REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 7 JUNE 2017

SUBJECT: ANALYSIS OF SECONDARY SCHOOL ATTAINMENT 2016/17 AND WIDER ACHIEVEMENT 2015/16

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

1.1 This is an update to the Analysis of Interim Secondary School Attainment 2015/16 from November 2016 which included data from National Qualifications results as well as information on the National Measures on attainment and achievement as profiled on "Insight", the Senior Phase Benchmarking Tool.

1.2 Committee are also invited to scrutinise and note the annual summary of Wider Achievements report of young people in Moray for session 2015/16.

1.3 This report is submitted to Committee in terms of Section III (D) (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:**

(i) consider and note the updated attainment information of young people in Moray in this the third year of the new National Qualifications with specific regard to the National Measures published on Insight in February 2017; and

(ii) scrutinises and notes the contents of the wider achievement report: and

(iii) receives an end of year report of the Activity Agreement Programme in Moray will be presented to Committee in August 2017

3. **BACKGROUND**

3.1 **Attainment**

Insight focuses on performance in the Senior Phase across four key national benchmarking measures. The four national benchmarking measures focus on:

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

It encourages a holistic approach to evaluating attainment and achievement that takes into account the performance within Moray across all four measures. **Appendix 1** provides a glossary to support aspects of Insight which are contained within this report.
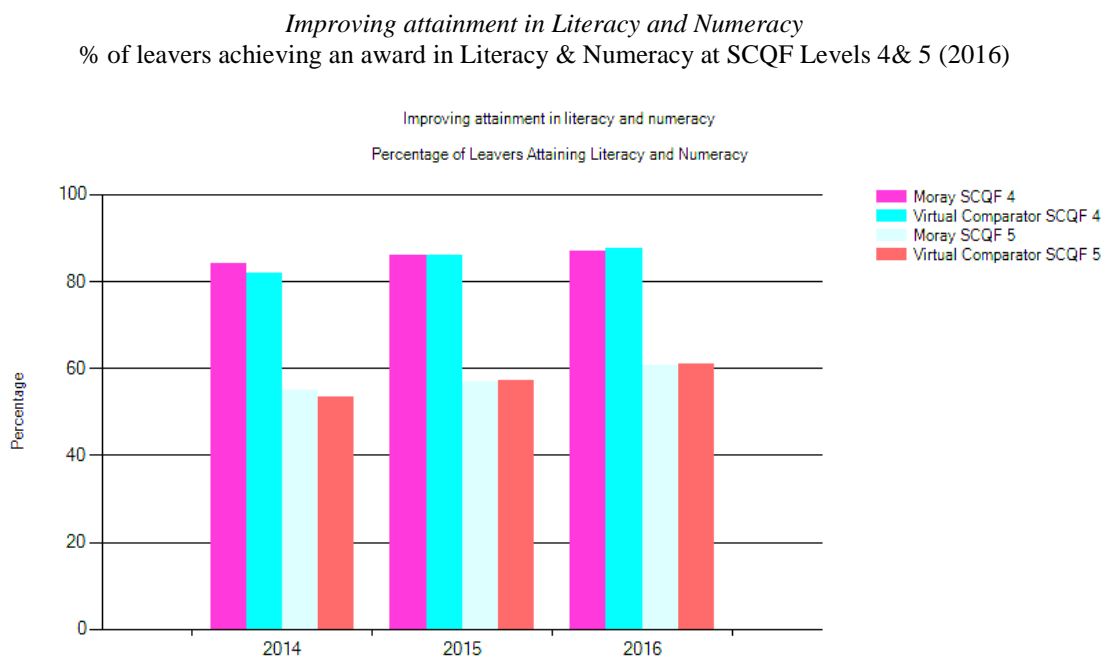
3.2 A complete picture of the performance of a school (or a local authority, or across Scotland as a whole), requires data from all four of the key measures to be considered together.

3.3 Although the latest set of annual exam results become available on Insight in September each year, school leaver destinations data is not available until December, and will not appear in Insight until February of the following year. Therefore, it will only be possible to provide a complete picture of attainment and achievement from March onwards each year.

3.4 **Insight Benchmarking Measures – National Measures**

As noted in paragraph 3.3 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–S6 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. The Local Measures, also available on Insight and referred to in the Committee report on 9 November 2016 (para 13 of the minute refers) detail the performance of schools on a cohort by cohort basis. To minimise confusion, it is recommended in the first instance that schools will report solely on the four National Measures in March each year. Local attainment performance analysis will take place involving principal teachers and other school senior leaders from September onwards, classified by year group, subject, level of qualification, gender and other filters pertinent to each school.

3.5 Improving attainment in Literacy and Numeracy

Improving attainment in Literacy and Numeracy
% of leavers achieving an award in Literacy & Numeracy at SCQF Levels 4& 5 (2016)

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy

Legend: Moray SCQF 4, Virtual Comparator SCQF 4, Moray SCQF 5, Virtual Comparator SCQF 5

3.5.1 The above graph presents the percentage of leavers achieving an award in Literacy and Numeracy at Scottish Credit and Qualifications Framework (SCQF) Levels 4 and 5 by the end of their school experience for Moray against its virtual comparator authority for each of the last three years. It shows that attainment levels in Moray have been improved during 2016, remaining consistent at both SCQF level 4 and SCQF level 5 against our virtual comparator.
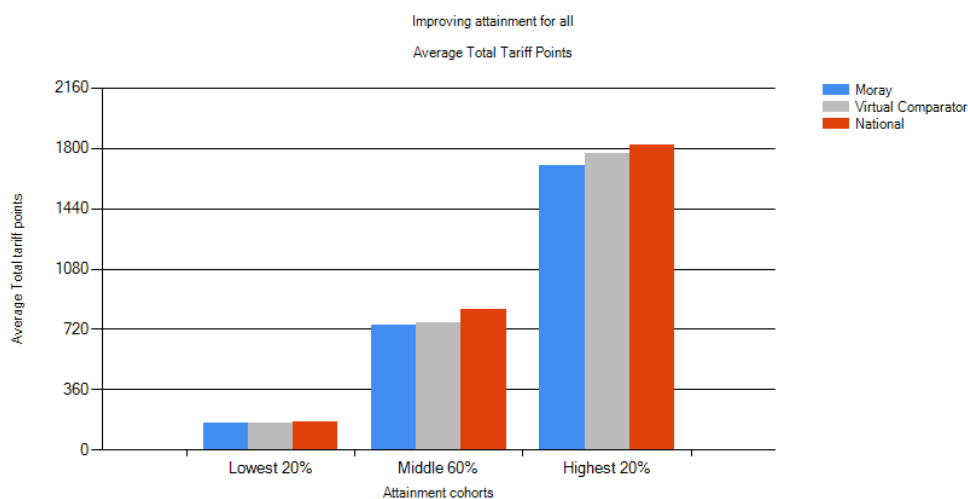
	Moray			Virtual Comparator		
Local Measure	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
Level 4 Literacy and Numeracy	84%	86%	87%	82%	86%	88%
Level 5 Literacy and Numeracy	55%	57%	61%	53%	57%	61%
Further information	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
Level 4 Literacy	96%	96%	95%	93%	94%	94%
Level 5 Literacy	73%	77%	80%	69%	74%	77%
Level 4 Numeracy	85%	87%	88%	83%	88%	89%
Level 5 Numeracy	60%	59%	63%	58%	61%	64%

3.5.2 In addition, the above table shows that the Moray performance in the combined Literacy and Numeracy National measure is improving year on year and is the same as our virtual comparator for level 5 and is slightly below at Level 4. The additional information in the table shows that when literacy and numeracy are considered separately, Moray has improved on the previous year's figures for SCQF Level 4 Numeracy and SCQF Levels 4 and 5 Literacy, while showing a dip in Level 4 Literacy. The comparisons with our virtual comparator for 2016 shows Moray as slightly ahead in SCQF Level 4 and Level 5 Literacy, but slightly below in terms on Levels 4 and 5 Numeracy; this is the same picture as last year. Although the picture presented shows a positive representation, we will continue to focus on Literacy and Numeracy as a key area for improvement in our service, with a focus on increasing the proportion of learners achieving both literacy and numeracy at level 5 by the end of their school experience. The development and implementation of progressions for Literacy and Numeracy within Curriculum for Excellence in Moray, which provide detailed pathways of study in these key areas for pupils from early years to the end of S3, supports this key priority area. Officers continue to support schools in their use, as will the work being undertaken with our Quality Improvement Officer (Responsibility of All) within the Broad General Education, which will have a subsequent impact on Senior Phase attainment in Literacy and Numeracy.

3.6 Improving attainment for all

3.6.1 This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Attainment is measured using the tariff scale, which was developed for Insight; this allocates a specified number of points to each qualification (including units), with more demanding qualifications gaining more points than less demanding ones. Three ability cohorts are identified for the school, its virtual comparator 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.

Improving Attainment for all
Average Tariff Score of school leavers by ability cohorts (2016)
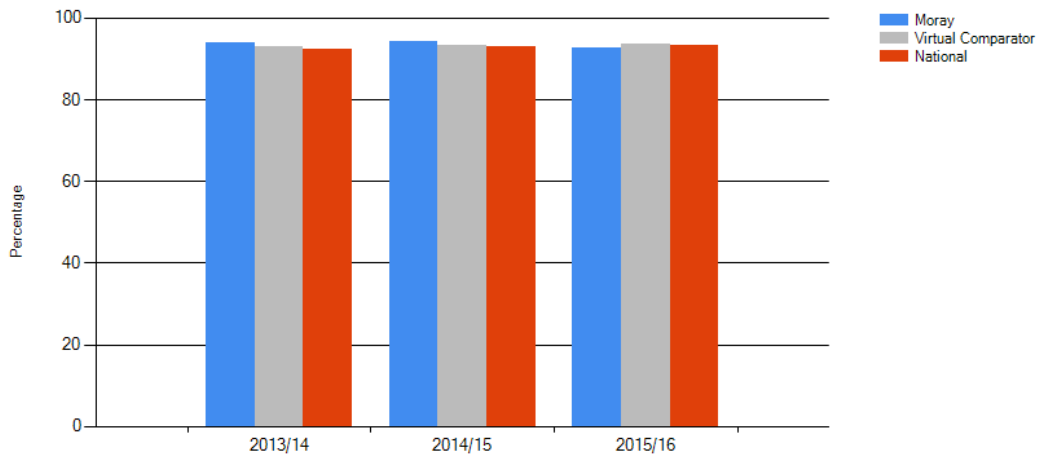

3.6.2

This graph shows data attainment of young people leaving school in 2016. It shows that in Moray, the top 20% are attaining less well than both the virtual comparator authority equivalent and across Scotland as a whole with the comparison with the virtual comparator showing as a significant percentage. The lowest 20% are performing better than the virtual comparator but not as well as the national average; the middle 60% is not performing better than both the virtual comparator and nationally. It should be noted that this measure looks at the average total tariff score which will be affected by the number of qualifications and units a young person completes.

3.7   Leaver Initial destinations – Increasing post school participation

3.7.1 This measure shows the percentage of young people securing an initial positive destination when they leave school.
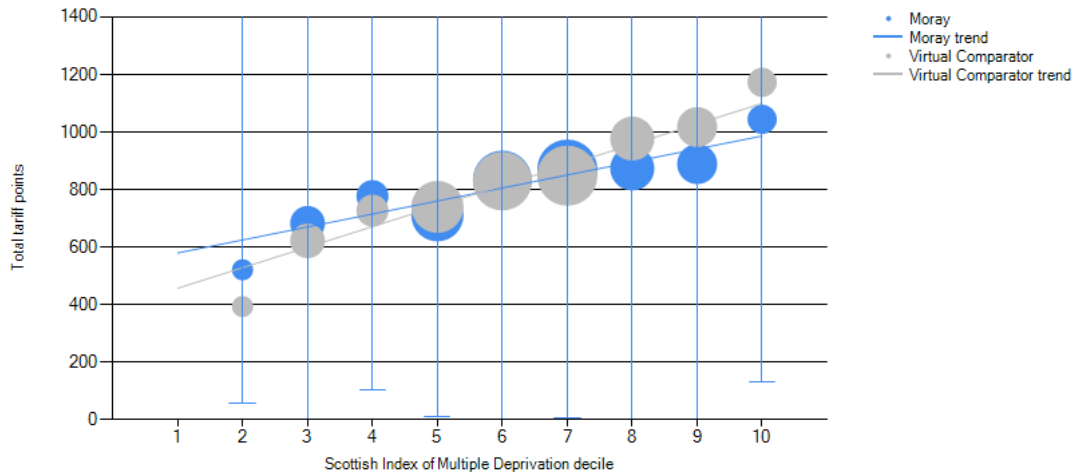
Increasing post-school participation
Percentage of School Leavers in a Positive Destination (2016)

3.7.2 The above graph shows 3 years data on the percentage of Moray school leavers progressing onto a positive destination compared against their virtual comparator and nationally. There has been a reduction in the percentage of Moray school leavers going into a positive destination in 2015/16; with Moray performing below both the virtual comparator and national average this year. This is a reversal of the initial trend which was emerging in the previous 2 years.

3.8   Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers
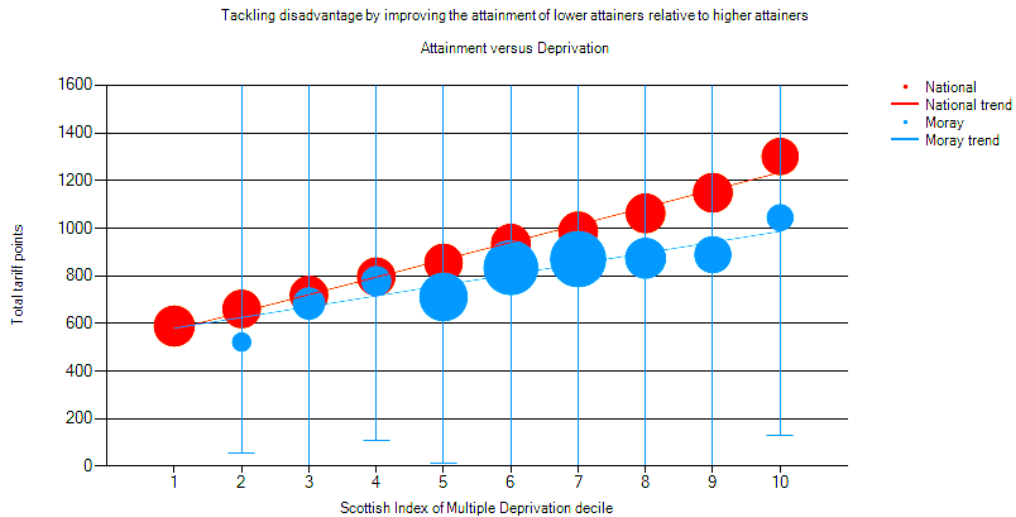
Attainment versus Deprivation
Average Tariff Score of school leavers by SIMD decile (2016)
(Moray versus Virtual Comparator)

3.8.1   The above graph shows 2015/16 leaver attainment data (using average tariff scores) for Moray and its virtual comparator, broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to the attainment of young people with postcodes within datazones 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 datazones according to SIMD. In Moray there are no datazones ranked in decile 1.

3.8.2   The graph suggests that school leavers within Moray compare well against the virtual comparator within deciles 2-7 with the tariff scores either above or generally in line with the virtual comparator average tariff score. The performance for those young people in decile 2 is much greater than the virtual comparator. The performance of the young people in decile 9 is much lower than the virtual comparator. It is important to be aware of the numbers of young people appearing in each of these deciles. This is represented proportionately in the graph by the area of the circles, with the above graph showing the highest concentration of young people in Moray are in deciles 5-7. It is interesting to note that the vertical lines show the range of attainment within each decile. We do not necessarily know the curriculum models or structures of the virtual comparator and so our S4 pupils may not be directly compared with those studying a similar number of courses.

Attainment versus Deprivation
Average Tariff Score of school leavers by SIMD decile (2016)
(Moray versus National Trend)

3.8.3 The comparison can also be made against the national picture rather than the virtual authority. This picture show that the young people in deciles 2, 5 and 6 are performing less well nationally, as are the learners in deciles 8, 9 and 10, who are in the least deprived areas.

3.9 Ensuring that young people in Moray are able to achieve the highest Level of attainment whilst at school, in order to successfully move on to the next stage in their education and/or career, remains a major priority for the Service. Both the Raising Attainment and Learning and Teaching strategy was launched across Moray schools in previous sessions and strive to ensure that the focus remains on raising attainment and providing a high quality learning opportunity across our schools in order to achieve the best possible outcomes for the young people of Moray. The various national initiatives such as the National Improvement Framework and the Scottish Attainment Challenge will also ensure that raising attainment for all remains a local and national priority, as will the Pupil Equity Funding initiative.

4. Wider Achievement

4.1 Summary attainment measures are based on young people's successes in Scottish Qualification Authority Examinations and these are the subject of annual reports to this Committee. Wider achievements are more difficult to quantify as many young people get credit and accreditation not only for learning which takes place in school but also for learning and achievements which take place in the family and in the wider community. There is therefore a growing role for community activities to both support and enhance school based learning. Young people also achieve a range of successes in their lives which cannot be easily captured or reported on.

4.2 Research by The National Youth Agency has found volunteering significantly increases young people's skills in communication, teamwork, and managing relationships. It was also seen as providing an important grounding for employment.

4.3   Research by the Edinburgh Chamber of Commerce identified the top five skills needed by young people who were not currently employed in education, training or employment as: team skills, communication skills, self management skills, personal skills, and problem solving skills.

4.4   Research by 'Being Young in Scotland' has found that of those young people who feel that making a difference is important, between a third and a half then turn to volunteering. This equates to at least a quarter of a million young people. Many young people are content to volunteer without receiving any formal accreditation, but a growing number see it as an experience which can strengthen their CV and enhance future career prospects. Recognising the importance of supporting and celebrating young people's achievements sustains the approach of an 'education for life'.

4.5   The Wider Achievement (**Appendix 2**) report can only provide a snapshot of the many achievements of our young people across Moray. Each school has its own mechanisms in place for capturing and celebrating success, via e-portfolios, profiling and school-based awards schemes. The wider community has the opportunity to celebrate these achievements at annual events such as the Moray Young Citizen of the Year awards. Individual young people across all our schools will also have their own personal achievements, perhaps in the fields of music, sport, drama etc and it is equally important that our schools continue to capture these individual achievements and celebrate them.

4.6   **Appendix 2** summarises the accredited achievements of young people in Moray which are currently known to the department.

4.7   In addition to wider achievement for school pupils, many of our school leavers progress to an Activity Agreement Learning Programme upon leaving school. This successful programme is for young people not ready for work and continues to focus on ensuring these young people gain a range of skills and accreditation to enhance their employment opportunities.

5.   **SUMMARY OF IMPLICATIONS**

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

              The Policy was informed by the priorities within the 10 Year Plan (Moray 2026) and Moray Economic Strategy and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

        (b)   **Policy and Legal**

              None arising from this report.

        (c)   **Financial implications**

              None arising directly from this report.

(d) Risk Implications

None.

(e) Staffing Implications

None.

(f) Property

None arising from this report.

(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, and Caroline Howie, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

6. CONCLUSION

6.1   The Committee is invited to consider and comment on the updated attainment information of young people in Moray in this the third year of the new National Qualifications with specific regard to the National Measures published on Insight in February 2017.

6.2   That committee scrutinises and notes the contents of the wider achievement report.

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