

REPORT TO: EDUCATION COMMITTEE - 26 JUNE 2006
REPORT ON: EDUCATION BEST VALUE REVIEW - ATTAINMENT
REPORT BY: DIRECTOR OF EDUCATION
REPORT NO: 399-2006

1.0 PURPOSE OF REPORT

1.1 Reference is made to Article II of the minute of meeting of this Committee of 21 February 2005 where it was agreed to establish a Best Value Review Group to consider Attainment in Dundee schools. A summary of the work of the group and their key recommendations are at Appendix A. This report brings to the attention of the Education Committee the findings of the group and brings forward their recommendations for the approval of the Education Committee.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i) approve the report;
 - ii) instruct the Director of Education to implement the recommendations of the Best Value Review Group on Attainment;
- and
- iii) require the Director of Education to provide further reports on the progress of implementing the recommendations of the Best Value Review Group as indicated in the Action Plan attached to this report.

3.0 FINANCIAL IMPLICATIONS

3.1 Financial implications from these proposals will be met within the Education Department Revenue Budget 2006-2007 where possible or will be the subject of further reports to the Education Committee.

4.0 LOCAL AGENDA 21 IMPLICATIONS

4.1 Nil

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

5.1 The proposals seek to ensure that all children in Dundee schools are able to attain to the best of their abilities.

6.0 BACKGROUND

- 6.1 In February 2005 the Director of Education submitted a report to the Education Committee on *'Pupil Achievement in Dundee Schools'* (Report No 130-2005). This report outlined progress of current strategies to improve pupil achievement, and suggested how these strategies might be further developed to increase their impact. As a result of discussion the Education Committee agreed to establish a Best Value Review Group to identify measures that would significantly improve education attainment in Dundee schools.
- 6.2 The Best Value Review Group was composed of elected members, senior officers of the Education Department and of Social Work and Communities Departments, Head Teacher representatives, together with representatives from Health, School Boards, Trade Unions and religious representatives from the Education Committee. The group was chaired by Alex Stephen, Chief Executive. A full membership list is at Appendix II of the attached report.

7.0 REPORT

- 7.1 Between 18 April and 10 June 2005 members of the group visited 9 primary schools across the city (approximately 1:4 of primary schools). Between 29 August and 23 September 2005 members of the group visited all 10 secondary schools. In each visit group members met the Head Teacher and Senior Management Team, a focus group of staff and a group of pupil representatives. In addition specific initiatives to raise attainment were identified in each school and these were visited. The group used the information gathered in these visits to identify issues and evaluate improvement options.
- 7.2 In addition to visits to schools and nurseries the group also visited a range of projects across the city to observe in action initiatives to raise attainment and achievement. These ranged from pre-vocational initiatives in Dundee College to in-service training for teachers, the Citywide Pupil Council and Dundee Schools Music Theatre.
- 7.3 The group also received presentations on a range of issues from senior officers of the Education Department and from Professor Elizabeth Leo of the University of Dundee.

8.0 CONCLUSIONS

- 8.1 From the wide range of information which it collected the group identified a range of key issues which it felt had a bearing on attainment in Dundee schools. The key issues are listed in sections 5.0 to 12.0 in the attached Report of the Best Value Review Group on Education Attainment. For each issue the group was able to identify what it considered to be key 'Next Steps' in tackling the issue.
- 8.2 The group then asked that an Action Plan be constructed to indicate how 'Next Steps' were to be taken forward as tasks and indicating the timescale of these tasks. This Action Plan is included in the report of the group.

9.0 CONSULTATION

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

10.0 BACKGROUND PAPERS

- 10.1 None.

Anne Wilson
Director of Education

19 June 2006



Report of the Best Value Review Group on
EDUCATION ATTAINMENT

June 2006

Best Value Review Group
Education Attainment
Report

Contents

	Page
FOREWORD	3
REPORT	4
1.0 Introduction	4
2.0 Review Methodology	4
3.0 Identification of Issues and Options	6
4.0 School Visits	6
5.0 Learning Together in Dundee	7
6.0 Research on Raising Attainment Professor Elizabeth Leo, University of Dundee	7
7.0 Resource Allocation to Schools Sandy Weston, Education Resources Manager	8
8.0 Benchmarking Glen Taylor, Education Services Manager	8
9.0 Parental Involvement Lina Waghorn, Education Services Manager	9
10.0 Curriculum Review Glen Taylor, Education Services Manager	10
11.0 Inclusion Jim Collins, Education Services Manager	10
12.0 Supply Cover Sandy Weston, Education Resources Manager	11
ACTION PLAN	13
APPENDICES	17
Appendix I Terms of Reference Paper	18
Appendix II Membership List	19
Appendix III Information Documents	20
Appendix IV List of School Visits	21
Appendix V Visits to Other Initiatives	23

Appendix VI	Example of School Visit Programme	24
Appendix VII	Example of Minute of School Visit	25

FOREWORD

The Best Value Review Group on Attainment has now concluded its deliberations. In the course of our work the group visited schools and nurseries across the city and spoke to Head Teachers, staff and pupils. In addition we visited a large number of projects and initiatives and had presentations from officials, academics and others on the key issues affecting education in the city. In bringing forward this report the members of the group would wish to commend publicly the wide range of initiatives which we saw in operation in Dundee schools and nurseries as part of the Education Department's work to improve achievement. It was clear from the school visits that staff across the Education Department share a common aim to provide the best quality of education to young people and to work to raise their attainment. In making the recommendations contained in this report it is the wish of the group to support and strengthen the work already going on in our schools and nurseries.

While recognising that a narrow focus on attainment in upper secondary does not properly reflect the wide range of achievement by pupils in schools and nurseries across the city the Best Value working group nevertheless agrees that it is crucial for the success of Dundee's young people that attainment levels continue to improve substantially.

The Education Department Directorate and Head Teachers, with the support of the Education Committee, need to make further substantial improvement in attainment in our schools while, at the same time, continuing to develop initiatives to improve the achievement of all our pupils in areas such as the performing arts, sports and vocational skills. Further initiatives to improve self-confidence and self-esteem in all pupils also need to be developed.

In order to continue to provide a wide range of opportunities for success in all forms of achievement the next steps contained within this report must be implemented by the Education Department. In particular: resources need to be more targeted towards schools and nurseries in areas of multiple deprivation; opportunities will be taken to bring practitioners with a national and international reputation to Dundee to inform practice in schools; there will be improvements in pupil-teacher interaction and classroom management to reduce levels of disruption in classrooms; programmes will be developed to raise the capacity and willingness of parents/carers to help their children to achieve their academic and social potential; and there will be improvements in recruitment and retention of teachers.

These are clear goals. It is, therefore, important that in pursuing them, staff are assisted by a robust process of self-evaluation monitored and supported by the Education Department as part of the strategy to improve attainment. It is accepted that performance management is required to ensure the quality of national educational standards and to guarantee value for money in the delivery of a public service. However, it is essential that external audit and inspection is appropriate and reasonable and does not deploy management time away from attainment. New Scottish Executive initiatives will be fully considered and priority will be given, in future, to those that clearly help to improve attainment in our schools.

It is the view and recommendation of this group that the Director of Education is given all necessary support in order to implement and take forward these steps so that Dundee schools and Dundee pupils can match or exceed the performance of the best of their comparators across the country.

The Best Value Review Group thanks parents, staff, pupils and external parties for their support in undertaking this review to ensure that Dundee City Council's Education services can move forward with its challenging programme for the development of our children.

ALEX STEPHEN
Chief Executive,
Chair, Education Best Value Review Group - Attainment

REPORT

1.0 Introduction

- 1.1 In February 2005 the Director of Education submitted a report to the Education Committee on *'Pupil Achievement in Dundee Schools'* (Report No 130-2005). This report outlined progress of current strategies to improve pupil achievement, and suggested how these strategies might be further developed to increase their impact.
- 1.2 Following discussion of this report the Committee agreed to:-
- (i) reaffirm its commitment to ensure that the education service provides the opportunity for every pupil in Dundee to maximise their individual potential;
 - (ii) accept the recommendations for future developments contained in the paper *'Attainment in Dundee Schools, 2003-2004'*;
 - (iii) instruct the Director of Education to arrange visits by members of the Education Committee to see initiatives to raise attainment currently being implemented in schools in Dundee and in other education authorities;
 - (iv) instruct the Director of Education to arrange an Open Voice event for members of the Education Committee;
 - (v) establish a Best Value Review Group to identify measures that would significantly improve education attainment in Dundee schools, and its terms of reference be that as set out in the appendix of this minute (Appendix I);
 - (vi) instruct the Best Value Review Group to take account of the outcomes of the Open Voice consultations with Education Committee members, Head Teachers, parents and pupils; and
 - (vii) instruct the Best Value Review Group to report back to the Education Committee and the Best Value Sub-Committee as soon as they were in a position to make recommendations.
- 1.3 As a result of the recommendations above a Best Value Review Group was established to identify measures which would significantly improve educational attainment in Dundee schools.

2.0 Review Methodology

- 2.1 Membership of the Best Value Review Group was drawn from elected members, senior officers of the Education Department and of Social Work and Communities Departments, Head Teacher representatives, together with representatives from Health, School Boards, Trade Unions and religious representatives from the Education Committee. The group was chaired by Alex Stephen, Chief Executive. A full membership list is at Appendix II.
- 2.2 As background information for the work of the group a range of key information documents on the work of the Education Department and strategies to improve achievement was provided to each member of the group. A list of these documents is at Appendix III.

- 2.3 In order to identify issues and evaluate improvement options the group gathered information from a range of sources. Between 18 April and 10 June 2005 members of the group visited 9 primary schools across the city (approximately 1:4 of primary schools). Between 29 August and 23 September 2005 members of the group visited all 10 secondary schools. In each visit group members met the Head Teacher and Senior Management Team, a focus group of staff and a group of pupil representatives. In addition specific initiatives to raise attainment were identified in each school and these were visited. A full list of the schools and initiatives visited is included at Appendix IV.
- 2.4 In addition to visits to schools and nurseries the group also visited a range of projects across the city to observe in action initiatives to raise attainment and achievement. These ranged from pre-vocational initiatives in Dundee College to in-service training for teachers, the citywide Pupil Council and Dundee Schools Music Theatre. A full list of initiatives visited is included at Appendix V.
- 2.5 The visits to schools raised a range of issues which are the subject of more detailed discussion and evaluation below. An example of a school visit programme is at Appendix VI. However it is the wish of the group to record that in all visits to schools and initiatives they were singularly impressed by the openness, co-operation and very helpful feedback received from staff and pupils. In particular the group wished to record their appreciation of:
- the range and diversity of work going on in Dundee schools to raise achievement
 - the hard work undertaken by teachers and support staff in schools
 - the good behaviour and purposeful attitude to study of most pupils in schools
 - the positive work going on in projects and initiatives across the city to cater for pupils' particular needs and to provide a wide range of experiences
- 2.6 The group also requested and received a number of presentations on key topics related to raising attainment. These provided valuable background information on current issues facing the Education Department and the steps being taken to address them. Group members were also able to question speakers and discuss options related to these specific issues. The presentations made were:
- | | |
|--------------------------------|---|
| Research on Raising Attainment | Prof Elizabeth Leo, University of Dundee |
| Resource Allocation to Schools | Sandy Weston, Education Resources Manager |
| Benchmarking | Glen Taylor, Education Services Manager |
| Parental Involvement | Lina Waghorn, Education Services Manager |
| Curriculum Review | Glen Taylor, Education Services Manager |
| Inclusion | Jim Collins, Education Services Manager |
| Supply Cover | Sandy Weston, Education Resources Manager |
- 2.7 In addition to the above sources of information members of the Education Department Senior Management Team initiated benchmarking links with other Education Authorities. To date links have been established with East Ayrshire and Inverclyde Councils and visits have been made to both.

3.0 Identification of Issues and Options

3.1 Information from all sources, school visits, presentations and group discussions was minuted and circulated to all members. An example of a minute from a school visit is included at Appendix VII. After considering the presentations made to them and evidence from schools the group identified a number of options where there was scope for further improvement. These are identified as next steps.

4.0 School Visits

As a result of the visits to schools the group identified the following three main issues:

1 Pupil behaviour

Feedback from a number of visits focussed on issues of behaviour. While it was emphasised that the majority of pupils were well behaved and well motivated there were concerns about the challenges to staff and the impact on learning and teaching of disruptive pupils including those with social, emotional and behavioural difficulties.

2 Difficulties with teacher staffing supply

The group identified the following issues related to staffing in schools:-

- (i) difficulties in recruiting well qualified teachers for posts in key subject areas
- (ii) difficulties in recruiting and retaining an adequate pool of supply teachers to provide short- and long-term teaching cover due to absence or illness
- (iii) difficulties caused by the secondment of staff to development posts such as staff tutor

3 Overcrowded curriculum

Visits raised a number of issues related to the curriculum currently in schools and how it will be developed.

- (i) There are difficulties associated with the overcrowded curriculum (especially in primary school). This resulted in undue pressure on teachers and pupils and lack of time to focus on improving learning and on the core skills of literacy and numeracy.
- (ii) There is the problem of initiative overload and the large number of initiatives, often driven by SEED projects with dedicated funding. While individually these had merit and benefit, schools questioned whether all could be delivered without impacting on the core work of improving learning and raising attainment.
- (iii) Related to the issues above was the clear view that more time and resources needed to be directed at improving learning and teaching as a core strategy in improving attainment.
- (iv) Staff Tutors are able and experienced teachers who are seconded (usually for less than 23 months) to support schools by training staff or developing new materials and resources for use in classrooms. While schools found these tutors helpful they felt that they inadvertently contributed to initiative overload (see ii above). There needed to be a clearer focus on learning, and in the current staffing situation it was

sometimes difficult to release staff from schools to undertake these posts.

5.0 Learning Together in Dundee

'Learning Together in Dundee' (LTiD) is about how we improve learning in our classrooms so that young people in Dundee become successful learners, confident individuals, effective contributors and responsible citizens. Consultation with teachers and other staff across the department clearly identified that, if we are to improve achievement, we must improve learning, and the focus for this must be in our classrooms. LTiD draws on programmes which have been developed at national and local level. These include work on learning styles, accelerated learning, *'Assessment is for Learning'* and others.

Our aim is to help teachers, pupils and parents to work more effectively together to develop a better understanding of the learning process. Teachers, pupils and parents have participated enthusiastically in a range of opportunities to develop this understanding. These have included the LTiD file, in-service training for staff, Open Voice events, Self-Empowered Learning, Conferences, etc. Management in schools have developed plans for the continued implementation of LTiD in each school. This programme will provide a sound basis for introducing the national review of the curriculum, *'A Curriculum for Excellence'* (ACE).

Next Steps

- The Education Department will support schools in implementing planned LTiD strategies through a team of school-based staff led by an LTiD Co-ordinator.
- The Education Department will establish a working group, with representatives from a range of pre-school and early primary school settings, to support the development and delivery of new guidance on implementing LTiD within early years settings, and to support effective transition from nursery to primary.

6.0 Research on Raising Attainment - Professor Elizabeth Leo, University of Dundee

In her presentation Professor Leo covered the following topics:

- changing expectations of schools
- education and life chances
- PISA Study
- school leadership and learning
- gaps in policy
- links between education and parents
- links between education and health
- links between education and future behaviour
- links between education and future employment

She stressed that the *'Learning Together in Dundee'* strategy was based on sound research evidence which promotes learning, encourages pupils, parents and schools to collaborate, and promotes leadership at all levels in schools.

Next Step

- The Education Department will continue to work with the University of Dundee, and other Further and Higher Education institutions, to develop the research base to support and evaluate improvement strategies.

7.0 Resource Allocation to Schools - Sandy Weston, Education Resources Manager

Main topics covered:-

- the impact of falling pupil rolls on class sizes and accommodation
- reduced class contact time
- deprivation/behaviour support
- supply cover
- teacher secondments
- teacher age profiles
- positive budget allocations to schools in areas of multiple deprivation

It was suggested that the allocation of additional resources needs to be more targetted towards schools in areas of multiple deprivation. Concern was highlighted over the difficulties in obtaining supply cover which may have an adverse effect on pupil attainment.

Next Step

- The Education Department will review its budget allocations and report to Committee on the possibility of allocating additional resources to schools which operate in areas of greatest multiple deprivation.

8.0 Benchmarking - Glen Taylor, Education Services Manager

The presentation covered the following areas:-

- benchmarking at departmental level
- benchmarking with other authorities
- benchmarking at school level
- developing self-evaluation
- improving analysis of data
- developing pupil tracking
- developing and extending benchmarking

Members were made aware of the wide range of mechanisms currently in place that are designed to ensure that standards within the Education Department are effectively evaluated and that good practice nationally and internationally is used to raise those standards.

It was agreed that an effective management information system accessible to all staff would be helpful for pupil tracking. It was further noted that 1400 out of 1700 teachers had signed up online for courses for continued professional development.

Next Steps

- The Education Department will continue to identify opportunities to bring practitioners with a national and international reputation to Dundee to inform the practice in its schools.
- The Education Department will further develop its benchmarking strategies to ensure that an ongoing process of benchmarking is in place with comparator councils such as Inverclyde. At school level ongoing links should be established between Dundee schools and similar, but better performing, schools in other Education Authorities to identify good practice.

9.0 Parental Involvement - Lina Waghorn, Education Services Manager

The presentation from Lina Waghorn covered the following areas:-

- the importance of engaging with parents/carers
- the impact of parental involvement
- looking forward

The group was advised about the '*Scottish Schools (Parental Involvement) Bill*'. It is hoped that this new legislation will encourage more parents to become involved with their child's school through new Parent Councils.

The implications and requirements of the Parental Involvement Bill were discussed. The Education Department already has a detailed strategy '*Involved and Informed*' which meets the requirements of this Bill. Considerable work has already been undertaken by the department to support and develop parental involvement. A number of events have been organised to give parents an opportunity to gather information and voice opinions. These include Open Voice, consultation evenings, curricular evenings, Parent Consultative Groups to consult on policy development, and meetings organised for PTA and School Board Chairs.

It was agreed that children will do better at school if their parents take an interest at home in what they are doing at school. If parents have not had a good experience themselves in education they may be reluctant to get involved with their children's education.

Next Steps

- The Education Department will research national strategies and initiatives on parental involvement.
- The Education Department will develop a toolkit of good practice for parents in co-operation with parents.
- The Education Department will produce a series of parent support leaflets which highlight the real difference parents can, and do, make to their children's learning.
- The Education Department will continue to support and develop the role of parents in their child's education through the provision of information sessions.
- The Education Department will deliver a continuous personal development package for school staff in parental involvement and support in order to increase the capacity of parents to contribute to their child's education.

10.0 Curriculum Review - Glen Taylor, Education Services Manager

The presentation outlined how the present curriculum had evolved and described the levels pupils would be expected to reach at each stage of their school careers. The curriculum as it is at present has worked well for pupils in the past, but is increasingly seen as not fit for purpose in the 21st Century. Due to lack of a unified curriculum there are now serious issues about progression and continuity between the various elements: pre-school; 5-14; Standard Grade; and Higher Grade. The curriculum does not take sufficient account of the needs of some less academic youngsters and does not place sufficient emphasis and value on developing skills for life and on vocational education. There was a general feeling that the curriculum requires to be substantially de-cluttered. At present the Scottish Executive is undertaking a major review of the curriculum 3-18. It is hoped that this will result in an integrated curriculum 3-18 which is better paced, with more challenge, less testing, more flexibility, and is better geared towards needs of pupils through the development of successful, confident learners and active citizens.

Next Steps

- Over the next three years the national review of the curriculum - '*A Curriculum for Excellence*' (ACE) - will make far reaching recommendations on the future of the curriculum 3-18 in Scottish schools. In the interim the Director of Education will take immediate steps to develop and implement guidance to schools on measures which can be taken to reduce the current curriculum in order to free time to focus on improving learning and teaching.
- The Education Department Development Plan 2005-2008 has already substantially reduced the number of initiatives being taken forward locally and has made '*Learning Together in Dundee*' the key department strategy for the coming years. The Director of Education will critically examine the range of initiatives in place in schools and any future initiatives (including those with dedicated funding and those relating to National Priorities) to confirm that they are achievable by the Education Department and will not negatively impact on schools' ability to deliver the Education Department Development Plan.
- The Education Department will continue to develop more appropriate curriculum opportunities for young people through the expansion of pre-vocational training and the use of curriculum flexibility.

11.0 Inclusion - Jim Collins, Education Services Manager

Main areas covered:-

- policy of inclusiveness in Dundee schools and nurseries
- inclusion and indiscipline
- inclusion policy into practice
- supporting inclusion in Dundee
- inclusion and attainment

The group was advised on how the Education Department implements its inclusion policy in Dundee and the number of challenging pupils who have to be taught within the system. Particular concern was raised at the increasing amount of low level disruption in classrooms, which causes most frustration, and the numbers and nature of those with social, emotional and behavioural difficulties.

The Education Department continues to focus on this, and a number of initiatives are in place to try and support pupils who display challenging behaviour. Examples of these are:-

- *Purple Room* at Sidlaw View Primary School/*Rainbow Room* at St Columba's - for pupils who find difficulty in interacting
- *Futures Project* (now known as PACE) - joint arrangement with Dundee College
- increase in support for learning staff across both primary and secondary schools
- multi-agency working

Considerable work is undertaken with young children and their families within the early years services. Dundee continues to provide full-time nursery education to children requiring additional support. Services, which include the Pre-School Home Visiting Service, Frances Wright Outreach Service and the three Sure Start Early Intervention Programmes at Kirkton Nursery, Ardler Primary School Nursery Class and Woodlea Children's Centre, have strengthened support for children and promoted the inclusion of young children with additional support needs in mainstream nursery.

Next Steps

- The Education Department will, through the *'Learning Together in Dundee'* initiative, work with all staff to develop strategies to improve pupil-teacher interaction and classroom management, and thereby reduce the level of low-level disruption in classrooms.
- The Education Department will implement the measures proposed in the guidelines document *'Managing Disruptive Behaviour'*. The implementation of these measures will be managed by the multi-agency standing group which has been formed to take forward the action points contained within that document. The same group will monitor the impact of the actions taken to reduce levels of unacceptable behaviour in schools.
- The Education Department will continue to develop the partnership with other Council departments and external agencies, to promote multi-agency support for vulnerable children and young people.

12.0 Supply Cover - Sandy Weston, Education Resources Manager

Main areas covered:-

- departmental overview
- available provision
- supply cover issues
- current departmental action
- secondary teacher supply provision
- Best Value statistics - availability of first day supply cover

It was noted that the Education Department maintains a list of supply teachers and has an agreement covering the circumstances in which it would provide supply cover, as it is important that a replacement teacher is available should a teacher be absent. Whilst the supply list looks healthy a number of supply teachers place some form of restriction on their availability. Nationally it is becoming difficult to provide supply teachers immediately the day they are requested.

There are shortages of teachers in certain subject areas in secondary schools.

Recruitment and selection procedures are closely monitored, a number of permanent supply teachers have been engaged in the primary sector, and priority has been given to improving sickness absence management.

Next Steps

- The Education Department will improve the recruitment and retention of staff by:
 - wider advertising and adverts with greater impact;
 - the development of a more attractive information pack for prospective teachers;
 - exploring the possibility of 'Golden Hello' for new teachers coming to work in Dundee. This should not be financial but might be a laptop computer which would have added impact on teaching; and
 - conducting exit polls to identify issues/reasons for loss of staff.
- The Education Department will increase supply teacher availability by:
 - the increasing use of permanent contracts for supply teachers;
 - maximising the number of NQTs (Newly Qualified Teachers) allocated to Dundee by the Scottish Executive;
 - recruiting teachers above staffing complement, to be available to fill subsequent vacancies; and
 - continuing to improve sickness absence rates through improved management training programmes.
- The Education Department will reduce the impact on school staffing of secondments to development posts by:
 - where appropriate, replacing long term secondments with permanent posts; and
 - focusing development on direct support for improved learning and teaching. A smaller team of Learning Tutors should be established to work with teachers in classrooms to develop learning and raise attainment. This team should be deployed in schools rather than being centrally based.

Best Value Review Group
Education Attainment

Action Plan

EDUCATION DEPARTMENT
BEST VALUE REVIEW ON ATTAINMENT

ACTION PLAN

Development Project **To address the next steps arising from the Best Value Review**

Target **TO RAISE ATTAINMENT**

Tasks	Implementation Path	Proposed Timescale
<ul style="list-style-type: none"> to support schools in implementing planned LTID strategies through a team of school-based staff led by a LTID Co-ordinator 	<ul style="list-style-type: none"> Department Development Plan progress report to Education Committee 	<ul style="list-style-type: none"> 2006 - 2008 report - June 2007
<ul style="list-style-type: none"> to establish a working group, with representatives from a range of pre-school and early primary school settings, to support the development and delivery of new guidance on implementing LTID within early years settings, and to support effective transition from nursery to primary 	<ul style="list-style-type: none"> Department Development Plan progress report to Education Committee 	<ul style="list-style-type: none"> 2006 - 2008 report - June 2007
<ul style="list-style-type: none"> to continue to work with the University of Dundee, and other Further and Higher Education institutions, to develop the research base to support and evaluate improvement strategies 	<ul style="list-style-type: none"> Improving Pupil Achievement groups 	<ul style="list-style-type: none"> October 2006
<ul style="list-style-type: none"> to review budget allocations and report to Committee on the possibility of allocating additional resources to schools which operate in areas of greatest multiple deprivation 	<ul style="list-style-type: none"> Education Revenue Budget submission 	<ul style="list-style-type: none"> November 2006 - February 2007
<ul style="list-style-type: none"> to continue to identify opportunities to bring practitioners with a national and international reputation to Dundee to inform the practice in its schools 	<ul style="list-style-type: none"> develop and extend existing CPD programme for staff and senior managers 	<ul style="list-style-type: none"> ongoing work

Tasks	Implementation Path	Proposed Timescale
<ul style="list-style-type: none"> to further develop benchmarking strategies to ensure that an ongoing process of benchmarking is in place with comparator councils such as Inverclyde; and to establish links between Dundee schools and similar, but better performing, schools in other Education Authorities to identify good practice 	<ul style="list-style-type: none"> city benchmarking strategy progress report to Education Committee 	<ul style="list-style-type: none"> 2006 - 2008 report - June 2007
<ul style="list-style-type: none"> to research national strategies and initiatives on parental involvement 	<ul style="list-style-type: none"> Department Development Plan Children's Services Plan: <i>'For Dundee's Children'</i> 	<ul style="list-style-type: none"> 2006 - 2008
<ul style="list-style-type: none"> to develop a toolkit of good practice for parents in co-operation with parents 	<ul style="list-style-type: none"> Department Development Plan Children's Services Plan: <i>'For Dundee's Children'</i> 	<ul style="list-style-type: none"> 2006 - 2008
<ul style="list-style-type: none"> to produce a series of parent support leaflets which highlight the real difference parents can, and do, make to their children's learning 	<ul style="list-style-type: none"> Department Development Plan Children's Services Plan: <i>'For Dundee's Children'</i> 	<ul style="list-style-type: none"> 2006 - 2008
<ul style="list-style-type: none"> to continue to support and develop the role of parents in their child's education through the provision of information sessions 	<ul style="list-style-type: none"> Department Development Plan Children's Services Plan: <i>'For Dundee's Children'</i> School Development Plans 	<ul style="list-style-type: none"> 2006 - 2008 2006 - 2009
<ul style="list-style-type: none"> to deliver a continuous personal development package for school staff in parental involvement and support in order to increase the capacity of parents to contribute to their child's education 	<ul style="list-style-type: none"> Department Development Plan Children's Services Plan: <i>'For Dundee's Children'</i> 	<ul style="list-style-type: none"> 2006 - 2008
<ul style="list-style-type: none"> to take immediate steps to develop and implement guidance to schools on measures which can be taken to reduce the current curriculum in order to free time to focus on improving learning and teaching 	<ul style="list-style-type: none"> Department Development Plan 	<ul style="list-style-type: none"> 2006 - 2008

Tasks	Implementation Path	Proposed Timescale
<ul style="list-style-type: none"> to examine critically the range of initiatives in place in schools and any future initiatives (including those with dedicated funding and those relating to National Priorities) to confirm that they are achievable by the Education Department and will not negatively impact on schools' ability to deliver the Education Department Development Plan 	<ul style="list-style-type: none"> Education Department Senior Management Team in consultation with Head Teachers 	<ul style="list-style-type: none"> ongoing work annual review
<ul style="list-style-type: none"> to continue to develop more appropriate curriculum opportunities for young people through the expansion of pre-vocational training and the use of curriculum flexibility 	<ul style="list-style-type: none"> Department Development Plan 	<ul style="list-style-type: none"> 2006 - 2008
<ul style="list-style-type: none"> to work with all staff, through the '<i>Learning Together in Dundee</i>' initiative, to develop strategies to improve pupil-teacher interaction and classroom management, and thereby reduce the level of low-level disruption in classrooms 	<ul style="list-style-type: none"> Department Development Plan progress report to Education Committee 	<ul style="list-style-type: none"> 2006 - 2008 report - June 2007
<ul style="list-style-type: none"> to implement the measures proposed in the guidelines document '<i>Managing Disruptive Behaviour</i>' 	<ul style="list-style-type: none"> Department Development Plan progress report to Education Committee 	<ul style="list-style-type: none"> 2006 - 2008 report - June 2007
<ul style="list-style-type: none"> to continue to develop the partnership with other Council departments and external agencies, to promote multi-agency support for vulnerable children and young people 	<ul style="list-style-type: none"> Department Development Plan Children's Services Plan: '<i>For Dundee's Children</i>' 	<ul style="list-style-type: none"> 2006 - 2008
<ul style="list-style-type: none"> to improve the recruitment and retention of teaching staff 	<ul style="list-style-type: none"> DNCT 	<ul style="list-style-type: none"> September 2006
<ul style="list-style-type: none"> to increase supply teacher availability 	<ul style="list-style-type: none"> staffing allocation management training programmes 	<ul style="list-style-type: none"> 2006 - 2008
<ul style="list-style-type: none"> to reduce the impact on school staffing of secondments to development posts 	<ul style="list-style-type: none"> staffing allocation: session 2006 - 2007 	<ul style="list-style-type: none"> August 2006

Best Value Review Group
Education Attainment

Appendices

APPENDIX I

BEST VALUE REVIEW PROGRAMME

TERMS OF REFERENCE PAPER

REVIEW TOPIC	Educational Attainment
LEAD OFFICER	Chief Executive

1.	Scope of the Review
	To identify measures that will significantly improve educational attainment in Dundee schools. To fully cost all measures identified and establish whether these measures can be implemented in accordance with the three year revenue budget approved by the Policy and Resources Committee.

2.	Objectives
	To introduce measures into Dundee schools that will be directed towards raising levels of attainment.

3.	Group Membership
	Chair - Chief Executive Members - 3 Administration, 2 SNP, 1 Conservative Director of Education plus nominated member of Education Directorate Director of Social Work nominee Head of Communities nominee Secondary School Head Teacher Primary School Head Teacher Nursery Head Teacher Health representative 2 School Board Representatives (1 secondary, 1 primary) Representative of Teaching Trade Unions (2) Representative of other Trade Unions 3 Religious representatives who are members of the Education Committee

4.	Consultation Process – Who to Consult and How
	<ul style="list-style-type: none"> • Teachers, support workers and parents through their representatives • Other Education Authorities and schools through arranged visits • Meet with Head Teachers to discuss ideas and recommendations arising from the review • Policy and Resources Committee in respect of any proposals requiring an increase in the Education Department's Revenue Budget

5.	Schedule for Completing the Review
-----------	---

	Pre planning Milestone Meeting 2 (Planning) Investigation Milestone Meeting (Define Issue) Generate Options/Ideas Milestone Meeting (Select Option) Implementation Milestone Meeting (Report)	March 2005 April 2005 May 2005 May 2005 May-August 2005 September 2005 October 2005 October 2005
--	--	---

EDUCATION BEST VALUE REVIEW GROUP - ATTAINMENT

MEMBERS

Bailie

John Corrigan

Councillors

Jill Shimi	Elizabeth Fordyce
Kevin Keenan	Rod Wallace
Fraser Macpherson	

Religious Representatives

Rt. Rev. Monsignor Joseph Creegan
Rev. James Wilson
Mr Mohammed Bashir Chohan

Health Representative

Caroline Selkirk, Director of Change and Innovation

Trade Union Representatives

George Sturrock
Eric Baillie
Tom Ferguson
Helene Millar

Head Teachers

Pamela Nesbitt
David May
Frances Morris
Ian Jones

School Board Representatives

Grant Simmons

Others

Alex Stephen, Chief Executive (Chair)
Anne Wilson, Director of Education
Glen Taylor, Education Services Manager
Jim Collins, Education Services Manager
Alan Baird, Director of Social Work
Tony Boffey, Manager (Communities)

Information Documents

- Standards and Quality Reports 2003 and 2004
- Report No 130-2005: Pupil Achievement in Dundee Schools
- Analysis of HMle Reports
- Quality Improvement Strategy
- EFQM Results
- Parental Survey Results
- Employee Survey Results
- Open Voice Events - outcomes from Head Teachers, parents and pupils
- SEED Initiatives - list of initiatives since 1996
- Communication and Consultation Strategy
- Education Department Development Plan
- Education Department Improvement Objectives
- Resource Allocation to Schools

LIST OF SCHOOL VISITS

Primary school visits took place between 18 April 2005 and 10 June 2005. Secondary school visits took place between 29 August 2005 and 23 September 2005. Visits to other initiatives took place between 18 April 2005 and 23 September 2005.

In each school members of the Education Committee will meet:

- Head Teacher and Senior Management Team
- Focus group of staff
- Focus group of pupils

Also visits to classrooms will be arranged. In addition each school will have an identified initiative to be visited and discussed. Benchmarking and monitoring progress will be discussed in all schools.

Baldragon Academy

- School Support Workers
- Tracking Pupil Progress
- Learning Together in Dundee (Music)

Sidlaw View Primary School

- Integrated Community School

Menziesshill High School

- School Re-integration Group
- XL Group

Hillside Primary School

- Learning Together in Dundee
- Modern Languages in the Primary School
- ICT

St Saviour's High School

- XL Group
- Learning Centre

St Pius Primary School

- Personal Learning Plans
- Brain Gym/Class Moves
- Learning Together in Dundee

Braeview Academy

- Rep Theatre Initiative
- School Support Team

Newfields Primary School

- Open Plan School - Resourced Location
- Circle Time

Harris Academy

- Autistic Unit

Park Place Primary School

- English as a Second Language
- Learning Together in Dundee

Grove Academy

- REMOVE Facility
- Learning Together in Dundee (Maths)

Barnhill Primary School

- Toothbrushing Initiative
- Learning Together in Dundee

Lawsid Academy

- Learning Together in Dundee (English, Maths, Technical)
- Curricular Change (Accelerated Maths)

St Clement's Primary School

- Classroom Strategies
- Working with Parents
- Use of ICT Interactive White Board
- Pupil Involvement

St John's High School

- Use of ICT Facilities
- Work of Support for Learning Department
- IPA Programme for S5/S6

St Mary's Primary School

- Split Site School

Craigie High School

- Health Promotion

Mossgiel Primary School

- Resourced Location
- Learning Together in Dundee

Morgan Academy

- Guidance Team
- Looked After Children
- Learning Together in Dundee (Modern Languages)

Clepington Primary School

- Maths Setting
- Science

VISITS TO OTHER INITIATIVES

- Pre-vocational - FE College
- Connect Five
- Castlepark
- Youth Music Initiative
- Active Schools
- In-service Learning Together in Dundee
- ERGO Project
- Futures Project - Dundee College
- Study Support
- Teacher Induction Scheme
- Dundee Schools Music Theatre - Sundays 3.00pm-9.00pm
- Citywide Pupil Council
- Early Years Parents' Service Initiative
- Woodlea Children's Centre
- Kirkton Nursery and Family Centre

ST JOHN'S RC HIGH SCHOOL

BEST VALUE REVIEW ON ATTAINMENT

TUESDAY 20 SEPTEMBER 2005

Best Value Review Team

Lord Provost John Letford
 Councillor Jill Shimi
 Bailie John Corrigan
 Councillor Liz Fordyce
 Councillor Nigel Don
 Gordon Winton (Committee Clerk)

9.30am	Welcome; programme outline (George Haggarty, Head Teacher)
9.40am	Use of ICT in Teaching and Learning
	9.40am Modern Studies (Mr David Keenan, Acting PT Modern Studies)
	9.50am Business Studies (Ms Karen Lees, PT Business Studies)
	10.00am Art & Design (Mr Peter Flynn, PT Art & Design)
	10.10am Computing Studies (Mrs Moira Feldman)
10.20am	Focus Group of Principal Teachers (Library)
	Mr John Collins (Acting PT English)
	Mr Ian Cairnie (PT Physics)
	Mrs Margaret Pickering (PT Home Economics)
	Mrs Alice Coupar (PT Modern Languages)
	Mr David Keenan (Acting PT Modern Studies)
	Mr David Guirron (PT History)
10.50am	Senior Council and IPA programme (Library)
	Mrs Elaine Carolan (Depute Head Teacher)
11.20am	Support for Learning
	Mr Tony Cousins (Depute Head Teacher)
	Mrs Linda Scott (PT Additional Support Needs)
	Mrs Anne Fergusson (PT Support for Learning)
	Mrs Ursula Doherty (PT Guidance)
12 noon	Head Teacher and Senior Management (Library)
	Mr George Haggarty; Mr Tony Cousins
	Mrs Elaine Carolan; Mrs Patricia McGregor;
	Mrs Rebecca Rondepierre; Mr Jim Quinn

EXAMPLE OF MINUTE OF SCHOOL VISIT

Note of Visit to a Secondary School by Education Committee members

Present:-

Councillor Jill Shimi
Councillor Helen Dick
Councillor Elizabeth F Fordyce
Councillor Joe Fitzpatrick
Councillor Nigel Don

Apologies:-

Councillor Kevin Keenan

1 MEETING WITH MANAGEMENT TEAM

Members met with the Head Teacher and Management Team and it was noted that this visit had been arranged to allow Education Committee members to experience educational practices in Dundee schools.

The following points were noted:-

- Difficult to get supply cover.
- Inclusion - never intended that all pupils would be accommodated in mainstream schooling.
- Emotionally disturbed children and those with mental health problems - concern that they are not receiving the correct help.
- Number of pupils presenting different behaviour levels.
- Lack of offsite places causing concern.
- School support workers - undertaking positive work within the school.
- High level of support required for disruptive pupils.
- Exam results - not all pupils are able to take exams but are included in the overall results.
- Parents are encouraged to be involved with their child's education and support in general is forthcoming.
- Should children be put forward for the maximum number of exams or should ability be taken into account?
- Review of pupils is required for those whose needs are not being met at secondary school.
- Some parents require parenting skills.
- Increase in referrals to Home School Support and Education Welfare Officers.
- Alternative curriculum - staff need time to deliver alternatives.

2 ACCELERATED MATHEMATICS PROGRAMME

- Each class works at the same level i.e. D, E etc.
- Better information from feeder primary schools.
- Programme has proved consistent.
- More pupils being presented at Credit level.
- Three Higher classes.
- Introduction of self-assessment.
- Two third year classes sitting Foundation level this year.
- Staff feel it is good experience for those able to do so, to sit their Standard Grade earlier
- Assessments from primary schools should be objective.

3 MEETING WITH STAFF

The following points were noted:-

- Concerns at getting supply cover and quality.
- Children's Hearings - concern at outcomes i.e. often it is no further action and this can be a pupil who has caused serious problems.
- Effect on other pupils when pupil(s) referred to the hearing system return with no action being taken against them.
- Lack of offsite provision.
- Behaviour and discipline.
- Staff unable to teach due to disruptive pupils.
- Support for Learning - resources have to be used to support those with extreme difficulties at the expense of those who need help educationally.
- High number of children who should not be in mainstream education.
- Increased referrals to outside agencies - children with social, emotional and behavioural difficulties sometimes waiting weeks/months to be seen.
- About 20 pupils (S1-S4) should not be in mainstream education.
- High level of paperwork involved in dealing with outside agencies for those referred for behavioural difficulties.
- Bad behaviour can cascade.
- No immediate punishment - pupils take things to the extreme.
- Two Home School Support workers assigned - but not enough of them.
- Lack of support in returning permission slips for trips which often have to be cancelled. Has to be individual forms, cannot issue one form for the whole class.
- Class sizes (non-practical).
- Shortage of Craft, Design and Technology teachers.
- High workload for all staff.
- Staff appreciative of work undertaken by office staff and classroom assistants but feel they are paid too low.
- Too many changes in IT systems.

4 MEETING WITH PUPILS

The following points were noted:-

- Going to set up a Pupil Council.
- Deal with problems through House Head, etc.
- School uniform - makes a good impression - everyone is the same.
- Enjoy all aspects of the school.
- Disruptive children - cause problems for those who want to work.
- Do not like reward system for disruptive pupils - i.e. outdoor trips etc.
- Teacher shortages.
- Subject restrictions.
- Advanced Highers must be done at other schools.
- Positive outlook to the new school.
- Should be full school involvement in planning the new school.
- Subject choice - feel 2nd year is too young to make subject choices.
- Range of subjects available in 5th/6th year.
- Lack of staff in certain subjects.
- Feel that RE does not get as high a profile as it should do.
- School lunches - generally well received.
- Charity work in the community.
- Peer Support Group in operation.