



City Chambers
DUNDEE
DD1 3BY

17th June, 2022

Dear Colleague

You are requested to attend a MEETING of the **CHILDREN AND FAMILIES SERVICES COMMITTEE** to be held remotely on Monday 27th June, 2022 at 5.00 pm.

Members of the Press or Public wishing to join the meeting should contact Committee Services on telephone (01382) 434818 or by email at committee.services@dundeecity.gov.uk by no later than 12 noon on Friday, 24th June, 2022.

Yours faithfully

GREGORY COLGAN

Chief Executive

AGENDA OF BUSINESS

1 DECLARATION OF INTEREST

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

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

2 RELIGIOUS REPRESENTATION OF THE CHILDREN AND FAMILIES SERVICES COMMITTEE

Reference is made to Article V of the Statutory Meeting of the City Council held on 23rd May, 2022 where it was agreed that the current religious representatives continue for a further period of six months to allow arrangements to be made for new representatives to be appointed to the Committee.

Nominations have been received on behalf of the Roman Catholic Church and the Church of Scotland:

Mrs Moira Leck (Roman Catholic Church)
Mrs Margaret McVean (Church of Scotland).

The Third Religious representative will be notified in due course.

All of the above have agreed to abide by the Code of Conduct in accordance with the Standard Commission's Guidance.

The Committee is asked to approve the appointments.

3 PUPIL EQUITY FUND – UPDATE - Page 1

(Report No 160-2022 enclosed).

4 PRIMARY PROVISION TO SERVE THE WESTERN GATEWAY - Page 21

(Report No 161-2022 enclosed).

5 CHILDREN AND FAMILIES SERVICE PLAN 2021-24 - Page 41

(Report No 162-2022 enclosed).

6 ADMISSION ARRANGEMENTS FOR CHILDREN STARTING PRIMARY ONE - Page 95

(Report No 163-2022 enclosed).

ITEM No ...3.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 27 JUNE 2022

REPORT ON: PUPIL EQUITY FUND - UPDATE

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 160-2022

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this paper is to provide the Children and Families Service Committee with an overview of the use of the Pupil Equity Fund (PEF) during session 2021/22, as well as an update about PEF allocations from 2022/23 until 2025/26.

2.0 RECOMMENDATION

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

3.0 FINANCIAL IMPLICATIONS

- 3.1 Pupil Equity Fund (PEF) is additional funding allocated to schools and targeted at closing the poverty-related attainment gap. PEF is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals. Taking into account the disruption caused by COVID-19, in 2021/ 22 schools received an additional uplift (15%) to their PEF, known as Pupil Equity Fund Premium, to support education recovery efforts for children and young people impacted by poverty. The Scottish Government has allowed schools to carry money forward until June 2022 as well as planned carry forward into session 2022/23. The total PEF allocated to schools in Dundee for 2021/22 was £5.286m. PEF allocations for individual schools in Dundee for 2021/22 are detailed in Appendix 1.
- 3.2 The total Pupil Equity Fund (PEF) allocated to schools in Dundee for 2022/23 is £5,107,235. This includes a top-up of £76, 160, as a 10% smoothing is applied so that no school level allocation is lower than 90% of the 2021/22 initial allocation (before smoothing and premiums). As PEF allocations will be fixed for four years, from 2022/23 up until 2025/26, the total PEF investment in Dundee over this period will be £20,428,940. The PEF allocations for individual schools in Dundee for 2022/23 – 2025/26 are detailed in Appendix 2.

4.0 SUMMARY

- 4.1 The Pupil Equity Fund (PEF) is paid by the Scottish Government to local authorities by means of a ring-fenced grant which indicates the amounts that should be allocated directly to each school. The amount allocated to each school has been determined by the number of pupils in P1 – S3 who are eligible to be registered for free school meals.
- 4.2 An additional £20 million Pupil Equity Fund premium was provided nationally to support education recovery efforts for children and young people from disadvantaged backgrounds, as part of the investment of over £200 million through the Attainment Scotland Fund in 2021 to 2022. This was issued as a 15% uplift to the previously published 2021 to 2022 PEF allocations for schools. This provided further resource to schools to tackle the poverty related attainment gap, recognising the new and additional challenges schools and their children and young people face as a result of COVID-19.
- 4.3 A Procurement Framework support schools with PEF spending to ensure appropriate compliance with procurement policies and legislation. A wide range of partner providers are registered on the framework and support initiatives to raise attainment and close the poverty-related equity gap.

- 4.4 In the context of the Attainment Challenge funding streams, planning processes avoid duplication or omission of improvement activity and workstreams, and ensure a whole authority overview of how we are reducing the attainment gap linked to deprivation.

5.0 BACKGROUND

- 5.1 The First Minister launched the Scottish Attainment Challenge in 2015 with the aim of helping to achieve equity in educational outcomes with a particular focus on closing the poverty-related attainment gap. The Attainment Challenge is supported by the Attainment Scotland Fund, and underpinned by the National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child. During 2021/ 22 the Attainment Challenge comprised of the following elements: Challenge Authorities; Schools Programme; and, Pupil Equity Funding.
- 5.2 The purpose of PEF is to support schools to develop plans focused on raising attainment in literacy, numeracy and health and wellbeing and to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.
- 5.3 Publicly funded primary, secondary and special schools received £1,200 in 2021/22 for each child in Primary 1 to S3, or equivalent, registered for free school meals under national eligibility criteria. The allocations were fixed across two years. In order to facilitate this, 2.1% of the proposed 2020-21 PEF allocation was applied to allocations for 2021-22. In addition to this, a £20 million Pupil Equity Fund premium was introduced in 2021-22. This was issued as a 15% uplift to the previously published 2021/22 PEF allocations for schools.
- 5.4 The 2021/22 allocation of PEF was calculated using the most recently available Healthy Living Survey and Pupil Census. Allocations have been provided for both financial years of 2020/21 and 2021/22 particularly in response to the current COVID-19 situation and to assist with longer term financial planning.
- 5.5 Head Teachers updated 2021/22 plans and submitted these to the Children and Families Service and many of the projects and initiatives from previous plans were rolled forward as a result of the ongoing impact of COVID-19. The creation of the plans involved pupils and young people, and parents and carers in decision making for the spend and this was conducted virtually through digital communication as a result of the COVID-19 pandemic. Head Teachers conducted Parent Council meetings through conference calls or Microsoft Teams meetings and engaged with learners through GLOW and other virtual formats.
- 5.6 A number of the interventions planned during the lockdown period have continued through this last year of recovery and PEF was used by schools to support many children, young people and families in need such as access to learning resources, digital technology, connectivity, food poverty and other aspects to reduce the impact of the equity gap.
- 5.7 The plans included the rationale, proposed interventions, measurements of success, financial detail and governance and outlined the arrangements schools have in place to evaluate the projects. The format of the annual School Improvement Report (SIR) and School Improvement Plan (SIP) has also been revised in line with national guidance. The Scottish Government expects that schools report on their use of the PEF through the normal process of reporting to parents through the School Improvement Report and School Improvement Plan.
- 5.8 Schools identified a number of resources and interventions to target the money at groups of pupils in need of support, Appendix 3 gives a summary of the areas of spend and additionality that the Pupil Equity Fund has been used for.
- 5.9 Schools spent their money on a variety of interventions which included working in partnerships with a range of providers, staffing, procurement of resources, equipment and digital technology. This particularly supported the access to learning and blended learning approaches for our children and young people during COVID-19 and the ongoing recovery

period. If schools chose to spend money on additional teaching staff, then it should be noted that the additional staff employed do not contribute to the pupil teacher ratio for the authority.

- 5.10 Schools accessed a wide range of partners and providers and procured them as additionality to the resource available through the Devolved School Management (DSM) budget. This resulted in the PEF being able to be used flexibly to target interventions for identified groups of pupils within the parameters of the National Guidance.
- 5.11 PEF plans are focused on children and young people most affected by the COVID pandemic and embrace the work of the Child Poverty Action Group (CPAG) – Cost of the School Day.
- 5.12 Head Teachers are accountable to the Local Authority for the use of Pupil Equity Funding within their school. Schools should consult and engage effectively with teachers, parents and carers, children and young people and the wider community when implementing approaches to closing the poverty-related attainment gap. To ensure transparency, schools are expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council Forum, including their School Improvement Plans/Reports.
- 5.13 Dundee schools continue to use the learning from the Scottish Attainment Challenge in Dundee to influence their decisions about PEF spending. They have used the same 5 key indicators to monitor progress in raising attainment and closing the gap that exists in their schools. These are as follows:
 - Inclusion/reduced exclusion
 - Attendance
 - Participation
 - Engagement
 - Attainment
- 5.14 The use of PEF is evaluated against these key indicators to ensure we can demonstrate impact of the use of the additional funding on individuals and specific groups as well as whole school impact. Examples of a range of interventions and impact are detailed in Appendix 4

6.0 CURRENT POSITION

- 6.1 Each school has been notified of its allocation of funding for 2022/23 (See Appendix 2).
- 6.2 Publicly funded primary, secondary and special schools will receive an increased £1,225 in 2022/23 for each child in P1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria. The allocations are fixed across four years, providing clarity to support strategic planning over that period.
- 6.3 Updated local guidance is under development for Head Teachers. This guidance outlines proposed partnership working and governance arrangements that are expected to be in place.
- 6.4 The key principles of the Pupil Equity Fund (PEF), following the refresh of the Scottish Attainment Challenge are:
 - Headteachers will have access to their school's full allocated amount of Pupil Equity Funding and should work in partnership with each other, and their local authority, to agree the use of the funding.
 - Pupil Equity Funding must enable schools to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.
 - Teachers, parents and carers, children and young people and other key stakeholders should be meaningfully involved throughout the processes of planning, implementing and evaluating approaches.

- Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.
- Although the Pupil Equity Funding is allocated on the basis of free school meal registration, headteachers can use their professional judgement to identify children in their school who may benefit from the targeted interventions and approaches, with the aim of closing the poverty-related attainment gap.
- Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority's role as employer. Local Guidance will set out more detail on how this will operate. The contributions of wider services supporting children and young people and their families are vital to supporting pupils' readiness to learn. Collaboration across services is crucial in tackling the poverty related attainment gap.
- The operation of the Pupil Equity Funding should be included within existing planning procedures e.g. through School Improvement Plans and Standards and Quality reports, or equivalent report if appropriate, each of which should be easily accessible to stakeholders. This must provide clarity to stakeholders on how Pupil Equity Funding is being used and its expected impact.
- Headteachers must develop a clear rationale for use of the funding, based on a robust contextual analysis of relevant data which identifies the poverty-related attainment gap in their schools and learning communities and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- Schools must have plans in place at the outset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty-related attainment gap, will be measured. If, as a result of this ongoing monitoring, the plans are not achieving the results intended, these plans should be amended. Plans for sustainability must be considered as part of this.

6.5 Schools received updated PEF Guidance on 30 March 2022 to support PEF planning based on evidence of impact over the last 2 years with a view to accelerating progress and achievement.

7.0 POLICY IMPLICATIONS

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

8.0 CONSULTATIONS

8.1 The Council Leadership Team and Head Teachers have been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

9.1 None

Audrey May
Executive Director

Pamela Nesbitt
Education Manager

June 2022

Pupil Equity Funding - School Level Funding 2021-22

		Original allocation	15% Premium	Total allocation
Ancrum Road Primary School	Primary	£ 98,139	£ 14,721	£ 112,859
Ardler Primary School	Primary	£ 56,359	£ 8,454	£ 64,813
Ballumbie Primary School	Primary	£ 214,410	£ 32,162	£ 246,572
Barnhill Primary School	Primary	£ 27,567	£ 4,135	£ 31,702
Blackness Primary School	Primary	£ 57,584	£ 8,638	£ 66,222
Camperdown Primary School	Primary	£ 176,429	£ 26,464	£ 202,893
Claypotts Castle Primary School	Primary	£ 182,555	£ 27,383	£ 209,938
Cleington Primary School	Primary	£ 148,249	£ 22,237	£ 170,487
Craigiebarns Primary School	Primary	£ 93,115	£ 13,967	£ 107,082
Craigowl Primary School	Primary	£ 147,024	£ 22,054	£ 169,078
Dens Road Primary School	Primary	£ 109,043	£ 16,356	£ 125,399
Downfield Primary School	Primary	£ 153,150	£ 22,973	£ 176,123
Eastern Primary School	Primary	£ 51,458	£ 7,719	£ 59,177
Fintry Primary School	Primary	£ 145,799	£ 21,870	£ 167,669
Forthill Primary School	Primary	£ 44,107	£ 6,616	£ 50,723
Glebelands Primary School	Primary	£ 113,944	£ 17,092	£ 131,035
Longhaugh Primary School	Primary	£ 144,574	£ 21,686	£ 166,260
Mill Of Mains Primary School	Primary	£ 95,566	£ 14,335	£ 109,900
Our Lady's RC Primary School	Primary	£ 78,413	£ 11,762	£ 90,175
Rosebank Primary School	Primary	£ 104,142	£ 15,621	£ 119,763
Rowantree Primary School	Primary	£ 192,356	£ 28,853	£ 221,210
Sidlaw View Primary School	Primary	£ 113,944	£ 17,092	£ 131,035
St Andrew's RC Primary School	Primary	£ 95,566	£ 14,335	£ 109,900
St Clement's RC Primary School	Primary	£ 101,447	£ 15,217	£ 116,664
St Fergus' RC Primary School	Primary	£ 55,134	£ 8,270	£ 63,404
St Francis RC Primary School	Primary	£ 211,960	£ 31,794	£ 243,754
St Joseph's RC Primary School	Primary	£ 63,710	£ 9,557	£ 73,267
St Mary's RC Primary School	Primary	£ 134,772	£ 20,216	£ 154,988
St Ninian's Primary School	Primary	£ 63,710	£ 9,557	£ 73,267
St Peter and Paul RC School	Primary	£ 169,078	£ 25,362	£ 194,439
St Pius X RC Primary School	Primary	£ 106,592	£ 15,989	£ 122,581
Tayview Primary School	Primary	£ 143,348	£ 21,502	£ 164,851
Victoria Park Primary School	Primary	£ 73,512	£ 11,027	£ 84,539
Baldragon Academy	Secondary	£ 164,177	£ 24,627	£ 188,803
Braeview Academy	Secondary	£ 166,627	£ 24,994	£ 191,621
Craigie High School	Secondary	£ 183,780	£ 27,567	£ 211,347
Grove Academy	Secondary	£ 74,737	£ 11,211	£ 85,948
Harris Academy	Secondary	£ 191,131	£ 28,670	£ 219,801
Morgan Academy	Secondary	£ 182,555	£ 27,383	£ 209,938
St John's RC High School	Secondary	£ 210,734	£ 31,610	£ 242,345
St Paul's RC Academy	Secondary	£ 235,238	£ 35,286	£ 270,524
Kingspark School	Special	£ 99,241	£ 14,886	£ 114,127
Off-Site Education Service	Special	£ 11,027	£ 1,654	£ 12,681
		£5,286,003	£792,900	£6,078,903

Note: Allocations are based on the number of children and young people in P1-S3 registered for free school meals - £1200 per child registered and include the 2.1% increase from 2020/21

Pupil Equity Funding - School Level Funding 2022-23 to 2025-26

		2022-23 Total Allocation including Top-up
Ancrum Road Primary School	Primary	£ 79,920
Ardler Primary School	Primary	£ 50,225
Ballumbie Primary School	Primary	£ 196,000
Barnhill Primary School	Primary	£ 26,950
Blackness Primary School	Primary	£ 51,450
Camperdown Primary School	Primary	£ 155,520
Claypotts Castle Primary School	Primary	£ 173,950
Cleington Primary School	Primary	£ 130,680
Craigiebarns Primary School	Primary	£ 95,550
Craigowl Primary School	Primary	£ 129,600
Dens Road Primary School	Primary	£ 99,225
Downfield Primary School	Primary	£ 139,650
Eastern Primary School	Primary	£ 52,675
Fintry Primary School	Primary	£ 145,775
Forthill Primary School	Primary	£ 45,325
Glebelands Primary School	Primary	£ 109,025
Longhaugh Primary School	Primary	£ 143,325
Mill Of Mains Primary School	Primary	£ 90,650
Our Lady's RC Primary School	Primary	£ 91,875
Rosebank Primary School	Primary	£ 132,300
Rowantree Primary School	Primary	£ 188,650
Sidlaw View Primary School	Primary	£ 111,475
St Andrew's RC Primary School	Primary	£ 111,475
St Clement's RC Primary School	Primary	£ 94,325
St Fergus' RC Primary School	Primary	£ 56,350
St Francis RC Primary School	Primary	£ 186,840
St Joseph's RC Primary School	Primary	£ 71,050
St Mary's RC Primary School	Primary	£ 127,400
St Ninian's Primary School	Primary	£ 77,175
St Peter and Paul RC School	Primary	£ 149,040
St Pius X RC Primary School	Primary	£ 93,960
Tayview Primary School	Primary	£ 131,075
Victoria Park Primary School	Primary	£ 64,800
Baldragon Academy	Secondary	£ 171,500
Braeview Academy	Secondary	£ 160,475
Craigie High School	Secondary	£ 175,175
Grove Academy	Secondary	£ 65,880
Harris Academy	Secondary	£ 184,975
Morgan Academy	Secondary	£ 182,525
St John's RC High School	Secondary	£ 222,950
St Paul's RC Academy	Secondary	£ 232,750
Kingspark School	Special	£ 98,000
Off-Site Education Service	Special	£ 9,720
		£5,107,235

Note: Total school level allocations use the same calculation methodology as 2021-22 (10% smoothing will also be applied, so that no school level allocation is lower than 90% of the 2021-22 initial allocation (before smoothing and 2.1% adjustment was applied).

2021/22 SUMMARY

**DUNDEE CITY COUNCIL – CHILDREN AND FAMILIES SERVICE
SUMMARY OF PUPIL EQUITY FUND SPENDING PROPOSALS BY EQUITY INTERVENTION**

EARLY INTERVENTION AND PREVENTION	SOCIAL AND EMOTIONAL WELLBEING	PROMOTING HEALTHY LIFESTYLES
<ul style="list-style-type: none"> • Primary and Early Years Support Assistants (PEYSA) Appointments • Early Years Educator • Principal Teacher (PT) Guidance • PT Early Intervention 	<ul style="list-style-type: none"> • PEYSA Appointments • Outdoor education • Growth Mindset • Place2Be • Roots of Empathy • See, next column → 	<ul style="list-style-type: none"> • Health & Wellbeing Assistants • Nurture room resources e.g. calm bags, furniture etc • Playground toys, outdoor storage • Staff training resources for Health & Wellbeing • Outdoor education • Mental Health Worker/Play Therapist • Outdoor learning resources • Cooking equipment • Growth mindset materials • PT Health & Fitness • PT Health & Wellbeing • Breakfast club resources • PASS (Pupil Attitudes to Self and School) Assessments • Provision of breakfast/healthy snacks • John Muir Awards
TARGETED APPROACHES TO LITERACY & NUMERACY	PROMOTING A HIGH QUALITY LEARNING EXPERIENCE	DIFFERENTIATED SUPPORT
<ul style="list-style-type: none"> • PEYSA Appointments • Principal Teacher Literacy • Principal Teacher Numeracy • Supported study teacher/Curriculum lead teachers • Additional Fresh Start resources • Numeracy recovery programmes • Enhanced supported study classes • Sensory room equipment • Makaton story books 	<ul style="list-style-type: none"> • PEYSA Appointments • I pads/digital tools • Principal Teacher Raising Attainment • Raising Attainment Teacher • Numicon Resources • Library resources • Additional DHT • Inclusion teacher 	<ul style="list-style-type: none"> • Pupil Support Teacher • Pupil Support Worker • Provision of Physical Education Kits • Alternative to exclusion teacher • School trips
USING EVIDENCE AND DATA	EMPLOYABILITY AND SKILLS DEVELOPMENT	ENGAGING BEYOND THE SCHOOL
<ul style="list-style-type: none"> • Additional administrative support 	<ul style="list-style-type: none"> • Developing the Young Workforce (DYW) Coordinator 	<ul style="list-style-type: none"> • School & Family Development Workers • Family Involvement Officer
PARTNERSHIP WORKING	PROFESSIONAL LEARNING AND LEADERSHIP	RESEARCH AND EVALUATION TO MONITOR IMPACT
<ul style="list-style-type: none"> • Additional Support Needs partner training • Showcase the Street 	<ul style="list-style-type: none"> • Training in family learning 	<ul style="list-style-type: none"> • Additional administrative support

<ul style="list-style-type: none"> • Tree of Knowledge • CANI Coaching (coaching programmes for parents) • Outward Bound • Ancrum Outdoor Centre • Aberlour • Barnardos 	<ul style="list-style-type: none"> • Career Long Professional Learning (CLPL) in cooperative learning • Read, Write Inc. development days • ICT training • Mental health training • Professional reading resources for staff • Action for Children Roots of Empathy Course • Differentiation CLPL • Leadership Development programmes – Columba 1400/Jane Mudd Partnership 	
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PUPIL EQUITY FUND (PEF) OVERVIEW OF REACH AND IMPACT

Introduction

This report detail gives an overview of the main interventions and strategies schools have used in relation to PEF and this is illustrated by the inclusion of two case studies, one primary and one secondary.

Summary

Across Dundee City schools the main areas of focus for PEF spend relate to health and wellbeing, attainment, inclusion and participation. Across all settings the majority of PEF spending funds teacher and support staff posts, whose remit relates to health and wellbeing, attainment in literacy and numeracy and transitions. In the main the support is targeted to the needs of cohorts and individual learners, with a small number of interventions targeting whole school populations.

Supporting transition between primary and secondary school is detailed in both sectors' plans. Similarly, breakfast clubs are a key feature of every school, with a rationale to provide non-stigmatised nurture to targeted pupils, as well as a means to promoting attendance. Extra-curricular activities, and access to community resources feature highly in school plans, as did alternatives to the curriculum. The Duke of Edinburgh (DOE) award is a consistent feature in secondary school plans to enable wider achievement opportunities to targeted groups. One school attended to building capacity within their setting to deliver the DOE course to targeted groups. This demonstrates efforts to make interventions sustainable and cost effective. These equitable approaches also consider the global needs of the young people involved; recognising that achievement in the widest sense can impact positively on areas of wellbeing and attainment.

Table 1 below gives an overview of the range and impact of key interventions or strategies across Dundee City Schools. This is followed by two case studies, giving an overview of how one primary school and one secondary school have used PEF to improve outcomes for young people impacted by poverty.

TABLE 1 OVERVIEW OF INTERVENTIONS AND STRATEGIES

Intervention	Description	Impact
Health & Wellbeing	<ul style="list-style-type: none"> Ancrum Outdoor Centre; Aberlour and Outward Bound <ul style="list-style-type: none"> Attendance Participation Engagement Inclusion 	<p>These providers have supported young people adversely affected by lockdown. Young people involved in this work have been encouraged to build resilience and social skills enabling them to return to school and participate in learning. This focused particularly on those with complex and distressed behaviour resulting in poor engagement with school, and schools have seen an increase in the attendance of such young people resulting in prevention of school refusal.</p> <p>Interventions such as these support mental health and wellbeing and have impacted on the length of time young people can engage, focus and learn within school and have supported many young people through challenging situations.</p>
	<ul style="list-style-type: none"> Growth Mindset (GM) <ul style="list-style-type: none"> Attainment Engagement Inclusion Attendance <p>External Link 'Dundee Impact Report (April 2021) v1.pdf'</p>	<ul style="list-style-type: none"> 40 schools have had GM approaches delivered (including offsite provision) Gm delivered to 299 learners; 40 members of senior leadership teams; 239 teachers The impact of this work has been to develop resilience in our children and young people, with a focus on how they learn and manage the challenges and barriers to learning in the classroom and at home Parental engagement has strengthened resulting in improved engaged, involved and informed learners and their families.
Digital Learning	<ul style="list-style-type: none"> Research evidences improved engagement of learners through the use of technology. This has been vitally important during the ongoing pandemic. <ul style="list-style-type: none"> Attainment Engagement Participation Inclusion 	<p>PEF has been used to enhance the access to digital learning including the purchase of tablets and laptops for home use as well as additional professional development to support staff in the provision of digital learning. As an effective tool for learning at home, digital technologies provide schools with an additional resource for supporting some of our most vulnerable pupils.</p>
Families and communities	<ul style="list-style-type: none"> CANI Coaching <ul style="list-style-type: none"> Attendance Inclusion Engagement Participation Attainment 	<ul style="list-style-type: none"> This work involved vulnerable families developing confidence working with schools and supporting learning at home - parents/carers reported high levels of confidence at the completion of the work The work also developed young people as mentors to support children transitioning from primary to secondary For those working as mentors this work ensured that young people remained engaged in learning and for those transitioning, it provided emotional and practical support within the first year of secondary school

	<ul style="list-style-type: none"> • School & Family Development Workers (SFDW) <ul style="list-style-type: none"> ○ Attendance ○ Inclusion ○ Engagement ○ Participation ○ Attainment 	<ul style="list-style-type: none"> • All primary schools have an SFDW and some schools have added to this resource through PEF • This work engages and involve parents and carers in their children's learning and improve family learning opportunities. Much of this takes place after school and during holidays and includes providing food for families. This work was invaluable during lockdown periods and self-isolation periods, where children were not accessing schools for food and learning and during recovery has also positively impacted on attendance and inclusion in our schools. • This group of staff also targets support direct to families i.e. signposting to third sector providers, adult learning and employment opportunities, bereavement and mental health supports
Learning and transitions	<ul style="list-style-type: none"> • Curriculum leadership posts <ul style="list-style-type: none"> ○ Engagement ○ Participation ○ Attainment 	Schools have also identified curriculum leadership posts for teachers to enhance the curriculum and delivery of high-quality learning and teaching. This includes developing blended learning and digital learning opportunities for young people as we move through the recovery from the lockdown. In all schools adopting this approach there has been a strong focus on literacy and numeracy which is a central theme of Attainment Scotland Fund.
	<ul style="list-style-type: none"> • Developing pedagogy in schools <ul style="list-style-type: none"> ○ Engagement ○ Participation ○ Attainment 	<p>A focus on professional development and upskilling of teachers and support staff</p> <ul style="list-style-type: none"> • has increased the knowledge and understanding in pedagogical practices and supporting learners • has developed staff confidence in implementing a wider range of pedagogical approaches to better support learners who require recover and accelerated learning to mitigate attainment gaps

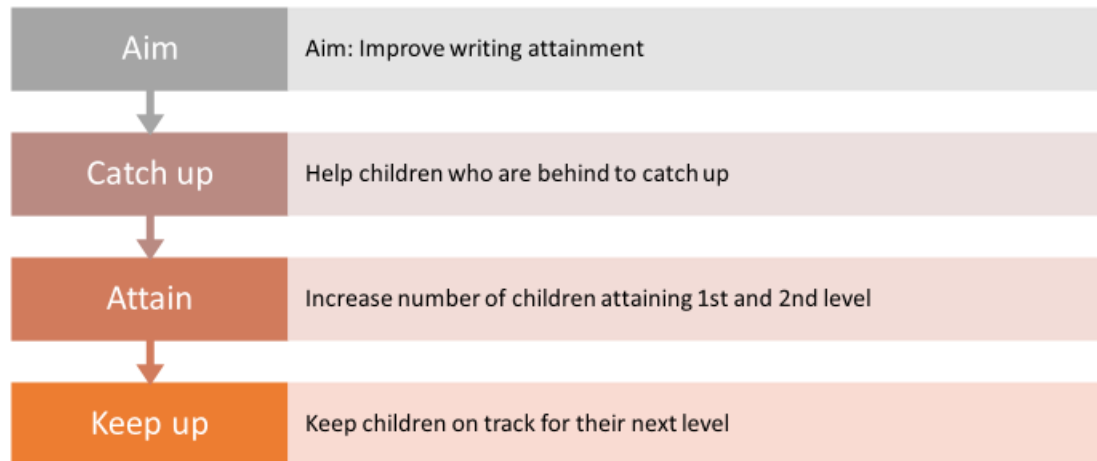
All of these examples of interventions contribute to the overall aim to improve outcomes, raise attainment and address the inequity that exists for some children, young people and families. Schools will report on the impact of their PEF plans 2021/22 at individual school level through the normal process of reporting to parents through the School Improvement Report and School Improvement Plan.

PEF CASE STUDIES

Case study 1:

School	Ancrum Road Primary School – Lochee Ward
Pupil roll	307 - SIMD 1+2 40% - adding SIMD 3 increases this to 60%. A few children living in SIMD 8-10 also have lives affected by poverty.
PEF award	£106,800
Impact of poverty	For a number of children there are mental and emotional wellbeing issues. Children present at school with challenges such as self-regulation, lack of focus in the learning process, attendance at school. Some parents and carers have poor mental health and this often has an impact on their children's performance in school.
Rationale for spend	The school has a strong focus on improving the health and wellbeing outcomes for children. This also supports children's engagement and motivation in learning so that teachers and support staff can focus on closing attainment gaps and raising attainment for all.
Range of interventions	<p>The school spends a proportion of its PEF each session on developing leadership across the school and five teachers are supported as curriculum leaders developing a range of school improvements focused on raising attainment and closing gaps, developing collective efficacy, building capacity and encouraging individual responsibility for improvement within each classroom.</p> <ul style="list-style-type: none"> • There is a strong commitment to improvement science in the school at classroom level and change is always built upon robust data to ensure that the PEF money has been well spent and achieves the outcomes required for children affected by poverty. • Digital learning has been developed to improve engagement and participation in learning. • To develop • The school has also spent funds on literacy and numeracy resources to support closing the attainment gap. These resources ensure that there is consistency in the learning environment across the school. • School staff have participated in professional learning to support improvement. • The school has developed robust tracking tools to monitor children's progress in learning.
Exemplar	<p>The Daily Write is a planned programme of writing, highly structured and which allows teachers to track improvement using run-charts to demonstrate how each child has progressed in their writing.</p> <p>Exemplars of classroom run-charts and other descriptors of the work are shown below.</p>

Daily Write Project

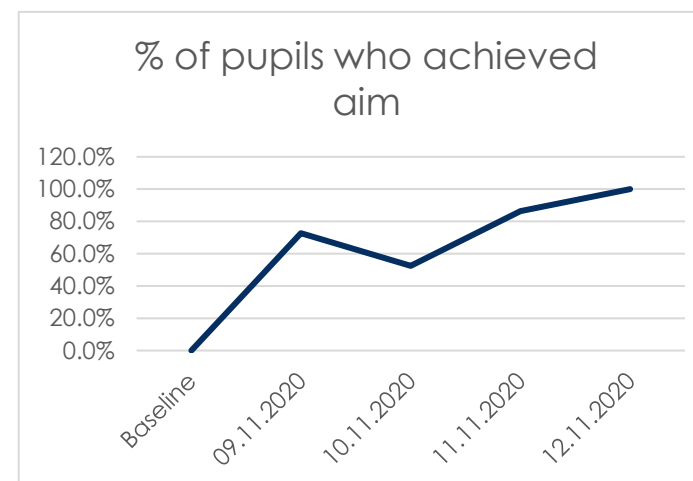


OUTCOMES

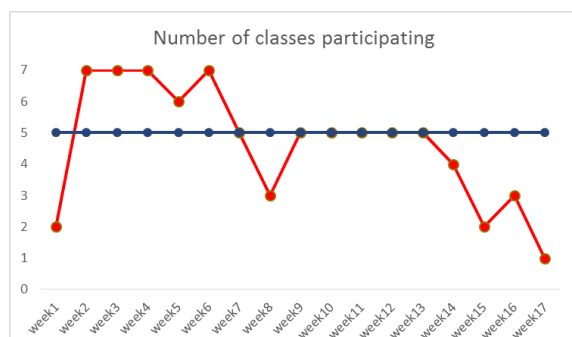
The chart on the following page is the progress for one class using this resource. Similar progress has been achieved across the school:

Aim 1: By *, 85% of children in P4 will use adjectives in at least 3 sentences.

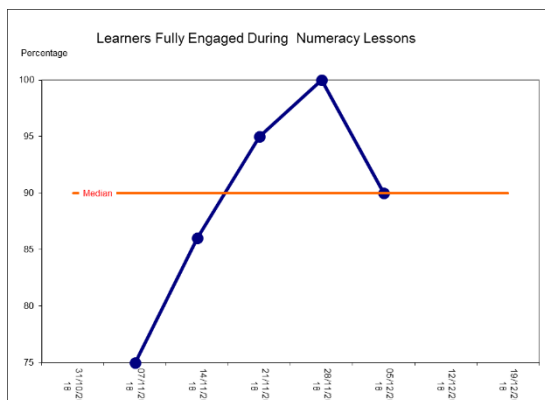
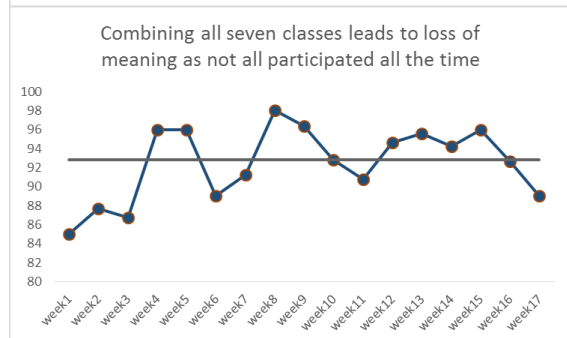
Date	No. of pupils who achieved aim	Total No. of Pupils	% of pupils who achieved aim	Annotations - what happened on the day
Baseline	0	24	0.0%	
09.11.2020	16	22	72.7%	
10.11.2020	11	21	52.4%	
11.11.2020	19	22	86.4%	
12.11.2020	22	22	100.0%	
16.11.2020	16	21	76.2%	Slight adjustment to target. Story telling rather than describing.
17.11.2020	4	16	25.0%	
18.11.2020	19	22	86.4%	
19.11.2020	10	11	90.9%	SNSA's
23.11.2020	21	24	87.5%	Personal writing prompt.
24.11.2020	11	19	57.9%	
25.11.2020	16	20	80.0%	



Engaging in Numeracy at Ancrum Primary School October – an additional intervention that made improvements in numeracy

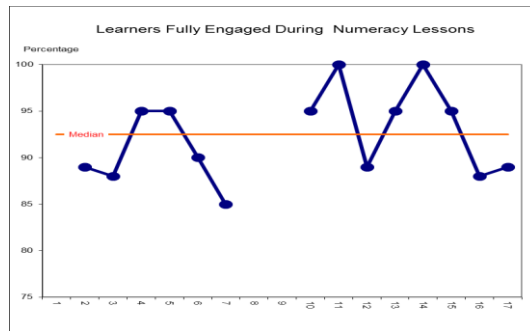


Looking at each class separately shows a clearer picture – variation by class, topic, teaching staff present. For instance, P4 took part in six sessions and their most successful session was “Division by picking your own strategy”



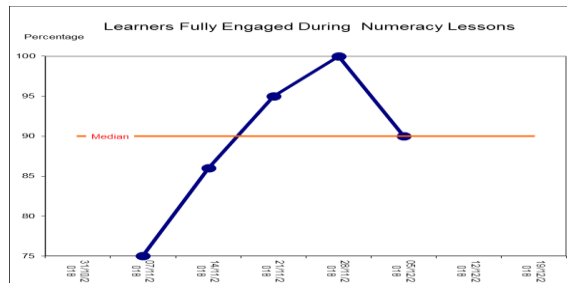
P1a: two most successful sessions:

- Subtracting using i-pad
- Subtracting on number line
- There was a gap around Christmas holidays

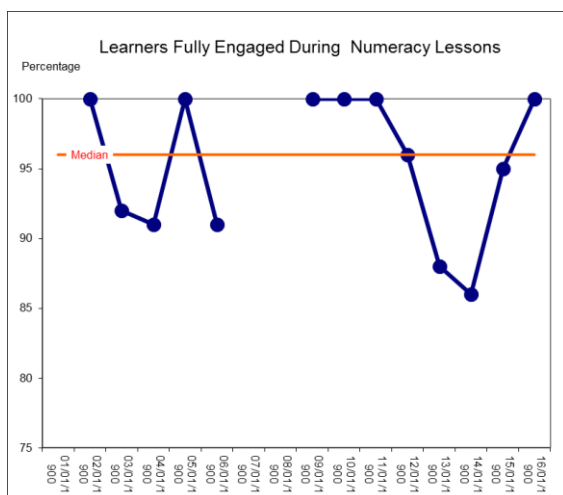


P1b: most successful session:

- Hopping on a number line (adding)
- The class didn't resume activity after Christmas

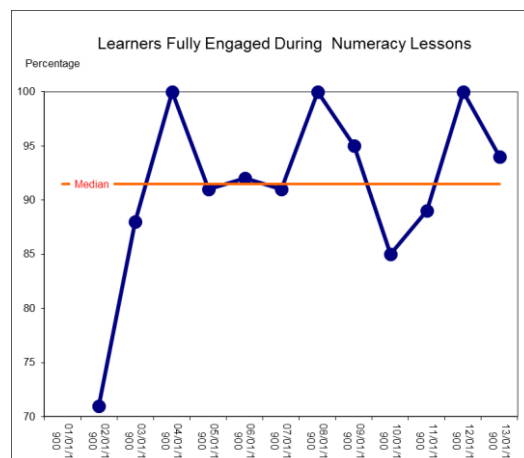


P5a: Apart from a break at Christmas the class consistently showed engagement of 85-100% with six very successful sessions each with different methodologies



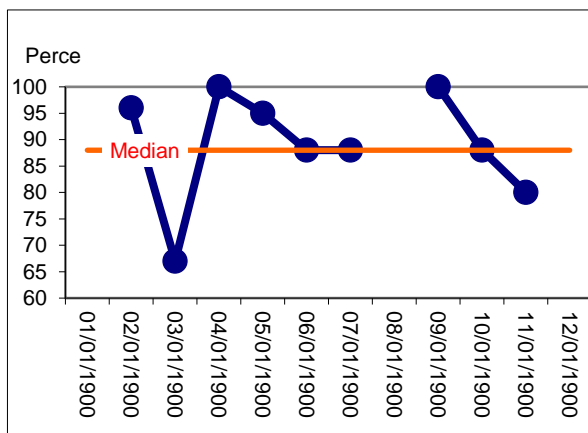
P5b: 3 started with a relatively low baseline but then had successful sessions with over 85% engagement. Only one of the 100% ones was labelled: "Sequencing (place value/bridging)"

- (Other two not labelled)



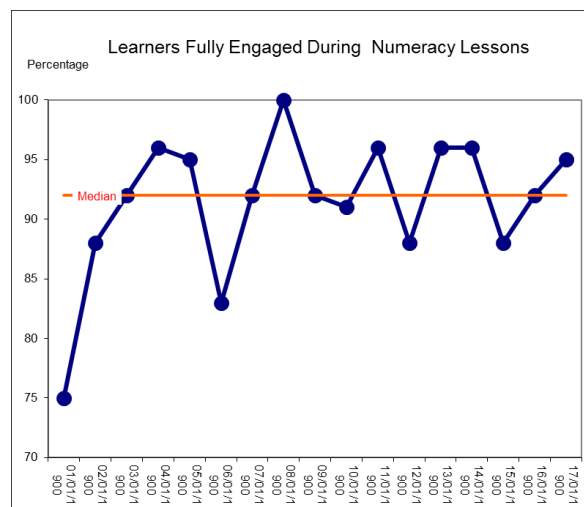
P7a: ran 9 sessions mostly successfully, the one least successful one was about simplifying fractions, the two most successful sessions were:

- Improper fractions to mixed number
- Rounding decimals



P7b: consistently measured engagement and improved after initial baseline. The most successful session was the

- Christmas numeracy challenge



Case study 2:

School	Harris Academy – West End Ward
Pupil roll	1300+
PEF award	£169,200
Impact of poverty	Poor attendance, latecoming, poor hygiene, low aspirations.
Rationale for spend	<p><i>Respect, Equality, Enjoyment, Achievement</i>, are the stated values of Harris Academy and the school plans interventions through PEF to meet these explicit aims.</p> <p>The school has developed a strong “pupil voice” that includes an effective senior pupil team and pupil focus groups which meet regularly to discuss a range of school improvement priorities, including the use and impact of Pupil Equity Fund.</p> <p>Consultation with parents through a well-established parent council ensures that the views of parents are considered within the decision-making process. There is an active Staff Consultative Committee the school which supports robust planning of Pupil Equity funding.</p> <p>In the roll-out phase of Cost of the School Day project, Harris Academy was the first school to engage in whole-school training with the CoSD city project team.</p>
Range of interventions	<p>The school spends a proportion of its PEF on staff:</p> <ul style="list-style-type: none"> • Principal Teacher (PT) of Guidance whose focus is Developing Young Workforce (DYW) • PT of Learning & Teaching whose focus is to develop high quality learning and teaching across the school; he leads the School Improvement Group and works collaboratively with the senior leadership team to track and monitor school improvement priorities • Pupil Support Worker (PSW) who works with young people to reduce exclusions, improve attendance at school and engagement in learning <p>The school has had success in numeracy in the broad general education, providing additional learning time for classes, and targeted learning for specific groups.</p> <p>The school has had a strong and sustained focus on health and wellbeing across all year groups. Supported by PEF, pupils benefit from:</p> <ul style="list-style-type: none"> • Cost of the School Day initiatives that mitigate the impact of poverty – <ul style="list-style-type: none"> ○ curriculum costs for Home Economics have been paid for through PEF ○ purchase of PE kits to ensure engagement in this key area of the curriculum ○ provision of school uniform to support families who need help with clothing costs

	<ul style="list-style-type: none"> ○ moving school events to the further reaches of the school catchment area to reduce travel costs for families ○ Provision of breakfast at the start of the school day – staff outside distributing fruit to all pupils who require/want food and ensuring that there is no stigma attached to accepting support ○ School staff have a history of supporting individual pupils whose personal circumstances offer significant challenges to engagement and participation in school ○ School has increased gaps between school trips to give families more time to save for and fund school trips • School runs a mentoring programme led by a former head teacher <ul style="list-style-type: none"> ○ Programme targets senior pupils ○ Work with pupils and provides families with forensic level of detail about their young people and supports the mentoring process ○ Mentoring sustains learner engagement in the senior phase and improves outcomes and sustainable destinations for school pupils • School Improvement Action Group – led by PT Learning & Teaching takes responsibility for a range of improvement priorities and this session: <ul style="list-style-type: none"> ○ Developed an online learning portal giving access to all pupils – critical to recent C-19 crisis ○ Ensured all parents had access to the portal to support their young people in learning ○ Upskilled all staff in the use of the portal to offer high quality learning opportunities for young people 				
Exemplar	Harris Academy: S3 Achievement of a level - Numeracy				
		'16/17	'17/18	'18/19	'19/20
	2nd level and above	99%	99%	94%	99.5%
	3rd level and above	91%	90%	90%	91%
	4th level	39%	53%	66%%	76%

ITEM No ...4.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 27 JUNE 2022

REPORT ON: PRIMARY PROVISION TO SERVE THE WESTERN GATEWAY

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 161-2022

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek Children and Families Services Committee approval for the Executive Director of Children and Families Services to formally consult on the undernoted proposal under the terms of the Schools (Consultation) (Scotland) Act 2010.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that members instruct the Executive Director of Children and Families to:
- i) formally consult on the following proposal: establishment of a new Primary School with Nursery Class within the Western Gateway of Dundee and proposal to vary admission arrangements through the revision of Ardler Primary School catchment area to establish a catchment area for the new school;
 - ii) report the outcomes and recommendations resulting from the statutory consultation in due course.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The Council has included £16m in its 2022-27 Capital Plan for a new Western Gateway 2 stream primary school with nursery class. This is programmed over the 2025-27 financial years. Given the current inflationary pressures in the market there is a material risk that the cost of delivering the new school will increase and the Council may have to revise its Capital Plan accordingly.
- 3.1.2 Current developer contributions are set at £5,352.70 per dwelling therefore financial contributions upon completion of circa 1,064 residences will amount to circa £5.7m.
- 3.1.3 The annual additional revenue costs for the new school are estimated at £2.1m for a full year (at current prices) and provision will require to be made in the 2026/27 revenue estimates. An opening in August 2026 is targeted. This is dependent on a number of factors including site servicing as part of this phase of housing development. Members will be kept updated as each stage of the project progresses.

4.0 BACKGROUND

- 4.1 Dundee is a growing city, with a number of planned and ongoing housing developments within the West of Dundee. To accommodate the projected and growing population within this area of the city, the current housing development plans include a proposed primary school within the Western Gateway development.
- 4.2 At the meeting of the Children and Families Service Committee on 21 June 2021 (Article IV of the minute of meeting of this Committee of 21 June 2021 refers) (Report No [171-2021](#) refers), Committee:
- i) approved, in principle, the construction of a new primary school in the Western Gateway and remitted to Officers to propose necessary amendments to the Capital Plan 2021/2026 for General Services and Housing HRA at its next update in January 2022 and also recommend necessary provision in the Council's Revenue Budget, when appropriate;

- ii) agreed, in the interim period, to continue to use existing catchment and local primary provision to manage the expansion resulting from the Western Gateway and concurrently seek to secure funding through the Scottish Government LEIP to allow the construction of a new school;
 - iii) agreed to continue to work with the Western Gateway Community on all issues relating to education; and
 - iv) noted that further updates on progress and developments would be included in the annual School Estate Management Plan (SEMP) Committee Report in January 2022
- 4.3 Following agreement at committee on 21 June 2021, work is now required to enable Dundee City Council to put forward a robust application for funding approval to achieve Scottish Government Learning Estate Investment Programme phase 3 support to help fund delivery of a Primary School with Nursery Class within the Western Gateway. This requires a statutory consultation to establish a new Primary School and variation of admission arrangements as it is necessary to revise the existing catchment area of Ardler Primary School to form the catchment area of the proposed new school. In the interim period, Dundee City Council will continue to use existing catchment and local primary provision to manage the expansion resulting from the Western Gateway.
- 4.4 A phase 3 LEIP funding application would account for up to 50% funding of the Western Gateway Primary School with Nursery Class. This proposal meets the LEIP criteria under new facilities resulting from growth within the city.
- 4.5 The following guiding principles should be adhered to in order to access the above national funding:
- Condition and suitability – The need to Improve and maintain learning environments to category A and B ratings and thus support and enhance their function
 - The employment of place - based approach – The need to co-ordinate and integrate local services to support communities, improve outcomes and progress the public sector reform agenda.
 - Climate change mitigation and adaption - The need to increase energy efficiency in building performance and move towards zero carbon by 2050.
 - Digital approaches to learning and delivery - The need to create new and innovative digital services delivery and infrastructure including remote learning and access.

5.0 NEW SCHOOL SITE CONSIDERATIONS

- 5.1 The size of site for any new school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. A new 2 - stream primary school with nursery class will contain in the region of 18 classrooms. The total site size should be circa 5 acres comprising two elements for which the appropriate sizes are defined separately:
- A main school site on which the actual school buildings are located of not less than 5.0 acres and an area for playing fields of not less than 1.5 acres
- 5.2 The planning application for the next phase of residential development at the Western Gateway illustrates a site for a primary school. Discussions are taking place with Springfield Properties in relation to the servicing of the proposed primary school and the transfer of ownership of the land for this development.

6.0 FORMAL CONSULTATION PROCESS AND THE PUBLICATION OF THE FORMAL PROPOSAL PAPERS

- 6.1 If approved, the consultation on a proposal to establish a new school will begin on Monday 22 August 2022 and formal proposal papers will be:
- published in both electronic and printed form,
 - available for inspection at all reasonable times and without charge

- at its head office and on its website,
- at any affected school or at a public library or some other suitable place within the vicinity of the school.

6.2 The consultation process will end on Friday 30 September 2022, (30 school days)

6.3 Formal consultation will include:

- preparation and publication of a proposal paper on the Council's website,
- giving notice of the proposal to parents/carers, young people and other statutory consultees,
- an announcement of the proposal in the local press, inviting any person to make written representation to the Executive Director of Children and Families Services,
- public consultation in the local areas,
- consultation with Parent Councils,
- consultation with staff,
- consultation with young people at any affected school,
- consultation with parents of the pupils at any affected school,
- consultation with the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper,
- consultation with representatives of the teacher and support staff trade unions,
- meetings with other interested bodies such as the Local Community Planning Partnership,
- consultation with any other education authority that the education authority considers relevant.

6.4 At the end of the consultation period, the Executive Director of Children and Families Service will draft a report incorporating copies of written representations and a summary of oral representations from key stakeholders. The report and related documents will then go to Education Scotland for consideration and comment. A maximum of three weeks will be set aside for this part of the process.

6.5 On receipt of the Education Scotland feedback report, the Executive Director of Children and Families Service, on behalf of the local authority, will prepare and publish a consultation report containing the views of Education Scotland and including an explanation of how the Council proposes to deal with any issues raised. After a period of no less than three weeks, the Children and Families Services Committee will consider the consultation report and decide whether or not to approve the proposal.

6.6 It is anticipated that the Children and Families Services Committee will decide to approve or reject the final proposal at its meeting in January 2023.

7.0 POLICY IMPLICATIONS

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

8.0 CONSULTATION

8.1 The Council Leadership Team and Children and Families Service Management Team have been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

9.1 **None.**

Audrey May
Executive Director of Children and Families Service
June 2022

Gordon Laidlaw
Education Officer

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DUNDEE CITY COUNCIL**Children and Families Service****DRAFT Proposal Paper**

Establishment of a new Primary School with Nursery Class within the Western Gateway of Dundee and proposal to vary admission arrangements through the revision of Ardler Primary School catchment area to establish a catchment area for the new school.

This document has been issued by Dundee City Council for consultation in terms of the Schools (Consultation) (Scotland) Act 2010 as amended.

The Ordnance Survey map data included within this document is provided by Dundee City Council under licence from Ordnance Survey in order to fulfil its public function in relation to this public consultation. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/data.

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PROPOSAL

Establishment of a new Primary School with Nursery Class within the Western Gateway of Dundee and proposal to vary admission arrangements through the revision of Ardler Primary School catchment area to establish a catchment area for the new school.

It is proposed that all eligible nursery and primary aged pupils residing within the newly formed catchment area for the Western Gateway school will be entitled to transfer to the new Western Gateway Primary School at the commencement of academic session 2026/27 should they so wish.

Any pupil living within the proposed Western Gateway catchment area and enrolled within an existing local primary will be entitled to remain at that provision or transfer to the new school.

Any pupils who wish to enrol at another school would be entitled to make a placing request for that school.

1.0 BACKGROUND

1.1 Dundee is a growing city with a number of planned and ongoing housing developments within the West of Dundee. To accommodate the projected and growing population within this area, Plans submitted to the to the Planning Authority in the application to build the dwelling houses, includes a proposed primary school within the Western Gateway development.

1.1.1 Education Authorities have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their area. This duty applies in respect of both the current school population and anticipated pattern of demand.

1.1.2 Councils have a statutory duty to secure best value in terms of the Local Government in Scotland Act 2003. Most importantly, the Education Authority would wish to optimise the educational experience for every pupil by providing:

- a range of social and emotional experiences
- an enriched and broad learning experience
- the best possible education which meets the needs of all learners

To achieve best value and optimum efficiency, the organisation of the school estate is therefore kept under regular review, including the need for school provision and other factors, such as altering catchment areas.

1.1.3 At the meeting of the Children and Families Service Committee on 21 June 2021 (report no. [171-2021](#) refers), elected members approved, in principle, the construction of a new Primary School in the Western Gateway.

1.1.4 Officers were remitted to propose necessary amendments to the Capital Plan 2021/2026 for General Services and Housing HRA at its next update in January 2022 and also recommend necessary provision in the Council's Revenue Budget, please refer to financial implications in section 1.8.

1.1.5 A meeting of the Children and Families Services committee on 27 June 2022, gave approval for the Executive Director of Children and Families Services to formally consult on the establishment of a new Primary School with Nursery Class within the Western Gateway of Dundee.

1.2 DEVELOPMENT IN THE WESTERN GATEWAY

- 1.2.1 A total forecast new residential units of 1,064 are anticipated by August 2030 based on the 2020 Indicative Housing Land Audit and the December 2021 as built figure. There will then be a further circa 270 units to be built post-2030.
- 1.2.2 If these units are occupied by a similar demographic to existing Dundee City Council greenfield developments, then we could expect up to 348 primary aged pupils to be living in the area by 2030.

Table 1: Projected number of Nursery and Primary aged pupils living within Western Gateway area.

Prior to 2015 there were 206 residential properties in the Western Gateway area. This combined with 417 new build properties gives the baseline cumulative properties of 623 (Completions as at Dec 2021)

Year built	New build properties	Cumulative properties	Estimated total # of Nursery (aged 3+) pupils	Estimated total # of Primary aged pupils
2021/22	Baseline	623	(Actual) 45	(Actual) 121
2022/23	72	695	51	146
2023/24	69	764	57	170
2024/25	48	812	61	187
2025/26	72	884	67	212
2026/27	72	956	73	237
2027/28	72	1,028	79	262
2028/29	97	1,125	87	296
2029/30	96	1,221	95	330
2030/31	49	1,270	99	347

The total anticipated properties within the Western Gateway by August 2030 is expected to be:

	206	pre-2015 properties
	<u>1,064</u>	properties built 2015-2030
Giving	<u>1,270</u>	total

- 1.2.3 Choice and circumstances have led to a varied distribution of schools being attended by children within the Western Gateway, for some they have relocated from other parts of Dundee and neighbouring Local Authorities however the children have remained in their existing schools. Table 2 below show which school they attend.

Table 2 : Children living in Western Gateway and attending primary schools and nurseries (including private funded) in Dundee, Angus and Perth & Kinross

sector	LA	School/Nursery	Children/Pupils	
Nursery	DCC	Ardler Primary School	2	catchment
	DCC	Balgay Hill Nursery School	2	
	DCC	Busy Bees at Dundee West	2	
	DCC	Butterflies Nursery School Emmock Woods	1	
	DCC	Dundee Nature Kindergarten	4	
	DCC	Frances Wright Nursery School	1	
	DCC	High School of Dundee Nursery	1	
	DCC	Menzieshill Nursery School	1	
	DCC	Ninewells Nursery	4	
	DCC	Red Squirrel Nursery	15	
	PKC	Invergowrie Primary School	2	
	Angus	Auchterhouse Primary School	2	
	Angus	Birkhill Primary School	5	
	Angus	Liff Primary School	3	
Nursery Total			45	
Primary	DCC	Ancrum Road Primary School	2	
	DCC	Ardler Primary School	2	catchment
	DCC	Blackness Primary School	2	
	DCC	Craigowl Primary School	2	
	DCC	Downfield Primary School	1	
	DCC	Glebelands Primary School	1	
	DCC	Mill Of Mains Primary School	2	
	DCC	Our Lady's RC Primary School	2	
	DCC	Sidlaw View Primary School	3	
	DCC	St Andrew's RC Primary School	3	
	DCC	St Fergus' RC Primary School	5	catchment
	DCC	St Joseph's RC Primary School	10	
	DCC	St Mary's RC Primary School	1	
	DCC	St Ninian's Primary School	2	
	DCC	Tayview Primary School	8	
	PKC	Invergowrie Primary School	10	
	PKC	Kinross Primary School	1	
	PKC	Longforgan Primary School	1	
	Angus	Auchterhouse Primary School	3	
	Angus	Birkhill Primary School	15	
	Angus	Liff Primary School	44	
	Angus	Tealing Primary School	1	
Primary Total			121	
Grand Total			166	

1.3 EDUCATION - BACKGROUND

- 1.3.1 Ardler Primary School is a non-denominational primary school in the Strathmartine Ward of Dundee City Council with an operational capacity of 267. In September 2021, the census figure for the school roll was 121 and the school occupancy rate was 45% (Table 3).

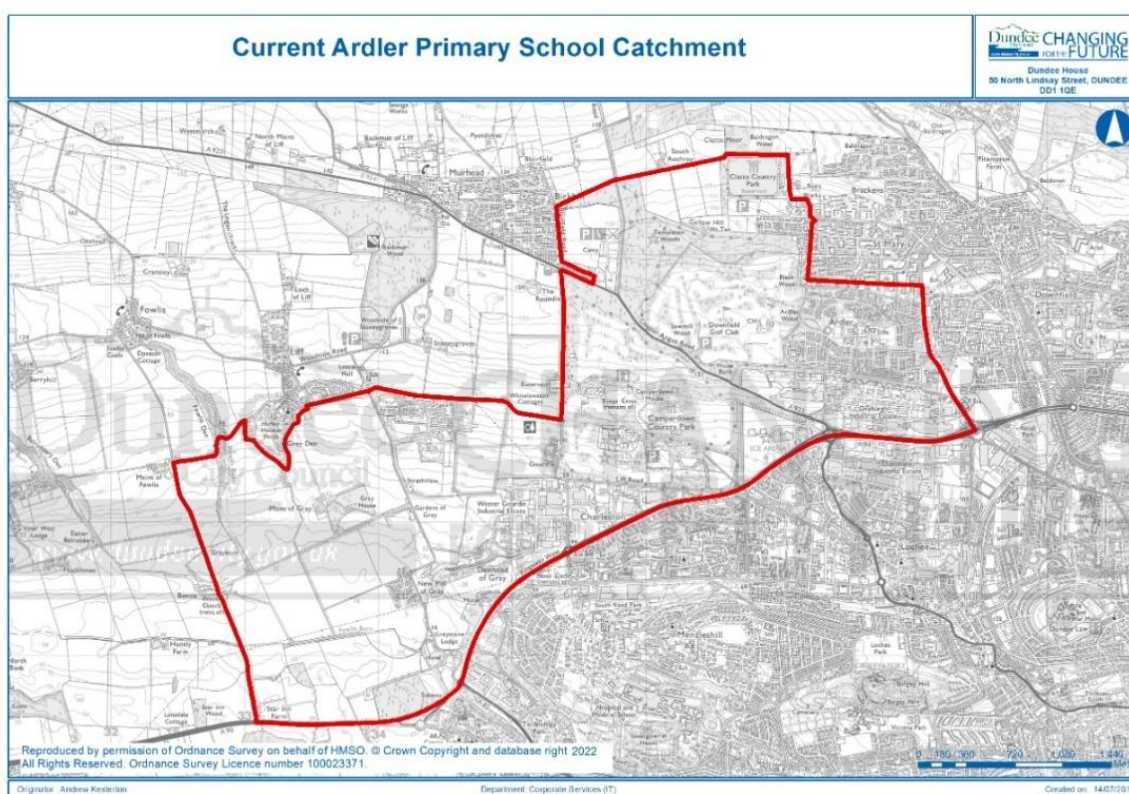
Table 3: Ardler Primary School, census roll and occupancy, 2021 to 2026

	Academic Year				
	2021/22	2022/23	2023/24	2024/25	2025/26
Roll	121	115	114	113	117
Occupancy	45%	43%	43%	42%	44%

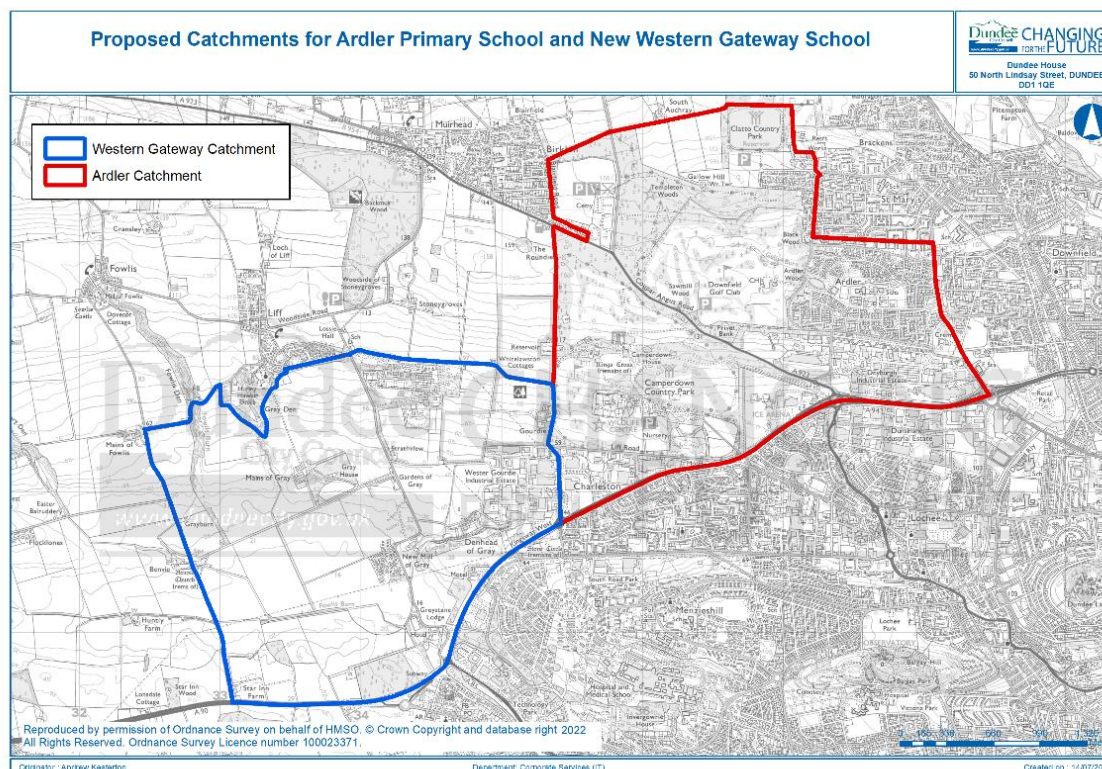
PRESENT CATCHMENT AREA ARRANGEMENTS

- 1.3.2 Each primary school has a defined catchment area associated to the school. Currently Families within the Western Gateway reside in the catchment area of Ardler Primary School.

The map below shows the existing catchment area.



- 1.3.3 The proposal to change the catchment areas for Ardler Primary would create a catchment area for the Western Gateway provision, currently many families residing within this area choose to make placing request for their children to schools in Liff and Birkhill within Angus Council due to their close proximity to where they stay, rather than undertaking a journey to their catchment primary schools, Ardler and St Fergus R.C. Primary School. The catchment area for St Fergus Primary school will remain unchanged within this proposal. The map below shows the Amended catchment area to provide catchment areas for Ardler Primary and the Western Gateway Primary School.



1.3.4 Proposed catchment for a new Primary School with Nursery Class serving the Western Gateway area.

From the roundabout at the junction of Kingsway West (A90) and Riverside Avenue (A85) the proposed school catchment boundary will follow Dundee City Council's boundary east, north and then west to the junction on Gourdie Brae at grid reference NO 353 327. Then south down Gourdie Brae, continuing east along Liff Road to the junction with Myrekirk Road. Then south along Myrekirk Road to the roundabout junction with Kingsway West (A90). Then southwest along Kingsway West (A90) to the roundabout at the junction of Kingsway West (A90) and Riverside Avenue (A85). Unless stated otherwise the boundary follows the centreline of any roads named.

1.3.5 Proposed catchment for Ardler Primary School following opening of a new Primary School with Nursery Class serving the Western Gateway area.

From the roundabout at the junction of Kingsway West (A90) and Myrekirk Road the proposed school catchment will run north along Myrekirk Road to the junction with Liff Road. Then west along Liff Road, continuing north up Gourdie Brae until it meets Dundee City Council's boundary at grid reference NO 353 327. It will then follow Dundee City Council's boundary north and east to near the northwest corner of Clatto reservoir at grid reference NO 366 347. It will then follow the unnamed track west for 460m, then south along an unnamed track for 330m, east for 120m then south for 130m to join Clatto Gardens. Then southeast along Clatto Gardens to the junction with Dalmahoy Drive. Then south along Dalmahoy Drive until opposite 2 Grimond Lane. Then east along the property boundary dividing 99 St Ninian Terrace and 224 St Fillans Road to an unnamed path. East long the unnamed path to St Fillans Road. Then east along St Fillans Road to the junction with Macalpine Road. Then south along Macalpine Road to the roundabout junction with Kingsway West (A90). Then west along Kingsway West (A90) to the roundabout at the junction of Kingsway West (A90) and Myrekirk Road. Unless stated otherwise the boundary follows the centreline of any roads named.

- 1.3.6 It is proposed that the start date for the introduction of the new catchment areas will be from August 2026 and will relate to future entrants making placing request from January 2026 and to Primary 1 pupils starting school for session 2026/27 onwards.
- 1.3.7 It is anticipated that any pupil within their current primary school will either remain or transfer to the existing school, this decision will reside with the family in regard to what best suits their needs. Dundee City Council will continue to support any relevant transport entitlement which was in place prior to the catchment change up to the point of transition to secondary education.

1.4 NEW SCHOOL SITE CONSIDERATIONS

- 1.4.1 The size of site for any new school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations.
- 1.4.2 A planning application for a later phase of housing development at Western Gateway shows a site for the proposed school. This phase will provide site servicing for the school and facilitate the transfer of the land.
- 1.4.3 The site is approximately 5 acres which is large enough to accommodate a new 2 - stream Primary School with Nursery Class containing in the region of 18 classrooms and playing fields.

Location of proposed school site.



1.5 IMPACT OF THE PROPOSAL ON ARDLER PRIMARY ROLL FROM SESSION 2026/27 ONWARDS

- 1.5.1 Currently a few children residing within the Western Gateway attend Ardler Primary School, this number may increase over the coming school sessions prior to the catchment change and delivery of the new school.
- 1.5.2 The Head Teacher continues to work with families to promote their catchment school and recent activity has been considered to encourage this further with the Western Gateway Community.
- 1.5.3 Whilst over time there may be a reduction in the roll of Ardler Primary School from session 26/27, the number of children attending from the Western Gateway is not anticipated to have a significant or detrimental impact upon the school or its staffing. Families will continue to have the opportunity from Sessions 26/27 to make a placing request to Ardler Primary School or any other non-catchment primary school should this be the school of their choice. Children already in attendance at Ardler Primary School and residing within the Western Gateway will also have the opportunity to remain for the remainder of their primary schooling.

1.6 EDUCATIONAL BENEFITS OF A NEW PRIMARY SCHOOL WITH NURSERY CLASS

- 1.6.1 Dundee's Council Plan (2017-22) outlines a strong commitment to establishing strong and safe communities and extending community access to a range of cultural, learning, leisure and sport services. The creation of a new primary within the West of Dundee will provide rich opportunities for children to engage in a range of cultural, learning, leisure and sporting activities within their immediate locality, adding to the strength and vibrancy of the community.
- 1.6.2 The new school will be non-denominational and accommodate approximately 520 primary and nursery aged children.
- 1.6.3 The maximum P1 intake which will be accommodated each year in the new Primary School will be determined by the Council based on factors which consider staffing levels and pupil projections.
- 1.6.4 The 1140 hour delivery model will reflect the Local Authority commitment to offer flexible, high quality early learning and childcare provision.
- 1.6.5 The new nursery provision will be designed to meet the unique early learning and childcare entitlements of children aged 2-5. The design will include a range of flexible spaces for children. It will provide an attractive, high quality and stimulating environment that offers a variety of contexts for learning both indoors and outdoors.
- 1.6.6 Carefully designed spaces for families and professionals to meet together will enhance early learning experiences for children and help children and families reach their full potential. Families will be welcomed and fully involved in the life of the school.
- 1.6.7 Consistent with the new learning estate, the creation of a digital learning environment with improved technology will support learning and promoting pupil engagement in their learning experiences, consequently the environment in its entirety will have a positive impact on the motivation, behaviour, health and wellbeing, aspirations and ultimately outcomes for young people.
- 1.6.8 Through thoughtfully designed spaces we will better support children with additional support needs by keeping them with their peer group and supporting these children and families within their catchment and community. The new facility will promote new opportunities for effective integrated working with other services and partner agencies to provide necessary support to children and families.

LIKELY EFFECTS AND BENEFITS ON OTHER USERS OF THE SCHOOLS' FACILITIES

- 1.6.9 The physical design of a new Primary School will be a deliberate and practical reflection of the philosophy to serve and engage with its wider community. Community access to new school facilities lies at the heart of the Children and Families Service vision and mission. Use of the school's facilities by community groups, such as The Western Gateway Community will be actively encouraged. In so doing, the school could make an additional contribution to the learning and health and wellbeing opportunities for Dundee citizens within the west of the city.

1.7 EDUCATIONAL BENEFITS OF CATCHMENT CHANGE

- 1.7.1 The benefits arising from these proposals are those associated with efficient management of the school estate.
- 1.7.2 We seek to ensure that Ardler Primary School and the New Western Gateway Primary School have a viable and sustainable pupil roll and that effective teacher staffing levels are allocated and maintained, led by a range of promoted teaching staff and where appropriate, children will be able to learn within a variety of peer group opportunities.
- 1.7.3 Promotion of active travel by reducing the pupil journey to school by providing education provision closer to home could positively impact on the environment and health and wellbeing of families due to the geographical location of the proposed provision.
- 1.7.4 The proposals provide those purchasing homes within the current and future developments in the areas with greater certainty of the location of early years and primary provision and the catchment areas they serve.
- 1.7.5 The existing and proposed catchment areas of the Dundee City Council schools in this proposal paper form part of the catchment area of Baldrigon Academy. The Headteachers of the current associated feeder primaries work closely together and meet on a regular basis to plan shared developments and to carry forward joint shared improvement priorities along with the Headteacher from Baldrigon Academy. This is good practice and would continue in the future

EDUCATIONAL BENEFITS FOR ARDLER PRIMARY SCHOOL

- 1.7.6 The proposal will mean that Ardler Primary School roll will over time potentially plateau once the new school is operational, this could allow for more flexibility within the schools use of accommodation.
- 1.7.7 Should accommodation within the school become available, this opportunity may allow the possibility of provision such as:
- A community room and an area suitable to accommodate an out of hours club;
 - Space to enable engagement in activities related to family support, and;
 - Accommodation to support effective integrated working with other services and partner agencies.
 - More learning spaces for children and young people could provide opportunities to widen or vary classroom experiences.

LIKELY EFFECTS ON CHILDREN IN OTHER DUNDEE CITY COUNCIL SCHOOLS

- 1.7.8 The opening of the Western Gateway Primary and the attendance of children living within the proposed catchment area will likely have minimal adverse effect on children attending other schools in the city. There may be a small decline in pupil population entering P1 across schools in the locality however not to the extent of a reduction in whole classes or streams.

As this provision will be non-denominational, it would be anticipated that families will continue to access St Fergus RC Primary School as their catchment school or other denominational primaries such as St Joseph's.

- 1.7.9 Families will continue to have the choice to send their children to the local primary school or any other schools within the locality. The number of children attending primary schools across the city is continually reviewed, thus allowing where appropriate, redirection of staffing resources across Dundee.

IMPACT OF THE PROPOSAL ON ANGUS PRIMARY SCHOOLS

- 1.7.10 Liff Primary School is located within the Angus Council administrative area. It is geographically the closest primary school to the Western Gateway development. Currently there are 47 children between early years and P7 in attendance at Liff Primary School who reside within the west of Dundee. In accordance with Angus Council policy, attendance at a school nursery does not grant priority for P1 enrolment at the same primary school. A placing request is required for all children wishing to attend in P1-7 from out of catchment. All requests are determined in accordance with Angus Council procedures. The provision of a school within the Western Gateway could potentially result in a decline in families making placing requests to Liff Primary School from Dundee.
- 1.7.11 To ensure the availability of reserved places for children moving into the Liff catchment, Angus Council has recently limited the number of placing requests it accepts to Liff Primary School. The addition of a primary school within the Western Gateway may ease the demand on Liff Primary School from Dundee residents and may over time mitigate the need for the current roll cap.
- 1.7.12 In the event that a new Primary School with Nursery Class is established by Dundee City Council in the Western Gateway, the choice to make a placing request to Liff Primary (or any other school) will remain as set out in the Education (Scotland) Act 1980. Families will be advised to apply based upon their circumstances and requests would be considered on the basis of Angus Council's priority categories for placing requests.
- 1.7.13 A smaller number of children from the Western Gateway attend other schools in the nearby Angus areas of Auchterhouse, Birkhill and Tealing. As above, the ability to make placing requests will remain for all schools and these will be determined in accordance with Angus Council procedures.

IMPACT OF THE PROPOSAL ON INVERGOWRIE PRIMARY SCHOOL

- 1.7.14 Currently there are 10 children between early years and P7 in attendance at Invergowrie Primary School who reside within the west of Dundee. The provision of a school within the Western Gateway will potentially result in a minimal decline in families making placing requests to Invergowrie Primary School from Dundee.
- 1.7.15 There remains sufficient capacity within Invergowrie Primary School to manage its existing roll and any potential decline. Since 2007, Perth and Kinross Council has regularly had to decline P1 placing requests from Dundee residents to appropriately manage its P1 intake and avoid the necessity of additional staffing implications. The slight reduction in demand for places by Dundee residents in the Western Gateway area may lessen or negate the need to decline some placing requests and through a slight reduction in class size, potentially provide opportunities to widen or vary classroom experiences.

HOW THE COUNCIL INTENDS TO MINIMISE OR AVOID POTENTIAL ADVERSE EFFECTS

TRANSITION ARRANGEMENTS

- 1.7.16 The Council is fully committed to working with parents and carers to support choices for their child's place of education during the transition period of populating the new school. The Council recognises that populating the new primary school may have implications for parents who have children already in attendance at another school and older siblings.
- 1.7.17 In terms of pupils' perceived ownership of the 'new' Western Gateway Primary School, those children who wish to transfer will move 'as one' to the new school building on its targeted opening in August 2026. A Newly appointed Senior leadership team and School staff will support the fusion and transition of existing and new Western Gateway catchment pupils to the new school through a range of means including:
- joint preparatory visits to the new building;
 - careful composition of classes;
 - assiduous approaches to development of a new curriculum, continuity of educational experiences and transition, and;
 - the deployment of carefully monitored whole-school pupil support arrangements.

A transition programme for pupils will be established with the aim of creating and developing a positive school ethos. The establishment of a new school offers a unique and rich context for learning. The programme may include a range of activities such as joint learning themes, excursions, social or sporting events.

In addition, a high level of engagement activities will be planned with parents, pupils and staff from the earliest stages of the development of the new school to enhance stakeholder engagement which are known to contribute to smooth transitions for young people as they move from one school to another. Teachers and Support staff will liaise to ensure that the learning, pastoral and social needs of children are fully supported during the transition process. In full consultation with all the associated schools, and supported by Children's Services, a transition programme will be produced specifying clear targets and agreed timescales.

- 1.7.18 The early establishment of a curriculum framework for the new school will inform an audit of staff requirements (teaching and support staff) for the effective delivery of the curriculum within the new school. It is anticipated that combination of new and existing teaching staff will be employed or redeployed to the new Primary School.
- 1.7.19 Further to additional teaching, there would be a requirement to create and fill all the non-teaching staff and local government employees associated with running a new primary and nursery provision.

TRANSFERRING PRIMARY PUPILS

- 1.7.20 Children from the affected primary schools who will transfer to the new school will benefit from the new purpose-built primary school. The pupils associated with this proposal will benefit from being in a school where capacity pressures are not impacting on the learning environment e.g. flexibility of learning spaces and flow of pupil traffic. This change provides an opportunity to develop greater links with children living within the new communities and to future moves to the same secondary school with pupils from the same community.

TRAVEL TO SCHOOL - SCHOOL TRANSPORT ARRANGEMENTS

- 1.7.21 Dundee City Council provides free school transport for the following categories of pupils who attend Dundee City Council primary schools:

- Primary school pupils who live more than two miles away from their catchment school.
- Where no public transport exists, pupils who live under the official walking distances from their catchment school where the walking route has been considered unsafe for a pupil to walk accompanied by a responsible adult.
- Pupils with Additional Support Needs who are considered to require transport to meet their specific individual needs.

- 1.7.22 In considering the new primary school and its location, the impact this will have on the travel distances from home to school for pupils will be an important factor.
- 1.7.23 School transport is provided for pupils with additional support needs and mainstream pupils who live a significant distance from their catchment school. The Council utilises a combination of parental contracts, taxis, minibuses and large buses to deliver these services. In 2016 Dundee City Council adopted a 'school bus route and season ticket package' approach to enable a flexible solution to school transport needs.
- 1.7.24 Currently children residing within the Western Gateway have no direct walking route and a journey in excess of 5 miles to attend Ardler Primary School. Almost all children within the Western Gateway will live closer to the proposed new school site than their current catchment school.
- 1.7.25 More recently, a bus link has been established within Dykes of Gray. Feasibility was commissioned on active travel in the Western Gateway in November 2021, the summary provided detail on the current problems and opportunities to encouraging greater uptake of active travel in Western Gateway. Consideration will be taken of the walking/cycling routes and travel plans to promote environmentally friendly attitudes and approaches to the school journey. These matters would require further attention following the formal consultation process.
- 1.7.26 A School Travel Plan is a strategy developed by each school to encourage and promote more active journeys to school for both pupils and staff. The role of the School Travel Plan is to make alternatives to driving easier and safer, and to give parents/carers and staff plenty of information about the options. A School Travel Plan can help to improve the school run, reduce congestion and increase road safety, make school pupils and staff healthier, make routes to school safer and look after our environment.
- 1.7.27 A School Travel Plan for the new primary school will be developed in consultation with pupils, parents/carers and staff.

LIKELY EFFECT OF DIFFERENT TRAVELLING ARRANGEMENTS

- 1.7.28 Due to the location of the proposed site of the new school there will be some changes to school transport provision for eligible pupils. There will be no change in eligibility for pupils entitled to home to school transport. However, it is recognised that there will be changes to methods of travel for some pupils who will, in the future, be within walking and cycling distance to the new school. It is also recognised that there may be changes to travel arrangements and methods of travel for staff. This will be identified during the development of a School Travel Plan for the new school.

LIKELY EFFECT ON THE LOCAL COMMUNITY

- 1.7.29 By locating the school at the heart of the new community it will provide a hub for learning, community activities and facilities that will contribute to improving people's health and wellbeing, adding to the strength and vibrancy of its community.
- 1.7.30 The proposed new school will provide excellent facilities for children, families and other users out with core school hours. The new school will provide facilities which could be used to meet the learning, leisure and social needs of the community.

1.8 FINANCIAL IMPLICATIONS

- 1.8.1 The proposed new Primary School with Nursery Class for the Western Gateway has a provision of £16m included in the Councils approved Capital plan 2022-2027.

It is the intention of Dundee City Council to submit a bid to Scottish Government to request up to 50% funding support towards the cost of the new primary school.

- 1.8.2 The council is securing developer contributions towards educational provision within the Western Gateway from the new housing developments in that area. There is a condition within the developer's legal agreements which requires each residence to contribute toward "the reasonable and properly incurred costs of constructing a primary school for the Western Gateway." Current developer contributions are set at £5352.70 per dwelling therefore financial contributions upon completion of circa 1064 residences will amount to circa £5.7m.

- 1.8.3 The new provision would lead to an increase in revenue costs for Children and Families Service for the following reasons.

- Additional teaching and support staff would be a requirement to fill all newly created positions associated with running a new primary and nursery provision.
- The creation of a new learning/community estate would result in additional revenue cost to run, maintain and repair the buildings.

- 1.8.4 The annual additional revenue costs will amount to approximately £2.1m from financial year 2026/27 based upon current prices.

Staff costs	£1.59m
Property	£0.35m
Supplies and Services	£0.08m
Third party payments	£0.04m
Total	£2.06m

1.9 FORMAL CONSULTATION PROCESS AND THE PUBLICATION OF THE FORMAL PROPOSAL PAPERS

- 1.9.1 If approved, the consultation on a proposal to establish a new school will begin on Monday 22 August 2022 and formal proposal papers will be:

- published in both electronic and printed form,
- available for inspection at all reasonable times and without charge
- at its head office and on its website,
- at any affected school or at a public library or some other suitable place within the vicinity of the school.

- 1.9.2 The consultation process will end on Friday 30 September 2022.

- 1.9.3 Formal consultation will include:

- preparation and publication of a proposal paper on the Council's website,
- giving notice of the proposal to parents/carers, young people and other statutory consultees,
- an announcement of the proposal in the local press, inviting any person to make written representation to the Executive Director of Children and Families Services,
- public consultation in the local areas,
- consultation with Parent Councils,

- consultation with staff,
 - consultation with young people at any affected school,
 - consultation with parents of the pupils at any affected school,
 - consultation with the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper,
 - consultation with representatives of the teacher and support staff trade unions,
 - meetings with other interested bodies such as the Local Community Planning Partnership,
 - consultation with any other education authority that the education authority considers relevant.
- 1.9.4 At the end of the consultation period, the Executive Director of Children and Families Service will draft a report incorporating copies of written representations and a summary of oral representations from key stakeholders. The report and related documents will then go to Education Scotland for consideration and comment. A maximum of three weeks will be set aside for this part of the process.
- 1.9.5 Education Scotland will prepare a report on the educational aspects of the proposal not later than 3 weeks after the Authority has sent them all representations and documents mentioned above. For the avoidance of doubt, the 3-week period will not start until after the consultation period has ended. In preparing their report, Education Scotland may enter the affected schools and make such reasonable enquiries of such people there as they consider appropriate, and may make such reasonable enquiries of such other people as they consider appropriate.
- 1.9.6 On receipt of the Education Scotland feedback report, the Executive Director of Children and Families Service, on behalf of the local authority, will prepare and publish a consultation report containing the views of Education Scotland and including an explanation of how the Council proposes to deal with any issues raised. After a period of no less than three weeks, the Children and Families Services Committee will consider the consultation report and decide whether or not to approve the proposal.
- 1.9.7 It is anticipated that the Children and Families Services Committee will decide to approve or reject the final proposal at its meeting in January 2023.

PUBLIC MEETINGS

- 1.9.8 A number of public meetings will be held to discuss these proposals. Anyone wishing to attend one of the public meetings is invited to do so. The meetings, which will be convened by the Education Authority, will be addressed by the Executive Director of Children and Families Services or other senior officers of the Council.

The meetings will be an opportunity for interested parties to:

- Hear more about the proposal
- Ask questions about the proposal
- Have their views recorded so that they can be considered as part of the consultation process.

- 1.9.9 Formal Public Consultation Meetings are arranged as follows:

Date	Venue	Public Viewing of Proposals	Presentation and Question and answer session
X September 2022	Western Gateway Community meeting TBC	6.00pm	7.00pm
X September 2022	Ardler Primary School	6.00pm	7.00pm

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ITEM No ...5.....

REPORT TO: CHILDREN AND FAMILIES COMMITTEE - 27 JUNE 2022

REPORT ON: CHILDREN AND FAMILIES SERVICE PLAN 2021-24

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 162-2022

1.0 PURPOSE OF REPORT

This report provides the Children and Families Committee with the first update on the implementation of the Children and Families Service Plan 2021-24, which was approved by Elected Members on 21 June 2021 (Article III of the minute of meeting of this Committee of 21 June 2021 refers) (Report Number 170-2021). The report highlights key developments and achievements over the last 12 months, along with areas for improvement and priorities going forwards. A more detailed outline of activity carried out across the service is attached as Appendix 1.

2.0 RECOMMENDATIONS

It is recommended that the Children and Families Committee:

- Notes considerable progress made in the implementation of the Service Plan
- Instructs the Executive Director to provide a further update on progress in 6 months

3.0 FINANCIAL IMPLICATIONS

There are no immediate financial implications associated with the content of this report but Elected Members are aware of a pending reduction in Scottish Attainment Challenge funding and other anticipated budget pressures in 2023-24. The report outlines a commitment to reviewing the impact of Scottish Attainment Challenge changes, which will be carried out in the context of wider resources across the service, existing or expected new funding streams, statutory duties, strategic priorities, resources across the system and partnership arrangements with other services, all to maximise support to children and young people and mitigate any risks.

4.0 MAIN TEXT

4.1 Background

4.2 The Children and Families Service Plan 2021-24 was developed during the Covid-19 pandemic in the context of prevailing public health requirements, statutory duties, strategic priorities, demographic challenges and financial constraints. The plan outlines 8 priorities and a range of associated actions, each of which involve a strong focus on addressing inequalities, keeping children and young people safe and narrowing the attainment gap. Within each of the priorities, there is a clear theme of strengthening early support at home, in schools and/or in the community, including through partnership work with other services:

1. **Early Learning and Childcare** – extend 1140 hours to all eligible children and implement the Solihull Approach towards family health and wellbeing
2. **Learning and Attainment** – introduce digital learning, develop a school improvement framework and enhance the school estate
3. **Health and Wellbeing** – implement trauma informed practice, counselling in schools and community mental health and wellbeing services
4. **Inequalities** – play a key role in the implementation of Our Promise to Care Experienced Children, Young People and Care Leavers
5. **Child Protection** – scale a GIRFEC Improvement Programme and screen, assess and coordinate responses to Child Protection referrals
6. **Community Justice** – work with partners across the justice system on Covid-19 recovery and on the development of a new Community Custody Unit for Women

7. **People and Resources** – promote a consistent understanding of GIRFEC and closely involve services/teams in strategic planning
8. **Community and Family Views** – work with partners, children and young people and parents/carers on co-designing services which matter to local communities

4.3 Over the last 12 months, considerable progress has been made under each of these 8 priorities. The quality of leadership and of support to children, young people and parents/carers have been consistently viewed as high by the workforce, families and external scrutiny. Developments are improving outcomes, measured across several indicators ranging from the stability of care arrangements for care experienced children and young people through to attainment levels, positive destinations, successful Community Payback Order completion rates and reduced drug deaths on release from prison:

- **Stability of care arrangements** – the percentage of care experienced children with 3 or more placements in the last 12 months improved from over 8% in 2019 to just under 6% 2021. This is now slightly better than the family group members
- **Quality of Early Years provision** – nine inspections of local authority nurseries were conducted by the Care Inspectorate between June 2019 and November 2021, with all nurseries graded Good or better across all themes inspected
- **Attainment levels (primary)** – the percentage of primary school pupils achieving expected Curriculum for Excellence Levels in Literacy and Numeracy in P1, P4 and P7 is in line with, or above, national averages in 2021
- **Attainment levels (secondary)** - the percentage of school leavers living in SIMD Quintile 1 attaining literacy and numeracy at SCQF level 5 or better has increased from 49% (2020) to 55% (2021), reducing the gap from 25% (2020) to 19% (2021).
- **Positive destinations** – 93.6% of leavers entered a positive destination in higher education, further education, employment or training. This is an increase of 1.3% from last year. There were very positive trends for care experienced young people
- **CPO completion rates** – the percentage of people successfully completing a CPO without the Order being breached and revoked increased from 68% to 77%, above the national average of 75%
- **Drug deaths on release from prison** – the number of people dying from a drug overdose within 6 months of liberation from custody reduced from 11 in 2019 to 3 in 2021

4.4 Going forwards, over the next 12 months of the plan the service will build on these developments by prioritising improvements in related areas. This will include enhancing our Strategic Equity Funding Plan to set out local stretch aims for progress following the refresh of the Scottish Attainment Challenge; coordination of partnership use of Scottish Government Whole Family Wellbeing Funding to be allocated in June 2022; modernisation of Young People's Houses; expansion of the school estate; a multi-agency approach towards improving school attendance; a review of approaches towards vulnerable older young people; and measures to reduce the use of custody.

5.0 POLICY IMPLICATIONS

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

6.0 CONSULTATIONS

6.1 The Council Leadership Team were consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

None.

Audrey May
Executive Director of Children and Families
June 2022

Dundee City Council
Children and Families Service
Service Plan 2021-2024

Children and Families

Quarter 1 & 2 Performance Report November 2021

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Executive Summary

Since this plan was approved by Elected Members in June 2021, the Children and Families Service has continued to implement a range of improvement initiatives whilst navigating public health requirements associated with the Covid-19 pandemic. Under each of our 8 priorities, we have focused on extending and improving support to families at home, in schools and in the community to help address demographic challenges, reduce inequalities, keep children and young people safe from harm and narrow the attainment gap. This work has been coordinated with statutory and Third Sector partners and local communities. Considerable progress has been made in all areas and some key highlights and achievements include:

1. **Early Years** – all eligible children can now access a funded early learning and childcare place, the Solihull Approach to promoting emotional health and wellbeing in families has been implemented with positive feedback from staff and all Nurseries were rated Good or better in external inspections
2. **Learning and Attainment** – all Dundee nurseries and schools now have a School Inquiry Group focused on collaborative action research following the launch of our Every Learner Matters strategy, literacy and numeracy levels have improved in Primary Schools and positive destinations have increased.
3. **Health and Wellbeing** – capacity to support children and young people's emotional and mental health was significantly enhanced, with counselling now available in all schools and a range of new Third Sector services available
4. **Inequalities** – a range of initiatives have been progressed as part of Our Promise, including the Fast Online Referral Tracking (FORT) system, Mind of My Own (MOMO) and Functional Family Therapy. In 2 inspections of Young People's Houses, both received grades of Good or better in all categories
5. **Child Protection** – a Joint Inspection noted that levels of support to children and young people were the same when comparing pre- and post-pandemic periods and that families were overwhelmingly positive about respectful relationships. The inspection rated impact of services as Good
6. **Community Justice** – referrals to Diversion from Prosecution, Community Payback Orders and support to short-term prisoners all increased. Successful completion of a CPO was above the national average and drug related deaths of people released from prison reduced markedly
7. **People and Resources** – staff from across the service graduated from Columba 1400 Leadership Academies, new Team Around the Child and Named Person Guidance was launched and following mapping of the workforce an implementation plan for Trauma Informed Practice was developed
8. **Community and Family Views** – worked with the Hunter Foundation to develop a What Matters 2 U initiative to help facilitate cultural change across the service and enhance the voice of families in the design and delivery of support.

This approach towards preventative and holistic support, where families can quickly access relevant services and inform how support is provided at home, schools and/or in the community, is clearly having a positive effect. As we now move forwards through the pandemic recovery process, the service will build on the approach over the next 12 months to mitigate the effect of existing and anticipated financial constraints. Some key priorities include further developing our Strategic Equity Fund to set our local stretch aims for progress, project work in relation to the East End Community Campus and Harris Academy, a new multi-agency approach towards improving school attendance, a review of internal foster care arrangements and Community Justice recovery.



Children and Families

Service Priorities

- Early Years – the service will implement the Solihull approach to parenting; increase family learning opportunities; and appropriately accelerate permanence and adoption processes.
- Learning and Attainment – the service will increase digital learning; develop a new School Improvement Framework; and review and improve the learning estate.
- Health and Wellbeing – the service will implement a trauma informed practice framework; counselling in schools; and Community Mental Health and Wellbeing Support services.
- Inequalities - the service will play a key role in the implementation of Our Promise for Care Experienced Children, Young People and Care Leavers 2021-23.
- Child Protection – the service will scale a GIRFEC Improvement Programme across the city and screen, assess and coordinate responses to all Child Protection referrals.
- Community Justice – the service will coordinate health and social care provision within the new Community Custody Unit and work with partners across the system on Covid-19 recovery.
- People and Resources – the service will promote a consistent understanding and application of GIRFEC across the city and closely involve service areas/teams in strategic planning.
- Community and Family Views – the service will work with partners, children and young people and parents/carers on co-designing services which matter to local communities

Status of Key Performance Targets



Key Performance Targets: ● - On target, ▲ - Within target threshold, ◆ - Below target

Trend of Performance Indicators

28 Improved and Maintained

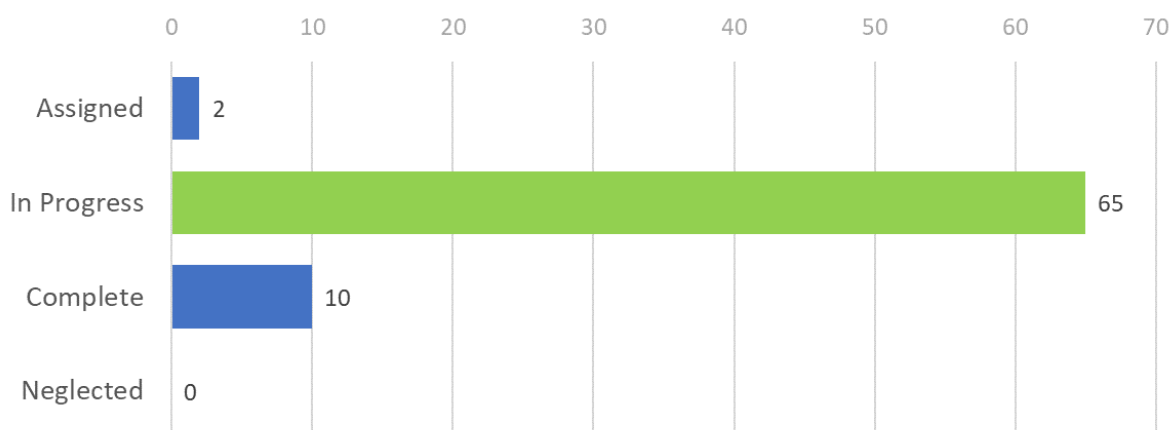


15 Deteriorated



Most Improved PI's ↑	Most Deteriorating PI's ↓
The number of pupils with additional support needs participating in Active Schools programme activities	Number of 16-20 year olds taking up Voluntary Assistance
% of Care Experienced School Leavers Entering a Positive Destination	Successful DTTO and CPO with a Drug Treatment Requirement completions
Number of cases where custody was the main outcome of a CJSW report	Gross cost of "Children Cared for" in a community setting

What Action Will We Take?



Action Status: **Assigned:** Action has been assigned to an officer **No Update:** The action's due date has passed and the action is not yet complete. **In Progress:** The action has progress and is not at no update. **Completed:** The action is complete. 5

Early Years

Implement the Solihull approach to parenting

Good progress has been made in relation to training staff to implement the Solihull Approach, which is a way of working with families to promote the emotional health and wellbeing of both parents and children and provides a consistent approach across the early years workforce.

274 Local Authority Early Years Educators, 8 staff from Funded Providers and 7 School and Family Development Workers have completed the two-day training.

Feedback indicates a very positive impact on staff understanding, knowledge and skills. Staff also report that the Solihull Approach was particularly helpful when working with families during lockdown.

Increase family learning opportunities

A range of training and networking opportunities have been provided to upskill early years staff to be able to continue to offer family learning despite Covid-19 restrictions. Training opportunities offered have included the Solihull Foundation Approach, Play@Home, Peep Learning Together and Peep Progression Pathway.

A programme of support visits to each nursery has supported staff to explore and develop new ways to engage families in family learning in response to the needs of their own community.

A range of digital and remote family learning projects have worked well. For example, Digital Peep Learning Together sessions, using Seesaw app to share and communicate with families about everyday learning opportunities, story sacks and Play Along Maths.

Train staff to deliver and monitor the impact of PEEP

Good progress is being made. Training has been well received by partners, with 17 additional staff trained to facilitate Peep Learning Together Programme from Health, Libraries, Countryside Ranger Service, Home Start, DDCA, Early Years Settings. (Aug – Nov 21)





13 Staff have participated in the Peep Progression Pathway Training from Libraries, Home Start, DDCA, Early Years Settings (Oct – Nov 21)

A small number of sessions are being tested in the community by a member of staff in the library service. New Outdoor Peep sessions are being tested at two venues. We plan to grow this offer and increase the number of families who can access Peep in the community. All newly trained Peep staff will be supported to deliver Peep by Parenting Development Officers.

Implementation of 1140 hours of high-quality Early Learning and Childcare

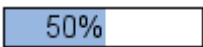
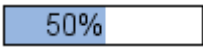
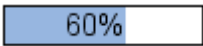
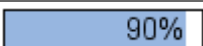

All eligible children can now access a funded place in either a Local Authority Nursery or Funded Provider. During the expansion period, Local Authority nurseries delivered high quality services for Children and Families as validated through external scrutiny by the Care Inspectorate.


In total, 9 inspections of Local Authority Nurseries were conducted by the Care Inspectorate between June 2019 to November 2021. 100% of Local Authority Nurseries were graded good or better across all themes inspected.

Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes
Number of funded 1140 hours early years places	3,181 ('21/22)	3,362		DCC settings are currently staffed to accommodate 2,428 children and are running at 91% occupancy catering for 2,201 children. The remaining 980 children are taking their funded provision in private settings. Actual under 5 population is not as high as was projected by NRS and we have seen an increase in proportion of families taking their funded place at partner nurseries.
Percentage of 2-year-olds accessing funded ELC	19% ('21/22)	27%		In 2021/22 there are 264 two-year old children accessing funded early learning and childcare. The National Records of Scotland estimated total population of two-year olds for Dundee is 1,407.
% of children meeting developmental milestones at their 27-30 month review	82% ('20/21)	75%		The % of children meeting their developmental milestones has remained consistently close to 82.5% for four years.
% of funded early years provision which is graded good or better	96% ('20/21)	92%		

Rows are sorted by Progress

Action	% Progress	Latest Update
Develop local option for Children and Families Information Service	<div><div></div>25%</div>	Local option is under development. Draft expected Autumn 2022.
Establish an Early Years Transition Pathway	<div><div></div>25%</div>	Priority Group One (TRIC) have prioritised improving multi-agency transition support for children under three years of age who have ASN or are identified as having developmental needs. A number of workstreams have been established to take this work forward through several tests of change.
Roll out Solihull approach for Early Years Staff	<div><div></div>50%</div>	<ul style="list-style-type: none"> • A further 6 LA Early Years staff have now completed the Solihull Approach training since January. Giving a total of 271 DCC LA Early Years Practitioners who have completed the two day SA training, this is approximately half of the work force. • A couple of LA in house training programmes are in progress and due to be completed by June 22 at the latest. • Evening training sessions for funded provider nurseries are now on offer and listed on the My Learn system. • In the process of delivering in house Solihull Approach training to 9 staff from a funded provider nursery - this is scheduled to be completed in April 22 • Solihull Approach training has now been opened up to School and Family Development Workers and several have signed up for the April training sessions
Train staff to deliver and monitor the impact of PEEP	<div><div></div>50%</div>	<ul style="list-style-type: none"> • Peep 365 Teams established to support staff development and communication. (Aug 21) • 17 additional staff trained to facilitate Peep Learning Together Programme from Health, Libraries, Countryside Ranger Service, Home Start, DDCA, Early Years Settings. (Aug – Nov 21) • 13 Staff have participated in the Peep Progression Pathway Training from Libraries, Home Start, DDCA, Early Years Settings (Oct – Nov 21) • Next Peep Network meeting planned for March 2022 to support Peep delivery. In person delivery not permitted in nursery. • Digital Peep continues to be piloted. • A small number of sessions are being tested in the community by a member of staff in the library service. New Outdoor Peep sessions are being tested at two venues. We plan to grow this offer and increase the number of families who can access Peep in the community. All newly trained Peep staff will be supported to deliver Peep by PDOs.

Action	% Progress	Latest Update
		Additional staff may need to be trained in PLT later in 2022 after an audit of PLT trained staff in nurseries.
Develop and deliver professional development sessions for ELC staff		<p>A series of core modules (SWAYs) have been developed and delivered (virtually) by the Early Years Team. LA settings will have access to these for use when delivering their own in-house CLPL sessions Jan 2022 onwards.</p> <p>These core modules will be delivered this term (virtually) for funded providers. Bespoke training continues to be developed and delivered for funded childminders during twilight sessions 6.30pm to 8pm.</p>
Family Learning Opportunities		<p>Training courses offered have included the Solihull Foundation Approach, Play@Home, Peep Learning Together and Peep Progression Pathway. A programme of support visits to each nursery has supported staff to explore and develop new ways to engage families in family learning in response to the needs of their own community.</p> <p>A range of digital and remote family learning projects have worked well for example, Digital Peep Learning Together sessions, Virtual Nature School, At Home Let's Cook Project, Book Bug sessions, Using Seesaw app to share and communicate with families about every day learning opportunities, next step in learning project (individualised videos for children and families), story sacks which encourage families to share books and understand the value of this for children's learning, Teaching Children to Listen programme shared on Seesaw, Play Along Maths and Online yoga project,</p> <p>When restrictions allowed nurseries have also been supported to engage families 1:1 in family learning opportunities, based on their individual needs.</p>
Improve permanence and adoption processes.		A Permanence and Care Excellence (PACE) initiative being implemented with the Centre of Excellence for Looked After Children in Scotland (CELCIS) is leading to children and young people being settled in permanent care arrangements more quickly in test teams. The approach is now being scaled across all teams.
Involve additional nurseries in Scottish Attainment Challenge Speech and Language Therapy project		Two nurseries (opened in 2021) have been included in the project for 2021/22. Previous nursery cohorts are also being supported as they continue to embed strategies and approaches. The project will finish in June 2022.
Extend leadership programme for Early Years Middle Managers		Most managers have completed the leadership programme. Newly appointed managers will be offered this opportunity during session 2023/24.

Action	% Progress	Latest Update
		Feedback has been extremely positive including reference to relevance of the content and course delivery.
Implement the Funding Follows The Child Policy	 100%	This was fully implemented 1st Aug 2020

Areas for Improvement

Improvement activity which has been identified and is being addressed through service planning and provision for 2022-23 includes:

- The development of a localised parenting strategy based on the Tayside Parenting draft delivery plan. A short life, cross sector working group will identify priorities, actions and leads for 2022/23.
- To progress work to develop a Children and Families Information Service website for all children, young people and families.

Updates to Plan Actions and Indicators

Number of funded 1140 hours early years places – we have now updated the calculation of early years places to include those provided by private funded settings. This reflects the fact that now around 30% of families are taking their funded provision in partner nurseries.

Learning and Attainment

Action we have taken

High Quality Learning and Teaching and Career Long Professional Learning

The Pedagogy Team have also created professional learning catalogues that offer practical classroom support to build staff capacity in a range of areas including: differentiation strategies, assessment approaches, measurement tools and evidence exemplars for listening and talking.

Working with Skills Development Scotland, the Pedagogy Team has prepared staff training and resources to support practitioner development in introducing Meta-Skills in their teaching.

Moderation support has been delivered centrally on each staff development day this session and is followed up with local school and cluster moderation activities supported by our extensive network of Quality Assurance and Moderation Support Officers (QAMSOs).

School Improvement Framework

The School Improvement Framework (SIF), which was reviewed in 2020/ 21, continues to help ensure consistent approaches, appropriate moderation and robust quality assurance of our schools.

The SIF continues to be refined following feedback from Head Teachers as well as key local and national developments including the refresh of the Scottish Attainment Challenge and the launch and implementation of our Every Dundee Learner Matters collaborative improvement strategy.

Attainment and Achievement

Evidence through moderation with standardised assessment data and SQA data would indicate Dundee's attainment data is robust. The percentage of primary school pupils achieving expected Curriculum for Excellence Levels in Literacy and Numeracy in P1, P4 and P7 is in line with, or above, national averages in 2021.

Table 1: Percentage of pupils achieving expected CfE levels in literacy by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	69	75	62	69	65	70	65	71
2018/19	74	76	67	70	74	71	72	72
2020/21	71	71	65	64	68	66	68	67

Table 1: Percentage of pupils achieving expected CfE levels in numeracy by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	80	85	70	76	71	75	74	78
2018/19	84	85	73	77	76	76	78	79
2020/21	81	81	75	72	74	72	77	75

The percentage of school leavers living in SIMD Quintile 1 attaining literacy and numeracy at SCQF level 5 or better has increased from 49% (2020) to 55% (2021), reducing the gap from 25% (2020) to 19% (2021).

We have introduced a number of initiatives to improve attainment for our care experienced young people including: the adoption of a new Inclusion Policy by Head Teachers; the use of care-specific additional funding to provide additional support to those at risk of exclusion; mentoring in all 8 secondary schools; and the extension of engagement and participation methods to allow children and young people's voices to be heard.

The overall trend for care experienced young people at both SCQF levels 4 and 5 is one of notable improvement and 2021 has shown the highest level attaining at both SCQF Level 4 or better and SCQF Level 5 or better of the past five years.

SQA Alternative Certification Model

The cancellation of the 2021 exam diet required an alternative certification model for session 2020/21 based upon teacher judgement of demonstrated assessment evidence.

Running concurrently with moderation and verification within subject departments there was a process of local authority level subject moderation running through our existing curriculum networks. Cross-authority moderation was also utilised to enhance this process.

Schools also made great use of our monitoring and tracking module to ensure that provisional grades provided were robust and took in to consideration historical results and trends.

Dundee School Leaver Destinations 2020/21

During the reporting period of 2020/2021, there were 1,224 leavers from publicly funded secondary schools in Dundee. **93.6%** of these leavers entered a positive destination which is higher education, further education, employment or training. This represents an increase of **1.3%** from last year's result. This is the first time that we have confirmed destinations with all leavers. Strong partnership approach to ensure we had no 'not knowns'.

Learning Estate

Children and Families Service continue project work in relation to the new East End Community Campus which remains on track for August 2025. Developments continue in relation to the extension of Harris Academy with planning approval being considered over the coming months and a completion date planned for Autumn 2023.

Scottish Attainment Challenge (SAC)

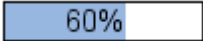
In this final year of current levels of funding work has focused on extending and embedding sustainability of SAC initiatives and aims across the system. The framework for recovery and accelerating progress agenda, feedback from the SAC Equity report and the SAC progress report further informed this work.

The Every Dundee Learner Matters (EDLM) collaborative improvement strategy was launched at the start of last session and all schools and nurseries have been progressing areas of improvement through School Inquiry Groups supported by the Education Officers, the Pedagogy Team and researchers from the Robert Owen Centre for Educational Change, at the University of Glasgow.

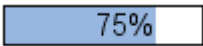
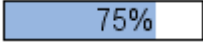


Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes
% of School Leavers Achieving Literacy and Numeracy at SCQF Level 4	85% ('20/21)	88%	↓	
% of School Leavers Achieving Literacy and Numeracy at SCQF level 5	65% ('20/21)	64%	↑	
Percentage of school leavers entering a positive destination	94% ('20/21)	93%	↑	
Overall Average Tariff Score	771 ('20/21)	875	↓	
Average Total tariff SIMD Quintile 1	571 ('20/21)	750	↑	
% Attendance at School	91% ('20/21)	94%	↓	Attendance in 2020/21 was affected by the Covid-19 pandemic.
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy	68% ('20/21)	74%	↑	Whilst CfE achievement levels have recovered since 2019/20 they are not yet back at pre-pandemic levels. However, literacy and numeracy is in line with, or ahead, of the national average.
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy	77% ('20/21)	78%	↑	Whilst CfE achievement levels have recovered since 2019/20 they are not yet back at pre-pandemic levels. However, literacy and numeracy is in line with, or ahead, of the national average.

Rows are sorted by Progress

Action	% Progress	Latest Update
Attainment Challenge	0%	<p>The explicit aim of Dundee's Attainment Challenge is to close the poverty-related attainment gap by improving educational outcomes for children and young people living in the most deprived communities. The three levers with associated work streams are:</p> <ul style="list-style-type: none"> • Learning Provision • Families and Communities • Leadership <p>In this final year of current levels of funding work has focused on extending and embedding sustainability of Attainment Challenge initiatives and aims across the system. The Maximising Progress agenda, feedback from the SAC Equity report and the SAC progress report further informed this work.</p> <p>The school year commenced with appropriate mitigations in place. Early in term 2 schools began to feel the impact of seasonal colds and flu alongside Covid-19 infections. Staff and pupil absence began to impact on some of our interventions and activities.</p> <p>Delivery of a few SAC interventions were rescheduled reflecting the lack of capacity within schools to resource SAC work and fluctuating and erratic patterns of attendance for those children and young people targeted by the work. These patterns of attendance and absence have continued into term 3 and have impacted upon our short and medium term goals.</p> <p>At this stage in the school year there is no further data update for this reporting tool. Schools will report at the end of the session on children and young peoples' progress through Curriculum for Excellence attainment data and through SQA data. A data-based update will be provided at this time.</p>
Benchmarking	50%	<p>The Performance Improvement group continue to benchmark across the TRIC and other Local Authorities regarding attainment and other measures. This work takes place across the Tayside Regional Improvement Collaborative and other National networks through SQA, ADES etc. There has been learning through the pandemic with the alternative certification model for National Qualifications. The BGE benchmarking toolkit has also been recently updated and will form part of the benchmarking activity moving forward.</p>

Action	% Progress	Latest Update
		<p>The Planning, Assessment and Moderation group have also worked with Inverclyde Council looking at our tracking and monitoring across the BGE.</p> <p>In addition, the outcomes of the Education Reform are anticipated in the near future and will provide information regarding the future of SQA and Education Scotland which will inform the direction of future activity.</p>
High quality learning and teaching		<p>The core support offered to all schools is in the form of CLPL. The team offers a comprehensive catalogue of professional learning that is aligned to The Dundee Standard for CLPL, with time built in for implementation and reflection.</p> <p>Additional support is available for schools who require a more bespoke approach to training. In discussion with SLT the Pedagogy Team will create training that can target specific needs within the school.</p> <p>Intensive support is offered to schools where analysis of data has indicated there is a greater need than additional or core support. In conjunction with the SLT, the Pedagogy Team will provide rigorous, targeted support, this involves not only staff training but working in classes team teaching and providing support for individual teachers.</p> <p>Progression Frameworks have been redrafted to a consistent format for ease of use. In early, first and second levels each individual progression pathway has been developed to provide more detail for practitioners. Work is on-going to create frameworks for 3rd and 4th level. Science, Expressive Arts and Modern Languages Progression Frameworks are finalised, Literacy and English and Numeracy and Mathematics are in draft form awaiting feedback, with the other curricular areas being worked on.</p> <p>A Meta-Skills Progression Framework has been developed. Working with Skills Development Scotland, the Pedagogy Team has prepared staff training and resources to support practitioner development in introducing the skills in their teaching. Early, first and second level Progression Frameworks now contain a reference to a possible Meta-Skill that can be developed alongside the experiences and outcomes in all curricular areas.</p> <p>All QAMSOs have had access to national training provided by Education Scotland. QAMSOs will lead moderation events on INSET days in November, February and May, these events will be planned centrally and held in all schools. These days will allow schools to create individual moderation cycles based on best consistent practices in each setting.</p>

Action	% Progress	Latest Update
		<p>An interactive toolkit has been created to support practitioners with learning, teaching and assessment. The Teaching Cycle allows practitioners to participate in CLPL in areas they have identified as developmental needs. This Focusing on the steps that detail excellent practice, practitioners can access interactive quizzes, presentations and suggested further reading in their own time, which will help them to improve their teaching practices. This tool can also be used by schools to lead development in areas identified on School Improvement Plans.</p> <p>The Pedagogy Team have also created catalogues that offer practical classroom support. These resources are provided in conjunction with CLPL, however these can be accessed by all staff in order to give help and reminders. Catalogues are available on differentiation strategies, assessment approaches, measurement tools and evidence exemplars for listening and talking. All of these resources are stored on a Pedagogy Team website created to support practitioners.</p> <p>The Pedagogy Team works with a variety of networks across the city to support teachers in the implementation of key priorities such as literacy, numeracy, 1+2 modern languages and moderation. Members of these networks are upskilled in order to lead projects in their schools and cascade learning.</p>
School Estate Strategy	65%	<p>Project work in relation to the new East End Community Campus remains on track for August 2025. Project board and delivery team continue regular scheduled meetings and recent pre planning application consultation has been undertaken. Further work is planned within some of our existing schools within the locality to broaden our capacity to support learners with complex additional support needs.</p> <p>Developments continue in relation to the extension of Harris Academy with planning approval being considered over the coming months and a completion date planned for Autumn 2023.</p> <p>Continued focus remains upon the environmental impact of projects and buildings across the service estate. Improvements are being made to reduce our carbon footprint and improve energy self-sufficiency. Consultation is being considered on primary school provision within the coming months.</p> <p>We continue to reopen facilities and services in line with national guidance across the service estate and continue to engage with Scottish Government to monitor and improve learning environments in response to Covid-19. Lets out with school hours</p>

Action	% Progress	Latest Update
		within Educational buildings are planned to recommence following the Easter break.
Career Long Professional Development Opportunities	 75%	Leadership Development opportunities well developed e.g. Tayside Regional Improvement Collaborative (TRIC) Leadership Development Programme, Jane Mudd Partnership training, Columba 1400 Leadership Programme and Education Scotland programmes. Also greater uptake and participation in Education Scotland Middle Leaders and Teacher Leadership programmes. Very well developed Newly Qualified Teachers programme; Excellent CLPL programme in place led by Pedagogy Team and by Digital Learning Support Officers in areas such as Learning, Teaching and Assessment and Moderation. Improved articulation between Education and Corporate Learning and Development, including use of My Learn Platform, eLearning and Digital Learning Hub.
Full implementation of GIRFEC	 75%	Revised TATC structure designed by a multi-agency group and agreed by GIRFEC Delivery Group. Training held for Named Persons and Lead Professionals. Further training planned, along with QA. Refreshed national GIRFEC materials awaited.
Revised School Improvement Framework	 90%	The School Improvement Framework has been in place for a number of years and was reviewed at the end of last session. The central team and schools/Head Teachers follow the timelines and actions in the School Improvement Framework. Over the last 2 years, COVID has changed some of the approaches for monitoring and quality assuring the work of schools due to not being able to be in person. However, there have been virtual solutions to ensuring central support and challenge is in place when restrictions don't allow this face to face. The Education Managers and Education Officers have continued to review the framework over the course of this last year and through the pandemic and will revise the Framework for sharing and implementation for Session 2022/2023. There has also been an opportunity for Head Teachers to feedback in relation to this review. This document has been well received by Head Teachers and schools and ensure consistent approaches, appropriate moderation and robust quality assurance of our schools.
Single Schools Plan	 100%	The service created a high level single plan for Raising Attainment in schools to inform and direct individual school's improvement plans and central team support. This was co-created with Head Teacher representatives and central officers. The

Action	% Progress	Latest Update
		<p>plan was shared with all Head Teachers and has been adapted and personalised by each school to formulate their School Improvement Plan over the last 3 years.</p> <p>With COVID we have continued to support schools in evaluating and adapting these plans and schools will be in the process of evaluating and adapting the plan for next session.</p> <p>The central team will continue to review this moving forward and adapt as required to ensure COVID recovery and accelerating progress can be central to the actions taken forward. This will include plans for central support through Attainment Challenge and central resource such as the Pedagogy team.</p>

Areas for Improvement

Attainment Challenge

We will further develop our Strategic Equity Fund to set our local stretch aims for progress, following the refresh of the Scottish Attainment Challenge; there will be an emphasis on capacity building and sustainability within schools and establishments.

School Improvement Framework

The framework will be reviewed in light of changes related to the National Education Reform outcomes, the implementation of Every Dundee Learner Matters, and in line with the refreshed narrative for the Attainment Challenge and CfE.

Learning and Teaching

The Pedagogy team is planning future professional development and support for schools in moderation and in embedding the progression frameworks across the BGE.

Revised Curriculum Guidelines are also being produced with an interactive resource to support all schools.

Single schools plan

The central team will continue to review this moving forward and adapt as required to ensure the centrality of 'recovery and accelerating progress' in all planned improvement actions. This will include plans for central support through Attainment Challenge and central resource such as the Pedagogy team.

Health and Wellbeing

Actions we have taken

Trauma Informed Practice

Our DEPS staff have completed relevant train the trainer training and a mapping exercise of required levels of training for the broader workforce has been completed. Young People's Houses, Kingspark School and AIS have been prioritised to already receive training and others will be trained over the next 12 months.

Counselling in Schools

Counselling in Schools is now in place in all school communities with evaluations in the last 12 months indicating a positive impact on young people's capacity to understand and better manage their own mental health.

Community Mental Health and Wellbeing Services

Closely aligned to counselling are the Community Mental Health and Wellbeing Services which are a collaborative of Third Sector services who support children and families with a wide range of wellbeing needs. The last 12 months of reporting similarly show a positive impact on children and families.

Other

Our provision for young people whose anxiety prevents them from attending school (AIM) continues to make very good progress and impact on the outcomes for secondary-age young people; outdoor play and learning along with other physical health interventions indicate the benefits to children.

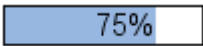
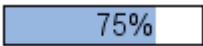
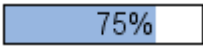
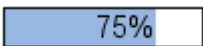
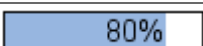
Broader work to support the health and wellbeing of children and young people is also apparent in other aspects of this plan, including the Solihull programme, Functional Family Therapy and targeted support to families experiencing substance use problems and domestic abuse.

Rows are sorted by Progress

Action	% Progress	Latest Update
Development and implementation of regional strategies	0%	<p>Regional strategies for Parents, Emotional Wellbeing, Substance Use and Child Healthy Weight have been completed.</p> <p>Data and Performance Measuring</p> <p>There is ongoing discussion to agree a set of headline measures which can be used within the Annual Report for the Tayside Plan and also creating a range of measures within the evaluation framework which will provide essential information regarding the implementation of the MH strategy. There is a “plethora” of qualitative data held within CAMHS, but it can be more difficult to get “softer” indicators. There is agreement that evidence should not just be based on numbers, but was also important to include feedback from practitioners, children, and families.</p> <p>To gather baseline data there is to be a piece of work developed to consult with some of the young people who had been involved in the development of the strategy. The Health and Wellbeing Census which is underway across Tayside will also provide further baseline data. Focus groups of young people will be carried out during March 2022 and information fed back to PG3 at April meeting.</p> <p>Further links with Living Life Well strategy are being followed up, including the resource available to support some of the implementation of this work. Further work will be carried out to look at how the 2 strategies could link up, and how project support could be utilised.</p> <p>PE in primary school</p> <p>A lack of confidence in teaching PE in primary school has been identified (possibly due to a reduction in the number of specialist PE teachers). A working group has been set up with Headteachers to create a series of cluster groups in which issues and support needs can be discussed. A test model is being considered in which teachers in secondary schools provide support to primary teachers.</p> <p>Lunchtime experience in secondary school</p> <p>A focus group with young people highlighted that many did not consider that they had a positive enough experience at lunchtimes. With the proximity of takeaways and supermarkets to many schools, young people were mainly choosing unhealthy/fast food options. Tayside Contracts, Braeview Academy, and St John’s RC High School</p>

Action	% Progress	Latest Update
		<p>are engaging further with young people to seek a more detailed understanding of what could be improved, with a view to developing tests of change. A report will also be taken to the Dundee partnership to ask what policies or resources are needed to support in this area.</p> <p>Since the start of the COVID-19 pandemic, poverty has been identified as a huge problem, so it is disappointing to report that only 50% of children who are eligible for Free School Meals in secondary schools are taking these (with knock-on impacts on finance for struggling families).</p> <p>Cooking in the Community Safer and greener streets</p> <p>The first meeting of the core working group will take place on 23 Feb, with a view to identifying key people who may be willing to take the lead in these areas of work.</p> <p>A digital copy will also be shared on websites etc, such as Cool to Talk.</p>
Trauma-informed Workforce	35%	<p>TI Training updated for Pentana – Current Situation March 2022</p> <ul style="list-style-type: none"> • DEPS staff verified level 1 and 2 NHS Scotland materials as suitable for C&FS staff. ASN Manager mapped the workforce for levels 1-4 of the NES Trauma Informed Training. • Information sharing sessions have been led by DEPS. Information on levels and timeframes have been shared with SMT Education and SW as well all HT's and Children's House Management Team. <p>3. Children's House Managers and senior staff have been taken through level 1 with a view to them rolling out to all staff in houses. Level 1 is planned to be completed by the end of the summer with level 2 continuing 2022-2023.</p> <p>4. Pilot roll out of level 1 and 2 with Education Targeted Services:</p> <p>Dundee Educational Psychology Service (DEPS):</p> <p>All DEPS staff (with exception of one long term sick) have completed both level 1 and level 2 training modules. An evaluation of the targets from level 1 training and new targets from level 2 training will be discussed at the development day on 29th March and will be incorporated into practice outcomes (linking TI practices/GIRFEC and UNCRC).</p>

Action	% Progress	Latest Update
		<p>Longhaugh Support Group (LSG)</p> <p>LSG staff have all completed level 1 and 90% of staff have completed the three modules in Level 2. 1 person need to complete the final module. The action plan which will be used to inform our raising attainment plan for next session has been updated.</p> <p>This term LSG have taken a closer look at micro/horizontal transitions within LSG. They have reflected upon what good transitions look and sound like and have used this information to create a graffiti wall. The intention is to use this for self and peer assessments. This has also been cross referenced with the 2.6 Transition QI. LSG intend to engage in VERP with a focus on transitions.</p> <p>Kingspark School</p> <p>All staff completed module 1 in the Feb in-service. The strategic nurture group have collated the feedback and are turning it into an action plan. This same group have now all completed module 2. They have been tasked with timetabling when and how the rest of the staff will complete module 2</p> <p>Accessibility and Inclusion Service (AIS)</p> <p>11 of the 25 staff in AIS have had their level 1 training (Teachers, bilingual assistants, 1 x Senior ERW, 1 x Early Years Educators). Others will be trained at level 1 by end April. Level 2 will continue into 2022-2023 session with evaluation of knowledge and skills built into ongoing development of the service.</p> <p>Offsite Education Service (incorporating Rockwell Learning Centre, RISE and PACE). EO and ESO for ASN alongside Dudhope YPU staff:</p> <p>Staff training for Level 1 will commence in Term 4 with Level 2 continuing into 2022-23 session. Evaluation of knowledge and skills will be developed into practice through service planning and review process.</p>
Increase play and outdoor learning interventions	42%	<p>14 Primary Schools have been using Collaborative Action Research to find out how well does Loose Parts Play (Outdoors) improve children's health and wellbeing outcomes (social and emotional development). In addition, many primary schools have already embedded loose parts play as part of their overall whole school approach to learning outdoors.</p> <p>Craigie High School are one of the first Secondary Schools in Scotland to test the delivery of Loose Parts Play with their learners and are reporting early signs of improvements. Braeview Academy are in</p>

Action	% Progress	Latest Update
		the planning phase of using Loose Parts Play as a context for learning next session.
Establish a range of health and wellbeing measures		The TRIC PG3 has a range of measures for HWB which schools are using this year. Analysis of the measures will take place in 22-23 in order to have a full year's measures.
Health and Wellbeing Strategy		The Connected Tayside Emotional HWB Strategy is being implemented in Dundee through engagement sessions with all staff and partners; through CLPL (padlet shared with all staff); evaluated using Glasgow Motivation/Wellbeing Tool and the HWB Census. The Standards for All framework has been shared with all school staff. Mental Health and Wellbeing supports and resources are in place for all school communities.
School Refusal Programme		Our programmes to support young people who do not attend school due to anxiety are AIM; and the Virtual Learning Environment (VLE) test of change. Both are achieving very good outcomes for secondary age young people by improving attendance/engagement; attainment results; and their wellbeing.
Counselling		<p>467 CYP were supported – 39% increase from first half of the year. 2014 counselling sessions took place – increase in both face to face and percentage of virtual sessions from first half of the year.</p> <p>The most prevalent issues identified at counselling were: - anxiety - self-esteem - family issues - anger -interpersonal/relationships Pandemic related issues continue to emerge in counselling. Main areas are worry about school work/exams and increased anxiety around the pandemic. Predominant outcomes being worked toward in counselling were: Be more aware of feelings/behaviour Be able to cope better Be more positive Be able to solve problems better Gathering pupil & parent evaluations continues to be a challenge for all providers.</p>
Staff mental health training		Training for staff has been provided and delivered through a recent padlet which includes the wellbeing toolkit with a range of supports and strategies. Trauma-informed approaches are being implemented across all schools and nurseries, following the Knowledge and Skills Framework. Educational Psychologists provide ongoing support to school and social work staff in relation to mental health and resilience training.

Areas for Improvement

Vulnerable adolescents

Following the Joint Inspection of Child Protection Services, the service is leading a partnership review of approaches towards vulnerable young people aged 14-21 years. This review is due to report proposals in the summer of 2022.

Parents of children with complex additional support needs

In partnership with the Scottish Mental Health Alliance, CAMHS and the Third Sector, the service is coordinating a new capacity building model to meet the emotional and mental health needs of specific groups more effectively, with mapping of needs and associated priorities commencing in May 2022.

Attendance at school

Following a Zero-Based Design review of school attendance, mental health has been identified as a key factor which has an impact on families. This is now a Transforming Change project and will involve key partners in responding to the holistic needs of parents/carers and children and young people.

Inequalities

Action we have taken

Our Promise to Care Experienced Children, Young People and Care Leavers

In accordance with Our Promise, which outlines a range of actions under the 5 foundations of The Promise, the service has made considerable progress in improving support to children and young people on the edges of care and those who are care experienced.

Scaffolding

Implemented the Fast Online Referral Tracking (FORT) system with Third Sector partners, with over 3,250 referrals to provide early support to families in the last 12 months. The number of care experienced children and young people continues to reduce.

Voice

The number of school-based Champions Boards has increased and we have implemented Mind of My Own (MOMO) app to allow care experienced children and young people to offer feedback on support in their own time and thereby continuously inform improvements.

Family

Implemented Functional Family Therapy with Action for Children to provide more intense support to families with teenagers where there is a risk of breakdown. The impact of the co-location of Substance Use Nurses in Social Work Locality Teams was commented on positively in the recent CP inspection.

Care

Developed a new Kinship Team; built capacity in the Young People's Houses through a new rota and extra bedroom; completed the conversion of Gillburn Road to a full-time residential facility for children with a disability; and commenced the build of a new Young Person's House.

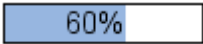
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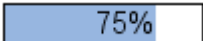
All staff in Young People's Houses have received training in both trauma informed practice and nurturing training; staff from Social Work teams and schools have received training in child led play therapy; and a number of staff have graduated from Columba 1400 Learning Academies on leadership development.

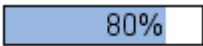
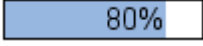
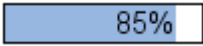



Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes &
% of Looked After School Leavers Achieving Literacy and Numeracy at SCQF Level 4	71% ('20/21)	78%	↑	
% of Looked After School Leavers Entering a Positive Destination	100% ('20/21)	91%	↑	
Percentage of pupils with ASN gaining N4-Higher	71% ('20/21)	90%	↓	Proposed new target to match Insight Virtual Comparator
Number of pupils with ASN gaining awards at Nat1-3	87% ('20/21)	215	↑	Available Feb 2022
Pupils with ASN participating in sports		500	?	2019/20 baseline as published in CFS Improvement plan. Will need checking
Exclusion rate for ASN pupils	28.9 ('20/21)	45.5	?	Target will need reviewing,
Attendance rate, ASN pupils	89% ('20/21)	92%	?	Attendance from beginning of term to end of term 2.
Positive destinations for leavers with ASN	91% ('20/21)	91%	↑	
Exclusion Rate (number of exclusions per 1000 pupils) for Looked After Children -LGBF	110 ('18/19)	71	-	This PI is only published biennially by the LGBF. Figure for 2018/19. 202/21 update available 29/4/22
% Looked After Children with more than one placement within the last year	6% ('19/20)	4%	↑	The Council is now ahead of the national average and the average for family group members in this indicator.
Gross Cost of "Children Looked After" in Residential Based Services per Child per Week	£4,669 ('19/20)	£3,930.00	↓	The calculation of this indicator is being investigated in great detail. Early indications show that some of the high costs are due to inclusion of some budgets not included by comparator authorities. 202/21 update available 29/4/22
The gross cost of "children looked after" in a community setting per child per week	£546 ('19/20)	£370.00	↑	See above
Balance of Care for looked after children: % of children being looked after in the Community	89% ('19/20)	90%	↑	202/21 update available 29/4/22

Rows are sorted by Progress

Action	% Progress	Latest Update
Transition Plans for CECYP	60%	<p>A pilot transition programme in the Harris Cluster during summer 2021, involving P7 pupils from Camperdown PS, school support staff and CLD has had positive outcomes with all involved maintaining good attendance during term 1. Pupils in current P7 being identified and a longer transition programme will be implemented. The ARC Principles into Practice project group continues and parents/carers and young people have been surveyed about their current experience of transition planning. This will shape improvements going forward. Early planning has begun around a proposed test of change about support being offered to care experienced pupils/families from EY to secondary. This will involve locality staff, EY Education Officer, Education Officer CECYP and support workers. All young people from Rockwell Learning Centre, our offsite provision, entered a positive destination on leaving school in June 2021. Many of these young people are care experienced.</p> <p>Almost a quarter of pupils moved directly onto a full-time college courses.</p> <ul style="list-style-type: none"> • Over half (53%) of young people moved onto a transitions programme with a partner provider (Dundee and Angus College or Helm Training). • one young person has moved directly into employment.
Implement a Charter for CECYP	70%	<p>The team of PSWs assigned to Clusters continue to support the health & well-being of our care-experienced young people. The number of young people from secondary schools joining with the YPPG and having the opportunity to contribute to city-wide Champions Board is increasing. We continue to try to find ways of capturing the voice of our care-experienced young people and a planned test of change within the St John's Cluster will help this process. The introduction of MCR Pathways to schools in Dundee is aimed at supporting S3 -S6 pupils achieve and increase their chances of success in further education, training or employment.</p>
Implement an engagement and participation strategy for CECYP	70%	<p>We have established a multi-agency Engagement and Participation Team called Your Voice Our Promise (YVOP). The membership of the team consists of various professionals from across our service and other partner agencies to promote a more proportionate representation of all Care Experienced Children and Young People in our city and for those in external placements.</p>

Action	% Progress	Latest Update
Nurturing	100%	<p>All Residential House staff have received Nurture Training delivered by Dundee Education Psychology Services. This was Adapted Scottish Education Nurture Training focussing on embedding Nurture Principles within staff practice in the Res Houses.</p> <p>This training is now core modules for residential staff training, with an expectation of all new staff completing this as part of their ongoing induction. This was initially delivered face to face but due to Pandemic is now is being done through E learning modules. Module 1 was complete and online in September 2021 and modules 2 and 3 are being done Jan/Feb 2022.</p> <p>We are also supporting the ongoing coaching via DEPS link to keyworkers for targeted YP to support planning that is nurture and trauma informed. Also links to the Trauma Informed workforce work in the EP role Pentana link too.</p> <p>In addition, we have delivered a series of training and learning across the service, this was Child Led Play Therapy training. These courses have been running since Aug 2018 and delivered to a wide range of partners including; Teachers/DHTs, Learning and Care Assistants, Health and Wellbeing workers, Social Workers, Family Support Workers, Residential Social Care Officers, Foster Carers, Outreach Teachers, Kinship Carers.</p> <p>This remains an ongoing training programme available to be rolled out further and next steps are to adapt the training to include video learning and coaching sessions and target specific key groups such as residential houses, foster carers and Kinship carers.</p>
Functional Family Therapy	75%	<p>This programme has been implemented and therapists are actively working with families. A report on the impact on the number of teenagers entering or escalating upwards into care will be presented by AFC in June 2022</p>
Improve education, training and employment opportunities available to Care Leavers		<p>The Throughcare and Aftercare Team developed and co-facilitate a weekly Drop-In at both Gardyne and Kingsway campus for students who are care leavers to support them to access and maintain their college education and plan for progressions. This drop-in can be used to access support for issues with coursework, personal issues and peer relationships. In the first instance, young people are often supported to attend by their TCAC worker.</p> <p>With the agreement of specific Care Leavers open to the Throughcare and Aftercare Team, there are regular monitoring meetings between the TCAC Lead for Employability and Education with College Support staff to monitor and address issues as they</p>

Action	% Progress	Latest Update
		<p>arise. This is in addition to the regular contact between case holding TCAC workers and college support staff and tutors.</p> <p>For those young people who attend college or university outwith Dundee and Angus, workers are proactive in developing links with the relevant Student Support Services to ensure there is a comprehensive and proportionate support plan in place.</p> <p>There are currently 12 Care Leavers, open to the TCAC team who attend university or have recently graduated. Support has also been offered to Care Leavers not currently open to the team but assessed as requiring support (financial and practical) to access and transition to university alongside plans with Student Support services.</p> <p>The Children and Families Teams maintain close links with the Youth Employability Service to ensure Care Leavers have access to specialised support to access education, training, modern apprenticeships and employment. There is regular joint work between the Adolescent and Throughcare and Aftercare Teams and the Key Worker for Care Experienced Young People within the Youth Employability Service to ensure individuals can access specialist support as required. It is important to note that this support is often used to enable Care Leavers to transition between education, training and employment based on their specific ambitions and needs, rather than simply “dropping out”.</p> <p>The Throughcare and Aftercare Team has led on the provision of devices through the Connecting Scotland initiative to ensure that digital poverty is not a barrier to Care Leavers accessing education, training and employment. Care Leavers were one of the groups prioritised for these devices by the Children and Families Teams across Dundee.</p> <p>The TCAC Team provides support to Care Leavers to access appropriate accommodation in a location that will suit their circumstances. For those whom the department is financially responsible and have remained in continuous education, the TCAC will provide financial support for accommodation to ensure that this is not a barrier to accessing education. This may be University Halls of Residence, Continuing Care, local authority/social housing or private tenancies.</p>
Develop and implement an action plan for Care Leavers	 75%	Work is undergoing to update procedures for Continuing Care and for care leavers. Care leaver targets are also expressed in Our promise.

Action	% Progress	Latest Update
Accreditation of Enhanced Support Areas	 80%	Internal accreditation of primary and secondary schools with ESAs has taken place through moderation visits across the city this session to promote expected standards of inclusive practice. Almost all schools involved in the process evidenced very good standards of inclusive practice.
Increase breadth of awards at SCQF level 2 upwards	 80%	The breadth of awards at SCQF level 2 upwards has increased by 50% since before 2018. The overall pass rate has fluctuated in the last 2 years due to covid impacting on pupils' attendance. There is variability across schools which will be addressed over the next 24 months as more pupils with complex needs move into the senior phase.
Review Respite Services in Partnership	 85%	Our Gillburn Road Young People's House is now fully operative as a residential home for young people with a disability. We are also working with the Third Sector and Families on Self Directed Support options 1-4. Going forwards, we plan new material on the Council website to more carefully explain and promote better access to the range of available supports.
Build capacity of local placements for CECYP	 88%	Have re-introduced regular foster carer recruitment meetings within family placement service group meetings. Have started a social media campaign to recruit foster carers. Foster Carer recruitment appeal placed on 'One Dundee' webpage. Currently exploring roundabout advertising display signs across the city. An external review of approaches towards foster care will commence in June 2022.
Provide training for Senior Learning and Care Practitioners	 90%	As part of our workforce development for school support staff, an ongoing programme of professional learning and development is in place for Cluster Senior LCPs who meet on a weekly basis. They in turn provide advice and support to the wider workforce in relation to Moving and Handling; De-Escalation; Language and Communication resources; use of visuals in the classroom. At an earlier stage in the professional development pathway we have introduced work-based accreditation for current staff wishing to become Learning & Care Assistants.
Maintain a whole systems approach for young people	 100%	This target was about maintaining a whole system approach for young people. Dundee remains committed to the whole system approach and evidences this through a) EEI b) CARM c) increase in Diversion for 16/17 year olds d) CJS workers consider remit back to Hearing e) Continuing care has enhanced the support given to care experienced f) reduced numbers of 16/17 year olds in custody.

Areas for Improvement

Voice

Obtain, analyse and report on feedback from MOMO to continuously inform improvements to individual children and young people and the broader care experienced population.

Scaffolding

Develop the FORT system into an Integrated Family Support Hub which triages referrals and coordinates the delivery of flexible family support by partners hosted on the system.

Family

Work with the Health and Social Care Partnership to develop more easily accessible support to vulnerable parents/carers across the city and within localities.

Care

Coordinate support to Unaccompanied Asylum Seeking Children (UASC) in accordance with the National Transfer Scheme; support trafficked children; and contribute towards support to Ukrainian refugees.

People

Complete an external Association of Fostering and Adoption (AFA) review of approaches towards the recruitment, support and retention of internal foster carers.

Child Protection

Action we have taken

The service continues to make key contributions to the safety and welfare of children and young people. The Joint Inspection of Services to Children and Young People at Risk of Harm published in January 2022 highlighted a range of strengths, including:

1. Most children in Dundee were being kept safe from harm by committed staff who effectively recognised and responded to concerns. This recognition of and response to harm remained as effective as the Covid-19 pandemic progressed.
2. Children and young people felt safer as a result of the strong relationships they had with key members of staff. Staff made considerable efforts to sustain relationships with children and young people as the pandemic evolved.
3. The collaborative approach throughout the partnership had resulted in the effective development and delivery of a range of multi-agency services that helped children at risk of harm and families to receive the support they needed.
4. Senior leaders demonstrated effective and inclusive governance and accountability in their leadership of multi-agency child protection arrangements. Senior leaders continued to work together to effectively lead and direct staff as the Covid-19 pandemic progressed.

GIRFEC - We continue to implement our GIRFEC Improvement Plan which has focussed on getting the right help and support to children and families at the right time. We have recently revised our Team Around the Child (TATC) structure and this was promoted via training sessions for over 300 Named Persons and Lead Professionals from across the partnership. The recent Inspection report found that our approach was well embedded and had resulted in “staff sharing concerns in a timely manner and in ensuring the professional point of contact in universal services was informed about concerns”.

Prevention and early intervention - In conjunction with 3rd sector colleagues, we have created a new cross-sector Alliance Group to co-ordinate early support. Through this partnership, we have introduced the Fast Online Referral Tracking System (FORT). It provides a clear multi-agency system to aid referral to relevant resources and offer tailored support to families. It has supported concerned staff to better meet the support needs of children and their families. It also supported the distribution of over £550k of welfare funds to vulnerable families throughout the pandemic. Related to this work is the recent creation of a new “Hidden Harm” Group, which has brought partners together to share information on possible concerns, and to identify and coordinate support to potentially vulnerable children and young people, including in relation to summer activities.

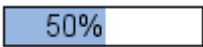
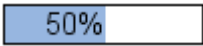
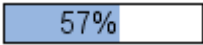
Child Protection - We continue to quality assure our screening, assessment and overall responses to child protection concerns. In the past year a staff survey found that the Multi Agency Screening Hub (MASH) team to be helpful and supportive. We continue to demonstrate improvements in the quality of our chronologies, assessments and plans. We have tested a proportionate and sustainable audit tool, which has now been embedded as routine practice across the Children and Families Service with peer evaluation and feedback to practitioners being central to the approach being used.

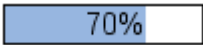
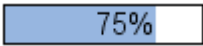

Support for families - We have consolidated our work with very vulnerable women who have had children removed from their care by continuing to invest in the Pause project, in partnership with TCA (Tayside Council on Alcohol). The impact report demonstrated positive outcomes for the 22 women who had worked with the programme, addressing issues such as homelessness, drug or alcohol use, domestic abuse and mental health issues, family relationships and unemployment. The impact report also highlighted the supportive relationships and the delivery of tailored support.

Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes
% of audited social work files with chronologies in place	98.5% (21/22)	95%	↑	The provision of chronologies within case files is well embedded and the service continues to be focused on maximising the quality of these chronologies.
% of audited Child's Plans judged good or better	45% (21/22)	95%	▬	The Child's Plan format has recently been simplified as a result of feedback from recent audits. Developmental work is planned to increase the quality of Plans, including ensuring they are "SMART" and family friendly.
Audited Assessments judged good or better	70% (21/22)	95%	▬	The assessment format has recently been simplified as a result of feedback from recent audits. Quality improvement work continues to take place via audits and staff supervision.
% Child Protection Re-Registrations within 18 months	2.4% ('20/21)	4%	↓	This continues to be a very low figure, with only 3 out of 125 children being re-registered within 18 months. There will always be a small number of exceptional cases where children are re-registered due to unforeseen changes in circumstances.

Rows are sorted by Progress

Action	% Progress	Latest Update
Child Protection Procedures	<div><div>20%</div></div>	The new national guidance has now been published and a paper scoping the task of updating Dundee's procedures has been discussed at the Child Protection Committee. This work is scheduled to take place during 2022.
Commissioned Services Review	<div><div>30%</div></div>	Commissioned services that are paid for by our "Third Party Payments" budget have been informed of Dundee's "Alliance" approach, to ensure we have mapped their provision alongside expectations of collaboration with statutory and 3rd sector partners. This work is ongoing and will also take into account the 2022 review of adolescent services. We anticipate setting clear priorities for future commissioning by December 2022.
Family Support Strategy	<div><div>30%</div></div>	The "Alliance" between statutory and 3rd sector has now been established, with an oversight group. Mapping and collaborative work has been started and is progressing, with a financial framework to follow later in the year.
Transforming Public Protection	<div><div>50%</div></div>	All areas continue to progress and are benchmarked through internal audit processes
Obtain views of parents, carers, children and young people	<div><div>50%</div></div>	<p>The new Your Voice Our Promise Team, continues to coordinate consultations and aim to receive the views of young people from across the service.</p> <p>The team is integrating the CB with school-based CBs, the Young People's Participation Group and 4Change Group under one umbrella.</p> <p>We are also extending engagement and participation to children and young people involved in formal Child Protection processes</p> <p>We have an Implementation plan developed for Mind of My Own (MOMO) digital engagement app with train the trainers identified and go live planned for the end of February, this will allow us to obtain the views of young people digitally and extend to all young people in external placements.</p> <p>The LAC Review Senior Officer Team are embedding a process of consultation and seeking views of all parents, children and young people prior to their reviews and CP Case Conferences.</p> <p>Going forwards, we will want to aggregate and analyse information coming from the engagement to inform strategic and practice developments, and to take a systematic approach to capturing the views of parents.</p>
Parenthood project	<div><div>50%</div></div>	Within Community Justice opportunities exist to support people with parenting and being a parent can be a motivator to address offending behaviour.

Action	% Progress	Latest Update
		<p>1. Parenting and impact on children is a module in the Caledonian Programme for men convicted of domestic abuse offences. The module is co-delivered by the Caledonian children's worker. 2. Parenting is also an optional module in the Respect programme for 1:1 work with people convicted of domestic abuse offences. 3. The Caledonian children's worker also offers Parenting work on an individual basis to people allocated to the wider Community justice service 4. There have been occasions where parenting programmes have been sourced (such as Incredible years) and these have been accepted as Other Activity for people on Unpaid work, where parenting issues were relevant to their offending.</p>
Mentors in Violence		<p>The Mentors in Violence Prevention Programme (MVP) is currently being delivered, or there are plans for delivery, in four of our eight secondary schools. Due to school closures over the past two years all schools needed to restart the programme entirely as senior mentors had left and recruitment had to begin again. The current priority is to re-establish MVP in existing schools before expanding into other schools.</p>
Risk based proportionate support		<p>In recent months Dundee's GIRFEC Delivery Group (GDG) has updated its key policy guidance, whilst revised national Child Protection Guidance has been issued. During 2022 the GDG and Dundee's Child Protection Committee (CPC) will be consolidating this guidance into operational practice, to ensure appropriate service provision is in place at the right time.</p>
Prevention and Early Intervention		<p>The work of The Alliance continues to build and the recently published inspection reports highlights collaborative leadership, including the approach towards prevention and equal relations with the Third Sector, as a key strength.</p> <p>In this context, we continue to fund the FORT platform, with coordination of the triage function and delivery of training leading to more easily accessible support.</p> <p>The system is also helping to identify potential unmet need and inform discussions on potential responses, including in respect of children and young people with a disability whose welfare needs do not presently appear to be met.</p> <p>In relation to disability, a Senior Officer is actively involving in coordinating Self Directed Support Options 1-4 and decisions on proportionate support are now made by the multi-agency Resource Management Group.</p> <p>There has been a delay in the development of a volunteer strategy but the parameters have been</p>

Action	% Progress	Latest Update
		<p>agreed and a lead has been identified, with this as a key priority over the next 6-12 months.</p> <p>We are actively involved in discussions with the Scottish Mental Health Foundation on the development of a capacity building task sharing model, with links to CAMHS.</p> <p>The additional funding has therefore served as a catalyst for change and existing resources are increasingly being re-focused towards all these ends.</p> <p>Going forwards, we will want to extend the work through the whole family wellbeing fund and will work with partners to develop proposals which maintain whole systems transformational change.</p>
MASH	 70%	3 areas of quality assurance work during 2021 confirmed that MASH was providing a quality service, including positive stakeholder feedback and an audit which confirmed that referrals were dealt with timeously and appropriately. The service was also highlighted as an area of strength in the 2022 Inspection report.
Domestic Abuse	 75%	Dundee does offer the court the Caledonian programme as a Requirement for men convicted of domestic abuse offences. The alternative Respect programme is also an option for court. Both programmes are supported by services that reach out to female victims. Dundee did employ a worker who offered intervention for men who wished to address their domestic abuse on voluntary basis. This post holder retired in March 2021. A source of funding would need to be identified if such a post was to be created again.
Child Protection Meeting Frequency	 100%	Child protection meeting frequency has returned to normal following some slight adjustments during the pandemic, with no disruption to this service being anticipated.

Areas for Improvement

The recent Joint Inspection of Services to Children and Young People at Risk of Harm published in January 2022 highlighted the following areas as areas for improvement:

1. Approaches to recognising and responding to concerns about risk of harm and providing support to young people were not as effective as those for younger children.
2. Resources to support children and young people with mental health or emotional wellbeing issues were limited and staff were not confident that children's mental health needs were being fully met.
3. Children and young people at risk of harm and their parents or carers were not consistently being supported to participate in protective processes. Opportunities for children and young people at risk of harm to share their views and influence policy, planning and service delivery were limited.
4. The partnership did not yet have in place arrangements for the joint and systematic review of outcomes data in order to evidence the difference it was making to the lives of children at risk of harm and their families.

These are all being addressed by improvement work across the wider partnership via the Child Protection Committee, including the service leading a multi-agency review of services to young people which is due to be finalised by August 2022.

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Community Justice

Action we have taken











Over the last 12 months, the Community Justice Service has maintained public health adaptations to sustain the support and supervision of people at different stages of the criminal justice system and contribute towards partnership recovery from the pandemic. Whilst still not reaching pre-pandemic levels of activity, the number of referrals for Diversion from Prosecution, Court Reports and Community Payback Orders have all increased.

People subject to interventions have been provided with support in accordance with levels of risk and/or need; groupwork delivery has been maintained albeit with adjusted staff:participant ratios; and requirements in relation to Multi Agency Public Protection Arrangements (MAPPA) have been met. Following the introduction of new multi-agency information sharing arrangements, the number of short-term prisoners supported in the community on release increased.

The area of work most affected was Unpaid Work but the number of UPW hours imposed by the Court similarly increased again, a range of projects were completed in smaller groups and 'Other Activity' was increased to both enhance support and give people an opportunity to complete outstanding hours by alternative means. This included support provided by a Keep Well Nurse in relation to mental and physical health and support on employability.

The service also introduced Structured Deferred Sentence (SDS), which is a 3- or 6-month intervention that either dispenses with the need for a full Community Payback Order (CPO) or is a prelude to a full Order after the individual demonstrates they can complete the shorter SDS. This additional sentencing tool provides the Court with an opportunity to test motivation to comply, particularly when sentencing people who may not yet have demonstrated a capacity to complete a full CPO.

Positively, the successful completion of Diversion from Prosecution increased; in quality assurance exercises on types/levels of contact, the supervision of people presenting a high risk of harm to others was shown to have remained high; and the successful completion of CPOs, which involves completing the Order without it being returned to Court under breach and the Order being revoked, also increased from 69% in 2019-20 to 77% in 2020-21. It therefore rose again to be above the national average.

Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes
% of Community Payback Orders Completed Successfully	77% ('20/21)	75%		This has now returned to being above the national average of 75% after a 1 year dip
Number of adults commencing Voluntary Assistance	215 ('20/21)	190		A significant increase reflecting improvements to multi-agency information sharing and planning
Number of 16-20 year olds taking up Voluntary Assistance	6 ('20/21)	15		Further work on low take-up rates will be carried out in partnership with the Scottish Prison Service
Custody as a main outcome of a CJSW report	86 ('20/21)	200		The number receiving a prison sentence following a Court Report reduced as there were fewer reports.
Number of Diversion cases successfully completed	82 ('20/21)	75		The number of both referrals and successful completion rates both increased
Successful DTTO and CPO with a Drug Treatment Requirement completions	18% ('20/21)	40%		There are low numbers of people subject to a DTTO or DTR but low completion rates are being explored
Percentage of recipients satisfied with UPW placements	100% ('20/21)	100%		This has consistently remained very positive since CPOs with Unpaid Work were introduced
Percentage of those on UPW satisfied with the support provided	92% ('19/20)	95%		This has remained consistently very positive since CPOs with Unpaid Work was introduced
Reconviction Rate %	26.2% ('18/19)	29.5%		Information from latest cohort 2018-19 as at 7th October 2021. We remain better than the national average.
Average number of reconvictions per offender	0.47 ('18/19)	0.49		Information from latest cohort 2018-19 as at 7th October 2021.

Rows are sorted by Progress

Action	% Progress	Notes & History Latest Note
Implement an outcomes framework for people receiving services to inform improvements	<div><div>65%</div></div>	A post-sentence questionnaire has been piloted in one team and extended to others. Qualitative data will be analysed to inform improvement activity
Work with SPS and other partners to develop a new Community Custody Unit for women	<div><div>90%</div></div>	Building work continues apace and remains due to open in July 2022. The service will co-located a Prison Social Worker
Carry out twice yearly audits using Care Inspectorate audit tool	<div><div>90%</div></div>	Audits continue to take place and a recent audit of Drug Treatment Requirements will inform workforce development activity
Pandemic Recovery Plan	<div><div>90%</div></div>	The recovery plan is outlined in the Community Justice Outcome Improvement Plan and the service has additional recovery funding in support of this
Work in partnership with the Crown Office to increase diversions from prosecution	<div><div>96%</div></div>	Diversion continues to increase and there is regular communication from COPFS to ensure appropriate referrals
Provide specialist services for young people appearing in the Sheriff Court	<div><div>96%</div></div>	Dundee has a court social work service every week day. These workers prioritise young people for follow up
Work with Scottish Prison Service to develop effective resettlement from custody	<div><div>96%</div></div>	A very positive statistic is that people dying through a drug overdose within 6 months of liberation from prison fell from 11 people in 2019 to 3 in 2021.
Invest in Bail Mentoring	<div><div>99%</div></div>	Additional Scottish Government funding of £130k has been used to enhance capacity, including Electronic Monitoring.
Provide a service for those being considered or sentenced to community based interventions.	<div><div>100%</div></div>	In addition to CPOs, Structured Deferred Sentences and the Caledonian Programme for domestic abuse have been implemented
Provide targeted interventions to people with specific needs	<div><div>100%</div></div>	Includes the Caledonian Programme, MFMC, MAPPA, DTTOs, a Keep Well Nurse and a Women's Team
Deliver accredited group work programmes to people having committed particular offences.	<div><div>100%</div></div>	The service continues to deliver the Caledonian Programme for domestic abuse and MFMC for sexual offences to accredited standards.
Work in partnership to supervise and monitor Registered Sex Offenders	<div><div>100%</div></div>	The service continues to host and supervise the Tayside MAPPA Coordinator and has supported the maintenance of arrangements for high risk offenders

Areas for Improvement

Going forwards, there a number of areas of essential development both for CJS and for the wider Community Justice Partnership, some of which are required by new legislation. The main developments for 2022-23 are:

1. The Dundee Womens' Community Custody unit will open in July 2022. This plans to offer a new model of incarceration to the women with stronger links to community supports and enhanced transition back to the community. CJS will host a Prison based Social worker and Prison healthcare will offer enhanced substance use and mental health support. A range of Third sector and local agencies will be involved in offering other aspects of support.
2. In May 2022 the Management of Offender Act introduced Electronic Monitoring on bail and Electronic Monitoring as a disposal within a CPO. Alongside Electronic Monitoring on bail comes enhanced expectation of assessment for bail support and suitability for a tag. This will involve contact with other people within the household, as all are impacted by having some one curfewed to the home. Scottish Government has given one year funding to enhance Bail assessment and support
3. Recovery from covid remains a challenge for CJS. Scottish Government has given funding for covid recovery which is available for both statutory and third sector services. The Courts have hired temporary sheriffs and increased court sittings to bring down the backlog of cases postponed during covid. This will result in more court reports and more CPOs and other orders. The service is attempting to sustain and enhance its workforce to keep pace with this increase.
4. Low numbers of Drug treatment Requirements and low completion rates of these Orders has been noted as both a national and local issue but is being explored further. The substance use staff employed by CJS have been agreed to carry out a wider remit, including more involvement in Diversion and SDS cases and increased multiagency discussion has taken place to consider how to enhance the interface between justice agencies and substance use agencies more widely.

People and Resources

Action we have taken

Over the last 12 months, a number of staff from across the service have participated in Columba 1400 leadership academies. These academies focus on building individual and shared leadership capacity in the context of the Christie Report and Independent Care Review. Upon graduating, participants are required to develop group action plans and these are now being coordinated by a What Matters 2 U Oversight Group.


In September 2021, the service also launched a revised Team Around the Child and Named Person Guidance, extending learning from an Addressing Neglect and Enhancing Wellbeing (ANEW) programme. This is further strengthened by an ANEW Implementation Team, which involves Health Visitors, Early Years and Primary School staff working with the Centre of Excellence in Looked After Children (CELCIS) on coaching to build the capacity, confidence and competence of teams supporting vulnerable families.

Building on this, the service has been involved in the coordination and implementation of Trauma Informed Practice across the partnership. This has involved DEPS in completing a mapping exercise of the service workforce and required levels of training for different roles. Initially, staff in Young People's Houses have been prioritised and trained will be rolled out to others over the course of this year. The service is also working with partners to share and scale good practice examples of trauma responsive support.

A range of other workforce development activity has also been progressed, including individualised leadership programmes; coaching; child protection; mental health; substance use; domestic abuse, risk assessment tools; and groupwork programmes. In Social Work teams, staff continue to receive a minimum of 6-weekly formal supervision and responses to a staff survey on the frequency and quality of support were very positive. This was also mirrored in the findings of the Joint Inspection on Child Protection.

Rows are sorted by Progress

Action	% Progress	Notes & History Latest Note
Leadership Training	<div><div>50%</div></div>	The pandemic has impacted on all training but key staff have been involved in work with Columba 1400 Learning Academies alongside partner services, to promote shared valued based collaborative leadership which focuses on improving support to families. As part of the TRIC, school based staff have also been involved in leadership development. Some staff have been involved in design based leadership and/or PDSA improvement methodologies. Going forwards, the service will develop a coherent leadership development strategy for both school based and Social Work staff, including middle and first line managers.
Regular support Meetings	<div><div>55%</div></div>	Regular meetings ongoing
Risk Register	<div><div>70%</div></div>	<p>Risk Register has been prepared but still need to allocate owners to all risks.</p> <p>Health and Safety training related to keeping our schools safe has been updated and delivered to all new Head Teachers and any other Head Teacher who would like to attend a refresher. Service Health and Safety Committee meetings are in place.</p> <p>Funding allocated to service priorities and regular service revenue budget monitoring takes to ensure expenditure on track.</p>
GIRFEC	<div><div>75%</div></div>	Programme of awareness raising and training for professionals well underway led by a sub group of the Girfec Delivery group and based upon implementation science. Over 100 C&FS staff briefed so far.
Strategic Planning Time	<div><div>75%</div></div>	Dedicated strategic planning time has been interrupted by the immediate, often reactive requirements of the pandemic but the service has retained a focus on the priorities outlined in this plan. Going forwards, in accordance with improvement methodologies and in recognition of the findings of the recent CP inspection both the workforce and families will be closely involved in setting or refining the strategic direction.
Strategic Planning Review	<div><div>75%</div></div>	Please see strategic planning time.
Shared Strategic Commitments	<div><div>100%</div></div>	We have jointly developed with statutory and Third Sector partners the Tayside Plan for Children, Young People and Families; the priorities outlined in the City Plan; Our Promise for Care Experienced Children, Young People and Care Leavers; and the Child Protection Delivery Plan. These each outlined shared actions and include a focus on addressing inequalities and protecting children and young people from harm. In the recent Joint Inspection of Services to Children and Young People at Risk of

Action	% Progress	Notes & History Latest Note
		Harm, collaborative and supportive leadership were seen as strong.
Measure Actions	 100%	The actions outlined form part of internal and partnership governance meetings, with lead managers clear on their respective responsibilities and accountabilities. The service works with teams and with other agencies to extend good practice, identify areas for improvement and develop or refine action plans.

Areas for Improvement

As the Senior Leadership Team for the service has experienced a number of changes over the last 12 months, they will work to progress the areas for improvement identified in this update. The team is also working with partners to develop responses to Scottish Government allocation of Whole Family Wellbeing Funding, which is required to be used for preventative whole family approaches which promote transformational change. The allocation of this funding is expected in June 2022, with an estimated £240k per year over the next 4 years. It is anticipated that it will be used to enhance management capacity to support the continued roll out and improvement of FORT and ANEW alongside the development of a Volunteer Strategy and work with the Health and Social Care Partnership to enhance targeted support to vulnerable parents/carers.

Community and Family Views

Action we have taken

The service has worked actively with the Hunter Foundation to implement a What Matters 2 U initiative with families in Lochee, with a view to learning from the approach and scaling it across the city. The approach involves both the workforce and local families engaging in Columba 1400 learning academies, to facilitate values-based leadership, enhance dialogue and promote co-designed support. Responses from both the workforce and families have been positive, with the former adopting more flexible approaches to meet individual needs and the latter developing improved confidence and capacity. Developments with a Community Learning Hub have been delayed but this approach towards engagement will similarly inform how multi-agency services are designed and delivered.

The Joint Inspection of Services to Children and Young People at Risk of Harm noted that families were overwhelmingly positive about respectful relationships between them and those providing support. In Community Justice, whilst Unpaid Work was severely impacted by the Covid-19 pandemic, a range of projects were nevertheless completed and recipients were 100% positive about the timeliness and quality of the work. Surveys completed with people being supervised under MAPPA also indicated that they were extremely appreciative of support.

Rows are sorted by Progress

Action	% Progress	Notes & History Latest Note
Evaluate and extend good practice	<div><div>10%</div></div>	The authority pedagogy team continue to meet with the ROC team to share methodology, resources and improvement tools to ensure a collaborative, synchronised approach to supporting schools across the city with their EDLM projects. School Improvement Groups,(SIPs), meet twice termly to share progress, successes and challenges within their own School Improvement Group,(SIG). While there were challenges as a result of the COVID pandemic, HTs report, not only initial positive signs of positive outcomes in terms of the 3Ps for targeted learners, but they also report wider benefits such as improved relationship with families, deeper/clearer understanding of need and increased staff confidence, particularly support staff. Both effective practice and areas needing refinement within the project are shared at the EDLM strategy group, HT meetings and at SIG partnership meetings. An authority sharing event is planned for the end of the session.
GIRFEC communication	80%	Revised TATC and Named Person Guidance was launched in September 2021.
Pilot a Community Learning Hub model	<div><div>25%</div></div>	There is a Community Hub Oversight Board in place and a Community Hub Project Implementation group who are taking forward an action plan to develop a pilot/phased approach to a Community hub approach in the Kirkton community with Baldragon Academy and St Paul's RC Academy.
Increase joint Social Work and Teaching opportunities	<div><div>75%</div></div>	In addition to GIRFEC training and trauma informed practice, a number of staff have also now attended Columba 1400 FCLAs. As we come out of the pandemic, further consideration is being given to the develop of joint city-wide and locality based leadership and management development.
Parenting Strategy	50%	The service contributed towards the development of a Tayside Parenting Strategy which now needs to be localised

Areas for Improvement

Progressing the development of a Community Learning Hub is a key priority over the next 12 months, in partnership with local communities. Following the Joint Inspection on Child Protection, the engagement of fathers in key processes and streamlining of advocacy services are also key priorities.

Improvement Action Plan

Here the author would pull all the areas for improvement into one table to identify what action they are planning to take and when it will be completed.

Action/PI Improved	Planned improvement activity	Target Completion Date
Extend and improve support to parents/carers	Localise and implement the Tayside Parenting Strategy	Develop plan by October 2022
Enhance information available to families on support	Develop and maintain a new family information website	Develop new website by November 2022
Retain capacity to focus on key priorities	Develop Strategic Equity Funding following SAC changes	Complete review by March 2023
Continue to improve attainment levels in primary and secondary	Develop and implement School Improvement Framework and Curriculum Guidelines	
Ensure all young people are protected from harm	Review approaches towards older young people at risk	Submit proposals in August 2022
Support children and young people's emotional health	Implement capacity building model with the Scottish Mental Health Foundation	Complete programme by March 2024
Improved school attendance in primary and secondary school	Implement Zero Based Design findings of approaches towards attendance	Implement from June 2022
Improve engagement participation	Implement and evaluate Mind of My Own and a Child Protection Charter	Evaluate from August 2022
Increase the capacity of internal foster carers	Carry out an external review of approaches towards recruitment, support and retention	Recommendations in October 2022
Improved understanding of qualitative outcomes	Implement a test for change based on Child's Plans and SMART objectives	Report on test of change in October 2022
Enhance support to people in the criminal justice system	Coordinate pandemic recovery in all interventions across the system	Quarterly reporting on progress to CJOIP
Enhance preventative support to families with additional needs	Work with The Alliance partners to implement plan, including WFWF funding	Update reports to Executive Board

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ITEM No ...6.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 27TH JUNE 2022

REPORT ON: ADMISSION ARRANGEMENTS FOR CHILDREN STARTING PRIMARY ONE

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 163-2022

1.0 PURPOSE OF REPORT

- 1.1 This Report provides information about a consultation exercise and proposal to go to full time provision from the beginning of Primary One.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee:
- note the contents of the report
 - approve the proposal to go to full time provision from the beginning of Primary One from August 2022

3.0 FINANCIAL IMPLICATIONS

- 3.1 Nil

4.0 MAIN TEXT

- 4.1 Our current position is that children attend school for half days instead of a full school day during their first three weeks of Primary One. Almost all other local authorities' children start full time education from day one in Primary One.
- 4.2 Most children already experience Early Years provision of more than half days in a week and, following effective transitions plans, are ready to embrace full time education from the beginning of Primary 1.
- 4.3 This proposal would ensure all children will have access to their entitlement for free school meals from the start of Primary One.
- 4.4 Children and Families Service is seeking approval to go to full time provision from the beginning of Primary One and bring Dundee City Council in line with almost all other local authorities in Scotland from August 2022.
- 4.5 This proposal would be implemented across all local authority schools.
- 4.6 This proposal has been discussed with parent council chairs across the city prior to the Covid-19 pandemic, again in September of 2021 and supported fully.
- 4.7 Head Teachers and teacher trade unions were also aware of the consultation and offered the opportunity to share any views.
- 4.8 The Children and Families Service has recently undertaken a consultation with parents and carers regarding the proposal to go to full time provision from the beginning of Primary One from August 2022.
- 4.9 961 parents and carers responded and 78% of our current nursery and P1 parents support.

- 4.10 Reasons cited in support of moving to full time provision from the start of Primary 1:
- Parents would not require to take time off work (some un-paid) to accommodate half days – 186 (25%) of the 750 responses in support of removal
 - Child is already in nursery full days – 425 (57%) of 750 responses in support of removal
 - Much easier for working parents to manage – 35 (5%) of 750 responses in support of removal
 - Arranging childcare for the first 3 weeks is very difficult and costly- 150 (20%) of 750 responses in support of removal
- 4.11 Some individual requests were raised by parents/carers asking for autonomy at school level to allow shorter half day periods. Head Teachers will continue to be empowered to organise bespoke transitions for individual pupils taking in to account the individual needs of the child and context of the school.

5.0 POLICY IMPLICATIONS

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

6.0 CONSULTATION

- 6.1 The Council Leadership Team, Children and Families Service Management Team, Head Teachers, and parents have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

- 7.1 None.

Audrey May
Executive Director Children and Families Service

Pam Nesbitt
Education Manager

May 2022

In view of the timescales involved this report was approved by the Executive Director of Children and Families Service in consultation with the Convener of the Children and Families Services Committee, Labour Group Spokesperson, Liberal Democrat Group Spokesperson and the Scottish Conservative and Unionist Party Member.

Audrey May

Executive Director of Children and Families Service

25th May 2022

Date

Stewart Hunter

Convener of Children and Families Services Committee

26th May 2022

Date

Georgia Cruickshank

Labour Group Spokesperson

26th May 2022

Date

Fraser Macpherson

Liberal Democrat Group Spokesperson

27th May 2022

Date

Derek Scott

Scottish Conservative and Unionist Party Member

30th May 2022

Date

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