REPORT TO: DUNDEE CITY COUNCIL EDUCATION COMMITTEE
16 JUNE 2003

REPORT ON: NATIONAL PRIORITIES IN EDUCATION - IMPROVEMENT
OBJECTIVES 2003 - 2004

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 425-2003

1.0   PURPOSE OF REPORT

1.1   This report brings to the attention of the Education Committee
the National Priorities Improvement Objectives set out by the
Education Department for 2003 - 2004

2.0   RECOMMENDATIONS

2.1   The Education Committee is recommended to:

        i)   note the Education Department Improvement
                Objectives for 2003 - 2004
        and

        ii)   require the Director of Education to bring forward
                annually an update of these Improvement Objectives
                and progress towards them.

3.0   FINANCIAL IMPLICATIONS

3.1   The work on National Priorities is integrated into the Education
Department's Development Plan 2002 – 2005 and is supported
by funding from the Scottish Executive under the National
Priorities Action Fund

4.0   LOCAL AGENDA 21 IMPLICATIONS

4.1   The National Priorities include a particular focus on Values and
Citizenship. In this area schools will work with pupils to help
them develop an awareness of their interdependence with
others and with society and to teach them the duties and
responsibilities of citizenship in a democratic society

5.0   EQUAL OPPORTUNITIES IMPLICATIONS

5.1   Inclusion and Equality is one of the five National Priorities in
Education. This focuses on the need to promote equality and
to help every pupil benefit from education.

6.0   REPORT

6.1   The National Priorities in Education were introduced as part of the Standards in Scotland's Schools Act 2000. These five broad areas include *Achievement and Attainment*, but also look at the *Framework for Learning, Inclusion and Equality, Values and Citizenship* and importantly *Learning for Life*. The National Priorities set out the key areas of development in Scottish education. They have been developed by the Scottish Executive in consultation with Local Authorities and the wider education community. The National Priorities accord well with Dundee City Council's commitment to provide a broad range of educational experiences for all pupils.

6.2   All Education Authorities in Scotland are now required to take account of the National Priorities in their future plans and to publish details of their Improvement Objectives which demonstrate how they will make progress in each of the key areas of the National Priorities.

6.3   The Education Department has recently completed its Development Plan for 2002 – 2005. This sets out the major developments which the Department is proposing to undertake over the next three years. The Development Plan takes account of the National Priorities and indicates the key improvement objectives which will help deliver the National Priorities.

6.4   This document summarises the National Priorities Improvement Objectives identified by the Education Department through its Development Plan. It does not cover all of the Targets for the Education Department only those which will contribute directly to delivering the National Priorities.

7.0   CONCLUSIONS

7.1   The National Priorities represent five broad areas of development in education. They have helped to broaden the national improvement agenda to include not only academic attainment but a wide range of life skills and experience which young people will require for the 21st Century. In doing so they build on and support Dundee City Council's initiatives to ensure that all of its young people achieve to their highest potential across a wide range of areas.

7.2   The Education Department has integrated the National Priorities into its Development Plan and will work with schools to ensure that their development plans take account of the National Priorities. Progress towards the Improvement Objectives will be carefully monitored at school and City level as part of the Education Department's Quality Improvement Strategy.

8.0   CONSULTATION

8.1   The Director of Finance and the Director of Support Services
             and Head Teachers of city schools have been consulted in the
             preparation of this report.

9.0   BACKGROUND PAPERS

9.1   No background papers, as defined by Section 50D of the Local
             Government (Scotland) Act 1973 (other than any containing
             confidential or exempt information) were relied on to any
             material extent in preparing the above report.
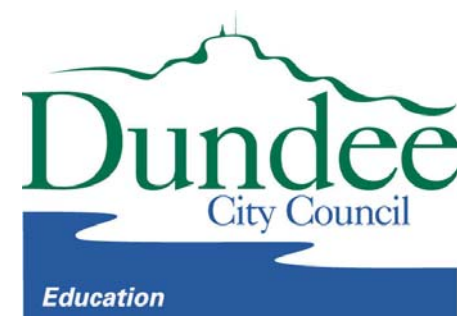

Anne Wilson
Director of Education

9 June 2003

Dundee City Council
Education Department

National Priorities for Education

Improvement Objectives

January 2003

This document should be read in conjunction with the Education Department Development Plan 2002 - 2005

Introduction

The aims of the Education Department clearly set out Dundee City Council's commitment to ensuring that all of Dundee's young people are encouraged and supported to achieve their full potential. In Dundee we have always taken a broad view of achievement. We encourage academic attainment but also emphasise the need for pupils to develop as individuals and to have a range of experiences in the arts, sports and other areas which contribute to their personal and social development.

The National Priorities in Education were introduced as part of the Standards in Scotland's Schools Act 2000. These five broad areas include *Achievement and Attainment*, but also look at the *Framework for Learning*, *Inclusion and Equality, Values and Citizenship* and importantly *Learning for Life*. I welcome the commitment to a broad range of educational experiences which the National Priorities represent.

All Education Authorities in Scotland are now required to take account of the National Priorities in their future plans and to publish details of their Improvement Objectives which demonstrate how they will make progress in each of the key areas of the National Priorities.

The Education Department has recently completed its Development Plan for 2002 – 2005. This sets out all of the major developments which the Department is proposing to undertake over the next three year. The Plan takes account of the National Priorities and indicates the key improvement objectives which will help deliver the National Priorities.

This document summarises the National Priorities Improvement Objectives from our Development Plan. It does not cover all of the Targets for the Education Department many of which will contribute to delivering the National Priorities. I would emphasise that for a fuller explanation of the Department's work and priorities readers should refer to the Department Development Plan 2002 – 2005.

I am confident that that the priorities identified here and in the Education Department Development Plan are designed to provide a better education service and a better experience for all learners. The Education Department's Improvement Objectives represent a challenging agenda for schools and school staff. I am confident that with the partnership and support of staff, pupils and parents we will make significant progress in these areas over the coming years.

Anne Wilson
Director of Education

The National Priorities for Education

Five National Priorities for Education were drawn up by the Scottish Executive and approved by the Scottish Parliament in December 2000. They are as follows.

1   Achievement and Attainment

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

2   Framework for Learning

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

3   Inclusion and Equality

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

4   Values and Citizenship

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.

5   Learning for Life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Strategic Statement

Dundee City Council Education Department remains committed to developing and improving the achievement of all pupils through a broad view of attainment. Improving the academic attainment of all pupils and developing their learning skills must continue to be a key priority if young people are to be well qualified to move on to further and higher education, to work and to lifelong learning.

Equally important are the development of personal and social skills which will enable our young people to communicate effectively, to work with others and to adapt flexibly to a rapidly changing world. A broad view of achievement also requires that all pupils have a range of experiences in sport, the arts and outdoor education and the opportunity to develop skills and interests gained in these areas. Developing this area of pupil experience is a major task for the coming years.

The Education Service offers all pupils a broad and balanced curriculum, which seeks to maximise their potential. Provision should also be inclusive and address the needs of all pupils. Very considerable work has taken place to develop provision for SEN and SEBD pupils across the City. A priority for the Department is to take this development forward.

The role of parents and carers in the education process cannot be over emphasised. Developing support for parents and carers which involves them in the learning process will have a positive impact on attainment and is a priority for the Department.

The success of Dundee City Council in delivering high quality education rests with the staff at all levels across the Department. The improvements in schools which have been made over the last three years have been entirely due to the efforts of teaching and support staff. It is crucial therefore that our processes for communicating with staff and for training and supporting them in their work are of the highest quality. This is a major ongoing priority for the Department.

Considerable progress has been made to develop a departmental Quality Improvement Strategy which helps us monitor our current performance levels and set targets to improve the quality of outcomes for pupils. Work will continue to develop and improve this strategy in the Department and in schools and thereby to ensure that the National Priorities set by the Scottish Executive are achieved. Rigorous evaluation of our performance will help us all to identify the steps which will lead to continuous improvement in Dundee schools.

Dundee City Council Education Department is committed to:

Valuing Learners Valuing Learning

Our Aims

The Education Department has a number of key aims. These aims guide the work of the department and are taken forward through the Department Development Plan. The aims also take into account the National Priorities for Education. The aims are reflected in Action Plans which outline the detailed work of the Department.

These are the shared aims for all of us in the Education Department. Every member of staff has a key role to play and a valuable contribution to make in achieving these aims.

Through the work of all staff in all establishments and services the Education Department aims to:

✓ **ensure that all learners achieve their highest potential**

✓ **ensure equality of opportunity for all**

✓ **promote a culture where everyone is valued equally and all achievements are recognised**

✓ **ensure that all learners experience the broadest range of personal development opportunities**

✓ **work in partnership with the home, the community and other services**

✓ **develop an inclusive ethos which supports all staff in providing the highest quality Education Services**

✓ **ensure that all services achieve best value consistent with high quality educational provision**

The Education Department is committed to

Valuing Learners Valuing Learning

National Priority 1   *To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.*

Improving Attainment remains a key priority for the Education Department. This will be achieved through the ongoing work to support the development of an appropriate curriculum for all learners at all stages. As part of the Improving Pupil Achievement Strategy the Department will take forward its work in tracking pupil progress and involving staff and pupils more closely in looking at progress and setting meaningful targets for improvement. A key aim of the IPA Strategy is to make teachers and pupils more aware of Learning Styles and Skills for Learning as a way of making Learning and Teaching more effective.

The Education Department's Quality Improvement Strategy will help schools to develop a more effective process of self evaluation which will give them better information on progress in the key areas of Learning and Teaching and help them to plan future improvements.

Outcome 1: Increased levels of numeracy and literacy

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
1.1A	% of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate 5-14 level for their age – reading, writing and maths.	To ensure the implementation of effective programmes and assessment procedures in Language and Mathematics 5-14 in all schools, with a particular focus on S1/2 and the transition from upper primary.	• School self evaluations against QI 1.1, 1.2 and 2.1.show appropriate progress. • Dundee schools achieve group average or better for attainment in Language and Mathematics 5-14.
1.1B	% of S2 who have met or exceeded level E in reading, writing and maths, by the end of S2.	See above	See above
1.1C	% of original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in English and Maths.	Implement Assessment Manager in all Primary and Secondary Schools.	• Electronic recording, reporting and transfer of information by all staff in all schools. • DCC schools match or exceed group average of comparable schools in SQA attainment.

			•	All schools have appropriate range of NNQ provision.
		To continue the implementation of NNQ courses, Scottish Group Awards and core skills entitlement at all levels.	•	DCC schools match or exceed group average of comparable schools in SQA attainment.

Outcome 2: Improved examination results

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
1.2A	% of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 3 or better (3 year average).	Implement Assessment Manager in all Primary and Secondary Schools.	• Electronic recording, reporting and transfer of information by all staff in all schools. • DCC schools match or exceed group average of comparable schools in SQA attainment.
		To continue the implementation of NNQ courses, Scottish Group Awards and core skills entitlement at all levels.	• All schools have appropriate range of NNQ provision. • DCC schools match or exceed group average of comparable schools in SQA attainment.
1.2B	As above, at SCQF level 4 or better – target to be set.	See above	See above
1.2C	As above, at SCQF level 5 or better – target to be set.	See above	See above
1.2D	As above, 1+ awards at SCQF level 6 or better – target to be set.	See above	See above
1.2E	As above, 3+ awards at SCQF level 6 or better – target to be set.	See above	See above
1.2F	As above, 5+ awards at SCQF level 6 or better – target to be set.	See above	See above

1.2G	*Overall quality of attainment. (HGIOS)*	To implement a revised Quality Improvement Strategy which ensures that the Education Dept and all schools and services have a comprehensive system of self-evaluation against appropriate quality indicators.	• The Education Dept, schools and services have accurate self-evaluations against QIs which are validated by internal and external audit. • Evaluations show improvements against appropriate QIs for National Priorities 1.2G, 3.1D and 5.1D.
1.2H	*Expectations and promoting achievement. (HGIOS)*	To implement an IPA Strategy to support schools in improving pupil achievement.	• All schools are aware of best practice in IPA. • All schools show progress in self evaluation against QI 5.2 *Expectations and promoting achievement*.

National Priority 2   *To support and develop in the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.*

Staff are the most important resource of the Education Department. It is a key aim for the Department that both teaching and support staff have an effective process of Staff Development and Review which lead to an appropriate personal plan for Continuous Professional Development.
Schools will continue to implement Dundee City Council's Attendance Initiative in an effort to reduce absence from school.

A key target for all schools will be to implement the Health Promoting Schools Strategy. This will see schools working with staff pupils and parents to develop Health Education, Diet and Nutrition, Healthy Physical Activity and a Positive Ethos. The Education Department is clear that improvements in these areas will lead to a more positive atmosphere for learning and teaching which will impact on pupil achievement. This strategy will lead to all Dundee schools achieving a Health Promoting Schools Award.

Outcome 1: Continuing development of teachers' skills

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
2.1A	New measure of Continual Professional Development (CPD) in development in the light of CPD Framework.	To devise a framework for CPD and an accompanying range of CPD activities, which will enable teachers at all stages in their careers within all sectors, to identify 'pathways' leading to progression and career development.	• Monitoring successful uptake and evaluations of CPD provision, including formal feedback from schools.
2.1B	*Staff review and development. (HGIOS)*	See above.	• The Authority and all schools within the city will work towards achieving a Level 4 in QI 6.6, *Continuing Professional Development of Teachers' Skills.*

Outcome 2: Increased self-discipline of pupils

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
2.2.A	Levels of attendance – targets to be set..	Continue to implement the Attendance Initiative	• Schools have procedures in place to monitor consistently and robustly attendance levels, and pursue cases of non-attendance. • All schools meet agreed attendance targets.
2.2.B	Number of days lost per 1000 pupils through exclusion (primary and secondary sectors).	Develop further and implement arrangements for onsite behaviour support.	• Revised guidelines on temporary exclusion issued and agreed by all parties, leading to reductions in exclusions and fewer appeals against exclusions. • All School Referral Team staff attend specific in-service training. • An annual review is undertaken on the responsiveness of School Referral Teams. • Arrangements are drawn up in 100% of secondary schools and 50% of primary schools by June 2003, and the remaining primary schools by June 2004.
2.2.C	Number and % of pupils participating in buddying, mentoring or similar schemes to be locally defined as appropriate.	Develop and implement a city wide strategy promoting buddying and mentoring systems within schools.	• Set baseline and target figures in number and % of pupils participating in buddying or mentoring schemes. • Achieve increases in % figures as above.
2.2D	*Climate and relationships. (HGIOS)*	Develop and implements strategies to improve ethos in schools.	• School self evaluation against QI 5.1 *Climate and Relationships* shows continuing improvement.

Outcome 3: Enhanced school environments which are more conducive to teaching and learning

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
2.3A	Pupil:adult ratio in primary schools – target to be set.	Staffing provision takes account of target ratio of 1:15 in primary schools.	• Achieve target of 1:15 ratio.
2.3B	% of schools (primary and secondary separately) classified as Health Promoting Schools – no target.	To implement the DCC Strategy for Health Promoting Schools with appropriate programmes in all schools.	• Schools set and achieve appropriate targets for Health Promoting Schools Awards. ✓ 50% of schools obtain Bronze Award. ✓ 25% of schools obtain Silver Award. ✓ 10% of schools obtain Gold Award.
2.3C	% of schools (primary and secondary separately) with quality award or applying a quality model – no target.	To achieve in partnership with staff in schools/services and other departments/agencies the Investors in People (IIP) Award as appropriate.	o All staff are reviewed as part of Staff Development & Review. o Pilot schools achieve IIP.
2.3D	*Accommodation and facilities (incl no of schools with pupil support bases). (HGIOS)*	Production and implementation of School Estate Strategy (Building Our Future – Scotland's School Estate).	• Feedback from stakeholders identifies positive impact of strategy on quality of estate management. • Schools self evaluation against QI 6.1 shows positive improvement. • A full range of support strategies is available to SEBD pupils, including specific onsite accommodation and facilities.

National Priority 3　　　*To promote equality and help every pupil benefit from education with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and lesser used languages.*

A range of strategies will enable us to pursue our objectives of equality of opportunity and social inclusion. These include the Equality Action Plan, the goal of which is to build on our current work with children with physical needs and promote further access to the curriculum and to educational buildings, as well as tackling issues of anti-bullying and anti-racism.

The new department development plan contains important projects in this area, including a commitment set out in a joint policy with Social Work colleagues to monitor the progress of looked after children in terms of attainment, attendance, exclusion and progression into further/higher education or the world of work. Progress in the second pilot new Community Schools project, in a primary cluster, will also be evaluated, and the results built into our phased roll-out programme which has begun with a clear multi-agency model in three secondary schools. Finally we will continue our work in primary schools through the Framework for Intervention programme, and in secondary schools with the establishment of School Referral Teams, to maintain young persons in mainstream education for as long as possible, to allow and encourage them to reach their full educational and personal potential.

Outcome 1: Every pupil benefits from education

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
3.1A	Number and % of 'looked after' young people leaving care who have attained SCQF level 3 or above in English and Maths – target to be set (national targets already exist).	Increase the percentage of looked after children leaving school with greater levels of attainment.	• Establish baseline by Sep 2002. • An improvement of 5% is evident by the end of session 2002-2003, and 5% by session 2004-2005, in young people leaving care who have attained SCQF level 3 or above in English and Maths. • An improvement of 5% is evident by the end of session 2002-2003, and 5% by session 2004-2005, in the Standard Grade Point Average of children leaving school.
3.1B	The average tariff score of the lowest attaining S4 pupils in the authority – target to be set (national targets already exist).	Develop a strategy to improve attainment of the lowest attaining S4 pupils in the authority.	• Target figures are achieved over three years.

3.1C	% of pupils (primary and secondary sectors separately) who are entitled to free school meals according to DWP data and % who take them up.	Roll out of Café Discovery and healthy eating initiatives.	• Installation in secondary schools impacts positively on uptake of school meals (including free school meals), and healthy eating.
3.1D	*Equality and fairness. (HGIOS)*	Monitor and support the implementation of Education Department Equality Action Plan.	• School self evaluation against QI 5.3 Equality and fairness, shows continuous improvement.
3.1E	% of schools adopting the New Community School approach.	Move towards all secondary schools adopting Community School approach.	• Experience of phase 1 informs implementation of roll out programme to phase 2 and remaining secondary schools. • Partners give ongoing commitment to resources and finance.

Outcome 2: Every pupil benefits from education, with particular regard paid to pupils with disabilities and special educational needs.

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
3.2A	New measure on access to education for pupils with disabilities is under development.	Continue to develop strategies to promote inclusion and ensure every pupil benefits from education.	• Implementation of Equality Action Plan • All schools make appropriate progress towards improvement objectives for QIs 4.5, 4.6 and 4.7 • Inclusion policy statement is produced, agreed and implemented
3.2B	Breakdown of placement of primary and secondary school pupils with SEN (special unit, mainstream etc.) by proportion of time spent there.	Improve the 'Options Group' referral process to ensure appropriate and successful referrals.	• Head Teachers and senior management teams of all schools receive training and are made aware of the range of opportunities available. • A package of guidance materials is produced.

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
3.2B	Breakdown of placement of primary and secondary school pupils with SEN (special unit, mainstream etc.) by proportion of time spent there. (continued)		• Schools present full and comprehensive information of pupil support in referral documentation. • Schools demonstrate they have achieved appropriate breakdown of placement between mainstream and alternative onsite provision for individual pupils. • Annual evaluation of 'Options' referrals demonstrates improvement in the match between referrals from schools and placements in alternative educational provision.
3.2C	*Learning support. (HGIOS)*	Continue to develop strategies to promote inclusion and ensure every pupil benefits from education.	• Implementation of Equality Action Plan. • All schools make appropriate progress towards improvement objectives for QIs 4.5, 4.6 and 4.7. • Inclusion policy statement is produced, agreed and implemented.
3.2D	*Implementation of SEN and disability legislation. (HGIOS)*	See above.	See above.
3.2E	*Placement of pupils with SEN and disabilities. (HGIOS)*	See above.	See above.

Outcome 3: Every pupil benefits from education, with particular regard paid to Gaelic and lesser used languages.

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
3.3A	Number and % of written requests for Gaelic medium teaching met within the authority or elsewhere, by academic year.	Identify appropriate strategies to meet requests for Gaelic medium teaching.	All appropriate requests are effectively addressed.

National Priority 4   ***To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and teach them the duties and responsibilities of citizenship in a democratic society.***

The development of respect for self and others has long been a major target for schools. Developments in this area will help to identify key areas of the curriculum where pupils can develop Core Skills such as *Working with Others* and *Communication*. Pupils will be given opportunities to put these skills into practice through working on joint projects, working in small groups and taking a more active role in the life of the school through Pupil Councils. A key element of the Health Promoting Schools Strategy will be to involve older pupils in buddying and mentoring schemes where older pupils can support and help younger pupils in playground games, in sports and in studying. The development of such skills will lead to Dundee's young people becoming more capable and involved citizens.

A major objective of the Education Department is develop its communications with parents and their involvement in taking forward learning and teaching in Dundee. A new Communications Strategy will be developed with the involvement of staff, pupils and parents to ensure that all stakeholders in the education process are well informed about and closely involved in the development of Dundee's schools.

Outcome 1: Increased respect for self and others.

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
4.1A	% of original S4 cohort who achieved the core skill 'working with others' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	Plan and implement opportunities for pupils to show care and consideration for others and develop the skills of active citizenship.	• Increased respect for self and others. • Set baseline and target figures for S4 cohort achieving the core skill 'Working with Others' and 'Communication' • NP 4.1.A and NP 4.2.B • Achieve increases in % figures as above.
4.1B	*Personal and social development. (HGIOS)*	Implement Learning and Teaching Scotland's guidance on Citizenship.	• New measurement on citizenship is in development. • Schools demonstrate continuous improvement in self evaluation against QI 4.2 *Personal and Social Development*.

Outcome 2: **Increased awareness of interdependence with other members of their neighbourhood and increased awareness of the duties and responsibilities of citizenship in a democratic society.**

	Measures/indicators	Education Authority measures/indicators	Success Criteria
4.2A	Measure on the links between schools and the local community is in development.	National measure to be developed. Develop and implement Education Department Communication and Consultation strategy.	• All schools have a relevant communication and consultation strategy in place. • Audit results show increased satisfaction. • School self-evaluations against QI 5.4 *Partnership with parents, the School Board and the community* show continued improvement..
4.2B	% of original S4 cohort who achieved the core skill 'Communication' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	Plan and implement opportunities for pupils to show care and consideration for others and develop the skills of active citizenship.	• Increased respect for self and others. • Set baseline and target figures for S4 cohort achieving the core skills 'Working with Others' and 'Communication'. • Achieve increases in % figures as above.
4.2C	% of schools participating in the Eco Schools Award or similar accredited environmental award.	Develop and implement Eco Schools Initiative.	• At least 1/3 of schools achieve Eco Schools Award.
4.2D	New measure on citizenship is in development.	New national measurement on citizenship is in development. Implement Learning and Teaching Scotland's guidance on Citizenship.	• Schools demonstrate continuous improvement in self evaluation against QI 4.2 *Personal and Social Development*.

4.2E	*Partnership with parents, the School Board and the community. (HGIOS)*	Develop and implement Communication and Consultation strategy.	• All schools have a relevant communication and consultation strategy in place. • Audit results show increased satisfaction. • School self-evaluations against QI 5.4 *Partnership with parents, the School Board and the community* show continued improvement.

National Priority 5   *To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.*

The Education Department and schools work to ensure that all young people have an appropriate range of experiences which equip them for a healthy and fulfilled life. To this end the Department will seek to ensure that all pupils leaving school had an appropriate range of experiences in Sport, Outdoor Education and the Visual and Performing Arts during their school career.

Equally important is the need to ensure that pupils have the skills for future employment and make a good transition from school to work, to college or to university as appropriate. It is a key part of Dundee's Community Plan and of the Council's Corporate Plan that the Education Department works with colleges, universities and employers to develop initiatives to support young people into work and continuing education. This will see the Education Department take forward its existing initiatives in Summer Schools and Access Projects with Dundee College and the Universities. There will also be an expansion of the Modern Apprenticeship Programme where young people can undertake work skills training while continuing their school education.

Outcome 1: Pupils are equipped with the necessary foundation skills, attitudes and expectations to prosper in a changing society.

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
5.1A	% of original S4 cohort who achieved the Core Skill '(1) IT and (2) problem solving' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	To ensure that all pupils leaving Dundee schools have appropriate qualifications in ICT.	• 80% of pupils have Core Skill IT, ECDL or other appropriate IT qualification by end of S6.
5.1B	% of school leavers destined for employment, training, education (higher and further) and other – target to be set for higher education.	To develop and implement a Skills for Life Strategy to support pupils moving from school to work, training and FE/HE.	• 2% decrease in number of pupils leaving school and unemployed. • 3% increase of school leavers destined for training/employment.
5.1C	Proportion of pupils from P1 to P7 and S1 to S6 participating in cultural, sporting and learning activities outside the core curriculum – type of activities to be locally defined as appropriate.	Develop and implement strategy to deliver key pupil experiences in sport, arts and outdoor education.	• Strategy identifies key pupil entitlements and targets for pupil uptake. • Target figures for uptake are achieved over three years.

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
5.1D	*Pupils' learning experiences. (HGIOS)*	To implement a revised Quality Improvement Strategy which ensures that the Education Dept and all schools and services have a comprehensive system of self-evaluation against appropriate quality indicators.	• The Education Dept, schools and services have accurate self-evaluations against QIs which are validated by internal and external audit. • Evaluations show improvements against appropriate QIs for National Priorities 1.2G, 3.1D and 5.1D.
5.1E	New measure reflecting the range and provision of physical activity, including sport, offered by schools in development; waiting on recommendations of physical activity task force.	To implement the NOF Sport for All programme in schools.	• Schools achieve target figures for pupil activity uptake.
5.1F	Range of education for work and enterprise activities offered to pupils from P1 to P7 – type of activities to be defined locally. Range of education for work and enterprise activities offered to pupils from S1 to S6 – type of activities to be defined locally.	To develop opportunities for enterprise within the primary and secondary curriculum.	• All pupils have the opportunity for 2 enterprise activities during their primary education. • Enterprise opportunities are embedded within the curriculum in all secondary schools.

Outcome 2: Increased levels of creativity and ambition in young people.

	Measures/indicators	Key Education Authority Targets and Actions	Success Criteria
5.2A	New measure to be developed after additional consultation with key stakeholders.	Measure to be developed in light of national advice.	