

City Chambers
DUNDEE
DD1 3BY

20th February, 2026

Dear Colleague

You are requested to attend a MEETING of the **CHILDREN AND FAMILIES COMMITTEE** to be held in the Council Chamber, City Chambers, City Square, Dundee and also to be held remotely on Monday, 2nd March, 2026 at 5.00pm.

The meeting will also be livestreamed to YouTube. Members of the Press or Public wishing to join the meeting as observers should follow this link www.dundee.gov.uk/live or alternatively they may attend in person.

Should you require any further information please contact Committee Services on telephone (01382) 434818 or by email at committee.services@dundee.gov.uk.

Yours faithfully

GREGORY COLGAN

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 RETAINING RESERVED PLACES IN SCHOOLS - Page 1

(Report No 51-2026 by the Executive Director of Children and Families Service, copy attached).

3 REVIEW OF THE SERVICE ESTATE – CONDITION AND SUITABILITY - Page 13

(Report No 52-2026 by the Executive Director of Children and Families Service, copy attached).

4 REVIEW OF THE SERVICE ESTATE- CAPACITIES AND ROLLS – Page 21

(Report No 50-2026 by the Executive Director of Children and Families Service, copy attached).

5 MENTAL HEALTH AND WELLBEING SUPPORT - Page 25

(Report No 49-2026 by the Executive Director of Children and Families Service, copy attached).

6 ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2024/25 - Page 35

(Report No 48-2026 by the Executive Director of Children and Families Service, copy attached).

ITEM No ...2.....

REPORT TO: CHILDREN AND FAMILIES COMMITTEE – 2 MARCH 2026

REPORT ON: RETAINING RESERVED PLACES IN SCHOOLS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 51-2026

1.0 PURPOSE OF REPORT

1.1 The Executive Director of the Children and Families Service is required to review the allocation of reserved places on an annual basis. This report proposes an allocation of reserved places in Dundee's schools for academic session 2026/2027.

2.0 RECOMMENDATION

2.1 The Committee is asked to:

- a approve the proposals for the allocation of reserved places in schools for the academic session 2026/2027 as outlined in Appendix 1; and
- b note the existing criteria for admission to school (Extract from Placing Request Guidelines) as outlined in Appendix 2.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 MAIN TEXT

4.1 Requests for places in Dundee schools for Primary 1 and S1 for the academic session starting in August 2026 must be submitted by the first Monday in February. The allocation of places will follow the Council's current procedures. Initially, places are given to children living in the school's catchment area (Priority 1). Any remaining places are then allocated based on the Council's Enrolment and Placing Request Guidelines. Details of the criteria for admission to school are given in Appendix 2 (Extract from Placing Request Guidelines).

4.2 In most schools the system outlined above means that all requests for places can be met. However, in a small number of schools the high demand for places from children living outwith the school catchment area means that all available places are filled at a given stage in the school. Families moving into the school catchment area, either after spaces are allocated or during the school session, may therefore not be able to secure a place in their catchment school for any of their children. This can result in children travelling to more distant schools as the catchment school is at capacity due to placing requests from outwith the catchment area. In more acute cases this situation can result in children from the same family attending different schools.

4.3 The Standards in Scotland's Schools etc. Act 2000 gave local authorities an additional right to refuse a placing request where the placing request is from a child who lives outwith the catchment area and placing the child in the school would prevent the Council from retaining reserved places at the school.

4.4 Reserved places are defined as those which are reasonably required to accommodate children likely to become resident in the catchment area of the school in the school session to which the placing request relates.

4.5 Dundee City Council wishes to see school accommodation used effectively and efficiently. To avoid disruption to education and to families it is desirable that places are available for children moving into the catchment area during the school session.

- 4.6 In previous years approval has been given to hold a number of places for children moving into the catchment area of schools which have previously experienced challenges in meeting these requests. The number of places is the minimum required at any one time. Places are therefore re-used during the session to accommodate requests from new Priority 1 children moving into the area. This can result in a reserved space being used more than once in any given session.
- 4.7 The following points should be noted concerning the deployment of reserved places:
- Reserved places are only created where space permits. Where the number of Priority 1 children enrolled fill a class to its maximum size, a reserved place cannot be created.
 - Reserved spaces take into account the projected number of children and young people who have either already enrolled in the catchment school or are holding places in the catchment school, and the number of placing requests received for each school by the closing date of first Monday in February.
 - When all reserved places have been used for Priority 1 children moving into the catchment area no more places can be granted. If a child then leaves the school roll that place will again be reserved for Priority 1 children moving into the catchment area and will be allocated to such children as required.
 - No Priority 1 child will be refused a place while a reserved place exists and has not already been allocated.
- 4.8 The allocation of reserved places is reviewed annually by the Executive Director of Children and Families Service based on the changing demand for places. This includes a review of the previous session's placing requests, knowledge of the planning capacity and current occupancy rates. The schools concerned and the allocation of reserved places for the academic session 2026/2027 are listed in Appendix 1.
- 4.9 The proposed allocation of reserved places will help to ensure that while parental choice is maintained wherever possible, that will not unduly restrict parents moving into an area from sending their child or children to their catchment school.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been subject to an Integrated Impact Assessment to identify impacts on Equality and Diversity, Fairness and Poverty, Environment and Corporate Risk. An impact, positive or negative, on one or more of these issues was identified. An appropriate senior manager has checked and agreed with this assessment. A copy of the Integrated Impact Assessment showing the impacts and accompanying benefits of/mitigating factors for them is included as an Appendix to this report.

6.0 CONSULTATION

- 6.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

7.0 BACKGROUND PAPERS

- 7.1 None.

Audrey May
Executive Director of Children and Families Service

Pamela Nesbitt
Strategic Education Manager

APPENDIX 1

ALLOCATION OF RESERVED PLACES IN DUNDEE SCHOOLS

School Session 2025/26

School	Allocation of Reserved Places 2025/26	Total No of Places 2025/26	Allocation of Reserved Places 2026/27	Total No of Places 2026/27
Barnhill PS	3 at P1, 1 per stage thereafter	9	3 at P1, 1 per stage thereafter	9
Blackness PS	6 at P1, 1 per stage thereafter	12	6 at P1, 1 per stage thereafter	12
Craigowl PS	3 at P1	3	3 at P1	3
Downfield PS	3 at P1	3	3 at P1	3
Eastern PS	3 at P1, 1 per stage thereafter	9	3 at P1, 1 per stage thereafter	9
Forthill PS	3 at P1, 1 per stage thereafter	9	3 at P1, 1 per stage thereafter	9
Our Lady's RC PS	5 at P1, 1 per stage thereafter	11	5 at P1, 1 per stage thereafter	11
Rosebank PS	5 at P1, 1 per stage thereafter	11	5 at P1, 1 per stage thereafter	11
St Andrew's RC PS	3 at P1	3	3 at P1	3
St Joseph's RC PS	5 at P1	5	5 at P1	5
St Mary's RC PS	2 at P1	2	2 at P1	2
St Ninian's RC PS	5 at P1	5	5 at P1	5
Ss Peter & Paul RC PS	5 at P1	5	5 at P1	5
Victoria Park PS	3 at P1	3	3 at P1	3
Greenfield Academy	8 in S1, S2 and S3	24	8 in S1, S2 and S3	24
Grove Academy	8 in S1, S2 and S3	24	8 in S1, S2 and S3	24
Harris Academy	8 in S1, S2 and S3	24	8 in S1, S2 and S3	24
Morgan Academy	8 in S1, S2 and S3	24	8 in S1, S2 and S3	24
St John's HS	8 in S1, S2 and S3	24	8 in S1, S2 and S3	24

APPENDIX 2

**DUNDEE CITY COUNCIL
CHILDREN AND FAMILIES SERVICES**

**PRIORITY SCHEME FOR ENROLLING PUPILS (INCLUDING PLACING REQUESTS) IN
PRIMARY AND SECONDARY SCHOOLS**

While parents/carers' wishes will be met whenever possible, if the number of places in any particular school is limited, priority for admission will be determined on the following basis:

Priority 1 Children normally permanently resident within the catchment of the specified school (see note 5).

Priority 2 Where the Executive Director of Children & Families considers that the particular needs of the pupil would only be met by attendance at the school (i.e. within an enhanced provision or sporting academy linked to the school).

Priority 3 Children not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family) in attendance at that school.

- The member of the extended family for whom the placing request has been made must have lived within that extended family for a period of at least 2 years.
- for Primary 1 entrance the following August, the sibling or qualifying relative must be in the present Primary 1 to Primary 6).
- for Secondary 1 entrance the following August, the sibling, or qualifying relative must be in the present S1 to S5

Priority 4 (Secondary only) Children on transfer to S1 who attended an associated primary of the secondary but are not normally resident in the catchment area of the secondary school (An associated primary school is one whose catchment area falls within the catchment area of the secondary school, except in the case of non-Dundee primary schools where the association is by specific arrangement and subsequently approved by Education Committee)

Priority 5 Children *living in Dundee City*, but not normally resident within the catchment area of the specified school and having no brother or sister (or relative permanently living at the same address as part of an extended family) in attendance at that school, and who did not attend an associated primary school.

Priority 6 Children *living outwith Dundee City*, not normally resident within the catchment area of the specified school and having no brother or sister (or relative permanently living at the same address as part of an extended family) in attendance at that school, and who did not attend an associated primary school.

Notes for Denominational Education

1. In denominational schools places within each priority category will be allocated first to children who have been baptised into the Roman Catholic Church. Thereafter places will be offered to other children.

Notes for P1 Admission and P7-S1 Transfer

2. In the unlikely event of there being insufficient spaces in a school to meet the needs of Priority 1.

Children who have enrolled on time (by the first Monday in February), spaces will be offered by reference to the shortest safe walking distance (as calculated by the DCC software system and GIS) between their normal place of residence and the school.

3. Where non catchment placing requests are received on time (by first Monday in February) and in the event of there being more requests than spaces within a priority grouping, spaces will be offered by reference to the shortest safe walking distance (as calculated by the DCC software system and GIS) between applicant's normal place of residence and the school.) See note 4 for exception.
4. Where placing requests are received on time for Priority 4 children (by first Monday in February) and in the event of there being more requests than spaces within the priority grouping, spaces will be offered by reference to the length of time the child has been enrolled in the associated primary school with the longer enrolment being given the highest priority. Following this, note 3 applies.
5. Certain Dundee Secondary Schools have associated primary schools that are outwith Dundee. These primary schools do not form part of the geographic catchment of the secondary school. However, at P7-S1 transfer all P7 pupils of the primary school who live in the catchment area of the associated primary school are given priority 1 status for the associated secondary school, but a placing request must be submitted by the first Monday in February.
6. Any placing request received after the closing date including late priority 1 applications, will only be processed after all on time applications have been allocated.

Notes for Waiting Lists

7. Priority 1 Children The names of Priority 1 children whose placing requests have been refused will be put on a waiting list in order of the date on which their placing request was made. For example, a child whose placing request was made on 1 May will have a higher priority than a child whose placing request was made on 1 June. In the event of there having been two or more placing requests made on the same day the child whose normal place of residence is closest to the school based on the shortest safe walking distance (as calculated by the DCC software and GIS) will have priority over the other children. In the case of flatted or multi story accommodation, priority will be given in the order Flat 1 before 2 or Flat A before B.
8. Priority 3, 4, 5 and 6 Children The names of Priority 3, 4, 5 and 6 children whose placing requests have been refused will be put on a separate waiting list in the order of their Priority. Within each Priority category (except Priority 4), children will be placed on the waiting list in order of the distance of their normal place of residence from the requested school. For example, for all priority categories except Priority 4, a child who lives one mile from the school will have a higher priority than a child who lives two miles from the school. For Priority 4, a child who has been enrolled in the associated primary school for 2 years will have a higher priority than a child who has been enrolled for one year. If a place subsequently becomes available at the school and there are no children on the Priority 1 waiting list it will be allocated to the child on the Priority 3 waiting list who has the highest priority. If there are no children on the Priority 3 waiting list it will be allocated to the child on the Priority 4 waiting list who has the highest priority. If there are no children on the Priority 4 waiting list it will be allocated to the child on the Priority 5 waiting list who has the highest priority. If there are no children on the Priority 5 waiting list it will be allocated to the child on the Priority 6 waiting list who has the highest priority. Places on the waiting list of denominational schools will be allocated based on baptismal certification then criteria as above.
9. Incoming Children Where children are to move into the catchment area of a school they will be treated as being Priority 1 from date of confirmation of their new address. Please note that from place being agreed, the child must be enrolled within six weeks of that date. If the child has not been enrolled within this timeframe, the place may be withdrawn.

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Integrated Impact Assessment

Committee Report Number: 51-2026

Document Title: Retaining Reserved Places in Schools

Document Type: Procedure

Description:

The Executive Director of Children and Families Service is required to review the allocation of places on an annual basis and this report proposes an allocation of reserved places for session 2026/2027.

Intended Outcome:

The Committee is asked to:

- a) approve the proposals for the allocation of reserved places in schools for the academic session 2026/2027 as outlined in Appendix 1; and
- b) note the existing criteria for admission to school (Extract from Placing Request Guidelines) as outlined in Appendix 2.

Period Covered: 02/03/2026 to 02/07/2027

Monitoring:

Ongoing review of placing requests leading to annual review of reserved places for next session

Lead Author:

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Director Responsible:

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Equality, Diversity and Human Rights

Impacts & Implications

Age: No Impact

Disability: No Impact

Gender Reassignment: No Impact

Marriage & Civil Partnership: No Impact

Pregnancy & Maternity: No Impact

Race / Ethnicity: No Impact

Religion or Belief: No Impact

Sex: No Impact

Sexual Orientation: No Impact

Are any Human Rights not covered by the Equalities questions above

impacted by this report? No

Fairness & Poverty

Geographic Impacts & Implications

Strathmartine:	Positive
Lochee:	Positive
Coldside:	Positive
Maryfield:	Positive
North East:	Positive
East End:	Positive
The Ferry:	Positive
West End:	Positive

Positive Implications:

It is desirable that places are available to children moving into the catchment area during the school session. The proposed allocation of reserved places will help to ensure that while parental choice is maintained whenever possible, that will not unduly restrict parents moving into an area from sending their child or children to the local school.

Household Group Impacts and Implications

Looked After Children & Care Leavers: No Impact

Carers: No Impact:

Household Group Impacts and Implications

Lone Parent Families: No Impact

Single Female Households with Children: No Impact

Greater number of children and/or young children: No Impact

Pensioners - single / couple: No Impact

Unskilled workers or unemployed: No Impact

Serious & enduring mental health problems: No Impact

Homeless: No Impact

Drug and/or alcohol problems: No Impact

Offenders & Ex-offenders: No Impact

Socio Economic Disadvantage Impacts & Implications

Employment Status: No Impact

Education & Skills: Positive

To avoid disruption to education and to families it is desirable that places are available to children moving into the catchment area during the school session.

Income: No Impact

Caring Responsibilities (including Childcare): No Impact

Affordability and accessibility of services: No Impact

Fuel Poverty: No Impact

Cost of Living / Poverty Premium: No Impact

Connectivity / Internet Access: No Impact

Income / Benefit Advice / Income Maximisation No Impact

Employment Opportunities: No Impact

Education: Positive

To avoid disruption to education and to families it is desirable that places are available to children moving into the catchment area during

Health: No Impact

Life Expectancy: No Impact

Mental Health: No Impact

Overweight / Obesity: No Impact
the school session.

Child Health: No Impact

Neighbourhood Satisfaction: No Impact

Transport: No Impact

Environment

Climate Change Impacts

Mitigating Greenhouse Gases: No Impact

Adapting to the effects of climate change: No Impact

Resource Use Impacts

Energy efficiency & consumption: No Impact

Prevention, reduction, re-use, recovery or recycling of waste: No Impact

Sustainable Procurement: No Impact

Transport Impacts

Accessible transport provision: No Impact

Sustainable modes of transport: No Impact

Natural Environment Impacts

Air, land & water quality: No Impact

Biodiversity: No Impact

Open & green spaces: No Impact

Built Environment Impacts

Built Heritage: No Impact

Housing: No Impact

Is the proposal subject to a Strategic Environmental Assessment (SEA)?

No further action is required as it does not qualify as a Plan, Programme or Strategy as defined by the Environment Assessment (Scotland) Act 2005.

Corporate Risk

Corporate Risk Impacts

Political Reputational Risk: No Impact

Economic/Financial Sustainability / Security & Equipment: No Impact

Social Impact / Safety of Staff & Clients: No Impact

Technological / Business or Service Interruption: No Impact

Environmental: No Impact

Legal / Statutory Obligations: Positive

By having this report and an agreement for reserved spaces, the service is in line with appropriate

legislation. Organisational / Staffing & Competence: No Impact

Corporate Risk Implications & Mitigation:

The risk implications associated with the subject matter of this report are "business as normal" risks and any increase to the level of risk to the Council is minimal. This is due either to the risk being inherently low or as a result of the risk being transferred in full or in part to another party on a fair and equitable basis. The subject matter is routine and has happened many times before without significant impact.

ITEM No ...3.....

REPORT TO: CHILDREN AND FAMILIES COMMITTEE – 2 MARCH 2026

REPORT ON: REVIEW OF THE SERVICE ESTATE – CONDITION AND SUITABILITY

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 52-2026

1.0 PURPOSE OF REPORT

1.0 This report provides an annual update on the condition and suitability of the learning estate and an update on completed and planned improvement work.

2.0 RECOMMENDATION

2.1 It is recommended that Committee notes the content of the report.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications directly arising from this report.

4.0 BACKGROUND

4.1 The Education Committee (Article I of the Minute of the Meeting of the Education Committee held on 12 December 2011, report 539-2011 refers) agreed that an annual update report on the school estate would be prepared for committee.

4.2 To align with annual reporting to Scottish Government and timeous reporting of information, School capacities and rolls will be reported following the September pupil census. Reporting of condition, suitability and planned building improvements will be reported following the Scottish Government Core Facts return in May.

5.0 CONDITION AND SUITABILITY

5.1 City Development review the condition and suitability of the learning estate on a yearly basis in line with Scottish Government guidance. Each establishment receives a rating for condition and for suitability on scale from A (good), B (satisfactory), C (poor), or D (bad).

5.2 A "C" rating of a property with planned works could influence and increase the grading. However other factors reducing the building performance during any given period could mean the grading remains the same when reassessed. In addition, investment may be required over more than one year to increase the overall grading. An overview of the entire school estate is considered when prioritising the works programme to ensure the schools remain operational and maintain compliance.

5.3 The condition and suitability gradings for each nursery, primary, secondary, and special school, as of May 2025 are included in Appendix 1. In summary:

5.3.1 All standalone nurseries are rated A or B for condition and for suitability.

5.3.2 Twenty-seven primary schools are rated A or B for condition; All thirty-three primary schools are rated A or B for suitability.

- 5.3.3 Six secondary schools are rated A or B for condition and for suitability. Braeview Academy and Craigie High School were closed at the end of academic session 2024/25. These were replaced by the new Greenfield Academy in August 2025.
- 5.3.4 Kingspark and Rockwell are rated A or B for condition and for suitability.
- 5.4 In session 2025/26, circa £1.495m investment was planned to further improve the condition of Barnhill, Blackness, Craigiebarns, Eastern and St Mary's primary schools all of which are currently graded as C for condition. Some of this work had to be deferred due to competing priorities, but the work will be undertaken in summer 2026 if not sooner.
- 5.5 The Children and Families Service collaborate with City Development on improvements to the learning estate. Appendix 2 provides a summary of the 2025/26 summer works, valued at approximately £2.1 million. The programme of projects for the 25/26 summer break was reprofiled to ensure works were carried out that may have effect on operational service. Accordingly, 3 projects at North East Campus, St. Mary's RC PS and St. Ninians RC PS were deferred to 26/27 summer programme ensuring a balanced and deliverable programme across the estate could be completed without disruption to the school term.

6.0 BUILDING SAFETY

- 6.1 There is a system in place to inspect, monitor, report, and fix defects in all Council nursery, primary, secondary, and special school buildings. Head Teachers act as Building Managers and are responsible for the safety of the property. In secondary schools, they are supported by Business Managers, while in primary and nursery schools, support comes from the Corporate Health & Safety Team.
- 6.2 Each school is assigned a Property Officer from City Development's Design & Property Services. These officers carry out a full building inspection once a year and conduct regular monthly checks. They also attend meetings with schools once a term to discuss health and safety matters.
- 6.3 In addition to these formal inspections, Building Managers, Co-ordinators, and school staff regularly check the buildings and report any concerns to the Property Officer. Mechanical, Electrical, and Property Officers assist with daily maintenance and repairs as needed. Specialist health and safety contracts are in place. These cover areas such as electrical testing, gas appliance checks, fire alarm servicing, and water quality assessments.
- 6.4 Every three years, City Engineers carry out detailed structural inspections across all school buildings. Any necessary structural repairs are prioritised and included in the capital plan for the next five years. Major works identified through these inspections are funded through the capital budget. Property Risk Management Surveys are also carried out in conjunction with insurance partners.
- 6.5 For the eight Dundee PPP schools, a facilities management contractor is responsible for inspections and maintenance. Any required work is handled through planned maintenance and funded through the lifecycle maintenance part of the contract.

7.0 REINFORCED AUTOCLAVED AERATED CONCRETE (RAAC)

- 7.1 Reinforced autoclaved aerated concrete (RAAC) has been used in part of the roof structure at two of our school buildings – St Fergus and Ardler Primary Schools and is regularly monitored and reviewed.
- 7.2 Management of RAAC in these properties entails six monthly inspections by the City Engineer and reflects relevant guidance provided by the construction industry and Scottish Government. The RAAC at each school is described as in good condition currently with no structural issues

apparent, accordingly both schools can safely continue to operate. Trial work has been undertaken in Ardler Primary School during Autumn 2025 with further pilot works to be undertaken Summer 2026, which will then inform any future remedial works.

8.0 FIRE SAFETY

8.1 Building Surveying Services continues to provide training for Head Teachers, Tayside Contracts staff, and Contract Managers who work in schools. The Corporate Health & Safety Team also offers presentations to help train duty holders, fire marshals, and fire stewards.

8.2 Fire Risk Assessments are reviewed every year, followed by fire safety audits. All schools have current and relevant Fire Risk Assessments, which are reviewed annually by a Fire Risk Assessor. Our Fire Safety Officer also regularly supports and advises Head Teachers, Business Managers, and Locality Support Officers to make sure fire safety procedures are maintained.

8.3 The Scottish Fire and Rescue Service (SFRS) no longer responds to Unwanted Fire Alarm Signals (UFAS). Instead, they now carry out themed audits by visiting a selection of schools each year.

9.0 ENERGY EFFICIENCY AND EMISSIONS OF THE SCHOOL ESTATE

9.1 The energy consumption and associated carbon emissions for Dundee City Council schools for the financial years 2022/23, 2023/24, and 2024/25 are shown in Appendix 3.

Schools are grouped into two categories:

- Secondary Schools
- Primary and Nursery Schools

9.2 Many primary and nursery schools share the same building and metering; therefore, they are reported together. Consumption refers to the total amount of billed gas and electricity (kWh) used within each financial year. Emissions refer to the total tonnes of CO₂ equivalent (tCO₂e) generated from this energy use.

9.3 The total school energy consumption decreased by 4.7% in 2023/24 and 4.8% in 2024/25 compared with the previous years due to a roll out in energy efficiency and capital works. There is a higher reduction in the secondary schools with the primary and nursery schools showing a smaller reduction.

9.4 The total school emissions decreased by 3.4% in 2023/24 and 4.8% in 2024/25. This has been achieved through measures such as incorporating energy management tools, improved energy efficiency measures and in some cases, switching to low carbon heating solutions.

9.5 Recent investment in the secondary estate following the opening of Drumgeith Community Campus will deliver greater improvements in emissions and energy from 2025/26 onwards.

10.0 POLICY IMPLICATIONS

10.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

11.0 CONSULTATIONS

- 11.1 The Council Leadership Team was consulted in the preparation of this report and are in agreement with its content.

12.0 BACKGROUND PAPERS

- 12.1 None.

Audrey May
Executive Director of Children and Families
Service

Paul Fleming
Head of Service – Education, Learning &
Inclusion

March 2026

APPENDIX 1**SUMMARY DATA ON THE SCHOOL ESTATE****Core facts on the school estate as of May 2025**

		Condition	Suitability
Rating A	Good	Performing well and operating efficiently	Performing well and operating efficiently
Rating B	Satisfactory	Performing adequately but showing minor deterioration	Performing well but with minor problems
Rating C	Poor	Showing major defects and/or not operating adequately	Showing major problems and/or not operating optimally
Rating D	Bad	Life expired and/or serious risk of imminent failure	Does not support the delivery of services to children and communities

Early Years Establishments

	Condition	Suitability
Balgay Hill Nursery	A	A
Balluniefield Nursery	A	A
Caird View Nursery	A	B
Coldside Nursery	A	A
Frances Wright Nursery	A	A
Hill View Nursery	A	B
Jessie Porter Nursery	A	A
Longhaugh Nursery	A	B
Menziesshill Nursery	A	A
Quarry View Nursery	A	A
Wallacetown Nursery	B	B
Woodlea Children's Centre	B	B

Primary/Secondary Schools

School Name	School Type	Overall Condition	Suitability of Estate
Ancrum Road Primary School	Primary	B	B
Ardler Primary School	Primary	B	B
Ballumbie Primary	Primary	A	A
Barnhill Primary School	Primary	C	B
Blackness Primary School	Primary	C	B
Camperdown Primary	Primary	A	A

Claypotts Castle Primary School	Primary	A	A
Cleington Primary School	Primary	B	B
Craigiebarns Primary School	Primary	C	B
Craigowl Primary School	Primary	A	A
Dens Road Primary School	Primary	B	B
Downfield Primary School	Primary	A	A
Eastern Primary School	Primary	C	B
Fintry Primary School	Primary	A	A
Forthill Primary School	Primary	B	B
Glebelands Primary School	Primary	B	B
Longhagh Primary School	Primary	A	A
Mill of Mains Primary School	Primary	B	B
Our Lady's RC Primary School	Primary	A	A
Rosebank Primary School	Primary	A	A
Rowantree Primary School	Primary	A	A
Sidlaw View Primary School	Primary	A	A
St Andrew's RC Primary School	Primary	A	A
St Clement's RC Primary School	Primary	A	A
St Fergus RC Primary School	Primary	C	B
St Joseph's RC Primary School	Primary	A	A
St Francis RC Primary School	Primary	A	A
St Mary's RC Primary School	Primary	C	B
St Ninian's RC Primary School	Primary	B	A
St Peter and Paul RC Primary School	Primary	B	B
St Pius' RC Primary School	Primary	B	B
Tayview Primary School	Primary	A	A
Victoria Park Primary School	Primary	A	A

Baldragon Academy	Secondary	A	A
Braeview Academy	Secondary	C	B
Craigie High School	Secondary	C	C
Grove Academy	Secondary	A	A
Harris Academy	Secondary	A	A
Morgan Academy	Secondary	B	B
St John's RC High School	Secondary	B	B
St Paul's RC Academy	Secondary	A	A
Kingspark School	Special	A	A
Rockwell Learning Centre	Special	B	B

Braeview and Craigie were open at the time of the assessments and, therefore, are included in the most recent Scottish Government data (School Estates Statistics 2025.)

APPENDIX 2**CAPITAL WORKS PROGRAMME****2025/26 - Proposed General upgrading works:**

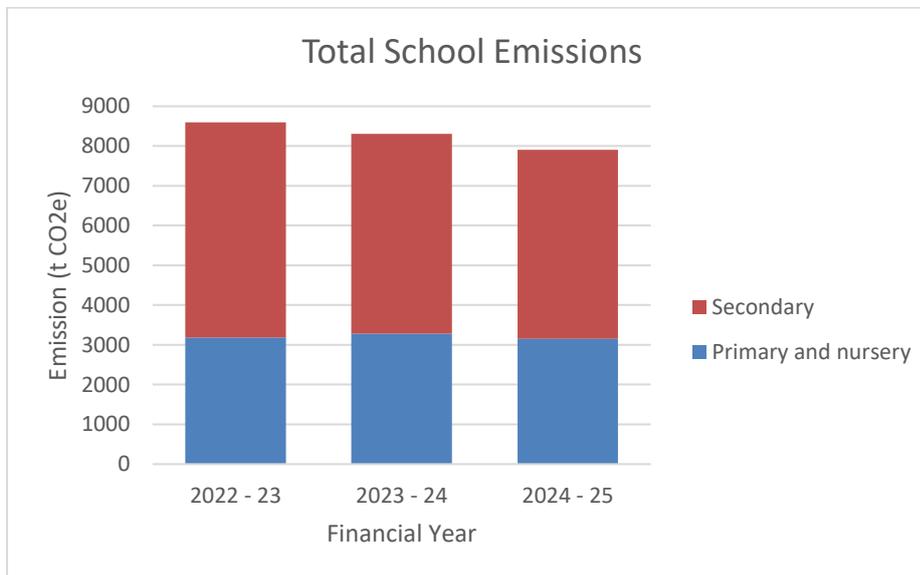
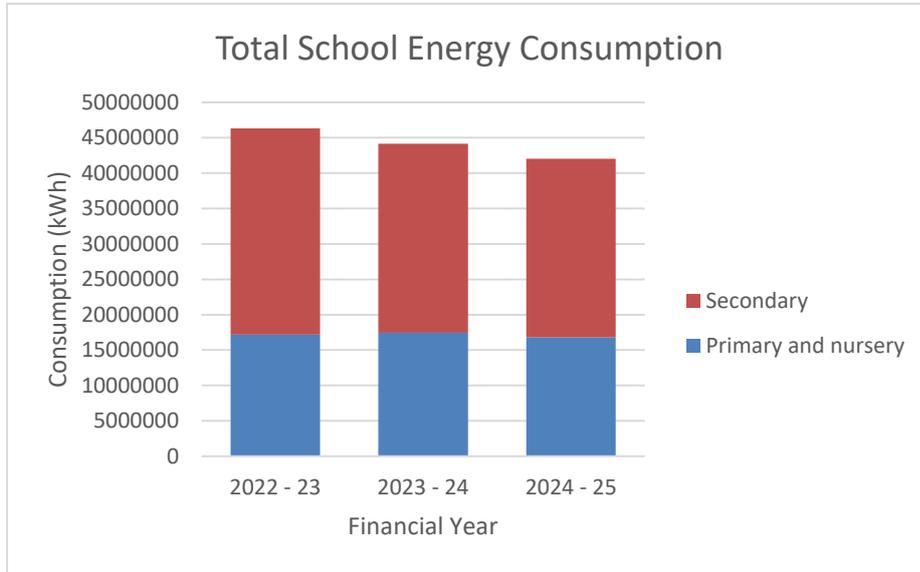
School	Works for 2025/26	Estimated value	Status
Barnhill PS	Electrical Upgrade Phase 4	£420,000	Complete
St Peter and Pauls PS	Replacement Internal Fire Doors	£100,000	Planning stage
Harris Academy	Underfloor heating works	£300,000	On site
North East Campus	Underfloor heating works	£140,000	Deferred to 26/27
Craigiebarns PS	Roof Covering Replacement – Phase 4	£450,000	Complete
St Marys PS	Roof Covering Replacement – Phase 4	£100,000	Deferred to 26/27
Eastern PS	Window Replacement Programme – Phase 1	£250,000	Complete
Eastern PS	Toilets Upgrade	£150,000	Complete
Blackness PS	Toilets Upgrade	£125,000	Complete
St Ninians PS	Toilets Upgrade	£65,000	Deferred to 26/27

Estimated total value £2.1m

APPENDIX 3

DUNDEE CITY COUNCIL SCHOOLS ENERGY CONSUMPTION AND EMISSIONS

(2022/23-2024/25)



ITEM No ...4.....

REPORT TO: CHILDREN AND FAMILIES COMMITTEE – 2 MARCH 2026

REPORT ON: REVIEW OF THE SERVICE ESTATE- CAPACITIES AND ROLLS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 50– 2026

1.0 PURPOSE OF REPORT

1.1 This report provides an annual update on the occupancy levels of the learning estate.

2.0 RECOMMENDATION

2.1 It is recommended that Committee:

- a notes the content of the report, and
- b instructs the Executive Director to provide an update in twelve months.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications associated with this report.

4.0 BACKGROUND

4.1 The Education Committee (Article I of the Minute of the Meeting of the Education Committee held on 12 December 2011, report 539-2011 refers) agreed that an annual update report on the school estate would be prepared for committee.

4.2 To align with annual reporting to Scottish Government and timeous reporting of information, School capacities and rolls will be reported following the September pupil census. Reporting of condition, suitability and planned building improvements will be reported following the Scottish Government Core Facts return in May.

5.0 SCHOOL CAPACITY

5.1 The planning capacity for schools is determined using a standard formula based on the Strathclyde Model, ensuring a consistent approach across the school estate. This involves calculating the square metres per child, using the total area allocated to learning spaces, to establish a school's size and the number of pupils it can accommodate.

5.2 Information regarding the planning capacity and occupancy level for each primary, secondary and special school is included in Appendix 1.

5.3 The total capacity across the primary estate is 13,261 pupils. At present 9,738 spaces are used, representing an occupancy level of 73%. The total capacity across the secondary estate is 9,619 pupils. At present 8,377 spaces are used, representing an occupancy level of 87%.

5.4 The Children and Families Service closely monitors the capacity of all schools and takes action to address any issues. This can include, for example, capping intakes, increasing the number of reserved places for priority 1 pupils, monitoring placing requests and if this continues to be a significant issue, reviewing catchment areas.

5.5 Action is taken each year to create reserved spaces in schools to try to ensure that Priority 1 pupils who move into a catchment area during the school year are granted a space. An annual report is presented to Committee for approval detailing the proposed number of reserved spaces in specific schools.

5.6 There are two schools recorded as having an occupancy level greater than 100%. These schools are using the flexibility within their accommodation to enable them to respond appropriately to the demands of specific class compositions, individual pupil needs and occupancy levels.

6.0 RESIDENTIAL CHILDCARE

6.1 The Council has a total of seven houses offering up to 39 beds, six houses offering accommodation for children and young people aged 6-21 years and one house delivering support for up to 6 care leavers aged 16- 24 years. This allows the service to extend options for young adults leaving care to have supported accommodation, including on return to the city from out of Authority placements.

6.2 The houses are registered services under the Care Inspectorate whose annual inspection reports identify houses where there are clear or emerging issues around the suitability and fabric of the buildings to meet the needs of the young people we care for.

7.0 POLICY IMPLICATIONS

7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

8.0 CONSULTATIONS

8.1 The Council Leadership Team was consulted in the preparation of this report and are in agreement with its content.

9.0 BACKGROUND PAPERS

9.1 None.

Audrey May
Executive Director of Children and Families
Service

Paul Fleming
Head of Service – Education, Learning &
Inclusion

March 2026

APPENDIX 1

SUMMARY DATA ON THE SCHOOL ESTATE

SCHOOL CAPACITIES, OCCUPANCY LEVELS AND CATCHMENT STATUS

Table 1: Primary School Capacities, Rolls and catchment status as of September 2025

School Name	Planning Capacity	Roll	Occupancy	Living in catchment	Outside catchment	% in catchment	% outside catchment
Ancrum Road	451	304	67%	172	132	57%	43%
Ardler	267	106	40%	71	35	67%	33%
Ballumbie Primary	676	386	57%	270	116	70%	30%
Barnhill	534	358	67%	283	75	79%	21%
Blackness	342	330	96%	131	199	40%	60%
Camperdown Primary	338	201	59%	154	47	77%	23%
Claypotts Castle	500	375	75%	309	66	82%	18%
Cleington	574	423	74%	304	119	72%	28%
Craigiebarns	367	284	77%	123	161	43%	57%
Craigowl	434	261	60%	160	101	61%	39%
Dens Road	292	241	83%	127	114	53%	47%
Downfield	434	271	62%	136	135	50%	50%
Eastern	459	354	77%	147	207	42%	58%
Fintry	434	334	77%	174	160	52%	48%
Forthill	651	447	69%	328	119	73%	27%
Glebelands	432	361	84%	185	176	51%	49%
Longhagh	371	273	74%	135	138	49%	51%
Mill of Mains	317	271	85%	185	86	68%	32%
Our Lady's RC	245	241	98%	182	59	76%	24%
Rosebank	278	294	106%	196	98	67%	33%
Rowantree	434	275	63%	220	55	80%	20%
Sidlaw View	440	204	46%	133	71	65%	35%
St Andrew's RC	484	455	94%	361	94	79%	21%
St Clement's RC	288	197	86%	156	41	79%	21%
St Fergus RC	367	177	48%	84	93	47%	53%
St Francis RC	392	296	76%	232	64	78%	22%
St Joseph's RC	367	327	89%	158	169	48%	52%
St Mary's RC	300	276	92%	207	69	75%	25%
St Ninian's RC	308	264	86%	181	83	69%	31%
Ss Peter and Paul RC	341	355	104%	253	102	71%	29%
St Pius' RC	242	146	60%	118	28	81%	19%
Tayview	660	441	67%	269	172	61%	39%
Victoria Park	242	210	87%	112	98	53%	47%

Table 2: Secondary School Capacities, Rolls and catchment status as of September 2025

School Name	Planning Capacity	Roll	Occupancy	Living in catchment	Outside catchment	% in catchment	% outside catchment
Baldragon Academy	1100	792	72%	641	151	81%	19%
Greenfield Academy	1879	1497	80%	1277	220	85%	15%
Grove Academy	1370	1345	98%	1137	208	85%	15%
Harris Academy	1507	1399	93%	1129	270	81%	19%
Morgan Academy	1065	997	94%	781	216	78%	22%
St John's RC High School	1393	1285	92%	1038	247	81%	19%
St Paul's RC Academy	1305	1062	81%	954	108	90%	10%

Table 3: Special School Capacities and Rolls as of September 2025

School Name	Planning Capacity	Roll	Occupancy
Kingspark School	172	168	98%
Rockwell Learning Centre	51	50*	98%

*This is the number of young people accessing Rockwell Learning Centre and not the wider offsite education service.

REPORT TO: CHILDREN AND FAMILIES COMMITTEE – 2 MARCH 2026

REPORT ON: MENTAL HEALTH AND WELLBEING SUPPORT

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 49 - 2026

1.0 PURPOSE OF REPORT

1.1 The purpose of the report is to provide Committee with an overview of key mental health and wellbeing support strategies for children, young people, and families, and to highlight key developments and outcomes over the past year.

2.0 RECOMMENDATION

2.1 It is recommended that the Committee notes the contents of the report.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications associated with this report.

4.0 BACKGROUND

4.1. The Children and Families Service is committed to promoting and supporting the mental health and wellbeing of Dundee's children, young people, and families. Through a whole-systems approach, we deliver a range of universal, targeted, and specialist supports in partnership with schools, third sector organisations, health services, and the wider community. Our work is aligned with national and local strategies, ensuring services are accessible, responsive, and informed by the needs and experiences of those we serve.

4.2 Counselling in Schools

4.2.1 Counselling in Schools (CiS) is a core component of Dundee's approach to supporting children and young people's mental health and wellbeing. The service provides accessible, early intervention support within school settings. See the Case Study in Appendix 1.

4.2.2 During the reporting period (1 April 2024 to 31 March 2025), 462 children and young people accessed school-based counselling across Dundee schools. The vast majority of provision was delivered in person (445 pupils), with a small number accessing virtual support (17 pupils). Provision was delivered by 11 counsellors, providing approximately 176 counselling hours per week.

4.2.3 Children and young people accessed counselling for a wide range of reasons, often with multiple presenting issues. The most frequently reported concerns included:

- Anxiety
- Emotional and behavioural difficulties
- Family-related issues
- Anger and behavioural regulation
- Depression
- Trauma and bereavement
- Self-harm

4.2.4 These patterns are consistent with national trends and highlight the increasing complexity of need being presented within school communities. Importantly, the data reflects reported reasons for accessing support and does not constitute clinical diagnosis.

4.2.5 Of the pupils who completed counselling and outcome measures, the service demonstrated strong evidence of positive impact:

- 228 pupils completed counselling
- 150 pupils completed both pre- and post-intervention questionnaires
- 130 of these pupils showed an improvement in wellbeing outcomes

- 4.2.6 Feedback from children and young people indicates increased confidence, improved ability to identify and manage concerns, and clearer understanding of where to seek support following counselling. Parent and carer feedback similarly highlights improvements in children's wellbeing, emotional regulation, and confidence.
- 4.2.7 The average waiting time from referral agreement to commencement of counselling was approximately 7 days, reflecting effective coordination between schools, providers and the Tayside CiS Coordinator. Waiting lists are actively monitored to ensure timely, fair and proportionate access to support.
- 4.2.8 Referrals were predominantly made by school staff, reinforcing the importance of trusted adult relationships and early identification within schools. Appropriate onward referrals and signposting were made where additional or alternative support was required, including CAMHS, child protection processes and community-based services.
- 4.2.9 A satisfaction survey completed by schools between September 2024 and March 2025 reported generally high levels of satisfaction, particularly within secondary schools where on-site counsellor presence strengthened communication and integration. Identified areas for improvement, primarily around awareness and information-sharing in primary schools, are being addressed through targeted actions led by the Tayside Coordinator and service providers.
- 4.2.10 Counselling in Schools continues to play a critical role in Dundee's preventative and early intervention mental health system. The service demonstrates strong uptake, timely access, positive outcomes for children and young people, and effective integration with wider education and wellbeing supports. Ongoing quality assurance, workforce development and partnership working will remain a priority to ensure the service continues to meet rising and increasingly complex need.

4.3 Together to Thrive

- 4.3.1 Together to Thrive is a community-based partnership initiative in Dundee that provides early support to families awaiting CAMHS assessment, particularly those affected by neurodevelopmental conditions. The programme offers practical guidance and emotional support, helping families manage challenges such as sleep, sensory issues, and relationships while awaiting specialist intervention.
- 4.3.2 The formal independent evaluation of Together to Thrive was commissioned by the Mental Health Foundation and conducted by Social Value Lab. The full impact report was published in August 2025 and disseminated at a dedicated event held at Dundee Contemporary Arts Centre (DCA) on 4 September 2025, attended by local partners, practitioners, and stakeholders.
- 4.3.3 The evaluation evidences that Together to Thrive has delivered measurable improvements for families in Dundee awaiting CAMHS neurodevelopmental assessment. Key findings include enhanced sleep routines, improved sensory regulation, and stronger family relationships, with both families and professionals reporting increased confidence and skills. The report also highlights ongoing challenges around capacity and sustainability and recommends continued investment and partnership working to maximise the programme's impact. Senior Officers from the Children and Families Service continue to engage with colleagues from NHS Tayside in relation to building on the success of this initiative. See the Case Study in Appendix 2.

4.4 Child Healthy Weight Strategy

- 4.4.1 Improving child healthy weight remains a strategic priority for Dundee, embedded within the Tayside Child Healthy Weight Strategy and the Children and Families Service Improvement Plan (2023–2027).
- 4.4.2 The latest data indicate that 74.3% of Primary 1 children in Dundee are a healthy weight, with obesity rates reduced to 25.1%. However, significant socioeconomic inequalities persist, with children in deprived areas at greater risk.

- 4.4.3 Over the past year, progress has included the launch of the Infant Food Insecurity Pathway (February 2025) to support families facing food insecurity, the development of a citywide Food and Health Framework, and the expansion of digital resources such as the Food and Health Padlet, now accessed by over 450 users. Programmes such as Eat Well, Play Well and Best Foot Forward continue to promote healthy lifestyles in early years and primary settings, while a Whole School Approach to Food and Health has been piloted in four schools, receiving positive HMIE feedback. Free School Meal uptake has risen to 58.6%, exceeding targets.
- 4.4.4 Next steps will focus on reducing inequalities, sustaining whole systems approaches, and further developing targeted interventions to support children and families most at risk.

4.5 Third Sector Commissioned Services

- 4.5.1 A wide range of third sector organisations are commissioned to deliver targeted mental health and wellbeing support for children, young people, and families across Dundee. These services are designed to address diverse needs, from emotional wellbeing and trauma recovery to family relationships and support for young carers.
- 4.5.2 Key providers include Hot Chocolate, offering drop-in and referral-based support for young people aged 12–25; Dundee Carers Centre, which supports young carers from P4 to S1 and works closely with schools and agencies; and SAMH, providing additional support for young people aged 11–18 who have not been taken on by CAMHS or require more than school-based provision. Dundee Women's Aid delivers clinical psychology services for children and young people up to age 18 who have experienced developmental trauma, while Alternatives offers specialist animal-assisted counselling for those aged 12–18 attending Rockwell Learning Centre.
- 4.5.3 Relationship Scotland provides counselling, mediation, and contact support for children, young people, and families aged 5–24, and Front Lounge delivers community-based support with a focus on anxiety, confidence, and self-esteem, particularly for care-experienced young people and teenage parents. Tayside Council on Alcohol's Kith 'n' Kin Project supports kinship families affected by parental substance use or imprisonment, and Place2Be addresses mental health barriers and school avoidance for those aged 11–18.
- 4.5.4 LGBT Youth Scotland delivers specialist youth work for LGBTI young people, creating safe and affirming spaces for identity exploration and community building. Together all offers an online, peer-to-peer mental health community for those aged 16 and over in Dundee and Tayside, providing accessible, anonymous support for a wide range of mental health concerns.

5.0 CONCLUSION

- 5.1 The Children and Families Service continue to strengthen early intervention and prevention pathways, ensuring timely and effective support for children, young people, and families. Ongoing collaboration, quality assurance, and a focus on continuous improvement remain central to our approach as we respond to increasing and evolving needs across Dundee.

6.0 POLICY IMPLICATIONS

- 6.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

7.0 CONSULTATIONS

- 7.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

8.0 BACKGROUND PAPERS

8.1 None.

Audrey May
Executive Director of Children and Families
Service

Paul Fleming
Head of Service – Education, Learning
& Inclusion

February 2026

APPENDIX 1

Counselling in Schools – January 2026

Case Study 1

A second-year pupil was referred to the school counselling service due to significant anxiety affecting daily life. The young person identified the transition from home to school as particularly challenging, which resulted in difficulty arriving on time and heightened anxiety upon arrival. These factors created a barrier to attendance and engagement in learning.

Following initial meetings with both the pupil and their parent—covering confidentiality, expectations, and how counselling works—assessment sessions were undertaken. These confirmed that counselling would be beneficial.

The school counsellor presented three therapeutic options:

1. **Exploratory 1:1 sessions** using talking, play, and art
2. **KIT (Knowledge, Insight and Tools)** – a structured, CBT-informed approach for anxiety and low mood
3. **A blended approach** combining both methods

The pupil selected the blended option and subsequently attended all ten sessions.

In the early stages, the pupil appeared hesitant and unsure how to begin, often relying on guidance from the counsellor. Initial sessions incorporated the structured KIT framework to help the young person recognise links between thoughts, feelings, and actions in anxiety-provoking situations. As trust developed within the therapeutic relationship, the sessions naturally expanded into more open exploration. Over time, the pupil progressed from needing consistent direction to confidently choosing activities and shaping the focus of each session.

By the end of counselling, the young person was able to use the therapeutic space independently, exploring their anxieties at a pace and in a manner that felt safe and manageable. They demonstrated increased autonomy, confidence, and emotional awareness.

Although some anxiety remained, the counsellor observed clear improvements. Both the pupil and their parent reported that the anxiety had reduced and become significantly more manageable. The school also noted a marked decrease in anxiety-related difficulties, with improved attendance and engagement in learning.

Through counselling, the pupil was able to address emotions and develop self-directed coping strategies that helped reduce anxiety levels. They identified this as a key outcome of the intervention.

Case Study 2

An S5 pupil, was referred to counselling in April 2025 due to concerns about emotional wellbeing—specifically anxiety, anger, and poor school attendance. Although the pupil did not feel safe attending classes, they were willing to meet in the school's counselling space, which provided a separate, low-pressure environment where they could engage without encountering peers.

Counselling initially focused on building rapport. Through exploring the pupil's interests, home life, and past experiences, the counsellor gained insight into the pupil's difficulties forming safe and trusting relationships. the pupil had faced significant challenges both with peers and within their family environment, which contributed to conflict, withdrawal, and heightened emotional distress. Despite this, the pupil showed a strong ability to reflect on their feelings and behaviours and benefitted from having a consistent, non-judgmental space to talk.

Over the course of the intervention, the pupil used counselling to explore their decisions about their future. Initially planning to leave school for college, the pupil reconsidered and ultimately decided to stay on for S6. This shift represented a notable increase in self-esteem and confidence.

From August 2025 onward, the pupil demonstrated significant positive change. They returned to school, attending classes regularly and reconnecting with old friends. Counselling continued to support the pupil through emerging challenges, helping them develop strategies to manage conflict, anxiety, and difficult emotions. The pupil built a supportive peer network and began participating more actively in school life. They have since applied to university to study paramedicine and secured an interview—an achievement they once viewed as unattainable.

The pupil showed strong commitment to the process, attending weekly sessions consistently, even choosing to continue through holidays at the service's town office. Their progress was reflected in their CORE score, which decreased from 25 (moderate distress) to 6, indicating a substantial improvement in wellbeing.

According to the counsellor, the pupil made meaningful personal growth, becoming more confident in their ability to make positive changes. The school observed marked improvements in attendance, engagement, and social relationships. The pupil also reported feeling more capable of managing their emotions and more in control of their life. They identified the nonjudgmental environment and opportunities for honest reflection as essential to their progress.

Case Study 3

A Primary 7 pupil was referred to school counselling after disclosing self-harm and suicidal ideation to their class teacher. Alongside these risks, the pupil experienced ongoing friendship difficulties and found social relationships hard to manage, which contributed to emotional distress.

During early sessions, the counsellor observed that the pupil struggled to maintain focus and found it difficult to recount events clearly. When discussing emotions, the pupil often shut down quickly, expressing a desire not to appear weak or vulnerable. Although usually talkative, they tended to avoid deeper emotional content until the end of sessions, at which point heightened feelings made returning to class difficult.

Strengths and Difficulties Questionnaires (SDQs) were completed by the pupil and parents, both indicating severe difficulties, particularly around emotional symptoms and hyperactivity.

As the pupil became more open about self-harm and suicidal thoughts, a safety plan was developed involving parents, teachers, and the counsellor. While this ensured consistent monitoring and support, the pupil continued to experience high levels of anxiety and distress.

The counsellor identified that the pupil's self-harm was likely linked to challenges with feeling, processing, and expressing emotions. Although socially skilled on the surface, the pupil struggled to interpret subtle social cues, which contributed to social anxiety and difficulties maintaining friendships. These observations suggested possible underlying neurodivergent traits.

Both parents engaged positively with the school, seeking to understand the pupil's needs and to explore pathways for further assessment. Together with the counsellor, they planned for a supported transition to Secondary 1.

To facilitate continuity, the counsellor:

- prepared a report for the S1 guidance teacher,
- arranged for a suitable resources worker to support the pupil, and
- shared a summary with the GP at the parents' request to support onward referrals.

The pupil reported feeling more aware of their emotions and increasingly able to express them without fear of appearing weak. Parents gained a clearer understanding of their child's difficulties. The collaborative work between the counsellor, parents, and school created a consistent support network. This approach helped reduce parental anxiety about the transition to secondary school and ensured the pupil felt supported academically and emotionally.

Case Study 4

A 14-year-old pupil was referred to counselling after concerns were raised by their parent, school staff, and peers. Although previously sociable, engaged, and attending regularly, the pupil had become increasingly withdrawn following the sudden death of a parent two years earlier. They showed reduced interest in activities, emotional distress at home—particularly at night—and avoided talking about their loss. In school, staff noticed declining motivation, emotional dysregulation, and the pupil frequently leaving class due to anxiety or upset. Friends also expressed that the pupil “was not themselves.”

The pupil presented with complex bereavement-related difficulties with the initial assessment confirming significant distress, with a YP-CORE score of 26. The pupil expressed willingness to engage but felt anxious about showing emotion. They disclosed that they had never properly spoken about their loss and felt they were “not coping.”

An integrative therapeutic approach was used, combining person-centred practice, grief psychoeducation, expressive/creative work, and emotional regulation strategies.

Key insights from the counsellor included:

- The pupil had been containing their grief to avoid burdening their parent.
- Emotional avoidance had initially served as protection but later contributed to feeling “stuck.”
- Creative tools enabled expression when talking felt overwhelming.
- The pupil’s emotional safety and trust grew steadily, reflected in their shift from remote sessions to in-school sessions.

Across the work, the pupil:

- expressed previously suppressed emotions
- processed complex feelings about their parent’s death
- developed healthier coping strategies
- understood grief as an ongoing process that does not need to be hidden
- increased their emotional literacy and ability to recognise and regulate distress

By the end of 15 sessions, the pupil showed measurable and observed improvement.

- Reduced CORE score (26 → 15)
- Increased ability to express emotions openly
- Better self-regulation and coping skills
- Reduced avoidance and emotional withdrawal
- Greater understanding of grief and their own reactions
- Increased confidence in seeking support
- Improved school engagement and participation

Pupil feedback: “My grief is still present, but it is more manageable rather than overwhelming. I now know my feelings are normal, and I will continue to look after myself.”

School staff observed improvements in motivation, emotional stability, and classroom engagement. The pupil re-joined social activities they had previously avoided and appeared more settled and confident in the school environment.

Counsellor's view: The therapeutic relationship and structured ending highlighted clear growth in resilience, emotional awareness, and the pupil's ability to live alongside grief in a healthier and more integrated way.

The ending was planned collaboratively, acknowledging the emotional weight of endings in bereavement work. Progress was reviewed and strengths reinforced. The pupil expressed confidence in managing future challenges, and information about ongoing bereavement supports and re-referral options was provided.

APPENDIX 2

Case Study



Progress and Impact:

A key strength of Sidlaw View Primary is our proactive approach to supporting children's social and emotional wellbeing. This is embedded through a range of whole-school strategies, targeted interventions delivered by our School and Family Development Workers (SFDWs), and strong partnerships with external agencies—many of which are made possible through Pupil Equity Funding (PEF).

Recognising the vital role that family wellbeing plays in a child's development, we have seen a notable increase in FORT referrals aimed at supporting the wider family network. Feedback gathered from families consistently highlighted that parents and carers often felt more comfortable seeking support from familiar school staff, with whom trusted relationships had already been established.

In response, and with a long-term vision for sustainable change, we made support for families a key priority in our 2024–2025 School Improvement Plan. Our commitment included:

Capacity building through professional learning: Key staff, including the Senior Leadership Team, SFDWs, Finding Flora Worker, PTs, and a class teacher engaging in *Together to Thrive* training delivered by CAMHS, covering Reflective Parenting, Trauma, Sensory Needs, Positive Behaviour Support and Sleep.

Resource development and signposting: Lead staff accessing the CAMHS portal to source relevant materials to enhance support for families.

Tailored referrals: Families offered referrals via the FORT system to a *Together to Thrive* worker, based on their preferences for external 1:1 support or in school group or individual supports.

Parent voice and participation: Gathering views from parents to understand what forms of support would be most meaningful and effective for them.

Innovative test-of-change initiatives:

- Joint parent–child sessions held in school with the Finding Flora project
- Parent-only group sessions introducing key concepts in trauma, sensory processing, sleep hygiene, behaviour support, and reflective parenting

Impact and Recognition

- **Recognition of Best Practice:** Our collaborative work with CAMHS and the Mental Health Foundation has been recognised as a model of best practice nationally.
- **Pupil Wellbeing Gains:** Most pupils engaged in individual and family support initiatives have shown measurable improvements in their Glasgow Motivation and Wellbeing Profiles and other pre and post surveys, indicating enhanced emotional resilience and motivation.
- **Staff Development and Impact:** Seven staff members have now completed training with CAMHS through the *Together to Thrive* programme. This has significantly boosted staff confidence in providing guidance and has led to more informed, supportive conversations with families, both through the TATC process and in dedicated family sessions.
- **Family Feedback:** Feedback from participating families has been overwhelmingly positive. Comments include:
 - “It has been transformational for our family.”
 - “You really don’t know how much you’ve helped and supported our family.”
 - “My child actually sleeps now!”
 - Two families filmed for the *Together to Thrive* promotional video sharing their journey and impact.

[Together to Thrive | Mental Health Foundation](#)

Critical Reflections

- **Family Engagement:**

Our initial “one-size-fits-all” model for family sessions, designed solely by staff, proved ineffective. Engagement improved only after we gathered wider parental input and shifted to a more parent-led approach. Co-planning with families is now central to our strategy and key to continued success.

- **Sustainability:**

With limited in-school resources, sustaining Together to Thrive requires external funding. We will explore grants such as *Awards for All* and wellbeing funds to support ongoing delivery and development.

ITEM No ...6.....

REPORT TO: CHILDREN AND FAMILIES COMMITTEE – 2 MARCH 2026

REPORT ON: ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2024/25

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 48-2026

1.0 PURPOSE OF REPORT

1.1 This report on Achievement of Curriculum for Excellence Levels 2024/25 provides information on the proportion of pupils who have achieved their expected Curriculum for Excellence (CfE) levels in literacy and numeracy relevant to their stage in academic session 2024/25.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Children and Families Committee notes the contents of this report.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 BACKGROUND

4.1 Curriculum for Excellence defines five levels of learning. The first four levels in the Broad General Education (BGE) phase are Early Level, First Level, Second Level, Third/Fourth Level; with progression to qualifications described under a fifth level, the Senior Phase.

4.2 The path pupils are expected to follow through the levels reflects the stages of maturation of pupils and the changing ways in which they engage with learning as they develop. Some pupils will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. National expectation is

Table 1 BGE Curriculum Levels

Pre-School – Primary 1	Early Level
Primary 2 – Primary 4	First Level
Primary 5 – Primary 7	Second Level
Secondary 1 – Secondary 3	Third/Fourth Level

4.3 This report provides information in relation to the relevant Local Government Benchmarking Framework (LGBF) children's services indicators and descriptions. These are:

- % of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy
- % of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy
- Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils
- Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils

4.4 Achievement of Curriculum for Excellence Levels (ACEL) data is based on teachers' professional judgements of individual pupil performance. This report refers to the school year 2024/25; the data reflect what pupils have achieved by the end of the school year – i.e. June 2025. This report is based on data published by the Scottish Government on 9 December 2025. The Scottish Government note that: "The closures of schools between March 2020 and January 2021 because of the pandemic are likely to have had a negative effect on some pupils' progress and attainment. It is therefore likely to have had an impact on the CfE levels some children achieved in 2020-21. The impact of this disruption will also have affected young people covered by the 2021-22

publication and it is possible that the impact of the pandemic has continued to affect the CfE levels some children and young people achieve.”¹

- 4.5 The full details of Achievement of Curriculum for Excellence Levels (ACEL) data for Dundee’s primary pupils from 2020/21 to 2024/25 are available in Appendix 1. Table 2 shows the number of pupils in each stage in June 2025.

Table 2 No. of pupils at each stage in June 2025

Stage:	P1	P4	P7	P1, 4, 7 combined	S3
Roll:	1,333	1,468	1,468	4,269	1,586

ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2024/25

5.0 LITERACY

% of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy

- 5.1 It is important to note that a pupil is only reported to have achieved their expected level in literacy if they have achieved the expected level in all three of the literacy organisers: reading, writing, and listening and talking.
- 5.2 There was no collection of ACEL data in 2019/20 due to the Covid-19 pandemic. Post-pandemic both Dundee and Scotland have shown recovery in primary literacy levels.
- 5.3 The proportion of primary pupils in Dundee achieving their expected literacy levels (74%) is higher than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (Clackmannanshire, Dundee, East Ayrshire, Glasgow, Inverclyde, North Ayrshire, North Lanarkshire, Renfrewshire and West Dunbartonshire) which is 73%.

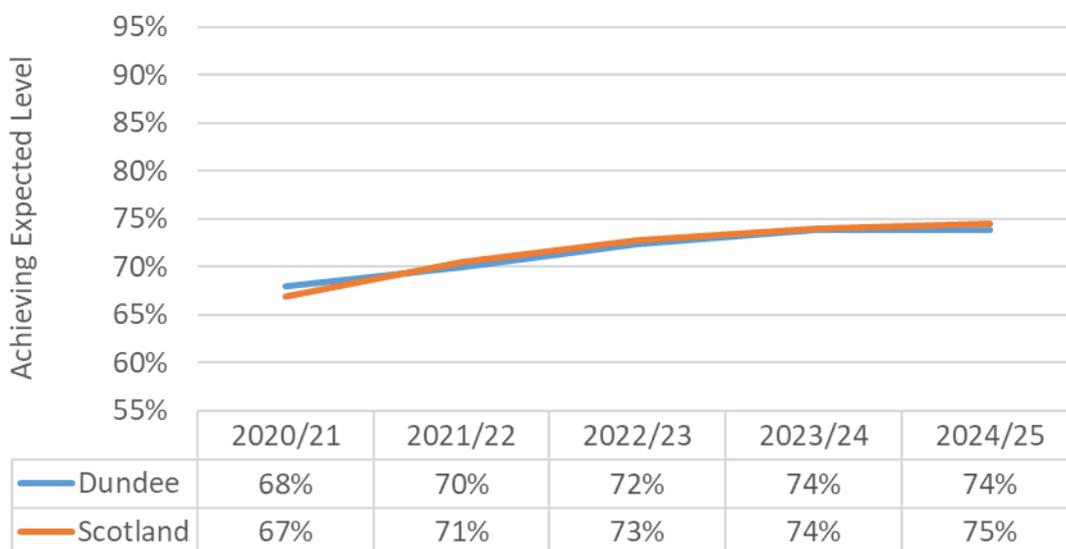


Figure 1: Percentage of P1, P4 and P7 pupils combined achieving their expected level in Literacy

Closing the attainment gap in literacy: Primary 1, 4 & 7

- 5.4 In 2024/25 in Dundee, 46% of primary pupils lived in Scottish Index of Multiple Deprivation (SIMD) Quintile 1 data zones (20% most deprived areas) – see Appendix 2; in Scotland overall, 23% of primary pupils lived in SIMD Quintile 1.

¹ <https://www.gov.scot/publications/achievement-of-curriculum-for-excellence-cfe-levels-2024-25-methodology/pages/3--impact-of-the-coronavirus-covid-19-pandemic/>

- 5.5 Since 2020/21 primary pupils living in SIMD Quintile 1 in Dundee have shown higher levels of literacy attainment than the Scottish average (Figure 2, below). This position has been maintained, with improvement, in 2024/25. Despite any residual impact of the pandemic, the proportion of pupils living in the most deprived areas in Dundee who have attained their expected level in literacy is the highest on record evidencing the impact of focused interventions and improvement actions in this area.
- 5.6 The proportion of primary pupils living in SIMD Quintile 1 in Dundee achieving their expected literacy levels (69%) is higher than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (67%).

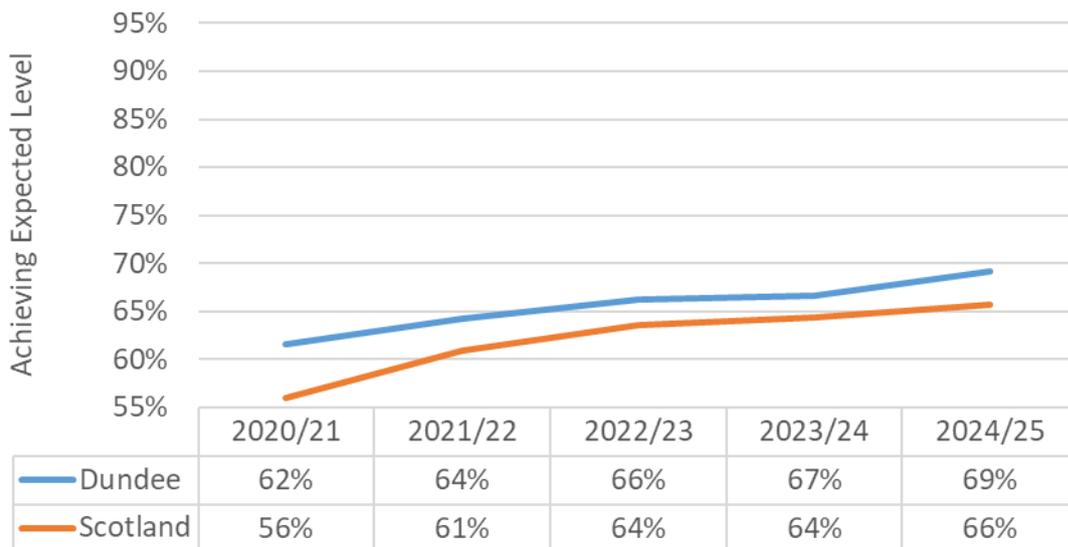


Figure 2: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 1 (most deprived) achieving their expected level in Literacy.

- 5.7 From 2020/21 to 2022/23 primary pupils living in SIMD Quintile 5 (20% least deprived areas) in Dundee had also shown slightly higher levels of literacy achievement than the Scottish average (Figure 3, below). Dundee pupils living in SIMD Quintile 5 saw a three percentage-point decline in achievement in 2023/24 and have remained at 83% now lying below the national average.
- 5.8 The proportion of primary pupils living in SIMD Quintile 5 in Dundee achieving their expected literacy levels (83%) is lower than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (86%).

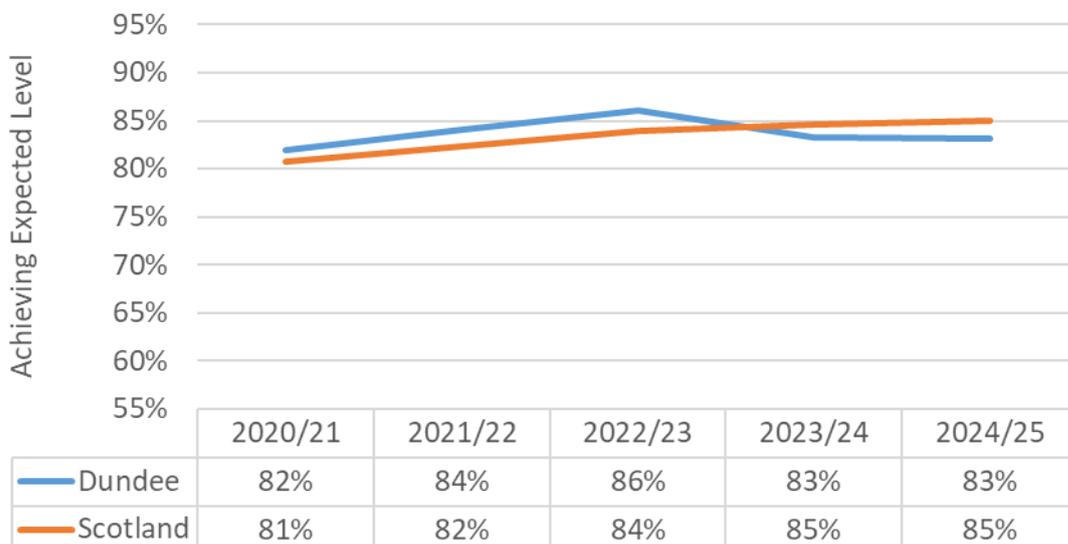


Figure 3: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 5 (least deprived) achieving their expected level in Literacy.

5.9 The gap in literacy attainment between the most and least deprived areas in Dundee had been around 20 percentage points. It has now closed to less than 14 percentage-points (Figure 4, below). In 2024/25 this was a result of the increase in performance of pupils living in the most deprived areas. The poverty-related attainment gap within Dundee remains narrower than the national average.

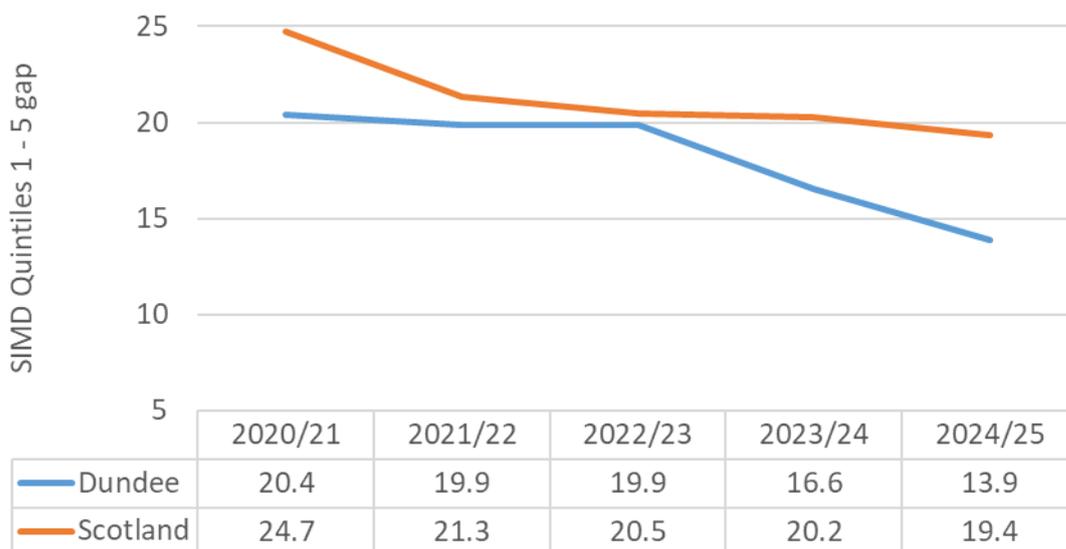


Figure 4: Percentage point gap between P1, P4 and P7 pupils combined from SIMD Quintiles 1 and 5 achieving their expected level in Literacy.

5.10 As detailed in Appendix 2, Dundee has higher levels of Literacy attainment in P1, P4 & P7 combined for SIMD Quintiles 1 to 4 than the Scottish average.

5.11 The gap between primary pupils living in SIMD Quintiles 1 and 5 in Dundee achieving their expected literacy levels (13.9 percentage-points) is narrower than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (17.5 percentage-points).

% of S3 pupils combined achieving CfE Third Level or better in Literacy

5.12 Following a decline in 2022/23, the proportion of Dundee S3 pupils achieving CfE Third Level or better in literacy has been improving. It currently lies 8 percentage points below Scotland as a whole.

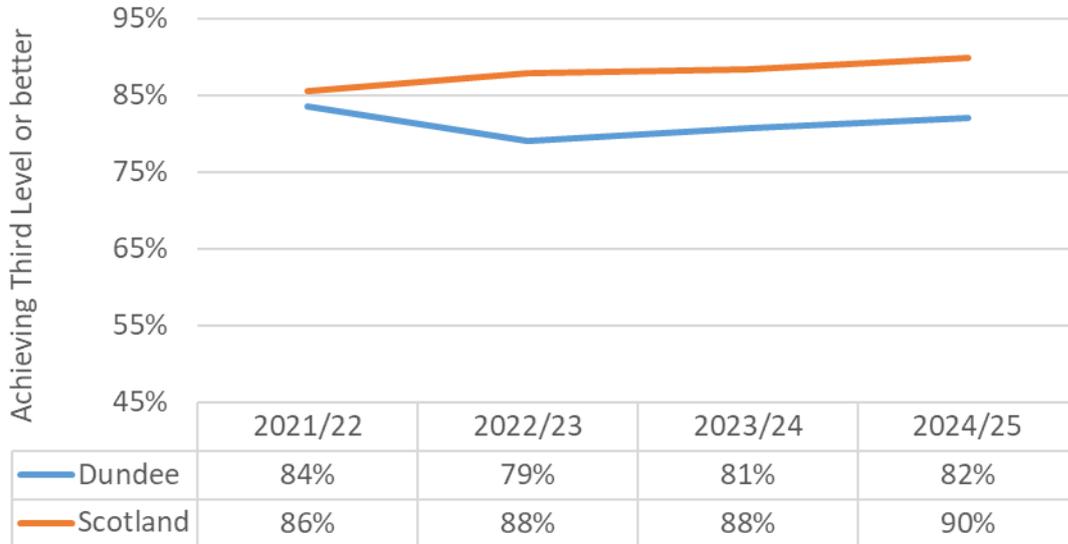


Figure 5: Percentage of S3 pupils achieving CfE Literacy Third Level or better

Closing the attainment gap in literacy: S3

5.13 In 2024/25 the percentage of Dundee pupils from SIMD Quintile 1 achieving CfE Third level or better in literacy improved year on year in 2024/25 for the first time since the Covid-19 pandemic. The percentage of Dundee pupils from SIMD Quintile 5 achieving CfE Third level or better in literacy is the same as Scotland overall. The improvement seen in SIMD Quintile 1 has led to a reduction in the poverty related attainment gap, though not yet back to that seen in 2022/23.

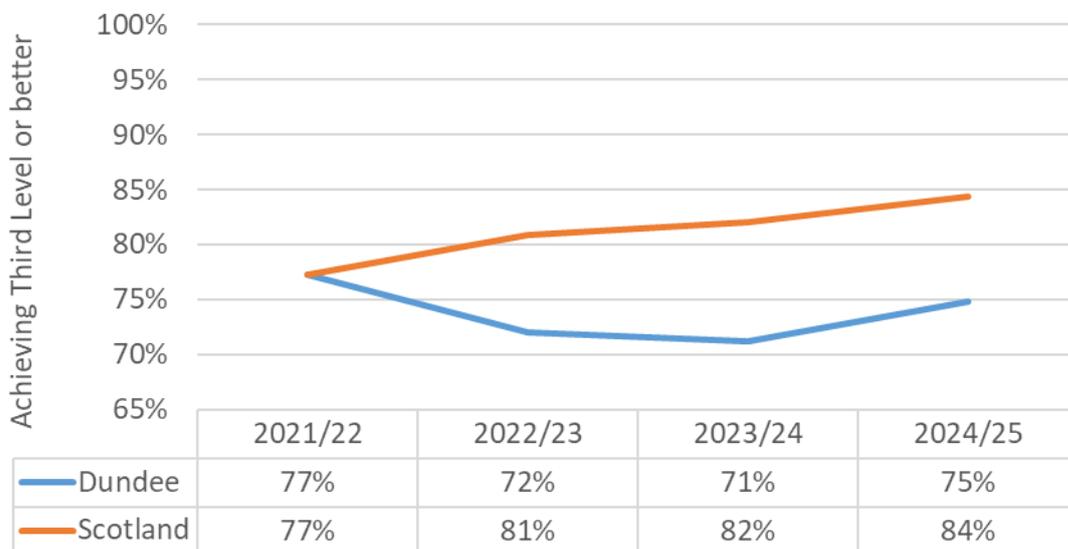


Figure 6: Percentage of S3 pupils from SIMD Quintile 1 (most deprived) achieving Third level in Literacy.

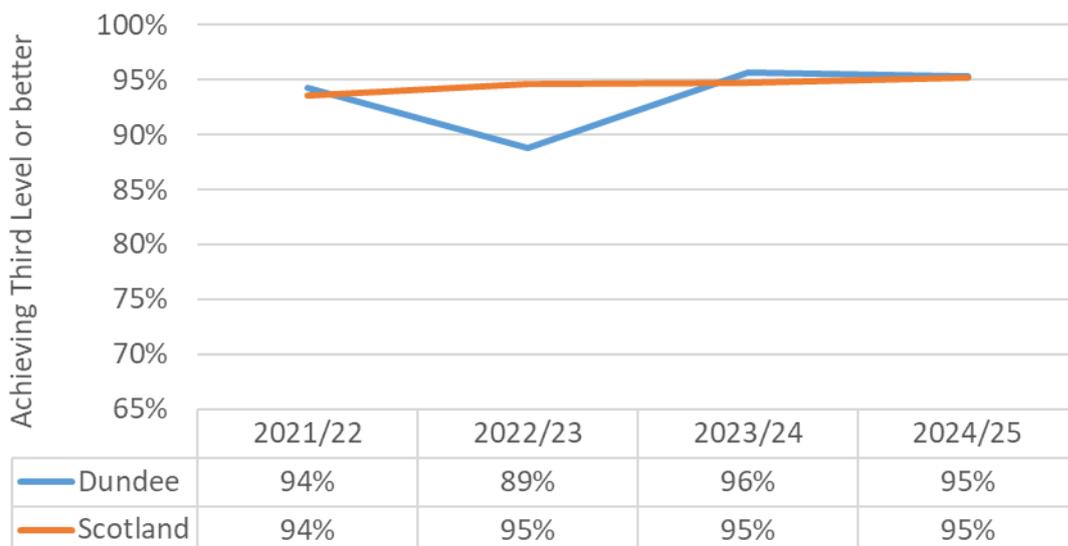


Figure 7: Percentage of S3 pupils from SIMD Quintile 5 (least deprived) achieving Third level or better in Literacy.

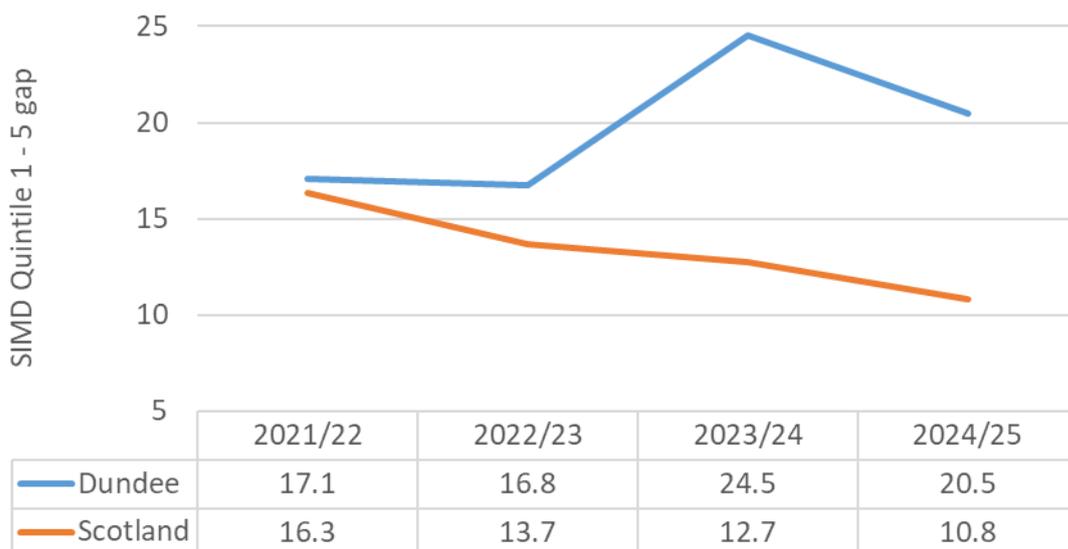


Figure 8: Percentage point gap between S3 pupils from SIMD Quintiles 1 and 5 achieving Third level or better in Literacy.

6.0 NUMERACY

% of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy

- 6.1 Dundee has shown improvement in primary numeracy achievement levels from 77% in 2020/21 to 80% in 2024/25 (Figure 9). This is a broadly similar picture to that seen in Scotland overall.
- 6.2 The proportion of primary pupils living in Dundee achieving their expected numeracy levels (80%) is higher than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (79%).

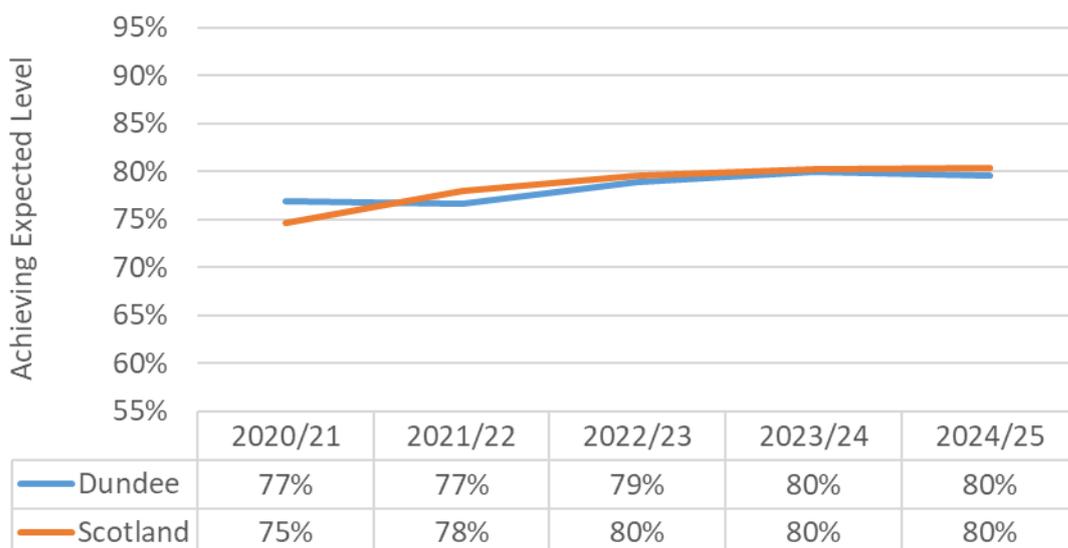


Figure 9: Percentage of P1, P4 and P7 pupils combined achieving their expected level in Numeracy.

Closing the attainment gap in numeracy: Primary 1, 4 & 7

- 6.3 Dundee primary school pupils living in SIMD Quintile 1 (most deprived areas) have seen an improvement in numeracy attainment from 71% in 2020/21 to 76% in 2024/25 (Figure 10, below). Since 2020/21 Dundee has had a higher proportion of primary pupils from SIMD Quintile 1 achieving their expected level in numeracy than Scotland's average.
- 6.4 The proportion of primary pupils living in SIMD Quintile 1 in Dundee achieving their expected numeracy levels (76%) is higher than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (74%).

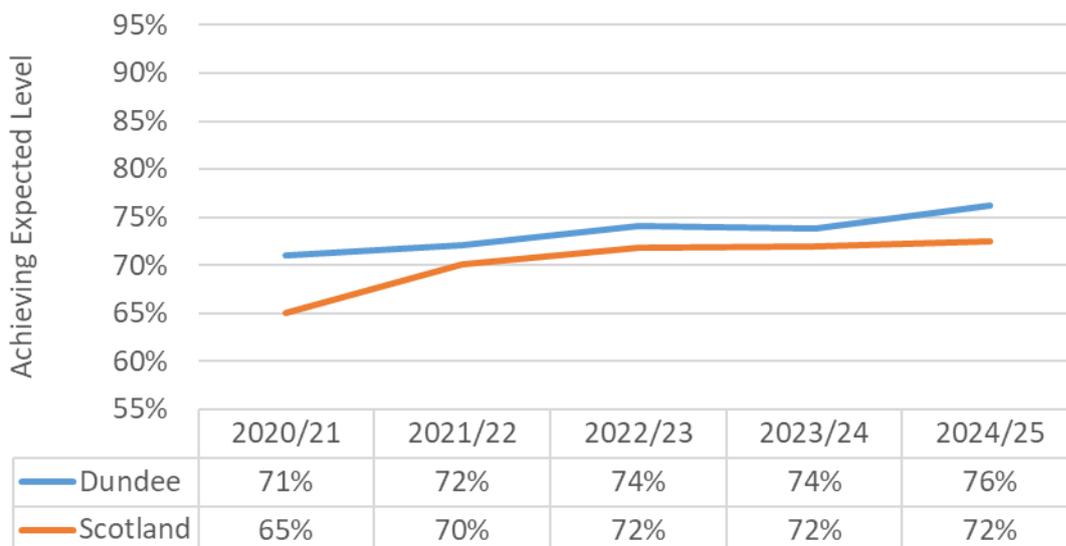


Figure 10: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 1 (most deprived) achieving their expected level in Numeracy.

- 6.5 Dundee primary school pupils living in SIMD Quintile 5 (least deprived) have seen declines in achievement in numeracy over the last two years, from 90% in 2022/23 to 86% in 2024/25 (Figure 11, below).
- 6.6 The proportion of primary pupils living in SIMD Quintile 5 in Dundee achieving their expected numeracy levels (86%) is lower than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (88%).

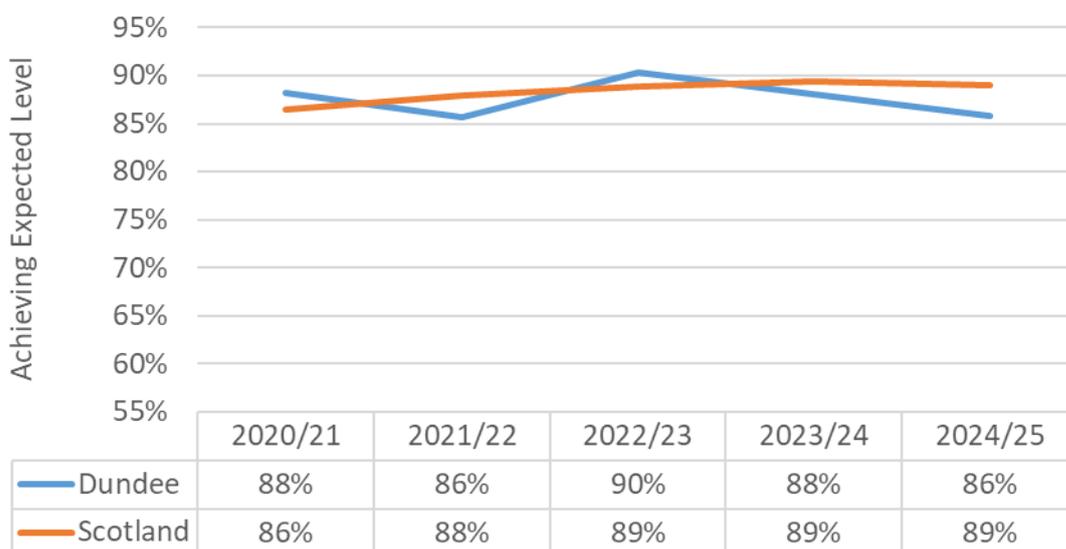


Figure 11: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 5 (least deprived) achieving their expected level in Numeracy.

6.7 The poverty-related attainment gap has narrowed over the last two years and is now 7 percentage points narrower than that seen in Scotland overall (Figure 12, below).

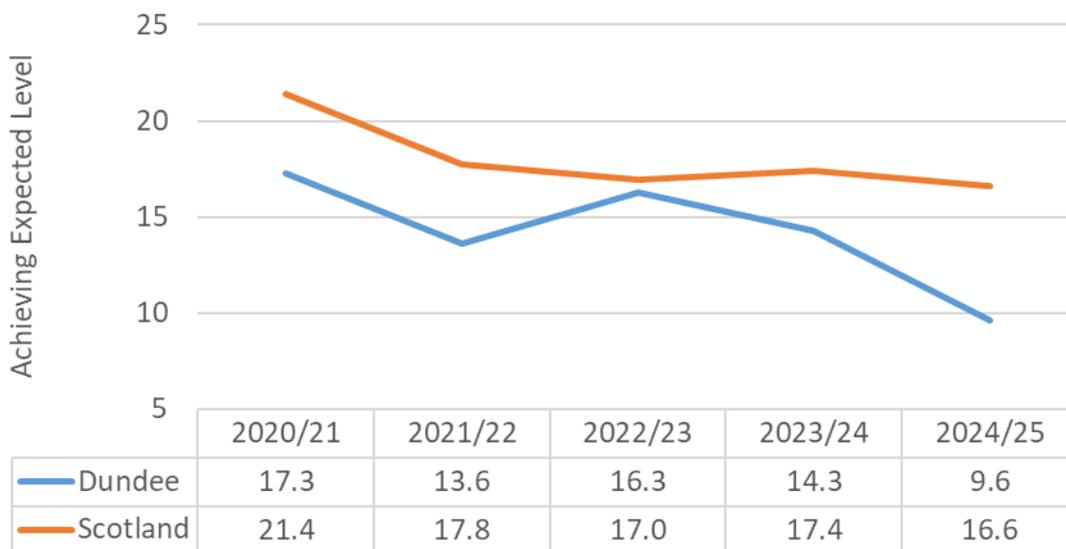


Figure 12: Percentage point gap between P1, P4 and P7 pupils combined from SIMD Quintiles 1 and 5 achieving their expected level in Numeracy.

6.8 As detailed in Appendix 2, Dundee has higher levels of Numeracy attainment in P1, P4 & P7 combined for SIMD Quintiles 1, 3 and 4 than the Scottish average.

6.9 The gap between primary pupils living in SIMD Quintiles 1 and 5 in Dundee achieving their expected numeracy levels (9.6 percentage-points) is narrower than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (14.5 percentage-points).

% of S3 pupils combined achieving CfE Third Level or better in Numeracy

6.10 It is important to note that a pupil is only reported to have achieved their expected level in literacy if they have achieved the expected level in all three of the literacy organisers: reading, writing, and listening and talking.

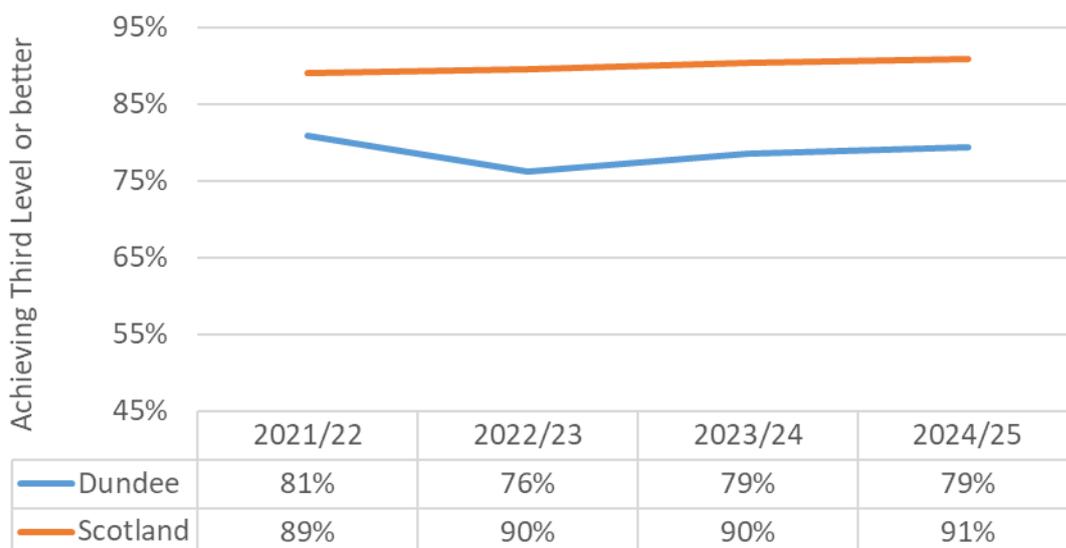


Figure 13: Percentage of S3 pupils achieving CfE Numeracy Third Level or better

Closing the attainment gap in numeracy: S3

6.11 The proportion of S3 pupils from SIMD Quintile 1 achieving CfE Third level or better in numeracy improved in 2024/25 and is now at its highest level since the covid-19 pandemic. It still lies 13 percentage points below the Scottish average. The proportion of S3 pupils from SIMD Quintile 5 achieving CfE Third level or better in numeracy declined by 2 percentage points in 2024/25. The overall effect of this was a continued closing of the numeracy poverty related attainment gap.

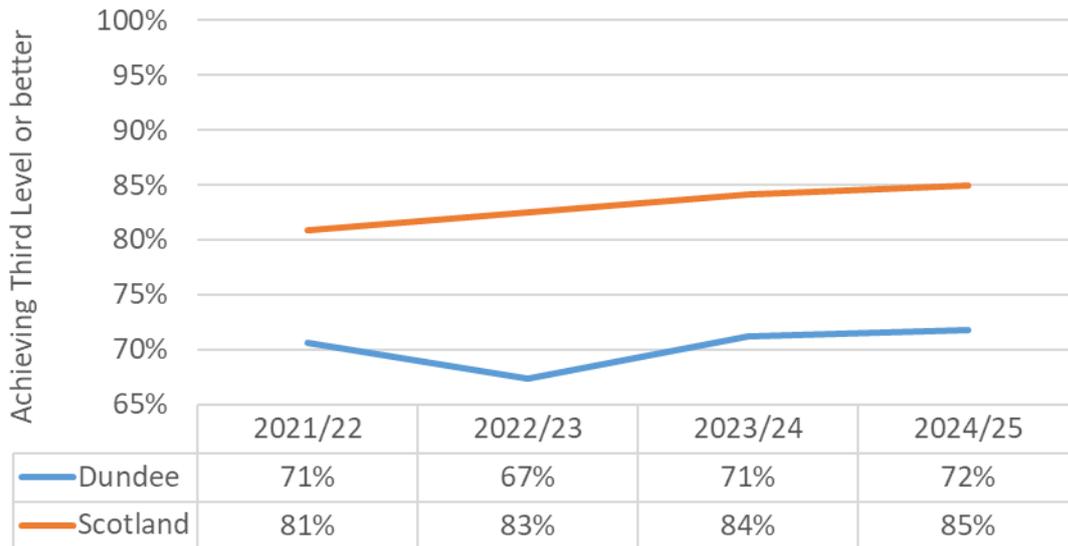


Figure 14: Percentage of S3 pupils from SIMD Quintile 1 (most deprived) achieving Third level in Numeracy.

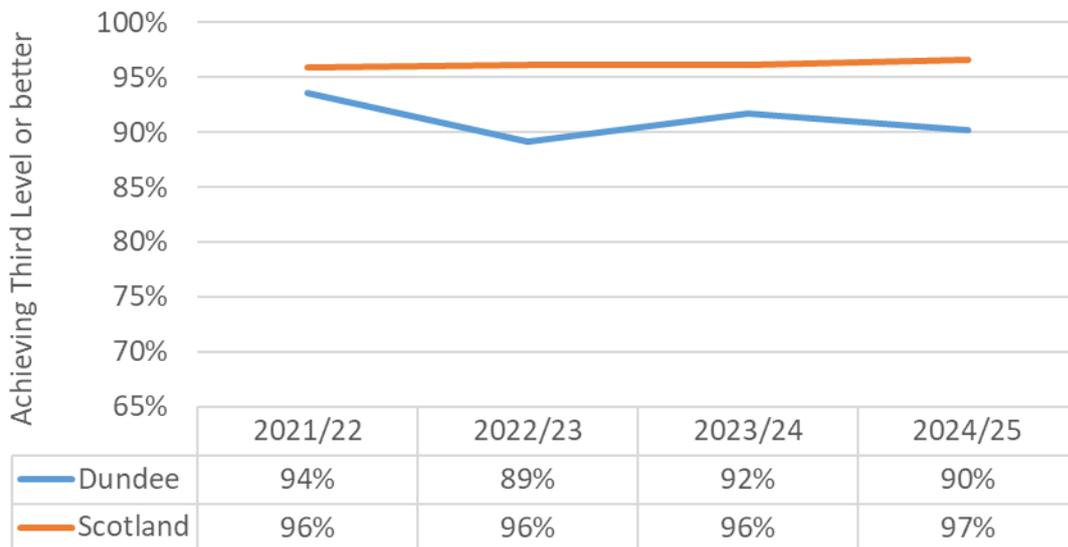


Figure 15: Percentage of S3 pupils from SIMD Quintile 5 (least deprived) achieving Third level or better in Numeracy.

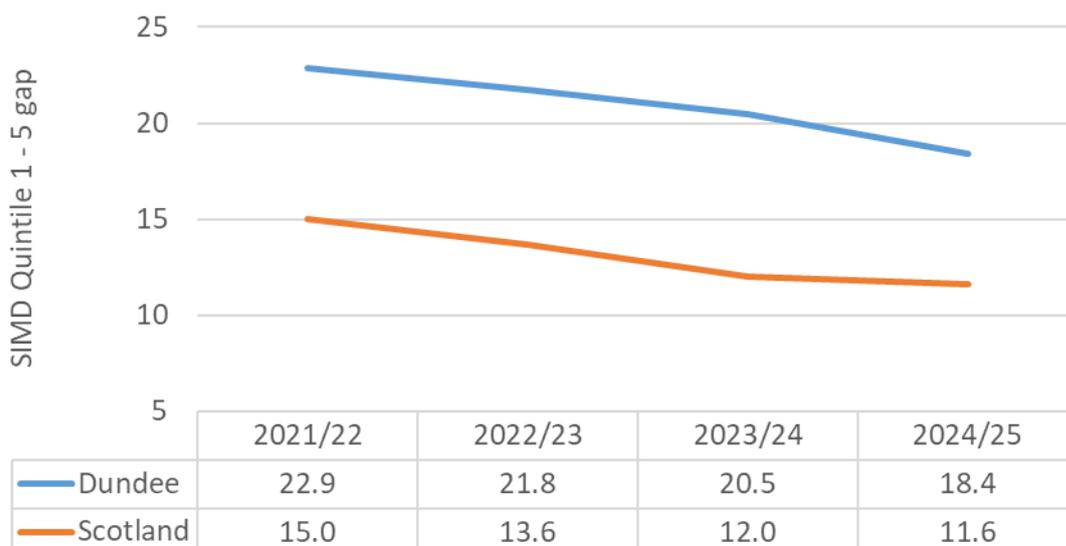


Figure 16: Percentage point gap between S3 pupils from SIMD Quintiles 1 and 5 achieving Third level or better in Numeracy

7.0 CONCLUSION AND NEXT STEPS

7.1 There continues to be clear progress made in relation to increasing the proportion of pupils achieving the nationally expected Curriculum for Excellence (CfE) levels in literacy and numeracy relevant to their stage. Performance among pupils living in the most deprived areas has improved to its highest recorded level, contributing to a continued narrowing of the poverty-related attainment gap. Building on this progress, the Service will sustain its focus on high-quality learning, teaching and assessment; strengthened attendance and engagement; targeted, data-informed interventions; and collaborative improvement activity to further improve outcomes for all pupils.

7.2 These approaches and actions include:

- Continue to embed the Service's 'Every Dundee Learning Matters' (EDLM) Improvement Strategy, with support from University of Glasgow Professors, with a focus on ensuring that classroom teachers have increased opportunities to share, and learn from, practice that improves the presence, participation, and progress of pupils in Dundee schools.
- The Service, working in partnership with Education Scotland, has ten schools (across two cohorts in academic session 2025/26) involved in the Quality Improvement National Writing programme. The learning is now being shared across additional target primary schools as well as engaging in the national secondary pilot programme. Education Scotland's Attainment Advisor and the Service's Pedagogy Team provide additional support and challenge to all schools involved.
- All schools continue to have a focus on improving the presence (attendance and engagement) of their pupils, implementing learning from engagement in the national programme during 2024/25 as well as from evidence from what has worked in other schools in Dundee.
- The Service's Pedagogy Team will continue to provide professional learning at universal and targeted levels informed by data (attainment data and teacher feedback) and school improvement plans; the team will also support all Quality Assurance and Moderation Support Officers (QAMSOs) to ensure a sound understanding of the learning, teaching, and assessment cycle.
- Education Scotland's Attainment Advisor, working alongside central officers, will continue to provide bespoke support to targeted schools as a result of quality assurance activity, directed and overseen by the Chief Education Officer.
- Strengthen primary-secondary progression pathways, particularly from P7 into S1 and across S1-S3, to ensure continuity in literacy and numeracy learning and support improved outcomes for pupils in the Broad General Education.

- Central quality improvement education officers, working alongside school leaders, will plan and undertake quality improvement visits and activity at universal, targeted, and intensive (“team around the school”) levels using a data informed approach to determine the level of support assigned to individual schools. Learning from these visits is shared across all schools.
- The Education Senior Leadership Team will continue to work closely with three other local authorities (Glasgow, North Lanarkshire and North Ayrshire) to engage in robust validated self-evaluation activity about the quality of our education service and will implement any learning from this ongoing collaboration.

7.3 There continues to be clear progress made in relation to increasing the proportion of pupils achieving the nationally expected Curriculum for Excellence (CfE) levels in literacy and numeracy relevant to their stage.

8.0 POLICY IMPLICATIONS

8.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

9.0 CONSULTATIONS

9.1 The Council Leadership Team has been consulted in the preparation of this report and agree with its content.

10.0 BACKGROUND PAPERS

10.1 None.

Audrey May
Executive Director

Paul Fleming
Head of Service – Education, Learning & Inclusion

18 February 2025

APPENDIX 1

ACEL RETURNS

The full details of Dundee's BGE Achievement of Curriculum for Excellence Levels (ACEL) data from 2020/21 to 2024/25 are presented in the table below. NB there was no national collection of ACEL levels for S3 pupils in June 2021.

Table 3: Percentage of Dundee pupils achieving their expected CfE Levels, 2020/21 to 2024/25, by Stage and CfE Organiser.

Organiser	Stage	2020/21	2021/22	2022/23	2023/24	2025/26
Reading	P1	79%	82%	81%	81%	82%
	P4	76%	79%	80%	81%	82%
	P7	78%	79%	82%	84%	82%
	P1,4,7 combined	78%	80%	81%	82%	82%
	S3	-	85%	82%	83%	83%
Writing	P1	74%	77%	77%	77%	79%
	P4	69%	70%	73%	74%	75%
	P7	72%	71%	76%	77%	75%
	P1,4,7 combined	71%	72%	75%	76%	76%
	S3	-	85%	81%	83%	84%
Listening & Talking	P1	85%	87%	86%	88%	86%
	P4	87%	83%	86%	87%	87%
	P7	82%	87%	88%	88%	87%
	P1,4,7 combined	85%	86%	87%	88%	87%
	S3	-	87%	83%	84%	84%
Literacy	P1	71%	74%	72%	74%	76%
	P4	65%	66%	71%	72%	73%
	P7	68%	70%	74%	75%	73%
	P1,4,7 combined	68%	70%	72%	74%	74%
	S3	-	84%	79%	81%	82%
Numeracy	P1	81%	83%	84%	84%	84%
	P4	75%	73%	76%	79%	78%
	P7	74%	74%	77%	78%	77%
	P1,4,7 combined	77%	77%	79%	80%	80%
	S3	-	81%	76%	79%	79%

In June 2025 the number of pupils in each stage was:

Stage:	P1	P4	P7	P1, 4, 7 combined	S3
Roll:	1,333	1,468	1,468	4,269	1,586

APPENDIX 2

ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS BY QUINTILE

Achievement of Curriculum for Excellence Levels (ACEL)

P1, P4 and P7 combined

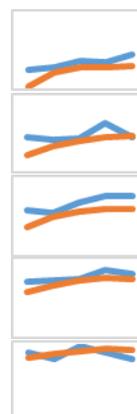
% achieving expected level in

Literacy

		'20/21	'21/22	'22/23	'23/24	'24/25
SIMD Quintile 1	Dundee	62%	64%	66%	67%	69%
	Scotland	56%	61%	64%	64%	66%
SIMD Quintile 2	Dundee	67%	68%	70%	76%	71%
	Scotland	61%	65%	68%	70%	70%
SIMD Quintile 3	Dundee	71%	72%	77%	81%	80%
	Scotland	66%	70%	73%	74%	75%
SIMD Quintile 4	Dundee	75%	79%	80%	81%	82%
	Scotland	73%	76%	78%	79%	79%
SIMD Quintile 5	Dundee	82%	84%	86%	83%	83%
	Scotland	81%	82%	84%	85%	85%

**Numeracy**

		'20/21	'21/22	'22/23	'23/24	'24/25
SIMD Quintile 1	Dundee	71%	72%	74%	74%	76%
	Scotland	65%	70%	72%	72%	72%
SIMD Quintile 2	Dundee	77%	76%	76%	82%	77%
	Scotland	70%	74%	76%	77%	77%
SIMD Quintile 3	Dundee	80%	79%	83%	85%	85%
	Scotland	74%	78%	80%	81%	81%
SIMD Quintile 4	Dundee	84%	84%	85%	88%	87%
	Scotland	80%	82%	84%	85%	85%
SIMD Quintile 5	Dundee	88%	86%	90%	88%	86%
	Scotland	86%	88%	89%	89%	89%



S3

% achieving Third Level or better level in

Literacy

		'21/22	'22/23	'23/24	'24/25	
SIMD Quintile 1	Dundee	77%	72%	71%	75%	
	Scotland	77%	81%	82%	84%	
SIMD Quintile 2	Dundee	84%	79%	79%	82%	
	Scotland	82%	85%	86%	88%	
SIMD Quintile 3	Dundee	89%	84%	88%	85%	
	Scotland	86%	88%	88%	90%	
SIMD Quintile 4	Dundee	87%	88%	88%	88%	
	Scotland	90%	92%	91%	93%	
SIMD Quintile 5	Dundee	94%	89%	96%	95%	
	Scotland	94%	95%	95%	95%	

Numeracy

		'21/22	'22/23	'23/24	'24/25	
SIMD Quintile 1	Dundee	71%	67%	71%	72%	
	Scotland	81%	83%	84%	85%	
SIMD Quintile 2	Dundee	82%	75%	74%	80%	
	Scotland	87%	87%	88%	89%	
SIMD Quintile 3	Dundee	85%	84%	80%	88%	
	Scotland	91%	91%	91%	91%	
SIMD Quintile 4	Dundee	90%	85%	88%	85%	
	Scotland	93%	93%	94%	94%	
SIMD Quintile 5	Dundee	94%	89%	92%	90%	
	Scotland	96%	96%	96%	97%	

In June 2025 the number of pupils in each SIMD Quintile was:

Stage:	P1	P4	P7	P1, 4, 7 combined	S3
Quintile 1:	591	685	667	1,943	162
Quintile 2:	261	253	294	808	47
Quintile 3:	118	123	113	354	21
Quintile 4:	168	187	161	516	28
Quintile 5:	174	203	220	597	21
Quintile unknown:	21	17	13	51	13

LIST OF ABBREVIATIONS

ACEL	Achievement of Curriculum for Excellence Levels
ADES	Association of Directors of Education in Scotland
ASF	Attainment Scotland Fund
BGE	Broad General Education
CI	Collaborative Improvement
CfE	Curriculum for Excellence
EDLM	Every Dundee Learner Matters
LGBF	Local Government Benchmarking Framework
PEF	Pupil Equity Fund
SAC	Scottish Attainment Challenge
SIMD	Scottish Index of Multiple Deprivation
SEF	Strategic Equity Fund
QAMSOs	Quality Assurance and Moderation Support Officer