

City Chambers
DUNDEE
DD1 3BY

23rd February, 2024

Dear Colleague

You are requested to attend a MEETING of the **CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE** to be held remotely on Monday, 4th March, 2024 at 5.00 pm.

The meeting will be livestreamed to YouTube. Members of the Press or Public wishing to join the meeting as observers should follow this link www.dundee.gov.uk/live

Yours faithfully

GREGORY COLGAN

Chief Executive

AGENDA OF BUSINESS

1 DECLARATION OF INTEREST

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

2 ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2022/23 - Page 1

(Report No 66-2024 by the Executive Director of Children and Families Service, copy attached).

3 RETAINING RESERVED PLACES IN SCHOOLS FROM 2024/25 - Page 15

(Report No 67-2024 by the Executive Director of Children and Families Service, copy attached).

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ITEM No ...2.....

REPORT TO: CHILDREN, FAMILIES & COMMUNITIES COMMITTEE – 4 MARCH 2024

REPORT ON: ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2022/23

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 66-2024

1.0 PURPOSE OF REPORT

1.1 This Achievement of Curriculum for Excellence Levels 2022/23 report provides information on the proportion of primary school pupils who have achieved the expected Curriculum for Excellence (CfE) levels in literacy and numeracy relevant to their stage in academic session 2022/23.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Children, Families and Communities Committee notes the contents of this report and the improvements in literacy and numeracy attainment in the primary school sector.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 BACKGROUND

4.1 Curriculum for Excellence defines five levels of learning. The first four levels in the Broad General Education (BGE) phase are Early Level, First Level, Second Level, Third/Fourth Level, with progression to qualifications described under a fifth level, the Senior Phase.

4.2 The path pupils are expected to follow through the levels reflects the stages of maturation of pupils and the changing ways in which they engage with learning as they develop. Some pupils will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. Table 1 shows the three curriculum levels in the primary sector.

Pre-School: Primary 1	Early Level
Primary 2 – Primary 4	First Level
Primary 5 – Primary 7	Second Level

Table 1 BGE Curriculum Levels (Primary)

4.3 This report focused on the BGE in the primary sector, providing information in relation to the relevant Local Government Benchmarking Framework (LGBF) children's services indicators and descriptions. These are:

- % of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy
- % of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy
- Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils
- Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils

4.4 Achievement of Curriculum for Excellence Levels (ACEL) data are based on teachers' professional judgements of individual pupil performance. This report refers to the school year 2022/23; the data reflect what pupils have achieved by the end of the school year – ie, June 2023. This report is based on data published by Scottish Government on 12 December 2023. The Scottish Government note that achievement of Curriculum for Excellence levels in 2020/21 and 2021/22 were affected by the COVID-19 pandemic, and that 2022/23 results may also be affected by the ongoing impact of the pandemic on pupils' learning. This should be kept in mind when making comparisons over time.

4.5 The full details of Achievement of Curriculum for Excellence Levels (ACEL) data for Dundee's primary pupils from 2016/17 to 2022/23 is available in Appendix 1.

5.0 ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS – LITERACY

% of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy

5.1 It is important to note that a pupil is only reported to have achieved the expected level in 'literacy' if they have achieved the expected level in all three of the literacy organisers: reading, writing, and listening and talking.

5.2 Prior to 2018/19 the proportion of primary pupils in Dundee achieving their expected literacy levels was significantly lower than the national average (Figure 1, below). Since 2018/19 Dundee's primary literacy attainment levels have been similar to the Scottish average. Both Dundee and Scotland demonstrate continuing recovery, post-pandemic, in 2022/23.

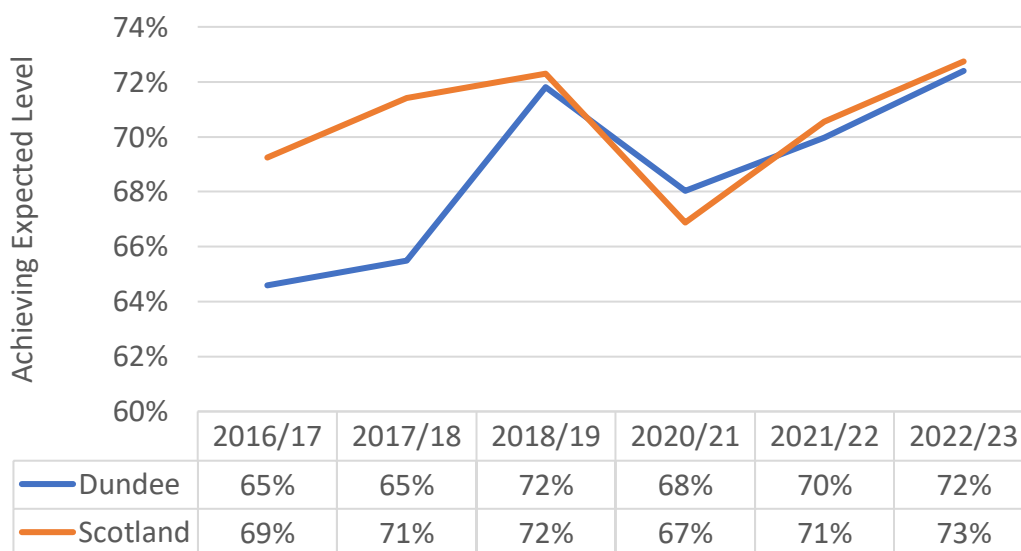


Figure 1: Percentage of P1, P4 and P7 pupils combined achieving their expected level in Literacy.

Closing the attainment gap in literacy: Primary 1, 4 & 7

- 5.3 In Dundee, 45% of primary pupils live in Scottish Index of Multiple Deprivation (SIMD) Quintile 1 (20% most deprived areas). The Scottish average living in SIMD Quintile 1 is 23%. Since 2018/19 primary pupils living in SIMD Quintile 1 in Dundee have shown higher levels of literacy attainment when compared to the Scottish average (Figure 2, below). This position has been maintained, with improvement, in 2022/23. Despite the ongoing impact of the pandemic, the proportion of pupils living in our most deprived areas in Dundee who have attained their expected level in literacy is the highest on record.

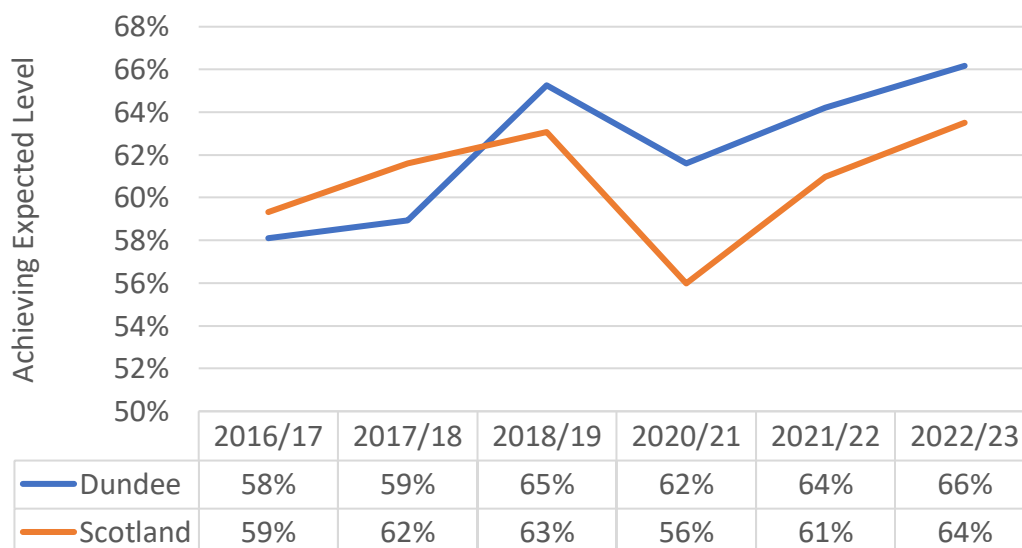


Figure 2: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 1 (most deprived) achieving their expected level in Literacy.

- 5.4 Since 2018/19 primary pupils living in SIMD Quintile 5 (20% least deprived areas) in Dundee have also shown slightly higher levels of literacy achievement when compared to the Scottish average (Figure 3, below). With continuing improvement in 2022/23, achievement levels for Dundee pupils in the least deprived quintile now exceed those seen in 2018/19.

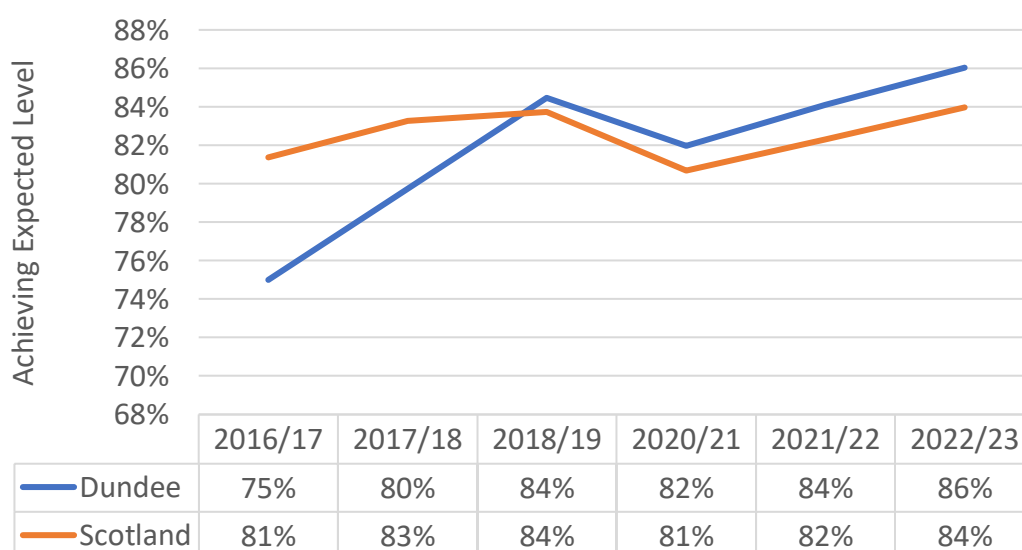


Figure 3: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 5 (least deprived) achieving their expected level in Literacy.

5.5 Despite overall improvements seen in literacy achievement since 2016/17, the gap in achievement between pupils from the most and least deprived quintiles has remained relatively steady at around 20 percentage points (Figure 4, below). This is as a result of record performance for pupils living in the least deprived areas as well as those living in the most deprived areas. The poverty-related attainment gap within Dundee is currently smaller than the national average.

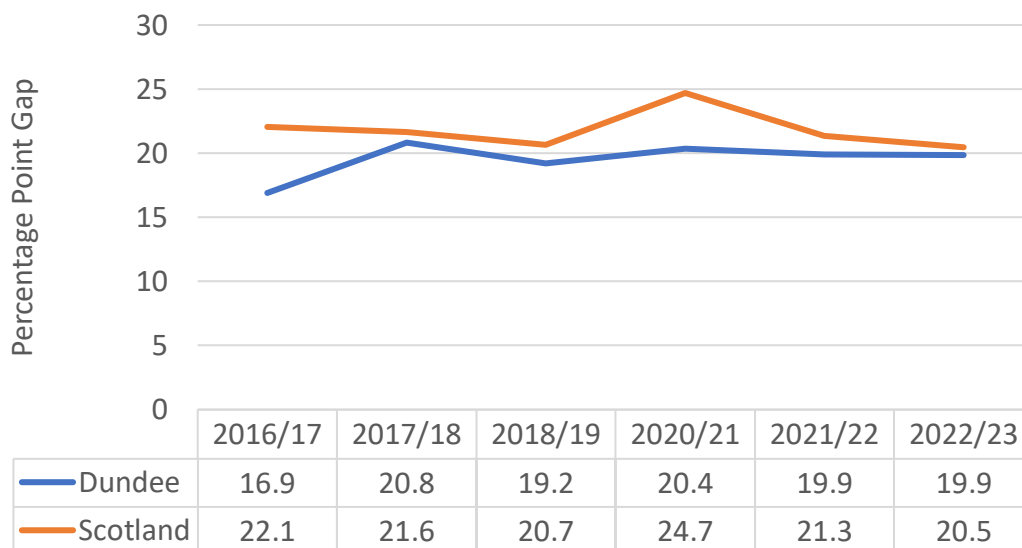


Figure 4: Percentage point gap between P1, P4 and P7 pupils combined from SIMD Quintiles 1 and 5 achieving their expected level in Literacy.

5.6 As detailed in Appendix 2, Dundee has higher levels of attainment in P1, P4 & P7 Literacy combined for each SIMD Quintile when compared to the Scottish average.

6.0 NUMERACY

% of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy

6.1 Prior to 2020/21 primary pupils in Dundee had significantly lower levels of numeracy attainment than the national average (Figure 5) but were showing improvement. In 2022/23, both Dundee and Scotland are showing higher levels of attainment than the pre-pandemic peak in 2018/19. Dundee is one percentage point lower than Scotland as a whole. The proportion of pupils who have attained their expected level in numeracy is the highest on record.

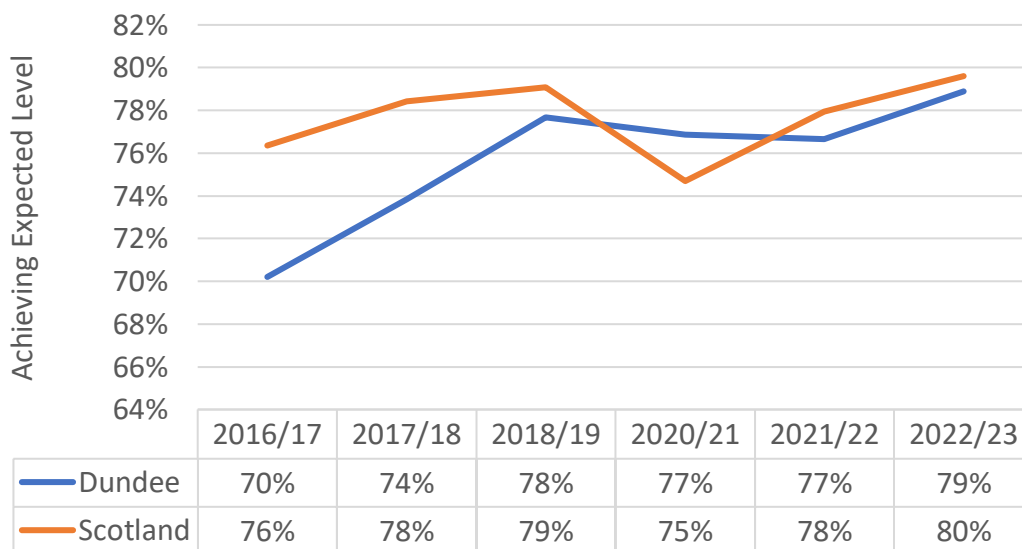


Figure 5: Percentage of P1, P4 and P7 pupils combined achieving their expected level in Numeracy.

Closing the attainment gap in numeracy: Primary 1, 4 & 7

- 6.2 Dundee primary school pupils living in SIMD Quintile 1 (most deprived) have seen an improvement in numeracy attainment since 2016/17 (Figure 6, below). Since 2020/21 Dundee has had a higher proportion of primary pupils from SIMD Quintile 1 achieving their expected level in numeracy than Scotland's average. Dundee has shown continuing improvement in 2022/23. As with literacy, the proportion of pupils living in our most deprived areas in Dundee who have attained their expected level in numeracy is the highest on record.

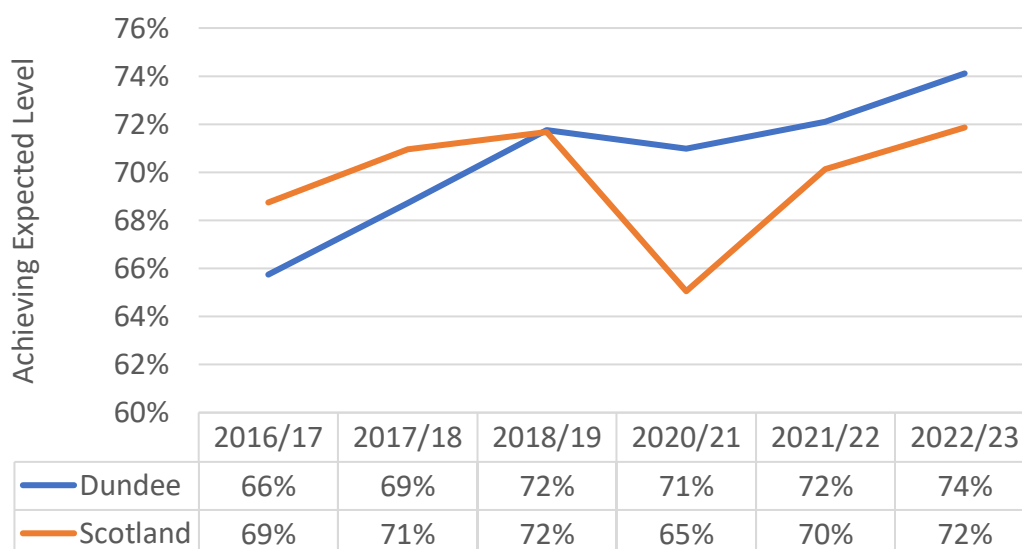


Figure 6: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 1 (most deprived) achieving their expected level in Numeracy.

- 6.3 Dundee primary school pupils living in SIMD Quintile 5 (least deprived) saw improvement in the numeracy attainment until 2020/21 (Figure 7, below). The percentage achieving their expected level was higher than the national average in 2020/21 but fell by 2 percentage points in 2021/22. 2022/23 has seen a recovery by Dundee and we are now showing our highest level of achievement in this quintile, one percentage point ahead of Scotland.

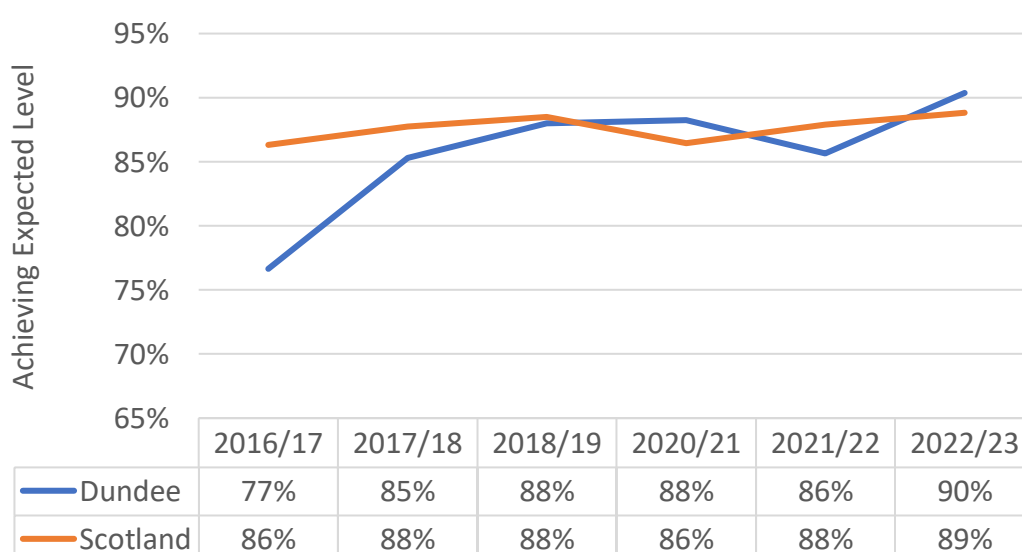


Figure 7: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 5 (least deprived) achieving their expected level in Numeracy.

- 6.4 The poverty-related attainment gap remains wider than that seen in 2016/17 but smaller than the gap seen overall in Scotland (Figure 8, below).

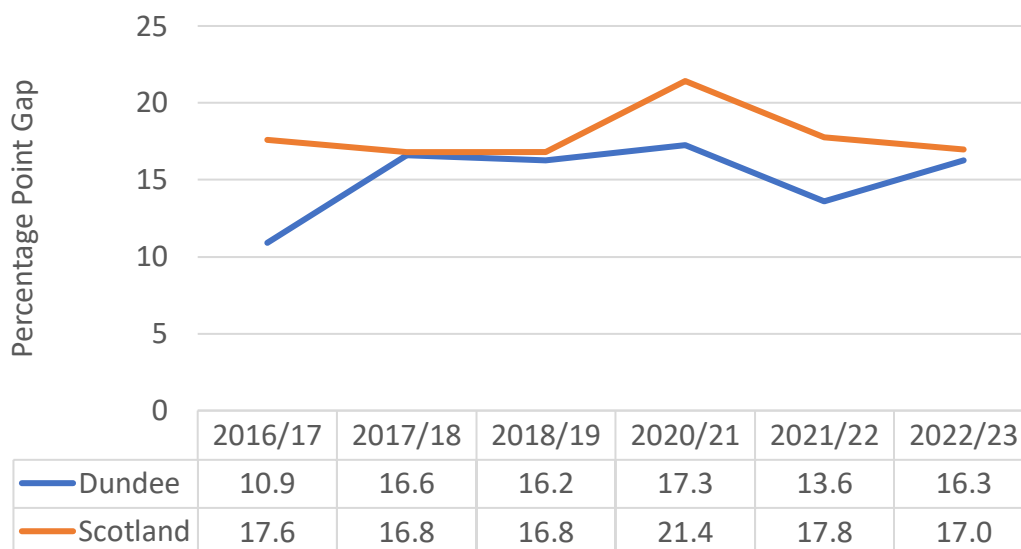


Figure 8: Percentage point gap between P1, P4 and P7 pupils combined from SIMD Quintiles 1 and 5 achieving their expected level in Numeracy.

- 6.5 As detailed in Appendix 2, Dundee has higher levels of attainment in P1, P4 & P7 Numeracy combined for SIMD Quintiles 1, 3, 4 and 5 when compared to the Scottish average. The proportion of pupils in Quintile 2 attaining the expected level is the same as the Scottish average.

7.0 CONCLUSION AND NEXT STEPS

- 7.1 In seeking to continue to recover from the impact of COVID-19 and to accelerate progress, the Children and Families Service has a relentless focus on the delivery of a quality educational experience for all pupils from the earliest stages of their educational journey. Key strategies and actions to further improve the proportion of pupils achieving the expected Curriculum for Excellence levels in literacy and numeracy include:

- Embed the 'Every Dundee Learning Matters' (EDLM) Improvement Strategy, with support from University of Glasgow Professors, to ensure that Head Teachers engage in supportive and challenging peer inquiry focused on school improvement and have enhanced opportunities to share effective practice;
- Redesign Head Teacher Learning Together Days to take place each term with a focus on hearing, and learning, directly from school leaders and practitioners about what is working well in Dundee in relation to improving the presence, participation and progress of pupils, particularly those at risk of 'missing out';
- Work with Education Scotland Attainment Advisors to review the use of all Attainment Scotland Fund (ASF) monies, including Pupil Equity Fund (PEF) and Strategic Equity Fund (SEF), to ensure additional resources are used effectively to close poverty-related attainment gaps – and to improve the sharing of effective practice;
- Plan and undertake quality improvement visits and activity at universal, targeted, and intensive ("team around the school") levels using a data informed approach to determine the level of support assigned to individual schools;
- Education Officers and Managers, alongside targeted Head Teachers, to engage in a bespoke 'Self-Evaluation for Continuous Improvement' programme with Education Scotland to enhance knowledge, understanding and skills in self-evaluation and leading school improvement;
- The Pedagogy Team will continue to provide professional learning at universal and targeted levels informed by data (attainment data and teacher feedback) and will support all Quality

Assurance and Moderation Support Officers (QAMSOs) to ensure a sound understanding of the learning, teaching, and assessment cycle.

- Mobilise an Improving School Attendance strategy group, supported by Education Scotland, and work alongside colleagues across Tayside to improve school attendance rates.

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 have been consulted in the preparation of this report and are in agreement with its content.

10.0 BACKGROUND PAPERS

10.1 None.

Audrey May
Executive Director

Paul Fleming
Head of Service – Education, Learning & Inclusion
Chief Education Officer

February 2024

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APPENDIX 1: ACEL RETURNS

The full details of Dundee's primary BGE Achievement of Curriculum for Excellence Levels (ACEL) data from 2016/17 to 2022/23 are presented in the table below.

Organiser	Stage	2016/17	2017/18	2018/19	2020/21	2021/22	2022/23
Reading	P1	78%	80%	82%	79%	82%	81%
	P4	73%	74%	78%	76%	79%	80%
	P7	73%	76%	82%	78%	79%	82%
	P1,4,7 combined	75%	77%	81%	78%	80%	81%
Writing	P1	73%	72%	76%	74%	77%	77%
	P4	66%	65%	70%	69%	70%	73%
	P7	62%	69%	77%	72%	71%	76%
	P1,4,7 combined	67%	69%	74%	71%	72%	75%
Listening & Talking	P1	87%	89%	89%	85%	87%	86%
	P4	82%	83%	86%	87%	83%	86%
	P7	77%	83%	87%	82%	87%	88%
	P1,4,7 combined	82%	85%	87%	85%	86%	87%
Literacy	P1	70%	69%	74%	71%	74%	72%
	P4	63%	62%	67%	65%	66%	71%
	P7	60%	65%	74%	68%	70%	74%
	P1,4,7 combined	65%	65%	72%	68%	70%	72%
Numeracy	P1	79%	80%	84%	81%	83%	84%
	P4	70%	70%	73%	75%	73%	76%
	P7	60%	71%	76%	74%	74%	77%
	P1,4,7 combined	70%	74%	78%	77%	77%	79%

Table 2: Percentage of Dundee primary school pupils achieving their expected CfE Levels, 2016/17 to 2022/23, by Stage and CfE Organiser. There was no collection in 2019/20.

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APPENDIX 2: ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS; P1, P4 & P7 COMBINED BY QUINTILE

Achievement of Curriculum for Excellence Levels (ACEL)






P1, P4 and P7 combined

% achieving expected level in

Literacy

		'16/17	'17/18	'18/19	'20/21	'21/22	'22/23	
SIMD Quintile 1	Dundee	58%	59%	65%	62%	64%	66%	
	Scotland	59%	62%	63%	56%	61%	64%	
SIMD Quintile 2	Dundee	64%	64%	72%	67%	68%	70%	
	Scotland	64%	67%	68%	61%	65%	68%	
SIMD Quintile 3	Dundee	71%	70%	76%	71%	72%	77%	
	Scotland	70%	72%	73%	66%	70%	73%	
SIMD Quintile 4	Dundee	75%	74%	79%	75%	79%	80%	
	Scotland	75%	76%	77%	73%	76%	78%	
SIMD Quintile 5	Dundee	75%	80%	84%	82%	84%	86%	
	Scotland	81%	83%	84%	81%	82%	84%	

Numeracy

		'16/17	'17/18	'18/19	'20/21	'21/22	'22/23	
SIMD Quintile 1	Dundee	66%	69%	72%	71%	72%	74%	
	Scotland	69%	71%	72%	65%	70%	72%	
SIMD Quintile 2	Dundee	69%	73%	79%	77%	76%	76%	
	Scotland	72%	75%	76%	70%	74%	76%	
SIMD Quintile 3	Dundee	77%	78%	83%	80%	79%	83%	
	Scotland	76%	79%	79%	74%	78%	80%	
SIMD Quintile 4	Dundee	78%	79%	83%	84%	84%	85%	
	Scotland	81%	82%	83%	80%	82%	84%	
SIMD Quintile 5	Dundee	77%	85%	88%	88%	86%	90%	
	Scotland	86%	88%	88%	86%	88%	89%	

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LIST OF ABBREVIATIONS

ACEL	Achievement of Curriculum for Excellence Levels
ADES	Association of Directors of Education in Scotland
ASF	Attainment Scotland Fund
BGE	Broad General Education
CI	Collaborative Improvement
CfE	Curriculum for Excellence
EDLM	Every Dundee Learner Matters
LGBF	Local Government Benchmarking Framework
PEF	Pupil Equity Fund
SIMD	Scottish Index of Multiple Deprivation
SEF	Strategic Equity Fund
QAMSOs	Quality Assurance and Moderation Support Officer

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ITEM No ...3.....

REPORT TO: CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE – 4 MARCH 2024

REPORT ON: RETAINING RESERVED PLACES IN SCHOOLS FROM 2024/25

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 67-2024

1.0 PURPOSE OF REPORT

1.1 The Executive Director of Children and Families Service is required to review the allocation of reserved places on an annual basis and this report proposes an allocation of reserved places for session 2024/2025.

2.0 RECOMMENDATION

2.1 The Committee is asked to note the content of the report and to:

- a approve the proposals for the allocation of reserved places in schools for the school session 2024/2025 as outlined in Appendix 1; and
- b note the existing criteria for admission to school (Extract from Placing Request Guidelines) as outlined in Appendix 2.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications from these proposals.

4.0 MAIN TEXT

4.1 Requests for places in Dundee schools are submitted by the first Monday in February for the school session beginning in August 2024 for primary 1 and S1. Places will then be allocated in accordance with the Council's current procedures. Within the current procedures places are allocated first to children living in the catchment area of the school (Priority 1). Thereafter any unallocated places are used to meet placing requests based on the Council's Enrolment and Placing Request Guidelines. Details of the criteria for admission to school are given in Appendix 2 (Extract from Placing Request Guidelines).

4.2 In most schools the system outlined above means that all requests for places can be met. However, in a small number of schools the high demand for places from children living outwith the school catchment area means that all available places are filled at a given stage in the school. Families moving into the school catchment area, either after spaces are allocated or during the school session, may therefore not be able to secure a place in the local school for any of their children. This can result in children travelling to more distant schools as the local school is at capacity due to placing requests from outwith the catchment area. In more acute cases this situation can result in children from the same family attending more than one school.

4.3 The Standards in Scotland's Schools Act 2000 gave local authorities an additional right to refuse a placing request where the placing request is from a child who lives outwith the catchment area and placing the child in the school would prevent the Council from retaining reserved places at the school.

4.4 Reserved places are defined as those which are reasonably required to accommodate children likely to become resident in the catchment area of the school in the school session to which the placing request relates.

- 4.5 Dundee City Council wishes to see school accommodation used effectively and efficiently. To avoid disruption to education and to families it is desirable that places are available to children moving into the catchment area during the school session.
- 4.6 In previous years approval has been given to hold a number of places for children moving into the catchment area of schools which have previously experienced problems in meeting these requests. The number of places is the minimum required at any one time. Places are therefore re-used during the session to accommodate requests from new Priority 1 children moving into the area. This can result in a reserved space being used more than once in any given session.
- 4.7 The following points should be noted concerning the deployment of reserved places:
- Reserved places are only created where space permits. Where the number of Priority 1 children enrolled fill a class to its maximum size, a reserved place cannot be created.
 - When all reserved places have been used for Priority 1 children moving into the catchment area no more places can be granted. If a child then leaves the school roll that place will again be reserved for Priority 1 children moving into the catchment area and will be allocated to such children as required.
 - No Priority 1 child will be refused a place while a reserved place exists and has not already been allocated.
- 4.8 The allocation of reserved places is reviewed annually by the Executive Director of Children and Families Service based on the changing demand for places. This includes a review of the previous session's placing requests, knowledge of the planning capacity and current occupancy rates. The schools concerned and the allocation of reserved places for the school session 2024/2025 are listed in Appendix 1.
- 4.9 The proposed allocation of reserved places will help to ensure that while parental choice is maintained wherever possible, that will not unduly restrict parents moving into an area from sending their child or children to the local school.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been subject to an Integrated Impact Assessment to identify impacts on Equality and Diversity, Fairness and Poverty, Environment and Corporate Risk. An impact, positive or negative, on one or more of these issues was identified. An appropriate senior manager has checked and agreed with this assessment. A copy of the Integrated Impact Assessment showing the impacts and accompanying benefits of/mitigating factors for them is included as an Appendix to this report.

6.0 CONSULTATION

- 6.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

7.0 BACKGROUND PAPERS

- 7.1 None.

Audrey May
Executive Director of Children and Families Service

Pamela Nesbitt
Education Manager

APPENDIX 1

ALLOCATION OF RESERVED PLACES IN DUNDEE SCHOOLS

School Session 2024/25

School	Allocation of Reserved Places 2023/24	Total No of Places 2023/24	Allocation of Reserved Places 2024/25	Total No of Places 2024/25
Barnhill PS	3 at P1, 1 per stage thereafter	9	3 at P1, 1 per stage thereafter	9
Blackness PS	6 at P1, 1 per stage thereafter	12	6 at P1, 1 per stage thereafter	12
Craigowl PS	3 at P1	3	3 at P1	3
Downfield PS	3 at P1	3	3 at P1	3
Eastern PS	3 at P1, 1 per stage thereafter	9	3 at P1, 1 per stage thereafter	9
Forthill PS	3 at P1, 1 per stage thereafter	9	3 at P1, 1 per stage thereafter	9
Our Lady's RC PS	3 at P1, 1 per stage thereafter	9	3 at P1, 1 per stage thereafter	9
Rosebank PS	3 at P1, 1 per stage thereafter	9	3 at P1, 1 per stage thereafter	9
St Joseph's RC PS	3 at P1	3	3 at P1	3
St Mary's RC PS	2 at P1	2	2 at P1	2
St Ninian's RC PS	3 at P1	3	3 at P1	3
Ss Peter & Paul RC PS	3 at P1	3	3 at P1	3
Victoria Park PS	3 at P1	3	3 at P1	3
Grove Academy	8 in S1, S2 and S3	24	8 in S1, S2 and S3	24
Harris Academy	8 in S1, S2 and S3	24	8 in S1, S2 and S3	24
Morgan Academy	6 in S1, S2 and S3	18	8 in S1, S2 and S3	24
St John's HS	6 in S1, S2 and S3	18	8 in S1, S2 and S3	24

Note: Where schools have increased the number of reserved places allocated, this is based on the knowledge of the current roll and capacity of the school and a review of the number of placing requests received for P1/S1 last year and over the course of this session.

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APPENDIX 2

DUNDEE CITY COUNCIL

CHILDREN AND FAMILIES SERVICES

PRIORITY SCHEME FOR ENROLLING CHILDREN (INCLUDING PLACING REQUESTS) IN PRIMARY AND SECONDARY SCHOOLS

While parents/carers' wishes will be met whenever possible, if the number of places in any particular school is limited, priority for admission will be determined on the following basis:

- Priority 1** Children normally permanently resident within the catchment of the specified school. (see note 5)
- Priority 2** Where the Executive Director of Children and Families considers that the particular needs of the child would only be met by attendance at the school (ie within an enhanced provision or sporting academy linked to the school).
- Priority 3** Children **not** normally resident within the catchment area of the specified school, but having a brother or sister (or relative permanently living at the same address as part of an extended family) in attendance at that school.
- The member of the extended family for whom the placing request has been made must have lived within that extended family for a period of at least 2 years.
 - for Primary 1 entrance the following August, the sibling or qualifying relative must be in the present Primary 1 to Primary 6).
 - for Secondary 1 entrance the following August, the sibling, or qualifying relative must be in the present S1 to S5
- Priority 4** **(Secondary only)** Children on transfer to S1 who attended an associated primary of the secondary but are not normally resident in the catchment area of the secondary school (An associated primary school is one whose catchment area falls within the catchment area of the secondary school, except in the case of non-Dundee primary schools where the association is by specific arrangement and subsequently approved by Education Committee).
- Priority 5** Children *living in Dundee City*, but **not** normally resident within the catchment area of the specified school and having no brother or sister (or relative permanently living at the same address as part of an extended family) in attendance at that school, and who did not attend an associated primary school.
- Priority 6** Children *living outwith Dundee City*, **not** normally resident within the catchment area of the specified school and having no brother or sister (or relative permanently living at the same address as part of an extended family) in attendance at that school, and who did not attend an associated primary school.

Notes for Denominational Education

- 1 In denominational schools' places within each priority category will be allocated first to children who have been baptised into the Roman Catholic Church. Thereafter places will be offered to other children.

Notes for P1 Admission and P7-S1 Transfer

- 2 In the unlikely event of there being insufficient spaces in a school to meet the needs of Priority 1, Children who have enrolled on time (by the first Monday in February), spaces will be offered by reference to the shortest safe walking distance (as calculated by the DCC software system and GIS) between their normal place of residence and the school.
- 3 Where non-catchment placing requests are received on time (by first Monday in February) and in the event of there being more requests than spaces within a priority grouping, spaces will be offered by reference to the shortest safe walking distance (as calculated by the DCC software system and GIS) between applicant's normal place of residence and the school.) See note 4 for exception.
- 4 Where placing requests are received on time for Priority 4 children (by first Monday in February) and in the event of there being more requests than spaces within the priority grouping, spaces will be offered by reference to the length of time the child has been enrolled in the associated primary school with the longer enrolment being given the highest priority. Following this, note 3 applies.
- 5 Certain Dundee Secondary Schools have associated primary schools that are outwith Dundee. These primary schools do not form part of the geographic catchment of the secondary school. However, at P7-S1 transfer all P7 children of the primary school who live in the catchment area of the secondary school are given priority 1 status for the associated primary but a placing request must be submitted by the first Monday in February.
- 6 Any placing request received after the closing date including late priority 1 applications, will only be processed after all on time applications have been allocated.

Notes for Waiting Lists

- 7 Priority 1 Children - The names of Priority 1 children whose placing requests have been refused will be put on a waiting list in order of the date on which their placing request was made. For example, a child whose placing request was made on 1 May will have a higher priority than a child whose placing request was made on 1 June. In the event of there having been two or more placing requests made on the same day the child whose normal place of residence is closest to the school based on the shortest safe walking distance (as calculated by the DCC software and GIS) will have priority over the other children. In the case of flatted or multi story accommodation, priority will be given in the order Flat 1 before 2 or Flat A before B.
- 8 Priority 3, 4, 5 and 6 Children - The names of Priority 3, 4, 5 and 6 children whose placing requests have been refused will be put on a separate waiting list in the order of their Priority. Within each Priority category (except Priority 4), children will be placed on the waiting list in order of the distance of their normal place of residence from the requested school. For example, for all priority categories except Priority 4, a child who lives one mile from the school will have a higher priority than a child who lives two miles from the school. For Priority 4, a child who has been enrolled in the associated primary school for 2 years will have a higher priority than a child who has been enrolled for one year. If a place subsequently becomes available at the school and there are no children on the Priority 1 waiting list it will be allocated to the child on the Priority 3 waiting list who has the highest priority. If there are no children on the Priority 3 waiting list it will be allocated to the child on the Priority 4 waiting list who has the highest priority. If there are no children on the Priority 4 waiting list it will be allocated to the child on the Priority 5 waiting list who has the highest priority. If there are no children on the Priority 5 waiting list it will be allocated to the child on the Priority 6 waiting list who has the highest priority. Places on the waiting list of

denominational schools will be allocated based on baptismal certification then criteria as above.

- 9 Incoming Children - Where children are to move into the catchment area of a school they will be treated as being Priority 1 from date of confirmation of their new address. Please note that from place being agreed, the child must be enrolled within six weeks of that date. If the child has not been enrolled within this timeframe, the place may be withdrawn.

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Integrated Impact Assessment

Committee Report Number: 67-2024

Document Title: RETAINING RESERVED PLACES IN SCHOOLS FROM 2024/25

Document Type: Procedure

Description:

The Executive Director of Children and Families Service is required to review the allocation of places on an annual basis and this report proposes an allocation of reserved places for session 2024/2025.

Intended Outcome:

The Committee is asked to note the content of the report and to:

- (i) approve the proposals for the allocation of reserved places in schools for the school session 2024/2025 as outlined in Appendix 1; and
- (ii) note the existing criteria for admission to school (Extract from Placing Request Guidelines) as outlined in Appendix 2.

Period Covered: 04/03/2024 to 27/06/2025

Monitoring:

Ongoing review of placing requests leading to annual review of reserved places for next session

Lead Author:

Pamela Nesbitt, Education Manager, Children and Families Service,
pamela.nesbitt@dundee.gov.uk, 01382 433416,
5 City Square East Wing, DUNDEE, DD1 5FE

Director Responsible:

Audrey May, Executive Director of Children and Families Service, Children and Families Service
audrey.may@dundee.gov.uk, 01382 433071
5 City Square East Wing, DUNDEE DD1 5FE

Equality, Diversity and Human Rights

Impacts & Implications

Age: No Impact

Disability: No Impact

Gender Reassignment: No Impact

Marriage & Civil Partnership: No Impact

Pregnancy & Maternity: No Impact

Race / Ethnicity: No Impact

Religion or Belief: No Impact

Sex: No Impact

Sexual Orientation: No Impact

Are any Human Rights not covered by the Equalities questions above impacted by this report?

No

Fairness & Poverty

Geographic Impacts & Implications

Strathmartine:	Positive
Lochee:	Positive
Coldside:	Positive
Maryfield:	Positive
North East:	Positive
East End:	Positive
The Ferry:	Positive
West End:	Positive

It is desirable that places are available to children moving into the catchment area during the school session. The proposed allocation of reserved places will help to ensure that while parental choice is maintained wherever possible, that will not unduly restrict parents moving into an area from sending their child or children to the local school.

Household Group Impacts and Implications

Looked After Children & Care Leavers: No Impact

Carers: No Impact

Household Group Impacts and Implications

Lone Parent Families: No Impact

Single Female Households with Children: No Impact

Greater number of children and/or young children: No Impact

Pensioners - single / couple: No Impact

Unskilled workers or unemployed: No Impact

Serious & enduring mental health problems: No Impact

Homeless: No Impact

Drug and/or alcohol problems: No Impact

Offenders & Ex-offenders: No Impact

Socio Economic Disadvantage Impacts & Implications

Employment Status: No Impact

Education & Skills: Positive

To avoid disruption to education and to families it is desirable that places are available to children moving into the catchment area during the school session.

Income: No Impact

Caring Responsibilities (including Childcare): No Impact

Affordability and accessibility of services: No Impact

Fuel Poverty: No Impact

Cost of Living / Poverty Premium: No Impact

Connectivity / Internet Access: No Impact

Income / Benefit Advice / Income Maximisation: No Impact

Employment Opportunities: No Impact

Education: Positive

To avoid disruption to education and to families it is desirable that places are available to children moving into the catchment area during the school session.

Health: No Impact

Life Expectancy: No Impact

Mental Health: No Impact

Overweight / Obesity: No Impact

Child Health: No Impact

Neighbourhood Satisfaction: No Impact

Transport: No Impact

Environment

Climate Change Impacts

Mitigating Greenhouse Gases: No Impact

Adapting to the effects of climate change: No Impact

Resource Use Impacts

Energy efficiency & consumption: No Impact

Prevention, reduction, re-use, recovery or recycling of waste: No Impact

Sustainable Procurement: No Impact

Transport Impacts

Accessible transport provision: No Impact

Sustainable modes of transport: No Impact

Natural Environment Impacts

Air, land & water quality: No Impact

Biodiversity: No Impact

Open & green spaces: No Impact

Built Environment Impacts

Built Heritage: No Impact

Housing: No Impact

Is the proposal subject to a Strategic Environmental Assessment (SEA)? No further action is required as it does not qualify as a Plan, Programme or Strategy as defined by the Environment Assessment (Scotland) Act 2005.

Corporate Risk

Corporate Risk Impacts

Political Reputational Risk: No Impact

Economic/Financial Sustainability / Security & Equipment: No Impact

Social Impact / Safety of Staff & Clients: No Impact

Technological / Business or Service Interruption: No Impact

Environmental: No Impact

Legal / Statutory Obligations: Positive

By having this report and an agreement for reserved spaces, the service is in line with appropriate legislation.

Organisational / Staffing & Competence: No Impact

Corporate Risk Implications & Mitigation:

The risk implications associated with the subject matter of this report are "business as normal" risks and any increase to the level of risk to the Council is minimal. This is due either to the risk being inherently low or as a result of the risk being transferred in full or in part to another party on a fair and equitable basis. The subject matter is routine and has happened many times before without significant impact.