

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

Wednesday, 14th October, 2020 - 2.00 pm

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 OF MEETING** - Minute of meeting of the Cowdenbeath Area Committee of 9th September, 2020 3 – 9

ITEM FOR DETERMINATION

4. **LCP BUDGET APPLICATION - BENARTY ASTROS FOOTBALL CLUB** - Report by the Head of Communities & Neighbourhoods 10 – 19

ITEMS FOR SCRUTINY/MONITORING

5. **SCHOOL ATTAINMENT AND ACHIEVEMENT REPORT** - Report by the Executive Director - Education & Children's Services 20 – 128

ITEM FOR NOTING

6. **FORWARD WORK PROGRAMME** 129 – 130
7. **PUBLIC QUESTIONS** - - The following questions have been submitted by the public in terms of Standing Order No. 6.1:-

Question 1

Mr Zielinski, Chair of Cardenden Community Flood Resilience Group

How was Fife Council made aware of the potential flood risk to Cardenden village and what was the trigger for commissioning the recent Flood Study, conducted in partnership with Kaya and Stantec?

Question 2

Mr. Tom Kinnaird, resident, Benarty:-

With/

With phase one of the new Kingdom Housing Association homes complete at Kirkland Farm, Ballingry, landscaping works on Ballingry Meadow are complete and a new section of cycle path paving has been laid to the estate ownership boundary where it comes to an abrupt and unsightly halt. The south Lochty Burn runs to the south of the new homes and has no barrier fencing or wall to prevent young children from falling in.

What action will the committee take to complete the landscaping and join the new paving to the existing paving at Bonnar's garage, and does the committee consider that some form of barrier should be erected at the burn to prevent a young child from falling in and drowning

NOTE FOR MEMBERS AND RELEVANT OFFICERS

Please note following the conclusion of the formal Committee business there will be a short session providing the following update for Members:-

Mental Health Workshop – Update by Sarah Roxburgh, Community Manager, Cowdenbeath Area, Communities and Neighbourhoods.

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.

Morag Ferguson
Head of Legal and Democratic Services
Finance and Corporate Services

Fife House
North Street
Glenrothes
Fife, KY7 5LT

7th October, 2020

Please contact :

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THE FIFE COUNCIL - COWDENBEATH AREA COMMITTEE – REMOTE MEETING

9th September, 2020

2.00 p.m. – 5.05.p.m.

PRESENT: Councillors Linda Erskine (Convener), Alistair Bain, Alex Campbell, Rosemary Liewald, Mary Lockhart, Lea Mclelland and Darren Watt.

ATTENDING: Neil Watson, Lead Consultant (Roads & Lighting Asset Management) and Phil Clarke, Lead Consultant, Traffic Management (South Fife), Assets, Transportation and Environment Services; Lisa Taylor, Lead Officer (Safer Communities Officers) and Kirstie Freeman, Safer Communities Area Co-ordinator, Housing Services; Sarah Roxburgh, Community Manager (Cowdenbeath Area), Communities and Neighbourhoods, Sharon Murphy, Temporary Community Development Team Manager, and Patricia Galfskiy, Policy Officer, Communities and Neighbourhoods; David Thomson, Customer Experience Lead Officer / SPSO Liaison Officer, Customer & Online Services; Peter Corbett, Lead Officer Economy, Economy, Planning & Employability Services; Mike Youngson, Station Commander (Lochgelly Community Fire Station), Scottish Fire and Rescue Service; Chief Inspector Paul Dick and Community Inspector Gavin Cameron, Police Scotland and Wendy MacGregor, Committee Officer, Legal & Democratic Services.

ALSO IN ATTENDANCE: Bailey-Lee Robb, Member of Scottish Youth Parliament.

APOLOGY FOR ABSENCE: Councillor Gary Guichan.

174. DECLARATIONS OF INTEREST

Decision

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

175. MINUTE OF MEETING OF THE COWDENBEATH AREA COMMITTEE OF 29TH JANUARY, 2020

The Committee considered the minute of the meeting of Cowdenbeath Area Committee of 29th January, 2020.

Decision

The Committee agreed to approve the minute.

176. CLEANER TIDIER FIFE FUND

The Committee considered a report by the Head of Communities and Neighbourhoods which asked members to review the financial support for the Cleaner Tidier Fife Fund (Cowdenbeath Area) to determine best value.

Decision/

Decision

The Committee:-

1. agreed to provide support for ad-hoc public realm works and environmental improvements within the Local Community Planning Budget specifications';
2. agreed to the introduction of a sliding scale of Local Community Planning support over a period of 3 years with immediate effect, for Local Community Planning requests over £500 for 2020 Christmas Lighting projects;
3. noted that the sliding scale of support would be introduced in the 2021 period (2020 being the final year for the Blachere contract) for the Cowdenbeath High Street Lighting Scheme to enable officers to provide support to prepare a plan of action with local community representatives and to explore fundraising and sponsorship measures; and
4. noted that following consultation with local communities, a permanent Christmas tree would be planted in Lumphinnans and Kelty during the 2020 period, and to explore further options to the siting of a permanent tree in Benarty and Lochgelly communities in the 2021 period.

177. COMMUNITY GRANT SUPPORT

The Committee considered a report by the Head of Communities and Neighbourhoods providing the findings of a review of projects supported, and grants awarded via the Local Community Planning and devolved community grants budgets over the last four years, primarily focusing on 'recurrent grants' to ascertain the effectiveness of population as a means of allocating grants.

Decision

The Committee:-

1. agreed to continue with the fixed limits for local community grant applications following agreement at the Cowdenbeath Area Committee meeting on 21st February, 2018 (as detailed in appendix 1 of the report);
2. agreed that the fixed limits (as detailed in appendix 1 of the report) should be adopted in regard to other projects up to £5K (as detailed in appendix 2 of the report);
3. agreed that a letter would be sent to all groups in the Cowdenbeath Area that had historically received support, detailing the maximum amounts that could be applied for in the 2022/23 period, to take effect immediately. The letter would also include a note that recurrent applicants would be checked to ensure that a monitoring form had been submitted for their previous project and to advise that the submission of monitoring forms was mandatory;

4./

4. noted that local groups would be made aware that capacity building support and guidance was available via the Cowdenbeath Local Area Team and Fife Voluntary Action, to explore additional sources of funding up to the 25% contribution depending on resources available to the groups; and
5. noted that a guidance note detailing agreed limits for Cowdenbeath Area LCP grants would be included on Fife.Gov.uk, Fife Grants, Local Community Planning page for downloading with new application forms.

178. COWDENBEATH AREA FOOD PROJECTS APRIL - JULY 2020

The Committee considered a report by the Head of Communities and Neighbourhoods, providing updates relating to the food initiatives in the Cowdenbeath area in response to the COVID-19 crisis. The report identified the progress towards meeting the demand of access to emergency food provision throughout lockdown and requested additional support for food costs for the remainder of this financial year.

A short presentation was provided for members of the Committee on Food Projects that had been delivered in the Cowdenbeath Area from April – August 2020.

Decision

The Committee:-

1. noted the contents of the report; and
2. agreed to approve the allocation of £50,000 from the Anti-Poverty budget to support the existing community food projects with food costs until the end of March 2021.

179. AREA ROADS PROGRAMME 2019-20 FINAL REPORT

The Committee considered a report by the Head of Assets, Transportation and Environment, advising members on the delivery of the 2019-20 Area Roads Programme (ARP).

Decision

The Committee noted the contents of the report.

180. AREA ROADS PROGRAMME 2020-21

The Committee considered a report by the Head of Assets, Transportation and Environment, outlining the projects proposed for approval for the Area Roads Programme in the Cowdenbeath committee area for delivery in the 2020-21 financial year.

Decision/

Decision

The Committee:-

1. approved the Area Roads Programme 2020/21 as detailed in the report and Appendices 1-3;
2. agreed to delegate authority to the Head of Assets, Transportation and Environment to manage the lists of Category 1 and 2 projects in line with the available resources/funding as the programme developed in the financial year 2020-21, in consultation with the Area Convener and Vice Convener; and
3. noted the Appendices 4 and 5 included within the report.

181. SAFER COMMUNITIES TEAM UPDATE REPORT

The Committee considered a report by the Head of Housing, providing members with an update on the operational activity of the Safer Communities Team within the Cowdenbeath committee area during the 12 month period 1st April, 2019 to 31st March, 2020.

Decision

The Committee noted the contents of the report.

The Committee adjourned at 15.55 p.m. and reconvened at 16.05 p.m.

182. SUPPORTING THE LOCAL COMMUNITY PLAN - OPERATIONAL BRIEFING ON POLICING ACTIVITIES WITHIN COWDENBEATH

The Committee considered a report by the Local Chief Inspector, Police Scotland providing members with an update on policing activities in the Cowdenbeath area

Decision

The Committee agreed to endorse action taken to date and to support Police Scotland in moving forward in addressing priorities.

183. SCOTTISH FIRE & RESCUE SERVICE - COWDENBEATH AREA ANNUAL PERFORMANCE REPORT

The Committee considered a report by the Station Commander – Lochgelly Community Fire Station - Scottish Fire and Rescue Service, providing members with incident information for the period 1st April 2019 – 31st March 2020. The incident information enabled the Committee to scrutinise the Scottish Fire and Rescue Service (SFRS) Fife - Cowdenbeath Area- against its key performance indicators (KPIs).

Decision/

Decision

The Committee noted the contents of the report.

184. COMPLAINTS UPDATE

The Committee considered a report by the Executive Director - Communities, providing an overview of complaints received relating to the Cowdenbeath area for the year from 1st April, 2019 to 31st March, 2020.

Decision

The Committee noted the contents of the report.

Bailey Lee Robb left the meeting during consideration of this item.

185. DECISIONS TAKEN UNDER DELEGATED AUTHORITY

The Committee considered a report by the Head of Legal and Democratic Services advising members of decisions taken by officers, acting under delegated authority and that are within the remit of the Cowdenbeath Area Committee.

Decision

The Committee noted the contents of the report.

186. FORWARD WORK PROGRAMME

Decision

The Committee noted the work programme.

187. PUBLIC QUESTIONS

The following item was dealt with following para. 176 above.

Questions were submitted (in terms of Standing Order No. 6.1(1)) by Mr Tom Kinnaird, resident of Benarty. A response to the questions as advised by relevant officers was circulated following the meeting.

Question No. 1

The entire Benarty area is in desperate need of a regeneration plan which is supported by the newly released 2020 figures in the Scottish Governments Index of Multiple Deprivation. Ballingry is now the only settlement in the entire Cowdenbeath Area with deprivation levels in the most acute 5%. With each passing year, the task of lifting this community out of deprivation becomes more difficult.

Over/

Over the last few years Fife Council has invested heavily into the regeneration of Lochgelly, Levenmouth, Kirkcaldy, Glenrothes, Inverkeithing, Dunfermline, Dalgety Bay, Cupar, Kincardine, Burntisland, Kinghorn, St Andrews, Aberdour and many more. Many of these areas are not deprived, but affluent, some extremely affluent areas but Fife Council has invested in regeneration all the same. Benarty has waited patiently in the regeneration queue.

What action will the Committee take to begin planning for the regeneration of Benarty?

Answer

Benarty has seen significant regeneration investment in recent years including the Benarty Centre Community Hub, Fife Cycle Park at Glenraig, Lochore Meadows Country Park and in a number of housing developments across the area. The Cowdenbeath Area Local Community Plan (2019-2022), under the headings of Opportunities for All, Thriving Places, Community-led Services and Inclusive Growth and Jobs, sets out a positive vision for the area. It also states that "reducing poverty in the area is still a key priority requiring a step-change" and sets out key ways in which this can, over time, be tackled. Building on the Plan4Fife (2017-20) commitment, Fife Council officials are currently finalising the 'Mid-Fife Economic Action Plan' for publication later this year. This plan will set out an 'economic prospectus' to deliver inclusive growth across the Cowdenbeath, Kirkcaldy, Glenrothes and Levenmouth Committee Areas. In this context It is important to recognise the extent to which residents in Benarty can also benefit economically and socially from investment in other neighbouring communities within the Cowdenbeath Committee Area and beyond.

In 2014, with support from Coalfields Regeneration Trust (CRT), members of the Benarty community came together and formed a steering group which created a 5-year Action Plan. This was done through an extensive process of community engagement. Five years on, a revised community action plan is close to publication, again with support from CRT, in partnership with members of the Benarty Forum. This plan will review the significant progress made over the past 5 years and also, moving forward, set out the main strategies and priorities the community has identified and will work towards achieving in partnership with public agencies and other supporters.

Q1: Further background:

- £3.8m Benarty Centre Community Hub
- £2.4m Fife Cycle Park at Glenraig
- £143k Willie Clarke Visitor Centre Lochore Meadows
- £123k Golf and and Football pavilions at Lochore Meadows
- £242k towards restoration works at Lochore Castle led by the Benarty Heritage Preservation Group and Living Lomonds Landscape Partnership
- The new 104km Pilgrim's Way long distance walking route from Culross and North Queensferry to St Andrews including an 11.6km section from Kelty to Auchterderran taking in Lochore Meadows, Glenraig and Crosshill.
- New-build housing at Rosewell Drive, Lochore: Main Street, Crosshill: Craigie Street, Ballingry and Kirkland Farm, Ballingry

Question No. 2/

Question No. 2/

Benarty has no Industrial Estate. There is however, 13 acres of land allocated for industrial use in FifePlan, adjacent to the Baynes Bakery off Loanhead Avenue in Lochore. The land has been left untouched for decades now and is overgrown with mature trees making it an unattractive proposition to any prospective buyer or tenant. The road access from Lochleven Road is also an issue. What action can the committee take to improve access, clear this land and prepare it for new businesses to move in?

Answer

This site, in Fife Council ownership, is one that is likely to be reassessed as part of the forthcoming Local Development Plan review which is currently due to commence in 2021. Part of that review will look at overall demand for employment land in this location and the scale of local provision which may be realistically required. Consideration would also need to be given on how best to fund and achieve delivery of any essential site servicing needed to make any retained employment land an effective proposition."

Decision

The Committee noted the questions submitted by Mr Kinnaird and the responses prepared by officers.

14th October, 2020

Agenda Item No. 4

LCP Budget Application – Benarty Astros Football Club

Report by: Paul Vaughan, Head of Communities and Neighbourhoods

Wards Affected: 8

Purpose

To provide an overview of the application to fund the provision of a post and rail fence around the pitch currently leased from Fife Council by Benarty Astros Football Club at King George V Park in Crosshill.

Recommendation(s)

It is recommended that Members of the Committee agree to:

1. the funding of £8,568 with the expectation that the group will fundraise to support the remaining cost of installing the fence and
2. include a condition that the group provide evidence that all relevant consents are in place before works commence.

Resource Implications

This application would be sourced from the Ward 8 Local Community Planning Budget.

Legal & Risk Implications

Benarty Astros Football Club will be required to negotiate the installation of the proposed fence with Fife Council within the terms of their lease. They are also required to secure planning permission and consent from Fields in Trust.

Impact Assessment

An EqlA has not been completed and is not necessary as the report does not propose a change or revision to existing policies and practices.

Consultation

No community consultation has been carried out as part of this application.

1.0 Background

- 1.1 Benarty Astros Football Club approached the Cowdenbeath Community Development Team to determine the relevant consents that would be required and to explore external funding support for the project. This support was provided by Patricia Galfskiy (Policy Officer)
- 1.2 The Football Club have confirmed that they have consent from Fields in Trust and that a planning application has been submitted, however efforts to secure support from external funders, to date, have been unsuccessful.
- 1.3 An application to the Cowdenbeath Local Community Planning budget was received on 2nd September 2020. (Appendix 1)
- 1.4 As part of this application, three quotes were provided:
 - Quote 1: £8,568
 - Quote 2: £13,849 - £20,394
 - Quote 3: £8,775 - £19,369
- 1.5 The application from Benarty Astros seeks full funding of £8,568.

2.0 Additional Information

- 2.1 As outlined in the LCP application, Benarty Astros Football Club are seeking this funding to make the pitch a safe environment for football activity and to prevent damage to the playing surface.

3.0 Conclusions

- 3.1 It is recommended that Members of the Committee agree to:
 1. the funding of £8,568 with the expectation that the group will fundraise to support the remaining cost of installing the fence.
 2. include a condition that the group provide evidence that all relevant consents are in place before works commence.

List of Appendices

1. Local Community Planning Application Form

Report Contact

Patricia Galfskiy
Policy Officer
Brunton House, Cowdenbeath
Telephone: 03451 55 55 55, Ext No 450567
Email – patricia.galfskiy@fife.gov.uk

LOCAL COMMUNITY PLANNING BUDGET APPLICATION FORM

Fife Council can offer financial assistance for projects in each of seven Local Areas through the Local Community Planning Budget

Once complete please email to LCPB@fife.gov.uk.

Which of the 7 Fife Council Areas will your Project take place in?

<input checked="" type="checkbox"/> Cowdenbeath	<input type="checkbox"/> Dunfermline	<input type="checkbox"/> Glenrothes	<input type="checkbox"/> Kirkcaldy
<input type="checkbox"/> Levenmouth	<input type="checkbox"/> North-East Fife	<input type="checkbox"/> South-West Fife	

Please tick the main theme in the Plan4Fife your project will address (please tick only one)

For more information visit: <https://our.fife.scot/fife-plan/> You will find your community link under "Let's Talk Local"

<input checked="" type="checkbox"/> Opportunities For All	<input checked="" type="checkbox"/> Thriving Places	<input type="checkbox"/> Inclusive Growth & Jobs	<input type="checkbox"/> Community Led Services
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Please ensure you have read guidance see page 6 before you complete this form

1. What is the title of your Project?

Fence around football pitch at King George V Park, Crosshill.

2. What is your organisation's name and address?

Name

BENARTY ASTROS FOOTBALL CLUB

Address

This address will be used for any correspondence



3. Who is the main contact for this application?

Name

Kerry Duff

Position on Organisation

Club Secretary

Address

(if different from above)

Contact Telephone Number



For office Use only

Email Address



Project Reference:			
Amount Approved:		£	
Funding Awards up to £5000		Date Approved at Ward Meeting	Date if Delegated Approval
Funding Awards over £5000		Date approved at Area Committee	
Signed	Team Manager:		Date:

4. What project or activities do you want us to fund? (Max. 250 words)

Please be specific about:

- what you will do
- how you will do it
- what you will spend the monies on
- how you identified the need
- how many people it will help
- how your project meets the Local Community Planning Priorities for your area
(Please refer to the Area's priorities on Fife Direct – [Click Here For Details](#))

We will use the money to erect a fence around the football pitch at King George V Park Crosshill. We have maintained this pitch for several years and have leased the pitch for one year.

The fence is required to make the football pitch a safe environment, as the pitch is constantly being damaged by quad bikes / motorbikes and the lease we have states we need to maintain the pitch if any damage which in turn costs the club a considerable amount of money and time each year to rectify the damage caused. We have photos and videos of the damage caused to the park over the years.

Once a fence is in place we can then look to start young teams in the future knowing they will be safe while on the park.

We have a quote to supply and build the fence which costs £8568.00.

5. When will your project or activities take place?

Start Date
(Month and Year)

As soon as
decision is made

End Date
(Month and Year)

5 days later

6. How much will your total project or activities cost?

£8568.00

7. **How much will each item or activity cost?**
Include all costs connected to running the project.

Item or Activity	Cost(£)
Supply and erect a post and rail fence around the perimeter of the football pitch at King George V Park, Crosshill.	£8568.00
Total	£8568.00

8. **How much are you requesting from the Local Community Planning Budget?**

£8568.00

9. **How much is your Service or organisation contributing to the project/these activities?**

£0.00

10. **Are you applying to any other external funder ie lottery for this project OR applying to/receiving any other Fife Council funding for this project?**

Source of Funding	Amount £	Is this secured? (please provide proof)	If not, when will this be secured?	Can your project go ahead without this?

- 10.1 Please outline how your organisation propose to maintain this project in the long term.

We will maintain the fence by regularly inspecting the fence and ensuring any issues/damage is rectified immediately, to ensure the fence has longevity.

- 10.2** Please outline what other sources of Fife Council **funding and or support** e.g. a grant or Discretionary Rating relief etc your organisation is receiving (if applicable):

Type of Fife Council Support	Amount £	Secured Yes/No

To be completed by Voluntary and Community Organisations only

- 11.0 Do you have a written governing document e.g. a constitution, a set of rules or trust deed? (Please attach, if not already held by Fife Council) No ☐ Yes ☒
- 11.1 How many people are on your organisation's management committee?
- 11.2 How many regular volunteers are involved in your organisation, including Committee Members?
- 11.3 Do you have a Service Level Agreement with Fife Council or a Community Planning partner? No ☒ Yes ☐
- If yes, who is the SLA with? (If Fife Council, which Service?)
- 11.4 Please provide details of the bank account into which we would pay the money

Name of Bank

Account Name

BENARTY ASTROS FOOTBALL CLUB

Sort Code

Account No.

Building Society Roll Ref.

- 11.5 Has your organisation applied to the Local Community Planning Budget within the last three years? No ☒ Yes ☐
If yes, please provide details

Project	Date	Amount Received

12. **To be completed by Public Bodies only**

- 12.1 Name of Public Body or if Fife Council please also state your Service

- 12.2 If Fife Council please provide details of full financial code (36 digits) or if other Public Body please provide bank details to pay money

Please note that decisions on funding can take up to 3 months, longer in exceptional cases

13. **Alternative Sources of Funding**

Fife Council has teamed up with SCVO's Funding Scotland to provide a free advanced funding search facility for charities, community groups and social enterprises in Fife. It includes information on over 1,000 funds and can help you find everything from small grants to funding for big capital projects.

[Click Here](#) to access this site.

14 Fife Council is an Accredited Living Wage Employer

Fife Council is committed to creating a Fairer Fife by tackling poverty and inequality. To support this ambition, the Council has become an accredited Living Wage employer and encourages all other businesses and organisations in Fife to join them.

The **real Living Wage** is a nationally set rate of pay that is independently calculated on an annual basis to reflect the real costs of everyday living.

Living Wage accreditation celebrates employers who want to help tackle low pay and in-work poverty within their local communities by choosing to go further than simply paying the UK government minimum wage.

To become an accredited Living Wage employer an organisation must voluntarily commit to paying all directly-employed staff over the age of 18 the current real Living Wage (including sub-contracted staff who are on site more than 2 hours/week over an 8-week period). Accreditation is a simple and straightforward online registration process.

To find out more about the real Living Wage and how to become an accredited employer visit the Living Wage Scotland website at: www.scottishlivingwage.org

Does your organisation currently pay all appropriate staff the real Living Wage?	Y <input checked="" type="radio"/> N
Is your organisation an accredited Living Wage employer?	Y <input checked="" type="radio"/> N

To be completed by applicant

I (the nominated applicant) have read and agree to comply with the Terms and Conditions and confirm the information given is correct. (Electronic Signature with confirmation email is fine)

Signed:



Date: 02/09/2020

Position in the Organisation: Club Secretary

Before you submit your application, please complete the following checklist

You must be able to tick every box

- Have you checked the Funding Portal for alternative sources of funding?
(Q13) ☒
- Have you clearly indicated which theme within the Plan4Fife your project will
address? (page1) ☒
- Have you answered all the relevant questions in this application? ☒
- Are you, the main contact named in Q.2?. Are you authorised to apply to
the Local Community Planning Budget on behalf of your organisation? ☒
- Have you signed the Application Form? ☒
(Electronic signature will be accepted along with a confirmation email).
- Have you understood that if you make any inaccurate statements (whether
deliberate or accidental) at any stage during the application process, or
knowingly withhold any information, this could make your application invalid
and you could be required to repay any funds received to Fife Council? ☒
- Are you able to comply with the Local Community Planning Budget's Terms
& Conditions? ☒
- If you are a community or voluntary organisation, have you enclosed a copy
of your governing document? (unless already held by Fife Council) ☒
- and
- a copy of your latest signed, audited/independently examined accounts ☒
(if you do not have signed audited accounts please provide an income and
expenditure statement)
- and
- proof of funding from other sources if applicable ☐

Once completed please email to LCPB@fife.gov.uk

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14th October, 2020

Agenda Item No. 5

School Attainment and Achievement Report

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

Wards Affected: 1, 3, 4, 5, 7, 8, 13, 21

Purpose

This report provides the Area Committee with a summary report on 2018-2019 School Attainment and Achievement across the secondary and primary schools serving the area. Web address links to Secondary School Standards and Quality reports, cluster primary summaries and information regarding educational attainment in the primary and secondary schools are provided.

Recommendation(s)

The Committee:-

- (1) are encouraged to engage directly with local schools to find out more about School Attainment and Achievement;
- (2) asked to note the details contained within this report in relation to new ways of analysing and reporting on secondary schools' performance from August 2020; and
- (3) asked to note the information provided in the enclosed primary and secondary schools' reports.

Resource Implications

There are no resource implications.

Legal & Risk Implications

There are no legal implications.

Impact Assessment

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

Consultation

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

1.0 Background

- 1.1 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 relevant stages in 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). Qualifications in the Senior Phase of secondary schools continue to be amended and developed.
- 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 details in the reports for secondary schools for this session provide key measures over time for young people in S4, S5 and S6.
- 1.6 The nature of reporting outcomes will change next session in line with national developments and increased maturity of the Scottish Government's performance analysis software and national benchmarking system 'Insight'.
- 1.7 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. These reports are likely to go to local Area Committees in September – November 2020.
- 1.8 Primary school reports reflect the National Improvement Framework and include information in relation to attainment within literacy and numeracy; health and wellbeing; equity; wider achievement and employability.

2.0 School Performance

- 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 schools, 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 Managers. Schools also reflect on their performance with other schools as part of cluster and Learning Partnership discussions. These processes allow schools to consider and discuss how best to improve outcomes for children and young people.
- 2.2 The enclosed school reports support the performance scrutiny at Service and school level described above.

- 2.3 The website links to the Standards and Quality Reports and Attainment Data reports for Beath High School, Lochgelly High School, St Andrew's High School and St Columba's High Schools are enclosed (Appendices 2,3,4,5). 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. This can be discussed in more detail during member visits to schools.
- 2.4 The attached reports on primary school attainment for the Beath High School, Lochgelly High School, St Andrew's High School and St Columba's High School clusters (Appendices 6,7,8,9) 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.
- 2.5 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 Manager would welcome the opportunity to facilitate this important discussion.

3.0 Conclusions

- 3.1 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

Appendix 1 Web link to Secondary School Improvement Plans

Appendix 2 Beath High School Report

Appendix 3 Lochgelly High School Report

Appendix 4 St Andrew's High School Report

Appendix 5 St Columba's High School Report

Appendix 6 Beath High Cluster Report

Appendix 7 Lochgelly High Cluster Report

Appendix 8 St Andrew's High Cluster Report

Appendix 9 St Columba's High Cluster Report

Background Papers

None.

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Local Area Committee Reports Secondary School SQIP Links

School	Standards and Quality	School Improvement Plan
Auchmuty	https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=27D13C83-D30F-9A66-25CFA42867CCFC02	https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=27CBA639-A3D2-8110-7D23AB531A47FDBC
Balwearie	https://www.balweariehigh.co.uk/Parents/Standards-Quality-Report/	https://www.balweariehigh.co.uk/Parents/School-Improvement-Plan/
Beath	http://publications.fifedirect.org.uk/c64_BeathHSWholeSchoolStandards%26QualityReport2019.pdf	http://publications.fifedirect.org.uk/c64_BeathHSImprovementPlan2019-201.pdf
Bell Baxter	https://blogs.glowscotland.org.uk/fi/public/bellbaxterhighschool/uploads/sites/9838/2019/09/10132533/BBHS-SQR-2018-2019-Published.pdf	https://blogs.glowscotland.org.uk/fi/public/bellbaxterhighschool/uploads/sites/9838/2019/09/10131925/Bell-Baxter-High-School-SIP-June-2019-Final.pdf
Dunfermline	https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=C4CA238D-02FF-975A-57179E1245DA926E	https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=C4C598FE-DE39-5C96-A1499B914868B662
Glenrothes	https://www.glenrotheshighschool.org.uk/docs/GHS_STANDARD_AND_QUALITY_REPORT_2018_2019.pdf	https://www.glenrotheshighschool.org.uk/docs/AMCN_GHS_SIP_September_2019.pdf
Glenwood	http://publications.fifedirect.org.uk/c64_PARENT&CARERSQRFINAL_OCT19(1).pdf	http://publications.fifedirect.org.uk/c64_GlenwoodHigh-SchoolImprovementPlanningParent&Carer19-20.pdf
Inverkeithing	https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=3F39D782-9C5F-7CFD-C5F185A56275975E	https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=55DB1282-92D0-FAF1-17C3A63340063E4F
Kirkcaldy	http://fish.fife/fish/uploadfiles/publications/KHS%20Quality%20Report%20and%20Plan%202019.pdf	http://fish.fife/fish/uploadfiles/publications/KHS%20Improvement%20Plan%202019-2020.pdf

Levenmouth	https://www.levenmouthacademy.org.uk/docs/school_improvement/school_improvement_plan/Levenmouth Academy Standards and Quality Report.pdf	https://www.levenmouthacademy.org.uk/docs/school_improvement/school_improvement_plan/LEVENMOUTH ACADEMY SCHOOL IMPROVEMENT PLAN.pdf
Lochgelly	https://www.lochgellyhighschool.co.uk/Standards-and-Quality-Report/	https://www.lochgellyhighschool.co.uk/LearningatLochgelly/School-Improvement/
Madras	https://www.madras.fife.sch.uk/pupil_parents/documents/SQRJune2019.pdf	http://www.madras.fife.sch.uk/pupil_parents/documents/SIP2019-20.pdf
Queen Anne	http://qahs.org.uk/wp-content/uploads/2019/10/SQR-2018-19.pdf	http://qahs.org.uk/wp-content/uploads/2019/10/Improvement-Plan_2-2019-20.pdf
St Andrew's	http://fish.fife/fish/uploadfiles/publications/STANDARDS%20AND%20QUALITY%20REPORT%20201819.pdf	http://fish.fife/fish/uploadfiles/publications/SIP%202019%20updated.pdf
St Columba's	http://publications.fifedirect.org.uk/c64_STCSTANDARDS&QUALITYREPORT2018-19September2019.pdf	http://publications.fifedirect.org.uk/c64_STC3-YEARSIPOVERVIEW2018-21.pdf
Viewforth	https://viewforthhighschool.co.uk/school/sqr/	https://viewforthhighschool.co.uk/school/school-improvement-plan/
Waid	https://blogs.glowscotland.org.uk/fi/public/waidacademy/uploads/sites/10847/2019/10/31120416/SQR-FINAL-2018-2019.pdf	https://blogs.glowscotland.org.uk/fi/public/waidacademy/uploads/sites/10847/2019/11/18093446/SIP-19-20.pdf
Woodmill	https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=89B1EB0A-CE5F-D165-DD975E379455E690	https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=89ECF8EF-B712-724D-2C99699792258D02



Whole School Social Context and Attainment and Achievement Report

Session 2018-19

Beath High School

School

Beath High School

School Context

School Roll - from the September 2018/19 census.

School Roll			
Year	Female	Male	Total
2018/19	573	545	1118

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	Total
2018/19	9	0	0	0	0	0	9

Estate		
Year	Capacity	Capacity %
2018/19	1486	75.2

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 2019.

Beath High School				
2014/15	2015/16	2016/17	2017/18	2018/19
19.4	18.2	20.4	19.7	20.4

Fife				
2014/15	2015/16	2016/17	2017/18	2018/19
17.4	16.3	17.0	16.4	16.4

National				
2014/15	2015/16	2016/17	2017/18	2018/19
15.0	14.2	14.1	14.4	15.0

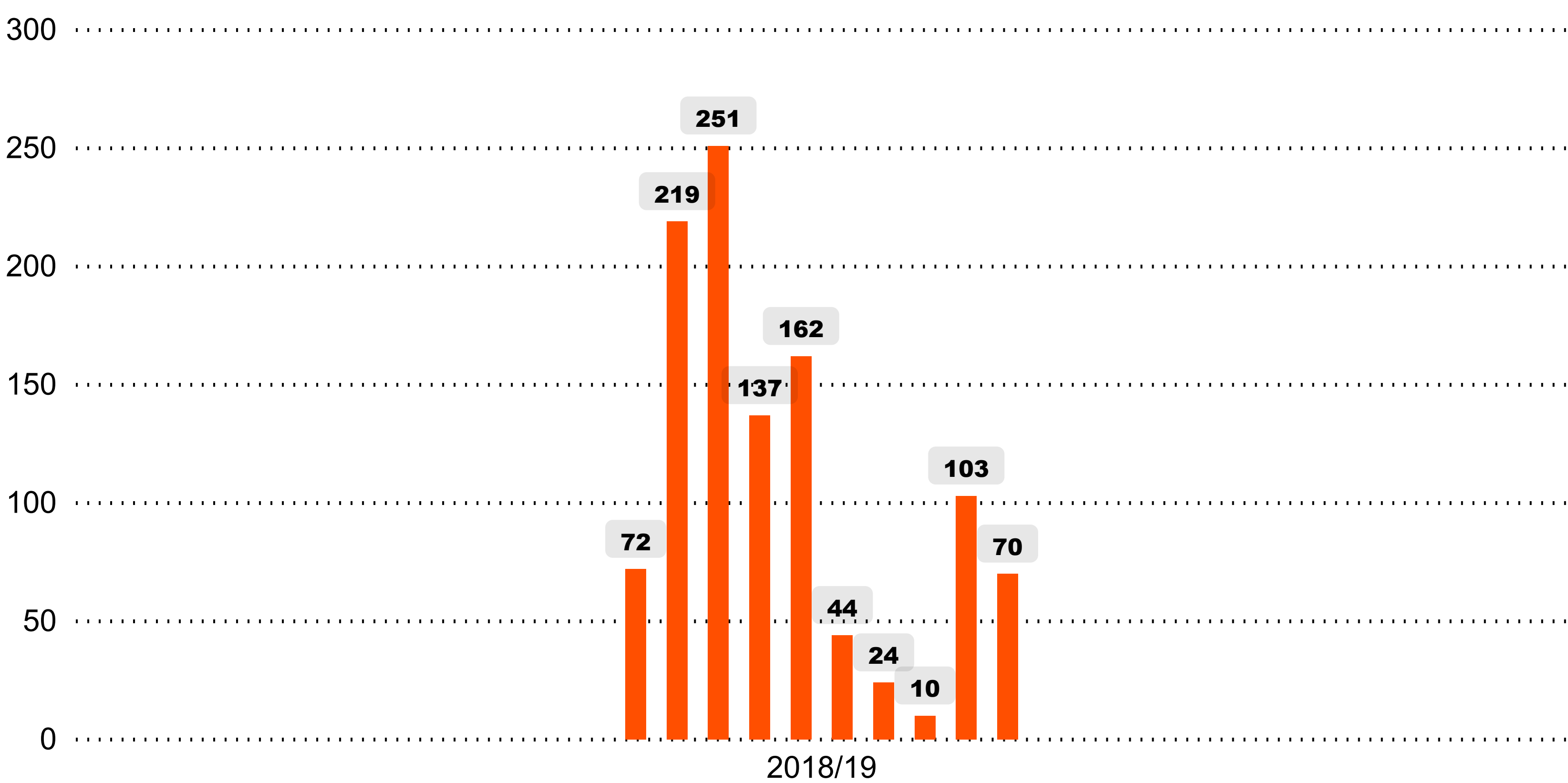
School

Beath High School

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SIMD

Number of Pupils per SIMD Decile (2018/19)



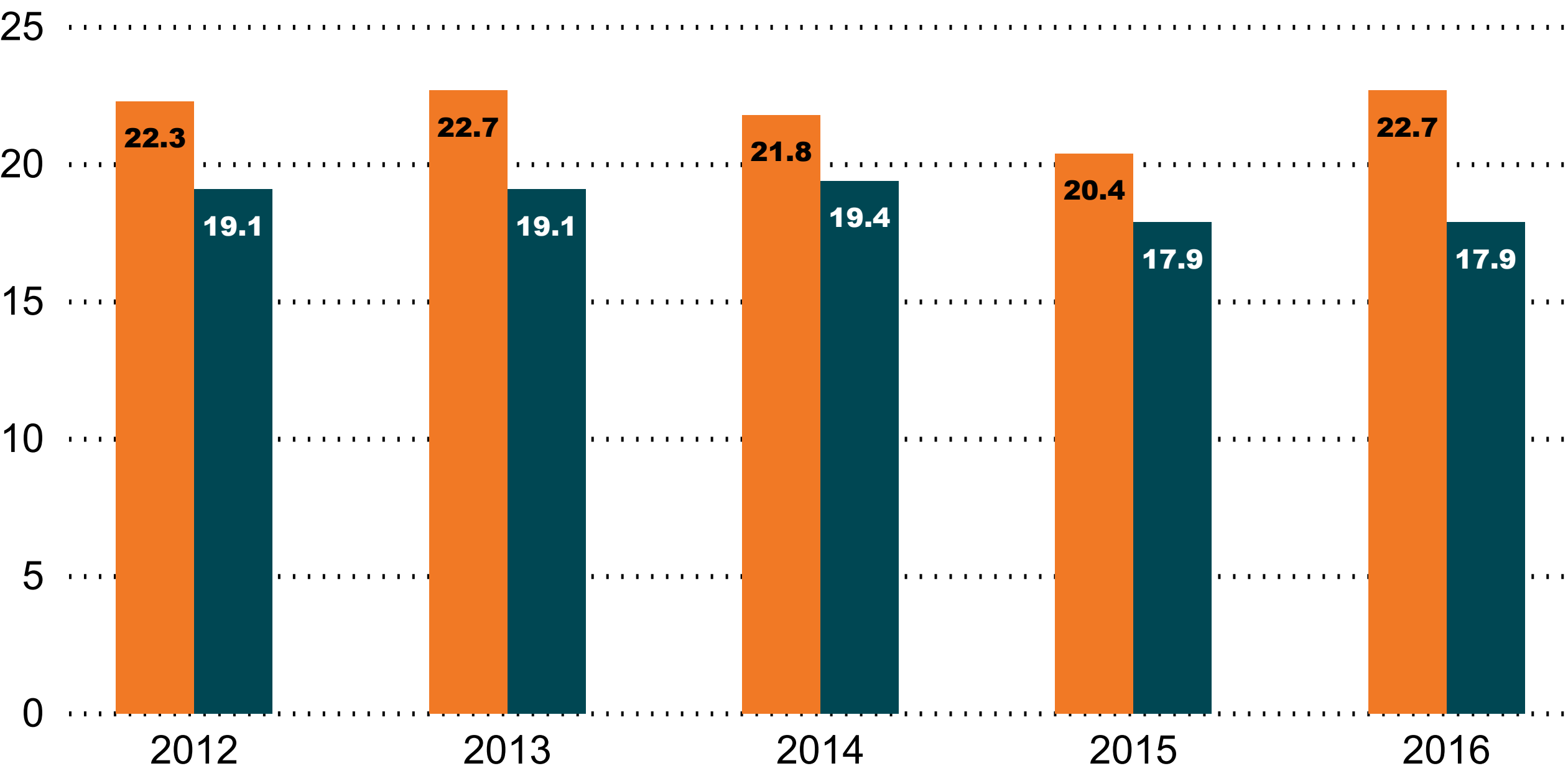
	2018/19
SIMD 1	72
SIMD 2	219
SIMD 3	251
SIMD 4	137
SIMD 5	162
SIMD 6	44
SIMD 7	24
SIMD 8	10
SIMD 9	103
SIMD 10	70

School

Beath High School

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Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	22.3	19.1
2013	22.7	19.1
2014	21.8	19.4
2015	20.4	17.9
2016	22.7	17.9

Staying on Rates

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

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

School					
Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S5	83	85	76	84	78

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S6	71	68	61	65	58

Fife					
Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S5	88	84	84	84	84

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S6	68	67	70	66	67

School

Beath High School

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Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Beath High School					Fife					National	
	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2016/17
Attendance %	90.99	91.96	88.34	87.66	89.19	91.99	91.61	90.69	90.26	90.17	88.50	91.20
Authorised Absence %	5.57	6.11	5.72	5.20	4.66	5.45	5.83	5.60	5.87	5.74	5.30	5.30
Unauthorised Absence %	3.33	1.85	5.84	7.06	6.00	2.51	2.51	3.66	3.82	4.05	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	89	72	69	81	97	47	47	42	40	30	50	48
Days Excluded per 1000 pupils	196	149	165	153	258	109	98	97	88	69	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	8	5	2	3	4	7	5	3	3	2		
Days Excluded per 1000 pupils	16	12	5	9	10	17	10	6	7	4		

School

Beath High School

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Level of English & Additional Support Needs

The following information is taken from the September 2018 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	8
Early Acquisition	5
Developing Competence	0
Competent	3
Fluent	2
English as a "first language"	1098
Limited Communication	1
Not Assessed	3

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	21
Bereavement	0
Communication Support Needs	1
Deafblind	0
Dyslexia	78

Student Need Category	No. of Pupils with Need
English as an additional language	14
Family issues	3
Hearing impairment	7
Interrupted learning	3
Language or speech disorder	14
Learning disability	5
Looked after	16
Mental health problems	0
More able pupil	5
Other	7
Other moderate learning difficulty	16
Other specific learning difficulty (e.g. numeric)	20
Physical health problem	13
Physical or motor impairment	14
Risk of exclusion	0
Social, emotional and behavioural difficulty	91
Substance misuse	0
Visual impairment	7
Young carer	17

School

Beath High School

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Initial Leaver Destinations

	2015/16	2016/17	2017/18
No. of Leavers	216	210	221

Beath High School %			
	2015/16	2016/17	2017/18
Positive %	91.2	88.1	93.2
Higher Education %	26.4	25.7	16.7
Further Education %	38.9	32.4	42.1
Training %	3.2	2.9	4.5
Employment %	21.8	23.3	25.8
Activity Agreements %	0.9	2.9	3.2
Unemployed %	8.8	11.9	6.8
Unemployed Seeking %	7.9	11.0	5.4
Unemployed Not Seeking %	0.9	1.0	1.4
Unknown %			

	2015/16	2016/17	2017/18
	3712	3757	3528

Fife %				
▲ Category	2015/16	2016/17	2017/18	
Positive	92.7	92.7	92.5	
Higher Education	39.0	35.0	36.6	
Further Education	32.7	33.9	32.9	
Training	1.9	2.1	2.0	
Employment	17.2	19.3	18.4	
Activity Agreements	1.6	1.8	2.0	
Unemployed	6.8	6.9	6.9	
Unemployed Seeking	5.6	5.5	5.3	
Unemployed Not Seeking	1.2	1.4	1.6	
Unknown	0.5	0.5	0.6	

	2015/16	2016/17	2017/18
	52249	51258	49724

National %				
▲ Category	2014/15	2015/16	2016/17	
Positive	93.0	93.3	93.7	
Higher Education	38.8	40.3	40.7	
Further Education	27.6	26.6	26.8	
Training	3.8	2.6	2.4	
Employment	21.4	22.3	22.0	
Activity Agreements	0.9	1.0	1.2	
Unemployed	6.5	6.4	6.0	
Unemployed Seeking	5.4	5.1	4.5	
Unemployed Not Seeking	1.1	1.3	1.5	
Unknown	0.5	0.2	0.4	

School

Beath High School

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Initial Leaver Destinations

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Beath High School %			
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Unemployed Seeking %	7.9	11.0	5.4
Unemployed Not Seeking %	0.9	1.0	1.4
Unknown %			

	2015/16	2016/17	2017/18
	10158	10031	9824

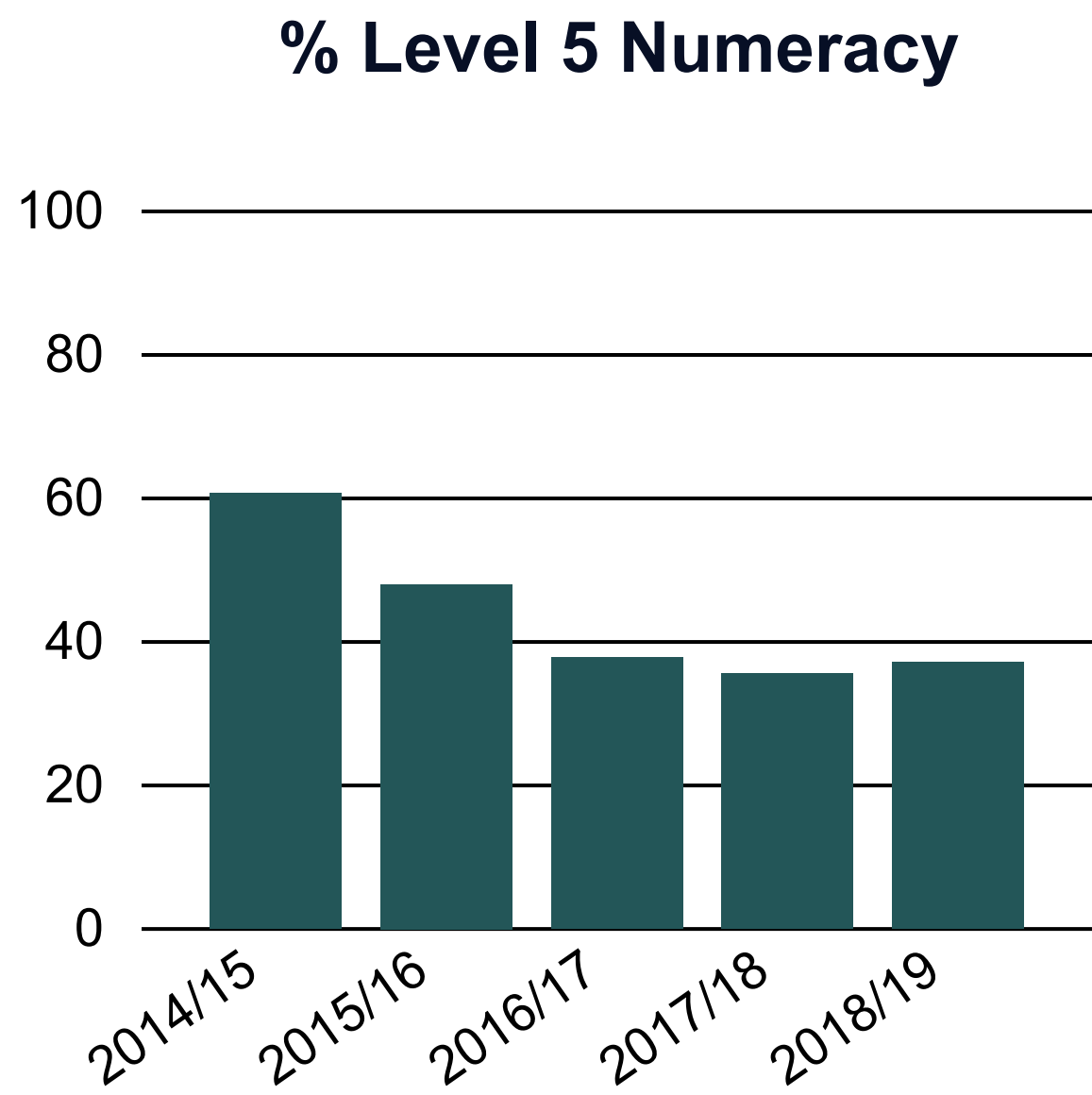
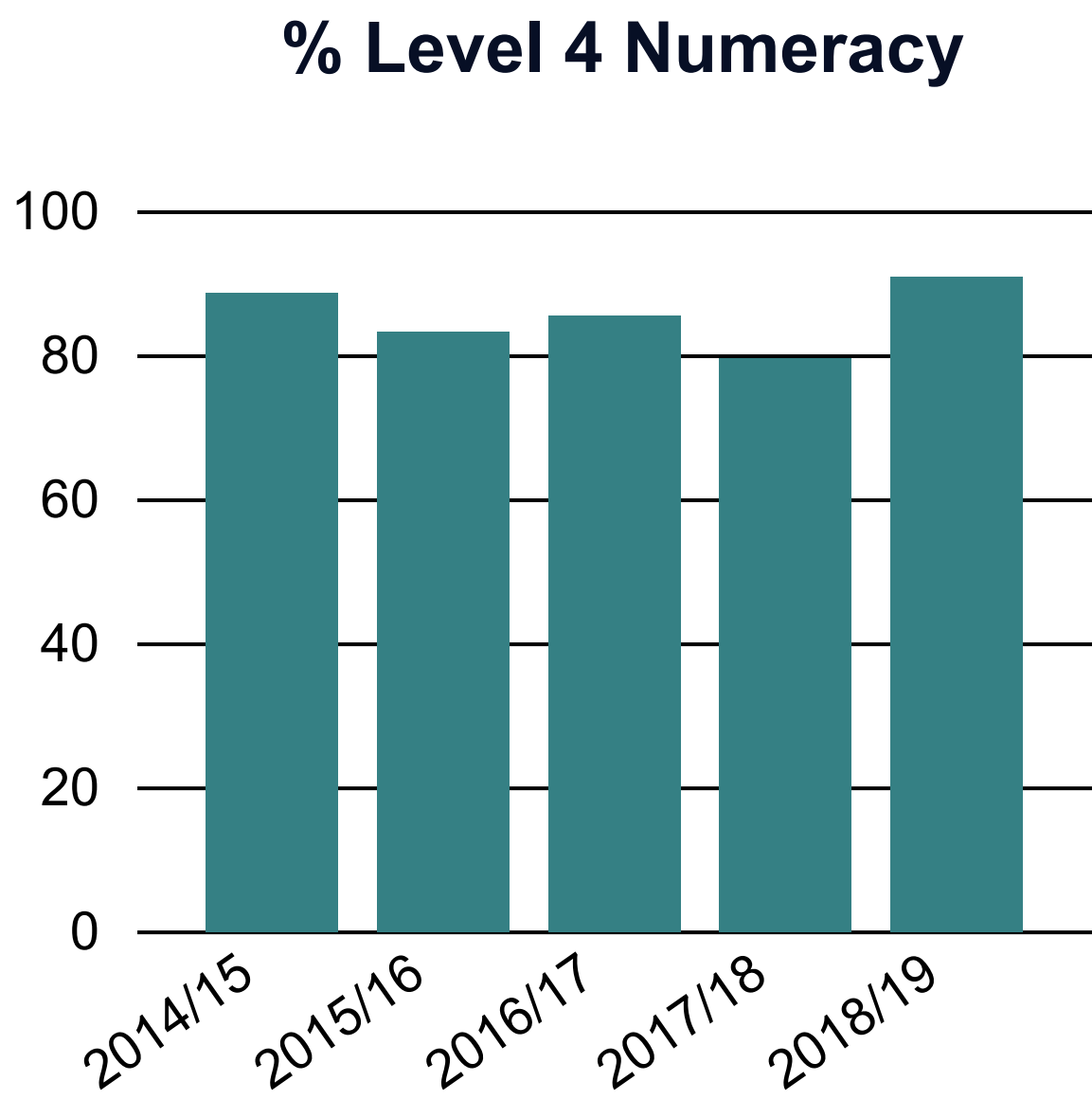
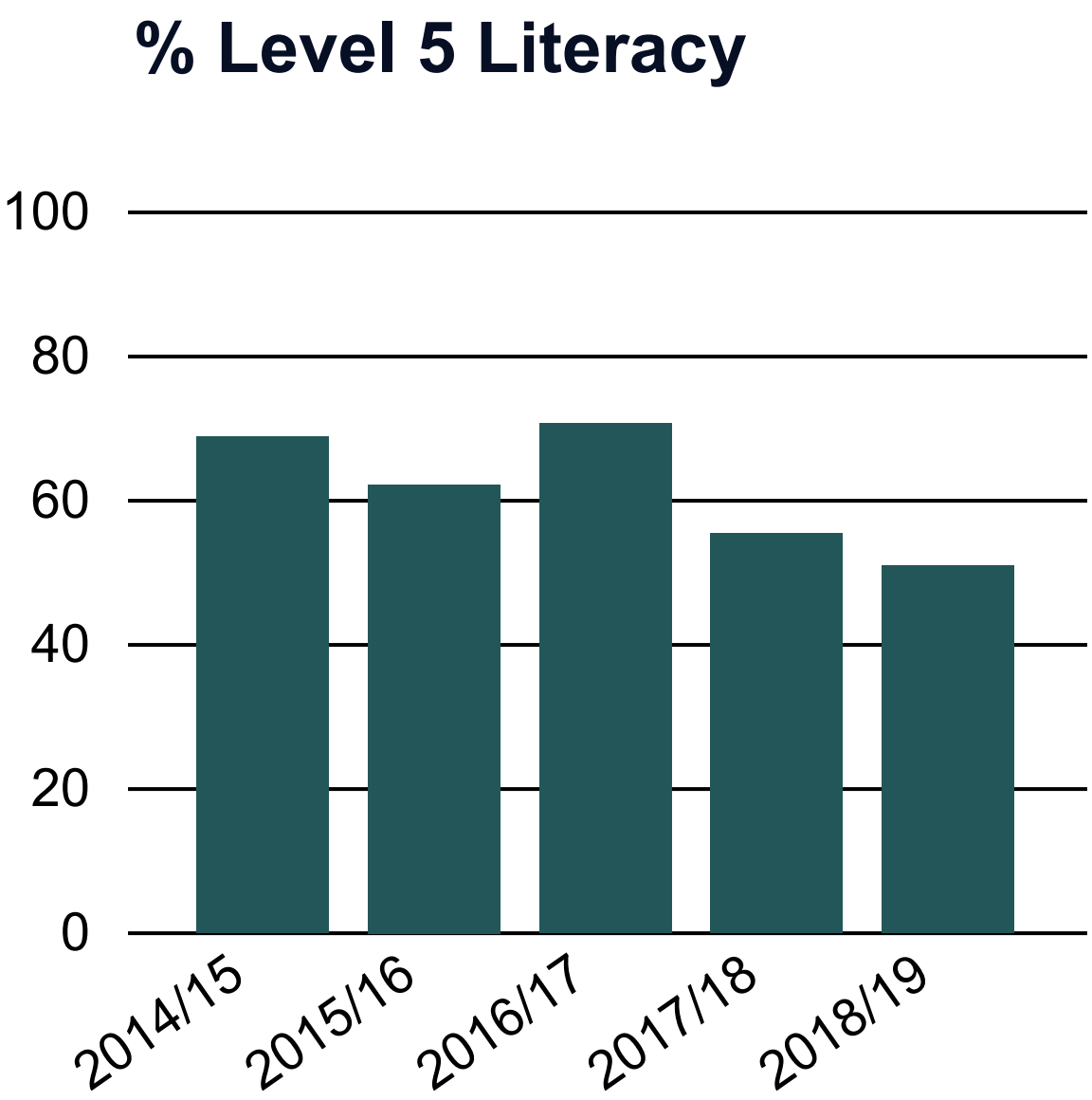
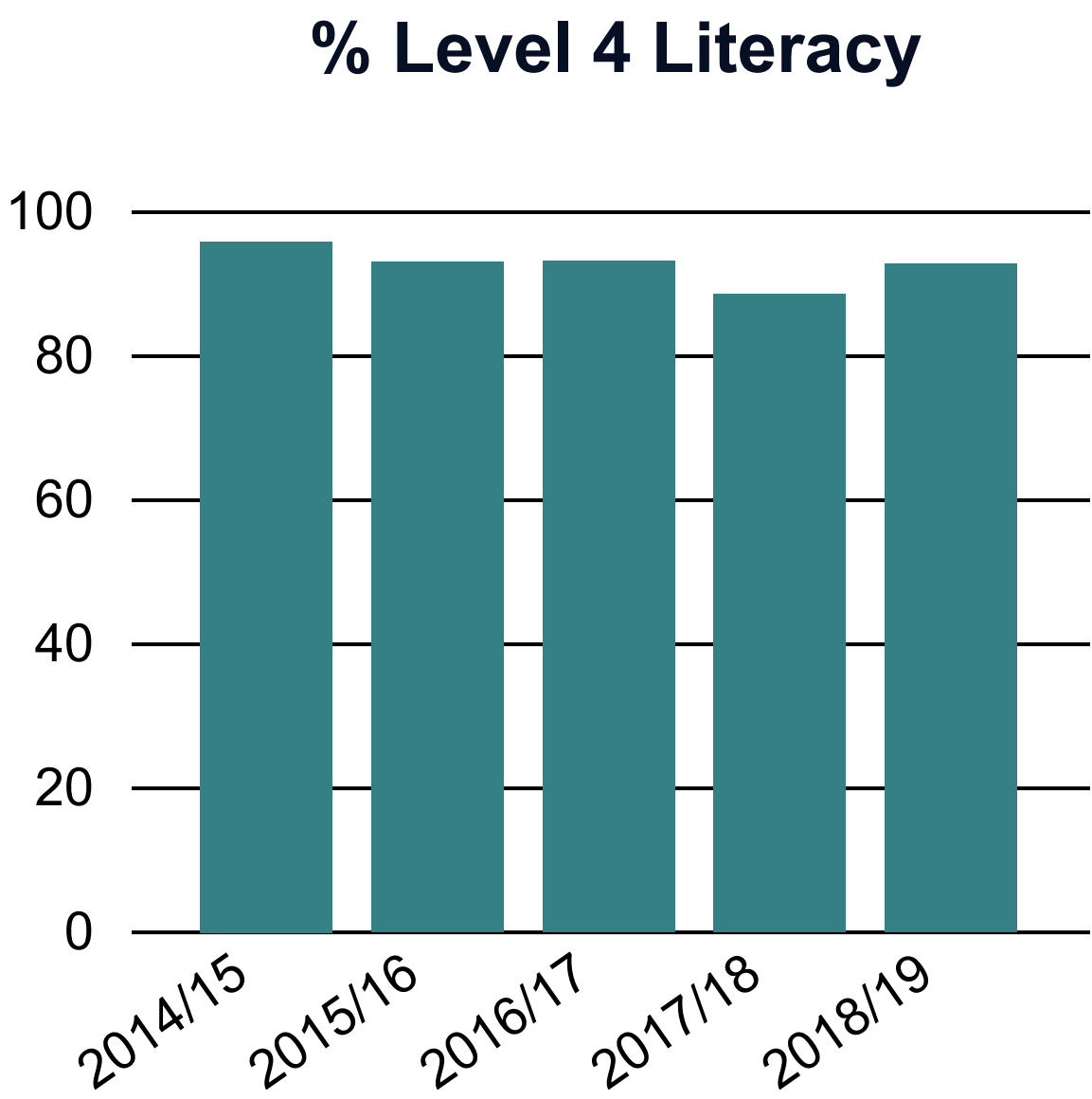
South East Collaborative %			
▲ Category	2015/16	2016/17	2017/18
Positive	93.6	93.3	93.9
Higher Education	38.2	38.0	38.6
Further Education	29.3	29.0	27.4
Training	2.3	2.1	2.1
Employment	22.1	21.9	23.6
Activity Agreements	1.3	1.7	1.5
Unemployed	6.3	6.5	5.8
Unemployed Seeking	5.0	5.0	4.4
Unemployed Not Seeking	1.3	1.5	1.4
Unknown	0.2	0.3	0.3

School

Beath High School

SQA Attainment - S4 Literacy & Numeracy

S4 - All Pupils



Year	S4 Level 4 Literacy %	S4 Level 5 Literacy %
2014/15	95.92	68.88
2015/16	93.14	62.25
2016/17	93.24	70.72
2017/18	88.61	55.45
2018/19	92.86	50.95

Year	S4 Level 4 Numeracy %	S4 Level 5 Numeracy %
2014/15	88.78	60.71
2015/16	83.33	48.04
2016/17	85.59	37.84
2017/18	79.70	35.64
2018/19	90.95	37.14

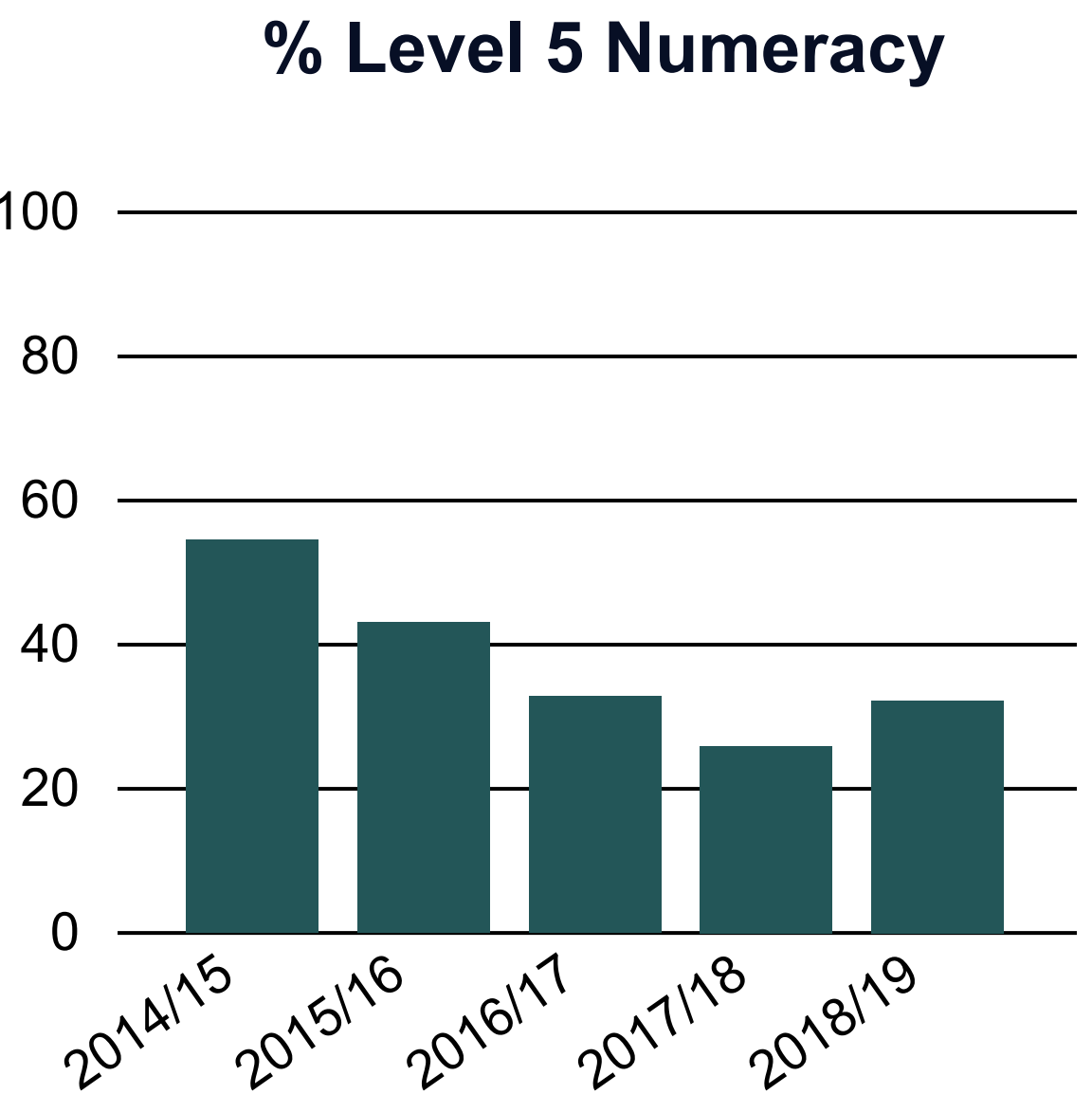
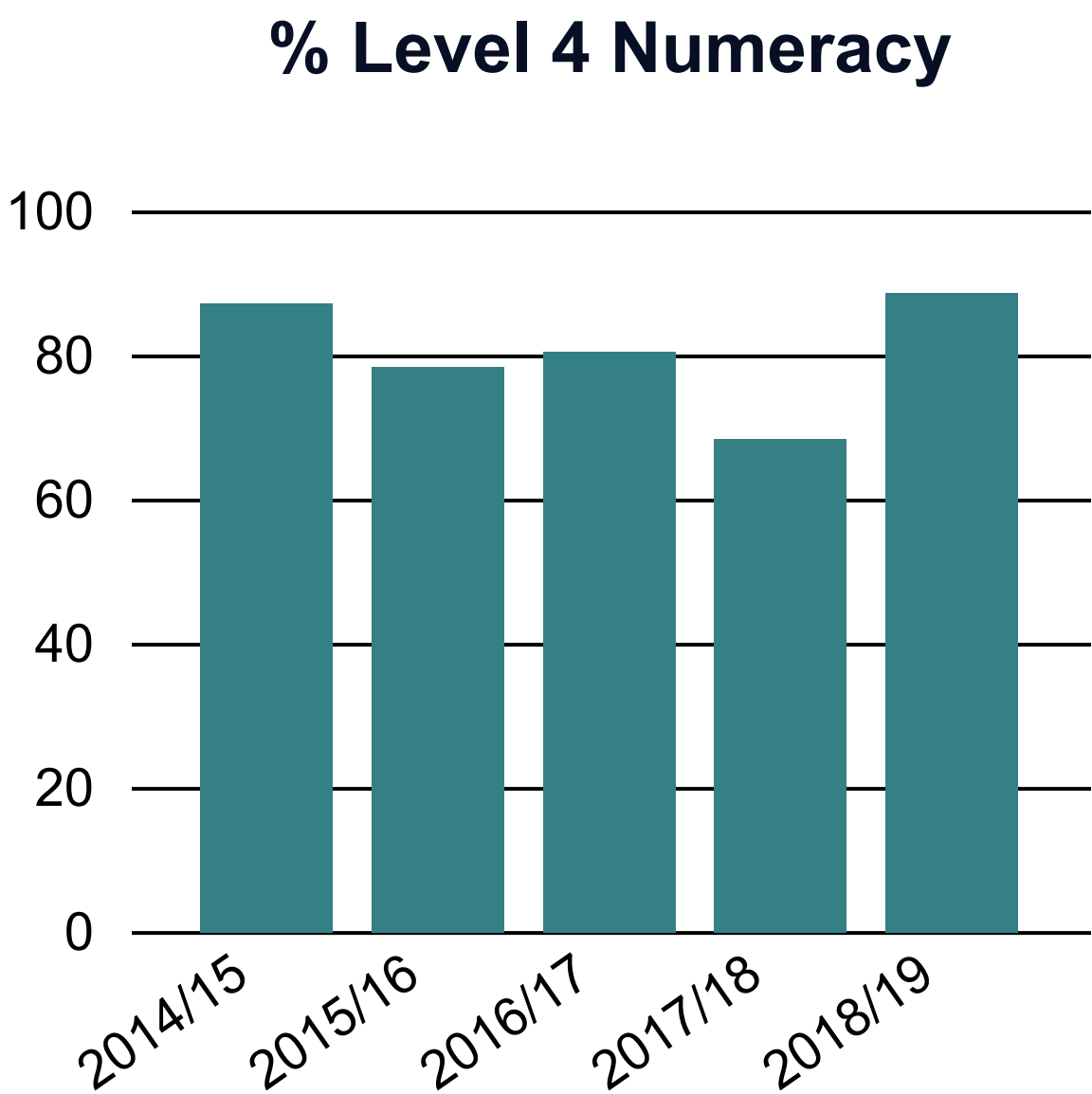
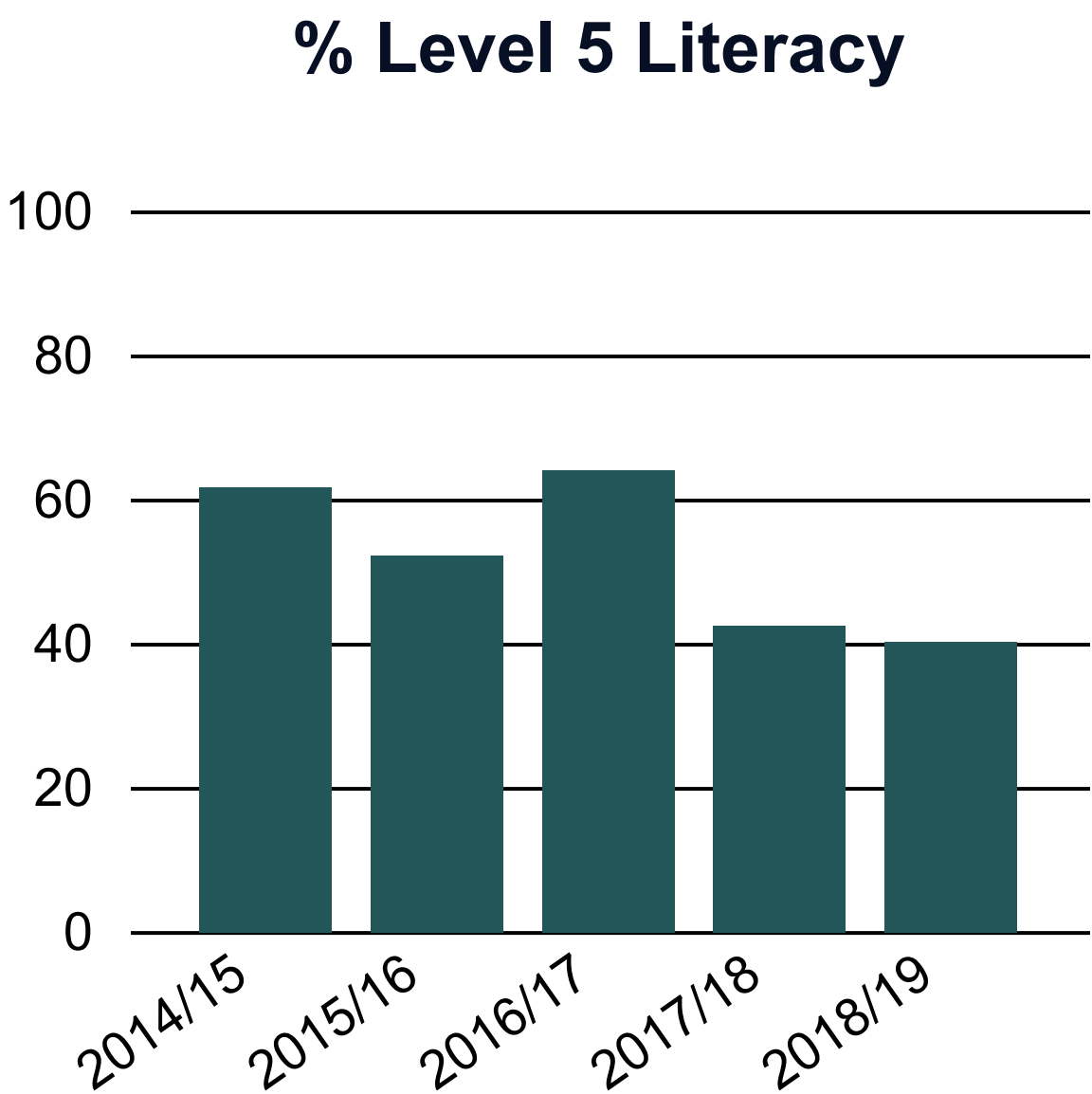
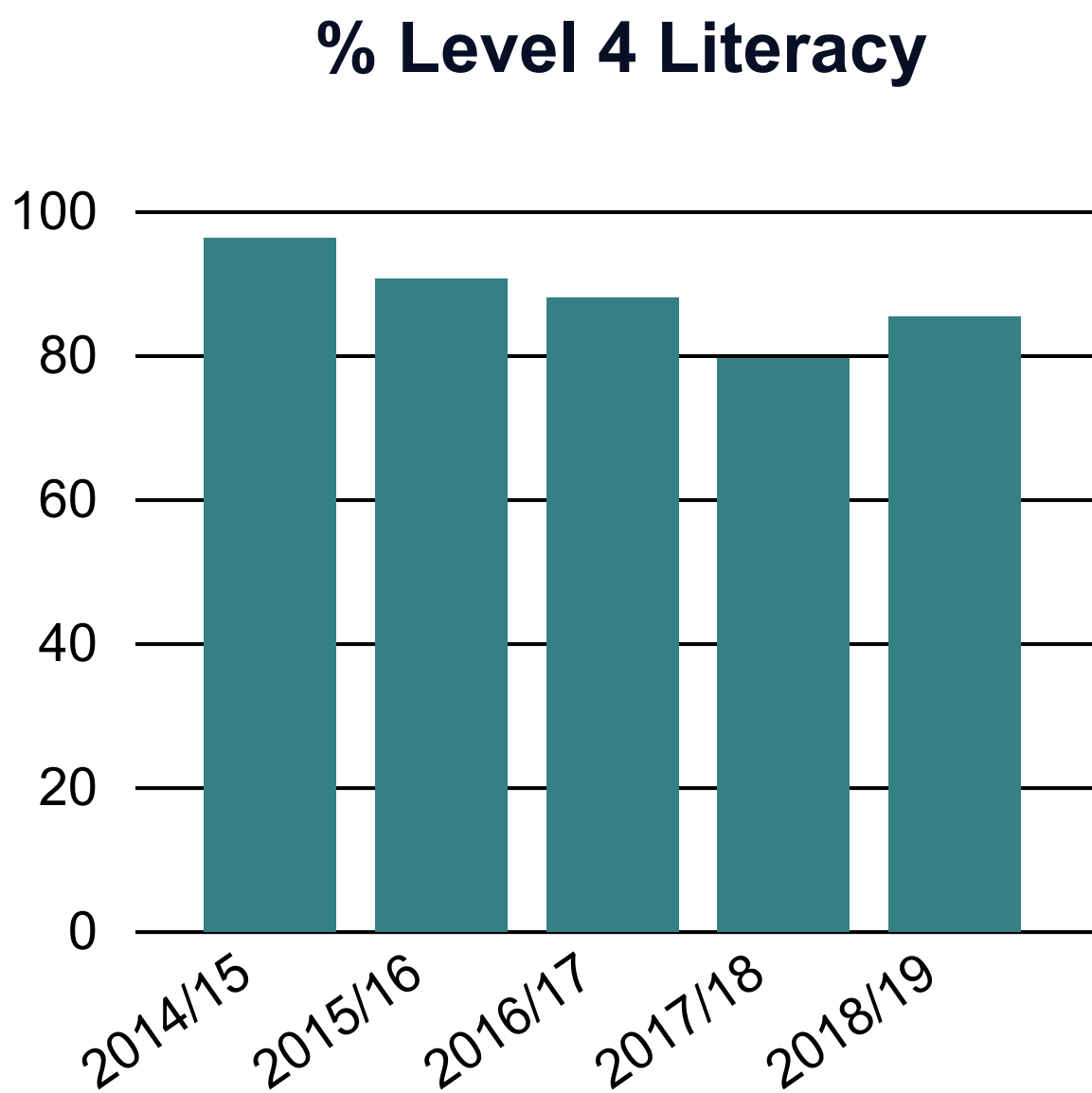
School

Beath High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 1 - (most deprived 20%)



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	96.36	61.82
2015/16	90.77	52.31
2016/17	88.06	64.18
2017/18	79.63	42.59
2018/19	85.48	40.32

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	87.27	54.55
2015/16	78.46	43.08
2016/17	80.60	32.84
2017/18	68.52	25.93
2018/19	88.71	32.26

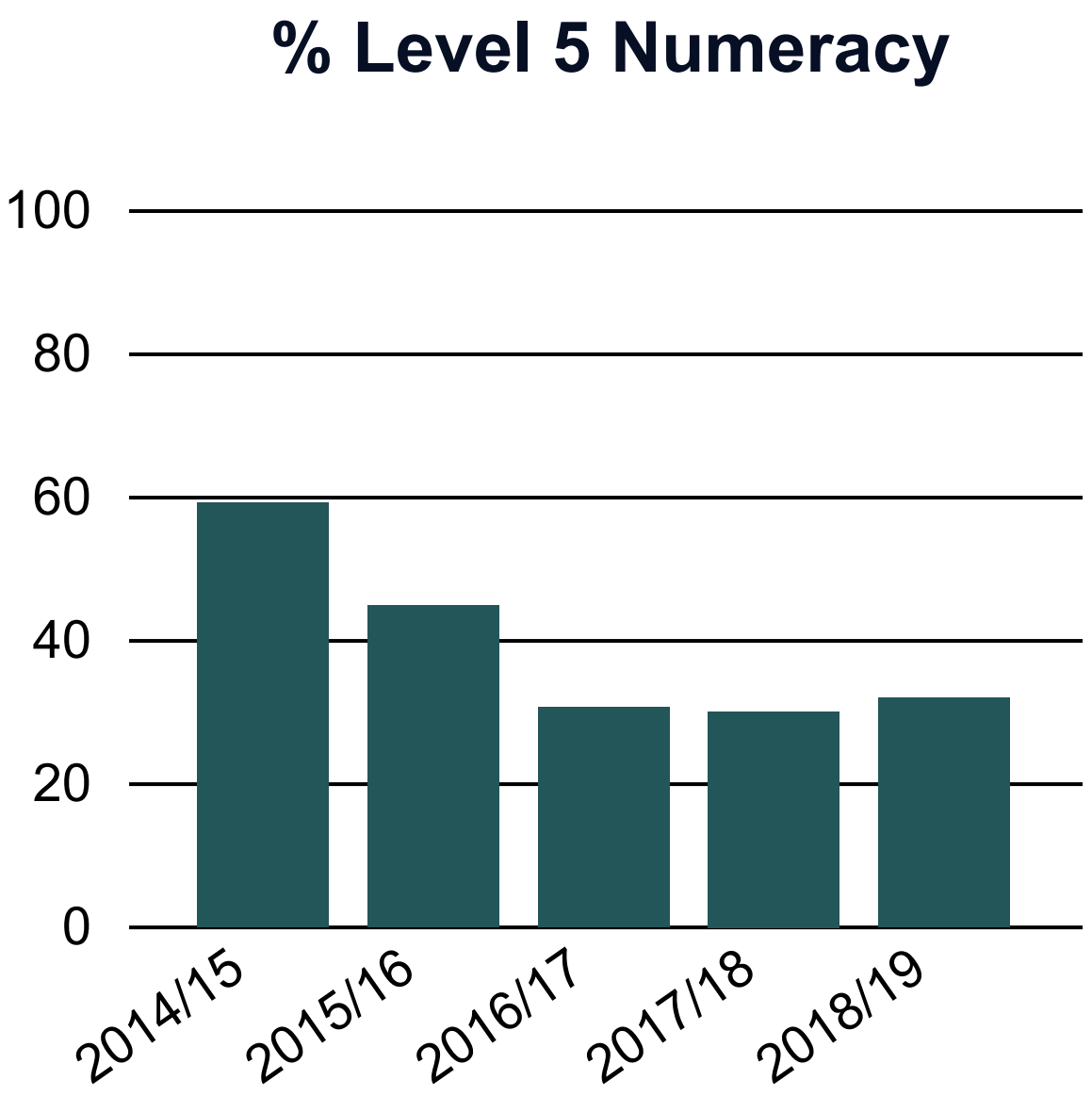
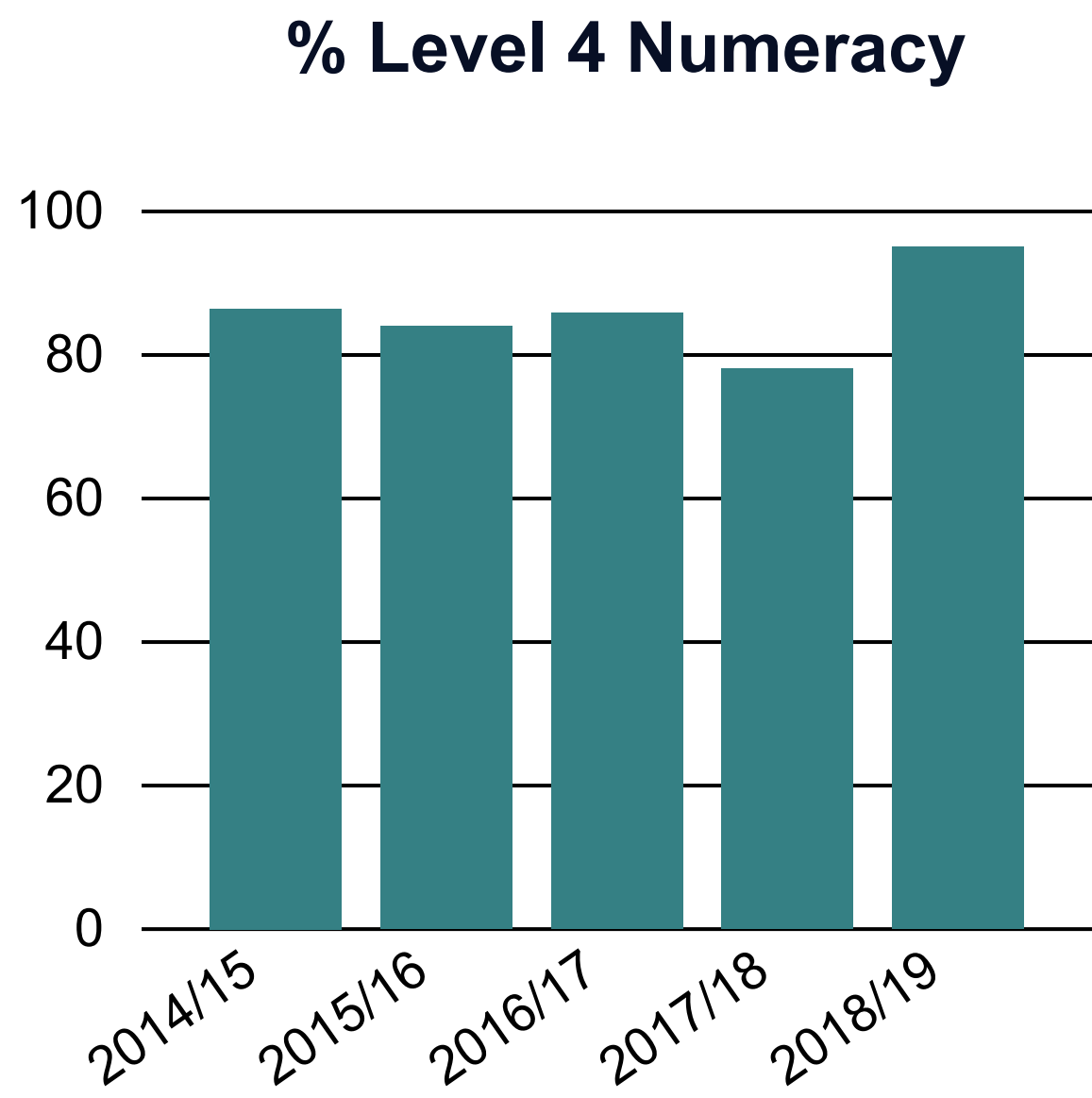
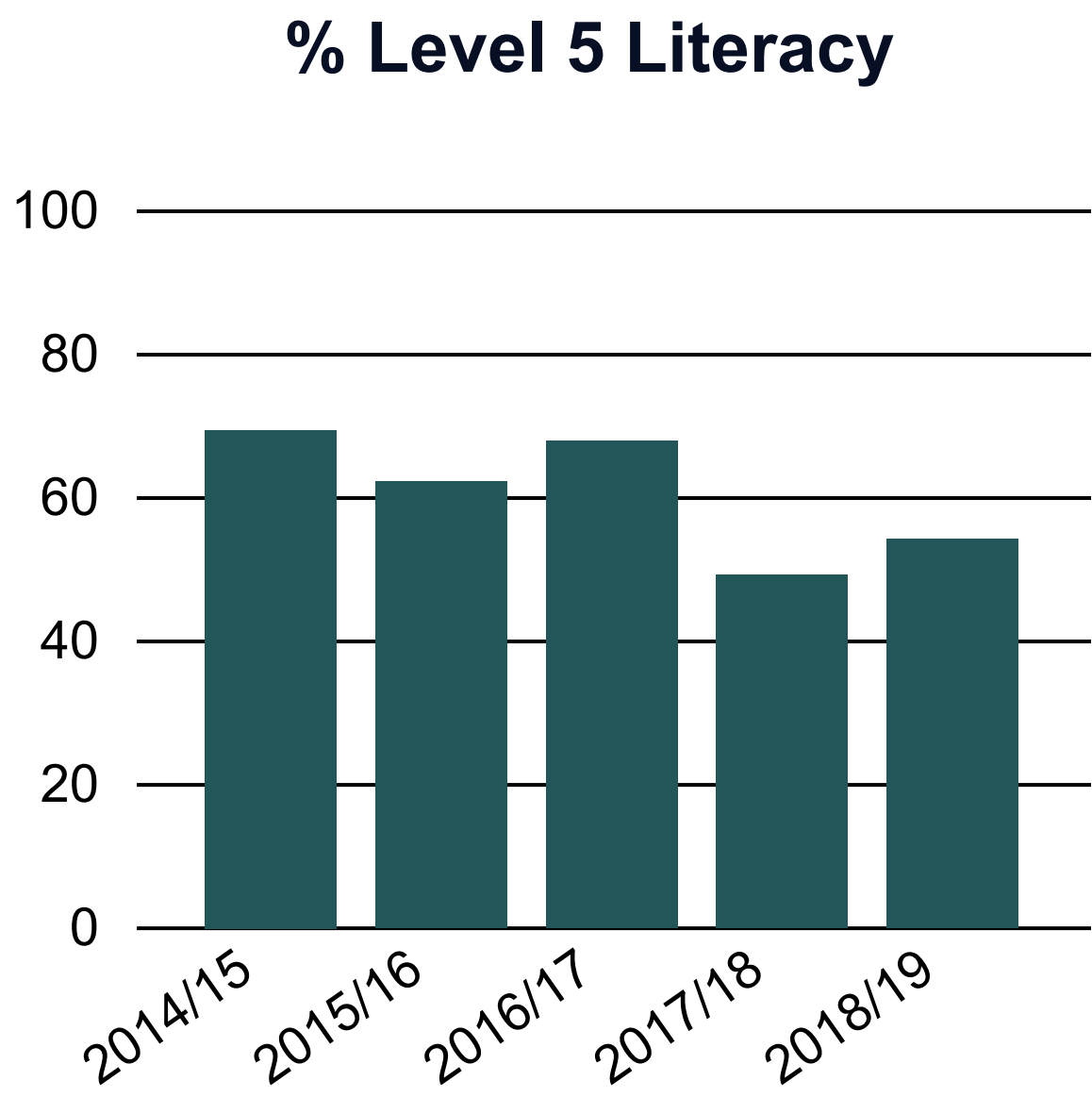
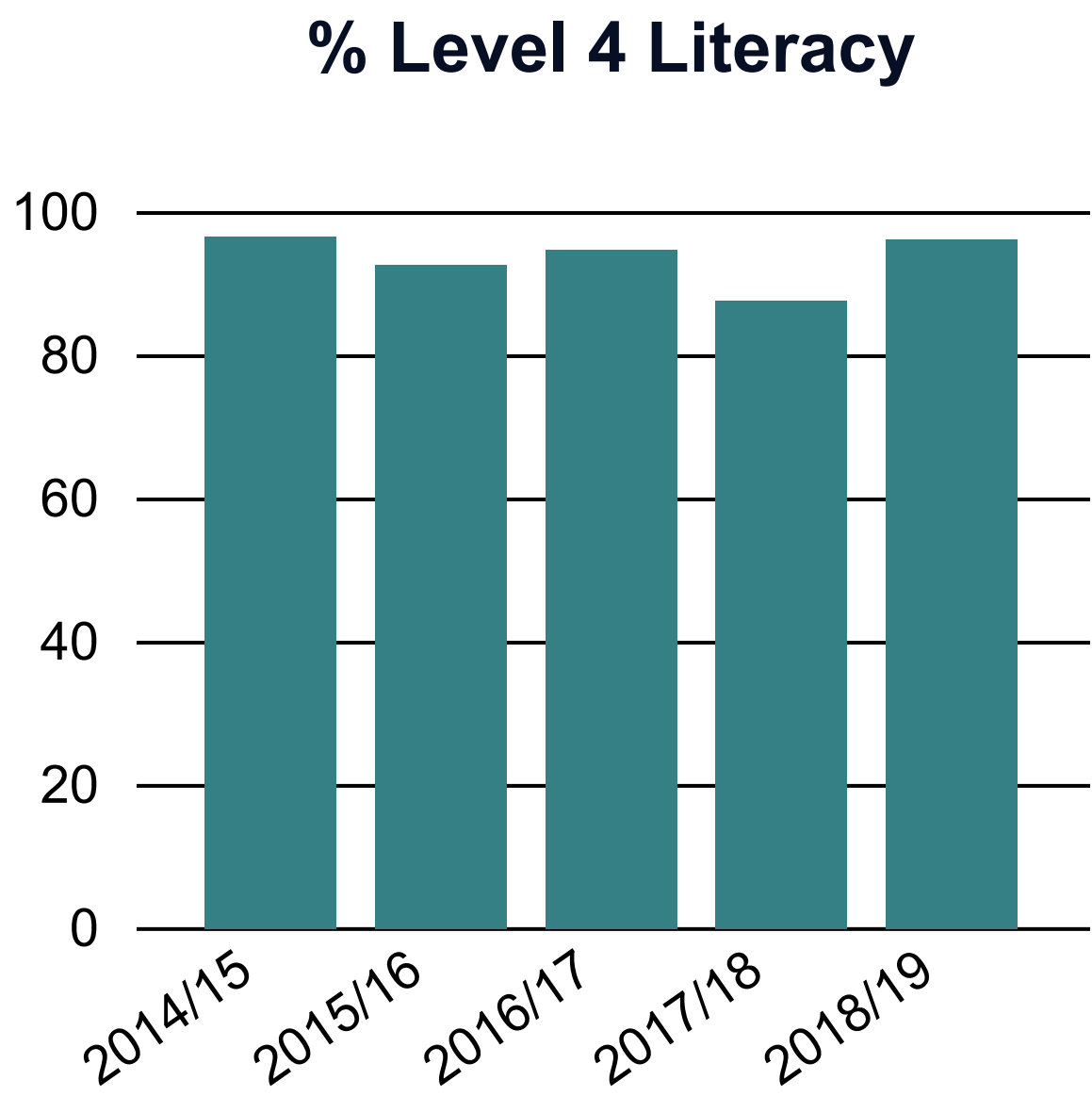
School

Beath High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 2



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	96.61	69.49
2015/16	92.75	62.32
2016/17	94.87	67.95
2017/18	87.67	49.32
2018/19	96.30	54.32

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	86.44	59.32
2015/16	84.06	44.93
2016/17	85.90	30.77
2017/18	78.08	30.14
2018/19	95.06	32.10

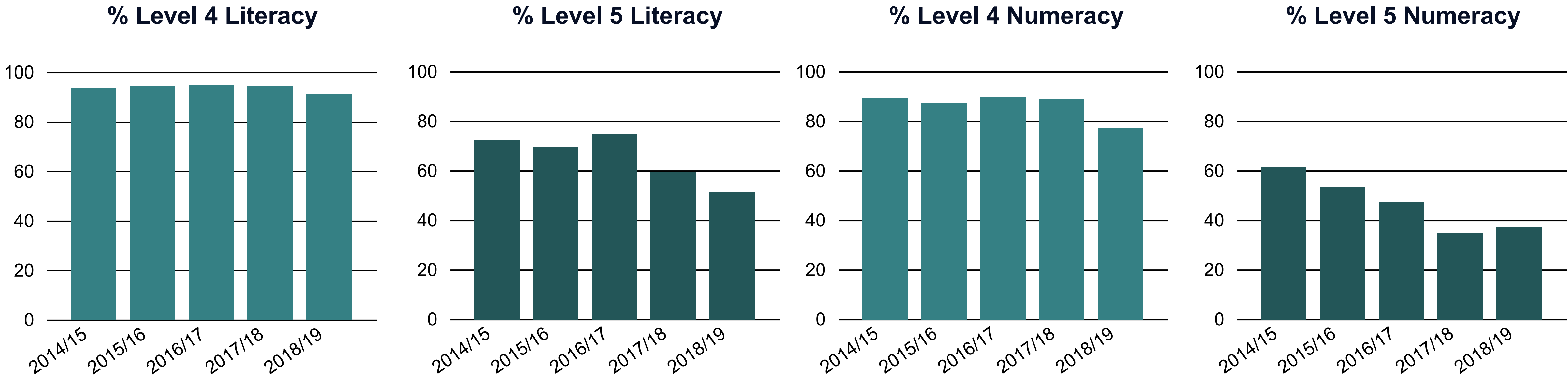
School

Beath High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 3



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	93.85	72.31
2015/16	94.64	69.64
2016/17	95.00	75.00
2017/18	94.59	59.46
2018/19	91.43	51.43

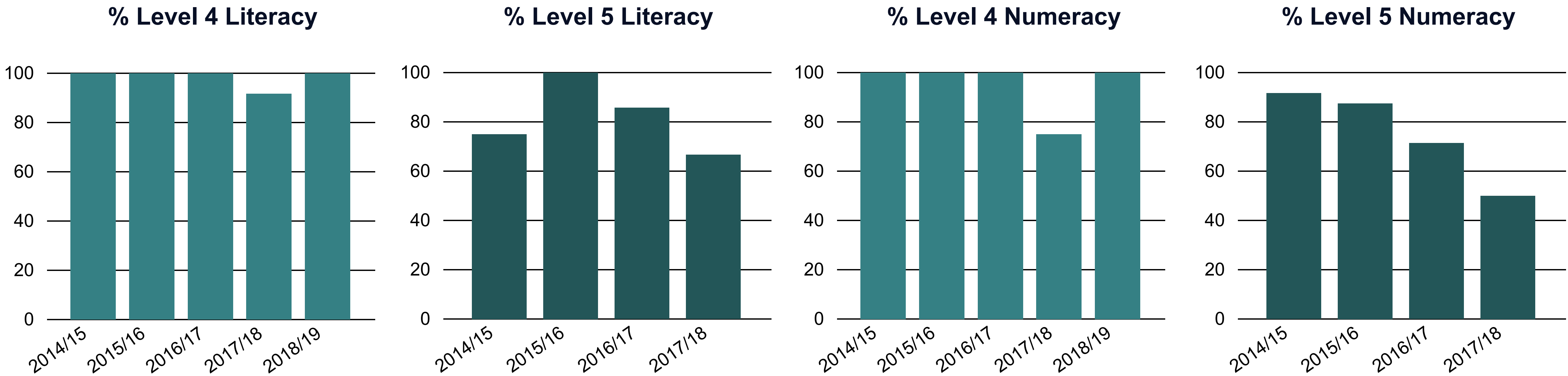
Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	89.23	61.54
2015/16	87.50	53.57
2016/17	90.00	47.50
2017/18	89.19	35.14
2018/19	77.14	37.14

School

Beath High School

SQA Attainment - S4 Literacy & Numeracy

Quintile 4



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	100.00	75.00
2015/16	100.00	100.00
2016/17	100.00	85.71
2017/18	91.67	66.67
2018/19	100.00	

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	100.00	91.67
2015/16	100.00	87.50
2016/17	100.00	71.43
2017/18	75.00	50.00
2018/19	100.00	

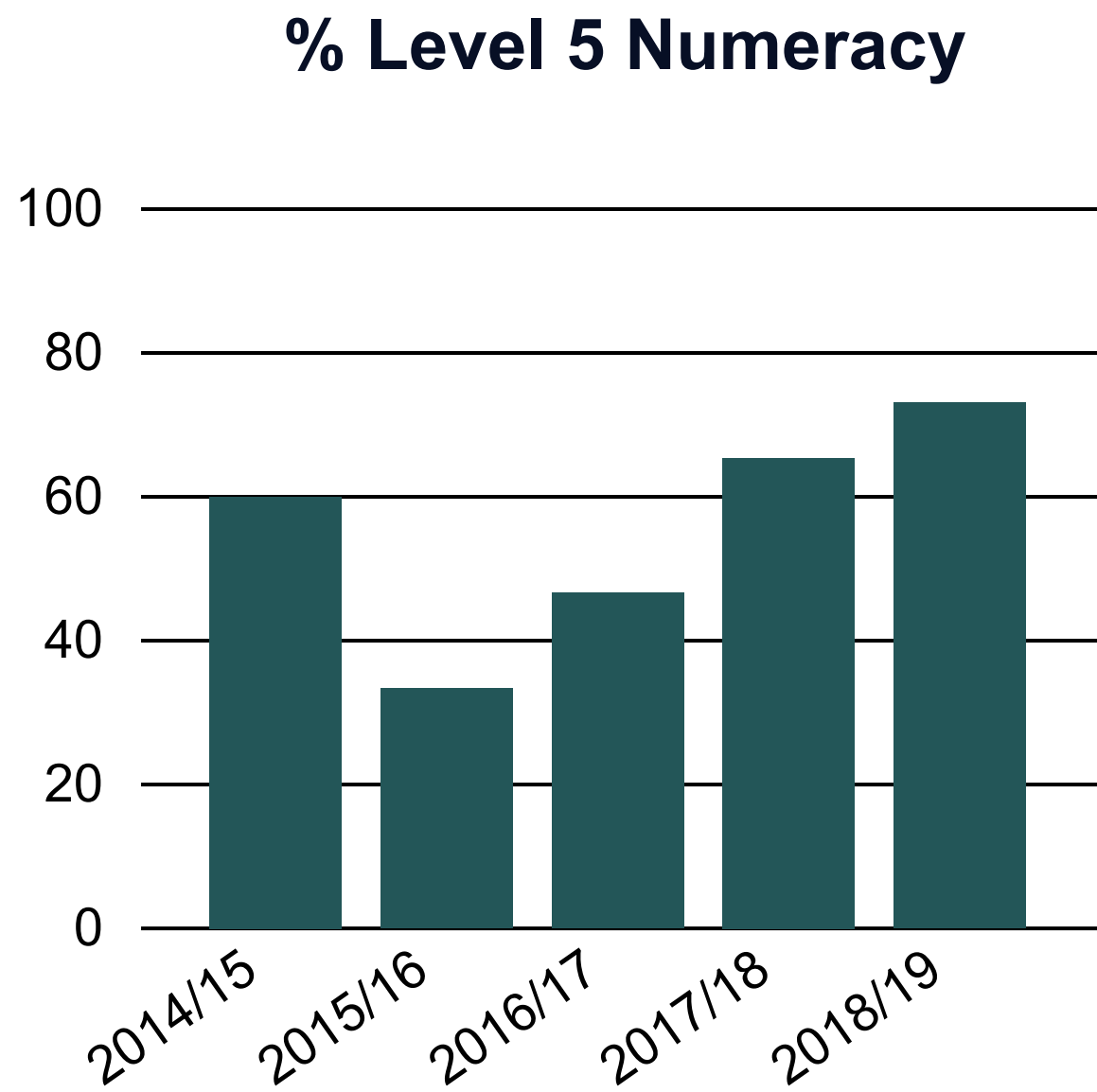
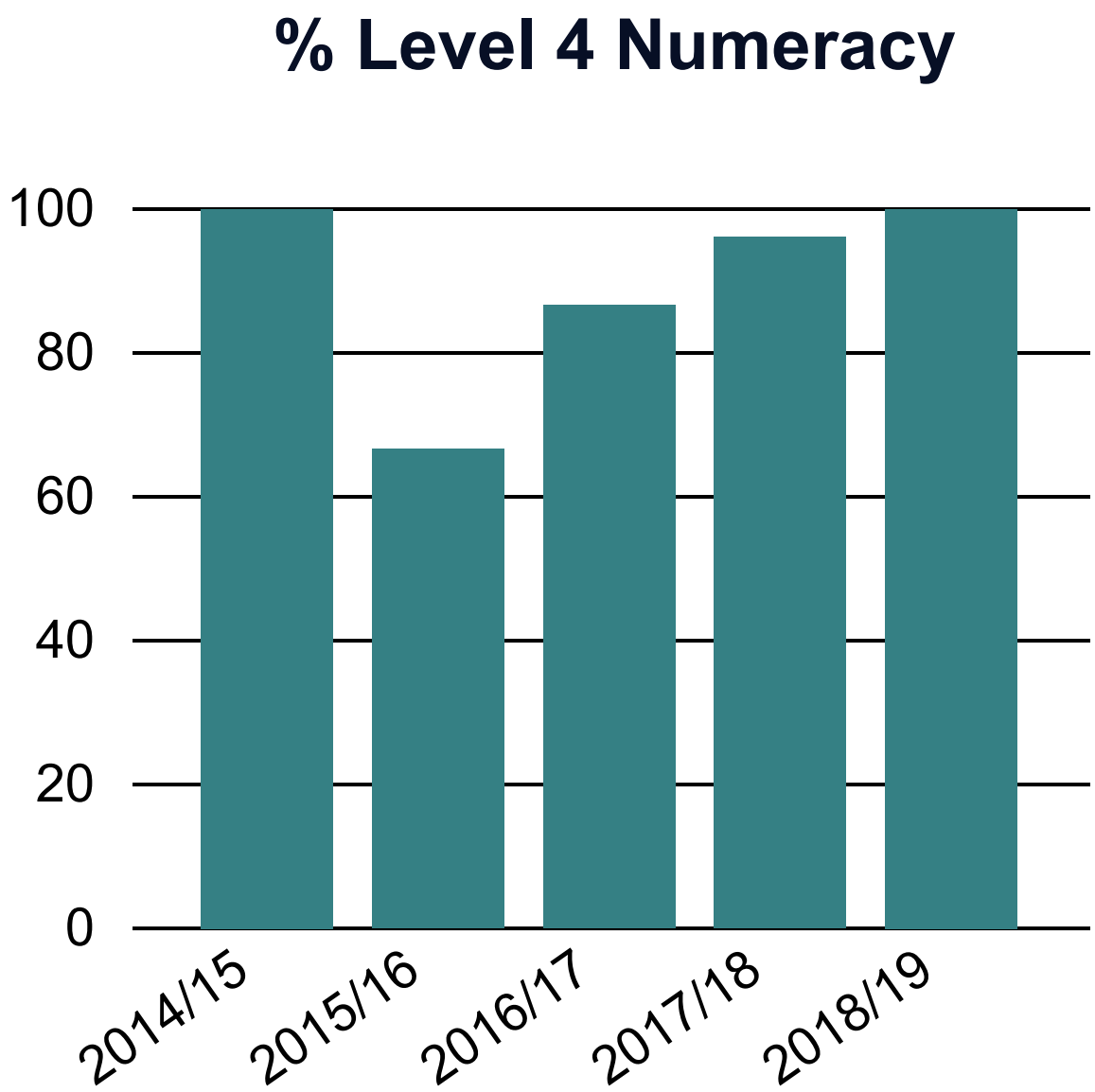
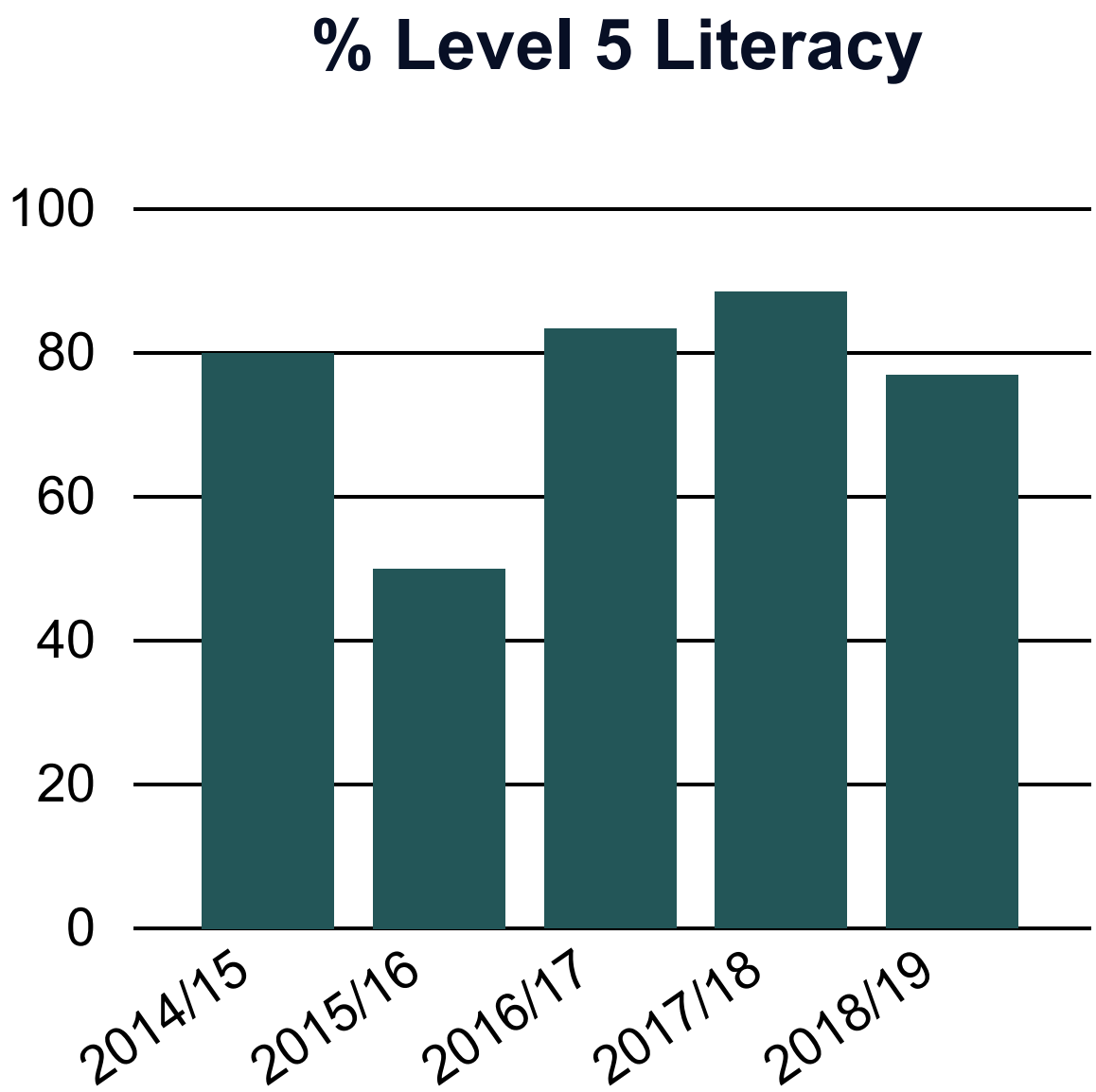
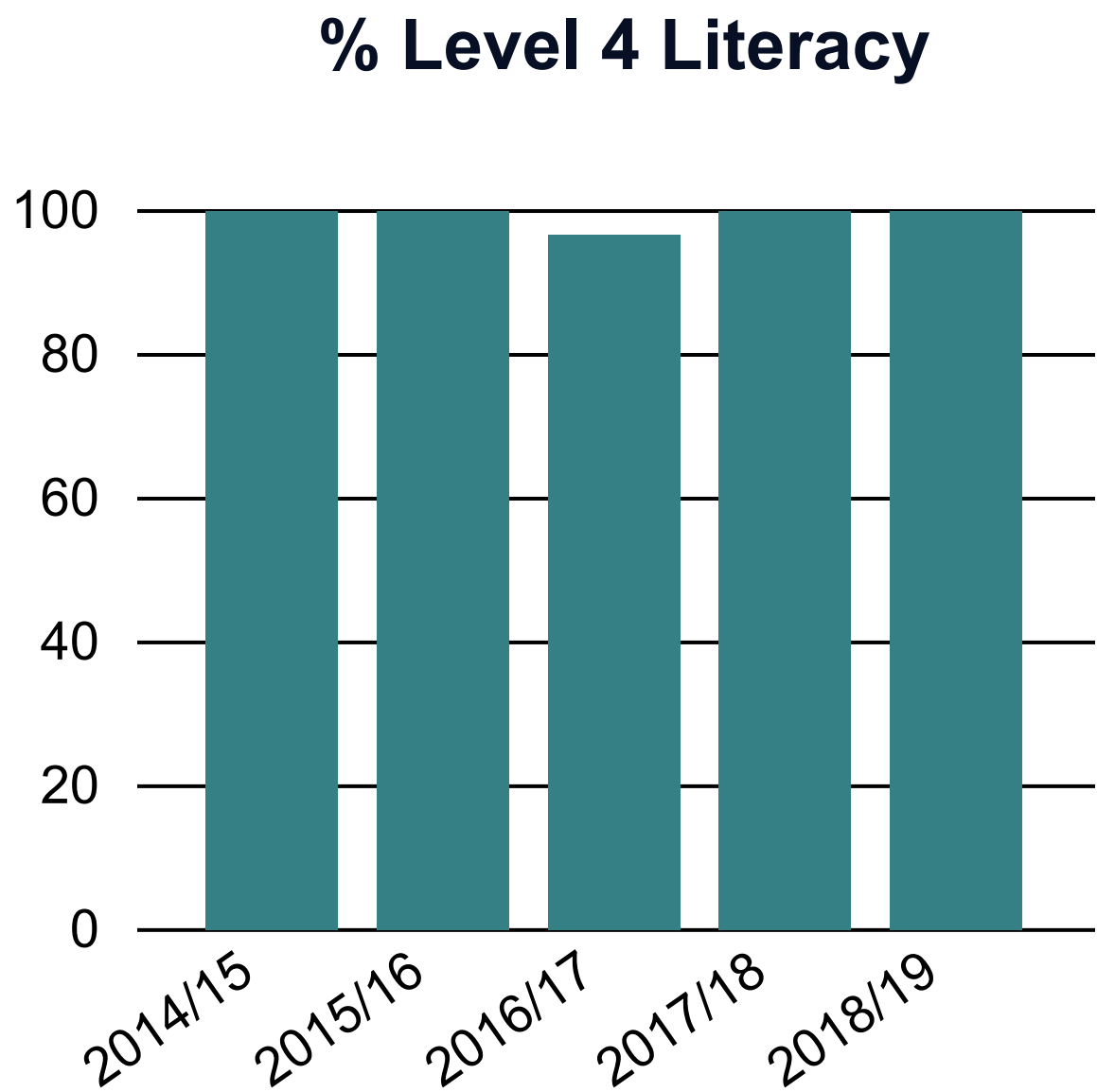
School

Beath High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 5 - (least deprived 20%)



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	100.00	80.00
2015/16	100.00	50.00
2016/17	96.67	83.33
2017/18	100.00	88.46
2018/19	100.00	76.92

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	100.00	60.00
2015/16	66.67	33.33
2016/17	86.67	46.67
2017/18	96.15	65.38
2018/19	100.00	73.08

School

Beath High School

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SQA Attainment - S5 Literacy & Numeracy

	% Level 4 Literacy					% Level 5 Literacy				
	14/15	15/16	16/17	17/18	18/19	14/15	15/16	16/17	17/18	18/19
S5 - All Pupils	91.63	95.92	93.66	93.27	90.15	77.83	79.08	72.20	72.65	64.53
S5 - Pupils in Quintile 1	89.47	96.30	94.44	87.88	83.93	68.42	70.37	65.28	68.18	51.79
S5 - Pupils in Quintile 2	90.77	96.67	91.67	95.06	88.57	72.31	80.00	73.61	66.67	58.57
S5 - Pupils in Quintile 3	91.38	93.85	90.91	97.30	94.44	86.21	81.54	63.64	81.08	69.44
S5 - Pupils in Quintile 4	100.00	100.00	100.00	83.33	92.86	93.75	90.91	100.00	66.67	71.43
S5 - Pupils in Quintile 5	100.00	100.00	100.00	96.97	100.00	100.00	100.00	95.65	87.88	96.30
	% Level 4 Numeracy					% Level 5 Numeracy				
	14/15	15/16	16/17	17/18	18/19	14/15	15/16	16/17	17/18	18/19
S5 - All Pupils	85.22	88.78	83.90	86.55	84.73	53.20	63.27	51.22	51.12	55.17
S5 - Pupils in Quintile 1	77.19	87.04	80.56	80.30	71.43	31.58	59.26	48.61	45.45	44.64
S5 - Pupils in Quintile 2	84.62	86.67	84.72	87.65	84.29	53.85	60.00	50.00	43.21	48.57
S5 - Pupils in Quintile 3	91.38	89.23	81.82	91.89	94.44	62.07	64.62	39.39	62.16	58.33
S5 - Pupils in Quintile 4	87.50	100.00	100.00	66.67	85.71	81.25	90.91	100.00	50.00	57.14
S5 - Pupils in Quintile 5	100.00	100.00	91.30	93.94	100.00	85.71	66.67	69.57	69.70	88.89

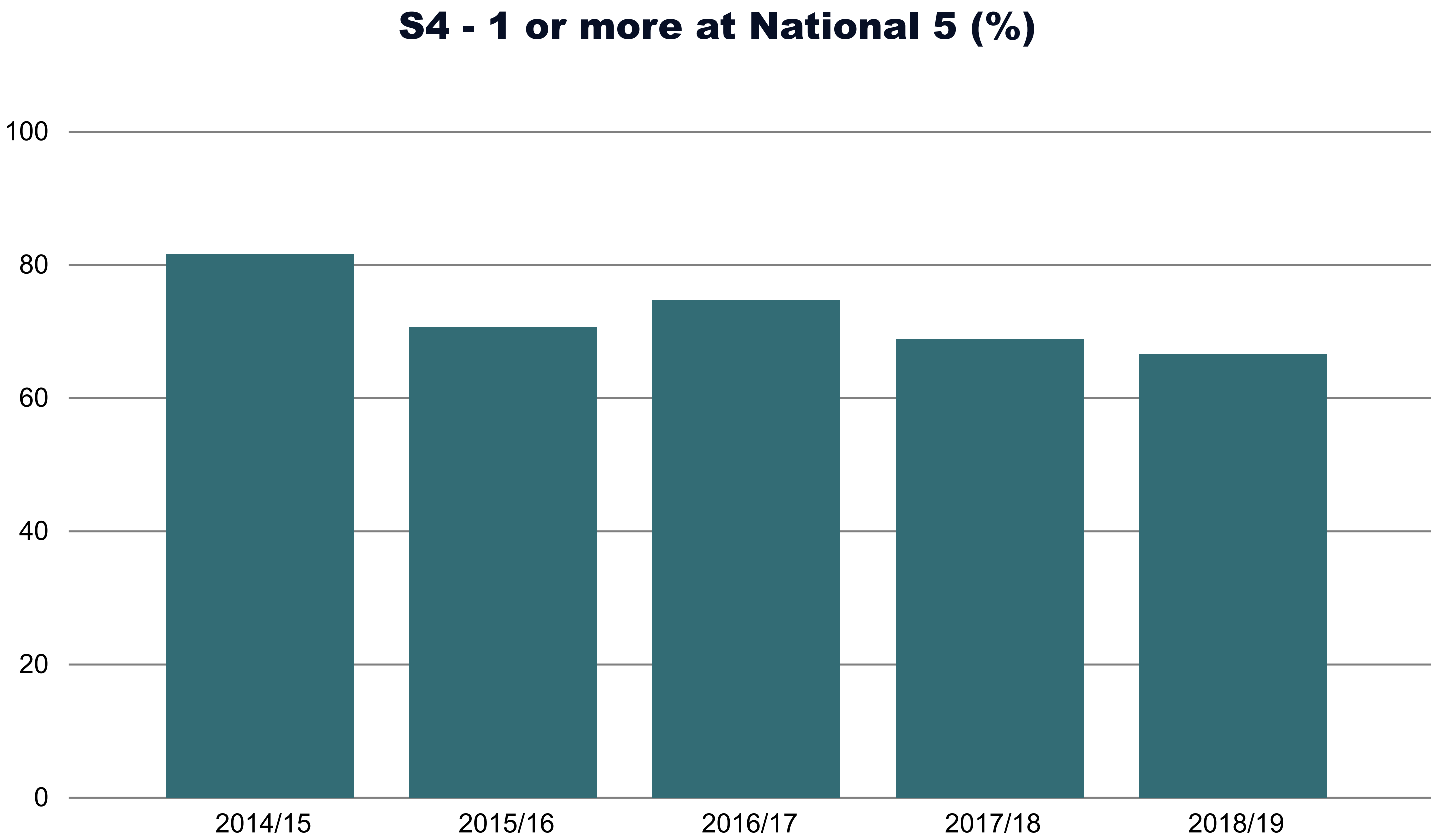
School

Beath High School

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Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.



Year	1 or more
2014/15	81.63
2015/16	70.59
2016/17	74.77
2017/18	68.81
2018/19	66.67

School

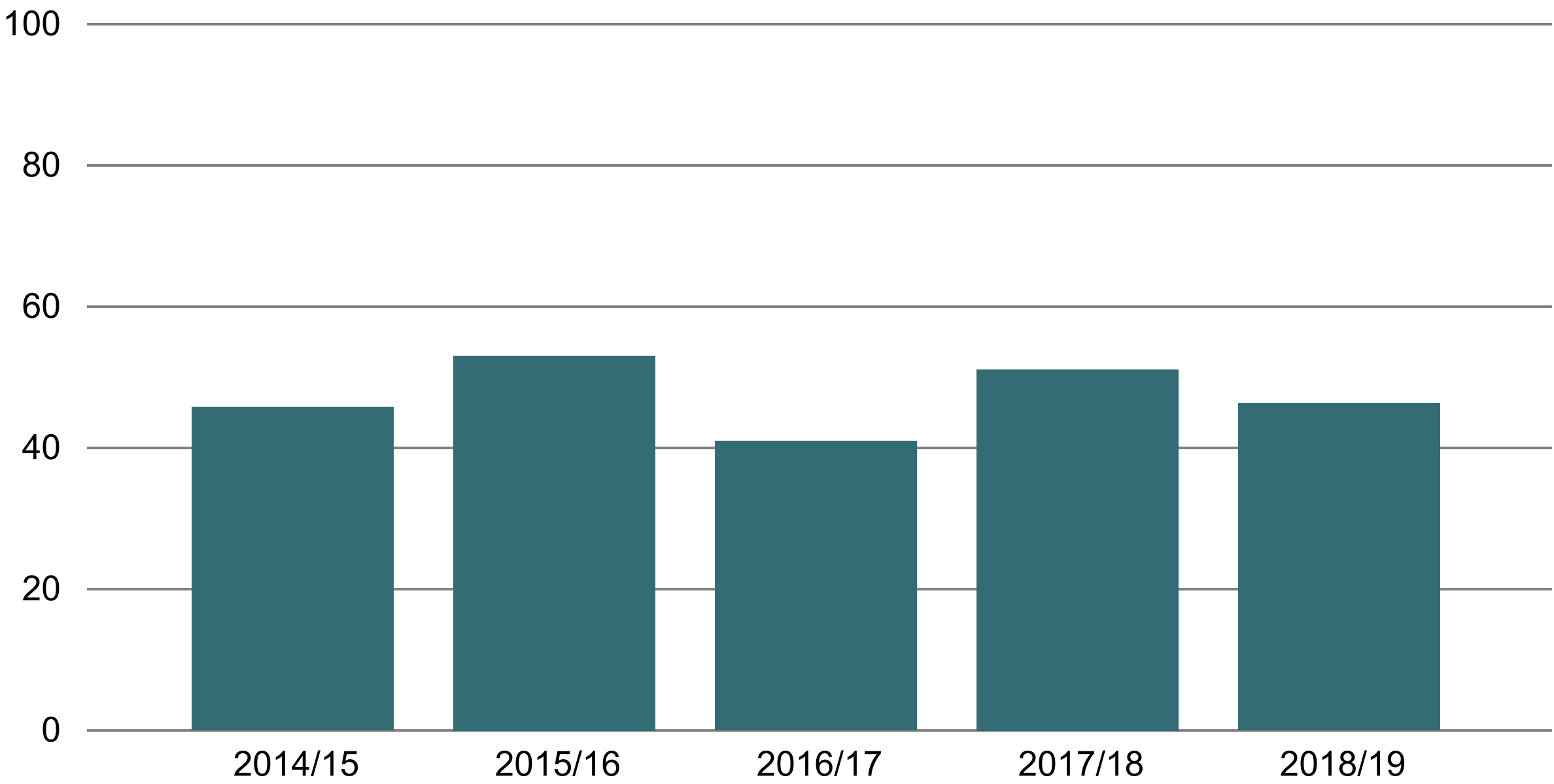
Beath High School

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Attainment for the S5 cohort

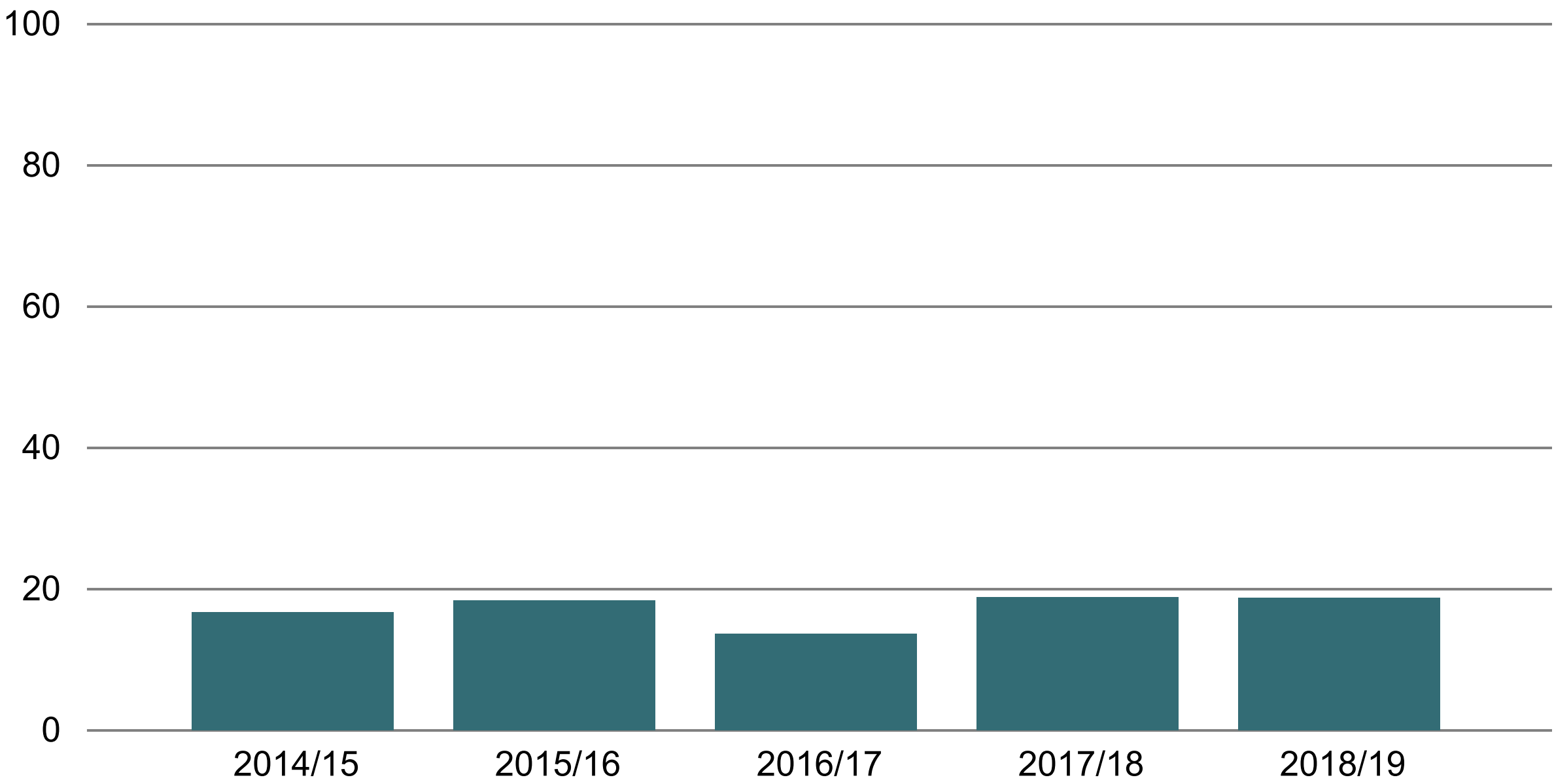
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



Year	1 or more
2014/15	45.81
2015/16	53.06
2016/17	40.98
2017/18	51.12
2018/19	46.31

S5 - 4 or more at National 6 (%)



Year	4 or more
2014/15	16.75
2015/16	18.37
2016/17	13.66
2017/18	18.83
2018/19	18.72

School

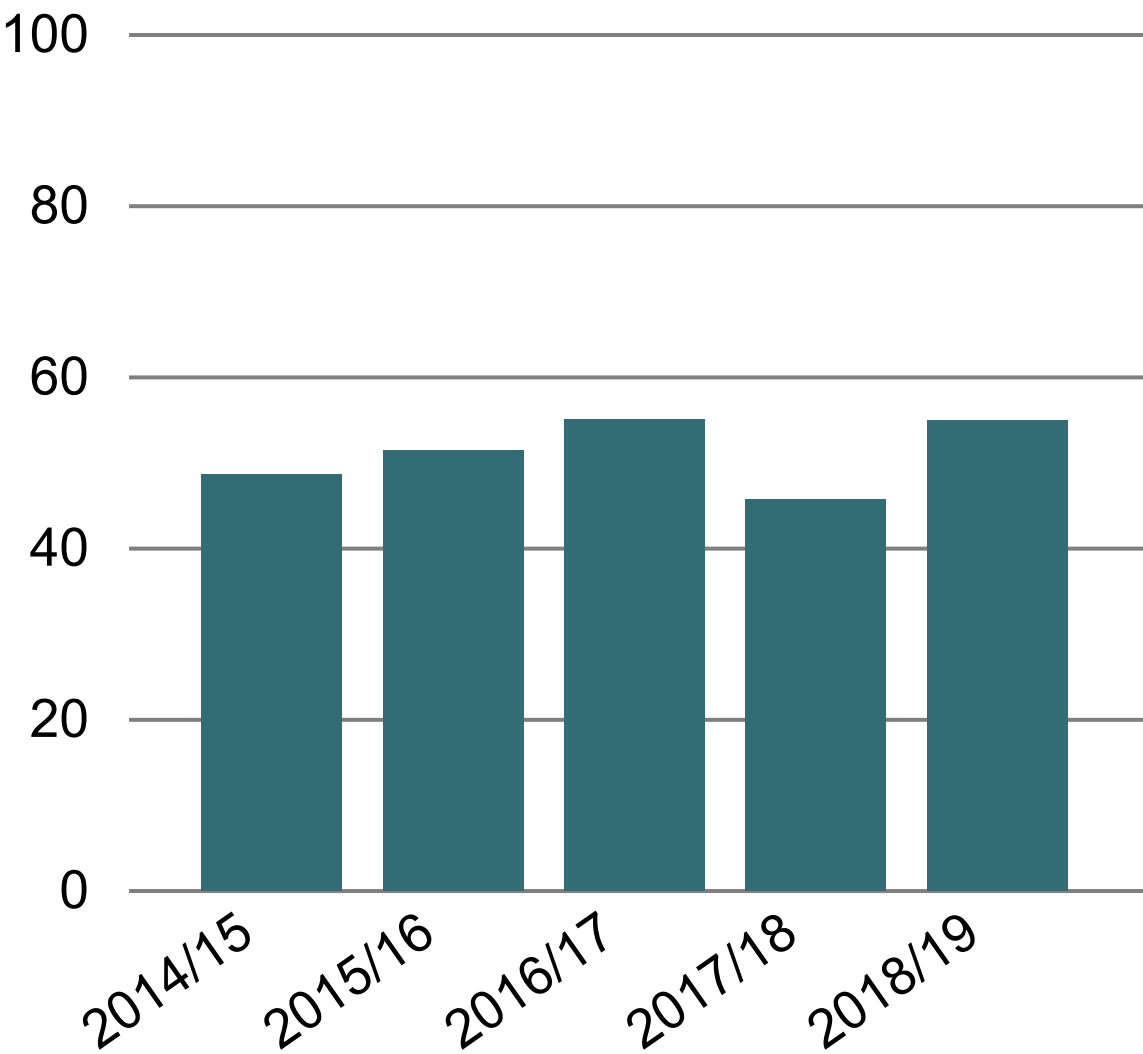
Beath High School

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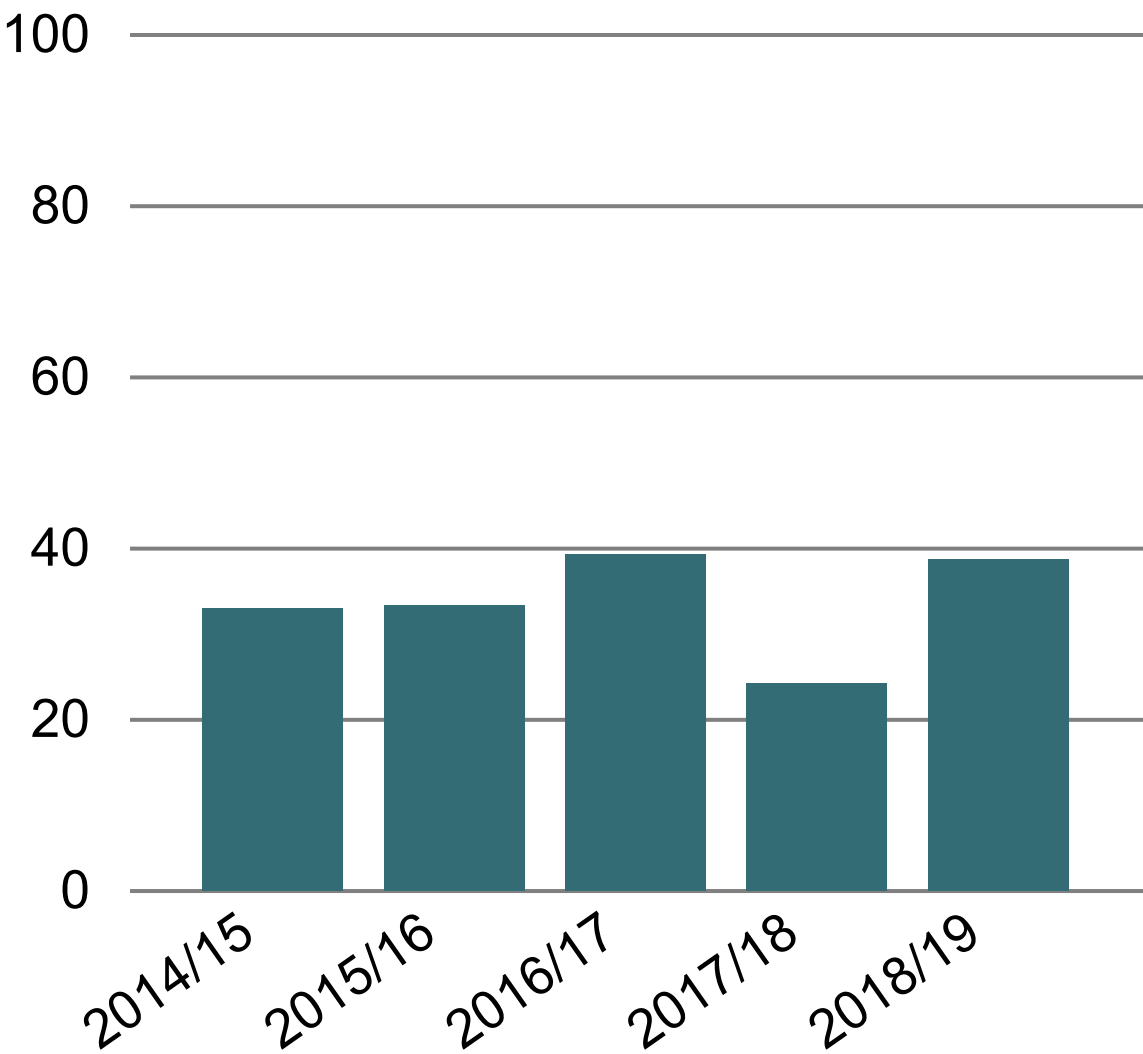
Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

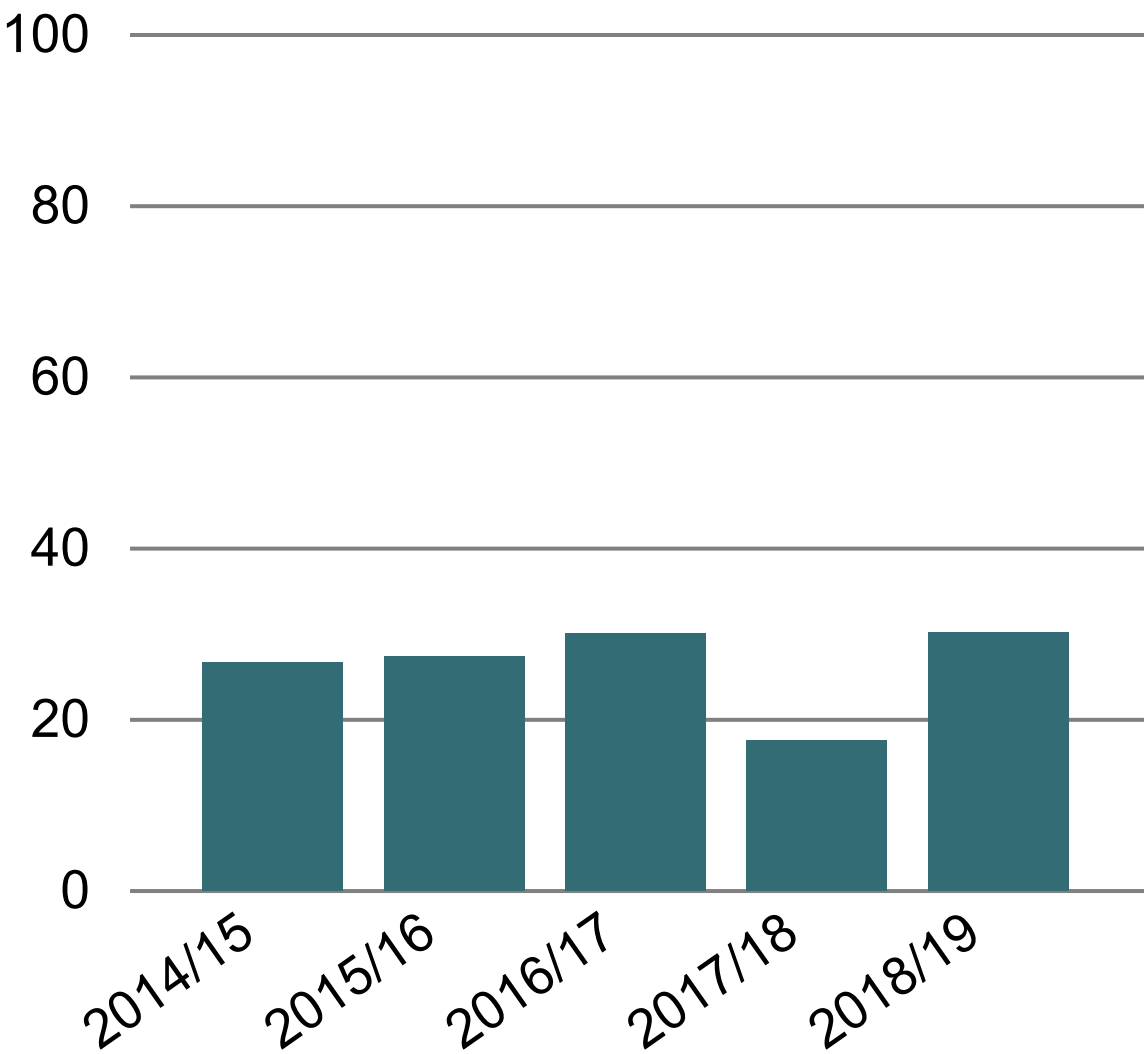
S6 - 1 or more at National 6 (%)



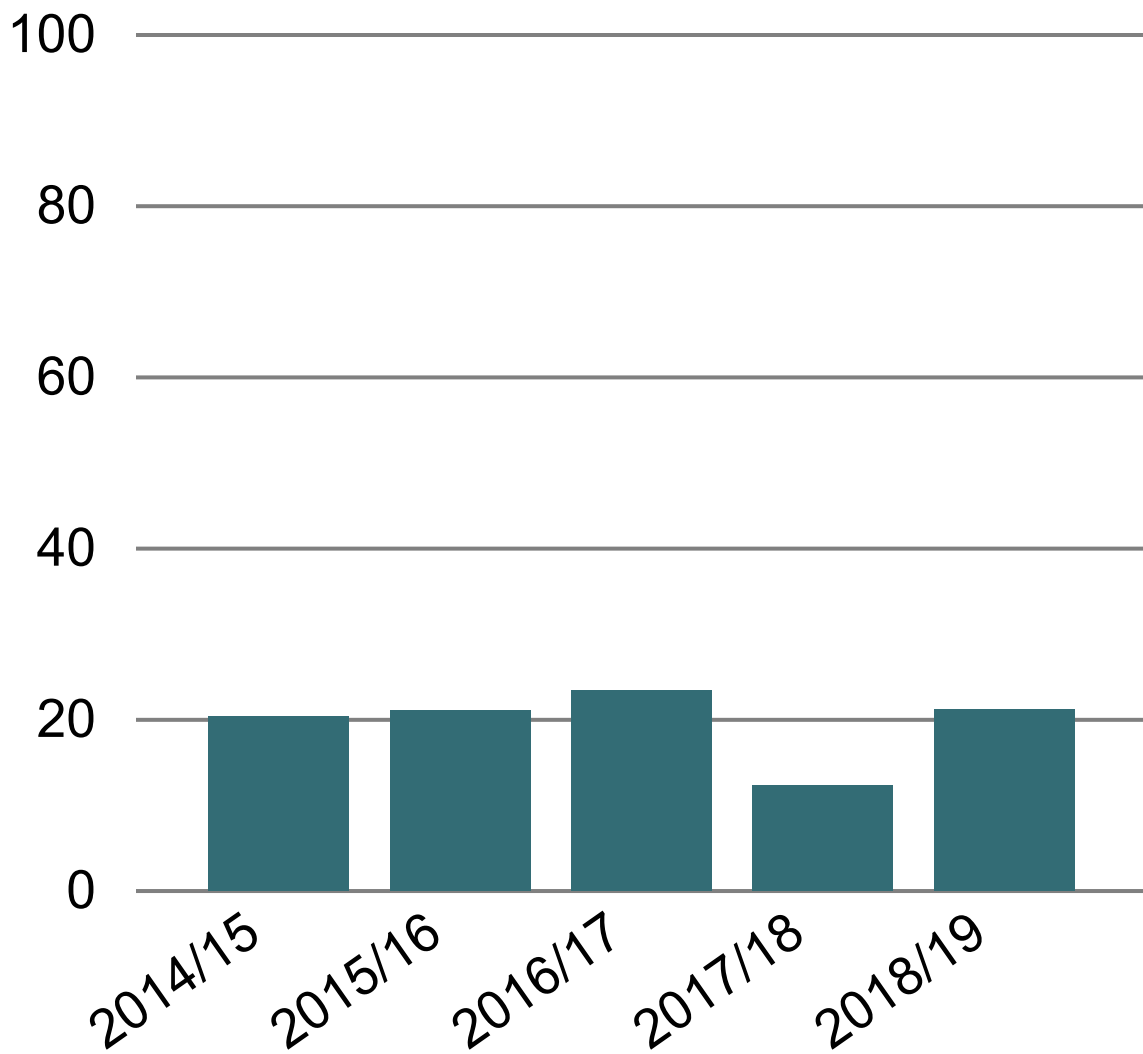
S6 - 3 or more at National 6 (%)



S6 - 4 or more at National 6 (%)



S6 - 5 or more at National 6 (%)



Year	1 or more
2014/15	48.69
2015/16	51.47
2016/17	55.10
2017/18	45.71
2018/19	54.95

Year	3 or more
2014/15	32.98
2015/16	33.33
2016/17	39.29
2017/18	24.29
2018/19	38.74

Year	4 or more
2014/15	26.70
2015/16	27.45
2016/17	30.10
2017/18	17.62
2018/19	30.18

Year	5 or more
2014/15	20.42
2015/16	21.08
2016/17	23.47
2017/18	12.38
2018/19	21.17



Whole School Social Context and Attainment and Achievement Report

Session 2018-19

Lochgelly High School

School

Lochgelly High School

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School Context

School Roll - from the September 2018/19 census.

School Roll			
Year	Female	Male	Total
▲ 2018/19	396	322	718

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
▲ 2018/19	11	12	9	16	7	1	56	

Estate		
Year	Capacity	Capacity %
▲ 2018/19	1124	63.9

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 2019.

Lochgelly High School				
2014/15	2015/16	2016/17	2017/18	2018/19
30.2	32.7	33.6	27.8	30.7

Fife				
2014/15	2015/16	2016/17	2017/18	2018/19
17.4	16.3	17.0	16.4	16.4

National				
2014/15	2015/16	2016/17	2017/18	2018/19
15.0	14.2	14.1	14.4	15.0

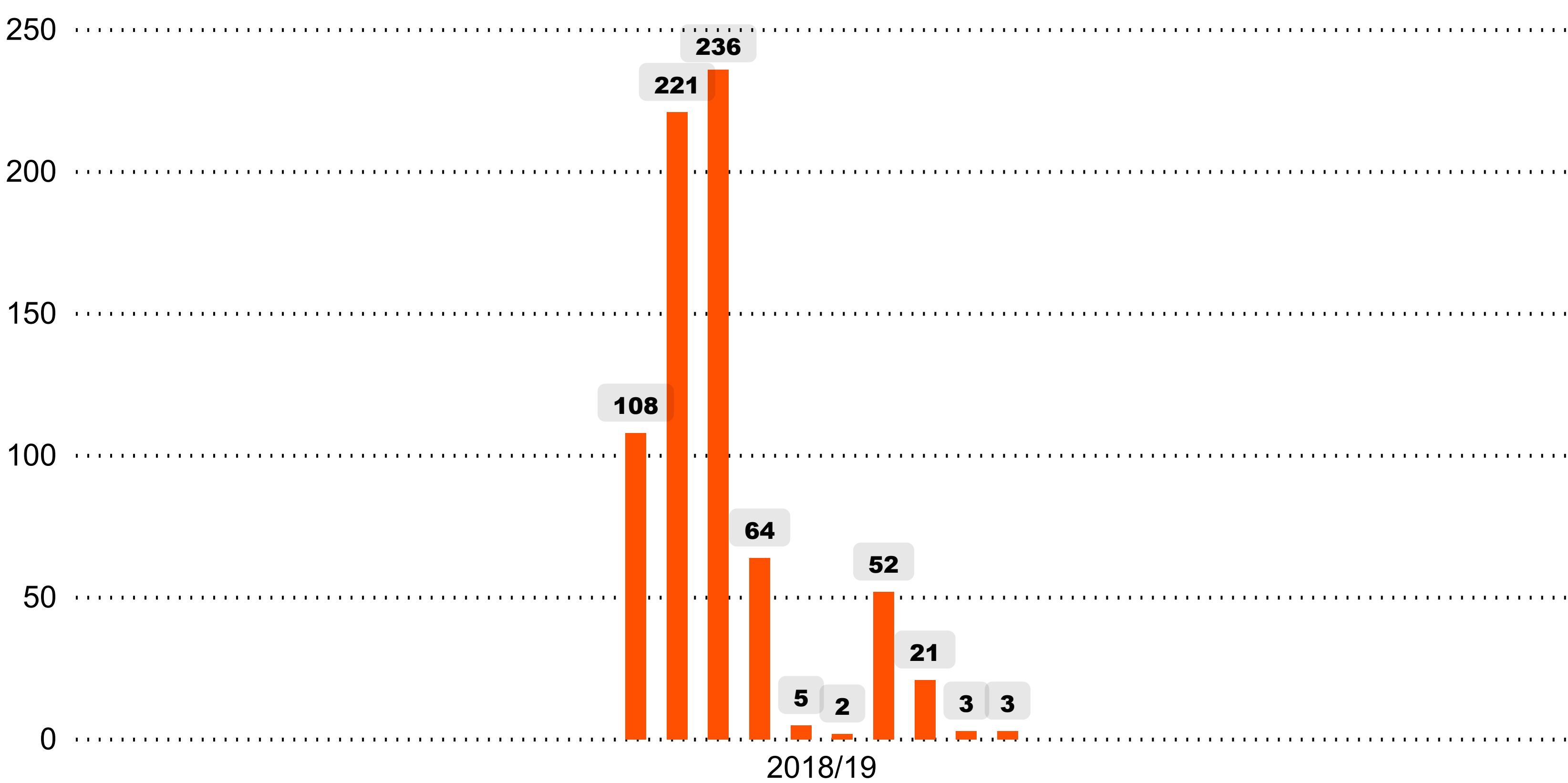
School

Lochgelly High School

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SIMD

Number of Pupils per SIMD Decile (2018/19)



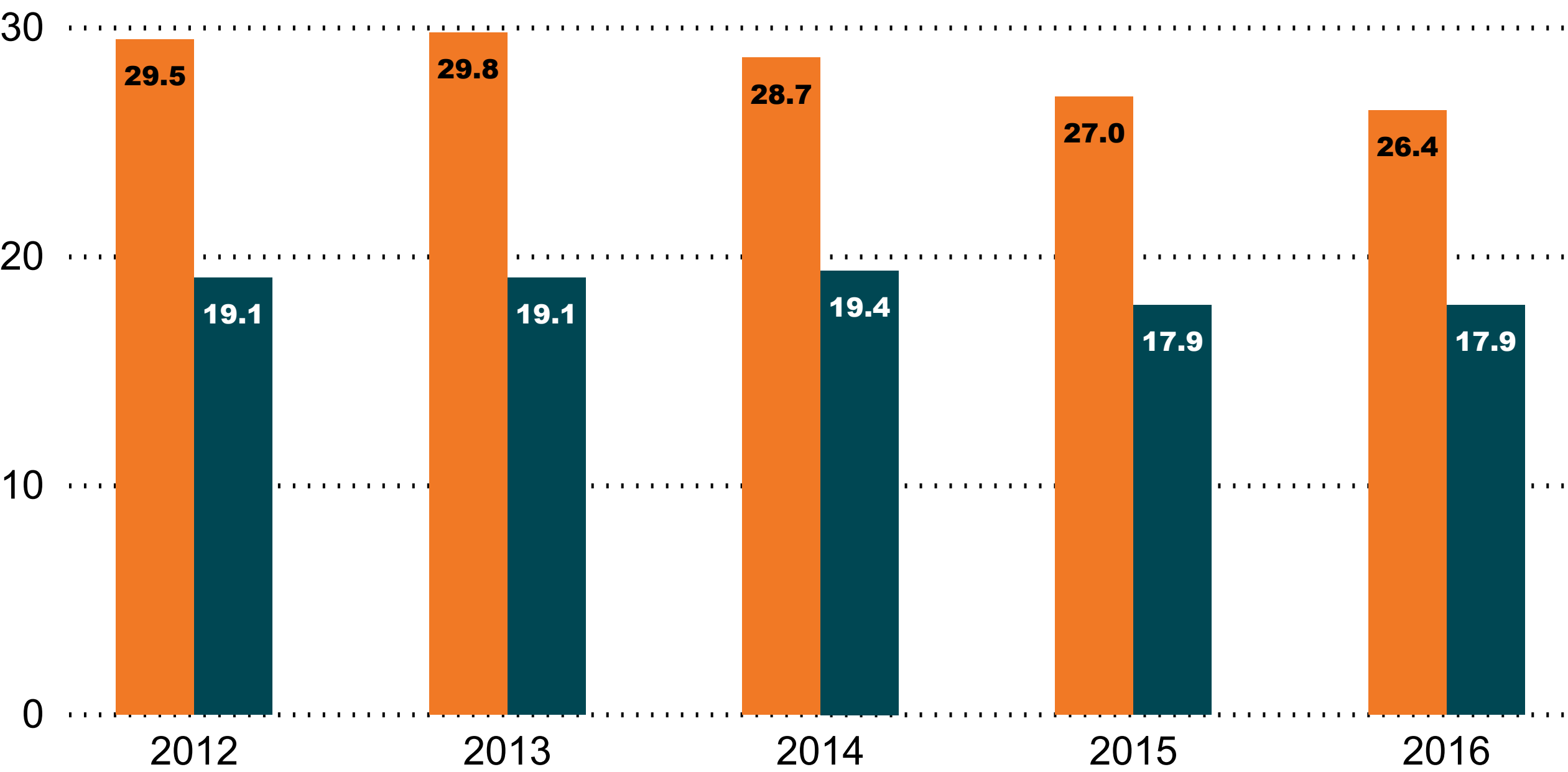
	2018/19
SIMD 1	108
SIMD 2	221
SIMD 3	236
SIMD 4	64
SIMD 5	5
SIMD 6	2
SIMD 7	52
SIMD 8	21
SIMD 9	3
SIMD 10	3

School

Lochgelly High School

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Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	29.5	19.1
2013	29.8	19.1
2014	28.7	19.4
2015	27.0	17.9
2016	26.4	17.9

Staying on Rates

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

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

School

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S5	83	73	72	79	79

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S6	47	55	47	61	44

Fife

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S5	88	84	84	84	84

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S6	68	67	70	66	67

School

Lochgelly High School

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Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Lochgelly High School					Fife					National	
	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2016/17
Attendance %	89.28	88.65	89.13	88.28	87.91	91.99	91.61	90.69	90.26	90.17	88.50	91.20
Authorised Absence %	5.74	6.28	6.26	5.94	5.17	5.45	5.83	5.60	5.87	5.74	5.30	5.30
Unauthorised Absence %	4.90	5.04	4.61	5.77	6.86	2.51	2.51	3.66	3.82	4.05	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	70	42	19	16	57	47	47	42	40	30	50	48
Days Excluded per 1000 pupils	148	58	20	23	117	109	98	97	88	69	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	5	8	0	0	9	7	5	3	3	2		
Days Excluded per 1000 pupils	9	11	0	0	18	17	10	6	7	4		

School

Lochgelly High School

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Level of English & Additional Support Needs

The following information is taken from the September 2018 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	1
Early Acquisition	1
Developing Competence	1
Competent	1
Fluent	8
English as a "first language"	708
Limited Communication	1
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	20
Bereavement	9
Communication Support Needs	2
Deafblind	0
Dyslexia	53

Student Need Category	No. of Pupils with Need
English as an additional language	3
Family issues	20
Hearing impairment	5
Interrupted learning	0
Language or speech disorder	17
Learning disability	23
Looked after	28
Mental health problems	18
More able pupil	0
Other	4
Other moderate learning difficulty	114
Other specific learning difficulty (e.g. numeric)	46
Physical health problem	15
Physical or motor impairment	10
Risk of exclusion	1
Social, emotional and behavioural difficulty	109
Substance misuse	1
Visual impairment	5
Young carer	3

School

Lochgelly High School

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Initial Leaver Destinations

	2015/16	2016/17	2017/18
No. of Leavers	154	121	130

Lochgelly High School %			
	2015/16	2016/17	2017/18
Positive %	91.6	93.4	92.3
Higher Education %	19.5	15.7	20.8
Further Education %	42.2	44.6	40.0
Training %	6.5	3.3	5.4
Employment %	19.5	25.6	23.1
Activity Agreements %	2.6	4.1	3.1
Unemployed %	7.8	5.8	7.7
Unemployed Seeking %	6.5	2.5	4.6
Unemployed Not Seeking %	1.3	3.3	3.1
Unknown %	0.6	0.8	

	2015/16	2016/17	2017/18
	3712	3757	3528

Fife %				
▲ Category	2015/16	2016/17	2017/18	
Positive	92.7	92.7	92.5	
Higher Education	39.0	35.0	36.6	
Further Education	32.7	33.9	32.9	
Training	1.9	2.1	2.0	
Employment	17.2	19.3	18.4	
Activity Agreements	1.6	1.8	2.0	
Unemployed	6.8	6.9	6.9	
Unemployed Seeking	5.6	5.5	5.3	
Unemployed Not Seeking	1.2	1.4	1.6	
Unknown	0.5	0.5	0.6	

	2015/16	2016/17	2017/18
	52249	51258	49724

National %			
▲ Category	2014/15	2015/16	2016/17
Positive	93.0	93.3	93.7
Higher Education	38.8	40.3	40.7
Further Education	27.6	26.6	26.8
Training	3.8	2.6	2.4
Employment	21.4	22.3	22.0
Activity Agreements	0.9	1.0	1.2
Unemployed	6.5	6.4	6.0
Unemployed Seeking	5.4	5.1	4.5
Unemployed Not Seeking	1.1	1.3	1.5
Unknown	0.5	0.2	0.4

School

Lochgelly High School

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Initial Leaver Destinations

	2015/16	2016/17	2017/18
No. of Leavers	154	121	130

Lochgelly High School %			
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Unemployed %	7.8	5.8	7.7
Unemployed Seeking %	6.5	2.5	4.6
Unemployed Not Seeking %	1.3	3.3	3.1
Unknown %	0.6	0.8	

	2015/16	2016/17	2017/18
	10158	10031	9824

South East Collaborative %			
▲ Category	2015/16	2016/17	2017/18
Positive	93.6	93.3	93.9
Higher Education	38.2	38.0	38.6
Further Education	29.3	29.0	27.4
Training	2.3	2.1	2.1
Employment	22.1	21.9	23.6
Activity Agreements	1.3	1.7	1.5
Unemployed	6.3	6.5	5.8
Unemployed Seeking	5.0	5.0	4.4
Unemployed Not Seeking	1.3	1.5	1.4
Unknown	0.2	0.3	0.3

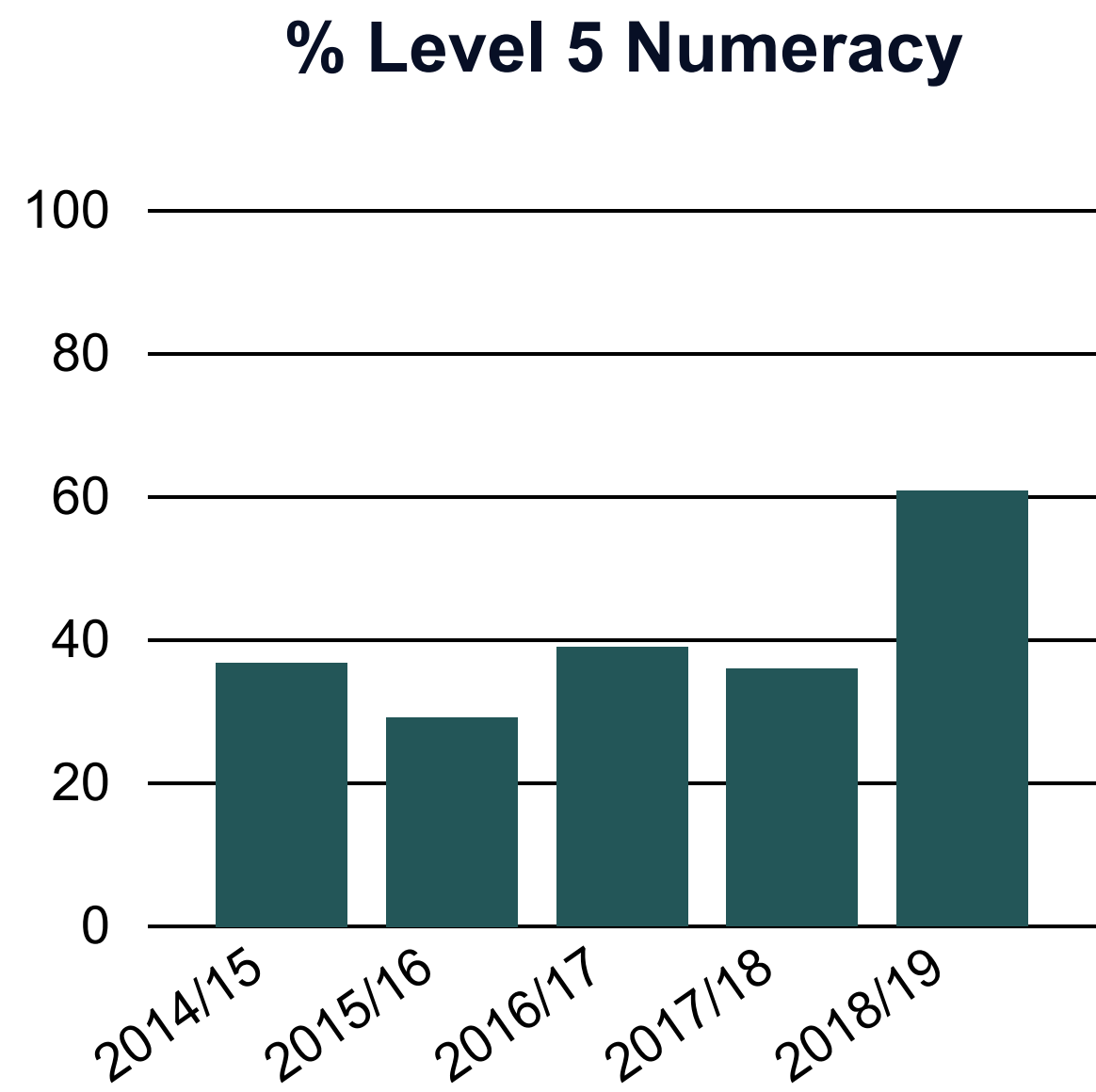
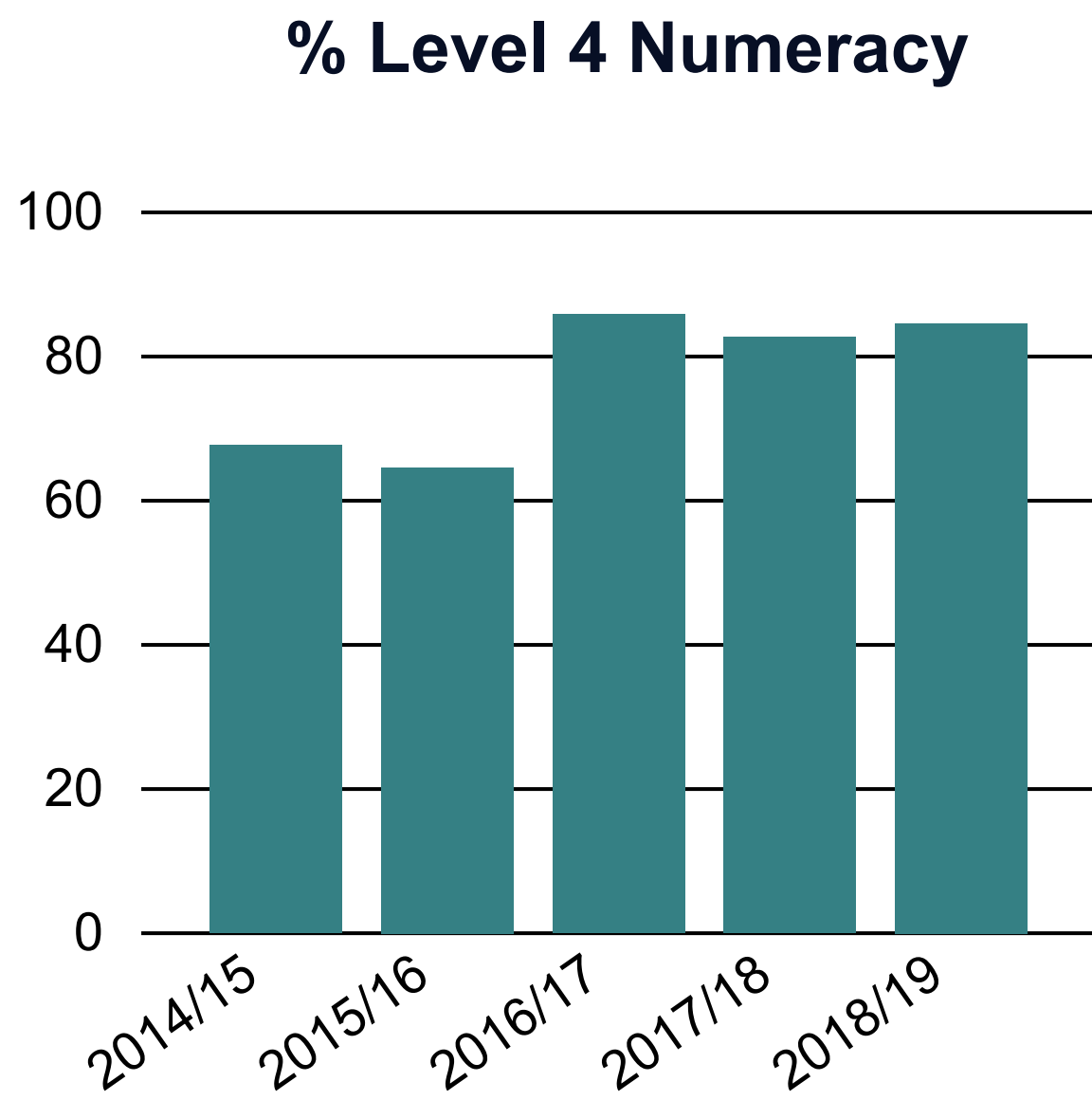
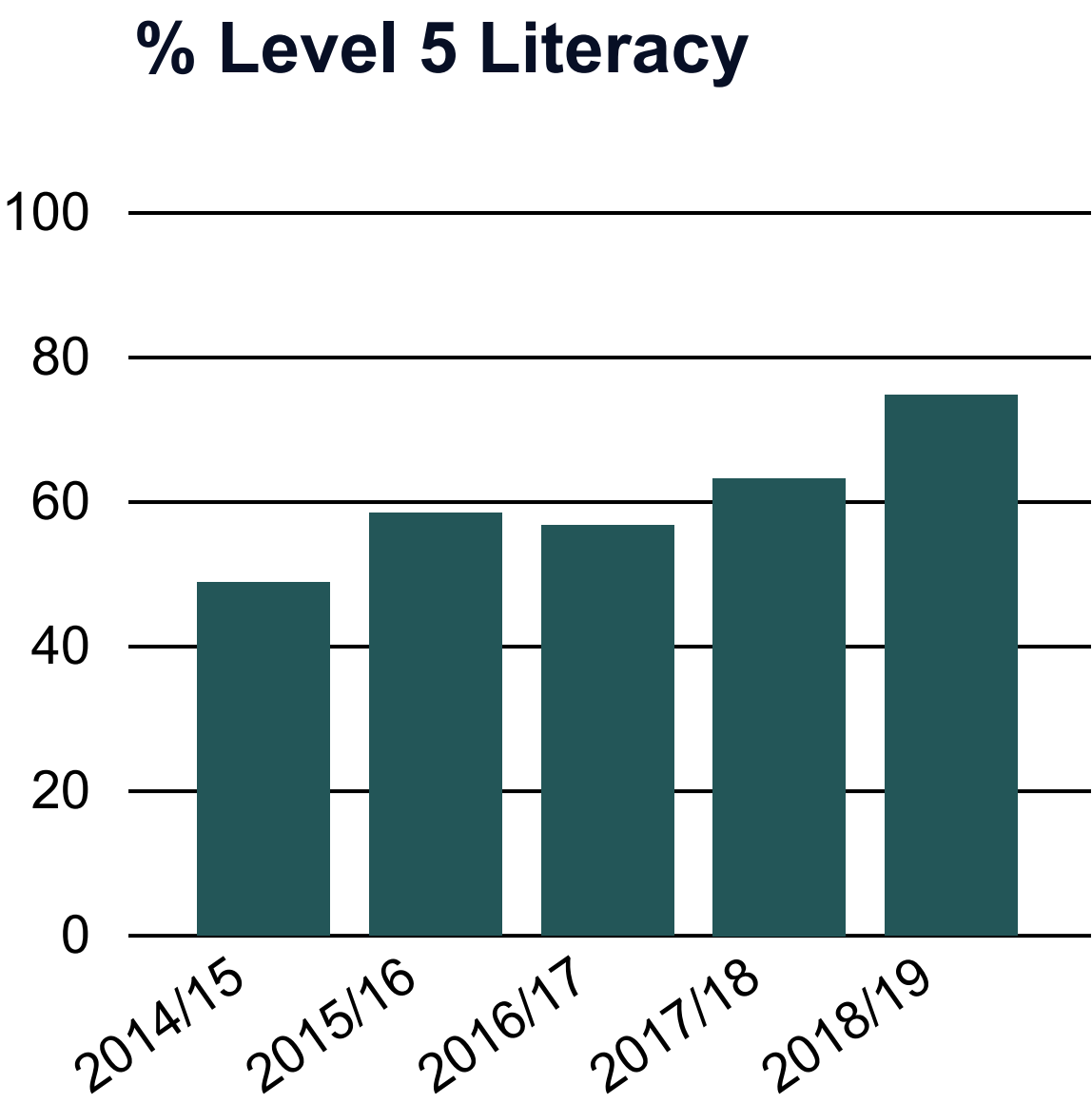
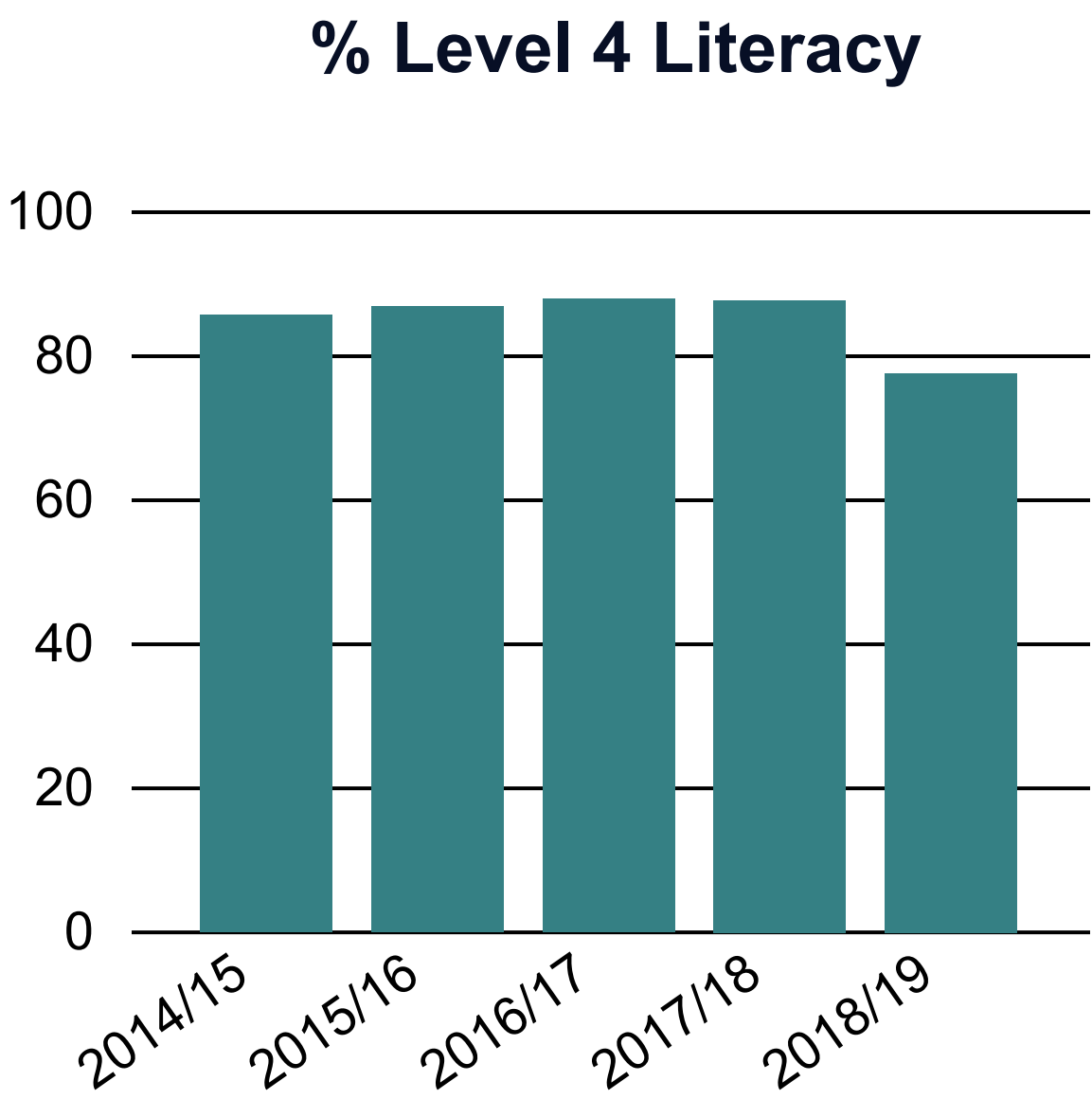
School

Lochgelly High School

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SQA Attainment - S4 Literacy & Numeracy

S4 - All Pupils



Year	S4 Level 4 Literacy %	S4 Level 5 Literacy %
2014/15	85.71	48.87
2015/16	86.92	58.46
2016/17	87.94	56.74
2017/18	87.77	63.31
2018/19	77.62	74.83

Year	S4 Level 4 Numeracy %	S4 Level 5 Numeracy %
2014/15	67.67	36.84
2015/16	64.62	29.23
2016/17	85.82	39.01
2017/18	82.73	35.97
2018/19	84.62	60.84

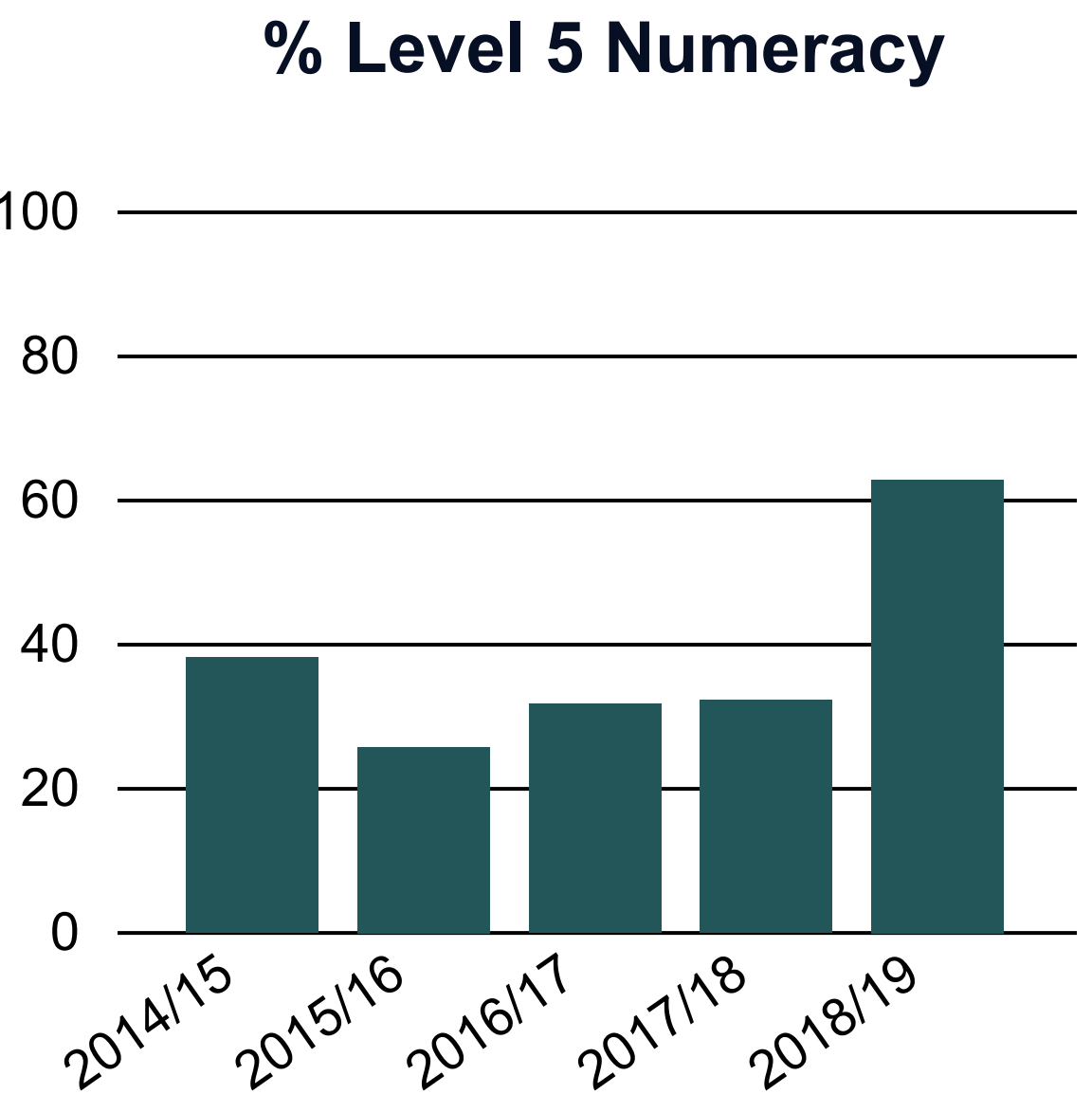
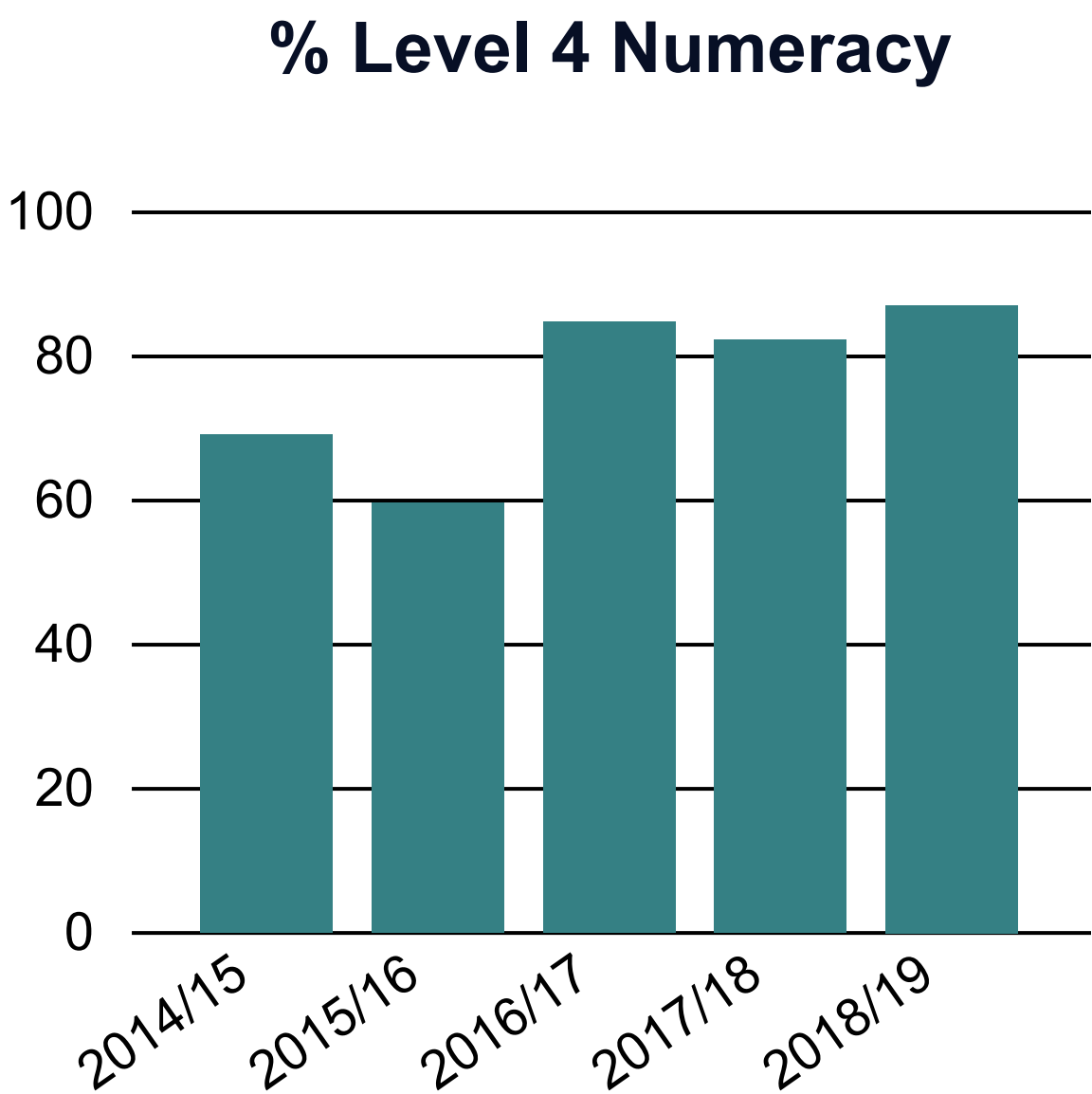
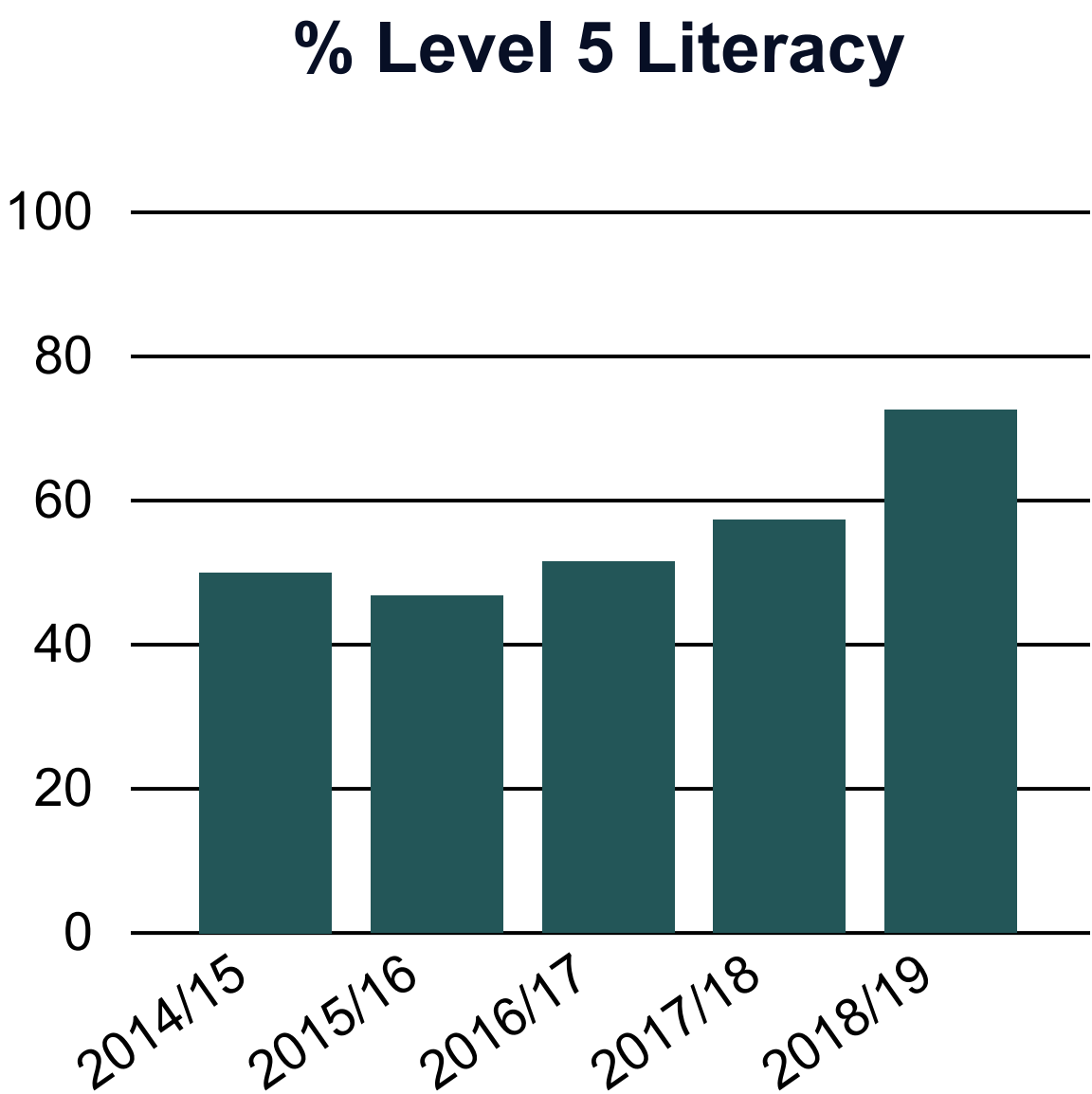
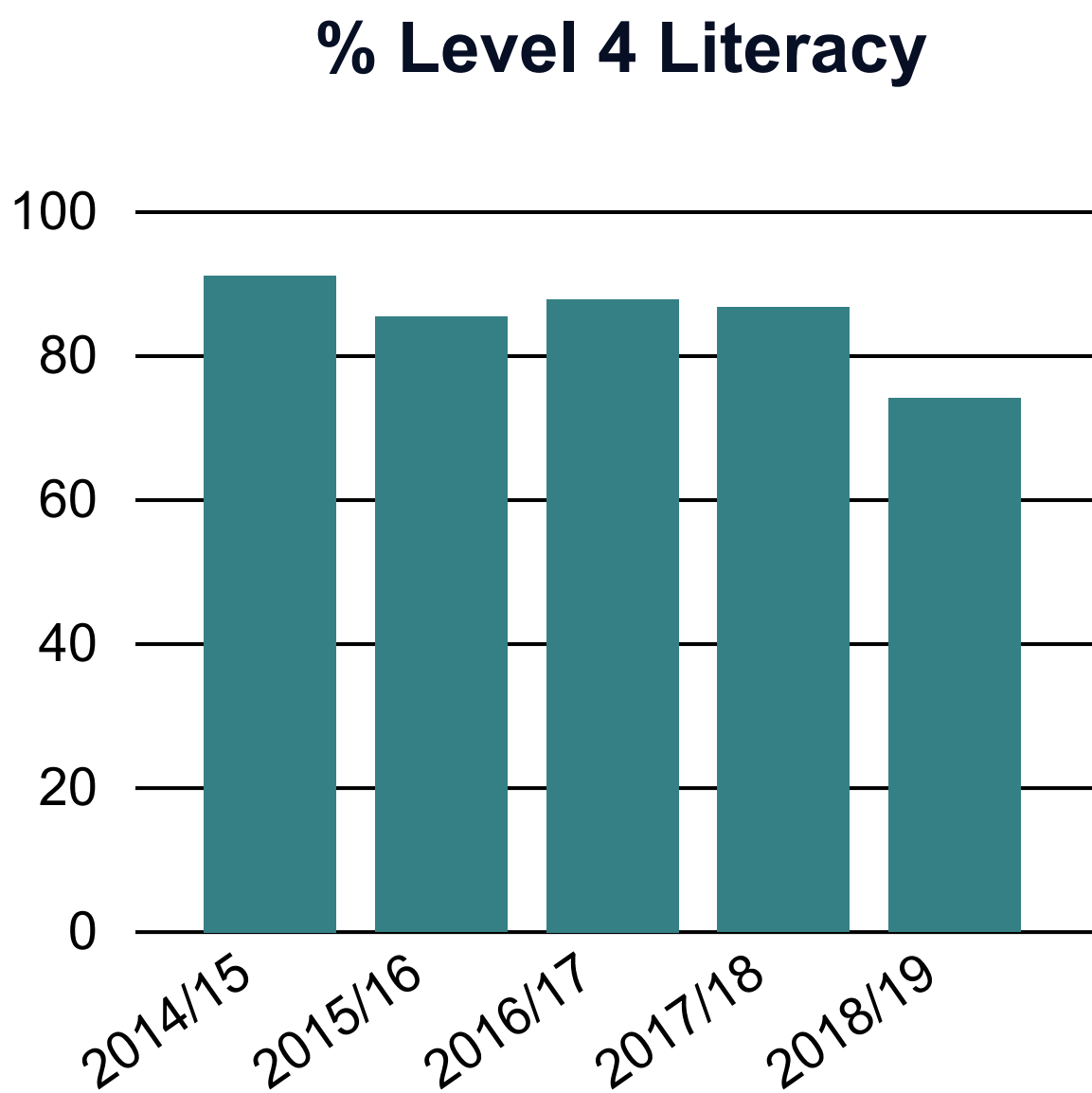
School

Lochgelly High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 1 - (most deprived 20%)



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	91.18	50.00
2015/16	85.48	46.77
2016/17	87.88	51.52
2017/18	86.76	57.35
2018/19	74.19	72.58

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	69.12	38.24
2015/16	59.68	25.81
2016/17	84.85	31.82
2017/18	82.35	32.35
2018/19	87.10	62.90

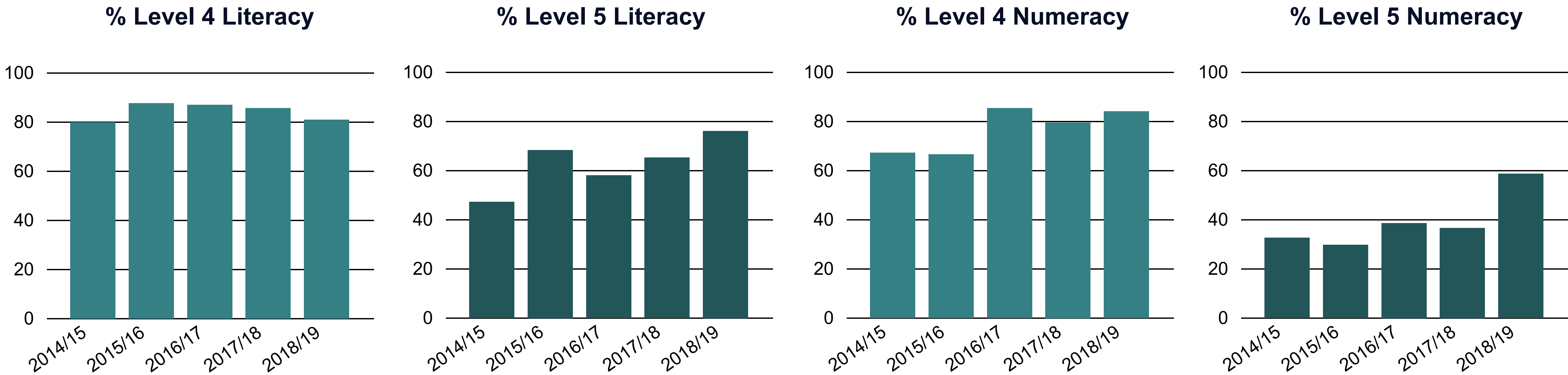
School

Lochgelly High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 2



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	80.00	47.27
2015/16	87.72	68.42
2016/17	87.10	58.06
2017/18	85.71	65.31
2018/19	80.95	76.19

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	67.27	32.73
2015/16	66.67	29.82
2016/17	85.48	38.71
2017/18	79.59	36.73
2018/19	84.13	58.73

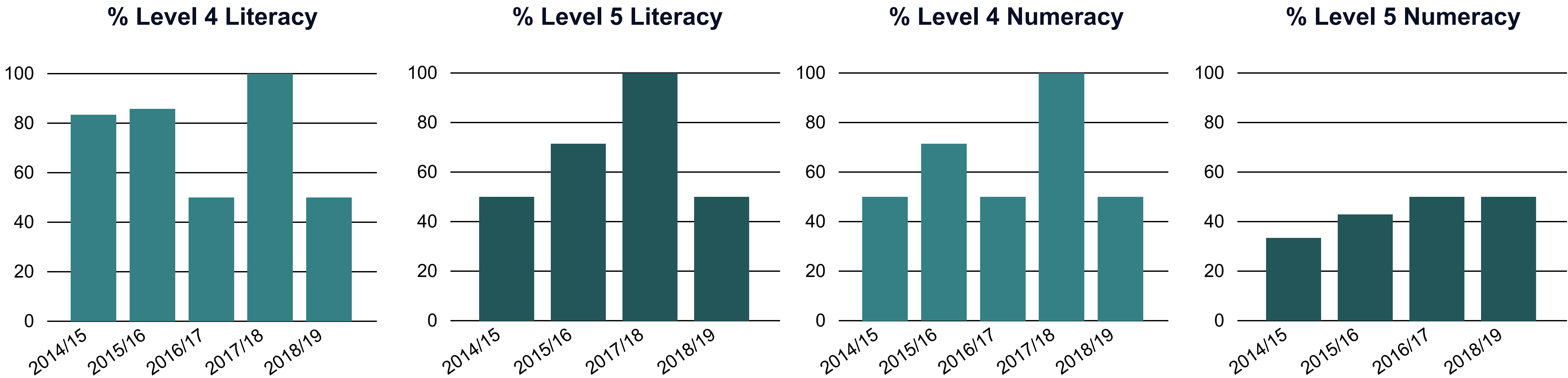
School

Lochgelly High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 3



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	83.33	50.00
2015/16	85.71	71.43
2016/17	50.00	
2017/18	100.00	100.00
2018/19	50.00	50.00

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	50.00	33.33
2015/16	71.43	42.86
2016/17	50.00	50.00
2017/18	100.00	
2018/19	50.00	50.00

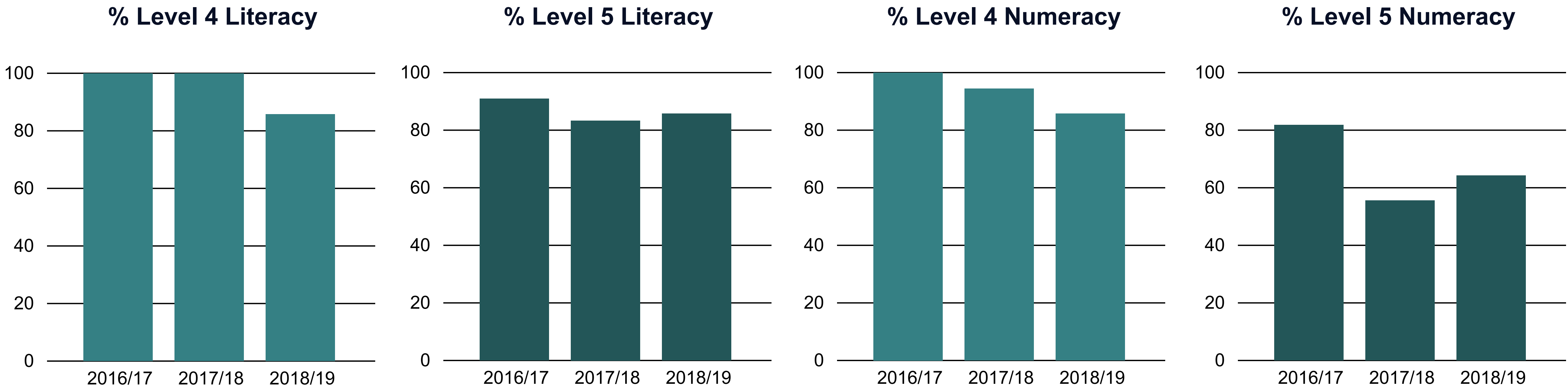
School

Lochgelly High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 4



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2016/17	100.00	90.91
2017/18	100.00	83.33
2018/19	85.71	85.71

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2016/17	100.00	81.82
2017/18	94.44	55.56
2018/19	85.71	64.29

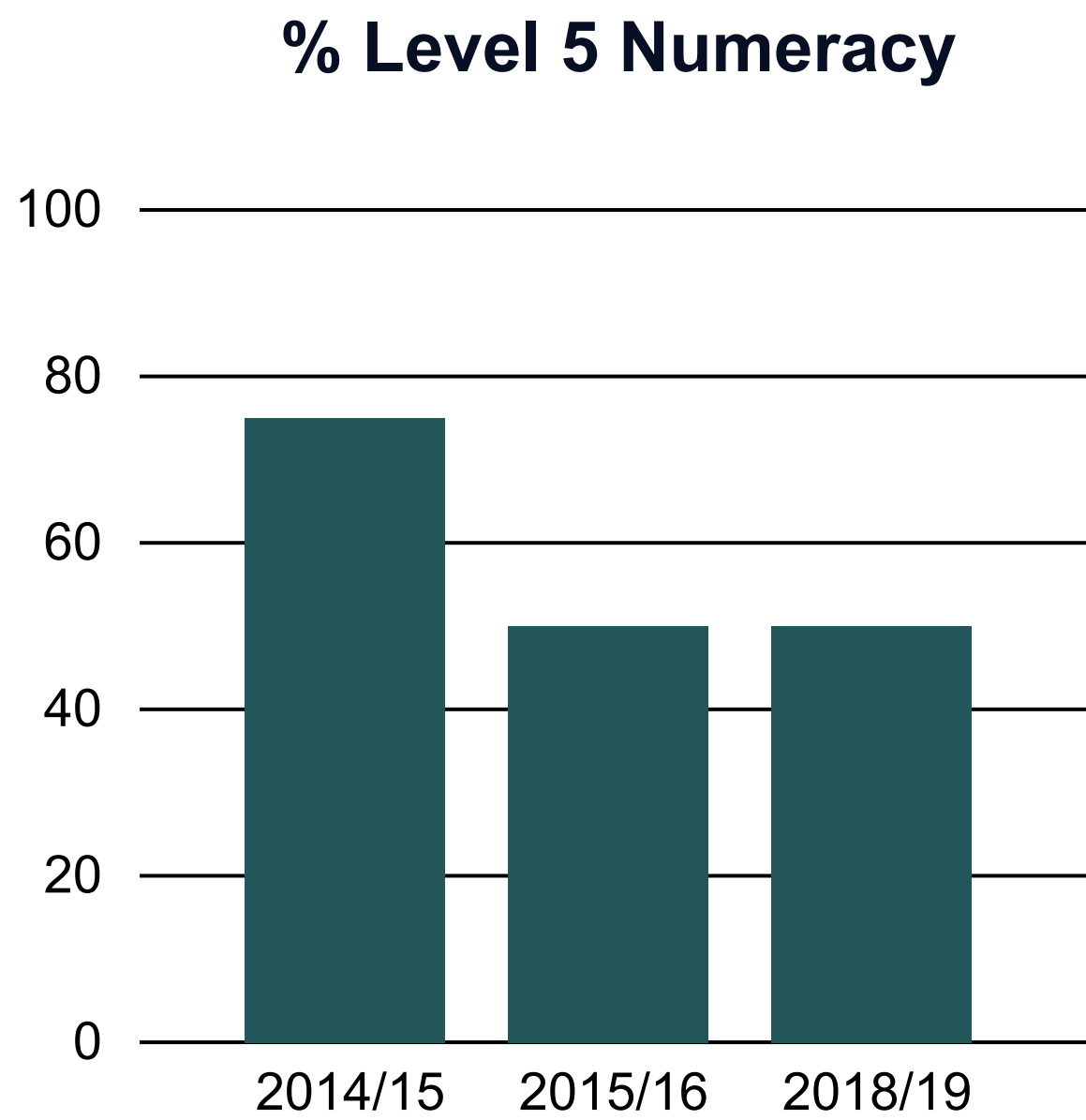
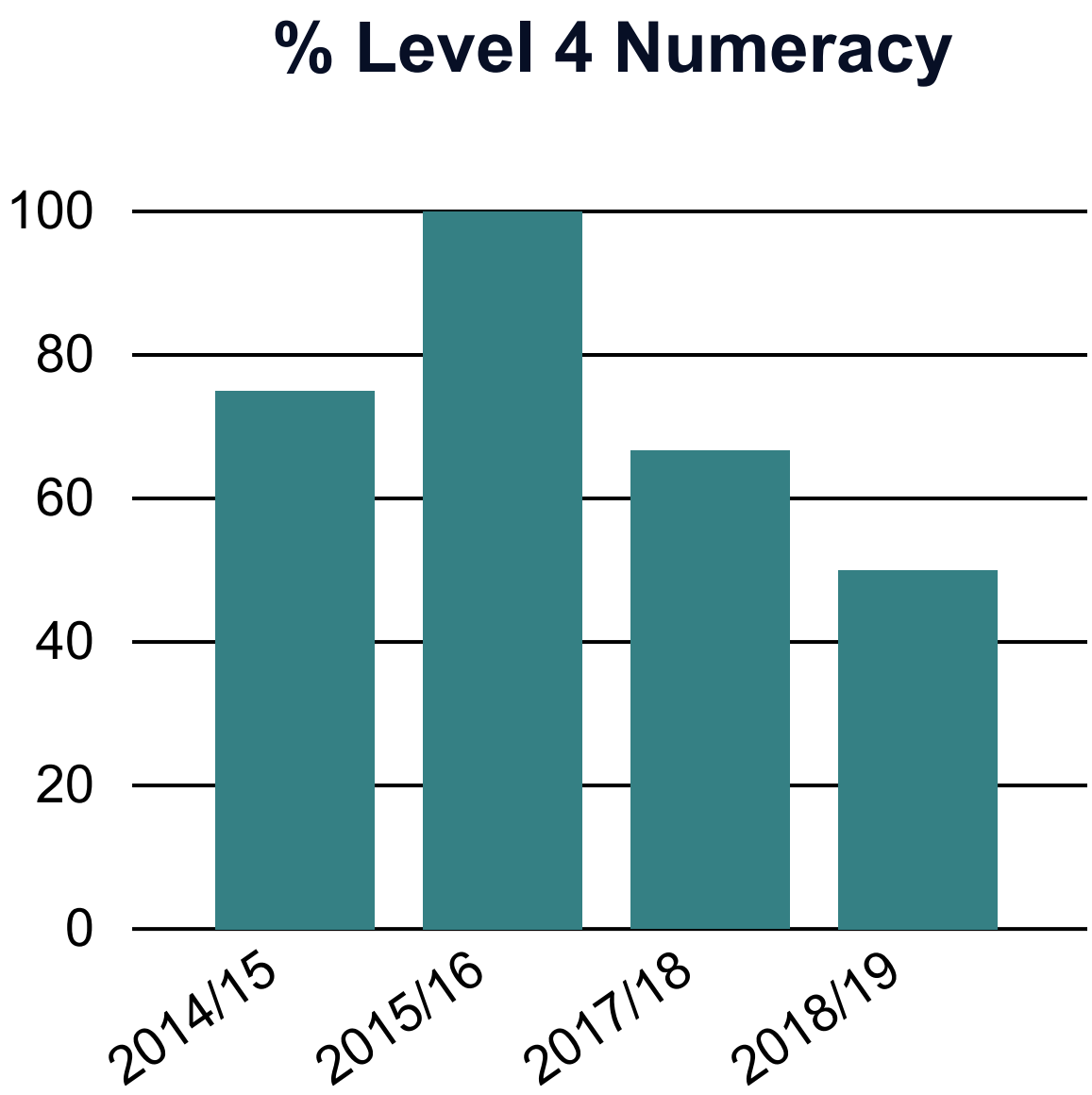
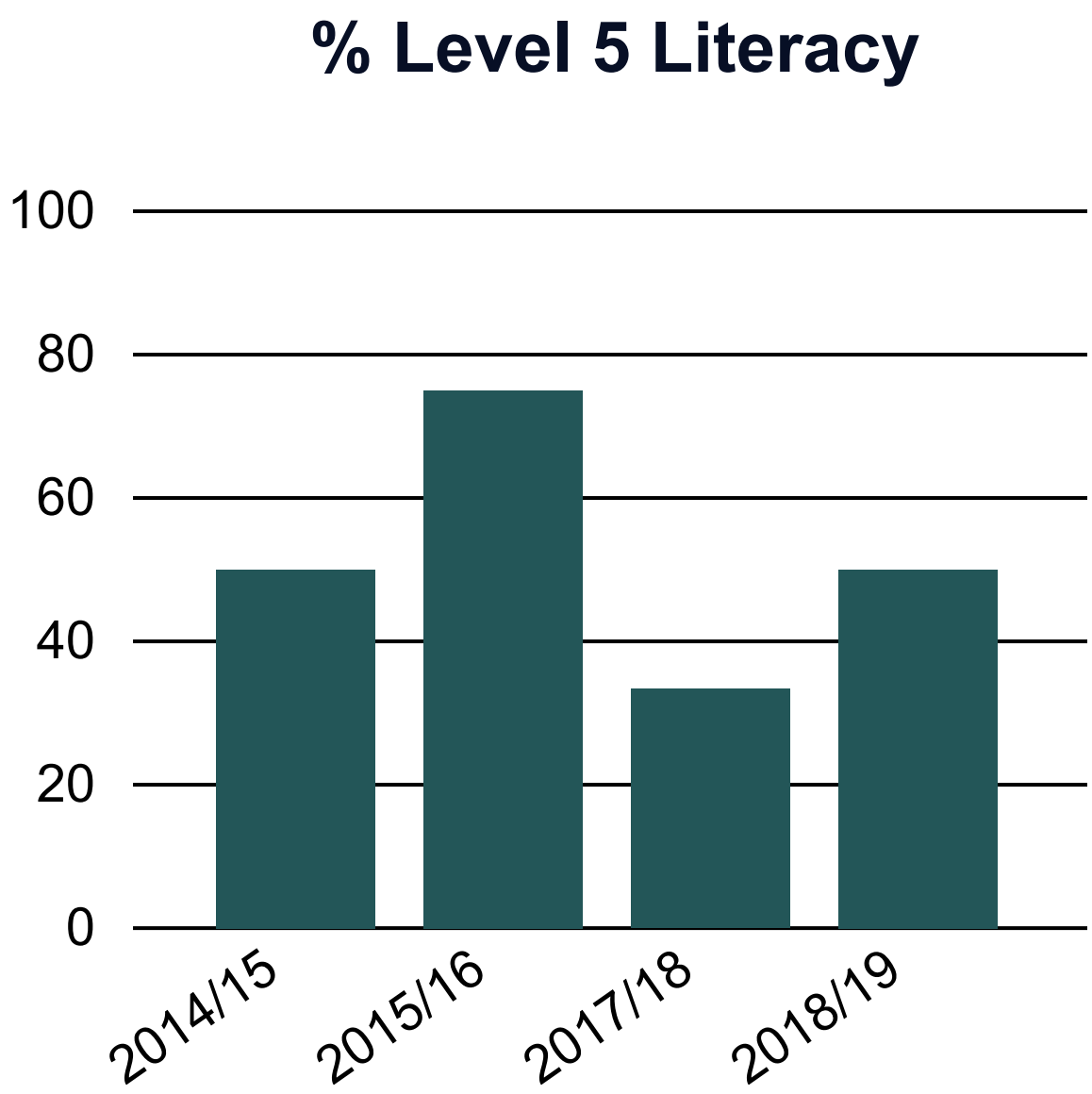
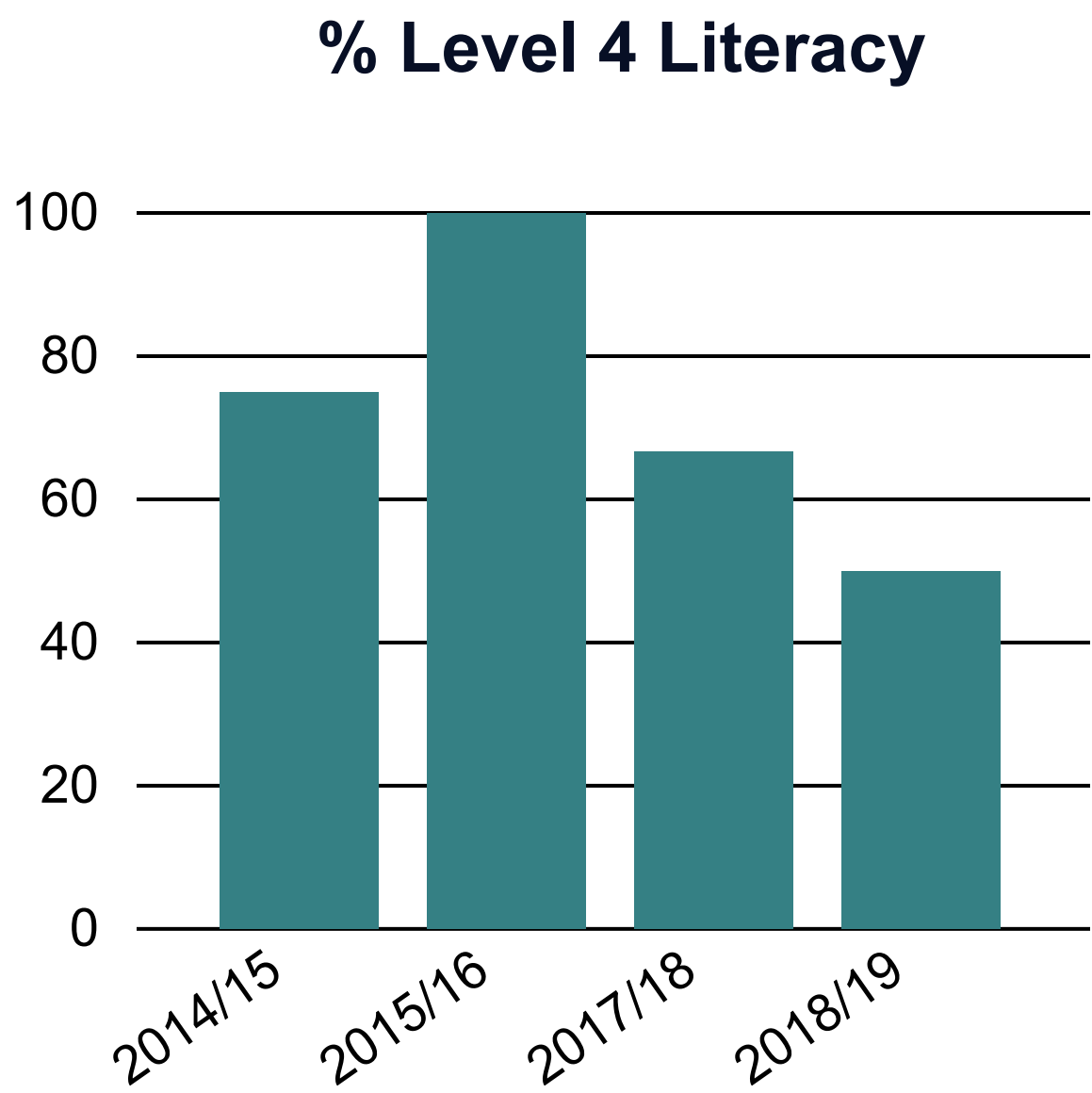
School

Lochgelly High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 5 - (least deprived 20%)



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	75.00	50.00
2015/16	100.00	75.00
2017/18	66.67	33.33
2018/19	50.00	50.00

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	75.00	75.00
2015/16	100.00	50.00
2017/18	66.67	
2018/19	50.00	50.00

School

Lochgelly High School

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SQA Attainment - S5 Literacy & Numeracy

	% Level 4 Literacy					% Level 5 Literacy				
	14/15	15/16	16/17	17/18	18/19	14/15	15/16	16/17	17/18	18/19
S5 - All Pupils	85.06	85.82	86.92	86.99	88.49	66.88	63.43	63.08	65.75	74.82
S5 - Pupils in Quintile 1	80.52	91.18	84.38	86.96	88.24	57.14	64.71	54.69	62.32	67.65
S5 - Pupils in Quintile 2	90.00	80.00	90.38	87.10	86.27	76.67	60.00	69.23	67.74	80.39
S5 - Pupils in Quintile 3	90.00	83.33	(Blank)	50.00	100.00	70.00	66.67	(Blank)	50.00	100.00
S5 - Pupils in Quintile 4	50.00	(Blank)	92.31	100.00	100.00	50.00	(Blank)	84.62	83.33	88.24
S5 - Pupils in Quintile 5	100.00	80.00	(Blank)	(Blank)	50.00	100.00	80.00	(Blank)	(Blank)	50.00
	% Level 4 Numeracy					% Level 5 Numeracy				
S5 - All Pupils	75.32	75.37	73.85	84.93	87.05	47.40	44.03	51.54	46.58	62.59
S5 - Pupils in Quintile 1	70.13	75.00	68.75	86.96	85.29	41.56	44.12	42.19	40.58	55.88
S5 - Pupils in Quintile 2	80.00	76.36	76.92	83.87	86.27	56.67	41.82	55.77	46.77	66.67
S5 - Pupils in Quintile 3	80.00	66.67	(Blank)	50.00	100.00	40.00	50.00	(Blank)	50.00	(Blank)
S5 - Pupils in Quintile 4	50.00	(Blank)	92.31	91.67	100.00	(Blank)	(Blank)	84.62	83.33	82.35
S5 - Pupils in Quintile 5	100.00	80.00	(Blank)	(Blank)	50.00	60.00	60.00	(Blank)	(Blank)	50.00

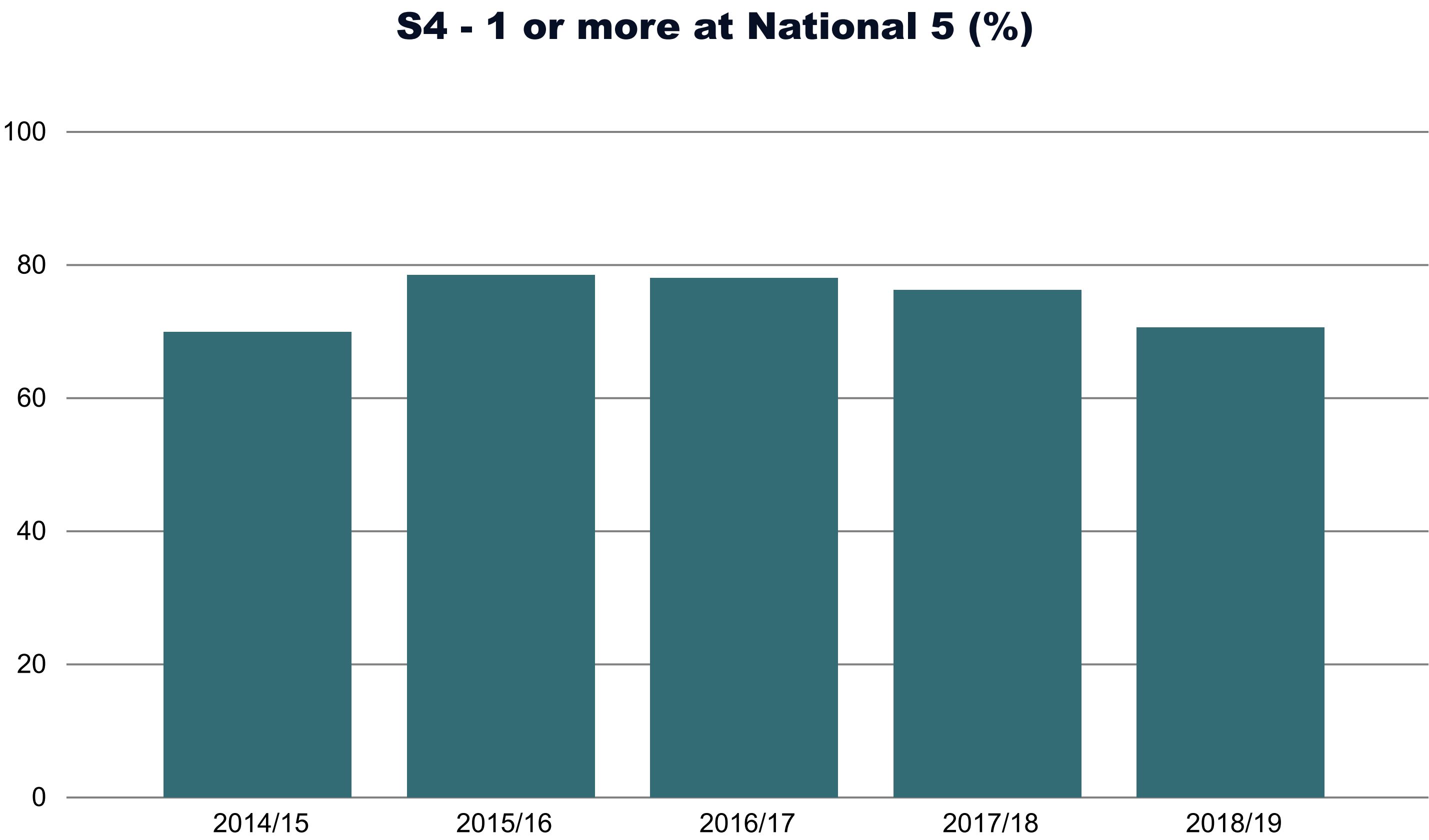
School

Lochgelly High School

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Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.



Year	1 or more
2014/15	69.92
2015/16	78.46
2016/17	78.01
2017/18	76.26
2018/19	70.63

School

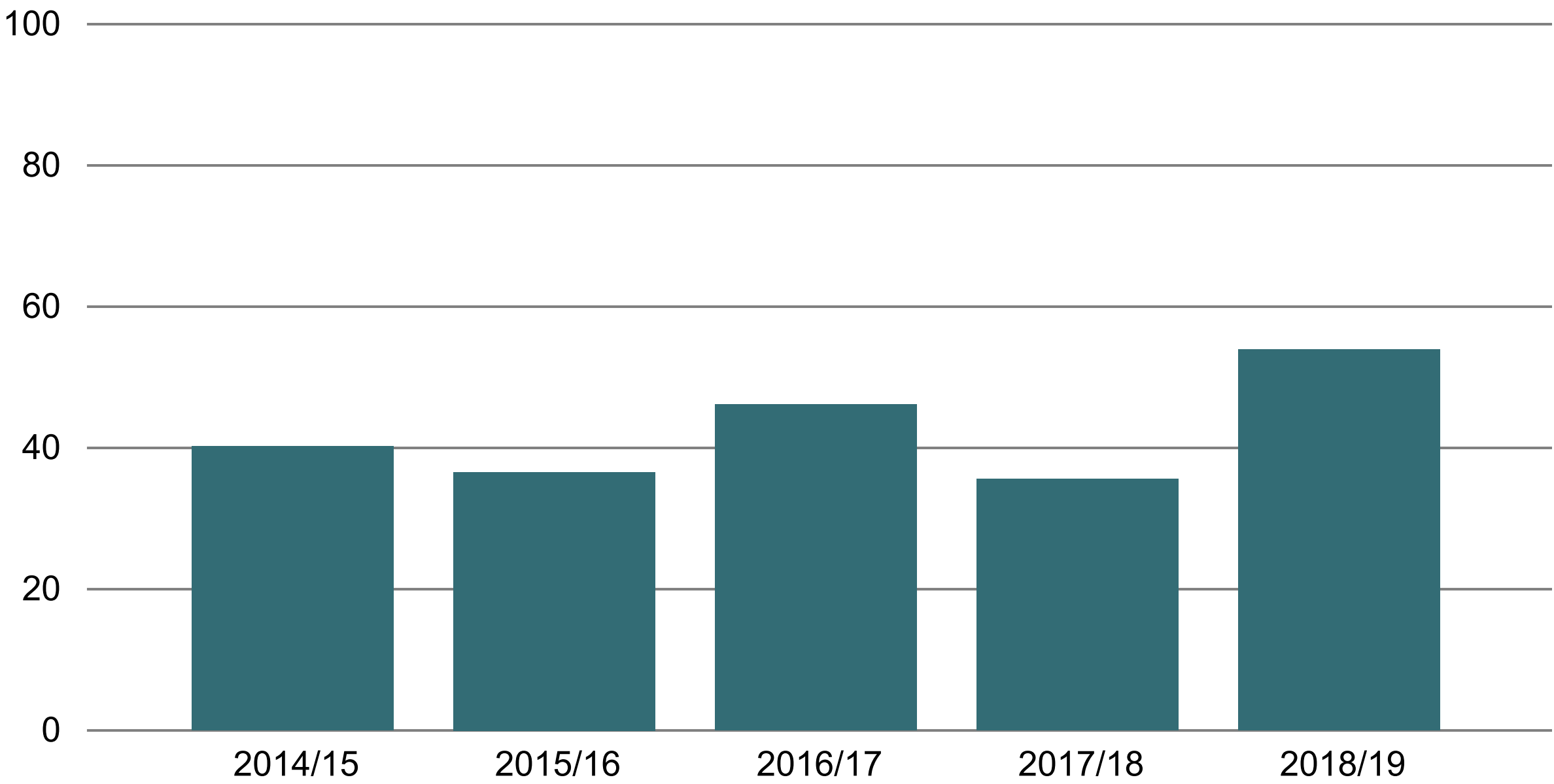
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Attainment for the S5 cohort

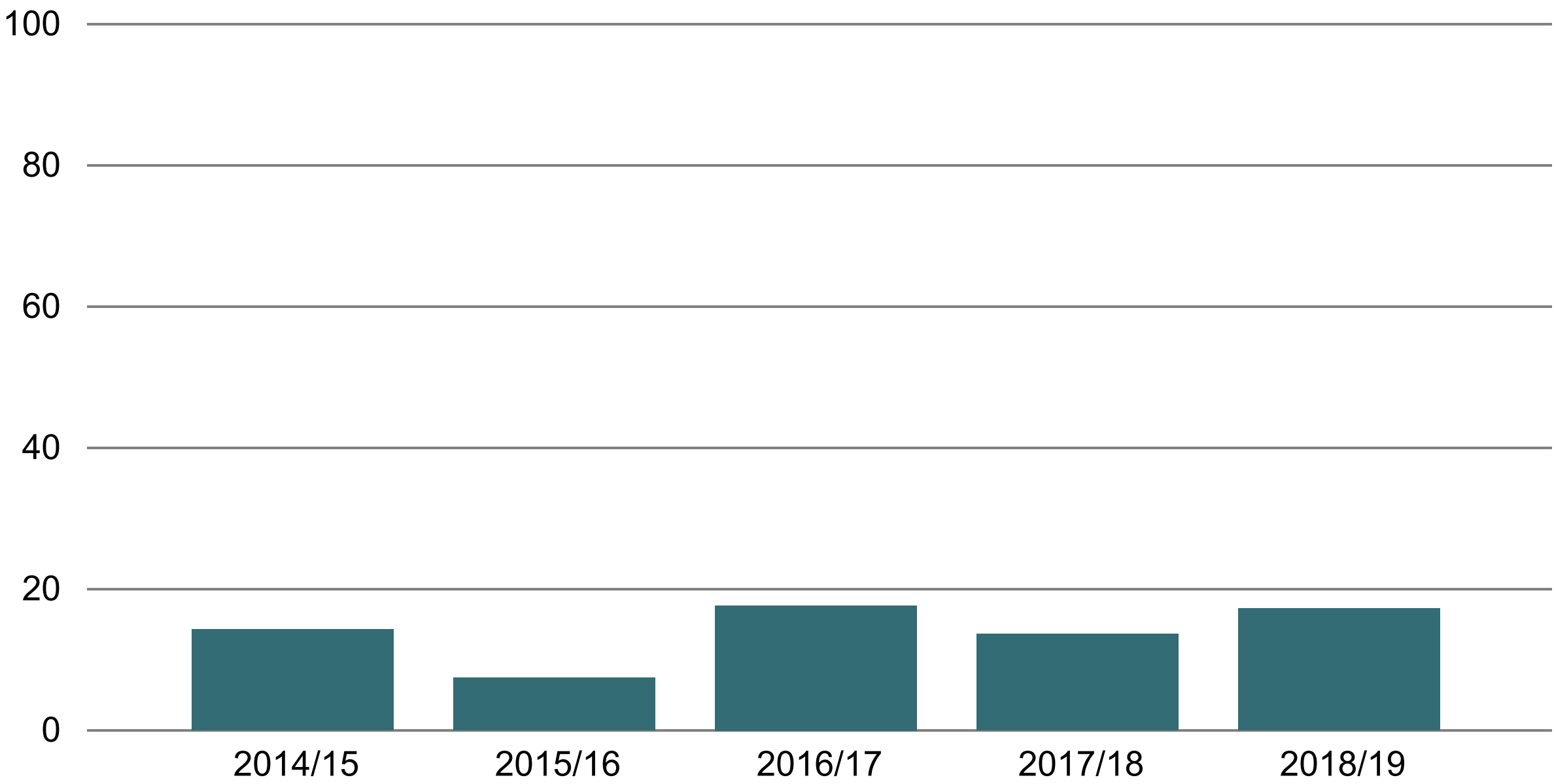
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



Year	1 or more
2014/15	40.26
2015/16	36.57
2016/17	46.15
2017/18	35.62
2018/19	53.96

S5 - 4 or more at National 6 (%)



Year	4 or more
2014/15	14.29
2015/16	7.46
2016/17	17.69
2017/18	13.70
2018/19	17.27

School

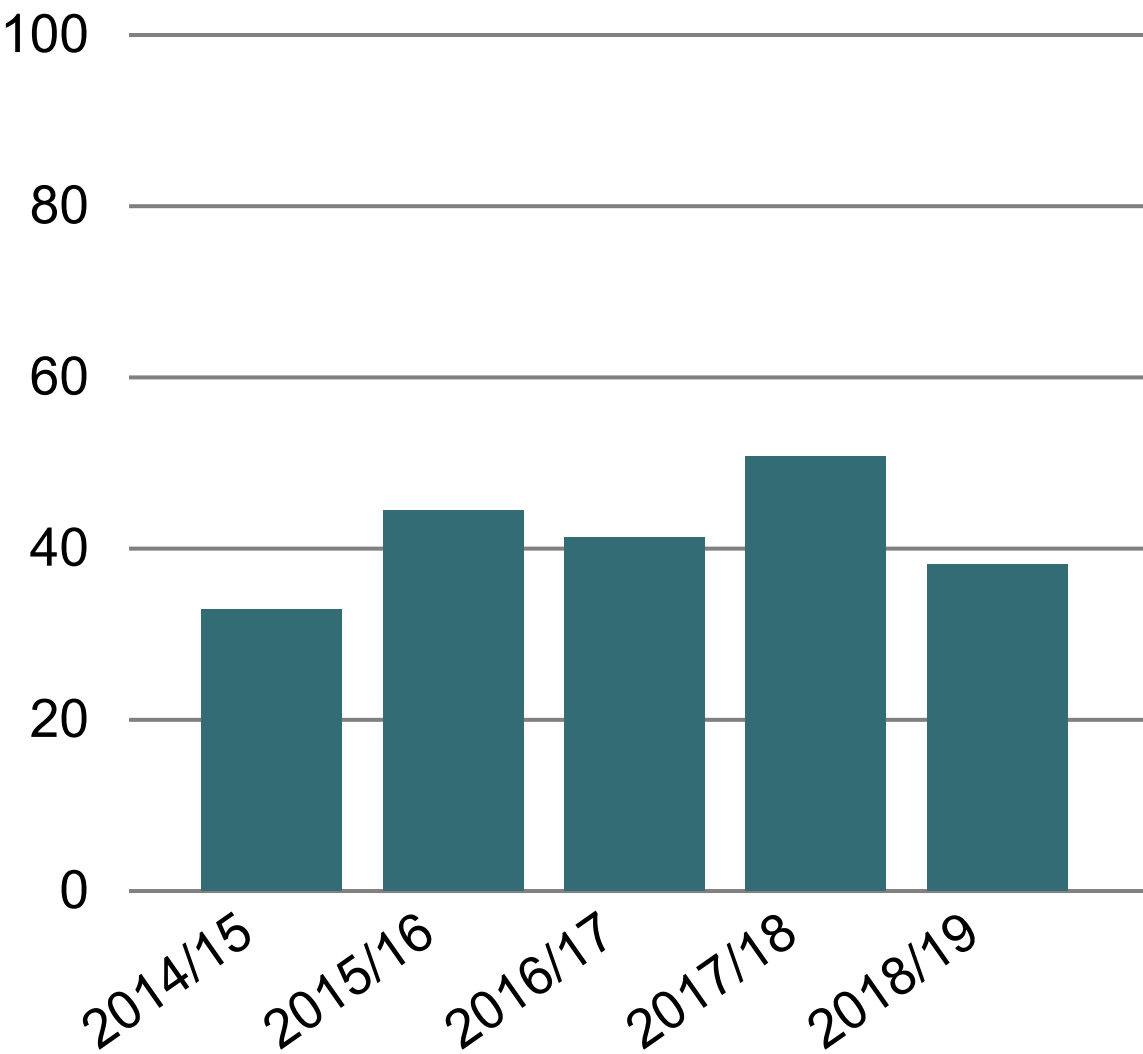
Lochgelly High School

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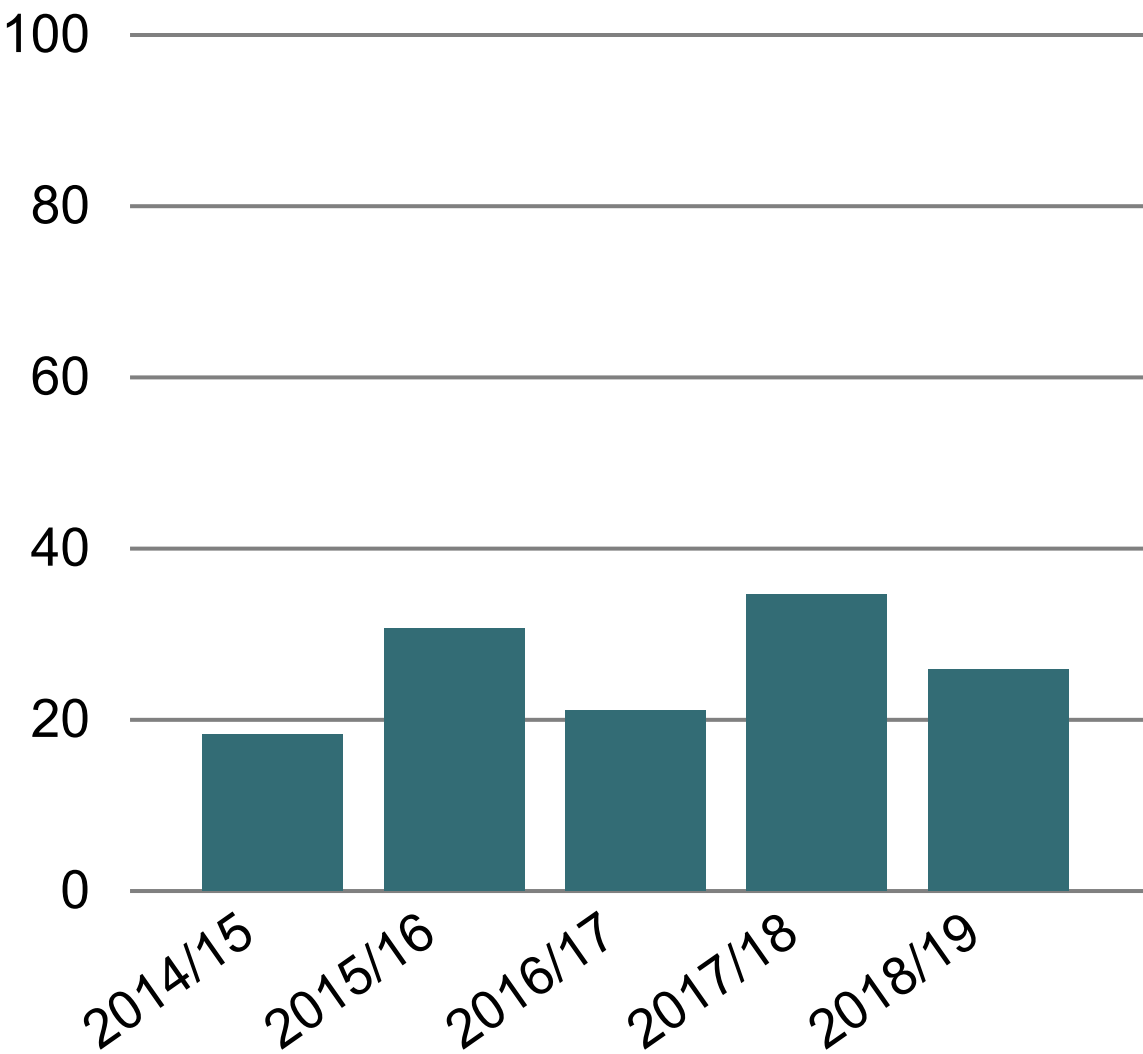
Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

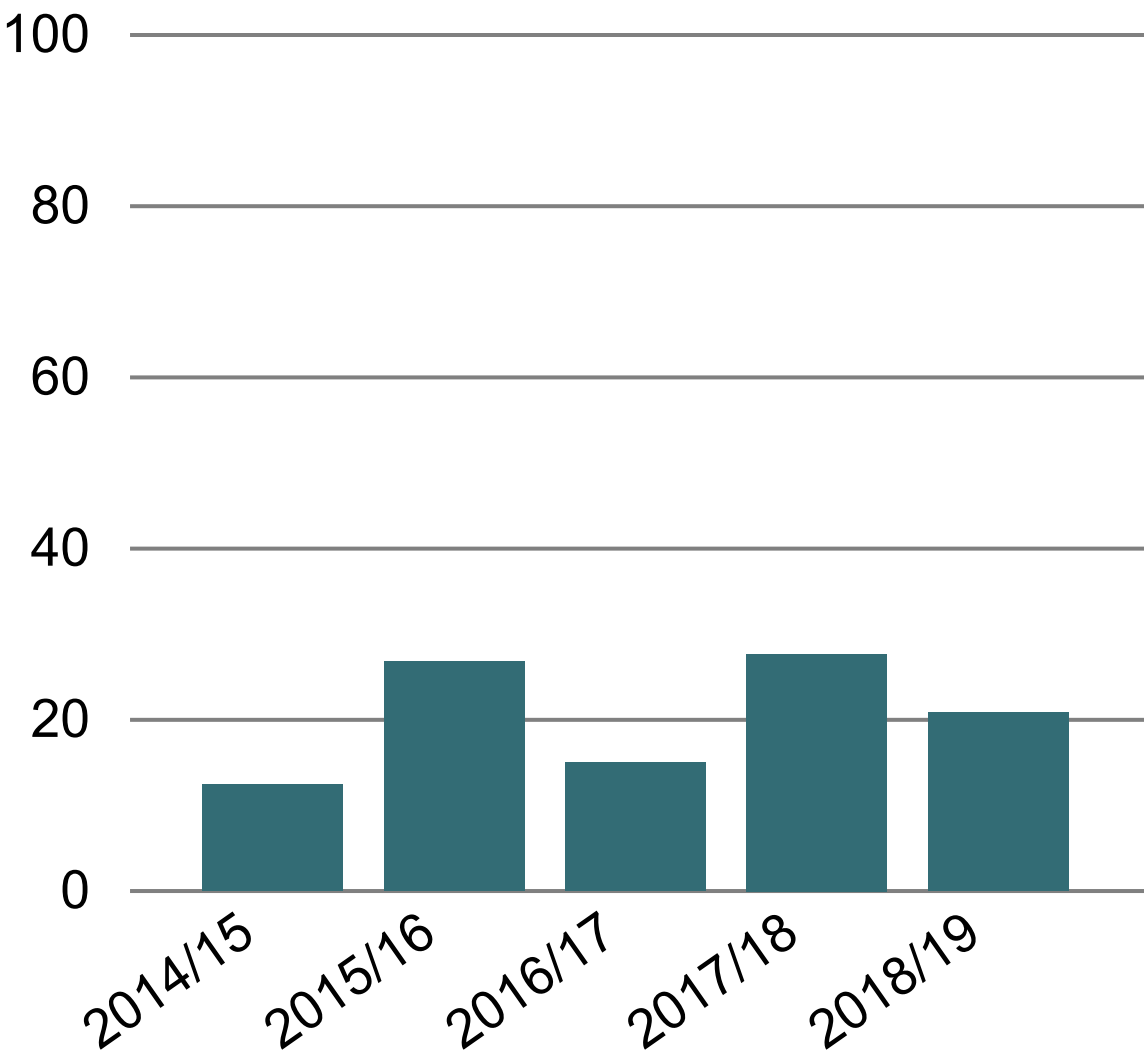
S6 - 1 or more at
National 6 (%)



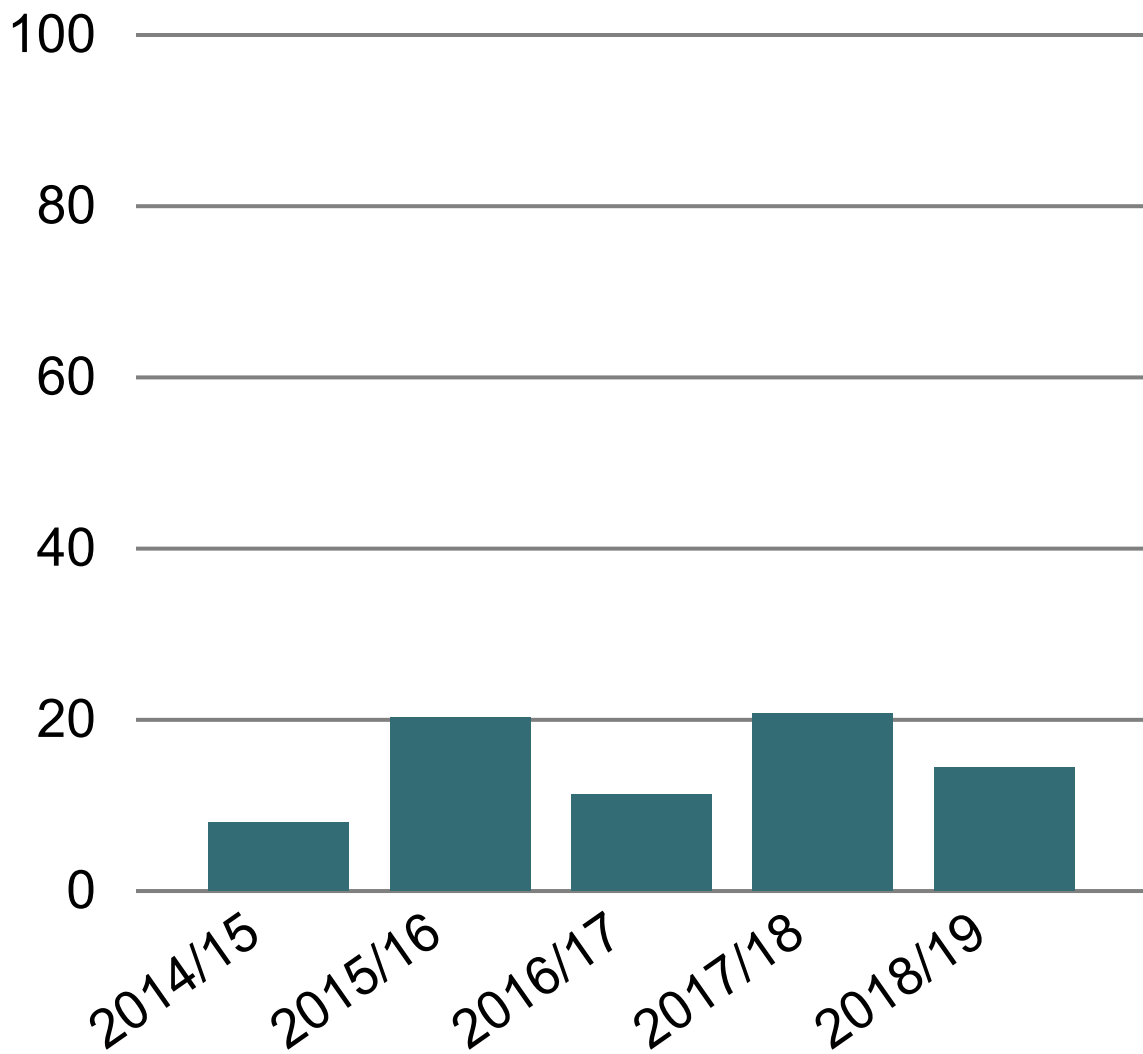
S6 - 3 or more at
National 6 (%)



S6 - 4 or more at
National 6 (%)



S6 - 5 or more at
National 6 (%)



Year	1 or more
2014/15	32.85
2015/16	44.44
2016/17	41.35
2017/18	50.77
2018/19	38.13

Year	3 or more
2014/15	18.25
2015/16	30.72
2016/17	21.05
2017/18	34.62
2018/19	25.90

Year	4 or more
2014/15	12.41
2015/16	26.80
2016/17	15.04
2017/18	27.69
2018/19	20.86

Year	5 or more
2014/15	8.03
2015/16	20.26
2016/17	11.28
2017/18	20.77
2018/19	14.39



Whole School Social Context and Attainment and Achievement Report

Session 2018-19

St Andrew's R C High School

School

St Andrew's R C High School

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School Context

School Roll - from the September 2018/19 census.

School Roll			
Year	Female	Male	Total
▲ 2018/19	402	386	788

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
▲ 2018/19	0	0	0	0	0	0	0	

Estate		
Year	Capacity	Capacity %
▲ 2018/19	1137	69.3

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 2019.

St Andrew's R C High School				
2014/15	2015/16	2016/17	2017/18	2018/19
17.3	17.5	16.9	19.9	17.7

Fife				
2014/15	2015/16	2016/17	2017/18	2018/19
17.4	16.3	17.0	16.4	16.4

National				
2014/15	2015/16	2016/17	2017/18	2018/19
15.0	14.2	14.1	14.4	15.0

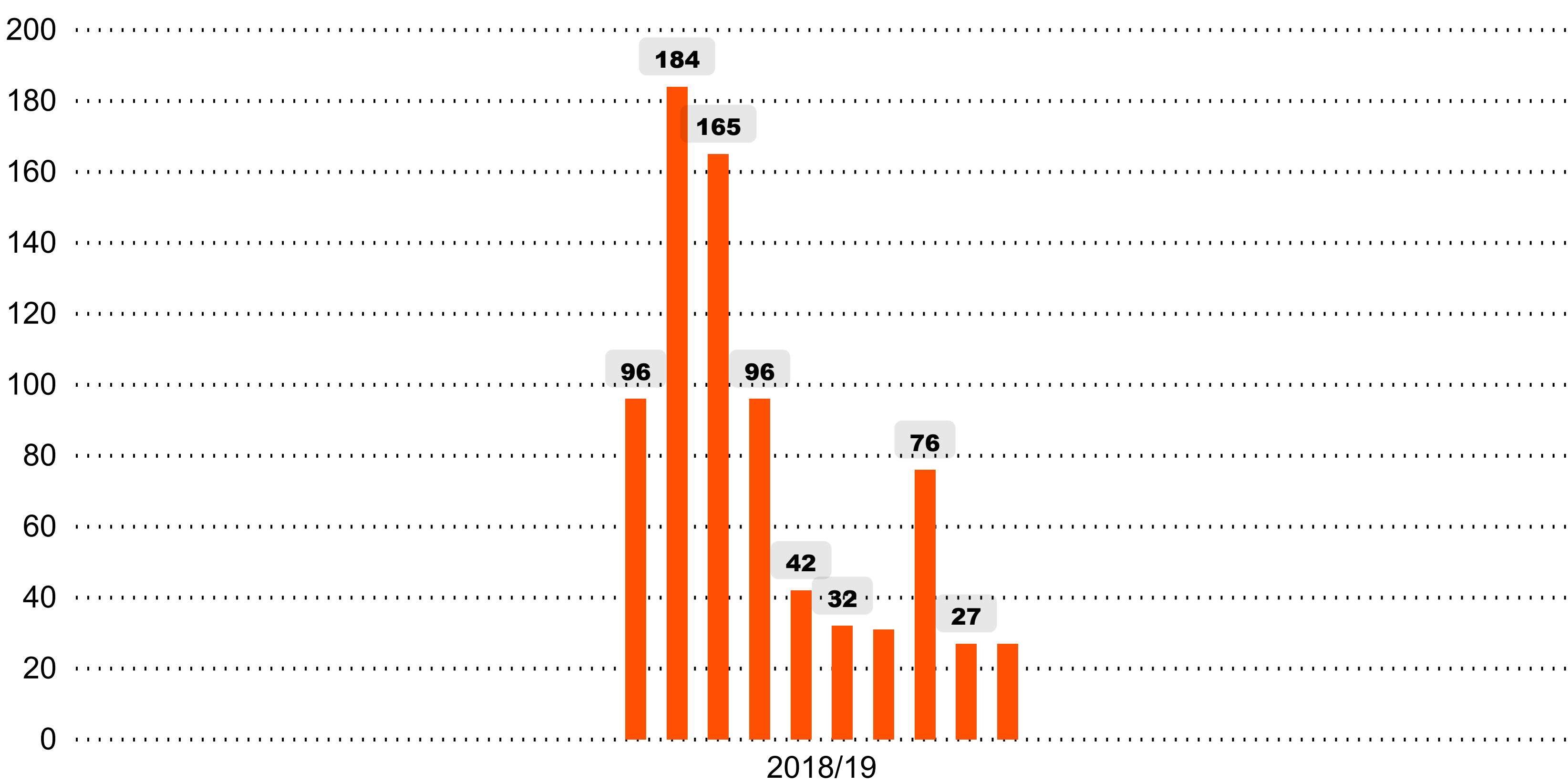
School

St Andrew's R C High School

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SIMD

Number of Pupils per SIMD Decile (2018/19)



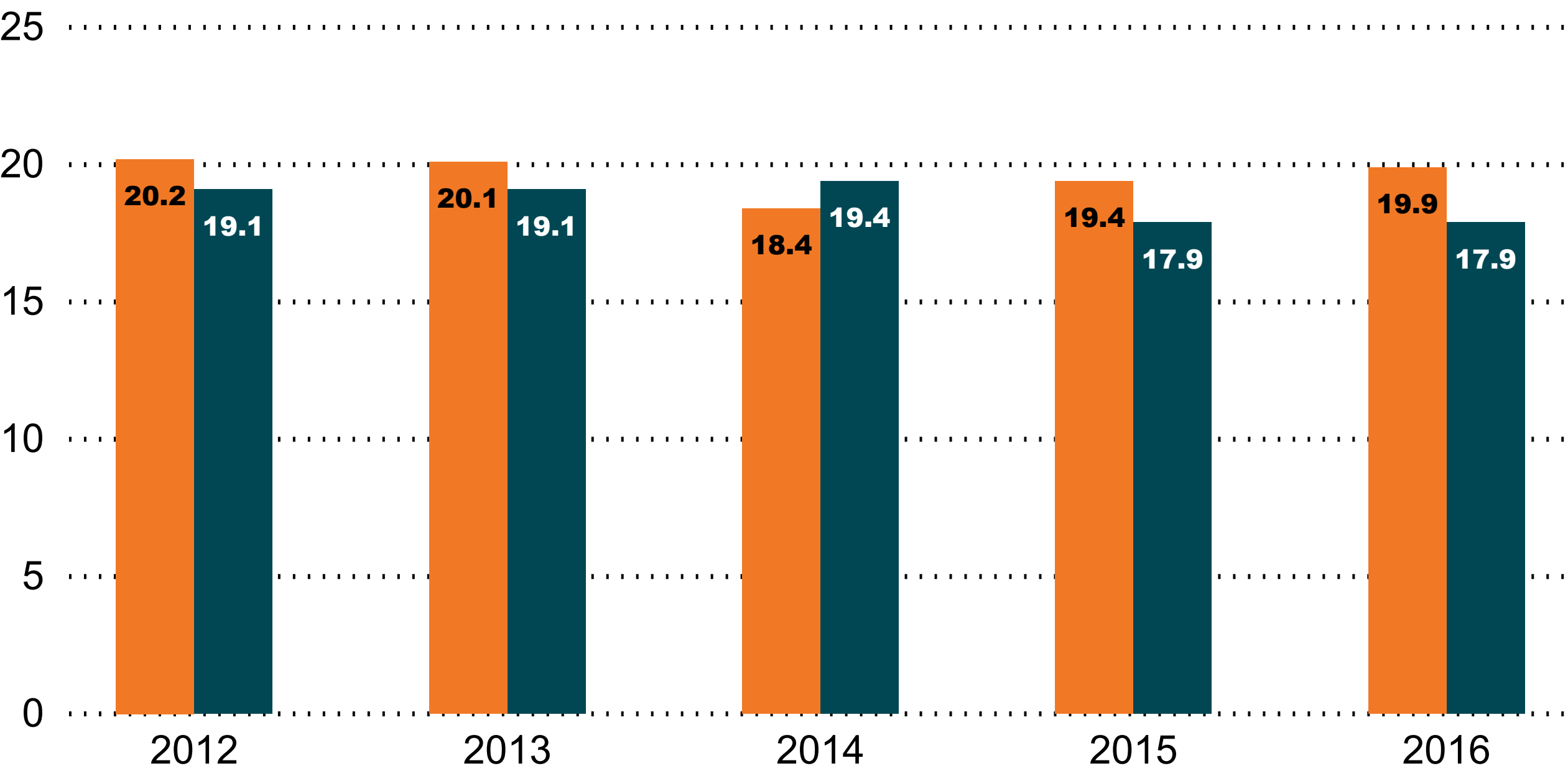
	2018/19
SIMD 1	96
SIMD 2	184
SIMD 3	165
SIMD 4	96
SIMD 5	42
SIMD 6	32
SIMD 7	31
SIMD 8	76
SIMD 9	27
SIMD 10	27

School

St Andrew's R C High School

▼

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	20.2	19.1
2013	20.1	19.1
2014	18.4	19.4
2015	19.4	17.9
2016	19.9	17.9

Staying on Rates

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

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

School

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S5	81	79	85	83	83

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S6	62	60	70	61	70

Fife

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S5	88	84	84	84	84

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S6	68	67	70	66	67

School

St Andrew's R C High School

▼

Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	St Andrew's R C High School					Fife					National	
	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2016/17
Attendance %	90.81	90.41	89.54	88.04	88.00	91.99	91.61	90.69	90.26	90.17	88.50	91.20
Authorised Absence %	5.62	7.63	5.86	6.75	5.55	5.45	5.83	5.60	5.87	5.74	5.30	5.30
Unauthorised Absence %	3.56	1.95	4.57	5.10	6.40	2.51	2.51	3.66	3.82	4.05	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	11	7	18	62	33	47	47	42	40	30	50	48
Days Excluded per 1000 pupils	22	18	48	184	88	109	98	97	88	69	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	5	4	4	8	1	7	5	3	3	2		
Days Excluded per 1000 pupils	9	8	12	25	4	17	10	6	7	4		

School

St Andrew's R C High School

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Level of English & Additional Support Needs

The following information is taken from the September 2018 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	1
Early Acquisition	3
Developing Competence	7
Competent	55
Fluent	42
English as a "first language"	684
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	13
Bereavement	1
Communication Support Needs	1
Deafblind	0
Dyslexia	71

Student Need Category	No. of Pupils with Need
English as an additional language	82
Family issues	6
Hearing impairment	6
Interrupted learning	2
Language or speech disorder	14
Learning disability	5
Looked after	17
Mental health problems	1
More able pupil	1
Other	4
Other moderate learning difficulty	10
Other specific learning difficulty (e.g. numeric)	41
Physical health problem	12
Physical or motor impairment	5
Risk of exclusion	0
Social, emotional and behavioural difficulty	97
Substance misuse	0
Visual impairment	7
Young carer	4

School

St Andrew's R C High School

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Initial Leaver Destinations

	2015/16	2016/17	2017/18
No. of Leavers	140	157	149

St Andrew's R C High School %			
	2015/16	2016/17	2017/18
Positive %	94.3	96.2	91.9
Higher Education %	39.3	36.9	51.0
Further Education %	37.1	40.8	30.2
Training %	2.1	2.5	0.7
Employment %	13.6	14.6	8.1
Activity Agreements %	2.1	1.3	1.3
Unemployed %	5.7	3.8	7.4
Unemployed Seeking %	5.0	3.8	6.7
Unemployed Not Seeking %	0.7		0.7
Unknown %			0.7

	2015/16	2016/17	2017/18
	3712	3757	3528

Fife %				
▲ Category	2015/16	2016/17	2017/18	
Positive	92.7	92.7	92.5	
Higher Education	39.0	35.0	36.6	
Further Education	32.7	33.9	32.9	
Training	1.9	2.1	2.0	
Employment	17.2	19.3	18.4	
Activity Agreements	1.6	1.8	2.0	
Unemployed	6.8	6.9	6.9	
Unemployed Seeking	5.6	5.5	5.3	
Unemployed Not Seeking	1.2	1.4	1.6	
Unknown	0.5	0.5	0.6	

	2015/16	2016/17	2017/18
	52249	51258	49724

National %			
▲ Category	2014/15	2015/16	2016/17
Positive	93.0	93.3	93.7
Higher Education	38.8	40.3	40.7
Further Education	27.6	26.6	26.8
Training	3.8	2.6	2.4
Employment	21.4	22.3	22.0
Activity Agreements	0.9	1.0	1.2
Unemployed	6.5	6.4	6.0
Unemployed Seeking	5.4	5.1	4.5
Unemployed Not Seeking	1.1	1.3	1.5
Unknown	0.5	0.2	0.4

School

St Andrew's R C High School

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Initial Leaver Destinations

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Unemployed %	5.7	3.8	7.4
Unemployed Seeking %	5.0	3.8	6.7
Unemployed Not Seeking %	0.7		0.7
Unknown %			0.7

	2015/16	2016/17	2017/18
	10158	10031	9824

South East Collaborative %			
▲ Category	2015/16	2016/17	2017/18
Positive	93.6	93.3	93.9
Higher Education	38.2	38.0	38.6
Further Education	29.3	29.0	27.4
Training	2.3	2.1	2.1
Employment	22.1	21.9	23.6
Activity Agreements	1.3	1.7	1.5
Unemployed	6.3	6.5	5.8
Unemployed Seeking	5.0	5.0	4.4
Unemployed Not Seeking	1.3	1.5	1.4
Unknown	0.2	0.3	0.3

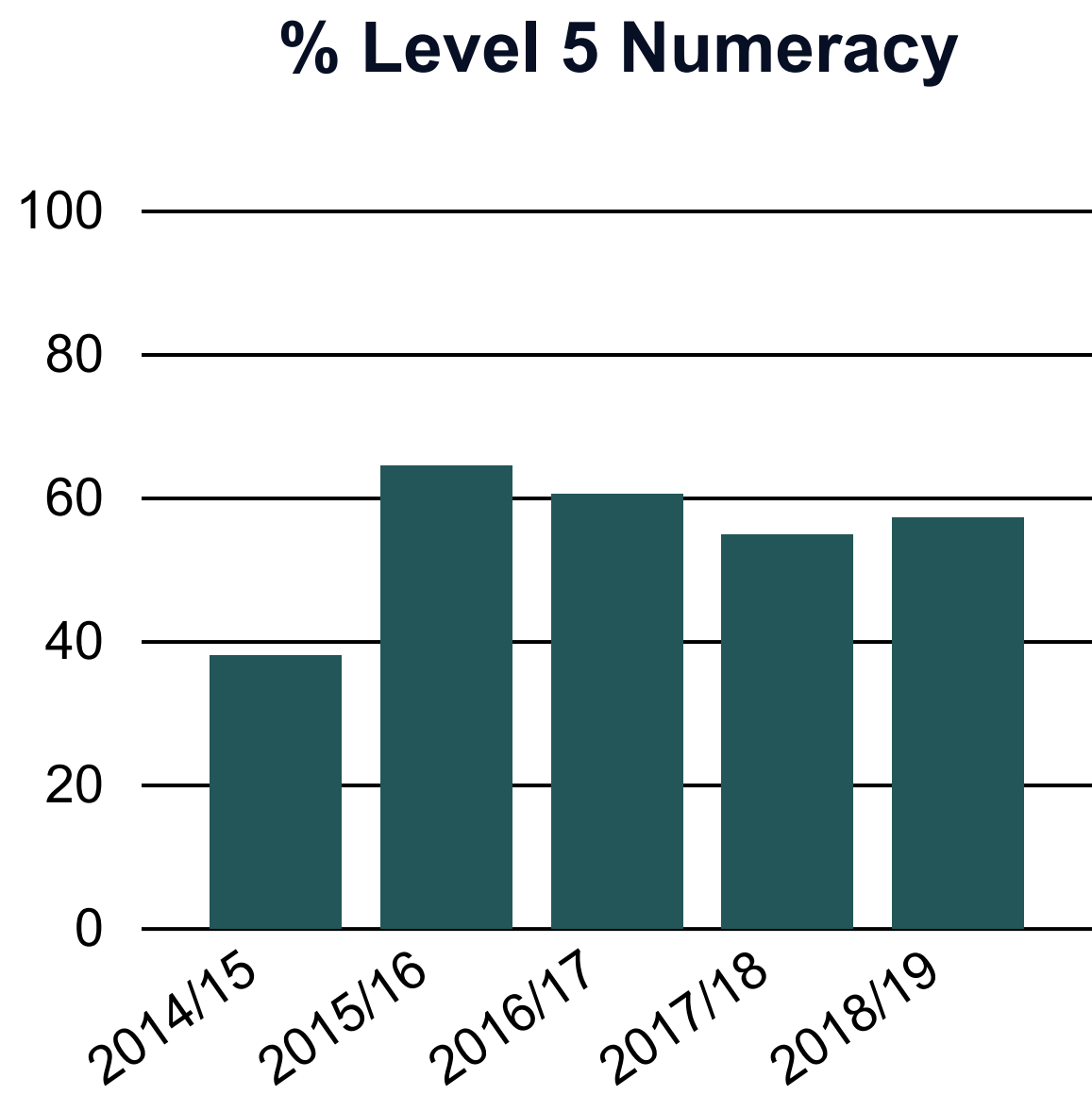
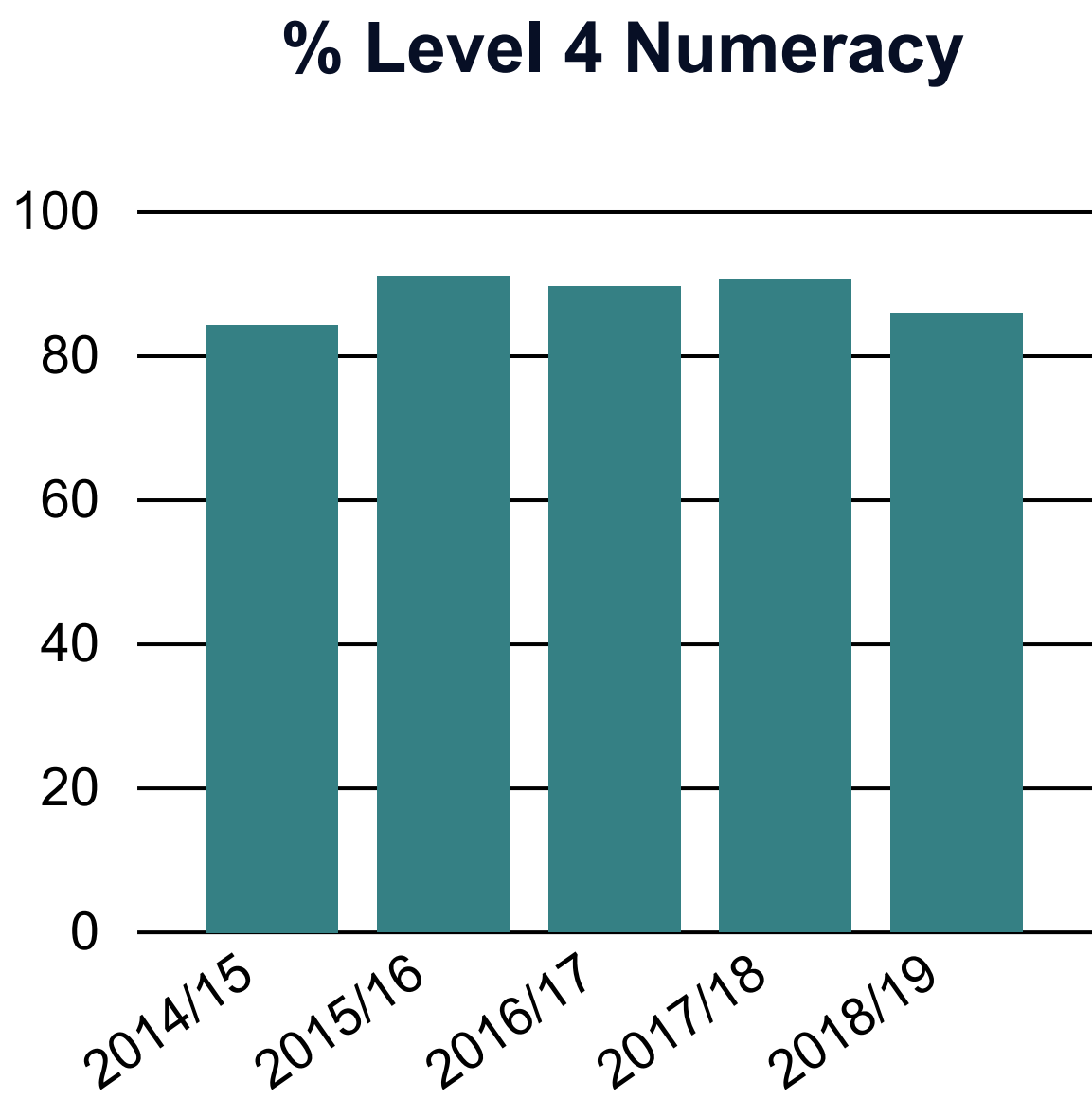
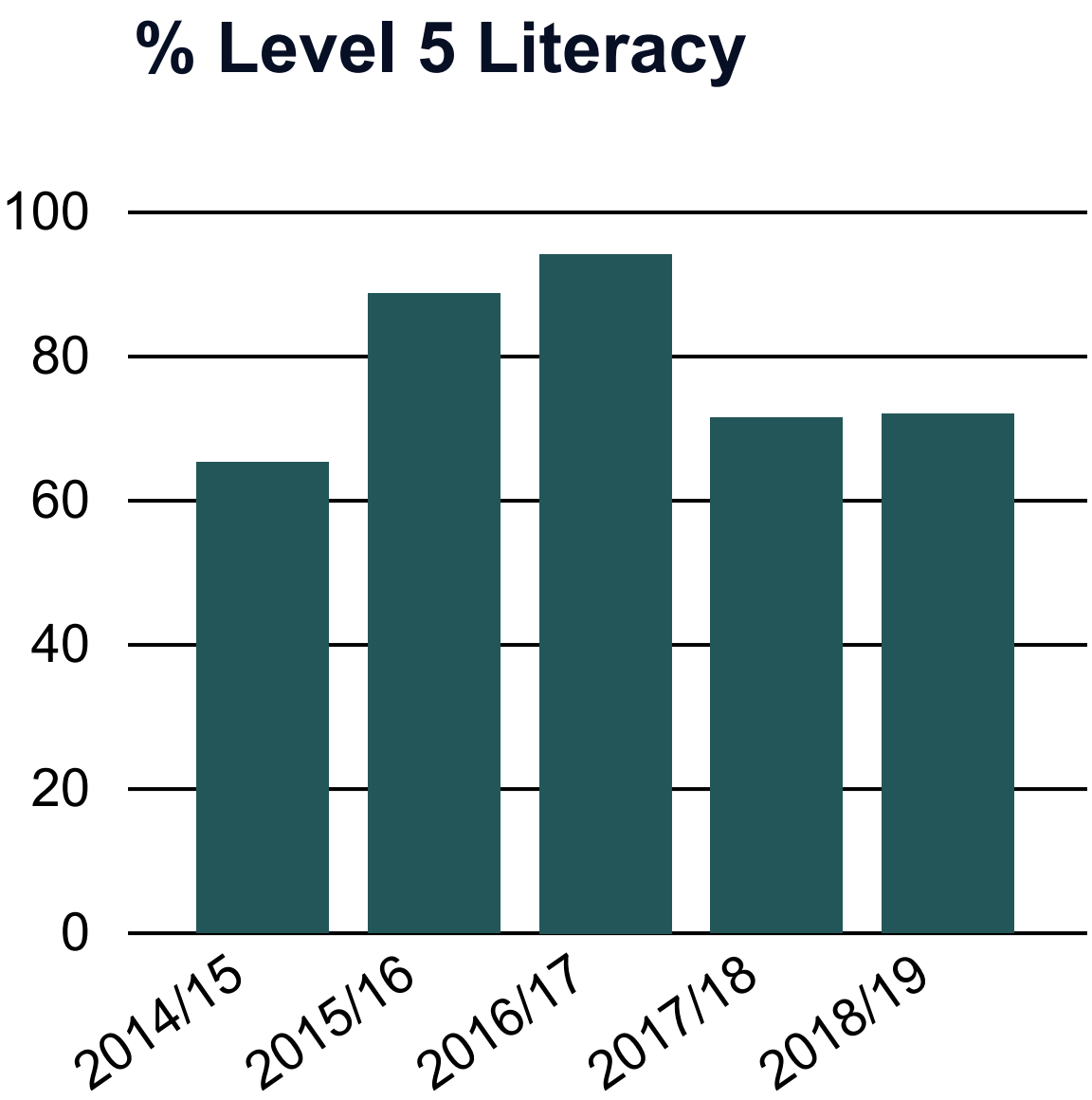
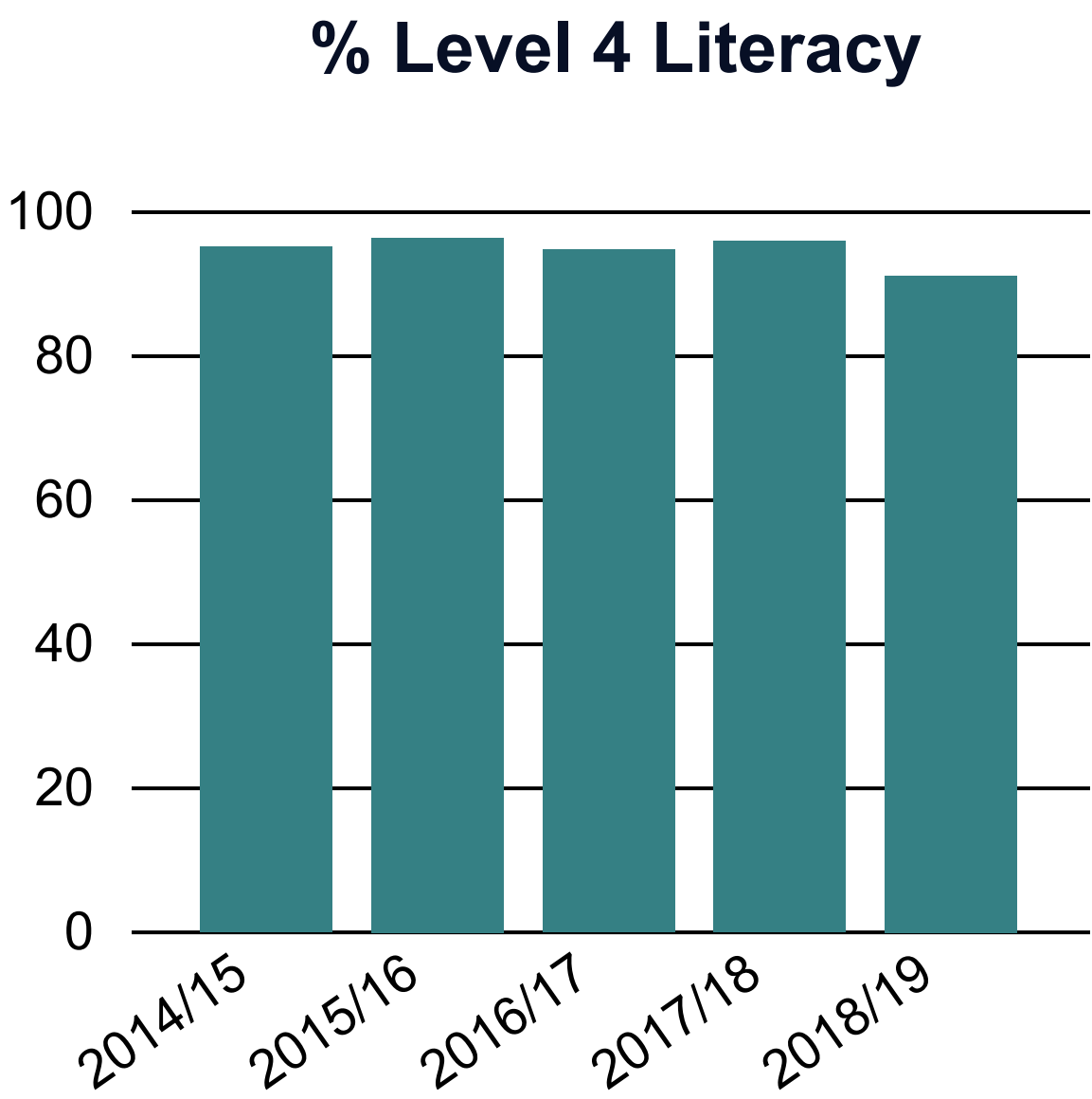
School

St Andrew's R C High School

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SQA Attainment - S4 Literacy & Numeracy

S4 - All Pupils



Year	S4 Level 4 Literacy %	S4 Level 5 Literacy %
2014/15	95.24	65.31
2015/16	96.45	88.76
2016/17	94.84	94.19
2017/18	96.03	71.52
2018/19	91.18	72.06

Year	S4 Level 4 Numeracy %	S4 Level 5 Numeracy %
2014/15	84.35	38.10
2015/16	91.12	64.50
2016/17	89.68	60.65
2017/18	90.73	54.97
2018/19	86.03	57.35

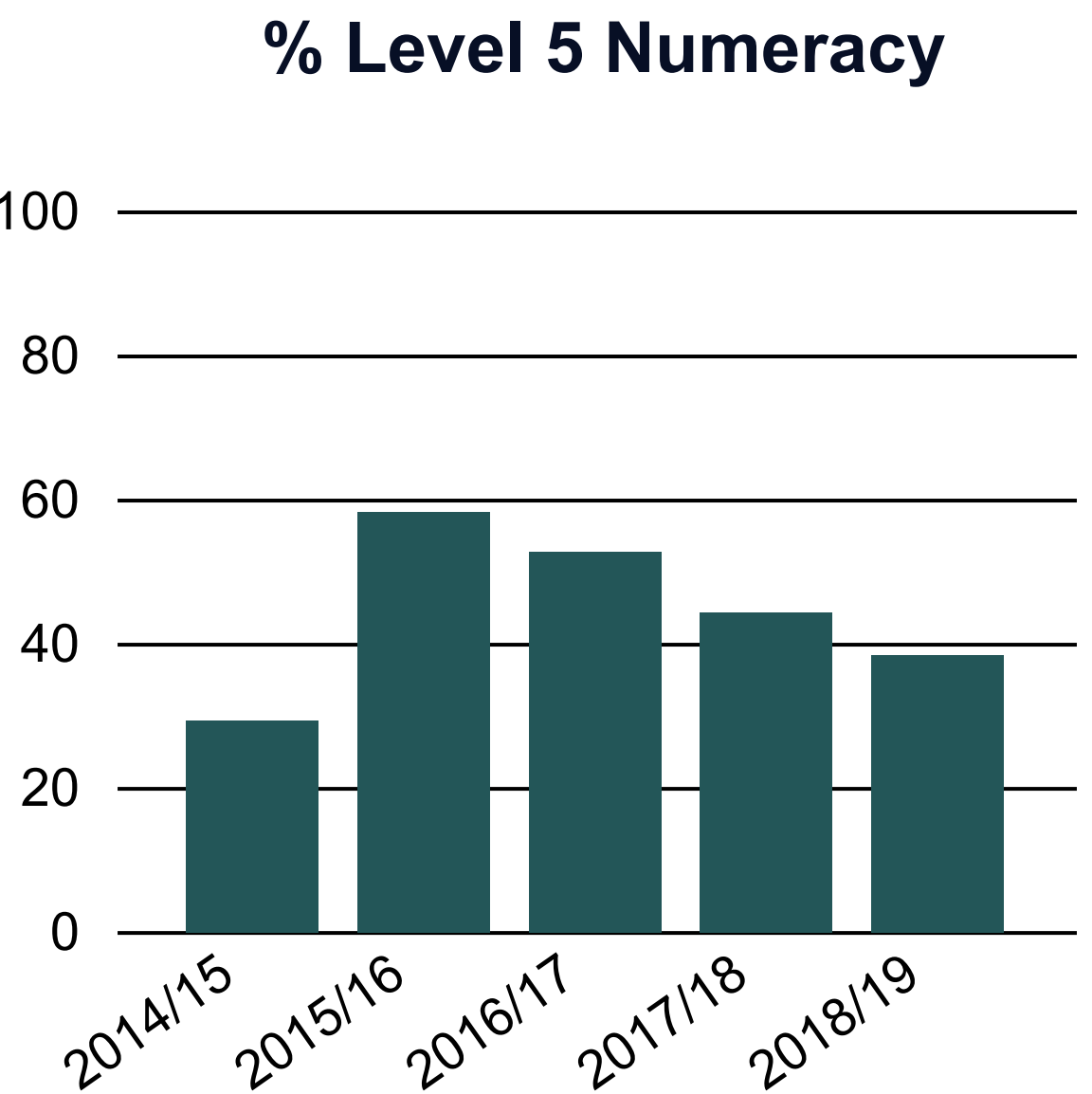
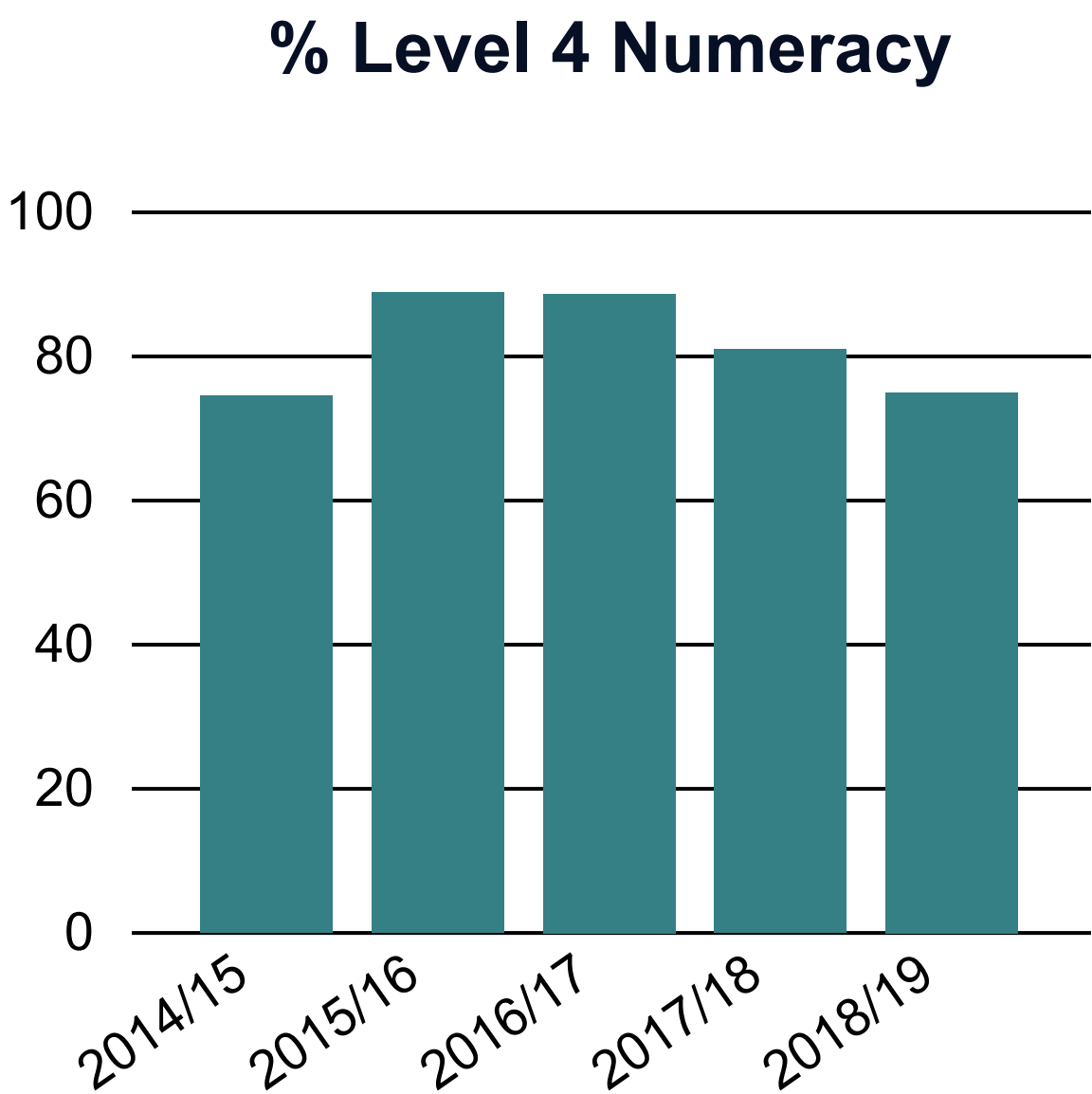
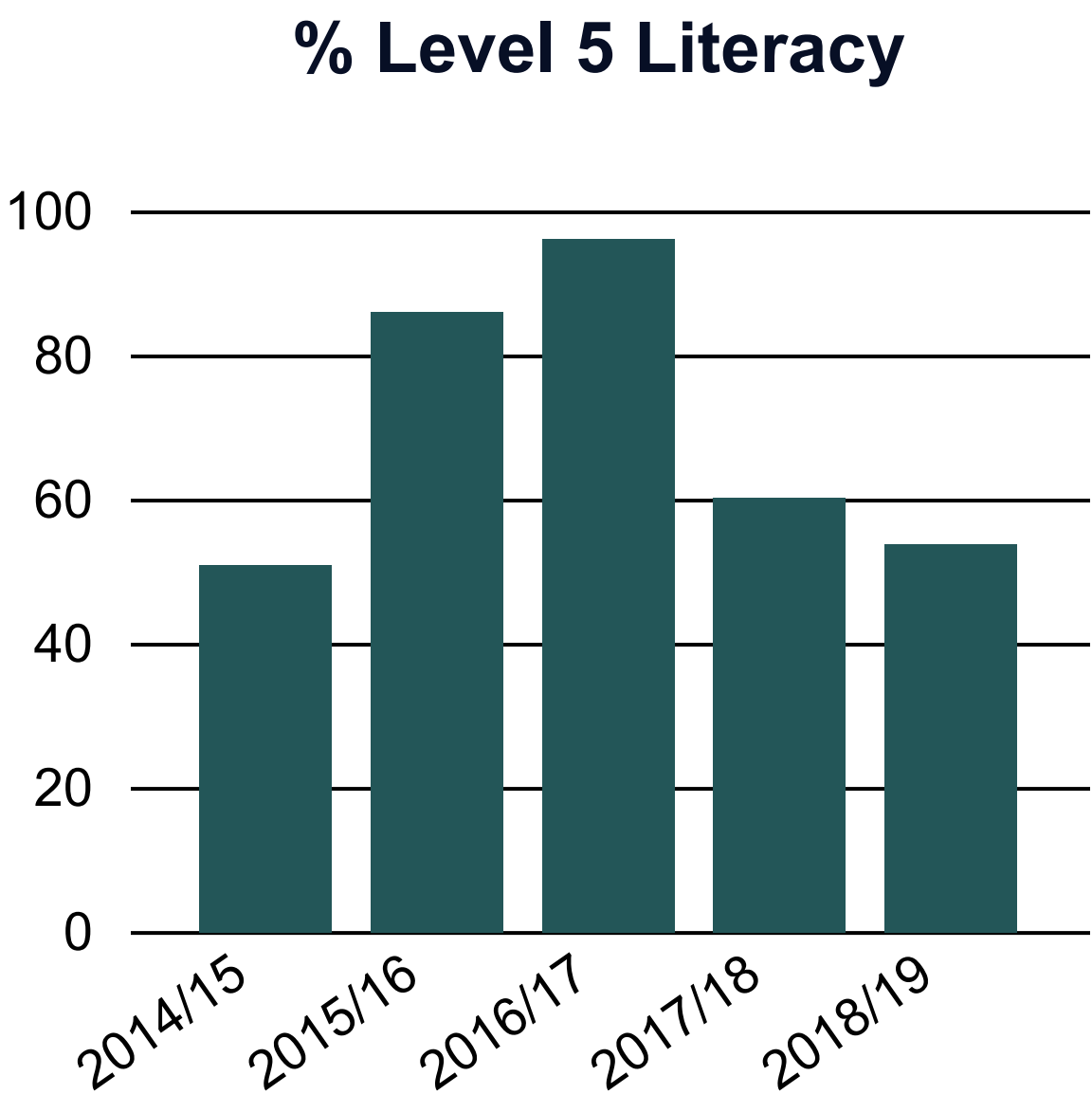
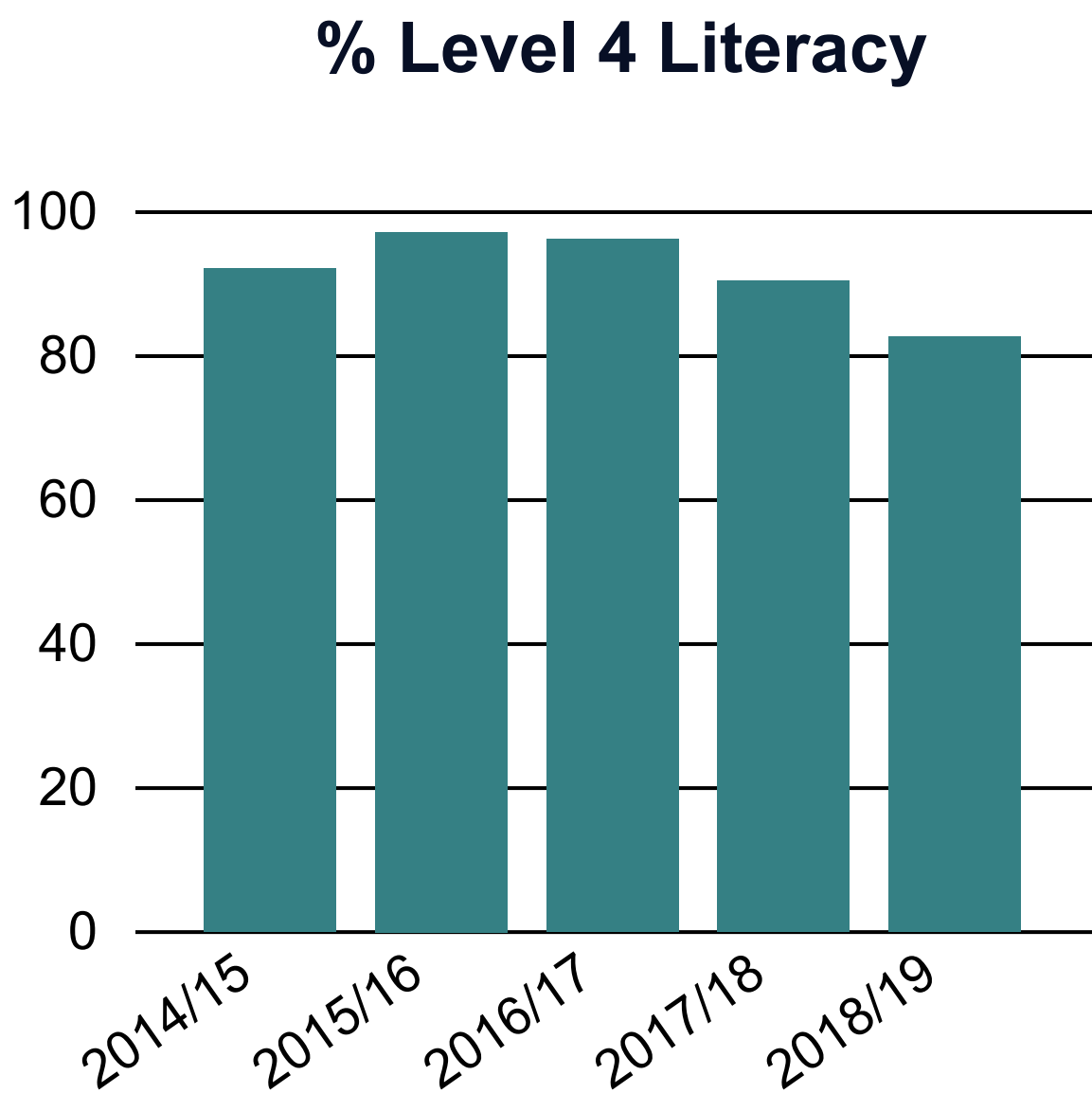
School

St Andrew's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 1 - (most deprived 20%)



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	92.16	50.98
2015/16	97.22	86.11
2016/17	96.23	96.23
2017/18	90.48	60.32
2018/19	82.69	53.85

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	74.51	29.41
2015/16	88.89	58.33
2016/17	88.68	52.83
2017/18	80.95	44.44
2018/19	75.00	38.46

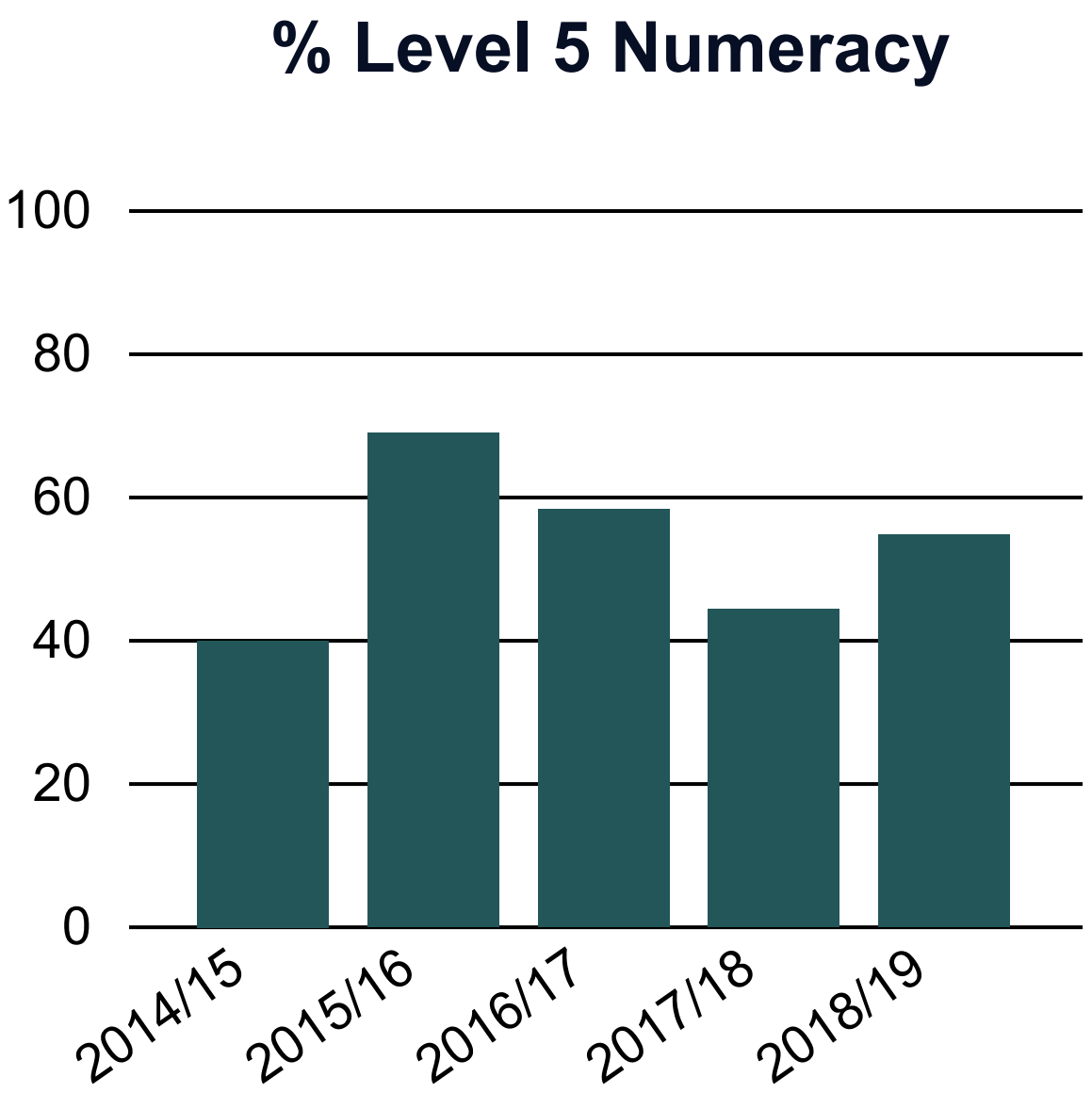
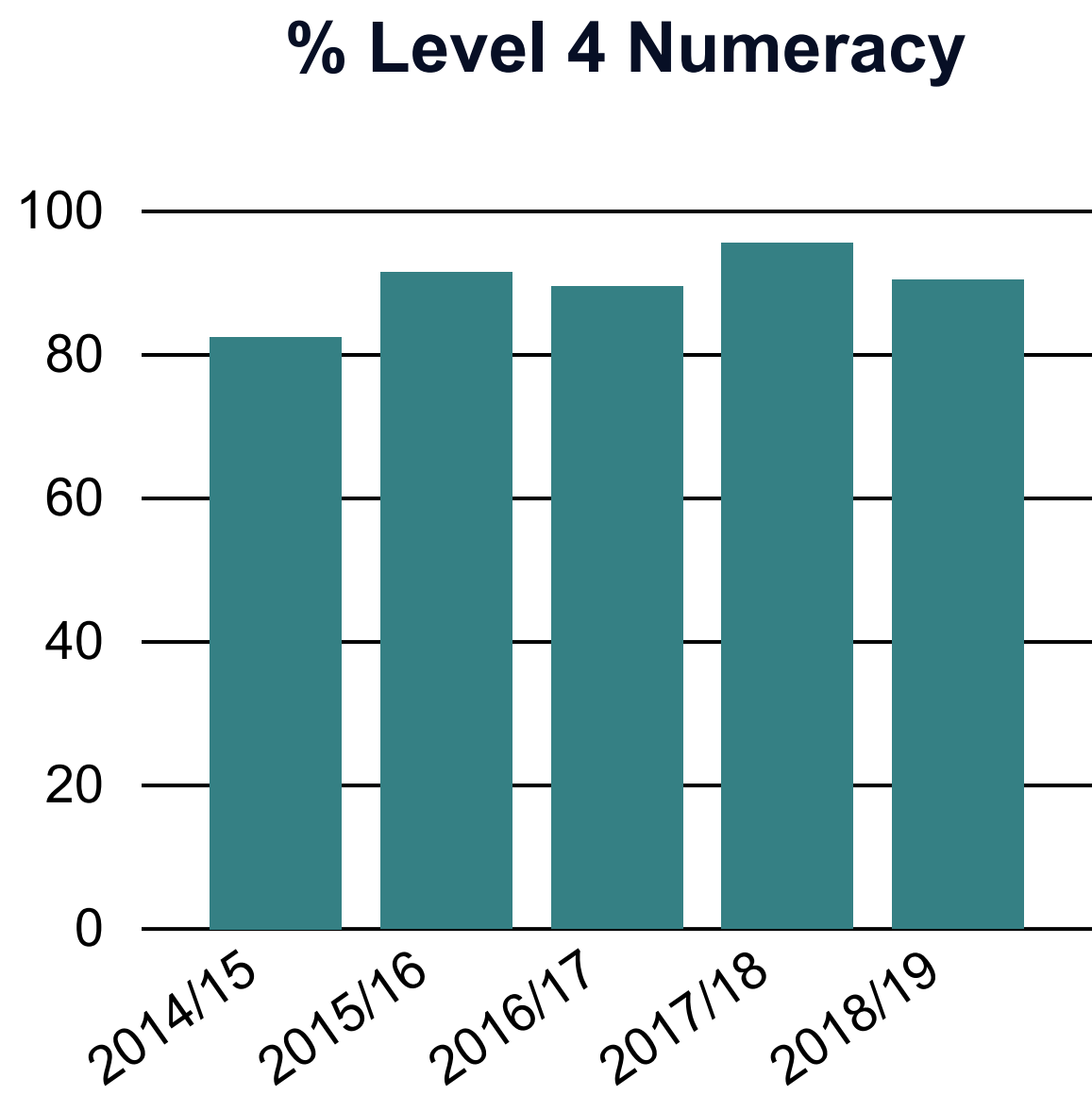
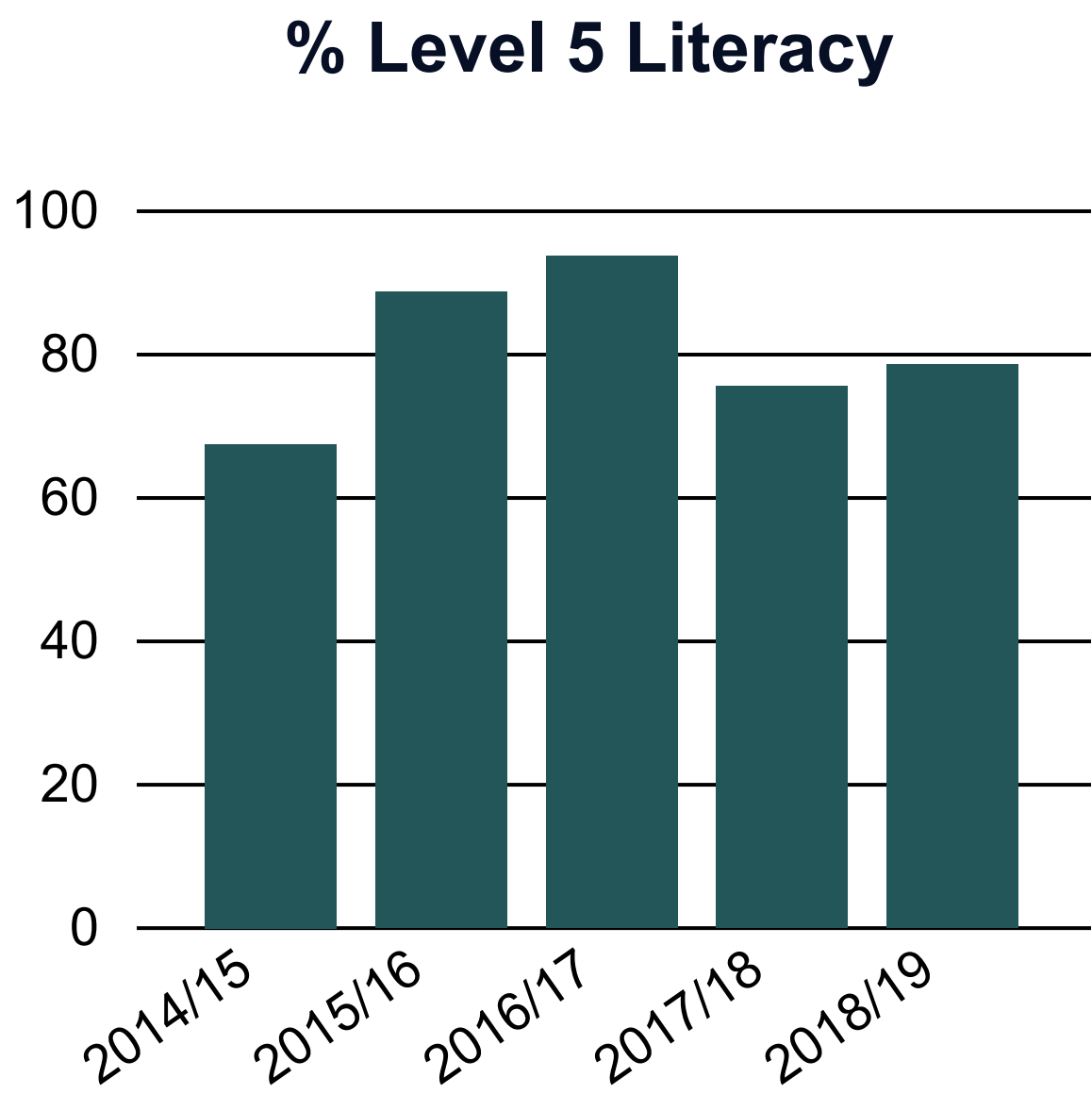
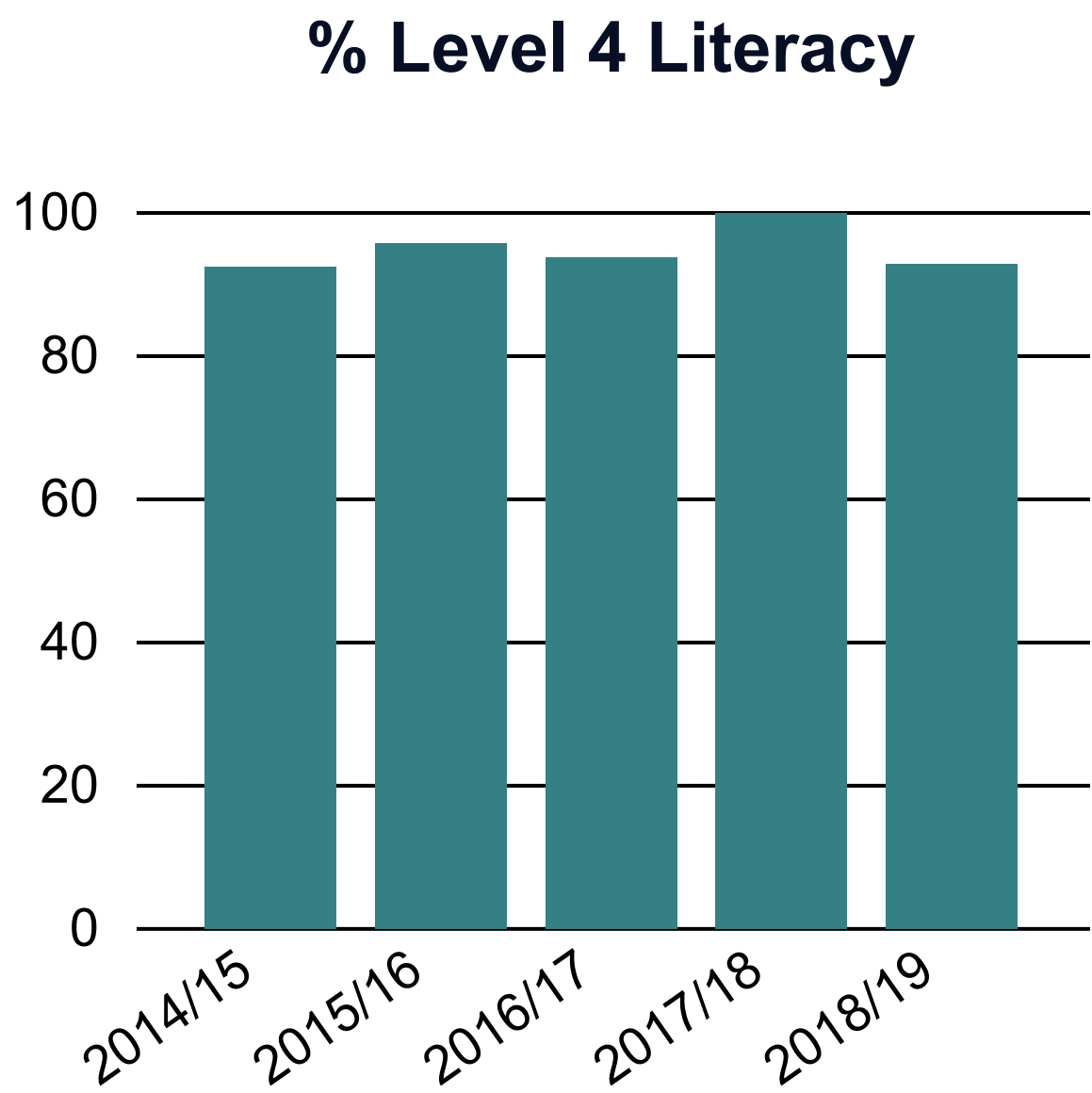
School

St Andrew's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 2



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	92.50	67.50
2015/16	95.77	88.73
2016/17	93.75	93.75
2017/18	100.00	75.56
2018/19	92.86	78.57

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	82.50	40.00
2015/16	91.55	69.01
2016/17	89.58	58.33
2017/18	95.56	44.44
2018/19	90.48	54.76

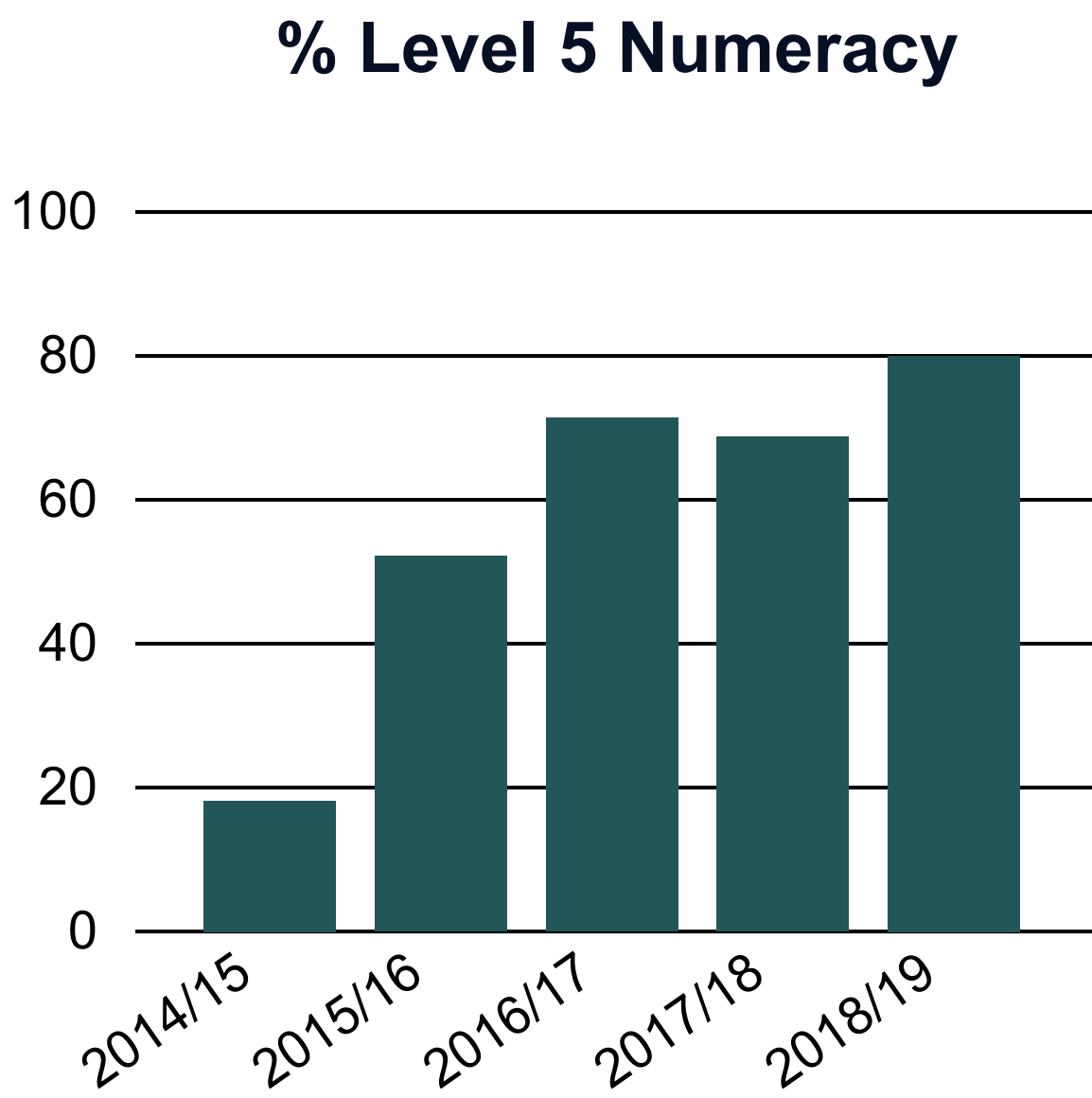
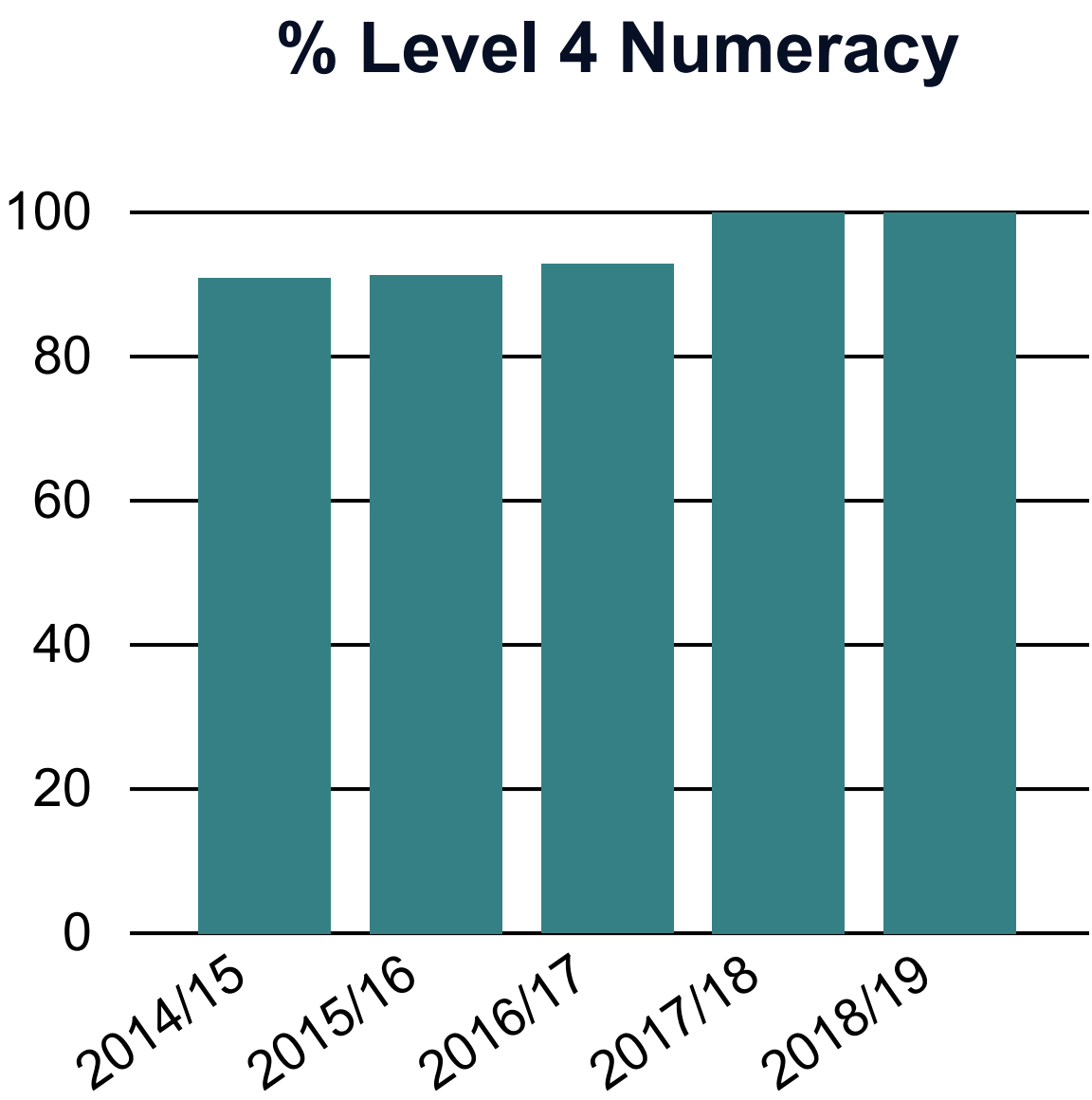
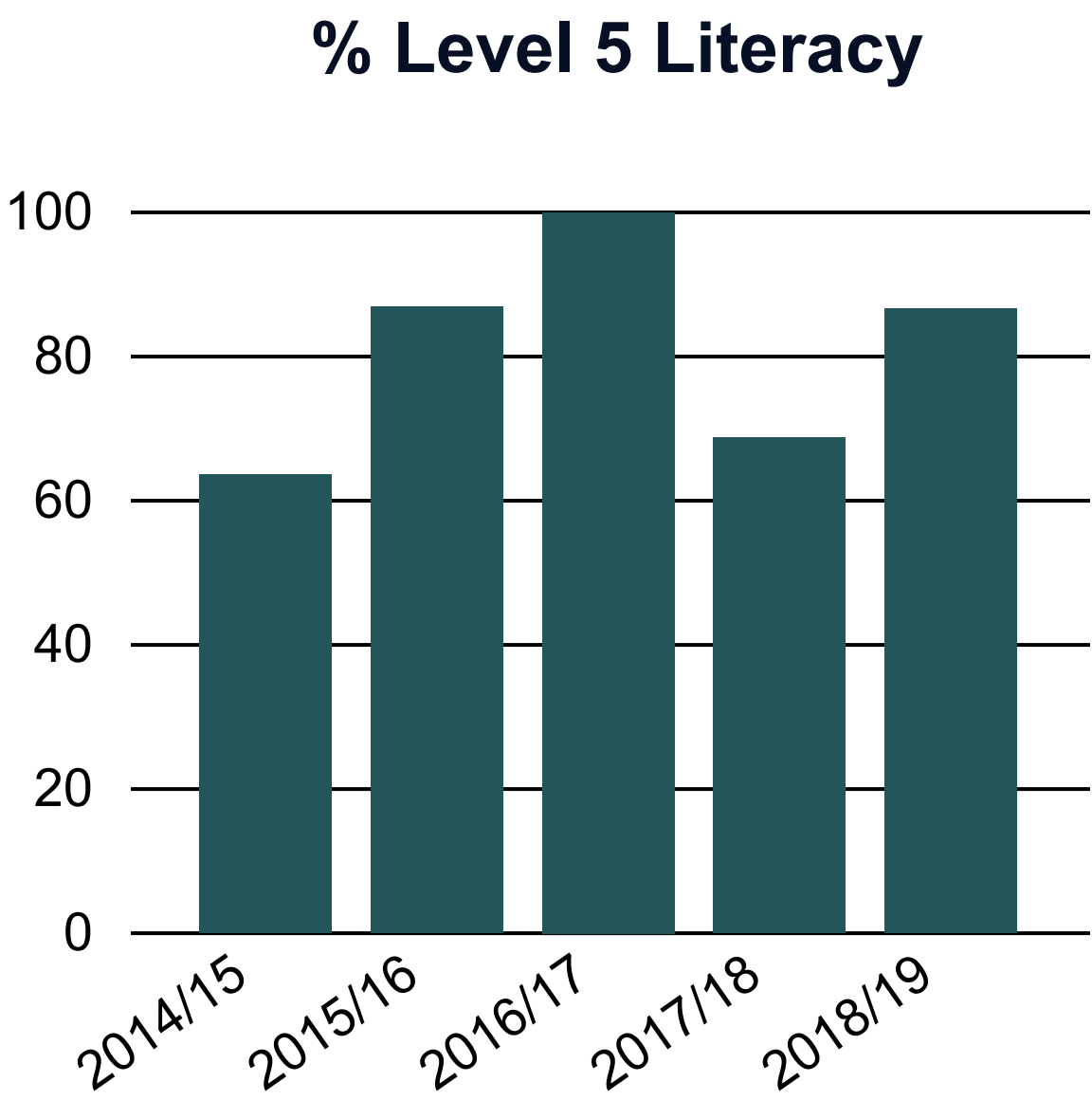
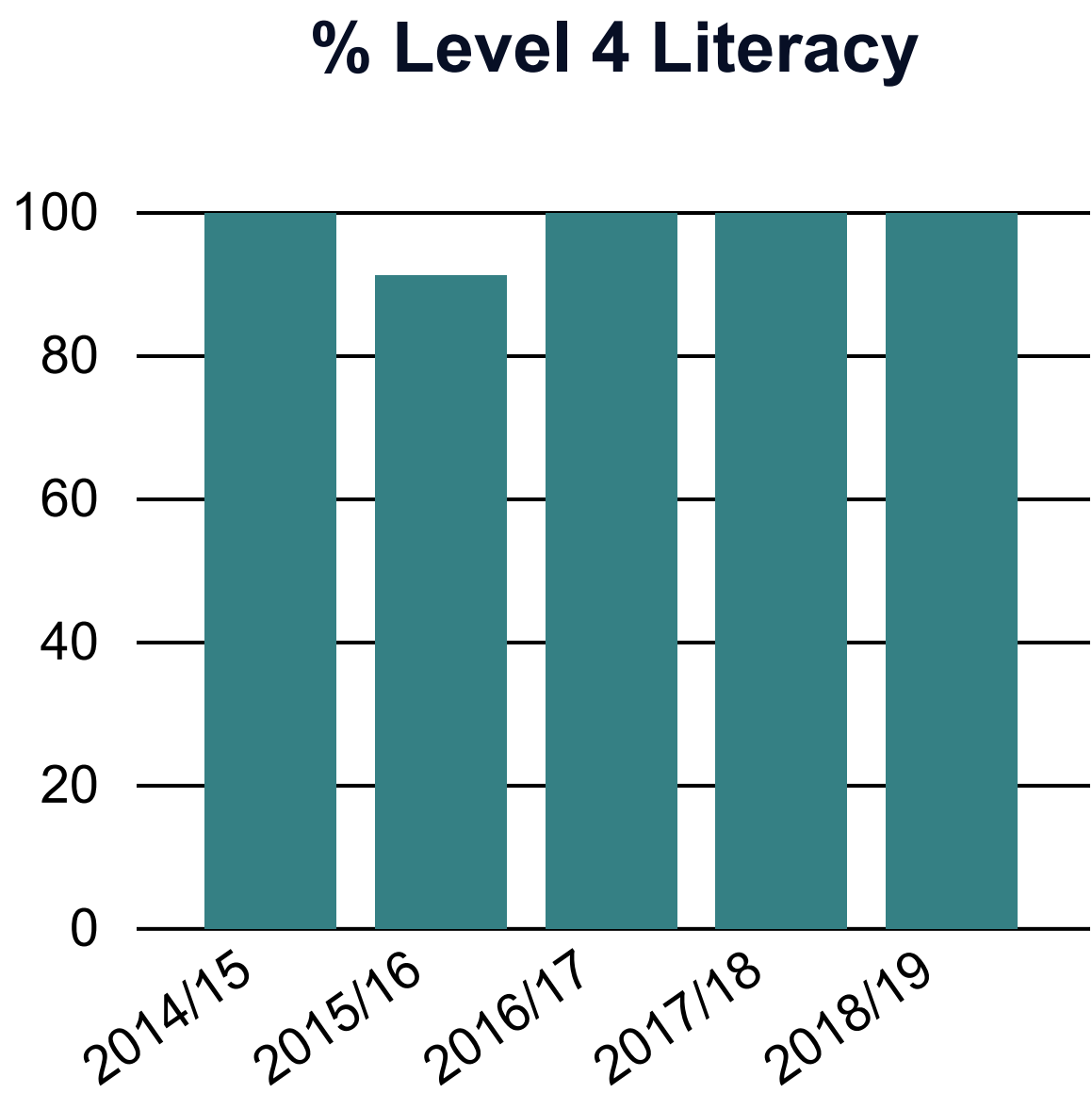
School

St Andrew's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 3



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	100.00	63.64
2015/16	91.30	86.96
2016/17	100.00	100.00
2017/18	100.00	68.75
2018/19	100.00	86.67

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	90.91	18.18
2015/16	91.30	52.17
2016/17	92.86	71.43
2017/18	100.00	68.75
2018/19	100.00	80.00

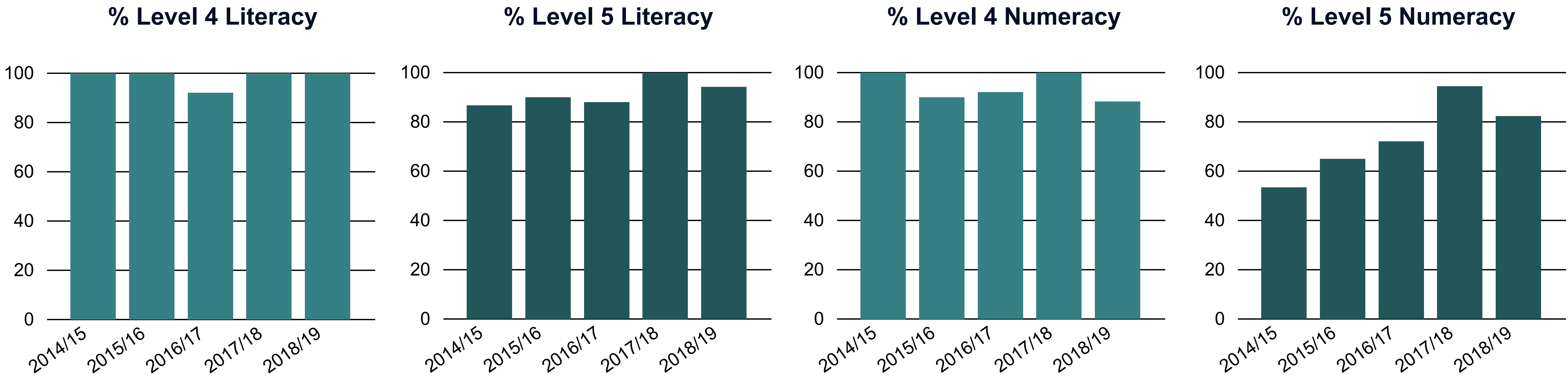
School

St Andrew's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 4



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	100.00	86.67
2015/16	100.00	90.00
2016/17	92.00	88.00
2017/18	100.00	100.00
2018/19	100.00	94.12

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	100.00	53.33
2015/16	90.00	65.00
2016/17	92.00	72.00
2017/18	100.00	94.44
2018/19	88.24	82.35

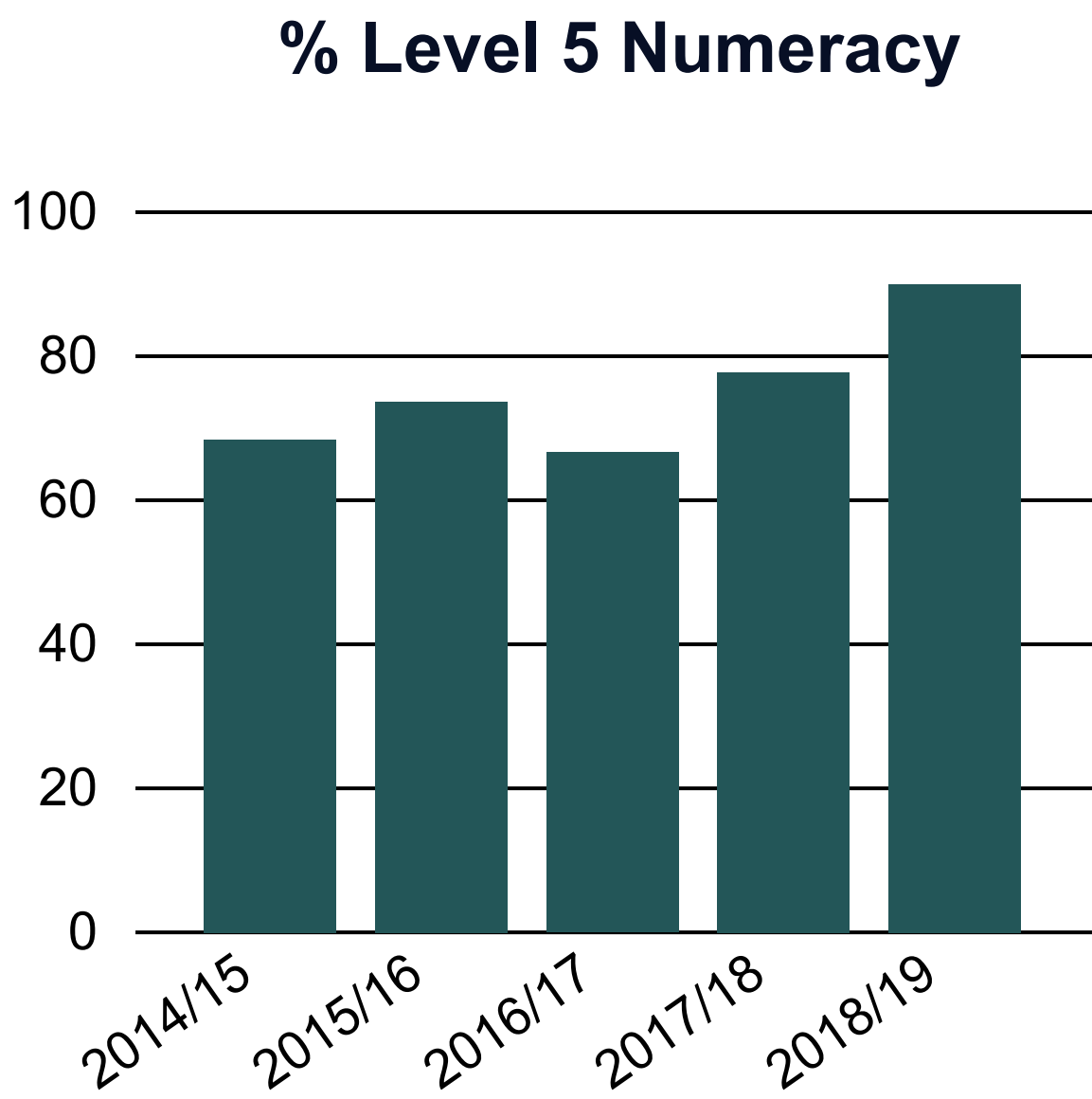
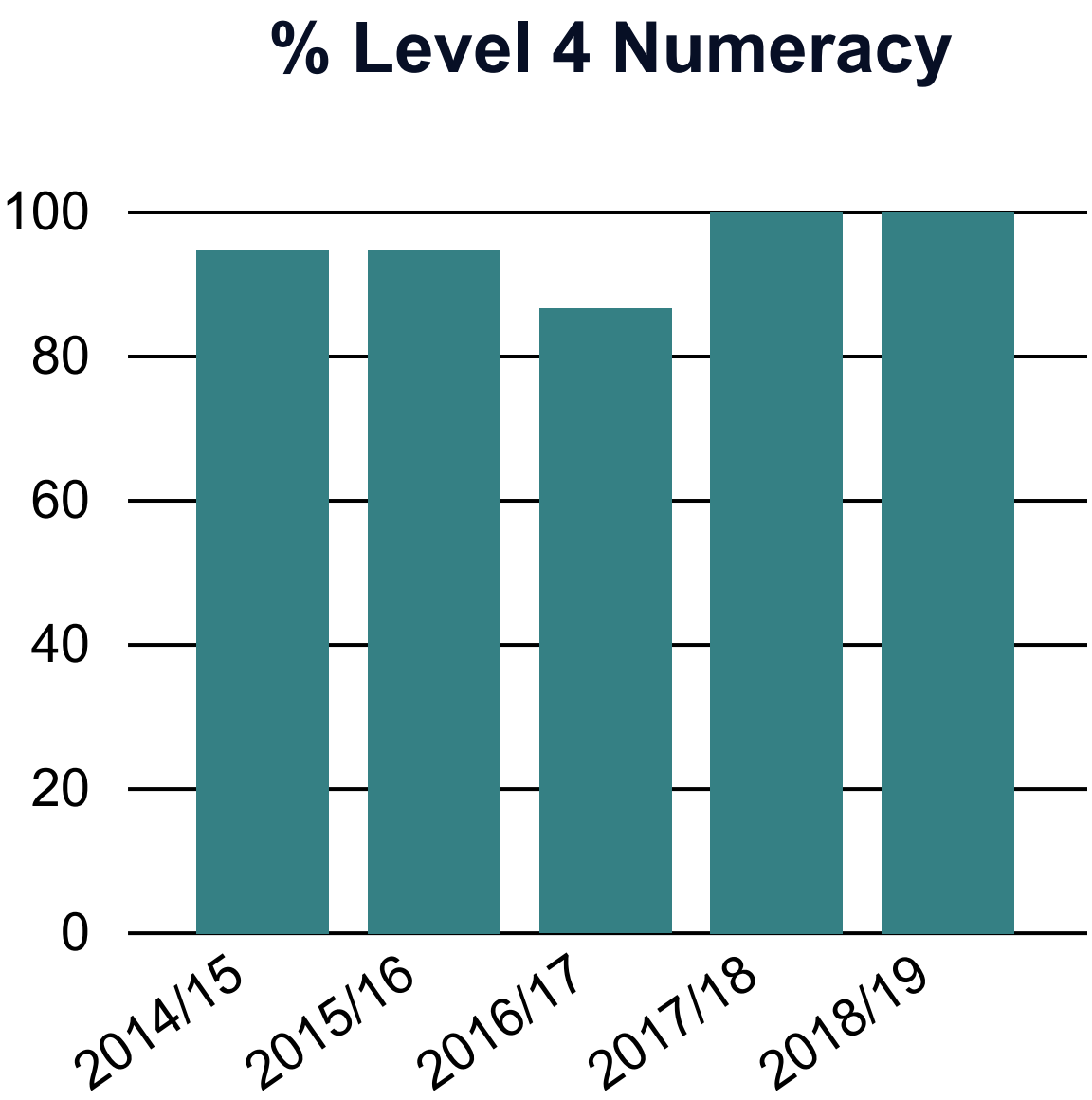
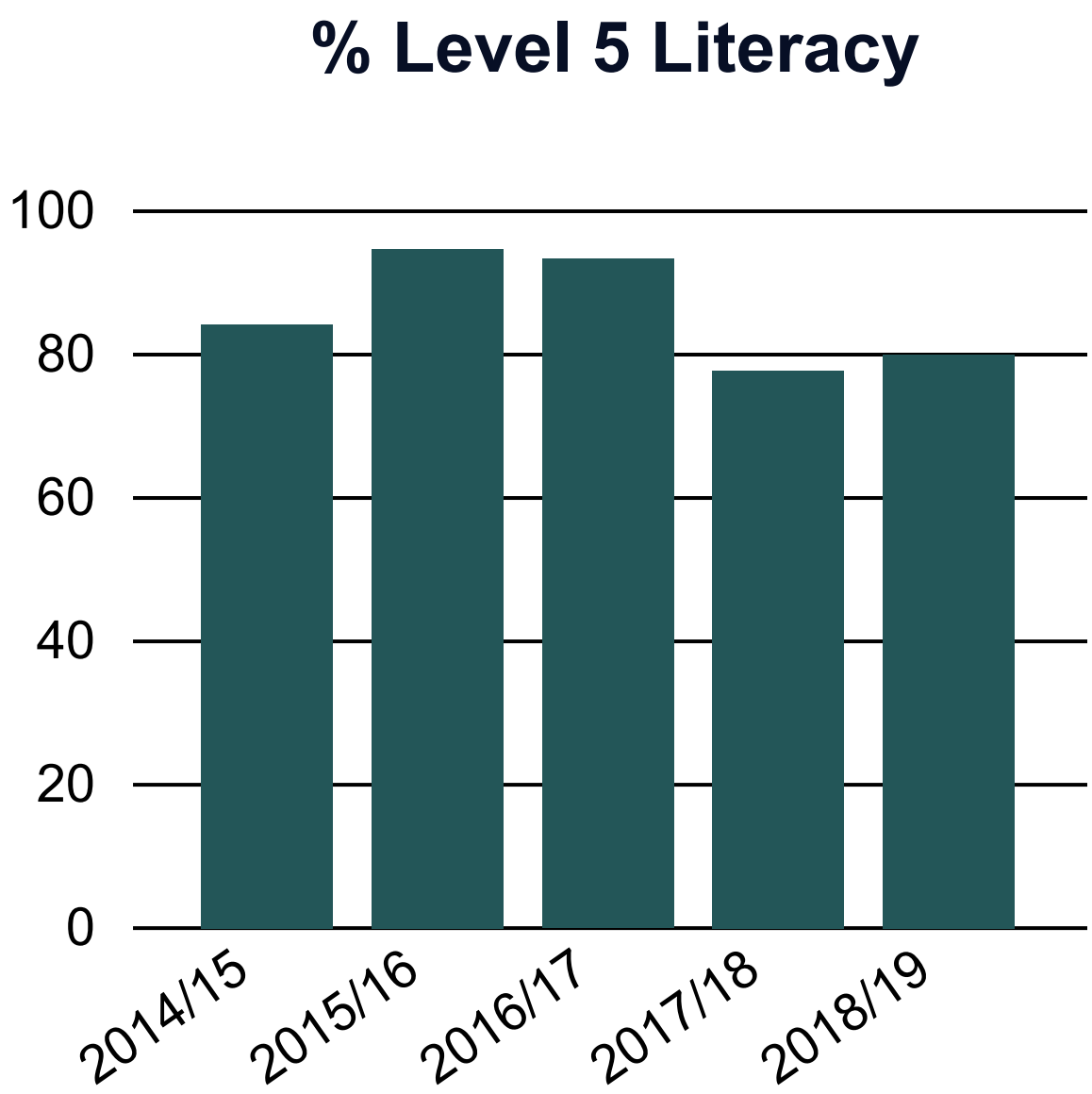
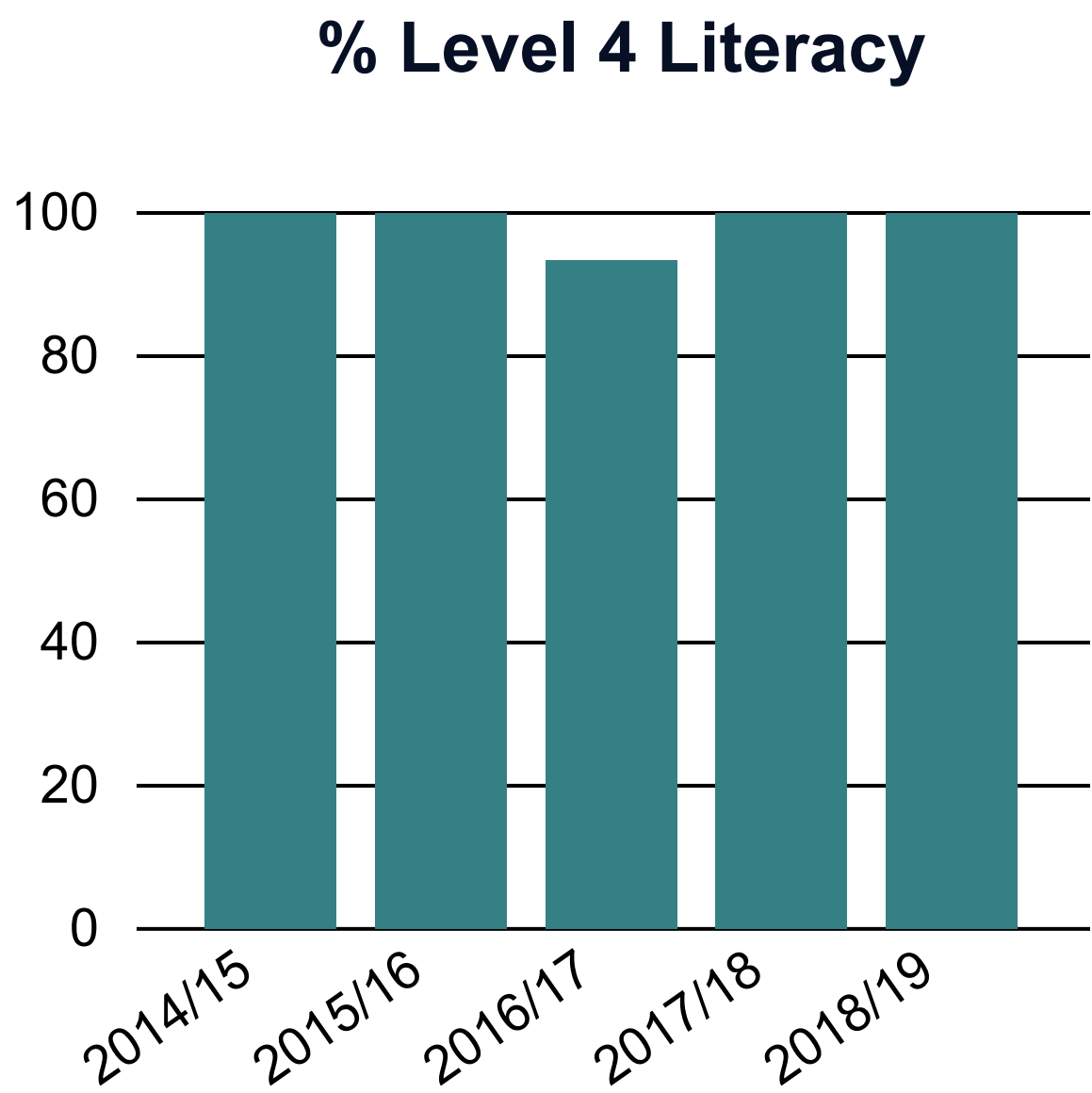
School

St Andrew's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 5 - (least deprived 20%)



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	100.00	84.21
2015/16	100.00	94.74
2016/17	93.33	93.33
2017/18	100.00	77.78
2018/19	100.00	80.00

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	94.74	68.42
2015/16	94.74	73.68
2016/17	86.67	66.67
2017/18	100.00	77.78
2018/19	100.00	90.00

School

St Andrew's R C High School

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SQA Attainment - S5 Literacy & Numeracy

	% Level 4 Literacy					% Level 5 Literacy				
	14/15	15/16	16/17	17/18	18/19	14/15	15/16	16/17	17/18	18/19
S5 - All Pupils	91.14	95.33	97.04	94.87	96.05	70.89	82.00	89.35	93.59	82.24
S5 - Pupils in Quintile 1	88.37	93.88	95.35	96.23	90.63	60.47	73.47	86.05	96.23	71.88
S5 - Pupils in Quintile 2	93.10	93.18	97.06	93.75	100.00	67.24	77.27	89.71	91.67	88.89
S5 - Pupils in Quintile 3	80.00	100.00	94.74	100.00	100.00	68.00	90.91	84.21	100.00	86.67
S5 - Pupils in Quintile 4	100.00	100.00	100.00	88.00	100.00	92.86	93.75	96.30	84.00	100.00
S5 - Pupils in Quintile 5	100.00	94.74	100.00	100.00	100.00	94.44	94.74	91.67	100.00	77.78
	% Level 4 Numeracy					% Level 5 Numeracy				
	14/15	15/16	16/17	17/18	18/19	14/15	15/16	16/17	17/18	18/19
S5 - All Pupils	86.08	85.33	91.72	89.74	90.79	50.63	64.67	72.19	67.95	60.53
S5 - Pupils in Quintile 1	79.07	75.51	88.37	88.68	82.81	37.21	55.10	65.12	66.04	50.00
S5 - Pupils in Quintile 2	86.21	86.36	91.18	87.50	95.56	39.66	61.36	73.53	62.50	51.11
S5 - Pupils in Quintile 3	84.00	90.91	94.74	100.00	100.00	60.00	59.09	73.68	82.35	80.00
S5 - Pupils in Quintile 4	100.00	100.00	92.59	88.00	94.74	85.71	87.50	74.07	68.00	89.47
S5 - Pupils in Quintile 5	94.44	89.47	100.00	92.31	100.00	77.78	84.21	83.33	76.92	88.89

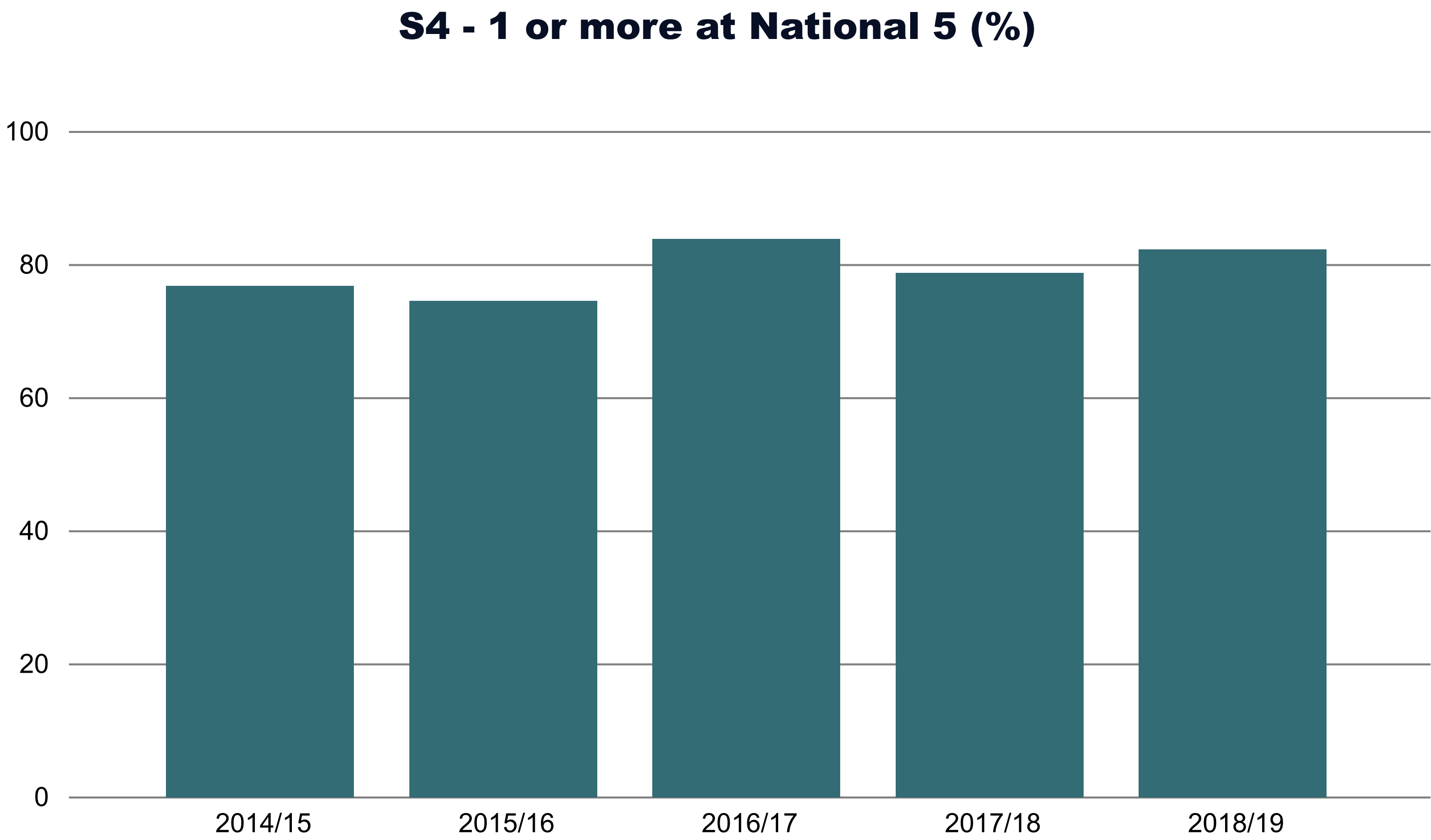
School

St Andrew's R C High School

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Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.



Year	1 or more
2014/15	76.87
2015/16	74.56
2016/17	83.87
2017/18	78.81
2018/19	82.35

School

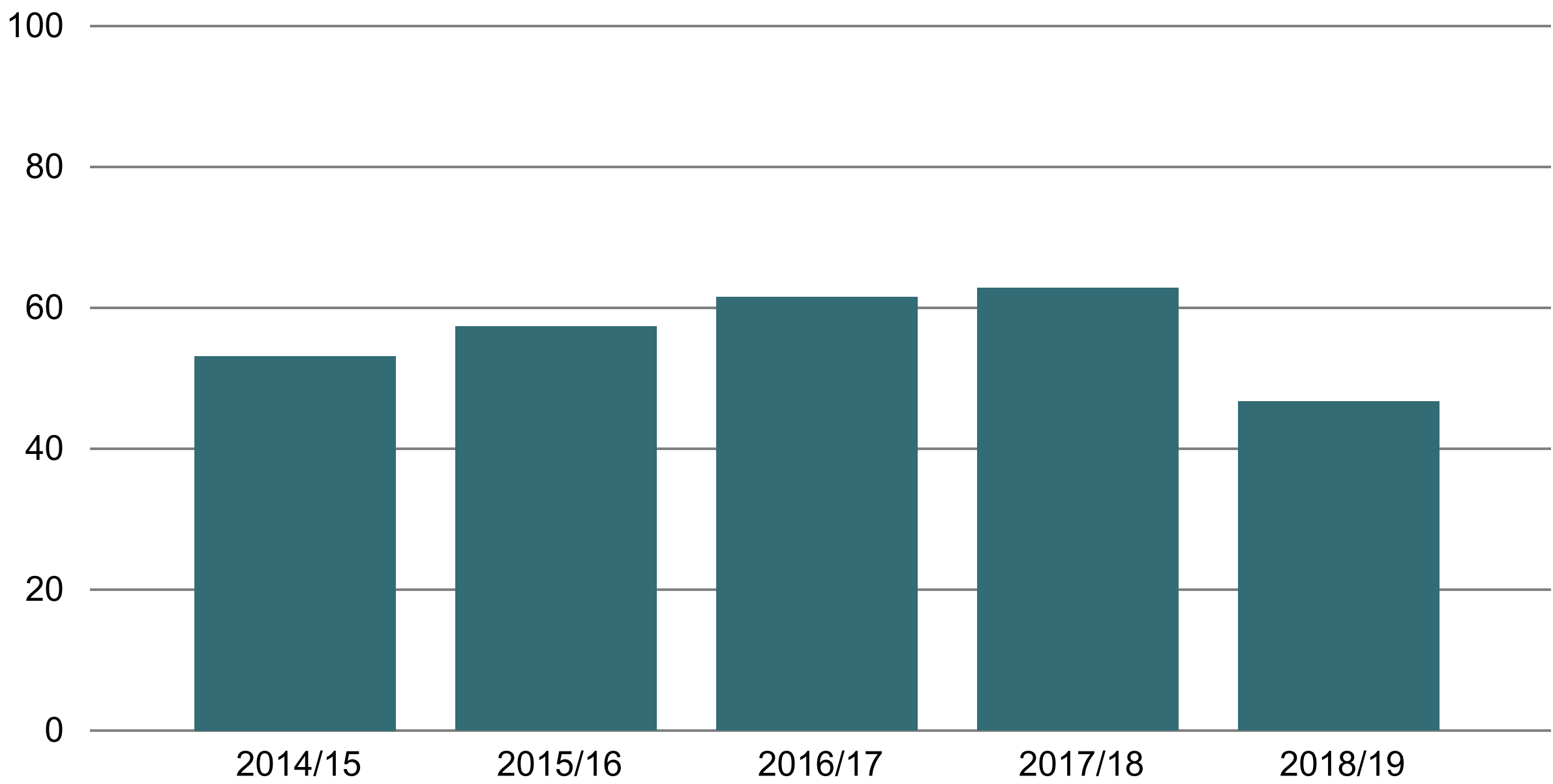
St Andrew's R C High School

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Attainment for the S5 cohort

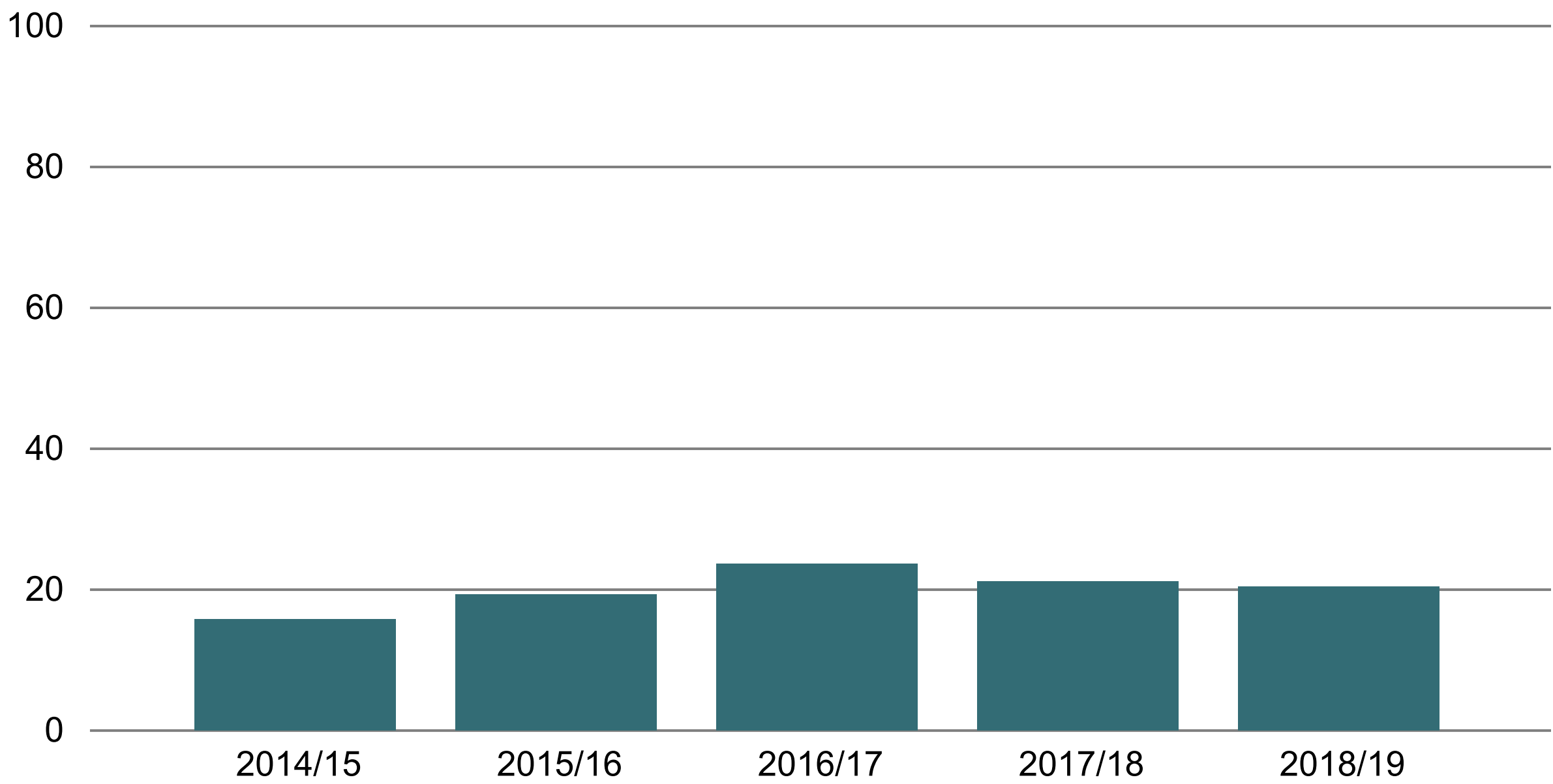
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



Year	1 or more
2014/15	53.16
2015/16	57.33
2016/17	61.54
2017/18	62.82
2018/19	46.71

S5 - 4 or more at National 6 (%)



Year	4 or more
2014/15	15.82
2015/16	19.33
2016/17	23.67
2017/18	21.15
2018/19	20.39

School

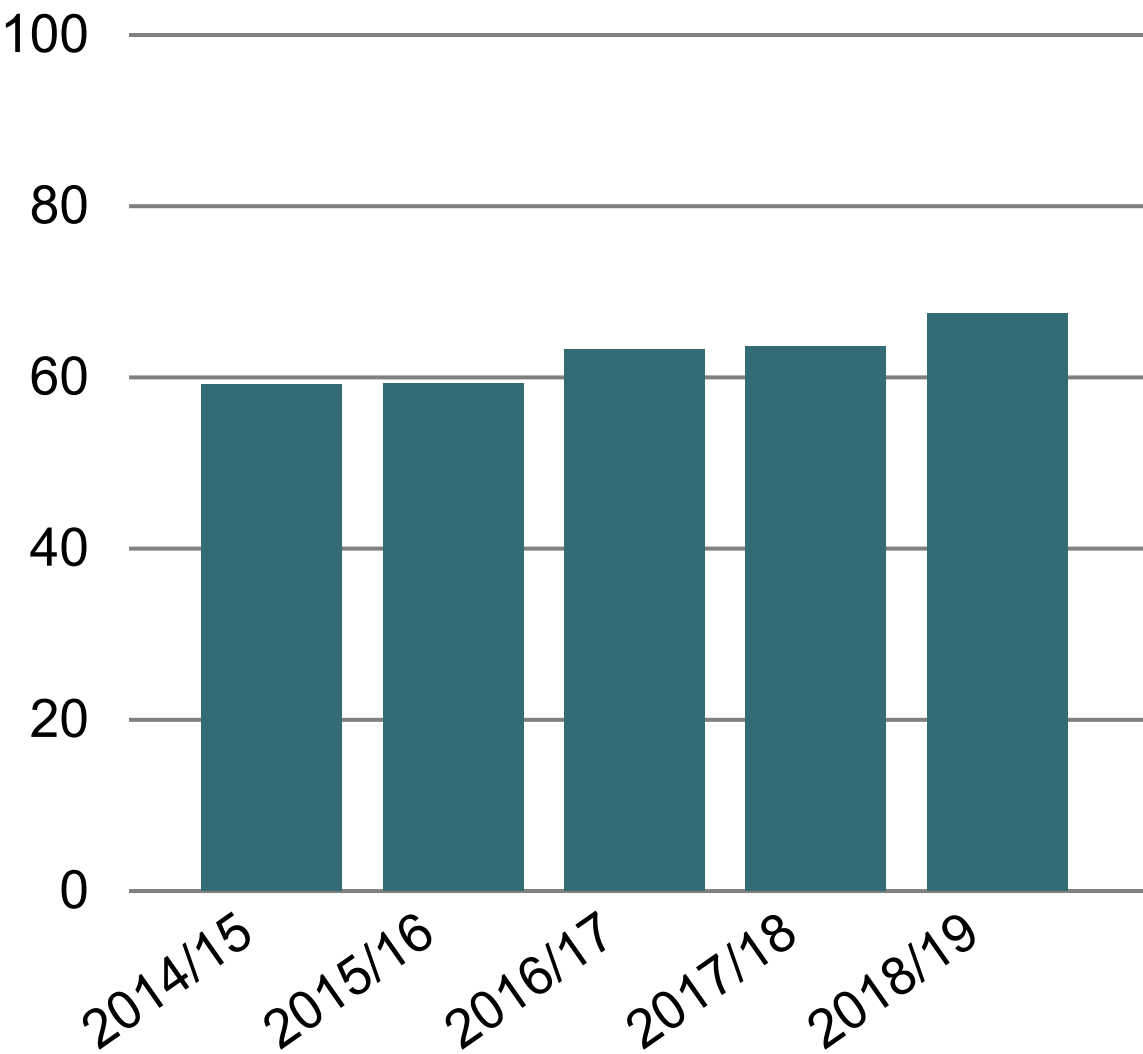
St Andrew's R C High School

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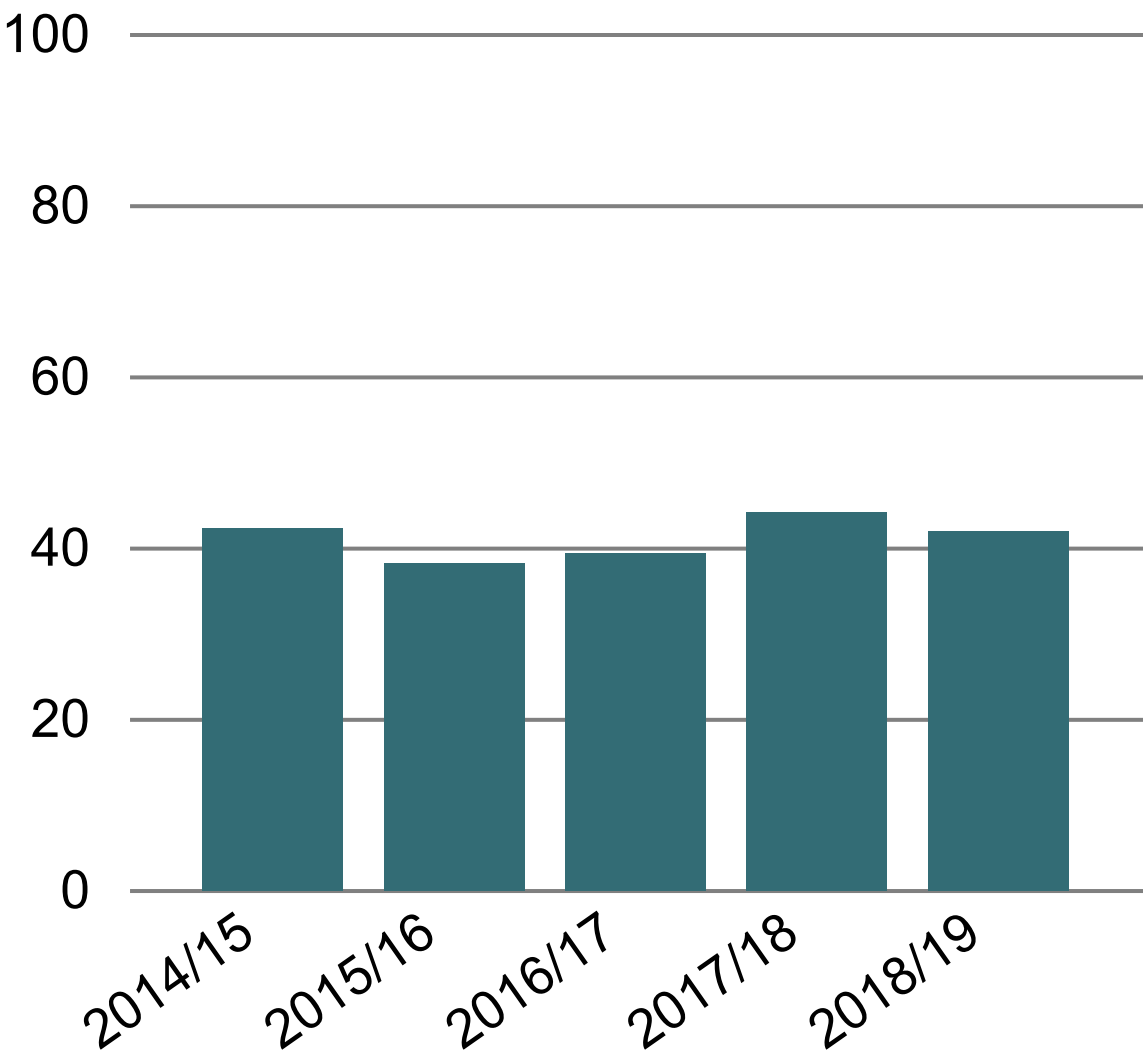
Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

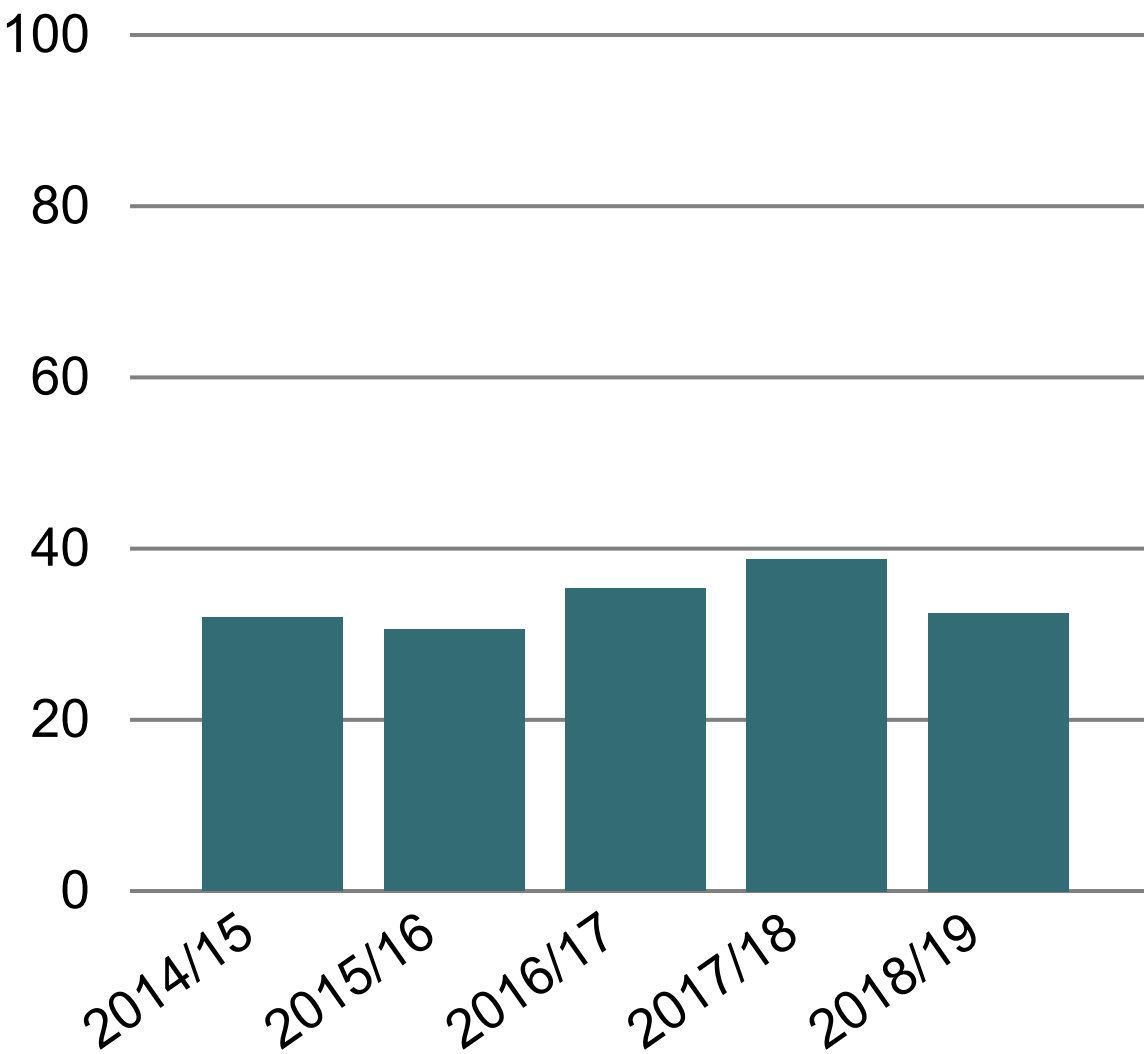
S6 - 1 or more at National 6 (%)



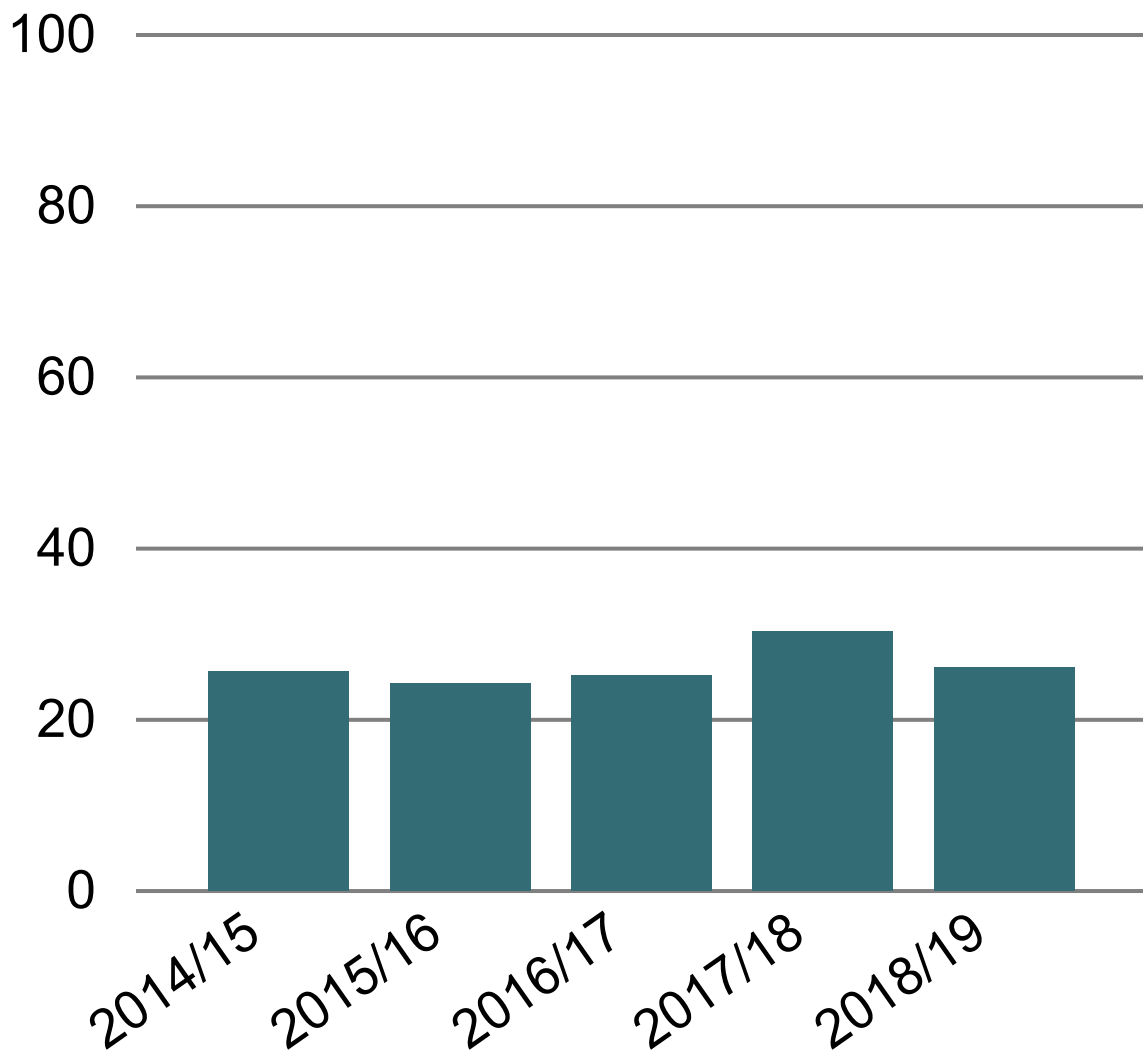
S6 - 3 or more at National 6 (%)



S6 - 4 or more at National 6 (%)



S6 - 5 or more at National 6 (%)



Year	1 or more
2014/15	59.20
2015/16	59.24
2016/17	63.27
2017/18	63.64
2018/19	67.52

Year	3 or more
2014/15	42.40
2015/16	38.22
2016/17	39.46
2017/18	44.24
2018/19	42.04

Year	4 or more
2014/15	32.00
2015/16	30.57
2016/17	35.37
2017/18	38.79
2018/19	32.48

Year	5 or more
2014/15	25.60
2015/16	24.20
2016/17	25.17
2017/18	30.30
2018/19	26.11



Whole School Social Context and Attainment and Achievement Report

Session 2018-19

St Columba's R C High School

School

St Columba's R C High School

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School Context

School Roll - from the September 2018/19 census.

School Roll			
Year	Female	Male	Total
▲ 2018/19	407	431	838

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
▲ 2018/19	0	0	0	0	0	0	0	

Estate		
Year	Capacity	Capacity %
▲ 2018/19	1069	78.4

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 2019.

St Columba's R C High School				
2014/15	2015/16	2016/17	2017/18	2018/19
18.3	16.7	18.8	19.2	18.5

Fife				
2014/15	2015/16	2016/17	2017/18	2018/19
17.4	16.3	17.0	16.4	16.4

National				
2014/15	2015/16	2016/17	2017/18	2018/19
15.0	14.2	14.1	14.4	15.0

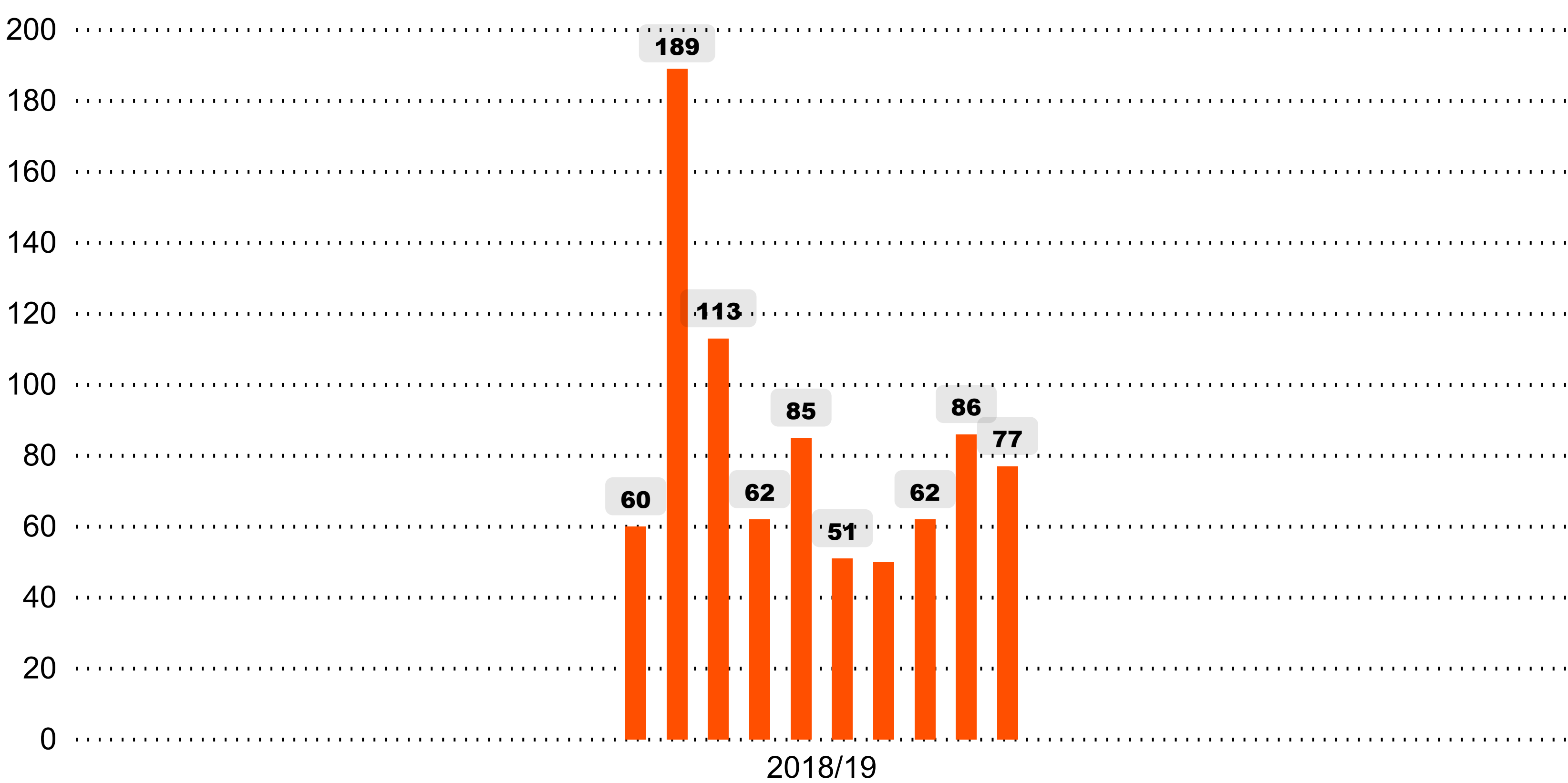
School

St Columba's R C High School

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SIMD

Number of Pupils per SIMD Decile (2018/19)



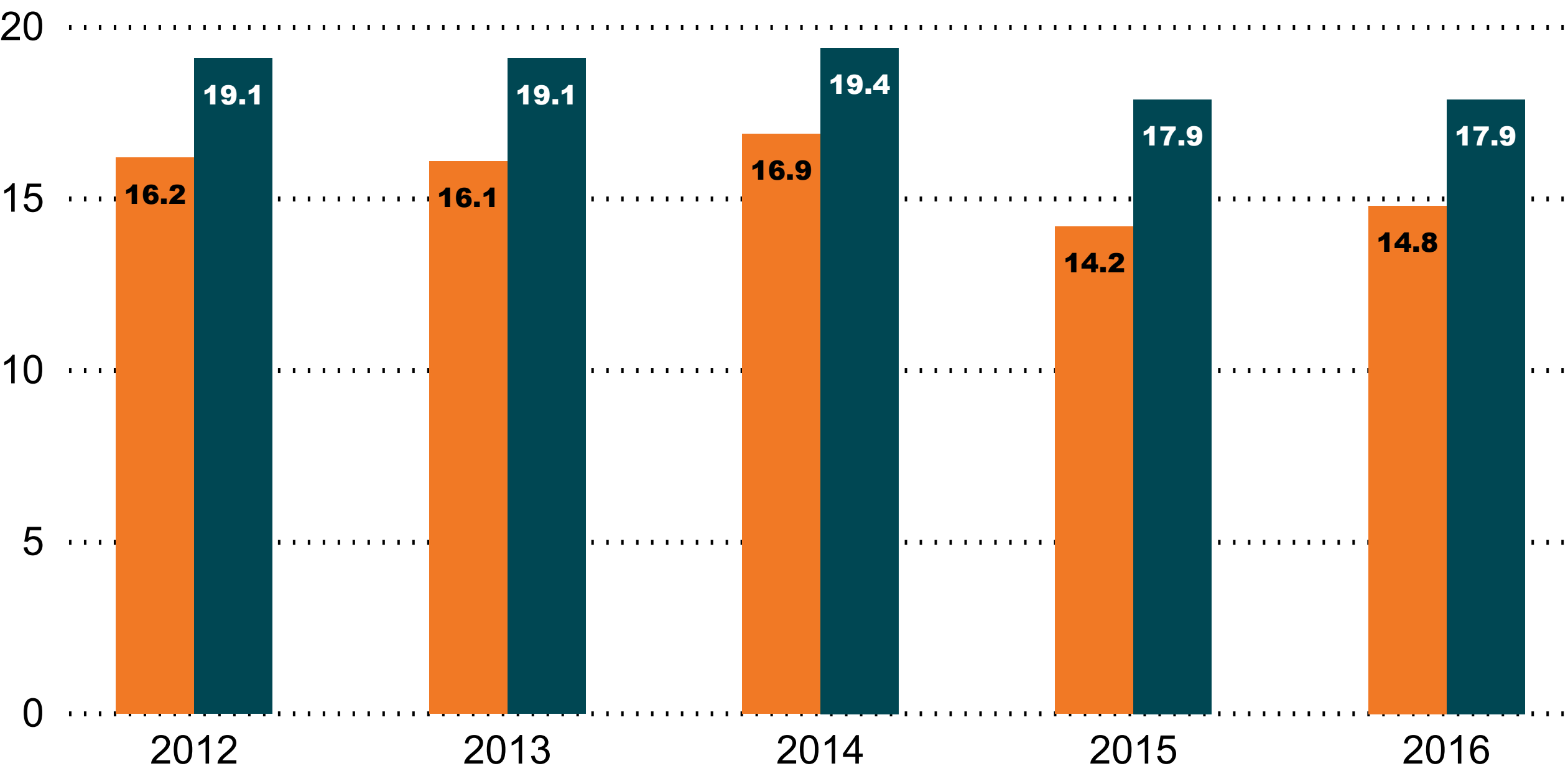
	2018/19
SIMD 1	60
SIMD 2	189
SIMD 3	113
SIMD 4	62
SIMD 5	85
SIMD 6	51
SIMD 7	50
SIMD 8	62
SIMD 9	86
SIMD 10	77

School

St Columba's R C High School

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Poverty Percentage - Percentage of children (under 16) in poverty



	Year	School Poverty Rate %	Fife Poverty Rate %
<div><div>School</div><div>Fife</div></div>	2012	16.2	19.1
	2013	16.1	19.1
	2014	16.9	19.4
	2015	14.2	17.9
	2016	14.8	17.9

Staying on Rates

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

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

School					
Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S5	93	80	78	80	80

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S6	73	69	82	73	68

Fife					
Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S5	88	84	84	84	84

Stage	2014/15	2015/16	2016/17	2017/18	2018/19
S6	68	67	70	66	67

School

St Columba's R C High School

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Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	St Columba's R C High School					Fife					National	
	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2016/17
Attendance %	92.29	91.40	89.34	88.66	89.63	91.99	91.61	90.69	90.26	90.17	88.50	91.20
Authorised Absence %	6.29	7.11	7.24	7.30	6.92	5.45	5.83	5.60	5.87	5.74	5.30	5.30
Unauthorised Absence %	1.34	1.41	3.23	3.92	3.33	2.51	2.51	3.66	3.82	4.05	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	47	50	105	89	88	47	47	42	40	30	50	48
Days Excluded per 1000 pupils	135	146	335	205	211	109	98	97	88	69	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	9	1	0	1	2	7	5	3	3	2		
Days Excluded per 1000 pupils	29	6	0	2	6	17	10	6	7	4		

School

St Columba's R C High School

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Level of English & Additional Support Needs

The following information is taken from the September 2018 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	7
Early Acquisition	6
Developing Competence	20
Competent	15
Fluent	20
English as a "first language"	778
Limited Communication	3
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	12
Bereavement	7
Communication Support Needs	8
Deafblind	0
Dyslexia	114

Student Need Category	No. of Pupils with Need
English as an additional language	60
Family issues	15
Hearing impairment	11
Interrupted learning	1
Language or speech disorder	4
Learning disability	4
Looked after	12
Mental health problems	2
More able pupil	0
Other	44
Other moderate learning difficulty	15
Other specific learning difficulty (e.g. numeric)	17
Physical health problem	35
Physical or motor impairment	20
Risk of exclusion	3
Social, emotional and behavioural difficulty	29
Substance misuse	0
Visual impairment	6
Young carer	9

School

St Columba's R C High School

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Initial Leaver Destinations

	2015/16	2016/17	2017/18
No. of Leavers	155	164	155

St Columba's R C High School %			
	2015/16	2016/17	2017/18
Positive %	96.1	93.9	91.0
Higher Education %	38.1	27.4	29.7
Further Education %	32.9	37.2	31.0
Training %	5.8	3.7	3.9
Employment %	18.7	22.6	24.5
Activity Agreements %	0.6	3.0	1.3
Unemployed %	2.6	6.1	9.0
Unemployed Seeking %	2.6	5.5	8.4
Unemployed Not Seeking %		0.6	0.6
Unknown %	1.3		

	2015/16	2016/17	2017/18
	3712	3757	3528

Fife %				
▲ Category	2015/16	2016/17	2017/18	
Positive	92.7	92.7	92.5	
Higher Education	39.0	35.0	36.6	
Further Education	32.7	33.9	32.9	
Training	1.9	2.1	2.0	
Employment	17.2	19.3	18.4	
Activity Agreements	1.6	1.8	2.0	
Unemployed	6.8	6.9	6.9	
Unemployed Seeking	5.6	5.5	5.3	
Unemployed Not Seeking	1.2	1.4	1.6	
Unknown	0.5	0.5	0.6	

	2015/16	2016/17	2017/18
	52249	51258	49724

National %				
▲ Category	2014/15	2015/16	2016/17	
Positive	93.0	93.3	93.7	
Higher Education	38.8	40.3	40.7	
Further Education	27.6	26.6	26.8	
Training	3.8	2.6	2.4	
Employment	21.4	22.3	22.0	
Activity Agreements	0.9	1.0	1.2	
Unemployed	6.5	6.4	6.0	
Unemployed Seeking	5.4	5.1	4.5	
Unemployed Not Seeking	1.1	1.3	1.5	
Unknown	0.5	0.2	0.4	

School

St Columba's R C High School

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Initial Leaver Destinations

	2015/16	2016/17	2017/18
No. of Leavers	155	164	155

St Columba's R C High School %			
	2015/16	2016/17	2017/18
Positive %	96.1	93.9	91.0
Higher Education %	38.1	27.4	29.7
Further Education %	32.9	37.2	31.0
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Employment %	18.7	22.6	24.5
Activity Agreements %	0.6	3.0	1.3
Unemployed %	2.6	6.1	9.0
Unemployed Seeking %	2.6	5.5	8.4
Unemployed Not Seeking %		0.6	0.6
Unknown %	1.3		

	2015/16	2016/17	2017/18
	10158	10031	9824

South East Collaborative %				
▲ Category	2015/16	2016/17	2017/18	
Positive	93.6	93.3	93.9	
Higher Education	38.2	38.0	38.6	
Further Education	29.3	29.0	27.4	
Training	2.3	2.1	2.1	
Employment	22.1	21.9	23.6	
Activity Agreements	1.3	1.7	1.5	
Unemployed	6.3	6.5	5.8	
Unemployed Seeking	5.0	5.0	4.4	
Unemployed Not Seeking	1.3	1.5	1.4	
Unknown	0.2	0.3	0.3	

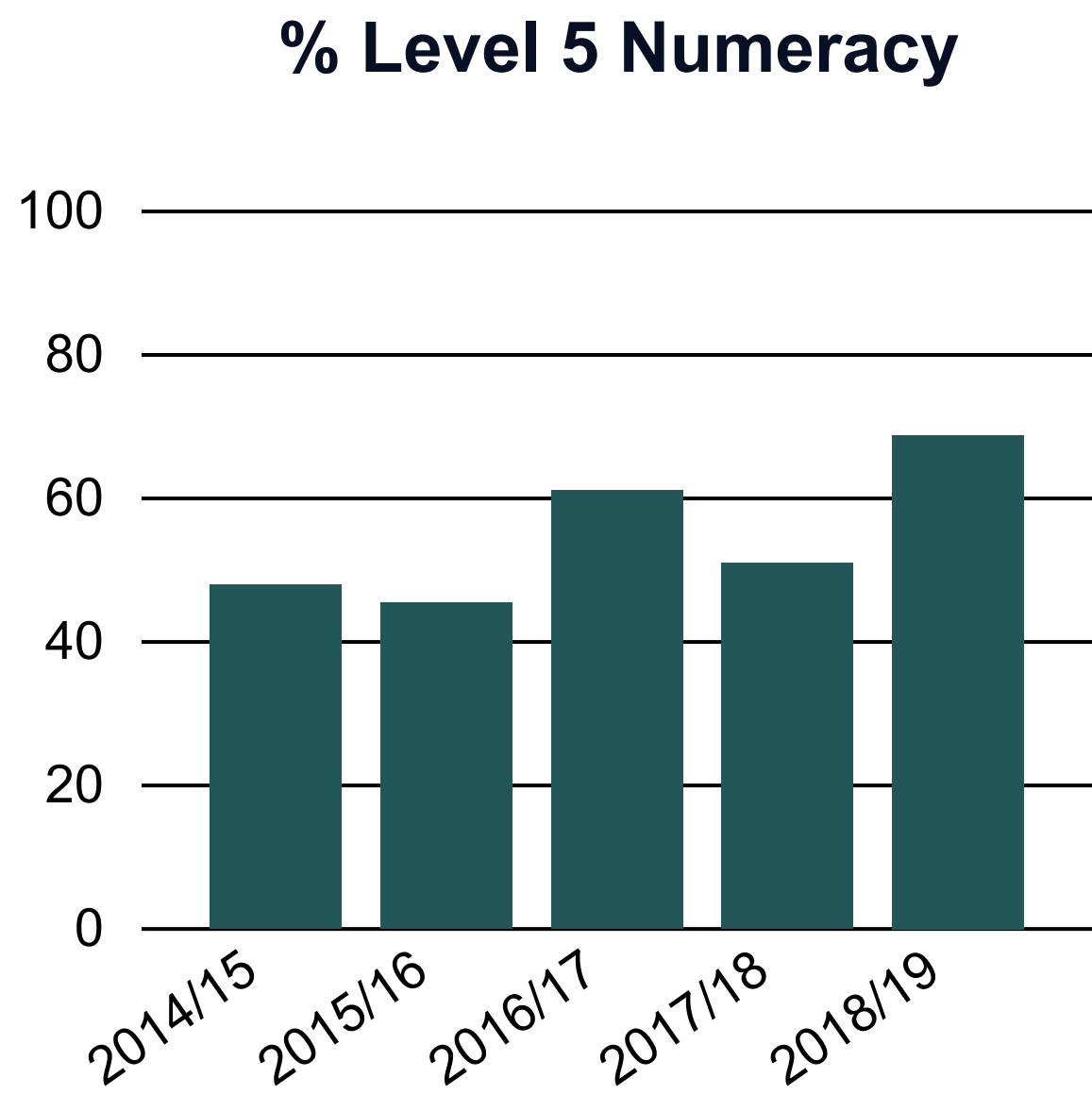
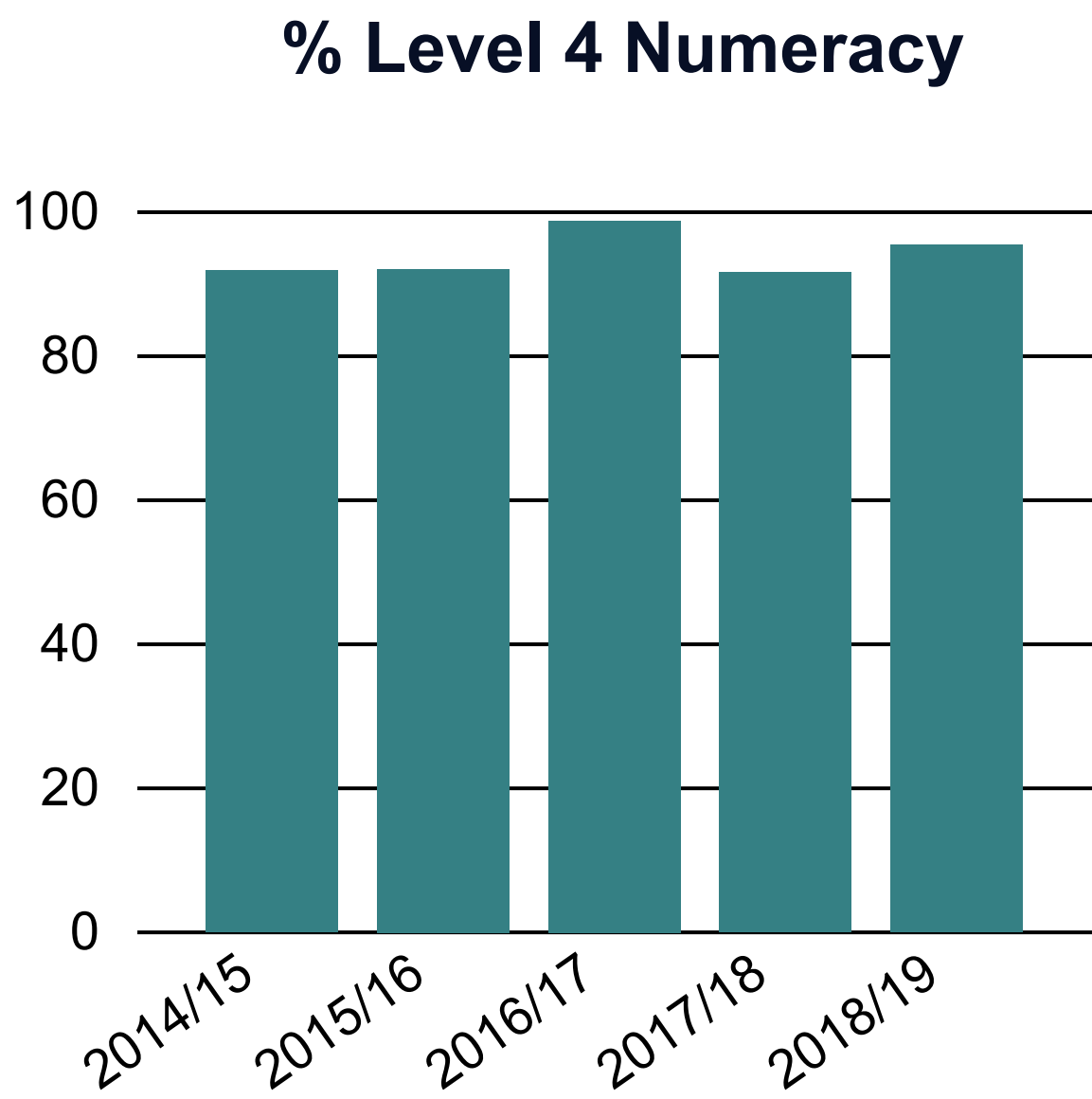
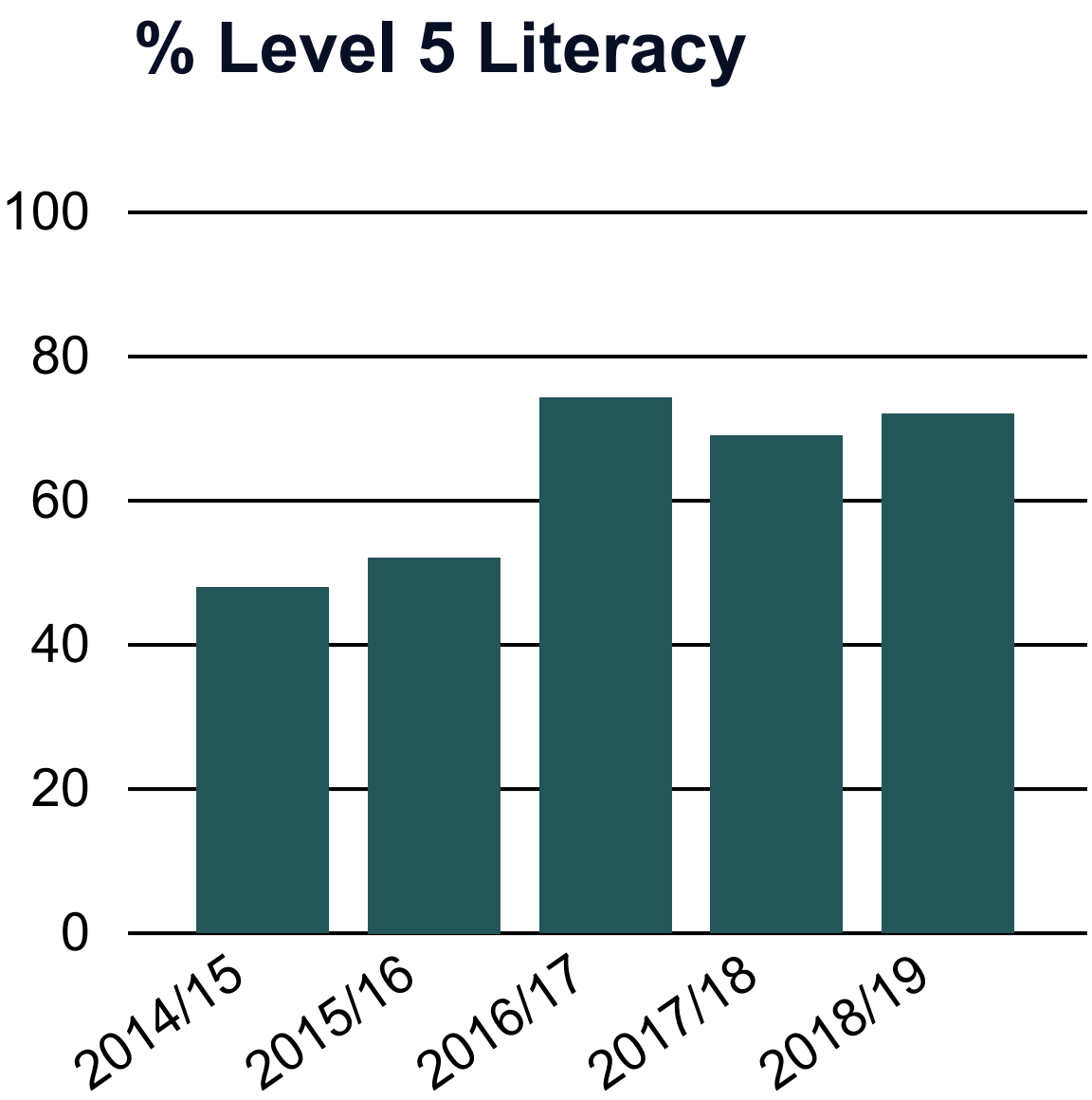
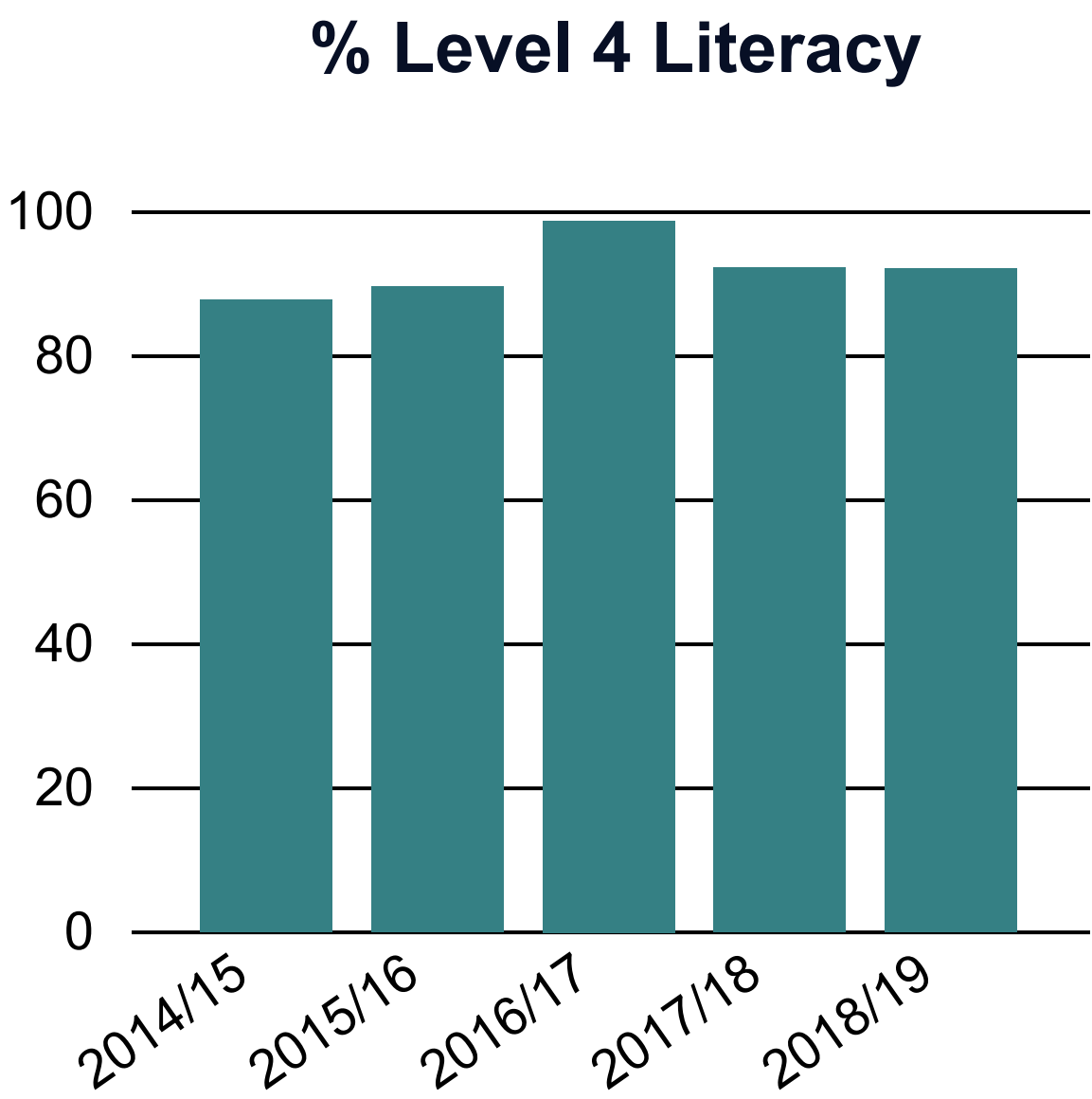
School

St Columba's R C High School

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SQA Attainment - S4 Literacy & Numeracy

S4 - All Pupils



Year	S4 Level 4 Literacy %	S4 Level 5 Literacy %
2014/15	87.84	47.97
2015/16	89.70	52.12
2016/17	98.80	74.25
2017/18	92.26	69.03
2018/19	92.21	72.08

Year	S4 Level 4 Numeracy %	S4 Level 5 Numeracy %
2014/15	91.89	47.97
2015/16	92.12	45.45
2016/17	98.80	61.08
2017/18	91.61	50.97
2018/19	95.45	68.83

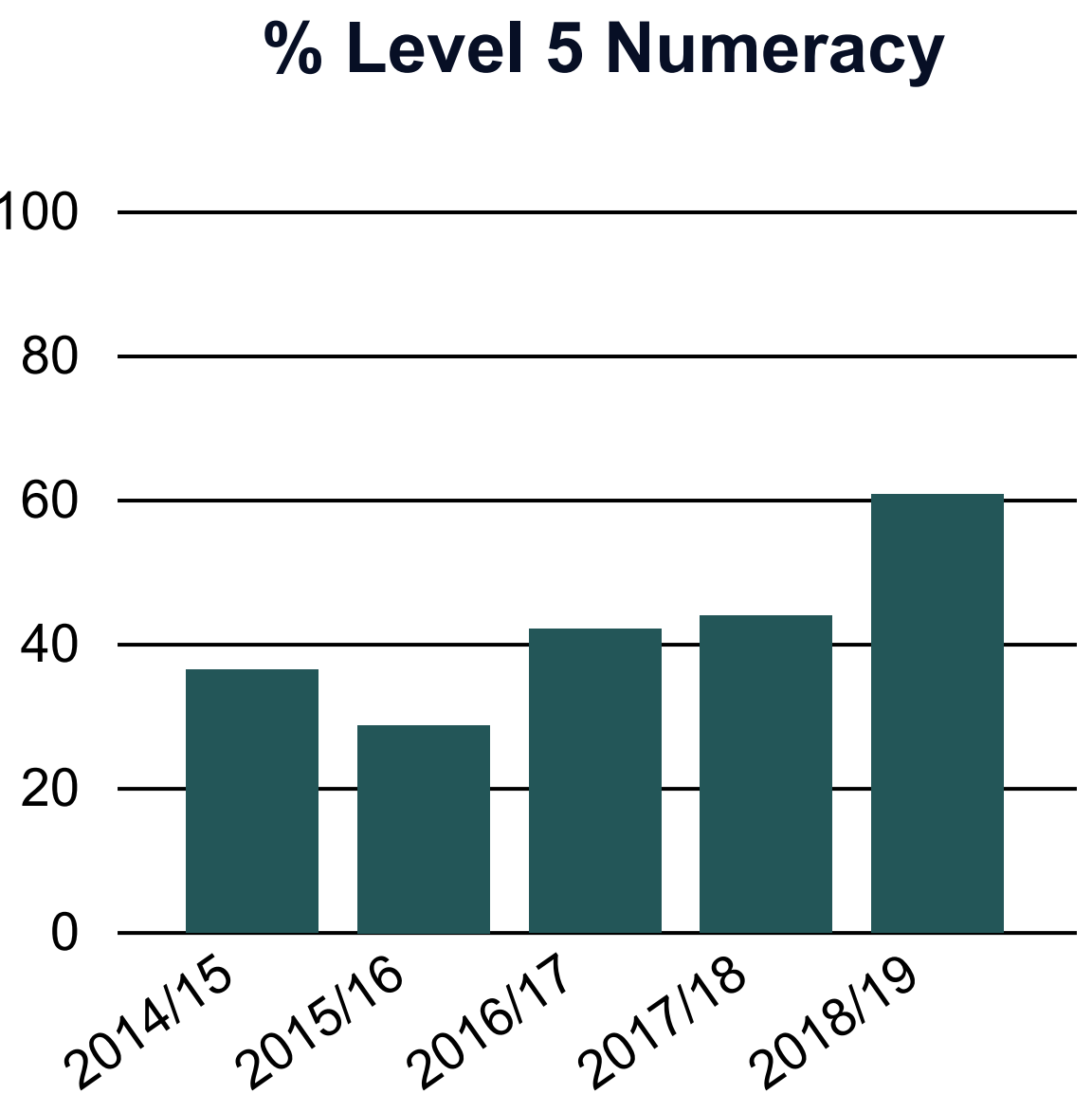
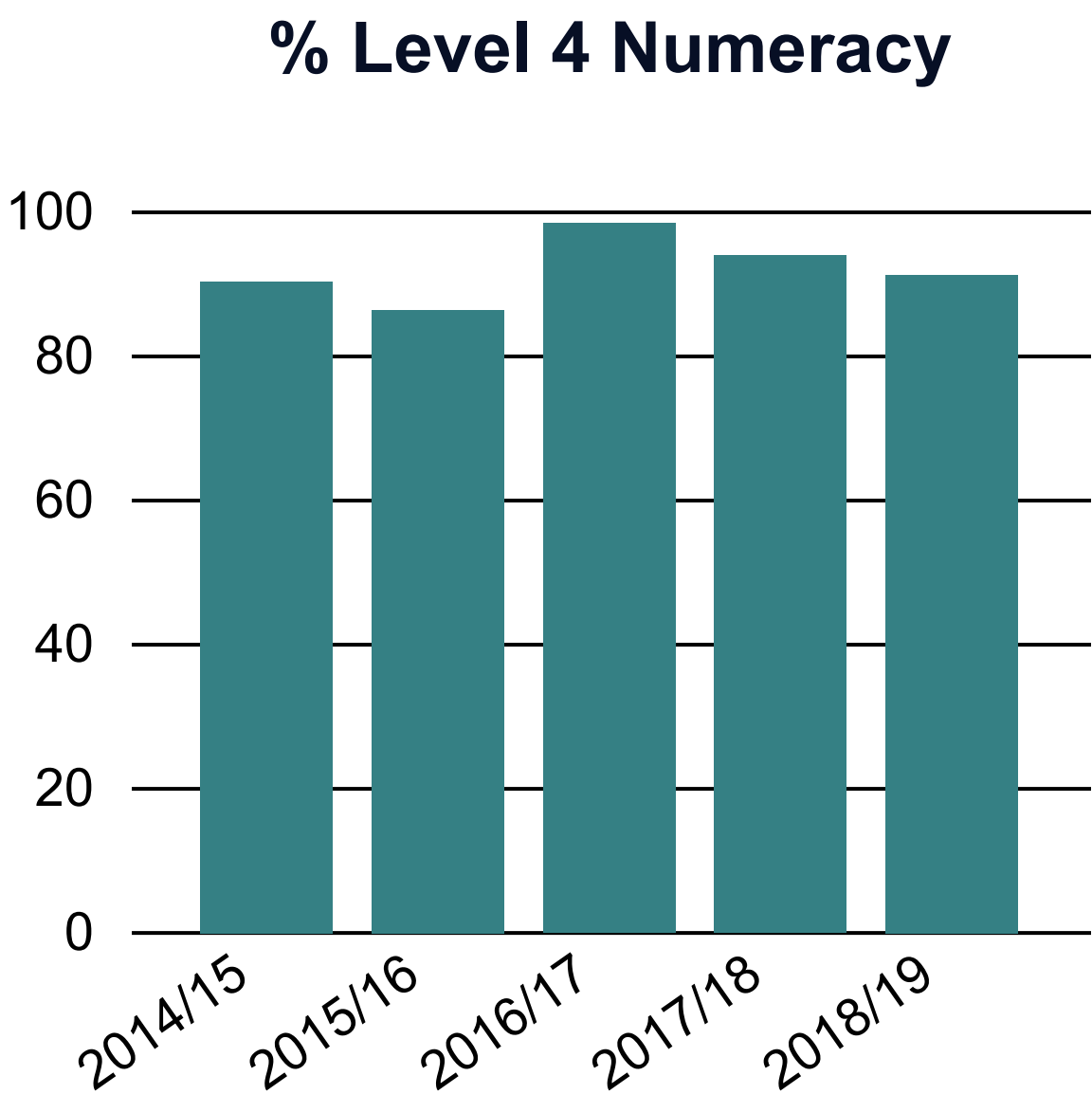
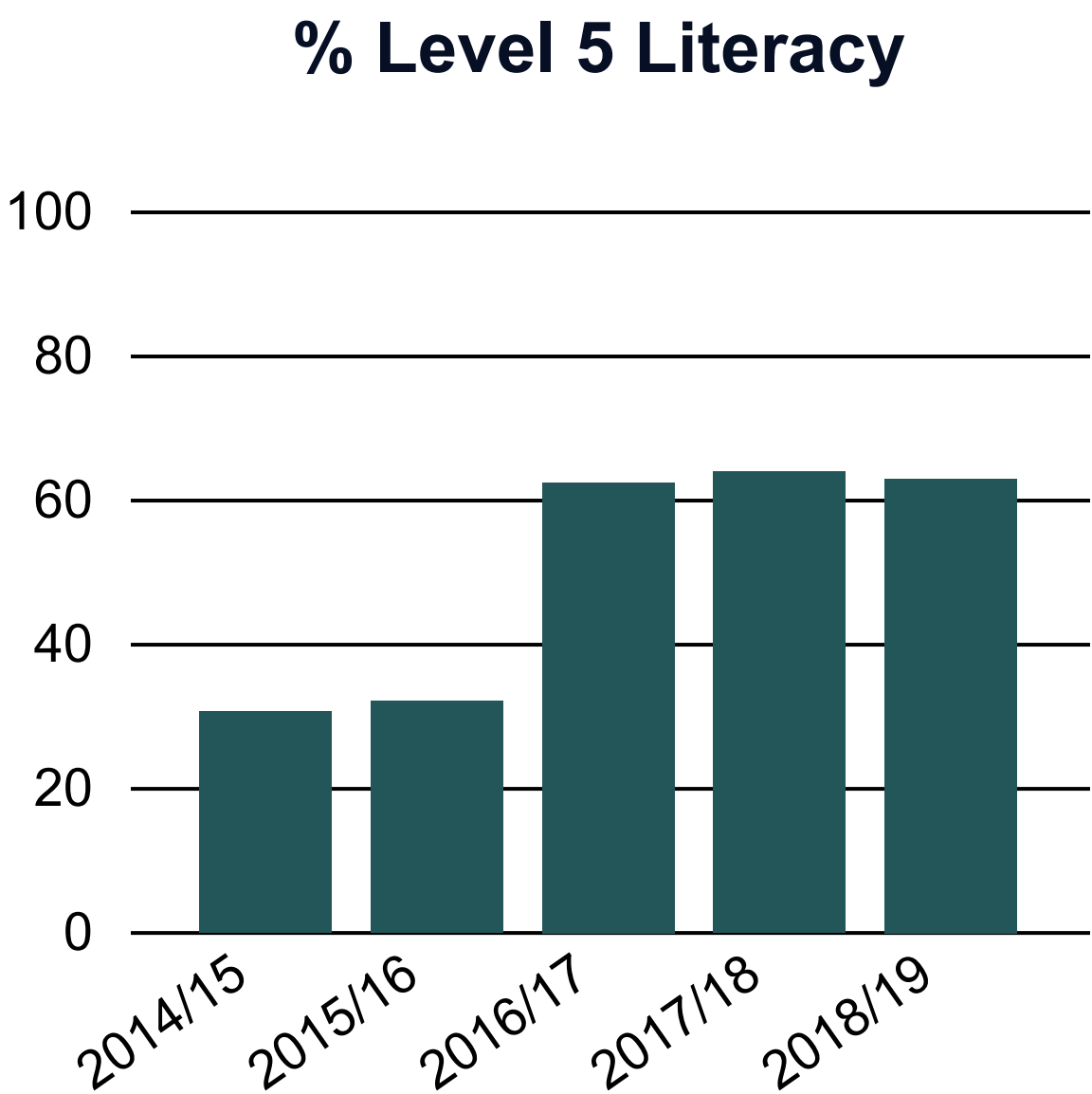
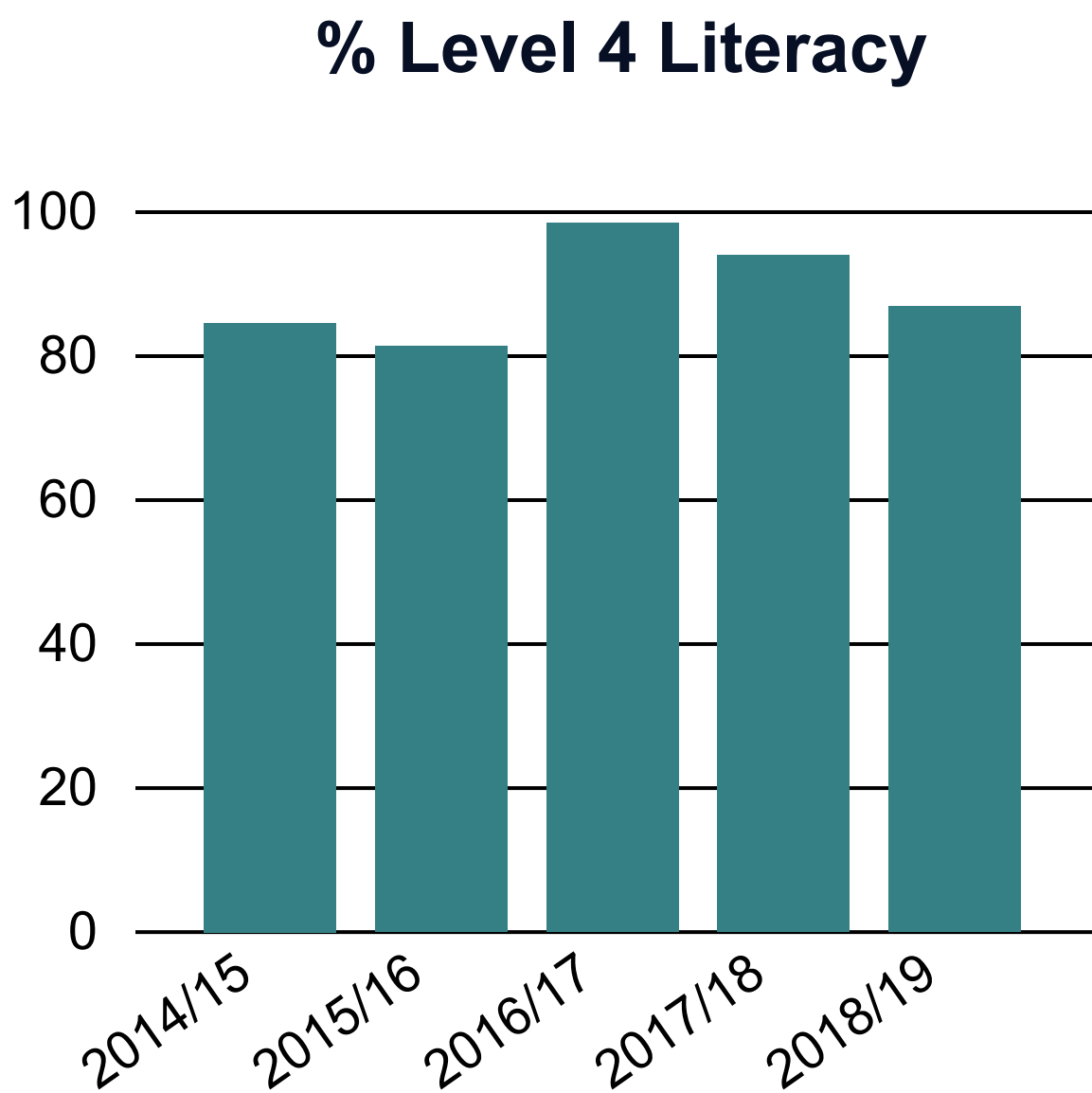
School

St Columba's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 1 - (most deprived 20%)



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	84.62	30.77
2015/16	81.36	32.20
2016/17	98.44	62.50
2017/18	94.00	64.00
2018/19	86.96	63.04

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	90.38	36.54
2015/16	86.44	28.81
2016/17	98.44	42.19
2017/18	94.00	44.00
2018/19	91.30	60.87

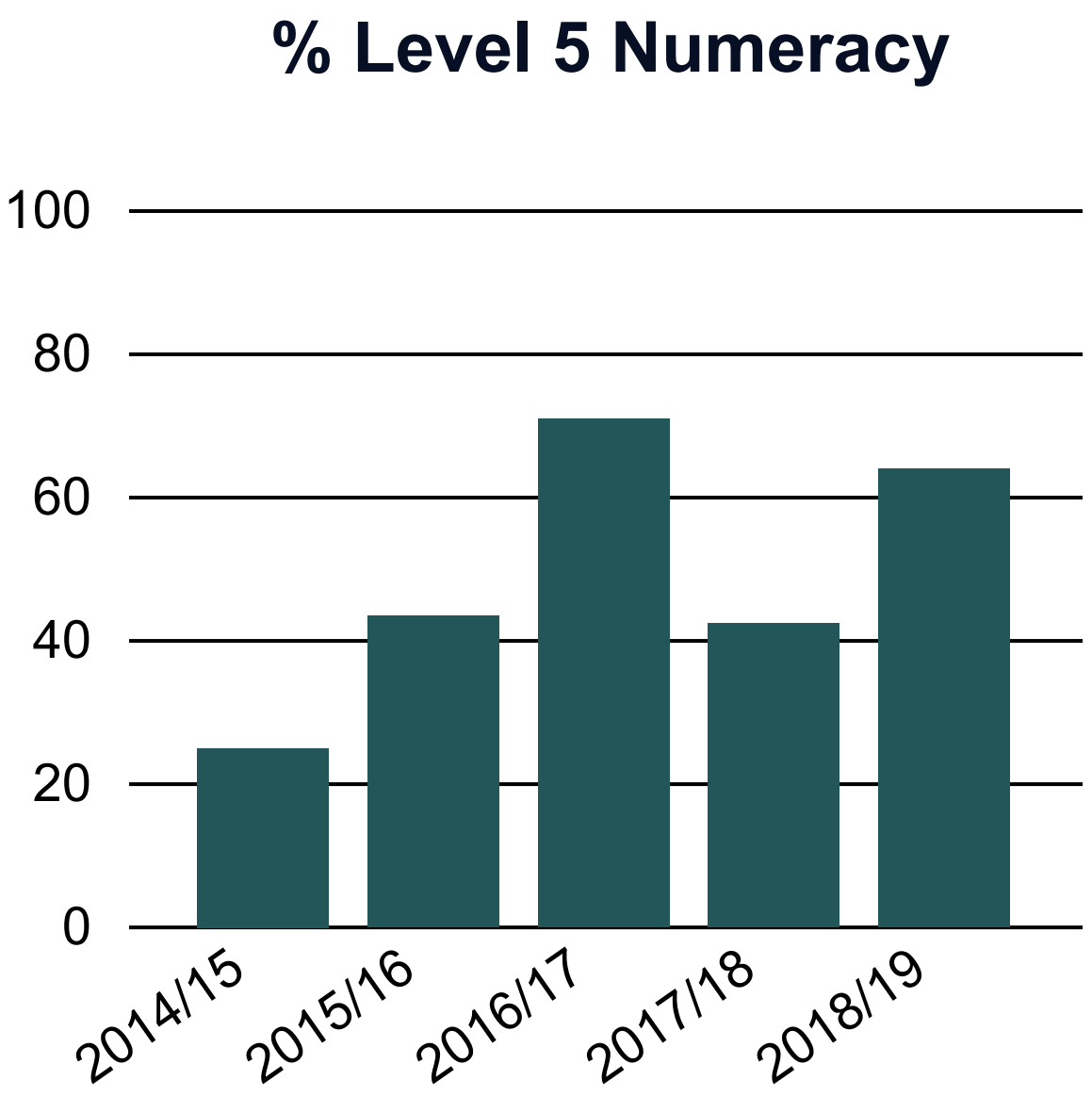
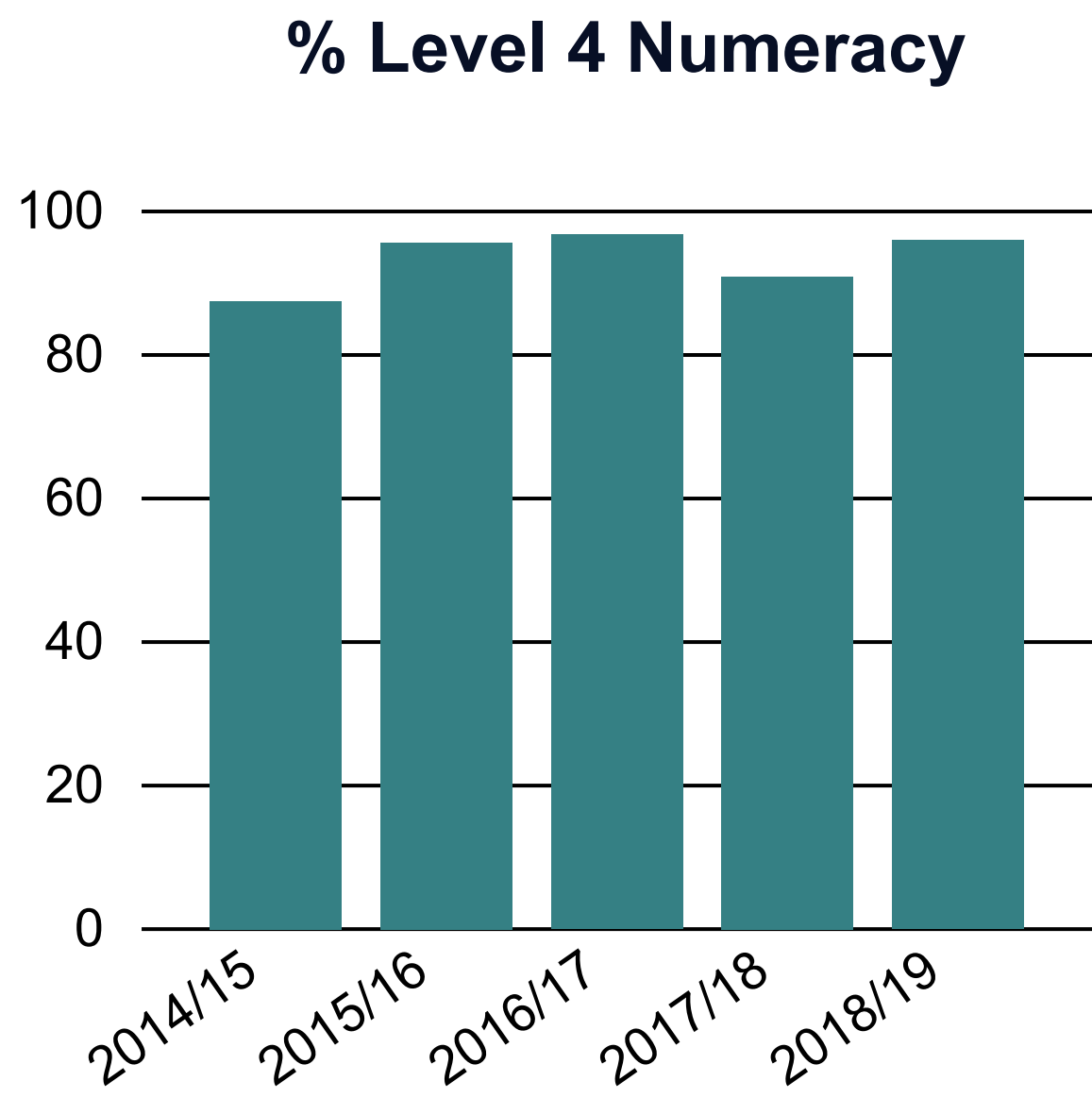
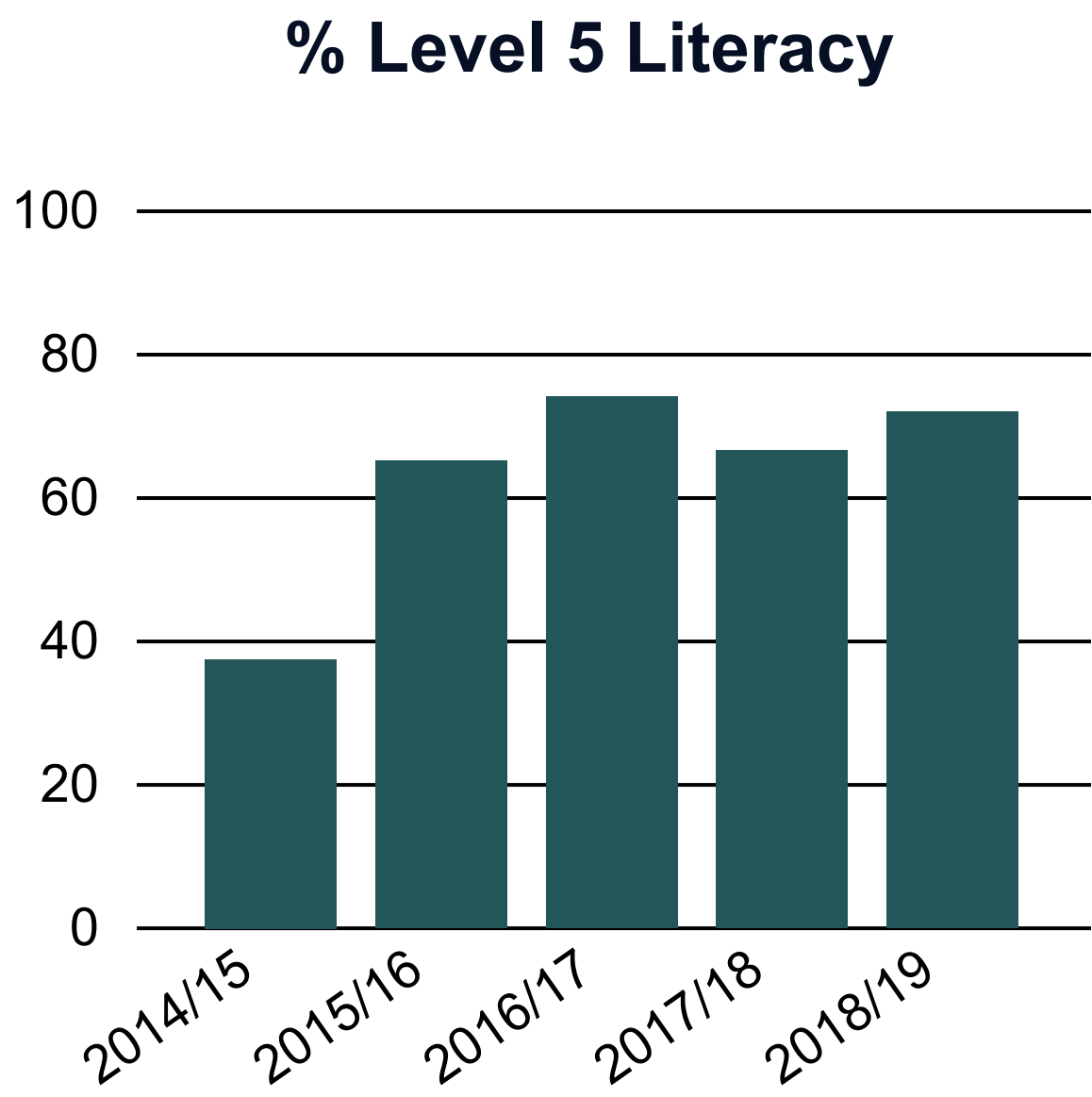
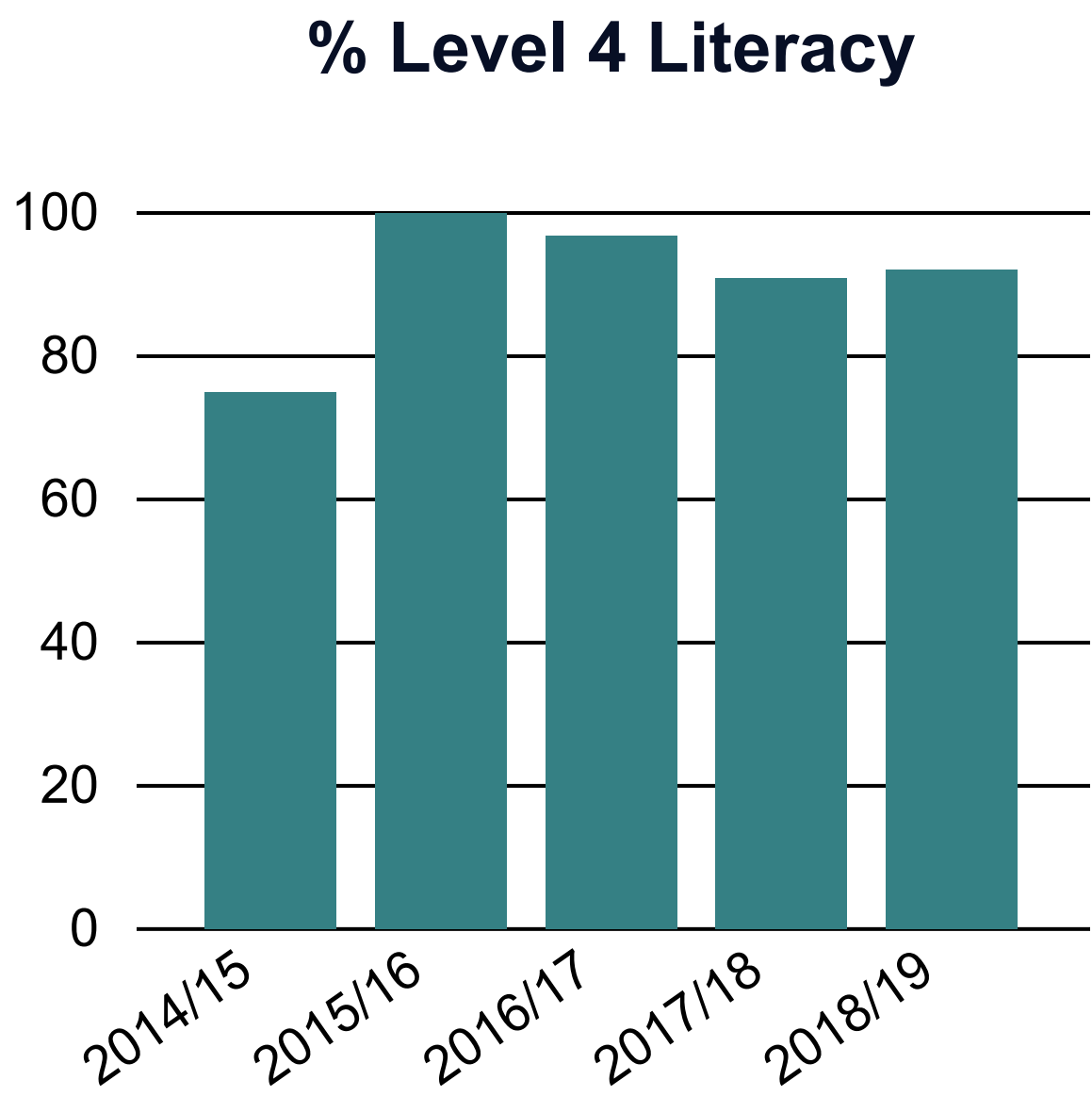
School

St Columba's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 2



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	75.00	37.50
2015/16	100.00	65.22
2016/17	96.77	74.19
2017/18	90.91	66.67
2018/19	92.00	72.00

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	87.50	25.00
2015/16	95.65	43.48
2016/17	96.77	70.97
2017/18	90.91	42.42
2018/19	96.00	64.00

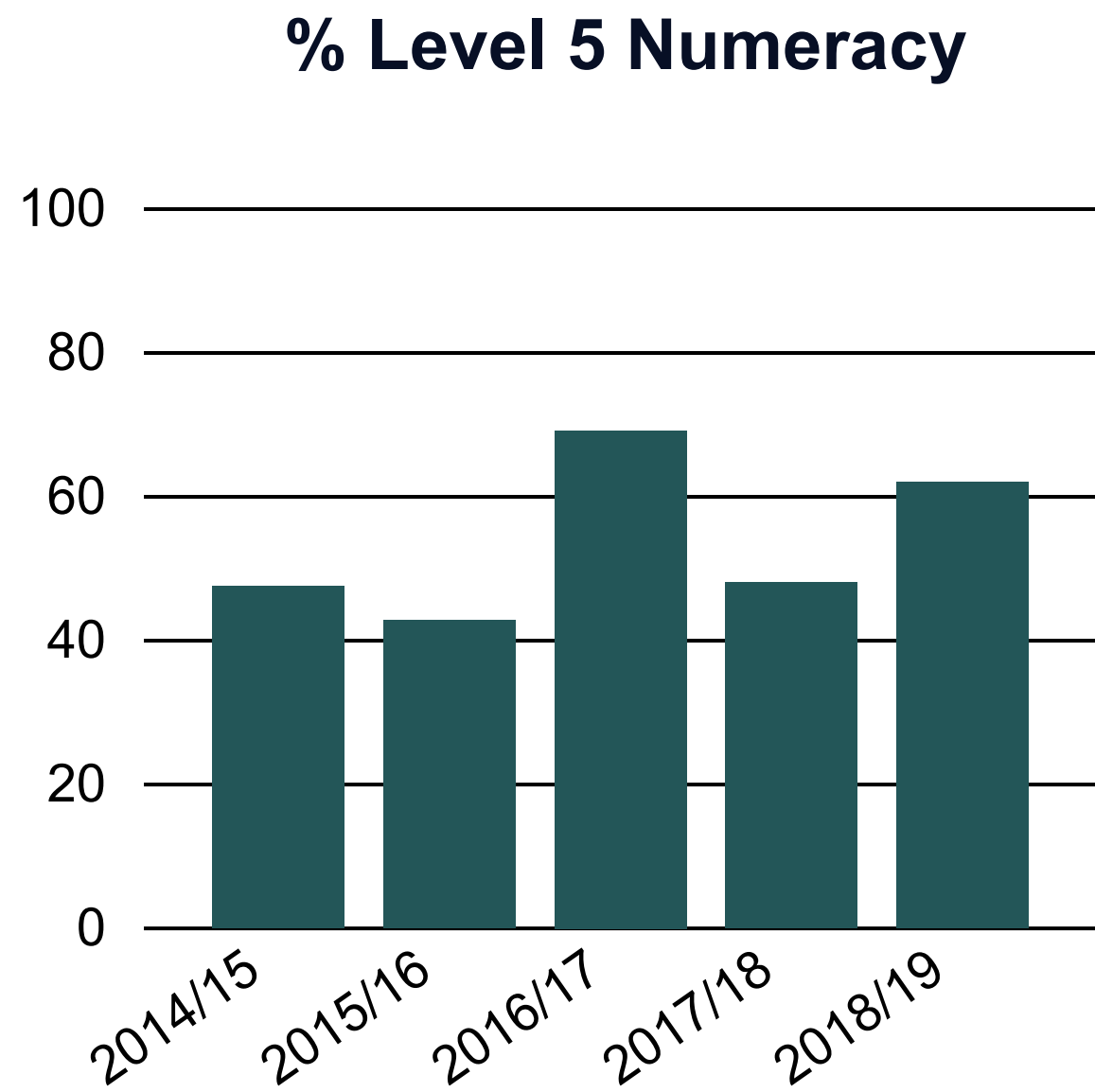
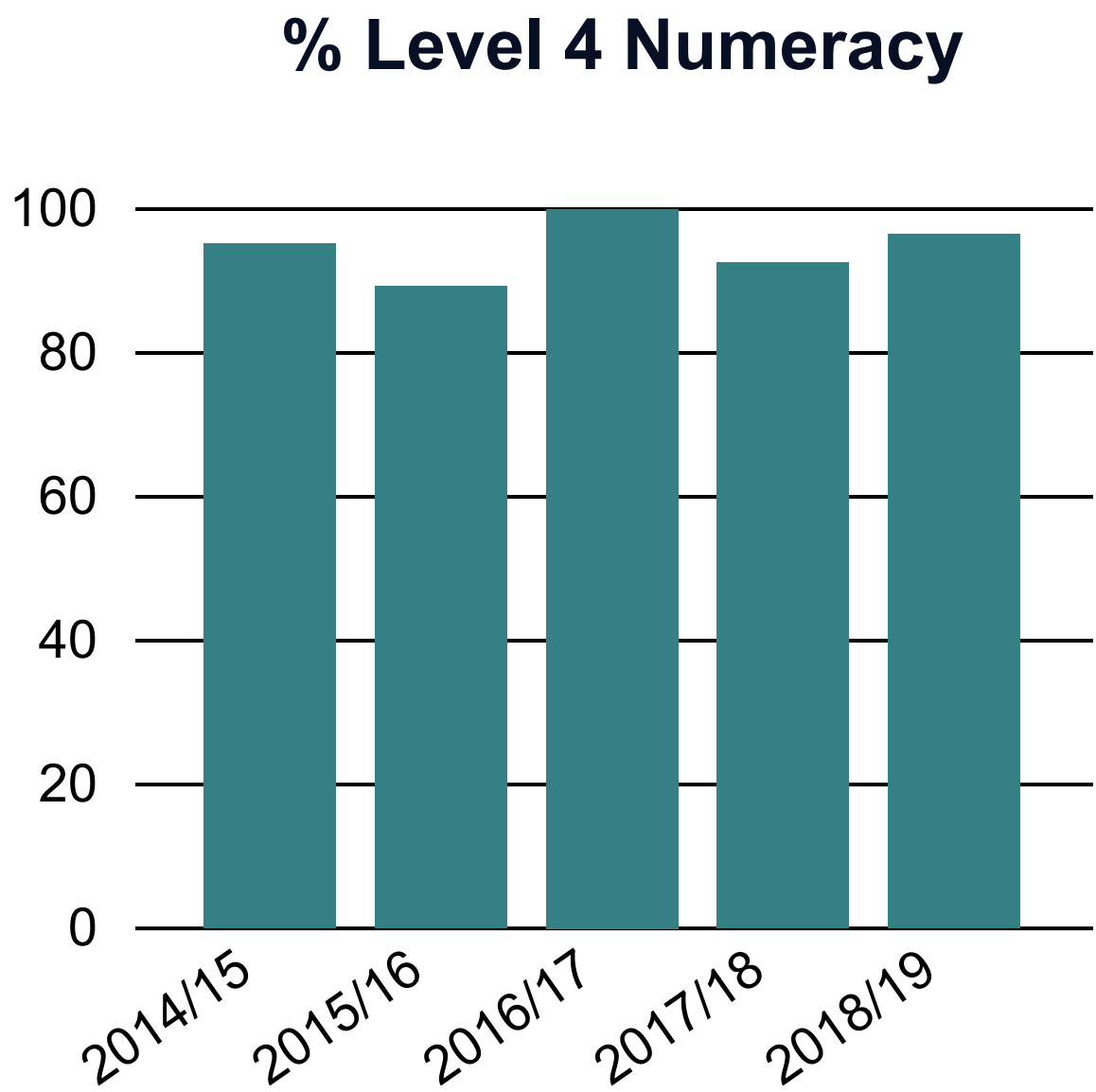
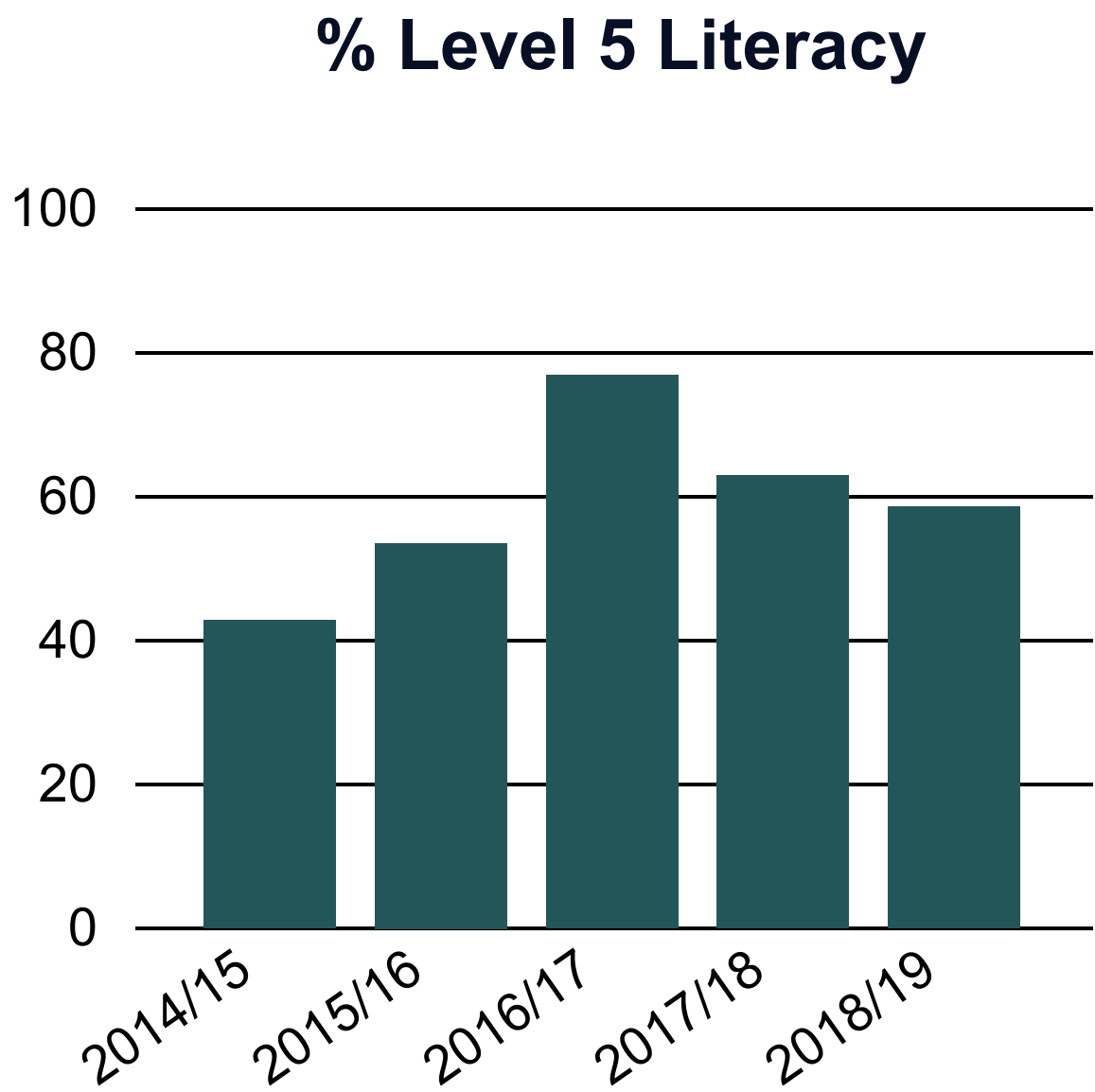
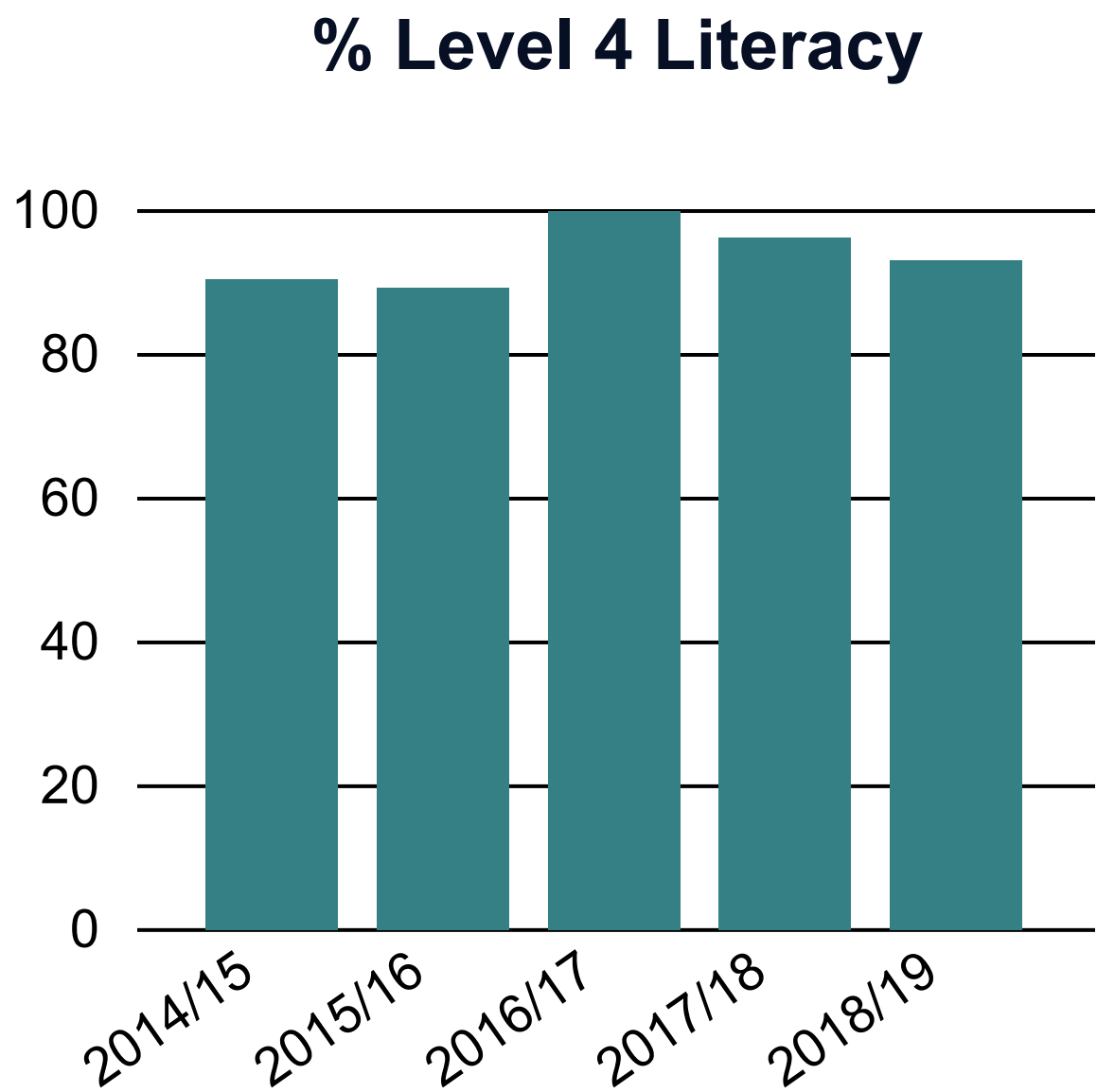
School

St Columba's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 3



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	90.48	42.86
2015/16	89.29	53.57
2016/17	100.00	76.92
2017/18	96.30	62.96
2018/19	93.10	58.62

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	95.24	47.62
2015/16	89.29	42.86
2016/17	100.00	69.23
2017/18	92.59	48.15
2018/19	96.55	62.07

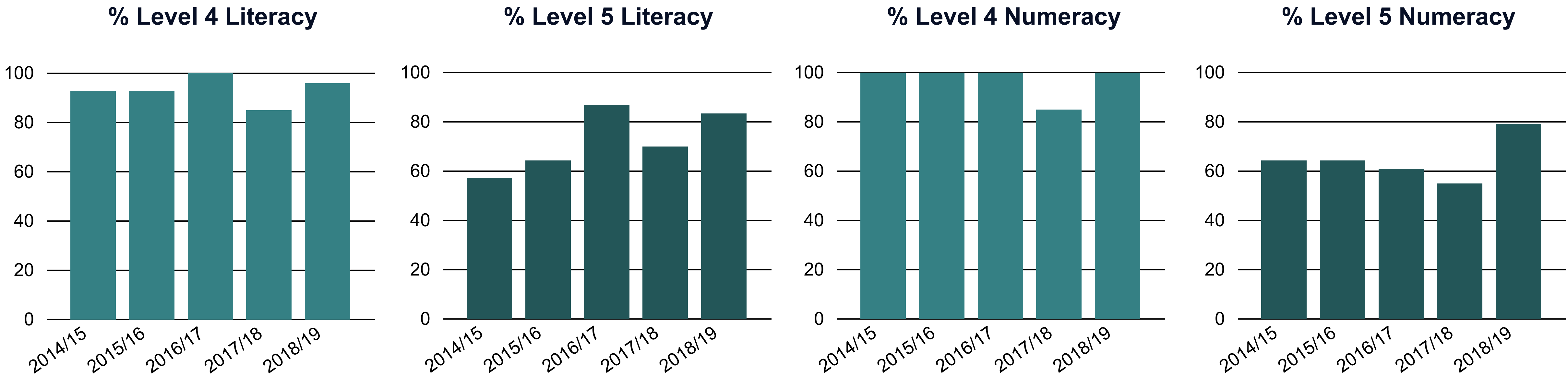
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SQA Attainment - S4 Literacy & Numeracy

Quintile 4



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	92.86	57.14
2015/16	92.86	64.29
2016/17	100.00	86.96
2017/18	85.00	70.00
2018/19	95.83	83.33

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	100.00	64.29
2015/16	100.00	64.29
2016/17	100.00	60.87
2017/18	85.00	55.00
2018/19	100.00	79.17

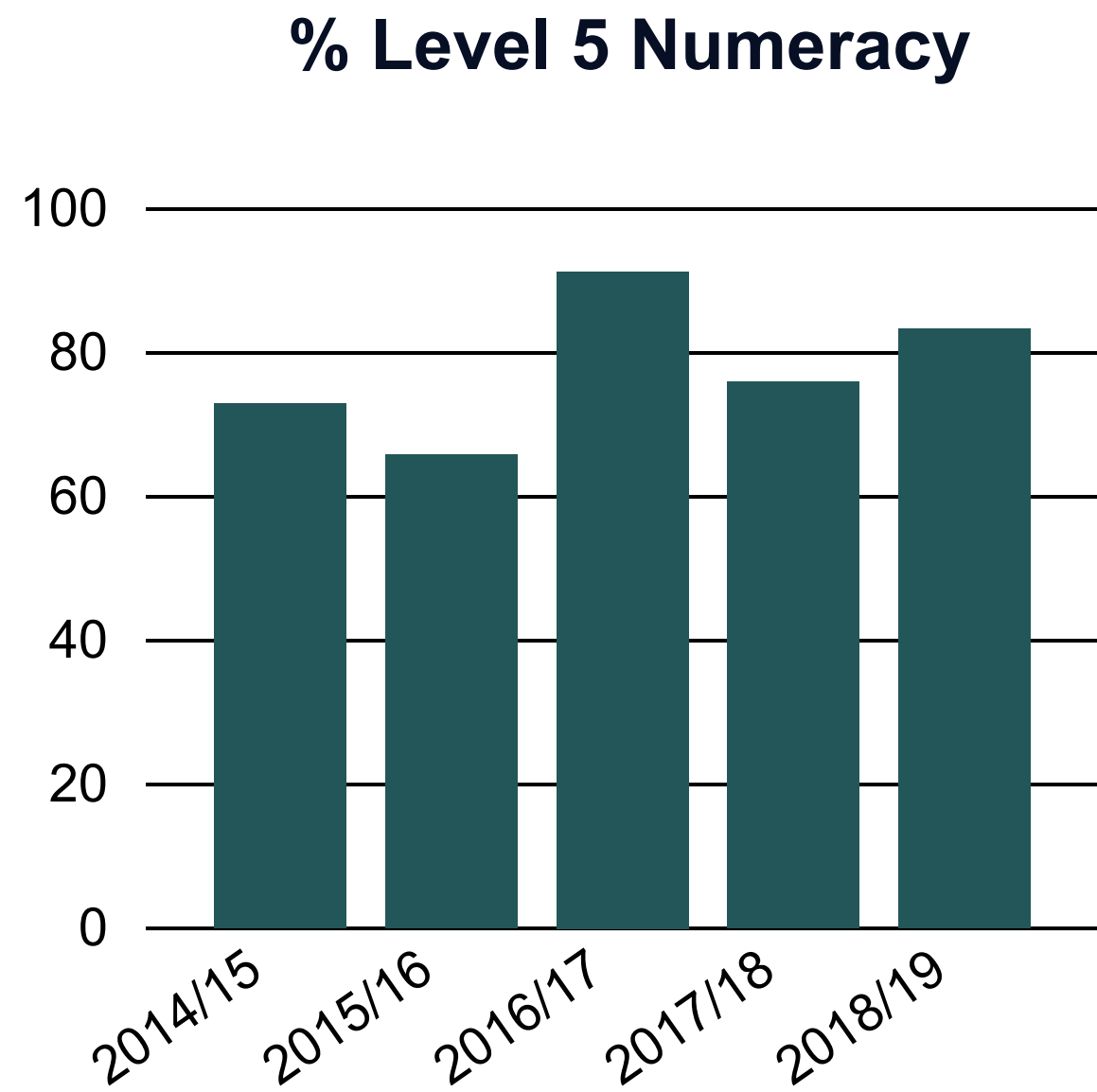
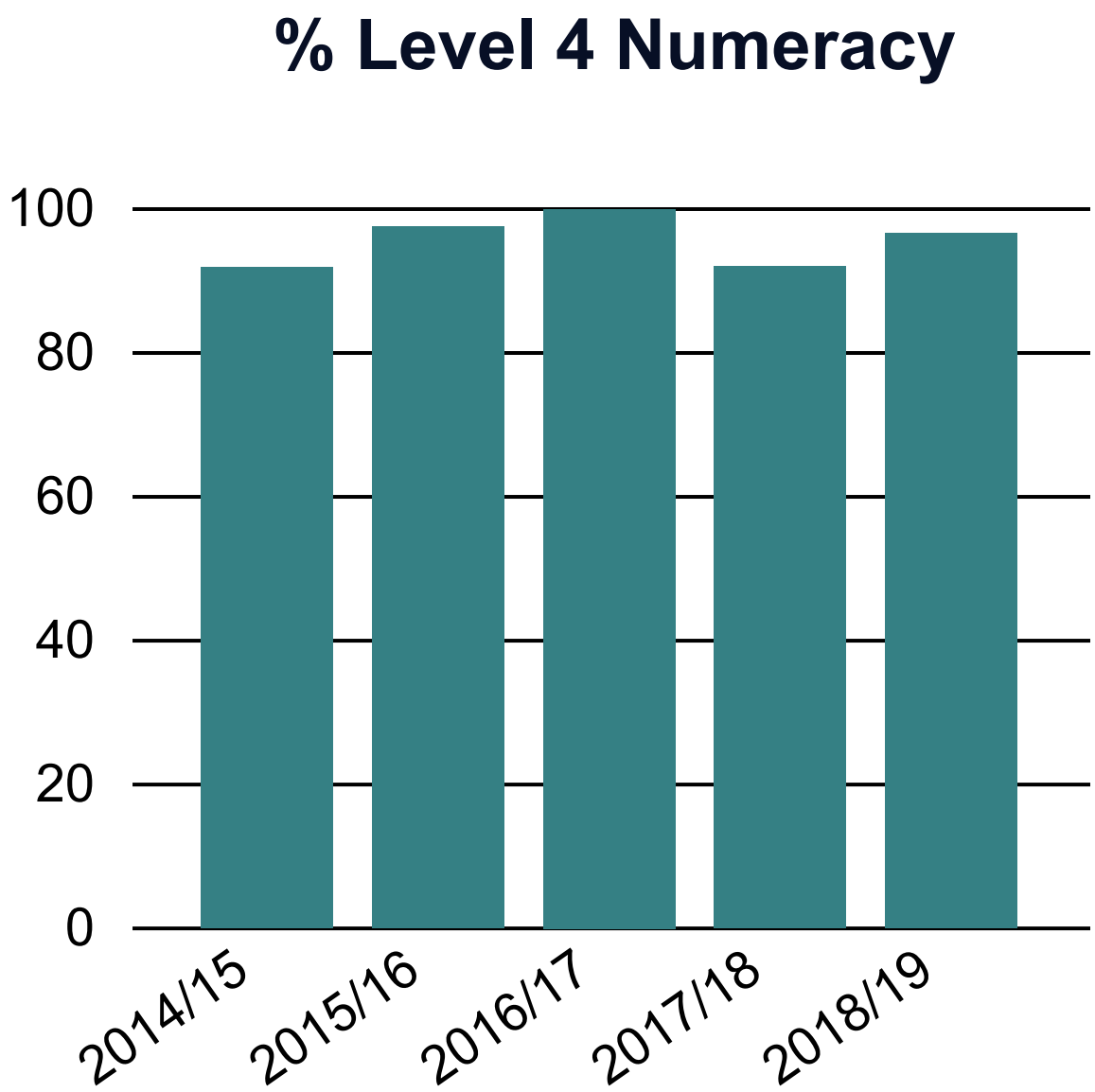
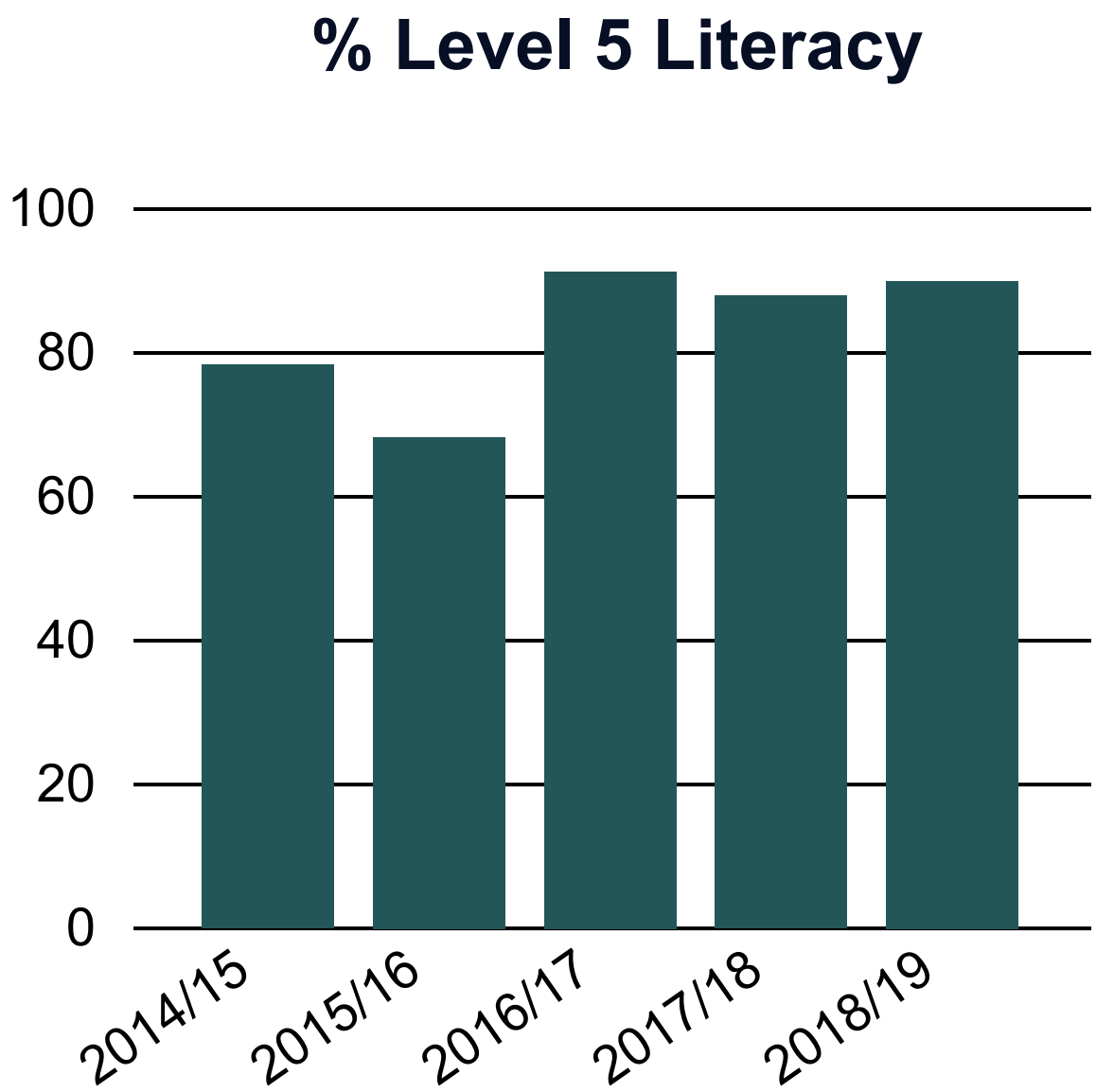
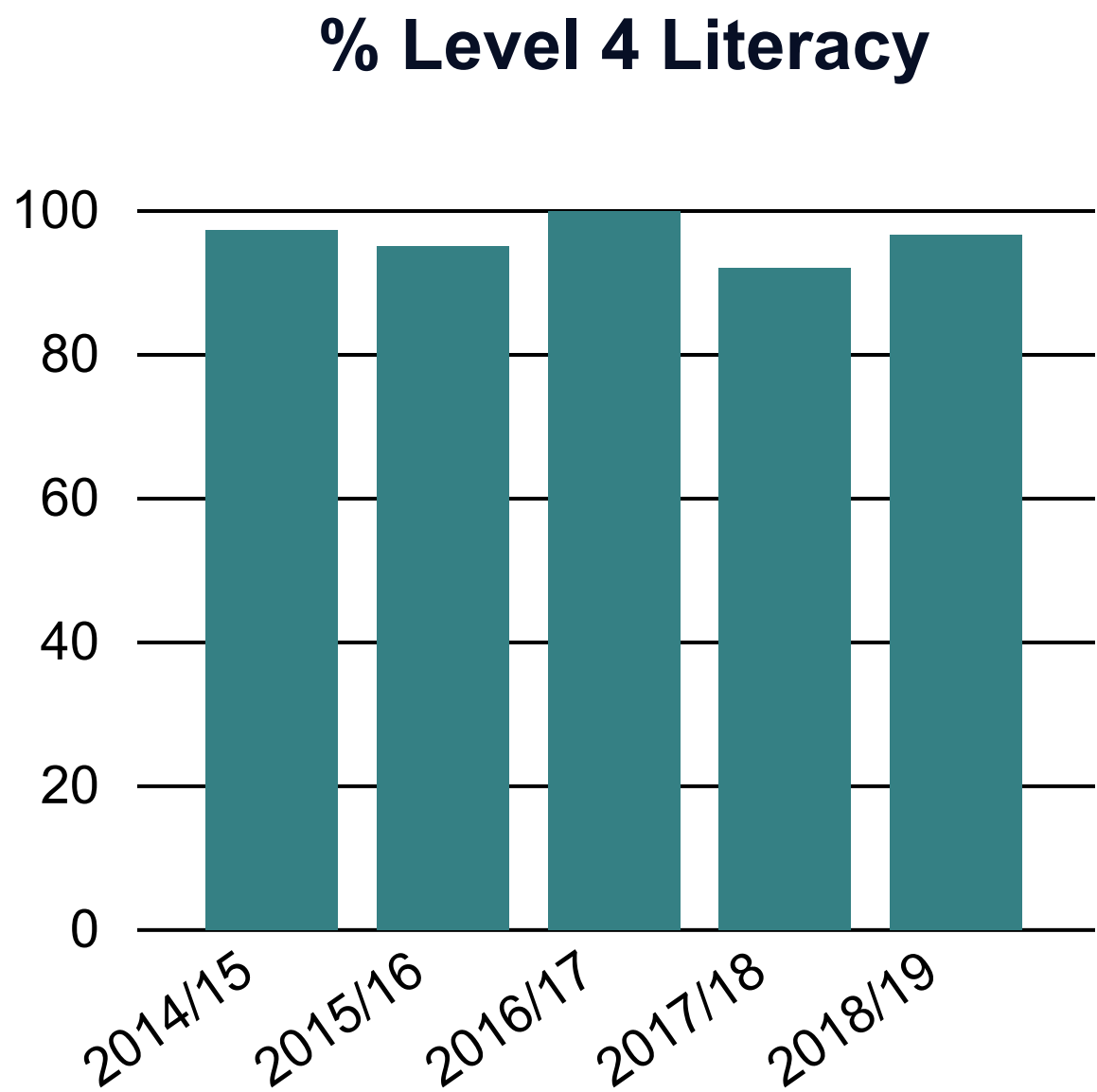
School

St Columba's R C High School

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SQA Attainment - S4 Literacy & Numeracy

Quintile 5 - (least deprived 20%)



Year	Quintile Literacy Level 4 %	Quintile Literacy Level 5 %
2014/15	97.30	78.38
2015/16	95.12	68.29
2016/17	100.00	91.30
2017/18	92.00	88.00
2018/19	96.67	90.00

Year	Quintile Numeracy Level 4 %	Quintile Numeracy Level 5 %
2014/15	91.89	72.97
2015/16	97.56	65.85
2016/17	100.00	91.30
2017/18	92.00	76.00
2018/19	96.67	83.33

School

St Columba's R C High School

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SQA Attainment - S5 Literacy & Numeracy

	% Level 4 Literacy					% Level 5 Literacy				
	14/15	15/16	16/17	17/18	18/19	14/15	15/16	16/17	17/18	18/19
S5 - All Pupils	91.14	92.52	92.07	98.24	92.76	74.68	72.79	76.22	78.82	76.97
S5 - Pupils in Quintile 1	87.50	90.57	81.48	98.39	96.00	58.33	60.38	53.70	66.13	74.00
S5 - Pupils in Quintile 2	80.95	81.82	100.00	93.94	90.32	80.95	50.00	85.71	78.79	77.42
S5 - Pupils in Quintile 3	94.29	92.00	92.59	100.00	96.15	77.14	72.00	81.48	88.89	73.08
S5 - Pupils in Quintile 4	100.00	100.00	94.44	100.00	85.00	90.91	100.00	88.89	91.67	70.00
S5 - Pupils in Quintile 5	95.35	100.00	100.00	100.00	92.00	83.72	97.06	91.89	87.50	92.00
	% Level 4 Numeracy					% Level 5 Numeracy				
S5 - All Pupils	89.87	93.20	92.07	98.82	94.08	61.39	58.50	71.95	76.47	71.05
S5 - Pupils in Quintile 1	87.50	90.57	85.19	98.39	96.00	37.50	52.83	48.15	64.52	60.00
S5 - Pupils in Quintile 2	85.71	86.36	96.43	96.97	96.77	57.14	27.27	78.57	81.82	77.42
S5 - Pupils in Quintile 3	91.43	92.00	88.89	100.00	96.15	65.71	56.00	74.07	77.78	73.08
S5 - Pupils in Quintile 4	100.00	100.00	100.00	100.00	85.00	72.73	76.92	94.44	79.17	60.00
S5 - Pupils in Quintile 5	90.70	100.00	97.30	100.00	92.00	83.72	82.35	89.19	95.83	92.00

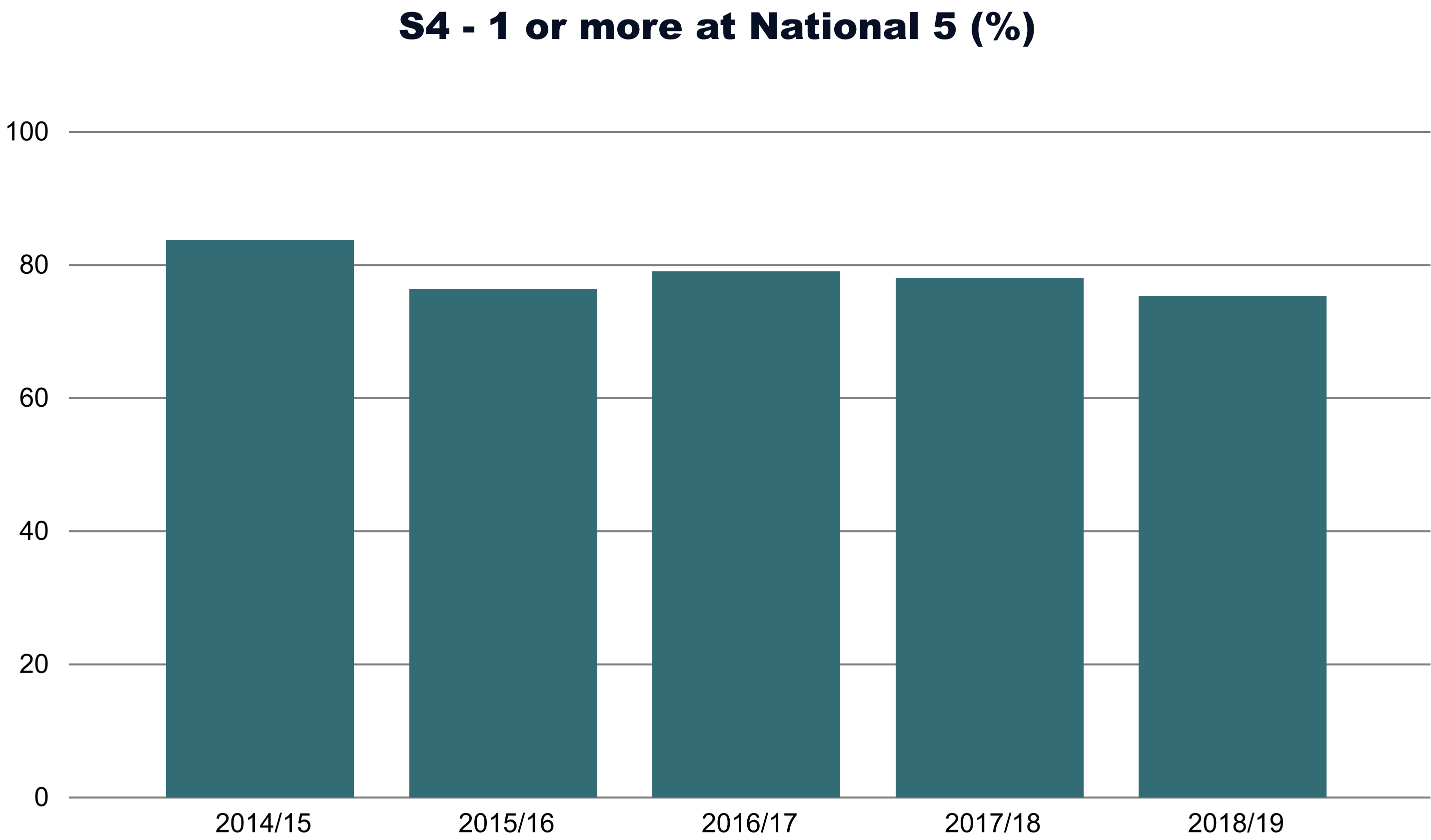
School

St Columba's R C High School

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Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.



Year	1 or more
2014/15	83.78
2015/16	76.36
2016/17	79.04
2017/18	78.06
2018/19	75.32

School

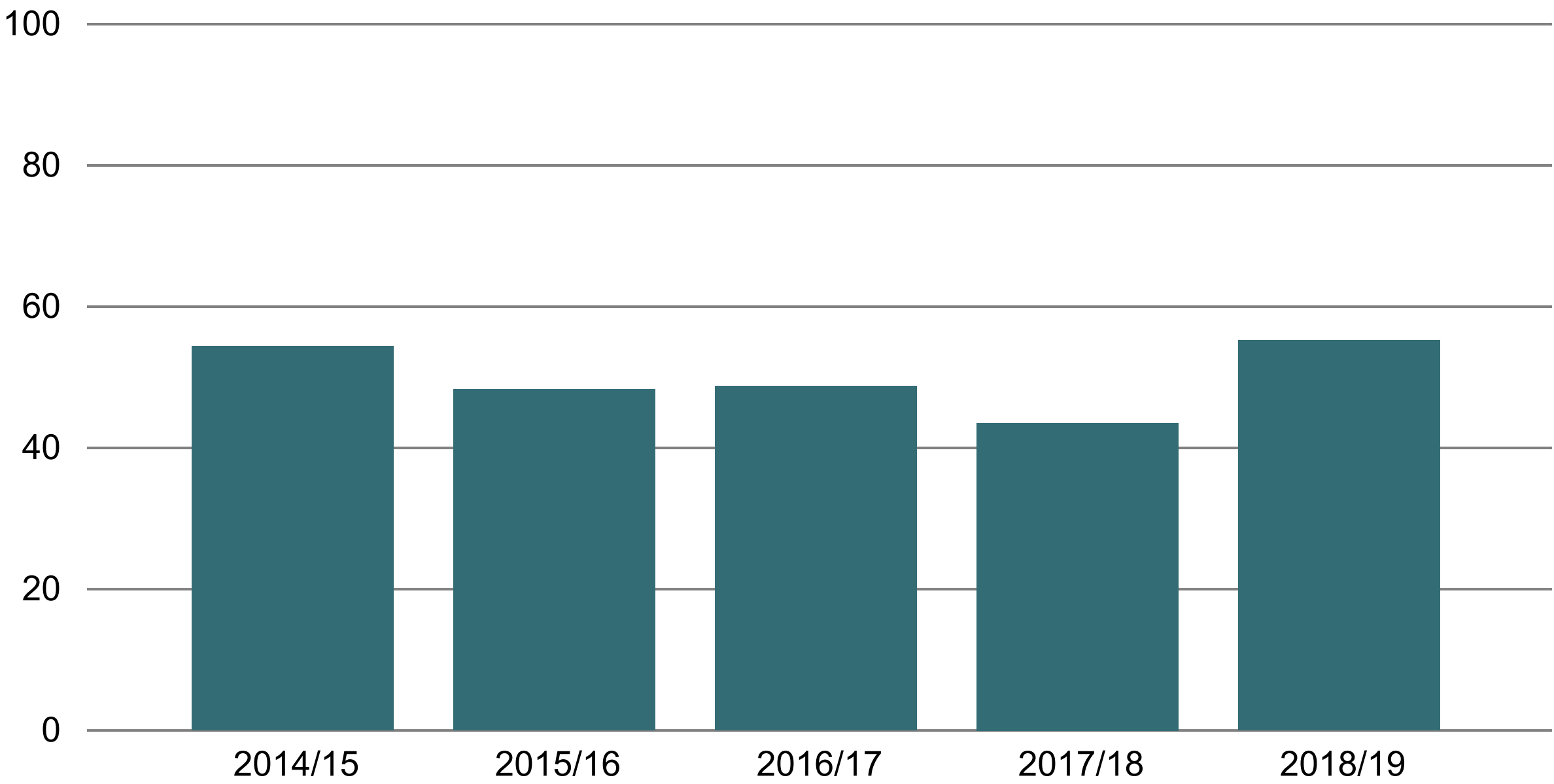
St Columba's R C High School

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Attainment for the S5 cohort

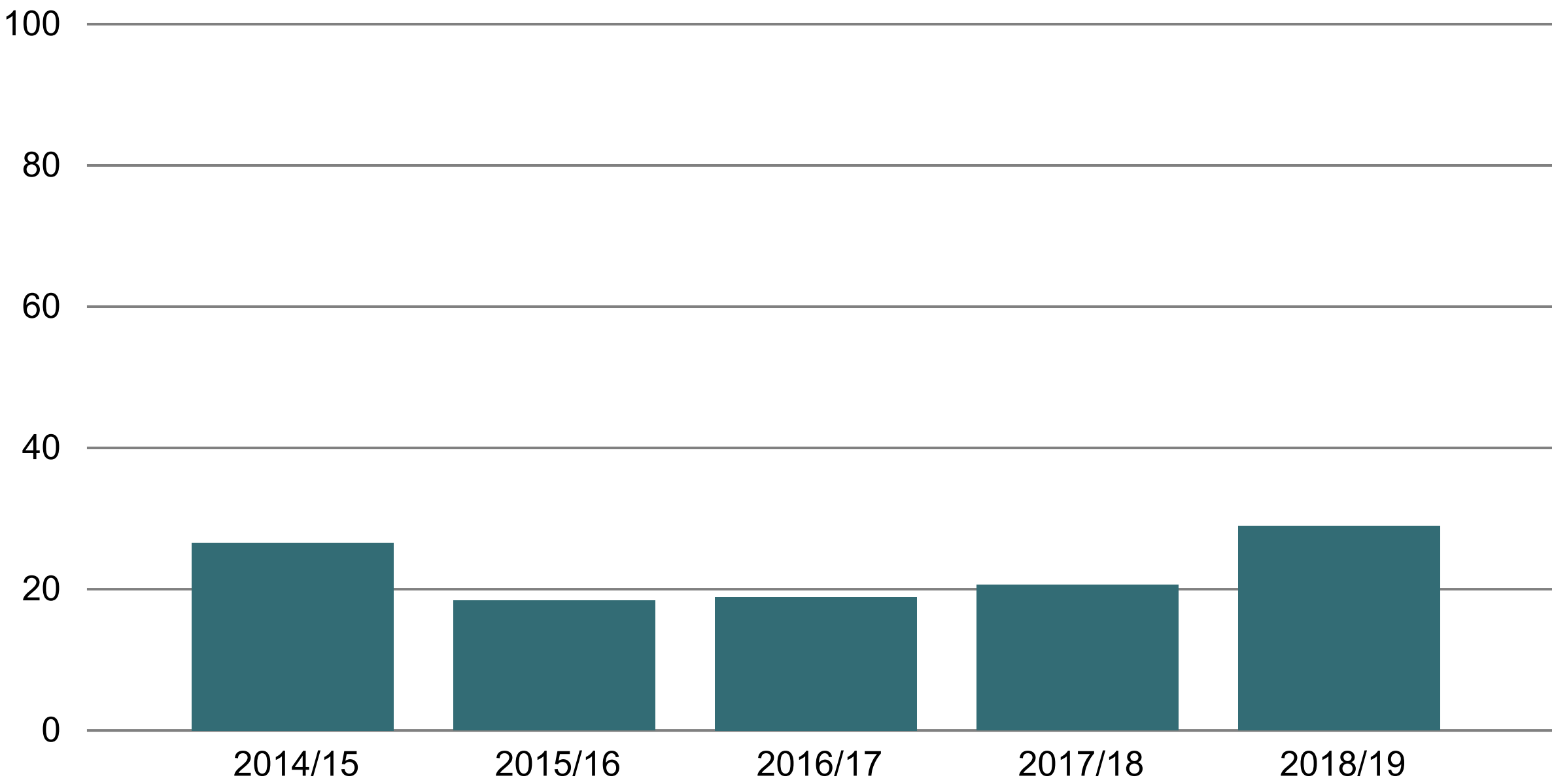
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



Year	1 or more
2014/15	54.43
2015/16	48.30
2016/17	48.78
2017/18	43.53
2018/19	55.26

S5 - 4 or more at National 6 (%)



Year	4 or more
2014/15	26.58
2015/16	18.37
2016/17	18.90
2017/18	20.59
2018/19	28.95

School

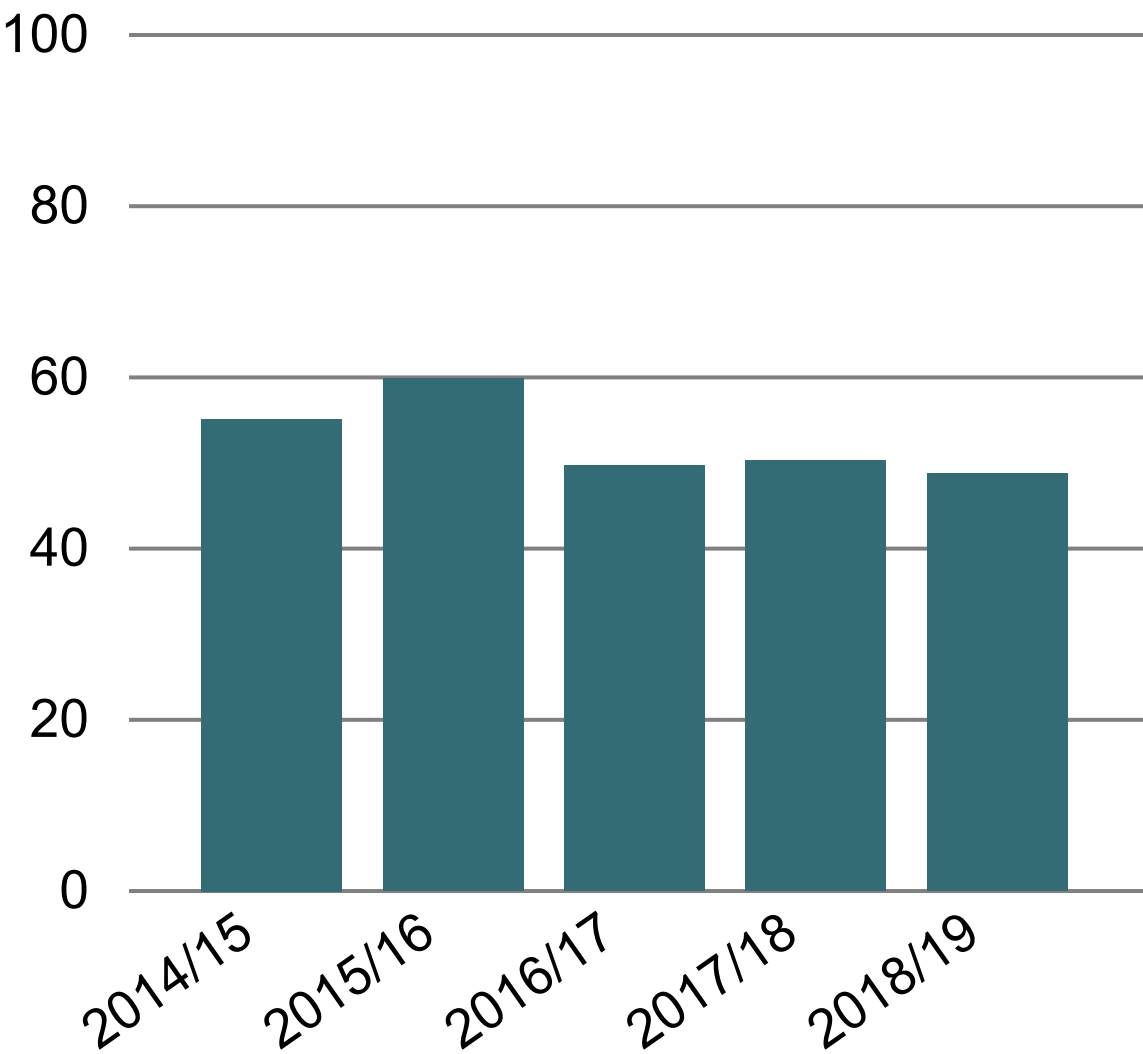
St Columba's R C High School

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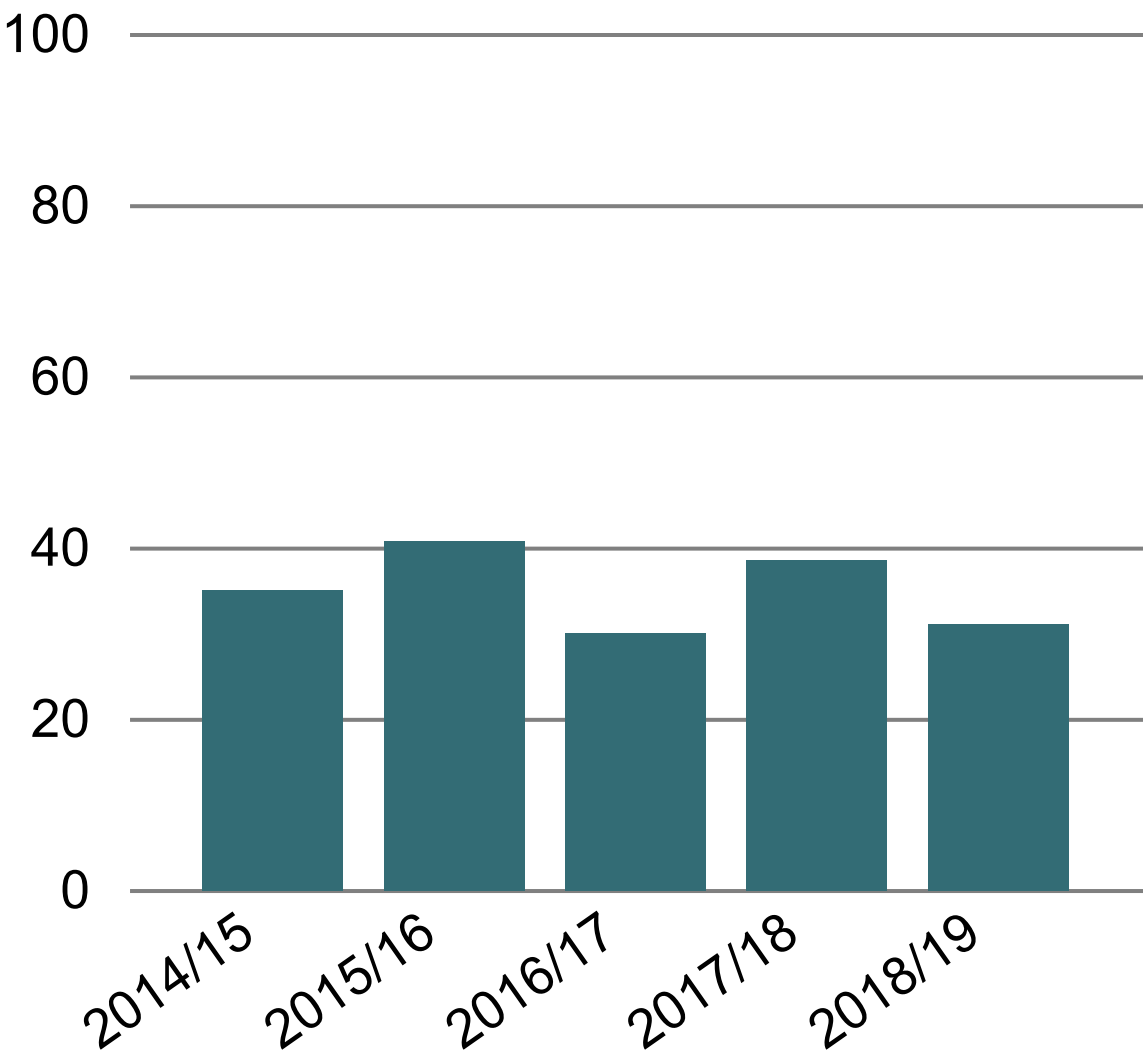
Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

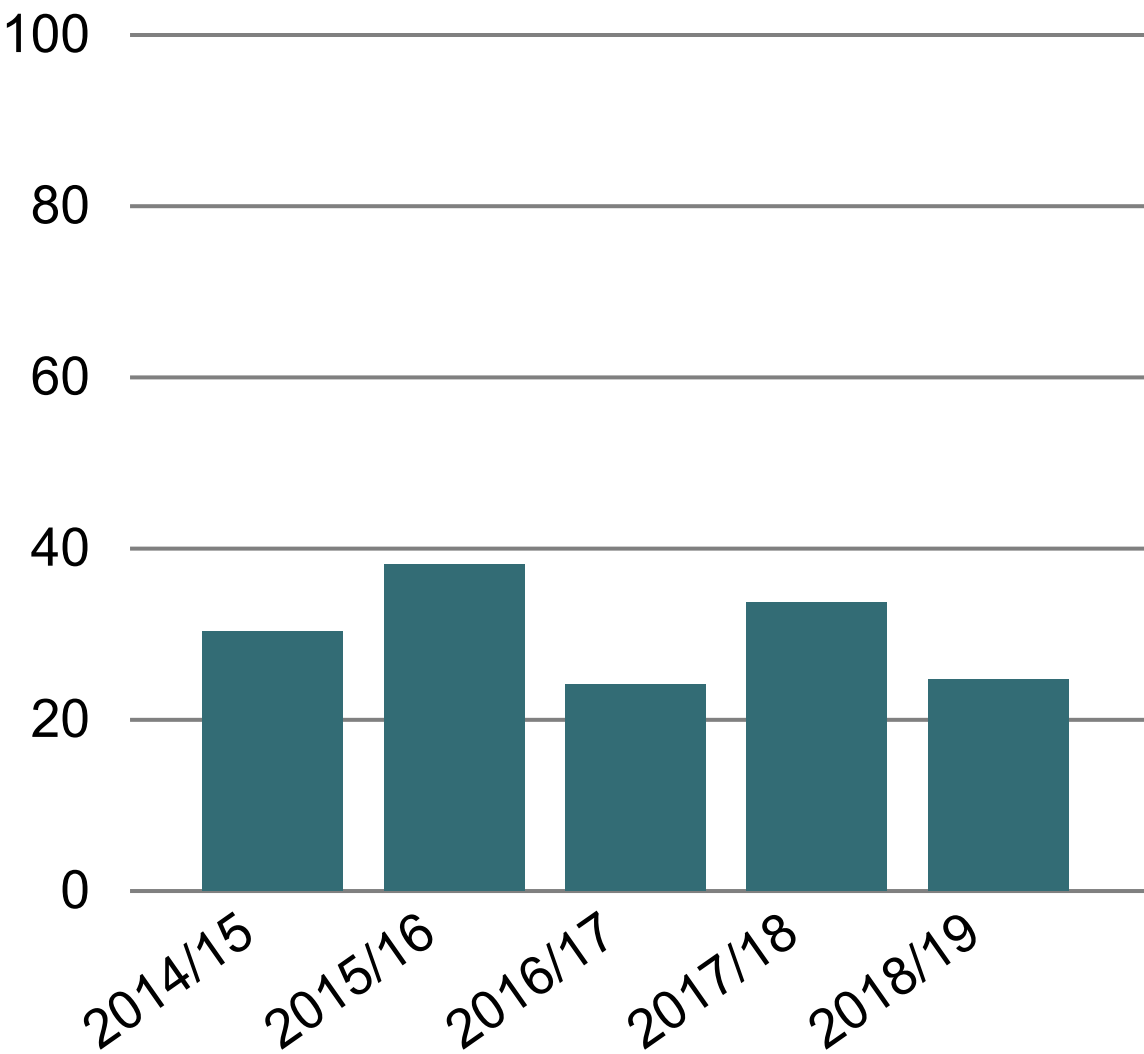
S6 - 1 or more at National 6 (%)



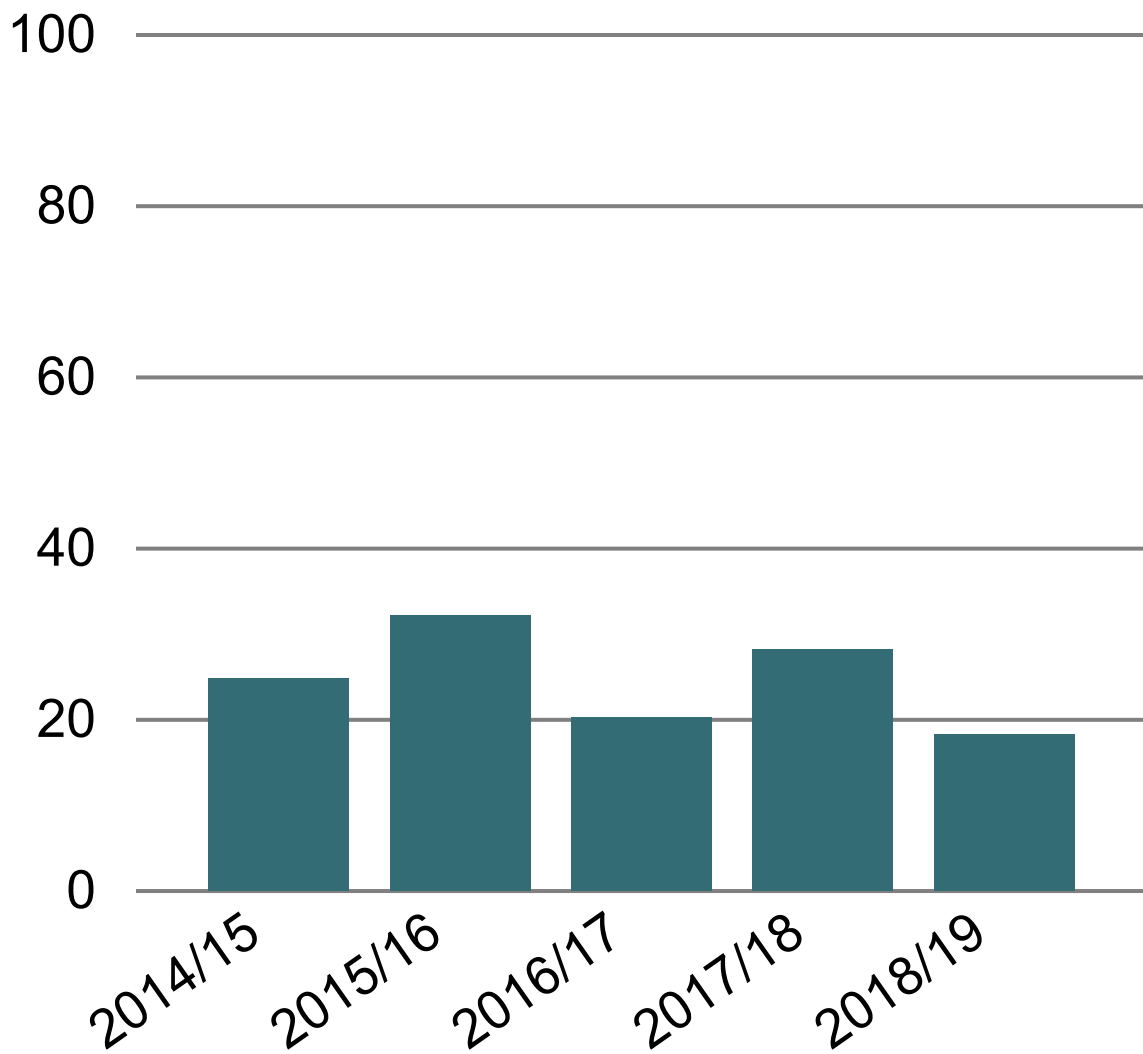
S6 - 3 or more at National 6 (%)



S6 - 4 or more at National 6 (%)



S6 - 5 or more at National 6 (%)



Year	1 or more
2014/15	55.14
2015/16	59.87
2016/17	49.67
2017/18	50.31
2018/19	48.82

Year	3 or more
2014/15	35.14
2015/16	40.79
2016/17	30.07
2017/18	38.65
2018/19	31.18

Year	4 or more
2014/15	30.27
2015/16	38.16
2016/17	24.18
2017/18	33.74
2018/19	24.71

Year	5 or more
2014/15	24.86
2015/16	32.24
2016/17	20.26
2017/18	28.22
2018/19	18.24

Curriculum for Excellence 2018-2019**Table 1 – Shows Shool 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 pupils by their SIMD decile band.**

Beath HS	Roll	FMR %	SIMD	Reading				Writing				Listening & Talking			
SIMD Decile				1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	All
Cowdenbeath PS	185	42.5%	2.7	81.3%	84.1%		83.8%	84.4%	84.1%		85.0%	90.6%	86.4%		88.8%
Hill of Beath PS	170	14.1%	3.7	78.3%	88.5%	66.7%	84.6%	73.9%	82.7%	66.7%	79.5%	82.6%	88.5%	66.7%	85.9%
Kelty PS	496	18.3%	4.8	85.4%	87.0%	78.3%	84.0%	82.9%	81.2%	71.7%	79.3%	90.2%	88.4%	85.0%	88.3%
Lumphinnans PS	126	23.0%	2.8	77.4%	88.9%	66.7%	82.0%	67.7%	85.2%	33.3%	73.8%	83.9%	96.3%	100.0%	90.2%
Foulford PS	371	14.6%	4.0	77.8%	76.8%	100.0%	76.8%	77.8%	72.0%	100.0%	72.8%	66.7%	84.0%	50.0%	82.8%
Crossgates PS	227	12.1%	7.2	100.0%	79.5%	80.0%	79.1%	100.0%	77.3%	80.0%	78.0%	100.0%	79.5%	82.5%	80.2%
Cluster Average/Totals	1575	19.3%	4.4	82.0%	82.5%	78.7%	81.6%	79.2%	82.5%	78.7%	81.6%	87.1%	86.1%	83.3%	85.9%

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

Beath HS	Roll	FMR %	SIMD	Numeracy				Number of pupils in SIMD band				
SIMD Decile				1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	Unknown	All
Cowdenbeath PS	185	42.5%	2.7	96.9%	79.5%		87.5%	32	44		4	80
Hill of Beath PS	170	14.1%	3.7	82.6%	86.5%	66.7%	84.6%	23	52	3		78
Kelty PS	496	18.3%	4.8	87.8%	85.5%	68.3%	81.7%	82	69	60	2	213
Lumphinnans PS	126	23.0%	2.8	74.2%	85.2%	100.0%	80.3%	31	27	3		61
Foulford PS	371	14.6%	4.0	66.7%	80.0%	100.0%	80.8%	9	125	2	15	151
Crossgates PS	227	12.1%	7.2	100.0%	77.3%	82.5%	79.1%	1	44	40	6	91
Cluster Average/Totals	1575	19.3%	4.4	85.4%	82.0%	75.0%	82.0%	178	361	108	27	674

Table3 - Free School Meals Registered

Attainment FMR P4 & P7 only

Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
Beath HS	68.5%	66.3%	77.2%	73.9%	92
Fife	63.5%	56.2%	71.0%	62.2%	1605

Table 4 – Looked After Children

Attainment P1, P4 & P7 Looked After Children

Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
Beath HS	54.5%	54.5%	72.7%	63.6%	11
Fife	54.2%	45.8%	65.3%	54.2%	216

Table 5 – Figures include data for the whole school.

Cluster	Attendance	Exclusion	
		Half Days	Percentage
Beath HS	93.68%	108	0.019%
Fife	93.84%	1637	0.015%

Equity

Graphs/ chart showing attainment of our FME pupils across the cluster and our LAC pupils

Overview from cluster as to the work being done to close the gap. Highlight practise from some schools/ key interventions in relation to PEF

- Some schools are using an online IDL assessment tool for targeted learners to track progress across literacy and some for numeracy. This can be accessed at school and at home.
- In some schools staff are delivering free after school clubs for children who may not be able to afford clubs. This is either built into the working time agreement or voluntary.
- New Literacy Learning Pathways were introduced to the cluster at the start of 2018-19 session and continue to be used. They were created by Headteachers and Deputies across the cluster.
- PEF funding has been invested in targeted interventions across literacy, numeracy and HWB, Examples include additional Pupil Support Assistants, Principal Teachers with specific remits such as Nurture / Relationships, Family Learning or Teaching and Learning focus for targeted learners.
- Some schools have developed partnership working with 3rd party sectors such as Fife Gingerbread. They are working to target specific families to address attendance and wellbeing concerns.
- Family learning continues to be developed across the cluster. This will take different formats depending on individual school contexts.
- Partnership working is developing with Active Schools to target inactive children across the cluster. Some schools are developing this further by running a family sports club. This has had a positive response.
- PEF plans continue to be discussed, evaluated and scrutinised across the cluster at the planning stages.
- Nurture is key focus across the cluster and PEF money has been used to invest and support this. This has included investment in additional staffing to target specific children but also professional learning to ensure sustainability for all staff.
- The cluster improvement plan has planned for writing moderation across the primary schools this session. Class teachers are paired to assess writing at the same primary stages to ensure continuity and consistency for all learners. This also supports professional learning and development.
- Beath High School has appointed a temporary PT Equity (PEF funded) who is focussing on poverty proofing the school. As well as initiatives within Beath such as '@ready for School boxes' they have also led a number of cluster projects – including a uniform swap shop day within the local community. Free sanitary products have been shared with all cluster schools.
- Four temporary PT Guidance – Raising Attainment (PEF funded) posts have been created. Their focus is ensuring that all young people leave with a minimum of five qualifications, often working closely at those most at risk of not achieving a positive destination.
-

Next steps

- As a cluster we are concerned at the increasing number of families who are finding it difficult to manage their mental health and the impact this has on learners in school. All Headteachers will be completing mental health training and all schools will be identifying one member of staff from each school who will be a mental first aider in school. We intend to use local networks to identify links so that we are in a better position to support children and families.
- One school is currently piloting a programme with a local mental health charity and the impact this has on families. This will be launched and rolled out after April 2020.
- Beath High School has identified Mental Health as a focus in the SIP for next session, and will liaise with the cluster on approaching this.
- Some schools are going to have a key focus on transition from nursery to P1.

Wider Achievement

Joint statement from the cluster highlighting common themes across the cluster/ cluster model if one/ planning and tracking of this within/ across the cluster

- We continue to plan for cluster festival across the expressive arts each year. Children are tracked across all primary schools to ensure they have experienced every festival by the time they leave P7. Primary staff liaise with secondary staff and senior pupils to plan and deliver the festivals at Beath HS.
- All schools celebrate wider achievement in and out of class. Some schools are tracking wider achievement with links to citizenship
- Schools are tracking achievements in school, usually linked to school values
- All schools are using some aspect of social media to share and promote achievements such as school apps, Facebook and Seesaw
- We continue to have close links with Active Schools to promote achievement for learners.
- Active Schools have completed an inactivity study so that schools have information to target children who are not getting access to sports and clubs out of school.
- All schools completing in Scottish Schools Sports Awards. We aim to be the first cluster where all schools have achieved Gold status!
- Each school has a PEPAS rep which is now known as the 'Beath Cluster Wellbeing Collaborative' (Healthy living remit to include PE, Sport, Physical Activity and Mental Health – Our Minds Matter 5 ways of being).
- Natural Connections (outdoor learning) is used in some schools. There will be further roll out across the cluster next session.
- Cluster netball and basketball leagues were established last session and now continue to run.

Next steps

- Explore a cluster accreditation scheme (close to being the only cluster with all schools having Gold Award) – Natural Connections, John Muir etc. This will be explored for session 20/21

HWB

Attendance/ inclusion figures (or do we include these as percentages in above grids)

Key strengths from pupil/parent wise

Highlight work going on across the cluster

- As a Directorate we are in a better position to track attendance through the roll out of a Power AAE app and our own school tracking programmes. Termly we are identifying children who have low attendance and are making contact with families. When necessary, we follow the child wellbeing pathway. Attendance is more challenging to manage where there is low attendance as we no longer have support from Attendance officers.
- All schools are actively considering ways we can promote wellness, mindfulness and resilience. This has been through staff training, wellbeing session, chair yoga etc.
- Our Girls Can workshops have continued to run on a weekly basis to engage targeted girls in P7. This has had a very positive impact across the cluster.
- We have recently introduced a targeted Boys Can club to support transition from P7 to S1.
- Kitbags are used across the cluster to promote positive health and wellbeing
- Every year we commit at least one INSET training day where all staff are together. The focus has been on positive wellbeing and relationships for staff in partnership with Drummond International.
- Each school reviews their own anti-bullying policy annually.
- Beath has had a whole school focus on inclusion with a drive to increase attendance and reduce exclusions.

Next steps

- Evaluate Our Boys Can pilot.

Employability

Overview of work being done in the cluster around DYW – highlight good practise – key events/ partnerships within the locality

- All schools are using the four part learning model for some of the curriculum which links learning to skills for learning, life and work.
- Pupil Committees are used in some schools and there are some committees with a focus on community, local businesses and DYW
- We continue to develop closer links with partnership agencies. For example, this year all schools are building a Goblin Kit Car which requires children to work with local engineers and skilled staff to help them build a car they can race.
- We have strong established partnerships with Exxon, Community Council, Civic Week, Community Police, care homes, local churches etc.
- We have engaged with Fife's STEM co-ordinator to explore ways we can support STEM learning in the cluster. P7 staff are piloting an Astrobiology project with Beath HS Science staff. Staff in primary schools are teaching two workshops, a third is taught during the transition phase and this is followed up in S1 by Beath staff. This has continued in session 19/20.
- Almost all schools participate in the Jennie Lee exhibition at the annual event. Staff attend meetings so that this event continues to progress each year.
- P7 Enterprise Day continues to run annually and is a successful event.
- Some schools use the Social Enterprise online resource where learners have to run local businesses and make decisions so that they can make a profit.
- Some schools are using Career Scotland Animal Me online programme which introduces learners from P5-S6 to the world of work.
- All schools within the cluster continue to be actively involved with the cluster social enterprise initiative – BEEP (Beath Entrepreneur and Enterprise Partnership). As part of this, young people experience putting together funding applications and decide which projects will be granted. This has supported a range of initiatives including cluster Christmas fairs, a walking programme to promote friendships and Malawi crafts.

Next Steps

Summary

We continue to work closely together and are a supportive team. Staffing across the cluster, particularly at leadership level has settled. We view the cluster as a community and continue to actively try to promote this. We recognise that we are supporting a wide range of needs in our learners and families, academically, emotionally and socially. The impact of poverty is becoming more evident and we realise the importance of close partnership working with health and all partners to support our most vulnerable families.

Curriculum for Excellence 2018-2019**Table 1 – Shows Shool 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 pupils by their SIMD decile band.**

Lochgelly HS	Roll	FMR %	SIMD	Reading				Writing				Listening & Talking			
SIMD Decile				1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	All
Benarty PS	308	43.9%	2.1	66.3%	55.6%	0.0%	63.2%	64.0%	51.9%	0.0%	60.5%	66.3%	55.6%	0.0%	63.2%
Cardenden PS	160	23.4%	3.1	65.2%	70.0%	0.0%	67.2%	60.9%	65.0%	0.0%	62.5%	78.3%	72.5%	0.0%	73.4%
Denend PS	179	26.0%	3.5	0.0%	73.7%		72.7%	0.0%	67.1%		66.2%	0.0%	72.4%		71.4%
Lochgelly South PS	163	18.3%	3.9	86.2%	76.5%	100.0%	80.5%	79.3%	74.5%	100.0%	76.8%	86.2%	76.5%	100.0%	80.5%
Lochgelly West PS	267	26.4%	3.6	78.0%	77.0%	100.0%	77.6%	68.0%	68.9%	100.0%	68.8%	82.0%	83.8%	100.0%	83.2%
Cluster Average/Totals	1077	29.7%	3.2	72.0%	72.8%	50.0%	72.3%	66.7%	72.8%	50.0%	72.3%	74.6%	74.6%	50.0%	74.5%

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

Lochgelly HS	Roll	FMR %	SIMD	Numeracy				Number of pupils in SIMD band				
SIMD Decile				1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	Unknown	All
Benarty PS	308	43.9%	2.1	55.8%	48.1%	0.0%	53.5%	86	27	1		114
Cardenden PS	160	23.4%	3.1	60.9%	62.5%	0.0%	60.9%	23	40	1		64
Denend PS	179	26.0%	3.5	0.0%	80.3%		79.2%	1	76			77
Lochgelly South PS	163	18.3%	3.9	75.9%	78.4%	100.0%	78.0%	29	51	1	1	82
Lochgelly West PS	267	26.4%	3.6	76.0%	73.0%	100.0%	74.4%	50	74	1		125
Cluster Average/Totals	1077	29.7%	3.2	64.6%	72.0%	50.0%	68.8%	189	268	4	1	462

Table3 - Free School Meals Registered

Attainment FMR P4 & P7 only

Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
Lochgelly HS	52.9%	47.1%	52.9%	51.7%	87
Fife	63.5%	56.2%	71.0%	62.2%	1605

Table 4 – Looked After Children

Attainment P1, P4 & P7 Looked After Children

Cluster	Reading	Writing	Listening	Numeracy	No. of LAC
Lochgelly HS	50.0%	35.7%	57.1%	35.7%	14
Fife	54.2%	45.8%	65.3%	54.2%	216

Table 5 – Figures include data for the whole school.

Cluster	Attendance	Exclusion	
		Half Days	Percentage
Lochgelly HS	92.67%	198	0.051%
Fife	93.84%	1637	0.015%

Chart 1 – Compares attainment for P4 and P7 Pupils registered for Free School Meals to the wider population.

KEY: Blue = Cluster FMR. Yellow = All Fife FMR. Green = All Fife pupils.

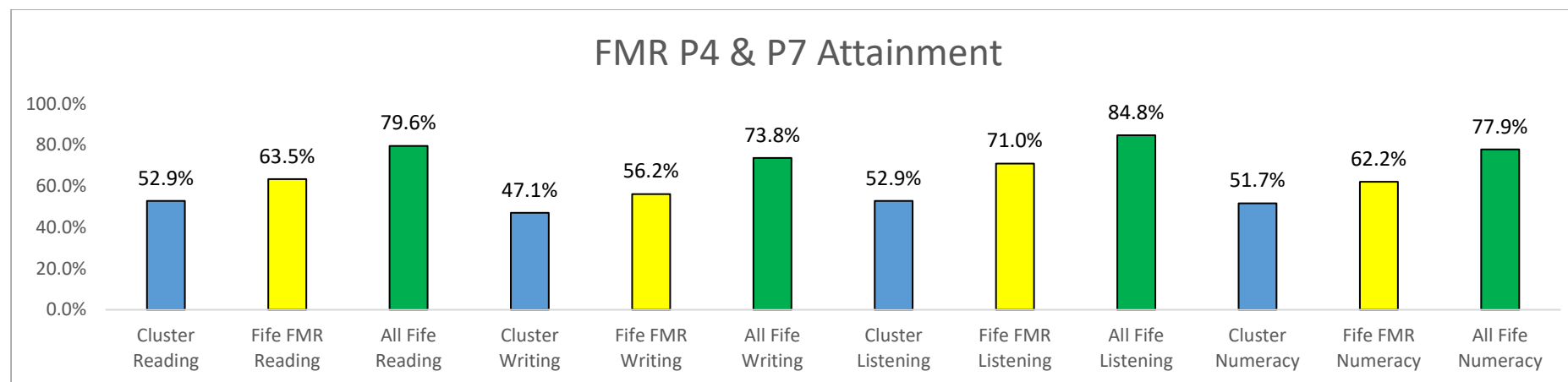
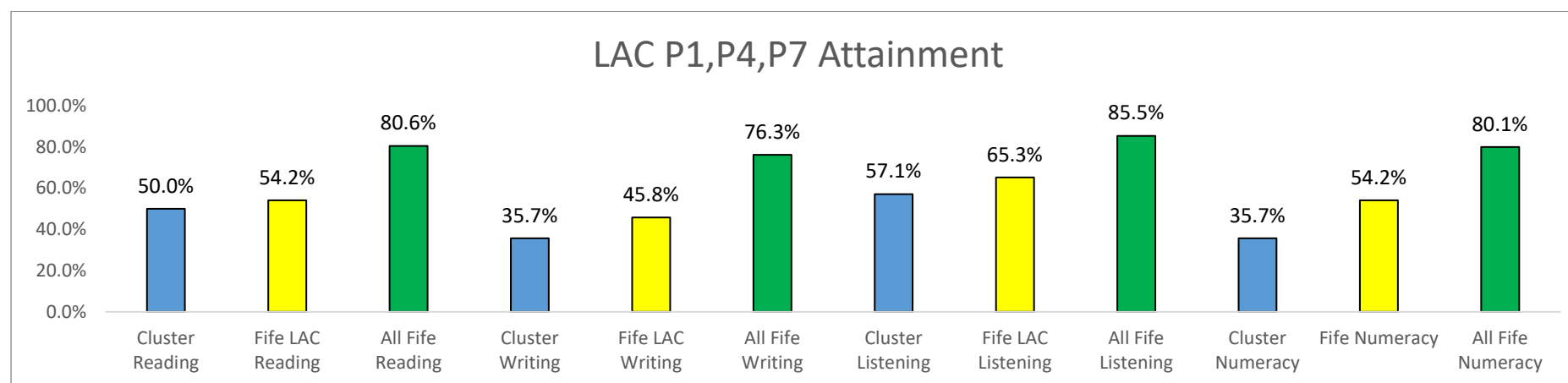


Chart 2 – Compares attainment for P4 and P7 Looked After Children to the wider population.

KEY: Blue = Cluster LAC. Yellow = All Fife LAC. Green = All Fife pupils.



Equity

To ensure equity across our cluster, we have primarily invested in additional staff posts, such as Deputes, Principal Teachers, PSO, PSA, EYO in P1, class teachers. The various strategies and initiatives being taken forward by these post-holders are detailed below:

At Lochgelly HS, we continue to work with Identified groups of learners to improve literacy and numeracy through internal reading projects and programmes, such as Sumdog. Additionally, our Qualifications Group identifies young people in S3 and provides an enhanced support package which helps them to secure qualifications necessary for life after school. The initiative also supports young people to maximise their attainment in literacy and numeracy. Furthermore, our First Chances programme continues to operate successfully in the school, which is an excellent opportunity to dovetail with the primary schools' First Chances model.

Benarty – clear gains in P1 and P2 where play-based learning is embedded in what is strong practice. Positive that this approach is going to have a positive impact on attainment. Recent intense engagement with the Pedagogy Team, has been central to class teachers and PSA's professional Learning. Evidence of impact will emerge throughout the rest of this session. Focused moderation activities and the tracking of three identified learners from each class, has resulted in a closer look at the equity of curricular experiences and wellbeing of these children.

Cardenden – we are part of the PPP play based approach in early years. This is having a positive effect on attainment as it is allowing children to develop their interests more and the class teaching a chance to stand back and observe the learning taking place in order to inform next steps in learning and teaching. We use IDL literacy for targeted children which has increased their literacy skills and these skills are being transferred across all curricular areas. Tracking meetings are held regularly with SfL and class teachers and we look at the impact of interventions and evidence to ensure children are being declared at the correct level. New planning linked to the benchmarks has helped declarations be more accurate and we are starting to use the achievement of a level documents that were produced at the LIF last session. PSA's work closely with the class teacher and SfL and are enhancing the learning provision by following/delivering programmes of work with highlighted children.

In nursery EYLO is using Elips scores to highlight children for targeted work/support.

Across the school we have a Gingerbread worker who supports specific families as well as running group sessions open to all parents. This allows us to support families out with the school day and during school holidays but also work together to remove barriers to learning.

Denend – In nursery our Early Years Lead officer has a clear focus on improving the quality of early learning and childcare provided and to contribute to closing the attainment gap in cognitive, social and emotional development between children living in the least and most deprived areas. The quality of our nursery provision has improved significantly as recognised by Care Inspectorate, through our Learning Partnership and our own self-evaluation. Our EYLO targets children through the use of ELIPS data and by way of other data/measures. We have also been part of the PPP approach in early years, which has included staff training, visits and professional networking. This is resulting in a balance of child and teacher led learning primarily through play-based activities. This is resulting in children being confident in leading some areas of their learning. This approach has reduced the barriers to learning in

particular for children with ASN and we are confident there will be gains in long-term attainment outcomes. We hold termly attainment meetings with teaching staff, with a clear focus on tracking groups and how staff are providing support and challenge for all learners. We are beginning to make use of the Achievement of a level resource, which we developed in our Learning Improvement forum, to moderate attainment of key groups of pupils. We have also introduced an improved approach to Meeting Learners needs including assessing difficulties in learning as early as possible. Use of IDL supports targeted interventions and we are also introducing Lexia for our P6/P7 classes. Our additional PT leads on nurturing approaches across the school including developing an inclusive learning environment.

Lochgelly South

Measures to improve outcomes for our most vulnerable children and reduce the poverty related attainment gap include:

- Employing a visiting PE specialist from LHS, to upskill our teachers and improve the quality of provision in PE. Increased participation was also an aspiration of this measure.
- We have continued with the regular support programme of online resources including Lexia, IDL Literacy and the introduction this session of IDL Numeracy. These resources can also be accessed at home.
- Introduction of a clearer assessment timetable to sit alongside the year plan, with both internal and agreed cluster dates.
- We have improved information on how parents can support learners at home, using Social Media and letters to target parents in a way they may feel more comfortable to access.
- Continuing to pilot other models for parental engagement, such as forums at Parents' Evening and Family Times to better capture our parent audience.
- Funding a DHT and additional Pupil Support Assistants to improve attainment, initially by introducing and implementing programmes and latterly through timetabled interventions across our P1-3 classes in use of Five Minute boxes and Lego Therapy.
- There has been continued investment in resources to improve provision in ICT.
- Investment in GL Assessment, as agreed at cluster level, to moderate results, particularly in maths at P2, P3, P5 & P6.
- Continued investment in our Nurture Room facility.
- Model for Improvement based on RAFA, part of the school improvement plan

Lochgelly West –

Next steps: To develop more collegiate approaches across the cluster and sharing of good practice.

Wider Achievement

Participation rates of extra-curricular activities across the cluster has increased, as evidenced by Active Schools data.

Residential experiences are in place at P7 and S1 with high participation rates.

More out of school activities available at a reduced cost or free of charge.

Wider achievements are celebrated on a regular basis, in assemblies.

Cardenden – providing opportunities that the children might not have had experience of to enhance learning. Glee, sporting activities out with and including the cluster,

Denend PS

We have a focus on pupil participation this session which has resulted in an increase in participation rates in clubs both in school and out. We have worked in conjunction with our Active Schools Co-ordinator to offer more opportunities for our children to experience tasters of various sports and activities, offering free clubs. Groups of children at P2-P7 have represented the school at various sporting and other festivals.

Lochgelly South

Residential experiences are in place at P7 with high participation rates.

Wider achievements are celebrated on a regular basis, in assemblies.

Next steps:

Representatives from Lochgelly High School Pupil Improvement Committee visited each of our Cluster Primaries to work collaboratively for an afternoon with their Pupil Council members. This focussed on gathering learner views and developing a Cluster Learning Standard based on the Lochgelly Standard for teaching. A meeting at Lochgelly High in March will finalise this development with work being carried out to then promote this around all schools and clearly share our expectations for learning and how this looks at the beginning, middle and end of lessons from P5-S6.

HWB

All schools have adopted nurturing approaches, although this is tailored to individual schools and settings.

We firmly encourage readiness to learn, which includes professional learning opportunities around: Adverse Childhood Experiences; Our Minds Matter, 'Be That Person' and Solihull Training at Nursery level. Seasons for Growth is being utilised to support YP who have been affected by significant change in their life. Cluster primary schools are using the Emotion Works resource to support learners in understanding their emotions, developing resilience and encouraging self and co-regulation.

At Lochgelly High our Family Zone, in partnership with Fife Gingerbread, helps support some of the hardest to access school families. Our Pupil Support Officer is working with particular groups of young people in various groups to develop nurture and resilience thus improving attendance and attitudes to learning. The Positive Mental Health and Wellbeing initiative has raised awareness of contextual factors affecting the school and wider community. Following the launch of "Bee and Me; Pause, Talk, Fly" aware in October 2019 with a very positive feedback from school and community attendees we have a Thursday lunch club and various safe spaces. Also our managers are being progressively trained in the Mentally Healthy Workplace training.

Cardenden – a nurture checklist was developed at the start of the session to ensure ‘all spaces’ within the school are nurturing. Active Leaders programme for P5 and P6 children to encourage them to be leaders during active sessions in the playground and to be inclusive, aspiring and positive!

Denend - We are developing our whole school nurturing approach, including staff dialogue, training and team-teaching opportunities as well as the development of our nurture hub for group activities and lunch time clubs and activities. Targeted children are learning about breathing exercises and how best to understand and respond to emotions through use of Emotion works. This is resulting in children being able to self-regulate better and manage time in class in a more productive way. We have recently worked in partnership with Environmental Educators – Earth Calling to create an outdoor classroom with fruit trees, plants, willow structure and various heights. This will result in improvements in our use of the playground for outdoor learning.

Lochgelly South

- Employing a visiting PE specialist from LHS, to upskill our teachers and improve the quality of provision in PE.
- Increased participation in P.E. was also an aspiration of this measure.
- Active Schools Co-ordinator has engaged very well with our school and Cluster to positively increase our number of children participating in after school activities and sporting events.
- Teaching staff have engaged with literature around positive relationships and nurturing approaches. We have found the calmer response to distressed behaviours as having a positive effect and being more cohesive with our established restorative approaches. Strategies introduced have also worked particularly well within the upper school.
- All Support Staff have attended training on Nurturing Approaches, this has upskilled less experienced staff who generally feel it was informative and increased empathy.
- Data gathered and observations of the Nurture Room have resulted in fewer physical altercations in the playground and incidents of distressed behaviours have greatly reduced. This has improved readiness for learning and reduced disruptions for others.
- Further development of Emotion Works has supported the improvements in self-regulation skills reducing the time spent on restoring relationships following incidents. It has also enhanced pupils' ability to recognise their emotions and triggers by giving them a language/script that they can explain their feelings.

Next steps: Cluster to work with Active Schools to further develop a tracker to record children and young people's participation in sport and activity. This will include recognition of wider achievements.

Employability

At Lochgelly High School, the CR Smith Hand-Picked Academy programme has been a great success, as has the Enable programme delivered by the Department of Additional Support. These programmes have supported young people with skills for work, with the Handpicked Academy in particular, delivering four workshops this term to S4 learners, engaging with 70 learners for mock interviews and conducting 30 one-to-one individual appointments.

Career Education- S2 and Senior Pathways Events were exceptionally well evaluated by young people. S2 learners were also involved a Parental Engagement Session, in the evening. Furthermore, to promote leadership in our young people and to allow them further ownership, our Senior Pathways event was pupil led.

Pupil Voice Groups- The Pupil Improvement Committee at Lochgelly High School represents a wealth of different areas to allow for personalisation and choice. These areas include: Mental Health, Feedback to Fife Council on School Meals, Cluster Learning Standard. This is further developed via our Suspension Periods, where learners work with teachers who are members of specific School Impact Groups, thereby allowing staff and learners to drive areas of improvement about which they are passionate.

Committees: The formation of Lochgelly High School Pupil Equity Committee has allowed learners the opportunity to present at assemblies, develop 'pupil equity boxes' and to 'poverty proof' our school day. My WoW- This session's group of 9 S4 My WoW Ambassadors have been active around the school since October 2019. They have worked with each S1 class, registering all learners on the system and training them in how to use specific areas of the site to create their own profile, assess which of their skills match with specific career areas and also how to search for jobs when they are older.

Benarty – pupil voice groups are active in developing their understanding of different roles and responsibilities. We are at the beginning stages of using the Career Standard to draw formal links to Our World of Work within the curriculum we deliver. We are encouraging all stages to include key aspects of DYW within their planning, along with links to World of Work in their daily teaching and learning.

We are developing partnerships with local businesses, starting with our Business Breakfast, where local businesses listened to our plan and pledged their support.

Cardenden – more leadership opportunities available and links to the wider community. Careers week with a focus on skills development for the World of Work. Going to start skills sessions throughout the school where children can identify which new skill they would like to learn and this will be developed in blocks. Children more involved in enterprise programmes – P5 Palm Oil free tuck shop. We are also focussing on Career Education skills within our learning logs. We also have Babcock engineers in to work with our P7's to build our model Kit Car which we will then race at Cowdenbeath Racing track. We have various pupil voice groups – Rotakids, Pupil Council, JRSO, Sports Committee and Eco.

Denend – We have built upon the introduction of house captains through an application procedure last session to increase the roles and responsibilities of this group, this is reviewed through regular meetings. We now have 6 school committees, each P3-7 child participates in a committee to being about improvements in school, community and wider environment. We are at the beginning stages of fostering links with businesses and charities and community groups to support in this. Some classes have begun to engage with My World of Work, this will be further developed for the remainder of the session. Some pupil-led clubs have begun supported by staff, this includes Chess and lego. Our cluster skills have been introduced through assemblies and are now embedded into our pupil learning logs. This allows pupils to track progress in these skills and share with families. Our P6 and P7 pupils have been building our goblin electric car again and hope to work in conjunction with apprentices from FMC again as race day draws nearer.

Lochgelly South

- As agreed across the cluster we have been embedding the Core Skills for learning. A review of planning, highlighted the need to include a Core Skills pathway which commenced from August 2019.
- We are raising parental awareness of the core skills by adding these to our new weekly certificates which are based around the four capacities.
- As part of our School Improvement Plan we have carried out an audit of practice in pupil voice and participation. This review has involved staff and children and resulted in the setting up of Pupil Participation groups at Early (Nursery –P1), First and Second levels. These groups are Our Minds Matter, ECO and Right Respecting Schools.

Next Step: A P5-7 Pupil Passport has been introduced across the cluster to ensure a clear focus on employability skills and consistency.

Summary

Lochgelly High school cluster which has developed a strong ethos of collaboration between the respective school Headteachers, middle leaders and wider school staff to work together to improve outcomes and life chances for all learners 3-18 in our local area. The Headteachers work together to lead improvement with relentless drive, determination and creativity. Furthermore, we collectively problem solve to mitigate and remove potential barriers to learning and close the poverty related attainment gap. We have a clear focus on improvement and, in particular, towards improving our children and families' aspirations for the future.

Curriculum for Excellence 2018-2019**Table 1 – Shows Shool 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 pupils by their SIMD decile band.**

St Andrew's HS	Roll	FMR %	SIMD	Reading				Writing				Listening & Talking			
SIMD Decile				1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	All
Greyfriars PS	194	9.5%	7.2		87.9%	93.1%	89.5%		87.9%	93.1%	89.5%		95.5%	100.0%	96.8%
St Agatha's PS	235	33.3%	3.1	78.8%	86.8%		83.9%	66.7%	83.0%		77.4%	84.8%	96.2%		92.5%
St Columba's PS	242	15.5%	6.0	84.6%	83.1%	80.0%	83.5%	69.2%	81.7%	80.0%	79.4%	84.6%	90.1%	100.0%	90.7%
St Marie's PS	379	18.2%	3.7	86.0%	84.2%	84.2%	84.8%	87.2%	89.5%	78.9%	86.7%	90.7%	94.7%	84.2%	90.9%
St Ninian's PS	132	18.2%	3.7	83.3%	83.7%		83.6%	83.3%	75.5%		76.4%	100.0%	81.6%		83.6%
St Patrick's PS	166	14.5%	4.6	81.8%	84.5%		84.1%	72.7%	84.5%		82.6%	90.9%	94.8%		94.2%
St Paul's PS	201	16.5%	4.5	92.0%	95.8%	91.7%	94.1%	88.0%	93.8%	91.7%	91.8%	88.0%	93.8%	91.7%	91.8%
Cluster Average/Totals	1549	18.3%	4.7	85.1%	86.3%	88.6%	86.2%	81.0%	86.3%	88.6%	86.2%	89.1%	92.5%	94.3%	91.8%

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

St Andrew's HS	Roll	FMR %	SIMD	Numeracy				Number of pupils in SIMD band				
SIMD Decile				1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	Unknown	All
Greyfriars PS	194	9.5%	7.2		87.9%	93.1%	89.5%		66	29		95
St Agatha's PS	235	33.3%	3.1	75.8%	90.6%		84.9%	33	53		7	93
St Columba's PS	242	15.5%	6.0	76.9%	88.7%	80.0%	86.6%	13	71	10	3	97
St Marie's PS	379	18.2%	3.7	93.0%	82.5%	78.9%	87.3%	86	57	19	3	165
St Ninian's PS	132	18.2%	3.7	100.0%	81.6%		83.6%	6	49			55
St Patrick's PS	166	14.5%	4.6	54.5%	89.7%		84.1%	11	58			69
St Paul's PS	201	16.5%	4.5	88.0%	97.9%	91.7%	94.1%	25	48	12		85
Cluster Average/Totals	1549	18.3%	4.7	85.6%	88.3%	87.1%	87.4%	174	402	70	13	659

Table3 - Free School Meals Registered

Attainment FMR P4 & P7 only

Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
St Andrew's HS	66.7%	61.5%	83.3%	74.4%	78
Fife	63.5%	56.2%	71.0%	62.2%	1605

Table 4 – Looked After Children

Attainment P1, P4 & P7 Looked After Children

Cluster	Reading	Writing	Listening	Numeracy	No. of LAC
St Andrew's HS	57.1%	28.6%	71.4%	57.1%	7
Fife	54.2%	45.8%	65.3%	54.2%	216

Table 5 – Figures include data for the whole school.

Cluster	Attendance	Exclusion	
		Half Days	Percentage
St Andrew's HS	93.84%	15	0.003%
Fife	93.84%	1637	0.015%

Chart 1 – Compares attainment for P4 and P7 Pupils registered for Free School Meals to the wider population.

KEY: Blue = Cluster FMR. Yellow = All Fife FMR. Green = All Fife pupils.

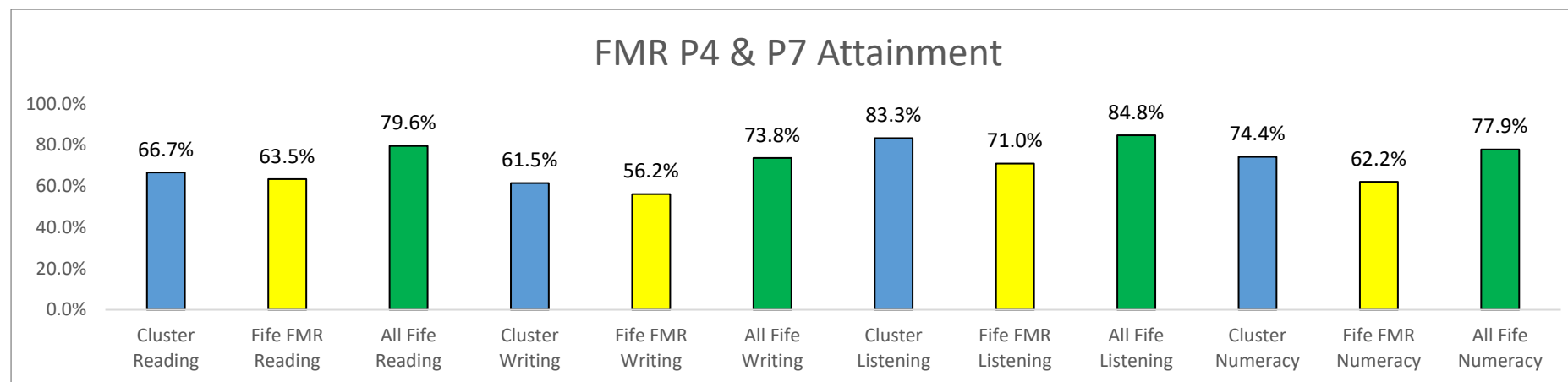
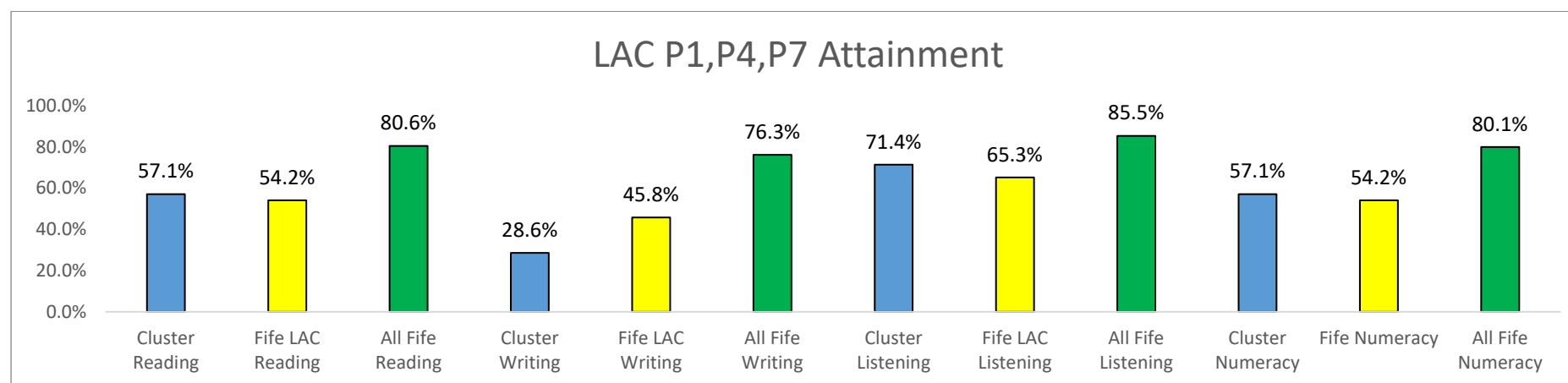


Chart 2 – Compares attainment for P4 and P7 Looked After Children to the wider population.

KEY: Blue = Cluster LAC. Yellow = All Fife LAC. Green = All Fife pupils.



Equity

The Cluster is working cooperatively to build skills and confidence in breaking down the barriers to learning within their schools. All staff are aware of our children who may be experiencing difficulties in engaging fully in their learning. For example:

- ASN may be children experiencing difficulties attending, have speech and language difficulties, physical disabilities, dyslexia, ASD, dyspraxia, dyscalculia, challenging behaviours, mental health issues, drug and alcohol issues, domestic abuse, imprisonment, ADHD, ODD
- There are trackers in place for all schools which clearly identify pupils are identified in terms of SIMD; FMR; LAAC; EAL; Travelling communities; ASN
- Further equity fund projects support pupils, families across the cluster from initiatives such as creation of a school library that will also be used at times by the local community.
- In order to best support and meet the needs of our learners the whole Cluster is engaging in:
 - Continued implementation of the pedagogy conceptual numeracy ensuring that learners understand core basic skills and that staff are now consistently using this in their practice.
 - Continue to deliver numerous Health and Wellbeing programmes (see Health and Wellbeing – HWB section)
 - Gingerbread, Incredible Years, Shared Start/Shared Finish, PEEPs, Sharing the Learning groups, Family Learning Workshops, Book Bug, Breakfast Café are some of the parenting programmes across the school from nursery to P7, for example. These are all excellent opportunities to engage positively with parent/carers and families.
 - Visible Learning Intervention Phase 3 – We continue to make good progress in implementing and embedding this pedagogy. The focus this phase has been in ensuring all learners know fully their own targets and progress and next steps. The programme is based on the research of John Hattie and develops an enhanced role for teachers and pupils as they become evaluators of their own learning. This is an evidence-based approach that has been proven to raise attainment and improve pedagogy.
 - Teaching staff have been employed and existing staff have taken on additional responsibilities with PEF remit to deliver interventions and measure the impact/collect data to report on progress.
 - Outdoor Learning Programmes to ensure that all pupils have an opportunity to learn and develop – providing high quality experiences through Natural Connections, outdoor classrooms and clear learning pathways. Children are developing important life skills such as resilience, problem solving, team building, confidence, enhanced communication skills

- Citizen groups, local foodbank, visiting local residential homes, gardening projects, local community projects in partnership with the Rotary, charity work, working with local parishes continues.

Next steps

- Continue the journey to become a Visible Learning school – This is said to be a 6 year journey of which the cluster are now well into year 3.
- Work on transition programmes to ensure equity across all our schools, nurseries and High school.
- Attend local network conferences to work collaboratively with other agencies and third sector partners to ensure we are working together to close the poverty related attainment gap and support our most vulnerable young people.
- Look outwards at other projects which would benefit our pupils and our communities.

Wider Achievement

- Our work with Active Schools continues to provide opportunities for learners to participate in sporting activities that lead to sporting pathway in the community. Active schools run clubs in school and also target children who do not have access to sports out of school. Pupils wider sporting achievements are tracked through Active Schools and gaps are addressed.
- E-portfolios are used in some schools to record and showcase wider achievements. Other schools in the cluster use similar methods on paper that also record and promote the wider achievements of pupils.
- Celebrating Success Walls/Assemblies. Social media – twitter and Facebook – is used appropriately to showcase learning
- The Praxis Award looks at out of school achievement, incorporating citizenship, leadership, working in the community, life and social skills. These are tracked and culminate in an award of Gold, Silver or Bronze. The awards are also part of the transition programme to high school as they are carried on in to S1
-

Next steps

- Move towards a more strategic planning of events/experiences for wider achievement for those pupils who are at risk of missing out. (Planned opportunities)

- Continue rollout of praxis awards throughout entire school including infant classes. Assess Impact of this.
- Continue to use data from Active Schools to identify inactive pupils and create a plan of activities to support these pupils.

HWB

- Introduction of new Physical Education Pathways to ensure high quality Physical education is delivered to every pupil for minimum of 2 hours per week. (PEPAS)
- Many Health and Wellbeing (HBW) initiatives in schools include breakfast clubs, Lego therapy, kitbag, tooth brushing (Child Smile), Seasons for Growth, daily mile and more.
- Continue to implement and work with the new Primary Mental Health Team and the Our Minds Matter framework –Attend workshops to promote mental wellness and resilience, and access to a Primary Mental Health worker. Start to use in school
- Some schools working on Mindfulness programmes for staff initially which will in-turn in due course have an impact on pupils Mindfulness.
- Further promote and use information leaflets produced including attendance, bullying, child protection, nurture, online advice etc for pupils and parent/carers
- Schools have acted on pupil wise and parent wise to gather data on pupil and parent views.
- Revisit the work undertaken on Children and Young People's Act and ensure our Anti Bullying policy is regularly reviewed. Use the recorded Anti-Bullying song and Cluster Anti Bullying DVD to be used each year during Anti Bullying week
- Relationships and behaviour across all schools is always a key focus and the Ethos and culture of the cluster schools has gained good feedback during learning partnership visits across the board.

Next steps

- Mindfulness and staff wellbeing will be a focus through in-service day collegiate discussions with a focus on workload and wellbeing.
- Continue Parental Workshops on anxiety through the Primary Mental Health Team and explore new ways to break down barriers of anxiety in parents and pupils.
- Collect evidence of pupil engagement in learning to identify next steps for our most vulnerable children. Continue to use collaborative enquiry to test factors that make a difference in engaging pupils in learning, particularly the most vulnerable.

Employability

- Enterprise transition day organised for St Andrew's Cluster focus on transition and teamwork through STEM.
- My World of Work Fairtrade Café Project is used across Primary 6 classes. This is a project-based activity, with each school sending an identified group of pupils to the High School for a Dragon's Den format with S5/S6 pupils
- St Andrew's High School senior pupils delivering lessons to classes
- Yes Programme – connecting learning to life, engaging and motivating window into the world of work
- Marketplace assemblies – representatives from the world of work come in and speak to pupils about their jobs/careers
- Sports Ambassadors from High School who work with Primary pupils on a coaching basis, offering various sporting activities/experiences
- House and Vice House Captain elections as well as lots of other citizenship responsibilities such as ECO, Pupil council, Sports committees, Rights Respecting Groups, developing skills for life and work.
- My World of Work will continue to be used to support Developing Young Workforce initiatives for all Primary Cluster schools.
- Partnerships with local business to enhance understanding of the skills required for the world of work.
- All schools involved in partnership working with various charities.
- Step up to Enterprise and enterprise challenge and various enterprise activities in school to develop skills for work.

Next Steps

- Career fair in the upper stages of Primary
- More in depth consideration to DWY pathway throughout each level. Whole school approach to DYW and creating opportunities for all pupils to experience DYW initiatives and deepen understanding of the world of work and how this related to their everyday learning.

Summary

As a cluster we plan experiences and initiatives together through collegiate discussions with our own staff firstly and then meet as a cluster HT group to plan and implement these in our own schools. This provides a level of consistency across the cluster and also ensures equity for all pupils across the cluster. We are making steady progress with this and some of the initiatives are ongoing, such as our drive to become visible learning schools. As a cluster we also strive to look outwards to help us to improve in our own context. These include learning partnership work with other schools out with the cluster and on occasions have

invited colleagues from out with Fife to be part of reviews and inspections. Our progress in the areas above has been very good and we have a clear vision of our next steps for continuing progress. The attainment levels of the cluster are generally good, sitting well within the Fife levels and there are key areas that have been identified to open discussion for next sessions School Improvement Plan.

Curriculum for Excellence 2018-2019**Table 1 – Shows Shool 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 pupils by their SIMD decile band.**

St Columbas HS	Roll	FMR %	SIMD	Reading				Writing				Listening & Talking			
SIMD Decile				1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	All	1&2	3 to 8	9&10	All
Holy Name PS	43	21.1%	3.0	80.0%	85.7%	100.0%	84.2%	80.0%	85.7%	100.0%	84.2%	100.0%	100.0%	100.0%	100.0%
St Bride's PS	174	23.4%	3.2	81.0%	82.7%	100.0%	81.8%	76.2%	78.8%	100.0%	77.9%	85.7%	88.5%	100.0%	88.3%
St John's PS	248	11.8%	5.5	100.0%	81.3%	64.3%	80.4%	100.0%	82.5%	64.3%	81.4%	100.0%	86.3%	64.3%	84.3%
St Joseph's PS	137	24.1%	4.8	69.0%	80.0%	89.5%	77.6%	69.0%	70.0%	89.5%	75.9%	79.3%	90.0%	94.7%	86.2%
St Kenneth's PS	273	44.8%	1.7	84.6%	81.0%		84.0%	80.8%	76.2%		80.0%	85.6%	90.5%		86.4%
St Margaret's PS	361	6.3%	6.8	84.6%	93.5%	82.4%	88.8%	76.9%	90.9%	82.4%	86.7%	76.9%	92.2%	92.2%	90.9%
St Serf's PS	78	36.4%	2.8	74.1%	100.0%	0.0%	75.8%	66.7%	100.0%	0.0%	69.7%	81.5%	100.0%	0.0%	81.8%
Cluster Average/Totals	1314	21.7%	4.4	81.1%	85.7%	80.7%	83.1%	77.4%	85.7%	80.7%	83.1%	84.9%	89.7%	87.5%	87.6%

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	All	1&2	3 to 8	9&10	Unknown	All
Holy Name PS	43	21.1%	3.0	80.0%	85.7%	100.0%	84.2%	10	7	1	1	19
St Bride's PS	174	23.4%	3.2	85.7%	76.9%	100.0%	80.5%	21	52	2	2	77
St John's PS	248	11.8%	5.5	100.0%	86.3%	57.1%	83.3%	8	80	14		102
St Joseph's PS	137	24.1%	4.8	79.3%	80.0%	84.2%	81.0%	29	10	19		58
St Kenneth's PS	273	44.8%	1.7	79.8%	76.2%		79.2%	104	21			125
St Margaret's PS	361	6.3%	6.8	76.9%	92.2%	86.3%	88.8%	13	77	51	2	143
St Serf's PS	78	36.4%	2.8	70.4%	100.0%	0.0%	72.7%	27	5	1		33
Cluster Average/Totals	1314	21.7%	4.4	79.7%	85.3%	80.7%	82.6%	212	252	88	5	557

Table3 - Free School Meals Registered

Attainment FMR P4 & P7 only

Cluster	Reading	Writing	Listening	Numeracy	No. of FMR
St Columbas HS	69.5%	64.6%	76.8%	69.5%	82
Fife	63.5%	56.2%	71.0%	62.2%	1605

Table 4 – Looked After Children

Attainment P1, P4 & P7 Looked After Children

Cluster	Reading	Writing	Listening	Numeracy	No. of LAC
St Columbas HS	75.0%	66.7%	75.0%	75.0%	12
Fife	54.2%	45.8%	65.3%	54.2%	216

Table 5 – Figures include data for the whole school.

Cluster	Attendance	Exclusion	
		Half Days	Percentage
St Columbas HS	93.03%	91	0.019%
Fife	93.84%	1637	0.015%

Chart 1 – Compares attainment for P4 and P7 Pupils registered for Free School Meals to the wider population.

KEY: Blue = Cluster FMR. Yellow = All Fife FMR. Green = All Fife pupils.

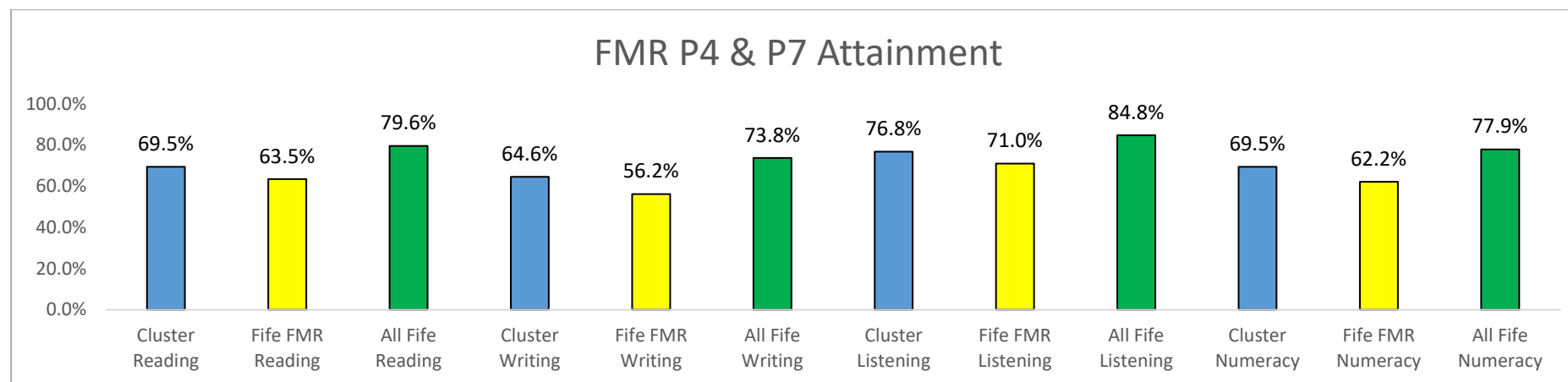
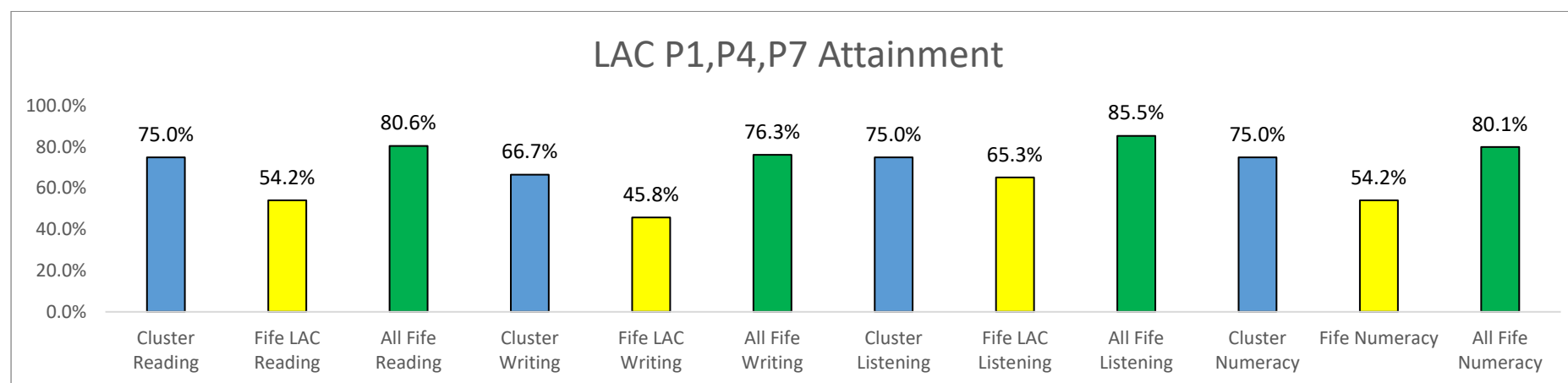


Chart 2 – Compares attainment for P4 and P7 Looked After Children to the wider population.

KEY: Blue = Cluster LAC. Yellow = All Fife LAC. Green = All Fife pupils.



Equity

Engaging families through a range of different strategies some include inviting the parents into the class to work with the children to better understand how the teachers teach and the children learn. At St. Margaret's there has been a particular focus on digital technology to enhance and support learning at home. The shared learning afternoons at St. Margaret's were attended by the parents of almost all children. This collaborative approach has been a contributing factor to the increase in projected attainment of our FMR children from 81% to 90% in Reading and 81% to 86% in writing. We have worked closely with our partners in the police and the NSPCC and as result from discussion with pupils, parents and staff awareness of on-line safety strategies have increased. St Columba's are holding big information evenings in village schools so that parents living outside of Dunfermline are able to access these. Monthly coffee afternoons in each of our cluster schools have been arranged for SLT to meet with parents in their community. Targeted meetings also take place in local primary schools to enable all parents to access them. Feedback from these meetings have confirmed that families from the villages that St Columba's serve feel more included and informed.

In all schools there has been a particular focus of Cost of the School day and we have worked hard to increase awareness of some of the hidden costs of attending school and looked at creative ways to reduce it. E.g free clubs for all pupils. Pupils are tracked to identify pupils who access clubs outside of school and use this data to close the life experience gap for those children who do have the opportunity to attend extracurricular experiences. This work was highlighted by Active Schools as good practice. In St Serf's, Holy name and St Joseph's in the last year all trips and educational excursions have been paid for by the school (except the end of year P7 Residential trip which is part funded by our Parent Council). There are three sport clubs offered currently in St Serfs, Holy name and St Joseph's and each one of the clubs is free to all participants. They worked in conjunction with the parent council to discuss how best to use funds for trips. For example in HN all trips are paid through School Parent Fundraising.

By the end of S3, 92% of pupils in SIMD 1 and 2 are achieving Third level Numeracy (2018/19), 84% of pupils in SIMD 1 and 2 are achieving Third level Literacy (2018/19) and 91% of pupils in SIMD 1 and 2 are achieving Third level HWB (2018/19). These figures demonstrate the impact of partnership working across the cluster.

Next steps

Continue to develop our knowledge of reasons / barriers for pupils to access clubs outside of school and to use this data to close the life experience gap. Joint cluster initiatives in Literacy –Lexia and Numeracy – Power of 2- assessment of results.

Wider Achievement

We have developed a cluster skills framework which provides a consistent approach focussed on Creativity, Service & Leadership and Digital skills and are implementing this into our teaching & learning approaches. Feedback from children indicates that they are clearer on the skills they are developing

in their learning and through findings in self-evaluation activities like learning Partner Visits and Quality Improvement rounds- children are becoming more able around talking about their learning – identifying strengths and areas of development.

There are a number of St Columba's pupil ambassadors leading activities in primaries which has led to greater pupil engagement and national recognised sports awards – 1 gold award and 4 silver awards.

We have a strong transition programme which promotes positive academic and emotional transition. We have a HEADSTSART transition programme that has established a clear pathway of transition from our family of primary schools to our High School. Feedback from the targeted group of pupils that have benefited from this experience have confirmed that they felt more positive about transition in follow up discussion now that they are in First Year. In addition we have a cluster P7 residential trip and opportunities to come together throughout the year for Masses, Sporting & academic activities like our Ready Steady St Columba's day as well as early visits from St Columba's staff to primaries to build positive relationships with parents and pupils. Feedback from pupils and targeted groups of pupils is that Transition is a positive experience allowing children to achieve through a wide range of experiences. In St Serfs they worked on a very successful Joint Transition project with Community, St Columba's and P7 children. Of the targeted group of 15 children, 80% of them reported an easier and less stressful transition process, Ability to self-regulate quicker with helpful and useful strategies, a closer relationship with community workers and staff at St C, up to 90% less conflict with peers and at home, less conflict in the community during youth clubs and summer activities.

In S1/2, St Columba's piloted Growth Mindset activities to engage a targeted group of 40 pupils in group, collaborative work. Consequently, 50% of pupils were reported to be more engaged with co-operative group work and 80% of pupils reported improvements in their confidence and their ability to use Growth mind set language to self-motivate.

Next steps

Consistent targeted interventions to support key pupils during transition building on piloted work at St Serf's RCPS. Early allocation enables a sharing of key information at an early stage to allow planned interventions to take place depending on need.

A P7 / S1 questionnaire is being developed to provide further data and information around our Transition Process and how this promotes confidence and achievement of our pupils.

HWB

Cluster PEPAS initiative to support targeted pupils in all cluster primaries who were at risk of not being able to access sport due to anxieties. This has resulted in more children accessing opportunities. In St Joseph's of pupils who attended there was an increase from 16% to 83% who said that they felt very good about themselves. There was also an increase from 33% to 67% of pupils who attended who said that they kept trying even when things were not going their way. 1 pupil has now joined a swimming club as a result of the increase in confidence

In St Serf's and Holy Name -over a consistent period of time (three months) we had reduced the number of playground incidents completely. For that period of time there were 0 incidents recorded in relation to that data we were collecting eg Peer Conflict, Violent Incident, Abusive/Violent Language, Destruction of Property, and Reluctance to engage in activity leading to outburst. Significant interventions have been successful including zoning playground activities, extra Physical activity lunchtime clubs (Multi sports and football), Music and dance areas, Peer chats straight after lunch/Play with PSA (for targeted groups having difficulties), reward system outside, Playground leader work. To add to this there has been added Kit Bag.

In St. John's we decided through our pupil voice school improvement groups that we would be going for gold. This involved ensuring maximum pupil participation in PE, afterschool clubs, sports festivals, cluster initiatives and working with partner agencies eg. Active Schools. Our pupils were involved in planning sports taster sessions, collecting data regarding pupil participation in sports in their community and helping to put our application forward to Sports Scotland. We have Playground Leaders and Sports Ambassadors as well as a sports committee. The data collected has allowed us to target those children who are not able to access sport or physical activity and involve them in the cluster initiative skills for sport, skills for life.

Cluster transition anxiety programme for P7 pupils who would need support for transition due to anxieties. This included on-line blogging to each other, opportunities to collaborate through outdoor learning, building knowledge and skills of how to deal positively with anxiety through cognitive behaviour therapy strategies and through visits to St. Columba's. There has been excellent feedback from this targeted group of vulnerable pupils in terms of their attitude and confidence to setting out on their High School Journey. All pupils involved said that it made transition easier. All pupils involved were able to identify strategies that they still use now they are in First Year to reduce their anxiety and manage their stress.

Some schools have employed a school counsellor through PEF to support families and pupils. In St Joseph's by June 2019, we increased the number of targeted children who felt safe, secure, nurtured and who were ready to learn from 40% to 87%. 27 pupils were referred and engaged in 1:1 counselling for a range of reasons to support their emotional wellbeing and overall 72% of pupils seen clearly evidence a reduction in psychological distress and improvement in wellbeing. In addition to the impact on pupils the counsellor engaged with 5 parents on a 1:1 basis.

In St Serfs and Holy Name our Pupil/family Support Counsellor has supported learners and families to regulate their emotions reducing barriers to learning and leading to increased engagement for a targeted group of SIMD 1+2 children (focus on 17 families with challenging situations/conflict/emotional difficulties)

In St Kenneth's, Shadow, the school's therapist, visits once a week to listen to pupils reading. This has evolved into a transition project with Shadow visiting St Columba's once a week to continue to meet pupils previously at St Kenneth's and to encourage a reading group. The wellbeing of pupils has increased with all pupils in this targeted group reporting increased contentment following the visit from Shadow.

In some schools, Pupil Welfare Officers and Police Scotland School Engagement Officers work with pupils and families to remove barriers around school engagement. In 2018/19, St Columba's piloted the "Punch Beyond" programme, a partnership between Police Scotland, Active Schools, Boxing Scotland, Youth Justice, and local business Trench Boxing Gym. 10 pupils were part of this targeted group, attended regularly and engaged well with the programme. 6 have joined boxing classes out-with school. All 10 participants describe positive impact in areas such as: managing emotions, building friendships, feeling calm and controlling anger. Parental feedback around the impact on the young people has been very positive. 6 pupils regularly attended the gym during the summer holidays. For 1 pupil who struggled to leave his home, attendance has improved from 38% to 77%. More generally, the partnership working between St Columba's Pupil Welfare Officers and the Police Scotland School Engagement Officer has improved trust and relationships between the school and vulnerable families and has led to an increase in attendance, family engagement and decrease in exclusion for targeted families. Whole school Exclusions have reduced by 12% from 89 to 78 pupils per 1000 in session 2018/19 for pupils in SIMD 1 and 2.

Next steps

Continue to develop how we use the wellbeing indicators in lessons and across the curriculum to help shape planning and future learning
P7/S1 pupil transition questionnaire on Forms to assess using the wellbeing indicator wheel in P7 and then S1.

St. John's will share their journey of going for gold with our cluster schools.

Employability

Cluster skills progression/ learning pathways are used by all schools and provide consistency. In some lessons the DYW skills are explicitly taught as part of the 4 part model and used as a basis for praise at assemblies and good news letters home. This has resulted in children being more aware of a range of careers that are open to them and of the skills they are developing through their learning and wider achievement opportunities.

Teachers strive to make lessons relevant and purposeful linking learning to the skills for learning, life and work. As a result there has been positive collaborations established with partners in the world of work including – Fife College, Community Police, Culture – e.g Fire Station Creative and catering – Kushi's.

St Columba's have a dedicated team of staff, including a Principal Teacher and two DyW Co-ordinators, with the strategic remit for Developing the Young Workforce. The DyW team organises a range of programmes to develop effective pathways and the appropriate skills for our young people. This includes close partnership working with a range of local employers. Programmes include: My World of Work Ambassadors working with our Cluster Primary

schools, Career Ready, Lift Off, Napier University Support Programme, First Chance (St Andrews University), and Careers' Fayre. The DyW team also plan for the sustained positive destinations of all young people after they have left school.

Next Steps

The DYW coordinator for St Columba's will now be working with P7 in each cluster school to support the My world of Work website to build a profile for each pupil.

All Cluster schools will be sending staff to attend a cluster STEAM collaborative training model to build capacity in all primaries in the cluster.

09 December 2020 14:00			
Title	Service(s)	Contact(s)	Comments
Forward Work Programme			
Property Transactions - TBC			
Traffic Regulation Orders - TBC		Phil Clarke	
Housing Update - Performance, Response to Pandemic, Recovery		Russell Gray	update to include quarter 2, 6 month report
Visit from Exxon Representatives			Exxon Reps Stuart Neill and Jacob McAlister will join Teams meeting at Dec committee
Local Community Budget Agreement		Sarah Roxburgh	Postposed to Dec Meeting (tbc) as new person in post of Locality Support Officer mid Sept.
Mental Health and Wellbeing	Communities and Neighbourhoods Service	Sarah Roxburgh	<p>Notice of Motion from meeting on 26th June, 2019 -</p> <ul style="list-style-type: none"> request for Community Manager to provide 3 monthly briefing note on progress of proposals for additional resources to be provided for support for young people in the Cowdenbeath area relating to mental health issues recommendation that all staff and Councillors be appropriately trained in the area of mental health. <p>Report to committee following work shop after meeting on 14.10.20 - Sarah Roxburgh</p>
Traffic Regulation Orders - TBC		Phil Clarke	

Unallocated			
Title	Service(s)	Contact(s)	Comments
Local Community Plan Annual Update and Budget Outturn 2018/19	Communities and Neighbourhoods Service	Sarah Roxburgh	
Pupilwise and Parentwise Surveys 2018-2019		Jacqueline Price	<ul style="list-style-type: none"> Annual reporting - last submitted 19th September 2018 telephone conversation with Jacqueline Price on 15.08.19 - this is a survey that is done on a 3 year basis so the next report will be due September 2021.
Pupil Equity Funding (PEF)	Education and Children's Services	Sarah Else	Workshop held on 27th May, 2019, covering this, facilitated by Lynne Porter, elected members present. Future report to be confirmed.
Anti-poverty Fund 2019-2020 - Outcomes		Gary Daniell	Minute paragraph 116(2) of 2019.CAC.53 refers
Common Good and Trust Annual Report	Finance and Corporate Services	Eleanor Hodgson	last report to committee on 29.01.20
Area Capital Update Report 2019-2020	Finance and Corporate Services	Eleanor Hodgson	Added per email E Hodgson 10.10.19 Email from EH 20.11.19 - no update required as capital budget spent.
Food Poverty		Sarah Roxburgh	Update on how the £50k investment for tackling Food Poverty (decided at Committee on 09.09.20) has been used to support Community Food Provision. Report expected March 2021.
Cafe Inc Project		Gary Daniell; Sarah Roxburgh	tbc
Housing Plan - 2020-23		Russell Gray	Housing plan for next 3 years, expected approx April 2021
Update on School Meals from Core Group, L/G & C/B High Schools		Neil Finnie	Convener requested update from core group at agenda planning meeting 15.01.20 No updates due to Covid