

REPORT TO: EDUCATION COMMITTEE – 21 FEBRUARY 2005
REPORT ON: PUPIL ACHIEVEMENT IN DUNDEE SCHOOLS
REPORT BY: DIRECTOR OF EDUCATION
REPORT NO: 130-2005

1.0 PURPOSE OF REPORT

1.1 The attached paper considers the impact of deprivation on attainment in Dundee schools. It outlines progress of current strategies to overcome deprivation and to improve pupil achievement and suggest how these strategies might be further developed to increase their impact.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i) note the recommendations for future developments contained in the paper Attainment in Dundee Schools 2003-2004;
- ii) require the Director of Education to arrange visits by members of the Education Committee to see initiatives to raise attainment currently being implemented in schools,
- iii) require the Director of Education to arrange an Open Voice event for members of the Education Committee to discuss strategies to improve achievement in Dundee schools,
- iv) instruct the Director of Education to further develop the recommendations in the paper Attainment in Dundee Schools 2003-2004 and to bring back to the Education Committee proposals to implement these recommendations as part of a revised Improving Pupil Achievement Strategy,
and
- iii) instruct the Director of Education to take account of the outcomes of the Open Voice consultations with Education Committee members, Head Teachers, parents and pupils in the Education Department Development Plan 2005 -2008.

3.0 FINANCIAL IMPLICATIONS

3.1 The financial implications relating to this report will require to be contained within the Education Department Revenue

Budget 2005-2006.

4.0 LOCAL AGENDA 21 IMPLICATIONS

4.1 Nil

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

5.1 A key aim of the Education Department's strategies to improve achievement is to ensure that all pupils can develop to their highest potential. As part of the strategy the Education Department will also take specific steps to monitor the attainment and achievement of pupils from ethnic minority backgrounds.

6.0 REPORT

6.1 Deprivation is a major factor impacting on the attainment of pupils in Dundee schools. There is a clear correlation between deprivation and low attainment. The indicators of deprivation used by HMIE to compare education authorities include uptake of free school meals, absence rates, exclusion rates, staying on rates and the percentage entering employment. HMIE figures show that Dundee is one of the most deprived of its group of comparator authorities and that group is the most deprived in Scotland. The latest evidence from the Scottish Index of Multiple Deprivation (SIMD), confirms that Dundee has some of the poorest Council wards in Scotland and that 1 in 5 of the population of the City live in these areas. Deprivation thus impacts on almost every school in the City.

6.2 The Education Department carefully monitors the attainment and achievement of pupils in Dundee schools and also monitors the deprivation levels of those schools. It uses this information to evaluate the progress of schools and to report on this progress to the Scottish Executive, Dundee City Council and to parents. The Education Department has a number of key strategies which focus on pupil achievement. Chief among these is the Improving Pupil Achievement Strategy, the Quality Improvement Strategy and the Support for Learning Strategy.

6.3 A great deal of development work has gone into raising attainment in Dundee. Nationally the City is seen as innovative and has a good reputation for the work which it has done in a range of fields including, Support for Learning, Early Years, the READ Project, ICT, Enterprise Education and Learning Together in Dundee. These and other developments have helped to counter some of the effect of deprivation in Dundee but its impact remains significant.

6.4 The Education Department reports to the Education Committee annually on its progress in all aspects of its work through the Standards and Quality Report. This includes the Department's self evaluation against the indicators for Quality Management in Education plus full details of attainment and of the progress of strategies to raise achievement.

6.5 As part of its quality improvement processes the Education Department has been consulting with key stakeholders on strategies to improve attainment. This paper has been produced following discussions with senior managers, head teachers, parents and pupils on improving attainment in Dundee. As part of the preparation for the next Education Department Development Plan 2005 -2008 a series of Open Voice seminars have been held with all Head Teachers, with parents and with pupils. These events focused on the theme of improving pupil attainment and engaged all Head Teachers, pupils and parents in considering further strategies to achieve this aim.

7.0 CONCLUSION

7.1 The attached paper, Attainment in Dundee Schools 2003-2004, identifies progress on current strategies to improve pupil attainment and achievement. It also outlines further steps to be considered. Consultation has been carried out with stakeholders. Following further consultation, including an Open Voice event for members of the Education Committee, it is proposed that key recommendations from the attached paper be incorporated into a Revised Improving Pupil Achievement Strategy which will outline the major developments being pursued by the Education Department to raise attainment.

8.0 CONSULTATION

8.1 The Chief Executive, Depute Chief Executive (Support Services) and Depute Chief Executive (Finance) have been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

9.1 None

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AW/CDGT

11 February 2005

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Dundee City Council Education Department

ATTAINMENT IN DUNDEE SCHOOLS

2003-04

CONTENTS

Consultation	P2
---------------------	-----------

Section 1 Current Levels of Attainment	P3
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This section looks at the current performance of Dundee and Dundee Secondary Schools in terms of SQA attainment at Standard and Higher Grade (the so called "league tables").

Section 2 Factors Influencing Attainment Levels	P5
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The second part considers some of the key factors which affect the attainment of our young people.

A. The Impact of Deprivation	P5
-------------------------------------	-----------

B. Strategies to Improve the Quality of Learning and Teaching	P11
--	------------

Section 3 Summary	P16
--------------------------	------------

This contains conclusions and recommendations on future strategy.

List of Appendices

1. SQA Attainment 2001-2004 by Education Authority
2. National Priorities in Education, Attainment by S6 for Dundee
3. 5-14 Attainment Dundee 2000-2003
4. Educational Context – HMIE briefing on Key indicators for Dundee
5. Analysis of 5-14 performance in Reading and Maths
6. Feedback from Open Voice events on Improving Attainment
7. Summary of Further Steps to be Considered

Consultation

Consultation with key stakeholders is central to all of the Education Department's quality improvement processes. This paper has been produced following discussions with senior managers, Head Teachers, parents and pupils on strategies to improve attainment in Dundee.

As part of the preparation for the next Education Department Development Plan 2005 -2008 a series of Open Voice seminars have been held with all Head Teachers, with parents and with pupils. These events focused on the theme of improving pupil attainment and engaged all Head Teachers, pupils and parents in considering further strategies to achieve this aim.

A group of Head Teachers and Directorate is considering how recommendations from these seminars might be implemented. Details of the initial outcomes from the Open Voice Seminars are given in Appendix 6

This paper will be updated in due course to take account of further recommendations.

The outcomes from these and other consultation exercises and the recommendations from this paper are being fed into the Education Department Development Plan 2005 -2008. Already the Education Department have agreed that this plan should be simpler and more focused on learning and teaching to improve attainment and raise achievement.

1. CURRENT LEVELS OF ATTAINMENT

The first section of this paper considers the current levels of attainment in Dundee schools as set out in the statistics published by SEED and by HMIE. It is intended to offer a more accurate and realistic view of the attainment statistics than has been reported in the press. While we can claim some satisfaction that work which has been put in place is having an effect in improving some of Dundee's figures this should in no way be interpreted as complacency or a lack of resolve to increase the rate of improvement and to do everything possible to move Dundee from its current position.

a. SQA Results 2004 (Refer to tables in Appendix 1)

The 2004 results are pre-appeal. The 2003 figures are post appeal. We have to be aware that we are not comparing like with like. We would therefore expect to see most figures improve by 1 – 2% after appeals. (figures post appeals will be published in February/March 2005)

- At Standard Grade Foundation (level 3) we would expect, following appeals, to at least equal last year's performance.
- At General and Credit (levels 4 and 5) we expect to have improved on last year's performance by up to 3%.
- At Higher Grade (level 6) our results following appeal should be up to 2% better than our 2003 performance. Our Higher Grade results have to some extent been depressed by a slight fall in the Staying On Rates (57% to 56%). This is because the S5 results are calculated as a percentage of the number of pupils in S4. Pupils who leave at the end of S4 are deemed to have failed Higher Grade even though they did not sit the exam.

We are certainly concerned about Staying On Rates. Our Staying On Rates are the lowest of our comparator authorities. Already the Department is working very successfully with schools, colleges and universities to increase the number of pupils in Dundee schools going on to Further and Higher Education. Our transfer rate to Further Education is one of the highest in the country. We need to do more work with parents and young people to raise aspirations and increase our Staying On Rates.

Our performance is benchmarked by HMIE with other comparable authorities and with the national average.

- Our Comparator Authorities are; Inverclyde, N Ayrshire, N Lanarkshire, W Dumbartonshire, W Lothian. These are the poorest and most deprived EAs in Scotland. On the basis of Free Meal Entitlement we are the most deprived EA in our group for Primary Schools and third most deprived for Secondary Schools. (Glasgow is now in a group on its own). Further details on the measurement of deprivation are given on page 5.

Our rate of improvement is as good if not better than most of our comparator authorities although they certainly started from a higher base line.

- The national average in most indicators is static and has not changed in the last three years. No other EA is able to demonstrate significant, sustained gains in attainment across its schools.

b. National Priorities (Refer to tables in Appendix 2)

The attainment measures which the Council is required to publish and to improve under the Education Act are those in the National Priorities for Education. These are the same indicators as those above but with two significant differences;

The attainment of pupils is measured as at S6 (not at S4, S5 and S6). This helps Dundee as it takes account of work pupils do at Intermediate Levels (which are not counted in the Higher figures). It also measures our performance on three year rolling averages. This levels out some of the year to year variations.

- The three year averages show that in every indicator Dundee has improved since 1999. In some cases by as much as 6%.

c. 5 – 14

5-14 Primary (Refer to tables in Appendix 3)

Results at 5-14 are not moderated or standardised nationally. There is thus some concern about their accuracy. Notwithstanding that the performance across the City shows steady improvement in 5-14 performance. Already over half of Dundee's schools have reached their 2005 target level of performance as agreed with the Scottish Executive. This represents some very effective work by the Department and by schools to improve how pupils attain and to seek ways to improve that attainment.

5-14 Secondary (Refer to tables in Appendix 3)

Again this represents some steady improvement, albeit from a low base. The current low figures for pupils in secondary school attaining level E by S2 reflects the lack of success of 5-14 in secondary schools nationally (see the low national average figures) and concerns about the appropriateness of the target (almost all pupils attaining level E by S2) given that nationally over 40% of pupils are not attaining this level.

It is certainly clear that secondary schools have put their attention first into Standard Grade and then into National Certificate development rather than 5-14. A key question is how long the current S1/2 arrangements can survive in their present unsatisfactory state. This may mean pupils moving on to Standard Grade or other courses in S2 rather than S3.

2. FACTORS INFLUENCING ATTAINMENT LEVELS

A wide variety of factors impacts on the attainment of pupils in schools. These factors can be grouped into two broad areas. The first is the social environment in which pupils and their families live. In Dundee this is all too often affected by severe deprivation which leaves some parents and pupils with low self esteem and leads to limited aspirations and expectations. This results in some parents and pupils who do not value and do not engage with education. Not only is there an impact on attainment, but also on attendance, on behaviour and attitude, on a desire to achieve in fields other than the academic, and on a commitment to staying on to acquire qualifications with a view to entering further or higher education.

The second group of factors is concerned with learning and teaching and how we make pupils more effective, confident and successful learners. It is clear that these two areas, countering deprivation and developing successful learners are two sides of the same coin. If we can make pupils successful learners we will have overcome one of the main effects of deprivation – lack of confidence and self esteem.

A. THE IMPACT OF DEPRIVATION (Refer to tables in Appendix 4)

There is a clear correlation between deprivation and low attainment. EAs at the top of the “league tables” have the lowest measures of deprivation and those at the bottom have the highest. The ranking of EAs by attainment broadly matches their ranking by deprivation.

HMIE use indicators of deprivation to group comparator EAs. In its group Dundee has one of the highest rates of pupils on free school meals, very high absence rates, the highest exclusion rates, the lowest staying on rates and the lowest percentage entering employment. Thus Dundee is one of the most deprived of its group of comparator authorities and that group is the most deprived in Scotland.

The department has recently examined a number of indicators of deprivation - attainment, clothing grants, income support, exclusions, Support for Learning indicators, etc. We have also considered the latest evidence from the Scottish Index of Multiple Deprivation (SIMD), which confirms that Dundee has some of the poorest Council wards in Scotland.

Figure 1 leads us to conclude that Free Meals Entitlement is not a reliable indicator. Comparison of it and the SIMD Index in our neighbouring authorities and our comparator authorities indicates clearly that FME masks the extent of deprivation in Dundee. The SIMD Index provides a more meaningful measure, from which it is clear that there are pockets of deprivation in virtually every secondary school in Dundee.

Authority	% of Pupils with Free Meal Entitlement	% of Population living in most deprived 10% of Scotland (SIMD)
Dundee	20	20
Angus	11	0
Perth	6	1
Inverclyde	20	22
North Ayrshire	22	9
North Lanarkshire	18	11
West Dunbartonshire	27	17
West Lothian	16	1

Figure 1

The following are some of the key areas where deprivation impacts on our pupils and where steps are being taken to counter that impact.

i. Support for Learning

Deprivation in Dundee results in a large number of pupils who need additional support to sustain and improve their learning. This results in additional demand for Support for Learning Staff, Pupil Support Workers, School Support Workers and others who can work with the school, with pupils and with the home to provide support.

Steps taken to address these issues

- There has been a 15% increase in Support for Learning staff in secondary schools in the city (and incidentally a 44% increase in primary).
- Support for Learning staff have been allocated to schools in accordance with a formula based on the roll of a school, its level of deprivation (measured by the percentage of pupils in receipt of clothing grants, and its need based on the number of children with additional support needs).
- No primary school has fewer than 1 full-time Support for Learning teacher. 68% have 2 or 3. Three years ago only 37% of primary schools had more than 1; some had only part-time help.
- Pupil Support Workers have been appointed to each secondary school to support pupils who present difficulty in accessing the mainstream curriculum.
- Following the very positive evaluation of a pilot project, the Education Department has appointed School Support Workers to support the Head Teacher and staff in establishing and maintaining good standards of discipline in and around the school environment.

Further steps to be considered

- ***The numbers of Home School Support Service staff will be reviewed, to consider a greater allocation for schools with a higher proportion of troubled and troublesome children and families.***

ii. Looked After Children

There is evidence across the country that children who are either looked after by the local authority at home, or accommodated away from home, do not attain well.

Dundee is no exception. In session 2003-04 60% of those who had been looked after left school with no qualifications at Standard Grade Foundation level or above. 25% left school with at least Foundation level awards in both English and Mathematics. Dundee is one of only six councils to have made a significant improvement over corresponding figures for 2002-03. It is also notable that those accommodated at home perform worse than those away from home.

Steps taken to address these issues

- Each school has a designated member of staff to support the needs of looked after children.
- A joint Education and Social Work policy is in place. One of its requirements is that schools should monitor the attainment levels of looked after children.
- A link teacher has been identified to work with young persons who are accommodated in the city's young persons' units.
- Government monies were used to purchase computers for residential and foster carers' homes.

Further steps to be considered

- ***Our policy is due to be revised. One of the reasons for this will be to ensure that more integrated and rigorous monitoring of individuals' performance takes place.***

iii. Behaviour Management

The Education Department is in no doubt that an increasing number of pupils present unacceptable behaviour, leading to their own depressed performance as well as that of the diligent majority in the class. This also leads to increased levels of teacher stress, itself bound to impact on the quality of learning and teaching in a classroom. This whole area is one of the greatest challenges facing all our staff in all our schools.

A balance has to be struck between the wish to keep pupils in mainstream education for as long as possible, where they can have access to the full curriculum and the greatest chance of attaining qualifications; and the perceived increasing need for offsite places for those displaying the most aggressive and/or disaffected attitudes.

The department has put in place processes and systems to enable schools to work with their more difficult pupils, and has encouraged the creation of onsite behaviour support facilities for those displaying signs of

disaffection. There is much good work being undertaken in individual classrooms and schools, and the target now is to establish consistently good practice.

With regard to offsite support, for many years now the authority has made available a number of places. We have also established the Futures Project with Dundee College. This provides personal development courses and vocational training to 18 disaffected young persons in their final year of school. If successful, these students are guaranteed places at Dundee College on leaving school. We offer similar courses through private providers such as ERGO and Rathbone.

In 2003-04 159 pupils were successfully placed in offsite provision. Every effort is made to pursue academic goals for these youngsters but inevitably the emphasis is more on promoting their actual attendance and changing their behaviours to allow them to resume their place in society. This, therefore, is a group that will impact adversely on attainment levels.

All secondary Head Teachers have stressed the need to offer a greater number of offsite places, and indeed a group of pupils was identified in session 2003-04 for whom such a placement was considered appropriate, but not available.

Steps taken to address these issues

- A major policy was approved in 2001 for the management and support of pupils with social, emotional and behavioural difficulties.
- The policy has now been evaluated, leading to a large number of recommendations and an action plan for further improvement.
- The department has set up multi-agency School Referral Teams in each secondary school, to discuss the cases of pupils at the more serious end of the support needs spectrum, and identify a Key Worker to co-ordinate support.
- More Support for Learning staff and non-teaching support staff are being employed in secondary schools to work with all children with additional support needs, including those with behavioural difficulties.
- We have revised our exclusion guidelines. There are now 37% fewer half-days lost through exclusion in primary schools than in 2000, and 28% fewer in secondary schools. The average duration of exclusions in secondary schools has dropped from 11 to 7 half-days.
- The Council spends around £1.4m annually on educational provision in our five offsite centres at Castlepark, Balerno, Connect 5, Avrom House and The Elms. Some 60 children with serious behavioural difficulties can be provided for in these centres. We are about to open a new offsite centre at Mossgiel, for very young children with behavioural difficulties. This will make another 12 places available.

Further steps to be considered

- ***The department will finalise and consult on its revised SEBD policy.***
- ***Schools will review their own behaviour policies, including their onsite behaviour support arrangements and an analysis of their exclusions data.***

- ***The department will commission an external evaluation of onsite behaviour support arrangements, with the specific purposes of highlighting operational weaknesses and also good practice to be shared.***
- ***The department will review its provision of support staff, who up to now have been employed to support only those with physical disabilities.***

iv. Attendance

No youngster will attain who does not attend school. The department has worked hard in recent years, through the Attendance Initiative, to address problems of non-attendance. We have attracted criticism as we always do for falling below national average rates, but we do claim significant success, even if latterly this has meant only maintaining attendance rates while other authorities have seen theirs decreasing.

Our average attendance rate in secondary schools in 1997-98 was 85%, set against a national average of 89%. In the last full year for which we have comparative figures, 2002-03, our average has climbed to 89% whilst the national rate has remained static. This achievement cannot be under-estimated, and represents a great deal of effort on the part of officers and school-based staff.

Our Home School Support Service staff worked with 1865 referrals to the Attendance Initiative in 1999. The number receiving intensive support had risen to 2527 in 2004.

The issue for us now is to join with other agencies, notably Social Work, to pursue and work with cases of entrenched absence, to try to persuade parents/carers of the importance of school attendance.

Steps taken to address these issues

- A city-wide Attendance Co-ordinator has been appointed.
- Processes have been clarified, using information technology, to pursue absences.
- Clerical staff have been appointed to make quick parental enquiries.
- Regular meetings of school-based Attendance Co-ordinators are held, to monitor statistics and overall performance.
- A system of out-of-school passes has been introduced in the secondary sector, to remove opportunities for periodic truancy.
- Joint work is conducted with Tayside Police to patrol the city centre and outlying areas, to challenge youngsters out of school.
- The work of the School Attendance Sub-Committee has been reviewed to increase its effectiveness.
- An Attendance Management Group has been formed, to allow more intensive work to be undertaken with young people and their families, and to prevent cases going too quickly to the School Attendance Sub-Committee.

Further steps to be considered

- ***The department needs to continue to identify particularly problematic cases, and work with colleagues in other agencies to change the accepted pattern of absence.***

B. STRATEGIES TO IMPROVE THE QUALITY OF LEARNING AND TEACHING

The deprivation identified in the first part of this paper is a major factor in depressing attainment in Dundee and impacts on every school. Over 60% of Dundee's pupils come from areas of high deprivation. The difficulties faced by many of our young people in their lives outside school can all too often result in poor attendance, lack of engagement and conflict with school, lowered expectations and low attainment.

Improvements in attendance and in the performance of Looked After Children are key elements of the National Priorities in Education and as such are a priority for Dundee's schools. These will, however, only impact on a small number of Dundee's young people. To raise attainment across the board we must consider strategies which will impact on all Dundee children from the least able to the most able. Only by doing so will we see all young people achieve to their full potential and have a genuine culture of achievement in our schools.

The Education Department and school staff have identified a clear need to raise self esteem and expectations among teachers, pupils and parents in Dundee. The Dundee Partnership has made work to raise aspirations and ambition a priority for development. A group has now been set up to focus on this issue entitled **Go Dundee**.

i. Improving Classroom Practice

If we are to raise the attainment in our schools, engage with our pupils and reduce indiscipline then the key starting point must be in our classrooms with our teachers and our pupils. We need to make both learning and teaching more effective and more successful. This would have a major effect in raising the self esteem of our pupils and in countering the low expectations which result from deprivation. Where the commitment of the Council and the resources of the Education Department have been focused on delivering an improvement strategy there is clear evidence of success. Work in Primary Schools on literacy and numeracy including the READ Project (Raising Early Achievement in Dundee) has seen the attainment of pupils in the most deprived schools rise to almost equal that of the most advantaged in the city. (see Appendix 5). We now need to bring the same focus of attention and resources to bear on attainment in secondary schools.

Steps taken to address this issue

- If attainment is to improve change must take place in the classroom in the way pupils learn. A number of initiatives have looked at improving teacher's knowledge about how pupils learn and at improving pupil's learning skills. The most recent is the national programme on Formative Assessment. Piloting here and in England has shown that this approach can have a significant impact on attainment and on indiscipline. Dundee has put these approaches together to form **Learning Together in Dundee**. This will be the major strategy to improve learning in our schools.
- Over 500 teachers are now actively engaged in training on Learning Together in Dundee. The aim is to ensure that this strategy impacts on all Dundee pupils and to have it in all Dundee classrooms over the next three

years. If this can be successfully implemented it is potentially the single most significant change which we can make in the educational experience of all young people in Dundee. It needs to be linked to a clear and high profile commitment by the City that we believe in our young people and their ability to succeed.

Further steps to be considered

- ***The development of Learning Together in Dundee needs to be further strengthened in terms of support for staff. The Department is considering how experienced teachers in each school or cluster can be used to provide support to other teachers who are working to develop their classroom practice.***
- ***The use of Open Voice events to engage pupils, teachers and parents in discussion about how to improve learning is an integral part of Learning Together in Dundee. Pilot events have been extremely successful and this should be extended to all schools.***
- ***Given that the strategy of Learning Together in Dundee has shown demonstrable gains in improved achievement and reduced indiscipline it should become an expectation that all Dundee teachers will employ the strategy in all classrooms. This strategy will be the subject of a report to Education Committee to establish Learning Together in Dundee as Council policy.***

ii Changing Curriculum Structure

If we are to engage pupils more effectively in the learning process then we need to ensure that the curriculum is well designed to meet their needs. For many of our pupils the type of curriculum on offer is unattractive and too often inappropriate. Nationally the curriculum in secondary schools has been in a state of flux and it is likely to see significant change over coming years. The Executive has now published proposals which have taken on many of the issues already identified in Dundee's curriculum review carried out in 2002. These will see a major review of curriculum structure and content by 2007. Restrictions on curriculum design are being lifted by SEED to allow schools to introduce greater flexibility into curriculum design. Dundee urgently needs to consider how it can take advantage of the lifting of restrictions to develop new approaches to curriculum design.

Steps taken to address these issues

- A review of the Secondary curriculum was carried out in 2002 to identify ways in which newer and more appropriate courses could be introduced into the curriculum of S1 – S6. As a result a number of inappropriate Standard Grade courses were replaced by Access courses. These give pupils earlier success and help keep them motivated through S3 and S4.
- A number of EAs (including Dundee) have developed Alternative Curriculum schemes for less academic pupils with a greater emphasis on vocational or outdoor education. Dundee has taken a national lead in this area by

developing the Pre-Vocational Initiative which gives pupils pre-apprenticeship training in skills shortage areas such as building trades, care, motor vehicle maintenance and hospitality. Employers fully subscribe to the scheme and guarantee employment for pupils completing the course.

- Dundee has also given a commitment to ensuring that all Dundee young people have certain key employment skills eg in computing. At present Dundee teachers are being trained to deliver the European Computer Driving Licence an internationally recognised qualification in computing skills. A pilot programme in two secondary schools will see all pupils in S5 and S6 leave school with the European Computer Driving Licence.

Further steps to be considered

- ***Innovative approaches to developing skills for employment such as the Pre-Vocational Initiative should be expanded to include more young people and a wider variety of skills.***
- ***Dundee should engage with the national review of the curriculum at an early date and should actively seek to be piloting and developing new course structures which are more appropriate to Dundee pupils.***
- ***Dundee should consider more radical changes to curriculum structure (now likely to be supported by the Executive). These might include replacing 5-14 in S2 with Standard Grade or National Qualifications. This would increase the pace of learning, engage pupils earlier in national qualifications and improve motivation. It would also give pupils a longer period of time (S2 – S6) to build up there range of qualifications.***
- ***To implement options for curriculum change we would need to ensure that staff parents and pupils were consulted and engaged. We should also be aware that the current reporting of SQA results in October each year does not take account of pupils who have achieved Standard Grade in S3 or of Access and Intermediate Courses. Therefore unless the present system is changed there would be a perceived reduction in our attainment levels in the short term. This would need to be countered by information to parents and active PR.***

iii. Monitoring Pupil Progress

Improving the quality of learning and teaching will depend on teachers and managers throughout the department being able to be evaluative and self critical about their work. Only by focusing on the quality of learning and asking ourselves how this can be improved will we be able to raise attainment.

Steps taken to address these issues

- Detailed analysis of school attainment is provided by the Education Department and all schools use this information to discuss progress with staff and set improvement targets.

- Schools need to monitor the progress of all pupils so that they can intervene if a pupil is not attaining appropriately. It is a requirement under the National Priorities in Education that specific steps are taken to raise the attainment of the lowest performing 20% of pupils. Schools are now required to specifically monitor these pupils and take steps to plan for improvements in their attainment.

Further steps to be considered

- ***Considerable work has been done to introduce an electronic information system to help track pupil progress. This is aimed to make the information less time consuming to collect and make better information more immediately available to teachers. While this has been generally successful there is still work to be done to develop and improve the way we collect and analyse information on pupil progress.***

iv Quality Improvement

In Quality Improvement we are trying to develop the Quality Assurance processes throughout each school and across the Department. These are designed to ensure that there is a clear focus on improvement at all levels in the Department and that schools are both supported and challenged to do better.

Steps taken to address these issues

- The Quality Improvement Strategy was approved by Education Committee in September and requires the Education Department and all schools to monitor and review their progress more critically in regard to attainment and other key areas of their performance and to provide evidence to support their self evaluation. To assist in this process the Education Department monitors its performance against a number of comparator authorities and seeks to identify best practice which can be developed in Dundee.

Schools are provided annually with a detailed analysis of attainment performance, including benchmark information, to allow them to compare themselves with other schools across Scotland at whole school and individual department level.

- Reviews of schools by the department will now be more rigorous. In addition to annual reviews each school will in future have an enhanced review every four years carried out by a team of officers over a week. This will consider all aspects of school performance but will focus on learning and teaching and will include feedback from staff, pupils and parents.
- The Review of Head Teachers has been revised to provide better information on the performance of Head Teachers. Head Teachers will be evaluated against the skills for headship and the review will include 360 degree appraisal. The revised process will provide more challenge to Head Teachers to develop and improve their management and leadership skills.

- Good practice from schools within Dundee and from other authorities in Scotland and abroad is identified and brought to the attention of staff through conferences, seminars and staff development activities.

Further steps to be considered

- ***The analysis of school attainment information needs to be further developed at school and EA level to ensure that schools are self critical of their performance and can clearly identify strengths and areas for development.***
- ***The Education Department will expand its arrangements to identify good practice in improving attainment from other authorities.***
- ***Areas of under performance will be clearly indicated to schools and to departments in secondary schools. Schools will be required to monitor the performance of under-performing departments or teachers and to provide action plans for improvement.***
- ***The Education Department will require schools to take affirmative action where there is underperformance or poor teaching. This might include support as part of an action plan for improvement or in extreme cases work performance monitoring.***

3. SUMMARY

A great deal of development work has gone into raising attainment in Dundee. Nationally the City is seen as innovative and has a good reputation for the work which it has done in a range of fields including, Support for Learning, Early Years, the READ Project, ICT, Enterprise Education and Learning Together in Dundee. These and other developments have helped to counter some of the disadvantage in Dundee but have not overcome it - YET !.

There are undoubtedly no simple answers to raising attainment. Similarly it is unlikely that any changes will have a significant impact on attainment in the short term (within 1 – 2 years).

There is a debate to be had about the extent to which we spread our efforts through a range of small strategies or go for a single high profile focus on attainment. It is undoubtedly the fact that schools have in recent years had their attention distracted from attainment by the demands of implementing the McCrone Agreement and by the myriad of other worthy initiatives ranging from Attendance to Health. There is clearly a need to recapture the focus on pupil achievement for all of our managers and for all of our teachers.

To some extent we have limited choice in that much of our work is set out or defined by statutory responsibilities or the National Priorities in Education. However SEED and HMIE would say that EAs and councils are defined by what they do differently and by what they bring in value added rather than by what they do the same.

Where improvement has been delivered in schools and to a lesser extent in EAs it has come from a common commitment by teachers, backed by school managers and parents, that pupils can do better, that they can achieve and that they can have high expectations. This means a genuine ethos of achievement where more teachers, pupils and parents feel that they can do rather than that they cannot do. It means a cool to succeed culture rather than the situation in many schools where it is cool not to try. The real challenge is to motivate our teachers and crucially help them to motivate young people.

At its root Dundee's low attainment has something to say about the aspirations and self image of the people of Dundee. Turning this around and developing a cool to succeed culture requires more than just the Education Department. It requires commitment and support from the City Council and from the people of Dundee. Our key question is how can we galvanise, build and develop that support across Dundee schools and Dundee.

Attainment in Dundee Schools 2003-04

APPENDIX 1

Table 4: SQA attainment in publicly funded secondary schools by the end of S4, by education authority (Note: 2004 figures are Pre-appeal.)

	Relevant S4 Roll as at September			% S4 roll gaining English & Maths at level 3 or better			% S4 roll gaining 5+ awards at level 3 or better			% S4 roll gaining 5+ awards at level 4 or better			% S4 roll gaining 5+ awards at level 5 or better		
	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04
Scotland	59,998	61,035	60,446	91	91	91	91	91	91	77	76	76	34	34	34
Aberdeen City	2,029	2,115	2,105	92	93	92	91	91	92	75	77	74	32	34	35
Aberdeenshire	2,993	3,030	2,993	96	96	95	94	94	94	88	86	85	45	43	42
Angus	1,411	1,342	1,354	91	92	92	91	91	91	80	78	78	36	39	36
Argyll & Bute	965	1,078	1,034	96	95	94	96	95	94	85	82	82	39	39	33
Clackmannanshire	562	594	597	83	89	89	82	85	83	66	71	68	22	25	26
Dumfries & Galloway	1,817	1,941	1,884	92	93	91	93	93	91	80	79	77	37	38	37
Dundee City	1,693	1,733	1,697	84	83	82	83	82	81	64	63	65	24	22	23
East Ayrshire	1,564	1,526	1,497	93	92	90	91	93	90	77	79	77	35	31	32
East Dunbartonshire	1,620	1,633	1,691	97	96	96	97	96	96	88	85	86	51	48	46
East Lothian	1,012	1,054	1,058	94	96	93	92	93	92	79	78	79	35	37	38
East Renfrewshire	1,330	1,300	1,390	98	97	93	98	97	96	93	92	88	60	62	57
Edinburgh City	3,743	3,851	3,787	90	90	90	88	88	88	73	74	74	33	34	35
Eilean Siar	357	352	399	90	93	93	92	93	91	86	84	82	38	41	41
Falkirk	1,555	1,637	1,601	89	90	88	88	90	88	70	73	70	26	30	28
Fife	4,383	4,513	4,382	91	91	91	90	89	91	77	75	77	31	32	33
Glasgow City	5,642	5,727	5,541	83	85	83	84	85	84	64	65	65	21	21	22
Highland	2,832	2,763	2,762	93	93	93	93	92	93	82	81	83	38	38	39
Inverclyde	1,082	1,092	1,031	94	94	92	95	95	93	82	81	79	35	32	36
Midlothian	1,085	1,073	1,118	92	91	90	91	92	90	76	75	75	30	28	29
Moray	1,084	1,110	1,172	94	90	92	93	91	92	83	79	84	37	34	34
North Ayrshire	1,722	1,813	1,814	92	89	91	93	88	89	77	72	69	30	29	28
North Lanarkshire	4,252	4,336	4,257	92	90	90	92	92	92	73	74	74	28	28	29
Orkney Islands	240	289	289	98	97	97	97	96	97	88	86	86	42	39	40
Perth & Kinross	1,429	1,451	1,515	92	92	90	91	91	90	78	80	78	37	38	37
Renfrewshire	2,348	2,270	2,258	93	93	93	93	93	93	79	79	79	37	36	36
Scottish Borders	1,209	1,301	1,297	93	93	91	90	91	92	82	81	79	44	40	39
Shetland Islands	317	340	328	97	96	96	97	94	95	91	86	90	49	44	45
South Ayrshire	1,448	1,433	1,423	93	93	92	92	93	92	78	77	78	37	38	39
South Lanarkshire	3,772	3,790	3,772	91	92	92	91	91	91	76	76	75	33	35	34
Stirling	1,050	1,121	1,001	91	93	92	94	92	92	80	79	79	42	42	41
West Dunbartonshire	1,203	1,308	1,250	91	88	91	90	88	91	73	72	74	27	28	30
West Lothian	2,150	2,021	2,081	89	92	93	88	92	94	73	76	78	33	33	36

Attainment in Dundee Schools 2003-04

Table 5a: SQA attainment in publicly funded secondary schools by the end of S5, by education authority (Note: 2004 figures are Pre-appeal.)

	Relevant S4 Roll as at September			% Staying on Rates to S5 (post Christmas)			% S4 roll gaining 5+ awards at level 5			% S4 roll gaining 1+ awards at level 6 or better			% S4 roll gaining 3+ awards at level 6 or better		
	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04
Scotland	60,138	59,998	61,035	65	64	64	45	45	45	39	39	38	23	23	22
Aberdeen City	2,178	2,029	2,115	61	58	60	42	42	44	40	38	39	23	23	24
Aberdeenshire	2,928	2,993	3,030	63	66	65	56	56	55	48	48	46	31	31	29
Angus	1,374	1,411	1,342	63	62	63	46	48	48	41	41	43	26	24	26
Argyll & Bute	1,020	965	1,078	74	74	74	49	51	51	42	45	45	23	26	26
Clackmannanshire	563	562	594	64	62	62	38	35	36	34	30	30	18	15	14
Dumfries & Galloway	1,838	1,817	1,941	63	61	62	49	48	47	43	43	40	27	25	24
Dundee City	1,791	1,693	1,733	58	57	56	35	32	31	31	29	29	16	16	14
East Ayrshire	1,549	1,564	1,526	70	68	67	41	46	42	35	38	36	20	22	20
East Dunbartonshire	1,577	1,620	1,633	78	79	77	61	61	58	54	54	52	34	36	34
East Lothian	979	1,012	1,054	59	63	64	43	47	48	40	41	40	23	26	26
East Renfrewshire	1,314	1,330	1,300	81	83	85	68	70	71	63	63	65	43	44	45
Edinburgh City	3,659	3,743	3,851	61	63	62	44	45	45	40	40	40	25	24	24
Eilean Siar	369	357	352	79	78	76	57	60	59	53	53	54	28	26	25
Falkirk	1,629	1,555	1,637	67	65	69	39	36	41	36	32	35	17	16	18
Fife	4,464	4,383	4,513	64	62	63	45	45	44	39	39	37	22	21	21
Glasgow City	5,724	5,642	5,727	56	57	55	30	30	31	25	27	25	13	13	12
Highland	2,724	2,832	2,763	70	71	70	51	50	50	44	44	44	25	25	26
Inverclyde	1,119	1,082	1,092	69	71	66	39	44	43	36	41	35	20	23	18
Midlothian	1,052	1,085	1,073	60	61	55	41	41	38	35	35	32	18	17	16
Moray	1,119	1,084	1,110	62	64	62	47	49	45	42	41	38	24	21	21
North Ayrshire	1,760	1,722	1,813	61	64	59	39	40	37	34	33	30	20	17	18
North Lanarkshire	4,374	4,252	4,336	65	63	62	39	39	39	35	34	33	18	18	16
Orkney Islands	255	240	289	69	71	67	60	58	54	47	52	42	27	30	21
Perth & Kinross	1,368	1,429	1,451	70	66	69	50	49	50	44	43	44	27	26	24
Renfrewshire	2,181	2,348	2,270	62	64	64	46	48	47	40	41	39	23	23	22
Scottish Borders	1,274	1,209	1,301	76	67	66	59	56	52	50	50	45	30	29	26
Shetland Islands	297	317	340	63	68	63	60	62	55	49	52	46	27	32	27
South Ayrshire	1,418	1,448	1,433	70	66	71	50	47	49	43	41	41	27	26	25
South Lanarkshire	3,805	3,772	3,790	66	63	64	46	44	45	42	40	40	24	22	22
Stirling	1,047	1,050	1,121	73	73	73	51	52	52	48	49	49	30	30	32
West Dunbartonshire	1,342	1,203	1,308	67	67	65	40	40	39	33	35	33	18	15	16
West Lothian	1,948	2,150	2,021	58	57	59	40	42	43	35	36	35	20	21	20

Attainment in Dundee Schools 2003-04

Table 5b: SQA attainment in publicly funded secondary schools by the end of S5, by education authority (continued) (Note: 2004 figures are Pre-appeal.)

	Relevant S4 Roll as at September			% Staying on Rates to S5 (post Christmas)			% S4 roll gaining 5+ awards at level 6 or better		
	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04
Scotland	60,138	59,998	61,035	65	64	64	9	10	9
Aberdeen City	2,178	2,029	2,115	61	58	60	9	9	10
Aberdeenshire	2,928	2,993	3,030	63	66	65	12	12	12
Angus	1,374	1,411	1,342	63	62	63	10	10	10
Argyll & Bute	1,020	965	1,078	74	74	74	8	11	11
Clackmannanshire	563	562	594	64	62	62	5	5	4
Dumfries & Galloway	1,838	1,817	1,941	63	61	62	12	11	11
Dundee City	1,791	1,693	1,733	58	57	56	5	6	5
East Ayrshire	1,549	1,564	1,526	70	68	67	8	10	8
East Dunbartonshire	1,577	1,620	1,633	78	79	77	17	19	18
East Lothian	979	1,012	1,054	59	63	64	8	11	11
East Renfrewshire	1,314	1,330	1,300	81	83	85	23	25	24
Edinburgh City	3,659	3,743	3,851	61	63	62	12	11	10
Eilean Siar	369	357	352	79	78	76	9	7	6
Falkirk	1,629	1,555	1,637	67	65	69	7	7	7
Fife	4,464	4,383	4,513	64	62	63	9	8	8
Glasgow City	5,724	5,642	5,727	56	57	55	4	5	4
Highland	2,724	2,832	2,763	70	71	70	9	11	10
Inverclyde	1,119	1,082	1,092	69	71	66	7	9	7
Midlothian	1,052	1,085	1,073	60	61	55	7	7	6
Moray	1,119	1,084	1,110	62	64	62	7	7	7
North Ayrshire	1,760	1,722	1,813	61	64	59	9	7	8
North Lanarkshire	4,374	4,252	4,336	65	63	62	6	7	6
Orkney Islands	255	240	289	69	71	67	11	11	8
Perth & Kinross	1,368	1,429	1,451	70	66	69	13	10	9
Renfrewshire	2,181	2,348	2,270	62	64	64	9	10	10
Scottish Borders	1,274	1,209	1,301	76	67	66	11	11	8
Shetland Islands	297	317	340	63	68	63	10	12	11
South Ayrshire	1,418	1,448	1,433	70	66	71	14	12	11
South Lanarkshire	3,805	3,772	3,790	66	63	64	10	10	8
Stirling	1,047	1,050	1,121	73	73	73	14	14	13
West Dunbartonshire	1,342	1,203	1,308	67	67	65	6	6	7
West Lothian	1,948	2,150	2,021	58	57	59	7	9	9

Attainment in Dundee Schools 2003-04

Table 6: SQA attainment in publicly funded secondary schools by the end of S6, by education authority (Note: 2004 figures are Pre-appeal.)

	Relevant S4 Roll as at September			% Staying on Rates to S6 (% of S4 roll 2 years ago)			% S4 roll gaining 3+ awards at level 6 or better			% S4 roll gaining 5+ awards at level 6 or better			% S4 roll gaining 1+ awards at level 7 or better		
	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04
Scotland	59,250	60,138	59,998	45	46	45	31	31	30	20	20	19	12	12	12
Aberdeen City	2,080	2,178	2,029	45	44	42	33	32	31	21	20	20	14	14	14
Aberdeenshire	2,864	2,928	2,993	41	44	45	37	39	39	24	26	25	15	16	17
Angus	1,419	1,374	1,411	46	44	44	34	33	31	21	21	21	12	14	13
Argyll & Bute	991	1,020	965	52	52	51	36	33	35	22	20	22	14	12	13
Clackmannanshire	556	563	562	45	42	37	27	26	22	17	14	13	9	12	8
Dumfries & Galloway	1,913	1,838	1,817	45	46	44	34	35	34	23	23	22	15	15	14
Dundee City	1,740	1,791	1,693	39	41	37	24	23	22	14	12	13	8	8	9
East Ayrshire	1,481	1,549	1,564	43	43	43	28	26	29	18	17	18	11	12	11
East Dunbartonshire	1,599	1,577	1,620	55	56	60	43	43	45	30	30	32	17	19	20
East Lothian	956	979	1,012	47	42	47	32	32	33	22	20	23	18	18	18
East Renfrewshire	1,260	1,314	1,330	62	67	68	50	51	52	34	37	38	20	22	24
Edinburgh City	3,610	3,659	3,743	47	46	47	32	33	32	21	22	20	14	15	14
Eilean Siar	349	369	357	53	62	61	39	41	38	23	29	20	18	19	11
Falkirk	1,649	1,629	1,555	42	44	45	26	25	24	15	15	14	10	10	9
Fife	4,286	4,464	4,383	45	47	45	32	31	29	20	20	18	13	14	13
Glasgow City	5,471	5,724	5,642	33	35	34	19	18	18	11	10	10	5	5	5
Highland	2,752	2,724	2,832	53	52	51	36	35	34	22	22	22	13	12	13
Inverclyde	1,106	1,119	1,082	44	45	47	28	27	30	18	17	19	10	9	10
Midlothian	1,002	1,052	1,085	43	46	43	29	27	26	19	15	16	12	12	12
Moray	1,036	1,119	1,084	43	44	46	32	33	32	19	21	19	11	13	11
North Ayrshire	1,764	1,760	1,722	40	38	40	26	26	23	16	17	14	8	8	9
North Lanarkshire	4,283	4,374	4,252	42	44	43	26	25	25	15	16	14	7	7	7
Orkney Islands	263	255	240	40	52	52	36	38	38	21	24	25	16	16	21
Perth & Kinross	1,419	1,368	1,429	53	53	52	38	36	34	25	23	22	13	13	14
Renfrewshire	2,258	2,181	2,348	42	43	46	29	31	32	19	18	19	11	10	11
Scottish Borders	1,217	1,274	1,209	55	55	52	40	40	40	26	27	25	16	16	16
Shetland Islands	283	297	317	49	45	51	39	37	43	22	24	28	11	11	15
South Ayrshire	1,509	1,418	1,448	50	53	48	36	35	32	25	24	22	16	14	15
South Lanarkshire	3,895	3,805	3,772	44	45	42	30	32	30	19	20	19	9	11	9
Stirling	990	1,047	1,050	54	55	54	40	39	38	28	26	26	18	17	17
West Dunbartonshire	1,260	1,342	1,203	40	43	45	26	25	24	14	15	13	7	8	6
West Lothian	1,890	1,948	2,150	39	39	39	28	27	28	16	16	18	10	10	11

		Three Year Average Data		
<i>National Priority 1.1 C</i>		1999-2001	2000-2002	2001-2003
<i>English and Maths</i>	Dundee City	82.1%	82.9%	85.0%
	CA Average	91.6%	92.4%	92.7%
	National Average	91.9%	92.4%	92.7%
<i>National Priority 1.2 A</i>		1999-2001	2000-2002	2001-2003
<i>5 + @ level 3 or better</i>	Dundee City	80.9%	81.5%	83.3%
	CA Average	90.9%	91.5%	91.6%
	National Average	91.0%	91.3%	91.5%
<i>National Priority 1.2 B</i>		1999-2001	2000-2002	2001-2003
<i>5 + @ level 4 or better</i>	Dundee City	62.2%	64.0%	65.7%
	CA Average	72.1%	74.3%	75.7%
	National Average	75.1%	76.6%	78.0%
<i>National Priority 1.2 C</i>		1999-2001	2000-2002	2001-2003
<i>5 + @ level 5 or better</i>	Dundee City	29.7%	33.2%	35.9%
	CA Average	35.9%	38.7%	41.4%
	National Average	40.9%	43.7%	46.2%
<i>National Priority 1.2 D</i>		1999-2001	2000-2002	2001-2003
<i>1 + @ level 6 or better</i>	Dundee City	34.9%	36.0%	36.5%
	CA Average	39.6%	39.9%	40.0%
	National Average	44.1%	44.2%	44.2%
<i>National Priority 1.2 E</i>		1999-2001	2000-2002	2001-2003
<i>3 + @ level 6 or better</i>	Dundee City	22.0%	22.9%	23.0%
	CA Average	25.7%	26.5%	26.6%
	National Average	30.4%	31.0%	31.1%
<i>National Priority 1.2 F</i>		1999-2001	2000-2002	2001-2003
<i>5 + @ level 6 or better</i>	Dundee City	12.3%	13.2%	13.2%
	CA Average	14.8%	15.7%	16.0%
	National Average	18.7%	19.5%	19.8%

5-14 Attainment

Percentage of Primary Pupils attaining appropriate* 5-14 levels

Reading	2001	2002	2003	2004
Dundee City	75.81	78.47	80.03	79.23
CA Average	79.94	81.99	82.32	82.52
National	79.81	80.98	81.37	81.39
Writing	2001	2002	2003	2004
Dundee City	65.28	68.26	71.95	69.80
CA Average	69.24	73.04	74.02	74.49
National	70.33	72.46	73.54	73.61
Maths	2001	2002	2003	2004
Dundee City	74.51	76.71	77.23	78.64
CA Average	79.98	81.48	81.39	83.24
National	79.20	79.98	80.04	81.82

* Level A by the end of P3. Level B by the end of P4. Level C by the end of P6. Level D by the end of P7

Percentage of Secondary pupils attaining level E by the end of S2

Reading	2001	2002	2003	2004
Dundee City	49.97	54.02	52.09	56.96
CA Average	53.35	56.00	60.38	64.55
National	56.37	58.92	60.53	64.46
Writing	2001	2002	2003	2004
Dundee City	43.73	49.43	46.69	48.11
CA Average	41.96	46.50	49.60	50.64
National	45.89	49.79	51.16	52.10
Maths	2001	2002	2003	2004
Dundee City	39.69	42.47	44.48	50.00
CA Average	47.80	50.19	52.18	58.46
National	51.16	53.64	54.18	59.45

Source: HMIE

Educational Context

(CA = Comparator Authority)

Percentage of pupils entitled to free school meals

Primary :	2002	2003	2004
Dundee City	27.7	27.6	26.5
CA Average	23.5	23.8	23.4
National	20.3	20.2	20.5
Secondary :	2002	2003	2004
Dundee City	21.3	21.2	20.3
CA Average	19.5	19.7	19.4
National	15.9	16.0	16.2

Percentage of pupils staying on to S5 (Post Xmas)

	2002	2003	2004
Dundee City	58	57	56
CA Average	64	63	62
National	65	64	64

Percentage of Total Absences

Primary :	2002	2003	2004
Dundee City	5.7	5.7	5.8
CA Average	5.3	5.4	4.9
National	5.1	5.1	4.7
Secondary :	2002	2003	2004
Dundee City	12.5	11.0	12.0
CA Average	12.2	11.8	10.9
National	11.1	10.8	9.8

Attainment in Dundee Schools 2003-04

2002 Occupancy Rates Percentage of schools where the ratio of pupils to places is:

Primary :	0- 40%	41-60%	61 -80%	81-100%	> 101%
Dundee City	12	42	22	24	0
CA Average	4	21	38	29	7
National	10	23	36	26	6
Secondary :	0- 40%	41-60%	61 -80%	81-100%	> 101%
Dundee City	0	20	30	50	0
CA Average	2	21	53	16	8
National	3	13	33	38	13

Average Number of Half Days Absence per Pupil

Primary	01-02	02-03	03-04
Dundee City	22	22	22
CA Average	20	20	19
National	19	19	18
Secondary	01-02	02-03	03-04
Dundee City	48	42	45
CA Average	46	45	42
National	42	41	37

Budgeted Running costs (£) per pupil

Primary :	00-01	01-02	02-03
Dundee City	2230	2399	2570
CA Average	1974	2147	2349
National	2042	2228	2369
Secondary :	00-01	01-02	02-03
Dundee City	3193	3382	3664
CA Average	2989	3221	3461
National	3016	3098	3311

Attainment in Dundee Schools 2003-04

Pupil Destinations

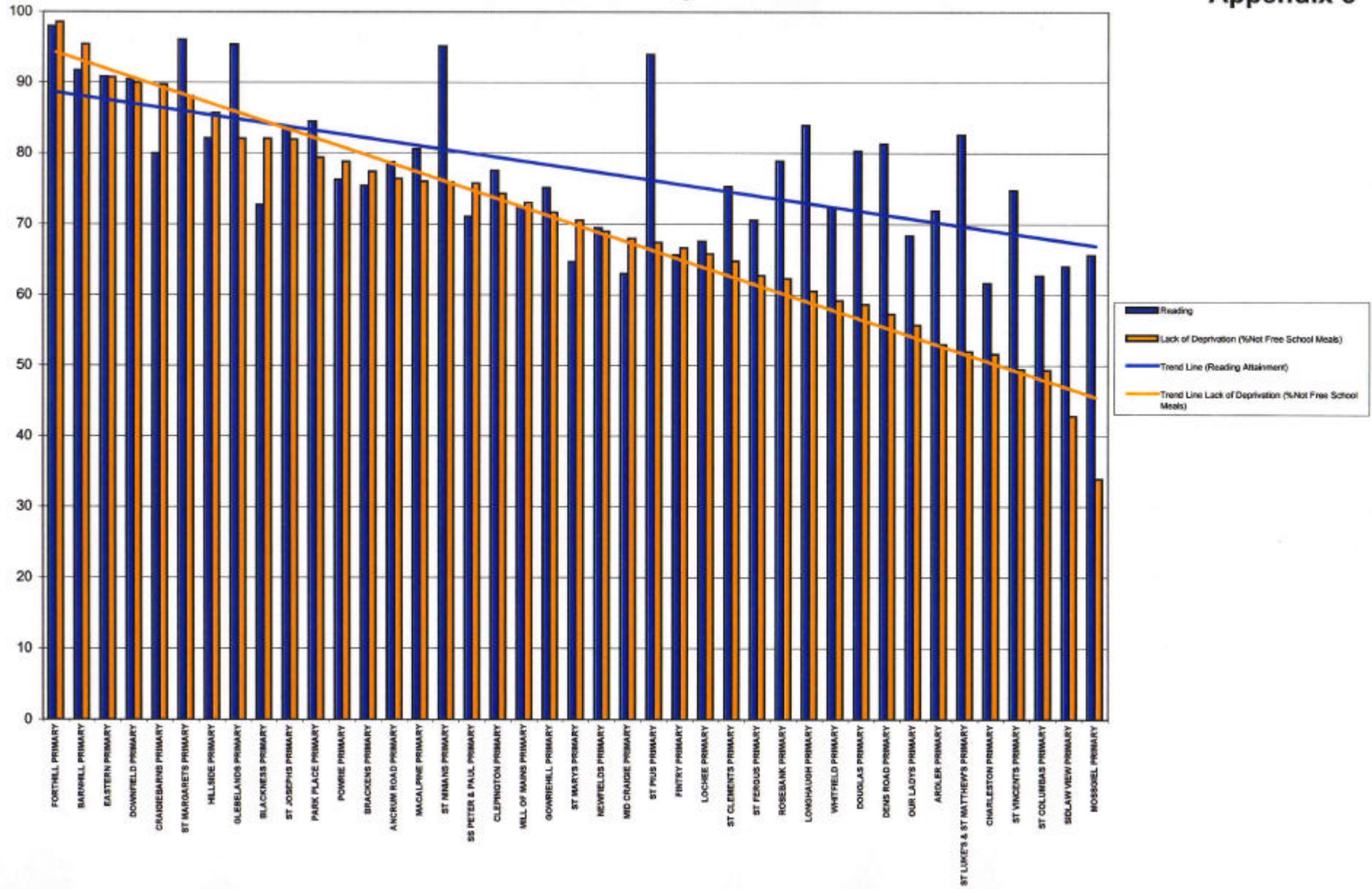
Employment :	2002	2003	2004
Dundee City	17	17	22
CA Average	21	21	24
National	23	23	25
Further Education :	2002	2003	2004
Dundee City	27	28	27
CA Average	20	21	20
National	20	21	21
Higher Education :	2002	2003	2004
Dundee City	28	24	24
CA Average	30	28	27
National	32	31	29

Exclusions per 1000 pupils from primary and secondary

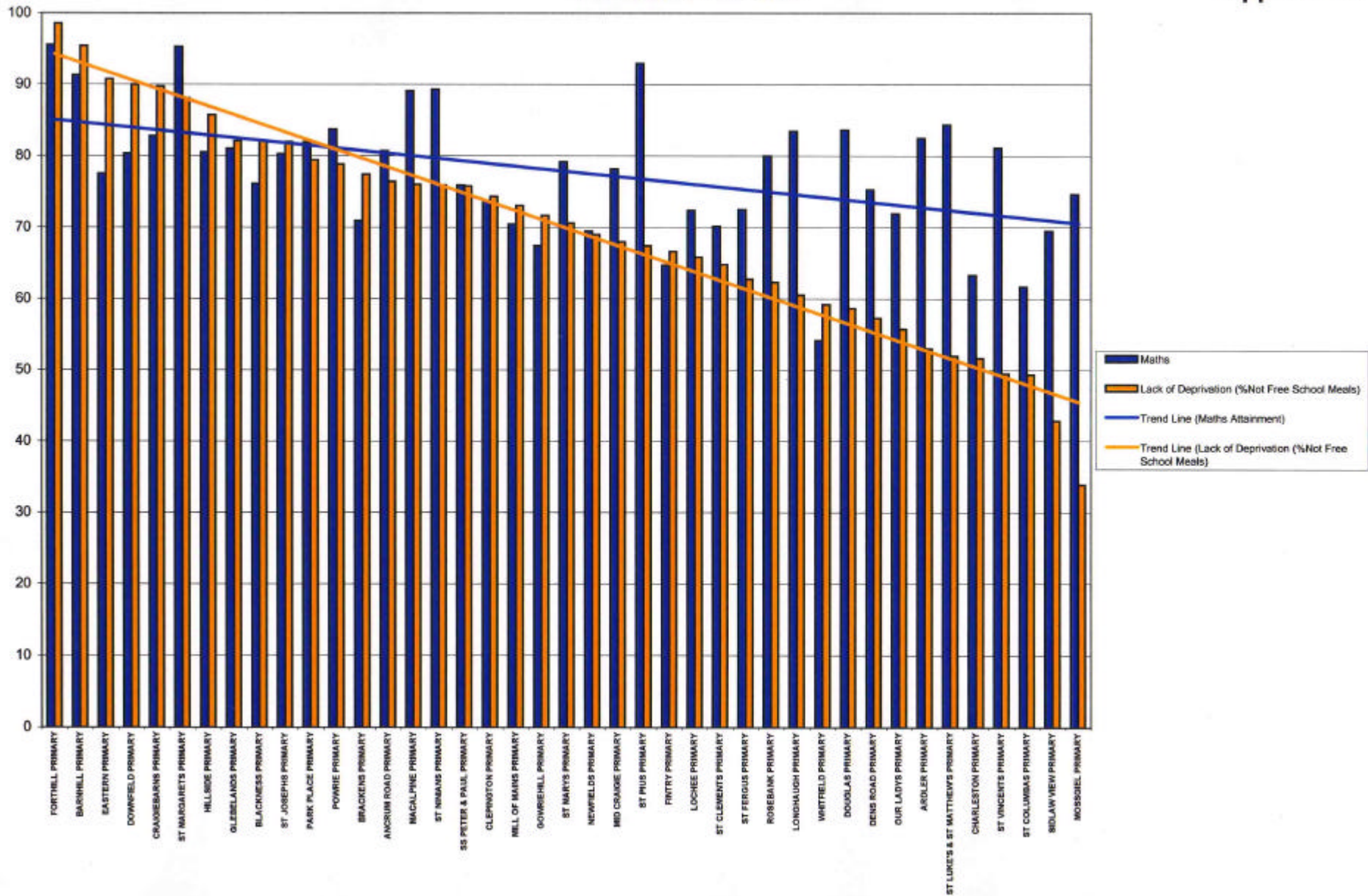
Primary:	00-01	01-02	02-03
Dundee City	25	32	19
CA Average	11	11	12
National	11	11	10
Secondary:	00-01	01-02	02-03
Dundee City	161	178	184
CA Average	142	133	116
National	104	101	98

Source: HMIE

5-14 Reading / FME 2004



5-14 Maths / FME 2004





OPEN VOICE

Feedback from Events

Appendix 6A	Open Voice for Head Teachers	9 November 2004
Appendix 6B	Open Voice for Pupils	15 November 2004
Appendix 6C	Open Voice for Parents	1 & 2 February 2005

Open Voice
Raising Attainment in Dundee
Consultation with Head Teachers

Proposed Action Points

The outcomes of the Open Voice consultation with all Head Teachers were considered by the Senior Management Team and representatives of Secondary, Primary and Nursery Head Teachers.

As a result of this evaluation a number of key themes were identified and proposed action points were proposed for each of these themes. These are listed below.

1. Curriculum

Secondary

- a. Implement secondary proposals for flexibility in line with current guidelines.
- b. Evaluate existing initiatives, for example, Mathematics at Lawside Academy. Share evaluations projects shown to have made a difference to attainment with all schools
- c. Consider piloting of proposals outwith current guidelines with evaluation after one year. Agreement must be reached between the school and the Education Services Manager before embarking on a pilot
- d. Reconvene the Curriculum Review Group
- e. Make arrangements for the Review Group to meet with Scottish Executive Education Officers
- f. Develop curriculum guidelines by 2007

Primary

- g. Set up a Primary Curriculum Review Group, the membership of which should include class teacher representation
- h. Make arrangements for the Review Group to meet with Scottish Executive Education Officers
- i. Recommend options to reduce areas of the 5-14 curriculum
- j. Consider how long term planning can be used to reduce curriculum overload
- k. Suggest options to rationalise and integrate initiatives into fewer strategies.

2. Learning and Teaching

- a. Implement Learning Together in Dundee as a Council policy for all teachers
- b. Extend the range of support for LTiD. This should be linked to Continuing Professional Development, for all teachers
- c. Develop In-service training for Head Teacher on working with staff on teacher competencies

3. Support for Pupils

- a. After consultation the SEBD review document will be implemented as Council policy
- b. Examine the deployment of support staff and implement a training programme for these staff which will clarify the roles and responsibilities. This would be carried out by the SEBD Review Group which would become a standing group
- c. Implement a strategy to provide training all staff in behaviour management
- d. Review and extend Continuing Professional Development opportunities in this area
- e. Liaise with the universities about the place of behaviour management in initial teacher education
- f. Review with other agencies, such as, child psychiatry, Social Work, Communities, the support provided for challenging of pupils

4. Processes

- a. Review School Development Planning to develop a simpler and more flexible process
- b. Revise the electronic school development planning process to develop a simpler and more user friendly tool.
- c. Ensure that Development Priorities in the Department Development Plan are limited in number and have a clear focus on key areas such as Learning and Teaching and Support for Pupils.

**Open Voice
Raising Attainment in Dundee
Consultation with Pupils**

**WHAT'S IMPORTANT FOR YOU TO LEARN AND WHAT HELPS YOU TO
LEARN?**

75 pupils (P5 – S4) from 11 schools were asked to prepare for the event by considering the following questions:

- What helps you to learn best in school?
- What information and help do you need from your teacher to learn?
- What skills would you need when you finish school?
- What new things would you like to learn at school?
- Should pupils set personal learning targets with teachers and parents?
What would help to do that?
- What would help pupils to give views on their own progress?

ISSUES DISCUSSED

The following topics were raised by pupils for discussion;

1. Making Learning in Language- Better
2. Setting Targets for Maths
3. Streamlining
4. Gaining Confidence in Social Skills
5. How Pupils can Support the Teacher
6. Social Subjects
7. A Better Learning Environment
8. Resources
9. More Academic Clubs or Groups
10. More Educational Trips
11. Pupils Marking Work
12. More Educational Games in Gym
13. I.C.T.
14. Making Maths into Games
15. Get Rid of Bullies
16. Pupils Being Responsible



OPEN VOICE – MAKING A DIFFERENCE

Parents Working with Schools to Improve Achievement

Parents Meeting

1 February 2005
Hilton Hotel

Background

As you are be aware the Education Department is reviewing the steps it might take to further improve the achievement and particularly to raise the attainment of pupils in Dundee schools.

As key stakeholders we would like to actively involve parents in considering how they can work with schools to improve learning and achievement. Two meetings have been arranged (1 Feb for parents in the East and 2 Feb for parents in the West) and 30 – 50 parents from Primary and Secondary Schools will attend each. The meetings will allow parents to consider how they can work with the school to support learning and teaching and to do some “blue sky thinking” about whether we could change current approaches, or develop new strategies which will impact on learning and achievement in the short to medium term.

To do this we are proposing to use a consultation process called **Open Voice**. This is being developed through **Learning Together in Dundee** as a method of engaging teachers, young people and parents in discussion about how they can work together to improve learning. An Open Voice event for HTs and one for pupils took place in November. Results of all consultations will be considered carefully and incorporated into the Education Department Development Plan.

The meeting should be interesting and worthwhile. The evening is not about identifying problems. We can all quickly create a list of issues. The focus should be on identifying practical options to address some of the barriers to parents and schools working together to improve learning.

Format of the Evening

The event is based on Open Space, a large group process which brings people together to discuss a common theme with no clear or pre-determined answers. Since 1985, it has been used in 81 countries in many applications, including education. Open Space allows each participant to have an equal voice, to learn from each other and to contribute towards options for a better future.

Participants will be asked to briefly introduce their issue or theme.

Participants will then join a group to discuss the theme which they prefer and discuss issues in small groups, and agree three action points to address the issue.

The outcomes of the discussions must be achievable options or actions which have a clear impact on parents and schools supporting learning and teaching. Groups need to be able to demonstrate ideas and possible solutions which can be taken forward within current resources and in a realistic timescale.

At the end of the event participants will have an opportunity to vote for the options or actions from those suggested by all the groups which they feel will have the greatest chance of making a successful impact on learning.

After the Event

It is impossible to predict what suggestions will be made or whether it will be possible to implement them. There is however a commitment to:

- share all of the suggestions with all participants through a written report
- have all suggestions considered by the Director and Senior Management Team
- have suggestions considered by other appropriate parent consultative groups

Summary of Issues Discussed

Topic

How can parents and teachers work together to improve pupils' attainment and achievement?

Issues discussed were as follows:

<i>Issues – 1 February 2005</i>	
1	Communication
2	Personal Learning Planning (as it applies to streaming)
3	Changing Teaching Methods – different methodology
4	Facilities for after school sports development
5	Peaceful Environment for teachers to work in and pupils to learn in

<i>Issues – 2 February 2005</i>	
6	More information and support for parents in helping children with their homework
7	Curriculum information on start of each term
8	More opportunities to learn about Life Skills
9	Home school communication
10	Finding ways of involving parents in child's education
11	Classroom Disruption
12	Non performing teachers