



Education Culture and Sport Service

STANDARDS & QUALITY REPORT 2005 - 08
incorporating
ANNUAL PROGRESS REPORT 2006/07

Published May 2008



Contents

Service Goals	2
Introduction	3
Improvement Themes	4
<i>Achievement for All</i>	4
<i>Participation and Inclusion</i>	7
<i>Health and Well Being</i>	11
<i>Infrastructure and Resources</i>	13
<i>Performance Management</i>	16
Appendix: Annual Progress Report	18

Service Goals

Our Education, Culture and Sport Service vision and aims were revised in February 2008. We have set ourselves a vision of:

“Working together to inspire learning and achievement in Highland communities”

To fulfil the vision, we aim to:

Enable the people of the Highlands to achieve their full potential as;

- Effective contributors
- Confident, healthy and safe individuals and communities
- Active and successful learners
- Respected and responsible citizens

Underpinning the vision and its mission is a set of underlying values to be shared across all our staff, our public and all who come into contact with us. Our core values are about:

- Promoting sustainable communities through building the capacity of individuals and the community.
- Meeting the needs of children, adults, families and communities through inclusive service provision, based on effective consultation.
- Recognising our staff as our most valuable asset and ensure they are enabled to develop their skills, expertise and potential.
- Promoting teamwork, collegiality and leadership at all levels within the Service.
- Fostering the social and cultural values of the Highlands and its communities.
- Promoting achievement, health and well-being through education, arts, culture, sport and heritage.
- Ensuring best value through delivering continuously improving services through self-evaluation, quality assurance, planning and management.

Introduction

The present Service Plan for the Education, Culture and Sport (ECS) service is in the process of being completed and will be structured around the themes of the Highland Council's Programme for Administration. This report summarises the main achievements of the service over the past three years and notes the extent to which the service has met its service plan targets. As well as meeting the national reporting requirements for education the report illustrates some of the work of the Heritage, Arts, Libraries, Sport and Catering & Cleaning sections of the Service. The report examines our achievements in relation to the themes of the Education, Culture and Sport Service Plan for 2005-8 of the Highland Council and takes into account the national outcomes in its future strategy. It also incorporates the Education, Culture and Sport Service involvement in **For Highlands Children 2**, the joint Children's Services partnership.

While our successes and challenges are listed in some detail, our plans have been set out in summary form. More detail can be found in the ECS service Plan 2008 – 11.

Improvement Themes and the Service Plan 2005 - 08

During the three year period 2005/08 the Education, Culture and Sport Service had five continuing Improvement Themes:

The Improvement Themes were:

1. Achievement for All
2. Participation and Inclusion
3. Health and Well Being
4. Infrastructure and Resources
5. Performance Management

Under each improvement theme, the service set out a number of Service Plan Improvement Objectives. We have successfully achieved most of these and provide more detail about this in the body of this report and in the associated performance data appendix – see pages 18 to 32. Further information on the wide range of activities across the service can be found by clicking on the Highland Virtual Learning Community www.hvlc.org.uk and following the links to the areas of further interest to you.

Improvement Themes

Achievement for All

Our aims:

- Maintain and continue to raise the high standards of educational achievement in Highland.
- Enable the people of the Highlands to achieve their full potential; to enable them to be active citizens and to take advantage of the opportunities life will present to them.
- Promote lifelong learning for individuals and provide a focus for community development.

Our successes:

- We have further developed Learning and Teaching approaches through an innovative national *Future Learning and Teaching* pilot. Good practice in lesson observation and positive feedback to teachers is becoming increasingly apparent in our schools.
- We have developed a number of projects under *Assessment is for Learning* which have helped young people become more confident in the learning process.
- Both Learning and Teaching, Assessment is for Learning and *Determined to Succeed* have been integrated under the *Curriculum for Excellence* initiative.
- Achievement opportunities through Youth Work, the Active Schools Programme and Highland 2007 are supporting implementation of a Curriculum for Excellence.
- We have significantly increased the number of pupils undergoing *Skills for Work* courses delivered directly by schools or through college links.
- Following a positive impact on literacy standards in primary schools the Literacy Project is now being extended into secondary schools. We have also improved mathematics, communication and language in Early Education.
- In all areas we have promoted the increasing use of information and communications technology (ICT) in a variety of settings.
- We planned and delivered Latha Mor (The Big Gaelic Day) for over 500 Gaelic Medium pupils from all over Scotland
- Performances in 5-14 and SQA attainment remain high and are being maintained in most indicators.
- The Service piloted a project for senior pupils undertaking Open University Courses with a high success rate.
- We have increased the number of school leavers entering positive destinations
- We have promoted lifelong learning through further investment in adult literacy and we have developed a multi-sector Learning Centre Strategy.
- We have also developed partnerships with colleges established for the delivery of Adult Education including Gaelic and for childcare provision and Vocational Pathways.
- We have launched a Gaelic Toolkit to support wider access to Gaelic language

- In partnership we have delivered a strategy for Community Learning and Development in Highland.

Our Challenges:

- We have more work to do in developing partnerships with further education colleges in the delivery of vocational education, in providing Highland wide access to appropriate courses for students with additional support needs and in learning and wellbeing work with the elderly and adults with disabilities.
- We need to continuously promote the Associated School Group model as a way of developing learning in partnership across sectors and teams to create Integrated Learning Communities.
- We will require to review our ICT resources for learning and teaching with the advent of GLOW the national broadband service.

What the Council's Administration has asked us to do:

- Seek to continue to raise levels of attainment in literacy and numeracy for pupils in pre-school, primary and secondary provision and improved outcomes for pupils in externally accredited courses;
- Continue to promote Gaelic medium education in primary schools and expand Gaelic medium education in the secondary sector;
- Develop Gaelic medium education in pre-school provision where there is parental support for it;
- Give a high priority to our corporate parenting responsibilities for Highland's looked after children including educational attainment; transition to work; further and higher education and training; support at home; more family placements and fewer children living outwith the Highlands
- Continue to encourage the growth in Arts, Literary, Drama and Music Festivals and local involvement in them;
- Actively promote the celebration of the diverse heritage and interpretation of the Highlands.
- Continue to support initiatives such as Am Baile, the Feis Movement and the Blas Festival.

Planned Actions:

- We shall continue to develop the Highland Literacy Project and pilot this together with Numeracy, Health and Wellbeing as part of our Curriculum for Excellence implementation.
- We will embed good practice arising from our *Learning and Teaching and Assessment is for Learning* initiatives. We will pilot work in co-operative learning and solution focussed approaches to classroom ethos and continue to develop the Highland Virtual Learning Community as a repository for sharing good practice.
- We will enrich the curriculum through the further development of our partnership with colleges, businesses and other bodies in a number of areas including Eco Schools, Skills for Work, Open University Courses together with support for our two Schools of Ambition and our preparation for GLOW.
- We will increasingly introduce a wider range of vocational courses in schools.

- We will promote community capacity through Community Learning and Development programmes of courses, classes and activities and through high quality library and information services to meet the educational, information, cultural and recreational needs of all who live, work or study in the Highlands.
- We will continue the implementation of the Gaelic Language Plan in schools and communities
- Through Adult Basic Education services we will provide opportunities and support for learners to improve their ability to read, write and use numeracy, to handle information, to express ideas and opinions to make decisions and solve problems, as family members, workers, citizens and lifelong learners.

Participation and Inclusion

Our Aims:

- Promote an inclusive approach to service provision, taking account of individual needs and circumstances as far as practicable.
- Encourage a participative and inclusive approach to the decision making process including, and taking account of, consultation with all our stakeholders.
- Foster the social and cultural values of the Highlands; to promote the Gaelic language, and to participate fully in the Council's strategies for economic, environmental, social, political and cultural development.

Our Successes:

- We have developed Service Manager Groups in each local area and liaison structures around associated school groups to plan an effective inter-agency response to the needs of the most vulnerable. We are the national pathfinder authority for the *Getting it Right for Every Child* initiative.
- We have improved the provision of information for children, young people and families affected by disabilities through the extension to the existing services of CHIP - Child in Highland Information Point and by continuing to update and further develop the Support for Learners website.
- We have developed an inter-agency approach to the Early Years Service. We have extended pre-school places to every four year old and three year old whose parents wish it and we have piloted wraparound care at Inshes Primary School and at Bun-sgoil Ghàidhlig Inbhir Nis .
- We have promoted positive behaviour strategies, *Circle Time* and *Solution Focused* approaches have been adopted in most of our schools.
- We have adopted a strategy for youth work based around our 29 community school groups.
- We have developed Intensive Support facilities for young people in Highland including off-site provision for young people together with pupil support bases in thirty schools.
- We have enhanced the education outcomes for Gypsy / Travellers and other interrupted learners.
- We have implemented the recommendations of The Best Value Review of Support for Learning together with our obligations under the Additional Support for Learning Act. The Highland Disability strategy is also now in place.
- The transition from School Boards to Parent Councils has involved 46 public meetings with almost 1200 parents participating.
- We have continued to work successfully with a range of partners to raise awareness of adult literacy issues and develop learning opportunities.

- With the support of the European Social Fund we have appointed Community Based Language Assistants to help migrant workers and their children settle in to the Highlands.
- We have appointed a fulltime paid post of Youth Convener with full voting rights on the ECS Committee to support our work in engaging with young people. We have also appointed senior officers from each Council Service to support the Youth Convener.
- After School programmes have been well established and have developed strong links to Sports and Cultural Coordinators.
- We have successfully completed Highland 2007 which has provided a significant focus on access to, and participation in, arts, sport and heritage across Highland.
- The Highland Cultural Pledge was in place on target in January 2007, the first in Scotland of three national pilots and the only one to focus on young people.
- The Youth Music Initiative has enhanced the musical experiences of all pupils in our schools.
- Out of Eden has delivered Higher Drama and Higher Dance and links to the work of Cultural Co-ordinators and Social Inclusion Partnership staff.
- The Service has completed a public consultation exercise on a Gaelic Language Plan and submitted a final draft to Bord na Gaidhlig

Meeting the needs of deaf pupils

Specialist staff identified the communication and learning needs of deaf pupils effectively. Teachers of the deaf and learning support assistants supported the pupils very effectively in classes. Pupils and staff together identified the most appropriate support, including *British Sign Language (BSL)*, *Signed English*, note-taking or clarifying what was being said. Subject teachers had developed a good understanding of the needs of each deaf pupil and in most classes took effective steps to ensure they participated fully in learning. The visiting deaf tutor provided very effective support for the development of language skills in BSL.

HMIe report – Dingwall Academy May 2007.

(Community Learning and Leisure) staff successfully engaged with more marginalised young people in the community. Participants in the Duke of Edinburgh's Award at Lochaber High School demonstrated a high degree of self-confidence as a result of participation and a short film produced by the group had won the youth section at the *Mountain Film Festival*. Two group members had since re-engaged with their school as a result of their experience and held a more positive view of themselves as people and learners...

Three young men from Fort William had played a central role in initiating and delivering a summer football initiative that involved over 200 young people. The local police, community council and other partners had a very positive view of this project and believed that it had significantly reduced anti-social behaviour in the Caol area over the summer. Young people at *Fusions* had taken responsibility for planning and staging a talent show attended by a large public audience. *Fusions* offered a varied and challenging programme of activities for young people in an attractive setting and drew considerable numbers from across Fort William. Youth information within *Fusions* was well presented and young people regarded both the centre and its staff as a source of useful information.

HMIe Report: Inspection of Community Learning and Development, Lochaber 30 Jan 2007.

Our Challenges:

- Further work is required in achieving fully integrated pupil support within and outwith schools
- We need to further develop alternative/elaborated curricula for identified groups of young people to further increase the number of pupils moving to a positive destination on leaving school.
- Intensive pupil support in Fort William and in Caithness continues to work towards fully implementing the Service's vision for intensive support and vocational training centres.

What the Council's Administration has asked us to do:

- Place primary schools at the centre of our communities and work to secure their long term future by developing community schools with a wide range of activities and services;
- Welcome migrants and their families settling in our communities and will increase English Language tuition to assist their integration;
- Aim to achieve full implementation of the Scottish Government's policy of "Getting it Right for Every Child" which will ensure that all children get the help they need when they need it.
- Seek to reduce the number of young people who are not in employment, further or higher education or training by 40% by 2008;
- Undertake to review and consult on childcare and educational services for young children to ensure that we deliver and support a sustainable network of quality wraparound childcare and educational services for young children and their families by 2010;
- Put in place a Gaelic Language Plan based on the principle of equal respect for Gaelic and English, and review the plan and progress in implementing it annually;
- Complete an examination of the involvement of young people in the decision making process and act upon the findings;
- Ensure a youth worker is present in every Associated School Group and that a review is completed on leisure, recreation and development opportunities available to young people;
- Support the continued development of Highland Youth Voice and the Scottish Youth Parliament to represent the interests of young people in the Highlands;

Planned Actions:

- We continue to work with our partners in the Highland Wellbeing Alliance and the Scottish Government in order to develop all of the processes required to implement "Getting it Right for Every Child" and to achieve full pathfinder implementation in Highland by March 2009.
- We will further focus on *More Choices More Chances* to reduce the number of young people who do not progress to employment, further or higher education.
- We will develop a meaningful and realistic approach to consultation and increase the involvement of young people in the decision making processes while continuing to support Highland Youth Voice and the Scottish Youth Parliament.
- We will implement the finalised Gaelic Language Plan, in order to promote all aspects of Gaelic in pre-school, schools and in the community.

- Following Highland 2007, we will work with our partners to encourage the growth of cultural events and experiences, building on the Highland promise and preparing for the ‘Year of Homecoming’ in 2009.

Health and Well Being

Our Aims:

- Promote individual health and wellbeing through play as well as participation in the arts, sport and heritage.
- Work in partnership with individuals, groups, services and organisations to ensure quality service provision for all within a safe, secure and caring environment.

Our Successes:

- The 'your choice' to Health Living action plan was updated and published in January 2007.
- The Health Promoting schools project has led to the accreditation of all our schools and a significant emphasis on healthy activities and practices. The implementation of *Hungry for Success* project has progressed well and is linked to achievement of Health Promoting School Status. Breakfast clubs are an important feature in the activities of many of our schools. The use of smart cards for school meals with points for healthy options is being complemented by the roll-out of smart card technology and pricing as a way of addressing social inclusion issues.
- The Active Schools programme has been successfully extended into primary school clusters.
- *Active Steps*, supported by NOF has been completed as a multi-agency diversionary activity programme involving Highland Community Safety Steering Group and Highland Youth Action Service in partnership. The Highlife initiative has promoted sport, leisure and fitness across leisure centres.
- Our Child Protection training of staff has been recognized as good practice. Almost all staff in schools have been trained in basic child protection procedures. The multi-agency child protection manual has been very valuable for practitioners.
- Highlife, our low cost leisure scheme continues to flourish with more sites coming on stream and steady growth in attendances.

Our Challenges:

- We have planned our implementation of the Disability Discrimination Act which is linked to corporate assessment of resource implications by the Council.

What the Council's Administration has asked us to do:

- With our community planning partners give a high priority to health improvement in the Highlands and will focus on combating drug and alcohol misuse, smoking reduction, improving healthy eating and increasing the opportunities for people to take exercise.
- Build on the achievement of securing Healthy Living Status for all Highland schools by ensuring that they achieve Eco School status by 2011;

Accelerate the focus on safe school transport for all pupils, encouraging more healthy and environmental options such as “walk to school” pathways, safety support and safe cycle tracks.

Planned Actions:

- We will continue to develop the Service’s *‘Your Choice to Healthy Living’*. This will involve us working with other agencies to deliver health and wellbeing policies and plans such as tackling obesity and low levels of activity in young people.
- We will take further forward the Health Promoting Schools agenda through ensuring that all schools maintain health promoting status and through piloting Health and Wellbeing as a key strand of the Curriculum for Excellence.
- We are committed to supporting and promoting community and individual wellbeing through participation in the arts, sports and heritage. We will encourage community managed facilities to make available the High Life Leisure Scheme and we will promote play in school and community settings.
- We will ensure all children in Highland are Safe by taking a multi-agency approach to Child Protection. We will implement national and local Child Protection Procedures and deliver the Action Plans arising from the Child Protection inspection and Follow - through. We will ensure implementation of the national Child Protection Standards and Charter.

Infrastructure and Resources

Our Aims:

- Ensure the best possible deployment of resources in a fair, equitable and transparent manner in accordance with the principles of Best Value.
- Provide a learning environment which is adaptable and relevant to the changing needs of 21st Century Learners.
- Value our staff and ensure that, as our key asset, they are enabled to develop their skills, expertise and potential.

Our Successes:

- PPP2 schools programme is on target. The first 5 schools opened during 2007 for the start of the academic session 2007/8. A Corporate Sustainable Development policy has been agreed and integrated into PPP2. Assessment of the innovative approach to the building of Acharacle Primary School will provide important feedback to inform future approaches to sustainable development.
- A financial package including Lottery Funding of £4.3M has been secured for the Highland Archive Centre
- The Lochaber Archive was opened on Friday, 11 April 2008
- We have further developed the on line resources in the Highland Virtual Learning Community and these are being used in other parts of the country and abroad.
- In the results of the 2007 Annual Performance Survey our schools, libraries and leisure centres continue to rate highly in terms of their importance to our stakeholders.
- We have successfully completed the first phase of the restructuring of the ECS service.
- We have completed the major aspects of the McCrone agreement for teachers.
- We have been successful in attracting a large number of probationary teachers to Highland and developed a successful induction scheme for them.
- Significant progress has been made on Continuing Professional Development (CPD) for teaching staff. Work on Learning and Teaching, the Highland Literacy project and Assessment is for Learning has made the sharing of good practice an increasing feature of our CPD programme.
- A significant number of CPD activities have been successfully organised through the Support for Leadership in Highland Project and over 170 ECS professionals are at various stages in their own individualised programmes.
- The project Service Improvement through Self-Evaluation (SISE) has made a significant impact in a number of schools as a result of well-targeted CPD aimed at Senior Management Teams in schools.

- We have completed the installation of a central server for our High Life leisure card enabling data sharing on membership, improving customer service and information management.
- We have implemented a scheme of self assessment across community learning and leisure using the “How Good is our Community Learning and Development” process.
- The duty to produce a Race Equality Policy has been met. Actions plans for education are included in the Council Disability and Gender Equality Schemes and are to be implemented through the Children’s Plan performance framework.

Our Challenges:

- The 21st Century School improvement programme while generally progressing well faces challenges in relation to project slippage and building cost inflation.
- There is a need to extend our capacity to deliver Continuing Professional Development and to secure a more service wide approach involving all staff. We also need to improve our induction and support processes for new staff.
- Within our CPD programme, we need to develop the potential in people to take up posts with added responsibilities in the Service in order to plan effectively for succession.
- We need to continue to remedy and improve the accommodation and facilities in the service in line with HMIe and Care Commission recommendations.
- We need to further develop our ICT provision in order to take advantage of Glow and Pathfinder.
- A recruitment and retention strategy still needs to be developed by the Service and has been identified as a priority within new Risk Management Planning processes.

What the Council’s Administration has asked us to do:

- Work with the UHI Millennium Institute and HIE to complete the University of the Highlands and Islands Project and secure the development of a high quality campus;
- Complete the programme of 11 new primary and secondary schools and invest a further £28m in a schools capital building programme which will refurbish 5 secondary schools, replace 2 primary schools and commence work on replacement of a 3rd primary school by 2011.
- Deliver a state of the art Archive, Family History and Registrars Centre by 2009 as the hub of a network of local archive facilities;
- Develop and encourage use of the Council owned Museum and Art Gallery in Inverness, the Highland Folk Museum, and support a range of independent or community run museums across the Highlands with advice, training and grant aid;
- Roll out a single smart card to all young people giving access to leisure, libraries, arts and culture activities, youth information and school meals in 2008;
- We will develop a five year concordat with the voluntary sector in the Highlands governing the Council’s £14m investment;

Planned Actions:

- We will continue to modernise the school building estate through PPP and capital projects, deliver the Archive, Family History and Registrars Centre and develop and encourage museum use. We will contribute to the Council’s Climate Change Strategy for the Highlands and

promote sustainable development through the design of new buildings, our use of resources and our school curriculum.

- We will continue with our restructuring of the service to deliver Best Value through a planned approach to the efficiencies agenda. We will evaluate the work on the Support for Leadership in Highland programme and develop further experiences for potential leaders in our service.
- The Service will meet the specific and general duties covering Race, Disability and Gender and will promote and encourage equal opportunities and ensure that our policies and practices recognise equality of opportunity as an underpinning principle.
- We will implement GLOW and Pathfinder while reorganising our ICT provision through the Council re-procurement scheme and continuing to develop resources for the Highland Virtual Learning Community.

Performance Management

Our Aims:

Promote self-evaluation and quality as a cornerstone of the Service and report our performance to a wide audience.

Our Successes:

- We have improved our strategic approach to Quality Development through integrated working at a higher management level. ECS SMT are regularly engaged in self – evaluation exercises.
- Service Improvement through Self Evaluation (SISE) has been implemented in schools and services.
- CLL have successfully undertaken a series of Peer reviews across areas and services. Self evaluation schemes for libraries have been developed and implemented.
- The Quality Improvement Team (QIT) has worked successfully with schools through the Proportionate Inspection and Follow-through processes of HMIe.
- The Quality Improvement Team has adapted to include Support for Pupils, Early Education and Community Learning and Leisure and thus has become a service-wide source of evaluation, support and challenge.
- The Quality Improvement Team has been restructured on an area basis to deepen the engagement with schools and services. Support from Quality Improvement Officers (QIO) has been valued throughout the inspection and follow – through processes.
- The Performance Management Unit continues to provide high quality information for performance reporting and for QIO engagement with schools.
- The QIT played an important role in preparing the services for the Child Protection inspections and is at present involved in Quality Assurance across Integrated Childrens' Services.
- A successful series of in-service events has involved large parts of the Service and led to improved self – evaluation and quality assurance as a key responsibility for all professionals.

The education authority had worked closely with the school to progress an action plan to bring about improvement. Quality Improvement Officers have provided helpful support.

HMIe Follow Through Report - Lochaber High School, February 2007

The education authority had given valuable support to assist staff in achieving their plans for improvement.

The school, with helpful assistance from the education authority, had made good progress in addressing the main points of action in the original report.

HMIe Follow Through Report – Marybank Primary School, May 2007

Our Challenges:

- We need to further rationalise data collection and analysis in order to support quality assurance processes and public performance reporting. There needs to be better integration with policy development and information management across the service.
- The culture of self-evaluation and development planning will require to be further improved at a strategic and operational level across the service. It is a process that requires to be embedded at all levels.
- The service itself requires to continually self-evaluate at a strategic level and ensure the results of this are integrated into its improvement planning.
- The proportionate engagement of the Quality Improvement Team will need to take into account the overall capacity of the team and the capacities of individual head teachers and managers within the service.
- We require to significantly simplify self evaluation and planning processes – making them less bureaucratic and focussing on processes to develop improved outcomes for all, stakeholders or clients.

What the Council's Administration has asked us to do:

- Continue to pursue best value for our residents and service users, seeking efficiencies in the way we work and we will undertake a comprehensive review of the Service's spending priorities by 2009.
- Adopt a meaningful and realistic approach to consultation which adopts the national standards of community engagement;

Planned Actions:

- We will ask the users of our Service to help shape service delivery, secure improvement and advise on change. User groups such as Ward Forums, Youth Voice, Community Learning Groups, Sports Councils, Parent Councils and Pupil Councils will regularly be invited to contribute.
- We will further develop the Service's approach to quality assurance and performance management across the Service. This will involve further development of quality assurance and performance management in Community Learning and Leisure and in Integrated Children's Services. We will continue to implement a unified strategic approach to Quality Development and improvement across the ECS Service in conjunction with partner services and organisations.
- In all parts of the ECS service and Early years Partner Centres we will continue to support and challenge in key aspects of self-evaluation, development planning and management for improvement.
- We will implement a range of procedures for ECS service self-evaluation and Quality Assurance both for the service itself and as a contribution to Integrated Children's services. We will continue with our partners to develop a strategic approach to self – Evaluation and Quality Assurance in Integrated Children's Services.

Annual Progress Report – School Session 2006/07

We are now at the stage of concluding our review of each National Priority in Education. The actions and programmes referred to may often relate to more than one National Priority.

It should be noted that changes in performance over one session should be judged in the context of changes in performance over a period of years. The data presented allow progress to be measured against that of our comparator authorities and national figures.

Note: National Priority measures based on the Quality Indicators (QI) relate to the HMIe guidelines for self-evaluation 'How Good Is our School?' For each of these measures, we show Highland schools' own self-evaluation of the QI alongside the HMIe evaluation, based on the inspections carried out during the period of the 2005-2008 ECS Service Plan

At the time of publishing this draft some national and comparator authority data was not yet available. Our comparator authorities are:

Angus, Argyll & Bute, Dumfries & Galloway, Moray, Scottish Borders

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

OUTCOME Increased levels of numeracy and literacy – Primary Schools

1.1.A % of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate 5 -14 level for their age in reading, writing and mathematics.

READING:

	2003/04	2004/05	2005/06	2006/07
Scotland	81	-	-	-
Highland	81	80	81	80
Comparator Average	80	81	82	83

WRITING:

	2003/04	2004/05	2005/06	2006/07
Scotland	74	-	-	-
Highland	75	76	76	75
Comparator Average	74	74	75	76

MATHS:

	2003/04	2004/05	2005/06	2006/07
Scotland	82	-	-	-
Highland	82	85	85	84
Comparator Average	82	83	83	84

Commentary: *As can be seen, national figures are no longer collected. We make arrangements to share our performance with our comparator authorities in order to benefit from some benchmarking. Our performance has been broadly constant while our comparators have shown recent improvement. The impact of the Highland Literacy Project should show in these figures in due course.*

1.1.B: - Secondary Schools % who have met or exceeded level E in reading, writing and mathematics by the end of S2.

READING:

	2003/04	2004/05	2005/06	2006/07
Scotland	64	-	-	-
Highland	66	65	70	70
Comparator Average	64	66	66	65

WRITING:

	2003/04	2004/05	2005/06	2006/07
Scotland	51	-	-	-
Highland	53	55	60	60
Comparator Average	53	54	56	55

MATHS:

	2003/04	2004/05	2005/06	2006/07
Scotland	59	-	-	-
Highland	65	61	65	67
Comparator Average	59	60	60	61

Commentary: *As can be seen, national figures are no longer collected. We make arrangements to share our performance with our comparator authorities in order to benefit from some benchmarking. Our performance has shown significant improvement over the past 3 years to a position significantly above the average for our comparator authorities.*

The tables below and pages 21 and 22 relate to the Scottish Credit and Qualifications Framework (SCQF) where the levels relate to named qualifications. For example attaining at level 3 can mean gaining a Standard grade Foundation award or an Access 3 Award.

LEVELS OF ATTAINMENT

Level	Standard Grade	National Qualifications
3	Foundation	Access 3
4	General	Intermediate 1
5	Credit	Intermediate 2
6	-	Higher

1.1.C % of the original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in English and mathematics.

English & Maths @ level 3 or above by S6

	2003/05	2004/06	2005/07
Scotland	92	92	92
Highland	94	94	94
Comparator Average	94	93	93

Commentary: *All the performances (Highland, National, and Comparator Authorities appear to be unchanging). This is a statistical effect arising out of the non-recognition of D passes at Intermediate 2 and Intermediate 1 courses as level 3 or better. No awards are recognised at these levels and we have an increasing and significant number of pupils following Intermediate Courses in preference to Standard Grade. Pupils are not disadvantaged by this since they achieve the D awards on their certificates.*

OUTCOME Improved examination results

1.1.A % of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 3 or better (3 year average).

5+ @ level 3 or above by S6

	2003/05	2004/06	2005/07
Scotland	91	91	91
Highland	94	94	93
Comparator Authorities	93	93	93

Commentary: *As above. Particularly in the last 2 years, greater numbers of pupils have taken up Intermediate courses with the non-recognition of D passes. This matter requires to be addressed at national level.*

1.1.B % of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 4 or better (3 year average).

5+ @ level 4 or above by S6

	2003/05	2004/06	2005/07
Scotland	79	79	79
Highland	85	85	84
Comparator Average	83	83	82

Commentary: *A broadly consistent performance mirroring National and Comparator results.*

1.2.C % of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 5 or better (3 year average).

5+ @ level 5 or above by S6

	2003/05	2004/06	2005/07
Scotland	47	47	47
Highland	53	53	53
Comparator Authorities	52	51	51

Commentary: *A broadly consistent performance mirroring National and Comparator results. It is notable that a significant number of S3 pupils are now attaining this level.*

1.1.D % of original S4 cohort who, by the end of S6, have attained 1+ awards at SCQF level 6 or better.

1+ @ level 6 or above by S6

	2003/05	2004/06	2005/07
Scotland	43	43	43
Highland	49	49	48
Comparator Average	48	47	46

Commentary: *A broadly consistent performance mirroring National and Comparator results. It is notable that a significant number of S4 pupils are now attaining this level.*

1.1.E % of original S4 cohort who, by the end of S6, have attained 3+ awards at SCQF level 6 or better.

3+ @ level 6 or above by S6

	2003/05	2004/06	2005/07
Scotland	31	30	30
Highland	35	34	34
Comparator Average	34	33	32

Commentary: *The fact that ourselves, the Comparators and the National results show a slight drop suggest that there may be a national cause.*

1.1.F % of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 6 or better.

5+ @ level 6 or above by S6

	2003/05	2004/06	2005/07
Scotland	20	20	19
Highland	23	23	23
Comparator Average	22	22	21

Commentary: *Interestingly the Comparator and National levels have declined. In this context Highland has improved its relative position.*

1.1.G Quality Indicator 2.1 - Overall quality of attainment

The schools' self-evaluations taken from their school development plans and HMIE evaluations taken from reports over the academic year 2006-07.

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	1%	31%	49%	15%	3%	0%
HMIE						
S1/2	0%	0%	33%	67%	0%	0%
S3/4	0%	0%	33%	33%	33%	0%
S5/6	0%	0%	33%	33%	33%	0%
Primary English	0%	10%	75%	10%	5%	0%
Primary Maths	0%	25%	65%	10%	0%	0%

Commentary: *It should be noted considering the number of schools inspected by HMIE per year (approximately 12%), this sample may not be typical of all schools.*

1.1.H Quality Indicator 5.2 - Expectation and promoting achievement

The schools' self-evaluations taken from their school development plans and HMIE evaluations taken from reports over the academic year 2006-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	2%	57%	35%	6%	0%	0%
HMIE	0%	26%	43%	30%	0%	0%

Commentary: *Our own internal self – evaluation continues to judge performance at a higher level than HMIE. Some of the internal judgements have been found to be unrealistic. This new rating system was introduced in 2006.*

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

OUTCOME Continuing Professional Development of Teachers' Skills

1.1.A Staff review and development

The schools' self-evaluations taken from their school development plans produced in the academic year 06-07

	Excellent	Very Good	Good	Fair	Weak	Unsatisfactory
School Development Plan	1%	31%	49%	17%	3%	0%

OUTCOME Increased self-discipline of pupils**1.1.A Levels of Attendance****PRIMARY**

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	95	94	95	96	96	95
Highland	95	96	96	96	96	96
Comparator Average	96	96	96	96	96	96

SECONDARY

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	89	89	89	90	92	91
Highland	89	89	90	90	92	91
Comparator Average	91	91	91	90	91	92

SPECIAL

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	-	-	-	91	90	91
Highland	93	94	93	93	93	92
Comparator Average	-	-	-	91	91	93

Commentary: *Highland continues to record good levels of attendance in line with national and comparator figures. There is room for improvement in some secondary schools.*

1.1.B Number of days lost per 1000 pupils through exclusion**PRIMARY**

	2003/04	2004/05	2005/06	2006/07
Scotland	38	41	44	47
Highland	16	23	28	37
Comparator Average	-	-	29	37

SECONDARY

	2003/04	2004/05	2005/06	2006/07
Scotland	432	388	391	391
Highland	253	248	260	272
Comparator Average	-	-	269	289

Commentary: *While Highland continues to have significantly lower rates of exclusions than the national picture, Primary School exclusions have increased significantly in the past 2 years. Secondary days lost to exclusion, though increasing remain significantly less than national or comparator figures.*

1.1.C Quality Indicator 5.1 – Climate and Relationships

The schools' self-evaluations taken from their school development plans and HMIE evaluations taken from reports over the academic year 2006-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	5%	63%	28%	4%	0%	0%
HMIE	4%	65%	26%	4%	0%	0%

Commentary: The service values the positive climate and relationships in Highland schools and the school judgements of this are confirmed by HMIE in this respect. This is a major strength of the Highland Council ECS service.

OUTCOME Enhanced School Environments which are more Conducive to Teaching and Learning

1.1.A % of schools classified as Health Promoting Schools – 100% of schools achieved Health Promotion Status in 2006

32% of schools have either a bronze, silver or Green Flag Eco Scottish Award

% of schools applying the local authority’s QA procedures based on the “How Good is our School” quality model - 100%

Quality Indicator 7.2 – Self-evaluation

The schools’ self-evaluations taken from their school development plans and HMIE evaluations taken from reports over the academic year 2006-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	2%	17%	54%	20%	6%	1%
HMIE	0%	9%	22%	26%	43%	0%

Commentary: *HMIE would consider the schools to have significant weaknesses in this area. This has been the situation for some time and remains a particular challenge for the service as a whole. We need to evaluate based on evidence and in direct relation to the illustrations in HGIOS 3. We are reviewing how we advise, support and challenge schools in this respect.*

1.1.B Quality Indicator 6.1 – Accommodation and Facilities

The schools’ self-evaluations taken from their school development plans and HMIE evaluations taken from reports over the academic year 2006-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	2%	20%	48%	19%	8%	3%
HMIE	0%	4%	26%	43%	26%	0%

Commentary: *HMIE are more critical of our accommodation than we are. As our new schools impact and our targeted Capital Works are implemented, we should see more positive judgements of accommodation. Critical comments in HMIE reports are centralised and examined to ensure problems and issues are addressed.*

OUTCOME Every Pupil Benefits from Education

1.1.A % of 'looked after' young people leaving care who have attained SCQF level 3 or above in English and Maths

PRIMARY

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	-	27	27	30	34	34
Highland	-	38	53	38	38	38
Comparator Average	-	22	22	26	31	47

1.1.B The average tariff score of the lowest attaining S4 pupils in the authority and the difference in tariff score between and the lowest 20% and the remaining 80%

Average tariff score for lowest 20%

	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	53	54	51	53	52
Highland	63	70	63	61	54
Comparator Average	62	64	65	60	55

Average tariff score for remaining 80%

	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	197	199	199	202	198
Highland	207	212	209	210	203
Comparator Average	206	205	208	206	201

Gap between the lowest 20% and remaining 80%

	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	144	145	149	148	145
Highland	144	142	146	149	149
Comparator Average	143	140	142	146	146

Commentary: *The figure for looked after children remains low. There appears to be a particular problem with the indicator itself (English and Mathematics) since performance in other areas is better than this. The declining Average Tariff Score of the lowest 20% appears to reflect the increasing Skills for Work, ASDAN and other qualifications that are presently not recognised in the tariff. The tariff scale, based primarily on University entry is quite inappropriate for the group of pupils under consideration.*

1.1.C % of pupils entitled to free school meals and the % who take them up**% PRIMARY Free School Meals Entitlement**

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	20	20	21	20	19	19
Highland	17	15	14	14	14	13
Comparator Average	11	11	11	12	12	12

% of Free School Meals take up in PRIMARY

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	79	77	76	75	76	76
Highland	70	73	82	75	73	74
Comparator Average	82	80	79	74	79	74

% SECONDARY Free School Meals Entitlement

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	16	16	16	16	15	14
Highland	12	10	6	11	10	10
Comparator Average	9	8	8	9	9	9

% of Free School Meals take up in SECONDARY

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Scotland	60	57	56	53	53	50
Highland	47	53	67	66	57	60
Comparator Average	64	69	65	59	58	53

1.1.D **Quality Indicator 5.3 – Equality and Fairness**

The schools' self-evaluations taken from their school development plans and HMIE evaluations taken from reports over the academic year 2006-07

	Excellent	Very Good	Good	Fair	Weak	Unsatisfactory
School Development Plan	2%	50%	42%	6%	0%	0%
HMIE	0%	35%	52%	9%	4%	0%

1.1.E % of schools adopting an integrated Community School approach

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Primary	14	78	100	100	100	100
Secondary	7	76	100	100	100	100

OUTCOME Every Pupil Benefits from Education, with Particular Regard Paid to Pupils with Disabilities and Special Educational Needs

1.1.A Breakdown of placement of school pupils with Special Educational Needs
% of time pupils with special educational needs spend in mainstream and/or special units in Highland schools

Time in mainstream: PRIMARY

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
100% in unit	3	1	0	1	0	0
Over 66% in unit	1	3	4	3	2	2
33-66% in unit	1	2	2	1	3	3
Up to 33% in unit	2	1	1	1	2	2
Mainstream	93	93	93	94	93	93

Time in mainstream: SECONDARY

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
100% in unit	3	5	3	5	4	3
Over 66% in unit	2	4	4	4	3	3
33-66% in unit	4	6	5	8	5	4
Up to 33% in unit	30	15	16	14	12	10
Mainstream	61	70	72	69	76	81

Commentary: *The overwhelming majority of Highland pupils with additional support needs are supported in mainstream schools and classes in accordance both with the requirements of legislation and the wishes of most parents and carers. The increasing mainstreaming in secondary schools is clearly shown. Schools are supported in planning and providing for pupils with significant additional needs through a specialised training programme by a range of policy and practice guidance which can be accessed on the Support for Learners website and through delegation of budgets.*

1.1.B Learning Support

The schools' self-evaluations taken from their school development plans produced in the academic year 06-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	1%	39%	46%	14%	0%	0%

Commentary: *These results reflect the commitment of Highland schools to meeting the needs of all pupils within their local area including those with additional support needs.*

1.1.C Implementation of legislation relating to special educational needs and disabilities

The schools' self-evaluations taken from their school development plans produced in the academic year 06-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	1%	42%	43%	14%	0%	0%

Commentary: The accuracy of these self-evaluations is supported by the outcomes of independent appeal processes under the Additional Support for Learning legislation. The Council's decisions and provision have been supported and praised during independent Appeal processes.

1.1.D Placement of pupils with special education needs and disabilities

The schools' self-evaluations taken from their school development plans produced in the academic year 06-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	4%	46%	39%	11%	1%	0%

Commentary: These results reflect the commitment of Highland schools to meeting the needs of all pupils within their local area including those with additional support needs.

1.1.E The number and % of written requests for Gaelic medium education met within the authority and elsewhere.

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Number	-	103	119	120	102	106
%	-	95	95	100	100	100

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

OUTCOME Increased Respect for Self and Others

1.1.A Quality Indicator 4.2 – Personal and Social development

The schools' self-evaluations taken from their school development plans and HMIE evaluations taken from reports over the academic year 2006-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	2%	53%	37%	7%	0%	0%
HMIE	0%	25%	50%	25%	0%	0%

OUTCOME Increased awareness of interdependence with other members of their neighbourhood and society and teach them the duties and responsibilities of citizenship in a democratic society

1.1.A % of schools participating in the Eco Schools award or similar accredited environmental award.

ECO Schools

	Number of Schools Registered	% of Schools Registered
Scotland	2772	92%
Highland	164	76%
Comparator Average	411	99%

1.1.B Quality Indicator 5.4 – Partnership with parents, the School Board and the community

The schools' self-evaluations taken from their school development plans and HMIE evaluations taken from reports over the academic year 2006-07

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
School Development Plan	3%	62%	31%	5%	0%	0%
HMIE	0%	43%	48%	9%	0%	0%