

**REPORT TO: CITY GOVERNANCE COMMITTEE – 4 SEPTEMBER 2023**

**REPORT ON: CHILDREN AND FAMILIES SERVICE IMPROVEMENT PLAN 2023-27**

**REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE**

**REPORT NO: 185-2023**

## **1.0 PURPOSE OF REPORT**

This report provides the City Governance Committee with a summary of the new Children and Families Service Improvement Plan 2023-27 (Appendix 1). This plan builds on previous achievements across the service and describes how all Early Learning and Childcare settings, Schools and Children’s and Justice Social Work teams will contribute towards the priorities in the Council Plan 2022-27 and the City Plan 2022-32. In the context of the United Nations Convention on the Rights of the Child, the Independent Care Review and Excellence and Equity, it focuses on addressing inequalities in health, wellbeing and attainment.

## **2.0 RECOMMENDATIONS**

It is recommended that the City Governance Committee:

- approves the priorities and related actions outlined in the Improvement Plan; and
- 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 as it is considered that all priorities and related actions can be progressed from current resources.

## **4.0 MAIN TEXT**

- 4.1 The Children and Families Service Improvement Plan 2023-27 has been developed in the context of the priorities outlined in the Council Plan (see table below) and City Plan, alongside existing statutory requirements, policy drivers, research on best practice, demographic trends and self-evaluation of performance and areas for improvement. The plan aims to build on progress made in relation to Our Promise for care experienced children and young people; improving the presence, participation and progress of pupils at school; and enhancing the accessibility and availability of support in the justice system. As such, it outlines 6 priorities:

<b>Children and Families Service Improvement Plan Priorities</b>	<b>Council Plan Priorities</b>
<b>1.</b> Actively listening and responding to the <b>voices</b> of children, young people and families	<ul style="list-style-type: none"> <li>• Building Resilient and Empowered Communities</li> <li>• Designing a Modern Council</li> </ul>
<b>2.</b> Improving children and young people's <b>health and wellbeing</b> from early years to adulthood	<ul style="list-style-type: none"> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>
<b>3.</b> Improving <b>educational outcomes for all</b> and narrowing <b>attainment and achievement</b> gaps	<ul style="list-style-type: none"> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>
<b>4.</b> Improving sustained <b>positive destinations</b> for all young people	<ul style="list-style-type: none"> <li>• Delivering Inclusive Growth (including Community Wealth Building)</li> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>
<b>5.</b> Improving <b>early intervention</b> and <b>community support</b> for people in the justice system	<ul style="list-style-type: none"> <li>• Building Resilient and Empowered Communities</li> </ul>
<b>6. Our people</b> - Supporting Our Workforce and Families to Feel Valued, Confident and Competent	<ul style="list-style-type: none"> <li>• Designing a Modern Council</li> <li>• Building Resilient and Empowered Communities</li> </ul>

4.2 In recognition of research on the importance of the first 1,000 days in a child's life and building on the successful expansion of Early Learning and Childcare across the city and initiatives such as New Beginnings and Pause, the plan includes a particular focus on strengthening whole family early years support. Related actions include the deployment of Whole Family Wellbeing Funding (WFWF) towards 0-5's and other priority groups; scaling an Addressing Neglect and Enhancing Wellbeing (ANEW) project; enhancing Kinship Care; implementing the School Age Children Early Adopter project; and the Inspiring School Age Child Care Spaces project.

4.3 The plan then also outlines a range of actions to improve the availability, accessibility and quality of learning and support provided at home, in school and in the community at each stage of an infant, child or young person's journey to early adulthood, particularly in relation to more vulnerable groups. As such, there is a specific focus on children and young people in the 6 priority groups of the Child Poverty Action Plan; children and young people at risk of significant harm; children and young people with Additional Support Needs (ASN); Young Carers; and care experienced children and young people and care leavers.

4.4 This targeted focus on early years and more vulnerable groups, whilst enhancing the overall quality of universal learning and support, is intended to help address inequalities in the short and longer term. It is underpinned by a range of actions to support and listen to the workforce and families, including Quality Conversations, trauma informed practice, risk assessment training, What Matters 2 U, a new Champions Board model and Mind of My Own. It also recognises the importance of working in partnership with other services, including those involved in protecting people. It is intended to help mobilise our total assets towards shared Council, partnership, community and family priorities.

4.5 The implementation of this plan will be monitored by the Children and Families Service Senior Leadership Team in collaboration with all early learning and childcare settings, primary, secondary and special schools and social work teams. Where progress is dependent upon partner services, including in respect of commissioned services, monitoring will occur in partnership with individual organisations and/or formal partnership groups. The service will provide a 6-monthly progress report to Elected Members at the City Governance Committee.

#### 5.0 **POLICY IMPLICATIONS**

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

#### 6.0 **CONSULTATIONS**

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

#### 7.0 **BACKGROUND PAPERS**

None.

Audrey May  
Executive Director Children and Families  
4 September 2023

# **DUNDEE PERFORMS**

## **Children and Families**

### **Service Plan**

**2023 - 2027**

**4 September 2023**

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## Foreword

I'm delighted to introduce our ambitious Children and Families Service Plan for the period 2023-27. Building on our achievements, our plan represents a further step-change in how all parts of our service will make key contributions towards each of the strategic priorities outlined in the Council Plan 2022-27 and the City Plan 2022-32. We recognise that, like all partners, our service operates in a challenging context and believe this invites us to fully concentrate on our shared priorities of reducing child poverty and inequalities in income, education and health; tackling climate change; delivering inclusive economic growth; building resilient and empowered communities; and designing a modern Council.



Our plan therefore outlines, with absolute clarity, exactly how we will contribute towards these priorities over the next 3 years in the context of such key policies as the United Nations Convention on the Rights of the Child (UNCRC), the Independent Care Review, Excellence and Equity and the National Strategy for Community Justice. It incorporates actions on how we will support our workforce, how we will work collaboratively with all partners and how we will involve local communities, parents/carers and children and young people in continually improving what we do. It also shows how we will shift our focus still further towards earlier, more accessible and better family support.

As a service, we don't under-estimate the many complexities of the climate in which we provide or help to coordinate early learning and childcare, education or health and social care but this plan confirms our total commitment to accelerate progress in key priority areas. We will report on progress to Elected Members at the City Governance Committee every 6 months, alongside the Children and Families Executive Board Meeting and internal management review processes. In doing so, we will also, wherever necessary, adapt our approaches and continue to both explore and respond to new opportunities whenever we can.

## WHAT WE DO



Audrey May is the Executive Director of the Children and Families Service.

The Children and Families Service places children, young people, and their families at the heart of the decision-making process to provide them with the best possible start in life.

The Children and Families Service provide and manage the following service areas:

- Education, Learning and Inclusion Services
- Children's and Community Justice Social Work Services

Paul Fleming is the Head of Education, Learning and Inclusion Services and Chief Education Officer.

We provide education for over 18,500 children and young people. Over 3,200 children receive funded early learning and childcare.

Further information about Education, Learning and Inclusion Services can be found by clicking the following links:

- [Early Years](#)
- [Primary Schools](#)
- [Secondary Schools](#)
- [Special Schools](#)
- [Additional Support Needs and Inclusion](#)
- [Educational Psychology Service](#)



Glyn Lloyd is the Head of Children's and Community Justice Social Work Services

We typically provide additional support to around 1,300 children and young people and their parents/carers and around 700 people in the youth and criminal justice systems.

Further information about Children's and Community Justice Social Work Services can be found by clicking the following links:

- [Children's Services](#)
- [Community Justice](#)
- [Getting it Right for Every Child \(GIRFEC\)](#)



**Audrey May**  
Executive Director of Children and Families



**Paul Fleming**  
Head of Service  
Education, Learning and Inclusion  
(Chief Education Officer)



**Glyn Lloyd**  
Head of Service  
Children's Service and Community  
Justice

**Lesley Gibb**  
Education Manager  
(0-5)

**Pam Nesbitt**  
Education Manager  
(Schools)

**Morven Berry**  
Education Manager  
(ASN and Inclusion)

**Caroline Corcoran**  
Principal Educational  
Psychologist

**Diana Weir**  
Senior Manager  
Finance and Support Services

**James Ross**  
Senior Service Manager

**Derek Aitken**  
Intake Service  
Manager

**Neil Wallace**  
Community Justice  
Service Manager

**Lynne McBean**  
Acting Resource Service  
Manager



## Budget

The Children and Families Provisional Revenue budget for 2023-24 was approved by the Policy and Resources Committee on 23 February 2023. The final gross budget for 2023-24 amounts to £215,209,000 and is detailed below. The first chart details the amount of budget allocated to each area of the service and the second chart details the type of expenditure the budget is allocated to. The second chart demonstrates that 61% of the total gross budget is spent on staff costs. We recognise that this budget represents a high proportion of the overall Council budget and we are committed to using it as efficiently and effectively as possible.

Chart 1: Children and Families Service - Final revenue budget 2023/24, proportion by service

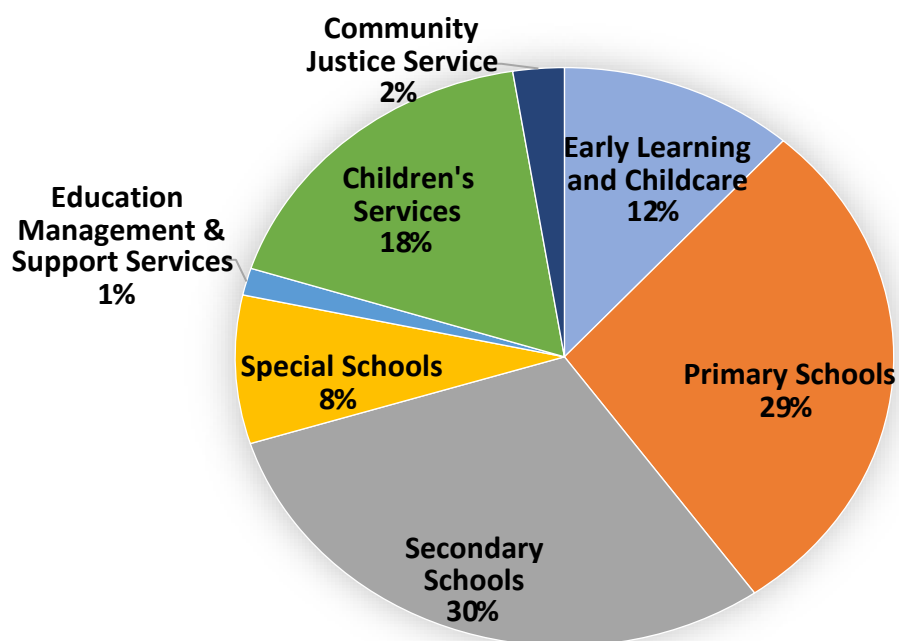


Table 1: Children and Families Service - Final revenue budget 2023/24 by service

Service	Budget £'000
Early Learning and Childcare	£24,903
Primary Schools	£61,624
Secondary Schools	£64,441
Special Schools	£17,834
Education Management & Support Services	£3,256
Children and Families Social Work	£37,739
Community Justice Social Work	£5,412
<b>Gross Expenditure Budget</b>	<b>£215,209</b>

Chart 2: Final revenue budget 2023/24, proportion by expenditure heading

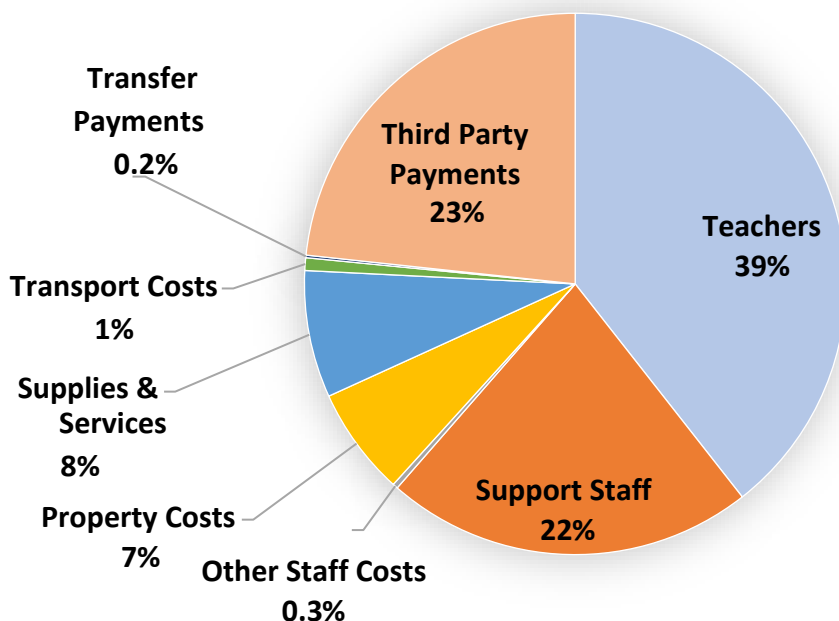


Table 2: Final revenue budget 2023/24 by expenditure heading

Expenditure Heading	Budget £'000
Teachers	£84,823
Social Work and Support Staff	£47,356
Other Staff Costs	£662
Property Costs	£13,930
Supplies & Services	£16,340
Transport Costs	£1,629
Transfer Payments	£333
Third Party Payments	£50,136
<b>Gross Expenditure</b>	<b>£215,209</b>

## Some Key Statutory Drivers for our Service

Our service is driven by a range of key statutory requirements which share a similar theme of us needing to provide support which gives all children, young people and families the best start in life and addresses inequalities in health, wellbeing, attainment and positive destinations. This includes the Education (Scotland) Act 1980; the Education (Additional Support for Learning) (Scotland) Act 2004; the Social Work (Scotland) Act 1968, which outlines requirements relating to families in need of additional support; the Children and Young People (Scotland) Act 2014, which introduced new requirements relating to care experienced children and young people and care leavers; the Child Poverty (Scotland) Act 2017, which includes a focus on 6 priority groups; the Equality Act (2010); and the Education (Scotland) Act 2016, which places an emphasis on addressing inequalities.

In addition to this legislation on children, young people and families, the Community Justice element of the service is further shaped by justice specific legislation. This includes the Management of Offenders (Scotland) Act 2005, which introduced Multi Agency Public Protection Arrangements (MAPPA) for people who commit certain types of offence(s). The Criminal Justice and Licensing (Scotland) Act 2010 also introduced Community Payback Orders as the key community sentence for people who have offended, including Supervision Requirements and Unpaid Work. The Community Justice (Scotland) Act 2016 also requires us to plan and decide with other statutory partners on how services are delivered to people in the criminal justice system.

Whilst the statutory requirements therefore each have a different focus and mean our early learning and childcare and schools do still need to provide universal services, they also compel us to direct resources at children and young people, parents/carers and other adults who are less likely to have their health and wellbeing needs met or achieve. It is also noteworthy that many people in the justice system are parents/carers. This means a key part of our role involves supporting and protecting people and that other legislation, such as in relation to Child Protection, Adult Support and Protection and Violence Against Women, shapes our approach. It means we need to provide suitably holistic and individualised support in the context of people's nursery, school, family and community.

## Key Policies and Strategies

Compliance with our statutory requirements is further shaped by a range of national policies and frameworks which also promote both universal and targeted support. This includes the all-encompassing United Nations Convention on the Rights of the Child (UNCRC), which outlines 54 Articles designed to ensure children, young people and families benefit from all their social, political, economic, educational and cultural entitlements and are kept safe from harm. This is complemented by Getting it Right for Every Child (GIRFEC), which includes a focus on Health, Education and Social Work professionals working in partnership as Named/Lead Person's for children and young people with additional support needs and coordinating Child's Plans.

In Early Learning and Childcare settings and Schools, [Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023](#) sets out the vision and priorities for Scottish Education. [The Scottish Attainment Challenge \(SAC\) Framework for Recovery and Accelerating Progress](#) sets out the refreshed mission of the Scottish Attainment Challenge to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. Other key strategies and publications that are important for us to consider when framing improvement priorities include the [Refreshed Narrative for Scotland's Curriculum](#), [the Additional support for learning: action plan \(updated October 2021\)](#); and the [national carers strategy](#).

In relation to children and young people at risk of significant harm, the service plays a key role in supporting the most vulnerable families and works in accordance with the National Guidance for Child Protection in Scotland (2021). For children and young people on the edge of care or in the formal care system, we work to promote and strengthen the 5 foundations of The Promise of Voice, Family, Care, People and Scaffolding. Similarly, the National Strategy for Community Justice promotes a trauma informed whole system approach towards people in the justice system, their families and victims, from optimising the use of diversion and early interventions through to community sentences and release from short or long-term imprisonment.

Each of these policies and strategies require our service to work collaboratively with a range of key partners, regulatory or inspection bodies and parents/carers. This includes Scottish Government, Police Scotland, NHS Tayside, the Scottish Prison Service, Third Sector, Parole Board, Sheriff Court, Crown Office Procurator Fiscal Service, the Health and Social Care Partnership, Children's Reporter, Education Scotland, Care Inspectorate, Scottish Social Services Council (SSSC), Kinship Carers, Foster Carers and Adopters. Whilst this can add to the complexity of our work, we believe it is essential for us to aim to work in tandem whilst always adhering to regulatory frameworks and statutory requirements or decisions.

## Demographics

Our approach towards leading, managing, delivering and commissioning Early Learning and Childcare, Primary and Secondary Schools, Children's Social Work, Community Justice and related services is strongly informed by an understanding of local demographics. We know they create variable barriers to the presence, participation and performance of children and young people at nursery and school and to inclusion and equality in general. Crucially, this includes not just the profiles and needs of children and young people but also their parents/carers and the communities in which they live. It is why we promote whole family approaches and work with other services to achieve our aims. Some key factors include:

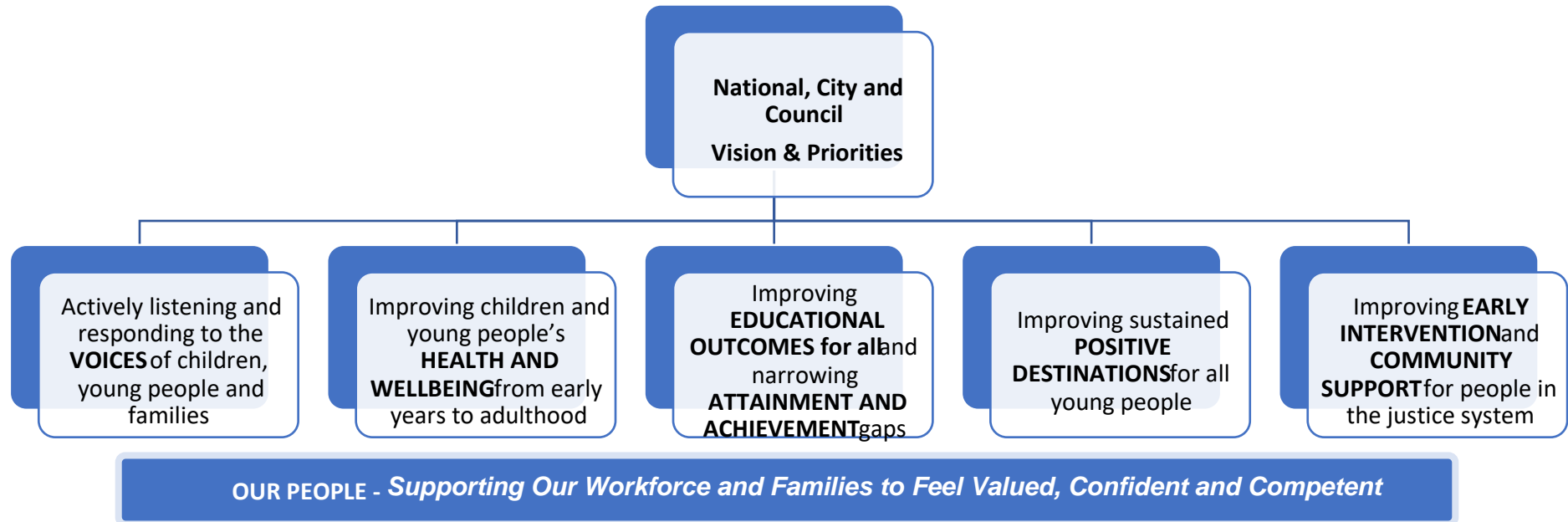
- ⊗ 25% of people in the city live in poverty which is the second highest nationally
- ⊗ 71.5% employment rate compared with 73.5% nationally
- ⊗ 15% on Child Protection Register are unborn babies compared with 5% nationally
- ⊗ 2.2 per 1,000 child population Child Protection Orders is the first highest nationally
- ⊗ Over 27% of care experienced children are 0-5 years compared to 18% nationally
- ⊗ 45.2 per 100,000 people drug deaths in the last 5 years is the first highest nationally
- ⊗ 177 per 100,000 people domestic violence incidents is the first highest nationally
- ⊗ 64 per 1,000 people aged 16-64 report a mental health condition

These often inter-related factors, which can involve families experiencing several challenges at the same time, require us to be trauma responsive and to focus consistently on the needs of families as a whole. Given the trends in relation to unborn babies and infants and research on the importance of the first 1,000 days in influencing a child's life, they drive us to improve support to certain parents/carers during these early years. To sustain this, we know that we need to improve support provided during key transitions, from Early Learning and Childcare to Primary and Secondary School and adulthood. We have to do this with families in ways which matter to them and build on our achievements, which include:

- Reductions in the number of care experienced children and young people
- Improved stability of care for care experienced children and young people
- Improved permanence for care experienced children in their forever families
- Improved attendance/attainment/positive destinations of care experienced young people
- Improving the presence, progress and participation of all children and young people
- Reducing the gap between those living in SIMD Quintile 1 and Quintile 5
- Improved successful completion rate of Community Payback Orders

## Strategic Priority Map

Informed by the City and Council Plans (see Table 3, p15); statutory requirements; national policies relating to children, young people, families and justice; and an understanding of local demographic and performance trends, our service therefore has five key priority themes for 2023-2027. We believe that these core priorities will promote a shared focus and help us to build on achievements. Investing in, supporting and developing our people underpins how we plan to achieve them. We want all early learning and childcare settings, primary, secondary, special schools, children’s and community justice social work teams and all central teams to feel involved, supported, valued, confident and competent in contributing towards our objectives. We also believe that actively listening and flexibly responding to children, young people, parents/carers, other supported adults and the wider community is critical in delivering or coordinating meaningful learning and support, including enabling them to contribute towards and/or coordinate their own learning and support.



Each priority theme for 2023-2027 has a number of primary drivers, or underpinning goals, which will *drive* the achievement of our main priority. These drivers may act independently or in combination, depending on the theme. These can be found in Appendix 1.

Table 3: Mapping the Council Plan priorities and the Children and Families Service Improvement Plan priorities

Children and Families Service Improvement Plan Priorities	Council Plan Priorities*
Actively listening and responding to the <b>VOICES</b> of children, young people and families	<ul style="list-style-type: none"> <li>• Building Resilient and Empowered Communities</li> <li>• Designing a Modern Council</li> </ul>
Improving children and young people's <b>HEALTH AND WELLBEING</b> from early years to adulthood	<ul style="list-style-type: none"> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>
Improving <b>EDUCATIONAL OUTCOMES for all</b> and narrowing <b>ATTAINMENT AND ACHIEVEMENT</b> gaps	<ul style="list-style-type: none"> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>
Improving sustained <b>POSITIVE DESTINATIONS</b> for all young people	<ul style="list-style-type: none"> <li>• Delivering Inclusive Growth (including Community Wealth Building)</li> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>
Improving <b>EARLY INTERVENTION</b> and <b>COMMUNITY SUPPORT</b> for people in the justice system	<ul style="list-style-type: none"> <li>• Building Resilient and Empowered Communities</li> </ul>
<b>OUR PEOPLE</b> - Supporting Our Workforce and Families to Feel Valued, Confident and Competent	<ul style="list-style-type: none"> <li>• Designing a Modern Council</li> <li>• Building Resilient and Empowered Communities</li> </ul>

Actions relating to the Council priority 'tackle climate change and reach net zero carbon emissions by 2045' feature across different priority themes within the Children and Families Service Improvement Plan, as well as within individual establishment improvement plans. For example, reducing energy consumption in schools; our workforce undertaking professional learning on climate change; and our children and young people learning about, and taking action on, climate change through learning for sustainability and through award programmes like Eco-Schools.

## Improving Partnership and Equality Outcomes

As a service, we form part of several key partnership groups both locally and regionally. These partnerships are essential in promoting consistent approaches towards shared priorities across different areas of work. Locally, they include service representation at the Chief Officer Group (COG) for Protecting People, the Children and Families and Community Safety and Justice Executive Boards, the Child Protection Committee, Our Promise Partnership, the Alliance, the Violence Against Women Partnership and the Alcohol and Drug Partnership. Regionally, they include the Tayside Regional Improvement Collaborative and the MAPPA Strategic Oversight Group.

These forums help the service to contribute towards the development of a partnership approach towards hearing and responding to the voice of local communities; trauma responsive practice with both the workforce and vulnerable groups; the development of whole family preventative approaches; targeted or bespoke interventions and support relating to mental health, substance use, domestic abuse, trafficking, sexual exploitation and poverty; and the identification, management and mitigation of risk of significant harm to or from others and/or themselves. It is also contributing towards potential developments relating to integrated partnership arrangements.



## Priorities and Actions

Priority Theme 1				
Actively listening and flexibly responding to the VOICES of children, young people and families				
Primary Drivers	What will we do	What difference will it make	Lead	When by
<b>OUR PROMISE</b>	Develop Champions Boards in all Secondary Schools	Provide a forum to actively listen and respond to the needs of care experienced young people	Education Officer	October 2023
	Implement Mind of My Own (MOMO) across all care settings	Enable care experienced children to express views in real time and aid quick responses	Senior Officer	October 2023
	Review advocacy arrangements for families	Enable families to access advocacy and provide the service with improvement data	Service Manager	October 2023
<b>GIRFEC PRACTICE</b>	Test What Matters 2 U in two locality areas and scale learning	Provide a structured process for services and communities to improve dialogue and support	Head of Service	March 2024
	Implement a consistent approach to Team Around the Child meetings building on learning from Addressing Neglect and Emotional Wellbeing (ANEW)	Children, young people and parent/carers will feel heard and will be fully involved in developing impactful plans	Assigned Head Teacher and Education Manager (Schools)	June 2026
<b>RIGHTS RESPECTING SCHOOLS</b>	All schools will work towards bronze, silver or gold Rights Respecting School accreditation	All schools will embed a child rights approach into all aspects of school life. Children and young people will feel connected with their school and feel safe, cared for, and loved	Education Manager (Schools)	June 2027

## Priority Theme 2

### Improving children and young people's HEALTH AND WELLBEING from early years to adulthood

Primary Drivers	What we will do	What difference it will make	Lead	When by
<b>PHYSICAL, MENTAL AND EMOTIONAL HEALTH</b>	Deliver a Child Healthy Weight Strategy in schools	Support children and young people to be physically and mentally healthy	Education Officer and Education Support Officer	March 2026
	Deliver the Tayside Emotional Health and Wellbeing Strategy	Support children and young people to be physically and mentally healthy	Education Officer and Education Support Officer	March 2026
	Develop and implement a strategy for increasing the uptake of Free School Meals (FSM)	Increasing uptake of warm, healthy free school meals will have physical and financial benefits.	Manager – Support Services	June 2024
	Implement recommendations from national PSE (personal and social education) Review	Ensures that our curriculum is up-to-date and meets the needs of our young people in relation to personal and social education	Education Officer and Education Support Officer	June 2024
	Implement and embed Connected Tayside	Promoting positive emotional health and wellbeing through universal services and a resilient workforce; and developing clear pathways to targeted and specialist support, when needed.	Education Officer	June 2024
	Grow MCR pathways in all Secondary Schools and Rockwell.	Enhanced school-based mentoring support to help young people build motivation, commitment and resilience.	Education Officer	June 2024
	Extend the rollout of Planet Youth across all secondary schools.	Decrease in teenage drinking and smoking, and increased physical activity levels.	Education Manager (Schools) and Education Support Officer	June 2024

<b>OUR PROMISE</b>	Coordinate deployment of Whole Family Wellbeing Funding (WFWF).	Innovate, build capacity and transform in the key priority areas of early years and adolescence.	Head of Service	Sept 2023
	Collaborate with key partners to further strengthen kinship care.	Enable vulnerable children and young people to receive nurturing support with their own families.	Service Manager	March 2024
	Develop and implement a revised local family-based care capacity action plan.	Support more children and young people to be nurtured by their parents/carers or kinship carers.	Service Manager	March 2025
	Develop and implement improvement plans for all types of care setting.	Ensure care experienced children and young people receive consistently high levels of support regardless of where they live.	Service Manager	December 2024
	Implement the findings of an external review of foster care.	Build the capacity of foster carers to provide improved support to more children and young people.	Service Manager	March 2024
	Implement the findings of a review of approaches towards adolescents.	Enhance the care and protection of vulnerable adolescents at risk of harm from and/or to others.	Service Manager	August 2023
<b>FAMILY SUPPORT</b>	Engage in the School Age Childcare Early Adopter project.	We will work collaboratively with families to understand what they want and need from an offer for younger children, and work towards building this.	Education Manager (0-5)	June 2025
	Rollout of Welfare and Debt advice provision within schools	Develop a partnership approach to widening access to welfare services	Education Manager (Schools) and Business Support Officer	June 2027

**Priority Theme 3**

**Improving EDUCATIONAL OUTCOMES for all and narrowing ATTAINMENT AND ACHIEVEMENT gaps**

<b>Primary Drivers</b>	<b>What we will do</b>	<b>What difference it will make</b>	<b>Lead</b>	<b>When By</b>
<b>CURRICULUM, PEDAGOGY &amp; ASSESSMENT</b>	Develop and implement a secondary school specific improvement plan, taking account of the learning from Collaborative Improvement, which involved ADES and Education Scotland.	Increased staying on rates for S4 into S5, particularly for young people living in SIMD deciles 1 and 2; increased attainment and achievement in the senior phase, with a narrowing of attainment gaps.	Assigned Head Teacher, overseen by Chief Education Officer	June 2025
	Review, with a view to strengthening, the senior phase college curriculum offers, in partnership with Dundee and Angus College.	Young people will have access to pathways which suit their interests and skills, which lead to increased attainment and achievement.	Education Officer	June 2024
	All nurseries and schools to receive the nationally recognised Digital Schools Award Scotland, accredited by Education Scotland.	All schools will evidence having a whole school approach to using and embedding digital learning and teaching, and to using technologies to enhance the curriculum.	Education Officer and Education Support Officer	June 2025
	Use our Pedagogy Team to provide a bespoke package of support to targeted schools identified through effective data use.	Teachers and school leaders receive the professional learning and support required to enhance the quality of learning and teaching.	Education Officer and Pedagogy Team DHT	Schools identified yearly
	Secondary School BGE Moderation (Learning, Teaching & Assessment Cycle) action research project with Education Scotland	Teachers will have a consistent understanding of achievement of a level for 3 <sup>rd</sup> and 4 <sup>th</sup> Level in literacy and numeracy, helping to ensure that our data is valid and reliable and can be used for targeting improvement.	Assigned Head Teacher and Education Manager (Schools)	June 2025

<b>ASN, EQUITY &amp; INCLUSION</b>	Undertake an ASN review to inform a new ASN strategy, with a particular focus on provision of resources to meet needs of children and young people with complex ASN (ESAs).	Children and Young People with ASN will be attending the right place, at the right time, with the right support.	Education Manager (ASN & Inclusion) and Principal Educational Psychologist	June 2025
	Form a Scottish Attainment Challenge Strategy Group to lead on the effective use of all Attainment Scotland Funds.	Ensure that monies are used effectively – based on what works in Dundee schools, exploring opportunities to combine monies (e.g., SEF and PEF) for best impact in terms of achieving equity.	Chief Education Officer	June 2024
	Embed 'Read Dundee – the Literacy Hub – in targeted localities, in partnership with the National Literacy Trust.	Using a place-based approach we will improve the literacy levels and life chances of children and families within targeted localities.	Education Officer and Chief Education Officer	June 2027
	Further strengthen and embed Every Dundee Learner Matters (EDLM), with a focus on developing an impactful learning networked learning system.	Contextual barriers will be addressed through inquiry-based innovative practice, with learning shared between nurseries and schools – leading to increased attainment and narrowing of gaps.	Chief Education Officer	June 2026

<b>TRANSITIONS</b>	Design and implement a new tracking system for the Broad General Education (BGE), to be used by all schools.	A new tracking system will give teachers and school leaders the data needed to make informed improvement decisions in a more timeous manner.	Education Manager (Schools)	Primary June 2024  Secondary June 2025
<b>ATTENDANCE</b>	Form a multi-agency (school) attendance strategy group	Working in partnership with Education Scotland's Attainment Advisor to develop and implement a specific action plan to improve School Attendance.	Education Manager (Schools)	June 2024
<b>RELATIONSHIPS &amp; BEHAVIOUR</b>	A short life working group will examine policy and procedures for reducing and responding to behaviours of concern (including violent incidents) – in partnership with the Teachers' Panel.	Informed by local and national research, as well as direct feedback from staff, an Improvement Plan will be developed and implemented to improve consistency in responding to behaviours of concern, as well as reducing the number of incidents. This is also with a view to enhancing pupil engagement in learning.	Education Manager (Schools) and Education Manager (ASN & Inclusion)	June 2025
<b>LEARNING ESTATE &amp; SUPPORT STAFF TRANSFORMATION</b>	Undertake a review of our learning estate, leading to a transformation programme.	Undertake a review to ensure: <ul style="list-style-type: none"> <li>• Children and young people are learning in best possible learning environments</li> <li>• Best value.</li> </ul>	Education Officer	Scoping - December 2023  June 2025
	Informed by pupil voice all schools to focus on reducing energy usage	Children and young people have an increased understanding of how our energy use contributes towards climate change.  Reduction in energy costs.	Business Support Officer	By December 2024

	Build a community campus, a new school and open a new Young Person's House	Improve the quality and capacity of the learning and care environments	Education Officer, Chief Education Officer and Head of Service	2023-2026
	Undertake a review of the various support staff roles within ELC, primary, secondary and special schools, leading to a transformation programme.	Undertake a review to ensure: <ul style="list-style-type: none"> <li>• That we have the right support roles to improve identified outcomes,</li> <li>• Best value.</li> </ul>	Education Managers	December 2023  June 2024

**Priority Theme 4**

**Improving sustained POSITIVE DESTINATIONS for all young people**

<b>Primary Drivers</b>	<b>What we will do</b>	<b>What difference it will make</b>	<b>Lead</b>	<b>When By</b>
<b>DEVELOPING THE YOUNG WORKFORCE</b>	Contribute towards a Youth Participation service re-design	Support vulnerable young people from school to long-term post school destinations	Head of Service and Chief Education Officer	March 2024
	Embed the Career Education Standard across all schools	Implementation of the standard will improve the quality and consistency of learning about work and careers. It will improve young people's ability to make informed decisions about future pathways.	Education Manager (Schools) and Education Officer	June 2024
	Relaunch profiling and skills with all schools – coming from work of the Learning Journey Steering Group.	To help pupils to reflect on relevant experiences and the development of skills that flow from this. Continuous engagement in this process will foster the ability to articulate their learning and skills in the context of the world of work.	Education Officer	June 2024
	Develop metaskills network of practitioners	This network will incorporate the language of meta skills into our progression frameworks to ensure consistent use and shared understanding of language.	Education Officer and Pedagogy Team DHT	June 2024
<b>Partnerships</b>	Develop volunteer and modern apprenticeship opportunities	Support young people to obtain work experience and qualifications and enter employment	Head of Service and Chief Education Officer	March 2024
	Strengthen the partnership with Skills Development Scotland (SDS) across all secondary schools	Young people will access the additional support that they are entitled to leading to a positive impact on participation rates.	Education Officer	June 2024



**Priority Theme 5**

**Improving EARLY INTERVENTION and COMMUNITY SUPPORT for people in the justice system**

<b>What we will do</b>	<b>What difference it will make</b>	<b>Lead</b>	<b>When by</b>
Work with the Crown Office Procurator Fiscal Service (COPFS) to appropriately increase Diversion from Prosecution referrals	Provide opportunities for people to receive earlier support and/or punishment proportionate to their needs and offending as an alternative to a Court sentence	Service Manager	March 2024
Work with the Sheriff Court to maximise the use of Bail Supervision with/without mentoring and/or Electronic Monitoring	Provide opportunities for people to receive community-based support proportionate to their needs and offending as an alternative to a custodial remand	Service Manager	March 2024
Prepare Court Reports which outline defensible community-based sentence options which can meet needs and reduce re-offending	Provide opportunities for the Court to impose Community Payback Orders with relevant conditions with possible reparation as an alternative to short-term custody	Service Manager	March 2024
Provide all prisoners and their families with opportunities to engage with both voluntary and statutory support relevant to their needs on release	Provide opportunities to end repeat custodial sentences and support all people to rehabilitate and reintegrate in community settings, where possible with family support	Service Manager	March 2024
Implement, analyse and report on a pre and post sentence questionnaire with people subject to Community Justice support	Provide a fuller understanding of the impact of community-based supervision and support on people, including in meeting needs and managing risks to or from others and themselves	Service Manager	March 2024

**Priority Theme 6:**

***Supporting Our Workforce and Families to Feel Valued, Confident and Competent***

<b>What we will do</b>	<b>What difference it will make</b>	<b>Lead</b>	<b>When by</b>
Hold regular service wide forums focused on key priorities	Support schools and teams to contribute towards our shared vision and objectives	Head of Service and Chief Education Officer	Bi-annual
Deliver trauma informed practice training to all staff	Enable leaders, managers and staff to apply the 5 key principles of trauma informed practice	Education Managers and Principal Educational Psychologist	March 2024
Education Extended Leadership Team to engage in professional learning with Robert Owen Centre	Education Officers will focus on what makes a difference to improving outcomes for children and young people, and will consistently support and challenge schools to achieve this improvement	Chief Education Officer	June 2024
Provide Child and Adult Support and Protection training	Enable all schools and teams to appropriately respond to any concerns about risk of harm	Service Manager	March 2024
Deliver risk assessment training to all key staff	Enable key teams to develop defensible plans which mitigate risks and maximise strengths	Service Manager	March 2024
Implement Quality Conversations	Provide individualised support and development to all staff across the service	All managers	October 2023
Coordinate relevant leadership and management training	Build capacity in values based collaborative leadership and practice improvement	All managers	March 2024
Develop and deliver a comprehensive professional learning programme for all ELC settings	ELC Educators' practice is critically informed and current leading to positive outcomes for children and families	Education Manager (0-5)	Yearly
Early Years team to work with accessibility and inclusion team to develop ASN training programme for all ELC settings	ELC practitioners' practice is critically informed and current in the field of ASN and inclusion ensuring the children's needs are met	Education Manager (0-5)	2023/24-2026/27

All staff to complete the manual climate change online learning modules	All staff have an informed understanding about how they can contribute to the Council's priority of tackling climate change	All managers	Yearly
Deliver community hubs for curriculum and wider supports	Provide a single point of access to learning, activity and support for families and communities	Education Manager (Schools)	August 2026
Conduct regular audits on key themes with schools/teams	Promote joint self-evaluation, learning and improvement of services	Service Manager	Quarterly

## Monitoring & Review

This implementation of this plan will be monitored by the Children and Families Service Senior Leadership Team in collaboration with all early learning and childcare settings, primary and secondary schools, social work teams and central teams. Where progress is dependent upon partner services, including in respect of commissioned services, monitoring will occur in partnership with individual organisations and/or formal partnership groups. The service will provide a 6-monthly progress report to Elected Members at the City Governance Committee.

## Performance Indicators

Indicators/ Measures	2021/22 Baseline	Target
% of primary 1 Children classified as obese or overweight	26.6%	21.2% (2025)
% attendance of all children and young people living in SIMD Quintile 1	87%	95% (2025)
% point difference attendance gap between children living in SIMD 1 areas and the average for SIMD 2-5	3.6	3.1 (2025)
% take up of free school meals.	62%	71% (2025)
% P1,4,7 pupils achieving expected CFE Level in Literacy	70.0%	85%* (2027)
% point gap in literacy in P1-7 between pupils living in SIMD 1 area and living in SIMD 5 areas	19.9	10.0* (2027)
% P1,4,7 pupils achieving expected CFE Level in Numeracy	77%	85%* (2027)
% point gap in numeracy in P1-7 between pupils living in SIMD 1 areas and living in SIMD 5 areas	13.6	10.0* (2027)
% S3 pupils achieving CFE 3 <sup>rd</sup> Level or better in Literacy	83.6%	95%* (2027)
% S3 pupils achieving CFE 3 <sup>rd</sup> Level or better in Numeracy	80.9%	95%* (2027)
Average Total Tariff for SIMD 1	637	660 (2025)
% Gap in Attainment Tariff Average scores between school leavers living in SIMD 1 areas and in SIMD 5 areas	47%	43% (2025)
% care experienced school leavers entering positive destinations	83.3%	95% (2025)
% of 16-19 Years olds participating in education, employment or training	89.4%	92% (2025)
% of 16-19 Year olds participating in education, employment or training from SIMD1	84.8%	94.1% (2025)
% of care experienced children and young people in care settings within Dundee postcodes	58%	70% (2025)
Number of children and young people placed in external foster or external residential placements	132	110 (2025)
School attendance rate for care experienced children and young people at home or in kinship care	84.5%	88% (2025)
% of care-leavers receiving aftercare up to the age of 26 years who are in education, training or employment	60%	70% (2025)

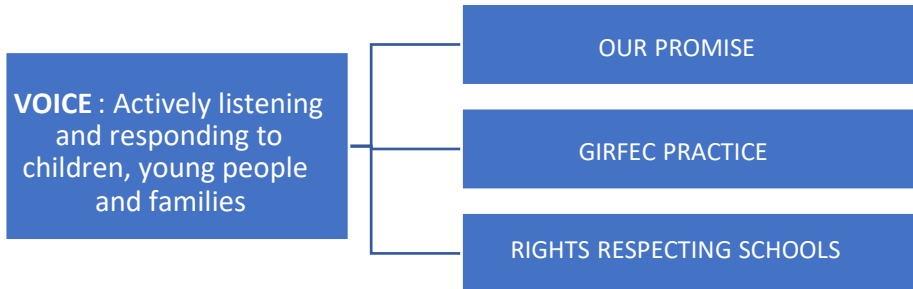
Indicators/ Measures	2021/22 Baseline	Target
Child protection re-registrations within 24 months	6%	3% (2025)
% of children and young people in more than 1 care placement in the past 12 months	18%	15% (2025)
Total number of children in care at any one time	436	410 (2025)
% of case files audited rated overall as good or better**	63%	95% (2025)
% of Young People's Houses inspected with good or better indicators in all areas of inspection	82%	100% (2024)
% of care experienced children and young people giving positive responses about where they live	86%	90% (2025)
% of child's plans where the voice of children was recorded	Not previously evaluated	80% (2025)
% where the child's views that were sought were meaningful to the Plan's development	Not previously evaluated	70% (2025)
% of Community Payback Orders successfully completed	72%	80% (2025)
% of adult short-term prisoners commencing Voluntary Assistance	57%	70% (2025)
% of 16-20 year-old short-term prisoners taking up Voluntary Assistance	100%	100% (2025)
% of Community Justice Social Work reports resulting in a custodial sentence	9.85%	8% (2025)
% of Diversion from Prosecution cases successfully completed	77%	80% (2025)
% of recipients satisfied with Unpaid Work placements	100%	100% (2025)
% of people in Unpaid Work satisfied with the support provided	92% (2019/20)	95% (2025)
Reconviction Rate	26.2% (2018/19)	29.5% (2025)
Average number of reconvictions per offender	0.47 (2018/19)	0.49 (2025)

\*These are provisional stretch aims which will be finalised in September 2023.

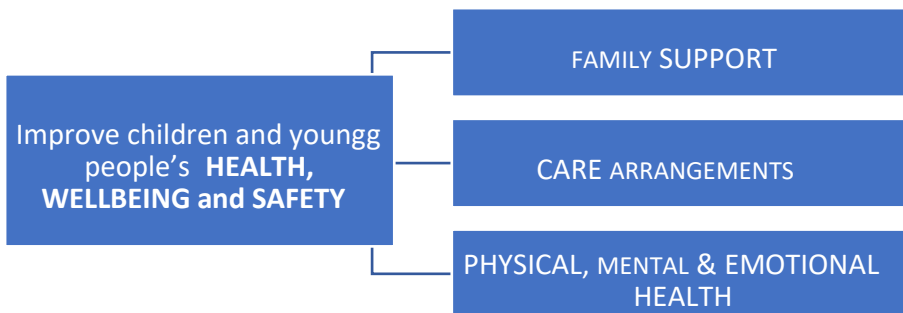
\*\*Please note case files rated good or better were 93% in June 2023.

Each of our priorities have primary drivers.

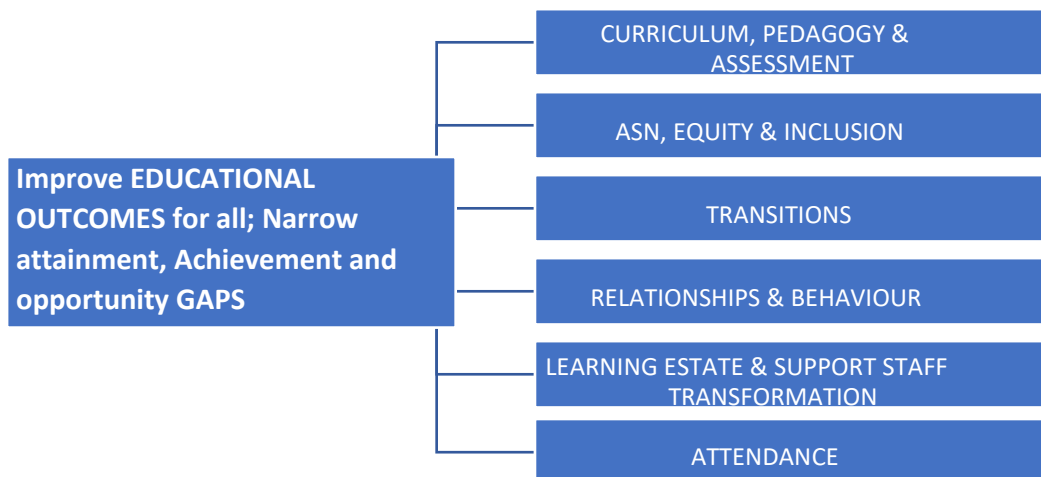
**Priority 1:**



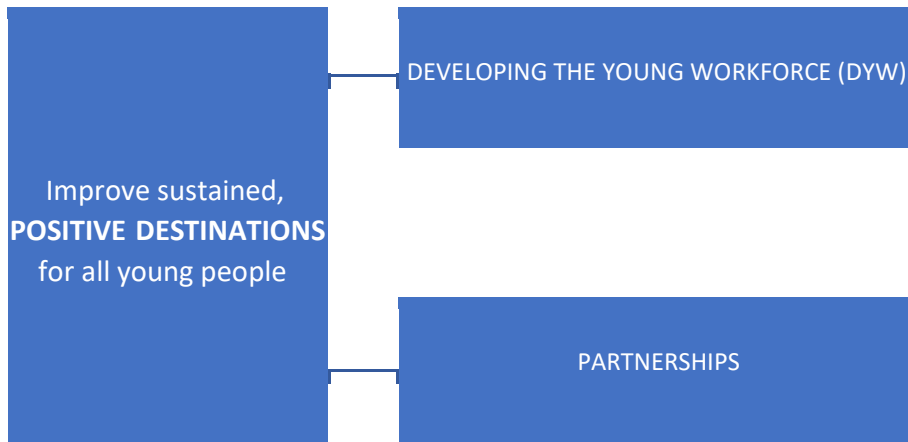
**Priority 2:**



**Priority 3:**



**Priority 4:**



**Priority 5:**



We also have primary drivers for supporting and developing **Our People** to achieve our priorities.

