

ITEM No ...3.....

REPORT TO: EDUCATION COMMITTEE – 28 SEPTEMBER 2015
REPORT ON: EDUCATION DEPARTMENT SERVICE PLAN 2012-17 - ANNUAL REVIEW
REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE
REPORT NO: 341-2015

1 PURPOSE OF REPORT

This report reviews the performance of the Education Division of the Children and Families Service in relation to the Education Department Service Plan 2012-2017.

2 RECOMMENDATIONS

The Committee is recommended to:

- 2.1 note the contents of this report
- 2.2 approve the new actions contained in paragraph 4.5.
- 2.3 note the new performance indicators in paragraph 4.6
- 2.4 instruct the Executive Director of the Children and Families Service 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 FINANCIAL IMPLICATIONS

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

4 MAIN TEXT

- 4.1 The Department has made the following improvements or sustained a target level in its priority performance indicators -
- Increased the number of schools adding value in Reading and Maths, as recorded in the baseline assessment Performance Indicators in Primary Schools (PIPS)
 - Maintained the percentage of P3 pupils achieving the national average or better in InCAS tests in Reading and in Maths
 - Increased the percentage of children gaining literacy and numeracy at SCQF level 4 or better, and SCQF level 5 or better by the point of leaving school
 - Increased the percentage of children in the 30% most deprived areas gaining literacy and numeracy at SCQF level 4, and at SCQF level 5
 - Increased the average tariff score of the lowest attaining 20% of school leavers
 - Shown a long term increase in the average tariff score of the middle attaining 60% of school leavers
 - Maintained the average tariff score of the highest attaining 20% of school leavers
 - Increased the percentage of pupils attaining 3 or more passes at SCQF level 6 or above by the end of S6
 - Maintained the percentage of school leavers entering a positive destination



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








- Number of young people involved in delivering Peer Education and Health Buddies projects
- Percentage of children in 30% least deprived areas gaining literacy and numeracy at SCQF level 5
- Levels of parental satisfaction with educational provision – Primary & Secondary

The tables below present the Department's key performance indicators and those national indicators included in the Local Government Benchmarking Framework.

Key Performance Indicators

These indicators represent the latest available data as at the end (i.e. March) of each financial year.

Legend. Long term trend:  = Latest year better than mean of previous two ;  = latest year is a decline in performance compared to the mean of the previous two years.

Definition	Financial Years			Target	Improvement Status
	11/12	12/13	13/14		
Number of schools adding value in Reading and Maths, as recorded in the baseline assessment Performance Indicators in Primary Schools (PIPS)	17	16	18	Increase	
Percentage of P3 pupils achieving the national average or better in InCAS - Reading	-	50%	50%	50%	
Percentage of P3 pupils achieving the national average or better in InCAS - Maths	-	51%	50%	50%	
Percentage of children gaining literacy and numeracy at SCQF level 4 or better by the point of leaving school	71.5%	73.7%	78.9%	78.8%	
Percentage of children gaining literacy and numeracy at SCQF level 5 or better by the point of leaving school	45.8%	43.1%	46.2%	51.4%	
Percentage of children in 30% most deprived areas gaining literacy and numeracy at SCQF level 4	58.8%	61.9%	69.7%	69.5%	
Percentage of children in 30% most deprived areas gaining literacy and numeracy at SCQF level 5	29.3%	27.4%	32.2%	37.9%	
Average tariff score of the lowest attaining 20% of school leavers	111	112	120	142	

Definition	Financial Years			Target	Improvement Status
	11/12	12/13	13/14		
Average tariff score of the middle attaining 60% of school leavers	631	654	671	716	↑
Average tariff score of the highest attaining 20% of school leavers	1,702	1,708	1,761	1,747	↑
Percentage of pupils attaining 3 or more passes at SCQF level 6 or above by the end of S6	31%	33%	35%	34%	↑
Percentage of school leavers entering a positive destination	90.0%	91.1%	91.3%	90.0%	↑

Local Government Benchmarking Framework – Children’s Services Indicators

Indicator	11/12	12/13	13/14	Improvement Status
Cost per primary school pupil	£4,552	£4,379	£4,333	↑
Cost per secondary school pupil	£6,761	£6,805	£6,828	↓
Cost per pre-school education place	£2,949	£2,865	£2,842	↑
Percentage of pupils in S4 achieving 5 or more awards at level 5	26.0%	27.9%	Indicator no longer in use due to introduction of new National Qualifications-	
Percentage of pupils in S6 achieving 5 or more awards at level 6	20.0%	21.6%	21.9%	↑
Percentage of pupils living in the 20% most deprived areas gaining 5+ awards at Level 5	12.4%	13.1%	-	
Percentage of pupils living in the 20% most deprived areas gaining 5+ awards at Level 6	6.6%	7.4%	8.9%	↑
Percentage of Adults satisfied with local schools	-	77.0%	65.0%	↓
Proportion of pupils entering positive destinations	90.0%	91.1%	91.3%	↑

4.2 Highlights

The Department's key achievements during the year were:

- continued implementation of the Curriculum for Excellence 3-18 including the introduction of the new SQA Higher qualification across all secondary schools
- implementation of increased hours in early learning and childcare for 3 and 4 year old children and looked after 2 year olds
- on-going delivery of improved literacy and numeracy programmes (3-18) within early years settings, schools and Offsite Education Learning centres
- the award of national attainment challenge funding to take forward the Dundee Attainment Challenge to further improve literacy, numeracy and health and well-being outcomes for children residing in SIMD 1-3
- implementation of 'Language Learning in Scotland: A 1 +2 Approach' across 16 primary schools
- the evolution of secondary schools' senior phase curriculum including enhanced employer engagement activities, activities to take forward Developing Scotland's Young Workforce and Youth Employment Strategy and the use of Insight to support attainment-gap analysis
- increased confidence amongst staff in using the GIRFEC wellbeing indicators in solution focused conversations to assess the needs of children and young people
- the participation of over 2,000 children across 9 school communities in the ASPIRE Dundee Creative Arts programme
- the significant increase in school sport participants from 7,306 to 8,504 and the associated increased number of school sport pupil volunteers from 634 to 761
- delivery of high quality understanding SQA assessment standards training for secondary teachers by DCC appointed Nominees
- the introduction of a revised electronic and interactive 'one-stop-shop' DCC learning and teaching manual
- improved school attainment including the increased % of young people gaining literacy and numeracy qualifications at SCQF levels 4 and 5 (including pupils residing in the 30% most deprived areas)
- improved average tariff scores of low, middle and high attaining pupil cohorts
- the introduction local community Supporting Learners Management Groups (SLMGs);
- improvement in the staged interventions for children and young people with additional support needs including improved/sustainable support and provision for young people with autism
- the introduction of the AIM (Anxiety in Motion) programme to better support and educate young people who are experiencing mental health difficulties which include anxiety, depression, self harm and phobias which impact on their ability to attend school.

4.3 Areas for improvement

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

- the expansion of universal and targeted interventions within early learning and childcare settings to better address high levels of speech, language and communication concerns amongst children
- to take forward proposals within the Dundee Attainment Challenge including the implementation of literacy, numeracy and health and wellbeing programmes
- further engagement by central officers with secondary head teachers to increase levels of pupil attendance and reduce levels of pupil exclusion
- improved use of data to support school approaches to recording, monitoring and tracking pupils' progress and achievement within the broad general education (to include use of PITFALLS – PIPS and Incas Tool for Attainment and Longitudinal Studies)

- improved use of equalities data to better monitor outcomes for children and young people with protected characteristics
- the involvement of school clusters in the national Raising Attainment for All programme
- planned parental engagement activities including a city-wide parental engagement event
- improved participation of children & young people with complex additional support needs, including barriers to communication, in strategic planning activities
- improved partnership data sharing procedures to better support transition planning and provision for meeting children and young people's additional support needs from pre-school to post-school,
- the introduction of improved partnership approaches to integrated data gathering and analysis to ensure robust evaluation of outcomes for children and young people with additional support needs
- In taking forward Scotland's Youth Employment Strategy enhance the number of employer/school partnerships, and ensure that employability is given a higher profile in the 3 – 18 curriculum.

4.4 The Department carries out self-assessment through the use of VSE (*Validated Self Evaluation*). This identifies strengths and areas for improvement. Areas for VSE will be determined in session 2015-16 to support the identification of emerging priorities and related actions.

4.5 **New Actions**

The following new actions will commence in session 2015-2016:

- The application and introduction of the actions set out in the National Improvement Framework for Scottish Education
- Participation in the Scottish Attainment Challenge with the set aim of improving attainment for all and reducing the attainment gap between children living in the most and least deprived areas of Dundee
- Continued development of the “Language Learning in Scotland: A 1+2 Approach”, with the aim to develop the competence and confidence of learners in two additional languages in line with national expectations and timelines.

4.6 **New Performance Indicators**

A number of performance indicators in the original service plan can no longer be reported on due to the national changes in the reporting of attainment performance from STACs to Insight. Committee report 163-2015 (Article IV of the minute of meeting of the Education Committee of 27 April 2015 refers) detailed the replacement indicators which would now be used and this service plan review presents these figures for the first time. Insight provides retrospective data so we are able to provide figures for the last three years for these figures. The new indicators this year are:

- The average tariff score of the lowest attaining 20% of school leavers.
- The average tariff score of the middle attaining 60% of school leavers.
- The average tariff score of the highest attaining 20% of school leavers.
- The average tariff score of the lowest attaining 20% of school leavers who are looked after at home.
- The average tariff score of the middle attaining 60% of school leavers who are looked after at home.
- The average tariff score of the highest attaining 20% of school leavers who are looked after at home.
- The average tariff score of the lowest attaining 20% of school leavers who are looked after away from home.
- The average tariff score of the middle attaining 60% of school leavers who are looked after away from home.

- The average tariff score of the highest attaining 20% of school leavers who are looked after away from home.
- Percentage of children gaining literacy and numeracy at SCQF level 4 or above at the point of leaving school.
- Percentage of children gaining literacy and numeracy at SCQF level 5 or above at the point of leaving school.
- Percentage of children who live in Dundee's share of Scotland's 30% most deprived areas gaining literacy and numeracy at SCQF level 4 or better at the point of leaving school.
- Percentage of children who live in Dundee's share of Scotland's 40% middle deprived areas gaining literacy and numeracy at SCQF level 4 or better at the point of leaving school.
- Percentage of children who live in Dundee's share of Scotland's 30% least deprived areas gaining literacy and numeracy at SCQF level 4 or better at the point of leaving school.
- Percentage of children who live in Dundee's share of Scotland's 30% most deprived areas gaining literacy and numeracy at SCQF level 5 or better at the point of leaving school.
- Percentage of children who live in Dundee's share of Scotland's 40% middle deprived areas gaining literacy and numeracy at SCQF level 5 or better at the point of leaving school.
- Percentage of children who live in Dundee's share of Scotland's 30% least deprived areas gaining literacy and numeracy at SCQF level 5 or better at the point of leaving school.

It should be noted that the Improvement Service have not yet determined a replacement indicator for the old measure "Percentage of pupils attaining 5 or more passes at SCQF level 5 or above by the end of S4" reported on in the Local Government Benchmarking Framework and so we do not yet have a suitable replacement indicator for this old measure.

5 POLICY IMPLICATIONS

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. An EQIA is attached to this report.

6 CONSULTATIONS

The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services.




7 BACKGROUND PAPERS




None.

Michael Wood
Executive Director of Children and Families Service 18/09/2015





Appendix 1 (Output from Covalent performance management system)



Children and Families Service (Education) Dundee Outcome 02 - Our people will be better educated and skilled within a city renowned for learning, research, innovation and culture








Actions Description	Update	Status
Continue to implement Curriculum for Excellence in all Dundee City Council educational establishments	Following the introduction of new National Qualifications in session 2013-14, secondary schools continue to consolidate and build delivery approaches with significant support provided by local nominees and their facilitation of understanding assessment standards training. All secondary schools have moved to delivering the new Higher qualification and staff from all secondary schools, in preparation for the introduction of the new Advanced Higher in session 2015 - 16, have attended national Advanced Higher implementation events. Following the publication of recommendations within the Developing Scotland's Young Workforce report, St Paul's RC Academy has been identified as a pilot school to take forward milestones in the Scottish Government's Youth Employment strategy. Key seminars have been completed with secondary head teachers regarding the senior phase curriculum and the attainment gap. A new set of attainment performance measures will be introduced from session 2015-16. New qualifications including an HNC vocational qualification in computing and a foundation apprenticeship in health and social care have been introduced for senior pupils.	In Progress 
Ensure health and wellbeing is fully integrated into the 3-18 curriculum and within existing Council-wide health and wellbeing strategy	Actions to take forward Relationships, Sexual Health and Parenting priorities have continued with the Speakeasy programme being offered in the Harris Cluster for parents. Physical Education, Physical Activity and Sport steering groups have been set up within each school clusters. The provision of quality physical education will continue to be taken forward with the support of additional funding recently received from Education Scotland. Two further schools have made successful applications for Health awards at Gold/Platinum level within the Health Promoting Schools Initiative. In May 2015 the Education Department achieved a Healthy Working Lives Bronze award.	In Progress 
Ensure that educational programmes for literacy operate within existing Council-wide literacy strategy for 0-18	Development of training to support the implementation of the Literacy Action Plan continues with a carousel of cross-sectoral training workshops focusing on the key themes of Vocabulary Development, Comprehension including Reciprocal Reading, Co-operative Learning and Motivation. Reading Leaders in Primary schools attend 10 monthly meetings to drive forward developments in learning and teaching. 48 Reading Leaders attended a Leadership and Management day to further embed and develop the Learning to Read programme. Literacy Leaders attended 4 meetings and have prioritised Vocabulary Development and Reciprocal Reading as vehicles for delivering 'Literacy Across Learning' for the next session. A GLOW Literacy Group has been set up to allow efficient sharing of resources. Transition tools and workshops have been developed across sectors and within Primary to ensure no loss of skills and pace in literacy. The Literacy Staff Tutor has been appointed as permanent Education Support Officer, Literacy, and will continue to support the development and implementation of the Literacy Action Plan. The make up of the Literacy Strategy Group has been revised to	In Progress 

Actions Description	Update	Status
	include key stakeholders including a Secondary Head Teacher. 36 school support visits and 23 twilight training sessions have been carried out by the Literacy Staff Tutor. Work on Vocabulary development has been recognised as good practice and is to form part of a workshop at Education Scotland's National Conversation in November.	
Ensure that educational programmes for numeracy operate within existing Council-wide numeracy strategy for 0-18	InCAS assessment data continues to demonstrate progress is being maintained at P4 stage. A number of clusters have undertaken cross sector work to ensure greater consistency of learning and teaching in numeracy. Education Scotland has delivered four days of training as part of the partnership agreement with the local authority. An indepth look at the Scottish Survey of Literacy and Numeracy (SSLN) results with practitioners and managers from all three sectors helped to identify areas which require greater focus. The new progression framework was the focus of a workshop led by Education Scotland and gave staff a greater understanding of progression in terms of skills and knowledge. There is evidence that staff are less reliant on programmes and textbooks when teaching numeracy. The most recent workshop was delivered to staff from all three sectors and focused on Significant Aspects of Learning. Participants were managers from all sectors and feedback was very positive. Representatives from all primary and secondary schools attended a roadshow organised by Education Scotland to launch the findings from the recent SSLN numeracy survey. A series of workshops followed and they had the opportunity to attend three which best met the needs of their own setting. These seminars and workshops have given schools a clear focus for their new School Improvement Plan. A staff tutor for numeracy has been appointed and will take up post in August. The Local Support Group has completed a booklet to help ensure consistency across settings and departments and this will be made available to all schools next session.	In Progress 
Develop authority skills strategy based on BTC4	Work continues to promote Developing Scotland's Young Workforce and Scotland's Youth Employability Strategy. The Invest in Youth group is beginning to form. This is an employer led group which will bridge the gap between schools and employers. The group will, in consultation with the Scottish Government, develop a bid for funding to support its work. Cluster skills groups are beginning to emerge in primary clusters and in secondary schools there are the early stages of skills groups beginning to form to look at the promotion of this agenda within each school. Employer engagement is now gaining a higher profile within individual subject areas in primary schools. Discussions are taking place with a number of employers around long term partnerships with schools.	In Progress 
Identify, support and develop quality and excellence in the arts and culture	Phase 1 into Phase 2 The ASPIRE Dundee programme has increased performance and participation opportunities for 2,000+ children in 9 primary school communities across Dundee. The children have been engaged in weekly activities directly in school working alongside professional artists and musicians. After school and holiday programmes have been planned and delivered across the	In Progress 

Actions Description	Update	Status
	<p>9 primary schools. 160 actively participated in production of "The Firebird" in Caird Hall on 7th March with Edinburgh University Orchestra; 800 parents/carers attended. An early years strand has been introduced across all three theme areas in Phase 2 in dance – drama – music.</p> <p>Drama INSET training sessions were held with professional staff of Dundee Rep Theatre. Professional storyteller visited all 3 early years classes, followed by a professional touring production specifically for early years "Emily Mouse". The "Whitfield Giants" school and community drama project has involved the nursery classes in a programme designed to support transition to P1 in the cluster around the theme of "Jack and the Beanstalk". "Whitfield Giants" Community Performance project was undertaken across 3 primary school communities involving professional artists, musicians, drama workers and local groups; including Whitfield Community Choir "Voices in Harmony".</p> <p>Music All nursery classes have worked with an early-years music specialist. Early years classes came together to participate in "The Wee BIG Sing-along" in March. All P5 band classes participated in Dundee Schools Arts Festival. NYCOS Lead Practitioner, Lucinda Geoghan has visited Dundee and led extended training sessions for staff which were oversubscribed. Three schools have full weekly music timetables of class based provision. In 2015-16 all schools will have extracurricular guitar groups and choirs open to parents/carers to participate. Planned residency with Scottish Chamber Orchestra in September 2015. 60% of pupils in P7 in Sidlaw View PS now participating in elective instrumental music tuition.</p> <p>Dance Following the "Adventures of Isabel" performances the dance artists worked directly in nurseries and P1 classes exploring the themes and elements of the story through movement. The children all then developed their own performances as participants for parents in their own settings. Each class created a curricular linked performance piece based on a topic of Study eg space, the environment and performed to audiences of family and friends in schools. The dance programme successfully established a holiday programme and after school dance opportunities. Classes for adults and younger children were launched in a local community facility. Weekly sessions in Yoga and Tabata were delivered for staff across the two schools. 2.5 FTE Dance Development Officers to be appointed (Sept 2015)</p>	




Actions Description	Update	Status
Implement an increase in free nursery time from 475 to 600 hours per years for 3-4 year olds and looked after 2 year olds	All Local Authority and Private Provider nurseries continue to deliver 600 hours of early learning and childcare. As of August 2015, the criteria for entitlement for 2 year-old places will include families in receipt of certain low income benefits. To accommodate the increase in numbers of eligible children, 3 additional nurseries will offer 600 hours of early learning and childcare to eligible children aged 2 years. Woodlea will also be adapted to offer an additional 15 full-time equivalent places.	In Progress 
Reduce the gap in conception rate for those aged under 19 between the least and most deprived communities, including increase to the % of those not using contraception or started on an appropriate method of contraception through attending the sexual health service	The February 2015 committee report has been delayed and is now planned to be presented early in next school session. Teenage conception data continues to show a downward trend. Dundee Action on Sexual Health Group held a development session in May 2015 to refocus priorities across agencies and plan for improved outcomes for young people in line with the key improvement framework of sexual health and blood borne viruses.	In Progress 
Language Learning in Scotland: A 1+2 Approach	The implementation of Language Learning in Scotland: A 1+2 Approach is being overseen by the Pan Tayside 1+2 Strategy Group with representatives from Angus, Dundee City and Perth and Kinross Councils. French (L2) was introduced from at least Primary 1 in 16 primary schools in Dundee this session. Some schools have implemented Language Learning from P1 to P7. Staff Tutors and an Education Support Officer were appointed to support schools across Pan Tayside with training provided by the PL Platform as the main resource and to promote Language Learning schools. Language Co-ordinators have been established in the 16 schools and meet termly with the Staff Tutor Team to review practice and to be aware of new developments. Resources have been identified and purchased and distributed to schools in Pan Tayside. Education Officers have attended many Cluster Meetings to raise awareness of L3 in consultation with Primary and Secondary schools which has to be introduced in P5 at the latest by 2018/2019.	In Progress 
Develop and introduce revised learning and teaching policy and toolkit	The Learning and Teaching Manual was launched in June 2015. The manual is entitled 'Learning Together in Dundee Supporting All Learners Manual' and is our one-stop shop for all policies and guidelines in relation to learning and teaching, assessment, moderation, tracking and monitoring, profiling and reporting and supporting learners including pupils with Additional Support Needs. There are a number of links to National and local policies as well as reflective questions and case studies for professional development. There are still a few glitches with some of the hyperlinks and we continue to work with the creator of the Manual, Lorna Walker to make amendments and to plan the handover of the manual to Dundee. The IPAA Learning and Teaching Group will be the key personnel to monitor and review the manual for effectiveness and use. The manual has been designed to ensure it remains up to date with	In Progress 





Actions Description	Update	Status
	<p>many of the links being to our intranet and National websites. All Head Teachers have been offered familiarisation sessions and will cascade this to all staff who have been issued with the log in and password for the Manual. A full review of the Manual will take place by the end of May 2016 and further support will be offered in the use of the Manual over the course of the session. Initial amendments and glitches will be addressed in an update in October 2015. Staff will be encouraged to make use of the manual on a regular basis particularly for professional development and the use of the manual will be monitored over the course of next session.</p>	
<p>Continue to promote ICT across the curriculum as an effective learning tool through the implementation of GLOW2</p>	<p>The new GLOW product has now been rolled out. Office 365 is available to all staff and pupils and provides an increased amount of memory for storage. The ICT Educational Support Officers continue to promote GLOW and other aspects of ICT. One major thrust at the moment, in response to falling numbers of young people choosing computing science, is the promotion of code clubs in primary schools. This has been successful with Dundee having the highest number of registered code clubs in Scotland. A games Jam in partnership with Dundee University and Bright Solid has taken place. This was attended and observed by individuals from Education Scotland.</p>	<p>In Progress </p>
<p>Introduce and provide training for all staff in Co-operative learning</p>	<p>Three training academies have been delivered by our Dundee Trainers this session. Our trainers have supported schools across the authority to refresh and embed co-operative learning. A parents' session is planned for September 2016 on the approach. Two further academies are planned for session 2015-16. Staff from a number of schools have been trained to deliver Professional Learning Communities (PLCs) and these have been set up and developed across a range of settings. There are planned meetings for trainers to further plan and build capacity across settings. Planned CLPL opportunities have been delivered by our in-house trainers for all staff. We are developing ideas for using co-operative learning strategies to support differentiation in the classroom. Refresher twilight training sessions and PLCs are planned for delivery during session 2015-16.</p>	<p>In Progress </p>



KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
Number of young people receiving Duke of Edinburgh Awards, Youth Achievement Awards and Sports Leader Awards.	690	1,997	751	683	The 2014/15 value pertains to the number of young people successfully achieving awards. The 2013/14 value relates to the actual number of awards received. The value is greater in 2013/14 than 2014/15 as a result of several young people gaining more than one award.	
Number of schools reaching the national two hours or two periods per week in PE for pupils in statutory education - Primary	35	35	35	35	All Primary Schools continue to meet the national requirement	
Number of schools reaching the national two hours or two periods per week in PE for pupils in statutory education - Secondary	9	9	9	9	All secondary schools continue to meet the national requirement	
% of P1 children with a Healthy Weight, BMI index	74.1%	74.8%	74.8%	73%	Data for 2014/15 not yet available. This is based on epidemiological data.	
Teenage conception rates (rate per 1,000 aged 13-15, 3 year aggregate data)	14.4	13.3	9.8	0	This data is not three year aggregated it is local unverified data to births June 2014 as reported for <18 & <20 for performance management purposes only and not for the public domain.	
Percentage of 13 year olds reporting to have been really drunk.	64%	44%	No data available	61%	This information is no longer gathered as part of the SALSUS survey - for similar information refer to the indicator relating to 13 year olds reporting to have had an alcoholic drink in the last month	
Percentage of 15 year olds reporting to have been really drunk.	77%	68%	No data available	74%	This information is no longer gathered as part of the SALSUS survey - for similar information refer to the indicator relating to 15 year olds reporting to have had an alcoholic drink in the last month	








KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
Percentage of 13 year olds reporting using drugs ever.	6%	3%	No data available	4%	There has been no new SALSUS data since the data published in 2014	↑
Percentage of 15 year olds reporting using drugs ever.	21%	13%	No data available	18%	There has been no new SALSUS data since the data published in 2014	↑
Percentage of 13 year olds reporting using drugs in the past month.	2%	1%	No data available	1%	There has been no new SALSUS data since the data published in 2014	↑
Percentage of 15 year olds reporting using drugs in the past month.	10%	6%	No data available	8%	There has been no new SALSUS data since the data published in 2014	↑
Percentage of schools achieving an ECO Schools award - Bronze	70.69%	74.5%	78.2%	100%	2 more schools have achieved Bronze awards this year.	↑
Percentage of schools achieving an ECO Schools award - Silver	43.1%	43.6%	47.3%		2 more schools have achieved Silver awards this year.	↑
Percentage of schools achieving an ECO Schools award - Green	12.07%	12.7%	14.5%		1 more school has achieved a Green award this year	↑
Levels of pupil satisfaction with educational provision - Primary	92%	94%	90%	92%	Each year different schools take part in the extended review process. The levels of satisfaction will therefore fluctuate around the target depending on the actual schools surveyed. Where particular schools have low levels of pupil satisfaction this will be addressed with head teachers.	↓
Levels of pupil satisfaction with educational provision - Secondary	78%	82%	88%	90%	Each year different schools take part in the extended review process. The levels of satisfaction will therefore fluctuate depending on the actual schools surveyed. Where particular schools have low levels of pupil satisfaction this will be addressed with head teachers.	↑

Children and Families Service (Education) Dundee Outcome 03 - Our children will be safe, healthy, achieving, nurtured, active, respected, responsible and included

Actions Description	Update	Status
<p>Improve outcomes for all Dundee's children through early intervention and prevention</p>	<p>The Improving Children's Outcomes survey results and 27-30 month reviews indicate high levels of speech, language and communication concerns. All nurseries will prioritise the development of these areas in their improvement plans for 2015-2018. Targeted interventions will be funded through a service level agreement with the Speech and Language department and as part of the Attainment Challenge. Nurseries report increased involvement of some families including involvement in Bookbug Activities, Parent Early Education Partnership groups and home visits with key workers. Short life working groups involving partners across Tayside are involved in small tests of change to ascertain systems for the effective passing on of information from the 27-30 month review to nursery staff. In Dundee we will identify one nursery working with two year olds. After 8 weeks of children starting nursery in August 2015, we will identify any concerns that would have been evident at the 27-30 month review and not passed on by the Health Visitor to nursery staff and, from there, identify a test of change to improve communication.</p>	<p>In Progress </p>
<p>Reduce attainment gap between socio-economic groups through ensuring a distribution of resources in all our activities</p>	<p>At the time of writing the Children and Families Service are awaiting the outcome of a bid to the Scottish Attainment Challenge. If successful, the additional funding will support early years and primary school interventions to, amongst other things, improve the literacy, numeracy and health and well-being of children residing within SIMD areas 1-3. Use of the Insight benchmarking tool by the Information Analysis Officer has been instrumental in depicting the nature of the attainment gap within each secondary school in relation to literacy and numeracy to support targeted interventions.</p>	<p>In Progress </p>
<p>Continue to monitor, develop and implement all aspects of assessment and moderation, recording and reporting in line with the national Curriculum for Excellence Implementation Plan</p>	<p>The IPAA Learning and Teaching Group now oversee all work in relation to this target. A key focus of the group has been the understanding of the curriculum and the holistic picture of planning, assessment, moderation, recording, tracking and reporting. A sub-group has been set up to take this work forward, particularly in relation to profiling and tracking of progress and possible revisions to the ways we report to parents on children's progress. There have been two seminars for Primary and Early Years HTs in relation to curriculum development and a working group has taken forward development work on curriculum rationale and design with support from Education Scotland. The new electronic and interactive Learning and Teaching Manual was launched in June 2015 and HTs have had familiarisation sessions. They will cascade this to all staff next session and further training and familiarisation sessions will be facilitated in the use of the manual. The CfE Timeline for next session also has clear targets for the Authority and the schools in taking forward this work. PITFALLS group has now devised and agreed a method for cohort tracking of PIPS and INCAS results and is looking at adding in MIDYIS data. The group are also looking at</p>	<p>In Progress </p>







Actions Description	Update	Status
	<p>what other data and graphs should be collected and analysed by SMT and staff and for use in Quality Assurance processes. The School Improvement Framework will be revised to reflect this. In addition, schools are tasked with building the capacity and understanding of staff in the use of the data to inform next steps in learning. There continue to be issues with the National development of the e-portfolio and as such we are focusing on the process of profiling rather than the mechanics of recording the information. Two clusters continue to be involved in the 'Raising Attainment for All' programme with the Scottish Government focusing on attainment in numeracy and parental involvement in supporting learning. Next session we are looking to share this work and approach with all HTs and schools and to use this as part of the Scottish Attainment Challenge. Dundee is one of 7 Local Authorities in this challenge and plans have been devised to raise attainment in our most deprived areas. Please refer to SAC plans for further information.</p>	
<p>Ensure education strategy and decision-making is informed by action research and best use of data</p>	<p>Data alongside action research is in use across a number of key strategic planning groups including the Performance Improvement Group with a focus on attainment and closing the gap. This data has been shared with all secondary schools to inform targeted approaches to intervention. Data on exclusions has also been shared with all schools and a focused approach taken with each secondary school to identify 'what works' where schools are making improvements. The Improving Children's Outcomes Survey data has been used by the Support for Learning Group alongside the data from the Additional Support Needs census to identify the focus of intervention for next year's school improvement planning cycle.</p>	<p>In Progress </p>
<p>Prepare and implement support and training for Insight, the new Senior Phase Benchmarking Tool introduced to replace STACs.</p>	<p>Insight Training the Trainers training has been completed by all secondary schools. A further update has been provided to secondary head teachers and members of school senior management teams by Fiona Robertson (lead HMI) and Colin Sutherland (Insight Professional Advisor). Education Officers have completed revised attainment and achievement reviews with secondary schools based upon Insight and the new national measures. The department's Information Analyst Officer has completed an attainment gap report using the Insight tool.</p>	<p>In Progress </p>
<p>Introduce and prepare support for 3-15 tracking and monitoring system - On Track With Learning</p>	<p>Following evaluation of the OTwL pilot project a joint head teacher seminar was successfully completed to share lessons and good practice from the pilot. A number of additional primary and secondary schools have subsequently noted interest in using OTwL to support planning, assessment and monitoring and tracking functions. It is envisaged that all such phase 2 schools will have the IT infrastructure complete by August 2015.</p>	<p>In Progress </p>
<p>Identify and support young people at risk of not entering employment, education or training</p>	<p>Latest School Leaver Destination Returns indicated approximately 9% of school leavers did not enter a positive destination. This is a similar figure to previous years. Schools, in conjunction with colleagues in SDS, are using a traffic light approach to identify early those</p>	<p>In Progress </p>


Actions Description	Update	Status
	at most risk of not entering a positive destination. This targeted approach will determine the level of intervention and support given to the pupils.	
Revise and implement leadership strategy	DCC Leadership for Learning Strategy launched with accompanying posters and leaflet to all Head Teachers across the city. The IPAA Leadership group is to engage in professional dialogue with other authorities to share and build on existing good practice in respect of future leadership development.	In Progress 
Provide for teachers at all levels training and support to identify, support and review performance including under-performance	The PRD online system has been updated to include new Professional Standards and articulate with Professional Update requirements and DCC's Leadership for Learning Strategy.	In Progress 

KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
Number of schools adding value in Reading and Maths, as recorded in the baseline assessment Performance Indicators in Primary Schools (PIPS)	17	16	18		Dundee City Council's median P1 end score for Maths lies at the national average and Reading remains slightly above the national average.	
Percentage of P3 achieving the national average or better in InCAS - Reading		50%	50%	50%	50% is the value we would expect if all is well	
Percentage of P3 achieving the national average or better in InCAS - Maths		51%	50%	50%	50% is where we should be if all is well. Some minor fluctuation around this value is to be expected.	
Percentage of children gaining literacy and numeracy at SCQF level 4 or better by the point of leaving school	71.48%	73.68%	78.9%	78.77%	Literacy and numeracy achievement at SCQF level 4 continues to grow and matches the Virtual Comparator	
Percentage of children gaining literacy and numeracy at SCQF level 5 or better by the point of leaving school	45.75%	43.07%	46.19%	51.36%	Literacy and numeracy at SCQF level 5 continues to improve but remains an important area for improvement.	
Average tariff score of the lowest attaining 20% of school leavers	111	112	120	142	Based on school leavers from academic year 2013/14. Although the score for Dundee is lower than the Virtual Comparator the difference is not noted as being statistically significant in Insight.	
Average tariff score of the middle attaining 60%	631	654	671	716	Dundee school leavers for academic year 2013/14. Although the score for Dundee is	





KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
of school leavers					lower than the Virtual Comparator the difference is not noted as being statistically significant in Insight.	
Average tariff score of the highest attaining 20% of school leavers	1,702	1,708	1,761	1,747	Average tariff score of our highest attaining pupils continues to improve and matches the Virtual Comparator.	↑
Percentage of pupils attaining 3 or more passes at SCQF level 6 or above by the end of S6	31%	33%	35%	34%	The percentage of pupils passing three or more Highers/Advanced Highers continues to improve and now exceeds the target.	↑
Percentage of school leavers entering a positive destination	90%	91.1%	91.3%	90%	Value is for pupils who left school in academic year 2013/14.	↑
Percentage of schools and pre-school centres receiving positive inspection reports - 3 year average	88%	80%	75%	100%	Three year average based on inspection reports for Academic years 2011/12, 2012/13 and 2013/14. The sample nature of this indicator will lead to fluctuations in its value. Areas determined as weak or unsatisfactory in school inspection reports are targeted by the quality improvement team in subsequent annual and extended reviews of those schools.	↓
Staff satisfaction levels based on key questions in staff survey : 'I am satisfied with my working environment'	77%	78%	78%		From 2013 staff survey	↑
Staff satisfaction levels based on key questions in staff survey : 'I find my job satisfying'	89%	90%	90%		From 2013 DCC staff survey: agreement with statement "I enjoy my work".	↑





Children and Families Service (Education) Dundee Outcome 07 - Dundee will be a fair and socially inclusive city

Actions Description	Update	Status
Continue to develop policy and practice to address the needs of particular groups including LAC, young carers, children affected by domestic harm and children and young people with health and wellbeing issues	The staged approach to mental health and wellbeing now includes a targeted intervention for secondary age pupils who cannot attend school due to anxiety/mental health needs. Evaluation of the pilot AIM (Anxiety in Motion) group, run jointly between Education and NHS, targets young people of secondary age who refuse to attend school due to anxiety/mental health needs. This group has provided education in the local community for 12 young people since August 2014, all of whom have attended regularly and are making progress towards positive post-school destinations.	In Progress 
Implement the use of ABLe framework across all learning establishments	Analysis of the Additional Support Needs census for pupil planning indicates that there has been an increase in the use of ABLe planning at group/class level to minimise the need for individualised plans for pupils.	In Progress 
Review what we do to improve young people's engagement and participation in learning	Cooperative learning continues to have a positive impact on pupil engagement in learning and is a continued focus in our School Improvement Framework. The programme is continuing to be sustained through the Cooperative Learning Trainers and ongoing support in schools. Pedagogical approaches are a key priority for internal scrutiny of practice through Professional Support Visits and walkabouts and this is reflected in planning for learning and teaching. The Tayside and Fife Teacher Education Partnership programme for all Probationers ran successfully last session and following positive feedback both from the Newly Qualified Teacher participants and Education Scotland as part of the Partnership Aspect Review, the programme will continue to be delivered and developed, taking account of stakeholder's views for this next session. The Dundee input for this programme focuses on Achieving, Active and Included and highlights key aspects of high quality learning and teaching practices such as learning environment, learning styles, planning for learning and inclusive practice to ensure universal support.	In Progress 
Implement strategy for the introduction of community learning teams in all clusters	Local Learning Partnerships continue to meet in each of the Wards and identify local priorities. This has resulted in a range of activities being developed and delivered in partnership with local communities.	In Progress 
Review SFL provision across sectors (including ASNA provision)	The deployment of support staff in response to analysis of need at community level has continued with all seven LCPP areas participating fully (children aged 3-18) in the process. Themes for improvement have been identified for the next school session. A Supporting Learners Coordinator has been appointed to improve moderation of learning & wellbeing needs across the 7 groups.	In Progress 
Review and evaluate the impact of additional educational support provided within and outwith school	A growing number of schools are now making use of the Department's self evaluation guide in the area of nurture. A number of service level agreements, including the Prince's Trust, have been successfully reviewed.	In Progress 






Actions Description	Update	Status
including OES		
Develop Equality Outcomes to eliminate discrimination, advance equality and foster good relations	The April report to committee identified that good progress is being made on the tasks in relation to children and young people experiencing a sense of inclusion, belonging and participation and equality of opportunity when accessing education. The areas for continuing improvement need to focus on making better use of data sets to know how children/young people with protected characteristics are doing; and our reporting procedures with regard to incidents which are perceived to be motivated by a protected characteristic. The SEEMiS module for recording is currently being piloted.	In Progress 








KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
Percentage of children in 30% most deprived areas gaining literacy and numeracy at SCQF level 4	58.84%	61.88%	69.68%	69.48%	Attainment in literacy and numeracy at SCQF 4 in Dundee's most deprived areas continues to improve and this year matches the Virtual Comparator.	↑
Percentage of children in 40% middle deprived areas gaining literacy and numeracy at SCQF level 4	80.49%	82.41%	87.64%	85.82%	Attainment in literacy and numeracy at SCQF level 4 continues to improve	↑
Percentage of children in 30% least deprived areas gaining literacy and numeracy at SCQF level 4	87.83%	89.15%	89.62%	90.9%	Attainment in literacy and numeracy at SCQF level 4 improved slightly in the least deprived areas and remains similar to the Virtual Comparator	↑
Percentage of children in 30% most deprived areas gaining literacy and numeracy at SCQF level 5	29.26%	27.43%	32.22%	37.87%	Improvements in literacy and numeracy at SCQF level 5 have been made over the last five years. However we still fall short of our Virtual Comparator	↑
Percentage of children in 40% middle deprived areas gaining literacy and numeracy at SCQF level 5	53.25%	51.38%	53.09%	58.8%	Attainment in literacy and numeracy at SCQF level 5 has improved this year. However, we still fall short of our Virtual Comparator	↑
Percentage of children in 30% least deprived areas gaining literacy and numeracy at SCQF level 5	70.14%	66.14%	67.21%	71.04%	Attainment in literacy and numeracy at SCQF level 5 amongst least deprived areas improved this year but still falls short of previous highs and the Virtual Comparator.	↓
Average tariff score of the lowest attaining 20% of school leavers who		8	12	34	Within the context of 'improving attainment for all', central officers with the support of school leaders will continue to monitor and put in place targeted	↑


KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
are looked after at home					interventions to support the attainment of 'looked after' children. A greater prominence within school attainment and achievement reviews will be given to the scrutiny of LAC/LAAC attainment data at an individual school level.	
Average tariff score of the middle attaining 60% of school leavers who are looked after at home		66	80	250	Within the context of 'improving attainment for all', central officers with the support of school leaders will continue to monitor and put in place targeted interventions to support the attainment of 'looked after' children. A greater prominence within school attainment and achievement reviews will be given to the scrutiny of LAC/LAAC attainment data at an individual school level.	
Average tariff score of the highest attaining 20% of school leavers who are looked after at home		263	588	1,068	Within the context of 'improving attainment for all', central officers with the support of school leaders will continue to monitor and put in place targeted interventions to support the attainment of 'looked after' children. A greater prominence within school attainment and achievement reviews will be given to the scrutiny of LAC/LAAC attainment data at an individual school level.	
Average tariff score of the lowest attaining 20% of school leavers who are looked after away from home			13	21	Within the context of 'improving attainment for all', central officers with the support of school leaders will continue to monitor and put in place targeted interventions to support the attainment of 'looked after' children. A greater prominence within school attainment and achievement reviews will be given to the scrutiny of LAC/LAAC attainment data at an individual school level.	
Average tariff score of the middle attaining 60% of school leavers who are looked after away from home			129	243	Within the context of 'improving attainment for all', central officers with the support of school leaders will continue to monitor and put in place targeted interventions to support the attainment of 'looked after' children. A greater prominence within school attainment and achievement reviews will	







KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
					be given to the scrutiny of LAC/LAAC attainment data at an individual school level.	
Average tariff score of the highest attaining 20% of school leavers who are looked after away from home			667	985	Within the context of 'improving attainment for all', central officers with the support of school leaders will continue to monitor and put in place targeted interventions to support the attainment of 'looked after' children. A greater prominence within school attainment and achievement reviews will be given to the scrutiny of LAC/LAAC attainment data at an individual school level.	
The level of exclusion in schools (total number of half days per session as a %)		0.12%	0.09%		Value for academic year 2013/14	
% gap between numbers of Looked After Children and non-Looked After Children excluded	20.7	24.5	18.5	7	Academic year 2013/14. There has been a reduction in Looked After Children excluded resulting a closing of the gap. The Education Department will continue to work with schools to ensure further reduction in exclusions for both Looked After and non-Looked After children	
Number of young people involved in delivering Peer Education and Health Buddies projects	250	300	233		Peer Education and Health Buddies are now combined into Healthy Transitions Programme. All school clusters are involved in the programme with S2 pupils trained as peer educators delivering to all P7 pupils in their associated primary schools. P7 recipients total 1623. 191 peer educators have received accreditation for their work - Dynamic Youth Award; Bronze Youth Achievement Award;	





Children and Families Service (Education) Dundee Outcome 09 - Our communities will have high quality and accessible local services and facilities

Actions Description	Update	Status
Implement revised school review procedures	Further improvements to the Quality Improvement Framework have been made over the last few months. These are in response to input from school and centre staff.	In Progress 
Continue to develop planning for improvement through self-evaluation	DNCT 20 'PRD Guidelines' and DNCT 24 'Professional Update Policy' have now been finalised and approved through DNCT in May 2015 and June 2015 respectively. All schools are now engaging with the new procedures and a number of whole staff professional learning and twilight workshop opportunities have been offered and delivered on Professional Update by lead officers and link senior staff in schools. Final validation has been sought from GTCS and continuing support from GTCS has been offered and accepted. Revised help guides now to be completed and made available to staff to support the process. Further workshops for reviewers on coaching conversations as part of the PRD process has been planned in conjunction with GTCS colleagues. A number of staff have now been successfully signed off for Professional Update within the agreed timescales. The messages around career long professional learning continue to be highlighted through the Leadership Strategy.	In Progress 
Develop authority strategy to review its work against national indicators through agreed approaches	Revised approaches to review school attainment and achievement have been completed across all secondary schools in line with new national measures and the Insight benchmarking tool to support school self evaluation and improvement.	In Progress 
Continue to review and improve parental engagement	The Consultation and Communication Strategy is still under review and a range of stakeholders have been involved in this process. This exercise should be complete early in session 2015/16. The Parental Engagement Event did not go ahead due to other commitments across the city at this time. This event is planned to be re-scheduled but further discussions are ongoing in relation to the format and content of the event. The PI Officer continues to facilitate meetings of Parent Council Chairs with members of the Senior Management Team and training events for the wider parent forum. There was a very successful Internet Safety event for parents held in Craigowl Primary School with a wide range of presenters and a number of parents and pupils attending.	In Progress 
Review and extend the opportunities for pupils' views and opinions to be heard	Extended Reviews continue to ensure the Pupil voice is heard through analysing the pupil questionnaires and through Pupil Focus Groups. All schools have an annual review and the pupil voice is discussed including monitoring the effectiveness of the Pupil Council. The recent consultations regarding school estate proposals also ensured that pupils' views were listened to and taken into account through pupil focus groups and open consultation events. The focus of pupil engagement and voice in relation to	In Progress 

Actions Description	Update	Status
	planning of learning and teaching remains a focus for the development of the curriculum and the Learning and Teaching Group. The newly launched Learning and Teaching Manual also highlights the importance of pupil voice and engagement in learning.	
Continue to support the implementation of effective integrated working across agencies and with parents	The test of change at St Ninians revealed a lack of interest from parents. Changes were made to the timings of sessions and one to one discussions promoting the sessions, however parents did not attend after the first two weeks. On reflection, the team and the lead speech and language therapist feel the programme was put in place too early in the session. Relationships had not had time to be firmly established. Key learning is that parents are more likely to attend sessions once a month rather than once a week. The Early Years Parent Development Workers are carrying out a review of play and stay sessions in all nurseries with two year old provision and will have findings by end June 2015.	In Progress 
Ensure effective utilisation of all Education Department resources	Secondary Support Staff Review has been completed and approved by Committee. Implementation is in progress with expected completion date of August 2015. Online payments project board established and Business Case approved by Council Management Team.	In Progress 
Ensure an effective system for records management, response to complaints and enquiries and process improvement	Business Managers and Cluster Business Support Officers are working on a standard template for retention schedules for primary and secondary schools.	In Progress 
Review the departmental internet/intranet in line with corporate guidelines and develop procedures for update	Policies, procedures and publications continue to be updated and placed in one central location.	In Progress 
Deliver the modernisation of the school estate on time and on budget	Consultation regarding review of the school estate has been completed and reported to the Education Committee in June 2015. The new placing requests guidelines were reported to Committee in June 2014 and will be implemented for session 2015-16.	In Progress 
Continue to support greater sustainability in the use of Education Department resources (carbon emissions)	Work continues to ensure effective management of energy. The target was to achieve a 5% reduction in consumption; this was exceeded with an actual saving of 8%. The Education Department Carbon emissions reduced by 2,000 tonnes; the Council's target was 1,400. Work of the Education Department and City Development was recognised at the OSCA awards.	In Progress 
Implement Education Department Health and Safety Action Plan	Implementation and updating of the Education Department Operational Action Plan (OpAP) continues. 37 of 63 entries have been completed, 25 entries are continually ongoing and 1 as yet to be started. Updated copies of the OpAP are available from the	In Progress 

Actions Description	Update	Status
	Senior Health and Safety Officer.	
Risk management and business continuity plans developed	A Specific Business Continuity document is now in place in Educational establishments and populated by school staff.	In Progress 

KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
Percentage of schools and pre-school centres receiving positive inspection reports - 3 year average	88%	80%	75%	100%	Three year average based on inspection reports for Academic years 2011/12, 2012/13 and 2013/14. The sample nature of this indicator will lead to fluctuations in its value. Areas determined as weak or unsatisfactory in school inspection reports are targeted by the quality improvement team in subsequent annual and extended reviews of those schools.	
Levels of parental satisfaction with educational provision - Early Years	99%	100%	96%	99%	Nursery parental surveys have low return rates. In 2014/15 25 out of 26 parents responding were satisfied with Early Years educational provision.	
Levels of parental satisfaction with educational provision - Primary	95%	96%	85%	96%	Each year different schools take part in the extended review process. The levels of satisfaction will therefore fluctuate around the target depending on the actual schools surveyed. Where particular schools have low levels of parental satisfaction this will be dealt with as an action identified at the extended review.	
Levels of parental satisfaction with educational provision - Secondary	92%	83%	84%	93%	Each year different schools take part in the extended review process. The levels of satisfaction will therefore fluctuate depending on the actual schools surveyed. Where particular schools have low levels of parental satisfaction this will be dealt with as an action identified at the extended review.	
Days lost per FTE for Teachers	6.15	6.1	6.93	8		
Primary schools - % of schools in which the ratio of pupils to available	64%	69%	69%		Changes to the school estate which will continue to address efficiencies in service provision are nearing completion.	

KPI Definition	2012/13	2013/14	2014/15	Current Target	Note	Trend
	Value	Value	Value			
places is between 61% and 100%						
Secondary schools - % of schools in which the ratio of pupils to available places is between 61% and 100%.	78%	78%	78%		Confirmation of a decision to close Menzieshill High School is awaited.	
Staff satisfaction levels based on key questions in staff survey : 'I am satisfied with my working environment'	77%	78%	78%		From 2013 staff survey	
Staff satisfaction levels based on key questions in staff survey : 'I find my job satisfying'	89%	90%	90%		From 2013 DCC staff survey: agreement with statement "I enjoy my work".	
Govmetric rating		0.19	0.28	0.51	Average of monthly ratings for website satisfaction. Apr 2014 to Mar 2015.	

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: 31 August 2015	Committee Report Number: 341-2015	
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
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring


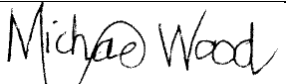
<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<ul style="list-style-type: none"> • Percentage of P4 pupils achieving the national average or better in InCAS Reading • Percentage of P4 pupils achieving the national average or better in InCAS Maths • Average tariff score at end of S4 • Percentage of school leavers entering a positive destination
<p>2. Have any negative impacts been identified?</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>3. What action is proposed to overcome any negative impacts?</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>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?</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>5. Has a 'Full' Equality Impact Assessment been recommended?</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>6. How will the policy be monitored?</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

Name of Department or Partnership	Education Department
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Type of Document	
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"/>

Manager Responsible	Author Responsible
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Signature of author of the policy:		Date: 01/09/14
Signature of Executive Director/Head of Service:		Date: 01/09/14
Name of Executive Director/Head of Service:	Michael Wood	
Date of Next Policy Review:	September 2016	