

REPORT TO: DUNDEE CITY COUNCIL EDUCATION COMMITTEE

REPORT ON: NATIONAL PRIORITIES IN EDUCATION - IMPROVEMENT OBJECTIVES 2005 - 2006

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 212-2006

1.0 PURPOSE OF REPORT

1.1 This report brings to the attention of the Education Committee the National Priorities Improvement Objectives set out by the Education Department for 2005 - 2006

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

i) note the Education Department Improvement Objectives for 2005 - 2006

and

ii) require the Director of Education to bring forward annually an update of these Improvement Objectives and progress towards them.

3.0 FINANCIAL IMPLICATIONS

3.1 The work on National Priorities is integrated into the Education Department's Development Plan 2005 – 2008 and is supported by funding from the Scottish Executive under the National Priorities Action Fund

4.0 LOCAL AGENDA 21 IMPLICATIONS

4.1 The National Priorities include a particular focus on Values and Citizenship. In this area schools will work with pupils to help them develop an awareness of their interdependence with others and with society and to teach them the duties and responsibilities of citizenship in a democratic society

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

- 5.1 Inclusion and Equality is one of the five National Priorities in Education. This focuses on the need to promote equality and to help every pupil benefit from education.
- 6.0 REPORT**
- 6.1 The National Priorities in Education were introduced as part of the Standards in Scotland's Schools Act 2000. They were developed by the Scottish Executive in consultation with Local Authorities and the wider education community. The five National Priorities include *Achievement and Attainment*, but also look at the *Framework for Learning, Inclusion and Equality, Values and Citizenship* and importantly *Learning for Life*. The National Priorities set out the key areas of development in Scottish education over the coming years. The National Priorities accord well with Dundee City Council's commitment to provide a broad range of educational experiences for all pupils.
- 6.2 All Education Authorities in Scotland are required to take account of the National Priorities in their future plans and to publish details of their Improvement Objectives which demonstrate how they will make progress in each of the key areas of the National Priorities.
- 6.3 The Education Department has recently implemented its Development Plan for 2005 – 2008. This sets out the major developments which the Department is proposing to undertake over the coming years. The Development Plan takes account of the National Priorities and indicates the key improvement objectives which will help deliver the National Priorities.
- 6.4 This document summarises the National Priorities Improvement Objectives identified by the Education Department through its Development Plan. It does not cover all of the Targets for the Education Department only those which will contribute directly to delivering the National Priorities.
- 7.0 CONCLUSIONS**
- 7.1 The National Priorities represent five broad areas of development in education. They have helped to broaden the national improvement agenda to include not only academic attainment but a wide range of life skills and experience which young people will require for the 21st Century. In doing so they build on and support Dundee City Council's initiatives to ensure that all of its young people achieve to their highest potential across a wide range of areas.
- 7.2 The Education Department has integrated the National Priorities into its Development Plan and will work with schools to ensure that their development plans take account of the National Priorities. Progress towards the Improvement Objectives will be carefully monitored at school and City level as part of the Education Department's Quality Improvement Strategy.

- 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 None.

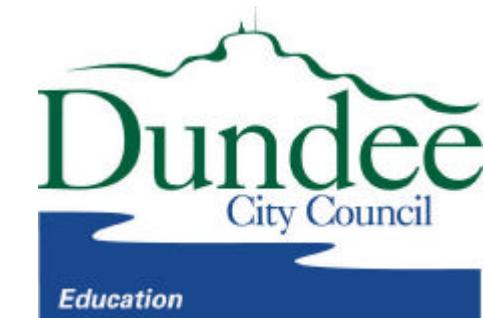
Anne Wilson
Director of Education

8 March 2006



Dundee City Council Education Department

National Priorities for Education



Improvement Objectives

February 2006

*This document should be read in conjunction with the
Education Department Development Plan 2005 - 2008*



National Priorities for Education Improvement Objectives 2006

Introduction

The National Priorities in Education were introduced as part of the Standards in Scotland's Schools Act 2000. These five broad areas include *Achievement and Attainment*, but also look at the *Framework for Learning, Inclusion and Equality, Values and Citizenship* and importantly *Learning for Life*. I welcome the commitment to a broad range of educational experiences which the National Priorities represent.

Dundee, like all Education Authorities in Scotland, is required to take account of the National Priorities in their future plans and to publish details of their Improvement Objectives which demonstrate how they will make progress in each of the key areas of the National Priorities.

I am very pleased to introduce the Improvement Objectives for the Education Department for 2005 – 2006. The Education Department has recently completed its Development Plan for 2005 – 2008. This sets out all of the major developments which the Department is proposing to undertake over the next three years. The Plan takes account of the National Priorities and indicates the key improvement objectives which will help deliver the National Priorities.

This document summarises the National Priorities Improvement Objectives from our Development Plan. It does not cover all of the Targets for the Education Department many of which will contribute to delivering the National Priorities. I would emphasise that for a fuller explanation of the Department's work and priorities readers should refer to the Department Development Plan 2005 – 2008.

Continuous improvement is at the heart of the work of the Education Department. It is a key feature of the Development Plan and is highlighted in these Improvement Objectives. Through continuous improvement we aim to provide a better experience for all our learners and to equip them with the skills and qualifications which will give them better life chances.

The Improvement Objectives represent a challenge to everyone in the Education Department to be continually seeking ways to improve the quality of the service which we deliver to young people. A key aim for us is to build effective partnerships. I am confident that with the partnership and support of staff, pupils and parents we will continue to make progress in our improvement objectives over the next three years.



Anne Wilson
Director of Education

The National Priorities for Education

Five National Priorities for 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.

Strategic Statement

Dundee City Council Education Department remains committed to developing and improving the academic attainment of all pupils. Developing the learning skills of our young people must continue to be a key priority if they are to be well prepared and well qualified to move on to further and higher education, to work and to lifelong learning. The Education Department will focus in the coming years on developing learning in our classrooms and making all learners more effective. This is a central feature of our Learning Strategy, *Learning Together in Dundee*. However attainment must be seen as part of a broader range of achievement which develops in our young people an aspiration to succeed and the opportunity for success across a wide spectrum of endeavour. This would include academic attainment, but also sporting and artistic achievement and opportunities for personal challenge in areas such as outdoor education.

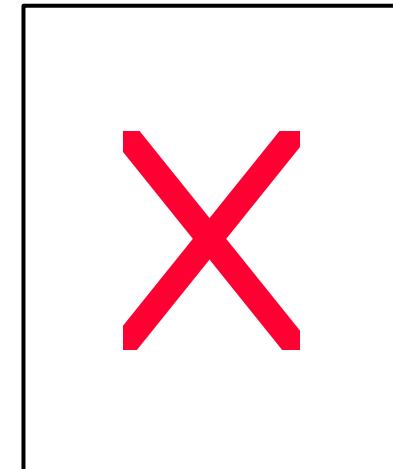
Personal and social skills enable our young people to communicate effectively, to work with others and to adapt flexibly to a rapidly changing world. These skills are highly prized by employers and schools will work with young people to develop these skills both in the formal curriculum and through personal and social development, enterprise education and areas of the informal curriculum such as clubs, after school activities and outdoor activities.

The Education Service offers all pupils a broad and balanced curriculum, which seeks to maximise their potential. Provision should also be inclusive and address the needs of all pupils. Very considerable work has taken place to develop additional provision for SEN and SEBD pupils across the City. A priority for the Department is to take this development forward.

Parents and carers play a crucial role in the education process. The Education Department is committed to strengthening this role by communicating more effectively with parents and carers as part of our Communication Strategy, *Informed and Involved*. We will also seek to involve parents more closely in the learning process. This will also have a positive impact on attainment and is a key priority for the Department.

The success of Dundee City Council in delivering high quality education rests with the staff at all levels across the Department. The improvements in schools which have been made over the last three years have been entirely due to the efforts of teaching and support staff. It is crucial therefore that our processes for communicating with staff and for training and supporting them in their work are of the highest quality. This is a major ongoing priority for the Department.

Quality Improvement is at the heart of everything which we do. We will continue to improve the processes by which we monitor our current performance levels and set targets to improve the quality of outcomes for pupils. Rigorous evaluation of our performance will help us all to identify the steps which will lead to continuous improvement in Dundee schools and to ensure that the National Priorities set by the Scottish Executive are achieved.



Our Aims

The Education Department has a number of key aims. These aims guide the work of the department and are taken forward through the Department Development Plan. The aims also take into account the National Priorities in Education. The aims are reflected in Action Plans which outline the detailed work of the Department.

These are the shared aims for all of us in the Education Department. Every member of staff has a key role to play and a valuable contribution to make in achieving these aims.

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

Achievement

- ***ensure that all learners achieve their highest potential***
- ***ensure equality of opportunity for all***
- ***raise aspiration by promoting confidence and self esteem in all of our pupils***

Ethos

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

Partnership

- ***work in partnership with the home, the community and other services***
- ***ensure that all services achieve best value consistent with high quality educational provision***

**National Priorities for Education
Improvement Objectives 2006**

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.

Progress to Date	Over the last 5 years attainment in primary schools has risen 5% in Reading, 9% in Writing and 7% in Mathematics. Almost 8 out of ten pupils are now achieving the appropriate levels of attainment for their age. Over the same period secondary schools have improved their performance by 8% in Reading, 5% in Writing and 14% in Mathematics. At Standard Grade the number of pupils gaining General and Credit awards has risen by 4% in this time.
Improvement Strategies	Improving Attainment remains a key priority for the Education Department. A key to achieving this will be the introduction of Learning Together in Dundee in all schools and classes. This will focus on improving learning through developing classroom practice and better engagement of pupils in the learning process through the use of formative assessment. Support to schools will focus on key aspects of literacy and numeracy and will be targeted on schools where attainment is low.

Outcome 1: Increased levels of numeracy and literacy

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
1.1A	% of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate 5-14 level for their age – reading, writing and maths.	To implement LTID in all classes. Targeted programmes to support improvement in Language and Mathematics. Support strategies focus on improved attainment in Reading and Writing P1 – S2.	<ul style="list-style-type: none"> Evaluations in Primary Schools against QI 1.1, 1.2 and 2.1 show average of 3.5. Target is continued progress towards level 5 or better.
1.1B	% of S2 who have met or exceeded level E in reading, writing and maths, by the end of S2.	Reduction in content of 5-14 Environmental Studies to allow greater focus on effective learning and on Language and Mathematics in Primary Schools.	<ul style="list-style-type: none"> SSA shows attainment in Language and Mathematics 5-14 to match or exceed performance of comparable EAs.
1.1C	% of original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in English and Maths.	Web based information system is introduced in all schools and provides improved pupil progress information. Focus on tracking and intervention with the lowest attaining 20% of pupils and NEET group.	<ul style="list-style-type: none"> 9 out of 10 pupils achieve qualification in English and Maths. DCC schools match or exceed group average of comparable schools in SQA attainment.

**National Priorities for Education
Improvement Objectives 2006**

Outcome 2: Improved examination results

Measures/indicators		Key Education Authority Targets and Actions	Success Criteria
1.2A	% of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 3 or better (3 year average).	Implement LTID in all secondary schools and subject departments. Implement improved pupil tracking and target setting in all Primary and Secondary Schools.	<ul style="list-style-type: none"> • DCC schools match or exceed group average of comparable schools in SQA attainment.
1.2B	As above, at SCQF level 4 or better – target to be set.	Identification of under-achieving subject areas or specific departments in schools. Schools required to provide improvement plans where appropriate.	<ul style="list-style-type: none"> • DCC matches or exceeds performance of comparable EAs.
1.2C	As above, at SCQF level 5 or better – target to be set.	Targeted support from EA to under-achieving subject areas or specific departments.	<ul style="list-style-type: none"> • The Education Dept, schools and services have accurate self-evaluations against QIs which are validated by internal and external audit.
1.2D	As above, 1+ awards at SCQF level 6 or better – target to be set.	To implement a revised Quality Improvement Strategy which ensures that the Education Dept and all schools and services have a comprehensive system of self-evaluation against appropriate quality indicators.	<ul style="list-style-type: none"> • Evaluations in Secondary Schools show average for QI 2.1 as 3.2. Target is continued progress towards level 4 or better.
1.2E	As above, 3+ awards at SCQF level 6 or better – target to be set.		
1.2F	As above, 5+ awards at SCQF level 6 or better – target to be set.		
1.2G	<i>Overall quality of attainment. (HGIOS)</i>		
1.2H	<i>Expectations and promoting achievement. (HGIOS)</i>	City wide staff development focus on QIs 3.3 <i>Pupils learning experiences</i> and 5.2 <i>Expectations and promoting achievement</i> . To implement an IPA Strategy to support schools in improving pupil achievement. Improved sharing of good practice through LTID Forum, LTID, Tutors, IPA Conferences, Schools Awards Ceremony.	<ul style="list-style-type: none"> • Introduction of LTID Teacher Tutors impacts on evaluations of Learning and Teaching QIs.. • All schools show progress in self evaluation against QI 5.2 <i>Expectations and promoting achievement</i>. Current average 3.1. Target is level 4 or better.

**National Priorities for Education
Improvement Objectives 2006**

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.

Progress to Date

Programme of SD&R for teaching and support staff now in place in all schools. All staff have CPD Plan. The range of CPD for teaching and support staff has been extended. Since the launch of CPD Online uptake has increased by 15%. An extended programme of management training is being developed for all SMT and PTs. There is evidence of improved provision of school based inservice and of effective collaboration between groups of schools and school clusters to take forward key strategies. The Attendance Management Group has been established to carry out intensive work with entrenched absence from school.

Improvement Strategies

Extend provision of CPD Online and evaluation of outcomes from CPD to ensure maximum impact on staff and pupils. A key focus will be to provide an effective range of CPD in the areas of learning and teaching and behaviour management and ensure that this reaches all staff. The Managing Disruptive Behaviour Guidelines will be implemented in all schools, including the use of onsite behaviour support. The Department will also conduct a pilot in the use of Restorative Practice techniques.

Outcome 1: Continuing development of teachers' skills

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
2.1A	New measure of Continual Professional Development (CPD) in development in the light of CPD Framework.	To extend the range of CPD available to teachers through CPD Online. Key areas of focus will be improvement to learning through LTID, Behaviour Management strategies, and the development of leadership skills for middle and senior managers.	<ul style="list-style-type: none"> • CPD Online shows increased uptake in targeted areas. • Online evaluations of CPD provision, in targeted areas show increased impact on staff and pupils. • School / EA evaluations of Learning and Teaching QIs shows evidence of impact. • The Authority and all schools within the city will work towards achieving a Level 5 in QI 6.6, <i>Continuing Professional Development of Teachers' Skills</i>.
2.1B	<i>Staff review and development. (HGIOS)</i>		

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Outcome 2: Increased self-discipline of pupils

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
2.2A	Levels of attendance	<p>Continue to implement the Attendance Initiative</p> <p>Introduce GroupCall into all secondary schools</p>	<ul style="list-style-type: none"> • Schools monitor consistently and robustly attendance levels, and pursue cases of non-attendance • Average levels of attendance across the city show an increase in both primary and secondary sectors
2.2B	Number of days lost per 1000 pupils through exclusion	<p>All primary schools make arrangements for effective onsite support and all secondary schools develop onsite support bases</p> <p>Issue revised exclusion guidelines</p> <p>Implement new guidelines on Managing Disruptive Behaviour</p> <p>Develop a Restorative Practice pilot in two secondary schools</p>	<ul style="list-style-type: none"> • Evaluation indicates a good understanding of the policy and processes of exclusion • There are fewer appeals against exclusion • There is a continuing reduction in the average length of exclusions • Evaluation indicates a reduced level of tension and conflict in Restorative Practice pilot schools
2.2C	Number and % of pupils participating in buddying, mentoring or similar schemes to be locally defined as appropriate.	<p>Introduction of LTID in all classrooms will promote peer learning and buddying.</p> <p>Share good practice in buddying and mentoring across stages and sectors.</p>	<ul style="list-style-type: none"> • All pupils have opportunities to take part in buddying schemes. • Monitoring through School Review shows impact on pupils.
2.2D	<i>Climate and relationships. (HGIOS)</i>	<p>Introduction of LTID has impact on classroom relationships and ethos.</p> <p>Improved pupil and staff consultation arrangements has impact on school ethos.</p>	<ul style="list-style-type: none"> • School evaluation against QI 5.1 <i>Climate and Relationships</i> moves from current average of 3.5 to 4 or better.

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Improvement Objectives 2006**

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

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
2.3A	Pupil:adult ratio in primary schools – target to be set.	Staffing provision takes account of target ratio of 1:15 in primary schools.	<ul style="list-style-type: none"> Maintain target of 1:15 ratio.
2.3B	% of schools (primary and secondary separately) classified as Health Promoting Schools – no target.	<p>All schools take part in the HPS Awards scheme.</p> <p>Extend HPS Awards scheme to early years establishments.</p> <p>Implement Quality of Life funding projects – “green machine” vending facilities in schools, supported toothbrushing and HPS leaflet for parents.</p> <p>All schools have the opportunity to bid for funding to support development of HPS.</p>	<ul style="list-style-type: none"> All primary and secondary schools will achieve accreditation to at least Bronze level of HPS awards by June 2008. “Green machines”, supported toothbrushing and HPS leaflet implemented by June 2008. Increased number of schools receive support through HPS funding.
2.3C	% of schools (primary and secondary separately) with quality award or applying a quality model – no target.	To achieve in partnership with staff in schools /services and other departments/agencies the Investors in People (IIP) Award as appropriate.	<ul style="list-style-type: none"> All staff are reviewed as part of Staff Development & Review. Schools achieve IIP as appropriate.
2.3D	<i>Accommodation and facilities (incl no of schools with pupil support bases). (HGIOS)</i>	Production and implementation of School Estate Strategy (Building Our Future – Scotland’s School Estate).	<ul style="list-style-type: none"> Feedback from stakeholders identifies positive impact of strategy on quality of estate management Schools’ self-evaluation against QI 6.1 shows positive improvement The number of schools meeting defined minimum accessibility standards is increased

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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.

Progress to Date	There is an increasing percentage of looked after children leaving school with qualifications in English and Maths at SCQF Level 3 or better. Implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 has been very effective and has led to productive work with other Council departments and external partners. The first Accessibility Strategy (2003 – 2006) has seen an increase in the number by establishments accessible by children, young people and adults with support needs. The roll out of Integrated Community Schools is well established and will be complete by April 2006.
Improvement Strategies	The new Department Plan contains the important objective of Supporting Children and Young People. This includes a commitment to deliver the Executive target of having every school contribute to integrated children's services by April 2007 and also to support all children with additional support needs through joint programmes of assessment and intervention. The evolution of Joint Action Teams will also establish clear referral criteria and an appropriate range of disposals for the most vulnerable and/ or challenging young people. In the area of Autistic Spectrum Disorder we will continue to develop outreach strategies to enable more young people to access mainstream opportunities.

Outcome 1: Every pupil benefits from education

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
3.1A	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)	<p>Increase the percentage of looked after children (LAC) leaving schools with greater levels of attainment</p> <p>Continue to contribute to a corporate multi-agency discussion forum on LAC</p> <p>Enhance the link teacher provision for LAC</p> <p>Develop a revised joint policy with Social Work and Health</p> <p>Maintain and use IT data to identify under-achieving LAC</p>	<ul style="list-style-type: none"> • Show an improvement of 5% over the period 2005-08 in the number of young people leaving care who have attained SCQF level 3 or above in English and Maths • All schools fully understand and implement the revised joint policy
3.1B	The average tariff score of the lowest attaining S4 pupils in the authority –	Maintain and use IT data to identify the lowest attaining pupils in the whole school population	<ul style="list-style-type: none"> • The formulation of a strategy is discussed and agreed by the end of

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	target to be set (national targets already exist)	Develop a cross-city strategy to improve the attainment of those identified	2006
3.1C	% of pupils (primary and secondary sectors separately) who are entitled to free school meals according to DWP data and % who take them up.	Develop improved data sharing arrangements which will remove the necessity for those entitled to free meals to specific separate application for provision	<ul style="list-style-type: none"> Increased uptake of free meals and closer match between entitlement and uptake.
3.1D	<i>Equality and fairness (HGIOS)</i>	<p>Education Department Equality Action Plan now in place.</p> <p>Staff development Programme in key aspects of equality for all staff.</p>	<ul style="list-style-type: none"> School self evaluation against QI 5.3 <i>Equality and fairness</i> shows average of 4 or better.
3.1E	% of schools adopting the New Community School approach	<p>Establish Cluster Support Teams in all clusters.</p> <p>Continue to develop multi-agency Joint Action Teams in all secondary schools and in all early years/primary clusters</p>	<ul style="list-style-type: none"> All schools contribute to integrated children's services by April 2006 Cluster Support Teams are operational in all clusters and are developing a range of joint initiatives and projects to enhance the learning experience of children and young people and their families The revised functions of Joint Action Teams are known and understood by all staff.

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

3.2A	New measure on access to education for pupils with disabilities is under development	Continue to develop strategies to promote inclusion and ensure every pupil benefits from education	<ul style="list-style-type: none"> Implementation of Equality Action Plan All schools make appropriate progress towards improvement objectives for QIs 4.5, 4.6 and 4.7 Inclusion policy statement is produced, agreed and implemented
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3.2B	Breakdown of placement of primary and secondary school pupils with SEN (special unit, mainstream, etc.) by proportion of time spent there target to be set (national targets already exist)	<p>Conduct an annual audit of placements of pupils with disabilities</p> <p>Review and identify the needs of individual pupils</p> <p>Undertake moderation exercises in the implementation of the revised Stages of Assessment & Intervention</p>	<ul style="list-style-type: none"> • IEPs and CSPs contain specific targets indicating an appropriate balance between specialist and mainstream provision • All staff are aware of the revised IEP format, and all relevant staff are trained in its use
3.2C	<i>Learning support (HGIOS)</i>	<p>Implement the Education (Additional Support for Learning) (Scotland) Act 2004</p> <p>Develop and deliver mainstream autism outreach support training</p>	<ul style="list-style-type: none"> • All schools make appropriate progress towards improvement objectives for QIs 4.5, 4.6 and 4.7 • The Support for Learning policy and procedures are reviewed and re-drafted • All mainstream schools with autistic pupils are appropriately supported to deliver an enriched educational experience for those pupils • Evaluation shows staff are more confident working with pupils with Autistic Spectrum Disorder (ASD) • All specialist provisions for ASD are accredited through the National Autistic Society's accreditation programme or similar
3.2D	<i>Implementation of SEN and disability legislation. (HGIOS)</i>	See above.	See above.
3.2E	<i>Placement of pupils with SEN and disabilities. (HGIOS)</i>	See above.	See above.

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

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
3.3A	Number and % of written requests for Gaelic medium teaching met within the	Identify appropriate strategies to meet requests for Gaelic medium teaching.	All appropriate requests are effectively addressed.

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	authority or elsewhere, by academic year.	
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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.***

Progress to Date Considerable work has been done to develop Citizenship in schools. It is crucial that schools see this as integrating into their work across the curriculum and not as a discrete area. To this end illustrations have been prepared and shared with schools showing how Citizenship can be integrated into key curriculum areas such Environmental Studies.

The launch of the Education Department Communication Strategy Informed and Involved marked a major step forward in building links with parents, School Boards and the community. While in the area of Eco-schools 5 schools have achieved the award and a number are close to doing so.

Improvement Strategies The Education Department will continue to promote citizenship at all levels of school life by involving pupils more in the learning process, in working collaboratively with their peers and in the work of the school community. An important element of the Department's Communication Strategy is to ensure that the voices of pupils, staff and parents are heard and responded to. All schools will therefore survey these key stakeholders in the coming session.

Outcome 1: Increased respect for self and others.

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
4.1A	% 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. Measure to be revised	Continue to develop opportunities across the curriculum for pupils to show care for others and to develop the skills of active citizenship. Share good practice across schools.	<ul style="list-style-type: none"> • All schools have a programme of opportunities for the development of Citizenship across all stages. • Evaluations from pupils, staff and parents identify improvement in the areas of active citizenship.
4.1B	Personal and social development. (HGIOS)	All schools have guidance on integrating Citizenship across the curriculum.	<ul style="list-style-type: none"> • Schools demonstrate continuous improvement in self evaluation against QI 4.2 Personal and Social Development.

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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	Success Criteria
4.2A	Measure on the links between schools and the local community is in development.	Implement "Next Steps" identified in the Education Department Communication and Consultation strategy. Monitored through School Review Process. Strong links with local community evidenced through School Review Process.	All schools have in place a relevant consultation and communication strategy. Evidence from school review indicates strong links with the local community.
4.2B	% 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. Measure to be revised.	Continue to develop opportunities across the curriculum for pupils to show care for others and to develop the skills of active citizenship. Share good practice across schools.	<ul style="list-style-type: none"> • All schools have a programme of opportunities for the development of Citizenship across all stages. • Evaluations from pupils, staff and parents identify improvement in the areas of active citizenship.
4.2C	% of schools participating in the Eco Schools Award or similar accredited environmental award.	Continue to support and develop the Eco Schools Initiative. Share good practice from 5 schools who have achieved the award.	<ul style="list-style-type: none"> • All schools working towards Eco Schools Award.
4.2D	New measure on citizenship is in development.	All schools have guidance on developing Citizenship across the curriculum.	<ul style="list-style-type: none"> • Schools demonstrate continuous improvement in self evaluation against QI 4.2 <i>Personal and Social Development</i>.

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4.2E	<p><i>Partnership with parents, the School Board and the community. (HGIOS)</i></p>	<p>Implement "Next Steps" identified in the Education Department Communication and Consultation strategy. Monitored through School Review Process.</p> <p>Use ongoing developments in the Scottish Schools (Parental Involvement) Bill to plan, inform and promote involvement with the whole parent body.</p> <p>Plan and implement opportunities for parents to have active dialogue in the development of departmental policy and strategy.</p>	<ul style="list-style-type: none"> • All schools have in place a relevant consultation and communication strategy. • Evidence from school review indicates strong links with parents. • Fulfil requirements under legislation to increase parental participation in schools. • School self-evaluations against QI 5.4 <i>Partnership with parents, the School Board and the community</i> show continued improvement.
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**National Priorities for Education
Improvement Objectives 2006**

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.

Progress to Date

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. The Education Department's skills for life programme continues to be extended and the Modern Apprenticeship Programme now includes a wider range of careers. The ECDL programme has also been successful with a high uptake among pupils and teachers. As a result of the excellent links with Dundee College, transfer to FE continues to be one of the highest in Scotland.

The N2 Sports and Active Schools programmes have now impacted on all schools across the City and the Arts programme has also grown with wider opportunities for young people in singing, instrumental music and the theatre arts.

Improvement Strategies

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

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
5.1A	% 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. Measure to be reviewed.	To ensure that all pupils leaving Dundee schools have appropriate qualifications in ICT.	<ul style="list-style-type: none"> • 80% of pupils have Core Skill IT, ECDL or other appropriate IT qualification by end of S6.
5.1B	% of school leavers destined for employment, training, education (higher and further) and other – target to be set for higher education.	To continue to develop and implement a Skills for Life Strategy to support pupils moving from school to work, training and FE/HE.	<ul style="list-style-type: none"> • 2% decrease in number of pupils leaving school and unemployed. • 3% increase of school leavers destined for training/employment.
5.1C	Proportion of pupils from P1 to P7 and S1 to S6 participating in cultural, sporting and learning activities outside the core	Arts and culture strategy in place to provide all pupils 3-18 with a range of opportunities to participate in the arts and cultural activities.	<ul style="list-style-type: none"> • Arts and culture strategy provides range of opportunities for all pupils.

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	curriculum – type of activities to be locally defined as appropriate.	participate in the arts and cultural activities. Active schools scheme in operation with defined targets for participation	<ul style="list-style-type: none"> • Active Schools targets met or exceeded.
5.1D	<i>Pupils' learning experiences. (HG/OS)</i>	To implement a revised Quality Improvement Strategy which ensures that the Education Dept and all schools and services have a comprehensive system of self-evaluation against appropriate quality indicators.	<ul style="list-style-type: none"> • The Education Dept, schools and services have accurate self-evaluations against QIs which are validated by internal and external audit. • Evaluations show improvements against appropriate QIs for National Priorities 1.2G, 3.1D and 5.1D.
5.1E	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.	To implement the NOF Sport for All programme in schools.	<ul style="list-style-type: none"> • Schools achieve target figures for pupil activity uptake.
5.1F	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.	<p>All primary pupils now have at least 2 enterprise experiences.</p> <p>Staff development for all staff on opportunities for enterprise within the primary and secondary curriculum.</p> <p>Provide tutor support to all staff to take forward LTiD and enterprising learning.</p>	<ul style="list-style-type: none"> • All pupils have the opportunity for 1 enterprise experience at each stage of their primary education. • Enterprise opportunities are embedded within the curriculum in all secondary schools.

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

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
5.2A	New measure to be developed after additional consultation with key stakeholders.	Measure to be developed in light of national advice.	