

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Vision for Schools

Item number	7.1
Report number	
Wards	All

Links

Coalition pledges	P1 – P7
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO3

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Executive summary

Vision for Schools

Summary

This report summarises the findings from the consultation about the Vision for Schools carried out between January and June 2013. It provides background to the vision, outlines the main findings, and, in Appendix 2, provides an action plan for taking the vision forward which also highlights the areas which are new or require further development and do not feature in current plans. Appendix 3 provides a short summary of parent and pupil views on the strengths and areas for improvement in schools.

Recommendations

Committee is asked to:

1. Note the contents of this report
2. Approve the Action Plan (Appendix 2)
3. Request a further report in March 2014

Measures of success

The Vision for Schools is incorporated into the planning and practice of schools across the city.

Financial impact

There is no financial impact of this development.

Equalities impact

The findings and recommendations in this report should lead to greater equalities for children and young people attending, and staff working in, City of Edinburgh Schools by helping to identify where improvements can be made.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

Extensive consultation and engagement has taken place throughout the process of gathering the data for this report. This has included schools, pupils, parents, Council officers and Elected Members.

Background reading / external references

Vision for Schools

1. Background

- 1.1 On 9 October 2012, the Education, Children and Families Committee considered the draft Vision for Schools. Children and Families was commended on the work and asked to carry out wider consultation that was genuinely open-ended with parents, young people, teachers and other school/department staff, communities and elected members. A report presenting the findings of this consultation was considered at Committee in May 2013. A subsequent meeting of the Education, Children and Families Policy Development and Review Sub Committee in June 2013 investigated the current strengths and areas for development in education in Edinburgh.

2. Main report

- 2 The initial consultation on the draft Vision for Schools focussed on strengths, gaps, priorities and how to turn the vision into reality. Responses were received from parent councils and neighbourhood parent groups, school staff groups, pupil councils, partner agencies such as the NHS and voluntary sector organisations and more than 40 individuals. In addition, the established programme of parent/carer, secondary and primary pupil surveys with around 19,000 responses in total has provided a wealth of feedback on stakeholders' experience of school (see Appendix 3). The engagement process on our strengths and areas for improvement will continue through a variety of mechanisms and will be embedded into our ongoing engagement process. This will include parents through Neighbourhood Forums, the Consultative Committee with Parents and youth participation groups.
- 2.1 Following the wide-ranging consultation with partner organisations and community groups to elicit their views on the draft Vision, the Education, Children and Families Policy Development and Review Sub Committee met in June 2013 to enhance its understanding of the current strengths in education in Edinburgh, and share and explore further areas for development.
- 2.2 Working groups were asked to consider three questions:
- What are the current strengths of education in Edinburgh?
 - What are the areas for development?

- How do we widen the consultation?

Appendix 1 includes a summary of the responses.

2.3 The responses to each of these questions were incorporated into the findings from the Vision for Schools consultation. What emerged reinforced a range of priorities for schools, many of which already feature in the Children and Families Service Plan, and which are being taken forward. It also highlighted a number of new areas of work requiring attention and which can add value to the work detailed in the Service Plan and School Improvement Plans. All of the points are detailed in paragraph 2.4 and organised under section headings.

2.4 **Vision for Schools: collated main points from consultation**

Best Start in Life

- Importance of Early Years and Early Intervention
- Improved focus on Early Years and parental engagement
- Early Intervention and support should continue throughout the entire school programme
- Meet the increased entitlement to 600 hours
- Further develop transition from nursery to primary
- Further develop affordable childcare

Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens

- Need to consolidate Curriculum for Excellence
- Recognise and profile wider achievement as part of a broad and general education
- Greater focus on the quality of teaching and learning
- Ensure that the needs of all pupils are met
- Develop a city-wide culture of learning
- Increase and develop contact time in classroom with non-teaching professionals

School Leavers

- Continue to develop the Edinburgh Guarantee and Activity Agreements

Healthy Children and Young People

- Further develop and strengthen sport, physical activity and outdoor learning provision
- Further develop support with Mental Health and Wellbeing

- Raise awareness of and educate about healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals

Schools at the Heart of their Communities

- Importance of community engagement
- Partnership and multi-agency working as a genuinely collective approach where all agencies work together in the interests of getting it right for every child
- Build stronger links with FE/HE, and employers, business and industry
- Develop more effective joined-up services (e.g. Total Neighbourhood)
- Reduce barriers to reaching the most vulnerable and hard-to-reach sectors of society
- Counter the view that only some schools provide a good education
- Understand and address the reasons why so many parents make out of catchment requests
- Encourage local children to attend local schools
- Highlight the role and impact of social mix on educational attainment
- Develop state schools as a more attractive option than the private sector

Improved Life Chances for Children in Need

- Focus on lowest achieving 20% but not at expense of other pupils
- Improve support for pupils with Additional Support Needs
- Greater emphasis on the needs/experiences of disabled pupils, with more joined-up services.
- Link between poverty and attainment has not improved
- Provide Early Intervention and support throughout entire school career

Schools in Challenging Circumstances

- Greater equality and closure of the gap between schools in poorer areas and those in other parts of the city
- Develop innovative and creative multi-agency approaches for improving outcomes
- Enable and encourage the best teachers to be deployed where they are most needed

Leadership

- Develop a greater understanding of the work/roles of head teachers, and investigate opportunities for exploring good practice

- Recognise that the leadership of head teachers is key to a school's effectiveness.
- Incentivize head teachers and teachers to work in schools in challenging circumstances
- Give greater responsibility to head teachers and strengthen accountability
- Provide a more unified school management style, and develop leadership at all levels

Professional Development

- Opportunities to 'rotate' head teachers and other staff should be available on a voluntary basis. Create more mentoring and shadowing opportunities
- Investigate the use of other professionals alongside teachers, e.g. community learning and development, active schools coordinators
- Improve initial training for teachers and ensure that failing students don't progress to probation
- Address the issue of 'failing' teachers
- Redress the balance between paperwork and face-to-face teaching
- Improve the morale of classroom teachers
- Achieve the correct skills mix in schools to meet the needs of all children/young people
- Develop closer working between primary/secondary sectors and secondary/FE/HE sectors

Parental and Pupil Engagement

- Parental and Pupil Engagement is seen as very important. In particular, it is important to work with the hard-to-reach and unengaged

Resources

- Improve the school estate
- Improve ICT systems and equipment

2.5 The Action Plan for the vision has been drawn up in accordance with the points identified in paragraph 2.4. It contains the points which are consistent with existing priorities and where details of these can be found (Capital Coalition Pledges 1-7, the Children and Families Service Plan and the Key Strategic Priorities for Schools Plan). Those points and themes emerging from the consultation which do not feature in current plans are listed at the end of each section and identified as 'Further development required'. Work is underway to further develop these with a view to incorporating them into the 2014-17 Children and Families Service Plan. A draft action plan arising from this development work will be presented to the Education, Children and Families Policy

Development and Review Sub-Committee in November 2013. A Working Group will direct and oversee its progress.

- 2.6 In addition, Children and Families will continue a programme of consultation and engagement with staff, parents, carers, children (including Looked After and Accommodated Children) and other important stakeholders, including, for example, employers, to enhance understanding of what they perceive to be the current strengths and areas for development of education in Edinburgh. This will continue until December 2013 and a further report on this will be brought to the Education, Children and Families Committee in March 2014.

3. Recommendations

Committee is asked to:

- 3.1 Note the contents of this report
- 3.2 Approve the Action Plan (Appendix 2)
- 3.3 Request a further report in March 2014

Gillian Tee

Director of Children and Families

Links

Coalition pledges	<p>P1. Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6. Establish city-wide co-operatives for affordable childcare for working parents</p> <p>P7 Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p>
Council outcomes	<p>CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2. Our children and young people are successful learners,</p>

confident individuals and responsible citizens making a positive contribution to their communities
CO3. Our children and young people in need, or with a disability, have improved life chances
CO4. Our children and young people are physically and emotionally healthy
CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities
CO6. Our children and young people's outcomes are not undermined by poverty and inequality
SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential

Single Outcome Agreement

Appendices

1. Summary responses from Working Groups
2. Draft Action Plan
3. Feedback from surveys

Appendix 1

Feedback from the Education, Children and Families Policy Development and Review Sub Committee, June 2013

1. What are the current strengths of education in Edinburgh?

Leadership in schools.

The quality of staff in schools.

Richness of the curriculum.

Rights respecting schools programme which involves the wider community.

The Active Schools programme.

Parental interest in what is happening in schools is strong in many schools.

The availability of breakfast clubs and after school clubs in many schools.

The sharing of good practice amongst schools.

The transition (from nursery to primary, and primary school to secondary school).

The use of shared campuses (e.g. St Augustine's RC High/Forrester).

The increased use of early intervention.

The level of academic achievement (excellent when taking into account the percentage of those attending independent schools).

The quality of relationships with children and with families.

Working with all children to achieve their full potential.

The staff and the support in place for staff development.

The introduction of sports hubs.

The imaginative development of the curriculum away from traditional areas (e.g. vocational areas, eco-schools, global justice, fair trade).

Edinburgh's commitment to free music tuition.

Edinburgh's commitment to modern foreign language assistants.

Support for sports and the outdoors (e.g. – the Duke of Edinburgh's Award).

2. What are the areas for development?

More investment required in the school estate. Maintenance programmes should be proactive rather than reactive.

Improve ICT support.

Community access to schools should be increased.

Parental engagement levels in some schools.

The profile of parent forums should be raised.

Improving the outcomes for Looked After and Accommodated Children.

Meeting the increased entitlement to 600 hours of early years.

Reducing the number of deferred entries to primary schools.

Increasing early intervention – use partner agencies more.

Improved engagement with the library service.

Creating more effective joined-up services (e.g. total neighbourhood).

Reducing the barriers to reaching the most vulnerable and harder to reach sectors of society (e.g. language barriers).

Greater emphasis on the needs/experience of disabled pupils.

Healthy lifestyles including confidence in school meals/eating as a social activity.

Creating better links between local authority schools and the independent sector.

Could be better at promoting positive achievements of Edinburgh schools

Identify areas of excellence and keep developing them, such as literacy, Edinburgh Guarantee, growing confidence and new technologies.

Address staff morale issues – in terms of revised faculty structures and career progression.

Childcare affordability needed to be looked at – overall childcare costs were significantly higher than other authorities.

Continued focus on lowest achieving twenty percent of children and those from lowest Scottish Index of Multiple Deprivation.

A continued focus on delivering comprehensive education.

3. How do we widen the consultation?

Greater use of the Consultative Committee with Parents (CCwP).

Increased engagement with parents and parent forums.

Engage with parents who used the independent/private sector.

Engaging with pupils.

Engaging with external employers.

Consult neighbourhood partnerships.

Greater engagement with Black and Minority Ethnic groups/same cultural expectations.

Greater engagement with parents re health/diet/school meals.

Engagement with young people who had left school.

Young Carers

Appendix 2

Vision for Schools (Draft) Action Plan

Best Start	Aileen Mclean
We are determined to ensure that all children have the best start in life. All children in Edinburgh will have access to high quality early years provision including early learning, affordable childcare and family support from the age of three (or from birth in the case of vulnerable children).	
Pledge 06: Establish city-wide co-operatives for affordable childcare for working parents	
Strategic Outcome 1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed	
Importance of Early Years and Early Intervention	Early Years Collaborative and Early Years Change Fund Progress report to Education, Children and Families Committee, 21 May 2013
Ensure early Intervention and support continues throughout the entire school programme	Early Years Collaborative and Early Years Change Fund Progress report to Education, Children and Families Committee, 21 May 2013
Meet the increased entitlement to 600 hours	Early Years Strategy Progress report to Education, Children and Families Committee, 21 May 2013
Further develop transition from nursery to primary	Further development required
Further develop affordable childcare	Affordable Childcare progress report to Education, Children and Families Committee, December 2013
Improve the focus on Early Years and parental engagement	Further development required on parental engagement in Early Years specifically Early Years Strategy Progress report to Education, Children and Families Committee, 21 May 2013 Parental Engagement Strategy Progress report to Education, Children and Families Committee, 21 May 2013

Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens	Karen Prophet
Schools in Edinburgh already provide a high quality education for their pupils in which all children are encouraged to achieve their potential. Attainment at Highers and Advanced Highers is in the top quartile for Scotland. We will improve further from 'good' to 'excellent', and continue to value wider achievement as key to a fully rounded education. There is full support for Curriculum for Excellence and its potential to make a real difference to outcomes for all children and young people in Edinburgh.	
Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum	
Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Consolidate Curriculum for Excellence	Children and Families Service Plan, Strategic Outcome 2.1 'Children and young people have high quality learning experiences and their learning needs are met'
Recognise and profile wider achievement as part of a broad and general education	Children and Families Service Plan, Strategic Outcome 2.3 'Young people are confident individuals, effective contributors and responsible citizens
Place a greater focus on the quality of teaching and learning	Children and Families Service Plan, Strategic Outcome 2.1 'Children and young people have high quality learning experiences and their learning needs are met'
Strengthen support for children with additional support needs	Further development required
Develop a city-wide culture of learning	Further development required
Increase and develop contact time in classroom with non-teaching professionals	Further development required

School Leavers	Karen Prophet
We will ensure that all of our young people receive an education that meets the future needs of our communities, society and economy and prepares them for work, leisure, family life and lifelong learning. We will continue to increase the number of school leavers in positive destinations.	
Pledge 07: Further develop the Edinburgh Guarantee to improve work prospects for school leavers	
Strategic Outcome 6: Our children's and young people's outcomes are not undermined by poverty and inequality	
Continue to develop the Edinburgh Guarantee and Activity Agreements	The Edinburgh Guarantee The Edinburgh Guarantee Web Pages

Healthy Children and Young People	David Bruce
Physical and emotional health are recognised as essential for enjoyable and successful lives. All our children and young people will have access to regular and high quality sport, physical activity and outdoor learning at all stages, and support with mental health and wellbeing, and with healthy lifestyle choices.	
Strategic Outcome 4: Our children and young people are physically and emotionally healthy	
Further develop and strengthen sport, physical activity and outdoor learning provision	Sports and Outdoor Education Unit Report to Education, Children and Families Committee, 05 March 2013
Further develop support with Mental Health and Wellbeing	Children and Young People's Health and Wellbeing Report to Education, Children and Families Committee, 05 March 2013
Raise awareness of and educate about healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals	School Meals Report to Education, Children and Families Committee, December 2013

Schools at the Heart of their Communities	David Bruce / Karen Prophet
Schools provide a focal point for community life. We will encourage local parents to choose to send their children to their local school. We will develop schools as a community resource for a range of valuable local services, including, where appropriate childcare, adult learning, youth work, and sports and leisure activities.	
Pledge 04: Draw up a long-term strategic plan to tackle both over-crowding and under use in schools	
Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Strategic Outcome 7: Providing quality services and making best use of our resources	
Improve the collective approach to partnership and multi-agency working so that all agencies work together in the interests of getting it right for every child	Children's Partnership Children's Partnership Web Pages
Build stronger links with FE/HE, and employers, business and industry	The Edinburgh Guarantee The Edinburgh Guarantee Web Pages
Develop more effective joined-up services (e.g.Total Neighbourhood)	Children's Partnership Children's Partnership Web Pages
Reduce barriers to reaching the most vulnerable and hard-to-reach sectors of society	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Improve the quality of education from "good" to "excellent"	Children and Families Service Plan, Strategic Outcome 2 'Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities'
Continue to improve community engagement	Further development required
Understand and address the reasons why so many parents make out of catchment requests. Encourage local children to attend local schools.	Further development required
Highlight the role and impact of social mix on educational attainment	Further development required

Improved Life Chances for Children in Need	Alistair Gaw
We are determined to reduce inequalities and provide high quality, appropriate support for all children and young people who need extra help, as soon as it is needed and for as long as it is needed. We are determined to improve the attainment of the lowest achieving children in Edinburgh and ensure that the attainment gap between highest and lowest achieving pupils is narrowed.	
Pledge 01: Increase support for vulnerable children, including help for families so that fewer go into care	
Strategic Outcome 3: Our children and young people in need, or with a disability, have improved life chances	
Improve outcomes for the lowest achieving 20% of children	Children and Families Service Plan, Strategic Outcome 2 'Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities'
Improve support for pupils with Additional Support Needs	Children and Families Service Plan, Strategic Outcome 3 'Our children and young people in need, or with a disability, have improved life chances'
Place greater emphasis on the needs/experiences of disabled pupils, with more joined-up services	Children and Families Service Plan, Strategic Outcome 3 'Our children and young people in need, or with a disability, have improved life chances'
Improve the link between poverty and attainment	Further development required
Provide Early intervention and support throughout entire school career	Further development required

Schools in Challenging Circumstances	Karen Prophet
We will maximise our support for schools in challenging circumstances enabling them to develop innovative and creative multi-agency approaches towards improving outcomes.	
Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum	
Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Strategic Outcome 6: Our children's and young people's outcomes are not undermined by poverty and inequality	
Improve equality and work to close the gap between children and schools in poorer areas and those in other parts of the city	Children and Families Service Plan, Strategic Outcome 6 'Our children's and young people's outcomes are not undermined by poverty and inequality'

Develop innovative and creative multi-agency approaches for improving outcomes	Children's Partnership Children's Partnership Web Pages
Enable and encourage the best teachers to be deployed where they are most needed	Further development required
















Supporting and Ensuring Excellence	Karen Prophet
Leadership	
We will ensure that all of our schools have strong and effective leaders who are improving outcomes for children and young people. We will strengthen our support for leadership at all levels through a comprehensive programme of leadership development and collaboration.	
Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum	
Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Develop a greater understanding of the work/roles of head teachers and investigate opportunities for exploring good practice	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Incentivize headteachers and teachers to work in schools in challenging circumstances	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Provide a more unified school management style, and develop leadership at all levels	Report on the implementation of revised secondary management structures Report to Education, Children and Families Committee, 21 May 2013
Strengthen support for school leadership at all levels	Further development required
Give greater responsibility to head teachers and strengthen accountability	Further development required

Professional Development	Gillian Hunt
Staff are valued as our most important resource, and investment in their development is a key priority. Opportunities for development will include sharing and experiencing good practice within Edinburgh and elsewhere.	
Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum	
Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Improve initial training for teachers and ensure that students who don't meet standards don't progress to probation	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Ensure that all teachers are appropriately skilled	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Ensure that staff feel valued and motivated	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Achieve the correct skills mix in schools to meet the needs of all children/young people	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Develop closer links between primary/secondary sectors and secondary/FE/HE sectors	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Create opportunities to move head teachers and other staff between schools, on a voluntary basis, and create more mentoring and shadowing opportunities	Further development required
Reduce unnecessary paperwork and increase time for direct work with pupils	Further development required

Parental and Pupil Engagement	David Maguire
Strong parental and pupil engagement in our education service is key to improving outcomes for children. Parents, pupils and communities will be fully involved in shaping and developing learning and decisions affecting the life of their school.	
Strategic Outcome 7: Providing quality services and making best use of our resources	
Improve Parental and Pupil Engagement particularly with those who are hard to reach and unengaged	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'




Resources	Billy MacIntyre
The challenge is for the Council to make the best use of its resources to achieve its vision for schools. This will include ensuring that school buildings are fit for purpose, with ICT resources which meet the needs of all learners and users.	
Pledge 03: Rebuild Portobello High School and continue to progress on all other planned school developments, while providing adequate investment in the fabric of all schools	
Pledge 04: Draw up a long-term strategic plan to tackle both over-crowding and under use in schools	
Strategic Outcome 7: Providing quality services and making best use of our resources	
Improve the school estate	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Improve ICT systems and equipment	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'

Measuring Progress

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO1-02	Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	90%	91%	91%	92%				Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline numeracy and literacy tests at entry to P1.
SO1-03	Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	88%	90%	89%	90%				Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline numeracy and literacy tests at entry to P1.
SO1-06	Number of pre-school education hours per year provided for children receiving Local Authority pre-school education provision	475	475	475	475				
SO2-10	Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	63	71	N/A	64				Latest performance data relates to 2011/12 pre-appeal and shows significant improvement. Targets are based on forward projection of past 5 years' performance. No national data as yet available for 2011/12. National performance in 2010/11 was 64.
SO2-11	Average tariff score of highest performing 80% of S4 pupils in mainstream schools	219	219	N/A	219				Latest performance data relates to 2011/12 pre-appeal. Targets are based on forward projection of past 5 years' performance. No national data as yet available for 2011/12. National performance in 2010/11 was 212.

SO2-12	Percentage of half days attended by pupils in primary schools	94.5%	95.2%	N/A	94.9%				Latest data relates to performance over the school year 2011/12 taken directly from the schools' system and shows improvement. No national data is available for 2011/12 as this will now be published once every two years. The national average was 94.8% in 2010/11.
SO2-13	Percentage of half days attended by pupils in secondary schools	91%	92.8%	N/A	91.2%				Latest data relates to performance over the school year 2011/12 taken directly from the schools' system and shows improvement. No national data is available for 2011/12 as this will now be published once every two years. The national average was 91.1% in 2010/11.
SO2-24	Number of young people participating in Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional)	1,826	2,202	2,986	2,300				There are 2,986 active participants – 1,293 male and 1,693 female.
SO2-25	Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	385	617	619	590				Implementation of e-DofE has improved reporting mechanisms significantly. There were 287 Bronze, 109 Silver and 36 Gold. There were also 187 sectional awards.
SO4-03	Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	62%	69%	84%	92%				There has been significant improvement in the percentage of primary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 22%. A challenge remains to improve to the 100% target.
SO4-04	Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	61%	48%	65%	90%				There has been significant improvement in the percentage of secondary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 48%. Note that the target has been revised to 2 periods rather than 2 hours of PE to accommodate timetabling in secondary schools. A challenge remains to

									improve to the 100% target.
SO6-01	Percentage of school leavers who go on to positive destinations	87.4%	88.3%	N/A	89.9%				The figure of 88.3% relates to leavers from session 2011/12 and shows a further improvement of 0.9% on the previous figure which represented a 10-year high in performance. The current target is to equal the national average which for 2011/12 is 89.9%.
SO6-02	Percentage of school leavers who are in a follow-up positive destination	86.5%	89.8%	N/A	89.5%				The figure of 89.8% relates to leavers from session 2011/12 and shows an improvement on the same information for the previous two years when it was 83.1% and 86.5% respectively. The national average for 2011/12 was is 89.5%.
SO7-11	Percentage of parents/carers satisfied with their school	94%	N/A	91%	93%				Data is taken from the survey of parents and carers from the question 'Overall, I am happy with the school'. The data shows high levels of satisfaction with the challenging target of reaching 100% by 2015.
SO7-12	Percentage of primary school condition assessed at Level A or B	N/A	98%	91%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 82%.
SO7-13	Percentage of secondary school condition assessed at Level A or B	N/A	87%	91%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 83%.

SO7-14	Percentage of special school condition assessed at Level A or B	N/A	100%	93%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 72%.
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Appendix 3

Feedback from surveys

The following feedback is taken from this year's school surveys. 3,983 parents/carers; 2,854 secondary school pupils; and 12,157 primary school pupils took part.

Parents/carers

Strengths

Parents/carers are very satisfied with schools, with over 90% agreeing that their child enjoys learning at school, their child feels safe at school and that the school helps their child to be more confident. Responses are positive across the sectors.

Areas for improvement

One of the main areas where there is less satisfaction is parental engagement and communication. About 20% disagreed that the school asks for their views and takes them into account. 18% said they didn't know if their views were taken into account. 24% of parents/carers did not think that the school has the resources it requires to deliver a high quality education to its pupils. 20% did not feel that their child benefits from school clubs and activities provided outside the classroom.

Secondary school pupils

Strengths

The majority of pupils responded positively to 20 of 22 survey statements.

Pupils agreed that:

- Staff expect me to take responsibility for my own work in class (93%)
- I expect to be able to get a job, college, training or university place when I leave school (92%)
- I am getting along well with my school work (87%)
- I get help when I need it (84%)

Areas for improvement

Over one third of pupils disagreed that staff talk to them regularly about how to improve their learning, or that they take part in out-of-class activities or school clubs. Over 40% of pupils did not feel that the pupil council is good at getting improvements made in the school (17% 'don't know'), that they have a say in making the way they learn in school better (12% 'don't know') or that school encourages them to make healthy food choices.

Primary school pupils

Primary schools undertake the Pupil Well-being Questionnaire which is designed to help gain a deeper understanding of the emotional health and well-being of pupils rather than to find out their views on strengths and areas for improvement.

Nevertheless some of the results are relevant with pupils more likely to agree this year than last year that:

- I enjoy being in school (81%)
- Adults in our school set a good example (91%)
- I think my teacher cares about me (88%)
- My teacher talks with me about how I can make my work better (81%)