

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 13 MAY 2019

REPORT ON: CURRICULUM FOR EXCELLENCE (CfE) LEVELS AND LEAVERS' ATTAINMENT (INSIGHT)

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 195-2019

1.0 PURPOSE OF REPORT

- 1.1 This report informs the Children and Families Services Committee of the progress of Dundee's pupils in relation to Curriculum for Excellence and Senior Phase attainment and other related outcome measures. CfE Teacher Judgements are based on returns submitted to the Scottish Government in August 2018 and published in December 2018. Senior phase attainment data for S4-S6 school leavers in academic session 2017-18 has been extracted from the national Insight Senior Phase Benchmarking Tool. In the final section of the report, 'The Way Forward' a number of ongoing plans for improvement are outlined.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that members of the Children and Families Services Committee note the contents of this report.
- 2.2 It is also recommended that the committee approves the submission of an interim report on a new city-wide Schools' Improvement Plan in January 2020, reporting on the first six months of progress.

3.0 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications arising from this report.

4.0 EARLY YEARS DEVELOPMENTAL MILESTONES

- 4.1 From 2013 -2017, the percentage of children meeting their developmental milestones in Dundee, has continued to improve and is consistently and significantly above the Scottish average. In 2017/18 Dundee had the best performance amongst our comparator Local Authorities.

The milestones used to record children's development are assessed between 27 and 30 months by Health Visitors and Parents/Carers and are as follows:

Sensory Development

Social, Emotional & Behavioural

Cognitive Development

Speech & Language

Gross Motor

Fine Motor

Attention Development

Hearing & Vision Development (Partnership Working)

Table 1: LGBF early years developmental milestones data

	<u>LGBF Indicator –CHN17 Percentage of children meeting developmental milestones</u>				
	2013-14	2014-15	2015-16	2016-17	2017-18
Dundee City	75.53	74.90	77.83	75.98	80.42
Scotland	70.86	71.56	72.38	66.15	57.11

5.0 CURRICULUM FOR EXCELLENCE (CfE) ATTAINMENT

- 5.1 Curriculum for Excellence is designed to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. This is the third year for which Scottish teacher judgements of pupils' progress through the Curriculum for Excellence levels of achievement in literacy and numeracy have been collected. The data, outlined in Table 2 to Table 7, shows levels of achievement over the last three years. It should be noted that nationally this data is considered as experimental in nature. Evidence of moderation with standardised assessment data and SQA data would indicate that the data in Dundee is becoming more robust.
- 5.2 Data on three organisers of the literacy curriculum (reading, writing, and listening and talking) is collected. In 2018 the Scottish Government introduced a literacy measure to the National Improvement Framework (NIF). A pupil is required to achieve a level in all three organisers in order to be credited with achieving that level in literacy. The literacy measure for 2016 and 2017 shown in the tables Table 2 to Table 7 has been calculated retrospectively and shown in italics.
- 5.3 In addition, as part of the National Improvement Framework the Scottish Government introduced an overall measure of primary school attainment: P1, 4, 7 combined. The Scottish Government have produced figures for this year and again local retrospective figures have been calculated for June 2016 and June 2017 (shown in italics in Table 2 to Table 7).
- 5.4 Achievement of expected levels in literacy in Dundee primary schools has generally improved over the past three years, with the exception of writing in stages P1 and P4 in 2017/18.
- 5.5 Achievement in numeracy has been generally improving in Dundee primary schools, particularly in P7. At third level (by the end of S3 for most pupils), achievement in literacy and numeracy has fluctuated. There was an increase in the percentage of pupils achieving the expected CfE level between June 2016 and June 2017.
- 5.6 It is positive to note that accuracy of Dundee's CfE Teacher Judgements are improving and we can have greater confidence in their precision. We continue to have a focus on teacher moderation and judgement through high quality professional dialogue and professional learning. After an improvement in 2016/17, achievement of CfE Third Level or better in stage S3 has fallen in 2017/18. Detailed analysis of school returns suggests that secondary schools should continue to improve the consistency, reliability and robustness of teachers' judgements through on-going moderation within and across schools.

Improvements in literacy and numeracy are also being addressed as outlined in Section 7, The Way Forward.

Table 2: Percentage of pupils in Dundee achieving expected CfE level (Green cells indicate year on year improvement)

Stage	Area	2015/16	2016/17	2017/18
P1	Reading	78%	78%	80%
P1	Writing	70%	73%	72%
P1	Listening & Talking	83%	87%	89%
P1	Literacy	66%	70%	69%
P1	Numeracy	78%	79%	80%
P4	Reading	71%	73%	74%
P4	Writing	62%	66%	65%
P4	Listening & Talking	78%	82%	83%
P4	Literacy	58%	64%	62%
P4	Numeracy	66%	70%	70%
P7	Reading	61%	73%	76%
P7	Writing	51%	62%	69%
P7	Listening & Talking	66%	77%	83%
P7	Literacy	48%	60%	65%
P7	Numeracy	49%	60%	71%
P1,4,7 combined	Reading	70%	75%	77%
P1,4,7 combined	Writing	61%	67%	69%
P1,4,7 combined	Listening & Talking	76%	82%	85%
P1,4,7 combined	Literacy	58%	65%	65%
P1,4,7 combined	Numeracy	65%	70%	74%
S3, 3 rd +	Reading	88%	92%	85%
S3, 3 rd +	Writing	87%	91%	86%
S3, 3 rd +	Listening & Talking	88%	92%	86%
S3, 3 rd +	Literacy	84%	89%	84%
S3, 3 rd +	Numeracy	79%	84%	80%

Table 3: Percentage of pupils achieving expected CfE levels in reading by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)		S3 Third Level or better	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2015/16	78	81	71	75	61	72	70	-	88	86
2016/17	78	80	73	77	73	76	75	-	92	90
2017/18	80	81	74	77	76	79	77	79	85	90

Table 4: Percentage of pupils achieving expected CfE levels in writing by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)		S3 Third Level or better	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2015/16	70	78	62	69	51	65	61	-	87	84
2016/17	73	77	66	71	62	69	67	-	91	89
2017/18	72	78	65	72	69	73	69	74	86	89

Table 5: Percentage of pupils achieving expected CfE levels in listening & talking by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)		S3 Third Level or better	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2015/16	83	85	78	81	66	77	76	-	88	87
2016/17	87	85	82	83	77	81	82	-	92	91
2017/18	89	87	83	85	83	84	85	85	86	91

Table 6: Percentage of pupils achieving expected CfE levels in literacy by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)		S3 Third Level or better	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2015/16	66	-	58	-	48	-	58	-	84	-
2016/17	70	-	64	-	60	-	65	-	89	-
2017/18	69	75	62	69	65	70	65	74	84	87

Table 7: Percentage of pupils achieving expected CfE levels in numeracy by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)		S3 Third Level or better	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2015/16	78	84	66	73	49	68	65	-	79	86
2016/17	79	83	70	75	60	70	70	-	84	88
2017/18	80	85	70	76	71	75	74	78	80	89

6.0 SECONDARY SENIOR PHASE ATTAINMENT

6.1 Insight

Insight is the national online benchmarking tool for secondary schools and local authorities. It is designed as an improvement tool to aid schools and local authorities in understanding performance in the senior phase of secondary education. Insight was developed by the Scottish Government and partners with input from a range of key stakeholders including school leaders; teachers; parents; Directors of Education and Quality Improvement Officers. Insight is aligned with the Curriculum for Excellence and the SQA assessment framework and is available to teaching staff in secondary schools. It is designed to present data in an easy to interpret way and inform school improvement.

6.2 National Benchmarking data in Insight is based on school leavers and includes details of pupil leaving destinations. Leavers' data is not fully available until the end of each calendar year and the annual update of leaver data does not take place until the following February. This year's data is based on the 1,198 senior phase pupils who left school during academic session 2017-18.

6.3 Insight data is used by Education Scotland in their Parentzone website to provide parents with information on their local schools through the School Information Dashboard. Education Scotland will also use Insight prior to and during school inspection visits. It is used by schools when producing their annual School Improvement reports and is used by the Children and Families Service during school attainment and achievement reviews.

6.4 Insight publishes the following four National Benchmarking Measures for each school and local authority:

- Percentage of Leavers Attaining Literacy and Numeracy
- Percentage of School Leavers in an initial Positive Destination
- Average Total Tariff Score
- Attainment versus Deprivation

6.5 The Attainment Gap

Dundee is committed to reducing the gap between the attainment of pupils in deprived areas and those in less-deprived areas. Figure 1 and Figure 2 show attainment in literacy and numeracy at SCQF levels 4, or better, and SCQF level 5, or better, for the past five years; broken down by deprivation group. Data for Dundee and its Virtual Comparator is also presented in Table 8 and Table 9. Over the past five years the gap between pupils living in the most deprived areas and the rest of Dundee has been decreasing. In 2014 the gap in Literacy and Numeracy attainment at SCQF level 4 between pupils living in the most and least deprived areas was 19.5 percentage points. By 2016 this gap had reduced to 12.5 percentage points, better than our virtual comparator. The gap did widen slightly in 2017 and although the gap reduced again in 2018 this was due to a decline in attainment for pupils in less deprived areas. The same gap at SCQF level 5 reduced from 27.1 percentage points to 23.2 by 2017. Leavers from both more and less deprived areas saw an overall dip in literacy and numeracy attainment at SCQF level 5 in 2018. The virtual comparator also displays this same dip in SCQF 5 attainment in 2018 which implies that this was not just a Dundee phenomenon.

Figure 1: Percentage of Dundee school leavers achieving literacy and numeracy at SCQF level 4 or better, by deprivation group

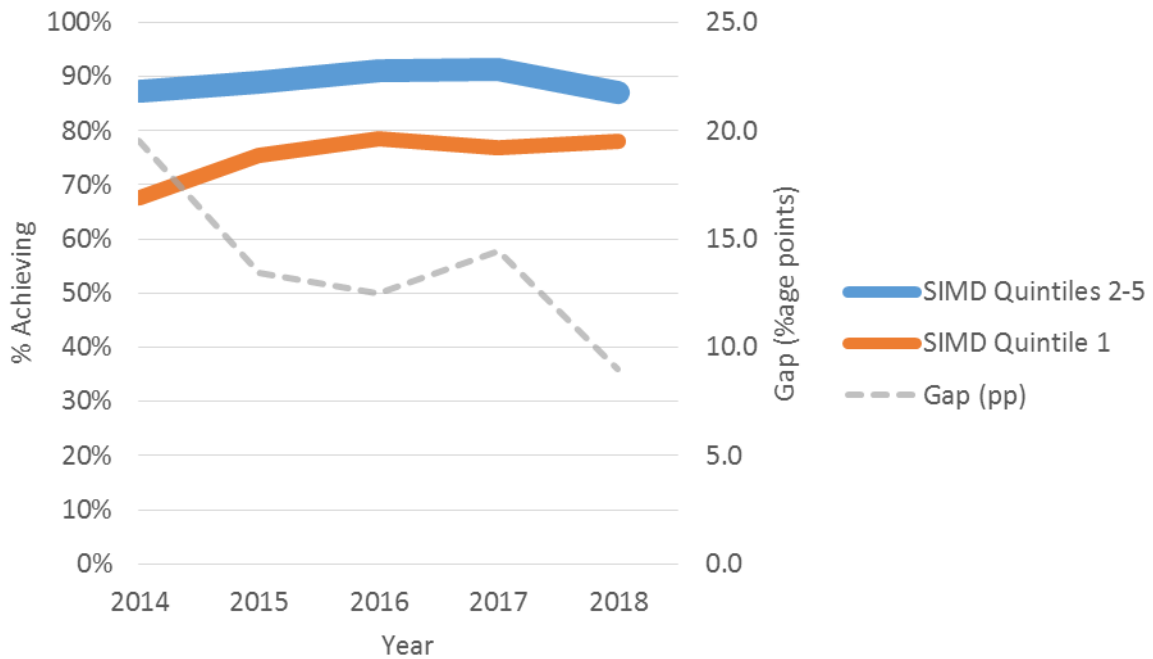


Table 8: Percentage of school leavers achieving literacy and numeracy at SCQF level 4 or better, by deprivation group. Dundee and its Virtual Comparator

		Dundee City Council				
		2014	2015	2016	2017	2018
	SIMD Quintiles 2-5	87%	89%	91%	91%	87%
	SIMD Quintile 1	68%	76%	79%	77%	78%
	Gap (pp)	19.5	13.5	12.5	14.4	9.0
		Virtual Comparator				
		2014	2015	2016	2017	2018
	SIMD Quintiles 2-5	87%	91%	91%	92%	91%
	SIMD Quintile 1	66%	77%	77%	80%	78%
	Gap (pp)	20.8	14.0	13.6	12.1	13.1

Figure 2: Percentage of school leavers achieving literacy and numeracy at SCQF level 5 or better, by deprivation group

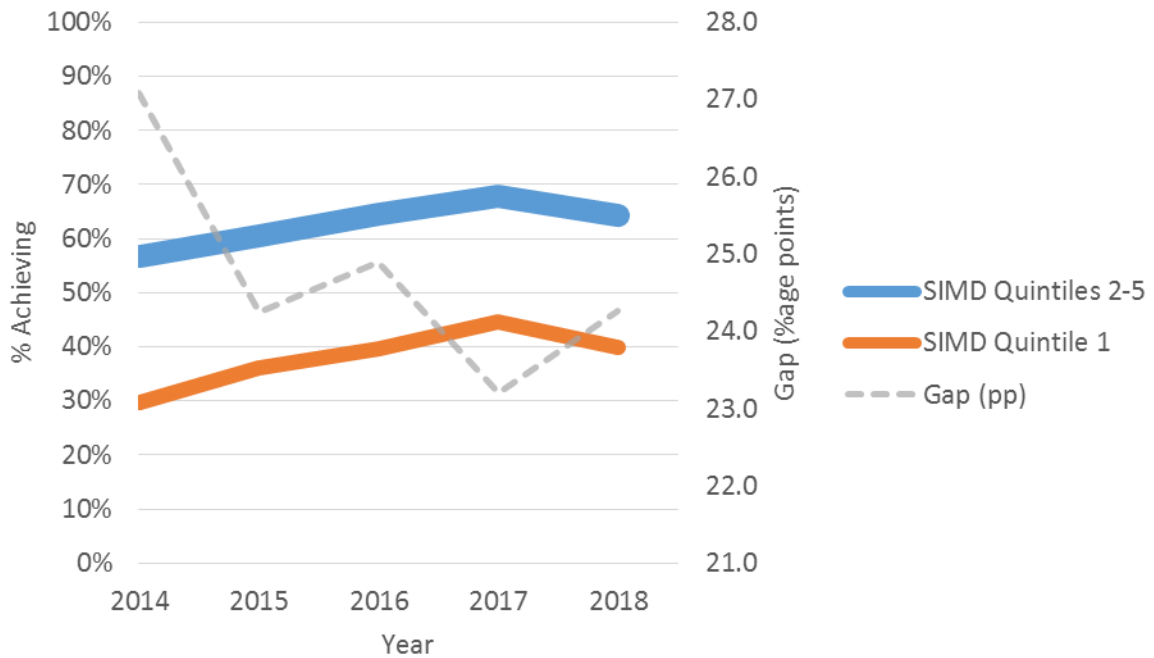


Table 9: Percentage of school leavers achieving literacy and numeracy at SCQF level 5 or better, by deprivation group. Dundee and its Virtual Comparator

		Dundee City Council				
		2014	2015	2016	2017	2018
	SIMD Quintiles 2-5	57%	60%	65%	68%	64%
	SIMD Quintile 1	30%	36%	40%	45%	40%
	Gap (pp)	27.1	24.2	24.9	23.2	24.3
		Virtual Comparator				
		2014	2015	2016	2017	2018
	SIMD Quintiles 2-5	63%	68%	70%	74%	71%
	SIMD Quintile 1	35%	42%	43%	49%	46%
	Gap (pp)	28.0	25.8	26.7	25.6	24.6

6.6 Literacy and Numeracy

Figure 3: Percentage of Leavers Attaining Literacy and Numeracy

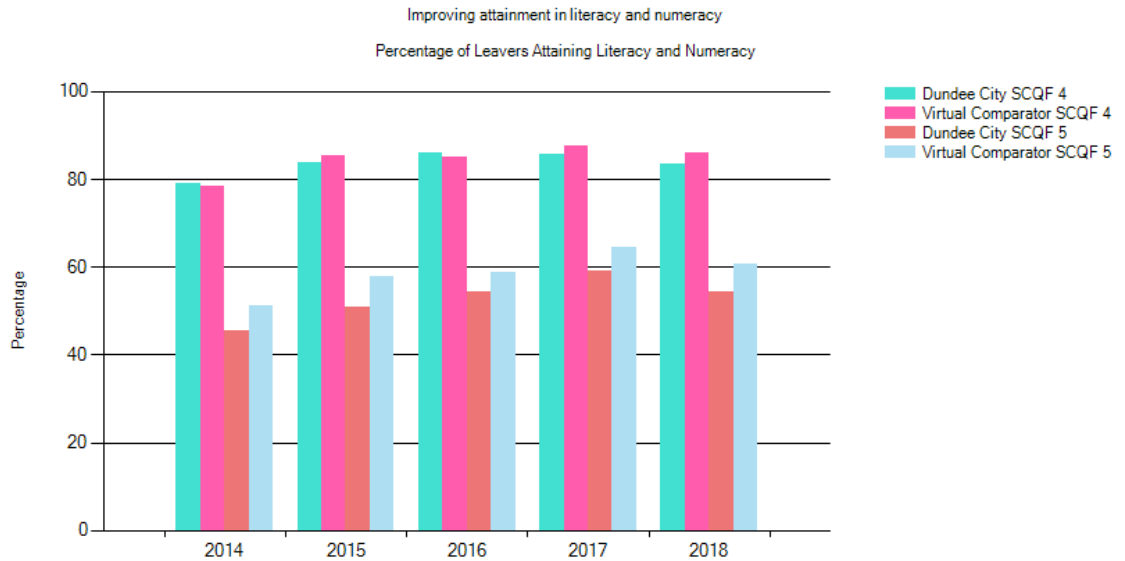


Table 10: Percentage of leavers attaining literacy and numeracy

		SCQF Level 4 or better		SCQF Level 5 or better	
		Dundee City	Virtual Comparator	Dundee City	Virtual Comparator
Year	2014	79.1	78.4	45.5	51.2
	2015	83.8	85.4	51.0	58.0
	2016	86.0	85.2	54.3	58.9
	2017	85.8	87.7	59.1	64.6
	2018	83.5	86.0	54.3	60.6

- 6.7 Figure 3 and Table 10 show the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5 or better for Dundee City and its virtual comparator for the last five academic sessions. Dundee saw steady improvement in the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better between 2014 and 2017. In 2018 performance saw a decrease with 83.5% of Dundee's school leavers attaining literacy and numeracy at SCQF level 4 or better. This is lower than the achievement of the virtual comparator where 86% attained literacy and numeracy at SCQF level 4 or better.
- 6.8 At SCQF level 5 or better Dundee also saw improvement to 2017 followed by a decrease in 2018 to 54.3% of Dundee's leavers attaining literacy and numeracy. This was much lower than the virtual comparator of whom 60.6% attained literacy and numeracy at SCQF level 5 or better.
- 6.9 Although, over the five years shown the overall trend within Dundee is one of improvement there are still significant challenges. At SCQF Level 4 we have plateaued or declined since 2016. At SCQF Level 5 we are consistently 5 or 6 percentage points behind our virtual comparator. The Children & Families Service recognise the need to accelerate the rate of improvement. Planned steps to do so are outlined in Section 7, The Way Forward.
- 6.10 Dundee as a corporate parent is also committed to improving outcomes for looked after/care experienced children and young people. Table 11 shows the literacy and numeracy attainment for our looked after school leavers. The actual number of looked after leavers in any one year is relatively small. This leads to certain inevitable statistical fluctuations in year-on-year results. However, the overall trend at both SCQF levels 4 and 5 is one of notable

improvement and 2018 has shown the highest levels of the past five years. This reflects a wide range of recent initiatives and improvement approaches for looked after/care experienced young people both when at home and in school. Such initiatives include: a new charter outlining a range of commitments, principles and standards from all Social Work, Teaching and Support staff; targeted support to kinship carers; enhanced nurturing approaches in children's houses; the adoption of a new Inclusion Policy by Head Teachers; the use of LAC-specific additional funding to provide additional support to those at risk of exclusion; mentoring in all 8 secondary schools; and the extension of engagement and participation methods to allow children and young people's voices to be heard.

Table 11: Percentage of looked after school leavers attaining literacy and numeracy

		SCQF Level 4 or better	SCQF Level 5 or better	Number of Looked after Leavers
Year	2014	23.1	7.7	26
	2015	25.0	0.0	16
	2016	57.6	15.2	33
	2017	40.0	8.0	25
	2018	60.0	20.0	30

6.11 Leaver Initial Destinations

Post-school participation is monitored by Skills Development Scotland in their School Leaver Destination return. Insight triangulates this survey with the pupil and leaver censuses to calculate percentages of leavers entering a positive destination. Positive destinations include Higher Education, Further Education, Training, Voluntary Work, Employment and Activity Agreements. After an exceptional year in 2017 Dundee fell slightly in 2018 to 91.5%, the same as 2016. Over the five years shown in Figure 4 and Table 12 Dundee's results have fluctuated up and down but the overall trend is positive. In 2017/18 Dundee saw its highest proportion of looked after school leavers entering a positive destination, 86.7%. This performance is notably higher than that across the Tayside Regional Improvement Collaborative.

Figure 4: Increasing post-school participation

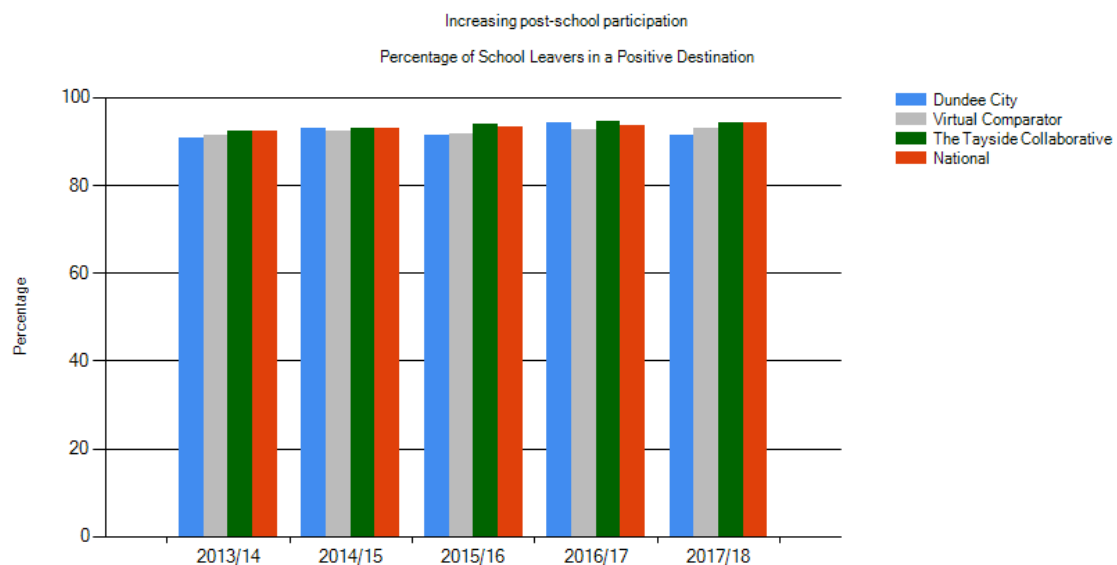


Table 12: Percentage of school leavers in a positive destination

		All School Leavers				Looked After School Leavers	
		Dundee City	Virtual Comparator	The Tayside Collaborative	National	Dundee City	The Tayside Collaborative
Year	2013/14	90.9	91.5	92.4	92.5	73.1	82.1
	2014/15	93.0	92.5	93.1	93.0	81.3	78.3
	2015/16	91.5	91.7	93.8	93.3	84.9	79.5
	2016/17	94.2	92.8	94.4	93.7	84.0	81.3
	2017/18	91.5	92.9	94.3	94.4	86.7	79.7

6.12 Work to improve positive destinations for Looked After Children has focused on building additional support to help young people to overcome personal/social barriers and the creation of new pathways and opportunities. In addition to initiatives outlined in 6.10 above, such work has included:

- enhanced transition planning from secondary schools
- targeted mentoring to help young people access and sustain further education, training and employment, including our partnership with Breakthrough
- the implementation of Continuing Care for 18-21 year olds and removal of Council Tax for those in independent accommodation
- the co-location of Throughcare and After Care Services and Discover Opportunities to promote instant access to employability advice
- a new programme on life skills for young people with more complex and significant issues and a new programme on employability for those closer to the jobs market
- national funding for college bursaries
- updated Council recruitment processes for care leavers; and
- a locality based approach to identify and help engage with young people in negative destinations.

Following recent approval by Elected Members, the Council has also become a signatory to the Care Leavers Covenant which outlines 6 pillars of good practice from which a local action plan is being developed to address any remaining gaps in service provision and maintain progress both internally and with wider Corporate Parenting partners.

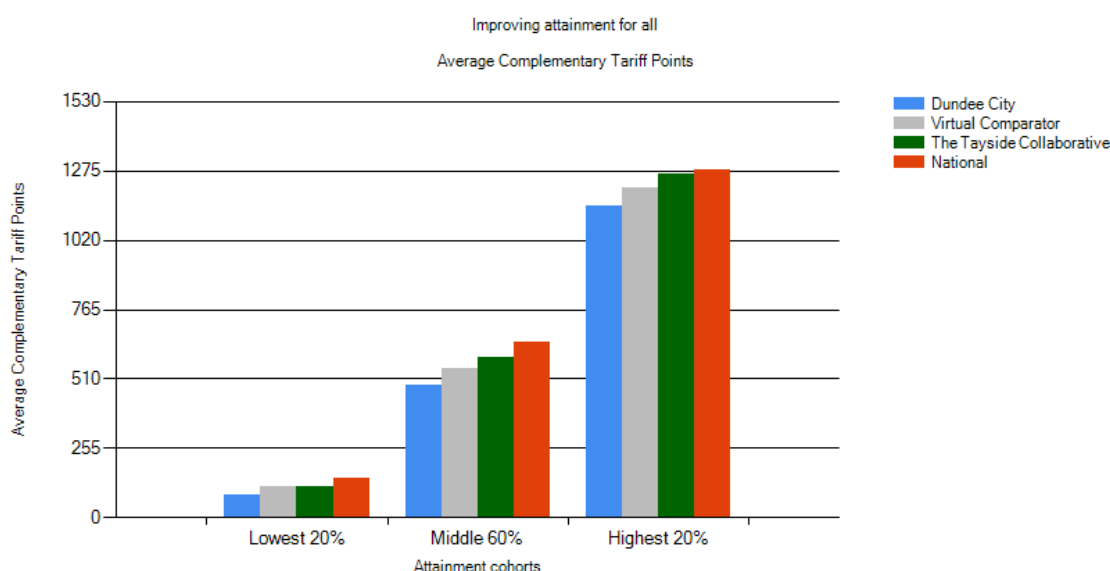
6.13 Improving Attainment for All

Insight uses Tariff scales/points to provide a summary view of a wide range of achievement and different awards from a variety of providers. Tariff scores are based on the latest and best results a pupil achieves at school. For example, if a pupil has National 5 French and Higher French only the tariff points from the Higher award would be counted. Table 13 shows some example tariff scores. It can be seen that at each SCQF level increment, the tariff score more than doubles. Significantly, a pupil attempting Advanced Highers in S6 has the potential to gain considerably more points than a pupil leaving with only Highers or National 5's. An S4 pupil with six awards at National 4 would score just under 200 points. A high achieving S6 pupil with six National 5's, five Highers and three Advanced Highers could have around 2,000 points. Insight divides each cohort into three sections for the Improving attainment for all measures: the top attaining 20% of pupils, the middle 60% and the lowest 20%.

Table 13: Example tariff scores for National awards

	Pass	
National 4	33	
	Grade C	Grade A
National 5	64	84
Higher	160	204
Advanced Higher	400	480

- 6.14 Across Scotland local authorities and schools have different curriculum models in the senior phase. For instance, some authorities offer seven or even eight subject options in S4, whereas Dundee offers the CfE recommended six. This makes it hard to benchmark tariffs between authorities as pupils sitting eight subjects have the opportunity to accrue more points than those sitting six. To address this the Insight tool introduced a complementary tariff scale. The complementary tariff only includes a pupil's results from their best 120 SCQF credits: generally speaking a pupil's best five results.

Figure 5: Average Complementary Tariff Points**Table 14: Average Complementary Tariff Points**

		Lowest attaining 20%		Middle attaining 60%		Highest attaining 20%	
		Dundee City	Virtual Comparator	Dundee City	Virtual Comparator	Dundee City	Virtual Comparator
Year	2013/14	106	120	492	522	1,192	1,199
	2014/15	114	137	544	589	1,192	1,236
	2015/16	108	117	540	566	1,205	1,231
	2016/17	110	134	571	611	1,203	1,253
	2017/18	82	113	487	550	1,145	1,215

- 6.15 Dundee's tariff scores fell in 2017/18. Because of the wide range of tariff points attributed to each level of award (Table 13) this Insight measure is therefore very sensitive to variations in the make-up of the senior phase and the composition of senior phase leavers. In 2015/16 Dundee had an unusually high level of S4 leavers. In consequence of this by 2017/18 the proportion of the senior phase in S6 was lower than usual with a corresponding increase in the proportion of S5 pupils. The average S5 leaver has 330 tariff points compared to over 800

tariff points for an S6 leaver. The drop in leaver's tariff scores in 2017/18 is, therefore, a consequence of a shift in the number and balance of S5 and S6 pupils.

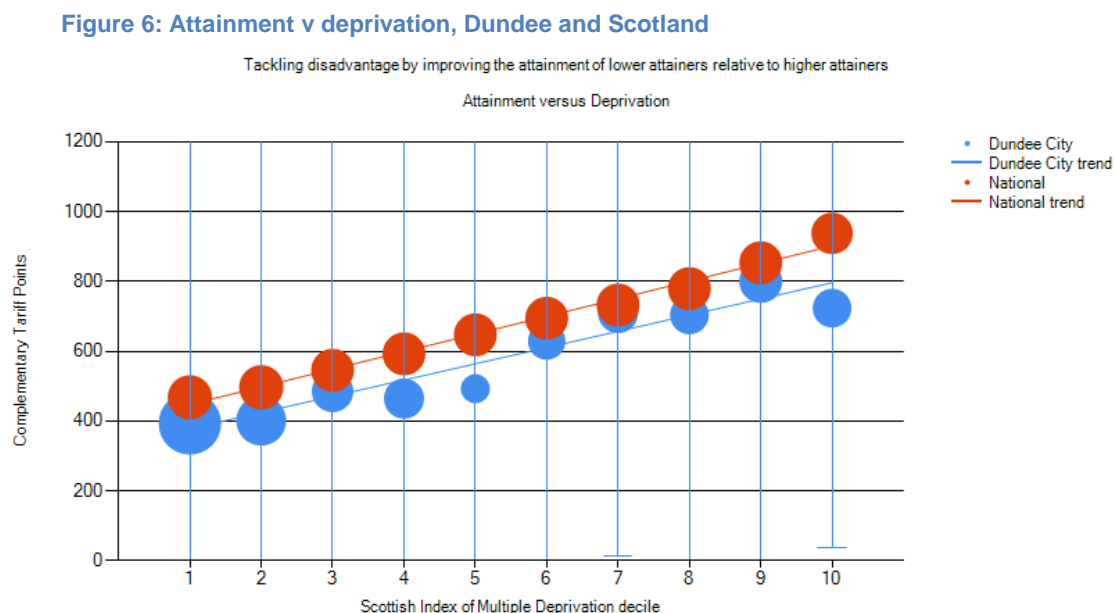
- 6.16 Overall attainment for looked after school leavers shows an improving trend over five years (Table 15). The small number of looked after pupils that leave in any one year does lead to fluctuation year on year, for instance the drop in 2017/18 in complementary tariff score for the highest attaining 20% is based on the results of only six looked after school leavers. Although the overall trend is improving there is still a large gap between looked after pupils and the rest of the school population. The highest attaining 20% of looked after leavers, on average, achieved less tariff points than the middle attaining 60% of all leavers. (Compare Table 15 with Table 14)

Table 15: Average complementary tariff score for looked after school leavers

		Lowest attaining 20%	Middle attaining 60%	Highest attaining 20%
Year	2013/14	12	103	433
	2014/15	4	94	326
	2015/16	37	148	528
	2016/17	1	116	520
	2017/18	28	152	413

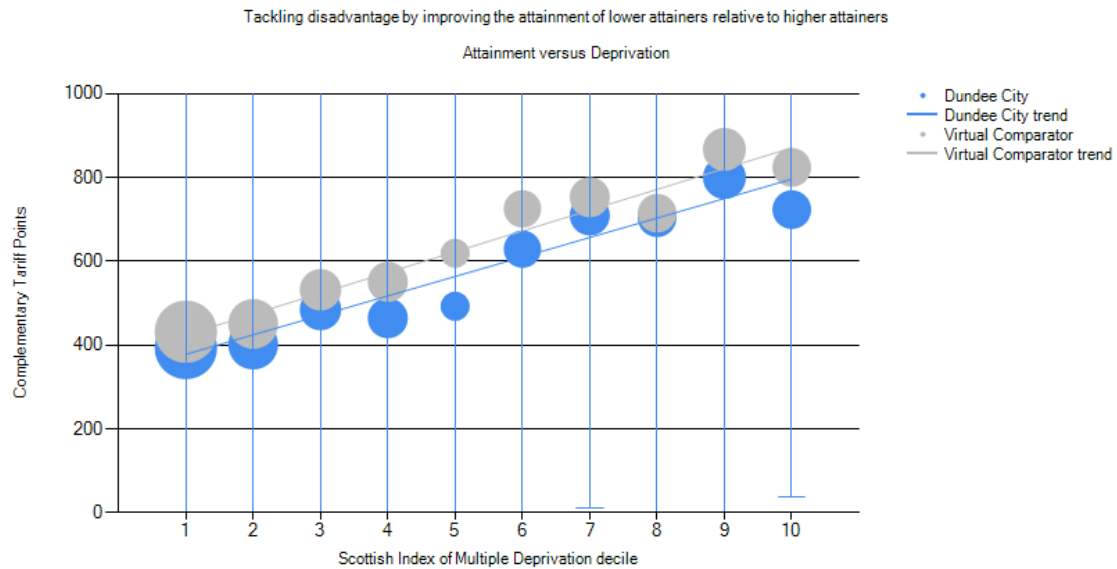
Attainment versus Deprivation

- 6.17 There is a demonstrable correlation between pupils' attainment and levels of deprivation. The Scottish Government and Local Authorities are committed to reducing the gap in attainment between those pupils living in deprived areas and those in less deprived areas. Figure 6 shows the relationship between attainment and deprivation for Dundee and Scotland. The size of the circles represents the proportion of pupils living in each Scottish Index of Multiple Deprivation decile.



- 6.18 Figure 7 shows Dundee's attainment by deprivation decile compared with its Virtual Comparator. The relationship between attainment and deprivation in Dundee is broadly similar to the virtual comparator. Two deciles in Dundee (5 and 10) were noted as being much lower than the virtual comparator. Dundee continues to work to reduce that attainment gap for pupils living in deprived areas and some of this work is set out in sections 9 and 10 below.

Figure 7: Attainment v deprivation, Dundee and its Virtual Comparator



7.0 The Way Forward

7.1 In seeking to improve the attainment and achievement of all school leavers there is a commitment to the delivery of a quality educational experience for all children and young people from the earliest stages of their educational journey. The Scottish Attainment Challenge and associated funding, including Pupil Equity Funding, remains key to accelerating improvements in young peoples' attainment and narrowing of the poverty-related attainment gap. Following internal evaluation and external scrutiny and inspection of Dundee's Attainment Challenge (March 2018) planned changes and adaptations to Dundee's attainment challenge activity in session 2019/20 include:

- the creation of a single city-wide Schools' Improvement Plan for Raising Attainment
- the involvement of 14 schools in improvement activity with the Robert Owen Centre for Educational Change
- the creation of a Children & Families Service Pedagogy Team aimed at improving the quality and consistency of high level learning and teaching across the service
- Increased activity supported by Dundee's Attainment Advisor in formulating bespoke plans for school improvement supported by outcome measures (including gap measures) in the areas of attainment, attendance, inclusion, participation and engagement
- a strengthened approach to middle leadership in secondary schools through the introduction of Curriculum Leaders (Faculties)
- further diversification of the senior phase curriculum across secondary schools supported by the Partnership Senior Phase Review group
- working with Education Scotland to raise attainment across the S1-S3 broad general education (BGE)
- a continued focus on developing leadership at all levels
- a heightened focus on collaboration and benchmarking through increased activity within and beyond the Tayside Regional Improvement Collaborative
- continued activity taking forward the Developing Scotland's Young Workforce priorities in Dundee

7.2 **City-Wide Schools' Improvement Plan for Raising Attainment**

From session 2019/20 a city-wide Schools' Improvement Plan for Raising Attainment will be introduced. Running in parallel with the Children & Families Service Annual Improvement plan the new plan aims to ensure improved consistency and quality across all schools in key areas including: leadership and management, service provision and attainment/achievement. The overarching purpose of the plan is to raise attainment and close attainment gaps at pace and with a sense of urgency. Amongst other things the plan will:

- ensure the implementation of robust self-evaluation procedures within all schools in relation to the quality of learning and teaching
- ensure consistent approaches to the use of data in monitoring, tracking and moderating pupils' progress in learning
- support the development and improvement of the broad general education (BGE) curriculum across Dundee
- support implementation of improved approaches to reviewing schools' performance in relation to pupils' attainment.

This plan will also be supported by a city-wide Learning, Teaching and Moderation Strategy, currently in development for launching in session 2019/20.

7.3 **Robert Owen Centre for Educational Change**

From session 2019/20 Dundee City Council Children and Families Service will enter into a partnership with the renowned Robert Owen Centre for Educational Change (ROC) based in Glasgow University. Fourteen selected schools will be involved in this partnership. ROC will co-produce a bespoke programme of work taking into account each school's specific requirements. The underpinning philosophy is to use research evidence, data approaches and collaborative enquiry to empower teachers, school leaders and other key stakeholders within the network to lead change and build capacity within their own setting. Dundee's Attainment Advisor will work closely with ROC, link Education Officers and Education Psychologists to provide support for the schools involved.

7.4 **Children & Families Service Pedagogy Team**

Following confirmation of the year 5 Scottish Attainment Challenge bid, a Pedagogy Team will be created. The team will be comprised of a number of existing officers (currently spread throughout the Service) and augmented by the addition of a small number of new posts e.g. Education Support Officer Numeracy/Mathematics. Under the leadership of an existing Education Officer the team's purpose will be to model and support the provision of high quality learning and teaching across all schools. In addition using evidenced based pedagogical approaches the team will provide targeted support to specific schools.

7.5 **Dundee's Attainment Advisor**

To accelerate progress in raising attainment the Service continues to work closely with Paul Fleming, Education Scotland Attainment Adviser under the auspices of the Scottish Attainment Challenge. Whilst all Dundee schools are regarded as attainment challenge schools, the Attainment Advisor will have an increasing role in engaging with schools where more support is required to improve outcomes for learners. Such engagement will include a focus on moderation and improvements to the quality of teaching across Dundee schools.

7.6 **Middle Leadership in Dundee Secondary Schools – A Faculty Approach**

Following approval by the Policy and Resources Committee on 21 February 2019 (Article II of the minute of the meeting refers), it is planned to migrate to a Faculty - based approach to middle leadership in all Dundee secondary schools from the commencement of session 2020/21. This change is intended to strengthen existing approaches to curriculum leadership,

management/organisation and delivery resulting in the improved wellbeing, achievement and attainment of learners.

7.7 **Diversification of the Senior Phase Curriculum**

In September 2018 a senior phase curriculum review group was convened charged with informing strategic improvements to the senior phase curriculum across all Dundee's secondary/special schools. The primary function of the review group is to raise pupils' attainment and achievement, at the point of leaving school, through the continued diversification of the secondary senior phase curriculum.

7.8 Led by an Education Manager the group is comprised of a range of key stakeholders including school leaders, the city's Universities, Dundee & Angus College, Skills Development Scotland, other Council Services and central officers from the Children & Families Service.

Key activity to date has included:

- Completion of wider attainment and achievement audits to support benchmarking across secondary schools regarding current and future curriculum offers. It is envisaged that this work will be instrumental in extending the number of pupils participating within Foundation Apprenticeships, National Progression Awards, Professional Development Awards and Scottish Group Awards. Initial data based on pupil choices for school session 2019/20 indicates an increase in Foundation Apprenticeship uptake from 13 pupils (2018/19) to 113.
- The Future Skills College in partnership with Angus Council and Dundee and Angus College. 50 young people were involved last year in full time school/vocational work leading towards, full time college places and employer based MAs.
- Increased uptake in the two afternoon senior phase college programme has seen an uptake in applications for places from 300 in Academic session 2018/19 to over 600 in for the forthcoming session 2019/20.
- The creation of an 'in-cloud' resource hub to support the consistent delivery of National 1-National 3 courses across all 8 secondary schools.
- Engagement with secondary school Parent Council Chairs to inform the creation of a city-wide toolkit to be used by school staff in enhancing parents'/carers' knowledge of the evolving secondary curriculum. As a result, it is envisaged that parents'/carers will be better placed to understand and support pupils' senior phase course choices within a rapidly evolving and diverse curriculum.
- Improvements to city-wide information exchange processes to support University/HE contextual admissions policies. Importantly such work will support the transition of priority groups of senior pupils to HE including young people residing in SIMD 1 and 2, care experienced young people, young carers and pupils in receipt of free school meals.
- Completion of a Partnership Seminar to share evolving practice regarding curriculum diversification across all 8 secondary schools.

7.9 **Education Scotland – S1-S3 Broad General Education**

Initial scoping has taken place with Education Scotland in relation to the S1-S3 BGE. Education Scotland will provide an opportunity for early collaboration and co-constructive, creative approaches to generating support for secondary practitioners in Dundee. We have met with Education Scotland's curriculum team to explore in detail how this work can be taken forward, agreeing approaches and timescales to suit local needs. Approaches include: direct engagement with teachers; support with progression frameworks; professional understanding of moderation; transition and cross sector working and the creation of statements on good practice in learning, teaching and formative assessment across subject areas.

7.10 Leadership

Currently a range of professional development leadership opportunities exist for school leaders. This includes engagement with the Jane Mudd Partnership, Columba 1400 and the Education Scotland (SCEL). This will be extended in session 2019/20 to include:

- Professional learning opportunities for middle leaders in coaching and mentoring
- Further engagement with Education Scotland (SCEL) to develop teachers and middle leaders e.g. Middle Leadership programme
- Continued work with the Tayside Regional Improvement Collaborative leadership group to provide professional learning at all levels.

7.11 Collaboration and Benchmarking

Planned activity to progress collaboration and benchmarking activity within the Tayside Regional Improvement Collaborative (TRIC) and with other local authorities including our SOLACE benchmarking group include the following:

- continued engagement within the TRIC regarding primary and secondary school staffing models
- ongoing activity within the TRIC in key work streams including – improved approaches to learning and teaching, leadership, school improvement, numeracy, curriculum architecture and the use of evidence and research to inform practice
- the increased involvement of central officers and head teachers in benchmarking/improvement activity with similar local authorities and schools demonstrating significant success and improvement in raising attainment and improving outcomes for learners, including a bespoke partnership currently in the planning with the Chief Education Officer and the Education Team within Glasgow City.

7.12 Developing the Young Workforce

As outlined above, we are currently reviewing the Senior Phase and curriculum offer to pupils to ensure all learners have an appropriate curriculum choice and learner pathway to a positive and sustained future destination in partnership with colleges, universities, local employers and SDS. Such work includes greater diversification of course/qualifications within the senior phase including Foundation Apprenticeships, National Progression Awards and Professional Development Awards.

7.13 In continuing to deliver the Scottish Government's policy on Developing Scotland's Young Workforce, our aim is to ensure that all school leavers enter and sustain a positive destination at the point of exit from secondary school. This includes a clear focus on looked after/care experienced young people where there are recognised social and emotional barriers at both a local and national level. Underpinning this will be a continued focus on developing pupils' skills for learning, life and work with a particular focus on literacy and numeracy. Key activity will include:

- the establishment of skills' working groups in primary schools and cluster groups
- continued diversification of the senior phase school curriculum in partnership with local Universities and Colleges
- continued partnership working with Skills Development Scotland in enhancing pupils' knowledge and understanding of career/vocational management and employment routes
- the roll out of Career Ready across all secondary schools
- an increased focus on improving the attainment of all Looked after Children, including the further recruitment and deployment of Breakthrough mentors for targeted young people
- continued use by schools of Scotland's national careers advice website - My World of Work in supporting young people's vocational decision making and career pathways

- the development of long term employer partnerships with schools to support teacher and pupil knowledge, understanding and awareness of the application of skills taught in schools to the workplace.

8.0 POLICY IMPLICATIONS

- 8.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

9.0 CONSULTATIONS

- 9.1 The Council Management Team were consulted in the preparation of this report.

10.0 BACKGROUND PAPERS

- 10.1 None.

PAUL CLANCY
Executive Director

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