

# The Highland Council

## Education, Children and Adult Services Committee 12 November 2014

Agenda Item	10.
Report No	ECAS 49/14

### Education Standards and Quality Report

#### Report by Director of Care and Learning

#### Summary

This report provides a summary overview of Standards and Quality in Highland primary and secondary schools and identifies areas for improvement across the service.

## 1. Background

- 1.1 Every year schools are required to provide a Standards and Quality report to evaluate practice against the quality indicators in ***How Good is Our School? (3)***. The five core quality indicators are:
- QI 1.1 Improvements in performance
  - QI 2.1 Learners' experiences
  - QI 5.1 The Curriculum
  - QI 5.3 Meeting Learners' Needs
  - QI 5.9 Improvements through self-evaluation
- 1.2 The attached report sets out to provide a focussed summary of educational progress across the Service 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?

## 2. Context

- 2.1 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. The report draws together quantitative data, engagement with stakeholders and direct observations from the Quality Improvement Team to identify improvements made across the service and the next steps. This information is used to inform the Improvement Plan for the School Improvement Group.
- 2.2 The report contains an in-depth attainment analysis using Insight, the Scottish Government dashboard which replaces STACS. The first data for Insight became available during September 2014 and the national data, which will enable further in-depth analysis, will become available in February.

## 3. Implications

- 3.1 **Resources:** The resource implications fall within devolved school management and authority support to schools.
- 3.2 **Equalities:** There are equality implications because of differences in achievement within different sectors of pupils e.g. by deprivation, gender, additional needs, looked after status, first language etc.

3.3 **Rural:** We are working to ensure the equity of support to all schools.

3.4 There are no Gaelic, Legal, Climate Change/Carbon Clever or Risk implications.

**4. Recommendations**

Members are asked to note and comment on the contents of the Standards and Quality Summary Report 2013 – 2014

Designation: Director of Care and Learning

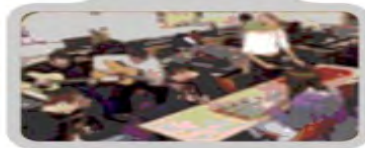
Date: 3 November 2014

Author: Ruth Binks, Principal Officer, Education



# The Highland Council Education Service

Standards and Quality  
Summary Report 2013 / 14  
November 2014



# Introduction

We are pleased to present the 2013/14 Standards and Quality report of The Highland Council Education Service. This is linked to the Improvement Plan of the School Improvement Group and forms a cycle of audit and evaluation being used to prioritise areas for improvement.

The report summarises the work which was undertaken by our Service within the last academic session with a particular focus on schools. This work takes place within the framework of national objectives set by the Scottish Government as well as those set by the Council.

This year, work has been undertaken to link the School's Improvement Plan into the targets and key outcomes in For Highland's Children 4.

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 to decrease our gap in attainment linked to deprivation**
- **implementing and embedding the Highland Learning Policy**
- **creating a coherent 3 – 18 curriculum and support structure which ensures effective transitions**
- **ensure the smooth continued 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 note the continuing progress being made across our schools and learning communities, 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 as they continue to deliver a high quality education across Highland Schools.

## 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

Analysis of the most recent school Standards and Quality reports and Improvement Plans show an improved use of data. The Quality Improvement Team and development officers have undertaken training

with schools to help with the analysis of standardised tests and summary of pupil progress. Insight, the new version of STACS, became live in September 2014 and the use of this data will become a significant focus for 14/15.

Tracking arrangements in Primary have improved through the better understanding and use of the annual Summary of Personal Progress and standardised assessments. In 2013/14 Primary Schools were offered the chance to test all pupils from P2 to P7. Most schools took up this opportunity. Secondary Schools are beginning to track progress through the BGE, some using the Summary of Personal Progress, and continue to use the standardised SOSCA test in S2 to affirm judgements of progress. 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. Work is continuing to develop a tracking capability within SEEMiS.

The analysis and use of data continues to be a priority area for development. The change of information management system from E1 to SEEMiS has inevitably had a huge impact upon this area. In practical terms it has meant that schools and support officers have had to allocate a significant amount of development time to learning the new system rather than interpreting and making more effective use of data.

## 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.

Last year, we reported on the introduction of a cycle of focussed visits to secondary schools and the intention to introduce this to larger primary schools. Evaluations of the visits continue to be very positive, with schools welcoming both the support and challenge. The opportunity for senior management teams from other schools to be included in the visits helps to develop capacity for self-evaluation and leadership across the whole authority. Follow up visits allow the Quality Improvement Team to focus in on specific aspects of the improvement agenda for schools.

Last year the Quality improvement Team (QIT), in consultation with head teachers, drew up key questions and key areas to focus on for visits to schools. This was directly linked to the Authority Improvement Plan and enhanced expectations from Education Scotland. The most recent evaluation of Primary Head teachers about support and challenge from the Quality Improvement Team was very positive and showed more consistency of expectations, improved impact of visits and that head teachers felt they very much worked in partnership with the team.

An area of focus over the last year has been the direct observation of learning and teaching. In particular, the lack of impact on improvements in learning and teaching from classroom visits were highlighted in quality assurance visits and school inspection reports. The QIT worked with focus groups of head teachers and the LNCT to produce guidance to schools, outlining expectations and frequency of visits to classes. This has resulted in clearer expectation from the Authority as to the requirements of schools, and in particular managers in the schools, to undertake direct observation of learning and teaching as part of the self-evaluation process. An increased number of schools now have procedures in place that are informing self-evaluation and improvement planning.

Audits of the School Improvement Planning (SIP) process and Standards and Quality reports showed that there was a need to revisit the Authority expectations for both documents. The Standards and Quality report has been revised to closer match the expectations of Education Scotland paperwork and to allow schools to report on impact of improvements. The Improvement Plan keeps the three year overarching framework but asks schools to maintain a focus and report on specific project plans. All head teachers received training on effective improvement planning from the QIT. The feedback from the training was very positive and initial analysis of completed plans show that schools are now much more effectively linking the self-evaluation process with identifying a focus for improvement.

This year the updated Council's Professional Review and Development Policy was successfully accredited to meet the requirements for professional update with the General Teaching Council Scotland (GTCS). A successful pilot was undertaken and the policy is now in place across the Authority. Training has been undertaken with head teachers, both in-house and from the GTCS and the Gateway Continuing Professional Development (CPD) website has been updated to match the new GTCS standards.

## 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 continues to be 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. We are now in year two of this process and results of questionnaires from the Highland Lifestyle Survey and HMI inspections have been collated (*see Appendix 2*). Whilst a true "trend" cannot be identified because of differing cohorts, the high level messages from parents and pupils remain consistent. Self-evaluation still remains a key issue for us when engaging with stakeholders but the recent work undertaken on improving pupil voice and involvement in their learning has resulted in a marked increase in positive responses from both primary and secondary pupils.

The Authority continues to engage with Head teachers and staff groups through conferences, professional representative and working groups. Evaluations of all training opportunities are undertaken and surveys are undertaken where necessary. The most recent survey of Primary Head teachers identified that they felt they had been listened to and that improvements had been made as a result.

## Improving Leadership within the Service

The Highland Leadership Programme continues to be reviewed and expand, and has been integrated into a coherent strategy linked to the new GTC standards. It is essential that we continue to develop leadership capacity across Highland Schools.

Lead On continues to support leadership at all levels and we continue to support candidates on Flexible Routes to Headship (FRH) – a national programme for aspiring Head Teachers.

In 2012, we said that we would develop a programme to support middle school leaders (Principal Teachers and Faculty Heads) and this started with a very well received secondary PT programme in September 2013. The course was devised and delivered by a small team including QIOs, development officers, secondary head teachers and practitioners, and the second cohort started in September 2014. A working group is currently devising the PT primary course and this will start in September 2015.

The Early Headship course has been revised and is now linked to on-going support for all head teachers. This has included revising and collating key documents and training packages into an easily accessible Toolkit and making training opportunities more widely available.

### **Next Steps –**

- ***Continue to make improving self-evaluation a top priority for the Service and all schools.***
- ***Clearly link data analysis to improvement priorities for schools and the Service. This includes the systematic collation and analysis of data, and making sure that the data is accessible for use by all.***
- ***Work with schools and ICT support services to devise a tracking and monitoring system that supports progress in learning without increasing bureaucracy.***
- ***Continue to audit and monitor the impact of improvement planning through focussed quality assurance visits to schools.***

- *Ensure schools effectively implement the Highland Council Professional review and Development Policy*

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

In previous years STACS has been used to report on performance in Highland schools. This has been replaced by Insight which is a National dashboard to measure school and Authority performance in four key areas: literacy and numeracy, attainment for all, attainment versus deprivation and leaver destinations. Rather than compare data with actual Authorities or schools with broadly similar characteristics, Insight creates a “virtual comparator”. This is done by selecting four key characteristics which go into the make up an Authority or school: gender balance; staying-on rate; percentage of time spent in mainstream; and deprivation based upon the Scottish Index of Multiple Deprivation (SIMD). From these four areas Insight matches ten pupils from around Scotland to every one of the pupils in Highland and treats this matched group as the virtual school or Authority.

The Insight data has only recently been made available and it should be noted that the National data against which we benchmark our performance will not be made available until February 2015.

As a self-evaluation tool, Insight is very powerful. The dashboard itself works through a series of filters which allows schools to dig deeper into any initial data. The combination of filters that can be applied is huge and, whilst good for self-evaluation, can be unwieldy for reporting purposes. Because of this, Highland has opted for a core plus extension model for the use of Insight this year. The core data is a set of similar information that we have asked all schools to report upon. This means that every school in Highland will report on the same information to give a consistent message across schools in the Authority. Having done this, the expectation is that schools will dig deeper into the data that underlies their report and use this to identify any significant trends, strengths and areas for improvement to inform their own Standards and Quality report and Improvement Plan. We have used this approach in the summary report below. The average tariff scores are based on points awarded for different qualifications and awards.

To illustrate how the filters can be applied for self-evaluation and improvement purposes, we have used the LAC and ASN filters in Appendix 4 to inform the report on Meeting Learning Needs.

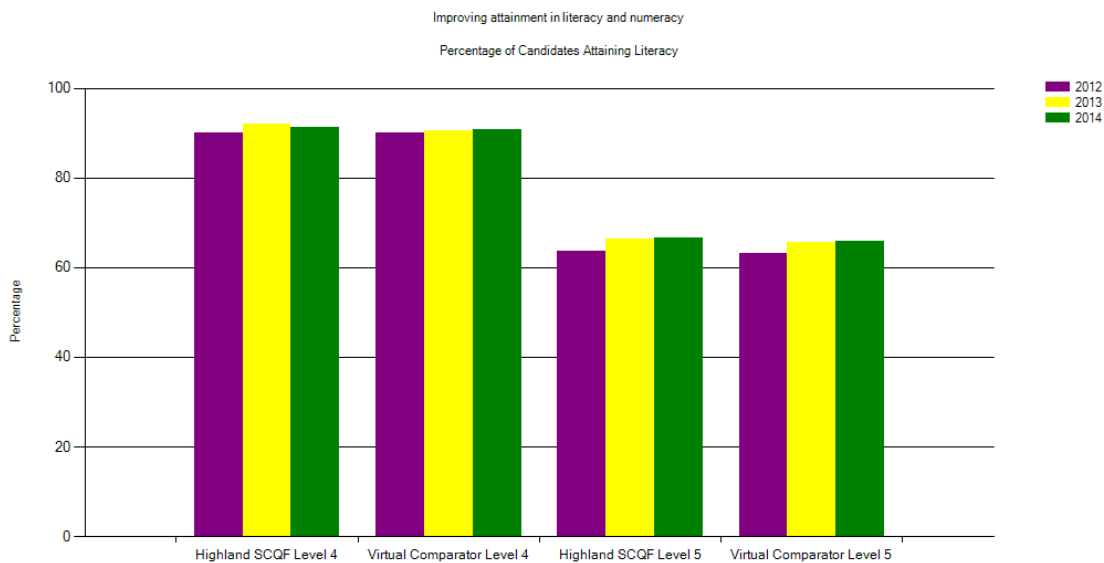
For this year, we have linked the results shown last year to the performance this year and this is shown in appendix 2. Please note that this is no longer the data set used by the Scottish Government.

### Improvements in Performance in Highland Schools

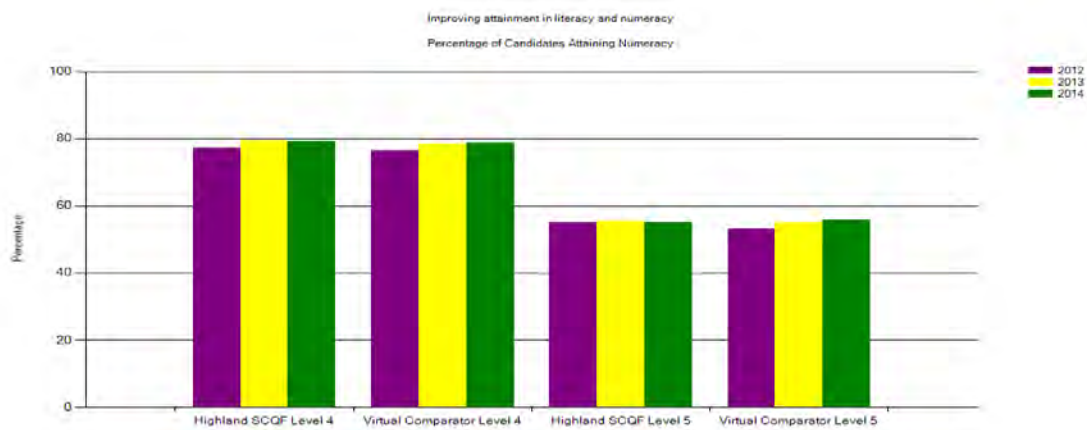
These figures are an amalgamation of the performance of all secondary schools in Highland. Overall it remains a very positive picture. However, there is still some variation across schools and departments in Highland which both the senior management teams and the Quality Improvement Team are challenging. Closing the “attainment gap”, i.e. the link between pupil performance and SIMD data continues to be a priority for the Scottish Government and will continue to be a priority in Highland.

# 1 Literacy and Numeracy

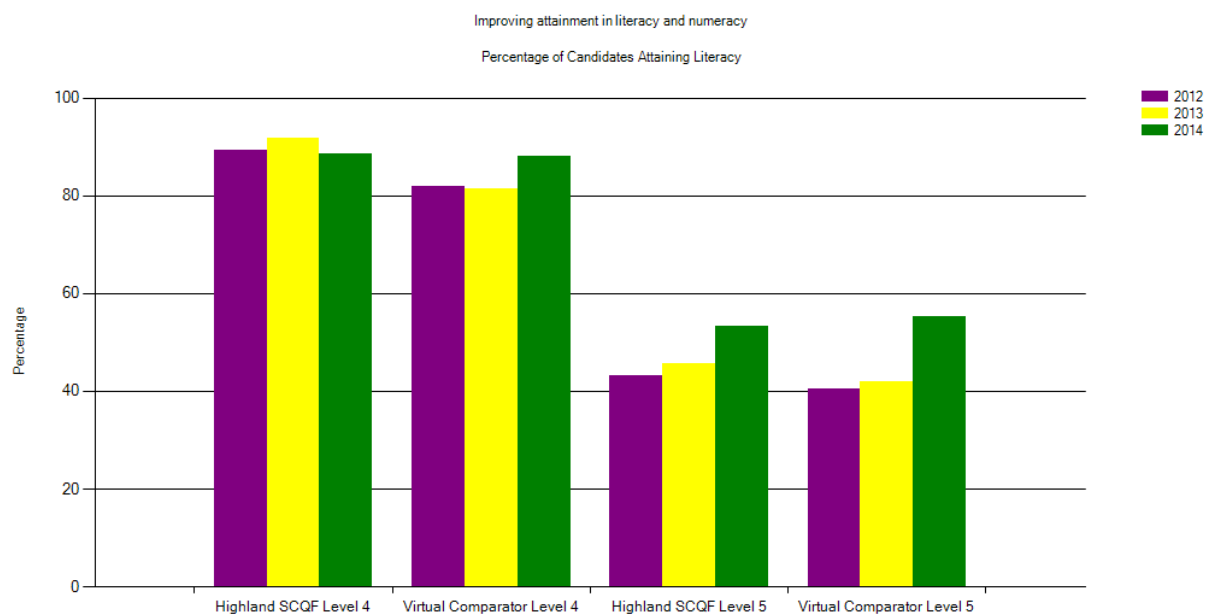
## Literacy by end of S6



## Numeracy by end of S6

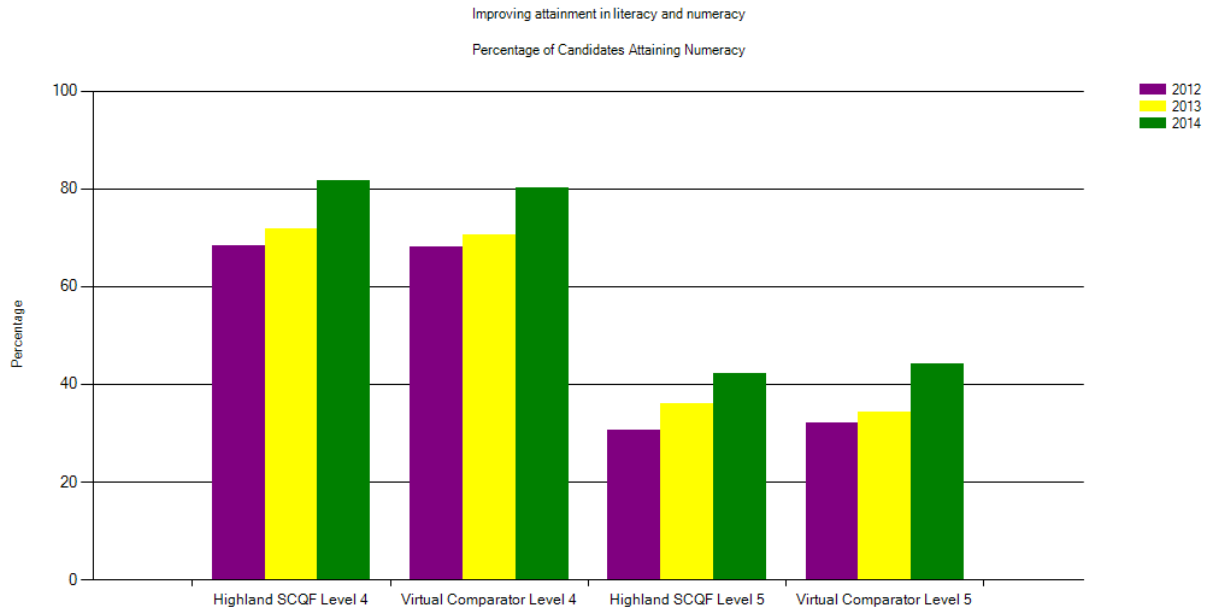


## Literacy by end of S4





## Numeracy by end of S4



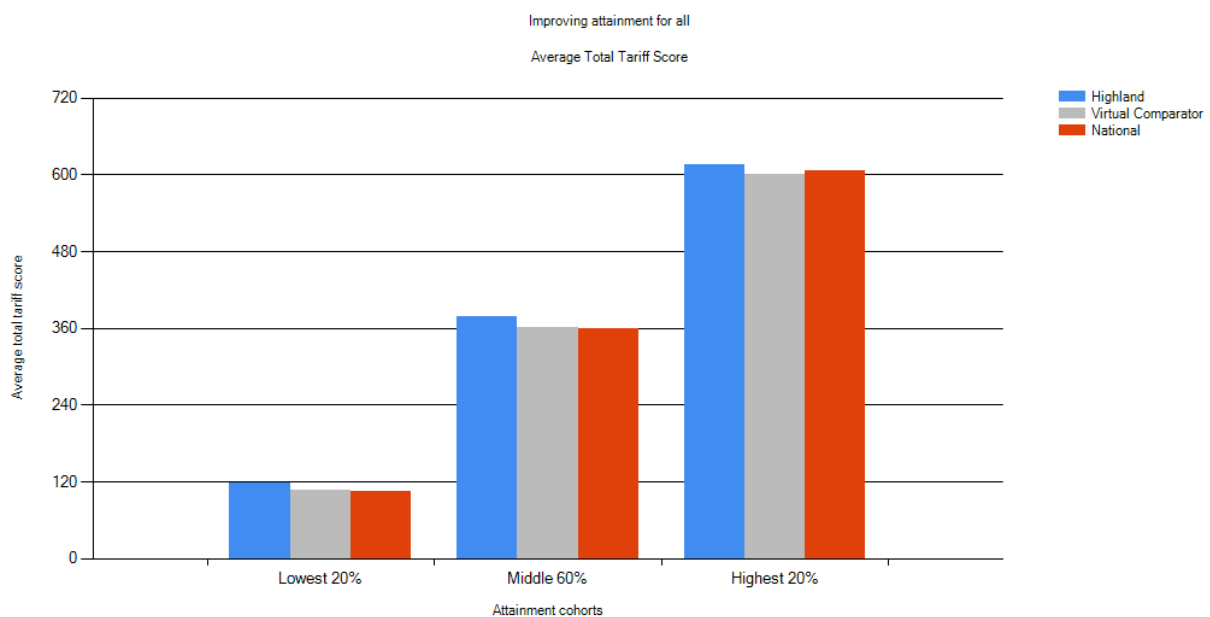
### Main messages

In both Literacy and Numeracy Highland is in line with its Virtual Comparator Authority

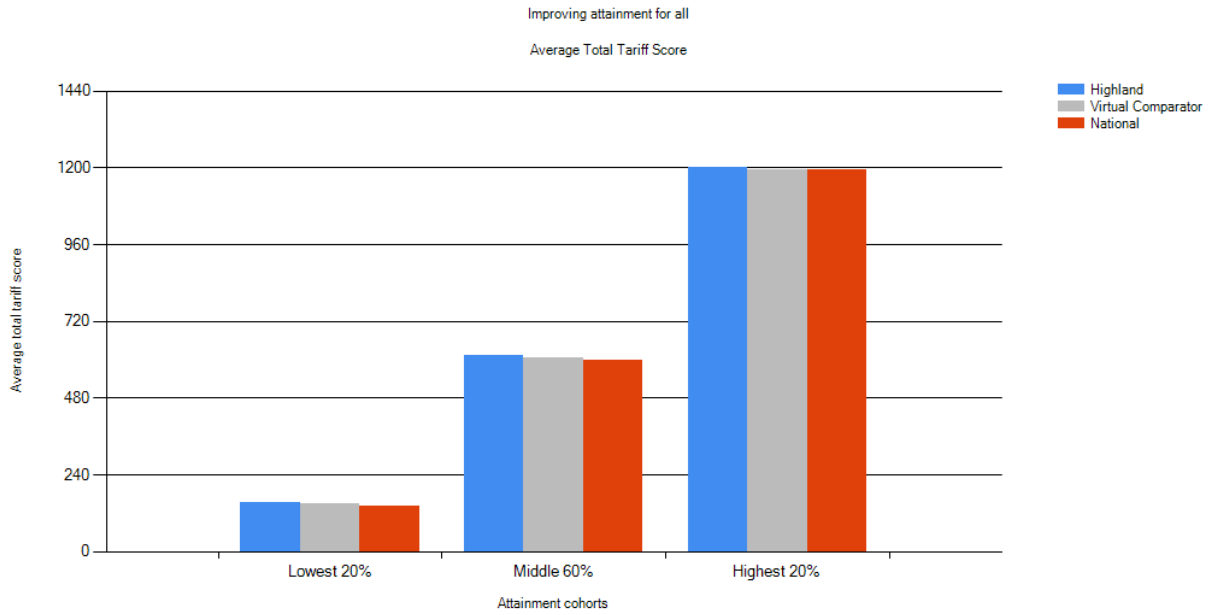
Literacy percentages figures are higher than Numeracy but this is also reflected in the Virtual Comparator figures

## 2 Improving Attainment for All

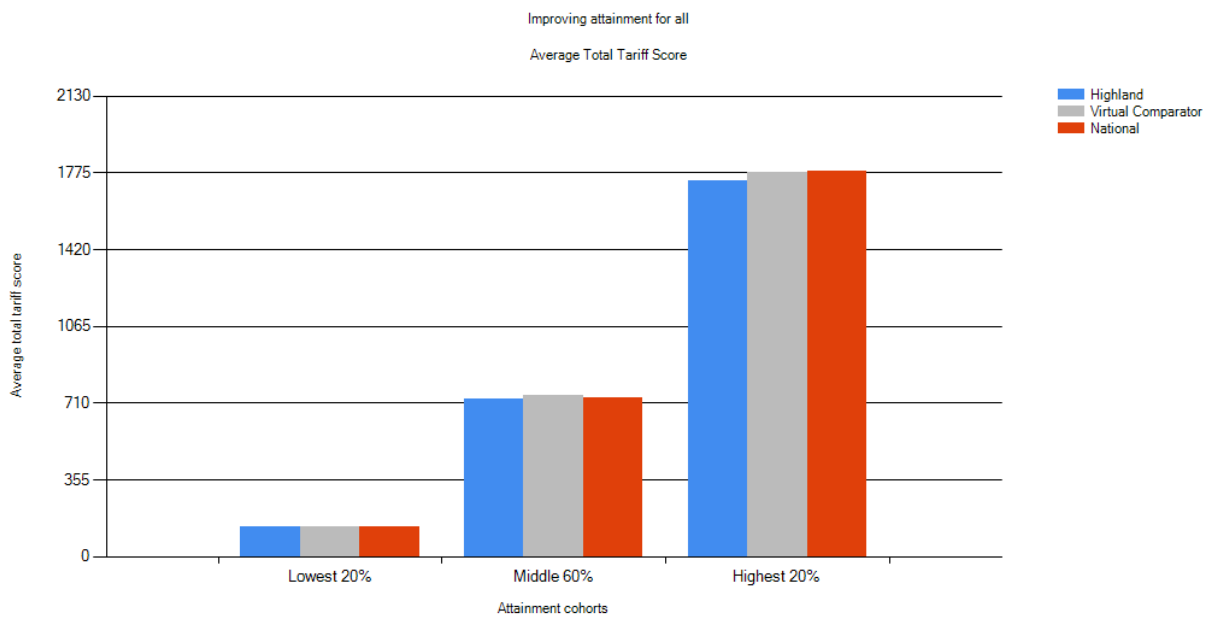
### Average Tariff Score by the end of S4



## Average Tariff Score by the end of S5



## Average Tariff Score by the end of S6

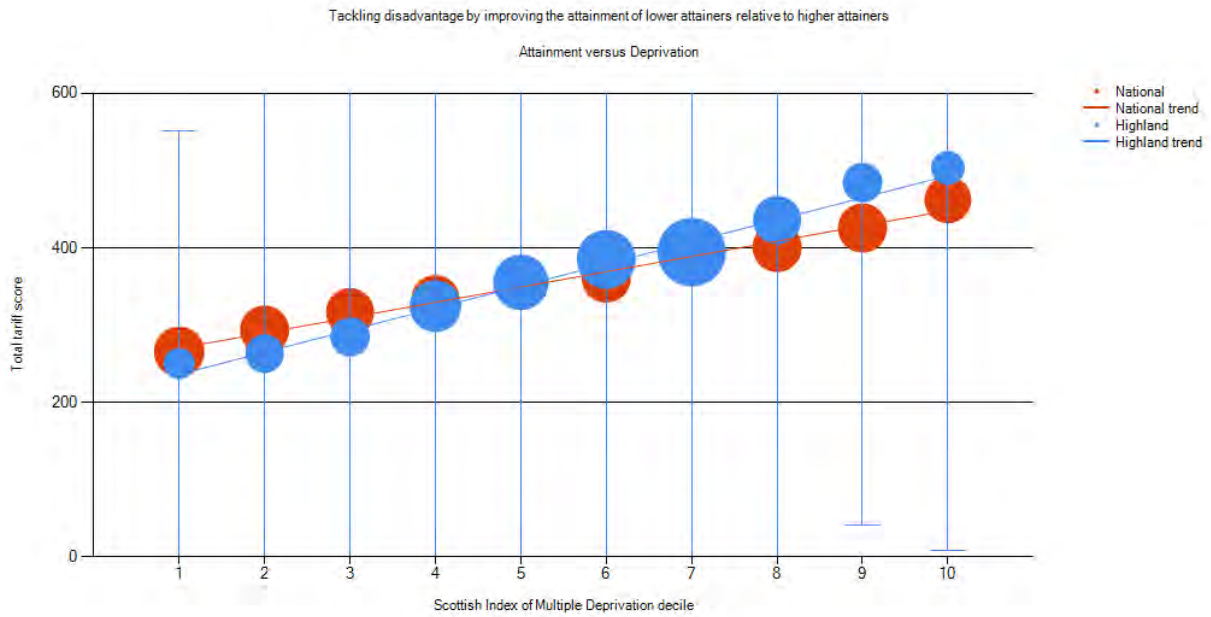


### Main messages

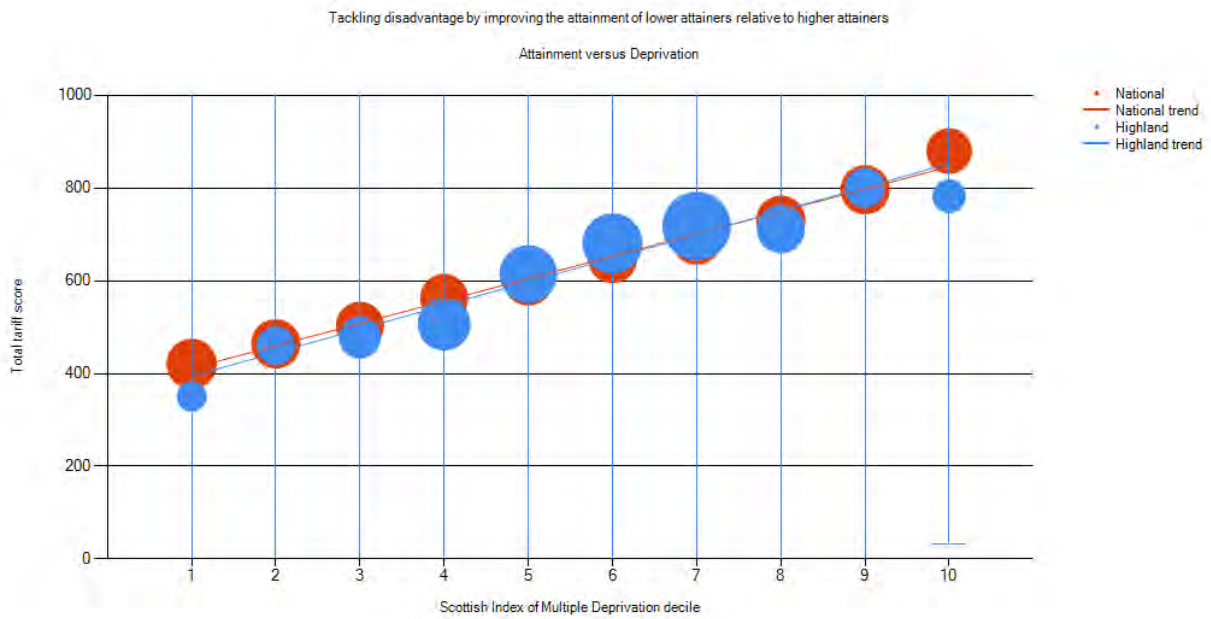
At all stages, Highland is effectively in line with its Virtual Comparator Authority for all stages and for the different attainment cohorts within the stages

### 3 Attainment versus Deprivation 2014

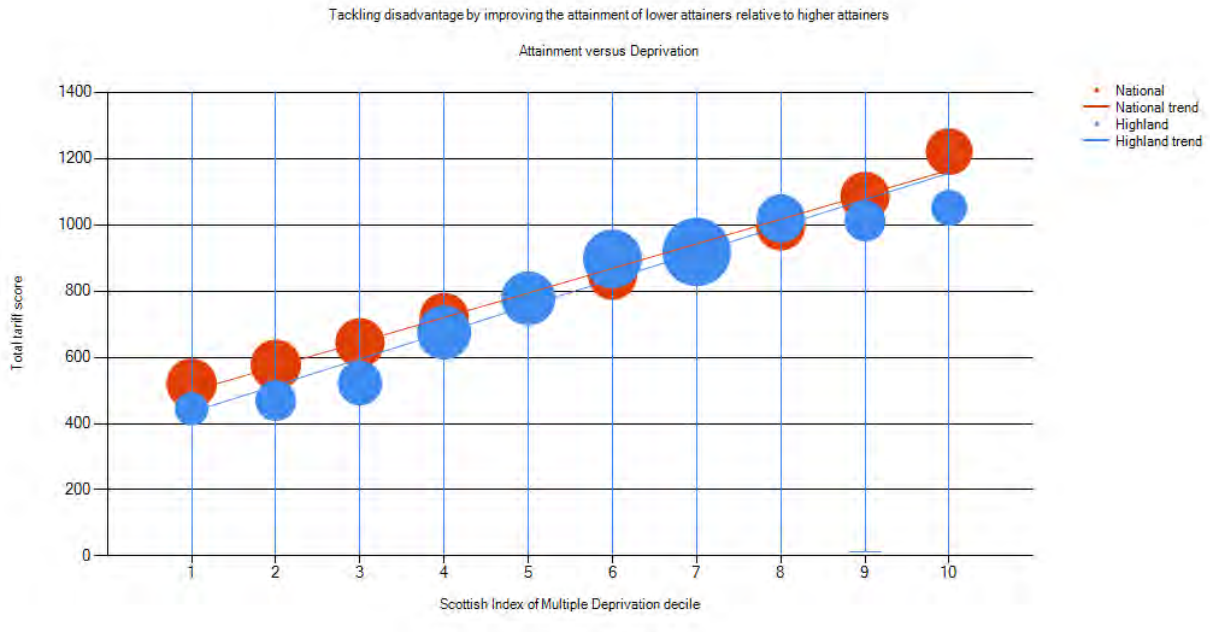
By the end of S4



By the end of S5



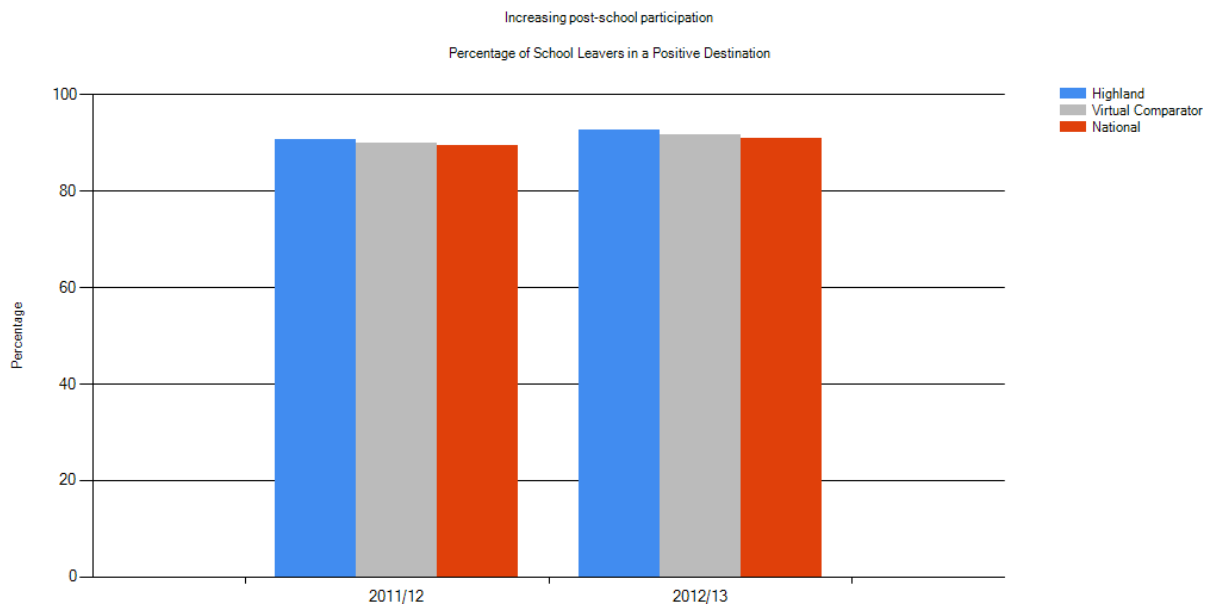
## By the end of S6



### Main messages

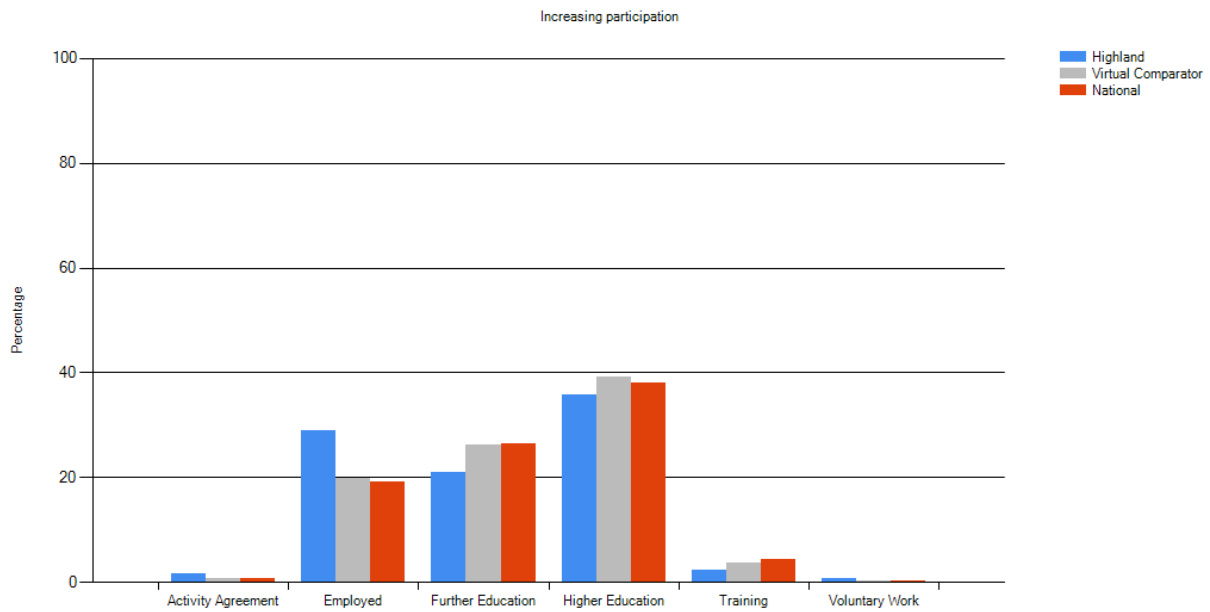
This is the first time we have been able to analyse our performance data in terms of deprivation. The above graphs show that our least affluent pupils achieve less well than the national picture. Therefore we need to ensure that work is undertaken to close our attainment gap linked to deprivation. We will continue to monitor decile 10 in S5 and S6 to ensure that all pupils are appropriately challenged.

## 4 National Benchmarking Measure: Leaver Initial Destinations

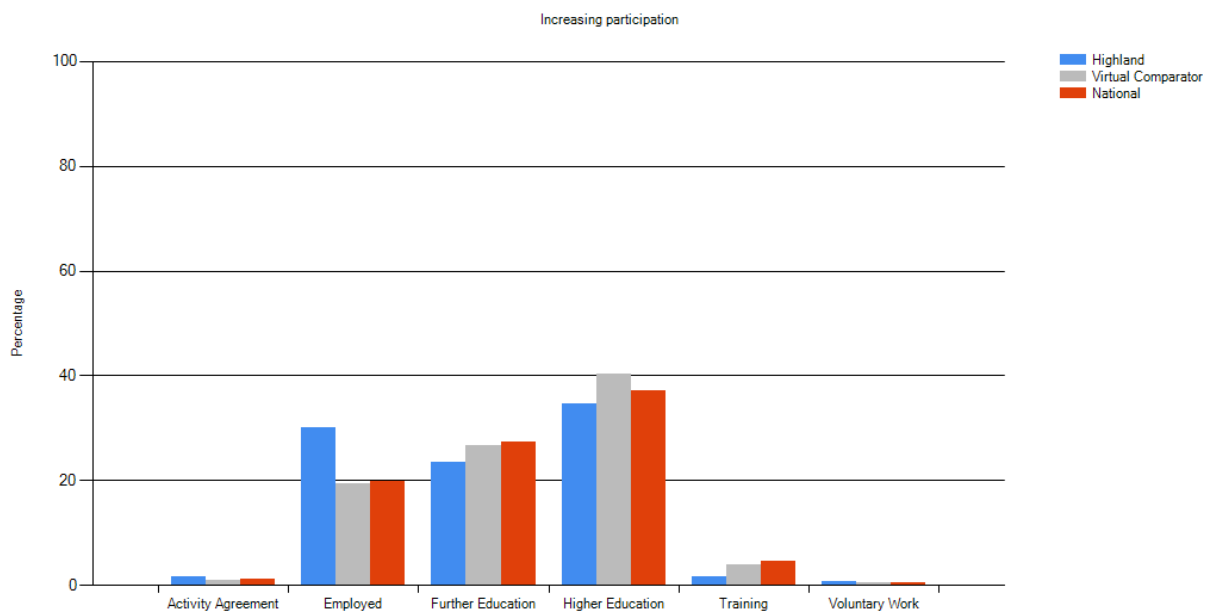


## Breakdown of Destinations

2011-12



2012-13



### Main messages

Highland overall is in line with its virtual comparator and the national picture regarding overall positive destinations.

There remains a significantly higher proportion of young people entering employment relative to Highland's virtual comparator and the National picture. Consequently there is a lower percentage entering Higher Education, Further Education or Training

## Broad General Education

We are, as yet unable to produce robust Authority-wide data for tracking through Broad General Education. Our hope to be able to report on this aspect has been hampered by the loss of the Authorities' bespoke tracking system that had been developed in E1.

## 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	2013/14
284	360	379	418	455

## Achievement in Highland Schools

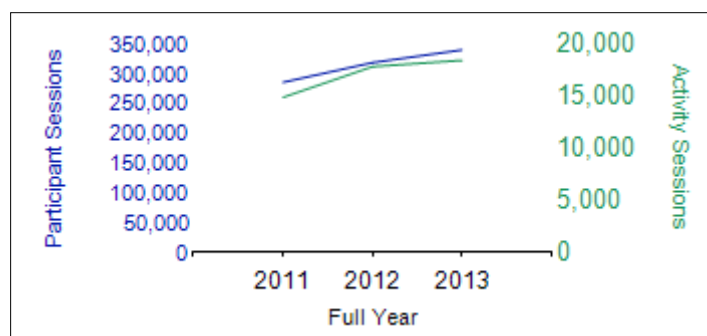
Pupils in Highland schools continue to achieve in a wide range of experiences. The importance of such achievement is widely recognised by schools, parents and carers, and employers. Through the production of Pupil Profiles, schools are encouraging pupils to link the skills they learn outwith and inside the classroom. This concept underpins the whole of ethos of Curriculum for Excellence.

## Duke of Edinburgh Awards

One significant achievement measure is the Duke of Edinburgh's award scheme. There are now 32 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 volunteers and supported by Highlife Highland staff. Last year there were 843 new enrolments and 372 awards achieved. Out of the 32 Local Authorities we are the 7<sup>th</sup> highest placed for percentage of new entrants and awards gained as a proportion of the age 14 -24 population compared to being 12<sup>th</sup> last year. These measures all show significant improvements on the performance last year, and show the commitment and dedication of staff and volunteers to the wider achievements of young people in a climate of financial constraints and significant curricular change.

	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>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
<b>2012-13</b>	264	150	79	48	29	10

## Partnership with Active Schools



High Life Highland figures show that participation in activity sessions continues to increase despite a slight drop in sessions delivered. Further analysis of the data can be accessed through the Active Schools report.

## Learning, Teaching and Assessment

The introduction of the new National Qualifications was supported by Curriculum Development Officers and the Quality Improvement Team. A huge amount of work was put in by both the Authority and schools to bring about the successful implementation of the National Qualifications for the first cohort of pupils. This involved sharing the writing of courses, assessments and revising assessment practices. This will continue to be reviewed for the National Courses and work has already begun on supporting those schools who are presenting pupils for the new Higher.

The quality of learning and teaching continues to be a strength of schools in Highland as evidenced through Quality Improvement visits and Education Scotland inspections. As schools work towards greater consistency of practice through more focussed visits to classes to observe learning and teaching, they are beginning to engage more fully with the support materials available to them. These include Highland's Learning, Teaching and Assessment Policy and the associated toolkits, as well as material available from Education Scotland.

It is the area of Assessment that has proved the most difficult challenge over the last year. This is not only because of the introduction of the new qualifications but also making sure that assessment, in order to improve learning, remains manageable and does not become over burdensome. Education Scotland have amended and provided greater clarification on the expectations of assessment in the Broad General Education during the last year through the publication of several key documents. QIOs and development officers have engaged with the documents to provide advice and frameworks to schools. Advice on assessment and tracking of learning will continue to be a priority over the next year.

Practice in sharing standards has been variable over the last year. In secondary schools, the expectations of internal verification and the introduction of new courses has led to a stronger culture of sharing standards in the senior phase. The same has been true for some aspects of the Primary Curriculum with primary teachers working together within schools and ASGs to share standards around frameworks for learning. There is still further scope to ensure that progression through the Broad General Education is achieved by Associated School Groups (ASGs) working together to ensure that there is progression in learning, especially at key transition points. To facilitate this, frameworks through the BGE for all curricular areas are being prepared by short-life, cross-sector working groups and these are linked into the key assessment milestones recently produced by Education Scotland. Once in place, there is a need for the Authority to refocus and formalise expectations of ASGs in the sharing of standards.

The development of Pupil Profiling is progressing well, particularly in Primary Schools. Training on Profiling and Learning Conversations has been offered on INSET days with good take-up from both Secondary, through the "Personal Support Conference", and Primary through "Primary Effective Profiling" events (including promoting the development of Higher Order Thinking Skills and Social Skills). Further workshops

are to be offered through the coming session. The recording of pupil progress and achievement continues to improve. At the end of Session 2013-14, all Primary and S3 pupils Highland had a completed Profile.

In nursery, the Developmental Overview was designed as a tool to help Early Years Practitioners with early identification of any concerns about 3 and 4 year old children and their development, either in terms of support or challenge, and to become more confident in involving parents and carers in that process. Staff gather evidence for the completion of the Overviews on an on-going basis through the daily routine of the setting and the use of detailed observations on the children's progress. Over the course of the last session, all Early Years Practitioners received training on and completed Overviews for all children in their preschool year. This has resulted in high quality, useful, information for the successful transitions of individual children into Primary School. At an Authority level, the input of the Early Years Practitioners has given a rich picture of strengths and needs across Highland that will allow intelligence-led planning of training and improvement work. Year on year we will be able to track the impact of interventions and plan in advance for populations of need. Information will also be drawn from this to inform the ongoing work of the national Early Years Collaborative enabling the Authority to work towards meeting the stretch aim of Workstream 3, that by the end of 2017, 90% of children will have reached expected developmental milestones at P1 entry.

#### **Next steps:**

- ***Close our "attainment gap" linked to deprivation and LAC status***
- ***Support schools to provide experiences for and track the wider achievement of all pupils.***
- ***Provide greater clarity and support to the working of ASGs to share standards and ensure curricular progression***
- ***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 continuing to make 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**

Primary Schools continue to develop their curriculum in order to ensure coverage of, and progression through, all curricular areas. Practice has been shared at conferences and most schools now have a rationale in place that articulates how they will deliver and continue to improve their curriculum. The curricular progression frameworks produced by QIOs, development officers and short life working groups have been welcomed by schools and have been very positively received. The aim is to produce progression frameworks all curricular areas by June 2015.

Secondary Schools continue to engage with both local and national advice to create a dynamic curriculum for their setting. Some good practice and examples of curriculum rationales are emerging and audit tools have been created to help schools in this respect. With the focus very much on the new qualifications this



year, there is still more work to be done on progression and transition in the Broad general Education. All secondary schools are developing a model to look at personal support for each pupil, which means pupils will have a key adult who knows them well and will engage in dialogue about progress and wider achievements.

Positive work continues on the whole Senior Phase entitlement and this will continue to be a priority with the publication of the Wood report. The employability agenda is being taken forward actively with an increase in Skills for Work courses and appropriate work experience. This, along with activity agreements for those who require support, has resulted in another strong performance in positive destinations for pupils.

There continues to be 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.

The first cohort of S4 pupils undertook 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 worked alongside the SQA and schools to make sure that the implementation of the new qualifications went as smoothly as possible. The focus for the next year will be to support the new Higher.

## **Early Years Collaborative**

As part of on-going work for the Early Years Collaborative, the Developmental Overview has been designed as a tool to help Early Years Practitioners with early identification of any concerns about 3 and 4 year old children and their development, either in terms of support or challenge, and to become more confident in involving parents and carers in that process. The Overviews link closely with a number of the experiences and outcomes from the Early Level of Curriculum for Excellence. Staff gather evidence for the completion of the Overviews on an on-going basis through the daily routine of the setting and the use of detailed observations on the children’s progress. Over the course of the last session, all Early Years Practitioners received training on and completed Overviews for all children in their preschool year. This has resulted in high quality, useful, information for the successful transitions of individual children into Primary School. At an Authority level, the input of the Early Years Practitioners has given a rich picture of strengths and needs across Highland that will allow intelligence-led planning of training and improvement work. Year on year we will be able to track the impact of interventions and plan in advance for populations of need. Information will also be drawn from this to inform the on-going work of the national Early Years Collaborative enabling the Authority to work towards meeting the stretch aim of Workstream 3, that by the end of 2017, 90% of children will have reached expected developmental milestones at P1 entry.

## **Progress towards the Scottish Government target for PE**

Taking the figures from the Healthy Living Survey (2014) which was published in June, the secondary picture sees an increase to 27 out of 29 schools (93.1%) delivering two (50') periods of PE in S1-S4. In the primaries there were 171 out of 176 (97.2%) delivering at least two hours of PE each week. Although the PE lead officer will continue to work with individual schools and ASGs as part of the Authority PE plan, this plan is being revised through to 2016 with the main focus now being on the development of the quality of PE.

As a number of secondary schools make changes in adapting to new curriculum structures, it is expected that a number of secondary schools will temporarily fall short of the target next year. We have already spoken in advance with Education Scotland and Sport Scotland who are understanding, particularly as Highland Council has shown strong commitment with their authority, legacy and FHC4 planning.

## Progress towards the Scottish Government target for two languages

The Government's manifesto commitment is to create, within a period of two Parliaments (i.e. 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 through a strategy group and an update was presented to Committee in August.

The strategy group have met regularly and members of the group have been actively networking with other authorities. Members of the group also attended the two day inter-authority briefing with SCILT, Scotland's National Centre for Languages. Close engagement has taken place with the Gaelic Language in Primary Schools Forum who have undertaken a survey of current Gaelic skills and training needs. The strategy group has taken into account the document "The role of Gaelic education 3-18 in 'Language Learning in Scotland: A 1+2 Approach'"

Baseline surveys have been undertaken for primary and secondary schools to identify the gaps and training needs across the authority. Primary Head teachers received an initial briefing about the initiative and the development is now on the Authority three year improvement plan. All ASGS will have it on their improvement plans for 2015/16.

Two development officers have recently been appointed with the task to put forward possible strategies, develop resources, write the modern languages programme for early, first and second levels, support teachers and ASG's, and to organise and deliver training.

French MLPS training for upper primary continues to take place and will evolve as we progress with 1+2.

## 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	2014	2011	2012	2013	2014	2011	2012	2013	2014
National	67	71	73	73	59	67	70	71	33	43	48	48
Family Average	78	79	77	79	69	74	75	77	30	38	41	41
Highland	64	70	70	70	63	67	68	68	32	37	47	45

## ICT

The Highland ICT in Learning Strategy Group have a new revised Vision and Strategic Action Plan, this has been developed through a large scale engagement process which also provides the educational requirements for a new ICT service infrastructure for the future. The Strategy seeks to transform ICT in Learning and provide technology rich environments for 21<sup>st</sup> century education. The ICT in Learning team through Cat Coaches and CPD opportunities aim to promote effective use of the ICT available in learning and teaching as well as increase confidence in technology.

SEEMiS is the new system for reporting, monitoring and tracking and has replaced e1. All Highland schools have to access to SEEMiS training and the migration of data is complete. The Scottish Government have significantly enhanced Glow and the changes for a more user friendly and relevant Glow have now taken place. Highland schools are being encouraged to use content storage solutions available through Glow. The majority of schools by the end of November 2014 will have the new Aruba wireless infrastructure in place, a project is underway to pilot guest access for a number of user groups to use non-council purchased devices. This project is in partnership with High Life Highland.

### Next steps:

- **Ensure that schools plan for progression in all areas of the curriculum and use sound assessment practice to judge individual progress.**

- *Ensure that information on pupil progress is shared and used at key transition points.*
- *Continue to promote sharing standards activities within schools and across schools and revise the expectation of Associated School Groups in this aspect.*
- *Continue to work alongside schools to meet enhanced local and national priorities for curriculum design*
- *Review the implementation of National qualifications and support schools to develop courses for the new Highers.*
- *With most schools having met the government target for quantity of PE, provide support to schools to enhance the quality of PE.*
- *Continue work towards the Early Years Collaborative stretch aims.*
- *Work towards the Government target for 1+2 languages.*
- *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.

Exclusions per 1000 Primary pupils					
	2009-10	2010-11	2011-12	2012-13	2013-14
Highland	11	9	8	8	9
Family	15	16	no national collection	13	no national collection
National	12	11	no national collection	10	no national collection
Exclusions per 1000 Secondary pupils					
	2009-10	2010-11	2011-12	2012-13	2013-14
Highland	38	38	39	39	33
Family	64	54	no national collection	50	no national collection
National	82	72	no national collection	58	no national collection

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 ASN legislation and best practice guidance. 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 is now in its third year of implementation and has provided a needs-based approach to allocating resource to schools. A comprehensive ASN Review was completed in April 2014, with a detailed report being published in May 2014. The high level recommendations from this review have been incorporated into the ASN Improvement Plan and is being actioned through the ASN Team. It includes recommendations for changes in structure and practice that have started to be implemented across Highland.

ASN Pupils					
No of ASN Pupils	2009-2010	2010-2011	2011-2012	2012-13	2013-14
Level 3	844	828	1117	1092	1274
Level 4	326	381	540	544	646

The number of pupils deemed to be level 3 or level 4 in terms of additional support need has continued to rise, although more slowly than was the case in the past. Some of this increase has been caused by better information collation and reporting and some as a result of a real rise in some specific types of need. We are beginning to undertake an in depth analysis of ASN and LAC achievement levels in the senior phase as there is a general awareness of the level of vulnerability in these groups and a need to ensure services are targeted in a way that supports these groups in particular.

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 has provided training for all early years workers in the key areas identified as core for all staff. This includes information on early brain development, aspects of promoting positive relationships, early developmental milestones, additional support needs and appropriate assessment and intervention. A Developmental Overview has been created and rolled out for use across all early years settings to provide information on the development of all children entering primary school in August 2014. The collation of this information has provided information that has informed strategic planning and intervention in the early years and has provided a link with other preschool assessments that support identification of developmental issues and intervention at an early stage. 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.

**Appendix 4** shows the attainment of ASN and LAC pupils across Highland. Care should be taken, especially with LAC because of the small numbers, but the main messages are that pupils with ASN tend to perform broadly in line with our virtual comparator Authority but those with LAC perform less well.

**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 Inspection Reports

## Education Scotland Inspection Reports 2013/14

HMIE Inspection Reports 2013/14					
Early Years setting inspection reports					
	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent	0	0	0	0	0
Very Good	5	7	1	2	2
Good	11	12	15	7	7
Satisfactory	4	1	4	9	7
Weak	0	0	0	2	4
Unsatisfactory	0	0	0	0	0
Primary inspection reports					
	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent	0	0	0	0	0
Very Good	2	4	3	2	1
Good	8	10	9	8	7
Satisfactory	6	4	4	6	5
Weak	2	0	2	2	5
Unsatisfactory	0	0	0	0	0
Secondary inspection reports					
	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent	0	0	0	0	0
Very Good	1	1	0	0	0
Good	0	1	0	1	1
Satisfactory	0	0	2	1	0
Weak	1	0	0	0	1
Unsatisfactory	0	0	0	0	0

# 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.

## HMIE INSPECTIONS PRIMARY PUPIL QUESTIONNAIRES

	Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
% difference in responses from 2012-13 to 2013-14			
Q1 The school is helping me to become more confident.	-1.2%	0.5%	0.7%
Q2 I enjoy learning at school.	-0.8%	7.1%	-6.3%
Q3 I am getting along well with my school work.	-1.3%	0.6%	0.7%
Q4 Staff encourage me to do the best I can.	-0.3%	2.8%	-2.5%
Q5 Staff talk to me regularly about how to improve my learning.	-1.2%	4.4%	-3.2%
Q6 I get help when I need it.	1.8%	-2.7%	0.9%
Q7 Staff listen to me and pay attention to what I say.	3.0%	-3.1%	0.1%
Q8 I have a say in making the way we learn in school better.	-9.5%	14.3%	-4.8%
Q9 Staff expect me to take responsibility for my own work in class.	-1.0%	0.8%	0.1%
Q10 Staff and pupils treat me fairly and with respect.	-2.2%	3.8%	-1.6%
Q11 I feel safe and cared for in school.	2.3%	-3.6%	1.3%
Q12 I have adults in school I can speak to if I am upset or worried about something.	1.0%	0.2%	-1.2%
Q13 I find it easy to talk to staff and they set a good example.	-1.1%	6.8%	-5.7%
Q14 Staff make sure that pupils behave well.	1.5%	-2.1%	0.6%
Q15 Staff are good at dealing with bullying behaviour.	1.8%	-5.7%	4.0%
Q16 The pupil council is good at getting improvements made in the school.	2.8%	-2.1%	-0.7%
Q17 The school encourages me to make healthy-food choices.	-2.0%	3.4%	-1.4%
Q18 I take part in out-of-class activities and school clubs.	-1.1%	3.9%	-2.8%
Q19 I know what out-of-school activities and youth groups are available in my local area.	-2.8%	6.2%	-3.5%
<b>QUESTIONNAIRES 705</b>	<b>TOTAL %</b>		
	Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
<b>TOTAL PUPIL QUESTIONNAIRES FROM PRIMARY SCHOOLS Ac Yr 2013-14</b>			
Q1 The school is helping me to become more confident.	6.3%	91.1%	2.5%
Q2 I enjoy learning at school.	6.0%	89.0%	5.0%
Q3 I am getting along well with my school work.	7.0%	88.8%	4.2%
Q4 Staff encourage me to do the best I can.	6.6%	90.5%	2.9%
Q5 Staff talk to me regularly about how to improve my learning.	8.3%	83.4%	8.3%
Q6 I get help when I need it.	4.9%	90.0%	5.0%
Q7 Staff listen to me and pay attention to what I say.	6.6%	88.1%	5.3%

Q8	I have a say in making the way we learn in school better.	12.8%	76.9%	10.2%
Q9	Staff expect me to take responsibility for my own work in class.	4.5%	94.0%	1.5%
Q10	Staff and pupils treat me fairly and with respect.	6.1%	85.1%	8.8%
Q11	I feel safe and cared for in school.	7.2%	86.5%	6.3%
Q12	I have adults in school I can speak to if I am upset or worried about something.	5.6%	90.2%	4.2%
Q13	I find it easy to talk to staff and they set a good example.	7.9%	86.9%	5.2%
Q14	Staff make sure that pupils behave well.	4.0%	92.3%	3.6%
Q15	Staff are good at dealing with bullying behaviour.	8.0%	81.8%	10.2%
Q16	The pupil council is good at getting improvements made in the school.	11.4%	80.0%	8.6%
Q17	The school encourages me to make healthy-food choices.	8.0%	82.0%	10.0%
Q18	I take part in out-of-class activities and school clubs.	4.8%	82.1%	13.1%
Q19	I know what out-of-school activities and youth groups are available in my local area.	6.9%	88.1%	5.0%

## HMIE INSPECTIONS PRIMARY PARENT QUESTIONNAIRES

		Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
% difference in responses from 2012-13 to 2013-14				
Q1	The school helps my child to be more confident.	1.4%	-2.4%	1.0%
Q2	My child enjoys learning at school.	0.5%	0.6%	-1.2%
Q3	My child's learning is progressing well.	1.9%	-2.9%	1.0%
Q4	My child is encouraged and stretched to work to the best of their ability.	2.8%	-4.4%	1.6%
Q5	The school keeps me well informed about my child's progress.	2.4%	-4.9%	2.5%
Q6	My child feels safe at school.	-0.5%	-2.1%	2.7%
Q7	My child is treated fairly at school.	-2.1%	-0.2%	2.3%
Q8	I feel staff really know my child as an individual and support them well.	1.8%	-0.2%	-1.6%
Q9	My child benefits from school clubs and activities provided outside the classroom.	0.7%	-6.2%	5.6%
Q10	The school asks for my views.	2.0%	-2.5%	0.4%
Q11	The school takes my views into account.	-0.5%	-1.0%	1.5%
Q12	The school is well led.	1.7%	-7.9%	6.2%
Q13	Overall, I am happy with the school.	-1.2%	-1.8%	3.0%

387 QUESTIONNAIRES		TOTAL %		
		Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
TOTAL PARENT QUESTIONNAIRES FROM PRIMARY SCHOOLS Ac Yr 2013-14				
Q1	The school helps my child to be more confident.	3.1%	93.1%	3.8%
Q2	My child enjoys learning at school.	1.1%	96.3%	2.7%
Q3	My child's learning is progressing well.	2.4%	91.5%	6.0%
Q4	My child is encouraged and stretched to work to the best of their ability.	7.4%	83.8%	8.8%
Q5	The school keeps me well informed about my child's progress.	3.0%	83.7%	13.3%
Q6	My child feels safe at school.	0.6%	96.1%	3.4%
Q7	My child is treated fairly at school.	1.8%	93.6%	4.5%
Q8	I feel staff really know my child as an individual and support them well.	4.6%	90.2%	5.2%
Q9	My child benefits from school clubs and activities provided outside the classroom.	8.1%	73.0%	18.9%
Q10	The school asks for my views.	4.9%	77.7%	17.4%
Q11	The school takes my views into account.	14.4%	71.8%	13.8%
Q12	The school is well led.	4.4%	84.9%	10.7%
Q13	Overall, I am happy with the school.	2.0%	92.1%	5.9%



HMIE INSPECTIONS SECONDARY PUPIL QUESTIONNAIRES			
% difference in responses from 2012-13 to 2013-14	Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1 The school is helping me to become more confident.	-0.9%	-1.0%	1.9%
Q2 I enjoy learning at school.	0.0%	-2.2%	2.2%
Q3 I am getting along well with my school work.	0.0%	-0.9%	0.9%
Q4 Staff encourage me to do the best I can.	0.0%	-1.5%	1.4%
Q5 Staff talk to me regularly about how to improve my learning.	0.3%	3.2%	-3.6%
Q6 I get help when I need it.	-1.4%	1.8%	-0.4%
Q7 Staff listen to me and pay attention to what I say.	0.4%	2.3%	-2.7%
Q8 I have a say in making the way we learn in school better.	-4.8%	10.9%	-6.1%
Q9 Staff expect me to take responsibility for my own work in class.	-1.2%	0.8%	0.4%
Q10 Staff and pupils treat me fairly and with respect.	-1.5%	3.8%	-2.3%
Q11 I feel safe and cared for in school.	-2.0%	2.1%	0.0%
Q12 I have adults in school I can speak to if I am upset or worried about something.	0.5%	-0.6%	0.2%
Q13 I find it easy to talk to staff and they set a good example.	-2.8%	2.9%	-0.1%
Q14 Staff make sure that pupils behave well.	0.6%	-0.4%	-0.1%
Q15 Staff are good at dealing with bullying behaviour.	-3.0%	5.0%	-2.1%
Q16 The pupil council is good at getting improvements made in the school.	1.8%	0.8%	-2.5%
Q17 The school encourages me to make healthy-food choices.	-2.3%	9.2%	-6.9%
Q18 I take part in out-of-class activities and school clubs.	-1.1%	-3.1%	4.2%
Q19 I know what out-of-school activities and youth groups are available in my local area.	-1.5%	4.6%	-3.1%
761 QUESTIONNAIRES	TOTAL %		
TOTAL PUPIL QUESTIONNAIRES FROM SECONDARY SCHOOLS Ac Yr 2013-14	Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1 The school is helping me to become more confident.	9.3%	74.6%	16.1%
Q2 I enjoy learning at school.	5.4%	79.6%	15.0%
Q3 I am getting along well with my school work.	4.9%	89.1%	6.0%
Q4 Staff encourage me to do the best I can.	7.3%	80.8%	11.9%
Q5 Staff talk to me regularly about how to improve my learning.	9.8%	57.8%	32.5%
Q6 I get help when I need it.	3.2%	88.7%	8.1%
Q7 Staff listen to me and pay attention to what I say.	7.1%	77.9%	15.0%
Q8 I have a say in making the way we learn in school better.	16.5%	48.4%	35.1%
Q9 Staff expect me to take responsibility for my own work in class.	3.6%	94.1%	2.3%
Q10 Staff and pupils treat me fairly and with respect.	5.4%	82.3%	12.3%
Q11 I feel safe and cared for in school.	7.2%	83.9%	8.9%
Q12 I have adults in school I can speak to if I am upset or worried about something.	8.2%	74.3%	17.4%
Q13 I find it easy to talk to staff and they set a good example.	8.4%	75.5%	16.1%
Q14 Staff make sure that pupils behave well.	6.0%	81.4%	12.6%
Q15 Staff are good at dealing with bullying behaviour.	19.4%	60.4%	20.2%

Q16	The pupil council is good at getting improvements made in the school.	29.2%	39.9%	30.8%
Q17	The school encourages me to make healthy-food choices.	13.6%	53.4%	33.1%
Q18	I take part in out-of-class activities and school clubs.	4.8%	60.6%	34.6%
Q19	I know what out-of-school activities and youth groups are available in my local area.	6.6%	84.2%	9.2%

## HMIE INSPECTIONS SECONDARY PARENT QUESTIONNAIRES

		Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
<b>% difference in responses from 2012-13 to 2013-14</b>				
Q1	The school helps my child to be more confident.	-2.9%	9.4%	-6.5%
Q2	My child enjoys learning at school.	-0.3%	4.0%	-3.6%
Q3	My child's learning is progressing well.	-0.2%	3.5%	-3.3%
Q4	My child is encouraged and stretched to work to the best of their ability.	4.8%	5.9%	-10.7%
Q5	The school keeps me well informed about my child's progress.	0.3%	1.9%	-2.3%
Q6	My child feels safe at school.	-1.5%	2.3%	-0.7%
Q7	My child is treated fairly at school.	-3.1%	5.8%	-2.7%
Q8	I feel staff really know my child as an individual and support them well.	3.1%	7.4%	-10.5%
Q9	My child benefits from school clubs and activities provided outside the classroom.	-0.3%	6.5%	-6.2%
Q10	The school asks for my views.	0.0%	8.5%	-8.5%
Q11	The school takes my views into account.	-2.9%	11.1%	-8.2%
Q12	The school is well led.	-4.8%	9.8%	-5.0%
Q13	Overall, I am happy with the school.	-5.8%	8.4%	-2.6%
<b>TOTAL PARENT QUESTIONNAIRES FROM SECONDARY SCHOOLS Ac Yr 2013-14</b>		<b>Don't Know &amp; No Answer</b>	<b>Strongly Agree &amp; Agree</b>	<b>Disagree &amp; Strongly Disagree</b>
Q1	The school helps my child to be more confident.	7.1%	85.4%	7.4%
Q2	My child enjoys learning at school.	1.9%	89.7%	8.4%
Q3	My child's learning is progressing well.	9.1%	81.0%	9.9%
Q4	My child is encouraged and stretched to work to the best of their ability.	13.0%	66.8%	20.2%
Q5	The school keeps me well informed about my child's progress.	7.5%	64.7%	27.7%
Q6	My child feels safe at school.	1.5%	95.1%	3.4%
Q7	My child is treated fairly at school.	5.8%	87.5%	6.7%
Q8	I feel staff really know my child as an individual and support them well.	14.8%	73.6%	11.6%
Q9	My child benefits from school clubs and activities provided outside the classroom.	10.5%	67.1%	22.4%
Q10	The school asks for my views.	7.5%	62.3%	30.1%
Q11	The school takes my views into account.	22.3%	55.6%	22.1%
Q12	The school is well led.	13.5%	72.7%	13.8%
Q13	Overall, I am happy with the school.	5.1%	79.6%	15.4%

# Appendix 3 Exam results

## Attainment by the end of S4

Percentage of Pupils achieving 5 General or Int 1 or National 4(2014) awards by the end of the (S4)										
	2010		2011		2012		2013		2014	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
<b>Highland</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>	<b>80</b>	
Fam. Aver/Virt.Comp.(2014)	80	5	80	5	83	4	83	5	77	
National	78		79		80		82	78		

Percentage of Pupils achieving 5 Credit or Int 2 or National 5(2014) awards by the end of the (S4)										
	2010		2011		2012		2013		2014	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
<b>Highland</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>	<b>41</b>	
Fam. Aver/Virt.Comp.(2014)	38	5	38	5	39	5	41	4	40	
National	36		36		37		38	36		

## Attainment by the end of S5

Percentage of Pupils achieving 3 Highers by the end of the S5										
	2010		2011		2012		2013		2014	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
<b>Highland</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>	<b>34</b>	
Fam.Aver/Virt.Comp.(2014)	25	5	26	6	27	5	28	6	34	
National	25		26		27		28			

## Attainment by the end of S6

Percentage of Pupils achieving 3 Highers by the end of the S6										
	2010		2011		2012		2013		2014	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
<b>Highland</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>	<b>42</b>	
Fam. Aver/Virt.Comp.(2014)	35	5	36	5	38	5	38	4	43	
National	33		35		37		38			

Percentage of Pupils achieving 5 Highers by the end of the S6										
	2010		2011		2012		2013		2014	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
<b>Highland</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>	<b>30</b>	
Fam. Aver/Virt.Comp.(2014)	23	5	24	5	26	5	26	5	28	
National	22		24		26		26			

Percentage of Pupils achieving 1 Advanced Higher by the end of the S6										
	2010		2011		2012		2013		2014	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
<b>Highland</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>	<b>18</b>	
Fam. Aver/Virt.Comp.(2014)	23	5	24	5	26	5	26	5	19	
National	22		24		26		26			

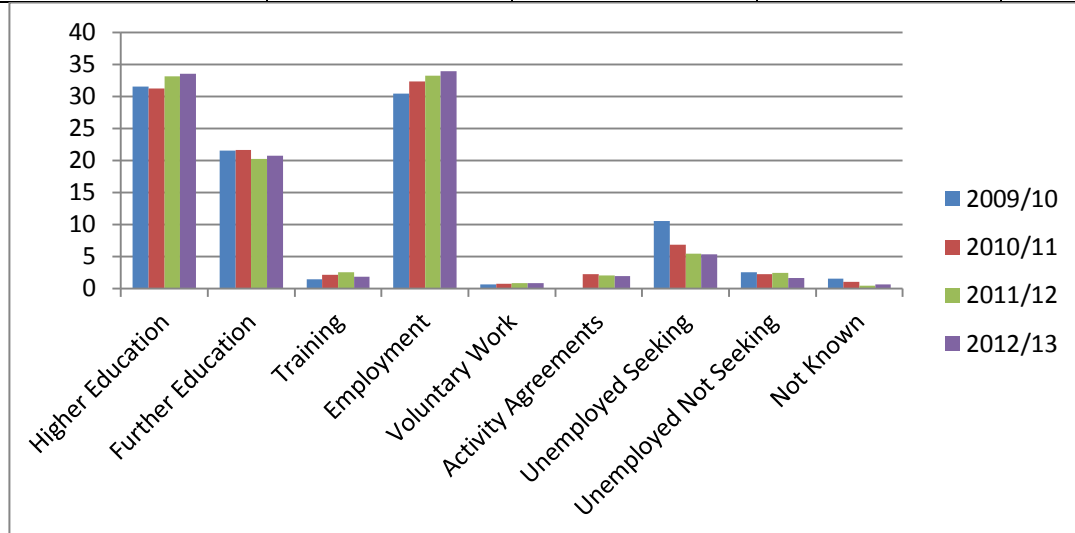
Fam Aver(2010- 2013 Family Average) using average of results of 5 most similar local authorities

Vit. Comp (2014 -) Virtual Comparator using comparison of similar SIMD profiles

National No national figures for 2014 as yet

# Appendix 4 School Leaver Destinations

Highland School Leavers	Academic Year			
	2009/10	2010/11	2011/12	2012/13
Higher Education	31.5	31.2	33.1	33.5
Further Education	21.5	21.6	20.2	20.7
Training	1.4	2.1	2.5	1.8
Employment	30.4	32.3	33.2	33.9
Voluntary Work	0.6	0.7	0.8	0.8
Activity Agreements	0	2.2	2	1.9
Unemployed Seeking	10.5	6.8	5.4	5.3
Unemployed Not Seeking	2.5	2.2	2.4	1.6
Not Known	1.5	1	0.4	0.6
<b>Total Positive</b>	<b>85.4</b>	<b>90</b>	<b>91.8</b>	<b>92.5</b>
<b>Total Other</b>	<b>14.6</b>	<b>10</b>	<b>8.2</b>	<b>7.5</b>

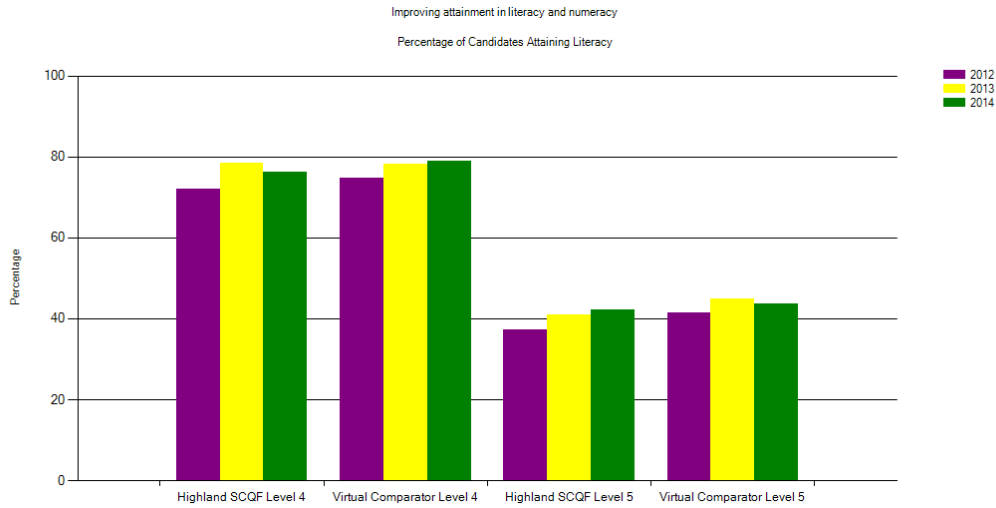


Destinations	Scotland			Highland		
	Initial (%)	Follow Up (%)	% point change	Initial (%)	Follow Up (%)	% point change
Higher Education	36.5	36.3	-0.2	33.7	33.5	-0.2
Further Education	27.8	24.5	-3.3	23.7	20.7	-3.0
Training	5.0	3.2	-1.8	1.9	1.8	-0.1
Employment	20.4	24.6	4.2	31.2	33.9	2.7
Voluntary Work	0.5	0.5	0.0	0.7	0.8	0.1
Activity Agreement	1.3	0.9	-0.4	1.9	1.9	0.0
Unemployed Seeking	7.1	7.9	0.8	5.6	5.3	-0.3
Unemployed Not Seeking	1.2	1.7	0.5	0.8	1.6	0.8
Unknown	0.3	0.3	0.0	0.5	0.6	0.1
<b>Positive Destinations</b>	<b>91.4</b>	<b>90.0</b>	<b>-1.4</b>	<b>93.1</b>	<b>92.5</b>	<b>-0.6</b>
<b>Total Leavers</b>	<b>52,792</b>	<b>52,611</b>		<b>2,579</b>	<b>2,564</b>	

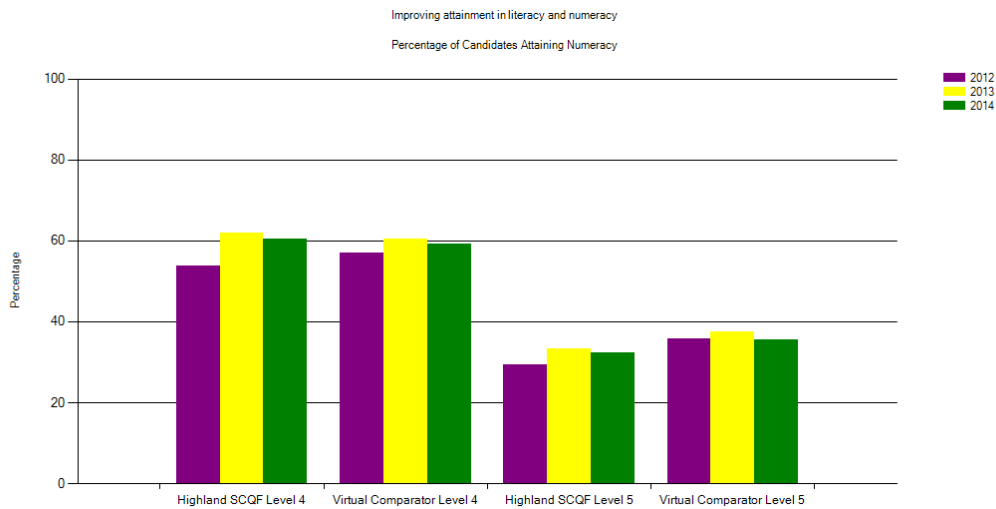
Analysis of positive destinations by ASN show a very positive picture for ASN pupils and an improving and overall positive position for LAC.

# Appendix 5 ASN and LAC performance

## Literacy by the End of S6- ASN Pupils

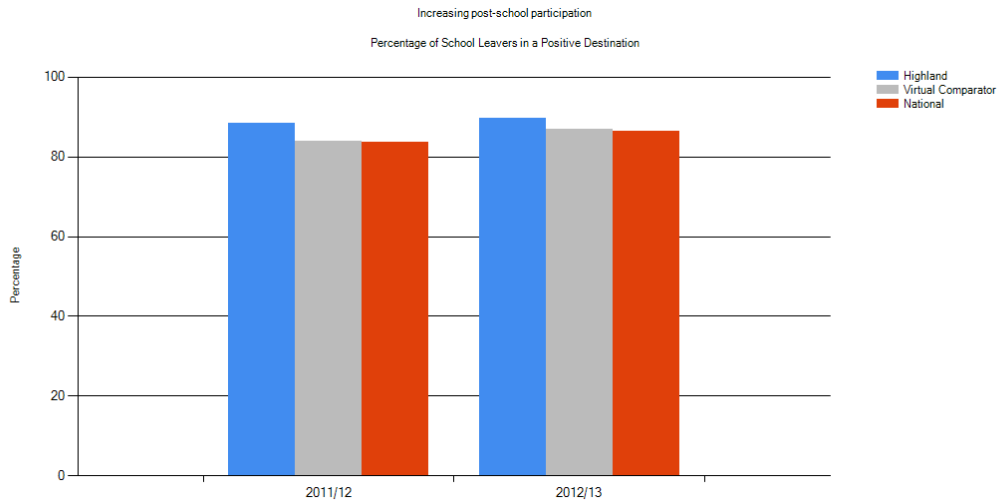


## Numeracy by the End of S6- ASN Pupils



ASN Pupils in Highland are broadly in line with Highland’s virtual comparator in terms of Attainment in Literacy and Numeracy

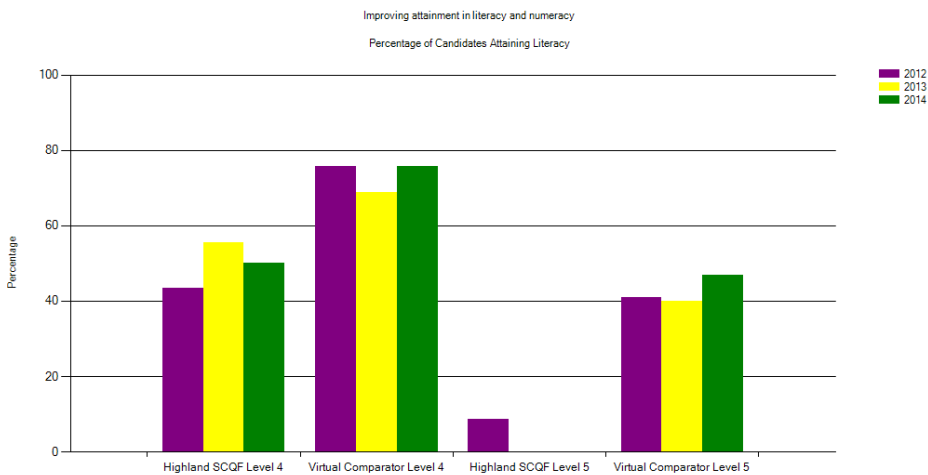
## ASN positive destinations



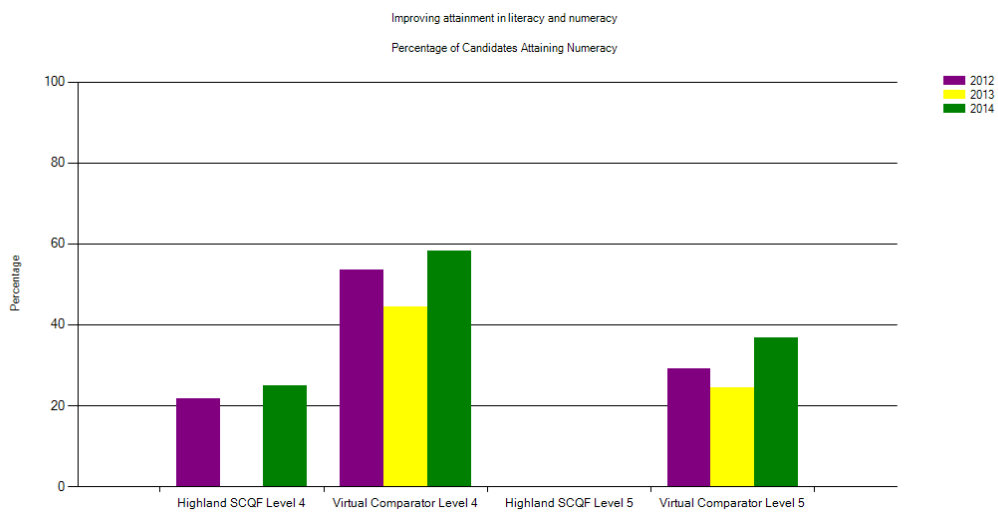
ASN pupils perform better for positive destinations than our virtual comparator authority

## Additional Attainment Data LAC Pupils

### Literacy by the End of S6 - LAC at home Pupils

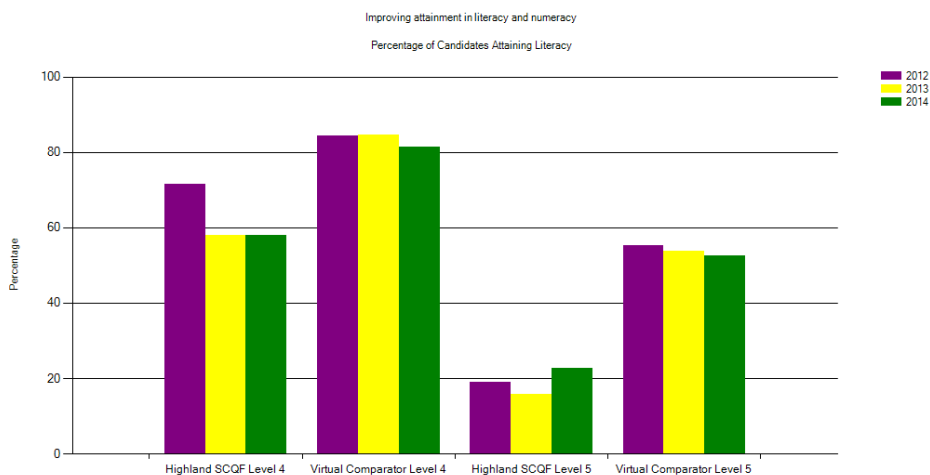


### Numeracy by the End of S6- LAC at home Pupils

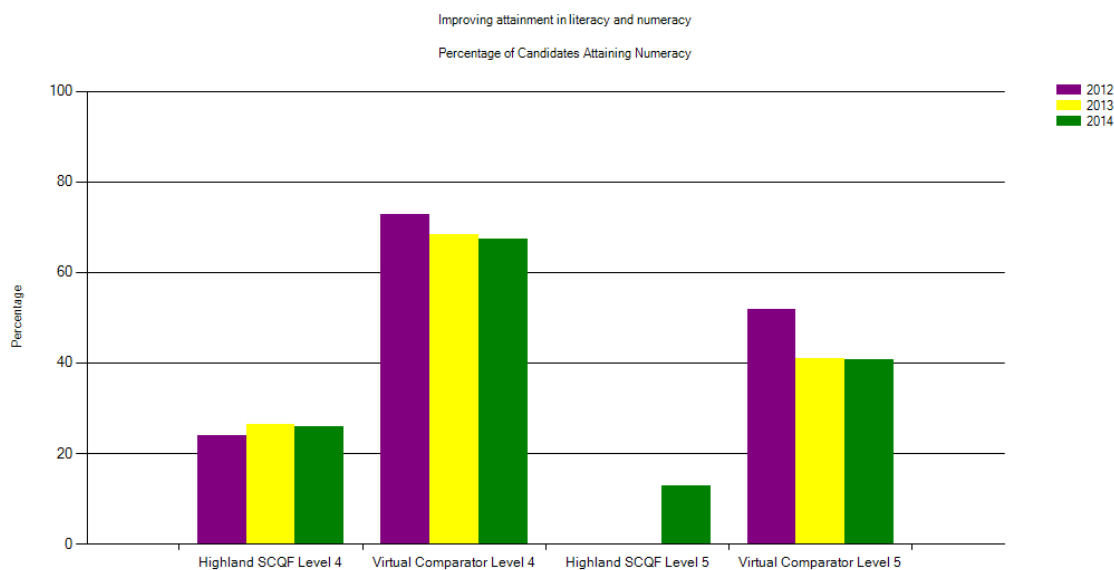


Highland LAC At home pupils perform less well by the end of S6 than their virtual comparator and they perform less well again in Numeracy relative to Literacy

### Literacy by the End of S6- LAC Away from Home Pupils



### Numeracy by the End of S6- LAC Away from Home Pupils



Highland LAC Away from home pupils perform less well by the end of S6 than their virtual comparator and they perform less well again in Numeracy relative to Literacy.

2013-14	Looked after at home	Looked after Away from Home
S4	18	29
S5	18	26
S6	16	31