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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 DECEMBER 2017**

**SUBJECT: ANALYSIS OF INTERIM SECONDARY SCHOOL ATTAINMENT  
2016/17**

**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 2016/17.
- 1.2 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 scrutinise and note 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 analysis of these results for cohort groups appear within the Insight toolkit in September; the data relating to leaver destinations is not available until December and therefore, this information does not appear in Insight till February of the following year and the complete picture of leaver attainment and the achievement of young people in 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 2016/17, 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 (ie for S4, S5 and S6 pupils).

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
- Tackling disadvantages by improving the attainment of lower attainers relative to higher attainers

### 3.5 Virtual Comparator

Insight creates a virtual comparator school based on selecting young people from across Scotland that match the characteristics of the young people in the school in question. The performance of the school can then be assessed in relation to that of the virtual school. A similar methodology is used in Insight to generate a virtual local authority for benchmarking local authority performance. It is important to note that features such as similar curriculum models or structures are not included in the comparison.

### 3.6 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 the previous format in STACs (Standard Tables and Charts). This year we are again 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.

- 3.7 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.
- 3.8 The complementary tariff measure is the sum of tariff points accumulated across the latest and best achievement in subjects which a learner has achieved, up to a maximum of 120 SCQF credit points. The subjects which contribute to the 120 SCQF credit points in the complementary tariff measure are those in which the learner has achieved the highest tariff points relative to the amount of learning in that subject (subject tariff points / SCQF credit points for that subject).
- 3.9 For purposes of this paper, we will consider complementary tariff points as these give a truer reflection of a young person's attainment regardless of school curricular models.
- 3.10 Local Measure – Improving Attainment in Literacy and Numeracy

#### **S4 based on S4 cohort**

	Moray			VC		
Local Measure	2015	2016	2017	2015	2016	2017
Level 4 Literacy and Numeracy	82%	80%	80%	85%	85%	88%
Level 5 Literacy and Numeracy	38%	40%	46%	47%	49%	56%
Further information	2015	2016	2017	2015	2016	2017
Level 4 Literacy	95%	92%	93%	92%	92%	94%
Level 5 Literacy	66%	67%	73%	64%	67%	74%
Level 4 Numeracy	83%	83%	82%	87%	87%	90%
Level 5 Numeracy	41%	43%	48%	54%	55%	61%

**S5 based on S5 cohort**

Local Measure	Moray			VC		
	2015	2016	2017	2015	2016	2017
Level 4 Literacy and Numeracy	91%	90%	89%	90%	94%	94%
Level 5 Literacy and Numeracy	64%	66%	64%	67%	71%	74%
Further information	2015	2016	2017	2015	2016	2017
Level 4 Literacy	97%	97%	96%	96%	97%	97%
Level 5 Literacy	85%	87%	84%	82%	86%	88%
Level 4 Numeracy	92%	91%	90%	92%	94%	95%
Level 5 Numeracy	66%	68%	65%	70%	73%	77%

**S6 based on S6 cohort**

Local Measure	Moray			VC		
	2015	2016	2017	2015	2016	2017
Level 4 Literacy and Numeracy	92%	96%	96%	94%	95%	97%
Level 5 Literacy and Numeracy	75%	83%	84%	78%	84%	87%
Further information	2015	2016	2017	2015	2016	2017
Level 4 Literacy	98%	98%	97%	98%	98%	98%
Level 5 Literacy	92%	96%	96%	91%	95%	96%
Level 4 Numeracy	93%	96%	96%	95%	96%	98%
Level 5 Numeracy	78%	85%	85%	81%	85%	88%

- 3.11 The S4 cohort in 2017 have maintained attainment in level 4 Numeracy, with an improvement evident at level 5; there is still improvement to be made in line with our Virtual Comparator (VC). Literacy has experienced a positive trend with progress being made in level 5 which also compares well with the VC.
- 3.12 For S5 young people, Numeracy has seen a consistent level of attainment from previous years, especially at level 5; Literacy has maintained performance at level 4 and 5 from previous years. Moray is performing below the VC for both measures.
- 3.13 The S6 cohort in Moray are achieving positive levels of attainment at point of exit from school and this is similar in comparison with the VC for levels 4 and 5 Literacy.

### 3.14 Local Measure – Improving Attainment for All (using Complementary Tariff)

3.14.1 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, using the Complementary tariff score method, 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%		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Moray	118	109	102	307	296	306	426	419	421
VC	123	117	133	321	318	331	426	427	428
National	104	107	115	306	312	317	423	424	424

#### **S5 (based on S5 roll)**

S5 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Moray	188	203	173	599	573	551	953	959	946
VC	194	204	211	590	609	624	962	966	971
National	183	189	193	563	580	588	957	962	964

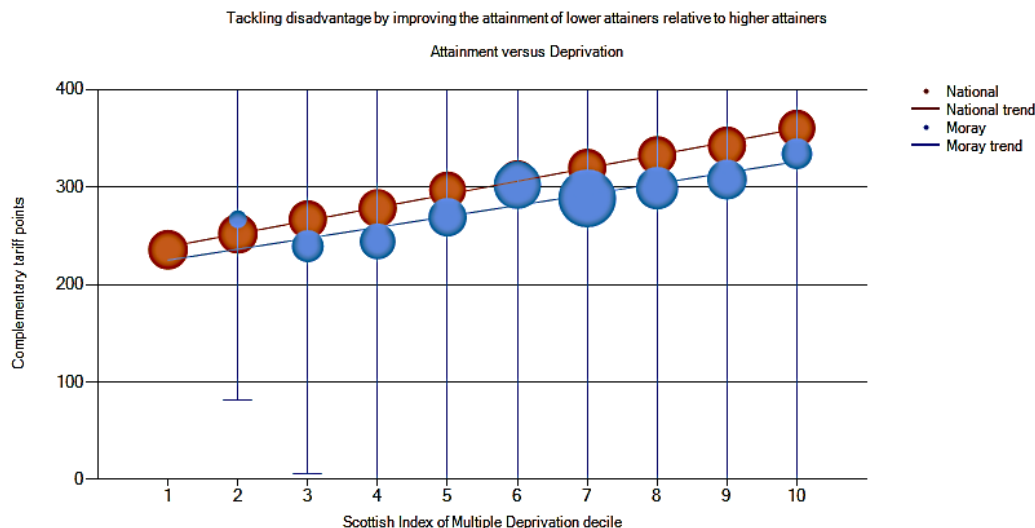
#### **S6 (based on S6 roll)**

S6 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Moray	342	380	398	887	892	904	1368	1390	1376
VC	256	368	409	869	877	912	1357	1364	1378
National	338	360	368	838	858	870	1347	1358	1360

3.15 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 slightly lower than both the VC and the Scottish figures.

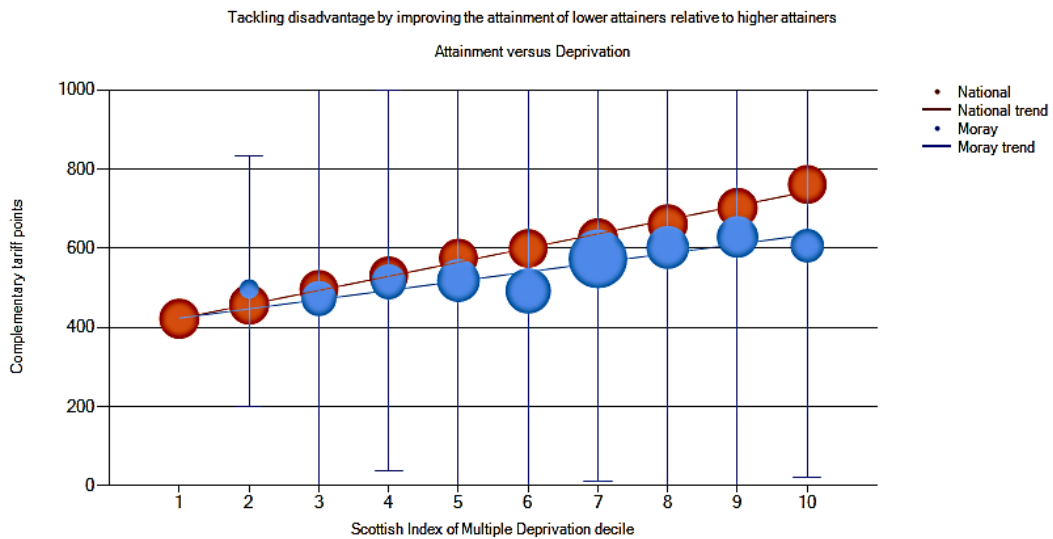
- 3.16 The S5 group have reduced the tariff points achieved from last year's level for the lowest 20% as has the middle 60% and are both lower than the VC and the national figures. The highest 20% have maintained fairly consistent levels from year to year and also compare favourably with comparator figures.
- 3.17 The S6 leavers have improved from the last 2 years for tariff points for the lowest 20% and middle 60% and compare favourably with the VC and national figures. The highest 20% has slightly reduced from last session but compares well with VC and national levels.
- 3.18 Local Measure – Initial Leaver Destination – post school destinations
- 3.18.1 This will be reported on as both a Local and National Measure in March each year, when leaver's data becomes available.
- 3.19 Local Measure - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs deprivation
- 3.19.1 The graphs show 2016/17 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 (2017)  
(Moray versus Scotland)



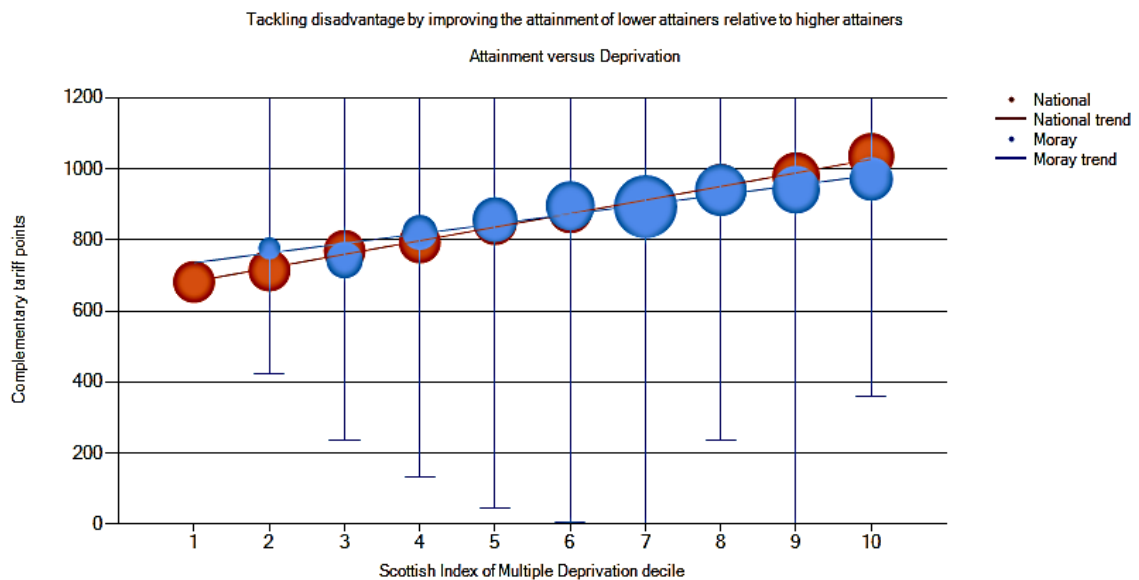
3.19.2 For the S4 cohort in 2016/17 attainment in deciles 3, 4, 5 and 7, 8, 9 and 10 are lower than the national level of attainment.

*Attainment versus Deprivation*  
Average Tariff Score of S5 learners by SIMD decile (2017)  
(Moray versus Scotland)



3.20 For the S5 cohort in session 2016/17, the performance of young people in deciles 6 and 10 is much lower than the national trend.

*Attainment versus Deprivation*  
Average Tariff Score of S6 learners by SIMD decile (2017)  
(Moray versus Scotland)



- 3.21 For the young people in S6 their performance in deciles 3, 9 and 10 is lower than the national trend but in decile 2 is greater.

Within Moray, there is a greater emphasis on the range of data which is available to secondary schools; this includes 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 on Performance Information and will be an ongoing focus as part of the Scottish Government drive towards achieving Excellence and Equity.

- 3.22 For the S4 cohort in 2015 it is now possible to consider the breadth and depth of qualifications which they went on to study in S6 in 2017 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 2015 and by the equivalent cohort in S5 (based on the original S4 roll) in 2016, and their final attainment at point of exit in 2017.

<b>S4 Moray Breadth and Depth 2015</b>						
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 or more	97.58%	97.18%	97.08%	96.58%	82.07%	1.81%
2 or more	96.58%	96.17%	95.87%	94.36%	70.09%	0.30%
3 or more	94.66%	94.36%	93.96%	91.94%	62.34%	0.00%
4 or more	91.54%	91.34%	90.84%	86.71%	51.16%	0.00%
5 or more	84.09%	83.99%	83.69%	76.94%	*39.98%	0.00%
6 or more	60.12%	60.12%	59.82%	54.48%	26.38%	0.00%
7 or more	3.83%	3.83%	3.12%	1.91%	0.81%	0.00%

<b>S5 Moray Breadth and Depth 2016</b>						
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 or more	97.22%	96.83%	96.73%	96.13%	86.03%	56.49%
2 or more	96.33%	95.94%	95.64%	94.45%	77.50%	45.09%
3 or more	94.65%	94.25%	93.95%	92.27%	71.26%	35.58%
4 or more	92.96%	92.67%	92.27%	88.80%	64.32%	24.88%
5 or more	88.50%	88.40%	88.01%	83.65%	*55.40%	**15.76%
6 or more	77.11%	76.91%	76.81%	72.05%	43.31%	0.99%
7 or more	43.51%	43.31%	42.52%	39.84%	19.33%	0.10%
8 or more	17.84%	17.74%	17.44%	16.15%	4.56%	0.00%
9 or more	4.86%	4.76%	4.66%	3.77%	0.69%	0.00%
10 or more	1.49%	1.29%	1.29%	0.99%	0.00%	0.00%



<b>S6 Moray Breadth and Depth 2017</b>							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.70%	97.21%	97.01%	96.41%	86.43%	60.08%	18.16%
2 or more	96.71%	96.21%	95.91%	94.71%	77.94%	51.40%	8.88%
3 or more	95.01%	94.51%	94.21%	92.51%	72.55%	43.41%	3.19%
4 or more	93.01%	92.61%	92.22%	88.72%	66.07%	36.73%	0.30%
5 or more	88.82%	88.62%	88.22%	83.83%	*59.08%	**30.24%	0.10%
6 or more	79.04%	78.84%	78.74%	74.25%	50.30%	19.66%	0.00%
7 or more	58.28%	58.08%	57.68%	54.89%	37.13%	10.48%	0.00%
8 or more	37.62%	37.52%	37.23%	36.03%	23.05%	4.09%	0.00%
9 or more	20.26%	20.16%	19.96%	19.06%	10.38%	0.60%	0.00%
10 or more	8.28%	8.08%	7.88%	7.29%	3.19%	0.20%	0.00%

3.23 \*39.98% of learners from this cohort in Moray had achieved 5 or more awards at level 5 (or greater) by the end of S4 in 2015. For the same cohort, by the end of S5 in 2016, 55.40% of learners had achieved 5 or more awards at level 5 (or greater) and by the end of S6 59.08% of young people had achieved 5 or more awards at level 5. This was lower than the VC figure in S4 of 40.83% achieving 5 or more awards at level 5; 60.34% with same qualification set at the end of S5 and 64.74% by the end of S6.

\*\*For the same cohort, 15.76% of the young people achieved 5 or more qualifications at level 6, by the end of S5 and this had increased to 30.24% having achieved 5 level 6 awards at the end of S6. This was lower than the VC who had achieved 37.47% level 6 awards at the end of S6.

3.24 It is clear that, irrespective of which level is selected and independent of the variance in curricular models between local authorities, the most recent 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.

3.25 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 are conducting further attainment analysis using Insight on a school by school basis to assist schools in evaluating their current Senior Phase provision.

3.26 There are a number of initiatives being undertaken in Moray and across the Northern Alliance to support raising attainment; the Moray Raising Attainment Strategy, Insight training, systematic analysis of data and performance information, Assessment and Moderation training and support along with literacy and numeracy initiatives within early years.

#### 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 Children and 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), Equal Opportunities Officer, Human Resources Manager and Tracey Sutherland, 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 2017.**

Author of Report: Karen Lees, Quality Improvement Officer

Background Papers:

Ref: