

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Educational Attainment/Improvements in Performance 2013

Item number	7.3
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Educational Attainment/Improvements in Performance 2013

Summary

The focus on attainment and accountability is well embedded in the City of Edinburgh Council. This report provides a summary of the analysis of attainment in the City of Edinburgh's schools for the year 2012-2013. Key highlights include improvements across all of the National Priority Targets as shown in appendix 1(a). When comparing performance in 2006-2008 with 2011-2013, notable improvements include:

- 9 percentage point improvement in 5 or more awards at SCQF level 5 or better
- 10 percentage point improvement in 1 or more awards at SCQF level 6 or better
- 9 percentage point improvement in 3 or more awards at SCQF level 6 or better
- 7 percentage point improvement in 5 or more awards at SCQF level 6 or better

Recommendations

The Committee is requested to:

1. note the levels and evaluations of attainment/improvements in performance presented in the report;
2. note that the strategies which have been deployed continue to raise attainment;
3. agree to the areas identified to raise attainment in session 2013/14 as outlined in sections 2.14, 2.19, 2.25, 2.33 and 2.34
4. agree to receive further annual reports on attainment/improvements in performance, and
5. note the position with regard to the implementation of new Higher qualifications and agree to receive a further report on this issue in March 2014.

Measures of success

Based on a range of evidence:

Overall evaluation of improvements in performance in the pre-5 sector is very good.

Overall evaluation of attainment/improvements in performance in primary schools is satisfactory.

Overall evaluation of attainment/improvements in performance in secondary schools is good.

Overall evaluation of improvements in performance in special schools is good.

Improvements across all of the National Priority Targets as shown in appendix 1(a).

Financial impact

There are no additional financial implications contained in this report.

Equalities impact

There are considered to be no infringements of the rights of the child.

The positive impacts on children with disabilities are outlined in the Additional Needs section of this report.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Consultation and engagement took place with school senior managers.

Background reading / external references

Interim Attainment Report/Attainment Report series 2008-2012 submitted to Education, Children and Families Committees.

Interim Attainment Report 2007-2008, 28 October 2008

http://www.edinburgh.gov.uk/download/meetings/id/21115/interim_attainment_report_2007-2008

Attainment Report 2007-2008, 17 March 2009

http://www.edinburgh.gov.uk/download/meetings/id/4268/attainment_report_2008

Interim Attainment Report 2008-2009, 10 November 2009

http://www.edinburgh.gov.uk/download/meetings/id/26195/interim_attainment_report_2008-09

Attainment Report 2008-2009, 18 March 2010

http://www.edinburgh.gov.uk/download/meetings/id/18632/attainment_report

Attainment Report 2010, 25 January 2011

http://www.edinburgh.gov.uk/download/meetings/id/31088/attainment_report_2010

Attainment Report 2011, 15 November 2011

http://www.edinburgh.gov.uk/download/meetings/id/34063/item_7-attainment_report_2011

Standards and Quality Report 2012 noted by Education, Children and Families Committee:

http://www.edinburgh.gov.uk/download/meetings/id/36781/item_22-children_and_families_standards_and_quality_report_2012

Children and Families Service Plan 2012-2015

http://www.edinburgh.gov.uk/download/meetings/id/35731/item_14-children_and_families_service_plan_2012-15

Educational Attainment/Improvements in Performance 2013

1. Background

- 1.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the City of Edinburgh Council schools and establishments for academic session 2012-2013.
- 1.2 The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level. Overall evaluative statements made in this report are arrived at using a range of quality assurance approaches. Note that city-wide reporting has taken place since 1999.
- 1.3 Effective performance in education is complex and is therefore impossible to characterise using figures alone. As the information provided in this report is focussed on attainment/improvements in performance, the resulting findings are therefore indicative rather than conclusive.
- 1.4 *Child at the Centre* and *How good is our school?* national frameworks are used to evaluate improvements in performance using the Quality Indicator (QI) 1.1.
- 1.5 An EIS motion has been raised by Alan Crosbie, EIS Representative on the Education, Children and Families Committee regarding the implementation of the new Higher planned for session 2014-15. The response to this motion can be found on pages 22-23 of this report (sections 2.50-2.60).

2. Main report

- 2.1 The sections of the report have been aligned as closely as possible to reflect the Curriculum for Excellence (CfE) 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	S1 to S3 (Fourth level broadly aligns to SCQF Level 4)
Fourth	S4 to S6, and college or other means of study

2.2 Evaluative statements in this report are based on the Education Scotland, formerly known as Her Majesty’s Inspectorate of Education, (HMIE) six-point scale which is outlined below:

Excellent	Outstanding or sector leading	Level 6
Very good	Major strengths	Level 5
Good	Important strengths with areas for improvement	Level 4
Satisfactory	Strengths just outweigh weaknesses	Level 3
Weak	Important weaknesses	Level 2
Unsatisfactory	Major weaknesses	Level 1

2.3 Schools have access to a wide range of assessment/attainment data and analysis of information to arrive at an overall evaluation is well-established practice.

2.4 Standardised testing across city schools takes place in literacy and numeracy on entry to P1, in reading and mathematics at the end of P4, P7 and S2. Some schools use standardised tests at other stages.

2.5 Reporting on Curriculum for Excellence using Consolidating, Developing and Secure at levels in literacy/English and Mathematics/numeracy for all learners in P1-S1 has been introduced and Pre-schools and primary schools will be reporting on levels achieved (Secure) in all curriculum areas by the end of session 2013-2014.

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

SCQF	Qualifications Included
Level 3	Access 3; Standard Grade at 5 and 6 (Foundation)
Level 4	Intermediate 1 at A to C; Standard Grade at 3 and 4 (General)
Level 5	Intermediate 2 at A to C; Standard Grade at 1 and 2 (Credit)
Level 6	Higher at A to C
Level 7	Advanced Higher at A to C

2.7 In practice, most SCQF levels 3, 4 and 5 are delivered in S4, level 6 in S5 and levels 6 and 7 in S6. Eight key measures have been identified for reporting.

Early Level

2.8 Pre-School Years

2.9 The purpose of assessment is to provide information which can be used effectively to demonstrate a learner's progress within Curriculum for Excellence and to identify and support next steps in learning.

2.10 Staff share information about a learner's progress and use it to celebrate achievement and identify next steps in learning.

2.11 A learner's progress is measured through ongoing observation, assessment and planning for learning.

2.12 Using Quality Indicator (QI) 1.1 Improvements in Performance from *Child at the Centre*, overall evaluations of improvements in performance are noted in Table 1 below.

Table 1: QI 1.1 Evaluations from the City of Edinburgh Council Nursery Classes and Pre-5 Establishments – Nos. of Establishments (based on own self evaluation)

Sector	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
Nursery Classes in Primary Schools	0	0	8	41	20	1	70
Pre-5 Establishments (Nursery Schools and Early Years Centres)	0	0	0	0	3	1	4
Pre-5 Partner Provider Nurseries	0	0	0	0	67	6	73

2.13 Key Strengths and Successes

The very positive outcomes from eight Education Scotland inspections carried out during session 2012-13

Table 1a: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Nursery Classes and Pre-5 Establishments published in academic session 2012/13:

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	0	0	3	5	0	8

Key strengths at early level include:

- Very good progress with the implementation of the four aims of the Early Years Strategy, including the development of the workforce to enhance learning and teaching.
- The ongoing work of the Early Years Collaborative to improve outcomes for children.
- The development of Pre-5 planning literacy and numeracy assessment trackers to support effective planning and tracking of children's progress and transition from nursery to P1.
- A high quality programme of Continuing Professional Development (CPD) to support implementation of Curriculum for Excellence.
- The annual Early Years' Conference which provides a focus for national and authority priorities and enables effective opportunities to share good practice.
- The further development of the environment toolkit to include numeracy and Mathematics, outdoor learning and Pre-Birth to three years old.
- New resource to support effective planning for learning in Health and Wellbeing.

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

- To support establishments to report consistently for individual children using Curriculum for Excellence levels.
- Support local authority pre-5 establishments to use the local authority management information system NAMS.
- To continue to monitor and evaluate the effectiveness of the pre 5 planning and assessment trackers.
- To continue to focus on support for the lowest attaining 20% of pupils in literacy and numeracy.
- To implement more rigorous systems for self-evaluation in order to identify areas for improvement and implement change.
- To develop further aspects of Curriculum for Excellence in line with increased expectations from Education Scotland.

2.15 Overall evaluation of improvements in performance of pre-5 within Early Level is **very good**.

Primary Schools - Early to Second Level: P1-P7

2.16 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school?* overall evaluations of improvements in performance in primary schools are noted in Table 2 below:

Table 2: QI 1.1 Evaluations from the City of Edinburgh Council Primary Schools – Nos. of Establishments

Stage	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
P1-P7	0	0	22	54	11	0	87

Table 2a: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Primary Schools published in academic session 2012/13:

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	0	1	3	0	0	4

2.17 Table 3 below sets out the mean standardised score for Reading and Mathematics.

Table 3: Mean standardised scores for Reading and Mathematics

Stage	Mean Score Reading	Mean Score Mathematics
P1*	103.3	106.1
End of P4	102	95
End of P7	101	94

*P1 Mean Standardised Score is based on entry to P1.

2.18 Key Strengths and Successes in Primary Schools

- The ongoing commitment to delivering extensive high quality Continuing Professional Development (CPD) focussing on improving self-evaluation, learning and teaching and leadership has contributed to an improvement in learning and teaching.
- The Integrated Literacy Programme which has an appropriate emphasis on improving skills in Reading and Writing for the lowest 20% of pupils including the Fresh Start Reading Programme which is contributing to improved levels of literacy for P6/7 learners in targeted schools.
- The support for delivery of Curriculum for Excellence including CPD, the work of the 3-18 steering groups and the focus on moderation as part of assessment have contributed to improvements in curriculum delivery.
- Production of the City of Edinburgh Assessment Moderation Framework (2012) to support schools with assessment and sharing standards within Curriculum for Excellence has helped to build teacher confidence.
- Continued use of universal assessment of Reading and Mathematics as part of the standardised testing policy at the end of P4 and P7 has supported moderation of Curriculum for Excellence levels.

2.19 The following areas to secure improvement and next steps have been identified for Primary Schools

- To continue to improve attainment in Mathematics/numeracy in particular.
- To continue to improve literacy levels including talking and listening.
- To undertake a review of the impact of the literacy strategies which we have implemented
- To continue to support staff to share standards consistently as part of assessment and moderation.
- To continue to focus on improving outcomes for the lowest attaining pupils.
- To continue to roll out the *On Track with Learning* online tool to help teachers to plan learning.

2.20 Overall evaluation of attainment/improvements in performance by the end of First Level is **satisfactory**

2.21 Overall evaluation of attainment/improvements in performance by the end of Second Level is **satisfactory**.

Secondary Schools – Third Level S1-3:

2.22 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school?* overall evaluations of improvements in performance in secondary schools are noted in Table 4 below:

Table 4: QI 1.1 Evaluations from the City of Edinburgh Council Secondary Schools – Nos. of Establishments

Stage	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
S1-S3	0	0	6	9	8	0	23

2.23 The table below shows the mean standardised scores for Reading and Mathematics for S2 learners by the end of 2012-2013

Table 5: S2 Standardised Scores in Reading and Mathematics 2013

Stage	Mean Standardised Score Reading	Mean Standardised Score Mathematics
End of S2	98	98

2.24 Key Strengths and Successes

- The ongoing commitment to delivering extensive high quality Continuing Professional Development (CPD) and the effective Depute Head Teacher Learning and Teaching Network which has focussed on improving active learning.
- The Integrated Literacy Programme which has an appropriate emphasis on improving skills in Reading and Writing for the lowest attaining 20% of pupils including SRA Corrective Reading
- The support for delivery of Curriculum for Excellence including the work of the 3-18 steering groups, development of Significant Aspects of learning from Early to Fourth level and the focus on moderation as part of assessment have contributed to improvements in curriculum delivery and teachers' confidence.
- Emphasis on teaching literacy and numeracy across the curriculum.

2.25 The following areas to secure improvement and next steps have been identified in secondary schools by the end of S3:

- To improve attainment in Mathematics/numeracy in S1-S3.
- To continue to improve literacy levels including talking and listening.
- To continue to support staff to share standards consistently as part of assessment and moderation.

- To continue to focus on improving outcomes for the lowest attaining pupils in particular Looked After Children and Young Carers.
 - To implement a city-wide review of the impact of the Broad General Education.
- 2.26 Overall evaluation of attainment in S1-S3 taking account of a range of pupil progress measures, assessments and self-evaluation information is **good**.
- 2.27 There was only one Education Scotland inspection of Edinburgh secondary schools in 2012-13 which achieved very good for Q.I 2.1 (Learners' Experience), 5.3 (Meeting Learning Needs) and 5.9 (Improvements through self-evaluation) and Good for 1.1 (Improvements in Performance) and 5.1 (The Curriculum).

Secondary Schools Third and Fourth Levels (S4) and Senior Phase (S5/S6)

SQA Qualifications

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

Attainment Measures

By the end of S4

- Percentage of S4 pupils attaining English and Mathematics at SCQF level 3 or better
- Percentage of S4 pupils attaining five or more awards at SCQF level 3 or better
- Percentage of S4 pupils attaining five or more awards at SCQF level 4 or better
- Percentage of S4 pupils attaining five or more awards at SCQF level 5 or better

By the end of S5

- Percentage of S4 pupils attaining one or more awards at SCQF level 6 or better
- Percentage of S4 pupils attaining three or more awards at SCQF level 6 or better
- 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 awards at SCQF level 7

Trends over time

- 2.29 The following tables demonstrate trends over time for Edinburgh in comparison with the national average, across all of the eight performance measures presented in this report there is improvement since 2006. When comparing attainment in 2013 with attainment in 2006, the following improvements are notable:

By the end of S4

- 4 percentage point improvement in the percentage of S4 pupils attaining English and Mathematics at SCQF level 3 or better by the end of S4
- 5 percentage point improvement in the percentage of S4 pupils attaining five or more awards at SCQF level 3 or better by the end of S4
- 5 percentage point improvement in the percentage of S4 pupils attaining five or more awards at SCQF level 4 or better by the end of S4
- 6 percentage point improvement in the percentage of S4 pupils attaining five or more awards at SCQF level 5 or better by the end of S4

By the end of S5

- 11 percentage point improvement in the percentage of S4 pupils attaining one or more awards at SCQF level 6 or better by the end of S5
- 6 percentage point improvement in the percentage of S4 pupils attaining three or more awards at SCQF level 6 or better by the end of S5
- 5 percentage point improvement in the percentage of S4 pupils attaining five or more awards at SCQF level 6 or better by the end of S5

By the end of S6

- 6 percentage point improvement in the percentage of S4 pupils attaining one or more award at SCQF level 7 by the end of S6:

Table 6(a): Trends over time in comparison with the national average and Edinburgh for attainment at the end of S4:

%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4								
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	91	91	92	92	93	94	95	95
Scotland	91	92	92	93	93	93	94	94

%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S4								
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	89	89	89	90	90	92	93	94
Scotland	91	91	91	92	92	93	94	95

		%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S4							
		2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh		75	75	76	77	76	77	80	80
Scotland		77	76	76	78	78	79	80	82

		%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S4							
		2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh		34	34	36	38	38	39	39	40
Scotland		35	33	34	35	36	36	37	38

Table 6(b): Trends over time in comparison with the national average and Edinburgh for attainment at the end of S5:

		%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5							
		2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh		40	38	41	42	47	48	50	51
Scotland		38	39	39	41	43	45	47	48

		%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5							
		2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh		25	23	26	27	29	29	31	31
Scotland		22	22	22	23	25	26	27	28

		%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5							
		2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh		11	11	12	13	14	14	16	16
Scotland		10	10	10	11	11	12	13	13

Table 6(c): Trends over time in comparison with the national average and Edinburgh for attainment at the end of S6:

%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6								
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	15	15	14	18	18	20	20	21
Scotland	13	12	13	14	15	16	16	17

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

Figure 1: English and Maths awards at SCQF Level 3 or better by the end of S4

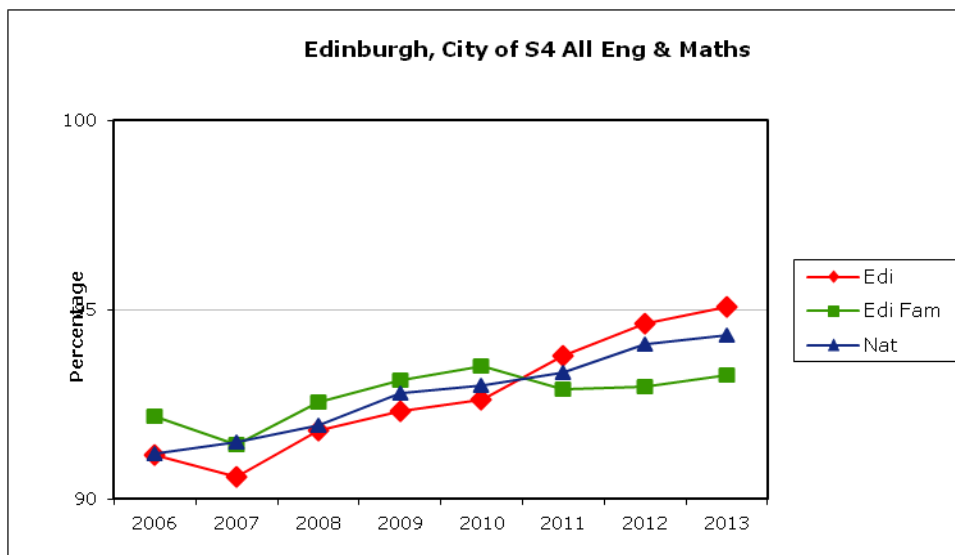


Figure 2: Five or more awards at SCQF Level 3 or better by the end of S4

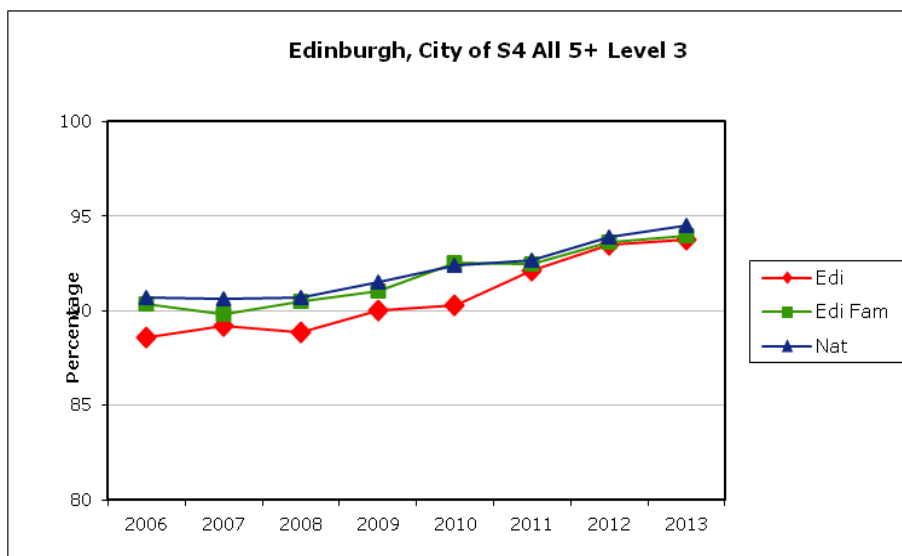


Figure 3: Five or more awards at SCQF Level 4 or better by the end of S4

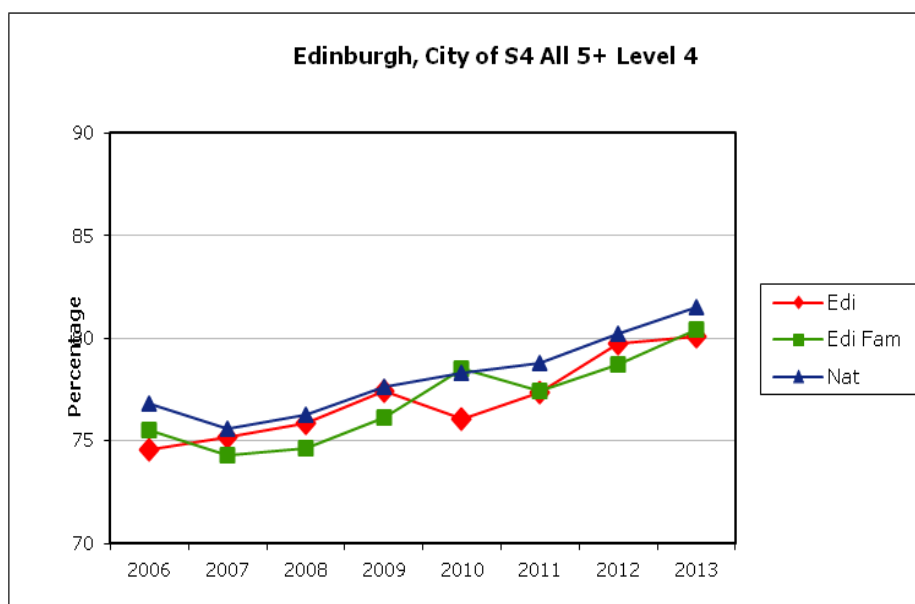


Figure 4: Five or more awards at SCQF Level 5 or better by the end of S4

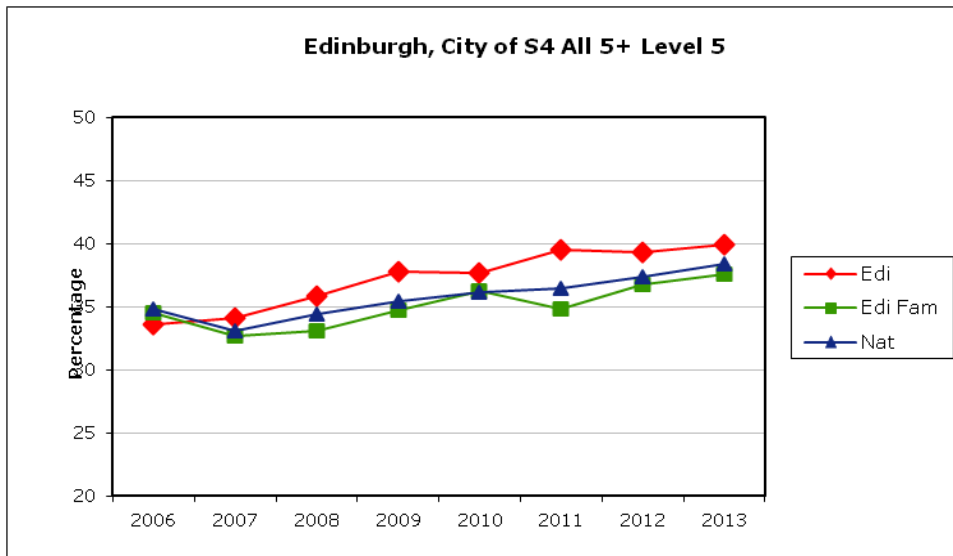


Figure 5: One or more awards at SCQF Level 6 or better by the end of S5

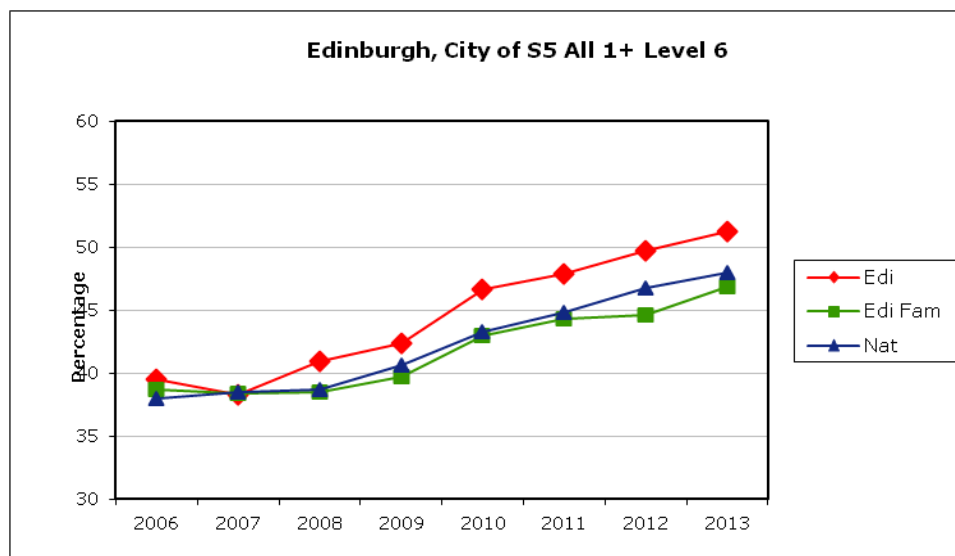


Figure 6: Three or more awards at SCQF Level 6 or better by the end of S5

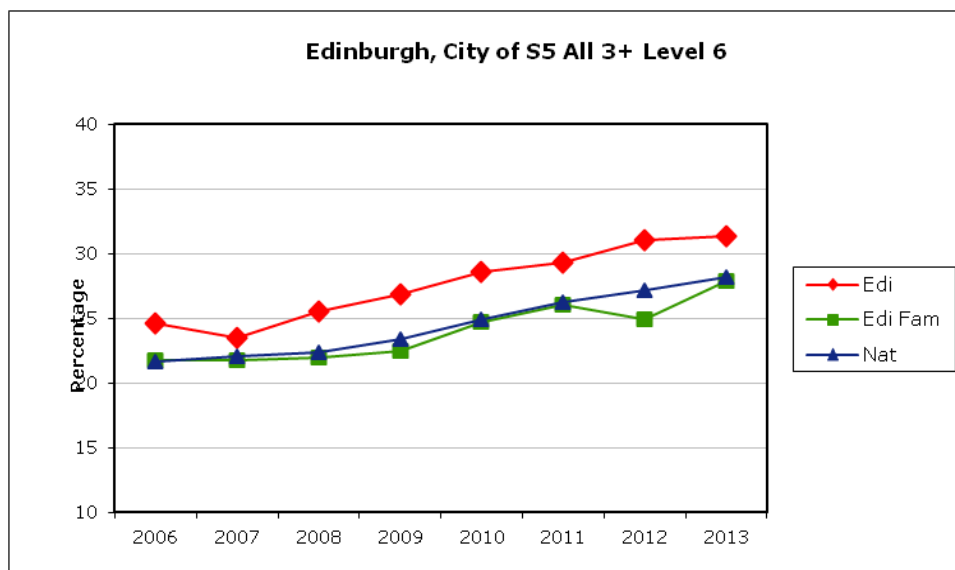


Figure 7: Five or more awards at SCQF Level 6 or better by the end of S5

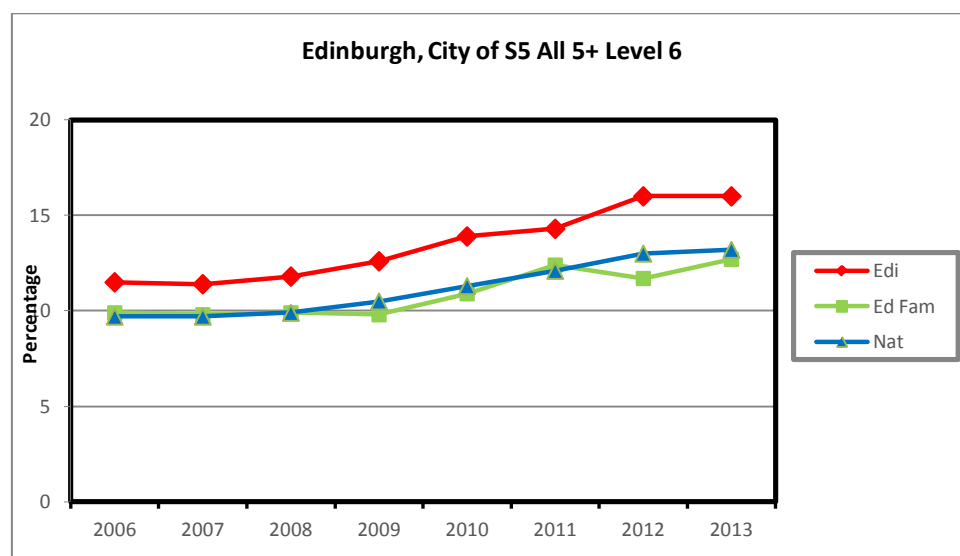
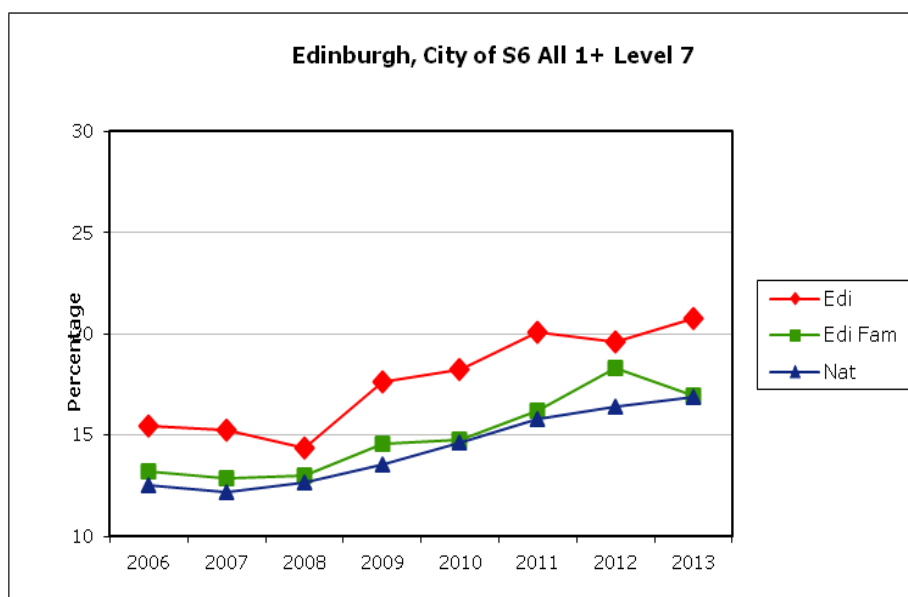


Figure 8: One or more awards at SCQF Level 7 or better by the end of S6



2.31 Key strengths and successes

- Performance at SCQF level 3 or more by the end of S4 for English and Maths at 95.1% is above the national and family average of 94.3% and 93.3% respectively. Particularly notable are the improvements in performance at this level which can be found in Craigmyle and Wester Hailes Education Centre.
- Performance at SCQF levels 5 by the end of S4 which continues to be above the national and family average with notable improvements in performance at this level in Portobello, The Royal High School and Trinity High School.
- Performance at SCQF levels 6 and 7 by the end of S5 and S6 respectively which continues to be above the national and family average. Notable improvements in performance at one or more at SCQF level 6 by the end of S5 can be found in Currie, Holy Rood, Queensferry, St Thomas of Aquin's and Wester Hailes Education Centre. Notable improvements in performance at three or more at SCQF level 6 by the end of S5 can be found in Broughton and Craigmyle. Notable improvements in performance at five or more at SCQF level 6 by the end of S5 can be found in Broughton and Holy Rood. Notable improvements in performance at one or more at SCQF level 7 can be found in Leith, St Thomas of Aquin's, The Royal High School and Tynecastle High School.

- Joint practice meetings for quality indicator 1.1 (Improvements in Performance) to build a culture of collective responsibility and to enable head teachers to support and challenge each other to raise attainment further.

2.32 Key strengths by subjects include

- By the end of S4 using an aggregate measure of outcomes there was strong performance in Computing, Graphic Communications, Physical Education and Religious, Moral and Philosophical Studies.
- There was strong performance in Higher and Intermediate 2 English, Higher German, Mathematics, Chemistry, Physics, Modern Studies, Computing, Technological Studies and Physical Education.
- Continued support for the ongoing implementation of Curriculum for Excellence through the Head Teacher and Depute Head Teacher Networks. Support in preparation for the new National Qualifications and the Broad General Education.
- The continued very good performance at SCQF levels 5-7: performance at five or more qualifications at SCQF level 5 by the end of S4 is currently two percentage points above the national average
- Performance at one, three and five qualifications or more at SCQF level 6 by the end of S5 is currently three percentage points above the national average.
- The percentage of S4 pupils attaining one or more qualifications at SCQF level 7 by the end of S6 is currently four percentage points above the national average.

2.33 Subjects where there is a need for improvement:

- By the end of S4, using an aggregate measure of outcomes, subjects where there is a need for improvement in performance in English, French and Mathematics.
- By the end of S5, there is a need for improvement in performance at Higher Business Management, Health and Food Technology and Drama.

2.34 Although SCQF level 3 by the end of S4 has improved by one percentage point it is still below the national pattern and SCQF level 4 by the end of S4 remains below the national pattern and these two indicators have been identified as a priority area for improvement in 2013-2014.

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

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

Special Schools

2.37 A separate report for special schools will be submitted to the Education, Children and Families Committee in 2014.

2.38 Over the last three years, considerable progress has been made in developing systematic, robust and meaningful processes for effective self-evaluation of improvements in performance in special schools. The work has included developing a coherent and customised set of data across the special schools to support schools in the self-evaluation process. All schools continue to have customised the data to meet the needs of their school population whilst still working within a standardised and coherent framework.

2.39 To improve literacy, the Quick Reading Log has been running in selected primary schools with 10 or more looked after children for two years. Results are positive with the majority of Looked After Children achieving scores in the average range. This shows that Looked After Children have been targeted for intervention and also indicates which pupils are in need of further intervention. In session 2013-14 all school age looked after children will have their reading scores recorded. This draws further attention to this vulnerable cohort of children. Improving literacy amongst Looked After Children has also been targeted in early years, primary 3 and primary 5 through a variety of book gifting schemes. (City of Edinburgh Reading Rainbows, Letterbox and Dolly Parton Imagination Library).

2.40 It is important that this good work in literacy is extended to numeracy and this is being addressed through the development of the Quick Numeracy Log and through Letterbox sending numeracy and literacy packs in their book gifting project.

2.41 The identification of children with additional support needs and the provision of additional support has remained a priority for Psychological Services working with staff in City of Edinburgh schools. In 2012-2013, 12% of new referrals to Psychological Services were looked after. This is higher than in previous years. Psychological Services are also monitoring the support provided and progress made for close to 100 Looked After Children who have been placed with carers out with Edinburgh.

2.42 Overall, the evaluation of improvements in performance across special schools is **good**.

Looked After Children (LAC)

- 2.43 In 2009 the Scottish Government introduced a new reporting framework *The Educational Outcomes of Scotland's Looked After Children and Young People (2009)*, which set out a national approach to the collection and reporting of educational outcomes information at a national and local authority level for Looked After Children (LAC).
- 2.44 The Scottish Government publication, *Educational Outcomes for Scotland's Looked after Children 2010/2011* published on 25 June 2012, provides information on the attainment of Looked After Children who left school in 2010-2011. The measure of attainment used is the average tariff score.
- 2.45 Each SQA qualification carries a number of points (tariff) so it is possible to calculate a total tariff score based on the number and type of qualifications an individual pupil has achieved by a given point in time. For the purposes of reporting and measuring progress over time, an average tariff score is produced.
- 2.46 Tables 7(a) and 7(b) outline the average tariff score for Looked After Children:

Table 7 (a): Average Tariff Score of Looked After Children (three year average)

Note: these data relate to children who left school in the academic sessions in question and were looked after continuously during the academic sessions in question

	2010-2012
Edinburgh	83
National	82

Table 7(b) : Average Tariff Score of Looked After Children

	2009-2010	2010-2011	2011-2012
Edinburgh	78	84	88
National	67	79	106

- 2.47 In 2011-2012, the average tariff score for LAC school leavers across Scotland was in the range 38-205. For Edinburgh, the figure was 88 which is below the national average, but a 4 point improvement on the previous year.
- 2.48 These figures are in marked contrast to the average tariff scores for all school leavers during this period which was 406 points.

2.49 It should be noted that the number of LAC involved is relatively small (400 for and 35 for Edinburgh) so figures over time based on calculations at local authority or placement level may vary significantly. In addition, given the small numbers involved, year to year variation and the availability of data for 2009 to 2011, a three year average tariff score was produced to aid comparison. The three year average tariff score for Edinburgh was 83, which is just above the national figure.

New National Qualifications and new benchmarking toolkit

2.50 From session 2013-2014, all S4 pupils are following courses leading to the new National qualifications. In secondary schools, all young people will be presented for the following qualifications: National 3, 4 or 5. These qualifications replace Standard Grade and Intermediate 2 qualifications.

2.51 The exam analysis of performance by the end of S4 in future years will be based on these new qualifications. A new 'Senior Phase Benchmarking Toolkit' has been developed by the Scottish Government to provide a wider range of measures against which schools will be benchmarked. These include positive destinations as well as attainment and take into account the socio-economic backgrounds of pupils and the performance of schools against comparator schools.

2.52 From session 2014-2015, new Higher qualifications will be introduced. The 'old' Higher will also continue to be offered by the Scottish Qualifications Authority for session 2014/15 and will be phased out after this session. The reason for dual running is to allow for current S5 pupils, who will be in S6 in session 2014-2015, to continue with a suite of qualifications which build on Standard Grade and Intermediate qualifications rather than the new national qualifications.

2.53 The National Curriculum for Excellence Implementation Plan outlines the timescale for implementation of new Higher courses in session 2014-2015 and a recent statement by the Cabinet Secretary for Education outlines the expectation that all schools should begin offering new Higher courses from session 2014/15 with an expectation that these are offered in all subject areas by session 2015/16.

2.54 At the Education, Children and Families Committee on 8 October 2013, a motion was passed which requested that officers bring back further information on schools readiness to introduce new Higher courses and that solutions were also identified to overcome any issues.

2.55 The Scottish Qualifications Authority has begun a series of Higher Implementation events for each subject area. Some of these are not scheduled to take place until next term. There is a current consultation with Curriculum Leaders and Headteachers in each secondary school to establish readiness to implement the new Higher next session.

- 2.56 Headteachers recommend that in any major curriculum change, there is a transition period and that the overriding principle should be that staff are confident in the delivery of new courses to ensure that pupils have the best educational experience possible.
- 2.57 Discussions are on-going between curriculum leaders, Headteachers and the local authority, and final decisions will not be taken until additional information is available from SQA as outlined in their timelines.
- 2.58 The standard of the 'old' Higher and the new Higher is the same and therefore the value of either of the qualifications is considered by universities to be the same.
- 2.59 With the exception of English and Mathematics, it is usual for schools to timetable both S5 and S6 cohorts in the same class for Higher courses. In session 2014-2015, S5 pupils being presented for Higher will be building on new national qualifications while S6 pupils being presented for Higher will be building on previous Standard Grade and Intermediate qualifications.
- 2.60 Headteachers are fully supportive of the implementation of new qualifications as part of Curriculum for Excellence. They recommend that we continue to expect Higher courses to be implemented except where there is a sound rationale for additional flexibility, agreed by the Headteacher and the local authority, and in consultation with parents and pupils.

Additional Support

- 2.61 The City of Edinburgh's Quality Improvement Team have provided extensive curriculum support both in the form of materials and in the form of professional development across the whole introduction of Curriculum for Excellence 3-18.
- 2.62 In session 2012-2013, to support the introduction of the new national qualifications, teams of staff developed course materials which were shared across all of our schools and contributed to the national pool of teaching resources. Additional money was given by the Scottish Government where the City of Edinburgh received £215K which was directly given to schools. In addition, £50K was identified within our own budgets to support additional central curriculum development.
- 2.63 In session 2013-2014, to support the introduction of the new Higher qualifications and to provide further support for the implementation of the new national qualifications, additional money has been given by the Scottish Government where the City of Edinburgh received £60K (approx £2-3K per school).
- 2.64 The Children and Families Department will provide additional resources directly to schools to support release of staff time to develop materials for Higher, to support assessment, moderation and verification activities and to provide centrally developed materials where required. The resource will be targeted to

support departments in schools who are intending presenting new Highers in session 2014-2015.

- 2.65 Education Scotland and SQA are providing additional national events in key subject areas providing an increase in professional development activities over the next few months.
- 2.66 A more detailed account of decisions regarding presentation in Higher will be reported to the Education, Children and Families Committee in March 2014.
- 2.67 All schools will ensure that parents of pupils currently in S4 and S5 are consulted by March 2014 on the school's plans for the introduction of new Highers.
- 2.68 In summary, the City of Edinburgh Council expects to implement new Highers in 2014-2015 accepting that there may be exceptional circumstances within schools and by subject and that all new Higher courses will be introduced by session 2015-2016.

3. Recommendations

The Committee is requested to:

- 3.1 note the levels and evaluations of attainment/improvements in performance presented in the report;
- 3.2 note that the strategies which have been deployed continue to raise attainment;
- 3.3 agree to the areas identified to raise attainment in session 2013-2014 as outlined in sections 2.14, 2.19, 2.25, 2.33 and 2.34
- 3.4 agree to receive further annual reports on attainment/improvements in performance, and
- 3.5 note the position with regard to the implementation of new Higher qualifications and agree to receive a further report on this issue in March 2014.

Gillian Tee

Director of Children and Families

4. Links

Coalition pledges	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1.SQA Attainment

The City of Edinburgh Council
 SQA Attainment in publicly-funded secondary schools
 Progress in the 7 National Priorities Targets 2008-2013
 (2013 data are pre-appeal)

2013 Attainment figures are pre-appeal.
 Historic data are post appeal

		Target 1						Target 2						Target 3					
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					
School Name	FMR 2013 (%)	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013
Balerno Community High School	4	98	96	95	95	96	96	96	94	93	94	94	94	88	84	82	86	87	87
Boroughmuir High School	4	94	96	96	95	98	99	93	95	95	94	94	96	86	90	90	91	91	94
Broughton High School	19	88	89	90	92	91	90	85	86	86	88	87	88	67	68	70	72	76	77
Castlebrae Community High School	43	78	82	89	90	89	85	70	76	83	86	81	79	39	41	43	46	48	45
Craigmount High School	8	96	96	96	97	97	98	95	95	95	96	96	97	90	89	88	88	88	88
Craigroyston Comm High School	38	66	80	87	83	82	84	73	79	81	77	72	73	49	55	54	49	42	45
Currie High School	7	98	96	96	96	97	97	97	96	96	95	96	96	90	88	92	90	91	90
Drummond Comm High School	27	80	77	82	84	92	91	83	80	81	81	85	85	59	63	65	67	69	68
Firrhill High School	8	96	96	96	96	96	96	93	93	92	93	94	96	85	85	83	85	87	89
Forrester High School	18	90	93	93	94	90	94	85	90	95	96	92	95	72	77	80	81	81	85
Gracemount High School	30	88	88	83	85	85	90	84	82	80	84	87	88	65	63	63	65	69	71
Holy Rood High School	21	92	90	91	91	91	90	86	86	86	88	87	88	69	69	70	74	75	77
James Gillespie's High School	10	96	95	96	96	97	97	96	96	97	97	97	96	91	91	93	94	95	92
Leith Academy	21	89	87	87	92	96	99	82	78	76	79	84	91	69	64	60	63	69	74
Liberton High School	22	84	86	91	91	93	96	78	81	88	91	92	93	62	63	67	73	76	80
Portobello High School	11	91	91	93	94	95	95	88	90	92	92	92	94	75	78	82	83	82	81
Queensferry High School	7	95	94	94	96	96	97	94	93	93	95	96	97	84	84	84	87	88	91
St Augustine's High School	18	97	100	98	97	95	96	94	97	97	96	93	93	82	88	88	87	83	81
St Thomas of Aquin's High School	11	95	95	95	96	96	97	95	96	95	95	94	95	86	87	86	88	88	89
The Royal High School	7	99	98	98	99	99	99	98	95	95	97	98	99	92	90	90	91	91	91
Trinity Academy	13	94	91	90	90	89	88	89	88	87	87	85	87	80	79	78	76	76	78
Tynecastle High School	28	85	87	87	89	92	95	86	87	86	87	90	92	68	70	69	72	74	77
Wester Hailes Education Centre	43	84	83	88	88	87	89	82	82	83	82	80	85	54	55	59	56	56	58
City of Edinburgh	15	91	92	92	93	94	95	89	89	90	91	91	93	77	77	78	79	81	82
SCOTLAND	16	92	92	93	93	94	95	91	91	91	92	92	93	79	78	79	79	81	82

*Free Meal Registration

The City of Edinburgh Council
SQA Attainment in publicly-funded secondary schools
Progress in the 7 National Priorities Targets 2008-2013
(2013 data are pre-appeal)

2013 Attainment figures are pre-appeal.
 Historic data are post appeal

		<i>Target 4</i>						<i>Target 5</i>						<i>Target 6</i>					
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 1 or more awards at SCQF level 6 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					
School Name	FMR 2013 (%)	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013
Balerno Community High School	4	66	60	56	63	67	71	62	57	53	59	63	66	49	46	43	48	48	52
Boroughmuir High School	4	71	73	71	73	75	80	65	67	66	68	71	78	54	56	56	58	60	65
Broughton High School	19	38	39	39	42	45	47	37	40	40	47	50	53	25	27	29	32	36	36
Castlebrae Community High School	43	14	16	16	15	11	11	12	14	14	13	9	8	7	8	6	7	4	2
Craigmount High School	8	61	61	62	63	63	65	56	57	57	57	57	59	43	43	45	45	47	47
Craigroyston Comm High School	38	8	11	11	12	11	14	9	13	14	14	12	15	2	4	3	4	3	5
Currie High School	7	63	63	66	67	70	70	55	56	60	62	64	63	41	43	48	51	52	50
Drummond Comm High School	27	29	33	35	38	40	41	30	32	34	35	37	39	18	21	22	21	23	24
Firrhill High School	8	63	66	64	66	67	69	58	59	58	62	65	68	43	45	46	50	53	54
Forrester High School	18	34	37	40	41	41	47	30	34	37	39	39	44	16	20	22	23	23	25
Gracemount High School	30	24	25	31	37	40	45	21	21	29	34	40	44	12	13	15	19	25	25
Holy Rood High School	21	39	39	41	44	47	48	34	36	40	42	45	44	23	25	29	29	31	31
James Gillespie's High School	10	71	71	76	78	79	77	70	70	76	79	82	78	54	55	60	61	64	64
Leith Academy	21	39	36	32	36	40	46	33	33	31	36	42	47	18	19	20	24	28	30
Liberton High School	22	28	29	33	37	40	44	24	23	26	30	37	43	13	13	16	18	20	23
Portobello High School	11	48	50	51	55	55	56	46	49	49	53	54	56	34	36	35	38	38	39
Queensferry High School	7	55	59	56	59	61	66	49	51	50	53	57	61	32	36	35	39	43	47
St Augustine's High School	18	44	47	53	52	56	55	44	45	50	51	55	55	29	31	34	35	35	35
St Thomas of Aquin's High School	11	60	61	65	72	74	72	62	59	59	66	71	71	45	44	49	55	60	60
The Royal High School	7	68	69	68	70	70	72	66	66	67	71	70	73	53	53	52	55	53	57
Trinity Academy	13	52	52	53	53	53	52	49	48	49	50	53	53	35	36	36	39	39	39
Tynecastle High School	28	32	35	35	39	42	46	29	33	33	35	35	40	14	14	16	19	20	23
Wester Hailes Education Centre	43	15	13	14	15	20	21	14	13	16	16	22	20	5	5	3	4	5	5
City of Edinburgh	15	48	49	50	53	55	57	45	46	47	50	53	55	32	33	35	37	39	41
SCOTLAND	16	48	48	49	50	53	55	43	43	45	47	49	52	30	30	31	33	35	37

*Free Meal Registration

The City of Edinburgh Council
SQA Attainment in publicly-funded secondary schools
Progress in the 7 National Priorities Targets 2008-2013
(2013 data are pre-appeal)

2013 Attainment figures are pre-appeal.
 Historic data are post appeal

		<i>Target 7</i>					
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 2013 (%)	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013
Balerno Community High School	4	37	35	32	35	37	38
Boroughmuir High School	4	42	42	43	45	48	55
Broughton High School	19	17	17	20	22	23	23
Castlebrae Community High School	43	4	5	4	5	3	1
Craigmount High School	8	32	29	32	32	34	34
Craigroyston Comm High School	38	0	0	0	1	1	2
Currie High School	7	29	31	34	37	38	38
Drummond Comm High School	27	13	14	12	11	13	14
Firrhill High School	8	30	31	32	36	39	42
Forrester High School	18	9	12	12	14	14	17
Gracemount High School	30	7	8	10	12	15	15
Holy Rood High School	21	14	15	19	19	20	19
James Gillespie's High School	10	38	38	42	45	49	50
Leith Academy	21	9	10	13	15	17	18
Liberton High School	22	7	6	9	11	13	13
Portobello High School	11	21	22	22	24	24	26
Queensferry High School	7	19	23	23	27	29	32
St Augustine's High School	18	20	21	20	20	21	22
St Thomas of Aquin's High School	11	32	32	40	46	47	47
The Royal High School	7	37	37	36	38	38	41
Trinity Academy	13	24	24	23	25	27	27
Tynecastle High School	28	7	8	10	12	12	12
Wester Hailes Education Centre	43	2	2	0	0	1	1
City of Edinburgh	15	22	22	24	26	28	29
SCOTLAND	16	20	20	21	22	24	25

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S4

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		%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S4				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	93	97	97	97	99	94	97	98	95	98	92	97	97	95	98	91	92	93	92	96
Boroughmuir High School	4	98	100	100	98	98	98	100	100	99	99	97	100	100	98	98	93	95	99	97	97
Broughton High School	19	87	90	88	91	98	92	88	95	94	99	87	88	87	90	97	83	86	84	86	93
Castlebrae Community High School	43	87	102	81	83	67	87	95	89	93	51	82	93	80	79	49	80	79	79	71	57
Craigmount High School	8	98	98	96	98	98	98	100	98	98	99	98	97	95	96	97	97	96	95	95	95
Craigroyston Community High School	38	77	89	95	99	100	80	90	96	95	93	73	83	91	93	93	65	72	79	89	100
Currie Community High School	7	95	97	95	97	101	95	96	96	97	100	95	96	95	97	100	93	97	95	96	99
Drummond Community High School	27	89	98	91	96	93	94	94	91	98	91	88	94	87	96	89	83	84	79	92	84
Firrhill High School	8	96	94	99	98	98	98	98	98	98	98	95	92	98	97	96	93	92	98	97	97
Forrester High School	18	96	95	100	98	100	95	92	101	98	96	92	88	97	96	95	92	91	99	95	96
Gracemount High School	30	94	88	91	99	97	89	91	88	95	90	88	87	87	94	90	90	88	88	97	93
Holy Rood RC High School	21	90	89	88	99	99	93	88	90	100	100	89	88	88	99	99	88	82	87	96	96
James Gillespie's High School	10	97	95	96	97	96	96	94	97	96	96	96	93	95	96	96	95	92	92	92	92
Leith Academy	21	96	98	98	96	96	96	98	96	96	91	94	97	94	92	89	79	88	92	92	87
Liberton High School	22	93	94	95	92	95	84	100	102	94	94	81	94	94	90	92	88	88	92	87	90
Portobello High School	11	95	96	97	98	98	95	98	99	100	102	93	95	97	97	98	91	94	95	94	97
Queensferry Community High School	7	99	101	99	101	101	100	93	99	101	101	98	93	98	101	101	98	95	98	96	99
St Augustine's High School	18	92	93	92	96	95	98	96	96	92	92	92	93	92	88	88	92	92	91	96	89
St Thomas Of Aquin's High School	11	95	93	97	100	99	95	98	98	102	101	95	93	97	100	99	94	93	95	98	100
The Royal High School	7	99	99	98	98	96	100	98	99	99	98	98	98	98	98	96	98	97	98	98	95
Trinity Academy	13	95	90	92	96	97	93	87	88	92	93	91	83	85	90	90	88	81	87	87	90
Tynecastle High School	28	91	97	91	93	95	91	97	97	89	98	90	95	91	83	93	87	92	88	93	87
Wester Hailes Education Centre	43	88	79	94	95	103	94	88	99	98	104	87	75	93	94	103	80	73	91	90	99
Edinburgh	15	94	95	95	97	97	95	95	96	97	96	92	93	94	95	95	90	90	92	93	94
Scotland	16	95	96	96	96	97	95	95	95	96	96	93	93	93	94	94	92	92	93	94	95

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S4

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		%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S4				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
<i>School Name</i>		%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	87	82	87	86	91	49	47	59	49	58
Boroughmuir High School	4	89	92	94	95	95	57	65	74	67	64
Broughton High School	19	66	71	69	70	78	27	26	28	29	33
Castlebrae Community High School	43	47	37	23	21	29	7	2	0	0	0
Craigmount High School	8	89	84	85	86	84	46	44	47	48	48
Craigroyston Community High School	38	37	35	45	49	54	1	3	7	11	4
Currie Community High School	7	85	87	89	90	91	51	47	43	51	51
Drummond Community High School	27	69	60	60	74	54	21	21	19	19	20
Firrhill High School	8	86	84	87	90	91	53	50	57	54	54
Forrester High School	18	80	83	86	79	81	29	29	34	25	28
Gracemount High School	30	66	66	63	52	52	29	28	17	21	17
Holy Rood RC High School	21	76	67	71	88	81	21	30	23	35	34
James Gillespie's High School	10	92	86	84	88	81	63	57	57	58	47
Leith Academy	21	56	67	72	70	65	19	16	27	27	24
Liberton High School	22	73	71	70	64	65	26	18	24	25	23
Portobello High School	11	78	75	75	81	86	41	40	38	33	38
Queensferry Community High School	7	89	88	88	87	89	43	46	49	49	38
St Augustine's High School	18	77	78	76	82	71	28	33	29	29	26
St Thomas Of Aquin's High School	11	89	86	87	95	96	51	57	50	63	59
The Royal High School	7	87	86	90	89	91	53	52	57	48	58
Trinity Academy	13	72	69	75	74	82	35	37	35	28	43
Tynecastle High School	28	67	62	68	66	68	23	21	31	20	23
Wester Hailes Education Centre	43	50	45	52	67	81	2	1	9	22	22
Edinburgh	15	77	76	77	80	80	38	38	39	39	40
Scotland	16	78	78	79	80	82	35	36	36	37	38

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

Appendix1c

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S5

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		%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S5				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	98	94	98	98	97	98	96	97	98	96	98	93	97	97	95	96	92	93	93	93
Boroughmuir High School	4	95	98	102	100	99	95	98	101	100	101	94	97	101	100	99	93	93	96	100	97
Broughton High School	19	93	93	93	89	94	92	96	90	95	95	91	92	89	87	90	84	85	87	86	90
Castlebrae Community High School	43	88	87	102	81	95	97	87	95	89	95	88	82	93	80	90	81	80	79	79	74
Craigmount High School	8	97	99	99	97	100	98	99	100	98	100	95	98	98	96	98	95	98	97	95	96
Craigroyston Community High School	38	84	77	89	95	99	88	83	92	99	99	82	73	85	91	96	77	65	72	79	89
Currie Community High School	7	98	96	100	97	99	97	97	98	96	98	97	95	98	96	97	94	94	98	95	97
Drummond Community High School	27	97	91	99	94	99	93	94	95	94	100	92	88	94	91	97	84	84	84	83	92
Firrhill High School	8	96	97	95	100	99	99	100	100	99	99	95	96	93	99	98	92	94	93	98	97
Forrester High School	18	96	96	96	102	98	90	96	95	101	99	88	92	92	98	97	93	93	92	101	95
Gracemount High School	30	95	94	90	92	100	75	92	94	88	96	74	90	89	88	95	80	90	89	88	97
Holy Rood RC High School	21	95	90	90	90	99	99	95	90	93	101	95	89	88	89	99	87	88	84	89	97
James Gillespie's High School	10	98	101	98	98	99	97	98	96	98	97	97	98	95	96	96	97	98	95	92	93
Leith Academy	21	93	97	101	103	98	94	97	102	99	96	91	95	99	96	93	77	80	90	93	94
Liberton High School	22	94	94	96	99	96	96	88	102	103	95	88	85	96	96	92	87	88	90	93	89
Portobello High School	11	95	95	96	98	99	98	96	99	99	100	95	93	96	97	98	91	91	94	95	95
Queensferry Community High School	7	98	101	101	99	103	95	100	94	99	102	95	99	94	98	101	94	98	95	98	96
St Augustine's High School	18	96	96	96	94	97	97	101	98	98	99	93	95	94	94	95	90	92	93	91	96
St Thomas Of Aquin's High School	11	96	97	96	99	99	97	95	99	99	102	95	95	96	99	99	93	94	93	96	98
The Royal High School	7	99	100	100	99	99	100	103	98	99	100	99	100	98	98	99	97	98	97	97	100
Trinity Academy	13	93	97	92	94	97	94	95	87	88	95	89	93	84	86	92	83	89	82	87	89
Tynecastle High School	28	90	93	99	93	94	89	93	98	100	94	87	91	97	92	88	85	89	93	90	94
Wester Hailes Education Centre	43	90	88	82	98	98	94	96	89	102	99	90	87	78	96	95	81	80	75	91	90
Edinburgh	15	95	95	96	96	98	95	96	96	97	98	92	93	94	95	96	89	91	91	93	94
Scotland	16	95	95	96	96	97	95	96	96	96	97	93	94	94	94	96	91	92	93	93	95

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

Appendix1c

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S5

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		%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S5					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S5					%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5					%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	86	88	84	87	88	61	73	64	70	61	51	60	56	64	56	35	41	36	44	36
Boroughmuir High School	4	86	91	94	95	96	68	71	80	84	83	59	64	73	82	75	44	48	57	69	60
Broughton High School	19	72	71	76	74	77	37	41	42	39	46	34	44	44	39	42	24	18	26	22	29
Castlebrae Community High School	43	43	53	44	39	33	7	7	5	12	14	5	7	7	5	12	5	7	0	0	0
Craigmount High School	8	85	90	86	87	88	59	63	61	63	70	49	54	50	52	58	36	34	36	34	40
Craigroyston Community High School	38	43	41	39	51	54	6	2	6	20	19	7	2	8	18	15	0	0	1	2	7
Currie Community High School	7	92	88	90	91	93	66	66	69	61	74	56	58	56	54	65	35	38	38	37	40
Drummond Community High School	27	68	71	63	65	79	35	35	34	37	40	24	29	28	34	41	14	14	14	15	13
Firrhill High School	8	83	87	87	90	92	61	69	64	68	68	57	63	59	65	64	42	46	44	47	46
Forrester High School	18	76	83	85	88	79	36	39	41	50	38	27	36	34	42	31	15	19	16	19	15
Gracemount High School	30	67	69	69	72	55	35	34	36	43	31	30	29	39	41	29	12	13	19	8	11
Holy Rood RC High School	21	73	77	72	76	91	42	39	42	43	56	38	32	41	39	53	20	13	19	19	25
James Gillespie's High School	10	94	97	91	86	89	78	79	74	69	69	74	72	70	68	70	51	51	52	52	56
Leith Academy	21	63	64	74	75	73	32	31	39	45	39	31	30	40	43	41	17	13	16	25	19
Liberton High School	22	63	80	76	75	77	32	38	36	37	43	25	28	30	37	34	13	14	12	13	19
Portobello High School	11	82	83	79	79	86	47	54	51	54	52	44	50	48	49	48	25	31	24	30	28
Queensferry Community High School	7	83	92	90	90	89	51	64	63	64	63	42	56	58	55	63	22	36	36	29	35
St Augustine's High School	18	84	78	80	78	87	51	41	55	47	42	45	41	45	45	38	22	20	25	25	17
St Thomas Of Aquin's High School	11	86	89	88	91	95	73	70	68	68	76	63	66	61	64	71	51	45	44	50	55
The Royal High School	7	90	90	88	91	94	63	66	67	70	66	58	63	60	66	62	33	40	35	46	36
Trinity Academy	13	76	76	74	80	80	49	49	51	47	45	43	47	46	43	45	27	31	30	26	20
Tynecastle High School	28	70	71	75	76	73	34	36	38	41	35	22	29	27	32	31	10	9	9	12	8
Wester Hailes Education Centre	43	60	51	55	62	73	13	10	12	15	35	4	13	16	10	33	0	1	0	0	9
Edinburgh	15	78	81	80	81	83	49	52	53	54	55	42	47	48	50	51	27	29	29	31	31
Scotland	16	79	80	81	82	84	47	49	51	52	54	41	43	45	47	48	23	25	26	27	28

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S5

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		%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5				
	<i>FMR*</i> 2013 (%)	2009	2010	2011	2012	2013
<i>School Name</i>		%	%	%	%	%
Balerno Community High School	4	13	26	19	24	18
Boroughmuir High School	4	28	26	37	39	37
Broughton High School	19	10	7	9	12	17
Castlebrae Community High School	43	3	4	0	0	0
Craigmount High School	8	15	16	16	18	21
Craigroyston Community High School	38	0	0	0	0	0
Currie Community High School	7	17	19	16	19	21
Drummond Community High School	27	4	5	4	3	3
Firrhill High School	8	23	24	21	27	22
Forrester High School	18	6	9	5	5	6
Gracemount High School	30	6	4	11	3	3
Holy Rood RC High School	21	7	6	6	7	12
James Gillespie's High School	10	32	33	30	31	33
Leith Academy	21	7	4	8	8	8
Liberton High School	22	2	4	4	7	4
Portobello High School	11	11	12	10	12	13
Queensferry Community High School	7	10	15	18	16	17
St Augustine's High School	18	8	7	10	9	7
St Thomas Of Aquin's High School	11	27	21	28	36	32
The Royal High School	7	15	18	17	28	22
Trinity Academy	13	13	17	16	14	6
Tynecastle High School	28	1	1	3	5	4
Wester Hailes Education Centre	43	0	0	0	0	1
Edinburgh	15	13	14	14	16	16
Scotland	16	11	11	12	13	13

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S6

School Name	FMR* 2013 (%)	%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S6				
		2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Balerno Community High School	4	95	99	96	98	98	94	98	96	97	99	93	98	94	97	97	91	96	94	93	94
Boroughmuir High School	4	98	95	98	102	100	97	95	98	101	101	94	94	97	101	100	97	93	93	97	100
Broughton High School	19	95	95	97	95	91	96	93	98	93	97	92	91	92	91	88	90	85	88	89	88
Castlebrae Community High School	43	98	90	87	102	81	97	98	87	95	91	95	90	82	93	80	92	83	80	79	79
Craigmount High School	8	99	98	99	100	97	99	98	99	101	98	98	95	98	99	96	96	95	98	97	96
Craigroyston Community High School	38	88	86	80	89	96	95	91	86	92	99	88	84	76	85	91	84	77	67	72	79
Currie Community High School	7	98	98	96	100	98	97	97	97	99	96	95	97	95	98	96	95	94	94	99	95
Drummond Community High School	27	88	98	91	100	95	78	95	94	95	97	72	93	88	95	92	74	85	84	86	84
Firrhill High School	8	96	97	98	97	101	97	100	100	101	99	95	96	96	94	99	92	93	95	95	99
Forrester High School	18	106	96	96	96	102	101	90	97	95	101	101	88	92	92	98	103	93	93	92	101
Gracemount High School	30	95	95	94	91	93	95	75	92	97	89	91	74	90	91	88	81	80	90	91	88
Holy Rood RC High School	21	92	95	92	90	90	91	100	96	91	93	87	95	91	89	89	87	87	90	86	90
James Gillespie's High School	10	97	101	102	100	102	92	98	99	97	100	91	98	98	95	98	94	98	98	95	95
Leith Academy	21	93	94	99	103	106	90	95	100	102	101	87	91	98	100	99	76	78	84	92	98
Liberton High School	22	94	98	98	98	104	94	101	92	103	108	91	92	89	97	101	88	92	93	90	97
Portobello High School	11	96	96	95	97	98	94	98	96	99	99	93	95	93	96	97	92	92	91	94	95
Queensferry Community High School	7	96	99	101	102	99	94	96	101	95	99	93	96	99	94	98	92	95	98	95	98
St Augustine's High School	18	104	97	97	98	98	109	97	103	100	99	101	93	97	96	95	101	92	94	93	93
St Thomas Of Aquin's High School	11	97	97	98	96	99	98	97	96	99	99	96	95	96	96	99	97	93	94	94	97
The Royal High School	7	97	99	100	102	100	99	101	104	99	100	96	99	100	99	99	92	97	100	98	98
Trinity Academy	13	92	94	98	93	95	93	94	95	89	89	87	89	94	85	87	88	83	90	83	89
Tynecastle High School	28	92	90	95	101	94	92	89	95	101	102	88	87	92	98	93	87	85	91	96	91
Wester Hailes Education Centre	43	85	92	89	85	99	90	94	98	92	105	84	91	88	79	99	82	81	83	75	96
Edinburgh	15	95	96	96	97	97	95	96	97	97	98	92	93	94	95	95	91	90	92	92	94
Scotland	16	95	95	96	97	97	94	95	96	96	97	93	93	94	94	95	91	91	92	93	94

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S6

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		%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S6					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S6					%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S6					%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S6				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	82	86	91	84	88	54	62	75	64	73	53	58	67	62	70	46	45	53	48	57
Boroughmuir High School	4	95	86	91	94	95	75	70	73	82	85	70	64	71	78	84	60	56	58	65	73
Broughton High School	19	69	74	74	80	75	38	41	47	47	46	44	39	57	53	46	30	32	35	40	33
Castlebrae Community High School	43	43	45	53	46	40	21	16	7	9	15	17	12	7	9	9	8	7	7	0	1
Craigmount High School	8	88	85	91	86	87	61	60	66	63	67	57	53	61	56	59	41	45	49	47	45
Craigroyston Community High School	38	58	44	43	39	51	14	12	10	10	23	17	16	8	11	26	5	3	5	1	7
Currie Community High School	7	90	92	88	92	91	62	69	69	72	67	58	63	63	65	60	50	52	52	51	47
Drummond Community High School	27	61	69	71	65	66	33	38	43	40	38	32	33	41	39	38	21	21	20	29	23
Firrhill High School	8	83	84	88	89	90	64	63	71	67	71	58	60	67	66	69	44	51	56	51	56
Forrester High School	18	84	76	83	85	88	42	39	41	44	56	39	36	42	39	50	23	22	26	23	27
Gracemount High School	30	59	67	70	71	72	32	39	39	43	52	28	39	35	45	53	17	18	22	35	19
Holy Rood RC High School	21	71	73	79	75	77	42	48	44	48	51	39	49	39	48	45	30	34	24	35	34
James Gillespie's High School	10	90	96	97	91	89	71	81	81	77	73	71	85	80	80	75	57	65	62	65	63
Leith Academy	21	56	64	69	75	79	31	37	39	44	54	32	35	41	49	50	20	27	24	32	34
Liberton High School	22	67	68	85	77	79	33	37	41	45	46	23	31	38	42	48	14	19	23	19	26
Portobello High School	11	83	83	83	80	81	55	51	57	55	57	54	50	57	55	55	37	35	42	36	40
Queensferry Community High School	7	85	85	92	90	90	57	54	65	64	67	52	49	60	63	61	38	34	48	49	44
St Augustine's High School	18	93	86	81	81	80	50	56	50	61	53	50	52	50	62	53	36	34	34	38	34
St Thomas Of Aquin's High School	11	90	86	89	88	91	64	74	76	71	69	56	68	75	69	69	45	60	62	58	60
The Royal High School	7	89	90	93	89	92	72	67	72	71	75	72	66	74	70	74	58	49	59	50	60
Trinity Academy	13	74	76	77	75	81	53	53	53	53	51	46	51	55	52	50	39	36	41	39	37
Tynecastle High School	28	72	70	74	79	77	37	37	45	46	48	35	31	41	36	42	18	17	24	19	25
Wester Hailes Education Centre	43	55	60	54	55	67	8	20	17	23	23	7	23	18	23	20	3	3	5	8	1
Edinburgh	15	78	79	82	81	82	50	52	56	57	59	48	50	55	55	56	35	37	40	41	41
Scotland	16	78	79	81	82	83	48	50	53	55	56	44	47	50	52	53	31	33	35	37	38

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S6

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		%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S6					%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	32	33	40	37	37	14	18	24	19	23
Boroughmuir High School	4	45	44	45	57	64	34	29	26	37	41
Broughton High School	19	20	23	22	26	22	15	15	21	14	16
Castlebrae Community High School	43	6	3	4	0	0	3	2	0	0	3
Craigmount High School	8	28	33	34	35	34	23	25	25	26	24
Craigroyston Community High School	38	1	0	1	1	2	4	0	0	0	0
Currie Community High School	7	35	36	40	38	36	23	31	32	27	28
Drummond Community High School	27	9	10	15	14	14	6	8	8	10	5
Firrhill High School	8	31	38	40	39	46	25	25	33	27	30
Forrester High School	18	16	10	17	15	17	13	8	13	8	9
Gracemount High School	30	13	10	13	22	9	15	9	3	13	12
Holy Rood RC High School	21	20	23	15	24	20	15	15	13	13	10
James Gillespie's High School	10	38	47	50	51	48	24	36	33	35	37
Leith Academy	21	12	20	14	18	21	9	12	9	11	16
Liberton High School	22	6	13	14	11	15	3	4	7	9	9
Portobello High School	11	22	23	27	23	27	12	18	19	17	20
Queensferry Community High School	7	27	21	34	33	29	22	14	19	15	17
St Augustine's High School	18	22	18	19	27	22	16	8	11	16	9
St Thomas Of Aquin's High School	11	37	53	49	41	50	35	41	37	32	42
The Royal High School	7	39	36	40	38	45	32	28	35	29	36
Trinity Academy	13	24	23	29	30	23	17	17	24	25	16
Tynecastle High School	28	13	12	11	12	14	9	9	10	7	15
Wester Hailes Education Centre	43	0	0	1	1	0	0	0	2	4	0
Edinburgh	15	24	26	28	29	30	18	18	20	20	21
Scotland	16	21	22	24	26	26	14	15	16	16	17

*Free Meal Registration