

EAST AYRSHIRE COUNCIL

GOVERNANCE & SCRUTINY COMMITTEE : 11 MARCH 2011

PRIORITIES FOR RAISING ATTAINMENT IN EAST AYRSHIRE SCHOOLS AND EARLY YEARS ESTABLISHMENTS

PROGRESS REPORT ON FIRST YEAR OF IMPLEMENTATION

Report by Executive Director of Educational and Social Services

1. PURPOSE OF REPORT

- 1.1 To update and seek Committee approval for the actions taken in year one of the report: Priorities for Raising Attainment in East Ayrshire Schools and Early Years Establishments (2009 – 2012).

2. BACKGROUND

- 2.1 The focus in all educational establishments in session 2009-10, as described in the October 2009 Cabinet paper 'Priorities for Raising Attainment 2009-12', has been to raise standards of literacy and numeracy and further improve academic and vocational skills and knowledge for our young people to better prepare them for life and work after formal school education. These priorities are integral to the Single Outcome Agreement and Community Plan priorities of promoting 'skills for learning, life and work', ultimately leading our young people towards achieving a positive and sustained destination when they finally leave school. These outcomes will be monitored through the Community Plan.
- 2.2 The information and data in this report sets a context and summarises the outcome of the work to date in supporting children and young people led by educational establishments and the Department of Educational and Social Services (ESS).

3. SOCIAL AND ECONOMIC PROFILE 2009-10

- 3.1 It is important to understand the social and economic baseline of our children and young people as this helps focus attention on the social, emotional and parenting infrastructure required to better prepare them to be able to access learning. There is also extensive research which correlates a link between social deprivation and academic attainment. It is therefore important to be aware of the East Ayrshire pattern to allow appropriate support to be put in place for our young people. Based on 2009-2010 data East Ayrshire children and young people are above the national average in claiming free meals entitlement (FME) and footwear and clothing grants.

- The primary FME in East Ayrshire is 24.6% compared to a national average of 19.8%. Secondary aged figures are: 17.8% against a national average of 14.4%. These percentages have increased in East Ayrshire over the past five years. For example, in 2005-6 the respective figures were 21% primary and 16% secondary. The average over the four year period of 2005-09 was 20% primary and 15% secondary.
- Of a combined primary/secondary pupil roll of 16,255 pupils 2132 have additional support needs. This equates to 13.2% of the total roll.
- 481 pupils in our schools are presently looked after and looked after and accommodated (LAAC).
- Leaver destination data indicates that 34% of East Ayrshire young people attend higher education against a national average of 35%; 14% secure jobs against a national average of 18%; and 12% are in the More Choices: More Chances category against a national average of 14%.

3.2 Education, Skills and Training Domain 2009-10 SIMD Comparison with Family Authorities

Local Authority	No of Data Zones	SIMD 2009-10 (SIMD 2006) No of Data Zones in 15% most deprived (education domain)	SIMD 2009-10 (SIMD 2006) Local share %
East Ayrshire	154	30 (27)	19.5 (17.5)
Clackmannanshire	64	13 (12)	20.3 (18.8)
Falkirk	197	20 (39)	10.2 (19.8)
North Ayrshire	179	45 (28)	25.1 (15.6)
North Lanarkshire	418	90 (89)	21.5 (21.3)
West Lothian	211	17 (20)	8.1 (9.5)

3.3 In recognition that many of our children and young people require additional support to be in a position to be able to access learning, a range of additional provision has been further developed and new provision introduced to build the capacity of our young people to achieve the four capacities of the Curriculum for Excellence. One of the new programmes introduced has been the Nurture Programme which is taking place in New Cumnock PS, Hillhead PS, Netherthird PS and New Cumnock PS. The programme has already recorded some significant success and detail of this is summarised in 3.4 - 3.6. Details of the background to the Nurture programme are in the August 2009 Cabinet paper 'Piloting of Nurture Classes in East Ayrshire'.

3.4 Children in the nurture programmes made a statistically significant improvement on three measures of Speech and Language Therapy Assessments in comparison to a 'control group' which was not part of the

programme. These included: 'naming vocabulary and expressive language, including syntax and grammar'.

- 3.5 Children in Nurture groups made a larger improvement and scored significantly higher on the content and quality of their spoken language than children in control groups who were not in the programme. Children in Nurture groups also made a significant improvement in their literacy skills confirming that, although Nurture is primarily focused on developing social and emotional skills, pupils continued to make academic gains in literacy on a par with their peers - reinforcing the point that if children are supported with their basic social and emotional needs one outcome is improved attainment.
- 3.6 5- 14 attainment rates (%) for Level A Reading, Writing and Mathematics were collated for classes where pupils had attended Nurture groups. Some emerging trends were apparent. Where Nurture focused on Primary 1, between 12-23% Primary 1's achieved Level A Mathematics, where previously in the control schools there was no evidence of P1 children in the nurture defined category of need achieving this level. Pupils in Primary 2 involved in the programme recorded a noticeable increase in Level A reading and Mathematics attainment. At the Primary 3 stage, one school recorded the highest attainment of Level A reading in four years. Where Nurture has been in place in a school for two years the Nurture class children made demonstrably recordable gains both academically and socially and emotionally. The work to date suggests that the longer Nurture is in place in a school, and the more embedded it becomes, the greater impact it has on our most vulnerable children. A pilot of the approach in our Nurseries and Family Centres will begin in January 2011 in order to ascertain if even earlier intervention of the approach is effective.
- 3.7 In addition to the nurture programme, there is a wealth of good practice across all children's services in promoting positive relationships and emotional wellbeing for children and young people. There are robust links with, for example, partners in health through the Community Health Partnership arrangements, the Parent Support Strategy and the Pan-Ayrshire Mental Health Framework subgroup for Children and Young People. In addition, East Ayrshire Support Staff (EAST), Psychological Services, Community Link Workers, Family Care Workers, Education Staff, School Nurses and Children and Families, Social Work Services all work together routinely, and with families, to better support vulnerable children and young people. This level of support will be reviewed as part of the strategic review of the budget process.
- 3.8 The Pathways to Inclusion Group currently oversees the Authority's approach to promoting inclusion by advising approaches aimed at reducing exclusions, improving school attendance through improving relationships and school ethos. Some of the work of the group has included to date,
- Staged intervention
 - The Integrated Assessment Framework
 - the piloting of Nurture classes,
 - the promotion of training in Restorative Approaches,

- research into 'Cool in School',
- the initial implementation of 'Non-Violent Crisis Intervention' approaches,
- implementation of the Framework For Intervention and a strategic approach to managing absence from schools.
- Co-ordinating training in 'We Can and Must to Better'- a training resource aimed at better supporting the needs of children who are looked after

3.9 The Department of Educational and Social Services will continue to work to ensure that the resources available in Schools, Community Support and Children and Families are utilised holistically to best meet the social, emotional and care needs of our children and young people. The principle under-pinning Getting it Right for Every Child (GIRFEC) will be used to help prepare young people to be in a position to benefit from the learning opportunities available to them across the authority.

4. EAST AYRSHIRE AREAS FOR IMPROVEMENT: EARLY YEARS

4.1 The Department of Educational and Social Services (ESS) has made good progress in respect of supporting the development of targeted, integrated services for vulnerable children aged 0-3 years and in building parenting capacity pre and post birth. There is a new admissions policy for children 0-3 years which now incorporates a range of services for children and their families. In addition, nursery and family centres now provide parent/child placements one day a week. The roll out of the Solihull approach to parenting is progressing and staffs across agencies have now been trained in this approach. A Report will be issued to Cabinet updating members on progress in this initiative.

4.2 There has been continued progress in developing the quality of provision in nursery classes across East Ayrshire. Programmes in nursery classes follow national guidelines, with a focus on the principles and practice in Curriculum for Excellence. Literacy and numeracy activities have been planned and implemented across the curriculum with a focus on learning through play matched to the interests and learning styles of the children. The value of outdoor learning, using outdoor environments is being increasingly promoted. Transition arrangements have been further developed to involve parents in home learning initiatives and to ensure continuity of learning within the Curriculum for Excellence Early Level into primary one.

4.3 Employers and the Early Education and Childcare Workforce are progressing well in terms of registration standards and over 90% of the workforce has an appropriate qualification. The focus of this work has primarily been in the voluntary and private sector.

5. ADDITIONAL SUPPORT NEEDS (ASN)

5.1 All establishments continue to use differentiated approaches to learning which meet the needs of all children and young people with additional support needs. There is a breadth of experience across special schools and supported learning centres in terms of using learning and teaching methods to

support the very individual needs of children and young people. Each young person has an individualised support plan and progress is monitored through a formal review process measured against the plan.

- 5.2 All establishments have individual education plans for children and young people and targets are set for individual children.
- 5.3 The Governance and Scrutiny Committee receives a six monthly update in respect of children who are placed outwith the local authority area. Arrangements are much more robust in respect of setting out detailed plans for children in an outwith authority placement and reintegration is always considered as part of that planning process.
- 5.4 An external review of the Council's arrangements in respect of outwith placements has been completed and an action plan is currently being drawn up to take forward some of the very specific points arising from the review.

6. EVIDENCE OF ACADEMIC ATTAINMENT (5-14)

- 6.1 Session 2009-2010 is the last session when 5-14 data will be available for collection, given the introduction of the Curriculum for Excellence (CfE). In session 2010-2011 data will be available for pupils in second year of secondary education, but otherwise the revised assessment and reporting procedures established for CfE are being prepared. The new procedures will be based on establishment of internal moderation designed around four broad levels of learning (prior to pupils entering a senior phase of education). The principles of CfE promote the philosophy that learning is personalised to an individual and assessment and reporting is predicated on these principles, particularly in the earlier general phase of education (P1-S3). Statistical evidence available from session 2010-2011 will therefore comprise of Scottish Credit and Qualifications Framework (SCQF) qualifications data and information from the Scottish Survey of Achievement (SSA) which is a 'sample based' survey that monitors attainment, literacy and numeracy across learning at P4, P7 and S2. There will also be the international Programme for International Student Assessment (PISA) covering skills in reading, mathematics and science literacy at aged 15 (S4) which is also a sample based survey demonstrating trends in performance.
- 6.2 The figures for session 2009-2010 in all aspects of 5-14 reporting are positive with evidence of consistent improvement across all sectors of reading, writing and mathematics. The tables below supply comparative data. Please note that there is a detailed summary in appendix 1 of all of the 5-14 and SCQF results on a school by school basis and individual performance is also benchmarked against the SIMD social deprivation indexes for each school.

6.3 Primary Schools 5-14 (%)

Percentage of pupils attaining their expected level

	2006-2007	2007-2008	2008-2009	2009-2010
Reading	79	80	82	84
Writing	71	73	75	77
Mathematics	83	84	85	86

6.4 Secondary Schools 5-14 (%)

Percentage of pupils attaining their expected level

	2006-2007	2007-2008	2008-2009	2009-2010
Reading	67	63	71	76
Writing	50	49	54	55
Mathematics	69	68	71	72

6.5 The improved performance as described in the tables is largely down to good teaching and committed staff in all of our schools. Their work has been supported and supplemented through a variety of continuing professional development (CPD) programmes led by the Department of Educational and Social Service. For example, a Future Learning and Teaching Project (FLaT) focusing on literacy development across primary and secondary sectors, particularly at the P7/S1 interface has been rolled out to all East Ayrshire schools with notable success. Thirty key staff have been trained in 'Closing the Literacy Gap' while teachers across the primary and secondary schools and some members of the EAST team have been trained in the use of diagnostic assessments and interventions designed to improve their analysis of pupil performance and development needs in literacy. A 'Closing the Literacy Gap – WAVE 3' programme involving classroom assistants to supplement teacher support to individual young people and support staff delivering the 'Closing the Literacy Gap' programme has also been welcomed in schools.

6.6 A 'Leaders in Literacy' development project which linked staff from the University of Strathclyde with schools in East Ayrshire and included work on literature circles, novel studies, reading and writing challenges, phonics and collaborative approaches to literacy programmes has also reported success with young people in primary and secondary schools. All Primary Schools have a designated 'Leader in Literacy' to take forward literacy developments within their school.

6.7 In order to improve performance in writing in lower secondary schools a range of measures are being developed across schools. In addition to the work being carried out in individual schools and departments, a Curriculum for Excellence Literacy Development Team is coordinating literacy development across the authority. Examples of initiatives being progressed include:

- Producing an East Ayrshire Directory of Literacy Initiatives to which all subject specialists will have access.
- Creating a range of CPD materials to support all staff in all subjects develop their skills as 'teachers of literacy'.
- Sharing best writing practice with all staff through the use of GLOW
- Close working with the University of the West of Scotland (UWS) to further develop robust moderation activities to ensure all staff understand standards and consistently work towards improvement.
- Access to literacy in-service programmes with a focus on writing delivered by Learning and Teaching Scotland (LTS) April 2011.
- Revised guidelines are in the process of being produced at authority level for all schools with a focus on the 'general phase' (S1-3) on literacy. These guidelines due in February 2011 are based on best national information and good practice.
- A roll out of an initiative titled: Vocabulary, Communication, Openings and Punctuation (VCOP) is taking place in schools across East Ayrshire. This programme supports young people focus on the four areas in VCOP and analyse their individual strengths and areas of development. This programme has been piloted successfully in England and will be incorporated into East Ayrshire schools this term.

7. EVIDENCE OF ACADEMIC ATTAINMENT (16-18)

7.1 English and Mathematics Level 3 awards (%) (Foundation/Access)

	2006-2007	2007-2008	2008-2009	2009-2010
East Ayrshire	90	89	92	88
Comparator Authorities	91	92	94	94
National	92	91	92	92

7.2 The percentage of pupils achieving 5 SCQF Level 3 (Standard Grade Foundation/ACCESS awards) across all subjects:

5+ Awards at SCQF Level 3 (Foundation/ACCESS 3) (%)

	2006-2007	2007-2008	2008-2009	2009-2010
East Ayrshire	89	89	90	89
Comparator authorities	91	91	93	93
National	91	90	91	92

7.3 The SCQF Level 3 figures for 2009-10 have recorded a small drop in performance for this cohort of young people studying ACCESS 3 or Foundation level although the three year average of 90% and 89% respectively indicates consistent performance, albeit just below the national average. Taking into account the research referred to in 3.1 this is a laudable

outcome. In addition, it is important to recognise that 310 SCQF Level 3 Units, which is the equivalent of 100 additional Foundation or Access 3 awards, were undertaken by school students in Kilmarnock College. Detail of the success of these pupils at Kilmarnock College is outlined in table 8.3 below. Such success is not recorded on the tables 7.1 and 7.2 thereby potentially distorting the overall percentage comparison. There is no available evidence of the number of young people who study at Colleges in our comparator authorities, or nationally, which would give us a more robust indicator of the possible distortion of results. The view of the senior staff at Kilmarnock College nevertheless is that the College caters for more 14-18 year olds than most of its equivalents across central Scotland.

7.4 The percentage of pupils achieving 5 SCQF Level 4 (Standard Grade General/Intermediate 1):

5+ Awards at SCQF Level 4 (General/ Intermediate 1) (%)

	2006-2007	2007-2008	2008-2009	2009-2010
East Ayrshire	72	71	74	70
Comparator authorities	72	74	76	78
National	75	75	77	78

7.5 Once again there has been a small dip in performance in session 2009-10 compared to the previous session, although the three year average demonstrates a consistent performance around 72%. In 2009-10 174 SCQF Level 4 Units, which is the equivalent of 58 additional General or Intermediate 1 awards, were undertaken by school students in Kilmarnock and Ayr Colleges. The Directorate during September and October met with the senior management teams of each Academy in East Ayrshire to go over all of their results in detail. The outcome of these reviews indicated that there was no generic reason to explain the slight differential in performance at SCQF level 3-5 across the authority. Some schools had performed very well and had indeed improved from session 2008-9, while others had reported a dip. Each head teacher was able to explain the context and background to all the subjects that performed well and also identify where performance had not matched expectation. Rigorous challenge and support has been put into place where the latter was evident and this was reviewed with the Directorate at the meetings. The outcome of these meetings will be followed up as part of the Department's Quality Improvement programme during the session and, in addition, the Head of Schools will retain a personal interest in reviewing progress with each Head Teacher as necessary.

7.6 The percentage of pupils achieving 5 or more awards at SCQF Level 5 (Standard Grade Credit/Intermediate 2):

5+ Awards at SCQF Level 5 (Credit/ Intermediate 2) (%)

	2006-2007	2007-2008	2008-2009	2009-2010
East Ayrshire	28	29	31	28
Comparator authorities	29	30	32	32
National	33	34	35	35

7.7 The comment in the narrative in 7.5 is also pertinent to performance in the table above. For information, it is worth noting that 16 SCQF Level 5 Units, which is the equivalent of 5 additional General or Intermediate 2 awards, were undertaken by school students in Kilmarnock College

7.8 The percentage of pupils in East Ayrshire achieving at least one SCQF Level 6 award (Higher Grade):

1+ Awards at SCQF Level 6 Higher) %

	2006-2007	2007-2008	2008-2009	2009-2010
East Ayrshire	36	35	34	41
Comparator authorities	34	33	36	40
National	38	38	40	43

7.9 Unlike the performance at Standard Grade all schools across the authority reported an increase in performance at Higher level in all categories. Indeed the success at all three categories of 1, 3 and 5 Highers is the best ever reported for East Ayrshire. Head Teachers were unanimous in reporting that the success was down to the hard work and commitment of staff. One Head Teacher did note that it was a conundrum that results at Higher level – traditionally more challenging to achieve than at Standard Grade level- had come at a time when the latter had performed less well, with the same teachers teaching both programmes. Such an observation perhaps reinforces the importance of not reading too much into one year of results. Nevertheless, the successful results at Higher level across all schools are to be commended.

7.10 **The percentage of pupils in East Ayrshire achieving three or more awards at Level 6 (Higher Grades):**

3+ Awards at SCQF Level 6 (Higher) (%)

	2006-2007	2007-2008	2008-2009	2009-2010
East Ayrshire	19	18	19	22
Comparator Authorities	18	18	19	21
National	22	22	23	24

7.11 **The percentage of pupils in East Ayrshire achieving five or more awards at level 6 (Higher Grades):**

5+ Awards at SCQF Level 6 (Higher) (%)

	2006-2007	2007-2008	2008-2009	2009-2010
East Ayrshire	8	8	8	9
Comparator Authorities	7	7	8	9
National	9	10	10	11

7.12 It is important to note that in addition to the above Higher awards 21 young people passed Higher Psychology at bands A-C at Kilmarnock College. These results are not reflected in the tables above.

8. KILMARNOCK AND AYR COLLEGE ATTAINMENT BY EAST AYSRHIRE PUPILS.

8.1 Overall in session 2009-2010, 788 young people attended Kilmarnock and Ayr Colleges and completed 1,332 additional awards at a range of levels from SCQF Level 3 (Foundation) to SCQF Level 7 (Advanced Higher). This is summarised in table 8.3.

8.2 The table also illustrates that 294 young people attended a programme of Leadership Academy at Kilmarnock College. Groups of 14 pupils attend the College for one week and participate in team building activities, outdoor learning and prepare and deliver a dramatic production or presentation on their activities. At the end of the week the young people will have passed 3 sections of their East Ayrshire Youth Award at Bronze level and the fourth section will be completed on their return to school. Normally each school sends 3 groups of pupils with additional pupils participating from Park School and Youth Strategy during the session.

8.3 College Tables

Kilmarnock College Awards - 2009 - 2010

School	No of Pupils	Awards Gained	SCQF Level 3	SCQF Level 4	SCQF Level 5	College Certificates	Higher	AH	Leadership Academy
Auchinleck	59	86	4	8	6	68	0		26
Cumnock	56	64	5	1	0	58	0		39
Doon	77	113	80	11	5	17	0		14
Grange	89	235	44	3	1	161	5	8	36
James Hamilton	53	75	16	3	1	43	3	3	26
Kilmarnock	148	185	36	19	0	108	3	2	52
Loudoun	108	186	50	23	0	96	4	5	30
Park	17	23	5	1	0	17	0		10
St Joseph's	108	257	54	74	1	116	3	1	25
Stewarton	70	108	16	7	2	69	3	2	36
Youth Strategy	3	0	0	0	0	0	0		0
Total	788	1332	310	150	16	753	21	21	294

Ayr College Awards - 2009 - 2010

School	No of Pupils	Awards Gained	SCQF Level 3	SCQF Level 4
Cumnock	12	24	0	24

9. ACTIONS TO CONTINUALLY IMPROVE ATTAINMENT

- 9.1 The Improvement Plans in each secondary school set out the key strategies and outcomes which schools will focus on to improve attainment and achievement, taking account of their own local circumstances. These are monitored and challenged by the Quality Improvement Team. Continuing Professional Development (CPD) programmes at school and authority level have also focussed very specifically on twilight and peer support programmes designed to improve pedagogy. This resource has been scrutinised and applied carefully to ensure it brings value for resource and impacts on learning and teaching in the classroom.
- 9.2 In 2009-2010 a new model of school review titled: 'Helping You Improve' (HYI), which is designed to validate a school's own self-evaluation, was piloted in nine primary schools by the Quality Improvement Team. Quality Improvement Officers worked with the schools by observing class lessons, interviewing focus groups of staff, parents and pupils and examining the

school's Improvement Plan and policy documents. Officers provided feedback to the senior leadership team on how the school can improve provision for the children and young people against a sample of Quality Indicators in 'How Good is Our School'. This programme is designed to increase the responsibility on schools to robustly self evaluate and report and act on areas of performance requiring attention. This model of self evaluation matches current advice from HMIE on what it expects from effective school evaluation.

9.3 At an authority level, the Curriculum for Excellence Leadership and Management Board is co-ordinating efforts to improve attainment and achievement across all educational establishments. The Board's priorities include continuing to build on the work taking place to further improve literacy, numeracy, health and well being, science and ICT. The Authority has already received national recognition with three of our schools' pilot work being featured in the National Assessment Resource (NAR), which exemplifies national standards and expectations in learning. Learning and Teaching Scotland has worked in partnership with East Ayrshire on an innovative 'e-portfolio' pilot to allow young people to monitor and review their achievements using GLOW (the digital network for schools Scottish schools). This pilot has been evaluated, and recommendations for the improvement and further development of the tool are being taken forward across Scotland in session 2010-11.

9.4 The More Choices: More Chances and 16+ Learning Choices programmes continue to offer additional resources and guidance to young people requiring support to access education, training or employment. In session 2009-2010 52 young people who were in P7-S4 and who were looked after at home were supported by a 'Youth Advocate' in partnership with the East Ayrshire Youth Advocacy service. 100 young people in S3-S5 were supported in schools with their academic attainment. This support was provided in the form of mentors, additional supported study, tutoring or additional resources. Of the 100 young people supported overall, 61 were in S4 and S5 and enrolled for SQA certificate examinations. Of these young people, 59% achieved Mathematics and English at SCQF Level 3 or better. This demonstrated an increase from 42% in 2008-09. The number who gained one qualification at SCQF Level 3 or better also increased from 51% in 2008-09 to 75% in 2009-10. Table 9.5 below summarises this information.

9.5 Attainment of looked after children at level 3 English and Mathematics

	2006-07	2007-08	2008-09	2009-10
English and Maths at SCQF Level 3 or better	21%	29%	42%	59%
One SCQF Level 3 or better	40%	50%	51%	75%

- 9.6 As part of the package of support a 'school non-attende'e's' programme was established during the session to work with young people in fourth year of school age who were 'school refusers'. Twenty four young people were supported through this programme and 18 have already achieved positive destinations with support still being allocated by Skills Development Scotland to the remaining six.
- 9.7 Some of the highlights of the work of the MC: MC and 16+ Learning Choices programmes are bulleted below for information
- Effective partnerships with the University of the West of Scotland (UWS) (through the Memorandum of Understanding) and Kilmarnock College is ensuring that young people embarking on the Scottish Baccalaureate in Science and Modern Languages are being supported in their interdisciplinary projects.
 - Young people interested in high demand professions like medicine, veterinary medicine and law, are being supported through the academic knowledge and skills development in applications, interviews and personal support through the university course.
 - Young people interested in engineering are being supported through business coaching to develop the skills necessary for engineering and through entry to and completion of university courses.
 - Work is being done to provide supports for young people with additional support needs to ensure they have the necessary information about opportunities and supports available to them post school so that they are in a better position to make informed choices about destinations.
 - All schools have 16+ Learning Choices teams who work closely with Skills Development Scotland (SDS) and other providers and agencies to ensure all young people are helped to go into positive destinations.
 - Local businesses are engaging with schools to support the curriculum as well as provide valuable work experience for young people; and schools are working on a flexible curriculum, including college course input, to meet the needs of young people.
- 9.8 In addition to the above developments one of the priorities of the developing 'Make it Kilmarnock' initiative is to use education as a driver in the regeneration of Kilmarnock post -Diageo. A range of proposals will be presented to the 'Make it Kilmarnock' Strategic Board at the end of January, all designed to help raise attainment and achievement across the 3-18 sector in Kilmarnock. This is in recognition that young people need relevant life and vocational skills and appropriate qualifications if they are to play a central role in regeneration of the town. Education, working in partnership with business, other education partners and the community has a key role to play in this programme.

10. SCHOOL LEAVER DESTINATIONS

	Higher Education	Further Education	Training	Employment	Voluntary Work	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Leavers
Auchinleck Academy	31.3%	30.2%	10.1%	18.4%	0.0%	7.8%	2.2%	0.0%	179
Cumnock Academy	32.8%	29.2%	10.9%	14.6%	0.0%	9.9%	2.6%	0.0%	192
Doon Academy	12.0%	44.0%	14.7%	18.7%	0.0%	10.7%	0.0%	0.0%	75
Grange Academy	38.6%	26.4%	8.1%	15.2%	0.0%	11.2%	0.5%	0.0%	197
James Hamilton Academy	31.2%	33.9%	5.5%	15.6%	0.9%	11.0%	1.8%	0.0%	109
Kilmarnock Academy	34.5%	31.0%	3.5%	14.8%	0.0%	14.1%	2.1%	0.0%	142
Loudoun Academy	33.2%	34.8%	10.3%	14.1%	0.0%	7.1%	0.5%	0.0%	184
St Joseph's Academy	35.6%	31.3%	8.8%	11.3%	0.0%	11.9%	0.6%	0.6%	160
Stewarton Academy	43.7%	32.8%	5.0%	7.6%	0.0%	8.4%	2.5%	0.0%	119
East Ayrshire Council	33.7%	31.6%	8.5%	14.4%	0.1%	10.1%	1.5%	0.1%	1,357

10.1 The percentage of school leavers entering positive destinations in East Ayrshire in 2009/10 was 88.4% which is above the national average of 86.8%. This is an improvement of 3.7% from 2008/9. This is notable given the current levels of unemployment in East Ayrshire. 8.2 below outlines the destinations of the young people.

10.2 Trends in Positive Destinations

The number of young people moving in to Higher Education has increased from 30.9% in 2009 to 33.7% in 2010 although the number entering Further Education reduced from 33.4% to 31.6% this session. Overall the percentage entering Higher or Further education increased from 64.3% to 65.3%. There has been an increase in the number of young people entering training from 7.6% to 8.5% and an increase in the number of young people entering employment from 12.7% to 14.4%.

10.3 Trends in Negative Destinations

The number of young people who are unemployed and seeking has fallen from 11.8% to 10.1%, this is the lowest level recorded. The number of young people who are unemployed and not seeking has also fallen from 1.7% to 1.5%. The number of young people whose destination was unknown has fallen to 0 as compared to 24 last session.

11. PROGRAMMES TO SUPPORT WIDER ACHIEVEMENT

11.1 The Curriculum for Excellence Leadership and Management Board and the Recognising Wider Achievement Development Team held two successful partnership events in October to further develop partnership working with a wide range of providers. As a result of these sessions a 'Directory of Opportunities for Wider Achievement' has been produced and is available in every establishment. In session 2009-10, for example, Doon Academy and Kilmarnock College were invited to submit their joint work on developing a Leadership Academy for young people to a national review as an example of a programme worthy of national recognition.

11.2 A range of awards have been delivered across all Nursery, Primary and Secondary establishments as a result of the work done on the Directory of Opportunities. Some of the awards achieved are listed below:

- Cycling Proficiency
- Junior Road Safety Officer
- Heartstart
- Leadership Academy (School)
- ASDAN
- John Muir Awards
- Sport Leader
- XL ASDAN
- Sailing Level 1
- Caledonian Awards
- Diana Award
- Shine Girl Award
- Millennium Volunteers
- EAYA
- ASDAN COPE
- Fairways Project
- Mark Scott Leadership for Life
- Swimming awards
- BTCV Dynamic Youth Awards
- Duke of Edinburgh's Awards
- Fire Reach
- Young Quality Scot Awards

12. UPDATE ON TARGET (2): IMPROVEMENTS IN PERFORMANCE IN EXCLUSION

12.1 Exclusion and attendance data is used as one benchmark of how successfully a school and local authority is motivating young people to attend learning and remain uninterrupted in learning. This data may offer a broad indicator about how inclusive a school ethos and curriculum is in practice, particularly for the more vulnerable young people.

12.2 The figures in appendix 2 demonstrate that a reduction in exclusions has been maintained across all sectors, with a further reduction in 'openings lost' i.e. where it is necessary to exclude, pupils are being excluded for shorter periods of time. There has been a significant reduction in both exclusions and openings lost in the secondary sector in 2009-2010. Primary exclusion statistics highlight the positive downward trend with the lowest number of exclusions and opening lost in the last 5 years. For the purposes of comparison, tables from comparator authorities of Clackmannanshire, Falkirk, North Ayrshire, North Lanarkshire and West Lothian have also been included. Please note that 2009-2010 figures for exclusions and openings lost cannot be completed for Clackmannanshire, Falkirk and West Lothian until the release of the 2009-2010 Scottish Government Exclusions publication scheduled for the end of January 2011.

13. UPDATE ON TARGET (3): SUPPORT FOR LOOKED AFTER AND LOOKED AFTER AND ACCOMMODATED CHILDREN

13.1 There are at the time of this report 481 looked after children in East Ayrshire. In September 2009, the Scottish Government published "The Educational Outcomes of Scotland's Looked After Children and Young People - A New Reporting Framework". This document outlines how Scottish Government and local authorities should report on the attainment, attendance and

exclusion rates of children looked after by East Ayrshire who are on educational programmes delivered in school and by other agencies.

- 13.2 The educational outcomes are reported for all children and young people who have been looked after continuously throughout the count year from Primary 1 to Secondary 6
- 13.3 Publication of the looked after children educational outcomes information is likely to occur around the April following the collection of the data for the CLAS return and after all other relevant Scottish Government statistical publications have been published. It is anticipated that the information may form part of the Children's Social Work Statistical publication with the first publication being around April 2011.
- 13.4 The attainment of 34 young people from S4-S6 who were looked after continuously for the academic session 2009-2010 is set out below.
- 13.5 In Maths and English **59%** of young people gained an award at SCQF level 3 or better. There is no accurate benchmark to compare this against previous years. For a general comparison care leavers have been used. In session 2008-09 **31% of care leavers** attained Maths and English.
- 13.6 In other qualifications 24 young people gained at least one qualification at SCQF level 3 or better this is **71%** compared to **57% of care leavers** who attained at this level last session. This group of children and young people, however, still perform below the level of children and young people not looked after and their support remains a Departmental priority.

14. EXCLUSION AND ATTENDANCE (LAC)

- 14.1 There has been a reduction in exclusions across all sectors in 2009-2010 compared to the previous two years. This improvement is to be welcomed, although the number of looked after children excluded still remains higher than those not looked after and the Department of ESS will continue to support programmes and work directly with schools to help reduce this differential.

		SPECIAL	SECONDARY	PRIMARY	EAST AYRSHIRE
2006/2007	LAAC	8	120	48	176
	Previously LAAC	0	9	3	12
	Total Exclusions	10	1053	148	1211
2007/2008	LAAC	3	52	37	92
	Previously LAAC	5	10	0	15
	Total Exclusions	19	668	173	860
2008/2009	LAAC	2	76	13	91
	Previously LAAC	0	9	3	12
	Total Exclusions	10	709	143	862
2009/10	LAAC	8	121	32	161
	Previously LAAC	0	15	0	15
	Total Exclusions	15	629	114	758

15. COMMUNITY PLANNING IMPLICATIONS

- 15.1 The priorities in this Report all contribute towards the aims of the Community Plan: Improving Lifelong Learning and Improving Health and Wellbeing.

16. FINANCIAL IMPLICATIONS

- 16.1 There are a range of financial implications arising from this report. A budgetary political agreement made between COSLA and Scottish Government in December 2010 identified a range of national commitments to which East Ayrshire Council must contribute. These include:

- Maintain the present pupil/teacher ratio in P1-3.
- Ensure there are places for all eligible probationer teachers in session 2011/12
- Ensure there are sufficient teaching posts for all post - probationers in session 2011/12
- Contribute towards the overall reduction in teacher unemployment across Scotland.

The Department will work within the parameters of its budget to play a full part in contributing towards these national targets.

- 16.2 The School/ College partnership relationship between Kilmarnock and, to a lesser extent, Ayr College and East Ayrshire Council is, as this report has described, very strong. The cut to College budgets will however have an impact on the number of places they can offer to young people in schools in East Ayrshire. Negotiations are presently on-going with the College on this matter, but early indication is that the programmes which focus on vocational development, skills for work and academic courses will continue for session 2011/12, but the investment in the Leadership Academy programme may be removed. Fuller details will be issued to Cabinet once final discussions are concluded.

17. PERSONNEL IMPLICATIONS

- 17.1 There are no personnel implications arising as a result of this report.

18. POLICY/LEGAL IMPLICATIONS

- 18.1 These priorities meet the legal requirement of the Standard in Scotland (Schools) Act 2000 and the priorities of the Single Outcome Agreement which are under-pinned by the School 'Support' and 'Community' service plans.

19. RISK IMPLICATIONS

- 19.1 The priorities identified will impact positively on attainment and achievement and positive destinations for young people in East Ayrshire. Failure to action these priorities could negatively impact on young people.

20. EQUALITIES IMPACT ASSESSMENT

20.1 The individual priorities described in the report are all subject to Equalities Impact Assessment. The gender, race and ethnic impact of each initiative is, as a matter of course, assessed and acted upon to minimise any potential inequality issue that may emerge as a result of practice or policy.

21. RECOMMENDATIONS

It is recommended that Committee:

- i) Approve the actions taken by educational establishments and the Department of ESS in session 2009-2010 to continually improve attainment and achievement across all of its educational establishments;
- ii) note the progress made with regard to attainment, achievement, attendance, exclusions and leaver destinations during 2009-2010;
- iii) invite the Executive Director to continue to report annually on progress made against the benchmark performance set out in the original report;
- iv) otherwise note the contents of this report.

Graham Short
Executive Director of Educational and Social Services

AS/AS
27 January 2011

GLOSSARY OF TERMS

CfE: Curriculum for Excellence

GLOW: digital network established by the Scottish Government for every school in Scotland

HMIe: Her Majesty's Inspectorate of Schools.

Journey to Excellence: programme of school improvement led by the HMIe.

SCQF: Standard Grade and Intermediate examination performance.

FlaT programme: a literacy programme carried out across a number of primary and secondary schools with joint work in P7-S1 on key literacy skills.

MC: MC: More Choices: More Chances

BACKGROUND PAPERS

1. Priorities for Raising Attainment in East Ayrshire Schools and Early Years Establishments (2009-11) – Cabinet paper, October 2009.
2. Piloting of Nurture Class in East Ayrshire – Cabinet, August 2009.
3. Single Outcome Agreement.
4. Community Plan: Improving Lifelong Learning and Promoting Health and Wellbeing.
5. Getting it Right for Every Child (GIRFEC).
6. Education 'Schools Support' and 'Community' Service Plan.

Members wishing further information should contact Andrew Sutherland, Head of Schools Tel: (01563) 576126.

IMPLEMENTATION OFFICER - Andrew Sutherland, Head of Service: Schools.

PRIORITIES FOR RAISING ATTAINMENT IN EAST AYRSHIRE SCHOOLS AND EARLY YEARS ESTABLISHMENTS

Information within this Appendix was extracted from the Council's **Electronic Performance System (EPMS)** on the 23rd of December 2010 and provides both primary and secondary attainment results for East Ayrshire Council by establishment.

For context ,the percentage of pupils within each establishment who live in areas defined as the most deprived 20% (SIMD 2009) is included.

5-14 results detail the percentage of pupils who achieved the appropriate levels of attainment in Primary 3, Primary 4, Primary 6, Primary 7 and Secondary 2. The required levels are as follows:

- Level **A**, or above, by the end of Primary 3
- Level **B**, or above, by the end of Primary 4
- Level **C**, or above, by the end of Primary 6
- Level **D**, or above, by the end of Primary 7
- Level **E**, or above, by the end of Secondary 2

SQA Exam results detail the percentage of the S4 roll who are awarded 1 or more awards at levels defined by the Scottish Credit and Qualifications Framework (SCQF). The levels contained within this report are as follows:

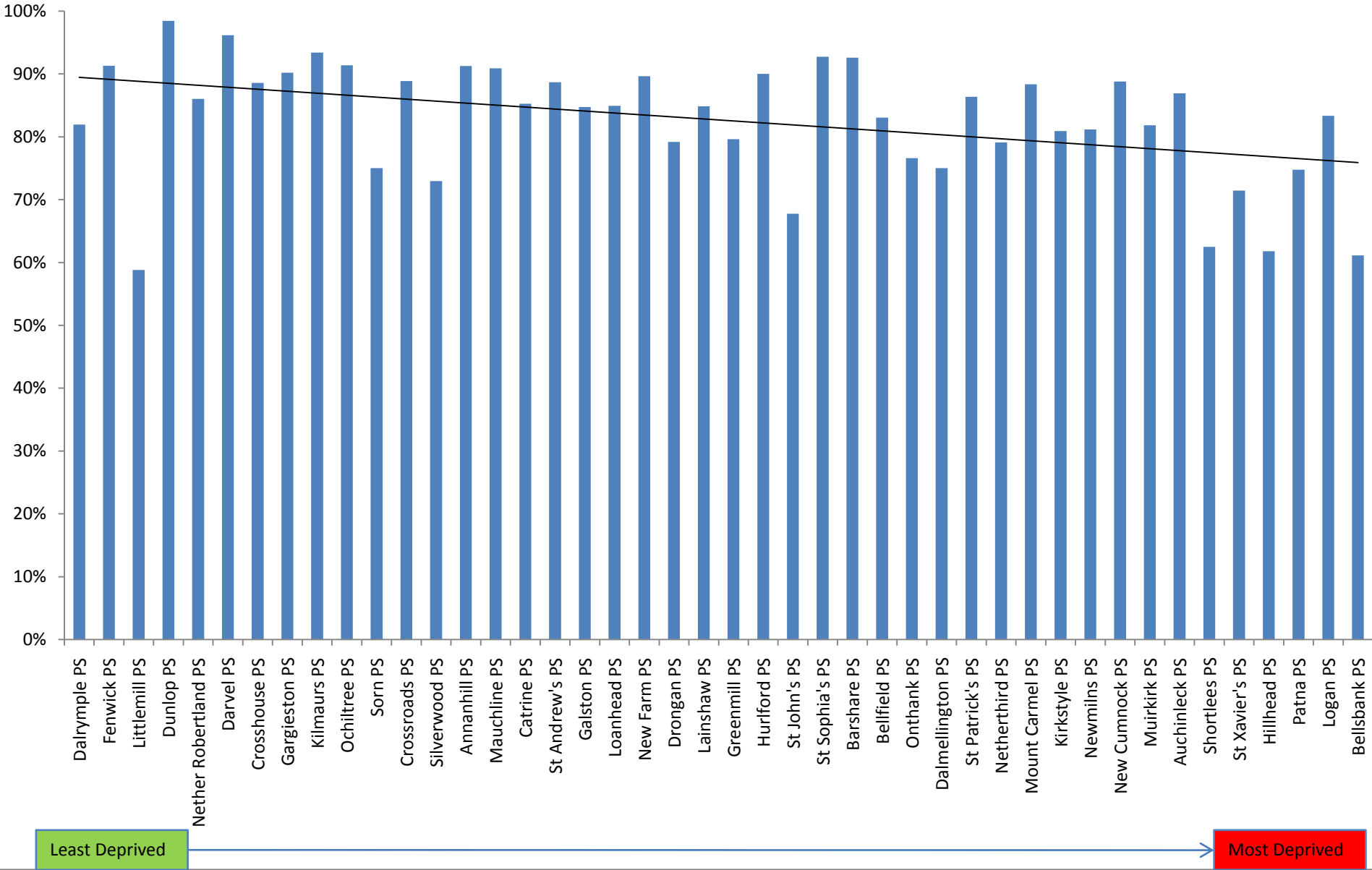
SCQF 3	-	Foundation Standard Grade and/or ACCESS 3
SCQF 4	-	General Standard Grade and/or Intermediate 1
SCQF 5	-	Credit Standard Grade and/or Intermediate 2
SCQF 6	-	Higher Grade

This appendix will be available on the Elected Member **EPMS** Portal following the Cabinet meeting of the 26/01/2011.

	Reading			
	2007/08	2008/09	2009/10	Relative Deprivation*
Annanhill PS	86.6	78.8	91.3	9%
Auchinleck PS	74.3	83.9	86.9	65%
Barshare PS	78.9	87.2	92.6	37%
Bellfield PS	81.4	86.1	83.0	38%
Bellsbank PS	55.4	62.1	61.1	97%
New Cumnock PS	79.0	83.5	88.8	60%
Catrine PS	77.6	82.8	85.2	23%
Crosshouse PS	84.6	80.5	88.6	2%
Crossroads PS	78.1	80.0	88.9	6%
Dalmellington PS	75.3	81.4	75.0	42%
Dalrymple PS	93.5	87.3	81.9	0%
Darvel PS	94.2	89.7	96.2	2%
Drongan PS	75.7	74.0	79.2	25%
Dunlop PS	93.4	94.0	98.5	1%
Fenwick PS	92.7	87.5	91.3	0%
Galston PS	86.0	84.8	84.8	24%
Gargieston PS	85.2	94.8	90.2	2%
Greenmill PS	70.2	69.6	79.6	27%
Hillhead PS	62.6	52.8	61.8	81%
Hurlford PS	84.7	88.1	90.0	30%
Kilmaurs PS	79.7	87.1	93.4	4%
Kirkstyle PS	81.3	88.0	80.9	53%
Lainshaw PS	75.4	82.6	84.8	27%
Littlemill PS	61.1	76.5	58.8	0%
Loanhead PS	84.8	84.6	84.9	25%
Logan PS	87.8	84.6	83.3	95%
Mauchline PS	87.7	84.3	90.9	22%
Mount Carmel PS	82.5	89.1	88.4	50%
Muirkirk PS	73.1	71.6	81.8	62%
Nether Robertland PS	85.9	86.5	86.0	1%
Netherthird PS	81.0	83.5	79.1	49%
New Farm PS	80.8	84.6	89.6	25%
Newmilns PS	76.4	88.5	81.2	58%
Ochiltree PS	87.9	85.7	91.4	5%
Onthank PS	66.3	73.9	76.6	41%
Patna PS	74.0	76.2	74.8	92%
Shortlees PS	51.9	60.9	62.5	77%
Silverwood PS	81.3	80.0	73.0	8%
Sorn PS	80.8	65.9	75.0	6%
St John's PS	80.0	76.5	67.7	32%
St Patrick's PS	83.3	84.8	86.4	44%
St Sophia's PS	78.6	90.4	92.7	36%
St Xavier's PS	91.7	63.2	71.4	80%
St Andrew's PS	81.9	86.6	88.7	23%
PRIMARY SCHOOLS	80.0	81.8	84.0	31%

* The percentage of the school roll with a postcode in the bottom 20%, based on SIMD 2009

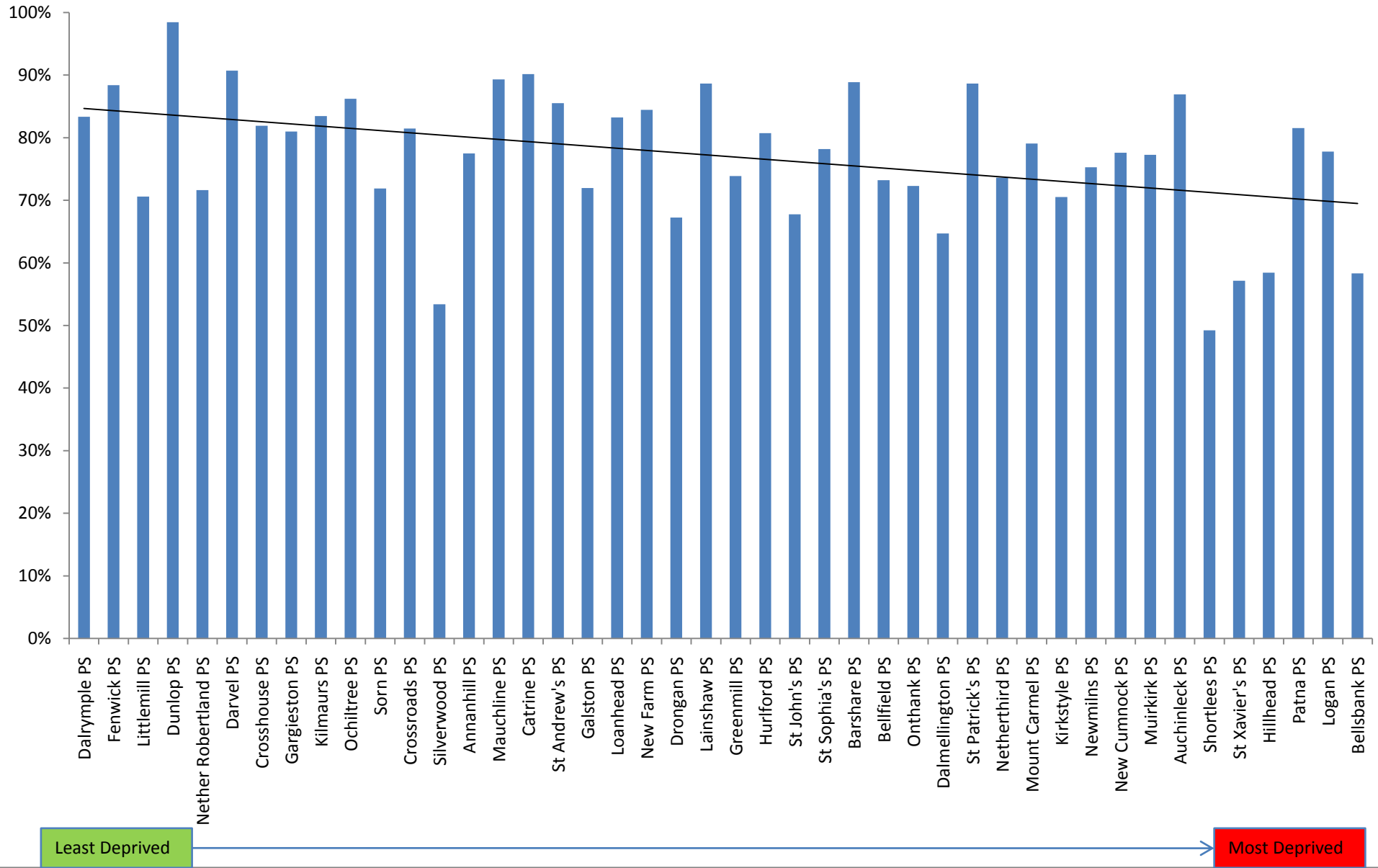
Primary 5-14 Attainment: Reading (Ranked by Deprivation)



	Writing			
	2007/08	2008/09	2009/10	Relative Deprivation*
Annanhill PS	82.8	68.5	77.5	9%
Auchinleck PS	73.5	83.1	86.9	65%
Barshare PS	77.2	85.5	88.9	37%
Bellfield PS	76.5	80.0	73.2	38%
Bellsbank PS	55.4	62.1	58.3	97%
New Cumnock PS	69.5	79.5	77.6	60%
Catrine PS	71.6	78.1	90.2	23%
Crosshouse PS	76.4	67.3	81.9	2%
Crossroads PS	59.4	73.3	81.5	6%
Dalmellington PS	76.7	80.0	64.7	42%
Dalrymple PS	94.8	82.3	83.3	0%
Darvel PS	81.7	89.1	90.7	2%
Drongan PS	70.4	71.4	67.3	25%
Dunlop PS	88.5	97.0	98.5	1%
Fenwick PS	90.6	82.5	88.4	0%
Galston PS	66.9	75.8	72.0	24%
Gargieston PS	73.5	78.7	81.0	2%
Greenmill PS	64.3	68.6	73.9	27%
Hillhead PS	59.3	56.2	58.4	81%
Hurlford PS	80.3	76.9	80.7	30%
Kilmaurs PS	78.1	80.6	83.5	4%
Kirkstyle PS	69.6	71.7	70.5	53%
Lainshaw PS	69.6	77.2	88.6	27%
Littlemill PS	55.6	70.6	70.6	0%
Loanhead PS	70.6	69.7	83.2	25%
Logan PS	87.8	80.8	77.8	95%
Mauchline PS	83.2	80.7	89.3	22%
Mount Carmel PS	74.6	73.9	79.1	50%
Muirkirk PS	67.2	67.2	77.3	62%
Nether Robertland PS	77.4	79.2	71.6	1%
Netherthird PS	78.6	86.0	73.6	49%
New Farm PS	66.2	71.8	84.4	25%
Newmilns PS	70.9	85.1	75.3	58%
Ochiltree PS	86.4	84.1	86.2	5%
Onthank PS	62.2	63.2	72.3	41%
Patna PS	80.2	80.2	81.6	92%
Shortlees PS	48.1	53.9	49.2	77%
Silverwood PS	64.8	67.3	53.4	8%
Sorn PS	67.3	63.4	71.9	6%
St John's PS	71.4	67.6	67.7	32%
St Patrick's PS	87.5	82.6	88.6	44%
St Sophia's PS	64.3	78.8	78.2	36%
St Xavier's PS	100.0	63.2	57.1	80%
St Andrew's PS	74.9	86.1	85.5	23%
PRIMARY SCHOOLS	73.2	75.3	77.3	31%

* The percentage of the school roll with a postcode in the bottom 20%, based on SIMD 2009

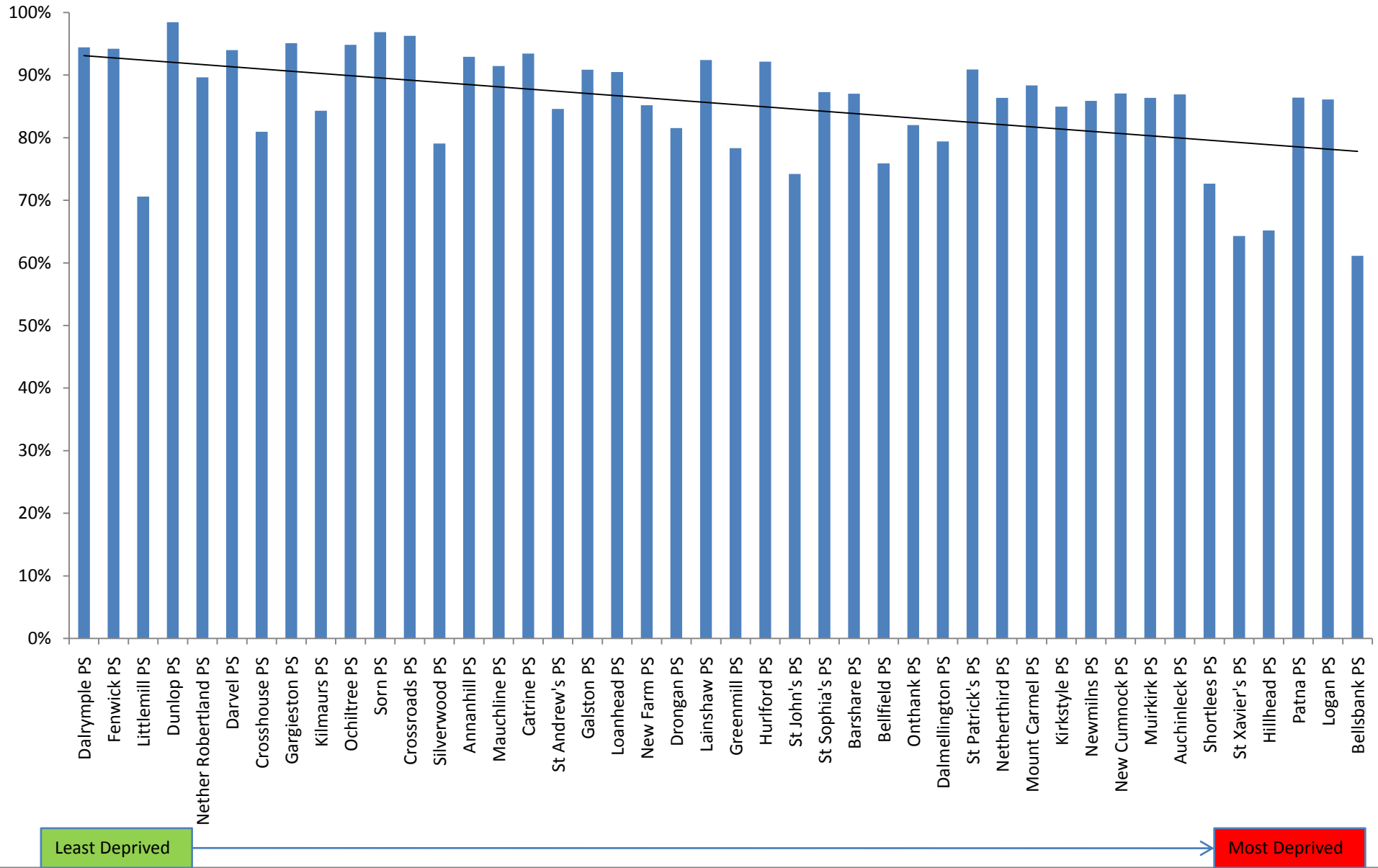
Primary 5-14 Attainment: Writing (Ranked by Deprivation)



	Mathematics			
	2007/08	2008/09	2009/10	Relative Deprivation*
Annanhill PS	92.5	90.5	92.9	9%
Auchinleck PS	80.9	87.1	86.9	65%
Barshare PS	86.8	85.5	87.0	37%
Bellfield PS	87.3	82.6	75.9	38%
Bellsbank PS	64.6	71.2	61.1	97%
New Cumnock PS	76.2	79.5	87.1	60%
Catrine PS	86.6	95.3	93.4	23%
Crosshouse PS	86.2	85.0	81.0	2%
Crossroads PS	81.3	90.0	96.3	6%
Dalmellington PS	84.9	87.1	79.4	42%
Dalrymple PS	98.7	94.9	94.4	0%
Darvel PS	91.1	91.4	94.0	2%
Drongan PS	79.6	82.5	81.5	25%
Dunlop PS	91.8	94.0	98.5	1%
Fenwick PS	90.6	87.5	94.2	0%
Galston PS	82.6	81.5	90.9	24%
Gargieston PS	86.2	90.2	95.1	2%
Greenmill PS	76.2	79.4	78.3	27%
Hillhead PS	75.8	68.5	65.2	81%
Hurlford PS	85.4	88.1	92.1	30%
Kilmaurs PS	78.1	86.3	84.3	4%
Kirkstyle PS	81.8	85.3	85.0	53%
Lainshaw PS	80.4	79.2	92.4	27%
Littlemill PS	88.9	76.5	70.6	0%
Loanhead PS	85.8	89.4	90.5	25%
Logan PS	97.6	88.5	86.1	95%
Mauchline PS	85.5	86.8	91.4	22%
Mount Carmel PS	87.7	88.4	88.4	50%
Muirkirk PS	83.6	71.6	86.4	62%
Nether Robertland PS	83.9	86.5	89.6	1%
Netherthird PS	88.9	84.3	86.4	49%
New Farm PS	76.2	88.0	85.2	25%
Newmilns PS	82.7	88.5	85.9	58%
Ochiltree PS	95.5	90.5	94.8	5%
Onthank PS	75.6	75.7	82.0	41%
Patna PS	90.6	81.2	86.4	92%
Shortlees PS	77.5	77.3	72.7	77%
Silverwood PS	78.6	78.7	79.1	8%
Sorn PS	84.6	90.2	96.9	6%
St John's PS	91.4	76.5	74.2	32%
St Patrick's PS	93.8	84.8	90.9	44%
St Sophia's PS	85.7	92.3	87.3	36%
St Xavier's PS	75.0	68.4	64.3	80%
St Andrew's PS	85.5	90.3	84.6	23%
PRIMARY SCHOOLS	83.9	84.8	86.3	31%

* The percentage of the school roll with a postcode in the bottom 20%, based on SIMD 2009

Primary 5-14 Attainment: Maths (Ranked by Deprivation)



	Reading			
	2007/08	2008/09	2009/10	Relative Deprivation*
Auchinleck Academy	70.2	73.7	77.2	31%
Cumnock Academy	67.1	72.1	75.6	45%
Doon Academy	46.3	54.9	71.9	70%
Grange Academy	67.8	68.5	78.6	21%
James Hamilton Academy	56.7	68.5	60.1	29%
Kilmarnock Academy	51.1	70.9	73.4	37%
Loudoun Academy	64.4	71.7	88.0	21%
St Joseph'S Academy	66.9	75.0	75.8	32%
Stewarton Academy	62.9	76.2	72.5	8%
Secondary Schools	63.1	71.2	75.6	30%

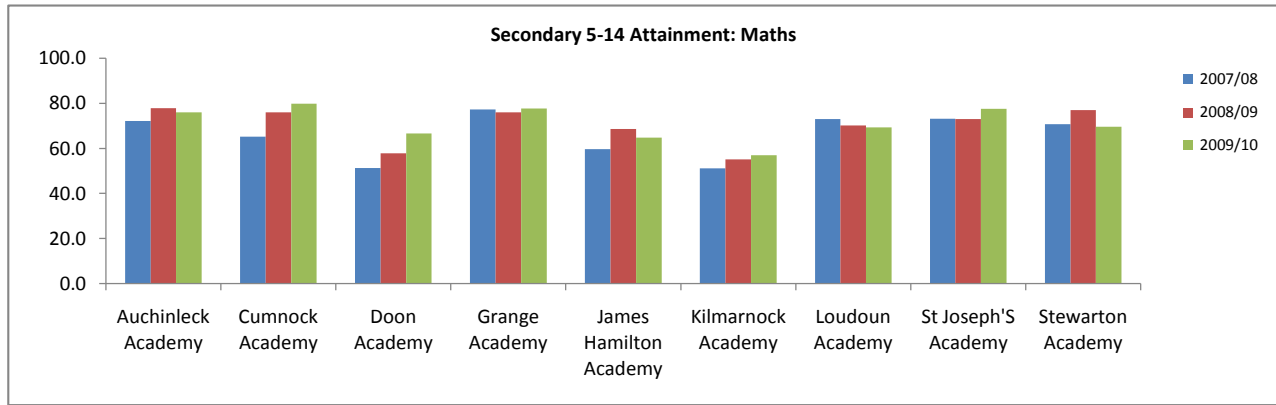
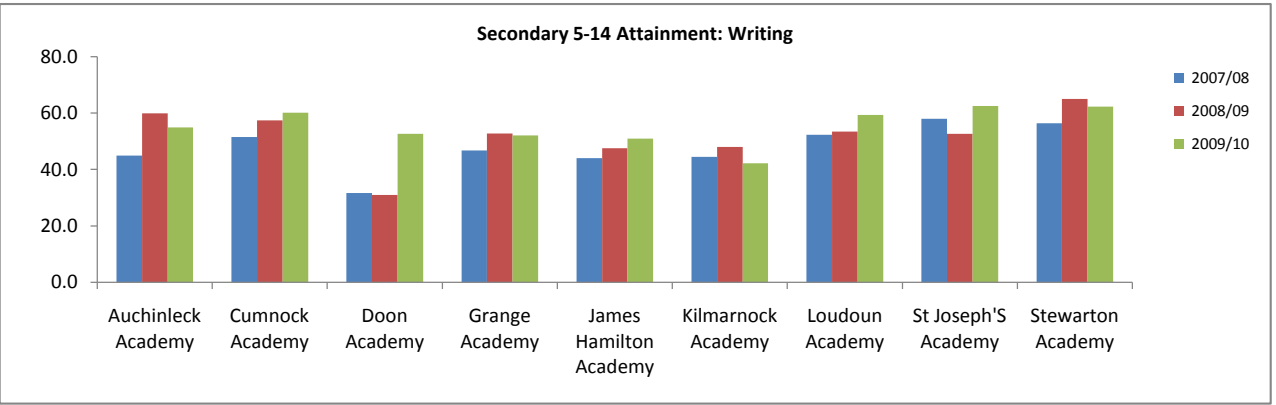
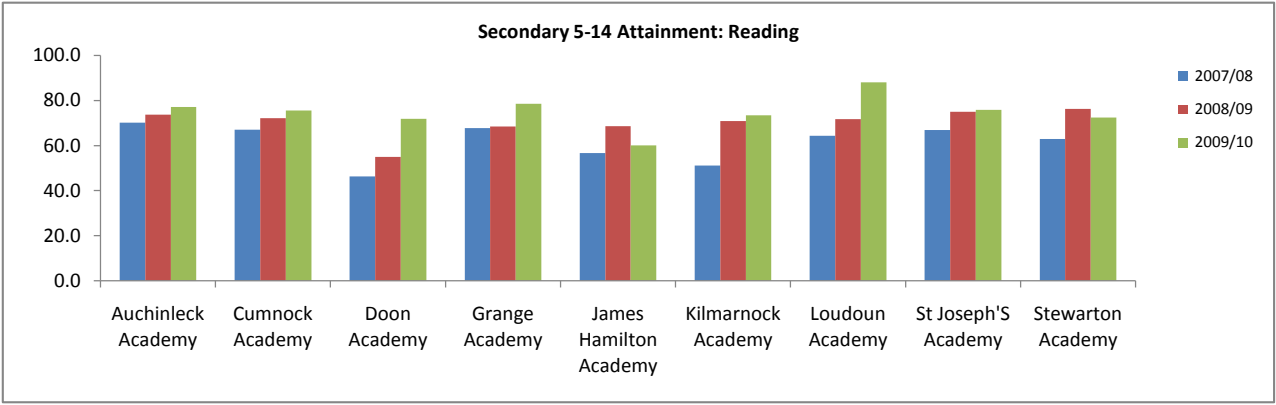
* The percentage of the school roll with a postcode in the bottom 20%, based on SIMD 2009

	Writing			
	2007/08	2008/09	2009/10	Relative Deprivation*
Auchinleck Academy	44.9	59.9	54.9	31%
Cumnock Academy	51.5	57.4	60.1	45%
Doon Academy	31.7	31.0	52.6	70%
Grange Academy	46.8	52.8	52.1	21%
James Hamilton Academy	44.0	47.6	51.0	29%
Kilmarnock Academy	44.4	48.0	42.2	37%
Loudoun Academy	52.3	53.4	59.4	21%
St Joseph'S Academy	57.9	52.6	62.5	32%
Stewarton Academy	56.4	65.0	62.3	8%
Secondary Schools	48.5	53.8	55.4	30%

* The percentage of the school roll with a postcode in the bottom 20%, based on SIMD 2009

	Mathematics			
	2007/08	2008/09	2009/10	Relative Deprivation*
Auchinleck Academy	72.2	77.9	75.9	31%
Cumnock Academy	65.3	76.0	79.8	45%
Doon Academy	51.2	57.7	66.7	70%
Grange Academy	77.3	75.9	77.7	21%
James Hamilton Academy	59.7	68.5	64.7	29%
Kilmarnock Academy	51.1	55.1	57.0	37%
Loudoun Academy	73.0	70.2	69.3	21%
St Joseph'S Academy	73.1	73.0	77.5	32%
Stewarton Academy	70.7	76.9	69.6	8%
Secondary Schools	67.8	71.8	71.7	30%

* The percentage of the school roll with a postcode in the bottom 20%, based on SIMD 2009



Percentage of the S4 roll achieving Eng & Maths at Level 3 by the end of the S4

	2007	2008	2009	2010
Auchinleck Academy	88	89	93	86
Cumnock Academy	88	91	91	74
Doon Academy	86	76	92	79
Grange Academy	90	87	90	93
James Hamilton Academy	90	93	95	94
Kilmarnock Academy	82	89	90	89
Loudoun Academy	94	91	96	93
St Joseph's Academy	92	83	84	84
Stewarton Academy	95	93	98	95
East Ayrshire	90	89	92	88
Comparator Authorities	91	92	94	94
Scotland	92	91	92	92

Percentage of the S4 roll achieving 5+ awards at Level 3 by the end of the S4.

	2007	2008	2009	2010
Auchinleck Academy	92	87	91	87
Cumnock Academy	89	91	90	87
Doon Academy	85	83	92	81
Grange Academy	83	86	88	89
James Hamilton Academy	92	92	90	95
Kilmarnock Academy	83	89	86	87
Loudoun Academy	93	93	93	91
St Joseph's Academy	90	88	87	85
Stewarton Academy	91	91	96	92
East Ayrshire	89	89	90	89
Comparator Authorities	91	91	93	93
Scotland	91	90	91	92

Percentage of the S4 roll achieving 5+ awards at Level 4 by the end of the S4.

	2007	2008	2009	2010
Auchinleck Academy	81	75	77	71
Cumnock Academy	71	75	77	68
Doon Academy	64	51	70	53
Grange Academy	67	66	71	69
James Hamilton Academy	81	70	80	82
Kilmarnock Academy	61	66	67	59
Loudoun Academy	74	72	79	78
St Joseph's Academy	77	73	64	66
Stewarton Academy	78	79	86	78
East Ayrshire	72	71	74	70
Comparator Authorities	72	74	76	78
Scotland	75	75	77	78

Percentage of the S4 roll achieving 5+ awards at Level 5 by the end of the S4.

	2007	2008	2009	2010
Auchinleck Academy	33	36	36	29
Cumnock Academy	29	35	34	28
Doon Academy	10	10	13	10
Grange Academy	25	29	30	27
James Hamilton Academy	24	28	31	29
Kilmarnock Academy	26	26	29	14
Loudoun Academy	30	28	30	33
St Joseph's Academy	32	26	26	32
Stewarton Academy	35	30	49	39
East Ayrshire	28	29	31	28
Comparator Authorities	29	30	32	32
Scotland	33	34	35	35

Percentage of the S4 roll achieving 1+ awards at Level 6 by the end of S5

	2007	2008	2009	2010
Auchinleck Academy	33	33	33	38
Cumnock Academy	35	38	38	41
Doon Academy	13	13	15	16
Grange Academy	35	35	37	45
James Hamilton Academy	39	35	31	48
Kilmarnock Academy	34	36	36	36
Loudoun Academy	38	36	31	41
St Joseph's Academy	35	44	39	32
Stewarton Academy	47	39	43	54
East Ayrshire	36	35	34	41
Comparator Authorities	34	33	36	40
Scotland	38	38	40	43

Percentage of the S4 roll achieving 3+ awards at Level 6 by the end of S5

	2007	2008	2009	2010
Auchinleck Academy	18	19	20	24
Cumnock Academy	16	19	20	19
Doon Academy	6	5	3	6
Grange Academy	18	20	24	26
James Hamilton Academy	20	17	19	21
Kilmarnock Academy	21	17	20	18
Loudoun Academy	19	13	20	19
St Joseph's Academy	22	23	20	17
Stewarton Academy	27	23	25	36
East Ayrshire	19	18	19	22
Comparator Authorities	18	18	19	21
Scotland	22	22	23	24

Percentage of the S4 roll achieving 5+ awards at Level 6 by the end of S5

	2007	2008	2009	2010
Auchinleck Academy	8	7	7	11
Cumnock Academy	3	10	6	10
Doon Academy	0	2	0	3
Grange Academy	9	7	9	9
James Hamilton Academy	7	6	8	7
Kilmarnock Academy	9	7	11	7
Loudoun Academy	6	6	11	6
St Joseph's Academy	14	13	8	5
Stewarton Academy	16	12	10	18
East Ayrshire	8	8	8	9
Comparator Authorities	7	7	8	9
Scotland	9	10	10	11

PERFORMANCE FIGURES IN EXCLUSION FOR EAST AYRSHIRE IN COMPARISON WITH 'FAMILY AUTHORITIES'

Exclusion Incidents

East Ayrshire

Exclusion Incidents	2006/07	2007/08	2008/09	2009/10
Primary	148	173	143	114
Secondary	1053	668	709	629
Special	10	19	10	15
Total	1211	860	862	758

Openings Lost	2006/07	2007/08	2008/09	2009/10
Primary	853	842	706	526
Secondary	5596	3292	3342	2964
Special	108	182	64	81
Total	6557	4316	4112	3571

Clackmannanshire

Exclusion Incidents	2006/07	2007/08	2008/09	2009/10
Primary	72	54	66	N/A
Secondary	463	488	463	N/A
Special	1	0	0	N/A
Total	536	542	529	N/A

Openings Lost	2006/07	2007/08	2008/09	2009/10
Primary	269	290	308	N/A
Secondary	3680	4818	4814	N/A
Special	9	0	0	N/A
Total	3958	5108	5122	N/A

Falkirk

Exclusion Incidents	2006/07	2007/08	2008/09	2009/10
Primary	85	97	90	N/A
Secondary	801	576	547	N/A
Special	21	6	14	N/A
Total	907	679	651	N/A

Openings Lost	2006/07	2007/08	2008/09	2009/10
Primary	472	587	604	N/A
Secondary	6598	4138	3710	N/A
Special	203	92	89	N/A
Total	7273	4817	4403	N/A

**North
Ayrshire**

Exclusion Incidents	2006/07	2007/08	2008/09	2009/10
Primary	170	166	148	63
Secondary	1895	1613	1154	903
Special	7	3	1	3
Total	2072	1782	1303	969

Openings Lost	2006/07	2007/08	2008/09	2009/10
Primary	902	904	666	344
Secondary	12253	10807	7032	5665
Special	28	11	3	8
Total	13183	11722	7701	6017

**North
Lanarkshire**

Exclusion Incidents	2006/07	2007/08	2008/09	2009/10
Primary	451	378	352	252
Secondary	3165	2470	2408	2253
Special	276	185	269	301
Total	3892	3033	3029	2806

Openings Lost	2006/07	2007/08	2008/09	2009/10
Primary	2447	2071	1704	1303
Secondary	16943	13450	13520	11671
Special	1683	1228	2087	2379
Total	21073	16749	17311	15353

West Lothian

Exclusion Incidents	2006/07	2007/08	2008/09	2009/10
Primary	356	240	164	N/A
Secondary	1,519	1440	1341	N/A
Special	49	55	99	N/A
Total	1,924	1735	1604	N/A

Openings Lost	2006/07	2007/08	2008/09	2009/10
Primary	2006	1151	795	N/A
Secondary	8983	8669	7652	N/A
Special	239	387	620	N/A
Total	11228	10207	9067	N/A

