Education, Children and Families Committee

10am, Tuesday, 3 March 2015

Educational Attainment 2014

Item number	7.1
Report number	
Executive/routine	
Wards	All

Executive summary

This report provides a summary of the analysis of attainment in the City of Edinburgh's schools for the year 2013-14. During the course of 2013-14 the new national qualifications were introduced in S4 and a new system for benchmarking attainment was implemented. This new measure will be utilised for S4 performance throughout this report.

There have been significant improvements in educational attainment in Edinburgh since 2009 with performance above the national average and comparators on most measures where data is available.

This report highlights that there is continued improvements in attainment in S5 and 6. Employing the new measures for S4, there are important improvements in level 4 literacy and numeracy and attainment for all measures for the middle 60% and highest 20% of learners where Edinburgh is performing above the virtual comparator and the national level. This report also includes the wider achievements of our pupils and the contribution that they continue to make in the form of volunteering within their local communities.

The areas for further improvement are identified in this report and include improving the attainment of the bottom 20%, where the City of Edinburgh perform in line with the virtual comparator but below the national level in S4; numeracy at all levels; and a focus on improving outcomes for looked after learners.

Links

Coalition pledges	P5
Council outcomes	CO2, CO3
Single Outcome Agreement	SO3

Report

Educational Attainment/Improvements in Performance 2014

Recommendations

1.1 To note the significant improvements in educational attainment in Edinburgh schools since 2009 with performance above the national average and comparators on most measures where data is available.

1.2 To note that the strategies which have been deployed continue to raise attainment.

1.3 To agree to the areas identified to raise attainment in session 2014/15 as outlined sections 3.13, 3.18; 3.24; and 3.37.

1.4 To agree to receive further annual reports on attainment/improvements in performance.

1.5 To note the position with regard to the implementation of 'Achieving a level' to replace Developing, Consolidating and Secure in session 2015/16.

1.6 To note the continued hard work of pupils, staff and parents to support the ongoing implementation of the new qualifications.

1.7 To note the position with regard to the implementation of the new benchmarking measures which will be employed to report performance by the end of S6 from session 2015/16.

1.8 To request a further report in October 2015 on:

  1.8.1 the performance of looked after children;

  1.8.2 the performance in relation to wider achievements and how they can be measured;

  1.8.3 attainment of children in areas of deprivation.

Background

2.1 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 2013-14.

2.2 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.

2.3 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.

2.4 *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.

Main report

3.1 The sections in 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

3.2 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

3.3 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.

3.4 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.

3.5 Reporting on Curriculum for Excellence using consolidating, developing and secure at levels in all curriculum areas has been introduced and it is proposed, in session 2015/16, to move to reporting using the language 'achieving a level' in line with best

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practice identified by Education Scotland and a new framework for tracking, assessing and reporting progress through the Broad General Education was developed over the course of this session.

3.6 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	National 3
Level 4	National 4; Intermediate 1
Level 5	National 5; Intermediate 2
Level 6	Higher at A to C
Level 7	Advanced Higher at A to C

Early Level

Pre-School Years

3.7 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.

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

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

3.10 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 overleaf:

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
Pre-5 Establishments (Nursery Schools and Early Years Centres)	0	0	0	1	7	3	11
Pre-5 Partner Provider Nurseries	0	0	4	35	45	4	88

Key Strengths and Successes

3.11 The very positive outcomes from seven Education Scotland inspections carried out during session 2013-2014

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 2013-2014

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	0	0	4	1	2	7

3.12 Key strengths at early level include:

3.12.1 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;

3.12.2 The ongoing work of the Early Years Collaborative to improve outcomes for children;

3.12.3 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;

3.12.4 A high quality programme of Continuing Professional Development (CPD) to support implementation of Curriculum for Excellence;

3.12.5 The annual Early Years' Conference which provides a focus for national and authority priorities and enables effective opportunities to share good practice;

3.12.6 The further development of the environment toolkit to include numeracy and Mathematics, outdoor learning and Pre-Birth to three years old;

3.12.7 New resource to support effective planning for learning in Health and Wellbeing.

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

3.13.1 To support establishments to report consistently for individual children using Curriculum for Excellence levels;

3.13.2 Support local authority pre-5 establishments to use the local authority management information system NAMS;

3.13.3 To continue to monitor and evaluate the effectiveness of the pre 5 planning and assessment trackers;

3.13.4 To continue to focus on support for the lowest attaining 20% of pupils in literacy and numeracy;

3.13.5 To implement more rigorous systems for self-evaluation in order to identify areas for improvement and implement change;

3.13.6 To develop further aspects of Curriculum for Excellence in line with increased expectations from Education Scotland.

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

Primary Schools - **Early to Second Level: P1-P7**

3.15 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	Un-satisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
P1-P7	0	0	19	55	13	0	87

Table 2a: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Primary Schools published in academic session 2013/14:

Quality Indicator	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
1.1	0	2	4	1	0	0

3.16 Table 3 below sets out the mean standardised score for Reading and Mathematics in 2013-2014

Table 3: Mean standardised scores for Reading and Mathematics 2013-3014

Stage	Mean Score Reading	Mean Score Mathematics
P1 Baseline	103.1	105.5
P1 Progress	109.4	98.3
End of P4	99.1	94.5
End of P7	104.4	95.1

3.17 Key Strengths and Successes in Primary Schools:

3.17.1 The ongoing commitment to delivering extensive high quality Continuing Professional Development (CPD) focussing on improving self-evaluation and assessment and moderation of literacy and numeracy.

3.17.2 The ongoing work of 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;

3.17.3 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;

3.17.4 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.

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

3.18.1 To continue to improve attainment in numeracy in particular;

3.18.2 To continue to improve literacy levels including talking and listening;

3.18.3 To continue to support staff to share standards consistently as part of assessment and moderation at cluster level;

3.18.4 To continue to focus on improving outcomes for the lowest attaining pupils including looked after pupils and young carers;

3.18.5 To implement 'achieving a level' for the Broad General Education supported by the new monitoring, tracking a reporting framework for the Broad General Education.

Secondary Schools:

3.19 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

Quality Indicator 1.1	Unsatisfac-tory	Weak	Satisfactory	Good	Very Good	Excellent	Total
S1-6	1	1	4	8	9	0	23

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Table 5: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Secondary Schools published in academic session 2013/14:

Quality Indicator	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
1.1	0	0	0	1	1	0

3.20   The table below shows the mean standardised scores for Reading and Mathematics for S2 learners by the end of 2013-2014.

Table 6: S2 Standardised Scores in Reading and Mathematics 2013-2014

Stage	Mean Standardised Score Reading	Mean Standardised Score Mathematics
End of S2	102.6	99

3.21   Key Strengths and Successes:

3.21.1   The ongoing commitment to delivering extensive high quality Continuing Professional Development (CPD) through the range of professional networks

3.21.2   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;

3.21.3   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;

3.21.4   Emphasis on teaching literacy and numeracy across the curriculum.

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

3.22.1   To improve attainment in Mathematics/numeracy in S1-S3;

3.22.2   To continue to improve literacy levels including talking and listening;

3.22.3   To continue to support staff to share standards consistently as part of assessment and moderation;

3.22.4   To continue to focus on improving outcomes for the lowest attaining pupils in particular Looked After Children and Young Carers.

3.23 Overall evaluation of attainment at the end of the Broad General Education stage taking account of a range of pupil progress measures, assessments and self-evaluation information is **good**.

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

SQA Qualifications

3.24 In practice, most SCQF levels 3, 4 and 5 are delivered in S4, level 6 in S5 and levels 6 and 7 in S6. This session the new benchmarking measures, called 'Insight', were implemented replacing the old Standard Tables and Charts (STACS). These new measures will be used throughout this report for S4 attainment. The 'old' measures will be employed to report on S5/6 and this will be the last year that we will use these measures. From session 2015/16 the four new measures will be employed in order to report progress for attainment.

Attainment Measures

3.25 By the end of S4: the four new measures

    3.25.1 Improving Attainment in Literacy and Numeracy: The percentage of pupils attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;

    3.25.2 Increasing Participation: The percentage of pupils either staying on at school or in a positive initial destination (approximately three months after leaving school);

    3.25.3 Improving Attainment for All: The average total tariff score of pupils based on the attainment of the lowest 20%, middle 60% and highest 20%;

    3.25.4 Tackling Disadvantage by Improving the Attainment of lower attaining pupils relative to higher attaining pupils: The average total tariff score of pupils, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

3.26 By the end of S5

    3.26.1 Percentage of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better;

    3.26.2 Percentage of S4 pupils attaining five or more awards at SCQF level 3 or better;

    3.26.3 Percentage of S4 pupils attaining five or more awards at SCQF level 4 or better;

    3.26.4 Percentage of S4 pupils attaining five or more awards at SCQF level 5 or better;

    3.26.5 Percentage of S4 pupils attaining one or more awards at SCQF level 6 or better;

    3.26.6 Percentage of S4 pupils attaining three or more awards at SCQF level 6 or better;

3.26.7 Percentage of S4 pupils attaining five or more awards at SCQF level 6 or better.

3.27 By the end of S6

    3.27.1 Percentage of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better;

    3.27.2 Percentage of S4 pupils attaining five or more awards at SCQF level 3 or better;

    3.27.3 Percentage of S4 pupils attaining five or more awards at SCQF level 4 or better;

    3.27.4 Percentage of S4 pupils attaining five or more awards at SCQF level 5 or better;

    3.27.5 Percentage of S4 pupils attaining one or more awards at SCQF level 6 or better;

    3.27.6 Percentage of S4 pupils attaining three or more awards at SCQF level 6 or better;

    3.27.7 Percentage of S4 pupils attaining five or more awards at SCQF level 6 or better;

    3.27.8 Percentage of S4 pupils attaining one or more awards at SCQF level 7.

Trends over time

3.28 By the end of S4: the four new measures

1   Improving attainment in literacy and numeracy

When comparing performance in 2013 with performance in 2014, the following strengths are notable:

- Percentage point improvement in literacy and numeracy at level 4 by the end of S4. Attainment for this measure is 3.33 percentage points above the national average and 1.81 percentage points above the virtual comparator.
- Percentage point improvement in literacy and numeracy at level 5 by the end of S4. Attainment for this measure is 0.56 percentage points above the national average though is 4.2 percentage points below the virtual comparator:

Figure 1: Improving attainment in literacy and numeracy (*Source: Insight*) 2014

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy and Numeracy
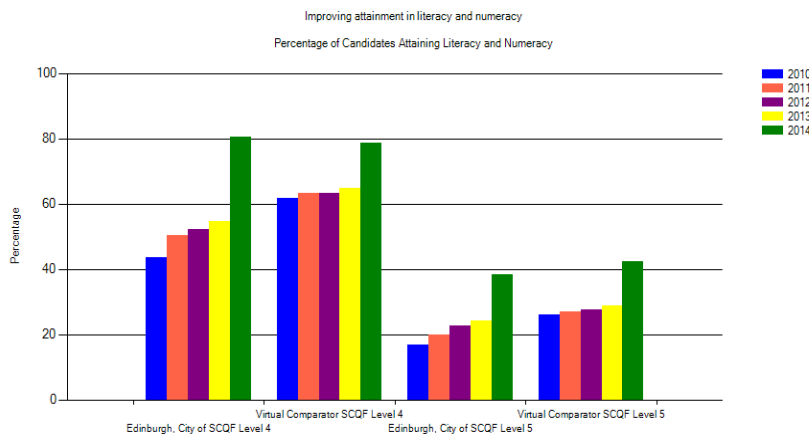
% Literacy and Numeracy at level 4 by the end of S4

Year	Edinburgh, City of	Virtual Comparator	National
2010	43.66	61.73	56.09
2011	50.21	63.22	58.44
2012	52.29	63.34	61.01
2013	54.72	64.82	62.64
2014	80.54	78.73	77.21

% Literacy and Numeracy at Level 5 by the end of S4

Year	Edinburgh, City of	Virtual Comparator	National
2010	16.87	26	20.89
2011	19.79	27.01	21.6
2012	22.81	27.49	23.71
2013	24.23	28.92	25.05
2014	38.2	42.4	37.64

2   Increasing Participation

In 2010, 82.5% of school leavers achieved a positive destination and Edinburgh. In August 2011 the Edinburgh Guarantee was launched and in 2014, the percentage of school levers entering a positive destination was 91.2%, an improvement of 8.7%.

3 Improving attainment for all: Average Total Tariff Score

In 2014, the City of Edinburgh performed above the national figure in all three measures:

- 38 average total tariff points above the national figure for Attainment for all highest 20%;
- Average total tariff points above the national figure for Attainment for all middle 60%;
- 10 average total tariff points above the national figure for Attainment for all lowest 20%.

Figure 2: Improving attainment in literacy and numeracy (*Source: Insight*) 2014
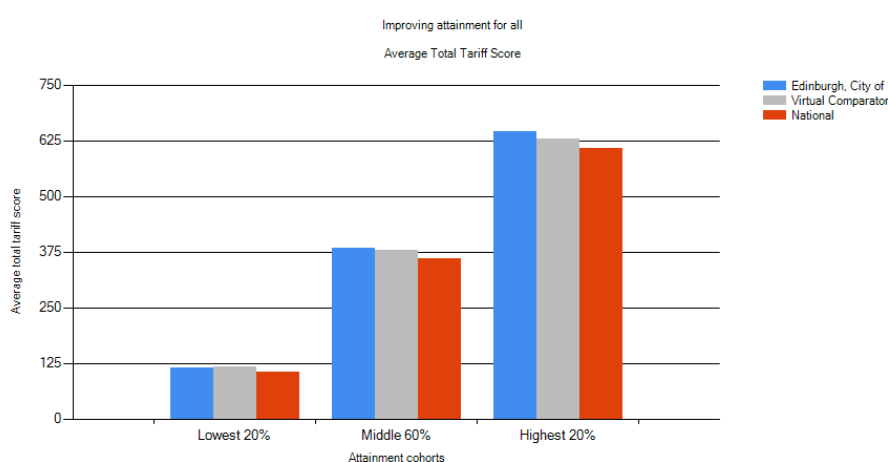
2014	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	116	383	645
Virtual Comparator	116	380	629
National	106	360	607

4 Attainment versus deprivation

This measure focuses on closing the gap and measures attainment across the Scottish Index of Multiple Deprivation (SIMD) deciles. In S4, there is varied performance across the twenty three secondary schools with notable improvements in closing the gap evidenced in Firrhill (SIMD 1-3), Holy Rood (SIMD 1-5) and St Thomas of Aquin's RC High School (SIMD 1-4). Closing the attainment versus deprivation gap is a key area for improvement over the course of the year ahead and all Secondary Head Teacher have been provide with key SIMD data to help improve monitoring and tracking of this important measure.

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3.29 By the end of S5

Table 7(a) outlines the attainment from 2009-2014 for S5. Since 2009, attainment has improved at all levels. The following are notable:

- 5 percentage point improvement in the % of S4 pupils attaining awards in English or Mathematics at SCQF level 3 by the end of S5

- 6 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 3 by the end of S5

- 6 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 4 by the end of S5

- 8 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 5 by the end of S5

- 12 percentage point improvement in the % of S4 pupils attaining one or more awards at SCQF level 6 by the end of S5

- 6 percentage point improvement in the % of S4 pupils attaining three or more awards at SCQF level 6 by the end of S5

- 4 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 6 by the end of S5

Table 7(a): Trends over time in comparison with the national average and Edinburgh for attainment at 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					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
City of Edinburgh	92	93	94	95	96	97
Scotland	93	94	94	94	96	

	%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S5					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
City of Edinburgh	89	91	91	93	94	95
Scotland	91	92	93	93	95	

	%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S5					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
City of Edinburgh	78	81	80	81	83	84
Scotland	79	80	81	82	84	

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	%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S5					
	2009	2010	2011	2012	2013	2014
City of Edinburgh	49	52	53	54	56	57
Scotland	47	49	51	52	54	

	%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5					
	2009	2010	2011	2012	2013	2014
City of Edinburgh	42	47	48	50	52	54
Scotland	41	43	45	47	49	

	%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5					
	2009	2010	2011	2012	2013	2014
City of Edinburgh	27	29	29	31	32	33
Scotland	23	25	26	27	29	

	%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5					
	2009	2010	2011	2012	2013	2014
City of Edinburgh	13	14	14	16	16	17
Scotland	11	11	12	13	14	

3.30   By the end of S6

Table 7(b) outlines the attainment from 2009-2014 for S5. Since 2009, attainment has improved at all levels. The following are notable:

- 5 percentage point improvement in the % of S4 pupils attaining awards in English or Mathematics at SCQF level 3 by the end of S6

- 4 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 3 by the end of S6

- 6 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 4 by the end of S6

- 10 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 5 by the end of S6

- 13 percentage point improvement in the % of S4 pupils attaining one or more awards at SCQF level 6 by the end of S6

- 8 percentage point improvement in the % of S4 pupils attaining three or more awards at SCQF level 6 by the end of S6

- 6 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 6 by the end of S6

- 4 percentage point improvement in the % of S4 pupils attaining one or more awards at SCQF level 7 by the end of S6

Table 7(b): Trends over time for attainment at 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					
	2009	2010	2011	2012	2013	2014
City of Edinburgh	92	93	94	95	95	97
Scotland	93	93	94	94	95	

	%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	2014
City of Edinburgh	91	90	92	92	94	95
Scotland	91	91	92	93	94	

	%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S6					
	2009	2010	2011	2012	2013	2014
City of Edinburgh	78	79	82	81	82	84
Scotland	78	79	81	82	83	

	%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S6					
	2009	2010	2011	2012	2013	2014
City of Edinburgh	50	52	56	57	59	60
Scotland	48	50	53	55	57	

	%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S6					
	2009	2010	2011	2012	2013	2014
City of Edinburgh	48	50	55	55	57	61
Scotland	44	47	50	52	54	

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	%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S6					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
City of Edinburgh	35	37	40	41	42	43
Scotland	31	33	35	37	38	

	%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S6					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
City of Edinburgh	24	26	28	29	30	30
Scotland	21	22	24	26	27	

	%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
City of Edinburgh	18	18	20	20	21	22
Scotland	14	15	16	16	17	

3.31 Key Strengths and Successes

- Performance at National 4 level for literacy and numeracy.

- Improvements in attainment for all which is above the national average for the highest 20%, middle 60% and the lowest 20%

- Performance at SCQF levels 6 and 7 by the end of S5 and S6: notable improvements in performance at one or more at SCQF level 6 by the end of S5 can be found in Balerno, Broughton, and the Royal High. Notable improvements in performance at three or more at SCQF level 6 by the end of S5 can be found in Balerno, St Augustine's, the Royal High. Notable improvements in performance at five or more at SCQF level 6 by the end of S5 can be found in St Augustine's and Trinity Academy. Notable improvements in performance at one or more at SCQF level 7 can be found in Holy Rood High School.

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

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

3.34 The following areas to secure improvement and next steps have been identified in secondary schools in the senior phase:

3.34.1 To improve numeracy in S4, 5 and 6.

3.34.2   To increase the number of learners gaining level 5 qualifications in literacy and numeracy

3.34.3   To implement tracking using the new SIMD data in order to close the attainment gap.

3.34.4   To improve the average tariff score of looked after learners.

3.34.5   To continue to implement the new qualifications.

3.34.6   To continue to improve the number of pupils moving into positive destinations.

Looked After Children (LAC)

3.35   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).

3.36   The Scottish Government publication, Educational outcomes for Scotland's looked after children 2012/2013 published on 24 September 2014, provides information on the attainment of Looked After Children who left school in 2013, The measure of attainment used is the average tariff score.

3.37   Note that the basis on which the figures were calculated for this publication are different to those produced in previous years so care should be taken when making comparisons with previous years.

3.38   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.

Table 8 (a): Average Tariff Score of Looked After Children (2012/13)

Note: these data relate to children who left school in the academic sessions in question and were looked after continuously during the academic session in question. The number involved is relatively low i.e. 85 individuals:

Measures for 2012/13	Average tariff score	% in a positive destination
All (Scotland) school leavers	407	90%
All (Scotland) school leavers that were Looked After	116	74%
All school leavers that were Looked After by Edinburgh	87	65%

3.39   In 2012-2013, the average tariff score for LAC school leavers across Scotland was 116. For Edinburgh, the figure was 87 which is below the national average.

3.40   A presentation was given to the Members, Officers group for Looked after children in January 2015 which outlined the strategy to improve outcomes for looked after learners which included three main elements: A relentless belief that all children can achieve their full potential; working in partnership to deliver a new senior phase which encourages all pupils to stay on until the end of S6 and enter a positive destination; and high expectations supported by robust tracking and monitoring of attendance and attainment/achievements.

Wider Achievements

Sports: Cycle Training

3.41   The City of Edinburgh Council has committed to training 100% of P6 children to Bikeability Level 2 by 2016-17. In 2013-14, we received an award of £35,250 from Cycling Scotland for mentors to support the work of our volunteer trainers, and to deliver bike maintenance courses. This funding was awarded in addition to the £20,700 we received the previous year, due to the success of Edinburgh's work with Bikeability. The funding has been a tremendous support to help us work towards meeting the target. Edinburgh's Active Schools Co-ordinators have a significant remit to recruit volunteers, deliver training to staff and volunteers and to co-ordinate training across cluster schools.

3.42   Bikeability is accredited cycle training delivered to schools at levels 1, 2 and 3, and is designed to give children the skills and confidence they need to cycle safely on today's roads. Level 2 is taught on-road and teaches children the skills necessary to be able to negotiate most on-road situations.

3.43   78% of primary schools participated in level 2 bikeability in 2013-14. This equates to 69 primary schools delivering Bikeability level 2 compared to 53 schools the previous year (a 30% increase). 2471 P6 pupils (71%) received training in 2013/14 which was delivered by 307 volunteers and supported by paid mentors.

3.44   The Active Travel group are undergoing discussions regarding opportunities for Special Schools to be involved in delivering Bikeability where appropriate.

Duke of Edinburgh Award / JASS (Junior Award Scheme for Schools)

3.45   The past academic year has been an exceptional year for young people completing the Duke of Edinburgh Award. A record 616 young people achieved awards including 52 who were awarded Gold (this included six young people from Pilrig Park School).

3.46   In 2013-14, new enrolments and people continuing to the next level saw another increase. 300 more people started a DofE Award, an increase of 30%. This included 22 pupils from WHEC.

3.47   The overall completion rate of awards also increased significantly, with a total of 616 awards attained: 458 at Bronze, 106 at Silver and an unprecedented 52 at Gold.

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This was an increase of 184 on the previous year (43%) and included 2 Bronze awards for pupils at Craigroyston HS and 1 for an inmate in HMP Edinburgh.

3.48   The flexibility of the DofE allows it to be accessed by young people in a variety of establishments. Groups run in Kaimes, Pilrig Park, Panmure St Ann's and the CAMHS unit as well as several youth groups.

3.49   The breakdown by gender in terms of enrolment in 2013-14 was 58% female and 42% male. The total number of award groups in Edinburgh now stands at 63 and we have reached the point where every high school in the city has access to a local award group.

JASS

3.50   JASS is a progressive learning programme for 10-13 year olds which has been designed to recognise wider achievement. JASS develops the whole individual by offering recognition in four key areas – regular physical activity; exploring a personal interest; working for the good of the community or the environment and completing an outdoor activity or challenge and is designed so that participants move from Bronze, to Silver and then to Gold with increasing levels of learning and challenge.

3.51   6568 JASS packs and continuation bundles were sold in 2013/14 and several new schools started the project.

3.52   JASS is also running in 13 special schools in the city. A project called 'Raising the Bar' has been assisting these schools and documenting how they have adapted the materials so they can be accessed by pupils with severe physical or mental disabilities.

3.53   JASS's popularity continues to grow out with Edinburgh and has expanded to Birmingham, Shropshire and Cheshire.

Outdoor Learning

3.54   The S&OLU works with educational establishments to embed outdoor learning as a regular, progressive and planned curricular experience for children and young people, both in school and through their local communities. The Unit supports an extensive programme of training, support and professional development. A particular focus for the past year has been engaging with the new teaching standards from The General Teaching Council of Scotland and the Learning for Sustainability report from the Scottish Government. These both embed Outdoor Learning as an entitlement for all pupils and ensure teachers use appropriate outdoor and nature based learning in their teaching.

3.55   The Unit has been working with 40 teachers to develop a 'Lead Teaching in Outdoor Learning' course. This year long professional development course has led to teaching colleagues receiving professional recognition from the GTCS. Another 60 teachers have just been recruited to undertake the course in 2014-2015. In addition numerous CPD courses and in-service training has been delivered to both newly qualified and existing teaching staff.

3.56   City of Edinburgh Council is now the first Local Authority in Scotland to have a formal partnership with the John Muir Award. The award focuses on children and young people engaging with a local wild place and then actively conserving it. Through training and support we have seen the number of awards presented in Edinburgh grow from 259 in 2011-2012 to 686 in 2012-2013. We are also working in partnership with the John Muir Trust to look at senior stage leadership qualifications and the development of the award in community settings.

3.57   With the significant growth of schools and colleagues wishing to develop curricular Outdoor Learning and the requirements of the new teaching standards, the S&OLU is developing a new Outdoor Learning Strategy for 2015 – 2020.

Primary School Swimming/Swimming Top Up

3.58   S&OLU's 'Swim Team' delivers curricular swimming lessons to primary aged children from P3 to P7. The aim is for each child to reach the stage of achieving Certificate 5 (C5) whereby the Council deems them to be a safe swimmer. In 2013-14 swimming was delivered to pupils in 86 primary schools, (two schools in west Edinburgh opted to have their lessons with Clifton Hall). Over the course of the year 6624 children received lessons and of those 3411 were tested. 2084 pupils achieved level C5 which is a 61% pass rate.

3.59   S&OLU employs 8 teachers (5.1FTE) to deliver lessons across the city in a combination of school pools and public pools. A teacher takes a maximum of 20 pupils per lesson for safety reasons.

3.60   The Edinburgh Primary Schools Commonwealth Swim Relay Gala and Diving competition was held on Wednesday 2nd April at the Royal Commonwealth Pool. The event, which is held annually and organised by the Unit's swim team, is a celebration of swimming/aquatics and brought together 45 primary schools and over 500 pupils from across the city which is the highest number to date.

Swimming Top Up

3.61   The 'Swimming Top Up' was initially a pilot programme funded by the Scottish Government to support the improved delivery of swimming lessons for primary school children across Scotland.

3.62   The S&OLU has worked in partnership with Edinburgh Leisure, Scottish Swimming and sportscotland to deliver an effective programme which provides a swimming instructor (or instructors) to work alongside the swimming specialist to support curricular swimming. The higher teacher-pupil ratio provides more support for weaker or non-swimmers.

3.63   The 'Swimming Top Up' programme in Edinburgh continues to be a success and has received two year funding of £50,000 from sportscotland to sustain it. In 2013-14 63 schools and 4008 pupils benefited from Swimming Top Up. 2164 of these pupils were tested and 1169 achieved level C5 which is 54%. All 18 primary schools with positive action status received input from 'Top Up' and their overall pass rate was 42%.

3.64   Following the closure of Leith Waterworld the Council allocated additional funding for swimming and we introduced 'Swimming Top Up' to P2s and P3s in primary schools with positive action status. We hope to see the benefit of this additional input in the years to follow.

Arts and Creative Learning

Instrumental Music Service

3.65   Uptake of the music service, including participation in bands, orchestras and ensembles continues to increase year on year. Attainment at Higher and Advanced Higher remains good. Music National 5 results are good. Edinburgh's IMS performs well nationally with a greater uptake of IMS and more pupils taught per FTE than the national average. Instructor Professional Network Groups are being established to take forward improvement priorities such as ASN, Flipped Learning, pupil voice, learning and teaching etc. In three meetings with West Lothian Council, we provided information which supported their current IMS Review. Liberton Primary School's HMIe inspection received positive comment on the quality of instrumental music. (NB *From September 2013 HMIe Inspections contain an obligatory statement commenting on the quality of instrumental music*). Over 900 music pupils applied for free tickets to Edinburgh International Festival concerts in 2013 as part of the Young Musicians Passport. This has been extended to Midlothian, East and West Lothian in 2014.

Youth Music Initiative

3.66   Sounds Like Friday remains popular with pupils and parents pro-actively seeking participation. Pupil feedback is consistently positive. The Inclusive Classroom in partnership with Drake Music and delivered in 9 Special Schools continues to be very successful. The public performance in the Queen's Hall was greatly valued by the schools. The Early Years Music and Literacy resource was issued to all early year establishments including partner providers with guidance given at the Early Years Conference in February 2014. Follow up is planned for 2014/15.

3.67   NYCoS (National Youth Choirs of Scotland) continue to deliver a programme in every P3 class in all schools. Some YMI projects have been delayed to 2014/15 due to capacity issues in 2013/14. With the new YMI Co-ordinator (seconded teacher) now in post, plans are in place and work has begun on projects.

Creative Learning

3.68   Creative Conversations continued to attract high numbers (e.g. Don Leddingham on Creative Leadership was attended by 120 teachers and managers). Other local authorities sought guidance on developing similar approaches to their Creative Learning Network. Following discussion with Midlothian and East Lothian Councils, we have submitted a funding application to Education Scotland to develop Creative Conversations across the 3 authorities in 2014/15. We developed How Good is Our Creative Learning? and a pupil creativity skills questionnaire which Education Scotland and Creative Scotland commented favourably on. Successful Creative Learning projects included Project Scrooge (primary, secondary and special), The

Leonardo Effect (primary) and Starcatchers Creativity Skills (Early Years). We have engaged with Education Scotland and College Development Network and will be piloting 'Assessing Creativity' with schools in 2014/15 on. Our focus for 2014/15 is on developing learners' creativity skills linked with employability skills.

Screen Education Edinburgh

3.69 SEE built on previous strengths continuing to work well with young people, building skills and confidence. Targeted groups include young people from Panmuir St. Ann's, Edinburgh Young Carers and young LGBT. SEE worked with 15 young offenders from Polmont and the resulting film recently won best film at a UK film festival. Feedback is very positive and this was the first Polmont education project where all participants sustained the entire course. On release one participant is actively seeking further work/volunteering opportunities with SEE. Notable examples of recent work include the national BFI Film Academy and a project with 12 NEET young people funded by the Princes Trust. SEE's strong links with HE/FE and industry help participants achieve positive and sustained destinations. SEE continues to mentor former participants employing them on projects as their skills and experience progress. The Edinburgh Schools Film Competition in partnership with Filmhouse continues to attract high numbers and screenings are well attended by schools.

Paolozzi Prize for Art

3.70 The second Paolozzi Prize for Art saw an increase in nominations from schools and more Head Teachers attended the award ceremony. The overall winner from 2013 returned to speak at the 2014 event. As a result of the prize we have established a link with Edinburgh College of Art.

Volunteering

3.71 Pupils are continuing to contribute to the City of Edinburgh Volunteering strategy by undertaking the following:

3.72 Identify incidences of volunteering and/or charity work (1a2)

- In 83% of the schools sample, a significant number of students have the opportunity to take part in a range of volunteering and /or charity opportunities.

- 17% of the sample schools organise whole school charity activities such as sponsored walks and non-uniform days in which all students participate.

- 8% of the sample schools take part in the Youth and Philanthropy Initiative with a significant number of students in both the Broad General Education (BGE) and Senior Phase participating. However, currently 14 secondary schools are participating in the YPI and this initiative generally involves whole year groups.

- Within 75% of the sample schools, some students take part in volunteering/charity opportunities as part of their learning choices in the BGE or senior phase. In 75% of the sample schools, a significant number of students also take part in extracurricular volunteering/charity opportunities. This can

include for example; leading whole school charity groups, running youth clubs or breakfast clubs for younger pupils

- In the Senior Phase of learning, 83% of the sample schools have developed volunteering/charity opportunities. However, a significantly larger number of students participated when these were offered as part of the curriculum.

3.73 Identify incidences of coaching and mentoring (1a2)

- In the BGE, coaching and mentoring takes place in 42% of sample schools. In these schools, a few students are involved in coaching and a slightly higher number involved in mentoring, 1 school gave pupils the opportunity to take part in extracurricular mentoring.

- Within the Senior Phase 75% of sample schools were involved in coaching and mentoring. More pupils are involved in coaching especially extracurricular coaching. A significantly higher number of students take part in curriculum based mentoring opportunities than do in extracurricular mentoring. For example: befriending younger pupils, assisting in lessons or paired reading strategies.

3.74 Identify incidences of award opportunities (1a3)

- 33% of the sample schools take part in SQA Awards, these are offered in the BGE but a higher number of students take these in their Senior Phase.

- 92% of the sample schools offer; the Duke of Edinburgh Award, the John Muir Award and/or or the Junior Award Scheme Scotland with a significant number of students in both the BGE and the Senior Phase taking part.

- 50% of the sample schools participate in the Saltire Award which generally takes place in the Senior Phase although 1 sample school offers this in the BGE.

- Generally schools support a variety of extracurricular opportunities including; the John Byrne Award, Scottish Children's Book Award, Diversity Quilt. However sports, art and music have the highest level of student participation.

3.75 Achievement opportunities as part of the school curriculum (1a4)

- 67% of the sample schools offer a range of achievement opportunities within the curriculum, often taught as part of the Personal and Social Education syllabus and include for example; "Show Racism the Red Card" or "Alcolols". Consequently these have high student participation.

- 17% of the sample schools have also developed adventure challenges in partnership with external organisations, including the; "Adventure and Challenge Award" and the "Participation in Adventure" programme, these opportunities attract a significant number of students.

3.76 The impact of student participation in achievement opportunities (1a5)

- Taking part in volunteering, charity, coaching or mentoring opportunities encourages students to become responsible citizens who are a positive force in their school, contributing to the ethos of the school and its community.

- Participation in National Awards enables young people to further develop their skills for learning, life and work and helps prepare them for their next steps in life.

New National Qualifications and new benchmarking toolkit

3.77 During session 2013-2014, all S4 pupils are following courses leading to the new National qualifications. The exam analysis of performance by the end of S4 in is based on these new qualifications. The new Senior Phase Benchmarking Tool called 'Insight' was developed by the Scottish Government and launched in September 2014 designed to provide a wider range of measures against which schools will be benchmarked. As outlined in section 3.27, 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.

3.78 During sessions 2014-2015 and 2015-16, the new Higher qualifications will be introduced. The existing Higher will 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. On 27 January, Angela Constance, Minister for Education, visited Craigroyston Community High School to discuss the new qualifications with pupils and staff. Craigroyston is one of our high schools which is dual running the existing and the new higher over a two year period. In their recent Education Scotland Inspection, Craigroyston achieved a very good evaluation for their curriculum.

Measures of success

Based on a range of evidence:

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

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

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

Financial impact

5.1 There are no financial implications contained in this report.

Risk, policy, compliance and governance impact

6.1   There are no adverse impacts arising from this report.

Equalities impact

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

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

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

Sustainability impact

8.1   None.

Consultation and engagement

9.1   Consultation and engagement took place with school senior managers and officers within the local authority.

Background reading/external references

Interim Attainment Report 2007-2008, 28 October 2008

Attainment Report 2007-2008, 17 March 2009

Interim Attainment Report 2008-2009, 10 November 2009

Attainment Report 2008-2009, 18 March 2010

Attainment Report 2010, 25 January 2011

Attainment Report 2011, 15 November 2011

Educational Attainment/Improvements in Performance 2013

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

Children and Families Service Plan 2012-2015

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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
	CO3 – Our children and young people in need, or with a disability, have improved life chances
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 - Summary of SQA attainment

Appendix 1

Post Results Services Summary of SQA Attainment in City of Edinburgh publicly-funded secondary schools 2013-2014 Historical 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; National 5; Level 4: Intermediate 1 at A-C; S Grade at 3-4; National 4; Level 3: Access 3; S Grade at 5-6: National 3		%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						%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S5					
School Name	FMR* 2014 (%)	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	98	94	98	98	97	104	98	96	97	98	96	102	98	93	97	97	95	102	96	92	93	93	93	99	86	88	84	87	88	95
Boroughmuir High School	3	95	98	102	100	99	99	95	98	101	100	101	100	94	97	101	100	99	98	93	93	96	100	97	97	86	91	94	95	96	96
Broughton High School	19	93	93	93	89	94	101	92	96	90	95	95	104	91	92	89	87	90	98	84	85	87	86	90	94	72	71	76	74	77	80
Castlebrae Community High School	41	88	87	102	81	95	67	97	87	95	89	95	61	88	82	93	80	90	53	81	80	79	79	74	65	43	53	44	39	33	41
Craigmount High School	7	97	99	99	97	100	100	98	99	100	98	100	101	95	98	98	96	98	99	95	98	97	95	96	96	85	90	86	87	88	88
Craigroyston Community High School	37	84	77	89	95	99	106	88	83	92	99	99	99	82	73	85	91	96	99	77	65	72	79	89	100	43	41	39	51	54	61
Currie Community High School	7	98	96	100	97	99	101	97	97	98	96	98	100	97	95	98	96	97	100	94	94	98	95	97	99	92	88	90	91	93	92
Drummond Community High School	22	97	91	99	94	99	95	93	94	95	94	100	91	92	88	94	91	97	90	84	84	84	83	92	85	68	71	63	65	79	62
Firrhill High School	7	96	97	95	100	99	100	99	100	100	99	99	100	95	96	93	99	98	98	92	94	93	98	97	97	83	87	87	90	92	94
Forrester High School	17	96	96	96	102	98	102	90	96	95	101	99	96	88	92	92	98	97	96	93	93	92	101	95	97	76	83	85	88	79	85
Gracemount High School	28	95	94	90	92	100	101	75	92	94	88	96	98	74	90	89	88	95	98	80	90	89	88	97	96	67	69	69	72	55	63
Holy Rood RC High School	22	95	90	90	90	99	99	99	95	90	93	101	99	95	89	88	89	99	98	87	88	84	89	97	96	73	77	72	76	91	84
James Gillespie's High School	8	98	101	98	98	99	99	97	98	96	98	97	98	97	98	95	96	96	97	97	98	95	92	93	93	94	97	91	86	89	85
Leith Academy	22	93	97	101	103	98	98	94	97	102	99	96	99	91	95	99	96	93	93	77	80	90	93	94	91	63	64	74	75	73	71
Liberton High School	19	94	94	96	99	96	99	96	88	102	103	95	96	88	85	96	96	92	94	87	88	90	93	89	90	63	80	76	75	77	73
Portobello High School	12	95	95	96	98	99	99	98	96	99	99	100	103	95	93	96	97	98	97	91	91	94	95	95	95	82	83	79	79	87	87
Queensferry Community High School	7	98	101	101	99	103	103	95	100	94	99	102	103	95	99	94	98	101	103	94	98	95	98	96	100	83	92	90	90	89	93
St Augustine's High School	18	96	96	96	94	97	99	97	101	98	98	99	101	93	95	94	94	95	95	90	92	93	91	96	93	84	78	80	78	87	82
St Thomas Of Aquin's High School	10	96	97	96	99	99	101	97	95	99	99	102	103	95	95	96	99	99	101	93	94	93	96	98	101	86	89	88	91	95	97
The Royal High School	6	99	100	100	99	99	98	100	103	98	99	100	100	99	100	98	98	99	97	97	98	97	97	100	97	90	90	88	91	94	93
Trinity Academy	13	93	97	92	94	97	100	94	95	87	88	95	95	89	93	84	86	92	94	83	89	82	87	89	90	76	76	74	80	80	83
Tynecastle High School	25	90	93	99	93	94	101	89	93	98	100	94	105	87	91	97	92	88	100	85	89	93	90	94	91	70	71	75	76	73	76
Wester Hailes Education Centre	46	90	88	82	98	98	103	94	96	89	102	99	106	90	87	78	96	95	103	81	80	75	91	90	99	60	51	55	62	73	84
Edinburgh	**13**	**95**	**95**	**96**	**96**	**98**	100	**95**	**96**	**96**	**97**	**98**	99	**92**	**93**	**94**	**95**	**96**	97	**89**	**91**	**91**	**93**	**94**	95	**78**	**81**	**80**	**81**	**83**	84
Scotland	**16**	**95**	**95**	**96**	**96**	**97**	n/a	**95**	**96**	**96**	**96**	**97**	n/a	**93**	**94**	**94**	**94**	**96**	n/a	**91**	**92**	**93**	**93**	**95**	n/a	**79**	**80**	**81**	**82**	**84**	n/a

Post Results Services Summary of SQA A

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; National 5; Level 4: Intermediate 1 at A-C; S Grade at 3-4; National 4; Level 3: Access 3; S Grade at 5-6; National 3	%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						%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5						%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S5					
School Name	*2009*	*2010*	*2011*	*2012*	*2013*	*2014*	*2009*	*2010*	*2011*	*2012*	*2013*	*2014*	*2009*	*2010*	*2011*	*2012*	*2013*	*2014*	*2009*	*2010*	*2011*	*2012*	*2013*	*2014*	*2009*	*2010*	*2011*	*2012*	*2013*	*2014*
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	61	73	64	70	63	76	51	60	56	64	57	73	35	41	36	44	36	49	13	26	19	24	18	24	0	0	0	0	0	1
Boroughmuir High School	68	71	80	84	83	79	59	64	73	82	76	76	44	48	57	69	60	62	28	26	37	39	37	34	1	0	0	0	0	0
Broughton High School	37	41	42	39	46	51	34	44	44	39	42	64	24	18	26	22	29	31	10	7	9	12	17	16	2	0	0	2	3	4
Castlebrae Community High School	7	7	5	12	14	6	5	7	7	5	12	2	5	7	0	0	0	0	3	4	0	0	0	0	0	0	0	0	0	0
Craigmount High School	59	63	61	63	70	72	49	54	50	52	59	63	36	34	36	34	40	43	15	16	16	18	21	23	0	0	0	0	0	0
Craigroyston Community High School	6	2	6	20	24	17	7	2	8	18	18	21	0	0	1	2	8	11	0	0	0	0	1	0	0	0	0	0	0	0
Currie Community High School	66	66	69	61	74	71	56	58	56	54	67	58	35	38	38	37	40	39	17	19	16	19	21	22	1	0	1	0	0	0
Drummond Community High School	35	35	34	37	41	31	24	29	28	34	42	38	14	14	14	15	14	16	4	5	4	3	3	4	0	0	1	0	0	2
Firrhill High School	61	69	64	68	68	70	57	63	59	65	65	60	42	46	44	47	47	37	23	24	21	27	22	19	0	0	0	0	0	0
Forrester High School	36	39	41	50	38	43	27	36	34	42	31	36	15	19	16	19	15	17	6	9	5	5	6	6	1	0	0	0	0	1
Gracemount High School	35	34	36	43	31	26	30	29	39	41	29	29	12	13	19	8	12	9	6	4	11	3	3	4	2	1	2	3	1	0
Holy Rood RC High School	42	39	42	43	57	53	38	32	41	39	53	48	20	13	19	19	26	25	7	6	6	7	12	10	0	0	0	1	0	0
James Gillespie's High School	78	79	74	69	69	65	74	72	70	68	71	72	51	51	52	52	56	48	32	33	30	31	35	32	1	1	2	1	0	1
Leith Academy	32	31	39	45	39	39	31	30	40	43	41	43	17	13	16	25	19	20	7	4	8	8	8	8	0	1	1	1	0	1
Liberton High School	32	38	36	37	43	40	25	28	30	37	34	35	13	14	12	13	19	14	2	4	4	7	4	6	0	1	0	0	0	0
Portobello High School	47	54	51	54	52	59	44	50	48	49	49	53	25	31	24	30	29	30	11	12	10	12	13	11	0	0	0	0	0	0
Queensferry Community High School	51	64	63	64	63	59	42	56	58	55	63	57	22	36	36	29	37	31	10	15	18	16	19	18	0	0	0	0	0	1
St Augustine's High School	51	41	55	47	42	45	45	41	45	45	42	47	22	20	25	25	18	25	8	7	10	9	7	12	0	0	0	0	2	0
St Thomas Of Aquin's High School	73	70	68	68	77	72	63	66	61	64	72	67	51	45	44	50	57	51	27	21	28	36	33	25	0	0	1	1	3	1
The Royal High School	63	66	67	70	67	74	58	63	60	66	63	71	33	40	35	46	37	53	15	18	17	28	23	27	0	0	0	0	0	0
Trinity Academy	49	49	51	47	45	58	43	47	46	43	46	52	27	31	30	26	21	36	13	17	16	14	8	17	0	0	2	0	1	0
Tynecastle High School	34	36	38	41	36	38	22	29	27	32	31	33	10	9	9	12	9	11	1	1	3	5	4	3	0	0	0	0	0	0
Wester Hailes Education Centre	13	10	12	15	35	35	4	13	16	10	33	25	0	1	0	0	10	1	0	0	0	0	1	0	0	0	0	0	0	0
Edinburgh	**49**	**52**	**53**	**54**	**56**	57	**42**	**47**	**48**	**50**	**52**	54	**27**	**29**	**29**	**31**	**32**	33	**13**	**14**	**14**	**16**	**16**	17	**0**	**0**	**0**	**0**	**0**	1
Scotland	**47**	**49**	**51**	**52**	**54**	n/a	**41**	**43**	**45**	**47**	**49**	n/a	**23**	**25**	**26**	**27**	**29**	n/a	**11**	**11**	**12**	**13**	**14**	n/a	**0**	**0**	**0**	**0**	**0**	n/a

Post Results Services Summary of SQA Attainment in City of Edinburgh publicly-funded secondary schools 2013-2014 Historical 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; National 5; Level 4: Intermediate 1 at A-C; S Grade at 3-4; National 4; Level 3: Access 3; S Grade at 5-6; National 3		%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						%age of S4 pupils attaining awards at SCQF level 4 or better by the end of S6			
School Name	**FMR* 2014 (%)**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2009**	**2010**	**2011**	**2012**
Balerno Community High School	4	95	99	96	98	98	97	94	98	96	97	99	95	93	98	94	97	97	95	91	96	94	93	94	92	82	86	91	84
Boroughmuir High School	3	98	95	98	102	100	99	97	95	98	101	101	102	94	94	97	101	100	99	97	93	93	97	100	97	95	86	91	94
Broughton High School	19	95	95	97	95	91	98	96	93	98	93	97	98	92	91	92	91	88	91	90	85	88	89	88	91	69	74	74	80
Castlebrae Community High School	41	98	90	87	102	81	93	97	98	87	95	91	93	95	90	82	93	80	88	92	83	80	79	79	74	43	45	53	46
Craigmount High School	7	99	98	99	100	97	100	99	98	99	101	98	101	98	95	98	99	96	98	96	95	98	97	96	96	88	85	91	86
Craigroyston Community High School	37	88	86	80	89	96	100	95	91	86	92	99	99	88	84	76	85	91	96	84	77	67	72	79	89	58	44	43	39
Currie Community High School	7	98	98	96	100	98	99	97	97	97	99	96	97	95	97	95	98	96	97	95	94	94	99	95	97	90	92	88	92
Drummond Community High School	22	88	98	91	100	95	100	78	95	94	95	97	101	72	93	88	95	92	97	74	85	84	86	84	94	61	69	71	65
Firrhill High School	7	96	97	98	97	101	99	97	100	100	101	99	99	95	96	96	94	99	98	92	93	95	95	99	97	83	84	88	89
Forrester High School	17	106	96	96	96	102	98	101	90	97	95	101	100	101	88	92	92	98	97	103	93	93	92	101	95	84	76	83	85
Gracemount High School	28	95	95	94	91	93	98	95	75	92	97	89	95	91	74	90	91	88	94	81	80	90	91	88	96	59	67	70	71
Holy Rood RC High School	22	92	95	92	90	90	101	91	100	96	91	93	103	87	95	91	89	89	101	87	87	90	86	90	97	71	73	79	75
James Gillespie's High School	8	97	101	102	100	102	100	92	98	99	97	100	99	91	98	98	95	98	97	94	98	98	95	95	95	90	96	97	91
Leith Academy	22	93	94	99	103	106	99	90	95	100	102	101	97	87	91	98	100	99	94	76	78	84	92	98	95	56	64	69	75
Liberton High School	19	94	98	98	98	104	100	94	101	92	103	108	97	91	92	89	97	101	93	88	92	93	90	97	91	67	68	85	77
Portobello High School	12	96	96	95	97	98	100	94	98	96	99	99	102	93	95	93	96	97	99	92	92	91	94	95	95	83	83	83	80
Queensferry Community High School	7	96	99	101	102	99	105	94	96	101	95	99	104	93	96	99	94	98	103	92	95	98	95	98	97	85	85	92	90
St Augustine's High School	18	104	97	97	98	98	98	109	97	103	100	99	102	101	93	97	96	95	95	101	92	94	93	93	98	93	86	81	81
St Thomas Of Aquin's High School	10	97	97	98	96	99	99	98	97	96	99	99	102	96	95	96	96	99	98	97	93	94	94	97	98	90	86	89	88
The Royal High School	6	97	99	100	102	100	98	99	101	104	99	100	101	96	99	100	99	99	98	92	97	100	98	98	99	89	90	93	89
Trinity Academy	13	92	94	98	93	95	97	93	94	95	89	89	96	87	89	94	85	87	92	88	83	90	83	89	74	74	76	77	75
Tynecastle High School	25	92	90	95	101	94	95	92	89	95	101	102	98	88	87	92	98	93	93	87	85	91	96	91	94	72	70	74	79
Wester Hailes Education Centre	46	85	92	89	85	99	98	90	94	98	92	105	99	84	91	88	79	99	95	82	81	83	75	96	89	55	60	54	55
Edinburgh	**13**	**95**	**96**	**96**	**97**	**97**	**99**	**95**	**96**	**97**	**97**	**98**	**99**	**92**	**93**	**94**	**95**	**95**	**97**	**91**	**90**	**92**	**92**	**94**	**95**	**78**	**79**	**82**	**81**
Scotland	**16**	**95**	**95**	**96**	**97**	**97**	**n/a**	**94**	**95**	**96**	**96**	**97**	**n/a**	**93**	**93**	**94**	**94**	**95**	**n/a**	**91**	**91**	**92**	**93**	**94**	**n/a**	**78**	**79**	**81**	**82**

Post Results Services Summary of SQ

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; National 5; Level 4: Intermediate 1 at A-C; S Grade at 3-4; National 4; Level 3: Access 3; S Grade at 5-6; National 3	g 5 or more ter by the end		%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						%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S6						%age of S4 pupils awards at SCQF level of		
School Name	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011
Balerno Community High School	88	88	54	62	75	64	73	68	53	58	67	62	70	68	46	45	53	48	57	46	32	33	40	37	38	35	14	18	24
Boroughmuir High School	95	96	75	70	73	82	85	84	70	64	71	78	84	86	60	56	58	65	73	71	45	44	45	57	64	55	34	29	26
Broughton High School	75	78	38	41	47	47	46	50	44	39	57	53	46	66	30	32	35	40	33	38	20	23	22	26	22	25	15	15	21
Castlebrae Community High School	40	36	21	16	7	9	15	17	17	12	7	9	9	14	8	7	7	0	1	0	6	3	4	0	0	0	3	2	0
Craigmount High School	87	88	61	60	66	63	67	72	57	53	61	56	60	67	41	45	49	47	45	53	28	33	34	35	34	36	23	25	25
Craigroyston Community High School	51	55	14	12	10	10	23	25	17	16	8	11	26	26	5	3	5	1	7	14	1	0	1	1	2	7	4	0	0
Currie Community High School	91	93	62	69	69	72	68	78	58	63	63	65	61	72	50	52	52	51	47	59	35	36	40	38	36	39	23	31	32
Drummond Community High School	66	80	33	38	43	40	38	46	32	33	41	39	38	57	21	21	20	29	24	23	9	10	15	14	15	10	6	8	8
Firrhill High School	90	92	64	63	71	67	71	70	58	60	67	66	69	73	44	51	56	51	57	55	31	38	40	39	47	45	25	25	33
Forrester High School	88	79	42	39	41	44	56	38	39	36	42	39	52	39	23	22	26	23	27	24	16	10	17	15	18	17	13	8	13
Gracemount High School	72	56	32	39	39	43	53	34	28	39	35	45	53	34	17	18	22	35	19	21	13	10	13	22	9	13	15	9	3
Holy Rood RC High School	77	91	42	48	44	48	51	64	39	49	39	48	46	62	30	34	24	35	34	42	20	23	15	24	21	31	15	13	13
James Gillespie's High School	89	91	71	81	81	77	73	72	71	85	80	80	75	79	57	65	62	65	64	64	38	47	50	51	48	49	24	36	33
Leith Academy	79	74	31	37	39	44	54	42	32	35	41	49	51	45	20	27	24	32	35	31	12	20	14	18	21	18	9	12	9
Liberton High School	79	81	33	37	41	45	46	55	23	31	38	42	48	50	14	19	23	19	26	29	6	13	14	11	15	15	3	4	7
Portobello High School	81	87	55	51	57	55	57	60	54	50	57	55	56	58	37	35	42	36	40	41	22	23	27	23	27	27	12	18	19
Queensferry Community High School	90	91	57	54	65	64	67	70	52	49	60	63	62	69	38	34	48	49	44	47	27	21	34	33	29	33	22	14	19
St Augustine's High School	80	88	50	56	50	61	53	53	50	52	50	62	53	53	36	34	34	38	35	33	22	18	19	27	22	19	16	8	11
St Thomas Of Aquin's High School	91	95	64	74	76	71	69	79	56	68	75	69	69	85	45	60	62	58	60	68	37	53	49	41	50	53	35	41	37
The Royal High School	92	94	72	67	72	71	75	70	72	66	74	70	75	69	58	49	59	50	61	53	39	36	40	38	45	37	32	28	35
Trinity Academy	81	81	53	53	53	53	51	54	46	51	55	52	51	58	39	36	41	39	37	33	24	23	29	30	24	23	17	17	24
Tynecastle High School	77	74	37	37	45	46	49	40	35	31	41	36	43	41	18	17	24	19	26	20	13	12	11	12	14	11	9	9	10
Wester Hailes Education Centre	67	72	8	20	17	23	23	40	7	23	18	23	20	42	3	3	5	8	1	21	0	0	1	1	0	12	0	0	2
Edinburgh	**82**	**84**	**50**	**52**	**56**	**57**	**59**	**60**	**48**	**50**	**55**	**55**	**57**	**61**	**35**	**37**	**40**	**41**	**42**	**43**	**24**	**26**	**28**	**29**	**30**	**30**	**18**	**18**	**20**
Scotland	**83**	**n/a**	**48**	**50**	**53**	**55**	**57**	**n/a**	**44**	**47**	**50**	**52**	**54**	**n/a**	**31**	**33**	**35**	**37**	**38**	**n/a**	**21**	**22**	**24**	**26**	**27**	**n/a**	**14**	**15**	**16**

Post Results Services Summary of SQ

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; National 5; Level 4: Intermediate 1 at A-C; S Grade at 3-4; National 4; Level 3: Access 3; S Grade at 5-6; National 3	attaining 1 or more 7 or better by the end S6		
School Name	**2012**	**2013**	**2014**
Balerno Community High School	19	24	19
Boroughmuir High School	37	41	46
Broughton High School	14	16	21
Castlebrae Community High School	0	3	0
Craigmount High School	26	24	27
Craigroyston Community High School	0	0	4
Currie Community High School	27	29	29
Drummond Community High School	10	5	9
Firrhill High School	27	30	31
Forrester High School	8	9	13
Gracemount High School	13	12	10
Holy Rood RC High School	13	10	24
James Gillespie's High School	35	37	40
Leith Academy	11	16	13
Liberton High School	9	9	8
Portobello High School	17	20	19
Queensferry Community High School	15	17	19
St Augustine's High School	16	10	8
St Thomas Of Aquin's High School	32	42	45
The Royal High School	29	36	27
Trinity Academy	25	16	21
Tynecastle High School	7	15	9
Wester Hailes Education Centre	4	0	4
Edinburgh	**20**	**21**	**22**
Scotland	**16**	**17**	**n/a**