

Education Scrutiny Committee

Please note, this meeting will be held remotely.

Tuesday, 15th November, 2022 - 10.00 a.m.



AGENDA

| | <u>Page Nos.</u> |
|--|------------------|
| 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 28th September, 2022. | 3 – 6 |
| 4. STAFF WELFARE REPORT - EDUCATION SERVICE STAFFWISE SURVEY 2022 – Report by the Executive Director, Education & Children's Services. | 7 – 25 |
| 5. SENIOR PHASE STAGE-BASED OUTCOMES – Report by the Executive Director, Education & Children's Services. | 26 – 43 |
| 6. ATTAINMENT SCOTLAND FUND 2021-22 – Report by the Executive Director, Education & Children's Services. | 44 – 62 |
| 7. NATIONAL HEALTH & WELLBEING CENSUS – Report by the Executive Director, Education & Children's Services. | 63 – 93 |
| 8. EDUCATION SERVICE REVENUE BUDGET 2022-23: PROJECTED OUTTURN – Joint Report by the Executive Director, Education & Children's Services and the Executive Director, Finance & Corporate Services. | 94 – 100 |
| 9. EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2022-23 – PROGRESS REPORT – Joint Report by the Executive Director, Education & Children's Services and the Executive Director, Finance & Corporate Services. | 101 – 106 |
| 10. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME | 107 – 110 |

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

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8th November, 2022

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THE FIFE COUNCIL - EDUCATION SCRUTINY COMMITTEE – REMOTE MEETING

28th September, 2022

2.00 p.m. – 4.00 p.m.

PRESENT: Councillors Kathleen Leslie (Convener), Naz Anis-Miah, Aude Boubaker-Calder, John Caffrey, Ian Cameron, Colin Davidson, Dave Dempsey, Sean Dillon, Linda Erskine, Alycia Hayes, Louise Kennedy-Dalby, Lynn Mowatt, Sarah Neal, Sam Steele (substituting for Cllr Lynn Ballantyne-Wardlaw), Daniel Wilson, Jan Wincott (substituting for Cllr Patrick Browne) and Mr. Brian Blanchflower, Religious Representative, Church of Scotland.

ATTENDING: Carrie Lindsay, Executive Director, Education and Children’s Services; 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; Stuart Booker, Quality Improvement Officer, Education & Children’s Services; William Penrice, Research Manager, Communities & Corporate Services; Alison Binnie, Finance Business Partner, Finance, Lesley Robb, Lead Officer - Committee Services and Diane Barnet, Committee Officer, Legal & Democratic Services, Finance & Corporate Services.

APOLOGIES FOR ABSENCE: Councillors Lynn Ballantyne-Wardlaw and Patrick Browne.

INTRODUCTION

Councilor Leslie, Convener, welcomed all members to this meeting of the Education Scrutiny Committee, acknowledging the newly elected Fife Council members, the substitute members for this meeting and Mr. Brian Blanchflower, religious representative, Church of Scotland.

5. DECLARATIONS OF INTEREST

No declarations of interest were submitted in terms of Standing Order No. 7.1.

6. MINUTE

The Committee considered the minute of the Education Scrutiny Committee of 21st June, 2022.

Decision

The Committee agreed to approve the minute.

7./

7. SCRUTINY AT FIFE COUNCIL

The Committee considered a report by the Head of Legal and Democratic Services summarising the scrutiny framework at Fife Council. It provided information about the purpose of scrutiny activity and the approaches that could be adopted when carrying out scrutiny. It built on introductory training which had been held for chairpersons and members of the scrutiny committees.

Decision

The Committee noted the contents of the report.

8. SERVICE PROFILES – EDUCATION SERVICE

The Committee considered a report by the Executive Director, Education and Children's Services providing information on the roles and functions of the Council services that were most relevant to the remit of the Scrutiny Committee.

Decision

The Committee:-

- (1) noted the information provided on the aims and functions of these services and considered the key challenges listed as part of its scrutiny role; and
- (2) requested a member workshop on the Additional Support with Learning (ASL) strategy in meeting the needs of learners.

9. DIRECTORATE IMPROVEMENT PLAN 2022-23

The Committee considered a report by the Executive Director, Education and Children's Services providing an updated Education and Children's Services (ECS) Directorate Plan for 2022-23, setting the plan in the context of other key strategic plans for children and families in Fife and advising how progress on the Directorate's Improvement Priorities would be reported to relevant Council Committees over the coming year.

Decision

The Committee:-

- (1) noted the updated Directorate Improvement Plan (attached as Appendix 1 to the report), which outlined improvement activity for the year ahead;
- (2) approved the proposed timetable for reporting to Committee, as a basis for further scrutiny of the Directorate Improvement Plan over the coming year; and
- (3) requested a member workshop on the South East Improvement Collaborative (SEIC), including a cost-benefit analysis since Fife Council became a member and the effect of the collaboration on improving schools, early learning settings and other services for children and young people in Fife.

10. LOCAL GOVERNMENT BENCHMARKING FRAMEWORK (LGBF) PERFORMANCE INDICATORS

The Committee considered a report by the Executive Director, Communities providing context for the Local Government Benchmarking Framework (LGBF), compiled by the Improvement Service, which was a key element of service performance reporting.

Decision

The Committee noted the context provided and the intention to use the Local Government Benchmarking Framework in future performance arrangements.

Councillor Caffrey joined the meeting prior to consideration of the following item.

11. ATTAINMENT - BROAD GENERAL EDUCATION (BGE)

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 – a current priority within the Education and Children's Services Directorate Improvement Plan. The broad general education begins in early learning and childcare and continues to the end of S3. The report provided details of the key activities underway to ensure sustained education recovery from the Covid-19 pandemic, through increased universal or targeted support for our children and young people.

Decision

The Committee:-

- (1) noted current progress in improving attainment in the broad general education and the planned next steps to support education recovery in Fife and close the attainment gap; and
- (2) requested a member workshop on the broad general education, including progress through the Attainment Reform Strategy and the Children and Young People's Improvement Collaborative in improving attainment and closing the attainment gap.

Councillor Caffrey left the meeting following consideration of the above item.

The Committee adjourned at 3.35 p.m. and reconvened at 3.45 p.m..

12. EDUCATION SERVICE REVENUE BUDGET 2022-23 PROJECTED OUTTURN

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services providing an update on the forecast financial position for the 2022-23 financial year, for the areas in scope of the Education Scrutiny Committee.

Decision/

Decision

The Committee noted:-

- (1) the current financial performance and activity as detailed in the report; and
- (2) the projected outturn position and the relevant areas of projected over and under spend within the Service.

13. EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2022-23: PROGRESS REPORT

The Committee considered a joint report by the Executive Director, Education and Children's Services 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, 2022-23, as well as informing of progress on major projects.

Decision

The Committee noted:-

- (1) the financial position as detailed in the report, and
- (2) that the budget had been revised to reflect the outcome of the Capital Plan review undertaken in February, 2021 and the subsequent re-phasing exercise carried out in May, 2022.

14. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Committee considered the Education Scrutiny Committee draft Forward Work Programme 2022/23.

Decision

The Committee noted the Education Scrutiny Committee draft Forward Work Programme 2022/23 which would be updated as required.

15 November 2022

Agenda Item No. 4

Staff Welfare Report – Education Service Staffwise Survey 2022

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

Wards Affected: All

Purpose

This report provides an analysis of the Staffwise survey undertaken across all educational establishments and centrally based services/teams in February 2022. Detail and an analysis of key results is provided, as well as identification of recommendations and future plans.

Recommendation(s)

The Education Scrutiny Committee is invited to:

- (1) discuss and comment on the results and analysis of the survey
- (2) discuss and comment on the comparisons between the 2022 and 2019 results
- (3) discuss and comment on the conclusions and proposed actions

Resource Implications

None.

Legal & Risk Implications

No direct legal/risk implications arise from this report.

Impact Assessment

An EqIA Checklist is not required, as this is a performance report.

Consultation

Following the publication of the Directorate's first Staff Wellbeing strategy in February 2020 a project group, involving senior managers and wellbeing volunteers, has worked collaboratively to deliver on the core project areas identified through the 2019 data.

In advance of the 2022 Staffwise cycle, there were various consultation activities, involving representatives from Education, Children and Families and the Criminal Justice Service, to review our question set, to ensure staff were able to continue to provide constructive feedback to support improvement.

1.0 Background

- 1.1 Work related stress has been identified consistently, through research, to impact on the wellbeing of individual members of staff in the workplace. In the context of our Directorate this can affect our capacity to:
 - deliver services to support the physical and emotional wellbeing of the children, young people and families that we work with
 - deliver high-quality educational experiences and
 - improve the life chances of young people in Fife.
- 1.2 Since 2009, the Education Service has conducted biennial surveys of staff welfare in schools; an approach that has been extended over the years to incorporate additional Services and teams as the Directorate has grown. Our survey instrument, Staffwise, gathers feedback from staff on variables that, if not managed effectively, can increase the risk of workplace stress.
- 1.3 For the first time, in 2019 the Staffwise survey was available to all Education and Children's Services staff, not just those based in schools. The survey is completed using an online question set that was specifically developed in Fife for this purpose, previously hosted on FISH but now accessed via the staff Intranet or through the Employee App. The survey is led by the Relationships and Behaviour Strategy Group, which includes representatives of all sectors and Trade Unions.
- 1.4 The 2022 cycle was the sixth implementation of the survey (2009, 2011, 2012/13, 2015/16, 2019 and 2022) and as such provides useful longitudinal trend data.
- 1.5 Circumstances meant that by the time the 2022 Staffwise survey went live, we had approached a three-year cycle, as opposed to our preferred biennial approach. The national lockdown between January and February 2021, due to the COVID-19 pandemic, was one of the main factors that had an impact on our timeline. As a Directorate we had also provided staff with alternative opportunities to provide us with feedback and it was, therefore, agreed that Staffwise should be delayed. Additionally, our wider organisation had gathered staff feedback through the Heartbeat survey. As a Directorate, we felt it important that Staffwise did not conflict with the Heartbeat survey and it was, therefore, agreed that we would postpone Staffwise until February 2022.

2.0 Issues and Options

- 2.1 In previous cycles, all staff were invited to respond to 10 statements in an anonymous online survey which explores key issues in relation to occupational stress and wellbeing at work. The Staffwise survey has been developed over time, initially in conjunction with Teacher Support Scotland, but more recently entirely as an in-house initiative.
- 2.2 For the 2022 cycle, it was acknowledged that it was appropriate to form a short life working group to review the question set to ensure that it remained fit for purpose. In the three years since the 2019 cycle there had been a review of the wider organisation's behavioural framework, How We Work Matters. It was, therefore, important that the question set reflected the changes made to the revised framework and considered the key cultural attributes agreed by all Directorates, while also linking to the Health and Safety Executive (HSE) Management Standards.

- 2.3 There are six key organisational features identified by the HSE as impacting on work-related stress but open to change and improvement. These are:
- Demands** – this includes issues such as workload, work patterns and the work environment.
 - Control** – this includes how much say the person has in the way they do their work.
 - Support** – this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
 - Relationships** – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.
 - Role** – this includes whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
 - Change** – this includes how organisational change (large or small) is managed and communicated in the organisation.
- 2.4 The survey design has continued to evolve and the short life project group made changes to the structure of the original set of ten questions, based on the feedback from a group of colleagues representing all services of the Directorate. **Appendix A** shows a comparison of the question set for 2019 and 2022 and also demonstrates how the statements link to the HSE Management Standards and Fife Council's cultural attributes.
- 2.5 **Appendix B** details a further change to the 2022 survey design, where staff were asked for any additional comments. On occasion, this section was used inappropriately by staff, so the changes for 2022 were intended to keep comments focused on improvement priorities for their team, school or centre.
- 2.6 The agreed changes were intended to further support the process of enabling schools, teams, centres and services to identify critical stressors within their own context; to develop improvement plans to reduce their impact and to improve or indeed maintain a high level of staff wellbeing, all in response to feedback from colleagues in their own establishment/setting.
- 2.7 The Staffwise survey remains central to the Directorate's approach to individual professional development and to organisational improvement. It continues to support staff to enhance personal and professional skills and enables schools, teams and centres to identify key areas for improvement, supporting them to contribute to our Directorate priorities. The information is also used strategically at Service/Directorate level to inform and drive improvement. The results are used to inform school improvement, team planning and at a Directorate level provide a rich source of information about staff wellbeing. The report attached as **Appendix C** provides the ratings details of the 2022 Staffwise survey.

3.0 Conclusions

- 3.1 A response rate of 57% was achieved, a 17% reduction in staff engaging with our survey compared with the 2019 cycle. Although disappointing, there were circumstances which can be attributed to this lower response rate.
- 3.2 Our original timeline for Staffwise would have seen our survey go live between October – December 2021. In order to engage with an organisation wide approach to staff consultation, to maximise participation and avoid confusion, the decision was made to reschedule Staffwise to February 2022. February was agreed due to opportunities for a large percentage of our staff to complete their return during the in-service day. Furthermore, a survey window in February still allowed us to analyse data and publish

results during the 21/22 academic session, while leaving an appropriate break between completing one survey and another.

- 3.3 At the end of January 2022, the Health Needs Assessment (HNA) survey was scheduled during our Staffwise cycle by the wider organisation. This was unexpected and, unfortunately, due to the notice period there was little the Directorate could do to make any amendments to our already revised timeline. This meant that there were two employee health and wellbeing survey's running alongside one and other during February 2022. This resulted in a significant number of queries from staff seeking clarity on which survey to complete, and the purpose of both, in addition to the added complication for our managers/supervisors who were required to allocate time for two surveys to be completed.
- 3.4 In relation to the specific statements, the summary response rates are detailed in **Table 1**. These have been displayed alongside the 2019 results for comparison. A more detailed breakdown, by each sector, can be found in **Appendix C**.

| HSE Standard or FC Cultural Attribute | 2019 Staffwise statements and responses (agree/strongly agree) | | 2022 Staffwise statements and responses (agree/strongly agree) | |
|---------------------------------------|--|-----|---|------|
| Support | I have appropriate support from my line manager/I have regular and effective supervision | 82% | I have regular and effective Supervision | 100% |
| | | | I have appropriate support from my line manager | 90% |
| Ethos | There is a positive ethos in my team/school/centre | 77% | There is a positive ethos in my team/school/centre | 77% |
| Demands | The demands made of me are manageable | 66% | The demands made of me are manageable | 70% |
| Control | I have enough control over the way that I carry out my work | 77% | I have enough control over the way that I carry out my work | 84% |
| Relationships | My relationships with others at work are good | 93% | My relationships with others in my school/team/centre are good | 95% |
| Change | In my team/school/centre, change is managed effectively | 64% | In my team/school/centre, change is managed effectively | 72% |
| Role | I have a clear understanding of what I need to achieve in my job | 91% | I have a clear understanding of what the objectives of my role are | 95% |
| Role | I have a clear understanding of how I should carry out my job | 88% | I have a clear understanding of how I should carry out my role | 94% |
| Environment | My physical working environment allows me to carry out my job comfortably | 75% | My physical working environment allows me to carry out my job comfortably | 78% |
| Communication | There is effective communication within my team/school/centre | 62% | There is effective communication within my team/school/centre | 71% |

* Table 1. 2019 and 2022 Staffwise statements and Education response rates

3.5 Key Findings

- As with previous years the results report a generally positive picture, with improved ratings against 9 of the Staffwise statements. While this is an area in which there is no room for complacency the results are encouraging despite the personal and professional challenges presented by the pandemic.
- There continue to be strong indications that most staff experience a positive ethos at work and enjoy positive professional relationships with others.
- For the 2022 survey, there was a change to structure of the statements focused on role clarity. The responses to these statements indicate that staff have a good understanding of the nature of their work and are aware of what they need to achieve to be successful in their roles.
- In previous years, the Staffwise statement focused on 'Support' has caused confusion due to the majority of Education staff not engaging in professional supervision. For 2022, this statement was split into two separate statements to ensure that all staff could answer this accurately. The data for this area suggests that staff feel well supported by their managers.
- Although generally positive, the lowest scoring sections from 2019 continue to be the lowest areas of the 2022 data. Ethos, Demands, Change, Environment and Communication have either remained stable or increased slightly but are still highlighted as requiring attention to drive further improvement.
- The additional comments section, where staff were asked to identify areas for improvement, provides further context to the quantitative information, and will help guide local school, team and centre action plans. Comments were also helpful to identify further Directorate and Service level themes in the data. These include increasing, and, at times, unmanageable, workloads; communication at all levels; a feeling of being disconnected from those out with the employee's immediate team and increasing incidents of pupil violence and aggression against members of staff. All of these areas are reported to have a detrimental impact on staff wellbeing.

3.6 Future plans for schools, teams and centres

- All school establishments are required to review their results and this process has already started. Headteachers were given their quantitative data in the summer term and their qualitative information at the beginning of the 22/23 session. Schools are to consider their own results and will be expected to incorporate evidence of priorities to support staff wellbeing in their school improvement plans for the session.
- Centrally based teams are also required to build staff wellbeing activity into their appropriate team plans. This is intended to maintain and build on positive features and drive improvement where necessary.
- In settings where almost all responses have been highly positive, the key priority is to ensure that this positive position is maintained and built upon. It will also be important to profile the practices and features which contribute to this, to ensure that we are sharing examples of effective practice effectively across the Directorate.
- There will be specific support available to those schools, teams and centres where there is the greatest need for improvement.

3.7 Future plans for the Directorate

- At a Directorate level, Ethos, Demands, Change, Environment and Communication have been identified for further consideration and will be incorporated into Directorate improvement activities.

- Due to the variation in responses between school sectors, there is a need for more detailed investigation to address key areas for improvement, and to ensure specific support is available to our lowest scoring sectors.
- There is a current review of the Directorate communications strategy, in collaboration with the Communications and Engagement Service. This will help the Directorate to evaluate our approaches to engaging with staff of all levels, with a view to improving how we share key information consistently across all schools, teams and centres.
- Members of the Relationships and Behaviour (R&B) Strategy group, including trade union representatives, are working collaboratively to progress a key priority from the R&B strategy. At the beginning of the 22/23 session, a resource pack to support schools to develop the ethos and culture and relationships and behaviour in schools was published. This resource will encourage consistency across all Fife schools, while allowing for schools to tailor policy and strategy to their specific context.
- To complement the resource pack, there was also a need to review the professional development opportunities for practitioners on key topics linked to relationships and behaviour. The two areas identified were Trauma Informed Practice and De-Escalation and it has been agreed that these will be offered as core approaches through the professional learning available for all schools. These are being delivered on the November and February in-service days, during the 22/23 session.
- It should be noted that 1987 Education and Children's Services staff completed a Heartbeat return. Therefore, between November 2021 and February 2022, the Directorate received 6888 responses to staff consultation activities. This has provided a rich source of data about how our staff feel in the workplace. The intelligence provided by Staffwise has been triangulated with the Heartbeat survey data, as shown in **Appendix D**. This will ensure all feedback from our staff is considered and used to inform our improvement priorities and the review of our Staff Wellbeing strategy.

3.8 Staff Wellbeing strategy

- The data from both Staffwise and Heartbeat will help to inform a review of the Directorate's Staff Wellbeing strategy and the key project areas that were identified in early 2020. These were:
 - Mental Health in the Workplace Training
 - Improving our Approaches to Violence and Aggression
 - Peer Support Structures
 - Wellbeing Principles
 - Listening to and Learning from Staff Feedback
- Despite the need for a review of the project areas, and the possibility that some of these may change, there are existing aspects of the initial core focus areas that will continue to be delivered.
- The work to improve our approaches to incidents of violence and aggression has been briefly outlined in an earlier section and will continue through the R&B strategy group.
- Appropriate professional learning for all staff, including our managers, also remains a priority. The leadership development programme will be rolled out in the Directorate to help us build resilience, empower staff and ensure we role model positive behaviours.
- Peer Support structures have been successfully piloted with small groups of staff and there continues to be interest in developing this area further, where there is a specific need.

- A network of Staff Wellbeing Representatives has been established under the Wellbeing Principles project and those colleagues must be supported to help the Directorate to:
 - raise the profile of the staff wellbeing strategy and resources
 - improve access to professional learning opportunities
 - help improve lines of communication to all staff through information sharing and signposting
 - highlight and share examples of effective practice
 - work with their HT / team manager to ensure that staff wellbeing priorities remain on each team's agenda
- Our approaches to staff consultation activities and demonstrating to staff that we value their feedback will be an ongoing priority. As a Directorate we are committed to continuing with biennial Staffwise cycles and coordinating our timeline with the wider organisation to ensure our staff can confidently engage in other Fife Council exercises.
- During the 22/23 session, there will be a focus on ensuring that the staff wellbeing strategy complements the work around Our Minds Matter, which supports the mental health of young people in Fife schools.
- A new health and wellbeing governance group has been established for the beginning of the 22/23 session, with the objective of developing cohesive approaches to wellbeing across all children, young people, learning communities and staff.

List of Appendices

1. Appendix A - 2019 and 2022 Staffwise Statements Comparison
2. Appendix B - 2019 and 2022 Staffwise Comments Section Comparison
3. Appendix C - 2022 Staffwise Findings Report
4. Appendix D – Staffwise and Heartbeat Data
5. Appendix E - Survey Methodology

Report Contact

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Appendix A – 2019 and 2022 Staffwise Statements Comparison

| HSE Standard or FC Cultural Attribute | 2019 Staffwise Statements | 2022 Staffwise Statements |
|---------------------------------------|--|---|
| Support | I have appropriate support from my line manager/I have regular and effective supervision | I have regular and effective Supervision |
| | | I have appropriate support from my line manager |
| Ethos | There is a positive ethos in my team/school/centre | There is a positive ethos in my team/school/centre |
| Demands | The demands made of me are manageable | The demands made of me are manageable |
| Control | I have enough control over the way that I carry out my work | I have enough control over the way that I carry out my work |
| Relationships | My relationships with others at work are good | My relationships with others in my school/team/centre are good |
| Change | In my team/school/centre, change is managed effectively | In my team/school/centre, change is managed effectively |
| Role | I have a clear understanding of what I need to achieve in my job | I have a clear understanding of what the objectives of my role are |
| Role | I have a clear understanding of how I should carry out my job | I have a clear understanding of how I should carry out my role |
| Environment | My physical working environment allows me to carry out my job comfortably | My physical working environment allows me to carry out my job comfortably |
| Communication | There is effective communication within my team/school/centre | There is effective communication within my team/school/centre |

Appendix B – 2019 and 2022 Staffwise Comments Section Comparison

2019 Comments Section

Comment

Is there anything specific that you think would make a positive difference?

2022 Comments Section

* Please identify the priority area(s) for improvement in your team/school/centre?

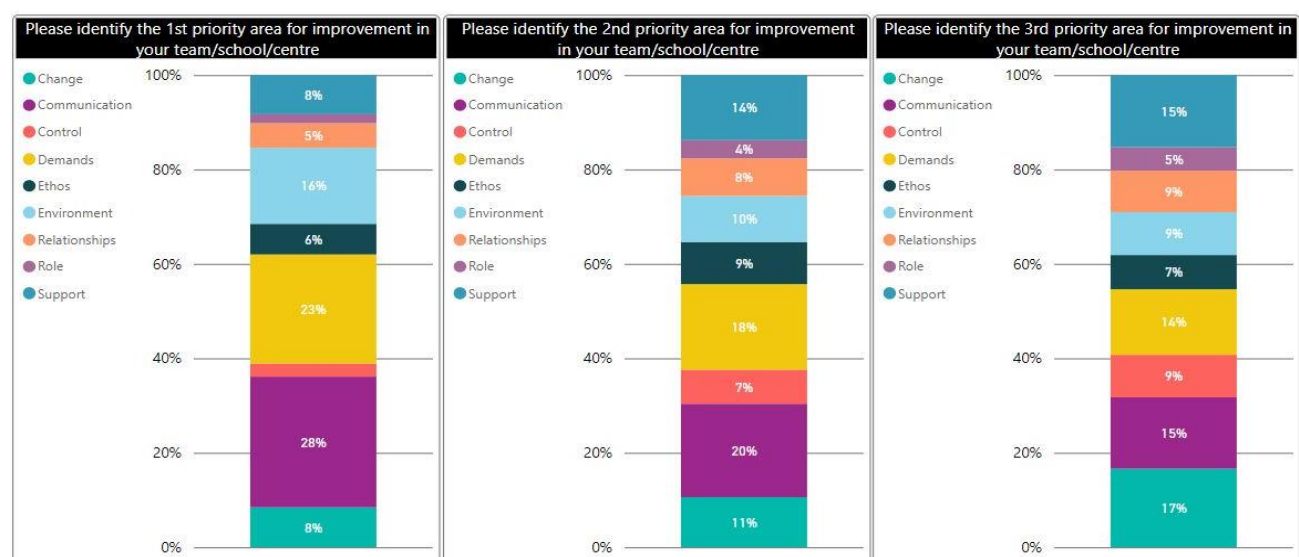
| | Change | Communication | Control | Demands | Ethos | Physical Working Environment | Relationships | Role | Support |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------|-----------------------|-----------------------|-----------------------|
| Priority 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Priority 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Priority 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Can you elaborate on why you have selected these priority areas and share some practical ideas on how they can be improved?

Appendix C – 2022 Staffwise Findings Report

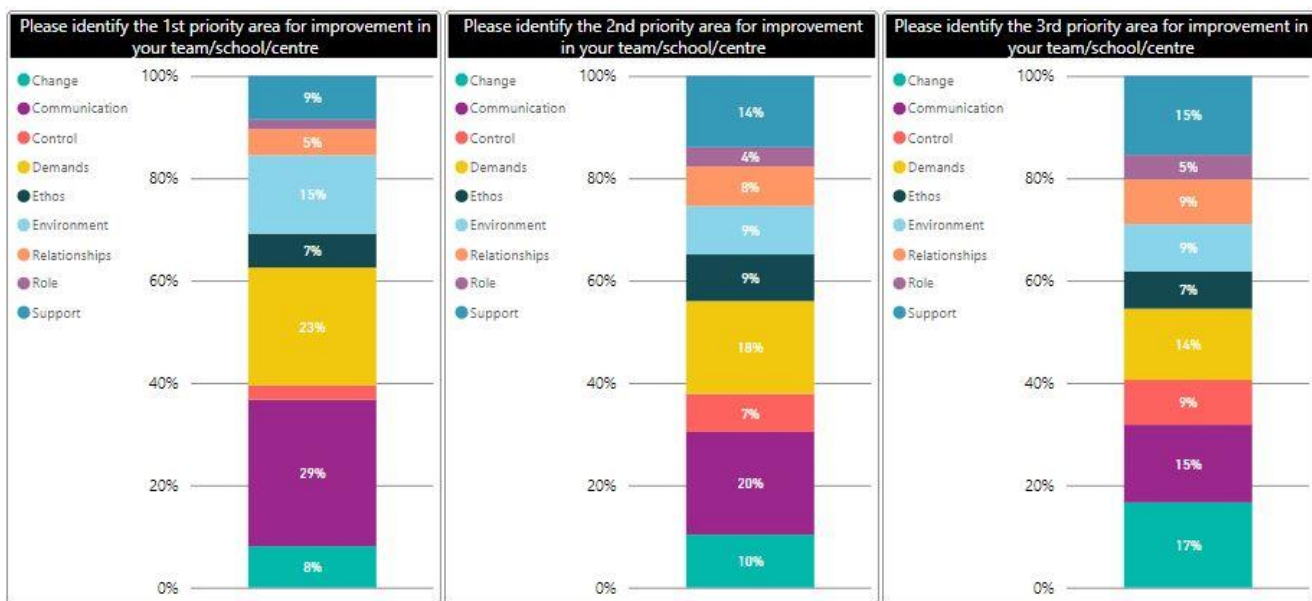
Education and Children’s Services Directorate Data

| HSE Standard or FC Cultural Attribute | 2019 Staffwise statements and responses (agree/strongly agree) | 2022 Staffwise statements and responses (agree/strongly agree) | | |
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| Support | I have appropriate support from my line manager/I have regular and effective supervision | 82% | I have regular and effective Supervision | 95% |
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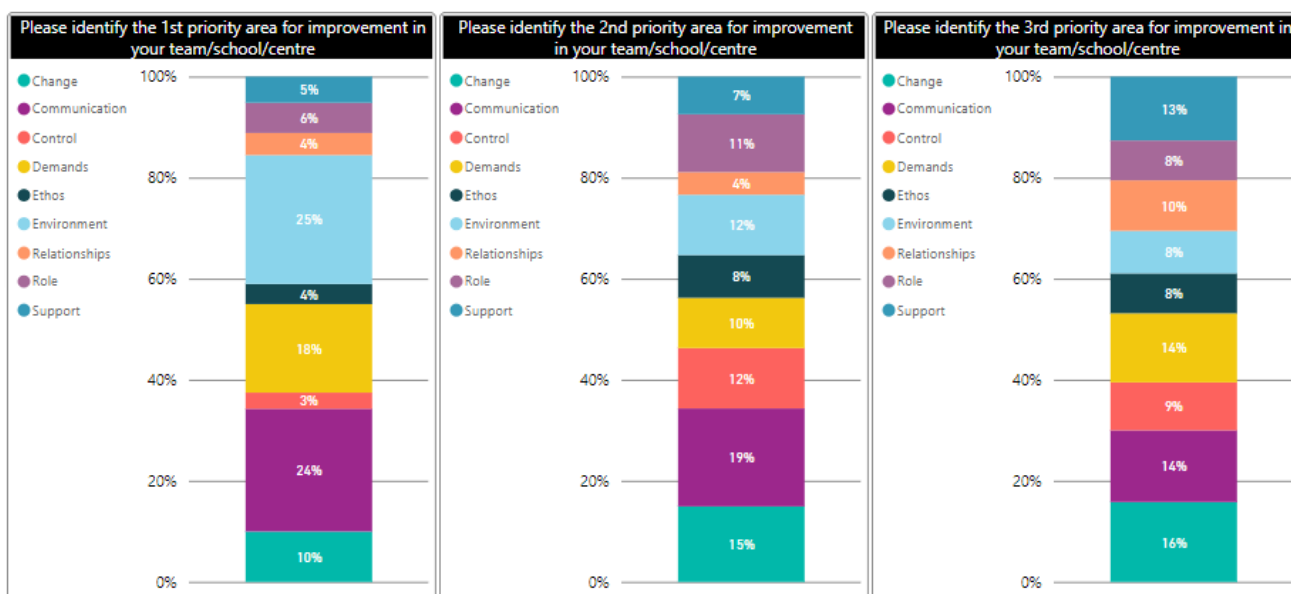
Education Data

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| Role | I have a clear understanding of what I need to achieve in my job | 91% | I have a clear understanding of what the objectives of my role are | 95% |
| Role | I have a clear understanding of how I should carry out my job | 88% | I have a clear understanding of how I should carry out my role | 94% |
| Environment | My physical working environment allows me to carry out my job comfortably | 75% | My physical working environment allows me to carry out my job comfortably | 78% |
| Communication | There is effective communication within my team/school/centre | 62% | There is effective communication within my team/school/centre | 71% |



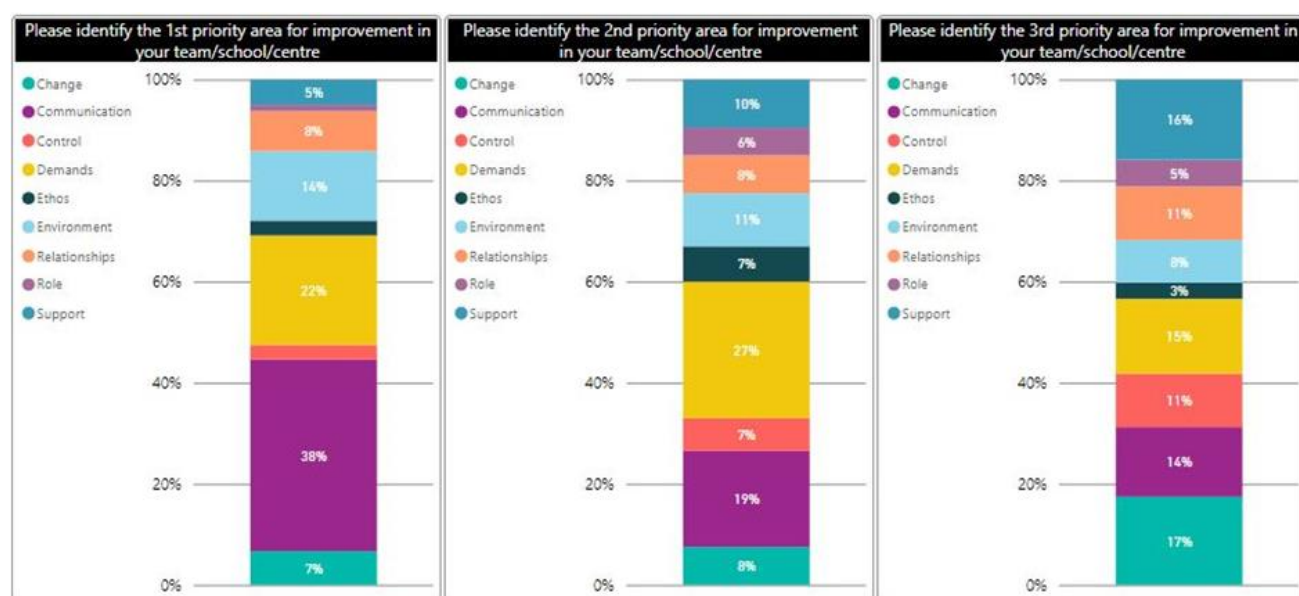
Central Teams Data (including Supporting Learners Service and Pupil Support)

| HSE Standard or FC Cultural Attribute | 2019 Staffwise statements and responses (agree/strongly agree) | | 2022 Staffwise statements and responses (agree/strongly agree) | |
|---------------------------------------|--|-----|---|------|
| Support | I have appropriate support from my line manager/I have regular and effective supervision | 82% | I have regular and effective Supervision | 100% |
| | | | I have appropriate support from my line manager | 91% |
| Ethos | There is a positive ethos in my team/school/centre | 79% | There is a positive ethos in my team/school/centre | 87% |
| Demands | The demands made of me are manageable | 78% | The demands made of me are manageable | 85% |
| Control | I have enough control over the way that I carry out my work | 83% | I have enough control over the way that I carry out my work | 89% |
| Relationships | My relationships with others at work are good | 92% | My relationships with others in my school/team/centre are good | 97% |
| Change | In my team/school/centre, change is managed effectively | 73% | In my team/school/centre, change is managed effectively | 81% |
| Role | I have a clear understanding of what I need to achieve in my job | 91% | I have a clear understanding of what the objectives of my role are | 95% |
| Role | I have a clear understanding of how I should carry out my job | 89% | I have a clear understanding of how I should carry out my role | 93% |
| Environment | My physical working environment allows me to carry out my job comfortably | 75% | My physical working environment allows me to carry out my job comfortably | 82% |
| Communication | There is effective communication within my team/school/centre | 72% | There is effective communication within my team/school/centre | 82% |



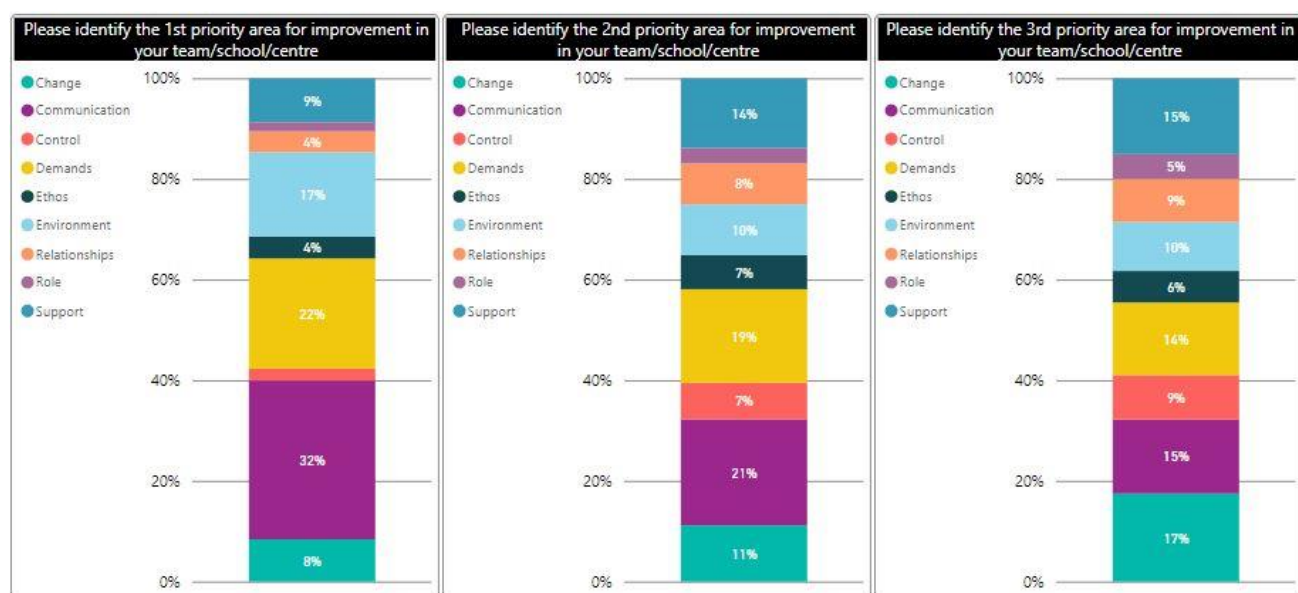
Early Learning and Childcare Data

| HSE Standard or FC Cultural Attribute | 2019 Staffwise statements and responses (agree/strongly agree) | | 2022 Staffwise statements and responses (agree/strongly agree) | |
|---------------------------------------|--|-----|---|-----|
| Support | I have appropriate support from my line manager/I have regular and effective supervision | 82% | I have regular and effective Supervision | N/A |
| | | | I have appropriate support from my line manager | 97% |
| Ethos | There is a positive ethos in my team/school/centre | 90% | There is a positive ethos in my team/school/centre | 94% |
| Demands | The demands made of me are manageable | 75% | The demands made of me are manageable | 81% |
| Control | I have enough control over the way that I carry out my work | 85% | I have enough control over the way that I carry out my work | 92% |
| Relationships | My relationships with others at work are good | 94% | My relationships with others in my school/team/centre are good | 98% |
| Change | In my team/school/centre, change is managed effectively | 77% | In my team/school/centre, change is managed effectively | 92% |
| Role | I have a clear understanding of what I need to achieve in my job | 93% | I have a clear understanding of what the objectives of my role are | 99% |
| Role | I have a clear understanding of how I should carry out my job | 93% | I have a clear understanding of how I should carry out my role | 99% |
| Environment | My physical working environment allows me to carry out my job comfortably | 86% | My physical working environment allows me to carry out my job comfortably | 87% |
| Communication | There is effective communication within my team/school/centre | 70% | There is effective communication within my team/school/centre | 84% |



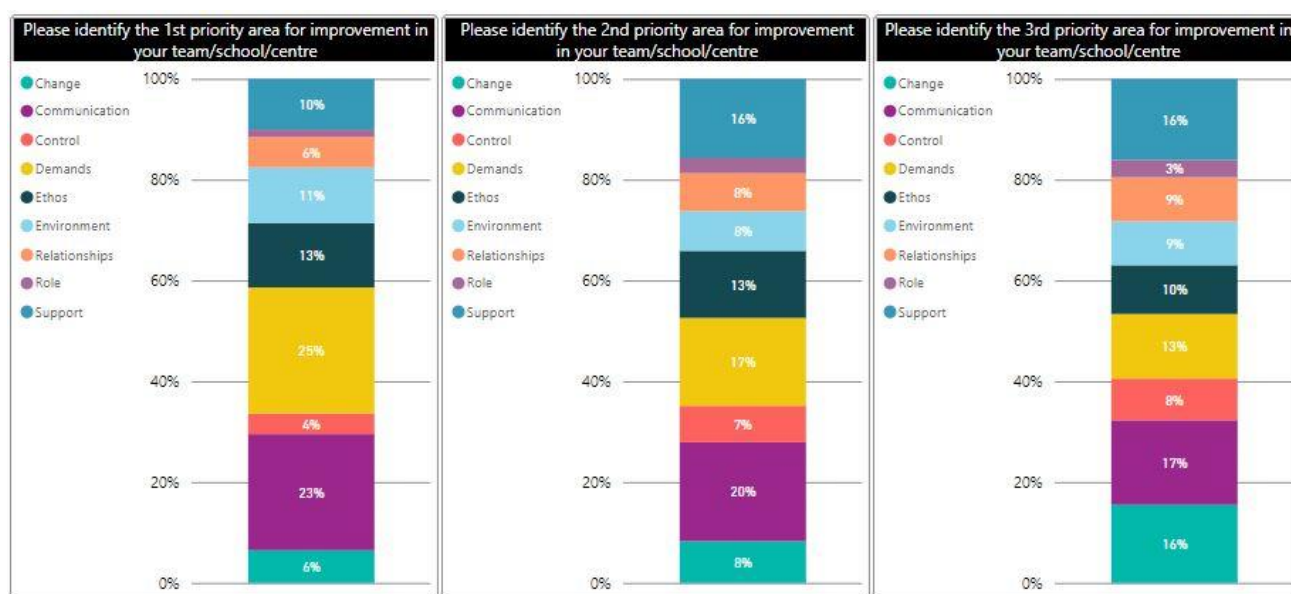
Primary Sector Data

| HSE Standard or FC Cultural Attribute | 2019 Staffwise statements and responses (agree/strongly agree) | | 2022 Staffwise statements and responses (agree/strongly agree) | |
|---------------------------------------|--|-----|---|-----|
| Support | I have appropriate support from my line manager/I have regular and effective supervision | 82% | I have regular and effective Supervision | N/A |
| | | | I have appropriate support from my line manager | 91% |
| Ethos | There is a positive ethos in my team/school/centre | 86% | There is a positive ethos in my team/school/centre | 83% |
| Demands | The demands made of me are manageable | 74% | The demands made of me are manageable | 76% |
| Control | I have enough control over the way that I carry out my work | 84% | I have enough control over the way that I carry out my work | 87% |
| Relationships | My relationships with others at work are good | 95% | My relationships with others in my school/team/centre are good | 96% |
| Change | In my team/school/centre, change is managed effectively | 73% | In my team/school/centre, change is managed effectively | 80% |
| Role | I have a clear understanding of what I need to achieve in my job | 92% | I have a clear understanding of what the objectives of my role are | 97% |
| Role | I have a clear understanding of how I should carry out my job | 90% | I have a clear understanding of how I should carry out my role | 96% |
| Environment | My physical working environment allows me to carry out my job comfortably | 81% | My physical working environment allows me to carry out my job comfortably | 80% |
| Communication | There is effective communication within my team/school/centre | 69% | There is effective communication within my team/school/centre | 76% |



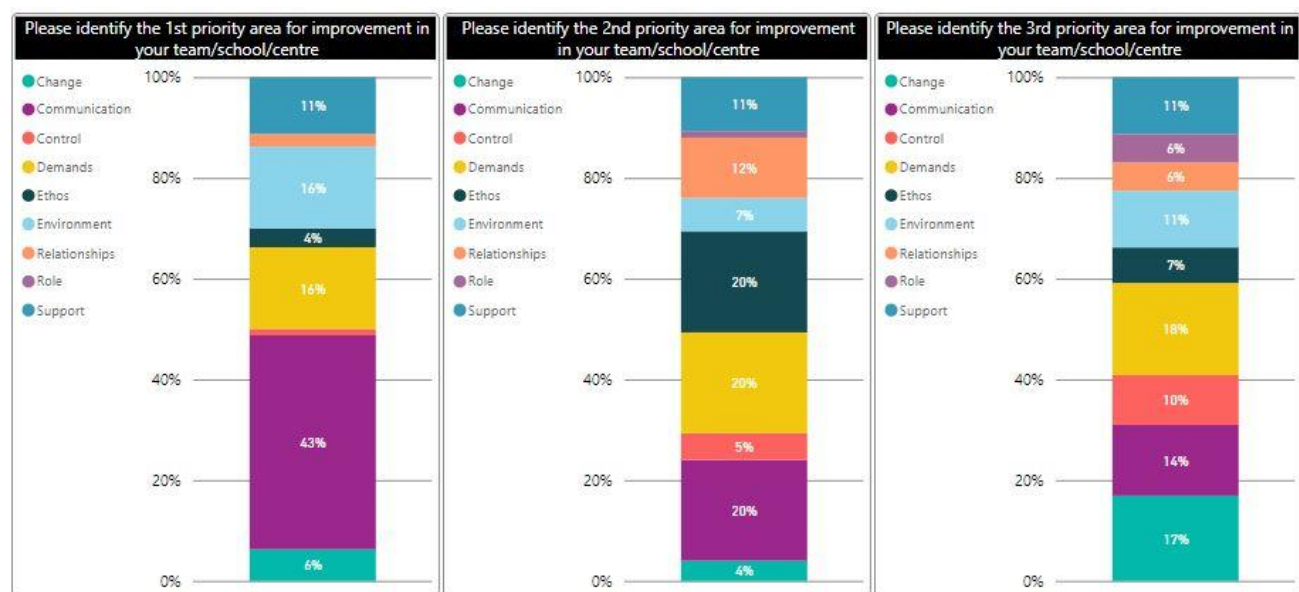
Secondary Sector Data

| HSE Standard or FC Cultural Attribute | 2019 Staffwise statements and responses (agree/strongly agree) | | 2022 Staffwise statements and responses (agree/strongly agree) | |
|---------------------------------------|--|-----|---|-----|
| Support | I have appropriate support from my line manager/I have regular and effective supervision | 82% | I have regular and effective Supervision | N/A |
| | | | I have appropriate support from my line manager | 85% |
| Ethos | There is a positive ethos in my team/school/centre | 60% | There is a positive ethos in my team/school/centre | 60% |
| Demands | The demands made of me are manageable | 50% | The demands made of me are manageable | 55% |
| Control | I have enough control over the way that I carry out my work | 64% | I have enough control over the way that I carry out my work | 75% |
| Relationships | My relationships with others at work are good | 90% | My relationships with others in my school/team/centre are good | 91% |
| Change | In my team/school/centre, change is managed effectively | 46% | In my team/school/centre, change is managed effectively | 49% |
| Role | I have a clear understanding of what I need to achieve in my job | 88% | I have a clear understanding of what the objectives of my role are | 91% |
| Role | I have a clear understanding of how I should carry out my job | 85% | I have a clear understanding of how I should carry out my role | 90% |
| Environment | My physical working environment allows me to carry out my job comfortably | 64% | My physical working environment allows me to carry out my job comfortably | 67% |
| Communication | There is effective communication within my team/school/centre | 46% | There is effective communication within my team/school/centre | 55% |



Special Sector Data

| HSE Standard or FC Cultural Attribute | 2019 Staffwise statements and responses (agree/strongly agree) | | 2022 Staffwise statements and responses (agree/strongly agree) | |
|---------------------------------------|--|-----|---|-----|
| Support | I have appropriate support from my line manager/I have regular and effective supervision | 82% | I have regular and effective Supervision | N/A |
| | | | I have appropriate support from my line manager | 95% |
| Ethos | There is a positive ethos in my team/school/centre | 95% | There is a positive ethos in my team/school/centre | 67% |
| Demands | The demands made of me are manageable | 93% | The demands made of me are manageable | 74% |
| Control | I have enough control over the way that I carry out my work | 88% | I have enough control over the way that I carry out my work | 78% |
| Relationships | My relationships with others at work are good | 98% | My relationships with others in my school/team/centre are good | 93% |
| Change | In my team/school/centre, change is managed effectively | 83% | In my team/school/centre, change is managed effectively | 66% |
| Role | I have a clear understanding of what I need to achieve in my job | 96% | I have a clear understanding of what the objectives of my role are | 99% |
| Role | I have a clear understanding of how I should carry out my job | 92% | I have a clear understanding of how I should carry out my role | 99% |
| Environment | My physical working environment allows me to carry out my job comfortably | 82% | My physical working environment allows me to carry out my job comfortably | 77% |
| Communication | There is effective communication within my team/school/centre | 79% | There is effective communication within my team/school/centre | 71% |



Appendix D - Staffwise and Heartbeat Data

Staffwise (4901) and Heartbeat (1987) Findings

| HSE Management Standard / FC Cultural Attribute | Survey Statements (Staffwise and Heartbeat) 6888 responses in total | Response Rating |
|---|---|-----------------|
| Support | I have regular and effective Supervision | 95% |
| | I have appropriate support from my line manager | 90% |
| | I trust my direct Line Manager | 77% |
| | I get the help and support I need from those I engage with to enable me to do my job well | 73% |
| Ethos | There is a positive ethos in my team/school/centre | 78% |
| | I can act as a role model for Fife Council's values in my day-to-day work | 95% |
| | I treat people in the way that I would like to be treated | 99% |
| Demands | The demands made of me are manageable | 71% |
| | I can motivate myself to change the way I work when circumstances change | 94% |
| Control | I have enough control over the way that I carry out my work | 84% |
| | I feel involved in decisions relating to my job | 51% |
| Relationships | My relationships with others in my school/team/centre are good | 96% |
| | I work to build positive relationships with those I engage with | 99% |
| Change | In my team/school/centre change is managed effectively | 72% |
| | I understand Fife Council's plans for the future | 36% |
| Role | I have a clear understanding of what the objectives of my role are | 96% |
| | The work that I do makes a positive difference in my community | 85% |
| Role | I have a clear understanding of how I should carry out my role | 94% |
| | I have a clear understanding of how to do my job | 87% |
| Environment | My physical working environment allows me to carry out my job comfortably | 77% |
| | I feel involved in decisions relating to the environment I work in | 49% |
| | I would recommend Fife Council as a great place to work | 49% |
| Communication | There is effective communication within my team/school/centre | 72% |

Improvement Priority Themes

| Staffwise Themes (including those identified through narrative responses) | Heartbeat Themes (sub-categories) |
|--|--|
| Demands (unrealistic, strategic priorities v operational – balance, staffing) | Technology, skills and support |
| Change (lack of consultation, communication, systems) | Feeling listened to and consulted on changes |
| Environment (IT, workspaces, buildings, classroom temperatures) | Building fabric and infrastructure (including room layout and equipment) |
| Communication (All levels) | Communication |
| Workload (increasing, unmanageable) | Capacity and workload |
| Incidents of Violence and Aggression (frequency, level, intimidating) | |
| Feeling of disconnect from other services (out with own team) | |
| Low Morale | |

Appendix E - Survey Methodology

- 1.1 The Staffwise survey, which is delivered securely online, consists of 11 main statements, offering the respondent to select one of five possible options in terms of their agreement from 'strongly disagree' to 'strongly agree'.
- 1.2 In addition, at the end of the survey, there is an opportunity to select a maximum 3 priorities the employee feels should be a focus for their setting. This then leads to an optional open text field inviting comments in relation to the improvement priorities selected.
- 1.3 The survey, which is voluntary and anonymous, is available online to all staff and can be completed at work or at a time and place convenient to the staff member. While the survey is live, response rates are regularly monitored and support is given to schools, teams and centres to ensure as many staff as possible participate. Staffwise is designed to access the views of all staff working in the Education and Children's Services Directorate.
- 1.4 One of the first questions in the survey asks staff to identify their place of work (school or team). Issues with response rates can arise where, for example, a peripatetic member of staff selects a particular school where they may spend a proportionately higher amount of their time rather than their 'team'. This can skew the results of a particular establishment, but not the overall picture when the results are collated.
- 1.5 The email addresses of all Education and Children's Services colleagues were used to make the link to the online survey available to staff. This is in addition to regular submissions to the Directorate's HT/Service Manager weekly update, the All Staff bulletin, the Employee App, the new staff Intranet and requests to Headteachers and team managers to raise awareness of the survey.
- 1.6 The priority for generating and distributing the statistical reports was agreed as the earliest point possible after a February window for completion. The quantitative information was shared in May. It was agreed that the narrative reports would be shared early in the 22/23 session, to allow time for these to be analysed and any inappropriate comments redacted.

15th November 2022.
Agenda Item No. 5

Senior Phase Stage - Based Outcomes

Report by: Maria Lloyd, Head of Service, Education & Children's Services

Wards Affected: All Wards

Purpose

The purpose of this report is to provide members with an update on current progress in improving attainment in the senior phase of secondary schooling (stages S4 – S6).

This report provides an overview and brief commentary on the outcomes for Fife for 2022 for cohorts of learners and for specific groups of learners. The report analyses these in relation to the 5-year attainment trends for Fife and provides further analysis of Fife outcomes in relation to National attainment. This report also describes the ongoing work in improving outcomes for learners in the Senior Phase of Secondary school.

Recommendation(s)

It is recommended that the Education Scrutiny Committee:

1. Scrutinise and comment on the senior phase attainment for session 2021/22 in the context of Fife's 5-year attainment trends.
2. Endorse the next steps identified for Session 2022-23.
3. Encourage Local Elected Members to meet with Secondary Head teachers to discuss their individual school's 2021/22 attainment outcomes and their approaches to improving attainment.

Resource Implications

There are no immediate resource implications associated with this report.

Legal & Risk Implications

There are no specific legal and risk implications associated with this report.

Impact Assessment

An Equalities Impact Assessment has not been completed and is not necessary at this stage, as the proposals within the report do not currently represent a change to policy.

Throughout the session, there have been a number of letters issued to both parents/carers and pupils by the Head of Service to keep them fully informed of the process being used for awarding SQA qualifications in 2022. This included information on the Appeals process (https://www.sqa.org.uk/sqa/files_ccc/nq-2022-appeals-service.pdf).

1.0 Background and context

Background

- 1.1 Following the decision by the Scottish Government to cancel the 2021 exam diet for National 5 awards in October 2020 and subsequently cancel the exam diet for Higher and Advanced Higher awards in December 2020, SQA qualifications for 2021 were awarded based on the Alternative Certification Model (ACM) devised by the SQA, details of which were outlined in the report to Education and Children Services Committee in August 2021. [SQA Results 2021 Committee Report](#)
- 1.2 This session 2021-22 was the first year of SQA exams since session 2019. In Session 2021 – 2022 COVID-19 continued to impact on schools and young people. The SQA Exam Diet went ahead and SQA provided guidance in relation to the Exam Exceptional Circumstances Consideration Service (EECCS) regarding young people who were unable to sit exams or complete coursework by deadlines.
- 1.3 In addition, the SQA introduced changes to assessment requirements for qualifications in 2021. In some cases, this led to assessment elements being removed. The changes introduced in session 2020/21 continued into session 2021/22. To reflect the ongoing impact of Covid-19, further additional modifications were made to final exams across a range of subjects. Across subjects, modifications to assessment requirements would have differing impacts on candidate performance in the course.
- 1.4 The difference in approaches to accreditation in each of the last three academic sessions is significant when interpreting attainment trends. It is important to note that differences in outcomes in 2020 and 2021 may reflect alternative assessment and certification, rather than performance.

National context

- 1.5 There is a long-standing and well evidenced challenge facing Scotland, regarding equity of educational outcomes. This “attainment gap” exists for different reasons for a wide range of learners. It can be measured by data for a wide range of socio-economic indicators, including Scottish Index of Multiple Deprivation (SIMD), the proportion of pupils on the school roll who are registered for free school meals (FMR), child poverty data, parental occupation, and educational qualifications. The attainment gap is also linked to the needs and life experiences of children and young people and is evident for groups including children with a need for an additional support with learning (ASL), looked after and care experienced children.
- 1.6 Raising attainment and closing the equity gap remain key national policy priorities. [The National Improvement Framework and Improvement Plan \(2021\)](#) describes the national policy framework for schools in Scotland to achieve this goal. It sets out expectations for schools to deliver both *excellence* (ensuring all children and young people acquire a broad range of skills and capacities at the highest levels) and *equity* (ensuring that every

child and young person thrives and has the best opportunity to succeed, regardless of their social circumstances, support needs or personal circumstances).

Fife context

- 1.7 Improving educational attainment for all groups remains a key ambition of the [Plan for Fife](#) and Closing the Attainment Gap is a key improvement priority within the current Education and Children's Services Directorate Improvement Plan.
- 1.8 The Covid pandemic continued to have a significant impact across Fife schools in session 21/22.
 - Attendance in session 21/22 for both pupils and staff was affected by the increase in cases resulting from the spread of the Omicron variant of Covid-19. Making an exact, like-for-like comparison for attendance over the past three years is difficult, as recording categories and methods have been different for periods when schools have been closed due to Covid. However, overall levels of recorded attendance in 2021/22 continue to indicate that Covid has had a significant impact (86.8% for 2021/22 compared with 90.5% in 2018/19, prior to the Covid pandemic).
 - The authority has further developed the data available to schools to support the identification of learners who would benefit from support to attend. The authority has also redeveloped its Attendance Strategy and all schools are further developing their school strategies to support improved school attendance.
 - The interruption to learning caused by the pandemic continues to have an impact in terms of relationships, emotional resilience, mental health and therefore on improving attainment.

The local authority role in raising attainment

- 1.9 The improvement priorities for the Education and Children's Services Directorate are set out in the Directorate's Improvement Plan, a copy of which can be found at: www.fife.gov.uk/ECsplan2022. The priorities are:
 - **Delivering the Promise.** Further developing the Directorate's strategies to improve outcomes and experiences for vulnerable children, including those on the edge of care and looked after children.
 - **Closing the Attainment Gap.** Building on existing experience in the use of the improvement methodologies to ensure that attainment recovers and further improves, and that the attainment gap closes significantly.
 - **Improving Opportunity.** Ensuring that overall levels of achievement, attainment and employability skills improve for young people across the cohort.
 - **Supporting Wellbeing.** Further developing support for the mental and physical health of children, young people and families, and of staff; this includes Our Minds Matter.
 - **Empowering all.** Further developing leadership at all levels within the Directorate, to ensure that the Directorate's capacity for further improvement continues to grow during the ongoing period of recovery from the Covid pandemic.

1.10 In order to achieve improved attainment this the local authority provides a range of supports directly to improve outcomes for learners in secondary schools:

- School attainment reviews are held by Senior Education Officers with each school Senior Leadership Team and actions are developed and implemented.
- Secondary Head teacher meetings have a focus on improving attainment.
- Officers link to each school to support and challenge school leaders to create robust and appropriate School Improvement Plans
- Schools are provided with a range of National, local and school specific data to support understanding of the school's context and identify gaps in attainment at cohort, subject and individual pupil level.
- The authority leads Learning Partnership reviews across schools to facilitate collaborative review of practice and support the work of schools in relation to attainment. All Secondary schools participate in this.
- Senior Education Officers facilitate structured opportunities for professional learning for senior school leaders to support the sharing of best practice in improving outcomes for learners.
- Professional Learning in relation to self- evaluation and quality improvement methodology is provided for leaders across schools.
- Subject networks support principal teachers and class teachers to build their experience of moderation of assessment judgements and to promote a shared understanding of standards in relation to senior phase qualifications.
- The Fife Positive Destinations Network provides ongoing support to schools to maximise positive destinations for learners.
- Training on use of data via Power BI and Insight is available locally and nationally.
- Support and challenge are provided for schools in relation to their planned interventions to reduce the poverty related attainment gap.
- The South East Improvement Collaborative (SEIC) provides additional support to schools by facilitating collaborative opportunities for Fife schools to work with schools across SEIC
- Area committee meetings allow for further scrutiny by local Elected Members.

Raising attainment in secondary schools

1.11 As part of the Working Time Agreement (WTA), all schools develop and agree their Quality Improvement calendar. Throughout the school session, schools engage in a range of quality improvement practices to improve attainment. These can include:

- Development of School Improvement Plans which set clear improvement targets, articulate measurable outcomes for learners and describe appropriate actions.
- Analysis of SQA attainment at cohort, subject, class and individual level to inform improvement planning.
- Supporting attainment action planning at subject level through Subject Scrutiny Reviews in each department of a school.
- Developing school-based approaches to improving the quality of learning and teaching.
- Tracking and monitoring of all learners at key points in the session to identify progress, gaps, concerns and plan appropriate, timely interventions especially for those who need targeted interventions.
- Tracking of groups or individual learners with identified barriers to learning and allocation of additional support as required.

- Ensuring learning conversations with learners to support their understanding of their progress and identify next steps in their learning.
- Regular communication with parents to inform them of progress and next steps in their child’s learning.
- Providing study support opportunities throughout the session and during Easter holidays.
- After school and online support for those experiencing attendance issues.
- Developing curricular pathways with college and other partners to ensure appropriate progression and maximise attainment.
- Tracking of attendance and planned support for those experiencing attendance difficulties.

2.0 Literacy and numeracy

S4 Literacy and Numeracy

- 2.1 Literacy and numeracy are key skills for learning and future sustained employability. Ensuring that young people are equipped with attainment in these key skills is a key goal by the end of stage S4.
- 2.2 Figure 1, below, provides an overview of outcomes for literacy by the end of stage S4. As can be seen:
- Outcomes at SCQF level 4 for literacy in Fife closely match those seen across Scotland, with a slight improvement over the past five years.
 - Outcomes at SCQF level 5 for literacy in Fife are somewhat lower than the outcomes seen across Scotland, due to a more significant rate of improvement nationally.

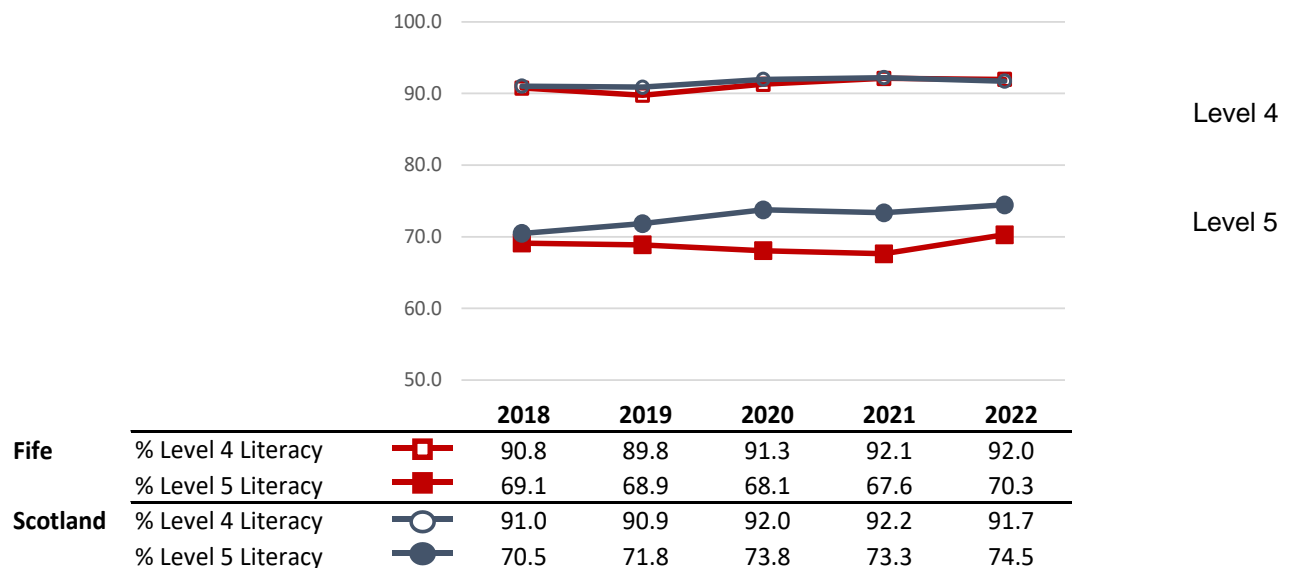


Figure 1. The percentage of S4 pupils achieving an award in literacy by the end of stage S4, at SCQF levels 4 and 5.

2.3 Figure 2, below, provides an overview of outcomes for numeracy by the end of stage S4. As can be seen:

- Outcomes at SCQF level 4 for numeracy in Fife are slightly higher than those seen across the rest of Scotland and have shown some improvement over the past five years.
- Outcomes at SCQF level 5 for numeracy in Fife closely match those seen across Scotland and reflect a significant improvement over the past five years.

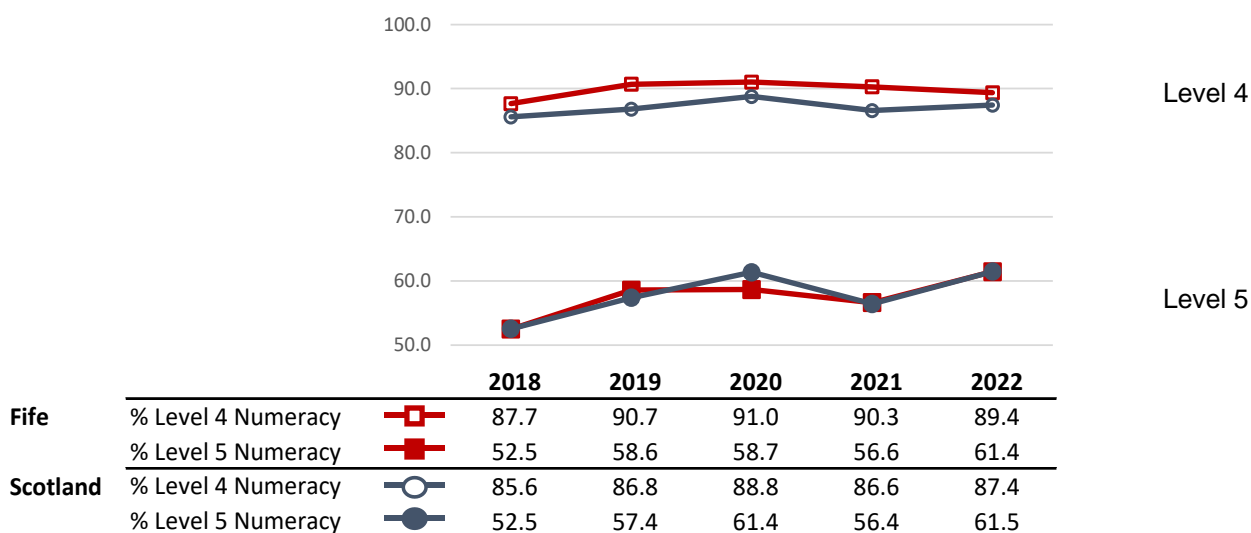


Figure 2. The percentage of S4 pupils achieving an award in numeracy by the end of stage S4, at SCQF levels 4 and 5.

The attainment gap in literacy and numeracy

2.4 Appendix 1 provides an overview of the attainment gap between SIMD Quintile 1 (areas identified as being in the most deprived 20% across Scotland) and SIMD Quintile 5 (areas identified as being in the least deprived 20% across Scotland). The appendix includes data relating to a range of qualifications and qualification sets that enable better post school opportunities for young people, including a number of measures of literacy and numeracy.

2.5 As can be seen from the literacy and numeracy data in Appendix 1, there have been significant improvements for S4 pupils living in SIMD quintile 1 over the past five years, with a significant closing of the attainment gap. In particular:

- There has been a 6.0% increase in the percentage of SIMD 1 pupils achieving literacy and numeracy at SCQF level 4 with an increase from 73.9% to 79.8% between 2017/18 and 2021/22. This has resulted in a 5.0% reduction in the attainment gap for this measure.
- There has been a 7.2% increase in the percentage of SIMD 1 pupils achieving literacy at SCQF level 5 (with an increase from 50.6% to 57.8% between 2017/18 and 2021/22). This has resulted in a 9.4% reduction in the attainment gap for this measure.
- There has been a 12.6% increase in the percentage of SIMD 1 pupils achieving numeracy at SCQF level 5 (with an increase from 34.0% to 46.6% between 2017/18 and 2021/22). This has resulted in a 11.6% reduction in the attainment gap for this measure.

2.6 Overall, outcomes for literacy and numeracy for pupils living in SIMD quintile 5 have remained broadly constant over the past five years, but with levels of attainment being generally high.

Areas for further improvement

2.7 Appendix 2 provides a comparison of overall outcomes in Fife with those seen across Scotland. The appendix includes the same range of qualifications and qualification sets as appendix 1, including the same measures of literacy and numeracy.

2.8 As can be seen from appendix 2:

- Combined Outcomes for literacy and numeracy at SCQF level 4 are better in Fife than those seen across Scotland (2.4% higher in 2021/22). This is largely due to Fife's higher levels of attainment for numeracy at SCQF level 4 (see figure 2).
- Outcomes for numeracy at SCQF level 5 are in line with those seen across Scotland.
- However, outcomes for literacy at SCQF level 5 are significantly lower than those seen across Scotland as a whole (4.2% lower in 2021/22).

2.9 Appendix 3 provides a comparison of overall outcomes in Fife for a number of different groups of learners. The appendix includes the same range of qualifications and qualification sets as appendices 1 and 2.

2.10 As can be seen from appendix 3, attainment in literacy and numeracy is generally lower for disadvantaged and vulnerable young people, with attainment being particularly low for looked after children. Published data for the rest of Scotland shows a similar picture, with significant attainment gaps for disadvantaged and vulnerable young people.

2.11 Further analysis of the data shows that:

- There are significant overlaps between these groups (e.g. with many, but not all, pupils living in SIMD quintile 1 having an additional support need or being looked after, etc).
- Levels of attainment are particularly low for young people facing multiple barriers to learning (e.g. for those living in SIMD quintile 1 who have an additional support need and are registered for free school meals, etc).
- Outcomes vary significantly within the group of pupils with additional support needs, reflecting both the ways in which different needs present a barrier to learning and the extent to which those needs are being well met.

Supporting further improvements in literacy and numeracy

2.12 Further improving attainment in literacy and numeracy for disadvantaged and vulnerable young people remains a key area for improvement, including for those with an additional support need, our looked after and care experienced young people. Significant further improvement will require an ability to understand and respond to a diverse range of barriers to learning, particularly multiple barriers to learning. This is a key focus of improvement activity at the present time.

2.13 In order to support this work, the Directorate is extending its use of stretch targets (which have been used to support improvement in literacy and numeracy in primary schools) to the secondary sector.

- 2.14 Schools have been provided with a range of data to help them identify and set their own stretch targets, including data about:
- The school's context in particular, the school's SIMD profile.
 - The range of outcomes seen across Scotland within each social context (e.g. the range of outcomes for each SIMD quintile, etc).
- 2.15 The goal is to ensure that Fife's schools are aiming to achieve a high level of performance across SCQF levels 3, 4 and 5 for both literacy and numeracy separately.
- 2.16 Work is being undertaken collaboratively with secondary schools to develop an approach to setting stretch targets that can be used as the basis for ongoing improvement during the next Directorate Improvement Plan period (which will run from August 2023 – July 2026).

3.0 Attainment outcomes

- 3.1 Appendix 2 provides a comparison of overall outcomes in Fife with those seen across Scotland, as well as improvement trends over the past five years in Fife. Data is presented for a range of key qualifications and qualification sets that might typically be achieved in stages S4 or S5 (including some measures of literacy and numeracy, discussed in section 2).
- 3.2 Key points for S4:
- Generally, improvements over the past five years across S4 outcomes, particularly for SCQF level 4 including literacy and numeracy.
 - Less improvement seen at levels of attainment below SCQF level 4. In this group most learners have specific support needs and/or they experience multiple barriers to learning.
 - Less improvement also seen at SCQF level 5. Literacy attainment and wider attainment at SCQF level 5 are significantly below levels of attainment seen across Scotland.
- 3.3 Key points for S5:
- Important to note that S5 staying on rates in Fife (85.0% in 2021/22) are lower than for Scotland as a whole (88.1% in 2021/22).
 - Improvements in the percentage of young people achieving good grades (grade A or B) for 4 or more Highers by the end of S5. Outcomes close to Scotland.
 - Little improvement or falling attainment levels for Highers more generally in Fife.
- 3.4 Appendix 1 provides an overview of attainment outcomes for SIMD quintiles 1 (the most deprived) and 5 (the least deprived). It highlights that:
- S5 outcomes have improved for young people living in SIMD Quintile 5, particularly for higher levels of attainment.
 - However, little change in S5 attainment overall for young people living in SIMD quintile 1.

Areas for improvement

- 3.5 There is a need to significantly improve S4 attainment for young people with significant and complex needs, and for those who face multiple barriers to attainment. This is a national challenge.
- 3.6 There is a close connection between this work and action to address poverty and the lives of care experienced young people – the focus of national policy for the Promise <https://thepromise.scot/>. This is a group who often attain at or below SCQF level 4. Their outcomes closely match those seen across Scotland (appendix 2). However, outcomes for this group are significantly poorer than for other young people (appendix 3).
- 3.7 There is also a need to significantly improve attainment outcomes for young people with less significant support needs, and those facing some barriers to attainment. These young people are typically achieving some awards at SCQF level 5 by the end of S4 – often literacy (appendix 3). However, fewer of such young people in Fife are achieving multiple awards at SCQF level 5 (e.g. 3 or more National 5s) than would be the case across Scotland as a whole.
- 3.8 Improving S4 outcomes for the group highlighted in 3.6 above would also feed through to improved outcomes by the end of S5 for young people in a range of disadvantaged groups, including those living in SIMD quintile 1.

4.0 Improvement Priorities, Next Steps and Conclusion

4.1 Our Improvement Priorities

As was noted in section 3, we need to improve outcomes for three distinct groups of learners:

- Young people with significant or complex support needs.

This group of pupils will often be achieving attainment at SCQF levels 1-3. Outcomes in Fife for this group are similar to those seen nationally. However, there is a clear imperative – as highlighted in the *Morgan Review* [additional-support-learning-action-plan-progress-report](#) – to ensure that we are supporting these young people to fully develop their individual potential. This will often involve additional levels of educational and other support.

- Young people facing complex multiple barriers to learning, including significant socio-economic barriers (e.g. living in areas of deprivation **and** household poverty) combined with other support needs (e.g. being a young carer, household/personal disability, etc).

There is a significant overlap for this group with the policy challenge of *the Promise* <https://thepromise.scot/> and the wider *Tackling Poverty* agenda. Successfully addressing these barriers will frequently require successful partnership working, including close working between schools and educational services and partnership additional services, whose support may be needed at during particular times. Evidence would suggest that outcomes for this group are typically similar to those for similar young people across Scotland, often with attainment at SCQF level 4 with limited attainment at SCQF level 5. However, these outcomes are significantly poorer

than those of most other young people. This will be a key group to help improve outcomes within the *National Improvement Framework* over the longer term.

- Young people facing some barriers to learning as a result of their socio-economic circumstances (e.g. living in an area of deprivation or household poverty) and/or some additional support needs.

Evidence would suggest that although this group is often attaining at SCQF level 5, Fife young people in this group are significantly less likely than those in other parts of Scotland to achieve multiple awards at SCQF level 5 and to progress to attaining Highers in S5. Targeted interventions, supported by effective tracking and monitoring, will be key to improving outcomes for this group. This will be a key group to help improve outcomes within the *National Improvement Framework* [National-Improvement-Framework](#) over the shorter term.

- 4.2 Ensuring improved outcomes for each of the three groups highlighted above will require a more precise understanding of the individual barriers to learning faced by a diverse range of young people. The Education and Children's Services Directorate is currently working to improve its use of data to this end.
- 4.3 To help support a focus on outcomes for disadvantaged and vulnerable young people, the main measures reported nationally are included as scorecard measures, where most relevant to Directorate outcomes (see Appendix 4).
- 4.4 The Directorate is also reviewing its approach to performance management of Fife schools, to improve the support for schools in targeting, tracking and monitoring support for young people. This includes refreshing the Directorate's approach to the use of stretch targets, which have been used as a tool to support Attainment Reform work within the primary sector for the past two years.
- 4.5 Work on these improvement activities is being undertaken within the current school year and will form the basis for the new three-year Directorate Improvement Plan, which will be finalised in June next year.
- 4.6 **Next steps: building on current best practice at school level to progress our priorities.**
 - Further develop consistent approaches to attendance monitoring and develop capacity across Fife to provide high quality interventions to support improved attendance and achieve the stretch targets for each school and Fife's overall target of 88.8% - to match attendance levels in similar areas of Scotland by the end of the current school year.
 - Within the wider approaches to target setting, build school leaders' capacity to establish meaningful short term stretch targets for 22/23 for all secondary schools in relation to key attainment measures including attendance, literacy, numeracy and positive destinations.
 - Further develop collective accountability for Fife wide outcomes by developing school leaders' understanding of the levels of achievement which individual schools require to secure to ensure Fife achieves its stretch target.

- Support the quality of the stretch target setting process by providing stretch target data sets which reflect the prior attainment of the school and the social context of the school community.
- Ensure that short-term stretch targets are ambitious but achievable and that: the targets set for levels of attainment (overall, in SIMD Quintile 1, and in SIMD Quintile 5) are in line with higher levels of attainment than have been achieved in the past.
 - that the rates of improvement required are in line with more significant rates of improvement achieved in earlier years.
 - that the targets will contribute over the medium term to Fife significantly improving attainment and closing the attainment gap.
- Systematic monitoring of progress against stretch targets at school level is being implemented.
- Build capacity with leadership at all levels to interrogate and analyse data to support well targeted improvement interventions.
- Continue to develop the role of the Subject networks to support Fife wide moderation and teacher judgment.
- Subject lead teachers and SQA coordinators to continue to meet regularly to ensure they are sharing practice across schools
- During the period of school closures, schools developed their ability to deliver a quality online experience for learning and this practice was further developed in session 21/22 to support learners experiencing significant absences from school. Schools will continue to build on their use of digital learning opportunities.
- Supporting learners' mental health continues to be a priority in our schools. Schools are using Fife's Our Minds Matter framework to build their capacity to support learners. Strong partnership work continues to be a priority to help address mental health concerns.

Conclusion

- 4.7 Attainment across a range of key measures for Fife's S4 cohort in 2021/22 shows a positive improving 5-year trend and is broadly in line with National attainment. Numeracy at Level 5 shows significant improvement over the 5-year period.
- 4.8 Attainment outcomes for the S5 cohort at Higher level sits below National attainment and there is a less positive picture in relation to Fife's 5- year trend. Whilst there has been improvement for those achieving the highest grades (4 or more Highers at A/B passes by the end of S5) there has been little improvement or a decline in attainment for Highers more generally.
- 4.9 It is recognised that within each cohort, there are specific groups of disadvantaged learners whose outcomes are generally less positive than the general cohort. Improving educational attainment for all groups and Closing the Attainment Gap is a key improvement priority within the current Education and Children's Services Directorate Improvement Plan. This is reflected in all school improvement plans for session 22/23.

- 4.10 The Education and Children’s Services Directorate has a clear understanding of the disadvantaged groups who require additional focus to improve attainment. The quality improvement processes at authority and school level described in this report are focussed on achieving this over the next 3 years.

Glossary of Terms

SIMD (Scottish Index of Multiple Deprivation). SIMD is the Scottish Government's standard approach to measuring relative levels of deprivation across Scotland. It provides information about a range of resources and opportunities available to families living in a local community. These relate to income, employment, education, health, access to services, crime and housing. Further information can be found at: <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

SIMD Quintiles. Each local area in Scotland is classified as being within one of five families, called SIMD quintiles. These reflect the overall level of multiple deprivation recorded by SIMD for that area. SIMD Quintile 1 (often abbreviated to **SIMD Q1**) refers to the most deprived areas, as measured by SIMD. SIMD Quintile 5 (often abbreviated to **SIMD Q5**) refers to the least deprived areas, as measured by SIMD.

List of Appendices

1. An overview of the attainment gap
2. An overview of cohort wider attainment
3. An overview of outcomes for disadvantaged and vulnerable young people
4. The Education & Children’s Services Directorate Scorecard

Background Papers

1. SQA Appeals process - https://www.sqa.org.uk/sqa/files_ccc/nq-2022-appeals-service.pdf
2. SQA Qualifications for 2021 Committee Report - [SQA Results 2021 Committee Report](#)
3. The National Improvement Framework - [National-Improvement-Framework](#)
4. Plan for Fife - [Plan for Fife](#)
5. The Promise - <https://thepromise.scot/>
6. Additional support for Learning Action Plan progress report [additional-support-learning-action-plan-progress-report](#)
7. Scottish Index of Multiple Deprivation (SIMD) - <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

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Appendix 1 - comparison of outcomes for pupils living in SIMD Quintiles 1 and 5

| S4 pupils in SIMD Quintile 1 (most deprived) | | | S4 pupils in SIMD Quintile 5 (least deprived) | | | Attainment gap (SIMD Q5 - Q1) at end of S4 | | |
|--|------------------------|--|---|-----------------------|--|--|-----------------------|--|
| 2021/22 | 2017/18 | Change in outcomes | 2021/22 | 2017/18 | Change in outcomes | 2021/22 | 2017/18 | Change in attainment gap |
| 96.4% | 94.5% | 1.9% of pupils achieved awards at SCQF level 1 or above | 99.2% | 98.1% | 1.1% of pupils achieved awards at SCQF level 1 or above | 2.9% | 3.6% | -0.8% for pupils achieving awards at SCQF level 1 or above |
| 81.5% | 74.7% | 6.9% of pupils achieved 3 or more National 4 awards | 96.6% | 94.7% | 1.9% of pupils achieved 3, 4 or 5 National 4 awards | 15.1% | 20.1% | -5.0% for pupils achieving 3, 4 or 5 National 4 awards |
| 79.8% | 73.9% | 6.0% of pupils achieved literacy & numeracy at SCQF level 4 | 95.0% | 94.0% | 1.0% of pupils achieved literacy & numeracy at SCQF level 4 | 15.1% | 20.1% | -5.0% for pupils achieving literacy & numeracy at SCQF level 4 |
| 57.8% | 50.6% | 7.2% of pupils achieved literacy at SCQF level 5 | 84.6% | 86.8% | -2.2% of pupils achieved literacy at SCQF level 5 | 26.8% | 36.2% | -9.4% for pupils achieving literacy at SCQF level 5 |
| 46.6% | 34.0% | 12.6% of pupils achieved numeracy at SCQF level 5 | 79.2% | 78.2% | 1.0% of pupils achieved numeracy at SCQF level 5 | 32.6% | 44.2% | -11.6% for pupils achieving numeracy at SCQF level 5 |
| 31.3% | 30.0% | 1.3% of pupils achieved 3 or more National 5 passes | 70.9% | 75.1% | -4.2% of pupils achieved 3, 4 or 5 National 5 passes | 39.6% | 45.1% | -5.5% for pupils achieving 3, 4 or 5 National 5 passes |
| S5 pupils in SIMD Quintile 1 (most deprived) | | | S5 pupils in SIMD Quintile 5 (least deprived) | | | Attainment gap (SIMD Q5 - Q1) at end of S5 | | |
| 2021/22 | 2017/18 | Change | 2021/22 | 2017/18 | Change | 2021/22 | 2017/18 | Change |
| 27.8% | 30.7% | -2.9% of pupils achieved 1 or more Higher passes | 73.7% | 74.6% | -0.9% of pupils achieved 1 or more Higher passes | 45.9% | 43.9% | 2.0% for pupils achieving 1 or more Higher passes |
| 12.7% | 13.9% | -1.2% of pupils achieved 3 or more Higher passes | 54.6% | 49.8% | 4.8% of pupils achieved 3, 4 or 5 Higher passes | 41.9% | 35.9% | 6.0% for pupils achieving 3, 4 or 5 Higher passes |
| 4.9% | 4.8% | 0.1% of pupils achieved 4 or more Highers at grades A or B | 31.1% | 25.4% | 5.7% of pupils achieved 4 or 5 Highers at grades A or B | 26.2% | 20.7% | 5.6% for pupils achieving 4 or 5 Highers at grades A or B |
| 2.0% | 0.8% | 1.2% of pupils achieved 4 or more Highers at grade A | 16.3% | 12.5% | 3.8% of pupils achieved 4 or 5 Highers at grade A | 14.3% | 11.6% | 2.7% for pupils achieving 4 or 5 Highers at grade A |
| Colour coding for cohort outcomes | 97.5% 50.0% 2.5% | Outcomes achieved by almost all pupils Outcomes achieved by half of the pupils Outcomes achieved by a few pupils | Colour coding for change in outcomes | 9.0% 0.0% -9.0% | Large, positive difference / change Little difference / change Large, negative difference / change | Colour coding for change in the gap | -9.0% 0.0% 9.0% | Significant closing of the attainment gap Little change Significant widening of the attainment gap |





Appendix 2 - an overview of cohort wider attainment for S4 pupils and S5 pupils in 2021/22

| Overall achievements of Fife S4 pupils in 2021/22 | | Relevance of qualification set to post school opportunities | Overall achievements of Scotland S4 pupils in 2021/22 | | Difference between Fife and Scotland in 2021/22 | | Five year trend for Fife (2017/18 to 2021/22) | |
|--|--|---|---|--|--|--|---|--|
| 97.6% | of pupils achieved awards at SCQF level 1 or above | Have accredited achievement to evidence personal skills | 97.2% | of pupils achieved awards at SCQF level 1 or above | 0.4% | for pupils achieving awards at SCQF level 1 or above | 0.7% | change in pupils achieving awards at SCQF level 1 or above |
| 88.8% | of pupils achieved 3 or more National 4 awards | Are qualified for a range of selective Modern Apprenticeships & employment opportunities | 89.0% | of pupils achieved 3, 4 or 5 National 4 awards | -0.2% | for pupils achieving 3, 4 or 5 National 4 awards | 2.7% | change in pupils achieving 3, 4 or 5 National 4 awards |
| 87.2% | of pupils achieved literacy & numeracy at SCQF level 4 | Are able to evidence accredited achievement of both key literacy and key numeracy skills | 84.8% | of pupils achieved literacy & numeracy at SCQF level 4 | 2.4% | for pupils achieving literacy & numeracy at SCQF level 4 | 2.3% | change in pupils achieving literacy & numeracy at SCQF level 4 |
| 70.3% | of pupils achieved literacy at SCQF level 5 | Are able to evidence accredited achievement of more advanced literacy skills | 74.5% | of pupils achieved literacy at SCQF level 5 | -4.2% | for pupils achieving literacy at SCQF level 5 | 1.2% | change in pupils achieving literacy at SCQF level 5 |
| 61.4% | of pupils achieved numeracy at SCQF level 5 | Are able to evidence accredited achievement of more advanced numeracy skills | 61.5% | of pupils achieved numeracy at SCQF level 5 | 0.0% | for pupils achieving numeracy at SCQF level 5 | 9.0% | change in pupils achieving numeracy at SCQF level 5 |
| 51.7% | of pupils achieved 3 or more National 5 passes | Are qualified for a range of more selective Modern Apprenticeships & employment opportunities | 61.3% | of pupils achieved 3, 4 or 5 National 5 passes | -9.7% | for pupils achieving 3, 4 or 5 National 5 passes | 0.5% | change in pupils achieving 3, 4 or 5 National 5 passes |
| Overall achievements of S5 pupils (based on S4 roll) | | Relevance of qualification set to post school opportunities | Overall achievements of Scotland S5 pupils in 2021/22 | | Difference between Fife and Scotland in 2021/22 | | Five year trend for Fife (2017/18 to 2021/22) | |
| 49.8% | of pupils achieved 1 or more Higher passes | Are qualified for an HNC, providing a route to Higher Education | 57.0% | of pupils achieved 1 or more Higher passes | -7.2% | for pupils achieving 1 or more Higher passes | -1.8% | of pupils achieved 1 or more Higher passes |
| 30.8% | of pupils achieved 3 or more Higher passes | Are qualified for direct entry to Higher Education for a wide range of courses | 36.9% | of pupils achieved 3, 4 or 5 Higher passes | -6.1% | for pupils achieving 3, 4 or 5 Higher passes | 0.2% | of pupils achieved 3, 4 or 5 Higher passes |
| 15.6% | of pupils achieved 4 or more Highers at grades A or B | Are qualified for more selective degree courses (e.g. science, etc) | 19.3% | of pupils achieved 4 or 5 Highers at grades A or B | -3.7% | for pupils achieving 4 or 5 Highers at grades A or B | 2.4% | of pupils achieved 4 or 5 Highers at grades A or B |
| 7.8% | of pupils achieved 4 or more Highers at grade A | Are qualified for the most selective degree courses (e.g. veterinary science, medicine) | 9.7% | of pupils achieved 4 or 5 Highers at grade A | -1.9% | for pupils achieving 4 or 5 Highers at grade A | 2.4% | of pupils achieved 4 or 5 Highers at grade A |
| Key to colour coding | | 9.0% | Large, positive difference / change | 97.5% | Outcomes achieved by almost all pupils within the corresponding S4 year group | | | |
| | | 0.0% | Little difference / change | 50.0% | Outcomes achieved by half of the pupils within the corresponding S4 year group | | | |
| | | -9.0% | Large, negative difference / change | 2.5% | Outcomes achieved by a few pupils within the corresponding S4 year group | | | |







Appendix 3 - an overview of cohort wider attainment for disadvantaged groups of S4 pupils and S5 pupils in 2021/22

| Overall achievements of S4 pupils in 2021/22 | | Relevance of qualification set to post school opportunities | For S4 pupils living in SIMD Quintile 1 | For S4 pupils with additional support needs | For S4 pupils who were looked after | | | |
|--|--|---|---|--|-------------------------------------|--|-------|--|
| 97.6% | of pupils achieved awards at SCQF level 1 or above | Have accredited achievement to evidence personal skills | 96.4% | of pupils achieved awards at SCQF level 1 or above | 95.3% | of pupils achieved awards at SCQF level 1 or above | 93.8% | of pupils achieved awards at SCQF level 1 or above |
| 88.8% | of pupils achieved 3 or more National 4 awards | Are qualified for a range of selective Modern Apprenticeships & employment opportunities | 81.5% | of pupils achieved 3, 4 or 5 National 4 awards | 79.4% | of pupils achieved 3, 4 or 5 National 4 awards | 59.4% | of pupils achieved 3, 4 or 5 National 4 awards |
| 87.2% | of pupils achieved literacy & numeracy at SCQF level 4 | Are able to evidence accredited achievement of both key literacy and key numeracy skills | 79.8% | of pupils achieved literacy & numeracy at SCQF level 4 | 77.4% | of pupils achieved literacy & numeracy at SCQF level 4 | 58.3% | of pupils achieved literacy & numeracy at SCQF level 4 |
| 70.3% | of pupils achieved literacy at SCQF level 5 | Are able to evidence accredited achievement of more advanced literacy skills | 57.8% | of pupils achieved literacy at SCQF level 5 | 53.0% | of pupils achieved literacy at SCQF level 5 | 32.3% | of pupils achieved literacy at SCQF level 5 |
| 61.4% | of pupils achieved numeracy at SCQF level 5 | Are able to evidence accredited achievement of more advanced numeracy skills | 46.6% | of pupils achieved numeracy at SCQF level 5 | 43.0% | of pupils achieved numeracy at SCQF level 5 | 24.0% | of pupils achieved numeracy at SCQF level 5 |
| 51.7% | of pupils achieved 3 or more National 5 passes | Are qualified for a range of more selective Modern Apprenticeships & employment opportunities | 31.3% | of pupils achieved 3, 4 or 5 National 5 passes | 31.1% | of pupils achieved 3, 4 or 5 National 5 passes | 11.5% | of pupils achieved 3, 4 or 5 National 5 passes |
| Overall achievements of S5 pupils (based on S4 roll) | | Relevance of qualification set to post school opportunities | For pupils living in SIMD Quintile 1 | For pupils with additional support needs | For pupils who were looked after | | | |
| 49.8% | of pupils achieved 1 or more Higher passes | Are qualified for an HNC, providing a route to Higher Education | 27.8% | of pupils achieved 1 or more Higher passes | 31.5% | of pupils achieved 1 or more Higher passes | 16.5% | of pupils achieved 1 or more Higher passes |
| 30.8% | of pupils achieved 3 or more Higher passes | Are qualified for direct entry to Higher Education for a wide range of courses | 12.7% | of pupils achieved 3, 4 or 5 Higher passes | 16.0% | of pupils achieved 3, 4 or 5 Higher passes | 4.4% | of pupils achieved 3, 4 or 5 Higher passes |
| 15.6% | of pupils achieved 4 or more Highers at grades A or B | Are qualified for more selective degree courses (e.g. science, etc) | 4.9% | of pupils achieved 4 or 5 Highers at grades A or B | 6.9% | of pupils achieved 4 or 5 Highers at grades A or B | * | of pupils achieved 4 or 5 Highers at grades A or B |
| 7.8% | of pupils achieved 4 or more Highers at grade A | Are qualified for the most selective degree courses (e.g. veterinary science, medicine) | 2.0% | of pupils achieved 4 or 5 Highers at grade A | 3.1% | of pupils achieved 4 or 5 Highers at grade A | * | of pupils achieved 4 or 5 Highers at grade A |
| Technical note | | Key to colour coding of outcomes achieved by the corresponding S4 cohort of pupils | 97.5% | Outcomes achieved by almost all pupils within the corresponding S4 year group | | | | |
| * Data suppressed to ensure confidentiality of individuals | | | 50.0% | Outcomes achieved by half of the pupils within the corresponding S4 year group | | | | |
| | | | 2.5% | Outcomes achieved by a few pupils within the corresponding S4 year group | | | | |






Appendix 4 – The Education and Children’s Services Directorate Scorecard

| Outcome measure | Fife Current Performance | Benchmark Current Performance | Fife Baseline Performance | Benchmark Baseline Performance | Fife Trend | Fife Current vs Benchmark | Improvement goal |
|---|--------------------------|-------------------------------|---------------------------|--------------------------------|---|--|---|
| Delivering the Promise | | | | | | | |
| Proportion of Fife children with a multi-agency child’s plan supported safely at home/with family | 72.5% March 2022 | N/A 4DX specific data | 70.0% March 2021 | N/A 4DX specific data | +2.5%  | N/A Local Fife Data | 74% (By March 2022) 4DX measure |
| Attendance of looked after children at school (see note) | 85.4% March 2022 | N/A 4DX specific data | 86.0% March 2021 | N/A 4DX specific data | -0.6%  | N/A Local Fife Data | 90% (By March 2022) 4DX measure |
| Percentage of P1/P4/P7 care experienced children achieving the expected level of CfE: literacy | 39% 2021/22 LAC | 68% 2021/22 All pupils | 30.1% 2019/20 LAC | 63.2% 2019/20 All pupils | +8.9%  | Care experienced 29% lower than All pupils | Improve to match outcomes of all pupils |
| Percentage of P1/P4/P7 care experienced children achieving the expected level of CfE: numeracy | 43% 2021/22 LAC | 74% 2021/22 All pupils | 37.8% 2019/20 LAC | 69.7% 2019/20 Fife | +5.2%  | Care experienced 31% lower than All pupils | Improve to match outcomes of all pupils |

Note: Data in **amber** for 2021/22 is provisional and reflects the position within the E&CS tracking and monitoring systems as at the end of the school session in June 2022.

| Outcome measure | Fife current performance | Benchmark most recent performance | Fife Baseline Performance | Benchmark Baseline Performance | Fife Trend | Fife Current vs Benchmark | Improvement goal |
|--|-----------------------------|-----------------------------------|-----------------------------|--------------------------------------|--|---------------------------------------|---|
| Closing the attainment gap | | | | | | | |
| Primary school attendance of children living in SIMD Q1 (%) | 87.3% 2021/22 SIMD Q1 | 90.6% 2021/22 All pupils | 90.0% 2021/22 SIMD Q1 | 93.0% 2019/20 All pupils | -2.7%  | SIMD Q1 is 3.3% lower than All pupils | Improve to match outcomes of all pupils |
| Secondary school attendance of children living in SIMD Q1 (%) | 82.1% 2021/22 SIMD Q1 | 86.8% 2021/22 All pupils | 84.8% 2019/20 SIMD Q1 | 88.8% 2019/20 All pupils | -2.7%  | SIMD Q1 is 4.7% lower than All pupils | Improve to match outcomes of all pupils |
| Percentage of P1/P4/P7 children in SIMD Q1 achieving the expected level of CfE: literacy | 54% 2021/22 Fife | 56.0% 2020/21 Scotland | 50.4% 2019/20 Fife | N/A Data not collected nationally | +3.6%  | Fife is 2% lower than National | Revised target for 2021/22 60.3% (See note) |
| Percentage of P1/P4/P7 children in SIMD Q1 achieving the expected level of CfE: numeracy | 63% 2021/22 Fife | 65.0% 2020/21 Scotland | 57.8% 2019/20 Fife | N/A Data not collected nationally | +5.2%  | Fife is 2% lower than National | Revised target for 2021/22 66.0% (See note) |
| Percentage of all pupils in P1/P4/P7 achieving the expected level of CfE: literacy | 68% 2021/22 Fife | 66.9% 2020/21 Scotland | 63.2% 2019/20 Fife | N/A Data not collected nationally | +4.4%  | Fife is close to National | Revised target for 2021/22 70.2% (See note) |
| Percentage of all pupils in P1/P4/P7 achieving the expected level of CfE: numeracy | 74% 2021/22 Fife | 74.7% 2020/21 Scotland | 69.7% 2019/20 Fife | N/A Data not collected nationally | +4.6%  | Fife is close to National | Revised target for 2021/22 75.2% (See note) |

Notes: Targets for Achievement of CfE levels were revised at the start of the 2021/22 school year, to reflect the ongoing impact of Covid-19 on schools in 2020/21. Data in **amber** for 2021/22 is provisional and reflects the position within the E&CS tracking and monitoring systems as at the end of the school session in June 2022.

| Outcome measure | Fife Current Performance | Benchmark Current Performance | Fife Baseline Performance | Benchmark Baseline Performance | Fife Trend | Fife Current vs Benchmark | Improvement goal |
|--|--------------------------|-------------------------------|---------------------------|--------------------------------|--|--|-----------------------------------|
| Improving Opportunity | | | | | | | |
| Percentage of School Leavers Entering a Positive destination from School (%) | 93.9% 2020/21 Fife | 95.5% 2020/21 Scotland | 91.9% 2019/20 Fife | 93.4% 2019/20 Scotland | +2.0%  | Fife is 1.6% lower than National | Match or Exceed National Outcomes |
| Percentage of Care Experienced School Leavers Entering a Positive destination from School (%) | 85.3% 2020/21 Fife | 87.9% 2020/21 Scotland | 86.9% 2019/20 Fife | 81.4% 2019/20 Scotland | -1.6%  | Fife is 2.6% lower than National | Match or Exceed National Outcomes |
| Percentage of School Leavers with an Additional Support Need Entering a Positive destination from School (%) | 91.0% 2020/21 Fife | 92.8% 2020/21 Scotland | 87.6% 2019/20 Fife | 89.6% 2019/20 Scotland | +3.4%  | Fife is 1.8% lower than National | Match or Exceed National Outcomes |
| Percentage of School Leavers in SIMD Q1 Entering a Positive destination from School (%) | 90.7% 2020/21 Fife | 92.8% 2020/21 Scotland | 86.6% 2019/20 Fife | 90.0% 2019/20 Scotland | +4.1%  | Fife is 2.1% lower than National | Match or Exceed National Outcomes |
| Participation rate of 16-19 year olds in the local economy (%) | 91.2% 2022 Fife | 92.4% 2021 Scotland | 91.7% 2020 Fife | 92.1% 2020 Scotland | -0.5%  | Fife is 1.2% lower than National | Match or Exceed National Outcomes |

15th November 2022

Agenda Item No. 6

Attainment Scotland Fund 2021-22

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

Wards Affected: All Wards

Purpose

To outline the progress made in the use of the Attainment Scotland Fund (ASF), which encompasses the Schools Programme, Pupil Equity Funding and the Care Experienced Children and Young People Fund, during session 2021/2022. To update members on the work of schools and teams to address the challenge of Closing the Poverty Related Attainment Gap and to support families by reducing the Cost of the School Day.

NB all figures in the report are rounded to two significant figures.

Recommendation(s)

The Committee is invited to:

- (1) scrutinise and comment 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;
- (2) scrutinise and comment on the work of schools in developing approaches to reducing the Cost of the School Day;
- (3) seek updates on the impact of approaches and interventions on improving educational outcomes for our children and young people locally, through individual schools and via Area Committee reports or workshops.

Resource Implications

There are no resource implications.

Legal & Risk Implications

None.

Impact Assessment

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

Consultation

No formal consultation was required prior to implementation of the Attainment Scotland Funding as this is a national initiative being implemented by Scottish Government. Schools are however required to consult with stakeholders each year around their use of Pupil Equity Funding. Centrally we will engage school leaders and wider stakeholders with regards to the ongoing use of Strategic Equity Funding which is received centrally.

1.0 Background

Nationally

- 1.1 The Scottish Attainment Challenge (SAC) was established to promote equity in education by ensuring every child has the same opportunity to succeed, with a focus on closing the poverty-related attainment gap. It is underpinned by the National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child. It focuses on improvement activity in literacy, numeracy and health and wellbeing. Reducing educational inequity and closing the poverty-related attainment gap is a long-term strategy, which aims to impact on societal culture and thinking.
- 1.2 As per the three years previous, in session 2021/22 the Attainment Scotland Fund (ASF) consisted of several strands including the Challenge Authorities, Schools Programme, Pupil Equity Funding and a number of National Programmes. Both the Schools Programme Funding and Pupil Equity Funding were distributed directly to schools.
- 1.3 Since 19/20 Care Experienced Children and Young People Funding has also been allocated annually to local authorities to support the educational attainment of care experienced children.
- 1.4 On the 23 November 2021, the Cabinet Secretary announced the expanded mission statement, included below, of the refreshed Scottish Attainment Challenge programme.

“To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap.”
- 1.5 From session 22/23, the refreshed Scottish Attainment Challenge programme has seen Pupil Equity Funding, allocated directly to schools, fixed for four years. There is a move away from direct funding to schools through the Schools Programme Funding element of Attainment Scotland Funding (ASF), to Strategic Equity Funding (SEF). Strategic Equity Funding of £43 million is to be shared by all 32 local authorities over the next four years to invest in approaches to achieving the mission of the Scottish Attainment Challenge (SAC).
- 1.6 Strategic Equity Funding allocations have been confirmed over the next four financial years, providing clarity to support strategic planning over that period. Details of all allocations, including Fife’s, can be found [here](#).
- 1.7 As with all aspects of ASF there will be a focus on resources, activities and approaches aimed at children and young people impacted by poverty, which will lead to improvements in literacy, numeracy and supports health and wellbeing.
- 1.8 The Care Experienced Children and Young People Fund has been agreed for the next four years however the amount will depend on the number of children and young people currently looked after by Fife Council.

Locally

- 1.9 Improving educational attainment for all groups remains a key ambition of the [Plan for Fife](#) and Closing the Attainment Gap is one of the five improvement priorities within the current Education and Children's Services Directorate Improvement Plan.
- 1.10 Work to address the Attainment Gap is being overseen by the Attainment Reform Strategy Group, which was formed to provide a strategic steer for the Council's work to close the attainment gap as part of the Reform and Recovery agenda. Details of the primary drivers of the Attainment Reform Strategy and improvement activity are contained within the Attainment in the Broad General Education (BGE) paper considered by the Education Scrutiny Committee on 13th September 2022. The primary drivers align closely with the aims of the Scottish Attainment Challenge to ensure improvement activity is informing the planning for Attainment Scotland Funding across schools.
- 1.11 During session 2021/22 in Fife, we had nine challenge schools - six primary (Inzievar, Pathead, Southwood, St Kenneth's, St Serf's and Warout) and three secondary (Glenwood HS, St Columba's RCHS and Viewforth HS). In 2021 these schools received £1.003million. These schools provide a report to the Scottish Government twice a year. Session 21/22 was the final year of Schools Funding through the Attainment Scotland Fund.
- 1.12 Guidance to Challenge Schools was provided by Scottish Government in year one of this funding (2015). This guidance remained in place for the full life of the funding stream.
- 1.13 In 2021/22, Fife Council schools received £10.3 million of Pupil Equity Funding (PEF) plus 15% pupil premium of £1.5 million giving a total of £12 million funding, to support the closing the Poverty Related Attainment Gap. The pupil premium was awarded in 2021 to provide further resource in recognition of the new and additional challenges resulting from COVID-19. This can be broken down as follows:
- Primary - £8.9 million
Secondary - £2.8 million
Special - £170 000
- 1.14 As in previous years the funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:
- The estimated number of P1-P5 pupils who would be registered for free school meals using the national eligibility [criteria](#).
 - The number of P6-P7 and S1-3 pupils who are registered for free school meals.
 - The number of special school pupils in the P1-S3 age range registered for free school meals.
- 1.15 In session, 2020-21 free school meal registration in Fife was 21.8% for primary aged children and 17.9% for pupils attending secondary school. There were 2.9% Care Experienced Children and Young People within Fife schools.
- 1.16 Schools are advised, through national and local guidance that Pupil Equity Funding must be used to develop activities and interventions that support children and young people affected by poverty to achieve their full potential. The funding should be focused on evidence-based activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing, and which focus upon developing learning and teaching, families and communities, and leadership.

- 1.17 Care Experienced Children and Young People Funding allocation to Fife in 2021/22 was £760 000.
- 1.18 In July 2022 Fife Council cared for 835 children and young people which included 403 in informal Kinship arrangements and 20 over 18 year olds in supported lodgings. Fife schools also support children and young people who are looked after by other Local Authorities.
- 1.19 Care Experienced young people attain less well than their peers. Our Learning with Care Strategy looks to address concerns around attendance, achievement and sustained positive destinations. The strategy supports any child or young person who has experienced care at any point in their life, they may not currently be in care.
- 1.20 The key aims of this strategy are:
- to support Education and Social Work Services within the Belonging to Fife (B2F) strategic commitment to children and young people being cared for and learning in their own families and communities.
 - to ensure that children and young people’s right to experience success in learning is met, enabling them to maximise their potential and develop motivation to pursue their personal strengths and ambitions.
 - To work with colleagues in social work to further support young people at risk of being taken into care in order to maintain stability and continuity in their education.
 - To build staff capacity across the directorate to deliver the spirit and essence of [The Promise’s](#) recommendations.
- 1.21 A planning team meets fortnightly to ensure care experienced young people, most at risk, are being identified and appropriate support provided to improve their educational outcomes. A multi-agency Education and Children’s Services strategic oversight group monitors the planning, implementation and impact of the Learning with Care Strategy.

2.0 Planning & Reporting

- 2.1 Support for schools in the planning of the use of Attainment Scotland Funding is provided at school, Cluster, Education and Children’s Services Directorate and national levels.
- 2.2 As Pupil Equity and Schools Programme funding are allocated directly to schools it is the role of the Head Teacher and school community to identify how best to use this funding to ensure equity for their pupils. As noted in 1.3, the nine challenge schools six primary (Inzievar, Pathead, Southwood, St Kenneth’s, St Serf’s and Warout) and three secondary (Glenwood HS, St Columba’s RCHS and Viewforth HS) provide a report to the Scottish Government twice a year.
- 2.3 Schools are required to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and include specific sections in their annual reporting through School Improvement Plans and Standards and Quality Reports.
- 2.4 A review in 2022 carried out by Education Scotland found that Fife has strengthened the reporting of outcomes of PEF spend to ensure the impact of the fund is maximised. PEF planning, monitoring and reporting has been improved each year and is aligned with the school improvement cycle.

- 2.5 From our monitoring of spend in session 2021/22 schools were allocated a total of £11.8 million. With the carryforward from session 2020/21 schools had a total of £15.6 million to spend. From this, they spent a total of £9.6 million (62%), leaving an underspend across our schools of £6 million (38%). This underspend is measured in March at the end of the financial year however staff funded from PEF are paid until August. As of July 2022 this underspend was £3.4 million (22%). This is in line with the picture nationally.
- 2.6 Schools were also unable to engage in all planned activities due to the disruption caused as a result of the pandemic. Staff and pupil absences were high and this will have impacted on some schools' ability to undertake some of the work on their PEF plans. This underspend was carried forward into session 2022/23. This funding was retained by schools and will be used to continue to support learners who are impacted by poverty.
- 2.7 Guidance and support to schools aims to ensure all PEF spend is planned for within the current academic year.
- 2.8 The national operational [guidance](#) requires schools to adhere to their Council's policies in terms of HR (recruitment), commissioning (voluntary sector support) and procurement (goods and services). Separate advice was included for each of these elements within the local authority [guidance](#) which was updated in May 2021.

3.0 Progress

- 3.1 In 2021/22 a second review of the impact of Attainment Scotland Funding within Fife was undertaken. This was a joint endeavour between Fife Council Education and Children's Services and our Education Scotland Attainment Advisor. It involved visits to ten schools, five of whom were in receipt of Schools Programme Funding, gathering data from staff, pupils and families across Fife. The data informed the basis of our [Taking a Closer Look 2: A Review of Attainment Scotland Funding in Fife report](#).
- 3.2 Key findings from this review identified that within our schools:
- The effective use of data has increased.
 - More schools are using Improvement Methodology to support their planning.
 - There is clear evidence of staff developing the skills in data literacy, improvement methodology and nurturing approaches that will ensure sustainability.
 - By setting clear aims and measuring data over time schools are able to identify the interventions that are having the desired impact.
 - A key element of the success that schools have had with engaging families has been the deployment of staff to provide support to families.
- 3.3 The review also identified that the key features of schools making the most impact were:
- An understanding of nurture and the value of this in determining the culture, ethos and relationships across the school.
 - A shared understanding and vision for all learners that is centred around a culture of continuous improvement.
 - Shared responsibility and leadership at all levels for ensuring improvement in outcomes for identified learners.
 - High levels of expertise in data analysis at all levels to drive clear and outcome-focused self-evaluation.
 - High-quality professional learning informed by self-evaluation, leading to improved learning and teaching.

- Effective partnership working e.g DAPL Fife (Drugs, Alcohol & Psychotherapies Limited), YMCA, Education's Professional Learning Team and Osiris.

3.4 The report identified the scope to involve stakeholders (pupils/ staff/ parents) more in planning and supporting the range of work being undertaken through ASF in schools. The report also recommended further exploration of the use of participatory budgeting within school communities to support improvement activity.

3.5 Across the five years the Attainment Scotland Funding has been in place, schools have identified a range of barriers to learning for pupils who were most disadvantaged through poverty. These included:

- Resilience
- Mental Health
- Family Engagement
- Exclusion
- Attendance
- Care experienced
- Engagement in learning

3.6 Figure 1 shows the proportion of spend across Fife schools in relation to themes of intervention during session 2021/22.

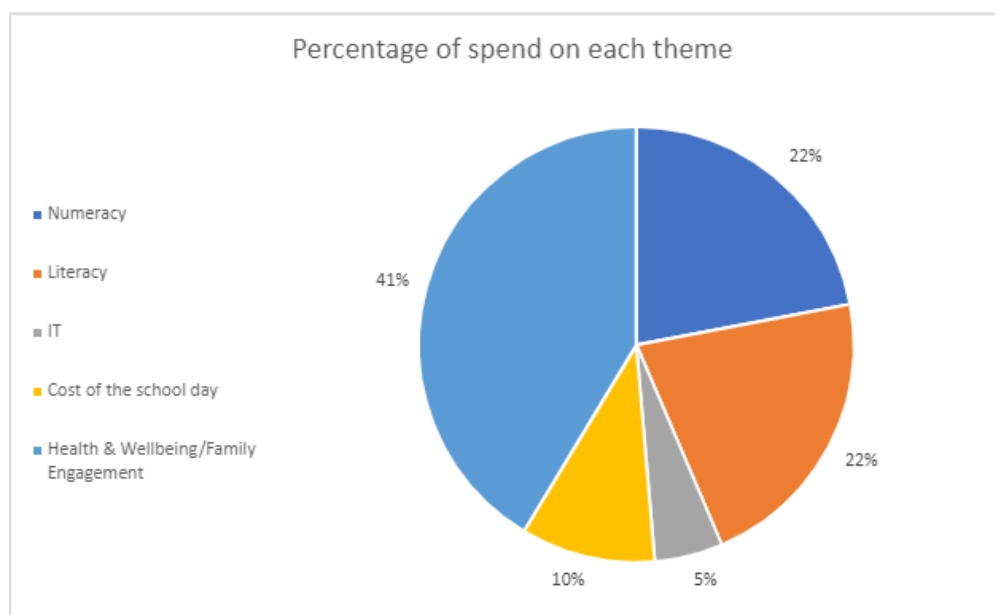


Figure 1. The percentage of total PEF Spend across Fife on each theme.

Additional Staffing

3.7 As in previous years, many schools have made use of Pupil Equity Funding to recruit additional staff. These staff are employed over and above the school's core provision and are used to target support, monitor the impact of interventions and identify pupils who would benefit from targeted interventions.

3.8 This additional staffing continues to include Pupil Support Assistants, teaching staff and additional promoted staff such as Principal Teachers and, in some schools, Depute Head Teachers. In all instances, a key role of these staff is to build the capacity of other

staff within the establishment and to support them in developing practice to ensure that the work being undertaken is sustainable for the future. These staff members have remits that are directly linked to Closing the Poverty Related Attainment Gap.

| Staff | FTE (Full Time Equivalent) |
|---|-------------------------------|
| Teaching staff – based on 52 week contracts | 74 |
| Pupil Support Assistants – based on 39 week contracts | 228 |
| Early Years Officers – based on 39 week contracts | 7 |
| Other | 33 |

Figure 2 shows the number of staff employed within Fife schools in session 2021/22, financed through Pupil Equity Funding.

3.9 The Care Experienced Children and Young People Fund 21/22 resources a multi-agency team made up of the following posts.

- 3.6 Full Time Equivalent (FTE) Teaching team
- 0.6 (FTE) Educational Psychologist
- 4 Social Workers and Assistants- (the close support team)
- 8 Pupils Support Assistants (or equivalent hours)
- 2 Pupil Support Officers
- 1 Data Analyst (failed to recruit until Aug 2022)
- 2 Kinship Support workers

3.10 The team works closely to achieve the aims detailed in section 1.18. The Close Support team and the Learning with Care Teaching team are able to provide bespoke support for young people who are returning to live in their own communities. This has led to young people who have not attended school for up to 18 months successfully reengaging with education.

4.0 Impact

4.1 Figure 3 shows the attainment gap that exists for pupils who live in the most disadvantaged 20% of areas – SIMD Quintile 1. Attainment gaps exist for a range of groups of disadvantaged and vulnerable children, including those registered for free school meals; those with a need for additional support with learning (ASL); and looked after children. Figure 3 also illustrates the attainment of these children over the past five years. As can be seen, the trends in attainment for all of these groups has been similar and all have been adversely impacted by the Covid pandemic.

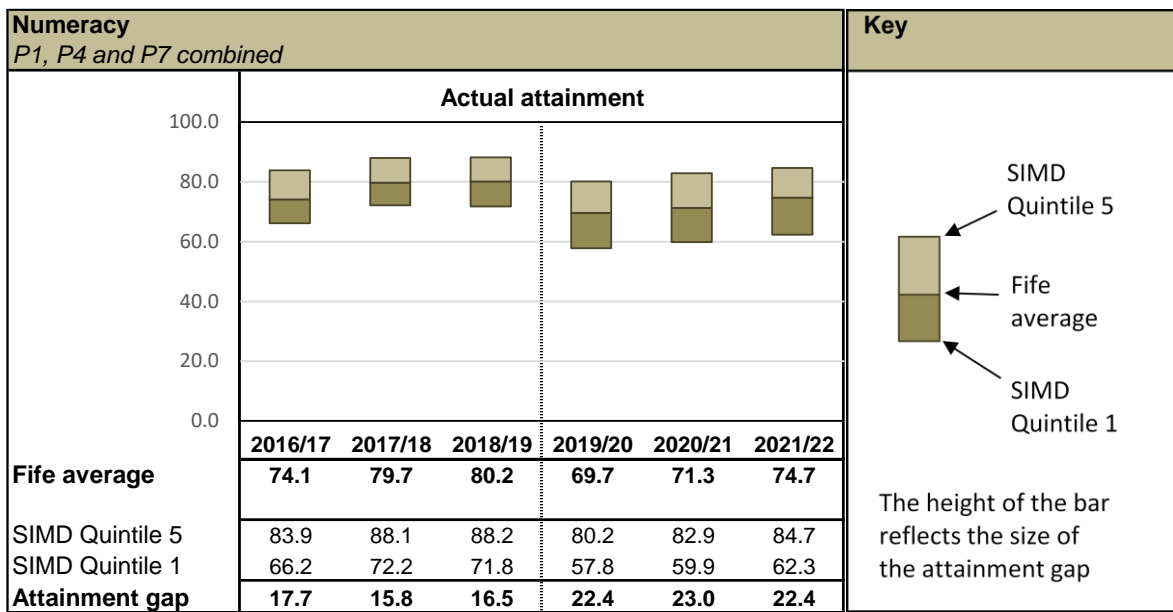
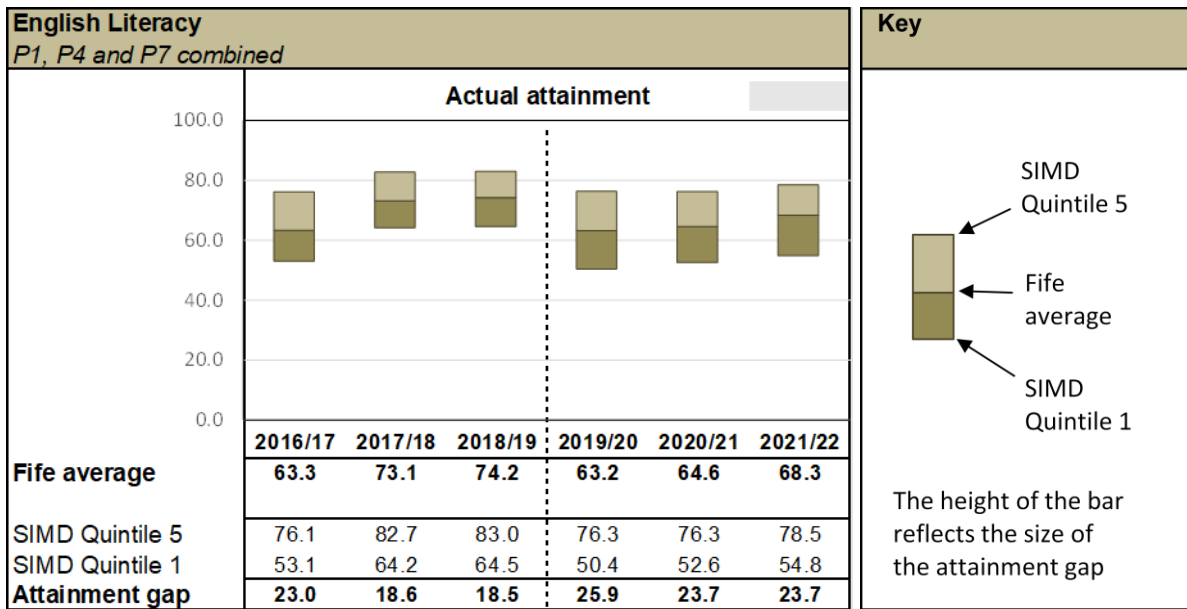


Figure 3. Trends in achievement of CfE levels in literacy and numeracy by primary pupils (P1, P4 and P7 combined) over the last six school years.

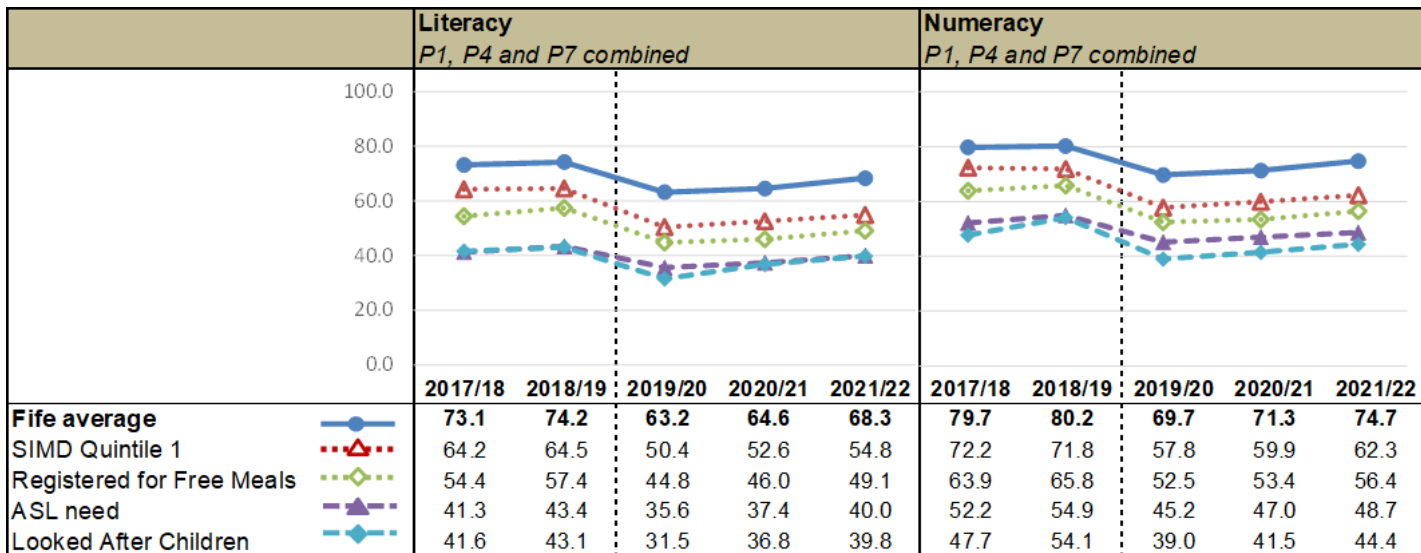


Figure 4. Trends in achievement of CfE levels in literacy and numeracy by primary pupils (P1, P4 and P7 combined) over the last five school years for disadvantaged and vulnerable children.

4.2 As can be seen:

- Levels of achievement for CfE continued to improve between 2016/17 and 2017/18, with a further closing of the attainment gap.
- However, levels of achievement and the attainment gap remained at a broadly similar level in 2018/19 to the preceding year.
- In 2019/20, the first year of the Covid-19 pandemic, attainment fell, and the attainment gap widened significantly again.
- Since 2019/20, achievement levels have begun to recover but are still significantly lower than in 2018/19.

4.3 The broad trends evident in figure 4 for Fife's CfE achievement are mirrored in the national data, with a significant decline in achievement and widening of the attainment gap due to the Covid pandemic.

4.4 The gap between the percentage of care experienced young people (LAC) who achieve a positive destination after school and their peers was reducing and was only 5% in 2020 (figure 5). This rose slightly in 2021 to 8% which equates to an increase of approximately four young people not achieving an initial positive destination.

4.5 The gap between the positive destinations achieved by those in SIMD quintile 1 and their peers has fallen to 3%.

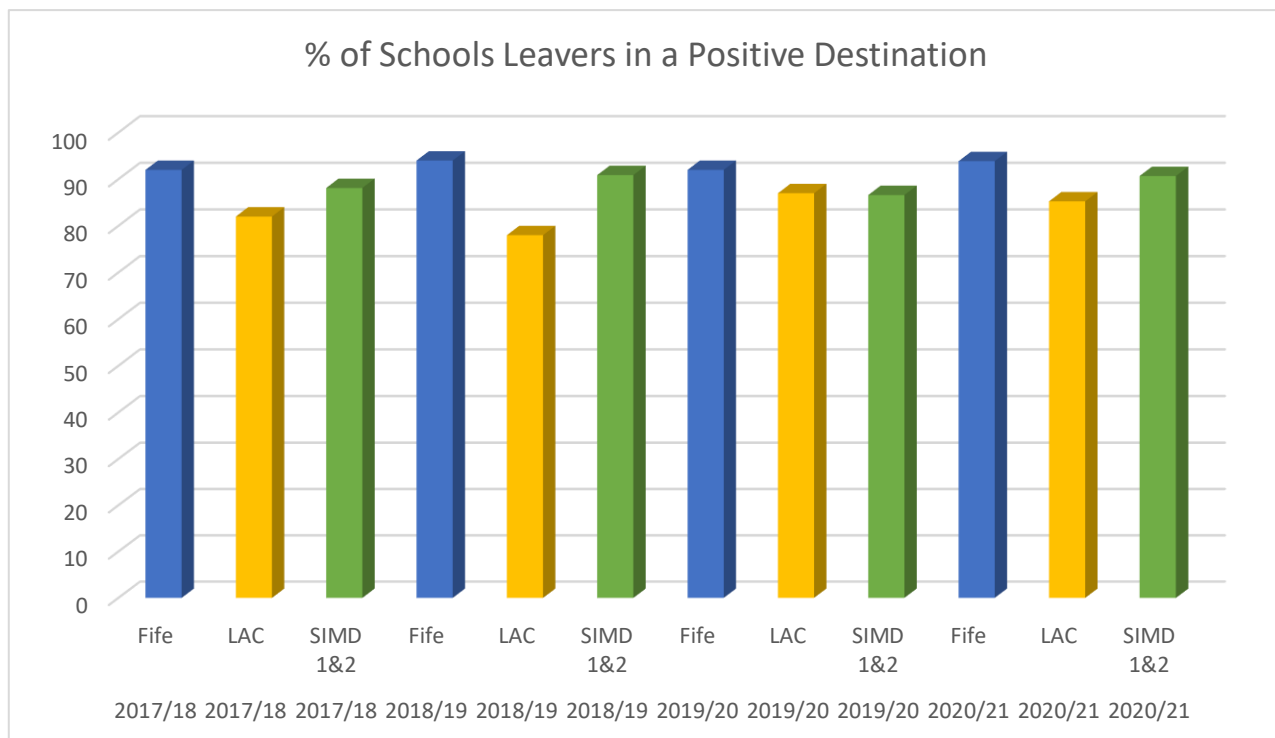


Figure 5 shows the initial positive destination data for care experienced young people and those living in SIMD Quintile 1.

Scottish Attainment Challenge Schools Programme

- 4.6 An overview of the attainment within our SAC primary schools programme, shows that at the end of session 18/19 all were achieving beyond the expectations of the National Improvement Framework stretch targets in P1, and almost all are beyond the targets for P4 and most for P7.
- 4.7 In analysing the data for this group of schools, post Covid 19 closure in 2020 and also in post closure in session 2020/21, overall attainment for P1,4 and 7 dropped to below the NIF targets for these schools of 68% in literacy and 75% for Numeracy. (figs 6&7)
- 4.8 Data from session 21/22 for this group of schools shows that the percentage of pupils at P1,4,7 is gradually increasing towards pre-pandemic levels. In literacy this is now sitting in line with the expected percentage of pupils who should be on target for the SIMD profile of this group of schools. However, although numeracy has seen the greatest improvement since the pandemic this is behind the expected percentage of pupils who should be on target for the SIMD profile of this group of schools of 67%. (figs 6&7)

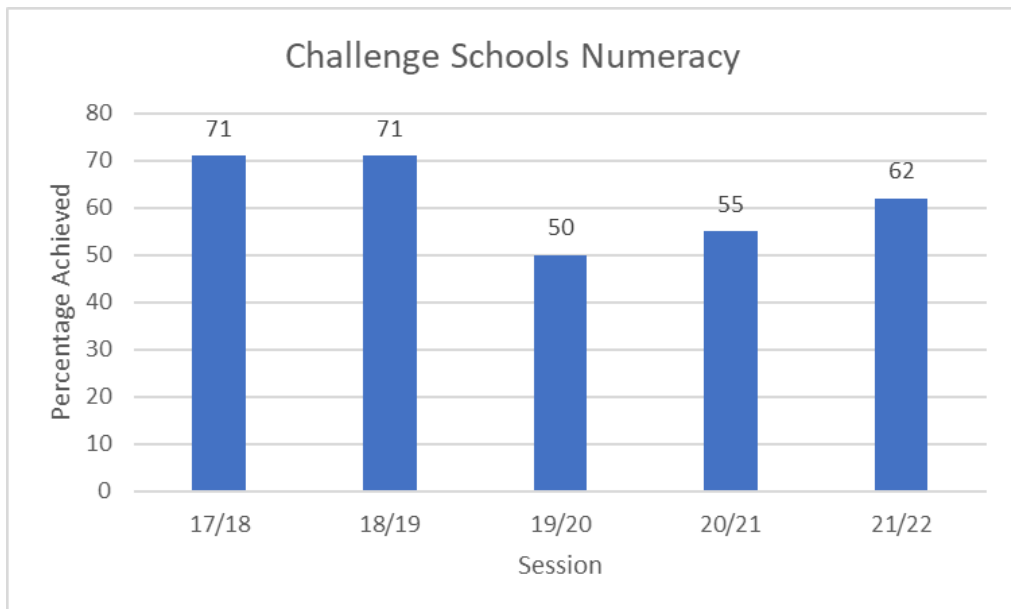


Figure 6 shows the number of children and young people achieving their expected level in numeracy.

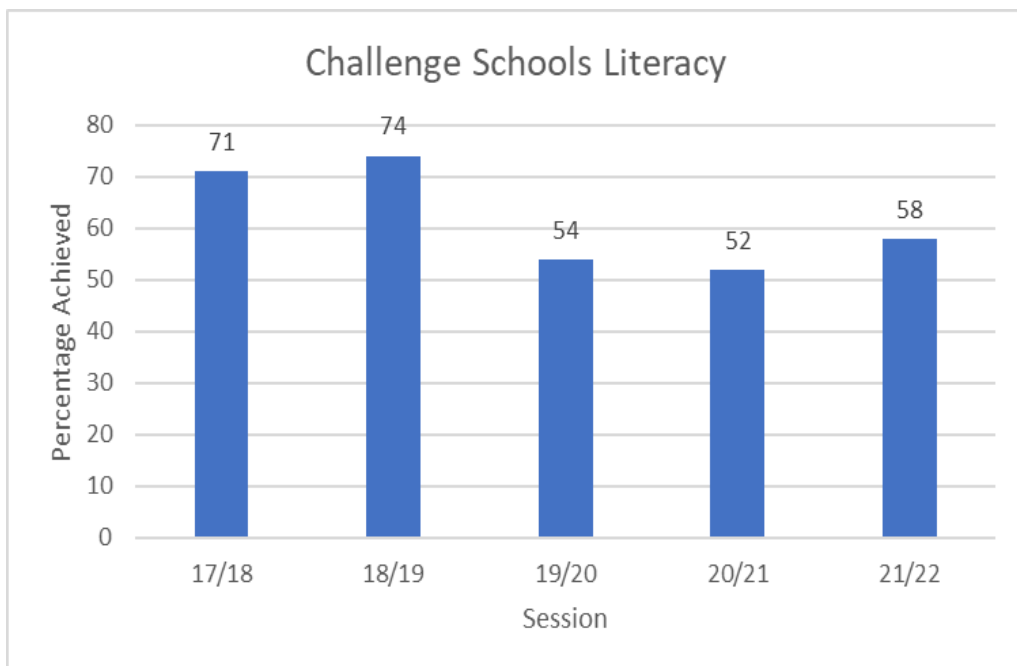


Figure 7 shows the number of children and young people achieving their expected level in literacy.

4.9 Figure 8 shows the poverty related attainment gap in literacy and numeracy for school leavers in our three challenge secondary schools (Glenwood, St Columba's and Viewforth). It shows that the gap has reduced at both Level 4 and 5.

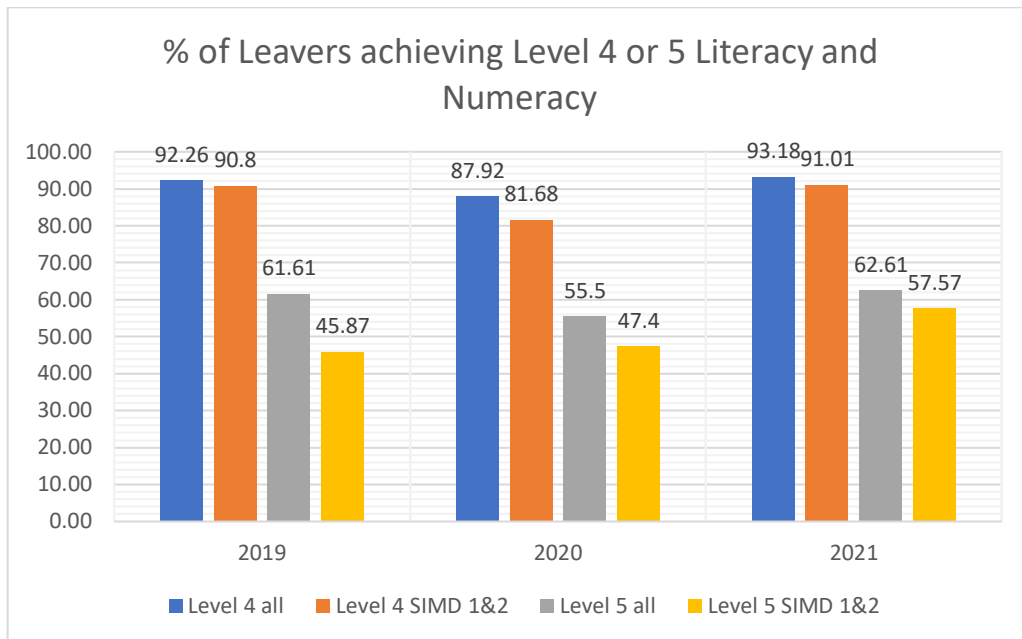


Figure 8 The percentage of Attainment Challenge School leavers who achieve Level 4 or Level 5 Literacy and Numeracy living in SIMD Quintile 1 compared to their peers.

4.10 Within School Standards and Quality Reports all schools are identifying impact of strategies supported by Attainment Scotland Funding in progress towards closing the poverty related attainment gap. A sample of these can be found in **Appendix 1**.

Care Experienced Children and Young People Fund

4.11 Figures 9 shows that although less care experienced young people leave school with Level 3 or 4 Literacy and Numeracy than their peers, in Fife they do better than the same cohort Nationally.

4.12 Figure 10 shows that at Level 5 Literacy and Numeracy the gap remains wide and is slightly behind the national level. This is where we will focus our tutoring efforts this session.

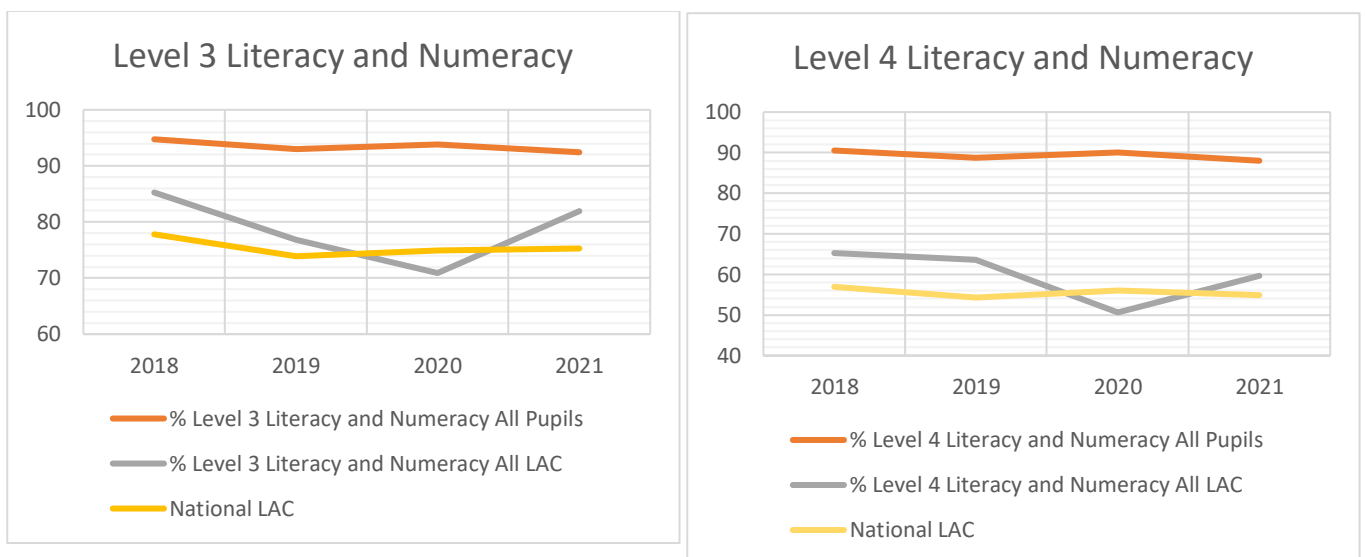


Figure 9 The percentage of pupils who leave with Level 3 or Level 4 Literacy and Numeracy.

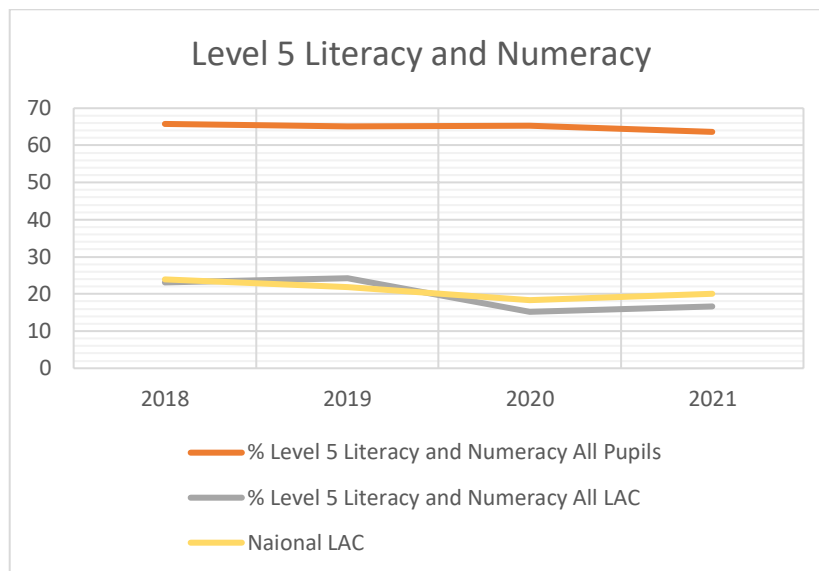


Figure 10 The percentage of pupils who leave with Level 5 Literacy and Numeracy.

- 4.13 The pupil support officers and kinship workers support families, children and young people to improve their school attendance. We have seen a sustained reduction in the number of secondary aged care experienced young people on reduced timetables. This has fallen from 61 pupils in 2021 to 35 in June 2022.
- 4.14 All seven care experienced young people supported by our teaching team secured positive destinations.
- 4.15 Thirty pupils have been supported in their own class by pupil support assistants funded through the learning with care strategy. Impact statements from schools can be found in **Appendix 2**.
- 4.16 The Strategy also funds tutoring and mentoring for identified cohorts of care experienced young people. 30 S4 pupils received ten tutoring sessions in their school from an English teacher. 28 of these pupils secured Level 4 Literacy and 13 also achieved Level 5 Literacy.
- 4.17 The Care Experienced Children and Young People Fund supports the partnership of four High schools (Glenwood, Viewforth, Lochgelly and St Andrew's RCHS) with MCR Pathways a charity that supports care experienced young people to sustain positive destinations after school. It funds a programme coordinator in each school who works directly with groups of care experienced young people in S1 and S2 and then identifies volunteer mentors who can meet them weekly during S3 -S6.

5.0 Cost of the School Day

- 5.1 Cost of the School Day has been a significant focus since the inception of Pupil Equity Funding. A significant number of schools continue to have uniform banks and this has been extended to include personal products. Some schools have extended this to offer clothes washing, laundry products and home cleaning products. Many schools had removed the cost related to the curriculum e.g. charges for resources in practical courses like Home Economics and Design Technology, prior to the Scottish Government funding. This is now in place in all secondary schools. Schools have started to look at the accessibility of school trips, especially at high school.

- 5.2 The costs relating to music tuition have been removed in Primary and Secondary school for all young people. Active schools have worked with local partners to provide cost free after school clubs in most Fife schools. Every young person who needs one now has a chromebook device suitable to complete schoolwork at home (i.e. not a phone).
- 5.3 Café Inc has continued to provide a universal offer of food during school holidays across Fife. Most Secondary schools offered all young people sitting their exams free water and a snack before each exam.
- 5.4 The majority of schools use this to provide additional food through breakfast clubs or food carts. A few schools have a resource box in each classroom with resource toiletries and snacks from which young people can help themselves. We are looking to scale and spread the effective practice in this area and are setting up a working group of Headteachers to facilitate this.
- 5.5 Almost all Secondary school provide a free piece of uniform (usually a tie) to all new S1 pupils. The Scottish Government is currently consulting on new guidance for school uniforms, school communities have been encouraged to participate.
- 5.6 All Headteachers have received support through our regular Attainment Scotland Networks, to plan mitigations to the Cost of the School Day. Schools are directed to the cost of the school day [toolkit](#) and associated resources created by the Child Poverty Action Group. The Poverty Alliance provided a specific training for 39 pupil support assistants from across Fife schools in May 2022. Schools were able to share good practice and learn from colleagues across Scotland.

6.0 Conclusion

- 6.1 As identified earlier in this paper, the impact of Covid 19 and subsequent school closures had a significant impact on all pupils. Schools continue to reflect upon the use of Attainment Scotland Funding and adapt funding accordingly to ensure that our most vulnerable learners are supported and challenged.
- 6.2 There is no doubt that the effect of the pandemic continues to impact our most disadvantaged learners. Our schools are working relentlessly with families and communities to support wellbeing and to re-engage them in learning. However, in line with findings nationally, educational attainment has been affected for all age cohorts and we saw a widening of the attainment gap in some settings which we are beginning to show signs of addressing. A lack of face-to-face pupil contact was the most commonly cited challenge for our schools during school building closures. Despite adapting their approach to remote learning, some schools identified a lack of in-person contact as barrier to engagement – in terms of delivering the curriculum and maintaining targeted interventions and pastoral care.
- 6.3 Attendance across our schools continues to be impacted with evidence showing mental health within families to be a key contributor to this. Our most disadvantaged learners will remain a focus of our work, as though it is essential that we consider the equality aspect of learning and ensure that all of our young people have access to high quality learning and teaching, it is vital that we pay close attention to those learners identified through our Attainment Scotland Fund work. We will work to ensure that these young people receive more than the provision for all and that there is a continued focus upon equity and additionality.

- 6.4 As we moved through last session, we were able to have people back into buildings, schools reported a lack of confidence in families in their engagement with schools. This is an area that schools will continue to develop and nurture to ensure that family engagement is once again core to improving outcomes for our learners.
- 6.5 Due to the incremental nature of the interventions on a pupil or family, there will not always, necessarily, be a noticeable, immediate, gain in pupil attainment within the Curriculum for Excellence levels. As such, it is not always immediately possible to see impact on school attainment as a direct result of interventions through Attainment Scotland Funding. Reporting on the impact of the Attainment Scotland Fund still raises some challenge for Headteachers, however, increased engagement with Quality Improvement Methodology is showing positive signs and schools are far more able to use data to support improvement and identify impact. This is an area that will continue to be developed through our professional learning offer and Attainment Reform Work.
- 6.6 We would link with each area committee to offer report or a workshop with some Headteachers, key staff and young people to find out more contextual detail about how school utilise PEF to support young people and families affected by poverty.

List of Appendices

1. Impact Statements from School's Standards and Quality Reports
2. Impact statements from staff and young people about Learning with Care

Background Papers

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

[Pupil attainment: closing the gap - Schools - gov.scot \(www.gov.scot\)](http://www.gov.scot)

[Plan For Fife 2017-2027 – Fife Council June 2019](#)

[Closing the poverty-related attainment gap: Progress Report 2016-2021](#)

[Free School Meal Entitlement and eligibility - gov.scot\(www.gov.scot\)](http://www.gov.scot)

[Pupil Equity Fund national operational guidance 2022 – gov.scot\(www.gov.scot\)](http://www.gov.scot)
[The Promise Change Programme – THEPROMISESCOTLAND 2021](#)

[Equity in Fife – Pupil Equity Funding – Fife Education 2021](#)

[Pupil Equity Funding: school allocations 2021 to 2022 - gov.scot \(www.gov.scot\)](http://www.gov.scot)

[Taking a Closer Look 2: A Review of Attainment Scotland Funding in Fife report.- Fife Education 2022](#)

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Appendix 1 - Impact Statements from Schools Standards and Quality Reports

Effective Strategies

“Our PSA team, funded through ASF, is highly experienced skilled and as a result are a strong factor in the attainment success of the target group due to their nurturing but focussed approach. By focusing on literacy and numeracy we have ensured that our target group (FMR/SIMD1-3) have significantly outperformed our comparator schools for the last two years. Teachers and those providing the targeted input have worked closely to ensure the interventions were well planned, personalised and had impact. “

“Joint work took place with the family worker and nurture teacher (funded through ASF) to provide intervention to support families and increase attendance. Through extra support for learning hours the aim was to close the literacy attainment gap in P3, our PSA targeted support was used to increase literacy attainment in P4. Through this additionality :

Attainment of Targeted groups using QI methodologies (Supported by PEF funded staff)

- A Primary 2 reading intervention focussed on increasing fluency and blending of three letter words with a group of 11 children who had not achieved Early level in P1. This targeted reading resulted in 81% of the group being able to blend 10 or more three letter words from a baseline of 0.
- A P3 writing intervention focussed on a group of 13 children who had not achieved their expected levels. This intervention resulted in 54% of the target group reaching this target by May 2022.
- A P5 writing intervention focussed on the use of figurative language and paragraphs for a group of nine second level learners whose projections were off track. 66% of the target group consistently use figurative language and paragraphs.
- A group of seven first level learners who were two phases behind focused on the use openers and punctuation. 83% of the target group consistently used 4 openers and have increased word count.

Evidence of closing the gap

Literacy

- *“We used our additionality to fund a teacher for an extra day per week. The additionality member of staff was then able to release the P7 class teacher who is a Quality Improvement Lead in the school. The P7 teacher was then able to work with specific groups in P7 on a targeted intervention in Reading.*
- *The P7 teacher was also able to support the P3/4 teacher and P2/3 teacher with the improvement methodology tools to target specific groups to raise attainment in Reading in their classes.*
- *We were able to raise attainment in Reading in all key stages”.*

Numeracy

- *“In Numeracy and Mathematics, targeted support focused on developing pupil understanding of place value, fractions and conceptual written strategies across the four operations. Across the school this has led to the numeracy gap closing for five children and reducing for a further 12.”*

Health and Wellbeing / Family Engagement.

- *“Groups of children worked together over a period of 8 weeks. The CBT model of anxiety was used and resources from CAMHS were utilised. Children learned of the science behind anxiety, the physical sensations, the feelings and emotions associated with anxiety and the behaviours that stem from anxiety.”*
- *“Following the success of the child’s understanding anxiety group, it was decided it would be beneficial to support parents in the understanding and supporting of anxiety in their children. There was a positive uptake and interest in this online workshop. 36 parents signed up in total, of those 36, 15 attended. Wellbeing packs were made up with an information booklets containing strategies and information surrounding anxiety”*

Cost of the School Day

- *“We continue to use a small amount of our PEF to reduce the cost of the school day and support target families with uniform, gym kit and, to a lesser extent this session, pay for attending school-based clubs such as football.”*
- *“Targeted support with school dress (xxx SWAP SHOP) and school equipment. All S3 provided with a scientific calculator for home use (rolling programme) and stainless-steel tub for Home Economics. All classes kitted out with calculators from core curriculum budget. All young people provided with school hooded top.”*

Appendix 2: Impact statements from staff and young people about Learning with Care

Feedback from pupils supported through the Care Experienced fund indicate a positive impact on the well being and progress of Young People involved:

- *“I have enjoyed my time with the Learning with Care team. I have made friends with teachers and had laughs and a lot of fun. I feel respected and cared for. It has helped me want to go to school. I loved cooking. I am feeling more positive about the future after my Link Living course. Now I am looking forward to more work with Link Living and the Housing project.”*
- *“I feel more confident after graduating the mentoring programme, I was quite shy before but now I will step up and do stuff and put my name forward and have my voice heard.”*
- *You’ve all pushed me to do well, and I get that you are teachers but it feels like you push me because you want to, not because you have to. I thought that I wasn’t going to leave school with anything, but I got more than 3 and I didn’t expect to get into college either, but I was so surprised and glad that I did. There isn’t anything I think you could have done better.’*

Feedback from Schools allocated additional PSA Hours

- *We have seen improvements when a young person is able to build a relationship with an existing member of staff. We have seen reductions in exclusions with young people supported and an increase in time spent in class. Support over break and lunch has helped build confidence and develop peer relationships. The hours have been effective in increasing the time spent in mainstream school rather than PSS.*
- *“It has helped to de-escalate her behaviour and has helped her to develop a trusting relationship with a member of staff who she can talk to and who can guide her to make the correct choices. J is much more able to focus in class and is making progress in her learning. “*
- *“The PSA hours have provided N with a consistent adult within the class who is able to provide support and guidance to help him to regulate his emotions and make the right choices, His PSA has helped him to make the correct decisions during social interactions, which he struggles with. N has had a very settled year as a result of these hours and his attainment is improving. We hope to” *continue to provide this level of support for N as we have seen what a drastic difference it is making.**

15 November 2022

Agenda Item No. 7

National Health & Wellbeing Census

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

Wards Affected: All

Purpose

To inform Elected Members of the arrangements in place for Fife Council to undertake a Survey of Young People's Health & Wellbeing in Fife, based on the Scottish Government National Health and Wellbeing Census and to respond to the decision of Fife Council by providing information on the proposed content and processes associated with implementation, for decision.

Recommendation(s)

It is recommended that members:

- (1) note the reasons for implementing a Survey within Fife on the Health & Wellbeing of Young People.
- (2) note the Data Protection arrangements and that data about children and young people will be collected for statistical and research purposes only, as part of our duty as a local authority to plan for children's services in our area.
- (3) note the overall range of key themes included within the questions
- (4) consider the range of age-appropriate questions that children and young people will be asked and recommend to the Cabinet Committee the approval of Fife undertaking the survey.
- (5) consider the current set of census sexual health questions and recommend that the Cabinet Committee approves these for inclusion within the Fife Young People Health & Wellbeing Survey. However, if these are considered inappropriate, recommend that the Cabinet Committee approves the questions asked in the previous HBSC survey.

Resource Implications

Officer and staff time will be required to undertake the survey in Fife. However, there are no direct resource implications relating to finance, people or assets.

Legal & Risk Implications

There are no direct legal/risk implications arising from the report. However, if Fife does not undertake a survey, the Fife specific data will not be available to the Authority to help us to understand the wellbeing and needs of our children and young people or to inform our work to improve services for children and families.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose introduction of a policy or a change to existing policy.

Consultation

A pilot took place in March and April in 2019, with 3 Community Planning Partnerships to test the technology, national census administration and the questions as drafted at that stage. This provided very helpful feedback on question content, which enabled revisions to be made. The questionnaire content group made revisions. The final amended questionnaires have now also been checked by the content group for fluency, readability and ethical considerations, before going live.

1.0 Background

- 1.1 At its meeting of 2nd December 2021, Fife Council:
 - a. noted the proposed Scottish Government Health & Wellbeing Census
 - b. noted the controversial nature of some of the questions therein
 - c. noted that at least one other council has declined to use this survey on the grounds that other pre-existing surveys render it unnecessary
 - d. agreed to postpone Fife Council's participation in the survey until the Education and Children Services Sub-Committee can consider a report on the survey covering the following matters: -
 - 1) why this survey is necessary in Fife
 - 2) what questions will be asked of which year groups in schools
 - 3) who will see any data collected
 - 4) what use will be made of that data
 - 5) what data protection measures will be in place
- 1.2 An Amendment was passed at the Education & Children's Services Sub-Committee of 28th January, 2022:
 - (1) To continue to postpone the participation with the survey.
 - (2) To refer the survey back to the Scottish Government to reconsider the approach to the collection of personal data so that complete confidentiality is ensured and no individual taking part in this census can be identified.
 - (3) To ask the Scottish Government to review the appropriateness of all questions and in particular the sexual health section in light of parental and carer concerns.
 - (4) To ask the Scottish Government to ensure that all questions are age appropriate.
 - (5) The final version of the survey is provided to the Committee before it is issued to ensure that the Survey is necessary for Fife Council."
- 1.3 The Census has continued to be postponed whilst further guidance and consultation with Scottish Government, NHS & Fife Council has taken place.

2.0 Data

- 2.1 The survey if approved will be delivered using an electronic dedicated survey platform called SmartSurvey, procured by the Scottish Government using the G-Cloud procurement framework set up by the Cabinet Office. Suppliers submitted an application to be added to the Crown Commercial Services Digital Market where they are legally required to meet a set of minimum standards against the G-Cloud Framework.
- 2.2 The use of electronic survey platforms for data collection in the public sector is not a new development and does not constitute an innovative approach in itself. However, the use of this technology, to enable each local authority to administer and gather its own data, is new.
- 2.3 Consideration has been given to ensuring that the IT system has sufficient capacity to collect information from a large number of respondents at the same time. While the Scottish Government will act as the data processor (and Smart Survey is the sub processor) of the IT platform, local authorities will have their own sub-accounts to facilitate data collection at their end and will be the data controllers (i.e. owners of their own survey data). All information will be treated as highly confidential and stored securely.
- 2.4 Smart Survey has successfully been used by a range of government departments and National Public Bodies such as NHS boards in England, Cabinet Office and Education Scotland. Smart Survey were the only electronic data collection platform identified by the G-Cloud procurement framework, that met the search criteria. The platform offers a high standard of data security, as demonstrated by:
 - SSL encryption on any survey. Password protection is applied and IP restriction imposed on user accounts and survey responses
 - ISO 27001 Certification – the highest possible standard for data security.
 - Full compliance with GDPR
- 2.5 The individual data about children and young people is being collected for statistical and research purposes only, as part of our duty as a local authority to plan for children's services in our area.
- 2.6 No one other than a very small team of analysts and IT support staff in Fife will see the answers provided by children and young people. These staff are trained to keep data safe, confidential and anonymous. Children and young people will not be asked to type their name into the survey and their individual answers will not be seen by their school, teachers or parents/carers.
- 2.7 Information that allows individual children or young people to be identified will not be shared with Scottish Government, published in reports, or made publicly available, nor will data be routinely used to take any direct actions for individual children and young people as a result of the information they provide.
- 2.8 However, we have Child Protection responsibilities and so if analysts see anything in the answers provided by a child/children or young people that raises concerns, they may need to do something to help protect these individuals. This would be the only circumstance that the identity of an individual child or young person would be sought. This would be done by identifying these individuals from a separate database that holds the names of children and young people together with their Scottish Candidate Number, which we will have access to as a local authority. This highly unlikely to happen very often, so it will be rare that anyone will contact children, young people or their families.

- 2.9 Fife Council can share anonymised data with SG to produce aggregated ('national') level data and LA breakdowns for core measures that align with the existing frameworks. The SG analysis will provide context and benchmarking for the local authority findings, to provide an evidence base for planning at school, local authority, CPP and national level. (See Appendix 3)

Analyses at various aggregated levels will be shared with key stakeholders in Fife to support planning and health improvement. For example, school level analysis shared with schools to support improvement planning and Fife and sub-Fife level analysis used to evidence the children's services outcomes, as set out in the CYPF Outcomes Framework.

As the data is owned by Fife Council, the LA has its own data for use. It would therefore be possible to breakdown the data to identify where improvement planning may need to focus.

3.0 Content

- 3.1 The content of the surveys to be used was developed (across several years, for use across Scotland) by representatives and experts across academia with extensive experience in conducting Health and Wellbeing research with children and young people. This group included representation from Education Scotland, Local Authorities and schools. NHS experts from Greater Glasgow and Clyde Health board were involved in the production of the Relationships, Sexual Health and Parenthood (RSHP) materials.

The surveys which make up the questions have been ethically approved by independent researchers within the Scottish Government.

3.2 Questions

The plan is that Primary 5 – S6 children and young people will be invited to fill in an optional online health and wellbeing survey during this academic year. The questionnaire will be completed during school time, taking around 20-40 minutes depending on the age of the child. Completing this survey in school ensures that young people will receive support if they have any questions or concerns around the survey.

The census includes questions relating to:

- Physical Activity
- Health
- Emotional Wellbeing
- Sleep
- Eating Habits
- Social Media Use
- Bullying
- Family
- Substance Use (Secondary Only)

- 3.3 A range of key themes are included within the questions. Children and young people will be asked questions that cover a wide range of topics as summarised in the following table:

| | | |
|---|--|---|
| <ul style="list-style-type: none"> attitudes to school perceptions of achievement perceptions on the pressure of schoolwork physical activity/exercise eating behaviours general health general wellbeing (life satisfaction) physical or mental health condition | <ul style="list-style-type: none"> sleep pattern feeling of discrimination relationship with peers self-perception (body image) experience of social media and being online relationships with family / environment relationships with parents/carers resilience | <ul style="list-style-type: none"> involvement in decision making involvement in positive activities caring responsibilities experience of bullying aspirations and career planning involvement in positive activities sedentary behaviour perception on places to play |
|---|--|---|

Some topics are only asked of certain groups of young people:

| | |
|--|---|
| <p><i>At S2 and above:</i> mental wellbeing use of alcohol use of tobacco</p> | <p><i>At S4 and above:</i> use of drugs relationships and sexual health</p> |
|--|---|

3.4 The questions asked vary under the different themes, according to the age of the young person taking the survey. A list of these questions is provided in **Appendix 1**. Red shaded areas indicate where questions are **not** asked to particular year groups of children.

The question path also varies in some places depending on the answers given by the children.

Sexual Health Section

We recognise that the Sexual Health section of the report has been of particular interest when reflecting upon the content of the survey.

- 3.5 In reviewing this section it may be useful to consider the reason for asking these questions within the context of Young People’s Sexual Health.
- 3.6 Teenage pregnancy rates are gradually being reduced in Scotland. In Fife the rates have reduced significantly since 2010 but remain higher than many other local authority areas. The most recent public health data shows that Fife is the sixth highest council area in terms of teenage pregnancy rates and has rates higher than the Scottish average.
- 3.7 Unplanned pregnancies, HIV, Hepatitis and sexually transmitted infections remain significant public health concerns.
- 3.8 Local data on key factors such as pregnancies, terminations, STIs and blood borne viruses is limited, often time-lagged due to the process required to verify data, and is primarily focused on treatment and outcome data. For example, the most recent Public Health data in this area dates back to 2020, published in 2022.

- 3.9 Information on the risk-taking behaviours that can lead to these health concerns, to enable more targeted and preventative actions, is scarce and often difficult to gather. This gap in data is of particular concern as the impacts of the pandemic are not fully understood yet. Young people may need us to modify some of our supports and practices to respond better to their needs.
- 3.10 Sexual Health responses garnered via the HWB Census questions would help us to develop a more rounded understand the range of Fife young peoples' sexual experiences and behaviours and the ways in which they might benefit from access to further layers of information or supports.
- 3.11 The asking of sexual health questions is not a new concept. The Health Behaviour in School Based Children (HBSC) Survey has been asking questions of this nature to Young People since 2002. **(See Appendix 2)** Should the current set of census sexual health questions be considered inappropriate alternative questions can be asked based on previous survey questions.
- 3.12 The questions asked vary according to the age of the children, and the Scottish Government has confirmed that these questions are age appropriate. Pupils will be supported in school if they wish to take part. Support will be provided in the following ways:
- Briefing to all School Staff on survey details prior to commencement
 - Signposting of Health & Wellbeing Information provided to School Staff, parents and young people in the form of a Wellbeing Hub Resource
 - Fife Council central staff to be available for support
- 3.13 The survey would be rolled out in schools and collected under the GDPR lawful basis of "public task". As participation in the survey is not mandatory, parents/carers/children will be provided with information in order for them to make an informed decision as to whether they (or their child(ren) if aged below 16) want to take part or "opt-out" of the survey. Fife Council will be responsible for providing and creating the necessary materials that will help parents/carers/children make such an informed choice. Young people taking part in the survey will have the choice not to answer individual questions within the survey.
- 3.14 A range of other surveys have, in the past, been used with groups of Fife young people and included similar questions to those proposed in the HWB Survey within certain topics. This has included:
- Fife's PupilWise Survey – designed to seek young people's views of their school experience.
 - The Schools Health and Wellbeing (SHINE) network survey, which aims to support schools in understanding young people's wellbeing needs with a focus on mental health.
 - The Scottish Schools Adolescent Lifestyle and Substance Use (SALSUS) Survey. The most recent data from this survey was collated in 2018. SALSUS has now been superseded by the National Health and Wellbeing Census.
- 3.15 Fife Council can decide on the content of the surveys used in this area.

4.0 Why this survey is necessary in Fife

- 4.1 This survey is designed to help us to promote and/or improve the well-being of children and young people in Fife, which is a specified duty within the Local Government in Scotland Act 2003. The results of the survey will help us to understand the wellbeing and needs of children and young people in Fife and will inform our work to improve services for children and families. Gathering this information is especially important, at this time, to help us to form an accurate picture of young people's wellbeing after the pandemic and to help us to plan to support their recovery.
- 4.2 This information about children and young people will help us to:
- plan and deliver better policies for the benefit of Fife's children and families, or specific groups
 - better understand some of the factors which influence the outcomes for children
 - target resources better
 - enhance the quality of research to improve the lives of people in Fife
 - provide a window on society
- 4.3 There is no suitable alternative, equivalent survey available for use across Scottish Education which covers the breadth of topics offered by the survey.

5.0 Progress to date

National

- 5.1 Information provided by Scottish Government in September 2022 detailed that Sixteen local authorities undertook their health and wellbeing data collections in the 2021/22. 10 local authorities collected their data using the core surveys with no amendments; 6 made some amendments. Where amendments were made, these were predominantly to the Relationships and Sexual Health topic – with some simply moving this into a separate survey (with no identifying variables) and others adding or removing questions to gather the data they require. Other local authorities are currently undergoing a review process similar to that being undertaken in Fife
- 5.2 Local authorities who collected their HWB census 2021/22:

Angus

Clackmannanshire

**Dumfries and
Galloway**

Dundee

East Renfrewshire

Edinburgh

Falkirk

Glasgow

Moray

North Ayrshire

Perth and Kinross

Renfrewshire

Scottish Borders

Shetland

South Ayrshire

Stirling

- 5.3 Aggregated analysis of the results of the Census from these local authorities is expected to be published by SG in December 2022.

Local

- 5.4 Following the pause of the national Health & Wellbeing census, and to progress discussions again, a short life advisory group was set up consisting of four Fife Council/NHS representatives and four Councillors representing all political parties.
- 5.5 The purpose of this group was to discuss a Fife Young People Health & Wellbeing survey in more detail and discuss any questions used in the national H&WB census which were of concern.

A meeting took place on 27th October with the following areas discussed:

- Title of Survey
 - Use of Survey in Fife
 - Data Protection
 - Content & Questions
 - Support provided before, during and after delivering the survey
- 5.6 Local authorities have scope to make modifications to the content of the survey; individual questions can be removed or altered, and additional questions can be added. Careful consideration will be required if undertaking this as alterations will affect a) the ability to compare results across Scotland and b) the young people's experience of the survey.

6.0 Conclusions & Next Steps

- 6.1 A range of key themes are included within the questions. Children and young people will be asked questions that cover a wide range of topics, with some topics only asked of certain groups of young people.
- 6.2 As Fife own the data it feels more appropriate to name the data collection Fife Young People's survey of Health & Wellbeing, instead of Census.
- 6.3 All information will be confidential and secure; collected for statistical, research and planning purposes and owned by Fife.
- 6.4 The asking of sexual health questions is not a new concept. The Health Behaviour in School Based Children (HBSC) Survey has been asking questions of this nature to Young People since 2002. Following the advisory group meeting on the 27th October, 2022, it is proposed that consideration is made to the sexual health questions being asked. It was noted that sexual health questions should be included by officers and members. Both the sexual health census and HBSC questions have been provided in Appendix 2 for consideration.
- 6.5 Should the current set of census sexual health questions be considered inappropriate the questions asked in the previous HBSC should be recommended to Cabinet committee for approval.

- 6.6 Implementation dates should be considered to allow planning of information to be circulated to School, Parents & Participants.

List of Appendices

1. National Health & Wellbeing Census - Survey Questions
2. Sexual Health Section HSBC Questions
3. Information for sharing data with Scottish Government (SG)

Background Papers

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

N/A

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Appendix One – Census Questions

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---------|----------------------------------|--|----|----|----|----|----|----|----|----|----|------------------|
| Alcohol | Where drink alcohol | When you drink alcohol, where are you USUALLY? YOU CAN CROSS MORE THAN ONE BOX IF THIS APPLIES TO YOU In a pub or bar In a club or disco At a party with friends At my home At someone else's home Out on the street, in a park or other outdoor area Somewhere else | N | N | N | N | N | N | N | N | N | Y |
| Alcohol | Allowed to drink alcohol at home | Do your parents/carers allow you to drink alcohol at home? Yes, always Yes, sometimes No, never Prefer not to say | N | N | N | N | N | N | N | N | N | Y |
| Alcohol | Who buys alcohol | The last time someone bought you alcohol, who was it? No one has ever bought me alcohol My brother or sister A friend of my own age A friend older than me A friend younger than me My boyfriend/girlfriend My mother, father or carer My father's partner or mother's partner Someone I knew of, but didn't know personally A stranger Someone else Prefer not to say | N | N | N | N | N | N | N | N | N | Y |
| Alcohol | Where and how buy alcohol | Where do you USUALLY get your alcohol from? I buy it in a pub or bar I buy it in a club or disco I buy it from an off-licence I buy it from a shop I buy it from a supermarket I buy it from a website / online / internet I get it from a friend I get it from a relative From home (either with or without permission) Some other way Prefer not to say | N | N | N | N | N | N | N | N | N | Y |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---------------------------------|--|---|----|----|----|----|----|----|----|----|----|------------------|
| Alcohol | Frequency of drinking alcohol, by type | At present, how often do you drink anything alcoholic, such as beer, wine or spirits? Try to include even those times when you only drink a small amount. Please tick one circle for each line Every day Every week Every month Rarely Never Beer or lager Wine or champagne Alcopops (like Smirnoff Ice, Bacardi Breezer, WKD) Spirits (like whisky, vodka) Cider Fortified (strong) wine like sherry, martini, port, Buckfast Any other drink that contains alcohol | N | N | N | N | N | N | N | N | N | Y |
| Alcohol | Frequency of drinking alcohol | How often do you USUALLY have an alcoholic drink? More than once a week About once a week About once a fortnight About once a month Only a few times a year I never drink alcohol now | N | N | N | N | Y | N | Y | N | N | N |
| Area factors | Feeling safe when out in area | Generally speaking, I feel safe in the area where I live... Always Most of the time Sometimes Rarely or Never Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Area factors | Agreeing that you live in a good place | Do you think that the area in which you live is a good place to live? Yes, it's good It's OK No, it's not good Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Aspirations and career planning | Wanting to remain in education post 16 | Now looking ahead, when do you think you want to leave school / full time education? I want to leave school as soon as I can (e.g. at the end of S4) I want to continue with my full time education (e.g stay on into S5 or go to college) I'm not sure at the moment Prefer not to say | N | N | Y | Y | Y | Y | Y | N | N | N |
| Aspirations and career planning | Expected destination on leaving school | What do you think you will be doing as soon as you leave secondary education (usually in S4, S5 or S6)? Prefer not to say University Further Education College Apprenticeship or Trade Youth Training or Skill Seekers Employment Unemployed Don't know Other | N | N | N | Y | Y | Y | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|-------------------------|--|--|----|----|----|----|----|----|----|----|----|------------------|
| Attitudes to school | Enjoying learning at school | <p>And now some questions about your life at school and what you think you will do when you leave school. Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence.</p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say</p> <p>I enjoy learning new things I feel like I have a choice in what I am learning at school Getting an education is important to me My teachers listen to what I have to say I have an adult to talk to at school if I am worried about something.</p> | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Attitudes to school | Looking forward to school | <p>Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence.</p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say</p> <p>I feel like my teachers treat me fairly My parents (or carers) really care about my education I feel confident to speak up in class, ask questions and share my opinion Most of the time, I am happy at school I feel positive about my future.</p> | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Bullying others | Bullying of other pupils in last month | How often have you taken part in bullying another pupil(s) at school in the past couple of months? Not at all / Once or twice / Around two or three times a month / Once a week / Several times a week / Prefer not to say. | Y | Y | Y | Y | Y | Y | N | N | N | N |
| Bullying others | Cyberbullying of other pupils in last few month | <p>In the past couple of months, how often have you taken part in online bullying (e.g. sent mean instant messages, email or text messages, wall postings, created a website making fun of someone, posted unflattering or inappropriate pictures online without permission or shared them with others)?</p> <p>I have not bullied another person online in the past couple of months It has happened once or twice Two or three times a month About once a week Several times a week Prefer not to say</p> | N | N | N | Y | Y | Y | N | N | N | N |
| Caring responsibilities | Disability, long-term illness or health problem of co-habiting family member | <p>Does anyone who you live with have any of the following? PLEASE TICK ALL THAT APPLY. PLEASE LEAVE BLANK IF YOU PREFER NOT TO SAY</p> <p>A disability A long-term illness A mental health problem None of the above</p> | N | N | N | Y | Y | Y | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|-------------------------|------------------------------|---|----|----|----|----|----|----|----|----|----|------------------|
| Caring responsibilities | Caring responsibilities | Do you care for, or look after, someone? For example, because they have a disability, an illness, a drug or alcohol problem, a mental health problem, or problems related to old age. Yes No Prefer not to say | N | N | Y | Y | Y | Y | Y | Y | Y | N |
| Caring responsibilities | Frequency of providing care | Do you help care for, or look after them.....? Every day A couple of times a week Once in a while Prefer not to say | N | N | Y | Y | Y | Y | Y | Y | Y | N |
| Drugs | Ever taken drugs | We would now like to ask you some questions about drugs. By "drugs" we mean illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to you. We don't mean medicines that your doctor prescribed you or that you can buy in the pharmacy/chemist. Have you ever taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to you? Yes No Prefer not to say | N | N | N | N | N | N | N | N | N | Y |
| Drugs | Frequency of use of drugs | How often do you use drugs? I have only taken drugs once I used to take drugs sometimes but I don't take them anymore I take drugs a few times a year I take drugs once or twice a month I take drugs at least once a week or more Prefer not to say | N | N | N | N | N | N | N | N | N | Y |
| Drugs | Taken drugs in the last year | Have you taken any drugs in the last year? Yes No Prefer not to say | N | N | N | N | N | N | N | N | N | Y |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 | |
|-------------------|---|---|----|----|----|----|----|----|----|----|----|------------------|---|
| Drugs | Type of drug taken in last year | <p>Which (if any) of these drugs have you taken in the last year?</p> <p>Please tick ALL that apply or leave blank if none apply or you prefer not to say.</p> <p>Cannabis (Weed, Skunk, Green, Hash, Blow, Joints, Marijuana)</p> <p>Gas, Glue or Other Solvents</p> <p>Amphetamines (Speed, Whizz, Sulph, Paste)</p> <p>Ecstasy (E, Eccies, XTC, Pills)</p> <p>Cyrobans (Cy, Cyber, CBan)</p> <p>Benzos (Valium, Vallies, Blues, Whites, Yellows, Xanax)</p> <p>Heroin (Smack, Kit, H, Brown, Skag)</p> <p>Magic Mushrooms (Shrooms)</p> <p>Methadone (Physeptone, Meth)</p> <p>MDMA crystals/crystals (Mandy, Molly, Madman)</p> <p>Cocaine (Coke, Charlie, C, Proper, Council)</p> <p>Anabolic Steroids (Roids)</p> <p>Unknown White Powders (Gear)</p> <p>Ketamine (Ket, K)</p> <p>Synthetic Cannabinoids (SPICE, RedExodus, Mamba)</p> <p>LSD (Acid, Blotters)</p> <p>2C (2CB, 2CI, 2CE)</p> <p>Diet Pills</p> <p>Tanning Pills</p> <p>Other drugs including prescription drugs not prescribed to you</p> | N | N | N | N | N | N | N | N | N | N | Y |
| Eating behaviours | How often eat breakfast - weekdays | <p>How often do you usually have breakfast on weekdays (more than a glass of milk or fruit juice)?</p> <p>I never have breakfast during weekdays</p> <p>One or two days</p> <p>Three or four days</p> <p>Every day</p> <p>Prefer not to say</p> | Y | Y | Y | Y | Y | Y | N | Y | Y | N | |
| Eating behaviours | How often eat breakfast - weekends | <p>How often do you usually have breakfast at weekends (more than a glass of milk or fruit juice)?</p> <p>I never have breakfast during the weekend</p> <p>I usually have breakfast on only one day of the weekend (Saturday or Sunday)</p> <p>I usually have breakfast on both days of the weekend (Saturday and Sunday)</p> <p>Prefer not to say</p> | Y | Y | Y | Y | Y | Y | N | Y | Y | N | |
| Eating behaviours | Frequency of eating or drinking various foods | <p>How often do you usually eat or drink...</p> <p>Please tick one circle for each line or leave blank if you prefer not to say</p> <p>Never Once a week or less 2-4 days a week 5-6 days a week At least once a day</p> <p>Fruit</p> <p>Vegetables</p> <p>Fruit juice or smoothies</p> <p>Sweets or chocolate</p> <p>Cakes or biscuits</p> <p>Crisps</p> <p>Chips or fried potatoes</p> <p>Water</p> <p>Coke or other soft drinks that contain sugar</p> <p>Energy drinks (e.g. Red Bull, Lucozade, Monster)</p> | Y | Y | Y | Y | Y | Y | N | Y | Y | N | |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---|--|--|----|----|----|----|----|----|----|----|----|------------------|
| Eating behaviours | Frequency of eating main meals with family | How often do you and the people you live with usually have meals together? 1 Every day 2 Most days 3 About once a week 4 Less than once a week 5 Never 6 Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Feeling Hungry / Economic inclusion (poverty) | Being hungry | Some children and young people go to school or to bed hungry. How often does this happen to you? 1 O Always 2 O Often 3 O Sometimes 4 O Never 5 O Prefer not to say | N | N | Y | Y | Y | Y | Y | Y | Y | N |
| Experience of Bullying and fighting | Bullied in last year | Have you been bullied in the last year? Yes / No / Prefer not to say | Y | Y | Y | Y | Y | Y | N | N | N | N |
| Experience of Bullying and fighting | Location of bullying | Where have you been bullied? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY. At school / Somewhere else (including on the way to and home from school) / Online/Social media/Gaming platform | Y | Y | Y | Y | Y | Y | N | N | N | N |
| Experience of Bullying and fighting | Ways in which bullied in person or online/social media | If yes – how were you bullied? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY In person Name calling Rumours spread Hurtful comments Threats Pictures or videos of you shared with others Embarassed or made to feel foolish Physically hurt | Y | Y | Y | Y | Y | Y | N | N | N | N |
| Experience of Bullying and fighting | Frequency of being cyber bullied, recent | How often do other children pick on you by sending emails, through messaging or posting somethingonline? Most days About once a week About once a month Every few months Never Prefer not to say | N | N | Y | Y | Y | Y | N | N | N | N |
| Experience of Bullying and fighting | Reporting of bullying | Did you report the bullying to anyone? Yes / No / Prefer not to say | Y | Y | Y | Y | Y | Y | N | N | N | N |
| Experience of Bullying and fighting | Outcome of reporting of bullying | Did reporting the bullying to anyone.....? Make the situation better / Make the situation worse / Nothing changed / Prefer not to say | Y | Y | Y | Y | Y | Y | N | N | N | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|----------------------------------|--|---|----|----|----|----|----|----|----|----|----|------------------|
| Family relationships/environment | Enjoyment of being with family | How often do you enjoy being with the people you live with? 1. Always 2. Often 3. Sometimes 4. Never 5. Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Family relationships/environment | Confiding in a family member, friend, neighbour, medical professional, social worker or trusted adult - part 1 | How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say Easy Difficult Does not apply to me Friend(s) Mum / female carer Dad / male carer Brother(s) / Sister(s) Counsellor (someone who is trained to listen and give you advice about your problems or help you manage your feelings) GP or Nurse Teacher(s) | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Family relationships/environment | Confiding in a family member, friend, neighbour, medical professional, social worker or trusted adult - part 2 | How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say Easy Difficult Does not apply to me Neighbour(s) Youth Worker Other family members (e.g. grandparent(s)) Social Worker Another adult you trust Club or Group leader (e.g. sports coach, girl guides, boys brigade, scouts, etc.) | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Gambling | Spending money on gambling activities | Have you spent any of YOUR money on any of the following in the last month? We want to know about games you played yourself. PLEASE READ THE LIST CAREFULLY AND SELECT ALL OF THE ACTIVITIES THAT YOU HAVE TAKEN PART IN, OR LEAVE BLANK IF YOU PREFER NOT TO SAY Taking part in a lottery for example National Lottery Lotto (the main National lottery draw), Health Lottery, Postcode Lottery, Scratchcards, Euromillions, Thunderball, Hotpicks Personally placing a bet at a betting shop for example visiting a bookies to bet on football or horse racing Gambling websites or apps where you can win real money or other prizes for example poker, casino games, bingo, betting on sport or racing Fruit machines (puggies, slot machines) at an arcade, pub or club Private betting with friends for example playing cards or placing a private bet for money on the outcome of an event Bingo at a bingo club or somewhere else, for example social club, holiday park Visiting a betting shop to play gaming machines Visiting a casino to play casino games Any other type of gambling None of the above | N | N | N | N | N | Y | N | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|--|--|--|----|----|----|----|----|----|----|----|----|------------------|
| General health | Scale rating of general health | In general how would you say your health is? 1 Excellent 2 Good 3 Fair 4 Poor 5 Prefer not to say. | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| General wellbeing (life satisfaction) | From Huebner Student's life satisfaction scale, 3-item | Please say how much you agree or disagree with each of the sentences. Please tick one circle for each question. My life is just right I wish I had a different kind of life I have what I want in life Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Involvement in decision making overall | Perception that views are listened to and taken into account in decision | These next questions ask you about adults, such as your parents/carers, grandparents, teachers, youth workers, sports coaches, Scouts/ Guides leaders. Agree Neither agree nor disagree Disagree Don't know How much do you agree or disagree with the following statements? A Adults are good at listening to what I say B Adults are good at taking what I say into account | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Long term health condition | Physical or mental health condition or long term illness | Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more? Yes No Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Mental health | WEMWBS (validated wellbeing scale, 14 items): mean score | WEMWBS Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks. None of the time Rarely Some of the time Often All of the time I've been feeling optimistic about the future I've been feeling useful I've been feeling relaxed I've been feeling interested in other people I've had energy to spare I've been dealing with problems well I've been thinking clearly | N | N | N | N | Y | Y | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---------------|--|--|----|----|----|----|----|----|----|----|----|------------------|
| Mental health | WEMWBS (validated wellbeing scale, 14 items): mean score | <p>WEMWBS Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.</p> <p>None of the time Rarely Some of the time Often All of the time</p> <p>I've been feeling good about myself I've been feeling close to other people I've been feeling confident I've been able to make up my own mind about things I've been feeling loved I've been interested in new things I've been feeling cheerful</p> | N | N | N | N | Y | Y | Y | Y | Y | N |
| Mental health | SDQ (Strengths and Difficulties Questionnaire, 24 item) part 1 | <p>The next set of questions ask you about how you feel and things that you do, to help understand your strengths and difficulties (on separate page)</p> <p>For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.</p> <p>Please tick one circle on each line.</p> <p>a) I try to be nice to other people. I care about their feelings b) I am restless, I cannot stay still for long c) I get a lot of headaches, stomach-aches or sickness d) I usually share with others (food, games, pens etc.) e) I get very angry and often lose my temper</p> | N | N | N | N | Y | Y | Y | Y | Y | N |
| Mental health | SDQ (Strengths and Difficulties Questionnaire, 24 item) part 2 | <p>For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.</p> <p>Please tick one circle on each line.</p> <p>a) I am usually on my own. I generally play alone or keep to myself b) I usually do as I am told c) I worry a lot d) I am helpful if someone is hurt, upset or feeling ill e) I am constantly fidgeting or squirming</p> | N | N | N | N | Y | Y | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---------------|--|--|----|----|----|----|----|----|----|----|----|------------------|
| Mental health | SDQ (Strengths and Difficulties Questionnaire, 24 item) part 3 | For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I have one good friend or more b) I fight a lot. I can make other people do what I want c) I am often unhappy, downhearted or tearful d) Other people my age generally like me e) I am easily distracted, I find it difficult to concentrate | N | N | N | N | Y | Y | Y | Y | Y | N |
| Mental health | SDQ (Strengths and Difficulties Questionnaire, 24 item) part 4 | For each item please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I am nervous in new situations. I easily lose confidence b) I am kind to younger children c) I am often accused of lying or cheating d) Other children or young people pick on me or bully me e) I often volunteer to help others (parents, teachers, children) | N | N | N | N | Y | Y | Y | Y | Y | N |
| Mental health | SDQ (Strengths and Difficulties Questionnaire, 24 item) part 5 | For each item please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I think before I do things b) I take things that are not mine from home, school or elsewhere c) I get on better with adults than with people my own age d) I have many fears, I am easily scared e) I finish the work I'm doing. My attention is good | N | N | N | N | Y | Y | Y | Y | Y | N |
| Mental health | WEMWBS / Stirling wellbeing scale for younger children | Below are some sentences about yourself. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence or leave blank if you prefer not to say. Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree In general, I like who I am I am proud of the things I can do When I do something, I try my hardest I feel like I can make decisions in my life Generally, I feel cheerful and I am in a good mood There are lots of things that I worry about in my life Even if I'm having a difficult time, I feel like I will be OK | Y | Y | Y | Y | N | N | N | N | N | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|----------------|--|--|----|----|----|----|----|----|----|----|----|------------------|
| Mental health | Frequency of feeling confident | Over the past 2 weeks how often have you been feeling confident? None of the time / Rarely / Some of the time / Often / All of the time. | Y | Y | Y | Y | N | N | N | N | N | N |
| Mental health | Loneliness | How often do you feel lonely? Hardly ever or never Some of the time Often Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Peer relations | Number of close friends | How many close friends would you say you have? None One Two Three or more Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Peer relations | Peers support, sharing, fun | Below are some sentences about your relationship with your friends. Please say whether you agree or disagree with each sentence. Please tick one circle for each question or leave blank if you prefer not to say Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree I have a lot of fun with my friends I am confident in sharing my opinions with my friends My friends treat me well I feel my friends make me do things I don't want to do | Y | Y | Y | Y | Y | Y | N | N | N | N |
| Peer relations | Peers support and contentment with friends | Below are some sentences about your relationship with your friends. Please say how much you agree or disagree with each sentence. Please tick one circle for each question or leave blank if you prefer not to say Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree If a friend was being bullied, I would help them or tell someone who would help them My friends will help me if I need it I am happy with the friends that I have Most of the time, I have enough money to do the same things as my friends I feel supported by my friends | Y | Y | Y | Y | Y | Y | N | N | N | N |
| Peer relations | Feeling left out of things | How often do you feel left out of things? Hardly ever or never Sometimes Often or always Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|----------------------------|--|---|----|----|----|----|----|----|----|----|----|------------------|
| Physical activity/exercise | Amount of physical activity yesterday | For this next question, add up all the time you spent doing physical activity yesterday? None Less than half an hour Between half an hour and 1 hour 1 to 2 hours 2 hours or more Prefer not to say. | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Physical activity/exercise | Frequency of exercise so out of breath or sweaty at home / out of school | How often do you usually do any physical activity in your free time (outside school hours) so much that you get out of breath or sweat? Every day 4 to 6 times a week 2 to 3 times a week Once a week At least once a month but not every week Less than once a month Never Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Play | Places to play outdoors | Are there places near where you live where you can play outdoors? Yes - lots Yes - some No Prefer not to say | Y | Y | Y | Y | Y | N | N | N | N | N |
| Positive activities | Activities taken part in such as youth, religious, voluntary groups | Which, if any, of these things have you done in the last year? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY Taken part in the buddying/mentoring programme at school Done voluntary work Taken part in a charity event Taken part in a drama / acting / singing / dancing group Taken part in a religious activity (e.g. Church service, Scripture Union, Quran classes) Attended a youth organisation (e.g. Boys or Girls Brigade, Scouts, Girl Guides, etc.) Duke of Edinburgh Sports clubs None of the above | N | N | N | Y | Y | Y | N | N | N | N |
| Pressure of school work | Feeling strained or pressured by schoolwork | How pressured (stressed) do you feel by the schoolwork you have to do? 1 Not at all 2 A little 3 Some 4 A lot 5 Prefer not to say | N | N | Y | Y | Y | Y | Y | Y | Y | N |
| Resilience | Even if having a difficult time, feeling OK | Please say how much you agree or disagree with this sentence: "Even if I am having a difficult time, I feel like I will be OK." Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say | N | N | N | N | Y | Y | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|------------------------------|---------------------------------------|--|----|----|----|----|----|----|----|----|----|------------------|
| Resilience | Presence of trusted adult | Do you have an adult in your life who you can trust and talk to about any personal problems? 1 No, I don't 2 Yes, I sometimes do 3 Yes, I always do 4 Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Sedentary behaviour | Amount of free time spent sitting | Outside school hours, how many hours a day do you usually spend sitting (e.g. watching TV, using a computer or mobile phone, travelling in a car or by bus, sitting and talking, eating, studying)? Please be aware that if activities take place at the same time (e.g. watching TV whilst talking) these only count once. Please tick one circle for weekdays and one circle for weekend 1 O None at all 2 O About half an hour a day 3 O About 1 hour a day 4 O About 2 hours a day 5 O About 3 hours a day 6 O About 4 hours a day 7 O About 5 hours a day 8 O About 6 hours a day 9 O About 7 hours or more a day | N | N | N | Y | Y | Y | Y | Y | Y | N |
| Self perception (body image) | Happy with looks and body image) | Please say how much you agree or disagree with this sentence: "I am happy with my body and the way I look." Strongly agree Agree Neither agree not disagree Disagree Strongly disagree Prefer not to say | N | N | Y | Y | Y | Y | Y | Y | Y | N |
| Self perception (body image) | How body and looks affect how I feel | Please say how much you agree or disagree with this sentence: "My body and the way I look affects how I feel about myself." Strongly agree Agree Neither agree not disagree Disagree Strongly disagree Prefer not to say | N | N | Y | Y | Y | Y | Y | Y | Y | N |
| Sexual health | Currently have a boyfriend/girlfriend | Do you currently have a boyfriend/girlfriend? Yes No Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---------------|--|--|----|----|----|----|----|----|----|----|----|------------------|
| Sexual health | Healthy Relationships | Does your current boyfriend/girlfriend do any of the following things? Please tick one box on each line Often Quite often Occasionally Never Prefer not to say Makes you feel safe and respected? Encourages you to do something you enjoy? Constantly checks where you are? Puts you down when you are together or in front of other people? Comments negatively on how you dress? Tries to or limits the time you spend with friends? Puts pressure on you to do sexual things? | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Sexual experience | People have varying degrees of sexual experience. How much, if any, sexual experience have you had? None Small amount (e.g. kissing, some intimate touching on top of clothes) Some experiences but no sexual intercourse (e.g. touching intimately underneath clothes or without clothes on) More experiences, including oral sex Vaginal or anal sex Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Condom use, last time | The most recent time you had vaginal or anal sex (penetrative sex), did you or the other person use a condom? This question does not apply to me Yes No Don't know Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Contraception use, last time | The most recent time you had penetrative vaginal sex, did you or the other person use anything to prevent pregnancy? This question does not apply to me Yes No Don't know Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Type of regular, reliable contraception, last time | The most recent time you had penetrative vaginal sex, which of these forms of contraception did you or the other person use to prevent pregnancy? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF NONE APPLY OR YOU PREFER NOT TO SAY Condom Implant Hormonal coil (intrauterine system or hormonal coil) Non-hormonal coil (intrauterine device, IUD) Injection (e.g. "the jag") Contraceptive pill Hormonal patch Vaginal ring | N | N | N | N | N | N | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---------------|---|--|----|----|----|----|----|----|----|----|----|------------------|
| Sexual health | Type of other, less reliable contraception, last time | The most recent time you had penetrative vaginal sex, did you or the other person use any of the following to try to prevent pregnancy? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF NONE APPLY OR YOU PREFER NOT TO SAY Fertility app Withdrawal (e.g. pulling out) Emergency contraception Something else Don't know | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Penetrative sex | Have you had vaginal or anal sex (penetrative sex) more than once? Yes No Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Condom use, first time | The first time you had penetrative sex, did you or the other person use a condom? This question does not apply to me. Yes No Don't know Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Age of first sexual intercourse | How old were you when you had sex for the first time? 13 years old or younger 14 years old 15 years old 16 years old or older Don't know Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | First sexual intercourse; attitude and regret | When you first had sex, would you personally say: You wanted it to happen earlier You wanted it to happen at that time You would rather have had it later You did not ask yourself that Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Fist sexual intercourse; influence of drink or drugs | Did you drink alcohol or use drugs before you had sex for the first time? Yes No I do not remember Prefer not to say | N | N | N | N | N | N | Y | Y | Y | N |
| Sexual health | Attitudes to relationships | Which of the following best describes you....?? Please tick one circle on each line Doesn't apply to me Fully agree Agree Disagree Totally disagree Prefer not to say I find it easy to say 'no' to having sexual experiences I don't want I find it easy to ask for help regarding sexual health issues I find it easy to get information on sexual health I find it easy to say what I want in relationships | N | N | N | N | N | N | Y | Y | Y | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---------|------------------------------------|--|----|----|----|----|----|----|----|----|----|------------------|
| Sleep | Bedtime on school night | When do you usually go to bed if you have to go to school the next morning? Before 9.00 pm At 9.00 pm or later, but before 10.00 pm At 10.00 pm or later, but before 11.00 pm At 11.00 pm or later, but before midnight At midnight or later, but before 1.00 am At 1.00 am or later, but before 2.00 am At 2.00 am or later Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Sleep | Wake up time on a school day | When do you usually wake up on school mornings? Before 05.00a.m.; At 5:00 a.m. or later but before 6:00 a.m.; At 06.00 a.m. or later but before 7.00 a.m.; At 7:00 a.m. or later but before 8:00 a.m.; At 08.00 a.m. or later; Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Sleep | Amount of sleep | How many hours sleep did you have last night? Less than 3 hours 3 to 5 hours 6 to 8 hours 9 to 11 hours 12 to 14 hours 15 hours or more Prefer not to say. | N | N | N | Y | Y | Y | Y | Y | Y | N |
| Smoking | Smoking status | Now read the following statements carefully and select the option which best describes you I have never smoked I have only ever tried smoking once I used to smoke sometimes but I never smoke a cigarette now I sometimes smoke cigarettes now but I don't smoke as many as one a week I usually smoke between one and six cigarettes a week I usually smoke more than six cigarettes a week Prefer not to say | N | N | N | N | N | N | N | N | N | Y |
| Smoking | Use of e-cigarettes, and frequency | Now read the following statements carefully and tick the box next to the ONE which best describes you. I have never used an e-cigarette / vape I used to use e-cigarettes / vapes but don't use them anymore I have tried an e-cigarette / vape once I have tried e-cigarettes / vapes a few times I use e-cigarettes / vapes sometimes, but no more than once a month I use e-cigarettes / vapes once a week or more Prefer not to say | N | N | N | N | N | N | N | N | N | Y |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|---------|------------------------|--|----|----|----|----|----|----|----|----|----|------------------|
| Smoking | Source of cigarettes | <p>How do you usually get your cigarettes/tobacco?</p> <p>Please tick more than one box if you OFTEN get cigarettes/tobacco from different people or places. Please leave blank if you prefer not to say.</p> <p>I buy them from a supermarket</p> <p>I buy them from a newsagent, tobacconist or a sweet shop</p> <p>I buy them from a garage shop</p> <p>I buy them from a van, such as an ice cream van or burger van</p> <p>I buy them from some other type of shop</p> <p>I buy them from a street market</p> <p>I buy them on the internet</p> <p>I buy cigarettes/tobacco from friends or relatives</p> <p>I buy cigarettes/tobacco from someone else</p> <p>I ask someone else under the age of 18 to buy me cigarettes/tobacco</p> <p>I ask an adult I know to buy me cigarettes/tobacco</p> <p>I ask an adult I don't know to buy me cigarettes/tobacco</p> <p>Friends give me cigarettes/tobacco</p> <p>My brother or sister gives me cigarettes/tobacco</p> <p>My mother, father or carer gives me cigarettes/tobacco</p> <p>I take cigarettes/tobacco without asking</p> <p>I get cigarettes/tobacco in some other way</p> | N | N | N | N | N | N | N | N | N | Y |
| Smoking | Source of e-cigarettes | <p>How do you usually get your e-cigarettes/vapes/refills?</p> <p>Please tick more than one box if you OFTEN get e-cigarettes/vapes/refills from different people or places. Please leave blank if you prefer not to say.</p> <p>I buy them from a supermarket</p> <p>I buy them from a newsagent, tobacconist, vape shop or a sweet shop</p> <p>I buy them from a garage shop</p> <p>I buy them from a van, such as an ice cream van or burger van</p> <p>I buy them from some other type of shop</p> <p>I buy them from a street market</p> <p>I buy them on the internet</p> <p>I buy e-cigarettes/refills from friends or relatives</p> <p>I buy e-cigarettes/refills from someone else</p> <p>I ask someone else under the age of 18 to buy me e-cigarettes/refills</p> <p>I ask an adult I know to buy me e-cigarettes/refills</p> <p>I ask an adult I don't know to buy me e-cigarettes/refills</p> <p>Friends give me e-cigarettes/refills</p> <p>My brother or sister gives me e-cigarettes/refills</p> <p>My mother, father or carer gives me e-cigarettes/refills</p> <p>I take e-cigarettes/refills without asking</p> <p>I get e-cigarettes/refills in some other way</p> | N | N | N | N | N | N | N | N | N | Y |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|------------------------------------|--|--|----|----|----|----|----|----|----|----|----|------------------|
| Smoking | Attempts to buy cigarettes / tobacco | In the last 4 weeks, have you bought or tried to buy cigarettes/tobacco from any kind of shop, supermarket or van? Yes – I bought cigarettes/tobacco from a shop, supermarket or van Yes – I tried to buy cigarettes/tobacco from a shop, supermarket or van but was refused No – I did not buy or try to buy cigarettes/tobacco from a shop, supermarket or van No – I have never tried to buy cigarettes/tobacco from a shop, supermarket or van | N | N | N | N | N | N | N | N | N | Y |
| Smoking | Cigarettes over past 7 days | How many cigarettes (if any) did you smoke on average each day in the last 7 days? o None o 1-2 o 3-4 o 5-6 o 7-8 o 9-10 o More than 10 | N | N | N | N | N | N | N | N | N | Y |
| Smoking | Frequency of smoking tobacco | How often do you smoke tobacco at present? Every day At least once a week, but not every day Less than once a week I do not smoke Prefer not to say | N | N | N | N | Y | N | Y | N | N | N |
| Smoking | Frequency of e-cigarettes | How often do you use e-cigarettes / vape at present? Every day At least once a week, but not every day Less than once a week I do not use e-cigarettes / vape Prefer not to say | N | N | N | N | Y | N | Y | N | N | N |
| Social media and online experience | Access to the internet | Do you have access to the internet at home, on a phone, or another device? Yes No Prefer not to say | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Social media and online experience | Amount of freetime spent on electronic devices | In your free time, how long do you usually spend using electronic devices such as computers, tablets (like iPad) or smart phones? Please tick ONE box for each line or leave blank if you prefer not to say. Weekdays Weekends None at all Some of the time (up to 2 hours a day) Quite a bit of the time (3 or more hours a day) | Y | Y | Y | N | N | N | N | N | N | N |

| Topic | Measure | Original Question | P5 | P6 | P7 | S1 | S2 | S3 | S4 | S5 | S6 | Substance Use S4 |
|------------------------------------|--|---|----|----|----|----|----|----|----|----|----|------------------|
| Social media and online experience | Amount of freetime spent on electronic devices | <p>In your free time, how many hours a day do you usually spend using electronic devices such as computers, tablets (like iPad) or smart phones? Please tick ONE box for each line or leave blank if you prefer not to say.</p> <p>Weekdays Weekends</p> <p>None at all About half an hour a day About 1 hour a day About 2 hours a day About 3 hours a day About 4 hours a day About 5 hours a day About 6 hours a day About 7 or more hours a day</p> | N | N | N | Y | Y | Y | Y | Y | Y | N |
| Social media and online experience | Type of online activity | <p>Which of the following activities have you done online in the last 2 weeks, even if not very often? Please select ALL the answers that apply or skip this question if you do not go online or prefer not to say</p> <p>Watching videos online Playing games online Listening to music online Looking things up to help with schoolwork Updating your pictures, status or 'story' on social media Browsing other people's pictures, status or 'stories' on social media Messaging, chatting or video-chatting using social media (such as WhatsApp or Snapchat) Something else</p> | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| Social media and online experience | Impact of social media on feelings and behaviour | <p>We are interested in your experience with social media. The term social media refers to social network sites (e.g. Facebook, Instagram) and instant messengers (e.g. WhatsApp, Snapchat, Skype, Facebook messenger). During the past year, have you..... Yes No Prefer not to say</p> <p>.....regularly found that you can't think of anything but the moment that you will be able to use social media again?regularly felt dissatisfied because you wanted to spend more time on social media?often felt bad when you could not use social media?tried to spend less time on social media, but failed?regularly neglected other activities (e.g. hobbies, sport) because you wanted to use social media?regularly had arguments with others because of your social media use?regularly lied to your parents or friends about the amount of time you spend on social media?often used social media to escape from negative feelings?had serious conflict with your parents, brother(s) or sister(s) because of your social media use?</p> | N | N | N | Y | Y | Y | N | Y | Y | N |

Appendix Two - Sexual Health Questions Section – HSBC Questions Asked

HSBC Scotland has collected data from 15-year olds about sexual intercourse since 1990 in some schools, and across the whole sample since 1998. Information on 15-year olds' condom and other contraceptive use has been collected since 2002. Questions are also included about alcohol or drug use at first sexual intercourse, age at first intercourse and feelings about timing of first intercourse.

Have you ever had sexual intercourse (sometimes this is called "*making love*," "*having sex*," or "*going all the way*" or other appropriate *colloquial terms*)?

1 Yes

2 No

How old were you when you had sexual intercourse for the first time?

1 I have never had sexual intercourse

2 11 years old or younger

3 12 years old

4 13 years old

5 14 years old

6 15 years old

7 16 years old

The last time you had sexual intercourse, did you or your partner use a condom?

1 I have never had sexual intercourse

2 Yes

3 No

The last time you had sexual intercourse, what method(s) did you or your partner use to prevent pregnancy?

I have never had sexual intercourse Go to the next question

No method was used to prevent pregnancy Go to the next question

| | Yes | No |
|---------------------------|--------------------------|--------------------------|
| Birth control pills | <input type="checkbox"/> | <input type="checkbox"/> |
| Condoms | <input type="checkbox"/> | <input type="checkbox"/> |
| Spermicidal spray or foam | <input type="checkbox"/> | <input type="checkbox"/> |
| Withdrawal | <input type="checkbox"/> | <input type="checkbox"/> |
| Some other method | <input type="checkbox"/> | <input type="checkbox"/> |
| Not sure | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix Three - Information for sharing data with Scottish Government (SG)

Both complete and partial responses should be shared with SG. They both need to be downloaded separately from SmartSurvey (instructions on exporting data are available on Knowledge Hub):

- Please ensure that you provide one data file to SG (the partial and complete responses should be combined into one file)
- If possible, please provide your data in CSV format

SG asks you share all responses, full and partial, meeting the requirements below. SG will analyse the data to produce local authority (LA) and national level results for release. SG would also ask the results are shared for quality analysis purposes, to understand any improvements that can be considered for future collections, and any impacts on data quality.

The LA data shared with SG should:

- Exclude the following variables/columns (see screenshot below for illustration)
 - UserID
 - UserNo
 - Name
 - Email
 - IP Address
 - Unique ID
 - Ended
 - Started
 - Tracking Link
 - Score
 - Any new questions that you may have added to the survey

Please note that where you have changed the wording of existing questions, these should be included in the data shared with us. Please make us aware if you made any changes to existing questions.

If there are particular local circumstances that require corrections to your datasets, please get in touch and provide details of any changes you have made to the datasets after exporting them from SmartSurvey.

In addition to the datasets, please provide figures for your response rate.

Illustration of variables to be removed from the SmartSurvey export (select and delete columns that are not required for sharing with SG):

2376100 (1) - Excel

File Home Insert Page Layout Formulas Data Review View Developer Tell me what you want to do...

Clipboard Calibri 11 A A %

Wrap Text General Conditional Formatting Table Styles Call Styles Insert Delete Format Sort & Find & Filter Select Edit New Version and Close Document Settings

| UserID | Email | IP Address: Unique ID | Started | Ended | Status | Tracking L Score | Contact U | Q1. Are yc | Q2. Which | Q3. Please | Q4. Please | Q5. B |
|-----------|-------|-----------------------|------------------|------------------|-----------|------------------|-----------|------------|-----------|------------|------------|----------|
| 16854 | | 164.134.2.67 | 11/06/2021 16:43 | 11/06/2021 16:46 | Completed | Default W | 0 | Yes | School1 | 4.55E+08 | 4.56E+08 | Agree |
| 16862 | | 164.134.3.132 | 14/06/2021 09:01 | 14/06/2021 09:08 | Completed | Default W | 0 | Yes | School1 | 0 | 0 | Strong |
| 16947 | | 164.134.3.132 | 25/06/2021 09:58 | 25/06/2021 10:01 | Completed | Default W | 0 | Yes | School2 | 1E+09 | 1E+09 | Strong |
| 16947 | | 164.134.3.132 | 25/06/2021 10:03 | 25/06/2021 10:06 | Completed | Default W | 0 | Yes | School1 | 1E+09 | 1E+09 | Strong |
| 16948 | | 164.134.3.132 | 25/06/2021 10:06 | 25/06/2021 10:10 | Completed | Default W | 0 | Yes | School3 | 1E+09 | 1E+09 | Strong |
| 17023 | | 164.134.2.67 | 05/07/2021 17:09 | 05/07/2021 17:13 | Completed | Default W | 0 | Yes | School2 | 1.23E+08 | 1.23E+08 | Agree |
| 17032 | | 164.134.3.132 | 06/07/2021 12:45 | 06/07/2021 12:47 | Completed | Default W | 0 | Yes | School1 | 8.89E+08 | 8.89E+08 | Strong |
| 17034 | | 164.134.3.132 | 06/07/2021 15:27 | 06/07/2021 15:31 | Completed | Default W | 0 | Yes | School2 | 1.11E+08 | 1.11E+08 | Strong |
| 17034 | | 164.134.3.132 | 06/07/2021 15:31 | 06/07/2021 15:36 | Completed | Default W | 0 | Yes | School2 | 5.56E+08 | 5.56E+08 | Strong |
| 17034 | | 164.134.3.132 | 06/07/2021 15:36 | 06/07/2021 15:39 | Completed | Default W | 0 | Yes | School3 | 7.78E+08 | 7.78E+08 | Disagree |
| 17034 | | 164.134.3.132 | 06/07/2021 15:45 | 06/07/2021 15:48 | Completed | Default W | 0 | Yes | School1 | 2.22E+08 | 2.22E+08 | Strong |
| 17035 | | 164.134.3.132 | 06/07/2021 16:01 | 06/07/2021 16:05 | Completed | Default W | 0 | Yes | School3 | 1.11E+08 | 1.11E+08 | Strong |
| 170411037 | 13 | 164.134.3.132 | 07/07/2021 11:52 | 07/07/2021 11:56 | Completed | Default W | 0 | Yes | School2 | 6.67E+08 | 6.67E+08 | Strong |
| 170471341 | 14 | 164.134.3.132 | 08/07/2021 10:27 | 08/07/2021 10:30 | Completed | Default W | 0 | Yes | School1 | 1.11E+08 | 1.11E+08 | Neither |
| 170491969 | 15 | 164.134.3.132 | 08/07/2021 13:53 | 08/07/2021 13:57 | Completed | Default W | 0 | Yes | School3 | 5.56E+08 | 5.56E+08 | Strong |
| 170499290 | 16 | 164.134.3.132 | 08/07/2021 14:55 | 08/07/2021 14:58 | Completed | Default W | 0 | Yes | School3 | 2.22E+08 | 2.22E+08 | Neither |
| 170566468 | 17 | 164.134.3.132 | 09/07/2021 11:19 | 09/07/2021 11:27 | Completed | Default W | 0 | Yes | School2 | 4.44E+08 | 4.44E+08 | Strong |
| 170567239 | 18 | 164.134.3.132 | 09/07/2021 11:27 | 09/07/2021 11:31 | Completed | Default W | 0 | Yes | School1 | 7.78E+08 | 7.78E+08 | Strong |
| 170577702 | 19 | 164.134.3.132 | 09/07/2021 13:23 | 09/07/2021 13:26 | Completed | Default W | 0 | Yes | School3 | 6.67E+08 | 6.67E+08 | Disagree |

2376100 (1)

Average: 34160419.63 Count: 200 Sum: 5294861043

15th November 2022

Agenda Item No 8

Education Service

Revenue Budget 2022-23 Projected Outturn

Report by:

Carrie Lindsay, Executive Director Education and Children's Services

Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on the forecast financial position for the 2022-23 financial year, for the areas in scope of the Education Scrutiny Committee.

Recommendation(s)

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

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

Legal & Risk Implications

There are no direct legal implications arising from this report.

Impact Assessment

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

Consultation

None

1.0 Background

- 1.1 **The purpose of this report is to advise Members of the projected outturn for the Education Service, for the 2022-23 Revenue Budget, and to highlight the major variances as at August 2022. This is the second monitoring report to the Scrutiny Committee for the 2022-23 financial year.**
- 1.2 **Section 4 of the report summarises the progress on delivery of approved budget savings and, if required, provides an explanation of any variances to the delivery of the savings target.**

2.0 Issues

Projected Outturn - Education Service

- 2.1 The projected underspend, for this financial year, for Education Service is £9.268m. A summary of the 2022-23 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.

3.0 Major Variances

DSM Budget :- projected outturn - £ 8.527m underspend, movement £0.052m

- 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. At this stage in the financial year the projection for the DSM normally reflects the carry forward of underspend from the previous year as school budgets have still to be adjusted to reflect class numbers and staffing for the new session from August. The figure reported above therefore, is mainly the DSM carry forward across schools from 2021-22 of £3.625m.
- 3.2 Additional costs due to Covid are included within the projections for the DSM, mainly £2.190m in relation to additional teacher staffing for Covid recovery, and to cover for staff requiring to isolate. These costs will be funded from Covid funding for additional teachers from Scottish Government.
- 3.3 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) has also been included in their devolved budgets. Any unspent PEF at 31 March was carried forward for schools, and in addition schools' allocations for 2022-23 have been applied to their devolved budgets. These amounts are £5.960m, and £10.456m respectively. A projected underspend of £5.0m is included as an estimate of schools' unspent PEF at the end of 2022-23, which will be carried forward, reflecting the nature of PEF as a ring-fenced funding source.

Non-DSM/Childcare: - projected outturn - £0.741m underspend, movement £0.941m

- 3.4 The projected underspend in the service mainly relates to Early Years of £5.794m due to an underspend on the specific grant funding from Scottish Government for Early Years provision, non-domestic rates relief to nurseries due to Scottish Government granting temporary rates relief to nurseries, and also some underspends in staffing. Scottish Government are currently reviewing the quantum of funding to be included in future local government settlements for Early Years which will, once agreed, impact the level of resource available in future.
- 3.5 A projected underspend is also included within Special Education of £0.503m, which is mainly in relation to the budget for the Education element of secure placements, and reflects the fact that the number of placements have reduced due to the impact of Children and Families' Belonging to Fife Strategy. Also, in relation Childcare Services, an underspend of £0.306m is included in the projected outturn, which is the net effect of reduced staffing costs and a related reduction in income, as services continue to recover from Covid and respond to demand.
- 3.6 These underspends are offset by projected overspends related to maternity/paternity pay and long-term absence of £3.015m and £0.510m are included within the projection. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. Overspends are also projected on transportation costs of £0.724m (mainly within Special Education), and on PPP charges of £0.820m which have both arisen due to inflationary increases relating to RPI, which are in excess of the inflationary provision in the budget. The movement in projection since the last report is mainly due to increased costs for transportation of £0.724m.
- 3.7 In relation to Covid, the main estimated additional costs included within Non Devolved Education are in relation to school transport, cleaning and catering, waste collection and PPE of £0.500m.

4.0 Progress on Budget Savings

- 4.1 This section of the report details the revenue budget savings for the areas falling under the scope of the Education Scrutiny Committee, detailing achievements against the current year approved budget savings as at Quarter 1.
- 4.2 The combined savings target, as approved in the 2021-24 budget process and earlier budget processes for the Service for this financial year is £0.350m. An indication of the forecast achievement of this saving is attached at Appendix 3, and all savings are flagged as being achieved.

5.0 Conclusions

- 5.1 The projected outturn for the Education Service Revenue Budget for 2022-23 is a projected underspend of £9.268m.

List of Appendices

1. Educational Services - Devolved Revenue Monitor 2022-23
2. Educational Services – Non-Devolved Revenue Monitor 2022-23
3. Savings Tracker 2022-23

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| BUDGET MONITORING REPORT SUMMARY | | | | | Appendix 1 | |
|---|----------------|-----------------|-----------------|-----------------|-------------------|----------------------|
| 2022-23 TO 31ST AUG 2022 | | | | | | |
| EDUCATION - DEVOLVED | | | | | | |
| | CURRENT | FORECAST | FORECAST | FORECAST | PREVIOUS | MOVEMENT FROM |
| | BUDGET | 2022-23 | VARIANCE | VARIANCE | REPORTED | PREVIOUS |
| | 2022-23 | 2022-23 | £m | % | VARIANCE | REPORTED |
| | £m | £m | £m | | £m | £m |
| TOTAL COST OF SERVICES | 224.210 | 215.683 | (8.527) | -3.80% | (8.579) | 0.052 |
| LESS: CORPORATELY MANAGED ITEMS | 0.013 | 0.013 | 0.000 | 0.00% | 0.000 | 0.000 |
| SERVICE MANAGED NET BUDGET | 224.197 | 215.670 | (8.527) | -3.80% | (8.579) | 0.052 |
| ANALYSIS OF SERVICE MANAGED BUDGET | | | | | | |
| PRIMARY EDUCATION | 106.553 | 101.434 | (5.119) | -4.80% | (5.138) | 0.019 |
| SECONDARY EDUCATION | 110.448 | 107.177 | (3.271) | -2.96% | (3.268) | (0.003) |
| NURSERY EDUCATION | 2.455 | 2.417 | (0.038) | -1.55% | (0.038) | 0.000 |
| SPECIAL EDUCATION | 4.727 | 4.628 | (0.099) | -2.10% | (0.135) | 0.036 |
| AREA GROUPS | 0.014 | 0.014 | 0.000 | 0.00% | 0.000 | 0.000 |
| | 224.197 | 215.670 | (8.527) | -3.80% | (8.579) | 0.052 |

| | | | | | MOVEMENT FROM | |
|-----------------------------------|-----------------|-----------------|-----------------|-----------------|----------------------|-----------------|
| SUBJECTIVE GROUPING | | | | | | |
| | CURRENT | FORECAST | FORECAST | FORECAST | PREVIOUS | PREVIOUS |
| | BUDGET | 2022-23 | VARIANCE | VARIANCE | REPORTED | REPORTED |
| | 2022-23 | 2022-23 | £m | % | VARIANCE | VARIANCE |
| | £m | £m | £m | | £m | £m |
| SERVICE MANAGED NET BUDGET | 224.197 | 215.670 | (8.527) | -3.80% | (8.579) | 0.052 |
| INCOME | (10.467) | (10.466) | 0.001 | -0.01% | 0.000 | 0.001 |
| EXPENDITURE | | | | | | |
| EMPLOYEE COSTS | 226.082 | 220.972 | (5.110) | -2.26% | (5.161) | 0.050 |
| PREMISES RELATED EXPENDITURE | 0.000 | 0.000 | 0.000 | 0.00% | 0.000 | (0.000) |
| TRANSPORT RELATED EXPENDITURE | 0.145 | 0.145 | 0.000 | 0.06% | 0.000 | 0.000 |
| SUPPLIES & SERVICES | 6.729 | 3.311 | (3.418) | -50.79% | (3.419) | 0.001 |
| THIRD PARTY PAYMENTS | 1.707 | 1.707 | 0.000 | 0.00% | 0.000 | 0.000 |
| TRANSFER PAYMENTS | 0.000 | 0.000 | 0.000 | 0.00% | 0.000 | 0.000 |
| SUPPORT SERVICES CHARGES | 0.000 | 0.000 | 0.000 | 0.00% | 0.000 | 0.000 |
| | 234.664 | 226.136 | (8.528) | -3.63% | (8.579) | 0.051 |
| | 224.197 | 215.670 | (8.527) | -3.80% | (8.579) | 0.052 |

| BUDGET MONITORING REPORT SUMMARY 2022-23 TO 31ST AUG 2022 EDUCATION - NON DEVOLVED | | | | | Appendix 2 | |
|--|------------------------------------|---------------------------|----------------------------|---------------|--|---|
| | CURRENT BUDGET 2022-23 £m | FORECAST 2022-23 £m | FORECAST VARIANCE £m | VARIANCE % | PREVIOUS REPORTED VARIANCE £m | MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m |
| TOTAL COST OF SERVICES | 191.428 | 190.686 | (0.741) | -0.39% | (1.683) | 0.941 |
| LESS: CORPORATELY MANAGED ITEMS | 65.656 | 65.656 | 0.000 | 0.00% | 0.000 | 0.000 |
| SERVICE MANAGED NET BUDGET | 125.772 | 125.031 | (0.741) | -0.59% | (1.683) | 0.941 |
| ANALYSIS OF SERVICE MANAGED BUDGET | | | | | | |
| PRIMARY EDUCATION | 23.213 | 25.694 | 2.481 | 10.69% | 2.373 | 0.108 |
| SECONDARY EDUCATION | 22.297 | 24.222 | 1.926 | 8.64% | 2.238 | (0.312) |
| NURSERY EDUCATION | 25.670 | 19.876 | (5.794) | -22.57% | (5.436) | (0.358) |
| SPECIAL EDUCATION | 33.135 | 33.638 | 0.503 | 1.52% | (0.832) | 1.336 |
| AREA GROUPS | 0.492 | 0.492 | 0.000 | 0.00% | 0.000 | 0.000 |
| EDUCATION ADMINISTRATION | 4.314 | 4.738 | 0.424 | 9.83% | 0.453 | (0.029) |
| STAFF DEVELOPMENT | 0.440 | 0.363 | (0.077) | -17.49% | (0.072) | (0.005) |
| FIFE MUSIC SERVICE | 2.408 | 2.425 | 0.016 | 0.68% | 0.022 | (0.006) |
| SUPPORT SERVICES | 2.842 | 2.619 | (0.223) | -7.85% | (0.209) | (0.014) |
| GENERAL EDUCATION | 8.397 | 8.654 | 0.257 | 3.06% | 0.086 | 0.171 |
| CHILDCARE | 2.565 | 2.310 | (0.255) | -9.96% | (0.306) | 0.051 |
| | 125.772 | 125.031 | (0.741) | -0.59% | (1.683) | 0.941 |

| SUBJECTIVE GROUPING | CURRENT BUDGET 2022- 23 £m | FORECAST 2022-23 £m | FORECAST VARIANCE £m | FORECAST VARIANCE % | PREVIOUS REPORTED VARIANCE £m | MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m |
|-----------------------------------|-------------------------------------|---------------------------|----------------------------|---------------------------|--|---|
| SERVICE MANAGED NET BUDGET | 191.428 | 190.686 | (0.741) | -0.39% | (1.683) | 0.941 |
| INCOME | (48.037) | (46.693) | 1.344 | -2.80% | 1.229 | 0.115 |
| EXPENDITURE | | | | | | |
| EMPLOYEE COSTS | 104.408 | 101.703 | (2.704) | -2.59% | (2.409) | (0.296) |
| PREMISES RELATED EXPENDITURE | 25.529 | 25.396 | (0.134) | -0.52% | (0.154) | 0.020 |
| TRANSPORT RELATED EXPENDITURE | 15.652 | 16.424 | 0.772 | 4.93% | 0.088 | 0.684 |
| SUPPLIES & SERVICES | 15.315 | 16.177 | 0.862 | 5.63% | 0.603 | 0.259 |
| THIRD PARTY PAYMENTS | 12.887 | 11.985 | (0.903) | -7.01% | (1.043) | 0.140 |
| TRANSFER PAYMENTS | 0.018 | 0.025 | 0.007 | 38.98% | 0.002 | 0.005 |
| SUPPORT SERVICES CHARGES | 0.000 | 0.015 | 0.015 | 0.00% | 0.000 | 0.015 |
| | 173.809 | 171.724 | (2.085) | -1.20% | (2.912) | 0.827 |
| | 125.772 | 125.031 | (0.741) | -0.59% | (1.683) | 0.941 |

FIFE COUNCIL
TRACKING APPROVED 2022-23 SAVINGS
EDUCATION AND CHILDREN SERVICES COMMITTEE
AUGUST 2022

| Area | Approved Budget Year | Savings Reference | Title of Savings Proposal | Savings Target £m | Forecast £m | (Under)/Over £m | Rag Status | Reviewed for August 2022 Reporting |
|----------------------|----------------------|-------------------|--|-------------------|--------------|-----------------|------------|------------------------------------|
| Educational Services | 2021-24 | 2021-EC-03 | Review the financial model of Headteacher allocation | 0.150 | 0.150 | 0.000 | Green | Yes |
| Educational Services | 2021-24 | 2021-EC-08 | Review of the Devolved School Management (DSM), to include a review of the secondary school week | 0.200 | 0.200 | 0.000 | Green | Yes |
| Grand Total | | | | 0.350 | 0.350 | 0.000 | | |

Rag Status Key:-

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

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

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

| Summary | | | |
|--------------|-------------------|--------------|-----------------|
| Rag Status | Savings Target £m | Actual £m | (Under)/Over £m |
| Green | 0.350 | 0.350 | 0.000 |
| Amber | 0.000 | 0.000 | 0.000 |
| Red | 0.000 | 0.000 | 0.000 |
| Total | 0.350 | 0.350 | 0.000 |

15th November 2022

Agenda Item No 9

Education Service

Capital Investment Plan 2022-2023: Progress Report

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

Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

This report provides members with information on the overall progress of the Education Service capital programme, for the current financial year, 2022-23, as well as informs members of progress on our major projects.

Recommendation(s)

It is recommended that members:

- i) note the financial position as detailed in this report, and
- ii) note that the budget has been revised to reflect the outcome of the Capital Plan review undertaken in February 2021 and the subsequent re-phasing exercise carried out in May 2022.

Resource Implications

There are no direct resource implications. At the present time the Directorate is projecting a final outturn of £44.646m, which is a slight advancement of spend of £0.738m as at August 2022.

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 2022-2023 and the programme re-profiled over future years.

Impact Assessment

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

Consultation

Not Applicable.

1.0 Background

- 1.1 The purpose of this report is to provide information on the overall progress of projects within the capital programme for the current year, as well as provide an update on projects under individual headings within the capital plan.
- 1.2 The projected outturn is currently £44.646m, which is slightly over budget, 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 2022-2023.

2.0 Issues and Options

Key Issues / Risks

- 2.1 There is a risk across the Capital Investment Plan that both the timing and cost of projects continue to be adversely affected as a result of the current economic climate following the response to COVID-19, EU-Exit and current geo-political risks in Europe. Throughout the programme issues are continuing to be identified in relation to the supply of construction materials which are resulting in delays to projects, and could in turn lead to increased slippage and increased costs. However, the overall future impact of this is difficult to predict with any degree of certainty and the projected outturn in this report for 2022-23 relates to projects that are currently in progress. That said, monitoring of the impact of any additional costs, impact on timescales and associated risks is ongoing. The known impact on timing of delivery of projects has been built in to the rephased plan and the overall scale of any additional costs or further delays will be kept under review in future reports and also through the upcoming review of the Capital Investment Plan.
- 2.2 Whilst COVID-19 restrictions have eased, there remains a risk that new variants could emerge which may impact on project delivery in future years. These potential risks cover all aspects of the capital plan and will be included as part of the ongoing monitoring.

Major Projects

- 2.3 Appendix 1 provides a summary of the projected outturn for the major projects and programmes within the Education Service Capital Plan. Work is underway on the new Dunfermline Learning Campus, replacing Woodmill and St Columba's RC High Schools. This project is expected to spend £36m in the current financial year, with the schools opening in August 2024.
- 2.4 Other significant programmes of work detailed within Appendix 2 include the Education ICT Programme, which manages the installation and refresh of IT kit across schools, and the Early Learning and Childcare Programme, which at £1.319m shows mainly the remaining capital spend across nurseries to accommodate the expansion of services to 1140 hours.

Potential Risks and Actions

- 2.5 The Council's approved Capital Plan includes £213m investment in respect of Secondary Schools in West Fife, which includes the Dunfermline Learning Campus and the Inverkeithing High School replacement. The budgets for the projects reflect the funding arrangements of the Scottish Government's Learning Estate Investment Plan, 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. This investment is intended to address both school condition and the need for additional school places arising from housing development. The potential risks associated with the DLC project have significantly reduced following financial close in July 2022 (award of the construction contract), which now limits the impact of inflation on the project. In addition, negotiations with the Scottish Government have been positive and the revenue funding for the project per the Scottish Government funding model has now been agreed. The project is progressing in line with the required timeline which requires the campus to open in August 2024.
- 2.6 Within Early Learning and Childcare (ELC), there are 3 projects due to be completed during this financial year and contingency arrangements are in place until these facilities are complete and operational.
- 2.7 Whilst there has been no further update on timescales from Scottish Government, it is still their policy intention to expand the provision of Free School Meals to all Primary pupils (currently up to and including P5). Work has been undertaken to estimate the costs associated with expanding provision in terms of the works required to school kitchens and dining rooms. It will be critical that funding is forthcoming to cover these costs in advance of further expansion.

Financial Performance – 2021-2022 projected spend

- 2.8 Appendix 2 details the projected outturn for 2022-2023 against the main projects and Investment Themes.
- 2.9 There has been advancement of £0.926m within the Education ICT Programme, which in the main relates to the refresh of technology across the Primary School estate and has been required to replace older PC's which are slower when running multiple applications.

3.0 Conclusions

- 3.1 The projected outturn position for the capital programme for Education Service Directorate is £44.646m. There is a variance of £0.738m being projected at August 2022.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

List of Appendices

1. Project Cost Monitor
2. Capital Plan 2022-2023 Forecast Expenditure

Background Papers

Not applicable

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FIFE COUNCIL
EDUCATION SCRUTINY COMMITTEE
EDUCATION AND CHILDRENS SERVICES
CAPITAL INVESTMENT PLAN 2021-31
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

| Project | Theme | Original Approved Budget £m | Current Project Budget £m | Total Projected Outturn £m | Variance £m | Variance % | Current Project Status | Expected Project Completion Date |
|---|------------------------|-----------------------------|---------------------------|----------------------------|--------------|--------------|------------------------|----------------------------------|
| Madras College - Langlands | Opportunities for All | 50.170 | 56.302 | 56.302 | - | 0.00% | Completed Project | 2021-22 |
| Madras College Extension | Opportunities for All | | 5.709 | 5.709 | - | 0.00% | Future Project | 2026-27 |
| Dunfermline Learning Campus | Opportunities for All | | 122.025 | 122.025 | - | 0.00% | Current Project | 2024-25 |
| Extension Secondary School - Viewforth | Opportunities for All | 5.989 | 6.335 | 6.969 | 0.634 | 10.01% | Future Project | 2030-31 |
| New Secondary School - Glenrothes /Glenwood | Opportunities for All | 27.532 | 78.937 | 78.937 | - | 0.00% | Future Project | 2028-29 |
| Balwearie High School | Maintaining Our Assets | 8.300 | 8.300 | 8.300 | - | 0.00% | Future Project | 2026-27 |
| 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 |
| Primary School Development Future Projects | Opportunities for All | | 79.357 | 79.357 | - | 0.00% | Future Project | 2029-30 |
| Total Major Projects over £5.000m | | 91.991 | 448.591 | 449.225 | 0.634 | 0.14% | | |
| Extension Secondary School - Auchmuty | Opportunities for All | 9.62 | 3.469 | 3.816 | 0.347 | 10.00% | Future Project | 2025-26 |
| Pitteuchar East Nursery Expansion | Opportunities for All | | 2.890 | 2.890 | - | 0.00% | Completed Project | 2021-22 |
| Camdean Nursery Expansion | Opportunities for All | | 1.954 | 1.954 | - | 0.00% | Completed Project | 2021-22 |
| Touch Primary School Extension | Opportunities for All | | 2.998 | 2.998 | - | 0.00% | Completed Project | 2021-22 |
| Halbeath Nursery Expansion | Opportunities for All | | 3.643 | 3.643 | - | 0.00% | Completed Project | 2021-22 |
| Pitcorthie Nursery Expansion | Opportunities for All | | 3.461 | 3.461 | - | 0.00% | Completed Project | 2021-22 |
| Lochgelly North Nursery Expansion | Opportunities for All | | 2.694 | 2.694 | - | 0.00% | Completed Project | 2021-22 |
| Guardbridge Primary School Extension | Opportunities for All | | 1.855 | 1.855 | - | 0.00% | Completed Project | 2021-22 |
| New Templehall Nursery | Opportunities for All | | 3.532 | 3.530 | (0.002) | -0.05% | Current Project | 2021-22 |
| New Methilhaven Nursery | Opportunities for All | | 1.421 | 1.421 | - | 0.00% | Current Project | 2022-23 |
| Primary School Development Future Projects | Opportunities for All | | 19.553 | 19.553 | - | 0.00% | Future Project | 2030-31 |
| Total Major Projects over £1.000m | | 9.620 | 47.470 | 47.815 | 0.345 | 0.73% | | |
| Total Major Projects | | 101.611 | 496.061 | 497.041 | 0.979 | 0.20% | | |

FIFE COUNCIL
 EDUCATION SCRUTINY COMMITTEE
 EDUCATION AND CHILDRENS SERVICES
 CAPITAL INVESTMENT PLAN 2021-31
 MONITORING REPORT 2022-23

Appendix 2

| Expenditure | Current Budget £m | Actual to Date £m | Projected Outturn £m | Projected Variance £m | Projected Outturn as % of Plan |
|---------------------------------|----------------------|----------------------|-------------------------|--------------------------|-----------------------------------|
| Building Fife's Future | 0.150 | (0.614) | 0.150 | - | 100% |
| ICT Programme | 1.906 | 1.093 | 2.832 | 0.926 | 149% |
| Early Learning and Childcare | 1.319 | 0.109 | 1.319 | - | 100% |
| Nurseries and Primary Pressures | 0.010 | - | 0.010 | - | 100% |
| Primary School Development | 0.780 | 0.655 | 0.686 | (0.094) | 88% |
| Secondary School Development | 36.000 | 8.586 | 36.000 | - | 100% |
| Education Rolling Programme | 3.470 | 0.815 | 3.376 | (0.094) | 97% |
| Nursery Refurbishment | 0.273 | 0.072 | 0.273 | - | 100% |
| TOTAL EDUCATION SERVICES | 43.908 | 10.716 | 44.646 | 0.738 | 102% |
| TOTAL EXPENDITURE | 43.908 | 10.716 | 44.646 | 0.738 | 102% |

| Income | Current Budget £m | Actual to Date £m | Projected Outturn £m | Projected Variance £m | Projected Outturn as % of Plan |
|-----------------------------|----------------------|----------------------|-------------------------|--------------------------|-----------------------------------|
| ICT Programme | - | (0.045) | - | - | 0% |
| Primary School Development | (0.743) | (0.412) | (0.743) | - | 100% |
| Education Rolling Programme | - | (0.335) | - | - | 0% |
| TOTAL INCOME | (0.743) | (0.792) | (0.743) | - | 100% |

15 November 2022

Agenda Item No. 9

Education Scrutiny Committee Workplan

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

Wards Affected: All

Purpose

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

Recommendation(s)

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

Resource Implications

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

Legal & Risk Implications

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

Impact Assessment

None required for this paper.

Consultation

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

1.0 Background

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

2.0 Conclusions

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

List of Appendices

1. Workplan

Background Papers

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

None

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| Education Scrutiny Committee of 24 January 2023 | | | |
|---|---|-------------------------------|----------------------------|
| Title | Service(s) | Contact(s) | Comments |
| Education Service Revenue Budget 2022-23: Projected Overspend | Finance and Corporate Services, Education and Children's Services | Alison Binnie | Report to 31 October 2022. |
| Education Service Capital Investment Plan 2022-23: Progress Report | Education and Children's Services, Finance and Corporate Services | Alison Binnie | Report to 31 October 2022. |
| Wellbeing Report (including Children & Young People, Mental Health & Wellbeing) | Education and Children's Services | Shelagh McLean, Rona Weir | |
| Neurodevelopmental (ND) Pathway Update | Education and Children's Services | Maria Lloyd, Adam Brown | |
| Workforce Planning | Education and Children's Services | Shelagh McLean, Kevin Funnell | |
| Education Scrutiny Committee Forward Work Programme | | | |

| Education Scrutiny Committee of 21 March 2023 | | | |
|--|---|------------------------------|-----------------------------|
| Title | Service(s) | Contact(s) | Comments |
| Education Service Revenue Budget 2022-23 Projected Outturn | Finance and Corporate Services, Education and Children's Services | Alison Binnie | Report to 31 December 2022. |
| Education Service Capital Investment Plan 2022-23: Progress Report | Finance and Corporate Services, Education and Children's Services | Alison Binnie | Report to 31 December 2022. |
| Capital Investment Plan Update | Education and Children's Services, Finance and Corporate Services | Alison Binnie | |
| Inspection Outcomes | Education and Children's Services | Angela Logue, Jackie Funnell | |
| Education Scrutiny Committee Forward Work Programme | | | |

| Education Scrutiny Committee of 23 May 2023 | | | |
|---|-----------------------------------|--|-----------------|
| Title | Service(s) | Contact(s) | Comments |
| DRAFT Directorate Improvement Plan 2023-2026 | Education and Children's Services | Angela Logue, Stuart Booker | |
| School Leaver Outcomes & Destinations | Education and Children's Services | Maria Lloyd, Stuart Booker, Karen Lees | |
| Education Scrutiny Committee Forward Work Programme | | | |