

**REPORT TO: EDUCATION COMMITTEE - 23 NOVEMBER 2009**

**REPORT ON: DISABILITY EQUALITY SCHEME 2007-2010 - PROGRESS REPORT**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 537-2009**

## **1.0 PURPOSE OF REPORT**

1.1 The Report informs the Committee of the progress made in implementing the Education Department's Disability Equality Scheme 2007-2010.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Committee

- (i) notes the progress made in applying the Education Department's Disability Equality Scheme 2007-2010 and
- (ii) approves the appended 3rd and final *Annual Report - Disability Equality Scheme*.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 This is a retrospective report on progress made during the period of the Disability Equality Scheme 2007-2010. As such, there are no financial implications.

## **4.0 MAIN TEXT**

4.1 Reference is made to Committee Report 662-2006 which detailed content of the Education Department's Disability Equality Scheme in order for the Council, as an Education Authority, to meet its statutory Disability Equality Duty under current disability discrimination legislation. Committee approved the report which was closely linked to the Report which established the corporate Disability Equality and Diversity Scheme.

4.2 There are six general duties associated with the legislation underpinning the specific duty to publish and report annually on a Disability Equality Scheme. These are the duties to

- promote equal opportunities
- eliminate unlawful discrimination
- eliminate disability-related harassment
- encourage participation of disabled people in public life
- promote positive attitudes to disability
- take steps to meet disabled people's needs, even if this requires more favourable treatment

4.3 Progress is being made with respect to all six general duties as applied to the Education Department and the schools managed by the Department. The 3rd annual progress report summarises the work undertaken under each of these duties to promote equality for all children and young people in our schools, including those with disabilities.

4.4 The Appendices to the 3rd annual progress report provide summaries of recently conducted pupil, parent and staff surveys designed to monitor progress and, furthermore, inform the development of the corporate Single Equality Scheme and the 2009-12 Accessibility Strategy

## **5.0 POLICY IMPLICATIONS**

5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.

5.2 There are no major issues. The Disability Equality Scheme 2007-2010 was part of a raft of schemes designed to promote equality and eliminate discrimination.

## **6.0 CONSULTATIONS**

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

## **7.0 BACKGROUND PAPERS**

7.1 Education Department - Disability Equality Scheme Annual Update 2008 (report 614-2008 refers)

7.2 Education Department - Disability Equality Scheme Annual Update 2007 (report 597-2007 refers)

7.3 Education Department - Disability Equality Scheme 2007-2010 (report 662-2006 refers)

JIM COLLINS  
Director of Education

10 November 2009



Dundee City Council Education Department

**Disability Equality Scheme 2007-2010**

# **Annual Report**

**November 2009**

## **Publication**

This report and partner disability equality schemes and reports are available via the Dundee Equality and Diversity Partnership website and on individual websites as listed below.

**Partnership Website:** <http://www.dundeepartnership.co.uk/page.php?id=643>

**Alternative Formats:** This annual report has also been published in an Easy Read version which can be accessed on [www.dundee.gov.uk](http://www.dundee.gov.uk). A hard copy in Easy Read, LARGE PRINT or other formats and languages can be requested by making contact as detailed below.

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## **APPENDICES**

- A. Revised action plan
- B. Summary of pupil survey
- C. Summary of parent/carers survey
- D. Summary of staff survey

## **1 Introduction**

- 1.1 This is Dundee City Council Education Department's third Annual Report on their Disability Equality Scheme published on 4th December 2006.
- 1.2 This report is the City Council Education Department's response to the Disability Equality Duty under the Disability Discrimination (Public Authority) (Statutory Duties) (Scotland) Regulations 2005.
- 1.3 This report provides a review of the progress made on the Action Plan to improve disability equality in Dundee, as a result of Dundee City Council Education Department's Disability Equality Scheme 2007 -2010.
- 1.4 The plans for future reviews of Disability Equality for Dundee City Council Education Department, and of how the council has involved disabled people to set outcome targets for the next three years are outlined in the council's Single Equality Scheme. The Single Equality Scheme will also co-ordinate delivery of 'cross-strand' equality and diversity actions including the publication of Equality Impact Assessments, Service Monitoring and training.
- 1.5 This report includes boxes where individual stories from Dundee are narrated to show the impact of policy and practice at the level of the individual child, parent/carer or member of staff. All these stories have been altered to ensure the anonymity of the individual.

## **2 Revised Action Plan with Progress Report**

- 2.1 The original Action Plan from the Dundee City Council Education Department's Disability Equality Scheme 2007-2010 (report 662-2006 refers) included 34 action points (items).
- 2.2 The 34 items contained duplicate items and items that were so similar in content and approach that a revision was approved by Committee in 2007 (report 597-2007 refers) placing a revised list of actions under four broad headings; namely, Policy,

Communication and Consultation, Training and Information Processing.

2.3 The table below summarises the Education Department's progress in carrying out the actions identified in the revised action plan (ref Appendix A).

<b>Progress</b>	<b>Policy</b>	<b>Communication &amp; Consultation</b>	<b>Training</b>	<b>Information Processing</b>	<b>Total</b>
Completed	1	7	5	5	<b>18</b>
On Schedule	2	0	0	1	<b>3</b>
Ahead of Schedule	0	0	0	0	<b>0</b>
Behind Schedule	1	0	0	2	<b>3</b>
Unlikely to be achieved	0	0	0	0	<b>0</b>
Abandoned	0	0	0	0	<b>0</b>
<b>Total</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>24</b>

2.4 The item within Policy which is behind schedule relates to:

**Disability equality impact assessment will be built into all policy planning and development processes**

2.5 Although impact assessment has been built into all policy planning and development processes, it is not yet fully embedded.

2.6 The items within Information Processing which are behind schedule relate to the difficulties experienced by the Department in the move from ISIS to Resource Link with regard to personnel data. Access to the full range of possible data within Resource Link is now almost complete.

### **3. Review of actual improvement and things that have changed for disabled people**

- 3.1 A fundamental part of the Disability Equality Duty is that for the first time ever public authorities have a statutory requirement to involve disabled people in achieving disability equality.
- 3.2 Involving disabled people increases the likelihood of success, thus increasing our chances of reaching our strategic objectives.
- 3.3 Dundee City Council Education Department promotes consultation and involvement of disabled children and young people by raising relevant issues, in the first instance, within the Departmental and statutory planning mechanisms through which supported education is provided where a disability is creating a barrier or barriers to learning.

#### **Disability/Access Census 2009**

The census recorded a total of:

- 109 young people assessed and declared as disabled in mainstream primary and secondary schools
- 30 young people assessed and declared as disabled in Kingspark School
  
- 147 young people assessed disabled but not declared by parent in mainstream primary and secondary schools
- 27 young people assessed disabled but not declared by parent in Kingspark School
  
- 86 young people declared disabled by parent but not assessed in mainstream primary and secondary schools
- 28 young people declared disabled by parent but not assessed in Kingspark School

The total mainstream school population is 17294

- 3.4 Consultation with groups of disabled pupils takes places principally, but not solely, in Kingspark School and in schools with enhanced levels of provision designed to support and maintain children with significant additional support needs in a mainstream setting.
- 3.5 Dundee City Council, corporately and departmentally, has taken the opportunity to build on a culture of public involvement. We



invite continuous feedback on disability issues and council services through the dedicated email account at this address: [disability@dundeecity.gov.uk](mailto:disability@dundeecity.gov.uk)

- 3.6 Individuals who have an interest in disability issues can also share their views with other like-minded individuals by joining the local access panel, Dundee Access Group, an independent lobby group who are helping promote disability equality in Dundee across all areas of disability. This is their web address. <http://www.dundeeaccessgroup.co.uk/>

## **4 Training**

- 4.1 The Department provides a range of training courses and special events for staff aimed at improving their knowledge of disability and equality issues.
- 4.2 Staff who attend training provide feedback on the quality of the training and also report later on what impact the training has had on their practice and how that has impacted more generally on practice in their establishment.

### **Classroom Assistant, Additional Support Needs**

I was invited, along with many of my colleagues, to take part in an afternoon training session on the first day of the new term with the Speech and Language Therapists. They ran workshops which gave us practical ideas of how to meet the needs of children with social communication difficulties. They explained why using visuals is very important, what to do if the child was becoming anxious or agitated and how using a 5-point scale could help them to express how they feel.

## **5 Delivery of the Disability Equality Duty**

- 5.1 Disability legislation places a positive duty on public bodies, referred to as the 'Disability Equality Duty', that requires local authorities to deliver on the 6 themes of the duty.

## **5.2 Promotion of equality of opportunity between disabled people and other people**

- 5.2.1 All schools in Dundee are charged with creating equality of opportunity for disabled pupils and staff and ensuring that disabled parents and carers can play as active a role as possible in the life of their children's learning and in their school community.

### **Communication Worker**

I work with children and families who have a hearing loss and require the help of a communicator to sign for them. I am regularly asked to attend meetings in school to sign for parents/carers so they can be fully involved in the discussion around their child's education.

- 5.2.2 A Supporting Learning Policy and Operational Guidelines have been written to take account of current legislation. The Accessibility Strategy 2006-09 pre-dates the Disability Equality Scheme 2007-2010 and very clearly links the work in improving accessibility to the physical environment, the curriculum and information with the promotion of equality for disabled pupils and staff. The 2009-12 Accessibility Strategy has been written to complement the newly developed corporate Single Equality Scheme.

## **5.3 Elimination of discrimination that is unlawful under the Act**

- 5.3.1 The council has responded to this by taking action to eliminate discrimination in the provision of its own services and functions, and by facilitating elimination of discrimination in its other roles. These have been described in the corporate Equality and Diversity Scheme and in the annual progress reports on the Scheme's implementation.
- 5.3.2 Individually and collectively, schools and the Education Department take steps to eliminate discrimination experienced by disabled children, young people and members of staff in order to ensure that they gain maximum benefit from their learning opportunities and their working environment.

### **Pupil Survey**

Pupils in primary 5, 7 and secondary 2, were asked to complete an online survey. 86% of those who responded said they enjoyed school "most of the time".

When given options as to why they did not always enjoy school, the largest percentage indicated that it was because they sometimes feel unhappy and sad. When asked what could make it better the most frequent free text response was related to having friends.

When asked if they enjoyed learning, 92% responded "Yes, most of the time". When given the option to give a reason for not enjoying learning, the highest response (32%) was linked to not always understanding what was asked of them.

When asked what could make it better the most frequent free text responses were related to having more time to finish work and more physical activities.

More information on the findings of the Pupil Survey can be found in Appendix B.

#### **5.4 Elimination of harassment of disabled people that is related to their disability**

5.4.1 Dundee City Council has worked with its partners to empower disabled people in the city to ensure that we help eliminate the harassment of disabled people that is related to their disability.

5.4.2 Within the Education Department, there are clear anti-bullying procedures which specifically record where pupils involved in incidents of bullying are disabled and which show a record of how support is provided.

5.4.3 All staff are informed about harassment procedures. There are nominated harassment officers to whom they can address concerns in confidence.

### **Pupil Survey**

Within the same pupil survey pupils were given the opportunity to indicate if bullying was a feature which prevented them from enjoying school life. Of the 438 responses, 49 indicated that there were times when they felt bullied. When given an opportunity to say what could make things better, only 15 (2.5% of respondents) identified bullying as a contributing factor.

## **5.5 Promotion of positive attitudes towards disabled people**

- 5.5.1 *An Understanding Disability* training activity is available to all schools. Projects involving disabled pupils and the staff who work with them regularly feature and often gain awards in the Department's annual "Focus on Achievement" event.
- 5.5.2 The new Kingspark School will be completed by May 2010 on a campus with a neighbouring mainstream secondary school and closer physically to the heart of the city.
- 5.5.3 The council and its partners continue to promote the benefits of a positive attitude towards disabled people, from the more inclusive services and facilities that benefit everyone to tapping into the resources that disabled people have to offer to the community.
- 5.5.4 Our travel escorts who are the first and last point of contact each day for parents and children with a disability, have ongoing training on the role of the escort, health and safety, moving and handling and understanding disability.

### **Katie's Story**

Katie is a young child with a physical disability who uses a powered wheelchair. She travels each day by special bus to and from school. On her daily travel she was showing signs of being distressed and ill at ease. The escort was able to access the Travel Passport developed, with the help of the school staff, to communicate with Katie. Katie was able to point to a symbol which informed the escort: if she was uncomfortable in her chair and needed readjusted; if her clothing was caught by the arm of the chair; if she was too hot or too cold etc.

This means of communication has helped Katie to feel more in control and the escort to feel more effective.

## **5.6 Encouragement of the participation by disabled people in public life**

5.6.1 Active steps are taken to include disabled pupils and staff in development and planning processes. For example, at Kingspark Special School where all pupils and some parents and visitors are disabled, there is a Pupil Council and parents and pupils regularly have opportunities to share in positive community projects and experiences.

5.6.2 Prior to our formal 'Focus on Achievement' event every year in the Caird Hall, nominations on behalf of projects and individuals are judged by an independent panel. Each year since its inception, short leeted and eventual winners have included disabled youngsters either individually or as members of a group project.

## **5.7 Taking steps to meet disabled people's needs, even if this requires more favourable treatment**

5.7.1 The Department continues to direct additional resources towards special arrangements aimed at ensuring disabled pupils have equal access to education.

5.7.2 More schools are more accessible than ever. During the life of this Scheme 6 new primary and 1 secondary school have opened under the PPP programme. These new schools are all barrier free and fully adapted for disabled students and staff.

5.7.3 During the last three years we have continued to adapt our existing school buildings to respond to meet the needs of pupils, parents, carers and staff.

#### **Mrs White's Story**

Mrs White is a class teacher with a physical disability which compromises her mobility. To ensure she was able to move freely around the school and function fully as a class teacher many adaptations were installed. Mrs White was involved at every stage in the planning and adaptation of the school building. The adaptations included: a specific parking space; handrails on external stairs; a staff rest room on the ground floor; a device which holds doors open and an adapted toilet. To support Mrs White in the classroom, a support worker is employed and specialist furnishings are in place to accommodate her mobility needs.

5.7.4 Physical adaptations are made to ensure disabled pupils and staff can access the physical environment in mainstream wherever it is possible and reasonable to do so.

#### **Anne's Story**

Anne who uses a powered wheelchair was about to move to a large secondary school after 7 successful years as part of her mainstream primary class. Anne's primary school was an open plan school all on one level, however, her local secondary school has more than one level and no lift. To facilitate access to the entire campus for Anne, she participated in an access visit to the secondary school with her parent and the Occupational Therapist. This resulted in the installation of a range of ramps, a path between buildings and a stair lift to allow independent access to the upper floor. Anne also pioneered the use of a Personal Emergency Egress Plan to ensure her safety in the event of an emergency and the need to evacuate the school.

- 5.7.5 Specialist equipment is provided for individuals where identified needs including disability indicate a need for such.
- 5.7.6 In this final year of the scheme, 2 primary schools and 1 secondary school have had work completed to facilitate the needs of pupils with visual impairments.

### **Peter's Story**

Peter is a primary school child who has a degenerative visual loss. To enable him to continue to move safely around the school building and school environment a teacher of the Sensory Service, Peter and a member of the Guide Dogs for the Blind completed an access visit around the school. As a result of the visit, visual contrast strips were installed at the top and bottom of all stairs within the school building. Outside the school, bright contrasting colours were used to identify where there were changes in levels or steps within the play areas.

For the time being, Peter can continue to move independently around the school in a safe and responsible manner.

- 5.7.7 In the mainstream sector, fifteen primary schools and three secondary schools have enhanced levels of provision (additional staffing and other resources) to enable disabled pupils and others to be included in mainstream settings.
- 5.7.8 In August 2008, staffing within the Support for Learning Departments in two additional secondary schools was enhanced to develop the schools' capacity to receive children on the autism spectrum.
- 5.7.9 In the special education sector, the highly regarded Kingspark School has an appropriately high staff to pupil ratio and is staffed in partnership with NHS Tayside to ensure that children with moderate to complex needs receive education in an appropriate, highly individualised learning and care environment.
- 5.7.10 The Council has recognised that sometimes it is necessary to offer more favourable treatment to deliver a more equal community. This is reflected in council policies including the

'Guaranteed Interview Scheme' which is in practice in the Education Department.

## **6 Consultation and Involvement**

- 6.1 In special and supported sectors, pupils with significant additional support needs including disability are consulted on a regular basis; for example, the Pupil Council at Kingspark School meets regularly. The minute of each meeting is posted on the pupil notice board and the members of the Pupils' Council are identified by photographs on the same notice board.
- 6.2 The city-wide Pupil Council has been consulted by the national organisation Enquire with respect to the accessibility of its website for young people with additional support needs prior to its launch in 2008. Also consulted in this process are pupils with disabilities such as autism, ADHD and sensory impairment.
- 6.3 Within our Extended Review process, separate focus groups of parents, staff and pupils give their views on a variety of issues with respect to the teaching, learning, physical environment, consultation processes, working relationships and many other aspects of life in a school. These Extended Reviews are carried out in all schools including our off-site learning centres and special schools. Children with disabilities are included in the focus groups.
- 6.4 We support the employment by Parent-to-Parent Tayside of an independent advocacy worker for children with additional support needs.
- 6.5 There are now Parent Councils in every school across the city. Effective and efficient communication pathways are in place to enable meaningful consultation to take place with respect to all relevant developments. These Councils are supported by a full-time permanent Parental Involvement Officer.
- 6.6 We participated in an Equality and Diversity day on 24 August 2009 seeking views and input from community groups from across the city.



- 6.7 In September 2009, we conducted a survey of pupils and staff through the GLOW network within schools. Parents and carers could respond to the same survey via the Education Department Council website or as a paper copy supplied by schools. See Appendix A, for Summary of Pupil Survey, Appendix B, for Summary of Parent Carer Survey & Appendix C for Summary of Staff Survey.
- 6.8 The analysis of the survey will inform our direction and confirm progress within equality issues.

## **7 Conclusion**

- 7.1 The review of Dundee City Council Education Department's Disability Equality Scheme 2007 - 2010 Action Plan described in section 2 above has recorded 18 of the 24 targets completed. Although, there are three targets categorised as "On Schedule", they would be more effectively described as "Ongoing" as the nature of the targets requires continued attention rather than a specific conclusion. The progress over the three years has been reported through the council's Corporate Strategic Plan Monitoring Database.
- 7.2 The European Foundation for Quality Management (EFQM) 2008 results under the heading of Customers Results stated that: "Feedback from parents via surveys and Extended Reviews is positive. [...] Levels of satisfaction among parents of young people with additional support needs [including those with disability] are high."
- 7.3 The Equality Impact Assessment process is embedded within the council's committee approval process and is mainstreaming disability equality within delivery of council services and policies. Completed EQIAs are published on the council website. During the development phase of the Education Department's Service Plan 2008 -11, the plan was screened for negative impact on equality groups.
- 7.4 The Education Department ensures that services and policies are reflective of the diverse school communities it serves. We work in partnership, principally with NHS Tayside, to identify

young children who will enter educational services with additional support needs. Recent developments in transition planning for children with additional support needs, including disabilities, have been rolled out to our partners in the private sector for children under 5. Transition planning is also increasingly being used to support children under the age of 3 with additional support needs including disabilities transfer into nursery education. Over the life of the next Action Plan, the emphasis on transition planning will encompass school to post-school.

- 7.5 The September 2009 online survey has given us the very clear message that what is most important to children and young people is having friends and, thereby, having feelings of acceptance and belonging.

Dundee City Council Education Department  
Disability Equality Scheme 2007-10

**Action Plan**

There were four main areas of focus within the action plan arising from the Department's Disability Equality Scheme 2007-2010 and these were

**1. Policy 2. Consultation and Communication 3. Training 4. Information Processing**

<b>Item no</b>	<b>Action Point</b>
<b>1</b>	<b>Policy</b>
1a	Establishments will assess the impact of all relevant policies including the Disability Equality Scheme (ref guidance in Appendix 2)
1b	All current policies will be further developed, as indicated by the results from assessment, to ensure that the impact on disability equality is positive
1c	Disability equality impact assessment will be built into all policy planning and development processes
1d	The Disability Equality Scheme will be reviewed and revised on a three-yearly cycle and adjusted, as appropriate, by the Senior Management annually. 2nd Scheme to be published by Dec 09
<b>2</b>	<b>Consultation/communication</b>
2a	Bring together pupils with disabilities who wish to participate in focus groups and ensure that discussions are wide, varied and relevant to provide the Department and establishments under its management with comment on policies practices and procedures, thereby improving the level of active involvement within the lifetime of the current Scheme.
2b	Creatively extend the opportunities for children and young people to be involved through continued use of the Pupil Councils - both city-wide and school-based - and monitor the Councils to ensure participation of pupils with disabilities.
2c	Make use of the responses provided to the questionnaire by pupils with visual and hearing impairments to inform school staff, redesign service delivery and eliminate discrimination.
2d	Ensure that all communication with children, young people and their families is in plain English and complies with the interpretation and translation needs and requests of parents or service users.
2e	All staff, School Boards and appropriate others will be made aware of the implications of the corporate, Departmental and establishment policies on disability equality and will be involved in the implementation process.
2f	Education Department and all schools will provide information on progress on implementing the disability Equality Scheme
2g	Consultation will take place with all appropriate stakeholders as an essential element in the development of policies
<b>3</b>	<b>Training</b>
3a	All staff within Dundee City Council and of the Education Department should be aware of and committed to the Disability Equality Scheme. Training will be designed to ensure that this is the case.
3b	Departmental and establishment policies will be prioritised by their relevance to disability equality. By December 2007, relevant current policies

<b>Item no</b>	<b>Action Point</b>
	will be further assessed for their impact on pupils, parents and staff with disabilities.
3c	Increase the capacity of the existing 'Understanding Disability' programme to support greater numbers of schools in delivering educational and social experiences designed to expose children and young people to the effects of living with a variety of disabilities and to challenge negative attitudes towards disability and people with disabilities
3d	Take steps to ensure that all people are made welcome and are treated with equal value and respect in all establishments
3e	Ensure that the images and attitudes displayed broaden understanding about disability and promote disability equality
4	<b>Information Processing</b>
4a	Communication and access needs of parents and carers will form part of the review of recording processes to be undertaken within the lifetime of this Scheme
4b	The assessment, monitoring and setting of targets relating to disability equality will be integrated into the annual programmes of School Review, Policy Monitoring and Review, Senior Management Team Planning, Review and Evaluation. This will be reported to the corporate Disability Action Group with the aim of improving the attainment and achievement of pupils with a disability.
4c	The Education Department will monitor and consider impact assessments to identify trends and patterns.
4d	Access to, take up of and feedback from disability-relevant training will be monitored to suggest ways in which the Education Department might seek to improve the experience of young people, staff and parents with a disability.
4e	The Education Department will continue to work closely with the Personnel Department to develop ways to publish all relevant information in a sensitive and helpful way.
4f	Ensure that ICT provision allows the Department to access, monitor, evaluate and review data on disabled staff in terms of recruitment, retention and career progression to enable appropriate action to be taken
4g	Taking care to ensure that monitoring does not breach the Data Protection Act or identify individuals, monitoring and evaluation will be used to ensure that impact generates change where necessary

## What the pupils thought

Total number of pupil responses : **581**

Number of : Boys **271** Girls **310**

### Nationality of pupils

British	466	Caribbean	0	African	2	Bangladeshi	2
Asian	4	Indian	3	Polish	11	Pakistani	8
Chinese	9	Eastern European	4	Other European	5	Other	18

	Number	Percentage
Children for whom English is an additional language	42	7%
Children with a visual loss	45	8%
Children with a hearing loss	23	4%
Children with a physical disability	7	1%
Children who use a wheelchair	4	0.6%
Children who use any special equipment to help them	28	5%

School	Yes, most of the time	No
Pupils who enjoyed coming to school?	<b>501</b>	<b>80</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 45 related to relationships with others at school. Within these, 29 related to **having more friends and getting along better with each other**. A specific question relating to bullying was asked and, notably, only 15 (2.5% of respondents) identified this as a contributing factor.

"if we all tried not to fall out"

"more pupil speaking to each other"

"stop the bullying"

29 responses related to **changes in the structure of the school day or the outdoor environment**.

"if the school day was shorter"

"to get more equipment for outside"

"better school dinners"

22 responses related to **making school and learning more fun.**

"if classes were less boring"

"more school trips"

"make stuff (learning) more fun"

18 responses related to **challenges with work.**

"less homework"

"work is too hard"

"more challenging work"

9 responses related to having **more physical activities within school.**

"more physical activities"

"more physical teaching instead of in the classroom all the time"

"more gym time"

6 responses related to **pupils wanting to feel listened to.**

"if the teachers outside actually listened"

"to be listened to"

"people listened to me"

1 response related to **English as an Additional Language issues.**

"my English improve it would help me understand"

40 responses were categorised as **miscellaneous.**

49 responses were categorised as **nothing/ don't know.**

2a. Learning	Yes, most of the time	No
Pupils who enjoyed learning at school?	534	47

When we asked what could make it better, the pupils told us....

The highest number of responses - 69 related to the **challenge of work** (this includes both level and pace)

"more time to finish work"

"easier work"

"less work but a little harder"

28 responses related to **receiving more support and greater explanation of work**

"if we could all sit down and talk about it"

"the teachers described it better"

"give me help doing my work"

17 responses related to having **more stimulating learning activities**

"making it more interesting"

"if learning was fun"

"we should have more fun activities"

5 responses related to **English as an Additional Language issues**

"my English"

"more time with the Polish Assistant in class"

"if a teacher could speak my language"

5 responses related to **relationships**

"I had more friends"

"nicer teachers"

"feel lonely"

26 responses were categorised as **miscellaneous**

44 responses were categorised as **nothing/ don't know**

<b>3a. Activities</b>	<b>Yes, most of the time</b>	<b>No</b>
Pupils who took part in school activities/clubs/teams etc.?	<b>395</b>	<b>186</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 58 related to **having greater choice of clubs and activities**

"more school clubs"

"there could be a wider range of activities"

"to have more things to do"

20 responses related to **access (including transport, timing, location and individual difficulties)**

"activities cost too much so make them cheaper or free"

"to have activity where you can get to"

"I would love to do activities but I have hip problems"

8 responses related to **having friends who were also taking part**

"if my friends were there"

"having friends there"

"nobody likes me"

1 response related to **English as an Additional Language issues**

"if my English get v good then I will take part every activity and can talk to teacher"

23 responses were categorised as **miscellaneous**

64 responses were categorised as **nothing/ don't know**

4a. Successful	Yes most of the time	No
Pupils who thought they did well at school?	549	32

When we asked what could make it better, the pupils told us....

The highest number of responses - 30 related to **getting support with work (help and having things explained)**

"availability of teachers for extra help is already quite good and already helps"

"if the teacher explained it more clearly so others can understand"

"more help at school"

19 responses related to the **challenge of work (including pace and level)**

"make work easier"

"if you had more time"

"it is sometimes too hard in the top group"

12 responses related to **pupils feeling they need to try harder** (could this tie into category above?)

"listen better"

"think about it more"

"try to remember things"

11 responses related to **classroom environment**

"the noise in the classroom"

"if it was more quiet"

"no misbehaving"

5 responses related to **English as an Additional Language issues**

"English language"



"Bilingual assistant"

"Wider access to on-line bilingual dictionary"

21 responses were categorised as *miscellaneous*

61 responses were categorised as *nothing/ don't know*

"nothing, its fine the way it is"

"don't know"

"nothing"

5a. Consulted	Yes most of the time	No
Pupils were asked if they felt they had a chance to say what they think about what happens in the school?	436	145

When we asked what could make it better, the pupils told us....

The highest number of responses - 50 related to *wider opportunities for consultation*

"give everybody a chance to say something"

"getting more suggestion boxes around the school"

"to ask everyone what they think"

16 responses related to having *someone to speak to or knowing who to speak to*

"know who to speak to"

"more people to talk to"

"making it clear who to talk to"

7 responses were categorised as *additional comments re having a say*

"I always get in trouble when I tell the truth"

"I do get a say"

"you'd get shouted at for being cheeky?"

6 responses related to *pupils wanting to feel listened to*

"if people listened to me"

"take pupils advice"

"I'm listened to all the time"

11 responses were categorised as *miscellaneous*

63 responses were categorised as *nothing/ don't know*

<b>6a. Being Healthy</b>	<b>Yes</b>	<b>No</b>
Pupils were asked if they had been learning about being healthy and active?	<b>552</b>	<b>29</b>
Pupils were asked if they thought they were healthy and active?	<b>530</b>	<b>51</b>

When we asked what could make it better, the pupils told us....

The highest number of responses - 35 related to having **more clubs and activities/ being more active**

"more active activities in school"

"have more clubs"

"exercise more"

22 responses related to **healthy eating**

"eat more fruit"

"more healthy snacks"

"more healthy tuck shop"

9 responses related to **personal factors**

"get friends"

"tell teacher if something is stopping you"

"be more fit"

3 responses related to **learning more about health**

"learn more about health"

"learn more health"

"if we did more about healthy and active"

15 responses were categorised as **miscellaneous**

75 responses were categorised as **nothing/ don't know**

### What parent/carers thought? Equalities and Access Survey September/October 2009

Background information on respondents:

**Male 21                      Female 46                      No response 3 = 70**

**Are you:**

British	55	Caribbean	0	African	0	Bangladeshi	0
Asian	1	Indian	1	Polish	0	Pakistani	0
Chinese	1	Eastern European	0	Other European	6	Other	6

English as their first language? 56

Visual loss 4  
A hearing loss 0

Has a disability 4  
Uses a wheelchair 3

Requires an interpreter to translate 2  
Requires a communicator to sign 0

**We asked:**

	Base	Yes	No	No Answer
Do you have any difficulties getting into our school buildings?	70	2	65	3
Do you have any difficulties getting from place to place in the school building?	70	2	65	3
Do you have any difficulties accessing the toilets within the school?	70	3	64	3
If there were a fire alarm would it be difficult for you to leave the building?	70	3	64	3

When asked what could make it better the respondents answered:

Ramp instead of stairs for others access.
Depends on what's happening at the time e.g. swimming, personal care or physio programme
If there was assistance opening door - having a care assistant to do this
There are stairs both to enter the school and between floors of the school, no lift or ramps as I ha
Knowledge of various exits
Stairs without ramps are either impossible or very difficult to use.

To encourage to help my child anticipate more in activities

**We asked:**

	<b>Base</b>	Yes, most of the time	No	No Answer
Does your child enjoy learning at school?	70	60	6	4
Is your child making progress with their learning?	70	59	5	6

**We asked :**

	<b>Base</b>	Yes, most of the time	No	No Answer
Do you take part in school activities for parents/carers?	70	45	19	6

Parent Evenings were identified as the most attended events in schools.

**We asked :**

If you do not take part in school activities, is it because ....?

	<b>Base</b>	Yes	No	No Answer
....you find it difficult to move around the school	70	1	38	31
....the activities happen at times when you cannot go	70	16	24	30
....the activities take place somewhere you cannot get to	70	3	34	33
....you cannot take part without others to help you	70	4	35	31
....you feel you are not able to take part in any activities	70	1	34	35
....there are no activities that you want to go to	70	5	29	36

**Are there any other reasons? please explain**

more parents/carers on the parent council

Some activities may take place when I am unable to get along but safe and secure access where required

no one at home to look after me

I have small children

I'm working most of the time, night duties.

When asked what could make taking part better there were no responses.

**We asked :**

	<b>Base</b>	Yes, most of the time	No	No Answer
Does the school tell you about what is happening in the school?	70	64	2	4
Does the school share with you what your child is good at and what they could do better?	70	59	7	4

<b>How could school keep you better informed?</b>
The school website could be a very useful method for telling me what is going on in school.
No way are we well informed
School is now looking to make use of a website which will provide an additional means for communication
yes, teachers are reluctant to discuss your child relative to others
Generally pleased with way school keeps me informed
use of internet or E-mail
because of ours daughters deafness they don't pick up on everything that is being said for example w
more information in day book as to what he has done not that he has just worked hard
by putting more info in general i.e. day book
maybe a monthly newsletter instead of a weekly one
A note accompanying the homework giving any important feedback about behaviour and incidents
aware of what she is not good at not much feedback about her strengths
Increase communication with school and teachers
More information from class teacher instead of just a target sheet with a number. Knowing what could
Through written evaluation report and/or talking directly to parents about their performance evaluation
The school keep me informed by my son and daughter's diary.
By telling what activities are on to encourage more participation
Nothing more needed, they do fine job.
Contact through regular email.

**We asked:**

	<b>Base</b>	Yes, most of the time	No	No Answer

Do you feel involved in decisions which affect your child?	70	52	7	11
Do you get a chance to say what you think about what happens in the school?	70	47	10	13

<b>What could make consulting with you better?</b>
Parent Councils have an important role to play here but in my experience they are restricted by what
fully consulted
Enabling electronic questionnaires and similar details to be made available through school or education online
Frankly speaking we are shocked and amazed by the low standards of our local primary school in Broughty Ferry
more info in general i.e. in day book
Informing parents, having choice when it comes to educational decision making
I am more than happy with the level of communication from school. The staff keeps you well informed.
Consultation meeting for parents to be done once in a while.
Don't know.
Letters.
Again - emails of more frequent parents/teacher meetings.



**27% of responses related to assessment:**

"Regular formative assessment and reviewing prior learning"  
"Assessment and levels of engagement are good"  
"Through assessment and questioning"

**16% of responses related to results:**

"SQA results, positive comments when reporting to parents"  
"Class atmosphere, subject uptake, attendance, exam results"  
"Attainment Levels being achieved"

**14% of responses related to progress:**

"Children happy and making progress, achieving success"  
"Children progress through levels of work in both Eng and Maths"  
"Evidence of work and progress children make year on year, additional assessments, children are predominately engaged and interested in learning"

**12% of responses related to enthusiasm of the children:**

"Happy and enthusiastic"  
"Because children are generally enthusiastic during lessons and activities and are keen to take part."  
"Children are happy and eager to attend/participate. Attainment tracking tools show progression across stages."

**10% of responses related to feedback/interaction with children:**

"Parental and carer feedback and from pupils themselves"  
"Provide pupils with opportunities to give feedback"  
"Continuous interaction with the children"

The remaining 21% of responses were a mixture of comments relating to the above topics

**When asked what could make it better the staff told us....**

**23% of responses related to issues around resources:**

"More resources around the school and more interactive whiteboards"  
"Better range of resources, certainty of availability of resources. Time to prepare with fewer interruptions."  
"More resources, a better layout in the classroom"

**17% of responses related to active learning and developing the curriculum:**

"More active pupil participation..."  
"Better organisation of the curriculum - building progression and organising topics"  
"More time to develop curriculum for excellence"

**15% of responses related to class size:**

"Smaller class sizes across all classes."  
"Smaller class size, more setting, only one course per class"  
"Smaller class sizes/classroom support/SfL"

**12% of responses related to technology:**

"More computers in class."  
"Continuing to implement different strategies and using up-to-date technology"  
"Greater availability of ICT resources"

26 % of responses were general comments which encompassed more than one of the above topics.

Only 1 comment was made which directly related to discipline and 1 with regard to behaviour.



<b>3. Taking part</b>	<b>Yes</b>	<b>No</b>
Do you take part in school activities for staff?	80	10

<b>3b. If there has been a time when you did not take part in staff school activities, was it because ....?</b>	<b>Yes</b>	<b>No</b>
....you find it difficult to move around the school	1	89
....the activities happen at times when you cannot go	43	47
....the activities take place somewhere you cannot get to	3	87
....you cannot take part without others to help you	1	89
....you feel you are not able to take part in any activities	2	88
....there are no activities that you want to go to	12	78
Another reason:	7	83

**When asked what could make it better we had thirteen responses. Of those thirteen, seven gave further reasons for not being able to participate, three confirmed attendance at activities and a further three offered the following suggestions:**

"Staff working together"  
 "More enthusiasm to organise events"  
 "More diverse activities"

<b>4. Informed</b>	<b>Yes, most of the time</b>	<b>No</b>
Does the school tell you about what is happening in the school?	86	4
Does the school communicate well with parents and carers?	88	2
Does the school keep you informed of developments and plans which impact on you?	83	7

<b>5. Consulted</b>	<b>Yes, most of the time</b>	<b>No</b>
Do you feel involved in decisions which affect the school?	77	13
Do you get a chance to say what you think about what happens in the school?	78	12

**When asked what could make consulting better, we received 12 responses. Staff suggested:**

"On line collaboration, using feedback from consultations"  
 "Better day to day communication about things happening in school."  
 "Clearer communication and shared responsibility"