

REPORT TO: EDUCATION COMMITTEE – 27 JANUARY 2014

REPORT ON: EDUCATION DEPARTMENT STANDARDS AND QUALITY

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 46-2014

1.0 PURPOSE OF REPORT

- 1.1 This report brings to the attention of the Education Committee a new Standards and Quality Report on the Education Department for 2012-2013.

2.0 RECOMMENDATIONS

- 2.1 The Education Committee is recommended to:
- i) note the report;
 - ii) instruct the Director of Education to distribute copies of the report to staff and key stakeholders in the Education Department; and
 - iii) require the Director of Education to provide an annual Standards and Quality Report.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The cost of producing and publishing the reports for stakeholders will be met within the current revenue budget. The report will be placed on GLOW and on the DCC Website for general distribution.

4.0 MAIN TEXT

- 4.1 As part of its Quality Improvement Strategy and the drive for continuous improvement, the Department has continued to develop and improve its auditing processes at all levels.
- 4.2 Audit information was used in an evaluation which identified key strengths and areas for development in the Department. This information together with details of other developments and initiatives in the Education Department have been brought together in the attached Standards and Quality Report.
- 4.3 As part of the Standards in Scotland's Schools etc Act 2000 Education Authorities are required to provide an annual report on progress towards their improvement objectives. This can be done in a variety of ways but the publication of an annual Standards and Quality Report addresses that legislative requirement effectively.
- 4.4 A Standards and Quality Report provides an annual evaluation of progress and helps identify areas for future development. This report identifies very positive progress and a significant number of major strengths across the Education Department. A number of areas which will help focus the future development of the Department are also identified. The report highlights the fact that the Department has achieved considerable success in achieving its aims through a wide range of initiatives which have and will continue to have an impact on young people in Dundee schools.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any policy implications in respect of sustainability, strategic environment assessment, anti-poverty, equality impact assessment and risk management. There are no major issues.

6.0 CONSULTATION

- 6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the compilation of this report. The trade unions have been provided with a copy of this report.

7.0 BACKGROUND PAPERS

- 7.1 None.

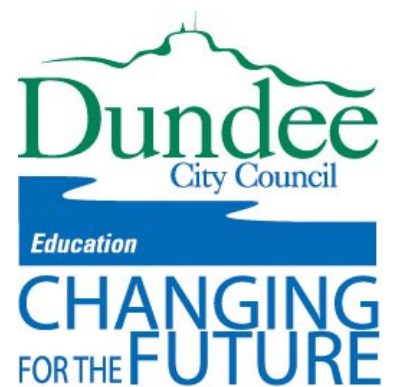
MICHAEL WOOD
Director of Education

14 January 2014

Standards & Quality Report

2012-2013

Dundee City Council
Education Department
Dundee House
50 North Lindsay Street
DUNDEE
DD1 1NL



Standards & Quality Report 2012-2013

Contents

Foreword by the Convener of Education

Introduction by the Director of Education

	Page No.
1 Visions, Values and Aims	7
2 Context	10
3 Key Achievements	12
4 What key outcomes have we achieved?	17
5 Achievement	20
6 Framework for School Improvement (Extended Reviews)	25
7 School Inspections	26
8 Attendance, Exclusions & Positive Destinations	27
9 How well do we meet the needs of parents and staff within our learning communities?	29
10 How good is the delivery of our key processes?	31
11 How good is our management and leadership	33
12 How good can we be?	34

Foreword



This Standards and Quality report is testimony to the effort and dedication of all staff and I continue to be proud of the quality of educational provision in our city. This year's report highlights the many outstanding achievements of the children and young people of Dundee along with a dedicated team of talented staff.

It is reassuring to note, we are continuing to build on the quality developments made in previous years. Attainment continues to improve and the proportion of young people going on to positive destinations is at its highest level ever. As with last year's report, I am particularly proud of the increasing percentage of young people going into higher education.

Over the past year, I have visited schools where I have been impressed by the quality of the teaching and learning and the confidence of our pupils. In addition, the Council have opened some wonderful new buildings which enhance the experience of pupils and staff alike.

I have joined in the celebrations of achievement with groups of pupils.

I am immensely proud of all our achievements, none of which would be possible without the hard work and commitment of all our parents, teachers and staff. I would like to thank you for your continued support.

Throughout this year I have engaged with a wide range of children, young people, staff and parents in establishments across the city. In addition, we have continued to improve the quality of the school estate by opening new schools and preparing for further building work to take place across the city.

There is much to be proud of in our city and establishments. The quality of education and the pastoral care is a credit to all staff.

Thank you all for your continued support.

Stewart Hunter
Education Convener

Introduction

Welcome to our second Standards and Quality report. As with last year's report, this provides a summary of performance across all sectors from early years to secondary, including services which meet the needs of children and young people with additional support needs.

This has been a challenging and productive year for education across Dundee. As such, the report contains a range of qualitative and quantitative information, as well as examples of good practice, to demonstrate the impact of our service on children and young people. The report is based on evidence from:



- HMIE reports and establishment quality reviews by Quality Improvement Officers supported by peer Head Teachers for the 2012/13 period.
- Dundee City Council Measures of Improvement.
- Statutory Performance Indicators.
- Attainment in national assessments, Standard Grades and National Qualifications.
- Establishment Standards and Quality Reports and Improvement Plans.
- Information gathered through regular visits to establishments by Quality Improvement Officers and members of the Directorate.

The report also evaluates our performance against the high level questions from Education Scotland's quality frameworks, such as *How Good Is Our School?* We have much to be proud about in terms of our educational provision. The continued improvement in performance, in national examinations, is particularly impressive along with the effort and time being invested in implementing Curriculum for Excellence across all establishments.

Once again I would like to take this opportunity to thank all staff in Education Services for the quality of their work and shared commitment to improving the education and lives of the children and young people of Dundee.

Michael Wood, Director of Education
michael.wood@dundeecity.gov.uk

1. Vision, Values and Aims

Dundee City Council's vision is to create a prosperous city for all 'Dundonians'. By a 'prosperous city', we mean a healthy, clean and safe city, with a strong economy, where citizens of all ages and backgrounds can work, learn and thrive.

The Education Department is committed to this vision and to working with partner services both within and outwith the Council to deliver efficient and effective services to all children and families.

'Quality Education in Dundee – Can do, Must do, Will do'

Vision Statement

"Our vision is the delivery of a quality educational experience in which all children and young people aspire to reach the highest personal levels of attainment and achievement."

We will achieve the vision by:

- empowering heads of establishments to deliver an ambitious and challenging curriculum based on shared aims, vision and values;
- providing every learner with equal access to a quality educational experience by removing all barriers to learning;
- building a culture of inclusion;
- delivering a quality curriculum designed to meet the needs of all learners;
- providing the highest standard of learning and teaching for every learner in every establishment;
- improving attainment levels and maximising achievement opportunities for every learner; and
- responding to the unique personal needs, lifestyle and family circumstances of every individual.

Guiding Principles

Our guiding principles are based on the fundamental need to impact positively on, and improve the life chances of, every child, young person and family in Dundee by:

- Placing the 'Getting it Right for Every Child' philosophy at the heart of everything we do;
- Creating a holistic, multi-agency approach to care and welfare based on quality partnership working;
- Enabling all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors;
- Creating a caring, successful environment for learning which promotes well being and a sense of mutual respect
- Engaging all learners in the highest quality learning activities to maximise attainment and achievement levels for all;
- Recognising and meeting the unique and different learning needs of all learners;

- Ensuring continuity of learning for all learners across all points of transition;
- Listening to and acting upon the voice and views of children and young people; and
- Developing a culture at establishment level in which all staff are reflective and highly skilled practitioners.

Values

Wisdom ◇ Justice ◇ Compassion ◇ Integrity ◇ Respect ◇ Tolerance ◇ Equality ◇ Fairness

“It is one of the prime purposes of education to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged”.

To achieve this, the curriculum:

- should enable all young people to benefit from their education, supporting them in different ways to achieve their potential
- must value the learning and achievements of all young people and promote high aspirations and ambition
- should emphasise the rights and responsibilities of individuals and nations. It should help young people to understand diverse cultures and beliefs and support them in developing concern, tolerance, care and respect for themselves and others
- must enable young people to build up a strong foundation of knowledge and understanding and promote a commitment to considered judgement and ethical action
- should give young people the confidence, attributes and capabilities to make valuable contributions to society

In essence, it must be inclusive, be a stimulus for personal achievement and, through the broadening of pupils' experience of the world, be an encouragement towards informed and responsible citizenship.” (Building the Curriculum 3)

Capacities

Our aspiration for all children and for every young person is that they should be:

Successful learners ◇ Confident individuals ◇ Responsible citizens ◇ Effective contributors

By providing structure, support and direction to young people's learning, the curriculum should enable them to develop these four capacities. The curriculum should complement the important contributions of families and communities.

Getting it Right for Every Child

We are committed to 'Getting it Right for Every Child'. GIRFEC is a national approach to supporting and working with all children and young people in Scotland.

What is GIRFEC?

- Getting it Right places children's and young people's needs first, ensures that they are listened to and understand decisions which affect them, and that they get more coordinated help where this is required for their well-being, health and development.
- It requires that all services for children and young people - Health, Education, Police, Social Work, Housing and voluntary organisations - adapt and streamline their systems and practices to improve how they work together to support children's and young people's wellbeing.
- The approach helps those facing the greatest social or health inequalities. It also encourages earlier intervention by professionals to avoid crisis situations at a later date so that children and young people get the help they need when they need it.



GIRFEC Principles

Getting it Right for Every Child can only happen when all children and young people are:

SAFE: Protected from abuse, neglect or harm at home, school and in the community.

HEALTHY: Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.

ACHIEVING: Being supported and guided in their learning and in the development of their skills, confidence and self esteem at home, at school and in the community.

NURTURED: Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.

ACTIVE: having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.

RESPECTED & RESPONSIBLE: Children, young people and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities.

INCLUDED: Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

We know that we are making a difference when:



- We can identify what we have done that makes a difference to the improvements in children's and young people's wellbeing (SHANARRI); and when children and young people have been part of identifying those solutions.

- Everyone working with children and young people uses a consistent and equitable approach which builds on the strengths and assets within families and our own resources in order to work more effectively together to improve outcomes for children and young people.
- Everyone is clear about their personal responsibility to do the right thing for each child and how they contribute to the collective responsibility to do the right thing for each child. Parents and children benefit from a collaborative approach which results in fewer meetings, requires them to give their information only once, and jointly develop with professionals one plan that will meet all of their needs. Agencies and professionals are freed up to respond to children's needs and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.

Getting it right 'early' through School and Family Development Workers

At the end of session 2012-13, seventeen Early Intervention Family and School Development Workers were deployed across the eight decentralisation wards and have established bases in primary schools across the city. They workers offer early intervention, preventative support and guidance/ advice to parents and families to help deal with issues and problems as soon as they emerge. Throughout 2013-14 it is planned that workers, following consultation with schools, will engage with nursery and primary families and pupils to provide the following interventions:

- One to one work - tailored, personal support for young people and their families, either working with individual members or the whole family together
- Delivery of group work programmes within an informal setting to address issues such as anger management, social skills, protective behaviours or transition with children
- Signposting of families to other services e.g. (food parcels, debt advice, Parent to Parent, SWD etc)
- Drop-in sessions in partnership with with nursery and school based staff supporting parents engage with their children's learning

It is planned that all support packages for children and families will be needs led and delivered in a non-judgemental way with the family remaining at the centre of all decisions. It is envisaged that through empowering families to make positive changes themselves, there is a greater chance of long term sustained success which benefits the child, the parent and also the school and other professionals.

2. Context



The most recent 2011 national census recorded Dundee's population as 147,268, a 1% increase on the 2001 figure. Nationally the Scottish population has increased by 5% over the same period. The 2011 census shows the authority as having 18% of its population under 18; this is two percentage points less than the national figure. The percentage of the population under 16 is 16%; nationally it is 17%. The number of children under 5 has increased by 6% since 2001; the national increase was also 6%.

The latest (2010-based) population projections suggest Dundee's under 16 population will increase by 5% by 2015 and by 13% by 2020. This is considerably larger than the national projections of 1% by 2015 and 5% by 2020. The working age population is projected to increase by 4% and those of pensionable age to decrease by 7%.

In the latest 2012 Scottish Index of Multiple Deprivation, 55 of Dundee's 179 data zones are ranked within the 15% most deprived in Scotland; the same number as in the 2009 Scottish Index of Multiple Deprivation.

In 2012 median gross weekly earnings for people living in Dundee were £432, below the national average of £498. Employment deprivation in the city also remains consistently higher than the national average. The percentage of people claiming key benefits, including job seekers allowance and incapacity benefits, is higher in Dundee than in Scotland.

The number of children looked after by the Council has been increasing each year. The LAC (looked after children) rate in Dundee per 1,000 population continues to be one of the highest in Scotland. The number of pupils from minority ethnic groups also continues to increase. In 2013, 8% of the school population in Dundee had English as an additional language with 80 different languages spoken among our pupils.

The proportion of pupils identified with additional support needs has been increasing and those with assessed disabilities has increased year on year. Actions taken during session 2012-13 in response to this increasing trend include:

- better use made of ASN data, from pre-school through to transition beyond school, which informs how we can target resources in a staged approach to meet learning needs
- a review in June 2013 of Support for Learning (SfL) across all sectors which has resulted in schools now being responsible for the recruitment and deployment of SfL staff. The allocation of SfL teachers in both sectors is based upon a revised formula which ensures a fair and equitable allocation. Following the consultation process, and adjustments to both primary and secondary sfl staffing, the need for two additional staff members to create an Outreach team was agreed. In addition, St John's High School small group provision has been formally recognised as an enhanced provision equipped to meet a broad range of additional support needs
- the continued roll out of ABLe (Addressing Barriers to Learning) within primary and secondary schools to better assess and inform intervention strategies for meeting a wide range of learning needs within every day teaching and learning
- enhanced consultation with our Allied Health Professional colleagues and improvements to speech and language therapy services delivered directly to schools in order to build capacity of staff at universal and additional stages
- revised Accessibility and Support for Learning policies for staff to better meet learning needs across all schools in the city
- use of Scottish Government's Autism Development Fund monies to provide support for young people approaching post-school transition, including vocational work experience from Enable; a transition worker for young people requiring social work involvement; and research which has identified the needs of families living with ASD

- the introduction of a revised literacy strategy based upon teaching and learning practice which meets the literacy needs of pupils across developmental stages and enables early intervention to identify and address literacy difficulties

3. Key Achievements

Examination Performance

Pupil performance in SQA examinations is published twice each year based on pre-appeal and post-appeal results. The Pre-Appeal results are issued to all SQA candidates in August when the national performance data is released by SQA. Additional information is made available for analytical and comparator purposes following the national publication of the Standard Tables and Charts (STACS) data in late September. Following the initial round of results each August, schools and candidates may appeal to have their grades improved for a variety of reasons including unexpectedly weak performance or illness at examination time. As a result, the final stage in the process is the publication of post-appeal data in January each year. This reflects the outcome of the appeals process or the changes made due to inaccuracies in the information provided to or held by SQA.



Improving the attainment of pupils in SQA examinations is a long-standing priority for the education department and remains a key priority within the Council Plan, Service Plan and Single Outcome Agreement. Key strategies aimed at improving the attainment of secondary pupils include the active involvement of school staff in monitoring and tracking pupil progress, the setting of challenging targets and the consistent delivery of high quality learning experiences for all pupils. The revised Framework for Improvement and related annual attainment review process in each secondary school, ensures that Head Teachers

and senior staff are able to work closely with peer head teachers and key staff from within the Education Department to analyse SQA results and identify strengths and areas for improvement. Head Teachers continue to work with individual Principal Teachers of subjects to analyse performance at school level then compare this with pupil performance at local and national level based on comparator schools with similar features.

Pupil attainment in SQA examinations continues to increase in the city. However, there is no room for complacency and there remains a clear recognition at school and council level that there is continued scope for further improvement. The following strategies remain firmly in place to ensure an on-going focus on raising attainment:

- on-going improvements in teaching and learning including the training of teachers in the use of co-operative learning methodology
- on-going preparation, support and training in relation to the introduction of the 3-15 planning, tracking and monitoring system, On Track With Learning
- continual reinforcement of curriculum design principles as an inherent feature of classroom practice
- the use of target setting by subject teachers in all secondary schools
- the annual analysis of standardised assessment data and SQA performance at school and departmental level by the Head Teacher, senior managers and principal teachers
- the sharing of primary standardised assessment data (INCAs) with secondary schools to further improve progression and continuity in children's learning

- an annual attainment review by the Head of Education and Quality Improvement Officers to provide support and challenge to schools and subject departments; and
- on-going analysis of attainment when set against the performance of schools and council areas with similar social characteristics.

In session 2013 -14 a new set of SQA national examinations are to be introduced. These will replace the existing Access, Intermediate and Standard Grade exams. In support of attainment analysis a new national Senior Phase Benchmarking Tool is under development to provide analysis of exam results at Local Authority and School level. Throughout session 2013-14, Dundee City Council Education Department will help evaluate the preview edition of this new tool during its prototype phase.

Scottish Baccalaureate

Dundee continues to play a leading part nationally in the delivery of the Scottish Baccalaureate. Six Senior Pupils achieved the Baccalaureate – 4 Science, 1 Languages and for the first time 1 Expressive Arts; three of these awards were with Distinction.

Skills for Learning, Skills for Life, Skills for Work

From early years and throughout primary school there are various enterprising activities with a focus on skills for Learning, Life and Work, taking place. Over 100 pupils across 3 nursery/primary schools were involved in an interdisciplinary activity on the life cycle of the honey bee. This was carried out in partnership with the bee keeper from a social enterprise company 'Claverhouse Group' and incorporated science, expressive arts and social studies in addition to the responsibility of all areas of Literacy, Numeracy and Health & Wellbeing.



In partnership with Ninewells Hospital Medical School, Teddy Bears Hospital continues to grow in popularity with primary schools. Five nursery/primary schools participated in visits to Ninewells which involved medical students working with 125 pupils delivering six different practical sessions ranging from 'It's an emergency/people who help us' to 'What's inside my body?'.



In upper primary school, medical students, nursing students and dental students spent a week in 10 schools delivering lessons based on the level 2 Science and Health & Wellbeing experiences and outcomes. This partnership activity not only supports teachers in the delivery of the Es and Os but also supports the students develop their professional attributes, knowledge and skills in communicating with children.

Two primary schools held enterprising careers weeks when a number of local employers were involved in activities which raised children's awareness of the redevelopment of the city and evolving employment opportunities.

190 young people in S3 and S4 participated in a variety of targeted Skills for Work courses at Dundee College. Subjects studied ranged from construction crafts, hairdressing and cosmetology to childcare, catering and motor vehicle maintenance. Events such as Engineering for Life, Creative Spaces and Dare School Challenge continue to be popular in schools with approximately 500 pupils participating across these events.

More than 1600 young people in S4 to S6 undertook work experience placements with approximately 1400 pupils engaging in a one week placement. The S5 and S6 work experience placements continue to be based on individual school requests and requirements. A new secondary school initiative has been introduced for Christmas leavers with 80 pupils being given an opportunity to enhance their employability skills by participating in further work placements. Work Experience is integral to some SQA qualifications therefore pupils also take part in vocational placements to fulfil this requirement. Partnerships with various organisations such as Police Scotland, Scottish Fire and Rescue, RAF, NHS Tayside, Dundee Rep, Duncan of Jordanstone and Leisure and Sport Dundee continue to grow and develop opportunities for our young people.

A partnership between the Education Department, The Scottish Food and Drink Federation, Abertay University students and Scotherbs employees worked with Morgan Academy S3 pupils studying Biology and Business Studies to provide the young people a practical insight, through work place visits, to how the knowledge and skills from their classroom activities are relevant to the food and drink industry.

The Education Department, in partnership with colleagues from the wider business community, continues to operate a mentor programme within five of our secondary schools. The key aims of the mentor programme are:

- to build confidence and assist pupils to discover their strengths, skills and talents
- to broaden pupil's aspirations and ambitions in life
- to develop pupil's life and employability skills
- to help pupils make a successful move into the next stage of education or employment

The Dundee Waterfront Project continues to influence some of the activities in schools. One such activity in partnership with City Development and Blue Square Design was a challenge to design a hoarding to be displayed in public areas representing the City. The challenge was based around replicating the demands of the design industry and the young people took on the roles of Art Director, Account Director, Technical Director and Designers. The final designs were presented to the Waterfront Board which included DCC Chief Executive, Director of City Development, and a representative from Scottish Enterprise Tayside. The winning team then worked with Blue Square Design on the technical specifications and the finished product is now



displayed in a prominent position in the City. This work has formed part of a shortlisted application for Scottish Quality in Planning Award.

Enterprise at the Rep is a collaborative project between Dundee City Council Education Department and Dundee Rep Theatre which takes place during November. The programme sets out to achieve two main outcomes: an awareness raising opportunity for young people to explore areas of employment within the creative arts, and to provide a work based setting where pupils in S5 and S6 can learn and utilise a variety of skill sets to support them as they move from compulsory education into FE, HE or the work place. Nine Dundee secondary schools participated during November 2012, with fifty five S5/S6 pupils in total.



Training for school staff based on 'Building the Curriculum 4 – Skills for Learning Life and Work', continues to be delivered to schools on request. In addition a skills poster was developed as a resource to be displayed in every classroom in the city. This was accompanied by a user guide to support teaching staff in delivering the skills for learning, life and work agenda. Pupils are subsequently encouraged to use the skills vocabulary, in context, whilst completing their P7 and S3 profiles.

Sustained Positive Destinations

In 2012/13 the increasing trend for young people entering positive destinations continued. 90% of young people entered a positive destination, an increase from 88.7% the previous year. The proportion of young people going on to higher and further education has improved slightly this year; 67.1% from 66.7% in 2010/12. Compared to the average figures for the country, 7.1% less young people enter Higher Education whilst 5.6% less enter employment. On a positive note 10.1% more young people enter Further Education compared to the national average. Sustained positive destinations continue to be one of the main outcomes for schools and the department and will be one of the four national within new senior phase benchmarking tool which will come into operation in August 2014.

School Estate – Out With The Old and In With The New

Harris Academy

In June 2013 the Perth Road building which has housed Harris Academy, the oldest public school in Dundee founded in 1885, closed its doors in preparation for demolition. Over the coming 3 sessions Harris Academy will be housed in temporary premises at the old Rockwell building in Lawton Road until the opening of the new school on the Perth Road site. It is anticipated that the project will be completed by 2016. In the words of Head Teacher, Mr James Thewliss, the move represents 'the stripping out of eighty years of history' and therefore highlights 'the importance of June 2013 in the history of our school'.



Opportunities for Wider Achievement: overseas projects, cultural exchanges and challenges

Menzieshill High School: Caring for Kandaria

In July 2013, 3 staff and 11 pupils from Menzieshill High School set off to spend 20 days in rural Kenya to help support a local community and also build a classroom for Kandaria mixed secondary school. The trip had been preceded by 16 months of planning and fundraising. Although only expected to start the classroom and office, due to generous benefactors, "still donating money to us as we were getting on the minibus", the classroom was able to be completed! The group helped with labouring, brickwork and concrete shuttering, and were amazed at how much they accomplished. In addition, it is hoped that electricity, which had recently been run into the area,

may soon be available to the school and the computers that the group carried with them will be put to good use.

As well as computer systems and educational materials, such as dictionaries donated from the local rotary club, pupils and staff also passed on donations of medical supplies, toothbrushes, toothpastes, games equipment and lots of clothes. Playing with the younger children and talking with the older school children were highlight for many members of the visiting team. Although the rains arrived early and they were unable to reach Kandaria every day, the group were kept busy, with visits to museum, impala sanctuary and orphanage, boating on Lake Victoria and a trip to the Equator.

The pupils from Menzieshill reported that they felt very privileged to have been made so incredibly welcome by the children and invited into their lives and homes. They felt as if they were doing something worthwhile and have made many memories and friends. Though sad to leave, they hope to return and will continue to support Kandaria village and school.

Harris Academy: World Challenge to Mongolia

During the summer of 2013 a team of 16 pupils and 2 staff from Harris Academy completed a very successful World Challenge to Mongolia. The team undertook a remote 13 day trek by horseback and on foot. They had the challenge of buying all their provisions, food and equipment in the 'Black Market' in just one day, after arriving in Ulan Bator, having travelled for 48 hours via London and China.

Along the way all meals were cooked by the young people on open fires and water had to be collected from rivers and purified. At the same pupils coped with 4 seasons in one day as weather changed from 35°C sunny blue skies to 5°C with giant hailstones and lightening in less than an hour!

The trek was followed by a community project in an orphanage just outside the capital. Each challenger found a task to help build, paint, repair equipment or spend time interacting with the orphans. Harris pupils left behind a lasting contribution in the form of many happy children, young footballers with new strips and 23 working bicycles.

Pupils involved have described their experience as a very challenging but also very rewarding time, while staff accompanying them said how proud and privileged they felt to witness the confidence, leadership skills and citizenship that the pupils displayed: they were great ambassadors for their school, Dundee and their country.



St Paul's RC Academy & St John's RC High School: Mangamanuthu - the India Village Project

Links with a community and schools in Southern India were forged by former members of staff of Lawside Academy in 2007, which resulted in the India Village Project. Staff from St. Paul's RC Academy visited India in 2009 and were warmly received by the villagers in

Mangamanuthu: in particular the mothers and children of the Rainbow Project - families who have been touched by the AIDS virus.

Visits by staff and pupils have continued as has financial support by the Dundee schools involved, providing valuable equipment and resources including computer equipment, as well as funding educational provision for children in Operation Rainbow.

In June 2013 5 pupils from St John's RC HS joined 4 pupils from St Paul's RC Academy along with 4 members of staff on a visit to Tirichipalli, India. After a well-deserved rest, the pupils set off to the village of Mangamanuthu to be introduced to the staff and pupils of St Marcellin's school. They received an enthusiastic and overwhelming welcome from all pupils and staff before visiting

the classrooms. Those involved indicated that for them the trip was absolutely life changing, allowing them to see the difference that their support can make and encouraging them to continue to work hard in their fundraising efforts on behalf of the community.

Grove Academy: Connecting Classrooms – Meru Boys' School

Several years ago, Grove Ac established an international partnership with Meru Boys' School in Kenya. Originally through Global Dimensions Partnership but most recently Connecting Classrooms and financially supported by The British Commission, Grove has established partnership activities and collaborative working opportunities. Initially 2 members of staff from Grove Ac travelled to Kenya and established projects in Geography and English, with 2 members of staff from Meru making a visit to Dundee the following year. Update of project working has been shared and over the years extended. To date 5 mutual exchanges have taken place. The last two exchanges have resulted in opportunities for 6 Grove and 6 Meru pupils developing a greater capacity for social, educational and cultural differences and similarities.

Whilst in Kenya, Grove staff sought to extend links within the wider community and there is significant interest in and support for St Stephen's Kindergarten (linked to St Stephen's Church in Meru) as well as St Stephen's Church in Broughty Ferry. Additionally links have now been established between St Mary's Primary School, Lochee and Limbine Primary School.

Grove Ac continues to support and learn from the work of Ripples International which supports orphaned children and other young children and their mothers affected by HIV. Building development and improved classroom furniture and resources have helped improve learning environments for young people in and around Meru.

The school is currently preparing for a World Challenge expedition in summer 2014 when 31 pupils and 4 staff will travel to Kenya and extend further the projects established in the wider community.

Grove Ac also has a well established Sister School Agreement with Kobe Municipal Fukiai High School in Kobe, Japan which has resulted in the establishment of a pupil/teacher exchange programme. The first team of 2 staff and 16 pupils went to Kobe in June 2010, followed by a visit from the Japanese students in August 2010. The most recent exchanges saw Grove pupils visit Japan in June 2012 and Japanese students coming to Grove in August 2013 with the next visits planned for 2015.

The exchange means that pupils live with a host family, which gives them an insight in to Japanese and Scottish life that they would otherwise struggle to gain. They learn what it is like to be a school pupil in another country. They also take in the culture, history and heritage of that country through various excursions and gain a true flavour of the place, either Japan or Scotland. It is a truly unique exchange programme from which pupils and staff gain a huge amount.

4. What key outcomes have we achieved?

Attainment in SQA examinations

Young people sit examinations at the following levels:

- SCQF Level 3 – Access 3 or Standard Grade Foundation Grades 5 and 6
- SCQF Level 4 – Intermediate 1 A-C or Standard Grade General Grades 3 and 4
- SCQF Level 5 – Intermediate 2 A-C or Standard Grade Credit Grades 1 and 2
- SCQF Level 6 – Higher A-C
- SCQF Level 7 – Advanced Higher A-C.

Almost all young people sit their examinations in S4, S5 and S6. Examination results are gathered by the end of each of these years and are cumulative; that is by the end of S6 all qualifications achieved prior to that are included.

End of S4: Although Attainment in English & Maths at Level 3 fell slightly, attainment was maintained at five Level 3 passes and increased at five Level 4 passes with five or more at Level 5 remaining steady. Importantly, the gap between Dundee and its comparator group has narrowed at Level 4 measures.

English & Maths at Level 3 or better	2009	2010	2011	2012	2013
Dundee City	91%	91%	94%	94%	93%
Comparator Average	94%	94%	94%	94%	94%
Difference	-3%	-3%	0%	0%	-1%

5+ at level 3 or better	2009	2010	2011	2012	2013
Dundee City	88%	88%	90%	92%	92%
Comparator Average	92%	93%	94%	94%	95%
Difference	-4%	-5%	-4%	-2%	-3%

5+ at level 4 or better	2009	2010	2011	2012	2013
Dundee City	71%	69%	70%	71%	75%
Comparator Average	77%	80%	80%	81%	83%
Difference	-6%	-11%	-10%	-10%	-8%

5+ at level 5 or better	2009	2010	2011	2012	2013
Dundee City	29%	27%	28%	26%	27%
Comparator Average	37%	38%	37%	37%	40%
Difference	-8%	-11%	-9%	-11%	-13%

End of S5: Attainment increased at one or more Highers with the figure for three and five or more Highers remaining the same.

1+ at level 6 or better	2009	2010	2011	2012	2013
Dundee City	32%	37%	38%	40%	41%
Comparator average	41%	44%	45%	46%	47%
Difference	-9%	-7%	-7%	-6%	-6%

3+ at level 6 or better	2009	2010	2011	2012	2013
Dundee City	17%	21%	19%	21%	21%
Comparator average	24%	26%	27%	27%	28%

Difference	-7%	-5%	-8%	-6%	-7%

5+ at level 6 or better	2009	2010	2011	2012	2013
Dundee City	7%	9%	9%	9%	9%
Comparator average	11%	11%	13%	13%	13%
Difference	-4%	-2%	-4%	-4%	-4%

End of S6: Significantly, attainment has increased at three or more Highers and one or more Advanced Highers with attainment remaining the same at five or more Highers.

3+ at level 6 or better	2009	2010	2011	2012	2013
Dundee City	25%	25%	31%	31%	33%
Comparator average	31%	33%	36%	37%	38%
Difference	-6%	-8%	-5%	-6%	-5%

5+ at level 6 or better	2009	2010	2011	2012	2013
Dundee City	17%	16%	20%	20%	21%
Comparator average	21%	22%	25%	26%	26%
Difference	-4%	-6%	-5%	-6%	-5%

1+ at level 7 or better	2009	2010	2011	2012	2013
Dundee City	13%	13%	15%	15%	16%
Comparator average	14%	15%	16%	18%	18%
Difference	-1%	-2%	-1%	-3%	-2%

Total Number of Pupils Leaving School without a Qualification

Starting in 2007 the Education Department has tracked closely the number of young people leaving school without a qualification. Working closely with schools, a number of strategies have been employed to reduce this number. In 2007 8.5% of pupils in the city left school with no qualifications at SCQF level 3. This has reduced year on year to a low of 0.6%. Last year, 2012, saw a slight increase to 1.1% of pupils leaving with no qualifications at SCQF level 3. This marks significant progress in the last 6 years.



5. Achievement

Dundee schools continue to provide an outstanding range of opportunities which allow all children and young people to achieve. Children and young people are increasingly influencing their own learning and are part of the decision making process in the school. They participate in Pupil Councils, Health Promoting Committees and Eco Councils; they become Road Safety Officers, prefects, house captains, sports leaders and fulfil a variety of additional roles.

Active Schools



The Active Schools network in Dundee aims to increase activity levels of children and young people through the provision of a range of sport opportunities offered before and after school as well as lunchtime activities. Building capacity, through the recruitment, retention and development of a network of volunteers to deliver sport, is critical in ensuring that young people are ultimately motivated and encouraged to participate in sport.

Active Schools develop useful pathways between school and sports clubs to support the transition from school to club sport. They work to recruit, retain and develop a network of volunteers, coaches, leaders and teachers who in turn deliver opportunities in school and club sport. By doing this they also increase the number of young people who engage in volunteering as sports leaders and coaches in both school and club settings. Increased participation amongst under-represented groups, including girls and young women and children and young people with a disability, is a focus of all co-coordinators' work. They work in partnership with education staff to ensure Active Schools opportunities are connected to physical education, school sport and club sport and deliver programs designed to profile sport as well as motivate children and young people to get involved with major sporting events such as Glasgow 2014 Commonwealth Games and the Ryder Cup in 2014.



Key outcomes achieved during session 2012-13 include:

- an increase in Participant Sessions from 202,000 to 209,831 on an extra curricular basis, with an additional 84,000 participant sessions being delivered through the school day
- an increase in the number of Secondary School Sport competitions from 46 to 91
- a rise in the number of Primary School Sport festivals from 41 to 56
- increased volunteer numbers from 723 to 816
- increased school to club links from 193 – 310
- 52 different activities have been provided; an increase from 46 last year
- 40 registered Young Ambassadors
- 47% of girls are active across the city
- 150 Sports Leader Awards were delivered to Abertay University students to support the provision of extra curricular sport in schools, a 100% improvement on last year. Senior pupils also have the opportunity to take part in Sports Leader Awards as a joint initiative through Active Schools and PE or offered through PE as a departmental option.

Instrumental Music Service

In June 2013 Dundee City Council confirmed the decision to abolish all music tuition fees aiming to promote equality of access to children and families across the city. Funding made available from the Scottish Government, following the publication of a national report regarding Instrumental Music, also allowed for the purchase of additional instruments to support the higher uptake by pupils across the city. Prior to the change in fees policy, Dundee City was identified as being higher than the national average having a population of 12.9% of pupils from P4-S6 participating in music tuition.

Shona Robison, Dundee City East MSP said:

“Scrapping music tuition fees will help boost even further the number of primary and secondary pupils in Dundee benefitting from learning an instrument. Apart from the acquisition of musical skills, learning to play an instrument gives the pupil confidence and satisfaction and allows them to attain goals and to express themselves creatively.”

A recent evaluation of the impact of the Instrumental Music Service highlights that:

- Dundee Instrumental Music Service, to a great extent, supports pupils to develop essential knowledge, attributes and skills for learning, life and work as desired by Curriculum for Excellence
- through their participation pupils develop confidence, self-esteem and self-discipline, improved communication, problem solving, organisational and team work skills in addition to greater resilience and perseverance
- the service is fully inclusive with neither physical disability or special learning needs perceived as barriers to learning an instrument.



Throughout session 2012-13 increased numbers of pupils participated in the string central bands and orchestras programme with the Instrumental Service continuing to enjoy strong partnerships with the RSNO the Scottish Ensemble and Scottish Sinfonia.

ASPIRE Dundee

Dundee City Council Education Department launched the ASPIRE Dundee Project, a four year immersive arts education initiative.

Central to ASPIRE Dundee is a desire to bring together professional artists working with schools and communities in a positive and ambitious programme of work which will explore new contexts of creating and delivering high quality arts and cultural experiences whilst developing a further sense of local and national pride and identity.

ASPIRE Dundee will provide opportunities for almost 2,000 primary pupils to engage with the arts.

It will promote a culture change in delivering high quality arts and cultural experiences in schools and will demonstrate that lifelong participation in the arts can bring about transformational change within families and communities.

Enrichment activities will help enhance and stimulate the excellence offered to pupils. These will include field trips to local cultural establishments and performances, the use of artists in residence and planned opportunities to share with other after school programmes.

The ASPIRE Dundee proposal seeks to increase levels of physical activity in schools and communities aiming to combat access and health inequalities. Through a diverse range of

experiences, particularly in the schools and community hubs focusing on dance, the programme will provide opportunities for children and young people to participate in regular, fun physical activity. The dance opportunities will range in styles from contemporary – street and also feature regular performances by professional visiting companies along with showcase events for participants. Key features of the Aspire project include:

- an inclusive philosophy aimed at engaging the hardest to reach families many of whom live within the most deprived areas of the city
- working with children from P1 to P7 through to secondary school
- involvement in nursery and early years settings, including out of school clubs and holiday provision
- delivery within school and community settings
- initial engagement with 9 primary schools

Joe FitzPatrick, MSP for Dundee City West said: “ASPIRE, which is partly funded by the Scottish Government and Creative Scotland, will benefit nearly 2000 primary pupils in the city and improve their attainment and confidence. Through the use of this arts education programme we can inspire the next generation and create long-term social transformation in deprived areas of the city. The Council is taking bold and imaginative steps to dramatically increase the education records of achievement in Dundee schools, and I very much support these new initiatives.”

Dundee Schools Music Theatre



Another successful season in 2012/13 cemented Dundee Schools Music Theatre's status as one of the most successful, local authority led performing arts education projects in the country. With sell out productions of “The Jungle Book” (S1/S2) “Sweet Charity” (Back to Back) “Footloose” (S3/S4) and the epic “Miss Saigon” (S5/S6) the pupils again excelled themselves in performance and process leading up to the events, attending weekly rehearsals on a Sunday at The Space, Dundee College and in attending a week long residential in St Andrews during the last week of the holidays. The project has now been extended in partnership with Angus Council to extend the offer to more young people in the neighbouring local authority. The project continues to enjoy award bearing status from Trinity Guildhall and is also utilised by a number of young people towards further accredited qualifications including the Duke of Edinburgh Award.

Future partnerships and exchanges with Dundee's Twin City of Wurzburg are being explored as part of the 2031-14 development programme.

Youth Music Initiative



The Youth Music Initiative continues to provide children and young people with a range of unique opportunities including the opportunity to participate within African drumming.

“This was an absolutely brilliant project. The pupils were given homework each week to learn about Africa and they loved this. They did pieces of African artwork, learned about African stories and learned about the tribes and the way they used the drums. The project ended with an hour long assembly which

parents were invited to attend where pupils drummed, sang and showed their art work.” (Rosebank Primary School)

Creative Learning Team

The development of the Creative Learning Action Plan articulating with the national plan for arts and creativity has allowed the Creative Learning Team to create a broader range of targeted opportunities for learners across Early Years, Primary and Secondary establishments. Partnerships with local and national arts and cultural organisations continue to enrich the delivery of the formal curriculum and support staff development and training. Immersive INSET days focusing on enhancement of core skills in the delivery of arts experiences have proved a particularly successful approach to this objective.

During session 2012-13, Dundee City Councils Creative Learning Team worked with Arts and cultural venues from across Dundee to devise and deliver an ambitious one day event. Supported by Creative Learning Network funding, the event within the Braeview Academy Cluster aimed to provide an extra transition day for 163 Primary 7 pupils around the topic 'World War 11'. Supported by staff from Dundee Rep, Scottish Dance Theatre, the McManus Creative Learning Team and transition support pupils from Braeview Academy, participants engaged in a number of interactive learning experiences themed around escape, shelter, bravery and resourcefulness.

Pupils explored personal histories and wartime objects with Verdant Work staff, looking at evacuation and what they would pack in their suitcases. Dundee Rep developed storylines using drama techniques, and Scottish Dance Theatre led dance workshops inspired by Tea Dances, with pupils adding moves themed around situations. The McManus Creative Learning team ran an art-based propaganda factory using 'make mend and do' techniques and created amazing huge art collages themed around WW11 slogans. At the end of the day pupils came together at Whitfield Community Centre for final interactive dance/drama performance.



Other successful Creative Learning Team events during 2012-13 have included the use of art Express books as learning tools within Rosebank Primary School and Harris cluster primary schools and a highly successful cultural INSET day for teaching staff

START Project

Dundee Rep, Scottish Dance Theatre and DCA have worked in partnership to deliver two years of an exciting programme of performances and workshops with four schools as part of The Prince's Foundation for Children & The Arts flagship project. The Start Project aims to:

- Support pupils in overcoming barriers to participation in the arts and help to extend their engagement as 'active audience members'
- Inspire learning and skills development in dance, theatre, moving image and visual art and build participants' confidence in their own creativity and ability to make, create and comment on a variety of art forms

Pupils are encouraged to express their personal responses to the in school workshops and performance visits. They can create and develop their own stories and present to each other in the cluster through written work, reviews, images, photos, own work, classroom activity, ideas and via Glow/web sites.

Feedback from teachers indicates that the project has been successful in achieving its aims especially amongst boys, quieter girls and others from specific cultural backgrounds not encouraged to engage in performing.

Out of School Care Sector

Forward Together Event

In April 2013 the Education Department held an event in partnership with Dundee Out of School Care Network to both celebrate the good work and improvement in quality across the sector and also to explore ways of taking the sector forward successfully. Representatives from clubs across the city were in attendance with the Care Inspectorate and SSSC, amongst others, invited to lead workshops. A lively debate followed and many questions were raised about issues affecting the management of clubs.

Training

Over the last year improving the professionalism of staff by participation in formal training, in accordance with needs analysis, has been a big priority for the OSC sector and club staff have been undertaking a range of accredited qualifications in line with their SSSC registrations. Most noteworthy are the three Managers who have undertaken the BA Childhood Studies degree. In addition, 17 staff are completing their SVQ Playwork qualification at either Level 2, 3 or 4.

Big Event

Every year the Out of School Care Team works in partnership with Dundee Out of School Care Network and the Sports Development Team to provide a full day of fun and activities during the Dundee Fortnight. The event this year, which was opened by the Lord Provost, was very successful and provided all 20 clubs with transport to the event and many extra activities. There were around 350 children and 80 staff and workshop providers in attendance.

Quality Improvement/Inspection

Forthill Out of School Care Club was awarded all 6's in their latest Care Inspectorate Inspection due to the hard work of the club Manager, the Management Committee and the staff team. The Out of School Care Team is supporting the quality improvement in clubs and offers regular support visits. Club staff are also encouraged to do CPD throughout the year.

OSC Developments

Following the provision by Sports Development of regular sport sessions to all OSC clubs it is anticipated that a new pilot project in partnership with the Scottish Ensemble, during the summer of 2014, will introduce the use of string instruments using recognisable string repertoire through interactive story telling.

Promoting Citizenship

McManus Citizenship Award

There were 8 nominees for the McManus Citizenship Award, all of whom made a significant contribution to their school and the community. The winner of the McManus Citizenship Award 2013 was Daniel Coleman from St Paul's RC Academy. Examples of nominees' citizenship activity include:

- participation in Rotary Youth Leadership Award
- participation in peer support programmes and/or Duke of Edinburgh
- membership of local Community Planning Partnership

- participation in Dundee Schools Symphony Orchestra, Dundee Symphony Orchestra,
- taking an active role in service learning across the school and community e.g. involvement in the school's anti-bullying group; charity work including Mary's Meals, SCIAF and Macmillan Nurses Maggie's Centre
- membership of City Wide Pupil Council and Dundee Youth Council;
- performing in the Inaugural Dundee Rock Challenge for Secondary Schools
- carrying the Olympic Torch;
- Ambassador for the Dundee Waterfront Regeneration Project;
- volunteering at local Community Centres;
- achievement of Platinum Youth Achievement Award;

Eco Schools



Eco Schools Scotland awards continue to go from strength to strength with 95% of schools in Dundee now registered as Eco Schools and 71% gaining Bronze awards. A further award at Silver has been achieved by 43% of our schools. At present 14% of schools have gained the coveted Green Flag and many schools who have already gained Silver are preparing for the Green Flag level. It is anticipated that the number of awards achieved by schools will continue to rise on an annual basis.

Health Promoting Schools

With 98% of our schools in Dundee having achieved a Health Promoting School Award, Blackness Primary School became the first Primary School in Dundee to achieve Platinum Health Promoting Schools status. The assessment team were impressed at the quality of Health & Wellbeing work that was going on in the school and the overall positive ethos. With many schools progressing to the next level of award, the highest level, Platinum, has now been achieved by one Secondary, one Primary and 3 Nursery schools.

Space School

Pupils from 20 primary schools across the city took part in the prestigious Space School. This is run in partnership between Dundee City Council Education Department/Abertay University and NASA. During the year pupils attended a number of Saturday morning sessions in Abertay which gave them various opportunities to become involved in science experiences related to space travel. Teachers and Education Department Staff gave up their Saturdays and the first week of the school holidays to support the pupils in this initiative. The culmination of a year's work was a week of workshops where the pupils were given the opportunity to work with scientists from Abertay and astronauts from NASA. Parents and pupils were invited to an award ceremony where all participating pupils were awarded a certificate to mark their achievement.

6. Framework for School Improvement in Dundee (Extended Reviews)

Each year a number of schools are selected to participate in the extended review process. The overarching purpose of such reviews is to validate the school/department's self-evaluation in key

areas and to help the school secure continuous improvement in the delivery of their services to children, young people and families.

In May 2013 the extended review process was one of the main themes in the Validated Self-Evaluation exercise conducted by Education Scotland in partnership with the education department. A team of head teachers, depute head teachers, teachers and quality improvement officers evaluated the impact and process of the review process during the previous terms. Fiona Pate (Education Scotland Area Lead Officer) worked closely with the team and acted as a critical friend. Meetings were held with a number of parties who had had recent involvement in the extended review process. Although the validated self-evaluation found the procedures to be robust, an action plan highlighting areas for improvement will be taken forward through a detailed review of the Framework for Improvement early in session 2013-2014. The team from Education Scotland will return in September 2013 to endorse the improvements and amendments. The revised Framework and Appendices will be issued to all schools in October 2013.

7. School Inspections

In conjunction with the department's evolving framework for improvement, work with Education Scotland, through their inspection process, continues to play a critical complimentary role. The table below shows the number of establishments inspected over the last three academic sessions.

Number of settings inspected	2010/11	2011/12	2012/13
Early Years Centres	3	3	4
Primary Schools	5	3	3
Secondary Schools	1	2	2

The table below shows where HMIe evaluations have been satisfactory or better in the five key quality indicators (QIs).

Total evaluations in HMI inspections

Session 2012-2013

Session 2012-13		% evaluations satisfactory or better 2012/13
Early Years Centres	Langlea Nursery	100%
	Ardler Primary School – Nursery Classes	100%
	Dens Road Primary School– Nursery Classes	100%
	St Andrews RC Primary School– Nursery Classes	60%
Primary Schools	Ardler Primary School	80%
	Dens Road Primary School	80%
	St Andrews RC Primary School	20%
Secondary Schools	Grove Academy	100%
	Off-site Education Service	100%

Extracts From Education Scotland HMI Reports 2012 - 13

<p><u>(Langlea Nursery)</u></p> <p><i>"Overall, children are making good progress in early language and mathematics. In early language children talk confidently with each other and adults. They question what they do not understand to further their own understanding. Children share their personal experiences confidently with others and this is supported by the nursery</i></p>

'Take Home Bears'. Children show a particular interest in books, written by a favourite author, and listen with enjoyment to them being read. Children are familiar with a range of traditional stories and recreate them in their drama activities."

"In early mathematics, children explore the use of measuring tapes in their pretend building site play. They are learning to use scales by weighing pasta and pulses."

(Dens Road Primary School)

"In both the nursery and school, children feel very safe and well cared for. They show lots of care for others, for example through helping each other in the nursery get dressed for outdoor play or supporting one another in lessons in the school. Children and staff have very positive relationships with each another. All children are treated with respect and are fully included. Children at the upper stages support younger children well, through acting as buddies. Staff have created a very secure ethos for learning. Children are being encouraged to be more active and engaged in their learning."

(Grove Academy)

"Overall, young people are making very positive progress in subject areas from S1 to S3. They are developing important skills and knowledge in health and wellbeing, literacy and numeracy. The school performs consistently to a very high standard in national examinations. At S5/S6, young people perform better or much better than schools serving young people with similar needs and backgrounds. Almost all go on to further study, employment or training on leaving school."

8. Attendance, Exclusions and Positive Destinations

Pupil Attendance

Attendance in schools across the authority has remained largely stable over the last three years with minor fluctuations evident year on year in the exact figures.

	2010/11 Attendance	2011/12 Attendance	2012/13 Attendance
Primary Schools	94.1%	94.3%	94.0%
Secondary Schools	89.7%	90.4%	90.2%
Special Schools	84.9%	85.0%	84.4%
Dundee City	92.0%	92.5%	91.4%

Exclusions

	2008/08	2008/09	2009/10	2010/11	2011/12	2012/13
Exclusion Incidents	2,014	1,813	1,976	1,867	1,702	1,682
No. Pupils Excluded	952	869	862	847	801	749

Whilst the overall number of exclusions continues to fall, the reduction has not been as marked as in previous years. A number of schools have made considerable progress in reducing exclusions due to the promotion of positive behaviour approaches including the use of restorative approaches (which allows staff and young people to explore the causes of poor behaviour as opposed to only focusing on the outcomes of the poor behaviour) and the implementation of greater personalisation and choice through the provision of Flexible Learning Packages.

Since 2006/07 when exclusions peaked, there has been a 28% reduction overall. Although overall the number of exclusions has reduced by 6% from 2011/12 to 2012/13, the actual number of exclusion incidents in secondary schools has increased slightly.

To further support schools in managing pupils' behaviour and further promoting inclusive practice and alternatives to exclusion, new guidelines entitled 'Promoting Inclusion Reducing Exclusion' were approved in May 2013. Further targeted support and intervention will be provided throughout session 2013-14 within four secondary schools through the introduction of the Inclusion Plus Project. Under the auspices of the Robertson Trust, this consortium approach will draw together the services of four newly appointed Apex workers, Skillforce staff and Includem to provide further support for vulnerable young people including those on the cusp of exclusion.

Destinations of school leavers

The proportion of young people going on to a positive destination when they leave school continues to improve. In 2012, 90% of pupils entered a positive destination which was a further increase from 88.7% in 2011. This exceeds the national figure of 89.9%.

	2009/10	2010/11	2011/12
School Leavers entering a positive destination	83.2 %	88.7 %	90.0 %

Some of the notable strengths in this year's results include:

- 67.1% going to higher and further education, up from 66.6% in 2010/11.
- An increase from 6.6% to 7.3% in those going into training.
- A reduction of 1.4 % points in the proportion unemployed

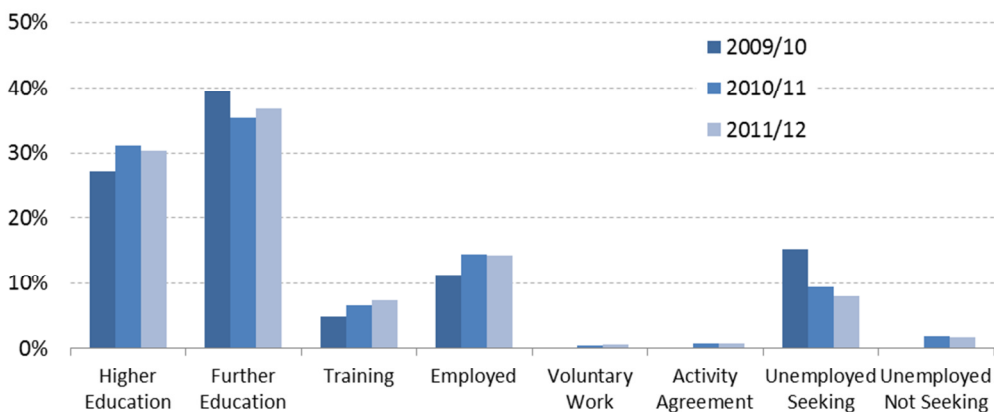


Table 1: Percentage of School Leavers by Destination

	Positive Destinations	Higher Education	Further Education	Training	Employed	Voluntary Work	Activity Agreement	Unemployed Seeking	Unemployed Not Seeking	Unknown
2009/10	83%	27%	40%	5%	11%	0%	0%	15%	0%	0%
2010/11	89%	31%	35%	6.6%	14%	0%	1%	9.4%	2%	0%
2011/12	90%	30%	37%	7.3%	14%	1%	1%	8.0%	2%	0%

9. How well do we meet the needs of staff and parents within our learning communities?

The Education Department Service Plan (2012-2017) sets out the department's vision for education in Dundee and reinforces the commitment towards ensuring that all children and young people aspire to reach the highest levels of attainment and achievement. Key to the realisation of this vision is the strength of partnership between staff and parents and the quality of support provided to build staff and parent capacity in supporting pupils' learning within school, community and home environments.

Supporting Staff

We provide high quality training for newly qualified teachers and student teachers. In 2012-13, a total of 49 probationer teachers (23 Primary and 26 Secondary) completed their induction year in Dundee schools. We were able to offer permanent contracts to all of our Primary newly qualified teachers (NQTs), with 20 choosing to remain with our authority, and to a number of secondary NQTs.



In order to take forward the recommendations made in the 'Teaching Scotland's Future' report, we are continuing to work to build and extend partnership working with both Dundee and Aberdeen Universities. The department continues to support masters level learning at Dundee University on an annual basis for a small number of teachers in areas including inclusion and supporting learners.

Quotes from NQT's involved in 2012/13 programme

Newly qualified Primary teacher, June 2013

"Felt like part of a team. Great support network. I have come away with lots of new ideas, resources and friends, increasing my confidence and helping me to develop my practice".

Newly qualified Secondary teacher, June 2013

"I have learned new strategies, ideas and benefitted from the enthusiasm that so many people in DCC have for the profession. Great year, thank you!"

We have continued to work in partnership with colleagues from SQA who have been involved in supporting secondary staff in relation to current Curriculum for Excellence developments including the introduction of a new senior phase with associated new national qualifications in session 2013-14.

The department continues to participate in promoting and populating the new National Assessment Resource with staff expertise gained from working at national level shared through local Subject Quality Assurance Groups. Exemplars are shared on GLOW as a Local Assessment Resource (LAR). Whole city assessment and moderation practices are emerging from the on-going work of these groups contributing to achieving a shared understanding of pupil performance and attainment at each Curriculum for Excellence level.

A wide range of continuing professional development (CPD) opportunities continue to be offered to staff in developing the curriculum. We are committed to offering all staff across the city the opportunity to engage in Co-operative learning training where the adopted approaches to teaching and learning fully encapsulate the philosophy of Curriculum for Excellence in brining learning to life and life to learning. Such training takes the form of a 3-day training course with a follow-up recall day. More than 700 members of staff have been trained during the first 10 cooperative learning academies with a further 10 academies lined up for session 2013-14. Feedback indicates that training has been highly valued and successfully fostered mutual understanding between primary and secondary schools. Many course participants are already implementing cooperative learning strategies in their schools resulting in improved and engaging learning experiences for pupils. Indicative feedback from staff includes:

“Thoroughly enjoyed course content, excellent delivery, inspires you to start co-operative learning immediately. (Academy 1 participant)

“Thrilled to have resources (teacher tool kit) extended with practical application explained and practised”. (Academy 2)

“A fantastic CPD Course - possible the most worthwhile CPD I've ever had”. (Academy 3)

“I have learned many new things and I know I will remember them because I had the opportunity to practise what was being taught – thank you!” (Academy 5)

“Extremely grateful for the wonderful opportunity to take part and to build my own self esteem.” (Academy 8)

Coaching continues to be promoted, with a number of schools across the city taking this forward with staff.

We are continuing to build on existing partnerships with neighbouring local authorities under a Pan-Tayside heading. Following the success of the 2012-13 conference, work on a Pan-Tayside conference is planned for Early Years staff, Primary Head Teachers and secondary transition staff during session 2013-14 on the theme of ‘Raising Attainment in Numeracy’.

Supporting Parents and Carers

In continuing to raise pupils’ achievements through parents’ involvement in their learning the department continues to support a broad range of Parent Council and Parent Group initiatives. Such work throughout 2012-13 has included:

- regular meetings of the City Wide Parent Forum
“Involved Parents, Inspired Children” where parents



are able to discuss education matters including anti bullying, literacy, numeracy, CfE, school library service and the musical instrumental service and receive related presentations

- meetings between the Director of Education, Head of Education (Secondary and Additional Support Needs) and Head of Education (Pre-School, Primary, Communication and Culture) with all Parent Council Chairs to discuss topical educational issues including progress with the implementation of curriculum for Excellence
- regular meetings with the Parent Communication Group to discuss how to improve communication between parents and schools and the Education Department
- the provision of training events for all Chairs, Clerks and Treasurers of Parent Councils
- the continued involvement of parent representatives from the Primary and Secondary Sector within the Education Committee.
- the involvement of parents within the department's recent validated self-evaluation exercise with Education Scotland
- on-going use of parent focus groups and cluster events to elicit parents' views on subjects such as anti bullying, internet safety, and the new SQA national qualifications
- the continued involvement of the Department of Educational Psychology with Parent Councils to encourage parents to learn with their children and support their children's learning
- parental involvement in writing the Parental Involvement Strategy
- parental consultation regarding new school builds through Local Implementation Groups and Project Boards
- development, in partnership with Education Scotland, of a programme to support Secondary Chairs and Head Teachers further progress parental involvement in the secondary sector
- support to schools to encourage and support Parental Involvement through a variety of ways including Focus Groups, reading groups, homework clubs, health and well being events, curriculum events, discussions on progress and attainment and the sharing and discussion of School Improvement Plans
- the involvement of parents in school and local authority working groups to look at matters including policy development and strategic matters such as Education Review Groups, Traffic Parking and pupil profiling
- work by the Dundee parent representative on the National Parent Forum

10. How good is the delivery of our key processes?

Taking Forward Curriculum for Excellence

The Education Department Service Plan (2012-2017) along with the Department's Curriculum for Excellence (CfE) timeline continues to inform school and department improvement plans in taking forward Curriculum for Excellence. The Education Department continues to make very good progress in implementing CfE and in 2012-13 finalised preparations for the introduction of a new S4-S6 senior phase and the introduction of new SQA national qualifications. The work of the department in this area has been recognised nationally. The department's drive to improve the quality of learning and teaching continues to be supported by a range of approaches to share good practice within and across schools, resulting in improved learners' experiences, enhanced approaches to meeting learning needs and improved pupil attainment and achievement.



Education Scotland CfE Assessment Team

"It is a pleasure to be working with an authority that is so forward thinking and proactive around all

Planning, Assessment and Quality Assurance

The use of Responsive Planning at Early Level continues to allow practitioners to plan and deliver effective learning and teaching based upon CfE experiences within enticing and engaging contexts for learning.

Guidance from Education Scotland around the moderation of planning, learning and teaching and assessment has allowed for a more consistent approach to planning within the Broad General Education. The piloting of SEEMiS On Track with Learning during session 2013-14 in 4 secondary schools, 10 primary schools and 1 special school, is expected to further contribute to a more consistent approach to planning within Dundee.

More than eighty practitioners from across Early Years, Primary and Secondary schools, as well as representatives from private partners, participated in cross-sector Subject Quality Assurance Groups aimed at developing teachers' knowledge and understanding of assessment standards in relation to pupils' learning in a range of curricular areas with generated exemplars for planning, learning and teaching and assessment quality assured by the local quality assurance overview group. Exemplars have been successfully shared across the authority with schools now using this model as their method of moderation of planning, learning and teaching and assessment.

A number of schools and clusters have been involved in Education Scotland funded moderation projects. These projects have now been published on the National Assessment Resource, with Kingspark, Ardler and Braeview, all achieving Quality Marks. Other related key achievements have included:

- Baldragon Academy's involvement in the exemplification of joint planning and moderation between secondary Science teachers, offsite education and primary teachers, to consider progression across and between first, second and third level
- the engagement of Kingspark staff in a project to develop consistent approaches to planning and moderation for learners with complex and significant additional support needs
- the involvement of Braeview Academy and Ardler Primary School in Profiling projects and the use of e portfolios in encouraging learning conversations and preparing pupil profiles
- Grove Cluster consideration of approaches to assessment and moderation of inter-disciplinary learning.

Baseline Assessment

The 2012-13 PIPS (Performance Indicators in Primary Schools) end of year baseline assessment data demonstrated positive value-added with the authority exceeding the national average in both early reading and early maths. Schools are making good use of this data to plan appropriate experiences for all children to ensure progression and continuity in pupils' learning. Data is now being shared at cluster level with nursery schools to help identify any gaps in children's learning experiences and to ensure effective progression through the Early Level.

InCAS (Individualised Computerised Assessments) are used in all primary schools at P4 and P6 stages. Data is used by schools to plan for individual learners and to support curriculum development at school and authority level. Data is shared with secondary schools to support pupil transition and importantly progression and continuity in learning. Training was delivered across the authority to support and extend staff expertise in the analysis of the data to maximise the impact on all learners.

All secondary schools are now using MidYIS (Middle Years Information System) assessment at the beginning of S1 to establish a baseline for Language and Maths. This further enables schools to provide appropriate support and challenge for all learners. SOSCA (Secondary On Screen Curriculum Assessments) are used in S2 to assess learners' progress in a range of areas.

Profiling



Continued support was provided for schools in the use of e-portfolios and profiling with all P7 and S3 pupils completing a pupil profile. CPD, curricular time and staff resources continue to be provided to facilitate meaningful staff discussions with and between pupils in order that young people better understand how their own personal achievements contribute to next steps in their overall learning. There is strong evidence that pupils who have engaged in the profiling process at the primary stage are more adept at reflecting on and reviewing their own learning in the secondary setting. Many secondary schools are now developing the profiling process throughout the broad general education and senior phase

which is allowing pupils to reflect on their skills and abilities and is providing stronger evidence for post school communication e.g. personal statements on UCAS applications. All secondary school guidance teachers received a training trainers course to support the continued development of tutor time within schools.

11. How good is our Management and Leadership?

During 2012-13 the Education Department underwent further restructuring with a rationalisation of roles and responsibilities for a number of central staff. A central senior management team comprised of the Director of Education and 2 Heads of Education is now supported in their work by 4 Education Managers and 8 Quality Improvement Officers. The key focus of Education Managers and Quality Improvement Officers is school improvement and the delivery of improved outcomes for children, young people and families.

Head Teachers continue to play an important role in the leadership of the department and have representation across all the Improving Pupil Attainment and Achievement (IPAA) Groups. With a reduced central support staff, Head Teachers are increasingly taking on the role of leaders of learning beyond the confines of their own establishment. There is increased evidence of Head Teachers working collaboratively across the city with Peer Head Teachers now being involved in a number of school reviews. It is anticipated that such work will be augmented by national developments in the area of learning partner schools in future years.

Dundee City Council recognises the need to support the Career-Long Professional Learning of all teachers in helping them prepare for leadership roles at all levels in their professional journey. A revised Leadership Framework has been developed to ensure that clear pathways are identified for leaders of learning at all levels and stages in their careers. Around 30 staff from 3 clusters across the city will take part in a pilot 'Middle Leadership Development programme in Session 2013-14.

Two new primary deputy head teachers embarked on the Flexible Routes to Headship programme in April 2013 under the guidance of a team of staff coaches. This programme is currently in its seventh year with five deputy head teachers to date achieving the Standard for Headship. A national evaluation is being undertaken and will inform the national leadership programme in the future.

Existing arrangements for professional review and development (PRD) will be updated next session to take into account the new General Teaching Council Scotland (GTCS) Professional Standards.

12. How good can we be?

The quality of evaluations for Education Scotland inspections and department extended review procedures, along with improving SQA exam results, provides strong evidence that the work which we have been leading with our schools on improving learning and teaching, through a more rigorous approach to self-evaluation and maintaining a focus on outcomes, is bringing about measurable improvements.

We have achieved this improvement through:

- An unrelenting focus on quality in the classroom being the key to improving outcomes.
- A continued focus on improvements in the teaching of literacy and numeracy.
- A clear focus on GIRFEC and improved integration of children's services at the point of delivery to children, young people and families.
- The embedding of a quality improvement and assurance policy which provided all staff with a clear framework based on national quality indicators.
- Continued and enhanced involvement of heads of establishment in the review process.
- Regular sharing of data at individual school level and authority level on attainment, attendance and exclusions.
- A quality assurance calendar with identified areas of focus for each visit. The process of quality assurance visits is evolving and a more proportionate approach is being taken where we target support more effectively.
- Improved HR support. We have taken a more professional approach to HR support with a clear focus on improvement and strengthening the link between HR support and the quality of learning and teaching.
- Increased focus on managing staff attendance with closer monitoring of data; training on attendance management provided to senior managers along with a number of presentations to whole staff groups.
- Reducing the numbers of staff on long term absence through earlier supportive interventions to either return to work or leave the service on lack of capability or, if appropriate, through ill health retiral.
- Raised expectations in terms of professional conduct of employees; there is evidence of the 'ripple' effect with a culture of higher expectations prevailing more widely.

Notwithstanding the above, there remains room for further improvement. We need to continue with a strong focus on improving outcomes for children and young people through the provision of high quality learning and teaching within inclusive and caring schools and classrooms. Delivering on this commitment will be key to moving more evaluations from satisfactory and good to very good and excellent.

We need to now:

- Continue to encourage schools to have the highest expectations for young people through the promotion of a city-wide culture of *only the best will do* because Dundee's children deserve the best we can give.
- Build on the strengths in inspections and quality reviews and improve further the quality of education in our establishments.
- Implement the department's revised learning and teaching policy and toolkit.
- Continue to raise expectations of the quality of learning and teaching and be intolerant of standards which do not meet children's learning needs.

- Continue to develop improved approaches to personalisation and differentiation in pupils' learning and extend the quality of engaging and motivating learning experiences for pupils.
- Consolidate and build upon integrated approaches to early intervention and prevention and developments in early learning and childcare.
- Implement the revised department strategies for literacy (0-18) and numeracy (0-18)
- Continue to embed across all curriculum contexts from 3-18, the teaching of skills for learning, life and work.
- Continue to track young people's progress from 3-18 so that support can be provided quickly to address areas of improvement.
- Provide training and support for staff in using the new SEEMiS 'On Track with Learning' planning tool.
- Continue to monitor, develop and implement all aspects of assessment and moderation, recording and reporting in line with the CfE timeline.
- Continue to promote ICT across the curriculum as an effective learning tool.
- Improve the proportion of young people achieving five or more awards at SCQF level 5 or better.
- Continue to raise expectations to increase the proportion of young people achieving three or more and five or more Highers (SCQF level 6) by the end of S5.
- Continue to reduce the number of young people who leave school with no qualifications.
- Continue to work with the Scottish Government in developing the new senior phase benchmarking tool to get recognition for all young people's qualifications.
- Continue to ensure that more young people are more physically active more often.
- Support secondary schools in the implementation of the new SQA National Qualifications in 2013/14 and support preparations for the new Higher implementation in 2014/15.
- Consolidate and extend the innovative use of partners in the college sector to expand the range of qualifications available to young people.
- Ensure that the work of our Active Schools Coordinators complements the wider work of schools in the areas of physical education, physical activity and sport.
- Continue to promote greater working together of establishments within and across learning communities through Learning Networks.
- Extend the range of opportunities for staff to share and celebrate good practice through cluster sharing events, conferences, national awards, award ceremonies for children and young people at school and city level and so on.
- Develop policy and practice to address the needs of vulnerable groups including LAC, young carers, children affected by domestic abuse and children/young people with emotional/health issues.