The Highland Council

**Education, Children and Adult Services Committee
26 October 2016**

Standards and Quality Report 2015-16

Report by Director of Care and Learning

Summary

This report introduces the Standards and Quality Report, and identifies next steps and areas for improvement across the Service.

1. Background

1.1 The authority is required to provide an annual Standards and Quality report.

1.2 This report attached as **Appendix 1** sets out a focussed summary of educational progress across the Service. It includes an initial evaluation of SQA examination performance, including Insight data relating to a Virtual Comparator authority.

2. Implications

2.1 **Resources**: The resource implications fall within devolved school management and authority support to schools.

2.2 **Equalities:** There are equality implications because of differences in achievement within different sectors of pupils e.g. by deprivation, gender, additional needs, looked after status, first language etc.

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

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

3. Recommendations

3.1 Committee is asked to note and comment on the contents of the Standards and Quality Report 2015–16.

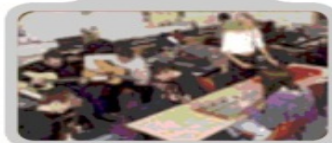Designation: Director of Care and Learning

Date: 17 October 2016

Author: Beth Brown, Quality Improvement Manager

The Highland Council
Care & Learning Service - Education

Standards and Quality

Summary Report 2015/16

September 2016

Introduction

We are pleased to present the 2015/16 Standards and Quality report of The Highland Council Care & Learning Service - Education. This is linked to the Authority Improvement Plan and forms a cycle of audit and evaluation being used to prioritise areas for improvement.

The report summarises the work which was undertaken by Schools and Care & Learning staff within the last academic session. This work takes place within the framework of national objectives set by the Scottish Government, as well as those set by the Council.

Work continues to progress the Schools Improvement Plan, as part of the targets and key outcomes in *For Highland's Children 4*.

In these challenging economic times, it is essential that we target our efforts and resources to try to ensure that we can improve in key areas of our practice.   It is also essential that we continue to set ourselves challenging but achievable targets.

In achieving the above, it is vital we set the health and well-being of our staff at the heart of our implementation plans.

As such, we remain committed to:

- **improving practice in self-evaluation to ensure consistently high quality learning experiences for all young people**

- **continuing to improve attainment in literacy and numeracy and to decrease our gap in attainment linked to deprivation**

- **implementing an ICT strategy that will ensure the significant investment in hardware achieves maximum impact on the delivery of learning and teaching**

- **creating a coherent 3 – 18 curriculum and support structure which ensures effective transitions**

- **further improving processes and protocols that lead to streamlined planning, tracking, assessment and decision making to meet the needs of all learners**

- **supporting learners so that every pupil achieves their potential**

- **developing the leadership capacity at all levels**

We are pleased to note the continuing progress being made across our schools and learning communities. We pay tribute to all staff within the Service for their professional approach, as they continue to deliver a high quality education across Highland Schools.

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

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

- analysis of data
- direct observation of performance (Quality Assurance of schools)
- gathering views of those experiencing the Care & Learning Service - Education.

Analysis of Data

The analysis and use of data continues to be a priority area for development. It is vital that schools not only become data rich, but also well versed in the use of that data to achieve the national objective of excellence and equity. The 2015/16 authority improvement actions included members of the Quality Improvement team leading 5 secondary 'Tracking Attainment' events across Highland for Principal Teachers. These events covered effective use of data through tracking in the Broad General Education phase, and will also provide a better understanding of Insight as a self-evaluation tool for senior attainment. There was very positive feedback and uptake for these events, with 80 participants from 25 out of 29 secondary schools improving their knowledge and understanding of the use of data to inform and improve attainment.

Next steps
Following requests to roll this training out further, 2016/17 will see
- *a further 3 updated middle manager events to reflect the additional priorities of the National Improvement Framework around use of data*
- *Senior managers' event in Effective use of Data. There is a continued need to focus data analysis around the equity agenda.*
- *Roll out and embed use of a Seemis data package for schools (Risk Matrix) to use to aid better analysis of data to target pupils at risk of disengaging or under achieving due to circumstance. This package will be included in 16/17 secondary training. Most secondary schools are now tracking and reporting in Seemis and are becoming more adept at utilising reporting tools to analyse data.*

Primary schools continue to use summary of personal progress and Incas data to analyse and inform planning to improve pupil attainment. Achievement of a level data was submitted to the Scottish Government in August and 16/17 Primary CPD will include this as part of data analysis.

Primary schools will also have access to this new data package and training will be rolled out by the quality improvement team over in term 2 of 16/17.

Quality Assurance of Schools

Quality Improvement Officers [QIOs] continue to take lead roles in supporting the Authority's commitment to improving learning, teaching and assessment, and in building leadership capacity.

Over the last few years, we have reported on the cycle of focussed Quality Improvement visits to secondary schools and larger primary schools. Evaluations of these visits continues to be positive, with schools welcoming the support and challenge. The opportunity for Senior Management Teams from other schools to be included in the visits helps to develop capacity for self-evaluation and leadership across the whole authority. This process allows follow up engagement by QIOs, to work with schools on specific aspects of the improvement agenda in a more informed and detailed way.

During 2015/16, as part of our response to support the implementation of 'How Good Is Our School 4' (a new self evaluation tool from Education Scotland), a working group of HTs and QIOs was established to consider the organisation of 2-day Quality Improvement Visits to help schools in their self-evaluation processes towards improvement, and to ensure they are prepared for forthcoming HMI visits. The group agreed that it would be beneficial for school managers to have greater input to the process and, in some situations, to lead the activity themselves. This would include the activities (such as classroom visits and meeting with focus groups) during the 2-day visit and also the follow-up in terms of the visit report and subsequent consideration of improvement planning. The accompanying paperwork and a school guide to Quality Improvement Visits was reviewed to allow a fuller understanding of the 2 day process, enabling and re-assuring schools in their preparation. Further monitoring of the way these visits are run will take place during session 16/17.

The Quality Improvement team has seen significant change over 2015/16, in terms of changing personnel and reduced numbers in the team. With a now settled team, there has been a review of strategy with regard to engagement with schools to ensure the team deliver on our quality improvement agenda. This has resulted in a proportionate engagement with schools, in response to their local circumstance as regards support and challenge. All schools can expect visits and support from their QIO over the year. However, this will not result in all schools receiving the same level of engagement.

The drivers and priorities of the National Improvement Framework forms our improvement agenda. This is resulting in increasing demands of the Quality Improvement team, with each QIO taking a lead role at a strategic level, which is vital to pan-Highland curriculum support and strategy, as well as responding to Scottish Government statutory reporting requirements.

2014/15 HMIE school evaluation data indicates Self Evaluation as an area for improvement. As part of our work in this session, further adjustments were made to the way in which Self Evaluation for School Improvement (previously known as "School improvement through self-evaluation", or SISE) has been promoted. While the focus in session 14/15 had been on training HTs in self-evaluation as part of the Early Heads programme, with relatively low uptake, in 15/16 the decision was made to seek a broader range of attendees on the CPD

sessions on this topic. The training was therefore opened up to other members of School Senior Management Teams and to middle managers (Principal Teachers and Faculty Heads). The purpose of this change was to reinforce the message from the General Teaching Council for Scotland, that self-evaluation is a key responsibility for all managers in schools.

During the 15/16 session, four separate full-day training courses in self-evaluation were held, led by members of the Quality Improvement team. These sessions were subscribed to by a total of 116 staff, representing 90 schools.

In session 16/17, the training will be rolled out further, with two revised sessions for HTs and other members of Senior Management Teams, one session for PTs and Faculty Heads and one session for un-promoted staff (reflecting the GTCS focus on self-evaluation in the Standard for Registration for all teachers). The last mentioned of these is in fact the first that will run and it has been fully subscribed with a further 32 attendees. Following this session, a total of 101 schools across Highland will have had at least one (and in many cases more than one) member of staff trained in self-evaluation, and by the time the remaining three courses run in session 16/17, that number will further increase and is expected to surpass 50% of all Highland schools.

A further development has been to take the training, in whole or in part, out to schools so that all staff can be trained in the main messages. For example, in September 2016, one school received training from their QIO with 40 staff on the principles underpinning classroom visits, while another school received a full day of self evaluation training. It is likely that further such sessions will be delivered as 2016/17 progresses.

The impact of the commitment by the QI Team to promoting self-evaluation has been evidenced in improved evaluations in HMI inspections, and in more consistent approaches to self-evaluation during Quality Improvement Visits. There will be continued monitoring of these outcomes.

During 2015/16, in light of the changing national expectations of authority and school improvement planning and reporting, as outlined in the recent draft statutory guidance 'Standards in Scotland's Schools Framework', an authority working group of Headteachers and QIOs was set up to look at these requirements. The group has been working on sharing effective self-evaluation strategies linking to 'How Good is Our School 4' audit tools. 2016/17 will see this group sharing practice at HT conferences, as well as work on a common improvement and reporting template for the authority and schools to use in session 2017/18, which will meet national requirements.

It is now statutory for all teachers to have their Continuous Professional Development (CPD) updated by the General Teaching Council Scotland (GTCS). This takes place with a fifth of all teachers across Scotland every year, and is called Professional Update (PU). All teachers should keep their records up to date annually, but there is now a process to remove teachers from the register if they cannot demonstrate that they are keeping current with their profession. Head Teachers must sign off the records of CPD, and the GTCS moderates these records.

It is too early to get a national picture of the impact on learning and teaching, as this is a new system. In Highland in 15/16, the Workforce Planning team has concentrated their efforts to ensure those who require Professional Update have been supported to complete the planning and recording process online with our system, Gateway CPD. The Development Officer who had responsibility for CPD and PU has ensured that all staff who were having their Professional Update in 2015-16, have been signed off.

The Quality Improvement Team has taken note of new advice from the General Teaching Council in Scotland (GTCS), and has revised the Professional Review and Development (PRD) process, now more correctly known as Career Long Professional Learning (CLPL). The emphasis in 2016-17 will be on using the PRD process to ensure the workforce has a clear understanding of the link between their PRD and the attainment of the young people they teach.

The PRD process should be continual and raise attainment for our young people as well as stimulate and encourage the workforce. All reviewers are expected to conduct the annual meetings using coaching methods and to continue the learning conversations using coaching and mentoring activities, to encourage the workforce to think for themselves and to find solutions to move on with their practice.

All schools will be given clear messages and resources, as well as being signposted to helpful materials on the GTCS website and worldwide examples of good practice. There is encouragement to discuss work life balance, good mental health practices and tackling bureaucracy at least once a year at the annual meeting, as well as throughout the on-going conversations between the reviewer and reviewee.

Gathering Stakeholders' Views

Stakeholder views are canvassed during QIT and Education Scotland visits. Most schools have established procedures for gathering parents' and pupils' views, and there continues to be strong practice emerging in this area. The views of most pupils are very positive about their learning experience – see Appendix 2.

The Highland Lifestyle survey is carried out every two years and gathers pupil's views on a wide variety of aspects. A summary in Appendix 2 shows information gathered from the 2015 survey. The next survey will take place in early 2017.

Self-evaluation remains a key issue for us when engaging with stakeholders, but the recent work undertaken on improving pupil voice and involvement in their learning has resulted in a marked increase in positive responses from both primary and secondary pupils.
The Authority continues to engage with HTs and staff groups through conferences, professional representative and working groups. Evaluations of all training opportunities are carried out, and surveys are undertaken where necessary and results acted upon.

Improving Leadership within the Service

A Leadership Strategy Group, led by a QIO with strategic responsibility in this area, has been established to focus on leadership at all levels. The initial focus has been on leadership at Head Teacher level, and the group has been looking at a range of aspects including Continued Professional Development, induction, support and building capacity. A HT Mentor Pilot has been initiated in the West Area, where newly appointed or Acting HT's have been assigned a mentor. The group meet on a regular basis and consider many aspects of their role, which is supported by opportunities to reflect, share resources and network. The plan is for this model to be rolled out across the other areas, next session.

A group has also been tasked to look at CLPL for newly appointed HTs, to ensure that we are building capacity in the staff that we are appointing, and to ensure that this takes account of corporate expectations of newly appointed managers. Additionally, the HT Toolkit has been updated, and is included on the Schools Resource Tile in Glow. This has a range of resources to support HTs linked to policy, procedure and practice.

There are a range of leadership programmes to support students through to experienced HTs, which incorporate a range of opportunities to acquire credits towards master level learning, such as Lead On, Emotional Literacy, Coaching and Mentoring - all of which have been endorsed by The Scottish College of Educational Leadership (SCEL) and accredited by GTCS. In order to achieve the national expectation that all Head Teachers will have a Masters in Education by 2018, we also have a number of people who are involved in the national programme for aspiring Head Teachers, Into Headship.

The Early Headship programme is for HTs and staff at middle management level. It is a range of CPD opportunities linked to the Standard for Leadership and Management - 4.5 *Allocate resources effectively in line with identified strategic and operational priorities*. Furthermore, we have a number of people who are currently working with UHI on the Middle Leadership Programme.

Next Steps in Improving the Quality of our Work–
- ***Continue to make improving self-evaluation a top priority for the Service and all schools. Support this by continuing CPD for SMT, PT and develop a parallel course for un-promoted staff.***
- ***Continue SISE working group to provide a clear template, guidance and tools to enable schools to address the requirements of statutory reporting in the form of new school improvement plans and reporting.***
- ***Clearly link data analysis to improvement priorities for schools and the Service with systems in place to support schools in identifying and addressing 'the attainment gap' and those most 'at risk'***
- ***Continue to audit and monitor the impact of improvement planning through focussed quality assurance visits to schools.***
- ***Continue to build on the leadership pathways to ensure that we continue to build confidence and capacity.***
- ***Develop systems which support the demands of the new schools management models***

How well do young people within Highland learn and achieve?

Scottish Attainment Challenge (SAC)

During session 15/16, five Primary schools in Highland (Bishop Eden, Coulhill, Merkinch, Milton and Newton Park) were in receipt of additional funding from the Scottish Government, totalling £121,471. The focus in the Year 1 projects, in line with the National Improvement Framework (NIF) Priorities, has been on aspects of literacy, numeracy, health & wellbeing and parental involvement. Further funding has been allocated to these five schools for session 16/17, with the additional resource (in total £187,256) helping the schools to embed and develop on-going projects. Tracking of outcomes from these projects will be a key part of the schools' Scottish Attainment Challenge activity during session 16/17 and beyond, with key messages and strategies   shared with all schools in the form of a Highland Attainment challenge Glow tile, a national forum, and the sharing of good practice and impact at HT conferences and CPD events.

In 2016/17, the four Secondaries linked to the SAC Primaries (Wick High, Invergordon Academy, Alness Academy and Inverness High School) have been invited to bid for SAC funding. The bids have similarly focused on the National Improvement Framework priorities and, as well as addressing issues relating to deprivation within each Secondary context, they are designed to provide linkage with the Attainment Challenge plans in the relevant associated primaries. The total amount of funding bid for by these secondary schools is just short of £600,000. At the time of writing, the actual allocation of funding for the secondary projects has not yet been decided by the Scottish Government.

There have been a further 10 applications from Highland schools (Primary and Secondary) to the Scottish Government's Attainment Challenge Innovation Fund: two applications made centrally by Highland Council; and three applications made by Associated Schools Groups. These smaller scale projects are not restricted to the schools in the full SAC programme (which were selected on the basis of the percentage of pupils on the roll in the lowest Scottish Index of Multiple Deprivation deciles). The applications cover: literacy, numeracy, health and wellbeing, leadership, employability and outdoor learning. Where relevant, these projects have links with the Attainment Challenge projects mentioned above.

The work of schools in attainment projects has been very much supported by Highland's Scottish Government-appointed Attainment Adviser, who has also provided invaluable input into the improvement process. Reviewing progress in the SAC projects and exploring how effective practice leading to positive impact can be rolled out, will be key aspects of the work to be carried out in the months ahead.

Senior Phase Benchmarking Tool – INSIGHT

Insight is the national dashboard to measure school and Authority performance in four key areas: literacy and numeracy, attainment for all, attainment versus deprivation, and leaver destinations. It continues to be used to reflect on and analyse attainment data.

Rather than compare data with actual Authorities or schools with broadly similar characteristics, Insight creates a "virtual comparator". This is done by selecting four key characteristics which make up an Authority or school: gender balance; staying-on rate; percentage of time spent in mainstream education; and deprivation based upon the Scottish Index of Multiple Deprivation (SIMD). From these four areas, Insight matches ten pupils from around Scotland to every one of the pupils in Highland, and treats this matched group as the virtual school or Authority.

As a self-evaluation tool, Insight is very powerful. The dashboard itself works through a series of filters, which allows schools to dig deeper into any initial data. The combination of filters that can be applied is huge and, whilst good for self-evaluation, can be unwieldy for reporting purposes.

Work continues on the best use of Insight analysis to inform the improvement agenda. An attainment report is produced by each school in conjunction with their QIO, to support measurements of progress and inform next steps. The core data is a set of similar information that we have asked all schools to report upon, but also allows schools to dig deeper into the data that underlies their report, and use this to identify any significant trends, strengths and areas for improvement to inform their own Standards & Quality report and Improvement Plan.

We have used this approach in the summary report below. The average tariff scores are based on points awarded for different qualifications and awards. The complimentary tariff points (new in recent Insight update) takes the average best set of results, to align and compensate for any differences of S4 presentation policy across the country, and therefore levels the playing field to give a more balanced comparison.

Improvements in Performance in Highland Schools

These figures are an amalgamation of the performance of all Secondary Schools in Highland. Overall it remains a positive picture. However, while in most areas there is an increasing trend in performance, there are still areas where Highland is below the virtual comparator. The quality improvement team and service management team are working with schools to improve varying areas of attainment, dependant on the improvement required within an individual context.

Closing the "attainment gap", i.e. the link between pupil performance and SIMD data, continues to be a priority for the Scottish Government and will continue to be a priority in Highland with all schools being trained in the effective use of data to identify and address their attainment gaps. The new data package introduced in 16/17 will not only allow

schools to target pupils for early intervention, but will also serve as an analysis tool of 15/16 attainment data to inform improvement strategies.
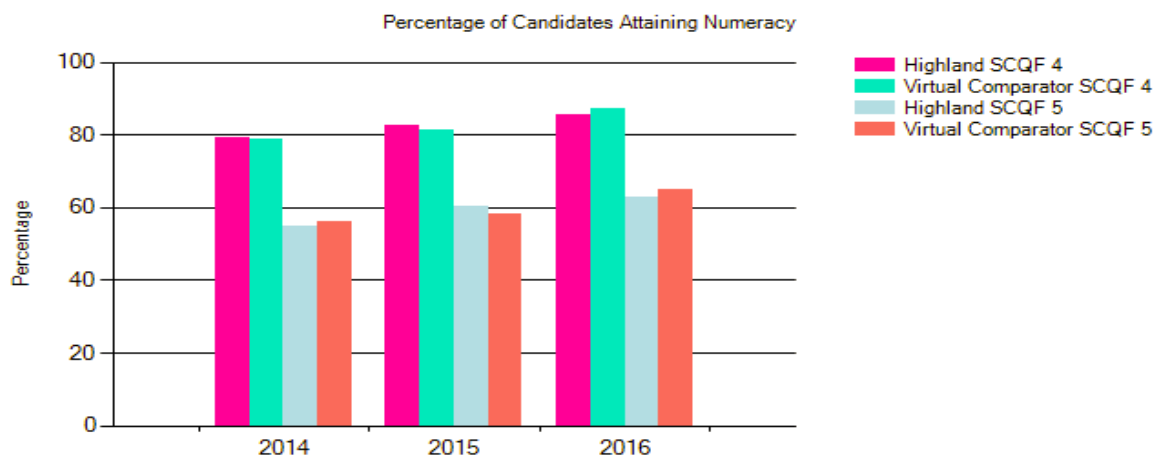
The attainment data below is a mix of leavers' data – attainment of young people on point of leaving school (14/15 data), and attainment of groups of cohorts (15/16).

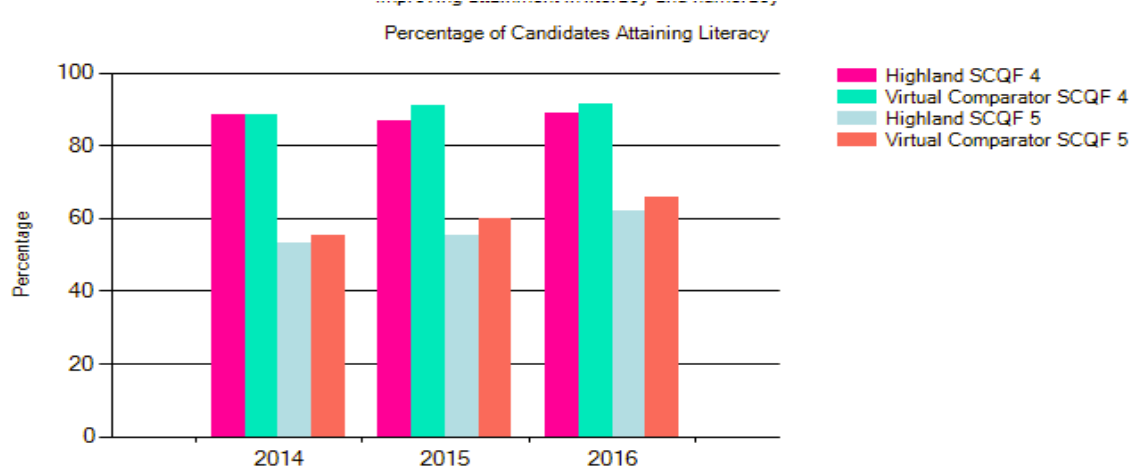# 1   Literacy and Numeracy - (15/16 attainment – cohorts)
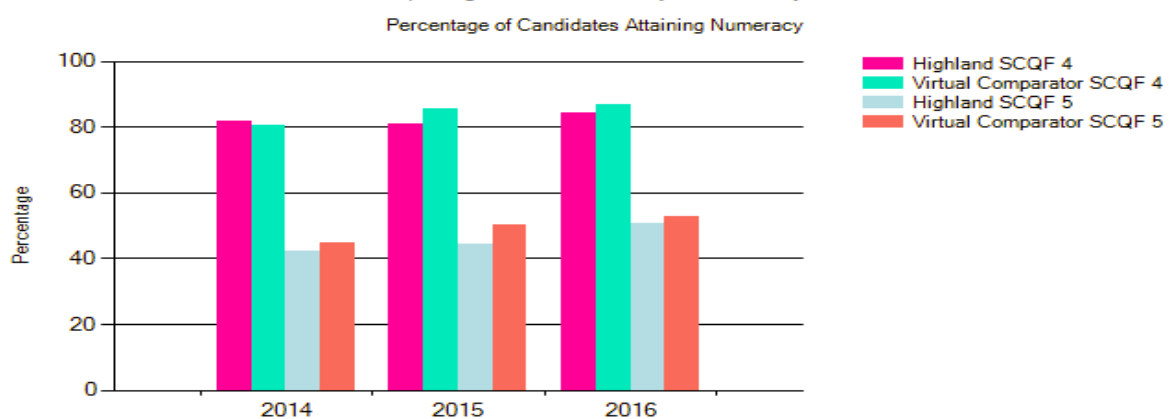**Literacy by end of S6**
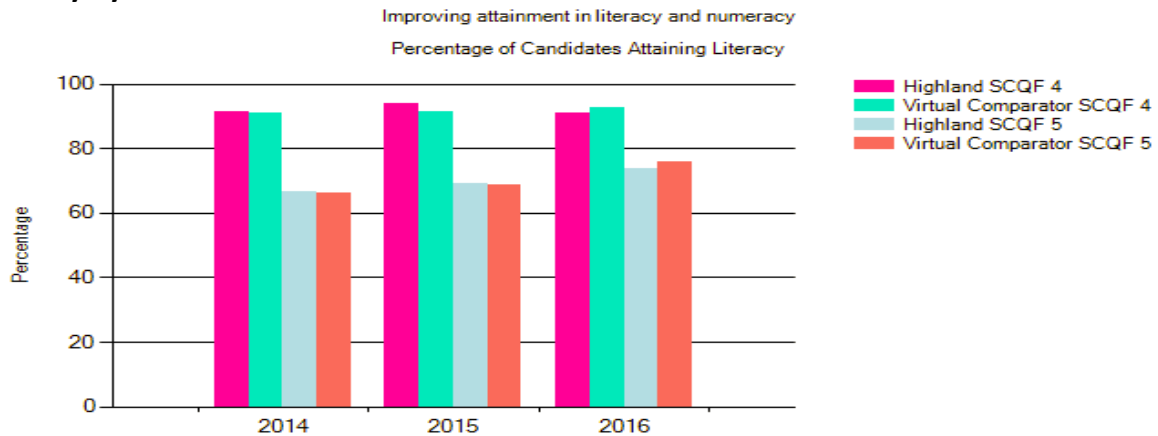
Numeracy by end of S6

Main messages
In both Literacy and Numeracy, Highland is slightly below the Virtual Comparator, although there is a rising trend at both N4 and N5 in Numeracy and N5 in literacy. Authority Literacy percentage figures are higher than Numeracy, but this is also reflected in the Virtual Comparator figures.

Literacy by end of S4

Percentage of Candidates Attaining Literacy

Legend:
- Highland SCQF 4
- Virtual Comparator SCQF 4
- Highland SCQF 5
- Virtual Comparator SCQF 5

Numeracy by end of S4

Percentage of Candidates Attaining Numeracy

Legend:
- Highland SCQF 4
- Virtual Comparator SCQF 4
- Highland SCQF 5
- Virtual Comparator SCQF 5

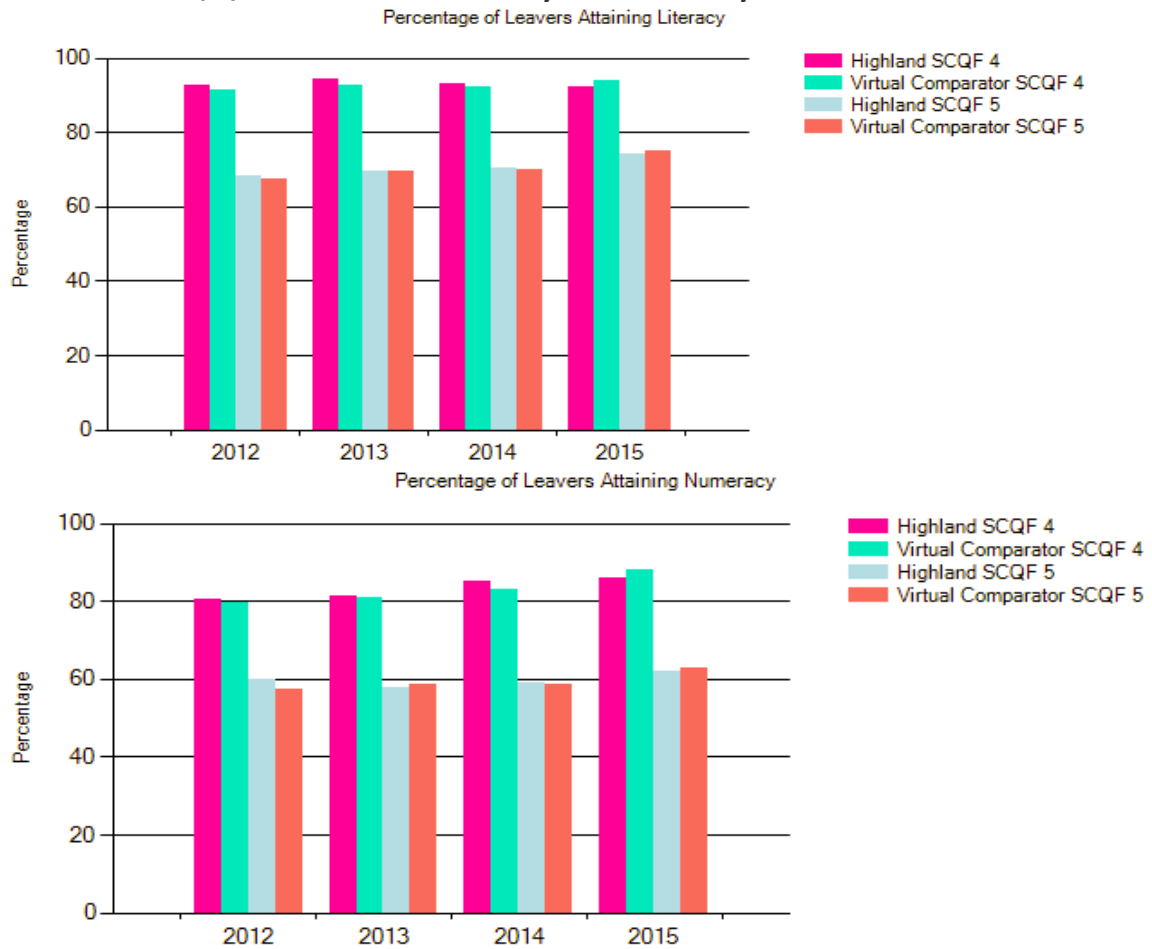**Main messages**

Attainment in S4 literacy and numeracy is rising in both areas and across both levels. Although it is still slightly below the virtual comparator, in comparison to recent years, the gap is closing.

The improvement trend is partly due to more schools entering N4 level pupils for the N5 literacy and numeracy units to broaden their learning from National 4 course award. QIT will continue to reinforce this message through school engagement, at data training and sharing of good practice at HT events.

**Leavers Data – S4/5/6 attainment in literacy and numeracy**

Percentage of Leavers Attaining Literacy

- Highland SCQF 4
- Virtual Comparator SCQF 4
- Highland SCQF 5
- Virtual Comparator SCQF 5

Percentage of Leavers Attaining Numeracy

- Highland SCQF 4
- Virtual Comparator SCQF 4
- Highland SCQF 5
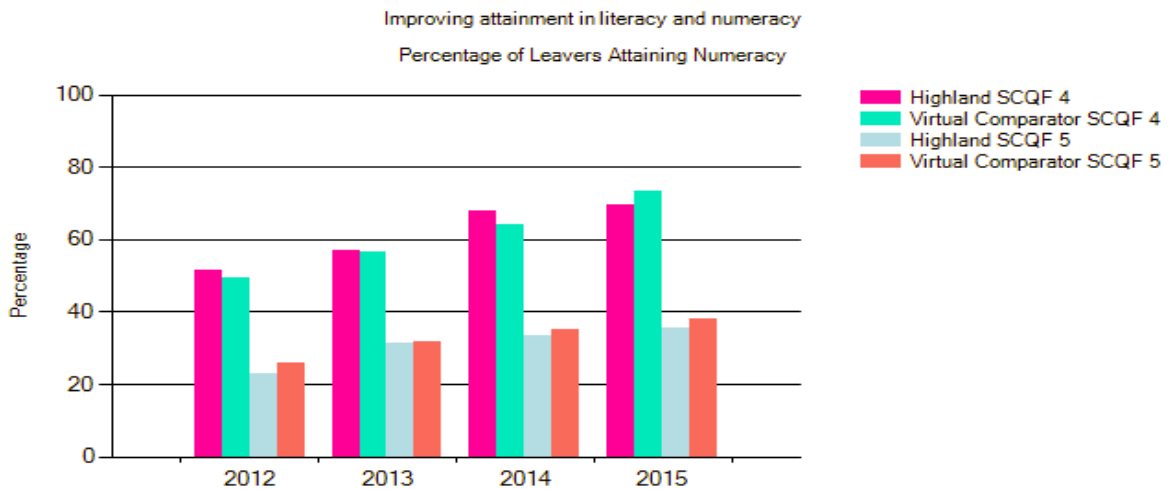- Virtual Comparator SCQF 5

Main message

Attainment for pupils at point of leaving school is almost in line with the virtual comparator for young people attaining a level 4/5 literacy and numeracy award, with 96% of pupils attaining a level 3 award or above in literacy, and 94% attaining a level 3 or above in numeracy.

Pupils with Additional Support Needs – S4/5/6 leavers' attainment in Literacy and Numeracy

Literacy

Percentage of Leavers Attaining Literacy

Numeracy

Improving attainment in literacy and numeracy
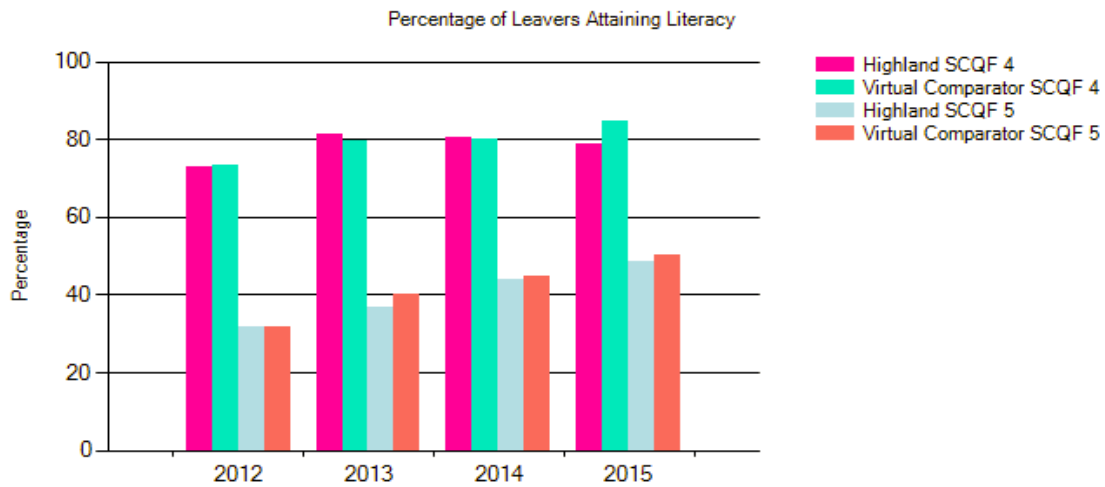
Percentage of Leavers Attaining Numeracy

Main Messages

Pupils with additional support needs perform less well in literacy and numeracy at the point of leaving school than those in the Virtual comparator.

However, levels in both literacy and numeracy have a rising trend, with 2016 being the best year so far for literacy attainment at N5 level.

88% of ASN pupils attain a level 3 or above literacy and numeracy award - again, slightly below virtual comparator.

Care Experienced Young People
Leavers' attainment for S4/5/6 in Literacy

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy
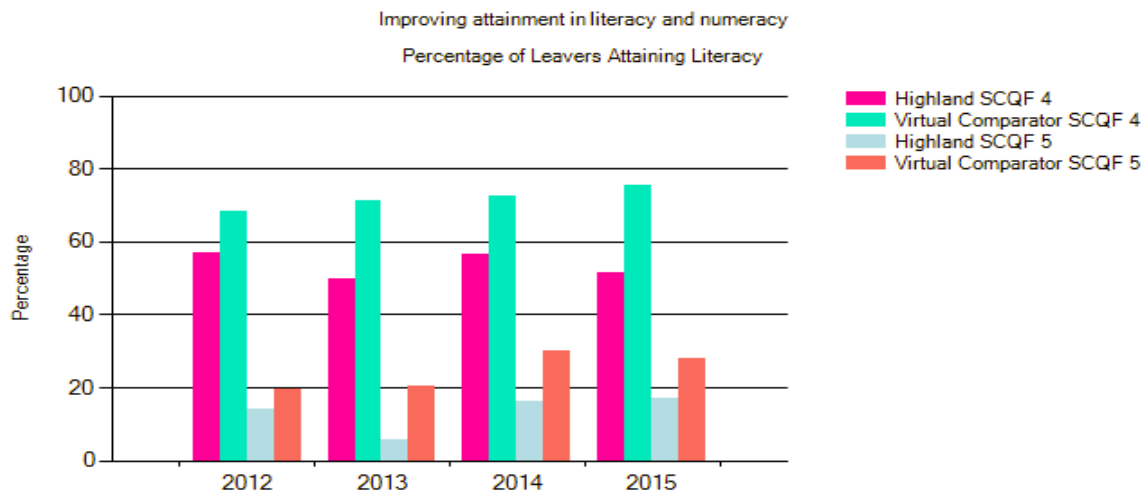
Care Experienced Young People
Leavers' attainment for S4/5/6 in Numeracy

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Numeracy
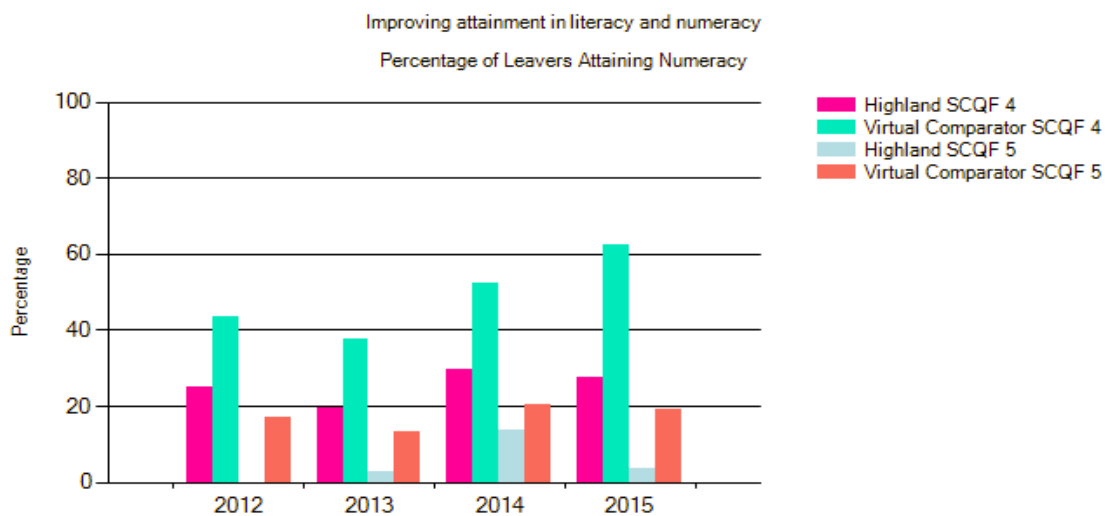
| 2015-16	All Looked after	Looked after at home	Looked after Away from Home
S4	45	24	21
S5	23	5	18
S6	10	1	9

Main messages

Significant measures are required to be taken as regards Care Experienced pupil attainment, as the graphs above show. These young people are not leaving school with appropriate levels of literacy and numeracy in comparison young people in similar circumstance in our Virtual comparator.
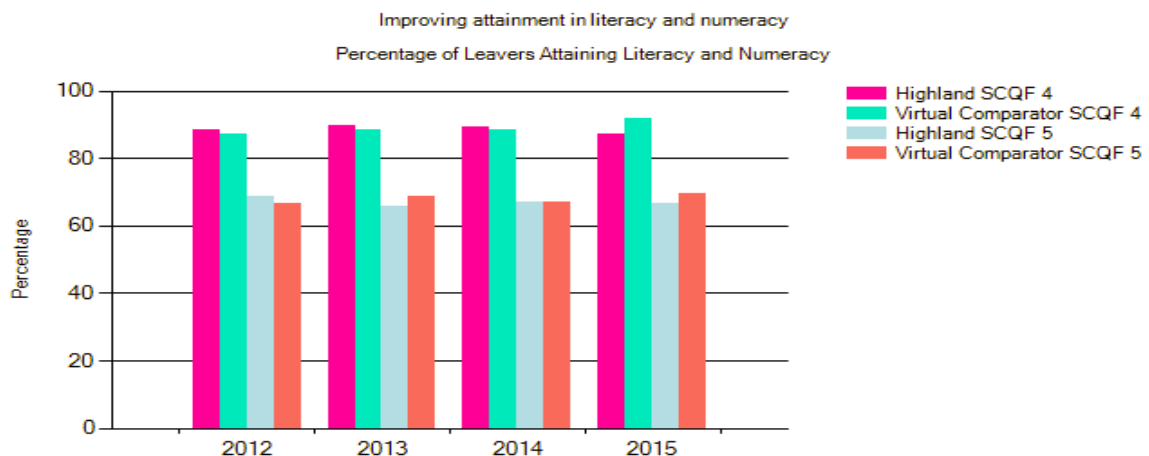
We will require schools to use data packs to target these groups of young people and monitor progression and achievement closely. Analysis of post exam data will also aid self - evaluation for outlining strategy with this agenda.

Closing the Gap

S4 Literacy & Numeracy leavers' data - 30% most deprived

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy
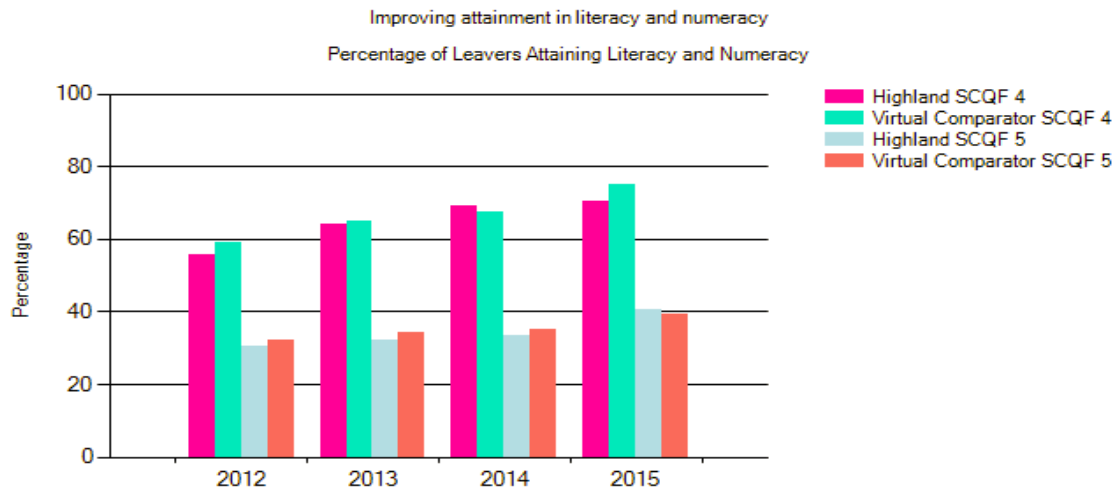
S4 Literacy & Numeracy – 30% least deprived

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy

Main messages

Young people from the most disadvantaged communities are leaving school attaining slightly below the virtual comparator in literacy and numeracy at Level 4, and above the virtual at Level 5.
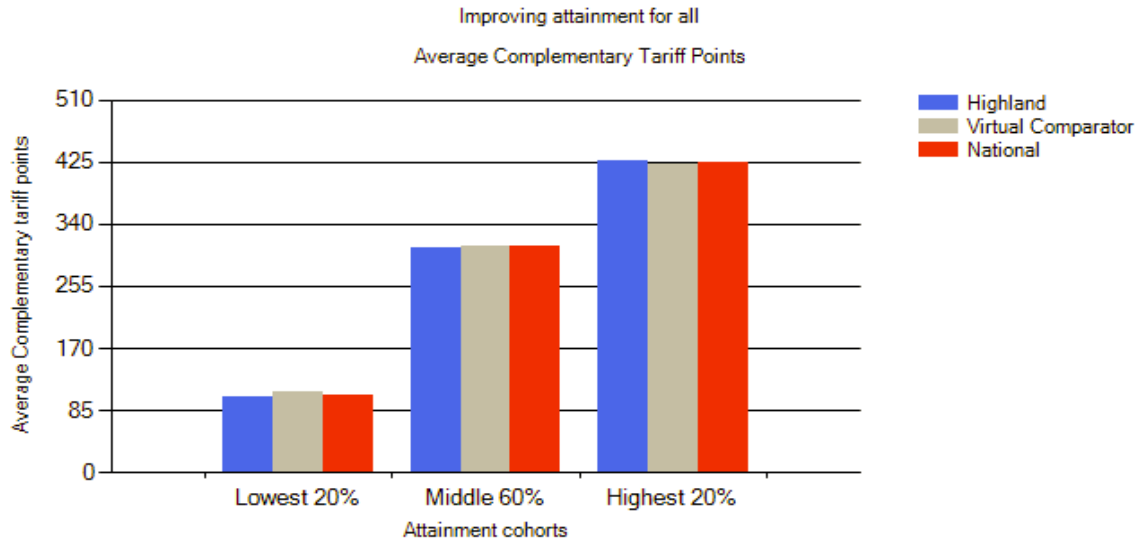
With 70% National 4 and 41% Level 5, there has been improvement at Level 5 attainment for this group of leavers from the previous year's cohorts. However, the gap between the least deprived (with 87% attaining an award at Level 4 and 66% at level 5) is smaller than the Virtual Comparator and national equity gap, there remains a significant gap between the most and least deprived groups in Highland.
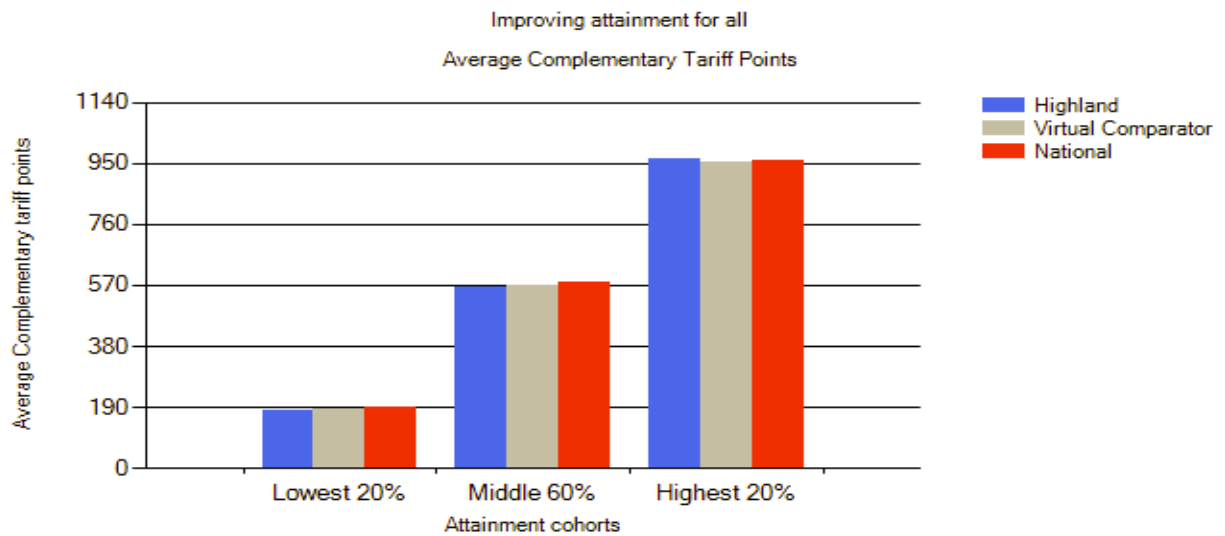
Effective use of data with tracking attainment focus as well as attainment challenge strategies will all be involved in addressing this agenda.
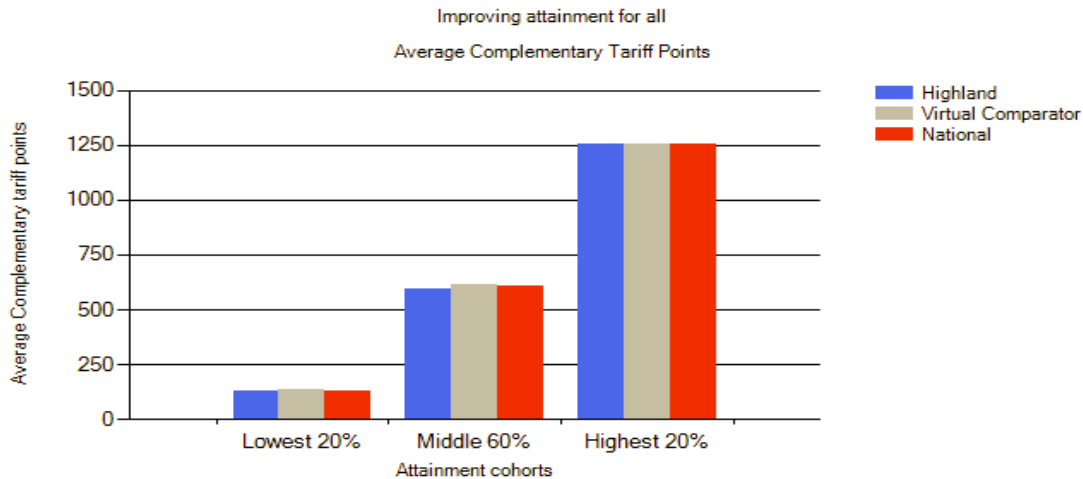
Improving Attainment for All
15/16 Average (Complimentary) Tariff Score by the end of S4 (cohort)

Improving attainment for all

Average Complementary Tariff Points

Legend: Highland (blue), Virtual Comparator (grey), National (red)

Y-axis: Average Complementary tariff points (0, 85, 170, 255, 340, 425, 510)
X-axis: Attainment cohorts (Lowest 20%, Middle 60%, Highest 20%)

Average Tariff Score by the end of S5

Improving attainment for all

Average Complementary Tariff Points

Legend: Highland (blue), Virtual Comparator (grey), National (red)

Y-axis: Average Complementary tariff points (0, 190, 380, 570, 760, 950, 1140)
X-axis: Attainment cohorts (Lowest 20%, Middle 60%, Highest 20%)

Average Tariff Score by the end of S6

Improving attainment for all

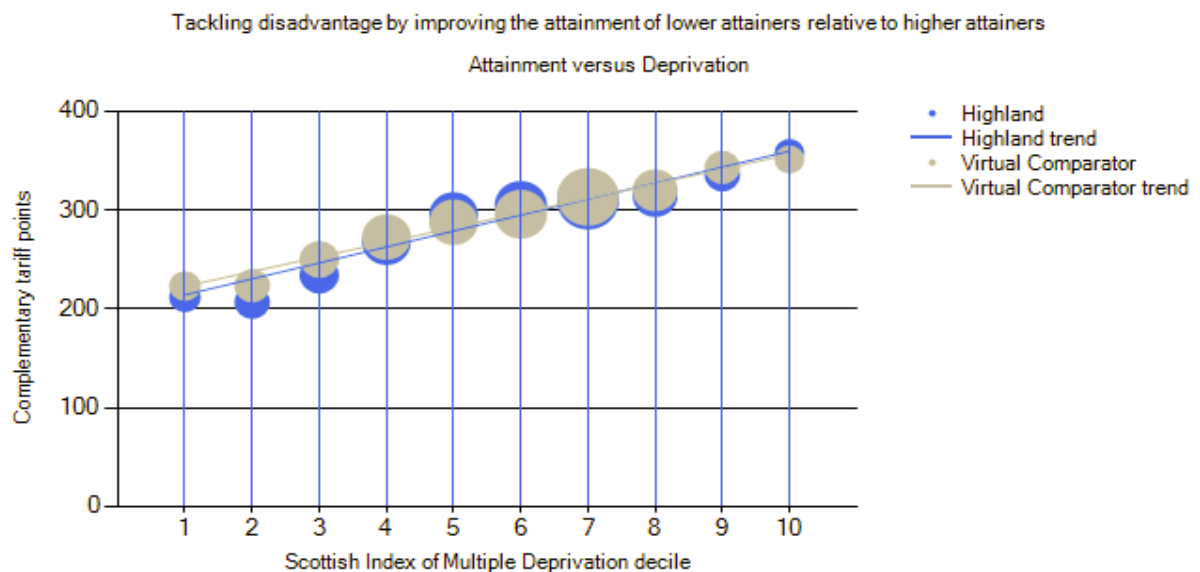Average Complementary Tariff Points

Main messages

At the S4 stage, Highland attainment has improved on last year in all 3 of the attainment cohorts. This year, Highland is virtually in line or above the Virtual Comparator and national data across the 3 cohorts.
Similarly, in S5 and S6, Highland is in line with the Virtual Comparator, and for the different attainment cohorts within these stages, with only a slight difference in S6 for the middle attaining 60%.

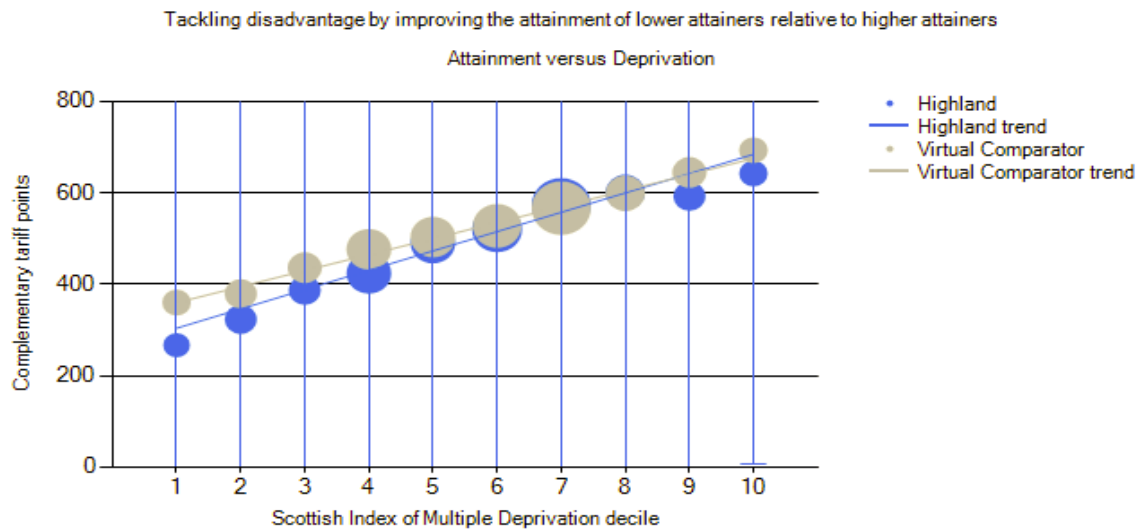## 3   Attainment versus Deprivation 2016

By the end of S4 compared to Virtual Comparator
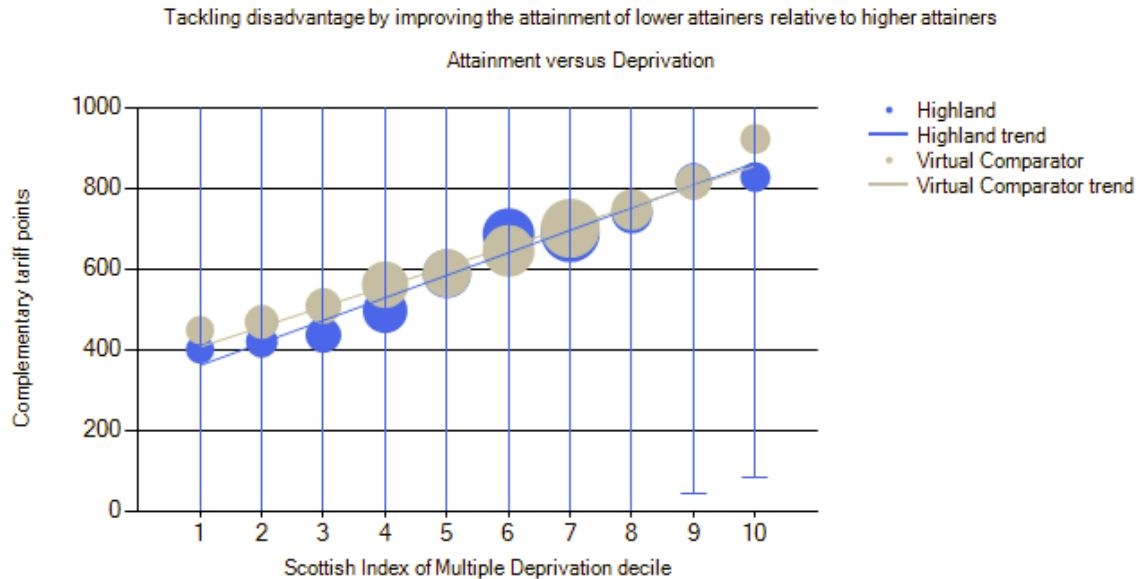
The selected year is **2015/16**

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

By the end of S5

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

By the end of S6

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation
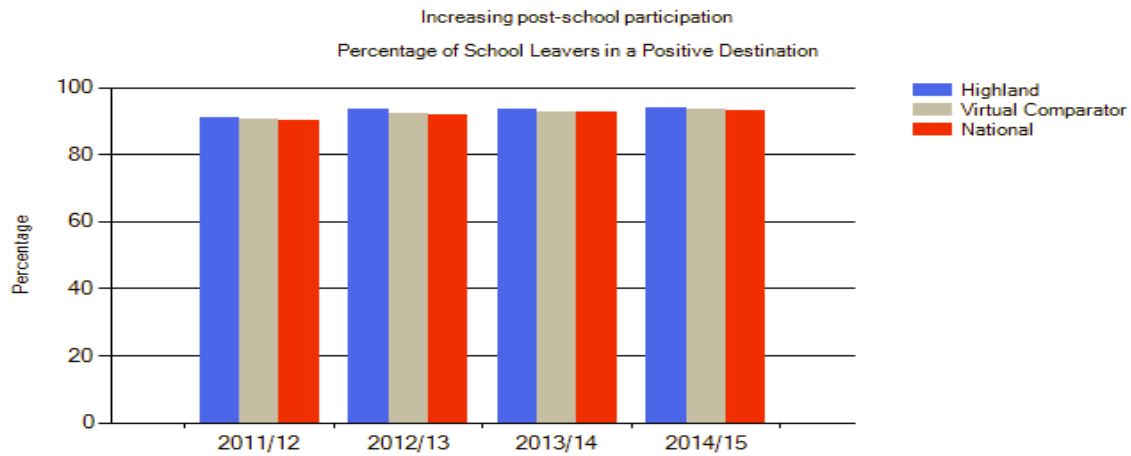

Main messages

The above graphs show that S4 attainment versus deprivation has significantly improved (although with a different cohort of pupils) with most deprived tariff scores increasing on average by 40 tariff points. This takes us in line with the Virtual Comparator.
This is a different cohort of pupils therefore caution is required when comparisons are drawn to previous years.

Gaps around our most disadvantaged cohort from last year (S4) have remained into S5 with our least affluent doing less well compared to the Virtual Comparator. This gap closes into S6.
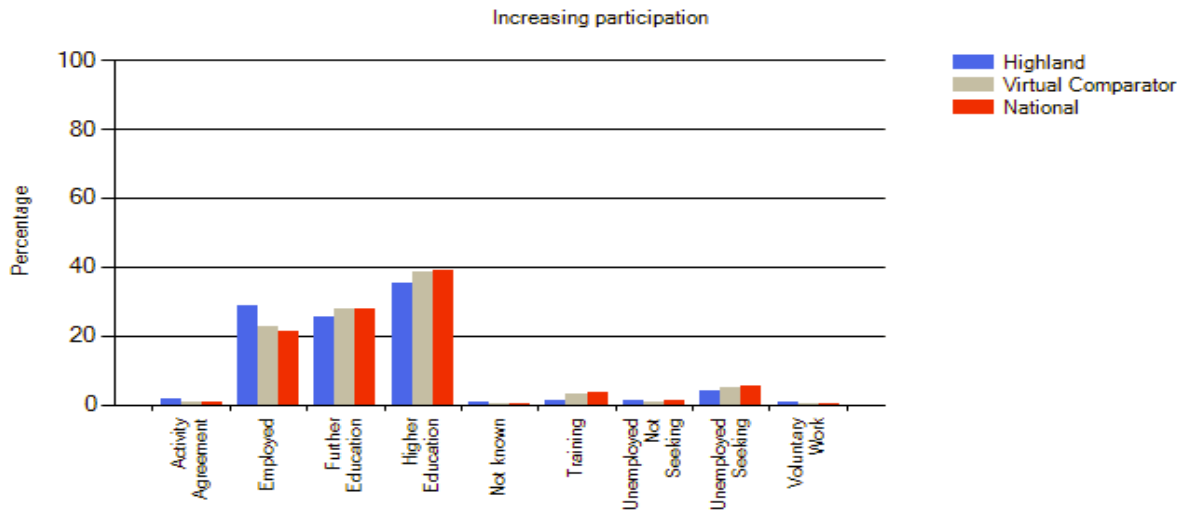
Continued work will be done with schools in identifying and addressing their attainment gaps between the most and least disadvantaged pupils.

4 National Benchmarking Measure: Leaver Initial Destinations – 14/15

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Destination by breakdown

The selected year is **2014/15**

Increasing participation

Pupils with Additional Support Needs – Leavers S4/5/6 - Positive Destinations

Increasing post-school participation

Percentage of School Leavers in a Positive Destination
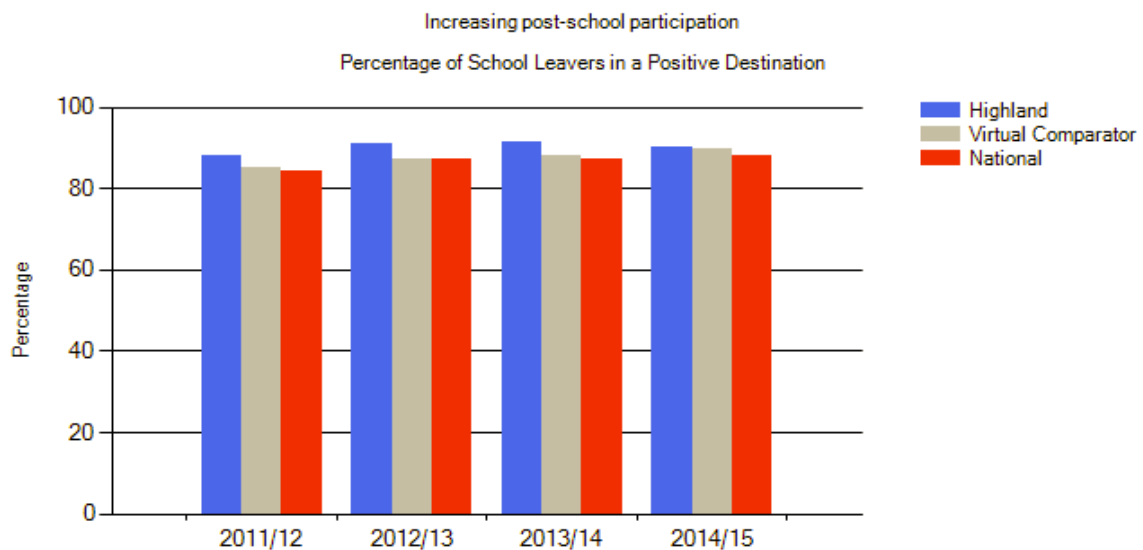
Care Experienced young People – Positive destinations - Leavers S4/5/6

Increasing post-school participation

Percentage of School Leavers in a Positive Destination
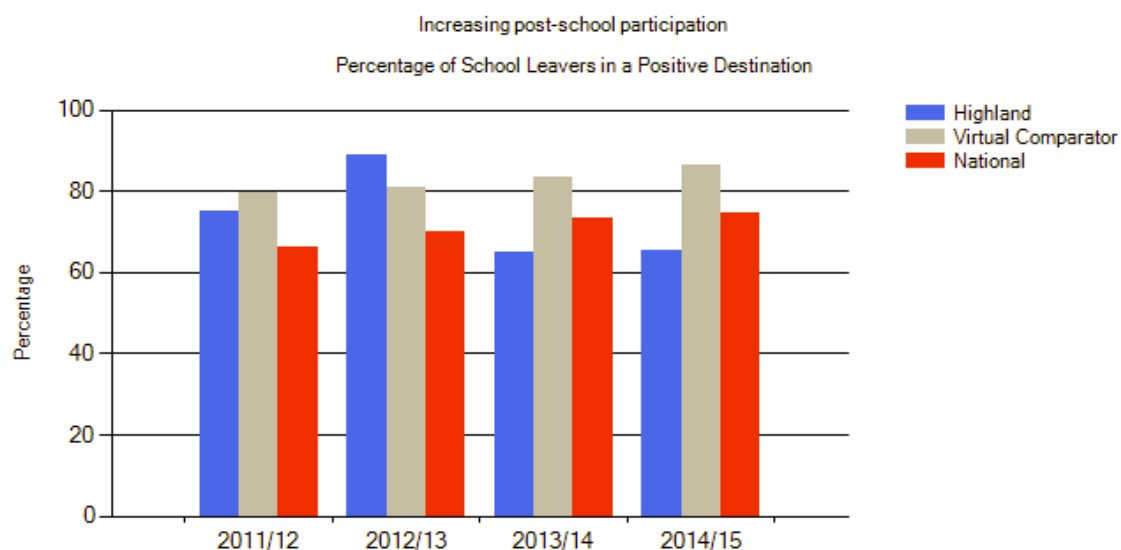
2014-15

Main messages

Highland is in line with the Virtual Comparator and the national picture regarding overall positive destinations.

There remains a significantly higher proportion of young people entering employment than the Virtual Comparator and the national picture. Consequently, there is a slightly lower percentage entering Higher Education, Further Education or Training.

Pupils with additional support needs are in line with the virtual and national average for reaching a positive destination on leaving school.
Care experienced young people are below the Virtual Comparator for leavers reaching a positive destination. This is included in the 2016/17 action plan on use of data to target groups and apply earlier interventions.

Broad General Education

In May 2015, every authority was asked to submit Curriculum for Excellence level data to Scottish Government for each pupil in P1, 4, 7 and S3. This data represented teacher judgement of pupil achievement of levels in reading, writing, listening & talking and numeracy.

For a number of years, Highland has been using Summary of Performance and Progress statements to report to parents on children's progress across the Broad General Education (P1-S3), and the evidence that has underpinned these statements links very closely with evidence to support achievement of a level.

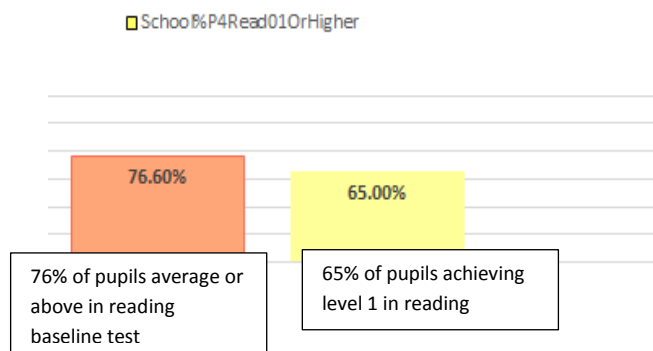A summary of data for reading and numeracy can be seen in the charts below. They show level data compared to baseline tests undertaken by pupils. At the moment, we only have these baseline tests to gauge attainment against reading and numeracy for P4, 7, and S3.

National data of level achievement only, will be published in January, which will give us a stronger baseline for comparison and our baseline tests will be replaced with National tests. The comparison of level achievement to baseline tests is a very rough measure and should not be seen as being like for like, this serves only for an in-house comparison to quality assure data and promote discussion at school and authority level.
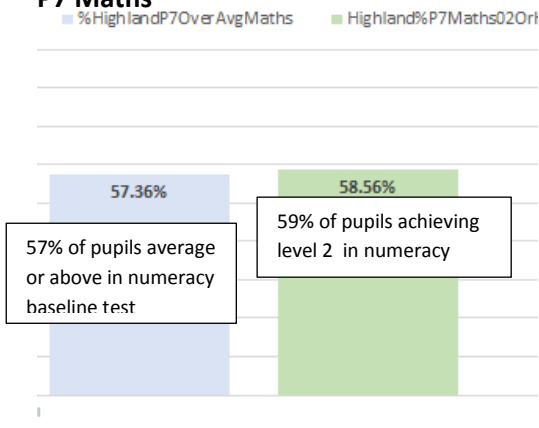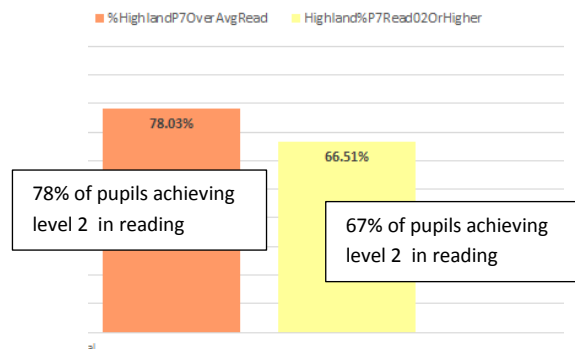
P4 Maths

Legend: Highland%P4OverAvgMaths, %HighlandP4Maths01OrHigher

- 84.38%
- 63.75%

84% of pupils average or above in numeracy baseline test

64% of pupils achieving level 1 in numeracy

P4 Reading

Legend: Schoo%P4Read01OrHigher

- 76.60%
- 65.00%

76% of pupils average or above in reading baseline test

65% of pupils achieving level 1 in reading

P7 Maths

Legend: %HighlandP7OverAvgMaths, Highland%P7Maths02OrH

- 57.36%
- 58.56%

57% of pupils average or above in numeracy baseline test

59% of pupils achieving level 2 in numeracy

P7 Reading

Legend: %HighlandP7OverAvgRead, Highland%P7Read02OrHigher

- 78.03%
- 66.51%

78% of pupils achieving level 2 in reading

67% of pupils achieving level 2 in reading

S3 Maths

Legend: hland%S3OverAvgMaths, Highland%S3Math03Higher, Highland%S3Maths04Higher

- 83.74%
- 80.68%
- 44.15%

84% of pupils average or above in numeracy baseline test

81% of pupils achieving level 3 in numeracy

44% of pupils achieving level 4 in numeracy

S3 Reading

Legend: Highland%S3Read03Higher, Highland%S3Read04Higher, hland%S3OverAvgRead, Highland%S3Read03Higher, Highland%S3Read04Higher

- 82.79%
- 83.45%
- 30.99%

84% of pupils achieving level 3 in reading

83% of pupils average or above in reading baseline test

31% of pupils achieving level 4 in reading
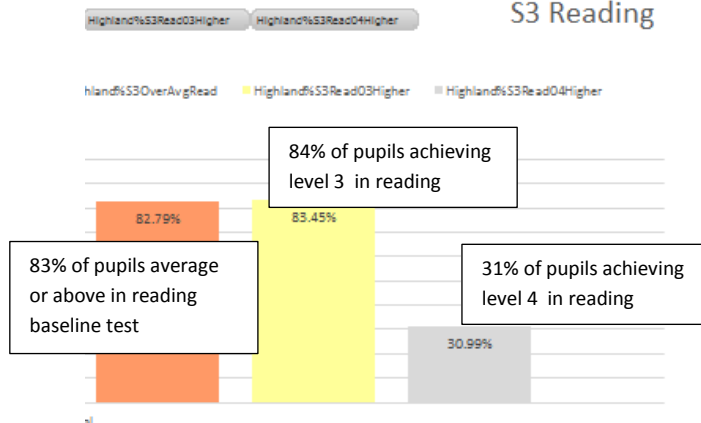
Main messages

Highland attainment in CfE levels in most areas and stages is in line with pupil baseline achievement in each area. Reading at level 4 stands out as being lower in comparison to numeracy and baseline reading achievement. It does not match progression trends to national 5 literacy awards. However, this is only one of 3 literacy elements so comparison to national data will give us a better understanding of any improvement requirements moving forward. Please see Learning Teaching Assessment section below with regard to 2015/16 actions and progress in this area around moderation and sharing standards.

Skills for Work Qualifications

Skills for Work entries have decreased in the last few years, this is due to an increasing variety of Senior phase courses on offer outwith the traditional curriculum as well as reduced funding to resource these courses from the centre. We will continue to monitor pathways I the senior phase through the Developing Young Workforce agenda (more information on this on pg28).

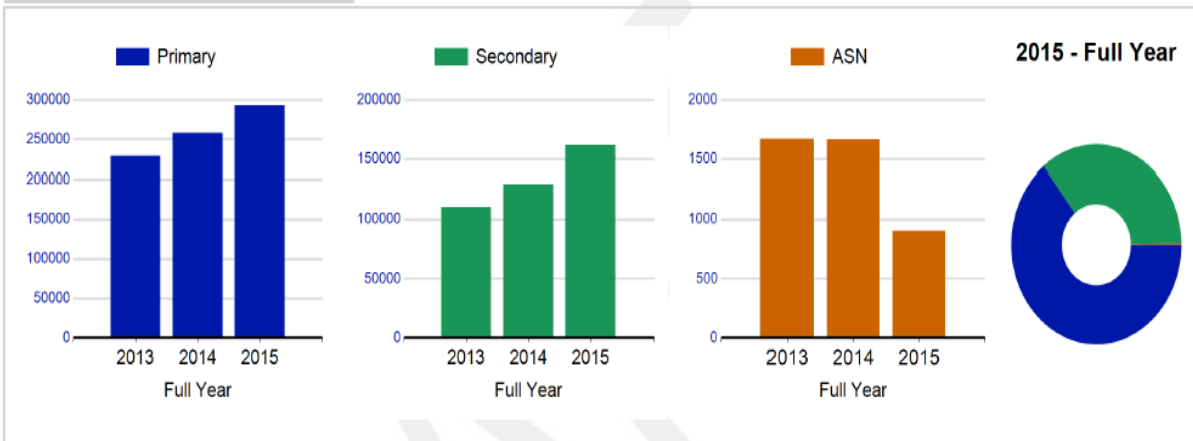| School Based Skills for Work entries					
2010 / 2011	2011 / 2012	2012 / 2013	2013/14	2014/15	2015/16
360	379	418	455	366	278

Achievement in Highland Schools

Pupils in Highland schools continue to achieve in a wide range of experiences. The importance of such achievement is widely recognised by schools, parents and carers, and employers. Schools are increasingly emphasising skills development within pupil learning and achievement. The school curriculum is allowing more opportunity to transfer skills across curricular areas as well as within the wider curriculum.
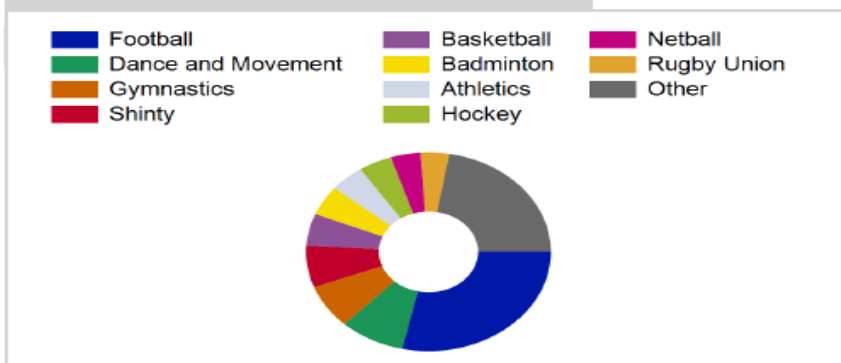
ACTIVE SCHOOLS

Figures from Sport Scotland from 2015 (data is gathered on a full year basis) show that participation in activity sessions continues to increase in primary and secondary. In ASN there has been a drop due to the availability of specially trained volunteers, this is being addressed and should increase again in the coming year.

Participant Sessions₁ by School Type

2015 - Full Year

Top 10 Activities by Participant Sessions₁

- Football
- Dance and Movement
- Gymnastics
- Shinty
- Basketball
- Badminton
- Athletics
- Hockey
- Netball
- Rugby Union
- Other

High Life Highland figures show that participation in activity sessions have increased again in the last year. Further analysis of the data can be accessed through the Active Schools report.
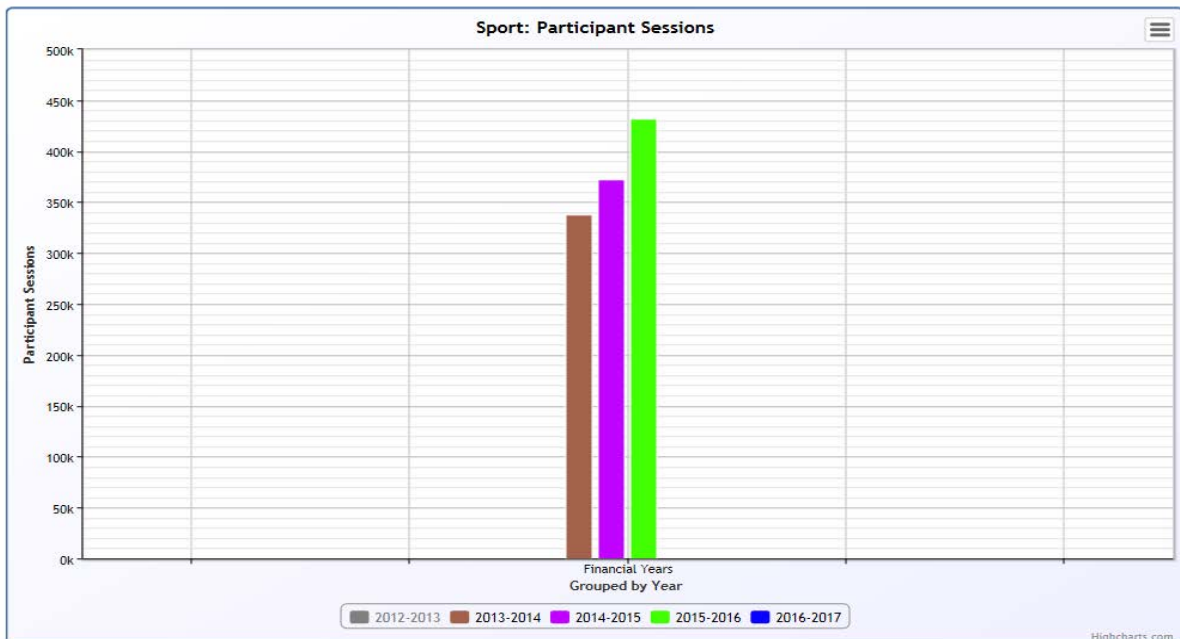
Learning, Teaching and Assessment

Much work and support has gone into secondary schools in recent years, in the form of Curriculum Development Officers, to support the implementation of the new National Qualifications. This year saw the final level of NQs being introduced in the form of the new Advanced Higher qualification, and many schools were also running the new Higher course for the first time.

While it was important to still provide support for new qualifications, Pedagogical Leads were appointed for secondary subjects in 2015/16 to aid sharing of standards and planning within the S1-3 curriculum. They led a number of training events throughout the year, and built up a bank of resources to aid planning and assessment in the BGE as well as giving some time to National Qualification updates and support. Feedback from these leads suggested that further support was required for schools to build capacity at practitioner level across the authority, in planning assessment and improving teacher judgement in S1-3. Feedback at the October Headteacher conference outlined variable practice in sharing standards and moderation strategies.

In Secondary Schools, the expectations of internal verification and the introduction of new courses has led to a stronger culture of sharing standards in the senior phase. The same has been true for some aspects of the Primary Curriculum, with primary teachers working together within schools and ASGs to share standards around frameworks for learning. A moderation steer document with support guidance was issued to schools in January. There is still further scope to ensure that progression through the Broad General Education is achieved by Associated School Groups (ASGs) working together to ensure that there is progression in learning, especially at key transition points.

In 2016/17, in partnership with the Tapestry project and Professor Dylan WIliam, Teacher, Learning Communities(TLCs) will be set up across 113 schools (both primary and secondary), training 142 leaders in summative assessment. These leaders will then train their school staff in planning assessment and sharing standards. It is hoped that 1000+ cross sector practitioners will be involved in this professional learning which will aid the authority and national agenda of increasing consistency of judgement and improving assessment judgements. It is encouraging to see many TLCs being set up across and Associated School Groups, this collegiate planning and discussion will aid moderation and transition.

In addition to this improvement action, further moderation of 'achievement of a level' is required at local, Highland and national level. 2016/17 will see the appointment of Quality Assurance Moderation Support Officers to lead local moderation events throughout the year and attend National events sharing standards and discussing achievement. Highland will appoint 15 practitioners to be involved in this project across literacy (writing) and numeracy moderation. There will be further Education Scotland resources and training to support this agenda in the form of 'benchmark statements' for each curriculum area which will form an integral part of this support to schools and ASGs.

While acknowledging the good quality of learning and teaching that exists in Highland schools as evidenced through Quality Improvement visits and Education Scotland

inspections, further work is required in this area. As schools work towards greater consistency of practice through more focussed visits to classes to observe learning and teaching, they are beginning to engage more fully with the support materials available to them.   These include Highland's Learning, Teaching and Assessment Policy and the associated toolkits, as well as material available from Education Scotland.

Curriculum for Excellence and How Good Is Our School4 puts emphasises creativity and employability in learning. In response to supporting schools with this agenda and in partnership with Eden Court and Hi-life highland, funding has been secured for 16/17 training in this area with a view to this featuring in school improvement plans in 17/18. We aim to build a community of creative champions who will implement new ideas and prioritise creativity within their 2017/2018 School Improvement Plans, and support the Local Authority 3 year Strategic Improvement Plan.

Primary Pupil Profiling
Profiling and Reporting – 2015/2016:

The expectation from Education Scotland in the **CfE implementation Plan** 2015/2016 was that: *"Schools should involve parents in developing more simple and effective means of reporting that emphasise quality of engagement rather than reams of paperwork".*

During the 2015/2016 session, in an attempt to develop Q.I 2.5 How Good Is Our School 4 (HGIOS4) 'Family Learning' and tackling unnecessary bureaucracy caused by current reporting processes, Highland Council has been developing continuous approaches to Profiling and Reporting to support increased family engagement. The focus is to enhance the dialogue with learners and their families, strengthening the relationship between profiling and reporting, to ensure learners and their families feel confident in the learning process.

A steering group of practitioners from ten pathfinder schools developed and trialled continuous profiling and reporting in their schools. This was co-ordinated by a Quality Improvement Officer and a Primary School Depute Head Teacher. A package of resources was then put together and rolled out across the Local Authority in five training events during May and June 2016. During the first round of training, 44% of schools had SMT representation, who will roll-out continuous profiling and reporting by July 2019.

Profiling and Reporting – Next Steps 2016/2017:
- *Nine training events will take place during the 2016/2017 session for school SMT – four between October and December and five between April and June*
- *The fifteen schools who have identified themselves as embedding continuous profiling and reporting with an end of year summative report during the 2016/2017 session will be supported by the Quality Improvement Team during visits*
- *A package to support Profiling and Reporting within the Early Years will be developed with school and partner centre nurseries, co-ordinated by a Quality*

Improvement Officer, a Development Officer, Early Years Education Support Officers and an Early Years Educational Psychologist.

Secondary Tracking, Monitoring and Reporting

In addition to the middle manager tracking events (information included in 'Analysis of Data – Pg3), Secondary schools were issued with a tracking, monitoring and reporting steer in January 2016, which outlined best practise in making judgements, and expectations of reporting to Parents using Seemis. 26 out of 29 Secondary schools are now reporting and tracking on Seemis; those that aren't are using their own developed tracking and reporting systems which tie in with the fundamentals outlined in the steer.

Many secondary schools have moved to interim reporting to parents, either in Senior phase only or across all year groups. Interim reporting provides parents with frequent updates about their child's learning with focused next steps for improvement. It also allows the schools to gather tracking data on a more regular basis and analyse this for intervention where required to support learning. Interim reporting formats have resulted in positive feedback to schools from parents. The authority will continue to collate and share best practice in this area, with a next step focusing on skills tracking and linking with the new primary profiling structure.

In Nursery, the Developmental Overview was designed as a tool to help Early Years Practitioners with early identification of concerns about 3 and 4 year old children and their development, either in terms of support or challenge, and to become more confident in involving parents and carers in that process. Staff gather evidence for the completion of the Overviews on an on-going basis through the daily routine and use of detailed observations on the children's progress. Over the course of the last session, all Early Years Practitioners received training and completed Overviews for all children in their preschool year. This has resulted in high quality, useful, information for the successful transitions of individual children into Primary School. The use of the development overviews will be required to be reviewed to analyse the impact on children's development. More information regarding the impact of this is in the Meeting Needs section - P35/36.

Next steps in Improving Learning and Achievement

- *Close our "attainment gap" linked to deprivation through supporting schools to use data effectively track and monitor progress in a focused way*
- *Improve the consistency of teacher judgements by supporting schools in effective assessment planning and collegiate working*
- *Support schools in moderation and sharing of standards towards achievement of a level with Authority and National moderation structures in place*
- *Continue to develop effective learner profiling and support schools to identify skills' progressions for pupils.*
- *Continue to develop support for pupils' learning through high quality learning conversations.*

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

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

Curriculum

Early Years

The Early Years curriculum remains a focus across the partner centre and school settings. In 2015/16 Principal Teachers liaised with settings and managers across Highland, and carried out quality improvement and support visits, and created resources with settings. Concentration was given to emerging literacy, outdoor learning and active play, with an extensive professional learning programme in place for EY practitioners.

Education staff have worked collaboratively with Allied Health Professionals to get a better understanding of the needs and next steps in learning. Key documents were created for settings by the development officers and led by the QIO for early years.

A significant restructure was implemented at the end of the session, and the QIT remains focused on maintaining and improving the learning experiences.

Next steps in Early Years
- *A Highland wide curriculum rationale will be created, which has a clear direction for vision and values to be shared with all settings. This will allow settings to personalise their vision, values and curriculum to suit the local community.*
- *The new Early Years Education Support Officers will take the lead on curriculum, supported by the QIT.*
- *A review of quality improvement and support will be taken and amendments made. Head Teachers and Managers of partner centres will be given extra support through CPD opportunities. Views will be gathered over the session to inform improvement planning for the next three years, and to identify successes to be shared and needs to be addressed.*

Primary

Primary Schools continue to develop their curriculum in order to ensure coverage of, and progression through, all curricular areas. Practice has been shared at conferences and most schools now have a rationale in place that articulates how they will deliver and continue to improve their curriculum. The 2015/16 focus within the primary curriculum has been

Emerging literacy for early level and continued work on the Highland Numeracy strategy. A development officer in each area worked alongside key ink QIOs to develop strategy and support staff training and school improvement.

Emerging Literacy – 2015/2016

A report was presented to the Education, Children and Adult Services Committee in May 2014, highlighting the importance of emerging literacy skills in contributing to the academic and social success of children and young people. Within the integrated services model during the 2014/2015 session, an initial engagement programme for P1 Teachers, ASN Teachers and SMT was developed and delivered by members of the council's Literacy Working Group. The group at that time consisted of a Literacy Development Officer, classroom practitioners (primary, secondary and EAL), Speech and Language, Occupational Therapy, and an Early Years Educational Psychologist.

During 2015/2016, a support package was developed by the Council's Emerging Literacy Working Group. This group consisted of classroom practitioners, an EAL Teacher, an Early Years Principal Teacher, an Early Years Educational Psychologist, a Speech and Language Therapist, an Occupational Therapist and the Interrupted Learners Development Officer. The support materials populated the Emerging Literacy page of the Highland Literacy Blog. The support resources were designed for practitioners to use in classrooms to take a developmental approach to Emerging Literacy. It is the Council's aim that all learners will experience a developmentally appropriate curriculum, ensuring that literacy programmes are built on a solid foundation.

Training was delivered to Primary 1 teachers, ASN Teachers and SMT across the Local Authority. By July 2016, 85% of P1 pupils had access to a practitioner who had attended the initial engagement training.

Emerging Literacy: 2016/2017 Next Steps
- *Highland will be leading a development across the Northern Alliance (7 northern authorities) to support practitioners across the Northern Alliance in taking a developmental approach to Emerging Literacy*
- *A revised training programme will be produced to include all of the resources developed and delivered across a series of training events during the 2016/2017 session, aiming for all Primary 1 children to have access to a practitioner who has received training in taking a developmental approach*
- *Seven Local Networks will be set up across the Authority to support practitioners in taking a developmental approach during the 2016/2017 session; each network will have four supported sessions – Project Co-ordinator (Raising Attainment in Literacy), Educational Psychologist, Speech and Language Therapist and Occupational Therapist – between August 2016 and February 2017*
- *Data will be collated during the 2016/2017 session to demonstrate the acquisition of emerging literacy skills*
- *Materials will continue to be created and populated on www.highlandliteracy.com*
- *The Authority will have clear guidance for practitioners in taking a developmental approach to Emerging Literacy.*

Numeracy

The Highland Numeracy strategy, led by the QIO for Numeracy and a numeracy development officer, is now in year 2 of development. Highland are part of a National Numeracy Hub where we benefit from sharing strategy and impact at a national level.

2015/16 has seen a real growth in schools adopting an improved methodology to teaching numeracy. 24 out of 29 ASGs (112 schools in total) have had twilight/CPD/in class support from the Numeracy Development Officer.

The main aim of the strategy is to improve knowledge and understanding across Highland practitioners of progression in numeracy, developing understanding of the stages of development through Early to Second levels, and supporting practitioners in assessing stages of development and planning next steps for progress.

The plan from August 2015 to March 2016 built on previous development through focused training and support:
- Understanding of the stages of thinking in addition and subtraction
- Assessment of stages of thinking in addition and subtraction
- Differentiating between knowledge and strategy, and assessment of the areas of knowledge
- Grouping and planning using the results of assessments
- Structuring learning and teaching to develop progression in knowledge and strategy
- Training was further developed since November 2015 to include
- Developing mental agility

The quantity and range of training and support now being requested by schools and ASGs has led to the need for a Steering Group for training to be expanded. The group aims to develop training teams across sectors and help inform next steps for content and delivery of training throughout Highland over the next year. In 2015/16, training was organised into six teams: Early Years, Probationer training – Primary, Probationer training – Secondary, CPD training across sectors, Twilight training and Additional Support.

There is a need for secondary and primary schools to work more closely in developing transition approaches and effective learning in numeracy throughout levels. In 2015/16, four secondary schools have begun to target the diagnostic assessments to individual children who have been struggling with maths in order to clearly identify gaps and next steps. Two of these schools have taken a lead in arranging twilight sessions involving maths departments, support for learning and feeder primary schools. This is an extremely positive step in building relationships across ASGs, identifying learning needs and providing training to enable both secondary teachers to address the needs of children not yet at Third level, but also for primary teachers to build skills in challenging learners beyond Second level.

Feedback from probationer training has shown that more input is required earlier on in their training on using the Highland Numeracy Progression approach, whereupon they would be able to deliver diagnostic assessments and begin using the methodology from the start of

their probation year. It is clear that there is a need to build relationships with the universities offering teaching courses and to reflect on the timings of training offered to probationer teachers, both primary and secondary.

Parental involvement will also be an important part of future training and support. The model which has been trialled, with a presentation communicating what we want for our children's future, along with clear ways parents can help children learn in maths and numeracy has shown very good feedback so far. This will therefore continue to be offered as part of training and support, with schools free to adapt structure, timings and specific input to their school as required.

Skills for Learning, Life and Work (Primary)

The key message to primary schools, emphasises that skills for learning, life and work need to be integrated and applied around the whole child's experiences of life, with the preparation for work skills being addressed explicitly as early as nursery. Having activities around 'people who help us' and the 'local workforce around our community' does not necessarily address skills for learning, life and work.

Curriculum planning around this concept has been started in some schools, but the vast majority are aware but are at different stages of the learning journey, as indicated by a baseline questionnaire issued February 2016. A variety of materials, activities and suggested links to My World of Work, Education Scotland and other sites was produced and issued to schools in June 2016, supporting many schools who have this in their 16/17 improvement agenda.

Some schools that have provided evidence of their journeys have been shared at the May HT conference - e.g. Lochardil Primary, Knockbreck Primary and Tain ASG with others emerging (Kilmuir, Skye and the Millburn ASG) since the conference. There will be ongoing support during 2016-2017 for all schools to gain access to peer developments. Nursery staff were offered training in developing the young workforce from April – June 2016, and will be expected to create action plans.

Primary Science – the Pedagogical lead for Science ran a number of science transition events in 2015/16 involving primary and secondary staff and pupils. Highland Council has secured 16/17 funding through Education Scotland to employ a 1 FTE science development officer with a focus on Primary STEM (including computing science and digital creativity). This development officer will liaise with the secondary science working group to continue the positive work started around transitions.

Learning for Sustainability
As an authority, we have worked closely with Highland One World, Crofting Connections, Highlife Highland and other agencies to emphasise the importance of developing a whole school approach to Learning for Sustainability. A variety of CPD opportunities on global citizenship, outdoor learning, children's rights etc have been delivered throughout 15/16. These have been well attended and have received positive feedback from participants. A particularly successful event was 'Our Food, Our World' and 'Our Future Food Festival '

which brought a number of agencies together to deliver workshops etc. We hope to deliver similar events in the future.

A working group, led by a QIO with strategic responsibility in this area, has written a strategy paper which outlines what Learning for Sustainability (LfS) means in Highland. It also gives useful contacts and resources which can be accessed/used by teachers to embrace and promote principles and practice of sustainability in aspects of their work. This links in with the GTCS Professional Standards.

In January 2016, the LfS Group surveyed secondary schools and found that 77% of schools that responded, did not have someone driving LfS across the school. 57% were aware of agencies to support LfS, while 43% were not aware of support available to them. One of our aims in the coming year is to raise awareness of LfS in secondary schools and offer further CPD opportunities for staff.

Next steps in Learning for Sustainability
- ***Further raise awareness of Learning for Sustainability across all Highland Schools***
- ***Encourage more secondary schools to engage in the delivery of LfS***
- ***Deliver Equalities training across Highland***
- ***Hold a LfS Festival in March 2017***

Secondary - Developing the Young Workforce (DYW)

Secondary Schools continue to engage with both local and national advice to create a dynamic curriculum for their setting. Positive work continues on the whole Senior Phase entitlement and this continues to be a priority with the roll out of the 'Developing the Young Workforce' initiative.

In 2015/16, engagement events were planned for schools and all partners (employers; third sector; college; SDS; regional boards) to network and share information.   Schools' improvement plans and summary spend plans suggest most schools are engaging with the DYW agenda and have plans for moving forward.

There is little evidence of new actions /approaches at BGE level from across school plans, and we endeavour to share good practice and approaches around this through CPD / staff events 16/17. Kingussie High shared approaches to leadership and curriculum rationale at HT conference in October 2016. Further CPD on Developing the Young Workforce strategy planning is required at both senior and middle manager level in schools to promote 'the responsibility for all' aspect from Career Education Standard - integrated work related learning into the curriculum.

Regional groups (employer led groups around 3 college hubs) are now set up and funding has been received. Positive partnerships have been established with these groups. with the Caithness & Sutherland and South groups working closely with the authority DYW team and Strategic Quality Improvement Manager around a new work experience strategy.

College partnerships continue to be strong, but there is a need for a strategic plan linking in with schools aspirations, skills investment plans for local areas and college provision. This should tie in with the Virtual school strategy planning.

Work placements are on the increase, but the mechanism to process these at the centre has been problematic due to process, reduced staffing and a recently vacant post. There is a need for a more a streamlined approach to allow the work experience process to be integrated into learning and teaching, and provide schools with immediate access to employers that are live on the system. Much work has gone on behind the scenes this year in designing a web based approach to work experience through our Hi-Hope website. This will launch after the migration of data in 2016/17.

Positive destination data is positive and sits above the national average. The breakdown of destinations is showing a higher than national percentage of young people going straight into employment, but this year has seen a drop from previous years, with a rise in the percentage going into further education.

Curriculum support for Secondary schools was delivered by Pedagogical leads in the main in 15/16. Support of national Qualifications as well as a focus on S1-3 course planning and assessment was delivered in the form of Inset and twilight events as well as resources in curricular areas to support planning and sharing standards S1-3. Continued support for secondary curriculum will be delivered through 16/17 subject working groups. 13 groups are to be set up to deliver Inset training in with a focus on sharing standards and SQA updates.

Progress towards the Scottish Government target for PE

Taking figures from the Healthy Living Survey (2016) which was published in June, the Secondary picture sees figures remaining static at 27 out of 29 schools (93.1%) delivering two (50 minute) periods of PE in S1-S4. The 2 schools that do not deliver on the full complement of PE is due to staffing and timetabling. The PE development officer and the QIO continues to work with these schools to aid and advise on strategies to allow full access to PE for all pupils S1-4.

We have seen an increase in the number of schools delivering core PE in S5/6, although this is not reported in the Healthy Lifestyle Survey.

In the Primaries, all schools were delivering at least two hours of PE a week in 2015/16.

Although the PE lead officer will continue to work with individual schools as part of the Authority PE plan, this plan's main focus is now on the development of quality PE. This is supported by Sport Scotland and will run to March 2017.

Progress towards the Scottish Government target for two languages

The Government's manifesto commitment is to create the conditions for every child to learn two languages in addition to their own mother tongue, by 2020.

This agenda is led by a QIO with this strategic responsibility, and the commitment in Highland was driven forward in 2015/16 by:

- The appointment of development officers (2fte) with a remit to support and organise training throughout the four areas within Highland, resource a modern languages programme for early, first and second levels and engage with the 29 ASGs.
- All primary schools have a 1+2 Action Plan and committed to three Inset training days for Primaries 1 to 3 teachers. Training was delivered by Le Francais en Ecosse for schools who opted for L2 French and Gaelic training was delivered by a development officer and Go Gaelic staff. Training feedback was positive.
- Development officers delivered twilights across Highland to support pedagogy. We worked in partnership with SCILT to deliver the training.
- French Power Language - 12 day training programme continued to be offered and was oversubscribed.
- Full attendance on the 3 day Saturday French training offered.
- French progression frameworks and other resources are in Glow to support staff.
- Frameworks and resources for Language3 continue to be developed for Spanish, Polish, British Sign Language and Scots.
- Twenty teachers attended a week long immersion courses in France funded by Erasmus+ and organised by the authority.
- Five German students based in secondary schools to promote German within the ASGs.

Utilising Scottish Government funding for 1+2 agenda next steps will be -

- *Appointment of 2 fte Development Officers, 1 will be dedicated to Gaelic training and resourcing.*
- *All P3 and P4 teachers trained in the use of the PowerLanguage platform in French and the Go Gaelic website for schools who have opted for Language2 Gaelic.*
- *Two day training programme for probationers in French.*
- *Two hundred subscribers to an online French course for primary teachers.*
- *Early Years Practitioners to be trained in delivering French games, song and stories*
- *One day training course in the development of French reading, writing, listening and talking skills.*
- *Continue to resource progressive frameworks for Language 2 and 3*

Impact on the difference this is making in classroom settings and children's language acquisition will be monitored in terms of incorporating this focus into HT and QIO classroom observations, discussion of teachers' planning and practitioner confidence questionnaires

Eco Awards

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

	Bronze %				Silver %				Green Flag %			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
National	73	73	73	73	70	71	71	73	48	48	44	45
Highland	70	70	68	67	68	68	67	67	47	45	42	41
From ECO schools update June 2016												

The process to recording and collating evidence has become more streamlined for 16/17 and we hope that this will result in an increase in schools applying for the above awards.

Next steps to deliver curricular improvement
- *Ensure that schools plan for progression in all areas of the curriculum and use sound assessment practice to judge individual progress.*
- *Ensure that information on pupil progress is shared and used at key transition points.*
- *Continue to promote sharing standards activities within schools and across schools and revise the expectation of Associated School Groups in this aspect.*
- *With most schools having met the government target for quantity of PE, provide support to schools to enhance the quality of PE.*
- *Continue work towards the Early Years Collaborative stretch aims.*
- *Work towards the Government target for 1+2 languages with specific next steps above*
- *Continue to develop partnerships between schools, colleges, local businesses and Skills Development Scotland (SDS) to help promote skills for life, learning and work and also deliver the DYW initiative.*
- *Continue improvement in the delivery of literacy & numeracy with next steps outlined above.*

Meeting Learners' Needs

The Highland Practice Model promotes partnership working across all services to meet children's and young people's needs through a shared approach. This is now well embedded, and support services work closely with schools and nurseries to meet the range of needs presented by children and young people.

A comprehensive ASN Review was completed in April 2014, with a detailed report being published in May 2014. Annual updates on the progress of the recommendations from this review are presented to ECAS Committee, and are monitored and reviewed through the ASN Improvement Plan.

The ASN Improvement Plan has several improvement priorities, identifying key themes of the work to support children and young people across Highland as:
- Building and maintaining positive relationships
- Promoting and championing children's rights, equality and acceptance of diversity at all levels
- Supporting inclusive practice and equity of access to opportunity and service provision
- Working in partnership, with respect and generosity
- Ensuring effective transitions
- Building in processes that ensure all changes and developments lead to improvement

Pupil need is identified at 4 levels:
- Pupils with Level 1 needs may require differentiation of the curriculum or lower level support that may be transitory in nature, or remain at a low level over the course of their education.
- Pupils with Level 2 needs can often be predicted on the basis of general prevalence figures and may have specific learning difficulties or needs that require a particular intervention or support measure for some of their time in school.
- Pupils with higher levels of need (Level 3 and Level 4) will require significant enhancements of personal support and/or adaptations to the way they experience the curriculum in school/nursery.

Around 140 pupils attend special schools, with the majority of pupils with additional needs attending mainstream educational provision.

The number of pupils In Highland schools at all levels of need is tracked on an annual basis through a rigorous process of independent moderation. Over the years, the data has shown an increase in the number of pupils with ASN. Some of this increase has been a result of better information collation and reporting and some as a result of a real rise in some specific types of need.

ASN Pupils in Mainstream Schools					
No of Pupils with ASN	2011-12	2012-13	2013-14	2014-15	2015-16
Level 3	1117	1092	1274	1188	1335
Level 4	540	544	646	630	665

The Highland Practice Model (HPM) and Additional Support Needs (ASN) guidance promote a model of staged intervention that supports children, young people and their families to get the help they need when they need it. The child's plan that is used by all schools and partner services has significantly contributed to a more consistent approach to identifying and meeting needs. Data is collated annually to monitor the use of plans for children with a range of needs. Currently **97%** of pupils with high levels of need (level 3 and level 4), have Child's Plans.

In addition, some children with specific physical or emotional needs have protocols in place to support their intimate care, moving and handling or behaviour. A recent audit has shown that most pupils who required protocols do have these in place, however it also highlighted where work is still ongoing:

- **374** pupils across **92** schools have been identified as requiring behaviour support as part of their support plan. **82%** of these pupils have agreed protocols in place to help staff support them.
- **95%** of pupils requiring medical protocols or intimate care protocols, have these in place.
- **100%** of pupils requiring M+H protocols, have these in place.

1976 pupils across Highland have been identified as having social, emotional, behavioural needs (SEBN). Several data sets have provided information on where issues arise regarding pupils with SEBN and also what interventions are proving to be successful.

To date, 296 practitioners have completed the 8 day training course on developing emotional Literacy. This course has been recognised as good practice and accredited by the General Teaching Council for Scotland and the Scottish Council for Educational Leadership. All practitioners completing the course demonstrate changes in their practice through reflection and action learning in line with the standards for registration for teaching.

Exclusion data from local authorities is gathered by the Scottish Government every two years. This allows a comparison of exclusion rates in Highland with the national average. Highland compares favourably with the national figures and has been fairly consistent over the years.

National and Local Exclusion Rates (per 1000 pupils)
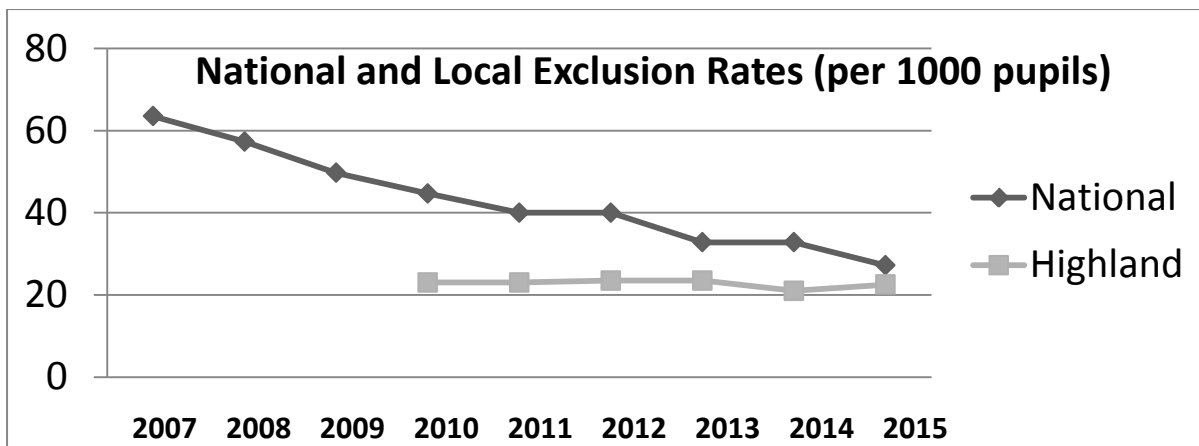
Care Experienced Young People are however over-represented in the exclusion statistics, with an exclusion rate among this group being well over the local or national average. In 2015 the rate of exclusion for Looked After Children was 161 per 1000. This is a growing number and a priority area for intervention over the coming year.

A further area of focus has been provided by the analysis of the reports of violent and aggressive incidents. Staff have been asked to record all incidents to ensure there is a complete picture of the level of need in relation to violent incidents in schools. This data has shown a peak in the recording of such incidents at the primary 2 stage (6 year olds). This data highlights the needs of children who have poor skills of self-regulation and limited language skills, so that they use behaviour to communicate their anxieties and fears, which often comes across as aggression and challenge.

Number of V+A forms by Age
June 2016
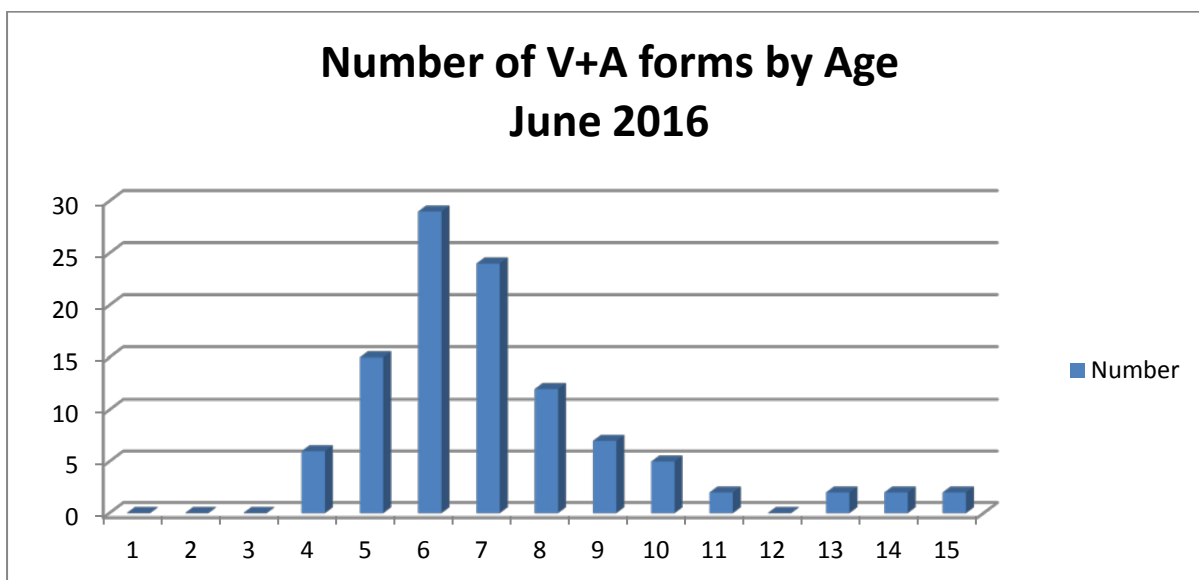
Training has been delivered to a significant number of primary school teachers and support staff across Highland to support the development of emotional literacy and resilience in pupils. For example, over 160 members of staff have received training in the use of the Resilient Kids programme developed by the Highland Council Psychological Service. There has also been support to develop a number of nurture provisions in primary schools to

support children who are less mature in their language development or who require additional support to better understand and cope with social situations.

A project is underway to develop a core group of key messages to disseminate across all schools in relation to speech and language development in schools. This will support school staff to understand and support the language development of pupils, especially in those schools being supported by the Scottish Attainment Challenge funding. This work will also track the development of emotional literacy in pupils and positive interactions between staff and pupils as an intervention for pupils with SEBN.

The Developmental Overviews are now used routinely in Early Learning and Childcare Settings to support early identification of developmental concerns, in partnership with parents and carers. Usage of the Overviews for this purpose has increased year on year, with over 80% of 4-year-olds with concerns having completed Overviews in a snapshot audit in January 2016. Early intervention is also supported by a website containing strategies recommended by Allied Health Professionals and other specialists. This was developed during session 2015/16 and is now widely used. It can be found at bumps2bairns.com. We have evidence that early intervention is having an impact since those settings that have higher levels of concern in mid-session also have the smallest numbers of children below expected levels of development at the end of session.

Developmental Overviews are completed at any time in a setting where there is a concern about a child, and then for all children for transition into P1. The aim is to provide a quick developmental snapshot that can inform early teaching and learning, in a way that integrates with the emerging literacy developmental continuums described elsewhere. Feedback from teachers indicates a high rate of transmission from nursery to P1, and also that teachers find the Overviews useful as a first impression.

Collating the Overviews across Highland further gives us knowledge of how our children are doing developmentally at this key stage in life. The graph below shows the year on year changes in the proportions of children with expected levels of development.
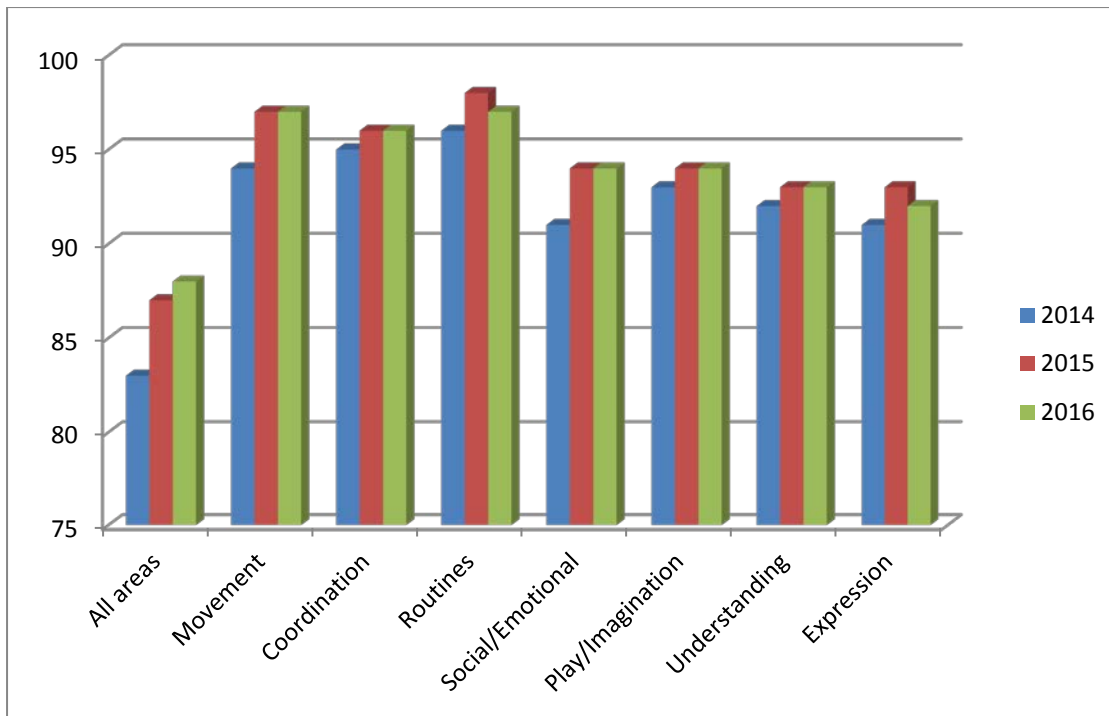
Next steps:

- *Continue to develop learning and teaching approaches that provide attainment opportunities to all pupils*
- *Ensure an equitable allocation of additional support within schools to address the needs of pupils with ASN across Highland.*
- *Continue to improve processes and protocols that lead to streamlined planning, assessment and decision making to meet the needs of all learners.*
- *Continue QIO engagement with schools to support the inclusion of pupils with ASN and to raise the attainment and achievement of all pupils.*
- *Continue to focus on improvements that lead to positive changes in support structures that focus on pupils with SEBN.*
- *Implement strategies aimed at reducing exclusion from school, with a special focus on children with ASN and Care Experienced Young People.*

Appendix 1 Inspection Reports

Education Scotland Inspection Reports 2015/16

Early Years setting inspection reports

	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent	0	0	0	0	0
Very Good	3	2	4	2	3
Good	5	6	3	4	2
Satisfactory	0	0	1	2	2
Weak	0	0	0	0	1
Unsatisfactory	0	0	0	0	0

Primary inspection reports

	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent	0	0	0	0	0
Very Good	2	4	4	2	3
Good	4	3	2	3	1
Satisfactory	1	1	2	2	3
Weak	1	0	0	1	1
Unsatisfactory	0	0	0	0	0

Secondary and Special School inspection reports

	Improvements in Performance	Learners' Experiences	Meeting Learners' Needs	Curriculum	Self-evaluation
Excellent	0	0	0	0	0
Very Good	0	0	0	0	0
Good	0	1	0	0	0
Satisfactory	2	1	2	2	2
Weak	0	0	0	0	0
Unsatisfactory	0	0	0	0	0

Appendix 2 Results of parental and pupil surveys

Pupil views from Highland Lifestyle survey 2015 (14/15)

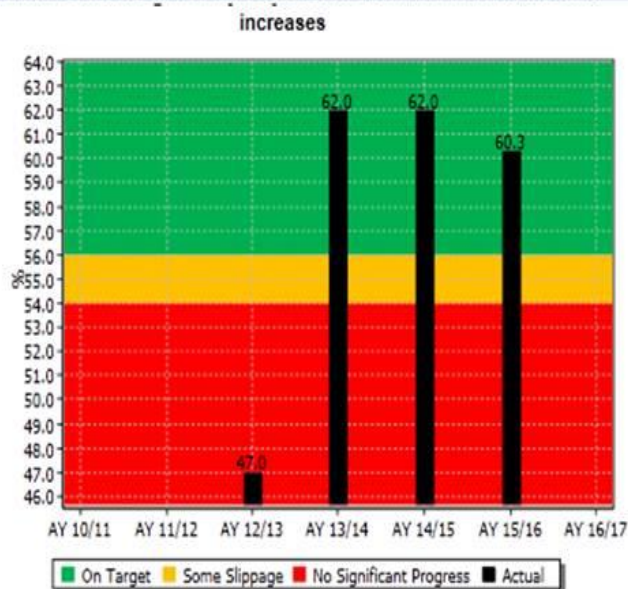| Do you think that your school is a good place to learn?			
Males & Females	**P7**	**S2**	**S4**
Yes, I think my school is an excellent place to learn	53.0%	30.2%	19.1%
Yes, my school is a very good place for helping me to learn	27.0%	27.6%	26.5%
Yes, my school is a good place to help me learn	12.1%	22.9%	25.0%
My school is a fairly good place to learn	5.6%	12.5%	20.1%
No, my school is a poor place to learn	0.6%	4.2%	7.1%
I do not know if my school is a good place or bad place to learn	1.6%	2.6%	2.2%

80% of P7s, 58% of S2s and 46% of S4s think their school is an excellent or very good place to learn. 18% of P7s, 35% of S2s and 45% of S4s think their school is a good or fairly good place to learn. In P7, females were more likely to rate their school as excellent or very good, however in S2 and S4 it was males that were more likely to choose these ratings. The last survey a total of 85.7% of pupils agreed that their school was a good place to learn or that it was OK.

Do you feel listened to in your school?			
	P7	**S2**	**S4**
Yes I feel very listened to in my school	65.6%	43.2%	32.6%
I feel listened to a bit in my school but not as much as I would like	28.6%	43.4%	47.6%
I definitely don't feel listened to in my school	2.8%	6.5%	9.8%
I do not know if I feel listened to in my school	3.1%	6.9%	9.9%

Table above indicates that 66% of P7s feel very listened to in their school compared to 43% of S2s and 33% of S4s. However, 29% of P7s, 43% of S2s and 48% of S4s would like to be listened to more in their school. Across S2 and S4, generally females feel less listened to than males- only 26% of S4 females feel very listened to and 54% would like to be listened to more. Across all age groups pupils with caring responsibilities and pupils with disabilities feel less listened to in their school.
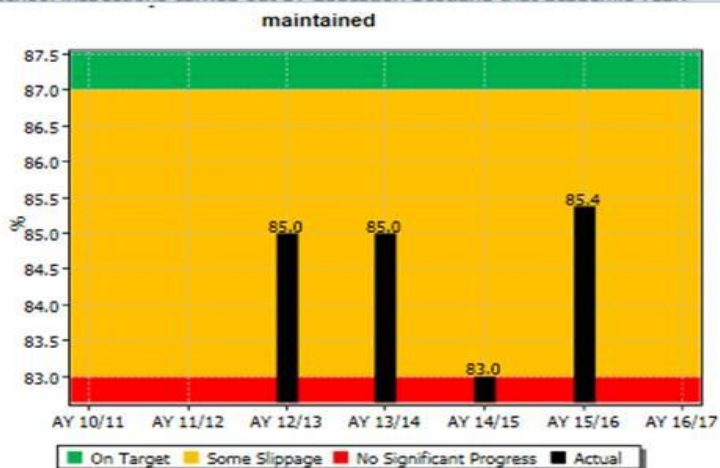
- In schools inspected in 15/16 60% of pupils reported they have a say in how they are learning and making this better.
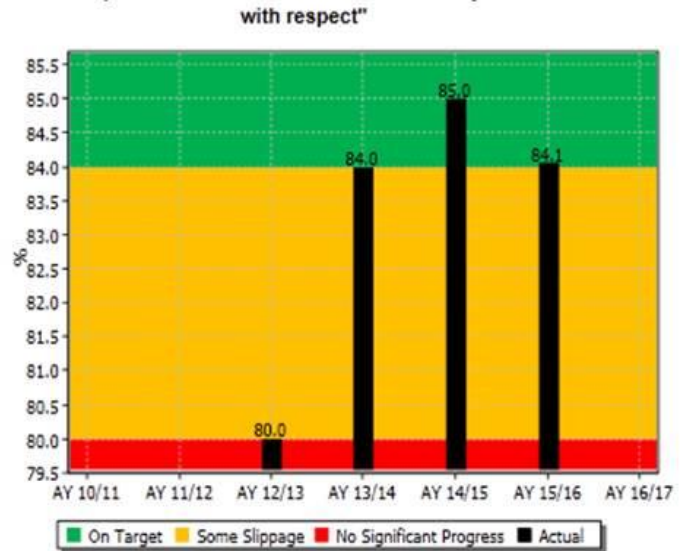

- In schools inspected in 15/16 85% of pupils reported they felt safe and cared for in school.

**110.% children responding positively to question "Staff & children treat me fairly & with respect"**

The percentage of children responding positively to the question "Staff and children treat me fairly and with respect" is maintained.

Dataset: pupil questionnaires completed as part of school inspections carried out by Education Scotland that academic year.

- In schools inspected in 15/16 84% of pupils reported that staff and children treated them fairly

062.% of pupils who report "that staff talk to them regularly about their learning" increases

The percentage of pupils who report "that staff talk to them regularly about their learning" increases.

Dataset: pupil questionnaires completed as part of school inspections carried out by Education Scotland that academic year.
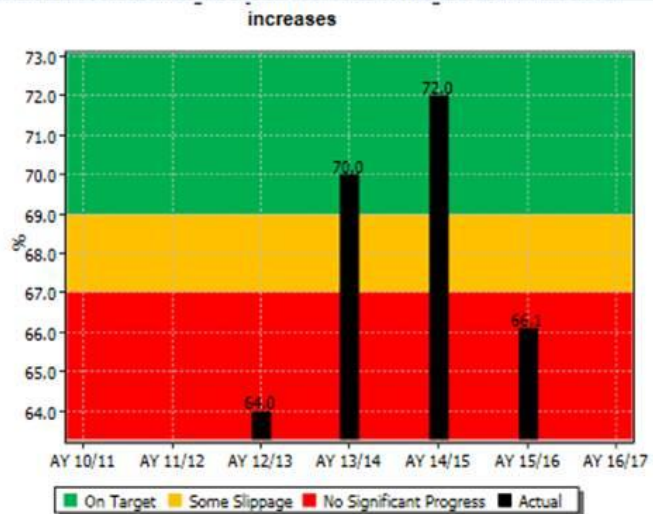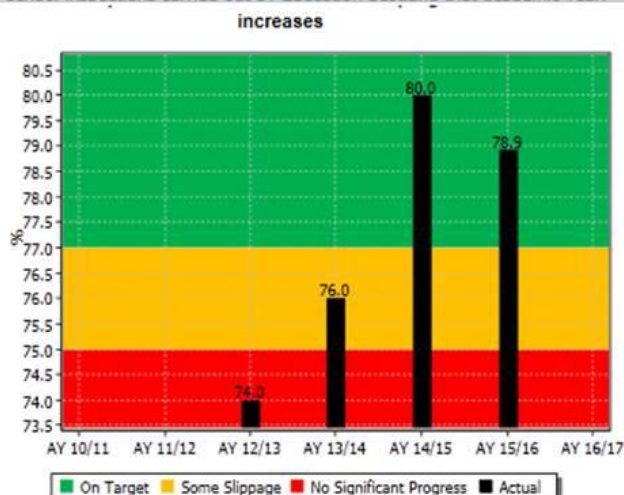

- In schools inspected in 15/16 66% of pupils reported that staff talk to them regularly about their learning. The drop here will be very dependent on the particular school inspected and actions will be followed up in this regard with individual schools through improvement agenda following inspection.

EDUCATION SCOTLAND INSPECTIONS

PRIMARY SCHOOL - PARENT QUESTIONNAIRE – SUMMARY CHARTS

115.% parents who report that the school keeps them well informed of child's progress increases
The percentage of parents who report that the school keeps them well informed of their child's progress increases.
Dataset: parent questionnaires completed as part of school inspections carried out by Education Scotland that academic year.

- In schools inspected in 15/16 79% of parents, who completed questionnaires, reported the their school kept them well informed. This has only dropped by 1% and is still a significant increase from last 12/13. Improvement in individual responses to most questions can be seen in the 14/15 to 15/16 difference chart for secondary schools on the last page of this report.

119.Percentage of parent and carer responses to the question, "my child is treated fairly at school"
The percentage of parent and carer responses to the question, "my child is treated fairly at school".
Dataset: parent questionnaires completed as part of school inspections carried out by Education Scotland that academic year.
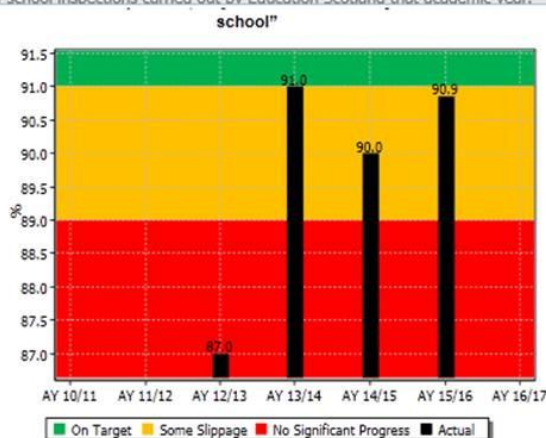
- In schools inspected in 15/16 90% of parents reported their child was treated fairly at school.

EDUCATION SCOTLAND INSPECTIONS SECONDARY SCHOOL PUPIL QUESTIONNAIRES

486 TOTAL PUPIL QUESTIONNAIRES FROM SECONDARY SCHOOLS Ac Yr 2015-16	Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1 The school is helping me to become more confident.	7.2%	79.1%	13.7%
Q2 I enjoy learning at school.	6.4%	83.1%	10.5%
Q3 I am getting along well with my school work.	3.3%	92.6%	4.1%
Q4 Staff encourage me to do the best I can.	5.6%	86.4%	8.1%
Q5 Staff talk to me regularly about how to improve my learning.	10.2%	57.8%	31.9%
Q6 I get help when I need it.	3.2%	90.3%	6.5%
Q7 Staff listen to me and pay attention to what I say.	5.8%	85.4%	8.9%
Q8 I have a say in making the way we learn in school better.	15.6%	55.1%	29.3%
Q9 Staff expect me to take responsibility for my own work in class.	2.6%	96.6%	0.8%
Q10 Staff and pupils treat me fairly and with respect.	5.1%	85.7%	9.2%
Q11 I feel safe and cared for in school.	6.5%	87.0%	6.4%
Q12 I have adults in school I can speak to if I am upset or worried about something.	6.4%	84.7%	8.9%
Q13 I find it easy to talk to staff and they set a good example.	7.6%	82.2%	10.2%
Q14 Staff make sure that pupils behave well.	3.2%	87.6%	9.2%
Q15 Staff are good at dealing with bullying behaviour.	18.6%	67.2%	14.2%
Q16 The pupil council is good at getting improvements made in the school.	27.2%	47.9%	24.9%
Q17 The school encourages me to make healthy-food choices.	13.2%	55.2%	31.5%
Q18 I take part in out-of-class activities and school clubs.	3.6%	63.3%	33.1%
Q19 I know what out-of-school activities and youth groups are available in my local area.	4.9%	87.4%	7.7%

EDUCATION SCOTLAND INSPECTIONS SECONDARY & SPECIAL SCHOOL PARENT QUESTIONNAIRES

191 TOTAL PARENT QUESTIONNAIRES FROM SECONDARY & SPECIAL SCHOOLS Ac Yr 2015-16	Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1 The school helps my child to be more confident.	4.3%	86.1%	9.6%
Q2 My child enjoys learning at school.	1.0%	92.7%	6.3%
Q3 My child's learning is progressing well.	3.4%	94.0%	2.6%
Q4 My child is encouraged and stretched to work to the best of their ability.	7.3%	81.3%	11.4%
Q5 The school keeps me well informed about my child's progress.	2.3%	79.1%	18.6%
Q6 My child feels safe at school.	3.1%	93.6%	3.4%
Q7 My child is treated fairly at school.	2.3%	94.8%	2.9%
Q8 I feel staff really know my child as an individual and support them well.	9.4%	82.0%	8.7%
Q9 My child benefits from school clubs and activities provided outside the classroom.	4.9%	70.7%	24.4%
Q10 The school asks for my views.	5.2%	76.7%	18.2%
Q11 The school takes my views into account.	23.6%	61.9%	14.5%
Q12 The school is well led.	7.8%	85.5%	6.7%
Q13 Overall, I am happy with the school.	2.5%	90.9%	6.7%

% difference in responses from 2014-15 to 2015-16	Don't Know & No Answer	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1 The school helps my child to be more confident.	-1.6%	2.2%	-0.6%
Q2 My child enjoys learning at school.	-0.6%	0.1%	0.4%
Q3 My child's learning is progressing well.	-2.0%	7.0%	-5.0%
Q4 My child is encouraged and stretched to work to the best of their ability.	-1.6%	3.5%	-1.9%
Q5 The school keeps me well informed about my child's progress.	-2.1%	6.6%	-4.5%
Q6 My child feels safe at school.	-0.3%	1.7%	-1.4%
Q7 My child is treated fairly at school.	-2.6%	6.2%	-3.6%
Q8 I feel staff really know my child as an individual and support them well.	-0.8%	2.2%	-1.4%
Q9 My child benefits from school clubs and activities provided outside the classroom.	-5.1%	2.4%	2.7%
Q10 The school asks for my views.	-0.4%	17.4%	-17.0%
Q11 The school takes my views into account.	4.1%	3.9%	-8.0%
Q12 The school is well led.	-5.8%	8.6%	-2.8%
Q13 Overall, I am happy with the school.	-1.2%	4.8%	-3.6%

Appendix 3 Exam results

Attainment by the end of S4

All SCQF Awards	Percentage of Pupils achieving 5 General/Intermediate 1/ National 4 awards by the end of S4				
	2012	**2013**	**2014**	**2015**	**2016**
Highland	79%	82%	81%	77%	71%
Virtual Comparator	77%	78%	79%	81%	78%
National	76%	78%	79%	81%	78%

All SCQF Awards	Percentage of Pupils achieving 5 Credit/ Intermediate 2/ National 5 awards by the end of S4				
	2012	**2013**	**2014**	**2015**	**2016**
Highland	36%	39%	41%	39%	42%
Virtual Comparator	34%	36%	40%	43%	44%
National	34%	35%	39%	42%	44%

Attainment by the end of S5

SQA National	Percentage of Pupils achieving 3 Highers by the end of S5				
	2012	**2013**	**2014**	**2015**	**2016**
Highland	26%	27%	31%	33%	33%
Virtual Comparator	27%	27%	30%	34%	34%
National	26%	27%	30%	33%	34%

Attainment by the end of S6

SQA National	Percentage of Pupils achieving 3 Highers by the end of S6				
	2012	**2013**	**2014**	**2015**	**2016**
Highland	38%	38%	38%	41%	42%
Virtual Comparator	37%	38%	40%	41%	43%
National	35%	37%	39%	40%	43%

SQA National	Percentage of Pupils achieving 5 Highers by the end of S6				
	2012	**2013**	**2014**	**2015**	**2016**
Highland	24%	24%	26%	27%	27%
Virtual Comparator	24%	25%	26%	28%	29%
National	23%	24%	26%	27%	29%

SQA National	Percentage of Pupils achieving 1 Advanced Higher by the end of S6				
	2012	**2013**	**2014**	**2015**	**2016**
Highland	16%	16%	16%	17%	18%
Virtual Comparator	16%	17%	17%	18%	18%
National	15%	16%	17%	18%	18%