

**REPORT TO: DUNDEE CITY COUNCIL EDUCATION COMMITTEE - 15  
OCTOBER 2001**

**REPORT ON: IMPROVING PUPIL ACHIEVEMENT - REPORT 2000 - 2001**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 670-2001**

**1.0 PURPOSE OF REPORT**

1.1 This report provides an update on the progress of the Strategy to Improve Pupil Achievement in Dundee schools. This strategy was approved by Education Committee in 1998 and outlined a process to be followed by all schools in setting targets and developing individual school programmes for improving achievement. This report identifies the initiatives which have been taken forward to improve attainment and indicates the support which has been provided by the Education Department to assist schools in this process. The report also gives details of the progress made towards local and national targets relating to attainment.

**2.0 RECOMMENDATIONS**

2.1 It is recommended that the content of the Report is noted.

**3.0 FINANCIAL IMPLICATIONS**

3.1 Costs of the development of support materials and staff development associated with the Strategy for Improving Pupil Achievement have been met from the Education Department budget for 2000 / 2001. Initiatives identified within the report have been funded under the Government Excellence Fund for Schools.

**4.0 LOCAL AGENDA 21 IMPLICATIONS**

The Strategy to Improve Pupil Achievement will improve access to the skills, knowledge and information needed to enable everyone to play a full part in society.

**5.0 EQUAL OPPORTUNITIES IMPLICATIONS**

5.1 The Strategy contains a number of key programmes which will help to improve pupil attainment and ensure equality of opportunity for all pupils in Dundee schools.

## **6.0 BACKGROUND**

6.1 Social and economic disadvantage contributes to slowing pupil progress and limiting attainment. Lack of success leads to low self esteem, lack of motivation, poor study practices, under achievement and related problems such as non-attendance.

As a result a considerable number of pupils within Dundee face obstacles in realising their full potential. This is reflected in the statistics for pupil performance in examinations at Standard and Higher Grade.

6.2 Dundee City Council is committed to developing strategies to combat disadvantage and support learners. The Strategy to Improve Pupil Achievement introduced in 1998 focused attention and resources on key areas such as attendance, supported study and monitoring pupil progress to help schools counter disadvantage, increase support for pupils and take steps to raise the attainment of pupils in Dundee. The attached report identifies progress made on these initiatives during the year 2000 - 2001.

6.3 The Scottish Office Education and Industry Department (now Scottish Executive Education Department) set targets for all schools in 1997/1998 in key aspects of pupil attainment and in attendance. Target setting is seen as one tool within a wider educational strategy to develop an Ethos of Achievement. The attached report indicates progress towards school targets for attainment and also progress on the wider aspects of achievement including the Arts and Sport.

## **7.0 PROPOSALS**

7.1 The Report on Improving Pupil Achievement for 2000 - 2001 shows considerable improvement in a number of key target areas. This improvement was recognised in the recent report by Her Majesty's Inspectors of Education. The information and analysis on which the report is based has been used to identify with schools the priority areas for future development in raising pupil achievement. These priorities will be incorporated within the Education Department Development Plan for 2002 – 2005 which is now being developed.

7.2 As part of the process of School Review each head teacher will consider progress on key aspects of pupil achievement and identify areas for further development. This process is now underway with all schools and will further impact on measures to raise attainment during this session.

7.3 The Report on Improving Pupil Achievement is part of the Education Department's annual review and quality assurance processes.

**8.0 CONSULTATION**

8.1 Progress on the Strategy to Improve Pupil Achievement has been the subject of consultation with head teachers' groups and with each individual head teacher in terms of individual school performance. The Director of Finance and the Director of Support Services 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

..... Date

**Dundee City Council**  
**Education Department**

**IMPROVING PUPIL ACHIEVEMENT**  
**REPORT**  
**2000 - 2001**

## Introduction

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In 1998 Dundee City Council introduced its Strategy to Improve Pupil Achievement. Since that time staff in schools across the city have worked to introduce a range of initiatives which would impact on the achievement of young people. This report is the second annual report which details the development of education in the city and the progress made towards raising standards. It details the wide range of work underway to support young people in city schools and ensure that they each achieve to their potential. This report should be read in conjunction with the Education Department's Development Plan for 1999 - 2002.

Improving academic achievement is a key challenge for the Education Department. Equally important are experiences in the Arts, Sports and Personal and Social Development. Dundee City Council has a continuing commitment to raising the achievement of all young people in all areas of attainment. This means a broad approach to the curriculum which values all learners and all learning. In encouraging achievement in all these areas we are seeking to enable all young people to reach their full potential. At the same time we look to develop in young people the knowledge, skills and confidence to deal with an increasingly complex society.

2001 is the final year of a three year target setting exercise by SED now SEED. This set targets for schools for attainment in the National programmes at 5-14, Standard Grade and Higher Grade levels. These figures are reported to parents on an annual basis. During the period 1998 – 2001 Dundee schools have made significant improvements in almost all areas of attainment. In addition all schools now have targets for attendance and have successfully reduced absence to meet these targets. At a city level targets have also been set for the progression of pupils to further and higher education and in both of these areas targets have been met. Details of progress in key target areas are included at the end of this report.

While Dundee City Council welcomes the focus on improving attainment and accountability, the target setting process should be seen as one of a number of useful tools which are being used at school and department level to evaluate progress and identify areas for development. In considering any statistics it is important to remember that they form only part of a complex picture of the work of pupils and schools.

I am heartened that the excellent work which staff have put into improving pupil achievement is now bearing fruit. This effort was recognised in the recent very positive report by Her Majesty's Inspectors of Education. I am confident that the Education Department will continue to improve standards in attainment and other areas as part of its commitment to valuing learning and valuing learners.

Anne Wilson  
Director of Education

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### **Appendices**

- I. Extracts from A Strategy for Improving Pupil Achievement  
(DCC 1998)**

**A Strategy to Improve Achievement in Dundee Schools**

From its inception Dundee City Council identified the need for an overall strategy to improve pupil achievement in schools. A working party of Head Teachers was established in 1997 and the Strategy was published in 1998.

The Strategy identified the key elements of a school programme. These included setting high expectations of pupils, celebrating achievement, developing self-esteem and building closer links with parents. Through these measures schools are working to build an Ethos of Achievement. Further details are included at Appendix 1. The Strategy also identified the need for a system of target setting to ensure that effort and resources are focused on critical areas of under performance. To assist schools in the implementation of the strategy a range of support measures were also identified.

Since 1998 a wide range of initiatives has been developed in Dundee to support schools in improving pupil achievement. These range from nursery through primary to the secondary school. Initiatives include a number of areas in which Dundee has already built up considerable good practice such as in early intervention measures to improve literacy in early primary school and supported study in primary and secondary schools to improve learning skills. These support programmes are discussed in greater detail in section 3 of this report.

**The Target Setting Initiative at Standard Grade and Higher Grade**

In 1998 the Scottish Office published its paper "Setting Targets - Raising Standards in Schools". This proposed a system of setting targets for all secondary schools for performance at Standard and Higher Grades. Draft targets were produced by the HMI Audit Unit and following consultation with Head Teachers final targets were agreed for all Dundee secondary schools. Targets were based upon the performance of the school compared with the performance of similar schools across Scotland. Schools were compared using the % of pupils taking Free School Meals as an index.

To avoid normal annual variations in results due to variations in pupil groups the starting figure for performance was based on the average of results for 1995 -97. Similarly final performance is based on the average performance in years 1999 - 2001

A number of concerns were identified with the process. In particular the low uptake of free school meals in Dundee compared with other deprivation indicators such as Clothing Grant was felt to disadvantage Dundee schools. As a result the final targets agreed with schools were amended to take these factors into account.

These targets are discussed in more detail in Section 5 of this report.

**Target Setting for Attainment at 5-14**

Unlike Standard Grade and Higher Grade there is no external evidence for performance at 5-14. All monitoring of pupil performance is carried out in the school and is assessed by school staff. Assessment at 5-14 was designed for internal purposes to monitor individual pupil progress through the curriculum.

In June 1998 a national audit of 5-14 attainment was undertaken by HMI Audit Unit. After national analysis of this information the Scottish Office announced that it was not reliable enough to allow the setting of national targets as in Standard Grade and Higher Grade. A procedure was developed to allow Education Authorities and schools to set their own targets. Following discussions with all primary Head Teachers starting performances were established for each primary school for Reading, Writing and



Mathematics in 1998. From these targets were agreed for 2001.

A similar procedure was carried out with all secondary schools to establish targets for 5-14 in S2 of secondary schools.

It should be emphasised that due to the way that 5-14 information was collected and the variation in assessment methods between schools the starting figures for 1998 and the targets for 2001 must be treated with considerable caution. As a result of the audit of 5-14 performance carried out in 1998 and repeated in 1999 a major review of assessment 5-14 is currently being carried out by the Scottish Executive Education Department. The results of this review are expected to make significant changes to the processes of assessment at 5-14 and to the way in which targets are set.

Individual schools have targets for Reading, Writing and Mathematics at each of the key stages of 5-14. However as a result of the concerns about reliability these have not been published for purposes of comparison.

**A Strategy to Improve Pupil Achievement**

As part of the Dundee City Council Strategy to Improve Pupil Achievement a range of initiatives was identified to assist schools to raise attainment. Standing Groups have been set up for Primary and Secondary to oversee the Improving Pupil Achievement Strategy. These groups include Head Teachers, Advisers and members of the Directorate. They monitor the progress of the strategy and help to identify areas for support and development to help schools take the strategy forward.

**Support for Learning and Teaching**

Since 1998 a wide range of initiatives has been put in place and further initiatives are being developed. Details of key initiatives are outlined below.

## Early Intervention

- The role of pre-school education is seen as crucial in supporting the early development of children. This has been recognised in Dundee City Council's Early Years and Childcare Strategy. Through the work of the Early Years and Childcare Team a broad range of support is being put in place for children, parents, nursery and childcare providers.
- Sure Start Dundee was established in 1999 to provide enhanced support for children 0-3 and their families. Early Intervention projects run in three nurseries giving early learning support to pre-school children.
- The Pre-School Home Visiting Service has been extended to support pre-school children with special educational needs and their parents. The service is currently supporting 140 children.
- READ (Raising Early Achievement in Dundee) is an early intervention programme at P1 and P2, to develop pupils' early literacy and numeracy skills. This now involves 1500 pupils in 20 schools.

## Support for Mathematics and Language

- Support materials have been developed in English language and mathematics to help teachers meet pupils' differing needs and abilities and to link the curriculum in P6/7 with that in S1/2. A Staff Tutor was seconded to support 5-14 Language.

ICT Support for Key Skills Development	<ul style="list-style-type: none"> <li>• The use of ICT is being developed to support key aspects of pupils' literacy and numeracy skills. New hardware and software has been introduced into all primary schools. The Successmaker Programmed Learning package is now in its second year in 8 primary schools and 2 secondary schools and is having a significant impact on pupil performance.</li> </ul>
Individual Target Setting	<ul style="list-style-type: none"> <li>• All schools are developing systems to track pupil progress and to use this information to set targets for individual pupils linked to a systematic monitoring of their progress.</li> </ul>
Pupil Tracking Systems	<ul style="list-style-type: none"> <li>• Computer software to simplify and improve schools' tracking of the attainment of pupils has been developed and is now in the process of deployment to schools. This system will provide a wide range of information on pupil progress for use in evaluating the progress of classes and groups, in conducting interviews with pupils and in setting further targets for pupils, classes and schools.</li> </ul>
Attendance and Exclusions	<ul style="list-style-type: none"> <li>• All schools have additional clerical and HSSS staff to monitor and support attendance (see Section 7).</li> <li>• In secondary schools additional programmes are in place to support pupils facing difficulties and reduce exclusions. These include alternative curriculum options and work experience opportunities.</li> </ul>
Early Intervention at Standard and Higher Grade	<ul style="list-style-type: none"> <li>• All secondary schools now have systems to ensure early identification in the session of pupils whose progress in learning is slower than anticipated. These systems focus on pupils preparing for National Qualifications in S4 -S6.</li> </ul>
Study Support	<ul style="list-style-type: none"> <li>• All secondary schools now operate Supported Study programmes. These operate outwith school hours and focus on developing learning and study skills. A number of schools have Easter Schools with additional support for pupils taking SQA examinations. A Dundee City Summer School runs each year with a focus on learning skills.</li> </ul>

Action Plans	<ul style="list-style-type: none"> <li>• The LIFE Project (Learning is for Everyone) provides a menu of Study Support in primary schools and in local library learning centres. This joint Education / NRDD project is funded by the New Opportunities fund</li> <li>• 2 secondary schools and 8 primary schools are involved in Action Plans. Additional funding allows extra staff and resources to develop curriculum initiatives and improve learning and teaching so as to raise attainment.</li> </ul>
New Community Schools	<ul style="list-style-type: none"> <li>• Baldragon Academy was given New Community School status and is developing additional support for pupils and their families. This project has now been widened to include the primary schools in the Baldragon Cluster.</li> </ul>
<b>Support for Staff Development</b>	<p>To support the developments outlined above a wide range of staff training has been put in place. Below are listed some of the key aspects of this programme.</p>
Analysis of Performance Data	<ul style="list-style-type: none"> <li>• In-service training is provided annually for all service managers and secondary senior management teams in the analysis of data on examination results. This is a key element of school self-evaluation and planning for improvement to raise attainment. Similar training is offered to Principal Teachers of guidance and individual subject areas..</li> </ul>
Learning Styles	<ul style="list-style-type: none"> <li>• A wide range of training has been undertaken to increase staff awareness of different pupil learning styles and improve effective learning and teaching. Particular attention has been focused on gender differences in attainment at 5-14, Standard and Higher Grade.</li> </ul>
Learning for Achievement	<ul style="list-style-type: none"> <li>• A series of certificated 5 day courses on effective learning have been run for the last three years. These have focused on improving teaching and learning methods for classroom staff.</li> <li>• Twilight sessions on Effective Learning and Teaching and Support for Learning have also been heavily subscribed.</li> </ul>

Developing a Positive Ethos	<ul style="list-style-type: none"> <li>As part of a city wide initiative to develop an ethos of achievement all secondary staff have undertaken training in Discipline for Learning. This has been further developed in over half of the secondary schools.</li> </ul>
Study Skills	<ul style="list-style-type: none"> <li>As part of the Study Support Initiative a range of training has been offered to Supported Study Tutors in primary and secondary schools. This has included training on learning styles, study skills and related topics.</li> </ul>
Sharing Experience and Expertise	<ul style="list-style-type: none"> <li>A considerable amount of experience and expertise exists in Dundee schools. Staff Development Seminars have been held for senior staff in primary and secondary to hear examples of good practice from staff in Dundee schools and in other authorities.</li> </ul>
<b>Support for Quality Assurance</b>	<p>To support the Improving Pupil Achievement Strategy a number of improved quality assurance procedures have been put in place. These are designed to help schools and the education authority identify progress, celebrate success and target resources to key areas for improvement.</p>
Analysis of Pupil Performance	<ul style="list-style-type: none"> <li>All secondary schools are supplied with detailed analysis of the attainment of their pupils. This analysis, which is based on SQA performance information, has been independently evaluated by a consultant and benchmarked against the performance of schools in other authorities.</li> </ul>
School Review	<ul style="list-style-type: none"> <li>Strategies to improve achievement and pupil performance are reviewed on an annual basis in each primary and secondary school. Education Service Managers and Advisers visit each school to discuss attainment with the Head Teacher and senior managers. The review considers the performance of individual subject departments and identifies areas of success and possible target areas for inclusion in the school's development planning process. Reviews of all schools are consolidated to identify common issues and establish education authority initiatives to support subjects where there are particular development needs.</li> </ul>

Target Setting with Classes and Departments

- Senior promoted staff in school are working with individual teachers or departments to draw up and implement action plans to improve aspects of pupil performance as part of the school's strategy for Improving Pupil Attainment.

Co-ordinating School Strategies

- To assist secondary schools in developing and taking forward their strategy for Improving Pupil Achievement a School Co-ordinator for Raising Achievement (SCRA) has been appointed in each school. These co-ordinators meet regularly to share experience and expertise between schools.

**Current Developments**

Progress on raising attainment is reviewed by working groups in primary and secondary. These make recommendations on how the Improving Pupil Achievement Strategy is developed and taken forward. Current developments include the following;

Curriculum Review

- A review of the S1/S2 curriculum has been completed. This will offer guidance to schools on the structure and balance of S1/2 with a view to reducing the number of teacher contacts within the pupil week (this is also a Target in the Education Development Plan 1999-2002).

Staff Development

- Curriculum conferences are being planned in primary and secondary to provide opportunities to identify and share good practice in curriculum planning and strategies to raise attainment.

Pupil Tracking

- An integrated ICT approach to pupil tracking, and reporting is in the process of being implemented in schools. This system will meet the needs of both primary and secondary and should facilitate the transfer of information

Alternative Curriculum Models

- Development of alternative curriculum models for pupils for whom the full range of Standard Grade courses is not appropriate (these are currently being piloted in a number of secondary schools).

#### 4. Standard Grade and Higher Grade Results in 2000 – 2001

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*NOTE - due to the difficulties experienced by the SQA final figures for the 2000 and 2001 examination diets are not yet available. The comments below are based on preliminary figures and will be confirmed in the Education Departments Standards and Quality Report to be published in January 2002.*

##### **Initiatives to improve achievement**

The Strategy to Improve Pupil Achievement was introduced in 1998. As a result of this strategy a range of initiatives to support schools were developed and introduced from 1998 onwards. The earliest impact of these developments was on the results for 1999. The effects of new developments and additional support have had a greater effect in 2000 and 2001.

- Almost all schools have made improvements in one or more target areas. During 2000 - 2001 the Education Department has disseminated this developing good practice to support development in all target areas in all schools.
- Comments on performance in the main target areas at Standard Grade and Higher Grade are given below.

##### **Standard Grades English and Mathematics**

- Attainment in English in 2000 has risen significantly on 1998 figures in almost all schools. The three year averages for 1999 – 2001 indicate that schools have come close to their target figures and in some cases have exceeded them.
- Significant progress has also been made in Mathematics in 2000 – 2001. The three year averages for 1999 – 2001 indicate that schools have come close to their target figures and in some cases have exceeded them.

##### **Standard Grades in all Subjects**

- Numbers of pupils achieving 5 or more Standard Grades at Grades 1-6 has risen by 3.7% in the three year averages for Dundee. Within this overall rise a number of schools with previously low levels of achievement have made very significant progress with improvements of up to 7.5%. This has been as a result of the very considerable efforts made to support pupils preparing for Standard Grade, particularly those whose attendance and effort had previously been poor.

- A 3.2% overall improvement is also noted in Standard Grades 1-4 although with individual school improvements up to 9%.
- At Standard Grades 1-2 overall performance has risen by 1.4% with individual schools making significant gains (up to 7.5%). The achievement of more able pupils is a result of targeted support during the last two sessions.

## **Higher Grades**

- Higher Grade performance has seen limited improvement, although a number of schools have had success in raising attainment in this area.

The Education Department will monitor progress at this level.

- The year on year improvements at Standard Grade are now feeding through into Higher Grade and CSYS Advanced Higher where Dundee is now at the national average.

The introduction of new National Courses has been assisted by a range of support including the secondment of a Higher Still Staff Tutor and a part-time Tutor in English and Communication.



<b>Primary Schools</b>	<p>Significant improvements have been recorded in all target areas (Reading, Writing and Mathematics). These improvements are ahead of national trends and preliminary information for 2001 indicates that Dundee schools have achieved their targets for 2001.</p> <p>The improvements in primary schools reflect the considerable efforts by schools to develop the 5-14 curriculum, to improve their assessment and recording procedures and to raise expectations of pupil performance.</p>
Reading	<ul style="list-style-type: none"> <li>• This has been a major focus in Dundee schools and improvements reflect the impact of the READ (Raising Early Achievement in Dundee) Early Intervention Project and the staff development and support given to staff in this area.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Nationally this has been an area of under performance. Significant staff development and additional resources have now been put in place in Dundee. These have had a very significant impact on performance.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Traditionally this has been the area of strongest performance in the three target areas. Considerable development has already been put in place to support Mathematics and this has been added to in recent years. Improvements have been smaller than in Reading and Writing but are nonetheless significant.</li> </ul>
<b>Secondary Schools</b>	<p>Nationally attainment at S2 in secondary schools is well below the levels set out in 5-14 guidelines. The three national targets are for increases of 12-13% on current levels. Despite the more limited experience of 5-14 in secondary schools, where the focus has been on the introduction of Standard Grade and Higher Still courses, very significant improvements have been made at 5-14.</p> <ul style="list-style-type: none"> <li>• In all three target areas increases in Dundee are proportionately greater than those at national level.</li> <li>• Despite the significant improvements noted above raising performance in S1/2 remains a Department priority. The Education Department Development Plan for 1999 - 2002 identified the</li> </ul>

need for a Curriculum Review of S1/2. This has now been completed and will be the focus of discussion with schools in the coming session.

**A broad approach to achievement**

Raising achievement in all areas of education is a commitment of Dundee City Council. Developing opportunities to achieve in the Arts and Sports is a key element of the Education Department's Development Plan and is reflected in the work which goes on in schools.

A number of the main developments which have been undertaken in these areas during the session are listed below. By no means exhaustive, this list focuses on major developments at city level. In individual schools a wide range of projects will be found in these areas.

**Art & Design**

## Summer School

- This pilot project was held in July 2001 and 51 pupils attended. They chose from the five disciplines on offer. A bid for 3 years funding is to be made to NOF.

## Arts Directory

- This is currently being compiled and will contain details of best practice in arts education projects, funds available, partnerships in and outwith the City. An on-line version will also be prepared.

## MacIntosh Patrick Awards (for Secondary Schools)

- In partnership with Arts and Heritage 5 secondary schools submitted entries for this award.

## St Mary's Project

- This project has attracted £11,000 of Scottish Arts Council Lottery funding. It will involve pupils from St Mary's RC Primary School working with local architects to plan and design improvements to the school.

## Common Threads

- This was a cross departmental open space event held in Dundee, exploring education through the arts.

**Drama**

## Visiting Specialists

- There are now two permanent primary visiting specialist posts.

## Dundee Schools' Music Theatre

- Dundee Schools Music Theatre has gone on from the initial project to present "Guys & Dolls" in 1999 "Our Town Story" at the Millennium Dome and "Godspell" at the Edinburgh Festival Fringe and the Gardyne Theatre. Dundee City Council and the Whitehall Theatre Trust have now gained funding of over £45,000

from the Scottish Arts Council National Lottery Fund to develop skills based workshops in musical theatre.

National Conference for Drama

- The second conference brought together Drama teachers and practitioners. Workshops and seminars provided opportunities to share good practice.

## **Music**

Music Centre Ensembles

- The orchestras and bands which involve 800 + pupils from all city schools meet weekly from September – April. The music played covers all forms from Bach to Bacharach, Sousa to Salsa.

RSNO Projects

- The current 3 year project is in its final year. It involves 66 primary and 40 secondary pupils and they will collaborate in this final session with composer Graham Fitkin to produce a new piece for the RSNO to perform.

Concerts

- In partnership with “Childline Scotland” we presented a concert in the Whitehall Theatre in December to raise money for that Charity. The concert was sold out. This year the concert will take place in the Whitehall Theatre in November.

Spilich Competition

- Annual event for senior pupils. 15 pupils performing programmes of instrumental music.

National Youth Choir of Scotland

- The original children’s choir is now in P5 and will continue with 90 members. The new P4 choir of 80 members will start in September, 2001.

Dundee Schools’ Arts Festival (Formerly Dundee Schools Festival of Music and Drama)

- The Festival which will take place in March 2002, has been expanded to include all art forms. It has been re-designed to be more “in tune” with the young people of today without losing its traditional values.

Valuing Learners Valuing Learning

- The second exhibition (previously called “Success Stories”) was held in the Caird Hall in September 2000. It celebrated the performances and achievements of pupils and staff from all disciplines in our schools. Open to the public, the exhibition featured static displays, live interactive “Give it a try” stalls. Once again, this exhibition was hugely successful, attracting over 3000 visitors during the 3 day run.

## **Physical Education/Sport**

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|--|--|
| School Sport Co-ordinators                         | <ul style="list-style-type: none"><li>• School Sport Co-ordinators have been appointed in all Dundee secondary schools. Participation levels in extra curricular sport have continued to rise significantly</li></ul>  |
| Active Primary School Co-ordinators                | <ul style="list-style-type: none"><li>• Following the success of School Sport Co-ordinators in secondary schools Active Primary Co-ordinators have been appointed to two clusters of primary schools as part of a national pilot to support and extend sporting activity for younger pupils.</li></ul> |
| Top Play / Top Sport                               | <ul style="list-style-type: none"><li>• Dundee has been successful in winning grant from the Youth Sport Trust to phase this project into all primary schools over the next three years. This will support schools with training and equipment to develop sports skills in pupils.</li></ul>           |
| Football Festival                                  | <ul style="list-style-type: none"><li>• Annual event involving 100 pupils with a Disability</li></ul>  |
| Sportsability                                      | <ul style="list-style-type: none"><li>• A similar scheme to Top Play / Top Sport this is targeted at supporting youngsters with disability. Teachers from over 20 schools have now been trained to use the equipment.</li></ul>  |
| New Image Rugby Festival for Primary Schools       | <ul style="list-style-type: none"><li>• This festival introduced primary children (boys and girls) to Rugby and involved over 250 children.</li></ul>  |
| Primary Schools Cross Country Championships        | <ul style="list-style-type: none"><li>• Annual competition involving 400 pupils</li></ul>  |
| Athletics Championships                            | <ul style="list-style-type: none"><li>• Annual competition involving 150 primary and 300 secondary pupils</li></ul>  |
| Road Relay Race                                    | <ul style="list-style-type: none"><li>• A joint venture with Dundee Hawkhill Harriers will see the first road race for primary and secondary pupils. It is hoped that this will become an annual event.</li></ul>  |
| St Andrew's Day Festival of Scottish Country Dance | <ul style="list-style-type: none"><li>• Annual event for primary and secondary pupils involving 300 pupils.</li></ul>  |

## 7.

## Attendance

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### **Attendance Initiative**

This initiative is now in its second year. Recognising attendance as a critical area in improving pupil achievement the initiative is designed to improve the recording, tracking and response related to pupil absence. Each secondary school has been allocated additional clerical support to process pupil absence information. Additional support has also been provided by the Home School Support Service to speed up follow-up on absence and to improve home school links in this key area. Funding for additional support has come from the Excellence Fund. Beneficial links have been established with other agencies such as Tayside Police to pursue cases of known truancy.

### Attendance in Primary Schools

Absence in primary, while still a matter for concern, has always been significantly lower than in secondary.

The rate of attendance has remained constant at 94%, just short of the target figure of 95%. Some individual schools have shown significant improvement in attendance rates, and some have achieved the target figure.

### Attendance in Secondary Schools

In secondary schools there has been consistent improvement since the beginning of the Initiative, resulting in an overall reduction of 3%.

### **Improving Transfer to Further and Higher Education**

Dundee City Council places a high priority on improving progression to Further and Higher Education as part of its policy to counter disadvantage and promote social inclusion.

The Education Department has within its Service Plan targets to increase progression to Further and Higher Education by 1% per year for three years. Both of these targets have been met.

### **Further Education**

- Schools have traditionally enjoyed a close working relationships with Dundee College. There is excellent practice in terms of school / college collaboration, joint curriculum development, link courses, a Summer School, school college visits and careers support for pupils.
- Transfer rates to Further Education are above the national average and have risen over the previous three years from 19 - 25%. This reflects the fact that for many pupils in Dundee schools this is the most appropriate route to higher education. 26% of pupils now enter FE – this is 1% above the target set.
- It should be noted that a significant number of students in further education subsequently transfer to higher education courses although this is not captured in official figures.

### **Higher Education**

- Considerable efforts are being made to increase the transfer rates to Higher Education. Dundee University and Abertay University have close links to schools. Successful Summer Schools are run each year to widen access to pupils who would not normally consider a university place. Academic Compacts now operate between Abertay University and several secondary pupils to encourage early commitment to a higher education place for targeted pupils.
- Transfer rates to Higher Education have increased by 2% in the current year.

## **Appendix I**

### **Extracts from A Strategy to Raise Attainment in Dundee Schools**

**1998**



## 1 An Ethos of Achievement

1.1 Any strategy to raise attainment should have as its central objective the development of an **Ethos of Achievement**. Schools where an ethos of achievement has been successfully developed are characterised by :-

- high expectations of all pupils;
  - clear and consistent policies on learning and teaching;
  - the setting of high standards for performance in academic, sporting and cultural achievement and the identification of clear targets to achieve those standards;
  - a caring and concerned approach to all pupils which responds to their individual needs and includes the careful monitoring of pupil progress by staff at all stages;
  - a clear strategy to support learners to develop study skills and good work practices;
  - effective home-school links which develop parents as partners in promoting an ethos of achievement;
  - a positive policy to celebrate achievement and develop self esteem for all pupils;
  - an effective whole school approach to the management of disruptive behaviour;
- and
- an effective policy for monitoring attendance and reducing absence.

1.2 This proposal sets out a strategy for raising attainment in Dundee schools. It builds on current good practice in Dundee and across Scotland. The strategy describes the key stages which all schools should undertake in developing an ethos of achievement and identifies the main components from which schools will develop their programme for raising attainment.

## 2.0 Development of a School Programme

2.1 From the analysis and target setting exercises each school will identify the key components of their individual programme to raise attainment and will be able to prioritise these components. Although schools may emphasise different aspects it is likely that school programmes will contain all or most of the following components;

- a. Improved transition from nursery to primary.
- b. Baseline assessment in P1
- c. Early intervention programmes in primary school
- d. Improved transition from primary to secondary including transfer of information and an early check on performance against primary attainment.

- e. Close monitoring of individual pupil progress (including primary performance) over time and the development of individual target setting.
  - f. Monitoring of standards of performance by class and stage and subject.
  - g. Study support programmes targeted at key pupil groups.
  - h. Development of home-school links including additional information on progress of targeted pupils.
  - i. Monitoring of attendance and schemes to improve responses to non-attendance and reduce absence and truancy.
  - j. Development of alternatives to exclusion
  - k. School initiatives to raise self esteem and develop an ethos of achievement.
- 2.2 Schools will require support in identifying and accessing good practice in other schools and in designing and delivering appropriate staff development to develop and deliver their programme. The identification of good practice and the provision of support should be key tasks for the educational support services - DEPS, EDS, HSSS and Behaviour Support.

### **3.0 Support for Schools**

- 3.1 A key factor in the delivery of this strategy will be an effective programme of support for schools. The following will be important components of that programme.
- A comprehensive range of support materials for each of the key programme components identified in 6.1 above. These would include examples of good practice, appropriate materials and resources relating to the topic, identification of staff development opportunities, identification of support staff from the educational support services who can assist in development.
  - Staff development on appropriate aspects of statistical analysis, target setting and development planning.
  - Networking between schools in Dundee, with other education authorities, colleges, HMI and national groups.
  - Additional support for schools to develop and expand supported study programmes.
  - Input from the education support services to develop home-school links.
  - Support for schemes to improve contact with parents in response to non-attendance.
  - City wide development programmes to support key initiatives such as ethos development and discipline for learning.
- 3.2 Not included in this strategy but directly supporting it will be a number of other related initiatives. These will include a review of the curriculum structure and organisation in upper primary and in secondary school with a view to identifying good practice which will impact on pupil

attainment. Further development of the role played by ESS and DEPS in supporting schools in key aspects of the strategy will also take place.