

**REPORT TO: EDUCATION COMMITTEE – 16 MAY 2005**

**REPORT ON: EDUCATION DEPARTMENT STANDARDS AND QUALITY  
REPORT 2003-2004**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 217-2005**

## **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 2003-2004.

## **2.0 RECOMMENDATIONS**

2.1 The Education Committee is recommended to:

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

## **3.0 FINANCIAL IMPLICATIONS**

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

## **4.0 LOCAL AGENDA 21 IMPLICATIONS**

4.1 Nil

## **5.0 EQUAL OPPORTUNITIES IMPLICATIONS**

5.1 Nil

## **6.0 REPORT**

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

Education Department in Quality Management in Education. Other sources of evidence of progress include the attainment of pupils, measures of pupil attendance and transfer rates from school to further and higher education.

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

## **7.0 CONCLUSIONS**

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

## **8.0 CONSULTATION**

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

## **9.0 BACKGROUND PAPERS**

- 9.1 None

ANNE WILSON  
Director of Education

29 April 2005

AW/LW

**DUNDEE CITY COUNCIL**

**A REPORT ON STANDARDS AND QUALITY IN EDUCATION**

**2003-2004**

## INTRODUCTION

I am pleased to present Dundee City Council's third Standards and Quality report. This report outlines some of the major developments that have taken place in education in the City during 2003-04.

Dundee City Council has always taken a broad view of achievement. This report sets out to strike a balance between academic attainment, achievement and the personal development of the individual.

The education of young people is not a mechanical process. We have a responsibility to recognise the individual learning needs and styles of every young person in the City. Only by acknowledging this diversity can we provide them with the best possible opportunity to develop and fulfil their potential.

There is an equal responsibility invested in each of our young people to engage with their school, teachers and fellow pupils in aiming towards that shared goal. The responsibility of parents to encourage their children and to fully involve themselves in their education cannot be over-emphasised.

I trust that you will find this report illuminating, and will join with me in praising the efforts made by every school, every member of staff and every pupil acknowledged here.

Yours sincerely

Anne Wilson  
Director of Education

The quotes which appear throughout this report are selected from inspection reports and follow-through inspection reports on Dundee schools published by Her Majesty's Inspectorate of Education (HMIE) during the 2003-2004 school session.

*"After two years, considerable progress had been made" Dundee City Council*

## **THE NATIONAL PRIORITIES IN EDUCATION**

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

### ***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.

### ***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.

### ***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.

### ***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.

### ***Learning for Life***

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

Full details of the measures used to identify progress on the National Priorities are given at Appendix I.

*"high quality provision for pupils with autistic spectrum disorders" Hillside Primary*

## HOW DO WE KNOW?

The evidence for this report has been gathered from a range of sources:

Analysis of school development plans

Monitoring and evaluation visits to schools

Analysis of attainment data

Analysis of attendance statistics

Reports to Dundee City Council's Education Committee

Audit by the Department's Quality Development Teams

Audit using the European Foundation for Quality Management's quality mechanisms

Service plans and improvement plans for the authority

Surveys of parents

National Priority profiles from schools

HMIe follow-up report on the education functions of Dundee City Council (August 2003)

Schools' standards and quality reports

Analysis of HMIe reports of Dundee City Council schools (August 2003-June 2004)

Evaluation of courses, conferences and seminars

Benchmarking information with other local authority education services in Scotland

Audit Scotland's Performance Indicators related to education

*"clearly focused on the improvement of attainment"*

*Dundee City Council*

# PROGRESS REPORTS ON THE NATIONAL PRIORITIES IN EDUCATION

## ***National Priority 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.***

While the Education Department is committed to a broad view of educational achievement, improving attainment continues to be a key priority. The Education Department's Quality Improvement Strategy has helped schools to monitor progress in the area of attainment, to set meaningful improvement targets and to monitor progress towards those targets. Some of the key developments during the 2003-2004 school session have been:

- Dundee City Council's Improving Pupil Achievement (IPA) Strategy has been in place since 1998 and is updated annually.
- All schools now have systems to celebrate success and develop an ethos of achievement both of which are fundamental to Improving Pupil Achievement.
- The Improving Pupil Achievement Manual with over 100 case studies of interesting practice is now on the Council's intranet. Staff development activities have been offered to help share good practice.
- An assessment co-ordinator was appointed in 2003 to support Learning Together in Dundee (LTiD). (Assessment is for Learning)
- A wide range of staff development activities was offered to support achievement and attainment including:
  - A forum of formative assessment strategies was held over three evenings for classroom practitioners;
  - A one day conference on formative assessment for classroom practitioners took place in 2003;
  - IPA conferences focussing on Assessment is for Learning were held for senior managers in 2003 and 2004
- There are three cluster initiatives in Assessment is for Learning. These are being extended to share good practice.
- Access 3 and Intermediate 1 courses have been introduced across a range of subjects to replace Standard Grade Foundation level where appropriate.
- A wide range of units are being offered at Access 2 in S3/S4. One secondary school won an SQA centre of excellence award in 2003 for its Access provision for pupils who would find it difficult to achieve Foundation level of Standard Grade.

*"An ethos of fairness and equality permeates the school" St Clement's RC Primary*

- The range of new National Qualifications offered in Dundee schools continues to be extended to meet the needs of the full range of pupils.
- All Dundee secondary schools participate in the Scholar interactive learning programme across a range of subjects at Higher and Advanced Higher Level.
- A survey of curriculum flexibility/enrichment was carried out in S3. Evaluations of innovative practice and how this impacted on achievement and attainment were carried out. Curriculum flexibility is designed to make the curriculum more appropriate to the needs of individual pupils.
- A curriculum map of Access 2 and 3 provision was issued to all schools. This included identification of core skills to enable pupils to achieve a Scottish Group Award at Access 3.
- Over 30 pupils from across secondary schools in Dundee achieved a Scottish Progression Award, Level 2 in Building Crafts in 2004.
- All nursery and primary schools and almost all secondary schools use Assessment Manager and MarkIT to record and report on pupil progress. All secondary schools are developing target setting and tracking systems.
- Using nationally available databases, benchmarking processes have been further developed to enable all schools to evaluate their performance. Schools continue to benchmark themselves against schools within the appropriate FME decile
- All Scottish Qualifications Authority results for secondary schools are analysed by an external consultant. Schools use this data and information on comparator schools to identify strengths and set targets with individual departments.
- Data from a range of sources (HMle reports, school reviews, Standard Tables and Charts, National Priorities, Parentzone) is analysed by the Education Department to evaluate progress towards agreed targets and to identify strengths and areas for improvement on a school, subject and city-wide basis.
- The overall quality of attainment in primary schools shows continuous improvement. Most schools have met or exceeded the average for their comparator schools.
- Secondary schools show continued improvement at SCQF Level 3 (Foundation/Intermediate 1), Level 4 (General/Intermediate 2) and Level 7 (Advanced Higher).
- Evaluations of schools by Her Majesty's Inspectorate of Education (HMle) on the Quality Indicator "Expectations and Promoting Achievement" show that almost all schools are good or very good in this respect.

<i>"pupils were well motivated and keen to learn"</i>	<i>Craigiebarns Primary</i>
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## ***National Priority 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.***

Staff are the most important resource of the Education Department. The support and professional development of staff has been a high priority for the Department. It is also important that schools are healthy attractive environments where staff and pupils can work together as a learning community. Some of the key developments during the 2003-2004 school session have been:

- The staff development and review process has continued to be implemented and revised guidelines have been issued to all teachers.
- Support staff in schools are increasingly involved in the review process.
- A range of school based and authority level continuous professional development (CPD) support has been made available to all schools based on the National CPD framework and How Good Is Our School (HGIOS) Indicators. This is now available to staff via the Department's intranet site.
- CPD plans and records are now being maintained on an annual basis by all staff.
- A Quality Improvement Officer (QIO) responsible for all CPD has been created.
- Staff Tutors have been appointed to support a range of developments in schools.
- A comprehensive programme for probationer teachers has been developed.
- Schools continue to focus on improving attendance as part of the Council's Attendance Initiative. A key element of this initiative is the direct support to schools from the Home School Support Service.
- Local targets continue to be set for attendance and exclusion. Session 2003/2004 has seen an improvement in attendance figures and slight reduction in the number of exclusions.
- Two youth workers have been appointed to all secondary schools to work with young people experiencing difficulties with their schooling. This work will often focus on improving attendance
- The Out of Schools Pass Scheme continues to be implemented and supported by Tayside Police.
- All schools have developed arrangements for alternative provision onsite to support children's needs when experiencing difficulties in their learning and/or behaviour.

*"Pupils' care and welfare needs were a high priority in the school" Powrie Primary*

- The Education Department recognised the positive effects of schemes where pupils provide support and help for other pupils. Almost all schools have examples of good practice in buddying and mentoring schemes, for example Paired Reading, Pupils Helping Pupils and Playground Buddies. Major whole city initiatives such as Health Promoting Schools have the involvement of pupils through buddying and mentoring as a central element.
- Schools continue to develop a range of approaches to promote a positive ethos in relation to climate and relationships. These include LTiD and opportunities for whole-school celebration of achievement.
- Feedback from parent surveys and evaluations from HMle confirms that almost all schools promote a positive ethos for learning.
- All schools have adopted the Health Promoting School Strategy and are now implementing a 3year plan incorporating a range of developments. New posts have been created to provide direction and support in many new initiatives involving Healthy Eating Assistants in the primary schools, Active School Co-ordinators and a Safer Routes to School Co-ordinator.
- The Water for All initiative has been introduced into all primary schools, and fresh fruit is available to P1 and P2 pupils 3 times a week as part of an initiative from the Scottish Executive.
- One secondary school has achieved Investors in People status
- A secondary school achieved runner-up position in the Scottish Schools Ethos Network Award.
- The Education Department at Tayside House, the Educational Development Service and the PPP Project offices based at City House have achieved the bronze SHAW award, and are working towards the silver award.
- The Department continues to use the European Foundation of Quality Management framework to self-evaluate the work of the Department and the results continue to demonstrate improvement.
- Consultation and planning involving the PPP project continue with the first phase of rebuilding and refurbishment due to begin in August 2004.
- The rebuild of Morgan Academy will be completed in time for re-opening in August 2004.

*"the pupils responded well to teachers' high expectations of behaviour and achievement"*                      *Craigiebarns Primary*

## ***National Priority 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.***

A range of strategies has enabled us to pursue our objectives of equality of opportunity and social inclusion. These include the strategies for Attendance and Exclusion, the Education of Looked After Children, the Accessibility Strategy and the Equality Action Plan. Our goal is to build on our current work with children with physical needs and promote further access to the curriculum and to educational buildings, as well as tackling issues of anti-bullying and anti-racism. Some of the key developments during the 2003-2004 school session have been:

- An Accessibility Strategy (2003-2006) has been produced and issued to all schools, along with a Physical Access 'Good Practice Guide'. These provide assistance in appropriately meeting the Department's obligations under the Disability Discrimination Act (1995).
- The review of the Support for Learning SEBD Strategy has led to a raft of action points which are being addressed by the SEBD Standing Group. Sub-groups are working on revisions of Individualised Education Programmes (IEPs) within the authority and also of the Stages of Assessment and Intervention.
- Annual auditing of staff development needs in the area of additional support needs takes place across all schools and educational centres in the authority. This informs the in-service programme for the following session.
- The range of provision for young people with autism continues to be developed, with a new multi-agency Mainstream Autism Strategy being developed to support mainstream schools who are making this specialised provision for the first time. Five of Dundee's autistic specific provisions have now been accredited by the National Autistic Society.
- Conferences and seminars for parents of pupils with additional support needs are being held with increasing frequency, covering areas such as dyspraxia, dyslexia and selective mutism. Work with Afasic Scotland on 'Promoting Positive Partnerships' has led to the production of a Parent Information Pack, giving details of available services within the city.
- The "Kick It, Kick Off" Project was named winner of the 2004 Scottish Education Award in the category "Closing the Gap" which particularly focussed upon local authority initiatives to include and involve all pupils in the learning process.

*"Relationships between staff and pupils are of a very high standard"*  
*St Clement's RC Primary*

## **National Priority 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.***

Schools have placed prime importance in 2003/2004 in appreciating the ethos of NP4. Pupils are given the choice of a number of opportunities to develop their Core skills such as Working with Others and Communication. By taking a strategic overview on the initiatives which are being instigated and creating a programme to link the agendas, primary schools give pupils the opportunity to work together to develop their responsibilities. By giving parents the chance to become active partners in their child's education, schools and parents can work as teams to forward the development of the child. The development of these skills at all levels of their school experience will lead to today's pupils becoming capable and involved citizens. Some of the key developments during the 2003-2004 school session have been:

- The initiative of Learning Together in Dundee was introduced to primary Head Teachers at the Annual IPA conference. The day's activities focussed on teamwork and interdependence. The second day of the conference identified Enterprise, Citizenship, Creativity, Health and Eco schools as the main organisers for a number of curricular initiatives throughout the city.
- The Enterprise Challenge – Celebrating Diversity – involved 95% of Dundee schools. A poster on anti-racism was produced and has been distributed throughout the city. P3 teams have been involved with the Economic Development Department in the challenge to improve the environment.
- The launch of the new Social Studies programme in Environmental Studies 5-14 through People in Society progressively develops Education for Citizenship through the Attainment Outcome of People in Society. Partnerships have been developed with other Council Departments through involvement in Local Agenda 21 Strategies. Resources in Educating for Racial Equality have been integrated into the Social Subjects programme in close co-operation with School Library Service.
- Partnerships with other agencies have involved a close working relationship with the One World Centre and there are plans to link with UNICEF in a programme to promote Global Citizenship and Ethical Enterprise. A new topic on Peru is being developed with a focus on developing international links with ICT and direct contact with educational representatives from the City of Lima
- The majority of primary schools have introduced Healthy Tuck Shops as a joint Health and Enterprise Project operated by upper school pupils.
- Peer support programmes are being implemented in a number of schools through these initiatives.
- Close partnerships have been developed between the Education Department, NHS Tayside, Specialist Health Promotion and Leisure and Arts to implement local and national initiatives.

*"successfully integrated pupils from different ethnic backgrounds" Harris Academy*

- Partnerships have been developed through the Comenius project and links with Wurzburg and Orleans. The Education Department is working closely with the Goethe Institute and the Al Maktoum Institute. Passport to Europe has forged closer links between MLPS and modern languages departments in three clusters.
- Proposals put to primary Head Teachers have been agreed and the structure of Cluster Primary Councils is planned for August 2004. This will involve 10 clusters throughout the city who will liaise with the Secondary Citywide council.
- The Consultation and Communication document has been assimilated into the policies of all schools. Parents will be encouraged through Open Events to have closer links with the schools.
- Parent consultative groups are now well established.
- The annual Lord Provost McManus Award is made to the senior pupil who has made the greatest contribution to the life of the school and the community it serves. Schools are involved in a range of activities which promote and develop citizenship.

*"The Head Teacher had established a very good partnership with parents and had earned their respect and confidence"                      Craigiebarns Primary*

## ***National Priority 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.***

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

Equally important is the need to ensure that pupils have the skills for future employment and make a good transition from school to work, to college or to university as appropriate. It is a key part of Dundee's Community Plan and of the Council's Corporate Plan that the Education Department works with colleges, universities and employers to develop initiatives to support young people into work and continuing education. Some of the key developments during the 2003-2004 school session have been:

- Dundee City Council maintains its commitment to ensuring that all young people have an appropriate range of experiences to equip them for a healthy, fulfilled life.
- The Education Department continues to work with colleges, universities and employers to develop initiatives to support young people into work and continuing education.
- The ICT refresh programme ensures that Dundee continues to meet and exceed national standards for provision in schools. In 2003 Dundee City Council became the first accredited trainer in Scotland for Promethean whiteboards applications.
- Dundee City Council is also an accredited provider of European Computer Driving Licence and over 1,000 Education Department staff have embarked on or have completed the programme.
- All pupils will leave school having had an appropriate experience in ICT. In partnership with Dundee College and the University of Abertay senior pupils will achieve European Computer Driving Licence.
- The Skills for Life Strategy focuses on improving the transfer of pupils to employment, training and FE/HE. Key elements of this strategy include the Apprentice Training Initiative. Delivered in conjunction with Dundee College this now involved over 400 pupils in apprentice training initiatives in Construction Crafts, Hospitality, Automotive Engineering, Care and Hairdressing. In 2004, the first cohort in Construction Crafts achieved Scottish Progression Awards and the first group of Hairdressing apprentices achieved NVQs at Level 1.

*"pupils won awards in National Enterprise Challenge"*

*Harris Academy*

- Transfer to FE and HE is supported through the University of Dundee's access summer school. In addition an extensive menu of link programmes gives pupils access to university and college courses and experiences integrated with their school curriculum.
- Academic Compacts have been developed between Abertay University and S2 pupils in some schools. STEM (Science, Technology, Engineering and Mathematics) is a partnership between the Education Department, Universities, College, Sensation and SET to provide pupils in Dundee schools with experiences in the sciences. This has impacted on over 4,000 primary and secondary pupils.
- The appointment of Cultural Co-ordinators in schools has seen the successful creation of a significant number of opportunities in arts and cultural activities for pupils. These include animation projects, contemporary dance workshops, theatre visits, exploring primary/secondary transition issues through drama.
- Dundee School Arts Festival took place in March 2004 and saw over 6,000 pupils participate over the 3 day event.
- Dundee Schools Music Theatre continues to develop. There are new sections for junior, senior and post development groups. DSMT represented the City at various events including the Scottish Secondary Head Teachers Association Conference and the anniversary celebrations for our twin city Wurzburg.
- Dundee Schools Music Theatre produced a highly successful performance of "Les Misérables – School Edition".
- The Youth Music Initiative, the Scottish Executive's funding through the Scottish Arts Council for pre P6 music tuition, allowed us to offer vocal or guitar tuition to all P4 and P5 pupils. Over 300 pupils took up the offer and commenced either signing or guitar in April 2004. Plans are in place to continue and expand on this provision over the next two years of guaranteed funding.
- The importance of a wide range of pupil experience is recognised in Dundee City Council's Improving Pupil Attainment Strategy. An extensive range of activities in the Arts and Sports are recognised to support the curriculum. Out of School Hours activities including successful Easter schools give pupils the opportunity to extend their experience in the formal and informal curriculum.
- Dundee supports a comprehensive programme of music instruction with twenty-six instructors in primary and secondary schools. A range of orchestras and bands give pupils the opportunity to further develop skills. The extra finance provided through Quality of Life funding allowed a significant increase in the number of instruments available to pupils. In 2003/2004 this has been mainly targeted at string instrument provision with plans to address brass followed by woodwind, including bagpipes, and percussion over the next two years of this funding.

*"Hillside Primary provided a positive and attractive learning environment"*

- The promotion of healthy physical activity is a key element of the City's Health Promoting Schools Strategy. This has a target to increase the physical activity of pupils by 1 hour per week. A range of initiatives has been put in place to meet this target. All primary schools are involved in the Top Play/Top Sport Programme and Active School Co-ordinators work in cluster of schools. Sports co-ordinators in each secondary school work to develop school activities and build links to local clubs and sports associations. The Education Department works closely with Leisure and Arts on a city Sports Development Programme. Water for All is now in all primary schools. Staff and pupils training is available for "The Class Moves" and "Brain Gym".
- Enterprise activity is seen as a key learning experience and helps develop important life skills. Enterprise experiences are available throughout a pupil's career. The Mini Enterprise Challenge gives pupils the opportunity to work with representatives of local businesses. Go for Enterprise targets pupils in P4 - P7, Up for Enterprise targets S1 and S2 and Get into Enterprise targets pupils in S3 and S4. An Enterprise in Education Staff Tutor was appointed to support enterprise activities.
- Youth Enterprise, Business Dynamics and Work Experience Programmes give secondary pupils the opportunity to gain business and enterprise skills and knowledge. Other activities such as Enterprising Mathematics and the STEM project (Science, Technology, Engineering and Mathematics) links the formal curriculum with the world of work.
- The first Focus on Achievement Award ceremony, a celebration of success in Dundee schools and educational services, is planned for September 2004. This event will allow all stakeholders to share in the success of our pupils, staff, schools and services.
- In addition to Out of School Care Clubs and school based study support in secondary schools a wide range of out of school hours activities are also available. The LIFE Project (Learning is for Everyone) established after hours clubs for primary pupils in schools and local libraries across the City. Here pupils can get access to ICT and trained staff to provide support for study and extra curricular activities. The annual Summer School allows senior pupils to consider their learning styles and develop their study skills.

*"The Head Teacher provided very good leadership and encouraged a strong culture of achievement and improvement"*      *Harris Academy*



## **DEVELOPMENTS IN THE EARLY YEARS**

In addition to the developments listed, specific advances have been made in provision for children in the Early Years. Below are listed some of the major advances that have been made during the 2003-2004 school session.

### **Development of Early Education and Childcare Services**

The Education Department has lead responsibility for planning and delivering early education and childcare services. Two key areas of focus across the early years and childcare sector during 2003-4 have been developing more integrated approaches and promoting young children's health and well being.

The key service elements are:

- Sure Start for children aged 0-3 and their families,
- pre-school education for children aged 3 to 5 years,
- childcare services for children aged 0-16,
- support services for young children with additional support needs and;
- a range of services for parents.

### **Developing More Integrated Approaches**

Early education and childcare services have been expanded and developed through a strong partnership approach with service providers in other Council Departments, Health, the voluntary and private sectors. Four new service models have been delivered in partnership with the Social Work Department to deliver integrated pre-school care, education and family support at Woodlea Children's Centre, Kirkton Nursery School, Charleston Primary School and Ardler Primary School.

### **Promoting Young Children's Health and Well-being**

Two Sure Start Health Visitors have been appointed to support and promote children and young families' health in two pilot areas within the east and west of the city. New initiatives include, sports development and coaching within out of school care clubs and physical development activities in nurseries, including Little Gym time, nursery tooth-brushing in partnership with NHS Tayside, development of Healthy Snack Guidance and the establishment of new age appropriate menus in nursery schools to provide young children with a healthy and appetising school lunch.

### **Dundee's Sure Start Strategy**

Dundee has developed a range of services for children at the start of life and their families. In May 2004, 1091 children and 941 families were involved in Sure Start in Dundee. The key elements of the current Sure Start Strategy can be summarised under the following broad categories:

- Centre based provision which includes childcare and broader family support services
- Parent support groups and programmes
- Home Visiting Programmes
- Outreach Service Development

*"Pupils at all stages are achieving 5-14 levels earlier than in previous years"*  
*Brackens Primary*

- Early Intervention Programmes for children aged 2-4
- Sports Development Initiative
- Training and staff development
- Partnership and collaboration across agencies and departments including health

### **Pre-School Education Services**

During 2003- 04 pre-school education was provided to 2,254 children in local authority nurseries and 714 children in private nurseries and playgroups in partnership with Dundee City Council.

All nursery schools and classes and partner providers of pre-school education are now participating in the second phase of a three year pilot HMle and Care Commission inspection process designed to raise standards and quality of pre-school education services. This process has been effectively supported by the development of a new Dundee City Council Quality Improvement Framework, "Improving the Quality of Early Years (3-5) Services in Dundee", aimed at supporting self- evaluation across the National Care Standards and The Child at the Centre.

All local authority nursery schools and 35% of partner nurseries opted into the first phase of the national ICT Early Years Masterclass programme, co-ordinated by Learning and Teaching Scotland. Early years staff teams now benefit from an Early Years ICT Staff Tutor who has developed strategies to strengthen the use of ICT in supporting young children's learning and development.

Stronger links have been established to support links and continuity between nursery and primary schools through delivery of joint in-service on transition, phonological awareness and citizenship delivered in partnership between the READ Team and the Early Years and Childcare Team. A new computer generated City Wide Transition Report for children moving from nursery to Primary One has been developed to provide information to parents and primary schools about children's significant achievements and developmental progress

### **Young Children with Additional Support Needs**

The EYCC team and Dundee Educational Psychology Service have worked in partnership with a range of health service providers to ensure appropriate placement of children aged 3-5 which takes account of the child's support needs, the family preference and the professional views of a range of staff.

The Pre-School Home Visiting Service has been expanded by the deployment of two additional teachers, as part of Dundee's Sure Start Initiative, to provide support to children aged 0-5 with additional support needs and their parents and to smooth transition into nursery placements for children who may find this step particularly challenging.

Two enhanced locations have been established at Woodlea Children's Centre and Kirkton Nursery to support pre-school children with additional support needs in taking up nursery places in their local areas. In order to spread staff expertise more widely across the City, an outreach service has been developed at Frances Wright Pre-School Centre to provide specialist support to children with additional support needs in a range of locations across the city.

*"Attainment in reading, writing and mathematics has risen consistently each year"*  
 St Fergus RC Primary

## Services for Parents

The Early Years and Childcare Team's, Parents Service's Initiative has delivered a range of initiatives to support parent and child learning and play. In particular the Active Learning programme has delivered workshops across the City in a variety of school and community locations to promote parents and children learning together. Between 2003-4, 232 parents and 216 children took part in services delivered as part of the Parent's Services Initiative

The PALS (Parents Altogether Lending Support) Parenting Programme was selected by the Scottish Executive to be Scotland's entry, and was eventually named runner-up for the Alcuin Award made by the European Parent's Association in Vienna.

Baby Rhyme Time has been established in local nurseries, libraries and clinics to bring parents and babies together to support the development of early literacy and networking between parents. This has also supported the national Bookstart initiative. In 2003-4, 143 parents and 146 babies participated in this programme.

*"teachers have a clearer picture of the skills and knowledge they want the children to learn"*  
*Longhaugh Primary*

## HOW IS THE EDUCATION DEPARTMENT PROGRESSING?

### INSPECTION OF THE EDUCATION FUNCTIONS OF LOCAL AUTHORITIES

Dundee City Council was initially inspected by HMle in 2001, and August 2003 saw the publication of the follow-up report. The report focuses upon progress made since the first inspection. HMle state that “progress on the main points for action had been very good” and that “after two years, considerable progress had been made. It was evident that the Department had responded very positively to the initial inspection report and had taken forward the main points for action with determination.”

In the area of improving pupil attainment, HMle found that very good progress had been made. They acknowledge that the authority’s approach has had “a considerable measure of success over the last two years”. The authority’s Improving Pupil Achievement (IPA) good practice manual is seen to have encouraged the sharing of good practice between schools and has had “clear benefits to pupils.”

In the area of provision for pupils with Social, Emotional and Behavioural Difficulties (SEBD) HMle found that the review of provision for pupils with SEBD had “improved significantly” the overall quality of the service. They also found that a good start had been made to improving performance monitoring at off-site centres.

In the area of communication and consultation very good progress had also been made. Key within this is the Department’s strategy document “Involved and Informed”. HMle acknowledge the commitment to consultation shown throughout the progress of the PPP project for the city, and through the newly established Parent Consultative Group. They also acknowledge the positive impact of the advice and conciliation service offering advice and support to parents. HMle found that “The Authority’s commitment to taking account of the views of stakeholders and willingness to adjust plans or procedures if appropriate, had made a positive impact on the quality of service provided”

Improvements in resource and financial management were “very good”. HMle found that over the last two years improvements “had significantly enhanced processes and procedures.” The development of the Department’s intranet site, improvements in property maintenance arrangements and increased financial information for Head Teachers were seen as positive developments. All support staff are now included in the staff development and review process. The Department will continue to monitor and improve arrangements in this area.

In the area of performance monitoring progress was also found to be “very good”. HMle found that “comprehensive mechanisms for performance monitoring were now in place at authority, school departmental and stage level.” The range and quality of information available to schools had been improved and this now allows schools to review their own progress and benchmark this against the performance of similar schools locally and nationwide. This in turn allowed schools to set realistic improvement targets.

The report concludes that “As a result of the considerable progress made by the authority, HMle will make no further visits in connection with this inspection.”

*“pupils’ pride in the school had increased”*

*Baldragon Academy*

## **QUALITY MANAGEMENT IN EDUCATION**

“Quality Management in Education” was published by HMle to indicate their view of quality in the provision of education services by local authorities. There are 11 Quality Indicators within “Quality Management in Education” that are used by HMle to evaluate the work of local authorities. These indicators are grouped under 5 themes as follows;

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

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

Quality Development Teams use a range of evidence to monitor Department performance. This includes staff and parent surveys, the European Foundation for Quality Management Survey and HMle Inspection Reports.

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

## STRATEGIC MANAGEMENT

### Quality Indicator 1.1 – Vision, Values and Aims

#### Overall Summary of Performance

**Overall performance in this area is very good**

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

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

promote effective learning and teaching  
raise attainment  
place due emphasis on quality improvement  
promote an ethos of social inclusion

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

#### Key Strengths

The authority’s overall vision, values and aims and the way in which these are communicated to schools and the public

The creative vision accords with national and local agendas and is sufficiently flexible to allow for changing priorities.

The Council’s aims influence the Department’s aims and vice-versa.

The improvement culture, using Quality Indicators, which is the focus of the work of the Department

The use of statistics and benchmarking to analyse the quality of the service

Almost all staff are aware of the links between the vision, values and aims and the quality improvement strategy

National Priorities are assimilated into the quality improvement strategy, via School and Department Development Plans

#### Next steps

Ensure the participation of support staff in strategic development

Continue to promote the culture of consultation with the pupil body in any revision of the aims

Continue to develop collegiate culture and an emphasis on a new professionalism in keeping with the agreement ‘A Teaching Profession for the 21st Century’

Develop the outline Integrated Community Schools roll out programme in co-operation with partner departments and organisations

## STRATEGIC MANAGEMENT

### Quality Indicator 1.2 – Effectiveness of leadership and management

#### Overall Summary of Performance

##### Overall performance in this area is very good

The authority has a clear sense of direction which accords with the corporate framework.

The Director and the senior management team are fully 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 quality improvement.

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 attainment and achievement are actively promoted and the achievements of pupils and staff in schools are recognised.

The authority sustains meaningful partnerships with a wide range of other organisations and agencies within and outside the Council.

#### 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.

#### Key Strengths (cont)

ESMs establish positive contact with schools and services; they are 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 and consultation 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.

#### Next steps

The authority's quality improvement strategy should be reflected in the framework for quality improvement in schools.

The SMT should continue to review current forums for strategic development and self-evaluation reports, to ensure that expectations are meaningful and consistent.

The implementation of Staff Development and Review for all teaching and support staff should be pursued.

Continue to endeavour to maintain morale amongst employees in the wake of 'A Teaching Profession for the 21st Century'.

Promote and strengthen the concept of distributed leadership, through the development of enhanced leadership skills and programmes.

*"staff and pupil expectations regarding attainment and achievement had risen"*  
*Baldrigon Academy*

## 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 key 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.

Significant progress has been made in ensuring the inclusion of young people with a range of additional support needs.

#### 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.

#### Key Strengths (cont)

The consultative process is strong.

The authority's policies link to the Council's strategic vision.

#### Next steps

Sample authority and establishment policies to ensure they lead to positive outcomes.

Updating and reviewing of policies needs to be more systematic, evaluative and take account of improvement objectives.

There remains a need to produce a list of policy statements, and disseminate these to all schools and services using different media including the intranet.

The authority should continue to support schools in their implementation of the revised 5–14 strategy, and to promote discussion of curriculum design and delivery at all stages in the secondary school to maximise the potential of every pupil.

Attention needs to be given to the implications of the inclusion and integration of pupils with SEBD in the educational process.

The authority will develop its proposals to revise the system of School Reviews, firmly based on a process of self-evaluation.

Consider revisions of the Quality Improvement and Support for Learning manuals.

*“good practice is identified along with advice about how teachers can make improvements”*  
*Brackens Primary*



## CONSULTATION AND COMMUNICATION

### Quality Indicator 2.1 – Mechanisms for Consultation

#### Overall Summary of Performance

##### Overall performance in this area is good

The Education Department continues to ensure its commitment to effective consultation, communication and partnership with all stakeholders.

Parent Consultative/Focus groups have been established. A database of all parents involved and their areas of interest has been established.

Consultation has been carried out and a Citywide Pupil Council for primary pupils will have its first meeting in August 2004.

The Department's Consultation and Communication Strategy "Involved and Informed" has been completed.

The EFQM Review was carried out in November 2003. Overall results indicate increased satisfaction as well as areas for further improvement. Results have been disseminated to all staff.

A second Parental Survey was carried out in November 2003. Results have been reported to the Education Committee. Outcomes featured in discussions with Head Teachers, School Boards and PTA Representatives.

#### Key Strengths

The Senior Management Team regularly meets Head Teachers to discuss and make decisions about policy.

The Director of Education continues to meet annually with staff in every school. All members of staff are given the opportunity to bring forward issues

Teachers are involved in discussion of Department policies and strategies through regular curriculum network meetings.

The Citywide Secondary Pupil Council continues to comment on policy and other important issues.

The Parental Consultative/Focus Groups subdivides into specific interest groups.

In the Parental Survey, satisfaction rates continue to be above the National Average.

The Advice and Conciliation Officer continues to deal effectively with enquiries, complaints and concerns.

A presentation to Head Teachers outlined the procedures now in place and has highlighted common areas of concern.

#### Next Steps

The Citywide Secondary Pupil Council to organise a conference for every pupil member of Secondary School Council and all Primary Citywide council representatives

All schools will have a relevant communication and consultation plan in place by the end of the 2004-05 school session.

Members of staff to be circulated with information on the EFQM process and invited to join the EFQM team.

*"pupils' ability to write in different styles had improved"*

*Longhaugh Primary*

## CONSULTATION AND COMMUNICATION

### Quality Indicator 2.2 – Mechanisms for Communication

#### Overall Summary of Performance

**Overall performance in this area is very good**

The Education Department's development Plan identifies a clear commitment to effective consultation, communication and partnership with all stakeholders.

The Department's intranet site has been developed to provide members of staff with an easily accessible, wide range of information at their place of work.

The Department's Consultation and Communication strategy "Involved and Informed" clearly sets out a framework for the development of communication with all stakeholders within all establishments.

The citywide Parental Survey was carried out in November 2003. In all areas parental satisfaction rates were above national baseline figures prepared by HMle.

A weekly job vacancy bulletin is e-mailed to all establishments, and has reduced the time between posts being declared vacant and the appointment of a new postholder.

A new induction process for Head Teachers has been piloted and, if successful, will be used to inform the development of a new induction process for all new members of staff.

#### Key Strengths

Dundee Education News continues to be the main source of information for staff.

An evaluative Standards and Quality Report is regularly produced describing the work of the Department.

The effectiveness of communication within the Department is monitored and evaluated by the Quality Development Team (Consultation and Communication)

School successes continue to be highlighted through the local and national media.

Staff continue to value the Director's programme of meetings with staff.

Access to information by parents and staff continues to improve.

Regular conferences and seminars are held to discuss and disseminate information to staff.

The Senior Management Team have greater access to information from staff in schools.

#### Next Steps

An inaugural awards ceremony "Focus on Achievement" will be held in September 2004 to recognise and celebrate the success and achievement of schools and individuals.

Continue to develop appropriate induction procedures for groups of staff across the Department.

*"most pupils are achieving appropriate national levels of attainment"*  
*St Fergus RC Primary*

## OPERATIONAL MANAGEMENT

### Quality Indicator 3.1 – Service Planning

#### Overall Summary of Performance

Overall performance in this area is very good

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

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

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

#### Key Strengths

A strong focus on local and national priorities in our key objectives

Very effective communication on planning was found across the Department

The Quality Improvement Manual and Timeline for Quality Improvement Processes makes clear the roles of the various sectors in identifying and implementing agreed priorities

#### Key Strengths (cont.)

The Dundee City Council Education Department Plan makes clear the relationship between national and local priorities, and the key issues to be addressed in the next cycle

Staff Development and Review is in place across the organisation and all staff are aware of the Department's development opportunities.

Audit mechanisms are aligned to the review and planning cycle and key stakeholders are aware of their part in the system

#### Next steps

A clearer link should be developed between service planning, the capital building programme and PPP

The plan should include a clear identification of the resource needs of planned projects where appropriate

More work needs to be done to systematically identify, analyse and co-ordinate the professional development needs of support staff and teaching staff

Consideration needs to be given to identifying schools' needs in the area of Support for Learning

Consideration of how best the support should be targeted to lower performing schools

Although there has been an improvement in the area of multi-agency working more needs to be done

*"the senior management team had established a clear overall strategy for improving the work of the school"* *Baldrigon Academy*

## OPERATIONAL MANAGEMENT

### Quality Indicator 3.2 – Deployment and Effectiveness of Centrally Based Staff

#### Overall Summary of Performance

##### Overall performance in this area is good

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

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

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

#### Key Strengths

ESMs and EDS staff are effectively deployed and managed

ESMs and EDS have well defined remits with respect to the quality improvement agenda including the Quality Improvement Timeline, Quality Development Teams, EFQM and Development Planning processes

#### Key Strengths (cont.)

The Staff Development and Review process is now in place at all levels.

Very 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.

Involvement of a range of staff in the development of key strategies such as MIS Strategy.

#### Next steps

Continue the progress made in developing more consistent approaches to quality assurance in pre-school, New Community Schools and off-site provision

Consolidation of the roles and remits of central Support for Learning staff (DEPS, HSSS and BSS).

Staff Development and Review needs to be completed for all staff especially support staff

Develop and implement a more co-ordinated training programme for staff in the implementation of the MIS strategy.

Ensure that the quality assurance role of ESMs and central support staff works well for schools.

## RESOURCE AND FINANCIAL MANAGEMENT

### Quality Indicator 4.1 – Resource Management

#### Overall Summary of Performance

##### Overall performance in this area is good

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

Funding available through the Public Private Partnership Initiative is enabling the Department to further improve and rationalise its school stock while addressing the impact of a falling school population. It has been possible to provide additional support staffing in schools in the areas of promoting health and behaviour management.

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

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

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

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

#### Key Strengths

Roll related staffing allocations are at national standards or above.

Department funding of early intervention, pre-school and ICT development in excess of available specific grant.

Three-year budget projections are considered by officers and members.

Additional School Co-ordinator Raising Achievement posts in secondary schools. Comprehensive Best Value Review Programme.

A comprehensive range of quality indicators linked to benchmarking with other authorities.

School occupancy levels are subject of regular review.

#### Next Steps

Provision of specific training and support to help schools improve links between school development planning and the budget setting process.

The greater flexibility available in the application of external funding should be fully exploited.

Links between Corporate and Energy Management Policy and Devolved School Management Scheme should be continued.

Improved use should be made of IT in the management of resources.

Continue Improvement in the performance and monitoring of maintenance work.

A clear asset management plan should be developed.

*"the school compares well with other schools with similar characteristics"*  
St Fergus RC Primary

## RESOURCE AND FINANCIAL MANAGEMENT

### Quality Indicator 4.2 – Financial Management

#### Overall Summary of Performance

##### Overall performance in this area is good

The Department continues to deliver services within the targets set for it within the three year Revenue Budget and Capital Plan which are produced in line with Council guidelines.

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

The Department's DSM Scheme has recently been reviewed. Emphasis has been placed on improving training and induction on financial procedures for all staff involved with financial process.

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

#### Key Strengths

Monthly monitoring of budget/expenditure by Departmental Senior Management Team, Corporate Chief Officers and Elected Members.

Regular budget/expenditure monitoring is carried out with budget holders across the Department.

The DSM Scheme successfully gives opportunities for staff consultation and participation.

Strong central financial support is available to schools

Self-assessment and financial audits are carried out and acted upon.

#### Next Steps

Implement programme of self-assessment financial audits in all schools.

Increase staff involvement at all levels in the DSM budget decision-making process.

Continue to explore improved direct access to relevant corporate financial management information for all Departmental budget managers.

Continue to raise understanding of financial procedures across the Department.

*“the partnership with outside agencies, including the effective work experience programme”*  
Key Strengths Braeview Academy

## PERFORMANCE MONITORING AND CONTINUOUS IMPROVEMENT

### *Quality Indicator 5.1 – Measuring, monitoring and evaluating performance*

#### Overall Summary of Performance

##### Overall performance in this area is good.

The good range of processes for collecting information to measure establishment and department performance has continued to be developed and embedded.

The major quality improvement processes (Department review and evaluation, school development planning, school self-evaluation, school review, head teacher review, staff review and development for teaching and support staff, Standards and Quality reports, HMle preparation and follow-through procedures) have been consolidated and in a number of instances strengthened.

Nursery schools are now included in the school review process.

Noteworthy progress has been achieved by the Department in drawing together all the quality improvement processes into an effective framework for quality improvement both at Education Authority and school level. Information is collated and analysed at Education Authority level.

The Department Management Diary which ensures that continuous monitoring and analysing of information takes place at Education Authority level is now being introduced at school level.

#### Key Strengths

- The effective framework in place for collecting information on progress at school and Department level is strengthened with the use of ICT.
- Each school is provided with a full analysis of its performance together with comprehensive benchmarking information.

#### Key Strengths (cont)

- The development and improvement in schools for internal performance monitoring and evaluation. Comprehensive mechanisms for performance monitoring are in place at Education Authority, school, departmental and stage level.
- There is a continued focus on school self-evaluation and review with the introduction of school self-evaluation schedules and quality improvement calendars.
- The post of Advice and Conciliation Officer continues to deal effectively with enquiries, complaints and concerns from members of the public, schools, parents and other agencies. The number and nature of enquiries is collated and monitored.
- The publication of comprehensive and informative Standards and Quality Reports by the Education Authority which highlight progress against targets, identify good practice and indicate the next steps for development.
- **Next Steps**
  - The quality improvement strategy should be reviewed and further emphasis placed on supported self-evaluation.
  - Extended school reviews will be introduced to provide improved quality assurance of the process of school self-evaluation.
  - The ICT package used for school development planning (ELVIS) should be reviewed.
  - The use of ICT to improve the monitoring at Education Authority level of CPD should be developed.

*“the schools’ ethos was being improved by a wide range of effective projects”*  
Baldragon Academy

## PERFORMANCE MONITORING AND CONTINUOUS IMPROVEMENT

### *Quality Indicator 5.2 – Continuous improvement in performance*

#### **Overall Summary of Performance**

##### **Overall performance in this area is good.**

As part of its quest for continuous improvement, the Department places considerable emphasis on the sharing of data across all schools to enable them to monitor and evaluate performance.

Equally important is the identification and sharing of good practice. The Improving Pupil Achievement Manual is now on the Council's intranet and can be accessed and updated electronically.

Assessment is for Learning has been introduced and supported by an extensive CPD programme. This initiative has been piloted in primary and secondary schools and has involved pupils more actively in learning and individual target setting.

In 5-14 the key areas for support and development continue to be reading, writing and mathematics. In addition to this, all schools were provided with comprehensive Science and Social Subjects support packs.

Department initiatives such as Early Intervention continue to reduce the effects of disadvantage on attainment in primary schools.

The ICT programme for CPD has been successfully rolled out at Education Authority and school level.

15 senior staff have gained the Scottish Qualification for Headship and further cohorts are undertaking the programme.

#### **Key Strengths**

- A systematic approach has been developed to collate performance data related to provision in nursery schools.

#### **Key Strengths (cont)**

- Primary and secondary schools receive full data on 5-14 attainment data which includes a comparison of performance with that of similar schools ranked using free meal entitlement and clothing grant data. Schools use the analysis to track pupil performance and predict improvement.
- Secondary schools also receive high quality evaluative analysis and reports of NQ data which enables them to monitor performance against specific benchmarking data and track performance against similar schools.
- Monitoring and analysis of 5-14 attainment data shows continued improvement in primary schools.
- Apprentice training initiatives have been extended to cover four vocational areas. These are impacting on the achievement of a targeted group of young people.
- A detailed analysis of HMIE inspection reports is carried out regularly. The analysis is used effectively to identify good practice and highlight issues.

#### **Next Steps**

- Assessment is for Learning strategies (Learning Together in Dundee) should be introduced in all schools.
- The use of curriculum flexibility should be further developed.
- Targeted support should be put in place for underperforming schools and departments in secondary schools.
- Further strategies should be developed to ensure that all schools, departments and teachers are actively involved in ensuring continuous improvement.



**NATIONAL PRIORITY 1**

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

**Outcome 1: Increased levels of numeracy and literacy**

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

**Outcome 2: Improved examination results**

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

## NATIONAL PRIORITY 2

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

### Outcome 1: Continuing development of teachers' skills

	Measures/indicators	Education Authority measures/indicators
2.1.A	Continuing Professional Development (CPD)	
2.1.B	Staff review and development (HGIOS)	EA summary of schools' evaluation required.

### Outcome 2: Increased self-discipline of pupils

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

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

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

### NATIONAL PRIORITY 3

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

#### Outcome 1: Every pupil benefits from education

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

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

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

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

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

## NATIONAL PRIORITY 4

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

### Outcome 1: Increased respect for self and others

	Measures/indicators	Education Authority measures/indicators
4.1.A	% of original S4 cohort who achieved the core skill 'Working with Others' in NQ framework, by the end of S6 at levels 3, 4, 5 and 6. (Measure under review)	
4.1.B	Personal and social development (HGIOS)	EA summary of schools' evaluation.

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

	Measures/indicators	Education Authority measures/indicators
4.2.A	Links between schools and the local community	
4.2.B	% of pupils in the original S4 cohort who achieved the core skill 'Communication' in the NQ framework, by the end of S6 at levels 3, 4, 5 and 6. (Measure under review)	
4.2.C	% of schools participating in the Eco-Schools award or similar accredited environmental award.	
4.2.D	The range and scale of citizenship activities demonstrating participatory ethos, effective curricular strategies and appropriate learning experiences	
4.2.E	Partnership with parents, the School Board and the community (HGIOS)	EA summary of schools' evaluation.

## NATIONAL PRIORITY 5

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

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

	Measures/indicators	Education Authority measures/indicators
5.1.A	% of original S4 cohort who achieved the core skill (a) IT and (b) Problem Solving in NQ framework, by the end of S6 at levels 3, 4, 5 and 6. (Measure under review)	

5.1.B	% of school leavers destined for employment, training, education (higher and further) and other – target to be set for higher education.	EA targets calculated from schools' targets.
5.1.C	Proportion of pupils participating in cultural, sporting and learning activities outside the core curriculum.	EA summary of schools' evaluation.
5.1.D	Pupils' learning experiences (HGIOS)	EA summary of schools' evaluation.
5.1.E	The range of activities offered to pupils that encourage health-related levels of physical activity.	EA summary of schools' evaluation.
5.1.F	Range of education for work and enterprise activities offered to pupils.	EA summary of schools' activities.

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

	Measures/indicators	Education Authority measures/indicators
5.2.A	The range of opportunities offered to pupils that encourage and support the development of creativity.	EA summary of schools' evaluation.

## Attainment and Achievement 2003-04

### Scottish Credit and Qualification Framework (SCQF)

The attainment of pupils in National Qualifications is expressed as a level within the Scottish Credit and Qualification Framework (SCQF). The levels are outlined below. Therefore the statement of "English and Maths at level 3 or better" means the percentage of S4 pupils who have achieved Access 3 or Standard Grade 5-6 in English and Maths by the end of S6.

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

### The National Priorities in Education

The National Priorities in Education set out a range of indicators surrounding attainment. These are based on three-year average scores in each of the measures. All measures are made by the end of S6.

	2000-2002	2001-2003	2002-2004
English and Maths at level 3 or better	83	85	85
5+ awards at level 3 or better	82	83	83
5+ awards at level 4 or better	64	66	67
5+ awards at level 5 or better	33	35	36
1+ award at level 6 or better	36	36	36
3+ awards at level 6 or better	23	23	23
5+ awards at level 6 or better	13	13	13

### Attainment in Primary Schools

Very good progress is being made by pupils in the early stages of primary schools. This is largely due to the success of the Early Intervention programme and the good use that schools are making of baseline assessment.

The overall quality of attainment in primary schools shows continuous improvement. Most schools have met or exceeded the average for their comparator schools.

### Attendance

The Attendance Initiative continues to impact positively on Attendance Figures. Attendance is at national average figures for secondary schools, and only slightly below the national average for primary schools.

## **Transfer to Further and Higher Education**

Transfer rates to Further and Higher Education continue to show a higher proportion of pupils moving on to Further Education than the national average, but less than the national average moving on to Higher Education. Dundee's transfer rate to Higher Education remained steady whilst the national rate fell by 2%. This is entirely appropriate based on the level of pupil attainment in National Qualifications, and the value that Dundonians place on Dundee College. Overall, Dundee's rate of transfer is above the national average.

## ROLL OF HONOUR

Listed below is a selection of the achievements of Dundee City Council's schools and educational services during the 2003-2004 school session:

### SCOTTISH EDUCATION AWARDS 2004

Closing the Gap Schools for All	Winner Finalist	Kick It, Kick Off Menzieshill High School
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### SQA AWARDS 2003

Centre of the Year	Bronze Award	Craigie High School
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### SQA AWARDS 2004

International Student of the Year	Gold Award	Faina Shpiro	Harris Academy
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### VOLUNTEER DEVELOPMENT SCOTLAND PARTNERS IN VOLUNTEERING AWARDS

Best Ongoing Partnership	Winner	Baldragon Academy/Torith Limited
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### SCOTLAND'S HEALTH AT WORK (SHAW) SCHEME

Bronze Award	Staff based at Tayside House, the Schools PPP Project and the Educational Development Service
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### LORD PROVOST MCMANUS AWARD FOR CITIZENSHIP

Gillian Tolmie	Menzieshill High School
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### MCINTOSH PATRICK AWARD

William Grewar	Baldragon Academy	For "Self-Portrait"
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### SQA EXAMINATIONS 2003

Richard Martin	Grove Academy	Top mark in Scotland for Intermediate 1 Modern Studies
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### SQA EXAMINATIONS 2004

Andrew Weir	Grove Academy	Top mark in Scotland in the Advanced Higher French Examination
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### NATIONAL CONCERT BAND FESTIVAL

Dundee Schools Concert Band	Silver Award
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## **EARLY YEARS MASTERCLASS ICT**

23 members of staff from Dundee City Council and partner providers early years establishments completed this course – the first in Scotland

## **NATIONAL MINISTERIAL LAUNCHES**

Dundee played host to four ministerial launches:

- Education Minister Peter Peacock launched the Parentzone website at Brackens Primary School, and additional resources for modern languages teaching at Hillside Primary School.
- Depute First Minister Jim Wallace launched the national roll-out of the Education Maintenance Allowance (EMA) at Craigie High School
- Transport Minister Nicol Stephen launched national “Walk to School” week at Blackness Primary School

## **SUCCESSSES IDENTIFIED BY SCHOOLS**

Each school was asked to submit details of a few achievements of which they were particularly proud. A selection of those received has been included below – and these reflect only a small proportion of the successes that our schools can demonstrate. However, it is hoped that the wide variety of achievements listed indicates the broad view of achievement that schools and the Education Department takes, and the many areas in which schools and educational services are active.

### **ANCRUM ROAD PRIMARY SCHOOL**

- P3 won the citywide “Enterprising Infants at Christmas” competition
- 21 pupils from P6 had poems published in 'All Aboard'- an anthology of children's poetry from the region
- P5 pupils won an original painting by Garry Parsons - illustrator of such children's books as “Billy's Bucket”. This was a national competition through the Red House Book Clubs
- P7 pupil Nicholas Foxall received a Gold Award for the Scottish Maths Challenge

### **ARDLER PRIMARY SCHOOL**

- The Village Community Shop opened - providing school uniforms and essential items for young children of the area
- The school choir reached the final six of the Wave 102 Carol Competition
- The basketball team won a Fair Play award

### **BALDRAGON ACADEMY**

- Volunteer Development Scotland Partners in Volunteering Awards 2003 – Best Ongoing Partnership – Winner for partnership with Torith Limited
- Lee Martin was winner of the Leng Gold Medal
- More than 15 staff have now completed the ECDL and we are piloting ECDL for all senior pupils
- Inclusion and Equality: Our first xl club, who graduated last session, won The Princes Trust (Scotland) Award for the most outstanding xl community project in Scotland

### **BARNHILL PRIMARY SCHOOL**

- Gold Award for Enterprise
- Healthy Eating Tuck Shop opened
- Football and Netball teams won both local tournaments
- Christmas Concert ran for two nights - full house on both nights

### **BELLFIELD NURSERY SCHOOL**

- The transition project with pupils from St Joseph’s Primary School who will be the “buddies” of nursery children when they go to school. In the summer term the nursery children visited weekly to take part in “Class Moves” with primary 6 in the school gym
- Two very successful Christmas concerts raising funds for Barnardo’s Respite Care in Dundee
- One mother ran a very successful charity shop for the nursery. Parents contributed and the money raised was used to help with our ongoing garden project

## **BLACKNESS PRIMARY SCHOOL**

- Spirit of the Tournament award at national volleyball tournament held in Edinburgh - Callum Moir and Madison Ogg (Primary 7)
- Silver Skene Enterprise Award - Primary 6

## **BRACKENS PRIMARY SCHOOL**

- Robbie Jones designed the Fit for Life Logo which is used in every Dundee Primary School
- Our football team won both the League Cup and the Cameron Cup... a great achievement in our 50th Anniversary year
- We spent a weekend enhancing our grounds and the new look gardens were opened by Karen B from Radio Tay
- Education Minister Peter Peacock visited the school to launch the national Parentzone website
- Shortlisted in the Improving Learning and Teaching Category of the Focus on Achievement Awards

## **BRAEVIEW ACADEMY**

- Daniel Threapleton (S6) won the Soroptimist International Dundee Young Person in the Community Award 2004
- Nicole McLeod (S1) designed the new school badge

## **CHARLESTON PRIMARY SCHOOL**

- A yellow and red card system has been working successfully in the playground making children aware of the need for rules to make sure everyone can play safely. The system was devised by the children working through their pupil council. It is successful because the children know it is fair
- A successful application has been made to the Big Lottery Fund for outdoor play equipment which will be built this session near the Nursery. The award is for £18,000
- In August 2003 our Breakfast Club started. The Breakfast Club provides a healthy breakfast and has significantly contributed to improved attainment, attendance and punctuality

## **CLEPINGTON PRIMARY SCHOOL**

- Our choir won the Wave 102 carol competition
- Our sports teams continue to compete in various inter-school competitions with our hockey team doing particularly well. Two pupils were selected to play for Scotland
- We presented the musicals "Scrooge" (upper primary) and "Noah" (infants)

## **CRAIGIEBARNES PRIMARY SCHOOL**

- Successfully reached the second round of CBBC "Class Wars" - Alex Montgomery broke National Pogo Stick Record.
- Soccer Seven Finalists
- Range of school based celebration events – "Potter in the Park", "Pirate Day", "Fame Academy"

## **CRAIGIE HIGH SCHOOL**

- National recognition of the work of our Sensory Impaired Unit by the visit of the Earl and Countess of Wessex
- SQA Centre of the Year National Award - presented in October 2003
- Harry Mclevy Memorial Award for Modern Studies - Katy Devlin
- Diana Princess of Wales Memorial Award for Young People - Chloe Martin
- Sports Internationalists - James McQueen, Steven Reid, Claire Ritchie, Brian Scrimgeour

## **DENS ROAD PRIMARY SCHOOL**

- Fundraising - £2250 raised for 4 different charities - Blue Peter Appeal, Save the Children, Macmillan Trust and UNICEF
- A new Alternative Curriculum room created for children to increase inclusion - money raised by children and room and contents were agreed by children.
- A whole school Christmas Show - 2 afternoon and 1 evening "standing room only" performances

## **DOUGLAS PRIMARY SCHOOL**

- Won silver certificates for choir and freestyle dance and a gold certificate for brass solo at the Arts Festival
- As a result of winning the SportTayside Super Cup tournament, our hockey team the Douglas Devils qualified for the SHU Primary Festival at Peffermill, Edinburgh
- The official opening of Joosy's Place in May 2004 after a hugely successful enterprise project by the then P7 and P6/7. This was the refurbishment of the packed lunch area in school. The project was nominated for the Focus on Achievement Award in September 2004

## **DOWNFIELD PRIMARY SCHOOL**

- Shortlisted in Focus on Achievement Awards Creating a Positive Ethos - Building Self-esteem category for our 'Believe You Can Achieve' week
- Gained 1 Gold and 7 Silver awards in Dundee Schools' Music and Arts Festival
- As part of the cluster primary and nursery schools Integrated Community Schools Initiative received very positive comments from HMle during their National Review of this initiative.

## **EASTERN PRIMARY SCHOOL**

- "Hoodwinked" – School show involving over 100 pupils performed at the Gardyne Theatre
- PTA fundraising events – Spring Fayre, Disco, Bags2school, Scottish evening – raised £3000 for the school's use
- The school's involvement in the bi-annual Arts Festival – Numerous pupils participated – choir, brass group, string group and individual bagpipes, piano, violin, cello, brass. We are very proud of their achievements

## **FINTRY NURSERY SCHOOL**

- Promotion of community links – children put together and delivered 109 trays of fruit to the residents of the local Servite and Sheltered Housing complexes at Harvest time
- Enhanced home-school links – staff produced topic leaflets on Shape and Night and Day, and Maths story bags for our library in October 2003
- £6,500 fundraising target achieved – this allowed the installation of Phase 2 of our Activity Trail in January 2004. We also replaced vandalised equipment in our school grounds. It has taken 3 years of fundraising efforts from parents, carers and staff to reach this magnificent total

## **FINTRY PRIMARY SCHOOL**

- As part of the celebrations for our 50th birthday, we enjoyed a special lunch with invited guests, held an old-fashioned sports day including a 'paper bag picnic' and launched 500 golden balloons with the help of Dennis the Menace and parents and friends of Fintry
- As part of their enterprise project, pupils in our language unit held a Sunflower competition for the whole school to help raise funds for a birdtable. This project was supported by Asda who supplied sunflower seeds and prizes. The winning entries were displayed in the Asda store
- A very successful 'Candlelight Concert' was held in December 2003. Many parents attended and enjoyed the experience

## **FORTHILL PRIMARY SCHOOL**

- Christmas Concerts were organised and performed by a number of stages in school including the nursery. These events were enjoyed by pupils, parents and members of the community including the clients of Anton House
- We were delighted when we received our Gold Award for Enterprise at a ceremony in June. The award reflected our success in encouraging an enterprising approach towards the refurbishment of our Wildlife Garden, the continued creation of our school website and a number of business enterprise projects in the early and senior stages of the school. Cards, stationery, gift tags and coasters were among the items sold during the session
- Sports: This session we were delighted when our swimmers won the Craigie High School's Primary Schools Swimming Gala. In addition the P.6 and 7 boys were winners of the Dundee Primary Schools Cross Country Championship

## **FRANCES WRIGHT PRE-SCHOOL CENTRE**

- The children were successful in achieving five awards at the Dundee City Flower Show for their Easter bonnets, posters and decorated eggs
- The children entertained the pensioners, who attend the Five Ways Club, at their Christmas Party and again at a Summer Tea Party in the Centre
- Two students from Dundee College's Graham Street Campus art department involved the children in developing ideas for a mural in the children's outdoor play area

## **GLEBELANDS PRIMARY SCHOOL**

- Primary 7 pupils continue to be involved in a peer education programme with S2 pupils from Morgan Academy
- Our sports teams continue to compete in various inter-school competitions with great success
- We are in the process of gathering evidence to allow us to apply for the bronze certificate

## **GOWRIEHILL PRIMARY SCHOOL**

- Health promotion - Tuck Shop, Class moves development throughout the school, Sponsored Aerobathon for CHAS and school funds
- Ruby Celebrations - 40th Birthday - Birthday party, balloon launch, commemorative tiles made by pupils, infant nativity and upper school's "Decades" concert
- Author Ewan McVivar visited school to work with P3 children to help create the story "Little Red Riding Hood Moves to Dundee" complete with children's illustrations.

## **GROVE ACADEMY**

- SQA Examinations 2004 - Andrew Weir was first in Scotland in the Advanced Higher French Examination
- Debating - Teams from Grove won the final of the Courier Schools Junior Debating Competition and the Scottish heat of the National Competition for Young Debaters thereby earning a place in the final at Oxford University and reached the Northern Regional final of the ESU Junior Debating Competition, the semi-final of the Donald Dewar Senior Debating Competition and the semi final of the ESU Mace Competition
- Basketball - The S3 Boys team won the Scottish 'B' Cup and the S1 Boys team won the national basketball shield
- Hockey - The senior boys' team won the Scottish Schoolboys' Under 18 Cup and were also awarded the Sport *Dundee* Team of the Year Award.

## **HARRIS ACADEMY**

- Resourced location fully accredited by the National Autistic Society – the only mainstream school in the UK to gain this accreditation
- Faina Shpiro won the SQA Gold Award for International Student of the Year
- Pupil artwork was chosen to provide the décor in the public areas of Roxburghe House

## **HILLSIDE PRIMARY SCHOOL**

- The Resourced Location (Autistic Specific Provision) was further developed, with provision extended to two classrooms, incorporating a "quiet room". Also, music therapy sessions have been offered to some of these pupils.
- In our 40th year (2003) we held our first ever, evening Torchlit Service to celebrate the advent of Christmas. This was held in the new Courtyard Gardens which had been created thanks to the PTA and NOF funding.

## JESSIE PORTER NURSERY SCHOOL

- Some of our older children took part in the "Templeton Tile Project" which was run by the Countryside Rangers. Children each made a tile which has been incorporated in the new centre at Templeton
- The parent drop in group received a grant of £1500 from BNSF to upgrade an area within the nursery for parents' use
- Teighan Scrimgeour won a competition to design a poster for waste bins during the "Keep Kirkton Tidy" campaign
- One member of staff successfully completed her ICT Masterclass course and received her certificate

## KINGSPARK SCHOOL

- **National Autistic Society Accreditation**  
Staff in the school's autistic provision were trained in TEEACH and PECS methodologies which had a direct and very positive impact on the teaching, learning and behaviour for this group of pupils. The department subsequently received a very positive accreditation from the National Autistic Society
- **Multi-agency working with PAMIS**  
The Unit department participated with PAMIS (Profound and Multiple Impairment Service) in the production of a CD-ROM and booklet for parents and professionals as a handy guide to the curriculum for children with complex learning difficulties
- **Symbolic Communication**  
As an extension of work begun with pupils on the autistic spectrum, and recognising that many of our pupils have difficulties with oral communication, we undertook to develop *symbolic communication* throughout the school. This has proved to be a major development, again with a very positive impact for pupils and staff

## KIRKTON NURSERY SCHOOL

- One member of staff successfully completed the Early Years Masterclass in ICT
- 2 deaf children were successfully included in the nursery. Not only was the specialist teacher delighted with their progress, but many mainstream children learned to "talk" with their classmates in BSL
- We piloted a successful series of Adult and Child Physical Activity Workshops after nursery hours in the summer term. We were helped by the Youth Sports Development Team

## LAW NURSERY SCHOOL

- We hosted a Scholastic Book Fair in Jan 2004 and May 2004. On both occasions parents and children enjoyed reading and choosing books together to share at home
- As a result of funds raised by staff and parents we were able to refurbish the outdoor play area. Staff, parents and children alike are delighted with the new resources available
- In June 2003 one of our nursery nurses successfully achieved a PDA qualification in Early Childhood Education

## **LAWSIDE ACADEMY**

- Fast track maths group established (which is linked to the formative assessment project)
- Work on a media project with vulnerable S4 boys and S5 pupils resulting in the production of a CD
- Our peer education project

## **LOCHEE PRIMARY SCHOOL**

- Pupils from the school achieved 2 gold and 4 silver medals at the Dundee primary school sports
- We opened our new computer suite and our new library
- We filled 33 boxes for the Blythswood charity

## **LONGHAUGH PRIMARY SCHOOL**

- Fund raising for SSPCA of £765
- Local senior citizens were invited into the school as guests at our Christmas concert. On leaving, pupils presented them with bags of groceries donated by pupils across the school

## **MACALPINE PRIMARY SCHOOL**

- Gained 3 gold and 5 silver certificates at the Dundee Schools' Arts Festival:
- Football - winners of the Junior Sports Cup
- Athletics - winners of the Dundee Schools' Sports Relay event and then represented Dundee at the national championships
- Focus on Achievement Awards: Short listed for the Dundee PiE Project in the Partnerships in Education category

## **MENZIESHILL HIGH SCHOOL**

- In April 2004 pupils from our xl club were asked to represent all the xl clubs in Tayside at a celebration event attended by Prince Charles. Despite this being held during the Easter holiday we were well represented and all the pupils were introduced to the Prince
- Gillian Tolmie won the McManus Award for Citizenship
- Our Re-integration group were runners-up in their category in the Scottish Education Awards



## **MENZIESHILL NURSERY SCHOOL**

- A grant received through Health Promoting Schools allowed us to hold sports activity sessions for children and their parents [and grandparents]. "Sport for All" and was held in our school grounds and in the Community Centre when the weather was inclement. The sessions were taken by the rugby and football sports co-ordinators and were so enjoyable that we applied for and were successful in getting a grant from the Health Board to extend the project
- The ongoing work to improve the use of our school grounds included planting up a new meadow with bulbs with the help of parents and grandparents. We also received small shrubs from the Countryside Rangers Service and the children planted these with the help of Countryside Ranger David Ferguson
- We had a very successful open day ending in a party for all former children, their parents, former students and members of staff to celebrate the 20<sup>th</sup> Anniversary of the opening of the nursery

## **MID CRAIGIE PRIMARY SCHOOL**

- Primary 5 produced an animated version of Tam O'Shanter and were invited to the Dundee Contemporary Arts Centre to meet a professional director of animation
- Our school football team won the League and also the Burgess Cup

## **MILL OF MAINS PRIMARY SCHOOL**

- In session 2003-2004 our football team was very successful and won our section of the Dundee Primary School League.
- Our Primary 6/7 and Primary 7 classes performed 'Red Riding Hood' for parents and friends in December 2003. The pupils and teachers worked hard for many weeks and produced an excellent show.
- Our Pupil Council consulted pupils and parents and introduced various new items to update our school uniform. The new items have proved to be very popular with our pupils and parents.

## **MORGAN ACADEMY**

- We would like to nominate the whole school - staff and pupils - for the excellent way in which they settled into the Rockwell High School and got on so well with the local community. Eddie Simpson of the Rockwell Tenants Association presented the school with a quaich inscribed with the words "The Rockwell Award for Community Spirit" on behalf of the community just before the Morgan staff and pupils moved back to the Forfar Road building

## **MOSSGIEL PRIMARY SCHOOL**

- Action Zones gained television coverage
- Building Bridges (P7/S1 transition writing project) was very successful
- We gained a Gold Certificate for Enterprise

## **NEWFIELDS PRIMARY SCHOOL**

- National Schools Enterprise Programme Gold Award
- Shortlisted in the Dundee City Council Education Focus on Achievement Awards in the category Developing Citizenship

## **OUR LADYS PRIMARY SCHOOL**

- Drama Club Production of "Snow White" (Our first ever production)
- P7 Christmas Fayre (Funds raised to subsidise trip to Glenshee)
- Liam Cuthill won 2nd place at the Scottish Kick Boxing Championships

## **PARK PLACE NURSERY SCHOOL**

- Parents and staff collected nearly 100 Christmas Shoe Boxes for Operation Christmas Child
- Teachers and children visited the Post Office Sorting Office (Post Office Centre of Interest) and a Building Site (Bob the Builder Centre of Interest)
- Zoolab visited us with lots of 'creatures' for our minibeast/bugs theme

## **PARK PLACE PRIMARY SCHOOL**

- The school was invited to provide the nativity play for the University of Dundee carol service at the Gardyne Road campus. Pupils of all ages and from all cultural backgrounds were involved in performing "A Special Kind of Present" which was extremely well received by all in attendance
- Participation in the West End Christmas Week with the primary 6 and 7 choir singing at the Seabraes and primary 1 pupils participating in a balloon launch
- "The Big Apple" (our healthy eating tuckshop) was launched following the appointment of our Eating for Health Assistant
- We participated in the Dundee Schools Arts Festival and were very proud of our pupils who gained 2 golds for brass and strings, 2 golds and a silver in the art category, 2 silvers for solo singing and a bronze for the choir

## **POWRIE PRIMARY SCHOOL**

- Primary 7 won Tayside Athletics Final
- Primary 7 Hockey Team undefeated, won Tayside Hockey Festival, then represented Tayside in National Finals at Peffermill, Edinburgh where they were undefeated
- Rugby Squad won Dundee Tournament and represented Dundee at Murrayfield National Finals

## **ROSEBANK PRIMARY SCHOOL**

- A "Skip for Scotland" event held in September 2003 raised £1382.
- Established a successful Healthy Tuck Shop

## **SIDLAW VIEW PRIMARY SCHOOL**

- A healthy tuck shop was launched and all pupils take part in daily physical activity
- The school launched its anti-bullying and anti-racism policy with a kindness week
- Children continue to participate in musical and sporting activities

### **ST CLEMENT'S PRIMARY SCHOOL**

- Very positive HMle report published in January 2004 with 7 very good, 8 good and no fair or unsatisfactory
- Whole school Christmas productions with every pupil involved P1-4 "The Pirates" and P5-7 "Scrooge - A Ghost of a Chance"
- Winning bid for £10000 of large playground equipment

### **ST COLUMBA'S PRIMARY SCHOOL**

- Health Promoting School initiatives include the opening of our Breakfast club and the establishment of our Healthy Eating tuck shop which has been a huge success with all pupils
- As a result of a successful bid from BNSF we transformed the dark and uninspiring walkway that connects our two buildings into a bright, colourful and interesting walkway used by all members of the school community every day. All children were involved in the planning and design process and most of their ideas were incorporated into the final product
- Brass Instrumental Group: pupils representing the school were awarded a Bronze Award at the Dundee Schools Arts Festival held in the Caird Hall

### **ST FERGUS PRIMARY SCHOOL**

- Kristie Robertson was selected for the British Junior Figure Skating Squad
- The whole school presented a tremendously entertaining concert at Christmas, with P1-3 performing 'It's a Baby' and P4-7 performing 'Mary, Mary' to sell out audiences of families, friends and the local community
- Over £2200 was raised for charity, including an amazing £1400 for Lepira and £300 for the Blue Peter appeal
- The school football team reached the finals of the Rock Cup and the Junior Sports Cup

### **ST JOHN'S HIGH SCHOOL**

- Stephanie Beaton (S3) was included in the Tayside swimming team for the British Special Olympics
- Joseph Sloan (S4) won the Mozart class, Open Recital class and scholarships at the Arbroath Music Festival and gained a BBC bursary. He also won the Junior Academy prize at the Royal Scottish Academy of Music and Drama
- Neil Buckney (S5) won a trip to Houston, Texas and Gurjit Sidhu (S5) to the Scottish Summer School through the Scottish Space School Foundation's NASA challenge
- Lenten charities raised £5000 for the Scottish Catholic International Aid Fund and £500 for the Lourdes Pilgrimage Trust which took some of our pupils to Lourdes. In addition £800 was donated to the Macmillan Nurses

### **ST JOSEPH'S PRIMARY SCHOOL**

- We established our fully equipped and networked computer suite. This is used very successfully by all classes including our SEN group on a regular basis. This along with at least one computer in each classroom has provided many obvious benefits. Our school website is up and running and children make entries to enhance this regularly
- A P6/7 team won through to the Scottish Finals of the Rotary Quiz which were held in Stirling. They gained third equal place in this final
- The DCC Arts Festival brought a huge amount of success to the individuals and groups who took part. All entrants gained either gold or silver certificates
- Our SEN team entered the Disability Sports events

### **ST LUKE'S AND ST MATTHEW'S PRIMARY SCHOOL**

- Silver Award in the Schools Enterprise Programme
- £2025 total raised for various charities
- A P4 pupil won the Save the Children Christmas Card Competition - resulting in £50 art vouchers for the pupil, a scanner and printer for the school and the card being published
- Patricia McAllister P7 and Ciara McCluskey P6 won Silver Awards in the Scottish Maths Challenge
- Four teachers gained the ECDL

### **ST MARGARET'S PRIMARY SCHOOL**

- Our pupil council was invited to give a presentation to HMIE and PPP officials outlining their expectations of a new school
- Dundee Flower and Food Festival – we had 21 prizewinners in the children's competition
- We raised £2128 for SCIAF, MISSIO and Lepra

### **ST MARY'S PRIMARY SCHOOL**

- Our PTA continues to work to support the life of the school. Fundraising this year helped to provide parties at Christmas, buy football kit and support the new computer suite
- Our new ICT suite was completed and opened
- We provided new play activities in the playground for pupils

### **ST NINIAN'S PRIMARY SCHOOL**

- Jade Loftus P4 – 3<sup>rd</sup> place winner in Scottish Bible Society Competition
- Football Team – Winners of Rock Cup/Meikleham Cup
- Cross Country Championship – 1<sup>st</sup> place – Lewis Toshney P7
- National Burns Competition held in Ayr – 2 commendations - Ross Ritchie P6 and Aimee Gray P7
- Donations to various charities - £1,572.50

## **SS PETER AND PAUL PRIMARY SCHOOL**

- Our 70th Anniversary Year was celebrated in our “Music Through the Decades” show
- We made a £3000 donation to SCIAF
- P7 pupil Stuart Halliday is ranked in the top ten table tennis players in Scotland
- P6 pupil Kristofer Green represented Scotland in roller blade team

## **ST PIUS X PRIMARY SCHOOL**

- Exceptionally high attainment by our pupils in Reading (94%) and Maths (93%).
- A highly successful Christmas Show, presented over three performances to large, appreciative audiences, involving all the pupils in the school.
- A number of achievements by our pupils in Arts and Sports competitions: In the Dundee Schools Arts Festival, the brass group achieved Bronze; and Gillian Craig achieved Silver for violin and Gold for singing. Gillian also came first in the Tayside Burns Club singing competition and third in the Burns Club National competition. In the Dundee Schools Athletics Championships, silver medals were won by the P6 girls relay team and by Debbie Muckersie for 100m. The netball team were runners-up in the Eastern Cup

## **ST SAVIOUR’S HIGH SCHOOL**

- Fairtrade - Senior pupils are now actively promoting the purchase of Fairtrade products. At school events such as Coffee Mornings, Socials and Parents' Evenings and a Fairtrade stall has been set up and staffed by pupils
- Intergenerational Project - Pupils who are members of the school's XI Club engage with senior citizens when they visit the Learning Centre to develop their IT Skills. The pupils act as 'tutors' and the relationships established are of great benefit to both groups. XI Club pupils also assist at sheltered housing complexes in the area
- Rwandan Link - A joint pupil/staff (teaching and support staff) committee has been established and meets regularly to decide how to take the link forward

## **ST VINCENT’S PRIMARY SCHOOL**

- The school pantomime was a huge success. Run as an enterprise topic with profits funding the residential trip
- A toy sale by primary 4 raised money for Christmas hampers for the residents in local sheltered accommodation
- Primary 6 pupils have been trained and organize playground games for younger children three days a week

## **WALLACETOWN NURSERY SCHOOL**

- The nursery was awarded £400 as part of the Health Promoting Schools Award Scheme. We introduced a “Busy Bodies” programme that enhanced balancing and gross motor skills. The nursery was able to purchase balancing equipment for indoor and outdoor play
- Nursery parents and staff raised £1000 completing a “Bean Bag Throw”. Children enhanced their throwing and catching skills and the nursery was able to purchase thousands of pounds worth of gym equipment

## **WHITFIELD COMMUNITY EARLY YEARS CENTRE**

- Children from the Butterfly Room collected and donated a Christmas Hamper to the Happyhillock Sheltered Housing Complex. Children delivered the hamper and entertained the residents with renditions of their favourite songs
- Staff and parents worked together to organise a Christmas Fete which raised over £350 for the nursery funds
- The outdoor area was developed to increase the use and value for the promotion of all aspects of the curriculum. Children planted flowers, the playground was painted and benches installed

## **WHITFIELD PRIMARY SCHOOL**

- Our netball girls in P6 and P7 won the netball league Fair Play trophy for the team exhibiting the greatest sportsmanship in the netball league throughout the session
- Our Primary 5 class were outright winners of the Dundee Rotary games. To achieve this they had to compete with other P5 classes across the city in a range of sporting activities
- Our school choir attained a Bronze Certificate in the Dundee Music Festival and a Silver Certificate for solo singing for one of our P7 pupils, who also won the Leng medal

## CONCLUSION

This report highlights some of the key developments and achievements of Dundee City Council's Education Department between July 2003 and June 2004.

In providing a concise report it is, of course, impossible to include all of the many initiatives which have been undertaken and are still being developed. The report should, however, illustrate the range and variety of our activities.

We hope that you have found this report enjoyable and informative. Also hope that this report demonstrates our commitment to continuous improvement in providing a high quality education service for the whole community.

If you wish to receive further information, or to comment on this report, please contact:

Dundee City Council  
Education Department  
Floor 8  
Tayside House  
28 Crichton Street  
Dundee  
DD1 3RJ

Telephone	01382 434000
Fax	01382 433080
e-mail	<a href="mailto:education@dundeecity.gov.uk">education@dundeecity.gov.uk</a>
Website	<a href="http://www.dundeecity.gov.uk">www.dundeecity.gov.uk</a>