

Continue to improve the quality of attainment, particularly at S5 and S6.

The Director, Head of Educational Development Services and the QIOs had ensured that the attainment agenda had been given a very high priority and profile. Educational Services has had Raising Attainment at S4, S5 and S6 as a priority in its Service Improvement Plan. The profile of this action was increased, with head teachers being regularly encouraged to continue to work on strategies to raise attainment. During Quality Audits the Quality Indicator 1.1 was a regular feature for evaluation.

In terms of primary schools, the attainment agenda had been given a high profile through headteacher meetings, QIO reviews in schools and during Quality Audits. Overall, the evidence from HMIe reports showed improved evaluations for QI 1.1, Improvements in Performance.

All secondary head teachers and senior school staff were given training on the interpretation and use of data. A Data Working Group was established, led by a QIO, with one member from each Secondary School represented. Depending on the agenda items, this is attended by a further QIO who has a lead role in ICT and the Management Information System. All members of the group were trained on the use of STACs data so that they could become trainers within their own establishments. A sub-group developed Authority training materials which were then used to train staff in each Secondary.

As a result of discussions at the group, improvements were made in February 2009 to the prelim analysis for S4. They now include predicted UPSA which has been used for pupil choice for S5. There was more focused target setting in schools which included greater expectation at Level 4 and 5 using baseline predictions.

Improvements were made to the range of data shared with Secondary Schools to include back-tracking on baseline, prediction and actual higher grade performance so that departmental trends could more easily be identified. The inclusion of predictions for 1+ Higher from UPSA were introduced in August 2009 and as a result more pupils are now studying at least one Higher in S5.

The Director and Head of Educational Development Services (HEDS) hold individual meetings with Secondary head teachers on attainment in September/October. During these meetings there has been increased use of trend data. Where there has been an identified need, post prelim analysis has also been carried out in March/April. Action points were followed up between meetings and at the next meeting. In 2009 there was a move to meetings involving some or all of a school's Senior Management Team plus the appropriate QIO. As a result of this, Senior Management Teams are more accountable for performance across the Secondary sector.

In 2008, to address declining S4 attainment in English, Mathematics and 5+ Level 3, the topic was a feature of meetings between the Director, HEDS and head teachers. Various factors which could contribute to poor performance were addressed including staffing difficulties, absence, truancy, behaviour, roll changes following census and college attainment not counting in STACs. As a result, the importance of attainment at these levels was stressed to head teachers; one QIO pursued dual registration of college pupils and the importance of course registration rather than units; the Inclusion and Support Services Manager is bringing forward proposals to help address behavioural issues and absence; successful advertisement for mathematics teachers secured three new staff for 2009/10; the Learning and Teaching officers for Numeracy and Literacy have attended a number of Secondary Subject Group meetings to disseminate good practice and provide training and support where necessary.

QIOs attend up to five departmental reviews in each Secondary School. They have reported more effective questioning by school senior managers and improved preparation by Principal Teachers prior to the meeting. At Subject Specialist group meetings, raising attainment and the sharing of good practice continues to be a standing agenda item. Some group meetings now rotate around the Secondary School departments to aid sharing practice in learning and teaching.

APPENDIX 2

Specific approaches to S5 and 6 include developing leadership at departmental level. There is increased rigour by Senior Management Teams in working with individual departments as well as improved use of data by staff. Overall there are higher expectations of staff and young people. There are more robust approaches to allocating pupils to courses and evidence that more young people study at least one higher in S5. Coaching and mentoring have been used by staff in school to support senior pupils. Study support classes are made available to pupils for a variety of subjects and courses in individual schools. Head teachers report improved structure and focus for study periods and tightening up on homework activities. Schools provide useful information to parents on how to support their child.

There has been much work undertaken on learning and teaching methodology. An increasing number of staff in secondary schools have been trained in Critical Skills. Aifl practices continue to be a focus as well as developments in literacy, numeracy and enterprise. All of these contribute to raising attainment.

Levels of attainment in primary schools have remained steady from 2006-2009. Following a significant improvement in 2003/04 attainment has been maintained at a high level although there is headroom for improvement in a number of schools. The Authority is developing plans for monitoring pupil progress across the experiences and outcomes of Curriculum for Excellence.

In Secondary schools reading attainment in S1/2 has shown a five year upward trend. Attainment in writing has improved over the past five years with the highest figure being achieved in 2008/09. Attainment in mathematics has improved over the past five years with the highest figure achieved in 2008/09. There is still headroom for improvement particularly in writing and mathematics.

In S4, English at level 3 or above had a high level of performance 2005-07. There was a decline in 2008 but performance improved again in 2009. Mathematics at level 3 or above had a high level of performance in 2005-07 with a decline in 2008 followed by improvement in 2009. English and Mathematics combined had a similar trend. The Moray performance in English and Maths was better than the average of the comparators and ahead of the national position in 2009. 5+ Level 3 performance showed a similar trend to English and Mathematics with the 2009 position being ahead of the national and comparator figures. At 5+ Level 4 there was a high level of performance in 2009. Again performance was better than the comparator average and national figure. There was an improved performance at 5+ Level 5 with the 2009 figure being the highest ever achieved by young people in Moray and in the second decile nationally. There was an upward trend from 2005. Over the past five years there has been an increase in the number of schools reaching or exceeding baseline predictions at these levels.

In S5, 1+ Level 6, the 2008 figure was the highest achieved for five years at 42%. This was only one percent behind the highest ever achieved by Moray schools. In 2009 the figure slipped to 40% but improved to 41% post appeals. At 3+ Level 6 there was a small increase from 20% to 21% in 2008. This increased further to 22% in 2009. This was the highest figure achieved since 2002 for pupils in Moray. The number of pupils achieving 5+ level 6 awards was the highest figure ever in 2009 at 10% an increase of 3% on the previous years' performance. Sixteen pupils across Moray achieved 5 Grade A Higher passes, which is the highest number ever.

In S6 attainment at 1+ level 6 improved by 2% in 2008 and by a further 1% in 2009 to 46%. The number of pupils who achieved 3+ level 6 improved by 4% to 31% in 2008 but slipped back to 30% in 2009. 19% of pupils achieved 5+ level 6 awards in 2008 and although this slipped to 17% in 2009, the post appeals figure rose to 18%. In 2008 13% of S6 pupils achieved 1+ level 7 awards and this was maintained in 2009. This was the highest figure ever achieved by schools in Moray.

As a result of the work of the Authority, including the provision of UPSA, the percentage of pupils entered for Highers in session 2009/10 were the highest ever since authority tracking began in 2005/06 which has contributed to the improvements outlined above. There was evidence that more pupils were returning to S5 and sitting at least one Higher. There was a decrease in raw numbers of school leavers in the More Choices More Chances category in 2005-09. The percentage fell in 2005-08 but increased in 2009 to 11.8%. However this was below the national figure. 2009 saw 30.4% of young people in Moray entering Higher Education. This was the highest recorded figure for Moray.