REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 9 NOVEMBER 2016

SUBJECT: ANALYSIS OF INTERIM SECONDARY SCHOOL ATTAINMENT 2015/16

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

1.1 The Committee is asked to scrutinise and note the attainment of secondary schools in Moray for session 2015/16.

1.2 This report is submitted to Committee in terms of Section III (C) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee scrutinises and notes the position in respect of attainment of young people in Moray.

3. BACKGROUND

3.1 Performance in the Senior Phase is profiled by four key national measures on Insight, the Senior Phase Benchmarking Toolkit. This provides a holistic approach to:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school destinations
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

3.2 The exam results are available to schools in August each year and appear within the Insight toolkit in September; the data relating to leaver destinations is not available until December. Therefore, this information does not appear until February of the following year and the complete picture of attainment and achievement for Moray will be available from March onwards each year.

3.3   Insight Benchmarking Measures – National Measures

As noted in paragraph 3.2 above, the data for the four national benchmarks will be available each year in late February, once the school leavers data has been compiled. It is especially important to reiterate that this represents data for all school leavers from S4-6 for the school year 2015-16, as opposed to individual cohorts of learners. The National Measures exclusively profile our school performance for learners at the point of exit from secondary school education.

3.4   Insight Benchmarking Measures – Local Measures

In September each year it is possible to profile school performance in each of the four local measures and in the breadth and depth of awards gained by learners on a cohort by cohort basis.

The Local measures that are pertinent to report on a cohort by cohort basis at this time are:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Tracking disadvantages by improving the attainment of lower attainers relative to higher attainers

3.5   Breadth and Depth

Insight allows us to profile the breadth and depth of qualifications completed by learners in each year in the senior phase. This is seen as a direct alternative to the previous method of reporting on performance of pupils attaining 1+, 3+ and 5+ awards at levels 5, 6 and 7 in STACs (Standard Tables and Charts). This year we are able to profile the attainment of our S6 cohort throughout the senior phase.

3.6   Tariff Score Methodology

In the local measures of Improving Attainment for All and Tackling Disadvantage by improving the attainment of lower attainers relative to higher attainers, learner performance is measured by the number of tariff points they have accrued during the Senior Phase. The number of tariff points a young person accrues in their school career is currently based on their 'latest and best performance' i.e. if a learner achieves an A pass at National 5 in S4 this would accrue 84 points, but would be superseded by their performance at Higher in the same subject in S5 and again by performance at Advanced Higher in S6. The points are not aggregated for an improved performance in a given subject area.

The total tariff points for the candidate across all of their subjects is calculated as a cumulative measure of their latest and best attainment in each subject to the given point in time plus points for any standalone units which are unrelated to any other subject qualification. Measures presented in the tool are then an average of the total tariff points for the relevant candidates in the cohort.

3.7   Local Measure – Improving Attainment in Literacy and Numeracy

S4

	Moray			VC		
Local Measure	2014	2015	2016	2014	2015	2016
Level 4 Literacy and Numeracy	84%	81%	80%	80%	85%	85%
Level 5 Literacy and Numeracy	35%	38%	40%	41%	47%	50%
Further information	2014	2015	2016	2014	2015	2016
Level 4 Literacy	94%	95%	92%	89%	92%	92%
Level 5 Literacy	63%	65%	67%	58%	63%	67%
Level 4 Numeracy	84%	82%	83%	83%	87%	87%
Level 5 Numeracy	38%	41%	43%	47%	53%	55%

S5

	Moray			VC		
Local Measure	2014	2015	2016	2014	2015	2016
Level 4 Literacy and Numeracy	86%	91%	90%	87%	91%	94%
Level 5 Literacy and Numeracy	60%	64%	66%	61%	68%	72%
Further information	2014	2015	2016	2014	2015	2016
Level 4 Literacy	97%	97%	97%	96%	96%	97%
Level 5 Literacy	79%	85%	87%	77%	84%	87%
Level 4 Numeracy	87%	92%	95%	88%	92%	95%
Level 5 Numeracy	64%	66%	75%	65%	71%	75%

S6

	Moray			VC		
Local Measure	2014	2015	2016	2014	2015	2016
Level 4 Literacy and Numeracy	93%	92%	96%	94%	94%	96%
Level 5 Literacy and Numeracy	74%	76%	84%	77%	78%	84%
Further information	2014	2015	2016	2014	2015	2016
Level 4 Literacy	98%	98%	98%	98%	98%	98%
Level 5 Literacy	89%	92%	96%	92%	92%	95%
Level 4 Numeracy	93%	93%	96%	94%	95%	96%
Level 5 Numeracy	79%	78%	85%	80%	81%	96%

The S4 cohort in 2016 have maintained or improved attainment in Numeracy at level 5 and perform well in relation to literacy but the numeracy levels are lower than our Virtual Comparator (VC).

For S5 young people, numeracy has seen a considerable improvement from last year, especially at level 5; Moray is performing broadly in line with the VC for all measures.

The S6 cohort in Moray are achieving positive levels of attainment to point of exit from school and this is favourable in comparison with the VC and with level 5 numeracy is considerably higher.

3.8   Local Measure – Improving Attainment for All

This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Three ability cohorts are identified for the school, its VC and Scotland as a whole: those in the bottom 20% of tariff points scored, those in the top 20% of tariff points scored, and those that fall within the middle 60% of tariff points scored. The tables below show the average number of tariff points accrued by learners in each year group during the last three academic sessions.

S4 (based on S4 roll)

S4 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Moray	121	120	108	326	334	324	503	507	503
VC	124	132	125	385	387	380	615	607	591
National	107	111	114	364	369	372	607	599	592

S5 (based on S5 roll)

S5 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Moray	78	64	70	486	500	509	959	956	961
VC	72	74	85	519	537	558	977	983	984
National	57	53	58	478	498	517	965	970	978

S6 (based on S6 roll)

S6 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Moray	105	133	134	589	609	588	1208	1182	1194
VC	122	104	98	576	566	566	1192	1175	1195
National	108	91	87	558	542	541	1165	1158	1174

Our S4 cohort of the lowest 20% are performing less well in comparison with both the VC and the national figures; the middle and highest attainers perform broadly in line with both the VC and the Scottish figures.

The S5 group have improved the tariff points from last year for the lowest 20% although the middle 60% perform less well than both the VC and national figures. The highest 20% have maintained fairly consistent levels from year to year and also compare favourably with comparator figures.

3.9 Local Measure – Initial Leaver Destination – post school destinations
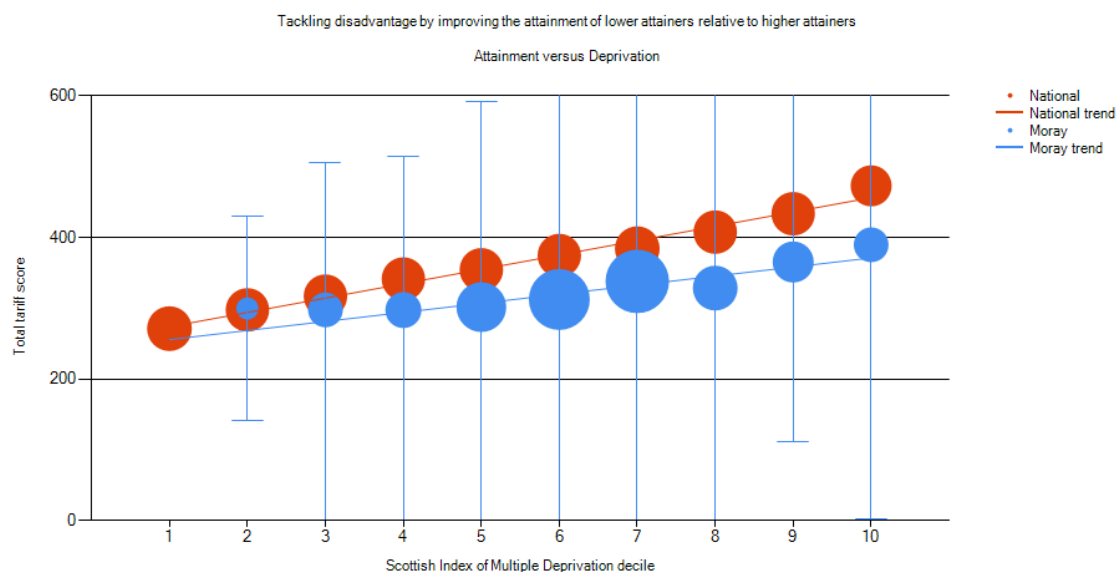
This will be reported on as both a Local and National Measure in March each year, when leaver's data becomes available.

3.10 Local Measure - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs deprivation
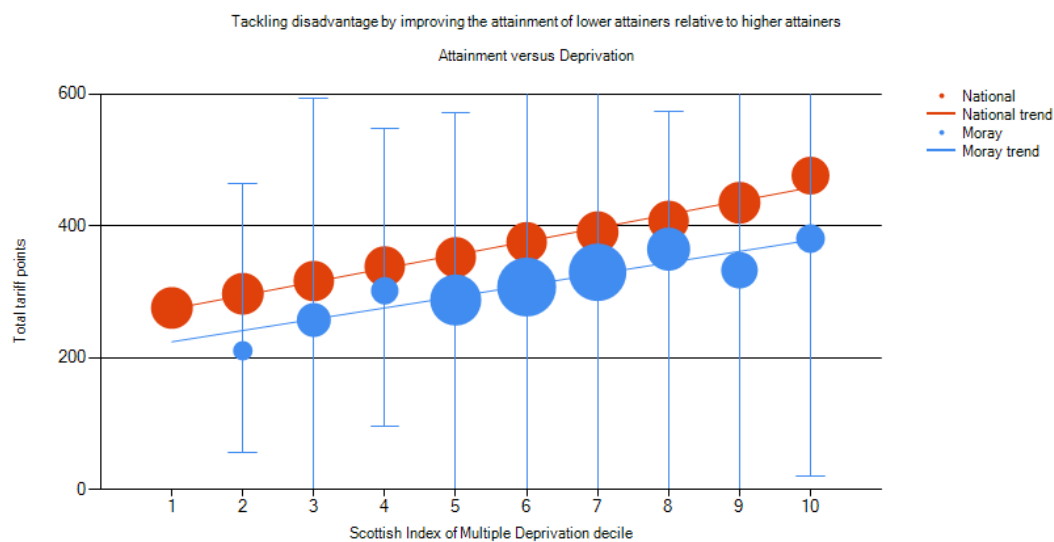
The graphs on pages 6, 7 and 8 show 2014/15 and 2015/16 attainment data for S4, S5 and S6 (using average tariff scores) for Moray profiled against national data, broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Thus, decile 1 refers to the attainment of young people with postcodes within data zones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived data zones according to SIMD. In Moray there are no data zones ranked in decile 1.

Attainment versus Deprivation
Average Tariff Score of S4 learners by SIMD decile (2015)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

Attainment versus Deprivation
Average Tariff Score of S4 learners by SIMD decile (2016)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

For the S4 cohort in 2015/16, attainment in deciles 2, 3 and 6 are much lower than the national establishment. In comparison with last session, there is a decrease in attainment relative to deprivation in deciles 2, 3 and 9.

Attainment versus Deprivation
Average Tariff Score of S5 learners by SIMD decile (2015)
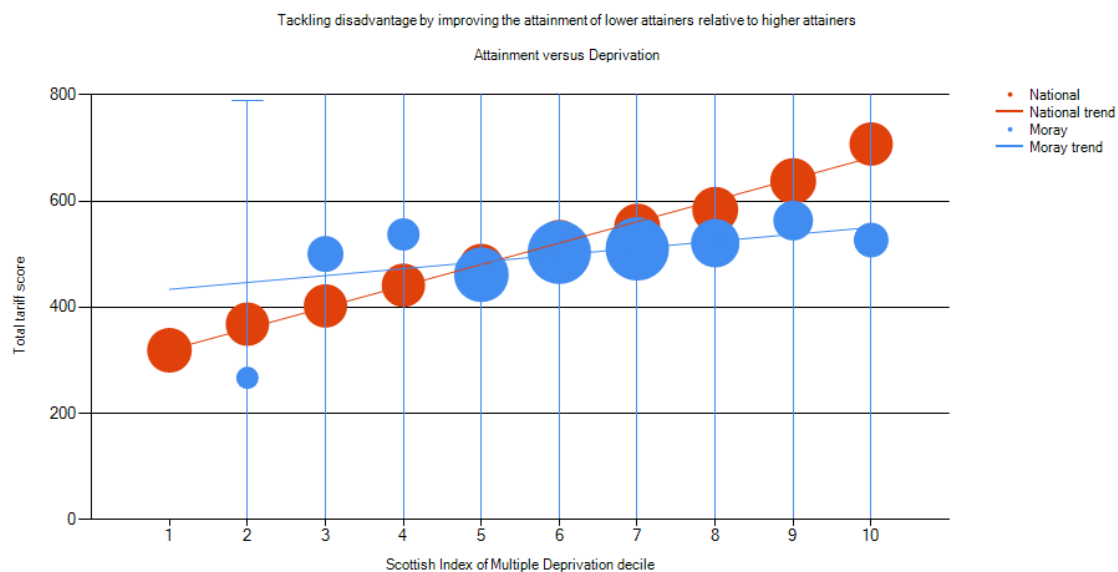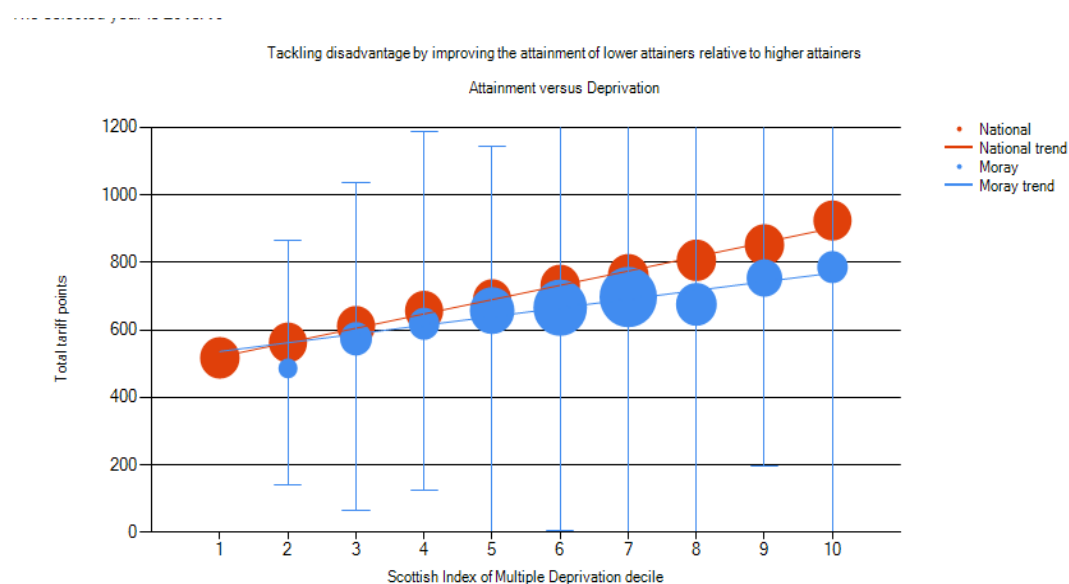(Moray versus Scotland)
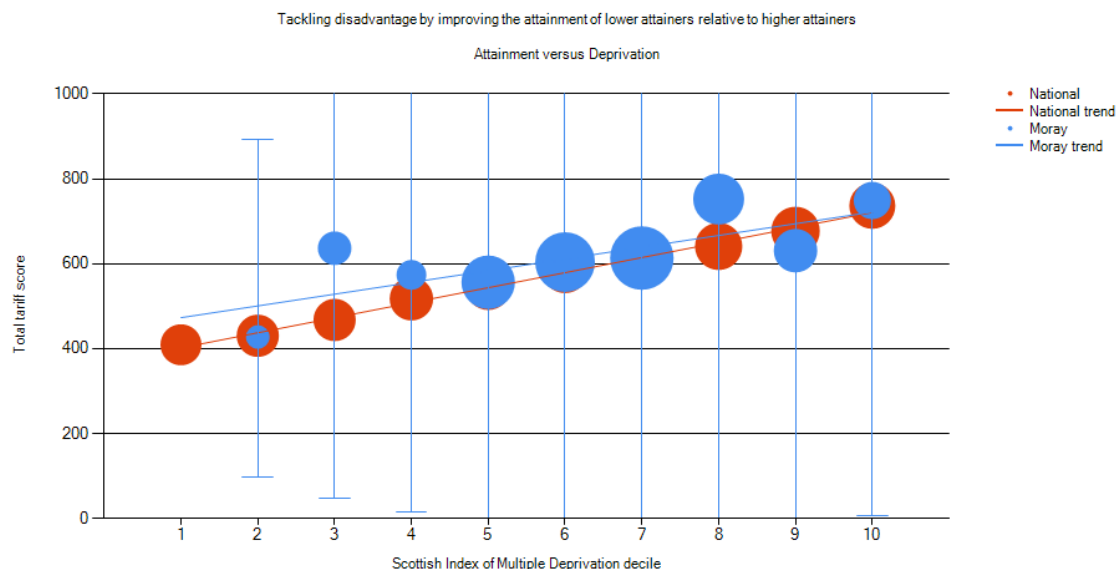

Attainment versus Deprivation
Average Tariff Score of S5 learners by SIMD decile (2016)
(Moray versus Scotland)

For the S5 cohort in session 2015/16, the performance of young people in deciles 8 and 10 is much lower than the national trend and in comparison with the previous session there has been a significant decrease for those young people in deciles 3 and 4.

Attainment versus Deprivation
Average Tariff Score of S6 learners by SIMD decile (2015)
(Moray versus Scotland)

Attainment versus Deprivation
Average Tariff Score of S6 learners by SIMD decile (2016)
(Moray versus Scotland)
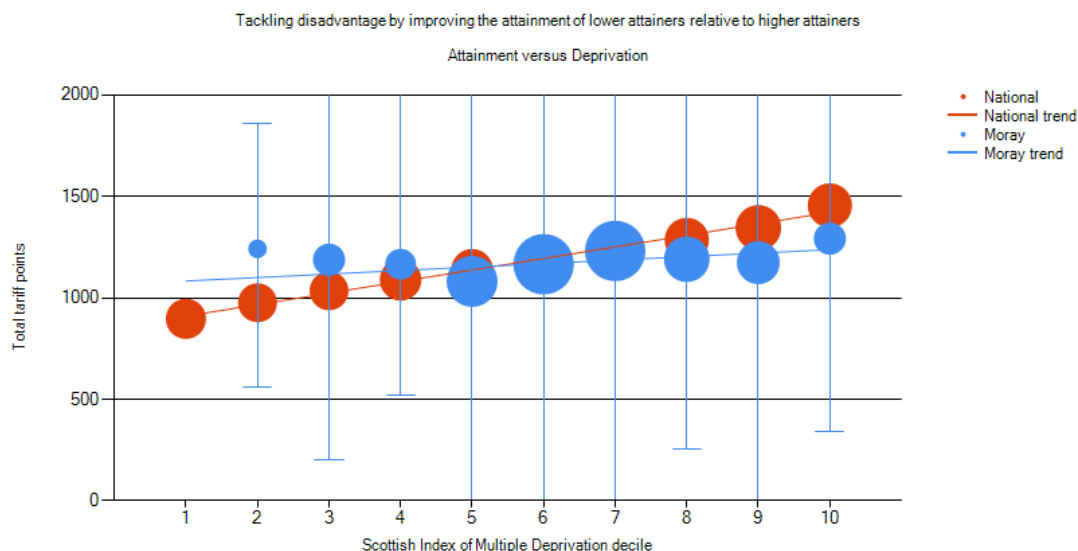
For the young people in S6 their performance in deciles 9 and 10 is much lower than the national trend but in decile 3 is much greater. In comparison with last session, there has been a decrease in deciles 9 and 10 with deciles 5, 6 and 7 remaining consistent.

Within Moray, there is a greater emphasis on the data which is available to secondary schools; this included data on the SIMD which supports schools to identify the areas in which they should focus their improvement planning in order to close the attainment gap. This was addressed at a recent Headteacher's Meeting and will be an ongoing focus as part of the Scottish Attainment Challenge.

3.9 For the S4 cohort in 2014 it is now possible to consider the breadth and depth of qualifications which they went on to study in S6 in 2016 and to profile their journey through the whole Senior Phase. The tables below illustrate the number of awards accrued at each level during S4 in 2014 and by the equivalent cohort in S5 (based on the original S4 roll) in 2015, and their final attainment at point of exit in 2016.

S4 Moray Breadth and Depth 2014						
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 or more	97.62%	97.34%	97.24%	96.20%	80.13%	1.43%
2 or more	96.39%	96.20%	96.01%	94.30%	68.25%	0.19%
3 or more	93.73%	93.44%	93.06%	91.06%	57.13%	0.19%
4 or more	88.50%	88.21%	87.64%	84.13%	46.20%	0.00%
5 or more	78.04%	77.85%	77.57%	72.81%	*37.64%	0.00%
6 or more	52.66%	52.66%	52.47%	47.81%	23.38%	0.00%
7 or more	3.90%	3.90%	3.90%	3.14%	0.57%	0.00%

S5 Moray Breadth and Depth (based on S4 roll) 2015							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.93%	97.46%	97.36%	96.23%	87.38%	54.05%	0.94%
2 or more	96.42%	96.23%	96.05%	94.73%	78.63%	42.84%	0.09%
3 or more	94.63%	94.35%	94.16%	92.56%	70.72%	34.18%	0.00%
4 or more	91.62%	91.43%	90.77%	88.79%	62.24%	25.33%	0.00%
5 or more	86.44%	86.35%	85.88%	82.30%	*53.67%	**16.85%	0.00%
6 or more	73.45%	73.26%	73.07%	69.77%	41.05%	0.75%	0.00%
7 or more	36.06%	35.97%	35.69%	33.05%	13.65%	0.09%	0.00%
8 or more	11.39%	11.30%	11.02%	9.60%	2.26%	0.09%	0.00%
9 or more	3.01%	3.01%	2.82%	2.26%	0.19%	0.00%	0.00%
10+	0.66%	0.66%	0.56%	0.56%	0.00%	0.00%	0.00%

S6 Moray Breadth and Depth (based on S4 roll) 2016							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.01%	97.54%	97.44%	96.30%	87.49%	57.91%	19.15%
2 or more	96.49%	96.21%	96.02%	94.69%	79.53%	49.29%	9.29%
3 or more	94.88%	94.50%	94.31%	92.70%	72.89%	42.75%	2.65%
4 or more	91.85%	91.66%	91.00%	89.00%	65.12%	36.78%	0.57%
5 or more	86.92%	86.82%	86.35%	83.22%	*58.58%	**29.19%	0.09%
6 or more	76.21%	76.02%	75.83%	73.08%	49.10%	18.20%	0.00%
7 or more	55.26%	55.07%	54.88%	52.61%	34.22%	9.38%	0.00%
8 or more	32.51%	32.42%	32.04%	31.00%	18.67%	2.27%	0.00%
9 or more	16.78%	16.78%	16.59%	15.26%	7.30%	0.19%	0.00%
10 or more	7.01%	7.01%	6.92%	6.16%	2.65%	0.09%	0.00%

*38% of learners from this cohort in Moray had achieved 5 or more awards at level 5 (or greater) by the end of S4 in 2014. For the same cohort, by the end of S5 in 2015, 54% of learners had achieved 5 or more awards at level 5 (or greater) and by the end of S6 59% of young people had achieved 5 or more awards at level 5. This was lower than the VC of 36%.

**For the same cohort, 17% of the young people achieved 5 or more qualifications at level 6 by the end of S5 and this had increased to 29% having achieved 5 level 6 awards at the end of S6. This was lower than the VC who had achieved 36% level 6 awards at the end of S6.

It is clear that, irrespective of which level is selected and independent of the variance in curricular models between local authorities, the first cohort of learners in Moray to attempt the new national qualifications are currently on average achieving fewer qualifications in the Senior Phase by the end of S6 than our VC authority.

Officers provided schools with centrally collated attainment data immediately following the publication of SQA exam results in August, both to enable them to compare their performance and identify best practice across subject areas within the authority and to evaluate progression from level 4 to level 5 and from level 5 to level 6 on a pupil by pupil basis in each school. Central officers will conduct further breadth and depth analysis on a school by school basis to assist schools in evaluating their current Senior Phase provision. Yearly attainment and achievement visits are carried out in each Secondary School to discuss attainment levels.

4. **SUMMARY OF IMPLICATIONS**

   (a) **Moray 2026: A Plan for the Future and the Moray Corporate Plan 2015-2017**

   The Policy was informed by the priorities within the 10 Year Plan and Moray Economic Strategy and in particular to Ambitious and Confident Young People and A Growing and Diverse Economy.

   (b) **Policy and Legal**

   None arising from this report

   (c) **Financial implications**

   None arising from this report

   (d) **Risk Implications**

   None

(e) Staffing Implications

None

(f) Property

None

(g) Equalities

None

(h) Consultations

Senior Officers in Education and Social Care, Deborah Brands, Principal Accountant, Margaret Forrest, Legal Services Manager (Litigation and Licensing), Don Toonen, Equal Opportunities Officer, Grant Cruickshank Human Resources Manager and Caroline Howie, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5.   CONCLUSION

5.1   That Committee scrutinises and notes the position in respect of attainment of young people in Moray with regard to National Qualifications in 2016.

Author of Report: Karen Lees, Quality Improvement Officer
Background Papers:
Ref: