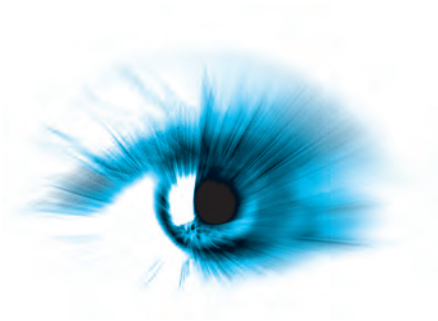


CONTENTS



Foreword

1. *Background to LEAPS*
2. *Pre and post UCAS application support*
3. *The LEAPS Schools Programme*
4. *Destinations of students interviewed by LEAPS*
5. *Summer School*
6. *Scottish Borders Programme*
7. *Low Progression 3 schools programme*
8. *LEAPS voices, volunteers, students and teachers*
9. *Financial Report*
10. *Summary and conclusion*

FOREWORD

In 2008-2009 LEAPS continued to promote the aims and objectives of the organisation with customary vigour. The report analyses a year of unrivalled productivity by the partnership which includes the continued delivery of the low progression project and the expansion of the LEAPS programme into the Scottish Borders Schools.

On a national scale the Scottish Government has set five strategic objectives for the Scottish people to be:

Wealthier and fairer • Healthier • Safer and stronger • Smarter • Greener

The partners are able to make a case that they are delivering on at least three of these objectives through LEAPS. Research has shown that graduates and diplomates are healthier and wealthier and hopefully smarter as a result of higher education.

LEAPS was reconstituted in 2001, 16 schools were designated as priority or group 1 using progression to HE data from 1996-2000. The threshold for group 1 at that time was 16% progression. At this time there are 17 schools designated as group 1 but the threshold has risen to 21%. There are now only five schools with progression to higher education below the 2001 threshold of 16% measured over a five year period. In 2010-2011 LEAPS will re-designate the schools and at this moment in time looking at 4 years data it would appear that this threshold will again be raised to at least 23%. The culture in Edinburgh and Lothians schools is changing there are greater numbers going on to higher education and the LEAPS partnership continues to contribute to this improvement.

Partnership remains the key to success in delivering on the aims and objectives of the organisation. This report details how we as a partnership continue to deliver on our business plan and strategy. Greater numbers of students are taking up the option of fulfilling their potential through higher education and this is particularly evident in LEAPS Group 1 schools.

All partners hold strategic objectives committing us to issues of equality, diversity and widening participation. This report outlines not only the breadth of LEAPS activity and positive results in 2008-2009 but also demonstrates that the partnership remains a cost effective and value for money method of advancing these objectives.

Point 5 of the report details the statistics relating to Summer School 2009. For the first time we have seen over 150 students graduate. 158 students completed the programme and there was only one student who did not. The Schools Programme continues to grow (point 3) 188 events took place an increase of 27 events on 2007-2008. The Pre Application Service continues to be immensely popular with 1660 interviews being carried out in September and October 2008. The destinations for these interviewees can be found at point 4 of the report.

As ever this effort is collective, could not have been completed and the results achieved without the full commitment of our partners. I would like to thank everyone who committed time and expertise to LEAPS in 2008-2009. LEAPS currently has a team of eight based at Buccleuch Place but they are fraction of the larger team who contribute. LEAPS is indebted to teams in our partner recruitment and admissions services, the lecturers, demonstrators, course co-ordinators, personal tutors, the link teachers and head teachers in 55 state secondary schools in Edinburgh, Lothians and Borders, colleagues who commit time to LEAPS committee structure, student volunteers and our colleagues at Skills Development Scotland. They have

all contributed to our work in 2008- 2009. LEAPS, also acknowledges the support of the Sutton Trust who supported the low progression programme in 2008-2009. We thank Peter Lampl and his team for this welcome and valuable contribution.

As demand for LEAPS services continues to rise there are serious challenges to be met. Whilst demand for the School Programme and the Pre Application services becomes ever more popular it is still within LEAPS resources to meet this increasing demand. However, demand for Summer School places in 2009 was so great that LEAPS was not able to offer all applicants a place. LEAPS resources for this service are finite and whilst we will do everything we can to offer places to as many students as possible we have to bear mind that quality must not be compromised.



We are very aware of the financial constraints and pressures that our partners are feeling at this time. This is why I believe it is vitally important that we demonstrate that LEAPS is accountable and that funding is spent wisely. We have a responsibility to our partners to show that funding committed to LEAPS is an investment in a brighter future for the young people of Edinburgh, Lothians and Borders whom this organisation serves.

The statistics contained within the Annual Reports provided by LEAPS since 2001 make a strong case to suggest that the LEAPS model is making a

difference. The results here coupled with increased progression statistics show that a targeted approach to addressing cultural change in schools has made an impact.

Yet because LEAPS is a strong partnership we are able to also help large numbers of individuals who deserve our support in all schools.

We have been fortunate to be able to add two new organisations to the LEAPS partnership and I would like to welcome the South East Forum and Scottish Borders Council to the table. I hope that this is the beginning of a longer term association and that LEAPS is able to maintain and develop services across all partner local education authorities.

I hope that you find this report interesting and would be happy to discuss any of the content with you should you wish to do so.

Sincerely

Ged Lerpiniere
Director

1. BACKGROUND TO LEAPS

1.1 The LEAPS Partnership

LEAPS exists with the support (financial and 'in-kind'), goodwill and expertise of the following partner organisations: Heriot-Watt University, Edinburgh Napier University, Queen Margaret University, Scottish Agricultural College, The University of Edinburgh, Edinburgh College of Art, City of Edinburgh Council, East Lothian Council, Midlothian Council, West Lothian Council, Scottish Borders Council, Skills Development Scotland and the South East Forum.

1.2 Aims and Objectives

LEAPS aims to promote social inclusion and equality of opportunity by facilitating increased participation and success in higher education of young people whose ability to choose 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.

The five LEAPS Objectives are to:

- Provide young people and their parents with advice, information and encouragement to consider higher education, accessed directly or through further education, as an attractive and attainable option.
- Provide impartial information and advice about courses and routes to higher education.
- Raise awareness of widening participation issues and challenge traditional assumptions about admissions criteria within (a) higher education institutions and (b) schools.
- Enhance the prospects of young people fulfilling their academic potential by promoting positive attitudes to learning and acquisition of learning skills to ensure effective transition to and success in higher education.
- Monitor and evaluate student progression into, through and beyond higher education.

1.3 LEAPS Schools

LEAPS works with all 55 state secondary schools in Edinburgh, the Lothians and Scottish Borders. The level of support provided to each school is determined by the tradition of school students progressing to higher education.

Eligibility and Entitlement

The allocation of schools to the two categories below and the elements of the Schools Programme which each school receives is reviewed every three years. Allocations reflect a strategic commitment to:

- Target whole school populations where, for economic, social and cultural reasons, few people have in the past progressed to University, in order to promote positive perceptions of higher education and raise aspirations.
- Raise awareness of the benefits of higher education and the realities of student life in whole school populations where, for economic, social and cultural reasons, few people have in the past progressed to University, including looked after children/care leavers, in order to promote positive perceptions of higher education and raise aspirations.
- Offer encouragement, information and impartial advice and the opportunity to attend the LEAPS Summer School to all students who meet the LEAPS eligibility criteria.

i) LEAPS Designated Schools (Group 1) 2008 – 2011

Eligible for **all** elements of the LEAPS Schools Programme from S2 to S6:

Armadale Academy	Inveralmond Community High School
Broughton High School	*Jedburgh Grammar School
Castlebrae Community High School	Leith Academy
Craigroyston Community High School	Liberton High School
Deans Community High School	Musselburgh Grammar School
Drummond Community High School	Newbattle High School
Forrester High School	Ross High School
Gracemount High School	Tynecastle High School
*Hawick High School	The High School- WHEC
Holy Rood High School	

ii) LEAPS (Group 2) 2008 – 2011

- (a) S6 Introduction to LEAPS – What is LEAPS?
- (b) Individualised pre-application guidance for students eligible for LEAPS support.
- (c) Eligible students can attend the LEAPS Conference for S6 Students.
- (c) Eligible students can attend LEAPS Conference for S5 Students.
- (d) Summer School Presentation for LEAPS eligible students and the opportunity to apply.
- (e) Admission to Summer School for eligible students.

Balerno High School	Linlithgow Academy
Bathgate Academy	North Berwick High School
Beeslack High School	*Peebles High School
*Berwickshire High School	Penicuik High School
Boroughmuir High School	Portobello High School
Broxburn Academy	Preston Lodge High School
Craigmount High School	Queensferry High School
Currie Community High School	The Royal High School
Dalkeith High School	*Selkirk High School
Dunbar Grammar School	St Augustines High School
*Earlston High School	St David's High School
*Eyemouth High School	St Kentigerns Academy
Firrhill High School	St Thomas of Aquins High School
Galashiels Academy	St Margarets Academy
James Gillespie's High School	Trinity Academy
James Young Community High School	West Calder High School
*Kelso High School	Whitburn Academy
Knox Academy	Lasswade Community High School

The next review of schools groups will take place 2011

****First involvement in the programme from December 2008***

2. PRE AND POST APPLICATION SUPPORT

2.1 Pre-application ('one-to-one') interviews

Between August and November 2008 LEAPS and partner University staff interviewed 1660 final year school students. The post school destinations for these students can be found at point 4 of the report including comparable data from previous years. A further 91 students were supported by LEAPS post application. These students did not receive a LEAPS interview between August and November 2008. 1751 students in total were supported by LEAPS through the pre-UCAS and higher education application process.

Measure/Target	Outcome	Comments
Assist schools to identify LEAPS eligible students and meet target of 900 interviews for 2008-2009	1660 Interviews delivered 597 in group 1 schools and 1063 in group 2 schools	The number of students identified for interview still continues to rise. In 2001 this number was 763 in 2009-2010 its is predicted that numbers will pass 2000 with the inclusion of Scottish Borders schools

2.2 Pre-Application Enquiry Service

Pre application enquiries (PAE) maybe requested following a 1-1 interview, with a view to boosting the confidence and helping students focus their ambitions. A PAE raises awareness with higher education admissions staff of adverse circumstances that might have affected a student's academic performance. PAE are not requested for every student.

Measure/Target	Outcome	Comments
PAE service designed to identify fair admission criteria and to negotiate on behalf of students	Achieved: 1037 Pre application enquiries were delivered for 38% of students interviewed	PAE are requested to clarify admission criteria & boost student confidence prior to UCAS applications. Meets LEAPS objectives 2, 3 and 4

2.3 Portfolio classes

In partnership with Edinburgh College of Art (ECA) Portfolio preparation classes started in October and January. The aim was to assist LEAPS eligible students to become accustomed to their surroundings and to build a stronger portfolio for admission to design related programmes.

Measure/Target	Outcome	Comments
Encourage students to attend classes in autumn and spring terms	60 students attended the classes	Portfolio classes continue to appeal to students intending to study art related programmes

S6 Post UCAS Application Conference

The objective of this campus based conference is to keep students focussed on achieving their higher education goals. The conference introduces some of the different learning styles that students will encounter in higher education.

Measure/Target	Outcome	Comments
Deliver Conference event aimed at LEAPS eligible S6 students. Students receiving a pre-application interview are invited	Achieved 299 students attended the conference	S6 Conference now embedded in the LEAPS programme. The conference aims to keep students motivated. Topics covered include, different learning and teaching styles, finance and coping with the transition from school to higher education. Also offered to Students in Borders schools

3. THE LEAPS SCHOOLS PROGRAMME

Supporting Schools and their students

The LEAPS Schools Programme aims to increase understanding of higher education and to generate applications to (and increase participation in) higher educational study. Activity begins in S2 targeting Group 1 schools. Provision for Group 2 schools begins in S5.

3.1 Workshops, Volunteers, Schools and University campus-based events

During 2008–2009 the following events took place:

School based workshops and events including:

- 35 workshops to S4 students
- 21 workshops to S5 students
- 16 workshops to S6 students
- 7 University Enterprise events to S5 and S6 students.

University campus based activity

- 13 S2 University Workshops
- 15 S3 Student for a Day events

Other Events

- 33 School based parents evenings
- 1 LEAPS organised 'On Campus' parents event
- 45 Introduction to LEAPS presentations
- 1 S5 Student Life Experience Conference
- 1 S6 Student Conference (Post UCAS support)

TOTAL: 188 events

In addition to these activities:

46 School Planning Meetings took place in 2008-2009.

These meetings produced a formalised partnership agreement between the schools and LEAPS.

For Summer School events see point 5. The statistics here do not include the introduction of the programme to the Scottish Borders schools see point 6, aggregate data available in the summary at point 10 of the report.

In 2008-2009, 150 trained University student volunteers from partner institutions made 435 contributions to the workshops and campus based events.

Measure/Target	Outcome	Comment
Offer workshops and on Campus events to all Group 1 schools and deliver where requested	Achieved: 107 school workshops and campus based activities delivered	Meets LEAPS objectives 1-4. The total number of events rose from 90 to 107
Involve trained volunteers in all Schools Programme activity	Achieved: 150 volunteers made 435 contributions	Meets LEAPS objectives 1-4

3.2 Conference for S5 Students

This Campus based Conference involves students in a series of events that offer an introduction to University life. School students have the opportunity to visit the LEAPS partner institution of their choice.

Measure/Target	Outcome	Comment
Deliver multi-campus event aimed at S5 LEAPS eligible students in all 46 schools.	204 students attended the Conference. 43 students from Scottish Borders schools attended	Meets LEAPS objectives 1, 3 and 4.

3.3 Schools Programme Audience

The total audience for the Schools Programme in 2008-2009 was 7825 students. This does not include parents evening events and other LEAPS activity such as Summer School presentations to students and parents or the pre application interview programme. A further 500 attended the S5 and S6 half day Conference events and another 1496 students from Scottish Borders Schools took part in LEAPS activities.

The following table demonstrates how the Schools Programme has developed over an eight year period. Some activities have evolved but the statistics demonstrate how the programme has become more efficient and effective over the period.

3.4 An eight year comparison of Schools Programme activity (2001/2 to 2008/9)

Workshops, Presentations and events for parents

Schools Programme activity	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
S2 University Workshop	n/a	n/a	n/a	2	4	7	9	13
S3 Student For A Day	2	4	8	11	7	11	13	15
S4/S5/S6 School Workshops, Choose & Applying, S5 University Enterprise	44	62	59	64	73	72	68	79
S5/S6 What is LEAPS promotional presentation	16	22	32	33	33	34	34	45
Parents' evenings in school	11	11	11	15	21	20	26	33
Determined to Succeed Campus Parents' Events	n/a	n/a	n/a	2	2	2	1	1
Total events delivered	73	99	110	127	140	146	151	186

For further detailed information the LEAPS Schools Programme Report is available from the LEAPS Office. This table does not include LEAPS S5 and S6 conferences.

4. DESTINATIONS OF STUDENTS INTERVIEWED BY LEAPS

The tables produced here relate only to the destinations of students supported by LEAPS through the pre-application interview process. As highlighted elsewhere in the report the demand for this service continues to increase. It is LEAPS contention that this service plays a significant role in increasing the progression rates to higher education in particular Group 1 schools.

Table 2 represents the numbers entering a specific institution either a University or College.

Table 1 highlights the numbers entering college for a Higher National (HN) qualification and other qualifications. Combining Higher National qualifications and degree destinations is the favoured method of calculation of the Scottish Funding Council and the Wider Access Forums. This gives a better understanding

of students progressing to all higher education programmes. If we add the degree and HN qualifications together the percentage progressing to Higher Education is 76% of those supported by LEAPS in their final year of study at school. This is a one percent rise on the 2007-2008 statistics.

All of the local Colleges are well represented in this break down of statistics and this reflects LEAPS commitment to offering impartial advice suited to the student.

Nine percent (155) of those students interviewed by LEAPS entered employment on leaving school. This is the lowest number since LEAPS began to aggregate the statistics in 2001. The highest has been 21% in 2001. Last year LEAPS predicted the economic climate might affect this figure in 2009 and this does appear to be the case.

LEAPS partners are the majority favoured destinations of students in Table 3 with 62% (700) of students accepting places at partner Higher Education Institutions. Universities in Glasgow, Stirling, Dundee and Aberdeen have all attracted Edinburgh and Lothian students. From a geographical perspective, it is perhaps unsurprising that 50 of the 119 students entering University of Stirling are from West Lothian.

Percentage destinations from 2005-2009

Table 1 –Total destinations by local authority

Destinations	City of Edin	E.Loathian	Midlothian	W.Loathian	Scottish Borders	Total 2009	Total 2008	Total 2007	Total 2006	Total 2005
University %	499 62%	180 70%	159 65%	280 64%	8 80%	1126 64%	992 66%	815 65%	771 64%	845 72%
College - HNC/HND %	91 11%	20 8%	36 15%	66 15%	2 20%	215 12%	139 9%			
College - other courses %	89 11%	16 6%	17 7%	28 6%	0 0%	150 9%	137 9%	220 17%	215 18%	162 14%
Employment %	73 9%	23 9%	24 10%	35 8%	0 0%	155 9%	178 12%	178 14%	184 15%	115 10%
Unemployment %	42 5%	12 5%	8 3%	15 3%	0 0%	77 4%	49 3%	27 2%	29 2%	28 2%
School %	8 1%	5 2%	1 0%	11 3%	0 0%	25 1%	14 1%	19 2%	10 1%	18 2%
Total: Numbers	802	256	245	435	10	1748	1509	1259	1209	1168

The statistics in this table have been rounded.

Table 1 shows the split in College destinations between those students taking Higher and Further Education courses from 2008.

The Scottish Borders figures relate only to Scottish Borders students who attended the LEAPS Campus '09 event. A full set of data is expected in 2009/2010.

Table 2 –University and College destinations

Destinations	City of Edin	East Lothian	Mid lothian	West Lothian	Scottish Borders	Total 2009	Total 2008	Total 2007	Total 2006	Total 2005
Edinburgh	125	34	45	57	1	262	240	218	197	216
Edin. Napier	90	26	45	31	1	193	222	139	141	146
Heriot-Watt	76	19	19	42	0	156	134	111	114	102
QMU	36	14	16	8	0	74	61	81	60	79
Aberdeen	26	10	4	9	0	49	29	32	26	32
Glasgow	22	14	2	18	0	56	42	43	38	21
Stirling	39	16	11	50	3	119	79	44	65	47
Glasgow Cal.	11	7	0	14	0	32	20	16	19	38
Strathclyde	9	2	1	8	0	20	23	22	18	15
Abertay	5	5	2	5	2	19	11	16	11	8
Dundee	14	14	5	20	0	43	31	25	17	19
ECA	2	0	2	0	0	4	15	3	11	12
RGU	8	5	1	2	0	16	13	21	9	19
St Andrews	5	4	0	4	0	13	19	10	10	17
UWS	2	0	1	7	0	10	0	0	3	2
SAC	4	2	0	5	0	11	3	4	2	3
Other Universities	25	8	5	10	1	49	50	30	30	69
University Total	499	180	159	280	8	1126	992	815	771	845
Edin Telford	88	18	16	13	0	135	106	85	83	
Stevenson	67	5	15	33	2	122	73	55	57	
West Lothian	0	0	0	33	0	33	24	27	35	
Jewel & Esk Valley	18	12	21	2	0	53	47	35	27	
Other	7	1	1	13	0	22	26	18	13	
College Total	180	36	53	94	2	365	276	220	215	
Overall Total	679	216	212	374	10	1491	1268	1035	986	845
of which deferred entry places=	49	22	6	6	1	84				

In addition to the above the destinations of a further 8 students were obtained. They are doing voluntary work or have moved away.

The destinations of 5 students across the local authorities are unknown (0.3% of the total). This figure was 0.2% in 2008, 1.2% in 2007, 3.5% in 2006 and 7% in 2005. These have all been omitted from the table and all percentages in the table are worked out on known destination information.

The Scottish Borders figures relate only to Scottish Borders students who attended the LEAPS Campus '09 event. A full set of data is expected in 2009/2010.

Table 2 shows College destinations which started to be captured in 2006.

5. THE LEAPS SUMMER SCHOOL 2009



Pat Sweeney, Head of Education West Lothian Council, addressing the Summer School Graduation

LEAPS Summer School continues to be viewed as an important and popular option for many students preparing to enter higher education. It is clear that there is a connection between the number of students being interviewed and supported by LEAPS (1751) and numbers applying for the Summer School. Whilst this number remains high it would be logical to assume that LEAPS will encounter few difficulties filling the programme.

5.1 Summer School Promotion

LEAPS delivered 47 promotional and information events for students and parents. Summer School is firstly introduced to many students during the pre application interview cycle in September and October. LEAPS delivers a DVD promoting Summer School to all parents of students who have applied and the feedback has been very positive. The overall marketing and promotion strategy has been very successful this year with 312 students registering an initial interest. 221 enrolment packs were returned and 159 students commenced study in June 2009.

There are two concerns for the future. Firstly the large number of students attending Summer School does put pressure on the budget but the other concern is that demand is now outstripping supply and we cannot offer places to every student who would like to study over the summer. LEAPS has addressed this to a point by prioritising places for those students with conditional offers and only offering places to people who can commit for the full period or who have minimal planned absences.

5.2 Summer School Reports

Reports summarise individual student performance across the 8 week period. The reports are written in such a way as to help higher education admissions staff assess a student's ability, particularly if the student does not achieve the entry conditions that have been set by the Higher Education Institution.

72 students met their conditions for University entry

50 students were admitted to universities on the basis of their Summer School reports

40 of those were admitted on the basis of their reports accepted by their conditional firm or insurance offer

10 students went into clearing or were offered an alternative course with their summer school report

2 students held unconditional offers

5.3 Summer School Destinations:

The University of Edinburgh	23	Glasgow Caledonian	2
Heriot Watt University	21	Scottish Agricultural College	2
Queen Margaret University	4	Strathclyde University	1
Edinburgh Napier University	30	Edinburgh College of Art	1
University of Stirling	23	Cambridge University	1
University of Aberdeen	6	RGU	1
The University of Dundee	3	University of West of Scotland	1
Abertay University	4	Aberystwyth University	1
University of Dundee	3		

Graduating numbers by local authority

No. of students by local council	City of Edinburgh	East Lothian	Midlothian	West Lothian
Graduating number 158	79 (50%)	17 (11%)	23 (14%)	40 (25%)

1707 students have graduated from the LEAPS Summer School since 1996.

2009 Summer School Targets

Measurement/Target	Output	Comment
Deliver Summer School talks in all 46 Edinburgh and Lothians Schools ensure enrolment interviews for all Summer School students are carried out	Achieved 46 Summer School presentations delivered. All students received an enrolment interview	Meets LEAPS objectives 1-4
Recruit required numbers of staff to deliver Summer School	Achieved over 100 members of staff recruited to deliver Summer School	Meets LEAPS objective 1-4
Recruit and train 10-14 Personal Tutors as required according to size of the Summer School	Achieved 14 Personal Tutors recruited and trained	This activity includes the promotion, recruitment, selection, short listing, preparation, training and support
Produce Summer School Report ready for publication November 2009	Achieved Report Completed November 2009	Meets LEAPS objective 3. Summarises and evaluates Summer School

Case Studies Summer School



Hollie Turner, Leith Academy

I first heard about LEAPS Summer School at the beginning of my 6th year at Leith Academy.

I was thrilled to find out I had gained a place as I was worried about meeting my conditions. When I received my exams results, as I had expected I was a grade off, but thanks to LEAPS I was still accepted into my first choice and am now at the University of Edinburgh studying Psychology.

Although I originally only attended summer school to help gain entry into University, I found that I gained so much more from it.

I would really recommend it to everyone thinking of attending University, whether they need it to gain entry or not. The Learning Skills course was invaluable, and has helped me cope so much better with the workload. I learned so much about referencing, essay writing and many other aspects of University life. LEAPS also gave me the experience of different subjects I hadn't considered before, and my extra subjects I study at University are now Sociology and Criminology, which I was introduced to at summer school. Overall LEAPS gave me the confidence to enjoy University rather than being worried about coping with it. Through LEAPS I've also made some of my best friends who I see all the time. I am so glad I took the time to take part in this and would recommend it to everyone!

Rabia Begum, Tynecastle

I am at University of Edinburgh studying Primary Education. I decided to go to LEAPS Summer School because I was really worried that I would not be able to get my grades for University and knew that LEAPS had helped some students who just missed their grades get in. I am really glad that I did go to summer school as I met so many people in the same situation as me and felt comforted by this. I gained a lot from Summer School, it prepared me to cope with uni work and gave me practical skills like referencing. I even met a person who was going to be on my course, so I had made one friend on my course without even starting University.

In the end I just missed my grades and the summer school report helped me gain access to my course. So if I had not attended summer school I wouldn't be doing what I really wanted to do. Without a doubt I would recommend students to go to LEAPS Summer School it will make you feel more confident about going to uni and you will experience many new things. Socially the LEAPS team were very creative and I really enjoyed my time at laser quest the most.

Shona Thomson

I am in my 11th week of my sports studies degree at Stirling University and it is going amazingly well! When I was finishing summer schools the lecturer said to us "You are not going into your first week at University you are going into your 9th." He was so right! There are many things I learnt in summer school that have helped me so much, for example. It is amazing how many students don't know what referencing is or how to do it and it feels great that I do and have had that head-start. Knowing how to use a library has also been so useful. I was able to use the catalogue straight away and know what a hub in the library is! Although these might be simple things but if LEAPS hadn't taught me about them I think I might have struggled.

A full Summer School report is available from the LEAPS office.

6. INTRODUCTION OF THE LEAPS PROGRAMME TO SCOTTISH BORDERS SCHOOLS

In November of 2008 LEAPS commenced working in Scottish Borders Schools. The introduction of the LEAPS Programme to Scottish Borders Schools has so far proved very successful with schools and partners greeting the activities with enthusiasm.

Work in schools and on Campus events

Activity	
*S2 Workshop	2
*S3 Campus Reporter	2
*S4/S5/S6 Workshops	12
+S5/S6 LEAPS presentations	17
+Parents Evenings in schools	4
+LEAPS Parents Information Evenings	2
+ECA Portfolio Evening	1
Total	40

**Schools programme events delivered in 2 Group 1 schools in the Scottish Borders*

+Events delivered across all 9 schools in Scottish Borders

In addition to these 40 events delivered as part of the LEAPS Schools Programme, Scottish Borders students also attended the S5 and S6 LEAPS Conferences and the CAMPUS 09 residential programme. In total 1496 students from Scottish Borders schools took part in 43 LEAPS Programme events between December and June 2009.

CAMPUS 09

CAMPUS 09 was a residential summer event organised at short notice and held in June 2009 for LEAPS eligible S6 school-leavers who were holding a University offer (conditional or unconditional). The purpose of the week was to prepare students for the challenges of University life, in particular, moving away from home. Participating students spent 5 nights in University accommodation, participated in a Learning Skills course and they also experienced LEAPS Summer School classes. In addition the students attended presentations and engaged with partners delivering information and guidance on a variety of subjects such as: student finance, student support services, post graduate careers options, admissions (the clearing process) and also enjoyed a full social programme.

In 2009, this was offered to eligible S6 school-leavers in the Scottish Borders Schools. Further places were offered to applicants who were unable to gain a place at summer school (due to holidays or they were holding an unconditional offer). 18 students in total attended (10 Scottish Borders, 8 Edinburgh & Lothians). Feedback from participants was very positive, and it is envisaged that a similar programme will be offered to S6 school-leavers from the Scottish Borders in 2010.

7. LOW PROGRESSION INITIATIVE IN WESTER HAILES EDUCATION CENTRE, CRAIGROYSTON COMMUNITY HIGH SCHOOL AND CASTLEBRAE COMMUNITY HIGH SCHOOL

LEAPS has continued to work intensively in the three schools led by a Project Officer whose aim is to continue to raise aspiration and ultimately attainment.

Work with S6 Students

Meetings with the students in each school were followed by one to one contact through; e-mentoring, preparation for college and UCAS applications and for interviews. Post application support was given to help students respond to offers. Thirteen students started LEAPS Summer School. All completed the course and graduated.

Work with S5 Students

This has included group sessions, individual interviews and e-mentoring. As a result students will be more prepared for the LEAPS pre-application individual interviews.

High Flyers and work with S4

The residential High Flyers event was hosted by Heriot-Watt University. LEAPS partners at Heriot-Watt, the University of Edinburgh, Edinburgh Napier University and Queen Margaret University combined to deliver a 4 day residential learning experience for 35 students from the three schools and students from Inveralmond Community High School. The students engaged in a variety of workshops concentrating on specific areas of University study such as: Mechanical Engineering, Law, Psychology, Sports and Exercise Science, Events Management, Entrepreneurship, Media Studies and Drama. Students also attended sessions on student finance and the social side of student life.

The evaluation of the High Flyers Event has been very positive, for further details on High Flyers and a full evaluation please contact Roy Crichton at LEAPS or Ian Sutherland at Heriot-Watt University.

S1, S2, S3 and Primary

Introductory sessions were held for S1, S2 and S3 students in all three schools, comprising awareness and aspiration raising activities. For all age-groups interaction with parents has been a key factor. LEAPS attended events for parents in the schools for all age groups. Individual letters of introduction have been sent to the parents of able P7 children (as identified by their schools).

Progression & Summer School completion	2007	2008	2009
Universities	15	10	12
College for HN qualifications	5	17	10
LEAPS Summer School completion	7	9	13

LEAPS is indebted to the Sutton Trust for the financial support that has enabled the three schools low progression initiative to continue through 2008-2009.

Destinations of those going to University 2007-9

Over a three year period LEAPS has collected the evidence to show that there are plenty of talented students within the three schools.

University Destinations	
Edinburgh University	9
Edinburgh Napier University	11
Heriot-Watt University	3
Queen Margaret University	2
University of West Of Scotland	4
University of Dundee	2
University of Stirling	2
St Andrews University	1
University of Aberdeen	1
Abertay University	1
Southampton University	1
TOTAL	37

Courses chosen vary widely. The most popular have been education (4 2PE, 1Tech Ed, 1 Community Education) while the two students at Stirling are following courses with a built-in teaching component and IT/computing-related courses (5). Others include: Law (3), History (2), Business (3), Social Sciences (3), Sports Science (3), Biological Sciences (4), Mathematics (2), Physics, Architecture, Languages (2), Broadcast production, Civil Engineering, Textile design, Product Design.

The Project Officer has maintained contact with a number of students who have left school mainly by using social networking web-sites. At least six have started university and another has commenced an HND at college in 2009. This shows the value of the low progression work. The benefit to some students is not immediate, some inevitably require a little longer to prepare to progress.

8. LEAPS VOICES

Volunteers and Personal Tutors



Mhairi Thomson Volunteer and Personal Tutor

I first volunteered for LEAPS in 2006 when I was in my second year of my undergraduate degree, looking to do something productive with my spare time that wasn't watching Neighbours! Needless to say, I certainly achieved my objective.

Being a volunteer with LEAPS has become a central part of my student life, providing me with a host of experiences and skills which have not only been enormously valuable in my University time, but which I expect to take with me into my career. The opportunity to meet a wealth of different people, from school pupils and staff, to other students, to members of staff from the various partner universities, has more

than doubled my confidence, my communication skills, and above all has been extremely enjoyable. I am indebted to LEAPS for providing me with the opportunity to develop these skills (of which I could list many more; thinking on your feet, verbal and listening skills to name a few) which are going to be vital to me in my attempt to find a job at the end of this year. I feel far more confident going into the job market knowing that I am lucky enough to have valuable and credible experience on my C.V. which will not only help me start a career, but hopefully to be good at it! Currently I am working on my postgraduate dissertation on progression to higher education in Africa, and I hope to go into the field of widening participation either in the UK or Africa following the completion of my MSc in August.

Finally however, I would like to not only thank LEAPS but to recommend it to other students for its less formal benefits. I have made a number of good friends at LEAPS which I cannot imagine having had to opportunity to meet otherwise, I have enjoyed 3 years of meeting entertaining and interesting students, and I have certainly enjoyed all the free cake which is usually to be found at the LEAPS headquarters.

Kayleigh Woods LEAPS volunteer and Personal Tutor



I joined LEAPS as a volunteer in my 2nd year, as I was looking for something interesting to put on my CV, and because I thought it was a good cause, since I come from a similar background to the students LEAPS helps. I remember going to my first workshop, and being nervous. But the LEAPS staff put me at ease, and paired me with an experienced volunteer. I enjoyed the workshop so much that afterwards I volunteered as much as I could. Once the term was under way I was volunteering every week, and loving every second of it. It is fulfilling to be able to inspire school students and make them excited about the prospect of going onto higher education.

The staff had told me about the LEAPS Summer School and that they were looking for Personal Tutors, so it seemed like the right thing for me to apply for the position, as I knew I would enjoy the challenge of tutoring a class for eight weeks. Luckily I got a place, and I have found tutoring such a rewarding experience. It helped me to realise that teaching is the right career for me.

I'm in my final year now, and I still volunteer for LEAPS on a regular basis, and have been a personal tutor two years in a row, and plan to fill the same role again this summer. LEAPS has given me life experience that I just wouldn't have had from studying alone. And I have been accepted for a PGCE, with my volunteering and tutoring experience standing me in good stead to get a place. LEAPS has helped me on so many levels, I can't imagine what University would have been like without it.

John Glen Guidance teacher and teacher of Maths at Newbattle Community High School

I have had the pleasure of being involved with LEAPS for the last six years. During that time, I have experienced the benefits that can be delivered by LEAPS. Coming from a school that has a low progression rate into higher education, the workshops and advice that LEAPS offers has made a marked impression on our pupils. LEAPS are involved with our pupils from S2 and carry out various projects with them. This can involve LEAPS coming to the school and delivering workshops to our students, or arranging for the school to visit different University campuses and discovering the differences between them.

In S6, all our pupils receive a one to one interview from the staff at LEAPS to advise on their choices at University and what they need to do to achieve their goal.

One of the most valuable projects that the LEAPS team run is the Summer School. This is an eight week course during the summer holidays and is designed to prepare the students for life at University. Not only does it prepare the students, but the report that each student receives can help them to gain a place at University.

Our pupils have found these experiences invaluable as it opens their minds to the possibility of life at University and that they have the potential to get there.

Cathy Grierson – Guidance Teacher Ross High School

At Ross High the LEAPS Team have given our pupils, from S3 onwards, a belief in themselves that clears the perceived barriers to education and provides our young people with the motivation to consider further study as an option available to them. The programme gives the chance to access valuable information, advice and guidance from current University students, some of whom are past pupils of Ross High. This is demonstrated in the exciting student-driven workshops delivered in school to S4, S5 and S6. Our S3 pupils have the opportunity to attend a morning at University. On returning to school our pupils have clearly demonstrated that they have much higher aspirations and are energised to consider higher education as a future option.

The LEAPS Summer School delivers a positive impact on our pupils. Their confidence grows as they recognise that they are able to be successful learners by attending lectures and contributing effectively to group work whilst being taken out of the comfort zone of school.

The programme, supported by a friendly and knowledgeable LEAPS Team gives our pupils in Ross High a 'can-do' attitude and provides them with the opportunity to develop the life-skills to become responsible citizens.

9. FINANCIAL REPORT

Income

LEAPS is financially supported by the partners. The current financial agreement runs until August 2012. Total contributions from partners in 2008/09 amounted to £279444. Added to this was the balance from 2007/08 of £36822 which was carried forward to 2008/09 to give a final total of £316266.

Several additional contributions were made during the year. Local Councils contributed Determined to Succeed monies. The South East Forum provided funds to enable employment of a Project Officer and expansion of LEAPS work into schools in the Scottish Borders area and also contributed additional funds to cover costs of activities, which have previously been funded by private and corporate benefactors who due to the economic climate were unable to contribute this year. The Scottish Borders Council have also joined the LEAPS partnership. The Sutton Trust provided funds for the continued employment of a Project Officer from August 2008 until July 2009 to allow additional work in 3 High Schools with the Lowest Progression Rates. The LEAPS partnership is providing the funding to continue this post from August 2009 to July 2010.

We thank all parties for their continued support and generosity. LEAPS also recognises the valuable in-kind contribution provided by all partner institutions, whose staff augment the LEAPS team when delivering the programme of events throughout the year. This includes the support of The University of Edinburgh who provided Finance, IT Support and Human Resource services for the LEAPS team.

Core Expenditure

Actual Spend	Totals 2008/09	Budget	Variance	Totals 2007/08
Staffing Costs	210234.85	233143	22907.80	230963.52
General Budget	12981.26	14278	1296.74	11306.73
Schools Programme	4196.05	4826	629.95	3427.50
Summer School	63847.72	61039	-2808.72	54313.13
Non Recurrent	2096.67	2980	883.33	5087.64
Totals	293356.55	316266	22909.10	305098.52

Overall, prudent financial management for 2008/09 resulted in LEAPS ending the year with a positive balance. It has been agreed that in recognition of the financial climate and pressures on partners budgets the 2008/09 carry forward will allow a freeze in partner contributions for 2009/10, whereas these contributions have previously increased by 3% per annum. The remaining carry forward will be used to allow continued support of additional work with the low progression schools.



10. SUMMARY AND CONCLUSION

In an exceptionally busy year LEAPS delivered in excess of 270 events and supported 1751 students through the application process. 158 students completed school.

The LEAPS School Programme 2008-2009 (Inclusive of Scottish Borders schools)

- 91 S4,S5,S6 school workshops and University Enterprise events
- 62 introductory presentation delivered in schools
- 39 events with parents in school and on campus
- 15 S2 University Workshops
- 17 S3 Student for a Day events
- 204 students attended the S5 Conference
- 150 University student volunteers were trained and made 435 contributions to the schools based activity
- 46 Schools Planning meetings took place

Pre-Application Interview Service, Pre UCAS Support and LEAPS Summer School 2008-2009

- 1660 pre-application(1:1) interviews were delivered in 46 schools, a further 91 students were supported post UCAS application and 1126 students subsequently entered higher education institutions
- 215 entered Higher National level courses at college
- 1037 Pre-application enquiries for 38% students were carried out
- 299 students took part in S6 Conference
- 60 students attended portfolio preparation classes at ECA
- 47 Summer School promotional events delivered
- 312 Summer school applications received
- 159 Commenced summer school 158 of whom graduated 8 weeks later
126 entered University education for 2009-2010 session
- A further 30 students entered the college to study at HN level
- The total audience for all LEAPS activity exceeded 12,000

CONCLUSION

2008-2009 was another successful year for LEAPS as the Annual Report indicates and delivery of the service continues to grow. This growth is obviously accentuated by the expansion of LEAPS services to the Scottish Borders schools.

In 2008-2009 the Scottish Funding Council's Access and Inclusion committee has begun to focus on outcomes from Widening Access programmes. One of the measures used to assess success is the progression rates to higher education. LEAPS registers the outcomes of all students interviewed (see point 4 of Annual Report). Here we provide evidence to support the contention that LEAPS service is a factor in increasing progression to higher education.

- Since LEAPS was reconstituted in 2001 all schools that have been designated as LEAPS group 1 have seen a rise in progression to higher education
- Measured over 5 years prior to 2001, 16 schools were designated group 1 or below 16%. Over the last 4 years there have been only 5 schools with progression below this level
- For the single year 2009 only 2 schools have progression to HE of below 16%
- The threshold for group 1 schools has risen from 16% 2001-2004, to 19% in 2004-2007 and again to 21% in 2007-2010. This is likely to rise to 23% or above in 2010 - 'we are raising the bar'
- Where a school's progression, when measured over 5 years, rose above the group 1 threshold and lost its group 1 status, in two of three schools progression fell back below the threshold when not supported as a group 1 school.

In 2008-2009 progression statistics improved on a national scale with the national average rising to 34.9%. East Lothian with 38.3%, Edinburgh City with 35.1% and Scottish Borders with 36.8%. All had progression figures above the national average and West Lothian with 34.2% and Midlothian 31.7% not too far behind. The figures relate to state schools and so the figures for Edinburgh City are particularly pleasing when taking into account the unusually high figure for those educated in the independent sector within the city.

2009-2010 will undoubtedly present new challenges for the partnership but LEAPS will continue to deliver a service committed to helping young people from non traditional backgrounds to make the transition from school to Higher Education. In doing so LEAPS will continue to deliver a model of good practice based on sound business principles and value for money.

Ged Lerpiniere
December 10th 2009

