

**ANGUS COUNCIL**

**CHILDREN AND LEARNING COMMITTEE – 20 SEPTEMBER 2016**

**CURRICULUM FOR EXCELLENCE – ATTAINMENT REPORT**

**REPORT BY MARGO WILLIAMSON STRATEGIC DIRECTOR – CHILDREN AND LEARNING**

**ABSTRACT**

This report describes Angus schools' attainment across the Broad General Education (BGE) and SQA examination diet in session 2015/16. The report provides two measures of attainment for BGE - (1) teachers' professional judgements and (2) standardised assessment scores. This report also sets out the most recent examination data for the 2016 SQA diet.

**1. RECOMMENDATIONS**

It is recommended that the Children and Learning Committee:

- (i) Review Angus Council's progress in relation to the Broad General Education
- (ii) Review Angus Council's most recent attainment in relation to the SQA examination diet
- (iii) Request a more in-depth analysis of SQA attainment in May 2017 when the national tool -Insight is updated.

**2. ALIGNMENT TO THE ANGUS COMMUNITY PLAN/SINGLE OUTCOME AGREEMENT/CORPORATE PLAN**

This report contributes to the following local outcome contained within the Angus Community Plan and Single Outcome Agreement 2013-2016;

Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens.

**3. BACKGROUND**

- 3.1 There has been a continuing focus in all Angus schools during session 2015/16 to further raise the ambition and aspiration of all of our children and young people.
- 3.2 Good progress has been made across schools to improve systems for monitoring and tracking of individual progress and to ensure schools have a clear understanding of predicted attainment for all children and young people. Well planned interventions for any children and young people at risk of missing out are also put in place timeously.
- 3.3 Support for schools from the quality improvement team has been proportionate and based on assessed level of need. Some schools have been monitored over the course of the school session whilst others have had targeted or intensive support.
- 3.4 This is the third year we have gathered Curriculum for Excellence (CFE) attainment data for literacy and numeracy within the broad general education. This involves collating teacher judgements of those children and young people who are assessed as

being secure in their learning at the end of a curriculum level. The curriculum levels within CFE describe different stages of learning and progress. Information is gathered for children and young people who are secure in:

- Early level at the end of primary 1
- First level at the end of primary 4
- Second level at the end of primary 7
- Third level at the end of S3

3.5 All primary schools in Angus use standardised assessments in primary 1, 3, 5 and 7. In primary 1, Performance Indicators in the Primary School (PIPS) is the main form of standardised assessment used. This includes a baseline assessment at the start of the school year and a follow-up assessment at the end of the school year which helps teachers to make individual pupil progress visible. In primary 3, 5, and 7 an assessment called Interactive Computerised Assessment System (InCAS) is used. All of these assessments evaluate performance, monitor progress and indicate each child's potential attainment that could be achieved. By using the results of these assessments in conjunction with teacher professional judgement, school staff are able to provide individual and groups of children with learning opportunities to challenge their learning.

## **4 CURRENT POSITION**

4.1 As part of the national strategy to raise attainment the Scottish Government has set a national expectation that 85% of children and young people will be secure in their learning at second level by the end of primary 7 and third level by the end of S3 by June 2017.

4.2 In Angus, we have set our aspirations for our own young people higher than this. Our local stretch aim is that 90% of children and young people will be secure in their learning within the appropriate level at the end of P1, P4, P7 and S3 by June 2017.

4.3 Since August 2013, schools have been requested to provide data as to the number of children and young people secure within each curriculum level. During the past two years this information has been gathered for literacy and numeracy. The Scottish Government has recently asked for this data to be submitted annually from August 2016. Previously this data was collated for literacy and numeracy, it is now submitted to Scottish Government describing performance in the four key areas of:

- numeracy
- listening and talking
- reading
- writing.

The tables below illustrate this information for literacy and numeracy for sessions 2013/14 and 2014/15 and across the four key areas outlined above for session 2015/16. The data is gathered using teachers' professional judgement based on ongoing assessment of children and young people's progress.

### **4.3.1 Primary Literacy**

This is the first year that schools have reported on teacher professional judgements for listening and talking. Performance across all levels in both primary and secondary is very positive and above the national target set for June 2017. Teachers have reported positively on the value of the our own locally devised Angus Standards for agreeing performance levels in listening and talking and enabling moderation of judgments within and across schools. These standards clearly outline for teachers what a secure learner knows and can do at the end of each CFE level. Performance in reading within early to second levels is marginally below the national target for June 2017 and there has been a marginal dip in performance at all levels in the primary sector. Focused work is being undertaken in all schools with a key emphasis on improving performance at early level through use of the Angus Early Reading Toolkit and a relatively new

Primary One Literacy Assessment and Action Resource called (POLAAR) being implemented in primary schools. Performance in writing within the primary school at P1, P4 and P7 is below the national target for June 2017. Improvement in attainment in writing will be a focus for schools for session 2016/17 and the quality improvement team and Schools and Learning Support officer for Literacy will provide enhanced support and challenge to those schools underperforming.

<b>Curriculum Level/ Stage</b>	<b>% secure by June 2016</b>	<b>% secure by June 2016</b>	<b>% secure by June 2016</b>
	<b>Listening and Talking</b>	<b>Reading</b>	<b>Writing</b>
Early/Primary 1	87.5	84.1	82.7
First/Primary 4	88.9	83.4	78.8
Second/Primary 7	89.0	84.3	80.8

#### 4.3.2 Primary Numeracy

Attainment in numeracy at the end of primary one demonstrates that schools have maintained the standard achieved last session in relation to the percentage of children and young people secure at the end of early level in numeracy. Progression pathways for early level numeracy are being implemented in all schools and pre-school establishments. There is still a need to further improve curriculum transition between pre-school and primary 1 to ensure pace of progression is enhanced. There has been a disappointing dip in performance in numeracy at the end of P4 and P7. The quality of numeracy learning and teaching remains a key focus. There are concerns about pace and challenge in numeracy and mathematics. The quality improvement team and the Schools and Learning Support Officer for Numeracy will provide enhanced support and challenge to those schools underperforming and to enhance pace and challenge.

<b>Curriculum Level/ Stage</b>	<b>% secure by June 2014</b>	<b>% secure by June 2015</b>	<b>% secure by June 2016</b>
Early/Primary 1	88	87	87.2
First/Primary 4	84	85	81.7
Second/Primary 7	79	83	79.5

#### 4.3.3. Secondary Literacy

Performance in reading at the end of S3 has seen significant improvement although there is variation between schools. Individual school stretch targets need to be monitored more closely by the quality improvement team. Performance in writing at the end of S3 is strong and greater joint working between primary and secondary schools within clusters needs to be encouraged to ensure effective support between teachers in both sectors to improve attainment in primary schools.

Curriculum Level/ Stage	% secure by June 2016	% secure by June 2016	% secure by June 2016
	Listening and Talking	Reading	Writing
Third/S3	97.1	97.1	97

#### 4.3.4 Secondary Numeracy

Strong performance has been reported in numeracy at the end of S3 with a significant rise in the percentage of young people achieving third level this session. This has been achieved through a joint focus on mathematics and numeracy learning alongside individual school reviews of their Broad General Education.

Curriculum Level/ Stage	% secure by June 2014	% secure by June 2015	% secure by June 2016
Third/S3	77	79	95.7

#### 4.4 Standardised Assessments

4.4.1 Data from the suite of standardised assessments used in primary schools also helps us to measure how well our children are learning against a national standardised score of between 40 and 60. Results for InCAS assessments are provided as a set of standardised scores against a national average of between 85 to 115.

#### 4.4.2 2013-16 Primary 1 PIPs Attainment

While the attainment of the children has again remained steady in Maths it is noted that reading performance has increased year on year from 2014.

Year	Reading	Mathematics
2013 / 14	48	50
2014/15	49	50
2015/16	50	50

#### 4.4.3 2014 – 2016 Incas Attainment

The results below indicate that all of the data for reading and maths are in line with the national average range. Attainment in Reading at primary 5 and Mathematics in primary 3 has been maintained above the national average score of 100. There is

however scope for further improvement in all areas and particularly in mathematics at primary 7. New Angus mathematics assessments have been piloted in some schools this session and these have given staff greater information about the progress and learning of pupils. They have enabled more focused interventions to ensure conceptual misunderstandings are addressed at an early stage. These will be rolled out to all schools in session 2016/17.

Stage	Reading		Mathematics	
	2014/15	2015/16	2014/15	2015/16
Primary 3	98	97	102	101
Primary 5	102	103	97	97
Primary 7	96	96	89	88

#### 4.5 SQA EXAMINATION RESULTS 2016

4.5.1 Young people in secondary schools in Angus are presented for Scottish Qualification Authority (SQA) certificated National Courses and Units. In session 2014-15 the national Insight tool is being used for examination analysis across all our secondary schools. This year's Insight data will not be available until mid-September 2016.

4.5.2 As we move towards increasing our use of Insight to analyse exam results, we are reducing the number of threshold measures we use. The data in the tables below is based on raw examination results across all our schools. In the tables the data for 2015 is shown as Initial (raw August 2015 data) and Final. The Final data takes into account unit passes and awards where a pupil has failed to achieve a National 4 or 5 but has achieved an overall award at a lower level. This sweep up procedure takes place after the initial results are published in August and can significantly affect the S4 data for National 3 and 4. At this time, we only have Initial data for 2016 available.

4.5.3 A further full attainment report will be presented to the Children and Learning Committee. This will include the final data below as well as an analysis of the Insight data which focuses on the four national benchmarking measures:

- 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

4.5.4 The SQA Post-Results Service has replaced the Appeals Process. There are now fewer changes to exam grades as a result and the data for S5 and S6 will remain largely stable.

Stage	Measure	2011	2012	2013	2014	2015 (initial)	2015 (final)	2016 (Initial)
	5+@Level 5 or better	33%	34%	35%	34%	37%	37%	37.6%

No data is being provided for Level 3 or Level 4 until it has been completed in Insight. This will be reported to Committee in May 2017.

Stage	Measure	2011	2012	2013	2014	2015 (initial)	2015 (final)	2016 (Initial)
<b>By end S5</b>	1+@Level 6 or better	44%	45%	47%	49%	56%	56%	52.2%
	3+@Level 6 or better	25%	24%	25%	26%	33%	33%	32.8%
	5+@Level 6 or better	10%	11%	11%	11%	13%	14%	16.1%

Stage	Measure	2011	2012	2013	2014	2015 (initial)	2015 (final)	2016 (Initial)
<b>By end S6</b>	1+@Level 6 or better	47%	49%	51%	54%	58%	57%	58.8%
	3+@Level 6 or better	33%	36%	36%	35%	39%	39%	41.9%
	5+@Level 6 or better	22%	24%	25%	23%	26%	25%	27.2%
	1+@Level7 or better	16%	17%	16%	16%	18%	18%	20.1%

4.5.5 The initial data for the 2016 exam diet indicates that we have sustained or improved exam performance across S4-S6 for most of the threshold measures compared to initial data for 2015.

4.5.6 Of particular note is the improvement in S4 for the measure 5+ at level 5 (National 5) which 37.6% of our young people achieved; the increase to 16.1% in S5 for young people achieving 5+ at level 6 (Higher) and the improvement on all measures for young people in S6. The results on these measures are the best set of initial attainment results in SQA examinations over the last six years.

4.5.7 In addition the initial data for the number of young people achieving 5 grade A passes in 5 Highers shows significant improvement with 30 young people achieving this standard in 2016 compared to 17 in 2015.

4.5.8 However there is no room for complacency. The quality improvement team will continue to support and challenge all our schools to improve year on year.

## **5 PROPOSALS**

- 5.1 We propose to undertake a review of the use made of the Talk into Writing resource to ensure best use is being made of this resource to improve writing skills.
- 5.2 We also propose to work with teachers to improve their confidence and knowledge in teaching writing and building on the basic skills learned in early level to ensure appropriate provision and challenge in first and second levels.
- 5.3 We propose to undertake a review of pace and challenge of primary mathematics and numeracy across a sample of our primary schools to inform the ongoing focus on improving learning and teaching in this area.
- 5.3 We propose to make changes to our current format of primary schools attainment reviews. We intend to undertake an attainment review in each primary school by November 2016 which is solely focussed on attainment and achievement.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 There are no financial implications arising directly as a result of the recommendations contained in this report.

NOTE: No background papers, as detailed by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

REPORT AUTHOR: Pauline Stephen, Head of Schools and Learning.  
EMAIL DETAILS: ChildrenandLearning@angus.gov.uk