

## Education Scrutiny Committee

Committee Room 2 (FHM05.002), 5th Floor, Fife House, North Street, Glenrothes



Tuesday, 9 January 2024 - 10.00 a.m.

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### AGENDA

Page Nos.

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** – Minute of Meeting of the Education Scrutiny Committee of 14 November 2023. 3 – 7
4. **INSPECTION OUTCOMES AUGUST 2022 – JUNE 2023** – Report by the Head of Service, Education (Primary Schools & Improvement Support). 8 – 23
5. **EDUCATION SERVICE REVENUE BUDGET 2023-24 PROJECTED OUTTURN** – Joint Report by the Executive Director Finance & Corporate Services and the Head of Education (Early Years and Directorate Support). 24 – 29
6. **EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2023-24 : PROGRESS REPORT** – Joint Report by the Executive Director Finance & Corporate Services and the Head of Education (Early Years and Directorate Support). 30 – 35
7. **EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME.** 36 – 39
8. **SERVICE PUPIL PREMIUM - CORRESPONDENCE WITH THE SCOTTISH GOVERNMENT (FOR INFORMATION).** 40 – 43

**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

20 December 2023

If telephoning, please ask for:  
Diane Barnet, Committee Officer, Fife House 06 ( Main Building )  
Telephone: 03451 555555, ext. 442334; email: Diane.Barnet@fife.gov.uk

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[www.fife.gov.uk/committees](http://www.fife.gov.uk/committees)

### **BLENDED MEETING NOTICE**

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

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

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

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

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

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

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

**THE FIFE COUNCIL - EDUCATION SCRUTINY COMMITTEE – BLENDED MEETING**

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

**14 November 2023**

**10.00 am - 1.25 pm**

**PRESENT:** Councillors Kathleen Leslie (Convener), Lynn Ballantyne-Wardlaw, Patrick Browne, John Caffrey, James Calder (substituting for Councillor Aude Boubaker-Calder), Ian Cameron, Altany Craik (substituting for Councillor Colin Davidson), Dave Dempsey, Sean Dillon, Linda Erskine, Alycia Hayes, Louise Kennedy-Dalby, Sam Steele (substituting for Councillor Lynn Mowatt), Daniel Wilson; Alastair Crockett and Ian MacAulay, Religious Representative/Adviser.

**ATTENDING:** Maria Lloyd, Head of Education & Children's Services - Secondary Schools & Specialist Support, Angela Logue, Head of Education & Children's Services - Primary Schools & Improvement Support, Shelagh McLean, Head of Education & Children's Services - Early Years and Directorate Support, Deborah Davidson, Education Manager, Sarah Else, Education Manager, Jackie Funnell, Education Manager, Adam Brown, Depute Principal Psychologist (Strategy), Stuart Booker, Quality Improvement Officer and Zoe Thomson, Quality Improvement Officer, Education and Children's Services; Alison Binnie, Finance Business Partner and Diane Barnet, Committee Officer, Finance & Corporate Services.

**APOLOGIES FOR ABSENCE:** Councillors Aude Boubaker-Calder, Colin Davidson and Lynn Mowatt.

**60. CHANGE OF MEMBERSHIP**

The committee noted that Councillor Alistair Suttie had replaced Councillor Naz Anis-Miah as a member of the committee.

**61. DECLARATIONS OF INTEREST**

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

**62. MINUTE**

The committee considered the minute of the meeting of the Education Scrutiny Committee of 18 September 2023.

**Decision**

The committee agreed to approve the minute.

**63. RELATIONSHIPS & BEHAVIOUR IN SCHOOLS – UPDATE REPORT**

The committee considered a report by the Head of Education and Children's Services providing updated details of the approaches adopted and the action plans developed to support school staff and pupils in reducing and addressing incidents of violence and aggression.

**Decision**

The committee:-

- (1) reviewed and commented on the content of the report and the action plans; and
- (2) requested a further update on progress in approximately eight months' time - as part of the overall Health and Wellbeing Strategy Improvement Priority for 2023-26, set out in the Education and Children's Services Directorate Improvement Plan.

*The committee adjourned at 11.27 am and reconvened at 11:41 am.*

*Mr Crockett joined the meeting prior to consideration of the following item and Councillor Craik re-entered the meeting during consideration of the following item.*

**64. REPORT ON PROGRESS ON NEURODEVELOPMENTAL ASSESSMENT PATHWAY**

The committee considered a report by the Head of Education and Children's Services providing an update on the Scottish Government funded Neurodevelopmental Assessment Pathway Test of Change (ToC). This project had been led by Education and supported by NHS Fife colleagues.

This ToC had been running since October 2021 in two West Fife secondary schools (Woodmill High School and St Columba's RC High School) and their associated cluster primary schools, as well as Calaiswood Special School. The pilot involved a move from multiple assessment pathways for different neurodevelopmental conditions (e.g., Autism, ADHD) to a single assessment pathway which allowed a range of potential conditions to be considered. The proposed advantages of having one referral route included:

- simplified process for families and professionals;
- allowed for the capture of information once rather than multiple referral routes;
- did not require parents/carers and education staff to guess whether a child had a neurodevelopmental condition and what that might be before referral; and
- allowed a range of conditions to be considered by specialist staff working together.

The report included the most up to date information relating to referral rates, as well as feedback from stakeholders including parents/carers and school staff on the pilot from November 2021 to July 2023.

**Decision**

The committee:-

- (1) scrutinised the progress made on the Test of Change;
- (2) agreed to support the proposed next steps; and
- (3) requested officers to develop a full proposal - for the consideration of the Cabinet Committee at a future date - relating to the funding of the roll-out of this new approach across Fife to supporting a single pathway for assessing children with suspected neurodevelopmental conditions.

**65. ATTAINMENT IN THE BROAD GENERAL EDUCATION**

The committee considered a report by the Head of Education and Children's Services providing an update on current progress in improving attainment in the broad general education and closing the attainment gap across Fife's schools. This had been a key priority within the Education and Children's Services' Directorate Improvement Plan 2021-2023.

The broad general education begins in early learning and childcare and continues to the end of S3. This report provided details of improvement activities that were well under way to ensure sustained education recovery from the Covid-19 pandemic, through increased universal or targeted support for children and young people. This included progress made in the use of the Attainment Scotland Fund (ASF), which encompassed the Strategic Equity Fund (Year 1), Pupil Equity Funding and the Care Experienced Children and Young People Fund to address the challenge of Closing the Poverty Related Attainment Gap and to support families by reducing the Cost of the School Day.

**Decision**

The committee:-

- (1) scrutinised and commented on current progress in improving attainment in the broad general education and the planned next steps to continue to support education recovery in Fife and close the attainment gap;
- (2) scrutinised and commented on the progress made by Fife's schools and teams in the use of the Attainment Scotland Fund to positively impact on the educational outcomes of children and young people and planned next steps for 23/24; and
- (3) agreed to seek updates on the impact of approaches and interventions on improving educational outcomes for children and young people locally, through individual schools and via Area Committee reports or workshops.

*Councillor Ballantyne-Wardlaw left the meeting following consideration of the above item and Councillor Calder left the meeting during consideration of the following item.*

**66. SENIOR PHASE STAGE - BASED OUTCOMES**

The committee considered a report by the Head of Education and Children's Services providing an update on current progress in improving outcomes in the senior phase of secondary schooling (stages S4 – S6).

The report provided an overview and brief commentary on the senior phase outcomes for Fife for 2023 for cohorts of learners and for specific groups of learners at this current time for SQA. This was in addition to an elected member briefing previously provided on 2023 SQA pre-appeal results issued on 8 August 2023. The report analysed these in relation to comparative data from session 2021-2022 and 2018-2019 when the exam arrangements were the same. Alternative arrangements for certification were in place during 2019-2020 and 2020-2021 due to the Covid pandemic and data for these years did not provide a like for like comparison. The report also described the ongoing work in improving outcomes for learners in the Senior Phase of Secondary school.

The report also included information on sustained positive destinations for school leavers from data provided by Insight (the tool used by the Scottish Government to provide both local authorities and schools with up to date data) in May 2023 and on literacy and numeracy outcomes for levels 4 and 5 from session 2022/2023 versus the predictions as included in the report considered by this committee on 23 May 2023.

**Decision**

The committee:-

- (1) scrutinised and commented on the senior phase outcomes for session 2022/2023 in the context of Fife data and national attainment trends;
- (2) scrutinised and commented on the literacy and numeracy approach with schools and the use of the Senior Phase Analytical Tool (SPAT);
- (3) scrutinised and commented on the sustained positive destinations for session 2021/2022 in the context of Fife data and national trends;
- (4) agreed to support next steps identified for session 2023/2024; and
- (5) agreed to encourage local elected members to meet with secondary head teachers to discuss their individual school's 2022/2023 outcomes for senior pupils and their approaches to improving attainment.

**67. EARLY LEARNING AND CHILDCARE – P1 DEFERRAL DATA**

The committee considered a report by the Head of Education and Children's Services providing updated details of the impact of the Scottish Government legislation to extend the automatic right to receive an additional year of funded Early Learning and Childcare (ELC) to all children eligible to defer entry into Primary 1, providing details of those children accessing a deferred year of Early Learning and Childcare during session 2023/2024.

**Decision**

The committee noted the information regarding children accessing a deferred year of Early Learning and Childcare during session 2023/2024.

**68. EDUCATION SERVICE REVENUE BUDGET 2023-24 PROJECTED OUTTURN**

The committee considered a joint report by the Head of Education and Children's Services (Early Years and Directorate Support) and the Executive Director, Finance and Corporate Services providing an update on the forecast financial position for the 2023/2024 financial year, for the areas in scope of the Education Scrutiny Committee.

**Decision**

The committee:-

- (1) considered the current financial performance and activity as detailed in the report;
- (2) noted the projected outturn position and the relevant areas of projected over and under spend within the service; and
- (3) noted that a further update would be available for its consideration at the next meeting on 9 January 2024.

**69. EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2023-24 : PROGRESS REPORT**

The committee considered a joint report by the Head of Education and Children's Services (Early Years and Directorate Support) and the Executive Director, Finance and Corporate Services providing information on the overall progress of the Education Service capital programme for the current financial year, 2023-24, as well as informing of progress on major projects.

**Decision**

The committee noted:-

- (1) the financial position as detailed in the report,
- (2) that the budget had been revised to reflect the outcome of the Capital Plan review and the annual re-phasing exercise undertaken in June 2023; and
- (3) noted that a further update would be available for its consideration at the next meeting on 9 January 2024.

**70. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The committee considered a report by the Executive Director, Finance and Corporate Services supporting the committee's consideration of the workplan for future meetings of the committee.

**Decision**

The committee reviewed the workplan and suggestions were invited from members of the committee for future areas of scrutiny.

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## **Inspection Outcomes August 2022 – June 2023**

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Report by Angela Logue, Head of Service, Education and Children's Services

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Wards Affected: ALL

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### **Purpose**

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The purpose of this paper is to provide for the Education Scrutiny Committee an overview of the quality improvement activity across our schools and early learning centres, Education Scotland inspection activity in Schools and Care Inspectorate Inspections within Early Learning Centres and Out of School/Creche Provision, during the academic Session 2022/2023

### **Recommendation(s)**

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The Education Scrutiny Committee is asked to:

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

### **Resource Implications**

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None.

### **Legal & Risk Implications**

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

### **Impact Assessment**

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

### **Consultation**

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There was no specific consultation related to this report.



## 1.0 Background

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

- 1.7 Each quality indicator has a small number of key areas and short bullet points which outlines the areas of practice covered. These have been developed to help answer the key questions.
- 1.8 Account is also taken of information and intelligence received on the performance of care services: from people who use them, the complaints process, and from notifications received from services about significant events that happen or any major change that affect the service delivered.
- 1.9 It is not uncommon for care services to see their grades change over time, either positively or negatively.
- 1.10 The Care Inspectorate inspection programme operates from April – April each year. When using the framework at inspections, Care Inspectors will select a small number of quality indicators to inspect against. At present they will inspect:
- 1.1 Nurturing care and support
  - 1.3 Play and learning
  - 2.2 Children experience high quality facilities
  - 3.1 Quality assurance and improvement are led well, and
  - 4.1 Staff skills, knowledge, and values. (For childminders, without assistants)
  - 4.3 Staff deployment
- 1.11 They may then pick other selected additional Quality Indicators based on where they judge the service has most room for improvement. It is therefore hard to measure one inspection against another. Continual improvement is needed to raise the bar, and this is why services are required to undertake their own self-evaluation and improvement activity.
- 1.12 *Education Scotland* inspects in a range of educational establishments, including special schools, early learning and childcare, independent schools, primary schools, residential schools, and secondary schools. Inspections are designed to serve the core purpose of ‘improving outcomes for all Scotland’s Learners.’ All Education Scotland Inspections were paused from March 2020 due to COVID 19 and resumed in September 2022
- 1.13 In session 2022- 2023 we continued to support all our establishments through a range of quality improvement processes involving school leaders. All establishments participated in a Learning Partnership which involved in-person quality improvement activity involving representatives from Local Authority and other school leaders Further understanding of our schools and early learning centre’s performance was gathered through Standard and Quality Reports, Pupil Equity Plans and Reports, attainment, attendance and exclusion data and the School Improvement Plans for 2023/24. These processes supported Headteachers in their self-evaluation of their establishment’s strengths and areas for development.

## **2.0 Self-Improving Processes within Fife**

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### **2.1 The Rationale underpinning quality improvement activity across schools and early learning centres:**

- In line with national expectations, we are building an empowered, connected, self-improving system to achieve excellence and equity for all children and young people as set out in the National Improvement Framework (NIF).
- School leadership is a key driver for improvement. Evidence from the OECD and elsewhere demonstrates that leaders, at all levels, who are empowered and collaborative, and who empower others, are well placed to ensure the highest quality of learning and teaching.
- In an empowered school-led system, school leaders should be part of the collective leadership of the system, as well as leaders within their own organisation. The leadership skills required include: working across organisational boundaries; building shared values and trust; drawing on a wide range of perspectives and resources across systems to design local solutions; and reflecting local context, communities and aspirations.
- Effective school leaders support cultures that welcome and foster teacher agency, supporting and enabling collaborative professionalism, including teacher-led professional learning.
- Educational establishments should constantly seek to improve through self-evaluation activities focusing on improving outcomes for young people. Learning Partnerships/Extended Learning Partnerships should support and challenge the quality of education being provided, focus on outcomes for all children, provide opportunities to share practice and encourage colleagues/establishments to learn from one another through genuine partnerships and collaboration.

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

- All establishments participate within either a Learning Partnership or Extended Learning Partnership every year. Establishments can be grouped across Fife ( either 3 or 4 establishments) Headteachers with a Local authority link work together to support self-evaluation activities across these establishments. This process includes a range of activities eg a dialogue to discuss attainment and improvement priorities, a visit to the establishment to engage in quality improvement activities. This has been delivered in a sector specific approach this session.
- Staff, parents, pupils and partners can be involved in the process through various activities.

- All establishments have a written report after the visit identifying strengths and areas for improvement, the outcomes from the process should be shared with staff.

**Learning Partnerships aim to:**

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

### **3.0 Education Scotland inspections of Fife Council establishments September 2022 – June 2023**

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- 3.1 From September 2022, Education Scotland have returned to normal inspection activities across all establishments.
- 3.2 Since the return of Inspection in September, we have had 13 inspections across our establishments. 1 Family Nurture Centre; 10 Primary Schools and 2 Secondary Schools.
- 3.3 Education Scotland has continued to use two inspection models for schools. The full model inspection is over 5 days and covers a range of Quality Indicators (QIs) as part of this process the following areas are inspected:
- 1.3 Leadership of Change
  - 2.3 Learning, teaching and assessment
  - 3.1 Ensuring inclusion, wellbeing and equality
  - 3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)
  - 2.2 Curriculum – Learning Pathways
  - 2.7 Partnerships – Impact of parental engagement
  - 2.1 Safeguarding
- In this process, QIs 1.3, 2.3, 3.1 and 3.2 are given an evaluative grade.
- 3.4 The short model inspection is over 2 days and covers 2 Quality Indicators. As part of this process the following areas are inspected.
- 2.3 Learning, teaching and assessment
  - 3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)

## 2.1 Safeguarding

In this process 2.3 and 3.2 are given an evaluative grade.

- 3.5 This session we have had 8 long model inspections and 5 short model inspections.
- 3.6 It was announced in August 2022, that Education Scotland and Care Inspectorate had worked together to address concerns about early learning and childcare settings being over inspected and they have increased the period between inspections to 18 months. This means if a setting has been inspected by the Care Inspectorate, then they will not receive an inspection from Education Scotland within 18 months. The same timescale applies if a setting has been inspected by Education Scotland. The exception to this is if risk and intelligence indicates that an inspection needs to be carried out sooner. This change impacted on the Education Scotland inspection at East Wemyss Primary School when the early learning and childcare setting was not inspected by Education Scotland at the same time due to a prior inspection by Care Inspectorate.
- 3.7 All inspections reports identify strengths and areas for improvement which are published through a letter and shared with all stakeholders at time of publication. More detail on the findings from the Inspection are shared through the Summary of Inspections Findings.
- 3.8 Some of the common themes identified as strengths within reports:
- Our children – happy, motivating, caring and engaged children
  - Relationships, vision, values and ethos of the establishment
  - Leadership of our schools
  - Professional learning is leading to improvements in the school
  - Parents, partners and communities are involved in improvement work in schools
  - Strong teamwork evident across our school communities
- 3.9 Some of the common themes identified as areas for improvement within reports:
- Planning, tracking and monitoring including the use of assessment data
  - Planning for children with additional support needs
  - Developing approaches to learning, teaching, assessment and moderation including opportunities for children to lead their own learning and learning through play
  - Ensure there is sufficient challenge for learners and learning is matching children's needs
  - Focus on improving attainment in literacy and numeracy
- 3.10 Individual establishment strengths and areas for development are within each establishment report.

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

3.12 This is the first session since 2019-2020 that we have had comparative data with national inspections. Across Fife there are 20 establishments within this data set (12 school inspection outcomes and 8 pre-school nursery centres, including 1 Family Nurture Centre), this is compared to 396 national inspections across schools and pre-school nursery centres. Fife's outcomes are 5% of the national picture.

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

- Evaluative gradings of satisfactory or better are 1% higher in Fife's schools and early learning centres than national level.
- Evaluative gradings of good or better have decreased in Fife by 3% since 2019/20.
- Evaluative grades of very good or better has increased by 7% since 2019/20 in Fife but 4 % below national level.

3.13 Comparative data with national inspections in Appendix 4

3.14 All published inspection reports are available:

<https://education.gov.scot/education-scotland/inspection-reports>

3.15 Outcomes for 2022 – 2023 Inspection in Appendix 1

## **4.0 Care Inspectorate Inspections**

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4.1 Between August 2022 and June 2023, 44 Early Years provisions were inspected by Care Inspectorate. These inspections were across early years provision within primary school and family nurture centres.

Evaluative grades for individual establishments are included in Appendix 2.

4.2 When an establishment is graded as a 3 or below the establishment is put into a Service Improvement Period (SIP) and intense support is provided by the Local Authority. We currently have 3 establishments within this period. Donnibristle Primary (ELC, South Parks Primary (ELC) and Denbeath Primary (ELC).

4.3 From August 2021 – January 2023, there were 14 out of school club inspections. These inspections were across a range of provision throughout Fife. There were no creche facilities inspected.

Evaluative grades for individual establishments are included in Appendix 3.

## 5.0 Conclusions

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- 5.1 Within Fife, we seek continuous and sustained improvement through the engagement and empowerment of school leaders. School leaders are supported and challenged through Learning Partnerships which have been established across all schools.
- 5.2 We will continue to work in collaboration with schools/early years settings within Fife, across the broader South East Improvement Collaborative and nationally to continue to improve outcomes for all children and young people in all educational establishments.
- 5.3 We continually analyse local, regional and national outcomes since the return of Education Scotland Inspection from September 2022, and Care Inspectorate Inspections, and use this data to review our internal processes to ensure all establishments are continuing to improve. This is done in conjunction from feedback from current school leaders and in collaboration with an established Headteacher Steering Group.
- 5.4 Although prior to COVID inspection activity in schools and centres was increasing, some schools will not have been inspected for a considerable period of time. We cannot and do not wait on inspection activity alone to help secure continuous improvement. Working with professionals across Fife, the Directorate is seeking to ensure that schools and practitioners take increasing ownership for improving practice and, of course, improving outcomes for our children and young people. This is entirely consistent with the national direction of travel in terms of emphasising the importance of schools and Headteachers leading the improvement process through the empowerment agenda.

### List of Appendices

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- 1 Evaluative Grades for Education Scotland Inspections
- 2 Evaluative Grades for Care Inspectorate Inspections
- 3 Evaluative grades for Out of School Provision
- 4 National data for Education Scotland Inspections

### Background Papers

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

None.

### Report Contact

Jackie Funnell  
Education Manager  
Fife House, North Street, Glenrothes, Fife, KY7 5LT  
Email - Jackie.funnell@fife.gov.uk

## Appendix 1 – Education Scotland Inspection Outcomes (published) Session 2022 – 2023

### Quality Indicators

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

Name	Date of Inspection	Date of Publication	Model	School Evaluations				Early Learning Centre Evaluations			
				1.3	2.3	3.1	3.2	1.3	2.3	3.1	3.2
<b>Tulliallan PS</b>	12/09/2022	22/11/2022	Long	4	5	4	5	4	5	4	5
<b>Coaltown of Balgonie PS</b>	26/09/2022	22/11/2022	Short		5		5				
<b>Cardenden PS</b>	03/10/2022	20/12/2022	Long	2	2	2	2	3	4	3	4
<b>Newport PS</b>	31/10/2022	20/12/2022	Long	5	4	5	5	5	4	5	4
<b>Greyfriars RC PS</b>	07/11/2022	24/01/2023	Short		3		3				
<b>St Andrews FNC</b>	07/11/2022	24/01/2023	Long					4	4	4	3
<b>Hill of Beath PS</b>	05/12/2022	21/02/2023	Short		4		4		3		3
<b>Viewforth HS</b>	12/12/2022	28/02/2023	Short		3		3				
<b>Glenwood HS</b>	28/11/2022	07/03/2023	Long	4	4	4	4				
<b>Auchtermuchty PS</b>	20/02/2023	29/08/2023	Long	3	3	3	3	3	3	3	3
<b>Balmerino PS</b>	13/03/2023	30/05/2023	Long	4	4	4	4	4	5	4	5
<b>Cairneyhill PS</b>	07/06/2023	12/09/2023	Short		4		5		5		5
<b>East Wemyss</b>	19/06/2023	26/09/2023	Long	4	4	3	3				



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

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

## Appendix 2 – Care Inspectorate – Early Years Settings

Service Name	Inspection Date	KQ1 Care And Support	KQ2 Environment	KQ3 Management and Leadership	KQ4 Staffing
St. Kenneth's R C Primary School Nursery	24/08/2023	5	5	5	5
Saline Primary School Nursery	26/06/2023	4	4	4	4
Treetop Family Nurture Centre	21/06/2023	3	3	3	4
Kinglassie Primary School Nursery	20/06/2023	5	5	5	5
Paxton Nursery	20/06/2023	6	5	6	5
King's Road Primary School Nursery	19/06/2023	5	4	5	5
Ceres Primary School Nursery	01/06/2023	5	5	5	5
Ferryport Nursery	12/05/2023	5	5	5	4
Freuchie Primary School Nursery	04/05/2023	5	5	5	5
Strathmiglo Primary School Nursery	25/04/2023	4	4	4	5
Crossgates Primary School Nursery	29/03/2023	5	5	5	5
Beanstalk Family Nurture Centre	23/03/2023	5	5	5	5
Pathhead Primary School Nursery	20/03/2023	5	5	5	5
Dulloch Primary School Nursery	15/03/2023	4	4	5	4
Torbain Primary School Nursery	02/03/2023	5	5	5	5
Canongate Primary School Nursery	27/02/2023	4	4	5	4
Viewforth Nursery	22/02/2023	5	5	5	5
Dysart Primary School Nursery	20/02/2023	5	5	5	5
Camdean Primary School Nursery	06/02/2023	5	5	5	5
Halbeath Nursery	01/02/2023	5	5	5	5
Buckhaven Primary School Nursery	30/01/2023	4	4	4	4
Kinghorn Primary School Nursery	27/01/2023	5	5	5	5
Benarty Primary School Nursery	26/01/2023	5	5	5	5

<b>Service Name</b>	<b>Inspection Date</b>	<b>KQ1 Care And Support</b>	<b>KQ2 Environment</b>	<b>KQ3 Management and Leadership</b>	<b>KQ4 Staffing</b>
Capshard Primary School Nursery	26/01/2023	5	5	5	5
Lundin Mill Primary School Nursery	16/01/2023	5	5	5	5
Leuchars Primary School Nursery	13/01/2023	5	5	5	5
Kirkcaldy North Primary School Nursery	13/12/2022	5	5	5	5
Denbeath Primary School Nursery	07/12/2022	3	3	3	3
Sunflower Family Nurture Centre	29/11/2022	5	5	6	5
Ladybank Primary School Nursery	28/11/2022	4	4	4	4
Torryburn Primary School Nursery	23/11/2022	5	5	5	5
Limekilns Primary School Nursery	16/11/2022	4	4	4	4
Mountfleurie Primary School Nursery	14/11/2022	4	4	5	4
Donibristle Primary School Nursery	08/11/2022	3	4	4	3
Kettle Primary School Nursery	08/11/2022	5	5	4	4
Inzievar Primary School Nursery	04/11/2022	5	5	5	5
Wormit Primary School Nursery	02/11/2022	5	5	5	5
Treetop Family Nurture Centre	27/10/2022	5	5	5	4
Pitteuchar East Nursery Centre	25/10/2022	5	5	4	5
St. Bride's R C Primary School Nursery	04/10/2022	5	5	5	5
Touch Primary School Nursery	04/10/2022	5	5	4	5
East Wemyss Primary School Nursery	28/09/2022	4	5	4	5
Southwood Primary School Nursery	14/09/2022	4	4	4	4
Crail Primary School Nursery	08/09/2022	4	4	4	4
Pitcoudie Primary School Nursery	30/08/2022	5	4	5	5
Caskieberran Primary School Nursery	28/08/2022	5	5	5	5
Blairhall Primary School Nursery	06/08/2022	4	4	4	4
Carnegie Primary School Nursery	06/08/2022	5	5	5	5
South Parks Primary School Nursery	21/07/2022	3	3	3	4

**The six-point scale:**

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

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

Search for establishment reports within the search bar by establishment name

**Appendix 3 – Care Inspectorate – Out of School Care (OOSC)**

<b>Service Name</b>	<b>Inspection Published</b>	<b>How good is our care, play and learning?</b>	<b>How good is our setting?</b>	<b>How good is our leadership?</b>	<b>How good is our staff team?</b>
<b>Aberdour Out of School Club</b>	06/06/2023	3	3	3	3
<b>Auchtermuchty Out of School Club</b>	10/05/2026	4	4	4	4
<b>Caskieberran Out of School Club</b>	20/09/2022	4	3	3	5
<b>Crossford Out of School Club</b>	03/05/2023	4	4	4	4
<b>Crossgates Out of School Club</b>	16/01/2023	3	4	3	3
<b>Fair Isle Out of School Club</b>	14/03/2023	4	4	4	4
<b>Falkland Out of School Club</b>	30/11/2022	4	4	4	4
<b>Inverkeithing Out of School Club</b>	27/06/2023	4	4	4	4
<b>Ladybank Out of School Club</b>	27/09/2022	5	5	4	4
<b>Lochgelly Out of School Club</b>	16/03/2023	4	4	4	5
<b>Sinclairtown Out of School Club</b>	30/11/2022	4	4	3	5

Service Name	Inspection Published	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
St John's Out of School Club	15/05/2023	4	4	3	4
Strathallan Out of School Club	27/03/2023	3	3	3	3
Wormit Out of School Club	09/05/2023	4	4	4	4

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

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

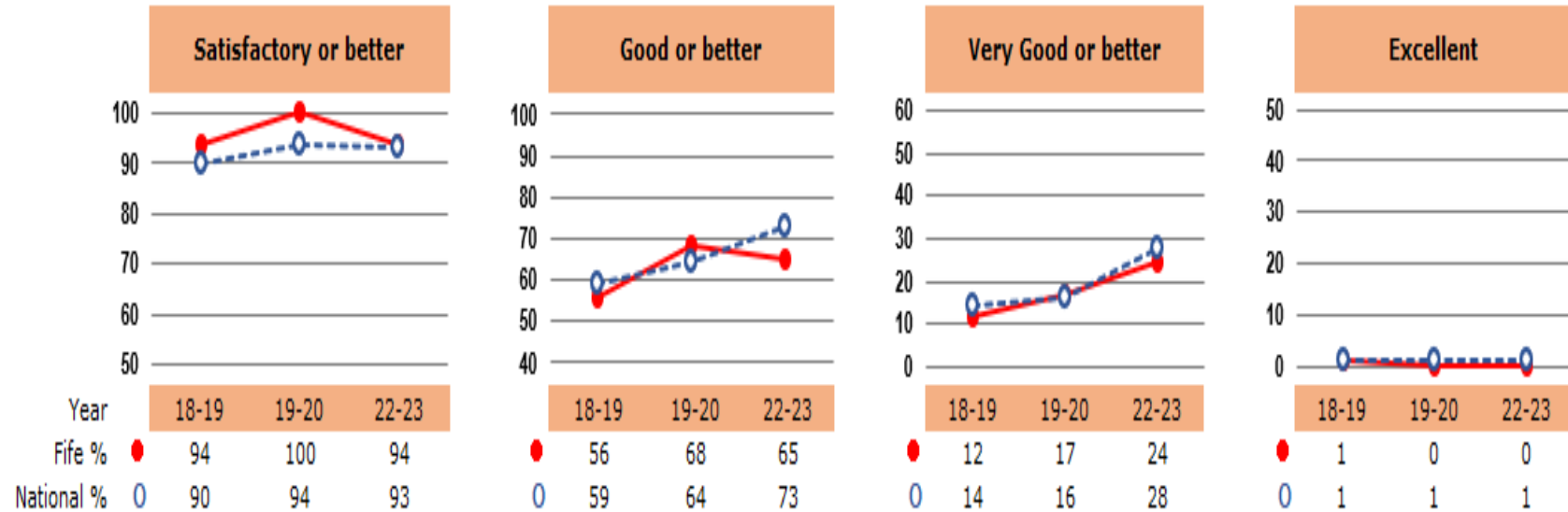
**National Indicator: Increase the proportion of schools receiving positive inspection reports**

**Comparison of Fife Council schools to national results**

Source: Education Scotland QI Data and Inspection reports

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

**All Schools including Pre school nursery centres**



9 January 2024  
Agenda Item No 5

## Education Service

### Revenue Budget 2023-24 Projected Outturn

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Report by:

**Shelagh McLean, Head of Education (Early Years and Directorate Support)**  
**Eileen Rowand, Executive Director Finance & Corporate Services**

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Wards Affected: All

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#### Purpose

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The purpose of this report is to provide members with an update on the forecast financial position for the 2023-24 financial year, for the areas in scope of the Education Scrutiny Committee.

#### Recommendation(s)

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Members are asked to:

- a. consider the current financial performance and activity as detailed in this report;
- b. note the projected outturn position and the relevant areas of projected over and under spend within the service.

#### Resource Implications

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The Service is committed to managing the service spend within the overall level of resource available.

#### Legal & Risk Implications

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There are no direct legal implications arising from this report.

#### Impact Assessment

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

#### Consultation

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None



## 1.0 Background

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- 1.1 The purpose of this report is to advise Members of the projected outturn for the Education Service, for the 2023-24 Revenue Budget, and to highlight the major variances as at October 2023. This is the third monitoring report to the Scrutiny Committee for the 2023-24 financial year.
- 1.2 The preparation of the 2023-24 Revenue Budget focussed on applying service underspends, budget realignment and vacancy factors to close the budget gap, and as such no specific savings proposals were approved by the Council as part of the Revenue Budget. There is therefore no requirement to include a Savings Tracker as part of financial reporting for the 2023-24 financial year.

## 2.0 Issues

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### **Projected Outturn - Education Service**

- 2.1 The projected underspend, for this financial year, for Education Service is £1.507m. A summary of the 2023-24 projected outturn is detailed in Appendices 1-2. This shows projected expenditure against budget across the service headings within the Service. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/-£0.250m) to budgets.
- 2.2 In addition, a change in accounting treatment for grants during 2022-23 means that underspends on grant funding are included in service outturns, rather than removed to balances at year end for carry forward. The effect of this is that, due to this presentation, service underspends are higher in comparison with previous years, but in practical terms there is no change – the funding is carried forward and is available to the service in the next financial year.

## 3.0 Major Variances

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### **DSM Budget :- projected outturn - £ 3.974m underspend, movement £3.660m**

- 3.1 Under the DSM Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. An exercise is undertaken annually to adjust schools' budgets following the start of the academic year in August to update for new roll numbers. This exercise has been completed, and schools have provided updated projections. Within the projected underspend for the DSM, schools' underspend on their core DSM budget is £0.850m.
- 3.2 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) is included in devolved budgets. The PEF allocation from Scottish Government for 2023-24 to Fife schools is £10.456m. In addition to this unspent PEF at 31 March 2023 of £4.578m was carried forward, and therefore a total of £15.034m of PEF is available to schools. As with the core DSM budget, projections have been

provided by schools for their PEF, and the projected underspend included in the figure above is £3.500m. The underspend reflects the fact that schools manage their PEF allocations over academic sessions, and therefore some of the funding requires to be carried forward to meet the commitments in their PEF plans.

3.3 The underspends above are partly offset by overspends in Early Years of £0.128m and Special Education of £0.186m, the latter mainly due to a delay in the implementation of a management review.

3.4 The movement of £3.660m since the last report is due to a reduction in the projected underspend for devolved budgets of £2.660m, and a reduction in the projected PEF underspend of £1.000m.

#### **Non-DSM/Childcare: - projected outturn - £2.467m overspend, movement (£3.680m)**

3.5 The projected overspend mainly relates to maternity pay and long-term absence overspend of £3.051m. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM.

3.6 Within Special Education a projected overspend of £1.209m is also included in the projection. This is mainly in relation to overspends on transport provision costs for children of £0.875m due to demand and the impact of inflation, and the costs relating to the Education element of secure child placements of £0.924m. These are partly offset by additional income received from UK Government to support refugee children coming to Fife of £0.590m.

3.7 A projected overspend is included within Education Administration of £0.229m due to an increase in premises costs and professional fees within the service.

3.8 Offsetting the overspends described above are an underspend within transport provision within the Secondary sector of £0.691m.

3.9 Finally a projected underspend of £1.604m is included within General Education which relates to two elements. There is a projected underspend of £1.975m in relation to additional Scottish Government funding for staffing due to lead in times for recruitment and staffing changes for PSA's. Furthermore, the exercise to adjust schools' budgets for updated rolls has resulted in a net budget of £0.835m being removed from the DSM to the General Education budget. This is mainly because of a decrease of 19 classes in Primary due to the falling school roll. These underspends are partly offset by a projected overspend relating to outstanding revenue savings of £0.660m.

3.10 The movement of (£3.680m) since the last monitoring report is due to the projected underspend on Scottish Government funding, the adjustment to schools budgets for new roll numbers, and the projected underspend in Secondary Education in relation to pupil transport.

## **4.0 Conclusions**

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4.1 The projected outturn for the Education Service Revenue Budget for the 2023-24 financial year is a projected underspend of £1.507m.

## List of Appendices

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1. Education and Children's Services Revenue Monitor 2023-24
2. Educational Services – Devolved and Non-Devolved Revenue Monitor 2023-24

### Report Contacts:

Shelagh McLean

Head of Education (Early Years &  
Directorate Support)

Fife House

Email: [shelagh.mclean@fife.gov.uk](mailto:shelagh.mclean@fife.gov.uk)

Alison Binnie

Finance Business Partner (ECS)

Fife House

Email: [alison.binnie@fife.gov.uk](mailto:alison.binnie@fife.gov.uk)

BUDGET MONITORING REPORT SUMMARY Oct-23 EDUCATION - DEVOLVED					Appendix 1	
	CURRENT BUDGET 2023-24 £m	FORECAST 2023-24 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>247.399</b>	<b>243.425</b>	<b>(3.974)</b>	<b>-1.61%</b>	<b>(7.634)</b>	<b>3.660</b>
<b>ANALYSIS OF SERVICE MANAGED BUDGET</b>						
PRIMARY EDUCATION	115.665	112.883	(2.782)	-2.41%	(4.715)	1.933
SECONDARY EDUCATION	123.538	122.031	(1.506)	-1.22%	(3.355)	1.849
NURSERY EDUCATION	3.019	3.147	0.128	4.26%	(0.033)	0.161
SPECIAL EDUCATION	5.163	5.350	0.186	3.61%	0.469	(0.283)
AREA GROUPS	0.014	0.014	0.000	0.00%	0.000	0.000
	<b>247.399</b>	<b>243.425</b>	<b>(3.974)</b>	<b>-1.61%</b>	<b>(7.634)</b>	<b>3.660</b>

SUBJECTIVE GROUPING	CURRENT BUDGET 2023-24 £m	FORECAST 2023-24 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>247.399</b>	<b>243.425</b>	<b>(3.974)</b>	<b>-1.61%</b>	<b>(7.634)</b>	<b>3.660</b>
<b>INCOME</b>	<b>(10.485)</b>	<b>(10.764)</b>	<b>(0.279)</b>	<b>2.66%</b>	<b>0.000</b>	<b>(0.279)</b>
<b>EXPENDITURE</b>						
EMPLOYEE COSTS	248.886	243.607	(5.279)	-2.12%	(3.988)	(1.291)
PREMISES RELATED EXPENDITURE	(0.057)	0.434	0.491	-868.05%	0.000	0.491
TRANSPORT RELATED EXPENDITURE	0.117	0.183	0.067	57.34%	0.006	0.061
SUPPLIES & SERVICES	7.230	8.060	0.830	11.48%	(3.667)	4.498
THIRD PARTY PAYMENTS	1.707	1.894	0.186	10.91%	0.016	0.170
TRANSFER PAYMENTS	0.000	0.000	0.000	0.00%	0.000	0.000
SUPPORT SERVICES CHARGES	0.000	0.011	0.011	0.00%	0.000	0.011
	<b>257.883</b>	<b>254.189</b>	<b>(3.694)</b>	<b>-1.43%</b>	<b>(7.634)</b>	<b>3.940</b>
	<b>247.399</b>	<b>243.425</b>	<b>(3.974)</b>	<b>-1.61%</b>	<b>(7.634)</b>	<b>3.660</b>

BUDGET MONITORING REPORT SUMMARY Oct-23 EDUCATION - NON DEVOLVED					Appendix 2	
	CURRENT BUDGET 2023-24 £m	FORECAST 2023- 24 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>123.220</b>	<b>125.687</b>	<b>2.467</b>	<b>2.00%</b>	<b>6.147</b>	<b>(3.680)</b>
<b>ANALYSIS OF SERVICE MANAGED BUDGET</b>						
PRIMARY EDUCATION	25.678	27.744	2.066	8.05%	2.113	(0.047)
SECONDARY EDUCATION	25.819	26.516	0.697	2.70%	1.533	(0.836)
NURSERY EDUCATION	23.684	23.646	(0.037)	-0.16%	0.149	(0.186)
SPECIAL EDUCATION	34.495	35.704	1.209	3.51%	1.157	0.052
AREA GROUPS	0.605	0.605	0.000	0.00%	0.000	0.000
EDUCATION ADMINISTRATION	4.484	4.713	0.229	5.11%	0.341	(0.112)
STAFF DEVELOPMENT	0.079	0.078	(0.001)	-1.09%	0.000	(0.001)
FIFE MUSIC SERVICE	2.804	2.804	0.000	0.00%	0.000	0.000
SUPPORT SERVICES	3.167	3.152	(0.015)	-0.48%	(0.006)	(0.009)
GENERAL EDUCATION	(0.443)	(2.046)	(1.604)	362.27%	0.873	(2.477)
CHILDCARE	2.848	2.770	(0.078)	-2.72%	(0.014)	(0.064)
	<b>123.220</b>	<b>125.687</b>	<b>2.467</b>	<b>2.00%</b>	<b>6.147</b>	<b>(3.680)</b>

SUBJECTIVE GROUPING	CURRENT BUDGET 2022-23 £m	FORECAST 2023- 24 £m	VARIANCE £m	FORECAST VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>123.220</b>	<b>125.687</b>	<b>2.467</b>	<b>2.00%</b>	<b>6.147</b>	<b>(3.680)</b>
<b>INCOME</b>	<b>(50.821)</b>	<b>(49.444)</b>	<b>1.377</b>	<b>-2.71%</b>	<b>(0.274)</b>	<b>1.652</b>
<b>EXPENDITURE</b>						
EMPLOYEE COSTS	97.128	96.788	(0.340)	-0.35%	4.609	(4.948)
PREMISES RELATED EXPENDITURE	29.995	30.154	0.160	0.53%	0.158	0.002
TRANSPORT RELATED EXPENDITURE	16.246	16.835	0.589	3.63%	1.095	(0.506)
SUPPLIES & SERVICES	16.460	16.045	(0.414)	-2.52%	(0.146)	(0.269)
THIRD PARTY PAYMENTS	14.195	15.193	0.999	7.04%	0.698	0.300
TRANSFER PAYMENTS	0.018	0.035	0.017	94.91%	0.007	0.010
SUPPORT SERVICES CHARGES	0.000	0.079	0.079	0.00%	0.000	0.079
	<b>174.041</b>	<b>175.131</b>	<b>1.090</b>	<b>0.63%</b>	<b>6.421</b>	<b>(5.331)</b>
	<b>123.220</b>	<b>125.687</b>	<b>2.467</b>	<b>2.00%</b>	<b>6.147</b>	<b>(3.680)</b>

9 January 2024

Agenda Item No 6

## Education Service

# Capital Investment Plan 2023-2024: Progress Report

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Report by:

Shelagh McLean, Head of Education (Early Years and Directorate Support)

Eileen Rowand, Executive Director, Finance and Corporate Services

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Wards Affected: All

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### Purpose

This report provides members with information on the overall progress of the Education Service capital programme, for the current financial year, 2023-24, as well as informs members of progress on our major projects.

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### Recommendation(s)

It is recommended that members:

- i) note the financial position as detailed in this report, and
- ii) note that the budget has been revised to reflect the outcome of the Capital Plan review and the annual re-phasing exercise undertaken in June 2023.

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### Resource Implications

There are no direct resource implications. At the present time the Directorate is projecting a final outturn of £75.989m. The plan is showing a minor variance in the current year, as of October 2023.

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### Legal & Risk Implications

There are no legal implications arising from this report. However, there is a risk that the actual outturn will vary from the projection contained in the report. Any potential over or under spend will be managed within the capital programme in 2023-2024 and the programme re-profiled over future years.

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### Impact Assessment

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

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### Consultation

Not Applicable.

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## 1.0 Background

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- 1.1 The purpose of this report is to provide information on the overall progress of projects within the capital programme for the current year, as well as provide an update on projects under individual headings within the capital plan.
- 1.2 The projected outturn is currently £75.989m, which is showing advancement of £3.037m, however this may change as projects develop throughout the financial year.
- 1.3 Appendix 1 provides the cost detail on major projects and programmes within the capital plan, where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the projected final outturn for Education Service for the year 2023-2024.

## 2.0 Issues and Options

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### Key Issues / Risks

- 2.1 Across the Capital Investment Plan the risk continues that both the timing and the costs of projects could be adversely affected by the current economic climate. Throughout the programme, issues are continuing to be identified in relation to the supply of construction materials, the consequences of which have been considered and reflected in the Capital Investment Plan review which was approved by Fife Council on 22 June 2023. Monitoring of the impact of any additional costs on projects still in their infancy will continue and any significant impact on timescales and associated risks will be reported to this committee. Where appropriate, any known impact on timing of delivery of projects has been built into the re-phased plan and the overall scale of any additional costs or further delays will be considered as part of future reviews of the Capital Investment Plan.

### Major Projects

- 2.2 Appendix 1 provides a summary of the projected outturn for the major projects and programmes within the Education Service Capital Plan. Within this Dunfermline Learning Campus is projecting a pressure of £1.624m on the project, which is due to an unsuccessful bid for external funding. Work is ongoing to mitigate the pressure where possible through other efficiencies in the project, however any residual pressure will require to be accommodated within the overall Education Capital Plan. Work is progressing well on the project which is replacing Woodmill and St Columba's RC High Schools. The project is expected to spend £54m in the current financial year, with the schools opening in August 2024. Also included is initial work on the Inverkeithing High School replacement project of £4.500m (included within the Secondary School Development project in the Capital Plan).
- 2.3 Other significant projects and programmes of work detailed within Appendix 2 include the project at Lochgelly South Primary School for ground consolidation works and improvements, which is included within the Education Rolling Programme. This project is estimated to spend £5.000m this financial year across both the main project at Lochgelly South Primary School and the associated project at St Kenneth's Primary School, including the provision of accommodation for the decant of pupils from Lochgelly South. Previous reports have referenced the projects within Early Learning and Childcare, which has resulted in significant investment to provide accommodation for the expansion of early years provision to

1140 hours. The major projects delivered from this programme are now mostly complete, with the new nursery at Methilhaven now open.

### **Potential Risks and Actions**

- 2.4 The Council's approved Capital Plan includes £213m investment in respect of Secondary Schools in West Fife, which includes the Dunfermline Learning Campus (DLC) and the Inverkeithing High School replacement. The budgets for the projects reflect the funding arrangements of the Scottish Government's Learning Estate Investment Plan (LEIP), which requires the Council to fund the up-front cost of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. The council has approval through LEIP Phase 2 funding for the replacement of Inverkeithing HS which is due to open in August 2026.
- 2.5 Following the Scottish Government advising their decisions in terms of LEIP Phase 3 projects there is a requirement to consider options in relation to the Glenrothes secondary schools alongside the wider school estate. To inform this, a report will be presented in the early part of 2024 to update members on the condition and suitability of the current school estate, and to identify the priorities for investment based on that assessment.
- 2.6 Within Early Learning and Childcare (ELC), there is one project due to be completed during this financial year at Raith Lodge, and contingency arrangements are in place until these facilities are complete and operational.
- 2.7 Scottish Government have indicated that it is still their policy intention to expand the provision of Free School Meals to all Primary pupils (currently up to and including P5) by the end of this Scottish Parliamentary term, focussing initially on expanding provision to children in Primaries 6 and 7 whose families are in receipt of the Scottish Child Payment. Work has already been undertaken to estimate the costs associated with expanding provision in terms of the works required to school kitchens and dining rooms, and this will require to be prioritised to provide additional capacity. Scottish Government have provided £7.509m of funding to date, and £1.200m of this is programmed to be spent in the current financial year.

### **Financial Performance – 2023-2024 projected spend**

- 2.8 Appendix 2 details the projected outturn for 2023-2024 against the main projects and Investment Themes.
- 2.9 There is advancement of £4.020m under Dunfermline Learning Campus project with excellent progress being made ahead of the opening of the schools in August 2024.
- 2.10 There is also slippage of (£0.399m), against the Early Learning and Childcare programme. This has been caused by a delay in starting Raith Lodge project on-site. However, work has commenced now and is on-going.
- 2.11 Slippage of (£0.300m) under Building Fife's Future relates to Viewforth High School extension which is due to ongoing discussions around the scope of the project.



## 3.0 Conclusions

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- 3.1 The projected outturn position for the capital programme for Education Service Directorate is £75.989m. There is advancement of £3.037m being projected at October 2023.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

### List of Appendices

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1. Project Cost Monitor
2. Capital Plan 2023-2024 Forecast Expenditure

### Background Papers

Not applicable

### Report Contacts

Louise Playford  
Service Manager  
Telephone: 03451 55 55 55 + 444203  
Email. [louise.playford@fife.gov.uk](mailto:louise.playford@fife.gov.uk)

Shelagh McLean  
Head of Education & Children's Services  
Telephone: 03451 55 55 55 + 444229  
Email. [shelagh.mclean@fife.gov.uk](mailto:shelagh.mclean@fife.gov.uk)

Alison Binnie  
Finance Business Partner  
Telephone: 03451 55 55 55 + 441058  
Email. [alison.binnie@fife.gov.uk](mailto:alison.binnie@fife.gov.uk)

FIFE COUNCIL  
EDUCATION SCRUTINY COMMITTEE  
EDUCATION AND CHILDRENS SERVICES  
CAPITAL INVESTMENT PLAN 2023-33  
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Project	Theme	Original Approved Budget £m	Current Project Budget £m	Total Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College Extension	Opportunities for All		5.713	5.713	-	0.00%	Future Project	2026-27
Dunfermline Learning Campus	Opportunities for All		122.025	123.649	1.624	1.33%	Current Project	2024-25
Extension Secondary School - Viewforth	Opportunities for All	5.989	6.335	6.335	-	0.00%	Future Project	2030-31
New Secondary School - Glenrothes /Glenwood	Opportunities for All	27.532	86.831	86.831	-	0.00%	Future Project	2029-30
Queen Anne High School Extension	Opportunities for All		6.626	6.626	-	0.00%	Future Project	2030-31
Inverkeithing High School Replacement	Opportunities for All		85.000	85.000	-	0.00%	Future Project	2026-27
Lochgelly Primary School	Opportunities for All	9.000	9.000	9.000	-	0.00%	Current Project	2024-25
Primary School Development Future Projects	Opportunities for All		97.638	97.638	-	0.00%	Future Project	2032-33
Balwearie High School	Maintaining Our Assets	8.300	8.300	8.300	-	0.00%	Future Project	2026-27
<b>Total Major Projects over £5.000m</b>		<b>50.821</b>	<b>427.467</b>	<b>429.091</b>	<b>1.624</b>	<b>0.38%</b>		
Extension Secondary School - Auchmuty	Opportunities for All	9.62	3.734	3.734	-	0.00%	Future Project	2027-28
New Methilhaven Nursery	Opportunities for All		1.504	1.504	-	0.00%	Completed Project	2023-24
Extension to Freuchie PS	Opportunities for All	2.000	2.000	2.000	-	0.00%	Future Project	2025-26
Primary School Development Future Projects	Opportunities for All		6.282	6.282	-	0.00%	Future Project	2031-32
<b>Total Major Projects over £1.000m</b>		<b>11.620</b>	<b>13.520</b>	<b>13.520</b>	<b>-</b>	<b>0.00%</b>		
<b>Total Major Projects</b>		<b>62.441</b>	<b>440.987</b>	<b>442.611</b>	<b>1.624</b>	<b>0.37%</b>		

Expenditure	Current Budget £m	Actual to Date £m	Total Outturn £m	Variance £m	Outturn as % of Plan
Building Fife's Future	0.300	(0.015)	0.001	(0.299)	0%
Developers Contributions	-	-	-	-	0%
Early Learning and Childcare	1.195	0.097	0.796	(0.399)	67%
Nurseries and Primary Pressures	-	-	-	-	0%
Primary School Development	0.232	0.010	0.214	(0.018)	92%
Secondary School Development	58.500	40.003	62.520	4.020	107%
Education Rolling Programme	10.851	5.659	10.697	(0.154)	99%
Nursery Refurbishment	0.625	0.345	0.561	(0.064)	90%
Free School Meals Expansion	1.200	-	1.200	-	100%
Primary School Structural Pressures	0.050	-	-	(0.050)	0%
<b>TOTAL EDUCATION SERVICES</b>	<b>72.952</b>	<b>46.099</b>	<b>75.989</b>	<b>3.037</b>	<b>104%</b>
<b>TOTAL EXPENDITURE</b>	<b>72.952</b>	<b>46.099</b>	<b>75.989</b>	<b>3.037</b>	<b>104%</b>

Income	Current Budget £m	Actual to Date £m	Total Outturn £m	Variance £m	Outturn as % of Plan
Building Fife's Future	(0.169)	-	-	0.169	0%
Developers Contributions	-	-	-	-	0%
Early Learning and Childcare	-	-	-	-	0%
Nurseries and Primary Pressures	-	-	-	-	0%
Primary School Development	(0.325)	-	(0.325)	-	100%
Secondary School Development	-	(0.004)	-	-	0%
Education Rolling Programme	-	-	-	-	0%
Nursery Refurbishment	-	-	-	-	0%
Free School Meals Expansion	-	-	-	-	0%
<b>TOTAL INCOME</b>	<b>(0.494)</b>	<b>(0.004)</b>	<b>(0.325)</b>	<b>0.169</b>	<b>66%</b>

9 January 2024

Agenda Item No. 7

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## Education Scrutiny Committee Workplan

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**Report by:** Eileen Rowand, Executive Director Finance & Corporate Services

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**Wards Affected:** All

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### Purpose

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

### Recommendation(s)

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

### Resource Implications

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

### Legal & Risk Implications

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

### Impact Assessment

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None required for this paper.

### Consultation

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

## 1.0 Background

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

## 2.0 Conclusions

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

### List of Appendices

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1. Workplan

### Background Papers

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

None

### Report Contact

Helena Couperwhite  
Committee Services Manager  
Telephone: 03451 555555 Ext. No. 441096  
Email- [helena.couperwhite@fife.gov.uk](mailto:helena.couperwhite@fife.gov.uk)

<b>Education Scrutiny Committee of 5 March 2024</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Education Service Revenue Budget 2023-24 Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Capital Investment Plan 2023-24 : Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Work to support asylum seekers/refugees and those with English as an additional language in Fife Schools	Education and Children's Services	Deborah Davidson, Jennifer Wilson-gr, Stuart Booker (tbc)	Raised at meeting on 23.05.23. Minute ref. Para. 44 (2) of 2023.ES.22 refers.
Attendance Report – Update	Education and Children's Services	Gavin Waterston	Six-monthly update since previous report on 22.08.23 - Ref Para 50. (2) of 2023.ES.25 refers.
Swimming Lessons as Integrated Part of Physical Education Courses in Primary Schools	Education and Children's Services	Pamela Colburn	Motion at FC 16.03.23 refers.
Education Scrutiny Committee Forward Work Programme			

<b>Education Scrutiny Committee of 7 May 2024</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Destination of School Leavers	Education and Children's Services	Karen Lees, Stuart Booker	
Education Scrutiny Committee Forward Work Programme			

<b>Unallocated</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Revenue/Capital Reports (x4) - for August 2024	Education and Children's Services, Finance and Corporate Services	Alison Binnie	<ul style="list-style-type: none"> <li>Education Service Revenue Budget 2023-24 Provisional Outturn</li> </ul>

<b>Unallocated</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
			<ul style="list-style-type: none"> <li>• Education Service Capital Investment Plan 2023-24: Provisional Outturn</li> <li>• Education Service Revenue Budget 2024-25 Projected Outturn</li> <li>• Education Service Capital Investment Plan 2024-25: Progress Report</li> </ul>

Jenny Gilruth MSP  
Cabinet Secretary for Education and Skills  
The Scottish Government  
St Andrew's House  
Regent Road  
Edinburgh  
EH1 3DG

**Councillor DAVID ROSS**

**Leader of Fife Council**  
Fife House, North Street  
Glenrothes, Fife, KY7 5LT

Tel: 03451 555555, ext 442403  
E-mail: [cllr.david.ross@fife.gov.uk](mailto:cllr.david.ross@fife.gov.uk)

27<sup>th</sup> September 2023

Dear Jenny

### **Service Pupil Premium**

The matter of a Service Pupil Premium was considered by the Council's Education Scrutiny Committee of 22<sup>nd</sup> August 2023. Following this the Committee has asked me as Council Leader to write to Scottish Government in regard to the benefits that additional funding for a Service Pupil Premium would bring to children and young people in Fife and to ask the Scottish Government to give consideration to introducing this.

Since April 2011 the Department for Education in England has had a Service Pupil Premium in recognition of the specific challenges children from Service families face and as a part of the commitment to delivering the Armed Forces Covenant. The fund is currently worth £335 per Service child (per academic year) but this is unavailable here in Scotland.

Fife has 1254 pupils across our primary and secondary sector who identify as Armed Forces pupils. If a Premium was made available to pupils from Armed Forces families, this would equate to an additional £420,000 across schools in Fife allowing more attention to be given to the specific needs of Service pupils.

Whilst Pupil Equity Funding and other funding streams do support our pupils, including some Service pupils, as part of the work to close the poverty related attainment gap, this does not address the full range of unique challenges faced by the children of Armed Forces personnel and a dedicated Service Pupil Premium would help to fill this gap.

I would therefore urge you to give consideration to the introduction of a Service Pupil Premium in Scotland which would benefit the many children of Service families here in Fife.

Yours sincerely



Cllr David Ross  
Leader, Fife Council





T : 0300 244 4000  
E : scottish.ministers@gov.scot

Karen Doherty  
Karen.Doherty-BS@fife.gov.uk

Our Reference: 202300378491  
Your Reference: Letter from Cllr David Ross

6 November 2023

Dear David,

Thank you for your letter of 27 September regarding Service Pupil Premium.

Firstly, I would like to assure you that I am fully committed to ensuring that all children and young people receive the support that they need to reach their full learning potential. I am very proud of the work we do in Scotland to support children from armed forces families.

It may be helpful if I set out some of the context to the support that is available to all children and young people in Scotland.

Our Getting it Right for Every Child policy approach in Scotland, puts the rights and wellbeing of children and young people at the heart of the services that support them. It means that services, such as early years and schools, work with and for children, young people, and families to give them the best possible support by offering the right help, at the right time, from the right people.

In Scotland, we believe that every child and young person should have access to support in school, whatever the reason behind that need for support. The Scottish Government has a strong legal and policy framework to address the wide-ranging causes of educational disadvantage, including those faced by armed forces children.

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See [www.lobbying.scot](http://www.lobbying.scot)

Tha Ministearanna h-Alba, an luchd-comhairleachaidh sònraichte agus Rùnaire Maireannach fo chumhachan Achd Coiteachaidh (Alba) 2016. Faicibh [www.lobbying.scot](http://www.lobbying.scot)

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As you will be aware, our Additional Support for Learning Act is broad and inclusive. It places duties on education authorities to identify, provide for and review the additional support needs (ASN) of pupils. This includes children and young people from our armed forces families, who need extra support, on either a short- or long-term basis, to meet their needs. The Code of Practice is clear that additional support for learning duties include preventative, and planned, support for children, including pastoral support. There are particular provisions in place around transitions, which children and young people from our armed forces families are entitled to.

The Scottish Government have an active working group, the Scottish Armed Forces Education Support Group, where we work in close partnership with: The Association of Directors of Education in Scotland; the Ministry of Defence; UK colleagues in the Directorate for Children and Young People and the Children's Education Advisory Service (CEAS); Education Scotland; and Forces Children Scotland. Together we share a commitment, as embodied in the Armed Forces Covenant, to ensure that children of Service families in Scotland have the same standard of, and access to, education and support as any other child. This collective commitment remains strong.

In addition, our ADES National Transitions Officer (NTO), funded by the Scottish Government, works closely with Local Authorities to support children and young people from our armed forces families, to ensure that they receive additional support and guidance on a number of key issues, including school education.

To touch on your point around funding, Fife has received £72.3m from the Attainment Scotland Fund since it was launched, including £10,456,020 in Pupil Equity Funding (PEF) going to Fife schools 2022/23 with that support confirmed over the four years from then through to 2025/26. Although PEF is allocated on the basis of free school meal registrations, headteachers can use their professional judgement to identify children in their school who may benefit from the targeted interventions and approaches, with the aim of closing the poverty-related attainment gap.

In 2023-24, Fife Council will receive £824.5 million to fund local services, which equates to an extra £25.6 million to support vital day to day services or an additional 3.2 per cent compared to 2022-23.

However, as you are aware, the Scottish Government's policy towards local authorities' spending is to allow local authorities the financial freedom to operate independently. As such, the vast majority of funding is provided by means of a block grant. It is then the responsibility of individual local authorities to manage their own budgets and to allocate the total financial resources available to them on the basis of local needs and priorities, having first fulfilled their statutory obligations and the jointly agreed set of national and local priorities.

I understand that additional support needs encompass a wide range of issues. This includes those which might impact on children and young people from our armed forces families, such as, interrupted learning, coping with parental deployment, and bereavement. Our education policies in Scotland rightly place the 'child at the centre' and I am confident that we have the right policies in place to support our children and young people from armed forces families, should they need it.

I hope that this information is helpful to you and your committee members and outlines the current policies and supports in place to support children and young people from our armed forces families.

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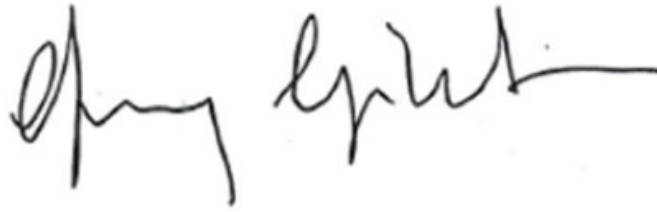
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Yours sincerely,



**JENNY GILRUTH**

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