

REPORT TO: EDUCATION COMMITTEE – 28 JANUARY 2013

REPORT ON: EDUCATION DEPARTMENT STANDARDS AND QUALITY

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 23-2013

1.0 PURPOSE OF REPORT

- 1.1 This report brings to the attention of the Education Committee a new Standards and Quality Report on the Education Department for 2011-2012.

2.0 RECOMMENDATIONS

- 2.1 The Education Committee is recommended to:

- i) note 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 an annual Standards and Quality Report.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The cost of producing and publishing the reports for stakeholders will be met within the current revenue budget. The report will be placed on GLOW and on the DCC Website for general distribution.

4.0 MAIN TEXT

- 4.1 As part of its Quality Improvement Strategy and the drive for continuous improvement, the Department has continued to develop and improve its auditing processes at all levels.
- 4.2 Audit information 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.
- 4.3 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. This can be done in a variety of ways but the publication of an annual Standards and Quality Report addresses that legislative requirement effectively.
- 4.4 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 highlights the fact 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.

5.0 POLICY IMPLICATIONS

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

6.0 CONSULTATION

- 6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the compilation of this report. The trade unions have been provided with a copy of this report.

7.0 BACKGROUND PAPERS

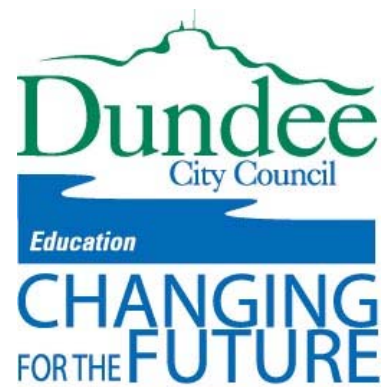
- 7.1 Equality Impact Assessment

MICHAEL WOOD
Director of Education
January 2013

Standards & Quality Report

2011-2012

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Standards & Quality Report 2011-2012

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Foreword



I am delighted to be introducing the Education Services' Standards and Quality Report. This year's report shows the many outstanding achievements of the children and young people of Dundee along with a dedicated team of talented staff.

As you will see, we are continuing to build on the progress made in previous years. Attainment has improved overall and the proportion of young people going on to positive destinations is at its highest level. I am particularly proud of the increasing percentage of young people going into higher education.

Over the past year, I have visited schools where I have been impressed by the quality of the teaching and learning and the confidence of our pupils. In addition, the Council have opened some wonderful new buildings which enhance the experience of pupils and staff alike.

I have joined in the celebrations of achievement with groups of pupils.

I am immensely proud of all our achievements, none of which would be possible without the hard work and commitment of all our parents, teachers and staff. I would like to thank you for your continued support.

Stewart Hunter
Education Convener

Introduction

The Standards and Quality Report provides a summary of performance across all sectors from early years to secondary, including services which meet the needs of children and young people with additional support needs.

The report contains a range of qualitative and quantitative information, as well as examples of good practice, to demonstrate the impact of our service on children and young people. The report is based on evidence from:



- HMIE reports and establishment quality reviews by Quality Improvement Officers supported by peer Head Teachers for the 2011/12 period.
- Dundee City Council Measures of Improvement.
- Statutory Performance Indicators.
- Attainment in national assessments, Standard Grades and National Qualifications.
- Establishment Standards and Quality Reports and Improvement Plans.
- Information gathered through regular visits to establishments by Quality Improvement Officers and members of the Directorate.

The report also evaluates our performance against the high level questions from Education Scotland's quality frameworks, such as *How Good Is Our School?* I know that this report can only provide highlights of the outstanding work which is undertaken by staff for the benefit of the families of Dundee. I continue to be extremely proud of the range of achievements of our children, young people and staff, especially against a backdrop of the financial challenges facing the public sector.

I would like to take the opportunity to thank all the staff in Education Services for their hard work and commitment. It is clear that without this, children's learning experiences would not be as rich as is evident from this report.

Michael Wood, Director of Education
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1. Vision, Values and Aims

Dundee City Council's vision is to create a prosperous city for all 'Dundonians'. By a 'prosperous city', we mean a healthy, clean and safe city, with a strong economy, where citizens of all ages and backgrounds can work, learn and thrive.

The Education Department is committed to this vision and to working with partner services both within and outwith the Council to deliver efficient and effective services to all children and families.

'Quality Education in Dundee – Can do, Must do, Will do'

Vision Statement

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

We will achieve the vision by:

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

Guiding Principles

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

- Placing the 'Getting it Right for Every Child' philosophy at the heart of everything we do;
- Creating a holistic, multi-agency approach to care and welfare based on quality partnership working;
- Enabling all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors;
- Creating a caring, successful environment for learning which promotes well being and a sense of mutual respect

- Engaging all learners in the highest quality learning activities to maximise attainment and achievement levels for all;
- Recognising and meeting the unique and different learning needs of all learners;
- Ensuring continuity of learning for all learners across all points of transition;
- Listening to and acting upon the voice and views of children and young people; and
- Developing a culture at establishment level in which all staff are reflective and highly skilled practitioners.

Values

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

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

To achieve this, the curriculum:

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

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

Capacities

Our aspiration for all children and for every young person is that they should be:

Successful learners ♦ Confident individuals ♦ Responsible citizens ♦ Effective contributors

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

Getting it Right for Every Child

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

What is GIRFEC?

- Getting it Right places children's and young people's needs first, ensures that they are listened to and understand decisions which affect them, and that they get more coordinated help where this is required for their well-being, health and development.
- It requires that all services for children and young people - Health, Education, Police, Social Work, Housing and voluntary organisations - adapt and streamline their systems and practices to improve how they work together to support children and young people.
- The approach helps those facing the greatest social or health inequalities. It also encourages earlier intervention by professionals to avoid crisis situations at a later date so that children and young people get the help they need when they need it.



GIRFEC Principles

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

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

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

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

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

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

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

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

We know that we are making a difference when:

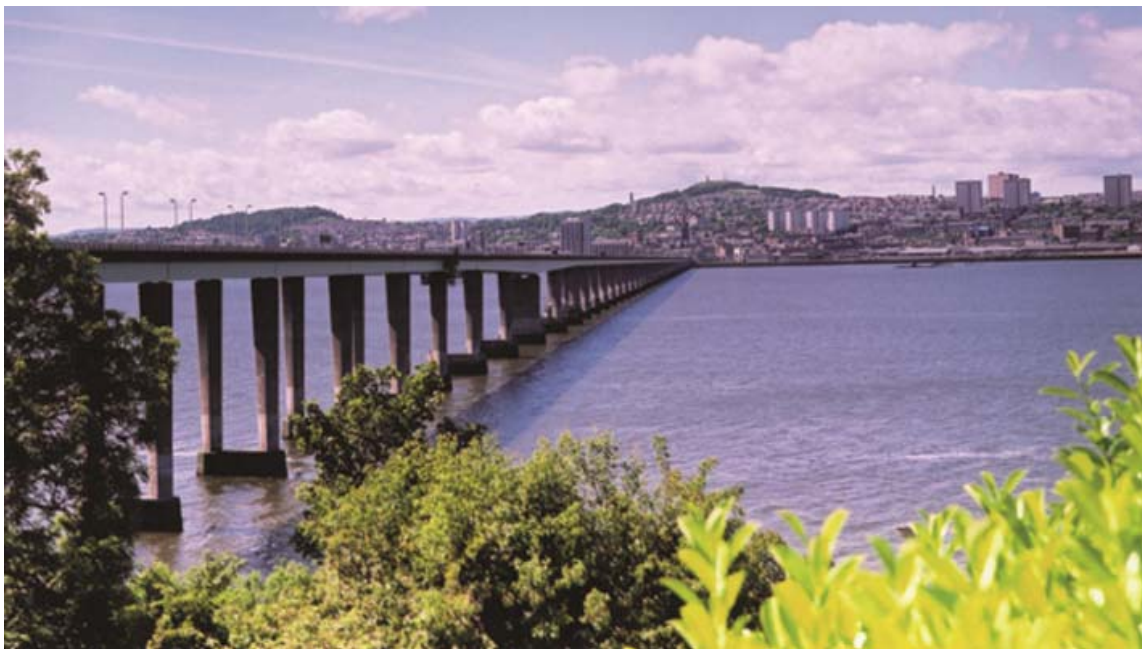


♦Children and young people get the help they need when they need it and are central to the process of finding solutions.

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

♦Everyone is clear about their personal responsibility to do the right thing for each child and how they contribute to the collective responsibility to do the right thing for each child. Parents and children benefit from a collaborative approach which results in fewer meetings, requires them to give their information only once, and jointly develop with professionals one plan that will meet all of their needs. Agencies and professionals are freed up to respond to children's needs and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.

2. Context



Dundee's population has increased each year since 2007 to 145,570; an increase of 2.4%. Nationally there has been an increase of 2.1%. The 2011 mid-year population estimates show the authority as having 18.7% of its population under 18; this is 1% less than the national figure. The percentage of the population under 16 is 16.5%, nationally it is 17.4%. The number of children under 5 has increased by 11.6% since 2007; the national increase is 8.2%. Recent population projections suggest Dundee's under 16 population will increase by 5% by 2015 and by 13% by 2020. This is considerably larger than the national projections of 1% by 2015 and 5% by 2020. The working age population is projected to increase by 4% and those of pensionable age to decrease by 7%.

Almost 31% of Dundee's data zones are ranked within the 15% most deprived in Scotland. This number has increased by 8% from the 2004 to 2009 Scottish Index of Multiple Deprivation.

The median gross weekly earnings are below the national figure and the number of people claiming workless benefits has increased. Employment rates have decreased across the city and are lower than the Scottish rate. Dundee has a higher percentage of people claiming key benefits, including job seekers allowance and incapacity benefits

The proportion of children looked after by the Council has been increasing each year as has the number of pupils from minority ethnic groups. The percentage of young people whose first language is not English has increased by 45.1% since 2007. In September 2011, 7.4% of the school population in Dundee had English as an additional language with more than 64 different languages spoken among our pupils.

The proportion of pupils with additional support needs has been increasing and those with assessed disabilities has increased year on year.



"The V&A at Dundee will bring reams of tourists to the city's stunning waterfront, providing many additional jobs in the tertiary sector and introducing a new cultural venue on the River Tay."

- World Architecture News, June 2011

V&A at Dundee, winner 2011 WAN Awards 'unbuilt' category

As a counterpoint to this however, is the ambition to transform the city of Dundee into a world leading waterfront destination for visitors and businesses through the enhancement of its physical, economic and cultural assets. Part of this renaissance will be the construction of the V&A at Dundee. In addition to this the city is in the midst of a dramatic transformation of its own waterfront. These developments, along with Dundee's ambitious plans to support forthcoming national developments in the renewables industry have the potential to place the city at the forefront of the national economy.

V&A at Dundee will build upon the current cultural success such as the Rep Theatre, the DCA and two highly regarded universities leading the way in areas of art, design and culture. The V&A when constructed will be an exceptional building with a purpose of national significance, which will contribute to plans for the growth of the city's prosperity and symbolise its renewed confidence and identity. The building, and the quality, scope and ambition of V&A at Dundee's exhibitions and

programme will attract visitors locally, nationally and internationally, transforming perceptions of the city.

The Education Department is committed to equipping all young people with the necessary skills and knowledge base to ensure that post school transition into Further Education, Higher Education or employment is as seamless as possible, and are indulging in planning to take these major changes in the city into account.

3. Key Achievements

Examination Performance

Pupil performance in SQA examinations is published twice each year based on pre-appeal and post-appeal results. The Pre-Appeal results are issued to all SQA candidates in August when the national performance data is released by SQA. Additional information is made available for analytical and comparator purposes following the national publication of the Standard Tables and Charts (STACS) data in late September. Following the initial round of results each August, schools and candidates may appeal to have their grades improved for a variety of reasons including unexpectedly weak performance or illness at examination time. As a result, the final stage in the process is the publication of post-appeal data in January each year. This reflects the outcome of the appeals process or the changes made due to inaccuracies in the information provided to or held by SQA.



Improving the attainment of pupils in SQA examinations is a long-standing priority for the education department. It is a key priority within the Council Plan, Service Plan and is a core measure in the Single Outcome Agreement. A number of strategies have been introduced to improve pupil attainment at the key stages of secondary education from S4 to S6. These include the active involvement of school staff in monitoring and tracking pupil progress, the setting of challenging targets and the consistent delivery of high quality learning experiences for all pupils.

The annual attainment review process in each secondary school ensures that Head Teachers and senior staff are able to work closely with key staff from within the Education Department to analyse SQA results, identify strengths and areas for improvement. Head Teachers will also work with individual Principal Teachers of subjects to analyse performance at school level then compare this with pupil performance at local and national level based on comparator schools with similar features.

Pupil attainment in SQA examinations continues to increase in the city. However, there is no room for complacency and there is a clear recognition at school and council level that there is continued scope for further improvement. The following strategies remain firmly in place to ensure an on-going focus on raising attainment:

- the use of a common electronic system at school and departmental level to enable staff to monitor and track pupil performance;
- on-going improvements in teaching and learning methods through Curriculum for Excellence developments, including, importantly, providing meaningful educational experiences and contexts to meet the needs of all our young people;
- the use of target setting by subject teachers in all secondary schools;
- the annual analysis of SQA performance at school and departmental level by the Head Teacher, senior managers and principal teachers;

- an annual attainment review by the Head of Secondary Education and Quality Improvement Officers to provide support and challenge to schools and subject departments; and
- on-going analysis of attainment when set against the performance of schools and council areas with similar social characteristics.

Sustained Positive Destinations

In 2011 positive destinations were 88.7%, an increase from 83.2% the previous year. The proportion of young people going on to higher and further education has remained static over the last two years; 66.7% in 2010 and 66.6% in 2011. The proportion of young people accessing further education dropped by 4% from 2010 to 2011 but the number of young people accessing higher education increased by 4%. Sustained positive destinations continues to be one of the main outcomes for schools and the department. This is also reflected in the Scottish government proposals for the introduction of the new CfE Standard Tables which are due to come on line in August 2014

Scottish Baccalaureate

Dundee continues to play a leading part nationally in the delivery of the Scottish Baccalaureate. Five Senior Pupils achieved the Baccalaureate – 4 Science and 1 Languages; two of these awards were with Distinction. A total of 10 pupils achieved the Interdisciplinary Project, 6 at Grade A and 4 at Grade B, in Science and Languages.

Sports Leadership Awards

A total of 409 pupils achieved the level 1 Sports Leader Award, with a further 63 pupils achieving the level 2 award. A total of 87 pupils also received the dance leadership award. The total number of awards in 2011/12 was an increase on 2010/11 of 42%.

Enterprise and World of Work

A total of 1,400 young people in S4 to S6 undertook a one week work experience placement. A universal offer continues to be made to all S4 pupils. The S5 and S6 work experience placements are based on individual school requests and requirements. Partnerships with Tayside Police and NHS Tayside continue to develop to afford young people the opportunity to experience the potential roles that these organisations offer.



190 young people in S3 and S4 participated in a variety of targeted Skills for Work courses at Dundee College. Subjects studied ranged from construction crafts, hairdressing and cosmetology to childcare, catering and motor vehicle maintenance. Events such as Engineering for Life, Creative Spaces and Enterprise at the Rep continue to be popular in schools with approximately 500 pupils participating across these events.

All Principal Teachers have now attended the Dundee Waterfront presentation. This presentation highlighted the skills required for the potential employment opportunities that will arise from the development. One primary school has secured funding from Education Scotland to develop a cluster based skills approach using Dundee Waterfront as the theme. This will be rolled out to other clusters on completion. CPD based on Building the Curriculum 4 – Skills for Learning Life and Work – continues to be delivered to schools on request.

Holocaust Memorial Day



From left-right: Lara Hana Brady – (Hana Brady's niece),
Maureen Sier - (Holocaust Memorial Trust) Rabbi Melcure, George
Brady – (Hana Brady's brother and Holocaust survivor) and
Fumiko Ishioka – Tokyo Holocaust Centre

Holocaust Memorial Day (HMD) provides an opportunity to reflect on the lessons of the Holocaust and subsequent genocides and apply them to the present day to create a safer, better future for all. The Scottish Government through a specialist trust, sponsors a national event every year with Ministerial attendance and for the first time since its inception in 2001 the event on January 26th 2012 was held in the Caird Hall, Dundee. It included music and dramatic items as

well as talks from Holocaust survivors. The Lord Provost described the evening as an “unforgettable event”.

The Scottish Government in the last few years has focused this national event around young people and education. The theme for the 2011 event was '*Speak up, Speak out*'.

Leading up to the event on January 26th there were a number of exciting activities that schools could be involved in.

A major CPD event was held on the 14th November in advance of the memorial event led by Paula Cowan and Prof Henry Maitles of the University of the West of Scotland exploring relevant curricular issues around the Holocaust. As part of the day a Holocaust survivor spoke to the staff involved.

For schools in the primary sector the authority purchased copies of the children's Holocaust novel 'Hana's Suitcase'. The book had recently been turned into a highly acclaimed movie and was showing at DCA as part of their November film festival for two school performances which were sold out. There was a further series of screenings and all schools were offered subsidised places including transport. Some materials were prepared to support the use of the book in class and the Cultural Coordinator team worked with DCA to arrange for discussions and further work to take place at the conclusion of each screening. In addition to this Hana's brother George Brady, who was with her in the concentration camp, came to Dundee from the USA for the HMD events. As part of this Mr Brady visited Eastern Primary School to speak to pupils and through the GLOW National team the visit to Eastern became a very successful national GLOW meet event.



George Brady meets pupils from
Dundee schools

For the Secondary sector 'the Anne Frank Exhibition: History for Today' came to the Marryat Hall, Dundee in January and around 400 pupils in class groups were given a tour of the exhibition.

Dundee Schools Music Theatre and Trinity College



DSMT in their summer production of Cats at Dundee Rep

As a group - as part of their annual programme this year - DSMT also undertook examination by Trinity College, London and in August were presented with a 97% distinction award at Grade 7. This is another first for Dundee and DSMT.

4. What key outcomes have we achieved?

Attainment in SQA examinations

Young people sit examinations at the following levels:

- Level 3 – Access 3 or Standard Grade Foundation Grades 5 and 6
- Level 4 – Intermediate 1 A-C or Standard Grade General Grades 3 and 4
- Level 5 – Intermediate 2 A-C or Standard Grade Credit Grades 1 and 2
- Level 6 – Higher A-C
- Level 7 – Advanced Higher A-C.

Almost all young people sit their examinations in S4, S5 and S6. Examination results are gathered by the end of each of these years and are cumulative; that is by the end of S6 all qualifications achieved prior to that are included.

End of S4: Attainment increased at five or more Level 3 and Level 4 passes. Attainment in English & Maths at Level 3 remained the same and five or more at Level 5 decreased by 2%. The gap between Dundee and its comparator group has narrowed at Level 3 measures.

English & Maths at Level 3 or better	2008	2009	2010	2011	2012
Dundee City	87%	91%	91%	94%	94%
Comparator Average	93%	94%	94%	94%	94%
Difference	-6%	-3%	-3%	0%	0%

5+ at level 3 or better	2008	2009	2010	2011	2012
Dundee City	85%	88%	88%	90%	92%
Comparator Average	92%	92%	93%	94%	94%

Difference	-7%	-4%	-5%	-4%	-2%
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5+ at level 4 or better	2008	2009	2010	2011	2012
Dundee City	66%	71%	69%	70%	71%
Comparator Average	77%	77%	80%	80%	81%
Difference	-11%	-6%	-11%	-10%	-10%

5+ at level 5 or better	2008	2009	2010	2011	2012
Dundee City	25%	29%	27%	28%	26%
Comparator Average	35%	37%	38%	37%	37%
Difference	-10%	-8%	-11%	-9%	-11%

End of S5: Attainment increased at one or more Highers and three or more Highers. Five or more Highers remained the same.

1+ at level 6 or better	2008	2009	2010	2011	2012
Dundee City	32%	32%	37%	38%	40%
Comparator average	39%	41%	44%	45%	46%
Difference	-7%	-9%	-7%	-7%	-6%

3+ at level 6 or better	2008	2009	2010	2011	2012
Dundee City	17%	17%	21%	19%	21%
Comparator average	23%	24%	26%	27%	26%
Difference	-6%	-7%	-5%	-8%	-5%

5+ at level 6 or better	2008	2009	2010	2011	2012
Dundee City	8%	7%	9%	9%	9%
Comparator average	11%	11%	11%	13%	12%
Difference	-3%	-4%	-2%	-4%	-3%

End of S6: Attainment remained the same at five or more Highers and one or more Advanced Highers There was a slight decrease at three or more Highers.

3+ at level 6 or better	2008	2009	2010	2011	2012
Dundee City	22%	25%	25%	31%	30%
Comparator average	31%	31%	33%	36%	37%
Difference	-9%	-6%	-8%	-5%	-7%

5+ at level 6 or better	2008	2009	2010	2011	2012
Dundee City	14%	17%	16%	20%	20%
Comparator average	21%	21%	22%	25%	26%
Difference	-7%	-4%	-6%	-5%	-6%

1+ at level 7 or better	2008	2009	2010	2011	2012
Dundee City	11%	13%	13%	15%	15%
Comparator average	14%	14%	15%	16%	17%
Difference	-3%	-1%	-2%	-1%	-2%

Total Number of Pupils Leaving School without a Qualification

Starting in 2007 the Education Department has tracked closely the number of young people leaving school without a qualification. Working closely with schools, a number of strategies have been employed to reduce this number. In 2007 6.8% of pupils in the city left school without a qualification. This has reduced year on year and at the close of the SQA diet of examinations in June 2011, 1.6% of pupils in the city left school without a qualification. This marks significant progress in the last 6 years.



5. Achievement

Our schools are providing an outstanding range of opportunities which allow all children and young people to achieve. Children and young people are increasingly influencing their own learning and

are part of the decision making process in the school. They participate in Pupil Councils and Eco Councils; they become Road Safety Officers, prefects, house captains, sports leaders and fulfil a variety of additional roles.

Active Schools



The Active Schools network in Dundee aims to increase activity levels of children and young people. Active Schools managers and coordinators increase the quality and range of sport opportunities offered before and after school as well as lunchtime activities. Building capacity, through the recruitment, retention and development of a network of volunteers to deliver sport, is critical in allowing this to happen. The effect is that young people are motivated and encouraged to participate in sport.

Active Schools develop useful pathways between school and sports clubs to support the transition from school to club sport. They work to recruit, retain and develop a network of volunteers, coaches, leaders and teachers who in turn deliver opportunities in school and club sport. By doing this they also increase the number of young people who engage in volunteering as sports leaders and coaches in both school and club settings. Increased participation amongst under-represented groups, including girls and young women and children and young people with a disability, is a focus of all co-coordinators' work. They work in partnership with education and sports development staff to ensure Active Schools opportunities are connected to physical education, school sport and club sport and deliver programmes designed to profile sport as well as motivate children and young people to get involved with major sporting events such as London 2012 Olympic Games, Glasgow 2014 Commonwealth Games and the Ryder Cup in 2014.



Since the introduction of the Secondary School Sports Co-ordinators, informal extra-curricular sport has been given structure and support resulting in increased participation and improved performance e.g.

- The number of events has risen from 18 to 63 across the school year.
- The number of participating teams has risen from 39 to 59.
- The number of volunteers involved has risen from 128 to 152
- The total number of attendances at events has risen from 1633 to 2415.

Arts and Culture

Dundee Schools Music Theatre



A nationally recognised flagship arts programme, Dundee Schools Music Theatre now in its 12th year continues to invest in the development of Dundee's citizens promoting skills development, achievement and aspiration. Providing open and inclusive access to all secondary school pupils across the city, the innovative programme works with over 250 secondary pupils per session, engaging them in weekly workshops and

rehearsals, creating a positive environment in which they can socialise and develop confidence.

In 2012, the groups performed four large scale productions across the city to great acclaim – S1/S2 “The Wizard of Oz” S3/S4 “Summer Holiday”, S5/S6 “Les Miserables – School Edition” and Back to Back “Cats”. Each project required significant commitment and development of new skills in drama, singing and dance.



Dundee Schools Music Theatre continues to offer leadership opportunities to students within the programme, through regularly volunteering to lead and mentor younger members. A number of post development students have also trained to support the technical and backstage elements of the productions continuing to invest in the future of this dynamic programme.

Music Awards



The annual Male and Female Vocalist and Instrumentalist of the Year competitions took place in June at the Music Centre, in front of very supportive audiences. The very high standard of competitors performed with Elaine McRitchie (S6 Grove Academy) being awarded the Female Vocalist of the Year, Daniel Hird (S6 Grove Academy) being named Male Vocalist of The Year and with Judith Richmond (S6 Grove Academy) being awarded the coveted Instrumentalist of the Year award. In addition Judith also won the Rotary Club of Dundee's Instrumentalist of the Year award. Ethan Baird (S6 St Johns RC High School) won the Musical Theatre Performers Award sponsored by the National Operatic and Dramatic Association.

Ian Christie (S6 Menzieshill High School) was the only Scottish competitor at the National Marimba competition at the Guildhall School of Music in London where he received high praise from one of the world's leading percussionists, Arthur Lipner. At the Besson Scottish Solo Championships Liam MacKay (S6 St Johns RC High School) was crowned Champion, 2nd and 4th went to Ian Christie (last year's winner) and Sam Walker from Menzieshill High School. The percussion ensemble from St Johns RC High School are currently the Besson Scottish Ensemble champions.

At the Arbroath Festival pupils from St John's High School and Menzieshill High School were awarded 1st and 2nd place in every senior percussion class (timps, tuned, snare drum, drum-kit and percussion ensemble). Liam Mackay and Ethan Baird won 1st place in the duet competition.

Holiday Programmes

In partnership with The McManus, the Creative Learning Team designed and delivered an Art and Design Summer School in two groups for P7-S2 pupils and S3-S6 over a week during the summer, using the gallery and museum exhibits as a stimulus around the theme "My Dundee". In October, senior pupils studying Art and Design were given the opportunity to apply for a limited place on a course focussing on the design of fashion and specifically hats/millinery. 14 students from across Dundee schools attended the four day intensive course culminating in an exhibition at the Music Centre.



Participants on both courses exhibited their works, learning everything involved in creating a gallery space.

Olympia Mosaic Competition



One of the winning designs by
Kingspark School

The Creative Learning Team launched a Mosaic Design Competition August/September 2012. Entries were invited from all Dundee Primary Schools P4-P7 to design a mosaic panel for the new Olympia Swimming Pool.

The three winning designs from Kingspark School, Dens Road Primary School and Craigowl Primary School will be replicated in Mosaic Form as part of a Schools Engagement Project with the new Olympia.

The final large scale pieces will adorn the walls at Olympia as part of a permanent display of Public Artwork.

The Creative Learning Team will now go on to work with staff from the winning schools to train them in the art of mosaic.

Arts and Culture for Excellence 2012



Dundee's 500th anniversary of the Weavers' Craft and Dundee was celebrated at the city's Arts and Culture for Excellence event including a weaving exhibition highlighting all the weaving work that has been happening in schools across the city to commemorate the event. Pupils from both Kingspark School and Rosebank Primary came along to give interactive demonstrations to staff of some of the weaving techniques they had acquired.

Three Primary Schools in the city also received £500 of funding to enable weaving projects in their schools. Each of the schools

has taken part in a variety of weaving opportunities, and has used their



funding to enhance learning opportunities for the wider school. Celtic artist Larry Scrimgeour has also been brought in to teach children the art of Celtic knot weaving.

Instrumental Music Service Music Activities

The 25 strong staff of the highly valued Instrumental Music Service work across all Dundee Primary and Secondary Schools, providing access to instrumental lessons in strings, woodwind, brass, piano, percussion, guitar and bagpipes. Staff of the Instrumental Music Service work with Music Departments in supporting candidates undertaking SQA courses and contribute to the life of schools and their local communities.



The annual Caird Hall Concerts took part over two evenings in March with record numbers attending. The innovative programme and high standard of performance was testament to the skills developed over the year by the young musicians and the professionalism and dedication of the staff who work with them.

Approximately 400 pupils participate in extra-curricular activities on a weekly basis at the Music Centre. The groups include: Junior Wind Band, Intermediate Orchestra, Concert Band, Senior Wind Ensemble, Rock Band, Guitar Ensemble, Percussion Ensembles, Schools Symphony Orchestra and the Junior String Orchestra

Music Centre activities also provide the opportunity for senior pupils to mentor and coach young primary pupils.

Residency Programmes

Pupils and schools have enjoyed tremendously positive residency programmes in the past year with Terry Shade of the USA in a residency for pupils and staff CPD supported by KJOS Music of the USA

Secondary pupils are engaging in a new singing programme with choirmaster Anna Flanagan who works with them developing a secondary central choir that will perform alongside Lesley Garret and the RSNO in June 2013

The Scottish Ensemble undertook a residency in Dundee, based at the Music Centre in October, working with pupils of the Schools' Symphony Orchestra. Masterclass sessions were held for students along with the opportunity to take part in a remarkable 'flash mob' event in front of hundreds of weekend shoppers in the Overgate Centre. At the conclusion of the residency the young people involved performed alongside the Scottish Ensemble on the stage of the Caird Hall

Youth Music Initiative

The Dundee YMI programme continues to focus on creating opportunities for music making in a variety of contexts, promoting access and participation. 300 primary school pupils access free guitar tuition and 180 P4-7 pupils engage in the Young Performers programme, a pre cursor to Dundee Schools Music Theatre. The Scottish Traditional Music Project has toured Primary Schools led by Sheena Wellington along with a host of traditional musicians.



Through these active sessions pupils learn stories pertinent to their local area and history through music and song, often leading into wider storytelling workshops. The Primary Percussion Programme work, involving African and Samba styles, engages with up to 2,200 primary school pupils annually.

Teacher's feedback regarding the Primary Percussion Project

"Fantastic programme, delivery and participation.

A great project, really enjoyed by pupils, staff and parents. The children were very engaged and enthusiastic. Each session was well planned and well led by the instructors, who engaged so well with the children and class teachers. Lots of classroom learning activities flowed from the sessions and linked the learning. The Showcase Event for other pupils and parents was a big success. Overall, this project was a huge success and of great benefit to our children's confidence and learning. A big thank you to the instructor team who did such a great job".

Dance Development

Dundee City Council Education Department is committed to ensuring pupils have access to high quality dance experiences throughout their formal education. Working within the Dundee Dance Partnership we have increased the number of access points pupils of all ages and abilities have to participate regularly in co-ordinated dance activity.

Provision both within and out with the formal curriculum has been supported and developed in a wide range of contexts and cultural styles. Popular CPD opportunities have been designed to support the development of non-specialist teachers in the facilitation of dance experiences in early years and primary schools.

The Education Department continue to work with Leisure, Culture and Communities in promoting the highly successful Funky Feet and Urban Moves programmes across the city, with the participant number increasing year on year. The provision of accredited courses such as Higher Dance options in secondaries and candidates participating in the Dance Leaders Award, continues to expand. Professional dance companies such as Scottish Dance Theatre, Smallpetitklein and Scottish Ballet continue to work in partnership with Education Services, designing and delivering key experiences in dance to pupils and staff including offsite services.

Head Teacher's remarks after workshops with Scottish Ballet

"Our Creative Identities project launched with an exciting duet performance by SmallPetitKlein for three Offsite Education Centres, followed by a Q & A session with 28 young people. We then worked in partnership with the schools to create a timetable of dance activity. Some schools requested our artists visit the school to attend staff meetings prior to the dance activity starting to begin a relationship with the staff and pupils.

We set up agreements with the schools regarding behaviour management strategies, and the schools agreed learning outcomes with their pupils.

The boys dance group has been particularly popular and successful. There have been noticeable developments in a number of the boys' skill levels, confidence and concentration when looking back to the start of the sessions to the present. One boy in particular has quite poor attendance but there seems to be a pattern of Thursdays that he comes in and stays the full day to participate in the dance (note Dance is at the end of the day) that has been noticed"

Teacher's remarks about the Offsite Creative Identities Dance Programme

"Wow, WOW, WOW with regards to the dance workshop today! Both staff and pupils have left the building beaming from ear to ear. The boys in particular who have spent the last week muttering the mantra, 'E'm no daein' ballet', have had a ball and said this was the best thing they've ever had in school! I can't wait to read the children's imaginative writing pieces stemming from this work."

Promoting Citizenship

McManus Citizenship Award

There were 8 nominees for the McManus Citizenship Award, all of whom made a significant contribution to their school and the community. Some examples of the young people's involvement include:

- Membership of City Wide Pupil Council;
- Participation in Dundee Schools Symphony Orchestra, Dundee Guitar Ensemble and National Youth Choir of Scotland;
- Taking an active role across the school and community being involved in the school's anti-bullying group; charity work including Mary's Meals, SCIAF and Macmillan Nurses;
- Volunteering at Roxburgh House;
- Achievement in the Pope Benedict XVI Caritas Award;
- Creation of a DVD "Voice Against Violence";
- Achievement of Platinum Youth Achievement Award;
- Peer Support; Duke of Edinburgh; Community parcels at Christmas.

The winner of the McManus Citizenship Award 2012 was Scott Smith from St Paul's RC Academy.

Vocational Skills and Enterprise

Pupils in Dundee were given varied opportunities to achieve in a wide range of enterprise activities which include the following:

Creative Spaces



Creative Spaces is an annual architectural design competition, which takes place during May. Working in teams of four, S2 pupils are required to work together and apply their creativity and numeracy skills to convert a design brief into a costed proposal, and to produce drawings and a model of the completed scheme. Seven Dundee secondary schools participated during May 2012, with twenty-eight pupils in total.

Engineering for Life

The Engineering for Life Festival is an annual event which takes place during November. This initiative introduces S3 pupils to a variety of disciplines including; Civil Engineering, Construction and Town Planning. Three Dundee secondary schools participated during November 2011, with sixty pupils in total.

Enterprise at the Rep

Enterprise at the Rep is a collaborative project between Dundee City Council Education Department and Dundee Rep Theatre which takes place during November. The programme sets out to achieve two main outcomes: an awareness raising opportunity for young people to explore areas of employment within the creative arts, and to provide a work based setting where pupils in S5 and S6 can learn and utilise a variety of skill sets to support them as they move from compulsory education into FE, HE or the work place. Nine Dundee secondary schools participated during November 2011, with fifty S5/S6 pupils in total.



Student Doctor and Nurse as Teacher



Student Doctor and Nurse as Teacher is an initiative where University of Dundee Medical and Nursing Students deliver lessons within primary and secondary classes incorporating CfE Science and Health topics. Seven Primary Schools and two Secondary Schools participated during January 2012.

Constructing Futures at Morgan Academy

Held during June, this event related specifically to careers in construction including the higher end professions, with an overarching focus on the application of maths in the workplace. The pupils who took part were the new S3 cohort, who experienced Industry Ambassador/employer presentations, practical activities, and challenge activities. One hundred and eighty pupils participated in this event during June 2012.



Teddy Bears Hospital

This initiative is for P1/P2 pupils, and has been designed to allay any fear of hospitals which young children can sometimes experience. The Teddy Bears Hospital has proven to be a positive and valuable learning activity, as well as an early introduction to careers and vocational education. Five schools participated during December 2011 and March 2012, with one hundred and one pupils taking part.

School Mentor Programme

The Education Department, in partnership with colleagues from the wider business community, operate a mentor programme within our secondary schools.

The key aims of the mentor programme are;

- to build confidence and assist the pupil to discover their strengths, skills and talents
- to broaden the pupil's aspirations and ambitions in life
- to develop the pupil's life and employability skills
- to help the pupil make a successful move into the next stage of education or employment

Between June - September 2012 a total of forty-eight mentors received training.

Eco Schools



Our Lady's PS with one of the coveted Green Flags

Eco Schools Scotland awards continue to go from strength to strength - 93% of schools in Dundee are registered as Eco Schools. 69% have climbed the first rung of the ladder to attain a Bronze award. A further award at Silver has been achieved by 42% of our schools. At present 10% of schools have gained the coveted Green Flag and many schools who have already gained Silver are preparing for the Green Flag level.

Health Promoting Schools

Braeview High School became the first secondary school in Dundee to achieve Platinum Health Promoting Schools status. The assessment team were impressed at the quality of Health & Wellbeing work that was going on in the school and the overall positive ethos. 98% of our schools in Dundee have achieved a Health Promoting School Award and many are progressing to the next level. The highest level – Platinum – has been achieved by 1 Secondary and 3 Nursery schools.



Braeview Academy receiving their Award

Space School

Pupils from 20 primary schools across the city took part in the prestigious Space School. This is run in partnership between Dundee City Council Education Department/Abertay University and NASA. The culmination of a year's work is a week of workshops where the pupils are given the

opportunity to work with scientists from Abertay and astronauts from NASA. All pupils participating are awarded a certificate to mark this achievement.

6. Inspections

As part of the on-going quality improvement work of the department, our work with Education Scotland through their inspection process forms a crucial part. The table below shows the number of establishments inspected over the last three academic sessions.

Number of settings inspected	2009/10	2010/11	2011/12
Early Years Centres	5	3	3
Primary Schools	1	5	3
Secondary Schools	0	1	2

The table below shows where HMIe evaluations have been satisfactory or better in the five key QIs.

Total evaluations in HMI inspections

Session 2011-2012

Session 2011-12		% evaluations satisfactory or better 2011/12
Early Years Centres	Craigiebarns Primary School Nursery Class	100%
	Rainbow Bright Childcare	100%
	Sweeties Daycare	100%
Primary Schools	Craigiebarns	100%
	St Peter and St Paul's RC Follow through	n/a
	St Pius RC	100%
Secondary Schools	Braeview Academy	100%
	St Paul's Academy	40%

Evaluations remain at a high level.

(HMI, SS Peter & Paul's RC Primary School)

"Staff, parents and children are very positive about improvements being made under the leadership of the new senior management team. The new Head Teacher has introduced a number of successful approaches to involving staff in developing and evaluating the work of the school. As a result, staff now work very well as a team. They have taken on aspects of leadership through participating in working parties designed to develop the curriculum. They have observed one another teaching and learned from this. Staff feel well supported now. They are confident that under the direction of the Head Teacher, they will work together to continue to deliver positive learning experiences for children. The Head Teacher and depute Head Teacher monitor the work of the school effectively and give very useful feedback to staff.

The school is monitoring children's progress more successfully. The Head Teacher and staff are aware that they now need to ensure that these approaches to school improvement become fully embedded in their work."

(HMI, St Pius RC Primary March 2012)

"All staff meet the care and welfare needs of all children very well. Children requiring additional help are being very well supported. Support for learning staff work very effectively with teachers, children and other agencies, such as speech and language therapists, to ensure children make appropriate progress. Children experience a broad and well balanced curriculum with appropriate attention to all subject areas. Staff have recently involved children to improve approaches to planning for more relevant learning experiences. Children are progressing their skills well in ICT. A visiting specialist enriches children's skills in music. Staff are improving the ways they ensure progress in children's knowledge and skills in dance, drama and science. The school works well with partners including Dundee University and College to support children's health and wellbeing. Curricular links with St. Paul's Secondary School are progressing well, helping children to build more effectively on their prior learning. Curricular programmes in technology and art and design need further development and children need more planned opportunities to develop their understanding in exploring what it means to be a global citizen.

(HMI, Craigiebarns Nursery Class November 2011)

"In the nursery, most children are developing their ability to listen to adults and other children. A few children use story books independently in the playroom. The majority of older children recognise their name in print and can identify their own name on snack cards, painting labels and class registers. Children experiment with mark-making when writing tickets during imaginary play at the 'train'. They enjoy using early numbers and most children are learning to count and recognise numbers to ten."

7. Extended Reviews

Between August 2011 and June 2012 a total of 6 Extended Reviews were carried out by Education Services in education establishments.

Extended Reviews start with each establishment's own self-evaluation. The quality review team, which always includes a peer Head Teacher, looks for evidence on 5 key quality indicators: improvements in performance, learners' experiences, meeting learning needs, the curriculum and improvements through self-evaluation and leadership of improvement and change. The team takes the evidence provided by the establishment and evaluates the same quality indicators producing a report which includes strengths and areas for improvement.

A number of establishments comment positively on how well the extended review prepares them for inspection. There was a strong correlation between the reviewer, schools' self-evaluation and the subsequent HMI evaluations. The reviews serve the purpose of supporting the establishments' drive for improvement and also to confirm for them where their key strengths lie.

Head Teachers, on the whole, found this a supportive process

Quotes from Head Teachers involved in Extended Reviews in 2011/2012

Secondary Head Teacher

"The extended review process worked well for us. We welcomed the robust process which provided us with necessary support and challenge. The review validated our own self-evaluation, gave encouragement to improve further and help us focus on the most appropriate points for improvement

Primary Head Teacher

"The extended review process helped us greatly in validating our self-evaluation of the 5 key Quality Indicators. The discussion and organisation of the evidence greatly aided us in preparation for a subsequent visit from HMle which ratified both our and the Review team's findings."

Although this process has proved to be successful over the years, a review has been undertaken which identified areas which could be improved upon. To this end a group is working on a new Quality Improvement Strategy. This will be implemented during session 2012-2013 and further refined at the end of that session.

8. Attendance, Exclusions and Positive Destinations

Pupil Attendance

Attendance in primary and special schools showed a slight increase in 2011/12. There was a more marked increase of 0.7% in secondary schools and the overall attendance for the authority increased by 0.5%.

	2009/10	2010/11	2011/12
Primary Schools	94.1%	94.1%	94.3%
Secondary Schools	90.0%	89.7%	90.4%
Special Schools	84.7%	84.9%	85.0%
Dundee City	92.2%	92.0%	92.5%

Exclusions

The greatest rate of decrease continued to be in the secondary sector. A number of secondary schools have made considerable progress in reducing exclusions due to the use of positive behaviour approaches such as: restorative justice techniques, building positive relationships and the use of Flexible Learning Packages. These approaches allow staff and young people to explore the causes of poor behaviour as opposed to only focusing on the outcomes of the poor behaviour.

Overall, exclusions are continuing to decrease. Across all sectors, there has been a further 9% reduction in exclusion incidents, a 5% reduction in the number of pupils excluded and an 11% reduction in the number of half days lost to exclusion between 2010/11 to 2011/12.

Since 2006/07 when exclusions peaked, there has been a 27% reduction overall.

	2006/07	2008/08	2008/09	2009/10	2010/11	2011/12
Exclusion Incidents	2345	2014	1813	1976	1867	1702
No. Pupils Excluded	1059	952	869	862	847	801

Destinations of school leavers

The proportion of young people going on to a positive destination when they leave school continues to improve. In 2011, 88.7% went to a positive destination which was a significant increase from 83.2% in 2010. This has closed the gap with the national figure from 3.6% to 0.2%.

Some of the notable strengths in this year's results include:

- 66.6% going to higher and further education including a 4% increase in the proportion going to higher education
- An increase of 3.1% going to employment - which given the current economic climate is noteworthy
- A reduction of 5.9% in the proportion unemployed
- 0% of school leavers were unknown – the lowest ever number.



Percentage of school leavers by destination

Year	Positive Destinations	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Unemployed Seeking	Unemployed Not Seeking	Unknown
2010/11	88.7%	31.2%	35.4%	6.6%	14.4%	0.4%	0.7%	9.4%	1.9%	0.0%
2009/10	83.2%	27.2%	39.5%	4.9%	11.3%	*	NA	15.3%	*	*
2008/09	81.5%	26.6%	34.3%	7.4%	13.0%	*	NA	15.0%	2.5%	*

9. How well do we meet the needs of our service users?

Supporting Staff



We continue to provide high quality training for newly qualified teachers and student teachers. In 2011-12, a total of 55 probationer teachers (22 Primary and 33 Secondary) completed their probationary year in Dundee schools. We are working to develop our existing partnership with Dundee University in taking forward the recommendations which were made in the Donaldson review of teacher education.

Quotes from NQT's involved in 2011/12 programme
Newly qualified teacher, June 2012

"I have found the opportunity to talk to other NQTs extremely valuable. I think the wide variety of inputs I have had the opportunity to attend have really enriched my experience as an NQT within Dundee City"

Newly qualified teacher, June 2012

"There is no doubt that I am leaving my NQT experience in Dundee really well prepared for my teaching career. I have been really well supported both by the school, my fellow NQTs and through some great work at authority level"

CPD continues to be provided in self-evaluation through QIO visits and the regular QA schedules of the department and individual schools.

When necessary SQA staff have been involved in clarifying issues and reassuring staff in relation to current developments, for example through attendance at Curriculum Network meetings.

The authority continues to participate in promoting and populating the new National Assessment Resource. Staff expertise gained from working at national level is shared through the new Subject Quality Assurance Groups which have been recently formed. Whole city assessment and moderation practices will emerge from the on-going work of the Subject Quality Assurance Groups that will provide greater confidence in staff and contribute to achieving a shared understanding of performance at each level. Exemplars produced will be shared on GLOW as a Local Assessment Resource (LAR).

A range of CPD has been offered to support staff in developing the curriculum. There is an expectation that this CPD will be followed up in individual settings and sharing events have been organised to demonstrate the impact of CPD on learners. All CPD has been open to staff at all stages thus fostering more mutual understanding and effective transition.

A recent inter authority event hosted by Dundee Education Department (involving Angus and Perth & Kinross) for Primary Head Teachers initiated the sharing of good practice through workshop sessions and a 'bring and brag' slot.

Department staff lead change by sharing with and disseminating information to all schools. Leadership at all levels is encouraged in schools amongst both staff and pupils. Staff are taking responsibility for influencing and managing change through involvement in a range of activities and policy groups. The recent implementation plan for the On Track with Learning initiative illustrates this. The model allows for two staff members in each establishment to be identified as lead personnel with a follow on cascade model to allow CPD to be effectively delivered to all staff.

Supporting Parents

Parent Councils continue to play a positive role in the life and work of all the schools and remain one of the main contacts for consultation with parents throughout the City. Development and training opportunities on a range of topics are organised for Parent Council members to assist them with their role. The following are examples of some of the work that has taken place in 2011/12 in supporting and working with parents in Dundee



- Nursery Parent Groups have been set up in almost all of the Nursery Schools.
- Parent Council City Wide Parent Forum 'Involved Parents, Inspired Children' meet regularly throughout the year where all Parent Councils are invited to send a representative to discuss matters relating to education. This is also used as a forum for presentations on subjects such as: Child Protection, CfE, School Budgets, School Lunches and Literacy.
- Parent Council Secondary Chairs' Meeting gives the Secondary Sector an opportunity to meet to discuss matters relating to children's secondary education.
- The Director's meeting with Parent Council Chairs is held twice a year. The Education Department Senior Management attend this meeting and this gives parents the opportunity to discuss a wide variety of issues and also allows consultation to take place.
- Parent Communication Group meet regularly to discuss how to improve communication between parents and schools/Education Department and how to support Parent Councils in their role of communicating with all parents. This group also update and maintain the Parental website.
- Training Events have been organised for all Chairs of Parent Councils, Clerks and Treasurers.
- Events have been held across the City for all parents on subjects such as City Campus, Internet Safety, Reporting, Curriculum for Excellence and Communication. Working with DEPS, a programme has been established to encourage parents, through CfE, to learn with their children.



Committee, commencing August 2012.

- Parents have been invited to be a part of a number of groups for their input and consultation including: Reporting, Profiling, Traffic Parking Working Group, Communication and Consultation Strategy, Parental Involvement Strategy and the Education Review Group
- Agreement was needed to have parent representatives serve as members of the full Education

Quotes from Parent Council Chairs

"As a new chairperson I am very surprised but extremely pleased by the high level of support and training which is put in place to help me carry out my duties as chairperson"

"I have attended many very useful training sessions and information evenings. I've never come away from any meetings thinking 'that was a waste of time!' I've always got things out of the meetings."

"The advice and help given is always prompt, relevant and useful"

"I feel that the Education Department is taking the views of parents seriously to enhance

education for the pupils. This is reinforced by the meetings which have been set up with the Director of Education, Parent Council chairs and other stakeholders"

"As a chairperson I get endless e-mails, but this is good because we are kept up to date"

"There is support available for the parent council whenever it is needed"

"The Parental Involvement Officer arranges training evenings and networking events to ensure that best practice can be shared among the schools"

10. How good is the delivery of our key processes?

Taking Forward Curriculum for Excellence

The Authority Education Service Plan along with the Department CfE timeline has informed school and department improvement plans and focuses on targets to deliver pupil entitlements. Department review processes monitor progress in relation to these targets. The Education Department continues to make good progress in implementing CfE and the work of the department in this area has been recognised nationally.



Education Scotland CfE Assessment Team

"It is a pleasure to be working with an authority that is so forward thinking and proactive around all things assessment"

Assessment and Quality Assurance

The use of Responsive Planning at Early Level has allowed practitioners to plan and respond using the CfE experiences to develop enticing contexts for learning.

The piloting of On Track with Learning in 3 secondaries, 10 primaries and 1 special school and proposed subsequent roll out throughout the Authority will, in time, allow for a more consistent approach to planning for assessment, tracking and monitoring.

Subject Quality Assurance Groups have been formed for almost all subjects in each curricular area. These operate in a cross sector collegiate model. The groups will generate exemplars for planning, learning, teaching and assessment along with providing a model of practice for moderation that will encourage a shared understanding of standards - allowing more effective monitoring and tracking of pupil progress. The Local Quality Assurance Overview Group oversees this process which involves over 100 colleagues as SQAG members. LQAOG contains senior managers from early years, primary and secondary, along with central staff and representatives from Perth & Kinross, Angus and Education Scotland.

Baseline Assessment

The authority has in place a baseline assessment programme to assist schools to define pupil progress at various points and educational stages. Schools are beginning to make progress in the use of this data to help inform planning for progression and to meet the needs of all learners. Guidelines have been produced, along with support material for the use of PIPS and INCAS. The Standardised Assessment sub-group is developing support and guidance in relation to MidYIS and SOSCA.

Profiling



Substantial support was provided for schools in the use of e-portfolios and profiling last session. CPD was offered to all P7 teachers on the process of completion of the P7 profile. Profiling guidelines were provided for schools and a parental leaflet was issued. The piloting and developing of profiling in secondaries continues, and allows for acknowledgment, and cross sector recognition, of individual pupil achievement. There is emerging practice of innovative use being made of P7 profiles by secondary schools, e.g. for initial meetings with parents.

Work is on-going in the area of pupil support entitlements, to provide curricular time and staff resources to allow meaningful discussion to take place so young people understand how their own personal achievements contribute to next steps in their overall learning. There is strong evidence that pupils who have engaged in the profiling process at the primary stage are more adept at reflecting on and reviewing their own learning in the secondary setting.

11. How good is our Management and Leadership?

During 2011-12, the Education Directorate was entirely re-structured. New roles and responsibilities were developed with a Director of Education and 2 Heads of Education and a Head of Support Services. They are supported in their work by 4 Education Managers and 8 Quality Improvement Officers. The key focus of Education Managers and Quality Improvement Officers is school improvement and the delivery of improved outcomes for children, young people and families.

Head Teachers continue to play an important role in the leadership of the Department. With a reduced central support staff, it becomes increasingly important that Head Teachers take on the role of leaders of learning and take responsibility for promoting improvements not only within their own establishment but across establishments.

Flexible Routes to Headship

4 new participants embarked on the Flexible Routes to Headship programme (FRH6) in August 2011 (2 Secondary and 2 Primary DHTs), under the guidance of a team of 3 coaches. This programme is currently in its sixth year. Five DHTs have achieved the Standard for Headship through the Flexible Route programme.

CfE Early Level Developing Quality through Effective Leadership

This course was offered to Head/Depute Head Teachers of LA nurseries and Managers/Deputes of Partner Provider settings.

The aims of the event were to support those in a leadership role to:

- develop an understanding of how leadership can impact on the quality of learning, teaching and achievement of all.
- consider the extent to which leadership ensures high quality provision and learning in individual settings.
- identify key leadership strategies which will support continuous improvement.

Quotes from Nursery Head Teachers

"This course helped me to identify the skills that I have as a manager/leader and those that I need to develop further"

"The support material distributed by the presenters will be invaluable in taking leadership forward in my setting"

"A great opportunity to reflect on the roles and responsibilities of the whole staff team and the importance of distributed leadership"

Middle Management CPD

A new leadership programme 'Leadership and Management for Middle Managers' was also delivered and attended by 22 middle managers in Dundee secondary schools and offsite centres. Evaluations from Principal Teachers who attended were very positive.

Quotes from Teachers participating in Middle Management Leadership Course

"This course has made me self-evaluate my role as PT. I found the sections on distributed leadership and coaching really valuable and I would certainly use them in my practice".

"Will use this training in an on-going manner. This has helped me in the planning and running of my department"

"The course was extremely useful as it gave me real strategies to use not just 'ideas'. The presenters were great as they were realistic about what our job entails. I feel more confident and empowered to take on the hard bits".

"All of the activities on the course were enjoyable. I will use the session on STACs to forward plan for our raising attainment strategy and will look at how to make the best possible use of dept. meetings and inset days".

Learning Communities

During 2011-12, all Primary/Secondary Clusters formed Curriculum for Excellence funded working groups. These groupings were used to link establishments to promote improvements in the delivery of high quality education. Throughout the year, the groups worked on producing materials

to support Assessment, Moderation, Learning and Teaching in Numeracy, Literacy and Health & Wellbeing. This work culminated in a sharing event at which clusters were able to present their work and share good practice with their peers. This work has now been collated and uploaded on Glow.

Throughout 2011-13, the department is supporting six Learning Communities, made up of more than 100 staff, to participate in a programme called Harvard Leaders of Learning. This programme will enable participants to receive a Harvard accredited module. We are also introducing a new course for primary teachers across Learning Communities (60 participants) which focuses on classroom practice. These approaches will continue to support our priority of improving learning and teaching through improved approaches to quality assurance, focusing on our core business of learning.

12. How good can we be?

The quality of evaluations for Education Scotland inspections, along with increasing SQA exam results, provides strong evidence that the work which we have been leading with our schools on improving learning and teaching, through a more rigorous approach to self-evaluation and maintaining a focus on outcomes, is bringing about measurable improvements.

However, there remains room for further improvement. We need to continue with a strong focus on improving outcomes for children and young people and move more evaluations from satisfactory and good to very good and excellent.

We have achieved this progress through:

- The embedding of a quality improvement and assurance policy which provided all staff with a clear framework based on national quality indicators.
- The active involvement of heads of establishment in the review process.
- Regular sharing of data at individual school level and authority level on attainment, attendance and exclusions.
- A quality assurance calendar with identified areas of focus for each visit. The process of quality assurance visits is evolving and a more proportionate approach is being taken where we target support more effectively.
- Improved HR support. We have taken a more professional approach to HR support with a clear focus on improvement and strengthening the link between HR support and the quality of learning and teaching.
- Increased focus on managing staff attendance with closer monitoring of data; training on attendance management provided to senior managers along with a number of presentations to whole staff groups.
- Reducing the numbers of staff on long term absence through earlier supportive interventions to either return to work or leave the service on lack of capability or, if appropriate, through ill health retiral.
- Raised expectations in terms of professional conduct of employees; there is evidence of the 'ripple' effect with a culture of higher expectations prevailing more widely.
- An unrelenting focus on quality in the classroom being the key to improving outcomes.

Staff across the city have responded very well to these developments, although staff surveys show there issues remain around morale, due to the overall impact of cuts in public services.

We need to now

- Build on the strengths in inspections and quality reviews and improve further the quality of education in our establishments.

- Improve the proportion of young people achieving five or more awards at level 5 or better. We need this level of performance to improve if we are to continue to improve the proportion of young people achieving Highers.
- Continue to raise expectations to increase the proportion of young people achieving three or more and five or more Highers by the end of S5.
- Continue to reduce the number of young people who leave school with no qualifications.
- Continue to work with the Scottish Government to get recognition for all young people's qualifications.
- Continue to improve staff attendance and redirect savings back into schools to benefit children and young people.
- Continue to raise expectations of the quality of learning and teaching and be intolerant of standards which do not meet children's learning needs.
- Continue to ensure that more young people are more physically active more often.
- Continue to embed across all curriculum contexts from 3-18, the teaching of skills for learning, life and work. Continue to track young people from S1 and make more targeted and effective use of qualifications such as Access 3 at an earlier stage to ensure that young people gain qualifications, particularly, in English and Mathematics before they start to disengage.
- Continue to make innovative use of partners in the college sector to extend the range of qualifications available to young people.
- Ensure that the work of our Active Schools Coordinators complements the wider work of schools in the areas of physical education, physical activity and sport.
- Continue to promote greater working together of establishments within and across learning communities through Learning Networks.
- Extend the range of opportunities for staff to share and celebrate good practice through cluster sharing events, conferences, national awards, award ceremonies for children and young people at school and city level and so on.
- Adopt a city-wide culture of *only the best will do* because Dundee's children deserve the best we can give.
- Provide further training on self-evaluation for senior managers and staff across the city and include more Head Teachers in peer reviews and peer quality visits.
- Promote better monitoring and tracking of young people in each of their subjects so that support can be provided quickly to address areas of improvement.
- Encourage schools to have the highest expectations for young people.