

**REPORT TO: EDUCATION COMMITTEE - 24 OCTOBER 2005**  
**REPORT ON: EDUCATION DEPARTMENT DEVELOPMENT PLAN 2005-2008**  
**REPORT BY: DIRECTOR OF EDUCATION**  
**REPORT NO: 635-2005**

**1.0 PURPOSE OF REPORT**

1.1 This report brings to the attention of the Education Committee the Education Department Development Plan for the period 2005 – 2008. This document sets out aims and key objectives for the Education Department and identifies the major targets which have been set to meet these aims and objectives. In doing so it takes account of the Scottish Executive's National Priorities for Education and indicates how Dundee City Council will address these priorities.

**2.0 RECOMMENDATIONS**

2.1 The Education Committee is recommended to:

- i) note the contents of the Education Department Development Plan;
  - ii) agree the implementation of the Plan subject to ongoing review and update
  - iii) instruct the Director of Education to provide a statement of Improvement Objectives based on the Development Plan
- and
- iv) require the Director of Education to provide an annual update on progress in implementing the Plan and meeting the Education Department's Improvement Objectives.

**3.0 FINANCIAL IMPLICATIONS**

3.1 The plan is subject to annual review and update. Targets for the current year will be contained within the Education Department budget for 2005 / 2006.

#### **4.0 LOCAL AGENDA 21 IMPLICATIONS**

- 4.1 The plan addresses a number of issues in this area. In particular it looks to continue the good progress towards all Dundee schools becoming Health Promoting Schools and Eco Schools.

#### **5.0 EQUAL OPPORTUNITIES IMPLICATIONS**

- 5.1 The plan contains a number of key targets which will help to ensure equality of opportunity for pupils in Dundee schools. It takes forward the development of Citizenship in Dundee schools. The plan also incorporates the Education Department Action Plan for Racial Equality.

#### **6.0 REPORT**

- 6.1 The Education Department's previous Development Plan 2002 – 2005 was completed in August 2005. This plan saw significant developments in a number of areas. In the area of Improving Pupil Achievement considerable work has been undertaken to improve learning and teaching in our schools. This is continued in the current plan through the Learning Together in Dundee initiative. It is hoped that this will in due course begin to impact positively on the attainment of pupils. In the area of promoting inclusion initiatives have focused on Looked After Children, on Child Protection and on Better Behaviour Better Learning. The area of Support for Pupils continues to be a key focus in the new plan and in particular work to address the challenges posed to schools by pupils with social, emotional and behavioural difficulties. Initiatives to improve the Department's consultation and communication arrangements have been extremely successful and a wide range of mechanisms are now in place to consult and involve pupils, parents and staff. The Public Private Partnership initiative to replace or rebuild schools has been a major commitment by the Education Department and Dundee City Council. This continues into the current plan with new schools coming online over the coming years.
- 6.2 Careful monitoring of the Department's progress is now well established through a number of internal and external mechanisms. The Department undertakes an internal annual review of progress in all key areas. The EFQM (European Foundation for Quality Management) audit has been carried out for the third time. This has identified significant improvement in the quality and delivery of services and indicated areas for further development. All parents have again been surveyed and regular meetings are held with School Board and PTA representatives. Regular meetings are also held with Head Teachers, with staff in all schools and with union representatives. The external inspection

of the Education Department by Her Majesty's Inspectors of Education was completed and signed off in 2003.

6.3 As a result of consultation with stakeholders the Education Department has reviewed its aims. The aims of the department have been grouped under three broad headings

- **Achievement**
- **Ethos**
- **Partnership**

These will be used as the new mission statement for the Department and it is hoped that their use will help to give all stakeholders in the Education Department a clear sense of its key goals. Added to the original seven aims is new aim to;

***raise aspiration by promoting confidence and self esteem in all of our pupils***

This signals a key area for the Department in its goal of raising achievement.

6.4 The Development Plan 2005 – 2008 has drawn on information from a wide range of review mechanisms including those outlined above. The Plan takes account of local priorities identified in other plans including the Community Plan, the Children's Services Plan, the Tayside Child Health Strategy and through the work of the Dundee Partnership.

6.5 Since 2002 Dundee City Council has been required to take account of the National Priorities in Education established by the Scottish Executive. The Education Department is required to establish annual improvement objectives related to the National Priorities and to report on progress towards achieving these objectives. The Development Plan 2005 – 2008 identifies how the National Priorities will be taken forward within the Education Department. It will be used to establish with schools appropriate Improvement Objectives for the next three years and these will be the subject of a further report to Committee.

## **7.0 CONCLUSIONS**

7.1 The Education Department Development Plan 2005 –2008 is a much slimmer and more focused document than its predecessors. It sets out three very clear objectives:-

to Support and Develop Learning and Teaching  
to Support Children and Young People

to Support and Develop Strategic, Professional and Resource Management.

The key targets in each of these important areas will give a clear focus to the Department's work and a clear message to schools that improving pupil achievement depends upon improving the learning of our young people, supporting those with additional needs, involving pupils, parents and staff in the learning process and ensuring that all staff have the best training and support to meet these challenges. It is on these targets that the detailed work of Action Planning will now be based.

- 7.2 The Development Plan will be subject to ongoing review and evaluation. It will be updated and amended as appropriate to take account of changing local and national circumstances. The broad targets identified in this plan will now be used to shape detailed action plans for developments and initiatives across the Department. These initiatives and developments will be the subject of further more detailed reports to the Education Committee.

**8.0 CONSULTATION**

- 8.1 The Chief Executive, Depute Chief Executive (Finance), Depute Chief Executive (Support Services), parents' representatives, the Pupil Council and Head Teachers of city schools have been consulted in the preparation of this report.

**9.0 BACKGROUND PAPERS**

- 9.1 None.

ANNE WILSON  
Director of Education

5 October 2005

AW/CDGT



**Dundee City Council  
Education Department**

***Achievement Ethos Partnership***

## **Department Development Plan**

**2005 - 2008**

**Oct 2005**

**Education Department**  
**Development Plan 2002**

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## A LETTER FROM THE DIRECTOR OF EDUCATION

Dear Colleague

### Education Department Development Plan 2005 - 2008

In my introduction to our previous Development Plan 2002–2005 I said that the world of education does not stand still for any length of time. Certainly a number of significant developments have taken place locally and nationally during the last three years. In the Education Department we had the follow-up to our inspection by HMIE. This, I am pleased to say was very positive and acknowledged that we had made good progress in taking forward points raised in our inspection. At a national level the National Priorities in Education were introduced and these in turn generated new expectations on schools and local authorities.

Despite the ever increasing demands on schools a great deal of progress was made as a result of the last Development Plan. Progress in learning and teaching and the development of the curriculum which we offer to pupils, progress in the range of support which we offer our pupils and their families, progress in the key areas of ethos and relationships. At the same time we have made considerable strides in training and supporting staff and implementing “A Teaching Profession for the 21<sup>st</sup> Century”. This progress has been achieved as a result of the hard work and dedication of every employee of the Education Department, and I would like to take this opportunity to congratulate you all on the contribution you make to delivering the very best education service for Dundee’s young people.

As part of the process of preparing our new plan we have taken the opportunity to review our aims. As a result we have added to our original seven aims the aim of “**raising aspiration by promoting confidence and self esteem in all of our pupils**”. This signals our intention to work on this crucial area of confidence, self esteem and aspiration. We have also grouped our aims into three broad headings;

#### ***Achievement Ethos Partnership***

These headings will form our new mission statement. This signals our commitment to raising achievement for all learners, to building a positive ethos in schools and classrooms across the Department and to building those partnerships between parents, pupils and staff which will support and strengthen our learners. I hope that this will help all staff to focus on these key areas which the Education Department will take forward over the next three years.

In evaluating our previous Plan it has become clear that a major success has been the focus on improving learning and teaching which has come through the Learning Together in Dundee initiative. We are clear that if we are to improve the attainment and achievement of our young people then that improvement begins in the classroom. LTID is about all learners (teachers and young people) developing a better understanding of what makes for a successful learning environment and working together to create that environment.

In this plan we have made great efforts to reduce the number of projects and to focus on developing learning and teaching. This plan sets out our vision of how Education in Dundee will

#### ***Achievement Ethos Partnership***

**Education Department  
Development Plan 2005 – 2008**

continue to develop in the next three years. I very much hope that all staff will have an opportunity to become familiar with the broad outline of the Plan. More importantly I hope that you will support our key aim of developing the learning and teaching in all of our classrooms.

Over the period of the previous plan we worked hard to ensure that all staff feel valued and appreciated. We will continue to work hard in this area and to make you aware that we value the work of all members of the service.

This development plan provides us with a much reduced and more focused set of objectives. I am confident that with your support we can deliver those objectives for the benefit of the young people in our schools.

Over the course of the next three years I will keep you updated on the progress of the Plan. I look forward to working with you to build on the many successes of Dundee City Council Education Department.

Yours sincerely

Anne Wilson  
Director of Education



## **Strategic Statement**

Dundee City Council Education Department remains committed to developing and improving the achievement of all pupils through a broad view of attainment. Improving the academic attainment of all pupils and developing their learning skills must continue to be a key priority if young people are to be well qualified to move on to further and higher education, to work and to lifelong learning.

Equally important are the development of personal and social skills which will enable our young people to communicate effectively, to work with others and to adapt flexibly to a rapidly changing world. A broad view of achievement also requires that all pupils have a range of experiences in sport, the arts and outdoor education and the opportunity to develop skills and interests gained in these areas. Developing this area of pupil experience is a major task for the coming years.

The Education Service offers all pupils a broad and balanced curriculum, which seeks to maximise their potential. Provision should also be inclusive and address the needs of all pupils. Very considerable work has taken place to develop provision for SEN and SEBD pupils across the City. A priority for the Department is to take this development forward.

The Education Service is committed to the provision of high quality learning experiences from pre-school to upper secondary which provide a secure foundation for lifelong learning.

The role of parents and carers in the education process cannot be over emphasised. Developing support for parents and carers which involves them in the learning process will have a positive impact on attainment and is a priority for the Department.

The success of Dundee City Council in delivering high quality education rests with the staff at all levels across the Department. The improvements in schools which have been made over the last three years have been entirely due to the efforts of teaching and support staff. It is crucial therefore that our processes for communicating with staff and for training and supporting them in their work are of the highest quality. This is a major ongoing priority for the Department.

Considerable progress has been made to develop a departmental Quality Improvement Strategy which helps us monitor our current performance levels and set targets to improve the quality of outcomes for pupils. Work will continue to develop and improve this strategy in the Department and in schools and thereby to ensure that the National Priorities set by the Scottish Executive are achieved. Rigorous evaluation of our performance will help us all to identify the steps which will lead to continuous improvement in Dundee schools.

Dundee City Council Education Department is committed to:

### ***Achievement Ethos Partnership***

***Achievement Ethos Partnership***

## **AUDIT**

This development plan has been based on the outcome of a number of reviews and audit processes which were carried out during the previous planning period.

### **HMIE Inspection Follow-up Report August 2003**

The education functions of Dundee City Council were inspected by HMIE between December 2000 and April 2001 and a Follow-up Report was published in August 2003. The report focused on the key action points from the original inspection;

- To take forward the current work on Quality Improvement to ensure that levels of attainment continue to improve.
- To implement the review of SEBD and develop the Quality Improvement processes for offsite centres.
- To further develop strategies for communication with stakeholders, particularly parents.
- To clarify for schools the financial processes for property maintenance, expand the provision of staff development for support staff and continue to monitor school accommodation and occupancy levels.
- To draw together the processes for self evaluation and review at authority and school level and provide schools with more specific benchmarking data.

In addressing all of these areas the Education Department was found by HMIE to have made good or very good progress.

### **EFQM Review October 2003**

The Education Department carries out a regular review of its operations using the European Foundation for Quality Management model. This surveys 10% of staff at all levels in schools and services. The review identified very significant improvements since the previous year. The main action points are;

- To further develop the department's celebrations of success through a "Focus on Achievement Ceremony".
- To continue to extend and develop staff development and review process for all staff.

### **Quality Development Teams**

The Education Department maintains standing groups drawn from staff across the department which monitor progress in each of the 11 Quality Indicators from Quality Management in Education (QMIE). These groups carry out an annual department self evaluation. This reviews progress of the department development plan and identifies issues for future plans. They have been instrumental in the Education Department Standards and Quality Report 2004. This should be read in conjunction with this Development Plan.

### **Review of Development Plan 2002 - 2005**

As part of the Education Department's Quality Improvement Strategy all standing groups were asked to review progress in their area and identify issues for this development plan.

## **Introduction**

The Education Department Development Plan is a working document which sets out the key priorities for development across the Department. These have been identified following an extensive review process which is outlined in the Audit section of this document and which involved feedback from across the Education Service.

It is clear however that a development plan can never capture all of the projects which are being implemented and maintained throughout the Education Service. Equally not all of the projects identified in this plan will have the same priority for all sections of the service.

## **Structure of the Plan**

The plan has three key objectives.

1. Supporting and developing learning and teaching
2. Supporting children and young people
3. Supporting and developing strategic, professional and resource management

For each objective a number of Development Projects have been identified. Each Project is outlined in terms of targets. A target is a clear objective within the development project. Targets clarify what action needs to be taken and should relate to both the process and the outcomes

Each target has attached to it criteria by which success can be judged. Success criteria describe the key outcomes which should result if the target has been achieved, they are a means of evaluating the outcomes of the plan as well as providing benchmarks for development.

The Project Outlines also describe proposed timescales and progress checks. These will be updated at regular intervals.

Action plans will be drawn up following the adoption of the Development Plan.

Development Planning is a cyclical process and the contents of this plan will be regularly reviewed and monitored.

Our success in taking forward this plan depends upon the shared vision and support of all members of the Education Department.

## **Common abbreviations used in this document**

<b>CPD</b>	Continuing Professional Development
<b>DCC</b>	Dundee City Council
<b>DSM</b>	Devolved School Management
<b>EA</b>	Education Authority
<b>EBD</b>	Emotional and Behavioural Difficulties
<b>EDS</b>	Educational Development Service
<b>Exp Arts</b>	Expressive Arts
<b>EFQM</b>	European Foundation for Quality Management
<b>EO</b>	Education Officer
<b>ESM</b>	Education Services Manager
<b>FE</b>	Further Education
<b>GTC</b>	General Teaching Council
<b>HE</b>	Higher Education
<b>H Still</b>	Higher Still
<b>ICT</b>	Information and Communication Technology
<b>IEP</b>	Individualised Educational Programmes
<b>IIP</b>	Investors in People Award
<b>IPA</b>	Improving Pupil Achievement
<b>MIS</b>	Management Information Systems
<b>NAS</b>	National Autistic Society
<b>NOF</b>	New Opportunities Fund
<b>NP</b>	National Priority
<b>NQ</b>	National Qualifications
<b>QI</b>	Quality Indicator
<b>QIO</b>	Quality Improvement Officer
<b>READ</b>	Raising Early Achievement in Dundee
<b>RME</b>	Religious and Moral Education
<b>SEBD</b>	Social Emotional and Behavioural Difficulties
<b>SEN</b>	Special Educational Needs
<b>SFL</b>	Support for Learning
<b>SGAs</b>	Scottish Group Awards
<b>SLOG</b>	Support for Learning Operational Group
<b>SD&amp;R</b>	Staff Development and Review
<b>SMT</b>	Senior Management Team
<b>S&amp;Q</b>	Standards and Quality
<b>SQA</b>	Scottish Qualifications Authority

## Objectives and Projects

	Objectives and Projects	Council Objective	Dept Aim	National Priority	Children's Services Plan	Lead Officer
<b>1</b>	<b>Supporting and Developing Learning and Teaching</b>					
a.	Developing Confidence, Self Esteem, Motivation and Expectation	1.1	1, 3	2.2	4, 6	J Collins L Waghorn
b.	Developing the Learning Experience	1.1	1,2,3,7	1.1, 1.2,2.1, 2.2, 4.1, 4.2, 5.1	4, 6	G Taylor
c.	Consultation and Communication	2.2, 3.6	1,3,6,7	3.1, 4.2	7	L Waghorn
<b>2</b>	<b>Supporting Children and Young People</b>					
a.	Integrating Children's Services	1.2, 1.4	5, 6, 7	2.3, 3.1	Cf 1	J Collins L Waghorn
b.	Support for Children with Additional Support Needs		2, 4, 6, 7	3.1, 3.2, 4.1, 4.7	4, 7	J Collins
<b>3</b>	<b>Supporting and Developing Strategic, Professional and Resource Management</b>					
a.	Continuous Professional Development	3.1	5,6	2.1	Cf 4	G Taylor
b.	Strategic Planning		6,8		Cf 1	G Taylor
c.	Resource Management	2.1, 3.3, 3.2, 3.4	6,8	2.3	Cf2	S Weston G Ross-Pond

Full details of the Education Department's Aims can be found overleaf

The National Priorities for Education are listed at page ix and detailed at Appendix I

## Our Aims

The Education Department has a number of key aims. These aims guide the work of the department and are taken forward through the Department Development Plan. The aims also take into account the National Priorities for Education. The aims are reflected in Action Plans which outline the detailed work of the Department.

These are the shared aims for all of us in the Education Department. Every member of staff has a key role to play and a valuable contribution to make in achieving these aims.

Through the work of all staff in all establishments and services the Education Department aims to:

### ***Achievement***

- ***ensure that all learners achieve their highest potential***
- ***ensure equality of opportunity for all***
- ***raise aspiration by promoting confidence and self esteem in all of our pupils***

### ***Ethos***

- ***promote a culture where everyone is valued equally and all achievements are recognised***
- ***ensure that all learners experience the broadest range of personal development opportunities***
- ***develop an inclusive ethos which supports all staff in providing the highest quality Education Services***

### ***Partnership***

- ***work in partnership with the home, the community and other services***
- ***ensure that all services achieve best value consistent with high quality educational provision***

The Education Department is committed to

***Achievement Ethos Partnership***

***Achievement Ethos Partnership***

## The National Priorities for Education

Five National Priorities for Education were drawn up by the Scottish Executive and approved by the Scottish Parliament in December 2000. They are as follows.

### 1. Achievement and Attainment

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

### 2. Framework for Learning

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning;

### 3. Inclusion and Equality

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

### 4. Values and Citizenship

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.

### 5. Learning for Life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Full details of the National Priorities are detailed at Appendix I

## PROJECT OUTLINE

**Project**

**1a Developing Confidence, Self-esteem, Motivation and Expectation**

Targets	Success Criteria	Lead Officer
1 To identify and celebrate diverse achievements	<ul style="list-style-type: none"> <li>• All educational establishments will have in place systems to identify, recognise and record the achievements of pupils and staff.</li> <li>• Surveys show increased satisfaction with reward and recognition systems.</li> </ul>	<b>Lina Waghorn</b>
2 To promote positive behaviour	<ul style="list-style-type: none"> <li>• Staff, young people and parents perceive a reduction in classroom disruption, leading to more effective and confident learning and teaching experiences.</li> </ul>	<b>Jim Collins</b>

### Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1		June 2006		Oct 2007		
2		Mar 2006		June 2008		

**Comments / Description of Progress (Give reasons for any change to timescale)**



## PROJECT OUTLINE

<b>Project</b>  <b>1b Developing the Learning experience</b>
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Targets	Success Criteria	Lead Officer
1. To create positive environments for learning and teaching	<ul style="list-style-type: none"> <li>• Evaluation shows principles of LTID in operation in all classrooms</li> </ul>	<b>Glen Taylor</b>
2. To develop and implement procedures to monitor individual progress	<ul style="list-style-type: none"> <li>• All pupils and staff have access to information to allow effective setting of improvement targets and personal learning planning</li> </ul>	<b>Glen Taylor</b>
3. To implement a Curriculum for Excellence	<ul style="list-style-type: none"> <li>• All pupils have access to an appropriate curriculum and opportunities for choice leading to improved outcomes.</li> <li>• Evaluation shows improved continuity and progression across key stages.</li> </ul>	<b>Glen Taylor</b>
4. To implement Determined to Succeed	<ul style="list-style-type: none"> <li>• All schools meet targets set by EA and Executive for DtS.</li> <li>• Evaluation shows all pupils participate in enterprise activities across the curriculum to develop a range of enterprising skills and attitudes</li> </ul>	<b>Glen Taylor</b>

### Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1		June 2006		June 2008		
2		June 2006		June 2007		
3		June 2006		June 2008		
4		Mar 2006		April 2008		

<b>Comments / Description of Progress (Give reasons for any change to timescale)</b>     
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## PROJECT OUTLINE

**Project**

**1c Consultation and Communication**

Targets	Success Criteria	Lead Officer
1. To develop the role of parents and support their involvement	<ul style="list-style-type: none"> <li>• schools report higher levels of participation by parents</li> <li>• establishment of representative bodies in all schools</li> <li>• range of opportunities arranged for consultation, communication and the dissemination of good practice</li> </ul>	<b>Lina Waghorn</b>
2. To listen to the voice of young people and involve them in decision making	<ul style="list-style-type: none"> <li>• all schools have evidence of an effective and inclusive PRC</li> <li>• effective links are made to Citywide and Cluster PRCs</li> </ul>	<b>Lina Waghorn</b>
3. To Involve all staff	<ul style="list-style-type: none"> <li>• staff consultation groups are involved in decision making</li> <li>• staff surveys show improved satisfaction in decision making process</li> <li>• use of an extended range of consultative methods eg open Voice</li> </ul>	<b>Lina Waghorn</b>

### Progress Check

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1		Jun 2006		Dec 2006		
2		Jan 2006		Jun 2006		
3		Jun 2007		Jun 2008		

**Comments / Description of Progress (Give reasons for any change to timescale)**

## PROJECT OUTLINE

**Project**

**2a. Integrating Children's Services**

Targets	Success Criteria	Lead Officer
1. To establish Integrated Community Schools	<ul style="list-style-type: none"> <li>• The agreed model of ICS is fully implemented with all partners</li> <li>• A similar model is agreed and established in the early years and primary sectors.</li> </ul>	<b>Jim Collins</b>
2. To develop the health and wellbeing of young people	<ul style="list-style-type: none"> <li>• 100% of schools and local authority pre-school establishments obtain recognition as a Health Promoting School</li> <li>• The system of recognising Health Promoting Schools is extended to Early Years partners</li> </ul>	<b>Lina Waghorn</b>

### Progress Check

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1		Apr 2006		Oct 2006		
2		Jun 2007		Jun 2008		

**Comments / Description of Progress (Give reasons for any change to timescale)**

## PROJECT OUTLINE

**Project**

**2b. Support for Children with Additional Support Needs**

Targets	Success Criteria	Lead Officer
1. To promote equality and inclusion	<ul style="list-style-type: none"> <li>• Evaluation shows that pupils in Dundee schools feel included and valued</li> <li>• The needs of all pupils are identified and addressed</li> </ul>	<b>Jim Collins</b>
2. To ensure early assessment and intervention	<ul style="list-style-type: none"> <li>• Working with partners in Health and Social Work, staff identify all pre-school children with additional support needs and agree and implement support strategies.</li> </ul>	<b>Jim Collins</b>
3. To ensure effective child protection	<ul style="list-style-type: none"> <li>• All staff are aware of revised national and local Child Protection guidelines.</li> <li>• A multi-agency local inspection regime is established, and demonstrates that all cases are handled promptly and effectively by education staff.</li> </ul>	<b>Jim Collins</b>
4. To develop the management of disruption	<ul style="list-style-type: none"> <li>• Evaluation demonstrates that there are effective onsite behaviour support mechanisms in every school.</li> <li>• A target for a reduction in the level of exclusions is agreed and met.</li> </ul>	<b>Jim Collins</b>

**Progress Check**

Target	Plan Agreed Date	Progress Check		Target Completed		Carried Fwd Date
		Planned	Completed	Planned	Completed	
1		June 2006		June 2008		
2		Jan 2006		June 2006		
3		Jan 2006		June 2006		
4		Sep 2006		June 2008		

**Comments / Description of Progress (Give reasons for any change to timescale)**

## PROJECT OUTLINE

**Project**

### **3a. Continuous Professional Development**

Targets	Success Criteria	Lead Officer
1. To develop effective leadership	<ul style="list-style-type: none"> <li>Evaluation of middle and senior managers through SD&amp;R shows incremental improvement against leadership Quality Indicators</li> </ul>	<b>Glen Taylor</b>
2. To plan and deliver quality CPD for all staff	<ul style="list-style-type: none"> <li>Evaluation of outcomes of CPD shows positive impact on service delivery / learning and teaching</li> </ul>	<b>Glen Taylor</b>

### **Progress Check**

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1		June 2006		June 2008		
2		June 2007		June 2008		

**Comments / Description of Progress (Give reasons for any change to timescale)**

## PROJECT OUTLINE

**Project**

### **3b. Strategic Planning**

Targets	Success Criteria	Lead Officer
1. To develop an integrated approach to policy and strategy formation	<ul style="list-style-type: none"> <li>• A timetable is developed to ensure that all existing strategies are reviewed and rationalised where appropriate.</li> <li>• Key areas for future policy development are identified with a timetable for their implementation.</li> </ul>	<b>Glen Taylor</b>
2. To develop, implement and monitor strategies for quality assurance and continuous improvement	<ul style="list-style-type: none"> <li>• All schools implement the EA guidelines on QA leading to continuous and sustained improvement in achievement and attainment over the 3 years of the plan.</li> </ul>	<b>Glen Taylor</b>

### **Progress Check**

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1		June 2006		June 2007		
2		June 2006		June 2007		

**Comments / Description of Progress (Give reasons for any change to timescale)**

## PROJECT OUTLINE

**Project**

### **3b. Resource Management**

Targets	Success Criteria	Lead Officer
1. To develop and implement a School Estates Strategy	<ul style="list-style-type: none"> <li>Implementation of School Estates Strategy results in more effective and efficient provision and use of accommodation.</li> </ul>	<b>Gillian Ross-Pond</b>
2. To develop and implement an MIS Strategy	<ul style="list-style-type: none"> <li>Improved access to management information</li> <li>More efficient and effective collection and use of data</li> </ul>	<b>Sandy Weston</b>
3. To develop and implement an ICT Strategy	<ul style="list-style-type: none"> <li>Appropriate ICT experiences are effectively integrated into the curriculum at all stages.</li> <li>All pupils achieve an appropriate ICT core skill or equivalent</li> </ul>	<b>Glen Taylor</b>
4. To develop effective procedures for School Administration, Finance and Human Resources.	<ul style="list-style-type: none"> <li>Increased awareness and application of procedures evidenced through EFQM and Financial Audits</li> </ul>	<b>Sandy Weston</b>
5. To develop and implement a Health and Safety Strategy	<ul style="list-style-type: none"> <li>Implementation of Dept H&amp;S Policy results in reduction of risk for all staff and pupils</li> </ul>	<b>Gillian Ross-Pond</b>

### **Progress Check**

Target	Plan Agreed	Progress Check		Target Completed		Carried Fwd
	Date	Planned	Completed	Planned	Completed	Date
1		June 2006		June 2008		
2	Nov 2005	March 2006		June 2008		
3		June 2006		June 2008		
4	Aug 2005	Jan 2006		On-going		
5		June 2006		June 2008		

**Comments / Description of Progress (Give reasons for any change to timescale)**

**National Priority 1**

**To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.**

**Outcome 1: Increased levels of numeracy and literacy**

	Measures/indicators	Education Authority measures/indicators
1.1.A	% of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate 5-14 level for their age – reading, writing and maths.	EA targets calculated from schools' targets.
1.1.B	% of S2 who have met or exceeded level E in reading, writing and maths, by the end of S2	EA targets calculated from schools' targets.
1.1.C	% of original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in English and Maths	EA targets calculated from schools' targets.

**Outcome 2: Improved examination results**

	Measures/indicators	Education Authority measures/indicators
1.2.A	% of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 3 or better (3 year average).	EA targets calculated from schools' targets.
1.2.B	As above, at SCQF level 4 or better – target to be set	EA targets calculated from schools' targets.
1.2.C	As above, at SCQF level 5 or better – target to be set	EA targets calculated from schools' targets.
1.2.D	As above, 1+ awards at SCQF level 6 or better – target to be set.	EA targets calculated from schools' targets.
1.2.E	As above, 3+ awards at SCQF level 6 or better – target to be set	EA targets calculated from schools' targets.
1.2.F	As above, 5+ awards at SCQF level 6 or better – target to be set	EA targets calculated from schools' targets.
1.2.G	<i>Overall quality of attainment (HGIOS)</i>	EA summary of schools' evaluation required.
1.2.H	<i>Expectations and promoting achievement (HGIOS)</i>	EA summary of schools' evaluation required.

**National Priority 2**

**To support and develop in the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.**

**Outcome 1: Continuing development of teachers' skills**

	Measures/indicators	Education Authority measures/indicators
2.1.A	New measure of Continual Professional Development (CPD) in development in the light of CPD Framework	
2.1.B	<i>Staff review and development (HGIOS)</i>	EA summary of schools' evaluation required.

**Outcome 2: Increased self-discipline of pupils**

	Measures/indicators	Education Authority measures/indicators
2.2.A	Levels of attendance – targets to be set	EA targets calculated from schools' targets
2.2.B	Number of days lost per 1000 pupils through exclusion (primary and secondary sectors)	.



2.2.C	Number and % of pupils participating in buddying, mentoring or similar schemes to be locally defined as appropriate.	EA summary of schools' activities.
2.2.D	<i>Climate and relationships (HGIOS)</i>	EA summary of schools' evaluation.

### Outcome 3: Enhanced school environments which are more conducive to teaching and learning

	Measures/indicators	Education Authority measures/indicators
2.3.A	Pupil:adult ratio in primary schools – target to be set	.
2.3.B	% of schools (primary and secondary separately) classified as Health Promoting Schools – no target	
2.3.C	% of schools (primary and secondary separately) with quality award or applying a quality model – no target.	
2.3.D	<i>Accommodation and facilities (incl no of schools with pupil support bases) (HGIOS)</i>	EA summary of schools' evaluation

### National Priority 3

To promote equality and help every pupil benefit from education with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and lesser used languages.

#### Outcome 1: Every pupil benefits from education

	Measures/indicators	Education Authority measures/indicators
3.1.A	Number and % of 'looked after' young people leaving care who have attained SCQF level 3 or above in English and Maths – target to be set (national targets already exist).	
3.1.B	The average tariff score of the lowest attaining S4 pupils in the authority – target to be set ( national targets already exist).	
3.1.C	% of pupils (primary and secondary sectors separately) who are entitled to free school meals according to DWP data and % who take them up.	
3.1.D	<i>Equality and fairness (HGIOS)</i>	EA summary of school's evaluation
3.1.E	% of schools adopting the New Community School approach	.

#### Outcome 2: Every pupil benefits from education, with particular regard paid to pupils with disabilities and special educational needs.

	Measures/indicators	Education Authority measures/indicators
3.2.A	New measure on access to education for pupils with disabilities is under development.	
3.2.B	Breakdown of placement of primary and secondary school pupils with SEN (special unit, mainstream etc.) by proportion of time spent there.	

3.2.C	<i>Learning support (HGIOS)</i>	EA summary of schools' evaluation
3.2.D	<i>Implementation of SEN and disability legislation (HGIOS)</i>	EA summary of schools' evaluation
3.2.E	<i>Placement of pupils with SEN and disabilities (HGIOS)</i>	EA summary of schools' evaluation

**Outcome 3: Every pupil benefits from education, with particular regard paid to Gaelic and lesser used languages.**

	Measures/indicators	Education Authority measures/indicators
3.3.A	Number and % of written requests for Gaelic medium teaching met within the authority or elsewhere, by academic year.	

**National Priority 4**

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and teach them the duties and responsibilities of citizenship in a democratic society.

**Outcome 1: Increased respect for self and others**

	Measures/indicators	Education Authority measures/indicators
4.1.A	% of original S4 cohort who achieved the core skill 'working with others' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	EA targets calculated from schools' targets
4.1.B	<i>Personal and social development (HGIOS)</i>	EA summary of schools' evaluation.

**Outcome 2: Increased awareness of interdependence with other members of their neighbourhood and increased awareness of the duties and responsibilities of citizenship in a democratic society.**

	Measures/indicators	Education Authority measures/indicators
4.2.A	Measure on the links between schools and the local community is in development	
4.2.B	% of original S4 cohort who achieved the core skill 'communication' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	EA targets calculated from schools' targets
4.2.C	% of schools participating in the Eco Schools Award or similar accredited environmental award.	
4.2.D	New measure on citizenship is in development.	
4.2.E	<i>Partnership with parents, the School Board and the community (HGIOS)</i>	EA summary of schools' evaluation.

### National Priority 5

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Outcome 1: Pupils are equipped with the necessary foundation skills, attitudes and expectations to prosper in a changing society.

	Measures/indicators	Education Authority measures/indicators
5.1.A	% of original S4 cohort who achieved the Core Skill '(1) IT and (2) problem solving' in new NQ framework, by the end of S6 at levels 3, 4, 5 and 6 – targets to be set.	EA targets calculated from schools' targets.
5.1.B	% of school leavers destined for employment, training, education (higher and further) and other – target to be set for higher education.	EA targets calculated from schools' targets.
5.1.C	Proportion of pupils from P1 to P7 and S1 to S6 participating in cultural, sporting and learning activities outside the core curriculum – type of activities to be locally defined as appropriate.	EA summary of schools' evaluation.
5.1.D	<i>Pupils' learning experiences (HGIOS)</i>	EA summary of schools' evaluation.
5.1.E	New measure reflecting the range and provision of physical activity, including sport, offered by schools in development; waiting on recommendations of physical activity task force.	
5.1.F	Range of education for work and enterprise activities offered to pupils from P1 to P7 – type of activities to be defined locally. Range of education for work and enterprise activities offered to pupils from S1 to S6 – type of activities to be defined locally	EA summary of schools' activities.

**Outcome 2: Increased levels of creativity and ambition in young people.**

	Primary school measures/indicators	Education Authority measures/indicators
5.2.A	New measure to be developed after additional consultation with key stakeholders.	