REPORT TO: **DUNDEE CITY COUNCIL EDUCATION COMMITTEE 18 FEBRUARY 2002**

REPORT ON: **EDUCATION DEPARTMENT STANDARDS AND QUALITY REPORT 2000 - 2001**

REPORT BY: **DIRECTOR OF EDUCATION**

REPORT NO: **151-2002**

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 the period August 2000 to June 2001.

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   The Education Department's Quality Improvement Strategy places a strong emphasis on effective audit and accurate evaluation of progress as key elements of the planning process. As part of its drive for continuous

improvement the department has substantially improved its auditing processes. These now include an 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 have been established with staff drawn from across the department. These teams 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. The Education Department has also taken into account the recommendations of the Education Morale Working Group.

6.2   The work of the Education Department in monitoring and evaluating its progress was validated by an inspection carried out by Her Majesty's Inspectors of Education in session 2000 – 2001.

6.3   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.

6.4   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. It is proposed that a Standards and Quality Report be prepared annually to meet 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. The report also 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.

9.0   CONSULTATION

9.1   The Director of Support Services and headteachers of city schools have been consulted in the preparation of this report.

10.0   BACKGROUND PAPERS

10.1   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 .... Date ....
Director of Education

Dundee City Council

Education Department

Standards and Quality Report

August 2000 – June 2001

FINAL DRAFT

(Text only – graphics to be added)

I am very pleased to present to you the first Standards and Quality Report for the Education Department in Dundee. Over the years Dundee City Council has worked hard to develop and improve the quality of its education services. This report is based on a wide range of evidence drawn from local and national sources. It shows that the Education Department is making good progress in improving the achievement of our young people in schools.

While there are many positive aspects of the report it is also intended to be an honest review of progress and as such identifies areas where we would like to do better. We are very committed to continuous improvement and these areas for future development will be included in the next Department Development Plan.

I am sure that this report will give all of those involved in education or with an interest in education a detailed and balanced review of the work of the Education Department. I would like to take this opportunity to thank all the staff of the department for their work to date and to wish them success in taking this report forward.

George De Gernier
Convener of the Education Committee, Dundee City Council

Definition of terms used in this report

The Education Department use the same criteria as Her Majesty's Inspectorate of Education when making judgements in this report. These quality indicators relate judgements to four levels of performance. This report uses the following word scale to make clear the judgements made by the department:

very good	major strengths
good	more strengths than weaknesses
fair	some important weaknesses
unsatisfactory	major weaknesses

This report may also use the following words to describe numbers and proportions:

almost all	over 90%
most	75-90%
majority	50-74%
less than half	15-49%
few	up to 15%

Standards and Quality Report 2000 – 2001

This report covers the work of the Education Department during the school session August 2000 to June 2001. It is the first of an annual series of reports which will evaluate the Education Department, identify its key strengths and indicate areas for future developments. While this report necessarily looks at activities in schools it is a review of the whole department and not of the work of individual schools which publish separate Standards and Quality Reports. Individual school Standards and Quality reports can be obtained by contacting schools directly.

This report is intended to serve a number of purposes. It is a summary that should inform councillors, parents, staff, pupils and members of the public of the work of the department. It is also an evaluation of the effectiveness of the department in key areas of operations. As such it is part of the department's quality assurance process. This report also identifies key areas for future development and will feed into the department's planning processes.

The Education Department is committed to a process of continuous improvement. This report is a key part of the Education Department's Quality Improvement Strategy. This strategy looks at ways in which all those in the Education Department, in the Directorate, in Schools and in Services can contribute to the process of improving the quality of the education service. At the heart of this strategy is a planning cycle that looks at how we *audit* progress, *plan* for improvement, *implement* our plans and *evaluate* the success of our improvements.

This report is based on a wide range of evidence. The main sources of evidence are;

- **Education Department Self Evaluation** (October 2000)
  This was carried out by the Education Department's Quality Development Teams (see below). Teams evaluated performance in each of the key areas of the department's work and identified areas for development.
- **HMIE Report on the Education Functions of Dundee City Council** (May 2001)
  Dundee was one of the first Councils in Scotland to be inspected by HM Inspectors of Education. This major inspection of the department ran from December 2000 to May 2001.
- **EFQM (European Foundation of Quality Management) Survey** (January 2000)
  This major survey is carried out annually by a team of staff from across the department and surveys 10% of all staff on key aspects of the Department's work.
- **Employee Survey**
  This is carried out every two years across the Council and results are broken down by department and by groups of employees. Results are evaluated by the management team in Education.
- **HMIE Reports on School Inspections**
  Comments from school reports are collated and evaluated to identify common strengths and areas for improvement.
- **Annual statistics on attainment at 5-14, Standard Grade and Higher Grade.**
  The Education Department and each school has targets in key areas including attainment. These are monitored and progress is published annually.
- **Best Value Reviews**
  The Education Department is required to review all of its services as part of the Best Value process. Reviews are carefully monitored by the Council and are published as Committee Reports.

- **Quality Development Teams (QDTs)**

    The Education Department has set up five QDTs. QDT members are drawn from all staff of the department. Each of these standing groups review and monitor the work of the department in a key area of operation or performance.

A full list of evidence used in the preparation of this report is included in Appendix I.

The Report has three main sections;

Achieving Our Aims – This section looks at the aims of the department and indicates the major work which has been going on over the year to achieve these aims.

Attainment – Improving Pupil Achievement is a major strategy of the department and this section looks at performance in each of the key areas of attainment.

Self Evaluation - In October 1999, Her Majesty's Inspectorate of Education published the document Quality Management in Education. This publication sets out standards for Local Education Authorities, broken into 11 Quality Indicators covering 5 key areas. The 5 key areas are

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

This section is an evaluation of the department against the 11 Quality Indicators in Quality Management in Education. The evaluation was carried out by the department's Quality Development Teams.

In each of the Quality Indicators key strengths of the department are identified and next steps are listed.

Our Aims

The Education Department Development Plan 1999-2002 set out the aims of the Department. These are to;

- **ensure that all learners achieve their highest potential**

- **ensure equality of opportunity for all**

- **promote a culture where everyone is valued equally and all achievements are recognised**

- **ensure that all learners experience the broadest range of personal development opportunities**

- **work in partnership with the home, the community and other services**

- **develop an inclusive ethos which supports all staff in providing the highest quality Education Services**

- **ensure that all services achieve best value consistent with high quality educational provision**

Achieving Our Aims

The schools and services of the Education Department work together to achieve our aims. Below is an update on some of the major citywide initiatives which we are undertaking to meet our aims. In addition to these developments each school, through its own initiatives, makes an individual contributions to ensuring that the aims are achieved.

Many of the initiatives listed on the following pages will help us achieve more than one of our aims, but they have been listed to show the range of developments which have been underway in our schools throughout the year.

Through the work of all staff in all establishments and services the Education Department aims to

- ***ensure that all learners achieve their highest potential***

we achieve this aim through:

A Strategy to Improve Pupil Achievement

As part of the Dundee City Council Strategy to Improve Pupil Achievement a range of initiatives was identified to assist schools to raise attainment. Standing Groups have been set up for primary and secondary sectors to oversee the Improving Pupil Achievement Strategy. These groups include Head Teachers, Advisers and members of the Directorate. They monitor the progress of the strategy and help to identify areas for support and development to help schools take the strategy forward. Key developments have included Discipline for Learning, Pupil Tracking and recent conferences to share experience and good practice between schools. A key development will be an Improving Pupil Achievement Manual that will bring together examples of good practice in city schools.

Early Years and Childcare Team

Considerable work has been undertaken to develop a comprehensive range of services for children aged 0-14. This has been a key focus of Dundee City Council's Early Years and Childcare Strategy. This outlines development plans for childcare for children aged 0-14, pre-school education for children aged 3-5 and Dundee's Sure Start initiative.

Sure Start Dundee was established in 1999 to provide better support for children aged 0-3 and their families. Early intervention projects run in three integrated early years centres providing learning support to children aged 2-4.

Early Intervention

The Pre-school Home Visiting Service has been extended to support pre-school children with special educational needs and their parents. The service is currently supporting 140 children.

READ (Raising Early Achievement in Dundee) is an early intervention programme in P1 to P4, to develop pupils' early literacy and numeracy skills. This now involves 1500 pupils in 20 schools.

All secondary schools now have systems to ensure early identification in the session of pupils whose progress in learning is slower than anticipated. These systems focus on pupils preparing for National Qualifications in S4 -S6.

Pupil Tracking Systems

Computer software to simplify and improve schools' tracking of the attainment of pupils has been developed and is now in the process of deployment to schools. The Assessment Manager system will provide a wide range of information on pupil attainment for use in evaluating the progress of classes and groups, in conducting interviews with pupils and in setting further targets for pupils, classes and schools. It will also simplify the transfer of information and pupil reports.

Attendance and Exclusions

High levels of attendance and low exclusion rates contribute to the overall opportunity to perform well in school. We have been using a number of strategies to lower exclusions and reduce absenteeism. In secondary schools additional programmes are in place to support pupils facing difficulties and reduce exclusions. These include alternative curriculum options and work experience opportunities. These are being developed for pupils for whom the full range of Standard Grade courses is not appropriate. These are currently being piloted in a number of secondary schools.

Supported Study

All secondary schools now operate Supported Study programmes. These run outwith school hours and focus on developing learning and study skills. A number of schools have Easter Schools with additional support for pupils taking SQA examinations. The City Council also runs a Summer School which can be attended by pupils from any City Council secondary school. This summer school "Pre-Season Training" was based at Dundee United's Tannadice Park, and had a focus on learning skills.

ensure equality of opportunity for all

we ensure this through developments such as:

New Community School

Baldragon Academy was given New Community School status by the Scottish Executive and is developing additional support for pupils and their families. This project has now been widened to include the Primary Schools in the Baldragon Cluster.

Action Plan Schools

2 secondary schools and 8 primary schools are involved in Action Plans. Additional funding allows extra staff and resources to develop curriculum initiatives and improve learning and teaching to raise attainment.

Access to Higher and Further Education

We have had considerable success in increasing the transfer rates to Higher Education by 1% each year. Dundee University and Abertay University have close links to schools. Successful Summer Schools are run each year to widen access to pupils who would not normally consider a university place. Academic Compacts now operate between Abertay University and several secondary pupils to encourage early commitment to a higher education place for targeted pupils.

Schools have traditionally enjoyed a close working relationships with Dundee College. There is excellent practice in terms of school / college collaboration, joint curriculum development, link courses, a Summer School, school college visits and careers support for pupils. Transfer rates to Further Education are above the national average and have risen over the previous three years from 19 - 25%.

Access to High Quality Information and Communication Technology (ICT) provision

Dundee City Council is one of the leading authorities in Scotland in developing the use of ICT in schools. All primary and secondary schools are now networked to allow communication between schools and access to the internet. The numbers of modern computers meets national targets and all teachers are undergoing training in the use of ICT.

Universal provision of pre-school education

A part time pre-school education place is now available for every three and four year old child whose parents wish to take up the place.

- ***promote a culture where everyone is valued equally and all achievements are recognised***

we achieve this through developments such as:

A broad approach to achievement

Raising achievement in all areas of education is a commitment of Dundee City Council. Developing opportunities to achieve in the Arts and Sports is a key element of the Education Department's Development Plan and is reflected in the work which goes on in schools.

A number of the main developments which have been undertaken in these areas during the session are listed below. By no means exhaustive, this list focuses on major developments at city level. In individual schools a wide range of projects will also be found in these areas.

Art & Design

Summer School

This pilot project was held in July 2001 and 51 pupils attended. They chose from the five disciplines on offer. A bid for 3 years of funding is to be made to the New Opportunities Fund.

St Mary's Project

This project has attracted £11,000 of Scottish Arts Council Lottery funding. It will involve pupils from St Mary's RC Primary School working with local architects to plan and design improvements to the school.

Drama

Visiting Specialists

There are now two permanent primary visiting specialist posts.

Dundee Schools Music Theatre

Dundee Schools Music Theatre has developed from an initial project to present "Guys & Dolls" in 1999, to rehearse and perform "Our Town Story" at the Dundee Rep Theatre and the Millennium Dome, Greenwich in 2000. The group will present "Godspell" at the Edinburgh Festival Fringe and the Gardyne Theatre in September 2001.

Dundee City Council and the Whitehall Theatre Trust have now gained funding of over £45,000 from the Scottish Arts Council National Lottery Fund. This part of the project will allow a significant number of pupils to develop their skill in all aspects of music theatre.

National Conference for Drama

The second conference brought together Drama teachers and practitioners. Workshops and seminars provided opportunities to share good practice.

Music

Achievement at National Level

Our schools are represented in all of the major national ensembles including The National Youth Orchestra of Scotland, The National Youth Wind Ensemble of Scotland, The National Youth Brass Band of Scotland, The National Youth String Orchestra of Scotland and the National Youth Jazz Orchestra of Scotland. We are also a base for the National Youth Choir of Scotland.

Music Centre Ensembles

The orchestras and bands which involve 800 + pupils from all city schools meet weekly from September – April. The music played covers all forms from Bach to Bacharach, Sousa to Salsa.

RSNO Projects

This is a 3 year project, which is in its final year. It involves 66 primary and 40 secondary pupils who will collaborate in this final session with composer Graham Fitkin to produce a new piece for the RSNO to perform in December 2001.

ChildLine Christmas Concert

In partnership with ChildLine Scotland we presented a concert in the Whitehall Theatre in December to raise money for that Charity. The concert feature performances from children from all over the city.

Sports

School Sports Co-ordinators

School Sports Co-ordinators have been appointed in all Dundee secondary schools. Participation levels in extra curricular sport have risen significantly. Following the success of School Sports Co-ordinators in secondary schools, Active Primary School Co-ordinators have been appointed to two clusters of primary schools as part of a national pilot scheme to support and extend sporting activity for younger pupils.

Top Play / Top Sport / Sportsability

Dundee has been successful in securing a grant from the Youth Sport Trust to phase Top Play/Top Sport into all primary schools over the next three years. Schools will receive training and equipment to develop pupils' sports skills. Sportsability is a similar scheme to Top Play/Top Sport that is targeted at supporting youngsters with disability. Teachers from over 20 schools have now been trained to use the equipment.

Little Gym Time

A Little Gym Time programme has been developed in partnership with the Youth Sports Development Team and has been delivered across a range of pre-school settings.

Other Events

The Department supports a wide range of sports events for young people. These include the Annual Cross Country and Athletics Championships, and festivals in a wide range of sports.

ensure that all learners experience the broadest range of personal development opportunities

we achieve this through developments such as:

Learning Styles

A wide range of training has been undertaken to increase staff awareness of different pupil learning styles and improve effective learning and teaching. Particular attention has been focused on gender differences in attainment at 5-14, Standard and Higher Grade.

Learning for Achievement

A series of certificated 5 day courses on effective learning has been run for the last three years. These courses have focused on improving teaching and learning methods for classroom staff. Twilight sessions on Effective Learning and Teaching and Support for Learning have also been heavily subscribed.

Study Skills

As part of the Study Support Initiative a range of training has been offered to Supported Study Tutors in primary and secondary schools. This has included training on learning styles, study skills and related topics.

- ***work in partnership with the home, the community and other services***

we achieve this through developments such as:

The LIFE Project

The LIFE Project (Learning is for Everyone) provides Study Support in primary schools and local library learning centres. This joint Education / NRDD project is funded by the New Opportunities Fund.

Books.Fun

This is a project to develop reading for fun in secondary schools. Book It! clubs have been set up in all of our secondary schools to encourage pupils to read and discuss their reading with others. The Book It! clubs also selected a range of books from which all S.1 pupils were allowed to choose 3 books free of charge. Books.Fun is funded by Education Extra.

Dundee's Early Years and Childcare Partnership provides a forum for representatives from all local authority, private and voluntary sector providers and planners to bring forward and discuss issues related to early years and childcare services. The Partnership is the key consulting body for the development and implementation of the Early Years and Childcare Plan.

Local Childcare Networks have been established in seven local areas of the City to provide opportunities for service users and providers in local communities to contribute to early years and childcare planning.

Integrated Early Education and Childcare Services

Early education and childcare services have been established at Woodlea Children's Centre, Ardler and Charleston Primary Schools and Kirkton Nursery to provide comprehensive pre-school education, childcare and family support services.

The Childcare Information Service provides parents with information in a range of ways including leaflets, newsletters and online information about childcare services across the City.

Extended Hours in Nursery Schools

All nursery schools now provide extended childcare services as part of a package to support children and families.

The Parents' Services Initiative provides a range of support and strengthens the role and involvement of parents in their children's learning and development.

Out of School Childcare

There are sixteen out of school childcare clubs in Dundee providing a range of sports, play and leisure activities to children aged 5-12 during out of school hours and school holidays.

- ***develop an inclusive ethos which supports all staff in providing the highest quality education services***

we achieve this through developments such as:

Developing a Positive Ethos

As part of a city wide initiative to develop an ethos of achievement all secondary staff have undertaken training in Discipline for Learning. This has been further developed in over half of the secondary schools. Craigie High School won the Scottish Ethos Award 2001, presented by the Scottish Schools' Ethos Network.

Sharing Experience and Expertise

A considerable amount of experience and expertise exists in Dundee schools. Staff Development Seminars have been held for senior staff in primary and secondary to hear examples of good practice from staff in Dundee schools and in other authorities. A Benchmarking Guide is to be developed to support the sharing of information and good practice between schools.

Valuing Learners Valuing Learning Exhibition

The second exhibition, (previously called "Success Stories"), was held in the Caird Hall in September 2000. It celebrated the performances and achievements of pupils and staff from all disciplines in our schools. Open to the public, the exhibition featured static displays, live interactive "Give it a try" stalls. Once again, this exhibition was hugely successful, attracting over 3000 visitors over three days.

Co-ordinating School Strategies

To assist secondary schools in developing and taking forward their strategy for Improving Pupil Achievement a School Co-ordinator for Raising Achievement (SCRA) has been appointed in each school. These co-ordinators meet regularly to share experience and expertise between schools. This networking has been vital in helping to raise achievement in city schools.

- ***ensure that all services achieve best value consistent with high quality educational provision***

we achieve this through developments such as:

School Review

Strategies to improve achievement and pupil performance are reviewed on an annual basis in each primary and secondary school. Education Service Managers and Advisers visit each school to discuss attainment with the Head Teacher and senior managers. The review considers the performance of individual subject departments and identifies areas of success and possible target areas for inclusion in the school's development planning process. Reviews of all schools are consolidated to identify common issues and establish education authority initiatives to support subjects where there are particular development needs.

Analysis of Pupil Performance and Performance Data

All secondary schools are supplied with detailed analysis of the attainment of their pupils. This analysis, which is based on SQA performance information, has been independently evaluated by a consultant and benchmarked against the performance of schools in other authorities. In-service training is provided in the analysis of data on examination results. This is a key element of school self-evaluation and planning to raise attainment.
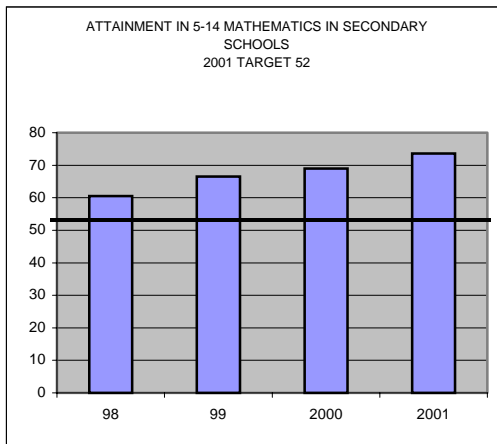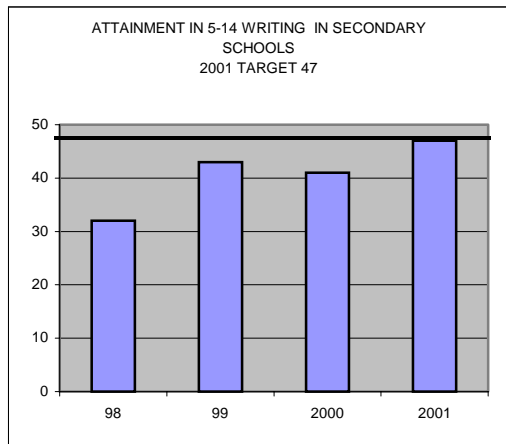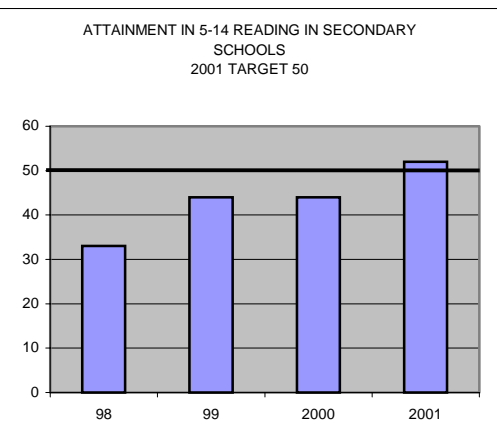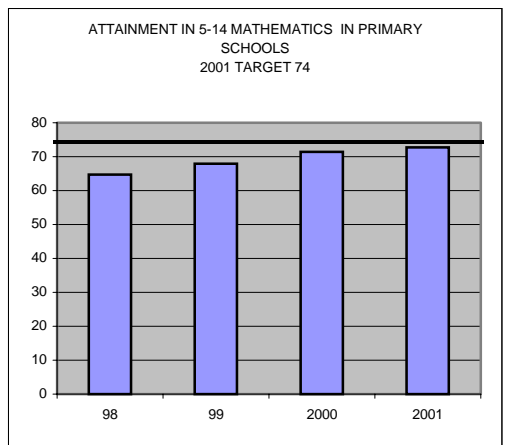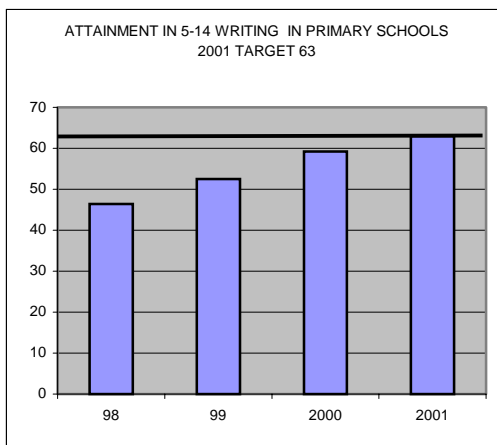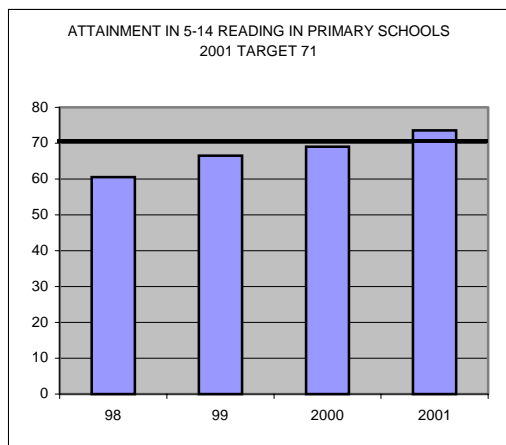
Service Planning

All Council departments are required to publish an annual Service Plan indicating key performance targets and progress towards those targets. The Education Department has been able to show consistent progress towards its key targets over the past four years.

Best Value Reviews

The Education Department, like all Council Departments, is required to evaluate the performance of its major services over a 5 year period. Best Value reviews have included Primary Education, Secondary Education, Catering and Cleaning Services. At present the Educational Development Service, Educational Psychology Service and Staffing services are being reviewed. Reviews are reported to the Council and are subject to external scrutiny. Progress on the recommendations of Best Value Reviews are updated annually and reported to the Council.
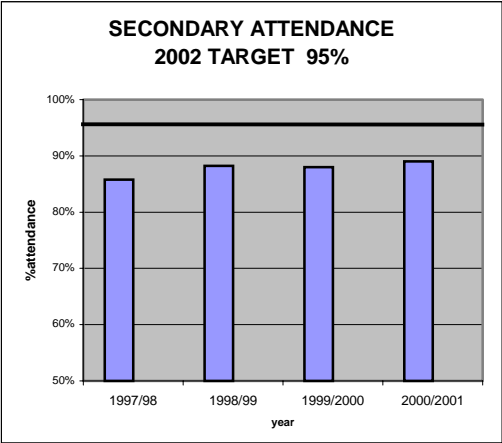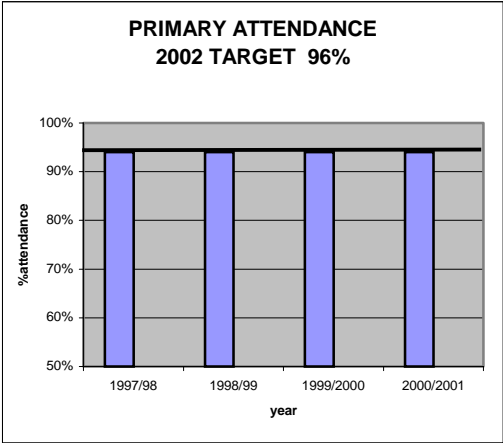
5-14 Attainment

National targets are set for reading, writing and mathematics at both Primary level and for the first two years of Secondary. Between 1998 and 2001, there was an improvement in the proportion of children in primary schools achieving or exceeding the minimum 5-14 levels for their age. There has been an increase of 13% in reading and 17% in writing and in mathematics an increase of 8%. There have also been marked improvements in secondary schools with substantial increases in the proportion of children achieving or exceeding the minimum 5-14 levels. There has been an increase of 19% in reading, 15% in writing, and 10% in mathematics.
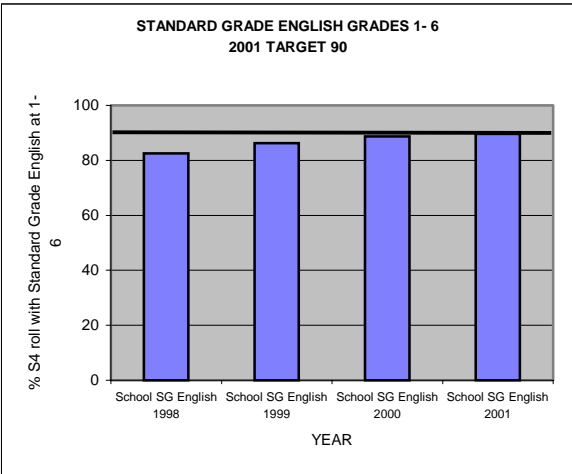
ATTAINMENT IN 5-14 READING IN PRIMARY SCHOOLS
2001 TARGET 71

ATTAINMENT IN 5-14 WRITING IN PRIMARY SCHOOLS
2001 TARGET 63

ATTAINMENT IN 5-14 MATHEMATICS IN PRIMARY SCHOOLS
2001 TARGET 74

ATTAINMENT IN 5-14 READING IN SECONDARY SCHOOLS
2001 TARGET 50

ATTAINMENT IN 5-14 WRITING IN SECONDARY SCHOOLS
2001 TARGET 47

ATTAINMENT IN 5-14 MATHEMATICS IN SECONDARY SCHOOLS
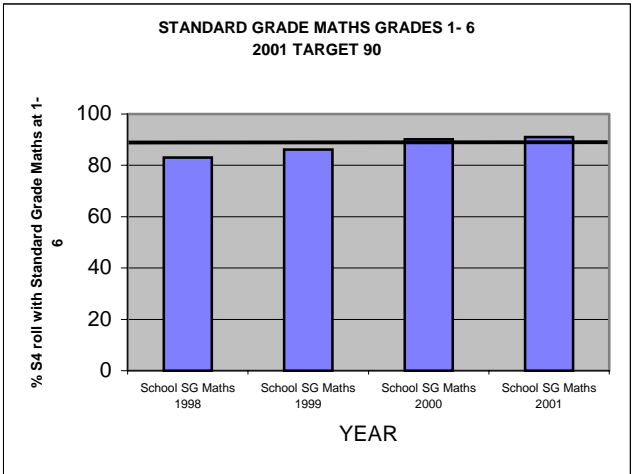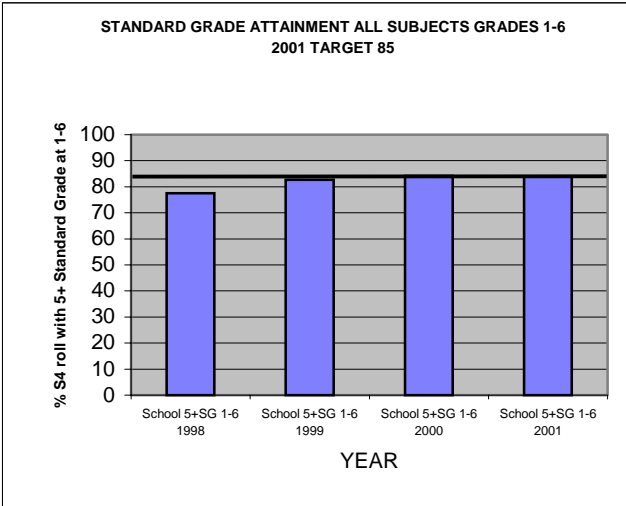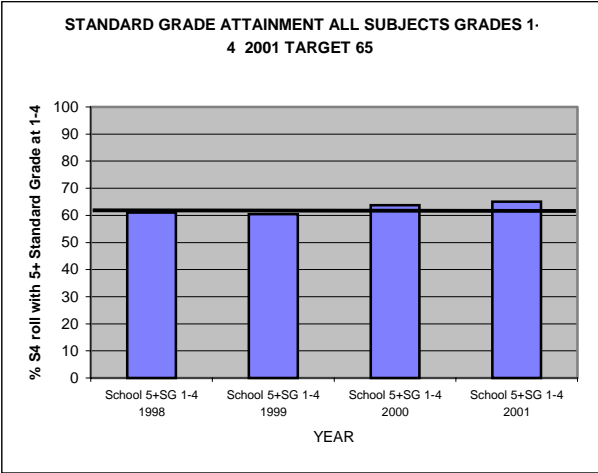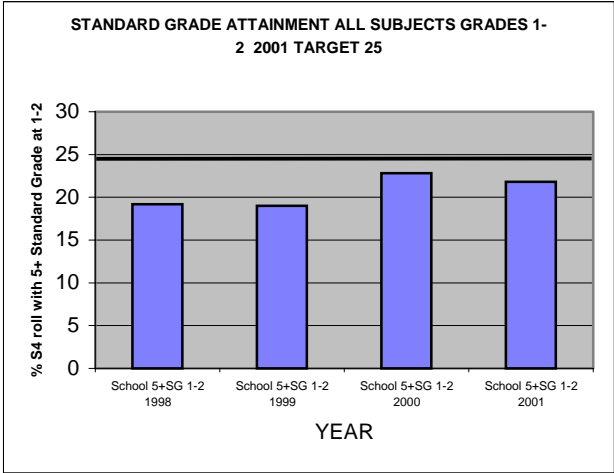2001 TARGET 52

Attendance

There have been substantial improvements in attendance in primary and secondary schools. The targets have been exceeded. This is largely due to the significant impact made by the Education Department's Attendance Initiative.

PRIMARY ATTENDANCE 2002 TARGET 96%	SECONDARY ATTENDANCE 2002 TARGET 95%

Standard Grade Attainment

National targets for Standard Grade achievement are set in terms of the percentage of the Fourth Year (S4) roll achieving five or more awards at grades 1 to 2 (Credit), 1 to 4 (Credit + General) and 1 to 6 (Credit + General + Foundation). There has been good progress in pupils' performance at Standard Grade, but further improvement is required for all targets to be achieved.

STANDARD GRADE ATTAINMENT ALL SUBJECTS GRADES 1-2 2001 TARGET 25

STANDARD GRADE ATTAINMENT ALL SUBJECTS GRADES 1-4 2001 TARGET 65

STANDARD GRADE ATTAINMENT ALL SUBJECTS GRADES 1-6 2001 TARGET 85

STANDARD GRADE MATHS GRADES 1-6 2001 TARGET 90


STANDARD GRADE ENGLISH GRADES 1-6 2001 TARGET 90

Higher Grade Attainment

National targets for Higher Grade achievement are set in terms of the percentage of the fourth year (S4) roll achieving 3 or more, and 5 or more awards at grades A-C in the fifth year. There has been an overall increase in the percentage of pupils gaining 3 or more and 5 or more Highers. Further improvement is required for all targets to be met.
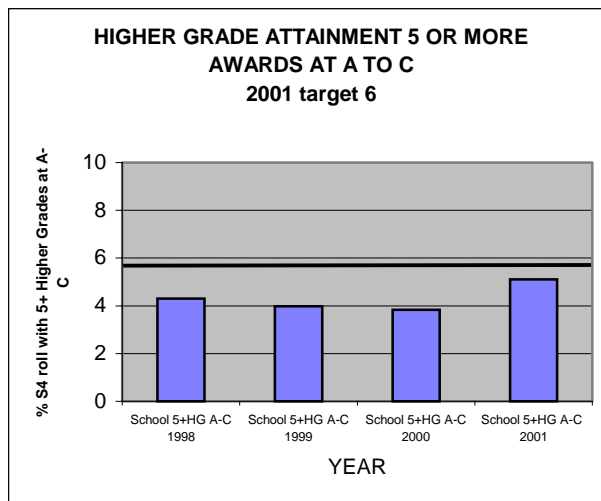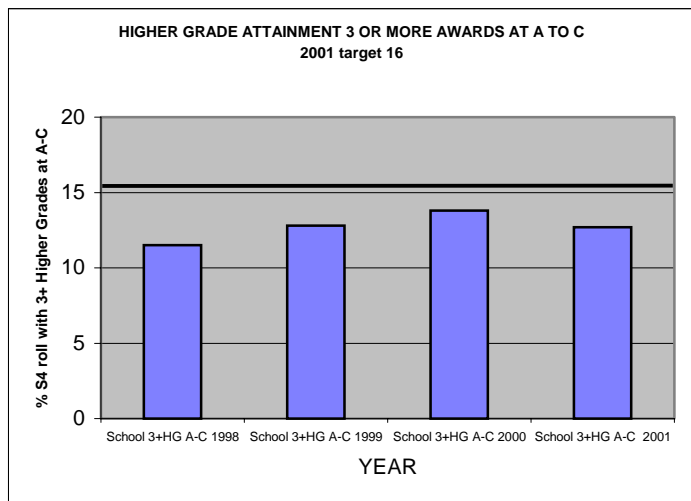
Transfer to Further Education and Higher Education

There have been improvements in transfer rates to Further Education and Higher Education. The targets have been exceeded.
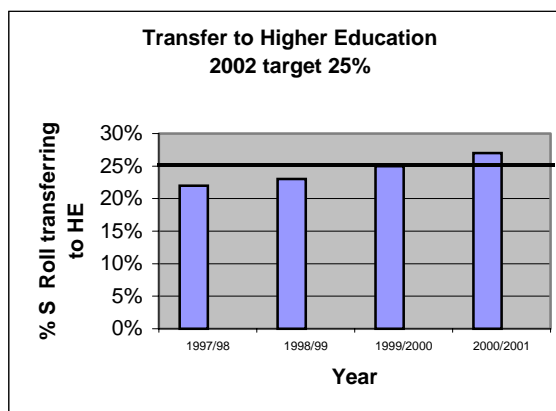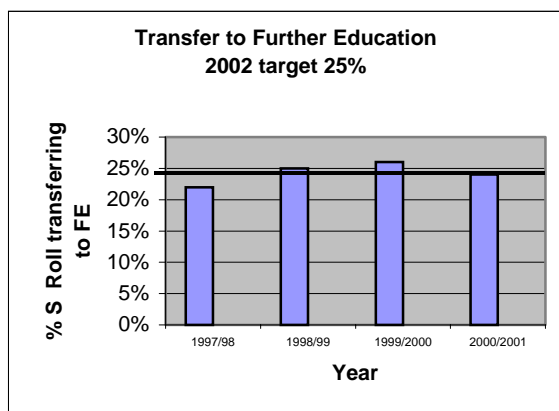
STRATEGIC MANAGEMENT	
Quality indicator 1.1	**Vision, values and aims**

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
- to raise attainment
- to 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.

Next steps

- Ensure that all staff are aware of the links between the vision, values and aims and the quality improvement strategy
- Continue to use statistics and benchmarking to analyse the quality of the service
- Increase the contribution of unpromoted and support staff and parents in strategic development
- Pupils should be given a greater role in any revision of the aims, through the pupil councils

STRATEGIC MANAGEMENT	
Quality indicator 1.2	**Effectiveness of leadership and management**

Overall Summary of Performance

Overall performance in this area is 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 are establishing positive contact with schools; 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 showing steady and significant improvement.

Next steps

- Clarification of the management arrangements of the pre-five sector is needed
- The authority's quality improvement strategy should be reflected in the framework for quality improvement in schools
- The SMT should continue to ensure that there is a forum both for strategic development and good communication
- Consideration should be given, with the assistance of schools, to recognising further the achievements of individual staff.

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.

As part of its process of School Reviews the authority is committed to sampling key establishment policies in order to ensure that they articulate with authority policies.

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
- Establishment policies are sampled to ensure that they refer to authority policies where appropriate

Next steps

- 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 revised 5 – 14 strategy should be implemented to assist schools with forward planning
- Continuing attention needs to be given to pupils who require support for their learning in specific aspects.

CONSULTATION AND COMMUNICATION	
Quality indicator 2.1	**Mechanisms for Consultation**

Overall Summary of Performance

Overall performance in this area is good

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

A parental survey covering the whole City had been planned, and was to be carried out in September 2001. The results of this survey would then be shared with parents and schools.

The Senior Management Team meet with Head Teachers of all schools, and the Director of Education also carries out "surgery" meetings in schools around the City where all members of school staff are given the opportunity to bring forward issues.

The Senior Management Team also meets regularly with all Trade Unions, and there is a Joint Consultative Committee comprising Elected Members, Senior Management Team, Union Representation and Officers of Dundee City Council.

Parents are consulted through regular meetings between the Senior Management Team, School Board Chairpersons and Parent Representatives from all schools. They are also asked to give their opinions on certain consultation exercises through newspaper advertising.

This year has seen the establishment of Dundee's first Citywide Pupil Council. The IDEAS Group has two representatives from each of Dundee's secondary schools, who meet monthly. The Group discusses issues brought forward from each of the secondary schools, as well as having input to consultation exercises organised by the City Council, the Scottish Executive and Learning and Teaching Scotland.

Key strengths

- A Citywide Pupil Council for secondary pupils is well established. Further developments are planned for pupil councils in the primary sector.
- The Senior Management Team have given priority to continuing direct contact with all staff through meetings in primary school cluster groups and in each secondary school. These meetings, where staff are invited to raise issues directly provide good opportunities for consultation and two-way communication.
- The Joint Consultative Committee provides an effective forum for consultation between the Senior Management, elected representatives and all unions. The Senior Management Team also meet regularly with representatives of all unions.
- Quality Development Teams include representatives of all staff. They are an effective way of consulting with staff on strategies to improve key work of the Authority.

Next steps

- Consultation with the wider parent body to be developed
- More effective use to be made of survey results for planning purposes
- Review timing of annual parental survey
- Review 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 Education Department's Development Plan identifies a clear commitment to effective consultation, communication and partnership with parents, staff and support agencies.

The "Valuing Learners, Valuing Learning" Exhibition in the Caird Hall allowed schools the chance to share good practice with pupils, parents and colleagues. This was very well attended.

The appointment of an Information Officer has seen schools encouraged to report on their successes through Dundee Education News and the local media. The public profile of the department in the media has improved as a result.

An induction pack for new Head Teachers has been piloted effectively.

The internal newsletter "Dundee Education News" has been redesigned and is now well established as the main source of information for staff.

The range of information materials for staff and users of the service has been increased.

Key strengths

- The appointment of an Information Officer has led to increased reference to school successes in the media
- Dundee Education News is now an established means of communication for all Education Department staff
- Public performances and exhibitions display school successes.
- A wide range of information materials is widely available for parents and staff

Next steps

- Production of a general leaflet outlining "Education in Dundee"
- Monitoring of staff awareness of policy and strategy to be developed
- Communication with the wider parent body to be developed
- An Induction Pack for all Staff to be developed

Operational Management	
Quality indicator 3.1	**Service Planning**

Overall Summary of Performance

Overall performance in this area is good

Council Plans, Service Plans, Departmental and School Plans are well integrated. HMIE found that this was a particular strength of the Department. 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. National Initiatives are translated into specific objectives which relate to agreed identified priorities across all school sectors and within the Department. Across the Department support for the improvement agenda was found to be consistently good.

HMIE also noted that the action planning process was consistently good and that overall, 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 give clear, shared expectations about roles in implementing priorities which are in place between the Department and schools.
- Action Plans focus on the key areas of Attainment and Improving Pupil Achievement.
- 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
- Staff Development and Review is in place across the organisation and all teaching staff are aware of the Department's development opportunities.
- Strategies such as Discipline for Learning, Standards and Quality guidelines, ICT and Early Literacy and Numeracy have taken forward national and local priorities.

Next steps

- Audit mechanisms should be better aligned to the review and planning cycle.
- A clearer link should be developed between service planning and the capital building programme.
- The plan should contain an update on improvements from the previous plan and include costings of planned projects where appropriate.
- Benchmarking against models of best practice should be extended.
- There is a need to more systematically identify, analyse and co-ordinate the professional development needs of support staff and teaching staff.
- EDS should consider how the monitoring of schools needs can be further developed.
- Support should be targeted to lower performing schools and subject departments.
- Multi-agency working should be further developed at Department Level.

Operational Management	
Quality Indicator 3.2	**Deployment and Effectiveness of Centrally Based Staff**

Overall Summary of Performance

Overall performance in this area is good

HMIE found that staff deployment is clearly aligned to support quality assurance and improvement objectives. Schools and establishments know the roles and responsibilities of central staff and generally feel 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. Other centrally based staff including seconded staff have remits which includes quality improvement.

Administrative staff generally work well with schools and are now involved to a greater extent in the Department's quality improvement and planning processes through membership of groups such as Quality Development Teams and the EFQM Team.

The performance of services such as the Educational Development Service and Educational Psychology Service and of administrative functions such as staffing is being reviewed as part of the Best Value Review process.

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 DevelopmentTeams, EFQM and Development Planning processes.
- Central support services have been restructured into geographical areas.
- The quality assurance role of ESMs and central support staff works well for schools, particularly in primary 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.

Next steps

- More consistent approaches to quality assurance need to be developed in pre-school, New Community Schools and off-site provision.
- Consolidation of the roles and remits of Support for Learning staff (DEPS, HSSS and BSS).
- Complete the introduction of Staff Development and Review for all staff.
- Complete the programme of Best Value Reviews for support services and functions.
- Make the role of advisers in quality assurance more explicit to schools.
- Involvement of a wider range of staff in the development of key strategies such as MIS Strategy.

Resource and Financial Management	
Quality Indicator 4.1	**Resource Management**

Overall Summary of Performance

Overall performance in this area is good.

Over a period which has been subject to financial restraint the Department has been able to protect and improve the resources available to its schools. This has been achieved by rationalising school provision to remove excess places, managing the impact of falling school rolls and making maximum use of available specific grant funding, for example the Scottish Executive's Education Excellence Fund.

Over 80% of the Department's expenditure has been subject to Best Value review. The reviews cover primary and secondary learning and teaching, school cleaning and catering services, Kingspark Special School and staffing services. The Psychology Service, Educational Development Service and Financial Services are currently subject to review. The monitoring of success criteria from best value reviews shows clear improvement in performance in these key areas.

A pilot of permanent supply teachers has been set up to address some of the problems related to staff shortages in this area.

The Devolved School Management Scheme has helped schools to make best use of budgets.

Key strengths

- Roll related staffing allocations are at national standards or above.
- Department funding of early intervention, pre-school and ICT development in advance of excellence funding.
- Draft 3 year budget projections have been considered by officers and members.
- Additional School Co-ordinator Raising Achievement posts in secondary schools.
- Comprehensive Best Value Review Programme which covers all areas of the budget over a 5 year period.
- A comprehensive range of quality indicators linked to benchmarking with other authorities
- School occupancy levels have been reviewed and the management of school capacities improved.

Next steps

- An improved link should be developed between service planning and budget development.
- Improved use should be made of IT in the management of resources.
- Develop systems to improve the performance and monitoring of maintenance work.
- A clear asset management plan should be developed.
- Central purchasing arrangements should be reviewed.

Resource and Financial Management	
Quality Indicator 4.2	**Financial Management**

Overall Summary of Performance

Overall performance in this area is good.

The Department has produced a three year budget 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 Scheme of Management which covers over 80% of expenditure incurred by schools.

Financial procedures are clearly set out in the Council's Standing Orders and the Department's DSM Scheme and Admin Manual. School managers are supported by a central finance team.

Key strengths

- Monthly monitoring of budget/expenditure by departmental Senior Management Team, Corporate Chief Officers and Elected members attend finance committee.
- Detailed budget/expenditure statements are available to support the process.
- The DSM Scheme successfully gives opportunities for staff consultation & participation.
- Strong central financial support is available to schools.
- Self assessment and financial audits are carried out and acted upon.

Next steps

- Identify opportunities for involving more staff in the budget process.
- Improved induction on financial procedures should be developed for staff.
- The DSM Scheme should be extended to include Nursery Schools
- DSM budget reports should be made more relevant to budget holders' management needs

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.

It is recognised that there is a good range of processes for collecting information to measure establishment and Department performance. The key processes include School Development Planning, School Reviews, Head Teacher Reviews, Standard and Quality Reports, HMIE preparation and follow-up procedures, Staff Development and Review and Department Planning.

The most recent HMIE Report recognised the complementary role of Best Value Reviews, European Federation for Quality Management and Quality Management In Education and it was noted that, "Almost all Head Teachers recognised that the Department had been effective in encouraging them to develop a culture of self-evaluation". HMIE

All primary and secondary schools are reviewed on an annual basis. This includes a review of performance information. Information from reviews and other sources is collated and analysed at EA level. A Quality Improvement Strategy has been produced and a Management Diary has been set up to ensure that a continuous process of monitoring and analysing information takes place at strategic level.

The support for schools in HMIE Inspections is a key element of the EA strategy. The performance of schools in Inspections is collated and monitored by the EA.

Key strengths

- A good range of processes for collecting information on progress at school and department level.
- Self evaluation is seen as a key element of quality improvement processes.
- Clear guidance to schools on quality improvement processes.
- Developing processes to monitor and evaluate information on progress.

Next steps

- Guidance for the review of nursery schools has been developed. This should be implemented as a matter of urgency.
- The process for collating, analysing and disseminating key performance information has been set out in the Quality Improvement Strategy. This should be disseminated to all staff.
- There is a need to ensure that all key information is shared with stakeholders. Head Teachers will be given access to all key performance data for all Dundee City Council schools and for other EAs and schools.
- A Benchmarking Strategy is being developed to give guidance on self-evaluation and approaches to benchmarking at class, school and EA level.
- Information from self-evaluation at school level should be collated and monitored more systematically at EA level.

Performance Monitoring and Continuous Improvement	
Quality Indicator 5.2	**Continuous improvement in performance**

Overall Summary of Performance

Overall performance in this area is good.

Initiatives aimed at the improvement of learning, teaching and attainment in primary schools have been very effective. In secondary schools, improving achievement strategies will continue to be further supported by the permanent appointments of School Co-ordinators for Raising Achievement. The launch of a Quality Improvement Strategy and the IPA Manual will continue to support this work.

Department initiatives in Early Intervention now include P3 and P4 stages as well as non-READ schools. The Department will continue to strengthen and disseminate this good practice. External evaluation of achievement is being piloted via the PIPS Programme (Durham University). Primary schools have also received good support in implementing the 5-14 curriculum.

The Department gives high priority to improving school attendance. Overall attendance figures have improved in primary and secondary schools. A review of care of children with Social, Emotional and Behavioural Difficulties (SEBD) has been undertaken, and a report will go to the Education Committee early in the new school year.

In primary and secondary schools the Education Department has made significant contributions to raising achievement in the Arts and Sports. The Department is committed to expanding these opportunities. Sports Co-ordinators are now in place in all secondaries and two primary clusters, with another two co-ordinators to be appointed this session.

Ten Assistant ICT Officer posts are to be appointed to ensure support for the development of ICT. These will be allocated on a cluster basis.

Five senior staff will complete the Scottish Qualification for Headship by October 2001 and a second group of seven staff have begun the programme.

Key strengths

- An Improving Pupil Achievement Strategy is part of the Department Plan and is incorporated in school plans.
- Early intervention and 5-14 initiatives are impacting on primary attainment.
- The impact of IPA strategies in secondary schools is raising attainment at S Grade.
- Specific initiatives such as Summer Schools and Academic Compacts are raising the achievement of targeted groups.
- The Attendance Initiative has demonstrated improvements in attendance levels.

Next steps

- Key performance data for city schools should be collated and shared with all schools.
- The target setting process should be reviewed.
- The use of standardised evaluations such as PIPS should be extended.
- The Assessment Manager System should be fully implemented in all schools.

Sources of Evidence Used in Evaluation of Progress

1.   Strategic Management

1.1   Vision, Values and Aims

Education Department Development Plan
HMIE inspection report on the Education Functions of Dundee City Council
Dundee City Council Corporate Plan and national policy statements
School Reviews
Head Teacher Reviews
Attainment, Attendance and Exclusion statistics
School Standards & Quality Reports
Staff Development & Review
Curriculum conferences
The Development Planning process
EFQM and Quality Development Teams
Quality Improvement Strategy; working and standing groups.
SEED Statistics
Improving Pupil Achievement Strategy
Education Provision for Looked After Children, the Education of Children with Social, Emotional and Behavioural Difficulties.
Summary Department Development Plan for staff
Corporate Management Team minutes.
Council reports and minutes; whole-city presentations and celebrations of achievement
Best Value reports
Early Years and Childcare Partnership Plan
Neighbourhood Service Teams
New Community Schools
Child Protection
ICT developments
Management of Information Strategy
Health Education Strategy
Children's Services Strategic Planning Group
Options Group
Alternatives to exclusion such as SPACE and Xplore;

1.2   Leadership and management

HMIE inspection report
Head Teachers' meetings
School Board and parent representatives' meetings
360 degree appraisal system
School Reviews
Head Teacher Reviews
SMT Review & Planning days
Quality Improvement Strategy
Attendance Initiative
Best Value Reviews of Finance section, EDS; etc.
SMT minutes
Minutes of HT meetings
Minutes of union meetings; etc.
Visits to schools by the Director of Education

Consultative meetings with staff and parents
Quality Development Teams
EDS in-service calendar of courses
Multi-agency work with other Council departments and agencies such as the Scottish Schools'
Ethos Network, National Autistic Society and Barnardo's
Morale Working Group report
EFQM self-evaluation exercise
Staff Liaison Group minutes
Long service awards ceremony
Council receptions

1.3 Policy Development

Policies focus on raising attainment and promoting social inclusion.
Health Education, Dealing with Substance Misuse
Support for Pupils
5-14 guidelines
SEED statistics and targets
Best Value reviews, benchmarking with other authorities.
Quality Development Teams and range of consultative meetings including those held with trades
unions.
Corporate Plan and policies
School Review; Head Teacher Review; the work of Advisers,
Health & Safety, Child Protection and Pupil Attendance

2. Consultation and communication

HMIE Report on the Education Functions of Dundee City Council
HMIE School Inspection Reports
EFQM
Employee Survey
Consultative groups, HTs, School Boards, Staff.
Newsletters for staff and parents
Leaflets for staff and parents
Pupil Council
Visits to schools by Director of Education
School Reviews
Morale Working Group Report

3. Operational Management

3.1 Service Planning

HMIE Inspection Report
HMIE School Reports
Department Development Plan
Summary Development Plan
Corporate Plan
Education Department Service Plan
School Reviews
Head Teacher Reviews
Schools' Standards & Quality Reports
EFQM
QDTs
Quality Improvement Strategy
SEED Statistics

Head Teacher Cross-sector Consultation
Standing Groups
IPA Strategy
Curriculum Networks

3.2   Deployment and effectiveness of centrally employed staff

HMIE Inspection Report
HMIE School Reports
Department Development Plan
Summary Development Plan
Corporate Plan
Education Department Service Plan
School Reviews
Head Teacher Reviews
Schools' Standards & Quality Reports
EFQM, QDTs, Quality Improvement Strategy
SEED Statistics
Head Teacher Cross-sector Consultation
Standing Groups
IPA Strategy
Curriculum Networks
EDS In-service Directory of Courses and Evaluation
Cluster meeting

4.   Resource and financial management

4.1   Resource management

National Performance Indicators
Revenue and Capital Budgets
Dundee City Council Committee Minutes and Reports
Performance Indicators
Annual School Census Returns
Revenue Budget Submissions/ Minutes
Devolved Scheme of Management
Corporate Energy Policy
Management Monitoring Reports
Security Policy
IT and MIS Strategy
Best Value Policy and reports
Minutes of Meetings, Visits and Comparative Information
Quality Improvement Strategy
PPP Feasibility Study
SMT Minutes and Strategy Days
Contract Arrangements

4.2   Financial management

SMT Minutes
Finance Committee Minutes
Expenditure Monitoring Statements and timetable
Finance Policy
Council's Three Year Budget
Committee Reports

Published Reports to Boards
Council's Financial Regulations and Admin Manual
DSM Scheme and Training Materials
Management Reports
Departmental Action Plan
Self Assessment Audit Programme
Pilot Report

5.   **Performance monitoring and continuous improvement**

5.1   **Measuring, monitoring and evaluating performance**

HMIE Inspection Report on the Education Functions of Dundee City Council
HMIE School Reports
Department Development Plan
Education Department Service Plan
Quality Improvement Strategy
Quality Improvement Manual
School Reviews
Head Teacher Reviews
Schools' Standards & Quality Reports
SEED Statistics
EFQM
QDTs
IPA Strategy
Best Value Reviews

5.2   **Continuous improvement in performance**

Quality Improvement Strategy
Service Plan updates
SEED Statistics
Updates on Best Value Reviews

List Of Abbreviations

A number of abbreviations are used in this report. Below is a list of these abbreviations, with their meanings.

BSS	Behaviour Support Service
DEPS	Dundee Educational Psychology Service
DSM	Devolved School Management
EA	Education Authority
EDS	Educational Development Service
EFQM	European Foundation of Quality Management
ESM	Education Services Manager
HMIE	Her Majesty's Inspectorate of Education
HSSS	Home School Support Service
HT	Head Teacher
ICT	Information and Communication Technology
IPA	Improving Pupil Achievement
IT	Information Technology
LIFE	Learning is for Everyone
MIS	Management Information System
NRDD	Neighbourhood Resources and Development Department
PIPS	Performance Indicators in Primary Schools
PPP	Public Private Partnership
QDT	Quality Development Team
READ	Raising Early Achievement in Dundee
RSNO	Royal Scottish National Orchestra
SCRA	School Co-ordinator, Raising Achievement
SEBD	Social, Emotional and Behavioural Difficulties
SEED	Scottish Executive Education Department
SMT	Senior Management Team
SQA	Scottish Qualifications Authority