

REPORT TO: EDUCATION COMMITTEE – 16 FEBRUARY 2004

**REPORT ON: EDUCATION DEPARTMENT STANDARDS AND QUALITY
REPORT 2002 - 2003**

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 141-2004

1.0 PURPOSE OF REPORT

- 1.1 This report brings to the attention of the Education Committee the Standards and Quality Report on the Education Department for 2002-2003

2.0 RECOMMENDATIONS

- 2.1 The Education Committee is recommended to:
- i) approve the report;
 - ii) instruct the Director of Education to distribute copies of the report to staff and key stakeholders in the Education Department
and
 - iii) require the Director of Education to provide further Standards and Quality Reports on an annual basis.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The cost of producing and publishing the report to stakeholders will be met within the current revenue budget.

4.0 LOCAL AGENDA 21 IMPLICATIONS

- 4.1 Nil

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

- 5.1 Nil

6.0 REPORT

- 6.1 As part of its Quality Improvement Strategy and its drive for continuous improvement the department has continued to develop and improve its auditing processes at all levels. These now include a bi-annual EFQM (European Foundation for Quality Management) Survey which interviews over 10% of the department's staff on key aspects of operations. Five Quality Development Teams (with staff drawn from across the department) monitor progress against the 11 Quality Indicators identified by the Scottish Executive

Education Department in Quality Management in Education. Other sources of evidence of progress include the attainment of pupils at 5-14 and in National Qualifications, measures of pupil attendance and levels of exclusions and transfer rates from school to further and higher education.

- 6.2 The information above was used in an evaluation which identified key strengths and areas for development in the department. This information together with details of other developments and initiatives in the Education Department have been brought together in the attached Standards and Quality Report.
- 6.3 As part of the Standards in Scotlands Schools etc Act 2000 Education Authorities are required to provide an annual report on progress towards their improvement objectives in the National Priorities. The Standards and Quality Report addresses that requirement.

7.0 CONCLUSIONS

- 7.1 A Standards and Quality Report provides an annual evaluation of progress and helps identify areas for future development. This report identifies very positive progress and a significant number of major strengths across the Education Department. A number of areas which will help focus the future development of the Department are also identified. The report shows that the department has achieved considerable success in achieving its aims through a wide range of initiatives which are impacting on young people in Dundee schools.

8.0 CONSULTATION

- 8.1 The Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance) and Head Teachers of city schools have been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

- 9.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

ANNE WILSON
Director of Education

29 January 2004

AW/CDGT

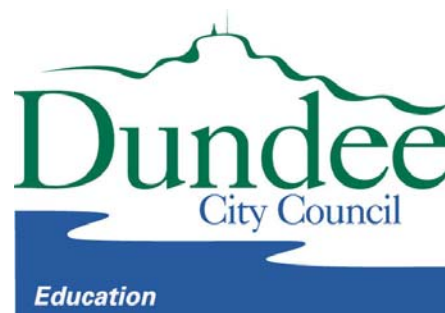


Dundee City Council Education Department

Standards and Quality Report

2002 /2003

Draft



Introduction

Dundee City Council has always taken a broad view of achievement in Education. We wish to encourage and improve academic attainment but also want to emphasise the need for pupils to develop as individuals. To do this young people in school need to have a variety of experiences in the arts, sports and other areas which contribute to their personal and social development.

This document provides an update on progress in the Education Department during 2002 - 2003. It covers the broad range of work of the Education Department with a particular focus on the key initiatives which Dundee has taken forward in each of the National Priorities in Education.

The National Priorities in Education were introduced In 2000 as part of the Standards in Scotland's Schools Act. The five broad priorities include *Achievement and Attainment*, but also look at the *Framework for Learning, Inclusion and Equality, Values and Citizenship* and importantly *Learning for Life*. These priorities very much match the Education Department Aims of Dundee City Council.

All Education Authorities in Scotland are now required to take account of the National Priorities in their future plans. The Education Department Plan 2002 – 2005 illustrates how the Department will take forward the National Priorities. The Department has also published its Improvement Objectives up to 2004 which demonstrate how we will make progress in each of the key areas of the National Priorities in the coming years.

This report also includes feedback from the Quality Development Teams within the Department. These groups, drawn from staff across the Department, audit and evaluate progress against the indicators of Quality Management in Education. These are the indicators used by HMIE to inspect the work of education authorities and are designed to give an evaluation of how effectively the Education Department is managed and run at both strategic and operational levels.

I am pleased that this report shows many of the achievements of our young people in Dundee across the whole spectrum of education from three year olds entering Nursery School to 18 year olds leaving school for university and college. These achievements are only possible thanks to the hard work of staff across the Education Department and to the support of the parents and carers of Dundee.

I am confident that that the progress shown here and the proposals in the Education Department Development Plan show an education service which is continuing to improve and is committed to providing a better experience for all learners. I am confident that with the partnership and support of staff, pupils and parents we will make significant progress in these areas over the coming years.



Anne Wilson
Director of Education

The National Priorities in Education

Five National Priorities in Education were drawn up by the Scottish Executive and approved by the Scottish Parliament in December 2000. They are as follows.

1 *Achievement and Attainment*

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

2 *Framework for Learning*

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

3 *Inclusion and Equality*

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

4 *Values and Citizenship*

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.

5 *Learning for Life*

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Full details of the National Priorities are given at Appendix I

National Priority 1

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

While the Education Department is committed to a broad view of educational achievement improving attainment continues to be a key priority. The Education Department's Quality Improvement Strategy has helped schools to monitor progress in the area of attainment, to set meaningful improvement targets and to monitor progress towards those targets. The Improving Pupil Achievement Strategy provides the focus for a number of Department initiatives which are outlined below.



Problem solving activities develop learning skills.



The READ project introduces learning in a range of contexts.



Breakfast Clubs have been established in a number of schools across the city.

- Dundee City Council sees the importance of praise as a key element in Improving Pupil Achievement. All schools now have systems to celebrate success and develop an ethos of achievement.
- Dundee's Improving Pupil Achievement Strategy has been in place since 1998 and is updated annually.
- All primary schools and most secondary schools are now using Assessment Manager and Mark IT an IT system to record and report on pupil progress.
- Curriculum Conferences for senior managers were held in 2001 and 2002. A working group has reported on possible models of secondary curriculum delivery and these are to be further evaluated.
- Access 3 and Intermediate 1 has been introduced across a range of subjects to replace Standard Grade Foundation where appropriate. A wide range of units have also been introduced at Access 2 for young people for whom Standard Grade Foundation Level is not accessible. The range of New National Qualifications (NNQ) courses in Dundee schools continues to be extended to address the needs of the full range of pupils. Scottish Group Awards are being piloted in three schools. These changes are designed to make the curriculum more appropriate to the needs of individual pupils.
- Benchmarking processes have been developed to allow all schools to evaluate their performance. Primary schools now benchmark themselves against the national average for groups of schools with similar characteristics.



Mid Craigie Primary School won a BAF! for their animated film "Molerender"



Healthy Eating is a key part of the Health Promoting School.

- All Scottish Qualifications Authority results for secondary schools are analysed by an external consultant. Schools use this data to evaluate progress and set targets with individual departments
- Data from a range of sources (HMIE, School Reviews, STACS) is analysed by the Education Department to evaluate progress towards agreed targets and identify strengths and development needs on a school, subject and city basis.
- The overall quality of attainment in primary schools shows continued improvement. Most schools have reached or exceeded the national average for comparator schools. Details of Primary school attainment are given in Appendix II
- In secondary schools attainment continues to improve at 5-14. There are also notable improvements at Level 3 (Foundation), Level 4 (General/Intermediate 2) and Level 7 (Advanced Higher). Details of attainment in Secondary schools are given in Appendix III
- An Improving Pupil Achievement Manual containing over 100 examples of good practice has been issued to all schools. Together with the wide range of staff development opportunities which have been put in place this helps to share the very good practice which exists in schools.
- Evaluations of schools by HMIE in the key areas of Ethos which relate to expectations and promoting achievement show that almost all schools are good or very good.

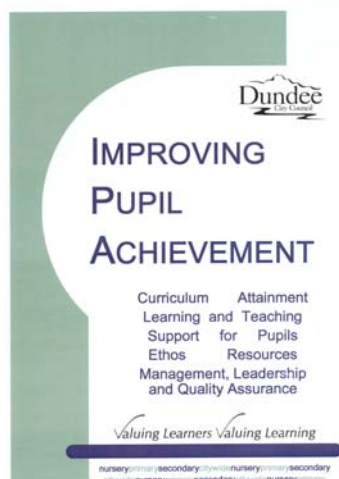


Dundee City Council takes a broad view of achievement. This year a departmental calendar was produced to celebrate the work of our secondary school Art and Design departments.

National Priority 2

To support and develop in the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

Staff are the most important resource of the Education Department. The support and professional development of staff has been a high priority for the Department. It is also important that schools are healthy attractive environments where staff and pupils can work together as a learning community.



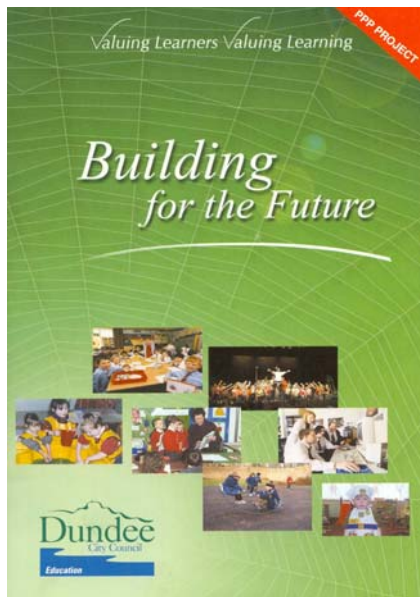
Our Improving Pupil Achievement manual shares good practice from across the city.



Dundee Schools Music Theatre gives young people the opportunity to learn theatre and production skills

- Staff Development and Review for teachers is implemented in all schools and a Review process for support staff is now being introduced across the Department. Staff development needs that cannot be met at school level are collated at Education Authority level and used to inform the Education Authority Directory of In-service Support.
- All schools have a Co-ordinator for CPD (Continuous Professional Development). They meet together regularly to identify issues and plan CPD delivery in the City. A Guide to CPD has been issued to all teachers. This identifies career pathways against which staff and schools can plan professional developments.
- Schools continue to focus on improving attendance as part of the Council's Attendance Initiative. A key element of this initiative is the direct support to schools from the Home School Support Service.
- A joint initiative with Tayside Police focuses on unauthorised absence. This has been supported by an Out of School Pass Scheme in all secondary schools. This allows the Police and the Home School Support Service to identify pupils who are out of school without authorisation.
- Revised Exclusion Guidelines have been issued to all schools. Schools continue to focus on reducing the total number of exclusions and developing systems to ensure that issues leading to exclusion are addressed through early intervention strategies and alternative education provision.

The Education Department recognised the positive effects of schemes where pupils provide support and help for other pupils. Almost all schools have examples of good practice in buddying and mentoring schemes for example Paired Reading, Pupils Helping Pupils and Playground Buddies. Major whole city initiatives such as Health Promoting Schools have the involvement of pupils through buddying and mentoring as a central element.



Dundee City Council was awarded £80m by the Scottish Executive to carry out a major rebuilding and refurbishment programme in schools.



Morgan Academy, which was destroyed by fire in 2001, is being rebuilt, and should reopen in August 2004.

- Evaluations by HMIE show almost all schools as good or very good against the Ethos indicators relevant to Climate and Relationships.
 - The City continues to work to improve the pupil adult ratio. The READ Early Intervention Project has provided the support of Nursery Nurses in half the primary schools. Classroom Assistants have been introduced in all primary schools and provide a valuable support to teaching and learning.
 - A Health Promoting School Strategy has been written and issued to all schools with a supporting programme of staff development. This is seen as a major city-wide initiative incorporating a range of developments including, Health Education, The Active Primary School, NOF Sports and Activities Programme, Ethos of Achievement, Water in Schools, Healthy School Meals and Tuck Shops, Playground Initiatives.
- Targets have been set to involve all schools in this programme over the next three years.
- The Education Department uses the European Foundation of Quality Management framework to self-evaluate the work of the Department. Over 10% of staff are interviewed regularly to evaluate progress in key areas.
 - Two schools have achieved full Investors In People status and a programme supports schools seeking the award. Schools are also supported in a range of other quality awards such as Scottish Schools Ethos Network Award and School Curriculum Award.
 - Dundee City Council was awarded £80m by the Scottish Executive to carry out a major rebuilding and refurbishment programme in schools. This will provide one new secondary and five new primary schools. Two secondary and two primary schools will also be refurbished and extended. In addition Morgan Academy (destroyed by fire in 2001) is being rebuilt.
 - Funding from the Scottish Executive has been used to develop new Pupil Support Bases in a range of schools.
 - A working group has been set up to develop an Education Department Estate Strategy.
 - All primary schools have water-cooling and dispensing facilities as part of the Water for All initiative. The Café Discovery programme will bring improved dining facilities to all secondary schools.

- A programme of upgrading Science facilities is under way in secondary schools and additional playground facilities will be provided in all primary schools under the NOF Sport and Activities Programme.



BBC Television's Dr Bunhead has been a popular visitor to Dundee's "Science in September" events

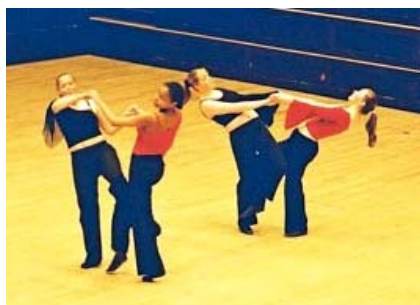
National Priority 3

To promote equality and help every pupil benefit from education with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and lesser used languages.

A range of strategies have enabled us to pursue our objectives of equality of opportunity and social inclusion. These include the strategies for Attendance and Exclusion, the Education of Looked After Children, the Accessibility Strategy and the Equality Action Plan, our goal is to build on our current work with children with physical needs and promote further access to the curriculum and to educational buildings, as well as tackling issues of anti-bullying and anti-racism.



Smartcards have been introduced to one secondary school, and will be rolled out to all ten.



The Dundee Schools Arts Festival saw over 5000 pupils perform on the Caird Hall stage.

- Schools have been provided with guidance and in-service on the education of Looked After Children. As part of the Education Department's Improving Pupil Achievement Strategy all schools will focus on the attainment and educational experience of Looked After Children and of the lowest attaining pupils.
- In addition to the Café Discovery Programme Smart Cards or Cashless Catering are being introduced in all secondary schools. This is intended to increase the uptake of school meals and remove the stigma of free schools meals.
- An Equality Action Plan has been produced and issued to all schools. This addresses the issues of Gender and Disability. It includes an Anti-Racist/Anti-Bullying Policy. Implementation of the Action Plan is monitored by the Education Department and the Multi-Agency Panel monitor racist incidents.

A conference to raise awareness and identify staff development needs is planned.
- HMIE evaluations of the Ethos indicators relevant to Equality and Fairness show almost all schools to be good or very good.
- 50% of secondary schools are now in the New Community Schools roll out programme. All schools will have Youth Workers to enhance their integrated support teams for pupils.
- A range of specialist provision is available for pupils with specific needs. Autistic specific provision has been extended. SEBD pupil support bases have been established in all secondary schools and most primary schools.



Active Primary Schools lead to active lives

- The Bilingual and Sensory Services have been extended to allow greater access to the mainstream curriculum for pupils.
- Annual evaluations of the work of the Options Group dealing with pupils with SEBD show a better match between referrals and placements from previous years.
- A Review of Support for Learning SEBD Strategy was carried out to deliver more coherent and comprehensive support to pupils by integrating the roles of LS/SEBD/SEN Staff.
- HMIE evaluations of the relevant indicators on Support for Pupils show that almost all schools are good or very good.



Encouraging parental involvement in the Early Years builds relationships.

National Priority 4

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and teach them the duties and responsibilities of citizenship in a democratic society.

Schools place a particular emphasis on the development of respect for self and others. Work is underway to identify key areas of the curriculum where pupils can develop Core Skills such as Working with Others and Communication. Pupils are given opportunities to put these skills into practice through working on joint projects, working in small groups and taking a more active role in the life of the school through Pupil Councils. The benefits of buddying and mentoring schemes where older pupils can support and help younger pupils in playground games, in sports and in studying have been recognised and good practice in this area is being spread through the City's schools. The development of such skills will lead to Dundee's young people becoming more capable and involved citizens.

Similarly the need to involve parents more effectively in the work of the Education Department has been recognised and is now being addressed.



Many schools have successfully nominated pupils to receive the Diana, Princess of Wales Award for Citizenship.

- All secondary schools have a work experience programme in S3/4. Pupils on this programme undertake the Core Skills Unit – Working with Others, making use of locally produced materials verified by the SQA.
- Almost all schools have a pupil council in operation. A citywide pupil council is well established for secondary pupils and a citywide primary pupil council is planned.
- The annual McManus Award is made to the senior pupil who has made the greatest contribution to the life of the school and the community it serves. Schools are involved in a range of activities which promote and develop citizenship. These include Diana, Princess of Wales Award Scheme, Prince's Trust Programme.
- HMIE evaluation of the quality indicators Personal and Social Development show that almost all schools are good or very good.
- A Consultation and Communication Strategy has been developed by the Education Department and will be implemented in all schools.
- A Parent Consultation Group is being established to involve parents more closely in the development of education policy and strategy. A city-wide parental survey was carried out in September 2001. In almost all categories parent satisfaction was above the national average.



The LIFE Project (Learning Is For Everyone) has established after hours clubs for primary pupils in schools and local libraries across the City.

- The Education Department works with other Council Departments and with a range of external bodies to develop provision for young people in Dundee. Key partners include the Dundee Partnership, Tayside Health Board, Tayside Police, Dundee and Abertay Universities and Dundee College.
- Environmental awareness is promoted through a range of curricular and extra curricular initiatives. An Environmental Exhibition – Making Friends with Your Environment - is held annually. A number of schools are working to the Eco Schools Award. The Education Department is actively involved in the Council's Local Agenda 21 Strategy Group.
- Evaluation by HMIE against the quality indicator for partnership with parents, School Board and community shows all schools which have been inspected to be good or very good.



MSP Nicol Stephen was an interested visitor to "Making Friends With Your Environment 2002"

National Priority 5

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Dundee City Council is committed to ensuring that all young people have an appropriate range of experiences which equip them for a healthy and fulfilled life. To this end the Department seeks to ensure that all pupils leaving school have had an appropriate range of experiences in Sport, Outdoor Education and the Visual and Performing Arts during their school career.

Equally important is the need to ensure that pupils have the skills for future employment and make a good transition from school to work, to college or to university as appropriate. It is a key part of Dundee's Community Plan and of the Council's Corporate Plan that the Education Department works with colleges, universities and employers to develop initiatives to support young people into work and continuing education.



Dundee has met and exceeded national standards in the provision of ICT in schools.



Many members of staff have successfully gained ECDL Certificates.



The Pre-Apprentice Training Initiative is run in conjunction with Dundee College.

- Dundee City Council places a high priority on equipping pupils with the skills for the 21st Century. A major programme has networked the computer systems of all schools across the city and given all staff and pupils access to the internet and to e-mail. Dundee has met and exceeded national standards in the provision of ICT in schools.

A refresh programme is underway to ensure that this technology is kept up to date.

- It is Dundee's intention that all pupils will leave school with an appropriate qualification in ICT. Pilot programmes are underway with Abertay University and Dundee College to provide senior pupils with the European Computer Driving Licence. Dundee City Council is an accredited provider of ECDL and over 500 Education Department staff have embarked on the programme.
- The Skills for Life Strategy focuses on improving the transfer of pupils to employment, training and FE/HE. Key elements of this strategy include the Apprentice Training Initiative. Delivered in conjunction with Dundee College a successful pilot was carried out in Building Crafts. As an enhancement to the normal curriculum this training prepares pupils for work and guarantees an apprenticeship for successful pupils. The programme will be expanded to include Care, Hospitality and Vehicle Maintenance.



Dundee Schools Music Theatre presented "Godspell" at the Edinburgh Festival Fringe.



The Art and Design Summer School allows S3 and 4 pupils to develop their skills.



Part of the new mural at Longhaugh Primary School produced as part of "Big Hand, Little Hand".

- Transfer to FE and HE is supported through Summer Schools at Dundee and Abertay Universities. In addition an extensive menu of link programmes gives pupils access to university and college courses and experiences integrated with their school curriculum.

Academic Compacts have been developed between Abertay University and S2 pupils. STEM (Science, Technology, Engineering and Mathematics) is a partnership between the Education Department, Universities, College, Sensations and SET to provide pupils in Dundee schools with experiences in the sciences.

- The importance of a wide range of pupil experience is recognised in Dundee City Council's Improving Pupil Attainment Strategy. A wide range of activities in the Arts and Sports are recognised to support the curriculum. Out of School Hours activities give pupils the opportunity to extend their experience in the formal and informal curriculum.
- The Arts Strategy 2001-2004 identifies a range of cultural initiatives in Dundee schools. Three Cultural Co-ordinators have been appointed in collaboration with the Arts Council to support the strategy and increase pupil participation in the Arts.
- Big Hand Little Hand involves a range of artists working on a residency basis with primary schools. Dundee Schools Music Theatre teaches theatre skills to primary and secondary pupils. An Art & Design Summer School provides S3 pupils the opportunity to work with professional artists.
- Dundee supports a comprehensive programme of music instruction with twenty-six instructors in primary and secondary schools. A range of orchestras and bands give pupils the opportunity to further develop skills.
- In addition to Out of School Care Clubs and school based study support in secondary schools a wide range of out of school hours activities are also available. The LIFE Project (Learning Is For Everyone) has established after hours clubs for primary pupils in schools and local libraries across the City. Here pupils can get access to ICT and trained staff to provide support for study and extra curricular activities. An annual Summer School allows senior pupils to consider their learning styles and develop their learning skills.



The McIntosh Patrick Award celebrates the work of Dundee's S6 art and design students.

- The promotion of healthy physical activity is a key element of the City's Health Promoting Schools Strategy. This has a target to increase the physical activity of pupils by 1 hour per week. All primary schools are involved in the Top Play/ Top Sport Programme and Active Primary Co-ordinators work in clusters of schools. A Sports Co-ordinator in each secondary school works to develop school activities and build links to local clubs and sports associations. The Education Department works closely with Leisure and Arts on a city Sports Development programme. A pilot programme of classroom based daily physical activity is the subject of a staff development video which will be distributed nationally by **sportscotland**.
- Enterprise activity is seen as a key learning experience and helps develop important life skills. Enterprise experiences are available throughout a pupil's career. Go for Enterprise targets pupils in P1 - P3. Older primary pupils are involved in Mini Enterprise projects where groups of pupils learn to design, make and sell a product. The Mini Enterprise Challenge gives these pupils the opportunity to work with representatives of local businesses.
- Young Enterprise, Business Dynamics and Work Experience Programmes give secondary pupils the opportunity to gain business and enterprise skills and knowledge. Other activities such as Enterprising Maths and the STEM project (Science, Technology, Engineering and Mathematics) link the formal curriculum with the world of work.



Mini-enterprise challenges allow primary pupils to work with local businesspeople – we are already oversubscribed with businesspeople for next year!

Quality Management in Education

There are 11 Quality Indicators used by HMIE to evaluate the work of local authorities in providing educational services. These indicators are grouped under 5 themes as follows;

- Strategic Management
- Consultation and Communication
- Operational Management
- Resource and Financial Management
- Performance Monitoring and Continuous Improvement

A Quality Development Team is responsible for evaluating progress in each of these areas. Quality Development Teams drawn from senior management, teaching staff, support staff and education services.

Quality Development Teams use a range of evidence to monitor department performance. This includes staff and parent surveys, the European Federation of Quality Management Survey and HMIE Inspection Reports.

The evaluations by the Quality Development Teams are given below. These evaluations are used by the Education Department to monitor progress, to identify issues and to amend and update the Department Development Plan where appropriate.

STRATEGIC MANAGEMENT

Quality Indicator 1.1 – Vision, values and aims

Overall Summary of Performance

Overall performance in this area is very good

A clear vision has been set for the education service and the authority is highly committed to “Valuing Learners, Valuing Learning”. This vision and its attendant aims, objectives and priorities reflect fully the Council’s corporate values. All establishments are aware of the authority’s vision, aims and objectives and these influence the direction which they take in their own working practices.

The visions, values and aims focus on improvement and the authority has endeavoured to:

- promote effective learning & teaching
- raise attainment
- promote an ethos of social inclusion

An established programme of school reviews allows managers to monitor closely the extent to which the department’s goals are being achieved.

Key Strengths

- The authority’s overall vision, values and aims and the way in which these are communicated to schools and the public
- The creative vision accords with national and local agendas and is sufficiently flexible to allow for changing priorities.
- The Council’s aims influence the department’s aims and vice-versa.
- The improvement culture, using Quality Indicators, which is the focus of the work of the department
- The use of statistics and benchmarking to analyse the quality of the service

Next steps

- Build on steps already taken to ensure that all staff are aware of the links between the vision, values and aims and the quality improvement strategy
- Continue to encourage the contribution of unpromoted and support staff and parents in strategic development
- Promote the growing culture of consulting the pupil body in any revision of the aims
- Ensure that National Priorities are assimilated into the quality improvement strategy

STRATEGIC MANAGEMENT

Quality Indicator 1.2 – Effectiveness of leadership and management

Overall Summary of Performance

Overall performance in this area is very good

The authority has a clear sense of direction which accords with the corporate framework, despite changes in personnel and a review of remits.

The Director and the senior management team are all committed to delivering and further developing the aims and objectives of the authority within the corporate framework. They have a strong commitment to evaluating progress in all aspects of provision with a commendable emphasis on self-evaluation through processes of staff development and review, school review and monitoring of policy.

The Director and the SMT have given a high priority to the development of effective relationships and have established and encouraged the use of effective lines of communication.

The authority contributes to the Council's corporate plan and regularly audits aspects of its provision to ensure a best value approach.

Pupil achievement is actively encouraged and the authority seeks to sustain meaningful partnerships with all its stakeholders.

Key Strengths

- The Director has a clear vision of what the authority seeks to achieve and forms good relationships with all stakeholders.
- The SMT participates in a system of self-appraisal.
- ESMs establish positive contact with schools and services; they are generally accessible and respond timeously to requests for advice and assistance.
- Regular meetings of the SMT themselves, and with key groups, ensure a good mix of ongoing review and strategic discussion.
- Effective communication strategies are in place across the authority.
- Staff are encouraged to participate in the production and review of policy.
- There are positive partnerships with a range of outside individuals and parties.
- Morale and motivation amongst employees are improved, in the context of a positive departmental ethos.

Next steps

- The authority's quality improvement strategy should be reflected in the framework for quality improvement in schools.
- The SMT should review current forums for strategic development and good communication, to ensure they are meaningful and consistent.
- Consideration should be given, with the assistance of schools, to celebrating success, encouraging schools to share examples of success and achievement, and recognising further the achievements of individual staff.
- The implementation of Staff Development & Review for all teaching and support staff should be pursued.

STRATEGIC MANAGEMENT

Quality Indicator 1.3 – Policy development

Overall Summary of Performance

Overall performance in this area is good

The authority has a good and appropriate range of policies, covering the curriculum and support for learning, which set the framework for improvement and inclusion.

The authority has issued a Quality Improvement Manual outlining all the arrangements which together constitute a clear framework.

There is a clear emphasis on the contributions which all staff can make to policy development, through membership of development groups and participation in the consultative process.

The policies devised by the authority clearly link to the Council's vision and stated priorities.

Key Strengths

- There is a comprehensive and appropriate range of policies and position statements. These are reviewed regularly.
- Policies are set against a background of social, environmental and legal factors.
- Relevant and comprehensive information is used to devise policies which lead to improvement.
- The consultative process is strong.
- The authority's policies link to the Council's strategic vision.

Next steps

- Establishment policies should be sampled to ensure that they refer to authority policies where appropriate.
- Updating and reviewing of policies needs to be more systematic, evaluative and take account of improvement objectives.
- A list of policy statements should be produced and disseminated to all schools and services.
- The authority should continue to support schools in their implementation of the revised 5–14 strategy, and to promote discussion of curriculum design and delivery at all stages in the secondary school to maximise the potential of every pupil.
- Continuing attention needs to be given to pupils with additional support needs to ensure their meaningful inclusion in the educational process.
- The authority will consult on proposals to develop the system of School Reviews by offering constructive support and challenge to schools, firmly based on a process of self-evaluation.

CONSULTATION AND COMMUNICATION

Quality Indicator 2.1 – Mechanisms for Consultation

Overall Summary of Performance

Overall performance in this area is good

The Education Department Development Plan includes a commitment to effective consultation, communication and partnership with parents, staff and support agencies.

A city-wide parental survey was carried out in September 2001. The results were reported to the Education Committee. Outcomes were discussed with Head Teachers, School Board and PTA Chairpersons and Parent Representatives.

The Senior Management Team continues to meet regularly with all Head Teachers and with Trade Unions. The Convener of Education and members of the Senior Management Team meet School Board/PTA Chairpersons and parent representatives twice a year.

Public meetings have been held in all schools affected by the PPP Project. In three projects where final sites have not been identified, surveys of parents have been carried out to discover parental wishes.

An Advice and Conciliation Officer has been appointed and is responsible for dealing with enquiries, complaints and concerns from parents and the public.

The outcomes of the EFQM review process and the Employee Survey show positive responses. Results are used to audit and measure performance

Key Strengths

- The City-wide Secondary Pupil Council has commented on the National Debate in Education and other important issues.
- The Director of Education meets annually with staff in each school. All members of staff are given the opportunity to bring forward issues.
- The Joint Consultative Committee provides an effective forum for consultation between the Senior Management Team, elected representatives and all unions.
- Meetings between the Senior Management Team and all staff and parents affected by the PPP Project provided the opportunity to discuss issues of concern.
- The Advice and Conciliation Officer has reduced response time to enquiries, complaints and concerns.
- The Quality Development Teams established in October 2000 provide effective consultation with staff on strategies to improve the work of the Department.

Next Steps

- Establish Parent Consultative/Focus groups
- Establish a City-wide Pupil Council for Primary Pupils.
- Develop and implement a Strategy for Consultation and Communication.
- Carry out Parental Survey and EFQM review (2003)
- Review and further develop advice and conciliation procedures.

CONSULTATION AND COMMUNICATION

Quality indicator 2.2 - Mechanisms for Communication

Overall Summary of Performance

Overall performance in this area is good

The Department Development Plan identifies a clear commitment to effective consultation, communication and partnership with parents, staff and support agencies.

Dundee City Council's Employee Survey recorded increased staff satisfaction with departmental communication.

The Department's Consultation and Communication strategy will identify next steps in developing communication with all stakeholders.

The Department's internal newsletter "Dundee Education News" is well established as the main source of information for staff.

More use has been made of e-mail to increase communication with schools and services. A Job Vacancy Bulletin is e-mailed to schools weekly and specific e-mail addresses have been set up to allow parents and staff to respond to consultation exercises.

The range of information for staff and users of the service has been increased. A leaflet outlining the Quality Improvement Strategy was distributed to all staff, whilst every parent and member of staff received a

copy of the booklet "Building for the Future" outlining the Council's initial plans for a PPP Project in the city.

The Citywide Pupil Council allows pupils direct access to senior management and elected members to raise issues.

Key strengths

- School successes continue to be highlighted in local and national media
- Electronic communication with schools and services has improved and allows fast access.
- Dundee Education News is well established as the main source of information for all Education Department staff
- Staff value the Director's programme of meetings with staff. These allow direct access to raise issues.
- There is now greater access to information by parents and staff

Next steps

- Implement and develop the Education Department intranet site
- The Consultation and Communication strategy will set out next steps in development of communication with all stakeholders
- A citywide parental survey will be carried out in November 2003
- An Induction Pack for all Staff will be developed

OPERATIONAL MANAGEMENT

Quality Indicator 3.1 – Service Planning

Overall Summary of Performance

Overall performance in this area is very good

Planning is well integrated across all sectors of the department and also with the Council Plan. Overall the planning format was found to be well designed and coherent, linking well with the various planning tiers of the council.

Generally clear guidance to schools allows them to take an active part in the continuous improvement process of Department Planning. Cognisance has been taken of National Priorities and these are very well incorporated into the planning process. Across the department support for the improvement agenda was found to be consistently good.

The action planning process is consistently good and the training of teaching staff links well with development priorities.

Key Strengths

- A strong focus on local and national priorities in our key objectives
- Very effective communication on planning was found across the Department
- The Quality Improvement Manual and Timeline for Quality Improvement Processes makes clear the roles of the various sectors in identifying and implementing agreed priorities
- Support is focussed on areas of particular disadvantage through initiatives such as New Community Schools, Action Plan Schools and through support to schools in the follow-up to inspections
- The Dundee City Council Education Department Plan makes clear the relationship between national and local priorities, and the key issues to be addressed in the next cycle

- Staff Development and Review is in place across the organisation and all staff are aware of the Department's development opportunities. The majority of teaching staff have been reviewed
- Audit mechanisms are aligned to the review and planning cycle and key stakeholders are aware of their part in the system

Next steps

- Efforts should be made to more clearly identify the resource needs of projects in the Department Development Plan
- More work needs to be done to systematically identify, analyse and co-ordinate the professional development needs of support staff and teaching staff
- In consultation with schools the Department needs to consider how best to identify school's needs in the area of Support for Learning
- Consideration should be given to how best to target support schools where attainment is lower
- Although there has been an improvement in the area of multi-agency working more needs to be done in this area.

OPERATIONAL MANAGEMENT

Quality Indicator 3.2 – Deployment and Effectiveness of Centrally Based Staff

Overall Summary of Performance

Overall performance in this area is good

Deployment of staff across the department is clearly aligned to support quality assurance and improvement objectives. Schools and establishments know the roles and responsibilities of central staff and generally feel well supported by them in achieving aims and planned priorities.

The role of the Educational Development Service in supporting continuous improvement is seen as positive by schools.

Administrative staff generally work well with schools and are well integrated in the department's quality improvement and planning processes through membership of groups such as Quality Development Teams and the EFQM Team.

Key Strengths

- ESMs and EDS staff are effectively deployed and managed
- ESMs and EDS have well defined remits to support the quality improvement agenda including the Quality Improvement Timeline, Quality Development Teams, EFQM and Development Planning processes
- The quality assurance role of ESMs and central support staff works well for schools
- The Staff Development and Review process is now in place at all levels

- Good support from EDS for schools' quality improvement.
- Collaborative working with other departments to achieve strategic aims and priorities eg. Early Years and Childcare Partnership and the Options Group.
- Involvement of a range of staff in the development of key strategies such as MIS Strategy.

Next steps

- Continue the progress already made in developing more consistent approaches to quality assurance in pre-school and off-site provision
- Consider how more effective links between central Support for Learning services and schools can be developed.
- Staff Development and Review needs to be completed for all staff especially support staff
- Continue the programme of Best Value Reviews for support services and functions.
- Develop a more co-ordinated approach to training for staff in the implementation of the MIS strategy.

RESOURCE AND FINANCIAL MANAGEMENT

Quality Indicator 4.1 – Resource Management

Overall Summary of Performance

Overall performance in this area is good

The Council has continued to make maximum use of available specific grant funding to enable the department to address the targets agreed in its Development and Service Plans.

It is envisaged that funding available through the Public Private Partnership Initiative will enable the department to further improve and rationalise its school stock while addressing the impact of a falling school population. It has been possible to provide additional clerical and classroom assistant support in primary schools and to appoint an Information and Communication Technical Officer for every school cluster area.

Over 80% of the department's expenditure has been subject of Best Value Review. The reviews cover all areas of major activity and the monitoring of success criteria shows clear improvement in performance in these key areas.

A pool of permanent supply teachers has been set up for the primary sector to address some of the problems related to staff cover/shortages in this area.

Central purchasing arrangements have been improved to provide ready access to all schools.

The Devolved School Management Scheme continues to assist schools to make best use of the financial resources which are available to them.

Key Strengths

- Roll related staffing allocations are at national standards or above.
- Department funding of early intervention, pre-school and ICT development in excess of available specific grant.
- Three year budget projections are considered by officers and members.
- Additional School Co-ordinator Raising Achievement posts in secondary schools.
- Comprehensive Best Value Review Programme.
- A comprehensive range of quality indicators linked to benchmarking with other authorities.
- School occupancy levels are subject of regular review.

Next Steps

- Further work on improving links between service planning and budget development.
- Links between Corporate and Energy Management Policy and Devolved School Management Scheme should be continued.
- Improved use should be made of IT in the management of resources.
- Improve the performance and monitoring of maintenance work.
- A clear asset management plan should be developed.

RESOURCE AND FINANCIAL MANAGEMENT

Quality Indicator 4.2 – Financial Management

Overall Summary of Performance

Overall performance in this area is good

The department continues to produce a three year Revenue Budget and Capital Plan in line with Council guidelines.

Expenditure is monitored on a monthly basis and progress is reported to budget holders, SMT, Chief Officers and the Finance Committee. All reports to the Education Committee include a section on the financial implications of approving recommended actions. All primary, secondary and special schools participate in the Devolved School of Management (DSM) which covers over 80% of expenditure incurred by schools.

The Department's DSM Scheme is currently subject of review and it is proposed to expand the level of expenditure which is subject of delegation. Emphasis has been placed on improving training and induction on financial procedures for all staff involved with financial processes.

Financial procedures are clearly set out in the Council's Standing Orders and the Department's DSM Scheme and Admin Manual.

Key Strengths

- Monthly monitoring of budget/ expenditure by departmental Senior Management Team, Corporate Chief Officers and Elected Members.
- Regular budget/expenditure monitoring is carried out with budget holders across the department.
- The DSM Scheme successfully gives opportunities for staff consultation and participation.
- Strong central financial support is available to schools
- Self-assessment and financial audits are carried out and acted upon.

Next Steps

- Implement the DSM Scheme review.
- Continue to explore improved direct access to relevant corporate financial management information for all departmental budget managers.
- Raise understanding of financial procedures across the department.

PERFORMANCE MONITORING AND CONTINUOUS IMPROVEMENT

Quality Indicator 5.1 – Measuring, monitoring and evaluating performance

Overall Summary of Performance

Overall performance in this area is good

The good range of processes for collecting information to measure establishment and Department performance has been further developed.

The major quality improvement processes (School Development Planning, School Review, Head Teacher Review, Standard and Quality Reports, HMIE preparation and follow-up procedures, Staff Development and Review and Department Planning) continue to be updated and improved to provide better information.

Information from quality improvement processes is now better collated and analysed at EA level. The Department Management Diary is helping to ensure that continuous monitoring and analysing of information takes place at strategic level.

Key Strengths

- The good range of processes for collecting information on progress at school and department level have been further developed with the use of ICT and the introduction of Phoenix in all schools. Performance data is now shared with all schools.
- There is a continued focus on self evaluation with the development of school self evaluation schedules and additional training for staff.
- The post of parent Conciliation Officer has helped collate information on parental complaints and related issues.
- All Nursery Schools are now reviewed annually as part of the Departments Quality Improvement Strategy.
- A leaflet on the Quality Improvement Strategy has been disseminated to all staff to clarify their role in the key processes.

Next steps

- There should be further development of the processes to collate and monitor information from self-evaluation at school level.
- The School Review process should be reviewed to provide improved quality assurance of each school's self evaluation processes.
- Information on CPD should be more effectively collated and monitored at EA level to inform staff development planning.
- Common approaches to self evaluation should be developed for all department services and sections.

PERFORMANCE MONITORING AND CONTINUOUS IMPROVEMENT

Quality Indicator 5.2 – Continuous improvement in performance

Overall Summary of Performance

Overall performance in this area is good

The Department has placed a considerable emphasis on the sharing of data between schools to promote meaningful evaluation of progress. Equally important is the identification and sharing of good practice. The Improving Pupil Achievement Manual has now been circulated to all schools.

Key areas for support and development in 5-14 continue to be Reading Writing and Mathematics. Considerable support has also gone into Environmental Studies with a particular emphasis on Science and Social Subjects.

Department initiatives including Early Intervention and support for the 5-14 Curriculum are now having the effect of reducing the effects of disadvantage on attainment in primary schools. Performance in all primary schools is approaching that of the least disadvantaged schools.

A review of the care of children with Social, Emotional and Behavioural Difficulties (SEBD) has been completed and reported to the Education Committee.

The ICT programme has seen the completion of the schools computer network. All teachers are now engaged in a programme of training in ICT.

Five senior staff have complete the Scottish Qualification for Headship and further groups are now on the programme.

Key Strengths

- Performance data is collated and shared with all City schools.
- The use of standardised evaluations such as PIPS has been extended to all primary schools.
- Monitoring of 5-14 attainment shows continued improvement in primary school and in S1 and S2.
- Improving attainment at S Grade and H Grade shows the impact of strategies to Improve Pupil Achievement.
- Initiatives such as Alternative Curriculum Apprentice Training and University link schemes are impacting on the achievement of targeted groups.

Next steps

- Develop initiatives to involve pupils more actively in learning and individual target setting
- The use of Curriculum Flexibility and Alternative Curriculum should be developed and extended.
- Further strategies to improve attainment should be developed and extended across schools.

National Priority 1

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

Outcome 1: Increased levels of numeracy and literacy

	Measures/indicators	Education Authority measures/indicators
1.1.A	% of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate 5-14 level for their age – reading, writing and maths.	EA targets calculated from schools' targets.
1.1.B	% of S2 who have met or exceeded level E in reading, writing and maths, by the end of S2	EA targets calculated from schools' targets.
1.1.C	% of original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in English and Maths	EA targets calculated from schools' targets.

Outcome 2: Improved examination results

	Measures/indicators	Education Authority measures/indicators
1.2.A	% of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 3 or better (3 year average).	EA targets calculated from schools' targets.
1.2.B	As above, at SCQF level 4 or better – target to be set	EA targets calculated from schools' targets.
1.2.C	As above, at SCQF level 5 or better – target to be set	EA targets calculated from schools' targets.
1.2.D	As above, 1+ awards at SCQF level 6 or better – target to be set.	EA targets calculated from schools' targets.
1.2.E	As above, 3+ awards at SCQF level 6 or better – target to be set	EA targets calculated from schools' targets.
1.2.F	As above, 5+ awards at SCQF level 6 or better – target to be set	EA targets calculated from schools' targets.
1.2.G	<i>Overall quality of attainment (HGIOS)</i>	EA summary of schools' evaluation required.
1.2.H	<i>Expectations and promoting achievement (HGIOS)</i>	EA summary of schools' evaluation required.

National Priority 2

To support and develop in the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

Outcome 1: Continuing development of teachers' skills

	Measures/indicators	Education Authority measures/indicators
2.1.A	New measure of Continual Professional Development (CPD) in development in the light of CPD Framework	
2.1.B	<i>Staff review and development (HGIOS)</i>	EA summary of schools' evaluation required.

Outcome 2: Increased self-discipline of pupils

	Measures/indicators	Education Authority measures/indicators
2.2.A	Levels of attendance – targets to be set	EA targets calculated from schools' targets
2.2.B	Number of days lost per 1000 pupils through exclusion (primary and secondary sectors)	.
2.2.C	Number and % of pupils participating in buddying, mentoring or similar schemes to be locally defined as appropriate.	EA summary of schools' activities.
2.2.D	<i>Climate and relationships (HGIOS)</i>	EA summary of schools' evaluation.

Outcome 3: Enhanced school environments which are more conducive to teaching and learning

	Measures/indicators	Education Authority measures/indicators
2.3.A	Pupil:adult ratio in primary schools – target to be set	.
2.3.B	% of schools (primary and secondary separately) classified as Health Promoting Schools – no target	
2.3.C	% of schools (primary and secondary separately) with quality award or applying a quality model – no target.	
2.3.D	<i>Accommodation and facilities (incl no of schools with pupil support bases) (HGIOS)</i>	EA summary of schools' evaluation

National Priority 3

To promote equality and help every pupil benefit from education with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and lesser used languages.

Outcome 1: Every pupil benefits from education

	Measures/indicators	Education Authority measures/indicators
3.1.A	Number and % of 'looked after' young people leaving care who have attained SCQF level 3 or above in English and Maths – target to be set (national targets already exist).	
3.1.B	The average tariff score of the lowest attaining S4 pupils in the authority – target to be set (national targets already exist).	
3.1.C	% of pupils (primary and secondary sectors separately) who are entitled to free school meals according to DWP data and % who take them up.	
3.1.D	<i>Equality and fairness (HGIOS)</i>	EA summary of school's evaluation
3.1.E	% of schools adopting the New Community School approach	.

Outcome 2: Every pupil benefits from education, with particular regard paid to pupils with disabilities and special educational needs.

	Measures/indicators	Education Authority measures/indicators
3.2.A	New measure on access to education for pupils with disabilities is under development.	
3.2.B	Breakdown of placement of primary and secondary school pupils with SEN (special unit, mainstream etc.) by proportion of time spent there.	
3.2.C	<i>Learning support (HGIOS)</i>	EA summary of schools' evaluation
3.2.D	<i>Implementation of SEN and disability legislation (HGIOS)</i>	EA summary of schools' evaluation
3.2.E	<i>Placement of pupils with SEN and disabilities (HGIOS)</i>	EA summary of schools' evaluation

Outcome 3: Every pupil benefits from education, with particular regard paid to Gaelic and lesser used languages.

	Measures/indicators	Education Authority measures/indicators
3.3.A	Number and % of written requests for Gaelic medium teaching met within the authority or elsewhere, by academic year.	

National Priority 4

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and teach them the duties and responsibilities of citizenship in a democratic society.

Outcome 1: *Increased respect for self and others*

	Measures/indicators	Education Authority measures/indicators
4.1.A	% of original S4 cohort who achieved the core skill 'working with others' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	EA targets calculated from schools' targets
4.1.B	<i>Personal and social development (HGIOS)</i>	EA summary of schools' evaluation.

Outcome 2: *Increased awareness of interdependence with other members of their neighbourhood and increased awareness of the duties and responsibilities of citizenship in a democratic society.*

	Measures/indicators	Education Authority measures/indicators
4.2.A	Measure on the links between schools and the local community is in development	
4.2.B	% of original S4 cohort who achieved the core skill 'communication' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	EA targets calculated from schools' targets
4.2.C	% of schools participating in the Eco Schools Award or similar accredited environmental award.	
4.2.D	New measure on citizenship is in development.	
4.2.E	<i>Partnership with parents, the School Board and the community (HGIOS)</i>	EA summary of schools' evaluation.

National Priority 5

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Outcome 1: ***Pupils are equipped with the necessary foundation skills, attitudes and expectations to prosper in a changing society.***

	Measures/indicators	Education Authority measures/indicators
5.1.A	% of original S4 cohort who achieved the Core Skill '(1) IT and (2) problem solving' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	EA targets calculated from schools' targets.
5.1.B	% of school leavers destined for employment, training, education (higher and further) and other – target to be set for higher education.	EA targets calculated from schools' targets.
5.1.C	Proportion of pupils from P1 to P7 and S1 to S6 participating in cultural, sporting and learning activities outside the core curriculum – type of activities to be locally defined as appropriate.	EA summary of schools' evaluation.
5.1.D	<i>Pupils' learning experiences (HGIOS)</i>	EA summary of schools' evaluation.
5.1.E	New measure reflecting the range and provision of physical activity, including sport, offered by schools in development; waiting on recommendations of physical activity task force.	
5.1.F	Range of education for work and enterprise activities offered to pupils from P1 to P7 – type of activities to be defined locally. Range of education for work and enterprise activities offered to pupils from S1 to S6 – type of activities to be defined locally	EA summary of schools' activities.

Outcome 2: ***Increased levels of creativity and ambition in young people.***

	Primary school measures/indicators	Education Authority measures/indicators
5.2.A	New measure to be developed after additional consultation with key stakeholders.	

Attainment and Achievement 2002

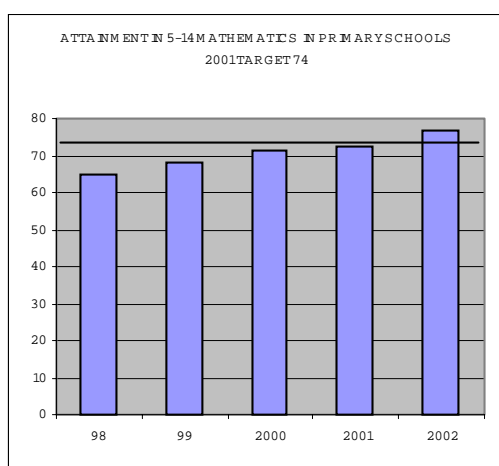
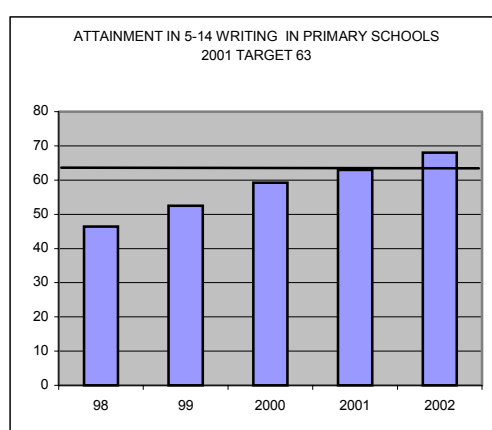
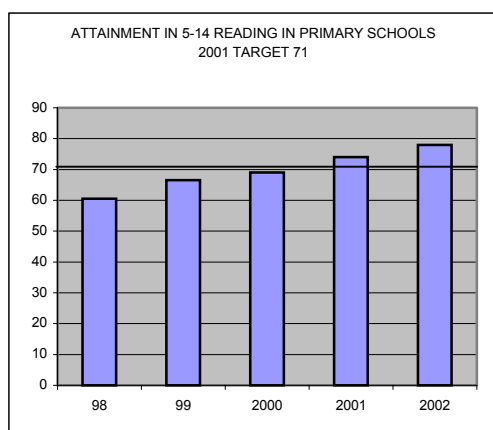
Attainment in Primary Schools

Assessment showed very good progress for pupils in the early stages of primary. This is largely due to the success of The Early Intervention Programme and the good use schools are making of baseline assessment.

Overall attainment in Reading, Writing and Mathematics in primary schools continues to demonstrate an improving trend. This success is the result of focus schools and the Authority has given to developing an Improving Pupil Achievement Strategy.

Each school has been provided with data trends in 5-14 attainment, including information about its progress compared with similar schools. This information provides a key point of reference for discussion at the annual school review, informing the target setting process as part of the agenda for continuous improvement.

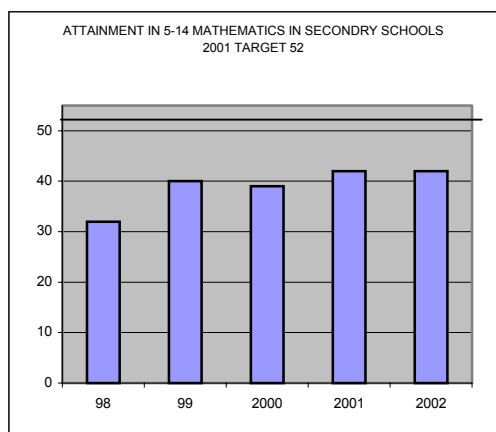
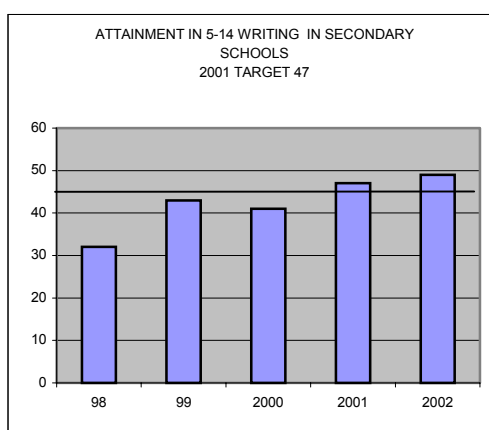
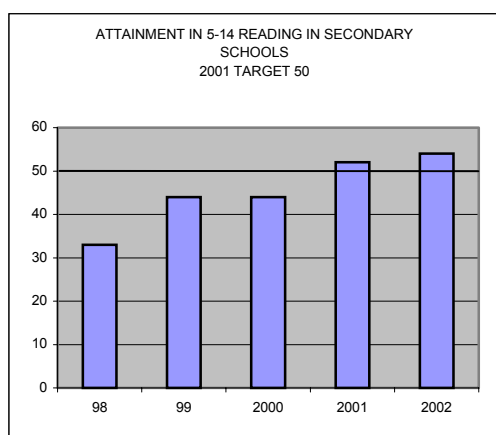
Percentage of P3, 4, 6 and 7 attaining appropriate level for their stage



Attainment in Secondary Schools

In the secondary sector, the data continues to show good progress in 5-14 Reading, Writing and Mathematics.

Percentage of S2 attaining level E



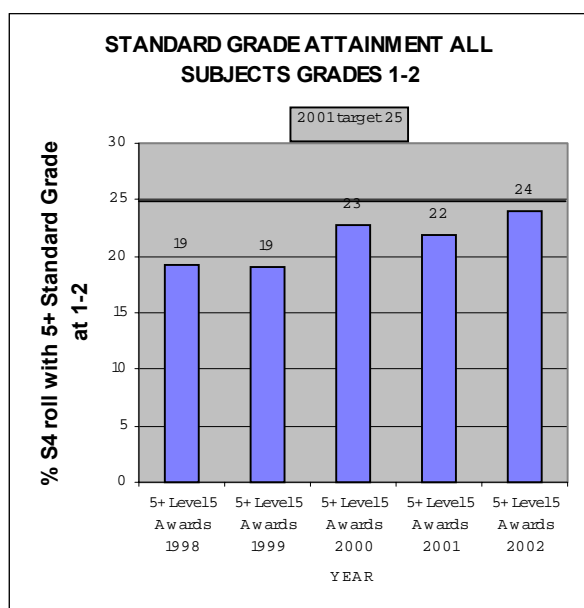
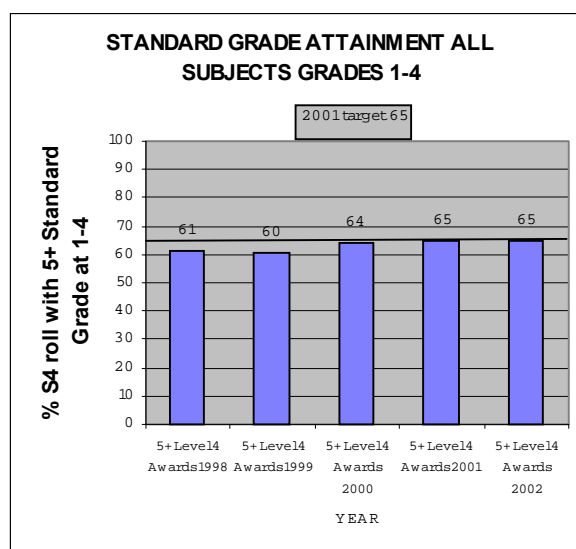
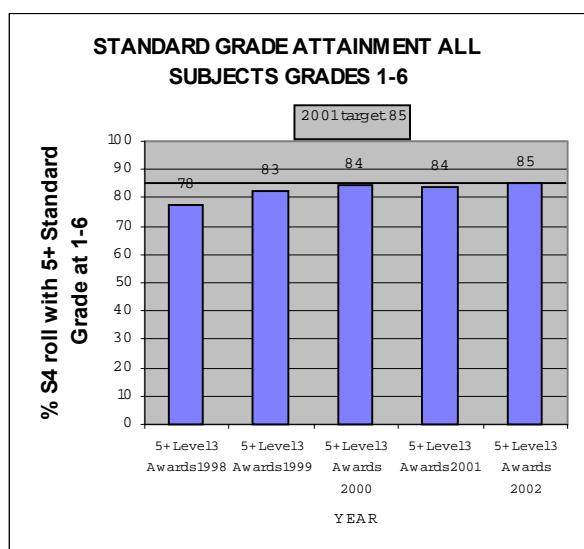
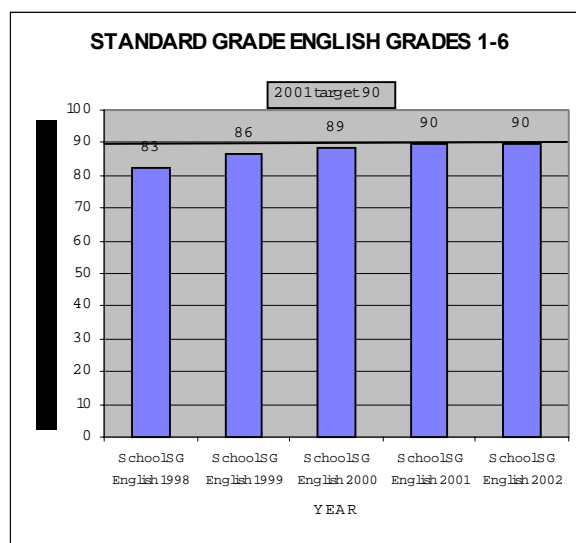
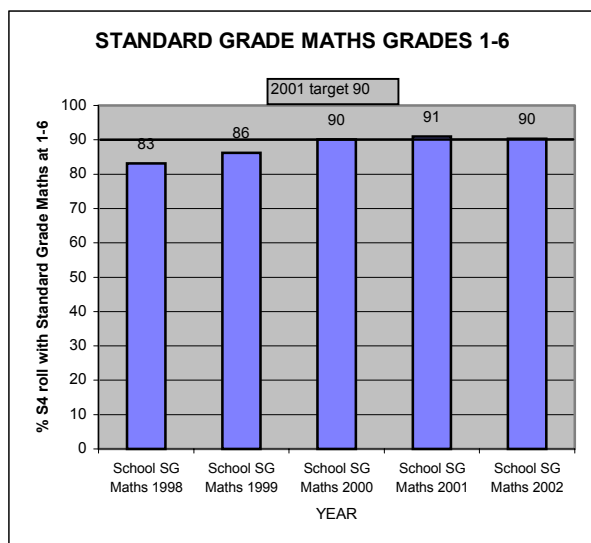
National Qualifications

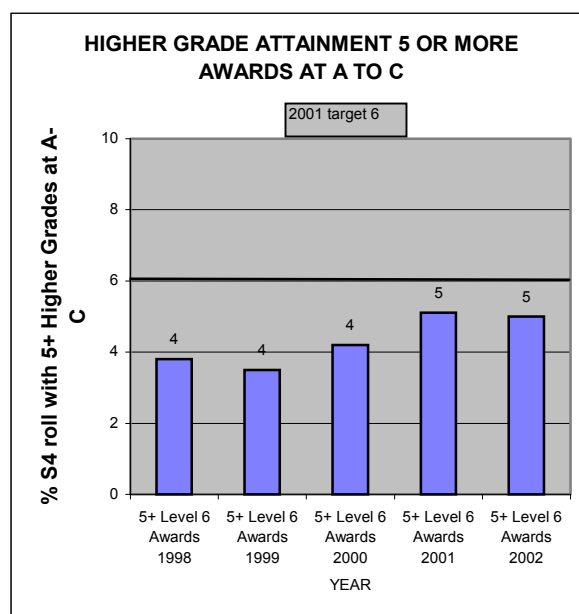
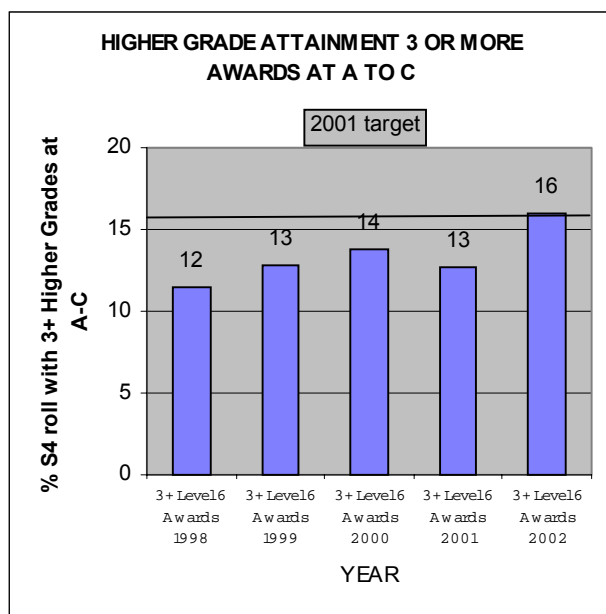
Scottish Credit and Qualification Framework

7	Advanced Higher at A-C
6	Higher at A-C
5	Intermediate 2 A-C or Standard Grade at 1-2
4	Intermediate 1 at A-C or Standard Grade at 3-4
3	Access 3 or Standard Grade 5-6

The performance of pupils entered for National Qualifications is shown in the following graphs. There has been good progress towards the targets and performance has matched national improvement trends/levels. Schools have demonstrated their commitment to providing

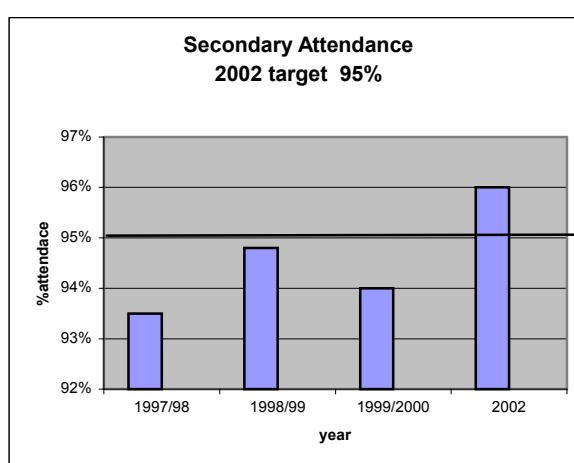
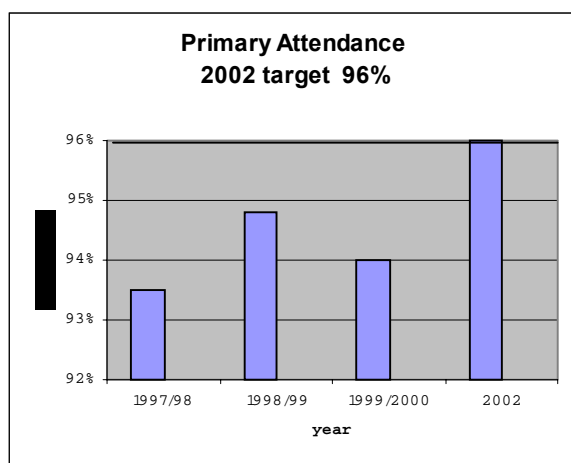
a flexible curriculum which supports social inclusion and addresses the needs of all pupils through the successful adoption of Intermediate 2, Intermediate 1 and Access units and courses from the new Higher Still curriculum.





Attendance

As seen in the following graphs, the Attendance Initiative continues to impact positively on the Attendance Figures.



Transfer to Further and Higher Education

