



COMHAIRLE NAN EILEAN SIAR
Department of Education

STANDARDS AND QUALITY REPORT
2005/06

Foreword by Chairman

While the Western Isles is an attractive place in which to live and work, falling population has been a consistent feature of life here for many years. The total resident population in the Western Isles in 1981 was 31,500 and, by 2001, this had fallen to 26,500. Unfortunately, within this picture, school rolls are falling at an even faster rate. The current primary 7 roll is 50% higher than the current primary 1 roll.

Previously, many of our young people were forced to leave to widen their opportunities, in terms of work and education. To some extent this is still the case, although the educational opportunities which have been opened up with the development of the University of the Highlands and Islands, have helped to lessen the need to leave for certain courses in post school education. Many young people have also continued to make their homes here, opting to travel back and fore to employment in the oil industry and at sea. Nevertheless, falling school rolls are a consistent feature of education in the Western Isles, with consequent impact on services and communities throughout the region. This pattern is evident throughout Scotland.

Despite the gloomy predictions in terms of population, there are some short term indications that this serious population decline may be able to be reversed. Figures for the years 2004 and 2005 show a small increase in the population and it is to be hoped that this trend will continue. The opportunities offered by the development of ICT and Broadband, in particular, are encouraging and we look forward to increasing opportunities for the development of new employment as a result of this.

This report gives a comprehensive picture of educational developments in the region in line with the National Priorities identified by the Scottish Executive. The picture is encouraging and we are confident that the quality of education offered to our young people is of a high standard and that the education they receive will equip them to take advantage of the opportunities offered to them wherever they choose to live and work. We would particularly hope that more and more of them will be able to live and work in these islands and make a contribution to the social and economic development of the region in the years to come.

Norman L Macdonald
Chairman
Education and Children's Services Committee

Introduction

The Standards in Scotland's Schools etc. Act 2000 sets out a school improvement framework which gives strategic direction to school education through five National Priorities in Education. These priorities define the high-level outcomes which education authorities and their schools have to deliver for young people, and all have equal status. The Standards in Scotland's Schools etc. Act 2000 places a duty on education authorities to secure improvement in the quality of school education in the schools they manage. Authorities must also provide school-based evidence to their local communities through annual statements of education improvement objectives for each of the National Priorities, and annual reports on progress. This report is designed to provide information showing the progress made by Comhairle nan Eilean Siar in respect of the five national priorities in education for the session 2005-06.

The 'National Priorities In Education', as approved by the Scottish Parliament in December 2000, are defined under the following headings:

- **Achievement and Attainment:** to raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results;
- **Framework for Learning:** to support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning;
- **Inclusion and Equality:** to promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages;
- **Values and Citizenship:** to work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society;
- **Learning for Life:** to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Enshrined in the Standards in Scotland's Schools etc. Act 2000 is the concept that the purpose of education is to ensure that each individual fulfils his or her potential. Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it is the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

The 2000 Act made provision for the education functions of each local authority in Scotland to be inspected between 2000 and 2005 by HMIE. HMIE publish reports of their Inspection of the Education Functions of Local Authorities (INEA) which are available on their website. INEA reports evaluate the education functions of local councils against a number of quality indicators. These reports comment on progress by the inspected councils on aspects of the National Priorities. The conclusion to the report of the follow-up inspection of the education functions of Comhairle nan Eilean Siar, published in October 2005, is attached to this report as Appendix 1.

Quote from Follow-up Inspection of Education Functions of Comhairle nan Eilean Siar (October 2005)

'Since the publication of the inspection report in January 2003, the Director and his staff had made good progress in increasing the effectiveness of the authority in supporting and challenging schools.'

NATIONAL PRIORITY 1:

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy and to achieve better levels in national measures of attainment including examination results.

Our Local Improvement Objectives

- ❖ **Increased levels of numeracy and literacy.**
- ❖ **Improved examination results.**
- ❖ **Develop and improve Early Education/Childcare and Sure Start.**

Some achievements and key strengths

Increased Levels of Numeracy and Literacy

- Setting of targets for individual pupils is now well established in all primary schools using national test data and standardised tests. This initiative is now being extended to all secondary schools.
- Initial discussions in respect of gender issues have been carried out to identify key issues for in-service training.
- Effective and efficient arrangements are now in place for P7 to S1 transition.
- AifL strategies are now being used effectively in primary schools and this is being extended to secondary schools.
- Strategies are being developed to improve the attainment of less able pupils.

Improved Examination Results

- SQA attainment reports, in which subjects where attainment was low were identified and were issued to schools in October 2005. Formal meetings took place in each of the 3 Presenting Centres with Department of Education staff to agree remedial action.
- Provisional guidance and templates were provided to the presenting centres to assist with target setting. By session 2005-06 all the Presenting Centres were involved in target setting. The procedures were reviewed in August 2006 and guidelines identifying best practice were issued to improve the process.
- There was limited progress with June registration for Scholar partly as a result of technical difficulties. An Authority Inset was arranged for teachers in subject departments where Scholar was to be used. Additional ways of promoting the use of Scholar were discussed with Headteachers of the Presenting Centres. Additional support included staff attendance at other training events and the Scholar North of Scotland Conference.
- The formal curriculum has been enhanced through Study Support in all schools. The curriculum is also enhanced through the Alternative Curriculum Education (ACE) project, Education Care Worker support with the introduction of ASDAN and other certificate programmes.
- A starter kit on ACfE was issued to all schools and schools used it to raise awareness of ACfE strategies.

Pre School Education

- A working group was set up to produce a 'Planning Pack' for use in all Pre School Centres. In October 2005 training was delivered to pre school centres selected to pilot the Argyll and Bute 'Tedey' planning system.
- Digital video training was delivered to all pre school groups in May and November 2005.
- Link officers are sharing best practice on embedding citizenship in The Early Years curriculum.
- Training was delivered for the development of children's oral skills in Gaelic in November 2005.
- Link officers are monitoring the use of a revised transition record.
- The Integrated Early Years Strategy is being implemented according to plan.

Areas for Development/Next Steps

- Continue to improve attainment in literacy and numeracy in Gaelic and English.
- Promote engagement with ACfE at all levels of education.
- Continue to develop and monitor strategies to improve performance in national examinations.
- Continue to develop and support online learning.
- Progress identified Integrated Community Schools' initiatives for raising attainment.
- Continue to develop pre-school/childcare staff skills.
- Improve communication links.
- Develop Sure Start services for vulnerable families
- Consider additional requests for Comhairle nan Eilean Siar to take over the direct management of pre-school centres.
- Rationalise pre-school education to take account of available resources and requests for pre-school provision.

HMI School Inspection quotes

Cliasmol Primary School (August 2006)

'Pupils were attaining very good standards in English language and good standards in mathematics.'

Leverhulme Memorial School (June 2006)

'Working with staff, the Headteacher had improved the writing programme. Teaches now offered pupils more frequent opportunities to write at length for a greater variety of purposes. Staff now set clear written expectations about standards expected in written work and pupils had responded well. Throughout the school, more pupils were now producing a greater variety of extended pieces of writing.'

Bayble School (September 2005)

'The Headteacher and relevant teaching staff had carried out a rigorous and systematic audit of the school's provision, using nationally agreed quality indicators. The evaluations formed an effective basis for the school's plan for improvement.'

Eoligarry Primary School (September 2005)

'School staff had devised a range of helpful mathematical problem solving activities. Pupils had responded well to more frequent opportunities to develop their skills in problem solving. They had an increased awareness of a wider range of strategies and most could apply these appropriately.'

Croileagan Bhearnaigh (December 2005)

'Staff had very good relationships with children. They welcomed the children individually on arrival at nursery. Staff had created a warm, caring and purposeful environment in which very good use was made of praise to encourage children's efforts and sustain their interest. Staff knew children very well and interacted skilfully with them to support and extend their learning. Children were well motivated and enthusiastic to learn.'

Croileagan Lacasdail (March 2006)

'The manager demonstrated very effective leadership of the playgroup. She had a clear vision for its development and had defined staff roles and responsibilities, including her own. She was approachable, open and supportive towards parents and children.'

Pairc Primary School (June 2005)

'Pupils at the early stages were developing good skills in writing stories and reports. Those at the upper stages were producing extended pieces of writing which showed effective use of a wide range of appropriate vocabulary. As a result of the progress made, pupils' skills in writing at appropriate length had improved.'

NATIONAL PRIORITY 2:

To support and develop the skills of teachers, self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

Our Local Improvement Objectives

- ❖ **Continuing professional development for teachers and support staff.**
- ❖ **Increased self-discipline of pupils.**
- ❖ **Enhanced school environments which are more conducive to teaching and learning.**
- ❖ **Improvement in the health and well-being of pupils through the promotion and adoption of healthier lifestyles.**
- ❖ **Improve the arrangements for financial performance.**
- ❖ **Development, review and monitoring of the policy framework.**
- ❖ **Implementation of 'A Teaching Profession for the 21st Century' (McCrone Agreement).**
- ❖ **Increasing use of ICT in schools.**

Some achievements and key strengths

Continuing Professional Development

- Most of the non-teaching staff in Lewis, Harris and Uist have now been trained in the SDA process and remaining training is being arranged in consultation with Business Support staff.
- Headteachers are now undertaking SDA interviews with staff and identified training needs are being collated and prioritised in line with available financial resources.
- A certificate course entitled 'Support for Learning Assistants' has been made available to all Learning Support auxiliary staff.

Increased self-discipline of Pupils

- Inputs to improve attendance and reduce truancy and exclusions include the development of the ACE project, the appointment of a full-time Inclusion Manager and four Inclusion Support Workers across the authority, working in liaison with Learning and Behaviour Support staff.
- Overall attendance for Secondary schools has improved by 3.56% (90.2% in 2003/2004; 93.76% in 2004/2005).
- Overall attendance for Primary schools has improved by 0.65% (95.3% in 2003/2004; 95.95% in 2004/2005).

Enhanced School Environments

- Planned building improvement programmes have been prepared and approved by elected members. The extension of the Handyperson service has been deferred pending clarification of inter-departmental responsibilities.
- The revised transport policy, prepared and agreed by the Member Officer Working Group and approved by elected members following consultation with schools and parents, has been implemented.
- The revised Outline Business Case for the Western Isles PPP Project has been agreed by the Scottish Executive.

Improvement in the Health and Well-being of Pupils

- Nutritional standards are being fully implemented in primary schools and a survey of pupils and parents carried out in November/December 2005.
- A Smartcard pilot started in April 2006 at the Nicolson Institute.
- Stage 1 Health Promoting Schools audit has now been completed in all but 3 schools.
- Stage 2 of the HPS process is going on in 30% of schools.
- Three schools have now been through the validation process with 2 schools gaining a gold award.

Financial Performance

- School budgets are broadly within DSM tolerances excluding areas of known strain (eg energy) and areas highlighted by schools in line with DSM Scheme requirements.
- School adherence to the policy and procedures is being monitored.

Policy Framework

- HMIE assessed the policy framework as good and a policy documents folder is now in all schools. All policies are posted on the Department of Education website.
- Developments are progressing according to the agreed timeline in respect of review and development of policy.
- Quality Improvement Officers monitor compliance with the timeline in schools to allow an overall position summary to be compiled.
- The draft Integrated Children's Services Plan was approved in June 2005 by the Comhairle and the Health Board for implementation.
- A directory of children's services for the Western Isles has been compiled.

Implementation of McCrone Agreement

- All schools, except the Nicolson Institute, have new or transitional promoted post structures in place, including Principal Teacher posts in some Primary schools.
- The operation of the working time agreement will be monitored for 2006-07.
- The arrangements for the move to 22.5 hours class contact for teaching staff are in place for August 2006.

Best Value

- A Member Officer Working Group is reviewing S1-2 provision, taking cognisance of A Curriculum for Excellence.
- A QMIE review of strategic management has been completed.

ICT

- All "Link Schools" have ICT Policy Guidelines. Some are less confident with ICT than others, but SDPs are addressing this.
- Broadband installation was delayed in some areas by mast installation issues. The project is on target for full implementation by late 2006. (Development of school networking by schools' ICT team is proceeding to plan in step with Broadband installation.)
- Interactive Whiteboard Review concluded to inform installation priorities as funding is available.
- Masterclass initiatives are being taken forward in conjunction with SSDN development.
- Management Information Systems and pupil assessment are under continuous review in consultation with schools and having regard to their requirements.
- The implementation of e1 has been currently delayed at national level although some piloting is being undertaken in other regions.
- Staff development will be taken forward using PC Passport and in the light of identified training requirements.

Areas for Development/Next Steps

- Increase the number of teachers able to deliver Gaelic Medium education.
- Improve the process for supporting and developing the skills of teachers and instructors.
- Support teachers in the use of SSDN.
- Develop training programme for support staff and school non-teaching staff, matching the programme to student needs.
- To maintain/ improve current levels of attendance and inclusion.
- Progress planned programme of school property improvements.
- Progress the PPP Project.
- Maintain and improve other support services to schools and pupils.
- Progress Hungry for Success initiatives.
- Through the Integrated Community Schools initiative, and working with partner organisations, promote and monitor Health Promoting Schools.
- Improve school financial performance in light of DSM developments.
- Achieve budget efficiencies as required and in consultation with stakeholders.
- Improve school financial performance in light of DSM developments.
- Maintain an appropriate policy portfolio.
- Implementation of reduction of class contact to 22.5 hours.
- Review the impact of new management structures.
- Monitor the application of the Working Time Agreement.
- Monitor the compliance of schools with the policy timeline
- Promote and monitor the development of ICT in schools.
- Further development and implementation of management information systems for school and department use.

HMI Inspection quotes

Follow-up Inspection of Education Functions of Comhairle nan Eilean Siar (October 2005)

The Education and Children's Services Committee's approval of a primary school policy for 'area' schools was a good start for improving the quality of education and Best Value in the use of resources in these schools.'

'The Comhairle urgently needed to reflect its duty to secure Best Value in its overall strategy and ensure effective service delivery in buildings suitable for education in the 21st century.'

'As a result of good progress made, teaching staff had increased their involvement in the Department's well structured system of staff development and review. They now had more opportunities to develop their skills and improve pupils' learning.'

Sgoil nan Loch (January 2006)

'Staff made very good use of the excellent facilities available for learning. They used the space in the building very well and were developing the area surrounding the building as an outdoor classroom. Social areas in the school were well used. This included the very good use of the dining room at lunchtimes allowing pupils and staff to share a very positive dining experience. Additional resources such as a multi-sensory room were well used by both the school and other visiting groups. Security arrangements were appropriate. There was very good provision to meet the needs of most disabled users.'

Balallan Primary School (October 2005)

Pupils used ICT well across the curriculum. Examples of this included reinforcement of their learning in mathematics, researching facts for science, and editing their writing. Pupils at P1-3 used a digital video camera very effectively to record and review their prepared talks.

NATIONAL PRIORITY 3:

To promote equality and help every pupil to benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

Our Local Improvement Objectives

- ❖ **Every pupil benefits from education - Looked After Children.**
- ❖ **Every pupil benefits from education, with particular regard paid to pupils with disabilities and special educational needs.**
- ❖ **Every pupil benefits from education, with particular regard paid to Gaelic.**

Some achievements and key strengths

Pupils with Additional Support Needs

- Children's Services database and monitoring protocol is in place in all schools, attainment reviews are being scheduled for all children, and audits of need are being carried out.
- Targetted provision for vulnerable pupils is in place.
- The Inclusion Policy is being implemented and training is being provided.
- Revised procedures for additional support needs are in place and appropriate training is being given to staff to meet legislative requirements including development of co-ordinated support planning.

Gaelic

- Although there was a dip of 1.0% in the intake to Gaelic medium education in August 2005, there is an estimated increase of 6.5% over the 2005 figure in the August 2006 intake.
- The Fichead is Fallain initiative to mark 20 years of Gaelic Medium education contributed significantly to the promotion of Gaelic medium education. There was increased activity as a result of seconding one of our own officers to Comunn na Gaidhlig to assist with the promotion of Gaelic Medium Education. Promotional material produced included a DVD and a booklet of testimonials.
- Following consultation the Comhairle agreed to make Stoneybridge School a Gaelic School.
- A pre-school CD Rom is being produced.
- A range of successful initiatives for young people and for parents of children in Gaelic medium education operated under the auspices of the Community Education staff.
- The Cultural Co-ordinators programme provided drama experiences in Gaelic for schools.
- Sgoil Lionacleit provided new opportunities for bilingual education in S1.
- A revised promotional leaflet in respect of Gaelic Medium provision at secondary stages was produced.
- The Department of Education contributed to the production of the Western Isles Gaelic Language Plan.
- In partnership with Aberdeen University, a part-time PGDE secondary was introduced, with 3 Gaelic students undertaking the course.

Areas for Development/Next Steps

- Monitor and raise attainment for all Looked After children.
- Implement Inclusion Policy by development of area model (Learning Communities) for service delivery.
- Develop Pre-Scat system throughout Western Isles.
- Confirmation of the actual intake figure for Gaelic medium education.
- Increase the numbers of pupils entering Gaelic medium education.
- Continue to promote and support the operation of the Comhairle Gaelic policy, in the context of the Western Isles Gaelic Language Plan.
- Continue the consultation process for the establishment of more Gaelic Primary Schools.

NATIONAL PRIORITY 4:

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibility of citizenship in a democratic society.

Our Local Improvement Objectives

- ❖ **Increased respect for self and others.**
- ❖ **Increased awareness of interdependence with other members of their neighbourhood and society and increased awareness of the duties and responsibilities of citizenship in a democratic society.**

Some achievements and key strengths

Increased respect for self and others

- Thirteen schools in the authority have signed up for Eco school status and one has gained a bronze award.
- "Link Schools" have a citizenship policy in place.

Citizenship

- Co-ordinated inter-agency assistance for children and their families is being implemented across the authority.
- Development of Pupil Councils and the involvement of pupils in consultations and decision-making process.

Areas for Development/Next Steps

- Progress citizenship across all schools.
- Promote activities designed to support parents and families.

HMI School Inspection quotes

Sandwickhill Primary School (October 2005)

'The school had a policy for racial equality and promoted a sound knowledge of different cultures and religions. Staff ensured that all children had opportunities to discuss racism and related subjects.'

Breascleite Primary School (June 2006)

'The school's partnership with parents, the School Board, Community Association and wider community was very good. Parents received regular information about the work of the school and about their children's progress. Staff provided helpful written reports and held meetings twice each session with parents to discuss their children's progress. Parents particularly valued the headteacher's 'open door' policy and felt very welcome in the school. Parents had been asked for their views on the work of the school. These were valued and had been acted upon.'

Back School (January 2005)

'Staff had begun to involve pupils in setting their own learning targets and in assessing their success in meeting these targets.'

Cross Primary School (October 2006)

'Pupils demonstrated respect and tolerance in an atmosphere of inclusion. They were aware of the need to be tolerant towards other creeds and cultures.'

NATIONAL PRIORITY 5

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Our Local Improvement Objectives

- ❖ **Pupils are equipped with the necessary foundation skills, attitudes and expectations to prosper in a changing society.**
- ❖ **Increased levels of creativity and ambition of young people.**

Some achievements and key strengths

Pupils skills, attitudes and expectations

- The Department has further improved the existing strong provision in enterprise and work-related learning, through the *Determined to Succeed* initiative.
- A number of new award-bearing vocational courses for pupils have been introduced to reflect the needs of the local economy, drawing on a range of contexts for learning.
- The Department has reviewed and rationalised the range of courses delivered through Lews Castle College in order to improve outcomes for pupils and a partnership agreement has been reached with the college.
- The number of enterprise activities in schools has significantly increased, exceeding targets set. The existing strong links with local businesses have also increased.
- NRGBIZ, a renewable energy challenge for all P7 pupils, proved very successful, with a third of P7 pupils being actively involved in the later stages of the competition.
- The impact of enterprise activities on young people and staff has been carefully monitored using an imaginative case study approach which focuses on measurable outcomes and the achievement of core skills.
- “Link Schools” have Enterprise in Education policy in place.
- Policies are monitored by Link Officer.
- Schools have engaged enthusiastically in Enterprise projects.

Creativity and Ambition of young people

- Cultural Co-ordinators are in place in all areas and interacting with schools.
- The Youth Music Initiative budget is fully committed.
- The schools sport budget is now fully committed to Active Schools.

Areas for Development/Next Steps

- To equip young people with the life skills necessary to continue learning and to thrive beyond school in a fast changing and technological society.
- Promotion of positive attitudes to culture, heritage and sport.
- Participate in initiatives designed to enrich the opportunities available to 5-16 year olds to access sporting and cultural activities.

HMI School Inspection quote

Balallan Primary School (October 2005)

Pupils participated in a number of school activities that enabled them to acquire skills in citizenship and enterprise. They had been involved in purchasing games and formulating rules for their use during wet playtimes. They had taken part in a very successful fund raising enterprise event. This included a Christmas fair, washing cars and providing refreshments for parents, carers and members of the wider community.

Inspection of Education Functions of Comhairle nan Eilean Siar

Background

The education functions of Comhairle nan Eilean Siar were inspected during the period September to October 2002 as part of the national inspection programme of all education authorities in Scotland over a five-year period.

The local authority prepared and made public an Action Plan in March 2003, indicating how it would address the main points for action identified in the original HMIE inspection report published in January 2003.

An inspection team revisited the authority in May 2005 to assess progress made in meeting the recommendations in the initial report.

Conclusion of the Follow-up Inspection in May 2005

Since the publication of the inspection report in January 2003, the Director and his staff had made good progress in increasing the effectiveness of the authority in supporting and challenging schools. Notable improvements in strategic leadership, management and teamwork had resulted in significant improvements to ethos and morale. The Department had proved successful in involving headteachers in working with officers to improve the quality of education in all the Comhairle's schools and in consulting more widely with parents and other stakeholders.

Senior managers and Link Officers were developing a much clearer knowledge and understanding of the strengths and areas for development in schools, and were working to improve the rigour and consistency of their monitoring and oversight. The proactive use of management information generally, and attainment data specifically, was becoming embedded in the Department's work and more widely understood and accepted in schools. The Department had demonstrated a greater commitment to intervening in schools for the benefit of pupils and a clearer recognition of the need to focus on outcomes relating to their achievement and experience. It now needed to ensure that these more rigorous approaches to performance monitoring resulted in improvements in pupils' attainment, particularly in awards at Level 6 and 7. A key priority for the Department is to build on improvements in pupils' achievement and attainment and ensure that these improvements are sustained.

The Department had increased its support for centrally-deployed and school-based staff by ensuring that they all had the opportunity to benefit from a process of professional review and development. Staff now had access to a broad range of policies to support and inform their work. The policy for Quality Improvement was being implemented consistently across all the authority's schools.

The Department had increased its focus on meeting the wide range of pupils' needs and promoting social inclusion. It targeted resources more accurately to benefit individual pupils and had established alternative curriculum pathways to motivate pupils to achieve success and to promote social inclusion.

The Department had improved its financial and resource management overall. However, elected members had not to date acted on the recommendations of officers to address over-capacity in schools. This lack of action had resulted in delays in improving the quality of curricular provision for pupils in S1/S2 classes in P1 to S2 schools and in ensuring Best Value in the use of scarce resources. Elected members now needed to take action to ensure that all pupils in Eilean Siar are able to benefit from a suitable learning environment.

As a result of the overall good progress made by the authority, HMIE do not plan to make a further visit to the education authority in connection with this inspection. The District Inspector will monitor the progress made by the authority in addressing the issue of over-capacity in P1 to S2 schools.

Attainment in 5-14

Attainment in Primary

% P3, P4, P6, P7 pupils attaining or exceeding minimum levels

	Reading				Writing				Mathematics		
	2003	2004	2005		2003	2004	2005		2003	2004	2005
Eilean Siar	82	86	85		73	77	75		82	86	85
National	81	81	n/a		74	74	n/a		80	82	n/a

In all 3 measures the percentages of primary pupils attaining the appropriate grades for their level have remained consistently above the national figures. A new system for tracking progress of individual pupils and groups, which includes setting targets for each pupil, was introduced last year. This system enables the rate of progress of all pupils to be monitored and helps to ensure that pupils are achieving their potential.

Attainment in Secondary

% S2 pupils attaining or exceeding 5-14 level E

	Reading				Writing				Mathematics		
	2003	2004	2005		2003	2004	2005		2003	2004	2005
Eilean Siar	74	75	72		65	70	68		63	73	77
National	67	65	n/a		59	52	n/a		61	60	n/a

In all 3 measures, but especially in writing and more recently mathematics, the performance of S2 pupils in Eilean Siar has significantly exceeded the national norms.

Attainment in National Qualifications

Table of SCQF levels	
Level	Qualifications included
7	Advanced Higher @ A-C
6	Higher @A-C
5	Standard grade @ 1-2 (Credit) Intermediate 2 @A-C
4	Standard grade @ 3-4 (General) Intermediate 1 @A-C
3	Standard grade @ 5-6 (Foundation) Access 3 Cluster

Attainment by the end of Secondary 4

	% S4 with 5+ awards at level 3 or better				% S4 with 5+ awards at level 4 or better				% S4 with 5+ awards at level 5 or better		
	2004	2005	2006		2004	2005	2006		2004	2005	2006
Eilean Siar	92	90	93		82	80	83		41	39	47
National	91	90	91		77	76	76		35	34	34

In 2006, there was a notable improvement in the performance of S4 pupils with attainment continuing above the national norms at each of the 3 levels and well above at level 5. As a result of various measures now in place, it is expected that by 2007 the percentage of pupils gaining 5 or more passes at levels 3 and 4 will increase significantly.

Attainment by the end of Secondary 5

	% S4 with 1+ awards at level 6 or better %				% S4 with 3+ awards at level 6 or better %				% S4 with 5+ awards at level 6 or better %		
	2004	2005	2006		2004	2005	2006		2004	2005	2006
Eilean Siar	55	51	50		27	28	26		6	11	10
National	39	39	38		23	23	21		9	10	9

Following a number of school initiatives supported by the authority, the percentage of 5th year pupils gaining 5 or more Highers in S5 now exceeds national figures. The percentage of pupils achieving 1+ and 3+ Highers have continued well above the national norms.

Attainment by the end of Secondary 6

	% S4 with 1+ awards at level 6 or better %				% S4 with 3+ awards at level 6 or better %				% S4 with 5+ awards at level 6 or better %		
	2004	2005	2006		2004	2005	2006		2004	2005	2006
Eilean Siar	39	39	40		22	20	27		11	11	15
National	31	30	30		20	19	19		12	12	12

As in previous years, the performance of pupils in Eilean Siar is above that of pupils nationally. The percentage achieving 5 or more Highers has improved significantly.

