

## Attainment Report 2011

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### Education, Children and Families Committee

15 November 2011

#### **1 Purpose of Report**

- 1.1 To provide a summary of the analysis of attainment in City of Edinburgh schools for the year 2010-2011.

#### **2 Main Report**

- 2.1 The focus on attainment and accountability are well established in the authority. Headteachers are fully engaged in improving performance in schools. Overall evaluative statements made in this report are arrived at using approaches used at school level (see Appendix 1). City-wide reporting has taken place since 1999.
- 2.2 Effective performance in education is complex and impossible to characterise using figures alone. As the information provided in this report is focussed on attainment, the resulting findings are therefore indicative rather than conclusive.
- 2.3 The close monitoring of attainment against a range of benchmarks at individual, school and authority level using national qualifications is making an important contribution to the raising of educational standards.
- 2.4 In respect of pre-5 children in nursery schools, classes and other pre-5 centres, reference is made to progress and learning rather than attainment. The same applies for certain pupils with Additional Support Needs. For these pupils, progress and learning is a better reflection of attainment. Separate reports for special schools and looked after children will be produced for Committee in March 2012.
- 2.5 The 2010-2011 audit of attainment from pre-5 to the end of S2 consisted of evaluations of Quality Indicators 1.1 Improvements in Performance, Curriculum for Excellence reporting and information from a range of assessments and an attainment meeting between headteachers and Quality Improvement Officers in primary and secondary schools. There is no change to national qualifications; S3-S6 is reported as in previous attainment reports.
- 2.6 Overall improvement in performance in the pre-5 sector is good.
- 2.7 Overall improvement in performance/attainment in primary is good.

- 2.8 Overall attainment in S1/S2 is good.
- 2.9 Overall attainment in S3/S4 is good.
- 2.10 Overall attainment in S5/S6 is very good.

### **3 Attainment in National Qualifications Examinations 2011 (pre-appeal)**

- 3.1 Attainment in national qualifications is expressed as a percentage of the original S4 roll and is reported in a number of ways (see Appendix 1).
- 3.2 National examinations attainment is expressed in terms of the Scottish Credit and Qualifications Framework (SCQF) as follows:
- Level 3: Access 3; Standard Grade at 5-6 (Foundation)
  - Level 4: Intermediate 1 at A-C; Standard Grade at 3-4 (General)
  - Level 5: Intermediate 2 at A-C; Standard Grade at 1-2 (Credit)
  - Level 6: Higher at A-C
  - Level 7: Advanced Higher at A-C
- 3.3 Attainment can be reported cumulatively by the end of each stage of schooling and also as a three-year rolling average by the end of S6. The information below is reported using single-year, end-of-stage measures.

### **4 End of stage measures**

- 4.1 The following measures and evaluations are based on single-year, end-of-stage measures for S4, S5 and S6 for academic session 2010-2011.
- 4.2 The percentage of the S4 roll attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4 is 93% which is equal to the previous year's performance and is equal to the national average.
- 4.3 The percentage of the S4 roll attaining five or more awards at SCQF level 3 or better by the end of S4 is 92% which is higher than the previous year's figure of 90% and is just below the national average of 93%.
- 4.4 The percentage of the S4 roll attaining five or more awards at SCQF level 4 or better by the end of S4 is 77% which is higher than the previous year's performance of 76% and is just below the national average of 78%.
- 4.5 The percentage of the S4 roll attaining five or more awards at SCQF level 5 or better by the end of S4 is 39% which is higher than the previous year's figure of 38% and is above the national average of 35%.
- 4.6 The percentage of the S4 roll attaining one or more awards at SCQF level 6 or better by the end of S5 is 47% which is equal to the previous year and is above the national average of 44%.
- 4.7 The percentage of the S4 roll attaining three or more awards at SCQF level 6 or better by the end of S5 is 28% which is lower than the previous year's figure of 29% but is above the national average of 26%.

- 4.8 The percentage of the S4 roll attaining five or more awards at SCQF level 6 or better by the end of S5 is equal to the previous year's performance of 14% and is above the national average of 12%.
- 4.9 The percentage of the S4 roll attaining five or more awards at SCQF level 6 or better by the end of S6 is 28% which is higher than the previous year's performance of 26% and is above the national average of 23%.
- 4.10 The percentage of the S4 roll attaining one or more award at SCQF level 7 or better by the end of S6 is 20% which is higher than the previous year's figure of 18% and is well above the national average of 15%.
- 4.11 A summary of information for each secondary school in the authority for the period 2007-2011 is attached as Appendices 1d-1f.

## **5 Single Outcome Agreement Measures**

- 5.1 The following evaluations are based on three-year rolling averages by the end of S6 over the period 2009-2011. These measures, formerly known as National Priority Targets, are used in City of Edinburgh's Single Outcome Agreement with the Scottish Government.
- 5.2 Performance in relation to Target 1 – percentage of the original S4 cohort attaining SCQF level 3 or better in both English and Mathematics by the end of S6 is 93% which is higher than the previous year's performance of 92% and is equal to the national average of 93%.
- 5.3 Performance in relation to Target 2 - percentage of the original S4 cohort attaining 5 or more awards at SCQF level 3 or better by the end of S6 is 91% which is higher than the previous year's performance of 90% and is below the national average of 92%.
- 5.4 Performance in relation to Target 3 - percentage of the original S4 cohort attaining 5 or more awards at SCQF level 4 or better by the end of S6 is 79% which is higher than the previous year's performance of 78% and is equal to the national average of 79%.
- 5.5 Performance in relation to Target 7 – percentage of the original S4 cohort attaining 5 or more awards at SCQF level 6 or better by the end of S6 is 26% which is higher than the previous year's performance of 24% and above the national average of 22%.

## **6 Assessment**

- 6.1 Supporting schools with moderation as part of implementation of Curriculum for Excellence included position papers, central support from the Quality Improvement Team and advice on interpreting standardised assessments to improve learning and teaching.
- 6.2 Through well-established implementation of Individualised Educational Programmes (IEPs) and Additional Support Plans (ASPs) considerable progress has been achieved in setting learning outcomes and monitoring progress for pupils with Additional Support Needs including, where appropriate, pupils with disabilities.

## **7 Gender**

- 7.1 Monitoring attainment by gender is well established at school and authority level and further information can be found throughout Appendix 1. In this current year, in almost all subjects, there is no statistically significant difference between boys and girls when judged by the typical attainment for each sex.

## **8 Attainment of Black Minority Ethnic (BME) Pupils**

- 8.1 The authority is committed to the need to refine and improve the monitoring, collection and interpretation of information about the attainment of BME pupils.

## **9 Action to Raise Attainment**

- 9.1 A very extensive range of strategies has been deployed to raise attainment in all sectors and is showing success. Further improvement is being pursued through a range of approaches designed to develop greater challenge for pupils in line with their needs. Strategies to raise attainment include:
- a) more effective use of attainment data and professional judgement to secure improvement at all levels;
  - b) prioritisation of support to improve attainment of the lowest attaining 20% of pupils with a particular focus on literacy including integrated literacy working and numeracy through *Number Counts*;
  - c) subject-specific reporting which identifies and shares effective practice;
  - d) a wide range of continuing professional development opportunities which focus on securing improvement;
  - e) validated self-evaluation in schools/establishments focussing on improvements in performance, learning experiences, meeting learning needs, the curriculum and improvement through self evaluation;
  - f) strategic lead and support to implement *Curriculum for Excellence* in all settings with a focus on improving learning and teaching;
  - g) improved use of SEEMIS (management information system) to track and monitor pupils' progress;
  - h) Quality Improvement Team delivering a more proportionate approach to support and challenge to schools;
  - i) establish short-life working groups focussing on moderation/assessment, reporting/profiling and implementing the senior phase.

- 9.2 National Priority targets have been set for 2012.

## **10 Financial Implications**

- 10.1 There are no financial implications contained in this report.

## **11 Equalities Impact**

- 11.1 Reporting on attainment of Equalities Groups is included in each school's attainment visit report where any areas for improvement are identified.
- 11.2 The Equalities Monitoring Implementation Group (EMIG) meets regularly to monitor the attainment of Equalities Groups and identifies strategies for improvement where required.

## **12 Environmental Impact**

12.1 None.

## **13 Conclusion**

13.1 It should be noted that in almost all attainment measures there has been improvement. Overall evaluation of attainment in Edinburgh for 2010-2011 is evaluated as good.

## **14 Recommendations**

The Committee is recommended to:

- a) note the levels of attainment presented in the report;
- b) note that attainment in examinations in authority schools, taking account of the key measures where meaningful comparison can be made, may be described overall as good;
- c) note that strategies deployed to raise attainment continue to show success;
- d) agree to the actions proposed to raise attainment;
- e) agree to receive further reports on attainment;
- f) note that separate reports for special schools and looked after children will be produced for Committee in March 2012; and
- g) agree to include reporting on improvements in performance in special schools and looked after children in the 2012 report.

**Gillian Tee**  
Director of Children and Families

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<b>Appendices</b>	Attainment Report 2011
<b>Contact/tel</b>	Karen Prophet karen.prophet@edinburgh.gov.uk Tel: (0131) 469 3048
<b>Wards affected</b>	All
<b>Single outcome agreement</b>	National Outcome 4 Children and young people are successful learners. Local Outcome 7 Inequalities in Scottish Society.
<b>Background Papers</b>	Attainment Report 2007 Attainment Report 2008 Attainment Report 2009 Attainment Report 2010 Interim Attainment Report 2007-2008 Interim Attainment Report 2008-2009 Interim Attainment Report 2009-2010



CHILDREN AND FAMILIES

# ATTAINMENT REPORT 2011

November 2011

# Attainment Report on 2011

## Introduction

The focus on attainment and accountability are well established in the City of Edinburgh. However, attainment is only one aspect of achievement in schools and establishments

Effective performance in education is complex and impossible to characterise using figures alone. As the information provided in this report is focussed on attainment, the resulting findings are therefore indicative rather than conclusive of overall achievement.

In education, an evaluation can be arrived at in a range of contexts. The evaluations in the city-wide attainment report which are based on analysis which includes: significant trends, progress, comparator data and outcomes. This approach reflects the process undertaken to arrive at overall attainment evaluations at school level.

Evaluative statements in this report are based on the HMIE six-point scale which is outlined below:

<i>Excellent</i>	outstanding or sector leading	Level 6 performance
<i>Very good</i>	major strengths	Level 5 performance
<i>Good</i>	important strengths with areas for improvement	Level 4 performance
<i>Satisfactory</i>	strengths just outweigh weaknesses	Level 3 performance
<i>Weak</i>	important weaknesses	Level 2 performance
<i>Unsatisfactory</i>	major weaknesses	Level 1 performance

The sections of the report have been aligned as closely as possible to reflect the *Curriculum for Excellence* expectations about progression through levels. These are outlined below.

Curriculum Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF Level 4)
Senior Phase	S4 to S6, and college or other means of study

The following terminology is used to describe numbers and proportions in the report.

<b>Term</b>	<b>Value</b>
Almost All	over 90%
Most	75-90%
Majority	50-74%
Less than half	15-49%
Few	up to 15%

This 2011 report is the 13th in an annual series of reports providing details of attainment levels in City of Edinburgh schools.

The strong focus on target setting remains a priority and is recognised as a contributory factor to raise attainment.



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4.	Third and Fourth Level (S3-S4) and Senior Phase (S4, S5, S6)	12	1d SQA Attainment in Secondary Schools 2007-2011 by end of Stage – S4
5.	Equalities Impact Monitoring	20	1e SQA Attainment in Secondary Schools 2007-2011 by end of Stage – S5
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			1g Quality Indicator 1.1 Improvements in Performance

# 1. Early Level: Pre 5

## 1.1 Early level: The Pre-School Years

### Background

The assessment process in pre-school centres and authority nursery schools and classes is an integral part of learning. The purpose of assessment is to provide information which can be used effectively to demonstrate children's progress within *Curriculum for Excellence* and identifies and supports next steps in learning. Almost all establishments are developing personal learning planning. The practice of assessing children's progress through observation during play is well established. Care Commission and HMIE inspections, and support and challenge visits by Quality Improvement Officers (QIOs) provide strong evidence that most children are making good progress in their development and learning.

### Overall quality of children's achievement

Staff share information about children's progress and use it to celebrate achievement and identify next steps in learning. The local authority transition record is used effectively by most establishments to ensure that achievements are shared between the pre-school setting and Primary 1 teacher.

Children's progress is measured effectively through ongoing observation, assessment and planning for learning. This ensures that children overall make good progress.

### Summary

Overall the quality of provision in partner provider centres and nursery classes is **good**.

Overall the quality of provision in nursery schools and child and family centres based on HMIE reports is **very good**.

Using Quality Indicator (QI) 1.1 Improvements in Performance from Child at the Centre, evaluations are noted in the tables below.

Table 1: QI 1.1 Evaluations from City of Edinburgh Primary Schools with Nursery Classes - Nos. of Establishments

<b>Evaluation</b>	<b>Unsatisfactory</b>	<b>Weak</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Total</b>
Nos. of Nursery Classes		1	6	44	22	1	74

Table 2: QI 1.1 Evaluations from City of Edinburgh pre-5 Establishments – Nos. of Establishments

<b>Evaluation</b>	<b>Unsatisfactory</b>	<b>Weak</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Total</b>
Nos. of Establishments*				1	6	2	9

Table 3: QI 1.1 Evaluations from City of Edinburgh Pre-5 Private Partner Providers – Nos. of Establishments

<b>Evaluation</b>	<b>Unsatisfactory</b>	<b>Weak</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Total</b>
Nos. of Establishments*			1	35	49	5	90

\* Number of establishments who returned evaluations for Quality Indicator 1.1

# 1. Early Level

## Key Strengths and Successes:

- Commitment to supporting the early years curriculum and the development of the strategic Early Years Framework.
- The Integrated Literacy Strategy Group focus on pre-5 language skill development.
- Identification of 17 early years settings where additional support to develop literacy skills is being delivered.
- Reporting using Quality Indicator 1.1 Child at the Centre by nursery classes, nursery schools, Child and Family Centres and private Partner Providers.
- High quality CPD and resources to support the implementation of *Curriculum for Excellence*.

## The following areas to secure improvement and next steps have been identified:

- Support establishments to report consistently for individual pupils using *Curriculum for Excellence* levels.
- Identify any additional assessments at Early Level.
- Support local authority pre-5 establishments to use the local authority management information system SEEMIS.
- The need to develop more focussed and rigorous procedures for monitoring and evaluating to support improvement.
- The need to further involve children in their learning and provide appropriate and challenging experiences to meet their needs.

## Summary

Overall evaluation of attainment of pre-5 within Early Level is **good**.



## 2. Early to Second Level: P1-P7

### Background

Quality Improvement Officers undertake a support and challenge Improvements in Performance/Attainment meeting in each primary school from September-October 2011. The agenda for this meeting is given in Appendix 1a.

### Overall evaluations P1-P7

Overall evaluations of Quality Indicator (QI) 1.1 Improvements in Performance (see Appendix 1g) are noted in the table below.

Table 4: QI 1.1 Evaluations from City of Primary Schools – Nos. of Establishments

Evaluation	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
Nos. of Schools		3	13	50	21		87

### Key Strengths and Successes:

- Extensive continuing professional development programme (CPD) including partnership events with HMIE which focus on improving attainment.
- Emphasis on teaching literacy and numeracy across the curriculum.
- The work of the *Curriculum for Excellence* 3-18 steering groups to develop and improve the curriculum including high quality documentation.
- Staff to Pupil ratio was increased to reduce the P1 class sizes (1:25)
- Production of high quality P1 Literacy Rich Edinburgh Phonics Programme.
- Continue to improve tracking and monitoring of pupils' attainment as part of schools' self-evaluation using the school management information system.
- The Integrated Literacy Support Group has identified further guidance to schools on effective interventions to improve literacy.
- The launch of high quality literacy and numeracy pathways as part of *Curriculum for Excellence* implementation.

**The following areas to secure improvement and next steps have been identified:**

- Improve literacy and numeracy levels for the lowest attaining pupils.
- Identify schools which are making a positive impact on attainment and ensure that practice is shared in a consistent and effective way.
- Produce guidelines on effective interventions to improve numeracy.
- To continue to support staff to share standards as part of *Curriculum for Excellence* assessment.
- Continue to focus on improving outcomes for the lowest attaining pupils.

**Summary**

Overall evaluation of improvements in performance in stages P1 to P7 is **good**.

## 3. Third Level: S1-S2

### 3.1 Secondary School Attainment Reporting

#### Background

Analysis and reporting on attainment is very well established in the secondary sector. Individual schools completed an online attainment report. This formed the basis of a discussion between Quality Improvement Officers and senior school management. The final report was produced and records key strengths and successes and strategies for improvement and overall evaluations.

#### Overall evaluations

The table below illustrates the overall evaluations from secondary schools as part of reporting on improvements in performance.

Table 5: S1/S2 Overall Evaluations from Secondary Schools – Nos. of Schools

Evaluation	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
Nos. of Schools		3	4	8	8		23

City-wide reporting on pupils achieving *Curriculum for Excellence* third level will be reported in 2013.

#### Key Strengths and Successes:

- High quality CPD with a strong focus on raising attainment.
- Support for literacy across learning as part of *Curriculum for Excellence* implementation.
- Multi-agency Team Around the School in two further secondary schools focussing on raising levels of literacy for the lowest attaining 20%.
- 3-18 *Curriculum for Excellence* steering groups.
- Strong focus on moderation of *Curriculum for Excellence* levels

- As part of implementation of *Curriculum for Excellence*, secondary schools reported on *Curriculum for Excellence* levels in all subject areas for S1 pupils.
- The Edinburgh-produced Literacy and Numeracy Progression Pathways are contributing to improvements in assessment.

**The following areas to secure improvement and next steps have been identified:**

- Effective support for the number of pupils on entry to S1 who have low levels of reading, writing and mathematics.
- Improve tracking pupils' progress against targets as part of school self-evaluation.
- To continue to support staff to share standards as part of Curriculum for Excellence assessment.

**Summary**

Overall evaluation of attainment in S1-S2 taking account of a range of pupil progress measures, assessments and self-evaluation information is **good**.



## 4. Third and Fourth Level (S3-S4) and Senior Phase (S4, S5, S6)

### 4.1 National Qualifications SCQF levels 3-7

#### Background

This section provides analysis of the 2011 pre-appeal examination results leading to national qualifications. Secondary schools have all set SQA targets based on three-year rolling averages for the percentage of pupils by the end of S6 attaining certification in seven National Priorities measures. (see Appendix 1b)

National qualifications attainment is expressed as a percentage of the original S4 roll. Attainment is cumulative and measured in terms of numbers of awards gained by a group of pupils by the end of a particular stage of schooling. The National Priorities measures, for which targets have been set, are based on a three-year rolling average. Attainment is reported at the end of S6 for three groups of pupils, each of which has completed schooling. A three-year average is then produced.

Schools have access to a wide range of attainment data for benchmarking. Appendix 1c describes the methodology used to identify comparator schools.

In respect of national examinations, attainment is expressed in terms of the Scottish Credit and Qualifications Framework (SCQF) as follows:

- Level 3: Access 3; Standard Grade at 5-6 (Foundation)
- Level 4: Intermediate 1 at A-C; Standard Grade at 3-4 (General)
- Level 5: Intermediate 2 at A-C; Standard Grade at 1-2 (Credit)
- Level 6: Higher at A-C
- Level 7: Advanced Higher at A-C

Appendices 1d, 1e and 1f provide further information using a number of measures by stage..

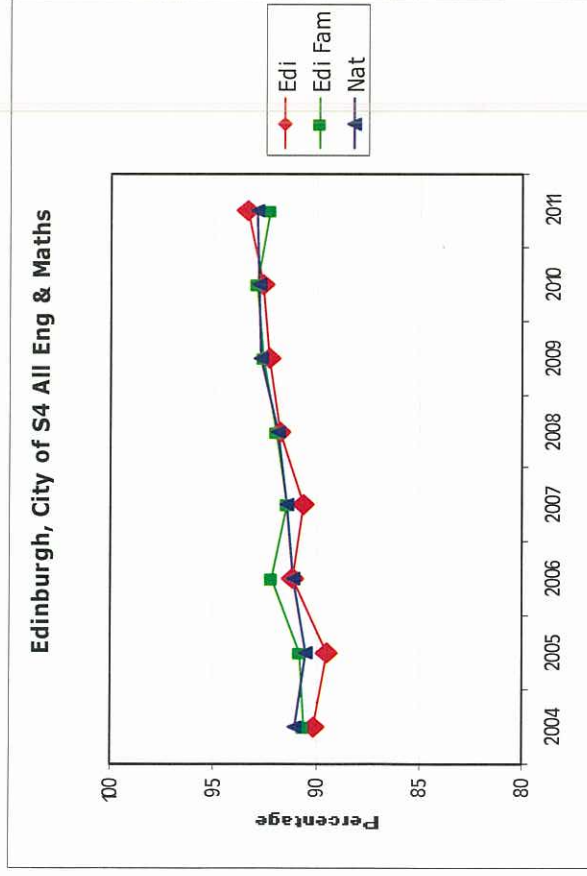
In practice, most SCQF levels 3, 4 and 5 are delivered in S3 and S4, level 6 in S5 and levels 6 and 7 in S6. Seven key measures have been identified for further discussion. They are therefore presented as follows to reflect this practice:

- Percentage of S4 pupils attaining English and Mathematics at SCQF level 3 or better by the end of S4
- Percentage of S4 pupils attaining five or more awards at SCQF level 3 or better by the end of S4
- Percentage of S4 pupils attaining five or more awards at SCQF level 4 or better by the end of S4
- Percentage of S4 pupils attaining three or more awards at SCQF level 6 or better by the end of S5
- Percentage of S4 pupils attaining five or more awards at SCQF level 6 or better by the end of S5
- Percentage of S4 pupils attaining five or more awards at SCQF level 6 or better by the end of S6
- Percentage of S4 pupils attaining one or more award at SCQF level 7 by the end of S6

The following charts illustrate trends over time in comparison to the national average and the (family) authorities Edinburgh is aligned with.

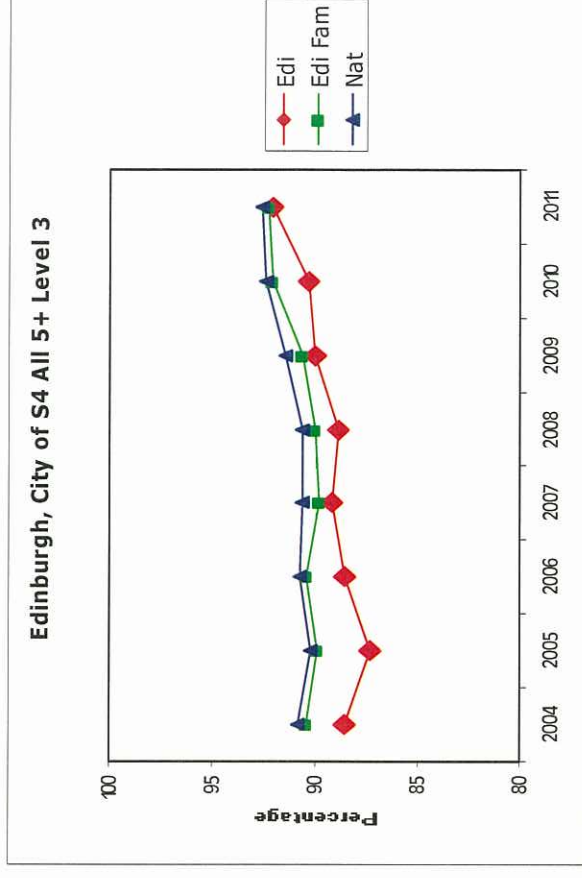
The authorities are as follows: Aberdeen City, Argyll & Bute, Dundee City, Renfrewshire and South Ayrshire.

Figure 10: Percentage of S4 pupils attaining English and Mathematics at SCQF Level 3 or better **by the end of S4**



- The percentage of the S4 roll attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4 was 93%, the same as 2010 and equal to the national average.
- Boys' attainment in 2011 was 94%, an improvement on the previous year and is above the national average for boys of 92%.
- Girls' attainment was 93% which is equal to the previous year and equal to the national average for girls.

Figure 11: Percentage of S4 pupils attaining 5 or more awards at SCQF Level 3 or better **by the end of S4**



- The percentage of the S4 roll attaining five or more awards at SCQF level 3 or better by the end of S4 was 92% an improvement on the previous year and is the highest since 2001. Performance was just below the national average of 93% and has been below the national and family authorities' pattern for some time.
- Boys' attainment was 93% an improvement on the previous year and above the national average for boys of 92%.
- Girls' attainment was 91% which is an increase on the previous year but is just below the national average for girls of 93%..



Figure 12: Percentage of S4 pupils attaining 5 or more awards at SCQF Level 4 or better by the end of S4

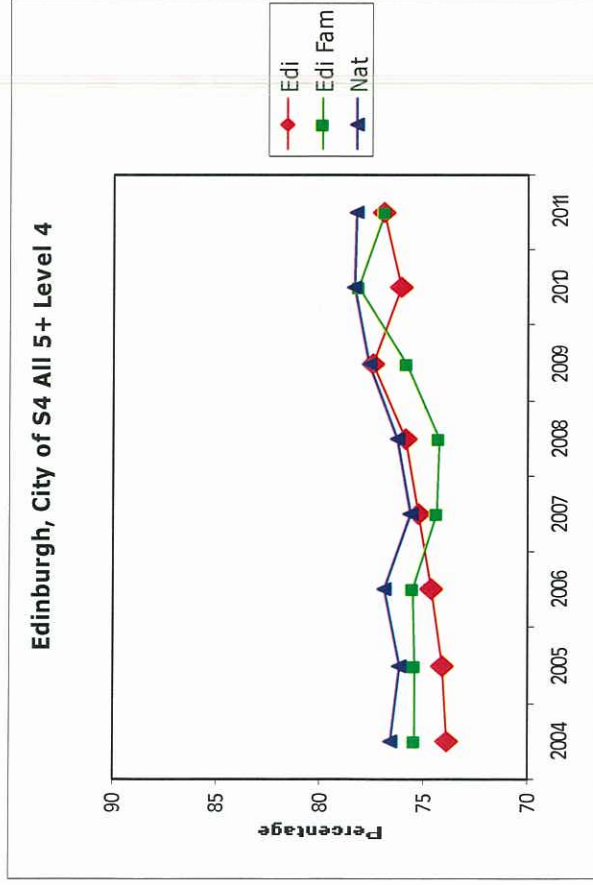
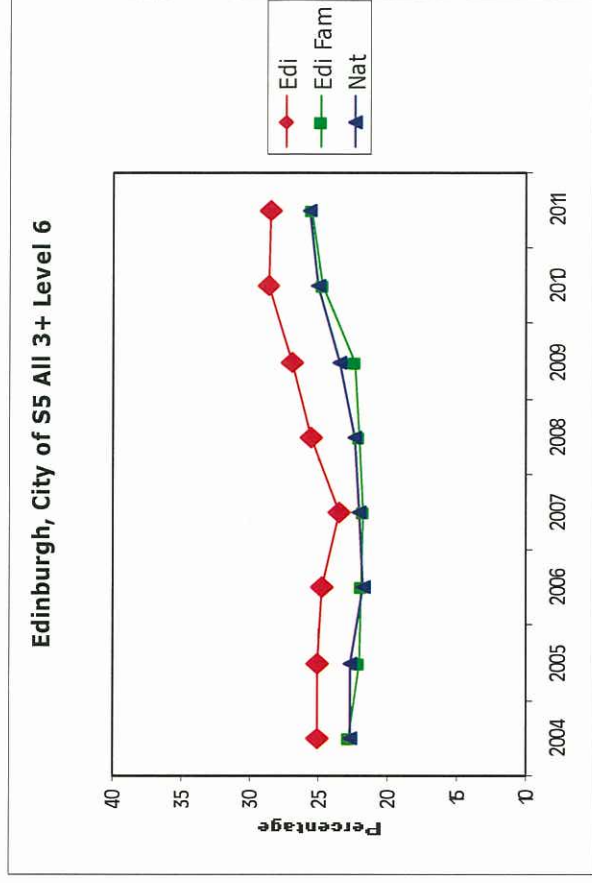


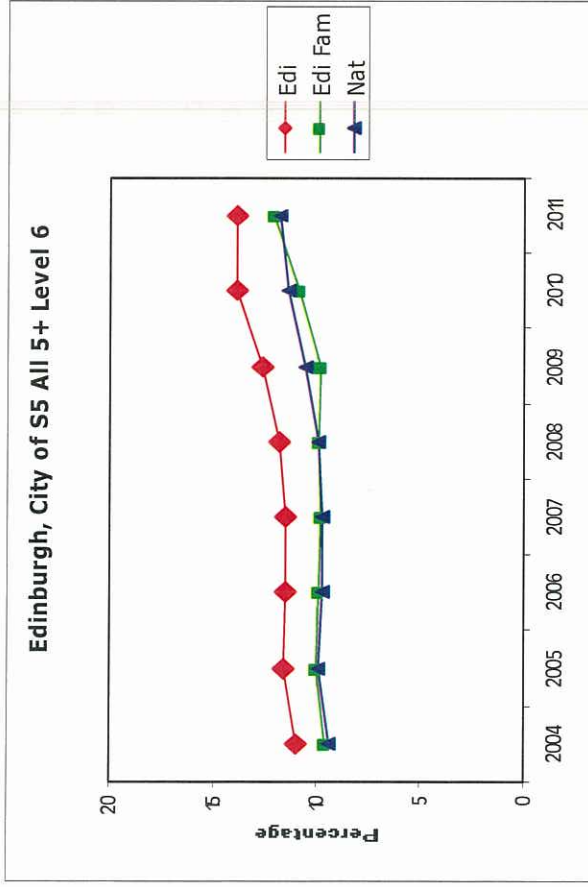
Figure 13: Percentage of S4 pupils attaining 3 or more awards at SCQF Level 6 or better by the end of S5



- The percentage of the S4 roll attaining five or more awards at SCQF level 4 or better by the end of S4 was 77%, an improvement on the previous year but below the national average of 78%.
- Attainment for boys was 76% which is higher than the previous year and equal to the national average for boys.
- Girls' performance was 78%, maintaining the previous two years' attainment and is below the national average figure for girls of 81%.

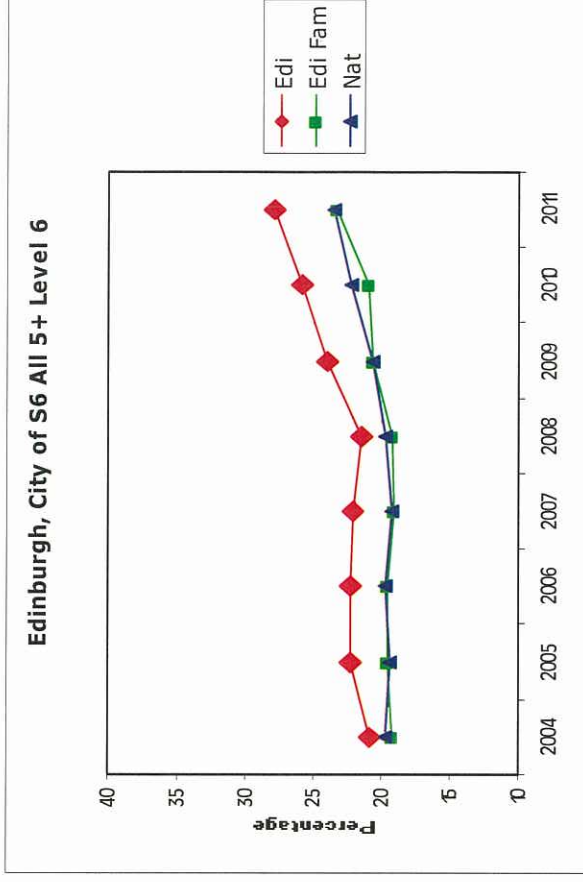
- The percentage of the S4 roll attaining three or more awards at SCQF level 6 or better by the end of S5 was 28% just below the previous year's performance of 29%. Attainment was above the national and family authorities' averages as has been the case over most previous years.
- The 2011 figure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2010.
- Boys and girls' attainment continued to be above the national pattern. Boys' attainment decreased by two percentage points in 2011 and girls' attainment increased by two percentage points.

Figure 14: Percentage of S4 pupils attaining 5 or more awards at SCQF Level 6 or better by the end of S5



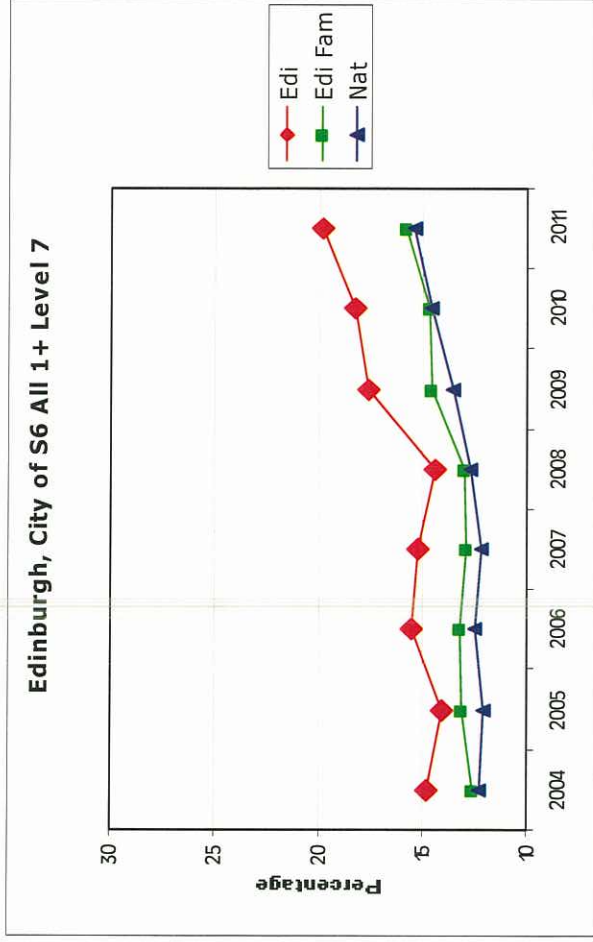
- The percentage of the S4 roll attaining five or more awards at SCQF level 6 or better by the end of S5 in 2011 was 14%, an improvement on the previous year and two percentage points above the national average. Attainment has been above the national and family authorities' pattern for most previous years.
- 2011 was notably better than expectations based on the five or more awards at SCQF level 5 or better attained by this cohort when in S4 in 2010..
- Boys' attainment dropped one percentage point on the previous year but overall attainment for both boys and girls continues to be above the national pattern.

Figure 15 Percentage of S4 pupils attaining 5 or more awards at SCQF Level 6 or better by the end of S6



- The percentage of the S4 roll attaining five or more awards at SCQF level 6 or better by the end of S6 was 28% a two-percentage point improvement on the previous year and five percentage points above the national average.
- 2011 performance is notably better than expectations based on the value for 5+ Level 5 by the end of S4 in 2009.
- Boys' and girls' attainment improved on the previous year's performance. Attainment continued to be above the national pattern.

**Figure 16 Percentage of S4 pupils attaining one or more awards at SCQF Level 7 or better by the end of S6**



- The percentage of the S4 roll attaining one or more award at SCQF level 7 or better by the end of S6 was 20%, a two-percentage point increase on the previous year and five percentage points above the national average.
- Performance is notably better than expectations based on the five or more awards at SCQF level 5 or better attained by this cohort by the end of S4 in 2009.
- Overall attainment in 2011 was well above that of Edinburgh's comparators.
- Boys' and girls' attainment increased by two percentage points on the previous year with performance continuing to be above the national pattern.



**Key Strengths and Successes:**

- Positive outcomes by the end of S4 - German, Computing, Physical Education, Religious, Moral and Philosophical Studies
- Positive outcomes in Highers by the end of S5 – English, French, Mathematics, Physics, History, Computing and HE: Health & Food Technology.
- Lead officers in nine curricular areas have identified areas for improvement in attainment and planned next steps including CPD to raise attainment.

**The following areas to secure improvement and next steps have been identified:**

- Improve attainment at S4 in English, Mathematics and Chemistry.
- SCQF levels 3 and 4 by the end of S4 although improved is still below the national pattern.
- To produce subject-specific attainment reports.

**Evaluations from School Attainment Reports**

Further overall evaluations from the secondary school annual attainment report are agreed for performance in national qualifications. These are as follows:

- Overall attainment S3/S4
- Overall attainment S5/S6

The following tables illustrate the outcomes of these evaluations for academic session 2010-2011.

Table 6: Evaluations of Overall S3/S4 attainment - :Nos. of Schools

Evaluation	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
Nos. of Schools	1	1	8	7	5	1	23

Table 7: Evaluations of Overall S5/S6 attainment - :Nos. of Schools

<b>Evaluation</b>	<b>Unsatisfactory</b>	<b>Weak</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Total</b>
Nos. of Schools	1	1	5	7	8	1	23

**Summary**

Overall evaluation of attainment by the end of S4, taking account of progress and self-evaluation information, is **good**.

Overall evaluation of attainment by the end of S6, taking account of progress and self-evaluation information, is **very good**.



## **5. Equalities Impact Monitoring**

### **5.1 Progress of pupils with Additional Support Needs**

#### **Background**

All schools have processes in place to set targets for pupils within Individualised Educational Programmes (IEPs). Almost all mainstream schools have implemented additional support plans (ASPs) to support pupils who require individualised planning to meet their learning outcomes.

#### **Monitoring and Evaluating Targets Set Within IEPs**

Schools are responsible for monitoring and evaluating progress pupils make towards targets set in IEPs. As part of the annual attainment visit, all mainstream schools record outcomes for pupils with additional support needs.

#### **Summary**

The continuing focus to ensure that pupils with additional support needs achieve appropriate certification and other recognised achievements is a strength of the attainment agenda in the City of Edinburgh.

#### **Next Steps**

- Improve the quality of IEPs.

It should be noted that there will be a separate report on improvements in performance 2011 for special schools' and looked after children which will be reported in March 2012.

## 5.2 Gender

Reference is made throughout the report to gender differences in attainment.

In almost all subject areas there were no statistically significant differences between the attainment of boys and girls when judged by typical attainment for each sex.

### **By the end of S4**

- Intermediate 1: Modern Studies awards were attained by boys only.
- Intermediate 2: Drama awards were attained by girls only.
- Intermediate 1: Home Economics: Lifestyle & Consumer Technology Awards were attained by girls only.
- Intermediate 2: Spanish - boys' attainment was significantly better than that of girls when judged by the typical attainment for each sex.

### **By the end of S5**

- Higher: Health & Food Technology, Administration, German and Spanish awards were attained by girls only.
- Intermediate 2: French, Travel & Tourism awards were attained by girls only.
- Higher: Information Systems and Technological Studies awards were attained by boys only.
- Intermediate 2: Physics and Information Systems awards were attained by boys only.
- Higher: French – boys' attainment was significantly better than that of girls when judged by the typical attainment for each sex.

### **By the end of S6**

- Advanced Higher: French awards were attained by girls only.
- Intermediate 1: Travel & Tourism awards were attained by girls only.
- Intermediate 2: Spanish awards were attained by girls only.
- Advanced Higher: Computing and Graphic Communication awards were attained by boys only.
- Higher: Economics awards were attained by boys only.
- Intermediate 2: Information Systems awards were attained by boys only.

- Higher: Human Biology and Business Management – boys' attainment was significantly better than that of girls when judged by the typical attainment for each sex.
- Intermediate 2: Physics – girls' attainment was significantly better than that of boys when judged by the typical attainment for each sex.

## 6. Priority Actions and Conclusion

### 6.1 Priority Actions

The main priority actions are as follows:

- To increase the numbers of pupils gaining awards and across and range of awards at SCQF levels 3 and 4.
- To improve levels of literacy and numeracy for the lowest attaining pupils.
- To continue to support the implementation of *Curriculum for Excellence* with a focus on sharing standards.
- To support and improve tracking, monitoring and reporting on pupils' progress using the school management information system.

### 6.2 Conclusion

This report presents a summary of attainment in City of Edinburgh schools.

Detail has been provided about attainment levels in schools. The strong focus on attainment to identify improvement is an important factor towards ensuring Edinburgh's children and young people become successful learners, confident individuals and responsible citizens who make a positive contribution to their communities.

Overall attainment in the City of Edinburgh is **good**.

**Improvements in Performance**  
**Quality Indicator 1.1**  
**Primary School SMT/QIO meetings**  
**2011**  
*Discussion Outline*

*Standards of attainment over time*

Overall levels of attainment-tracking pupils progress over time - including by lowest attaining pupils, gender, disability, LAC, ethnicity, EAL, Other (e.g. young carers) Reference to the number of pupils with CSPs, IEPs, ASPs and identified as gifted. Reference to Curriculum for Excellence levels for pupils on entry to P1 (and where appropriate you pre-five pupils entering nursery)  
How and when attainment is analysed and shared with staff  
Evaluating standards of attainment over time  
What would be most effective support from local authority/quality improvement team

*Overall quality of learners' achievement*

Tracking and monitoring pupils' involvement and progression achievement  
Evaluating overall quality of learners' achievement  
What would be most effective support from local authority/improvement team

**Impact of the school improvement plan**

Impact of priorities in the improvement plan on improving the achievements, attainment and wellbeing of learners and work of the school  
Evaluating impact of 2010-11 improvement plan.  
What would be most effective support from local authority/quality improvement team

*Conclusion of discussion*

Overall evaluation of attainment  
Overall evaluation of quality of learners' achievement  
Overall impact of the school improvement plan

Overall evaluation of 1.1 for nursery class (where appropriate)  
Overall evaluation of 1.1 for P1-P7

**The City of Edinburgh Council**  
**SQA Attainment in publicly-funded Secondary Schools**  
**Progress in the 7 National Priorities Targets 2007-2011 and 2012 Targets**  
**(2011 data are pre-appeal)**

School Name	FMR 2011 (%)	Target 1							Target 2							Target 3						
		2005- 2007	2006- 2008	2007- 2009	2008- 2010	2009- 2011	2012 Target	2005- 2007	2006- 2008	2007- 2009	2008- 2010	2009- 2011	2012 Target	2005- 2007	2006- 2008	2007- 2009	2008- 2010	2009- 2011	2012 Target			
SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6																						
% of the original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in both English and Mathematics																						
% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 3 or better																						
% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 4 or better																						
Balerno Community High School	4	99	98	96	95	95	99	97	96	94	93	94	97	88	88	84	82	86	90			
Boroughmuir High School	6	93	94	96	96	95	98	93	93	95	95	94	96	86	86	90	90	91	92			
Broughton High School	20	87	88	89	90	91	96	86	85	86	86	88	95	67	67	68	70	72	73			
Castlebrae Community High School	51	76	78	82	89	90	85	68	70	76	83	86	82	36	39	41	43	46	60			
Craigmount High School	9	96	96	96	96	97	97	95	95	95	95	96	98	87	90	89	88	88	89			
Craigroyston Comm High School	48	55	66	80	87	82	92	69	73	79	81	77	86	43	49	55	54	49	68			
Currie High School	6	98	98	96	96	96	98	98	97	96	96	95	96	90	90	88	92	90	91			
Drummond Comm High School	25	83	80	76	81	84	88	84	83	80	81	81	84	59	59	63	65	67	68			
Firrhill High School	8	96	96	96	95	96	96	94	93	93	92	93	93	87	85	85	83	85	84			
Forrester High School	20	90	90	93	93	94	94	84	85	90	95	96	92	70	72	77	80	81	80			
Gracemount High School	29	91	88	88	83	85	90	86	84	82	80	84	87	65	65	63	63	65	70			
Holy Rood High School	20	88	92	90	91	91	94	84	86	86	86	88	90	68	69	69	70	74	73			
James Gillespie's High School	11	94	96	95	96	96	97	94	96	96	97	97	97	89	91	91	93	94	93			
Leith Academy	20	90	89	87	87	92	96	85	82	78	76	79	90	72	69	64	60	63	70			
Liberton High School	23	85	84	86	91	91	92	78	78	81	88	91	85	64	62	63	67	73	66			
Portobello High School	13	91	91	91	93	94	94	88	88	90	92	92	93	74	75	78	82	83	80			
Queensferry High School	8	94	95	94	94	96	96	94	94	93	93	95	95	84	84	84	84	87	85			
St Augustine's High School	18	95	97	100	98	97	100	93	94	97	97	96	97	79	82	88	88	87	88			
St Thomas of Aquin's High School	11	96	95	95	95	96	92	95	95	96	95	95	92	86	86	87	86	88	84			
The Royal High School	9	99	99	97	98	99	97	98	98	95	95	97	95	93	92	90	90	91	90			
Trinity Academy	16	94	94	91	90	90	94	90	89	88	87	87	90	79	80	79	78	76	80			
Tynecastle High School	28	84	85	87	87	89	92	84	86	87	86	87	90	68	68	70	69	72	75			
Wester Hailes Education Centre	41	81	84	83	88	87	90	79	82	82	83	82	87	47	54	55	59	56	60			
City of Edinburgh	16	91	91	92	92	93	93	89	89	89	90	91	76	77	77	78	78	79	79			
SCOTLAND	15	92	92	92	93	93	91	91	91	91	91	92	78	79	78	79	79	79	79			



**The City of Edinburgh Council**  
**SQA Attainment in publicly-funded Secondary Schools**  
**Progress in the 7 National Priorities Targets 2007-2011 and 2012 Targets**  
**(2011 data are pre-appeal)**

School Name	FMR 2011 (%)	Target 4						Target 5						Target 6																							
		2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2012 Target	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2012 Target	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2012 Target																		
SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6																																					
% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 5 or better																																					
% of the original S4 cohort who, by the end of S6, have attained 3 or more awards at SCQF level 6 or better																																					
Balerno Community High School	4	71	66	60	56	63	65	66	62	57	53	60	66	62	57	53	60	66	62	57	53	60	66	62	57	53	60	66	62	57	53	60	66	62	57	53	60
Boroughmuir High School	6	70	71	73	71	73	75	65	65	67	66	69	65	65	67	66	69	65	65	67	66	68	69	65	65	65	67	66	68	69	65	65	67	66	68	69	
Broughton High School	20	37	38	39	39	42	45	37	37	40	40	47	37	37	40	40	50	37	37	40	47	50	47	37	37	40	40	47	50	24	25	27	29	32	35		
Castlebrae Community High School	51	12	14	16	16	15	25	12	12	14	14	25	12	12	14	14	20	12	12	14	13	20	13	20	12	12	14	14	7	7	8	6	7	7	15		
Craigmount High School	9	58	61	61	62	62	60	51	56	57	57	57	56	56	57	57	57	56	56	57	57	57	57	56	56	56	57	57	39	43	43	45	44	43			
Craigroyston Comm High School	48	10	8	11	11	12	23	10	9	13	14	25	10	9	13	14	25	10	9	13	14	25	25	2	2	2	2	2	2	2	2	2	2	2	2	7	
Currie High School	6	62	63	63	66	67	62	55	55	56	60	62	55	55	56	60	62	55	55	56	60	62	56	42	41	43	48	51	41	44	21	22	21	24	21	24	
Drummond Comm High School	25	26	29	33	35	37	36	26	30	32	34	36	26	30	32	34	36	26	30	32	34	34	36	26	30	32	34	34	44	44	46	50	50	45	45		
Firrhill High School	8	62	63	66	64	66	65	57	58	59	58	59	57	58	59	58	59	57	58	59	58	62	59	44	43	46	46	50	45	45	46	50	50	45	45		
Forrester High School	20	33	34	37	40	41	40	29	30	34	37	39	29	30	34	37	39	29	30	34	37	39	37	15	16	20	22	23	22	22	22	23	23	22	22		
Gracemount High School	29	27	24	25	31	37	32	25	21	21	29	34	25	21	21	29	34	25	21	21	29	34	30	15	12	13	15	19	20	15	19	20	20	20			
Holy Road High School	20	40	39	39	41	44	42	36	34	36	40	40	36	34	36	40	42	36	34	36	40	42	40	25	23	25	29	28	28	25	23	25	29	29	28		
James Gillespie's High School	11	69	71	71	76	78	73	70	70	70	76	71	70	70	70	76	71	70	70	70	76	79	71	53	54	55	60	61	58	60	61	61	58	58			
Leith Academy	20	43	39	36	32	35	45	37	33	33	31	36	37	33	33	31	36	37	33	33	31	36	40	23	18	20	24	25	25	20	24	24	25	25			
Liberton High School	23	30	28	29	33	37	31	25	24	23	26	30	25	24	23	26	30	25	24	23	26	30	25	13	13	13	16	18	16	18	18	18	16	16			
Portobello High School	13	48	48	50	51	55	38	46	46	49	49	53	46	46	49	49	53	46	46	49	49	53	53	34	34	36	35	38	38	35	38	38	38	38			
Queensferry High School	8	54	55	59	56	59	61	49	49	51	50	53	49	49	49	50	53	49	49	51	50	53	53	32	32	36	35	39	37	35	39	39	37	37			
St Augustine's High School	18	42	44	47	53	52	47	44	44	45	50	45	44	44	45	50	45	44	44	45	50	50	45	30	29	31	34	34	31	34	34	34	34	31			
St Thomas of Aquin's High School	11	62	60	61	65	71	60	65	62	59	59	66	65	62	59	59	66	65	62	59	59	66	60	46	45	44	49	55	45	49	55	55	55	53	53		
The Royal High School	9	72	68	69	68	70	69	69	66	66	67	71	66	66	66	67	71	66	66	66	67	71	66	57	53	53	52	55	53	52	55	55	53	53			
Trinity Academy	16	50	52	52	53	53	54	47	49	48	49	50	47	49	48	49	50	47	49	48	49	50	35	35	36	36	38	36	38	36	38	38	36	36			
Tynecastle High School	28	33	32	35	35	39	40	30	29	33	33	35	30	29	33	33	35	30	29	33	33	35	36	16	14	14	16	19	19	16	19	19	19	19			
Wester Hailes Education Centre	41	12	15	13	14	15	13	10	14	13	16	13	10	14	13	16	16	13	14	13	16	16	13	4	5	5	3	4	6	4	6	6	6				
City of Edinburgh	16	48	48	49	50	53	44	44	45	46	47	50	44	45	46	47	50	44	45	46	47	50	32	32	32	35	37	37	35	37	37	37	37				
SCOTLAND	15	47	48	48	49	50	43	43	43	43	45	47	43	43	43	45	47	43	43	43	45	47	30	30	30	31	31	31	31	31	31	31	31	31			

FMR: Free Meal Registration

**The City of Edinburgh Council**  
**SQA Attainment in publicly-funded Secondary Schools**  
**Progress in the 7 National Priorities Targets 2007-2011 and 2012 Targets**  
**(2011 data are pre-appeal)**

		<b>Target 7</b>									
SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 6 or better									
School Name	FMR 2011 (%)	2005- 2007	2006- 2008	2007- 2009	2008- 2010	2009- 2011	2012 Target				
Balerno Community High School	4	38	37	35	32	35	36				
Boroughmuir High School	6	43	42	42	43	45	44				
Broughton High School	20	15	17	17	20	21	20				
Castlebrae Community High School	51	3	4	5	4	5	10				
Craigmount High School	9	28	32	29	32	31	35				
Craigroyston Comm High School	48	1	0	0	0	1	3				
Currie High School	6	31	29	31	34	37	30				
Drummond Comm High School	25	11	13	14	12	11	15				
Firhill High School	8	31	30	31	32	36	32				
Forrester High School	20	8	9	12	12	14	15				
Gracemount High School	29	9	7	8	10	12	15				
Holy Road High School	20	15	14	15	19	19	20				
James Gillespie's High School	11	36	38	38	42	45	40				
Leith Academy	20	13	9	10	13	15	13				
Liberton High School	23	8	7	6	9	10	8				
Portobello High School	13	22	21	22	22	24	24				
Queensferry High School	8	19	19	23	23	27	24				
St Augustine's High School	18	23	20	21	20	20	21				
St Thomas of Aquin's High School	11	33	32	32	40	46	30				
The Royal High School	9	41	37	37	36	38	37				
Trinity Academy	16	24	24	24	23	25	25				
Tynecastle High School	28	9	7	8	10	12	14				
Wester Hailes Education Centre	41	2	2	2	0	0	2				
<b>City of Edinburgh</b>	<b>16</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>26</b>					
<b>SCOTLAND</b>	<b>15</b>	<b>19</b>	<b>20</b>	<b>20</b>	<b>21</b>	<b>22</b>					

FMR: Free Meal Registration



## Principal Components Analysis (PCA)

Since 2002, the percentage of pupils within a school entitled to free meals (FME) has been used as the basis for benchmarking at both national and local authority level. The consistency and reliability of this practice has been questioned. The Scottish Executive in 2006 introduced a new benchmarking system for national comparator purposes, the method used to group similar schools is called Principal Components Analysis (PCA) based on the five following measures:

- the percentage of pupils' mothers with a degree level qualification.
- the percentage of pupils' households where the main householder has never worked.
- the percentage of pupils within the school registered for free meals.
- the percentage of pupils living in 15% most deprived data zones.
- the percentage of pupils living in the two most urban areas (settlements of over 10,000 people)

PCA is therefore a more reliable proxy for disadvantage than FME. This system has been further improved by the introduction of a starring system to help identify how close a comparator school is to the base school in question.

Secondary schools have this information for 2011 for national qualifications and, in each case, can compare their attainment against 20 similar schools where available.

SQA Attainment by stage in City of Edinburgh publicly-funded secondary schools 2007-2011

Appendix 1d

By the end of S4

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining an award at SCQF level 3 or better in English by the end of S4					Percentage of S4 roll attaining an award at SCQF level 3 or better in Mathematics by the end of S4					Percentage of S4 roll attaining awards at SCQF level 3 or better in English and Mathematics by the end of S4					Percentage of S4 roll attaining 5 or more awards at SCQF level 3 or better by the end of S4				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Balerno Community High School	4	95	98	93	97	98	93	98	94	97	98	93	98	92	97	97	91	96	91	92	93
Boroughmuir High School	6	97	94	98	100	100	93	95	98	100	100	93	94	97	100	100	94	93	93	95	99
Broughton High School	20	91	91	87	90	88	91	91	92	88	94	89	89	87	88	86	86	83	83	86	83
Castlebrae High School	51	95	91	87	102	81	94	100	87	95	89	92	91	82	93	80	89	84	80	79	79
Craigmount High School	9	97	96	98	98	95	98	97	98	100	97	96	95	98	97	95	95	94	97	96	94
Craigroyston Community High School	48	88	83	77	89	95	90	87	80	90	96	84	82	73	83	91	84	77	65	72	79
Currie High School	6	96	98	95	97	96	95	97	95	96	97	94	97	95	96	96	95	94	93	97	96
Drummond Community High School	25	83	97	89	98	88	67	90	94	94	91	65	89	88	94	86	70	83	83	84	79
Firhill High School	8	94	95	96	94	99	96	98	98	98	98	94	94	95	92	98	91	92	93	92	98
Forrester High School	20	105	95	96	95	100	99	89	95	92	101	99	86	92	88	88	102	93	92	91	99
Gracemount High School	29	94	94	94	88	91	94	73	89	91	88	91	72	88	87	87	80	80	90	88	88
Holy Rood High School	20	92	95	90	89	88	90	99	93	88	90	87	95	89	88	87	87	86	88	82	87
James Gillespie's High School	11	96	96	97	95	96	91	95	96	94	96	90	95	96	93	95	93	95	95	92	92
Leith Academy	20	89	91	96	98	98	87	92	96	98	96	85	89	94	97	94	74	77	79	88	92
Liberton High School	23	91	92	93	94	89	91	95	84	100	101	88	88	81	94	88	86	87	88	88	91
Portobello High School	13	95	94	95	96	97	93	97	95	98	99	92	94	93	95	97	92	91	91	91	94
Queensferry High School	8	95	98	99	101	98	92	95	100	93	99	92	95	98	93	98	90	94	98	95	97
St Augustine's High School	18	100	92	92	93	92	103	94	98	96	96	99	91	92	93	92	97	89	92	92	91
St Thomas of Aquin's High School	11	95	93	95	93	96	98	96	95	98	97	95	92	95	93	96	95	92	94	93	95
The Royal High School	9	94	99	99	99	98	97	100	100	98	99	94	99	98	98	98	92	96	98	97	98
Trinity Academy	16	90	93	95	90	92	91	93	93	87	88	86	89	91	83	85	87	83	88	81	87
Tynecastle High School	28	91	89	91	97	91	89	88	91	97	97	86	86	90	95	91	86	83	87	92	88
Wester Hailes Education Centre	41	85	90	88	79	94	90	94	94	88	99	84	90	87	75	93	80	80	80	73	91
City of Edinburgh	16	94	94	94	95	95	93	94	95	95	96	91	92	92	93	93	89	89	90	90	92
Scotland	15	94	94	95	95	95	93	94	95	95	95	92	92	93	93	93	91	91	92	92	93

## SQA Attainment by stage in City of Edinburgh publicly-funded secondary schools 2007-2011

Appendix 1d

By the end of S4

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining 5 or more awards at SCQF level 4 or better by the end of S4					Percentage of S4 roll attaining 5 or more awards at SCQF level 5 or better by the end of S4					Percentage of S4 roll attaining 1 or more awards at SCQF level 6 or better by the end of S4				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Balerno Community High School	4	79	86	87	82	88	40	50	49	47	59	0	0	0	0	0
Boroughmuir High School	6	92	86	89	92	94	62	56	57	65	74	0	0	1	1	0
Broughton High School	20	63	68	66	71	63	23	29	27	26	27	9	11	7	8	8
Castlebrae High School	51	40	43	47	37	21	6	7	7	2	0	3	0	0	0	0
Craigmount High School	9	86	85	89	84	84	42	47	46	44	45	0	0	0	0	0
Craigroyston Community High School	48	54	41	37	35	45	2	3	1	3	7	0	0	0	0	0
Currie High School	6	90	90	85	87	91	48	51	51	47	42	0	2	1	1	0
Drummond Community High School	25	51	63	69	60	60	11	22	21	21	19	0	0	3	0	2
Firhill High School	8	82	81	86	84	87	46	51	53	50	55	3	0	2	3	4
Forrester High School	20	83	76	80	83	86	32	31	29	29	34	14	8	6	0	1
Gracemount High School	29	54	63	66	66	63	20	25	29	28	17	0	0	0	0	0
Holy Rood High School	20	68	73	76	67	71	27	27	21	30	22	0	0	0	0	0
James Gillespie's High School	11	89	92	92	86	84	56	57	63	57	57	1	2	1	2	2
Leith Academy	20	50	59	56	67	72	15	23	19	16	27	0	0	1	1	0
Liberton High School	23	65	61	73	71	68	15	19	26	18	23	0	0	6	0	6
Porbello High School	13	79	77	78	75	74	35	34	41	40	37	0	0	0	1	0
Queensferry High School	8	83	82	89	88	87	39	31	43	46	49	0	0	0	0	0
St Augustine's High School	18	89	83	77	78	76	32	34	28	33	27	1	0	0	0	1
St Thomas of Aquin's High School	11	87	84	89	86	87	45	56	51	57	50	0	2	0	1	5
The Royal High School	9	88	89	87	86	90	56	45	53	52	57	0	0	0	0	0
Trinity Academy	16	71	74	72	69	74	36	38	35	37	35	0	2	1	2	2
Tynecastle High School	28	68	64	67	62	68	19	17	23	21	30	0	0	1	1	0
Wester Hailes Education Centre	41	52	58	50	45	52	0	0	2	1	9	0	1	0	0	0
<b>City of Edinburgh</b>	<b>16</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>76</b>	<b>77</b>	<b>34</b>	<b>36</b>	<b>38</b>	<b>38</b>	<b>39</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Scotland</b>	<b>15</b>	<b>76</b>	<b>76</b>	<b>78</b>	<b>78</b>	<b>78</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>35</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

**SQA Attainment by stage in City of Edinburgh publicly-funded secondary schools 2007-2011**

By the end of S4

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining 3 or more awards at SCQF level 6 or better by the end of S4				Percentage of S4 roll attaining 5 or more awards at SCQF level 6 or better by the end of S4							
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011		
Balerno Community High School	4	0	0	0	0	0	0	0	0	0	0	0	0
Boroughmuir High School	6	0	0	0	0	0	0	0	0	0	0	0	0
Broughton High School	20	0	0	0	0	0	0	0	0	0	0	0	0
Castlebrae High School	51	0	0	0	0	0	0	0	0	0	0	0	0
Craigmount High School	9	0	0	0	0	0	0	0	0	0	0	0	0
Craigroyston Community High School	48	0	0	0	0	0	0	0	0	0	0	0	0
Currie High School	6	0	0	0	0	0	0	0	0	0	0	0	0
Drummond Community High School	25	0	0	0	0	0	0	0	0	0	0	0	0
Firrhill High School	8	0	0	0	0	0	0	0	0	0	0	0	0
Forrester High School	20	2	0	0	0	0	0	0	0	0	0	0	0
Gracemount High School	29	0	0	0	0	0	0	0	0	0	0	0	0
Holy Rood High School	20	0	0	0	0	0	0	0	0	0	0	0	0
James Gillespie's High School	11	0	0	0	0	0	0	0	0	0	0	0	0
Leith Academy	20	0	0	0	0	0	0	0	0	0	0	0	0
Liberton High School	23	0	0	0	0	0	0	0	0	0	0	0	0
Portobello High School	13	0	0	0	0	0	0	0	0	0	0	0	0
Queensferry High School	8	0	0	0	0	0	0	0	0	0	0	0	0
St Augustine's High School	18	0	0	0	0	0	0	0	0	0	0	0	0
St Thomas of Aquin's High School	11	0	0	0	0	0	0	0	0	0	0	0	0
The Royal High School School	9	0	0	0	0	0	0	0	0	0	0	0	0
Trinity Academy	16	0	0	0	0	0	0	0	0	0	0	0	0
Tynecastle High School	28	0	0	0	0	0	0	0	0	0	0	0	0
Wester Hailes Education Centre	41	0	0	0	0	0	0	0	0	0	0	0	0
<b>City of Edinburgh</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Scotland</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

By the end of S5

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining an award at SCQF level 3 or better in English by the end of S5					Percentage of S4 roll attaining an award at SCQF level 3 or better in Mathematics by the end of S5					Percentage of S4 roll attaining awards at SCQF level 3 or better in English and Mathematics by the end of S5					Percentage of S4 roll attaining 5 or more awards at SCQF level 3 or better by the end of S5				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Balerno Community High School	4	95	95	98	94	97	94	94	98	96	97	94	93	98	93	97	91	91	96	92	92
Boroughmuir High School	6	101	98	95	98	102	99	97	95	98	101	98	94	94	97	101	94	95	93	93	96
Broughton High School	20	89	93	93	93	92	89	94	92	96	90	86	90	90	91	88	83	86	84	85	87
Castlebrae High School	51	85	95	88	87	102	89	94	97	87	95	84	92	88	82	93	76	89	81	80	79
Craigmount High School	9	98	99	97	99	99	97	99	98	99	100	95	97	95	98	98	95	96	95	98	96
Craigroyston Community High School	48	91	88	84	77	89	96	94	88	83	92	89	87	82	73	85	82	84	77	65	72
Currie High School	6	98	97	98	96	99	97	97	97	97	97	97	97	95	97	95	97	95	94	94	97
Drummond Community High School	25	88	85	97	91	99	77	73	93	94	95	76	66	92	88	94	82	71	84	84	84
Firhill High School	8	96	94	96	97	95	97	96	99	100	100	95	94	95	96	93	92	91	92	94	93
Forrester High School	20	96	106	96	96	96	93	101	90	96	95	93	101	88	92	92	90	103	93	93	92
Gracemount High School	29	87	95	95	94	89	87	94	75	92	94	83	91	74	90	88	77	81	80	90	89
Holy Rood High School	20	94	92	95	90	90	94	91	99	95	90	92	87	95	89	88	86	87	87	88	84
James Gillespie's High School	11	102	96	98	101	98	98	91	97	98	96	98	91	97	98	95	99	94	97	98	95
Leith Academy	20	87	90	93	97	101	86	88	94	97	102	84	85	91	95	99	74	75	77	80	90
Liberton High School	23	94	92	94	94	95	91	92	96	88	102	89	89	88	85	95	84	86	87	88	89
Portobello High School	13	95	96	95	95	96	91	94	98	96	99	90	93	95	93	96	91	92	91	91	94
Queensferry High School	8	95	95	98	101	101	95	93	95	100	94	93	92	95	99	94	91	90	94	98	95
St Augustine's High School	18	101	102	96	96	96	104	104	97	101	98	100	99	93	95	94	97	97	90	92	93
St Thomas of Aquin's High School	11	94	96	96	97	96	98	98	97	95	99	94	96	95	95	96	93	96	93	94	93
The Royal High School	9	99	95	99	100	100	100	98	100	103	98	99	95	99	100	98	96	92	97	98	97
Trinity Academy	16	96	91	93	97	92	96	92	94	95	87	95	86	89	93	84	90	87	83	89	82
Tynecastle High School	28	90	92	90	93	99	93	91	89	93	98	86	88	87	91	97	85	86	85	89	93
Wester Hailes Education Centre	41	93	85	90	88	82	93	90	94	96	89	89	84	90	87	78	84	82	81	80	74
City of Edinburgh	16	95	94	95	95	96	94	94	95	96	96	92	91	92	93	94	89	90	89	91	91
Scotland	15	95	95	95	95	96	94	94	95	96	96	92	92	93	94	94	91	91	91	92	93

By the end of S5

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining 5 or more awards at SCQF level 4 or better by the end of S5					Percentage of S4 roll attaining 5 or more awards at SCQF level 5 or better by the end of S5					Percentage of S4 roll attaining 1 or more awards at SCQF level 6 or better by the end of S5					Percentage of S4 roll attaining 3 or more awards at SCQF level 6 or better by the end of S5				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Balerno Community High School	4	80	81	86	88	83	49	52	61	73	63	45	50	51	60	56	31	36	35	41	36
Boroughmuir High School	6	88	92	86	91	94	68	71	68	71	79	62	64	59	64	73	47	49	44	48	57
Broughton High School	20	67	65	72	71	76	35	33	37	41	42	29	36	34	44	43	19	19	24	18	24
Castlebrae High School	51	42	40	43	53	44	12	16	7	7	5	8	11	5	7	7	1	5	5	7	0
Craigmount High School	9	92	87	85	90	86	63	59	59	63	60	55	48	49	54	50	36	27	36	34	36
Craigroyston Community High School	48	58	58	43	41	39	5	9	6	2	6	4	10	7	2	8	0	1	0	0	1
Currie High School	6	93	90	92	88	89	66	60	66	66	67	50	54	56	58	56	34	38	35	38	38
Drummond Community High School	25	62	57	68	71	63	33	27	35	35	34	26	25	24	29	26	16	11	14	14	14
Firrhill High School	8	82	83	83	87	87	62	62	61	69	63	54	54	57	63	58	31	34	42	46	43
Forrester High School	20	81	84	76	83	85	35	38	36	39	40	30	33	27	36	33	14	18	15	19	15
Gracemount High School	29	62	58	67	69	69	16	29	35	34	36	14	22	30	29	39	7	14	12	13	18
Holy Rood High School	20	68	70	73	77	72	30	40	42	39	42	28	34	38	32	41	15	21	20	13	18
James Gillespie's High School	11	93	90	94	97	91	74	69	78	79	73	65	66	74	72	68	48	46	51	51	51
Leith Academy	20	62	55	63	64	73	25	27	32	31	39	20	21	31	30	39	8	12	17	13	15
Liberton High School	23	64	66	63	80	75	27	28	32	38	34	18	15	25	28	29	8	6	13	14	11
Portobello High School	13	80	83	82	83	79	44	50	47	54	51	39	44	44	50	46	22	24	25	31	23
Queensferry High School	8	82	83	83	92	90	55	52	51	64	63	43	46	42	56	57	23	27	22	36	34
St Augustine's High School	18	86	89	84	78	80	49	42	51	41	54	39	45	45	41	41	23	24	22	20	24
St Thomas of Aquin's High School	11	81	89	86	89	87	54	61	73	70	68	50	53	63	66	61	32	39	51	45	42
The Royal High School	9	90	88	90	90	88	61	70	63	66	67	53	62	58	63	59	34	43	33	40	34
Trinity Academy	16	82	73	76	76	74	50	48	49	49	51	43	40	43	47	45	24	30	27	31	28
Tynecastle High School	28	63	70	70	71	75	26	34	34	36	38	19	25	22	29	27	6	9	10	9	9
Wester Hailes Education Centre	41	58	54	60	51	55	10	7	13	10	12	7	3	4	13	16	1	1	0	1	0
City of Edinburgh	16	77	77	78	81	80	45	47	49	52	52	38	41	42	47	47	23	26	27	29	28
Scotland	15	79	78	79	80	81	46	45	47	49	50	39	39	41	43	44	22	22	23	25	26

SQA Attainment by stage in City of Edinburgh Council publicly-funded secondary schools 2007-2011

Appendix 1e

By the end of S5

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining 5 or more awards at SCQF level 6 or better by the end of S5					Percentage of S4 roll attaining 1 or more awards at SCQF level 7 or better by the end of S5				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Balerno Community High School	4	13	16	13	26	18	1	0	0	0	0
Boroughmuir High School	6	27	32	28	26	37	0	0	1	0	0
Broughton High School	20	8	9	10	7	9	0	1	2	0	0
Castlebrae High School	51	0	2	3	4	0	0	0	0	0	0
Craigmount High School	9	18	14	15	16	16	0	0	0	0	0
Craigroyston Community High School	48	0	0	0	0	0	0	0	0	0	0
Currie High School	6	17	18	17	19	16	0	0	1	0	1
Drummond Community High School	25	4	0	4	5	4	0	0	0	0	1
Firrhill High School	8	17	21	23	24	20	0	0	0	0	0
Forrester High School	20	5	6	6	9	5	0	3	1	0	0
Gracemount High School	29	3	7	6	4	10	0	4	2	1	2
Holy Rood High School	20	6	6	7	6	5	0	0	0	0	0
James Gillespie's High School	11	29	22	32	33	29	1	1	1	1	2
Leith Academy	20	2	5	7	4	8	0	0	0	1	1
Liberton High School	23	2	2	2	4	3	0	0	0	1	0
Portobello High School	13	10	8	11	12	9	0	0	0	0	0
Queensferry High School	8	10	16	10	15	18	0	0	0	0	0
St Augustine's High School	18	10	9	8	7	10	1	0	0	0	0
St Thomas of Aquin's High School	11	16	22	27	21	27	1	0	0	0	1
The Royal High School School	9	18	20	15	18	16	0	0	0	0	0
Trinity Academy	16	11	10	13	17	15	0	0	0	0	2
Tynecastle High School	28	0	1	1	1	3	0	0	0	0	0
Wester Hailes Education Centre	41	1	0	0	0	0	0	0	0	0	0
City of Edinburgh	16	11	12	13	14	14	0	0	0	0	0
Scotland	15	10	10	11	11	12	0	0	0	0	0

SQA Attainment by Stage in City of Edinburgh publicly-funded secondary schools 2007-2011

By the end of S6

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining an award at SCQF level 3 or better in English by the end of S6					Percentage of S4 roll attaining an award at SCQF level 3 or better in Mathematics by the end of S6					Percentage of S4 roll attaining awards at SCQF level 3 or better in English and Mathematics by the end of S6					Percentage of S4 roll attaining 5 or more awards at SCQF level 3 or better by the end of S6				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Balerno Community High School	4	100	95	95	99	96	99	94	94	96	99	94	93	98	94	98	91	91	96	96	94
Boroughmuir High School	6	98	102	98	95	98	96	99	97	98	95	98	94	94	97	94	94	97	93	93	93
Broughton High School	20	92	89	95	94	96	89	91	96	93	87	87	92	90	91	84	83	90	85	85	88
Castlebrae High School	51	76	85	98	90	87	74	91	97	98	87	84	95	90	82	64	76	92	83	80	80
Craigmount High School	9	97	98	99	98	99	97	98	99	98	99	96	96	95	98	93	95	96	95	95	98
Craigroyston Community High School	48	80	92	88	86	77	61	97	95	91	86	90	88	84	73	70	82	84	77	67	67
Currie High School	6	99	99	98	98	96	97	97	97	97	97	97	97	97	95	95	97	95	94	94	94
Drummond Community High School	25	92	90	86	98	91	85	80	78	95	94	81	78	70	93	84	84	74	85	84	84
Firrhill High School	8	99	96	95	96	98	101	97	97	100	100	98	95	96	96	96	92	92	93	95	95
Forrester High School	20	92	95	106	96	96	90	92	101	90	97	88	92	101	88	92	79	103	93	93	93
Gracemount High School	29	90	89	95	95	94	92	89	95	75	92	88	84	91	74	90	85	79	81	80	90
Holy Rood High School	20	95	94	92	95	91	95	94	91	100	96	92	92	87	95	90	85	86	87	90	90
James Gillespie's High School	11	99	103	97	101	102	97	98	92	98	99	94	98	91	98	98	94	94	98	98	98
Leith Academy	20	95	88	92	94	99	94	87	90	95	100	90	85	86	91	98	74	76	78	84	84
Liberton High School	23	82	95	94	98	98	84	92	94	101	92	77	90	91	92	89	71	84	88	92	93
Portobello High School	13	92	96	96	96	95	93	91	94	98	96	90	90	93	95	93	87	91	92	92	91
Queensferry High School	8	97	95	96	99	101	97	99	95	94	101	97	93	93	96	95	91	92	95	98	98
St Augustine's High School	18	99	101	104	97	97	99	105	109	97	103	98	100	101	93	97	91	101	92	94	94
St Thomas of Aquin's High School	11	96	94	97	97	97	98	99	98	97	96	96	94	96	95	96	94	97	93	94	94
The Royal High School	9	99	99	96	99	100	100	100	99	101	104	98	99	96	99	100	97	92	97	100	100
Trinity Academy	16	94	96	92	93	98	93	96	93	94	95	91	95	87	89	94	88	90	88	90	90
Tynecastle High School	28	92	91	92	90	95	88	94	92	89	95	87	87	88	87	92	87	87	85	91	91
Wester Hailes Education Centre	41	81	93	85	91	88	85	95	90	94	98	77	90	84	90	87	79	86	82	81	83
City of Edinburgh	16	94	95	95	96	96	93	94	95	96	97	90	92	92	93	94	88	90	91	90	92
Scotland	15	94	95	95	95	96	93	94	94	95	96	91	92	92	93	94	91	91	91	91	92



SQA Attainment by Stage in City of Edinburgh publicly-funded secondary schools 2007-2011

By the end of S6

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining 5 or more awards at SCQF level 4 or better by the end of S6					Percentage of S4 roll attaining 5 or better more awards at SCQF level 5 or better by the end of S6					Percentage of S4 roll attaining 1 or better more awards at SCQF level 6 or better by the end of S6					Percentage of S4 roll attaining 3 or better more awards at SCQF level 6 or better by the end of S6				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Balerno Community High School	4	90	80	82	86	91	73	51	54	62	75	67	49	53	58	67	54	38	46	45	52
Boroughmuir High School	6	86	88	95	86	91	73	69	75	70	73	66	64	70	64	71	55	53	60	56	58
Broughton High School	20	69	67	69	74	74	39	39	38	41	46	39	37	44	39	57	26	25	30	32	35
Castlebrae High School	51	40	42	43	45	53	14	14	21	16	7	14	12	17	12	7	4	4	8	7	7
Craigmount High School	9	88	92	88	85	91	58	64	61	60	66	50	62	57	53	61	36	50	41	45	47
Craigroyston Community High School	48	48	58	58	44	43	12	6	14	12	10	13	8	17	16	8	4	2	5	3	5
Currie High School	6	82	93	90	92	88	58	69	62	69	69	51	59	58	63	63	36	44	50	52	51
Drummond Community High School	25	64	64	61	69	71	31	36	33	38	41	28	37	32	33	37	19	24	21	21	20
Firhill High School	8	92	82	83	84	88	70	64	64	63	71	64	56	58	60	67	49	44	44	51	56
Forrester High School	20	66	81	84	76	83	30	39	42	39	41	27	35	39	36	42	15	20	23	22	25
Gracemount High School	29	67	64	59	67	70	21	21	32	39	39	18	18	28	39	35	10	10	17	18	21
Holy Rood High School	20	69	68	71	73	79	39	36	42	48	44	36	32	39	49	39	24	22	30	34	23
James Gillespie's High School	11	89	93	90	96	97	66	76	71	81	81	66	74	71	85	80	51	58	57	65	62
Leith Academy	20	76	62	56	64	69	48	29	31	37	38	43	25	32	35	41	23	15	20	27	24
Liberton High School	23	57	64	67	68	85	24	29	33	37	41	21	23	23	31	38	8	15	14	19	22
Portobello High School	13	71	80	83	83	83	50	46	55	51	57	49	44	54	50	56	39	31	37	35	42
Queensferry High School	8	87	82	85	85	92	63	55	57	54	65	54	47	52	49	60	37	31	38	34	47
St Augustine's High School	18	84	86	93	86	81	37	51	50	56	50	39	47	50	52	49	26	31	36	34	32
St Thomas of Aquin's High School	11	91	81	90	86	89	64	56	64	74	76	70	53	56	68	74	46	42	45	60	61
The Royal High School	9	90	91	89	90	93	70	64	72	67	72	66	61	72	66	74	54	49	58	49	59
Trinity Academy	16	79	82	74	76	77	50	53	53	53	52	46	52	46	51	55	36	35	39	36	40
Tynecastle High School	28	72	67	72	70	74	35	31	37	37	45	30	33	35	31	41	13	11	18	17	23
Wester Hailes Education Centre	41	49	61	55	60	54	16	14	8	20	17	15	16	7	23	18	7	3	3	3	5
City of Edinburgh	16	76	78	78	79	82	49	48	50	52	56	45	44	48	50	54	32	32	35	37	40
Scotland	15	78	79	78	79	81	47	48	48	50	53	42	43	44	47	49	29	30	31	33	35

SQA Attainment by Stage in City of Edinburgh publicly-funded secondary schools 2007-2011

By the end of S6

2011 data are pre appeal

School Name	FMR 2011 (%)	Percentage of S4 roll attaining 5 or more awards at SCQF level 6 or better by the end of S6					Percentage of S4 roll attaining 1 or more awards at SCQF level 7 or better by the end of S6				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Balerno Community High School	4	41	31	32	33	40	21	14	14	18	24
Boroughmuir High School	6	42	39	45	44	45	31	27	34	29	26
Broughton High School	20	17	16	20	23	21	15	13	15	15	21
Castlebrae High School	51	6	1	6	3	4	1	3	3	2	0
Craigmount High School	9	24	36	28	33	33	16	27	23	25	23
Craigroyston Community High School	48	0	0	1	0	1	0	0	4	0	0
Currie High School	6	29	30	35	36	39	18	21	23	31	32
Drummond Community High School	25	16	17	9	10	15	12	10	6	8	8
Firrhill High School	8	37	26	31	38	40	29	16	25	25	33
Forrester High School	20	8	12	16	10	17	7	9	13	8	12
Gracemount High School	29	3	7	13	10	13	0	6	15	9	3
Holy Rood High School	20	11	16	20	23	15	10	11	15	15	12
James Gillespie's High School	11	36	40	38	47	50	24	26	24	36	33
Leith Academy	20	12	7	12	20	14	4	2	9	12	8
Liberton High School	23	5	8	6	13	13	4	4	3	4	7
Portobello High School	13	24	20	22	23	27	16	13	12	18	19
Queensferry High School	8	19	21	27	21	33	11	14	22	14	18
St Augustine's High School	18	19	20	22	18	19	12	13	16	8	10
St Thomas of Aquin's High School	11	30	30	37	53	47	20	21	35	41	37
The Royal High School	9	39	33	39	36	39	30	26	32	28	35
Trinity Academy	16	26	23	24	23	28	21	15	17	17	24
Tynecastle High School	28	7	5	13	12	11	6	4	9	9	9
Wester Hailes Education Centre	41	4	1	0	0	1	3	1	0	0	2
City of Edinburgh	16	22	21	24	26	28	15	14	18	18	20
Scotland	15	19	20	21	22	23	12	13	14	15	15

**Improvements in Performance  
Quality Indicator 1.1  
HMIE**

***Child at the Centre 2007-Themes***

*Children's progress*

*Overall quality of children's achievement*

*Impact of the centre improvement plan*

***How good is Our School? 2007-Themes***

*Standards of attainment over time*

*Overall quality of learners' achievement*

*Impact of the school improvement plan*