



Education Culture and Sport Service
STANDARDS & QUALITY REPORT 2009



Contents

Service Goals	Page 3
Introduction	Page 4
Part 1: Our Contribution to the Council’s Improvement Themes.....	Page 5
Care in the Community	
A Clean Environment	
A Skilled and Confident Highlands	
Arts, Heritage, Culture and Sport	
Gaelic Language	
Improved Transport and Connectivity	
Children and Young People	
The Administration’s Corporate Objectives for the Highland Council	
Part 2: Our Core Self – Evaluation.....	Page 25
Improvements in Performance	
Impact on children, young people	
Impact on parents/ carers and families	
Impact on staff	
Impact on the local community	
Impact on the wider community	
Delivering ECS services	
Vision, values and aims	
Leadership and direction	
Developing people and partnerships.	
Leadership of change and improvement.	
Part 3: Tables of performance data.....	Page 30

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 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

We do this through our values of:

- 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.
- Improving our understanding of the world and our place in it.
- Promoting achievement, health and well-being through education, arts, culture, sport and heritage.
- Delivering continuously improving services through self-evaluation, quality assurance, planning and management.

Introduction

This report summarises the main achievements of the service over the past year and the challenges that the service will require to meet. It examines our achievements in relation to the themes of the ***Education, Culture and Sport Service Plan for 2007-11*** of the Highland Council and the related national context. It also incorporates the Education, Culture and Sport Service commitment to **For Highlands Children 2**, the joint Children's Services partnership.

In Part 1, our aims, successes and challenges are outlined under the appropriate service improvement themes. The Service has much to celebrate and the small number of illustrations included give a flavour of the range of activity undertaken. The challenges outlined here form a context for the ECS Service Plan which is being presented with this report.

In Part 2, the Service presents a set of summative evaluations of the set of core Quality Indicators derived from two important documents produced by Her Majesty's Inspectorate of Education:

A guide to evaluating services for children and young people using quality indicators. HMIE 2006

Quality Management in Education 2 Self – evaluation for quality improvement. HMIE 2006

The evaluations themselves are a result of research and evidence gathering leading to the overall judgements reported. Throughout the self-evaluation, areas of strength have been noted together and weaknesses identified. The accompanying ECS Service plans aims to build on our strengths, overcome our weaknesses and secure continuous improvement.

In Part 3, the Service presents a selection of performance data behind the evaluation of the Quality Indicator *Improvement in performance*. The tables and graphs are connected to the relevant outcomes from the present ECS Service Plan and For Highlands Children 2.

Part 1 Our Contribution to the Council's Improvement Themes

1. Care in the Community

Our objectives:

- With our Wellbeing Alliance partners we will 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.

Our successes:

- All of our schools are now Health Promoting Schools, and have sustained that status
- We have taken forward the 'Your Choice' Implementation Plan in partnership with NHS Highland and other agencies
- We have Implemented the Health Promoting School and Nutrition (Scotland) Act 2007
- We have targeted improvements in mental and physical activity to older people to improve individual sense of mental and physical wellbeing
- We have promoted and increased participation in Outdoor Education at the Badaguish Residential Base
- National surveys indicate that the proportion of Highland teenagers who smoke or misuse alcohol or drugs continues to fall

Our Challenges:

- All staff need to implement the key learning outcomes for health and wellbeing within A Curriculum of Excellence.
- We need to establish a baseline and set target to increase the number of young people participating in positive activity e.g. midnight football, streetwork.

Illustrations of good practice:

Lifestyle survey, integrated into PSE classes, conducted across all Highland schools.

A group of young entrepreneurs from Fortrose Academy have been scooping up the prizes for their healthy-eating products this summer. Students were given an opportunity, through Young Enterprise UK's company programme, to set up and run their small business Dimension for eight months and they jumped at the chance. Having decided that

their business would promote healthy eating to young children, the team came up with the idea of producing a simple magnetic rewards chart and a story/activity book about a cartoon character, Harry, to encourage young children to eat their five-a-day.



At the UK finals in July Dimension were named as the HSBC Young Enterprise Innovation Award winner for 2008, and they represented Britain in the European Junior Achievement Awards final in Stockholm.

Although they did not bring home the top prize in Stockholm, Dimension are the first team to be awarded the FedEx Award for Global Impact as they demonstrated their understanding of trade and global issues. The team had the foresight to have their product translated into different languages before heading off to Sweden. The event in Sweden was truly memorable with the final evening being held in the City Hall where the Nobel prizes are awarded!

For the 3rd successive year the Raigmore Primary School garden won 1st prize in the Inverness Horticultural Society Schools garden competition proving that gardening and sustainability issues are well and truly embedded in the life and work of the school community. Winning once was a great achievement but three times demonstrates our genuine commitment not only to this area of the children's learning but also the benefits to their health and wellbeing. The fruit and veg have been plentiful this year. The children have enjoyed harvesting these, delivering them to the cook and then tucking into them.



The Highland Council's new centre at Badaguish continues to go from strength to strength. A growing number of school, youth and community groups and others have enjoyed the comfortable facilities, and taken part in a wide range of activities. The location must be one of the best in Britain for the range of activities available in the area, and the richness of the natural heritage. The accommodation is occupied almost every weekend. Schools are bringing their pupils away for activity trips, and the voluntary sector, especially the uniformed youth groups are making good use of the facilities. Our own section, Outdoor Education, runs training courses for teachers and others.

2. A Clean Environment

Our Aims:

- We will produce and implement a climate change strategy for the Highlands which will reduce our impact on the environment and adapt our service to cope with the impact of climate change.

Our Successes:

- Every one of our primary and secondary schools is registered for Eco Schools.
- The first two levels of award are the Bronze and Silver Awards. These are based on self assessment and are valid indefinitely. At Feb 2009 we have 87 schools with Bronze awards and 56 with silver awards.
- The top level of award is the Green Flag Award. This is not based on school self assessment – instead an Eco Schools Assessor will visit the school and assess its performance against the Green Flag Award Criteria. We now have 28 schools awarded green flags.
- The Green Flag Award must be renewed every two years. A school is considered a permanent Eco school once it has gained its fourth Green Flag.
- We now have four schools who have gained a second Green Flag and two schools who have gained a third Green Flag.
- Elgol Primary School is now considered a permanent Eco School having gained its 4th Green Flag.
- We have increased the range of conservation initiatives in which the majority of schools are engaged including energy saving measures.
- All new buildings have low carbon designs

Our Challenges:

- Integrate environmental and sustainability awareness and action within the Curriculum for excellence.
- Embed the Eco school approach within all of our secondary Schools.
- Invest in the energy efficiency of buildings – 5 year programme
- Increase the installed capacity of renewable energy equipment by 2010.
- Awareness raising amongst staff

Illustrations of good practice:

Millbank School were delighted to be awarded Green Flag Eco School status in June. Our eco school committee were very busy throughout the session co-ordinating all the activities. We received a huge amount of support from parents, grandparents, friends of Millbank and the wider Nairnshire community, who not only donated many plants for our

herb, wildlife and kitchen gardens but also helped the pupils with the digging/rotavating of the garden grounds, made raised flower and vegetable beds for us and provided us with surplus flagstones, garden furniture, etc. Cantraybrae College students also made a beautiful circular seat around the base of the horse chestnut tree in the wildlife garden. This is a very popular place for pupils to congregate at play times. The pupils were involved in the initial planning/layout of the garden areas and are now enjoying maintaining them on a regular basis.



3. A Skilled and Confident Highlands

Our Aims:

- We will 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;
- We will 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.
- We will place primary schools at the centre of our communities and will work to secure their long term future by developing community schools with a wide range of activities and services.
- We welcome migrants and their families settling in our communities and will increase English Language tuition to assist their integration.
- We will build on the achievement of securing Health Promoting Status for all Highland schools by ensuring that they achieve Eco School status by 2011.
- We will 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, replace 2 Primary schools and commence work on a replacement of a 3rd Primary school by 2011.
- Facilitate and support growth in community capacity through Community Learning and Development programmes of courses, classes and activities.
- To provide, deliver, promote and enable the use of 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.
- Through Adult Basic Education services 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.

Our Successes:

- We have developed a partnership agreement with UHI and HIE to widen community access to UHI Learning opportunities.
- We are in the second year of our very successful Open University Young applicants for Schools Scheme.
- Our trends continue to be positive in relation to national attainment levels and in general our performance remains constant at that level. Overall, by the end of S2, we have improved reading, writing and mathematics from previous levels.

In Promoting Literacy we have:

- further developed the successful Highland Literacy project in our schools.
- deliver the Highland Literacy and Numeracy Strategic Plan in partnership with the Highland Adult Literacies Partnership.
- developed a Highland English for Speakers of Other Languages (ESOL) Plan.
- delivered a programme of Adult Basic Education across Highland
- engaged bi-lingual Community-Based Language Assistants to work in collaboration with teachers of English as a second language.
- established a database to map the condition and capacity of our school and community facilities. We reprioritised the 5 year capital plan and completed the second Education Private Public Partnership. This has been complemented by Needs Analysis for local learning provision. identifying excluded groups and ensuring local delivery of opportunities for learning.

We have improved our community engagement through:

- implementation of the Council's Race Equality Scheme and the Council's Race Equality Policy for Education.
- the Cultural Bridges Fund to support community cohesion through arts, sports and cultural activities.
- helping ensure that community groups have the skills to implement their various obligations.
- coordinating, integrating and developing local learning plans based on local community plans and Needs Analysis.
- raising awareness of the National Standards of Community Engagement
- reviewing the Library Service through consultation with users, lapsed users and non-users.
- creating and supporting the post of Youth Convenor to ensure that the voice of young people is heard in the Council and in Services

We have improved health and wellbeing through:

- implementing the standards within the Health Promoting Schools and Nutrition (Scotland) Act 2007 including 'yourchoice' to Healthy Living Plan.
- working in partnership with NHS Highland and 'We are MacMillan Cancer Care' to establish a Health and Wellbeing centre in Fort William Library.

Comments on Eco schools are under Theme 1 – A clean environment.

We have improved our Library service through:

- delivering joint public and community library facility in Portree, Dingwall, Inshes, Glenurquhart and Kinlochleven and providing WIFI public access in Inverness, Thurso and Fort William libraries.
- better access to a range of resources through a new stock contract.
- the integration of the financial information on the Talis Library Management System with Oracle.

Our Challenges:

- Successfully deliver the next phase of the Curriculum for Excellence.
- To continually improve learning, teaching and ethos for children and young people aged 3 - 18 through implementation of the four capacities in a Curriculum for Excellence.
- To ensure that all staff have a commitment to contribute to and deliver the experiences and outcomes in literacy, numeracy, health and wellbeing.
- Enable senior pupils access to UHI Curriculum by successfully piloting Inverness College Higher Psychology course.
- To Share development and expertise in virtual learning environments including learning centres.
- Continue to plan for the provision integrated community facilities e.g. co-location of school, library, leisure and arts facilities, learning centres and Service Points.

Illustrations of good practice:

Open University Case study: Leigh Munro, S6 pupil, Dornoch Academy

When Leigh Munro found he had too much time on his hands in S6, The Open University's Young Applicants in Schools and Colleges Scheme (YASS) offered something different. "It was part of our options in Sixth Year, when you get a choice to do other studies," he explains. "I had 18 free periods and I was getting a bit bored!"

Leigh was also pleased that the OU was offering a course – *Understanding human nutrition* (SK183) – that would help him to prepare for his plans to study sports science at university. It may also help him with his main outside interest of playing and coaching football. "The course I'm applying for at uni, it's a basis for that," he says. "It's science involving sport, but nutrition is obviously a big part of it."

Leigh found that he enjoyed studying in a different way to that which he had been used to at school. "It's more by yourself, individual learning," he says. "I found it was quite good practice, because you're not always going to have teachers with you when you're at uni."

He says he was also impressed by way the course materials were organised. "I thought the course materials were quite good. I liked how you had a dictionary thing with it to explain each word, the bigger ones."

Leigh, believes the course had real benefits for his learning. "I think it has - it gives you a way of organising how to do it and planning how much to do for when and stuff like that," he says. "With Highers, it's all pretty much set out for you."

4. Arts, Heritage, Culture & Sport

Our Aims:

- We will deliver a state of the art Archive, Family History and Registrars Centre by 2009 as the hub of a network of local archive facilities.
- We endorse the 'Year of Homecoming' in 2009 and will develop a Highland strategy to ensure we play a major role in the celebrations.
- We will continue to encourage the growth in Arts, Literary, Drama and Music Festivals and local involvement in them.
- We will work with other agencies and partners to develop cultural industries.
- We will continue to work with our partners to establish a year round programme of events to follow on from the good work of Highland 2007. A coordinated approach will be taken to link events to maximise visitor numbers to a range of artistic, cultural and sporting events across the Highlands.
- We will build on the success of the Highland Promise, which, as part of Highland 2007, provided opportunities for young people to enjoy the arts, sport and cultural experiences.
- We will actively promote the celebration of the diverse heritage and interpretation of the Highlands.
- We will 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.
- We will support the development of shinty and of other specialised sporting activities.
- We will continue to support initiatives such as Am Baile, the Feis Movement and the Blas Festival.

Our Successes:

- We implemented our Project Plan to create a network for archives to be preserved and accessible to local communities.
- We have completed the Lochaber Archive Centre and in the process of completing the Highland Archive Centre.
- We evaluated the social and economic impact of Highland 2007 including the Highland Promise, An Gealladh Mor.
- We have successfully supported Fèisean nan Gaidheal to deliver the Blas Festival and continue to work with partners to explore the appropriate mechanism for taking forward events and festivals.
- We have launched Homecoming Highland and planned an exhibition and events programme for 2009 including Latha Mòr for Gaelic Medium Pupils. .
- We have rolled out the Cultural Coordinator Programme. Cultural Co-ordinator and Museums Learning & Outreach teams have initiated heritage and arts based programmes and projects for children and young people.
- We have Increased the resources available through Am Baile by adding 50 Highland based authors to the site.

- We continue to cooperate with Creative Scotland and HIE Creative Industry Unit to support established and particularly, emerging artists
- We have supported community groups to develop celebrations of local diverse heritage, and have created heritage based mobile exhibitions.
- We developed strategies for Sports and for Physical activity to include the promotion of school club links and pathways for children to take part in shinty at clubs in the community.
- We have provided coach education courses for volunteers through Coaching Highland
- And established a schools Highland Games Association to increase participation by young people.
- Highland Folk Museum and Inverness Museum & Art Gallery have successfully achieved Museums Accreditation.
- We have supported the Independent Museum sector through professional advice, funding and Service Level Agreements. The externally funded Skills Building for the Future project has delivered a high quality training programme to independent and community run museums, locally and free of charge.
- We have promoted the work of new Highland artists through the Exhibitions Unit programme and work with HI-Arts to support HIVA, promoting the work of emerging Highland artists to markets outwith the Highlands.
- We have created the Highland Culture Programme fund, making significant new resources available for community groups, companies and organisations to create cultural events and activities.

Our Challenges:

- To work in partnership with the Nuclear Decommissioning Authority in developing new premises for the North Highland Archive at Wick.
- To develop new and strengthen existing pathways to excellence, enabling emerging creative talent in Highland to grow to become professional Small to Medium Enterprises (SMEs).
- To actively support the establishment of a Fèis Academy and the introduction of approved qualifications in traditional music.
- To link work to Enterprise in Education and Determine to Succeed initiatives and within the cross-cutting theme of creativity within a Curriculum for Excellence.
- To establish systems to ensure the accreditation of wider achievement within A Curriculum for Excellence.
- Open redeveloped Highland Folk Museum 2011 and Inverness Gallery & Museum 2013

Illustrations of good practice:

Young people from Gairloch enjoyed a free 4 day Urban Art workshop led by French street artist Marc Delaye. With his assistance the participants designed and painted 6 murals and made a new outdoor sign for the den youth café, learning about perspective, colour, volume, outlines, vanishing points and lettering as they worked.

The event follows on from a successful public art workshop held in Kinlochewe earlier in the year.



Fiona Downie Youth Development Officer for the area said: "Everyone got involved right from the design stages. Participants had to conduct some research and choose which style they liked best, then collectively as a group they chose what colours and images to use. Everyone worked well together and produced high quality work in such a short timescale it was terrific to see everyone develop their art skills and work part of a team."

In June, 26 P6 & P7 Kilchuimen Primary pupils headed south for a two day residential trip to Glasgow. The highlight of the visit was their session with the Creation Station at the BBC's new building in Pacific Quay. Working with an experienced team, the pupils worked together to produce a News and Debate programme around the theme of 'Migration to Scotland'. They had the opportunity to experience camera work, floor management, news research and reporting, public speaking and editing. All pupils participated actively in the day and learned lots of new skills, as well as producing an excellent DVD.



Rugby at Culloden Academy took an ambitious step forward in June 2008 with the school's first ever sports tour abroad. They travelled to Ontario where they played several school teams as well as having the opportunity to meet the Scotland 'A' squad straight after their exciting victory over the Argentine Pumas.



HIGHLAND ART RESIDENTIAL WEEKEND

Pupils from every Secondary School in Highland took part in an intensive Art residential week-end at Badaguish outdoor centre in February 2009.

Open to everyone from S4 to S6 the aim of the residential was to enable pupils to experience a range of Art materials and techniques and meet new people with a shared interest in Art from throughout the Highlands. Workshops included Printmaking at Highland Printmakers Studio in Inverness, 3D Sculpture and withie work, Sketchbook Development, and Drawing, Clay and Felt workshops led by Professional working Artists.

All 23 places for the weekend were snapped up by pupils from schools across the Highlands. The participants made some beautiful art work, forged new friendships and thoroughly enjoyed the experience:

"I really enjoyed the weekend it was epic down there! And the art wasn't that bad too! Only joking! The workshops were great fun especially the sketchbook, print making, withie, clay, textiles and name games! And meeting all my new friends topped it off perfectly. Thank you so much for a fab four days" pupil from Grantown Grammar School

Qualified Youth work and Cultural Co-ordinator staff supervised the weekend and did a brilliant job, making the weekend in the lodges a real success.

5. Gaelic Language

Our Aims:

- We will 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.
- We will continue to promote Gaelic medium education in primary schools and expand Gaelic medium education in the secondary sector.
- We will develop Gaelic medium education in pre-school provision where there is parental support for it.
- We will enhance the Gaelic team, led by a new post of Gaelic Development Manager, to co-ordinate the development of Gaelic.
- We will work with the Scottish Government and Higher Education institutions to address the key issue of supply of Gaelic medium teachers.
- We will continue implementation of the Council's Memorandum of Understanding with Nova Scotia to ensure collaboration on a range of mutually beneficial cultural projects.
- We will work with Sabhal Mor Ostaig (SMO) – Scotland's Gaelic College – to develop partnership projects which will support the Council's objectives for Gaelic.

Our Successes:

- We have started to implement the Gaelic Language Plan 2008-11 and promote a number initiatives across its main themes through the establishment of a Gaelic team led by a Gaelic Development Manager
- We have established new methods of interpretation and outreach that promote the understanding of the long history and contemporary nature of the Gaelic language, heritage and culture of the Highlands including enhanced interpretation within Inverness and Highland Folk Museums.
- We have raised the profile of Gaelic across Council Services, introduced new Gaelic services and raised the profile of Gaelic by implementing and participating in marketing and awareness strategies.
- We continue to develop Gaelic Learning in schools, the home and community through an expansion of the Gaelic Learners in Primary School Programme and a coordinated system of adult tuition including a progressive tuition plan.
- We have expanded and enriched Gaelic Medium Education provision in pre-school, primary and secondary education through increased use of Gaelic in the whole-school environment together with setting Gaelic Medium Education in a modern multi-media context.
- We have successfully established Bun-sgoil Ghàidhlig Inbhir Nis.
- We continue to work with the centre for Creative and Cultural Industries through SMO to develop initiatives in the Gaelic arts
- We have expanded Early Years Gaelic Medium provision and uptake

Our Challenges:

- Review the Memorandum of Understanding and set priorities for the next five year period.
- Collaborate with the Nova Scotia provincial Government in a range of mutually beneficial cultural projects.
- We continue to be challenged by our need for Gaelic Medium teachers particularly in the Secondary sector.
- We need to promote Gaelic medium pre-school in areas of low uptake
- We are in the process of implement Gaelic language training to meet including selected ECS staff to be trained at SMO. There is a need to significantly increase this.

Illustrations of good practice:

The Tain and East Sutherland area held a Gaelic Information Week, organised by Comunn Na Gàidhlig, Fèisean nan Gaidheal, The Cultural Coordinator & The Highland Council's CLL Gaelic Development Assistant. As part of this week there was a Gaelic in Business evening, where local businesses could come along and find out how they could use Gaelic to help them in their businesses. Open sessions were held at the Croileagan and Gaelic Medium Department. Gaelic songs and stories were enjoyed. The whole week was rounded off by a very successful ceilidh in the Clashmore Hall, where local children demonstrated their talents by singing, dancing and playing musical instruments. Gizzenbriggs played beautifully and three generations all got up and danced together, a real 'family ceilidh'.



6. Improving Transport and Connectivity

Our Aims:

- We will 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.

Our Successes:

- We have successfully established School Travel Teams (which involve children, parents and teachers) prepare School Travel Plans support by TEC Services, Road Safety Unit.
- We have developed and implemented a range of School Travel Plans to identify safe routes to school, and encourage walking and cycling.
- We have improved many of our routes to school and made them safer.
- We have successfully transferred school transport to TEC Services.

Our Challenges:

- To ensure that all schools have safe routes planned and monitored.

7. Children and Young People

Our Aims:

- We 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, by 2009.
- We will 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.
- We will give high priority to our corporate parenting responsibility for Highlands looked after children including educational attainment, transition to work, high education and training support at home, more family placements and fewer children living outwith the Highlands.
- We have already commenced an examination of involvement of young people in the decision making process and are committed to acting upon the findings.
- We will 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.
- We will roll out the National Entitlement Card (NEC) as the single smart card to all young people in Secondary school, giving access to national travel concessions and local High Life services such as leisure, libraries, arts and culture activities, youth information and school meals in 2008.
- We will support the continued development of Highland Youth Voice and the Scottish Youth Parliament to represent the interests of young people in the Highlands.
- We will seek to reduce the number of young people who do not progress to employment, further or higher education or training.
- The Education, Culture and Sport Service has a duty to keep children safe and a shared responsibility for child protection and child welfare work in partnership with other Services and agencies. The Service will support and contribute to the delivery of the GIRFEC agenda and the work of the Highland Child Protection Committee.

Our Successes:

- We have implemented *Getting it Right for Every Child* Pathfinder including structured intervention which meets the needs of all children taking into account provision of universal services through to targeted support for those with additional or complex support needs.
- Through the posts of Youth Convenor and Youth Workers we engage with young people and take the lead on giving them a voice in decisions that affect them. We have coordinated, integrated and developed local provision for all young people.
- We reviewed leisure, recreation and development opportunities available to young people. In particular we considered the needs of young people who do not respond well to formal structures and traditional ways of engagement.

- All schools have School Councils to provide a mechanism for allowing children and young people to influence decision making within schools.
- The Youth Work Service has worked in partnership to support a reduction in youth offending and anti-social behaviour and to secure positive destinations into employment, education and training.
- We have further developed the National Entitlement Card for our young people to use in libraries, and school canteens.
- Highland Youth Voice is now well established and linked to Scottish Youth Parliament.
- We have continued to promote achievement for learners from vulnerable groups, including the lowest performing 20% of children who are looked after or have special needs. We have developed a nationally leading set of digital learning courses.
- We have expanded the range of Skills for Work courses in secondary schools in collaboration with colleges, employers and businesses.
- We have ensured the consistent application of the Highland Child Protection Policy Guidelines within the Service. In this we have contributed to the work of the Highland Child Protection Committee and maintained an on-going programme of Child Protection training for staff and community groups.
- We have reviewed the policy for home educated children.

Our Challenges:

- We need to continue to contribute to the implementation of GIRFEC enabling sharing of information between Service and Agencies through the development of the Phoenix e1 project.
- We must contribute to the improved assessment of risks and needs supported by a standard format for education records.
- We need to complete the roll out of a single review system for children and families which cuts out bureaucracy and creates more time to support clients.
- We are committed to progressively working towards at least one wrap around care provider in each of the 29 Associated School Group (ASG). This will be a partnership between statutory, private and voluntary sector providers including childminders.
- We have more work to do to improve the educational attainment of Looked After Children (LAC). And we need to further expand and develop the range of Skills for Work courses in schools in collaboration with colleges, employers and businesses.
- We should maintain Youth Forums and consider how Youth Forum can best be used to support young people's involvement in the decision making process at ward level and within the new corporate areas.

Illustrations of good practice:

This year, almost 700 pupils have been learning about work in the most practical way possible – through vocational courses called, appropriately, *Skills for Work*. These new qualifications are being delivered by both North Highland and Inverness College, but over 300 of these pupils are in fact learning skills for work with local businesses. Subjects include Construction Crafts, Hospitality; Sport & Recreation, and most significantly Rural Skills. 15 schools are now working with local land based industries such as the Forestry Commission, Scottish Natural Heritage, local estates, farms, market gardens and stables.

The courses have been popular with pupils, teachers and parents. Several schools have erected poly tunnels and are growing their own produce; pupils have cleared waste ground for planting; built mountain bike tracks; learned to handle animals and care for them, and many other tasks. One notable success has been the award of ‘Land Based Curriculum Learner of the Year – Overall Runner-up’ to Grant Symmers of Kinlochleven High School for his work with Corroul Estate. Grant now plans to undertake a modern apprenticeship in Gamekeeping with North Highland College.



Rural Skills partners will be presented with certificates at the Highland Show on 20th June, to mark their commitment to working with schools. In other subjects schools are working with hotels, outdoor education providers, construction companies such as Rok and Macdonald Brothers of Skye. Construction Crafts has become so popular in Portree High School that almost 80 pupils will take the subject next session.

SPICE, a Senior Pupil’s Interactive Consultation Event held in Inverness on 11 September, gave school leavers in Highland an opportunity to talk to the Highland Council’s Education, Culture and Sport Service about their school experiences. The event was organised by a team from the Highland Council’s Education, Culture & Sport Service, the Highland Youth Convenor, the Youth Development Team, and young people from the Highland Youth Voice Parliament’s Schools Campaign Group. Two pupils from every secondary school were invited to give feedback on what they have enjoyed in their schools, what they haven’t liked so much, and where they think there is room for improvement.

On the day, young people were split in to seven themed-discussion groups to discuss issues such as the curriculum, teaching and exams, PSE classes, and achievement. The day provided lots of helpful feedback for the education service to take forward, and comments will be fed back to schools to help schools and the authority in the implementation of a Curriculum for Excellence.

Overall, the majority of the group also agreed that their schools helped them to become motivated and actively involved in their learning and development, a successful learner, confident individual, responsible citizen and an effective contributor.



8. The Administration's Corporate Objectives for the Highland Council

Our Aims:

- We will develop a five year concordat with the voluntary sector in the Highlands governing the Council's £14m investment.
- We will develop a meaningful and realistic approach to consultation which adopts the national standards of community engagement.
- We will value and consult with staff and trade unions through joint consultative committee between Council and trade unions.
- We will work with the trades unions to deliver modernised working conditions and a single status workforce by 2008.
- We will 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 Council's spending priorities by 2009.
- The Education, Culture and Sport Service will meet the requirements of UK Equal Opportunities legislation to ensure the prevention and elimination of discrimination between persons on grounds of sex or marital status, on racial grounds, or on grounds of disability, age, sexual orientation, religion or belief. This principle underpins all the work of the Scottish Government. The Service will also 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.

Our successes:

- We have implemented the Corporate Service Level Agreement and single grants process.
- We have adopted corporate standards on all community consultation issues and processes including the use of Ward Forums to consult with communities.
- We completed the implementation of the Scottish Schools Parental Involvement Act, establish a network and forum to support Parent Councils and identified training needs.
- We consult through regular formal meetings of the Local Negotiating Committee for Teachers (LNCT) and participate as required in meeting of the Joint Consultation Group (JCG).
- Plan improvements in response to Employee Survey results and report progress through Quarterly Performance Reviews. This has included the implementation of Personal Development Plans across the Service.
- We have successfully begun the implementation of a consistent scheme of Service Improvement through Self – Evaluation (SISE) and related Improvement Planning.

- The ECS Service Quality Improvement Team (QIT) has worked effectively within the Area Management Structure to give very good support to schools and services as they continuously improve.
- We continue to attract probationer teachers into the Highlands ensuring a sustainable workforce.
- We have supported our staff through the Council's Job evaluation scheme and the development of harmonised terms and conditions for Manual and APT & C employees.
- We have reviewed the Service's assets including buildings, equipment and materials to assess the condition, use and suitability and established a database of information on buildings to include structure, energy rating, running costs and maintenance needs.
- We have reviewed our procurement practices and inventory management across the Service. This has included the monitor the Catering and Cleaning, PPP2 and School Transport contracts to maintain focus on value for money. In addition, we have developed Service Level Agreements in order to ensure Best Value from internal and external partnerships.
- We have reviewed the Race Equality in Education Scheme and integrated the gender equality duties for children and young people with the Children's Plan performance framework.
- We have participated in cultural awareness/diversity training to improve customer services/contact with equalities groups/individuals and undertaken Equalities Impact Assessments together Standards of Community Engagement on relevant existing and new policies, plans and services and related consultations.

Our Challenges:

- We need to improve our Continuous Professional Development support to our staff. This will need to include the further development of leadership skills for our managers and a mentoring scheme for staff new to the Service. We also need on-going development and implementation of health and safety policy and staff training.
- To develop a forward plan for effective resource management taking into account demographic change and economic growth including a comprehensive review of support staff structures and accommodation across the Service.
- To improve ICT provision across the Service through effective change management of a range of significant projects including school/community broadband, ICT procurement and the Data Sharing Partnership.
- We need to embed Service Improvement through Self – Evaluation (SISE) and Improvement Planning schemes throughout the whole service.

Part 2 Self Evaluation of Core Quality Indicators.

This part of the report presents a set of summative evaluations of core Quality Indicators derived from:

A guide to evaluating services for children and young people using quality indicators. HMle 2006

Quality Management in Education 2 Self – evaluation for quality improvement. HMle 2006

Officers were charged to investigate the core areas, draw on a range of evidence ranging from performance information, stakeholder surveys and focus groups, and combine this with direct observation where appropriate. Throughout the evidence gathering, areas of strength have been noted and weaknesses identified. This evidence has led to an overall summative evaluation for the key area.

The accompanying ECS Service plans aims to build on our strengths, overcome our weaknesses and secure continuous improvement.

Improvement in performance

Our trends continue to be positive in relation to national attainment levels and in general our performance remains constant at that level. Overall, we have improved reading throughout the service from previous levels and maintained good levels of numeracy. The Highland Literacy Project is having a strongly positive effect in learning and teaching but concern remains in relation to overall 5 – 14 attainment in writing.

Overall we are not seeing the continuous improvement that we may have expected in the SQA results. Although generally constant and above average, there are concerns over the S5 performance at level 6 and in relation to the variability within and between schools.

We have some evidence of improved citizenship, enterprise and community capacity through the Health Promoting, Schools, Eco Schools and enterprise developments but there is much more that we need to capture in terms of good practice.

We have significantly increased the numbers of young people transferring to positive leaver destinations. We have had mixed success in improving the attainment of vulnerable young people with good success with those who are looked after and accommodated.

Inspections and follow through reports indicate good support to schools and services but self-evaluation in many of our schools needs to improve further. The clear guidance on Standards and Quality Reports and Improvement planning has helped build up the capacity for self evaluation in the service but there continues to be more to do. The service has taken effective action in some areas of significant difficulty.

Educational standards have been broadly maintained in 2009 with many areas of improvement on 2008 performance. We have successfully implemented most of the

recommendations of the Child Protection inspection and the remaining recommendations are being integrated into the *Getting it Right for Every Child* implementation.

In relation to our aims, objectives and targets, we have achieved variable progress with strong areas in reading, writing and mathematics at S2 and in delivering *For Highland's Children 2*. By the end of S6, Highland continues to perform significantly above average in the former National Priority Measures.

Impact on children, young people.

We have continued to find new ways of widening access to learning opportunities, eg, vocational and virtual courses. However, transitions while significantly improved, still need more work to improve curricular transitions from primary to secondary and with harder to reach cohorts at age16 plus

The number and enthusiasm with which pupils engage in a wide range of activities in and out of school and in the community, indicates their willingness to access learning opportunities to achieve their full potential and indicates an improving effective dialogue with young people. Further work needs to be done to ensure this influences future planning.

Impact on parents/carers and families

We have improved our processes which seek wider engagement with parents / carers and families through establishment of parent and user group forums and have better coordinated our support planning. There is a need to further develop strategies to encourage parents to take direct responsibility for appropriate aspects of their children's learning and there is also a need to develop a communication strategy with parents, particularly with reference to the *Curriculum for Excellence*.

Generally, parents, carers and families have a high degree of satisfaction with services. In some instances there are parental expectations which need to be managed better at both strategic and operational level.

Impact on staff

A majority of our staff are satisfied with teamwork and opportunity to take initiatives within the service. This is an improving trend but has further to go. Although improved in some aspects, there continues to be a clear need for more direct consultation with staff and feedback on performance by their line managers.

Continuing professional development and the need for appropriate training remain as significant concerns within the service. There is a perception that there is not complete "buy-in" to the principles underpinning the Personal Development Planning process. Senior Managers within the Service continue to experience above average levels of stress.

On the basis of the feedback within Employee Survey – statements about service management would suggest that communication of the Council and Service vision is an area of significant weakness. Pay, terms and conditions and working arrangements remain a concern of groups of staff.

Impact on the local community

We have identified that there are some areas of high performance and some well performing Integrated Learning Communities. However, there is also a lack of consistency which is partially due to the change process and staff vacancies.

We have put in place a process for monitoring evaluating on an Integrated Learning Community basis. Although early days, these are now being used to identify gaps and address areas of weaker performance. The focus is to achieve consistent level of delivery with a longer term aim of raising overall Service improvement.

A range of feedback mechanisms reflect that there is a high level of satisfaction with ECS Services in general. However, there are some isolated examples of dissatisfaction, some caused by changes in Service provision as a result of budget savings.

Impact on the wider community

The Service has a good ethos of innovation and entrepreneurship. These have resulted in significant improvements for residents and impact on wider community.

There are however some issues about sustainability of the best initiatives

Delivering ECS services

This area was evaluated within the Inverness Nairn Badenoch and Strathspey (INBS) Area. It will be extended to the remaining two areas.

The authority provides a wide range of helpful and relevant learning and teaching and Continuing Professional Development resources through its Virtual Learning Community websites. Although some guidance is regularly updated, other information is inaccurate or dated. Revisions to the Learning & Teaching policy and toolkit are underway.

In INBS, the area structure and clear remits for staff, effectively supports the work of others. Educational Psychologists have a clear structure and lines of responsibility. A clearer articulation of authority working groups' roles and responsibilities is required to better manage and communicate authority priorities. Integrated Learning Communities struggle to find a truly common improvement agenda. Overall, communication processes need improving. Planned improvements need to be more clearly articulated to the outcomes from self-evaluation.

Across the service, individual sectors such as music tuition and Adult Basic Education work effectively with a range of partners to promote and celebrate a very wide range of achievements as an integral part of learning. There is scope for celebrating achievement in a more coherent manner across the service.

Vision, values and aims

The sense of vision and sharing within the ECS Senior Management Team represents a strong basis for the effective communication of vision and values.

At this stage, the awareness throughout the service of vision, values and objectives remains variable. For example, staff in the Inverness Nairn, Badenoch and Strathspey area are aware of the authority's vision statement and in particular, schools are doing more to highlight this in documentation. There is very little awareness of the current ECS service plan.

We need to be more strategic so that vision and aims have a clear link to decision making processes. Stakeholders need to be more directly involved in planned approaches to improvement. Communication of vision, values and service priorities represents a major challenge for us.

Leadership and direction

The Programme of the Highland Council gives a clear strategic direction for the realisation of high level outcomes and linkage to the Corporate Plan and the ECS Service Plan. Operationally, many staff have been unaware of the Corporate and Service Plans and are uncertain of linkages between them. In some areas, services do not yet link well enough to address needs in unison. *Getting it Right for Every Child* is making real progress in taking this agenda forward.

In the Caithness Sutherland and Easter Ross area, research with staff indicates good communication, an open consultative management although there remains too much emphasis on a top down approach. Evaluation of these themes will be extended to other areas.

Developing people and partnerships

The range and balance of skills and experience make for a very effective ECS Senior Management Team although work is still required, particularly in communication with staff, to ensure that potential weaknesses do not develop. The picture on staff communication remains mixed although is improving.

The Service will require to overhaul, rationalise and better integrate its communication channels. The regular Service newsletters to staff represent a significant improvement.

Partnerships between Area Management, Quality Improvement Officers, schools and all parts of the services are viewed positively by the surveyed staff but there remains more to be done to effectively integrate and communicate our support.

The management structures for Children's services and the work of the officers within them have promoted close partnerships, shared understandings and effective joint action.

Leadership of change and improvement

Leadership of change and improvement presents a positive but variable picture throughout the service. For example, in schools, most head teachers agree that the service encourages and supports them in their self-evaluation, recognises their successes. In particular they value the support and challenge from their Quality Improvement Officers. However there continues to be some weaknesses in our challenges in relation to performance.

The Highland Virtual Learning Community is seen as a very valuable resource and the policies and procedures under Quality Assurance are very helpful. Head teachers are happy with the Service expectation on school Standards and Quality Reports and Improvement Plans.

The restructuring of the ECS service into 3 organisational areas has been designed to secure improvement and avoid duplication costs but more work need to be done to determine their effectiveness. A promising start has been made to effective self – evaluation at a service level and through integrated children’s services. The service will require to effectively integrate the outcomes of its self – evaluation into its service planning processes.

Part 3 Tables of performance data

This section of the report presents tables and graphs of performance trends in key areas. Overall the performance information gives a positive picture of achievement across the Service. It serves as an important source of information for our self-evaluation and the resulting improvement actions.

The National Performance Framework, Single Outcome Agreement and the Programme of the Highland Council – Strengthening the Highlands commit the ECS Service to regularly monitor and review its performance. This is done throughout the year with reporting for the Chief Executive's Quarterly Service Review and for the measures in the Quality Improvement Framework in 'For Highland's Children 2'.

Key national outcomes for schools which serve as a context to the report are:

- We are better educated, more skilled and more successful, renowned for our research and innovation.
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- Our children have the best start in life and are ready to succeed.
- We have improved the life chances for children, young people and families at risk.

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

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

Sources for the performance objectives are:

Strengthening the Highlands
For Highland's Children 2'
ECS Service Plan

Each set of measures of performance is accompanied by a commentary.

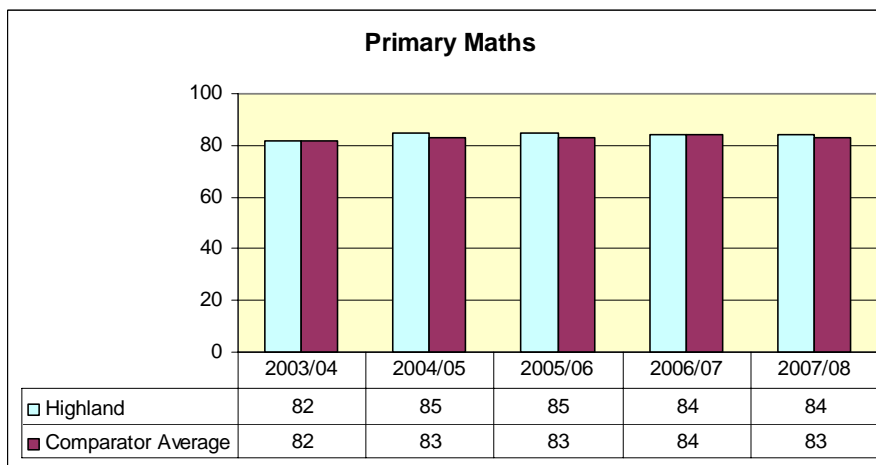
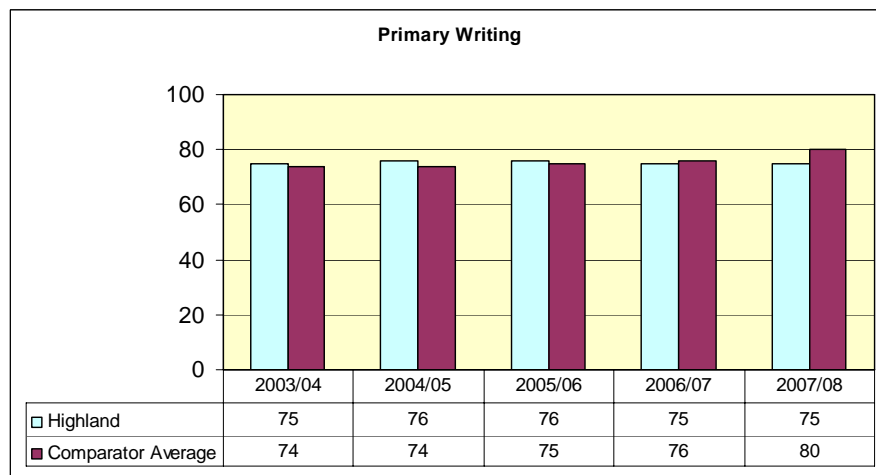
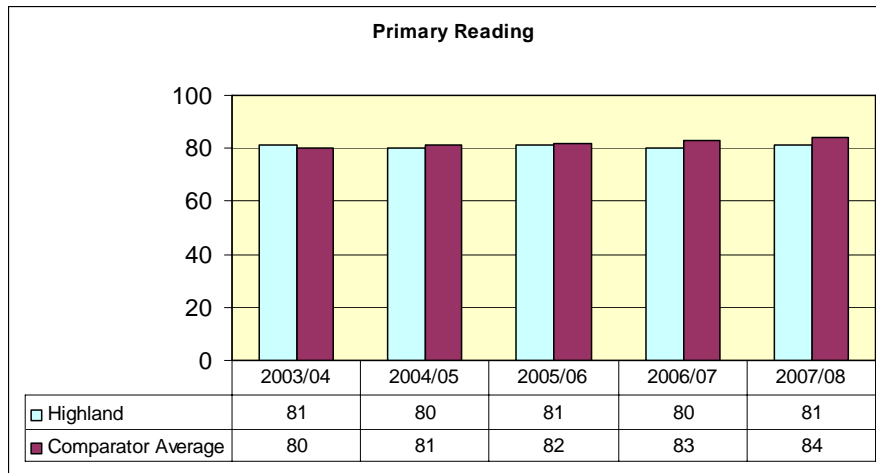
In addition, we summarise the schools and HMIE evaluations of the Core Quality Indicators relating to school and pre-school inspections.

Continue to raise levels of attainment in literacy and numeracy for pupils in pre-school primary and secondary provision and maintain high levels of achievement in the Scottish Credit and Qualifications framework and achieve the outcomes in a Curriculum for Excellence –Strengthening the Highlands – What we will do for Children and Families 6.

Performance Objective:

Increase the proportion of pupils in primary school achieving or exceeding the appropriate levels relevant to their stage in reading, writing and maths (Service Plan 3.2)

% of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate 5 -14 level.

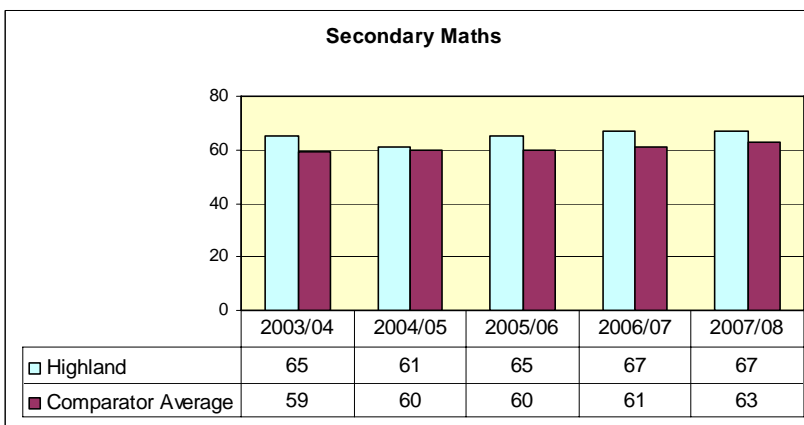
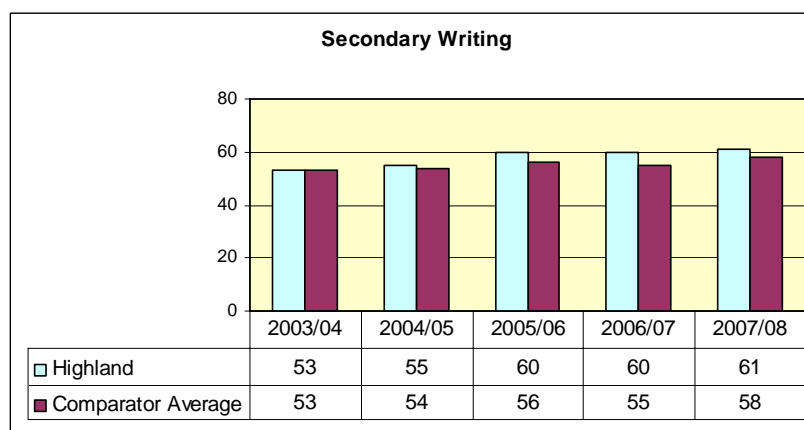
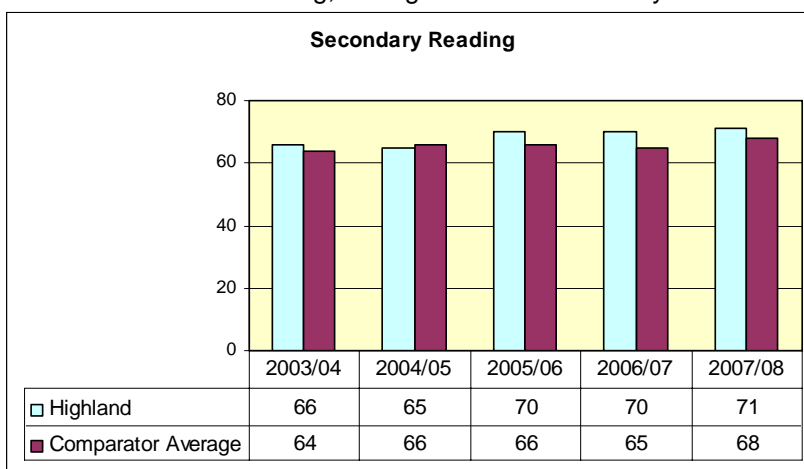


Commentary: Performance in reading and writing in our Primary Schools has remained fairly constant while progress in our Comparator Authorities has improved. Mathematics remains consistent and strong. There are encouraging signs of improvement in the areas where the Highland Literacy Project is having a real impact in our primary schools. Attainment measures in Primary Schools are presently being reviewed as part of the Curriculum for Excellence.

Performance Objective:

Increase the proportion of pupils in secondary school achieving or exceeding the appropriate levels relevant to their stage reading, writing and maths (Service Plan 5.2).

% who have met or exceeded level E in reading, writing and mathematics by the end of S2.



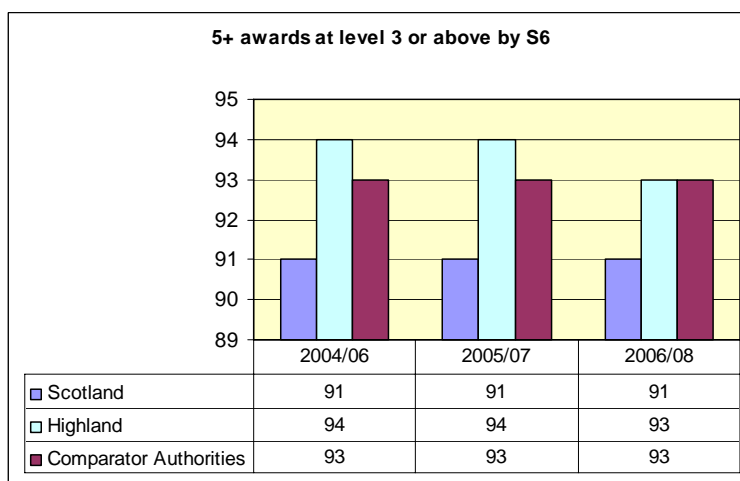
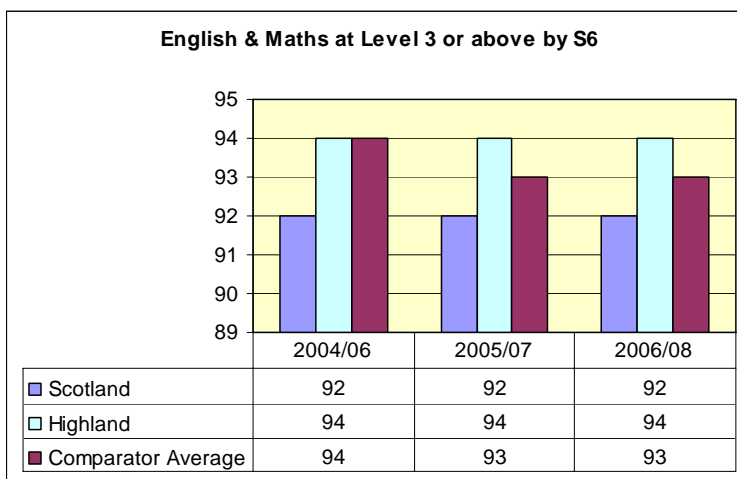
Commentary: The average has been calculated from 4 of the 5 comparator authorities only and national figures are no longer collected. In all 3 subjects S2 attainment levels have remained broadly constant and at a level above the average of our Comparator Authorities. The comparator authorities, however show recent improvement. The development of the Literacy Project into secondary schools, together with the responsibility of every secondary teacher for literacy and numeracy across learning will become a central initiative within Curriculum for Excellence.

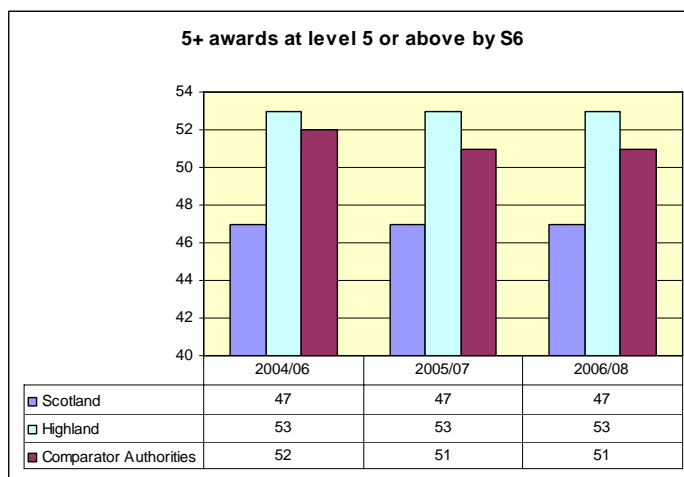
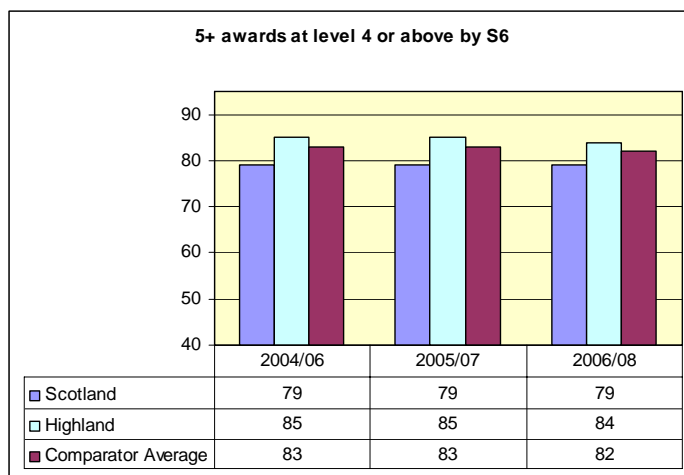
**Performance Objective:
Improved outcomes for pupils in externally accredited courses (Service Plan 3.2)**

The tables below 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 Foundation award or an Access 3 award. All of the tables below relate to the percentage of the original S4 Cohort who gain the awards by the end of S6. They represent the average attainment of our pupils over 3 years. For example, the 2006/08 performance relates to the attainment of the 2006, 2007 and 2008 cohorts of S6 pupils. Equivalent measures for Scotland and for the average of our comparator Authorities are included for benchmarking purposes.

LEVELS OF ATTAINMENT

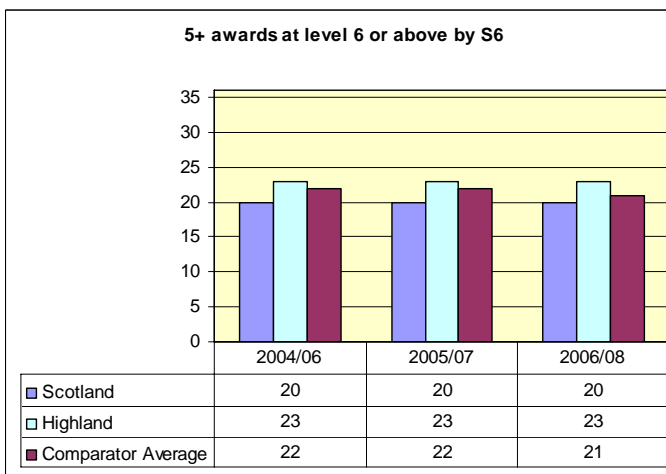
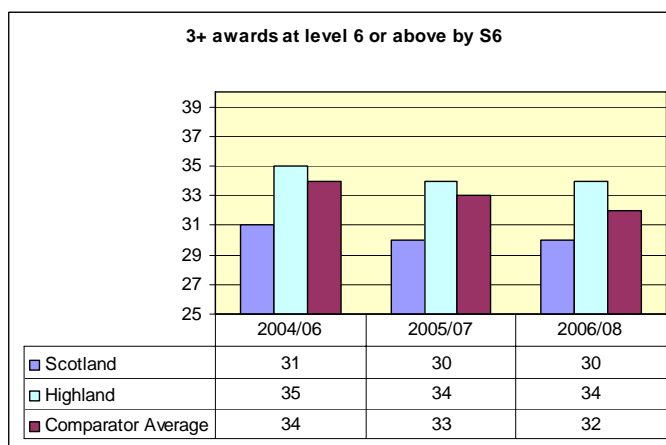
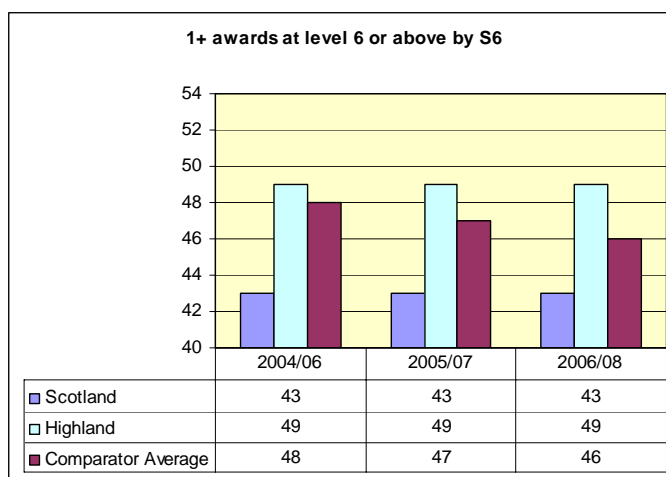
Level	
3	Standard Grade Foundation or Access 3
4	Standard Grade General or Intermediate 1
5	Standard Grade Credit or Intermediate 2
6	Higher





Commentary: In all three of these measures, Highland, the Comparator Authorities and the National Picture are constant and consistent. It should be noted that a number of important courses eg skills for work and other vocational courses are not credited for statistical purposes at this stage.

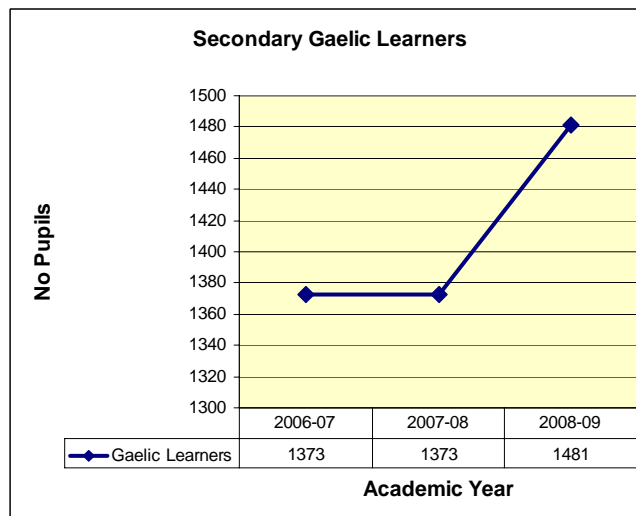
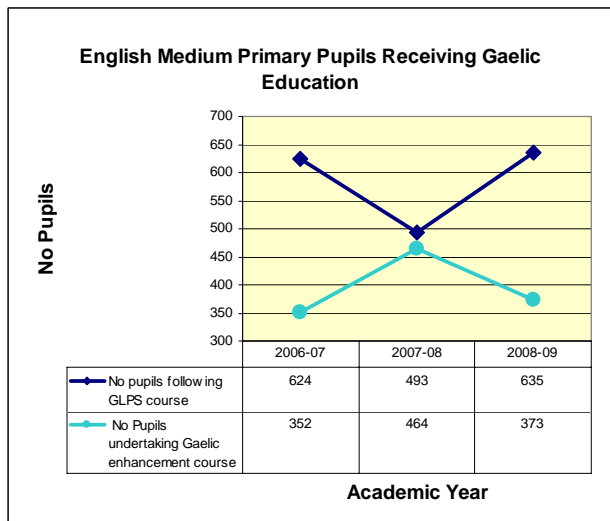
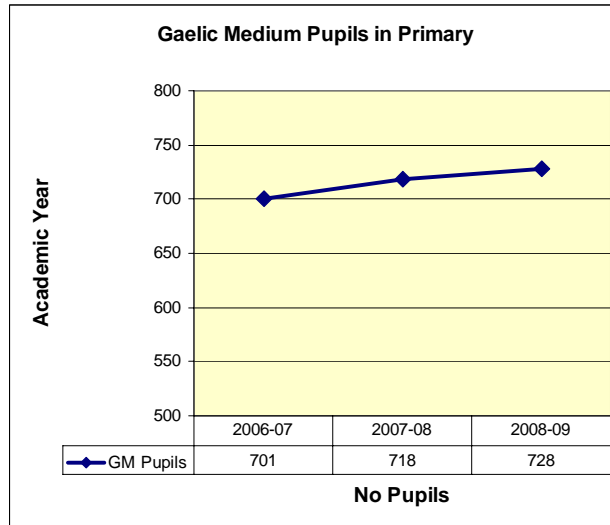
**Performance objective:
Improved outcomes in externally accredited courses (Service Plan 3.2)**

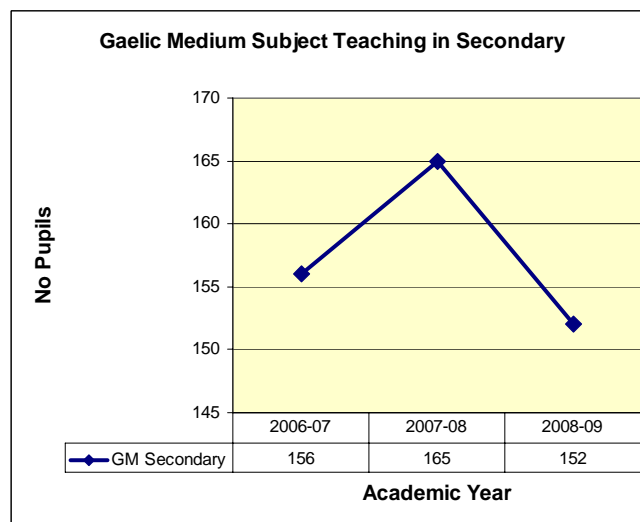
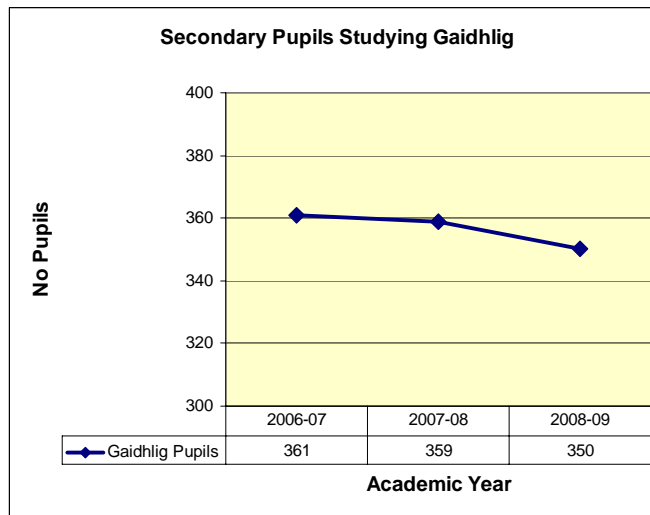


Commentary: In respect of the 1+ Higher, Highland and national comparator figures are constant. Highland continues to maintain a good overall performance. With respect to 3+ Higher awards, there has been a 1% decline in Highland and nationally since 2004 / 06 with a 2% decline in the Comparator Authorities. This may be due to the effects of changing cut – off scores for passes. Performance at 5+ Highers remains constant nationally and in Highland with a slight decline in the comparator average. Overall Highland continues to perform well in this area.

Performance outcome:

We will continue to promote Gaelic Medium education in primary schools and expand Gaelic medium education in the secondary sector (Service Plan 5.2)





Commentary: The number of pupils in Gaelic medium primary education shows a steady and encouraging increase. The number of English medium pupils learning Gaelic Language and Culture is also showing a welcome increase although the proportion learning through Gaelic Language in the Primary School (GLPS) or through Gaelic enhancement has varied from year to year. In secondary schools the number of Gaelic Learners has significantly increased by over 100 pupils. However, we have not been able to increase the number of pupils studying Gaidhlig or secondary subjects through the medium of Gaelic. This reflects the difficulties of recruiting appropriate teachers.

Performance Outcomes:

Increase the proportion of schools receiving positive inspection reports. National Indicator 8.

Increase the proportion of pre-school centres receiving positive inspection reports. National Indicator 12.

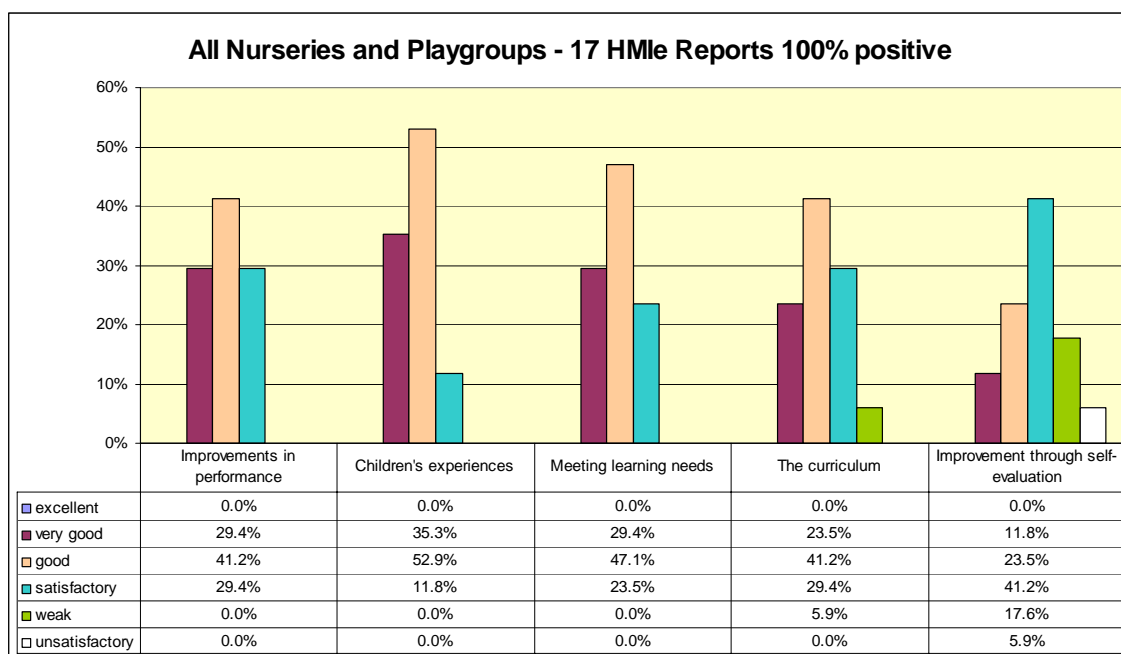
The definition of a positive inspection report has been stated in Jan 09 following the adoption of the new inspection procedures. It is now defined as an evaluation of Satisfactory or better in each of the three reference Indicators of:

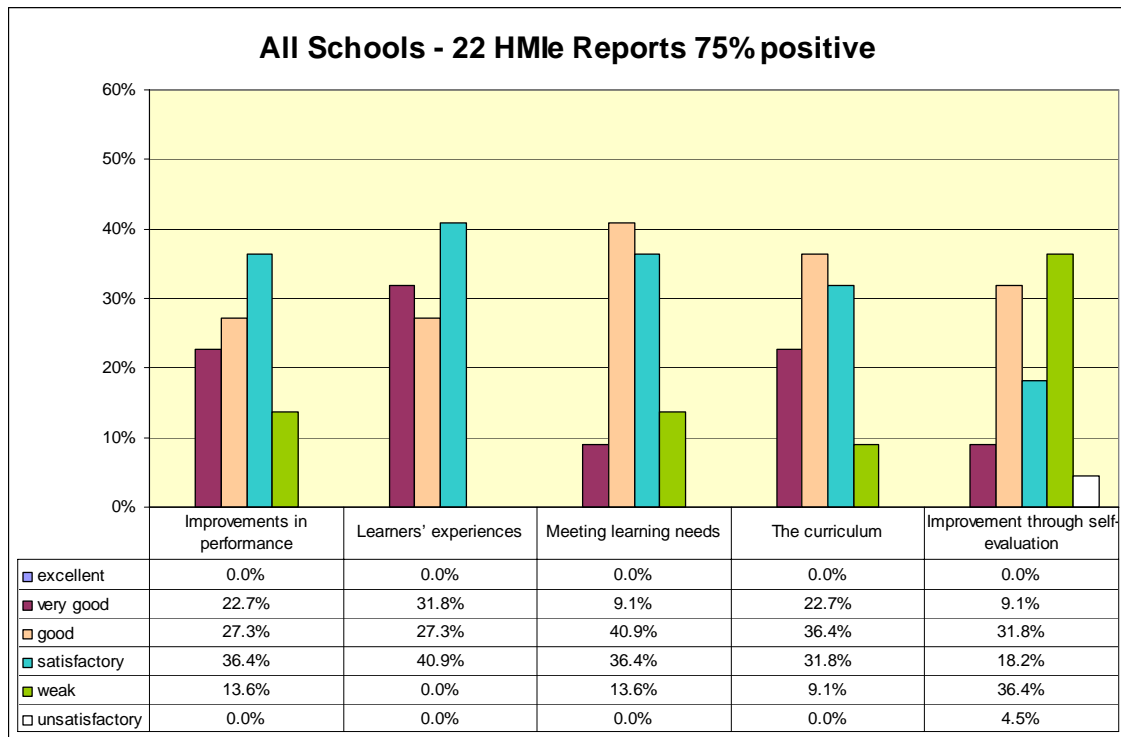
- **Improvements in performance**
- **Learners' experiences**
- **Meeting learning needs**

In addition, the following are reported for schools and pre-school centres:

- The curriculum
- Improvement through self – evaluation.

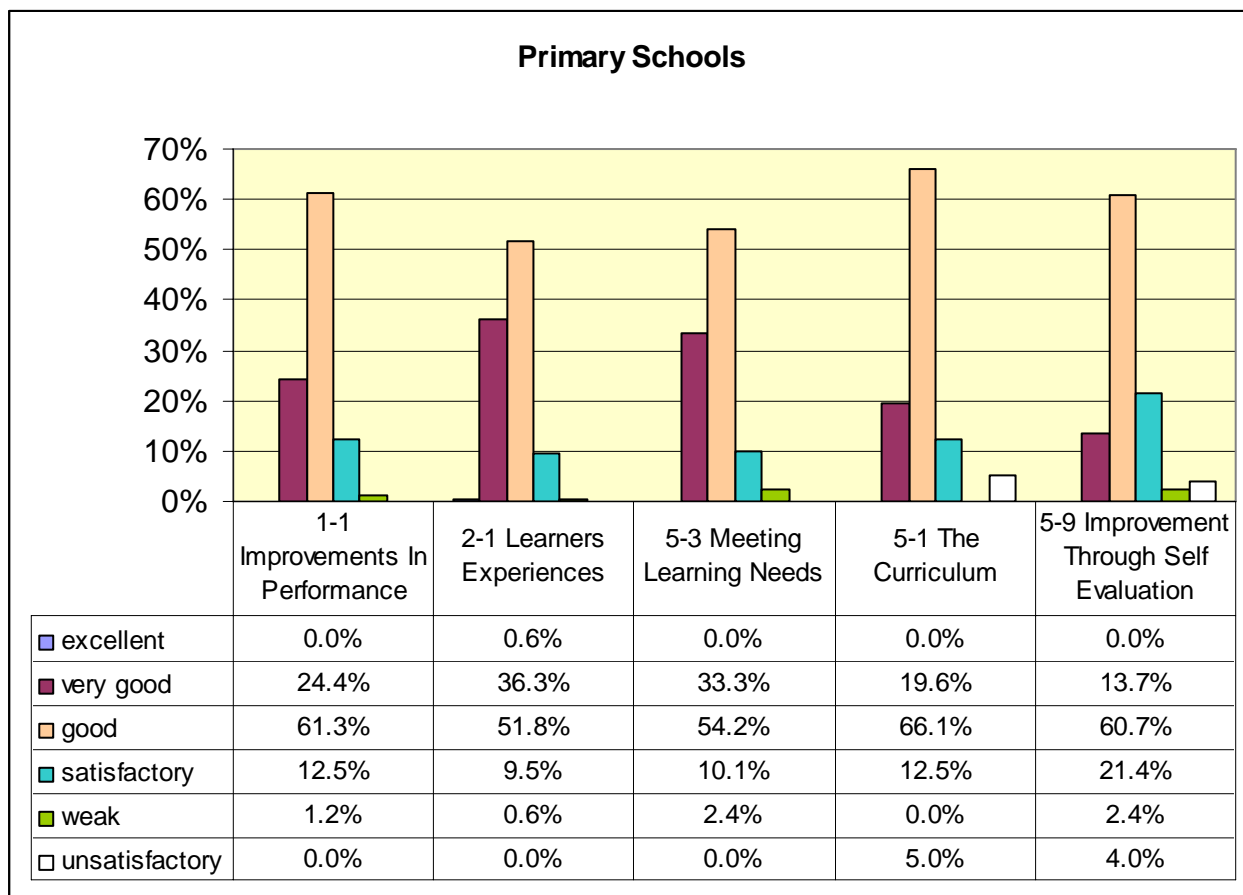
* The charts relate to inspections from August 2008 until April 2009





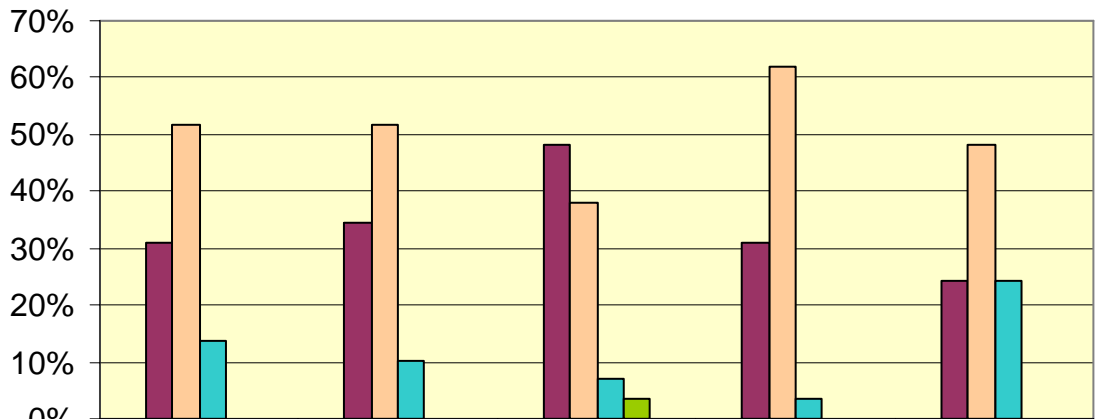
Commentary: This places a significant challenge on the ECS service to support and challenge schools to improve their performance together with the outcomes for children. The strongest area evaluated was the learners' experiences and there is much to celebrate here. The weakest response comes from the quality of self-evaluation within a significant minority of our schools and pre-school centres. The School Improvement through Self – Evaluation (SISE) support material and, most importantly, the painstaking work of Quality Improvement Officers has helped move this forward but there is much further to go. Their remain issues of Capacity within the Quality Improvement Team to meet the significant needs in this respect. This important area of work will require to be tracked very closely.

School Self Evaluations of the five Core quality Indicators are below. Primary schools include the appropriate pre-school provision.



Commentary: Schools have in general evaluated themselves positively over the range of the core Quality Indicators and this is an encouraging sign. Quality Improvement Officers will be engaged with schools following up on the self evaluation, and working with schools on their improvement plans to maintain strengths and overcome weaker areas.

Secondary and Special Schools

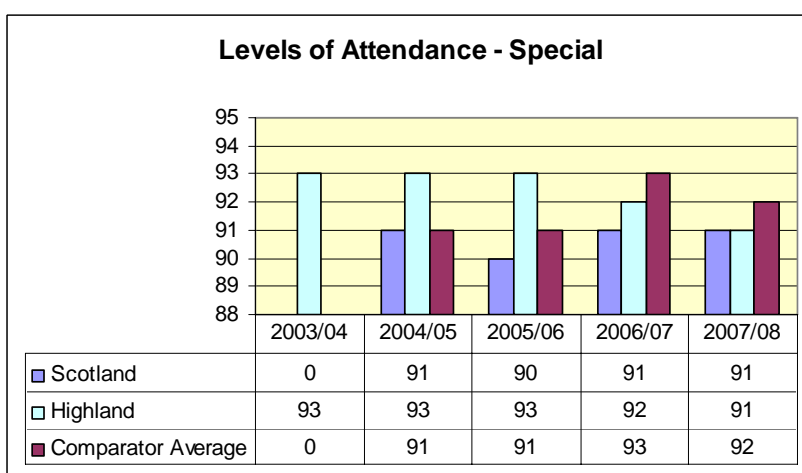
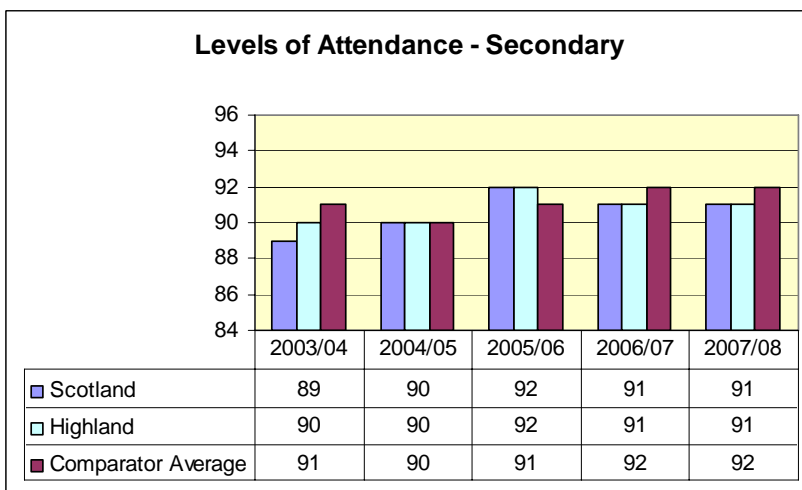
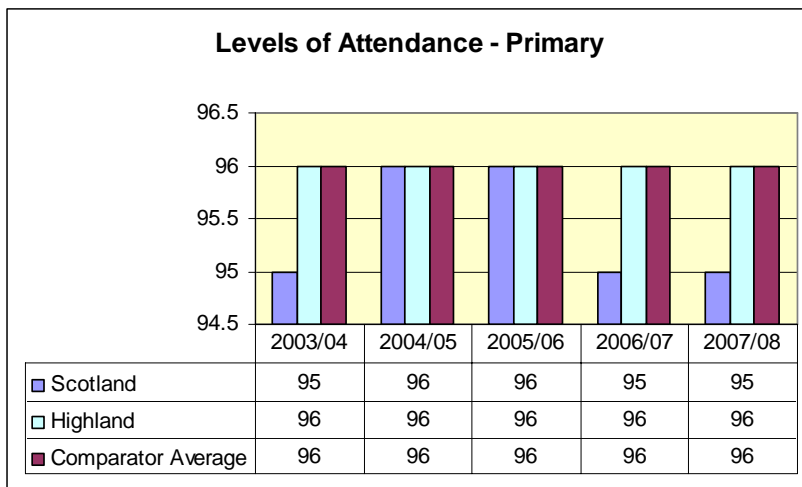


	1-1 Improvements In Performance	2-1 Learners Experiences	5-3 Meeting Learning Needs	5-1 The Curriculum	5-9 Improvement Through Self Evaluation
excellent	0.0%	0.0%	0.0%	0.0%	0.0%
very good	31.0%	34.5%	48.3%	31.0%	24.1%
good	51.7%	51.7%	37.9%	62.1%	48.3%
satisfactory	13.8%	10.3%	6.9%	3.4%	24.1%
weak	0.0%	0.0%	3.4%	0.0%	0.0%
unsatisfactory	0.0%	0.0%	0.0%	0.0%	0.0%

Commentary: Some of the schools that responded did not return a score against some of the QIs (this is why the total % against the QIs does not sum to 100%). Secondary Schools have positively evaluated their performance on the core Quality Indicators and this is also encouraging for the Service as a whole. Quality Improvement Officers will be engaged with schools following up on the self evaluation, and working with schools on their improvement plans to maintain strengths and overcome weaker areas.

Performance outcome:

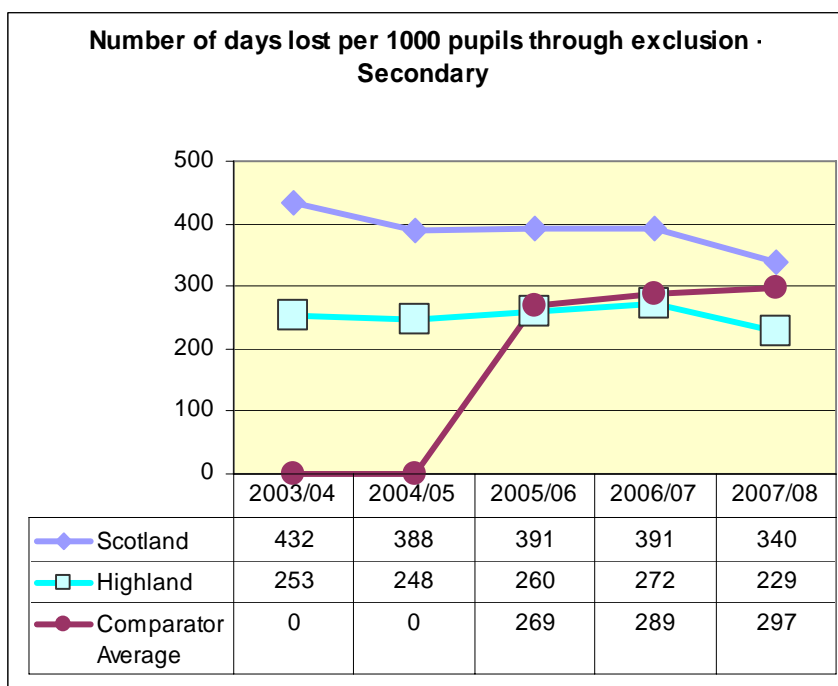
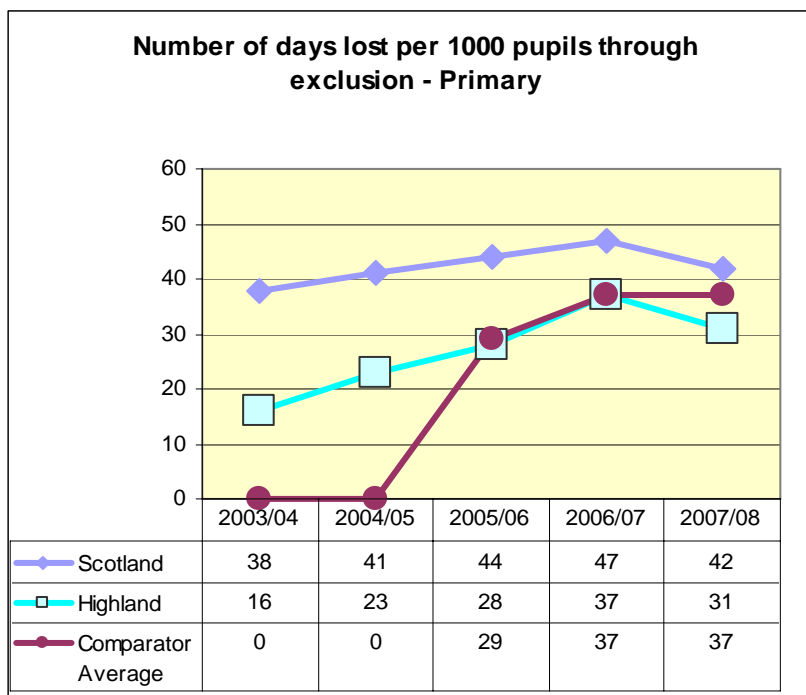
Decrease (total – authorised & unauthorised) non-attendance at school (For Highlands Children 2 Key outcome target 28)



Commentary: Levels of attendance in primary schools have been highly consistent over the years and broadly reflect national and comparator patterns. There is a similar pattern in secondary schools although Highland has slipped below the comparator average since 2006. Attendance in special schools has reduced slightly and is now less than our comparator average. There remain issues of reporting and the classification of absences and this will be improved through further centralisation and standardisation.

Performance outcome:

Reduce the number of school exclusions (For Highlands Children 2, key outcome target 36)

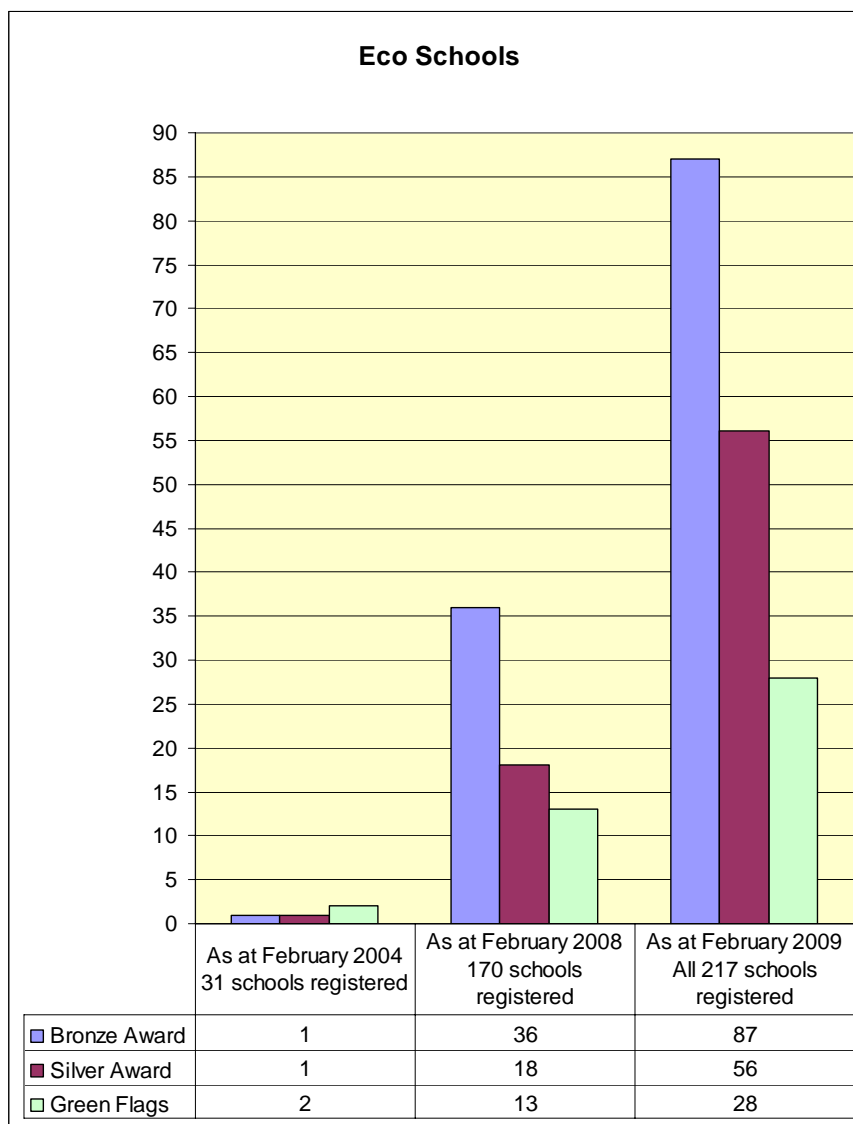


Commentary

In primary and secondary schools, the number of days lost has reduced in the past year following an earlier set of year on year increases. The number of days lost is significantly less than the national figure and that of our comparator authorities. This points to the success of the range of intervention strategies aimed at preventing exclusion.

Performance Outcome: We will build on the achievement of securing Health Promoting Status for all Highland schools by ensuring they achieve Eco Status by 2011 (Service Plan 3.5)

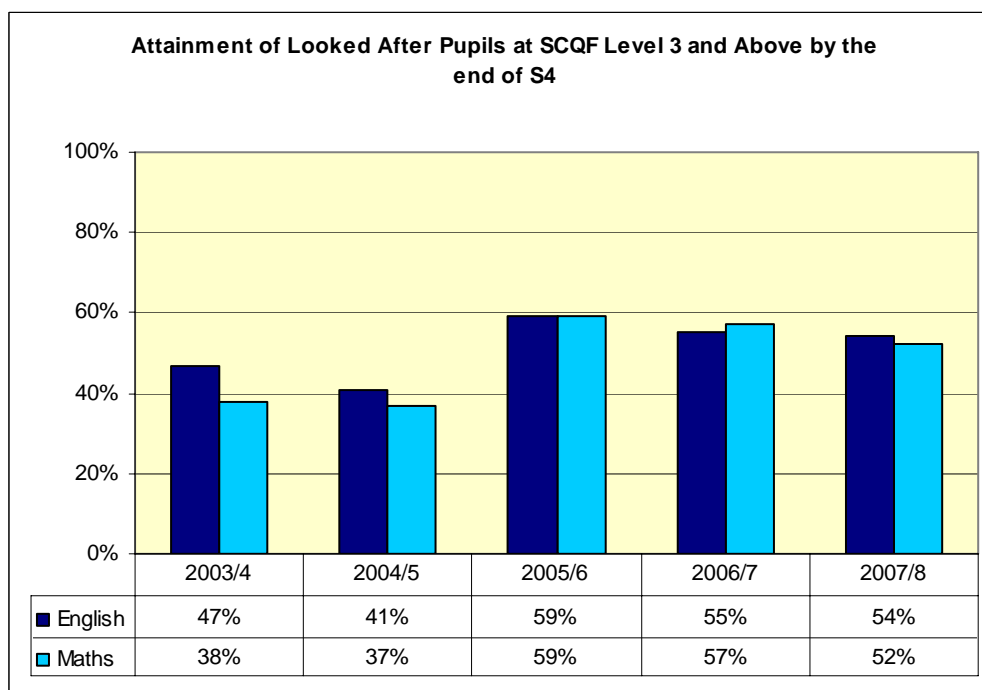
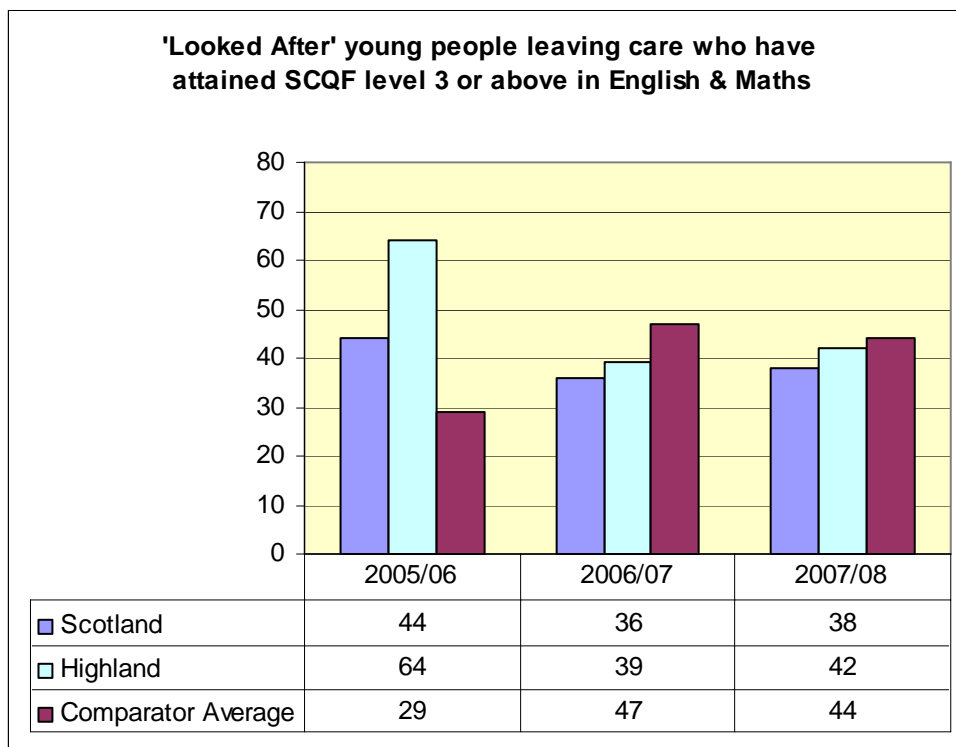
100% of schools achieved Health Promotion Status in 2006.



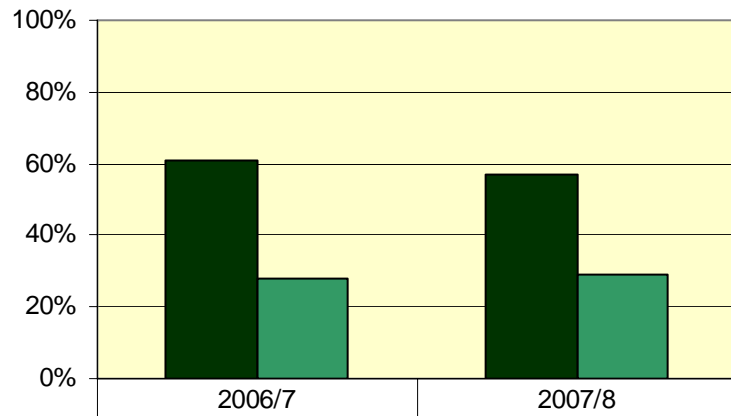
Commentary: Schools are presently in the process of maintaining that status through their self-evaluation. Health and wellbeing across learning features as a responsibility of all teachers under the Curriculum for excellence. All schools are registered for Eco status which is interpreted to include a bronze, silver or Green Flag Award. The level of success in this area is rising year on year and it is a vehicle for realising many of the objectives in the Curriculum for Excellence

Performance Outcomes:

Increase the proportion of Looked After Children at SCQF level 3 in English and Maths by the end of S4 (For Highland's Children 2 key outcome target 46).

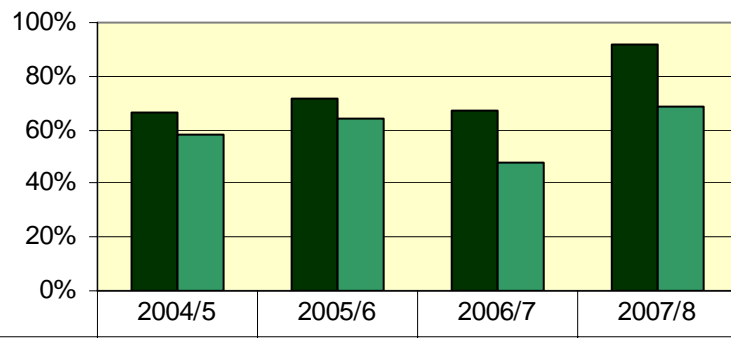


Attainment at SCQF Level 3 and Above of Pupils aged 16 or 17 years ceasing to be Looked After at Home 46.5



■ at least one award in any subject	61%	57%
■ English and Maths	28%	29%

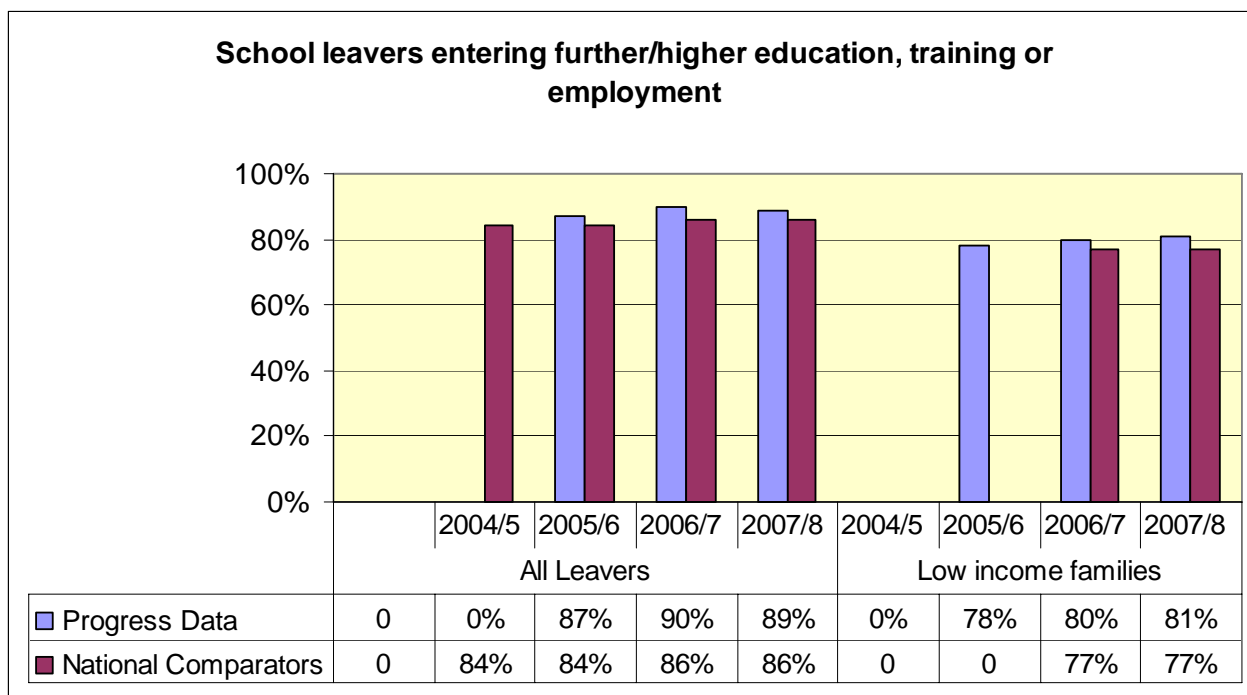
Attainment at SCQF Level 3 and Above of Pupils aged 16 and 17 years ceasing to be Looked After Away from Home 46.4



■ at least one award in any subject	67%	72%	67%	92%
■ English and Maths	58%	64%	48%	69%

Commentary: The small number of pupils involved give a large percentage variation. Performance in English and Mathematics is perhaps not that helpful.

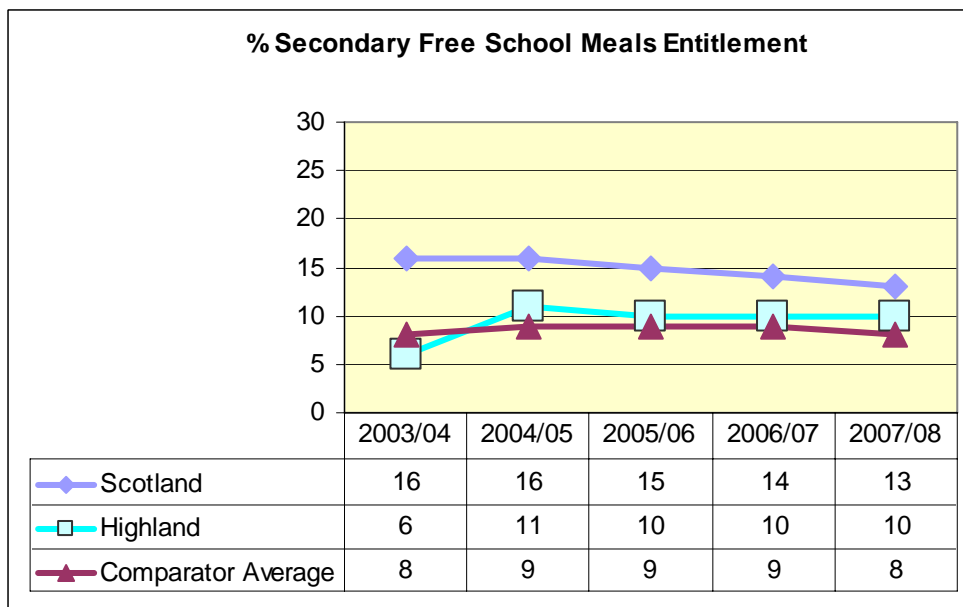
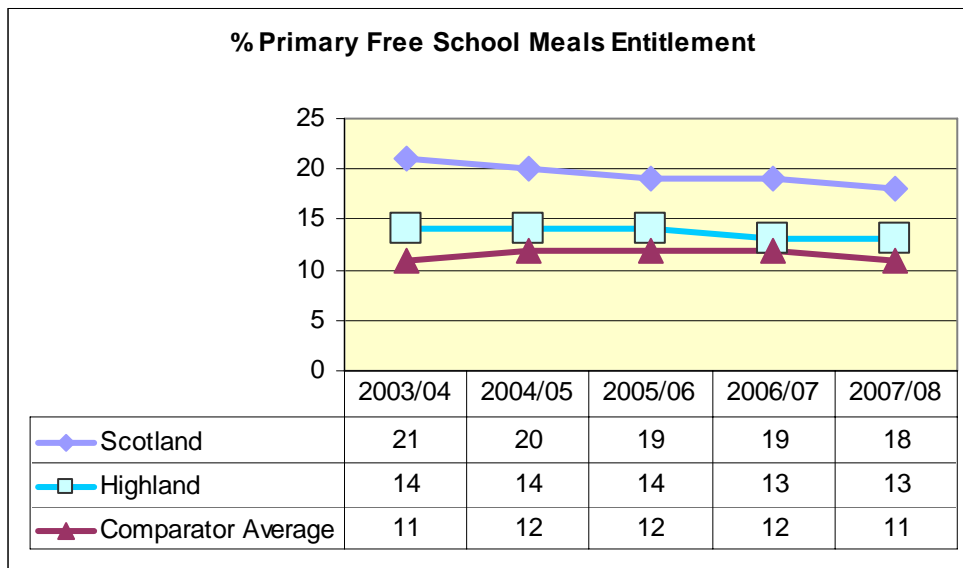
Performance outcome:
Increase the proportion of school leavers in education, training or employment and by:
All and by Low income families (For Highlands Children 2 key outcome target 38).



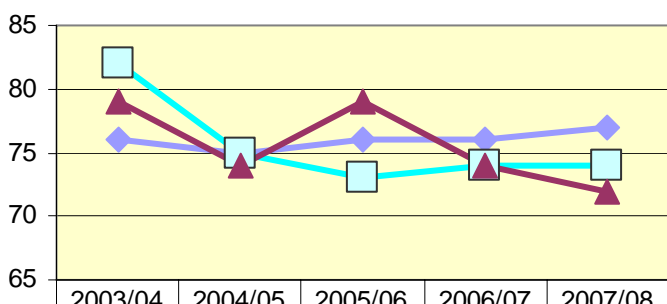
Commentary: Highland has consistently performed above the average of our competitor authorities. We are a pilot authority for 16+ Learning Choices, in partnership with Skills Development Scotland ECS Youth Development, colleges and other learning providers. Highland is also one of 10 local authorities to pilot Activity Agreements, which will support young people who do not have a positive destination to continue learning post 16.

Performance Outcome:

Ensure all schools meet school nutrition standards (For Highlands Children 2 key outcome target 2D)

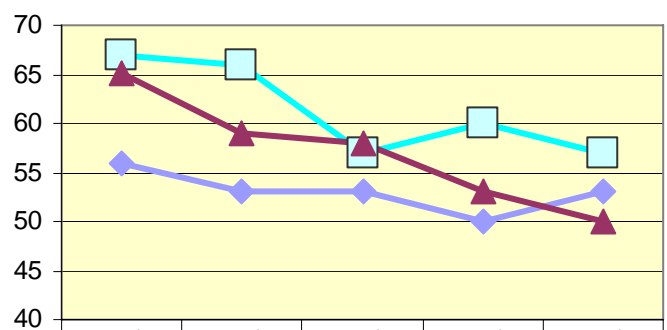


% Free School Meals uptake in Primary Schools



Scotland	76	75	76	76	77
Highland	82	75	73	74	74
Comparator Average	79	74	79	74	72

% Free School Meals uptake in Secondary Schools



Scotland	56	53	53	50	53
Highland	67	66	57	60	57
Comparator Average	65	59	58	53	50

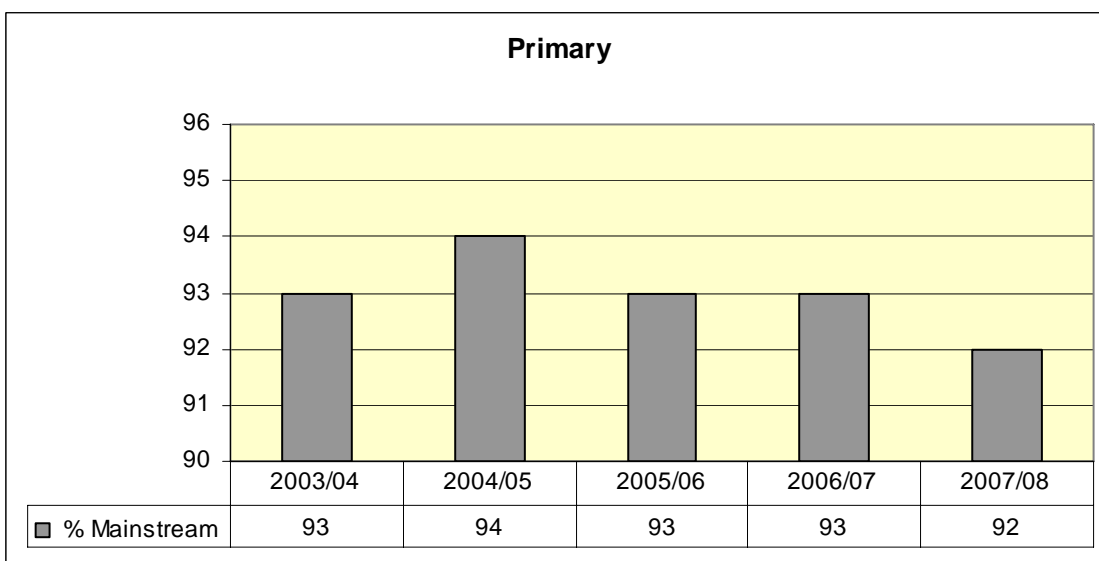
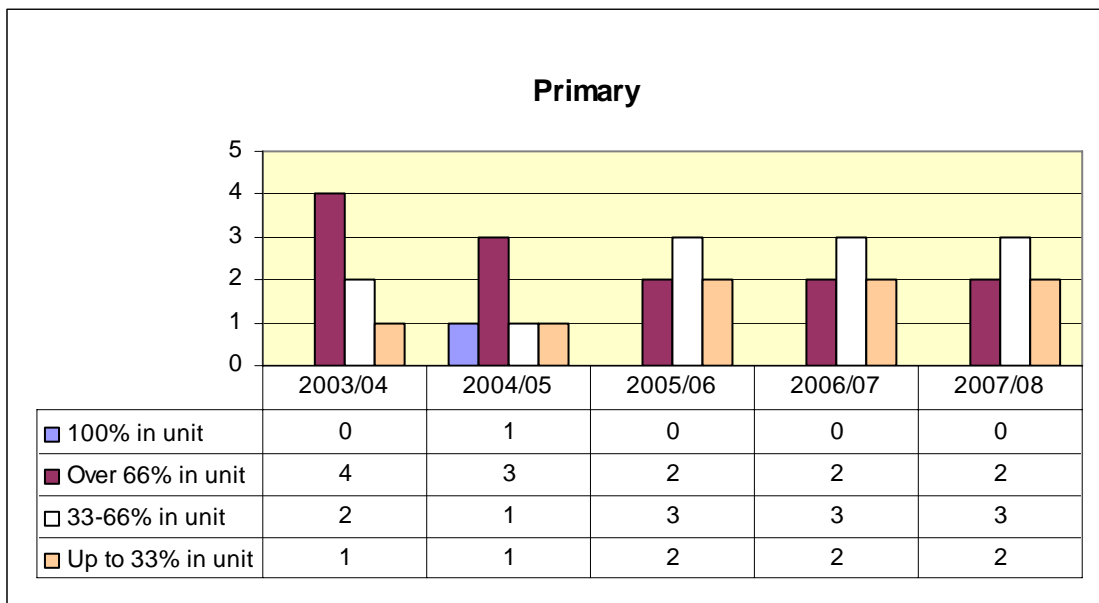
Commentary

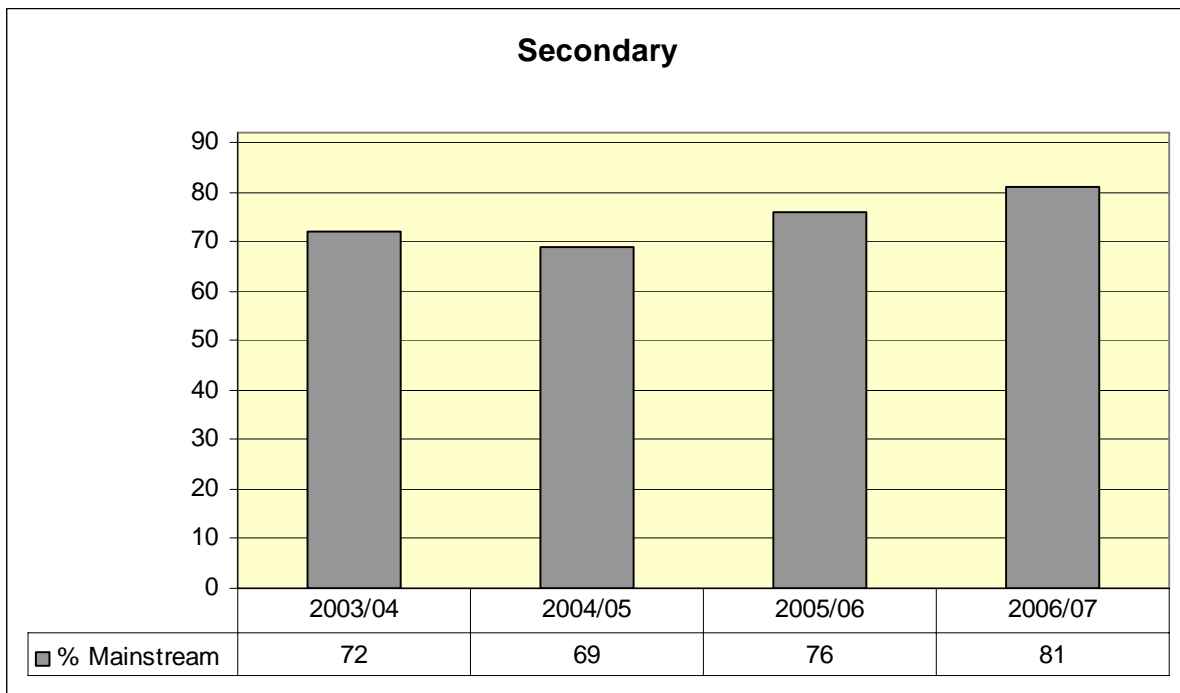
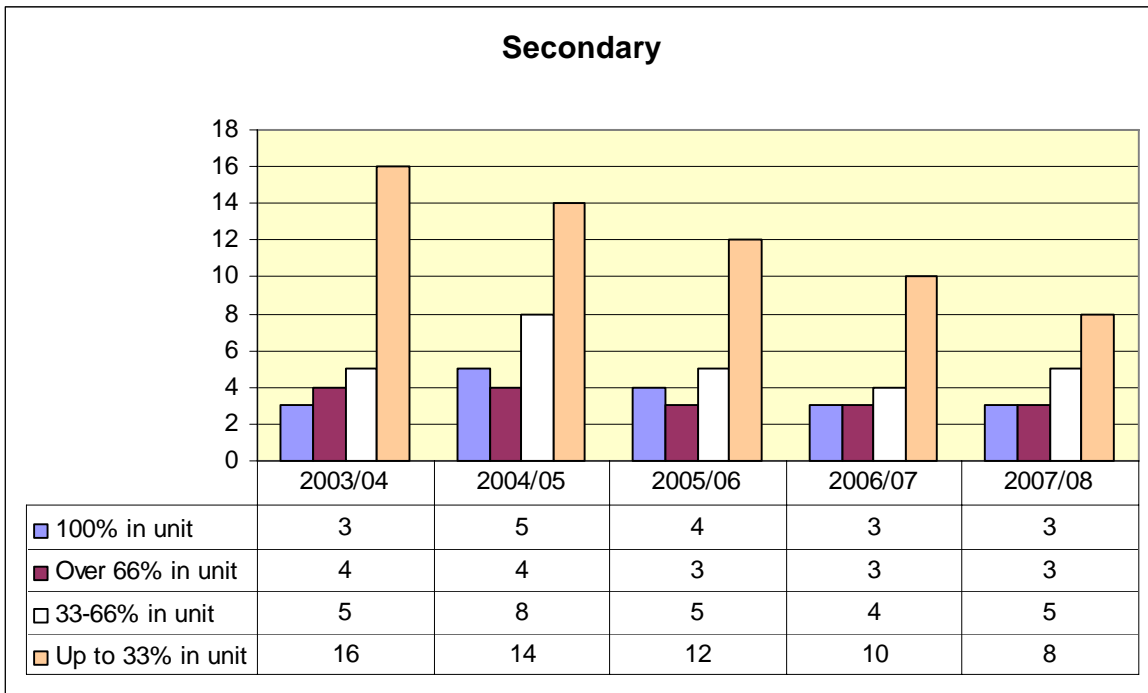
School meals meet nutrition standards and the access to a free school meal helps meet the Strengthening the Highlands objective of giving a high priority to Highland's Children being healthy and active. The percentage uptake of free school meals of those who qualify in primary schools has declined and is now below the national figure. In secondary schools it has declined by 10 percentage points but remains above national and comparator figures. This will represent a significant challenge for the Service to improve.

Performance outcome:

We 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 by 2009 (Strengthening the Highlands: Children and Families 2)

Breakdown of placement of school pupils with Additional Support Needs % of time pupils spend in mainstream and/or special units in Highland schools





Commentary: The information points to the widespread practice of integration in Highland. The percentage of pupils wholly in a unit is small, mixed provision and partnership is significant and the percentage of pupils with Additional Support Needs being educated in mainstream schools is high.