REPORT TO: **CHILDREN AND FAMILIES SERVICES COMMITTEE – 5 SEPTEMBER 2022**

REPORT ON: **BROAD GENERAL EDUCATION (BGE) AND SENIOR PHASE: ATTAINMENT AND ACHIEVEMENT UPDATE**

REPORT BY: **EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE**

REPORT NO: **225-2022**

1.0   PURPOSE OF REPORT

1.1   This report informs the Children and Families Services Committee of the progress and attainment of Dundee's pupils in relation to the Broad General Education (BGE) and Senior Phase attainment in 2021. This reports also includes a high-level overview of the interim 2022 Scottish Qualifications Authority (SQA) results, as well as an overview of the achievements of young people with complex additional support needs.

1.2   Broad General Education (BGE) attainment data is based on Curriculum for Excellence (CfE) Teacher Judgement returns submitted to the Scottish Government in August 2021, which were published in December 2021. Senior phase attainment data for S4-S6 school leavers in academic session 2020-21 has been extracted from the national Insight Senior Phase Benchmarking Tool. The overview of the interim 2022 Scottish Qualifications Authority (SQA) results is based on the raw data received from SQA in August 2022.

2.0   RECOMMENDATIONS

2.1   It is recommended that members of the Children and Families Services Committee note the contents of this report and the improvements in outcomes for our children and young people.

3.0   FINANCIAL IMPLICATIONS

3.1   There are no financial implications arising from this report.

4.0   BROAD GENERAL EDUCATION (BGE) ATTAINMENT - PRIMARY AND SECONDARY

4.1   Curriculum for Excellence (CfE) is divided into two phases: the broad general education and the senior phase. The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).

4.2   This is the fifth year for which teacher judgements of pupils' progress through the Curriculum for Excellence (CfE) levels of achievement in literacy and numeracy have been collected. However, no data was collected by the Scottish Government in 2020 due to the COVID-19 pandemic, and in 2021 only data for Primary stages P1, 4 and 7 was collected. The data, outlined in Table 1 to Table 6, shows levels of attainment recorded for Primary pupils since 2016/17. This data is no longer considered as experimental in nature. Evidence through moderation with standardised assessment data and SQA data would indicate Dundee's attainment data is robust.

4.3   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 (i.e. reading, writing and listening and talking) in order to be credited with achieving that level in literacy. The literacy measure for 2016/17 shown in Table 1 to Table 6 was calculated retrospectively.

4.4 In addition, as part of the NIF, the Scottish Government introduced an overall measure of primary school attainment: P1, 4, 7 combined. The Scottish Government produced figures for 2018 onwards and again local retrospective figures have been calculated for June 2017 (in Table 1 to Table 6).

4.5 Achievement of expected levels in literacy and numeracy in Dundee primary schools improved across almost all measures in the period preceding the COVID-19 pandemic. Whilst there was a slight dip in some measures as a result of the pandemic, Dundee's overall average for P1, P4 and P7 (combined) in both literacy and numeracy is above the national average.

4.6 Data for 2022 is currently being finalised and will be submitted to Scottish Government late August 2022; this is expected to be published by Scottish Government in December 2022. We will update the committee thereafter.

Table 1: Percentage of pupils in Dundee achieving expected CfE level.
Green cells indicate year on year improvement.
Data was not collected in session 2019/20 and only collected for Primary schools in 2020/21.

Stage	Area	2016/17	2017/18	2018/19	2020/21
P1	Census Roll	1,564	1,564	1,426	1,345
P1	Reading	78%	80%	82%	79%
P1	Writing	73%	72%	76%	74%
P1	Listening & Talking	87%	89%	89%	85%
P1	Literacy	70%	69%	74%	71%
P1	Numeracy	79%	80%	84%	81%
P4	Census Roll	1,574	1,547	1,560	1,521
P4	Reading	73%	74%	78%	76%
P4	Writing	66%	65%	70%	69%
P4	Listening & Talking	82%	83%	86%	87%
P4	Literacy	63%	62%	67%	65%
P4	Numeracy	70%	70%	73%	75%
P7	Census Roll	1,418	1,443	1,495	1,528
P7	Reading	73%	76%	82%	78%
P7	Writing	62%	69%	77%	72%
P7	Listening & Talking	77%	83%	87%	82%
P7	Literacy	60%	65%	74%	68%
P7	Numeracy	60%	71%	76%	74%
P1,4,7 combined	Census Roll	4,556	4,554	4,481	4,394
P1,4,7 combined	Reading	75%	77%	81%	78%
P1,4,7 combined	Writing	67%	69%	74%	71%
P1,4,7 combined	Listening & Talking	82%	85%	87%	85%
P1,4,7 combined	Literacy	65%	65%	72%	68%
P1,4,7 combined	Numeracy	70%	74%	78%	77%
S3	Census Roll	1,308	1,365	1,369	
S3	Reading	92%	85%	90%	
S3	Writing	91%	86%	90%	
S3	Listening & Talking	92%	86%	91%	
S3	Literacy	89%	84%	89%	
S3	Numeracy	84%	80%	85%	

Table 2: 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)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	80	81	74	77	76	79	77	79
2018/19	82	82	78	78	82	80	81	80
2020/21	79	77	76	73	78	76	78	75

Table 3: 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)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	72	78	65	72	69	73	69	74
2018/19	76	79	70	73	77	74	74	75
2020/21	74	74	69	67	72	69	71	70

Table 4: 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)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	89	87	83	85	83	84	85	85
2018/19	88	87	86	85	87	86	87	86
2020/21	85	84	87	82	82	82	85	83

Table 5: 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)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	69	75	62	69	65	70	65	71
2018/19	74	76	67	70	74	71	72	72
2020/21	71	71	65	64	68	66	68	67

Table 6: 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)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	80	85	70	76	71	75	74	78
2018/19	84	85	73	77	76	76	78	79
2020/21	81	81	75	72	74	72	77	75

5.0   SECONDARY SENIOR PHASE ATTAINMENT

5.1   **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 Scottish Qualifications Authority (SQA) assessment framework and is available to teaching staff in secondary schools. It is designed to present data in an easy to interpret way to inform school improvement.

5.2   Insight is updated twice annually, around September for attainment results, and February for school leavers' data. The latest leavers' data we have is for academic session 2020/21.

5.3   **The Attainment Gap**

Dundee is committed to reducing the gaps in attainment that exist between our most and least disadvantaged children and young people. Figure 1, Figure 2, Table 7 and Table 8 show attainment in literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4, or better, and SCQF level 5, or better, for the past five years; broken down by deprivation group. Over the past five years the gap at SCQF Level 4 between pupils living in the most deprived areas and the rest of Dundee has been decreasing. In 2017 the gap in Literacy and Numeracy attainment at SCQF level 4 between pupils living in the most and least deprived areas was 14 percentage points. By 2021 this gap had reduced to 10 percentage points. The same gap at SCQF level 5 has reduced from 27 percentage points in 2019 to 19 percentage points in 2021.

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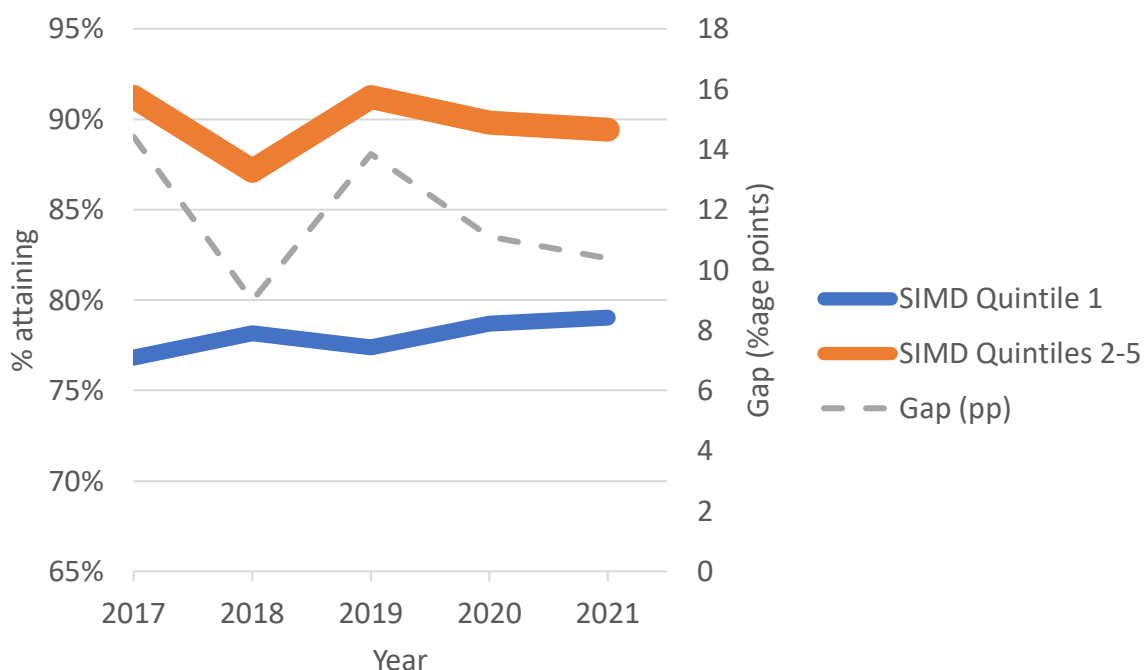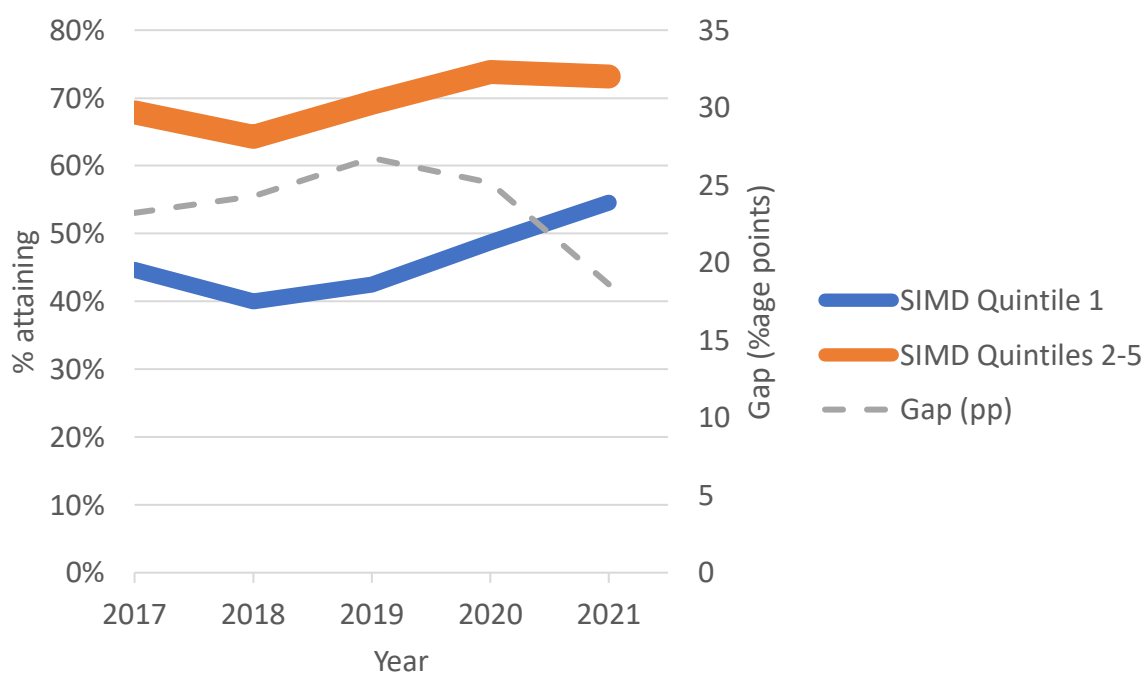

Table 7: Percentage of school leavers attaining literacy and numeracy at SCQF level 4 or better, by deprivation group. (Green cells indicate year on year improvement)

		2017	2018	2019	2020	2021
Scottish Index of Multiple Deprivation Quintile 1	Leavers	466	490	513	460	515
	% Attaining	77%	78%	77%	79%	79%
Scottish Index of Multiple Deprivation Quintiles 2-5	Leavers	765	708	787	707	708
	% Attaining	91%	87%	91%	90%	89%
Gap (percentage points)		14	9	14	11	10

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

Table 8: Percentage of school leavers attaining literacy and numeracy at SCQF level 5 or better, by deprivation group. (Green cells indicate year on year improvement)

		2017	2018	2019	2020	2021
Scottish Index of Multiple Deprivation Quintile 1	Leavers	466	490	513	460	515
	% Attaining	45%	40%	43%	49%	55%
Scottish Index of Multiple Deprivation Quintiles 2-5	Leavers	765	708	787	707	708
	% Attaining	68%	64%	69%	74%	73%
Gap (percentage points)		23	24	27	25	19

5.4   **Literacy and Numeracy**

Table 9: Percentage of school leavers Attaining Literacy and Numeracy (Green cells indicate year on year improvement)

		SCQF Level 4 or better	SCQF Level 5 or better	Number of School Leavers
Year	2017	86%	59%	1,231
	2018	83%	54%	1,198
	2019	86%	59%	1,300
	2020	85%	64%	1,167
	2021	85%	65%	1,223

5.5   Table 9 show the percentage of school leavers attaining literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5 or better for Dundee City for the last five academic sessions. The percentage of leavers attaining literacy and numeracy at SCQF level 4 or better between 2017 and 2021 has remained virtually unchanged fluctuating between 83% and 86% and holding steady for two years at 85%.

5.6   Following a dip in 2018, there has been an improvement in the percentage of school leavers attaining literacy and numeracy SCQF level 5 or better.

5.7   Dundee is committed to improving outcomes for care experienced children and young people. Table 10 shows the literacy and numeracy attainment for our care experienced school leavers. The actual number of care experienced senior phase pupils in any one year is relatively small. This leads to statistical fluctuations in year-on-year results. However, the overall trend at both SCQF levels 4 and 5 is one of notable improvement and 2021 has shown the highest level attaining at both SCQF Level 4 or better and SCQF Level 5 or better of the past five years. This reflects a wide range of recent initiatives and improvement approaches for 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 care-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 10: Percentage of Care Experienced school leavers attaining literacy and numeracy (Green cells indicate year on year improvement)

		SCQF Level 4 or better	SCQF Level 5 or better	Number of Looked after Leavers
Year	2017	40%	8%	25
	2018	60%	20%	30
	2019	58%	13%	24
	2020	52%	19%	21
	2021	71%	47%	17

5.8   **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 15 shows some example tariff scores. It can be seen that at each Scottish Credit and Qualifications Framework (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 attaining 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 11: 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

Table 12: Average Total Tariff Points (Green cells indicate year on year improvement)

		Lowest attaining 20%	Middle attaining 60%	Highest attaining 20%	Number of leavers split 20/60/20 %
Year	2017	120	731	1691	246/739/246
	2018	84	616	1599	240/710/240
	2019	83	665	1671	260/780/260
	2020	88	737	1847	233/700/233
	2021	88	745	1783	245/734/245

5.9   Following a drop in tariff points in 2018:
   - Tariff scores for the lowest 20% of attainers have remained at less than 90 for four years
   - Tariff scores for the middle 60% of attainers have recovered and are now at their highest in five years
   - Tariff scores for the highest 20% of attainers peaked in 2020 and fell slightly in 2021.

5.10   Overall attainment for care experienced school leavers shows an improving trend over five years (Table 13). Although the overall trend is improving there is still a large gap between care experienced pupils and the rest of the school population. This remains an area of high priority for our Children and Families Service.

Table 13: Average Total Tariff Points for Care Experienced school leavers (Green cells indicate year on year improvement)

		Lowest attaining 20%	Middle attaining 60%	Highest attaining 20%	Number of Looked after Leavers
Year	2017	1	128	722	25
	2018	28	171	553	30
	2019	1	106	635	24
	2020	20	180	1068	21
	2021	59	357	1199	17

Complex Additional Support needs

5.11   It is important to recognise the attainment and achievements of all our learners. Young people who have more complex additional support needs and attend our specialist provisions have gained a wide range of awards this year, which evidence the significant achievements they have made in overcoming barriers to learning with the support of their teachers, support staff and families.

5.12   Our Anxiety in Motion (AIM) provision for young people who are unable to attend school because of significant mental health difficulties have achieved a wide range of qualifications across Highers and National 3-5 awards.

Table 14 Individual Achievements of young people in AIM

Higher	National 5	National 5 units only	National 4	National 4 units only	National 3	National 3 units only
English A English C	English B English C Maths B Biology A	12 units across 5 subjects	English 7 Mathematics 8 Biology 3 Mental Health and Wellbeing 5 History 1	21 units across 9 subjects	Applications of maths 1 Modern languages - French for life and work 1	4 units across 4 subjects

5.13   For the young people who attend our collaborative programmes at Dundee and Angus College (Pupil Access to College and Employability (PACE), and Raising Interpersonal Skills for Employment (RISE)) their achievements reflect the progress they have made in pathways to employment. Across the 21/22 academic session, there have been 56 students in 3 cohorts who have completed SQA Numeracy and Communication qualifications at N3 and N4, and City and Guilds qualifications in Enterprise, Employability and Health and Safety, in addition to completing industry visits and college tasters to progress into college courses in August. Of the January cohort of 24, 16 (66.7%) are moving onto college, 6 (25%) onto a training provider (via Skills Development Scotland), and 2 (8%) into employment.

5.14   Those young people who have English as an Additional Language (EAL) and are new arrivals in Dundee have gained very good results in English for Speakers of Other Languages (ESOL) Awards ranging from Higher to National 3, as can be seen in Table 15.

Table 15 ESOL Awards

Higher	N5	N4	N3
3 x A 1 x C	2 x A 5 x B 1 x C 2 x D	7 passes	3 passes 1 partial pass (one unit)

5.16 In Kingspark School a total of 12 pupils gained awards at National 2, 3, 4 or 5. Table 16 shows the subjects and level of awards achieved by pupils from Kingspark School.

Table 16: Number of awards gained by pupils at Kingspark School

Award	National 2	National 3	National 4	National 5
English and Communication	1			
Food, Health and Wellbeing	2			
Lifeskills Mathematics	5			
Music				1
Performance Arts	1			
Physical Education	4			
Practical Cookery		1	6	
Social Subjects	6			

5.17   At Rockwell Learning Centre a total of 36 pupils gained awards at National 2 to National 5 level. Table 17 shows the subjects and level of awards achieved by pupils from Rockwell Learning Centre.

Table 17: Number of awards gained by pupils at Rockwell Learning Centre

Award	National 2	National 3	National 4	National 5
Applications of Mathematics		14		
Art and Design			2	5
Biology		1	3	2
Computing Science		9		
English		7	18	6
Fashion and Textile Technology		1		
History		4	8	2
Lifeskills Mathematics	1			
Mathematics			9	6
Media		2	1	
Modern Studies			1	3
Physical Education		7	3	
Practical Cookery		4	7	
Practical Craft Skills		3		
Practical Woodworking			1	
Spanish			1	

Increasing positive destinations

5.18   The percentage of Dundee school leavers entering a positive post-school destination has fluctuated around 93% over the last five years. 2020/21 saw an increase compared to 2019/20 but is still slightly lower than 2018/19. All 17 care experienced school leavers entered positive post-school destinations, better than any of the previous four years.

Table 18: Percentage of School Leavers in a Positive Destination (green shading indicates year on year improvement)

Session	All Leavers		Care Experienced Leavers	
	# leavers	% in +ve destination	# leavers	% in +ve destination
2016/17	1,231	94.2%	25	84.0%
2017/18	1,198	91.5%	30	86.7%
2018/19	1,300	94.3%	24	87.5%
2019/20	1,167	92.3%	21	71.4%
2020/21	1,223	93.7%	17	100.0%

6.0   Interim 2022 SQA results

6.1   Final measures of breadth and depth summarising our pupils' senior phase achievements will be available through the Government's senior phase benchmarking tool, Insight, in the coming months. Two updates are made during the year: stage-based attainment data will be updated in September 2022 and leavers' data will be updated in February 2023.

Based on these updates, the Local Government Benchmarking Framework (LGBF) will publish two measures using the stage-based data update:

- "5 or more awards at SCQF Level 5 or better,"
- "5 or more awards at SCQF Level 6 or better."

The National Improvement Framework (NIF) has related measures, published in Summary Statistics for Attainment and Initial Leaver Destinations (SSAILD). These are based on Leavers' data:

- "1 or more awards at SCQF Level 4 or better"
- "1 or more awards at SCQF Level 5 or better"
- "1 or more awards at SCQF Level 6 or better"

Currently available official data for these measures is shown in Table 19, below.

Table 19: Breadth and Depth Measures, NIF and LGBF

Session:	2018/19	2019/20	2020/21	2021/22
1 or more awards at SCQF Level 4 or better	92%	93%	92%	Next SSAILD update due February 2023
1 or more awards at SCQF Level 5 or better	79%	80%	82%	
1 or more awards at SCQF Level 6 or better	54%	58%	56%	
5 or more awards at SCQF Level 5 or better	54%	55%	58%	Next LGBF update due January 2023
5 or more awards at SCQF Level 6 or better	27%	30%	29%	

6.2   At present we only have access to equivalents of these measures published through SEEMiS, the management information system used in schools throughout Scotland. Measures that best match what will eventually be published by the LGBF and NIF, are presented in Table 20, below, together with historic data from the same source. It should be stressed these are interim measures and will not exactly match the final officially published figures. For instance, they do not yet include all awards candidates were presented for at college. In the case of the NIF measures, data in Table 20 is stage-based data rather than leavers' data.

Table 20: Interim Breadth and Depth measures (Source: SEEMiS BI, S6 based on S4, Grades A-C)

Session:	2018/19	2019/20	2020/21	2021/22
Cohort size	1,312	1,283	1,331	1,342
1 or more awards at SCQF Level 4 or better	95%	95%	97%	98%
1 or more awards at SCQF Level 5 or better	81%	80%	84%	86%
1 or more awards at SCQF Level 6 or better	54%	57%	58%	58%
5 or more awards at SCQF Level 5 or better	53%	52%	52%	55%
5 or more awards at SCQF Level 6 or better	23%	25%	24%	23%

6.3   The majority of measures shown in Table 20 demonstrate improvement over the four years of data available. The one exception is the percentage of pupils achieving 5 or more awards at SCQF Level 6 or better by the end of the senior phase; this measure has declined very slightly since 2019/20. However, they are on a par with the last year where young people sat examinations (2019).

7.0   CONCLUSION AND NEXT STEPS

7.1   In seeking to continue to improve the attainment and achievement of all children and young people, we will have a relentless focus on the delivery of a quality educational experience for all children and young people from the earliest stages of their educational journey. Key next steps to further enhance outcomes, at pace, include:

- Developing our Strategic Equity Fund (SEF) plan to set our local stretch aims for progress, following the refresh of the Scottish Attainment Challenge; there will be an emphasis on capacity building and sustainability within schools and establishments as well as learning from the most impactful interventions in our most recent Scottish Attainment Challenge (SAC) Plan, an overview of which is detailed in Appendix 1.
- Enhancing and embedding our collaborative improvement strategy – Every Dundee Learner Matters (EDLM) – in partnership with the Robert Owen Centre at the University of Glasgow.
- Building on the Speech Language and Communication project successfully implemented in Nurseries as part of the SAC, implementing a test of change in 4 primary schools. This multi-disciplinary project aims to build capacity for staff working to develop children's speech, language and communication skills in a primary one context, through collaborative work with specialist speech and language therapists.
- Growing our Leading Learners project to include all secondary schools, with a view to including S3 pupils in the new cohort, in addition to senior phase pupils.

- Increasing the size, and sharpening the focus, of our Pedagogy Team to enhance the universal and targeted work with practitioners aimed at improving the consistency of high-quality learning, teaching and assessment.
- Further diversifying the senior phase curriculum across secondary schools supported by the Senior Phase Partnership Review group.
- Continuing to focus on developing leadership at all levels.
- A renewed focus on collaboration and benchmarking through increased activity within and beyond the Tayside Regional Improvement Collaborative (TRIC).
- Continuing activity and enhanced partnership working taking forward the Developing Scotland's Young Workforce priorities in Dundee.
- Delivering Our Promise.
- Implementing our Improving Attendance Transformation Project, and use learning to inform plans to improve school attendance across the city, particularly for our most disadvantaged children and young people.

8.0 POLICY IMPLICATIONS

8.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

9.0 CONSULTATIONS

9.1 The Council Leadership Team was consulted in the preparation of this report.

10.0 BACKGROUND PAPERS

10.1 None.

Audrey May
Executive Director

Paul Fleming
Head of Service (Chief Education Officer)

August 2022

Scottish Attainment Challenge (SAC) Plan – Overview of Workstream Activity
Pedagogy Team

The Pedagogy Team offers a universal and targeted Career Long Professional Learning (CLPL) programme for schools and school staff, and within this professional learning offer each programme meets the Dundee Standard for Professional Learning. Attendance and feedback are tracked and monitored and impact feedback is collated from participants. All programmes focus on improving learning and teaching in literacy and numeracy. The recently created team website was launched session 21/22 and gives access to all team resources such as the Differentiation, Assessment Approaches and Measurement catalogues that offer staff a range of change ideas which supports collaborative action research in the classroom. The Teaching Cycle is an interactive CLPL tool that staff can navigate to find support for their development needs, and this has had positive feedback in its early stages of implementation. The team has led the development in moderation of learning, teaching and assessment across the city which has included the appointment, training and development of over 30 trained staff across primary and secondary sectors, the focus of this work is in literacy and numeracy.

Robert Owen Centre – Every Dundee Learner Matters (EDLM)

This is a system-wide school improvement programme that focuses on school staff using school-level data to identify equity gaps and develop approaches to address those gaps whilst ensuring that the three cornerstones of the approach are met for children and young people:

- Presence, participation and progress

All schools have completed one session of this approach to school improvement, basing their work on collaborative action research within the classroom setting.   A recent sharing event highlighted work undertaken by schools and provided an opportunity for practitioners and school leaders to critically analyse their work in relation to the challenges Dundee faces. Due to the collaborative approaches within this programme, knowledge and skill is now being shared across the system and those schools with common improvement priorities are now being linked to improve outcomes such as attendance and inclusion and attainment in literacy and numeracy.

Speech and Language Therapy (SLT)

Each Early Years centre has an annual implementation SLT plan which supports discussions between SLT staff and Early Years practitioners in the implementation process.

Early Years practitioners from nursery settings where the programmes are established benefit from virtual support sessions with SLT staff. Video feedback has continued to be used as a tool to support moderation across all staff and settings for programme implementation. The programme network meetings have continued to support Early Years practitioners through sharing implementation plans and activities as well as ideas for sharing with families remotely.

Staff continue to produce their own social media posts with information and activities from the programmes for families at home.

Targeted support

We have extended our inclusion model of Enhanced Support Areas (ESAs) in another 2 primary schools, alongside the 3 primary schools in 2019-20, with plans to further extend in 22-23 to 2 more schools. Up to 30 P1-2 children have received specialist support in an inclusive ESA.

The model has been extended into 5 secondary schools. Children with additional support needs (ASN) had improved attendance at school in 2021 in all 5 schools with an increase on average of 3%.

There has been an almost 100% level of satisfaction among parents.

Staff report higher levels of confidence in their teaching skills for children with complex ASN.

Our Allied Health Professions partners report an improvement in the capacity-building model for assessment and planning of speech and language interventions using Social Communication, Emotional Regulation, and Transactional Support Model (SCERTS).

The role of Early Years Educators (EYEs) has been of significant value in the pedagogy for early child development, e.g. planning and assessment of schematic play

Outdoor Learning

This intervention supports 14 Primary Schools who are all using Loose Parts Play (LPP) to improve children's health and wellbeing (social and emotional development).

All 14 schools are using Collaborative Action Research (CAR) with targeted children in class. They are all reporting and evidencing improvements in health and wellbeing and many unintended outcomes relating to skills for life (cooperation, communication, turn taking, responsibility) as well as improvement in talking and listening and vocabulary.

All of the above schools have a Loose Parts Play Leader and they will all have a minimum of 1 other teacher involved in the delivery of the programme in class (total of 28 teachers).

In addition, one Secondary school has delivered the LPP programme this session and 25 staff attended the professional development sessions of Loose Parts Play. 6 teachers are delivering LPP in Enhanced Support Areas and as part of mainstream learning and teaching. The drama teacher is planning to use LPP next to use for creating of props for role play.

Another Secondary school will begin to implement Loose Parts Play next session.

School & Family Development Workers (SFDW)

This intervention supports vulnerable children and families focusing on those families experiencing poverty and living in Scottish Index of Multiple Deprivation (SIMD) 1+2:

- The main focus of the work of SFDWs is attendance, and in addition to providing daily focused attention to those vulnerable children who are not attending school, the SFDW team also provides holistic support to families to improve lateness and attendance by building relationships
- Provide individual solution focused support to children and parents for a range of family issues that impact on *presence, participation and progress (EDLM)*
- Provide cost neutral holiday provision
- Provide 1:1 support to children and parents on issues which impact on their ability to access education, community life and wider achievements such as anger-management, relationships, bereavement support, foodbank referrals, funding, medical appointments and supported access to opportunities in the community.
- Groupwork with children and families e.g. Positive Peers, memories groups, conflict resolution, managing behaviour, health and wellbeing, cooking groups, Care Experienced Children and Young people groups, family cooking together, family fitness, Late for Learning, Fred Goes to School, Accredited courses for parents, Families Altering Behaviour, and Learning Breakfasts.

Working with a local food charity SFDWs support the delivery of approximately 500 meals to schools during the school holidays. The programme also delivers approximately 200 meals to 3 schools where Tea Clubs are in place.

Home Learning Signature and **CANI Coaching**

Both parental engagement programmes improve the quality of engagement between families and schools and support schools to make more informed decisions regarding what families need to help them with learning at home and school.

CANI Coaching - there are three secondary schools participating in this intervention.

Parents

Developing greater parental empowerment within community leading to improved parental involvement and engagement and family learning.

Pupils

S1 pupils are creating goals and aspirations for school life, supported by senior pupils as mentors/pupil coaches. This is enhancing a new culture within each school community.

Pupil leadership

This leadership development project is enhancing pupil responsibility, ownership and engagement towards school improvement planning.

Each school has used its vision, values and aims to support this work and to drive its progress and success in improving outcomes through more effective parental engagement in the life of the school and their children's learning and progress.

Home Learning Signature

This intervention for a school cluster (5 primary schools and one secondary school) fosters collaboration with community partners to develop strong family learning opportunities. Parents have been given greater agency in the process of developing their own family learning, to suit their needs and the needs of their children. Participating schools have benefited from the learning of schools in other local authorities and this shared, collaborative approach has underpinned the success of the project.

Families within each school have been asked to identify the unique support they require to strengthen their learning in the home and at school. Schools and community partners are then able to tailor learning experiences to match the declared needs of the families. Head Teachers report that the early data being returned by families is indicating that some of the families are facing challenges that were previously hidden from the school, and other families are identifying supports that have not helped. Schools have also identified that some school processes and approaches to learning have created barriers for a few families and children. This work is already providing valuable data about children for whom the equity gap is impacting on learning and progress.

The Mudd Partnership – Coaching and Mentoring for School Leaders

This leadership workstream focuses on the use of coaching and mentoring to support leadership in schools - from classroom practitioners to senior leaders. This approach over the last three years has had a significant impact on our leadership profile. Many of our current head teacher, depute head teacher, principal teacher groups identify this professional learning as the most significant they have undertaken; they describe its positive impact upon classroom practice in terms of improving relationships, raising aspirations and developing children and young people as leaders of learning. Many of the early participants have now moved into other leadership posts and the coaching and mentoring is identified within the recruitment process as a positive influence on leadership capacity and potential.

The impact of this programme also lies in how leaders know themselves and understand the nature and demands of leadership within their educational setting. Embarking on our strategic journey with **Every Dundee Learner Matters** our leadership profile is supported by this valuable intervention.

Anne Leary, Education Officer
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