

City Chambers
DUNDEE
DD1 3BY

13th August, 2010

Dear Sir or Madam

EDUCATION COMMITTEE

You are requested to attend a MEETING of the **EDUCATION COMMITTEE** to be held in the Main Council Chambers, City Square, Dundee on Monday, 23rd August, 2010 to follow the meeting of the City Council called for 6.00 pm.

Yours faithfully

DAVID K DORWARD

Chief Executive

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 might be perceived as influencing your opinion/vote on any matter.

AGENDA OF BUSINESS

**1 REVISED ARRANGEMENTS TO PROCESS REQUESTS FOR EDUCATION AT HOME:
2011-2012 ONWARDS**

(Report No 423-2010 enclosed).

2 EDUCATION DEPARTMENT SERVICE PLAN 2010-2012

(Report No 418-2010 enclosed).

3 REVISED CHARGES FOR DUDHOPE HOUSE

(Report No 419-2010 enclosed).

**4 PROGRESS ON REVIEW OF GROVE OFFICE AND EASTERN PRIMARY
ACCOMMODATION**

(Report No 420-2010 enclosed).

5 TRANSFER TO SEEMIS LIMITED LIABILITY PARTNERSHIP (LLP)

(Report No 421-2010 enclosed).

6 PROCUREMENT OF SCHOOL TRANSPORT

(Report No 422-2010 enclosed).

REPORT TO: EDUCATION COMMITTEE - 23 AUGUST 2010

REPORT ON: REVISED ARRANGEMENTS TO PROCESS REQUESTS FOR EDUCATION AT HOME: 2011-2012 ONWARDS

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 423-2010

1.0 PURPOSE OF REPORT

1.1 This report proposes revised arrangements, from the beginning of session 2011-2012, for responding to requests from parents and carers to educate their child at home.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i. note the content of this report; and
- ii. delegate to the Director of Education the approval of consent to withdraw children from school in terms of s35 of the Education (Scotland) Act 1980.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 MAIN TEXT

4.1 Current arrangements

4.1.1 The arrangements for responding to a parent/carer request to educate a child at home have been in place for several years. The normal process includes a written parental request to the Director of Education, which prompts a meeting or discussion between the parent/carer and a Quality Improvement Officer (QIO) to ascertain the range, quality and appropriateness of the planned education provision.

4.1.2 There follows a recommendation to approve the request or not contained in a report by the Director of Education to Education Committee. The report is anonymous and gives only general background information. Once approved by Education Committee, written permission to educate at home is sent to the parent.

4.1.3 Permission has never been withheld in at least the last ten years. The legal test is that consent shall not be unreasonably withheld, and that thereafter the education authority has to be satisfied that the parent is providing efficient education for the child, suitable to their age, ability and aptitude.

4.1.4 National Guidance identifies a timescale of six weeks from the receipt of the request to educate at home to final confirmation of permission or refusal. Where this timescale coincides with officer leave or where consideration of the report is delayed at Education Committee stage, it can be difficult to achieve the full process in the recommended timescale.

4.1.5 Once approved, the education at home provision is currently monitored by a QIO at least once a year, sometimes with support from partner services such as School Community Support Service (SCSS) or Dundee Educational Psychology Service (DEPS). The current monitoring arrangements are satisfactory and should be maintained. Typically this would involve ensuring through a visit or from a report from the parents that a child's educational and social needs are being met. Where appropriate, guidance on appropriate learning opportunities can be offered to a parent.

4.2 Proposed revised arrangements

4.2.1 The recommendation is that it should now be delegated to the Director of Education to approve requests for Education at Home. The current report to the Education Committee on each individual application should be discontinued and replaced with a brief annual summary report from the Director of Education.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website:
<http://www.dundee.gov.uk/equanddiv/equimpact/>

6.0 CONSULTATIONS

6.1 The Chief Executive, the Depute Chief Executive (Support Services) and the Director of Finance have been consulted on this report.

7.0 BACKGROUND PAPERS

7.1 Equality Impact Assessment

Jim Collins
Director of Education

11 August 2010

JC/MM

REPORT TO: EDUCATION COMMITTEE - 23 AUGUST 2010
REPORT ON: EDUCATION DEPARTMENT SERVICE PLAN: 2010-2012
REPORT BY: DIRECTOR OF EDUCATION
REPORT NO: 418-2010

1.0 PURPOSE OF REPORT

1.1 This report presents the Education Department's proposed new Service Plan, 2010-2012. The document sets out aims and key objectives for the Education Department and identifies the major actions required to meet them.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i. note the content of this report and approve the attached Service Plan: 2010-2012; and
- ii. instruct the Director of Education to monitor the progress and impact of the plan, and report back as required in the revised corporate service planning guidelines.

3.0 FINANCIAL IMPLICATIONS

3.1 The plan is subject to annual review and update. The cost of meeting the actions for the plan is contained within the Education Department Revenue Budget for 2010-2012.

4.0 MAIN TEXT

4.1 Work on a new Service Plan began during session 2009-2010 and was initially led by the Education Department's Audit Group and Improving Pupil Attainment and Achievement Strategy Group, both composed of representatives of teaching and support staff in the Department. In determining priorities for further development, these groups assessed progress made during the previous plan and considered evidence from a number of sources, including HMIE, parents, pupils and employees.

4.2 The work of the Education Department continues to focus on eight aims. We continue to have at the heart of our plan a clear statement of commitment:

We will maximise opportunities for all our young people. We will continue to create the best conditions for learning. We will work with all our partners to support young people to attain and achieve the highest levels of performance, and to be responsible citizens ready for the world of further learning, training and work.

- 4.3 The proposed new plan adheres closely to corporate service planning guidelines. As well as taking account of the priorities set out in the Council's Service Plan, the Education Department Service Plan articulates clearly with the Single Outcome Delivery Plan and the Dundee Community Partnership Plan.
- 4.4 The plan has three main objectives, mirroring the objectives in the Council Service Plan. These are:
- Getting it Right for Every Child
 - A Working City
 - Corporate Improvement and Change
- 4.5 These three objectives, with the actions assigned to each one, outline the major areas of work which will continue to be developed over the next two years. These include key priorities in the areas of performance measurement and monitoring, behaviour management, health promotion, arts and culture and leadership development. We also continue to take account of important national priorities such as the '*Curriculum for Excellence*' programme and the GLOW information technology development.
- 4.6 The Education Department has a statutory requirement to set and report on annual improvement objectives. These have now been incorporated into the Service Plan as a series of Key Performance Indicators (KPIs), and will be updated annually along with the plan. Each objective in the plan has a range of linked KPIs with specific target data.
- 4.7 The Service Plan also contains a Department Performance Review section that brings all of the KPIs together and sets the data in a historical context with benchmark information where available.
- 4.8 As well as reporting back to all stakeholders on all of the KPIs, in agreement with Corporate Planning a number of the KPIs will be reported on by the wider Council in their own public performance reports.
- 4.9 The KPIs and update reports on progress towards the objectives and actions in the plan will be made available online for schools, in our database SIP-Online, as well as on the Corporate Performance and Planning databases.
- 4.10 This Service Plan represents a challenging but realistic programme to continue to develop the education service in Dundee, and to enable all young people to reach the highest levels of attainment and achievement.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any implications in respect of sustainability, strategic environment assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website <http://www.dundee.gov.uk/equanddiv/equipact/>

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Chief Executive, the Depute Chief Executive (Support Services) and the Director of Finance. The plan has had a critical friend review from Corporate Planning officers and the Golden Thread Group, as well as the Council Benchmarking Task Group. Various partners have also been consulted on the proposed plan, including parent representatives, the Citywide Pupil Council, Head Teachers, and a range of Education standing groups.

7.0 BACKGROUND PAPERS

- 7.1 Equality Impact Assessment

JIM COLLINS
Director of Education

11 August 2010

PC/LB

Education Department Service Plan 2010-2012



Strategic Statement by Director of Education

I am pleased to introduce to you the Education Department's new Service Plan, 2010-2012. This constitutes our vision for the Department, emphasising that we want all our young people to reach high levels of achievement in the broadest sense, including academic attainment, that we want learning and teaching to take place in a supportive and positive environment, and that we will work to achieve all our aims in cooperation with a wide range of partners. We have gone further in this plan, by seeking to inform all our stakeholders what it is we value in education, in straightforward, unambiguous, easily understood language; and by placing a statement of commitment at the heart of our plan.

Within a clear context of wider achievement, this Department remains fully committed to continuing to raise levels of academic attainment in our young people. There is no doubt that we have seen a positive upward trend in this area in recent years, and we remain determined to continue this improvement. Raising attainment permeates this entire plan and is too important to be pinned down to any one area of development. That is why we introduced the '*Improving Pupil Attainment & Achievement*' (IPAA) strategy, managed by an over-arching strategy group with input from a number of key standing groups, all of which contribute to the raising attainment agenda. Our IPAA groups will have an important role to play in co-ordinating and managing each of the areas of work in the plan over the next two years.

There is now substantial evidence that the Department's '*Learning Together in Dundee*' (LTiD) initiative has been, and continues to be, a resounding success, commented on by staff, pupils, parents and other external observers and regulators. We are now totally committed to developing the '*Curriculum for Excellence*', and rightly see LTiD as a major driver of that programme.

Other areas of work reflect the important priority we are giving to raising performance levels. Recording, monitoring and analysing data pertaining to individual pupils and schools to enable us to monitor progress and set targets, exploring the developing role of ICT in our classrooms, and developing our leadership for learning strategy will all enhance our capacity for improvement.

The Department provides a universal service for all children and young people, but increasingly we are engaged in integrated work with all our partners to support young people with additional support needs. At the heart of this agenda is the ongoing development of Joint Action Teams, viewed by the Council as a highly important strategy in our work to support the most vulnerable in our city. Integrated working is also evident in some of the other areas in our plan: continuing to refine our approaches to behaviour management; progressing the whole equalities and accessibility agenda; recognising and developing our cooperative work with partners, including parents; continuing to promote health awareness issues; and our very substantial and successful work in the arts.

This is an ambitious plan which aims to secure best value through a process of continuous improvement. It will not be delivered without the support of all our staff. From the time I became Director of Education, I have been extremely grateful that our Education Department is made up of a body of teaching and support staff clearly committed to assisting all our young people to achieve to their highest potential. I value deeply the contribution they make and willingly acknowledge and thank them for their continuing support. I am confident that, over the next two years, this plan will deliver all our priorities. I thank staff who have contributed to its production and who will now begin work on all of the themes and projects. I look forward to receiving regular updates on progress.

JIM COLLINS
Director of Education

Our role in fulfilling the Council Plan

This new plan comes at a time of significant and far-reaching change in the relationship between local and national government. A concordat has been signed which underpins the financial settlement for the next three years. It also contains national outcomes and indicators on which is based the Single Outcome Agreement (SOA) that every Council must submit to the Government.

Dundee City Council's SOA is based on the Council Service Plan 2010-2012, which makes clear that continuing to help every child achieve their full potential at school will be a top priority. This means that we all need to strive to ensure that our young people achieve qualifications at school, and use these to make a positive transition into the world of further training or work. We all value and seek to promote lifelong learning, and so this is not a job for the Education Department alone, but for us working in conjunction with all of our partner organisations and agencies.

We also need to ensure that we deliver a service which will help to produce young citizens who interact responsibly and confidently with their peers and adults, are fit, healthy and active, and have a developed awareness of the modern technological world.

Key challenges from the external environment

Throughout the public sector departments are having to maintain and improve services in the face of significant budgetary pressures. This has caused us to reflect seriously and evaluate all areas of service provision to maximise resources wherever possible as well as carrying out lean service and best value reviews. This includes the ongoing modernisation of our school estate, which will help to address the issue of efficient occupancy levels.

In curricular terms the main challenge at present is the whole implementation of the national Curriculum for Excellence programme. This programme offers extraordinary opportunities to develop partnerships that will refocus how learning is delivered. However, in order to achieve the vision that CfE sets out, major changes will be required in curricular planning and assessment. Traditional models that the department have used for staffing and resourcing will require to be reviewed and shaped to fit the increased flexibility that CfE calls for.

Key department priorities

Although attainment is not a specific stated objective in the plan, attainment and achievement is at the very heart of everything that the service plan sets out to achieve. There are three main educational target measures in the SOA and the new Council Plan, and these are ultimately the key department priorities. They are:

- 1 *Increasing the percentage of pupils achieving level 3 English and Maths by the end of S4.*
- 2 *Increasing the tariff score for pupils by the end of S4*
- 3 *Increasing the percentage of school leavers moving to positive destinations*

How to take the Department forward

The whole Service Plan is driven by our desire and commitment to raise levels of pupil achievement and attainment, and each theme therefore is under the management and direction of one of the IPAA standing groups (of which there are eleven), chaired by its lead officer:

- School Review Groups (early years/primary, secondary and support for learning)
- Curriculum for Excellence Group
- Audit Group
- Leadership Group
- Attainment and Achievement Group
- Performance Analysis Group
- Arts and Culture Group
- ICT Strategy Group
- Support for Learning Group
- Communication and Consultation Group
- Health Promotion Group

The purpose of the Service Plan is not only to set out areas where we believe the service we deliver can be improved, and how we are going to achieve that, but also to give us the vehicle to monitor our ongoing performance. The plan therefore cross-refers as appropriate to the relevant

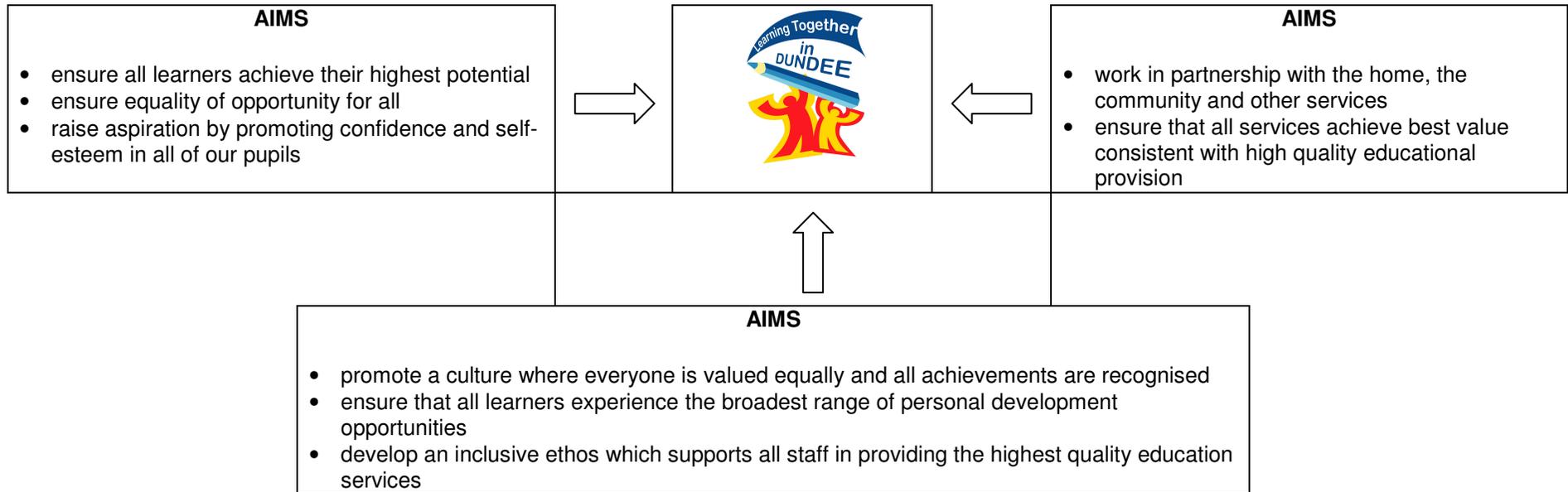
aspects of Dundee City Council's Single Outcome Agreement, through the Statutory Performance Indicators and additional Improvement Objectives that we set and report on annually.

No detailed timescales are set in the Service Plan for overtaking each area of work. These will form part of the individual Action Plans which each IPAA Group will produce to explain and direct the necessary work in each theme. All of this will be held within our SIP Online framework, which will also give us the vehicle for periodic monitoring and reporting to Education Committee.

Department Objectives

The Department has three broad objectives, which are linked both to our aims and values (see below) and to the broad objective areas of the Council Plan. These broad objectives are:-

- 1 Getting it right for every child
- 2 A working city
- 3 Corporate improvement and change



STATEMENT OF COMMITMENT

We will maximise opportunities for all our young people. We will continue to create the best conditions for learning. We will work with all our partners to support young people to attain and achieve the highest levels of performance, and to be responsible citizens ready for the world of further learning, training and work.

WE VALUE

- learning at home
- achievement for all
- ambition and success

WE VALUE

- attending school
- responsible behaviour
- respect for all

WE VALUE

- early learning
- parents as partners

1 Getting it right for every child

Actions		Lead Officer	Completion Date
1.1	Continue to create motivating learning environments through LTiD	Michael Wood/ Lina Waghorn	May 2012
1.2	Implement the Curriculum for Excellence in all educational establishments	Michael Wood	May 2012
1.3	Develop a literacy and numeracy strategy, incorporating moderation procedures	Michael Wood/ Lina Waghorn	May 2012
1.4	Develop and implement a consistent tracking and monitoring system	Paul Clancy	May 2012
1.5	Develop a consistent approach to recording wider achievement and reporting to parents	Paul Clancy	May 2012
1.6	Implement and evaluate a system of baseline assessment	Paul Clancy	May 2012
1.7	Implement initiatives to improve the health and wellbeing of young people and staff	Avril Barnett	May 2012
1.8	Promote the effective use of ICT for learning	Paul Clancy	May 2012
1.9	Continue to implement strategies to promote better behaviour in schools	Jim Gibson	May 2012

Actions		Lead Officer	Completion Date
1.10	Identify and address the needs of children and young people in Dundee including those with additional support needs	Jim Gibson	May 2012
1.11	Work in partnership with agencies, support services and schools to ensure that all children and young people are safe and protected	Jim Gibson	May 2012
1.12	Develop and implement ways to improve the educational attainment and outcomes for children and young people	Jim Gibson	May 2012
1.13	Continue to implement with all partners the Dundee Cultural Strategy	Lina Waghorn	May 2012
1.14	Continue to develop strategies for effective parental involvement in children's learning	Ian Rae	May 2012
1.15	Develop and implement an Early Years Framework	Charlotte MacCrimmon	May 2012

Performance Indicators for this Objective	Target
The number of schools adding value in Reading and Maths, as recorded in the baseline assessment 'Performance Indicators in Primary Schools' (PIPS)	Increase
Language and numeracy baseline indicators, as recorded in the baseline assessment, 'Interactive Computerised Assessment System' (InCAS)	Establish baseline
Percentage of pupils attaining English and Maths at SCQF level 3 or above by the end of S4	90%
Reduce the gap in attainment at English and Maths Level 3 (end of S4) for pupils living in the 15% most deprived areas in the city	Reduce
Percentage of pupils attaining 5 or more passes at SCQF level 5 or above by the end of S4	30%
Percentage of pupils attaining 3 or more passes at SCQF level 6 or above by the end of S6	Increase
Average tariff score end of S4 pre-appeal	157
Percentage of schools achieving an Eco Schools award	Bronze 64% Silver 40% Gold 11%
Percentage of schools and pre-school centres receiving positive inspection reports	100%
Percentage of looked after children in Dundee achieving at least one qualification at SCQF level 3 or above	Increase
Percentage of looked after children attaining both English and Maths at SCQF level 3 or above	Increase
The gap between numbers of Looked After Children and non-Looked After Children excluded	Reduce
Increase the percentage of schools improving their attendance rate	Primary 60% Secondary 60%

Performance Indicators for this Objective	Target
Number of young people participating in Peer Education programmes	Establish baseline
Number of pupils achieving nationally accredited youth achievement awards	Establish baseline
The oral health of pupils: percentage of schools where P1 pupils meet or exceed the national caries free target	36%
Number of schools reaching the national two hours per week in PE for pupils in statutory education	Establish baseline
Proportion of healthy BMI levels of children in P1	Increase
Teenage conception rates (rate per 1,000 aged 13-15, 3-year aggregate data)	Decrease
Number of young persons reporting alcohol and drug use in last week	Reduce by 3%

2 A working city

Actions		Lead Officer	Completion Date
2.1	Identify and support young people at risk of not entering employment, education or training	Jim Gibson	May 2012

Performance Indicator for this Objective	Target
Percentage of school leavers entering a positive destination	88%

3 Corporate improvement and change

Actions		Lead Officer	Completion Date
3.1	Continue to develop the Quality Improvement Strategy	Michael Wood/ Lina Waghorn	May 2012
3.2	Develop the use of SEEMIS as the Department's management information tool	Paul Clancy	May 2012
3.3	Promote effective leadership for learning	Janet Robertson	May 2012
3.4	Ensure all stakeholders are able to participate in the consultation and decision-making process	Ian Rae	May 2012
3.5	Develop the use of benchmarking as a data analysis tool	Paul Clancy	May 2012
3.6	Continue with the development, implementation and review of the Education Department's Human Resources function, including the systems, processes and procedures in use	Janet Robertson	May 2012
3.7	Continue to review, and benchmark where possible, all aspects of service delivery to contribute towards the corporate savings target	Norrie McGowan	May 2012
3.8	Continue to develop and implement strategies to maximise our resources and achieve greater sustainability	Norrie McGowan	May 2012
3.9	Continue to implement our 'Schools for the 21st Century' building programme	Norrie McGowan	May 2012

Performance Indicators for this Objective	Target
Rates of absence for teachers and local government employees	Teaching staff 4.2% Support staff 5.2%
Occupancy levels primary - % of schools in which the ratio of pupils to available places is 61% or greater	58%
Occupancy levels secondary - % of schools in which the ratio of pupils to available places is 61% or greater	89%
Staff satisfaction levels based on key questions in staff survey: <i>I am satisfied with my working environment</i> <i>I find my job satisfying</i>	80% 95%
Levels of parental satisfaction with educational provision	Early Years 100% Primary 98% Secondary 92%
Levels of pupil satisfaction with educational provision	Primary 93% Secondary 80%

RISK REGISTER

The Department's Risk Register highlights the risks which might prevent the Department from achieving its objectives, and principally the corporate objective "to promote learning which prepares people for life, employment and learning for its own sake".

The Register includes an assessment of probability on a scale of 1 to 6:

1	unlikely	in the opinion of the assessors it will not happen
2	possible	although possible, has not happened so far and is unlikely to happen
3	quite possible	has happened to neighbouring Councils and could happen here
4	likely	has happened in the past and can be expected to happen sometime again
5	very likely	has happened in the last three years and can be expected to happen again/accident waiting to happen
6	almost certain	has happened several times a year and can be expected to continue happening

The probability assessment is coupled to an assessment of severity, on a scale of 1 to 5. This rates the impact of the risk materialising as: **insignificant** (1); **minor** (2); **significant** (3); **major** (4); or **catastrophic** (5).

Nature of Risk	Sector	Probability	Severity	Overall Assessment (P * S)	Risk Controls	Business Continuity	Risk Owner
Widespread, very severe natural hazard (flood, storm, etc.)	EY	3	2	6	Robustness of structure; visual inspection	Not applicable to Council; overprovision exists	Norrie McGowan
	P	3	2	6			
	S	3	3	9			
Severe criminal activity	EY	3	5	15	Controlled entry	Not applicable	Norrie McGowan
	P	3	5	15			
	S	3	5	15			
Inability to maintain any service provision at existing location	EY	3	1	3	Overprovision	Not applicable	Norrie McGowan
	P	2	2	4			
	S	1	3	3			
Catastrophic fire damage	EY	4	3	12	Fire risk assessments; sprinkler systems (PPP); proactive (fire detection) measures in place	Overprovision	Norrie McGowan
	P	3	5	15			
	S	3	5	15			

Nature of Risk	Sector	Probability	Severity	Overall Assessment (P * S)	Risk Controls	Business Continuity	Risk Owner
Significant fire damage	EY	4	2	8	Fire risk assessments; sprinkler systems (PPP); proactive (fire detection) measures in place	Overprovision	Norrie McGowan
	P	4	4	16			
	S	4	5	20			
Failure of IT facilities	EY	2	1	2	Replace/backups	Not applicable	Norrie McGowan
	P	2	2	4			
	S	2	3	6			
Failure of management company	EY	3	2	6	Contract and contract monitoring provisions	Not applicable	Norrie McGowan
	P	3	2	6			
	S	3	2	6			

Department Service Plan Performance Review - Department Overview

Key Performance Indicators

Definition	06/07	07/08	08/09	09/10	09/10 Target	Bench mark	Improvement Status
The number of schools adding value in Reading and Maths, as recorded in the baseline assessment 'Performance Indicators in Primary Schools' (PIPS)	11	16	18		Increase	N/A	
Language and numeracy baseline indicators, as recorded in the baseline assessment, 'Interactive Computerised Assessment System' (InCAS)	N/A	N/A	N/A		Establish Baseline	N/A	
Percentage of pupils attaining English and Maths at SCQF level 3 or above by the end of S4	86%	85%	89%		90%	93%	
Reduce the gap in attainment at English and Maths Level 3 (end of S4) for pupils living in the 15% most deprived areas in the city	N/A	N/A	10%		Reduce	N/A	
Percentage of pupils attaining 5 or more passes at SCQF level 5 or above by the end of S4	25%	24%	28%		30%	35%	
Percentage of pupils attaining 3 or more passes at SCQF level 6 or above by the end of S6	22%	22%	25%		Increase	31	
Average tariff score end of S4 Pre-appeal	146	145	153		157	177	
Percentage of schools achieving an Eco Schools award	N/A	N/A	B 46% S 26% G 2%		B 64% S 40% G 11%	B 64% S 55% G 29%	
Percentage of schools and pre-school centres receiving positive inspection reports	N/A	N/A	96%		100%	N/A	
Percentage of looked after children in Dundee achieving at least one qualification at SCQF level 3 or above	54.7%	35.3%	46.4%		Increase	62.5%	
Percentage of looked after children attaining both English and Maths at SCQF level 3 or above	45.3%	11.8%	26.8%		Increase	41.5%	
The gap between numbers of Looked After Children and non-Looked After Children excluded	22.5%	27.5%	23.5%		Reduce	N/A	

Increase the percentage of schools improving their attendance rate	Pr 50% Sec 80%	Pr 53% Sec 50%	Pr 34% Sec 38%		Pr 60% Sec 60%	N/A	
Number of young people participating in peer education programme	N/A	N/A	N/A		Establish Baseline	N/A	
Numbers of pupils achieving nationally accredited youth achievement awards	N/A	N/A	N/A		Establish Baseline	N/A	
The oral health of pupils: percentage of schools where P1 pupils meet or exceed the national caries free target	N/A	N/A	18%		36%	N/A	
Number of schools reaching the national two hours per week in PE for pupils in statutory education	N/A	N/A	N/A		Establish Baseline	N/A	
Proportion of healthy BMI levels of children in P1	N/A	N/A	75.5%		100%	N/A	
Teenage conception rates (rate per 1,000 aged 13-15, 3 year aggregate data)	2003/05 14.2	2004/06 15.3	2005/07 18.6		Decrease	N/A	
Number of young persons (15 yr olds) reporting alcohol and drug use in last week/year	N/A	N/A	Drugs 20% Alc. 31%		-3%		
Percentage of school leavers entering a positive destination (SPI)	85.4%	82.6%	81.5%		88%	83.5%	
Rates of absence for teachers and local government employees					Teach. 4.2% Supp. 5.2%	Teach 3.9%	
Occupancy levels primary- % of schools in which the ratio of pupils to available places is 61% and 100%	38%	41%	43%		58%	61%	
Occupancy levels secondary- % of schools in which the ratio of pupils to available places is 61% and 100%	60%	80%	89%		89%	74%	
Staff satisfaction levels based on key questions in staff survey: <i>I am satisfied with my working environment</i> <i>I find my job satisfying</i>	N/A	74% 92%	N/A		80% 93%	N/A	
Levels of parental satisfaction with educational provision	EY 100% Pri 97% Sec 89%	N/A	EY 100% Pri 97% Sec 90%		EY 100% Pri 98% Sec 92%	N/A	
Levels of pupil satisfaction with educational provision	Pri 92% Sec 74%	N/A	Pri 92% Sec 78%		Pri 93% Sec 80%	N/A	

Highlights

A number of key departmental achievements during the year 2009-2010 should be highlighted:

- Attainment levels continue to improve in Dundee Schools with most pupils in the primary sector attaining or exceeding national expectations in Reading, Writing and Mathematics. The percentage of pupils attaining appropriate national levels reached a high in 2009 in Reading and Mathematics and over a five-year period has increased by 2.2% in Reading, 4.5% in Writing and 2.5% in Mathematics.

Attainment in secondary schools increased across the city with the end of S4 measures at their highest levels in over ten years. English and Maths SCQF Level 3 increased from 85% to 89%, 5+ SCQF Level 3 increased from 82% to 86%, 5+ SCQF Level 4 increased from 64% to 69% and 5+ SCQF Level 5 increased from 24% to 28%. Many measures at the end of S6 also increased to their highest levels; 1+ SCQF Level 6 increased from 35% to 38%, 3+ SCQF Level 6 increased from 22% to 25%, 5+ SCQF Level 6 increased from 14% to 17% and 1+ SCQF Level 7 increased from 11% to 13%.

- The Scottish Science Baccalaureate was introduced into Dundee Schools with a nationally applauded partnership with Abertay University. 15 pupils completed the Interdisciplinary Project with the unit being delivered and assessed jointly by staff from Dundee Schools, Abertay University, Dundee Science Sensation Centre and the Scottish Crop Research Institute (SCRI).
- Health promoting Schools continues to show great success across Dundee Schools with Menzieshill and Wallacetown Nursery Schools attaining Platinum Awards
- The Education Department achieved bronze accreditation in Healthy Working Lives and is now working towards attaining silver status.
- Arts and cultural experiences remain a core and valued part of the Education Service. The Arts Education Strategy promotes opportunities for learning in and through the expressive arts and culture; this has developed innovative approaches to the delivery of subjects across the curriculum. The Education Department continues to foster meaningful partnerships with a range of high quality local and national organisations. These positive partnerships with agencies such as Dundee Rep Theatre, Scottish Dance Theatre, Dundee Contemporary Arts, McManus Galleries, Discovery Point and Verdant Works contribute significantly to the continuing professional development of our staff and to the experiences and outcomes within the Curriculum for Excellence. The increasing numbers of schools and pupils participating in programmes from services such as the Instrumental Music Service, Dundee Schools Music Theatre, the Youth

Music Initiative, Funky Feet, Urban Moves and the Cultural Co-ordinators Team highlight the value and quality of service to all within our learning community.

- In 2009, opportunities for children and young people to engage in sport and physical activity reached record levels with 213,525 participant sessions across primary and secondary schools. Delivering these sessions required an extensive volunteer infrastructure currently totalling 583 teachers, senior pupils and further education students. All P4-S2 pupils complete an online survey, the results of which help to determine what extra-curricular activities are offered. The Active Schools programme also supports pathways to lifelong participation and has established and developed 32 school-to-club links. Over 60 sporting festivals are also offered on an annual basis. The Curriculum for Excellence has been a key focus for the programme and all initiatives offered through Active Schools have now been cross-referenced with the Health and Wellbeing experiences and outcomes. Support materials have been produced for school staff and are available on the Active Schools GLOW site.
- The opening of the new Grove Academy saw the completion of the PPP school building programme. Work is now continuing to modernise the school estate with the new Kingspark special school, primary projects in the Whitfield, West End and Lochee/Charleston areas of the city, and the proposed re-build of Harris Academy.

**REPORT TO: EDUCATION AND POLICY & RESOURCES COMMITTEES –
23 AUGUST 2010**

REPORT ON: REVISED CHARGES FOR DUDHOPE HOUSE

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 419-2010

1.0 PURPOSE OF REPORT

1.1 The report requests approval to increase the charges for the educational provision at the Young Persons' Unit, Dudhope House, in order to cover the costs of providing the education service.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Policy & Resources Committees:

- i. note the content of this report ;
- ii. approve the proposal to increase charges as outlined in paragraph 3.2 below; and
- iii. instruct the Director of Education to inform other local authorities of this decision.

3.0 FINANCIAL IMPLICATIONS

3.1 A review has been undertaken of the charges made to other local authorities for providing education in accordance with Circular No 5/2001, Standards in Scotland's Schools Act 2000, Education of Children Absent from School Through Ill-health.

3.2 The previous charge of £98.00 per day was raised in line with inflation to £101.00 following a decision taken by the Policy & Resources Committee in February 2010 (report no. 82-2010, refers) pending the outcome of the review. This review has highlighted (see Financial Appendix) that the existing charge no longer reflects the actual cost of providing the service and recommends that the daily charge is increased from £101.00 to £150.00 per patient per day.

3.3 All local authorities on which a rise in charges would impact were informed in March 2010 of the intention to seek Committee approval to raise the charge to £150 from the start of the new academic session.

3.4 The impact on the revenue income will be dependent on the number of young persons who require the service. Dundee City Council has no locus in referring young people to Dudhope House, that being a medical decision reached by each young person's local health authority and NHS Tayside. The level of income can, therefore, change significantly year on year depending on the number of children who attend from outwith the authority.

4.0 MAIN TEXT

- 4.1 Dudhope House is a National Health Service facility, managed by NHS Tayside, which supports children and young people with a diagnosis of a mental health illness. The service provides for children and young people from across the north of Scotland. Children can only be referred to and placed in the facility for health reasons. Within the facility Dundee City Council has a duty to provide an education service and ensure continuity of education for the duration of the young persons' treatment in Dudhope House.
- 4.2 The *Young Persons' Unit* within Dudhope House is a residential facility with the capacity for 6 inpatients from age 12-18. Education is provided on the basis of a morning's or afternoon's attendance.
- 4.3 A careful log is kept of the access to education by each individual. For children from authorities other than Dundee, the local authority responsible for the education of each individual is then charged accordingly. Educational sessions are timetabled around therapy sessions delivered by NHS staff.
- 4.4 Consideration has been given to sustainability of the level of teacher support provided within Dudhope House. This review of charges will enable the Department to sustain the necessary staffing levels and maintain the high quality of educational provision available to Dudhope House in-patients.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website:
<http://www.dundee.gov.uk/equanddiv/equimpact/>

6.0 CONSULTATIONS

- 6.1 This report has been subject to consultation with the Chief Executive, the Depute Chief Executive (Support Services) and the Director of Finance.

7.0 BACKGROUND PAPERS

- 7.1 Equality Impact Assessment

Jim Collins
Director of Education

11 August 2010

EW/JC/MM

Financial Appendix

Comparison of Income and Expenditure: Financial Year 2009-2010

INCOME

	£	£
Recharge to local authorities		60,417

EXPENDITURE

Staffing (2.2FTE)	102,760	
Supplies and Services	2,000	
Administration	10,400	
TOTAL		115,160
Shortfall		54,743

Projected Income based on a charge of £150/day (based on an average 3-5 pupils for 190 days)		114,000
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REPORT TO: EDUCATION COMMITTEE - 23 AUGUST 2010

**REPORT ON: PROGRESS ON REVIEW OF GROVE OFFICE AND EASTERN
PRIMARY ACCOMMODATION**

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO.: 420-2010

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to advise the Committee as to progress on the review of Grove office and Eastern Primary accommodation.

2.0 RECOMMENDATIONS

2.1 The Education Committee is asked to:

- i. note and approve the contents of this report;
- ii. note the Director of Education will bring a final consultation report back to the Education Committee at its meeting on 22 November; and
- iii. note the Director of Education will apply to Scottish Ministers for dispensation from the standards set out in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967, as amended.

3.0 FINANCIAL IMPLICATIONS

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

4.0 MAIN TEXT

4.1 The Education and Policy & Resources Committees, at their meetings on 28 June 2010, approved Report 384-2010. This included their approval, in principle, of the option to re-locate permanently Eastern Primary School into the old Grove Academy building, and their instruction to the Director of Education to consult formally on that option, in terms of the Schools (Consultation) (Scotland) Act 2010.

4.2 This report gives elected members updated information on the consultation process, and on the comparative dimensions of both buildings.

4.3 Consultation

4.3.1 Formal consultation began on 29 June 2010. A corrected Proposal Paper has been issued which gives details of the extent of the accommodation available at Grove and the consultation period will now end on 28 September 2010, thereby spanning a period of 30 school working days.

4.3.2 Formal consultation includes:

- the preparation of a Proposal Paper and corrected Proposal Paper included with a letter to the parents/carers of young people at Eastern Primary and Grove Academy, and to the staff of the two schools;
 - information, including the Proposal Paper and corrected Proposal Paper placed on the Education Department's website;
 - an announcement of the proposal in the local press;
 - an invitation to any person to make written representation to the Director of Education;
 - public meetings in Broughty Ferry, to be held on 30 and 31 August;
 - meetings with the Parent Councils of Eastern Primary and Grove Academy;
 - meetings with the staff of the two schools;
 - meetings with the Pupil Councils of the two schools;
 - consultation with representatives of the teacher and support staff trade unions; and
 - meetings with other interested bodies, such as Broughty Ferry Community Council, Broughty Ferry Education & Recreation Association (BERA), the Local Community Planning Partnership, and Dundee Leisure.
- 4.3.3 At the end of the consultation period the Director of Education will submit the proposal, copies of written representations and a summary of oral representations to HMIE for their consideration, therefore enabling them to raise any issues. A maximum of three weeks will need to be set aside for this part of the process.
- 4.3.4 Thereafter, the Director of Education will prepare and publish a consultation report, containing the views of HMIE and an explanation of how the Council proposes to deal with any issues raised. After a period of no less than three weeks, the Education Committee can consider the consultation report and decide whether or not to approve the proposal.
- 4.3.5 The implication of the timescale as set out above is that the Education Committee's final decision is unlikely to be taken before the meeting of the Education Committee on 22 November, and not on 27 September as originally envisaged in report no. 384-2010.
- 4.4 Accommodation dimensions**
- 4.4.1 The attached appendix details the site size of the Grove site, and also offers comparisons with the present Eastern site. Members will recall that one of the major advantages cited for the proposed re-location is the greater space available at Grove, and this is borne out by the figures in the appendix.
- 4.4.2 Specifically, the overall site size of Grove is 7500m², compared to that of Eastern at 4740m². The various accommodation facilities are also generally bigger at Grove, as shown in the appendix. Playground space available at Grove, with three distinct areas in which pupils can play – infant, middle and upper – amounts to 2927m², greater than that enjoyed at Eastern, 2708m². There is more space available for nursery provision, including outdoor play area, viz. 418m² against the Eastern figure of 305m². Finally, the area available for vehicle access and parking is greater, 780m² against 218m².
- 4.4.3 Current use of Orchar Park for outdoor playing field activities is infrequent, the more so since the installation of the Astroturf facility. Eastern Primary would still have access to this park, or Dawson Park, if necessary, although the greater distance would necessitate the provision of transport. The Head Teacher is quite clear that

use would continue to be infrequent: indeed the availability of the large Games Hall will alleviate any difficulties caused by the continuing lack of an outdoor playing field on the school's doorstep.

4.4.4 Nevertheless, the proposal is to re-locate to another site, which, though clearly bigger, does not satisfy the terms of the School Premises (General Requirements and Standards) (Scotland) Regulations 1967, as amended. It will therefore be necessary to apply to Scottish Ministers for dispensation from these standards and regulations.

4.5 So as not to spend money needlessly, the office conversion contract has now been halted, except for essential repairs to the roof, partially completed electrical circuits and boiler repairs. These works would always have been required, either for the office conversion or for the primary school. No works that are required exclusively for the primary school will be commenced until the Education Committee has received the consultation report and taken a final decision.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website:
<http://www.dundee.gov.uk/equanddiv/equimpact/>

6.0 CONSULTATIONS

6.1 The Chief Executive, the Depute Chief Executive (Support Services) and the Director of Finance have been consulted on this report.

7.0 BACKGROUND PAPERS

7.1 Equality Impact Assessment

Jim Collins
Director of Education

11 August 2010

JC/MM

**Eastern Primary School - Old Grove Academy
Survey of Accommodation**

	Eastern m ²	Grove m ²	School Premises Regs. 1967 m ²	Excess/ Shortfall m ²
INDOOR TOTAL FLOOR AREA	3249	5960	-	-
SPECIFIC INDOOR FLOOR AREAS (for comparison)				
Basic Classrooms (no. of rooms)	792 (14 rooms)	827 (14 rooms)		
IT Suite	45 (1 room)	81 (1 room)		
Resource Library	55 (1 room)	63 (1 room)		
Art	0	59 (1 room)		
Music/Assembly	90	41 (Music only)		
Support for Learning	40	40		
Enhanced Provision	40	87		
Music Tutorial	19	0		
Dining Room/Assembly	70 (Dining only)	224		
Hall/Breakout area	141	128		
Medical Room/Sickbay	36	34		
RCT	0	28		
Stores	62	87		
Cloaks	72	116		
Offices	68	74		
Staffroom	47	96		
Games Hall	0	784		
Nursery	101	139		

OVERALL SITE AREA	4740	7500	9000	(1500)
SPECIFIC OUTDOOR AREAS (for comparison)				
Playground Space	2708	2927	-	-
Vehicle Access	218	780		

REPORT TO: EDUCATION COMMITTEE – 23 AUGUST 2010
REPORT ON: TRANSFER TO SEEMIS LIMITED LIABILITY PARTNERSHIP (LLP)
REPORT BY: DIRECTOR OF EDUCATION
REPORT NO: 421-2010

1.0 PURPOSE OF REPORT

1.1 This report updates the Education Committee on the rationale for, and progress to, a SEEMIS Limited Liability Partnership (LLP).

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i. note the content of this report;
- ii. approve Dundee City Council becoming a partner in the LLP; and
- iii. instruct the Director of Education to monitor the progress of the LLP.

3.0 FINANCIAL IMPLICATIONS

3.1 The costing for the establishment of the LLP has been fully anticipated in the SEEMIS annual budget for 2010-11. There will be no increases in charges to SEEMIS either as a result of the transfer to the LLP or in the projected annual charge in future sessions.

4.0 MAIN TEXT

4.1 Background

4.1.1 SEEMIS is the education information management tool used by 28 of the 32 local authorities in Scotland, including Dundee City Council (appendix 1). From the outset, SEEMIS has been hosted from South Lanarkshire Council.

4.1.2 In 1997, twelve local authorities entered into a Joint Agency Agreement to form SEEMIS in order to provide information technology solutions to support electronic education administration within headquarters and establishments. Dundee City Council joined SEEMIS in 2006.

4.1.3 Owing to this extensive expansion of membership, the Executive Committee of South Lanarkshire Council gave approval in July 2009 for an appraisal to be undertaken by external consultants to identify the most appropriate future service delivery model for SEEMIS.

4.1.4 A Limited Liability Partnership brings major benefits. First, ownership of assets including intellectual property will be clarified. Secondly, in this specific case, future service delivery will address some key risks to which member authorities are currently exposed, including:

- unlimited liability for member Councils;
- transparency in ownership and contract risk; and
- structural clarity.

4.2 Transfer to LLP

- 4.2.1 The Outline Business Case for the Limited Liability Partnership was circulated in January 2010 to all 28 member authorities, who were asked to indicate provisionally whether they would wish to be a partner or customer of the Limited Liability Partnership. To date, 19 member authorities have indicated initial support for the transfer to the LLP as a partner (appendix 1). No member has indicated they wish either to be a customer or to leave the organisation.
- 4.2.2 The establishment of the LLP will further develop the alignment of the strategic direction of SEEMIS with the needs and priorities of member councils.
- 4.2.3 A Members' Agreement and a separate Services Agreement for members and customers, detailing the ownership, governance and service delivery arrangements, have been issued to all 28 councils. In terms of governance structure, the LLP Board of Management will have 10 members, comprising an elected member and senior officer from four local authorities, always including South Lanarkshire, together with the senior manager and finance manager of the LLP. The elected member for South Lanarkshire Council will chair the LLP Board. Detailed governance arrangements are set out in appendix 2.
- 4.2.4 If this report were approved Dundee City Council, along with other local authorities, would join as a partner subsequent to the initial creation of the LLP.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website:
<http://www.dundee.gov.uk/equanddiv/equipact/>

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Chief Executive, the Depute Chief Executive (Support Services) and the Director of Finance.

7.0 BACKGROUND PAPERS

- 7.1 Equality Impact Assessment

JIM COLLINS
Director of Education

11 August 2010
PC/LB

LOCAL AUTHORITY MEMBERSHIP OF SEEMIS FOR 2009-2010

Councils who are members of SEEMIS	Provisional Indication of support for transfer to LLP as partner
Aberdeenshire	√
Angus	√
Argyll & Bute	√
Clackmannanshire	√
Dumfries & Galloway	√
Dundee	√
East Ayrshire	√
East Dunbartonshire	√
East Lothian	√
East Renfrewshire	
Edinburgh	
Falkirk	
Glasgow	√
Inverclyde	√
Midlothian	
Moray	√
North Ayrshire	√
North Lanarkshire	√
Orkney	√
Perth & Kinross	√
Renfrewshire	
Scottish Borders	
Shetland Isles	√
Stirling	
South Ayrshire	
South Lanarkshire	√
West Dunbartonshire	
West Lothian	√

SEEMIS BOARD OF MANAGEMENT

Governance

1. There will be an annual general meeting of the SEEMIS member Councils.
2. At any one time four of the member Councils will act as 'managing councils' to oversee the strategic direction of the LLP on behalf of the membership as a whole.
3. The host Council (South Lanarkshire Council) will act as a managing Council on a permanent basis while the three additional Councils will each serve a two-year term. The three managing Councils who rotate will be selected from geographic groupings as detailed below.
4. Each managing Council will appoint one elected member and one Head of Service to serve as Directors on the SEEMIS Board of Management. In addition, each managing Council will act as a designated member as defined within the relevant LLP legislation.
5. The SEEMIS Board of Management will oversee the strategic direction of the LLP and reduce the administrative burden on the membership as a whole.
6. It is proposed that SOLACE consider appointing managing Councils in accordance with the rota proposed below.
7. It is important to note that the rota does not put an obligation on a Council to serve on the Board of Management. Councils may elect not to serve on the Board of Management and this role would then pass to the next sequential Council on the rota within that geographic grouping.

Area Representation

It is important that the Board of Management membership is governed by controls that are designed to protect against undue influence by any unrepresentative grouping. The following issues should be addressed:

1. There should be a mechanism to introduce a measure of reasonable geographic representation. This is addressed drawing representation from each of the three areas detailed below.
2. The number of managing Councils from each area should be broadly in line with the total contribution from each area.
3. Although the Council order is largely random an attempt has been made to keep a reasonable mix of Councils on the Board of Management at any one time.

Operation and Membership Requirements

1. The members of the Board of Management will have control of the direction of the LLP and its finances. It is essential that the members have experience of making decisions at this level within their own Councils. The permanent officers appointed to the position of Director should be restricted, at least at the outset of the LLP, to Head of Service or equivalent level. This could be reviewed at a later date.
2. Board of Management members may not send substitutes to meetings.
3. Managing Councils may, in accordance with the Members' Agreement, change the individuals appointed to the Board of Management.
4. Should an area not be able to provide a managing Council, the position will be filled from the other areas.

Rotation	Central Area Representative	Northern Area Representative	Southern Area Representative
1	Glasgow City Council	Moray Council	West Lothian Council
2	East Ayrshire Council	Perth & Kinross Council	The City of Edinburgh Council
3	North Lanarkshire Council	Clackmannanshire Council	Midlothian Council
4	Argyll & Bute Council	Aberdeenshire Council	Falkirk Council
5	Renfrewshire Council	Orkney Islands Council	Scottish Borders Council
6	Inverclyde Council	Dundee City Council	Dumfries & Galloway Council
7	North Ayrshire Council	Angus Council	East Lothian Council
8	East Dunbartonshire Council	Shetland Islands Council	
9	South Ayrshire Council	Stirling Council	
10	East Renfrewshire Council		
11	West Dunbartonshire Council		

REPORT TO: EDUCATION COMMITTEE – 23 AUGUST 2010

REPORT ON: PROCUREMENT OF SCHOOL TRANSPORT

REPORT BY: DIRECTOR OF CITY DEVELOPMENT AND DIRECTOR OF EDUCATION

REPORT NO: 422-2010

1.0 PURPOSE OF REPORT

1.1 This report is to inform the committee of the outcome of the home to school transport tendering exercise that took place in July 2010.

2.0 RECOMMENDATION

2.1 It is recommended that the Committee notes and approves the tender awards as detailed in Appendix 1.

3.0 FINANCIAL IMPLICATIONS

3.1 The outcome of this tendering exercise will have a direct impact on the cost of providing home to school transport.

4.0 BACKGROUND

- 4.1 The Sustainable Transport Team within City Development Department is responsible for the procurement and management of contracts that facilitate the transport of children between their homes and school.
- 4.2 The Education Department decides on eligibility (entitlement to transport) and retains responsibility for the home to school transport budget. The majority of children who are deemed eligible for home to school transport have additional support needs or live more than 3 miles from their designated school.
- 4.3 There are a small number of in-house fleet minibuses that convey children to school, but the majority of entitled children travel to school in contracted vehicles operated by private sector providers.
- 4.4 Transport contracts are generally awarded on a three-year basis and are awarded to a mixed fleet of private hire car operators, taxi operators, minibus operators and local bus (PSV) operators. A major tendering exercise was undertaken in July 2009 when 92 school transport contracts were awarded.
- 4.5 During the course of the last academic session, a number of contracts were put out to verbal tender in order to meet new transport demands that had arisen during the school year. All contracts tendered in this way were awarded until the end of the summer term (July 2010). A tendering exercise was therefore required to ensure the extension of these 'temporary' contracts until July 2012. Additional contracts were also required to be tendered to meet the transport demand created by pupils starting at a new school in August 2010.

- 4.6 Following the tendering exercise, successful tenderers were given verbal provisional notification of the outcome of the tendering exercise on 20 July 2010. All tenderers were provisionally advised in writing of the outcome on 27 July 2010. The majority of home to school transport contracts began operating on 18 August 2010, and subject to the Committee's approval will continue until June 2012.

5.0 DATA FROM THE TENDER EXERCISE (HOME TO SCHOOL)

- 5.1 Tendering packs were issued to 84 different operators on 2 July 2010 with a further 8 tender packs despatched in the following two weeks. 19 individual contracts were put out to tender.
- 5.2 The closing date was 19 July 2010 and 15 different operators submitted bids.
- 5.3 A number of operators submitted multiple bids. In total 101 bids were received for the 19 contracts. This is an average of 5.3 bids per contract.
- 5.4 One contract was awarded to a PSV Operator with the remaining 18 contracts awarded to taxi or private hire car operators.
- 5.5 The tenders received were analysed by members of the Sustainable Transport Team. Cost was the sole factor on which tender submissions were assessed by the Sustainable Transport Team. However, when vehicle availability precluded the award of a contract to the lowest bidder, contracts were awarded to ensure the most economically advantageous outcome for the Council. In the event that two or more tenderers submitted the same daily rate and these bids were the lowest tender submission, the tenderer offering the lowest mileage adjustment rate was awarded the contract.
- 5.6 Of the 19 contracts put out to tender in this tendering exercise, all were filled.
- 5.7 Specific information on the outcome of the tender exercise is detailed in appendix 1. For each contract, the operator to whom the award has been made is noted along with the annual value of that award (based on 190 schooldays). The value of the lowest and highest bids for each contract is also shown along with the number of different bids submitted.

6.0 POLICY IMPLICATIONS

- 6.1 This Report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website:
<http://www.dundee.gov.uk/equanddiv/equimpact/>
- 6.2 The provision of high quality home to school transport is not explicitly mentioned in the Dundee Single Outcome Agreement but it contributes to a number of local outcomes including 'our children will be safe, healthy, nurtured, active, respected, responsible and included'.

7.0 CONSULTATIONS

- 7.1 The Chief Executive, Depute Chief Executive (Support Services), Director of Education, Director of Finance and Assistant Chief Executive have been consulted and are in agreement with the contents of this report.

8.0 BACKGROUND PAPERS

- 8.1 Equality Impact Assessment

Jim Collins
Director of Education

NHG/JB/JC

Dundee City Council
Tayside House
Dundee

Mike Galloway
Director of City Development

11 August 2010

Detailed Tender Results by Contract - July 2010

Appendix 1

Contract Reference	Craigie 013
Route Description	Dundee - Craigie High School
Number of Bids Received	1
Lowest Bid (Annual Cost)	£16,720.00
Highest Bid (Annual Cost)	£16,720.00
Accepted Bid (Annual Cost)	£16,720.00
Successful Tenderer	Red Line Mini Coaches

Contract Reference	Hillside 039
Route Description	Dundee - Hillside Primary School
Number of Bids Received	7
Lowest Bid (Annual Cost)	£8,740.00
Highest Bid (Annual Cost)	£14,060.00
Accepted Bid (Annual Cost)	£8,740.00
Successful Tenderer	Dundee 505050 Ltd

Contract Reference	Morgan 066
Route Description	Dundee - Morgan Academy
Number of Bids Received	4
Lowest Bid (Annual Cost)	£6,460.00
Highest Bid (Annual Cost)	£7,600.00
Accepted Bid (Annual Cost)	£6,460.00
Successful Tenderer	Tay Taxis

Contract Reference	Newfield's 068
Route Description	Dundee - Newfield's Primary School
Number of Bids Received	4
Lowest Bid (Annual Cost)	£7,600.00
Highest Bid (Annual Cost)	£11,210.00
Accepted Bid (Annual Cost)	£7,600.00
Successful Tenderer	Tay Taxis

Contract Reference	Kingspark 098
Route Description	Dundee - Kingspark School
Number of Bids Received	7
Lowest Bid (Annual Cost)	£9,500.00
Highest Bid (Annual Cost)	£15,010.00
Accepted Bid (Annual Cost)	£9,500.00
Successful Tenderer	Tele Taxis Dundee Ltd

Contract Reference	Menziesshill 099
Route Description	Dundee - Menziesshill High School
Number of Bids Received	6
Lowest Bid (Annual Cost)	£7,600.00
Highest Bid (Annual Cost)	£10,260.00
Accepted Bid (Annual Cost)	£7,600.00
Successful Tenderer	Tay Taxis

Contract Reference	Fintry 101
Route Description	Dundee - Fintry Primary School
Number of Bids Received	4
Lowest Bid (Annual Cost)	£6,080.00
Highest Bid (Annual Cost)	£8,360.00
Accepted Bid (Annual Cost)	£6,080.00
Successful Tenderer	Tay Taxis

Contract Reference	Frances Wright 102
Route Description	Dundee - Frances Wright Pre School
Number of Bids Received	5
Lowest Bid (Annual Cost)	£11,590.00
Highest Bid (Annual Cost)	£16,530.00
Accepted Bid (Annual Cost)	£11,590.00
Successful Tenderer	Tele Taxis Dundee Ltd

Contract Reference	Whitfield Early Years 103
Route Description	Dundee - Whitfield Early Years Community Nursery
Number of Bids Received	3
Lowest Bid (Annual Cost)	£5,320.00
Highest Bid (Annual Cost)	£6,080.00
Accepted Bid (Annual Cost)	£5,320.00
Successful Tenderer	Dundee 505050 Ltd

Contract Reference	Grove 105
Route Description	Dundee - Grove Academy
Number of Bids Received	4
Lowest Bid (Annual Cost)	£1,140.00
Highest Bid (Annual Cost)	£2,660.00
Accepted Bid (Annual Cost)	£1,140.00
Successful Tenderer	Tele Taxis Dundee Ltd

Contract Reference	Our Lady's 106
Route Description	Dundee - Our Lady's Primary School
Number of Bids Received	6
Lowest Bid (Annual Cost)	£5,320.00
Highest Bid (Annual Cost)	£9,918.00
Accepted Bid (Annual Cost)	£5,320.00
Successful Tenderer	Dave McIntosh Ltd

Contract Reference	Our Lady's 108
Route Description	Dundee - Our Lady's Primary School
Number of Bids Received	6
Lowest Bid (Annual Cost)	£7,980.00
Highest Bid (Annual Cost)	£13,110.00
Accepted Bid (Annual Cost)	£7,980.00
Successful Tenderer	Tay Taxis

Contract Reference	Castlepark 109
Route Description	Dundee - Castlepark Centre
Number of Bids Received	7
Lowest Bid (Annual Cost)	£3,420.00
Highest Bid (Annual Cost)	£5,510.00
Accepted Bid (Annual Cost)	£3,420.00
Successful Tenderer	Dundee 505050 Ltd

Contract Reference	Hillside 111
Route Description	Dundee - Hillside Primary School
Number of Bids Received	8
Lowest Bid (Annual Cost)	£6,460.00
Highest Bid (Annual Cost)	£14,972.00
Accepted Bid (Annual Cost)	£6,840.00
Successful Tenderer	Tele Taxis Dundee Ltd

see note 1

Contract Reference	Young Mothers Unit 115
Route Description	Dundee - Young Mothers Unit
Number of Bids Received	6
Lowest Bid (Annual Cost)	£3,040.00
Highest Bid (Annual Cost)	£4,560.00
Accepted Bid (Annual Cost)	£3,040.00
Successful Tenderer	Dundee 505050 Ltd

Contract Reference	Kingspark 116
Route Description	Dundee - Kingspark School
Number of Bids Received	6
Lowest Bid (Annual Cost)	£9,310.00
Highest Bid (Annual Cost)	£18,810.00
Accepted Bid (Annual Cost)	£9,310.00
Successful Tenderer	Skycabs Direct Ltd

Contract Reference	Fintry 118
Route Description	Dundee - Fintry Primary School
Number of Bids Received	7
Lowest Bid (Annual Cost)	£6,840.00
Highest Bid (Annual Cost)	£11,590.00
Accepted Bid (Annual Cost)	£6,840.00
Successful Tenderer	Gordon Davidson

Contract Reference	Gowriehill 124
Route Description	Dundee - Gowriehill Primary School
Number of Bids Received	8
Lowest Bid (Annual Cost)	£6,080.00
Highest Bid (Annual Cost)	£14,060.00
Accepted Bid (Annual Cost)	£6,080.00
Successful Tenderer	Tay Taxis

Contract Reference	Lochee 125
Route Description	Dundee - Lochee Primary School
Number of Bids Received	2
Lowest Bid (Annual Cost)	£6,080.00
Highest Bid (Annual Cost)	£6,460.00
Accepted Bid (Annual Cost)	£6,080.00
Successful Tenderer	Tay Taxis

Notes

1. The vehicle offered by the lowest priced tenderer did not provide sufficient seating capacity.