

**REPORT TO: DUNDEE CITY COUNCIL EDUCATION COMMITTEE 20
JANUARY 2003**

REPORT ON: EDUCATION DEPARTMENT DEVELOPMENT PLAN 2002-2005

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 72-2003

1.0 PURPOSE OF REPORT

1.1 This report brings to the attention of the Education Committee the Education Department Development Plan for the period 2002 – 2005. This document sets out aims and key objectives for the Education Department and identifies the major targets which have been set to meet these aims and objectives. In doing so it takes account of the Scottish Executive's National Priorities for Education and indicates how Dundee City Council will address these priorities.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i) note the contents of the Education Department Development Plan;
- ii) agree the implementation of the Plan subject to ongoing review and update
- iii) instruct the Director of Education to provide an annual statement of Improvement Objectives based on the Development Plan

and

- iv) require the Director of Education to provide an annual update on progress in implementing the Plan and meeting the Education Department's Improvement Objectives.

3.0 FINANCIAL IMPLICATIONS

3.1 The plan is subject to annual review and update. Targets for the current year will be contained within the Education Department budget for 2002 / 2003.

4.0 LOCAL AGENDA 21 IMPLICATIONS

4.1 The plan addresses a number of issues in this area. In particular it looks to the development of all Dundee schools as Eco Schools.

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

5.1 The plan contains a number of key targets which will help to ensure equality of opportunity for pupils in Dundee schools.

6.0 REPORT

6.1 The Education Department's previous Development Plan 1999 – 2002 was completed in August 2002. This Plan saw significant developments in terms of Improving Pupil Achievement, the restructuring of Support for Learning, the development of consultation and communications and the training and development of staff.

6.2 The Department's progress has been carefully monitored through a number of internal and external mechanisms. The Department undertakes an internal annual review of progress in all key areas. The EFQM (European Foundation for Quality Management) audit has been carried out twice and has identified significant improvements in the quality of services. All parents have been surveyed and regular meetings are held with School Board and PTA representatives. Regular meetings are also held with Head Teachers, with staff and with union representatives. The Education Department was externally inspected by Her Majesty's Inspectors of Education in 2001.

6.3 The Development Plan 2002 – 2005 has drawn on information from a wide range of review mechanisms including those outlined above. The Plan takes account of local priorities identified in other plans including the Community Plan, the Children's Services Plan, the Tayside Child Health Strategy and through the work of the Dundee Partnership.

6.4 From 2002 Dundee City Council is required to take account of the National Priorities in Education established by the Scottish Executive. The Education Department is required to establish annual improvement objectives related to the National Priorities and to report on progress towards achieving these objectives. The Development Plan 2002 – 2005 identifies how the National Priorities will be taken forward within the Education Department. It is being used to establish with schools appropriate Improvement Objectives for the next three years.

7.0 CONCLUSIONS

7.1 The Education Department Development Plan 2002 –2005 sets out clear objectives in Improving Pupil Achievement; Supporting the Curriculum; Building Ethos and Strengthening Relationships; Promoting Inclusion; Pursuing Quality Improvement and Managing Resources Effectively. The key targets in each of these important areas will give a clear focus to the Department's work and to the development planning in schools. It is on these targets that the detailed work of Action Planning will be based.

7.2 The Development Plan will be subject to ongoing review and evaluation. It will be updated and amended as appropriate to take account of changing local and national needs.

8.0 CONSULTATION

8.1 The Director of Finance and the Director of Support Services and headteachers 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

13 January 2003

AW/CDGT

**Dundee City Council
Education Department**

Department Development Plan

2002 - 2005

December 2002

Education Department
Development Plan 2002

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A LETTER FROM THE DIRECTOR OF EDUCATION

Dear Colleague

Education Department Development Plan 2002 - 2005

In my letter to all staff that introduced the previous Department Development Plan in 1999, I described that plan as “ambitious and challenging”. I am very happy to report that our audit and evaluation of that Plan, together with the report of Her Majesty’s Inspectorate of Education into the Education Functions of Dundee City Council, show that we have been successful in achieving most of what we planned at that time.

As ever, the world of education does not stand still for any length of time. Since the publication of our last Plan, a great deal has happened at national and local level. This Plan takes into account the success of our last plan together with these new developments and sets out our vision of how Education in Dundee will continue to develop in the next three years.

Every employee of Dundee City Council’s Education Department has a vital role to play as we strive to deliver the best education service for Dundee’s young people. It is important that all staff know how the Plan envisages the development of the Department over the next three years, and that everyone can see how they are contributing to the success of the aims of the department and the Plan.

“Valuing Learners Valuing Learning” continues to provide us with a mission statement that captures our commitment to pupils and staff and the value we give to all activities and successes in our schools. Our Standards and Quality report in 2001 measured our progress against our aims. These departmental aims continue to underpin all of the developments within the Department including the new National Priorities which have been incorporated into this plan.

Education is the largest Department within Dundee City Council. As employees, we interact with a huge proportion of Dundee’s population on a daily basis. It is easy to feel that your efforts are not valued or appreciated. My goal is to continue to make you aware that we value the work of all members of the service. I recognise the efforts which everyone makes to ensure that we provide the best possible education for Dundee’s young people. I am confident that together we can deliver this Plan.

This development plan provides us with a framework that will allow us all to move forward with a common set of goals and clearly identified priorities. The Plan covers three years but during that time we may also have to make amendments to meet changing circumstances.

Over the course of the next three years I will keep you updated on the progress of the Plan. I look forward to working with you to ensure continuing success.

Yours sincerely

Anne Wilson
Director of Education

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 Education Service is committed to the provision of high quality learning experiences from pre-school to upper secondary which provide a secure foundation for lifelong learning.

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

AUDIT

This development plan has been based on the outcome of a number of reviews and audit processes which were carried out during the previous planning period.

HMIE Inspection June 2001

The education functions of Dundee City Council were inspected by HMIE between December 2000 and April 2001. The key outcomes of that inspection are part of an action plan which has been incorporated into the current development plan. The main action points are;

- To take forward the current work on Quality Improvement to ensure that levels of attainment continue to improve.
- To implement the review of SEBD and develop the Quality Improvement processes for offsite centres.
- To further develop strategies for communication with stakeholders, particularly parents.
- To clarify for schools the financial processes for property maintenance, expand the provision of staff development for support staff and continue to monitor school accommodation and occupancy levels.
- To draw together the processes for self evaluation and review at authority and school level and provide schools with more specific benchmarking data.

EFQM Review October 2001

The Education Department carries out a regular review of its operations using the European Foundation for Quality Management model. This surveys 10% of staff at all levels in schools and services. The review identified very significant improvements since the previous year. The main action points are;

- To further develop the department's communications strategy.
- To extend and develop staff development for support staff.

Quality Development Teams

The Education Department maintains standing groups drawn from staff across the department which monitor progress in each of the 11 Quality Indicators from Quality Management in Education (QMIE). These groups carry out an annual department self evaluation. This reviews progress of the department development plan and identifies issues for future plans. They have been instrumental in the following reports on progress;

- Improving Pupil Achievement Report 2001
- Education Department Standards and Quality Report 2000-2001

These should be read in conjunction with this Development Plan.

Review of Development Plan 1999 – 2002

As part of the Education Department's Quality Improvement Strategy all standing groups were asked to review progress in their area and identify issues for this development plan.

- An update of progress on the 1999-2002 Development Plan matched to the Aims of the Department and to the Scottish Executive's National Priorities was published in June 2002.

Introduction

The Education Department Development Plan is a working document which sets out the key priorities for development across the Department. These have been identified following an extensive review process which is outlined in the Audit section of this document and which involved feedback from across the Education Service.

It is clear however that a development plan can never capture all of the projects which are being implemented and maintained throughout the Education Service. Equally not all of the projects identified in this plan will have the same priority for all sections of the service.

Structure of the Plan

The plan has six key objectives.

1. Improving pupil achievement
2. Supporting the curriculum
3. Building ethos and strengthening relationships
4. Promoting inclusion
5. Pursuing quality improvement
6. Managing resources effectively

For each objective a number of Development Projects have been identified. Each Project is outlined in terms of targets. A target is a clear objective within the development project. Targets clarify what action needs to be taken and should relate to both the process and the outcomes

Each target has attached to it criteria by which success can be judged. Success criteria describe exactly what the development is trying to achieve, they are a means of evaluating the outcomes of the plan as well as providing benchmarks for development.

The Project Outlines also describe proposed timescales and progress checks. This will be updated at regular intervals.

Action plans will be drawn up following the adoption of the Development Plan.

Development Planning is a cyclical process and the contents of this plan will be regularly reviewed and monitored.

Our success in taking forward this plan depends upon the shared vision and support of all members of the Education Department.

Common abbreviations used in this document

CPD	Continuing Professional Development
DCC	Dundee City Council
DSM	Devolved School Management
EA	Education Authority
EBD	Emotional and Behavioural Difficulties
EDS	Educational Development Service
Exp Arts	Expressive Arts
EFQM	European Foundation for Quality Management
EO	Education Officer
ESM	Education Services Manager
FE	Further Education
GTC	General Teaching Council
HE	Higher Education
H Still	Higher Still
ICT	Information and Communication Technology
IEP	Individualised Educational Programmes
IIP	Investors in People Award
IPA	Improving Pupil Achievement
MIS	Management Information Systems
NAS	National Autistic Society
NOF	New Opportunities Fund
NP	National Priority
NQ	National Qualifications
QI	Quality Indicator
QIO	Quality Improvement Officer
READ	Raising Early Achievement in Dundee
RME	Religious and Moral Education
SEBD	Social Emotional and Behavioural Difficulties
SEN	Special Educational Needs
SFL	Support for Learning
SGAs	Scottish Group Awards
SLOG	Support for Learning Operational Group
SD&R	Staff Development and Review
SMT	Senior Management Team
S&Q	Standards and Quality
SQA	Scottish Qualifications Authority

**Education Department
Development Plan 2002 – 2005**

Objectives and Projects

No	Topic	Department Aim	National Priority	Lead Officer
1	Improving Pupil Achievement			Glen Taylor
a	IPA Strategies	3	5.1AB 5.1CF	
b	Promoting young children's learning, care, health and well-being	3	1.1A	
c	Assessment Pupil tracking and target setting	1	1.2AF	
d	Community Learning	1	3.1B	
e	ICT and e.learning	2		
f	Out of School Hours Activities	1	5.1C	
g	Health Promoting Schools	4	5.1E	
2	Supporting the Curriculum			Glen Taylor
a	Support for the Pre-5 curriculum	1		Anne Wilson
b	Supporting the 5-14 Curriculum	1	1.1A 1.1B	
c	Support for the Upper Secondary Curriculum	1	1.1C 1.2A-F	
3	Building Ethos and Strengthening Relationships			Gillian Ross Pond
a	Communication and Consultation Strategy for staff pupils and parents	6	4.2E	
b	Citizenship, Buddying and Mentoring	4	2.2C	
c	Valuing all staff and pupils	3	2.2D	
4	Promoting Inclusion			Jim Collins
a	Support for Learning/Inclusion Policy	1/2	2.2AB 3.2ACDE	
b	Alternative education provision	1/2	3	
c	Looked After Children	1	3.1A	
d	Child protection	1	3	
e	Plan for Dundee's Children	5		Anne Wilson
f	Better Behaviour Better Learning	1	2.3D	
g	Mental Health Services	5		
h	Community Schools	3/5	3.1E	
5	Pursuing Quality Improvement			Glen Taylor
a	Planning for Improvement and Sharing Good Practice	3	1.2GH 3.1D	
b	Developing leadership and Management	6		
c	Quality Awards eg EFQM, IIP, Health Promoting School	6	2.3B	
6	Managing Resources Effectively			Sandy Weston
a	Asset Management	7	2	GRP
b	Devolving Management	7		
c	Eco Issues and Healthy physical environment	7	4.2C	GRP
d	MIS and e.admin	7		
e	CPD programme for all teaching and support Staff	6	2.1AB	Glen Taylor
f	Implementing Teaching for the 21 st Century	6	2	

Full details of the Education Department's Aims can be found overleaf
The National Priorities for Education are listed overleaf and detailed at Appendix II

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:

- 1. ensure that all learners achieve their highest potential**
- 2. ensure equality of opportunity for all**
- 3. promote a culture where everyone is valued equally and all achievements are recognised**
- 4. ensure that all learners experience the broadest range of personal development opportunities**
- 5. work in partnership with the home, the community and other services**
- 6. develop an inclusive ethos which supports all staff in providing the highest quality Education Services**
- 7. ensure that all services achieve best value consistent with high quality educational provision**

The Education Department is committed to

Valuing Learners Valuing Learning

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.

Full details of the National Priorities are detailed at Appendix II

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 1 Improving Pupil Achievement

PROJECT OUTLINE

Project 1a IPA Strategies

	Targets	Success Criteria	Lead Officer
1	To implement an IPA Strategy to support schools in improving pupil achievement	<ul style="list-style-type: none"> All schools are aware of best practice in IPA DCC meets improvement objectives in NP 1 	Glen Taylor Deirdre McVean National Priority 1
2	To develop opportunities for enterprise within the primary and secondary curriculum	<ul style="list-style-type: none"> All pupils have the opportunity for 2 enterprise activities during their primary education. Enterprise opportunities are embedded within the curriculum in all secondary schools. 	Glen Taylor Graham Stevenson National Priority 5
3	To support schools in developing skills for learning, including learning styles, motivation and gender issues.	<ul style="list-style-type: none"> All schools have appropriate strategies for skills for learning. 	Glen Taylor Deirdre McVean National Priority 5
4	To develop, monitor and evaluate initiatives on information and study skills	<ul style="list-style-type: none"> Strategy for the development of information and study skills implemented at DCC and school level. 	Glen Taylor Deirdre McVean Moira Foster
5	Develop and implement strategy to deliver key pupil experiences in sport, arts and outdoor education.	<ul style="list-style-type: none"> Strategy identifies key pupil entitlements and targets for pupil uptake. Target figures for uptake are achieved over three years. 	Glen Taylor Lina Waghorn Charlie Maynes Dave Nicoll National Priority 5

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sept 2002	June 2003		June 2005		
2	Sept 2002	June 2003		June 2005		
3	Sept 2002	June 2003		June 2005		
4	Sept 2002	June 2003		June 2005		
5	Sept 2002	June 2003		June 2005		

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 1 Improving Pupil Achievement

PROJECT OUTLINE

Project 1b Promoting young children's learning, care, health and well- being

Targets	Success Criteria	Lead Officer
1 Further develop and progress the key aims and principles of READ within all primary schools and further develop links with Sure Start to ensure that young children experiencing the effects of socio-economic disadvantage are well supported	<ul style="list-style-type: none"> • Increase in pupils attaining school targets. • Local authority meets National Priorities 1 and 3 • All primary schools implementing READ principles. 	Glen Taylor READ Team Early Years and Childcare Team
2 Establish clear operational principles for the early identification of young children requiring additional support	<ul style="list-style-type: none"> • All pre fives establishments able to access effective support and guidance for children identified as requiring additional support. • Improved collaboration across all services and agencies 	Jim Collins Christine Riach DEPS Pre School Home Visiting Team
3 Establish consistent transition strategies for children moving from pre-school to primary school settings to promote continuity and progression	<ul style="list-style-type: none"> • Guidelines implemented by all pre- fives services and primary schools 	Glen Taylor READ Team Early Years and Childcare Team
4 Continue to develop integrated pre-school services which meet the all round needs of children for childcare and education services	<ul style="list-style-type: none"> • Sure Start Strategy 2002-2004 targets delivered 	Anne Wilson Christine Riach
5 Further develop services and strategies to support the role and involvement of parents in supporting young children's learning and development	<ul style="list-style-type: none"> • Range of parents services delivered in collaboration with early years services • Information provided to support the role and involvement of parents 	Anne Wilson READ Team Christine Riach

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	Sept 2002	June 2003		June 2005		
2	Sept 2002					
3	Sept 2002	June 2003		June 2004		
4	Sept 2002					
5	Sept 2002					

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 1 Improving Pupil Achievement

PROJECT OUTLINE

Project 1c Assessment, Pupil Tracking and Target Setting

	Targets	Success Criteria	Lead Officer
1	To develop and implement a revised Assessment Strategy 3-14.	<ul style="list-style-type: none"> Assessment policies in all schools reflect key elements of strategy. 	Glen Taylor Audrey May National Priority 1
2	Implement Assessment Manager in all Primary and Secondary Schools	<ul style="list-style-type: none"> Electronic recording, reporting and transfer of information by all staff in all schools 	Glen Taylor Paul Clancy Fiona McCarthy
3	Develop pupil evaluation and target setting processes in primary and secondary schools.	<ul style="list-style-type: none"> Pupils and staff in pilot schools positively evaluate process. Process is extended to city schools 	Glen Taylor Graham Stevenson Maureen Ruddy
4			

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sept 2002	June 2003		Oct 2004		
2	Sept 2002	Dec 2002		June 2003		
3	Sept 2002	June 2003		June 2005		
4						

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 1 Improving Pupil Achievement

PROJECT OUTLINE

Project 1d. Community Learning

Targets	Success Criteria	Lead Officer
1 To develop and support appropriate programmes which take forward parents learning about children's learning.	<ul style="list-style-type: none"> • Increased number of training events for parents. • Increased number of parent volunteers. 	Glen Taylor Christine Riach Quality Improvement Officers
2 To develop and implement strategies to improve access to ICT and other facilities in DCC schools for parents and others.	<ul style="list-style-type: none"> • Increased number of parents accessing facilities. 	Glen Taylor P Clancy Lina Waghorn

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sept 2002	June 2003		June 2004		
2	Sept 2002	June 2003		June 2004		
3						
4						

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 1 Improving Pupil Achievement

PROJECT OUTLINE

Project 1e. ICT and e.learning

	Targets	Success Criteria	Lead Officer
1	To develop and implement a strategy to maintain and update ICT networks in DCC schools.	<ul style="list-style-type: none"> Network capability meets or exceeds national standards. 	Glen Taylor P Clancy National Priority 5
2	To deliver an ongoing programme of ICT training to all teachers school librarians and support staff.	<ul style="list-style-type: none"> All participating staff undertake appropriate training. Training subject to monitoring and satisfactory evaluation. 	Glen Taylor P Clancy National Priority 2
3	To develop and implement a curriculum support strategy for ICT.	<ul style="list-style-type: none"> Curriculum guidelines operate effectively at all stages. Online curriculum support networks are available in all curriculum areas. 	Glen Taylor P Clancy National Priority 5

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sept 2002	Dec 2002		June 2003		
2	Sept 2002	June 2003		June 2005		
3	Sept 2002	Dec 2002		June 2003		
4						

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 1 Improving Pupil Achievement

PROJECT OUTLINE

Project 1f: Out of School Hours Activities

Targets	Success Criteria	Lead Officer
1 Develop and implement a comprehensive strategy for delivering a range of out of school hours activities to meet a range of need	<ul style="list-style-type: none"> • Comprehensive strategy co-ordinates all OOSH provision. • Improved links and support across care and learning services 	Glen Taylor Christine Riach Catherine O'Hara

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sept 2002	June 2003		June 2005		
2						
3						
4						

Comments / Description of Progress (Give reasons for any change to timescale)

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 1 Improving Pupil Achievement

PROJECT OUTLINE

Project 1g Health Promoting Schools

Targets		Success Criteria	Lead Officer
1	To implement the DCC Strategy for Health Promoting Schools with appropriate programmes in all schools	<ul style="list-style-type: none"> Schools set and achieve appropriate targets for Health Promoting Schools Awards 	Glen Taylor Lina Waghorn Graham Stevenson
2	To implement the NOF Sport for All programme in schools.	<ul style="list-style-type: none"> Schools achieve target figures for pupil activity uptake. 	Glen Taylor Dave Nicoll
3	To develop and implement a strategy to provide Water for All in all schools.	<ul style="list-style-type: none"> All DCC pupils have access to water at all times. 	Glen Taylor Lina Waghorn
4			

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	Sept 2002	June 2003		June 2005		
2	Sept 2002	June 2003		June 2005		
3	Sept 2002	June 2003		June 2005		
4						

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 2 Supporting the Curriculum

PROJECT OUTLINE

Project 2a: Promote consistent implementation of curriculum frameworks for children aged 0-5 across all local authority, private and voluntary sector services.

Targets	Success Criteria	Lead Officer
1 Develop quality improvement strategies to ensure effective delivery of the Pre-5 Curriculum in all pre-five settings based on "Curriculum Framework 3-5" and "Child at the Centre"	<ul style="list-style-type: none"> Consistent quality framework established within and implemented by all providers of pre-school education 	Gillian Ross Pond Christine Riach
2 Publish and support into practice Guidelines on Supporting the Learning and Development of Children aged 0-3 which promote continuity and progression across the 0-5 sector	<ul style="list-style-type: none"> All providers of services to children aged 0-3 working to a consistent planning and delivery framework which promotes young children's learning and development 	Gillian Ross Pond Christine Riach
3		
4		

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1						
2						
3						
4						

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 2 Supporting the Curriculum

PROJECT OUTLINE

**Project 2b Supporting the 5-14 curriculum
National Priority 1**

Targets	Success Criteria	Lead Officer
1 To ensure the implementation of effective programmes and assessment procedures in Mathematics 5-14 in all schools, with a particular focus on S1/2 and the transition from upper primary.	<ul style="list-style-type: none"> All schools make appropriate progress towards improvement objectives for QI 1.1, 1.2 and 2.1. Dundee achieves NP outcomes for attainment in Mathematics 5-14. 	Glen Taylor M Ruddy National Priority 1 5-14 Strategy Grp
2 To ensure the implementation of effective programmes and assessment procedures in English Language 5-14 in all schools, with a particular focus on S1/2 and the transition from upper primary.	<ul style="list-style-type: none"> All school make appropriate progress towards improvement objectives for QI 1.1, 1.2 and 2.1. DCC achieves NP outcomes for attainment in English Language 5-14. 	Glen Taylor M Foley National Priority 1 5-14 Strategy Grp
3 To ensure the implementation of effective programmes and assessment procedures in Environmental Studies 5-14 in all schools, with a particular focus on S1/2 and the transition from upper primary.	<ul style="list-style-type: none"> All school make appropriate progress towards improvement objectives for QI 1.1, 1.2 and 2.1. All schools have appropriate Envl Studies programmes meeting national guidelines 	Glen Taylor D Johnstone 5-14 Strategy Grp
4 To ensure the implementation of effective programmes and assessment procedures in Expressive Arts 5-14 in all schools, with a particular focus on S1/2 and the transition from upper primary.	<ul style="list-style-type: none"> All school make appropriate progress towards improvement objectives for QI 1.1, 1.2 and 2.1. All schools have Exp Arts Music and Drama programmes meeting national guidelines 	Glen Taylor M Ruddy National Priority 5 5-14 Strategy Grp
5 To develop and deliver whole school and dept programmes for RME based on good practice	<ul style="list-style-type: none"> All schools have appropriate RME programme which meets national guidelines. 	Glen Taylor D Johnstone 5-14 Strategy Grp
6 To develop a City policy on Modern Languages based on the Revised Guidelines and implement this in all schools.	<ul style="list-style-type: none"> All schools have a Modern Languages programme which meet national guidelines. 	Glen Taylor C Rolfe 5-14 Strategy Grp

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sept 2002	June 2003		June 2005		
2	Sept 2002	June 2003		June 2005		
3	Sept 2002	June 2003		June 2004		
4	June 2003	June 2003		June 2004		
5	Sept 2002			June 2004		
6	Sept 2002	Dec 2002		Aug 2003		

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Objective 2 Supporting the Curriculum

PROJECT OUTLINE

Project 2c Supporting Upper Secondary Curriculum

	Targets	Success Criteria	Lead Officer
1	To continue the implementation of NNQ courses, Scottish Group Awards and core skills entitlement at all levels.	<ul style="list-style-type: none"> All schools have appropriate range of NNQ provision. DCC achieves improvement objectives for attainment. 	Glen Taylor Deirdre McVean <i>National Priority 1</i>
2	To review the curriculum structure in secondary schools to take account of national guidelines on Age and Stage and Curriculum Flexibility.	<ul style="list-style-type: none"> Revisions to school curriculum responds flexibly to the needs of all pupils DCC meets the improvement objectives in National Priority 1 	Glen Taylor Deirdre McVean <i>National Priority 1</i>
3	To develop and implement a Skills for Life Strategy to support pupils moving from school to work, training and FE/HE	<ul style="list-style-type: none"> 2% decrease in number of pupils leaving school and unemployed. 3% increase of school leavers destined for training/employment. 	Glen Taylor Deirdre McVean Graham Stevenson <i>National Priority 5</i>
4			

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	Sept 2002	June 2003		June 2005		
2	Sept 2002	Dec 2002		Aug 2003		
3						
4						

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Objective 3 Building and Strengthening Relationships

PROJECT OUTLINE

Project 3a Communication and Consultation strategy for Staff, Pupils and Parents.

Targets		Success Criteria	Lead Officer
1	Development and implementation of Communication and Consultation strategy.	<ul style="list-style-type: none"> All schools have a relevant communication and consultation strategy in place. Audit results show increased satisfaction. 	Gillian Ross Pond Niall Joss <i>National priority 4</i>
2	Repeat Citywide Parental Survey in school session 2003/2004	<ul style="list-style-type: none"> Parental satisfaction rates remain above National Average. 	Gillian Ross Pond Niall Joss <i>National priority 4</i>
3	Establish city wide primary pupil councils.	<ul style="list-style-type: none"> Primary pupil councils established and operational. Audit shows increased pupil awareness of the duties and responsibilities of citizenship in a democratic society. 	Gillian Ross Pond Lina Waghorn <i>National priority 4</i>
4	Review and further develop advice and conciliation procedures.	<ul style="list-style-type: none"> Audit shows increased satisfaction in operational procedures. Reduced number of parental complaints. 	Gillian Ross Pond Niall Joss <i>National priority 4</i>
5	Further develop and strengthen links with other council departments and outside agencies.	<ul style="list-style-type: none"> Effective information sharing mechanisms established and in operation. 	Gillian Ross Pond Niall Joss <i>National priority 4</i>

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	June 2002	Feb 2004		June 2005		
2	June 2002	Feb 2004		June 2004		
3	June 2002	Oct 2003		June 2004		
4	June 2002	Feb 2003		Oct 2003		
5	June 2002	June 2003		Dec 2003		

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Objective 3 Building and Strengthening Relationships

PROJECT OUTLINE

Project 3b Citizenship, Buddying and Mentoring.

	Targets	Success Criteria	Lead Officer
1	Plan and implement opportunities for pupils to show care and consideration for others and develop the skills of active citizenship.	<ul style="list-style-type: none"> Increased respect for self and others. Set baseline and target figures for S4 cohort achieving the core skill 'Working with others' Achieve increases in % figures as above. 	Glen Taylor <i>Graham Stevenson</i> National Priority 4
2	Implement Learning and Teaching Scotland's guidance on Citizenship.	<ul style="list-style-type: none"> New measurement on citizenship is in development. 	Glen Taylor <i>Graham Stevenson</i> National Priority 4
3	Develop and implement a city wide strategy promoting buddying and mentoring systems within schools.	<ul style="list-style-type: none"> Set baseline and target figures in number and % of pupils participating in buddying or mentoring schemes. Achieve increases in % figures as above. 	Glen Taylor <i>Lina Waghorn</i> National Priority 2

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	June 2002	Oct 2004		June 2005		
2	June 2002	Oct 2004		June 2005		
3	June 2002	Oct 2004		June 2005		

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Objective 3 Building and Strengthening Relationships

PROJECT OUTLINE

Project 3c Valuing all staff and pupils and recognising achievement

Targets	Success Criteria	Lead Officer
1. Create a recognised reward and recognition system for all staff	<ul style="list-style-type: none"> Staff show increased satisfaction levels with reward and recognition in EFQM self assessment 	Anne Wilson Niall Joss
2. Share good practice across the City	<ul style="list-style-type: none"> Hold the third "Success Stories" exhibition for staff, pupils and parents Increased opportunities to share good practice between staff through QIOs, EDS courses and in-service days 	Anne Wilson Niall Joss
3. Formalise system of congratulation and recognition for all pupils	<ul style="list-style-type: none"> Increased numbers of congratulation letters from Director of Education and Education Service Managers and celebration ceremonies held for pupils 	Anne Wilson Niall Joss

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1		June 2003		June 2004		
2		Jan 2003		Sep 2003		
3		June 2003		June 2004		
4						

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Objective 4 Promoting Inclusion

PROJECT OUTLINE

Project 4a Support for Learning Manual and Inclusion Policy Statement

Targets	Success Criteria	Lead Officer
1 Review current Support for Learning policy statements and guidelines	<ul style="list-style-type: none"> • content and presentation of current manual reviewed • list of topics agreed for inclusion in revised version • current policy statements are amended, and areas of omission identified and made good • successful launch of new manual following full consultation 	Jim Collins SLOG <i>National Priority 3.2</i>
2 Provide inclusion statement	<ul style="list-style-type: none"> • all schools and other interested parties agree on declaration of intent re social inclusion policy, and strategies for attaining it • statement takes account of new developments such as presumption of mainstreaming, Co-ordinated Support Plans and Additional Support Needs 	Jim Collins

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Nov 2003	Sep 2004		Apr 2005		
2	Nov 2003	Sep 2004		Apr 2005		

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Objective 4 Promoting Inclusion

PROJECT OUTLINE

Project 4b Alternative Education Provision

Targets	Success Criteria	Lead Officer
1 Improve the 'Options Group' referral process to ensure appropriate and successful referrals	<ul style="list-style-type: none"> 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 Schools present full and comprehensive information of pupil support in referral documentation Schools demonstrate they have offered a continuum of onsite support to pupils, including full-time base provision Annual evaluation of 'Options' referrals demonstrates improvement in the match between referrals from schools and placements in alternative educational provision 	Jim Collins Yvonne Carling National Priorities 2.2 and 3.2
2 Expand alternative provision for pupils with SEBD in final year of school	<ul style="list-style-type: none"> There is an increase in the number of pupils being offered a supportive positive transition, via the Futures Partnership with Dundee College, from school to further education and vocational training opportunities Individual training providers demonstrate an increased ability to offer successful progression into further training or work to final year pupils 	Jim Collins Yvonne Carling Steph Faichney
3 Build on present effective liaison with Dundee College and training providers to extend the range of quality assurance mechanisms in place	<ul style="list-style-type: none"> Communication and information processes monitor pupil experience Annual evaluation of college courses and provider placements show continuous improvements in outcomes for pupils 	Jim Collins Yvonne Carling Steph Faichney

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sep 2002	Feb 2003		Jun 2003		
2	Sep 2002	Feb 2003		Jun 2003		
3	Sep 2002	Feb 2003		Jun 2003		

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Objective 4 Promoting Inclusion

PROJECT OUTLINE

Project 4c Looked After Children

Targets	Success Criteria	Lead Officer
1 Provide staff development on looked after children issues	<ul style="list-style-type: none"> • Four sessions provided per year, commencing 2002-2003, for Social Work staff on educational issues • 100% of all secondary school Guidance staff provided with training by 2003 • Improved systems in place to ensure attendance of education staff at looked after children reviews 	Jim Collins Greg Tocher National Priority 3.1
2 Monitor and review the joint policy on the Education of Looked After Children	<ul style="list-style-type: none"> • All actions in the Action Plan are achieved • Measurable improved outcomes are evident by June 2004 	Jim Collins Greg Tocher
3 Increase the percentage of looked after children leaving school with greater levels of attainment	<ul style="list-style-type: none"> • 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 children leaving school with Standard Grades 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 	Jim Collins Greg Tocher
4 Improve the school attendance of Looked After Children	<ul style="list-style-type: none"> • Attendance improves by 10% per year, from the established base line. 	Jim Collins Greg Tocher

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sep 2002	Nov 2002		Jun 2003		
2	Sep 2002	Feb 2003		Jun 2004		
3	Sep 2002	Sep 2003		Apr 2005		
4	Sep 2002	Sep 2003		Apr 2005		

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Objective 4 Promoting Inclusion

PROJECT OUTLINE

Project 4d Child Protection

Targets		Success Criteria	Lead Officer
1	Revise child protection guidelines and implement in all schools	<ul style="list-style-type: none"> All schools receive updated child protection guidelines, following full consultation and Council approval 	Jim Collins Steph Faichney Trish Boyle
2	Make arrangements for ongoing training programmes in child protection	<ul style="list-style-type: none"> 25% of new teachers initially complete basic awareness training Parenting skills programme for pupils implemented in volunteer secondary schools 90% of designated CP officers maintain awareness through attendance at ongoing SVQ training programmes All Health Visitors and 80% of School Nurses complete training In conjunction with Social Work an agreed number of Social Workers complete training All schools undertake to deliver abuse prevention as part of PSHE, leading to a greater awareness among children and young persons Early Years personnel undertake accredited Child Protection Training 	Jim Collins Steph Faichney Trish Boyle
3	Consolidate links between school, police and Social Work	<ul style="list-style-type: none"> Personnel from Seymour Lodge spend one half day in a designated school, leading to greater understanding between agencies 	Jim Collins Steph Faichney Trish Boyle

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	Sep 2002	Nov 2002		Jan 2003		
2	Dec 2002	Sep 2003		Jan 2004		
3	Dec 2002	Sep 2003		Jan 2005		

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Objective 4 Promoting Inclusion

PROJECT OUTLINE

Project 4e 'For Dundee's Children: 2004-2007' (Children's Services Plan)

Targets	Success Criteria	Lead Officer
1 Create appropriate staff development opportunities for all relevant staff	<ul style="list-style-type: none"> • All staff and voluntary organisations made aware of revised, integrated planning arrangements • Staff development offered in a range of topics, including integrated planning 	Anne Wilson/ Jim Collins Christine Riach
2 Deliver integrated short-term project: Children with Complex Disabilities	<ul style="list-style-type: none"> • Working group of external agencies and Council departments identifies children with complex difficulties, and recommends arrangements for joint assessment, resolution of needs, and funding provision 	Anne Wilson/ Jim Collins Jim Collins Ken McAra
3 Evaluate current Children's Services Plan and Early Years & Childcare Partnership Plan	<ul style="list-style-type: none"> • All partners accept steering group's proposals for comprehensive evaluation of the current plan 	Anne Wilson/ Jim Collins Christine Riach National Priority 4.2
4 Deliver targets outlined in Dundee's Early Years and Childcare Plan 2001-2004, and integrate planning with 'For Dundee's Children 2004-2007'	<ul style="list-style-type: none"> • Appropriate targets achieved • Improved integration of services for children 	Anne Wilson/ Gillian Ross Pond Christine Riach
5 Produce new plan, 'For Dundee's Children: 2004-2007'	<ul style="list-style-type: none"> • Steering group agrees statement of common aims and context for future development • Agreement is reached on areas to be included • Operational structure is established to take forward tasks • New plan is successfully launched, with local media coverage, ensuring that all staff and external partners are aware of the content and implications 	Anne Wilson/ Jim Collins Christine Riach

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Oct 2002	Dec 2002		May 2003		
2	Oct 2002	Dec 2002		May 2003		
3	Oct 2002	Oct 2003		Mar 2004		
4	Oct 2002	Oct 2003		Mar 2004		
5	Oct 2002	Oct 2003		May 2004		

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Objective 4 Promoting Inclusion

PROJECT OUTLINE

Project 4f Better Behaviour – Better Learning

Targets	Success Criteria	Lead Officer
1 Develop further and implement arrangements for onsite behaviour support	<ul style="list-style-type: none"> Revised guidelines on temporary exclusion issued and agreed by all parties, leading to reductions in length of exclusions and fewer appeals against exclusions All School Referral Team staff attend specific in-service training A full range of support strategies is available to SEBD pupils 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 	Jim Collins Yvonne Carling National Priorities 2.2 and 2.3
2 Evaluate new SEBD policy	<ul style="list-style-type: none"> Comprehensive interim report produced making staff aware of progress to date and issues to be addressed All staff are given an opportunity to contribute to the evaluation process Good practice identified and shared in all schools Publication of agreed amended policy Specific training opportunities provided for all new Sfl staff, all senior managers and other key staff 	Jim Collins Yvonne Carling Ken McAra
3 Take forward phase 1 of 'Framework for Intervention'	<ul style="list-style-type: none"> In conjunction with visit by ESM and EO to all primary schools, one third of schools volunteer for participation 	Jim Collins Les Meade

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	Sep 2002	Nov 2002		Jun 2003		
2	Sep 2002	Nov 2002		Jun 2003		
3	Sep 2002	Feb 2003		Jun 2003		

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Objective 4 Promoting Inclusion

PROJECT OUTLINE

Project 4g Tackling Mental Health Disorders

Targets	Success Criteria	Lead Officer
1 Develop joint working practices between support services in schools for ADHD	<ul style="list-style-type: none"> • Joint training programme and agreed liaison procedures implemented • Protocol is established and materials are available • Evaluation indicates greater staff awareness and effective implementation of protocol 	Jim Collins Ken McAra Les Meade <i>National Priority 3.2</i>
2 Continue development of facilities and services for those on the autistic spectrum	<ul style="list-style-type: none"> • New facilities operational for primary and secondary sectors • Accreditation by NAS of existing provision • Extended programme of in-service implemented • Interdisciplinary liaison and procedures fully established 	Jim Collins Yvonne Carling Ken McAra
3 Implement recommendations of CAMHS Review	<ul style="list-style-type: none"> • Educational responses matched to changes in CAMHS practices 	Jim Collins Les Meade
4 Plan jointly transition opportunities for young persons moving into adulthood	<ul style="list-style-type: none"> • Multi-agency transitions group established to develop 'Moving On', leading to clearly described and available range of transition options for vulnerable young persons 	Jim Collins Yvonne Carling Les Meade Ken McAra

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Oct 2002	Oct 2003		Jun 2004		
2	Oct 2002	Oct 2003		Jun 2004		
3	Oct 2002	Oct 2003		Jun 2004		
4	Oct 2002	Oct 2003		Apr 2005		

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Objective 4 Promoting Inclusion

PROJECT OUTLINE

Project 4h Roll Out of Community Schools

Targets	Success Criteria	Lead Officer
1 Implement roll out programme in phase 1 schools	<ul style="list-style-type: none"> • All 3 phase 1 schools fully understand and implement model • School Development Plans include roll out action plans • Education Authority and schools agree targets to support the development of models of good practice • Positive impacts on delivery to pupils are identified and reported annually through School Review process • Progress on school and authority developments is monitored and evaluated annually • Align lessons of Community School roll out programme with those of schools involved in the Better Neighbourhood Services Fund 	<p>Jim Collins Yvonne Carling</p> <p style="text-align: right;">National Priority 3.1</p>
2 Move towards all secondary schools adopting Community School approach	<ul style="list-style-type: none"> • 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 	<p>Jim Collins Yvonne Carling</p>
3 Devise and consult on roll out programme for Community Schools in the primary sector	<ul style="list-style-type: none"> • Experience of Baldragon cluster primary pilot, and phase 1 roll out programme, informs implementation of primary programme 	<p>Jim Collins Yvonne Carling</p>

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sep 2002	Jan 2003		Jun 2003		
2	May 2003	Jun 2004		Apr 2005		
3	May 2004	Nov 2004		Apr 2005		

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Objective 5 Pursuing Quality Improvement

PROJECT OUTLINE

Project 5a Planning for Improvement and Sharing Good Practice

	Targets	Success Criteria	Lead Officer
1	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.	<ul style="list-style-type: none"> The Education Dept, schools and services have accurate self-evaluations against QIs which are validated by internal and external audit. 	Glen Taylor Deirdre McVean
2	To publish and disseminate a benchmarking strategy to include information at school/EA and national level	<ul style="list-style-type: none"> All schools make effective use of benchmark data to identify good practice and evaluate progress towards agreed improvement objectives. 	Glen Taylor Deirdre McVean
3	To review the use and purpose of Standards and Quality Reports at EA/School/Service/Department level	<ul style="list-style-type: none"> All schools publish revised S&Q Reports on 3 Key areas of How Good is our School or for nurseries, "Child at the Centre", from session 2002/03 onwards (annually) Services publish S&Q Reports as appropriate. 	Glen Taylor Deirdre McVean
4	To develop a programme of focussed evaluations.	<ul style="list-style-type: none"> Evaluations carried out on key areas of performance identified by dept evaluation processes. 	Glen Taylor EDS
5	Establish arrangements for the management and quality assurance and improvement of pre-school education services	<ul style="list-style-type: none"> Clear protocols established for nursery school reviews, Nursery Head Teacher Reviews and for supporting continuous quality improvement in all pre-school education facilities 	Anne Wilson Christine Riach

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	Sept 2002	Dec 2002		Aug 2003		
2	Sept 2002	Dec 2002		Aug 2003		
3	Sept 2002	Dec 2002		June 2003		
4	Sept 2002	June 2003		June 2005		

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Objective 5 Pursuing Quality Improvement

PROJECT OUTLINE

Project 5b Developing Leadership and Management

	Targets	Success Criteria	Lead Officer
1	To devise systems to enable managers to evaluate their development needs and plan their professional development	<ul style="list-style-type: none"> Progress towards achieving 'Level 4' in the QIs 7.2, 7.3 & 7.4, through supported self-evaluation as part of the HT and School review processes. 	Glen Taylor Steve Johnston EDS CPD Team
2	To develop a clear 'Leadership and Management' pathway within the emerging CPD framework	<ul style="list-style-type: none"> Pathway(s) identified within the CPD framework to allow progression and career development, (in the light of recommendations expected from the LAMP sub-group) Appropriate range of courses and other opportunities identified, developed and implemented. 	Glen Taylor Steve Johnson EDS CPD Team
3			
4			

Progress Check

	Target	Plan Agreed		Progress Check		Target Completed		Carried Fwd
		Date		Planned	Completed	Planned	Completed	
1				June 2003		June 2004		
2				June 2003		June 2004		
3								
4								

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Objective 5 Pursuing Quality Improvement

PROJECT OUTLINE

Project 5c Quality Awards

Targets	Success Criteria	Lead Officer
1 To achieve in partnership with staff in schools/services and other departments/agencies the Investors in People Award as appropriate	<ul style="list-style-type: none"> • All staff are reviewed as part of S D & R. • Pilot schools achieve IIP 	Glen Taylor Deirdre McVean National Priority 2
2 To develop and promote an integrated social, physical and emotional health programme in all schools.	<ul style="list-style-type: none"> • 50% of schools obtain Bronze Award • 25% of schools obtain Silver Award • 10% of schools obtain Gold Award. 	Glen Taylor Lina Waghorn National Priority 2
3		
4		

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	Sept 2002	June 2003		June 2005		
2	Sept 2002	June 2003		June 2005		
3						
4						

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Objective 6 Managing Resources Effectively

PROJECT OUTLINE

Project 6a Asset Management

Targets		Success Criteria	Lead Officer
1	Risk Management	<ul style="list-style-type: none"> Review findings of 'Zurich' risk ranking scheme of programme prioritised works. Complete March 2005 	Gillian Ross Pond Derek Currie
2	Fire Risk Assessments	<ul style="list-style-type: none"> Bi-annual review of assessment. Complete review by March 2004 	Gillian Ross Pond Derek Currie
3	Glass Safety	<ul style="list-style-type: none"> Upgrade glass in 'critical' areas eg doors, corridors to meet current regulations re potential physical impact. Complete review by March 2005. 	Gillian Ross Pond Derek Currie
4	Planned Maintenance/Capital Programme	<ul style="list-style-type: none"> Annual review and reprioritising Maximising budget availability. 	Gillian Ross Pond Derek Currie

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1						
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Objective 6 Managing Resources Effectively

PROJECT OUTLINE

Project 6b To develop and improve Devolved School Management

	Targets	Success Criteria	Lead Officer
1	Implement the recommendations of the Review of Devolved School Management undertaken by a Short Life Working Group set up by the Scottish Executive Education Department	<ul style="list-style-type: none"> Achievement of targets set out in the report within the recommended timescale 	Sandy Weston Diana Weir
2	Review Council's DSM Scheme	<ul style="list-style-type: none"> Evidence of positive impact of revised scheme on teaching and learning. Improved cost effectiveness. Continuous increase in % satisfaction from survey of Budget holders. 	Sandy Weston Diana Weir
3			
4			

Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1	June 2002	August 2003		Autumn2005		
2	June 2002	Jan 2003		June 2003		
3						
4						

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Objective 6 Managing Resources Effectively

PROJECT OUTLINE

Project 6c Eco Issues etc

	Targets	Success Criteria	Lead Officer
1	Develop and implement ECO Schools Initiative	<ul style="list-style-type: none"> At least 1/3 of schools achieve ECO Schools Award 	Glen Taylor David Johnstone
2	Water Hygiene – compliance with approved code of practice and guidance in the control of legionella	<ul style="list-style-type: none"> Undertake remedial works identified as part of the risk assessment analysis. Complete by March 2003. Establish and maintain water management log book in each education property. Complete by June 2003. Review arrangements for bacteriological testing of domestic water outlets at each education property. Complete by October 2003. 	Gillian Ross Pond Derek Currie
3			
4			

Progress Check

	Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
			Planned	Completed	Planned	Completed	
1							
2							
3							
4							

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Objective 6 Managing Resources Effectively

PROJECT OUTLINE

Project 6d To develop and Improve Management Information Systems and Administrative Use of ICT

	Targets	Success Criteria	Lead Officer
1	Establish a Management Information Strategy for the Education Department	<ul style="list-style-type: none"> • Improved access to management information • More effective and efficient collection and use of data 	Sandy Weston Fiona McCarthy
2	To implement the ScotXed Project in partnership with the Scottish Executive	<ul style="list-style-type: none"> • Full electronic exchange of data • More effective use of staff time and reduction in paper consumption 	Sandy Weston Fiona McCarthy
3			
4			

Progress Check

	Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
			Planned	Completed	Planned	Completed	
1		March 2002	Jan 2003		June 2004		
2		May 2002	Oct 2002		June 2004		
3							
4							

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Objective 6 Managing Resources Effectively

PROJECT OUTLINE

Project 6e Develop a CPD Framework for all Teaching and Support Staff

Targets	Success Criteria	Lead Officer
1. 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.	<ul style="list-style-type: none"> The Authority and all schools within the city will, as part of NP2, work towards achieving a Level 4 in QI 6.6, Continuing Professional Development of Teachers' Skills Monitoring successful uptake and evaluations of CPD provision, including formal feedback from schools 	Glen Taylor Steve Johnston (& EDS CPD team)
2. To identify an appropriate range of CPD activities for all support staff., and ensure appropriate delivery.	<ul style="list-style-type: none"> CPD activities meet the needs identified corporately, and from the programme of Professional Review & Development Satisfactory evaluations of uptake and provision 	Sandy Weston
3. To devise a framework of CPD and an accompanying range of school based activities which will support newly qualified probationer teachers in attaining the standard for full registration with the GTC	<ul style="list-style-type: none"> CPD activities meet the development needs of probationer teachers and match the criteria for full registration experience outlined in GTC documentation. 	Glen Taylor Margaret Foley
4. To identify an appropriate range of CPD activities for all mentors of probationer teachers.	<ul style="list-style-type: none"> Mentors will be fully informed of the standard for full registration and will provide school based support in line with GTC and local authority advice. 	Glen Taylor Margaret Foley

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	Sept 2002	Oct 2004		June 2005		
2	Sept 2002	Oct 2004		June 2005		
3	Sept 2002	Aug. 2002		June 2003		
4	Sept 2002	Aug. 2002		June 2003		

**EDUCATION DEPARTMENT
Development Plan
2002 - 2005**

Objective 6 Managing Resources Effectively

PROJECT OUTLINE

Project 6f To implement the agreement "A Teaching Profession for the 21st Century"

	Targets	Success Criteria	Lead Officer
1	To review promoted post structures in all schools	<ul style="list-style-type: none"> New structures negotiated and agreed by August 2003 	Jim Collins (secondary/ special schools) Christine Riach (nursery/primary schools)
2	To provide an appropriate training place and experience for the authority's allocation of teacher probationers	<ul style="list-style-type: none"> All probationers placed in schools for 19 August 2002. Training satisfactorily completed by 3 July 2003 	Sandy Weston Deirdre McVean
3	To implement the reduction in teacher class contact hours and meet the additional commitment to Continuous Professional Development	<ul style="list-style-type: none"> Complete stage 2 primary reduction to 23 ½ hours from August 2004 Complete stages 3 and 4 22 ½ hours all schools from August 2006 Full commitment of additional 35 hours per annum by teachers by 1 August 2003 	Sandy Weston SMT
4	To review support staffing provision	<ul style="list-style-type: none"> Recruitment of additional support staff as appropriate by 31st March 2004 	Sandy Weston

Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1	April 2002	Dec 2002		Aug 2003		
2	April 2002	June 2002		Aug 2002	Aug 2002	
3	April 2002	Aug 2004		Aug 2006		
4	April 2002	Aug 2003		March 2004		

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.

Outcome 1: Increased levels of numeracy and literacy

	Measures/indicators	Education Authority measures/indicators
1.1.A	% of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate 5-14 level for their age – reading, writing and maths.	EA targets calculated from schools' targets.
1.1.B	% of S2 who have met or exceeded level E in reading, writing and maths, by the end of S2	EA targets calculated from schools' targets.
1.1.C	% of original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in English and Maths	EA targets calculated from schools' targets.

Outcome 2: Improved examination results

	Measures/indicators	Education Authority measures/indicators
1.2.A	% of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 3 or better (3 year average).	EA targets calculated from schools' targets.
1.2.B	As above, at SCQF level 4 or better – target to be set	EA targets calculated from schools' targets.
1.2.C	As above, at SCQF level 5 or better – target to be set	EA targets calculated from schools' targets.
1.2.D	As above, 1+ awards at SCQF level 6 or better – target to be set.	EA targets calculated from schools' targets.
1.2.E	As above, 3+ awards at SCQF level 6 or better – target to be set	EA targets calculated from schools' targets.
1.2.F	As above, 5+ awards at SCQF level 6 or better – target to be set	EA targets calculated from schools' targets.
1.2.G	<i>Overall quality of attainment (HGIOS)</i>	EA summary of schools' evaluation required.
1.2.H	<i>Expectations and promoting achievement (HGIOS)</i>	EA summary of schools' evaluation required.

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.

Outcome 1: Continuing development of teachers' skills

	Measures/indicators	Education Authority measures/indicators
2.1.A	New measure of Continual Professional Development (CPD) in development in the light of CPD Framework	
2.1.B	<i>Staff review and development (HGIOS)</i>	EA summary of schools' evaluation required.

Outcome 2: Increased self-discipline of pupils

	Measures/indicators	Education Authority measures/indicators
2.2.A	Levels of attendance – targets to be set	EA targets calculated from schools' targets
2.2.B	Number of days lost per 1000 pupils through exclusion (primary and secondary sectors)	.

2.2.C	Number and % of pupils participating in buddying, mentoring or similar schemes to be locally defined as appropriate.	EA summary of schools' activities.
2.2.D	<i>Climate and relationships (HGIOS)</i>	EA summary of schools' evaluation.

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

	Measures/indicators	Education Authority measures/indicators
2.3.A	Pupil:adult ratio in primary schools – target to be set	.
2.3.B	% of schools (primary and secondary separately) classified as Health Promoting Schools – no target	
2.3.C	% of schools (primary and secondary separately) with quality award or applying a quality model – no target.	
2.3.D	<i>Accommodation and facilities (incl no of schools with pupil support bases) (HGIOS)</i>	EA summary of schools' evaluation

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.

Outcome 1: Every pupil benefits from education

	Measures/indicators	Education Authority measures/indicators
3.1.A	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).	
3.1.B	The average tariff score of the lowest attaining S4 pupils in the authority – target to be set (national targets already exist).	
3.1.C	% of pupils (primary and secondary sectors separately) who are entitled to free school meals according to DWP data and % who take them up.	
3.1.D	<i>Equality and fairness (HGIOS)</i>	EA summary of school's evaluation
3.1.E	% of schools adopting the New Community School approach	.

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

	Measures/indicators	Education Authority measures/indicators
3.2.A	New measure on access to education for pupils with disabilities is under development.	
3.2.B	Breakdown of placement of primary and secondary school pupils with SEN (special unit, mainstream etc.) by proportion of time spent there.	

3.2.C	<i>Learning support (HGIOS)</i>	EA summary of schools' evaluation
3.2.D	<i>Implementation of SEN and disability legislation (HGIOS)</i>	EA summary of schools' evaluation
3.2.E	<i>Placement of pupils with SEN and disabilities (HGIOS)</i>	EA summary of schools' evaluation

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

	Measures/indicators	Education Authority measures/indicators
3.3.A	Number and % of written requests for Gaelic medium teaching met within the authority or elsewhere, by academic year.	

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.

Outcome 1: Increased respect for self and others

	Measures/indicators	Education Authority measures/indicators
4.1.A	% 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.	EA targets calculated from schools' targets
4.1.B	<i>Personal and social development (HGIOS)</i>	EA summary of schools' evaluation.

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
4.2.A	Measure on the links between schools and the local community is in development	
4.2.B	% 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.	EA targets calculated from schools' targets
4.2.C	% of schools participating in the Eco Schools Award or similar accredited environmental award.	
4.2.D	New measure on citizenship is in development.	
4.2.E	<i>Partnership with parents, the School Board and the community (HGIOS)</i>	EA summary of schools' evaluation.

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.

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

	Measures/indicators	Education Authority measures/indicators
5.1.A	% 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.	EA targets calculated from schools' targets.
5.1.B	% of school leavers destined for employment, training, education (higher and further) and other – target to be set for higher education.	EA targets calculated from schools' targets.
5.1.C	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.	EA summary of schools' evaluation.
5.1.D	<i>Pupils' learning experiences (HGIOS)</i>	EA summary of schools' evaluation.
5.1.E	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.	
5.1.F	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	EA summary of schools' activities.

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

	Primary school measures/indicators	Education Authority measures/indicators
5.2.A	New measure to be developed after additional consultation with key stakeholders.	