

REPORT TO: EDUCATION COMMITTEE - 24 SEPTEMBER 2012
REPORT ON: EDUCATION DEPARTMENT SERVICE PLAN: 2012-2017
REPORT BY: DIRECTOR OF EDUCATION
REPORT NO: 357-2012

1.0 PURPOSE OF REPORT

- 1.1 This report presents the Education Department's proposed new Service Plan for the period 2012 to 2017. The document sets out aims and key objectives for the Education Department, identifies the major actions required to meet them and highlights the staff members with responsibility for leading each task.

2.0 RECOMMENDATIONS

- 2.1 The Education Committee is recommended to:
- i. note the content of this report and approve the attached Service Plan: 2012-2017; and
 - ii. instruct the Director of Education to monitor the progress and impact of the plan, and report back as required in the revised corporate service planning guidelines.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The plan is subject to annual review and update. The cost of meeting the actions for the plan is contained within the Education Department Revenue Budget.

4.0 MAIN TEXT

- 4.1 Work on a new Service Plan began during session 2011-2012 and was led by the Education Department's Extended Management Team, composed of representatives of teaching and support management colleagues in the Department. In determining priorities for further development, the group members assessed progress made during the previous plan and considered evidence from a number of sources, including HMle reports and feedback from parental, pupil and employee surveys. The Public Service Improvement Framework (PSIF) exercise carried out in 2011 was an important source of evidence
- 4.2 The work of the Education Department is clearly defined through our new vision statement below:
- “Our vision is the delivery of a quality educational experience in which all children and young people aspire to reach the highest personal levels of attainment and achievement.”
- 4.3 The vision statement is enhanced by a series of guiding principles that will help to fulfil this vision for the children and young people of Dundee. The principles are based on the view that a quality educational experience will be delivered by:
- empowering heads of establishments to deliver an ambitious and challenging curriculum based on shared aims, vision and values
 - building a culture of inclusion;
 - providing every learner with equal access to a quality educational experience by removing all barriers to learning;

- responding to the unique personal needs, lifestyle and family circumstances of every individual;
 - delivering a quality curriculum designed to meet the needs of all learners;
 - providing the highest standard of learning and teaching for every learner in every establishment;
 - improving attainment levels and maximising achievement opportunities for every learner.
- 4.4 Further detail in the introductory section outlines, importantly, the department's guiding principles, values and approach to Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).
- 4.5 The proposed new plan adheres closely to corporate service planning guidelines. As well as taking account of the priorities set out in the Council's Service Plan and the overall council aims and values, the Education Department Service Plan articulates clearly with the Single Outcome Agreement (SOA) and the Dundee Community Partnership Plan.(DCPP)
- 4.6 The plan is built around some of the outcomes addressed in the Council Plan, and mirror closely the objectives set out in the SOA. These are:
- our people will be better educated and skilled within a knowledge economy renowned for research, innovation and culture;
 - our children will be safe, nurtured, healthy, achieving, active, respected, responsible and included;
 - our public services are high quality, continually improving, efficient and responsive to local need;
 - our people will experience fewer social inequalities;
 - our people will have high quality and accessible local services and facilities.
- 4.7 These outcomes, with the actions assigned to each one, outline the major areas of work which will continue to be developed over the next five years. These include key priorities in the areas of performance, integrated children's services, health promotion, arts and culture and leadership development. We also continue to take account of important national priorities such as the '*Curriculum for Excellence*' programme and the GLOW 2 information technology development.
- 4.8 The Education Department has a statutory requirement to set and report on annual improvement objectives. These have now been incorporated into the Service Plan as a series of Key Performance Indicators (KPIs), and will be updated annually along with the plan. Each objective in the plan has a range of linked KPIs with specific target data. This will form the basis of the department's annual Standards and Quality report.
- 4.9 As well as reporting back to all stakeholders on all of the KPIs, in agreement with Corporate Planning a number of the KPIs will be reported on by the wider Council in their own public performance reports.
- 4.10 The KPIs and update reports on progress towards the objectives and actions in the plan will be made available online for schools, in our database SIP-Online, as well as on the Corporate Performance and Planning databases.
- 4.11 This Service Plan represents a challenging but realistic programme to continue to develop the education service in Dundee, and to enable all young people to reach the highest levels of attainment and achievement.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any implications in respect of sustainability, strategic environment assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website
<http://www.dundee.gov.uk/equanddiv/equimpact/>

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Chief Executive, Director of Corporate Services, Director of Social Work and the Head of Democratic and Legal Services. The plan has had a critical friend review from Corporate Planning officers. Various partners have also been consulted on the proposed plan, including parent representatives, the Citywide Pupil Council, Head Teachers, and a range of Education standing groups.

7.0 BACKGROUND PAPERS

- 7.1 Equality Impact Assessment

MICHAEL WOOD
Director of Education

September 2012

PC/MM

EDUCATION DEPARTMENT
SERVICE PLAN 2012 - 2017



‘Raising Attainment, Achievement and Ambition in Dundee’

- Can do, Must do, Will do’ -

Education Department Plan

Vision and Values

The Education Department is committed to delivering the Vision for Dundee contained within the Single Outcome Agreement

Through Our Partnership Dundee:

- will be a vibrant and attractive city with an excellent quality of life where people choose to live, learn, work and visit;
- will offer real choice and opportunity in a city that has tackled the root causes of social and economic exclusion, creating a community which is healthy, safe, confident, educated and empowered;
- will have a strong and sustainable city economy that will provide jobs for the people in Dundee, retain more graduates and make the city a magnet for new talent

The Education Department is also committed to **Changing for the Future** and the Council's **vision statement**.

Our vision is for a City Council that:

- provides services in an efficient and customer focussed manner
- values, respects and recognises staff
- is non bureaucratic, responsive and able to change policy swiftly and effectively
- is recognised by its peers for its innovation and drive
- is never complacent and always seeking to improve its services.

Dundee City Council's Values

To be that kind of Council members and staff need to live by the following values:

- I put the council's customers first
- I have a 'can do' attitude - looking for ways to make things happen
- I will report honestly both internally and externally
- I will motivate and develop myself and colleagues
- I will be outcomes and results driven, seeking the highest performance within our resources.
- I will be continually improving myself and the processes I carry out
- I will recognise and encourage innovation and good practice
- I will keep things simple, reduce bureaucracy and communicate in plain English
- I will work together as part of a 'whole' organisation to develop the partnership potential and avoid departmental silos of information and resources

'Raising Attainment, Achievement and Ambition in Dundee'

- Can do, Must do, Will do' -

Vision Statement

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

We will achieve the vision by:

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

Guiding Principles

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

- Placing the 'Getting it Right for Every Child' philosophy at the heart of everything we do;
- Creating a holistic, multi-agency approach to care and welfare based on quality partnership working;
- Enabling all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors;
- Creating a caring, successful environment for learning which promotes well being and a sense of mutual respect;
- Engaging all learners in the highest quality learning activities to maximise attainment and achievement levels for all;
- Recognising and meeting the unique and different learning needs of all learners;
- Ensuring continuity of learning for all learners across all points of transition;
- Listening to and acting upon the voice and views of children and young people; and
- Developing a culture at establishment level in which all staff are reflective and highly skilled practitioners;
- Providing all staff with high quality CPD opportunities to ensure that we have a workforce of reflective, evaluative and highly skilled practitioners.

Values

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

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

To achieve this, the curriculum:

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

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

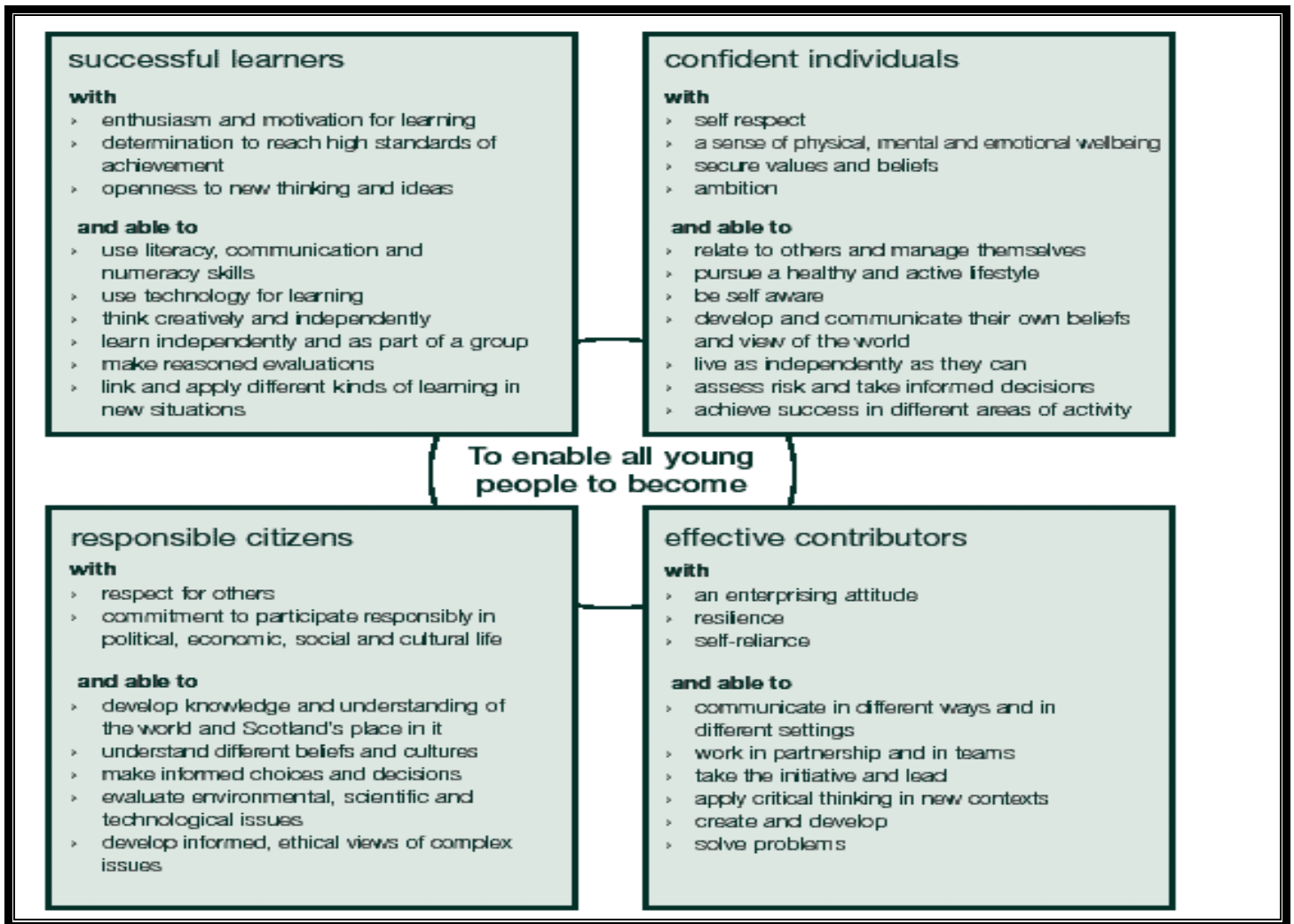
Capacities

In line with national aspirations, our aspiration for all children and for every young person is that they should be:

- **successful learners**
- **confident individuals**
- **responsible citizens**
- **effective contributors**

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

Capacities



Getting it Right for Every Child

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

What is GIRFEC?

Getting it Right places children's and young people's needs first, ensures that they are listened to and understand decisions which affect them and that they get more coordinated help where this is required for their well-being, health and development.

It requires that all services for children and young people - Health, Education, Police, Social Work, Housing and voluntary organisations - adapt and streamline their systems and practices to improve how they work together to support children and young people.

The approach helps those facing the greatest social or health inequalities. It also encourages earlier intervention by professionals to avoid crisis situations at a later date so that children and young people get the help they need when they need it.

GIRFEC Principles

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

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

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

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

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

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

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

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

We know that we are making a difference when:

Children and young people get the help they need when they need it and are central to the process of finding solutions.

Everyone working with children and young people uses a consistent and equitable approach and works more effectively together to improve outcomes for children and young people.

Everyone is clear of their personal responsibility to do the right thing for each child and how they contribute to the collective responsibility to do the right thing for each child.

Parents and children benefit from a collaborative approach which results in fewer meetings, requires them to give their information only once, and jointly develop with professionals one plan that will meet all of their needs.

Agencies and professionals are freed up to get on and respond to children and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.

Introduction

I am pleased to introduce to you the Education Department's new Service Plan for 2012-2017.

The Service Plan sets out our vision for the Education Department and reinforces our commitment to ensuring that all children and young people aspire to reach the highest levels of attainment and achievement in supportive, caring and positive learning environments. To achieve this, we have used this plan to share our vision and values with all stakeholders in straightforward language by placing our statement of commitment at the heart of our plan.

Within a clear context of wider achievement, the Education Department remains fully committed to raising 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 equally there is no doubting our determination to continue this improvement. That is why we introduced the '*Improving Pupil Attainment & Achievement*' framework where, in partnership with schools, various collegiate groups have an important role to play in co-ordinating, managing and implementing the projects in the plan over the next five years.

Central to the entire plan is the corporate responsibility that we must share with all partners if we are to 'get it right for every child' (GIRFEC). GIRFEC for this reason is the central driver for all departmental and school development priorities to be undertaken over the next 5 years

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. Right at the heart of this agenda is the ongoing development of Integrated Children's Services, and the 'Fairness Agenda'. Both are viewed by the Council as highly important in supporting the most vulnerable in our city. Integrated working is also evident in some of the other themes 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; and
- continuing to promote health awareness issues and our very substantial and successful work in the arts.

The department is also a key player in assisting the Council in reducing overall carbon emissions and is fully signed up to the overall corporate agreement that:

"Provision of the service shall always be carried out in a sustainable manner and in doing so, comply with the Council's resource use policies, procedures and initiatives. The Service will contribute to the Council's greenhouse gas emission reduction targets by identifying and eliminating the waste associated with energy consumption, business travel, staff travel and refuse."

The Department has made steady progress towards the implementation of Curriculum for Excellence (CfE) over the last 6 years. The next three years in particular mark significant milestones as the new examinations are introduced from S4-6 starting in session 2013/14. The plan demonstrates clearly the next steps in the development of CfE and the important milestones that will need to be met if these examinations, along with a robust strategy for assessment and moderation, are to see attainment raised still further in the city.

The plan articulates with the overarching themes in the Dundee Partnership Single Outcome Agreement and the Dundee City Council Service Plan and the Education Department will play a central role in working with all council departments and partners in achieving these outcomes over the course of the next 5 years.

The Education Plan recognises the importance of a strategic partnership that focuses resources and support on influential stages in children's development, in their early years (0-5) and in late primary/early secondary.

This is an ambitious plan, and will not be delivered without the support of all our staff. Since taking up post as 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 to the work of the Education Department and value their continued support.

MICHAEL WOOD
Director of Education

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 project therefore is under the management and direction of one of the IPAA standing groups (of which there are 12) and chaired by its lead officer:

- Arts & Culture
- Assessment, Recording and Reporting
- Communication and Consultation
- Early Years
- Health and Wellbeing
- Learning and Teaching
- Literacy
- Numeracy
- Performance Analysis
- Resource Management
- Star Chamber Budget Group
- Support for Learners Strategy

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 under each outcome lists key performance indicators that we will use to measure and benchmark performance.

No timescales are set in the Service Plan for overtaking each target area. These will form part of the 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 the Council Planning Database and our SIP Online framework, which will also give us the vehicle for periodic monitoring and reporting to Education Committee. A major update report will go to Committee April every year of the plan's duration along with an update on the performance indicator suite.

Outcome: Our people will be better educated and skilled within a knowledge economy renowned for research, innovation and culture

Intermediate Outcome 1: Provide the highest quality curriculum for all children and young people

Project / Service Improvement	SMT/Lead Officer	Education Group	End Date
i Continue to implement Curriculum for Excellence in all Dundee City Council educational establishments	Lina Waghorn/Paul Clancy Acting QIO	Extended Management Team	June 2017
ii Ensure health and wellbeing is fully integrated into the 3-18 curriculum and within existing council wide health and wellbeing strategy	Lina Waghorn Tracey Stewart	Health and Wellbeing Group	June 2017
iii Ensure that educational programmes for literacy operate within existing council wide literacy strategy for 0-18	Lina Waghorn Margaret Foley	Literacy Strategy Group	June 2017
iv Ensure that educational programmes for numeracy operate within existing council wide numeracy strategy for 0-18	Michael Wood Jan Smith	Numeracy Strategy Group	June 2017
v Develop authority skills strategy based on BTC4	Paul Clancy Kenny McKeown	Extended Management Team	June 2017
vi Identify, support and develop quality and excellence in the arts and culture	Lina Waghorn Kenny Christie	Arts & Culture Group	June 2017
vii Implement an increase in free nursery time from 400 to 600 hours per year for three to four year olds and looked after two year olds	Lina Waghorn Charlotte MacCrimmon	Extended Management Team	June 2017
viii Reduce the gap in conception rate (those aged under 19) between the least and most deprived communities including increasing the percentage of those not using contraception or started on an appropriate method of contraception through attending the sexual health service	Lina Waghorn Tracey Stewart	Health and Wellbeing Group	June 2017

Outcome: Our people will be better educated and skilled within a knowledge economy renowned for research, innovation and culture

Intermediate Outcome 1a: Continue to Increase Quality of Teaching to Ensure Effective Learning

Project / Service Improvement	SMT/Lead Officer	Education Group	End Date
i Develop and introduce revised learning and teaching policy and toolkit	Lina Waghorn Lorna Ferry	Learning and Teaching Group	June 2017
ii Continue to promote ICT across the curriculum as an effective learning tool through the implementation of GLOW2	Paul Clancy Kenny McKeown	ICT Strategy Group	June 2017
iii Introduce and provide training for all staff in Cooperative Learning	Lina Waghorn Tracey Stewart	Learning and Teaching Group	June 2017

OUTCOME: Our children will be safe, nurtured, healthy, achieving, active, respected, responsible and included
Intermediate Outcome 2: Improvements in Performance

Project / Service Improvement	SMT/Lead Officer	Education Group	End Date
i Improve outcomes for all Dundee's children through early intervention and prevention	Michael Wood Charlotte MacCrimmon	Extended Management Team	June 2017
ii Reduce attainment gap between socio economic groups through ensuring a fair distribution of resources in all our activities	Michael Wood Danny Webster	Performance Analysis Group	June 2017
iii Continue to monitor, develop and implement all aspects of assessment & moderation; recording and reporting in line with the national Curriculum for Excellence Implementation Plan	Lina Waghorn Avril Barnett	Assessment, Recording and Reporting Group	June 2017
iv Ensure education strategy and decision making is informed by action research and best use of data	Paul Clancy Chris Scott	Support for Learning Strategy Group	June 2017
v Prepare and implement support and training for CFE Stacs	Paul Clancy Danny Webster	Performance Analysis Group	June 2017
vi Introduce and prepare support for 3-15 tracking and monitoring system - On Track with Learning	Paul Clancy Margaret Foley	Performance Analysis Group	June 2017
vii Identify and support young people at risk of not entering employment, education or training	Paul Clancy Kenny McKeown	Extended Management Team	June 2017

Outcome: Our children will be safe, nurtured, healthy, achieving, active, respected, responsible and included
Intermediate Outcome 2a: Promote Effective Leadership

Project / Service Improvement	SMT/Lead Officer	Education Group	End Date
i Revise and implement leadership strategy	Michael Wood Iris Thomson	Extended Management Team	June 2017
ii Provide for leaders at all levels training and support to identify, support and review performance including under performance	Janet Robertson Jane Ling	Extended Management Team	June 2017

Outcome: Our public services are high quality, continually improving, efficient and responsive to local need
Intermediate Outcome 2b : Revise and implement authority quality improvement strategy

Project / Service Improvement	SMT/Lead Officer	Education Group	End Date
i Implement revised school review procedures	Michael Wood Morag Cooney	Extended Management Team	June 2017
ii Continue to develop planning for improvement through self-evaluation	Michael Wood Iris Thomson	Extended Management Team	June 2017
iii Develop authority strategy to review its work against national indicators through PSIF	Paul Clancy Danny Webster	Performance Analysis Group	June 2017

Outcome: Our people will experience fewer social inequalities
Intermediate Outcome 3: Ensure all Learners Needs are Met (closely aligned to Intermediate Outcome 1)

Project / Service Improvement	SMT/Lead Officer	Education Group	End Date
i Continue to develop policy and practice to address the needs of particular groups including LAC, young carers, children affected by domestic harm and children and young people with health and wellbeing issues	Paul Clancy Elspeth Walker	Support for Learning Strategy Group	June 2017
ii Implement the use of ABLe framework across all learning establishments	Paul Clancy Chris Scott	Support for Learning Strategy Group	June 2017
iii Review what we do to improve young people's engagement and participation in learning	Lina Waghorn Shonagh Anderson	Learning and Teaching Group	June 2017
iv Implement strategy for the introduction of community learning teams in all clusters.	Paul Clancy John Lannon	Extended Management Team	June 2017
v Review SFL provision across sectors (including ASNA provision)	Paul Clancy Elspeth Walker	Support for Learning Strategy Group	June 2017
vi Review and evaluate the impact of additional educational support provided within and outwith school including OES	Paul Clancy Danny Webster	Support for Learning Strategy Group	June 2017
vii Develop Equality Outcomes to eliminate discrimination, advance equality and foster good relations.	Paul Clancy Elspeth Walker	Equalities & Access Group	June 2017

Outcome: Our people will have high quality and accessible local services and facilities
Intermediate Outcome 4a: Ensure Effective and Efficient Partnership Working

Project / Service Improvement	SMT/Lead Officer	Education Group	End Date
i Continue to review and improve parental engagement	Lina Waghorn Avril Barnett	Communication and Consultation Group	June 2017
ii Review and extend the opportunities for pupils' views and opinions to be heard	Lina Waghorn Avril Barnett	Communication and Consultation Group	June 2017
iii Continue to support the implementation of effective integrated working across agencies and with parents	Michael Wood Charlotte MacCrimmon	Extended Management Team	June 2017

Outcome: Our people will have high quality and accessible local services and facilities
Intermediate Outcome 4b: Continue to Improve Support Services and Corporate Improvement Strategies

Project / Service Improvement	SMT/Lead Officer	Education Group	End Date
i Ensure effective utilisation of all our resources	Janet Robertson Diana Weir	Resource Management Group	June 2017
ii Ensure an effective system for records management, response to complaints and enquiries and process improvement	Janet Robertson Kerry Gethins	Communication and Consultation Group; Resource Management Group	June 2017
iii Review the departmental internet/intranet in line with corporate guidelines and develop procedures for update	Janet Robertson Kerry Gethins	Communication and Consultation Group	June 2017
iv Deliver the modernisation of the school estate on time and on budget	Janet Robertson Diana Weir	Resource Management Group	June 2017
v Continue to support greater sustainability in the use of our resources (carbon emissions)	Janet Robertson Diana Weir	Resource Management Group	June 2017
vi Implement Health and Safety action plan	Janet Robertson Tony Sayer	Health and Safety Committee	June 2017
vii Risk management and business continuity plans developed	Janet Robertson Diana Weir	Resource Management Group	June 2017