

**REPORT TO:** EDUCATION COMMITTEE – 23 SEPTEMBER 2013

**REPORT ON:** EDUCATION DEPARTMENT 2012-2017 SERVICE PLAN - ANNUAL REVIEW

**REPORT BY:** DIRECTOR OF EDUCATION

**REPORT NO:** 237-2013

**ITEM No ...2.....**

## 1.0 PURPOSE OF REPORT

This report reviews the annual performance of the Education Department in relation to the Service Plan for 2012-2017.

## 2.0 RECOMMENDATIONS

2.1 The Committee is recommended to:

- i note the contents of this report; and
- ii instruct the Director of Education to continue to monitor the progress and impact of the plan and report back on an annual basis in line with agreed corporate procedures.

## 3.0 FINANCIAL IMPLICATIONS

The plan is subject to annual review and update. The costs of meeting the actions in the plan are contained within the Education Department Revenue Budget.

## 4.0 MAIN TEXT

4.1 The Department has made the following improvements or sustained a target level in its priority performance indicators -

- increase in the number of primary schools adding value in reading and maths as recorded in the PIPS (Performance Indicators In Primary Schools) baseline assessment
- increase in the percentage of P4 pupils achieving the national average or better in InCAS (Interactive Computerised Assessment System) Maths
- increase in the percentage of P4 pupils achieving the national average or better in InCAS (Interactive Computerised Assessment System) Reading
- sustained the average tariff score of pupils at the end of S4
- sustained/improved performance in all secondary school attainment measures
- reduced the percentage gap in attainment at English & Maths Level 3 (end of S4) for pupils living in the 15% most deprived areas of the city
- improved the percentage of school leavers entering a positive destination

The following indicators have shown a decline in trend and will be the subject to review in the period ahead:

- decrease in the percentage of schools receiving positive inspection reports (3 year average, based on the inspection of two primary schools and one secondary school)
- decrease in the percentage of secondary schools where the ratio of pupils to available places is between 61% and 100%

The table below presents the Department's top priority performance indicators:

### Key Performance Indicators

Definition	10/11	11/12	12/13	2017 Target	National Benchmark	Improvement Status
Number of schools adding value in Reading and Maths as recorded in the PIPS baseline assessment	17	11	17	Increase	N/A	▲
Percentage of P4 pupils achieving the national average or better in InCAS Reading	N/A	53.1	54.3	Increase	N/A	●
Percentage of P4 pupils achieving the national average or better in InCAS Maths	N/A	41.5	43.3	Increase	N/A	●
Average tariff score at end of S4	157	163	163	184	184	●
Percentage of pupils attaining English & Maths at SCQF level 3 or more by the end of S4	89	93	94	Increase	93	●
Percentage of pupils attaining 5 or more passes at SCQF level 5 or above by the end of S4	27	28	27	33	37	●
Percentage gap in attainment at English & Maths Level 3 (end of S4) for pupils living in the 15% most deprived areas in the city	9.1	7.1	6.1	Reduce	N/A	●
Percentage of pupils attaining 3 or more passes at SCQF level 6 or above by the end of S6	25	31	31	34	36	●
Percentage of school leavers entering a positive destination	83.2	88.7	90	90	88.3	●

Status Yearly & Long term trend: ▲ = >5% improvement, ● = maintained, ▼ = >-5% deterioration

#### 4.2 Highlights

The Department's key achievements during the year included:

- the continued implementation of the Curriculum for Excellence 3-18 including secondary school preparations for the new senior phase commencing June 2013
- the expansion of early intervention and preventative approaches including the Lochee Pathfinder Early Start Initiative and Being A Parent in Dundee
- the improvement to standards of literacy and numeracy within primary schools and associated developments in city-wide literacy and numeracy programmes of study
- the reduction in the percentage attainment gap in both English and Maths SCQF Level 3 for pupils living in the 15% most deprived areas
- the continued expansion of arts/cultural activities and the increased pupil participation levels in such activities
- the award of grade 7 Trinity Guildhall Distinction to Dundee Schools Music Theatre

- the introduction of revised school review procedures across all sectors
- the implementation of a revised College senior phase link programme, expanding vocational/educational opportunities for young people
- the participation of over 400 teachers in co-operative learning training
- the enhancement of effective partnership arrangements in support of educational programmes and interventions for young people in the area of relationships and sexual health
- the achievement of platinum health promoting schools awards by Blackness Primary School and Braeview Academy
- the revision of reporting to parents guidelines introduced in August 2013
- the increasing use of data and intelligence to support education strategy and decision making.

#### 4.3 **Areas for improvement**

On reviewing the service plan the department aims to ensure further improvement next year on the following:

- the increased use of learning logs within schools
- the on-going development of a tracking and monitoring system for pupils' learning and progress within the broad general education (3-15)
- the continued development of effective integrated working with parents and agencies including enhanced approaches to early engagement and consultation with parents, carers and communities
- the introduction of revised pupil, parent and staff surveys as an integral part of school review procedures
- the on-going provision of ABLe (addressing barriers to learning) training to support inclusive classroom practice and positive interventions in addressing pupils' additional support needs
- in accordance with revised school review procedures, augment the provision of support and challenge to schools both prior to and following Education Scotland/HMI inspection activity.

4.4 The Department carries out self-assessment using the Public Sector Improvement Framework (PSIF) to support the identification of existing strengths and areas for improvement. Areas for PSIF self-assessment will be determined in session 2013-14 to support the identification of emerging priorities and related actions.

#### 4.5 **New Actions**

Based on the Single Outcome Agreement, Council Plan and Department Plan reviews and issues arising throughout the year – including those emanating from the recently concluded Education Scotland validated self assessment of aspects of department activity - the department believes that existing projects/service improvements and related strategic actions within the 2013-14 service plan fully encompasses all priority areas for improvement.

All of the department's projects/service improvements will feature in future performance reports:

### 5.0 **POLICY IMPLICATIONS**

This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

**6.0 CONSULTATIONS**

This report has been subject to consultation with the Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services.

**7.0 BACKGROUND PAPERS**

Education Department Service Plan 2012 -2017.

Michael Wood  
Director of Education

August 2013

## EQUALITY IMPACT ASSESSMENT TOOL

### Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this a Full Equality Impact Assessment (EQIA)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Date of Assessment: 3 May 2013	Committee Report Number: 237-2013	
Title of document being assessed: Education Department 2012-17 Service Plan Annual Review		
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input checked="" type="checkbox"/>	
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report relates to progress in taking forward improvement projects and related actions contained within the Education Department Service Plan 2012-17.	
3. What is the intended outcome of this policy, procedure, strategy or practice?	The overarching purpose of the Education Department Service Plan is to facilitate improvements in the delivery of education services to children and young people resulting in improved outcomes.	
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Education Department Service Plan 2012-17 The Equality Act (2010) The Education (Additional Support for Learning) (Scotland) Act 2004 as amended Curriculum for Excellence (suite of documents)	
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	N/A	
6. Please give details of council officer involvement in this assessment.  (e.g. names of officers consulted, dates of meetings etc)	Education Department Managers, SMT members and senior officers responsible for service plan projects/improvements and related progress reports.	
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	No	

## Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

**NB** Please place an **X** in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
<b>Ethnic Minority Communities including Gypsies and Travellers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Gender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Religion or Belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>People with a disability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Lesbian, Gay and Bisexual</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Socio-economic</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Pregnancy &amp; Maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Other (please state)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part 3: Impacts/Monitoring



<p><b>1. Have any positive impacts been identified?</b></p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<ul style="list-style-type: none"> <li>• Decrease in the percentage gap in attainment at English &amp; Maths Level 3 (end of S4) for pupils living in the 15% most deprived areas of the city;</li> <li>• Sustainment of the percentage of school leavers entering a positive destination</li> <li>• Increase in the number of primary schools adding value in reading and maths as recorded in the PIPS (Performance Indicators In Primary Schools) baseline assessment</li> </ul>
<p><b>2. Have any negative impacts been identified?</b></p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>No direct negative impacts have been identified for children and young people with a protected characteristic.</p>
<p><b>3. What action is proposed to overcome any negative impacts?</b></p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>N/A</p>
<p><b>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</b></p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>N/A</p>
<p><b>5. Has a 'Full' Equality Impact Assessment been recommended?</b></p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>No</p>
<p><b>6. How will the policy be monitored?</b></p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>Formative monitoring via a range of strategies including: school review procedures; engagement with head teachers and key stakeholders, including pupils, parents/carers and staff; external scrutiny by Education Scotland.</p>

**Part 4: Contact Information**

<b>Name of Department or Partnership</b>	<b>Education Department</b>
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<b>Type of Document</b>	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

<b>Manager Responsible</b>	<b>Author Responsible</b>
<b>Name:</b> Michael Wood	<b>Name:</b> Danny Webster
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<b>Signature of author of the policy:</b>		<b>Date:</b> 19/8/13
<b>Signature of Director/Head of Service:</b>		<b>Date:</b> 19/8/13
<b>Name of Director/Head of Service:</b>	Michael Wood	
<b>Date of Next Policy Review:</b>	September 2014	