

City Chambers  
DUNDEE  
DD1 3BY

21st February, 2025

Dear Colleague

You are requested to attend a MEETING of the **CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE** to be held in the Council Chamber, City Chambers, City Square, Dundee and also to be held remotely on Monday, 3rd March, 2025 at 5.00pm.

The meeting will also 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](http://www.dundee.gov.uk/live) or alternatively they may attend in person.

Should you require any further information please contact Committee Services on telephone (01382) 434818 or by email at [committee.services@dundee.gov.uk](mailto:committee.services@dundee.gov.uk).

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 2023/2024 - Page 1**

(Report No 72-2025 by the Executive Director of Children and Families Service, copy attached).

### **3 RETAINING RESERVED PLACES IN SCHOOLS FROM 2025/2026 - Page 13**

(Report No 71-2025 by the Executive Director of Children and Families Service, copy attached).

### **4 EAST END COMMUNITY CAMPUS – FORMAL NAMING OF THE SCHOOL AND CAMPUS - Page 25**

(Report No 70-2025 by the Executive Director of Children and Families Service, copy attached).

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**REPORT TO: CHILDREN, FAMILIES & COMMUNITIES COMMITTEE – 3 MARCH 2025**

**REPORT ON: ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2023/24**

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

**REPORT NO: 72-2025**

## **1.0 PURPOSE OF REPORT**

1.1 This report on Achievement of Curriculum for Excellence Levels 2023/24 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 2023/24.

## **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.

**Table 1 BGE Curriculum Levels (Primary)**

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

4.3 This report focuses 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 is based on teachers' professional judgements of individual pupil performance. This report refers to the school year 2023/24; the data reflect what pupils have achieved by the end of the school year – i.e. June 2024. This report is based on data published by the Scottish Government on 10 December 2024. 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 have been 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 2017/18 to 2023/24 are available in Appendix 1. Table 2 shows the number of pupils in each stage in June 2024.

**Table 2 No. of pupils at each stage in 2024**

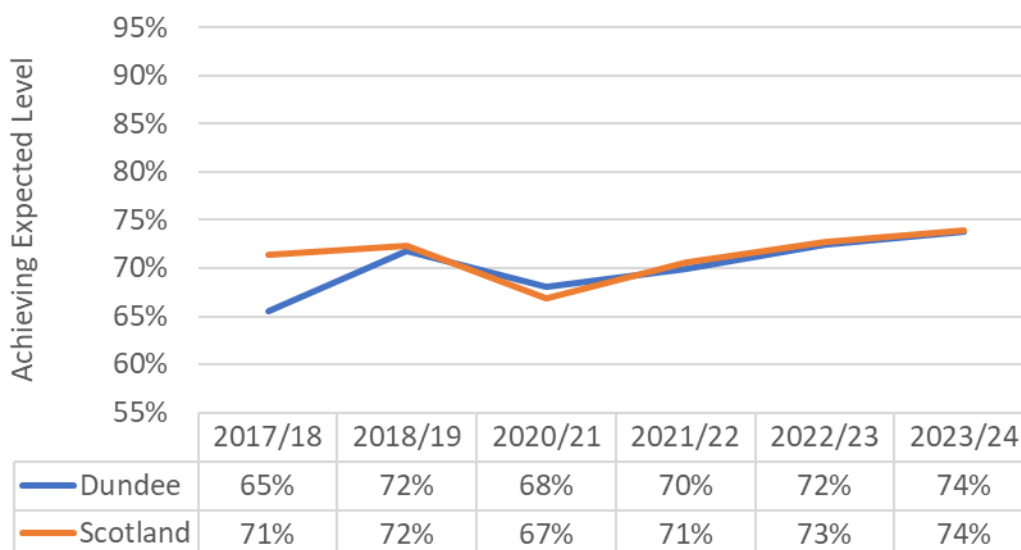
Stage:	P1	P4	P7	P1, 4, 7 combined
Roll:	1,283	1,435	1,588	4,306

**ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2023/ 24**

**5.0 LITERACY**

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

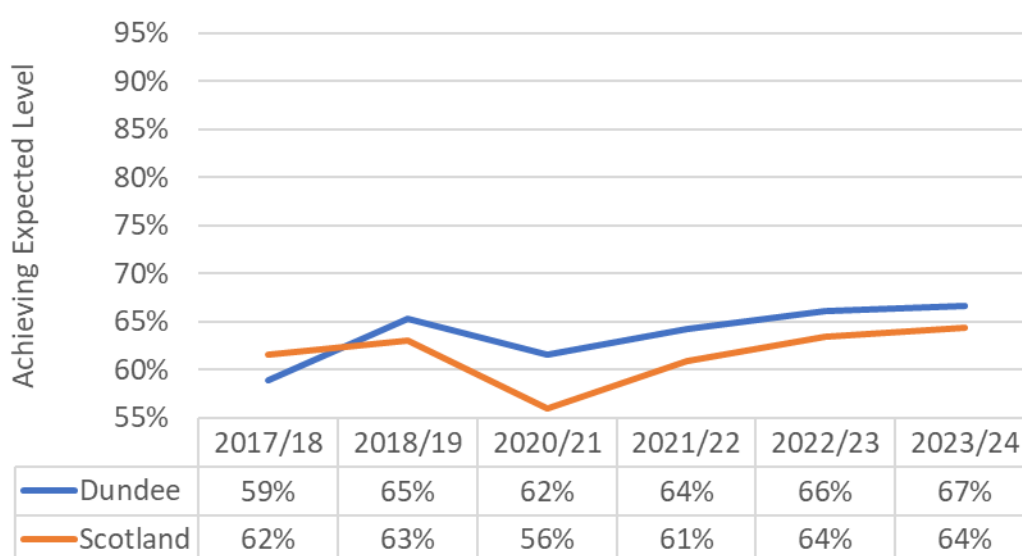
- 5.1 It is important to note that a pupil is only reported to have achieved their expected level in literacy if they have achieved the expected level in all three of the literacy organisers: reading, writing, and listening and talking.
- 5.2 Prior to 2018/19 the proportion of primary pupils in Dundee achieving their expected literacy levels was 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 2023/24.
- 5.3 The proportion of primary pupils in Dundee achieving their expected literacy levels (74%) is higher than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (Clackmannanshire, Dundee, East Ayrshire, Glasgow, Inverclyde, North Ayrshire, North Lanarkshire, Renfrewshire and West Dunbartonshire) which was 73%.



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

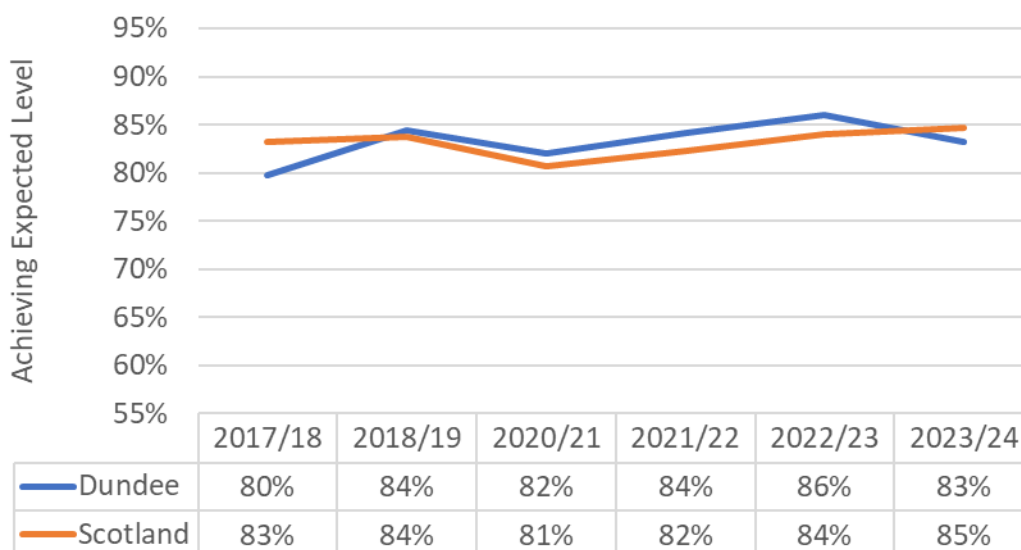
### Closing the attainment gap in literacy: Primary 1, 4 & 7

- 5.4 In 2023/24 in Dundee, 46% of primary pupils lived in Scottish Index of Multiple Deprivation (SIMD) Quintile 1 data zones (20% most deprived areas) – see Appendix 2; in Scotland overall, 23% of primary pupils lived in SIMD Quintile 1.
- 5.5 Since 2018/19 primary pupils living in SIMD Quintile 1 in Dundee have shown higher levels of literacy attainment than the Scottish average (Figure 2, below). This position has been maintained, with improvement, in 2023/24. Despite any residual impact of the pandemic, the proportion of pupils living in the most deprived areas in Dundee who have attained their expected level in literacy is the highest on record evidencing the impact of focused interventions and improvement actions in this area.
- 5.6 The proportion of primary pupils living in SIMD Quintile 1 in Dundee achieving their expected literacy levels (67%) is higher than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (66%).



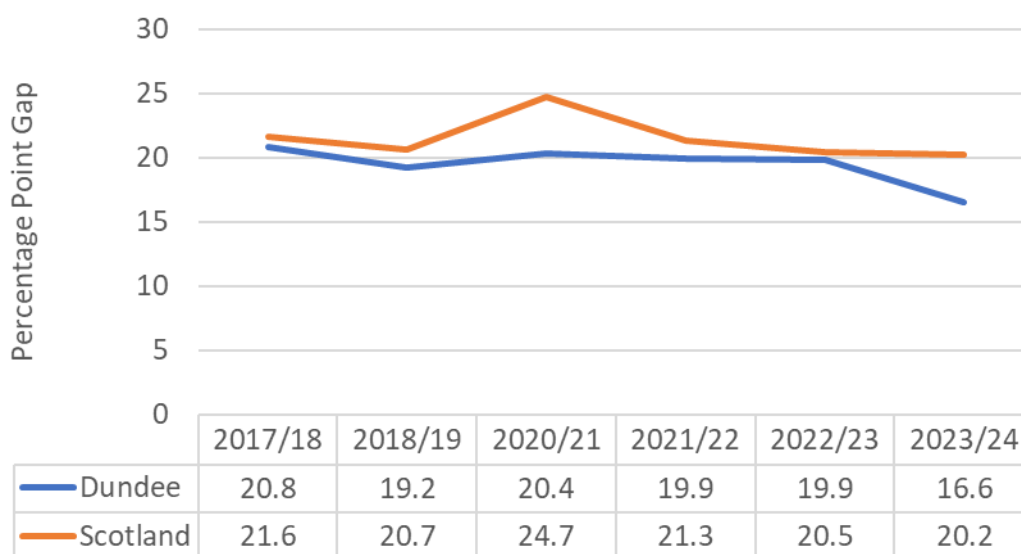
**Figure 2: Percentage of P1, P4 and P7 pupils combined from SIMD Quintile 1 (most deprived) achieving their expected level in Literacy.**

- 5.7 From 2018/19 to 2022/23 primary pupils living in SIMD Quintile 5 (20% least deprived areas) in Dundee had also shown slightly higher levels of literacy achievement than the Scottish average (Figure 3, below). Dundee pupils living in SIMD Quintile 5 saw a three percentage-point decline in achievement in 2023/24 and now lie below the national average.
- 5.8 The proportion of primary pupils living in SIMD Quintile 5 in Dundee achieving their expected literacy levels (83%) is lower than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (84%).



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

- 5.9 The gap in literacy attainment between the most and least deprived areas in Dundee had been holding steady at around 20 percentage points. It has now closed to less than 17 percentage-points (Figure 4, below). This is a result of the increase in performance of pupils living in the most deprived areas, combined with the decline shown by those living in the least deprived areas. The poverty-related attainment gap within Dundee remains 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.**

- 5.10 As detailed in Appendix 2, Dundee has higher levels of Literacy attainment in P1, P4 & P7 combined for SIMD Quintiles 1 to 4 than the Scottish average.
- 5.11 The gap between primary pupils living in SIMD Quintiles 1 and 5 in Dundee achieving their expected literacy levels (17 percentage-points) is narrower than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (18 percentage-points).

## 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 lower levels of numeracy attainment than the national average (Figure 5) but were showing improvement. In 2023/24, both Dundee and Scotland are showing higher levels of attainment than the pre-pandemic peak in 2018/19. Dundee is at a similar level to Scotland as a whole. The proportion of P1, 4, 7 combined Dundee pupils who have attained their expected level in numeracy is the highest on record.
- 6.2 The proportion of primary pupils living in Dundee achieving their expected numeracy levels (80%) is higher than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (79%).

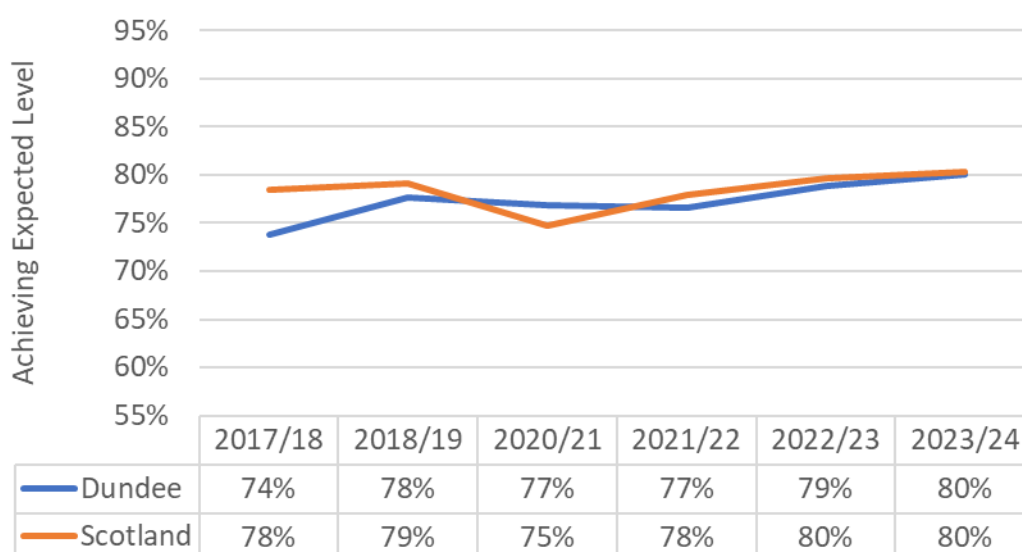
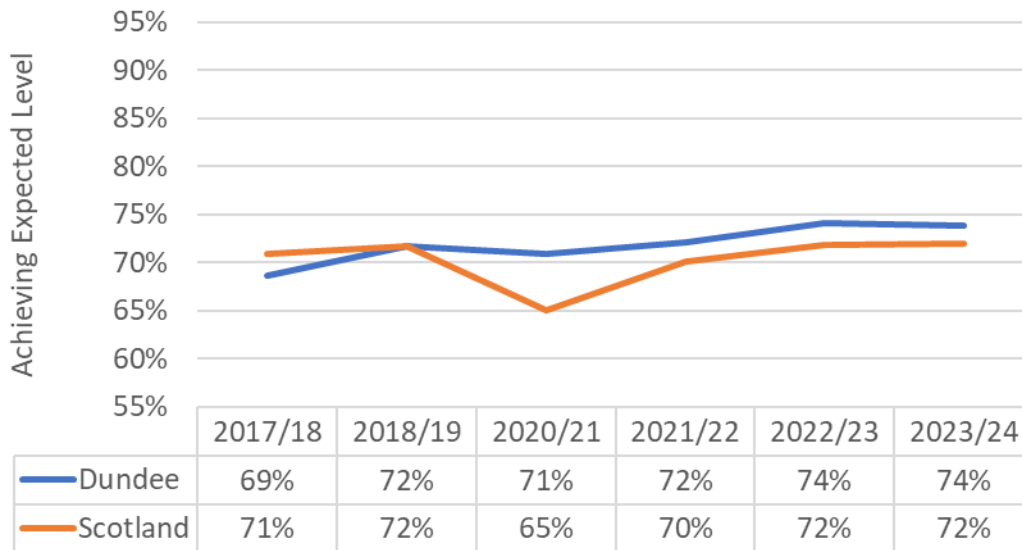


Figure 5: Percentage of P1, P4 and P7 pupils combined achieving their expected level in Numeracy.

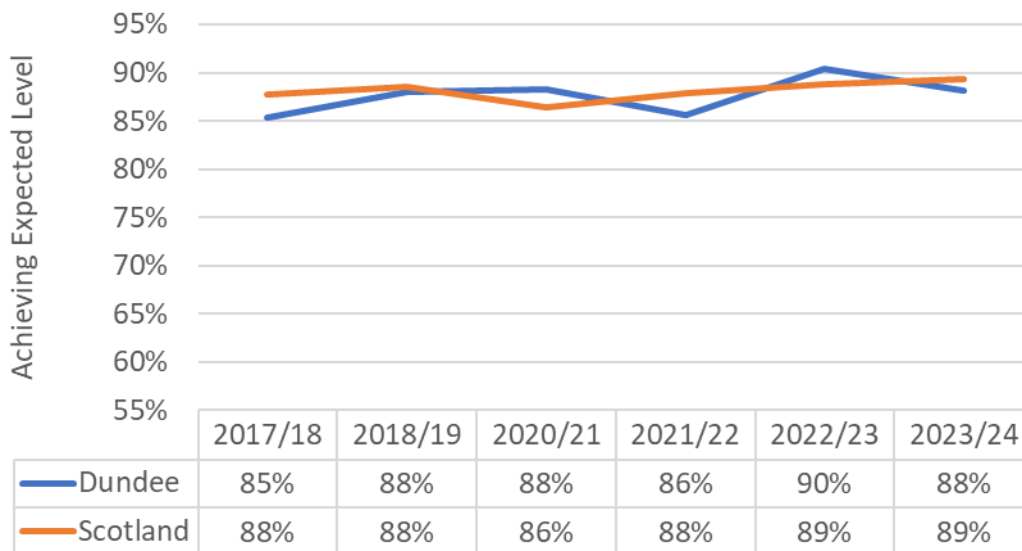
### Closing the attainment gap in numeracy: Primary 1, 4 & 7

- 6.3 Dundee primary school pupils living in SIMD Quintile 1 (most deprived areas) have seen an improvement in numeracy attainment since 2017/18 (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 maintained an achievement level of 74% in 2023/24.
- 6.4 The proportion of primary pupils living in SIMD Quintile 1 in Dundee achieving their expected numeracy levels (74%) is higher than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (73%).



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

- 6.5 Dundee primary school pupils living in SIMD Quintile 5 (least deprived) saw improvement in their numeracy attainment in 2022/23 (Figure 7, below). In 2023/24 achievement in numeracy by Dundee primary pupils living in SIMD Quintile 5 declined slightly and now lies one percentage-point below the national average.
- 6.6 The proportion of primary pupils living in SIMD Quintile 5 in Dundee achieving their expected numeracy levels (88%) is lower than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (89%).



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



- 6.7 The poverty-related attainment gap remains slightly wider than that seen in 2021/22 but narrower than other previous years and smaller than the gap seen overall in Scotland (Figure 8, below).

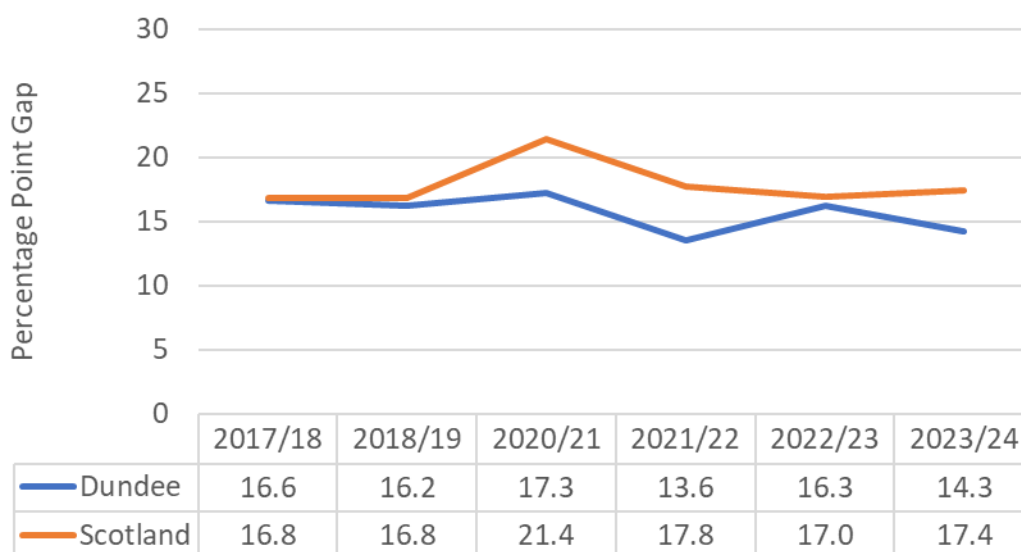


Figure 8: Percentage point gap between P1, P4 and P7 pupils combined from SIMD Quintiles 1 and 5 achieving their expected level in Numeracy.

- 6.8 As detailed in Appendix 2, Dundee has higher levels of Numeracy attainment in P1, P4 & P7 combined for SIMD Quintiles 1 to 4 than the Scottish average.
- 6.9 The gap between primary pupils living in SIMD Quintiles 1 and 5 in Dundee achieving their expected numeracy levels (14 percentage-points) is narrower than the average for the original nine Scottish Attainment Challenge (SAC) challenge authorities (16 percentage-points)

## 7.0 CONCLUSION AND NEXT STEPS

- 7.1 Key strategies and actions to further improve the proportion of pupils achieving the expected Curriculum for Excellence levels in literacy and numeracy include:
- Continue to embed the Service's 'Every Dundee Learning Matters' (EDLM) Improvement Strategy, with support from University of Glasgow Professors, with a focus on ensuring that classroom teachers have increased opportunities to share, and learn from, practice that improves the presence, participation, and progress of pupils in Dundee schools.
  - The Service, working in partnership with Education Scotland, now has ten schools (across two cohorts in academic session 2025/26) involved in the Quality Improvement National Writing programme. These schools also receive ongoing support directly from Education Scotland's Attainment Advisor and the Service's Pedagogy Team. Learning will be shared across all schools.
  - Each school continues to have an improvement inquiry focused on improving the presence (attendance and engagement) of their pupils. Additionally, the Service, working in partnership with Education Scotland, now has eleven schools (across the first two national cohorts) involved in the Quality Improvement Improving School Attendance National programme. Again, learning will be shared across all schools
  - The Service's Pedagogy Team will continue to provide professional learning at universal and targeted levels informed by data (attainment data and teacher feedback) and school improvement plans; the team will also support all Quality Assurance and Moderation Support Officers (QAMSOs) to ensure a sound understanding of the learning, teaching, and assessment cycle.
  - Education Scotland's Attainment Advisor, working alongside central officers, will continue to provide bespoke support to targeted schools, directed and overseen by the Chief Education Officer.

- Central quality improvement education officers, working alongside school leaders, will 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. Learning from these visits are shared across all schools.
- The Executive Director and Chief Education Officer will work closely with three other local authorities (Glasgow, North Lanarkshire and North Ayrshire) to engage in robust validated self-evaluation activity about the quality of our education service and will implement any learning from this ongoing collaboration.

7.2 There continues to be clear progress made in relation to increasing the proportion of pupils achieving the nationally expected Curriculum for Excellence (CfE) levels in literacy and numeracy relevant to their stage.

## **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 has been consulted in the preparation of this report and agree 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

18 February 2025

## APPENDIX 1: ACEL RETURNS

The full details of Dundee's primary BGE Achievement of Curriculum for Excellence Levels (ACEL) data from 2017/18 to 2023/24 are presented in the table below.

**Table 3: Percentage of Dundee primary school pupils achieving their expected CfE Levels, 2017/18 to 2023/24, by Stage and CfE Organiser. There was no collection in 2019/20.**

Organiser	Stage	2017/18	2018/19	2020/21	2021/22	2022/23	2023/24
Reading	P1	80%	82%	79%	82%	81%	81%
	P4	74%	78%	76%	79%	80%	81%
	P7	76%	82%	78%	79%	82%	84%
	P1,4,7 combined	77%	81%	78%	80%	81%	82%
Writing	P1	72%	76%	74%	77%	77%	77%
	P4	65%	70%	69%	70%	73%	74%
	P7	69%	77%	72%	71%	76%	77%
	P1,4,7 combined	69%	74%	71%	72%	75%	76%
Listening & Talking	P1	89%	89%	85%	87%	86%	88%
	P4	83%	86%	87%	83%	86%	87%
	P7	83%	87%	82%	87%	88%	88%
	P1,4,7 combined	85%	87%	85%	86%	87%	88%
Literacy	P1	69%	74%	71%	74%	72%	74%
	P4	62%	67%	65%	66%	71%	72%
	P7	65%	74%	68%	70%	74%	75%
	P1,4,7 combined	65%	72%	68%	70%	72%	74%
Numeracy	P1	80%	84%	81%	83%	84%	84%
	P4	70%	73%	75%	73%	76%	79%
	P7	71%	76%	74%	74%	77%	78%
	P1,4,7 combined	74%	78%	77%	77%	79%	80%

In June 2024 the number of pupils in each stage was:

Stage:	P1	P4	P7	P1, 4, 7 combined
Roll:	1,283	1,435	1,588	4,306

## 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

		'17/18	'18/19	'20/21	'21/22	'22/23	'23/24	
SIMD Quintile 1	Dundee	59%	65%	62%	64%	66%	67%	
	Scotland	62%	63%	56%	61%	64%	64%	
SIMD Quintile 2	Dundee	64%	72%	67%	68%	70%	76%	
	Scotland	67%	68%	61%	65%	68%	70%	
SIMD Quintile 3	Dundee	70%	76%	71%	72%	77%	81%	
	Scotland	72%	73%	66%	70%	73%	74%	
SIMD Quintile 4	Dundee	74%	79%	75%	79%	80%	81%	
	Scotland	76%	77%	73%	76%	78%	79%	
SIMD Quintile 5	Dundee	80%	84%	82%	84%	86%	83%	
	Scotland	83%	84%	81%	82%	84%	85%	

### Numeracy

		'17/18	'18/19	'20/21	'21/22	'22/23	'23/24	
SIMD Quintile 1	Dundee	69%	72%	71%	72%	74%	74%	
	Scotland	71%	72%	65%	70%	72%	72%	
SIMD Quintile 2	Dundee	73%	79%	77%	76%	76%	82%	
	Scotland	75%	76%	70%	74%	76%	77%	
SIMD Quintile 3	Dundee	78%	83%	80%	79%	83%	85%	
	Scotland	79%	79%	74%	78%	80%	81%	
SIMD Quintile 4	Dundee	79%	83%	84%	84%	85%	88%	
	Scotland	82%	83%	80%	82%	84%	85%	
SIMD Quintile 5	Dundee	85%	88%	88%	86%	90%	88%	
	Scotland	88%	88%	86%	88%	89%	89%	

In June 2024 the number of pupils in each SIMD Quintile was:

Stage:	P1	P4	P7	P1, 4, 7 combined
Quintile 1:	596	641	710	1,947
Quintile 2:	249	257	296	802
Quintile 3:	84	104	120	308
Quintile 4:	137	177	181	495
Quintile 5:	176	211	230	617
Quintile unknown:	41	45	51	137

## LIST OF ABBREVIATIONS

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

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**REPORT TO: CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE – 3 MARCH 2025**

**REPORT ON: RETAINING RESERVED PLACES IN SCHOOLS FROM 2025/26**

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

**REPORT NO: 71-2025**

## **1.0 PURPOSE OF REPORT**

1.1 The Executive Director of the Children and Families Service is required to review the allocation of reserved places on an annual basis. This report proposes an allocation of reserved places in Dundee's schools for academic session 2025/2026.

## **2.0 RECOMMENDATION**

2.1 The Committee is asked to:

- a approve the proposals for the allocation of reserved places in schools for the academic session 2025/2026 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 None.

## **4.0 MAIN TEXT**

4.1 Requests for places in Dundee schools for primary 1 and S1 for the academic session starting in August 2025 must be submitted by the first Monday in February. The allocation of places will follow the Council's current procedures. Initially, places are given to children living in the school's catchment area (Priority 1). Any remaining places are then allocated 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 their catchment school for any of their children. This can result in children travelling to more distant schools as the catchment 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 different schools.

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 challenges 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.
  - Reserved spaces take into account the projected number of children and young people who have either already enrolled in the catchment school or are holding places in the catchment school, and the number of placing requests received for each school by the closing date of first Monday in February.
  - 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 academic session 2025/2026 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 their catchment 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 2025/26

School	Allocation of Reserved Places 2024/25	Total No of Places 2024/25	Allocation of Reserved Places 2025/26	Total No of Places 2025/26
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	5 at P1, 1 per stage thereafter	11
Rosebank PS	3 at P1, 1 per stage thereafter	9	5 at P1, 1 per stage thereafter	11
St Andrew's RC PS	-	-	3 at P1	3
St Joseph's RC PS	3 at P1	3	5 at P1	5
St Mary's RC PS	2 at P1	2	2 at P1	2
St Ninian's RC PS	3 at P1	3	5 at P1	5
Ss Peter & Paul RC PS	3 at P1	3	5 at P1	5
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	8 in S1, S2 and S3	24	8 in S1, S2 and S3	24
St John's HS	8 in S1, S2 and S3	24	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 PUPILS (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 & Families considers that the particular needs of the pupil 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 four 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 three 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 pupils of the primary school who live in the catchment area of the associated primary school are given priority 1 status for the associated secondary school, 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.

# Integrated Impact Assessment

Committee Report Number: 71-2025

Document Title: RETAINING RESERVED PLACES IN SCHOOLS FROM 2025/26

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 2025/2026.

Intended Outcome:

The Committee is asked to:

a approve the proposals for the allocation of reserved places in schools for the academic session 2025/2026 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.

Period Covered: 03/03/2025 to 03/07/2026

Monitoring:

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

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## 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

Positive Implications: 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.

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**REPORT TO:** CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE – 3 MARCH 2025

**REPORT ON:** EAST END COMMUNITY CAMPUS – FORMAL NAMING OF THE SCHOOL AND CAMPUS

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

**REPORT NO:** 70-2025

## **1.0 PURPOSE OF REPORT**

1.1 The Committee is asked to approve the proposed name for the new school for secondary aged young people, following the closure of Braeview Academy and Craigie High School and the proposed name for the campus, currently referred to as the East End Community Campus, where the new school will be located.

## **2.0 RECOMMENDATION**

2.1 The Committee is asked to approve:

- The proposal that the new provision for secondary aged young people following the closure of Braeview Academy and Craigie High School will be officially named “Greenfield Academy”, and,
- That the East End Community Campus will be officially named “Drumgeith Community Campus.”

## **3.0 FINANCIAL IMPLICATIONS**

3.1 None.

## **4.0 BACKGROUND**

4.1 Approval was given to build a new community campus in the East End of Dundee and close both Craigie High School and Braeview Academy at the Children and Families Committee Article III of the Minute of the Children and Families Committee 25 January 2021 (Report 44-2021 refers).

4.2 The community campus will open in August 2025 and will bring together the school communities of Braeview Academy and Craigie High School. In addition, the campus will provide specialist pupils support provision, citywide music and performing arts, as well as community, library, leisure, and sports facilities for use by the wider community.

4.3 A school’s name plays a key role in shaping its identity, creating a sense of pride, belonging, and ambition for pupils and staff. Therefore, the Campus Leader has conducted a consultation process with key stakeholders to propose an official name for the new secondary education provision within the campus.

## **5.0 CONSULTATION PROCESS**

5.1 Initially the Campus Leader engaged in research which included visits to the City Archives and discussions with the City Archivist. Thereafter, a programme of consultation took place between October and December 2024 led by, and involving, young people from Braeview Academy and Craigie High School, and overseen by the Campus Leader.

### **5.1.1 Phase 1: Learner Engagement (Oct–Dec 2024)**

- Over 1,500 children and young people, including Primary 7 children, participated in classroom discussions on school identity and values.

### 5.1.2 **Phase 2: Student Leadership Consultation (Jan 2025)**

- Pupil leaders summarised engagement findings and presented them to the Campus Leader.
- A shortlist of potential names was developed.

### 5.1.3 **Phase 3: Wider School & Community Consultation (Jan–Feb 2025)**

- The shortlist was shared with all learners, staff, and parents, with 894 individuals actively engaging in feedback sessions.
- The consultation was included in ten parent engagement events across the school community.

## 6.0 **PROPOSED SECONDARY SCHOOL NAME**

6.1 Following the consultation and quality assurance processes, the proposed name for the new secondary school is “Greenfield Academy”.

6.2 The name "Greenfield Academy" is deeply meaningful as it directly connects to the historical site on which the school is built. It honours Greenfield House, its legacy as a thriving market garden, and its connection to the Douglas Bleachfield, all of which played a significant role in Dundee's local industry, agriculture, and community life.

6.3 Beyond its historical significance, "Greenfield Academy" also serves as a metaphor for education, personal growth, and success—values that are central to the new school's vision. The academy will be a place where young people grow, flourish, thrive and contribute to the wider community, much like the land that once provided a rich and steady supply of fresh produce to Dundee.

6.4 As Dundee City Council's first Passivhaus designed school and campus, Greenfield also serves as a symbol for sustainability. Greenfield Academy exemplifies sustainable construction by achieving remarkable energy efficiency and provides superior indoor air quality and comfort ensuring the healthiest learning and working environment.

6.5 Appendix 1 explores how the name "Greenfield Academy" captures the historical, geographical, and educational identity of the school, making it a perfect choice for the new secondary school within Dundee's flagship community campus.

## 7.0 **PROPOSED NAME FOR THE CAMPUS**

7.1 During the consultation process, which started with discussions about ‘what's in a name?’, the consultees expressed a strong view about the importance of connecting to the name. This not only included the school but also the campus within which the school will be based.

7.2 Therefore, following the consultation and quality assurance processes, the proposed name for the new community campus is “Drumgeith Community Campus”. Naming the campus "Drumgeith Community Campus" reflects a strong sense of place, reinforcing the school and campus as a central hub for learning, collaboration, and community engagement.

7.3 The proposal to name the secondary school "Greenfield Academy" within the broader ‘Drumgeith Community Campus’ creates a powerful, historically grounded, and future-focused identity for Dundee's flagship Community Campus.

7.4 This name combination offers the best of both worlds:

- "Drumgeith Campus" ties the site to its geographical location and the identity of Dundee's East End.
- "Greenfield Academy" reflects the historical importance of Greenfield House and its market garden, while serving as an inspiring metaphor for education and growth.

**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 CONSULTATION**

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 of Children and Families Service

Paul Fleming  
Chief Education Officer

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## APPENDIX 1

### RATIONALE FOR NAMING THE SCHOOL 'GREENFIELD ACADEMY'

#### Greenfield Academy

"The one who plants trees, knowing that he will never sit in their shade, has at least started to understand the meaning of life."

— Rabindranath Tagore

#### **Plant seeds. Nurture growth. Cultivate learning. Help potential to flourish.**

"At Greenfield Academy, we are dedicated to planting the seeds of knowledge, nurturing growth, and cultivating a lifelong love of learning. Our mission is to create a vibrant and inclusive environment where every student can flourish, develop their unique potential, and become responsible, compassionate global citizens. We strive to provide every student with the opportunity to discover their purpose, empowering them to achieve their dreams and make a positive impact on the world."

### GREENFIELD ACADEMY

#### Introduction: A Name Rooted in Heritage and Growth

The name "Greenfield Academy" is deeply meaningful as it directly connects to the historical site on which the school is built. It honours Greenfield House, its legacy as a thriving market garden, and its connection to the Douglas Bleachfield, all of which played a significant role in Dundee's local industry, agriculture, and community life.

Beyond its historical significance, "Greenfield Academy" also serves as a metaphor for education, personal growth, and success—values that are central to the new school's vision. The academy will be a place where young people grow, flourish, thrive and contribute to the wider community, much like the land that once provided a rich and steady supply of fresh produce to Dundee.

This rationale will explore how the name "Greenfield Academy" captures the historical, geographical, and educational identity of the school, making it a perfect choice for the new secondary school within Dundee's flagship Community Campus.

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#### 1. Honouring the History of Greenfield House & Its Market Garden Legacy

The school is built on the exact site of Greenfield House, a property that was once an integral part of Whitfield Farm Estate. Historically, this area was known for its productive market gardens, which supplied fresh food to the local population and supported local businesses.

##### 1.1. Greenfield House: A Place of Growth & Community Contribution

- Greenfield House was not simply a residence—it was a working home, built on land dedicated to growth and sustainability.
- As part of a larger network of agricultural and industrial activity in Dundee's East End, it played an essential role in feeding the local population and supporting local businesses.
- Just as Greenfield House provided essential nourishment to the people of Dundee, Greenfield Academy will nourish young minds with education, opportunity, and ambition
- The nearby Douglas Bleachfield was another key part of Dundee's industrial past.

By naming the school "Greenfield Academy," it ensures that this history is preserved, honoured, and repurposed for future generations.

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## 2. A Metaphor for Growth, Learning, and Opportunity

Beyond its direct historical connection, "Greenfield Academy" is an ideal metaphor for education, transformation, and development—themes that align perfectly with the school's mission and values.

### 2.1. Green Fields as a Symbol of Growth & Learning

- In agriculture, a green field represents potential—a space where crops are cultivated, nurtured, and brought to fruition.
- In education, pupils are like young plants, needing the right environment, support, and care to develop into their full potential.
- Greenfield Academy embodies this idea, symbolising a learning environment where pupils can flourish, much like the land did when it nourished the growth of fresh produce to Dundee.

### 2.2. A Learning Community That Thrives Like a Garden

- Just as Greenfield House provided a wide range of fresh produce to local markets, the school will offer pupils a diverse range of opportunities to grow academically, socially, and personally.
- Education, like agriculture, is a carefully cultivated process—one that requires patience, dedication, and the right conditions for success.
- The ethos of Greenfield Academy will reflect this, creating a space where young people are supported to reach their full potential.

This metaphor creates a positive and aspirational identity for the school, reinforcing its commitment to nurturing success, curiosity, and ambition.

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## 3. Connecting to the Wider Dundee Community & Its Legacy

Dundee has always been a city that adapts, grows, and thrives in changing times. Naming the school "Greenfield Academy" aligns it with this legacy of resilience, regeneration, and community contribution.

### 3.1. Honouring Local Industry & Agriculture

- Dundee's industrial past is often associated with jute, textiles, and shipbuilding, but its agricultural heritage is equally important.
- The presence of market gardens like Greenfield House ensured that Dundee's expanding urban population had access to fresh, locally grown produce.
- The school's name will serve as a reminder that communities are built on interconnection, sustainability, collaboration and mutual support—values that are as relevant today as they were in the 19th century.

### 3.2. A Name That Links Past, Present & Future

- The name "Greenfield Academy" allows past generations to be remembered, while also focusing on the future of education in Dundee's East End and North East.
- Just as Greenfield House adapted to the needs of the local economy, the academy will prepare pupils for the challenges and opportunities of the modern world.

By carrying the Greenfield name forward into the 21st century, the school ensures that its rich history remains a living part of Dundee's story.

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## 4. Establishing a Strong & Lasting School Identity



A school's name plays a key role in shaping its identity, creating a sense of pride, belonging, and ambition for pupils and staff.

#### 4.1. A Name That Pupils Can Connect With

- "Greenfield Academy" is a name that feels welcoming, aspirational, and meaningful.
- It gives pupils a strong sense of place, reinforcing that they belong to a learning community built on resilience and growth.
- The name will encourage them to see their education as a process of personal development and growth—just as the land that once stood here was carefully cultivated for success.

#### 4.2. A Timeless & Future-Proof Name

- Unlike names tied to specific individuals or trends, "Greenfield Academy" is timeless and universally inspiring.
- It allows the school to evolve while maintaining a meaningful connection to its past.
- It is a name that will remain relevant, meaningful, and aspirational for generations to come.

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### Conclusion: Why "Greenfield Academy" is the Perfect Name

The name "Greenfield Academy" is a thoughtful, historically rooted, and forward-thinking choice for Dundee's flagship secondary school within the new Community Campus. It successfully combines:

- A direct connection to the history of Greenfield House & its market garden—honouring the exact site where the school is built.
- A powerful metaphor for education & growth, ensuring the school's mission aligns with its name.
- A tribute to Dundee's East End & its transformation, ensuring that local heritage is recognised and celebrated.
- A strong and timeless school identity, creating a meaningful brand that pupils can be proud of.

By naming the school "Greenfield Academy," it ensures that its legacy of sustainability, growth, and success will continue for future generations of Dundee's young people. This name is not just about honouring the past—it is about building a bright and thriving future.

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