



LEAPS

Lothians Equal Access Programme for Schools
Annual Report Summary 2014-2015

LEAPS is a partnership of the following organisations:



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Foreword

This report covers the activity carried out by LEAPS in 2014-2015. The programme continues to deliver to its aims and objectives and this report demonstrates the results achieved over the period 2014-2015.

LEAPS is a collective endeavour; we as a partnership can deliver a great deal more together than we can as individual organisations. Partners not only demonstrate their commitment to widening participation but also their commitment to our local communities. The schools which LEAPS serve are administered by our local authority partners and many of the students from those schools will make the transition to our higher education institutions as can be seen by the destination figures here on page 15.

The lines of separation between higher education and what is taught in our schools continues to be blurred. For example, the numbers of school students now working towards Higher National Certificates and Diplomas, Open University courses and other university and college-led initiatives continues to grow. The Scottish Government has recently published its Commission on Widening Access Final Report 'A Blueprint for Fairness', which will have an impact on partner higher education institution forward planning. These are just two reasons why it is important that local authorities and higher education institutions work together to help meet common strategic aims and provide the best education and life opportunities for the young people in our schools.

Widening access for students from non-traditional higher education backgrounds remains a key objective for all partners, and we thank the LEAPS team for helping us to meet our aims in this area. There are a lot of numbers in this report, but they can only tell you so much – behind every statistic is a young person, so take some time to read the student views here in the report as well as the statistics.

Good luck to the LEAPS team for 2015-2016.

Paola Renucci, Edinburgh Napier University | Chair, LEAPS Management Group, 2014-2015

LEAPS Aims and Objectives

LEAPS seeks to promote social inclusion and equality of opportunity by facilitating the progression to higher education of young people in South East Scotland whose ability to pursue higher education as a post-school option, and/or to demonstrate or realise their potential, may have been inhibited by economic, social or cultural factors.

Our objectives are to:

1. Provide young people (and their parents/carers) with impartial information, advice and guidance, and raise their aspirations, in order to encourage them to consider higher education as an attractive and attainable post-school option.
2. Provide young people with impartial information, advice and guidance about the various higher education courses and entry routes available – including direct access or access via further education.
3. Raise awareness of widening participation issues and the need to challenge traditional assumptions about admissions criteria within (a) higher education institutions and (b) schools.
4. Enhance the prospects of young people fulfilling their academic potential by promoting positive attitudes to learning and the acquisition of academic skills to ensure effective transition to, and success in, higher education.
5. Monitor and evaluate student progression into, through and beyond higher education.

LEAPS Eligibility and Schools

LEAPS was created with the aim of encouraging and advising students who are traditionally under-represented in higher education.

LEAPS works with 59 schools throughout South East Scotland. These are divided into Group 1 schools and Group 2 schools. The level of support which LEAPS provides to each school is typically determined by the school's progression rates to higher education. The inclusion of schools in both groups is reviewed on a regular basis.

Group 1 Schools

Schools in Group 1 typically have rates of progression to higher education that are some way below the national average. For this reason, these schools are normally entitled to participate in all aspects of the LEAPS programme, from S3 to S6.

Group 2 Schools

Schools in Group 2 typically have an established tradition of students progressing directly to higher education. Students in these schools who match any of the LEAPS eligibility criteria are entitled to individualised support during S5 and S6, as well as the LEAPS Summer School.

For a list of Group 1 and Group 2 schools please refer to pages 16 and 17. The group of schools entitled to take part in each LEAPS activity is indicated on the following pages using the key below:

G1 = Group 1 Schools **G2** = Group 2 Schools

Eligibility Criteria

In addition to working with schools with a tradition of low progression to higher education, LEAPS also works with school students who come from backgrounds that might suggest that they are less likely to proceed to university-level study. We have a range of eligibility criteria which determine the level of support LEAPS offers to students:

- We support any student in a Group 1 school who has the potential to achieve a minimum of 3 Highers over 2 sittings.
- We support any student in a Group 2 school who has the potential to achieve a minimum of 3 Highers over 2 sittings and who matches one or more of the following eligibility criteria:
 - student who is the first generation in family to apply to higher education or whose parents do not already have a degree
 - student who is from a low income background
 - student who has spent time in care or being looked after
 - student who is a young carer - by this we mean a person aged under 18 who has a significant role in looking after someone else who is experiencing illness or disability

For more information on our eligibility criteria please visit www.leapsonline.org

LEAPS eligibility criteria is reviewed on a regular basis.

Programme of Activity and Events

Student Volunteers



Research shows that one of the most effective ways of making young people aware of the benefits and challenges of higher education is by providing them with the opportunity to meet current university students, and our team of student volunteers is invaluable in helping us to achieve this across our programme of activity and events.

Many of the events we deliver are designed around the input of current university students who choose to volunteer with LEAPS, including school-based workshops, campus visits and conferences held at universities in and around Edinburgh. Student volunteers come from our partner institutions and study a range of academic disciplines, offering a range of student experiences to draw upon. All student volunteers participate in a training and information session delivered by the LEAPS team prior to their involvement in LEAPS activities.

The 2014-2015 volunteer team comprised 175 students studying at both undergraduate and postgraduate level. They made a total of 563 contributions to our 2014-2015 programme of activity and events.

Many of our student volunteers go on to work with young people and, following their experience with LEAPS, they do so not only with an awareness of the current landscape of widening access activity, but also with the skills and abilities they have gained to help challenge any widening participation issues that they might come across.



'Volunteering for LEAPS has been the best experience of my university life. Not only has it given me the chance to pass on my experiences of higher education to others, it has given me the edge to delve deeper into my own studies so I have more to give back when doing workshops with high school students. I look forward to every session with LEAPS and happily give up my time when I can, knowing that not only do I gain more experience in a role I wish to continue within my own future, but also knowing that even if one student considers moving onto higher education because of my energy and drive, my time has truly been well spent! Even more so, knowing that many students want to return to give back to LEAPS at later stages in their life and pass on their knowledge to the next generation.'

Kerrae Kerr | **St Augustine's RC High School**
(Currently studying at Heriot-Watt University)



'Working with LEAPS as a regular volunteer and Student Tutor on two Summer Schools affirmed my personal value set and reasons for selecting my career choice of Primary Teaching. It fuelled my passion for working in areas of socio-economic deprivation and to work hard in order to give all children and young people equitable opportunities and choices in life. I strongly believe in the benefits of higher education in allowing learners to broaden their mindset and ways of thinking to open up academic, professional and personal opportunities.'

Sophie Clarke | **Former LEAPS Volunteer** (Graduated from the University of Edinburgh)



'Coming from a Group 1 school, I had been well aware of the work of LEAPS before I started volunteering with them during my time at university. I was involved in delivering a variety of workshops and events while volunteering with LEAPS, and some of the skills I gained in this time have been invaluable in my chosen career of nursing. The staff at LEAPS are all friendly and supportive and made volunteering with them a very positive experience.'

Sean Cullen | **Former LEAPS Volunteer**
(Graduated from Edinburgh Napier University)



S3 Programme of Activity

The S3 activities provide an introduction to higher education and student life, creating awareness of the various paths into both university and college. Activities are designed to raise aspirations and student volunteers are key to the success of the campus-based event, providing a direct insight into student life.



What Next? Workshop ^{G1}

This interactive school-based workshop, using electronic clickers, sees LEAPS staff lead students through a multi-media presentation which highlights the different paths students can take through school, college and/or university (including articulation) and potential future employment. Students attend this session prior to the Campus Reporter experience.



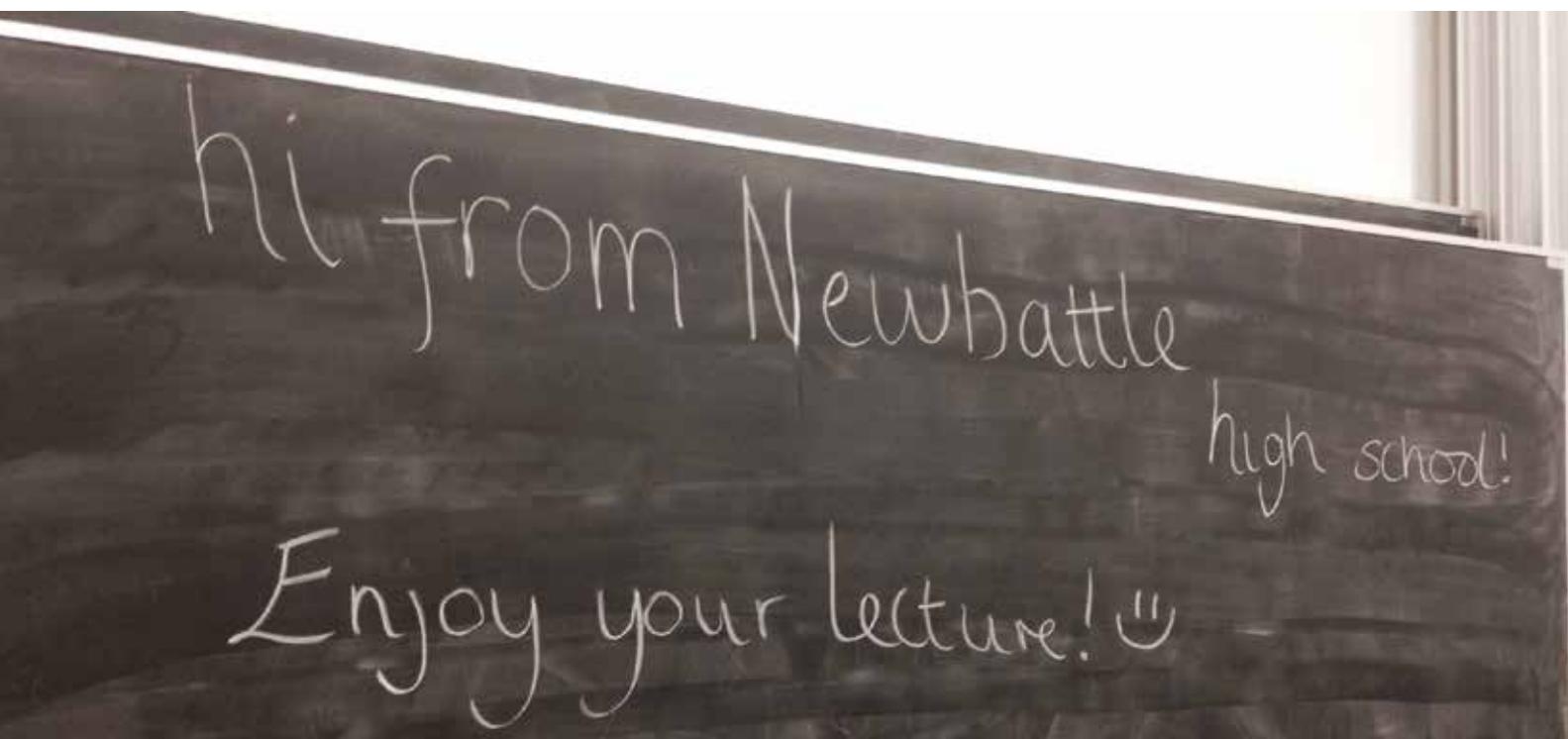
Campus Reporter ^{G1}

This campus-based event using the theme of a TV news programme about higher education is half a day in length. Students explore the university facilities accompanied by a university student and a member of the LEAPS team. Students are split into groups and use hand-held video cameras to create a short film clip about an aspect of university life which will form part of the TV news programme. This event provides an early introduction to university and student life.



'The first experience I had with LEAPS was in third year of high school. A group of us were taken on a trip to the University of Edinburgh campus. As the youngest member of a family who had never attended university it was a foreign concept to me, I genuinely wondered why I'd even been chosen to take part. But as I sat there these speakers started talking about how possible it was, and not only that, but alongside the LEAPS team was a volunteer who was from West Lothian. At that moment, I knew university wasn't something that other people did, but something I could do! From that moment onwards LEAPS was there for me through to the end of my school life to make that third-year dream a reality. Fast-forward six years and here I am, on the same campus where I first realised it was possible. This is why I now volunteer. To inspire the 'I can do this' mentality in the minds of those who doubt themselves, or who simply don't know the options that are available to them.'

Joanne Lees | **Inveralmond Community High School** (Currently studying at the University of Edinburgh)



S4 Programme of Activity

Following on from S3 activities, the S4 events continue to raise aspirations and encourage students to consider the wide array of opportunities at university and college level.

Courses, Qualifications and Careers Workshop ^{G1}

This workshop is delivered in schools by LEAPS staff assisted by student volunteers. The workshop follows a quiz show format and consists of a number of rounds in which teams of students explore topics such as qualifications needed for different careers, which courses are taught at university and college, university subject areas and student life. The workshop also challenges stereotypes of higher education students and student life in general.

32
workshops reached
1062
participants



‘Being the first in my immediate family to consider going to university, I didn’t really know what it was all about. I first came into contact with LEAPS when I was in my fourth year at Armadale Academy for a quiz-based workshop – I remember having no idea how many different subjects were available to study at university, or that what I studied at university did not necessarily mean I would have to get a job doing the same thing.’

Nicola Allardice | **Armadale Academy/Whitburn Academy** (Currently studying at Heriot-Watt University)



High Flyers ^{G1}

This four-day residential event provides enhanced support to five schools with the lowest progression to higher education:

- Castlebrae Community High School
- Craigroyston Community High School
- Drummond Community High School
- Newbattle Community High School
- Wester Hailes Education Centre



38

students attended
High Flyers in
2015

Students from the above schools are invited to take part in High Flyers, which takes place in June as S4 students are transitioning to S5. Students attend a range of academic sessions, allowing them the opportunity to sample different university courses, and are also offered a social programme allowing them to experience student life. The aim is to inspire and inform students so that they might further consider post-school higher education options and what is required to achieve them.

High Flyers is run in conjunction with our partner organisations, with students spending a day in each of four local universities – Edinburgh Napier University, Heriot-Watt University, Queen Margaret University and the University of Edinburgh. The event is also supported by university students who act as Student Mentors throughout the four-day residential.



S5 Programme of Activity

Whilst continuing to develop positive working relationships with students, the S5 activities support students to choose the right course, provide advice and guidance on course requirements, and encourage students to recognise how valuable S5 is in terms of college and university entrance.

What is LEAPS?

Promotional Presentation ^{G2}

This short presentation introduces LEAPS to students in Group 2 schools who may not yet be familiar with LEAPS. It explains who we are, what we do, and also outlines LEAPS eligibility criteria so that LEAPS-eligible students can be identified.

40
events reached
3166
participants



Introduction to Higher Education Presentation ^{G1}

This is a presentation targeted at students who may be Higher National (HN) or university candidates. The presentation includes an overview of higher education, including key information relating to entry qualifications, application procedures, exit points and articulation. Focusing on a timeline, students are advised of opportunities to collect information to make an informed decision about post-school higher education options.

19
events reached
1069
participants

Typical Student Week Workshop ^{G1}

This session is delivered by LEAPS staff assisted by student volunteers. Students are split into small groups and are asked to interview a student volunteer about their typical week at university in order to compile a diary entry/typical timetable. The session introduces students to the difference in learning styles between school and university and is designed to make pupils aware of the focus on independent study at higher education level.

21
events reached
746
participants



'I felt that the various workshops I contributed to helped high school students to really unpack and explore the barriers which they believed to be in their way in a relaxed manner. This resulted in positive solutions and manageable examples of shared experience from university students. If I had been on the receiving end of these workshops, a lot of my fears would have been removed and I would have felt more confident about my ability to succeed in a university environment when entering as a first year student.'

Sophie Clarke | **Former LEAPS Volunteer** (Graduated from the University of Edinburgh)

S5 Programme of Activity



S5 Interviews ^{G1}

This is a one-to-one thirty-minute interview for S5 students with a member of the LEAPS team. Students are identified as having the potential to go on to higher education and the interview is designed to offer advice and guidance on higher education entry requirements. The focus is on course choices for S6 and other opportunities the student could explore, such as work experience required for certain higher education courses.

737
Interviews
undertaken in
20 schools

Conference for S5 Students ^{G1 G2}



The S5 Conference is a campus-based event designed to help students take the first steps towards higher education. It offers information and advice to students to help them make the right decisions about their future studies. The event includes workshops which introduce students to strategies for selecting the right course and making an effective application to higher education. There is also a higher education exhibition where students can collect course and institution information, as well as providing the opportunity for them to speak directly to college and university staff and students. The Conference is delivered by LEAPS staff, university students and colleagues from partner organisations, higher education institutions and related agencies.



'I was the first person in my family to consider a university course. I received a lot of support from LEAPS throughout high school via various workshops, which I still value today. Leaving school I didn't go straight to university, I gained some life experience and then studied a HNC before going into the second year of my degree ... The LEAPS staff are brilliant at what they do – very supportive of their pupils and volunteers, which makes being part of their team so enjoyable!'

Jema Howie | **Inveralmond Community High School**
(Currently studying at Edinburgh Napier University)



250
students attended the
event at the University
of Edinburgh in March
2015



'I remember LEAPS coming in and delivering workshops to us that covered a variety of different topics. It was always so nice to see the LEAPS staff in school as they always had the most up to date knowledge about courses and other details about university. They have always been hugely supportive and completely willing to go the extra mile to help and support not only their students, but the volunteers that participate in workshops too. Without the support and guidance I received from LEAPS at school, I can honestly say I do not think I would have gotten into my first choice university.'

Holly Henderson | **Gracemount High School,**
(Currently studying at the University of Edinburgh.)



S6 Programme of Activity

The S6 activities are designed to provide individualised support to students as they apply to higher education at a key transitional point, promoting positive learning attitudes and the acquisition of academic skills to ensure effective transition to, and success in, higher education.

What is LEAPS? Promotional Presentation ^{G1 G2}

This short presentation is delivered to the whole of the S6 cohort and is designed to remind them about LEAPS and outline what support is on offer in S6.



Pre-application Interview ^{G1 G2}

The pre-application interview is offered to all LEAPS-eligible students and is an opportunity to discuss the student's application to college or university, including potential course choices, experience and achievements, and the personal statement. The interview is either undertaken by a member of the LEAPS team or by an advisor from one of our partner institutions. The interview may be followed up by a pre-application enquiry to a university on a student's behalf to reassure students of a likely offer and any conditions that might need to be met.



'The LEAPS interview helped me to specify higher education courses I would like to study, and to identify goals that I should focus on. During the interview I was informed and advised about the option of attending college, as well as things to mention in a personal statement. Since the LEAPS interview, and because of all the helpful advice, I kept in mind that I should attend all LEAPS-related events.'

Gregor Jemiolo | **Tynecastle High School** (Currently studying at the University of Edinburgh)

Getting by on a Student Budget Workshop ^{G1}

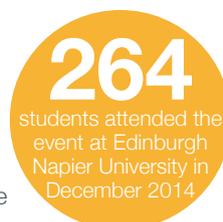
This session is delivered in school by LEAPS staff assisted by student volunteers. Students work through a case study assisted by a student volunteer. From the information supplied, they have to identify what the case-study student spends per week, and their sources of income, to get a more realistic picture of how students get by on a budget.



Conference for S6 Students ^{G1 G2}



This event is designed for students who have received a pre-application interview and supports the next steps towards higher education. A mixture of workshops and presentations are delivered by the LEAPS team, assisted by university staff and representatives from NUS and SAAS, and topics include 'responding to UCAS offers', 'making a college application' and 'preparing for a teaching/nursing interview'.



'The S6 conference was the first event I attended and it was there that I got most of my information and my LEAPS journey began ... if it wasn't for the help and support of the LEAPS staff and volunteers I don't believe I would be at university. It was because of this that I decided to volunteer for LEAPS in my second year of university, as a thank you and to help those who are in the same position as I was to get the information they need.'

Gemma Rutherford | **Broughton High School** (Currently studying at Heriot-Watt University)

S6 Programme of Activity



S6 UCAS Catch-ups & LEAPS Summer School Talk ^{G1 G2}

This event is for students who have applied to university and provides an overview of the post-application UCAS process, including the different types of UCAS offers, how to respond to them, post-application visit days and potential college applications. The talks also advise students about the LEAPS Summer School (see page 12).



Creative Extras ^{G1 G2}

Creative Extras is a series of activities for LEAPS-eligible students who are applying for creative courses in higher education, namely art and design, journalism, acting and music. These activities are designed to offer advice, guidance and experience with portfolio, audition and interview preparation; the 'extras' over and above the academic requirements for creative arts applications.

The focus of Creative Extras is also on better preparing students for their transition to higher education creative study.

Art and Design Portfolio Week

The Creative Extras Art and Design Week provides students with the opportunity to gain confidence, learn new skills and to develop their portfolio in order to enhance their applications to art and design courses.



In 2014, the Creative Extras Art and Design Week took place in the October break and included practical studio work at the University of Edinburgh (Edinburgh College of Art), Edinburgh Napier, Heriot-Watt and Queen Margaret universities; a gallery session with the Fruitmarket Gallery; the chance to work with art and design students; and advice and guidance on applications. The week culminated with a celebratory exhibition of students' work.

JAM Masterclasses – Journalism, Acting, Music

The Creative Extras JAM masterclasses support students hoping to apply to journalism, acting and music higher education courses. The masterclasses provide students with the opportunity to focus on honing their interview and audition skills, as well as encouraging them to explore the range of higher education courses available within these fields.



In 2014, the JAM masterclasses took place throughout October and November and were delivered by tutors and students from Edinburgh Napier University, The Royal Conservatoire of Scotland, Edinburgh College and the University of Edinburgh.



'Creative Extras gave me a chance to get involved in art again ... and experiencing the different lectures and activities gave me a good insight into what I could do and achieve on a design course. I got a lot of good work done, including some pieces which were key to my interviews for university... If it wasn't for the week with LEAPS there would've been no way I would be here with two conditionals for Graphic Design.'

Fiona Hamilton | **Hawick High School**
(Currently studying at Edinburgh Napier University)



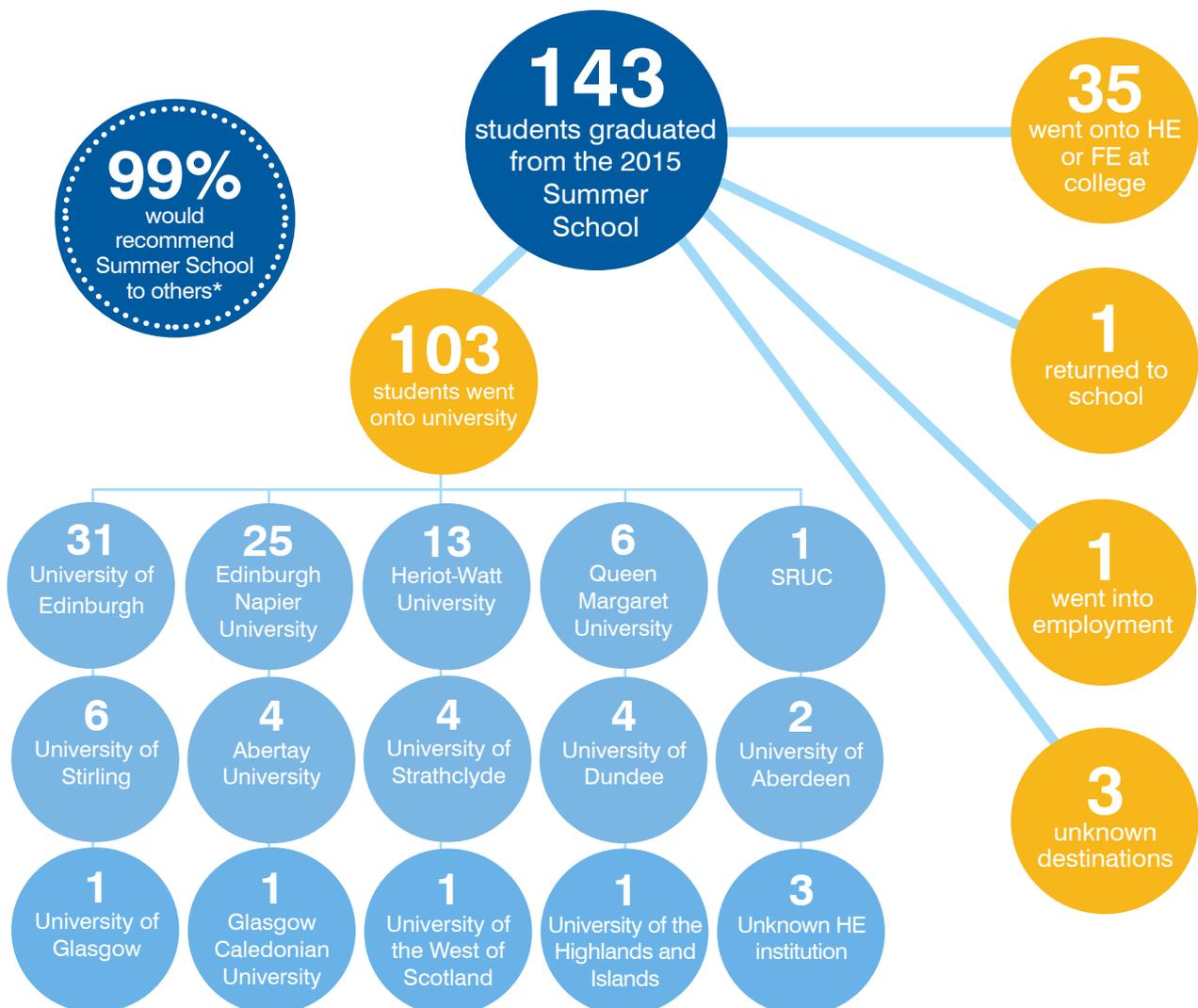
Summer School

The LEAPS Summer School is a seven-week programme held throughout June and July designed to support entry and smooth transition to university at a key transitional point, as well as improve retention. It provides students with an additional opportunity to demonstrate to university admissions staff that they have 'what it takes' to cope with degree-level work.



Summer School students study three courses which are taught and assessed at degree-level – an Academic Skills course and two of their own choosing which relate to their current Highers or the course they hope to study at university. Classes are based at the University of Edinburgh, Heriot-Watt University and Edinburgh Napier University, with academic staff from all our partner institutions contributing to teaching.

The LEAPS team and Student Tutors further support students throughout Summer School, and on completion of the programme a Summer School report is compiled for each student which is based on their performance. A significant number of Summer School graduates have gained access to their university course on the basis of a positive assessment report in cases where they did not meet the conditions set.



The above data is based on School Leaver Destination Returns for 141 students and student-advised post-Summer School destinations for 2 students.

*Of those who responded to the 2015 Summer School Evaluation Survey.



'Since high school, LEAPS have been extremely supportive and helpful. Summer School was crucial for my getting into university, and that first taste of what studying at university would be like was all I needed to cement the fact that I really wanted to go. Arriving at university and meeting like-minded people was fantastic, and now, almost four years later, I am still thankful for LEAPS and for the opportunities they afforded me. That's why I wanted to volunteer with them, so that I could give back all that I received, but also so that I could inspire young folks who might not know what they want to do yet.'

Mariana Duarte | **Drummond Community High School** (Currently studying at Edinburgh Napier University)



'I became involved with LEAPS during my third year at university and it was one of the most valuable experiences of my university career ... the annual summer school was a particular highlight and, as a Student Tutor, the dedication and effort put in by hundreds of young people was an incredible thing to be a part of.'

Jordan Tillier | **Former LEAPS Volunteer** (Graduated from Stirling University)

Parents and UCAS Events



School-based Parents' Events

The LEAPS team attend many parents' evenings at schools across South East Scotland, providing advice and guidance about LEAPS and the support available to parents and carers.



Higher Education Conventions

The LEAPS team attended the Edinburgh and the Lothians & Borders UCAS-organised higher education conventions in September 2014, providing advice and guidance to students.



Campus-based Parents' Information Evenings

Parents' Information Evenings took place in Edinburgh, Stirling and Galashiels in March 2015, providing advice to parents on choosing courses, applying to college and university, as well as financing higher education study.



'As I am the first person in my family to go to university, neither I nor my parents had any ideas about higher education and what was involved. LEAPS was hugely important in providing not just me with relevant information, but my parents too, allowing them to become more involved in my progression to higher education.'

Holly Henderson | **Gracemount High School**
(Currently studying at the University of Edinburgh)



Destinations of LEAPS-eligible interviewed students

We track the destinations of LEAPS-eligible students who receive a pre-application interview and who are supported by LEAPS. Their initial destination is shown in the following tables, firstly by council and secondly by higher education institution.

Destinations by Council

Table 1

Destinations	City of Edinburgh	East Lothian	Midlothian	West Lothian	Scottish Borders	Forth Valley	Total 2015	Total 2014	Total 2013
University	428	144	113	247	190	75	1197	1318	1238
%	57%	54%	55%	53%	68%	47%	56%	57%	57%
College - HNC/HND	125	49	27	109	28	32	370	434	352
%	17%	18%	13%	23%	10%	20%	17%	19%	16%
College - other courses	88	33	18	45	24	14	222	200	242
%	12%	12%	9%	10%	9%	9%	10%	9%	11%
Employment	79	34	40	54	25	32	264	279	244
%	11%	13%	20%	12%	9%	20%	12%	12%	11%
Unemployment	18	5	3	4	5	2	37	20	63
%	2%	2%	1%	1%	2%	1%	2%	1%	3%
Other destinations	12	1	4	9	8	6	40	46	18
%	2%	0%	2%	2%	3%	4%	2%	2%	1%
Total Known Destinations	750	266	205	468	280	161	2130	2297	2157

Table 1 notes: Other destinations shown above from 2015 include voluntary work, training, school pupil and modern apprenticeships.

The percentages in the above table have been rounded and are based on known destination information shown in the table.

The destinations of 29 students across the local authorities are unknown (1.34% of the total). This figure was 1.16% in 2014 and 5% in 2013. These have been omitted from the table above.

Destinations by University/College

Table 2

Destinations	City of Edinburgh	East Lothian	Midlothian	West Lothian	Scottish Borders	Forth Valley	Total 2015	Total 2014	Total 2013
Edinburgh	148	47	32	60	59	28	374	446	400
Edinburgh Napier	74	25	23	33	27	6	188	220	149
Heriot-Watt	45	12	14	26	7	3	107	126	133
Queen Margaret	32	11	11	7	15	1	77	85	94
Stirling	17	5	6	20	11	13	72	81	86
Glasgow	15	7	7	13	10	7	59	47	41
Robert Gordon	16	10	3	7	10	2	48	41	44
Dundee	13	6	4	9	12	1	45	34	47
Strathclyde	12	3	2	11	7	3	38	41	44
Aberdeen	12	7	3	3	1	2	28	34	29
Abertay	10	1	2	5	5	3	26	31	33
Glasgow Caledonian	6	1	0	8	4	1	20	34	42
St Andrews	4	4	1	6	4	1	20	21	17
SRUC - HE	0	1	1	4	7	0	13	15	27
UHI- HE	3	0	2	2	2	2	11	10	14
University of the West of Scotland	1	0	0	5	1	1	8	12	21
Glasgow School of Art	1	1	0	1	1	1	5	1	1
Royal Conservatoire of Scotland	3	1	0	1	0	0	5	0	0
Other Universities	16	2	2	26	7	0	53	39	16
University Total	428	144	113	247	190	75	1197	1318	1238
Edinburgh College	197	74	42	50	20	3	386	388	397
West Lothian College	5	0	1	65	0	0	71	65	66
Forth Valley College	2	3	0	8	0	27	40	43	39
Borders College	0	0	2	0	24	1	27	41	23
City of Glasgow College	0	2	0	9	5	7	23	29	21
New College Lanarkshire	0	0	0	6	0	2	8	10	3
SRUC - FE	2	0	0	1	0	0	3	2	3
Fife College	2	0	0	1	0	0	3	11	13
UHI - FE	1	0	0	0	0	1	2	1	0
Other Colleges	4	3	0	14	3	5	29	44	29
College Total	213	82	45	154	52	46	592	634	594
Overall Total	641	226	158	401	242	121	1789	1952	1832

Table 1 and 2 notes: It should be noted that data in both tables for 2015 is based on the School Leaver Destination Returns (SLDR) provided by Skills Development Scotland (SDS) to LEAPS in January 2016.

Universities intake returns to the Higher Education Statistics Agency are based on December figures and are available from partner universities.

Progression to Higher Education

Group 1

Table 3

GROUP 1 SCHOOLS	Baseline 1996-2000 %	2014-2015 %	5 yr Ave 2011-2015 %	5 yr against baseline %	1 yr against baseline %	Yrs as Group 1
Alloa Academy	N/A	22	27	N/A	N/A	5
Armada Academy	18	29	25	7	11	11
Bannockburn High School	N/A	23	27	N/A	N/A	5
Castlebrae Community High School	3	0	3	0	-3	14
Craigroyston Community High School	3	10	9	6	7	14
Drummond Community High School	16	30	24	8	14	14
Eymouth High School	N/A	30	25	N/A	N/A	5
Forrester High School	13	16	22	9	3	14
Gracemount High School	12	22	24	12	10	14
Grangemouth High School	N/A	24	23	N/A	N/A	5
Hawick High School	N/A	32	30	N/A	N/A	7
Inveralmond Community High School	14	29	28	14	15	14
Leith Academy	14	29	29	15	15	14
Liberton High School	10	22	22	12	12	14
Lornhill Academy	N/A	22	22	N/A	N/A	5
Musselburgh Grammar School	20	28	27	7	8	1
Newbattle Community High School	12	15	16	4	3	14
Tynecastle High School	23	22	20	-3	-1	8
Wester Hailes Education Centre	3	17	10	7	14	14
Whitburn Academy	19	33	28	9	14	8

Table 3 notes: Musselburgh Grammar School was previously a Group 2 School, but became a Group 1 School in 2014-2015.

The data in table 3 is based on the Community Planning Partnership reports produced by Skills Development Scotland.

Progression to Higher Education

Group 2

Table 4

GROUP 2 SCHOOLS	Baseline 1996-2000 %	2014- 2015 %	5 yr Ave 2011-2015 %	5 yr against baseline %	1 yr against baseline %	Previously Group 1
Balerno Community High School	46	58	51	5	12	
Bathgate Academy	24	34	33	9	10	
Beeslack Community High School	37	31	34	-3	-6	
Berwickshire High School	N/A	38	37	N/A	N/A	
Boroughmuir High School	52	67	67	15	15	
Broughton High School	21	34	34	13	13	✓
Broxburn Academy	18	37	34	16	19	
Craigmount High School	34	54	44	10	20	
Currie Community High School	39	45	47	8	6	
Dalkeith High School	20	27	28	8	7	
Deans Community High School	19	30	33	14	11	✓
Dunbar Grammar School	29	40	42	13	11	
Earlston High School	N/A	54	49	N/A	N/A	
Firrhill High School	32	44	53	21	12	
Galashiels Academy	N/A	37	32	N/A	N/A	
Holy Rood RC High School	16	28	33	17	12	✓
James Gillespie's High School	46	56	55	9	10	
James Young High School	22	39	38	16	17	✓
Jedburgh Grammar School	N/A	42	32	N/A	N/A	✓
Kelso High School	N/A	40	42	N/A	N/A	
Knox Academy	41	47	43	2	6	
Lasswade High School Centre	24	33	33	9	9	
Linlithgow Academy	49	57	57	8	8	
North Berwick High School	52	54	58	6	2	
Peebles High School	N/A	54	49	N/A	N/A	
Penicuik High School	32	31	41	9	-1	
Portobello High School	27	38	39	12	11	
Preston Lodge High School	24	30	33	9	6	
Queensferry Community High School	33	34	40	7	1	
Ross High School	16	18	24	8	2	✓
Royal High School	39	53	52	13	14	
Selkirk High School	N/A	43	38	N/A	N/A	
St Augustine's RC High School	30	30	32	2	0	
St David's RC High School	22	25	28	6	3	
St Kentigern's Academy	26	35	36	10	9	
St Margaret's Academy	25	43	49	24	18	
St Thomas of Aquin's RC High School	34	46	52	18	12	
Trinity Academy	24	32	33	9	8	
West Calder High School	28	39	39	11	11	

Table 4 notes: Ross High School was previously a Group 1 School, but became a Group 2 School in 2014-2015.

The data in table 4 is based on the Community Planning Partnership reports produced by Skills Development Scotland.

Financial Report

September 2014 – August 2015

Local Council and university partners provide LEAPS core contributions, which amounted to £288,829 in 2014-15. The LEAPS Management Group considered that it remained prudent to continue to set aside a redundancy contingency fund, and this was done before the budget was set for 2014-15.

Additional funding of £285,825 was provided by the Scottish Funding Council for the delivery of the Schools for Higher Education Programme (SHEP). SHEP operates across 19 schools in the South East Region of Scotland and this funding provided delivery, development, management and reporting of SHEP activities in the South East Region of Scotland.

LEAPS would like to thank its partners, whose staff provide valuable in-kind contributions throughout the year. This includes the support of the University of Edinburgh who host LEAPS and provide Finance, IT Support and Human Resource services.

The LEAPS Budget is carefully managed with due diligence and is shown below. This covers delivery across all 59 LEAPS schools (including the 19 SHEP schools) and a note of the previous year's actual spend is also shown for comparison purposes.

Expenditure	Actual spend total – Sep 2014 to Aug 2015	2014/15 Budget	Actual spend total – Sep 2013 to Aug 2014
Staffing Costs	£433,818.33	£483,780	£395,600.86
General Budget	£40,092.63	£50,623	£33,565.75
Schools Programme	£29,151.02	£47,650	£28,108.70
Summer School	£108,272.46	£145,650	£70,267.22
Non Recurrent	£10,307.22	£26,570	£10,027.01
Totals	£621,641.66	£754,273	£537,569.54

Conclusion, Review and Future Developments

Where are we now?

As can be seen by the statistics on pages 16 and 17, progression to higher education in LEAPS schools generally continues to rise. However, the figures also demonstrate that this increase is relative and that challenges remain. At Wester Hailes Education Centre and Craigroyston Community High School we have seen creditable improvements in this regard over the last two years. Building on this improvement, and developing a programme to support this encouraging upward trend in the lowest performing schools, must be a priority for LEAPS.

We are still digesting the recommendations from the Commission On Widening Access (COWA) Final Report 'A Blueprint for Fairness', but what is apparent is that information, advice and guidance; raising expectation and aspiration; utilising contextual data in admissions; transition; summer schools and bridging activity; and raising attainment are all part of future developments that the Scottish Government wishes to see – all of which are important elements of LEAPS and are crucial to the strategic objectives of our partners. A collective effort by LEAPS and partners will be required if we are to meet the ambitious targets set out in COWA.

Where are we going?

For the Annual Report in 2013-2014 I reported that the Scottish Funding Council's review of the Schools for Higher Education Programme (SHEP) highlighted three areas. Firstly, that despite improvements some schools have greater challenges in increasing numbers going onto higher education than others. This continues to be borne out by our progression to higher education statistics. Secondly, reporting and monitoring needs to take account of other data, for example attainment statistics. And lastly, that LEAPS should work in collaboration with others to achieve our aims. I would suggest none of this is controversial or divergent from the recommendations from COWA. So, whilst we must continue to maintain and raise expectation in all schools, we also have the challenge of helping to raise attainment.

LEAPS has begun to review activity in the schools where progression remains stubbornly below 20% over a five-year period. It is no surprise that many of the students we work with in the lowest progression schools come from low income backgrounds, SIMD 40 backgrounds, are first-generation applicants to higher education, and some may have caring responsibilities.

As part of this review, LEAPS is talking to our partners about their current outreach activity and what plans they have for the future. Now is the time for all partners and LEAPS to consider the strategic implications of COWA and bring together a model of delivery that best serves all of the schools in which we work, but which also recognises where the greatest challenges remain.

We at LEAPS look forward to beginning a conversation to establish new priorities in light of COWA and working towards meeting these goals. We will report on our progress in 2016-2017

Ged Lerpiniere | Director, LEAPS

May 2016

LEAPS is a successful and unique widening participation programme, funded by its higher education institution and local council partners, to increase progression to higher education in South East Scotland.

LEAPS is also supported by Skills Development Scotland.

LEAPS delivers the Scottish Funding Council's Schools for Higher Education Programme (SHEP).

PROMOTING ACCESS TO HIGHER EDUCATION SINCE 1996

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