

## Dundee City Council Annual Education Plan 1 September 2017 to 31 August 2018



## **Introduction by the Chief Education Officer**

In response to requirements laid out in the Standards in Scotland's Schools Act 2000 (as amended 2016), I am extremely pleased to present the first Dundee City Council Annual Education Plan. This plan has been developed at a time of exciting changes and opportunities in the planning, commissioning, management and delivery of all services to children and young people across Tayside. In this context, it illustrates how the Council and individual schools will work collaboratively with partner agencies and neighbouring Councils to ensure we achieve equity and excellence in education, raise attainment/achievement, narrow the attainment gap and contribute towards addressing the persistent inequalities which impact on the lives and longer-term life chances of our children and young people.

The plan has been informed by 5 agreed priorities in all 3 Local Authority areas (Dundee, Angus and Perth & Kinross) and has been developed in collaboration with schools and children, young people and parents or carers. It outlines the actions we intend to take to contribute towards achieving a shared partnership vision for the region and successfully implement the National Improvement Framework for Scottish Education. In accordance with Getting It Right For Every Child (GIRFEC), we recognise that for children and young people to maximise their educational potential they also need to be safe, healthy, active, nurtured, achieving, respected, responsible and included. We know that these inter-dependant factors require a clear and consistent response from all partners, including schools.

The first section of the plan describes in more detail the context within which the plan has been developed. It describes our 5 overarching Dundee/Tayside Collaborative priorities and explains how schools will contribute, in partnership with other services and local communities. The plan goes on to outline, within a number of national/local priorities, the actions to be implemented over the course of academic year 2017/18 in support of the achievement of these priorities. Where appropriate, short term action measures have been articulated to gauge implementation success.

Together, we in Dundee are determined to make a positive difference to the lives of children and young people across the city. A progress report on this plan will be published in August 2018 outlining the extent to which our aspirations have been realised.

**Audrey May**  
**Chief Education Officer**  
**Dundee City Council, Children & Families Service**

## Our Planning Context

The Tayside Plan for Children, Young People and Families 2017-20

<http://www.dundee.gov.uk/reports/reports/231-2017.pdf>

has been developed by statutory and third sector partners and outlines 5 agreed priorities with explicit outcome measures for the 3 Local Authority areas of Angus, Dundee and Perth and Kinross. In Dundee, children and families are also one of 4 partnership priorities reflected in our Local Dundee City Plan

[http://www.dundee.gov.uk/sites/default/files/publications/city\\_plan\\_latest.pdf](http://www.dundee.gov.uk/sites/default/files/publications/city_plan_latest.pdf)

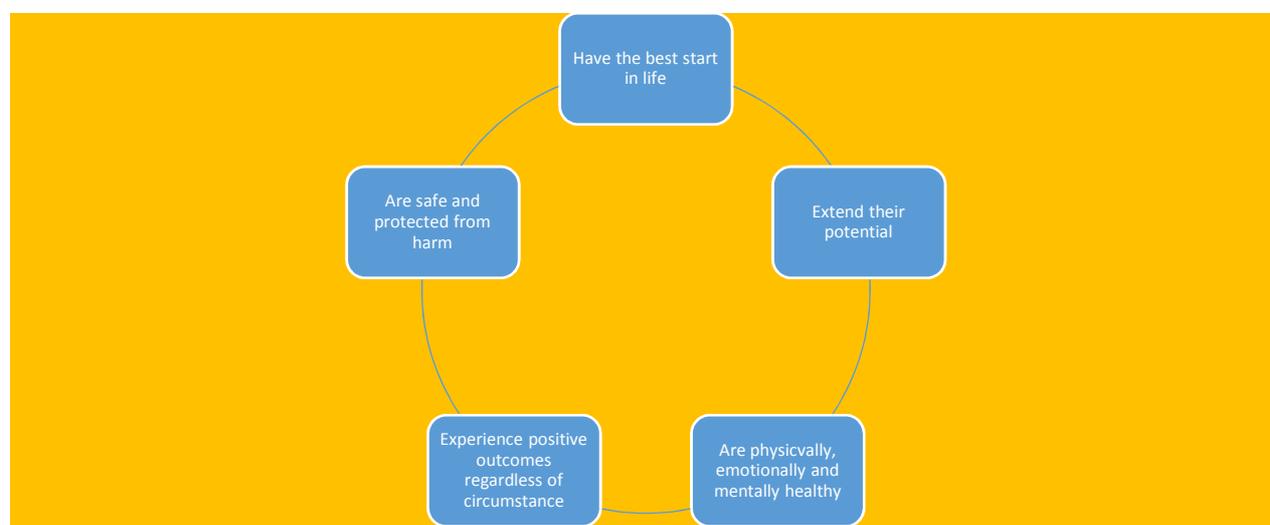
Our shared vision as a Dundee partnership and a Tayside Collaborative is to ensure that:

**‘Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up’.**

Our 5 priorities have been informed by a range of national and local policy drivers, legislative requirements, respected international research on what works to improve outcomes for children and young people and extensive local research carried out by the Dartington Social Research Unit on the key risks experienced by children and young people and their related needs. In particular, we are committed to working within the Nobel Prize winning Heckman framework of:

- ✓ **Nurturing the early development of cognitive and social skills in 0-5 year olds by targeting parenting and child centred support**
- ✓ **Investing in education and where relevant other supports to enable all children and young people to thrive**
- ✓ **Sustaining early development with effective education and supported transitions through to adulthood**

We are equally committed to the principles of the United Nations Convention on the Rights of the Child and the related Getting It Right For Every Child (GIRFEC) policy and practice models. We are determined to provide relevant, proportionate and meaningful support to parents and children and young people from pre-birth to adulthood, in order to reduce vulnerability, improve health, narrow attainment/achievement gaps and facilitate effective transitions into adulthood. Accordingly, our 5 priorities are to ensure children and young people:



## **Dundee Annual Education Plan**

The Standards in Scotland's Schools Act 2000 (as amended 2016) requires Local Authorities to prepare and publish an Annual Education Plan and Report. This is the first Dundee Education Plan prepared in accordance with this updated legislation and has been developed in the context of both the Tayside Plan for Children Young People and Families and the Dundee City Plan 2017-20. It sets out the improvement actions we intend to take over the next 12 months and illustrates how, as a Local Authority:

**We recognise that the provision of positive educational experiences, delivered in partnership with other agencies where necessary, will make a significant contribution towards our shared vision and priorities**

The plan applies to all schools and alongside ongoing self-evaluation carried out by schools using the How Good Is Our School? (4<sup>th</sup> Edition) framework, will inform individual School Improvement Plans. It will also inform the targeted use of Pupil Equity Funding, designed to help narrow the attainment gap and improve overall standards in literacy, numeracy, health and wellbeing and employability skills in particular. We believe the success of the plan will be dependent upon a number of key principles, including:

- ✓ **Whole systems leadership within and between schools and partners**
- ✓ **Support to all staff, including Head Teachers, teachers and support staff**
- ✓ **A shared focus on the holistic needs of children and young people**
- ✓ **The involvement of children, young people and parents/carers**
- ✓ **Early identification, assessment and responses to welfare concerns**
- ✓ **Efficient and effective management of resources within schools**
- ✓ **A commitment to using data to promote continuous improvement**
- ✓ **A relentless commitment to achieving equity and excellence, and**
- ✓ **A commitment to collaboration within and beyond Dundee.**

The following templates outline our educational priorities for improvement in session 2017/18 and the key actions intended to drive improvement forward in each priority. Where applicable links have been identified between local priorities and related national priorities articulated within the National Improvement Framework and the Tayside Plan for Children, Young People and Families 2017-2020. Short term action measures have been identified to gauge implementation success over session 2017/18. All actions are intended to contribute to the ultimate achievement of our over-arching outcomes in the Tayside Plan for Children, Young People & Families. The Tayside plan also includes a suite of performance measures, including those pertinent to education, which will be used across the Tayside Children's Services Collaborative to measure our performance against agreed long term outcomes in priority areas. Related targets for improvement inherent within the Council Plan 2017-22 and the City Plan for Dundee 2017-26 are outlined within Appendix Our educational priorities in session 2017/18 are to:

- **raise attainment for all and close the attainment gap between the most and least disadvantaged children**
- **raise attainment in numeracy**
- **raise attainment in literacy**
- **improve children and young people's health and wellbeing**
- **improve children and young people's employability skills and sustained positive destinations**
- **Improve and extend the quality of early learning and childcare**
- **Enhance leadership of learning opportunities for staff**

- **Improve the quality of service provision and support for children requiring additional support in their learning.**

## Dundee Annual Education Plan 2017-18

NIF/Dundee Priority – Raising Attainment for all and closing the attainment gap between the most and least disadvantaged children				
NIF Key Driver/s –				
Tayside Plan for Children, Young People & Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.				
Outcome	Short Term Action	Action Measure	Lead Officer/Group	Timescale
<b>Improved attainment for all children and young people and accelerated closure of the poverty-related attainment gap.</b>	Implementation of phase three of the Scottish Attainment Challenge in targeted schools <a href="#">External Link<sup>1</sup></a> '20171026 Scottish Government funding .docx'	Successful completion of SAC interventions across targeted schools	Chief Education Officer / SAC Education Officer	August 2017 – March 2018
	Summary of Pupil Equity Fund Spending Proposals by Equity Intervention. <a href="#">External Link<sup>2</sup></a> 'PEF Summary of Spend.docx'	Successful completion of PEF interventions across schools	Chief Education Officer/Head Teachers	August 2017 – March 2018
	Implementation of a revised targeted and proportionate School Improvement Framework.	Review complete and revised framework successfully implemented.	Education Managers/Head Teachers	June 2018
	Introduction of a sector-led model of quality improvement through the establishment of Dundee School Improvement Partnerships (SIP)	Head Teachers report satisfaction and positive impact in relation to SIP.	Locality Education Managers	April 2018

<sup>1</sup> <http://dmlink.dundee.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=589565a899a4a5679d06>

<sup>2</sup> <http://dmlink.dundee.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=6b966da7a5a252976600>

	Extension of Tayside Collaborative 'tests of change' in quality improvement	Completion of planned Tayside Collaborative quality improvement activities	Locality education Managers	June 2018
<b>Improved attainment for all children and young people and accelerated closure of the poverty-related attainment gap (continued)</b>	Establishment of school-based BGE Quality Assurance and Moderation Groups in the areas of literacy and numeracy supported by related CLPL	No of teachers receiving related CLPL in quality assurance and moderation; Reported confidence/competence levels of trained teachers.	Curriculum Pedagogy and Performance Strategy and Action Group.	June 2018
	Successful implementation of Scottish National Standardised Assessments across all schools	Completion of SNSA in all schools at stages P1,4,7 and S3	Locality Education managers/Head Teachers	June 2018
	Establishment of robust and consistent approaches to monitoring and tracking learners' progress across all schools (supported by introduction of SEEMiS BGE toolkit)	Improved approaches exist in all schools including the use of the SEEMiS BGE toolkit.	Head Teachers	June 2018
	Pilot the use of the national BGE Improvement tool across all schools.	All schools complete pilot project.	Education Managers/Head Teachers	June 2018
	As part of the evolving <i>Dundee Standard</i> provide enhanced opportunities for young people to inform and shape service provision in schools	Completion of pupil voice survey to shape service provision/redesign	GIRFEC Implementation Group	April 2018
	Provision of staff CLPL in the use of digital learning across the curriculum	Number of staff completing digital learning training; Qualitative views of learners on their digital learning experience.	Staff Tutor Digital Learning	June 2018
<b>Improved attainment for all looked after and care-experienced children and young</b>	To establish LAC Champions Boards in every secondary school and cluster of associated primary schools.	Champions Boards established in each secondary school/cluster.	Head Teachers	June 2018
	Establishment of robust monitoring tracking and intervention procedures in relation to looked after children's' progression in learning.	Monitoring and tracking procedures in place across all schools leading to appropriate interventions	Head Teachers & Link Education Officers	June 2018

		for children and young people.		
<b>Improved attainment for children and young who are recognised young carers</b>	Establishment of robust monitoring tracking and intervention procedures in relation to young carers' progression in learning.	Monitoring and tracking procedures in place across all schools leading to appropriate interventions for young carers	Head Teachers & Link Education Officers	June 2018
	All identified young carers to be offered Young Carers Statement as outlined in The Carers (Scotland) Act 2016.	Young Carers Statements are embraced within Single Child Plans.	Head Teachers & Lead Education Officer	June 2018
<b>Improved meaningful engagement of children, young people and families in learning and school life</b>	Extend the use of PDSA/Assess Plan Do Review approaches across primary and secondary schools to improve pupil attendance and engagement	Number of primary and secondary schools adopting PDSA approaches to improve pupil attendance and engagement	Head Teachers/Link Education Officers and school link EP	June 2018
		Primary and secondary attendance rates		
	Increase the number of primary and secondary schools implementing restorative practice/approaches and alternatives to exclusion.	Number of primary and secondary schools utilising restorative practice/approaches and alternatives to exclusion.	Head Teachers/Link Education Officers and school link EP	June 2018
		Primary and secondary exclusion rates per 000 pupils		
	Implementation of a Dundee Nurturing Approaches Framework based upon Fixen's model and Scotland's Applying Nurturing Approaches Framework	Number of primary and secondary schools implementing Nurture Approaches Framework.	Nurture Implementation Group/Education Manager (ASN)	June 2018
	Extension of the Strathmartine Growth Mindset to other schools and clusters across Dundee	Number of additional schools developing a growth mind-set approach.	Education Officer / ESO Health	June 2018

	Schools to increase the number of targeted places for breakfast clubs	No of pupils living in SIMD 1 & 2 accessing breakfast club	Education Officer / ESO Health	June 2018
<b>Improved meaningful engagement of children, young people and families in learning and school life (cont'd)</b>	Review by the Parental Engagement Group of the Parental Involvement Strategy	Review complete and implementation planned for session 18/19.	Parental engagement Officer	April 2018
	Increase the number of early years provisions, primary and secondary schools delivering family learning programmes in key areas including literacy and numeracy	Number of early years provisions and primary and secondary schools where Family Learning programmes are delivered.	Parental engagement Officer / Head Teachers	June 2018
	Review of reporting procedures to parents pertaining to pupils' progress	Review complete and revised formative approaches to reporting progress implemented in session 18/19.	Curriculum, Pedagogy and Performance Strategy and Action Group	April 2018
	Extend the AIM ( Anxiety in Motion) programme within all secondary schools to support attainment of targeted S1/2 young people with mental health and wellbeing needs	AIM established in all 8 secondary schools	Health & Wellbeing Strategy & Action Group and AIM steering group	June 2018
<b>Increase in the accessibility of the communication, curriculum and physical environment in schools to include diverse range of pupils' learning and communication needs.</b>	Implement a self-evaluation framework for 'Enhanced Support Areas' with all schools.  Establish Supporting Learners Collaborative networks across nursery & school communities	Number of schools with 'accredited' Enhanced Support Areas (ESAs)  See Education Equality Outcome measures	Supporting Learners Reference Group and Complex ASN Group	June 2018
<b>Increase in the diversity of attainment &amp; achievements gained at primary and secondary school</b>	Increase range of awards available in schools through Outreach Team advice and support  Schools to be supported to put in place an appropriate Autism environment and be trained in how this should be used to	Increase in the breadth of awards achieved at SCQF level 2 and above  Number of schools with 'accredited' Enhanced Support Areas (ESAs)	Supporting Learners Reference Group and Complex ASN Group	June 2018

	allow pupils with Autism to access the curriculum			
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## Dundee Annual Education Plan 2017-18

<b>NIF/Dundee Priority – Improvement in Numeracy Attainment</b>				
<b>NIF Key Driver/s – Teacher Professionalism, Assessment of Children’s Progress; School Improvement; Performance Information</b>				
<b>Tayside Plan for Children, Young People &amp; Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.</b>				
<b>Outcome</b>	<b>Short Term Action</b>	<b>Action Measure</b>	<b>Lead Officer/Group</b>	<b>Timescale</b>
<b>Increased attainment levels in numeracy for all children and young people</b>	Implementation of the revised Numeracy strategy, including: training for Primary School staff in the use of Conceptual Understanding of Number; Purchase of Numicon resources for all primary schools and provision of related training;	Number of staff trained.  Use of questionnaires for staff and pupils in P2, P4 and P6.	Numeracy Strategy and Action Group	June 2018
	Implementation of Numeracy/Maths Recovery Programmes in all secondary schools for targeted pupils;	Number of pupils receiving targeted numeracy interventions.	Numeracy Strategy and Action Group	June 2018
	Introduction of Junior Savers Pilot Project (Financial Education) in secondary schools by the Discovery Credit Union.	Number of secondary schools implanting pilot initiative.	Numeracy Strategy and Action Group	June 2018

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<b>NIF/Dundee Priority – Improvement in Literacy Attainment</b>				
<b>NIF Key Driver/s –</b>				
<b>Tayside Plan for Children, Young People &amp; Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.</b>				
<b>Outcome</b>	<b>Short Term Action</b>	<b>Action Measure</b>	<b>Lead Officer/Group</b>	<b>Timescale</b>
<b>Increased attainment levels in literacy for all children and young people</b>	Implementation of the revised Literacy strategy, including: continued roll out of the phonics based learning to read programme across all primary schools.	Read Write Inc fully implemented in all primary schools  Increased number of pupils at or beyond expected progress in reading measured on RWI Assessment.	Literacy Strategy and Action Group	June 2018
	Continued implementation of the Read Write Inc Recovery Programme ( Fresh Start) for targeted P6-S2 pupils across all school clusters	Fresh Start fully implemented across all school clusters for targeted P6 - S2 pupils	Literacy Strategy and Action Group	June 2018
	Complete evaluation report on the impact of Read Write Inc	Evaluation complete and recommendations implemented	Literacy Strategy and Action Group / Department of educational Psychology	June 2018
	Review and update literacy content within Addressing Barriers to Learning (ABLE)	Review and update complete	Literacy Strategy and Action Group Educational Psychology Service	June 2018
	Deliver training to Reading Leaders in primary Schools on use of the York Assessment of Reading Comprehension	Number of staff trained	Literacy Strategy and Action Group	June 2018
	Relaunch of the national Dyslexia toolkit.	Schools make greater use of the Dyslexia toolkit.	Literacy Strategy and Action Group	June 2018
	Provision of CLPL for school staff by ESOs Literacy in collaboration with partners including the National Literacy Trust.	Number of school staff completing training.	Literacy Strategy and Action Group	June 2018

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<b>NIF/Dundee Priority – Improvement in children and young people’s health and wellbeing</b>				
<b>NIF Key Driver/s –</b>				
<b>Tayside Plan for Children, Young People &amp; Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.</b>				
<b>Outcome</b>	<b>Short Term Action</b>	<b>Action Measure</b>	<b>Lead Officer/Group</b>	<b>Timescale</b>
<b>Increased physical activity</b>	Further develop the Cluster PEPAS Groups model to promote The Daily 15 (including the daily mile), Active Schools participation and free to play activity offered during the school day	Number of PEPAS groups; Number of new schools implementing daily physical activity; Number of new schools implementing the daily mile. % of pupil roll across all primary and secondary schools participating in Active Schools Activities  % of pupils registered for FSM (P4-S6) participating in Active School activities  Number of teenage girls participating in school sport	Health & Wellbeing Strategy & Action Group – PEPAS sub-group	June 2018
	Increase the number of Schools introducing a whole school approach to Outdoor Learning and Play (including family learning)	Number of Schools introducing a whole school approach to Outdoor Learning and Play (including family learning)	Health & Wellbeing Strategy & Action Group – Outdoor Learning and Play Group	June 2018
	Increase the percentage of primary school children cycling, walking or scooting to school through Active Travel interventions	% of primary children cycling, walking or scooting to school	Head Teachers  Leisure & Culture Dundee	June 2018
<b>Improved Healthier Food Choices of children, young people and families.</b>	Support development of Tayside Healthy Weight Strategy	Tayside Strategy reflects the needs of Dundee’s children and young people.	Health & Wellbeing Strategy & Action Group	June 2018

<b>Improved Healthier Food Choices of children, young people and families ( cont'd)</b>	Increase the number of nurseries and primary schools delivering Healthy Family Cooking	Number of nurseries and primary schools delivering Healthy Family Cooking	Health & Wellbeing Strategy & Action Group	June 2018
<b>Improve the social and emotional wellbeing of children &amp; young people</b>	Develop the use of Pupil Attitudes to Self and School (PASS) to evidence improvements in emotional wellbeing	PASS used in all secondary schools and attainment challenge primary schools	Health & Wellbeing Strategy & Action Group	June 2018
	Increase staff awareness of Adverse Childhood Experiences (ACEs) and resilience	Number of schools completing core nurture training	Health & Wellbeing Strategy & Action Group & Implementing Nurture Group	June 2018
	Contribute to development of Tayside Mental Health Strategy	Tayside Strategy reflects the needs of Dundee's children and young people.	Education Officer/ESO Health/Staff tutor	June 2018
	Review and implement revised Anti Bullying Policy and Guidelines	All schools promote and use revised policy	Health & Wellbeing Strategy & Action Group – Anti-Bullying Review Group	June 2018
<b>Reduce Number of Young People Misusing Substances</b>	Improve consistency of delivery/content of substance misuse education within secondary schools and the Offsite Education Service	Substance misuse framework launched to all school settings and partner agencies	Health & Wellbeing Strategy & Action Group	June 2018
<b>Improve Children and Young People's Healthy Relationships and Personal Safety</b>	Review delivery of health and wellbeing curriculum across primary and secondary schools to ensure pupils' capacity for: healthy relationships, personal safety and the avoidance of abuse and exploitation ( including use of internet)	Completion of review.  Number of schools delivering new programme.	Health & Wellbeing Strategy & Action Group	June 2018
<b>Improve support for children, young people and Named Persons through GIRFEC/TATC procedures</b>	Implement CELCIS test of change in Lochee Ward, including Children First Buddying System and support for named person.	Test of Change completed in pilot schools	Strategy and Performance Team	June 2018

Dundee Education Plan 2017-18

<b>NIF/Dundee Priority – Improvement in children and young people’s employability skills and sustained positive destinations.</b>				
<b>NIF Key Driver/s –</b>				
<b>Tayside Plan for Children, Young People &amp; Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.</b>				
<b>Outcome</b>	<b>Action</b>	<b>Action Measure</b>	<b>Lead Officer/Group</b>	<b>Timescale</b>
<b>Increase the number of young people with the requisite employability skills to ensure sustained positive destinations.</b>	Implementation of the Future Skills College in partnership with Dundee and Angus College, Angus Council and the Northwood Trust.	No of pupils securing a positive destination (apprenticeship or training)	Education Officer	June 2018
	Working with partnership agencies, young people will have exposure to a planned ‘work relevant learning’ experience to develop employability skills in a vocational context.	Increase the number of children and young people experiencing careers related learning in and through a variety of activities delivered in partnership	Educational Development Officer ( Skills for learning, life and work)	June 2018
	Provision of CLPL for secondary teaching staff regarding learner pathways that are available to pupils in the senior phase based on current and future labour market information.	Staff views in relation to enhanced competence and confidence in respect of learner pathways.	Educational Development Officer ( Skills for learning, life and work)	June 2018
	Provision of a planned programme of staff CLPL in: Careers Education Standard; Work Experience Standard	Number of staff trained in: careers education standard; work experience standard.	Education Officer/s, Educational Development Officer ( Skills for learning, life and work)	June 2018

<p><b>Increase the number of young people with the requisite employability skills to ensure sustained positive destinations. ( cont'd)</b></p>	<p>Increase the number of pupils across all secondary/special schools whose learner journey includes learning/study outwith their school environment, including: AH Central Campus, Future Skills College, Foundation Apprenticeships and Skills for Work Courses.</p>	<p>Number of pupils in secondary/special schools accessing learning outwith the school environment.</p>	<p>Education Officer/s, Educational Development Officer ( Skills for learning, life and work)</p>	<p>June 2018</p>
	<p>In partnership with HSCP, ensure that transition planning for all pupils with ASN is timeous and effective; and ensures positive post-school destinations.</p>	<p>No of pupils with ASN securing a positive destination</p> <p>No of pupils that report satisfaction with their transition planning experience</p>	<p>Education Manager (ASN) and ESO (ASN)</p>	<p>June 2018</p>
<p><b>Increase the number of looked after/care experienced young people with the requisite employability skills to ensure sustained positive destinations</b></p>	<p>Roll out of Breakthrough Dundee Pilot Project across secondary schools.</p>	<p>All looked after/care experienced young people receive 1:1 adult mentoring</p>	<p>Head Teachers, Business Partners &amp; lead Link Education Officer.</p>	<p>June 2018</p>

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<b>National/Dundee Priority – Early Learning and Childcare</b>				
<b>NIF Key Driver/s –</b>				
<b>Tayside Plan for Children, Young People &amp; Families – Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments</b>				
<b>Outcome</b>	<b>Action</b>	<b>Action Measure</b>	<b>Lead Officer/Group</b>	<b>Timescale</b>
<b>Improved learning for all children aged 2-5 years contributing to reducing the poverty-related attainment gap</b>	Provision of staff CLPL focussing on leadership, coaching, the pedagogy of listening, healthy weight, early communication and language and early years pedagogy	Number of staff completing training; Qualitative views of learners on their CLPL experience.	Early Years Team	June 2018
	Develop the existing workforce by employing Modern Apprentices, Early Years Support Assistants- Apprentices and developing ELC placements for young people as part of the Future Skills College initiative	Number of apprentices completing training	Head Teachers/ Early Years Team	June 2018
	Increase the number of staff holding a BA Early Childhood Degree	Number of staff completing additional qualification	Head Teachers/ Early Years Team	June 2018
	Increase the percentage of children who have accessed ELC ( 2 year olds) to at least 27% ( estimated eligibility nationally)	Number of children accessing their entitlement to ELC	Head Teachers/ Early Years Team	June 2018
	Maintain the percentage of children who have accessed ELC ( 3 and 4 year olds)	Number of children accessing their entitlement to ELC	Head Teachers/ Centre Managers Early Years Team	June 2018
	Increase the availability of high quality early learning and childcare	Number of children accessing more than their entitlement to 600 hours of ELC	Head Teachers/ Centre Managers Early Years Team	2020
	Implement 1140 hours blended model with 2 childminders as part of the national trial	Qualitative views of stakeholders including families and staff	Early Years Team Childminders Social work teams	June 2018

<b>Improved learning for all children aged 2-5 years contributing to reducing the poverty-related attainment gap ( cont'd)</b>	Continued implementation of ABC and Beyond	ABC and Beyond Action Plans PDSA tests of change	Literacy Strategy and Action Group	June 2018
	Introduction of a sector-led model of quality improvement through the establishment of Dundee School Improvement Partnerships (SIP)	Completion of annual calendar of SIP activity	Education Manager 0-5 Education Officer 0-5	June 2018
	Work collaboratively with others across Tayside to implement actions relating to the expansion of ELC i.e. quality, flexibility, accessibility and affordability		Tayside Delivery Group members	June 2018
	Extend the use of PDSA approaches across early years to improve evidence based practice.	Number of early years settings adopting PDSA approaches to improve early years pedagogy	Head Teachers/ Education Officer and school link EP	June 2018
	Increase the number of early years settings implementing restorative practice/approaches	Number of early years settings utilising restorative practice/approaches.	Head Teachers/Link Education Officer and school link EP	June 2018
	Increase the number of parents/carers engaging in parental and family learning	Number of parents/carers participating in family learning	Head Teachers/ Early Years Team	
	Implementation of a Dundee Nurturing Approaches Framework based upon Fixen's model and Scotland's Applying Nurturing Approaches Framework	Number of early years settings implementing Nurture Approaches Framework.	Education Manager (ASN)	June 2018

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<b>NIF/Dundee Priority – Leadership of Learning</b>				
<b>NIF Key Driver/s –</b>				
<b>Tayside Plan for Children, Young People &amp; Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.</b>				
<b>Outcome</b>	<b>Action</b>	<b>Action Measure</b>	<b>Lead Officer/Group</b>	<b>Timescale</b>
<b>Improve staff leadership development</b>	Develop middle leadership programme	Number of DHTs and PTs participating in mandatory elements of middle leadership	Leadership Strategy & Action Group	June 2018
	Mentoring and coaching programmes developed	Increased number of staff trained in mentoring and coaching approaches.	Leadership Strategy & Action Group	June 2018
<b>Improve Head Teacher Leadership development</b>	HT Induction programme to be finalised and implemented	New HTs are able to access comprehensive programme of support	Leadership Strategy & Action Group	June 2018
	New cohort for Into Headship and In Headship identified and supported through the programme	Increased number of staff have the Standard for Headship qualification	Leadership Strategy & Action Group/University of Dundee	June 2018
	New cohort for Excellence In Headship identified and supported through the programme	Enhanced capacity of Head Teachers to lead learning	Education Officers	June 2018
	Encourage involvement in national leadership opportunities including SCEL programmes	Increased number of staff participate in SCEL leadership programmes	Leadership Strategy & Action Group	June 2018
<b>Improve teacher staff development</b>	Roll out of high quality CLPL on pedagogy with a particular focus on feedback/visible learning. ( Tayside Collaborative)	Number of teachers participating in training.  Improved self-evaluation ratings in relation to QI 2.3 Learning, Teaching & Assessment.	Leadership Strategy & Action Group	June 2018

<b>Improve teacher staff development ( cont'd)</b>	Encourage involvement in national teacher leadership opportunities including SCEL programmes and GTCS professional recognition	Increased number of staff reflecting against the GTCS Standard for career-Long Professional Learning	Leadership Strategy & Action Group/Head Teachers	June 2018
	Facilitate staff participation as Student/inductee mentors on new PGCE (SIR) programme at Dundee University	Staff in place as mentors and participate in Masters level mentoring programme.	Education Officers/Dundee University	June 2018

## Dundee Annual Education Plan 2017-18

<b>National/Dundee Priority – Supporting Learners</b>				
<b>NIF Key Driver/s –</b>				
<b>Tayside Plan for Children, Young People &amp; Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.</b>				
<b>Outcome</b>	<b>Action</b>	<b>Action Measure</b>	<b>Lead Officer/Group</b>	<b>Timescale</b>
<b>Children and young people requiring additional support for their learning receive appropriate and proportionate support</b>	Implementation of an Addressing Barriers to Learning (ABLE) schools accreditation process to recognise and share excellent inclusive practice across the city	Number of schools/services receiving accreditation	Department of Educational Psychology	June 2018
<b>Children &amp; Young People’s voices inform and improve the quality of their experience and outcomes; they say they feel safe, healthy, included, active.</b>	Adapted wellbeing wheels sent out to nursery, school, used at home with children.  Audit all nurseries and schools for number of children & YP with complex & ASN on pupil councils and take up regular reporting.	% of plans for C&YP with ASN over age of 5 with pupil views recorded on Mosaic.  % of completed Wellbeing wheels that include pupils’ views  Number of children and YP with complex and ASN on pupil councils	Complex ASN Strategy Group	June 2018
<b>Parents and Carers voices and views inform and improve their experience and outcomes for their children.</b>	The ASN Parents Forum and Parent Council Chairs Forum provides regular opportunities for parents/carers to co-produce information and strategic planning in relation to additional support needs.  Parent/Carers are regularly given opportunities to voice their views and opinions in relation to the support they are receiving; and that these are evidenced/recorded appropriately in Child’s Plans and TATC minutes.	Qualitative themes gathered from meetings with parents.  % of plans for C&YP with parents’/carers’ views recorded on Mosaic.	Complex ASN Strategy Group	June 2018

<p><b>Children and young people who experience the greatest inequalities have access to specialist services in collaboration with school/nursery provision</b></p>	<p>Establish an ASN, Equalities &amp; Inclusion Service to provide learning &amp; teaching advice &amp; support to nursery and school communities (including those with bilingual, multisensory and diverse communication needs)</p> <p>Further develop the outreach service from Kingspark School</p> <p>Further implement and improve the SLMGs (Supporting Learners Management Groups) across local communities.</p> <p>Implement the Autism Strategy with partners within integrated children's services, including DASH; NAS; and The Yard</p> <p>Develop guidance and training ( including use of ABLe) for school staff on ADHD in partnership with local parent support groups</p> <p>Develop provision which meets the needs of young people with high-functioning Autism</p> <p>Provide training for Senior Learning &amp; Care Practitioners, LCAs and other support staff to ensure that all accessibility needs are met, e.g. moving and handling; intimate health and care needs; communication needs</p>	<p>The number of children and young people with complex ASN being supported in their local community.</p>	<p>Complex ASN Strategy Group and Supporting Learners  reference Group</p>	<p>June 2018</p>
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Enquiries in relation to this plan should be directed by e mail to: [debby.donachie@dundeecity.gov.uk](mailto:debby.donachie@dundeecity.gov.uk)

## Appendix 1

## OUR TARGETS FOR IMPROVEMENT 2017 – 2026

				One Year	Three Years	Ten Years
City Plan 2017-26	Council Plan 2017-22	Indicator	2016/17 Baseline	2017/18 Target	2019/20 Target	2026/27 Target
<input type="checkbox"/>	<input type="checkbox"/>	Number of funded 1140 hours early years' places in Dundee City Council settings	0	0	2811	2909
<input type="checkbox"/>	<input type="checkbox"/>	% of P7 pupils achieving CfE 2nd Level in Reading and Numeracy	57%	67%	85%	90%
<input type="checkbox"/>	<input type="checkbox"/>	% of school leavers achieving literacy and numeracy at SCQF level 4	Available Feb-18	86%	88%	99%
<input type="checkbox"/>	<input type="checkbox"/>	% of school leavers achieving literacy and numeracy at SCQF level 5	Available Feb-18	59%	64%	74%
<input type="checkbox"/>	<input type="checkbox"/>	% of school leavers entering a positive destination	Available Feb-18	94%	95%	97%
<input type="checkbox"/>	<input type="checkbox"/>	% of 16-19 year olds participating in education, training or employment	Available Feb-18	92%	93%	95%
<input type="checkbox"/>	<input type="checkbox"/>	% of looked after school leavers achieving literacy and numeracy at SCQF level 4	Available Feb-18	68%	78%	99%
<input type="checkbox"/>	<input type="checkbox"/>	% of looked school leavers achieving literacy and numeracy at SCQF level 5	Available Feb-18	25%	40%	74%
<input type="checkbox"/>	<input type="checkbox"/>	% of looked after school leavers entering a positive destination	Available Feb-18	88%	91%	95%
<input type="checkbox"/>	<input type="checkbox"/>	Overall average total tariff score	768	800	875	950
<input type="checkbox"/>	<input type="checkbox"/>	Average total tariff score for pupils from 20% most deprived SIMD data zones	542	640	750	950
<input type="checkbox"/>	<input type="checkbox"/>	% attendance at school	92%	93%	94%	96%
<input type="checkbox"/>	<input type="checkbox"/>	Exclusion rate (number of exclusions per 1,000 pupils) for Looked After Children	516	258	71	27