

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 10 SEPTEMBER 2018

REPORT ON: ANNUAL EDUCATION PLAN 2017/18 PROGRESS REPORT AND OUTLINE OF 2018/19 ANNUAL EDUCATION PLAN

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 285-2018

1.0 PURPOSE OF REPORT

- 1.1 This report reviews the performance of the Children and Families Service in relation to the Annual Education Plan 2017/18 and presents the Chief Education Officer's Annual Education Plan for 2018/19. The plan sets out key priorities and intended outcomes for education, identifies the major actions required to meet them and highlights the strategic groups and lead officers with responsibility for leading such actions.

2.0 RECOMMENDATIONS

The Committee is recommended to:

- i. note the contents of this report and approve the attached Annual Education Plan: 2018/19 (Appendix 1); and
- ii. instruct the Executive Director of Children and Families Service to monitor the progress and impact of the new plan and report back at the time of submitting the following year's plan in September 2019.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The plan is subject to annual review and update. The costs of meeting the actions in the plan are contained within the Children and Families Service Revenue Budget.

4.0 MAIN TEXT

- 4.1 In November 2017 (Article II of the Minute of the Meeting of the Children and Families Service Committee held on 27 November 2017, report 400-2017 refers) the Chief Education Officer, in response to new legislative requirements placed on Education Authorities, presented the first Annual Education Plan 2017/18.
- 4.2 Set in the context of The City Plan 2017-26, the Annual Education Plan 2017/18 aimed to support the realisation of priorities articulated within the Tayside Plan for Children Young People and Families 2017/20, namely:
- Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments
 - Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential
 - Our children and young people will be physically, mentally and emotionally healthy
 - Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

- Our children and young people will be safe and protected from harm at home, school and in the community.

4.3 In synergy with the above, the Annual Education Plan 2017/18 aimed to:

- raise attainment for all and close the attainment gap between the most and least disadvantaged children
- raise attainment in numeracy
- raise attainment in literacy
- improve children and young people's health and wellbeing
- improve children and young people's employability skills and sustained positive destinations
- improve and extend the quality of early learning and childcare
- enhance leadership of learning opportunities for staff
- improve the quality of service provision and support for children requiring additional support in their learning.

The data contained in the plan is the most up-to-date figures available at this time. Future reports will contain up-to-date data as it becomes available within the Scottish Qualifications Authority (SQA) cycle and the National Improvement Framework cycle.

4.4 **Highlights of the Annual Education Plan 2017/18**

Selected key achievements of the Children & Families Service during session 2017/18 were:

- successful completion of phase three of Scottish Attainment Challenge (SAC) interventions in targeted schools
- the positive impact of the use of Pupil Equity Funding on improved outcomes for the most disadvantaged children and young people across the City
- ongoing implementation of the literacy and numeracy strategies including implementation of Read Write Inc across all primary schools and the use of Conceptual Understanding in Number and Numicon in most primary schools
- approval by Scottish Government of expansion plans for the delivery of early learning and childcare by 2020
- improved vocabulary and social skills evident in new primary 1 pupils, following three years of SAC interventions resulting in pupils' improved capacity to engage in formal learning
- establishment of a single Accessibility & Inclusion Service to better support children and young people with complex additional support needs
- an increase in the number of 3 and 4 year old children accessing early learning and childcare
- implementation of the 1140 hours blended model with 2 childminders as part of the national trial
- improved % of primary and secondary pupils achieving their expected Curriculum for Excellence levels in literacy and numeracy
- successful implementation of a revised School Improvement Framework including the evolution of School Improvement Partnerships across all sectors
- launch of a new Autism Strategy in partnership with the National Autistic Society, Dundee Autism Support Hub
- the successful introduction of Scottish National Standardised assessments across all schools at P1,P4,P7 and S3 stages
- the provision of Career Long Professional Learning (CLPL) to staff in areas including – early years pedagogy and the pedagogy of listening, literacy, numeracy, health and wellbeing, active play, outdoor learning, play on pedals, nurture/adverse childhood experiences, digital learning, visible learning, growth mindset, restorative practice, leadership, coaching and early communication and language
- a reduction in pupil exclusion rates across primary and secondary schools

- implementation of various family learning programmes including CANI Coaching and Families Connect predominantly in nursery settings and primary schools
- introduction of a Young Ambassadors For Inclusion Group to ensure that pupils with additional support needs support the improvement of service design and delivery
- extension of the Anxiety in Motion programme across secondary schools including the impact of 8 Health and Wellbeing Workers in partnership with The Corner
- the increase in primary and secondary schools with accredited Enhanced Support Areas (ESAs)
- commencement of the Centre for Looked After Children in Scotland (CELCIS) test of change within the Lochee Ward including introduction of improved team Around The Child practices
- continued implementation of the Future Skills College in partnership with Dundee & Angus College, Angus Council and the Northwood Trust
- completion of phase 1 of the Breakthrough Dundee Pilot Project including adult mentoring for vulnerable young people.

4.5 **Areas For Improvement/Further Development – Annual Education Plan 2017/18**

On reviewing the Annual Education Plan 2017/18 the Children and Families Service aims to ensure improvement/development next year on key areas including the following:

- improvement in primary and secondary pupil attendance rates
- the need to extend pedagogical approaches and the effective use of differentiation and feedback across the Service
- the need to extend pedagogical approaches in numeracy/maths and consolidation of numeracy/maths recovery programmes across all 8 secondary schools
- a need to consolidate and extend the use of the Pupil Attitudes To Self & School (PASS) as a measurement tool for children's health and wellbeing
- consolidation and extension of the Daily 15/Daily Mile and Active Travel (children cycling, walking or scooting to school) across primary schools
- a continued need to support staff Career long professional Learning (CLPL) in the areas of – curriculum planning, assessment and moderation and pedagogical approaches
- implementation of the SEEMiS Curriculum for Excellence Progress and Achievement monitoring and tracking tool (nationally deferred in session 2017/18) and revised procedures for reporting pupils' progress to parents
- continued rollout of the Broad General Education Improvement Tool across primary and secondary schools
- introduction of the Accessibility and Inclusion Service
- a heightened need to accelerate progress in improving outcomes, including educational attainment, for looked after and care experienced children and young people, and young carers
- implementation of the revised Parental Involvement Strategy
- a review with partners, including Dundee and Angus College, Skills Development Scotland and local Universities, of the senior phase (S4-S6) curriculum offer, including vocational pathways and Foundation Apprenticeships, across the secondary sector
- finalisation and implementation of a revised Head Teacher Induction Programme in partnership with the Tayside Regional Improvement Collaborative.

5.0 **ANNUAL EDUCATION PLAN 2018/19**

- 5.1 As last year this Dundee Annual Education Plan 2018/19 again contributes to the priorities contained within both The City Plan 2017-26 (Local Outcome Improvement Plan) and the Tayside Plan for Children, Young People and Families 2017-20, namely:

- Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments O
- Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential O
- Our children and young people will be physically, mentally and emotionally healthy O
- Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people O
- Our children and young people will be safe and protected from harm at home, school and in the community. O

5.2 The composition of the Dundee Annual Education Plan 2018/19 was led by the Chief Education Officer and the Education Services Extended Management Team. In determining improvement priorities a range of national drivers and evidence sources, including the following, were considered:

- Priorities in the National Improvement Framework (2018) p
- School self-evaluation evidence s
- Local authority scrutiny of school performance and outcomes l
- Improvement evidence emanating from Dundee Attainment Challenge interventions i
- MI inspection reports H
- Feedback from parental, pupil and employee surveys, and significantly f
- Outcomes from the 2018 Education Scotland Inspection of the local authority approach to improving learning, raising attainment and addressing the poverty-related attainment gap as a direct result of the Scottish Attainment Challenge. o

5.3 The Dundee Annual Education Plan 2018/19 represents a challenging but realistic programme to continue to develop and improve the quality of education in Dundee and to enable all young people to reach the highest levels of attainment and achievement and ultimately secure and sustain a positive destination.

5.4 The plan outlines the service's guiding principles, values and approach to the delivery of the National Improvement Framework, Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

5.5 In building upon the Annual Education Plan 2017/18 and in taking forward identified areas for improvement, the Annual Education Plan 2018/19 (Appendix1) aims to:

- Raise attainment for all and close the attainment gap between the most and least disadvantaged children r
- Raise attainment and improve outcomes for children and young people who experience particular inequalities and disadvantage (including children who are looked after and care experienced) r

- raise attainment in numeracy r
- raise attainment in literacy r
- improve children and young people's health and wellbeing i
- improve children and young people's employability skills and sustained positive destinations i
- improve and extend the quality of early learning and childcare i
- enhance leadership of learning opportunities for staff. e

5.6 In taking forward each of the above areas during session 2018-19, a number of specific key actions have been outlined with associated short term action measures. In a development to last year's plan all such actions have been set in the broader context of our long term outcomes with related performance measures, targets and current performance, where available, outlined.

6.0 POLICY IMPLICATIONS

6.1 This report has been screened for any policy implications in respect of Sustainable Development, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

7.0 CONSULTATION

The Council Management Team have been consulted in preparation of this report.

8.0 BACKGROUND PAPERS

8.1 None.

PAUL CLANCY
Executive Director of Children and Families Service

Audrey May
Head of Service (Chief Education Officer)

August 2018



Children and Families Service

Annual Education Plan

August 2018 – June 2019

Introduction by the Chief Education Officer

In response to requirements laid out in the Standards in Scotland's Schools Act 2000 (as amended 2016), I am extremely pleased to present the second Dundee City Council Annual Education Plan. In building upon last year's plan, this plan has again been developed at a time of exciting changes and opportunities in the planning, commissioning, management and delivery of all services to children and young people within Dundee and across Tayside. In this context, it illustrates how the Council and individual schools will work collaboratively with partner agencies and neighbouring Councils to ensure we achieve equity and excellence in education, raise attainment/achievement, narrow the poverty-related attainment gap and contribute towards addressing the persistent inequalities which impact on the lives and longer-term life chances of our children and young people.

The plan has been informed by 5 agreed priorities in all 3 Local Authority areas (Dundee, Angus and Perth & Kinross). It outlines the actions we intend to take to contribute towards achieving a shared partnership vision for the region and successfully implement the National Improvement Framework for Scottish Education. In accordance with Getting It Right For Every Child (GIRFEC), we recognise that for children and young people to maximise their educational potential they also need to be safe, healthy, active, nurtured, achieving, respected, responsible and included. We know that these inter-dependant factors require a clear and consistent response from all partners, including schools.

The first section of the plan describes in more detail the context within which the plan has been developed. It describes our 5 overarching Dundee/Tayside Collaborative priorities and explains how schools will contribute, in partnership with other services and local communities. The plan goes on to outline, within a number of national/local priorities, the actions to be implemented over the course of academic year 2018/19 in support of the achievement of these priorities. Where appropriate, short term action measures have been articulated to gauge implementation success. All actions are set within a context of longer term outcomes as set out in our Dundee City and Tayside Collaborative Plans.

Together, we in Dundee are determined to make a positive difference to the lives of children and young people across the city. A progress report on this plan will be published in September 2019 outlining the extent to which our actions have been completed and our aspirations have been realised.

Audrey May
Chief Education Officer
Dundee City Council, Children & Families Service

Our Planning Context

The Tayside Plan for Children, Young People and Families 2017-20

<http://www.dundeecity.gov.uk/reports/reports/231-2017.pdf>

has been developed by statutory and third sector partners and outlines 5 agreed priorities with explicit outcome measures for the 3 Local Authority areas of Angus, Dundee and Perth and Kinross. In Dundee, children and families are also one of 4 partnership priorities reflected in our Local Dundee City Plan http://www.dundeecity.gov.uk/sites/default/files/publications/city_plan_latest.pdf

Our shared vision as a Dundee partnership and a Tayside Collaborative is to ensure that:

‘Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up’.

Our 5 priorities have been informed by a range of national and local policy drivers, legislative requirements, respected international research on what works to improve outcomes for children and young people and extensive local research carried out by the Dartington Social Research Unit on the key risks experienced by children and young people and their related needs. In particular, we are committed to working within the Nobel Prize winning Heckman framework of:

- ✓ **Nurturing the early development of cognitive and social skills in 0-5 year olds by targeting parenting and child centred support**
- ✓ **Investing in education and where relevant other supports to enable all children and young people to thrive**
- ✓ **Sustaining early development with effective education and supported transitions through to adulthood**

We are equally committed to the principles of the United Nations Convention on the Rights of the Child and the related Getting It Right For Every Child (GIRFEC) policy and practice models. We are determined to provide relevant, proportionate and meaningful support to parents and children and young people from pre-birth to adulthood, in order to reduce vulnerability, improve health, narrow attainment/achievement gaps and facilitate effective transitions into adulthood. Accordingly, our 5 priorities are to ensure children and young people:

- have the best start in life, are cared for and supported to learn in nurturing environments
- are meaningfully engage with learning and combined with high quality learning experiences, will extend their potential
- are physically, mentally and emotionally healthy
- who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people
- will be safe and protected from harm at home, in schools and the community.



Dundee Annual Education Plan

The Standards in Scotland's Schools Act 2000 (as amended 2016) requires Local Authorities to prepare and publish an Annual Education Plan and Report. This is the second Dundee Education Plan prepared in accordance with this updated legislation and has been developed in the context of both the Tayside Plan for Children Young People and Families and the Dundee City Plan 2017-20. It sets out the improvement actions we intend to take over the next 12 months and illustrates how, as a Local Authority:

We recognise that the provision of positive educational experiences, delivered in partnership with other agencies where necessary, will make a significant contribution towards our shared vision and priorities

The plan applies to all schools and alongside ongoing self-evaluation carried out by schools using the How Good Is Our School? (4th Edition) framework, will inform individual School Improvement Plans. It will also inform the targeted use of Pupil Equity Funding, designed to help narrow the attainment gap and improve overall standards in literacy, numeracy, health and wellbeing and employability skills in particular. We believe the success of the plan will be dependent upon a number of key factors including:

- ✓ **Whole systems leadership within and between schools and partners**
- ✓ **Support to all staff, including Head Teachers, teachers and support staff**
- ✓ **A shared focus on the holistic needs of children and young people**
- ✓ **The involvement of children, young people and parents/carers**
- ✓ **Early identification, assessment and responses to welfare concerns**
- ✓ **Efficient and effective management of resources within schools**
- ✓ **A commitment to using data to promote continuous improvement**
- ✓ **A relentless commitment to achieving equity and excellence, and**
- ✓ **A commitment to collaboration within and beyond Dundee.**

The following templates outline our educational priorities for improvement in session 2018/19 and the key actions intended to drive improvement forward in each priority. Where applicable links have been identified between local priorities and related national priorities articulated within the National Improvement Framework and the Tayside Plan for Children, Young People and Families 2017-2020. Short term action measures have been identified to gauge implementation success over session

2018/19. All actions are intended to contribute to the ultimate achievement of our over-arching outcomes in the Tayside Plan for Children, Young People & Families. The Tayside plan also includes a suite of performance measures, including those pertinent to education, which will be used across the Tayside Children's Services Collaborative to measure our performance against agreed long term outcomes in priority areas. Details of such long term outcomes and, where applicable, related targets and performance measures have been included to set our 2018/19 actions within a broader context. A summary of our targets for improvement inherent within the Council Plan 2017-22 and the City Plan for Dundee 2017-26 are outlined within Appendix 1.

Our educational priorities in session 2018/19 are to:

- raise attainment for all and close the attainment gap between the most and least disadvantaged children
- raise attainment and improve outcomes for children and young people who experience particular inequalities and disadvantage (including children who are looked after and care experienced)
- raise attainment in numeracy
- raise attainment in literacy
- improve children and young people's health and wellbeing
- improve children and young people's employability skills and sustained positive destinations
- Improve and extend the quality of early learning and childcare
- Enhance leadership of learning opportunities for staff

Dundee Annual Education Plan 2018-19

NIF/Dundee Priority – Raising Attainment for all and closing the attainment gap between the most and least disadvantaged children					
Tayside Plan for Children, Young People & Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.					
Outcome	Performance Measure Code	Actions 2018/19	Action Measure	Lead Officer/Group	Timescale
Improved attainment for all children and young people.	A1, A2, A3, A4,A6, A7,A8, A10, a11, a14, A15, A16, A19, A22	Continue to develop the use of data and the use of school-level measurement plans and targets within establishments to support improvement.	School level measurement plans and targets established in phase 1 schools.	Education Service Management Team/ Attainment Advisor	June 2019
		Implement phase 1 of visible learning training for teachers across primary and secondary sectors	Number of staff trained	Curriculum Pedagogy and Performance Strategy & Action Group	June 2019
Improved robust and consistent approaches to moderation, monitoring and tracking learners' progress across all schools		Implement the BGE Improvement Tool and associated training for all schools.	BGE Improvement Tool operable in all schools.	Curriculum, Pedagogy and Performance Strategy & Action Group	June 2019
		Pilot the SEEMiS Progress and Achievement module in selected primary/secondary schools.	Training in use of BGE Tool completed for all schools.		June 2019
		Implement a cluster training programme in the area of quality assurance and moderation of learning in the BGE	SEEMiS Pilot completed.	Quality Assurance and Moderation Support Officers	June 2019
Accelerated closure of the	A5, A9, A12,	Implement Year 4 plan of the Scottish	Training completed across all 8 clusters.		June 2019
			Successful completion	Education Service	August 2018-

poverty-related attainment gap.	A13, A17, A18, A20, A21, A23, A24	Attainment Challenge in Dundee with a particular focus on the secondary sector.	of SAC interventions across targeted schools	Management Team/Attainment Advisor	March 2019
		Increased support and challenge from Education Officers to schools in the effective planning and evaluation of the impact of PEF interventions to raise attainment and close the poverty-related attainment gap.	Successful completion of PEF interventions/actions across all schools	Education Service Management Team/ Attainment Advisor	June 2019
Improved meaningful engagement of children, young people and families in learning and school life		Full implementation of Parental Involvement Strategy	Strategy fully implemented across all schools.	Parental Engagement Officer & Parental Engagement Group	June 2019
		Extend the roll out of CANI coaching across 4 additional primary and 2 additional secondary schools.	CANI coaching is implemented in 4 additional primary schools and 2 secondary schools.	Parental Engagement Officer	June 2019
		Roll out the Families Connect Programme to 6 primary schools.	Families Connect Programme rolled out to parents/carers of 6 primary schools.	Parental Engagement Officer	June 2019
		Implement the holiday Family Connect Pilot Programme within Cleington Primary School.	Family Connect Pilot successfully completed.	Parental Engagement Officer	July 2018
		Increased engagement by the Parental Engagement Officer with	Audit of school/service parental engagement	Parental Engagement	June 2019

		secondary/special/OES Head Teachers to support more meaningful engagement by schools and services with parents in their child's learning.	completed in all 8 schools, Kingspark and OES.	Officer	
Improved pupil attendance within primary and secondary sectors	A25, A27, A28	Introduction of Attendance and Exclusion Improvement Meetings by Education Managers/Officers with Head Teachers.	Primary & secondary attendance and exclusion rates.	Education Services Management Team	June 2019
Reduce levels of exclusion across primary and secondary sector	A26, A29, A30	Implementation of the revised Included, Involved and Engaged Policy.	Policy fully implemented across all schools.	Curriculum, Pedagogy and Performance Strategy & Action Group	June 2019
		Continue to implement alternative to exclusion practices across primary and secondary schools.	Primary & secondary exclusion rates.	Education Services Management Team	June 2019

Performance Measures - Raising Attainment for all and closing the attainment gap between the most and least disadvantaged children

Performance Measure Code	SOURCE	ATTAINMENT PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
A1	CP	% of P7 pupils achieving CfE 2nd Level in Reading and Numeracy	85% (2019/20)	66% (2017/18)
A2	CP, TP	% of school leavers achieving literacy and numeracy at SCQF level 4	88% (2019/20)	86% (2016/17)
A3	CP, TP	% of school leavers achieving literacy and numeracy at SCQF level 5	64% (2019/20)	59% (2016/17)
A4	CP, LGBF	Overall average total tariff score	875 (2019/20)	768 (2016/17)
A5	CP, TP, LGBF	Average total tariff score for pupils - SIMD quintile 1	750 (2019/20)	542 (2016/17)
A6	TP, LGBF	Average total tariff score for pupils - SIMD quintile 2	Family Grp ¹ ('19/20)	713 (2016/17)
A7	TP, LGBF	Average total tariff score for pupils - SIMD quintile 3	Family Grp ('19/20)	859 (2016/17)
A8	TP, LGBF	Average total tariff score for pupils - SIMD quintile 4	Family Grp ('19/20)	939 (2016/17)
A9	TP, LGBF	Average total tariff score for pupils - SIMD quintile 5	Family Grp ('19/20)	1,103 (2016/17)
A10	TP, LGBF	% of pupils gaining 5+ awards at SCQF level 5 +	Family Grp ('19/20)	54% (2016/17)
A11	TP, LGBF	% of pupils gaining 5+ awards at SCQF level 6 +	Family Grp ('19/20)	26% (2016/17)
A12	TP, LGBF	% of pupils gaining 5+ awards at SCQF level 5 +, deprived areas	Family Grp ('19/20)	37% (2016/17)
A13	TP, LGBF	% of pupils gaining 5+ awards at SCQF level 6 +, deprived areas	Family Grp ('19/20)	11% (2016/17)
A14	TP	Staying on rate S4 to S5	no target set	85% (2017/18)
A15	TP	Staying on rate S4 to S6	no target set	51% (2017/18)
A16	NIF/DCC *	Leavers1+ SCQF 4	91% (2019/20)	93% (2016/17)
A17	NIF/DCC	Leavers1+ SCQF 4, SIMD Quintile 1	84% (2019/20)	86% (2016/17)
A18	NIF/DCC	Leavers1+ SCQF 4, SIMD Quintile 5	97% (2019/20)	99% (2016/17)

¹ Family Grp. Dundee City Council has an overall target that Dundee will be placed 4th or better in its SOLACE family group for 55% of LGBF indicators.

Performance Measure Code	SOURCE	ATTAINMENT PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
A19	NIF/DCC	Leavers1+ SCQF 5	82% (2019/20)	84% (2016/17)
A20	NIF/DCC	Leavers1+ SCQF 5, SIMD Quintile 1	71% (2019/20)	73% (2016/17)
A21	NIF/DCC	Leavers1+ SCQF 5, SIMD Quintile 5	93% (2019/20)	95% (2016/17)
A22	NIF/DCC	Leavers1+ SCQF 6	64% (2019/20)	62% (2016/17)
A23	NIF/DCC	Leavers1+ SCQF 6, SIMD Quintile 1	49% (2019/20)	47% (2016/17)
A24	NIF/DCC	Leavers1+ SCQF 6, SIMD Quintile 5	86% (2019/20)	84% (2016/17)
A25	CP, LGBF	% attendance at school	94% (2019/20)	92% (2016/17)
A26	LGBF	School Exclusion rates per 1,000 pupils	Family Grp ('19/20)	40 (2017/18)
A27	NIF/DCC	Primary Attendance	96% (2019/20)	94% (2017/18)
A28	NIF/DCC	Secondary Attendance	92% (2019/20)	89% (2017/18)
A29	NIF/DCC	Primary Exclusions	11% (2019/20)	13 (2017/18)
A30	NIF/DCC	Secondary Exclusions	70% (2019/20)	72 (2017/18)

Sources: CP = City Plan and Council Plan, TP = Tayside Plan for Children, Young People and Families, LGBF = Local Government Benchmarking Framework, NIF = National Improvement Framework

*There are no NIF national targets set, therefore, we have included our own Dundee City Council targets here.



Dundee Annual Education Plan 2018-19

NIF/Dundee Priority - Children and Young People Who Experience Particular Inequalities and Disadvantage					
Tayside Plan for Children, Young People & Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.					
Outcome	Performance Measure Code	Actions 2018/19	Action Measure	Lead Officer/Group	Timescale
Improved attainment for children and young who are recognised young carers	A1, A2, A3, A4,A6, A7,A8, A10, a11, a14, A15, A16, A19, A22	In partnership with Dundee Carers, support establishments to better identify young people who are young carers All identified young carers to be offered a Young Carers Statement as outlined in The Carers (Scotland) Act 2016.	New baseline data set established. Young Carers statements embedded in children's plans.	Education Officer/Dundee Carers Education Officer/Dundee Carers	June 2019
Improved attainment for children and young who are looked after.	LA1, LA2, LA3, LA4, LA5, LA6	Implementation across all schools of 'The Children & Families Service Corporate Parenting Charter for Looked After Children'.	Charter fully implemented across all schools.	Corporate Parenting Strategy Group	June 2019
Improved attainment for children who have additional support needs, including those with protected characteristics	A1,A2,A3,A4, A10,A11,A12, A13,A14,A15, A16,A19,A22	Provision of career long professional learning (CLPL) in pedagogical approaches including effective differentiation and feedback to staff.	Number of staff trained.	Supporting Learners Strategy & Action Group	June 2019

Increase in the accessibility of the communication, curriculum and physical environment in schools to include diverse range of pupils' learning and communication needs.		Conclude accreditation of Enhanced Support areas in remaining two secondary schools and two further secondary schools.	Number of schools with accredited Enhanced Support Areas (ESAs)	Support for Learning Strategy & Action Group	June 2019
Increase in the diversity of attainment & achievements gained at primary and secondary school		Continue to increase the breadth of awards achieved at SCQF level 2 and above in secondary schools.	Number of 'new' awards at SCQF levels 2 and 3	Support for Learning Strategy & Action Group	June 2019
		Increase the accessibility of the communication, curriculum and physical environment in schools to include diverse range of pupils' learning and communication needs.	Conclude accreditation of Enhanced Support areas in remaining two secondary schools; and 12 primary schools.	Education Manager(s)	June 2019
		Design a Differentiation module within the ESA Accreditation Framework, aligned to the Addressing Barriers To Learning (ABLE) framework.	Evidence of increased differentiation and enhanced support in schools gathered through the school improvement framework and inspection	Support for Learning Strategy & Action Group	June 2019
			The number of children	Education	

		Introduction of a single Accessibility & Inclusion Service to provide a learning & teaching service for children, young people and their families who are Deaf, Bilingual and Gypsy/Traveller; have a Visual Impairment; and have complex ASN requiring specialist accessibility arrangements.	receiving support from the Accessibility and Inclusion Service.	Manager	June 2019
		Continue to provide training for Senior Learning & Care Practitioners (LCAs) and other support staff to ensure that all accessibility needs are met, e.g. moving and handling; intimate health and care needs; communication needs	The number of SLCPs and LCAs who participate in training and staff development.	Education support Officer (ASN)	June 2019

Performance Measures – Young Carers & Looked After and Care Experienced Children and Young People

Performance Measure Code	SOURCE	LAC PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
LAC1	CP, TP	% of looked after school leavers achieving literacy and numeracy at SCQF level 4	78% (2019/20)	40% (2016/17)
LAC2	CP, TP	% of looked after school leavers achieving literacy and numeracy at SCQF level 5	40% (2019/20)	8% (2016/17)
LAC3	CP, TP	% of looked after school leavers entering a positive destination	91% (2019/20)	84% (2016/17)
LAC4	LGBF	Attendance rate LAC	92% (2018/19)	90% (2016/17)
LAC5	CP, LGBF	Exclusion rate (number of exclusions per 1,000 pupils) for Looked After Children	71 (2019/20)	210 (2016/17)
LAC6	TP	% of openings lost to exclusion (LAC)	no target set	0.23% (2016/17)

Sources: CP = City Plan and Council Plan, TP = Tayside Plan for Children, Young People and Families, LGBF = Local Government Benchmarking Framework,

Dundee Annual Education Plan 2018-19

NIF/Dundee Priority – Improvement in Numeracy Attainment					
Tayside Plan for Children, Young People & Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.					
Outcome	Performance Measures Code	Actions 2018/19	Action Measure	Lead Officer/Group	Timescale
Increased attainment levels in numeracy for all children and young people	NUM 1-5	Implementation of the revised Numeracy strategy, including: training for Primary School staff in the use of Conceptual Understanding of Number.	Number of staff trained	Numeracy Strategy and Action Group	June 2019
		Implementation of Numicon approaches for all primary schools and provision of related training (Leadership training).	Number of staff trained		
	NUM 1-5	Embedding numeracy in second level through outdoor learning.	Number of schools adopting outdoor learning approaches.	Numeracy Strategy and Action Group	June 2019
	NUM 1-5	Embedding moderation across all schools at all levels in numeracy and maths.	Number of completed moderation activities across clusters, and/or School Improvement Partnerships	Numeracy Strategy and Action Group	June 2019
	NUM 1-5	Training of secondary maths teachers in the use of manipulatives in the classroom by Mark McCourt, La Salle.	Training of all secondary maths teachers completed	Numeracy Strategy and Action Group	June 2019
	NUM1-5	Training of a cohort of secondary maths teachers in the OTI programme from Osiris in Visible Learning in maths.	Training of cohort of secondary maths teachers completed	Numeracy Strategy and Action Group	June 2019

Performance Measures - Improvement in Numeracy Attainment

Performance Measure Codes	SOURCE	NUMERACY PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
NUM1	NIF	% of Primary school pupils achieving expected CfE Level in Numeracy (1,4,7 combined)	**76%	74% (2017/18)
NUM2	NIF	% of Secondary school pupils achieving CfE Third Level or better in Numeracy (S3)	*88%	80% (2017/18)
NUM3	NIF	% of P1 pupils achieving CfE Early Level in Numeracy	*83%	80% (2017/18)
NUM4	NIF	% of P4 pupils achieving CfE First Level in Numeracy	*75%	69% (2017/18)
NUM5	NIF	% of P7 pupils achieving CfE Second Level in Numeracy	*70%	71% (2017/18)

Source: NIF = National Improvement Framework

*All targets for improvements are equivalent to 2016/2017 National average data as published in the document Achieving Excellence and Equity: national Improvement Framework as Dundee data for equivalent year sits below that national average.

** SIMD 3 stretch aims for 2019/2020 from Achieving Excellence and Equity: National Improvement Framework

Dundee Education Plan 2018-19

NIF/Dundee Priority – Improvement in Literacy Attainment					
Tayside Plan for Children, Young People & Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.					
Outcome	Performance Measure Codes	Action	Action Measure	Lead Officer/Group	Timescale
Increased attainment levels in literacy for all children and young people	LIT 1-5	Develop a key focus on early identification and intervention for pupils not making expected levels of attainment.	Number of pupils requiring support identified through RWI data.	Literacy Strategy & Action Group	June 2019
			Number of primary schools fully implementing intervention plans.	Literacy Strategy & Action Group	June 2019
	LIT 1-5	Provision of CLPL for school staff in collaboration with partners including National Literacy Trust, Reflective Reading and Voice 21, Ruth Miskin Spelling. Establishment of professional networks for literacy	Numbers of staff and schools completing training	Literacy Strategy & Action Group	June 2019
			Numbers of practitioners and schools engaging in professional network opportunities	Literacy Strategy & Action Group	June 2019
	LIT 1-5	Embedding moderation across all schools and levels	Number of moderation activities conducted across clusters and School Improvement Partnerships	Literacy Strategy & Action Group	June 2019

Performance Measures - Improvement in Literacy Attainment

Performance Measure Code	SOURCE	LITERACY PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
LIT1	NIF	% of Primary school pupils achieving expected CfE Level in Literacy (1,4,7 combined)	no target set	65% (2017/18)
LIT2	NIF	% of Secondary school pupils achieving CfE Third Level or better in Literacy (S3)	no target set	83% (2017/18)
LIT3	NIF	% of P1 pupils achieving CfE Early Level in Literacy	no target set	69% (2017/18)
LIT4	NIF	% of P4 pupils achieving CfE First Level in Literacy	no target set	62% (2017/18)
LIT5	NIF	% of P7 pupils achieving CfE Second Level in Literacy	no target set	64% (2017/18)

Source: NIF = National Improvement Framework

Dundee Education Plan 2018-19

NIF/Dundee Priority – Improvement in children and young people’s health and wellbeing					
Tayside Plan for Children, Young People & Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.					
Outcome	Performance Measure Code	Actions 2018/19	Action Measure	Lead Officer/Group	Timescale
Improve the quality of Physical Education and participation in Physical Activity and Sport	HWB7	Relaunch PEPAS steering group with a focus on: Setting up of PEPAS groups in each Cluster; Strengthen connections to Citywide Physical Activity Strategy Active Schools priorities, in particular, SIMD 1&2 and Teenage Girls	Number of schools with increased physical activity, including Daily 15, Number of schools achieving school sport award; Number of young people participating in school sports competitions Number of schools with school sport to club links.	Chief Education Officer/PEPAS Group	June 2019
Improved Healthier Food Choices of children, young people and families.	HWB7	Extend the provision and uptake of family cooking programmes/opportunities Increase number of schools engaging with gardening projects. Implement the revised Nutritional guidelines	Number of schools providing family cooking and gardening programmes Number of schools implementing nutritional guidelines within schools, nurseries, breakfast clubs and out of school provisions.	HWB Strategy and Action Group	June 2019
Improve the mental health, wellbeing and resilience of children and young people (through early advice, support and education)	HWB 9 HWB 8, A25 , A26, A27, A28, A29, A30	Develop parenthood project alongside Prison Service/Education Scotland (Sue Brook research) and implement Identify schools to participate in the	Number of young parents/learners engaged in the project Number of schools	HWB Strategy and Action Group HWB Strategy	June 2019

Improve the mental health, wellbeing and resilience of children and young people (through early advice, support and education) Continued		Relationships and Sexual Health National Pilot	engaged in pilot project	and Action Group	June 2019
		Further engage schools in the Mentors in Violence Programme	Number of secondary schools engaged in the Mentors in Violence Programme	HWB Strategy and Action Group	June 2019
		Implement revised Anti Bullying guidelines and training package to increase robust recording of bullying incidents.	Number of schools accurately recording bullying incidents.	HWB Strategy and Action Group	June 2019
		Raise awareness of ACES with partners and wider school communities	Number of school clusters/wards/partnerships with increased awareness of ACES	HWB Strategy and Action Group	June 2019
		Further implement and embed the nurturing approaches framework in primary schools using results of limesurvey to plan focus of next steps (19/20)	Number of schools effectively implementing nurturing approaches framework	HWB Strategy and Action Group	June 2019
		Expand the core training in all 8 secondary schools on nurturing approaches framework.	As above	HWB Strategy and Action Group	June 2019
		Ensure all schools have participated in relevant mental health training for all staff.	Number of staff/schools participating in CAMHS Innovation Fund Training.	HWB Strategy and Action Group	June 2019
		All secondary HWB Workers to be trained	Number of HWB Workers	HWB Strategy	

Improve the mental health, wellbeing and resilience of children and young people (through early advice, support and education) Continued		in Scotland's Mental Health First Aid for Young People	trained.	and Action Group	June 2019
		Ensure all Schools implement the guidance on the provision of sanitary products during term-time, weekends and school holidays.	% uptake of young people accessing provision.	HWB Strategy and Action Group	June 2019
		Develop and implement a programme to provide all Secondary Pupils with training on CPR.	Number of pupils trained.	HWB Strategy and Action Group	June 2019
		Extend the AIM (Anxiety in Motion) programme within all secondary schools to support attainment of targeted S1/2 young people with mental health and wellbeing needs.	Number of S1/2 pupils across all secondary schools receiving intervention.	AIM Steering Group	June 2019
		Expand Core AIM for S1-S4 pupils who are not attending school due to anxiety and significant mental health needs.	Increase in the attendance and engagement in learning for targeted young people.	AIM Steering Group	June 2019
		Gain a better understanding of the scope and analysis of data contained within PASS and the potential with which to measure improvements in children and young people's wellbeing.	Analysis of PASS completed and shared with all schools.	Short Life Working	June 2019
		Establish a range of HWB Measures for Dundee.	Agree set of Dundee Measures for HWB.	HWB Strategy and Action Group	June 2019

Improve the mental health, wellbeing and resilience of children and young people (through early advice, support and education) Continued		Extend the Growth Mindset, Train the Trainers programme.	Number of schools participating.	HWB Strategy and Action Group	June 2019
		Develop a collaborative approach with a range of partners to further embed Growth Mindset across learning communities.	Number of partners delivering Growth Mindset inputs in schools.	HWB Strategy and Action Group	June 2019
		Deliver Internet Safety Parental events in each school cluster with partners.	Number of Parental events delivered.	HWB Strategy and Action Group	June 2019
		Increase the number of schools using Play and Outdoor Learning interventions to improve children's social and emotional wellbeing.	Number of primary schools implementing Active Play or Play Champions. Number of primary schools embedding Loose Parts Play.	Outdoor Learning and Play Collegiate Group	June 2019
		Deliver a range of CLPL to build capacity of skills, confidence and application of outdoor learning and play interventions.	Number of staff/schools attending training.	Outdoor Learning and Play Collegiate Group	June 2019
		Increase the number of schools implementing a Play based Pedagogy in Primary 1	Number of schools implementing a Play based Pedagogy in Primary 1	Outdoor Learning and Play Collegiate Group	June 2019
Increase the number of schools planning a progressive programme of learning on substance misuse with partners		Complete the framework for Substance Misuse and roll out training for schools on implementation.	Framework completed. Number of schools/clusters implementing the framework.	Substance Misuse Task and Finish Group	December 2018

Improve support for children, young people and Named Persons through GIRFEC/TATC procedures		Implement CELCIS and Hunter Foundation 365 Schools test of change in Lochee Ward, including Children First Buddying System and support for named person.	Test of Change completed in pilot schools.	Strategy and Performance Team	June 2019
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Performance Measures - Improvement in children and young people's health and wellbeing

Performance Measure Code	SOURCE	HEALTH & WELLBEING PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
HWB 1	CP	% of P1 children classified as obese or overweight	24% (2019/20)	22% (2016/17)
HWB 2	TP	Decrease the % of children and young people using substances		
HWB 3	TP	Decrease the rate per 1,000 of teenagers conceiving (under 20 years)		

Sources: CP = City Plan and Council Plan, LGBF = Local Government Benchmarking Framework, NIF = National Improvement Framework

Dundee Education Plan 2018-19

NIF/Dundee Priority – Improvement in children and young people's employability skills and sustained positive destinations.					
Tayside Plan for Children, Young People & Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.					
Outcome	Performance Measure Code	Actions 2018/19	Action Measure	Lead Officer/Group	Timescale
Increase the number of young people with the requisite employability skills to ensure sustained positive destinations.	EMP1, EMP2	Increase the number of young people participating in Future Skills College in partnership with Dundee and Angus College, Angus Council and the Northwood Trust.	Number of participating young people entering a positive destination.	Education Officer	June 2019
		Increase the number of vocational streams included in Future Skills college.	Number of 'new' vocational streams.	Education Officer	June 2019
		Curriculum Review Group maps senior phase curriculum pathways including vocational routes.	Revised senior phase provision in place for session 2019/20	Education Manager	June 2019
Increase the number of looked after/care experienced young people with the requisite employability skills to ensure sustained positive destinations	EMP1, EMP2	Increase the number of looked after/care experienced young people participating within Foundation Apprenticeships.	Number of looked after/care experienced young people successfully completing Foundation Apprenticeships.	Education Officer	June 2019
Increase the number of looked after/care	EMP1, EMP2	Continue the expansion of Breakthrough Dundee across secondary schools.	Number of looked after/care	Education Officer	June 2019

experienced young people with the requisite employability skills to ensure sustained positive destinations (Continued)			experienced young people receive 1:1 adult mentoring		
Improve the co-ordinated approach of widening access provision to ensure young people are supported to access appropriate further and higher education as a positive sustained destination	EMP1, EMP2	Establish a co-ordinated range of widening access provision for Dundee involving all further and higher education institutions to ensure a progressive and proportionate approach to gaining a positive sustained destination.	Programme Established. Number of targeted P7-S6 pupils participating in programme.	Link Education Officer/Further and Higher Education Institutions in Dundee.	August 2019

Performance Measures - Improvement in children and young people's employability skills and sustained positive destinations

Performance Measure Code	SOURCE	EMPLOYABILITY/DESTINATION PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
EMP1	CP, TP, LGBF	% of school leavers entering a positive destination	93% (2019/20)	94% (2016/17)
EMP2	CP, LGBF, NIF	% of 16-19 year olds participating in education, training or employment	90% (2019/20)	88% (2016/17)

Sources: CP = City Plan and Council Plan, TP = Tayside Plan for Children, Young People and Families, LGBF = Local Government Benchmarking Framework, NIF = National Improvement Framework

Dundee Education Plan 2018-19

National/Dundee Priority – Early Learning and Childcare

Tayside Plan for Children, Young People & Families – Our children will have the best start in life, they will be cared for and supported to learn

in nurturing environments					
Outcome	Performance Measure Code	Actions 2018/19	Action Measure	Lead Officer/Group	Timescale
Improved learning for all children aged 2-5 years contributing to reducing the poverty-related attainment gap		Provision of staff Career Long Professional Learning (CLPL) on:		Early Years Team	June 2019
		Leadership and coaching training for 16 promoted staff (provided by Jane Mudd)	Number of staff trained	Jane Mudd	
		pedagogy of listening training for 7 nurseries approx. 14 staff	Number of staff trained	Early Years Team	
		learning group approach with children in 3 nurseries	Number of staff trained	Early Years Team	
		outdoor learning and physical activity training:	Number of staff trained	Early Years Team	
		27 Grounds For Learning champions one from each nursery, to be trained in outdoor learning and physical development.	Number of staff trained	Early Years Team	
Improved learning for all children aged 2-5 years contributing to reducing the poverty-related attainment gap (continued)		60 staff trained to use Better Movers Better Thinkers.	Number of staff trained	Early Years Team	June 2019
		16 additional staff trained in Play on Pedals to support cycling in early years and the involvement of parents in family learning activities.	Number of staff trained	Early Years Team	

		Speech and language therapy training to reduce inequalities in young children age 2-5 in 8 nurseries.	Number of staff trained.	Early Years Team	
		All newly employed early years staff to be trained in ABC and Beyond.	Number of staff trained.	Early Years Team	
		27 Literacy Leaders to be trained to use the Sparkle Words assessment tool to measure progress in vocabulary development.	Number of staff trained	Early Years Team with SLT's and Consultant	
		Phase 2 numeracy training for all early years' staff.	Number of staff trained	Early Years Team and Early Years HT's/EYCM.	June 2019.
		Solihull Training in 27 LA nurseries and 23 Funded Provider nurseries.	Number of staff trained.	Tayside Collaborative Pre- Birth and Early Years Group.	June 2019.
Improved learning for all children aged 2-5 years contributing to reducing the poverty-related attainment gap (cont'd)		10 nurseries to receive training in restorative practice.	Number of staff trained	Early Years Team/ DEPS.	June 2019.
		24 staff trained in self-regulation.	Number of staff trained.		June 2019.
		Develop approaches to securing children's progress and achievement through a process of observation, analysis and action.	Number of PDSA's and case studies showing an increased number of children benefitting from early	Early Years Team.	June 2019.

		27 nursery teachers to be trained in the use of the early years screening tool.	identification and early intervention Number of staff trained.		
		27 nursery teachers trained in early years pedagogy	Number of staff trained.	Early Years Team	June 2019.
		Employ 13 Modern Apprentices for ELC Secure 8 ELC placements for young people as part of the Future Skills Initiative.	Number of Modern Apprentices completing training Number of future skills college placements	Early Years Team. Early Years Team & Education Officer	June 2019.
		6 additional staff to complete a BA Early Childhood Degree	Number of staff completing BA Degree	Early Years Team.	June 2019.
Improved learning for all children aged 2-5 years contributing to reducing the poverty-related attainment gap (cont'd)		Increase number of pilot site nurseries distributing healthy start vitamins.	Number of nursery sites Number of parents reporting that children received the vitamins.	Eat Well Play Well Dev Officer.	June 2019.
		Increase number of nurseries implementing Eat Well Play Well Approach.	Number of new nurseries implementing Eat Well Play Well.	Eat Well Play Well Dev Officer.	June 2019.

Improved learning for children aged 2-5 years by supporting their families to improve/develop the home learning environment contributing to reducing the poverty-related attainment gap		Increase the number of nurseries offering Parents Early Education Partnership (PEEP) to families by training staff where needed and supporting nurseries where there are barriers to delivery.	Number of new nurseries offering PEEP.	Parental Services Development Officers	June 2019.
		Support the improvement of the quality of PEEP delivery by offering PEEP refresher training and a programme of quality improvement PEEP observations for staff.	Number of staff attending Peep refresher training.		June 2019.
		Support settings to share the family learning model used by EYE Family workers with the wider nursery staff group to grow capacity within teams and maximise the impact of family learning within settings.	Number of completed Peep sessions observed. Number of additional staff in settings undertaking family learning roles and gathering impact data. 3 Supporting Families to Support their Children's Learning training programmes delivered.		June 2019.
Improved uptake of two year old places.	ELC2	Increase the percentage of 2 year old children accessing ELC.	% of all eligible 2 year old children accessing their entitlement to ELC.	Early Years Team with HT's/ Centre Managers/ Senior EYP's	June 2019.
Continued uptake of 3 and	ECL3	Maintain the percentage of 3 and 4 year	Number of children	Early Years	June 2019.

4 year old places.		olds who have accessed ELC 600 hrs of entitlement.	accessing their entitlement to ELC.	Team with HT's.	
Increased number of entitled 2 year olds accessing 1140 hrs of free ELC.	ECL1	Trial 2 year olds accessing 1140 hrs of free ELC in 3 nurseries.	Number of children accessing 1140 hrs of free ELC in 3 nurseries.	Early Years Team with HT's.	June 2019.
Increased number of 3-4 year olds accessing 1140 hrs of free ELC.	ECL1	Trial 3-4 year olds accessing 1140 hrs of free ELC in 5 nurseries.	Number of children accessing their entitlement to 1140 hrs of free ELC.	Early Years Team with HT's.	June 2019.
Increased number of children (not in the trial) accessing more than their entitlement to 600 hours ELC i.e. additional hrs		Increase the availability of high quality early learning and childcare.	Number of children (not in the trial) accessing more than their entitlement to 600 hours ELC.	Early Years Team.	June 2019.
Improved engagement of stakeholders		<p>Improve access to services by raising awareness of the information available via the Family Information Service Online Directory and Social Media</p> <p>Increase Additional Support Needs services signposted to and create a subcategory of information specific to Autism.</p> <p>Expansion of information available regarding activities for families over</p>	<p>Number of hits to targeted categories within The Family Information Service & Social Media.</p> <p>Number of entries listed in Autism Sub Category and overall ASN Category.</p> <p>Number of entries listed in</p>	<p>Family Information Services Coordinator</p> <p>Family Information Services Coordinator</p>	<p>June 2019.</p> <p>June 2019.</p> <p>June 2019.</p>

		school holiday periods and promotion of these via email network and social media.	Holiday/Leisure Category.		
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Performance Measures - Early Learning and Childcare

Performance Measure Code	SOURCE	EARLY LEARNING/CHILDCARE PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
ELC1	CP	Number of funded 1140 hours early years' places in Dundee City Council settings	2,811 (2019/20)	0 (2017/18)
ELC2	TP	% of 2 year olds accessing early learning and childcare	27% (2020)	22% (2016/17)
ELC3	TP	% of 3 and 4 year olds accessing early learning and childcare	Maintain	93% (2016/17)

Sources: CP = City Plan and Council Plan, TP = Tayside Plan for Children, Young People and Families, LGBF = Local Government Benchmarking Framework, NIF = National Improvement Framework

Dundee Education Plan 2018-19

NIF/Dundee Priority – Leadership of Learning					
Tayside Plan for Children, Young People & Families – Our children and young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.					
Outcome	Performance Measure Code	Actions 2018/19	Action Measure	Lead Officer/Group	Timescale
Improved Middle leadership development	LEAD 1 LEAD 2 LEAD 3	Implement Middle Leadership programmes including Jane Mudd Coaching programme and Tayside Regional Improvement Collaborative Middle Leadership Programme.	Numbers of DHTs and PTs participating in mandatory elements of the middle leadership development programme.	Leadership Strategy & Action Group with Tayside Regional Improvement Collaborative	June 2019
Improve Head Teacher Leadership development	LEAD 1 LEAD 2 LEAD 3	Deliver new Tayside Regional Improvement Collaborative HT Induction programme.	Number of newly appointed Dundee Head Teachers completing the programme.	Leadership Strategy & Action Group with Tayside Regional Improvement Collaborative	June 2019
	LEAD 1 LEAD 2 LEAD 3	Complete the delivery of a range of Leadership activities – Jane Mudd Leadership Programme, Executive Coaching, HT Leadership Academy (Columba 1400).	Number of Head Teachers participating in each programme.	Leadership Strategy & Action Group with Tayside Regional Improvement Collaborative	June 2019
	LEAD 1 LEAD 2 LEAD 3	Provide School Leader (and Officer) CLPL opportunities on Self Evaluation for Improvement, Improvement Science and collection of evidence,	Number of HTs reporting increased confidence in leading improvement activity in their school.	Leadership Strategy & Action Group	June 2019
	LEAD 1 LEAD 2 LEAD 3	Next cohorts for Into Headship and In Headship identified and supported through the programme.	Number of senior leaders achieving Standard for Headship qualification.	Leadership Strategy & Action Group	June 2019

	LEAD 1 LEAD 2 LEAD 3	Next cohort for Excellence in Headship identified and supported through the programme.	Number of participating HTs reporting increased confidence in leading improvement activity in their school.	Leadership Strategy & Action Group	June 2019
	LEAD 1 LEAD 2 LEAD 3	Increase School Leader involvement in national leadership opportunities including SCEL programmes.	Number of HTs and leaders participating in SCEL leadership programmes	Leadership Strategy & Action Group	June 2019
Improved Teaching Staff Leadership Development	LEAD 4 LEAD 5 LEAD 6	Focus Teacher CLPL opportunities on Education Endowment Foundation Priorities: effective feedback and metacognition.	Number of teachers participating in training.	Leadership Strategy & Action Group	June 2019
	LEAD 1 LEAD 2 LEAD 3	Increase the involvement of teaching staff in national teacher leadership opportunities including SCEL programmes and GTCS professional recognition	Number of staff reflecting against the GTCS Standard for career-Long Professional Learning	Leadership Strategy & Action Group	June 2019
	LEAD 1 LEAD 2 LEAD 3	Continue to facilitate staff participation in PGCE student/Inductee mentor programme at Dundee University	Number of staff in place as mentors; Number of staff participating in Masters level mentoring programme.	Leadership Strategy & Action Group	June 2019
Increased Service Capacity for Coaching to improve performance	LEAD 1 LEAD 2 LEAD 3	School and Service Leaders participate in Corporate Introduction to Coaching.	Numbers of senior staff successfully completing the Corporate programme.	Leadership Strategy & Action Group	June 2019

Performance Measures - Leadership of Learning

Performance Measure Code	SOURCE	LEADERDSHIP OF LEARNING PERFORMANCE MEASURE/S	TARGET FOR IMPROVEMENT/DATE	LATEST AVAILABLE PERFORMANCE IN RELATION TO TARGET
LEAD1	TP	% of schools achieving Good or above Educ Scotland/HGIOS4	no target set	Definition of measure to be agreed
LEAD2		% of schools achieving Good or above for QI 1.3 in HMIE Inspections	(need current data)	(need current data)
LEAD3		% of schools achieving Good or above for QI 1.3 in Extended School Reviews	(need current data)	(need current data)
LEAD4		% of schools achieving Good or above for QI 1.3 in School Self Evaluations	(need current data)	(need current data)
LEAD5		% of schools achieving Good or above for QI 2.3 in HMIE Inspections	(need current data)	(need current data)
LEAD6		% of schools achieving Good or above for QI 2.3 in Extended School Reviews	(need current data)	(need current data)
LEAD7		% of schools achieving Good or above for QI 2.3 in School Self Evaluations	(need current data)	(need current data)

Source: TP = Tayside Plan for Children, Young People and Families

Enquiries in relation to this plan should be directed by e mail to: debby.donachie@dundeecity.gov.uk

Appendix 1

OUR TARGETS FOR IMPROVEMENT 2017 – 2026

City Plan 2017-26	Council Plan 2017-22	Indicator	2016/17 Baseline	One Year 2017/18		Three Years 2019/20	Ten Years 2026/27
				Target	Performance	Target	Target
<input type="checkbox"/>	<input type="checkbox"/>	Number of funded 1140 hours early years' places in Dundee City Council settings	0	0	0	2,811	2,909
<input type="checkbox"/>	<input type="checkbox"/>	% of P7 pupils achieving CfE 2nd Level in Reading and Numeracy	57%	67%	66%	85%	90%
<input type="checkbox"/>	<input type="checkbox"/>	% of school leavers achieving literacy and numeracy at SCQF level 4	86%	86%	Available Feb-19	88%	99%
<input type="checkbox"/>	<input type="checkbox"/>	% of school leavers achieving literacy and numeracy at SCQF level 5	59%	59%	Available Feb-19	64%	74%
<input type="checkbox"/>	<input type="checkbox"/>	% of school leavers entering a positive destination	94%	92%	Available Feb-19	95%	97%
<input type="checkbox"/>	<input type="checkbox"/>	% of 16-19 year olds participating in education, training or employment	88%	90%	89%	93%	95%
<input type="checkbox"/>	<input type="checkbox"/>	% of looked after school leavers achieving literacy and numeracy at SCQF level 4	40%	68%	Available Feb-19	78%	99%
<input type="checkbox"/>	<input type="checkbox"/>	% of looked school leavers achieving literacy and numeracy at SCQF level 5	8%	25%	Available Feb-19	40%	74%
<input type="checkbox"/>	<input type="checkbox"/>	% of looked after school leavers entering a positive destination	84%	88%	Available Feb-19	91%	95%
<input type="checkbox"/>	<input type="checkbox"/>	Overall average total tariff score	768	800	Available Oct-18	875	950
<input type="checkbox"/>	<input type="checkbox"/>	Average total tariff score for pupils from 20% most deprived SIMD data zones	542	640	Available Oct-18	750	950
<input type="checkbox"/>	<input type="checkbox"/>	% attendance at school	92%	93%	92%	94%	96%
<input type="checkbox"/>	<input type="checkbox"/>	Exclusion rate (number of exclusions per 1,000 pupils) for Looked After Children	112 ²	258	112	71	27

² NB This figure is the official LGBF data for 2016/17 and supersedes any previously published figures. This measure is only updated biennially by the LGBF and will next be available for academic session 2018/19

