easily retrieved in support of provisional grades submitted. Stored in a secure place.	

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- **Subject Level Preparation for Completion and Submission to / Discussion with SLT**

▪ Action	▪ Brief Summary	▪ Date(s) Completed
▪ Update on assessments administered, alternative assessment arrangements provided, and young people informed of working grades/provisional decisions	▪	▪
▪ Update on participation in school and local authority quality assurance including details of partner schools	▪	▪
▪ Update on feedback from quality assurance and next steps	▪	▪
▪ Update on feedback and next steps from any SQA quality assurance	▪	▪
▪ Details of grade profile for subject	▪	▪
▪ Provisional Results submitted, and learners informed	▪ Attach Provisional Results	▪

Rationale for each subject and level - Submit to SLT

Rationale for insert subject   insert level
Detail of how estimates compare to average for the grade profile in the three years before 2020.
Details of any circumstances that can justify the variance in estimates from previous data. Changes to course, nature of cohort, etc.
Details of any additional quality assurance, support from SQA appointees.

For Stages 4 and 5

Subject staff and link SLT are aware of where learner assessment evidence and records are stored.	▪ Records of attainment and candidate evidence to be securely stored and easily retrieved in support of provisional grades submitted.	▪

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Appendix 2

SQA Provisional Results

For Candidates 2021

School Checklist and Return to Local Authority

School:

Education Manager:

Alternative Certification Model 2021

Stage 1: Ongoing until April 2021

Teachers

- ✓ teaching and learning ongoing - planning opportunities for assessment, in line with subject-specific guidance from SQA
- ✓ engage with Understanding Standards activities
- ✓ participate, as appropriate, in local and/or national subject networks
- ✓ develop assessment plans and assess learners' assessment evidence when appropriate
- ✓ ensure familiarity with centre and local internal quality assurance arrangements on learner assessments (this includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that marking is consistent with national standards)

Principal Teachers

- ✓ ensure all staff are engaging with the activities above

- ✓ coordinate assessment plans
- ✓ ensure staff familiarity with centre and local internal quality assurance arrangements on learner assessments

Senior Leadership Teams

- ✓ support teachers in their roles and responsibilities
- ✓ ensure that teaching staff are aware of, and using, SQA guidance on assessment and producing provisional results
- ✓ ensure that the centre's quality assurance procedures are being defined and made available to staff

Local Authorities

- ✓ Local authorities should consider how best to support/facilitate:

- Understanding Standards
- centre-level assessment approaches
- centre-level quality assurance
- local authority/area-based subject quality assurance
- quality assurance support by subject from Regional Improvement Collaborative (RIC), where a need is identified
- access to local SQA appointees to support identified subject areas

Stage 1: Understanding Standards, Assessment Approaches and Communication with Stakeholders

Please submit this Stage 1 return to your Education Manager, Maria Lloyd and Lynn Porter by Friday 23rd April 2021. If you are submitting any attachments e.g. school guidance documents, please reference relevant pages in the Key Questions boxes. Please put dates in boxes where possible.

Understanding Standards	Expectations and processes have been communicated to all staff.	
	All staff have engaged with their Subject Network(s) / Understanding Standards activity.	
	All staff have engaged in February INSET.	
	All staff have completed SQA Academy.	
	SQA appointees from your school are supporting Subject Networks.	

Key Questions:

Which subjects / levels are presenting for the first time?

Which subjects were not successful in the last round of verification?

Which subjects / levels do not have a Subject Network? What other support are they accessing?

Are there any subjects requiring support and if so what kind of support? Have you considered subjects where issues were identified last year?

Engagement with data	Subject and school data has been shared with all staff.	
	All staff watched the PPT by Stuart Booker.	
	Support in using data has been offered.	

Key Questions:

In which areas have initial issues been identified? What are the next steps?

Approaches to assessment and evidence gathering	Approaches to assessment and evidence gathering have been agreed at school and subject level.	
	We are providing opportunities for young people to act on feedback provided by teachers.	
	We are ensuring young people who are absent or self-isolating will have opportunities to demonstrate performance for evidence gathering.	
	We are ensuring identified young people are receiving appropriate Assessment Arrangements throughout the assessment and evidence gathering process.	

Key Questions:

What are your arrangements for assessment and gathering evidence and what is your rationale for these?

How are you ensuring appropriate Assessment Arrangements are in place for identified young people throughout the assessment and evidence gathering process?

Quality Assurance	Approaches to school level quality assurance have been agreed at school and subject level.	
	Meetings have been held with PTCs/depts/faculties to discuss processes, progress and evidence.	
	Any evidence generated by this stage has been moderated at school subject level.	

Key Questions:

What Quality Assurance at school level has taken place to date and what are your plans for the next few weeks?

Communication	Both letters from Maria Lloyd 9 Dec 2020 and 18 March 2021 have been shared with young people and parents / carers.	
	We have communicated with staff to ensure consistency and confidence in message.	
	We have communicated to parents and young people about processes for assessment and evidence gathering in our school at school and subject level.	

Key Questions:

What are the questions / issues being raised?

Feedback / Follow Up from Local Authority   **Date:**   **LA Officer:**

Please include a sample subject department paperwork to date.

Stage 2: April to May 2021

- Learning, teaching and assessment (to guide further support for learners) together with consolidation of learning, are ongoing

- Schools and colleges put in place and record any assessment arrangements required by individual learners

- Schools and colleges assess learner evidence, carrying out and recording decisions in line with internal quality assurance procedures.

- Schools and colleges continue to provide feedback to learners on progress, including results based on evidence

- Schools and colleges continue to carry out and engage in internal quality assurance in line with their procedures and local authority / RIC quality assurance processes

- During May, on a proportionate basis, SQA selects courses from each school and college for national quality assurance and provides subject-specific feedback. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected.

- Schools and colleges start to develop provisional results based on the available learner evidence and feedback from local and national quality assurance, including checking that results are consistent across the centre and based on learner evidence

- Schools, colleges or local authorities can speak to SQA if further support is desired.

- SQA issues further information on how to submit the provisional results

Stage 2: Assessment, Evidence Gathering and Record Keeping, Quality Assurance and Learner Conversations

Please submit this Stage 2 return to your Education Manager, Maria Lloyd and Lynn Porter by Friday 28th May 2021. If you are submitting any attachments e.g. school guidance documents, please reference relevant pages in the Key Questions boxes. Please put dates in boxes where possible.

The following documentation should be submitted with your Stage 2 Return:

1. **Paperwork and communication regarding Assessment Arrangements e.g. timetables, letters for young people and parents (if you have not already submitted these with your Stage 1 Return).**
2. **Some information regarding the AA verification by your link EP either within the comments section of your return or as an attachment.**
3. **Subject Record Keeping for English, Maths and two other subjects - records of evidence, learner conversations, moderation activity undertaken or planned, any feedback from moderation activity.**
4. **Details of any communication with young people and parents.**

Assessment, Evidence Gathering and Record Keeping	Alternative assessment arrangements for identified learners have been put in place in each subject.	
	Subject staff are keeping records of assessment evidence and grades.	
	Arrangements are in place for young people who have been absent or self-isolating.	

Key Questions:

How can you evidence that alternative assessment arrangements have been put in place? How are you monitoring subject level record keeping?

Engagement with data	Staff have examined previous subject level data.	
	SLT have discussed previous subject data and likely outcomes this year with subject staff.	
	Subject staff are aware of the need to complete rationales for variance.	

Key Questions:

In which areas have initial issues been identified? What are the next steps?

Quality Assurance	School level quality assurance is taking place in all subjects at all levels.	
	Subjects are keeping records of participation, feedback and actions from feedback from school level quality assurance.	
	Subjects are keeping records of participation, feedback and actions from feedback from Local Authority level quality assurance.	
	Subjects are keeping records of participation, feedback and actions from feedback from SQA level quality assurance.	

Key Questions:

Please give details of any subjects requiring additional support and the nature of support required.

What evidence do you have of subject level participation and actions arising from Local Authority quality assurance? Are there any subjects requiring additional support?

Which subjects and levels have been selected for SQA quality assurance?

What evidence do you have of subject level actions arising from SQA quality assurance?

Learner Conversations	Young people are aware of what evidence is being used in each subject.	
	Young people are aware of the quality assurance processes in place within school and out with including SQA sampling.	
	Young people are aware of their current progress and any next steps if appropriate.	

Key Questions:

What evidence do you have that young people are aware of their progress? Are there any issues being raised by young people or parents/carers?

Feedback / Follow Up from Local Authority   Date: LA Officer:

Please include a sample subject department paperwork to date.

Stage 3: End of May to 25th June 2021

▪ Learning, teaching and assessment should be concluding for the purposes of certification in 2020-21

▪ Schools and colleges provide ongoing assessment feedback to learners, including provisional grades based on evidence

▪ Schools, colleges and local authorities complete final stages of quality assurance, taking account of feedback from the prior stages

▪ Schools and colleges record provisional results based on evidence of demonstrated attainment for each learner

▪ Heads of centre sign off the outcomes per subject, and local authorities endorse the process and engagement in reaching those outcomes

Stage 3: Final Quality Assurance, Submission of Provisional Results and Sign-Off

Submit this Stage 3 return to your Education Manager, Maria Lloyd and Lynn Porter by 12pm on Friday 18th June to ensure the Local Authority can sign off your school's processes. If you are submitting any attachments e.g. school guidance documents, please reference relevant pages in the Key Questions boxes.

Engagement with link officer

Stage 2 returns asked you to identify any subjects where issues have been identified with reference to concordance with previous data trends. It is imperative that your link officer is made aware of these subjects by 11th June at the latest to allow them to engage with you to ensure a robust analysis of rationales is being undertaken within your school.

Provisional grades should also be within SQA Connect by 18th June or submitted to Stuart Booker using the spreadsheet provided by 18th June. If this deadline cannot be met you MUST contact your link local authority officer, Maria Lloyd, Lynn Porter and Stuart Booker by 11th June 2021.

Communication	Letters for young people and parents/carers from Maria Lloyd dated 7th June 2021 have been distributed.	
	Arrangements are in place to ensure young people and parents/carers receive Provisional Results week beginning 21st June 2021.	
	Young people and parents/carers are aware of the Appeals Service and the deadlines and arrangements for registering.	
	Young people and parents/carers are aware of the need to speak with school staff regarding Appeals as the result can go up, stay the same or go down.	

Final Quality Assurance	All staff have engaged with school and Local Authority quality assurance process.	
	All staff engaged in the Assessment In-Service Days of 3 and 4 June	
	Provisional Grades reflect feedback from quality assurance at school, Local Authority and SQA level.	
	All subjects have completed rationales for variances.	

Please attach rationales for variance with your return. Please include details of any feedback from moderation activity at school, local Authority and SQA level and communication with learners and parents.

Submission of Final Results	The school is on track to meet the 25th June deadline and young people and parents/carers will be made aware of their provisional results week beginning 21st June 2021.	
	Young people and parents / carers are aware of the Appeals process and have opportunities to speak with staff if they have concerns regarding Provisional Results before schools close on 24th June 2021.	
	Young people and parents / carers are aware of arrangements to contact the school before the 12th August deadline for Priority Appeals.	

Key Questions:

What are the questions / issues being raised?

Sign-Off	SLT have engaged with all subjects and ensured all processes have been followed including AAA, opportunities for those who have been isolating to catch up, in school moderation and subject cross school moderation.	
	SLT are satisfied that all subjects have appropriate record keeping and evidence in place. Evidence is securely stored and accessible to support any Appeals submissions.	
	The headteacher is confident in signing-off the school's provisional results for all subject departments.	

Arrangements post 25th June 2021	SQA Coordinator or nominated individuals (SQA aware of whom) available to deal with incomplete data queries from 28th June – 7th July.	Please insert names and contact details
	SQA Coordinator or nominated individuals available to deal with candidate and parent/carer queries from 10th August – 12th August.	Please insert names and contact details

Feedback / Follow Up from Local Authority   **Date:**   **LA Officer:**

Stage 4: By 25th June 2021

- Schools and colleges submit provisional results by 25 June

- SQA undertakes administrative checks and addresses any queries with centres (e.g. potential data inputting errors)

- Schools and colleges retain learner assessment evidence.

Learners will receive their SQA results on 10th August 2021

Stage 5 Appeals process

▪ Appeals process for 2020-21 to be advised following consultation.

Stage 4: Completion of Provisional Results, Preparation for Administrative Checks and Records for Appeals

Please submit this Stage 4 return to your Education Manager, Maria Lloyd and Lynn Porter by Thursday 24th June. Please note if you have not returned the Stage 3 request by 18 June at noon then this will not be singed off by LA officer.

Provisional grades should also be within SQA Connect by 18th June or submitted to Stuart Booker using the spreadsheet provided by 18th June. If this deadline cannot be met you MUST contact your link local authority officer, Maria Lloyd, Lynn Porter and Stuart Booker by 11th June 2021.

Completion of Provisional Results, Preparation for Administrative Checks and Records for Appeals	All Provisional Results have been submitted to SQA.	
	Arrangements are in place to ensure any queries regarding possible administrative checks can be responded to. This has been communicated to SQA. Please provide details.	
	Candidate evidence, assessment instruments and marking instructions are securely stored and easily accessible.	
	How many candidates are indicating they want to appeal at this stage and in what subjects? What mechanism have you in place for this within school for the 12th August deadline for priority appeals?	
	We have a way of recording that candidates know that an appeal could result in a grade going down. We have evidence that they still want an appeal to be submitted.	

Headteacher confidence statement

I can confirm that I am confident that all SQA provisional results submitted on behalf of my school have been created following the processes outlined above. The provisional results are based on teacher professional judgement of demonstrated learner attainment consistent with the requirements set out in the subject-specific guidance. Staff involved in providing provisional results have participated in quality assurance at school and local authority level and acted on feedback where selected have acted on feedback from SQA.

School name:

Signed	
Date	

NQ 2021 Alternative Certification Model

Head of Centre Statement of Assurance

Name of centre:

_____

In submitting our provisional results to SQA, I confirm that all our roles and responsibilities have been carried out to the best of my knowledge.

Head of Centre:

_____

Signature:

_____

Date:

_____

Summary of key roles and responsibilities for submitting provisional results:

- SQA's subject-specific documents on assessment guidance on Understanding Standards have been read, understood and used by all teaching colleagues.
- SQA's guidance on producing provisional results has been shared, understood and used by all teaching colleagues.
- All agreed assessment arrangements for individual learners have been implemented.
- Assessment evidence has been internally quality assured.
- Assessment judgements have been internally quality assured and are fair and free from bias.
- Adjustments have been made where appropriate following any relevant feedback from SQA's national quality assurance exercise.
- Provisional results submitted to SQA are accurate and based on the attainment demonstrated by authentic assessment evidence produced by each learner.
- We have provided ongoing feedback to learners regarding their progress and assessment outcomes, including their provisional results.
- Provisional results have been quality assured, including rationales for any variances, and confirmed by our centre.
- Provisional results have been quality assured, including rationales for any variances, and confirmed by our local authority (for local authority schools only).

Local Authority confidence statement

I can confirm that the SQA provisional results submitted on behalf of the school have been created following the processes outlined above and I am aware of the outcomes for this centre.

Local Authority Representative/Education Manager:

Signed	
Date	

A copy of this will be returned to the HT.

NQ 2021 – Alternative Certification Model

**Whole cohort record of evidence for
National 5, Higher and Advanced Higher provisional results**

This form is an optional resource that is intended to help teachers and lecturers record assessment evidence for their whole cohort of learners.

SQA acknowledges that you may already have your own recording documents/system in place. This form is not intended to replace or duplicate any equivalent documentation that you plan to use. Please only use this form if you find it useful.

Centre
Name:

Subject:		Level:	
Cohort of learners			

Information for the whole cohort of learners:

Assessment used	Date(s) of assessment	Conditions of assessment	Comments

Understanding standards activities undertaken by teaching team:

Quality assurance activity undertaken	Sampling approach (where applicable)	Any action taken following quality assurance
eg Internal verification of assessments		
eg Cross/blind marking of assessments		
eg Review of feedback from SQA QA selection		
eg Review of generic feedback from SQA QA		
eg Peer moderation of provisional results		

The provisional results submitted for this cohort are accurate and based on the attainment of each learner which is demonstrated through assessment evidence. This assessment evidence has been subject to application of our internal quality assurance systems, and any relevant feedback from SQA's national quality assurance exercise has been reviewed and acted upon where appropriate.

I have reviewed the provisional results and am satisfied that the evidence base for the provisional results is robust.

Signed: _____ Date: _____
(Principal Teacher/Head of Section/Curriculum Leader) *(delete as appropriate)*

NQ 2021 Alternative Certification Model

Individual learner record of evidence:
National 5, Higher and Advanced Higher provisional results

This form is an optional resource that is intended to help teachers and lecturers record assessment evidence for individual learners who, due to circumstances out with their control, have been unable to undertake assessment in line with the approach used for the rest of their cohort.

SQA acknowledges that you may already have your own recording documents/system in place. This form is not intended to replace or duplicate any equivalent documentation that you plan to use. Please only use this form if you find it useful.

Centre
Name:

Subject:		Level:	

Information for individual learners

Learner Name:	SCN:
Comments relevant to the individual learner's circumstances: *(for example, agreed assessment arrangements, details of the learner's specific disruption to learning, private candidate entered and resulted by the centre)*	

Assessments undertaken	Date(s) of assessment	Conditions of assessment	Marks/grades for each assessment
		(eg closed/open book)	
Provisional Result (grade, band)			

Repeat the above information for each individual learner as required.

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The provisional results for this/these learner(s) are accurate and based on their attainment which is demonstrated through assessment evidence. This assessment evidence has been subject to application of our internal quality assurance systems, and any relevant feedback from SQA's national quality assurance exercise has been reviewed and acted upon where appropriate.

I have reviewed the provisional result(s) and am satisfied that the evidence base for the provisional result(s) is robust.

Signed: _____   Date: _____
(Principal Teacher/Head of Section/Curriculum Leader) *(delete as appropriate)*

Appendix 5

Questions to ask yourself when determining a provisional result

You could use this checklist or similar to check that you are confident in your decision.

Step 1	Evaluating the quality of the key evidence	Notes
	Do you have adequate key evidence to make a judgement?	
	Does the key evidence cover enough of the course?	
	Was each assessment at an appropriate level of demand?	
	Did the assessment include appropriate levels of differentiation for grades A and C?	
	Does the candidate's key evidence show consistent performance across the course requirements, as outlined in the subject-specific guidance?	
	How has the candidate performed in grade A and C items?	
	How does candidate performance differ across components, taking account of relative weightings/scaling where required?	

Step 2	Assigning a band	
	Is the band assigned based on a holistic judgement of all the key evidence as outlined in the subject-specific guidance?	
	Is the band assigned based on demonstrated attainment?	
Step 3	Reflecting on your judgement	
	Have you avoided implicit bias?	

NQ 2021 Alternative Certification Model

Head of Centre Statement of Assurance

Name of centre:

_____

In submitting our provisional results to SQA, I confirm that all our roles and responsibilities have been carried out to the best of my knowledge.

Head of Centre:

_____

Signature:

_____

Date:

_____

Summary of key roles and responsibilities for submitting provisional results:

• SQA's subject-specific documents on assessment guidance on Understanding Standards have been read, understood and used by all teaching colleagues.

• SQA's guidance on producing provisional results has been shared, understood and used by all teaching colleagues.

• All agreed assessment arrangements for individual learners have been implemented.

• Assessment evidence has been internally quality assured.

• Assessment judgements have been internally quality assured and are fair and free from bias.

• Adjustments have been made where appropriate following any relevant feedback from SQA's national quality assurance exercise.

• Provisional results submitted to SQA are accurate and based on the attainment demonstrated by authentic assessment evidence produced by each learner.

• We have provided ongoing feedback to learners regarding their progress and assessment outcomes, including their provisional results.

• Provisional results have been quality assured, including rationales for any variances, and confirmed by our centre.

• Provisional results have been quality assured, including rationales for any variances, and confirmed by our local authority (for local authority schools only).

Appendix 2 – Fife's Guidance for Practitioners SQA Assessment 2022

Appendix 2

1.0: SQA Qualifications Plan A, B and C

The following guidance has been developed to ensure practitioners are aware of assessment requirements for candidates being presented for SQA qualifications in Session 2021-2022.

The SQA Qualifications guidance for session 2021-22 is accessible via the link below:

https://www.sqa.org.uk/sqa/96904.html

The Cabinet Secretary announced in August that the following three scenarios were in place for assessment of SQA qualifications in Session 2021-22.

Plan A is the current assumption.

Plan A: Current Planning:

An examination diet for National 5, Higher and Advanced Higher courses will be held in session 2021-2022. The current timetable is accessible via the link below:

https://www.sqa.org.uk/sqa/files_ccc/nq-2022-exam-timetable.pdf

SQA exams will take place from **26 April to 1 June 2022** with results day on **9 August 2022**. Detailed planning for delivering exams is underway.

Plan B: In the event of further significant disruption to learning:

If there is further significant disruption to learning and teaching this session, beyond that experienced in 2020-21, appropriate additional support measures for learners will be put in place to ensure that exams can still go ahead. For some courses this could include, for example, advance notice of some topics which will feature in exams or allowing candidates to use aide-memoire during exams. These are currently being considered. Such further amendments will not be suitable for all courses.

Plan C: In the event of significant changes to public health conditions at exam time:

If changes to public health advice mean that large gatherings of people are no longer permitted in April to June, and exams are cancelled, SQA will ask teachers and lecturers to use their professional judgement of assessment evidence to determine learners' grades.

Schools, colleges and training providers will not be required to carry out any additional assessments, as they did in 2020-21. Instead, teachers and lecturers will be asked to

determine learners' grades, based on the work that learners have already completed throughout the year.

To prepare for this scenario, teachers and lecturers must — as they would in a normal year — gather examples of learners' work and keep a record of any assessments that take place throughout the session, for example prelims, practical performances or class tests that provide an appropriate degree of challenge, integration and application of the key knowledge and skills of each National Course.

Gathering completed assessments as learners progress through the session, will provide a reliable collection of evidence that can be used to determine their grades if exams are cancelled at short notice and ensure the national standards are upheld.

1.1: SQA Resources Assessment of Qualifications 2021-22

SQA have published the following video which features a presentation from SQA Head of Operations, Jean Blair on Qualifications 2021-22:

https://www.youtube.com/watch?v=aoxfQ1-7_qQ&list=PLsTxfQ0AJyywLdVlmZ2WvaIUguc62vN4z&index=5

SQA have also published a Question-and-Answer Session held with School Leaders Scotland (SLS) accessible via the link below:

https://www.youtube.com/watch?v=zS43fVHGHLE&list=PLsTxfQ0AJyywLdVlmZ2WvaIUguc62vN4z&index=3

2.0: National 1 – National 4 Courses

These courses are internally assessed by teachers and lecturers throughout the session. Most courses will be assessed as normal in Session 2021-22. In some courses the amount of assessment has been reduced.

2.1: N4 Added Value Unit

SQA have decided that learners **will not** have to complete National 4 added value units in session 2021-22. Removing the mandatory requirement to complete the added value unit will free up more time for learning and teaching and for assessing other units in National 4 courses, where this is needed.

3.0: National 5, Higher and Advanced Higher Qualifications

Modifications to the assessment requirements for each National 5, Higher and Advanced Higher course were announced in June. The modifications will help reduce the volume of assessment and ease teacher, lecturer, and learner workload, while maintaining the credibility of these qualifications. This will also allow for any lost learning caused by Covid-19 and will support learners as they progress to the next stage of their qualifications.

4.0: Course Modifications

Modifications to SQA Qualifications for Session 2021-22 can be accessed at:

https://www.sqa.org.uk/sqa/98682.html

Modifications by subject and level are presented as follows:

Administration and IT	National 3	We will partially reinstate the databases topic and will publish further information at the beginning of session 2021–22.
Administration and IT	National 4	We will partially reinstate the databases topic and will publish further information at the beginning of session 2021–22. There will be no requirement to complete the added value unit assessment.
Administration and IT	National 5	We will partially reinstate the databases topic and the question paper will remain modified at 40 marks. We will publish further information at the beginning of session 2021–22. This will include the areas of the databases topic that will not be assessed in the question paper.
Administration and IT	Higher	We will partially reinstate the databases topic and the assignment will remain modified at 60 marks. We will publish further information at the beginning of session 2021–22. This will include the areas of the databases topic that will not be assessed in the assignment.

It is important that all practitioners are aware of the modifications for this session for their own subject areas.

5.0: Generating and Moderating Estimates

SQA have provided guidance on generating and moderating estimates which can be accessed at:

https://www.sqa.org.uk/sqa/files_ccc/nq-2022-estimates-guidance.pdf

SQA have also provided an SQA Academy Course on generating and moderating estimates which can be accessed at:

https://www.sqaacademy.org.uk/course/view.php?idnumber=estimateqa

The current date for estimates to be submitted to SQA for most courses is 22nd April 2022.

Given that estimates will be used as candidate grades if Plan C is enacted and evidence gathered to support estimates will be used for exceptional circumstances consideration and appeals, it is important that all practitioners are fully aware of the SQA guidance in relation to generating and moderating estimates for Session 2021-22.

On-going moderation should take place within subjects as pieces of evidence are marked to ensure consistent application of the national standard.

Subject Networks and SQA Appointees are available to support with moderation and practitioners may wish to consider the use of partner schools for moderation to support professional learning and consistency.

Should the exam diet be cancelled, SQA have indicated that a national sampling exercise, similar to that undertaken in Session 2020-21, will be conducted if time permits. This is likely to lead to the date for estimates being moved to June.

6.0 Assessment Arrangements

It is essential that all schools and subject teachers ensure that appropriate Assessment Arrangements are put in place for identified candidates for SQA exams and all assessment instruments that will be used to determine estimates. A record of assessment arrangements for individual candidates should be kept throughout the assessment and evidence gathering which will contribute to the determination of estimates as well as for SQA exams.

SQA have sign-posted the following Assessment Arrangements Explained: Advice for Centres:

To avoid any discrimination under The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009), it is essential that schools have rigorous processes related to Assessment Arrangements. Schools should ensure the link Educational Psychologist is fully involved in this process.

7.0 Communication with young people and parents / carers

It is recognised that this may be an anxious time for young people and their parents / carers and the need for clear, timely communication is important throughout the session.

SQA are sending the following booklet to all schools for distribution to candidates:

https://www.sqa.org.uk/sqa/files_ccc/Your-NQ-2021-22.pdf

Agreed central communication from Maria Lloyd, Head of Education should be distributed to all candidates and parent/carers.

It is important that learners are engaged in dialogue relating to their learning and progress
on a course-by-course basis and teachers are involved in providing on-going feedback to learners.

Learners should be made aware that on-going moderation of evidence will take place.

Regular communication with Parent Councils and elected members will ensure stakeholders
have a clear understanding of current planning.

8.0 Exceptional Circumstances Consideration Service

This service allows alternative evidence to be considered in the case of a candidate not being able to sit the external exam due to circumstances outwith their control, or due to circumstances that affected their performance in the external exam.

SQA are currently considering their guidance on this service. It is likely that due to the pandemic and young people self-isolating that greater numbers of exceptional circumstance considerations may need to be submitted. This is an evidence-based service and if young people are unable to sit exams, the evidence used for estimates would need to be submitted to SQA for consideration.

9.0: Appeals

SQA are currently considering the Appeals Service for 2022 and further guidance will be issued to schools when available. The service will be evidence based and will require schools to submit the evidence used to generate the candidate's estimate.

10.0: Subject Networks and SQA Appointees

Fife Subject Networks met during the November In-Service Day to ensure all practitioners are aware of the modifications to assessment for Session 2021-22. Subject Networks are a good source of support for assessment and moderation activities and understanding national standards. Further time for Subject Networks to meet will be provided on the February In-Service Day.

Across Fife there are a large number of SQA appointees willing to support practitioners. Support can be accessed via Subject Leads as detailed below or by contacting Lynn Porter, Education Manager at lynn.porter@fife.gov.uk

Fife Subject Leads

Subject	Name	School	Email
Accounting	Stephen Forbes	Madras College	Stephen.forbes@fife.gov.uk
Admin and IT	Yvonne Nessel	Kirkcaldy HS	Yvonne.nessel@fife.gov.uk
Art and Design	Jenna Graham	Dunfermline HS	Jenna.graham@fife.gov.uk
Biology	Caroline Craig	Lochgelly HS	Caroline.craig@fife.gov.uk
Business Management	Steven Argo	Dunfermline HS	Steven.argo@fife.gov.uk
Computing Science	Scott Pullar	Viewforth HS	scott.pullar@fife.gov.uk
Chemistry	Alistair Dick Blair Hopcroft	Kirkcaldy HS Beath HS	Alastair.dick@fife.gov.uk Blair.hopcroft@fife.gov.uk
Design and Manufacturing	Kirsty McDermid	Woodmill HS	Kirsty.mcdermid@fife.gov.uk
Drama	Meresha McBride	Inverkeithing HS	Meresha.mcbride@fife.gov.uk

Engineering Science	Alan Hamilton	Kirkcaldy HS	Alan.hamilton-kk@fife.gov.uk
English	Angela Malcolm	St Columba's RC HS	Angela.malcolm@fife.gov.uk
Graphic Communication	Iain Simpson	Auchmuty HS	Iain.simpson@fife.gov.uk
Geography	Shonagh Barbour	Madras College	Shonagh.barbour@fife.gov.uk
History	Lucy Gilchrist	Dunfermline HS	Lucy.gilchrist@fife.gov.uk
Home Economics	Angela Duncan Morag MacManus	Madras College Madras College	Angela.duncan@fife.gov.uk Morag.mcmanus@fife.gov.uk
Latin and Classical Studies	Sarah Schofield Esther Brown	Madras College Kirkcaldy HS	Sarah.schofield@fife.gov.uk Esther.brown@fife.gov.uk
Maths	Euan Williamson	Queen Anne HS	Euan.williamson@fife.gov.uk
Modern Languages	Pauline Morris	Kirkcaldy HS	Pauline.morris-dn@fife.gov.uk
Modern Studies	Bruce Robertson	Madras College	Bruce.robertson@fife.gov.uk
Music	Mandy Miller	Lochgelly HS	Mandy.miller@fife.gov.uk
Music Technology	Craig Cuthbertson	Auchmuty HS	Craig.cuthbertson@fife.gov.uk
Physics	Tim Reid	Dunfermline HS	Tim.reid@fife.gov.uk
Physical Education	Ally Jack	Auchmuty HS	Alastair.jack@fife.gov.uk
Psychology	Victoria Nash	Levenmouth Academy	Victoria.nash@fife.gov.uk
Practical Woodwork	John Lamb	Dunfermline HS	John.lamb@fife.gov.uk
RMPS	Ruairi Mulholland	St Columba's RC HS	Ruairi.mulholland@fife.gov.uk

Appendix 3 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.

Schools by Cluster

Bell Baxter High School

Balmullo Primary School

Ceres Primary School   Auchtermuchty Primary

Craigrothie Primary School   Castlehill Primary School

Dunbog Primary School   Dairsie Primary School

Freuchie Primary School   Falkland Primary School

Ladybank Primary School   Kettle Primary School

Newburgh primary School   Letham Primary School

Springfield Primary School   Pitlessie Primary School

Strathmiglo Primary School   St Columba's RC Primary School

Madras College

Canongate Primary School   Balmerino Primary School

Guardbridge Primary School   Greyfriars RC Primary School

Largoward primary School   Kingsbarns primary School

Leuchars Primary school	Lawhead Primary School
Strathkinness Primary School	Newport Primary School
Wormit Primary School	Tayport primary School

St Andrew's RC High School	St Agatha's RC Primary School
St Marie's RC Primary School	St Ninian's RC Primary School
St Patrick's RC Primary School	St Paul's RC Primary School

Waid Academy

Colinsburgh Primary School	Anstruther Primary School
Elie Primary School	Crail Primary School
Kirkton of Largo Primary	Lundin Mill Primary
Pittenweem Primary School	St Monans Primary School

Link to Standards and Quality Reports and School Improvement Plans

https://www.fife.gov.uk/kb/docs/articles/education2/schools-in-fife/schools-statutory-information

Appendix 4 – Bell Baxter High School Report

Education & Children's Services
Improving life chances for all

Fife COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Bell Baxter High School

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total ⚙
2020/21	720	739	1459

DAS Roll							
Year ⚙	S1	S2	S3	S4	S5	S6	**Total**
2020/21	7	4	4	8	2	1	**26**

Estate		
⚙ Year	Capacity	Capacity %
2020/21	1821	80.12

Percentage of pupils with FMR

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

Bell Baxter High School				
2016/17	2017/18	2018/19	2019/20	2020/21
9.60	8.40	8.70	9.60	11.70

Fife				
2016/17	2017/18	2018/19	2019/20	2020/21
17.00	16.40	16.40	17.10	17.90

National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

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Bell Baxter High School

SIMD   **Number of Pupils per SIMD Decile (2020/21)**
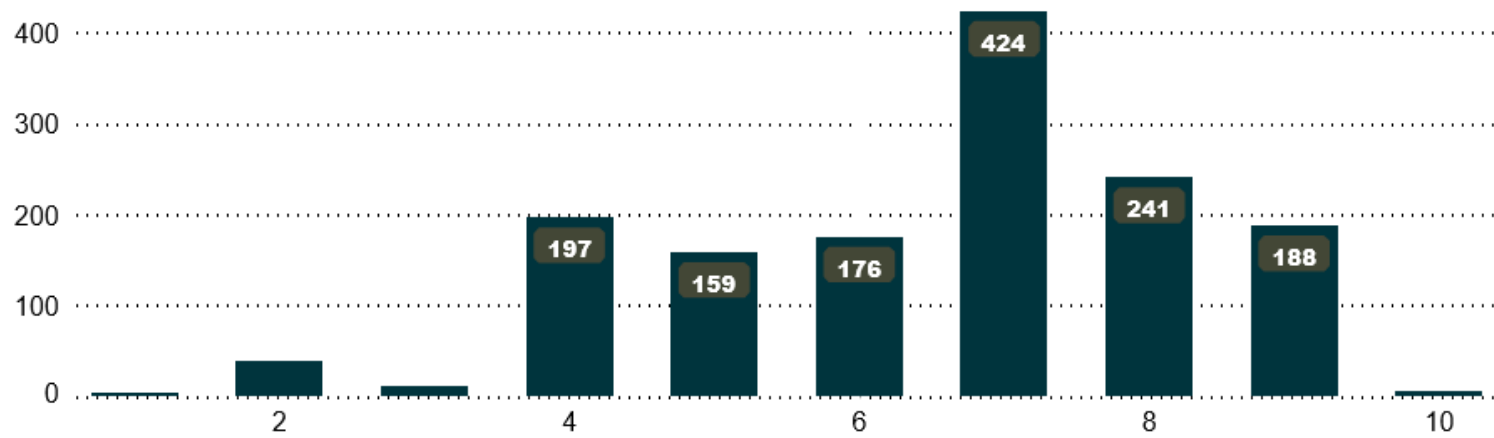
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	5	40	12	197	159	176	424	241	188	6	1448

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Poverty Percentage - Percentage of children (under 16) in poverty
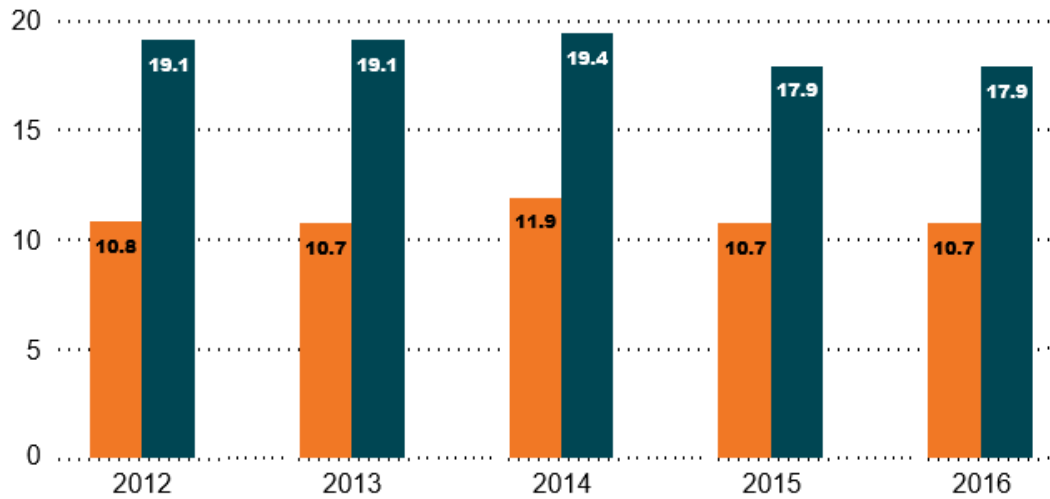
Year	School Poverty Rate %	Fife Poverty Rate %
2012	10.8	19.1
2013	10.7	19.1
2014	11.9	19.4
2015	10.7	17.9
2016	10.7	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	85	76	79	77	78

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	74	70	64	61	70

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	66	67	63	67

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Bell Baxter High School ⌄

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return. The figures from 2020/21 onward are post quality assurance checked and will therefore vary slightly from those reported in September.

Attendance and Absences percentages	Bell Baxter High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	90.70	91.03	92.07	90.68	92.18	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	5.29	5.43	4.52	5.14	3.93	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	3.97	3.52	3.39	4.17	3.88	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
Temporary Exclusions													
Number of Exclusions per 1000 pupils	32	10	11	7	8	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	64	17	21	9	12	98	68	30	41	48	119	109	0
LAC Temporary Exclusions													
Number of Exclusions per 1000 pupils	0	1	1	0	0	2	4	1	3	3			
Days Excluded per 1000 pupils	0	1	3	0	0	4	10	3	6	6			

Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	10
Early Acquisition	3
Developing Competence	1
Competent	2
Fluent	11
English as a "first language"	1432
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	44
Bereavement	1
Communication Support Needs	3
Deafblind	0
Dyslexia	174

Student Need Category	No. of Pupils with Need
English as an additional language	16
Family issues	8
Hearing impairment	6
Interrupted learning	3
Language or speech disorder	12
Learning disability	26
Looked after	26
Mental health problems	3
More able pupil	38
Other	57
Other moderate learning difficulty	39
Other specific learning difficulty (e.g. numeric)	36
Physical health problem	24
Physical or motor impairment	15
Risk of exclusion	0
Social, emotional and behavioural difficulty	74
Substance misuse	0
Visual impairment	6
Young carer	8

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Bell Baxter High School ⬇

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	290	278	229

Bell Baxter High School %			
	2017/18	2018/19	2019/20
Positive %	95.2	95.0	90.0
Higher Education %	41.4	38.1	45.9
Further Education %	30.0	32.0	27.1
Training %	0.7	1.1	0.4
Employment %	20.7	23.4	15.3
Activity Agreements %	2.4		
Personal Skills Development %			0.87
Unemployed %	4.5	4.7	8.7
Unemployed Seeking %	3.4	3.6	6.6
Unemployed Not Seeking %	1.0	1.1	2.2
Unknown %	0.3	0.4	1.3

	2017/18	2018/19	2019/20
No. of Leavers	3532	3635	3404

Fife %			
Category ⚙	2017/18	2018/19	2019/20
Positive	92.8	94.4	91.9
Higher Education	36.5	37.1	37.7
Further Education	32.9	33.2	35.7
Training	2.0	3.7	3.9
Employment	18.4	19.6	13.7
Activity Agreements	2.0	0.0	0.0
Personal Skills Development	0.5	0.3	1.3
Unemployed	6.5	5.2	6.9
Unemployed Seeking	5.0	3.7	4.9
Unemployed Not Seeking	1.6	1.5	2.0
Unknown	0.6	0.4	0.4

	2017/18	2018/19	2019/20
No. of Leavers	49707	49717	47435

National %			
Category ⚙	2017/18	2018/19	2019/20
Positive	94.6	95.0	93.4
Higher Education	41.1	40.3	44.2
Further Education	26.5	27.3	28.1
Training	1.9	3.5	3.7
Employment	22.7	22.9	16.2
Activity Agreements	1.2	0.0	0.0
Personal Skills Development	0.4	0.5	0.7
Unemployed	5.0	4.5	6.0
Unemployed Seeking	3.7	3.1	4.1
Unemployed Not Seeking	1.3	1.4	1.8
Unknown	0.4	0.4	0.8

Bell Baxter High School

Initial Leaver Destinations

No. of Leavers	2017/18	2018/19	2019/20
	290	278	229

	2017/18	2018/19	2019/20
No. of Leavers	9824	9920	9223

Bell Baxter High School %	2017/18	2018/19	2019/20
Positive %	95.2	95.0	90.0
Higher Education %	41.4	38.1	45.9
Further Education %	30.0	32.0	27.1
Training %	0.7	1.1	0.4
Employment %	20.7	23.4	15.3
Activity Agreements %	2.4		
Personal Skills Development %			0.87
Unemployed %	4.5	4.7	8.7
Unemployed Seeking %	3.4	3.6	6.6
Unemployed Not Seeking %	1.0	1.1	2.2
Unknown %	0.3	0.4	1.3

South East Collaborative % Category	2017/18	2018/19	2019/20
Positive	93.9	94.9	92.7
Higher Education	38.6	38.6	40.7
Further Education	27.4	28.2	30.7
Training	2.1	3.0	3.4
Employment	23.6	24.0	16.9
Activity Agreements	1.5	0.0	
Personal Skills Development	0.0	0.2	0.7
Unemployed	5.8	4.9	6.6
Unemployed Seeking	4.4	3.3	4.5
Unemployed Not Seeking	1.4	1.5	2.1
Unknown	0.3	0.5	0.5

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Bell Baxter High School ⌄

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	85.71	100.00	90.91	86.67
2	88.24	91.43	87.10	88.46	94.87
3	96.15	92.86	98.61	90.20	94.20
4	92.68	93.33	95.50	95.87	92.78
5	92.50	97.73	92.68	94.87	100.00
Total	**93.33**	**93.50**	**94.94**	**93.55**	**94.25**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	70.00	71.43	100.00	63.64	33.33
2	61.76	71.43	70.97	57.69	82.05
3	76.92	69.64	86.11	72.55	82.61
4	83.74	78.52	85.59	80.99	79.38
5	80.00	86.36	90.24	87.18	92.68
Total	**78.25**	**76.90**	**84.82**	**77.02**	**80.08**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	90.00	85.71	100.00	72.73	66.67
2	61.76	91.43	90.32	76.92	94.87
3	75.64	85.71	93.06	86.27	85.51
4	78.05	92.59	92.79	87.60	92.78
5	75.00	95.45	95.12	89.74	97.56
Total	**75.44**	**91.34**	**93.00**	**85.89**	**90.42**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	50.00	14.29	50.00	45.45	20.00
2	35.29	34.29	61.29	57.69	74.36
3	69.23	44.64	69.44	64.71	62.32
4	69.92	39.26	79.28	68.60	68.04
5	62.50	65.91	80.49	79.49	82.93
Total	**63.86**	**43.32**	**74.32**	**67.34**	**67.05**

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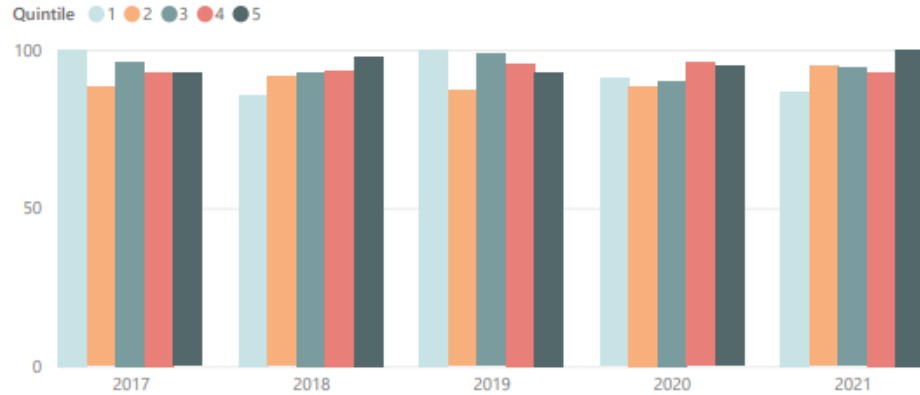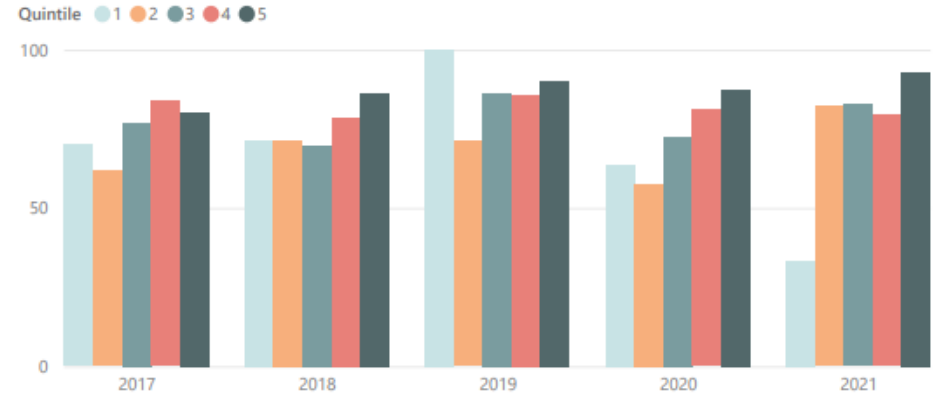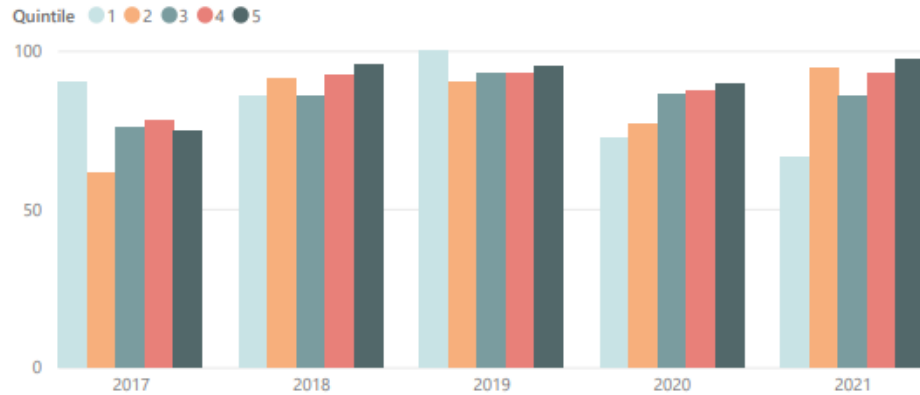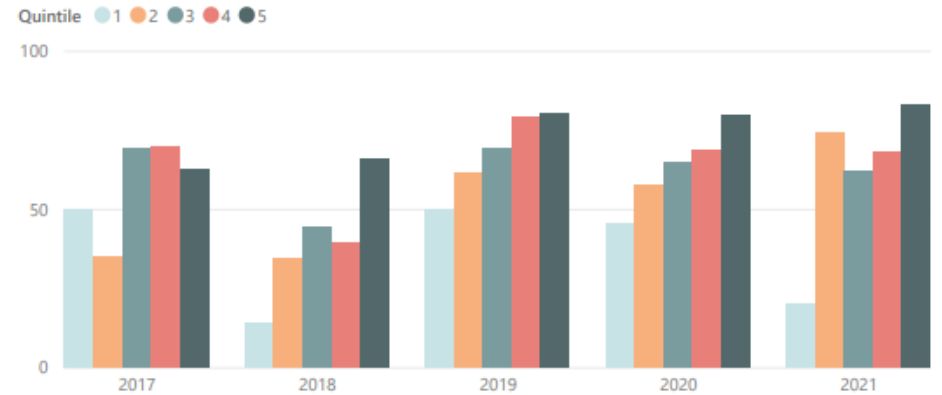
Bell Baxter High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	90.00	100.00	87.50	100.00	83.33
2	90.91	87.88	94.44	83.87	85.71
3	84.75	96.30	94.55	98.63	97.92
4	91.03	91.94	95.35	96.36	95.83
5	95.12	95.35	100.00	94.59	95.24
Total	**90.28**	**93.45**	**95.57**	**95.28**	**94.67**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	60.00	66.67	87.50	100.00	33.33
2	87.88	69.70	77.78	67.74	50.00
3	77.97	80.25	72.73	89.04	83.33
4	85.52	85.48	80.62	88.18	80.00
5	92.68	86.05	90.70	91.89	88.10
Total	**84.38**	**81.72**	**80.44**	**86.61**	**77.46**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	80.00	88.89	87.50	100.00	66.67
2	90.91	69.70	97.22	90.32	78.57
3	74.58	76.54	87.27	90.41	93.75
4	84.83	83.87	91.47	94.55	88.33
5	90.24	86.05	95.35	94.59	88.10
Total	**84.03**	**80.69**	**91.88**	**92.91**	**87.70**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	40.00	33.33	62.50	33.33	33.33
2	72.73	45.45	63.89	61.29	46.43
3	54.24	70.37	52.73	73.97	77.08
4	71.03	70.97	63.57	82.73	70.00
5	85.37	72.09	81.40	83.78	78.57
Total	**68.75**	**66.90**	**64.21**	**77.17**	**69.26**
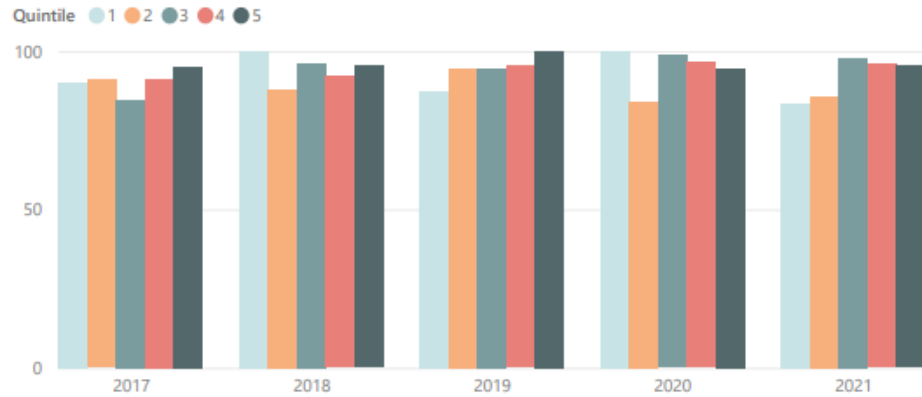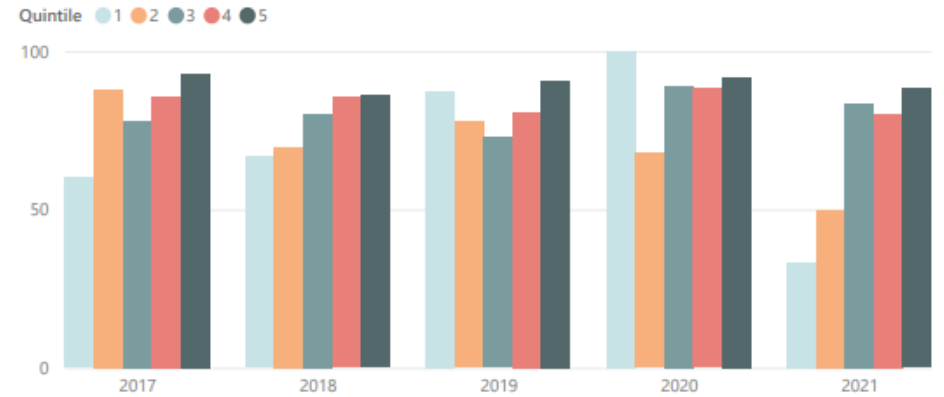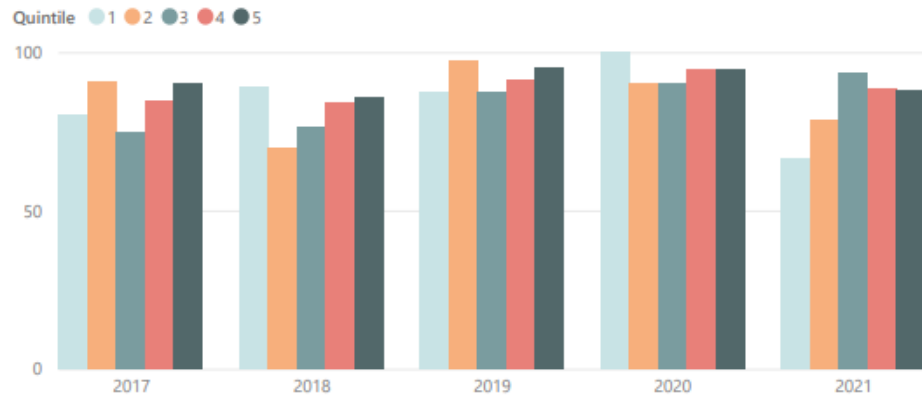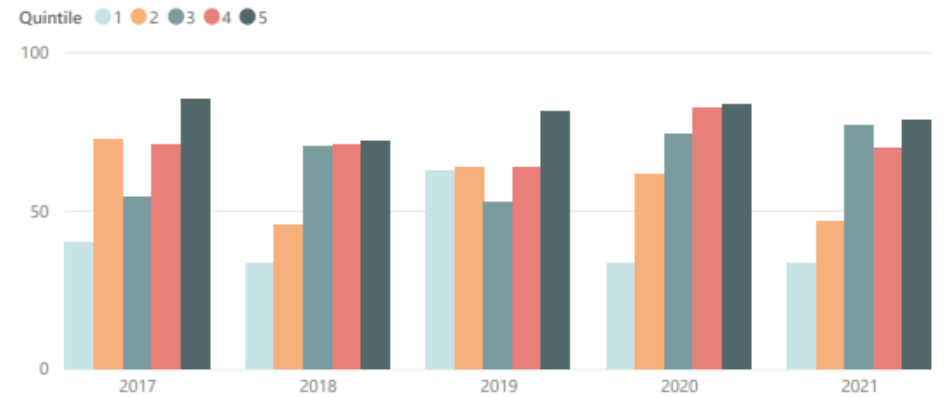
Bell Baxter High School ⌄

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	90.00	100.00	87.50	100.00
2	100.00	90.63	87.88	94.12	86.11
3	95.52	85.25	96.25	92.98	98.51
4	95.56	91.16	91.87	95.42	96.30
5	95.35	95.12	95.24	100.00	95.00
Total	**96.01**	**90.38**	**93.38**	**95.24**	**95.28**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	66.67	60.00	66.67	87.50	100.00
2	92.00	87.50	69.70	76.47	72.22
3	79.10	78.69	80.00	71.93	88.06
4	82.96	85.71	85.37	80.92	88.89
5	79.07	92.68	85.71	90.70	92.50
Total	**81.88**	**84.54**	**81.53**	**80.22**	**87.01**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	66.67	80.00	88.89	87.50	100.00
2	96.00	90.63	69.70	97.06	91.67
3	88.06	77.05	76.25	85.96	89.55
4	91.11	85.03	83.74	91.60	94.44
5	95.35	90.24	88.10	95.35	95.00
Total	**90.94**	**84.54**	**80.84**	**91.58**	**92.91**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	50.00	40.00	44.44	75.00	33.33
2	80.00	71.88	48.48	61.76	66.67
3	56.72	54.10	70.00	57.89	71.64
4	68.89	71.43	71.54	67.18	82.41
5	74.42	85.37	76.19	81.40	85.00
Total	**67.39**	**68.73**	**68.29**	**67.03**	**77.17**

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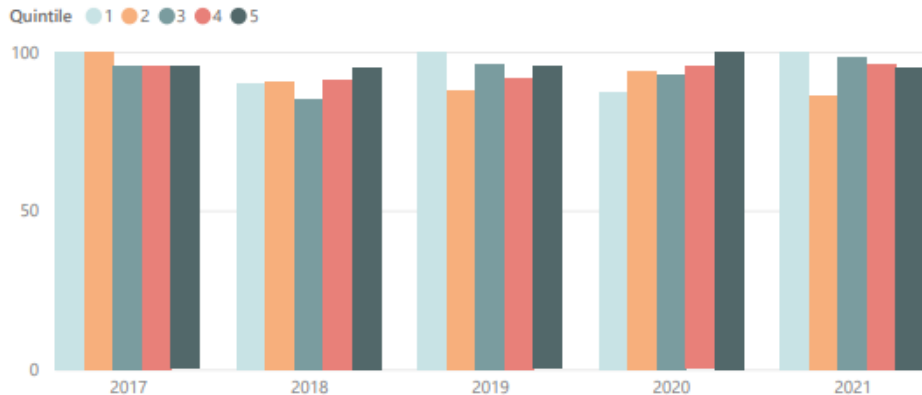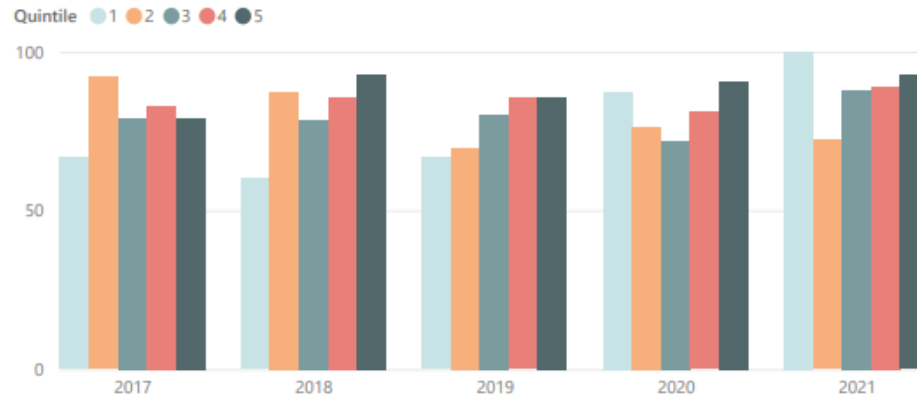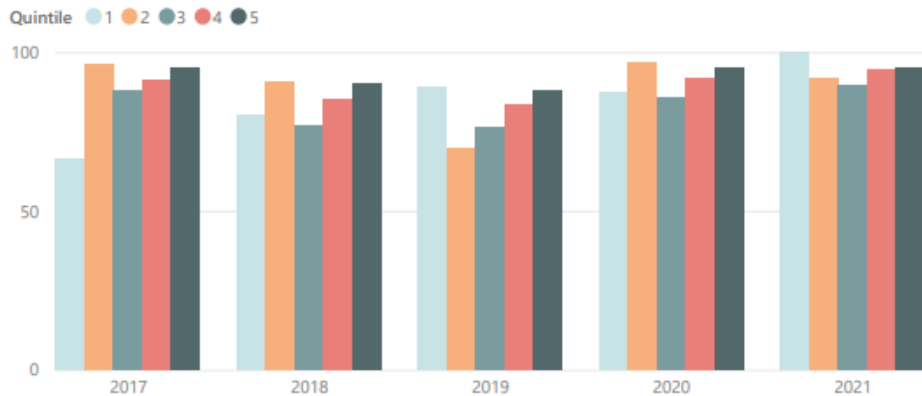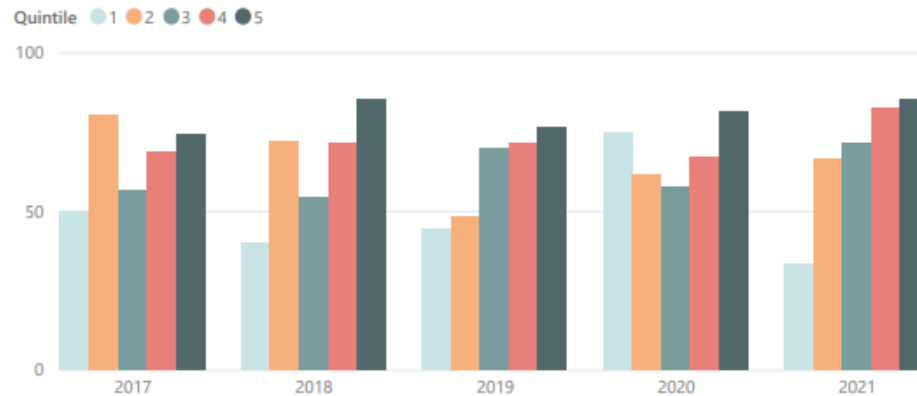
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Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.

S4 - 1 or more at National 5 (%)
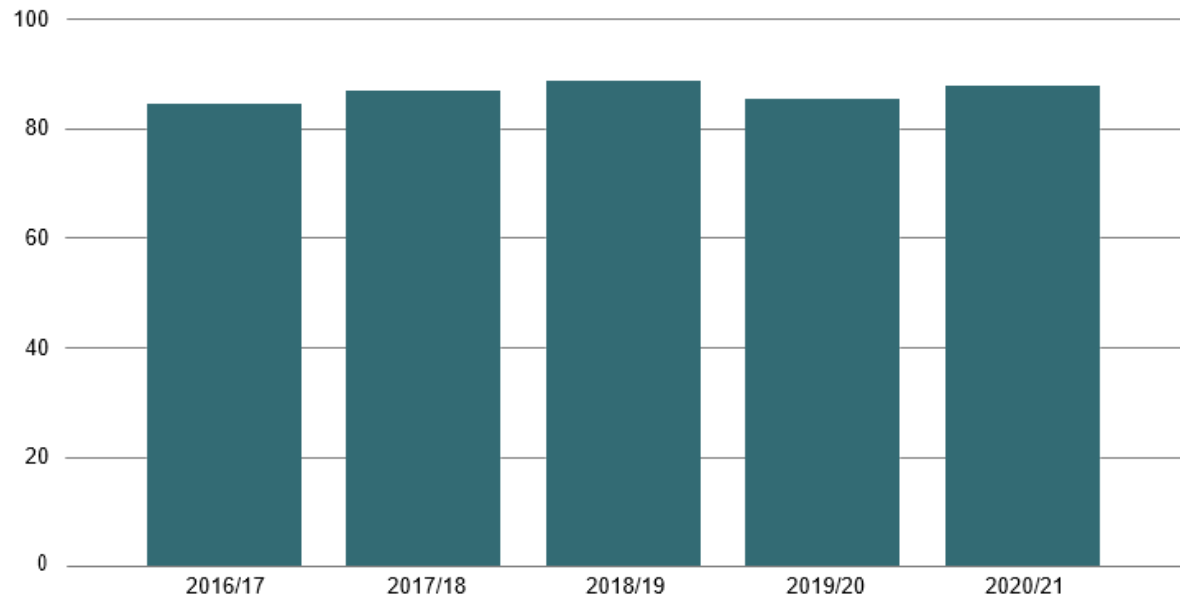
Year	1 or more
2016/17	84.56
2017/18	87.00
2018/19	88.72
2019/20	85.48
2020/21	87.74

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Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)
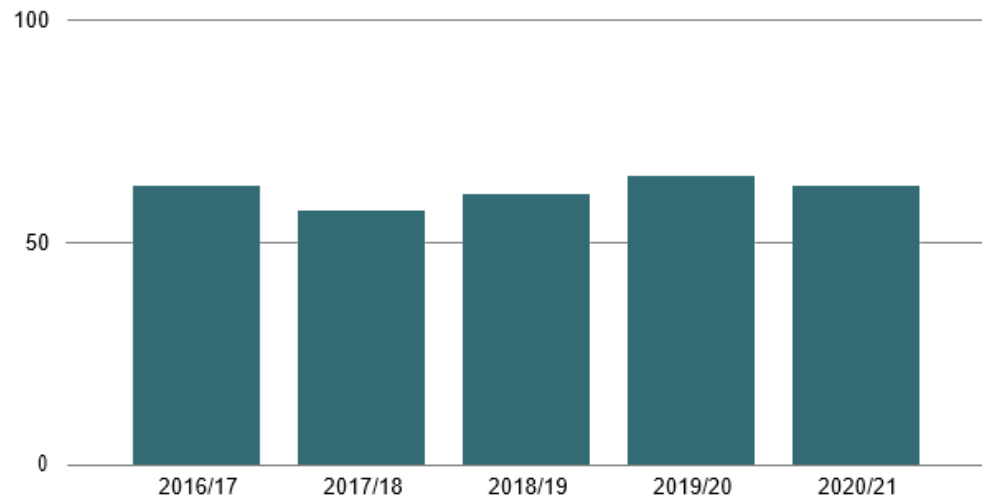
Year	1 or more
2016/17	62.85
2017/18	57.24
2018/19	60.89
2019/20	64.96
2020/21	62.70

S5 - 4 or more at National 6 (%)
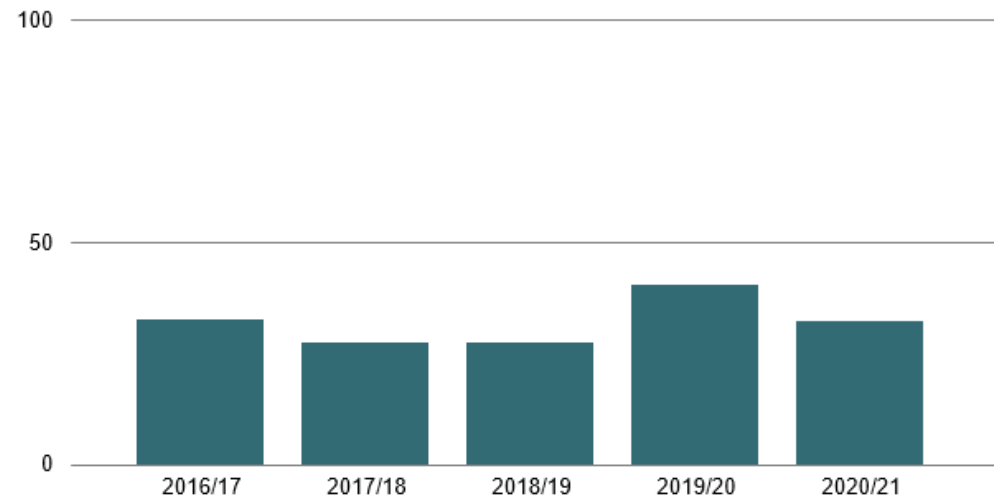
Year	4 or more
2016/17	32.64
2017/18	27.59
2018/19	27.68
2019/20	40.55
2020/21	32.38

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Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

S6 - 1 or more at National 6 (%)
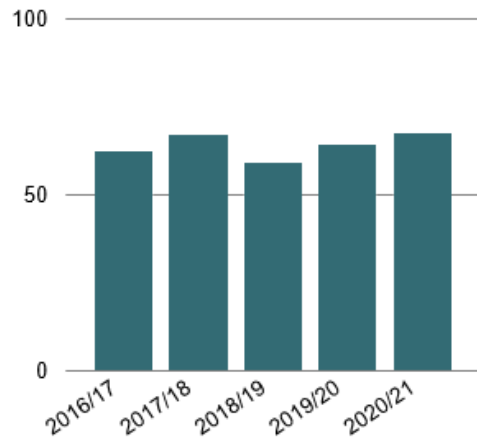
Year	1 or more
2016/17	62.41
2017/18	67.01
2018/19	58.80
2019/20	63.97
2020/21	67.32

S6 - 3 or more at National 6 (%)
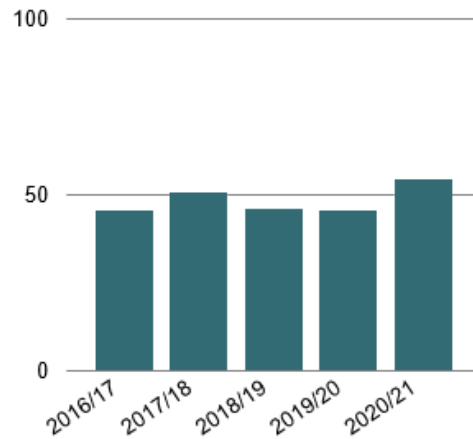
Year	3 or more
2016/17	45.26
2017/18	50.35
2018/19	45.77
2019/20	45.22
2020/21	54.33

S6 - 4 or more at National 6 (%)
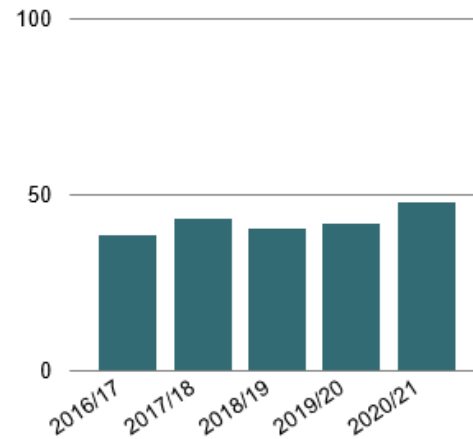
Year	4 or more
2016/17	38.32
2017/18	43.06
2018/19	40.14
2019/20	41.91
2020/21	47.64

S6 - 5 or more at National 6 (%)
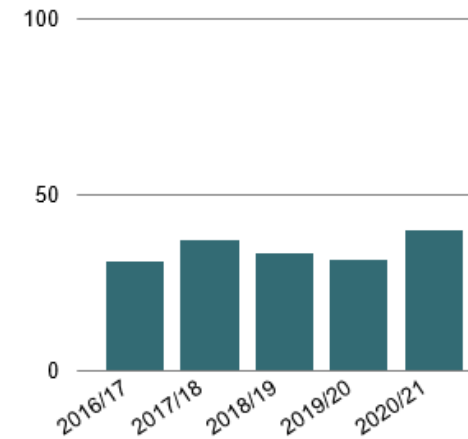
Year	5 or more
2016/17	31.02
2017/18	37.15
2018/19	33.45
2019/20	31.25
2020/21	39.76

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Appendix 5 – Madras College School Report

Education & Children's Services
Improving life chances for all

Fife COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

| Madras College | ↓ |

School
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School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	661	677	1338

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	**Total**
2020/21	4	0	3	11	2	3	**23**

Estate		
Year	Capacity	Capacity %
2020/21	1906	70.20

Percentage of pupils with FMR

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

Madras College				
2016/17	2017/18	2018/19	2019/20	2020/21
8.80	8.50	8.50	9.00	9.70

Fife				
2016/17	2017/18	2018/19	2019/20	2020/21
17.00	16.40	16.40	17.10	17.90

National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

Madras College

SIMD   **Number of Pupils per SIMD Decile (2020/21)**
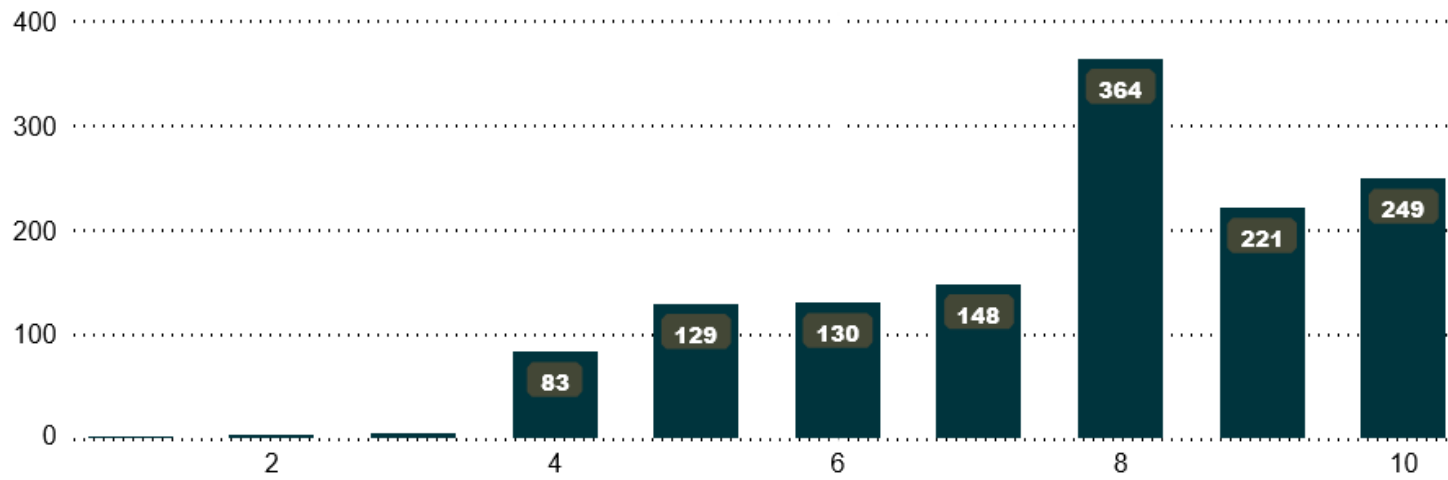
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	2	4	5	83	129	130	148	364	221	249	1335

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Poverty Percentage - Percentage of children (under 16) in poverty
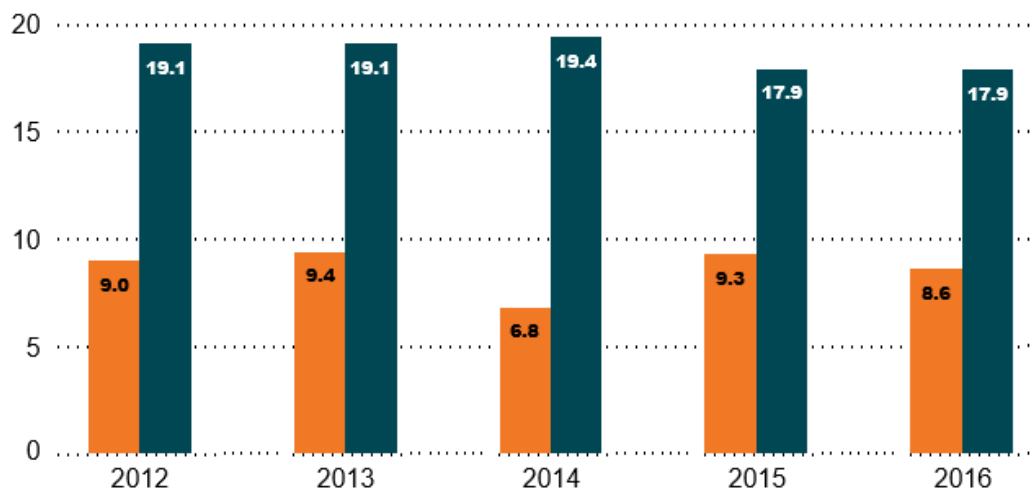
Year	School Poverty Rate %	Fife Poverty Rate %
2012	9.0	19.1
2013	9.4	19.1
2014	6.8	19.4
2015	9.3	17.9
2016	8.6	17.9

Legend: School, Fife

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	94	89	95	91	84

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	82	77	77	73	79

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	66	67	63	67

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Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return. The figures from 2020/21 onward are post quality assurance checked and will therefore vary slightly from those reported in September.

Attendance and Absences percentages	Madras College					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	92.25	91.62	90.19	89.75	90.21	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	5.88	6.41	6.78	6.19	4.68	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	1.85	1.95	3.01	4.05	5.10	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
Temporary Exclusions													
Number of Exclusions per 1000 pupils	21	7	5	3	6	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	42	18	12	6	10	98	68	30	41	48	119	109	0
LAC Temporary Exclusions													
Number of Exclusions per 1000 pupils	1	0	0	1	1	2	4	1	3	3			
Days Excluded per 1000 pupils	3	0	0	1	3	4	10	3	6	6			

School

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Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	6
Early Acquisition	1
Developing Competence	9
Competent	33
Fluent	36
English as a "first language"	1252
Limited Communication	0
Not Assessed	1

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	40
Bereavement	11
Communication Support Needs	1
Deafblind	1
Dyslexia	95

Student Need Category	No. of Pupils with Need
English as an additional language	42
Family issues	34
Hearing impairment	14
Interrupted learning	166
Language or speech disorder	10
Learning disability	81
Looked after	13
Mental health problems	78
More able pupil	7
Other	16
Other moderate learning difficulty	52
Other specific learning difficulty (e.g. numeric)	25
Physical health problem	18
Physical or motor impairment	22
Risk of exclusion	28
Social, emotional and behavioural difficulty	145
Substance misuse	14
Visual impairment	4
Young carer	29

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Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	230	225	214

Madras College %			
	2017/18	2018/19	2019/20
Positive %	93.9	96.4	95.8
Higher Education %	50.4	54.7	50.9
Further Education %	26.1	23.1	30.8
Training %		1.3	0.5
Employment %	13.9	14.2	11.7
Activity Agreements %	2.2		
Personal Skills Development %		0.44	
Unemployed %	4.8	3.6	4.2
Unemployed Seeking %	3.9	1.3	1.9
Unemployed Not Seeking %	0.9	2.2	2.3
Unknown %	1.3		

	2017/18	2018/19	2019/20
No. of Leavers	3532	3635	3404

Fife %			
Category ✿	2017/18	2018/19	2019/20
Positive	92.8	94.4	91.9
Higher Education	36.5	37.1	37.7
Further Education	32.9	33.2	35.7
Training	2.0	3.7	3.9
Employment	18.4	19.6	13.7
Activity Agreements	2.0	0.0	0.0
Personal Skills Development	0.5	0.3	1.3
Unemployed	6.5	5.2	6.9
Unemployed Seeking	5.0	3.7	4.9
Unemployed Not Seeking	1.6	1.5	2.0
Unknown	0.6	0.4	0.4

	2017/18	2018/19	2019/20
No. of Leavers	49707	49717	47435

National %			
Category ✿	2017/18	2018/19	2019/20
Positive	94.6	95.0	93.4
Higher Education	41.1	40.3	44.2
Further Education	26.5	27.3	28.1
Training	1.9	3.5	3.7
Employment	22.7	22.9	16.2
Activity Agreements	1.2	0.0	0.0
Personal Skills Development	0.4	0.5	0.7
Unemployed	5.0	4.5	6.0
Unemployed Seeking	3.7	3.1	4.1
Unemployed Not Seeking	1.3	1.4	1.8
Unknown	0.4	0.4	0.8

Madras College ↓

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	230	225	214

Madras College %			
	2017/18	2018/19	2019/20
Positive %	93.9	96.4	95.8
Higher Education %	50.4	54.7	50.9
Further Education %	26.1	23.1	30.8
Training %		1.3	0.5
Employment %	13.9	14.2	11.7
Activity Agreements %	2.2		
Personal Skills Development %		0.44	
Unemployed %	4.8	3.6	4.2
Unemployed Seeking %	3.9	1.3	1.9
Unemployed Not Seeking %	0.9	2.2	2.3
Unknown %	1.3		

	2017/18	2018/19	2019/20
	9824	9920	9223

South East Collaborative %			
Category	2017/18	2018/19	2019/20
Positive	93.9	94.9	92.7
Higher Education	38.6	38.6	40.7
Further Education	27.4	28.2	30.7
Training	2.1	3.0	3.4
Employment	23.6	24.0	16.9
Activity Agreements	1.5	0.0	
Personal Skills Development	0.0	0.2	0.7
Unemployed	5.8	4.9	6.6
Unemployed Seeking	4.4	3.3	4.5
Unemployed Not Seeking	1.4	1.5	2.1
Unknown	0.3	0.5	0.5

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SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	100.00	100.00	100.00	
2	50.00	100.00	100.00		75.00
3	96.61	92.42	86.30	85.14	79.59
4	96.39	94.37	97.10	93.24	88.89
5	96.30	96.83	93.55	94.95	95.18
Total	**95.61**	**94.61**	**92.41**	**91.57**	**88.46**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	100.00	100.00	50.00	
2	25.00	33.33	100.00		50.00
3	67.80	69.70	67.12	70.27	59.18
4	81.93	83.10	86.96	83.78	80.00
5	76.54	88.89	79.57	91.92	85.54
Total	**75.44**	**79.90**	**78.06**	**82.73**	**76.07**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	100.00	100.00	100.00	
2	25.00	100.00	100.00		66.67
3	96.61	87.88	90.41	89.19	79.59
4	95.18	95.77	95.65	93.24	87.78
5	97.53	96.83	93.55	95.96	92.77
Total	**95.18**	**93.63**	**93.25**	**93.17**	**86.75**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	100.00	100.00		
2	25.00	66.67	100.00		41.67
3	64.41	46.97	61.64	67.57	59.18
4	78.31	69.01	81.16	77.03	76.67
5	81.48	85.71	78.49	87.88	78.31
Total	**75.00**	**67.16**	**74.26**	**77.91**	**71.79**

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00	100.00	100.00	100.00
2	66.67	50.00	100.00	50.00	100.00
3	91.04	96.55	90.91	87.67	86.44
4	91.43	93.41	94.52	93.90	91.21
5	92.39	97.75	95.83	90.91	94.00
Total	**90.72**	**95.08**	**94.04**	**90.66**	**91.67**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00	100.00	100.00	33.33
2	50.00	50.00	66.67	50.00	90.91
3	77.61	81.03	74.24	73.97	74.58
4	82.86	83.52	86.30	85.37	84.62
5	89.13	84.27	90.28	82.83	93.00
Total	**82.70**	**82.79**	**83.49**	**80.93**	**85.23**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00	100.00	100.00	100.00
2	66.67	25.00	83.33	50.00	100.00
3	88.06	100.00	87.88	87.67	86.44
4	92.86	87.91	97.26	92.68	90.11
5	93.48	94.38	93.06	90.91	95.00
Total	**90.72**	**92.21**	**92.66**	**90.27**	**91.67**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1		100.00	100.00	100.00	
2	50.00	25.00	66.67	50.00	100.00
3	67.16	77.59	59.09	67.12	62.71
4	78.57	73.63	76.71	79.27	79.12
5	81.52	85.39	84.72	78.79	90.00
Total	**75.11**	**78.28**	**73.85**	**75.49**	**79.55**

Madras College ⌄

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00	100.00	100.00
2	78.57	66.67	75.00	100.00	83.33
3	94.55	92.54	96.49	90.48	86.36
4	95.24	90.41	92.55	93.67	95.70
5	93.18	92.47	94.51	95.95	91.58
Total	**93.42**	**90.87**	**93.95**	**93.75**	**91.57**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00	100.00	100.00
2	57.14	50.00	50.00	71.43	83.33
3	78.18	77.61	80.70	73.02	72.73
4	85.71	82.19	82.98	86.08	88.17
5	89.77	89.25	81.32	90.54	84.21
Total	**83.95**	**82.57**	**81.45**	**83.48**	**82.76**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00	100.00	100.00
2	78.57	66.67	25.00	85.71	83.33
3	92.73	88.06	100.00	88.89	86.36
4	94.05	90.41	87.23	96.20	93.55
5	92.05	93.55	92.31	90.54	90.53
Total	**92.18**	**90.04**	**91.13**	**91.96**	**90.42**

% Level 5 Numeracy

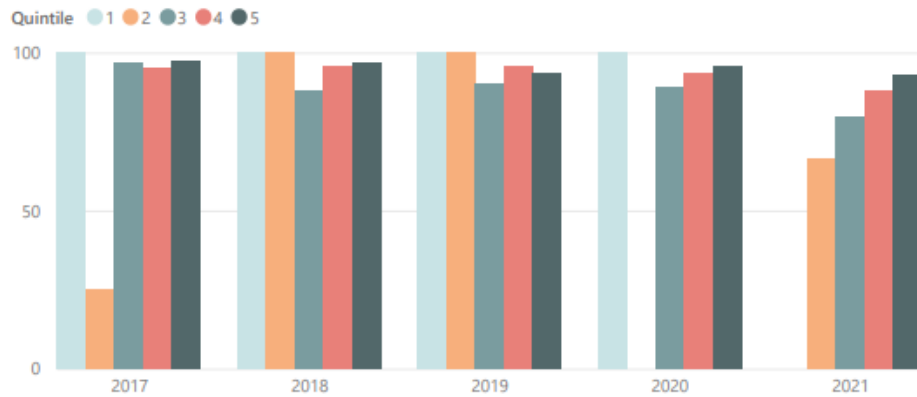| Quintile	2017	2018	2019	2020	2021
1	100.00		100.00	100.00	100.00
2	35.71	50.00	25.00	71.43	83.33
3	74.55	68.66	77.19	60.32	63.64
4	78.57	79.45	74.47	77.22	81.72
5	85.23	81.72	83.52	83.78	80.00
Total	**77.78**	**75.93**	**77.82**	**74.55**	**76.63**

S6 Level 4 Literacy by Year

S6 Level 5 Literacy by Year

S6 Level 4 Numeracy by Year

S6 Level 5 Numeracy by Year

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Attainment for the S4 cohort

<u>Five year</u> trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.

S4 - 1 or more at National 5 (%)

Year	1 or more
2016/17	84.21
2017/18	83.82
2018/19	83.54
2019/20	86.75
2020/21	80.77

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Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)
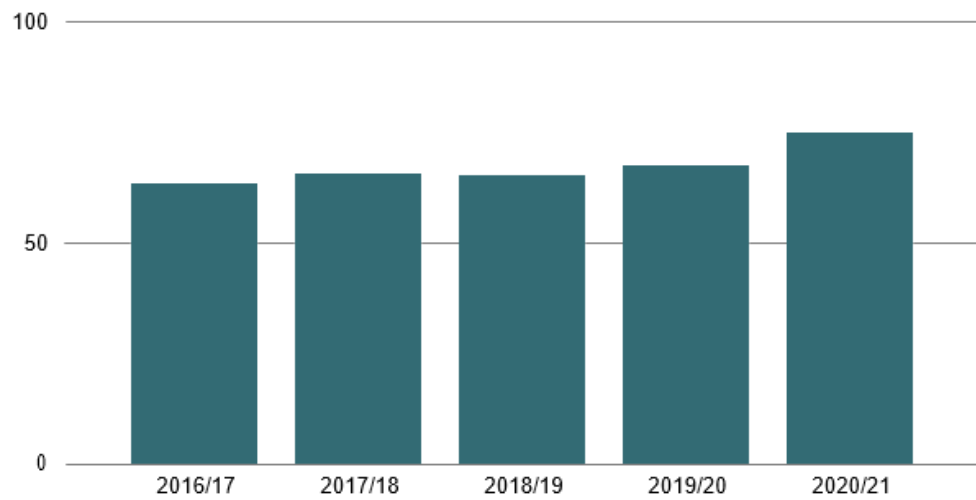
Year	1 or more
2016/17	63.29
2017/18	65.57
2018/19	65.14
2019/20	67.32
2020/21	75.00

S5 - 4 or more at National 6 (%)
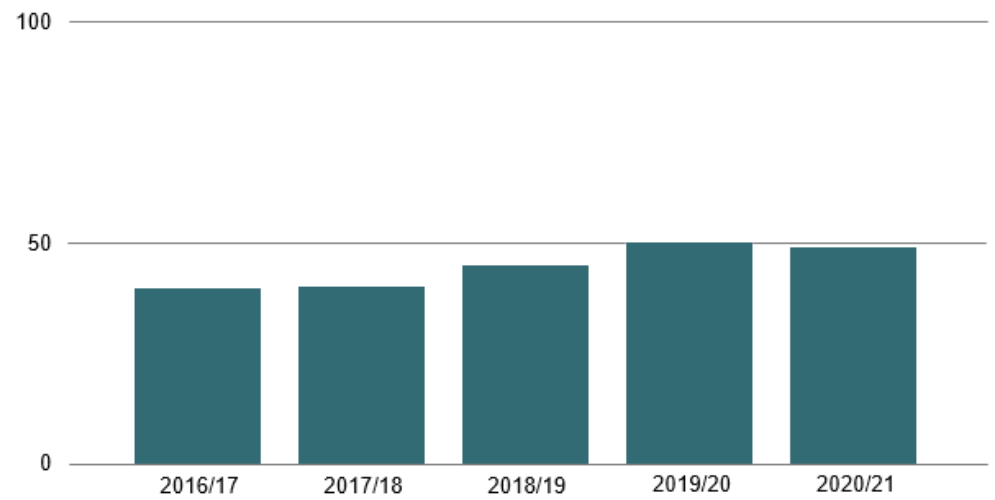
Year	4 or more
2016/17	39.66
2017/18	40.16
2018/19	44.95
2019/20	50.19
2020/21	48.86

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Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

S6 - 1 or more at National 6 (%)
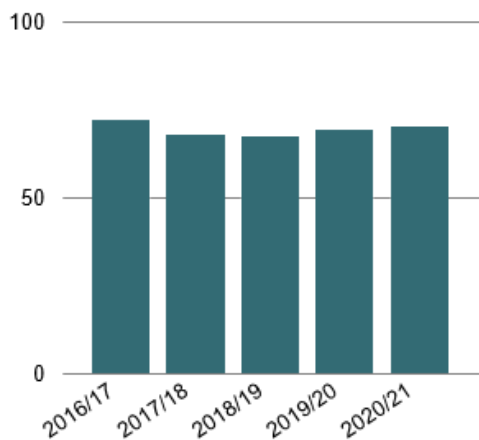
Year	1 or more
2016/17	72.20
2017/18	68.10
2018/19	67.63
2019/20	69.27
2020/21	70.36

S6 - 3 or more at National 6 (%)
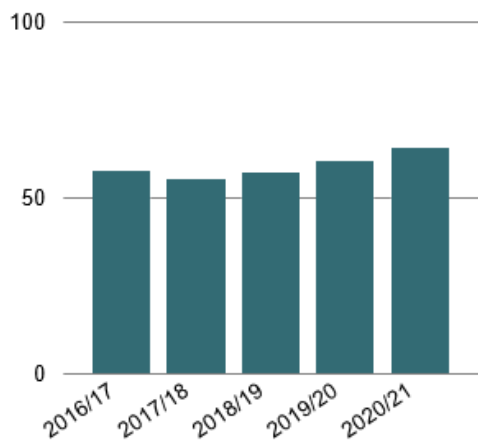
Year	3 or more
2016/17	57.68
2017/18	55.17
2018/19	57.26
2019/20	60.55
2020/21	64.03

S6 - 4 or more at National 6 (%)
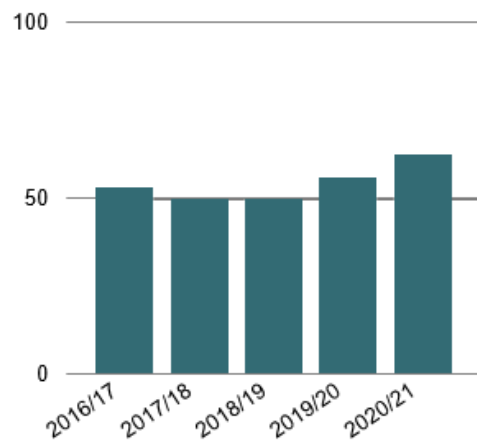
Year	4 or more
2016/17	53.11
2017/18	49.57
2018/19	49.79
2019/20	55.50
2020/21	62.45

S6 - 5 or more at National 6 (%)
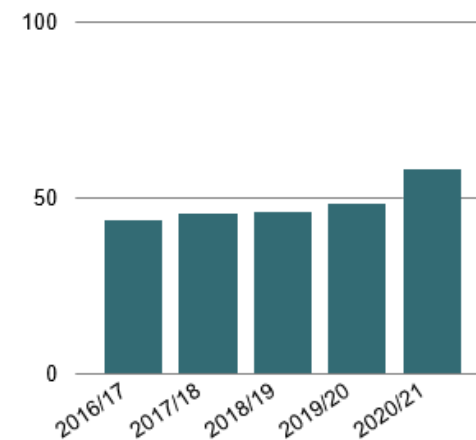
Year	5 or more
2016/17	43.57
2017/18	45.26
2018/19	46.06
2019/20	48.17
2020/21	58.10

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Appendix 6 – St Andrew's RC High School Report

Education & Children's Services
Improving life chances for all

Fife COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

St Andrew's R C High School

St Andrew's R C High School ⬇

School Context

School Roll - from the September 2020/21 census.

School Roll				
Year	Female	Male	⚙	Total
2020/21	401	401		802

DAS Roll							
Year ⚙	S1	S2	S3	S4	S5	S6	**Total**
2020/21	3	0	0	0	0	0	**3**

Estate			
⚙	Year	Capacity	Capacity %
	2020/21	1137	70.54

Percentage of pupils with FMR

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

St Andrew's R C High School				
2016/17	2017/18	2018/19	2019/20	2020/21
16.90	19.90	17.70	19.20	17.50

Fife				
2016/17	2017/18	2018/19	2019/20	2020/21
17.00	16.40	16.40	17.10	17.90

National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

SIMD   **Number of Pupils per SIMD Decile (2020/21)**
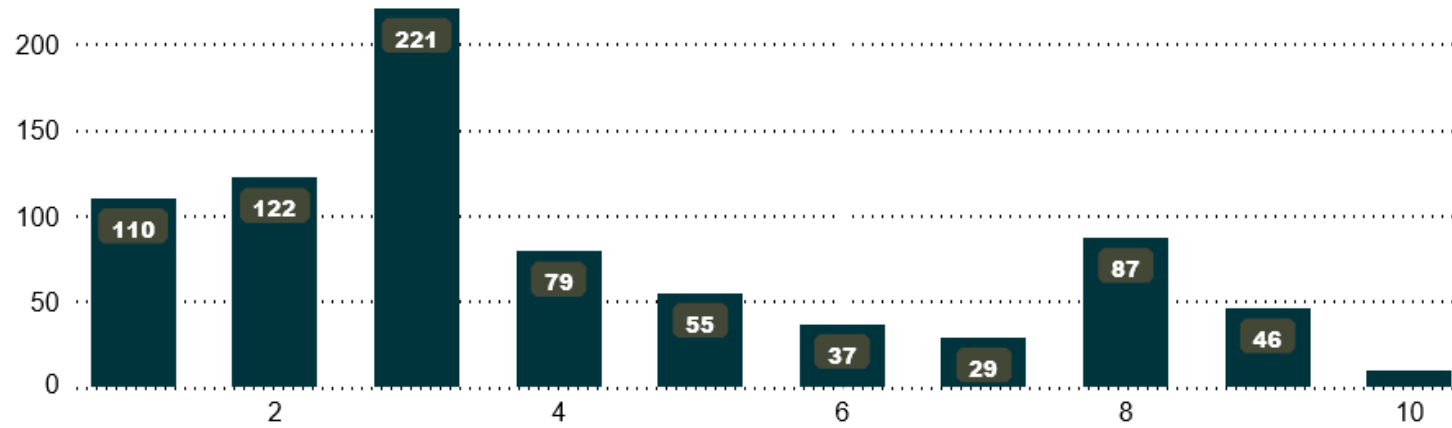
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	110	122	221	79	55	37	29	87	46	10	796

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Poverty Percentage - Percentage of children (under 16) in poverty
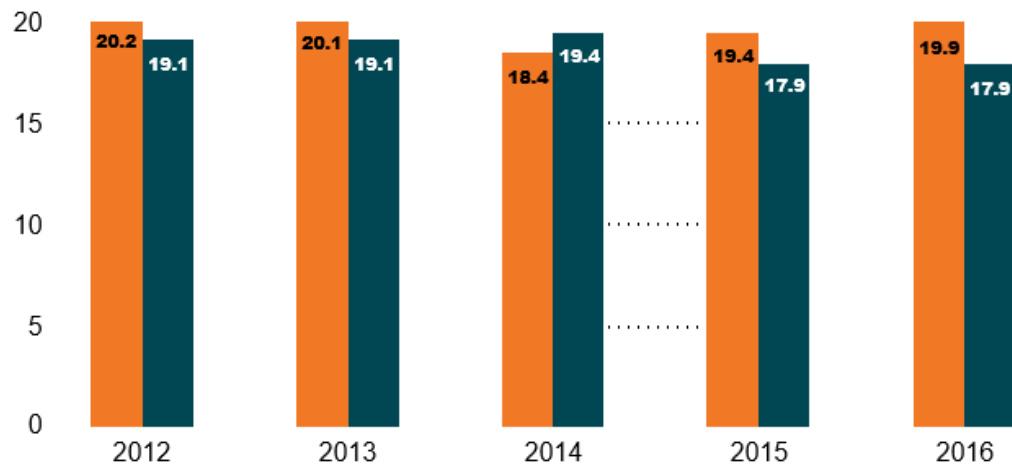
Year	School Poverty Rate %	Fife Poverty Rate %
2012	20.2	19.1
2013	20.1	19.1
2014	18.4	19.4
2015	19.4	17.9
2016	19.9	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	85	83	83	77	85

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	61	70	68	82

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	66	67	63	67

St Andrew's R C High School ⌄

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return. The figures from 2020/21 onward are post quality assurance checked and will therefore vary slightly from those reported in September.

Attendance and Absences percentages	St Andrew's R C High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	89.54	88.04	88.00	85.41	89.52	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorized Absence %	5.86	6.75	5.55	7.21	6.15	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorized Absence %	4.57	5.10	6.40	7.29	4.27	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
Temporary Exclusions													
Number of Exclusions per 1000 pupils	32	56	12	35	36	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	94	153	35	104	109	98	68	30	41	48	119	109	0
LAC Temporary Exclusions													
Number of Exclusions per 1000 pupils	4	8	1	13		2	4	1	3	3			
Days Excluded per 1000 pupils	12	25	4	38		4	10	3	6	6			

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St Andrew's R C High School ⬇

Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	0
Early Acquisition	2
Developing Competence	10
Competent	35
Fluent	75
English as a "first language"	680
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	20
Bereavement	8
Communication Support Needs	0
Deafblind	0
Dyslexia	69

Student Need Category	No. of Pupils with Need
English as an additional language	123
Family issues	39
Hearing impairment	5
Interrupted learning	44
Language or speech disorder	15
Learning disability	0
Looked after	29
Mental health problems	9
More able pupil	5
Other	1
Other moderate learning difficulty	23
Other specific learning difficulty (e.g. numeric)	47
Physical health problem	21
Physical or motor impairment	9
Risk of exclusion	18
Social, emotional and behavioural difficulty	128
Substance misuse	3
Visual impairment	8
Young carer	26

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St Andrew's R C High School ⬇

Initial Leaver Destinations

No. of Leavers	2017/18	2018/19	2019/20
	149	163	121

St Andrew's R C High School %	2017/18	2018/19	2019/20
Positive %	92.6	93.3	91.7
Higher Education %	51.0	35.6	39.7
Further Education %	30.9	34.4	43.0
Training %	0.7	2.5	
Employment %	8.1	18.4	8.3
Activity Agreements %	1.3		
Personal Skills Development %		1.23	
Unemployed %	6.7	6.7	5.8
Unemployed Seeking %	6.0	5.5	4.1
Unemployed Not Seeking %	0.7	1.2	1.7
Unknown %	0.7		2.5

No. of Leavers	2017/18	2018/19	2019/20
	3532	3635	3404

Fife % — Category	2017/18	2018/19	2019/20
Positive	92.8	94.4	91.9
Higher Education	36.5	37.1	37.7
Further Education	32.9	33.2	35.7
Training	2.0	3.7	3.9
Employment	18.4	19.6	13.7
Activity Agreements	2.0	0.0	0.0
Personal Skills Development	0.5	0.3	1.3
Unemployed	6.5	5.2	6.9
Unemployed Seeking	5.0	3.7	4.9
Unemployed Not Seeking	1.6	1.5	2.0
Unknown	0.6	0.4	0.4

No. of Leavers	2017/18	2018/19	2019/20
	49707	49717	47435

National % — Category	2017/18	2018/19	2019/20
Positive	94.6	95.0	93.4
Higher Education	41.1	40.3	44.2
Further Education	26.5	27.3	28.1
Training	1.9	3.5	3.7
Employment	22.7	22.9	16.2
Activity Agreements	1.2	0.0	0.0
Personal Skills Development	0.4	0.5	0.7
Unemployed	5.0	4.5	6.0
Unemployed Seeking	3.7	3.1	4.1
Unemployed Not Seeking	1.3	1.4	1.8
Unknown	0.4	0.4	0.8

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St Andrew's R C High School

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	149	163	121

St Andrew's R C High School %	2017/18	2018/19	2019/20
Positive %	92.6	93.3	91.7
Higher Education %	51.0	35.6	39.7
Further Education %	30.9	34.4	43.0
Training %	0.7	2.5	
Employment %	8.1	18.4	8.3
Activity Agreements %	1.3		
Personal Skills Development %		1.23	
Unemployed %	6.7	6.7	5.8
Unemployed Seeking %	6.0	5.5	4.1
Unemployed Not Seeking %	0.7	1.2	1.7
Unknown %	0.7		2.5

	2017/18	2018/19	2019/20
	9824	9920	9223

South East Collaborative %			
Category	2017/18	2018/19	2019/20
Positive	93.9	94.9	92.7
Higher Education	38.6	38.6	40.7
Further Education	27.4	28.2	30.7
Training	2.1	3.0	3.4
Employment	23.6	24.0	16.9
Activity Agreements	1.5	0.0	
Personal Skills Development	0.0	0.2	0.7
Unemployed	5.8	4.9	6.6
Unemployed Seeking	4.4	3.3	4.5
Unemployed Not Seeking	1.4	1.5	2.1
Unknown	0.3	0.5	0.5

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St Andrew's R C High School ⌄

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	96.23	90.48	82.69	88.33	88.57
2	93.75	100.00	92.86	95.24	92.73
3	100.00	100.00	100.00	100.00	100.00
4	92.00	100.00	100.00	100.00	100.00
5	93.33	100.00	100.00	81.82	90.00
Total	**94.84**	**96.03**	**91.18**	**92.20**	**93.23**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	96.23	60.32	53.85	61.67	54.29
2	93.75	75.56	78.57	54.76	67.27
3	100.00	68.75	86.67	87.50	78.57
4	88.00	100.00	94.12	90.00	94.74
5	93.33	77.78	80.00	63.64	80.00
Total	**94.19**	**71.52**	**72.06**	**65.25**	**69.92**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	88.68	80.95	75.00	83.33	88.57
2	89.58	95.56	90.48	90.48	85.45
3	92.86	100.00	100.00	100.00	100.00
4	92.00	100.00	88.24	95.00	100.00
5	86.67	100.00	100.00	100.00	100.00
Total	**89.68**	**90.73**	**86.03**	**89.36**	**90.98**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	52.83	44.44	38.46	30.00	40.00
2	58.33	44.44	54.76	38.10	47.27
3	71.43	68.75	80.00	62.50	71.43
4	72.00	94.44	82.35	65.00	73.68
5	66.67	77.78	90.00	54.55	70.00
Total	**60.65**	**54.97**	**57.35**	**41.13**	**53.38**

SQA Attainment - S4 Literacy & Numeracy Graphs
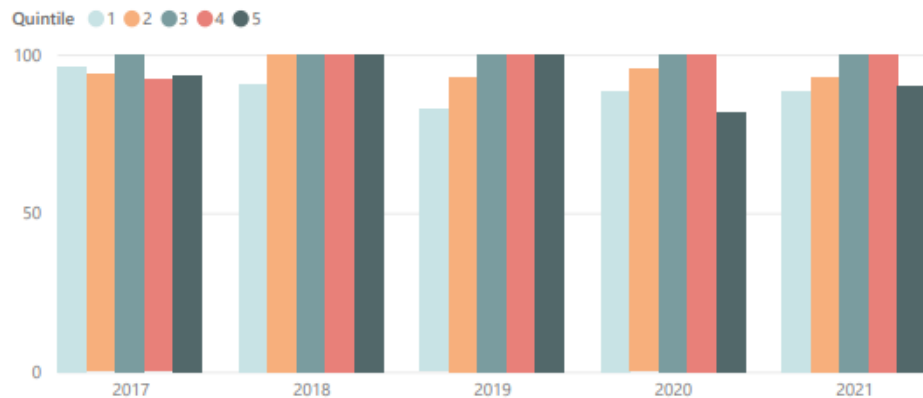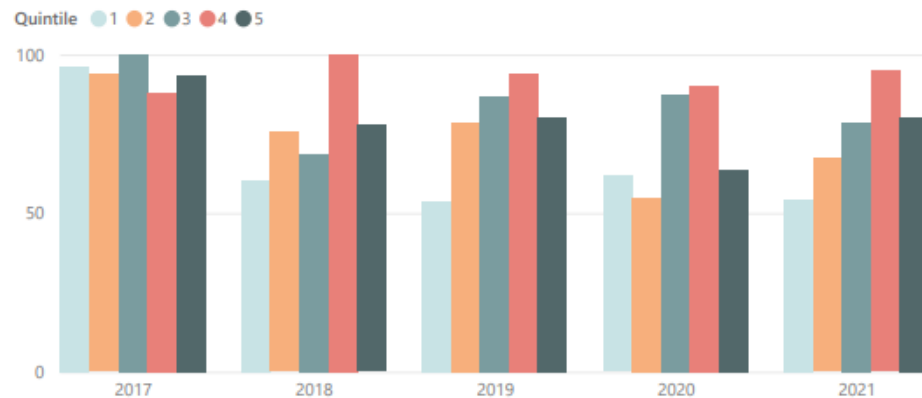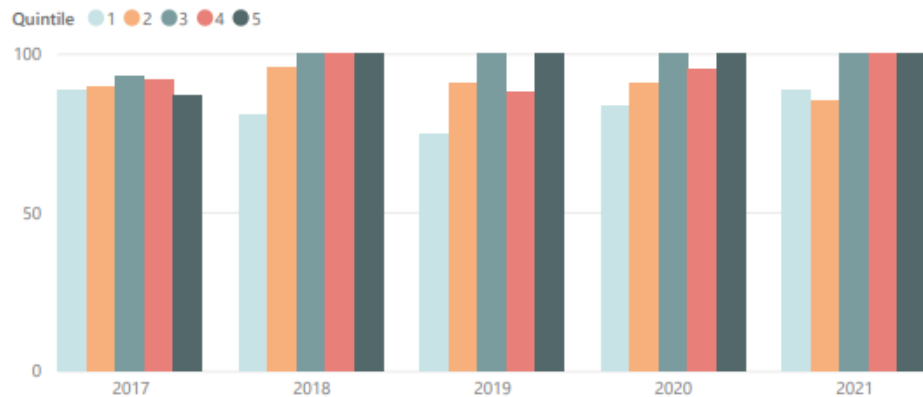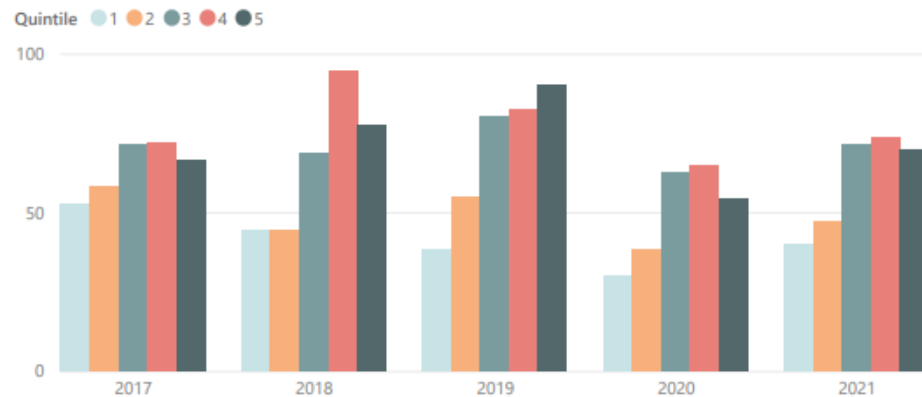
St Andrew's R C High School ⌄

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	95.35	96.23	90.63	86.27	84.78
2	97.06	93.75	100.00	92.86	96.23
3	94.74	100.00	100.00	100.00	100.00
4	100.00	88.00	100.00	100.00	100.00
5	100.00	100.00	100.00	100.00	90.00
Total	**97.04**	**94.87**	**96.05**	**92.54**	**92.91**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	86.05	96.23	71.88	62.75	65.22
2	89.71	91.67	88.89	85.71	75.47
3	84.21	100.00	86.67	92.31	93.75
4	96.30	84.00	100.00	93.33	93.75
5	91.67	100.00	77.78	92.31	70.00
Total	**89.35**	**93.59**	**82.24**	**79.10**	**75.89**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	88.37	88.68	82.81	78.43	84.78
2	91.18	87.50	95.56	95.24	90.57
3	94.74	100.00	100.00	100.00	100.00
4	92.59	88.00	94.74	93.33	100.00
5	100.00	92.31	100.00	100.00	100.00
Total	**91.72**	**89.74**	**90.79**	**89.55**	**91.49**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	65.12	66.04	50.00	50.98	50.00
2	73.53	62.50	51.11	71.43	50.94
3	73.68	82.35	80.00	92.31	68.75
4	74.07	68.00	89.47	93.33	81.25
5	83.33	76.92	88.89	84.62	70.00
Total	**72.19**	**67.95**	**60.53**	**69.40**	**57.45**

St Andrew's R C High School ⌄
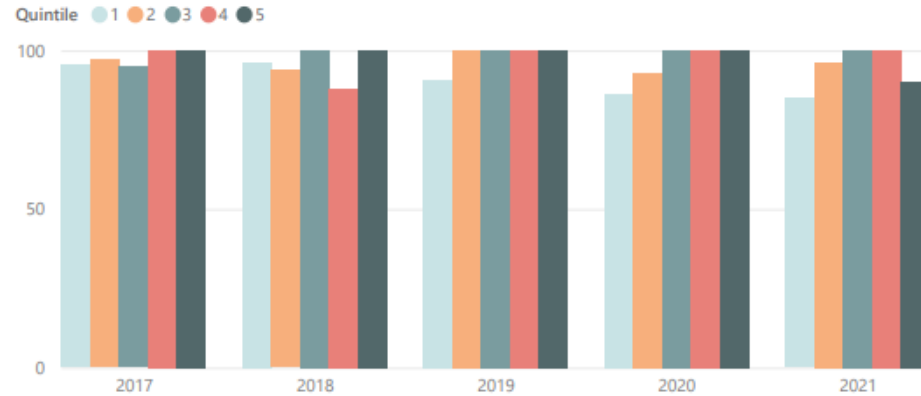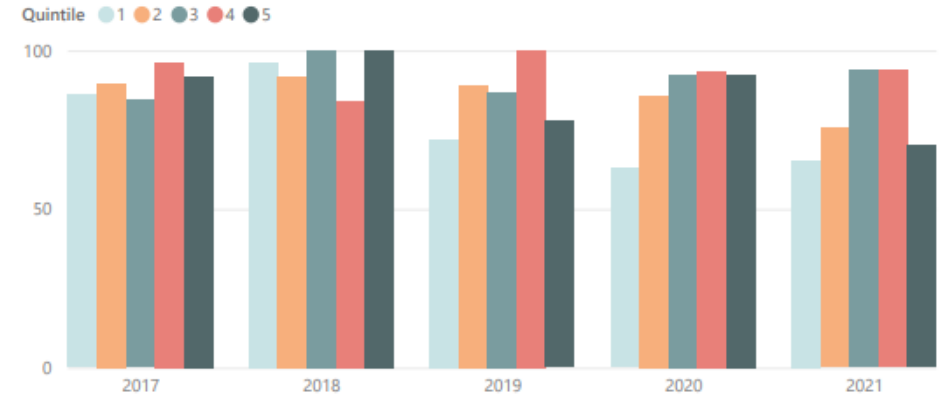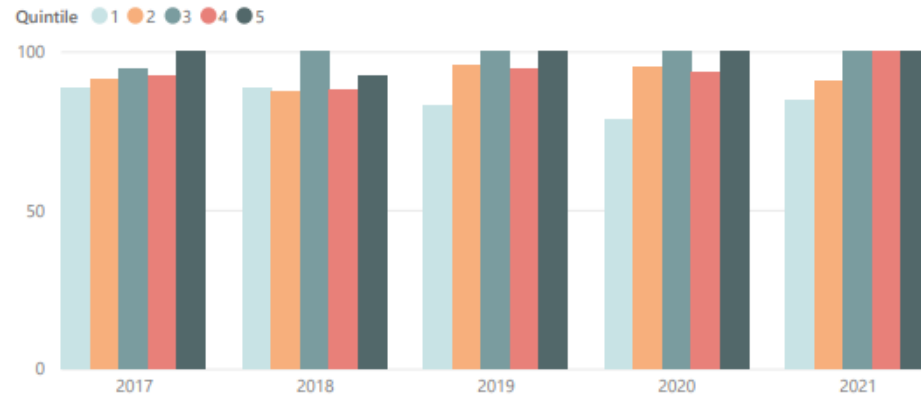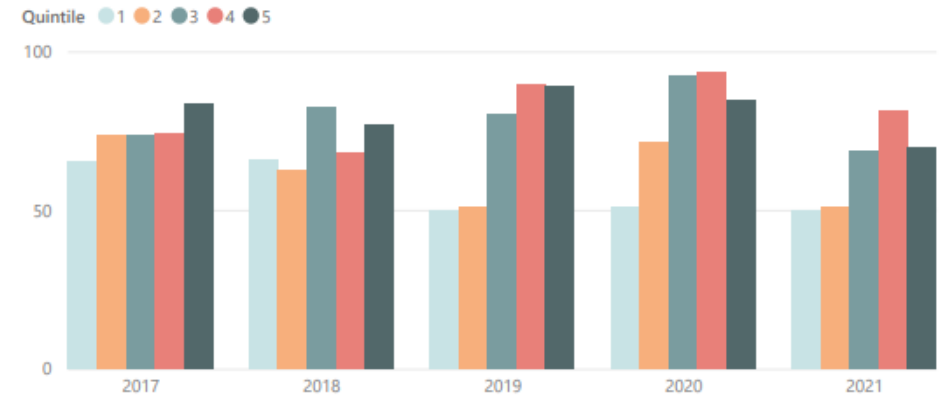
SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	94.12	95.35	96.00	90.91	83.67
2	92.31	97.06	95.83	100.00	93.75
3	100.00	94.44	100.00	100.00	100.00
4	100.00	100.00	88.89	100.00	100.00
5	93.75	100.00	100.00	100.00	100.00
Total	**95.30**	**97.02**	**95.57**	**96.10**	**91.97**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	74.51	86.05	96.00	72.73	61.22
2	74.36	89.71	93.75	88.37	83.33
3	91.30	88.89	100.00	84.62	92.31
4	95.00	96.00	85.19	100.00	93.33
5	93.75	92.86	100.00	80.00	100.00
Total	**81.88**	**89.88**	**94.30**	**82.47**	**78.83**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	76.47	88.37	88.00	83.33	73.47
2	84.62	91.18	89.58	95.35	95.83
3	91.30	94.44	100.00	100.00	100.00
4	100.00	92.00	88.89	95.45	93.33
5	87.50	100.00	92.86	100.00	100.00
Total	**85.23**	**91.67**	**90.51**	**90.91**	**88.32**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	58.82	67.44	66.00	56.06	46.94
2	61.54	75.00	68.75	62.79	72.92
3	56.52	77.78	84.21	76.92	92.31
4	95.00	72.00	74.07	95.45	93.33
5	81.25	85.71	78.57	90.00	91.67
Total	**66.44**	**73.81**	**71.52**	**67.53**	**69.34**

SQA Attainment - S4 Literacy & Numeracy Graphs

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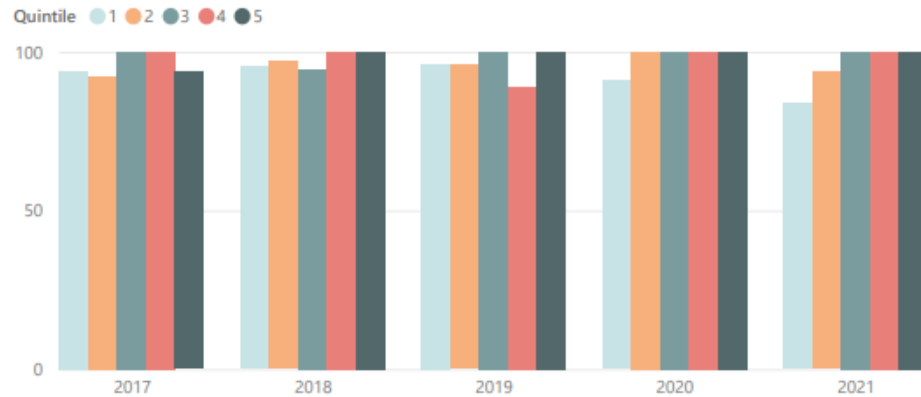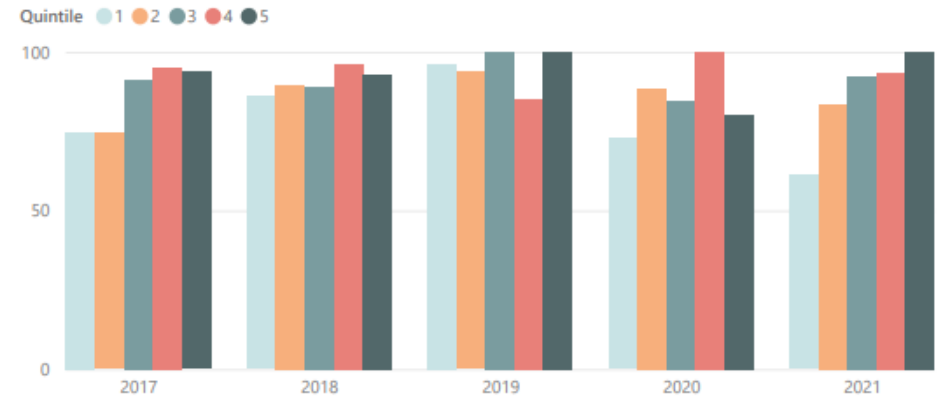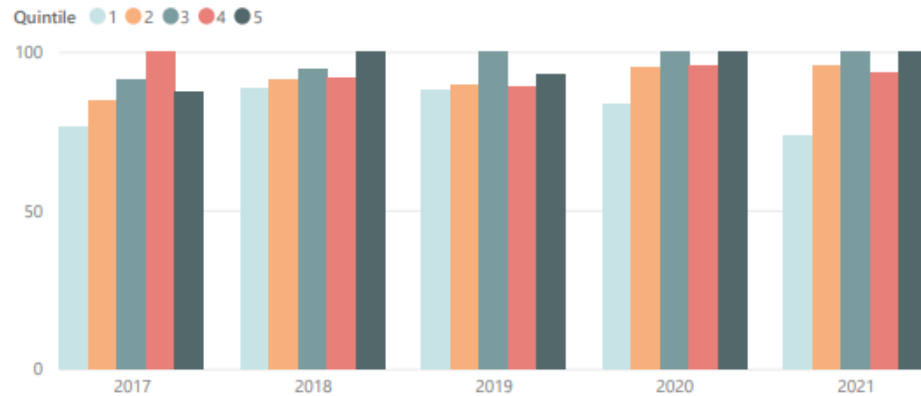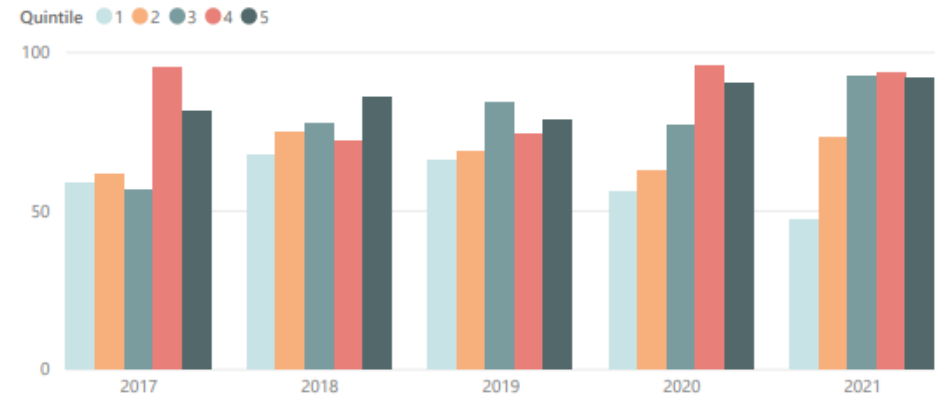
St Andrew's R C High School ⬇

Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.

S4 - 1 or more at National 5 (%)
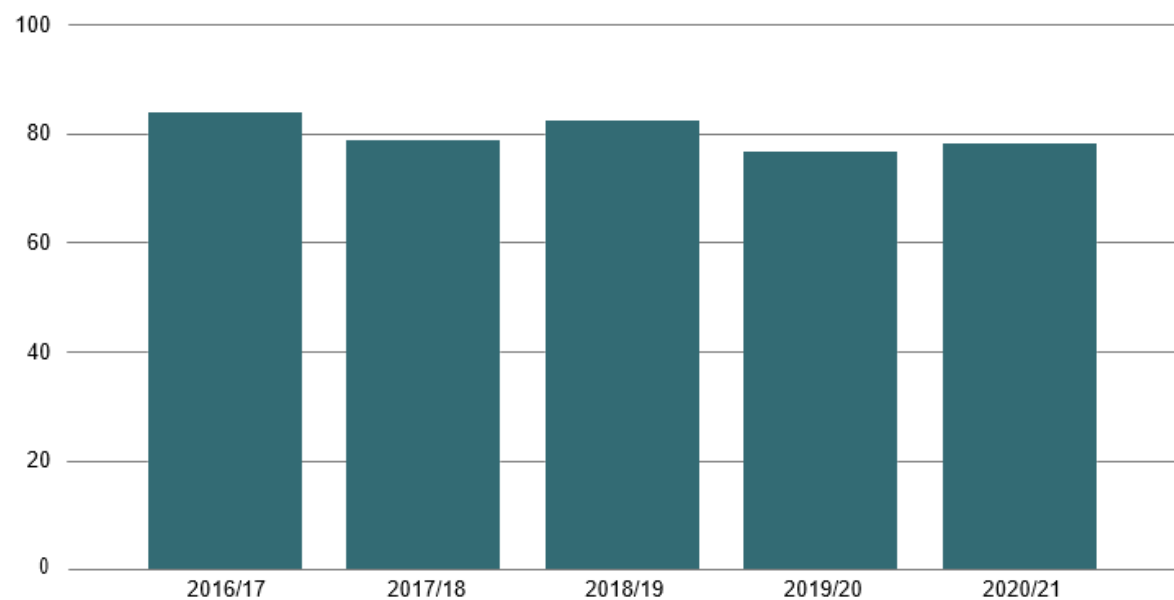
Year	1 or more
2016/17	83.87
2017/18	78.81
2018/19	82.35
2019/20	76.60
2020/21	78.20

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Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)
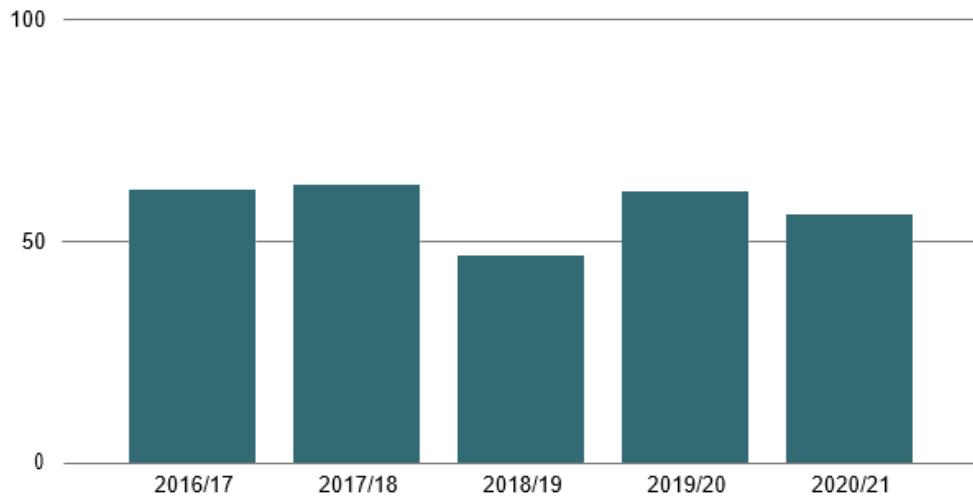
Year	1 or more
2016/17	61.54
2017/18	62.82
2018/19	46.71
2019/20	61.19
2020/21	56.03

S5 - 4 or more at National 6 (%)
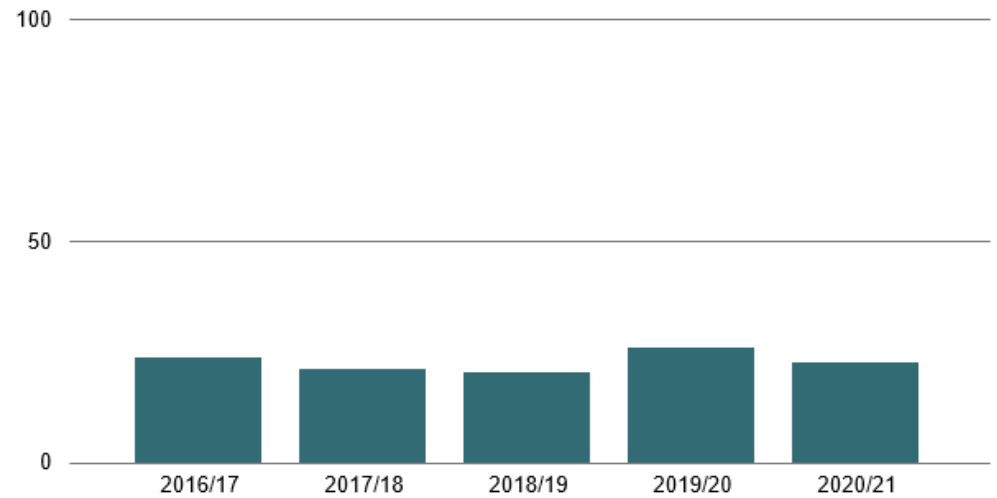
Year	4 or more
2016/17	23.67
2017/18	21.15
2018/19	20.39
2019/20	26.12
2020/21	22.70

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St Andrew's R C High School ⤓

Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.
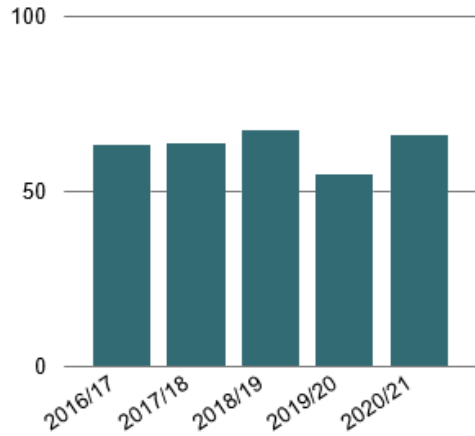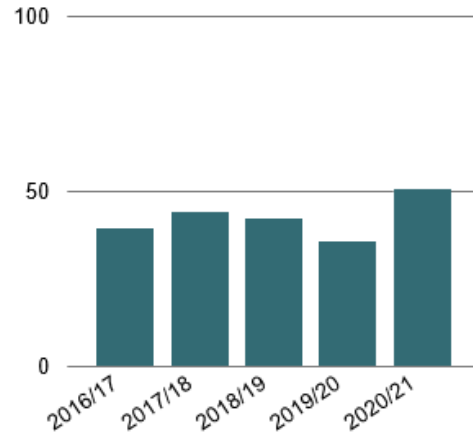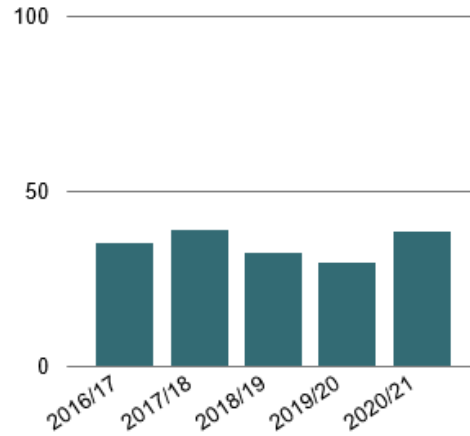
S6 - 1 or more at National 6 (%)
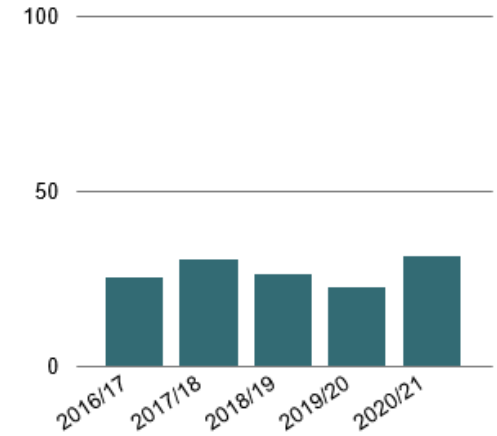
Year	1 or more
2016/17	63.27
2017/18	63.64
2018/19	67.52
2019/20	54.61
2020/21	66.18

S6 - 3 or more at National 6 (%)

Year	3 or more
2016/17	39.46
2017/18	44.24
2018/19	42.04
2019/20	35.53
2020/21	50.74

S6 - 4 or more at National 6 (%)

Year	4 or more
2016/17	35.37
2017/18	38.79
2018/19	32.48
2019/20	29.61
2020/21	38.24

S6 - 5 or more at National 6 (%)

Year	5 or more
2016/17	25.17
2017/18	30.30
2018/19	26.11
2019/20	22.37
2020/21	31.62

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Appendix 7 – The Waid Academy School Report

Education & Children's Services
Improving life chances for all

Fife COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Waid Academy ↓

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	363	348	711

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	**Total**
2020/21	4	2	3	2	0	0	**11**

Estate		
Year	Capacity	Capacity %
2020/21	800	88.88

Percentage of pupils with FMR

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

Waid Academy				
2016/17	2017/18	2018/19	2019/20	2020/21
10.80	12.10	10.20	10.90	14.10

Fife				
2016/17	2017/18	2018/19	2019/20	2020/21
17.00	16.40	16.40	17.10	17.90

National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

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Waid Academy

SIMD

Number of Pupils per SIMD Decile (2020/21)
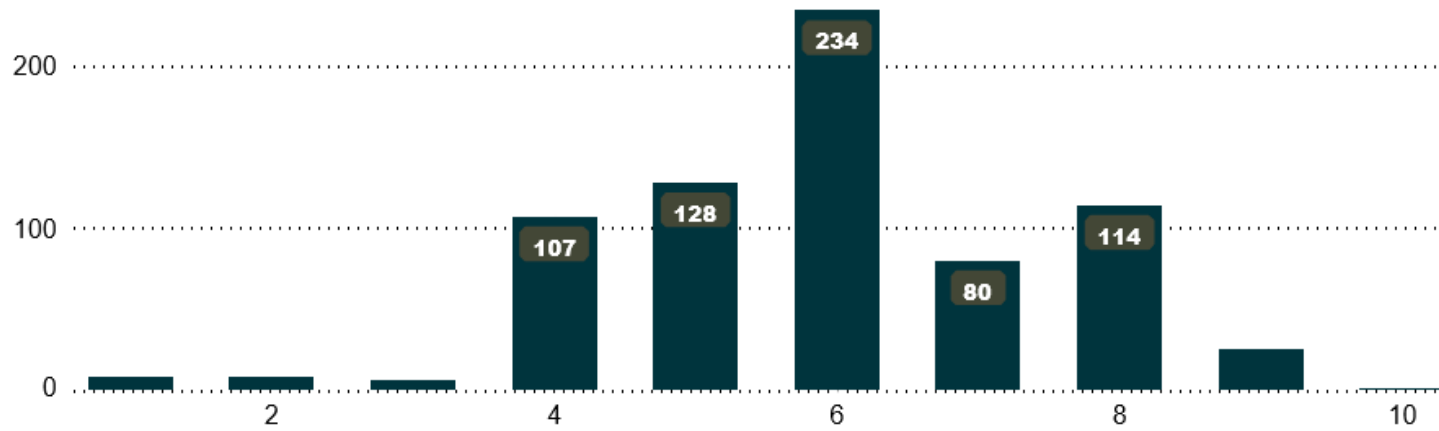
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	8	8	6	107	128	234	80	114	25	1	711

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Poverty Percentage - Percentage of children (under 16) in poverty
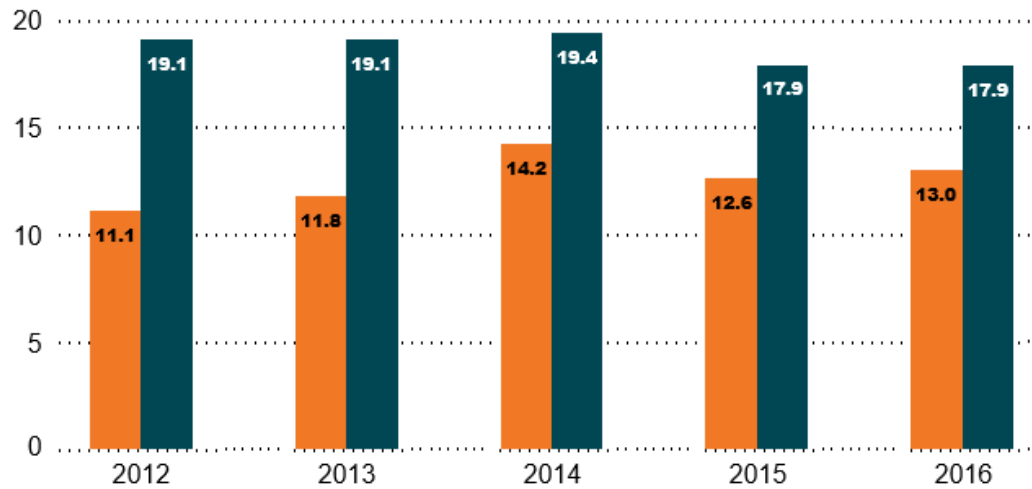
Year	School Poverty Rate %	Fife Poverty Rate %
2012	11.1	19.1
2013	11.8	19.1
2014	14.2	19.4
2015	12.6	17.9
2016	13.0	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	96	97	91	97	89

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	81	79	73	75	72

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	66	67	63	67

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Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return. The figures from 2020/21 onward are post quality assurance checked and will therefore vary slightly from those reported in September.

Attendance and Absences percentages	Waid Academy						Fife						National		
	2016/17	2017/18	2018/19	2019/20	2020/21		2016/17	2017/18	2018/19	2019/20	2020/21		2014/15	2016/17	2018/19
Attendance %	93.93	93.23	92.88	91.81	93.46		90.69	90.26	90.17	88.84	91.06		88.50	91.20	90.10
Authorised Absence %	3.93	4.09	4.05	5.11	3.63		5.60	5.87	5.74	6.30	4.71		5.30	5.30	0.00
Unauthorised Absence %	2.15	2.68	3.07	3.08	2.91		3.66	3.82	4.05	4.82	4.20		2.80	3.40	0.00
Temporary Exclusions															
Number of Exclusions per 1000 pupils	0	0	0	0	0		43	31	14	21	21		50	48	0
Days Excluded per 1000 pupils	0	0	0	0	0		98	68	30	41	48		119	109	0
LAC Temporary Exclusions															
Number of Exclusions per 1000 pupils	0	0	0	0	0		2	4	1	3	3				
Days Excluded per 1000 pupils	0	0	0	0	0		4	10	3	6	6				

Waid Academy ⬇

Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	1
Early Acquisition	0
Developing Competence	0
Competent	0
Fluent	3
English as a "first language"	707
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	31
Bereavement	1
Communication Support Needs	1
Deafblind	0
Dyslexia	73

Student Need Category	No. of Pupils with Need
English as an additional language	3
Family issues	12
Hearing impairment	5
Interrupted learning	9
Language or speech disorder	5
Learning disability	8
Looked after	15
Mental health problems	12
More able pupil	0
Other	2
Other moderate learning difficulty	23
Other specific learning difficulty (e.g. numeric)	20
Physical health problem	21
Physical or motor impairment	16
Risk of exclusion	12
Social, emotional and behavioural difficulty	79
Substance misuse	0
Visual impairment	2
Young carer	8

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School

Waid Academy ⬇

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	117	116	124

Waid Academy %			
	2017/18	2018/19	2019/20
Positive %	95.7	97.4	96.8
Higher Education %	41.9	42.2	46.8
Further Education %	21.4	31.9	22.6
Training %	0.9	0.9	1.6
Employment %	29.1	21.6	22.6
Activity Agreements %	1.7		
Personal Skills Development %			1.61
Unemployed %	4.3	1.7	3.2
Unemployed Seeking %	2.6		2.4
Unemployed Not Seeking %	1.7	1.7	0.8
Unknown %		0.9	

	2017/18	2018/19	2019/20
	3532	3635	3404

Fife %			
Category	2017/18	2018/19	2019/20
Positive	92.8	94.4	91.9
Higher Education	36.5	37.1	37.7
Further Education	32.9	33.2	35.7
Training	2.0	3.7	3.9
Employment	18.4	19.6	13.7
Activity Agreements	2.0	0.0	0.0
Personal Skills Development	0.5	0.3	1.3
Unemployed	6.5	5.2	6.9
Unemployed Seeking	5.0	3.7	4.9
Unemployed Not Seeking	1.6	1.5	2.0
Unknown	0.6	0.4	0.4

	2017/18	2018/19	2019/20
	49707	49717	47435

National %			
Category	2017/18	2018/19	2019/20
Positive	94.6	95.0	93.4
Higher Education	41.1	40.3	44.2
Further Education	26.5	27.3	28.1
Training	1.9	3.5	3.7
Employment	22.7	22.9	16.2
Activity Agreements	1.2	0.0	0.0
Personal Skills Development	0.4	0.5	0.7
Unemployed	5.0	4.5	6.0
Unemployed Seeking	3.7	3.1	4.1
Unemployed Not Seeking	1.3	1.4	1.8
Unknown	0.4	0.4	0.8

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	117	116	124

	2017/18	2018/19	2019/20
No. of Leavers	9824	9920	9223

Waid Academy %			
	2017/18	2018/19	2019/20
Positive %	95.7	97.4	96.8
Higher Education %	41.9	42.2	46.8
Further Education %	21.4	31.9	22.6
Training %	0.9	0.9	1.6
Employment %	29.1	21.6	22.6
Activity Agreements %	1.7		
Personal Skills Development %			1.61
Unemployed %	4.3	1.7	3.2
Unemployed Seeking %	2.6		2.4
Unemployed Not Seeking %	1.7	1.7	0.8
Unknown %		0.9	

South East Collaborative %			
Category ⚙	2017/18	2018/19	2019/20
Positive	93.9	94.9	92.7
Higher Education	38.6	38.6	40.7
Further Education	27.4	28.2	30.7
Training	2.1	3.0	3.4
Employment	23.6	24.0	16.9
Activity Agreements	1.5	0.0	
Personal Skills Development	0.0	0.2	0.7
Unemployed	5.8	4.9	6.6
Unemployed Seeking	4.4	3.3	4.5
Unemployed Not Seeking	1.4	1.5	2.1
Unknown	0.3	0.5	0.5

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	33.33	100.00	100.00	100.00	
2	100.00	84.21	100.00	92.86	100.00
3	97.67	100.00	98.21	96.77	93.22
4	97.50	93.55	100.00	97.44	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**96.49**	**96.12**	**99.15**	**97.01**	**96.52**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	33.33	50.00	50.00	80.00	
2	58.33	63.16	66.67	78.57	80.00
3	72.09	80.65	69.64	77.42	81.36
4	82.50	77.42	83.87	58.97	91.18
5	81.25	86.67	100.00	78.57	71.43
Total	**74.56**	**77.52**	**74.36**	**72.39**	**83.48**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	66.67	100.00	100.00	100.00	
2	100.00	78.95	100.00	92.86	93.33
3	100.00	100.00	98.21	91.94	93.22
4	95.00	93.55	96.77	92.31	100.00
5	100.00	93.33	100.00	100.00	100.00
Total	**97.37**	**94.57**	**98.29**	**93.28**	**95.65**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	33.33		25.00	80.00	
2	25.00	36.84	33.33	57.14	86.67
3	65.12	72.58	48.21	67.74	81.36
4	75.00	67.74	64.52	58.97	85.29
5	68.75	80.00	75.00	71.43	57.14
Total	**64.04**	**65.89**	**51.28**	**64.93**	**81.74**

SQA Attainment - S4 Literacy & Numeracy Graphs

Waid Academy

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00	100.00	100.00	100.00
2	100.00	86.67	89.47	100.00	90.48
3	93.33	100.00	100.00	98.11	96.49
4	96.97	95.35	90.91	100.00	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**95.24**	**96.61**	**96.21**	**99.18**	**97.08**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00		66.67	83.33
2	88.24	80.00	57.89	70.00	85.71
3	86.67	81.40	80.60	79.25	75.44
4	93.94	88.37	75.76	88.57	79.17
5	100.00	93.75	91.67	100.00	60.00
Total	**89.52**	**85.59**	**76.52**	**81.15**	**78.10**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	100.00	100.00	100.00	100.00
2	100.00	93.33	78.95	100.00	90.48
3	95.56	97.67	100.00	98.11	89.47
4	100.00	93.02	93.94	100.00	97.92
5	100.00	100.00	91.67	100.00	100.00
Total	**98.10**	**95.76**	**94.70**	**99.18**	**93.43**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00		50.00	83.33
2	82.35	60.00	42.11	65.00	76.19
3	80.00	79.07	77.61	69.81	70.18
4	81.82	76.74	72.73	82.86	79.17
5	87.50	81.25	83.33	75.00	100.00
Total	**80.95**	**76.27**	**71.21**	**72.13**	**75.91**

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00	100.00	100.00
2	100.00	100.00	86.67	89.47	100.00
3	100.00	93.62	100.00	100.00	98.04
4	91.67	96.67	95.12	90.91	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**96.38**	**95.28**	**96.64**	**96.21**	**99.19**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00		66.67
2	75.00	89.47	86.67	63.16	72.73
3	86.00	87.23	84.44	80.60	78.43
4	65.00	93.33	87.80	72.73	89.74
5	80.00	100.00	93.75	91.67	100.00
Total	**75.36**	**89.62**	**87.39**	**76.52**	**81.30**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	100.00	100.00	100.00	100.00
2	100.00	100.00	93.33	84.21	100.00
3	94.00	95.74	97.78	100.00	98.04
4	95.00	100.00	92.68	93.94	100.00
5	93.33	100.00	100.00	91.67	100.00
Total	**94.93**	**98.11**	**95.80**	**95.45**	**99.19**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00		50.00
2	75.00	84.21	66.67	47.37	63.64
3	80.00	82.98	80.00	77.61	72.55
4	63.33	80.00	80.49	69.70	82.05
5	86.67	87.50	81.25	91.67	80.00
Total	**73.19**	**82.08**	**78.99**	**71.97**	**73.17**

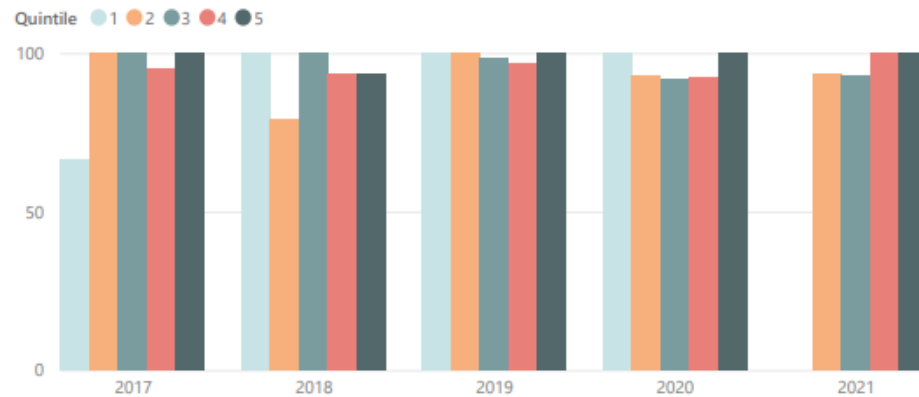SQA Attainment - S4 Literacy & Numeracy Graphs

School: Waid Academy
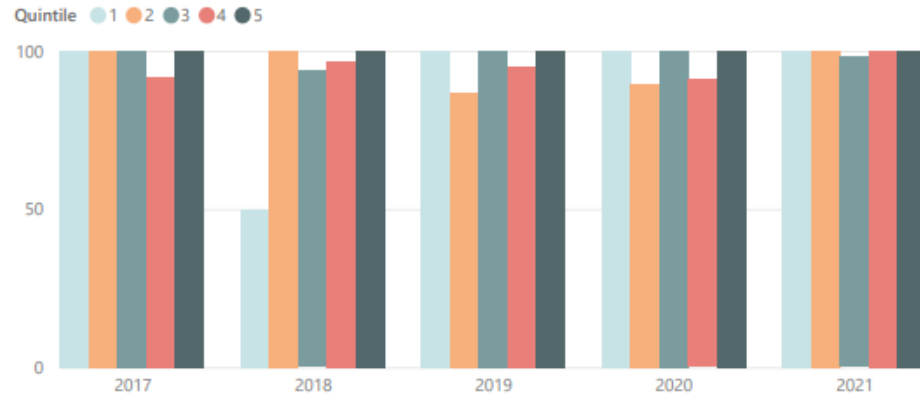
S6 Level 4 Literacy by Year
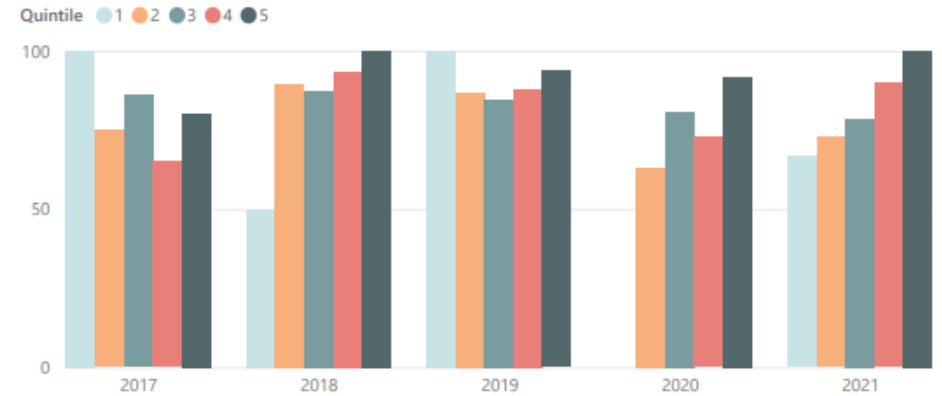
S6 Level 5 Literacy by Year
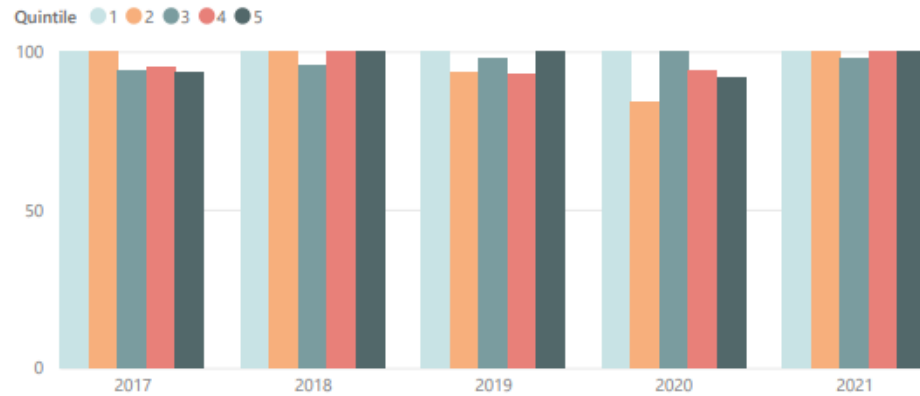
S6 Level 4 Numeracy by Year

S6 Level 5 Numeracy by Year
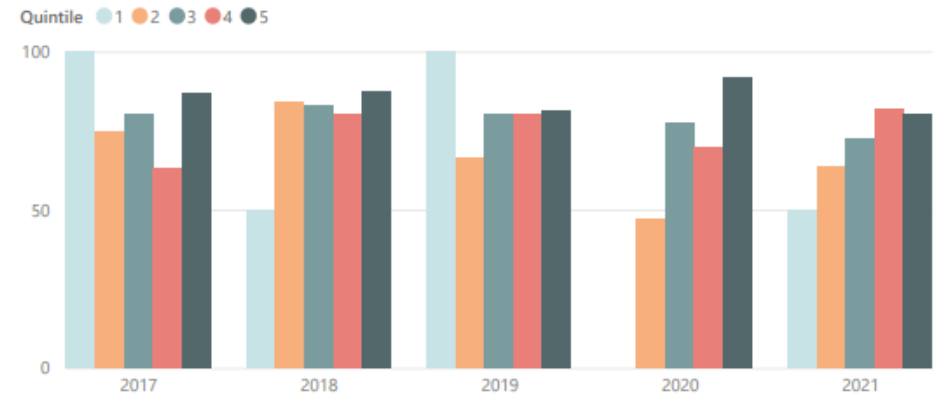
Waid Academy

Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.

S4 - 1 or more at National 5 (%)
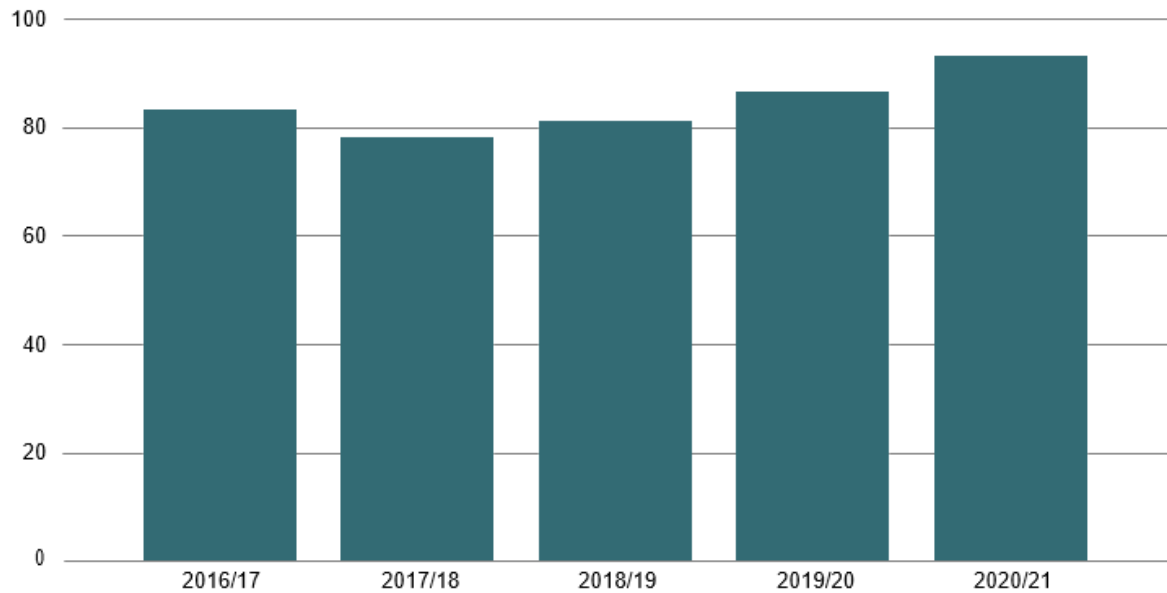
Year	1 or more
2016/17	83.33
2017/18	78.29
2018/19	81.20
2019/20	86.57
2020/21	93.04

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Waid Academy

Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)
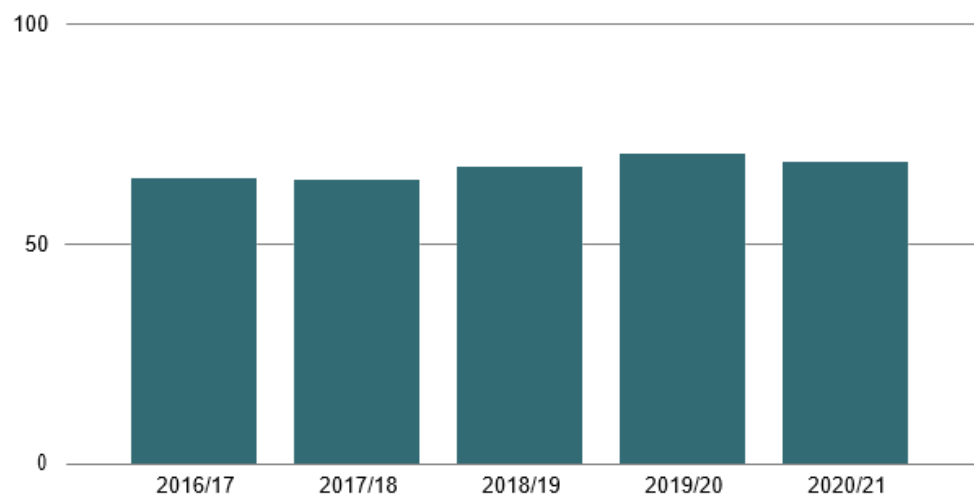
Year	1 or more
2016/17	64.76
2017/18	64.41
2018/19	67.42
2019/20	70.49
2020/21	68.61

S5 - 4 or more at National 6 (%)
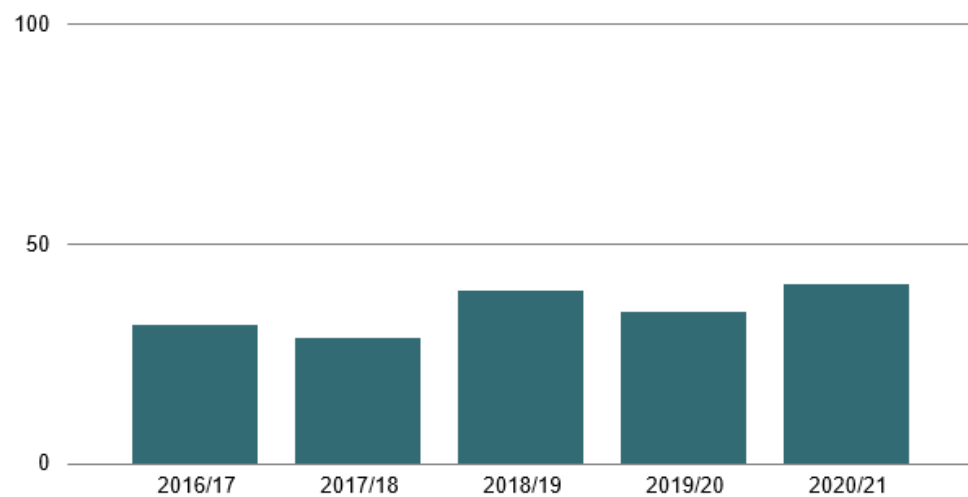
Year	4 or more
2016/17	31.43
2017/18	28.81
2018/19	39.39
2019/20	34.43
2020/21	40.88

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Waid Academy ⌄

Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.
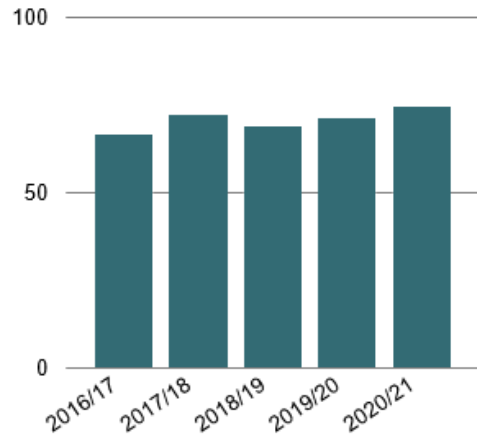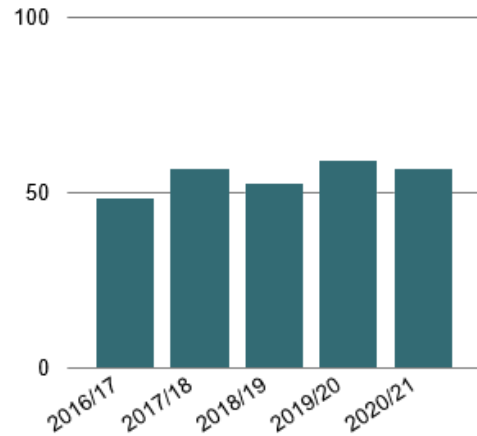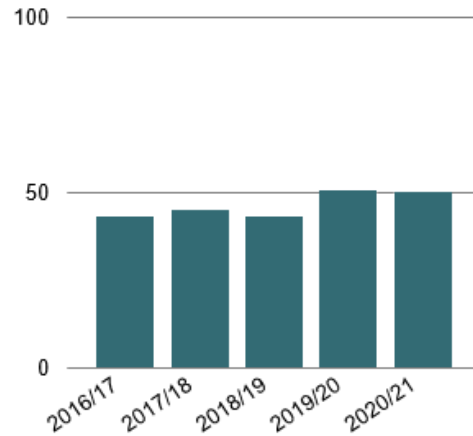
S6 - 1 or more at National 6 (%)
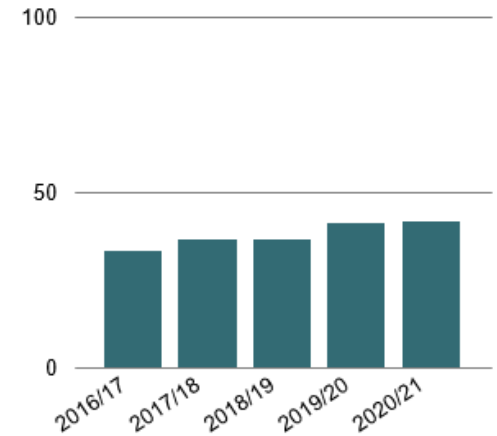
Year	1 or more
2016/17	66.67
2017/18	72.12
2018/19	68.64
2019/20	71.32
2020/21	74.59

S6 - 3 or more at National 6 (%)

Year	3 or more
2016/17	48.15
2017/18	56.73
2018/19	52.54
2019/20	58.91
2020/21	56.56

S6 - 4 or more at National 6 (%)

Year	4 or more
2016/17	42.96
2017/18	45.19
2018/19	43.22
2019/20	50.39
2020/21	50.00

S6 - 5 or more at National 6 (%)

Year	5 or more
2016/17	33.33
2017/18	36.54
2018/19	36.44
2019/20	41.09
2020/21	41.80

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Appendix 8 – Bell Baxter Cluster Report

Broad General Education - Cluster Report
for Academic Year 20/21

Choose Cluster <u>Here :</u>   Bell Baxter

Use the drop-down menu at the top of the screen to choose a cluster.

<u>Description of Tables and Charts</u>

Table 1 - displays roll and SIMD data for the cluster (with FMR % and LAC %), broken down by the individual Primary schools in the cluster.

Table 2 - shows attainment data for the Literacy subjects, split by three SIMD bands and broken down by the individual Primary schools.

Table 3 - shows attainment data for the Numeracy subjects, split by three SIMD bands and broken down by the individual Primary schools.

Tables 4 & 5 - display attainment data in the cluster for pupils marked as being Free school Meal Registered (FMR) and are Looked After Children (LAC).

Table 6 - shows figures for attendance and exclusions for the cluster.

Charts 1 & 2 - compare FMR and LAC data for the cluster with the same FMR and LAC data for Fife, alongside the total data for the whole of Fife.

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:
- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
Auchtermuchty PS	169	16.0%	1.2%	5.9	0	78	0	4	78
Balmullo PS	104	6.7%	0.0%	8.1	0	9	37	0	46
Castlehill PS	512	18.8%	2.5%	6.3	17	149	41	6	207
Ceres PS	108	4.6%	1.9%	7.0	0	53	2	3	55
Craigrothie PS	29	37.9%	0.0%	6.8	0	13	0	0	13
Dairsie PS	39	10.3%	0.0%	7.7	0	17	1	0	18
Dunbog PS	52	7.7%	3.8%	6.0	0	24	1	0	25
Falkland PS	117	17.9%	1.7%	6.7	0	50	0	1	50
Freuchie PS	98	5.1%	0.0%	8.3	1	15	26	0	42
Ke le PS	102	9.8%	2.9%	6.0	0	43	0	0	43
Ladybank PS	104	23.1%	2.9%	5.4	0	37	3	0	40
Letham PS	35		0.0%	6.9	0	13	0	0	13
Newburgh PS	140	18.6%	0.7%	5.6	1	65	0	3	70
Pitlessie PS	22	4.5%	9.1%	6.9	0	9	0	0	9
Springfield PS	68	23.5%	4.4%	3.9	0	32	0	1	32
St Columba's PS	234	19.2%	0.9%	5.7	22	72	13	0	107
Total	**2010**	**15.5%**	**2.0%**	**6.3**	**41**	**714**	**124**	**18**	**883**

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Achieved Percentages by SIMD Band, for Literacy subjects

Table 2. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Literacy subjects and is broken down by the SIMD decile band indicated.

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Auchtermuchty PS	0.0%	44.9%	0.0%	44.9%	0.0%	39.7%	0.0%	39.7%	0.0%	55.1%	0.0%	55.1%
Castlehill PS	41.2%	70.5%	87.8%	71.5%	41.2%	63.8%	85.4%	66.2%	47.1%	71.1%	87.8%	72.5%
Craigrothie PS	0.0%	61.5%	0.0%	61.5%	0.0%	46.2%	0.0%	46.2%	0.0%	69.2%	0.0%	69.2%
Dunbog PS	0.0%	79.2%	100.0%	80.0%	0.0%	70.8%	100.0%	72.0%	0.0%	87.5%	100.0%	88.0%
Freuchie PS	0.0%	73.3%	84.6%	78.6%	0.0%	60.0%	73.1%	66.7%	0.0%	73.3%	80.8%	76.2%
Ladybank PS	0.0%	67.6%	66.7%	67.5%	0.0%	51.4%	66.7%	52.5%	0.0%	75.7%	66.7%	75.0%
Newburgh PS	0.0%	73.8%	0.0%	72.9%	0.0%	64.6%	0.0%	61.4%	100.0%	83.1%	0.0%	84.3%
Springfield PS	0.0%	90.6%	0.0%	90.6%	0.0%	81.3%	0.0%	81.3%	0.0%	96.9%	0.0%	96.9%
Strathmiglo PS	0.0%	77.1%	0.0%	77.1%	0.0%	65.7%	0.0%	65.7%	0.0%	91.4%	0.0%	91.4%
Total	**53.7%**	**72.0%**	**83.9%**	**72.8%**	**48.8%**	**65.4%**	**77.4%**	**66.1%**	**63.4%**	**77.7%**	**86.3%**	**78.4%**

Achieved Percentages by SIMD Band, for Numeracy subjects

Table 3. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Numeracy subjects and is broken down by the SIMD decile band indicated.

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Auchtermuchty PS	0.0%	34.6%	0.0%	34.6%	0.0%	50.0%	0.0%	50.0%	0.0%	42.3%	0.0%	42.3%
Balmullo PS	0.0%	66.7%	83.8%	80.4%	0.0%	88.9%	89.2%	89.1%	0.0%	88.9%	89.2%	89.1%
Castlehill PS	47.1%	71.1%	87.8%	72.5%	52.9%	71.1%	90.2%	73.4%	52.9%	71.8%	92.7%	74.4%
Ceres PS	0.0%	64.2%	100....	65.5%	0.0%	69.8%	100.0%	70.9%	0.0%	67.9%	100.0%	69.1%
Craigrothie PS	0.0%	46.2%	0.0%	46.2%	0.0%	46.2%	0.0%	46.2%	0.0%	69.2%	0.0%	69.2%
Dairsie PS	0.0%	82.4%	100....	83.3%	0.0%	94.1%	100.0%	94.4%	0.0%	94.1%	100.0%	94.4%
Dunbog PS	0.0%	75.0%	100....	76.0%	0.0%	75.0%	100.0%	76.0%	0.0%	87.5%	100.0%	88.0%
Falkland PS	0.0%	80.0%	0.0%	80.0%	0.0%	86.0%	0.0%	86.0%	0.0%	86.0%	0.0%	86.0%
Freuchie PS	0.0%	73.3%	76.9%	73.8%	0.0%	73.3%	88.5%	81.0%	0.0%	73.3%	88.5%	81.0%
Kettle PS	0.0%	79.1%	0.0%	79.1%	0.0%	83.7%	0.0%	83.7%	0.0%	83.7%	0.0%	83.7%
Ladybank PS	0.0%	54.1%	66.7%	55.0%	0.0%	64.9%	66.7%	65.0%	0.0%	75.7%	100.0%	77.5%
Letham PS	0.0%	84.6%	0.0%	84.6%	0.0%	84.6%	0.0%	84.6%	0.0%	84.6%	0.0%	84.6%
Newburgh PS	100.0%	66.2%	0.0%	67.1%	100.0%	75.4%	0.0%	77.1%	100....	75.4%	0.0%	77.1%
Pitlessie PS	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	22.2%	0.0%	22.2%
Springfield PS	0.0%	87.5%	0.0%	87.5%	0.0%	90.6%	0.0%	90.6%	0.0%	100.0%	0.0%	100.0%
St Columba's PS	72.7%	80.6%	84.6%	79.4%	81.8%	91.7%	84.6%	88.8%	81.8%	90.3%	84.6%	87.9%
Strathmiglo PS	0.0%	74.3%	0.0%	74.3%	0.0%	74.3%	0.0%	74.3%	0.0%	74.3%	0.0%	74.3%
Total	**61.0%**	**68.2%**	**83.9%**	**70.1%**	**68.3%**	**74.2%**	**88.7%**	**76.1%**	**68.3%**	**74.6%**	**90.3%**	**76.7%**

Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	47.3%	36.6%	51.6%	40.9%	44.1%	50.5%	93

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Fife :	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

Table 5. displays the percentage of pupils marked as LAC who have achieved the appropriate level (or above) for their stage. For key stages P1, P4 and P7.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	38.9%	27.8%	50.0%	33.3%	38.9%	38.9%	18

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Fife :	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   95.8

Fife % :   93.7

Number of Days of Exclusion

Cluster :   6

Fife :   409

Exclusion Percentage

Cluster % :   0.00

Fife % :   0.01

Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

Chart 1. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the FMR pupils in the cluster, the second shows the FMR pupils across Fife and the third shows the percentage for all Fife pupils. There are 6 graphs for each subject, across key stages P4 and P7 only (all P1 pupils are automa cally registered).

Cluster - FMR   Fife - FMR   Fife - Total

Attainment comparison for P1, P4 and P7 pupils, with pupils who are Looked After

Chart 2. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the LAC pupils in the cluster, the second shows the LAC pupils across Fife and the third shows the percentage for all Fife pupils. There are six individual graphs for each subject, across key stages P1, P4 and P7.

Cluster - LAC   Fife - LAC   Fife - Total

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Appendix 9 – Madras College Cluster Report

Broad General Education - Cluster Report
for Academic Year 20/21

Choose Cluster Here : Madras

Use the drop-down menu at the top of the screen to choose a cluster.

Description of Tables and Charts

Table 1 - displays roll and SIMD data for the cluster (with FMR % and LAC %), broken down by the individual Primary schools in the cluster.

Table 2 - shows attainment data for the Literacy subjects, split by three SIMD bands and broken down by the individual Primary schools.

Table 3 - shows attainment data for the Numeracy subjects, split by three SIMD bands and broken down by the individual Primary schools.

Tables 4 & 5 - display attainment data in the cluster for pupils marked as being Free school Meal Registered (FMR) and are Looked After Children (LAC).

Table 6 - shows figures for attendance and exclusions for the cluster.

Charts 1 & 2 - compare FMR and LAC data for the cluster with the same FMR and LAC data for Fife, alongside the total data for the whole of Fife.

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:

- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
Balmerino PS	60	6.7%	0.0%	7.8	0	25	3	1	28
Canongate PS	217	24.0%	0.5%	7.3	0	61	36	4	97
Greyfriars PS	207	11.1%	1.4%	7.3	0	59	27	3	87
Guardbridge PS	39	15.4%	2.6%	6.9	0	13	1	1	14
Kingsbarns PS	40	25.0%	5.0%	6.7	0	13	2	2	15
Largoward PS	18	38.9%	5.6%	6.1	0	7	0	0	7
Lawhead PS	230	4.8%	0.4%	8.6	0	35	64	0	99
Leuchars PS	216	13.9%	2.8%	8.0	0	36	62	9	99
Newport PS	171	6.4%	0.6%	8.1	0	56	18	2	74
Strathkinness PS	74	8.1%	6.8%	8.4	0	14	20	2	34
Tayport PS	228	19.3%	0.9%	6.1	0	90	1	2	91
Wormit PS	179	3.4%	1.7%	8.5	0	33	34	3	67
Total	**1679**	**12.5%**	**1.5%**	**7.6**	**0**	**442**	**268**	**29**	**712**

Achieved Percentages by SIMD Band, for Literacy subjects

Table 2. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Literacy subjects and is broken down by the SIMD decile band indicated.

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Balmerino PS	0.0%	76.0%	33.3%	71.4%	0.0%	68.0%	33.3%	64.3%	0.0%	84.0%	33.3%	78.6%
Greyfriars PS	0.0%	78.0%	88.9%	81.6%	0.0%	72.9%	77.8%	73.6%	0.0%	81.4%	100.0%	87.4%
Kingsbarns PS	0.0%	69.2%	100.0%	73.3%	0.0%	69.2%	100.0%	73.3%	0.0%	61.5%	100.0%	66.7%
Lawhead PS	0.0%	68.6%	84.4%	78.8%	0.0%	60.0%	82.8%	74.7%	0.0%	85.7%	89.1%	87.9%
Newport PS	0.0%	87.5%	94.4%	89.2%	0.0%	83.9%	88.9%	85.1%	0.0%	98.2%	94.4%	97.3%
Tayport PS	0.0%	84.4%	100.0%	84.6%	0.0%	71.1%	100.0%	71.4%	0.0%	84.4%	100.0%	84.6%
Total	**0.0%**	**77.1%**	**78.7%**	**77.8%**	**0.0%**	**70.4%**	**74.3%**	**71.8%**	**0.0%**	**82.4%**	**84.0%**	**83.0%**

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Achieved Percentages by SIMD Band, for Numeracy subjects

Table 3. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Numeracy subjects and is broken down by the SIMD decile band indicated.

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Balmerino PS	0.0%	68.0%	33.3%	64.3%	0.0%	72.0%	33.3%	67.9%	0.0%	72.0%	33.3%	67.9%
Canongate PS	0.0%	73.8%	91.7%	80.4%	0.0%	73.8%	91.7%	80.4%	0.0%	73.8%	91.7%	80.4%
Greyfriars PS	0.0%	79.7%	88.9%	82.8%	0.0%	78.0%	88.9%	81.6%	0.0%	78.0%	88.9%	81.6%
Guardbridge PS	0.0%	69.2%	100....	71.4%	0.0%	69.2%	100.0%	71.4%	0.0%	69.2%	100.0%	71.4%
Kingsbarns PS	0.0%	69.2%	100....	73.3%	0.0%	69.2%	100.0%	73.3%	0.0%	69.2%	100.0%	73.3%
Largoward PS	0.0%	42.9%	0.0%	42.9%	0.0%	42.9%	0.0%	42.9%	0.0%	42.9%	0.0%	42.9%
Lawhead PS	0.0%	60.0%	87.5%	77.8%	0.0%	80.0%	89.1%	85.9%	0.0%	62.9%	85.9%	77.8%
Leuchars PS	0.0%	61.1%	61.3%	61.6%	0.0%	63.9%	62.9%	63.6%	0.0%	63.9%	62.9%	63.6%
Newport PS	0.0%	87.5%	94.4%	89.2%	0.0%	91.1%	94.4%	91.9%	0.0%	91.1%	94.4%	91.9%
Strathkinness PS	0.0%	85.7%	80.0%	82.4%	0.0%	85.7%	85.0%	85.3%	0.0%	85.7%	85.0%	85.3%
Tayport PS	0.0%	84.4%	100....	84.6%	0.0%	84.4%	100.0%	84.6%	0.0%	84.4%	100.0%	84.6%
Wormit PS	0.0%	78.8%	82.4%	80.6%	0.0%	78.8%	82.4%	80.6%	0.0%	78.8%	82.4%	80.6%
Total	**0.0%**	**76.0%**	**81.0%**	**77.9%**	**0.0%**	**78.3%**	**82.1%**	**79.8%**	**0.0%**	**76.9%**	**81.3%**	**78.7%**

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Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	58.1%	48.4%	64.5%	53.2%	56.5%	56.5%	62

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Fife :	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

Table 5. displays the percentage of pupils marked as LAC who have achieved the appropriate level (or above) for their stage. For key stages P1, P4 and P7.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	66.7%	50.0%	58.3%	58.3%	58.3%	58.3%	12

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Fife :	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :	95.6
Fife % :	93.7

Number of Days of Exclusion

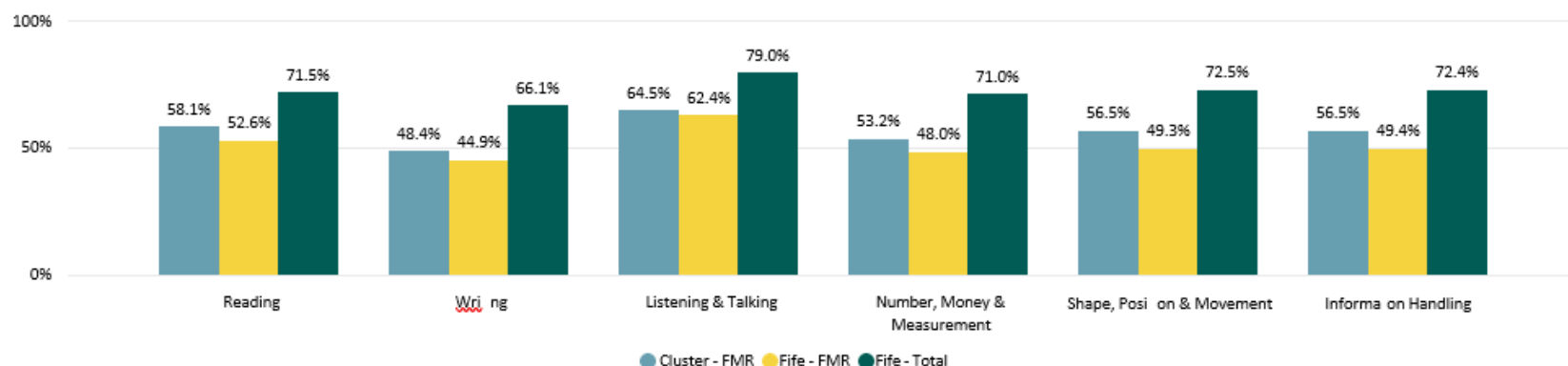|	
Cluster :	2
Fife :	409

Exclusion Percentage

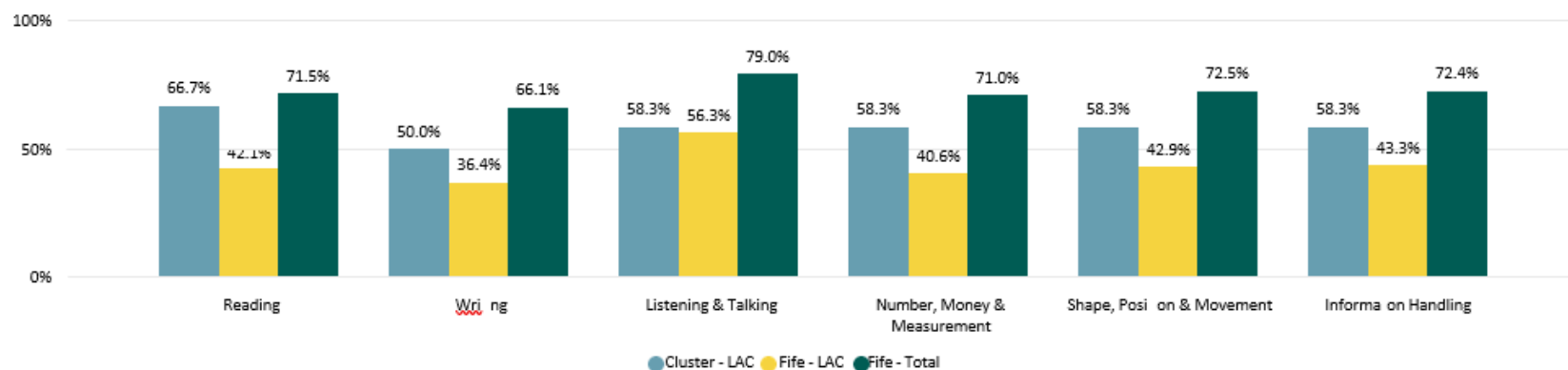|	
Cluster % :	0.00
Fife % :	0.01

Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

Chart 1. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the FMR pupils in the cluster, the second shows the FMR pupils across Fife and the third shows the percentage for all Fife pupils. There are 6 graphs for each subject, across key stages P4 and P7 only (all P1 pupils are automa cally registered).

	Reading	Wri ng	Listening & Talking	Number, Money & Measurement	Shape, Posi on & Movement	Informa on Handling
Cluster - FMR	58.1%	48.4%	64.5%	53.2%	56.5%	56.5%
Fife - FMR	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%
Fife - Total	71.5%	66.1%	79.0%	71.0%	72.5%	72.4%

Attainment comparison for P1, P4 and P7 pupils, with pupils who are Looked After

Chart 2. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the LAC pupils in the cluster, the second shows the LAC pupils across Fife and the third shows the percentage for all Fife pupils. There are six individual graphs for each subject, across key stages P1, P4 and P7.

	Reading	Wri ng	Listening & Talking	Number, Money & Measurement	Shape, Posi on & Movement	Informa on Handling
Cluster - LAC	66.7%	50.0%	58.3%	58.3%	58.3%	58.3%
Fife - LAC	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%
Fife - Total	71.5%	66.1%	79.0%	71.0%	72.5%	72.4%

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Appendix 10 – St Andrew's RC High Cluster Report

Broad General Education - Cluster Report
for Academic Year 20/21

Use the drop-down menu at the top of the screen to choose a cluster.

Description of Tables and Charts

Table 1 - displays roll and SIMD data for the cluster (with FMR % and LAC %), broken down by the individual Primary schools in the cluster.

Table 2 - shows attainment data for the Literacy subjects, split by three SIMD bands and broken down by the individual Primary schools.

Table 3 - shows attainment data for the Numeracy subjects, split by three SIMD bands and broken down by the individual Primary schools.

Tables 4 & 5 - display attainment data in the cluster for pupils marked as being Free school Meal Registered (FMR) and are Looked After Children (LAC).

Table 6 - shows figures for attendance and exclusions for the cluster.

Charts 1 & 2 - compare FMR and LAC data for the cluster with the same FMR and LAC data for Fife, alongside the total data for the whole of Fife.

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:
- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	1 & 2	3 to 8	9 & 10	None	All
					SIMD Band Roll for Key Stages				
St Agatha's PS	234	29.5%	3.0%	3.2	35	61	0	2	96
St Marie's PS	377	22.0%	1.1%	3.8	54	80	26	0	160
St Ninian's PS	137	30.7%	0.7%	3.6	4	56	0	1	61
St Patrick's PS	174	13.8%	1.7%	3.9	13	79	0	0	93
St Paul's PS	195	24.6%	1.5%	4.0	30	47	6	1	83
Total	**1117**	**23.8%**	**1.6%**	**3.7**	**136**	**323**	**32**	**4**	**493**

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Achieved Percentages by SIMD Band, for Literacy subjects

Table 2. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Literacy subjects and is broken down by the SIMD decile band indicated.

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
St Agatha's PS	45.7%	62.3%	0.0%	56.3%	31.4%	52.5%	0.0%	44.8%	54.3%	65.6%	0.0%	61.5%
St Marie's PS	77.8%	88.8%	92.3%	85.6%	79.6%	82.5%	84.6%	81.9%	94.4%	98.8%	100.0%	97.5%
St Ninian's PS	100.0%	78.6%	0.0%	80.3%	100.0%	71.4%	0.0%	73.8%	100.0%	82.1%	0.0%	83.6%
St Patrick's PS	92.3%	73.4%	0.0%	75.3%	76.9%	72.2%	0.0%	72.0%	92.3%	72.2%	0.0%	75.3%
St Paul's PS	76.7%	68.1%	100.0%	73.5%	76.7%	68.1%	100.0%	73.5%	83.3%	85.1%	100.0%	85.5%
Total	**71.3%**	**75.2%**	**93.8%**	**75.3%**	**66.9%**	**70.3%**	**87.5%**	**70.4%**	**81.6%**	**81.1%**	**100.0%**	**82.6%**

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Achieved Percentages by SIMD Band, for Numeracy subjects

Table 3. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Numeracy subjects and is broken down by the SIMD decile band indicated.

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
St Agatha's PS	40.0%	54.1%	0.0%	49.0%	42.9%	57.4%	0.0%	52.1%	40.0%	54.1%	0.0%	49.0%
St Marie's PS	77.8%	85.0%	96.2%	84.4%	81.5%	86.3%	96.2%	86.3%	81.5%	86.3%	96.2%	86.3%
St Ninian's PS	75.0%	75.0%	0.0%	75.4%	75.0%	75.0%	0.0%	75.4%	75.0%	78.6%	0.0%	78.7%
St Patrick's PS	92.3%	69.6%	0.0%	72.0%	92.3%	69.6%	0.0%	72.0%	92.3%	69.6%	0.0%	72.0%
St Paul's PS	76.7%	72.3%	100....	75.9%	76.7%	72.3%	100.0%	75.9%	76.7%	74.5%	100.0%	77.1%
Total	**69.1%**	**71.8%**	**96.9%**	**72.6%**	**71.3%**	**72.8%**	**96.9%**	**73.8%**	**70.6%**	**73.1%**	**96.9%**	**73.8%**

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Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	59.1%	54.5%	76.1%	56.8%	60.2%	61.4%	88

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Fife :	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

Table 5. displays the percentage of pupils marked as LAC who have achieved the appropriate level (or above) for their stage. For key stages P1, P4 and P7.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	57.1%	57.1%	100.0%	71.4%	100.0%	100.0%	7

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Fife :	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

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Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   93.9

Fife % :   93.7

Number of Days of Exclusion
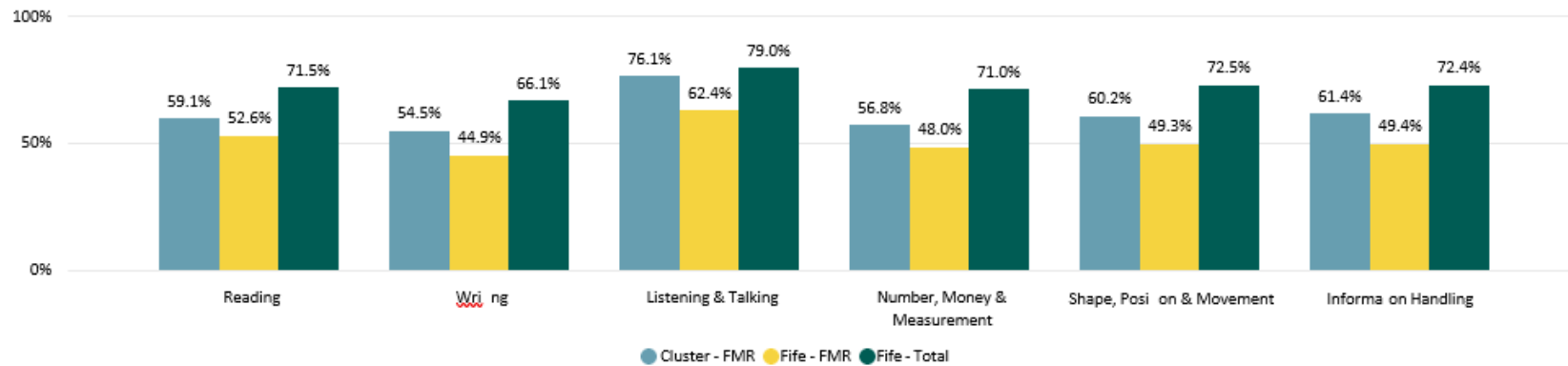
Cluster :   8

Fife :   409

Exclusion Percentage

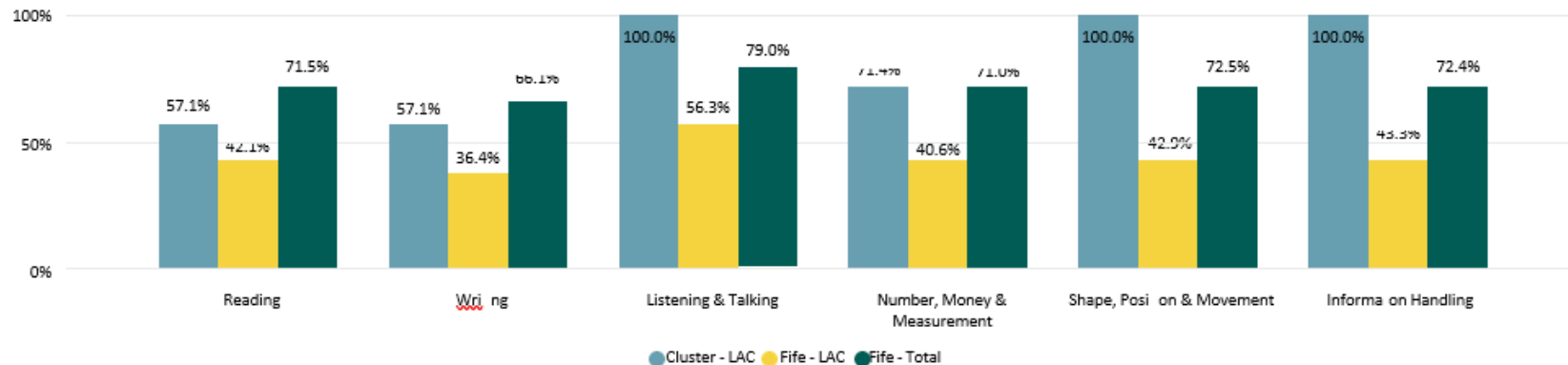Cluster % :   0.00

Fife % :   0.01

Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

Chart 1. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the FMR pupils in the cluster, the second shows the FMR pupils across Fife and the third shows the percentage for all Fife pupils. There are 6 graphs for each subject, across key stages P4 and P7 only (all P1 pupils are automatically registered).

Attainment comparison for P1, P4 and P7 pupils, with pupils who are Looked After

Chart 2. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the LAC pupils in the cluster, the second shows the LAC pupils across Fife and the third shows the percentage for all Fife pupils. There are six individual graphs for each subject, across key stages P1, P4 and P7.

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Appendix 11 – The Waid Academy Cluster Report

Broad General Education - Cluster Report
for Academic Year 20/21

Choose Cluster Here :   Waid

Use the drop-down menu at the top of the screen to choose a cluster.

Description of Tables and Charts

Table 1 - displays roll and SIMD data for the cluster (with FMR % and LAC %), broken down by the individual Primary schools in the cluster.

Table 2 - shows attainment data for the Literacy subjects, split by three SIMD bands and broken down by the individual Primary schools.

Table 3 - shows attainment data for the Numeracy subjects, split by three SIMD bands and broken down by the individual Primary schools.

Tables 4 & 5 - display attainment data in the cluster for pupils marked as being Free school Meal Registered (FMR) and are Looked After Children (LAC).

Table 6 - shows figures for attendance and exclusions for the cluster.

Charts 1 & 2 - compare FMR and LAC data for the cluster with the same FMR and LAC data for Fife, alongside the total data for the whole of Fife.

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:
- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	1 & 2	3 to 8	9 & 10	None	All
						SIMD Band Roll for Key Stages			
Anstruther PS	327	21.1%	0.9%	5.6	0	122	14	0	136
Colinsburgh PS	39	23.1%	2.6%	5.2	0	20	0	0	20
Crail PS	78	17.9%	0.0%	7.3	0	34	2	2	36
Elie PS	26	11.5%	0.0%	5.5	0	8	0	0	8
Kirkton of Largo PS	27	40.7%	0.0%	5.4	0	9	0	0	9
Lundin Mill PS	103	9.7%	1.9%	6.5	0	40	0	0	40
Pittenweem PS	73	28.8%	0.0%	6.9	0	28	0	0	28
St Monans PS	90	34.4%	1.1%	4.6	0	34	0	1	34
Total	**763**	**22.0%**	**0.9%**	**5.8**	**0**	**295**	**16**	**3**	**311**

Achieved Percentages by SIMD Band, for Literacy subjects

Table 2. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Literacy subjects and is broken down by the SIMD decile band indicated.

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Anstruther PS	0.0%	67.2%	92.9%	69.9%	0.0%	64.8%	92.9%	67.6%	0.0%	74.6%	92.9%	76.5%
Colinsburgh PS	0.0%	80.0%	0.0%	80.0%	0.0%	65.0%	0.0%	65.0%	0.0%	95.0%	0.0%	95.0%
Crail PS	0.0%	67.6%	100.0%	69.4%	0.0%	55.9%	100.0%	58.3%	0.0%	73.5%	100.0%	75.0%
Elie PS	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%
Kirkton of Largo PS	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%
Lundin Mill PS	0.0%	82.5%	0.0%	82.5%	0.0%	75.0%	0.0%	75.0%	0.0%	85.0%	0.0%	85.0%
Pittenweem PS	0.0%	82.1%	0.0%	82.1%	0.0%	75.0%	0.0%	75.0%	0.0%	82.1%	0.0%	82.1%
St Monans PS	0.0%	73.5%	0.0%	73.5%	0.0%	70.6%	0.0%	70.6%	0.0%	73.5%	0.0%	73.5%
Total	**0.0%**	**72.2%**	**93.8%**	**73.3%**	**0.0%**	**66.8%**	**93.8%**	**68.2%**	**0.0%**	**77.3%**	**93.8%**	**78.1%**

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Achieved Percentages by SIMD Band, for Numeracy subjects

Table 3. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Numeracy subjects and is broken down by the SIMD decile band indicated.

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Anstruther PS	0.0%	74.6%	92.9%	76.5%	0.0%	74.6%	92.9%	76.5%	0.0%	74.6%	92.9%	76.5%
Colinsburgh PS	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%
Crail PS	0.0%	64.7%	50.0%	63.9%	0.0%	70.6%	100.0%	72.2%	0.0%	70.6%	100.0%	72.2%
Elie PS	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%
Kirkton of Largo PS	0.0%	44.4%	0.0%	44.4%	0.0%	55.6%	0.0%	55.6%	0.0%	44.4%	0.0%	44.4%
Lundin Mill PS	0.0%	80.0%	0.0%	80.0%	0.0%	82.5%	0.0%	82.5%	0.0%	82.5%	0.0%	82.5%
Pittenweem PS	0.0%	82.1%	0.0%	82.1%	0.0%	82.1%	0.0%	82.1%	0.0%	82.1%	0.0%	82.1%
St Monans PS	0.0%	61.8%	0.0%	61.8%	0.0%	61.8%	0.0%	61.8%	0.0%	61.8%	0.0%	61.8%
Total	**0.0%**	**72.5%**	**87.5%**	**73.3%**	**0.0%**	**73.9%**	**93.8%**	**74.9%**	**0.0%**	**73.6%**	**93.8%**	**74.6%**

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Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	51.9%	44.4%	51.9%	40.7%	40.7%	40.7%	54

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Fife :	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

Table 5. displays the percentage of pupils marked as LAC who have achieved the appropriate level (or above) for their stage. For key stages P1, P4 and P7.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	33.3%	33.3%	66.7%	33.3%	33.3%	33.3%	3

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Fife :	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   95.6

Fife % :   93.7

Number of Days of Exclusion

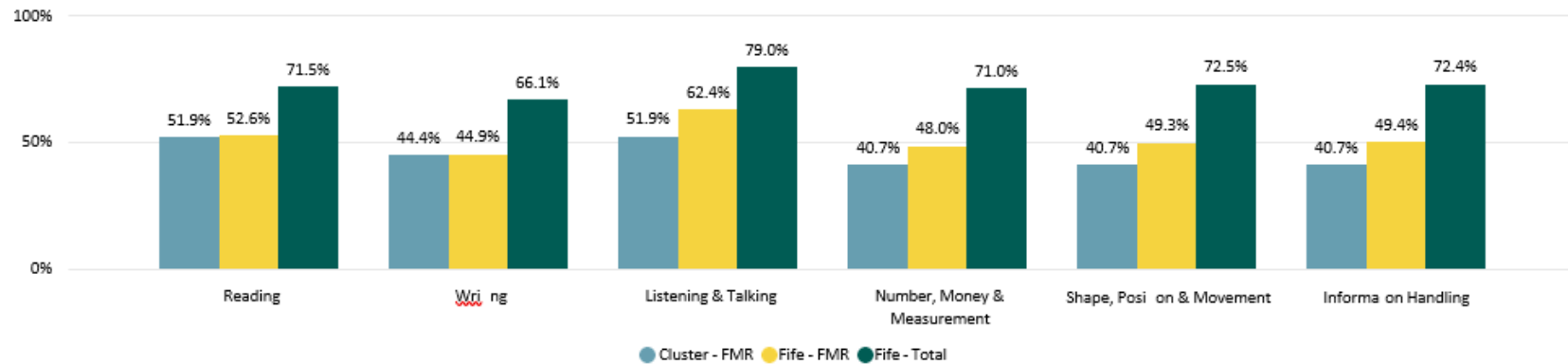Cluster :   0

Fife :   409

Exclusion Percentage

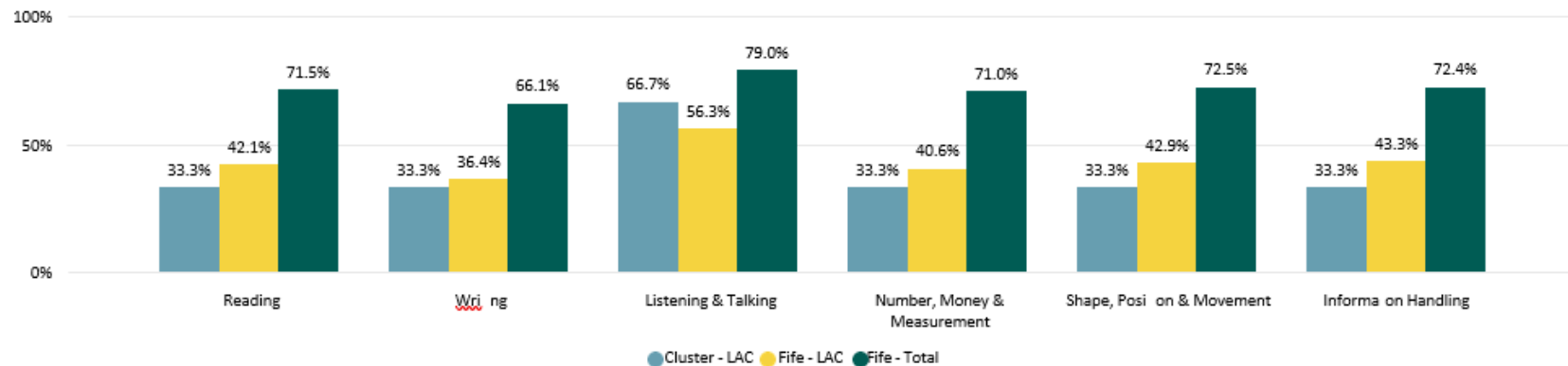Cluster % :   0.00

Fife % :   0.01

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Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

Chart 1. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the FMR pupils in the cluster, the second shows the FMR pupils across Fife and the third shows the percentage for all Fife pupils. There are 6 graphs for each subject, across key stages P4 and P7 only (all P1 pupils are automa cally registered).

Attainment comparison for P1, P4 and P7 pupils, with pupils who are Looked After

Chart 2. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the LAC pupils in the cluster, the second shows the LAC pupils across Fife and the third shows the percentage for all Fife pupils. There are six individual graphs for each subject, across key stages P1, P4 and P7.

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Appendix 12 – Bell Baxter High Cluster Summary of Activities

Cluster Summary for Local Area Committee 2021-22

Name of Cluster:	Bell Baxter Cluster		Cluster Chair:	Laura Munro

Covid Recovery

- Overview from cluster on Covid recovery and examples of innovative practice.
- Learning Partnership is focused on covid recovery and reflecting on remote learning identifying good practice, next steps etc.
- Emotion Works staff training and implementation across whole school and nursery to support emotional understanding and comfort, strategies, and self-help. Shared with families through weekly update.
- Whole school book – The Boy, The Mole, The Fox, and the Horse as a focus text accessible to all learners and families – visual and text – supported conversations and actions of kindness, courage, curiosity, resilience, and hope.
- Return to school survey provided by the Educational Psychology team used to identify concerns of parents and pupils post lockdown. Work took place in school to support individuals and groups who had an identified need.
- Enhanced ICT skills evident since pupils have returned, more familiar with GLOW, Teams etc. Upper school children more independent utilising these platforms.
- All pupils assessed post lockdown to identify gaps in learning. Increased use of assessment data across school staff.
- Staff Peer Support Model introduced to support staff HWB.
- Lexia – to support spelling for pupils with dyslexia and peers to promote extended vocabulary – significant positive impact.
- Introduction of cursive handwriting from P2-P7 to support dyslexia pupils and those with gaps in spelling with benefits to all pupils.
- Pupil and parental surveys to identify next steps, support our SIP and SQR.
- Increased partnership working between nursery and school to aid transition as a result of interruptions to our normal transition programmes.
- School working together with St Andrews cluster, and Osiris using PEF to improve the quality of feedback for learning across the school.
- Targeted support groups for identified pupils are in place to enhance learning and attempt to close learning gaps that have been identified since returning to school.
- The Edinburgh Resilience Pack was used to support children in P4-7 both during and post Lockdown in Term 3.

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- All children have completed health and wellbeing questionnaires during the session tracking the impact of recovery work and identifying children for additional interventions. These will be embedded into our H&W progression and take place biannually.
- Additionality in staffing allowed one school to:
  - Facilitate small group sessions for Outdoor Learning in the woods using the Edinburgh Resilience Pack.
  - Release a Health and Wellbeing PT to deliver anxiety management and mindfulness groups.
  - Provide small group focussed support in numeracy, reading and writing for targeted identified pupils in each class.
  - Supported delivery of NCCT as a result of no whole-school assemblies.
  - Provided cover for classes for staff absence ensuring that not only was frontline staffing maintained, but the children also had a known adult covering their class.

Next steps

Equity

Overview from cluster as to the work being done to close the gap. Highlight practice from some schools/ key interventions in relation to PEF

- PSA support – to target individual needs either emotionally or academically, benefit to other children in the class as they can link into this support too, enables outdoor learning programme to continue as parents were unable to support due to COVID restrictions.
- Outdoor Learning - Falkland Footsteps enabled children to connect with each other and their learning out with the confines of a classroom. Individuals really shine in this context.
- Cost of the School Day is zero for all families in terms of experiences – all paid through School Fund and fundraising.
- Lost property became second-hand uniform one stop shop.
- ICT/Connectivity - Scottish Government devices supplied to recognised families.
- Targeted intervention groups supported by SG additional staffing and PSAs – Emotions and resilience groups, literacy groups etc.
- PEF funded PT focusing on improving punctuality and attendance. Working with families to identify barriers and supports required to improve attendance.

- During lockdown and on return to school, digital devices were allocated to pupils to ensure learning at home can take place if having to isolate. There has been an improved digital connectivity for some of our most vulnerable pupils.
- Breakfast club was restarted as quickly as possible to ensure pupils had breakfast and able to start the day right.
- Active Schools' trainer is employed using PEF in school. Individual pupils are targeted to boost their mental health and increase physical heath.
- A number of Chromebooks and MIFI devices were distributed to families across our cluster, enabling children to access digital

  learning both in times of Lockdown and then subsequently to support learning at home for homework and periods of isolation.

Next steps

Health and Wellbeing

Key strengths from pupil/parent wise. Highlight work going on across the cluster.
- Gathering of health and wellbeing data to inform planning for those requiring support at an additional level is now well established practice across the cluster.
- Resilient kids training for PSAs to support pupils in class and the playground.
- Kitbag sessions and introduction of Kitbag champions.
- Peer mediation training for P5/6 pupils across the cluster has taken place so children can support children with low level wellbeing issues in the playground. The children will disseminate this to their year groups before launching the programme in school. Trained schools will disseminate training to other cluster schools giving further opportunities for pupil leadership and wellbeing. Pupil and staff surveys being used to evaluate impact.
- More opportunities for pupils to learn outdoors.
- Play pod/outdoor learning loose parts development within some schools to promote play, team work and creativity.
- Using Kitbag as a universal tool to support the emotional wellbeing of pupils. During lockdown we created a SWAY for home use and online resources too. This is having a positive impact on Health and Wellbeing of pupils.
- School is trained in delivering Seasons for Growth to pupils and parents who have experienced loss, change or bereavement.
- Whole school and nursery outdoor learning programme, once a week, all year. Opportunity for conversations, peer support, making learning real, being in nature, linking learning in nature and all the benefits the outdoors can give.

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- Emotional wellbeing and resilience of children remains of high priority for the majority of our families.

Next steps

Employability

Overview of work being done in the cluster around DYW – highlight good practise – key events/ partnerships within the locality

- Children involved with Community Council to discuss best use for local filed area, involved in the development of the grounds, planting trees, purchasing equipment etc.
- Children leading fundraising and enterprise events in conjunction with or to support local businesses or groups. E.g partnership with local food bank hub, church, local supermarket.
- Children working with local business to supply resources for an outdoor art project to support unity and the enhancement of outdoor provision.
- Online assemblies have guest speakers from the world of work e.g School Priest
- Whole school exhibition with Falkland Estate reflecting childrens views linked to the Estate and COP26. Children formed a committee to organise all aspects of this event.
- Whole school competition with Smith Anderson for European Paper Bag day 2021 to transform a paperbag into something else. Fantastic!!!
- Link with local Ranger to support local issues such as gathering data on first signs of Spring, Autumn to see if there are changes due to global warming, tree planting for sustainable forests, building bug hotels in local estate to promote biodiversity.
- Developing the Young workforce has been embedded into many of our cluster school's broad general education planning. There are planned whole school focusses on a rolling programme with annual links embedded so that it remains fresh and current for the pupils. This planning is now used in many of our schools in the cluster also improving the consistency of approaches for points of transition.

Next Steps

Appendix 13 – Madras College Cluster Summary of Activities

Name of Cluster:	MADRAS	Cluster Chair: Patricia Shafren

Covid Recovery

Overview from cluster on Covid recovery and examples of innovative practice.

Detailed overviews on Covid recovery can be found in the Standards and Quality Reports for individual schools.

Across the Madras cluster gaps in literacy, numeracy and health and wellbeing have been identified by individual schools. Senior leadership teams and staff have used a wide range of data and knowledge of their context and families to plan appropriate interventions and support at individual, group, class and whole school levels. Schools are making effective use of additional funding to put in place additional support and teaching staff to support the Covid recovery. It has been widely recognised by the Madras cluster that our Covid recovery is ongoing and our approaches need to be adaptable and flexible to respond to the needs of our learners and families. It has been a challenging time for schools, especially in regard to high staff absence, but throughout the wellbeing and progress of our learners has been a priority.

Examples of Covid Recovery Include:

Literacy: Additional English teachers in place, use of accelerated reader, reading recovery with the Hackney Literacy Project, early intervention within the nursery using ELIPS data, MFI writing improvement project, introduction of new literacy resources e.g. Rocket Phonics. Many schools across the Madras cluster have focused on writing as part of their SIP as writing attainment as data shows this has had a more significant impact due to Covid. MFI writing improvement project has shown early improvements in motivation to write and the innovative use of new resources is showing early signs of improved phonics acquisition and retention.

Numeracy: Use of SEAL maths and a range of other maths resources for targeted work with individuals with identified gaps (gaps identified through BASE, ELIPS, SNSA and other assessment data). Many pupils, especially in early years (P1-2), showing some gaps in basic number. Schools have been working with parents on conceptual numeracy and how they can support their children. Targeted support has been put in place in high school, including pupils needing support to achieve N4 and N5.

HWB: The Madras Cluster have explored their SHINE data from last session and identified emotional and mental wellbeing across P6-S1 as a focus for our Cluster improvement plan for session 2021-22. We have also identified P7-S1 transition as an area for improvement and a team of staff across primary and secondary have created a working party. More detailed information on our cluster work on health and wellbeing can be found in the section below and within our cluster improvement plan.

Next steps:

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- Continue to adopt a flexible and responsive approach to our Covid recovery
- Continue to make effective use of data to make well informed decisions that are appropriate for our school communities
- Continue to work in partnership with our school communities and other stakeholders – actively seek opportunities for this.

Equity

Overview from cluster as to the work being done to close the gap. Highlight practise from some schools/ key interventions in relation to PEF

Across the cluster a range of interventions have been implemented to support literacy. These have included additional staffing to provide targeted supports in aspects such as phonological awareness/ writing/ speech development; developing the use of data with staff to improve planning and identify learners who would benefit from additional input and supported reading groups.

No single numeracy intervention is identified most schools identify the use of additional teachers/ pupils support staff and probationer staff to support numeracy within the class setting as part of the wider support given to learners.

Due to many of the restrictions during lockdown Outdoor Learning nurture base and emotional/wellbeing support were key priorities within all of our schools and many were able to fund development of this area through additional funding. The majority of the funding spent on this strand supported the employment of additional staff to target groups and individuals.

Across all schools staff engaged in professional learning to develop their own use of IT (information technologies) in order to support online learning during lockdown periods.

Almost all schools within the cluster use some of their funding to employ additional PSAs (Pupil Support Assistants). These staff work directly with targeted groups and individuals.

Schools worked in partnership with First Chances, Youth Music Initiative, Duke of Edinburgh and ASDAN (Award Scheme Development and Accreditation Network)

Next steps
- **Continue to make use of the wide range of data available to identify and target pupils/ groups**
- **Continue to measure impact of intervention strategies and use this to inform changes to practice**

Health and Wellbeing

Key strengths from pupil/parent wise. Highlight work going on across the cluster.

It is widely recognised by the Madras cluster that a focus on health and wellbeing is a key part of our Covid recovery. All schools continue to have an increased focus on staff wellbeing as we recognise the toll the last two years have had on our school staff. This includes having identified members of staff in every school to take a lead role in staff wellbeing, having staff wellbeing as a standing item on every staff meeting agenda, making time at inset days to promote approaches to wellbeing and signposting staff to resources and training to support their wellbeing.

Across the Madras cluster we continue to have strong partnerships with third sector agencies and other stakeholders including family support service, social work, CAMHS, SALT, etc.

All schools have made wide use of digital tools such as Microsoft forms to regularly engage with their wider parent forum to gather views and feedback. This feedback from parents provides robust data for the impact schools have in supporting health and wellbeing across their school communities.

Examples of Approaches Across the Madras Cluster to Support HWB:

- Madras – 1 FTE member of staff with remit to focus on mental health and wellbeing. Increased opportunities within the PE department to increase participation. Nurture hub with staffing through PEF. Increased PSA hours for greater 1:1 support. Supported study. Our girls can project with Active Schools. DAPL input for targeted support. Art therapist.
- PSA staff across the cluster trained in active listening with CAMHS and Time to Talk training during August inset days. 'Our class can' project being trialled with a single primary school and hoping to roll out across the cluster. Kitbag, Lego therapy, resilience and wide range of HWB focused intervention groups to support individuals and groups.
- Increased focus on outdoor learning – this includes getting excursions and residentials back up and running in many schools to create a greater sense of normality within schools.
- Close partnership with Active Schools – Madison Garland has been working really closely with schools to get after school clubs back up and running e.g. running, football, hockey.
- Reengagement with the routines of school life.

Next steps:

- Completion of cluster improvement priorities – 1. Emotional and mental wellbeing project across P6-S1 and 2. P7-S1 transition
- Recognition that the impact of Covid on pupils and families is continuing to emerge – importance of staff professional learning and engagement with latest research and data
- Continue to actively seek views and feedback from our learners, families and staff to ensure our approaches are supporting improved wellbeing

Employability

Overview of work being done in the cluster around DYW – highlight good practise – key events/ partnerships within the locality

The Covid pandemic has had an impact on the approaches we take within schools to 'Developing the Young Workforce'. Schools are making extensive use of digital platforms and video conferencing tools whilst also trying to re-establish or maintain existing good practice.

We would like to highlight and recognise the positive impact on of the pandemic on the digital skills, knowledge and confidence that our learners (and staff) have developed in the last two years.

Examples of Approaches Across the Madras Cluster to Develop DYW:

- Madras College has a 0.2FTE member of staff dedicated to DYW. All year groups work with Skills Development Scotland and the worker visits assemblies and carries out S3 interviews before course choice. The school makes wide use of My World of Work.
- Partnership working with FifeCollege – they run courses within the high school and are looking to expand that offering. Looking at vocational courses, e.g. HND in legal studies.
- Partnership with Cambo Estate for learners to engage in horticultural activities. Similar project with Craigtoun. Barista skills SQA accredited course as part of home economics provision. Bikeability project each Monday working on bike mechanics. Elmwood college link and Links Trust link. Foundation apprenticeships with Fife College – run over 2 years.
- Languages and sports ambassadors that visit local primary schools and support delivery of modern languages and PE.
- Enterprise activity with S1 – involved planning, leadership, communication skills focus.
- Utilising online forums such as Teams for parents to share their careers and have sessions with classes.
- 3D printing project with Fife college – delivery of 8 lessons. P7 Goblin Kit Car project. Impact of plants on air quality project in conjunction with Edinburgh University.
- Enterprising approaches to learning and teaching.

Next Steps:

- Wider sharing of good practice and expertise across the cluster to ensure more consistent experiences for pupils
- Continue to take innovative approaches to DYW delivery despite ongoing Covid restrictions

Summary:

From the information provided above it is clearly evident that across the Madras Cluster that our priority is to ensure that our learners are key in all we do and that we continue to be evidence informed, responsive and adaptable to the needs of our unique learning communities. We also acknowledge the impact that Covid has had on how we operate on our schools and that this impact is continuing to emerge. We are all very proud of the hard work and dedication of our school teams.

Appendix 14 – St Andrew's RC High Cluster Summary of Activities

Name of Cluster: St Andrews Cluster	Cluster Chair: Marie Hagney

Covid Recovery

A few schools in the cluster took part in the Model for Improvement project to improve writing. This work supported schools with their focus on improving writing attainment. Other schools in the cluster have increased the frequency of writing and schools are reporting that this is having an impact on overall attainment in writing.

Cluster schools are working together with Osiris using PEF to improve the quality of feedback for learning across the cluster. Teachers had opportunities to meet with stage partner colleagues from other schools across the cluster to have professional dialogue around effective feedback. Teachers reported that this was very worthwhile.

Targeted support groups for identified pupils are in place to enhance learning and attempt to close learning gaps that have been identified since returning to school.

Moderation of writing is taking place across and between cluster schools to raise attainment particularly at first level writing. This will ensure that staff are accurately assessing children consistently against the national expectations.

Scottish Government additional teachers are in most schools and were planned to support closing the gap however in most schools this additional resource has been used to cover staff absences.

Next steps

Continue to monitor Staff and pupil absence. The significant increase in absences is having an impact on recovery plan success.

Supply staff are difficult to secure and this is impacting on learning and teaching being delivered and experiences for children in classes.

Continue with focused plans in place to ensure all schools are improving outcomes for all children and families.

Equity

During lockdown and on return to school, digital devices were allocated to pupils along with Wifi devices to ensure learning at home can take place if having to isolate. This has improved digital connectivity for some of our most vulnerable pupils. Digital support of chromebooks and wifi has continued and will for the rest of the session to support home learning.

Breakfast cafes were restarted as quickly as possible to ensure pupils had breakfast and able to start the day right.

One cluster school are piloting the use of devices in P3 to take between home and school. This pilot could lead to positive changes across the LA.

PEF is being used for additional staffing to raise attainment and close the poverty related attainment gap for identified pupils across the cluster, this is having a positive impact on pupils where absence is not an issue.

A Play Therapist is employed using PEF in one of the cluster school, this is having a positive impact on identified pupils.

Outdoor learning and partnership with Lochore Meadows and the Ecology centre is taking place in one of the cluster schools as a regular feature. Pupils are benefitting from this in terms of their health and wellbeing.

Bikes have been sourced to support the delivery of Bikeability in one of the cluster schools to ensure no child misses out

All schools across the cluster are working to ensure delivery of The Promise.

Next steps

To secure further funding to ensure work can continue with recovery and school improvement beyond 21/22

Health and Wellbeing

Most of the cluster schools are Kitbag schools using Kitbag as a universal tool to support the emotional wellbeing of pupils. They have created a SWAY and have access to Kitbags for home use and online resources too. This is having a positive impact on Health and Wellbeing of pupils.

One of the cluster schools has a recovery focus on the 5 Ways to Wellbeing and pupils are recognised for demonstrating at home or school one of the 5 Ways. This is having a positive impact on pupils emotional literacy.

Our Minds Matter funding is being used for identified pupils from data to access outdoor learning at Lochore Meadows, this is having a positive impact on the pupils taking part, the feedback from pupils is positive.

Most schools in the cluster are trained in delivering Seasons for Growth to pupils and parents who have experienced loss, change or bereavement.

Lego Therapy is a key feature in our primary schools and is used to support identified pupils effectively.

Residential trips have been organised for end of term 3 or 4 to ensure smooth transition to high school, funding is secured for pupils who would not be able to make the trip without financial support.

Bikeability is going particularly well in a couple of schools in the cluster.

Online links with Elderly Care Home is going well and is good for the residents and pupils.

The Parentwise cluster survey report that the majority of parents agree or strongly agree that the schools support the emotional and physical wellbeing of pupils.

Natural Connections continues to run in all cluster schools and one school is running the John Muir award, allowing pupils to track their achievement and recognising success across the curriculum.

Laudato Si is now running as a way of recognising the work of Eco and Global Citizenship from a Catholic school's perspective, this is starting to have positive impact on the tracking of skills and achievement.

Staff are offered staff wellbeing meetings and other ways to ensure they are looked after in these difficult times.

Relationships with our Parish Priests continue to be strong and supportive for the benefit of pupils.

Next steps

To continue with the above to ensure good practice is embedded to support the emotional and physical wellbeing of our pupils and families.

Employability

Schools work closely with the local Community Trade Hub for example, where children requested Buddy Benches for the playground, the team at the Community Hub made them. Pupils were delighted with the result.

Schools across the cluster had online inputs from SSPCA, Vane Farm, University of St Andrews, Shelter, Barnardos, Dementia training, SSERC training for all cluster schools to keep partnerships and the world of work current and part of the curriculum offer in school.

Some schools have worked with local farmers and police as part of our DYW programme

Online assemblies have guest speakers from the world of work e.g Rotary, Shelter Scotland, The Leven Project to keep partnerships active

Next Steps

To continue with our online approach above and plan to enhance our DYW programme when partners are allowed in school

Summary

All schools are working hard to help pupils recover from any gaps in learning developed since March 2020., Progress is impacted upon by absence of pupils and staff. All interventions planned and priority work being delivered is having a positive impact for individual pupils and our school communities. There is a relentless focus across all the schools to continue to raise attainment and improvement outcomes for all our children. Almost all staff and pupils are looking forward to restrictions being eased and being able to welcome parents and visitors to school when it is safe to do so.

Appendix 15 – The Waid Academy Cluster Summary of Activities

Name of Cluster: Waid Cluster	Cluster Chair: Nicola Wallace

Covid Recovery

- Cluster SHINE data was used to identify common themes across the primary schools. This was used to form the cluster plan for session 2021-22.
- All cluster primary schools are using the Glasgow Motivation and Wellbeing profile with all pupils. This is being carried out at identified times within the school calendar and interventions planned accordingly to support individuals and groups.
- Additionality being used in schools to support children in a variety of ways, including KitBag, Lego Therapy and Literacy and Numeracy interventions. Staff are using data in a robust fashion to identify learners where interventions are required.
- Schools have purchased a number of different online subscriptions to support learning and teaching, both in school and at home. This includes online reading books, SumDog, IDL and Education City. Clicker licenses have also been shared with home to support children.
- Staff within schools and across clusters are supporting each other to continue to upskill. This has been particularly apparent with the use of digital technology following lockdown. There is a significant increase in staff confidence and sharing of ideas has supported this learning.
- Use of digital technologies to support communication with parents/carers has increased. Teams and SeeSaw are used across the cluster to support the delivery of homework, sharing of news and uploading information for home.
- Teams and SeeSaw have been used as learning tools within the classroom and are an integral part of the children's learning.
- Nurseries have made effective use of SeeSaw to ensure open communication with parents/carers regarding their child's time in nursey. Parents/carers have engaged well with this and use SeeSaw effectively to support their child's learning.

Next steps
- The additionality in schools has supported a number of interventions to support learners. If staff levels are reduced in future then consideration has to be given to how to sustain these interventions in the future.
- Digital technology has supported communication between home and school. This needs to be an ongoing development to ensure that we continue to build on the current successes.

Equity

- Knowledge of our families and gathering of data ensured that all families who required a digital device to support online learning were able to access this. This helped to increase the number of children who engaged in online learning.
- Throughout the lockdown period and beyond schools would ask local community groups to support families, e.g ENST. These groups were able to provide support such as food, money advice etc.
- Schools were and continue to be supportive of vulnerable families. This included weekly phone calls and regular check ins to identify where supports could be put in place.

- Additionality teachers were timetabled to work with identified cohorts of children to continue to raise attainment. Due to staff absence, there were occasions when these staff were required to cover classes which had an impact on the ability to follow plans.

Next steps
- Continue to use the knowledge of our families to support them and signpost supports available to them.
- Ensure that maintain and improving attainment is a priority and, where possible, interventions are able to continue regardless of staff absence.

Health and Wellbeing

- A focus of the cluster plan for session 2021-22 is supporting the PSA staff through training on nurture and developing their confidence to set up a listening service. These are being set up in each school, in a way that best suits the needs of that school. This service will give children the opportunity to speak to a trusted adult around any concerns that they may have.
- The 5 Ways to Wellbeing is being used within cluster schools. This supported, and continues to support, children's health and wellbeing following the lockdown.
- A clear focus on the wellbeing indicators and how these impact on children on a daily basis. Staff are ensuring that children have a clear understanding of each of the indicators.
- Planning in place for peer mediation training to be delivered to all cluster schools. This will enable children to take on responsibility within their schools.
- This session there will be a focus on P7 transition. This will involve children having opportunities to meet throughout the session while engaging in outdoor learning opportunities. Children will also engage in using the Branch Out programme to support transition.
- Supporting staff wellbeing has been a priority for all SMT. It has been noted that there has been increasing pressure on all staff members to support children and their families.

Next steps
- Ensure that there is sustainability for PSA staff. Ensure that new staff are giving appropriate training to support initiatives set up in school.
- Continue to further support children's understanding of the wellbeing indicators.

Employability

- Within cluster schools, children are able to apply for roles of responsibility through applications, presentations, playground buddies and pupil leadership roles. These roles encourage children to develop their leadership skills.
- Questionnaires to families enquire about skill sets of families and how they would be able to support school and nursery classes.
- Children are part of committees within schools and have opportunities to use their voice to direct improvements within their school setting.

- Teachers are linking daily learning to future roles and encouraging the transfer of skills to different curricular areas. This is helping children to develop their awareness of skills and language around this.
- Children have opportunities to set goals and targets and identify how these are going to be achieved. This is helping to promote a growth mindset among children.

Next Steps
- Where possible, invite people in to school to support children's learning around Developing the Young Workforce.

Summary

Throughout the two lockdowns and since the return of all children to the school buildings, staff across the Waid Cluster have worked hard to identify gaps in learning, support children through the return to school, and identify appropriate interventions to close the attainment gap. The cluster priorities for this session reflect this and have been based on the SHINE data that was returned from all schools.

Throughout the current climate, staff have continued to ensure that children are experiencing a range of learning activities and experiences. This has all been done with consideration given to risk assessments in place. The increasing use of digital technologies has supported learning and teaching and has also ensured that communication with parents/carers is maintained.

North East Fife Area Committee   **Forward Work Programme**

North East Fife Area Committee of 16 March 2022			
Title	**Service(s)**	**Contact(s)**	**Comments**
Area Roads Programme 2022-23	Assets, Transportation and Environment	Neil Watson	
South Road, Cupar - Part Time 20mph Extension	Assets, Transportation and Environment	Lesley Craig	
St Andrews Residents Parking Scheme - Amendment to the List of Qualifying Premises - John Street	Assets, Transportation and Environment	Lesley Craig	
Proposed Amendment to Waiting Restrictions – North Street, St Andrews	Assets, Transportation and Environment	Lesley Craig	
Proposed Waiting Prohibition – Kyle Gardens, St Andrews	Assets, Transportation and Environment	Lesley Craig	
C45, Dairsie – 20mph Zone and 30mph Extension	Assets, Transportation and Environment	Lesley Craig	
Proposed Waiting Prohibition – James Street and Wallace Street, St Andrews	Assets, Transportation and Environment	Lesley Craig	
Proposed 40mph Speed Limit, B945 to Tayport	Assets, Transportation and Environment	Lesley Craig	
Street Naming and Numbering Consultation - Development at Nydie Mains Road, Strathkinnes	Business and Employability	Ryan McQuade	
Local Community Planning Budget Request - Fife Show - The First 200 Years	Communities and Neighbourhoods Service	Donald Grant	
Local Community Planning Budget Request – St Andrews West Sands – Fully Accessible Viewing Platform & Walkway	Communities and Neighbourhoods Service	Donald Grant	
Area Capital Budget Request - North East Fife Playparks	Communities and Neighbourhoods Service	Iain Wilson, Louise Whyte	
Tay Cities Region Deal Annual Report	Economy, Planning and Employability	Morag Millar	
Criminal Justice Social Work Service - Community Payback: Unpaid Work Scheme	Education and Children's Services	Stuart MacArthur	
School Attainment and Achievement Report	Education and Children's Services	Alan Cumming	

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Unallocated			
Title	**Service(s)**	**Contact(s)**	**Comments**
Spaces for People Programme - Murray Place & South St, St Andrews	Assets, Transportation and Environment	Allan Maclean	Awaiting completion of consultation with local community/businesses which has been delayed due to Covid restrictions.
Service Provision for North East Fife Holiday Villages and St Andrews	Assets, Transportation and Environment, Communities and Neighbourhoods Service	Paul Vaughan, Gordon Mole	Motion agreed at meeting 29/9/21. Briefing note to be issued.
Pupilwise and Parentwise Surveys	Education and Children's Services	Deborah Davidson	3-yearly report - last reported 12/9/18. Due to pandemic no comparative data collected, will advise when surveys restarted.
Health & Social Care	Health and Social Care	Fiona McKay	Education looking at locality planning but still in emergency powers so until they can remobilise this will be delayed.
Director of Public Health Annual Report	NHS Fife	Joy Tomlinson	Date to be agreed. Joy Tomlinson advised that the Annual Report has been delayed due to the pandemic and will not be ready until late spring at the earliest.
Early Learning & Childcare	Education and Children's Services	Clark Graham	Date to be agreed.
St Andrews BID Annual Report	Economy, Planning and Employability	David Grove	Last reported 21 April 2021.
Cemeteries	Assets, Transportation and Environment	Avril Guild	Initial proposals are to engage with Councillors by way of informal workshops, to be arranged.
Regular updates from the People and Place Local Leadership Teams	Communities and Neighbourhoods Service	Donald Grant	Agreed at meeting on 3rd March 2021
Local Transport Strategy for Fife (inc. Green Routes)	Assets, Transportation and Environment	Allan Maclean	Autumn 2022 - see para. 352 of 9/6/21 meeting.

Unallocated			
Title	**Service(s)**	**Contact(s)**	**Comments**
Local Community Planning Budget Briefing	Communities and Neighbourhoods Service	Donald Grant	To advise new administration members of the position regarding the LCP Budget.
Review of Position following implementation of 50mph speed limit at Strathkinnes Crossroads	Assets, Transportation and Environment	Lesley Craig	Agreed at meeting 24/11/21 - Para. 387 (3) - review one year after implementation of speed limit.
Parking Congestion Measures in North East Fife	Assets, Transportation and Environment	John Mitchell	Motion agreed at meeting 24/11/21 - Para. 402.