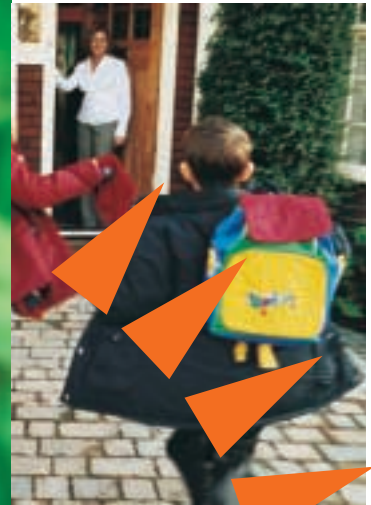
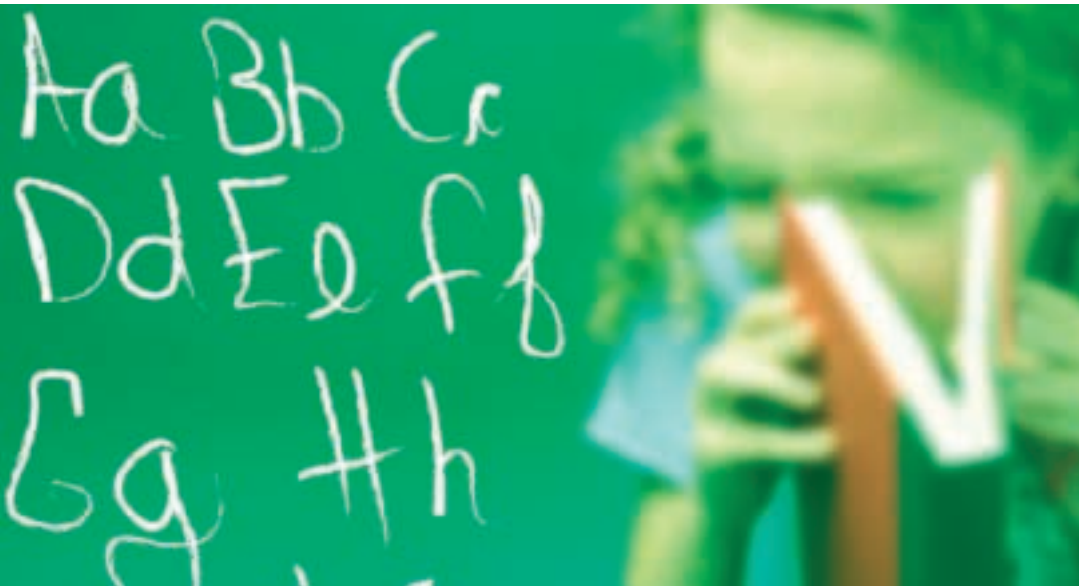


Children's Services



Standards and Quality Report on Schools' Performance 2002/03



Stirling Council Children's Services

**Standards and Quality Report on
Schools' Performance**

2002-2003

January 2004

Quality Services: Securing Continuous Improvement

Stirling Council is committed to providing quality services and to securing continuous improvement in services.

Children's Services aim to put children and young people first and provide a socially inclusive service for them and their families by:

- Promoting and delivering integrated education, care and support services of the highest quality
- Ensuring that services are accessible to all and promoting the rights and responsibilities of those who use them
- Raising achievement and reducing inequality

The Service Plan for Children's Services outlines the way we will achieve the above aims and sets the priorities for the service each year after consultation with those who receive and deliver the service. School Development Plans reflect the service aims and local aims and priorities. Each school produces an annual report on performance in the School Standards and Quality Report.

The Standards and Quality Report is a summary report on the performance of the Education Authority and all Stirling Council schools. The report identifies strengths and areas for development. These areas for development are included in the priorities for the coming session. This cycle of planning and reporting ensures that we secure improvement in our services to children and families.

National Priorities for Education

This Standards and Quality Report on School Performance 2002 - 2003 is structured on the National Priorities.

The following national priorities for education have been identified by the Scottish Parliament:

- Achievement and Attainment
- Framework for Learning
- Inclusion and Equality
- Values and Citizenship
- Learning for Life

It is a statutory requirement for education authorities and schools to report on performance in the 5 national priorities for education (Standards in Scotland's Schools etc. Act 2000). National priorities set a clear direction for the education of children and young people, while allowing local flexibility to develop local improvement objectives.

Local Improvement Objectives are embedded in the Service Plan for Children's Services. The Local Improvement Plan was approved by Committee following wide consultation with all stakeholders.

The National Quality Indicators used in the publication 'How Good is Our School' are used for self-evaluation and used by Her Majesty's Inspectors in the external inspection of schools. Copies are available from the Scottish Executive Education Department and can also be found on the SEED website. The areas covered by the quality indicators are:

- Curriculum
- Attainment
- Learning and teaching
- Support for children and young people
- Ethos
- Resources
- Leadership, management and quality assurance

School development plans follow the above structure as do school Standards and Quality Reports which are published annually and shared with the wider school community.

All schools will report on the National Priorities and Local Improvement Objectives.

Quality Audits

To support continuous improvement, Children's Services makes use of Quality Audits to identify good practice and areas for development in relation to key service plan priorities.

Quality Audits have taken place in the following areas:

- *Staff development*
- *Raising achievement*
- *Support for Children and Young People*
- *Learning and teaching*

Each Quality Audit has an associated action plan which supports service improvements.

In order to share good practice identified through the audit process, conferences and related activities take place on the in service days e.g. Working Together: New Community Schools November 2003 and Raising Attainment in Subject Areas and Developing Creativity and Ambition in February 2004.

There is a cycle of Performance Reviews for secondary schools. Every secondary school in Stirling Council will have a performance review during a two-year cycle. These are in depth audits lasting up to 5 days and involve the Service Manager Quality Assurance, Education Consultant (ex Chief HMIE), a peer headteacher and one other secondary senior manager. A report is produced and schools are expected to produce an action plan to address any recommendations made.

How do we identify Priorities for action?

There is a culture of self evaluation throughout the service for learners, teachers, establishments and the service to secure continuous improvement in performance. From self evaluation, priorities for action are identified.

Each year School Development Plans and School Standards and Quality Reports are analysed by the Children's Service to identify priorities for the service plan and for the staff development programme.

Priorities identified from primary school plans for session 2003-2004 were:

- Nutrition/Health Education/Sexual Health
- Literacy
- Routes to Equality and Fairness
- Enterprise Education for Work
- Assessment
- ICT
- Expressive Arts
- Inclusion/Support for Learning
- Personal Learning Plans
- Writing
- Learning and Teaching
- Implementing '*A Teaching Profession for the 21st Century*'

Secondary schools are included in the above analysis. However it is worth noting that all 7 secondary schools included Implementing '*A Teaching Profession for the 21st Century*', and inclusion/support for children in their plans.

These reflect key national and service priorities.

Emerging priorities for session 2004-2005 include the following:

- Enterprise/Education for Work
- Learning and Teaching
- Expressive Arts
- Improving Children's Participation
- Improving Links with Parents
- Writing
- Assessment

The priorities and emerging priorities will be used to inform future planning for staff development and related issues.

How do we know that schools are doing well?

Information in this Standards and Quality Report has come from the following sources:

- Annual analysis of school self evaluation audits, school development plans and school standards and quality reports
- Education authority quality audits
- HMIE reports and feedback to the authority
- Benchmarking information across authorities
- School and authority analysis includes tracking pupil performance, school performance and authority performance using attainment information from 5 – 14 attainment tests, standardised tests, attainment in National Qualifications and other national key performance indicators e.g. attendance, absence and exclusions.

What next?

The Service Plan for session 2003 – 04 will address the main points for action identified in this Standards and Quality Report on Schools' Performance.

During session 2004 – 2005 information on the national priorities will be collated and reported to the Scottish Executive with targets for 2005.

Full baseline information on performance under each of the national priorities will be made available from the Service Manager Quality Assurance each year.

Margaret Doran
Head of Schools

National Priority 1: Attainment and Achievement

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.

One of the aims of Children's Services is to raise achievement in the broadest sense. Part of the Raising Achievement Strategy is to raise educational attainment in the core skills of literacy and numeracy. In addition to comparisons against the national average of performance, information is also included of Stirling Council performance against our Comparator Authorities (CA), the five authorities with the closest match to Stirling Council based on a range of socio economic indicators. Currently these are Fife, South Lanarkshire, Highland, East Lothian and Midlothian.

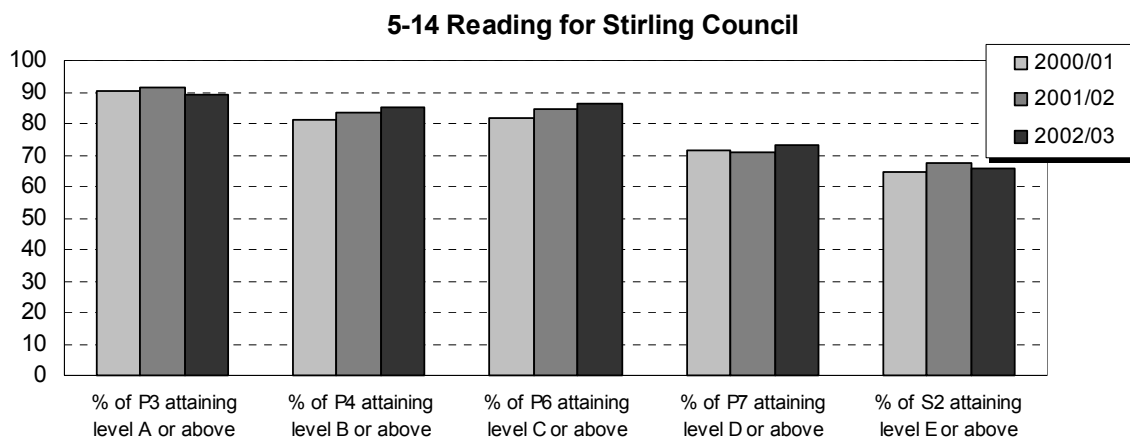
Performance: age range 5-14 years

Stirling Council trends

This year's results show a mixture of slight rises and falls in performance across both literacy and numeracy and the year groups with no clear pattern evident. Through the primary stages there is an overall slight increase for reading, a slight decrease for writing with performance in mathematics maintained. The secondary stage shows a dip for both reading and writing, although both remain higher than 2001. There is an improvement in mathematics.

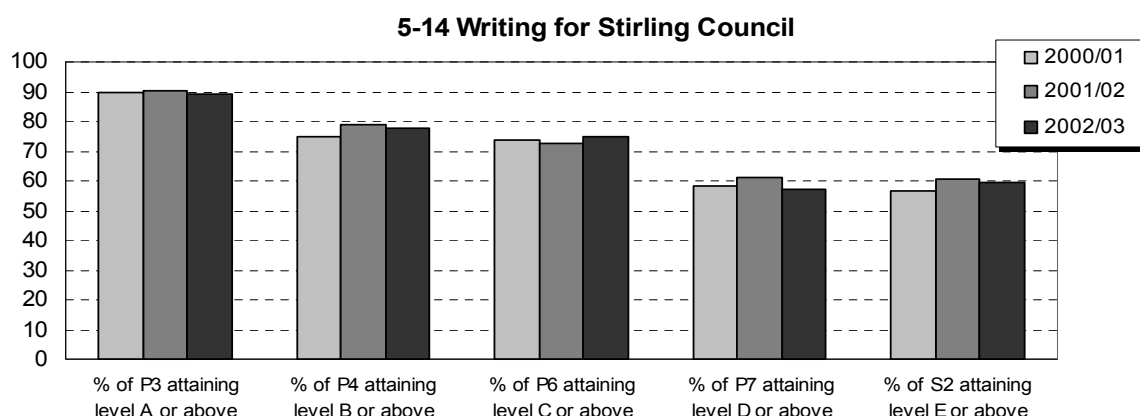
5-14 Reading

Reading shows improvement for all primary year groups except P3 and S2 which show a slight drop in performance against last year's figures.



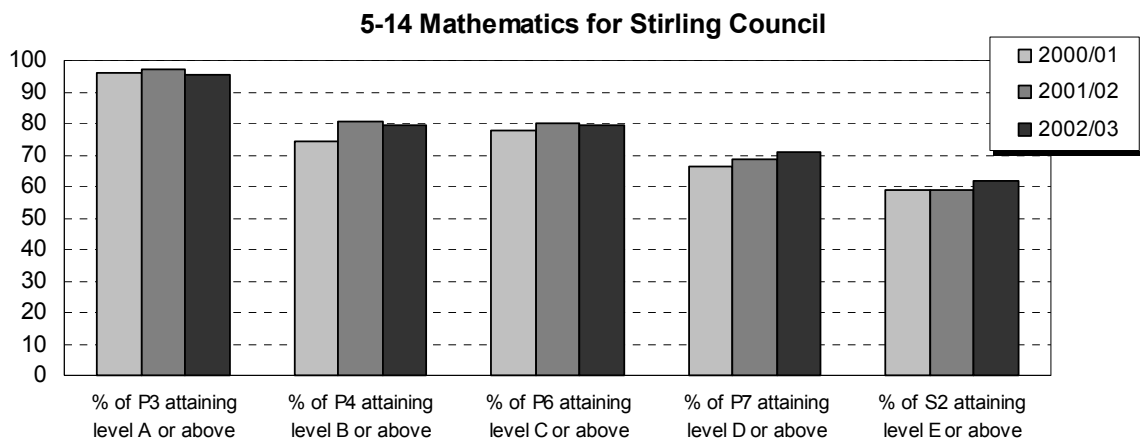
5-14 Writing

Writing shows a slight fall in performance at all stages except P6.



5-14 Mathematics

Mathematics shows improvements at P7 and S2 and a slight fall at P3 and P4.



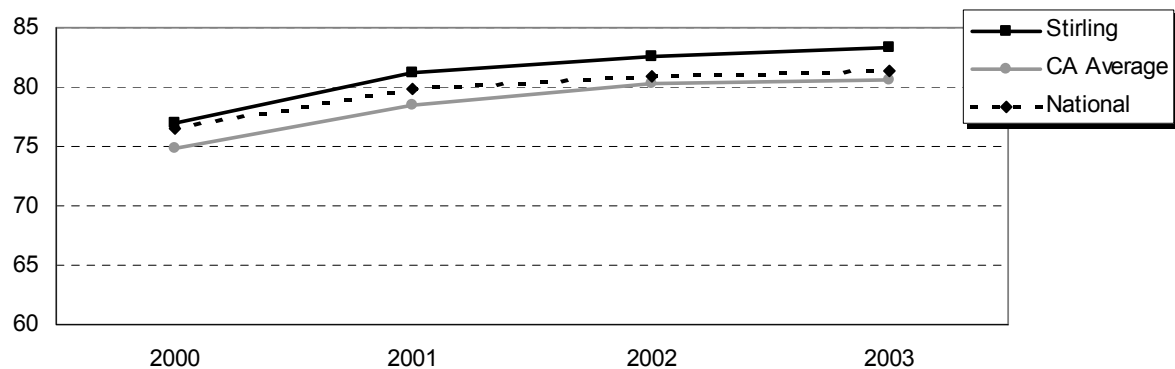
Comparison of Stirling Council Performance

Against our comparator authorities, Stirling continues to perform well with overall primary attainment for reading and mathematics above the comparator authorities. However, while still above the average for the comparator authorities, performance in writing has fallen this year.

5-14 Reading

Overall, primary reading attainment continues to be above the national average and the average for the comparator authorities. **At secondary level Stirling is 2nd within the comparator authority group and above the national average.**

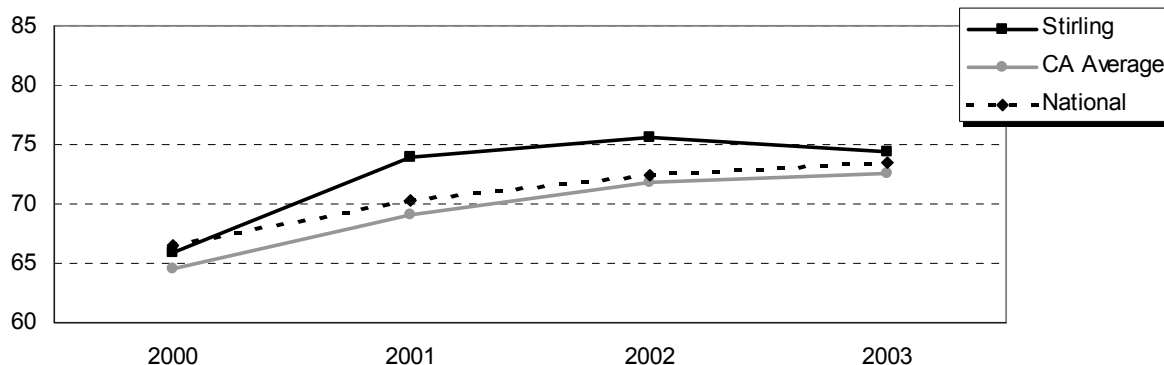
% of Primary pupils attaining appropriate 5-14 levels in Reading



5-14 Writing

Although there has been a slight dip in writing this session, results remain above the 2001 level. Stirling continues to be above the national average and the average for the comparator authorities but the gap has narrowed. **At Secondary level Stirling is 1st in the comparator authority group and well above the National average.**

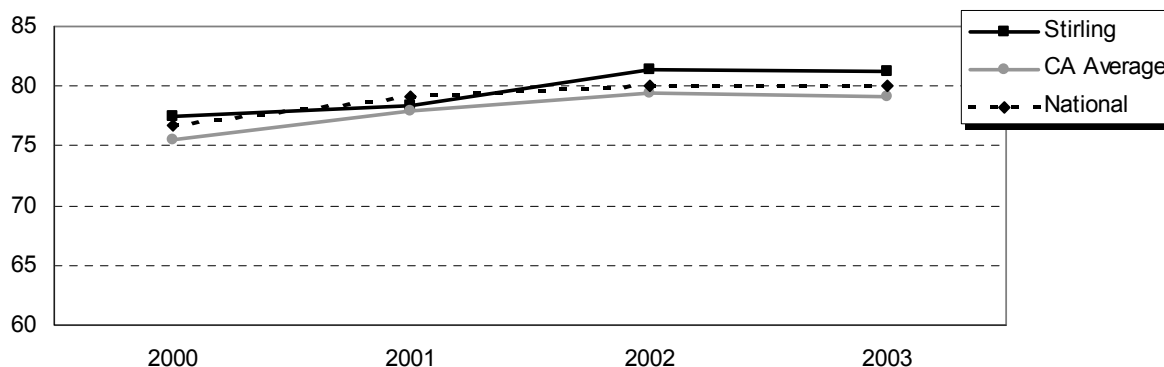
% of Primary pupils attaining appropriate 5-14 levels in Writing



5-14 Mathematics

Overall primary mathematics attainment continues to be above the national and comparator authority averages. **At secondary level Stirling is 1st in the comparator authority group.**

% of Primary pupils attaining appropriate 5-14 levels in Mathematics



Primary Mathematics

As part of the Raising Achievement Initiative in Stirling schools, corroborative evidence of progress through the mathematics curriculum was sought using three levels of the NFER Nelson Mathematics 6-14 series of standardised tests. The results are summarised in the table below.

Numeracy age derived from the NFER Nelson Mathematics 6-14 standardised tests

Primary Stage	P3			P5			P7		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Average Numeracy Age	7y 7m	7y 7m	7y7m	9y 10m	10y 0m	10y 0m	11y 8m	11y 9m	11y 9m
Average Chronological Age	7y 5m			9y 5m			11y 5m		

Performance in mathematics is improving at P5 and P7 and consistently above the chronological age at P3.

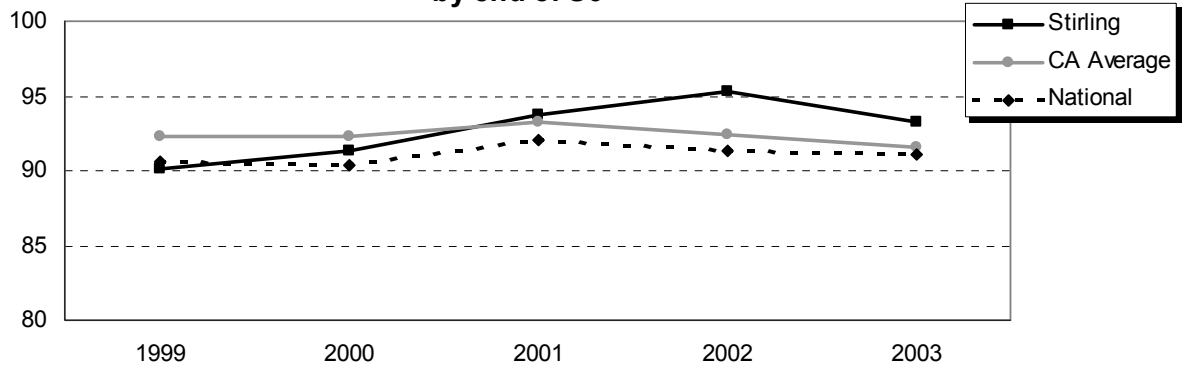
Performance: National Qualifications

Standard Grade

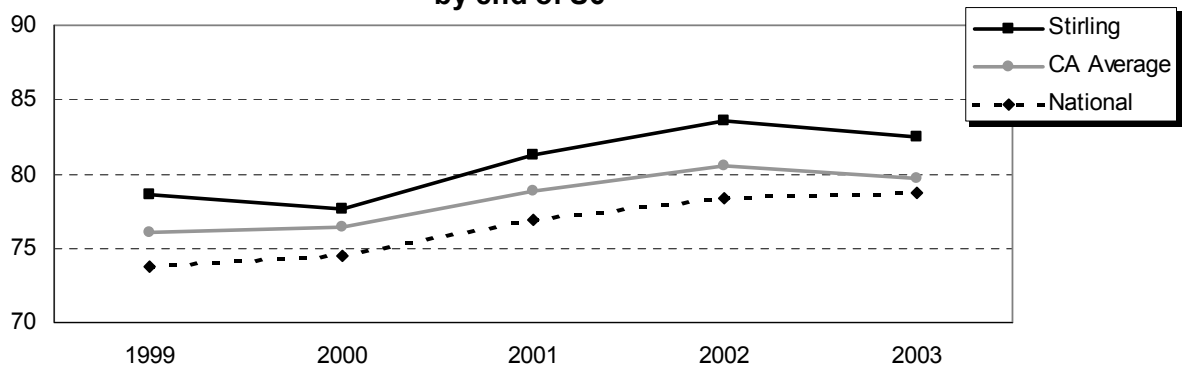
Stirling performed well at Standard Grade in 2003 in relation to the comparator authorities. However, this year there is a dip in results and the differential between Stirling, the comparator authorities and national averages has narrowed.

Amongst the comparator authorities, Stirling is again 1st for 5 or more Credit (level 5) awards and 2nd for 5 or more Credit / General (level 4) awards and for 5 or more Credit / General / Foundation (level 3) awards at S4. Performance in all three areas by the end of S6 is also good, being 2nd in each.

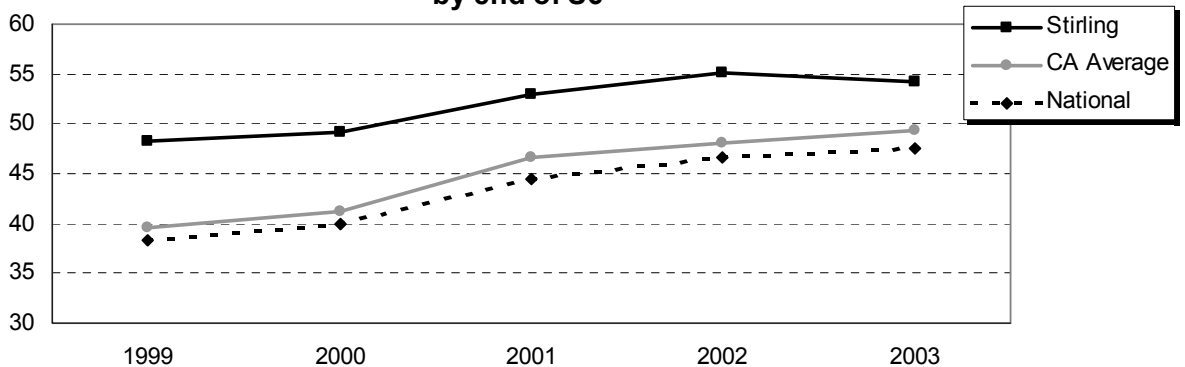
% of S4 roll with 5+ Awards at Level 3 (Standard Grade 5/6 or equivalent) by end of S6



% of S4 roll with 5+ Awards at Level 4 (Standard Grade 3/4) by end of S6



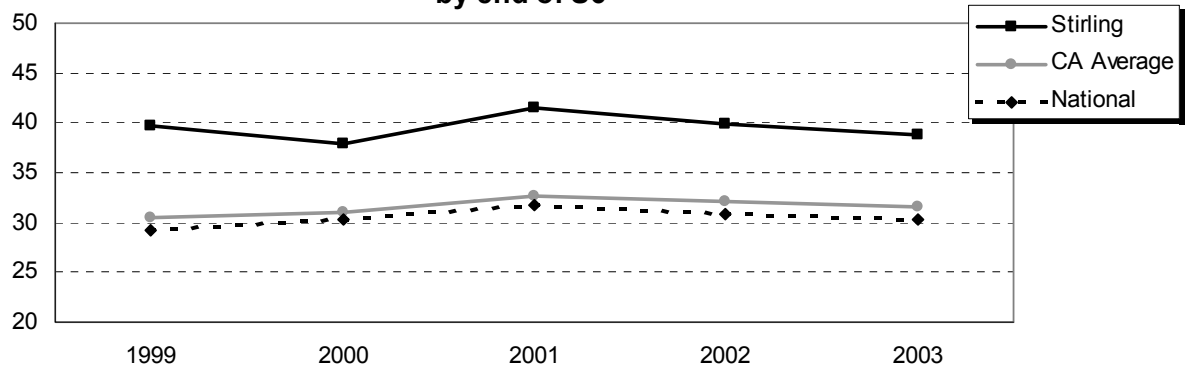
% of S4 roll with 5+ Awards at Level 5 (Standard Grade 1/2) by end of S6



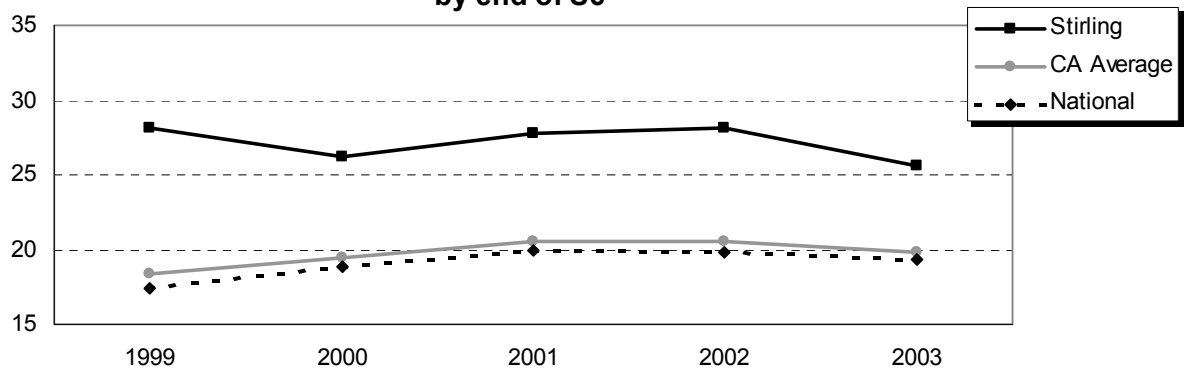
Higher and Advanced Higher

Performance at Higher remains significantly above the average of our comparator authorities and overall nationally. **Amongst the comparator authorities, Stirling is again a clear 1st for students gaining 3 or more and 5 or more Highers; 2nd for students gaining 1 or more Advanced Highers.** Nationally, the positions are 5th, 6th and 7th respectively.

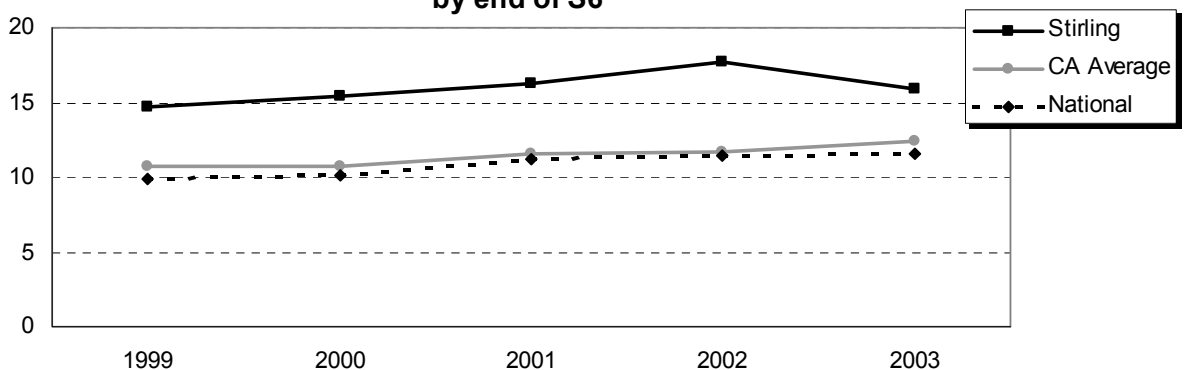
**% of S4 roll with 3+ Awards at Level 6 (Higher A-C)
by end of S6**



**% of S4 roll with 5+ Awards at Level 6 (Higher A-C)
by end of S6**



**% of S4 roll with 1+ Awards at Level 7 (Advanced Higher)
by end of S6**



'Closing the Gap'

During session 2002 - 2003 Stirling Council Children's Services addressed the National Priority of improving the attainment of the lowest achieving 20% of pupils by implementing three initiatives.

Closing the Gap 1 identified pupils in P3 who were not achieving the expected standards in some of the primary schools. The introduction of a *synthetic phonics* programme resulted in raised self-esteem and increased attainment in writing and phonic awareness.

Closing the Gap 2 and 3 provided staff development and resources for reading and writing at the upper stages of an identified 23% of primary schools. The 2003 5-14 reading and writing results show a slight improvement at P4 and P7 in 55% of the schools involved in the initiative. Progress will be monitored and strategies reviewed next session.

Comments taken from HMIE reports on schools inspected session 2002-2003

Strengths	Areas for Development
<ul style="list-style-type: none">Teachers' high expectations of pupils' achievement and the high levels of performance attained in English language and mathematics.	<ul style="list-style-type: none">To further develop the progression in pupils' learning in curricular areas through the development of programmes of studyTo further develop pupils' ICT skills and make more use of computers in learning and teachingTeachers should make their forward planning procedures more consistent and the implementation of the plans should be evaluated more systematicallyAssessment evidence should be used more effectively to improve levels of attainment

Overall summary of performance

Key Strengths

- Levels of attainment in national examinations at S5 - S6
- Rising trend in 5-14 attainment performance

Priorities for action

- Increase the pace of learning and challenge for all children
- Continue to involve young people in their own learning
- Conduct a pilot of supported school self evaluation
- Ensure implementation of curricular guidance in the authority curriculum folders
- Improve attainment in National Tests at all stages
- Focus on improving the performance of students at level 3 and 4 Standard Grade
- Review "Closing the Gap" initiatives which target the lowest achieving 20% of pupils within the authority to ensure impact on attainment

National Priority 2: 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.

Stirling Council seeks to ensure that **accommodation and facilities** are of the best quality within existing resources.

Devolved management of resources (DMR) to schools has allowed individual establishments to manage their finances in flexible and creative ways. A review of DMR will take place next session.

The programme of investment in the fabric of the estate has continued with the emphasis being on agreed priority primary schools. The main large-scale project was the extension and full refurbishment of **Killearn Primary School**, completed in August 2002.

An Outline Business Case was submitted to the Scottish Executive for a PPP project comprising a new **Community Campus in Raploch** and the extension and refurbishment of five high schools. The proposed new campus building will replace and bring together **Raploch Primary School, St Mary's RC Primary School, Kildean School and Raploch Nursery** and provide enhanced community facilities.

A system-built temporary teaching village was erected at **McLaren High School**. The ten classrooms (plus toilets, cloakrooms and storage) have replaced aged mobile accommodation until the implementation of the PPP project.

Significant work has been done at a number of establishments to improve facilities and access for people with special needs.

Resources from the **Excellence Fund** have been used effectively within the priorities stipulated for that funding including **Assessment is for Learning** and Developments in **Science**.

The funding allocated to support the recommendations of the Discipline Task Group report '**Better Behaviour; Better Learning**' was devolved to secondary schools to enhance their support for children with behavioural difficulties and promote positive behaviour strategies. During this session 3 primary support bases have been developed, 9 Inclusion Support Workers appointed and 1.8 FTE teachers appointed to the primary support service. More staff have been allocated and deployed to work in schools from the behaviour support services.

Information and Communication Technologies

All secondary schools and 6 primaries have a 2 Mb Broadband link to the Internet.

The remaining primary schools have a 128Kb ISDN line. These links will be upgraded in the coming session in line with the national Scottish Schools Digital Network (SSDN) proposals. Access to Broadband will be further extended across the primary sector.

All secondary schools and 93% of primaries are networked compared with 40% last year.

Ratios of pupils to PC's in primary sector 10:1 – government target 7.5 to 1.

Ratios of pupils to PC's in secondary sector 6.5:1 – government target 5:1.

Technology is being enhanced within the authority through further development of interactive whiteboards, digital cameras, digital videos, data projectors –demonstrating how ICT can be used creatively within the classroom to engage the learner. ICT staff development has been ongoing at Riverside ICT Learning Centre with excellent evaluations handed in from staff attending training.

During session 2002/03 video conferencing equipment was rolled out to 21 primary schools and 3 secondary schools through the SEED Modern Languages project. The authority also received video-conferencing equipment, funded by Learning and Teaching Scotland (based at Langgarth).

Staff Development

The essential resource in any school is the staff. A wide range of **continuing professional development** opportunities are provided and facilitated by the **Education Development Service** at both authority and local level. During this session the staff development system has been refined and developed. Management and leadership training has been successful with 18 members of staff undertaking the Post Graduate Certificate in School Management. Briefings have taken place for staff wishing to undertake the Chartered Teacher Qualification. Eleven staff have completed the **Scottish Qualification for Headship**; a further eight are currently enrolled on the course.

This year was the first year of the **new probation arrangements** for newly qualified teachers. A very full programme of staff development was established to underpin the development support provided by schools. This has been evaluated highly.

During 2002-2003 all staff were given the opportunity to participate in Professional Review and Development.

During this session 20 staff took part in international study visits.

Attendance

Attendance at Stirling Council schools remains above the national average:

Attendance 2002-2003:

Primary		Secondary	
Stirling	Scotland	Stirling	Scotland
91%	90.5%	80%	78%

Quality Audits

As part of the continuing improvement agenda a **Quality Audit on Environmental Studies in S1 and S2** was undertaken in May 2002.

The main priorities for action arising from the Quality Audit on Environmental Studies in S1 and S2 are:

School Action

- Homework Policy: improve quality, quantity, marking and parental involvement
- Use assessment information to group children for lessons
- Take account of assessment information and target setting in lesson planning
- Develop the involvement of parents and pupils in identifying targets and next steps
- Involve children in planning
- Take account of prior learning through transition arrangements
- Ensure extension work for children is in place and meets their needs
- Identify staff development needs in writing across the curriculum
- Involvement in 'Assessment is for Learning' project to improve learning and teaching across departments

Authority Action

- Roll out 'Assessment is for Learning' initiative
- Offer accredited staff development in core skills
- Ensure implementation of folders 'Sharing Good Practice in Clusters' (5 – 14)

In addition to the Quality Audit a further 2 secondary schools had a week long **Performance Review** involving an external consultant, officers and peer promoted staff. This resulted in an action plan which is built into School Development Plans.

Implementation of 'A Teaching Profession for the 21st Century'

The implementation of 'A Teaching Profession for the 21st Century' involved negotiations in the Local Negotiating Committee for Teachers (LNCT) and with Headteachers and the Management Consultative Group. All stakeholders in secondary schools were consulted about secondary school restructuring at whole staff meetings and in focus groups in June 2003. Children's Committee agreed the restructuring proposals for secondary schools for session 2003 – 2004.

Comments taken from HMIE reports on schools inspected session 2002-2003

Strengths	Areas for development
<ul style="list-style-type: none"> • Effective management by the headteacher of the school's devolved budget to support learning and teaching • The well planned process of staff review and development • The commitment of the hardworking staff team to the continuing development of the school • The school's well planned arrangements for making the best use of very well organised resources • The successful development of the school grounds and the interest shown by staff and pupils in environmental issues • The overall provision of resources including ICT • The leadership and commitment of the headteacher • The commitment and hard work of staff 	<ul style="list-style-type: none"> • Learning goals should be shared with pupils • Staff should provide more opportunities for pupils to take greater responsibility for, and be actively involved in their own learning

Overall Summary of Performance

Key strengths

- The number of schools registered for the Eco schools award
- The commitment of staff to the Professional Review and Development process
- The use of devolved budgets by headteachers
- The professional commitment of headteachers and staff
- Range and relevance of staff development opportunities
- Involvement and consultation with stakeholders in the restructuring of secondary schools as a response to 'A Teaching Profession for the 21st Century'
- The wide ranging development of ICT to meet school and authority needs

Priorities for action

- To further support the development of supported self evaluation by schools
- Staff development to support staff in implementing 'A Teaching Profession for the 21st Century' and in taking forward the restructuring of secondary school promoted post structures
- To improve the built environment for children's learning through the PPP programme by including the views of children and young people.

National Priority 3: Inclusion and Equality

To promote 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.

Every child and young person in a Stirling Council school is entitled to the very highest standard of support from each member of staff to help each child achieve their unique potential. This support is also set within the multi agency framework involving staff from other services and agencies.

The **Integrated Community Schools (ICS)** Initiative has now been rolled out to all school clusters. Planning for each area is undertaken by a local multi-agency ICS **Executive Group**. This session the Bannockburn and Wallace Executive Groups undertook community leadership training. Integrated community school's outcomes are reported in the Local Improvement Plan which is included in 'For Stirling's Children', the statutory plan for children's services in the area. A continuing programme of interagency staff development has been delivered. Staff from different services undertook postgraduate modules at The University of Stirling and were commended for the exceptionally high quality of their work by the external examiner from Cambridge University.

The Race Relations (Amendment) Act 2000 placed a duty on local authorities to promote race equality and reduce discrimination. Children's Services developed a Race Equality Scheme with an action plan. All headteachers attended a briefing seminar in March 2003. A Quality Audit, to measure progress, will take place in 2004.

Section 15 of the Standards in Scotland's Schools etc Act 2000 has strengthened the rights of children with special educational needs to be included alongside their peers in mainstream schools. This is known as the '**presumption of mainstreaming**'. During this session the Inclusion Support team have worked with 6 children with complex needs to support their inclusion in mainstream schools. It is anticipated that this will increase to 15 children next session.

Staged Intervention is a process implemented by Stirling Council to support children's learning and general progress. It provides schools, parents, children and support services with a structured planning and record keeping system for individual pupils who require additional support of any kind.

[There are commonly four stages included in Staged Intervention. Stages 1 and 2 refer primarily to within-school processes and solutions; class teachers, support for learning staff and headteachers will collaborate in carrying out observations, assessments and interventions regarding individual children or groups; parents and children themselves will be actively involved in the process. For children identified as having additional support needs of a more protracted nature, a range of support services and other agencies can be asked to participate at stage 3. These services may collaborate with the school, parents and the child in constructing an Individual Educational Programme; for a small number of children there may be a further progression to stage 4 when an external placement or a Record of Needs might be considered.]

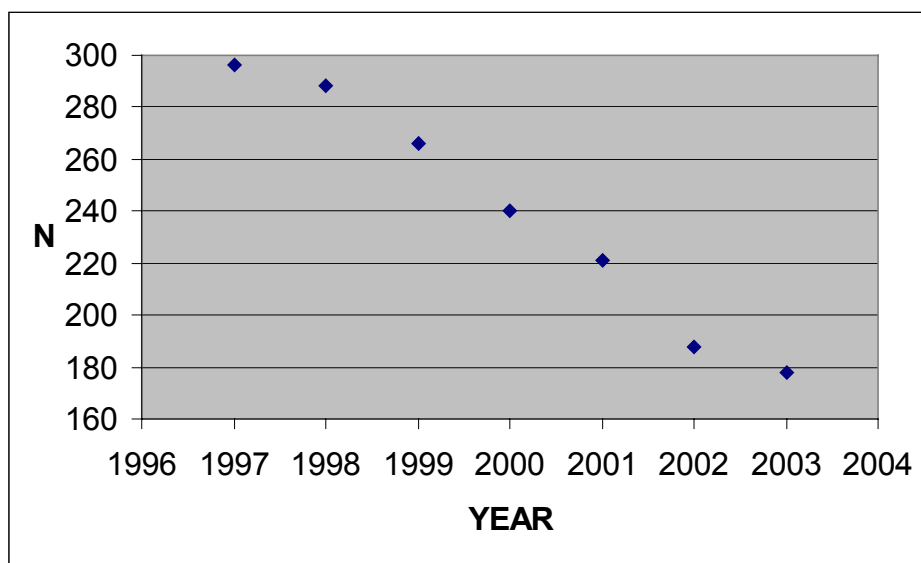
The process of Staged Intervention is an inclusive, targeted approach which addresses the additional support needs of around 20% of the school population. It was applied first to primary schools in 1998 and has since been introduced to early years and secondary settings. The use of Staged Intervention allows accurate, transparent and fair targeting of resources to areas of greatest need.

The overall proportions of children at each level have settled to 10% at stage 1, 6% at stage 2, 3% at stage 3 and 1% at stage 4. Schools have responded well to the task of organising their internal resources to provide an inclusive environment for all children identified in this way.

Considering the children with significant additional support needs - those at stages 3 and 4, within Stirling Council schools the vast majority are educated in mainstream settings. Of the **299** children of primary age at stages 3 and 4, **281** are educated entirely or mainly in mainstream. Similarly, of the **231** young people of secondary age at stages 3 and 4, **228** are educated in mainstream.

There is evidence that the success of the Staged Intervention process has led to a reduction in the requirement to open Records of Need. The numbers of children recorded has dropped steadily since Staged Intervention was introduced, as shown in the following figure.

Numbers of children with a Record of Need



The total number of children and young people with a Record of Need is now 178, which amounts to 1.4% of the school population.

As a means of distributing resources in an equitable manner, the Staged Intervention process can be shown to have a positive impact; when compared to indices of deprivation, the school figures correlate significantly at 0.48. The Recording process has never achieved a positive correlation with deprivation in any study.

In session 2002-2003 there were **17** children and young people in residential educational placements and **36** in day placements **outwith Stirling Council**.

Support for the most vulnerable children has had a high priority. The needs of **Looked After Children** are addressed in a policy which ensures care and education needs are monitored annually.

The number and percentage of young people aged 16 and 17, who finished being looked after away from home, who achieved Standard Grades English and Maths:

Percentage of 16 and 17 year olds ceasing to be looked after who attained:	Stirling Council	All Scottish average (32 councils)
• Standard Grade English and Maths	42.9%	36.4%
• at least one Standard Grade	42.9%	50.3%

In Stirling Council, the number of 16 and 17 year-olds ceasing to be looked after away from home dropped from **16 to 7**. When dealing with such small numbers, the use of percentages can often be misleading.

Out of the 27 councils who report on this indicator, Stirling lies 10th equal with Highland, Renfrewshire, and Scottish Borders. Five councils' results have not been included because their percentages would be based on fewer than five candidates, which could lead to identification of individuals.

The number of children and young people in single year groups is too small to make comparisons, therefore ongoing monitoring and tracking of Looked After Children's attainment will be on an individualised basis and reported to Children's Committee annually. **All Stirling Council school's have a member of staff designated to co-ordinate the attainment and welfare of Looked After Children.**

This session **31 PC's were installed in the homes of carers.** This installation programme was supported with an appropriate ICT training programme at Riverside ICT Learning Centre covering use of the mouse to use of the internet.

Around 50 young people are now involved in the **Virtual Schoolbag** Project which enables **Looked After Children** to have internet access and a safe place to store work and Personal Learning Plans supported by peer ICT buddies. This is being evaluated externally.

Stirling Council Children's Services continues to support the provision of **Gaelic** education both through Gaelic medium and Gaelic as a language. **A Gaelic Strategy Group** which includes representatives from Gaelic medium education, Gaelic outreach provision, Early Years, Community Education and parents has been established.

The **Gaelic medium provision at Riverside Primary School** continues to provide quality education with a high level of attainment in both Gaelic and English. The numbers attending are continuing to increase. This session there are 39 children. The anticipated role for 2003-2004 is 46. The staffing was increased to 3 full time teachers in August 2003.

The secondary Gaelic medium provision will be situated at **Wallace High School** with the first pupil transferring from the Gaelic primary medium provision in August 2004. Discussions are progressing on the development of some early years Gaelic provision at Riverside Nursery to commence January 2004.

The consultation process on the provision of Gaelic as a language was completed and is now part of the curriculum in 7 primary schools. The delivery of the language has been supported by the training of 6 teachers in GLPS (Gaelic Learners in the Primary School) and this will be extended in session 2004/5 by a further 2.

Our annual survey of children who are learning **English as an additional language** indicate that there are **236** children in Stirling schools speaking at least **10** different languages. The largest minority language group with **47** speakers is **Urdu**. There are **32 Punjabi** Speakers and **22 Cantonese**. These children and young people receive support when required from teachers within the SLANT team who are trained in English as a Additional Language.

Comments taken from HMIE reports on schools inspected during session 2002 - 03

Strengths	Areas for development
<ul style="list-style-type: none">• The inclusive and supportive ethos and the quality of pastoral care• The school's programme for Personal and Social Development• The quality of support for pupils• The extent to which the aims of the school are understood and accepted by pupils and staff	<ul style="list-style-type: none">• The staff should identify key learning outcomes and how these are to be assessed, and use the information to monitor more closely pupils' progress and achievement• Programmes for pupils who need additional support with their learning should include clearer targets and the progress of these pupils monitored more closely• Steps should be taken to improve support for pupils and to raise their expectations of attainment

Overall summary of performance

Key strengths

- The pastoral care provided for all pupils
- The Personal and Social Development programmes in place in schools
- The inclusive ethos of schools
- The development of Racial Equality Policy
- The development of Gaelic

Priorities for action

- To further develop and embed race equality within all schools
- To undertake work on gender equality
- To fully implement Personal Learning Plans for all pupils
- To use assessment to promote the achievement and attainment of all pupils

National Priority 4: Values and Citizenship

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

Stirling Council Children's Service puts **children first** when planning and delivering services. Good practice in consulting and involving young people and children in developments and developing active citizenship has been recognised nationally and internationally.

The development of **Pupil Councils** in schools, the **Student Forum** and **student representation on Children's Committee** ensure that children and young people have a forum to make their views heard. Stirling Council encourages schools to develop active citizenship as part of the life of schools. Currently **98% of our schools have Pupil Councils**.

During this session children and young people were involved in a range of consultations to develop the policy **Young Citizens Can Make a Difference** and the **Children's Charter**. They prioritised their areas for future action. This was based on the following consultations:

- Views on a Vision of Childhood
- Sexual health in Schools
- Playback (inclusion)
- Dialogue Youth Residential
- Speak Out Conferences
- Senior Citizens and Young Citizens Conference
- Health Summit
- Getting Your Point Across Residential
- Healthy Tuckshop Conferences
- Consultation with Very Young Children in Early Years Settings
- Planning for Young Peoples Views of the Hearing System

Children's participation through Information and Communication Technology has been extended to include **thinkuknow.co.uk** which teaches children about safety on the Internet. This has been piloted with central Scotland Police officers in Raploch Primary and will be extended to other schools next session.

Stirling Council actively encourages the **participation of parents** in their children's education through engagement with schools boards. During session 2002-2003 there were 43 school boards in Stirling Council. In session 2001-2002, **39** School Board members attended school board training provided by Stirling Council.

Another key element of citizenship is respect for the environment. Stirling Council supports the development of this through education for sustainability. A key feature of this is the development of **Eco Schools**. Currently 31 of our primary schools are registered as Eco schools. Seven schools have gained their Bronze award.

Comments taken from HMIE reports on schools inspected 2002 - 2003

Strengths

- The very positive ethos of the school with teachers and pupils working together in a calm and orderly environment
- The high priority placed on pastoral care
- The high levels of care shown to pupils and the regular helpful communication with parents
- Strong partnership with community organisations and productive links with parents
- The generous support given to the school by the parents and the wider community
- The level of staffing and the commitment of staff to the care of the pupils

Areas for development

Key Strengths

- Relationships between schools and their communities
- Number and quality of opportunities for children and young people to influence the development of strategies and services
- The positive relationships with parents

Priorities for action

- To continue to develop links with business and the wider community
- To ensure that focus groups of pupils are consulted on Service planning
- To continue to provide training for school boards and involve them in the education of all pupils
- To facilitate the involvement of young people in decision-making at all levels of education, particularly in knowing about children's rights, responsibilities and promoting respect for all views.

National Priority 5: 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.

The **Skills for Life** policy in Children's Services covers areas linked to national Priority No. 5 including:

- The development of core skills
- Relationships
- Education for the world of work.

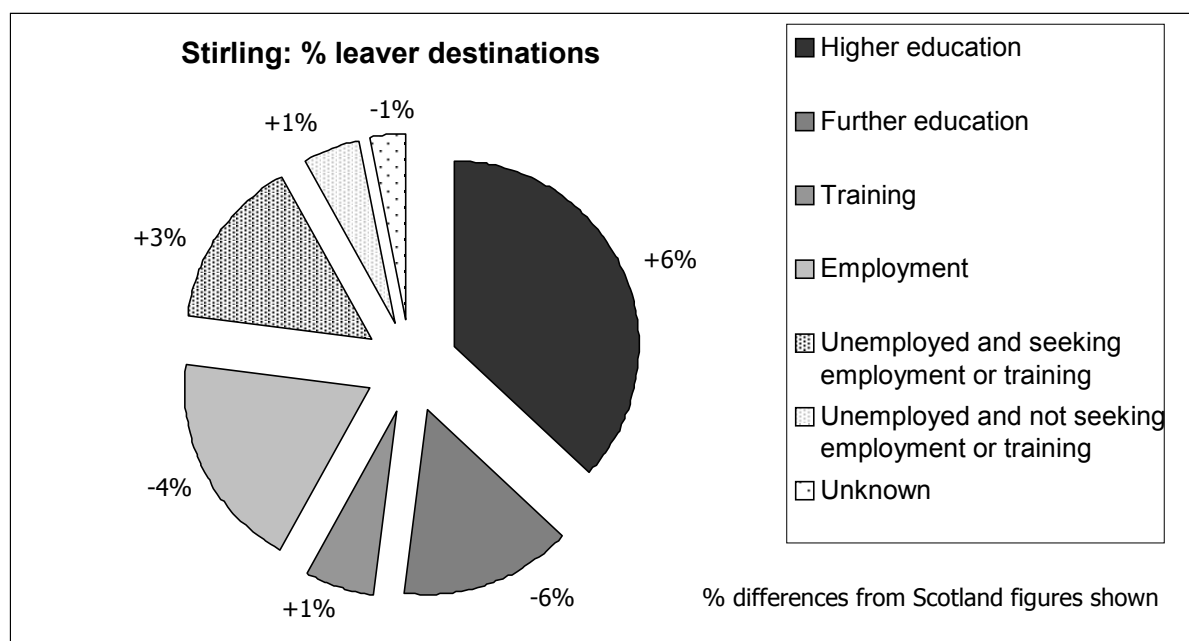
In secondary schools the **Work Experience programme** provided opportunities for 729 of S4 pupils to experience the world of work through Careers Services database. An increasing number of young people have specifically tailored work experience or a training place co-ordinated in collaboration with Community Services.

The **On Track** initiative is a collaborative venture which supports vulnerable young people from 4th year for two years through the transition to employment, training, further education or remaining at school. On Track has been successfully evaluated both locally and nationally and is reported on separately. The delivery format for this will be reviewed with Community Services and Careers Scotland next session.

Education for Work continues to develop in secondary schools with 6 schools working with **Business Dynamics** to link students to business people on a skills development programme. **Seven** teachers undertook placements in industry through **Excellence in Education through Business Links**. Two secondary schools have trained staff for **Get Into Enterprise**. Six schools took part in **Make it in Scotland** and 3 schools have been involved with the **Scottish Space School**. **140** young people from S4 took part in the **Adopt a Chef** programme.

185 teachers from **41** primary schools have undertaken training through the Schools Enterprise Programme.

The number of primary children experiencing enterprise through these initiatives in Stirling schools is 1815. Many other primaries have developed the **Education for Work** agenda through **links with Employers** including **Career Days**, enterprise activities and visits to local businesses through topic work. The above activities are a sound basis on which to take forward the Scottish Executive's recommendations in **Determined to Succeed: Enterprise Education in Scotland**.



The percentage of young people entering the categories of Higher Education and Further education have both increased by 1% this year.

37% of Stirling's school leavers this year went into **Higher Education** compared with **31%** nationally. Fewer young people go into **Further Education (15%)** in Stirling than the national average of **21%**. This year two new categories have been published. These are described below. It is a matter of concern that Stirling has higher than average percentages in both these categories. This requires further research in collaboration with Careers Scotland.

Unemployed and seeking employment or training: - includes those who are registered with Careers Scotland and are known by them to be seeking employment or training. This is based on regular contact between Careers Scotland and the client. This does not refer to the definition of 'unemployed' used by the Benefits Agency to calculate published unemployment rates.

Unemployed and not seeking employment or training: - includes all those individuals who are not seeking employment or training for a range of reasons. The reasons may involve sickness, caring for children or the elderly, involvement in full time unpaid voluntary work or taking time out. It may also include school leavers who are employed and/or in education part time for less than 21 hours per week and may include leavers with more than one part time placement.

In liaison with partner agencies and other sources within the Council schools have had access to a very wide range of **cultural activities** over 2002-2003. These have included:

- The **Big Draw** at the **Changing Room**. Including a week long residency in the Gallery and also gallery based workshops for S5/S6 pupils.
- The **Soundtracks Project** to develop music in primary and secondary schools. Primary schools were involved in three residencies. A teacher pack and CD has been produced to support this work so that it can be delivered by schools themselves. The fourth residency in traditional music was developed in Balfron cluster primary schools and involved fiddle music and step dance.
- A new **Music Fellow** worked with nursery groups and instrumental music staff on improvisation. A **Sound Orchestra** in which several young people took part.
- Partnership Project: Expressive Arts Exhibition **Creativity Matters**, Children's Services annual expressive arts exhibition was held in June this year in two venues, the **MacRobert** and the **Changing Room**. Most schools were represented in this exciting exhibition, which was very well received by both parents and the public.

Work with the **MacRobert** has developed to include:

- The **Creation Project** a large multi-media production which included pre-school, primary and secondary stages and involved working with professional musicians, theatre designer, drama worker, dance artist and the Scottish Chamber Orchestra. Several schools were also involved with an animation company to create animated film.
- Young people also have access to the MacRobert Theatre Dance and Music Groups. Individual schools/clusters also work with the MacRobert on an individual basis e.g. Teith cluster arranged day out at MacRobert for P7's day out in June. Others attend screenings in the filmhouse.
- A group of young people from Stirling schools have been trained and are part of the consultation process in the MacRobert. This was initiated by the Director of the MacRobert at the time of the refurbishment and has continued with the young people being an important part of the new MacRobert.

Individual schools also work with the **Smith** and a newly established Focus Group should encourage development of this. Several schools participated in the opening of the Smith's Ailies Garden.

Three secondary schools worked with the Scottish Chamber Orchestra on their Masterclass project where young people and staff work with the musicians in school and then attend a performance of the chosen piece of work.

A number of schools in the authority are involved with the **Royal National Orchestra** on a rolling programme. This involves teacher training and work in schools. All participating schools attend an interactive concert in Glasgow Royal Concert Hall.

A pilot project was run jointly with **Royal Scottish Academy of Music** at one of our primary schools. All children involved were given a loan of an instrument for the duration of the project. Children who were interested to take this further now form a lunch time club in school.

Childline and Children's Services collaborate on the schools' Christmas Concert for Childline.

Over **900** pupils receive instrumental tuition in primary and secondary schools. These pupils may also take part in other music activities such as the Senior Concert in March of each year and other extended musical activities.

There is a cohort of **Specialist Teachers** who work in Primary Schools across the authority to support the 5-14 curriculum in Expressive Arts, ICT and Environmental Studies. Part of this team also supports the Costumes and Artefacts Project which is run from ERIS. This project supports and develops specific areas of the curriculum e.g. Victorian, Mary Queen of Scots, WWII, Vikings and Crofting and Rural Life.

Funding was secured jointly between Children's Services and Community Services, for the appointment of 2 **Cultural Co-ordinators** from August '03.

School Sport Co-ordinators are now in five secondary schools and three Active Primary School Co-ordinators in 3 clusters, with proposals to extend to all clusters.

For the future a team approach will be planned in clusters for Sports Arts and Culture which will include the cohort of Specialist Teachers.

Strong links have been made for joint working with other services and partner agencies and national bodies.

Overall Summary of Performance

Key strengths

- Range and access to sports, arts and cultural activities
- Partnership working with other services and agencies
- Enterprise education in primary schools
- Careers advice

Priorities for Action

- Embedding education for work in secondary subject areas
- To focus on the needs of young people facing local unemployment by developing further joint working with local Further Education Colleges, local regeneration
- Ensuring equality of access to cultural and sporting activities
- Further implementation and evaluation of the Sports, Arts and Cultural Strategy for the service
- To carry out a Quality Audit in relation to Creativity and Ambition

The Future's Bright



Available in large print, Braille, on tape or translated.
Please contact Marion Wallace Gee on 01786 442658.

If you have difficulty understanding English and would like help, please contact Marion Wallace Gee on 01786 442658.

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Marion Wallace Gee, 電話 01786 442658.

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Stirling Council
Children's Services
Schools' Performance 2002-2003

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