

Education Department Service Plan 2010-2012



Strategic Statement by Director of Education

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

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

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

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

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

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

JIM COLLINS
Director of Education

Our role in fulfilling the Council Plan

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

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

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

Key challenges from the external environment

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

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

Key department priorities

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

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

How to take the Department forward

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

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

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

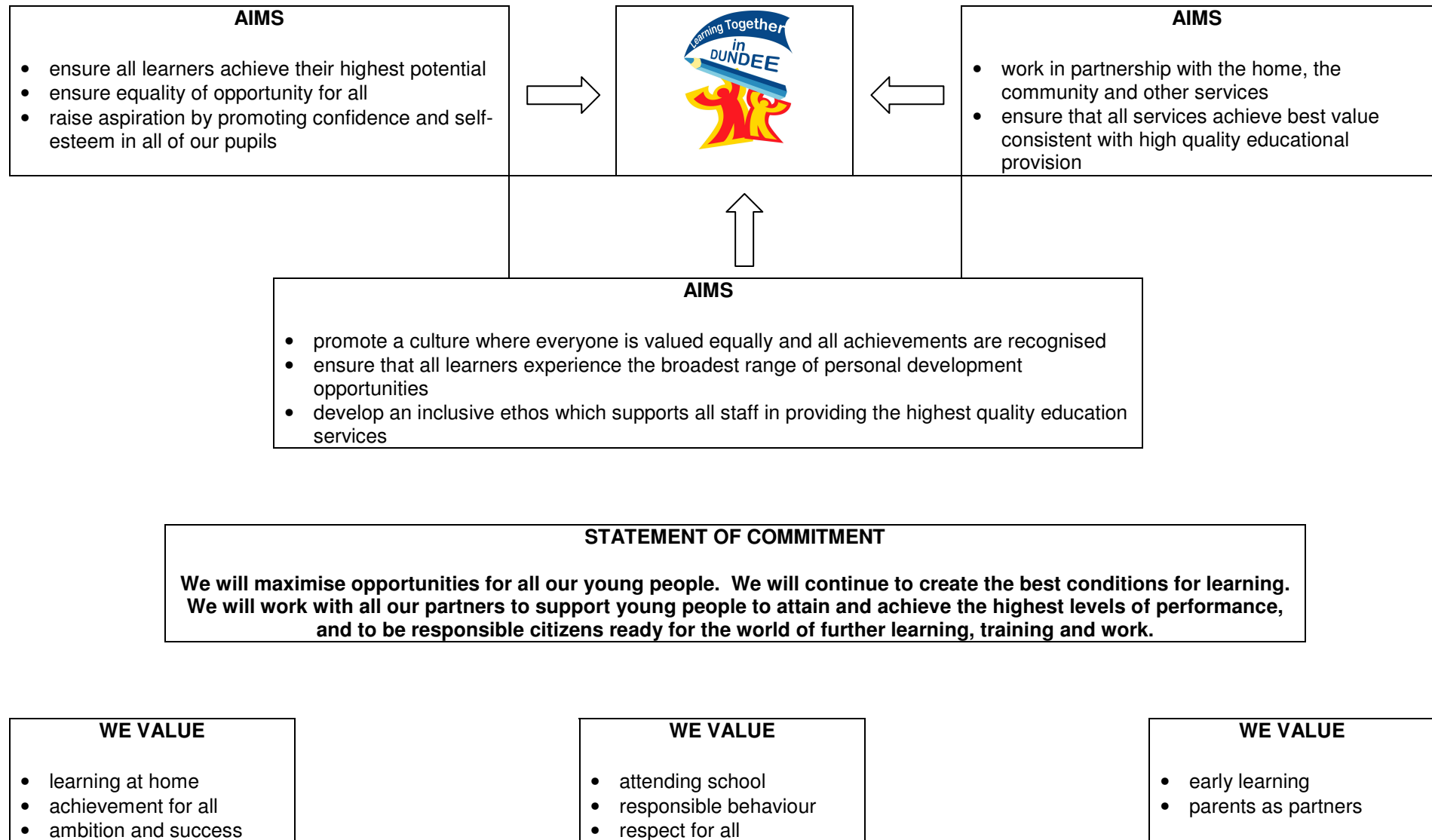
aspects of Dundee City Council's Single Outcome Agreement, through the Statutory Performance Indicators and additional Improvement Objectives that we set and report on annually.

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

Department Objectives

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

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



1 Getting it right for every child

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

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

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

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

2 A working city

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

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

3 Corporate improvement and change

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

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

RISK REGISTER

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

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

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

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

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

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

Department Service Plan Performance Review - Department Overview

Key Performance Indicators

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

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

Highlights

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

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

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

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

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

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