City Chambers
DUNDEE
DD1 3BY
3rd May, 2019

Dear Sir or Madam

You are requested to attend a MEETING of the CHILDREN AND FAMILIES SERVICES COMMITTEE to be held in the City Chambers, City Square, Dundee on Monday, 13th May, 2019 following the meeting of the City Council called for 6.00pm.

Yours faithfully

DAVID R MARTIN
Chief Executive

AGENDA OF BUSINESS

1 DECLARATION OF INTEREST

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

2 TEACHER REPRESENTATION ON THE CHILDREN AND FAMILIES SERVICES COMMITTEE (AN26-2019)

Reference is made to Article V of the Statutory Meeting of the City Council held on 22nd May, 2017 wherein it was agreed to appoint two teaching staff representatives to the Committee.

Reference is also made to Article II of the minute of meeting of this Committee held on 28th January, 2019, wherein the Committee remitted to the Head of Democratic and Legal Services to make arrangements to seek nominations for the filling of a vacancy, due to the resignation of one of the representatives.

The following nomination has been received in respect of Teacher representation:-

Ms Jodi Barclay

Ms Barclay has agreed to abide by the Code of Conduct in accordance with the Standards Commission’s Guidance.

The Committee are asked to approve the appointment.
3 EDUCATION (SCOTLAND) ACT 1980 – APPEAL COMMITTEE (AN27-2019)

It has been necessary to seek nominations for an additional Chairperson to Chair the Appeal Committee.

The Head of Democratic and Legal Services advises that the undernoted person is recommended for appointment with immediate effect for the remainder of the lifetime of the present Council:-

Mr Eddie Valentine

The Committee is asked to approve the above.

4 EXPANSION OF EARLY LEARNING AND CHILDCARE ENTITLEMENT TO 1140 HOURS – Page 1

(Report No 192-2019 by Executive Director of Children and Families Service enclosed).

5 SCHOOL TERMS AND HOLIDAYS: 2021/22 AND 2022/23 – Page 7

(Report No 193-2019 by Executive Director of Children and Families Service enclosed).

6 “DUNDEE DAILY 15” IN PRIMARY SCHOOLS – Page 13

(Report No 194-2019 by Executive Director of Children and Families Service enclosed).

7 CURRICULUM FOR EXCELLENCE (Cfe) LEVELS AND LEAVERS’ ATTAINMENT (INSIGHT) – Page 23

(Report No 195-2019 by Executive Director of Children and Families Service enclosed).
1.0 PURPOSE OF REPORT

1.1 This report is to provide Committee with updated information following the previous Committee report of 14 May 2018 (Article IV of the minute of this committee refers) regarding the planned expansion of Early Learning and Childcare from 600 hours to 1140 hours by 2020.

2.0 RECOMMENDATIONS

2.1 The Committee is asked to:-

- note the content of the updated progress report;
- remit to the Executive Director of Children and Families to bring a further report on the progress of the implementation in 12 months’ time.

3.0 FINANCIAL IMPLICATIONS

3.1 Scottish Ministers and COSLA agreed a multi-year revenue and capital funding package. Dundee’s share of the total capital allocation of £476.1m is £10.71m. This is included in the 2019-24 Capital Plan. The Revenue funding allocated amounts to £16.931m by 2021-22.

3.2 The actual costs for the completed Ardler Nursery and Coldside Extension projects are recorded in Appendix 1. The Council will seek to manage the programme of remaining projects outlined in Appendix 1 on the basis of the allowances within the Capital Plan, with tenders being submitted to City Development Committee for approval at the appropriate time.

3.3 The overall projected capital costs for the 1140 Hours Childcare Entitlement is £13.0m with the Capital Plan allowance being £10.71m. The Executive Director of Corporate Services has confirmed that the balance will require a review of the overall programme to identify if costs can be brought down and a review of the 2020/21 and 2021/22 elements of the Capital Plan to identify if additional resources can be made available.

4 MAIN TEXT

4.1 National Context

On 18 December 2018, the Scottish Government published the ELC National Standard. Any provider wishing to deliver funded ELC must meet this Standard from August 2020.

The Scottish Government commissioned Scotland Excel to deliver a suite of guidance notes to support implementation of Funding Follows the Child. The documents are:

- Guidance on assessing the Business Sustainability criteria in the National Standard;
- Guidance on setting sustainable rates for funded providers for 2020-21 and beyond; and
• Guidance on commissioning ELC services that meet the National Standard (the ‘Transition Options’ guidance).

4.2 PHASED IMPLEMENTATION OF 1140 HOURS

To prepare for full implementation by August 2020, 1140 hrs of funded ELC provision has been made available to eligible children attending Quarry View Nursery; Frances Wright Nursery; Law Nursery; Woodlea Nursery and Ardler Nursery.

Positive feedback so far indicates that:

• Children have coped well with the increase in hours and have settled quickly and easily.

• Staff report that there are more opportunities to develop and extend learning across the day, relationships with children are positive and developed quickly as children are in for longer periods of time. Staff have more time to observe children over a longer period of time.

• The pace of day is more relaxed as no other families are arriving after lunch. Planning is more streamlined as children's interests are easily identified and extended.

• Parents have been willing to come back throughout the day to attend family learning opportunities.

• By accessing the additional services, families have continued to work or attend College/University.

Local Authority Nurseries

Between August and October 2019, ten additional nurseries will be delivering 1140 hours of funded ELC. They are Menzieshill Nursery; Jessie Porter Nursery; Fintry Nursery; Ballumbie Nursery; Mill of Mains Nursery; St Andrews Nursery; St Ninians Nursery; Longhaugh Nursery; Hill View Nursery and Caird View Nursery.

The total number of children who could benefit from 1140 hours from August 2019 is 1289 children aged 3-5yrs (53% of eligible population) and 205 children aged 2 year (45%) of the eligible population. Families have been offered either a term time or full year model with the opportunity to purchase hours in addition to their 1140 hours entitlement in term time nurseries.

Existing admissions guidance has been reviewed and updated to support the allocation of places. To date, this has been effective in helping to prioritise returning children and those resident in the local area.

Partner Provider Nurseries

To support Partner Providers’ business sustainability during the transition to 2020, the hourly rate has increased to £4 from August 2018 and will increase to £4.50 in August 2019.

We will liaise with Partner Providers on the working arrangements for the Funding Follows the Child approach as detailed in the Scotland Excel guidance, prior to full implementation from August 2020.

A comprehensive programme of professional development opportunities will be offered during Aug 2019 to June 2020, delivered in flexible ways to support the working arrangements of the Private Sector.

4.3 WORKFORCE

A high quality, diverse and well trained professional workforce is key to delivering the expansion.
A comprehensive programme of professional development activity for staff in all ELC settings has been positively evaluated and is being revised/updated to include more flexible delivery models.

To facilitate growth of the workforce and capacity building, Modern Apprentices and work placements for young people through Future Skills College will continue.

4.3.1 **Future Skills College Students 18/19**

During 2018/19, seven Future Skills College students had placements within Dundee City Council nurseries. Four are on track to become Modern Apprentice Early Years Educators in 2019-20.

We are currently recruiting through the secondary schools for a new cohort of Future Skills College students to start in August 19.

4.3.2 **Modern Apprentices 18/19**

Seven Modern Apprentice Early Years Educators are in year one. They will move into year two of their modern apprenticeship in August 2019 and are on track to complete their MA Early Years Educators in 2019-20.

Four year two Modern Apprentice Early Years Educators have now successfully completed their SVQ 3 and will be eligible to apply for forthcoming posts.

We are currently recruiting for 14 Modern Apprentice Early Years Educators to start in August 19.

Recruitment to a number of permanent posts is currently underway and includes:

- 3 Early Years Centre Managers
- 6 Senior Early Years Practitioners
- 50 FTE Early Years Educators
- 16 FTE Early Years Support Assistants
- 9 Supernumerary Nursery Teachers

All staff, included Partner Providers, will be offered the opportunity to access additional qualifications and a comprehensive staff development programme.

4.4 **INFRASTRUCTURE**

The committee will note that the projects for the Coldside Extension and Ardler Nursery are complete and now in operation. The remaining projects are on programme with projected completion dates and projected outturn capital costs detailed in Appendix 1.

In February 2019, plans for Balmerino Nursery were shared and positively received by the East End Local Community Planning Partnership. The Community were keen to ensure adequate parking was made available for staff and families which has been incorporated into the overall design.

5.0 **POLICY IMPLICATIONS**

5.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.
6.0 CONSULTATIONS
6.1 The Council Management Team were consulted in the preparation of this report.

7.0 BACKGROUND PAPERS
7.1 None

Paul Clancy
Executive Director

April 2019
## Capital Projects

<table>
<thead>
<tr>
<th>1140 hours nursery projects</th>
<th>Start on site</th>
<th>Completion</th>
<th>Projected Capital costs £m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coldside/Frances Wright (Extension to the new build)</td>
<td>Oct - 17</td>
<td>Aug - 18</td>
<td>0.5</td>
</tr>
<tr>
<td>Strathmartine/Ardler (Extension/Refurbishment)</td>
<td>Jul - 18</td>
<td>Jan - 19</td>
<td>1.2</td>
</tr>
<tr>
<td>North East/Former Longhaugh (Refurbishment)</td>
<td>Feb -19</td>
<td>Oct-19</td>
<td>0.9</td>
</tr>
<tr>
<td>Lochee/Former Menzieshill (Refurbishment)</td>
<td>May -19</td>
<td>Oct-19</td>
<td>1.0</td>
</tr>
<tr>
<td>Strathmartine/Former Jessie Porter (Refurbishment)</td>
<td>May -19</td>
<td>Oct-19</td>
<td>1.0</td>
</tr>
<tr>
<td>Lochee/Woodlea (Extension/Refurbishment)</td>
<td>Jun -19</td>
<td>Jan-20</td>
<td>0.7</td>
</tr>
<tr>
<td>East End/Balmerino (New Build)</td>
<td>Sept -19</td>
<td>Aug-20</td>
<td>3.1</td>
</tr>
<tr>
<td>Coldside/ Former Frances Wright (New Build)</td>
<td>May -20</td>
<td>Aug-21</td>
<td>3.2</td>
</tr>
<tr>
<td>Project to be determined (see note)</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>13.0</strong></td>
</tr>
</tbody>
</table>

**Note**
This project will be determined once a review of uptake has taken place in localities along with the latest capacity estimates from partner providers.
1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to seek approval of the scheme for school terms and holidays for sessions 2021/22 and 2022/2023.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes and approves the scheme (Appendix 1 refers) of school terms and holidays for sessions 2021/22 and 2022/2023.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 MAIN TEXT

4.1 This report seeks Committee approval for the school term and holidays for sessions 2021/22 and 2022/2023 in order to give families and staff as much advance notice as possible.

4.2 Reference is made to Article V of the Minute of the Meeting of the Children and Families Services Committee held on 30 October 2017 (report no. 373-2017 refers) where the start of sessions 2019/20 and 2020/21 were agreed.

4.3 The scheme proposes a school session of 195 days for teaching staff and 190 days for pupils.

4.4 It is proposed that, in 2021/22, in-service days for teaching staff should be held on 16 August 2021, 11 and 12 November 2021, 15 February 2022 and 5 May 2022. In session 2022/23 it is proposed that these dates should be 15 August 2022, 10 and 11 November 2022, 14 February 2023 and 26 May 2023. The in-service day in May 2022 coincides with a General Election to save disruption to pupils learning.

4.5 It is proposed that, in 2021/22 the February mid-term holiday be held on 11 and 14 February 2022 with the in-service day following on 15 February 2022. In session 2022/23 it is proposed that these dates should be 10 and 13 February 2023 with the in-service day following on 14 February 2023.

4.6 Reference is made to Article II of the minute of the meeting of this Committee of 24 May 2010 (report no. 279-2010 refers), where the Education Committee agreed that from session 2011/12 onwards, the October holiday should be held in the second and third weeks of October. It is proposed that, in 2021/22, the autumn fortnight will begin on 11 October 2021. In session 2022/23, it is proposed that the autumn fortnight will begin on 10 October 2022.

4.7 In session 2021/22 Christmas Day falls on a Saturday. It is therefore proposed that schools will close on Wednesday 22 December 2021 and re-open for the spring term on Thursday 6 January 2022. In session 2022/23 Christmas Day falls on a Sunday. It is therefore proposed that schools will close on Thursday 22 December 2022 and re-open for the spring term on Monday 9 January 2023.
4.8 In session 2021/22 Good Friday is on Friday 15 April 2022 which falls within the holiday period. In session 2022/23 Good Friday is on Friday 7 April 2023 which also falls within the holiday period.

4.9 In session 2021/22 the May Day holiday is on Monday 2 May and the Victoria Day holiday is on Monday 30 May 2022. In session 2022/23 the May Day holiday is on Monday 1 May and the Victoria Day holiday is on Monday 29 May 2023.

4.10 The end of session in 2021/22 will be Thursday 30 June 2022. The end of session in 2022/23 will be Friday 30 June 2023.

5.0 POLICY IMPLICATIONS

5.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

6.0 CONSULTATIONS

6.1 This report has been the subject of consultation with the Council Management Team, teacher union representatives, support staff unions, parent council representatives and the appropriate Directors in Angus, Fife and Perth and Kinross Councils.

7.0 BACKGROUND PAPERS

7.1 None.

Paul Clancy
Executive Director

April 2019
### SCHOOL TERMS AND HOLIDAYS 2021/22

<table>
<thead>
<tr>
<th>Term</th>
<th>Start</th>
<th>End</th>
<th>IN SERVICE DAYS</th>
<th>PUPIL SCHOOL DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>Monday 16 August 2021</td>
<td>Friday 8 October 2021</td>
<td>Day 1</td>
<td>39</td>
</tr>
<tr>
<td>Winter</td>
<td>Monday 25 October 2021</td>
<td>Wednesday 22 December 2021</td>
<td>Day 2</td>
<td>41</td>
</tr>
<tr>
<td>Christmas</td>
<td>Thursday 23 December 2021</td>
<td>Wednesday 5 January 2022</td>
<td>Day 3</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Thursday 6 January 2022</td>
<td>Monday 4 April 2022</td>
<td>Day 4</td>
<td>59</td>
</tr>
<tr>
<td>Summer</td>
<td>Monday 18 April 2022</td>
<td>Thursday 30 June 2022</td>
<td>Day 5</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>TOTAL</td>
<td>190</td>
</tr>
</tbody>
</table>

Total Number of School Days for Pupils: 190
Total Number of Working Days for Staff: 195
<table>
<thead>
<tr>
<th>Closure Day</th>
<th>Date</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closure Day 1</td>
<td>Monday 16 August 2021</td>
<td>Citywide</td>
</tr>
<tr>
<td>Closure Day 2</td>
<td>Thursday 11 November 2021</td>
<td>Citywide</td>
</tr>
<tr>
<td>Closure Day 3</td>
<td>Friday 12 November 2021</td>
<td>Citywide</td>
</tr>
<tr>
<td>Closure Day 4</td>
<td>Tuesday 15 February 2022</td>
<td>Citywide</td>
</tr>
<tr>
<td>Closure Day 5</td>
<td>Thursday 5 May 2022</td>
<td>Citywide</td>
</tr>
</tbody>
</table>
## SCHOOL TERMS AND HOLIDAYS 2022/23

<table>
<thead>
<tr>
<th>Term</th>
<th>Start</th>
<th>End</th>
<th>IN SERVICE DAYS</th>
<th>PUPIL SCHOOL DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Start Staff</td>
<td>Monday 15 August 2022</td>
<td>Friday 7 October 2022</td>
<td>Day 1</td>
<td>39</td>
</tr>
<tr>
<td>Autumn Start Pupils</td>
<td>Tuesday 16 August 2022</td>
<td>Friday 7 October 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Start</td>
<td>Monday 24 October 2022</td>
<td>Thursday 10 November 2022</td>
<td>Day 2</td>
<td>42</td>
</tr>
<tr>
<td>Winter Term</td>
<td>Thursday 10 November 2022</td>
<td>Friday 11 November 2022</td>
<td>Day 3</td>
<td></td>
</tr>
<tr>
<td>Winter Term End</td>
<td>Thursday 22 December 2022</td>
<td>Friday 22 December 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christmas Start</td>
<td>Monday 26 December 2022</td>
<td>Friday 6 January 2023</td>
<td>(11 school days)</td>
<td></td>
</tr>
<tr>
<td>Spring Start</td>
<td>Monday 9 January 2023</td>
<td>Friday 14 January 2023</td>
<td>(10 school days)</td>
<td></td>
</tr>
<tr>
<td>Spring Term</td>
<td>Friday 10/13 February 2023 (Mid Term)</td>
<td>Tuesday 14 February 2023</td>
<td>Day 4</td>
<td>57</td>
</tr>
<tr>
<td>Spring Term End</td>
<td>Friday 31 March 2023</td>
<td>Friday 14 April 2023</td>
<td>(10 school days)</td>
<td></td>
</tr>
<tr>
<td>Summer Start</td>
<td>Monday 17 April 2023</td>
<td>Monday 1 May 2023</td>
<td>May Day</td>
<td></td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 1 May 2023 May Day</td>
<td>Friday 26 May 2023</td>
<td>Day 5</td>
<td>52</td>
</tr>
<tr>
<td>Summer Term End</td>
<td>Monday 29 May 2023 Victoria Day</td>
<td>Friday 30 June 2023</td>
<td></td>
<td>190</td>
</tr>
</tbody>
</table>

Total Number of School Days for Pupils: 190
Total Number of Working Days for Staff: 195
### CLOSURE DAYS 2022/23

<table>
<thead>
<tr>
<th>Closure Day</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closure Day 1</td>
<td>Monday 15 August 2022</td>
<td>Citywide</td>
</tr>
<tr>
<td>Closure Day 2</td>
<td>Thursday 10 November 2022</td>
<td>Citywide</td>
</tr>
<tr>
<td>Closure Day 3</td>
<td>Friday 11 November 2022</td>
<td>Citywide</td>
</tr>
<tr>
<td>Closure Day 4</td>
<td>Tuesday 14 February 2023</td>
<td>Citywide</td>
</tr>
<tr>
<td>Closure Day 5</td>
<td>Friday 26 May 2023</td>
<td>Citywide</td>
</tr>
</tbody>
</table>
1.0 PURPOSE OF REPORT

1.1 The Tayside Plan for Children, Young People and Families 2017-2020 and the City Plan 2017 - 2026 highlight the reduction of obesity as a key priority. This report outlines the local progress made to date on the implementation of the Daily 15 in Primary Schools to help address obesity whilst at the same time promote the general health and wellbeing of children.

2.0 RECOMMENDATIONS

2.1 It is recommended that committee members:
   i. note and approve the contents of the report; and
   ii. approve the roll out of the Daily 15 to all Primary Schools across the city.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications related to this report.

4.0 INTRODUCTION

4.1 Tackling obesity is a Scottish Government priority and “A Healthier Future: Scotland’s diet and healthy weight delivery plan (2018) outlines plans to halve childhood obesity by 2030. Locally, obesity is also a concern, with 26.9% of children at risk of being overweight or obese at Primary 1. It is recognised that both healthy diet and exercise can play a key role in reducing obesity.

4.2 In terms of exercise, the Dundee Daily 15 model of 15 minutes of physical activity a minimum of 3 times per week, aspiring to every day, has been developed. The model has been systematically tested within 4 Primary Schools and evidence gathered on the impact of the approach.

Participating in the Daily 15 helps schools to meet the Experiences and Outcomes of the Curriculum for Excellence as well as the NHS guidelines on physical exercise and Getting It Right For Every Child (GIRFEC) wellbeing indicators of Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included (SHANARRI).

5.0 DEVELOPMENTS

5.1 The evidence gathered from staff and pupils in all 4 Primary Schools demonstrates that not only does the Daily 15 increase physical activity levels, it also improves children’s readiness to learn and engagement with learning, which all contribute towards raising attainment.

Teachers have reported that pupils:

- appear happier
- show improved physical stamina
- are more ready to learn
- have improved relationships with their teacher
• are calmer and less restless

Pupils have reported that they:

• enjoy doing the Daily 15
• feel confident about themselves doing the Daily 15
• feel part of their school by doing the Daily 15
• feel healthier because they do the Daily 15
• feel they get on better with others by doing the Daily 15

5.2 Due to the success of the test with the 4 schools, a teacher’s guide to implementing the Daily 15 has been created (Appendix 1). The model has already been scaled up to be adopted within another 4 Primary schools in the city. The additional benefits of applying the Daily 15 model is that it is:

• simple and quick for teachers to organise and deliver (15 minutes)
• inclusive - everyone (whole class) can take part
• free
• safe - children are in the school grounds
• outside in fresh air – at least once a week (better for children’s health)
• about everyone achieving and progressing

On this basis, it is proposed that the Chief Education Officer works with other Primary Schools to extend the Daily 15 across the city. The approach will also continue to compliment wider health and wellbeing curriculum activity, including Physical Education, Physical Activity, Sport, Play and Food and Health.

6.0 POLICY IMPLICATIONS

6.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

7.0 CONSULTATION

7.1 The Council Management were consulted in the preparation of this report.

8.0 BACKGROUND PAPERS

8.1 None.

Paul Clancy
Executive Director

April 2019
Appendix 1

Daily 15

Contributing to raising attainment by increasing physical activity and readiness to learn
Background - Why is Dundee promoting the Daily 15?

Child Healthy Weight is a priority for Dundee City:

- Tackling Obesity (Healthy Weight) is a Scottish Public Health Priority: A Scotland where we eat well, have a healthy weight and are physically active (2018)
- 26.9% of Dundee’s Children are at risk of being overweight or obesity at P1 (2017/18)
- Improving Child Healthy Weight is a priority within the Tayside Plan for children, young people and families (2017-2020)
- Tackling Obesity is a priority in the City Plan for Dundee 2017-2026
- Scottish Government and Dundee PEPAS Group have the expectation that all children and young people experience two hours of quality physical education per week and participate in physical activity during the school day.

The evidence tells us that the Daily 15 contributes towards:

- increasing physical activity levels
- readiness to learn and engagement with learning.

It is the impact on children’s engagement with learning, through improved relationships with their teacher, improved focus and concentration and general happiness in the classroom that makes the Daily 15 an effective tool to use to contribute towards raising attainment in Dundee. The table below shows how the Daily 15 contributes to the attainment measures:

<table>
<thead>
<tr>
<th>RAISING ATTAINMENT</th>
<th>ATTENDANCE</th>
<th>INCLUSION</th>
<th>ENGAGEMENT</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Pupils appear happier.”</td>
<td>“Pupils’ relationship with teacher improves”</td>
<td>“Pupils are more ready to learn”</td>
<td>“I feel confident about myself doing the Daily 15”</td>
</tr>
<tr>
<td></td>
<td>“I feel healthier because I do the Daily 15”</td>
<td>“I feel part of my school by doing the Daily 15”</td>
<td>“Pupils are more focussed”</td>
<td>“I enjoy doing Daily 15”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Pupils are calmer and less restless”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is the Dundee “Daily 15”? 

The Dundee “Daily 15” model is 15 minutes of physical activity a minimum of 3 times per week, aspiring to every day.

Expectations

The Daily 15...

- starts from the time you leave the classroom to the time you return to the classroom
- must take place at least three times per week
- is recorded on both your class and weekly timetables
- is responsive to class needs – e.g. brain break, energy burner
- has children moving for full 15mins – no down time
- includes moderate to vigorous physical activity
- takes place outside at least once a week
- offers personalisation and choice – include a variety of activities over the term
- is time efficient as children don’t get changed for Daily 15 - suitable footwear and jackets/coats should be worn if required
- works best when teachers lead by example and are active role models
- links to the E’s and O’s therefore children should be aware of the reasons and benefits
- can include interventions such as Active Play
- encourages you to use your own resources, which are developmentally appropriate

Please note - given the nature of physical education, children will experience moderate to vigorous physical activity during PE. Since time is premium, it is suggested you don’t do the Daily 15, in addition to PE, on PE days.

I have noticed more children enjoying the Daily 15 and being enthusiastic to do it. The children are more focussed and ready to learn after doing the Daily 15. The physical fitness of some is definitely improving as I see them building stamina and speed.

Craigiebarns Primary School
Teachers are encouraged to use a variety of activities and resources to deliver the Daily 15. A list of possible resources are listed below - remember all activities are to be age and stage appropriate.

**Daily Mile** (Run, jog or walk for 15 minutes)
https://thedailymile.co.uk

**Take Your Marks**
https://takeyourmarks.co.uk

**Go Noodle**
https://gonoodle.com

**Just Dance**
https://www.youtube.com/results?search_query=just+dance

**Dice Roll Exercises (Pinterest)**
https://www.pinterest.co.uk/search/pins/?q=dice%20roll%20exercises&rs=typed&term_meta[]=dice%7Ctyped&term_meta[]=roll%7Ctyped&term_meta[]=exercises%7Ctyped

**Circuits**

**PE Circuit Stations**
https://www.twinkl.co.uk/resource/cfe2-pe-70-pe-circuit-station-display-posters-english

**Fitness Challenge Cards**
https://www.twinkl.co.uk/resource/nz-pe-1-fitness-challenge-cards

**Fitness Bingo**
https://www.twinkl.co.uk/resource/nz-pe-20-fitness-bingo

**Fitness Cubes Activity**
https://www.twinkl.co.uk/resource/nz-pe-21-fitness-cubes-activity
Top Tips for Teachers

- Children can be included in leading the physical activity
- Consolidate learning in other curricular areas and develop multi-tasking abilities, eg. counting in sevens, playing word association / rhyming games as they jog with a partner, taking a ball and throwing it every 7th step for themselves to catch
- Create flash cards for circuits and games
- Choose a child to be responsible for completion of the recording form
- Use the Daily 15 to make children aware of energy balance (energy in / energy out)
- Many teachers use the Daily 15 as a “brain break” in the afternoon
- You can use Cosmic Kids Yoga [https://www.youtube.com/channel/UC5uI2K0ZZeQDQo_Gsi_gbQ](https://www.youtube.com/channel/UC5uI2K0ZZeQDQo_Gsi_gbQ) to calm the children after their moderate to vigorous activity outside

Children all enjoy it and benefit holistically, physically, emotionally and socially. It also benefits the staff to get to know the children better outwith the classroom setting. Super idea!

_St Mary’s RC Primary School_

The ‘Daily 15’ refreshes the children and improves concentration afterwards.

_St Ninian’s RC Primary School_
How does the Daily 15 contribute to the Curriculum for Excellence?

Health and Wellbeing Across Learning: Responsibilities of All

Learning in through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at breaktimes, lunchtimes, within and beyond the place of learning. The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life as well as contributing to mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

Health and Wellbeing E’s and O’s

In addition to planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community.

Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space (HWB 1-25a)

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. (HWB 0-25a)

I know that being active is a healthy way to be. (HWB 0-27a)

I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. (HWB 0-28a)

I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. (HWB 1-27a)

I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. (HWB 2-27a / HWB 3-27a)

I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. (HWB 1-28a)

I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. (HWB 2-28a / HWB 3-28a)

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health (HWB 0-15a / HWB 1-15a / HWB 2-15a)

I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. (HWB 2-25a)

I am explaining the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. (HWB 1-27a)

I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. (HWB 1-28a)
The NHS also provides the following guidelines on physical activity for 5-18 year olds:

To maintain a basic level of health, children and young people aged 5 to 18 need to do:

- **at least 60 minutes of physical activity every day** - this should range from moderate activity, such as cycling and playground activities, to vigorous activity, such as running and tennis.

- **on 3 days a week** these activities should involve exercises for **strong muscles and bones**, such as swinging on playground equipment, hopping and skipping, and activities such as gymnastics or tennis.

Based on these guidelines the Daily 15 should include a variety of activities. This should include moderate to vigorous physical activity as well as exercises for strong muscles and bones.

**Guide to Physical Activity for Children & Young People**

PDF available at:


---

I feel that on the whole children have really enjoyed “Daily 15” and their stamina has increased. It also surprised me how unfit some children are.”

Claypotts Castle Primary School

---

For further information please contact:

Audrey White, Senior Officer (Health and Wellbeing)

Email: audrey.white@dundeecity.gov.uk

Tel: 01382 436921
1.0 PURPOSE OF REPORT

1.1 This report informs the Children and Families Services Committee of the progress of Dundee’s pupils in relation to Curriculum for Excellence and Senior Phase attainment and other related outcome measures. CfE Teacher Judgements are based on returns submitted to the Scottish Government in August 2018 and published in December 2018. Senior phase attainment data for S4-S6 school leavers in academic session 2017-18 has been extracted from the national Insight Senior Phase Benchmarking Tool. In the final section of the report, ‘The Way Forward’ a number of ongoing plans for improvement are outlined.

2.0 RECOMMENDATIONS

2.1 It is recommended that members of the Children and Families Services Committee note the contents of this report.

2.2 It is also recommended that the committee approves the submission of an interim report on a new city-wide Schools’ Improvement Plan in January 2020, reporting on the first six months of progress.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 EARLY YEARS DEVELOPMENTAL MILESTONES

4.1 From 2013-2017, the percentage of children meeting their developmental milestones in Dundee, has continued to improve and is consistently and significantly above the Scottish average. In 2017/18 Dundee had the best performance amongst our comparator Local Authorities.

The milestones used to record children’s development are assessed between 27 and 30 months by Health Visitors and Parents/Carers and are as follows:

- Sensory Development
- Social, Emotional & Behavioural
- Cognitive Development
- Speech & Language
- Gross Motor
- Fine Motor
Attention Development

Hearing & Vision Development (Partnership Working)

Table 1: LGBF early years developmental milestones data

| LGBF Indicator – CHN17 Percentage of children meeting developmental milestones |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Dundee City                 | 75.53                      | 74.90                      | 77.83                      | 75.98                      | 80.42                      |
| Scotland                    | 70.86                      | 71.56                      | 72.38                      | 66.15                      | 57.11                      |

5.0 CURRICULUM FOR EXCELLENCE (CfE) ATTAINMENT

5.1 Curriculum for Excellence is designed to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. This is the third year for which Scottish teacher judgements of pupils’ progress through the Curriculum for Excellence levels of achievement in literacy and numeracy have been collected. The data, outlined in Table 2 to Table 7, shows levels of achievement over the last three years. It should be noted that nationally this data is considered as experimental in nature. Evidence of moderation with standardised assessment data and SQA data would indicate that the data in Dundee is becoming more robust.

5.2 Data on three organisers of the literacy curriculum (reading, writing, and listening and talking) is collected. In 2018 the Scottish Government introduced a literacy measure to the National Improvement Framework (NIF). A pupil is required to achieve a level in all three organisers in order to be credited with achieving that level in literacy. The literacy measure for 2016 and 2017 shown in the tables Table 2 to Table 7 has been calculated retrospectively and shown in italics.

5.3 In addition, as part of the National Improvement Framework the Scottish Government introduced an overall measure of primary school attainment: P1, 4, 7 combined. The Scottish Government have produced figures for this year and again local retrospective figures have been calculated for June 2016 and June 2017 (shown in italics in Table 2 to Table 7).

5.4 Achievement of expected levels in literacy in Dundee primary schools has generally improved over the past three years, with the exception of writing in stages P1 and P4 in 2017/18.

5.5 Achievement in numeracy has been generally improving in Dundee primary schools, particularly in P7. At third level (by the end of S3 for most pupils), achievement in literacy and numeracy has fluctuated. There was an increase in the percentage of pupils achieving the expected CfE level between June 2016 and June 2017.

5.6 It is positive to note that accuracy of Dundee’s CfE Teacher Judgements are improving and we can have greater confidence in their precision. We continue to have a focus on teacher moderation and judgement through high quality professional dialogue and professional learning. After an improvement in 2016/17, achievement of CfE Third Level or better in stage S3 has fallen in 2017/18. Detailed analysis of school returns suggests that secondary schools should continue to improve the consistency, reliability and robustness of teachers’ judgements through on-going moderation within and across schools.

Improvements in literacy and numeracy are also being addressed as outlined in Section 7, The Way Forward.
Table 2: Percentage of pupils in Dundee achieving expected CfE level (Green cells indicate year on year improvement)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Area</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Reading</td>
<td>78%</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>P1</td>
<td>Writing</td>
<td>70%</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>P1</td>
<td>Listening &amp; Talking</td>
<td>83%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>P1</td>
<td>Literacy</td>
<td>66%</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>P1</td>
<td>Numeracy</td>
<td>78%</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>P4</td>
<td>Reading</td>
<td>71%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>P4</td>
<td>Writing</td>
<td>62%</td>
<td>66%</td>
<td>65%</td>
</tr>
<tr>
<td>P4</td>
<td>Listening &amp; Talking</td>
<td>78%</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>P4</td>
<td>Literacy</td>
<td>58%</td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td>P4</td>
<td>Numeracy</td>
<td>66%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>P7</td>
<td>Reading</td>
<td>61%</td>
<td>73%</td>
<td>76%</td>
</tr>
<tr>
<td>P7</td>
<td>Writing</td>
<td>51%</td>
<td>62%</td>
<td>69%</td>
</tr>
<tr>
<td>P7</td>
<td>Listening &amp; Talking</td>
<td>66%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>P7</td>
<td>Literacy</td>
<td>48%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>P7</td>
<td>Numeracy</td>
<td>49%</td>
<td>60%</td>
<td>71%</td>
</tr>
<tr>
<td>P1,4,7 combined</td>
<td>Reading</td>
<td>70%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>P1,4,7 combined</td>
<td>Writing</td>
<td>61%</td>
<td>67%</td>
<td>69%</td>
</tr>
<tr>
<td>P1,4,7 combined</td>
<td>Listening &amp; Talking</td>
<td>76%</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>P1,4,7 combined</td>
<td>Literacy</td>
<td>58%</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>P1,4,7 combined</td>
<td>Numeracy</td>
<td>65%</td>
<td>70%</td>
<td>74%</td>
</tr>
<tr>
<td>S3, 3rd +</td>
<td>Reading</td>
<td>88%</td>
<td>92%</td>
<td>85%</td>
</tr>
<tr>
<td>S3, 3rd +</td>
<td>Writing</td>
<td>87%</td>
<td>91%</td>
<td>86%</td>
</tr>
<tr>
<td>S3, 3rd +</td>
<td>Listening &amp; Talking</td>
<td>88%</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>S3, 3rd +</td>
<td>Literacy</td>
<td>84%</td>
<td>89%</td>
<td>84%</td>
</tr>
<tr>
<td>S3, 3rd +</td>
<td>Numeracy</td>
<td>79%</td>
<td>84%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Table 3: Percentage of pupils achieving expected CfE levels in reading by stage, compared to National

<table>
<thead>
<tr>
<th></th>
<th>P1 Early Level</th>
<th>P4 First Level</th>
<th>P7 Second Level</th>
<th>P1, P4 and P7 combined (expected level)</th>
<th>S3 Third Level or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
</tr>
<tr>
<td>2015/16</td>
<td>78</td>
<td>81</td>
<td>71</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2016/17</td>
<td>78</td>
<td>80</td>
<td>73</td>
<td>77</td>
<td>75</td>
</tr>
<tr>
<td>2017/18</td>
<td>80</td>
<td>81</td>
<td>74</td>
<td>77</td>
<td>77</td>
</tr>
</tbody>
</table>

Table 4: Percentage of pupils achieving expected CfE levels in writing by stage, compared to National

<table>
<thead>
<tr>
<th></th>
<th>P1 Early Level</th>
<th>P4 First Level</th>
<th>P7 Second Level</th>
<th>P1, P4 and P7 combined (expected level)</th>
<th>S3 Third Level or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
</tr>
<tr>
<td>2015/16</td>
<td>70</td>
<td>78</td>
<td>62</td>
<td>69</td>
<td>61</td>
</tr>
<tr>
<td>2016/17</td>
<td>73</td>
<td>77</td>
<td>66</td>
<td>71</td>
<td>67</td>
</tr>
<tr>
<td>2017/18</td>
<td>72</td>
<td>78</td>
<td>65</td>
<td>72</td>
<td>69</td>
</tr>
</tbody>
</table>

Table 5: Percentage of pupils achieving expected CfE levels in listening & talking by stage, compared to National

<table>
<thead>
<tr>
<th></th>
<th>P1 Early Level</th>
<th>P4 First Level</th>
<th>P7 Second Level</th>
<th>P1, P4 and P7 combined (expected level)</th>
<th>S3 Third Level or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
</tr>
<tr>
<td>2015/16</td>
<td>83</td>
<td>85</td>
<td>78</td>
<td>81</td>
<td>76</td>
</tr>
<tr>
<td>2016/17</td>
<td>87</td>
<td>85</td>
<td>82</td>
<td>83</td>
<td>82</td>
</tr>
<tr>
<td>2017/18</td>
<td>89</td>
<td>87</td>
<td>83</td>
<td>85</td>
<td>85</td>
</tr>
</tbody>
</table>

Table 6: Percentage of pupils achieving expected CfE levels in literacy by stage, compared to National

<table>
<thead>
<tr>
<th></th>
<th>P1 Early Level</th>
<th>P4 First Level</th>
<th>P7 Second Level</th>
<th>P1, P4 and P7 combined (expected level)</th>
<th>S3 Third Level or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
</tr>
<tr>
<td>2015/16</td>
<td>66</td>
<td>-</td>
<td>58</td>
<td>-</td>
<td>58</td>
</tr>
<tr>
<td>2016/17</td>
<td>70</td>
<td>-</td>
<td>64</td>
<td>-</td>
<td>65</td>
</tr>
<tr>
<td>2017/18</td>
<td>69</td>
<td>75</td>
<td>62</td>
<td>69</td>
<td>65</td>
</tr>
</tbody>
</table>

Table 7: Percentage of pupils achieving expected CfE levels in numeracy by stage, compared to National

<table>
<thead>
<tr>
<th></th>
<th>P1 Early Level</th>
<th>P4 First Level</th>
<th>P7 Second Level</th>
<th>P1, P4 and P7 combined (expected level)</th>
<th>S3 Third Level or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
<td>Dundee</td>
<td>National</td>
</tr>
<tr>
<td>2015/16</td>
<td>78</td>
<td>84</td>
<td>66</td>
<td>73</td>
<td>65</td>
</tr>
<tr>
<td>2016/17</td>
<td>79</td>
<td>83</td>
<td>70</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2017/18</td>
<td>80</td>
<td>85</td>
<td>70</td>
<td>76</td>
<td>74</td>
</tr>
</tbody>
</table>
6.0 SECONDARY SENIOR PHASE ATTAINMENT

6.1 Insight

Insight is the national online benchmarking tool for secondary schools and local authorities. It is designed as an improvement tool to aid schools and local authorities in understanding performance in the senior phase of secondary education. Insight was developed by the Scottish Government and partners with input from a range of key stakeholders including school leaders; teachers; parents; Directors of Education and Quality Improvement Officers. Insight is aligned with the Curriculum for Excellence and the SQA assessment framework and is available to teaching staff in secondary schools. It is designed to present data in an easy to interpret way and inform school improvement.

6.2 National Benchmarking data in Insight is based on school leavers and includes details of pupil leaving destinations. Leavers’ data is not fully available until the end of each calendar year and the annual update of leaver data does not take place until the following February. This year’s data is based on the 1,198 senior phase pupils who left school during academic session 2017-18.

6.3 Insight data is used by Education Scotland in their Parentzone website to provide parents with information on their local schools through the School Information Dashboard. Education Scotland will also use Insight prior to and during school inspection visits. It is used by schools when producing their annual School Improvement reports and is used by the Children and Families Service during school attainment and achievement reviews.

6.4 Insight publishes the following four National Benchmarking Measures for each school and local authority:

- Percentage of Leavers Attaining Literacy and Numeracy
- Percentage of School Leavers in an initial Positive Destination
- Average Total Tariff Score
- Attainment versus Deprivation

6.5 The Attainment Gap

Dundee is committed to reducing the gap between the attainment of pupils in deprived areas and those in less-deprived areas. Figure 1 and Figure 2 show attainment in literacy and numeracy at SCQF levels 4, or better, and SCQF level 5, or better, for the past five years; broken down by deprivation group. Data for Dundee and its Virtual Comparator is also presented in Table 8 and Table 9. Over the past five years the gap between pupils living in the most deprived areas and the rest of Dundee has been decreasing. In 2014 the gap in Literacy and Numeracy attainment at SCQF level 4 between pupils living in the most and least deprived areas was 19.5 percentage points. By 2016 this gap had reduced to 12.5 percentage points, better than our virtual comparator. The gap did widen slightly in 2017 and although the gap reduced again in 2018 this was due to a decline in attainment for pupils in less deprived areas. The same gap at SCQF level 5 reduced from 27.1 percentage points to 23.2 by 2017. Leavers from both more and less deprived areas saw an overall dip in literacy and numeracy attainment at SCQF level 5 in 2018. The virtual comparator also displays this same dip in SCQF 5 attainment in 2018 which implies that this was not just a Dundee phenomenon.
Table 8: Percentage of school leavers achieving literacy and numeracy at SCQF level 4 or better, by deprivation group. Dundee and its Virtual Comparator

<table>
<thead>
<tr>
<th></th>
<th>Dundee City Council</th>
<th>Virtual Comparator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
<td>2015</td>
</tr>
<tr>
<td>SIMD Quintiles 2-5</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>SIMD Quintile 1</td>
<td>68%</td>
<td>76%</td>
</tr>
<tr>
<td>Gap (pp)</td>
<td>19.5</td>
<td>13.5</td>
</tr>
<tr>
<td>SIMD Quintiles 2-5</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>SIMD Quintile 1</td>
<td>66%</td>
<td>77%</td>
</tr>
<tr>
<td>Gap (pp)</td>
<td>20.8</td>
<td>14.0</td>
</tr>
</tbody>
</table>
Table 9: Percentage of school leavers achieving literacy and numeracy at SCQF level 5 or better, by deprivation group. Dundee and its Virtual Comparator

<table>
<thead>
<tr>
<th>IMD Quintiles 2-5</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMD Quintile 1</td>
<td>57%</td>
<td>60%</td>
<td>65%</td>
<td>68%</td>
<td>64%</td>
</tr>
<tr>
<td>Gap (pp)</td>
<td>27.1</td>
<td>24.2</td>
<td>24.9</td>
<td>23.2</td>
<td>24.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMD Quintiles 2-5</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMD Quintile 1</td>
<td>63%</td>
<td>68%</td>
<td>70%</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>Gap (pp)</td>
<td>28.0</td>
<td>25.8</td>
<td>26.7</td>
<td>25.6</td>
<td>24.6</td>
</tr>
</tbody>
</table>
6.6  Literacy and Numeracy

Figure 3: Percentage of Leavers Attaining Literacy and Numeracy

Table 10: Percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5 or better for Dundee City and its virtual comparator for the last five academic sessions. Dundee saw steady improvement in the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better between 2014 and 2017. In 2018 performance saw a decrease with 83.5% of Dundee’s school leavers attaining literacy and numeracy at SCQF level 4 or better. This is lower than the achievement of the virtual comparator where 86% attained literacy and numeracy at SCQF level 4 or better.

6.7 At SCQF level 5 or better Dundee also saw improvement to 2017 followed by a decrease in 2018 to 54.3% of Dundee’s leavers attaining literacy and numeracy. This was much lower than the virtual comparator of whom 60.6% attained literacy and numeracy at SCQF level 5 or better.

6.9 Although, over the five years shown the overall trend within Dundee is one of improvement there are still significant challenges. At SCQF Level 4 we have plateaued or declined since 2016. At SCQF Level 5 we are consistently 5 or 6 percentage points behind our virtual comparator. The Children & Families Service recognise the need to accelerate the rate of improvement. Planned steps to do so are outlined in Section 7, The Way Forward.

6.10 Dundee as a corporate parent is also committed to improving outcomes for looked after/care experienced children and young people. Table 11 shows the literacy and numeracy attainment for our looked after school leavers. The actual number of looked after leavers in any one year is relatively small. This leads to certain inevitable statistical fluctuations in year-on-year results. However, the overall trend at both SCQF levels 4 and 5 is one of notable
improvement and 2018 has shown the highest levels of the past five years. This reflects a wide range of recent initiatives and improvement approaches for looked after/care experienced young people both when at home and in school. Such initiatives include: a new charter outlining a range of commitments, principles and standards from all Social Work, Teaching and Support staff; targeted support to kinship carers; enhanced nurturing approaches in children’s houses; the adoption of a new Inclusion Policy by Head Teachers; the use of LAC-specific additional funding to provide additional support to those at risk of exclusion; mentoring in all 8 secondary schools; and the extension of engagement and participation methods to allow children and young people’s voices to be heard.

Table 11: Percentage of looked after school leavers attaining literacy and numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>SCQF Level 4 or better</th>
<th>SCQF Level 5 or better</th>
<th>Number of Looked after Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>23.1</td>
<td>7.7</td>
<td>26</td>
</tr>
<tr>
<td>2015</td>
<td>25.0</td>
<td>0.0</td>
<td>16</td>
</tr>
<tr>
<td>2016</td>
<td>57.6</td>
<td>15.2</td>
<td>33</td>
</tr>
<tr>
<td>2017</td>
<td>40.0</td>
<td>8.0</td>
<td>25</td>
</tr>
<tr>
<td>2018</td>
<td>60.0</td>
<td>20.0</td>
<td>30</td>
</tr>
</tbody>
</table>

6.11 Leaver Initial Destinations

Post-school participation is monitored by Skills Development Scotland in their School Leaver Destination return. Insight triangulates this survey with the pupil and leaver censuses to calculate percentages of leavers entering a positive destination. Positive destinations include Higher Education, Further Education, Training, Voluntary Work, Employment and Activity Agreements. After an exceptional year in 2017 Dundee fell slightly in 2018 to 91.5%, the same as 2016. Over the five years shown in Figure 4 and Table 12 Dundee’s results have fluctuated up and down but the overall trend is positive. In 2017/18 Dundee saw its highest proportion of looked after school leavers entering a positive destination, 86.7%. This performance is notably higher than that across the Tayside Regional Improvement Collaborative.

Figure 4: Increasing post-school participation
### Table 12: Percentage of school leavers in a positive destination

<table>
<thead>
<tr>
<th>Year</th>
<th>Dundee City</th>
<th>Virtual Comparator</th>
<th>The Tayside Collaborative</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>90.9</td>
<td>91.5</td>
<td>92.4</td>
<td>92.5</td>
</tr>
<tr>
<td>2014/15</td>
<td>93.0</td>
<td>92.5</td>
<td>93.1</td>
<td>93.0</td>
</tr>
<tr>
<td>2015/16</td>
<td>91.5</td>
<td>91.7</td>
<td>93.8</td>
<td>93.3</td>
</tr>
<tr>
<td>2016/17</td>
<td>94.2</td>
<td>92.8</td>
<td>94.4</td>
<td>93.7</td>
</tr>
<tr>
<td>2017/18</td>
<td>91.5</td>
<td>92.9</td>
<td>94.3</td>
<td>94.4</td>
</tr>
</tbody>
</table>

6.12 Work to improve positive destinations for Looked After Children has focused on building additional support to help young people to overcome personal/social barriers and the creation of new pathways and opportunities. In addition to initiatives outlined in 6.10 above, such work has included:

- enhanced transition planning from secondary schools
- targeted mentoring to help young people access and sustain further education, training and employment, including our partnership with Breakthrough
- the implementation of Continuing Care for 18-21 year olds and removal of Council Tax for those in independent accommodation
- the co-location of Throughcare and After Care Services and Discover Opportunities to promote instant access to employability advice
- a new programme on life skills for young people with more complex and significant issues and a new programme on employability for those closer to the jobs market
- national funding for college bursaries
- updated Council recruitment processes for care leavers; and
- a locality based approach to identify and help engage with young people in negative destinations.

Following recent approval by Elected Members, the Council has also become a signatory to the Care Leavers Covenant which outlines 6 pillars of good practice from which a local action plan is being developed to address any remaining gaps in service provision and maintain progress both internally and with wider Corporate Parenting partners.

6.13 **Improving Attainment for All**

Insight uses Tariff scales/points to provide a summary view of a wide range of achievement and different awards from a variety of providers. Tariff scores are based on the latest and best results a pupil achieves at school. For example, if a pupil has National 5 French and Higher French only the tariff points from the Higher award would be counted. Table 13 shows some example tariff scores. It can be seen that at each SCQF level increment, the tariff score more than doubles. Significantly, a pupil attempting Advanced Highers in S6 has the potential to gain considerably more points than a pupil leaving with only Highers or National 5’s. An S4 pupil with six awards at National 4 would score just under 200 points. A high achieving S6 pupil with six National 5’s, five Highers and three Advanced Highers could have around 2,000 points. Insight divides each cohort into three sections for the Improving attainment for all measures: the top attaining 20% of pupils, the middle 60% and the lowest 20%.
### Table 13: Example tariff scores for National awards

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade C</th>
<th>Grade A</th>
</tr>
</thead>
<tbody>
<tr>
<td>National 4</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>National 5</td>
<td>64</td>
<td>84</td>
</tr>
<tr>
<td>Higher</td>
<td>160</td>
<td>204</td>
</tr>
<tr>
<td>Advanced Higher</td>
<td>400</td>
<td>480</td>
</tr>
</tbody>
</table>

### Table 14: Average Complementary Tariff Points

<table>
<thead>
<tr>
<th>Year</th>
<th>Lowest attaining 20%</th>
<th>Middle attaining 60%</th>
<th>Highest attaining 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dundee City</td>
<td>Virtual Comparator</td>
<td>Dundee City</td>
</tr>
<tr>
<td>2013/14</td>
<td>106</td>
<td>120</td>
<td>492</td>
</tr>
<tr>
<td>2014/15</td>
<td>114</td>
<td>137</td>
<td>544</td>
</tr>
<tr>
<td>2015/16</td>
<td>108</td>
<td>117</td>
<td>540</td>
</tr>
<tr>
<td>2016/17</td>
<td>110</td>
<td>134</td>
<td>571</td>
</tr>
<tr>
<td>2017/18</td>
<td>82</td>
<td>113</td>
<td>487</td>
</tr>
</tbody>
</table>

### 6.14 Across Scotland local authorities and schools have different curriculum models in the senior phase. For instance, some authorities offer seven or even eight subject options in S4, whereas Dundee offers the CfE recommended six. This makes it hard to benchmark tariffs between authorities as pupils sitting eight subjects have the opportunity to accrue more points than those sitting six. To address this the Insight tool introduced a complementary tariff scale. The complementary tariff only includes a pupil’s results from their best 120 SCQF credits: generally speaking a pupil’s best five results.

### Figure 5: Average Complementary Tariff Points

<table>
<thead>
<tr>
<th>Year</th>
<th>Lowest attaining 20%</th>
<th>Middle attaining 60%</th>
<th>Highest attaining 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>106</td>
<td>120</td>
<td>492</td>
</tr>
<tr>
<td>2014/15</td>
<td>114</td>
<td>137</td>
<td>544</td>
</tr>
<tr>
<td>2015/16</td>
<td>108</td>
<td>117</td>
<td>540</td>
</tr>
<tr>
<td>2016/17</td>
<td>110</td>
<td>134</td>
<td>571</td>
</tr>
<tr>
<td>2017/18</td>
<td>82</td>
<td>113</td>
<td>487</td>
</tr>
</tbody>
</table>

### 6.15 Dundee’s tariff scores fell in 2017/18. Because of the wide range of tariff points attributed to each level of award (Table 13) this Insight measure is therefore very sensitive to variations in the make-up of the senior phase and the composition of senior phase leavers. In 2015/16 Dundee had an unusually high level of S4 leavers. In consequence of this by 2017/18 the proportion of the senior phase in S6 was lower than usual with a corresponding increase in the proportion of S5 pupils. The average S5 leaver has 330 tariff points compared to over 800
Overall attainment for looked after school leavers shows an improving trend over five years (Table 15). The small number of looked after pupils that leave in any one year does lead to fluctuation year on year, for instance the drop in 2017/18 in complementary tariff score for the highest attaining 20% is based on the results of only six looked after school leavers. Although the overall trend is improving there is still a large gap between looked after pupils and the rest of the school population. The highest attaining 20% of looked after leavers, on average, achieved less tariff points than the middle attaining 60% of all leavers. (Compare Table 15 with Table 14)

Table 15: Average complementary tariff score for looked after school leavers

<table>
<thead>
<tr>
<th>Year</th>
<th>Lowest attaining 20%</th>
<th>Middle attaining 60%</th>
<th>Highest attaining 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>12</td>
<td>103</td>
<td>433</td>
</tr>
<tr>
<td>2014/15</td>
<td>4</td>
<td>94</td>
<td>326</td>
</tr>
<tr>
<td>2015/16</td>
<td>37</td>
<td>148</td>
<td>526</td>
</tr>
<tr>
<td>2016/17</td>
<td>1</td>
<td>116</td>
<td>520</td>
</tr>
<tr>
<td>2017/18</td>
<td>28</td>
<td>152</td>
<td>413</td>
</tr>
</tbody>
</table>

Attainment versus Deprivation

There is a demonstrable correlation between pupils’ attainment and levels of deprivation. The Scottish Government and Local Authorities are committed to reducing the gap in attainment between those pupils living in deprived areas and those in less deprived areas. Figure 6 shows the relationship between attainment and deprivation for Dundee and Scotland. The size of the circles represents the proportion of pupils living in each Scottish Index of Multiple Deprivation decile.

Figure 6: Attainment v deprivation, Dundee and Scotland

Figure 7 shows Dundee’s attainment by deprivation decile compared with its Virtual Comparator. The relationship between attainment and deprivation in Dundee is broadly similar to the virtual comparator. Two deciles in Dundee (5 and 10) were noted as being much lower than the virtual comparator. Dundee continues to work to reduce that attainment gap for pupils living in deprived areas and some of this work is set out in sections 9 and 10 below.
7.0 The Way Forward

7.1 In seeking to improve the attainment and achievement of all school leavers there is a commitment to the delivery of a quality educational experience for all children and young people from the earliest stages of their educational journey. The Scottish Attainment Challenge and associated funding, including Pupil Equity Funding, remains key to accelerating improvements in young peoples’ attainment and narrowing of the poverty-related attainment gap. Following internal evaluation and external scrutiny and inspection of Dundee’s Attainment Challenge (March 2018) planned changes and adaptations to Dundee’s attainment challenge activity in session 2019/20 include:

- the creation of a single city-wide Schools’ Improvement Plan for Raising Attainment
- the involvement of 14 schools in improvement activity with the Robert Owen Centre for Educational Change
- the creation of a Children & Families Service Pedagogy Team aimed at improving the quality and consistency of high level learning and teaching across the service
- Increased activity supported by Dundee’s Attainment Advisor in formulating bespoke plans for school improvement supported by outcome measures (including gap measures) in the areas of attainment, attendance, inclusion, participation and engagement
- a strengthened approach to middle leadership in secondary schools through the introduction of Curriculum Leaders (Faculties)
- further diversification of the senior phase curriculum across secondary schools supported by the Partnership Senior Phase Review group
- working with Education Scotland to raise attainment across the S1-S3 broad general education (BGE)
- a continued focus on developing leadership at all levels
- a heightened focus on collaboration and benchmarking through increased activity within and beyond the Tayside Regional Improvement Collaborative
- continued activity taking forward the Developing Scotland’s Young Workforce priorities in Dundee
7.2 **City-Wide Schools’ Improvement Plan for Raising Attainment**

From session 2019/20 a city-wide Schools’ Improvement Plan for Raising Attainment will be introduced. Running in parallel with the Children & Families Service Annual Improvement Plan, the new plan aims to ensure improved consistency and quality across all schools in key areas including: leadership and management, service provision and attainment/achievement. The overarching purpose of the plan is to raise attainment and close attainment gaps at pace and with a sense of urgency. Amongst other things the plan will:

- ensure the implementation of robust self-evaluation procedures within all schools in relation to the quality of learning and teaching
- ensure consistent approaches to the use of data in monitoring, tracking and moderating pupils’ progress in learning
- support the development and improvement of the broad general education (BGE) curriculum across Dundee
- support implementation of improved approaches to reviewing schools’ performance in relation to pupils’ attainment.

This plan will also be supported by a city-wide Learning, Teaching and Moderation Strategy, currently in development for launching in session 2019/20.

7.3 **Robert Owen Centre for Educational Change**

From session 2019/20 Dundee City Council Children and Families Service will enter into a partnership with the renowned Robert Owen Centre for Educational Change (ROC) based in Glasgow University. Fourteen selected schools will be involved in this partnership. ROC will co-produce a bespoke programme of work taking into account each school’s specific requirements. The underpinning philosophy is to use research evidence, data approaches and collaborative enquiry to empower teachers, school leaders and other key stakeholders within the network to lead change and build capacity within their own setting. Dundee’s Attainment Advisor will work closely with ROC, link Education Officers and Education Psychologists to provide support for the schools involved.

7.4 **Children & Families Service Pedagogy Team**

Following confirmation of the year 5 Scottish Attainment Challenge bid, a Pedagogy Team will be created. The team will be comprised of a number of existing officers (currently spread throughout the Service) and augmented by the addition of a small number of new posts e.g. Education Support Officer Numeracy/Mathematics. Under the leadership of an existing Education Officer the team’s purpose will be to model and support the provision of high quality learning and teaching across all schools. In addition using evidenced based pedagogical approaches the team will provide targeted support to specific schools.

7.5 **Dundee’s Attainment Advisor**

To accelerate progress in raising attainment the Service continues to work closely with Paul Fleming, Education Scotland Attainment Adviser under the auspices of the Scottish Attainment Challenge. Whilst all Dundee schools are regarded as attainment challenge schools, the Attainment Advisor will have an increasing role in engaging with schools where more support is required to improve outcomes for learners. Such engagement will include a focus on moderation and improvements to the quality of teaching across Dundee schools.

7.6 **Middle Leadership in Dundee Secondary Schools – A Faculty Approach**

Following approval by the Policy and Resources Committee on 21 February 2019 (Article II of the minute of the meeting refers), it is planned to migrate to a Faculty - based approach to middle leadership in all Dundee secondary schools from the commencement of session 2020/21. This change is intended to strengthen existing approaches to curriculum leadership,
management/organisation and delivery resulting in the improved wellbeing, achievement and attainment of learners.

7.7 **Diversification of the Senior Phase Curriculum**

In September 2018 a senior phase curriculum review group was convened charged with informing strategic improvements to the senior phase curriculum across all Dundee's secondary/special schools. The primary function of the review group is to raise pupils' attainment and achievement, at the point of leaving school, through the continued diversification of the secondary senior phase curriculum.

7.8 Led by an Education Manager the group is comprised of a range of key stakeholders including school leaders, the city's Universities, Dundee & Angus College, Skills Development Scotland, other Council Services and central officers from the Children & Families Service.

Key activity to date has included:

- Completion of wider attainment and achievement audits to support benchmarking across secondary schools regarding current and future curriculum offers. It is envisaged that this work will be instrumental in extending the number of pupils participating within Foundation Apprenticeships, National Progression Awards, Professional Development Awards and Scottish Group Awards. Initial data based on pupil choices for school session 2019/20 indicates an increase in Foundation Apprenticeship uptake from 13 pupils (2018/19) to 113.
- The Future Skills College in partnership with Angus Council and Dundee and Angus College. 50 young people were involved last year in full time school/vocational work leading towards, full time college places and employer based MAs.
- Increased uptake in the two afternoon senior phase college programme has seen an uptake in applications for places from 300 in Academic session 2018/19 to over 600 in for the forthcoming session 2019/20.
- The creation of an ‘in-cloud’ resource hub to support the consistent delivery of National 1-National 3 courses across all 8 secondary schools.
- Engagement with secondary school Parent Council Chairs to inform the creation of a city-wide toolkit to be used by school staff in enhancing parents'/carers' knowledge of the evolving secondary curriculum. As a result, it is envisaged that parents/carers will be better placed to understand and support pupils' senior phase course choices within a rapidly evolving and diverse curriculum.
- Improvements to city-wide information exchange processes to support University/HE contextual admissions policies. Importantly such work will support the transition of priority groups of senior pupils to HE including young people residing in SIMD 1 and 2, care experienced young people, young carers and pupils in receipt of free school meals.
- Completion of a Partnership Seminar to share evolving practice regarding curriculum diversification across all 8 secondary schools.

7.9 **Education Scotland – S1-S3 Broad General Education**

Initial scoping has taken place with Education Scotland in relation to the S1-S3 BGE. Education Scotland will provide an opportunity for early collaboration and co-constructive, creative approaches to generating support for secondary practitioners in Dundee. We have met with Education Scotland’s curriculum team to explore in detail how this work can be taken forward, agreeing approaches and timescales to suit local needs. Approaches include: direct engagement with teachers; support with progression frameworks; professional understanding of moderation; transition and cross sector working and the creation of statements on good practice in learning, teaching and formative assessment across subject areas.
Leadership

Currently a range of professional development leadership opportunities exist for school leaders. This includes engagement with the Jane Mudd Partnership, Columba 1400 and the Education Scotland (SCEL). This will be extended in session 2019/20 to include:

- Professional learning opportunities for middle leaders in coaching and mentoring
- Further engagement with Education Scotland (SCEL) to develop teachers and middle leaders e.g. Middle Leadership programme
- Continued work with the Tayside Regional Improvement Collaborative leadership group to provide professional learning at all levels.

Collaboration and Benchmarking

Planned activity to progress collaboration and benchmarking activity within the Tayside Regional Improvement Collaborative (TRIC) and with other local authorities including our SOLACE benchmarking group include the following:

- continued engagement within the TRIC regarding primary and secondary school staffing models
- ongoing activity within the TRIC in key work streams including – improved approaches to learning and teaching, leadership, school improvement, numeracy, curriculum architecture and the use of evidence and research to inform practice
- the increased involvement of central officers and head teachers in benchmarking/improvement activity with similar local authorities and schools demonstrating significant success and improvement in raising attainment and improving outcomes for learners, including a bespoke partnership currently in the planning with the Chief Education Officer and the Education Team within Glasgow City.

Developing the Young Workforce

As outlined above, we are currently reviewing the Senior Phase and curriculum offer to pupils to ensure all learners have an appropriate curriculum choice and learner pathway to a positive and sustained future destination in partnership with colleges, universities, local employers and SDS. Such work includes greater diversification of course/qualifications within the senior phase including Foundation Apprenticeships, National Progression Awards and Professional Development Awards.

In continuing to deliver the Scottish Government’s policy on Developing Scotland’s Young Workforce, our aim is to ensure that all school leavers enter and sustain a positive destination at the point of exit from secondary school. This includes a clear focus on looked after/care experienced young people where there are recognised social and emotional barriers at both a local and national level. Underpinning this will be a continued focus on developing pupils’ skills for learning, life and work with a particular focus on literacy and numeracy. Key activity will include:

- the establishment of skills’ working groups in primary schools and cluster groups
- continued diversification of the senior phase school curriculum in partnership with local Universities and Colleges
- continued partnership working with Skills Development Scotland in enhancing pupils’ knowledge and understanding of career/vocational management and employment routes
- the roll out of Career Ready across all secondary schools
- an increased focus on improving the attainment of all Looked after Children, including the further recruitment and deployment of Breakthrough mentors for targeted young people
- continued use by schools of Scotland’s national careers advice website - My World of Work in supporting young people’s vocational decision making and career pathways
• the development of long term employer partnerships with schools to support teacher and pupil knowledge, understanding and awareness of the application of skills taught in schools to the workplace.

8.0 POLICY IMPLICATIONS

8.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

9.0 CONSULTATIONS

9.1 The Council Management Team were consulted in the preparation of this report.

10.0 BACKGROUND PAPERS

10.1 None.

PAUL CLANCY
Executive Director

April 2019