

**Tuesday, 6th March, 2018 - 9.30 a.m.**  
**Council Chamber, City Chambers, Dunfermline**

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AGENDA

Page Nos

1. **APOLOGIES FOR ABSENCE.**
2. **DECLARATIONS OF INTEREST** - In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** - City of Dunfermline Area Committee of 9th January, 2018. 3 - 8

ITEMS FOR SCRUTINY/MONITORING

4. **SCHOOL PERFORMANCE, ATTAINMENT AND ACHIEVEMENT (DUNFERMLINE, QUEEN ANNE, ST COLUMBA'S AND WOODMILL HIGH SCHOOLS)** – Reports by the Executive Director (Education and Children's Services). 9 - 130

ITEMS FOR DETERMINATION

5. **ABBEYVIEW AFTER SCHOOL CLUB** – Report by the Executive Director (Education and Children's Services). 131 - 133
6. **SUPPORTING THE LOCAL COMMUNITY PLAN: LOCAL COMMUNITY PLANNING BUDGET REQUEST – CONSOLIDATION AND APPLICATION OF LEARNING (CAOL)** – Report by the Head of Communities and Neighbourhoods. 134 - 136
7. **FUNDING CONTRIBUTION TO HERITAGE LOTTERY FUND AWARD** – Report by the Head of Communities and Neighbourhoods. 137 - 143
8. **LAND AT NEW ROW/PARK AVENUE, DUNFERMLINE** – Report by the Head of Assets, Transportation & Environment. 144 - 147

ITEMS FOR NOTING/

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9. <b>PROPERTY TRANSACTIONS</b> – Report by the Head of Assets, Transportation and Environment.	148 - 149
10. <b>CITY OF DUNFERMLINE AREA COMMITTEE FORWARD WORK PROGRAMME 2018.</b>	150 - 154

**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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27th February, 2018

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**2018.C.D.A.C.13**

**THE FIFE COUNCIL – CITY OF DUNFERMLINE AREA COMMITTEE – CITY CHAMBERS, DUNFERMLINE**

**9th January, 2018.**

**9.30 a.m. – 11.05 a.m.**

**PRESENT:** Councillors Helen Law (Convener), James Calder, Alan Craig, Gavin Ellis, Ian Ferguson, Garry Haldane, Jean Hall-Muir, Jim Leishman, Ross Paterson, David J Ross and Fay Sinclair.

**ATTENDING:** Lesley Craig, Technician Engineer, Traffic Management (South Fife), Michael O’Gorman, Service Manager (Estates), Ian Jones, Lead Professional, Roads Network Management (South Fife), Assets, Transportation & Environment Services; Matthew Price, Planner (Built Heritage), Economy, Planning & Employability Services; Joe McGuinness, Community Manager, Shirley Melville, Team Manager (Community Development), Vikki Robertson, Community Education Worker, Communities & Neighbourhoods Services; Lynne Garvey, Children’s Services Manager, Health & Social Care; Mark Smith, Service Manager (Fife Wide), Stephen Norris, Depute Director, Education & Children’s Services; Mhairi Mullen, Team Manager, Housing Services; and Emma Whyte, Committee Administrator, Democratic Services, Finance and Corporate Services.

**25. DECLARATIONS OF INTEREST**

Councillors Helen Law and Jean Hall-Muir declared an interest in paragraph 31 Area Capital Budget Request – Replacement Heating at 1 Douglas Street, Dunfermline, as they are both on the board of First Dunfermline.

**26. MINUTES**

The Committee considered:-

- (a) Minute of Meeting of City of Dunfermline Area Committee of 14th November, 2017

**Decision**

The Committee agreed to approve the minute.

- (b) Minute of West Fife Area Common Good Sub-Committee of 13th December, 2017

**Decision**

The Committee agreed to approve the minute.

27./

27. **PROPOSED WAITING PROHIBITION – KELLOCK AVENUE, DUNFERMLINE**

The Committee considered a report by the Head of Assets, Transportation & Environment which asked members to consider proposals for the introduction of a waiting prohibition in Kellock Avenue, Dunfermline.

**Decision**

The Committee:-

- (1) agreed to the promotion of a Traffic Regulation Order (TRO) to introduce the restrictions detailed in drawing no. TRO/17/44 (Appendix 1), with all ancillary procedures; and
- (2) authorised officers to confirm the Traffic Regulation Order within a reasonable period unless there were objections.

28. **PROPOSED ALTERATION TO WAITING RESTRICTIONS – CAMPBELL STREET, DUNFERMLINE**

The Committee considered a report by the Head of Assets, Transportation & Environment which asked members to consider proposals for the alteration to waiting times for parking in Campbell Street, Dunfermline.

**Decision**

The Committee:-

- (1) agreed to the promotion of a Traffic Regulation Order (TRO) to introduce the restrictions detailed in drawing no. TRO/18/01 (Appendix 1), with all ancillary procedures; and
- (2) authorised officers to confirm the Traffic Regulation Order within a reasonable period unless there were objections.

29. **CONSERVATION AREA ARTICLE 4 RENEWALS**

The Committee considered a report by the Head of Economy, Planning & Employability Services which asked members to put in place appropriate planning controls (Article 4 Directions) to remove permitted development rights in the conservation area of the City of Dunfermline Committee area.

Decision/

**Decision**

The Committee approved:-

- (1) withdrawal of the existing associated Article 4 Direction and the simultaneous making of new Article 4 Direction as set out in report; and
- (2) submission of the Article 4 Directions to the Scottish Ministers for confirmation.

**30. DUNFERMLINE CYCLING INITIATIVE**

The Committee considered a report by the Head of Communities & Neighbourhoods which asked members to consider a contribution of capital funding of £90,000 to refurbish parts of the old animal centre in Pittencrieff Park to accommodate a multi-purpose cycling facility.

**Decision**

The Committee agreed:-

- (1) a contribution of £90,000 from the area capital budget; and
- (2) that a report be brought back to Committee confirming that the refurbishment would have no impact on the peacocks in the park.

*Councillors Law and Hall-Muir left the meeting prior to consideration of the following item having previously declared an interest. Councillor Leishman took the Chair temporarily.*

**31. AREA CAPITAL BUDGET REQUEST – REPLACEMENT HEATING SYSTEM AT 1 DOUGLAS STREET, DUNFERMLINE**

The Committee considered a report by the Head of Communities & Neighbourhoods which asked members to approve the sum of £25,000 from the area capital budget to upgrade the heating system on the first floor at 1 Douglas Street, Dunfermline.

**Decision**

The Committee approved the contribution of £25,000 from the area capital budget to upgrade the heating system on the first floor at 1 Douglas Street, Dunfermline.

*Councillors Law and Hall-Muir rejoined the meeting.*

32./

32. **LAND ADJACENT TO 19 PARK AVENUE, DUNFERMLINE**

The Committee considered a report by the Head of Assets, Transportation & Environment which sought the view of members on a request to lease a small area of land held on the Dunfermline Common Good Account at Park Avenue, Dunfermline.

**Decision**

The Council agreed to authorise:-

- (1) the Head of Legal Services to obtain any necessary consent, if required, from the Sheriff for the lease of Common Good property; and
- (2) all other terms and conditions to the satisfaction of the Head of Assets, Transportation & Environment.

33. **AREA TRANSPORTATION WORKS PROGRAMME 2017/18**

The Committee considered a report by the Head of Assets, Transportation & Environment which provided members with a position statement on the delivery of the City of Dunfermline Area Transportation Works Programme (ATWP) for 2017/18.

**Decision**

The Committee noted the report.

34. **2018 – YEAR OF YOUNG PEOPLE – DUNFERMLINE COMMUNITY LEARNING AND DEVELOPMENT**

The Committee considered a report by the Head of Communities & Neighbourhoods which informed members of the plans to showcase young people's achievements in Dunfermline as part of the Year of the Young People (YOYP) 2018.

**Decision**

The Committee noted the report.

35. **CHILDREN'S SERVICES IN FIFE – LOCAL AREA REPORT (CITY OF DUNFERMLINE AREA)**

The Committee considered a report by the Executive Director (Education & Children's Services) which outlined progress in relation to Children's Services Planning in Fife in the context of the 2014-17 Children's Services Plan as well as highlighting the key priorities of Children's Services in Fife for the period April 2017 to March 2020. The report identified progress made in Dunfermline towards achieving better outcomes for children, young people and their families.

Decision/

**Decision**

The Committee:-

- (1) noted and welcomed the report; and
- (2) agreed to continue to drive change and improve outcomes for children and families in Dunfermline through a coordinated approach as part of the local community plan.

**36. HOUSING ASSET MANAGEMENT STRATEGY – TOUCH, DUNFERMLINE**

The Committee considered a report by the Head of Housing Services which provided members with an overview and context to the Touch Action Plan which set out the framework for improving the estate over the next 3 – 5 years.

**Decision**

The Committee:-

- (1) noted the progress in work undertaken with the community to achieve improvements and to progress planning for future phases;
- (2) supported the work on pilot blocks at Gilfillan Road with agreement to roll out a second stage approach;
- (3) agreed to progress a lock up project in Gilfillan Road; and
- (4) approved the action plan for Touch subject to regular progress updates being provided to Committee.

**37. SETTLEMENT TRUST – ANNUAL UPDATE ON EXPENDITURE AND FUNDS HELD – 2016/17**

The Committee considered a report by the Head of Communities & Neighbourhoods which provided members with a position statement on the expenditure in relation to the Settlement Trust in the Dunfermline area. The report also provided a Fife wide statement of funds held in both capital and revenue accounts as at April 2017.

**Decision**

The Committee noted the report.

38./

38. **CITY OF DUNFERMLINE AREA COMMITTEE WORK PROGRAMME 2017/18**

**Decision**

The Committee noted the Work Programme for 2017/18, which would be updated as appropriate.

39. **NOTICE OF MOTION**

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

Councillor James Calder, seconded by Councillor David J Ross moved that:-

“The Dunfermline Area Committee resolves that the maximum speed limit for all single carriageway roads in Dunfermline should be no more than 30mph. Furthermore, the committee resolves that efforts to continue to implement 20mph speed limits in residential streets should be encouraged.

The committee notes the benefits that these measures will have, including in road safety as well as reducing both air and noise pollution.”

**Amendment**

Councillor Garry Haldane, seconded by Councillor Fay Sinclair moved that:-

“Officers be asked to bring forward a report to an early meeting of the Area Committee to assess the implications of the above motion”.

*Following discussion, movers and seconders of the Motion and Amendment agreed to conjoin their respective Motion and Amendment.*

**Decision**

The Committee accordingly agreed in terms of the conjoined Motion and Amendment.

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6<sup>th</sup> March 2018

Agenda Item No 4

## School Attainment and Achievement

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

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**Wards Affected:** 2, 3, 4

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### **Purpose:**

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The purpose of this report is to provide the Area Committee with a summary report on 2016-2017 School Attainment and Achievement across the secondary and primary schools serving the area.

This report is intended to update elected members on the progress made by schools in their area. Secondary school Standards and Quality reports and information regarding educational attainment are provided.

### **Recommendation(s):**

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The Area Committee is asked to:

- (1) Encourage elected members to engage directly with local schools to find out more about School Attainment and Achievement.
- (2) Note the details contained within this report in relation to proposed new ways of analysing and reporting on secondary schools' performance.
- (3) Note the information provided in the enclosed primary and secondary schools' reports.

### **Resource Implications:**

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There are no resource implications.

### **Legal & Risk Implications:**

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There are no legal implications.

### **Impact Assessment:**

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

### **Consultation:**

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

## 1.0 Background

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- 1.1 Education and Children's Services collect and analyse a wide range of performance and other relevant data on all schools across Fife. This information is updated regularly and is benchmarked nationally and locally.
- 1.2 This continues to be a time of significant change nationally. National benchmarks for literacy and numeracy have been published and the Scottish Government gathers and publishes Curriculum for Excellence (CfE) declarations for all primary and secondary schools.
- 1.3 In the Senior Phase of secondary schools the transition from the previous curriculum to Curriculum for Excellence (CfE) has been supported by the introduction of new qualifications (National qualifications at SCQF level 1-5 in 2013 – 2014, the New Higher in 2014-2015 and further implementation of New Highers and New Advanced Highers in 2015 – 2016).
- 1.4 There is national agreement that a more outcomes-focused approach to measuring attainment in secondary schools will be used in the future, based on the attainment and achievement of school leavers.
- 1.5 The new Insight system for secondary schools will in time provide a wider range of evidence of whether secondary schools are meeting the needs of young people from all social backgrounds. The Insight system measures the success of young people at the point they leave school and seeks to capture the totality of the achievements of young people in schools.
- 1.6 The Insight system continues to be developed and reviewed to ensure it provides accurate data which can effectively support school improvement.
- 1.7 The details in the reports for secondary schools for this session provide key measures over time for young people in S4, S5 and S6.
- 1.8 It is anticipated that the nature of reporting outcomes will change next session in line with national developments and increased maturity of the Insight system.
- 1.9 It is proposed that future Local Area Committee Reports on Attainment and Achievement for secondary schools will be based on the attainment of leavers which is published in Insight in February each year.
- 1.10 Historically, primary school reports have focussed upon literacy and numeracy data from within the cluster. To ensure that reporting is in line with the National Improvement Framework, the reporting format has been amended to include information in relation to attainment within literacy and numeracy; health and wellbeing; equity; wider achievement and employability.
- 1.11 In previous sessions this report was delivered, at committee, by the link Education Officer. This session, in light of the changing role of head teachers and wider cluster collaboration, these reports are presented by a cluster representative.

## **2.0 Discussions over School Performance**

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- 2.1 Within the cycle of improvement, regular discussions with teachers in both primary and secondary schools take place; department and stage leaders review the results and analysis is carried out with them and school senior leadership teams. Looking at trends in school, stages and departments over time is also part of this process. This session, school performance for primary and secondary schools was reviewed by Heads of Service and Education Officers. This process allowed schools to consider and discuss how best to improve outcomes for children and young people.

## **3.0 School Performance Reports**

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- 3.1 The enclosed school reports support the performance scrutiny at Service and school level described above.
- 3.2 The Standards and Quality Reports and Attainment Data reports for Dunfermline, Queen Anne, St. Columba's and Woodmill secondary schools are enclosed. (Appendices 1, 2, 3, 4, 5, 6, 7 and 8) The attainment data report contains details of school performance and context as represented within the Scottish Government's performance analysis software, 'Insight'. For schools with a Department of Additional Support Needs these young people are included in the percentages. There can be significant changes to the profile of an individual school year by year, reflecting the composition and experiences of a given cohort of learners i.e. individual prior learning, additional support needs, and family circumstances. This can affect outcomes in any given year and this can be discussed in more detail during member visits to schools.
- 3.3 The attached reports on primary school attainment for the Dunfermline, Queen Anne, St. Columba's and Woodmill clusters (Appendices 9, 10, 11 and 12) provide details of CfE declarations in literacy and numeracy. It is worth noting that the primary data is the collated results of P1, P4 and P7. All children are included in the percentages - children with additional support needs in mainstream classes and where schools have Additional Support Classes or a Department of Additional Support Needs, these children are also included. Trends over time are affected by the make-up of cohorts each year. As a result of the collection of data at a national level, there is a change to how the data is collected and reported within Fife. As this change was implemented last year there is no prior data that would allow us to make direct comparisons therefore there is currently no trend data available. This will evolve over future sessions.
- 3.4 The Education and Children's Services Directorate encourages visits to schools from representatives of the Area Committee. This is a very good way to discuss outcomes for children and young people and the work of each individual school in meeting the needs of its own school population in more detail. The school's Headteacher, senior leadership team and Education Officer would welcome the opportunity to facilitate this important discussion.

## 4.0 Conclusions

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- 4.1 Our expectation is that these reports, along with Elected Member visits to individual schools, provide Area Committee members with sufficient detail for them to carry out their scrutiny function at a local level, to provide contextual detail, to get to know the strengths of local schools and the improvement challenges they face.

### List of Appendices

- 1 Dunfermline High School Standards and Quality Report
- 2 Dunfermline High School Attainment Data
- 3 Queen Anne High School Standards and Quality Report
- 4 Queen Anne High School Attainment Data
- 5 St. Columba's High School Standards and Quality Report
- 6 St. Columba's High School Attainment Data
- 7 Woodmill High School Standards and Quality Report
- 8 Woodmill High School Attainment Data
- 9 Dunfermline High School Associated Cluster Primaries Data
- 10 Queen Anne High School Associated Cluster Primaries Data
- 11 St. Columba's High School Associated Cluster Primaries Data
- 12 Woodmill High School Associated Cluster Primaries Data

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**Dunfermline High School**  
**Standards and Quality Report 2016-17**  
*Achieving Excellence and Equity*

## **Context**

Dunfermline High School is a non-denominational comprehensive school which can trace its origins as far back as 1120, although it was more formally founded in 1468. The school serves the associate catchment primary schools of Camdean, Canmore, Commercial, Kings Road, Pitreavie, St Leonard's and Tulliallan. The school roll is 1560 and the FMR is officially 11.7% (down from 20.1% in 2014-15) against a national average of 14.2%. The SIMD profile for the school suggests a wide range of deprivation/affluence, with around 40% of our pupils in SIMD 1 to 5.

The school is proud of its improving trend in attainment over the last few years. A strong S5 year group performed well at Higher and our S4 achieved stronger results than standardised assessment data suggested for this cohort. In addition to a positive attainment trend, the school has a thriving and successful culture of wider achievement which takes an inclusive approach: ranging from additional courses and accreditation to extra-curricular clubs, activities and competitions.

The purpose-built new building was moved into as of 2012, and in addition to pupils benefiting from these modern and extensive facilities, there is also heavy Community Use in the evenings and at weekends.

We work successfully with a number of community partners including Fife College, FACST, CLD, Clued-Up, Active Schools, Frontline Fife, SDS, DAPL, local churches, Rotary and local businesses.

32 teachers took up new posts in the school in August 2016.

## **Vision and Values**

This vision statement forms a vital part of school ethos and further work will continue to collaboratively embed this into school culture and improvement. The school's **vision** is:

### **Our Learning, Our Future, Our Responsibility**

To support this vision, we have also consulted and agreed on the values we believe to be at the core of our school community and to be understood and shared by every member of it:

**Ambition**

**Respect**

**Confidence**

**Commitment**

## Review of Progress – Session 2016/17

<b>School Improvement Priority 1: Our Learning: Developing Our Collaborative Learning Culture</b>	
<u>NIF Priority</u> <i>Improvement in attainment, particularly in literacy and numeracy.</i> <i>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</i>	<u>HGIOS 4 Quality Indicators</u> 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability
<u>NIF Driver</u> <i>School leadership, teacher professionalism, assessment of children's progress</i>	
<b>Progress and Impact:</b> Continue to build collaborative learning culture and develop leadership.	
<b>Continue to Improve the Quality of Attainment and Achievement through Better Learning and Teaching. Strategic <i>Our Collaborative Learning Group</i> leading and coordinating the work of the following Collaborative Learning Groups (CLGs):</b>	
<b>1) Feedback</b>	
<b>2) Cooperative Learning and Peer Assessment</b>	
<b>3) Differentiation</b>	
<ul style="list-style-type: none"> <li>➤ Department Improvement Plans (DIPs) had same l&amp;t priorities supported by Collaborative Learning Groups (CLGs) which are led by staff outwith SLT– <i>Evidence of Impact in Classroom Visits and Dept Imp Plan evidence</i></li> <li>➤ Four Whole Staff Meetings changed to Collaborative Learning twilights to support building collaborative learning culture and ELT Meetings designated specifically as opportunities to share good practice for each of the l&amp;t priorities - <i>this had positive staff evaluation feedback and will continue.</i></li> <li>➤ Our Collaborative Learning Twitter feed started</li> <li>➤ Visualisers purchased to support development of Feedback</li> <li>➤ Supporting 11 colleagues to attend Cooperative Learning Academy</li> </ul>	
Further develop our learning environment to support our learning culture – <i>displays in corridors and inside classrooms and noticeboards. Movement on this front to better visibly celebrate learning and achievement around the school is progressing</i>	

**Next Steps:**

- Create more **time in Working Hours Agreement for collaborative learning** - including Working Groups, Department Meeting Time, Peer Learning Visits and Whole School Collaborative Learning and Teaching
- Continue to build and improve **collaborative learning culture** through Professional Learning Programme that shares best practice in school and includes sharing good practice with colleagues from other schools
- Supporting more colleagues to attend **Cooperative Learning Academy**
- Building capacity by improving effectiveness and impact of **Classroom Visit programme** through more effective self-evaluation and development of **Taking a Closer Look style visits**
- Further promote **practitioner enquiry** and **build leadership capacity** – possibly including through SCEL
- Further improve ELT capacity for **quality improvement** and responsibility to lead learning
- More effective use of **peer learning visits** – structured and supported programme provided in concert with PL Programme
- **Pupil Voice** and **Learner Conversation** opportunities to be further developed
- More focus on **evaluation of impact**, especially in SIP and DIPs by all staff
- Change focus of Differentiation priority to **Pace and Challenge for All**
- Further improve **professional learning programme** with more holistic and coordinated approach with PL Academy structure.

<b>School Improvement Priority 2: Our Future: Raising Attainment and Achievement for All</b>	
<p><u>NIF Priority</u>  <i>Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing.</i></p> <p><u>NIF Driver</u>  <i>Teacher professionalism, parental engagement, assessment of children's progress, performance information</i></p>	<p><u>HGIOS 4 Quality Indicators</u>  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  1.3 Leadership of change  1.5 Management of resources to promote equity  2.4 Personalised support  2.6 Transitions  2.7 Partnerships  3.2 Raising attainment and achievement</p>
<p><b>Progress and Impact:</b>  <b>Formally develop enhanced Equity Strategy to support closing the attainment gap to include the following:</b></p> <ul style="list-style-type: none"> <li>➤ Targeted attendance support – <i>limited progress made</i></li> <li>➤ Targeted lit &amp; num support – <i>good progress made in numeracy evidenced in surveys (need better evidence) and good plans for future. Limited progress in literacy</i></li> <li>➤ More effective use of tracking and monitoring to identify pupils for targeted support – especially in the BGE (faces to data) – <i>better understanding developed for use of AfE data and benchmarking – much to do to develop consistent system and then using it</i></li> </ul> <p><b>Raise Attainment for All in Literacy and Numeracy (key element of Equity Strategy) through the following:</b></p> <ul style="list-style-type: none"> <li>➤ Paired Reading and Numeracy – <i>positive survey feedback for targeted paired numeracy but need attainment data, paired literacy did not start due to staffing issues</i></li> <li>➤ Improved progression of learning in P7 to S1 transition – <i>some coordinated work to improve numeracy transition and better processes established to take forward next session</i></li> <li>➤ Improved monitoring and tracking of progression in BGE to support effective interventions – <i>improved understanding of benchmarking through ELT work on CfE Assessment Rationale and Framework and subsequent departmental focus in concession time – laying foundations for more effective monitoring and tracking</i></li> <li>➤ Action plan based on analysis of PIPs to SOSCA – <i>significantly improved understanding of meaning and interpretation of AfE CEM data to support targeted interventions for equity</i></li> <li>➤ Rigorous tracking of SQA Numeracy and Literacy in S3 and S4 – <i>improved % passes through tracking and more effective processes now in place for future years</i></li> </ul>	



**Employability Strategy to initially include the following:**

- Improve tracking processes – *some improvements made in tracking towards positive destinations*
- Development of dept/faculty links – *DIP priority and some new links made*
- Develop SQA Employability Awards for next session in PSE – *work still to be done*
- Raise awareness of employment opportunities in BGE – *S1 STEM event took place, S2 Routes Into Employment booked for 2017-18 pre Curriculum Pathway choices, DIP priority*
- Promotion of STEM – initial steps taken through STEM East to promote and coordinate STEM strategy and STEM Club started

**Curriculum Rationale – start process to evaluate current Curriculum Rationale with particular emphasis on purpose of BGE:**

- Gather Pupil Voice evidence of challenge in P7 to S1 transition, S1-3 and transition to Senior Phase – *Pupil survey suggest a lack of challenge – particularly in S2. Surveys also suggest a lack of challenge at times in BGE*
- Consult with all stakeholders – *did not take place*
- Focus on benchmarking and degree of challenge in BGE to provide smoothest transition to Senior Phase – *some progress through EO/ELT work on Fife CfE Assessment Rationale and Framework Focusing on Benchmarks plus Fiona Pate – Challenging What an Effective BGE Should Achieve*

**Next Steps:**

- More effective support to **target lateness and absence**
- Continue to develop increasingly **more focused targeted support for pupils in literacy and numeracy** – better supports, better use of data, num and lit across curriculum focus and strategies to improve progress in learning across transitions
- More effective system, and use of, **tracking and monitoring for BGE and Senior Phase – build consistent system, confidence in benchmarking in BGE, increase capacity to target and support more individuals in BGE and Senior Phase** – include participation
- Enhance **Employability Strategy** through building programme of BGE events (incl P to S transition), coordinating and planning Employability Skills progression, developing SQA Employability Awards into PSE, incorporating employability through subject delivery and coordination of STEM
- Support DIP priority to ensure **Challenge for All**
- Build **Curriculum Pathway** choices

<b>School Improvement Priority 3: Our Responsibility: Enhancing Responsibility and Achievement</b>	
<p><u>NIF Priority</u>  <i>Improvement in children's health and wellbeing.</i>  <i>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</i></p> <p><u>NIF Driver</u>  <i>School improvement, school leadership, assessment of children's progress, performance information</i></p>	<p><u>HGIOS 4 Quality Indicators</u>  1.1 Self-evaluation for self-improvement  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  3.3 Increasing creativity and employability</p>
<p><b>Progress and Impact:</b></p> <p><b>Cooperative Learning/Peer Assessment.</b> <i>Department IP priority supported through whole school <b>Developing Our Collaborative Learning Culture</b> priority</i></p> <p><b>Citizenship Strategy</b> to include the following:</p> <ul style="list-style-type: none"> <li>➤ <b>Prefect Role</b> – School Service, Saltire Awards and House Captains. <i>Limited progress – Enhanced School Service but, ultimately, no Saltire Awards. House teams developing.</i></li> <li>➤ <b>Peer Tutoring</b> – <i>S5/6 pupils have supported initial successful development of Paired Numeracy (formal pupil feedback), with paired literacy opportunities to come – all part of Equity Strategy</i></li> <li>➤ <b>Pupil Voice – Learning and Teaching.</b> <i>Some progress towards end of session in collecting data through questionnaires and starting conversations for deeper feedback at whole school level – supporting evolution of effective self-evaluation culture at department level</i></li> </ul> <p><b>Promoting and Celebrating Participation and Achievement:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Wider Achievements Pathway</b> – <i>enhanced version created and evolving with increase in recognising achievements from departments evolving – CPD for ELT increased awareness of possibilities</i></li> <li>➤ <b>Twitter to Improve Communications &amp; Celebration of Achievements</b> – <i>followers multiplied by 3, 6 department feeds and greater use of photographs to celebrate success</i></li> <li>➤ <b>Build GLOW Capacity for E-Portfolios with Associate PS</b> – <i>8 sessions arranged with positive feedback</i></li> </ul> <p><b>Tracking and Monitoring</b> – <i>early participation in Fife Working Group, ELT CPD in benchmarking and INSET activities to support</i></p>	

**Next Steps:**

- Formalised promotion, and achievement of, **Saltire Awards, and pilot SQA Volunteering or Leadership Awards**
- **Enhanced Paired Numeracy and development of Paired Literacy** to raise attainment for more effectively targeted pupils through Equity Strategy
- Evolution of more effective **Learning and Teaching Pupil Voice** across the school to ensure **impact** on learners' experiences
- **Citizenship Days in BGE** to enhance responsibility and promote sustainability – also consider **Rights Respecting School Accreditation**
- Continue to strategically enhance Wider Achievement Pathway as part of development of Recognising and Rewarding Achievements – particularly in BGE
- Improve **Promotion and Recognition of Participation and Achievements Strategy** across the school
- Continue to build GLOW capacity and start to develop **E-Portfolios**
- **Tracking and Monitoring**

### Key Priorities for Improvement Planning 2017/18

- Continue to develop increasingly **more focused targeted support for pupils in Literacy and Numeracy** – better supports, better use of data, num and lit across curriculum focus and strategies to improve progress in learning across transitions
- Enhance **Employability Strategy** through building programme of BGE events (incl P to S transition), coordinating and planning Employability Skills progression, developing SQA Employability Awards into PSE, incorporating employability through subject delivery and coordination of STEM
- Supports and interventions to improve **Lateness, Absence and Exclusions**
- **Supporting pupils to be healthy through strategies developed by HWB Working Group** - *Pupil Voice Survey indicates need to focus on helping pupils to be healthy*
- Encouraging **pupils to treat each other fairly and with Respect (one of the school's values)** through review of **Anti-Bullying Policy** - *Pupil Voice Survey indicates need to provide greater support to develop the level of respect and fairness between pupils*
- **Building Capacity** through **Developing Collaborative Working** - more effective classroom visits (*including TACL type visits*) and *self-evaluation based on evidenced impact*
- Developing **Ambition** through **Challenge for All** priority plus **more effective Monitoring, Tracking, Reporting and Appropriate Interventions** at all levels (*including more meaningful target-setting in response to pupil voice feedback and perceptions.*)
- **Promoting Positive Behaviour & Achievement** through reviewing processes, recognising positive achievement plus promoting and recognising participation and achievement
- **Effective Homework Policy** to support raising attainment and in response to pupil voice feedback
- Greater use of **Pupil Voice** to improving the school - *Pupil Voice Survey indicates need to focus on making greater use of pupils' views in improving the school -*
- Supporting pupils to **develop Confidence (one of the school's values)** - *Pupil Voice Survey indicates need to provide greater support in helping pupils to become more confident*

## Achievements

The list of achievements is extensive at Dunfermline High School and includes:

- **Music:** Fife Festival of Music Brass Ensemble – Platinum Award, Wind Band - Platinum Award, Clarsach Group – Gold Award, Junior Choir – Gold Award, Senior Choir - Gold Award. Performances at Christmas and Spring Concerts and Culross Abbey Celebration
- **Charities:** very active pupil and teacher co-led Charities Committee raising money for Children in Need, Frontline Fife, SAMH, Women's Aid, Fairway Fife, British Heart Foundation, Guide Dogs, Make a Wish Foundation, Sue Ryder and CHAS.
- **EcoSchools:** DHS group achieves fourth Green Flag. The pupils' main focus has been to work on projects involving tackling litter, energy and weather monitoring, food and the environment and global issues such as the refugee crisis. Hosted National Young Citizens Advocate Event.
- **Youth Philanthropy Initiative:** a great initiative that saw pupils raise £3000 for the charity, Talk Matters.
- **Senior Pupil Paired Numeracy Support:** 12 Senior Pupils supporting S1 pupils to improve numeracy skills during registration every day
- **School Show:** 3 sell-out performances of very professional school talent show with pupils providing songs, dance, acting, comedy, staging and lighting
- **Debating:** DHS again qualified for European Youth Parliament UK finals in Liverpool. Three pupils in the successful team were chosen to progress to final stages in Geneva.
- **John Muir Award:** roll-out of programme for every S1 pupil in the school to gain the John Muir Award.
- **Sporting Participation:** huge commitment from many pupils and staff with football, girls' football, hockey, rugby, dance and more. Senior Boys were Fife Schools Champions.
- **Duke of Edinburgh:** 14 pupils working towards their Bronze Award and 10 working towards Silver Award.
- **Heartstart:** 24 pupils have completed this training.
- **Subject clubs:** over 50 extra-curricular clubs from many departments.
- **Buddies:** senior pupils trained to assist and guide S1 pupils as part of transition.
- **Remembrance Day:** A series of very poignant assemblies presented by pupils.
- **Excursions:** many attractive and educational excursions including the Battlefields Tour of Belgium/France, Sicily, USA, Auschwitz, the Scottish Parliament, Bannockburn, Stirling Castle, Edinburgh, Physics to Dundee University, Biology to St Andrews University, Chemistry to Edinburgh University, Kindrogan, Tentsmuir Forest, Dynamic Earth, the Highland Show, the Coca-Cola Factory, theatre trips and others.
- **ASDAN:** 24 S2 pupils successfully completed the S2 Lifeskills course as part of their curriculum. 18 pupils completed ASDAN Silver Awards and 5 completed Gold Awards.
- **Rural and Urban Training Scheme:** 7 pupils achieved SQA Moto-Learn qualification
- **Career Ready:** 8 pupils successfully completing the programme.
- **Sports Ambassadors:** 16 Active Schools Sports Ambassadors.

- **Sports Leaders and Dance Leaders:** 16 Sports Leaders Awards and 5 Dance Leaders Awards.
- **PSYV:** British Champions.
- **Religious, Moral and Philosophical Studies:** Many pupils in S4 achieved 2 SQA units.
- **Mathematiques sans Frontieres:** Senior team fifth in Scotland.
- **Scottish Maths Challenge:** S3/4 team 1<sup>st</sup> in Fife for Enterprising Mathematics Competition.
- **Home Economics:** 36 British Red Cross Babysitting Course passes and 80 REHIS Food Hygiene Certificates



**EDUCATION AND CHILDREN'S SERVICES DIRECTORATE**

**WHOLE SCHOOL SOCIAL CONTEXT AND ATTAINMENT AND  
ACHIEVEMENT REPORT**

**Session 2016 - 17**

**Dunfermline High School**

# Dunfermline HS Performance and Achievement Report to Area Committee

## School Context

**School Roll** – from the September 2016/2017 census

Female	Male	Total
757	792	1549

## Estate

Capacity	Capacity %
1750	88.5

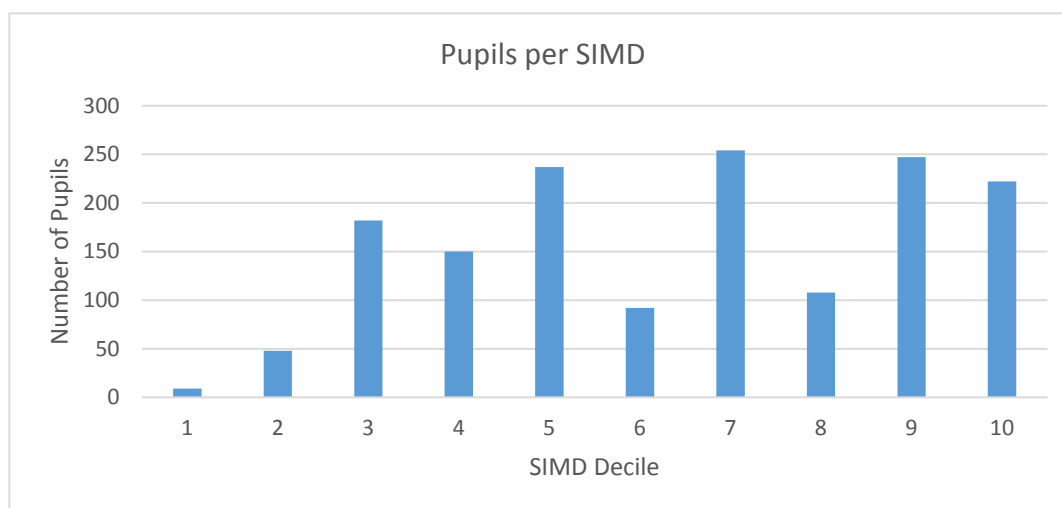
## Percentage of pupils with FMR

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

Dunfermline High					Fife					National				
12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
15.4	21.6	20.1	11.7	13.5	19.0	19.4	17.4	16.3	17.0	15.5	15.5	15.0	14.2	14.1

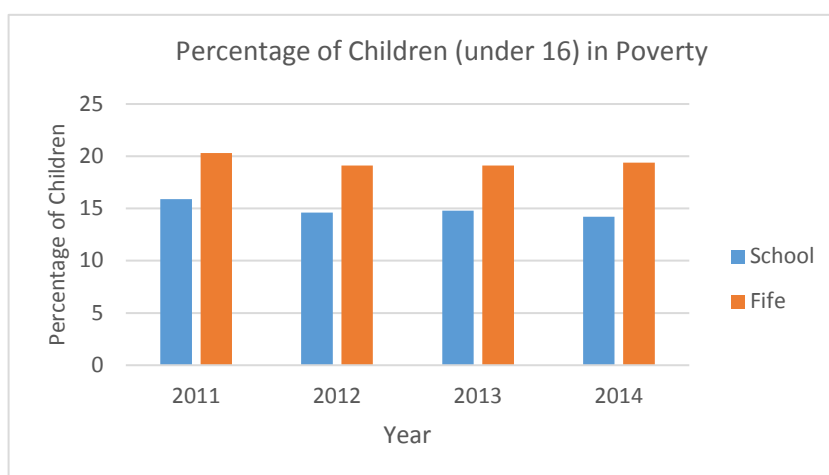


## Number of Pupils per SIMD Decile (2016/2017)



SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
9	48	182	150	237	92	254	108	247	222

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



	2011	2012	2013	2014
<b>School</b>	15.9	14.6	14.8	14.2
<b>Fife</b>	20.3	19.1	19.1	19.4

## Staying on Rates

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

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

	School					Fife				
	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
<b>S5 September</b>	84	85	84	84	79	83	85	88	84	84
<b>S6 September</b>	64	62	67	66	68	65	67	68	67	70

## Attendance & Exclusion

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

### Percentage Attendance and Absences

Attendance	12/13	13/14	14/15	15/16	16/17
School	92.20	93.06%	93.85%	93.13%	91.98%
Fife	90.81%	91.99%	91.99%	91.61%	91.01%
Scotland	91.9%	N/A	91.8%	N/A	N/A

Authorised	12/13	13/14	14/15	15/16	16/17
School	5.05%	4.73%	5.19%	5.70%	4.74%
Fife	5.61%	5.15%	5.45%	5.83%	5.52%
Scotland	5.40%	N/A	5.30%	N/A	N/A

Unauthorised	12/13	13/14	14/15	15/16	16/17
School	2.67%	2.13%	0.09%	1.09%	3.21%
Fife	3.49%	2.79%	2.51%	2.51%	3.42%
Scotland	2.50%	N/A	2.80%	N/A	N/A

### Temporary Exclusions

#### Number of Exclusions per 1000 pupil

	12/13	13/14	14/15	15/16	16/17
School	56	62	45	67	48
Fife	60	57	47	47	42
Scotland	59	N/A	50	N/A	N/A

#### Days Excluded per 1000 pupils

	12/13	13/14	14/15	15/16	16/17
School	144	153	123	133	126
Fife	164	146	109	98	97
Scotland	150	N/A	120	N/A	N/A

### LAC Temporary Exclusions

#### Number of Exclusions per 1000 pupil

	12/13	13/14	14/15	15/16	16/17
School	0	1	6	7	2
Fife	4	4	7	5	3

#### Days Excluded per 1000 pupils

	12/13	13/14	14/15	15/16	16/17
School	0	2	12	16	5
Fife	11	10	17	10	6

## Level of English & Additional Support Needs

The following information is taken from the September 2016 Pupil Census Return.

### Level of English

Level of English	No. of Pupils
New to English	2
Early Acquisition	2
Developing Competence	4
Competent	3
Fluent	23
English as a "first-language"	1515
Limited Communication	0
Not Assessed	0

### Student Needs

Student Need Category	No. of Pupils
Autistic spectrum disorder	19
Bereavement	2
Communication Support Needs	2
Deafblind	1
Dyslexia	101
English as an additional language	24
Family Issues	12
Hearing impairment	13
Interrupted learning	4
Language or speech disorder	7
Learning Disability	6
Looked after	11
Mental health problem	2
More able pupil	23
Other	18
Other moderate learning difficulty	21
Other specific learning difficulty (e.g. numeric)	103
Physical health problem	26
Physical or motor impairment	33
Risk of Exclusion	0
Social, emotional and behavioural difficulty	111
Substance Misuse	0
Visual impairment	6
Young Carer	20

*Total number of students with at least one student need: 420*

## Leaving Destinations

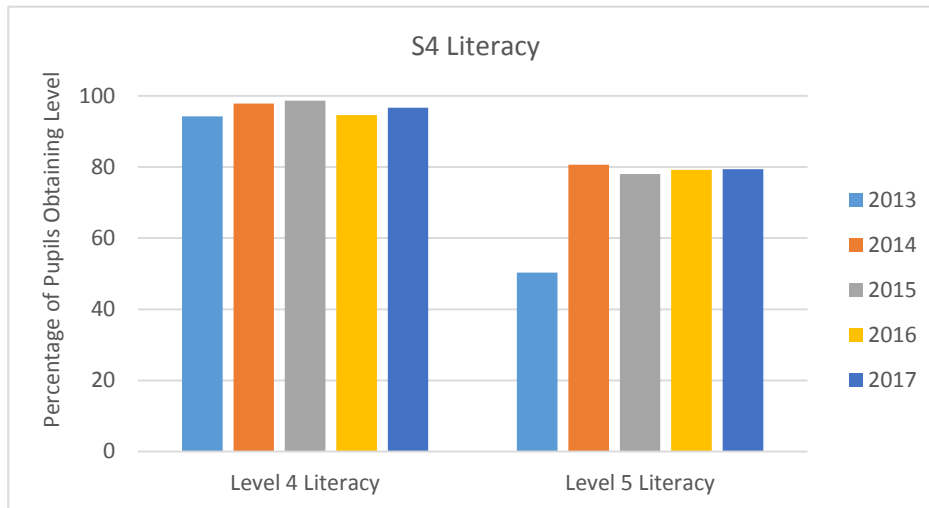
The table below shows the initial destinations on leaving school for all leavers over the last 4 years. Data is taken from the Insight National Benchmarking Measure: Leaver Initial Destinations.

Initial Leaving Destinations												
	Dunfermline High				Fife				National			
	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16
No. of Leavers	287	264	288	278	3,601	3,596	3,728	3,712	51,632	51,335	52,433	52,249
<b>Positive destination (%)</b>	<b>90.6</b>	<b>94.7</b>	<b>94.1</b>	<b>94.6</b>	<b>89.8</b>	<b>92.5</b>	<b>92.4</b>	<b>92.4</b>	<b>91.7</b>	<b>92.5</b>	<b>93.0</b>	<b>93.3</b>
Higher Education (%)	33.1	40.2	39.2	39.2	35.2	37.7	35.4	35.4	37.1	39.1	38.8	40.3
Further Education (%)	40.8	32.2	37.2	33.8	36.3	33.9	34.4	34.4	27.7	26.3	27.6	26.6
Training (%)	3.5	2.7	1.7	2.9	3.4	3.5	3.0	3.0	4.8	4.0	3.8	2.6
Employment (%)	12.9	18.2	14.6	17.6	13.8	16.2	17.8	17.8	20.4	21.7	21.4	22.3
Activity Agreement (%)	0.0	1.5	1.4	1.1	0.9	1.1	1.7	1.7	1.3	1.0	0.9	1.0
<b>Unemployed (%)</b>	<b>9.4</b>	<b>4.9</b>	<b>5.2</b>	<b>5.4</b>	<b>9.8</b>	<b>7.3</b>	<b>7.3</b>	<b>7.3</b>	<b>8.0</b>	<b>7.2</b>	<b>6.5</b>	<b>6.4</b>
Seeking work (%)	9.4	3.4	5.2	4.3	8.0	5.8	6.0	6.0	6.9	6.1	5.4	5.1
Not seeking work (%)	0.0	1.5	0.0	1.1	1.8	1.4	1.3	1.3	1.1	1.1	1.1	1.3
<b>Unknown (%)</b>	<b>0.0</b>	<b>0.4</b>	<b>0.7</b>	<b>0.0</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.5</b>	<b>0.2</b>

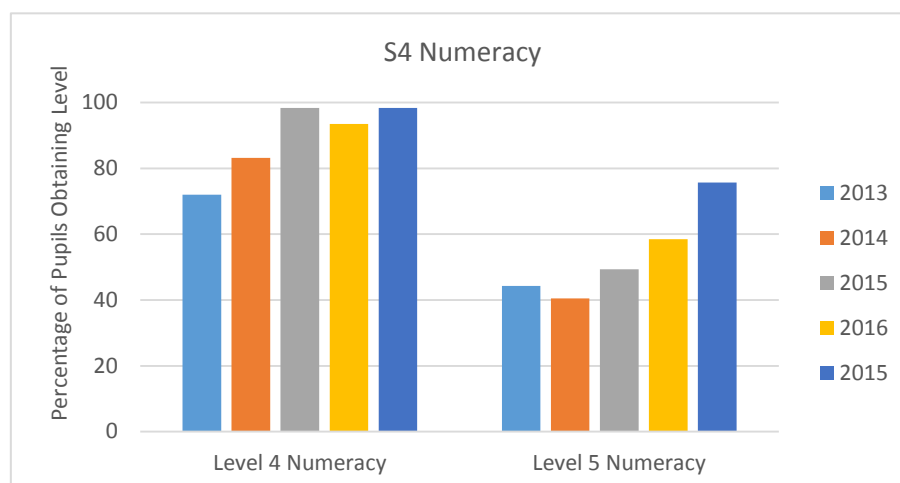
## SQA Attainment

**Literacy and Numeracy - Please note 2017 figures do not yet include the results of SQA Recognising Positive Achievement (RPA) processes. These are included in Insight's February update.**

### S4 – All Pupils

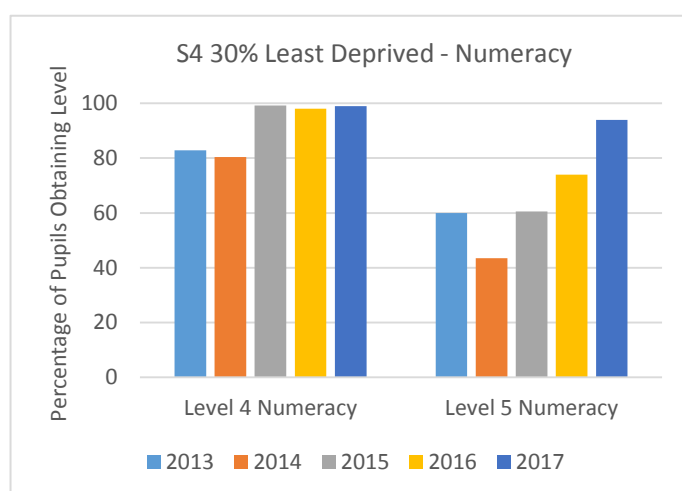
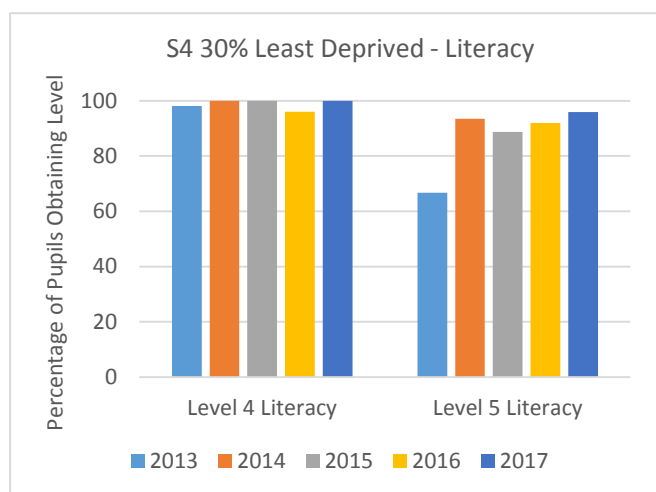


Year	% Level 4 Literacy	% Level 5 Literacy
2013	94.26	50.34
2014	97.85	80.65
2015	98.65	78.04
2016	94.62	79.23
2017	96.62	79.39



Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	71.96	44.26
2014	83.15	40.5
2015	98.31	49.32
2016	93.46	58.46
2017	98.31	75.68

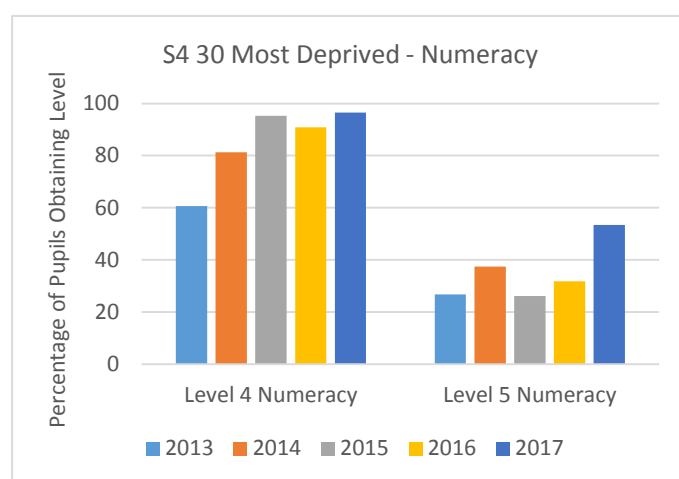
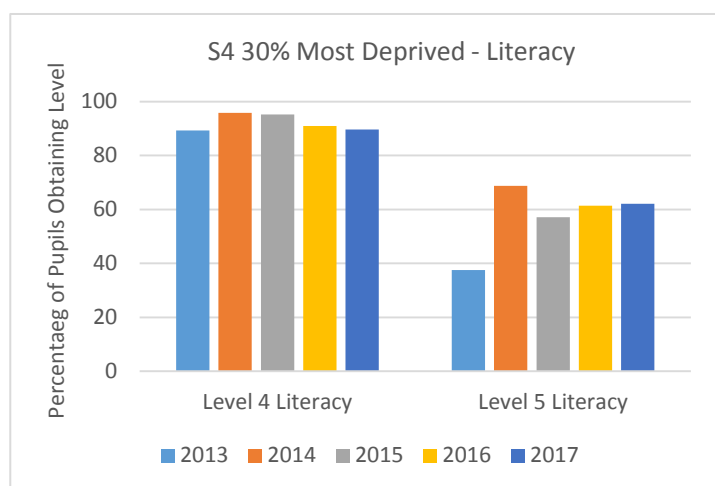
## S4 – Least Deprived 30%



Year	% Level 4 Literacy	% Level 5 Literacy
2013	98.1	66.67
2014	100	93.48
2015	100	88.71
2016	96	92
2017	100	95.96

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	82.86	60
2014	80.43	43.48
2015	99.19	60.48
2016	98	74
2017	98.99	93.94

## S4 – Most Deprived 30%

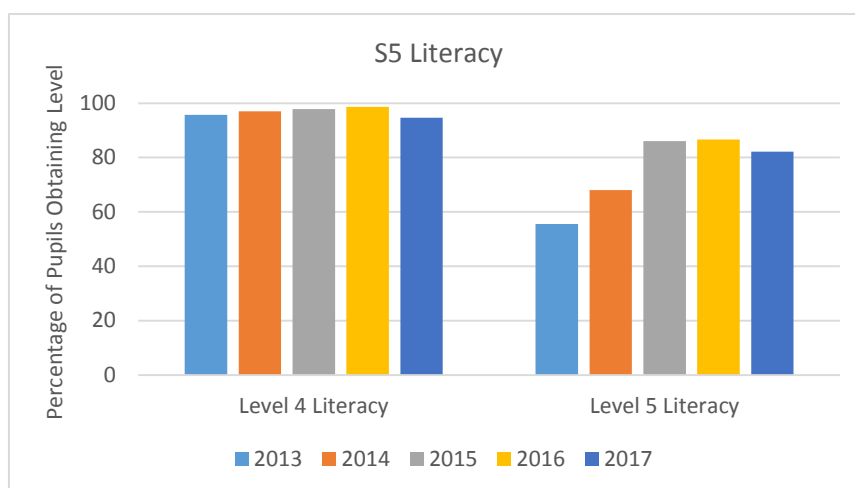


Year	% Level 4 Literacy	% Level 5 Literacy
2013	89.29	37.50
2014	95.83	68.75
2015	95.24	57.14
2016	90.91	61.36
2017	89.66	62.07

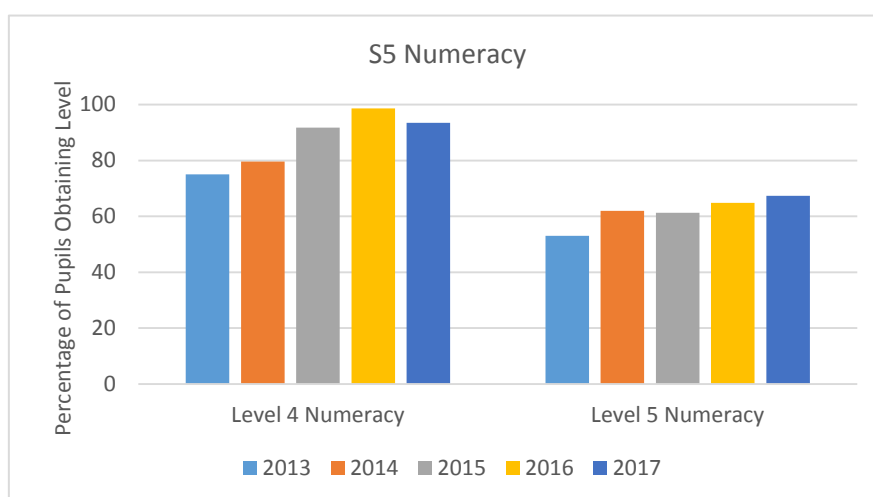
Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	60.71	26.79
2014	81.25	37.5
2015	95.24	26.19
2016	90.91	31.82
2017	96.55	53.45

## Literacy and Numeracy

### S5 – All Pupils

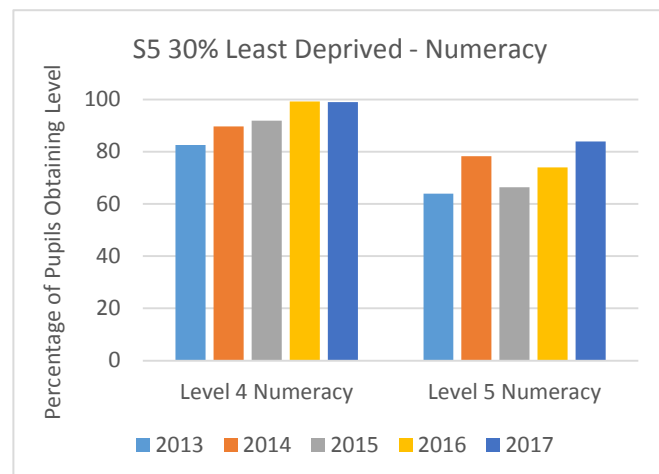
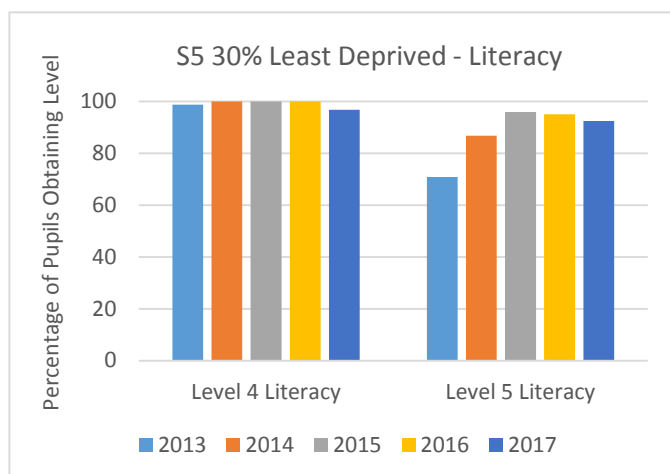


Year	% Level 4 Literacy	% Level 5 Literacy
2013	95.67	55.6
2014	97	68
2015	97.85	86.02
2016	98.66	86.62
2017	94.7	82.2



Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	75.09	53.07
2014	79.67	62
2015	91.76	61.29
2016	98.66	64.88
2017	93.56	67.42

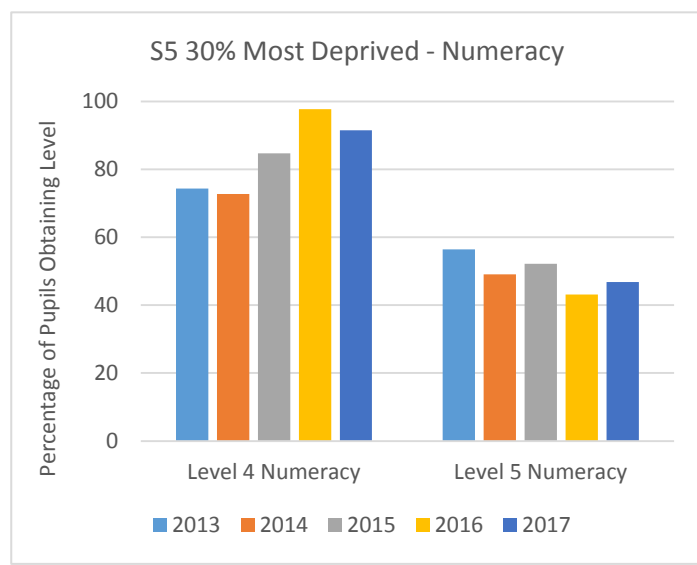
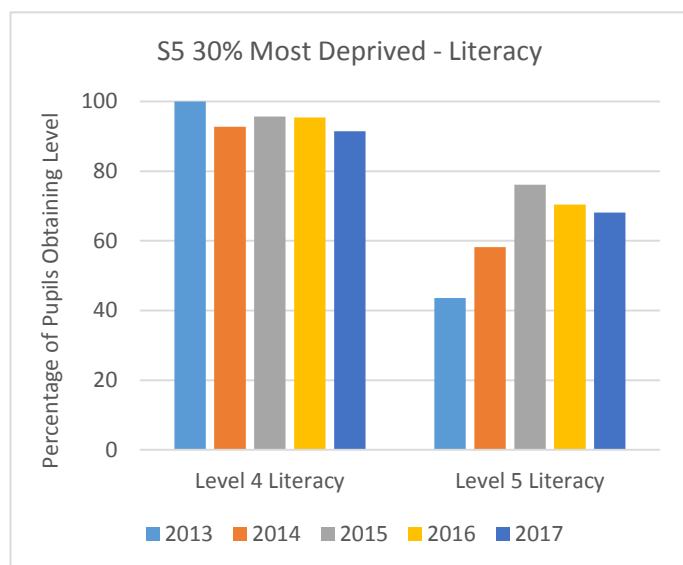
## S5 – Least Deprived 30%



Year	% Level 4 Literacy	% Level 5 Literacy
2013	98.84	70.93
2014	100	86.79
2015	100	95.92
2016	100	95.12
2017	96.77	92.47

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	82.56	63.95
2014	89.62	78.3
2015	91.84	66.33
2016	99.19	73.98
2017	98.92	83.87

## S5 – Most Deprived 30%



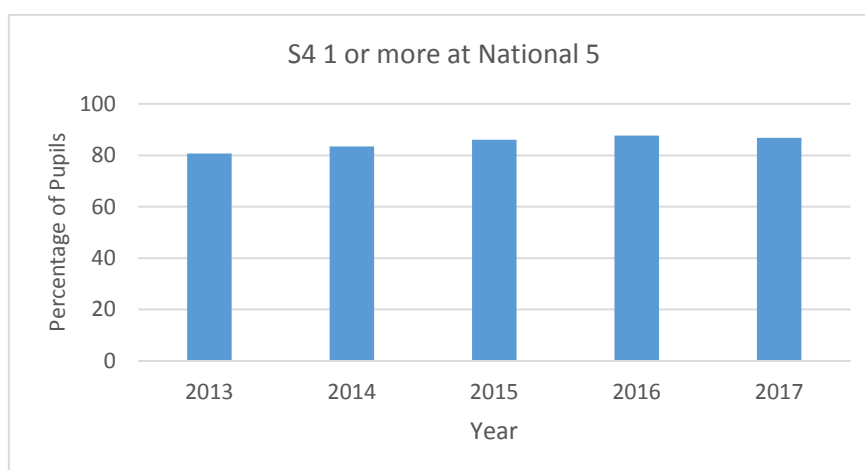
Year	% Level 4 Literacy	% Level 5 Literacy
2013	100	43.59
2014	92.73	58.18
2015	95.65	76.09
2016	95.45	70.45
2017	91.49	68.09

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	74.36	56.41
2014	72.73	49.09
2015	84.78	52.17
2016	97.73	43.18
2017	91.49	46.81



## Attainment for the S4 cohort

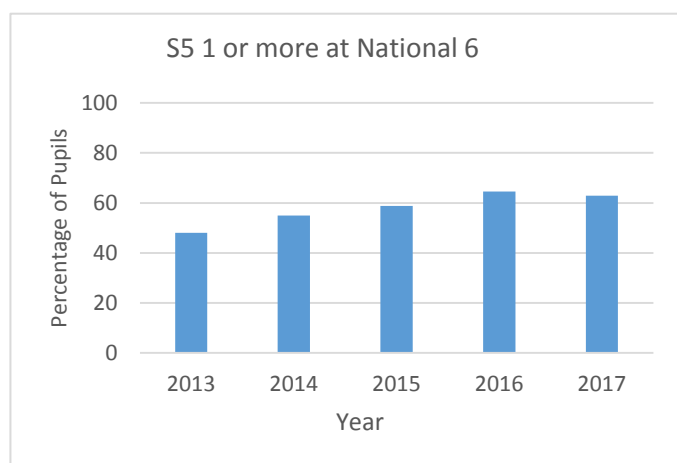
Five year trend for 1 or more awards (A-D) at National 5 for the school in S4 as a percentage of the S4 cohort.



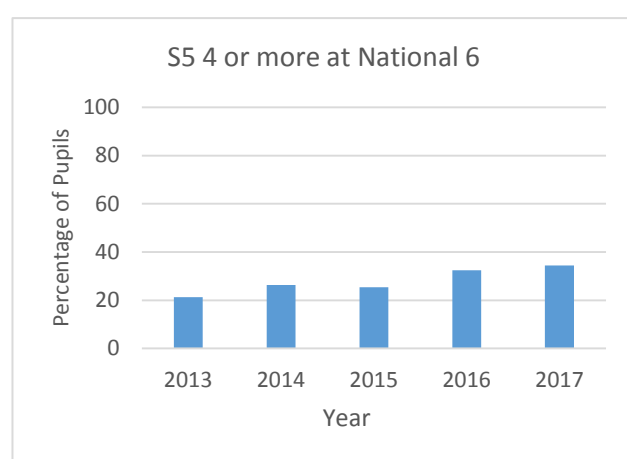
Year	% 1+ National 5
2013	80.74
2014	83.51
2015	86.15
2016	87.69
2017	86.82

## Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more awards (A-D) at Level 6 for the school in S5 as a percentage of the S4 cohort.



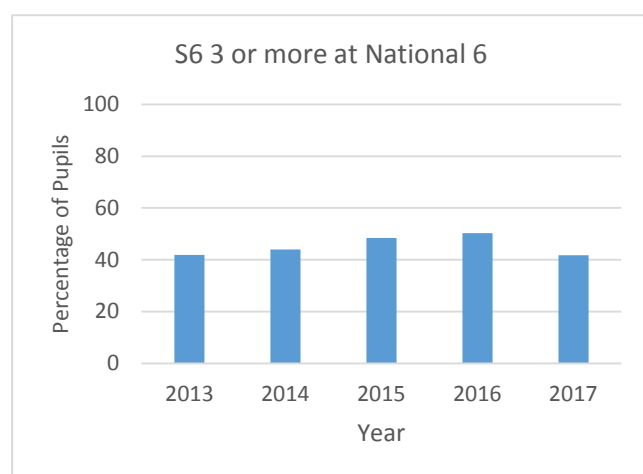
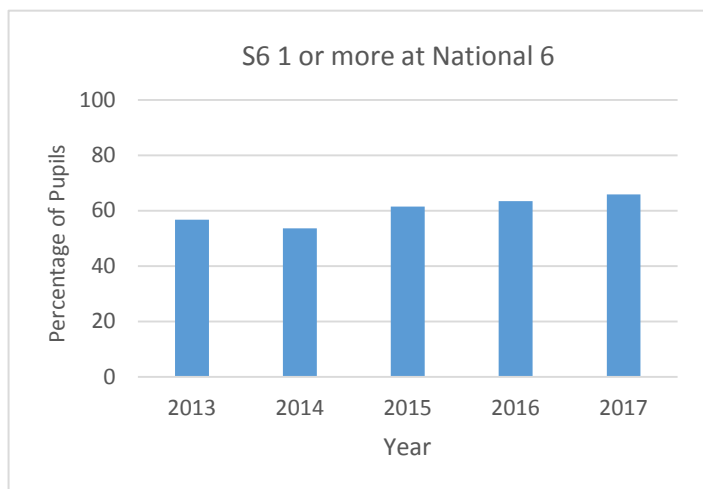
Year	% 1+ National 6
2013	48.01
2014	55.00
2015	58.78
2016	64.55
2017	62.88



Year	% 4+ National 6
2013	21.30
2014	26.33
2015	25.45
2016	32.44
2017	34.47

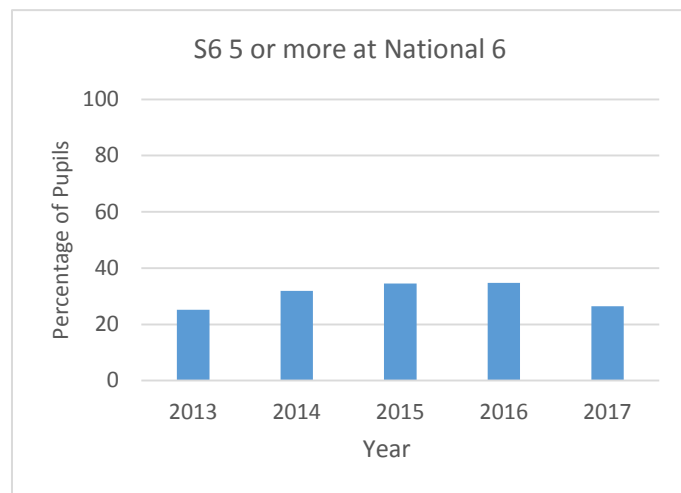
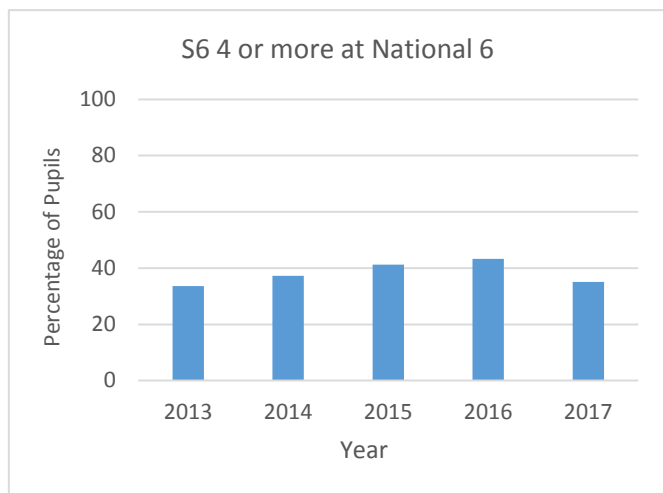
## Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more awards (A-D) at Level 6 for the school in S6 as a percentage of the S4 cohort.



Year	% 1+ National 6
2013	56.71
2014	53.55
2015	61.46
2016	63.48
2017	65.89

Year	% 3+ National 6
2013	41.95
2014	43.97
2015	48.50
2016	50.35
2017	41.81

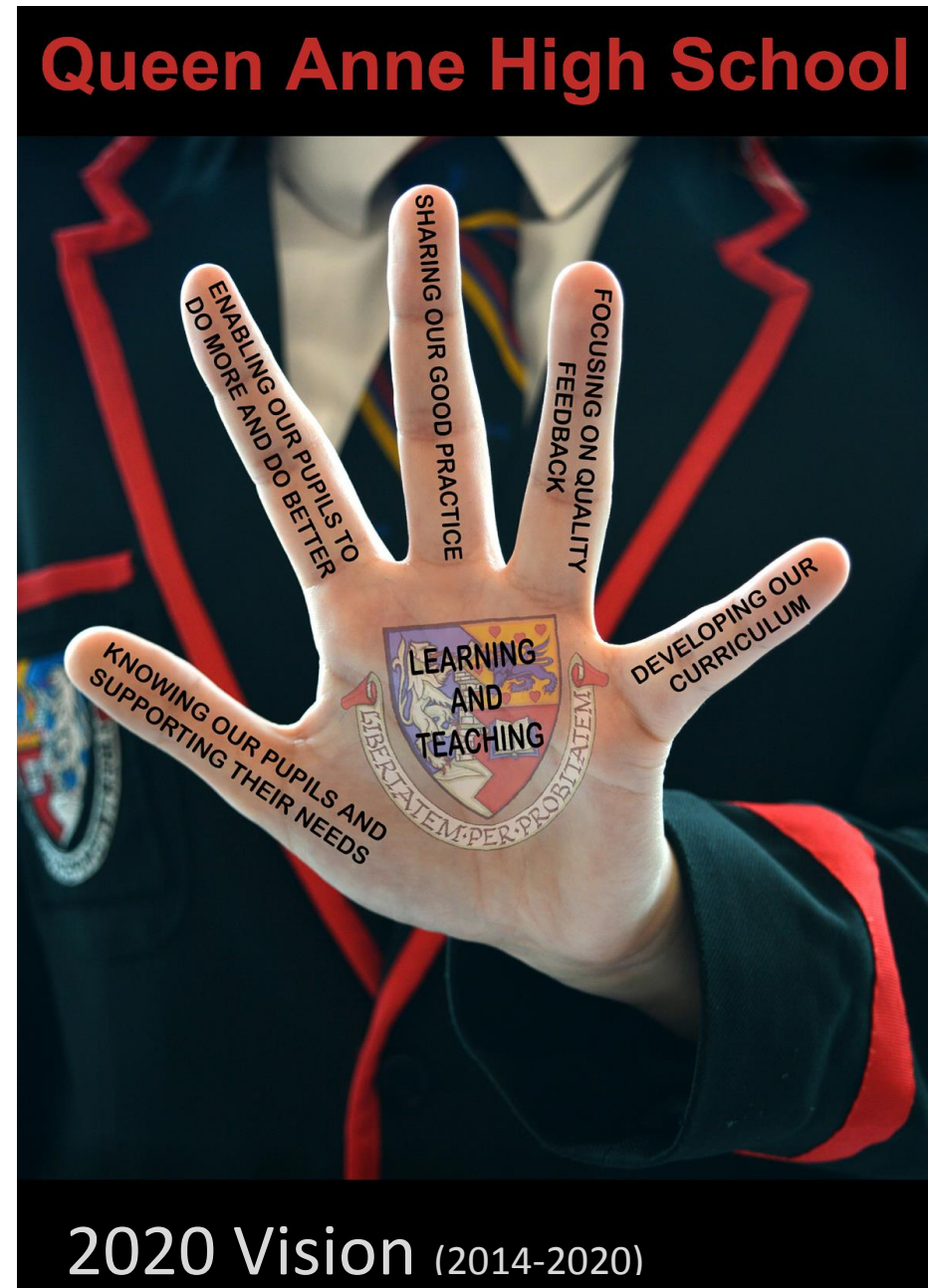


Year	% 4+ National 6
2013	33.56
2014	37.23
2015	41.2
2016	43.26
2017	35.12

Year	% 5+ National 6
2013	25.17
2014	31.91
2015	34.55
2016	34.75
2017	26.42







## Appendix 3

### School Context:

Queen Anne High School is a six-year non-denominational comprehensive secondary school of approximately 1570 learners. The school is expected to reach maximum capacity (2020 learners) over the next few years due to catchment rezoning across schools in Dunfermline and West Fife. The school catchment reaches across northwest Dunfermline and surrounding villages and currently our 12 associated primaries are: Bellyeoman, Blairhall, Cairneyhill, Carnock, Crossford, Culross, Inzievar, McLean, Milesmark, Pittencrieff, Saline and Townhill. It is proposed that Tulliallen Primary School comes within the QAHS catchment from August 2018 contributing to the increased roll alongside significant building works within the catchment area.

Currently the demographic of the pupil population within the Social Index of Multiple Deprivation (SIMD) and Free School Meal Requests (FMR) is illustrated in the tables below:

(\*data extracted - September 2016)

#### QAHS Numbers of Pupils per Year Group

Year Group	SIMD 1-2	SIMD 3-4	SIMD 5-6	SIMD 7-8	SIMD 9-10	Total
S1	39	32	92	66	74	303
S2	34	27	78	73	65	277
S3	38	39	63	79	69	288
S4	39	39	65	66	72	281
S5	28	26	67	62	51	234
S6	12	22	45	53	55	187
Total	190	185	410	399	386	1570

#### QAHS Percentage of Pupil per Year Group

Year Group	SIMD 1-2	SIMD 3-4	SIMD 5-6	SIMD 7-8	SIMD 9-10	Total
S1	13%	11%	30%	22%	24%	100%
S2	12%	10%	28%	26%	23%	100%
S3	13%	14%	22%	27%	24%	100%
S4	14%	14%	23%	23%	26%	100%
S5	12%	11%	29%	26%	22%	100%
S6	6%	12%	24%	28%	29%	100%
Total	12%	12%	26%	25%	25%	100%

## QAHS FMR vs SIMD Group

Year Group	FMR Status	SIMD 1-2	SIMD 3-4	SIMD 5-6	SIMD 7-8	SIMD 9-10	Total
S1	FMR number	10	7	19	1	2	39
	FMR as % of Yr Gp	26%	22%	21%	2%	3%	13%
S2	FMR number	8	6	12	4	3	33
	FMR as % of Yr Gp	24%	22%	15%	5%	5%	12%
S3	FMR number	15	6	14	7	4	46
	FMR as % of Yr Gp	39%	15%	22%	9%	6%	16%
S4	FMR number	8	6	14	6	2	36
	FMR as % of Yr Gp	21%	15%	22%	9%	3%	13%
S5	FMR number	7	1	9	6	1	24
	FMR as % of Yr Gp	25%	4%	13%	10%	2%	10%
S6	FMR number	1	1	2	1	0	5
	FMR as % of Yr Gp	8%	5%	4%	2%	0%	3%
Total	FMR number	49	27	70	25	12	183
	FMR as % of Yr Gp	26%	15%	17%	6%	3%	12%

The Senior Leadership Team comprises the Rector, five Deputy Headteachers (DHTs) and a Business Manager, within an overall teaching staff complement of 106 FTE. Teaching staff are well supported by a wide range of single status staff, including a team of effective Pupil Support Assistants. Our core integrated pupil support provision at Queen Anne HS comprises all staff (including Guidance and Pupil Support), the Education & Children's Services Directorate and External Partner Agencies, with QAHS learners and their families firmly at the centre.

## Appendix 3

The Guidance Principal Teachers (GPTs) have caseload responsibilities organised within a vertical house structure. Universal and targeted support is woven through every aspect of our support provision to best meet the additional support and learning needs of all learners. We believe that our 'tartan' approach to personalised support ensures that each learner is known well and their successes within and beyond the classroom are recognised and celebrated. The 'human aspect' of our school and positive relationships facilitate constructive, supportive learner conversations across all curricular areas. It is an expectation that personalised support does not happen at a set time each week but is threaded through every conversation and action in QAHS.

Pupil support provision is coordinated through Integrated Support Area 1 (ISA 1) and Integrated Support Area 2 (ISA 2). ISA 1 comprises of Guidance and Pupil Support staff, complemented by our external partner agencies including our Skills Development Scotland Advisor, Drugs Alcohol & Psychotherapies (DAPL) counselling provision, Nurture Hub with specialist Nurture trained teaching and PSA level 3 support, School Nurse and specialist ESOL support. ISA 2 (or "DAS") delivers highly specialised and personalised additional support, tailored to the needs of the individual, and delivered through a combination of small groups and mainstream classes.

Our vision and values are encapsulated within three key concepts: Self-worth, Human-Aspect of our School and Personal Best and summarised by the QAHS mnemonic:

### **QAHS: Quality, Achievement & High Standards**

**QUALITY** – We aim to ensure the highest quality learning experience for all learners within QAHS. Our school community is dedicated to creating a productive, healthy, safe and enjoyable learning environment where every effort is made to develop the personality, talents and abilities of each learner. We aspire to become a school where every learner has a strong sense of 'self-worth'. We are committed to nurturing the 'human-aspect of our school' by building positive relationships based on mutual respect and equality. It is important to us that everyone within our community is treated fairly, respectfully and without discrimination. We are committed to the promotion of equality through the appreciation and celebration of diversity. We promote responsible citizenship within our school community and also encourage learners to be responsible global citizens.

**ACHIEVEMENT AND HIGH STANDARDS** - We have the highest expectations of all learners to deliver their 'personal best' with pride and confidence. We support all learners in choosing a personalised pathway to enable them to achieve their personal aspirations.

## Appendix 3

### Pupil Equity Funding (PEF – 2017/18):

We agreed two strands of development using PEF which we believe to be sustainable and will help to build capacity:

1. **Wellbeing Strategy:** Raise awareness of and better support young people and families with mental health issues, marginalised individuals/groups and increase pupil engagement/connectedness with QAHS to increase the chances of achievement of 'Personal Best'.
2. **Development of QAHS staff:** Investment in leadership and pedagogical practice.

We evaluated all interventions using 'Dilts model of neurological change' and believe that those selected provide the highest level of sustainability by investing primarily in the development of people and wellbeing.

### **Review of progress in line with the School Improvement Plan for session 2016-17**

	<b>Evidence of progress/improvement 16/17</b>	<b>Further progress/improvement required 17/18</b>
Enabling our pupils to do better	<ul style="list-style-type: none"><li>• Pupils engaged in the literacy boost programme made better progression than those pupils not involved based on a comparison of their average P7 and S2 Assessment for Excellence data.</li><li>• The target for positive and sustained destinations of 95% was achieved: 95.1%. There is now a three year positive trend above both the Fife (92.4%) and National (93.3%) average.</li><li>• The Pupil LGBT+ Working Group delivered a training session for all staff on the February in-service day on challenging discrimination in the classroom and raised awareness on appropriate LGBT+ vocabulary.</li><li>• The Pupil Antipoverty Working Group established the 'cost of the school day at QAHS'. They developed an action plan to</li></ul>	<ul style="list-style-type: none"><li>• Implementation of the Suffolk Reading Test to provide a more in depth level of analysis of impact for session 2017-18</li><li>• LGBT+ Pupil Working Group to evolve into the Equalities Working Group and action support for families and a community linked project in establishing an equalities garden.</li><li>• Antipoverty Pupil Working Group to introduce the 'QAHS Swap Shop' initiative. Global antipoverty via the toilet twinning initiative.</li><li>• Insufficient evidence of differentiated learning to support learning diversity.</li><li>• Greater equity required in recognition of achievement: amalgamation of Sports colours Awards, Achievement Awards and Academic Awards.</li></ul>



## Appendix 3

	<p>introduce the 'QAHS Swap Shop' initiative next session.</p> <ul style="list-style-type: none"> <li>• Introduction of S1 &amp; S2 School of Basketball. Pupils involved averaged 3% higher attendance (96%) than the year group average (93%).</li> <li>• All whole school events led by pupils.</li> </ul>	
Knowing our pupils and supporting their needs	<ul style="list-style-type: none"> <li>• Programme of Supported Inclusion (PSI): 80% of all pupils engaged with this programme showed a 60% reduction in SEEMiS referrals thereafter</li> <li>• Temporary exclusions reduced by 70% (based on mid-session data). 4 year declining trend (15/16 error with SEEMiS data)</li> <li>• Nurture Hub: Boxall profiling results evidence that accessing nurture provision has improved pupils' social and emotional well-being. Literacy intervention with the 'Therapets' also evidences good progression with reading age. Strong pupil, parent, partner agency and staff evaluation of positive impact.</li> <li>• Evidence of increased consistency in de-escalation strategies (at PT level+) and application of the Better Relationships, Better Learning, Better Behaviour Staged Intervention processes. Evidence would also indicate that we are better at using alternatives including Nurture, Psi etc.</li> </ul> <p>Duty Calls: 50% reduction, SEEMiS referrals to HT reduced from 2% to 0%, SEEMiS referrals to DHTs reduced from 19% to 16%.</p> <ul style="list-style-type: none"> <li>• Pupils were integral in the development of the QAHS Anti-bullying Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data: Authorised absence data after a three year improving trend from 12/13 has increased slightly in the last two years (15/16 – 3.42% and 16/17 – 4.13%). Unauthorised attendance also has increased in the last two years. This increase correlates with the implementation of the SEEMiS Management Information System. Coding TBCs in SEEMiS is an area of concern. Attendance targets for session 17-18 have been set at 3.5% in both authorised and unauthorised attendance.</li> </ul>
Developing our curriculum	<ul style="list-style-type: none"> <li>• Digital Literacy Working Group delivered raising awareness lessons to all BGE pupils on</li> </ul>	<ul style="list-style-type: none"> <li>• Need to increase SMART Boards/Interactive Panels and IT resources to support increased</li> </ul>

## Appendix 3

	<p>use of GLOW and OneNote. Pupil evaluation and staff survey of impact very positive.</p> <ul style="list-style-type: none"> <li>• Increase in accredited volunteering pupil achievement built into the school curriculum. 106 S6 pupils achieved a Saltire Award with several achieving 500 accredited hours.</li> <li>• Colleges, Universities and Funding (CUF) Festival (06.09.16): 13 universities, 3 colleges and SAAS all represented. 94% of attendees sampled noted the event was informative and constructive.</li> <li>• Skills, Learning and Careers Festival (16.01.17): 45 organisation represented. 750 attendees. 96% of attendees sampled noted the event was informative and constructive.</li> <li>• Princes Trust accreditation as part of the alternative curriculum at SCQF level 4 &amp; 5.</li> <li>• 11 overseas residential excursions &amp; year-long pupil scholarship to China</li> </ul>	<p>pedagogical approaches in line with digital literacy.</p> <ul style="list-style-type: none"> <li>• Further develop infrastructure and participation in Duke of Edinburgh Award: pupil &amp; staff involvement</li> <li>• Incorporation of Media Studies</li> </ul>
Focussing on quality feedback	<ul style="list-style-type: none"> <li>• Successful 'looking outwards' visits from Taiwanese Educational Delegation and Swedish educationalists</li> <li>• Three 'on-tour' visits delivered to P6/7 parents/carers at: Inzievar PS, Townhill PS and Pitencreiff PS. Positively evaluated by parents and HTs.</li> <li>• Introduction of weekly e-bulletin very well received by Parent Council and partners including local press.</li> <li>• Consultation exercise on a QAHS Communication Strategy for session 2017-18</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke curriculum for S5/6 H&amp;Wb encompassing: mindfulness, managing anxiety, learning strategies, motivation, personal responsibility for learning and employability skills.</li> <li>• Focus on leadership and pedagogy</li> <li>• Implementation and evaluation of QAHS Communication Strategy</li> </ul>
Sharing our good practice	<ul style="list-style-type: none"> <li>• Peer observations: 79 lesson observations logged on GLOW</li> <li>• Open Q &amp; A session with S5 &amp; S6 pupils during H &amp; Wb blocks to consult on whole school issues including Pupil Leadership Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation and feedback</li> <li>• Probationer programme to be opened up to all staff</li> </ul>

### Appendix 3

	<ul style="list-style-type: none"><li>• 6 days of SLT paired monitoring completed to track targeted individuals throughout an entire day. Outcome: Differentiation and feedback are target areas next session.</li><li>• All PTs completed interesting practice presentations to colleagues</li><li>• Probationer development programme very well evaluated</li><li>• Feedback from staff to Carrie Lindsay (Director of Education &amp; Children's Services) during her 'Listening Tour' noted high quality delivery/activities at in-service days.</li></ul>	
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# Queen Anne High School

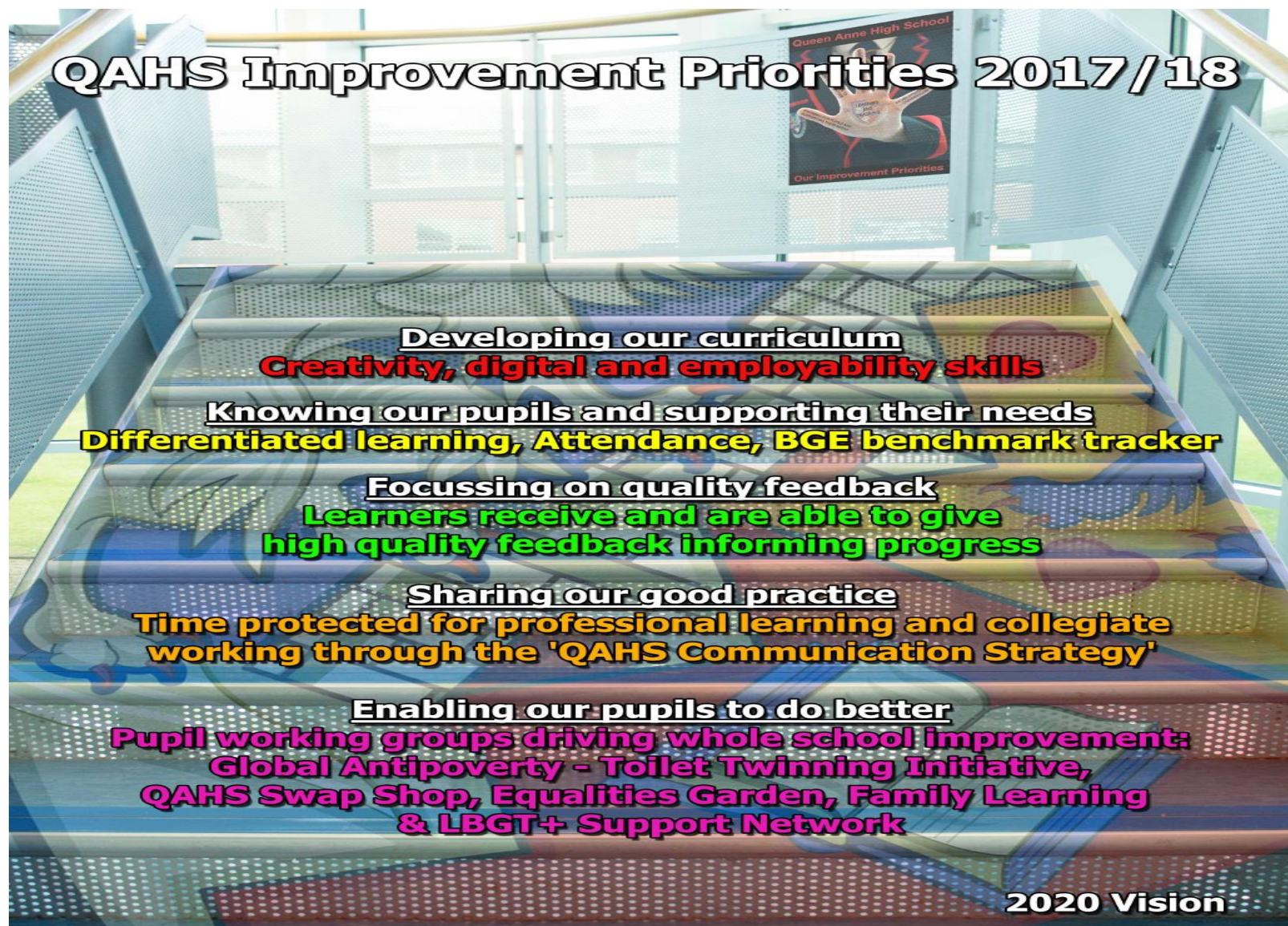
## Improvement Priorities

### 2017/18

The Queen Anne High School five improvement priorities were identified by the QAHS community in June 2014 and will remain in place until June 2020 when the S1 pupils will have progressed through to S6. These priorities are referred to as our '**20:20 Vision**' and reflect the context of our school. Each year the detail within each improvement priority changes following consultation to better meet the needs of our pupils. The QAHS Improvement Plan for 2017/18 is summarised and illustrated by a poster (please see page 11).

Illustrations from 'How Good Is Our School 4' (HGIOS 4) are used to help us self-evaluate our improvements. The four key priorities and six key drivers within the National Improvement Framework (NIF) are embedded within our improvement priorities.

**The learner and learner experience are central to all improvements and our top priority!**



**Key priorities and drivers of the National Improvement Framework and illustrations from How Good Is Our School 4 used in planning and self-evaluation within Queen Anne High School.**

### **Key priorities of the National Improvement Framework (NIF):**

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

### **Key drivers of improvement within the National Improvement Framework (NIF):**

1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information

### **How Good Is Our School (HGIOS) 4 - Quality Indicators (QIs):**

- 1.3 Leadership of change (HGIOS 4 page 24 - Level 5 illustrations)
- 2.2 Curriculum - [Theme: Learning pathways](#) (HGIOS 4 page 34 – Level 5 illustration)
- 2.3 Learning, Teaching and Assessment – **EVIDENCE OF PROCESS** (HGIOS 4 page 36 – Level 5 illustrations)
- 2.7 Partnerships – [Theme: Impact on learners](#) (HGIOS 4 page 44 – Level 5 illustration)
- 3.1 Ensuring Wellbeing, Equality and Inclusion (HGIOS 4 page 48 – Level 5 illustration)
- 3.2 Raising Attainment and Achievement – **EVIDENCE OF IMPACT** (HGIOS 4 page 50 – Level 5 illustration)

### **LOOKING INWARDS – LOOKING OUTWARDS – LOOKING FORWARDS**



## Appendix 3

### Enabling our pupils to do better

Where do we want to be?	How will we get there?	Who will do it?	How will we know?	When?
<p>In depth analysis required for impact of literacy boost programme.</p> <ul style="list-style-type: none"> <li>Pupils involved improve their reading age at a faster rate compared with their starting point.</li> <li>Evidence of the reading gap closing.</li> </ul>	Implementation of the Suffolk Reading Test.	English Department (AM & MK)	Results of Suffolk Reading Test	<p>Aug/Sept - initial S1 testing</p> <p>May – S1 progress re-test</p>
Consistent high level differentiated learning	<p>Professional Learning opportunity for staff training with Fife Pedagogy Team (15 teachers).</p> <p>Communication Strategy</p> <p>SLT Monitoring and feedback</p>	Focus group of 15 teachers but increased consistency by all.	Monitoring/ Pupil Focus Groups	<p>Fife Pedagogy Team Term 1 and follow-up in May</p> <p>Monitoring on-going</p>
<p>Minimise barriers to learning including: educational disadvantage, poverty, promoting fairness/equality and celebrating diversity, including LGBTI. All pupils can access learning, opportunities</p>	<p>Pupil working groups and staff working groups operating collaboratively: Anti-poverty &amp; LGBT+/Equalities</p> <p>LGBT+ Family Learning: Support Network established &amp; equalities garden.</p>	<p>Anti-poverty (CD)</p> <p>Equalities/LGBT+ (JH)</p> <p>SEEMiS (KR)</p> <p>STEAM (GS)</p> <p>Differentiation (RP)</p> <p>L&amp;T (EA/ PMacD)</p> <p>H&amp;S (KR)</p> <p>Literacy (CG)</p> <p>GLOW &amp; digital technologies (SC)</p> <p>CAOL (JS)</p>	<p>Pupils securing and sustaining a positive destination continues to improve.</p> <p>Our culture and ethos reflects a commitment to children's rights and positive relationships.</p>	<p>Target: 96% (2016 SDS data) +ve destination.</p> <p>All WGs in operation from Sept 2017. Impact assessment in March 2018 to identify outcome and next steps.</p> <p>Pupil focus groups Jan – March 2018 to evaluate</p>

### Appendix 3

and support regardless of circumstances.	CAOL Project, White Water Writers, China SIMD 1-2 & FMR, School of Basketball, Global anti-poverty toilet twinning initiative, QAHS Swap Shop, Amalgamation of Sports Colours Awards, Achievement Awards and Academic Awards.	WWW (AM/RP/DW) China (DS) School of Basketball (IMacD) Awards Working group (PD) Attendance (JM) Feedback (RL)	Pupil voice and pupil responsibility for whole school improvement enhanced: pupil focus groups.	pupil voice and pupil responsibility (RMcF).
Understand how our school policies and practices impact on the participation and experiences of learners.	Increased flexible learning pathways ensuring appropriate progression for all. Learners view are sought and acted upon.	SLT monitoring of learner experience School Captains and Pupil Leadership Team	Observation and collation of interesting practice. Identification of areas for improvement. Share with all staff.	In-service Days and Communication Strategy Sessions
Embed a growth mindset across the school.  Growth mindset, respect and the highest expectations are embedded in every action and learning conversation. Modelling. Consistency of approach.	All staff modelling best practice.  Relentless focus on highest expectations and “can do” attitude.  “Can’t do it yet”: constructive personalised feedback to improve and inform next steps.	Assemblies (SLT) PSE/How to Learn (Guidance PTs) H&Wb Programme for S5/6 School displays Pupils leading: Pupil Leadership Team, pupils presenting, increasing range of opportunities for all pupils to get involved.	Pupil and staff evaluation Ethos Pupil confidence and resilience	Evaluation ongoing Oct 2016-March 2017



## Appendix 3

### Knowing Our Pupils and Supporting Their Needs

Where do we want to be?	How will we get there?	Who will do it?	How will we know?	When?
<p>Targeted intervention to remove barriers to learning and ensure equity for all. Pupils know that we care about them and are committed to supporting them as best we can. Our pupils are active participants in discussions and decisions affecting them.</p> <p>Develop a whole school nurturing ethos through “every conversation and action”.</p> <p>Achievement of Nurturing School Award.</p> <p>Attendance data improves: authorised and unauthorised.</p> <p>Focus on mental health and related issues to better support pupils.</p>	<p><u>Literacy Boost Programme:</u> Collaboration with Primary colleagues to identify 20% of P7 and S1 pupils requiring literacy intervention in S1 and S2. Additional period of accelerated reading each week in small groups.</p> <p><u>TOK 22 week Targeted Intervention and Family Learning Programme:</u> specific groups of S2/3 pupils to target self-worth and building confidence/growth mindset</p> <p><u>H&amp;Wb Programme for S5/6 pupils:</u> managing anxiety, personal responsibility for learning, learning strategies, mindfulness and employability.</p> <p><u>Drug, Alcohol and Psychotherapies Limited (DAPL):</u> Full day programme for 40 weeks</p>	<p>Subject specialist English staff. Timetabled weekly to focus on accelerated reading and writing.</p> <p>Tree of Knowledge &amp; DHTs (S2 – DS &amp; S3 – JM)</p> <p>Tree of Knowledge &amp; DHTs (S5 – PD &amp; S6 – JW)</p> <p>DAPL Counsellors</p>	<p>Pupils are able to better access all areas of the curriculum and have increased confidence. Assessment of LBP shows an improvement in reading age beyond that of a sample group: Suffolk Reading Test used to evidence progress.</p> <p>Pupil evaluation, attendance data, staff evaluation of pupil progress/attitude &amp; application, parent feedback &amp; involvement</p> <p>Pupil evaluation and open Q&amp;A session</p> <p>Pupil evaluation, Pupil uptake and engagement, GPT Referrals to DAPL. Uptake from families.</p>	<p>Year-long programme</p> <p>22 week programme from August – Feb.</p> <p>22 week programme from August – Feb.</p> <p>On-going all year.</p>

## Appendix 3

	<p>(to further complement the two days of Art Therapy and one-to-one counselling currently in place) to work individually with pupils over a six weeks period. Linked family drop-in session also. Training for Guidance/Pupil Support staff.</p> <p>Therapets: Building on the current two day input from Ozzy and Nala (Retriever Therapets) working with pupils in the Nurture Hub, Integrated Support Area 2 and specific targeted pupils off-site. Daily mile with Therapets, literacy boost link and potential NQ accreditation.</p> <p><u>School of Basketball:</u> S1/S2 pupils: target to increase attendance and engagement with school. Physical h&amp;wb/personal responsibility.</p>	<p>Therapets and DS</p> <p>Lead – IM</p> <p>Lead – CD</p> <p>Lead - JH</p> <p>Interschool Working Group led by QAHS &amp; QAHS Staff Equalities Group.</p>	<p>Number of pupils involved off-site &amp; accredited achievement of these pupils.</p> <p>Pupil evaluation.</p> <p>Increased attendance of pupils involved compared to year group average. Pupil and parent evaluation.</p> <p>Introduction of successful QAHS Swap Shop. Financially sustainable non-profit enterprising initiative. Pupil led including pupil accreditation via Saltire Award for volunteering.</p> <p>Creation of equalities garden and open-evening/afternoons for wider community. Place</p>	<p>Mid-session evaluation of progress.</p> <p>Dec 2017 evaluation and May 2018 impact report.</p> <p>Dec 2017 evaluation and May 2018 impact report.</p> <p>Dec 2017 evaluation and May 2018 impact report.</p>
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## Appendix 3

	<p><u>Pupil Antipoverty Working Group:</u> QAHS Swap Shop &amp; international anti-poverty toilet twinning initiative.</p> <p><u>Pupil Equalities Working Group:</u> Equalities Garden. Community link. LGBT+ Family Support Network.</p> <p><u>Aesthetics Engagement Initiative:</u> Learning Hub and Library. To increase pupil connectedness/identity with QAHS.</p> <p><u>Personalised Learning Pathways:</u> High quality learning enabling achievement of personal best. Based on pupil aspiration. Focused on skill development and securing a positive, sustained destination.</p>	<p>RMcF, Art &amp; Design Department &amp; Targeted Pupil Group</p> <p>Lead – DS. Supporting all staff to deliver alternative progression routes for all. Increased partnership working with Fife College, local employers and SDS.</p> <p>Fife Pedagogy Team &amp; Differentiation Working Group (RP) Sharing interesting and best practice: in-service days &amp; via Communication Strategy Sessions. Peer observations.</p> <p>Lead - JM</p>	<p>of reflection/contemplation.</p> <p>Family Support Network Launch Event – Sept 2017</p> <p>Visual enhancement to the Learning Hub and Library. Pupil evaluation.</p> <p>Increased pupil enjoyment and increased focus on a positive future. Improved attendance of individuals and groups.</p> <p>Increased staff confidence in meeting pupil need through differentiated pedagogy. Better pupil learning experience. Evaluation. Good attendance. High</p>	<p>Dec 2017 evaluation and May 2018 impact report.</p> <p>Interim and updated SDS Data.</p> <p>Dec 2017 evaluation and May 2018 impact report.</p> <p>Dec 2017 evaluation and May 2018 impact report.</p>
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### Appendix 3

	<p>Curricular flexibility built into timetable design.</p> <p><u>Differentiation</u>: Increasingly raising awareness with staff of the need to effectively differentiate and support pedagogy to enable this.</p> <p><u>Attendance</u>: rigorous monitoring and improved systematic infrastructure</p>		<p>level pupil engagement and enjoyment. Increased confidence of mainstream community.</p> <p>Target of 3.5% for both authorised and unauthorised. Significant reduction in SEEMiS TBCs.</p>	
Whole school community commitment to the three key concepts: personal best, human aspect of the school and self-worth.	Involvement of all staff: in-service days/whole school events/training. Consistency of approach with: personal best, human aspect of our school and self-worth.	All members of the school community.	Ethos. Improved behaviour evidenced by: exclusion data, SEEMiS referrals, duty call data. Evaluation involving all members of the school community.	Ongoing

## Developing our Curriculum

Where do we want to be?	How will we get there?	Who will do it?	How will we know?	When?
<p>Skill development and employability embedded within the curriculum (in line with Developing the Young Workforce). Pupils equipped with the employability skills and experiences required to support their next steps in learning.</p> <p>Outdoor Learning: Further development and expansion of Duke of Edinburgh Award.</p> <p>Wider range of curricular choices for pupils: introduction of NQ Media.</p>	<p>Focus on digital literacy for all pupils. Raising awareness session delivered to all (GLOW, One Note) in BGE: new S1s.</p> <p>Increased opportunities for volunteering within and out of school (Senior Phase).</p> <p>Increased partnership working with local businesses and agencies.</p> <p>STEAM Initiative: Formula 24</p> <p>TOK H&amp;Wb programme</p> <p>Introduction of Media NQ</p>	<p>Digital Literacy Working Group</p> <p>All staff linked to course choice &amp; timetable. CM – Saltire Award</p> <p>SDS, Guidance Team, SLT, Pupil Support</p> <p>Lead - GS and STEAM Working Group</p> <p>Lead – KF &amp; Duke of Edinburgh Working Group</p> <p>Media NQ delivered by English Department</p>	<p>Pupil evaluation of raising awareness sessions.</p> <p>Data identifying pupils involved in volunteering. Accreditation for Saltire Award.</p> <p>Partner agency evaluations.</p> <p>Cluster/ STEAM WG feedback.</p> <p>Increased number of pupils engaged and achieving D of E Award.</p> <p>Pupil uptake for Media and accreditation of NQ at N5 level.</p>	<p>Dec 2017 evaluation and May 2018 impact report. August 2018 for NQ data.</p>
<p>Increase positive and sustained destinations through Opportunities for All. Target 96% towards all.</p>	<p>16+ tracking and recording in SEEMiS.</p> <p>Ensuring N4 Literacy &amp; Numeracy for targeted individuals/groups (S3</p>	<p>Lead – DS with Guidance Team, SDS Careers Coaches and Opportunities for All</p> <p>S3 Fast Track Programme – JM &amp; PD</p>	<p>SLDR Report</p> <p>Increase in S4 pupils achieving N4 literacy and numeracy and more achieving 5+ NQs.</p>	<p>Ongoing</p>

### Appendix 3

	Fast Track Programme – JM & PD  Approved Flexible Packages where relevant linked to individual pupil pathways.	S4 Targeted Intervention - PD		
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### Focussing on Quality Feedback

Where do we want to be?	How will we get there?	Who will do it?	How will we know?	When?
Developing increased family learning opportunities and increased engagement with community	<p>Family Information Evening focussed on the S5/6 H&amp;Wb Programme but also to include S1 parents: Helping Your Child To Learn</p> <p>Three transition focussed information events (P6/7) in the outlying villages in associated Primary Schools.</p> <p>Family Nurture Hub Session</p> <p>Family ISA2 Session</p> <p>Family LGBT+ Support Network</p> <p>Literacy Box Family Evening</p>	<p>Lead – JW &amp; PD (TOK)</p> <p>Lead – JW with RMcF &amp; PD</p> <p>Lead – DS with PMacD/ NC</p> <p>Lead – DS with JB</p> <p>Lead – JH (with JM)</p> <p>Lead – CG</p> <p>JM &amp; DAPL</p>	<p>Opportunities to engage with whole school vision and strategy for improvement increased.</p> <p>Better relationships.</p> <p>Feedback welcomed and noted at all sessions/events.</p>	Ongoing 2017-18

### Appendix 3

	DAPL Family Support Drop-in			
Expanding effective communication and opportunities for collaboration across the school	Communication Strategy Sessions	All	Staff and partner agency evaluation (RMcF)	Dec 2017 evaluation and May 2018 impact report.
Investment in staff development: Pedagogy and Leadership	<p>Opportunity for 15 teachers in session 2017-18 to work one-to-one with Fife Pedagogy Team</p> <p>All Guidance/Pupil Support PTs and SLT to have Emotional Intelligence Leadership Training</p> <p>As much CPD and engagement in Fife Leadership development courses to be supported.</p>	<p>Lead – JW</p> <p>Lead – RMcF</p> <p>EQ Commando</p>	<p>Staff evaluation of impact</p> <p>Numbers of staff engaged in Leadership Programmes</p> <p>Evaluation and impact on remit delivery</p>	<p>Dec 2017 evaluation and May 2018 impact report.</p> <p>With one month of two day training</p>
Reliable overview of pupil progression in the BGE	Development of Benchmark BGE Tracker	Lead - KR	Introduction of Tracker by Oct 2017 at latest. Used by all staff thereafter.	Development of Benchmark BGE Tracker

## Appendix 3

### Sharing our Good Practice

Where do we want to be?	How will we get there?	Who will do it?	How will we know?	When?
Practitioners taking ownership of 'learning walkthroughs' to support their professional development and drive improvement in L&T. 'Looking inwards'.	Structure introduced session 2016-17. Hoping to further develop this in session 17-18. Staff encouraged to complete a minimum of three short walkthroughs focused on a specific area of development.	All	Logged in GLOW.	Ongoing
Consistent high quality learner experience for all.	SLT and PT monitoring focussing on learner experience. Interesting and best practice shared with all staff.	SLT	Findings shared with staff. Process evaluated.	Ongoing
Commitment from staff to drive their own professional learning	Internal professional learning programme developed for all staff	Lead – PD with staff across school	Attendance and evaluation of sessions. Improvements in range of pedagogy and differentiation.	Dec 2017 evaluation and May 2018 impact report.
Structure to make time and enable high quality collaboration and professional development	Introduction of the QAHS Communication Strategy	All	Evaluation of sessions	Dec 2017 evaluation and May 2018 impact report.
Improved differentiation and feedback	Engagement with Fife Pedagogy Team	Differentiation WG and L&T WG Communication Strategy Sessions	Evaluation of sessions and observable impact via monitoring	Dec 2017 evaluation and May 2018 impact report.





**EDUCATION AND CHILDREN'S SERVICES DIRECTORATE**

**WHOLE SCHOOL SOCIAL CONTEXT AND ATTAINMENT AND ACHIEVEMENT REPORT**

**Session 2016 - 17**

**Queen Anne High School**

## Queen Anne HS Performance and Achievement Report to Area Committee

### School Context

**School Roll** – from the September 2016/2017 census

Female	Male	Total
708	836	1544

### Estate

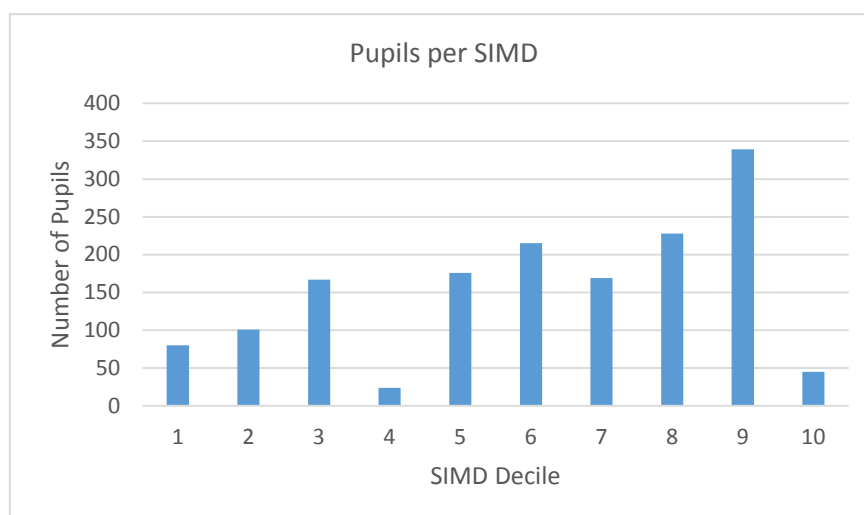
Capacity	Capacity %
2050	75.3

### Percentage of pupils with FMR

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

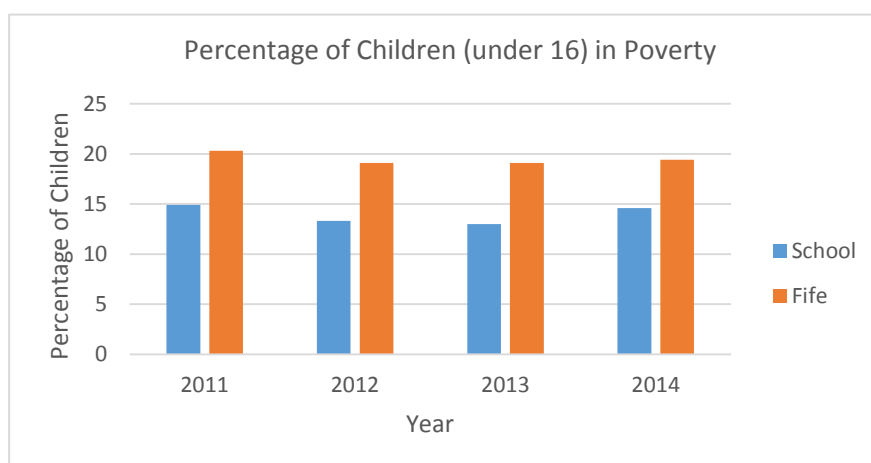
Queen Anne High					Fife					National				
12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
12.1	12.8	11.9	11.8	12.2	19.0	19.4	17.4	16.3	17.0	15.5	15.5	15.0	14.2	14.1

## Number of Pupils per SIMD Decile (2016/2017)



SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
80	101	167	24	176	215	169	228	339	45

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



	2011	2012	2013	2014
<b>School</b>	14.9	13.3	13	14.6
<b>Fife</b>	20.3	19.1	19.1	19.4

## Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.  
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

	School					Fife				
	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
<b>S5 September</b>	79	87	85	89	79	83	85	88	84	84
<b>S6 September</b>	71	64	66	71	72	65	67	68	67	70

## Attendance & Exclusion

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

### Percentage Attendance and Absences

Attendance	12/13	13/14	14/15	15/16	16/17
School	91.26%	92.93%	94.93%	93.00%	91.78%
Fife	90.81%	91.99%	91.99%	91.61%	91.01%
Scotland	91.9%	N/A	91.8%	N/A	N/A

Authorised	12/13	13/14	14/15	15/16	16/17
School	3.81%	4.21%	3.59%	3.59%	4.14%
Fife	5.61%	5.15%	5.45%	5.83%	5.52%
Scotland	5.40%	N/A	5.30%	N/A	N/A

Unauthorised	12/13	13/14	14/15	15/16	16/17
School	4.83%	2.80%	1.46%	3.35%	4.07%
Fife	3.49%	2.79%	2.51%	2.51%	3.42%
Scotland	2.50%	N/A	2.80%	N/A	N/A

### Temporary Exclusions

#### Number of Exclusions per 1000 pupil

	12/13	13/14	14/15	15/16	16/17
School	50	42	18	43	9
Fife	60	57	47	47	42
Scotland	59	N/A	50	N/A	N/A

#### Days Excluded per 1000 pupils

	12/13	13/14	14/15	15/16	16/17
School	181	119	45	119	13
Fife	164	146	109	98	97
Scotland	150	N/A	120	N/A	N/A

### LAC Temporary Exclusions

#### Number of Exclusions per 1000 pupil

	12/13	13/14	14/15	15/16	16/17
School	0	0	3	1	0
Fife	4	4	7	5	3

#### Days Excluded per 1000 pupils

	12/13	13/14	14/15	15/16	16/17
School	0	0	8	1	0
Fife	11	10	17	10	6

## Level of English & Additional Support Needs

The following information is taken from the September 2016 Pupil Census Return. The tables show how many pupils are on the DAS Roll, every pupil's level of English, and any additional support needs recorded for all pupils on the school roll.

### DAS Roll by Stage

	S1	S2	S3	S4	S5	S6	Total
2016/2017	9	11	0	0	0	0	20

### Level of English

Level of English	No. of Pupils
New to English	1
Early Acquisition	2
Developing Competence	3
Competent	3
Fluent	18
English as a "first-language"	1517
Limited Communication	0
Not Assessed	0

### Student Needs

Student Need Category	No. of Pupils
Autistic spectrum disorder	20
Bereavement	0
Communication Support Needs	1
Deafblind	0
Dyslexia	115
English as an additional language	16
Family Issues	1
Hearing impairment	4
Interrupted learning	2
Language or speech disorder	13
Learning Disability	8
Looked after	15
Mental health problem	3
More able pupil	2
Other	4
Other moderate learning difficulty	14
Other specific learning difficulty (e.g. numeric)	28
Physical health problem	18
Physical or motor impairment	10
Risk of Exclusion	1
Social, emotional and behavioural difficulty	46
Substance Misuse	0
Visual impairment	7
Young Carer	4

*Number of students with at least one student need: 276*

## Leaving Destinations

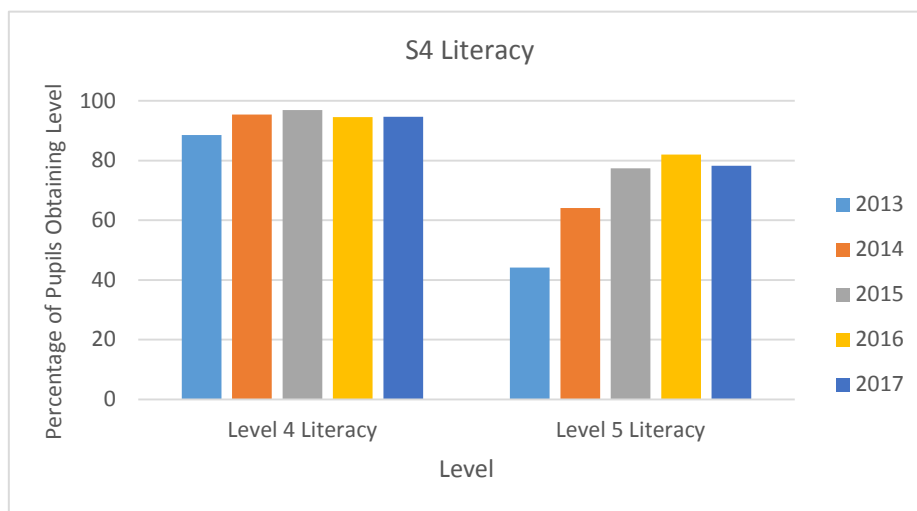
The table below shows the initial destinations on leaving school for all leavers over the last 4 years. Data is taken from the Insight National Benchmarking Measure: Leaver Initial Destinations.

INITIAL												
	Queen Anne High				Fife				National			
	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16
No. of Leavers	291	274	265	284	3,601	3,596	3,728	3,712	51,632	51,335	52,433	52,249
Positive destination (%)	92.8	92.3	94.7	95.1	89.8	92.5	92.4	92.4	91.7	92.5	93.0	93.3
Higher Education (%)	37.5	40.9	51.3	41.9	35.2	37.7	35.4	35.4	37.1	39.1	38.8	40.3
Further Education (%)	40.2	30.7	24.9	28.5	36.3	33.9	34.4	34.4	27.7	26.3	27.6	26.6
Training (%)	3.1	3.3	1.5	2.5	3.4	3.5	3.0	3.0	4.8	4.0	3.8	2.6
Employment (%)	11.7	16.8	16.2	18.7	13.8	16.2	17.8	17.8	20.4	21.7	21.4	22.3
Activity Agreement (%)	0.3	0.7	0.4	3.2	0.9	1.1	1.7	1.7	1.3	1.0	0.9	1.0
Unemployed (%)	7.2	6.9	4.5	4.6	9.8	7.3	7.3	7.3	8.0	7.2	6.5	6.4
Seeking work (%)	6.2	6.9	3.8	4.6	8.0	5.8	6.0	6.0	6.9	6.1	5.4	5.1
Not seeking work (%)	1.0	0.0	0.8	0.0	1.8	1.4	1.3	1.3	1.1	1.1	1.1	1.3
Unknown (%)	0.0	0.7	0.8	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.5	0.2

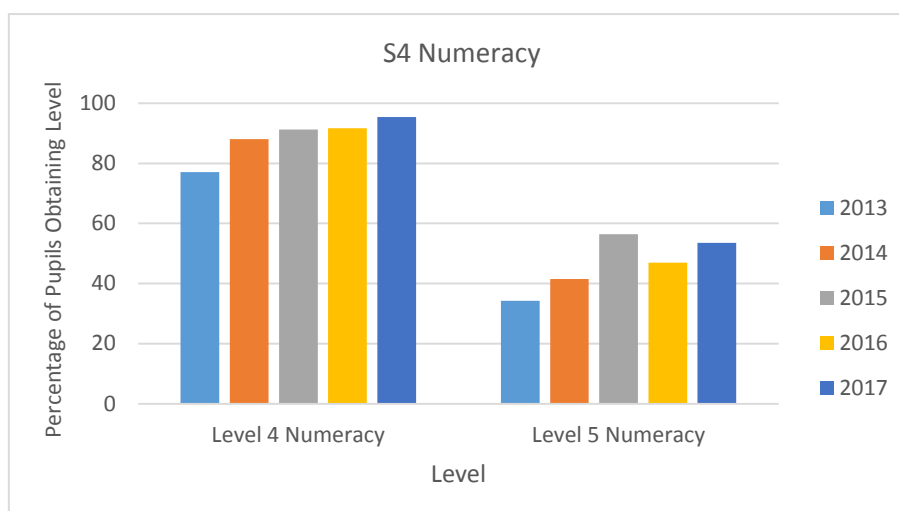
## SQA Attainment

**Literacy and Numeracy-** Please note 2017 figures do not yet include the results of SQA Recognising Positive Achievement (RPA) processes. These are included in Insight's February update.

### S4 – All Pupils

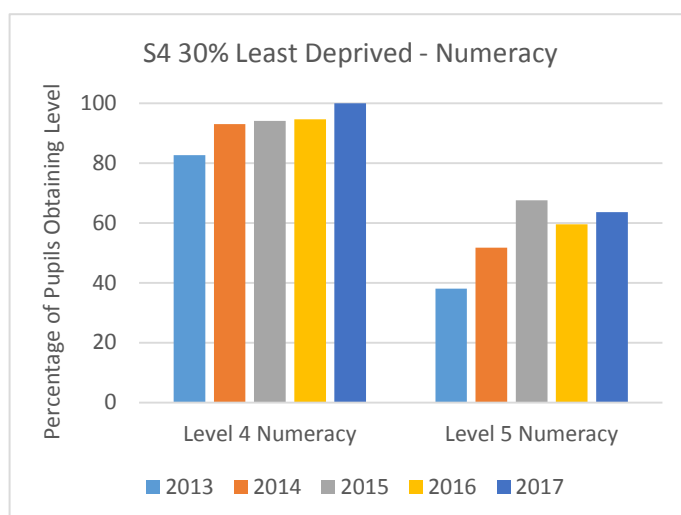
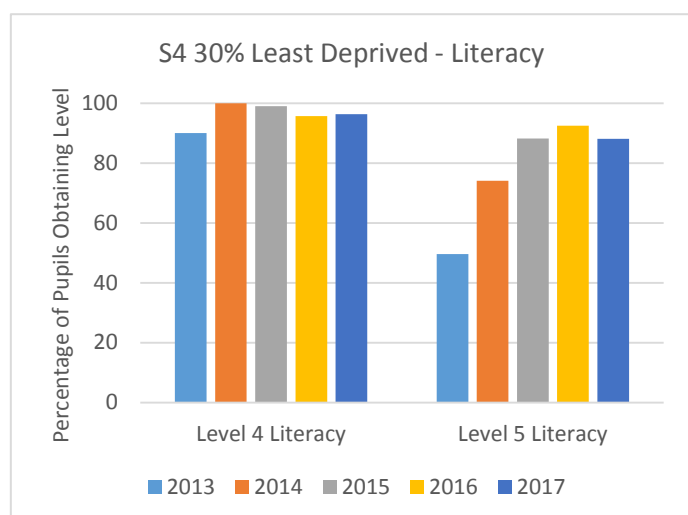


Year	% Level 4 Literacy	% Level 5 Literacy
2013	88.57	44.13
2014	95.42	64.08
2015	96.86	77.35
2016	94.58	81.92
2017	94.64	78.21



Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	77.14	34.29
2014	88.03	41.55
2015	91.29	56.45
2016	91.7	46.93
2017	95.36	53.57

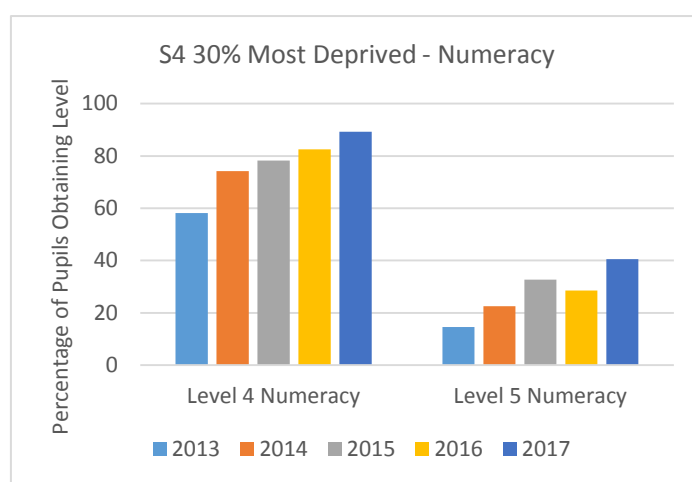
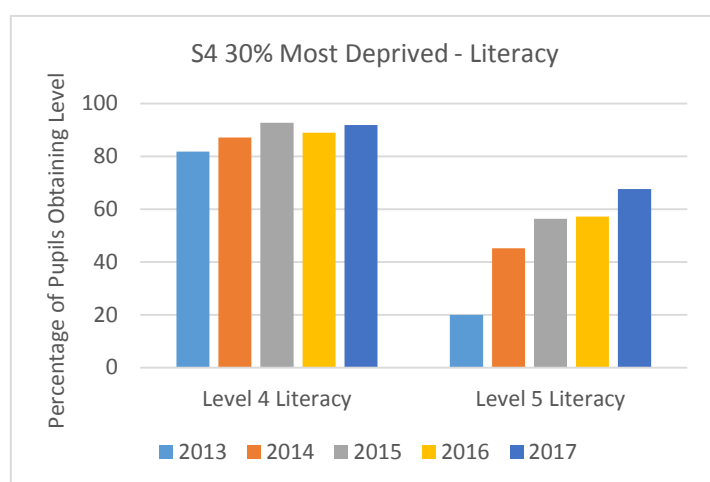
## S4 – Least Deprived 30%



Year	% Level 4 Literacy	% Level 5 Literacy
2013	90.08	49.59
2014	100	74.14
2015	99.02	88.24
2016	95.74	92.55
2017	96.36	88.18

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	82.64	38.02
2014	93.1	51.72
2015	94.12	67.65
2016	94.68	59.57
2017	100	63.64

## S4 – Most Deprived 30%



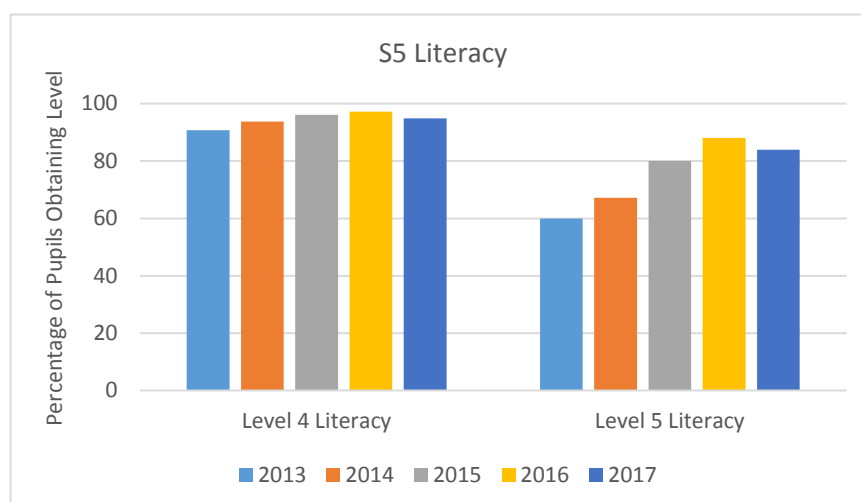
Year	% Level 4 Literacy	% Level 5 Literacy
2013	81.82	20
2014	87.1	45.16
2015	92.73	56.36
2016	88.89	57.14
2017	91.89	67.57

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	58.18	14.55
2014	74.19	22.58
2015	78.18	32.73
2016	82.54	28.57
2017	89.19	40.54

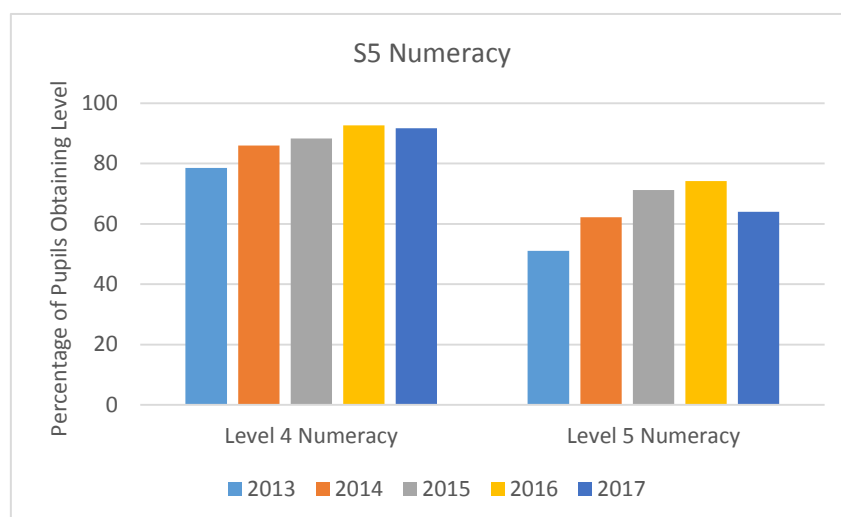


## Literacy and Numeracy

### S5 – All Pupils

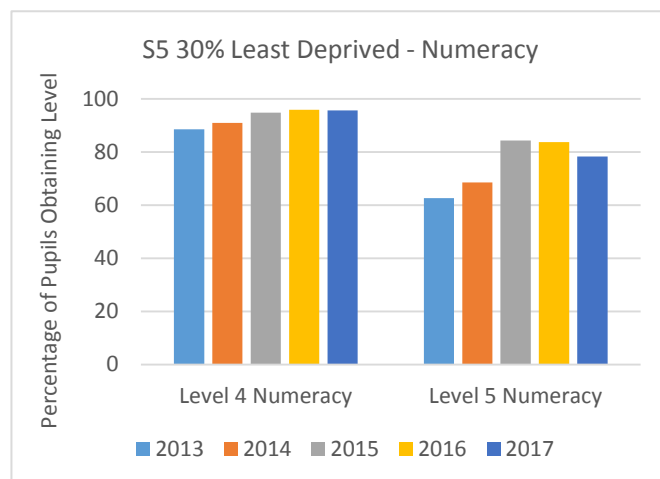
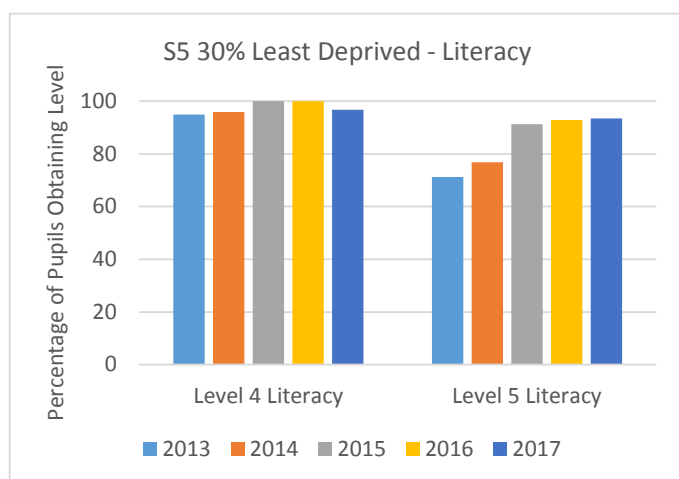


Year	% Level 4 Literacy	% Level 5 Literacy
2013	90.73	59.93
2014	93.75	67.19
2015	96.09	80.07
2016	97.2	88.11
2017	94.91	84



Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	78.48	50.99
2014	85.94	62.19
2015	88.26	71.17
2016	92.66	74.13
2017	91.64	64

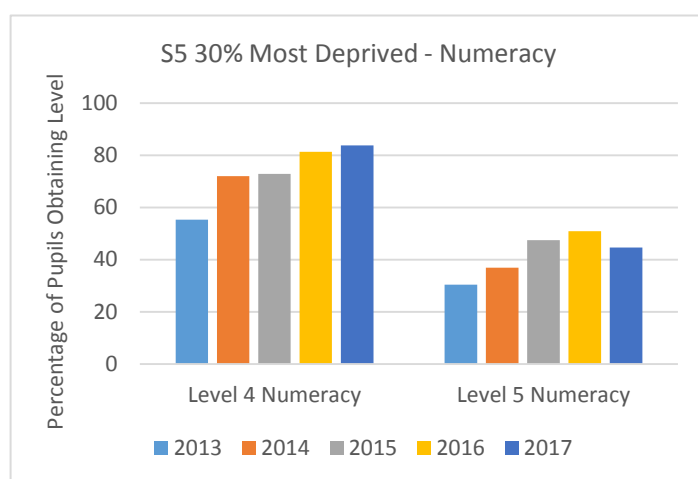
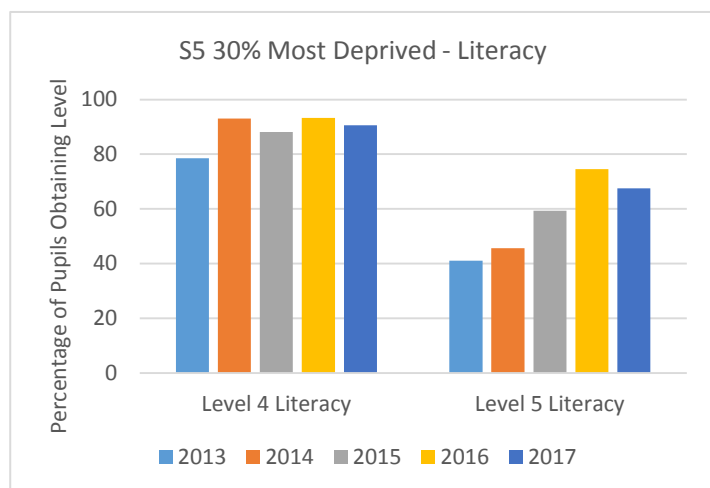
## S5 – Least Deprived 30%



Year	% Level 4 Literacy	% Level 5 Literacy
2013	94.96	71.22
2014	95.87	76.86
2015	100	91.3
2016	100	92.86
2017	96.74	93.48

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	88.49	62.59
2014	90.91	68.6
2015	94.78	84.35
2016	95.92	83.67
2017	95.65	78.26

## S5 – Most Deprived 30%

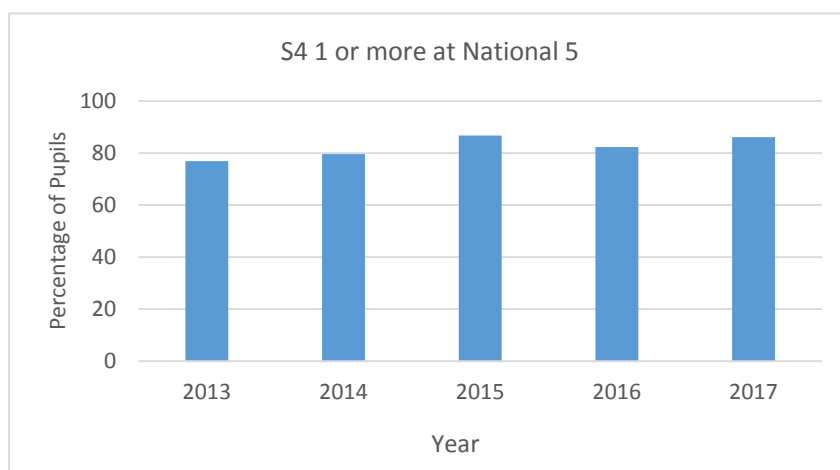


Year	% Level 4 Literacy	% Level 5 Literacy
2013	78.57	41.07
2014	92.98	45.61
2015	88.14	59.32
2016	93.22	74.58
2017	90.54	67.57

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	55.36	30.36
2014	71.93	36.84
2015	72.88	47.46
2016	81.36	50.85
2017	83.78	44.59

## Attainment for the S4 cohort

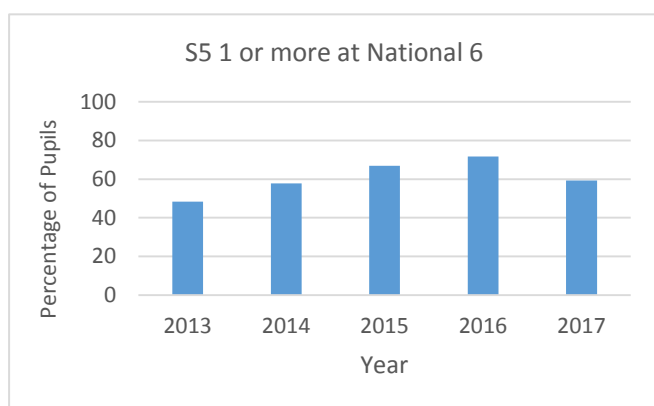
Five year trend for 1 or more awards (A-D) at National 5 for the school in S4 as percentage of the S4 cohort.



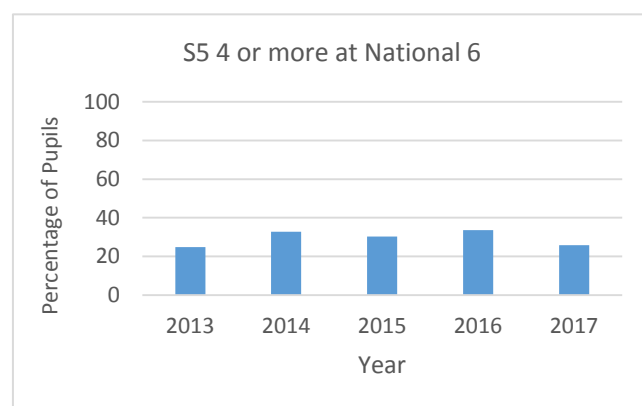
Year	% 1+ National 5
2013	76.83
2014	79.58
2015	86.76
2016	82.31
2017	86.07

## Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more awards (A-D) at National 6 for the school in S5 as a percentage of the S4 cohort.



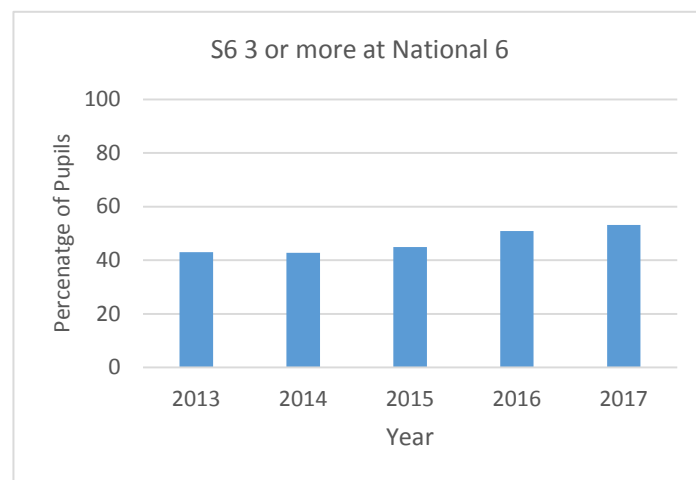
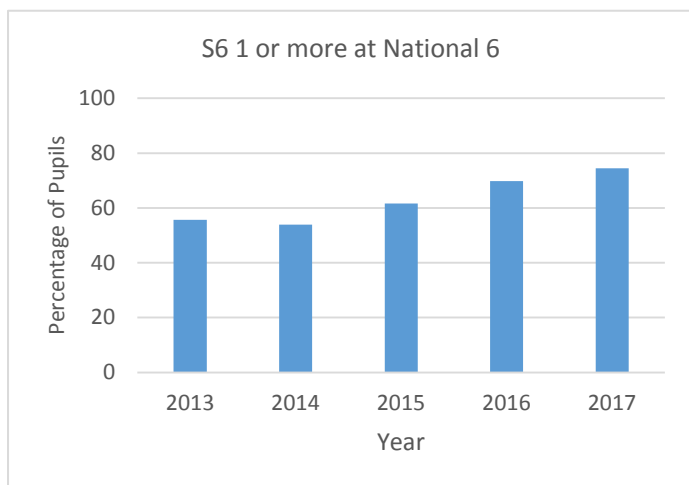
Year	% 1+ National 6
2013	48.34
2014	57.81
2015	66.9
2016	71.68
2017	59.27



Year	% 4+ National 6
2013	24.83
2014	32.81
2015	30.25
2016	33.57
2017	25.82

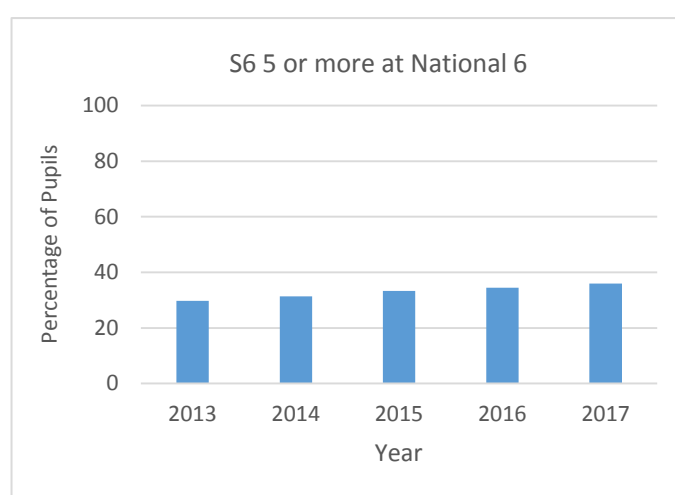
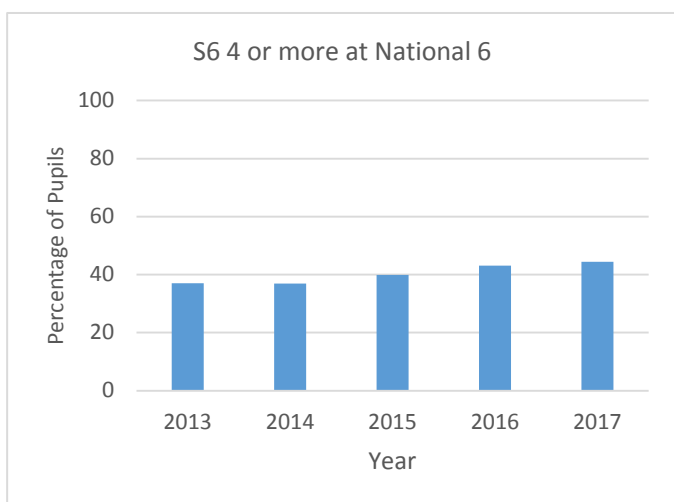
## Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more awards (A-D) at National 6 for the school in S6 as a percentage of the S4 cohort.



Year	% 1+ National 6
2013	55.7
2014	53.92
2015	61.64
2016	69.75
2017	74.48

Year	% 3+ National 6
2013	43.04
2014	42.81
2015	44.97
2016	50.89
2017	53.15



Year	% 4+ National 6
2013	37.03
2014	36.93
2015	39.94
2016	43.06
2017	44.41

Year	% 5+ National 6
2013	29.75
2014	31.37
2015	33.33
2016	34.52
2017	36.01



# Standards and Quality Report

2016 – 2017

*St Columba's High School is committed to the **values** of:*

**FAITH**

**FAIRNESS**

**ACHIEVEMENT**

*Our **aims** are:*

**Developing the God-given talents of all our children and young people**

**Providing opportunities for our children and young people to aim for the higher gifts**

*We are ambitious for our children and young people to live with and demonstrate our Cluster **attributes** in everything they do:*

**Love**

**Forgiveness**

**Service  
Tolerance**

**Generosity**

**Respect**

St Columba's High School is a six-year Catholic secondary school which serves the towns and villages of West Fife. Pupils travel to St Columba's from Kincardine in the west to Ballingry in the east; from North Queensferry in the south to Kelty in the north. St Columba's has seven cluster primary schools: Holy Name (Oakley), St Bride's (Cowdenbeath), St John's (Rosyth), St Joseph's (Kelty), St Kenneth's (Ballingry), St Margaret's (Dunfermline) and St Serf's (High Valleyfield).

The Senior Leadership Team consists of the Head Teacher, 4 Depute Head Teacher and a Business Manager. Each Depute HT has responsibility for 3 Houses (Mandela, Romero & Teresa) in addition to strategic responsibilities. There are 10 curriculum faculties, led by a Faculty Head. In addition, there is a Support Faculty that oversees work within additional support needs, targeted support and restorative learning. There are also 3 Guidance House Teams, with 2 PTs Guidance linked with a Depute HT in each House.

The school has a roll of approximately 846 pupils (2015/16 census) and has an FTE of 64 (2015/16). The school has an FMR of 16.7 (2015/16) – well above the national average. 296 pupils (34% of the school roll) are from SIMD 1 and 2 (2015/16). 167 pupils are recorded with Additional Support Needs (2015/16) and 49 pupils (29%) with ASN are in SIMD 1 and 2.

Two cluster Primary Schools, St Serf's and St Kenneth's, are currently in the Scottish Attainment Challenge. In session 2016-17, St Columba's High School was part of the Scottish Attainment Challenge. This has led to a significant focus on creating target groups of pupils who are underachieving and who may experience disadvantage. In session 2016/17, significant intervention programmes were developed to ensure that there is an effective early intervention strategy along with initiatives to improve pupils' current achievements. A consistent strategy to focus on Literacy and Numeracy involving Primary transition, S1-3 early intervention and a "100% Strategy" for pupils in S4 was introduced. The school also received £91, 200 in Pupil Equity Funding (PEF). The school's PEF plans are focussed on personalised learning and teaching approaches for all pupils and targeted individuals with a focus on closing the poverty-related gap.

In response to the Scottish Attainment Challenge, St Columba's High School implemented a "Targeting Success" programme. This 5-year initiative has a focus on implementing early intervention strategies with target groups of pupils, in conjunction with

our cluster Primary schools, in order to raise the attainment and achievement of all pupils. The school is committed to delivering positive outcomes for all of our children and young people.

The school was reviewed by the Local Authority through a School Evaluation visit in March 2017. Key strengths of this review were recognition of attainment levels in literacy and numeracy as a central feature of the school's priorities and that almost all young people are successful in moving onto sustained positive destinations. There were clear identifiable next steps for the school to consider and this has helped to support the improvement priorities for session 2017-18. Our improvement priorities link directly to the National Priorities and the National Improvement Framework.

### Review of Progress – Session 2016/17

<b>School Improvement Priority 1:</b> Enhance our universal and targeted approaches to supporting and raising attainment	
<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy, numeracy and Health and Wellbeing. Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> Teacher Professionalism, Assessment of children's progress, Performance Information</p>	<p><u>HGIOS 4 Quality Indicators</u></p> <p>1.5 Management of resources to promote equity 2.4 Personalised support 3.2 Raising attainment and achievement</p>
<p><b>Progress and Impact:</b></p> <p>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. The schools aspirational vision for National 4 in literacy and numeracy puts these areas at the forefront for all staff. During session 2016-17 the school introduced specific literacy and numeracy strategies to target S4 attainment.</p> <p>Almost all young people are successful in moving onto a sustained positive destination on leaving school. This was recognised as a key strength during the local authority QI visit. It was also recognised that there was clear evidence that children and young people are applying and increasing their achievements through active participation in their community.</p> <p>The school has revised its SQA presentation procedures to ensure that it takes account of assessment of children's progress and their performance information to ensure confidence in the SQA presentation level. To support this, tracking processes have been revised by integrating reporting, attainment concerns and early warning systems. This has been focussed around learners leading their own learning and is supported by regular learning conversations that create opportunity for effective feedback. The process</p>	

of tracking and reporting to parents has been reviewed and refreshed based around more frequent tracking updates and succinct and direct feedback. This will provide parents and learners with more regular updates of progress.

### **Next Steps:**

The school will produce a clear Learning and Teaching position statement for learners, parents and staff. This will prioritise the most important aspects of learning and teaching in order that learners, parents and staff can work together to support learners in their learning journey. A skills framework will be developed in collaboration with stakeholders to ensure that learners are developing a core set of skills for learning, life and work in all aspects of their school life across the cluster. The school will create opportunities for learner voice to be heard to allow young people to have more of a say in the quality of their learning experiences and how to support improvement.

A new tracking system (On The Button) has been introduced to further develop the tracking of attainment over time in all curricular areas and at all stages. On The Button will provide staff with performance data in one place in order to track and monitor the performance of learners and identify next steps.

Further development of the plans for PEF and SAC funding will be undertaken in session 2017-2018. The school's PEF plans are focussed on personalised learning and teaching approaches for all learners and targeted individuals. This will include a Digital Learning Strategy for pupils and families. These interventions compliment the SAC programme of targeted support and family engagement.



<b>School Improvement Priority 2:</b> To review our arrangements to ensure the wellbeing of our young people. To promote an inclusive ethos that celebrates the success of our young people and that is underpinned by the Gospel values	
<u>NIF Priority</u> Improvement in children and young people's health and wellbeing. <u>NIF Driver</u> School Leadership, Teacher Professionalism, Parental Engagement; Assessment of Children's Progress	<u>HGIOS 4 Quality Indicators</u>  2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion.
<b>Progress and Impact:</b>  <p>The Headteacher and senior leaders have reviewed the school's vision, values and aims. The core vision is centred on our commitment as a school community to Faith, Fairness and Achievement; and this is underpinned by the school's Catholic values. The staff and school leadership provide a caring and respectful environment where children feel supported and parents feel valued.</p> <p>Period by period registration and attendance procedures were reviewed and revised to ensure the safety of our young people is well managed. The school's attendance levels are good and in line with both Fife and National averages.</p> <p>The school has created an integrated house system which aims to provide learners and families with same support structures and key contacts throughout their secondary school life. The school uniform policy has been reviewed and the impact has been evident through the monitoring and promotion of uniform.</p> <p>It was recognised in the Local Authority QI visit that young people and parents felt supported and involved in the life of the school. Young people were confident that if they had difficulty in learning or emotional/social issues they could confidently approach staff who would support and guide them in making the right choices.</p>	
<b>Next Steps:</b>  <p>Exclusion rates are higher than Fife and National levels and work is needed within this area to ensure that all pupils have the opportunity to engage in learning within an environment that is inclusive for all.</p> <p>The school has a clear commitment to using restorative approaches and this needs to be formalised. A staged intervention behaviour management strategy centred on a new intervention and restorative practice service will support this.</p> <p>Wider achievements are strong within the school though work needs to be done around who these are accessed by. Equity of access/provision across all demographics needs to be considered as well as how this can be tracked and monitored.</p>	

<b>School Improvement Priority 3: To review and revise our Self Evaluation processes</b>	
<u>NIF Priority</u> <i>All four NIF priorities</i>	<u>HGIOS 4 Quality Indicators</u> 1.1 Self-Evaluation for self-improvement 1.3 Leadership of change
<u>NIF Driver</u> <i>School Leadership, Teacher Professionalism, Performance Information; Assessment of Children's Progress</i>	
<p><b>Progress and Impact:</b></p> <p>The school has developed a range of self-evaluation systems and opportunities in session 2016-17 by introducing:</p> <ul style="list-style-type: none"> <li>• online feedback forms (using GLOW Microsoft Forms) for INSET days, Parents' Evenings and parental engagement</li> <li>• cluster wide evaluation using online feedback forms for areas such as the proposed cluster skills framework and the cluster improvement plan</li> <li>• weekly Pupil Focus Group sessions with the Head Teacher</li> <li>• a Cluster Parent Council Meeting to provide a parent voice within the cluster</li> <li>• Parent Seminars to engage with parents/carers on key areas of school improvement</li> <li>• a Pupil LEAD (Leadership Experience And Development) programme to develop our pupils' participation, leadership and voice in the school from S1 through to S6.</li> </ul> <p>Following this range of engagement with pupils (on a weekly basis and through Pupil Seminars), with parents/carers (through Parent Council, Parent Seminars and Online Forms), and with school staff, key school improvement priorities were implemented based on feedback provided:</p> <ul style="list-style-type: none"> <li>• Establishing the vision and values of the school committed to a community of Faith, Fairness and Achievement</li> <li>• Introducing an Integrated House Team. This replaced Year Heads and provides families with a consistent Depute HT and PT Guidance contact throughout a pupil's career, S1-6.</li> <li>• Developing changes to the curriculum to provide more opportunities for targeted tutorial support and electives that include wider skills and achievement opportunities.</li> <li>• Introducing a revised dress code policy for all pupils with a blazer, shirt and tie with black trousers or skirt.</li> <li>• Enhancing social and learning spaces for pupils by changing the school foyer into a social space including the building of a Café Bar.</li> </ul> <p>These new self-evaluation processes now impact on how learners are integral to school improvement. The Headteacher and senior leaders have a clear understanding of the context of the school and, through self-evaluation, know the school's strengths and areas for improvement. The senior leadership team have a clear aspirational vision for the school which is founded on faith, fairness and achievement. There is a clear commitment of senior and middle leaders to create a culture of school improvement that leads to sustainable change.</p>	

**Next Steps:**

The school now needs to develop agreed rigorous approaches to Self-Evaluation involving the whole school community to identify a baseline that allows impact of change to be measured and evaluated.

There is a clear vision to create a culture of effective leadership at all levels to support the school's improvement journey. Consequently, St Columba's is introducing a new Quality Improvement Framework for session 2017-18 to replace the previous "classroom observation" quality assurance model. The formation of new Professional Learning Groups, involving all staff, will focus on how the individual improvement of all staff can contribute to the wider outcomes of the school. They will also provide time for professional dialogue which promotes creative approaches integral to the thinking and practice of high quality learning and teaching.

**Key Priorities for Improvement Planning 2017/18**

**LEADERSHIP AND MANAGEMENT**

- Develop a staged intervention behaviour management system underpinned by restorative and reconciliation practice to promote positive relationships and school ethos.
- Review and restructure leadership roles at all levels to develop an ethos of professional engagement and collegiate working.
- Develop and manage a revised IT system to analyse and evaluate performance data, pastoral and curriculum information in order to track and target support holistically for each pupil.
- Create a whole school Validated Self-Evaluation model to reflect on HGIOS4/NIF principles and inform future self-improvement.

**LEARNING PROVISION**

- Review and revise the curriculum structure and provision in order to provide clear pathways for all learners.
- Produce a whole school Learning and Teaching Policy in collaboration with the cluster family of schools, developing a consistent approach to high quality learning and teaching and ensuring that the extended management team are leading effective pedagogy at faculty and school level.
- Improve teachers' understanding of effective questioning, pace challenge, differentiation, and young people's active engagement in learning, including effective feedback to learners and ensuring all learners' needs are appropriately identified and met within the classroom setting.
- Ensure there is a consistent trend of improvement in literacy, numeracy and health & wellbeing across all breadth and depth measures through the BGE and Senior Phase.

## **SUCSESSES AND ACHIEVEMENTS**

- Develop a nurturing school culture based upon shared principles and practice.
- Continue to develop strategies to raise attainment/close the gap and continue to develop Curriculum for Excellence across the BGE and the Senior Phase.
- Develop and implement a 5-year “Targeting Success” initiative to raise the attainment and achievement of all pupils and pupils identified in the Scottish Attainment Challenge (SAC) and Pupil Equity Fund (PEF).
- Develop and implement a Skills Framework within the school and cluster involving the implementation of a new P7 to S3 profiling process in order to provide a clear system to reflect on and record skills and achievements.
- Revise and implement the Developing the Young Workforce Strategy to develop skills for work and form a sustainable school-business partnership.
- Create an S1-6 pupil leadership programme to increase the development of pupil voice, pupil participation and skills.

## **What is our capacity for continuous improvement?**

The Headteacher and senior leaders have a clear understanding of the context of the school and through self-evaluation know the school's strengths and areas for improvement. The senior leadership team have a clear aspirational vision for the school which is founded on faith, fairness and achievement. There is a clear commitment of senior and middle leaders to create a culture of school improvement that leads to sustainable change.



**EDUCATION AND CHILDREN'S SERVICES DIRECTORATE**

**WHOLE SCHOOL SOCIAL CONTEXT AND ATTAINMENT AND ACHIEVEMENT REPORT**

**Session 2016 - 17**

**St. Columba's R.C. High School**

# St. Columba's R.C. HS Performance and Achievement Report to Area Committee

## School Context

**School Roll** – from the September 2016/2017 census

Female	Male	Total
411	437	848

## Estate

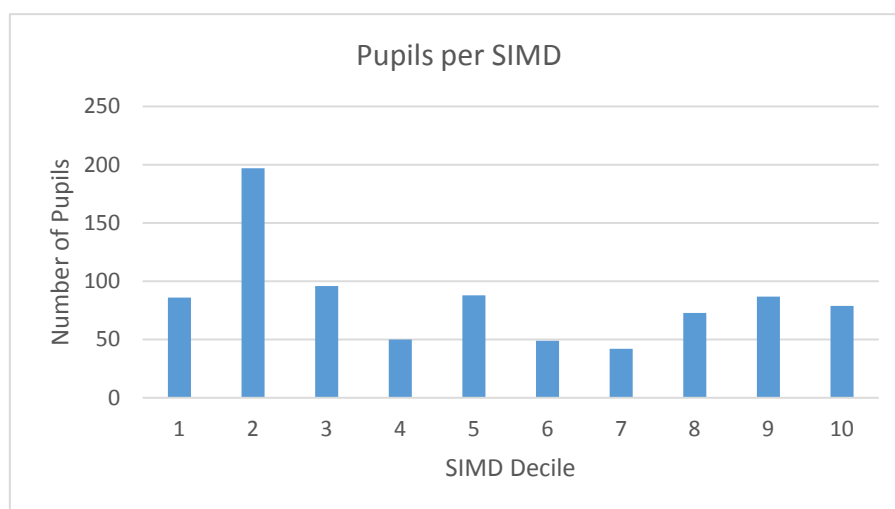
Capacity	Capacity %
1069	79.3%

## Percentage of pupils with FMR

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

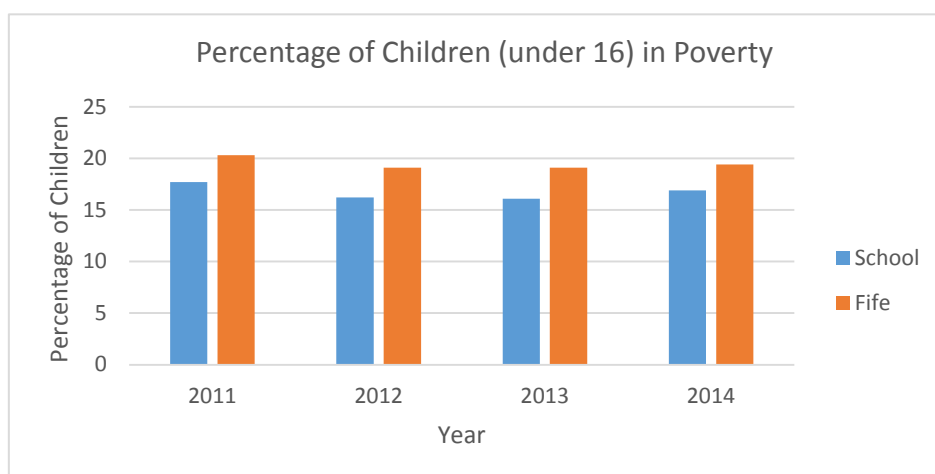
St Columba's RC High					Fife					National				
12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
20.8	17.7	18.3	16.7	18.8	19.0	19.4	17.4	16.3	17.0	15.5	15.5	15.0	14.2	14.1

## Number of Pupils per SIMD Decile (2016/2017)



SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
86	197	96	50	88	49	42	73	87	79

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



	2011	2012	2013	2014
School	17.7	16.2	16.1	16.9
Fife	20.3	19.1	19.1	19.4

## Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.  
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

	School					Fife				
	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
S5 September	88	90	93	80	78	83	85	88	84	84
S6 September	62	73	73	69	82	65	67	68	67	70

## Attendance & Exclusion

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

### Percentage Attendance and Absences

Attendance	12/13	13/14	14/15	15/16	16/17
School	90.56%	91.38%	92.29%	91.40%	89.34%
Fife	90.81%	91.99%	91.99%	91.61%	91.01%
Scotland	91.9%	N/A	91.8%	N/A	N/A

Authorised	12/13	13/14	14/15	15/16	16/17
School	5.51%	6.01%	6.29%	7.11%	7.24%
Fife	5.61%	5.15%	5.45%	5.83%	5.52%
Scotland	5.40%	N/A	5.30%	N/A	N/A

Unauthorised	12/13	13/14	14/15	15/16	16/17
School	3.84%	2.52%	1.34%	1.41%	3.23%
Fife	3.49%	2.79%	2.51%	2.51%	3.42%
Scotland	2.50%	N/A	2.80%	N/A	N/A

### Temporary Exclusions

#### Number of Exclusions per 1000 pupil

	12/13	13/14	14/15	15/16	16/17
School	47	46	47	50	105
Fife	60	57	47	47	42
Scotland	59	N/A	50	N/A	N/A

#### Days Excluded per 1000 pupils

	12/13	13/14	14/15	15/16	16/17
School	155	155	135	146	335
Fife	164	146	109	98	97
Scotland	150	N/A	120	N/A	N/A

### LAC Temporary Exclusions

#### Number of Exclusions per 1000 pupil

	12/13	13/14	14/15	15/16	16/17
School	0	0	8	1	0
Fife	4	4	7	5	3

#### Days Excluded per 1000 pupils

	12/13	13/14	14/15	15/16	16/17
School	0	0	26	6	0
Fife	11	10	17	10	6



## Level of English & Additional Support Needs

The following information is taken from the September 2016 Pupil Census Return.

### Level of English

Level of English	No. of Pupils
New to English	6
Early Acquisition	6
Developing Competence	15
Competent	12
Fluent	20
English as a "first-language"	785
Limited Communication	4
Not Assessed	0

### Student Needs

Student Need Category	No. of Pupils
New to English	6
Early Acquisition	6
Developing Competence	15
Competent	12
Fluent	20
English as a "first-language"	785
Limited Communication	4
Not Assessed	0
New to English	6
Early Acquisition	6
Developing Competence	15
Competent	12
Fluent	20
English as a "first-language"	785
Limited Communication	4
Not Assessed	0
New to English	6
Early Acquisition	6
Developing Competence	15
Competent	12
Fluent	20
English as a "first-language"	785
Limited Communication	4
Not Assessed	0

*Number of students with at least one student need: 194*

## Leaving Destinations

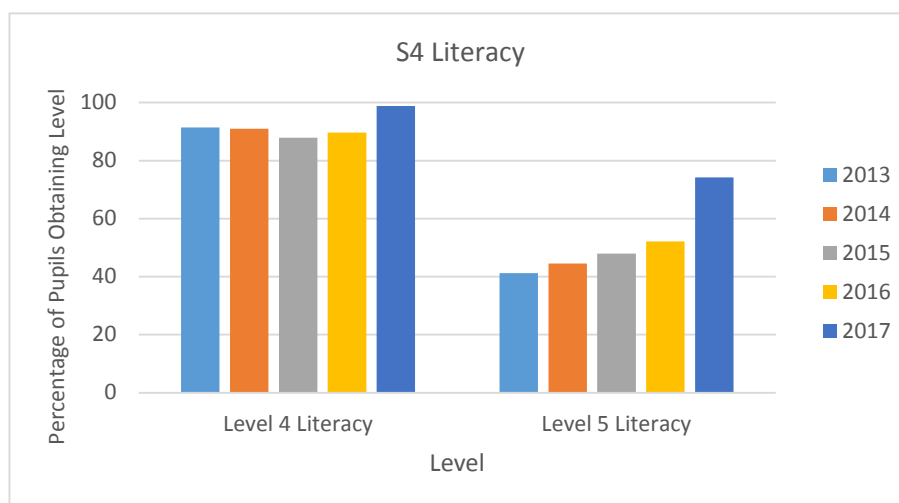
The table below shows the initial destinations on leaving school for all leavers over the last 4 years. Data is taken from the Insight National Benchmarking Measure: Leaver Initial Destinations.

INITIAL												
	St Columba's RC High				Fife				National			
	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16
No. of Leavers	138	162	178	155	3,601	3,596	3,728	3,712	51,632	51,335	52,433	52,249
<b>Positive destination (%)</b>	<b>91.3</b>	<b>92.0</b>	<b>89.3</b>	<b>96.1</b>	<b>89.8</b>	<b>92.5</b>	<b>92.4</b>	<b>92.4</b>	<b>91.7</b>	<b>92.5</b>	<b>93.0</b>	<b>93.3</b>
Higher Education (%)	41.3	37.7	30.3	38.1	35.2	37.7	35.4	35.4	37.1	39.1	38.8	40.3
Further Education (%)	30.4	34.6	32.6	32.9	36.3	33.9	34.4	34.4	27.7	26.3	27.6	26.6
Training (%)	5.8	1.2	2.8	5.8	3.4	3.5	3.0	3.0	4.8	4.0	3.8	2.6
Employment (%)	12.3	17.3	21.9	18.7	13.8	16.2	17.8	17.8	20.4	21.7	21.4	22.3
Activity Agreement (%)	1.5	1.2	1.1	0.7	0.9	1.1	1.7	1.7	1.3	1.0	0.9	1.0
<b>Unemployed (%)</b>	<b>8.7</b>	<b>6.2</b>	<b>10.7</b>	<b>9.8</b>	<b>7.3</b>	<b>7.3</b>	<b>7.3</b>	<b>9.8</b>	<b>8.0</b>	<b>7.2</b>	<b>6.5</b>	<b>6.4</b>
Seeking work (%)	8.7	6.2	9.6	8.0	5.8	6.0	6.0	8.0	6.9	6.1	5.4	5.1
Not seeking work (%)	0.0	0.0	1.1	1.8	1.4	1.3	1.3	1.8	1.2	1.3	1.1	
<b>Unknown (%)</b>	<b>0.0</b>	<b>1.9</b>	<b>0.0</b>	<b>1.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.5</b>	<b>0.2</b>

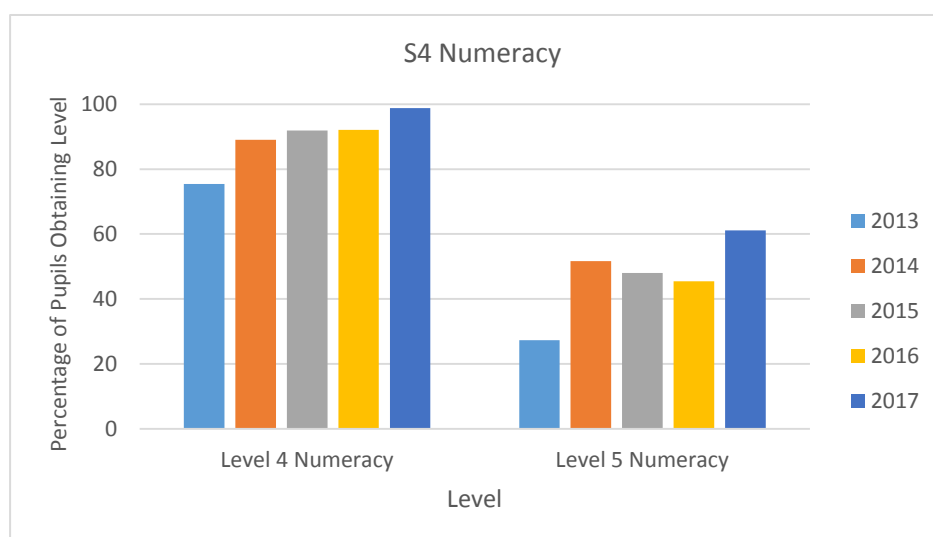
## SQA Attainment

**Literacy and Numeracy - Please note 2017 figures do not yet include the results of SQA Recognising Positive Achievement (RPA) processes. These are included in Insight's February update.**

### S4 – All Pupils

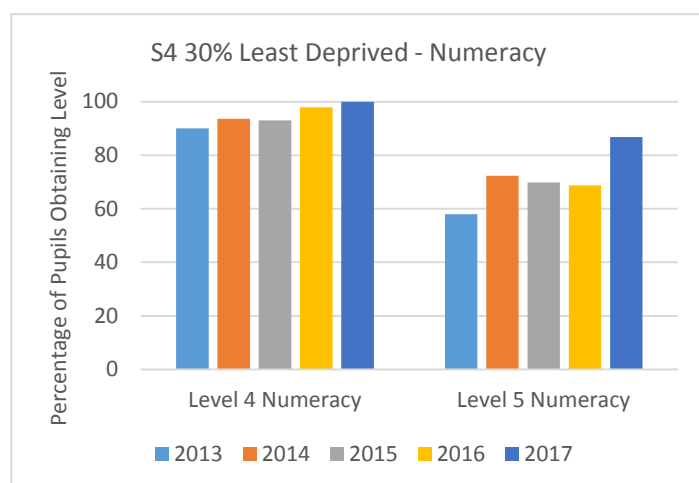
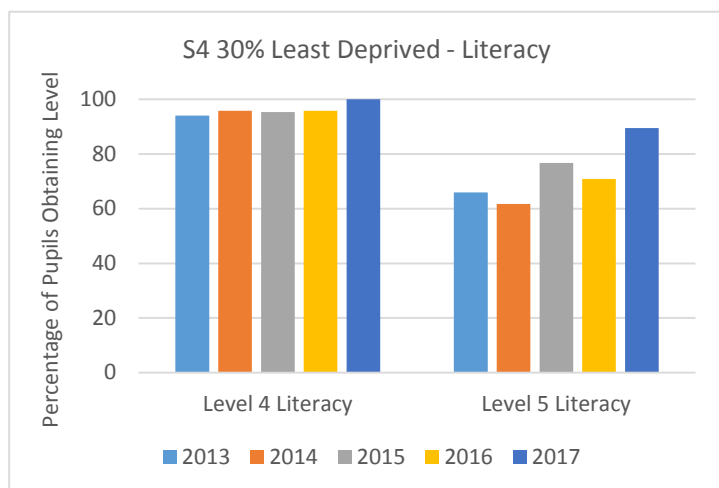


Year	% Level 4 Literacy	% Level 5 Literacy
2013	91.44	41.18
2014	90.97	44.52
2015	87.84	47.97
2016	89.7	52.12
2017	98.8	74.25



Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	75.4	27.27
2014	89.03	51.61
2015	91.89	47.97
2016	92.12	45.45
2017	98.8	61.08

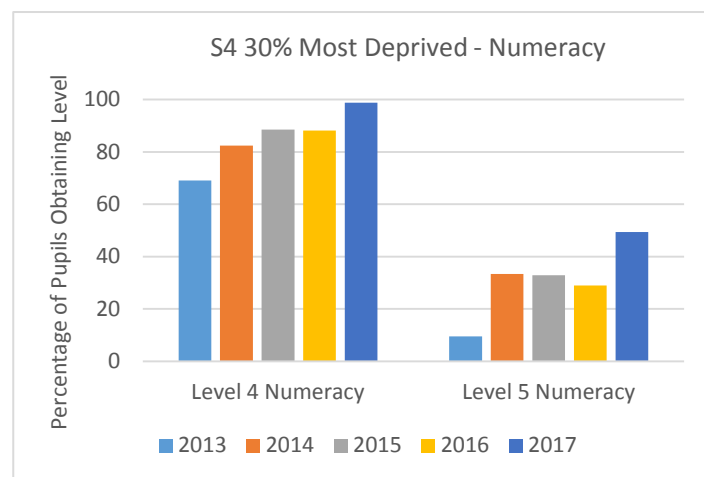
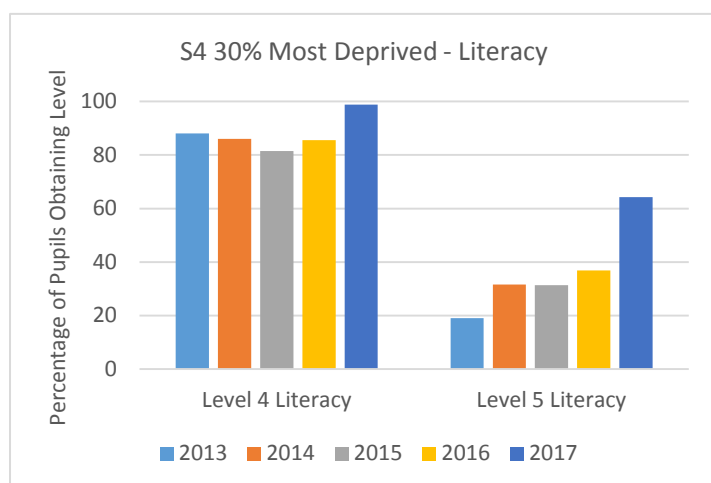
#### S4 – Least Deprived 30%



Year	% Level 4 Literacy	% Level 5 Literacy
2013	94.00	66.00
2014	95.74	61.70
2015	95.35	76.74
2016	95.83	70.83
2017	100	89.47

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	90	58.00
2014	93.62	72.34
2015	93.02	69.77
2016	97.92	68.75
2017	100	86.84

#### S4 – Most Deprived 30%

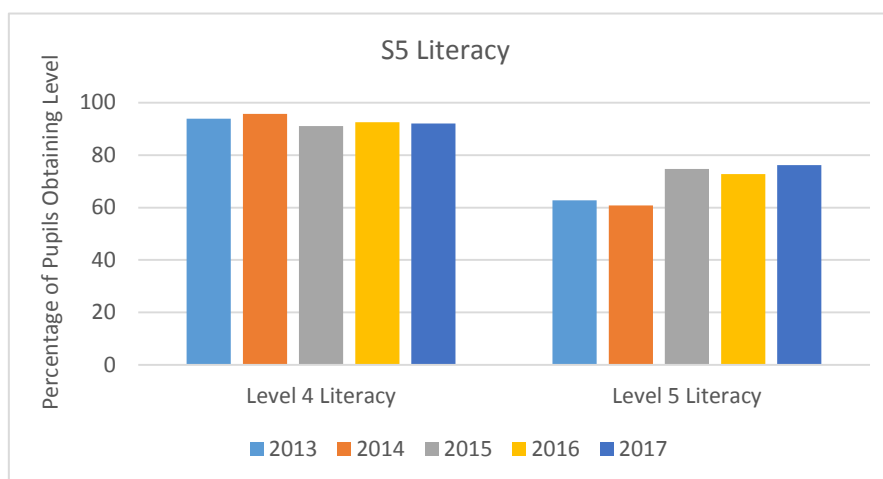


Year	% Level 4 Literacy	% Level 5 Literacy
2013	88.1	19.05
2014	85.96	31.58
2015	81.43	31.43
2016	85.53	36.84
2017	98.77	64.2

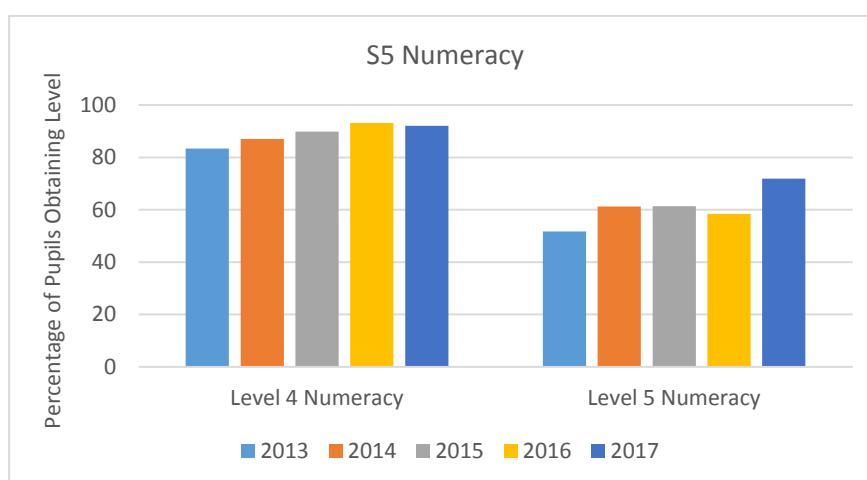
Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	69.05	9.52
2014	82.46	33.33
2015	88.57	32.86
2016	88.16	28.95
2017	98.77	49.38

## Literacy and Numeracy

### S5 – All Pupils

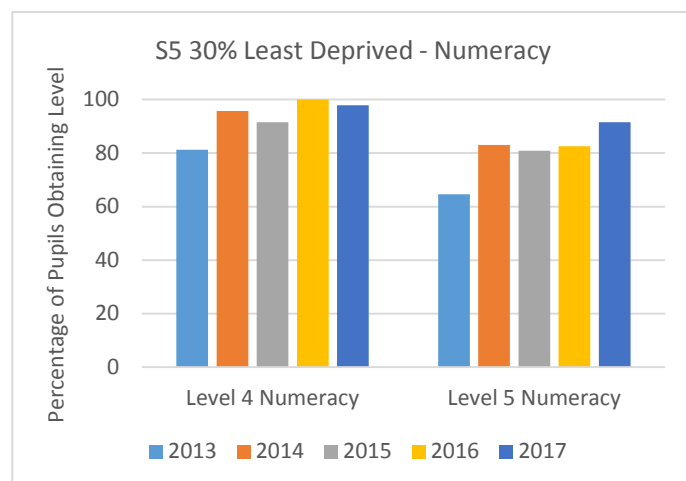
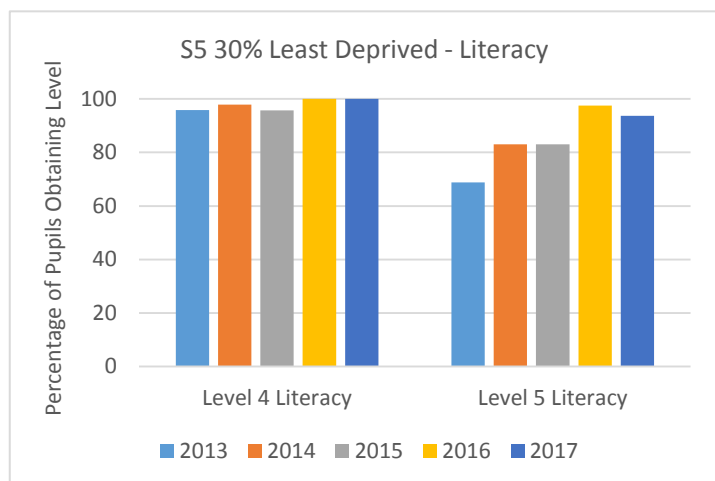


Year	% Level 4 Literacy	% Level 5 Literacy
2013	93.89	62.78
2014	95.7	60.75
2015	91.14	74.68
2016	92.52	72.79
2017	92.07	76.22



Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	83.33	51.67
2014	87.1	61.29
2015	89.87	61.39
2016	93.20	58.50
2017	92.07	71.95

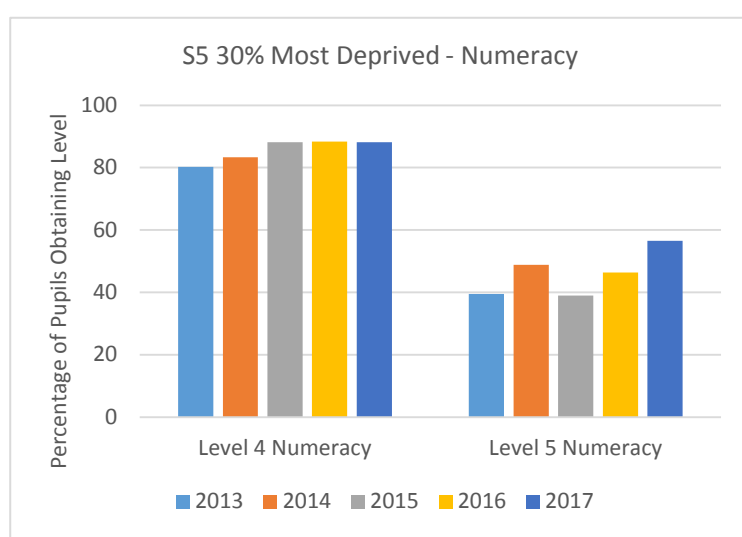
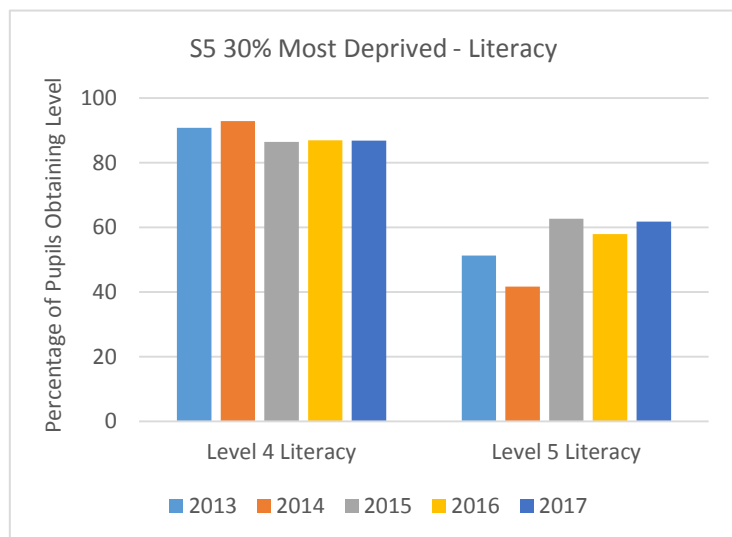
### S5 – Least Deprived 30%



Year	% Level 4 Literacy	% Level 5 Literacy
2013	95.83	68.75
2014	97.87	82.98
2015	95.74	82.98
2016	100	97.5
2017	100	93.62

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	81.25	64.58
2014	95.74	82.98
2015	91.49	80.85
2016	100	82.5
2017	97.87	91.49

### S5 – Most Deprived 30%

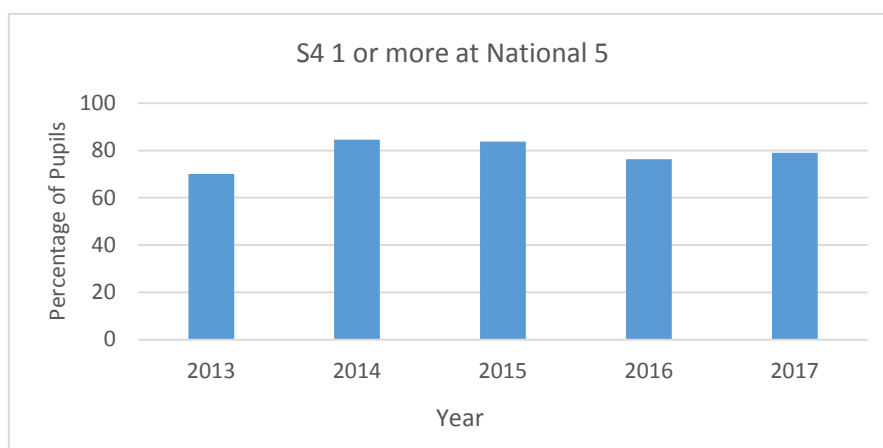


Year	% Level 4 Literacy	% Level 5 Literacy
2013	90.79	51.32
2014	92.86	41.67
2015	86.44	62.71
2016	86.96	57.97
2017	86.84	61.84

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	80.26	39.47
2014	83.33	48.81
2015	88.14	38.98
2016	88.41	46.38
2017	88.16	56.58

## Attainment for the S4 cohort

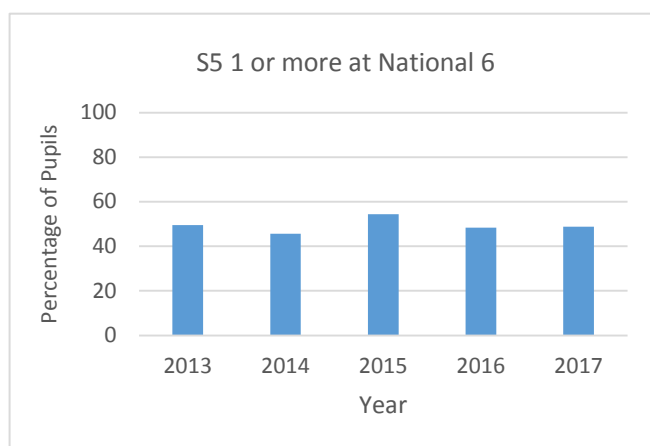
Five year trend for 1 or more awards (A-D) at National 5 for the school in S4 as percentage of the S4 cohort.



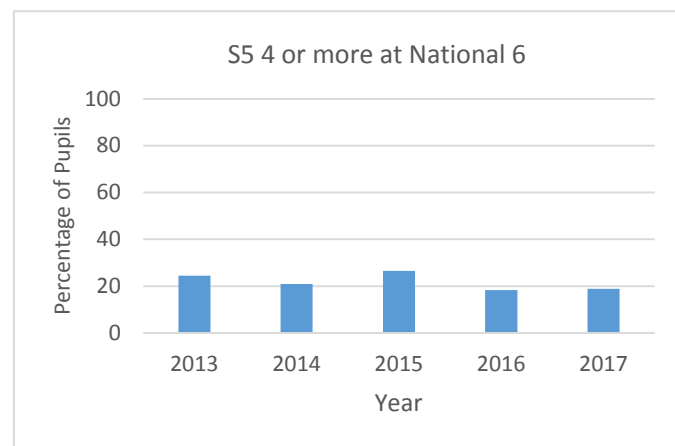
Year	% 1+ National 5
2013	70.05
2014	84.52
2015	83.78
2016	76.36
2017	79.04

## Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more awards (A-D) at National 6 for the school in S5 as percentage of the S4 cohort.



Year	% 1+ National 6
2013	49.44
2014	45.70
2015	54.43
2016	48.30
2017	48.78

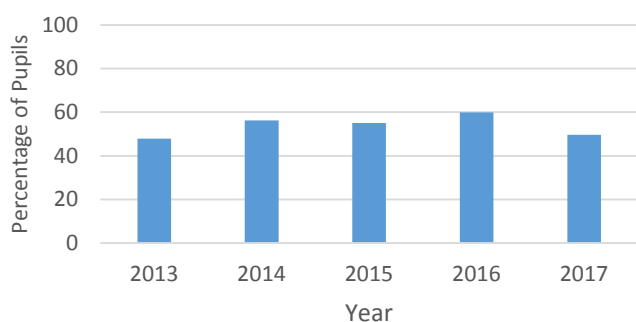


Year	% 4+ National 6
2013	24.44
2014	20.97
2015	26.58
2016	18.37
2017	18.90

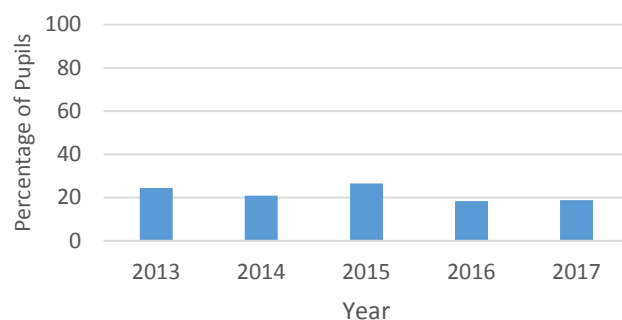
## Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more awards (A-D) at National 6 for the school in S6 as percentage of the S4 cohort.

S6 1 or more at National 6



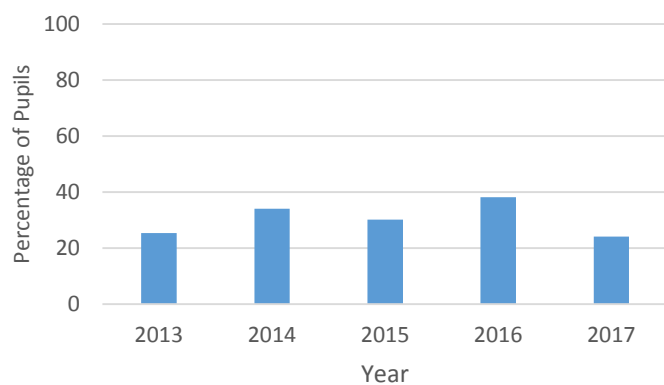
S5 4 or more at National 6



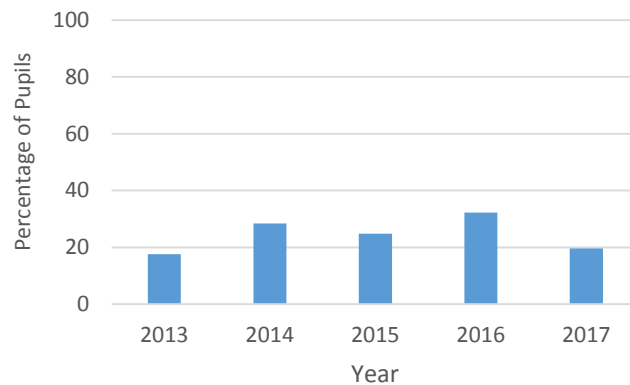
Year	% 1+ National 6
2013	47.88
2014	56.25
2015	55.14
2016	59.87
2017	49.67

Year	% 3+ National 6
2013	30.91
2014	40.91
2015	35.14
2016	40.79
2017	30.07

S6 4 or more at National 6



S6 5 or more at National 6



Year	% 4+ National 6
2013	25.45
2014	34.09
2015	30.27
2016	38.16
2017	24.18

Year	% 5+ National 6
2013	17.58
2014	28.41
2015	24.86
2016	32.24
2017	19.61





# Appendix 7 Woodmill High School

## Standards and Quality Report: We Are Woodmill

### Context

#### School Context

Woodmill High School is a non-denominational school serving the eastern part of Dunfermline and the villages of Crombie and Limekilns. The roll for 2016-17 was 1245, for session 2017-18 our current roll is 1319. Our roll is scheduled to continue to increase over time.

We also have a large Department of Additional Support (DAS), which caters for the needs of 70 young people with moderate and severe learning difficulties and disabilities.

The percentage of pupils entitled to free school meals for 2016-2017 was 13%, which has fallen below the Fife average over the last few years. In session 2016-17 the FMR rate increased slightly from the previous year. Our FMR sits below the Fife average of 17% and national average of 14.1%

The school roll at Woodmill High School continues to increase rapidly as we accommodate more of the pupils from within the eastern expansion of Dunfermline. At present our school roll is increasing. Our exclusion rate and number of days lost to exclusion increased slightly last year, however sits in a broader pattern of a reduction over the past 5 years, we have halved the number of exclusions from 2012 and reduced the number of exclusions from 345 days lost to 127 in session 16-17.

Woodmill High School sets high expectations for all of its pupils and works with its partner agencies to support our young people effectively. We aim to set high academic goals, whilst being an inclusive school that values all of its pupils' contributions.

We are actively involved in planning and creating effective transition opportunities, which enhance pupil experiences, support curricular progression and consolidate a sense of greater identity within our school cluster.

#### School Vision & Values

As a school we have started to re-examine and simplify our school values within our school community, looking at our theme of 'We are Woodmill' and focus on 'We Learn, We Respect, We Succeed'.



# Appendix 7 Woodmill High School

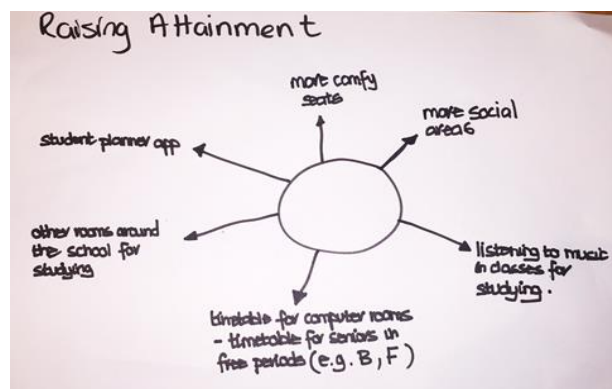
## Standards and Quality Report: We Are Woodmill

In our priorities with our pupils, staff and in our wider community we will use these themes of Learning, Respect and Success to drive all of our work and school improvements.

### Our Shared Priorities

We ensure that our pupils, parents and partners are involved in shaping our whole school priorities. Over a number of sessions our Pupil Council and Transition Focus Groups have helped us to identify whole school priorities for session 2017-2018. Pupils' and parents' views are sought and included in our shared planning.

Our Parent Council have also contributed to our school planning, reviewing outcomes through the course of this session and contributing to our whole school curricular discussions.



*Our students involved identifying their priorities for the School Development Plan.*

### Working with Partners

- Our School Planning considers the Fife Children Services priorities, linked within Fife's Community Plan, as well as the Dunfermline Local Community Plan.
- An area of priority is in our whole school focus on developing our Young Workforce, in turn addressing the Dunfermline Area priorities of Promoting Business and Tourism as well as Increasing Employability and developing pupils' skillset.
- We are working hard in developing our pupil employability offer, creating partnerships with businesses and local employers, in work experience, training, apprenticeship and employment offer. We are developing sustainable and mutually beneficial partnerships with the following business partners,

Standard Life Aberdeen, Lloyds Banking Group, Ernst & Young, Craig Adam Joiner, First Ministers Office, Robertson Metals, Babcock, FMC, Shell, Sky, Qinetiq, Inglis-Vet Hospital, Fife College, Queen Margaret Hospital, St Andrew's University, Dundee University, Scottish Rural University, Skills Development Scotland, RBS-Gogarburn, Basten Sneddon Solicitors, RUTS, SAVA Tyres, Edinburgh Zoo.



# Appendix 7 Woodmill High School

## Standards and Quality Report: We Are Woodmill

SQA Attainment reviews took place in September 2017 and a follow up meeting will be scheduled prior to the final examinations. Departments have analysed their subject results and have developed their action planning and improvement priorities around those areas considered for development. Within these meetings our departments have been asked to review and consider:

- Presentation Policy (In particular in Literacy and Numeracy to ensure that all pupils are receiving recognition in these areas, to ensure that the received qualification reflect the candidates' true ability)
- Conversion rates from National 5 courses to Higher, especially within Literacy and Numeracy. It is essential that we ensure that success within National 5 English and Mathematics leads on to appropriate progression to Higher English and Mathematics courses.
- Tracking across and through the BGE to ensure that our pupils continue to progress and develop their skills and experiences.

### **Areas for Future Focus**

Within Woodmill High School there is an on-going focus on a number of factors that will support improved attainment within our school for session 2017-2018. These factors are:

- Extended Senior Leadership Team meetings. The ESLT allows for greater professional dialogue between PT's/PTC's, developing their involvement in all aspects of leadership and curriculum development within the school. These are regular meetings that look closely at all aspects of planning and improvements within the school.
- Quality Improvement, through our Learning & Teaching Policy. The on-going development and implementation of our School Quality Improvement policy allows for a greater awareness and reflection on factors that contribute towards effective classroom practice. Focused classroom observations allow for professional dialogue. New observation criteria in line with the recently published 'How Good is our School 4' document from Education Scotland are being developed by our PTC's to involve greater support and challenge.
- Our new Support for Learning (SfL) structures are becoming better established within our school. Our Exclusion rates show a general pattern of reduction over the last five years as we better support the learning and behaviour needs of all of our young people. Not only have our exclusion rates reduced over time from 2011-12 but also the overall number of days lost through exclusion. Last session there was a slight increase, which we will continue to monitor and scrutinise.



## Appendix 7 Woodmill High School

### Standards and Quality Report: We Are Woodmill

- SQA Review Process. The SQA review process continues to evolve and develop to add a further element of rigour and to better monitor the impact of discussions around performance. All planning is now better linked to our whole school Improvement Planning and articulates with the new 'How Good is Our School 4' guidance from Education Scotland



*Our Senior Prefects 2016-2017*



# Appendix 7 Woodmill High School

Standards and Quality Report: We Are Woodmill

Review of Progress – Session 2016/17

## School Improvement Priority 1: *Raising attainment and achievement*

<u>NIF Priority</u>	<u>HGIOS 4 Quality Indicators</u>
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	<p>QI 1.1 Self-evaluation for self-improvement</p> <p>QI 2.3 Learning teaching and assessment</p> <p>QI 3.2 Raising attainment and achievement</p>
<u>NIF Driver</u> School Improvement, Teacher Professionalism, Assessment of children's progress, Performance Information, School Leadership	

### Progress and Impact:

#### SQA Results Areas of Strength and Areas for Future Focus

Our senior pupils performed well within their National 4 and National 5 qualifications. There was a particular improvement in the number of our young people achieving 5 or more qualifications at National 5 level at 44.8%, giving us the best results at this level that Woodmill has ever had.

This is an area that showed improvement from last session. Target setting, study support and mentoring has had a positive impact on student attainment.

There were improvements from last session in all of our fifth year results. With the number of young people achieving 1 or more Higher grades, 3 or more Higher grades and 5 or more Highers in their fifth year all improving from last session. These are the best results the school has ever achieved in these areas. An area of particular strength is in the number of young people achieving 5 Highers in their 5<sup>th</sup> year at 21.3%, one of the best results in Fife. The number of sixth year pupils achieving 1 or more Advanced Higher has also increased from last session.

Our pupils made good academic progress in session 2016-2017. In our third year CFE declarations, based on teacher judgement, our pupils achieved,

% achieving 3 <sup>rd</sup> & 4 <sup>th</sup> CFE Levels			
English Reading	English Writing	English Listening & Talking	Numeracy
<b>83.12</b>	<b>81.43</b>	<b>82.28%</b>	<b>90.30%</b>
% achieving 3 <sup>rd</sup> & 4 <sup>th</sup> CFE Levels (DAS Adjusted)			
English Reading	English Writing	English Listening & Talking	Numeracy
<b>86.03%</b>	<b>84.28%</b>	<b>85.15%</b>	<b>93.45%</b>

#### Senior Phase Outcomes & SQA

Our senior pupils performed well within their National 4 and National 5 qualifications.





# Appendix 7 Woodmill High School

## Standards and Quality Report: We Are Woodmill

There was a particular improvement in the number of our young people achieving 5 or more qualifications at National 5 level, giving us the best results at this level that Woodmill has ever had.

This is an area that showed improvement from last session. Target setting, study support and mentoring has had a positive impact on student attainment.

### **Key Areas of Improvement**

Within the 2017 SQA Examinations the pupils of Woodmill enjoyed good levels of academic success

- There were improvements from last session in all of our fifth year results.
- With the number of young people achieving 1 or more Higher grades, 3 or more Higher grades and 5 or more Highers in their fifth year all improving from last session. These are the best results the school has ever achieved in these areas.
- Highest number of S5 achieving 4 or more Highers at 31.09%.
- An area of particular strength is in the number of young people achieving 5 Highers in their 5<sup>th</sup> year at 21.3%, one of the best results in Fife.
- The number of sixth year pupils achieving 1 or more Advanced Higher has also increased from last session.
- Sustained improvements across the majority of National 4 & 5 Literacy and Numeracy Measures, within the different target groups.

### **Next Steps:**

The school will ensure that changes in the curriculum are raising attainment, particularly for our S5 pupils. Senior leaders should retain a focus on there being sufficiently high expectations in course presentations. Young people's attainment to be raised through improved learning and teaching. Learners should make very good progress from their prior levels of attainment in literacy and numeracy.

All staff need to ensure that the review of attainment and progress is consistently robust and includes awareness of the planned learning and progress in the broad general education.

Effective systems will be put in place to promote equity of success and achievement for all of our learners

- Use PEF funding to target opportunities that will help close the poverty related attainment gap.
- Develop consistent and robust way of tracking pupil progress across all curricula areas and at all stages.



# Appendix 7 Woodmill High School

## Standards and Quality Report: We Are Woodmill

- Implement SNSA, Scottish National Standardised Assessment.
- Develop an accurate overview of the extensive range of achievements gained by individual young people.

### School Improvement Priority 2: Learning teaching and assessment

#### NIF Priority

- *Improvement in attainment, particularly in literacy and numeracy.*
- *Closing the attainment gap between the most and least disadvantaged children.*

#### NIF Driver

*School Improvement, Teacher Professionalism, Assessment of children's progress, Performance Information, School Leadership*

#### HGIOS 4 Quality Indicators

QI 1.1 Self-evaluation for self-improvement

QI 2.3 Learning teaching and assessment

QI 3.2 Raising attainment and achievement

#### **Progress and Impact:**

Through this session we have started to develop our clear vision for 'We are Woodmill', with our focus on our key vision of 'We Learn, We Respect, We Succeed'. These key themes underpin our relentless focus on working, as a school community, to create the best possible environment for our pupils and to encourage a focused identity to their school, helping them to enjoy personal and collective success.

#### **Next Steps:**

Improve the quality of learning experiences to meet the needs of all young people. Through both enhancing pupils' engagement and involvement in learning and developing a greater consistency in the delivery of high quality lessons for all young people regardless of ability.

- Improve and assure the experience of pupils through agreed whole school priorities, processes and practices.
- Develop and implement agreed consistent aspects of learning and teaching which shape lessons, in a way that signposts learning.
- Develop and support self-evaluation processes, including peer observation and sharing good practice, which link to PRD processes.
- Develop a toolkit to support staff development of classroom practice.
- Support staff to differentiate tasks and activities which enable learner engagement in lessons.



# Appendix 7 Woodmill High School

## Standards and Quality Report: We Are Woodmill

- Build staff awareness and skill in using pupil information to shape and direct the learning experience.
- Use the QI strategies to improve quality and consistency of learning experience for all of our students, through the sampling and monitoring of work. Planned, supportive observation processes. Discussion at Dept. and Faculty meetings

### School Improvement Priority 3: Curriculum

#### NIF Priority

- *Improvement in attainment, particularly in literacy and numeracy.*
- *Closing the attainment gap between the most and least disadvantaged children.*

#### NIF Driver

*School Improvement, Teacher Professionalism, Assessment of children's progress, Performance Information, School Leadership*

#### HGIOS 4 Quality Indicators

2.2 Curriculum

2.4 Personalised Support

2.7 Partnerships

3.2 Raising Attainment and achievement

### Progress and Impact:

We continue to consider and develop our curriculum offer to best meet the needs of all of our pupils. We have started to develop a range of focused interventions this session, supported by our Pupil Equity Funding that will help us to close the attainment gap for our pupils furthest from achievement.

### Next Steps:

Reflect and respond to the changing and evolving curriculum by creating relevant achievement pathways for all of our young people. Create opportunities for achievement through the BGE into the Senior Phase that provide flexible curriculum pathways that describe the individual successes, awards and qualifications of the young people of Woodmill High School and our wider community. Use PEF funding to target opportunities that will help close the poverty related attainment gap.

- Develop specific curricular opportunities that are focused around our FFA pupils that create meaningful opportunities that will allow progression and success.
- Identify cohort groups in S1, S2 and S3 and create programs that develop skills for learning, life and work and meet their individual needs.
- Ensure these groups have an unrestricted pathway through the curriculum, with support, to achieve a positive destination.





# Appendix 7 Woodmill High School

## Standards and Quality Report: We Are Woodmill

- Use assessment, SIMD, attendance and exclusion data to identify and track these cohorts through the BGE and beyond.
- Utilise close partnership working to support the delivery of these programs e.g. CLD, SW, Police, PSS.

### Key Priorities for Improvement Planning 2017/18

#### **School Priorities**

Within session 2016-17 we undertook an HMIE inspection which has helped us to have a clear focus on our School Improvement planning and our identified areas of development throughout this session.

#### **Curriculum**

Develop our curriculum offer to better meet the needs of our pupils. Enhance the engagement of our young people.

#### **Learning, teaching and assessment**

Improve the quality of learning experiences to meet the needs of all young people.

#### **Raising attainment and achievement**

Raise attainment and achievement for young people across the curriculum.

### **What is our capacity for continuous improvement?**

Within Woodmill we have a clear focus, through self-evaluation on strategies that will allow us to continue to create opportunities to support and develop the young people in our community.

We are committed to support the development of all of our young people and staff.

Through our actions we strive to create a culture of ambition and pride in what we all work to achieve and have a clear focus on our attainment and achievement for all.

We are inclusive to all of our young people offering opportunities for broader achievement and personal development.



**EDUCATION AND CHILDREN'S SERVICES DIRECTORATE**

**WHOLE SCHOOL SOCIAL CONTEXT AND ATTAINMENT AND ACHIEVEMENT  
REPORT**

**Session 2016 - 17**

**Woodmill High School**

# Woodmill High School Performance and Achievement Report to Area Committee

## School Context

**School Roll** – from the September 2016/2017 census

Female	Male	Total
571	674	1245

## Estate

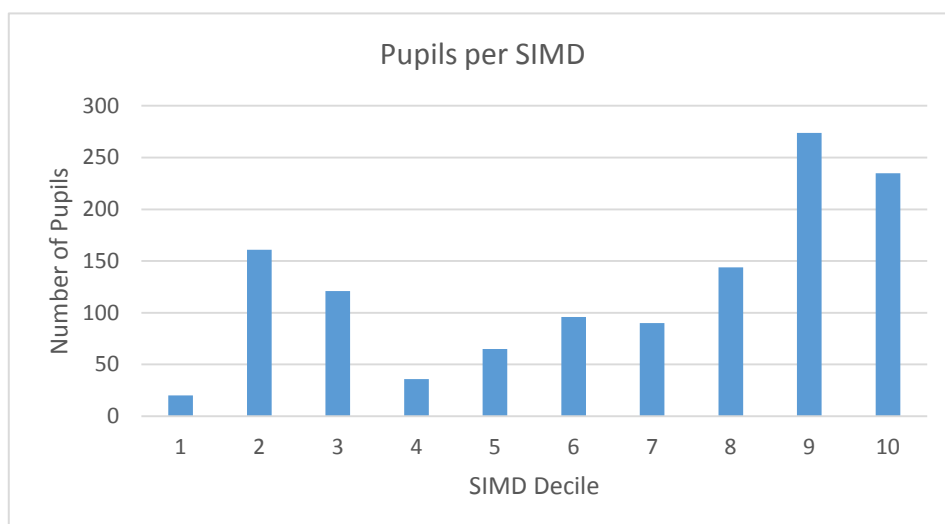
Capacity	Capacity %
1445	86.2

## Percentage of pupils with FMR

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

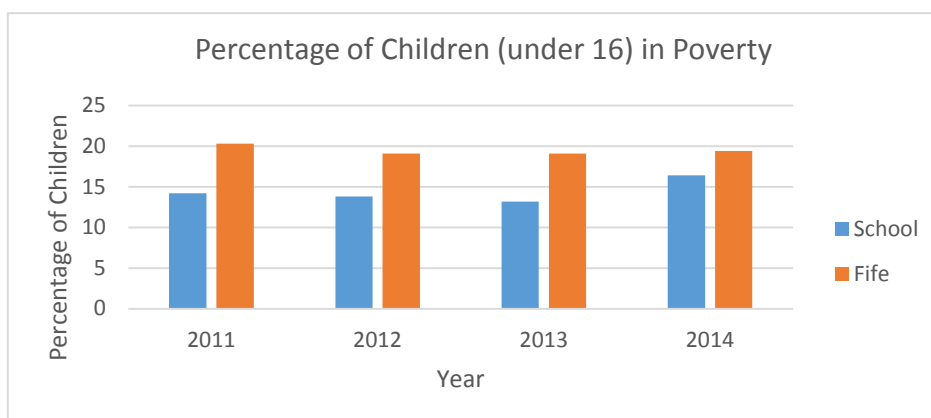
Woodmill High					Fife					National				
12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/1
15.9	17.5	15.2	12.8	13.0	19.0	19.4	17.4	16.3	17.0	15.5	15.5	15.0	14.2	14.1

## Number of Pupils per SIMD Decile (2016/2017)



SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
20	161	121	36	65	96	90	144	274	235

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



	2011	2012	2013	2014
<b>School</b>	14.2	13.8	13.2	16.4
<b>Fife</b>	20.3	19.1	19.1	19.4

## Staying on Rates

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

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

	School					Fife				
	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
<b>S5 September</b>	91	85	86	84	84	83	85	88	84	84
<b>S6 September</b>	56	56	69	63	63	65	67	68	67	70

## Attendance & Exclusion

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

### Percentage Attendance and Absences

Attendance	12/13	13/14	14/15	15/16	16/17
School	90.59%	91.13%	91.19%	91.46%	90.90%
Fife	90.81%	91.99%	91.99%	91.61%	91.01%
Scotland	91.9%	N/A	91.8%	N/A	N/A

Authorised	12/13	13/14	14/15	15/16	16/17
School	5.64%	4.76%	4.40%	5.10%	4.96%
Fife	5.61%	5.15%	5.45%	5.83%	5.52%
Scotland	5.40%	N/A	5.30%	N/A	N/A

Unauthorised	12/13	13/14	14/15	15/16	16/17
School	3.59%	3.95%	4.32%	3.38%	4.07%
Fife	3.49%	2.79%	2.51%	2.51%	3.42%
Scotland	2.50%	N/A	2.80%	N/A	N/A

### Temporary Exclusions

#### Number of Exclusions per 1000 pupil

	12/13	13/14	14/15	15/16	16/17
School	100	91	67	42	50
Fife	60	57	47	98	42
Scotland	59	N/A	50	N/A	N/A

#### Days Excluded per 1000 pupils

	12/13	13/14	14/15	15/16	16/17
School	345	276	167	111	127
Fife	164	146	109	98	97
Scotland	150	N/A	120	N/A	N/A

### LAC Temporary Exclusions

#### Number of Exclusions per 1000 pupil

	12/13	13/14	14/15	15/16	16/17
School	1	6	1	0	8
Fife	4	4	7	5	3

#### Days Excluded per 1000 pupils

	12/13	13/14	14/15	15/16	16/17
School	1	15	1	0	19
Fife	11	10	17	10	6

## Level of English & Additional Support Needs

The following information is taken from the September 2016 Pupil Census Return. The tables show every pupil's level of English, and any additional support needs recorded for all pupils on the school roll.

### DAS Roll by Stage

	S1	S2	S3	S4	S5	S6	Total
2016/2017	9	16	14	10	12	12	73

### Level of English

Level of English	No. of Pupils
New to English	3
Early Acquisition	0
Developing Competence	2
Competent	4
Fluent	14
English as a "first-language"	1220
Limited Communication	0
Not Assessed	2

### Student Needs

Student Need Category	No. of Pupils
Autistic spectrum disorder	29
Bereavement	6
Communication Support Needs	17
Deafblind	0
Dyslexia	73
English as an additional language	14
Family Issues	17
Hearing impairment	6
Interrupted learning	20
Language or speech disorder	16
Learning Disability	20
Looked after	30
Mental health problem	7
More able pupil	1
Other	4
Other moderate learning difficulty	39
Other specific learning difficulty (e.g. numeric)	43
Physical health problem	22
Physical or motor impairment	20
Risk of Exclusion	4
Social, emotional and behavioural difficulty	78
Substance Misuse	1
Visual impairment	5
Young Carer	14

Number of students with at least one student need: 314

## Leaving Destinations

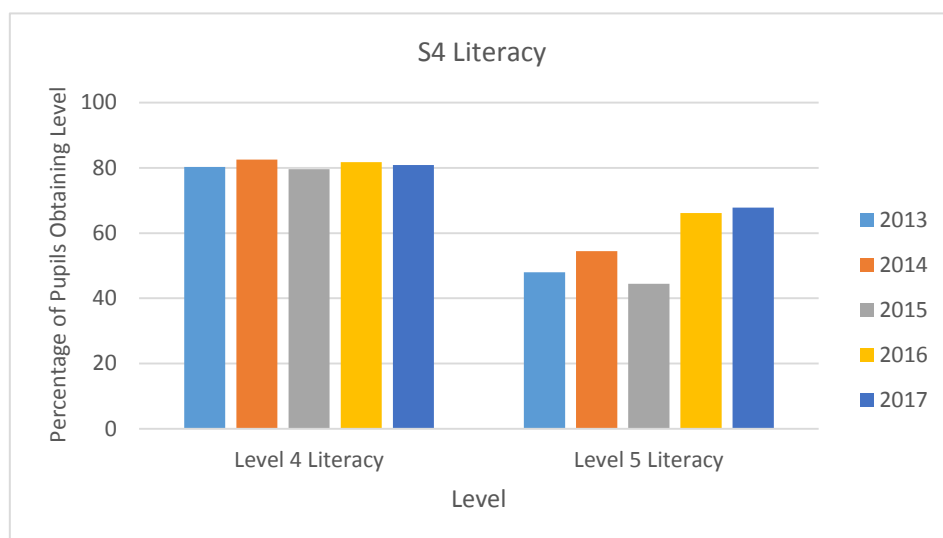
The table below shows the initial destinations on leaving school for all leavers over the last 4 years. Data is taken from the Insight National Benchmarking Measure: Leaver Initial Destinations.

INITIAL												
	Woodmill High				Fife				National			
	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16
No. of Leavers	185	170	197	215	3,601	3,596	3,728	3,712	51,632	51,335	52,433	52,249
<b>Positive destination (%)</b>	<b>85.4</b>	<b>93.0</b>	<b>93.4</b>	<b>89.8</b>	<b>89.8</b>	<b>92.5</b>	<b>92.4</b>	<b>92.4</b>	<b>91.7</b>	<b>92.5</b>	<b>93.0</b>	<b>93.3</b>
Higher Education (%)	32.4	38.2	34.5	31.2	35.2	37.7	35.4	35.4	37.1	39.1	38.8	40.3
Further Education (%)	35.7	38.2	31.5	34.4	36.3	33.9	34.4	34.4	27.7	26.3	27.6	26.6
Training (%)	4.9	1.8	4.1	1.9	3.4	3.5	3.0	3.0	4.8	4.0	3.8	2.6
Employment (%)	11.4	12.9	21.3	20.5	13.8	16.2	17.8	17.8	20.4	21.7	21.4	22.3
Activity Agreement (%)	1.1	1.2	2.0	1.9	0.9	1.1	1.7	1.7	1.3	1.0	0.9	1.0
<b>Unemployed (%)</b>	<b>14.6</b>	<b>7.1</b>	<b>6.6</b>	<b>9.8</b>	<b>9.8</b>	<b>7.3</b>	<b>7.3</b>	<b>7.3</b>	<b>8.0</b>	<b>7.2</b>	<b>6.5</b>	<b>6.4</b>
Seeking work (%)	12.4	5.9	5.1	8.4	8.0	5.8	6.0	6.0	6.9	6.1	5.4	5.1
Not seeking work (%)	2.2	1.2	1.5	1.4	1.8	1.4	1.3	1.3	1.1	1.1	1.1	1.3
<b>Unknown (%)</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.5</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>	<b>0.5</b>	<b>0.2</b>

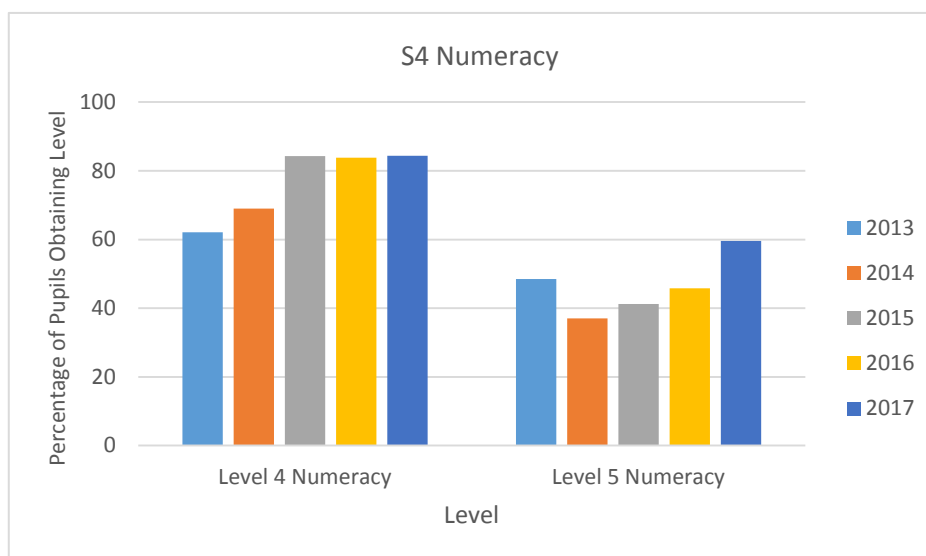
## SQA Attainment

**Literacy and Numeracy - Please note 2017 figures do not yet include the results of SQA Recognising Positive Achievement (RPA) processes. These are included in Insight's February update.**

### S4 – All Pupils



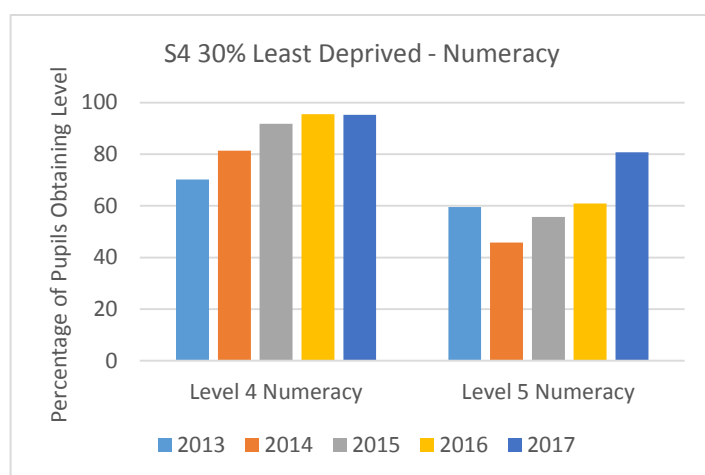
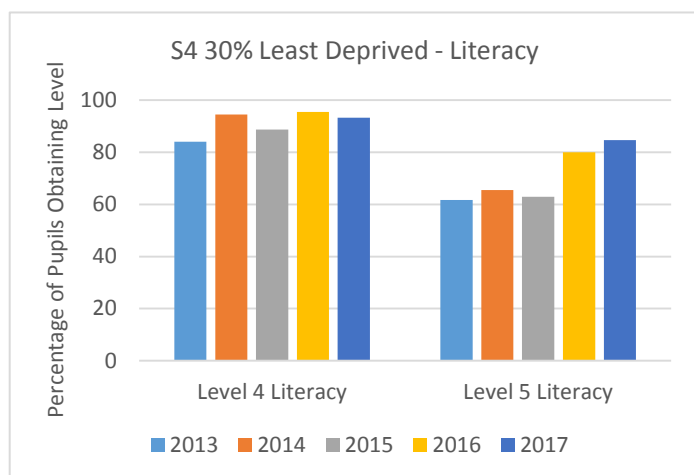
Year	% Level 4 Literacy	% Level 5 Literacy
2013	80.3	47.98
2014	82.5	54.5
2015	79.63	44.44
2016	81.77	66.15
2017	80.87	67.83



Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	62.12	48.48
2014	69	37
2015	84.26	41.2
2016	83.85	45.83
2017	84.35	59.57



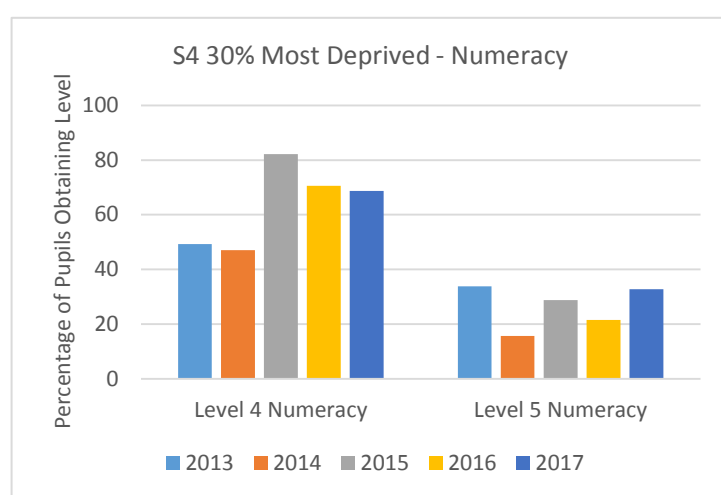
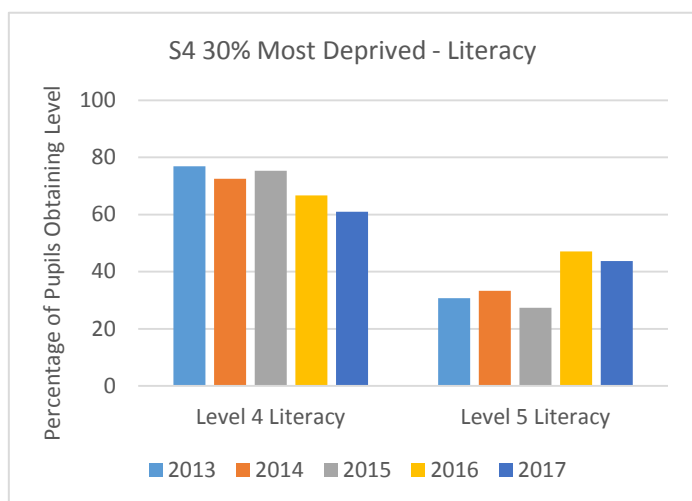
#### S4 – Least Deprived 30%



Year	% Level 4 Literacy	% Level 5 Literacy
2013	84.04	61.7
2014	94.39	65.42
2015	88.66	62.89
2016	95.45	80
2017	93.27	84.62

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	70.21	59.57
2014	81.31	45.79
2015	91.75	55.67
2016	95.45	60.91
2017	95.19	80.77

#### S4 – Most Deprived 30%

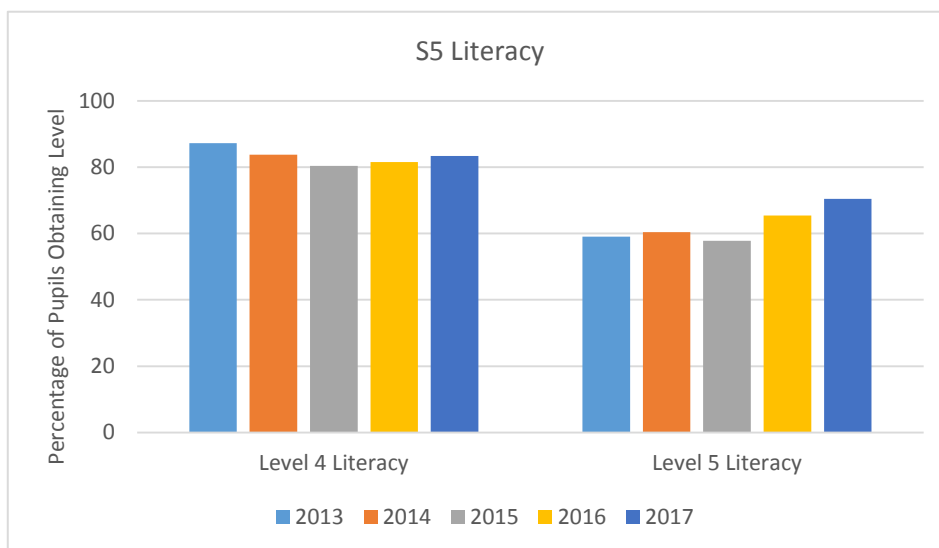


Year	% Level 4 Literacy	% Level 5 Literacy
2013	76.92	30.77
2014	72.55	33.33
2015	75.34	27.4
2016	66.67	47.06
2017	60.94	43.75

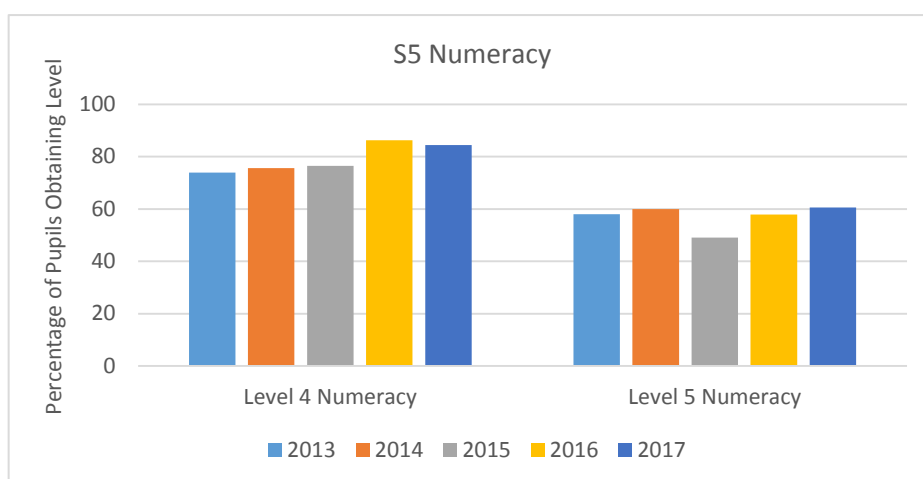
Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	49.23	33.85
2014	47.06	15.69
2015	82.19	28.77
2016	70.59	21.57
2017	68.75	32.81

## Literacy and Numeracy

### S5 – All Pupils

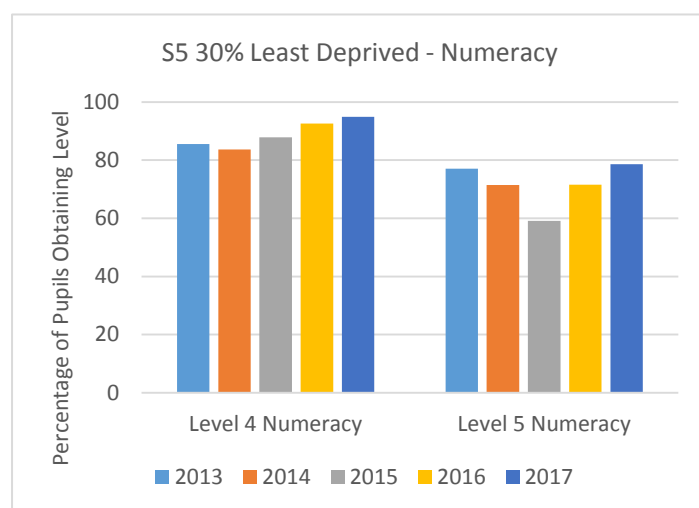
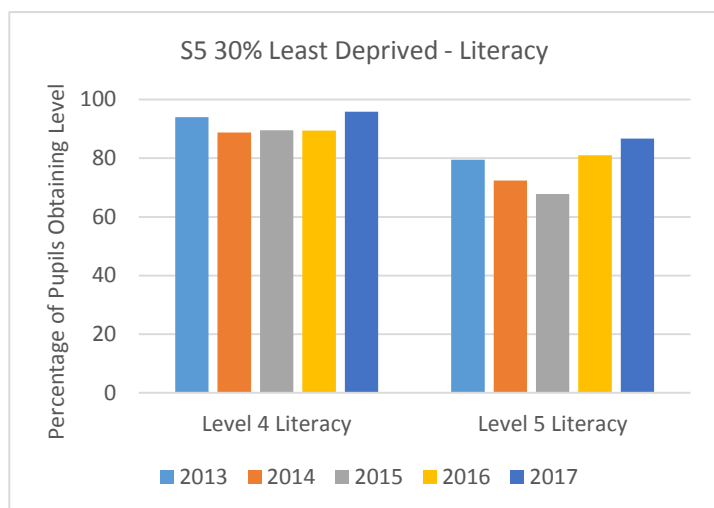


Year	% Level 4 Literacy	% Level 5 Literacy
2013	87.23	59.04
2014	83.76	60.41
2015	80.39	57.84
2016	81.52	65.4
2017	83.42	70.47



Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	73.94	57.98
2014	75.63	59.9
2015	76.47	49.02
2016	86.26	57.82
2017	84.46	60.62

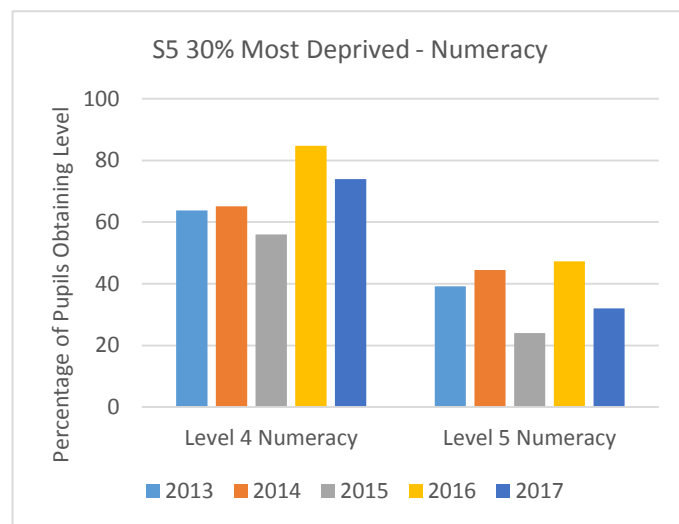
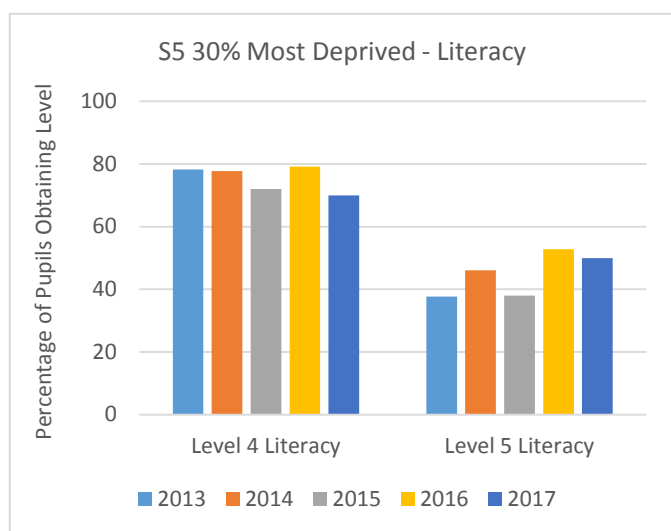
### S5 – Least Deprived 30%



Year	% Level 4 Literacy	% Level 5 Literacy
2013	93.98	79.52
2014	88.78	72.45
2015	89.57	67.83
2016	89.47	81.05
2017	95.92	86.73

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	85.54	77.11
2014	83.67	71.43
2015	87.83	59.13
2016	92.63	71.58
2017	94.90	78.57

### S5 – Most Deprived 30%

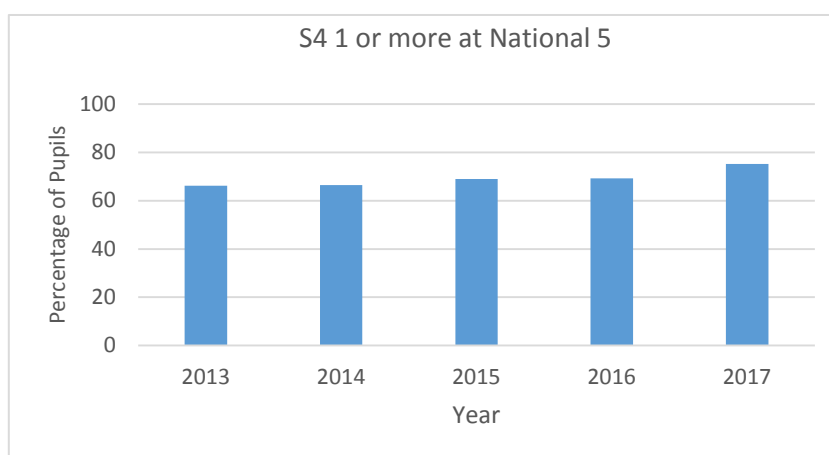


Year	% Level 4 Literacy	% Level 5 Literacy
2013	78.26	37.68
2014	77.78	46.03
2015	72	38
2016	79.17	52.78
2017	70	50

Year	% Level 4 Numeracy	% Level 5 Numeracy
2013	63.77	39.13
2014	65.08	44.44
2015	56	24
2016	84.72	47.22
2017	74	32

## Attainment for the S4 cohort

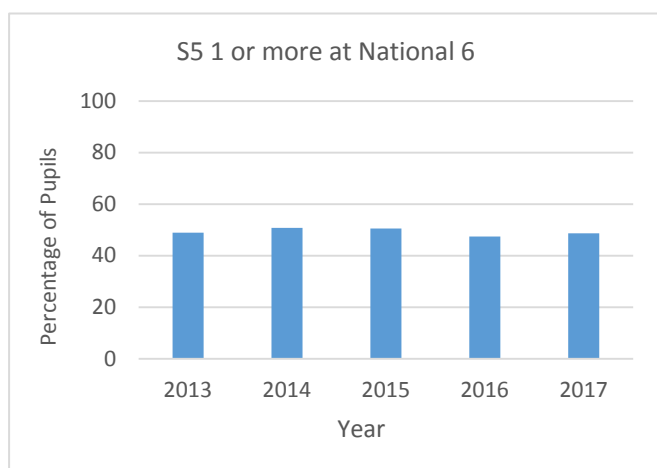
Five year trend for 1 or more awards (A-D) at National 5 for the school in S4 as percentage of the S4 cohort.



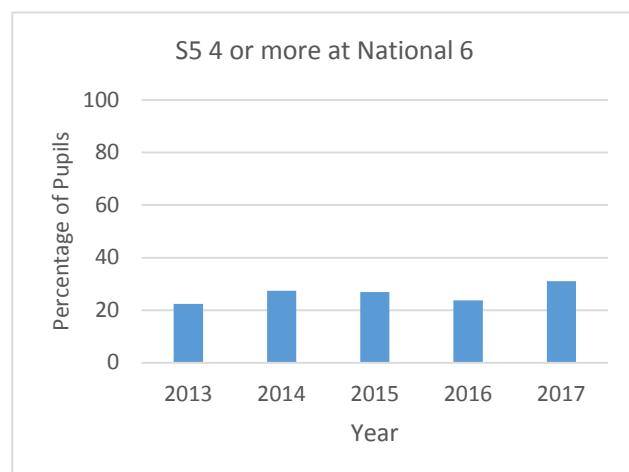
Year	% 1+ National 5
2013	66.16
2014	66.50
2015	68.98
2016	69.27
2017	75.22

## Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more awards (A-D) at National 6 for the school in S5 as a percentage of the S4 cohort.



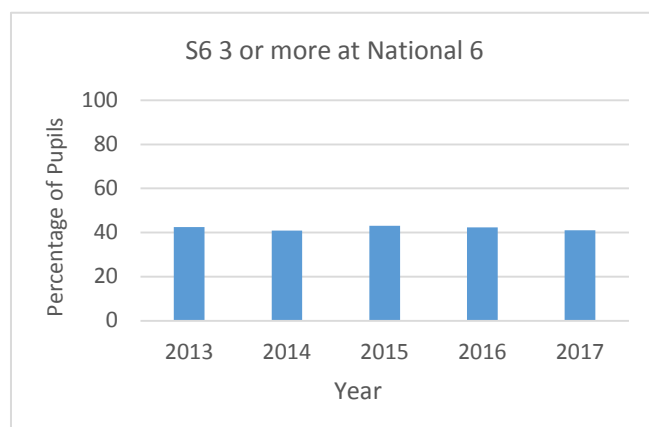
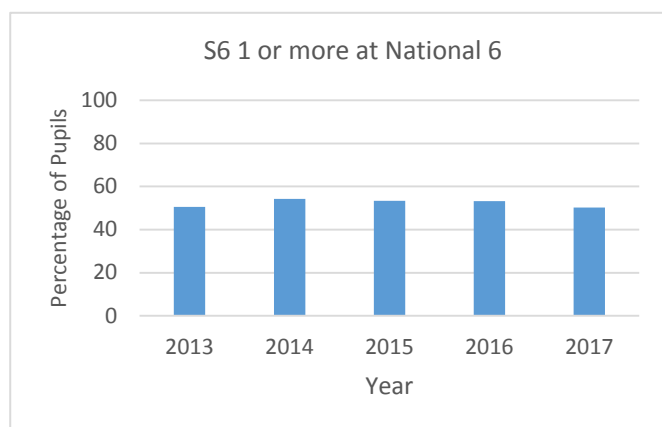
Year	% 1+ National 6
2013	48.94
2014	50.76
2015	50.49
2016	47.39
2017	48.70



Year	% 4+ National 6
2013	22.34
2014	27.41
2015	26.96
2016	23.70
2017	31.09

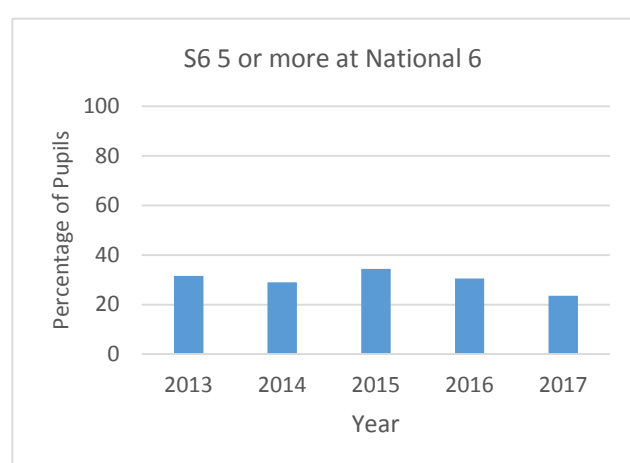
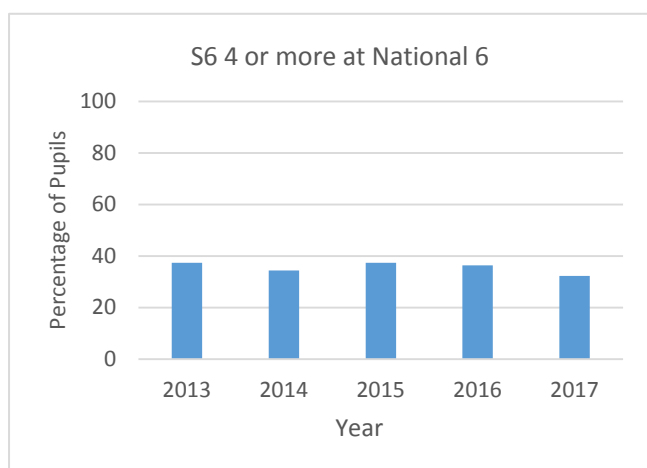
## Attainment for the S6 cohort

Five year trend for 1, 3, 4, 5 or more awards (A-D) at National 6 for the school in S6 as a percentage of the S4 cohort.



Year	% 1+ National 6
2013	50.57
2014	54.30
2015	53.33
2016	53.20
2017	50.23

Year	% 3+ National 6
2013	42.53
2014	40.86
2015	43.08
2016	42.36
2017	41.01



Year	% 4+ National 6
2013	37.36
2014	34.41
2015	37.44
2016	36.45
2017	32.26

Year	% 5+ National 6
2013	31.61
2014	29.03
2015	34.36
2016	30.54
2017	23.50

## Appendix 9

Table 1 – Shows School Roll, % of pupils registered in the school as receiving free meals, the average SIMD decile of all pupils and the attainment data for P1, 4 and 7 pupil by their SIMD decile band.

Dunfermline HS	Roll	FMR %	SIMD	Reading			Writing			Listening & Talking		
SIMD Decile				1&2	3 to 8	9&10	1&2	3 to 8	9&10	1&2	3 to 8	9&10
Camdean Primary School	282	21.7%	5.8		71.0%	66.7%		64.5%	83.3%		71.0%	83.3%
Canmore Primary School	375	7.6%	8.0	66.7%	63.5%	87.6%	41.7%	55.8%	81.9%	66.7%	69.2%	93.3%
Commercial Primary School	424	12.3%	6.3	44.4%	80.4%	90.2%	50.0%	69.1%	80.4%	66.7%	88.7%	92.2%
King's Road Primary School	420	24.9%	5.0	60.0%	67.4%	100.0%	60.0%	52.2%	80.0%	60.0%	71.2%	80.0%
Pitreavie Primary School	289	19.1%	7.4	62.5%	70.5%	75.4%	62.5%	63.9%	72.3%	50.0%	50.8%	78.5%
St Leonard's Primary School	234	33.3%	4.6	87.5%	72.9%	100.0%	75.0%	61.2%	100.0%	87.5%	76.5%	100.0%
Tulliallan Primary School	176	16.3%	5.4		79.7%			75.4%			89.9%	
Cluster Average				60.8%	71.9%	84.5%	54.9%	61.8%	79.0%	66.7%	74.3%	88.2%

Table 2 – P1, 4 and 7 pupils Numeracy attainment data by SIMD band.

Dunfermline HS	Roll	FMR %	SIMD	Numeracy			Number of pupils in SIMD band			
SIMD Decile				1&2	3 to 8	9&10	1&2	3 to 8	9&10	Unknown
Camdean Primary School	282	21.7%	5.8		71.8%	83.3%	0	124	6	3
Canmore Primary School	375	7.6%	8.0	75.0%	61.5%	93.3%	12	52	105	0
Commercial Primary School	424	12.3%	6.3	50.0%	79.4%	84.3%	18	97	51	3
King's Road Primary School	420	24.9%	5.0	0.0%	62.5%	80.0%	5	184	5	2
Pitreavie Primary School	289	19.1%	7.4	37.5%	59.0%	78.5%	8	61	65	2
St Leonard's Primary School	234	33.3%	4.6	100.0%	63.5%	100.0%	8	85	5	3
Tulliallan Primary School	176	16.3%	5.4		82.6%		0	69	1	1
Cluster Average				56.9%	68.5%	86.6%	51	672	238	14

Table3

Attainment FMR P4 & P7 only					
Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
Dunfermline HS	56.2%	39.7%	58.7%	49.6%	121
Fife	55.0%	45.1%	61.0%	52.7%	1546

Table 4

Attainment of P1, P4 & P7 Looked After Children					
Cluster	Reading	Writing	Listening	Numeracy	No. of LAC
Dunfermline HS	30.0%	10.0%	50.0%	40.0%	10
Fife	42.6%	34.0%	51.6%	48.4%	188

Table 5 – Figures include data for the whole school.

		<b>Exclusion</b>	
<b>Cluster</b>	<b>Attendance</b>	<b>Half days</b>	<b>Percentage</b>
Dunfermlin	95.1%	159	0.019%
Fife	94.6%		0.012%

Note: Attainment data for categories with a sample size less than 5 is not included.

## **Equity**

Within the cluster there are specific projects related to supporting our most vulnerable families/learners. Examples include :

- Family woods groups
- Targeted homework clubs
- Pedagogy team training for all staff on the teaching of literacy/nurture
- Whole cluster have been trained on conceptual understanding in numeracy
- Cross cluster working group on writing / Health and Wellbeing
- Partnership with Primary mental health Nurse/ Do be Mindful (selected schools)

## **Next steps**

- The impact of the above projects will be measured and decisions will be made about future roll out, re-design, etc.
- The conceptual numeracy training is very successful in all schools however we need to be mindful of new staff joining schools, requiring training in this area.

## **Wider Achievement**

Within the Dunfermline HS Cluster we offer :

- Natural Connections to all P1-5 learners
- John Muir Award to all P6-7 learners
- Residential experiences offered to all upper pupils (financial support offered to any family who may find it difficult to pay so there are no access barriers) Dunfermline Carnegie Trust are a big support to many cluster schools in this regards
- All pupils who learn an instrument have the opportunity to join Dunfermline HS band and take part in the 'Big play'
- All cluster schools actively participate in all offered sporting events in west Fife and beyond
- A cluster Creative Dance festival has been established with children from all schools performing on the Carnegie Hall stage
- All learners take part in Scottish and Burns verse speaking competitions, with some pupils representing Fife at National finals



**Next steps**

- There are currently plans to establish a cluster wider achievement programme for science learning through Cresta Awards.
- There are currently plans for all P7-S1 pupils to take part in an Andrew Carnegie Legacy Module as part of a transition topic.

**HWB**

All schools within the Dunfermline Cluster have robust procedures in place to support attendance in school. All schools monitor attendance monthly and follow Fife Council policy. We all work in partnership with the school attendance officer who supports Woodmill / Dunfermline HS Clusters. This involves regular communication with parents, celebrating positive attendance, personalised approaches, walking buses for targeted streets, home visits, and empathic approaches.

Additionally :

- There is a strong focus on increasing children's reliance, readiness to learn and social skills through a programme of Sports Coaching, Basic Fundamental Movement and Team Building Skills all underpinned by the Our Minds Matter Council Approach to Emotional Wellbeing/ Positive Mental health.
- All cluster schools are developing family learning programmes which target families who currently experience barriers to engagement. These activities include family fitness classes, family Spanish, family Maths games, homework clubs etc. There is strong focus on ensuring that all families feel engaged and welcomed into schools and most schools are taking a personalised approach to this.

**Next steps**

- Further moderate each schools activities for impact through self-evaluation and learning partnership/quality assurance visits.
- Share best practice amongst cluster schools, where transferrable and appropriate.

## **Employability**

All cluster schools have Developing the Young Workforce as an integral part of their curriculum. Examples of this are:

- Skills progressions built into all schools learning pathways
- All cluster schools engage with Skills Development Scotland
- Examples of partnerships with local businesses are: Remploy, Babcock, Royal Navy, TechnipFMC, Hilton Group, Police Scotland, local community cafes and Lloyds bank
- A range of approaches are in place across cluster schools to actively engage pupils with employers, including: - Science Week, Career Week, visits/workshops from local employers, etc.

## **Next Steps**

Cluster schools would now like to consider a cluster approach to social enterprise, with a view to utilising funding previously available through DTS. It is planned that this will feature in our 1018 -2019 cluster improvement plan.

## **Summary**

The Dunfermline High School Cluster primaries work closely together to ensure that there is a joined up approach to improvement. Schools and staff are actively involved in improvements. EG Primary and Secondary staff are currently working together to ensure that literacy and numeracy transitions are as high quality as possible.

The learning, teaching and assessment of each school is moderated via cluster learning rounds, learning partnership visits (cross West Fife School) and with the Education officer. This gives us confidence in our judgements, impact and progress.

## Appendix 10

Table 1 – Shows School Roll, % of pupils registered in the school as receiving free meals, the average SIMD decile of all pupils and the attainment data for P1, 4 and 7 pupil by their SIMD decile band.

Queen Anne HS	Roll	FMR %	SIMD	Reading			Writing			Listening & Talking		
SIMD Decile				1&2	3 to 8	9&10	1&2	3 to 8	9&10	1&2	3 to 8	9&10
Bellyeoman Primary School	242	13.8%	5.6	84.2%	79.4%	75.0%	52.6%	76.5%	79.2%	78.9%	82.4%	87.5%
Blairhall Primary School	79	15.7%	5.0		56.3%			43.8%			62.5%	
Cairneyhill Primary & Community	229	8.7%	7.9		81.5%	83.7%		72.2%	86.0%		94.4%	93.0%
Carnock Primary School	72	10.9%	6.2		91.1%			73.3%			91.1%	
Crossford Primary School	193	4.7%	8.6		76.5%	84.5%		70.6%	82.8%		82.4%	86.2%
Culross Primary School	38	3.6%	5.7		78.6%			71.4%			92.9%	
Inzievar Primary School	217	35.5%	2.0	68.0%	78.9%		59.8%	73.7%		75.3%	84.2%	
McLean Primary School	360	11.2%	5.6	58.3%	68.6%	88.9%	66.7%	72.5%	88.9%	66.7%	77.5%	92.6%
Milesmark Primary School	96	10.2%	7.3		68.2%	85.7%		68.2%	92.9%		77.3%	100.0%
Pittencrieff Primary School	196	14.7%	4.9		86.1%	80.0%		87.5%	100.0%		90.3%	80.0%
Saline Primary School	94	20.8%	5.9		63.9%			66.7%			63.9%	
Townhill Primary School	254	13.4%	5.6		76.9%			77.9%			83.7%	
Cluster Average				68.2%	76.2%	83.9%	57.4%	73.6%	84.4%	74.3%	82.4%	90.0%

Table 2 – P1, 4 and 7 pupils Numeracy attainment data by SIMD band.

Queen Anne HS	Roll	FMR %	SIMD	Numeracy			Number of pupils in SIMD band			
SIMD Decile				1&2	3 to 8	9&10	1&2	3 to 8	9&10	Unknown
Bellyeoman Primary School	242	13.8%	5.6	68.4%	79.4%	70.8%	19	68	24	1
Blairhall Primary School	79	15.7%	5.0		62.5%		2	32	1	0
Cairneyhill Primary & Community	229	8.7%	7.9		87.0%	88.4%	0	54	43	2
Carnock Primary School	72	10.9%	6.2		82.2%		3	45	1	2
Crossford Primary School	193	4.7%	8.6		73.5%	75.9%	1	34	58	0
Culross Primary School	38	3.6%	5.7		78.6%		4	14	2	0
Inzievar Primary School	217	35.5%	2.0	66.0%	73.7%		97	19	1	1
McLean Primary School	360	11.2%	5.6	41.7%	70.6%	85.2%	12	102	27	1
Milesmark Primary School	96	10.2%	7.3		68.2%	85.7%	1	22	14	0
Pittencrieff Primary School	196	14.7%	4.9		86.1%	100.0%	3	72	5	4
Saline Primary School	94	20.8%	5.9		69.4%		2	36	0	0
Townhill Primary School	254	13.4%	5.6		84.6%		4	104	4	1
Cluster Average				60.1%	78.1%	81.1%	148	602	180	12

Table3

Attainment FMR P4 & P7 only					
Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
Queen Anne HS	54.0%	51.7%	60.9%	41.4%	87
Fife	55.0%	45.1%	61.0%	52.7%	1546

Table 4

Attainment of P1, P4 & P7 Looked After Children					
Cluster	Reading	Writing	Listening	Numeracy	No. of LAC
Queen Anne HS	58.3%	58.3%	75.0%	50.0%	12
Fife	42.6%	34.0%	51.6%	48.4%	188

Table 5 – Figures include data for the whole school.

Cluster	Attendance	Exclusion	
		Half days	Percentage
Queen Anne	95.4%	59	0.007%
Fife	94.6%		0.012%

Note: Attainment data for categories with a sample size less than 5 is not included.

## Equity

All schools in the Queen Anne Cluster are working towards closing the poverty related gap through Raising Attainment in Literacy and Numeracy using specific programmes of work like Conceptual Development in Numeracy, Workshop for Literacy and phonics/spelling programmes to develop on-going literacy skills throughout a learners' years at primary school. All schools are involved in promoting learning through Family Engagement in widely recognised groups like Book Bugs and PEEP as well as each school's own approach to engaging families within their school week.

Some schools with Nurseries offer all 3 options for attending nursery, the other nurseries offer either a morning or an afternoon place and 1 school has an under 3 provision for children aged 2 who meet the criteria to attend.

Almost all schools have used the PEF to create employment opportunities within the school. These posts have been used to target specific children within the PEF demographic to ensure a disproportionate support in Literacy and Numeracy to ensure that any gap is being addressed.

Queen Anne Cluster has had a focus on Mental Health this session and to that end we have delivered a number of quality Professional Development opportunities to all staff within our schools. At the beginning of the year we invited John Carnochan (formerly of the Violence Reduction Unit within Strathclyde Police Force) to speak to us about how the environment you grow up in affects your life outcomes. He stressed the importance of the Early Years and how these years should be considered as key in the development of our young people in order to improve health, life expectancy and issues around mental health. We followed this by inviting our partners at the new Mental Health team within Fife, Our Minds Matter and SAMH, to deliver a full day of training regarding the development of children growing up with multiple ACES (Adverse Childhood Experiences) and how we can address this in school. Almost all schools are now implementing Kit Bag (a multi-sensory method of helping children to explore and discuss their feelings) in order to address the stresses identified in our young people.

All Early Years staff are now trained and using the Sollihull approach in Nursery. Pooling some of our PEF money, as a Cluster, we have also made this resource available to parents on-line at no cost to the parents

As we move into the new National on-line assessments at P1, P4 and P7 (SNSA Scottish National Standard Assessment) we have shared expertise across the Cluster on how this is working within our schools to ensure that all pupils get the chance to give their best to this assessment.

## **Wider Achievement**

As a Cluster we organise and offer several opportunities throughout the course of the year to all schools in the cluster and to some others in Dunfermline High School and Inverkeithing High School cluster who share a Joint Head within the QA cluster. These include; a Creative Dance Festival held at Carnegie Hall, a Scottish Country Dance Festival held at the Glen Pavilion, a Literacy Festival (with an invited author and illustrator) in the grounds of Cairneyhill Primary and a Maths Challenge for all P7s which is held at Queen Anne and forms part of the transition process into S1. All of these events are supported by the staff and pupils of Queen Anne who send pupils to showcase their abilities and/or help with the organisation. We find that these pupils provide a very positive role model as our primary children progress towards becoming pupils at Queen Anne.

There is a Wider Achievement framework within the Cluster which is adapted by each school to meet the specific needs of their own pupils. The Wider Achievements are recognised across the 4 Curriculum for Excellence Capacities of Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals.

Almost all school offer Natural Connections and John Muir pathways which lead to awards for outdoor learning. All schools offer a variety of Residential Excursions which are made available to all, irrespective of SIMD or FME. All schools offer a variety of day excursions based on topics being taught within the school. Specialist visitors are also invited to all schools to ensure that learning around specific topics is brought to life for our learners.

## **Health & Wellbeing**

All schools within the cluster have active community links and ensure that their children benefit from the surrounding facilities as well as ensuring that the children contribute to their community too.

Most schools participate in Dunfermline and West Fife Sports festivals which include many diverse sports from Orienteering to Badminton. All schools benefit from taster sessions delivered by local sports clubs, judo and rugby are strongly represented but we also have input from Dunfermline Tennis Club, Fencing, basketball and football. We are ably supported in this by Active Schools and the Active Schools Coordinators.

The Daily Mile is offered in all schools as is the P6 Munro Challenge. The Munro Challenge is supported by our links to Lochore Meadows and the Outdoor Learning staff within Fife.

There are good links in all schools with the Educational Psychologist and with the Our Minds Matter West Fife link officer, Katie Jamison. This has enabled us to put a programme in place to support Mental Health development and work with groups and individuals in need of additional support as well as offering a universal programme to all pupils.

The Dunfermline schools are well supported by the Carnegie Trust.

We await the results of the recent Parentwise survey so that we can evaluate how we are perceived by our parent body. This will be discussed at a Cluster Heads meeting and the Head Teachers will help each other to consider their individual response and way forward.

### **Employability**

All schools are involved in a social enterprise project with Café Fresh in Dunfermline. This work is carried out using the Determined to Succeed grant and will ensure all of our learners have the opportunity to use and practise their skills for learning, life and work. These skills are taught in school and as well as the Café Fresh enterprise, all schools organise their own enterprise projects to ensure that these valuable skills are being used throughout the Primary School Years.

The cluster has worked very closely with the STEM ambassadors and has run careers fairs for our P7 pupils across the Queen Anne cluster. This has involved the STEM ambassadors coming into school and the pupils preparing questions to ask them about their work. The emphasis has been on STEM careers and we have seen an increase in girls becoming interested in these careers.

Every school has a STEM folder containing pathways to ensure all areas are covered and this has been supplied to us by SERC. All children from P5 to P7 are signed up to the Our World of Work on-line resource which is well used in schools.

### **Summary**

The Head Teachers within the Queen Anne Cluster meet about 6 times in the year to discuss topics affecting all of the school. The transition of our pupils from primary into secondary is always a high priority and this year the Senior Leadership Team from Queen Anne have invited all P6 and P7 parents to key primary schools so that the transition process can begin in good time and both children's and parent's questions and concerns can be addressed efficiently.

The Cluster Head Teachers and the SLT of Queen Anne meet once a year to evaluate the progress made in cluster work and to plan for year ahead. The relationship between the Primaries and Queen Anne is very strong and we all work well together to ensure smooth transition and the best overall outcomes for our learners.



## Appendix 11

Table 1 – Shows School Roll, % of pupils registered in the school as receiving free meals, the average SIMD decile of all pupils and the attainment data for P1, 4 and 7 pupil by their SIMD decile band.

St Columbas HS	Roll	FMR %	SIMD	Reading			Writing			Listening & Talking		
SIMD Decile				1&2	3 to 8	9&10	1&2	3 to 8	9&10	1&2	3 to 8	9&10
Holy Name RC Primary School	45	18.2%	2.9	25.0%	83.3%		12.5%	66.7%		75.0%	100.0%	
St Bride's R C Primary School	197	24.0%	3.1	81.0%	78.3%		76.2%	68.3%		81.0%	88.3%	
St John's R C Primary School	247	14.0%	5.4	100.0%	74.0%	100.0%	60.0%	71.4%	100.0%	100.0%	85.7%	100.0%
St Joseph's R C Primary School	147	41.9%	4.1	46.7%	57.1%	77.3%	46.7%	57.1%	77.3%	50.0%	64.3%	72.7%
St Kenneth's R C Primary School	237	43.3%	1.9	77.1%	78.9%		72.9%	78.9%		82.9%	84.2%	
St Margaret's R C Primary School	350	7.8%	7.0	100.0%	84.0%	91.9%	100.0%	79.0%	93.2%	100.0%	92.6%	98.6%
St Serf's R C Primary School	98	33.9%	2.4	69.0%			47.6%			66.7%		
Cluster Average				70.4%	77.0%	89.5%	61.8%	72.4%	90.5%	74.7%	87.0%	93.3%

Table 2 – P1, 4 and 7 pupils Numeracy attainment data by SIMD band.

St Columbas HS	Roll	FMR %	SIMD	Numeracy			Number of pupils in SIMD band			
SIMD Decile				1&2	3 to 8	9&10	1&2	3 to 8	9&10	Unknown
Holy Name RC Primary School	45	18.2%	2.9	37.5%	83.3%		8	6	0	0
St Bride's R C Primary School	197	24.0%	3.1	85.7%	78.3%		21	60	0	1
St John's R C Primary School	247	14.0%	5.4	60.0%	71.4%	87.5%	5	77	8	0
St Joseph's R C Primary School	147	41.9%	4.1	60.0%	71.4%	77.3%	30	14	22	4
St Kenneth's R C Primary School	237	43.3%	1.9	71.4%	73.7%		70	19	0	0
St Margaret's R C Primary School	350	7.8%	7.0	90.0%	81.5%	93.2%	10	81	74	1
St Serf's R C Primary School	98	33.9%	2.4	73.8%			42	4	1	0
Cluster Average				71.0%	76.2%	89.5%	186	261	105	6

Table3

Attainment FMR P4 & P7 only					
Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
St Columba's HS	61.0%	54.5%	68.8%	59.7%	77
Fife	55.0%	45.1%	61.0%	52.7%	1546

Table 4

Attainment of P1, P4 & P7 Looked After Children					
Cluster	Reading	Writing	Listening	Numeracy	No. of LAC
St Columba's HS					1
Fife	42.6%	34.0%	51.6%	48.4%	188

Table 5 – Figures include data for the whole school.

		<b>Exclusion</b>	
<b>Cluster</b>	<b>Attendance</b>	<b>Half days</b>	<b>Percentage</b>
St Columbas	93.9%	42	0.008%
Fife	94.6%		0.012%

Note: Attainment data for categories with a sample size less than 5 is not included.

**Equity**

- Within the cluster three schools belong to the Scottish Attainment Challenge (One High School, two Primaries)
- One school is part of the Innovation Fund
- Closing the Gap is a paramount feature of our Cluster SIP and our Cluster Intervention Plan.
- Within P6/P7 we are using attainment data to tailor intervention involving outside agencies and targeted resources for individual pupils to ensure equity and raise attainment for all.
- Careful planning of our Cluster SIP is imperative to ensure a collegiate approach across the cluster and is moderated through Learning Partnership visits and cluster working parties.

**Next steps**

- Reflect and build upon the Cluster Intervention plan.
- Ensure assessment and moderation across the cluster is consistent and informs teacher judgement about pupil progress.

**Wider Achievement**

- A key cluster improvement priority is to further develop a Skills programme, work on this is well underway.
- Develop the six skills reflected by our cluster through research and consultation.
- Additional celebration e.g. Broomlea. P7 Retreat, Rotary Club,

**Next steps**

- Develop Digital Literacy across Cluster eg GLOW Profiling
- Build Developing the Young Workforce and wider achievement framework.

## HWB

Cluster	Attendance	Exclusion	
		Half days	Percentage
St Columbas	93.9%	42	0.008%
Fife	94.6%		0.012%

- Recent HMle inspections have identified this as a very strong aspect within our cluster, highlighting our P7 Transition Programme.
- Whole Cluster approach to our Anti-Bullying Policy ensure pupils are aware of expectations.
- Strong links with Mental Health Service, reflected in a whole cluster inservice day.
- Active Schools working across all schools to ensure all children have access to clubs and sports.

### Next steps

- Continue working closely with Fife Mental Health Service in training staff in the effects of Adverse Childhood Experience.

## Employability

- Skills Framework is a clear strength with a developing skills progression.
- We make use of Business Partners throughout our cluster, reflecting the unique context of each school.
- All schools used Money Week as a tool to highlight the application of finance skills embedded throughout the year.
- Enterprise is embedded in Planning.

### Next Steps

- Full implementation of Cluster Skills Framework.

## Appendix 12

Table 1 – Shows School Roll, % of pupils registered in the school as receiving free meals, the average SIMD decile of all pupils and the attainment data for P1, 4 and 7 pupil by their SIMD decile band.

Woodmill HS	Roll	FMR %	SIMD	Reading			Writing			Listening & Talking		
SIMD Decile				1&2	3 to 8	9&10	1&2	3 to 8	9&10	1&2	3 to 8	9&10
Carnegie Primary School	592	15.5%	7.6	53.5%	71.2%	87.7%	46.5%	64.4%	74.6%	65.1%	76.7%	93.9%
Duloch Schools and Community	509	5.0%	8.4		91.7%	91.7%		86.1%	87.1%		93.1%	93.2%
Limekilns Primary School	127	9.2%	7.5		71.4%	93.5%		47.6%	83.9%		76.2%	90.3%
Lynburn Primary School	381	32.3%	3.6	60.0%	58.9%		47.7%	47.4%		70.8%	70.5%	
Masterton Primary School	357	5.7%	9.6		80.0%	72.5%		80.0%	71.1%		100.0%	79.6%
Touch Primary School	299	19.5%	5.1	73.5%	84.2%	86.2%	63.3%	75.4%	79.3%	87.8%	89.5%	89.7%
Cluster Average				62.9%	74.6%	84.3%	52.8%	65.3%	78.0%	74.8%	81.1%	88.5%

Table 2 – P1, 4 and 7 pupils Numeracy attainment data by SIMD band.

Woodmill HS	Roll	FMR %	SIMD	Reading			Writing			Listening & Talking		
SIMD Decile				1&2	3 to 8	9&10	1&2	3 to 8	9&10	1&2	3 to 8	9&10
Carnegie Primary School	592	15.5%	7.6	53.5%	71.2%	87.7%	46.5%	64.4%	74.6%	65.1%	76.7%	93.9%
Duloch Schools and Community	509	5.0%	8.4		91.7%	91.7%		86.1%	87.1%		93.1%	93.2%
Limekilns Primary School	127	9.2%	7.5		71.4%	93.5%		47.6%	83.9%		76.2%	90.3%
Lynburn Primary School	381	32.3%	3.6	60.0%	58.9%		47.7%	47.4%		70.8%	70.5%	
Masterton Primary School	357	5.7%	9.6		80.0%	72.5%		80.0%	71.1%		100.0%	79.6%
Touch Primary School	299	19.5%	5.1	73.5%	84.2%	86.2%	63.3%	75.4%	79.3%	87.8%	89.5%	89.7%
Cluster Average				62.9%	74.6%	84.3%	52.8%	65.3%	78.0%	74.8%	81.1%	88.5%

Table3

Attainment FMR P4 & P7 only					
Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
Woodmill HS	57.6%	43.9%	63.6%	47.0%	66
Fife	55.0%	45.1%	61.0%	52.7%	1546

Table 4

Attainment of P1, P4 & P7 Looked After Children					
Cluster	Reading	Writing	Listening	Numeracy	No. of LAC
Woodmill HS	40.0%	30.0%	60.0%	40.0%	10
Fife	42.6%	34.0%	51.6%	48.4%	188

Table 5 – Figures include data for the whole school.

		<b>Exclusion</b>	
<b>Cluster</b>	<b>Attendance</b>	<b>Half days</b>	<b>Percentage</b>
Woodmill	95.5%	96	0.011%
Fife	94.6%		0.012%

Note: Attainment data for categories with a sample size less than 5 is not included.

## **Equity**

Within the Woodmill Cluster we are working to consider and implement common approaches, where appropriate, to use the Pupil Equity Fund in order to meet the needs of our young people within the cluster to reduce the poverty related attainment gap.

Within our Cluster Improvement plan we are working to take forward these priorities,

- Across the Woodmill Cluster we are using and sharing relevant data to inform school improvement across our schools. In line with the NIF and Scottish Attainment Challenge (SIMD Data, Nursery Data, standardised assessment etc.)
- We have in place both collective and individual plans which are being implemented to create targeted interventions across the cluster to reduce the poverty related attainment gap.
- During this session we have developed and implemented a common cluster approaches to tracking PEF and SAC impact and progress. This allows us to better moderate and measure the impact and effectiveness of our planned interventions.
- We are developing our approaches to support targeted L&T training and development, including strategies to track skills across our learners.

## **Next steps**

- Consider the individual priorities and planning within the cluster PEF approaches and look for common approaches and strategies where appropriate.
- Evaluate and moderate the impact and improved outcomes for our young people across the cluster.

## **Wider Achievement**

Within the Woodmill cluster we engage in a number of transition events, activities and strategies which are intended to support our young people across the cluster and to recognise and support their achievements. In order to do this we,

- Work together to achieve collective goals.
- Work collaboratively to improve the outcomes for our pupils.
- Plan across the cluster to share expertise, experience, resource, best practice and success.
- Allow our learners to build on previous learning and experience coherence from 3 – 18.
- Share expectation and moderation of success criteria.
- Through effective communication provide the best possible support and service to our children
- Create leadership opportunities for our staff and pupils

Across the cluster we create shared opportunities for our students

- Enhanced transition activities to support learners
- A range of themed activities to support collegiate cluster working ( STEM/Engineering/Enterprise)
- Sporting events and tournaments, supported by our Sports Leaders
- Sport Leaders support across cluster schools
- Language Ambassadors support with associated primary schools
- Collaborative working across Christmas Concert and Spring Fling and instrumental service
- Music activities and projects
- FISCHY Music Project
- We are piloting within our cluster the St Andrews University 'First Chances' programme.

## **Next steps**

As a cluster we continue to create formal and informal opportunities for collaborative working across the cluster to support the young people to be part of their wider school community



## **HWB**

Establish structured planning and opportunities that better support meaningful progressions in learning, with particular focus around GIRFEC and Support for Learning. Create opportunities to develop further opportunities for cross cluster working.

Across the cluster we are focused on the following areas,

- Further develop links, to facilitate sustained partnership co-design and co-delivery of coherent learning experiences.
- Implement Cluster First Chances Programme across Woodmill Cluster
- Implement a transition skills profile for final term of P7.
- Consider opportunities that better articulate to S1 –S3 BGE Experience, and continuity in learning.
- Continue to develop practical strategies for SFL Planning and support.

## **Next steps**

- As a cluster we are looking at additional supports for our pupils around 'Our Minds Matter' and through individual PEF activities that will create focused supports around mental health, resilience and through health based activities and events.

## **Employability**

One of our key areas of focus is around developing our DYW and employability offer. This session we have looked at our overview of work being done in the cluster around DYW – highlighting good practise – key events/ partnerships within the locality

We are developing planned opportunities that will develop Scotland's Young Workforce. We are using the contexts of Skills for Learning, Life and Work to create opportunities in STEAM priorities. Are priorities are to,

- Embed 'I Can' statements into curricular planning opportunities and pupil evaluation.
- Create planned opportunities for STEAM priorities considering aspects gender balance and Equality through work with Equate.

- Develop and sustain partnership working with education providers and local businesses in line with the Fife economic priorities.
- Focus more on learning at all stages that is appropriately contextualised.
- Inform and share learning and employability pathways.

### **Next Steps**

Across our cluster we work with a variety of external partners to help our young people to have a greater awareness and understanding of the relevance of the world of Work, enterprise and employability.

### **Summary**

The Woodmill Cluster works together closely to help share our collective vision for our students and to support their development.

For session 2017-2018, the Woodmill Cluster has identified the following 3 areas to develop to improve outcomes for our young people. Each area has a direct relationship to Fife, Local, School, Departmental and Individual priorities.

Our shared priorities in 2017-2018 are,

- Curriculum – Developing Scotland's Young Workforce
- Scottish Attainment Challenge/PEF
- GIRFEC/SFL-Progression in Learning

We are committed to working together closely to support the development of our young people, to have a positive impact on their outcomes.

6<sup>th</sup> March 2018

Agenda Item No. 5

## Abbeyview After School Club

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

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Wards Affected: 4 – Dunfermline South

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### Purpose

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The purpose of this report is to seek approval for an application which has been received requesting financial assistance from Abbeyview after School Club to meet the costs of transport and escort duties whilst transporting children from outlying local schools to the club.

### Recommendation(s)

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It is recommended that Members approve an award of £7,000 to Abbeyview after School Club subject to the satisfaction of conditions detailed in this report.

### Resource Implications

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There is a budget set aside for the Out of School Care Transport Grant Scheme. This scheme provides grants to assist Out of School Care Clubs to meet the costs of transport and escort duties whilst transporting children from the local schools to the Club. Funding is available within this budget.

### Legal & Risk Implications

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There are no known legal and risk Implications.

### Impact Assessment

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An EqIA has not been completed and is not necessary as the report does not propose a change or revision to existing policies and practices. A Community Grant Scheme Monitoring Report is received from the Service showing how the grant has been spent, the effect it has had within the community and how it has made a difference.

### Consultation

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The application has previously been presented to the Community Grants Panel for their approval.

## 1.0 Background

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- 1.1 All applications to the Out of School Care Transport Grant Scheme are evaluated by the Business Development Officer within Fife Childcare Services who examines the Club's business plan including:
- management and staffing

- the service to be offered and the impact on other provision
  - the market
  - financial information
- 1.2 Pressure on this budget has been significant over several years with in excess of £35,000 being awarded each year.
- 1.3 A cap of £7,000 has been introduced to this fund following budget cuts.
- 1.4 The Community Grants Panel has approved this application to go forward to the Dunfermline Area Committee. Recommendation for grant funding will include a number of conditions to ensure that the grant is used for the purpose for which it is awarded.

## 2.0 Issues and Options

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- 2.1 Abbeyview After School Club operates from Abbeyview Community Centre.
- 2.2 The Club is registered for 48 children, supplying a service to the general public by providing Out of School Care which is a highly valued and much needed Community facility. This in turn allows parents/carers to take up employment or training opportunities. The Service is a voluntary not for profit organisation, managed by a voluntary committee. During term time operating Monday–Friday from 3:00pm until 6:00pm. In addition the Club operates an 8 week holiday service and opens for in-service days during the year. On these occasions the Club operates from 8:00am – 6:00 pm each day.
- 2.3 Should the Club not comply with the conditions detailed in this report; the Council will reserve the right to reclaim all or part of the grant paid.

Condition 1 - The Club must be registered with the Care Inspectorate.

Condition 2 - The Club must provide the appropriate supporting material when requesting a grant satisfactory to Fife Council. See Appendix 1.

## 3.0 Conclusions

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- 3.1 The application meets the criteria for funding. In line with normal practice, members are asked to agree on the funding in light of the recommendations.

### List of Appendices

1. Out of School Care Clubs - Documentation Required

### Report Contact

Carol Notman, Team Manager – Children's Services  
 Fife Childcare Services,  
 Floor 3 (South Wing), Rothesay House,  
 Rothesay Place,  
 Glenrothes, KY7 5PQ.  
 Telephone: 03451 55 55 55 ext. 441954  
 E-mail: carol.notman@fife.gov.uk

**Out of School Care Clubs Documentation Required**

- 1 A current valid Certificate of Registration.
- 2 The organisation is a voluntary not for profit organisation managed by a voluntary management committee.
- 3 A copy of the organisation's Memorandum and Articles of Association or Constitution.
- 4 A copy of the organisation's latest Annual Report.
- 5 The latest set of accounts prepared by a recognised practitioner.
- 6 Bank statements covering the opening and closing balances detailed in the presented accounts and most recent statement available.
- 7 A Business Plan indicating the organisation's expansion plans and longer term sustainability.
- 8 Applicant must declare ALL Funds from other sources.
- 9 Applicant must agree to the Terms and Conditions of Fife Council's Grant.
- 10 A copy of the organisation's Transport Policy, if applicable.
- 11 A signed declaration that ALL Staff (Drivers and Escorts) have had the necessary checks completed by the organisation if applicable.
- 12 Copies of Certificate of Insurance - M.O.T. Certificate (if applicable) - and Driving Licences for ALL STAFF if applicable.
- 13 A signed Declaration between the organisation and the Sub Contracted Transport Provider which meets the required conditions if applicable.
- 14 The Council requires that, in submitting a formal request for financial assistance, the organisation has disclosed all information necessary for the Council's full and proper consideration of the request.

6<sup>th</sup> March, 2018

Agenda Item No. 6

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## **Supporting the Local Community Plan Local Community Planning Budget Request – Consolidation and Application of learning (CAOL)**

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**Report by:** Paul Vaughan, Head of Community and Corporate Development

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**Wards Affected:** 2, 3 and 4

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### **Purpose**

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To seek agreement from the Area Committee for a contribution from the Local Community Planning Budget to support the CAOL project to support learning over the Easter holidays.

### **Recommendation**

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The Committee is asked to agree to an allocation of £7,866.00.

### **Resource Implications**

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

### **Legal & Risk Implications**

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

### **Impact Assessment**

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An EqlA is not required because the report does not propose a change or revision to existing policies and practices, for example, annual reports or monitoring reports.

### **Consultation**

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Local Members have been consulted on this project.

## 1.0 Background

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- 1.1 The criteria for spend from Local Community Planning Budget requires authorisation from the Area Committee before amounts of over £5,000 can be committed. The applicant is requiring £7866.00 toward staffing costs. This will enable a timetable of 118 study support sessions to be offered to all senior phase pupils. A further two sessions shall be offered to pupils resident in the Oakley area, which the school shall fund.
- 1.2 The school shall also provide healthy snacks for pupils.

## 2.0 Project Information

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- 2.1 The CAOL project was supported last year and 450 pupils attended sessions. The school have analysed data over the past two years and pupils attending sessions did better in their SQA Examinations, than those who did not attend. An improvement was observed at National 5, Higher and Advanced Higher. On average the improvement varied between 1 – 2 bands which is a whole grade better, in many cases.
- 2.2 This initiative will be open to all Senior Phase pupils but will specifically target those in SIMD 1- 4 to help increase achievement.
- 2.3 **Key Project Outcomes:**
  - To increase the achievement of Queen Anne students in the 2018 SQA Examinations, particularly those living in SIMD 1-4.
  - To provide Free School Meals for all those entitled, subject to satisfactory attendance as CAOL sessions in the morning.
  - To investigate how to mainstream this provision within the Education Budget moving forward so that this initiative becomes sustainable.

## 3.0 Conclusions

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- 3.1 Approval of the requested amount would allow this project to proceed and would meet the following outputs in the Dunfermline Local Community Action Plan:

Increase employability and skillsets

### List of Appendices

1. Report on Easter 2016 CAOL Project

### Report Contact

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Communities and Neighbourhoods Service,  
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# Easter CAOL Project



G. Henderson | Queen Anne High School | Dunfermline | KY12 0PQ  
graham.henderson@ffe.gov.uk

## Project Aim

During the Easter Holiday an initiative called the Consolidation and Application of Learning (CAOL) took place. The aim of this initiative was to increase the achievement of our students, particularly those in SIMD 1-4.

## Overview

Over the course of the Easter Holiday 73 sessions from subject areas across the school provided engaging and challenging revision activities that could complement their examination revision.

All pupils in the senior phase were invited to attend these sessions. 302 pupils attended 675 different sessions throughout the Easter Holiday.



## CAOL Project

Easter 2016 - for S4, S5 & S6

Choice forms are being handed out today at registration.

Return them to office ASAP.

"I can do it."

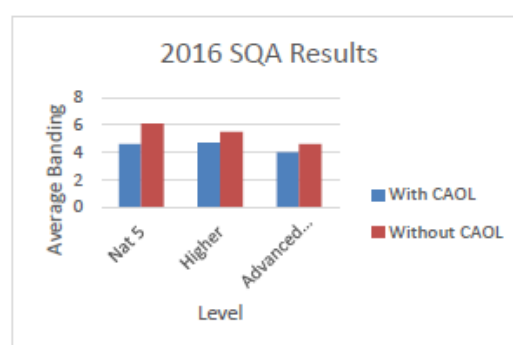
**I believe** that I can do it."

## Results

After the event a focus group of pupils, staff was held to get their feedback of the impact of the Easter CAOL Project. Feedback was positive and highlighted that it 'made' them revise more than they would have if they had spent the holidays on their own. Parents/Carers were sent an electronic survey to complete for their feedback on the event. The additional commitment and support was appreciated.

The examination results from 2015-2016 were analysed to determine the impact of the Easter CAOL intervention. The results obtained show that the average result of a pupil attending Easter CAOL was higher than that of those who did not.

Level	With CAOL	Without CAOL
Nat 5	4.6	6.1
Higher	4.7	5.5
Advanced Higher	4	4.6



## Next Steps

Develop the Study Café as part of an ongoing study support mechanism throughout the school year.

Utilise 'Revision Weekends' to target particular groups.



6<sup>th</sup> March, 2018

Agenda Item No. 7

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## Funding Contribution to Heritage Lottery Fund Award

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Report by: Paul Vaughan, Head of Communities & Neighbourhoods

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Wards Affected: 2, 3 and 4

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### Purpose

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To seek a contribution for the area budget to match the recent Heritage Lottery Fund (HLF) award made to the City of Dunfermline Tourism Partnership.

### Recommendation(s)

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Members are asked to approve the sum of £15,000 per annum over the next 3 years (£45,000 in total) as the Area Committee's contribution to the recently awarded HLF grant of £419k (with partner contributions).

### Resource Implications

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Other than the contribution requested there are no further resource implications.

### Legal & Risk Implications

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This report raises no particular legal or risk implications.

### Impact Assessment

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An Equality Impact Assessment (EqIA) is not required, as the report does not propose a change or revision to existing policies and practices.

### Consultation

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Consultation has taken place across a wide range of partners including Historic and Environment Scotland, Carnegie Dunfermline Trust, Visit Scotland, Fife Pilgrims Way, Church Of Scotland, Fife Cultural Trust, Dunfermline Delivers BID Co and Cruise Forth Project all of whom are members of the Dunfermline Heritage Tourism Partnership.

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## 1.0 Background

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- 1.1 Dunfermline Heritage Tourism - following on from an earlier investment by the City of Dunfermline Area Committee in May 2016 a consultant's report set out an implementation plan that would serve to enhance Dunfermline's tourism offer (see Appendix 1).

- 1.2 Lighting up the Auld Grey Toun is a project bid by Dunfermline Heritage Tourism Partnership to the Heritage Lottery Fund, under the new Great Place grant scheme.
- 1.3 This aims to ensure more people benefit from engagement with heritage by enabling cultural organisations to work in a cross-sectoral way. A method of working described as 'networked heritage'. The project would begin in January 2018 and finish in December 2020, with an estimated total project cost of £372,000 (HLF grant - £260,400; Partnership funding - £111,600).
- 1.4 This project will inform and influence each of the eight themes included within Fife Council - Dunfermline Local Community Plan and build on the Dunfermline Heritage Quarter Partnership Implementation Plan approved by the Area Committee in 2016 which is already being delivered.

## **2.0 Issues and Options**

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- 2.1 The HLF award will allow the partnership to expand on various work streams contained within the Local Community Plan (see Appendix 2).
- 2.2 The Dunfermline Heritage and Tourism Partnership (DH&TP) is a sub group of the Local Community Planning Partnership and has a focus on improving Dunfermline's status as a visitor destination to a much wider national and international audience.
- 2.3 Building on some earlier positive developments that included the opening of the new Dunfermline Carnegie Library and Galleries and a Scottish Enterprise award to the Cruise Forth initiative in 2016 the DH&T Partnership has been focussing on securing the necessary resources that would allow the partnership to take things to the next level.
- 2.4 As with all such external applications then the funding body (HLF) seek assurances that local partners demonstrate their commitment by providing some of the annual running costs. The Area Committee's contribution is the sum of £45,000 over a 3 year period.

## **3.0 Conclusions**

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- 3.1 The HLF award is a significant step forward in the Heritage Tourism Partnerships efforts to re-establish the City of Dunfermline as a top class tourist destination. This funding, when couple with other recent awards on Cruise Ship activity and the Pilgrims way will hopefully see a renaissance in Dunfermline fortunes and again place Dunfermline at the heart of Scotland's history.

### **List of Appendices**

1. Implementation plan for Dunfermline Heritage Tourism.
2. City of Dunfermline Local Community Plan.

### **Report Contact**

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## **Implementation Plan for Dunfermline Heritage Tourism, Key issues.**

### **Product development, Lighting up the Auld Grey Toun action:**

A new role for Abbot House Abbot House will form a hub for all the activities as part of the project.

A new role for Pittencreiff House Future Heritage - supporting plans for its sustainable future (also plans for regeneration of other historic buildings and public spaces) Enhance visitor interpretation and orientation Heritage Audit - identify hidden aspects of Dunfermline's heritage, establish common themes between key assets and assess current interpretation.

Dunfermline Curriculum - new interpretive displays at the Abbot House, digital resources and a Dunfermline storybook to make stories accessible to everyone.

Enhance contribution of events Future Heritage - an annual programme of heritage themed events will be established, including art based Projects.

### **Business development, Lighting up the Auld Grey Toun action:**

Provide businesses with the right tools/resources. Heritage Academy - a business opportunities guide to Dunfermline's heritage.

Encourage innovation and collaboration Heritage Academy - a programme of engagement events to reveal the extent and quality of Dunfermline's heritage, series of innovation workshops, highlighting successful case studies.

### **Community development, Lighting up the Auld Grey Toun action:**

Encourage more people to engage with local heritage.

Audience development - among targeted communities through a travelling heritage roadshow and facilitated visits to heritage assets.

Dunfermline Curriculum - annual public programme of activities, workshops, talks and small scale events.

Create opportunities for new or enhanced skills Heritage Academy.

To highlight training opportunities in traditional building skills, beekeeping, baking, brewing.

Training for volunteers in delivering guided tours, interpretive conversation with visitors, dealing with special interest groups, and using social media.

Create volunteer opportunities at each stage of the project.

Heritage Audit - research and survey during the Heritage Audit.

Heritage Academy - leading guided tours, visitor orientation/interpretation at the Abbot House, facilitating visits from community groups (schools, old people and families).

Future Heritage - development of future plans for heritage assets, promoting the project through social media.

**Marketing development, Lighting up the Auld Grey Toun action:**

Develop a distinctive marketing position through Heritage Audit - research will uncover hidden aspects of Dunfermline's heritage and establish common themes across all heritage assets, enabling a coherent message to be developed.

Utilise cost-effective marketing channels Future Heritage - a social media plan will establish new channels and build on existing audiences among partners to build a wide reaching communication channel to promote heritage.

### **City of Dunfermline Local Community Plan:**

#### **Promoting business and tourism, Lighting up the Auld Grey Toun action:**

Support for businesses Heritage Academy - business engagement events, opportunities guide and innovation workshops.

Town centre events Future heritage - an annual programme of heritage themed events will be established, including art based projects.

Heritage & culture - the project will help to achieve a significant number of the aims and objectives of the Implementation Plan for Dunfermline's Heritage.

#### **Health wellbeing and environment, Lighting up the Auld Grey Toun action:**

Mental health - physical activity programme Dunfermline Curriculum - programme of volunteer-led guided walks as part of the public programme.

Programme of community based learning opportunities.

Heritage Academy - heritage skills sessions based at the Abbot House

Dunfermline Curriculum - public programme of activities, guided walks, talks, workshops

#### **Increasing employability and skillsets, Lighting up the Auld Grey Toun action:**

Locality team community based projects Heritage Academy - heritage skills sessions based at Abbot House

Employ your mind Heritage Academy - heritage skills sessions and volunteer training

Develop digital and employability skills Heritage Academy - opportunities to develop digital skills as volunteers during Heritage Audit and social media

#### **Early years and family support, Lighting up the Auld Grey Toun action:**

Holiday activities for families Dunfermline Curriculum - family activities at February, Easter and October hosted across heritage sites as part of annual public programme.

#### **Supporting older people, Lighting up the Auld Grey Toun action:**

Support activities for older residents Dunfermline Curriculum - facilitated visits, art workshops, and reminiscence sessions as part of annual public programme.

Social prescribing service Dunfermline Curriculum - facilitated visits to heritage assets with activities or workshops as part of annual public programme.

#### **Welfare reform and anti-poverty measures Lighting up the Auld Grey Toun action:**

Dunfermline Advice Hub Advice Hub will help to promote the public programme and volunteer opportunities

Targeted programme of holiday activities Dunfermline Curriculum - family activities at February, Easter and October hosted across heritage sites as part of annual public programme.

### **Youthwork and active citizenship, Lighting up the Auld Grey Toun action:**

Opportunities for young people to volunteer in the community.

Heritage Academy - series of volunteer opportunities offered.

Gala days and local festivals Future Heritage - support for Children's Gala, Abbeyview Festival and other local events as part of annual programme of heritage events.

### **Legacy**

This project, along with the application to the Scottish Enterprise Destination Fund, will create a major step change in the way Dunfermline's heritage is understood, celebrated and valued. It is widely acknowledged that the city's unique heritage is one of its most important, and yet underused, assets. This project will enable everyone to benefit, using it to enable greater social inclusion, skills development and inclusive economic growth. The long-term outputs and outcomes from this project will be:

Long-term project output Sustainable outcome

A series of new tools to ensure everyone understands and values the city's heritage.

An extensive volunteer programme based around learning skills to promote and understand the city's heritage.

An annual programme of heritage themed events and activities

A programme of skills development

Increased awareness, understanding and participation in the city's heritage, enabling everyone to benefit in terms of health and wellbeing, learning new skills and feeling a part of the community.

Increased visitor numbers to the city's heritage attractions and greater footfall in the city centre.

Significantly improved visitor experience.

A thriving city centre attracting inward investment and growing new businesses  
Closer links between heritage/cultural organisations in Dunfermline, enabling better joint working.

A sustainable future for Abbot House.

A comprehensive overview of all the key themes for Dunfermline's heritage, revealing a clear sense of place.

A clear and coherent marketing message about the heritage of Dunfermline.  
Future plans for regenerating underused heritage assets, improved public realm and environment.

A new and extensive communication channel to all parts of the community New partnerships and established methods of working between heritage/cultural organisations and the community.

Dedicated 'heritage champions' representing each of the key themes in the local community plan.

Heritage and its benefits embedded within community planning in Dunfermline.

## **Lighting up the Auld Grey Toun: Project framework 2018 – 2020**

### **Audience Development**

- Identify existing volunteers and resources.
- Heritage roadshow with activities for targeted communities & interest groups.
- Discovery days - visits to heritage assets.
- Recruit volunteers and generate interest.
- Heritage asset audit.
- Buildings, streetscape, archives, natural, intangible (stories, traditions and folklore).
- Interpretation/activities.
- Accessibility.
- Community mapping exercise.

### **Future Heritage**

- Action plans for underused heritage assets.
- Annual events programme.
- Social media plan.
- Heritage Champions - for each LCP theme.

### **Dunfermline Curriculum**

- Dunfermline storybook
- Digital resources
- Public programme - walks, talks, activities, workshops, small-scale events.

### **Heritage Academy**

- Training sessions for volunteers
- Heritage skills tasters/workshops
- Business opportunity guide/innovation
- Abbot House - project hub workshops

6 March 2018

Agenda Item No. 8

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## LAND AT NEW ROW/PARK AVENUE, DUNFERMLINE

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

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Ward Affected: Ward 3

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### Purpose

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Dunfermline Area Committee has responsibility for overseeing the Dunfermline Common Good Account and commenting on proposals to dispose of such property. This report seeks the Area Committee's endorsement of a proposal to lease an area of land held on the Common Good Account at the junction of New Row/Park Avenue, Dunfermline.

### Recommendation(s)

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It is recommended that the Dunfermline Area Committee:

1. consider the request to dispose of 376 sqm of land at New Row/Park Avenue, Dunfermline held on the Common Good Account;
2. if there is agreement, recommend to the Assets, Property & Facilities Committee that the area of land be leased to the Alhambra Theatre Trust (note, the transaction will be dealt with under powers delegated to Officers under the List of Officer Powers rather than the Assets, Property & Facilities Committee);
3. authorise the Head of Legal Services to obtain any necessary consent, if required, from the Sheriff for the lease of Common Good property;

and all otherwise on terms and conditions to the satisfaction of the Head of Assets, Transportation and Environment and the Head of Legal Services.

### Resource Implications

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The rental consideration has not yet been agreed, and the District Valuer will be instructed to determine the market rent however the prospective tenant has agreed that the rent will be a minimum of £1000 pa. The income generated from the lease will be credited to the Common Good Account.

### Legal & Risk Implications

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The disposal of the land held on the Dunfermline Common Good Account may require the Sheriff's consent.



## Impact Assessment

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

## Consultation

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Councillors Alan Craig, Garry Haldane, Jim Leishman, Jean Hall-Muir, Gavin Ellis, Ian Ferguson, Helen Law, James Calder, Ross Paterson, David J Ross, Fay Sinclair and Central Dunfermline Community Council.

## 1.0 Background

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- 1.1 The former City and Royal Burgh of Dunfermline acquired title to a plot of land extending to 376 sqm on the corner of the New Row and Park Avenue in 1962. The plot was gifted to the Burgh by the Carnegie Dunfermline & Hero Fund Trustees with a prohibition on the development of the plot in order that it be maintained as open space. The site is held on the Common Good Account.
- 1.2 The land is currently laid out as an ornamental formal garden with flower beds, shrubs and benches. Access to the area is unrestricted.

## 2.0 Current Position

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- 2.1 The plot is bounded on the north by 62-68 New Row. Though currently vacant, the owners of the property have approached the Council as they are looking to convert the building to provide accommodation for the Alhambra Theatre Stage and Dance school together with ancillary retail and restaurant space. A planning application in respect of this change of use for 62-68 New Row has been submitted (17/03260/Full). This application is under consideration at the moment.
- 2.2 The Alhambra Theatre Trust (Trust) has expressed interest in incorporating the Common Good plot into their redevelopment. They propose that the plot would be used as a managed recreation space for theatre school students with the possibility, subject to planning, of being an outdoor performance area.
- 2.3 The Trust consider that the area at the moment is underused and they would like to see it incorporated into their stage school so be brought back into beneficial use. Disposal would relieve the Council of the maintenance costs of the area and generate income for the Common Good account.

## 3.0 Consultation

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- 3.1 As the disposal relates to a Common Good asset which occupies a highly visible site in the town centre, all of the Councillors in the Dunfermline area and the Central Dunfermline Community Council have been consulted on the proposal.
- 3.2 The original request from the Trust was to purchase the subjects, with an initial consultation undertaken in September 2017; a mixture of responses were received from Councillors but there was no clear support for the disposal of the plot with the majority that expressed a view, objecting. The Central Dunfermline Community Council advised that they would not support the sale of the plot.

- 3.3 Over the next couple of months a series of exchanges took place with additional information on the Trust's proposals sought and circulated, with a succession of questions asked and answered.
- 3.4 As some responses from Councillors indicated they may consider a lease of the land more favourably, a second comprehensive consultation was undertaken in January 2018. Once again the responses from Councillors were mixed though there was a majority view in favour of leasing the site. The Central Dunfermline Community Council maintained their opposition to the lease of the plot.

## 4.0 Proposal

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- 4.1 The proposition has both benefits and disbenefits. It will place an area of publicly accessible land into private control, however, the area is not intensively used and is a locus of anti-social behaviour. In addition, the disposal will reduce maintenance costs to the Council and produce income to the Common Good account.
- 4.2 Disposal of the site will support the redevelopment of the adjacent building to create theatre and performance space, providing an enhanced setting and potentially an area for external performance activities to be undertaken.
- 4.3 Though there is not universal support for disposal, it is recommended that the site be leased to the Trust for a minimum period of 175 years. The rental and other key lease terms will be agreed by the District Valuer, however, the annual rental will be a minimum of £1000 pa with the use restricted to ensure compliance with the original title conditions, in addition to any planning or other statutory controls.

## 5.0 Common Good

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- 5.1 The consent of the Sheriff to sell or lease this plot may be required as it is held on the Common Good Account. The Head of Legal Services will investigate this aspect further and arrange any consent if required. The costs for such application will be met by the Trust.

## 6.0 Conclusion

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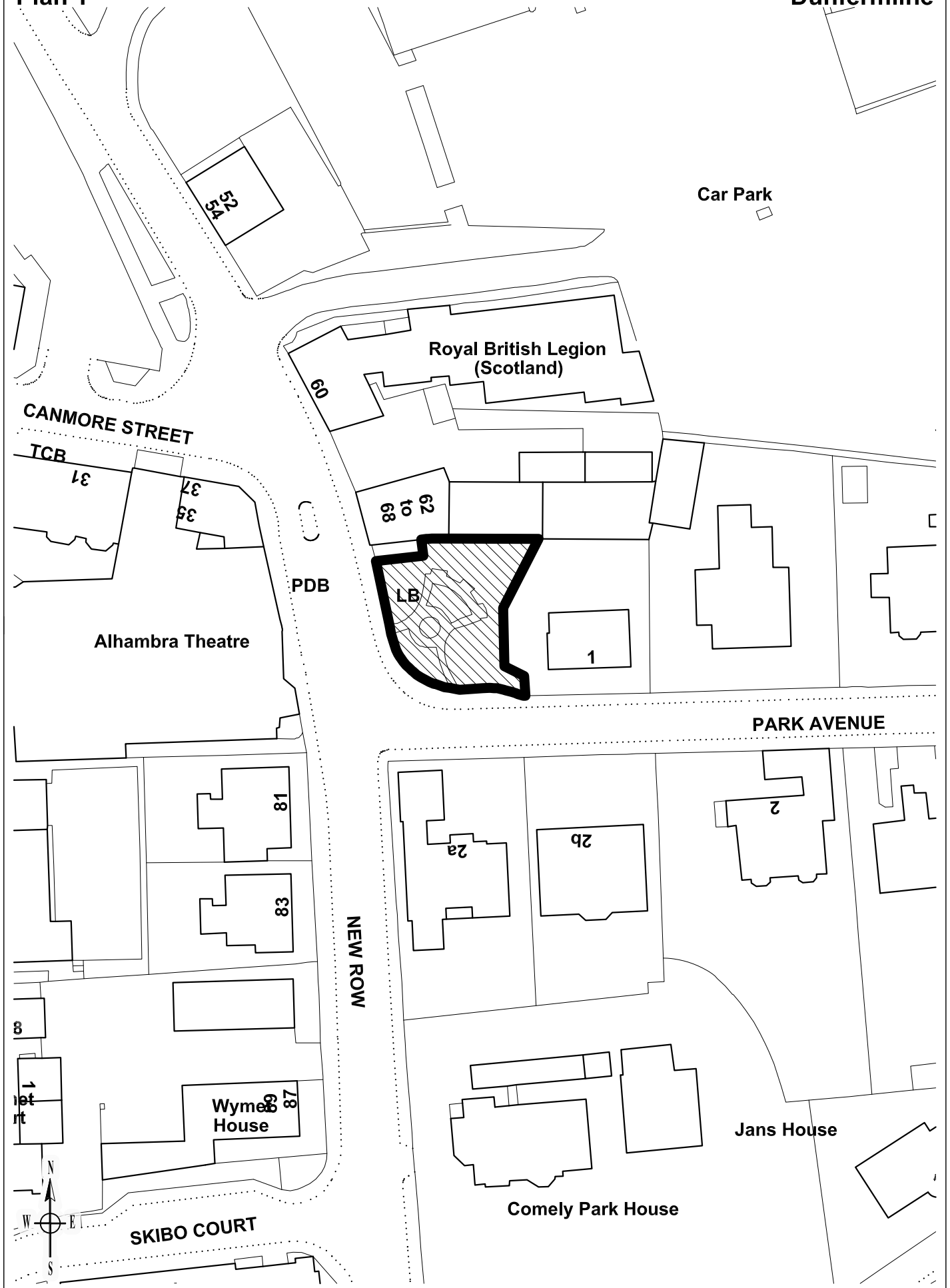
- 6.1 The Committee are invited to consider the pros and cons of the proposed disposal and if so minded, endorse the recommendation.

### List of Appendices

1. Plan 1 - Location plan

### Report Contact

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6 March 2018

Agenda Item No. 9

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## PROPERTY TRANSACTIONS

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

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Wards Affected: 2,3 and 4

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### Purpose

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The purpose of this report is to advise Members of action taken under delegated powers in relation to property transactions.

### Recommendation(s)

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

### Resource Implications

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

### Legal & Risk Implications

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

### Impact Assessment

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

### Consultation

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

## 1.0 Background

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

## 2.0 Transactions

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### 2.1 Disposals

#### 2.1.1 Granting of Servitude at 73, Drum Road, Dunfermline

Date of Disposal: 7 October 2015  
Disposal Price: £2000  
Purchaser: Murray MacKenzie Robertson

#### 2.1.2 Granting of Servitude at Bute Crescent, Dunfermline

Date of Disposal: 18 January 2018  
Disposal Price: £0 (NIL)  
Purchaser: Scottish Water

#### 2.1.3 Land adjacent to 55, Beath View, Dunfermline

Date of Disposal: 26 January 2018  
Disposal Price: £8,500  
Purchaser: Bright Starts Nursery (Scotland) Limited

### 2.2 Leases by the Council – New Leases

#### 2.2.1 Former Kingdom Services Site, Halbeath Interchange, Crossgates Road, Dunfermline

Term: 4 months from 1 October 2017  
Rent: £69,000 per annum (pro rata)  
Tenant: Amazon UK Services Ltd

#### 2.2.2 Unit 5a, Dunfermline Business Centre, Izatt Avenue, Dunfermline

Term: 1 year from 16 October 2017  
Rent: £4,865 per annum  
Tenant: Derek Fett Photography Ltd

#### 2.2.3 Unit P, Pitreavie Business Park, Pitreavie Crescent, Dunfermline

Term: 1 year from 27 November 2017  
Rent: £6,600 per annum  
Tenant: Robert Oleszek t/a RRJ Electrical

## 3.0 Conclusions

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

### Report Contact

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**COMMITTEE WORK PROGRAMME 2018**  
**(TO BE READ IN CONJUNCTION WITH THE COMMITTEE TIMETABLE)**

**17 APRIL 2018**

<b><u>REPORT</u></b>	<b><u>SERVICE/AUTHOR</u></b>	<b><u>COMMENTS</u></b>
Fife Sports & Leisure Trust Annual Report	Ed Watson (FSLT)	Advised by JMcG 11/8/17
Carnegie Leisure Centre Remedial Works – 6 month progress update	Assets, Transportation & Environment (Raymond Johnston)	Meeting on 7/9/16. <b><i>Agreed to provide update June 2017. First meeting after summer</i></b>
Fife Cultural Trust – Annual Update Report	FCT (Heather Stuart)	Email from Julie Aitchison 13/7/17
Housing Services – Area Housing Plan (6 monthly update) and Decentralised Budget	Head of Housing Services (Mhairi Mullen)	
Dunfermline Cycling Initiative	Head of Communities & Neighbourhoods (Joe McGuinness)	Meeting 9/1/18 - Report to be brought back to Committee re impact of refurbishment on Peacocks in the park
Impact of Motion to Committee to reduce all single carriage roads in Dunfermline to 30mph	Head of Assets, Transportation & Environment (Phil Clarke/Lesley Craig)	Meeting 9/1/18 – Report to be brought back to committee re impact of motion to reduce all single carriage roads in Dunfermline to 30mph.
ATWP 2018/19	Head of Assets, Transportation & Environment. (Ian Jones)	

**29 MAY 2018**

<b><u>REPORT</u></b>	<b><u>SERVICE/AUTHOR</u></b>	<b><u>COMMENTS</u></b>
Family Nurture Approach and Early Years	Education & Children's Services (Lynn Gillies/Jane Mason)	Six-monthly
Area Transportation Works Programmes	Assets, Transportation & Environment (Ian Jones)	6 monthly
Annual Report on Outcomes of Care Commission Inspection and Grading Process	Health & Social Care (Craig Morris)	Annual (May – tbc)
Community Safety Themed Reports	Police Scotland (Chief Inspector Irene Ralston) Scottish Fire & Rescue Service (Bryan Todd) Community Safety Partnership (Graeme Kinmond))	Six-monthly

**21 AUGUST 2018**

<b><u>REPORT</u></b>	<b><u>SERVICE/AUTHOR</u></b>	<b><u>COMMENTS</u></b>
Local Community Planning Update/CLD Delivery Plan Update (including welfare reform)	Communities & Neighbourhoods (Shirley Melville)	Six-monthly
Complaints – New Area Scorecard – Local Complaints Data	Customer Service Improvement (Dave Thomson/Rab Lindsay)	Annual
Early Years Update on 1140 hours	Executive Director (Education & Children's Services) Jacqueline Price	Confirmed by email 30/10/17

**2 OCTOBER 2018**

<b><u>REPORT</u></b>	<b><u>SERVICE/AUTHOR</u></b>	<b><u>COMMENTS</u></b>
PSOS Performance Review	Assets, Transportation & Environment (Damien Woods/John O'Neil)	Annual

**27 NOVEMBER 2018**

<b><u>REPORT</u></b>	<b><u>SERVICE/AUTHOR</u></b>	<b><u>COMMENTS</u></b>
Community Payback Unpaid Work Scheme	Education & Children's Services (Richard Carter)	Annual
Common Good Annual Report	Finance & Corporate Services (Eleanor Hodgson)	Annual
Settlement Trusts	Communities & Neighbourhoods (Joe McGuinness)	Annual

**REGULAR SUBMISSIONS**

<b><u>REPORT</u></b>	<b><u>SERVICE/AUTHOR(S)</u></b>	<b><u>EXPECTED SUBMISSION DATE</u></b>
Area Budget Requests	Communities & Neighbourhoods (Joe McGuinness/Shirley Melville)	As and when received.
Property Transactions (under delegated powers)	Assets, Transportation & Environment (Michael O'Gorman/Michael McArdle)	
Area Transportation Works Programmes	Assets, Transportation & Environment (Ian Jones)	6 monthly (January 17 & May 18)
Family Nurture Approach and Early Years	Education & Children's Services (Lynn Gillies/Jane Mason)	6 monthly (tbc)
Local Community Planning Update (including welfare reform)	Communities & Neighbourhoods (Shirley Melville)	6 monthly
Community Safety Themed Reports	Police Scotland (Chief Inspector Irene Ralston) Scottish Fire & Rescue Service (Bryan Todd) Community Safety Partnership (Graeme Kinmond)	6 monthly (November 17 & May 18)



<b><u>REPORT</u></b>	<b><u>SERVICE/AUTHOR(S)</u></b>	<b><u>EXPECTED SUBMISSION DATE</u></b>
School Performance, Attainment and Achievement	Education & Children's Services (Angela Logue)	Annual (March 18)
West Fife Area Common Good Fund Annual Report	Finance & Corporate Services (David Henderson/Eleanor Hodgson)	Annual (November 17 & November 18)
Children's Services Report for Fife: City of Dunfermline Area (including Early Years, Corporate Parenting and GIRFEC)	Education and Children's Services (David Wright/Carrie Lindsay)	Annual (January 18)
Fife Cultural Trust	Customer Services & External Relations (Heather Stuart/Michelle Sweeney)	Annual (April 18)
Economy and Employability – Presentation	Economy, Planning & Employability (David Grove)	Annual (tbc)
Annual Report on Outcomes of Care Commission Inspection and Grading Process	Health & Social Care (Craig Morris)	Annual (tbc)
Complaints – New Area Scorecard – Local Complaints Data	Customer Service Improvement (Dave Thomson)	Annual (September 17 & August 18)
Settlement Trusts	Communities & Neighbourhoods (Joe McGuinness)	Annual (January 18)
Parks, Streets and Open Spaces	Assets, Transportation & Environment (John O'Neil)	Annual (September 17 & October 18)
Community Learning and Development Partnership	Communities & Neighbourhoods (Shirley Melville)	Annual (September 17 & August 18)
Community Payback Unpaid Work Scheme	Education & Children's Services (Stuart MacArthur)	Annual (November 17 & November 18)
Housing Services – Area Housing Plan and Decentralised Budget	Housing Services (Mhairi Mullen)	6 monthly (November 17 & April 18)

#### **UNALLOCATED REPORTS & REQUESTS (from previous meetings)**

<b><u>REPORT</u></b>	<b><u>SERVICE/AUTHOR(S)</u></b>	<b><u>SOURCE OF REQUEST</u></b>	<b><u>COMMENTS</u></b>
Capital Works Required to Improve St. Columba's and Woodmill High Schools	Education & Children's Services (Shelagh McLean)	CDAC meeting of 12 August 2015	Matter addressed at megaward meeting. Agreed a further report to committee later in the year.

Capital Investment Plan – Update	Finance & Corporate Services (Laura Robertson – with other Services as appropriate)		Six-monthly (March and September) – deferred (see Executive Committee of 21/6/16 – minute para. 825(4) of 2016.E.C.604 refers)
Digital Fife Update	Communities & Neighbourhoods (Joe McGuinness)		Requested at meeting of 5/10/16 following Virgin Media presentation.
Sustainable Community Facilities – Action Plan (for disposals/transfers)	Communities & Neighbourhoods (Tim Kendrick)	CDAC meeting of 7th September 2016 (para 475 refers)	Progress to be checked with Service Lead.
Sustainability of Funding Model for Carnegie Library & Galleries	Fife Cultural Trust (Heather Stuart)	CDAC meeting of 9th November 2016 (para 493 refers)	Progress to be checked.
Update on Local Charette for Abbeyview Area	Community & Corporate Development (Joe McGuinness)	CDAC meeting of 9th November 2016 (para 493 refers)	Progress to be checked.