

**THE HIGHLAND COUNCIL**

**ADULT AND CHILDREN'S SERVICES COMMITTEE  
13 November 2013**

Agenda Item	9.
Report No	ACS/100/13

**Education Standards and Quality Summary Report**

**Report by Director of Education, Culture and Sport Service**

**Summary**

This report provides a summary overview of Standards and Quality in Highland primary and secondary schools.

**1. Background**

- 1.1 The Quality Improvement Team continue to monitor and review the Improvement Planning and Standards and Quality procedures introduced in 2010-11. A detailed review of the processes will be carried out in 2014.
- 1.2 A school's Standards and Quality Report provides a summary of the school's evaluation of practice against the quality indicators in How Good is Our School? It also provides an annual report on the standards and quality of provision as assessed against the five core quality indicators:
  - QI 5.9 Improvements through self-evaluation
  - QI 1.1 Improvements in performance
  - QI 2.1 Learners experiences
  - QI 5.1 The curriculum
  - QI 5.3 Meeting Learners' Needs
- 1.2 The attached report sets out provide a short, focussed summary of the educational progress across the Service as a whole under three key headings:
  - How well does the Service improve the quality of its work?
  - How well do young people within Highland learn and achieve?
  - How well does the Service support young people to develop and learn?
- 1.3 These three key headings reflect at Local Authority level the five school based indicators summarised in 1.2.
- 1.4 The report should be read in conjunction with the CfE Strategic Plan and Education, Culture and Sport Service Plan.

## 2. Key Points

- 2.1 In the first section, *How well does the Service improve the quality of its work?* improved practice in self-evaluation remains a key priority. Three key actions have been identified:
- The involvement of all members of the school community in self-evaluation processes.
  - Supporting schools to make effective use of all available data which will enable them to deliver improvement.
  - Analysis should be clearly linked to improvement priorities of the Service.
- 2.2 The second section, *How well do young people within Highland learn and achieve?* contains much that is positive as evidenced in the data in the appendices. However, there remain further priorities for improvement in this area:
- Further work is required to close the “attainment gap” by raising the attainment of pupils not achieving SQCF level 3.
  - To continue to support schools in using tracking data to support pupils’ attainment and achievement.
  - To continue to develop support for pupils’ learning through high quality learning conversations
- 2.3 The third section, *How well does the Service support young people to develop and learn?* Picks up the learning and teaching and assessment agenda from the previous section and embeds it in the context of the developing 3-18 Curriculum for Excellence. A number of action points are identified under this key priority to create a coherent 3-18 curriculum and support structure which ensures effective transitions.

## 3. Implications

- 3.1 There are no legal, climate change or risk assessment implications following from this report. There are no immediate resource implications.

<b>4.</b>	<b>Recommendation</b>
4.1	Members are asked to note the contents of the Education and Quality Summary Report 2012 – 2013.

Signature: Hugh Fraser

Designation: Director of Education, Culture and Sport Service

Date: 3 November 2013

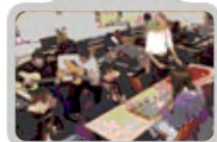
Author: Jim Steven, Head of Education and the Quality Improvement Team

Background Papers: Schools Quality and Standard Summary Report 2012-13



# **The Highland Council Education Service**

## **Standards and Quality Summary Report 2012 / 13 November 2013**



# Introduction

We are pleased to present the 2012/13 Standards and Quality report of The Highland Council Education Service. The report should be read in conjunction with our 2011 – 2014 CfE Strategic Plan and the Service Plan for Education, Culture and Sport.

The report summarises the work which was undertaken by our Service within the last academic session as well as the impact which that work has had on communities within Highland, with a particular focus on children and young people. This work takes place within the framework of national objectives set by the Scottish Government as well as those set by the Council.

In these difficult economic times, it is essential that we target our efforts and resources to ensure that we continue to improve in key areas of our practice. As such, we remain committed to:

- **improving practice in self-evaluation to ensure consistently high quality learning experiences for all young people**
- **continuing to improve attainment in literacy and numeracy and by the collection and use of data to ensure all learners achieve their full potential**
- **implementing and embedding the Highland Learning Policy**
- **creating a coherent 3 – 18 curriculum and support structure which ensures effective transitions**
- **ensure the smooth implementation of new SQA National Qualifications**
- **further improving processes and protocols that lead to streamlined planning, tracking, assessment and decision making to meet the needs of all learners**
- **supporting learners so that every pupil achieves their potential.**

We are pleased to acknowledge the continuing progress being made across our schools and learning communities in these key areas, whilst acknowledging the challenging agenda still ahead of us in the next few years. In this respect, we pay particular tribute to all staff within the Service for their professional approach and contribution to managing change as Curriculum for Excellence rolls out. We are confident that we are in a strong position to ensure that our schools and our Service will continue to improve and ensure positive outcomes for all our learners.

# How well does the Service improve the quality of its work?

The Service aims to improve continuously by reflecting on its performance through a number of approaches. These are:

- analysis of data
- direct observation of performance (Quality Assurance of schools)
- gathering views of those experiencing the ECS Service.

## Analysis of Data

A range of data covering aspects of delivery of the ECS Service is collected. This range includes attainment, achievement, attendance, exclusions and leaver destinations.

The analysis and use of data, as highlighted within the Validated Self-Evaluation report of 2010, continues to be a priority area for development for the Service.

## Quality Assurance of Schools

Quality Improvement Officers [QIOs] continue to take lead roles in supporting the Authority's commitment to improving learning, teaching and assessment and in building leadership capacity. They have continued to challenge and support the performance of schools by:

- supporting schools to generate actions for improvement through their analysis of data
- ensuring self-evaluation processes are moderated through audit visits
- sharing areas of good practice across schools
- developing staff skills through high quality professional development
- providing opportunities including activities planned jointly with other authorities.

QIOs have formulated a cycle of team visits to evaluate the standard and quality of practice in each of our secondary schools and this has recently been extended to larger primary schools. Members of school senior management teams from throughout Highland have been included in these Quality Assurance [QA] teams allowing them to gain a wider perspective of practice across Highland and to share best practice. QA team visits have been welcomed by Headteachers as having added value to each school's own self-evaluation and quality assurance procedures.

HMI school reports also give us snapshots of how well our schools are achieving and Appendix 1 shows key points from these reports over the last year.

## Gathering Stakeholders' Views

Stakeholder views are canvassed during QIT and HMI visits. Most schools have established procedures for gathering parents' and pupils' views and there is some very strong practice emerging in this area. The views of most pupils are very positive about their learning experience.

Last year we reported the need to gather, analyse and report on stakeholders' views at Authority level. This process has begun and results of questionnaires from the Highland Lifestyle Survey and HMI inspections have been collated (*see Appendix 2*). The results show a generally positive picture, but as would be expected, there is room for improvement especially in the area of involving pupil and parent voice in the self-evaluation process.

The Authority engages with Head teachers and staff groups through conferences, professional representative and working groups. Staff surveys are undertaken where appropriate e.g. on continuing professional development.

## Improving Leadership within the Service

The Highland Leadership Programme is well established and will be expanded this year. The following programmes have actively engaged practitioners of all levels in self-directed professional development: Lead On supports those leading initiatives at all levels within the Service; Flexible Routes to Headship (FRH) – a national programme for aspiring Head Teachers; and Early Headship – an induction programme for new head teachers and senior school leaders. In 2012, we said that we would develop a programme to support middle school leaders (Principal Teachers and Faculty Heads) and this started in September 2013.

### **Next Steps –**

- ***Continue to make improving self-evaluation a top priority for the Service and all schools.***
- ***Improve consultation and further involve all members of the school community in self-evaluation processes.***
- ***Make more effective use of data to bring about improvement in schools and the Service.***
- ***Improve planning by clearly linking data analysis to improvement priorities for the Service.***
- ***Ensure that the Leadership Programme is fully integrated into a coherent Continuing Professional Development (CPD) Strategy for the Service linked to the new GTC standards.***

# How well do young people within Highland learn and achieve?

There is a range of performance indicators which indicate how well the Service is doing in terms of its delivery to young people.

## Improvements in Performance in Highland Schools

Highland continues to perform well in relation to national averages and those of its comparator authorities.

### By the End of S4 (Appendix 3a)

The percentage of pupils gaining English and Maths at Foundation or Access 3 level has increased to 94% which brings us back in line with our comparator authorities after a dip last year. (Table 1)

The amount of pupils achieving five Foundation or Access 3 awards by the end of S4 (Table 2) is worthy of further investigation. Although we have increased in the percentage of pupils achieving these awards (up to 94% from 92% in the previous four years), in relation to our comparator authorities we are doing less well.

The percentage of pupils achieving five General or Intermediate 1, or five Credit or Intermediate 2 awards remains strong against national figures and our comparator authorities.

### By the End of S5 (Appendix 3b)

Awards in English and Maths at level 3 and those achieving five or more at levels 4 and 5 remain in line with our comparator authorities.

With regard to performance at Higher level, Highland attainment is again in line with our comparator authorities, and also in line with expectations given the performance of this cohort in 2012.

### By the End of S6 (Appendix 3c)

The percentage of pupils gaining English and Maths at Foundation or Access 3 level is static at 95%. As in previous years, schools are asked to account for the 5% of pupils who do not achieve these basic qualifications in English and Mathematics. A significant number are ASN pupils for whom the exams are inappropriate, but there are small numbers of pupils in this area whom agencies need to track and work with more closely. (Table 11)

The percentage of pupils gaining five awards at Standard Grade General or Intermediate 1 remains strong and is above the National and Family averages. (Table 12)

The percentage of pupils gaining five awards at Standard Grade Credit or Intermediate 2 remains strong and remains above the National and Family averages. (Table 13 )

The percentage of pupils gaining one Higher by the time they leave school remains high and is significantly above the national average and comparator schools. (Table 14)

The percentage of pupils gaining three or five Highers by the time they leave school continues to be strong and remains in line with or above the national and Family averages. (Tables 15 and 16)

The percentage of pupils gaining one award at Advanced Higher remains strong and remains above the National and Family averages. (Table 17)

### **National Priority Measures (Appendix 3d)**

**These figures, which are a three-year average of the seven key measures, are perhaps the best indicators of trends in attainment.**

**In almost all cases these figures show a positive trend over the last five years.**

These figures are an amalgamation of the performance of all secondary schools in Highland. Overall it remains a very positive picture. However, there is still some variation across schools and departments in Highland which both the senior management teams and the Quality Improvement Team are challenging.

As we progress in our tracking systems for Broad General Education, we expect to produce more robust data to report on in the future.

### **Skills for Work**

Skills for Work Qualifications continue to grow, both in school and college provision, giving pupils a greater experience of vocational skills.

School Based Skills for Work entries			
2009 / 2010	2010 / 2011	2011 / 2012	2012 / 2013
284	360	379	418

### **Partnership Qualifications**

A significant number of our young people gain qualifications in partnership with other institutions other than their base school. Appendix 5 outlines these partnerships



## Achievement in Highland Schools

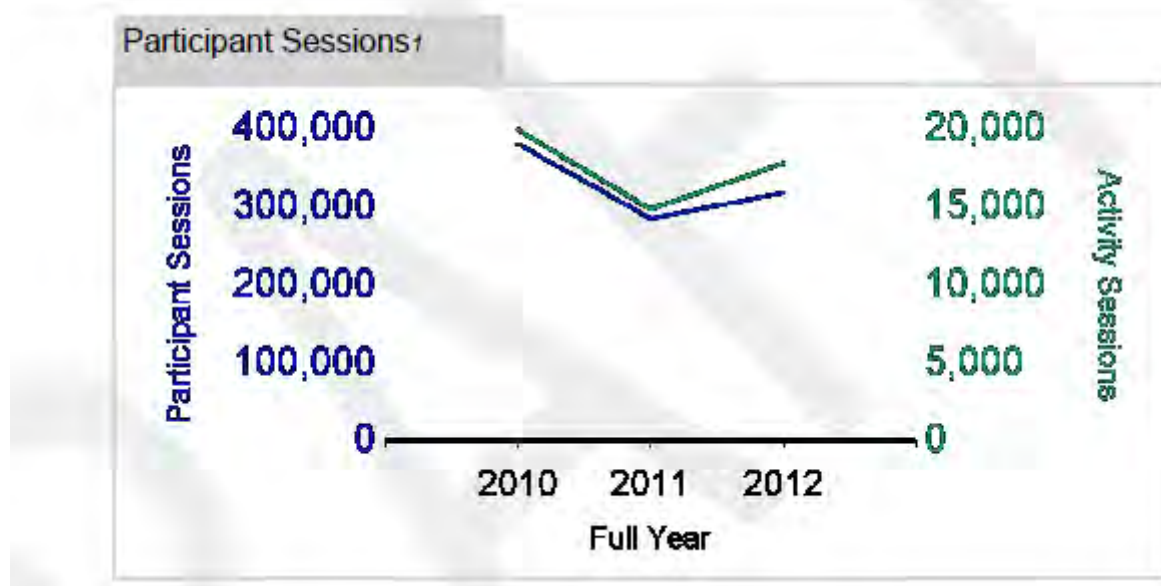
Pupils in Highland schools continue to achieve in a wide range of experiences. The importance of such achievement is widely recognised by schools, parents and carers, and employers. There are encouraging signs that schools are beginning to track individual achievement more rigorously.

### Duke of Edinburgh Awards

One significant achievement measure is the Duke of Edinburgh's award scheme. There are now 36 centres across Highland, principally based in secondary schools, delivering Duke of Edinburgh Award at the three levels. These are delivered by a mixture of school and Highlife Highland staff. Last year there were 687 new enrolments and 259 awards achieved. Out of the 32 Local Authorities we are the 12<sup>th</sup> highest placed for percentage of new entrants and awards gained as a proportion of the age 14 -24 population.

	Bronze		Silver		Gold	
	Highland Awards Achieved	National Average (based on population size)	Highland Awards Achieved	National Average (based on population size)	Highland Awards Achieved	National Average (based on population size)
<b>April to March</b>						
<b>2009-10</b>	115	141	30	36	11	14
<b>2010-11</b>	191	106	33	18	11	7
<b>2011-12</b>	169	177	59	64	17	23
<b>2012-13</b>	188	131	42	29	29	21

## Partnership with Active Schools



High Life Highland figures show that participation in activity sessions are now improving after a decline during 2011. Further analysis of the data can be accessed through the Active Schools report. Balanced with the feedback from parents and pupils about school clubs and activities in the primary stages, we will continue to work with Active Schools to promote as wide a range of activities as possible.

## Learning, Teaching and Assessment

The Highland Learning, Teaching and Assessment Policy has been reviewed and updated to support development within all of our educational establishments. The new Learning Policy is supported by a programme of continuous professional development.

Learning, teaching and assessment practice is generally good and continues to improve particularly in relation to:

- pupils taking more responsibility for their own learning
- teachers sharing standards in assessment practice
- pupil profiling including tracking progress and recording achievement.

In Early Years and Primary, progress has been made in pupils taking responsibility for their own learning by making choices and by being more reflective about what and how they learn. Progress in these areas has also been made in Secondary, but practice in this sector is less consistent within schools and across the Council.

Satisfactory progress continues to be made in sharing standards and improving assessment practice. All teaching staff have been involved in meetings to share standards, many of these cross-sector. An

increasing number of teachers are involved in learning visits to share assessment practice. As a result, teachers are developing a better understanding about what success looks like at particular stages and how pupils might achieve that success. Teachers are becoming more confident in the process as more National Guidance becomes available.

Provision for profiling pupil progress and achievement is improving. At the end of Session 2012-13, all Primary pupils in Highland and all S3 pupils were required to complete a Profile. Tracking arrangements in both Primary and Secondary have improved through the introduction of the annual Summary of Personal Progress and standardised assessments in P3, 5, 7 and S2. The Summary of Personal Progress is based on teachers' professional judgements. These judgements are complemented by information from standardised testing to provide a sound overview of performance and progress. Schools are at a very early stage of the detailed tracking of progress through Broad General Education. The Highland Council tracking system relied heavily upon E1 developments and the loss of E1 has hampered progress and confidence in this area.

**Next steps:**

- *Close our "attainment gap" by raising the attainment of our pupils not achieving level 3 in literacy and numeracy and other subjects.*
- *Support schools to provide experiences for and track the wider achievement of all pupils.*
- *Continue to fund and facilitate sharing standards meetings and learning visits with an increased focus on achieving improved experiences for learners.*
- *Continue to work with schools to use data (including the introduction of Seemis MIS) to track pupil progress and support pupil attainment and achievement.*
- *Continue to develop effective learner profiling and support schools to identify skills' progressions for pupils.*
- *Continue to develop support for pupils' learning through high quality learning conversations.*

# How well does the Service support young people to develop and learn?

Schools are making good progress in developing Curriculum for Excellence provision. The Council continues to use the Highland Primary and Secondary Steers which identify key outcomes for schools and a range of support to achieve them. Quality Improvement Officers and seconded Development Officers continue to promote the Steers and to provide direct support to schools in developing a coherent 3 – 18 curriculum.

## Curriculum

All educational establishments now organise learning and assessment around Curriculum for Excellence experiences and outcomes from Early to Third or Fourth Level. Associated School Groups [ASGs] continue to promote working across establishments to discuss, share and develop understanding of the standards and expectations for children and young people's learning.

Literacy, Numeracy and Health and Well-Being continue to be priorities in all schools, and development strategies have been produced for these core areas. Further work is being undertaken to support schools delivery across the curriculum.

Primary Schools continue to develop their curriculum in order to ensure coverage of, and progression through, all curricular areas. Some strong practice in this area is emerging taking into account the four contexts of learning; the eight curricular areas; personal achievement; the ethos and life of the school and inter-disciplinary learning. As guidance emerges from Education Scotland on the assessment of learning, the authority is responding with curricular area working groups which are developing progression frameworks in key skills and knowledge. Science has been the first to be completed and we aim over the next 3 years to support all areas of the curriculum in this way.

Each secondary school is developing its unique Senior Phase curriculum in response to local circumstances and needs. National and Highland Guidance state that pupils should not make binding choices for qualifications at the end of S2. An in-depth audit of each school's curriculum was undertaken at the beginning of 2013 and identified areas for support. Seminars have been held to support schools and we currently have 26 out of 29 secondary schools who meet the expectations of National Guidance and the Highland Steer.

The 16+ Learning Choices Team has become a Senior Phase 16+ Team reflecting the need to work together in an integrated way on the whole Senior Phase entitlement. Schools have been reviewing internal curriculum structures in light of both new examinations and the need to consider alternative models of delivery to ensure curricular width and provide individual learner pathways. There is a very strong emphasis for schools and the Authority on working in partnership with colleges, UHI, Highland Council services, employers and other agencies such as Skills Development Scotland to do our utmost to "get it right" for every young adult. Transitions into Senior Phase and beyond school have been given particular priority, including planning for university-bound students and for young people with ASN. The employability agenda is being taken forward actively with a continuing emphasis on Skills for Work courses and appropriate work experience as well as providing

opportunities through Activity Agreements for the most disengaged young people in the Council area to re-engage with learning and the world of work.

Many secondary schools undertook parental engagement events to explain Curriculum for Excellence, often focussing on Senior Phase and the new qualifications. The communication strategy for Curriculum for Excellence in Highland continues through workshops, leaflets, websites and open events.

The first cohort of S4 pupils will undertake the new Curriculum for Excellence “National Exams” in 2014. Unsurprisingly, preparing for this has been the main focus for development officers and secondary working groups. The Authority has been working alongside the SQA and schools to make sure that the implementation of the new qualifications goes as smoothly as possible.

### Progress towards the Scottish Government target for PE

In secondary, we have increased the number of schools delivering two periods of PE in S1-S4 from 21 to 26. There are currently 148 out of 179 primary schools delivering at least two hours of PE each week. The PE development officer is working with individual schools and ASGs as part of the Authority PE plan.

### Progress towards the Scottish Government target for two languages

The Government’s manifesto commitment is to create, within a period of two Parliaments (ie by 2020), the conditions for every child to learn two languages in addition to their own mother tongue. This commitment is being taken forward by Highland Council and a working group has been formed.

### Eco Awards

All schools in Highland are registered for an ECO award and the following table highlights the progress made towards achieving ECO school status.

	Bronze %			Silver%			Green Flag%		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
National	67	71	73	59	67	70	33	43	48
Family Average	78	79	77	69	74	75	30	38	41
Highland	64	70	70	63	67	68	32	37	47

## ICT

The Highland ICT ECS Team has devised a strategic action plan to help support schools. The Strategy seeks to transform ICT use to support the effective delivery of learning, teaching and assessment; to develop confidence in the use of ICT; and to increase achievement. The ECS ICT Team continues to promote CPD to support the growth of Technologies in Learning across Broad General Education. This training ranges from e-safety and cyber security to the introduction of innovative technologies such as 3D printing.

The Glow network allows the sharing of resources and practices and facilitates local and national collaboration and dialogue. Use of Glow has not been developed as quickly as anticipated due to the changes to the network. The proposals for the next stage of Glow provision are anticipated to better support learning and teaching with the learner genuinely at the centre.

The current MiS, Pearson e1, has been used to provide a consistent means of tracking progress and performance and reporting to parents in Primary and Secondary schools. Almost all schools have been trained in this aspect of the system and progress towards full implementation was on track. The disappointing news that Pearson e1 will not continue post October 2014 has halted progress. The next phase of the Strategy will include training and development of SEEMiS in schools as the main tool for tracking and recording progress and performance.

### **Next steps:**

- ***Continue to make Literacy, Numeracy and Health and Well-Being priority areas for development.***
- ***Ensure that schools plan for progression in all areas of the curriculum and use sound assessment practice to judge individual progress.***
- ***Continue to develop provision at key transition points to ensure that pupils access a coherent and progressive 3-18 curriculum.***
- ***Continue to promote sharing standards activities within schools and across schools and Associated School Groups***
- ***Continue to work alongside schools to meet local and national priorities for curriculum design***
- ***Review the implementation of National qualifications and support schools to develop courses for the new Highers.***
- ***Provide support to schools so that they can reach the target of 2 hours of PE in Primary and 2 periods in Secondary to the end of S4.***
- ***Continue to develop partnerships between schools, colleges, local businesses and Skills Development Scotland (SDS) to help promote skills for life, learning and work.***
- ***Continue to develop ICT provision across the council, including the use of ICT for profiling, the introduction of the SEEMiS system and the next stage of GLOW***

## Meeting Learners' Needs

The Highland Practice Model promotes partnership working across all services to meet children's and young people's needs through a shared approach. One measure of this approach is the number of exclusions from school.

Data from local authorities is now only being gathered by Scottish Government every two years. Consequently, there is no National or Family average comparison data for 2012-13. Exclusion rates in Highland remained static last year.

<b><i>Exclusions per 1000 Primary pupils</i></b>				
	<b><i>2009-10</i></b>	<b><i>2010-11</i></b>	<b><i>2011-12</i></b>	<b><i>2012-13</i></b>
<b><i>Highland</i></b>	<b><i>11</i></b>	<b><i>9</i></b>	<b><i>8</i></b>	<b><i>8</i></b>
<b><i>Family</i></b>	<b><i>15</i></b>	<b><i>16</i></b>	<b><i>no national collection</i></b>	<b><i>available Dec 2013</i></b>
<b><i>National</i></b>	<b><i>12</i></b>	<b><i>11</i></b>	<b><i>no national collection</i></b>	<b><i>available Dec 2013</i></b>
<b><i>Exclusions per 1000 Secondary pupils</i></b>				
	<b><i>2009-10</i></b>	<b><i>2010-11</i></b>	<b><i>2011-12</i></b>	<b><i>2012-13</i></b>
<b><i>Highland</i></b>	<b><i>38</i></b>	<b><i>38</i></b>	<b><i>39</i></b>	<b><i>39</i></b>
<b><i>Family</i></b>	<b><i>64</i></b>	<b><i>54</i></b>	<b><i>no national collection</i></b>	<b><i>available Dec 2013</i></b>
<b><i>National</i></b>	<b><i>82</i></b>	<b><i>72</i></b>	<b><i>no national collection</i></b>	<b><i>available Dec 2013</i></b>

The Highland Practice Model and Additional Support Needs (ASN) guidance promote partnership working across all services to meet children's and young people's needs. This model is child and young person centred, enabling them to get the help they need when they need it. Integration of services continues to develop support for schools to meet the needs of children and young people in accordance with the ASN Code of Practice. The single children's plan that is now used by all partner services has significantly contributed to a more consistent approach to meeting needs.

The ASN Allocation Model has now been implemented and has provided a needs-based approach to allocating resource to schools. A comprehensive ASN Review was initiated before the summer of 2013 and will run through session 2013-14. It will make recommendations on ASN support structures and services.

<b>ASN Pupils</b>				
<b>No of ASN Pupils</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-13</b>
<b>Level 3</b>	<b>844</b>	<b>828</b>	<b>1117</b>	<b>1092</b>
<b>Level 4</b>	<b>326</b>	<b>381</b>	<b>540</b>	<b>544</b>

The number of pupils deemed to be level 3 or level 4 in terms of ASN Provision has levelled out after a significant upward trend. We are beginning to undertake an in depth analysis of ASN and LAC achievement levels in the senior phase.

The Early Years Collaborative has supported the integrated work of meeting needs in the early years and early stages of school. A professional development programme is being created to identify the key information required by all early years workers. This includes information on early brain development, aspects of promoting positive relationships, early developmental milestones, additional support needs and appropriate assessment and intervention. Some of this information and CPD is already available on the staff development calendar, but following consultation with practitioners, additional training on Early Brain Development is being rolled out between October 2013 and February 2014.

There remain concerns about the number of children who do not attend school on a full time basis. Information about individual pupils is gathered twice a year and monitored by Senior Managers at Area level. This has resulted in a significant number of pupils being returned to full time education. However, there is an identified need to consider more effective ways of supporting pupils with Autism who also have challenging behaviour, as this constitutes the biggest group of pupils not in school full time. This is a priority for the ASN team, working with the Integrated Services Autism Management Team.

As part of developing every Pupils' Entitlement to Personal Support, the Authority continues to develop guidance and share good practice to ensure that every pupil has time with a dedicated adult for discussion about learning, progress and potential next steps. Models of delivering the entitlement to support for learning for all pupils are currently being developed and reviewed in Secondary schools. A growing number have made timetabling changes to ensure this entitlement. A development officer has been appointed this year to help schools take this aspect forward.



## School leaver destinations (appendix 5)

In Highland, there was an increase in positive destinations from 90.7% to 91.8% between September 2012 and March 2013. This contrasts with a national fall from 89.9% to 89.5% for the same period.

Looking at comparisons between March 2012 and March 2013, we had a 1.8 percentage point increase by 2013 in Highland to reach that 91.8% positive destination figure. The corresponding increase nationally over the same year was greater (2.3%) but still fell short of the Highland figure by 2.3 percentage points.

Between September 2012 and March 2013, the destination category that witnessed the greatest percentage point increase in Highland was employment, which was 3.5 percentage points up; conversely, the greatest percentage point decrease was in higher education, down by 1.5 percentage points.

In fact, employment gained most six months on from higher and further education; from training; from voluntary work; from Unemployed seeking; and from the Unknown figure. In some cases this is a good sign, but in the case of the movement to employment from higher education (4.3%) and from further education (7%), we should be careful to check whether their first destination was in fact the most appropriate one for them.

Notwithstanding, 93.1 % of those who entered higher education in Oct 2012 remained in their original destination. The corresponding figure for further education is 83.8%. The figure for remaining in employment is 91.2%. Of the three the further education figure is the least stable.

While 25.8% of those who started out in training were in employment by March 2013, 21% had become Unemployed (seeking work)

### **Next steps:**

- ***Continue to promote the Highland Practice Model (GIRFEC) and Additional Support Needs (ASN) guidance and practice, and develop equalities training to meet the needs of all learners.***
- ***Continue to improve processes and protocols that lead to streamlined planning, assessment and decision making to meet the needs of all learners.***
- ***Continue to work with schools to ensure that correct planning and procedures are put in place to support inclusion.***
- ***Continue to develop models to meet every Pupils' Entitlement to Personal Support.***
- ***Continue QIO engagement with schools to raise the attainment and achievement of all pupils and to close the attainment gap.***
- ***Consider more effective ways of supporting pupils with autism, who also demonstrate challenging behaviours.***
- ***Continue to develop the 16+ strategy to meet the needs of all learners.***

# Appendix 1

## HMle Inspection Reports 2012/13

### Early Years setting inspection reports (ADD NATIONAL NUMBERS)

	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent					
Very Good	3	5	3		
Good	11	10	11	6	8
Satisfactory	2	1	1	8	4
Weak			1	2	4
Unsatisfactory					

### Primary inspection reports

	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent					
Very Good			1		
Good	5	6	4	2	2
Satisfactory	1	1	2	4	3
Weak	1			1	2
Unsatisfactory					

### Secondary inspection reports

	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent					
Very Good					
Good	2	2	1		
Satisfactory		1	2	3	
Weak	1				3
Unsatisfactory					

# Appendix 2 Results of parental and pupil surveys

## Pupil views from Highland Lifestyle survey 2013

	P7	S2	S4
I think my school is a very good place to learn	71%	50%	37%
My school is ok for helping me to learn	23%	37%	41%
My school could do a lot better to help me learn	4%	8%	15%
My school is definitely not a good place to help me learn	1%	3%	5%
I do not know if my school is a good place or bad place to learn	2%	3%	2%

There is no significant gender difference in the responses. Increasing personalisation and choice and opportunities for “Learner Pathways” in the Curriculum, especially in Senior Phase should help to address the issue that pupils are less positive about their learning as they get older.

## Pupil and Parent views from HMI inspections

The following is taken from HMI surveys to parents and pupils during inspections in 2012/13. The surveys ask a number of questions about the school experience. The highest and lowest scoring answers have been collated by sector to highlight the issues about which parents and pupils feel most strongly.

## Nursery Questionnaires

Parent

<p>Strengths (% in brackets are those who agreed or strongly agreed)</p> <p>Enjoys learning experiences (96.57%)            Feels safe (97%)            Happy with the care and education (94.29%)</p>	<p>Next steps (% in brackets are those who disagree or strongly disagree)</p> <p>The nursery keeps me well informed of my child’s progress (9.71%)            The nursery asks for my views and takes them into account (5.29%)</p>
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## Primary Questionnaires

### Parent

<p>Strengths (% in brackets are those who agreed or strongly agreed)</p> <p>My child feels safe at school (97.2%) My child is treated fairly at school (95.4%)          My child enjoys learning at school (95.8%)          My child's learning is progressing well (95%)</p>	<p>Next Steps (% in brackets are those who disagree or strongly disagree)</p> <p>My child benefits from school clubs and activities (19.8%)          The school asks for my views (17.4%) and takes my views into account (14%)          The school keeps me well informed of my child's progress (10.8%)</p>
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### Pupil

<p>Strengths (% in brackets are those who agreed or strongly agreed)</p> <p>Staff make sure that pupils behave well (94%)          Staff listen to me and pay attention to what I say (91.5%)          I get help when I need it (91%)</p>	<p>Next Steps (% in brackets are those who disagree or strongly disagree)</p> <p>I take part in out of class activities and clubs (15.17%)          I have a say in making the way we learn in school better (13.67%)          Staff talk to me regularly about how to improve my learning (12.5%)</p>
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## Secondary Questionnaires

### Parent

<p>Strengths</p> <p>My child feels safe at school (93.67%)          My child enjoys learning at school (83.67%)          My child is treated fairly at school ((82.33%)</p>	<p>Next Steps</p> <p>The school asks for my views (39%) and takes them into account (30.33%)          My child is encouraged and stretched to work to the best of their ability (32.67%)          The school keeps me well informed about my child's progress (29.33%)</p>
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### Pupil

<p>Strengths</p> <p>Staff expect me to take responsibility for my own learning in class (93.67%)          I am getting along well with my schoolwork (89.33%)          I get help when I need it (85.76%)</p>	<p>Next Steps</p> <p>I have a say in making the way we learn better (42.33%)          The Pupil Council is good at getting improvements made in the school (33.33)          Staff talk to me regularly about how to improve my learning (36%)</p>
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# Appendix 3a

## S4 Attainment in Highland

Percentage of Pupils achieving English & Mathematics at Foundation or Access Level 3 by the end of the (S4)

Table 1

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	92	8	93	7	93	7	94	7	94	8
<b>Highland</b>	<b>92</b>	<b>7</b>	<b>93</b>	<b>7</b>	<b>93</b>	<b>7</b>	<b>92</b>	<b>9</b>	<b>94</b>	<b>8</b>
National	93		93		93		94		94	

Percentage of Pupils achieving 5 Foundation or Access 3 awards by the end of the(S4)

Table 2

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	91	7	92	6	93	6	95	4	95	5
<b>Highland</b>	<b>92</b>	<b>5</b>	<b>92</b>	<b>7</b>	<b>92</b>	<b>7</b>	<b>92</b>	<b>9</b>	<b>94</b>	<b>8</b>
National	92		92		93		94		95	

Percentage of Pupils achieving 5 General or Intermediate 1 awards by the end of the (S4)

Table 3

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	80	4	80	5	80	5	83	4	83	5
<b>Highland</b>	<b>82</b>	<b>3</b>	<b>82</b>	<b>4</b>	<b>83</b>	<b>2</b>	<b>81</b>	<b>6</b>	<b>85</b>	<b>3</b>
National	78		78		79		80		82	

Percentage of Pupils achieving 5 Credit or Intermediate 2 awards by the end of the(S4)

Table 4

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	38	5	38	5	38	5	39	5	41	4
<b>Highland</b>	<b>38</b>	<b>4</b>	<b>40</b>	<b>4</b>	<b>38</b>	<b>5</b>	<b>38</b>	<b>6</b>	<b>41</b>	<b>3</b>
National	35		36		36		37		38	

# Appendix 3b

## S5 Attainment in Highland-S Grade and Intermediates

Percentage of Pupils achieving English & Mathematics at Foundation or Access Level 3 by the end of the (S5)

Table 5

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	93	7	93	7	94	7	94	7	96	5
<b>Highland</b>	<b>94</b>	<b>4</b>	<b>94</b>	<b>5</b>	<b>94</b>	<b>7</b>	<b>95</b>	<b>7</b>	<b>94</b>	<b>9</b>
National	93		94		94		94		96	

Percentage of Pupils achieving 5 General or Intermediate 1 awards by the end of the (S5)

Table 6

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	81	5	82	5	83	5	83	5	85	5
<b>Highland</b>	<b>83</b>	<b>2</b>	<b>85</b>	<b>3</b>	<b>85</b>	<b>4</b>	<b>85</b>	<b>2</b>	<b>84</b>	<b>5</b>
National	79		80		81		82		84	

Percentage of Pupils achieving 5 Credit or Intermediate 2 awards by the end of the (S5)

Table 7

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	50	5	52	5	53	5	53	6	55	5
<b>Highland</b>	<b>52</b>	<b>2</b>	<b>53</b>	<b>4</b>	<b>56</b>	<b>3</b>	<b>55</b>	<b>3</b>	<b>55</b>	<b>5</b>
National	47		49		51		52		54	

## S5 Attainment in Highland-Highers

### Percentage of Pupils gaining 1 Higher by the end (S5)

Table 8

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	43	5	45	5	46	5	46	6	48	6
<b>Highland</b>	<b>44</b>	<b>3</b>	<b>46</b>	<b>4</b>	<b>48</b>	<b>4</b>	<b>49</b>	<b>2</b>	<b>48</b>	<b>6</b>
National	41		43		45		47		48	

### Percentage of Pupils gaining 3 Higher by the end (S5)

Table 9

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	24	5	25	5	26	6	27	5	28	6
<b>Highland</b>	<b>26</b>	<b>4</b>	<b>27</b>	<b>4</b>	<b>28</b>	<b>4</b>	<b>28</b>	<b>4</b>	<b>28</b>	<b>6</b>
National	23		25		26		27		28	

### Percentage of Pupils gaining 5 Higher by the end (S5)

Table 10

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	11	5	10	6	11	6	12	6	12	6
<b>Highland</b>	<b>12</b>	<b>3</b>	<b>12</b>	<b>4</b>	<b>13</b>	<b>4</b>	<b>13</b>	<b>4</b>	<b>12</b>	<b>6</b>
National	11		11		12		13		13	

# Appendix 3c

## S6 Attainment in Highland

Percentage of Pupils achieving English & Mathematics at Foundation or Access Level 3 by the end of the (S6)

Table 11

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	94	5	93	6	94	8	95	6	95	7
<b>Highland</b>	<b>94</b>	<b>5</b>	<b>95</b>	<b>4</b>	<b>95</b>	<b>5</b>	<b>95</b>	<b>7</b>	<b>95</b>	<b>6</b>
National	93		93		94		94		95	

Percentage of Pupils achieving 5 General or Intermediate 1 awards by the end of the (S6)

Table 12

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	82	4	82	4	82	5	84	5	84	5
<b>Highland</b>	<b>84</b>	<b>3</b>	<b>84</b>	<b>2</b>	<b>86</b>	<b>3</b>	<b>85</b>	<b>4</b>	<b>86</b>	<b>2</b>
National	78		79		81		82		83	

Percentage of Pupils achieving 5 Credit or Intermediate 2 awards by the end of the (S6)

Table 13

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	51	4	53	4	55	5	57	5	57	6
<b>Highland</b>	<b>54</b>	<b>3</b>	<b>57</b>	<b>2</b>	<b>57</b>	<b>3</b>	<b>60</b>	<b>4</b>	<b>60</b>	<b>3</b>
National	48		50		53		55		56	

Percentage of Pupils gaining 1 Higher by the end (S6)

Table 14

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	47	5	49	4	52	5	54	5	53	6
<b>Highland</b>	<b>50</b>	<b>2</b>	<b>51</b>	<b>2</b>	<b>54</b>	<b>2</b>	<b>55</b>	<b>3</b>	<b>56</b>	<b>2</b>
National	44		47		50		52		53	



## Percentage of Pupils gaining 3 Highers by the end (S6)

Table 15

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	33	5	35	5	36	5	38	5	38	4
<b>Highland</b>	<b>34</b>	<b>4</b>	<b>37</b>	<b>2</b>	<b>39</b>	<b>2</b>	<b>40</b>	<b>3</b>	<b>39</b>	<b>4</b>
National	31		33		35		37		38	

## Percentage of Pupils gaining 5 Highers by the end (S6)

Table 16

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	22	5	23	5	24	5	26	5	26	5
<b>Highland</b>	<b>22</b>	<b>5</b>	<b>25</b>	<b>4</b>	<b>26</b>	<b>3</b>	<b>27</b>	<b>4</b>	<b>27</b>	<b>4</b>
National	21		22		24		26		26	

## Percentage of Pupils gaining 1 Advanced Higher by the end (S6)

Table 17

	2009		2010		2011		2012		2013	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
Family Average	22	5	23	5	24	5	26	5	26	5
<b>Highland</b>	<b>22</b>	<b>5</b>	<b>25</b>	<b>4</b>	<b>26</b>	<b>3</b>	<b>27</b>	<b>4</b>	<b>27</b>	<b>4</b>
National	21		22		24		26		26	

# Appendix 3d

Table 18

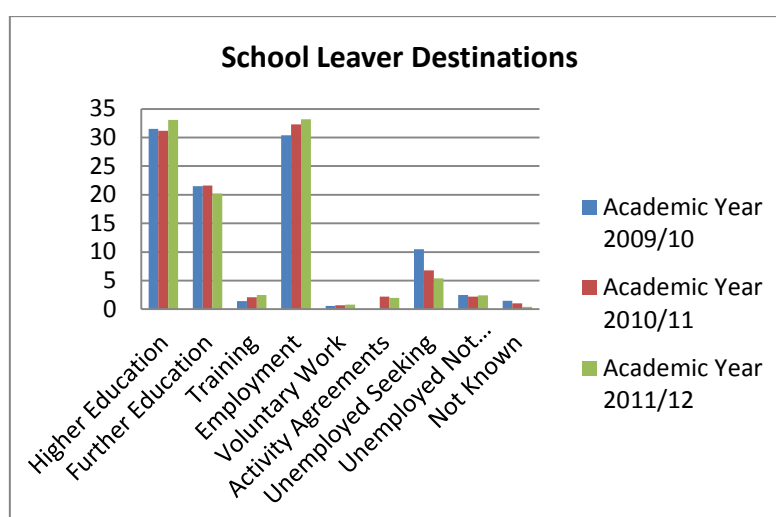
	NP 1.1 C		NP 1.2 A		NP 1.2 B		NP 1.2 C		NP 1.2 D		NP 1.2 E		NP 1.2 F	
	Eng & Maths		5+ Level 3		5+ Level 4		5+ Level 5		1+ Level 6		3+ Level 6		5+ Level 6	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
2011-13	95	6	93	6	86	3	59	3	55	3	39	3	26	3
2010-12	95	4	93	5	85	3	58	3	53	3	39	3	26	4
2009-11	95	5	93	4	84	3	56	2	52	2	37	3	24	4
2008-10	94	4	93	4	84	3	55	2	50	3	35	3	23	4
2007-09	94	4	93	4	84	3	53	3	49	3	34	4	22	4

# Appendix 4

## School Leaver Destinations

Follow Up Destinations Report collection in March of following year

Highland School Leavers	Academic Year		
	2009/10	2010/11	2011/12
Higher Education	31.5	31.2	33.1
Further Education	21.5	21.6	20.2
Training	1.4	2.1	2.5
Employment	30.4	32.3	33.2
Voluntary Work	0.6	0.7	0.8
Activity Agreements	0	2.2	2.0
Unemployed Seeking	10.5	6.8	5.4
Unemployed Not Seeking	2.5	2.2	2.4
Not Known	1.5	1.0	0.4
<b>Total Positive</b>	<b>85.4</b>	<b>90.0</b>	<b>91.8</b>
<b>Total Other</b>	<b>14.6</b>	<b>10.0</b>	<b>8.2</b>



<b>Table 1: SLDR 2011/12 Initial &amp; Follow up return in comparison to Scotland</b>						
<b>Destinations</b>	<b>Scotland</b>			<b>Highland</b>		
	<b>Initial (%)</b>	<b>Follow Up (%)</b>	<b>% point change</b>	<b>Initial (%)</b>	<b>Follow Up (%)</b>	<b>% point change</b>
Higher Education	37.3	35.6	-1.7	34.6	33.1	-1.5
Further Education	26.7	25.0	-1.7	21.2	20.2	-1.0
Training	4.6	3.8	-0.8	2.5	2.5	0.0
Employment	19.8	23.9	4.1	29.7	33.2	3.5
Voluntary Work	0.4	0.5	0.1	0.9	0.8	-0.1
Activity Agreement	0.9	0.7	-0.2	1.8	2.0	0.2
Unemployed Seeking	8.4	8.2	-0.2	5.9	5.4	-0.5
Unemployed Not Seeking	1.3	1.8	0.5	1.9	2.4	0.5
Unknown	0.4	0.6	0.2	1.5	0.4	-1.1
<b>Positive Destinations</b>	<b>89.9</b>	<b>89.5</b>	<b>-0.4</b>	<b>90.7</b>	<b>91.8</b>	<b>1.1</b>
<b>Total Leavers</b>	50,885	50,668		2,495	2,477	

# Appendix 5

The following 3 Tables highlight the partnership opportunities for pupils to attain qualifications

Table 1

Year	Pupils in partnerships	Pupils in LA	Partnership Entries	Partnership Passes	% Pass Rate	LA Entries	LA Passes	% Pass Rate
2013	508	6268	510	349	68%	32862	29020	88%
2012	613	6710	618	448	72%	33373	29371	88%
2011	631	6740	657	426	65%	34018	30246	89%
2010	637	6897	667	450	67%	33837	29932	88%
2009	577	6994	595	362	61%	34511	30360	88%

Table 2

Teaching Centre name	Pupils in partnership	Partnership Entries	Partnership Passes	% Pass Rate
Lochaber College	90	90	73	81%
North Highland College Thurso	212	213	128	60%
Inverness College	182	182	132	73%
Moray College	1	1	0	0%
Edinburgh's Telford College	16	16	10	63%
Stevenson College Edinburgh	1	1	1	100%
Motherwell College	1	1	1	100%

Table 3

Course Level	Course	Partnership Entries	Partnership Passes	% Pass Rate
<b>Skills for Work courses</b>				
Intermediate 1	Automotive Skills	17	14	82%
Intermediate 1	Construction Crafts	42	18	43%
Intermediate 1	Early Education and Childcare	57	51	89%
Intermediate 1	Engineering Skills	44	18	41%
Intermediate 1	Hairdressing	53	44	83%
Intermediate 1	Rural Skills	12	10	83%
Intermediate 1	Sport and Recreation	2	1	50%
Intermediate 1	Uniformed and Emergency Services	11	9	82%
Intermediate 2	Construction Crafts	13	12	92%
Intermediate 2	Early Education and Childcare	7	7	100%
Intermediate 2	Hairdressing	11	11	100%
<b>Other Courses</b>				
Intermediate 1	Psychology	3	1	33%
Intermediate 2	Psychology	5	4	80%
Higher	Architectural Technology	6	4	67%
Higher	Business Management	2	1	50%
Higher	Early Education and Childcare (New)	11	6	55%
Higher	Human Biology	12	7	58%
Higher	Italian	2	2	100%
Higher	Managing Environmental Resources	1	1	100%
Higher	Media Studies	10	4	40%
Higher	Photography	1	1	100%
Higher	Politics	6	6	100%
Higher	Psychology	165	111	67%
Higher	Sociology	12	4	33%
Higher	Spanish	1	1	100%
Advanced Higher	Spanish	1	0	0%