

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 19 MAY 2015

ANGUS SECONDARY SCHOOL ATTAINMENT 2013-14

REPORT BY MARGO WILLIAMSON, STRATEGIC DIRECTOR - PEOPLE

ABSTRACT

This report provides the Children and Learning Committee with a summary of the attainment outcomes in Angus Council Secondary Schools in the Senior Phase for academic session 2013-14. There is a key focus on improving attainment and accountability across the authority and head teachers are fully engaged in improving performance at school level.

1. RECOMMENDATIONS

It is recommended that the Committee:

- (i) Comment on the attainment results as detailed in this report following the February Insight Update.
- (ii) Approve that future reports are based on the new attainment benchmarks as defined by the Insight tool.
- (iii) Acknowledge the continued hard work of pupils, staff and parents to support the ongoing implementation of the new qualifications.
- (iv) Request further attainment reports annually in this format, following confirmation of the data in the February Insight update.
- (v) Approve further Insight briefing sessions, the first of which is planned for before the Children and Learning Committee on 22 September 2015.

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

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

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

3. BACKGROUND

- 3.1 Each year young people in secondary schools in Angus are presented for Scottish Qualification Authority (SQA) certificated National Courses and Units. Previously, the Scottish Government provided a detailed analysis of the results in the form of the "Standard Tables and Charts" (STACs) publication. The 2013-14 session saw the first year of implementation of the new national qualifications for the senior phase associated with Curriculum for Excellence (CfE). In session 2014-15 Insight, the new benchmarking tool, has replaced STACs. The initial attainment outcomes using the STACs measures were reported to the Children and Learning Committee on 11 November 2014. (Report No 441/14 - People Directorate Mid Term Performance Report).
- 3.2 Insight presents data in a significantly different way and focuses on looking at performance in the senior phase across four key national benchmarking measures. It encourages taking a holistic approach to evaluating attainment and achievement that takes into account performance across all four measures.

- 3.3 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
- 3.4 The February 2015 release of Insight provided updates to the 2013-14 attainment data, including data from the SQA Post-Results Service and the most recent School Leaver Destination Return (SLDR) data.
- 3.5 The shift to Insight from STACs also has significant implications for how attainment and achievement is analysed in schools and reported to others. Thus, the present report will refer to a number of the established STACs measures, whilst clearly moving the emphasis on reporting on attainment and achievement across Angus towards the Insight national benchmarking measures.
- 3.6 This report should be read in conjunction with the People Directorate Annual Evaluation Report 2013-14, which was endorsed at the Children and Learning Committee on 24 February 2015.
- 3.7 In this report, the data is based on SQA A-C passes in each of the National Qualifications from the most recent Insight update, while the data in the Annual Evaluation Report was based on SCQF Awards which includes A-D. We will look to align this data more closely in future reports.
- 3.8 Effective performance in education is complex and therefore impossible to characterise completely using figures alone.

4. CURRENT POSITION

4.1 Existing STACs Measures

- 4.1.1 The table below presents the data over the last five years using STACs based measures. It should be noted that differences between the assessment arrangements for the new National Qualifications, at National 3, 4 and 5 Levels, compared with the previous Standard Grade and Intermediate qualifications means that the 2014 and earlier years' data is not directly comparable.

Table 1

Stage	Measure	2010	2011	2012	2013	2014
By end S4	English @ Level 3 or better	95%	96%	98%	99%	97%
	Maths @ Level 3 or better	95%	96%	96%	97%	96%
	5 + @ Level 3 or better	92%	93%	95%	96%	90%
	5 + @ Level 4 or better	76%	78%	79%	79%	84%
	5 + @ Level 5 or better	34%	33%	34%	35%	34%
By end S5	1 + @ Level 6 or better	42%	44%	45%	47%	49%
	3 + @ Level 6 or better	22%	25%	24%	25%	26%
	5 + @ Level 6 or better	8%	10%	11%	11%	11%
By end S6	1 + @ Level 6 or better	49%	47%	49%	51%	54%

	3 + @ Level 6 or better	35%	33%	36%	36%	35%
	5 + @ Level 6 or better	24%	22%	24%	25%	23%
	1 + @ Level 7 or better	16%	16%	17%	16%	16%

4.1.2 This data indicates that levels of attainment were broadly maintained in 2014 compared with the previous year. However there was a significant drop at 5@Level 3 by the end of S4 in 2014. Some of this drop is attributable to changes to assessment processes. Senior Managers and Quality Improvement Officers have been working closely with schools to ensure that there will be an improvement in this figure in 2014-15. At the same time, we have seen a significant rise in 5@Level 4. Schools have been working hard to ensure that all pupils sitting National 5 qualifications have completed the appropriate National 4 Added Value Unit which leads to a National 4 award in the cases where pupils have not achieved at National 5.

4.2 Leavers' Data

4.2.1 On 26 March 2015, the Scottish Government re-launched the Parentzone website (www.educationscotland.gov.uk/parentzone/), which allows parents to access and download leavers' data for their school. Reporting on outcomes for leavers will form the basis of future attainment reports to the Children and Learning Committee.

4.2.2 The table below includes data for the Virtual Comparator (VC). The virtual comparator group is made up of school leavers who are similar to the authority's own school leavers, in terms of factors that are known to influence educational outcomes (such as social context and additional support needs). For every individual leaver in Angus, ten young people chosen from national data are used for comparison.

Table 2 - All Leavers

Measure	2010		2011		2012		2013		2014	
	Angus	VC								
5 + @ Level 5 or better	51%	48%	52%	48%	53%	53%	59%	60%	60%	60%
1 + @ Level 6 or better	50%	49%	51%	49%	53%	54%	61%	61%	63%	61%
3 + @ Level 6 or better	36%	35%	35%	34%	38%	39%	42%	44%	44%	46%
5 + @ Level 6 or better	22%	22%	21%	21%	24%	26%	29%	30%	30%	32%
1 + @ Level 7 or better	17%	15%	16%	15%	18%	17%	20%	20%	21%	21%

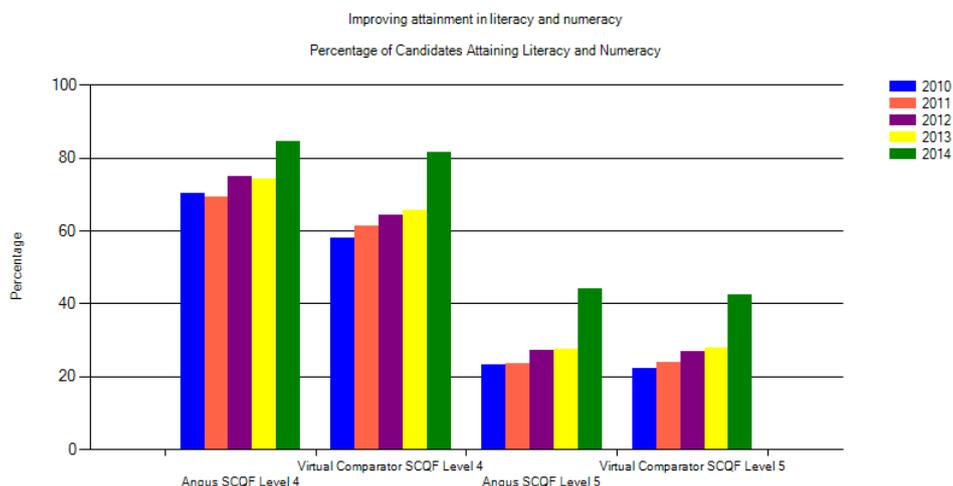
4.2.3 The leavers' data shows that there has been an improvement year on year in all measures although this is in line with improvements in the virtual comparator group.

4.3 Insight Benchmarking Measures

4.3.1 Data is presented below for each of the four Insight Benchmarking measures based on year stages.

4.4 Improving attainment in Literacy and Numeracy

Graph 1



% Literacy and Numeracy at **Level 4** by the end of S4

Table 3

Year	Angus	VC	National
2010	70.2	58.1	56.1
2011	69.3	61.2	58.4
2012	75.0	64.4	61.0
2013	74.2	65.7	62.6
2014	84.5	81.5	77.4

% Literacy and Numeracy at **Level 5** by the end of S4

Table 4

Year	Angus	VC	National
2010	23.4	22.4	20.9
2011	23.5	23.8	21.6
2012	27.2	26.9	23.7
2013	27.4	27.8	25.1
2014	44.0	42.4	37.6

4.4.1 Although not shown in the graph, the national data can be accessed through Insight. There is a significant uplift in 2014 at both Level 4 and Level 5. This is in part due to the greater flexibility that the new national qualifications offer in terms of achieving an award in Literacy and Numeracy (as opposed to in English and Mathematics).

4.4.2 Splitting the Literacy and Numeracy data displays some interesting detail. In both areas, there has been improvement over the last five years. However, there is a significant difference in attainment between the two areas. We will continue to have a focus on numeracy attainment and improvement due to the impact it can have in preparing our young people for the world of work.

Table 5

Literacy	Level 4		Level 5	
	Angus	VC	Angus	VC
2010	90.7	88.2	61.5	58.5
2011	91.3	88.7	61.8	59.2
2012	92.6	91.0	66.7	64.5
2013	94.3	93.1	72.8	71.7
2014	94.6	93.4	73.3	72.6

Table 6

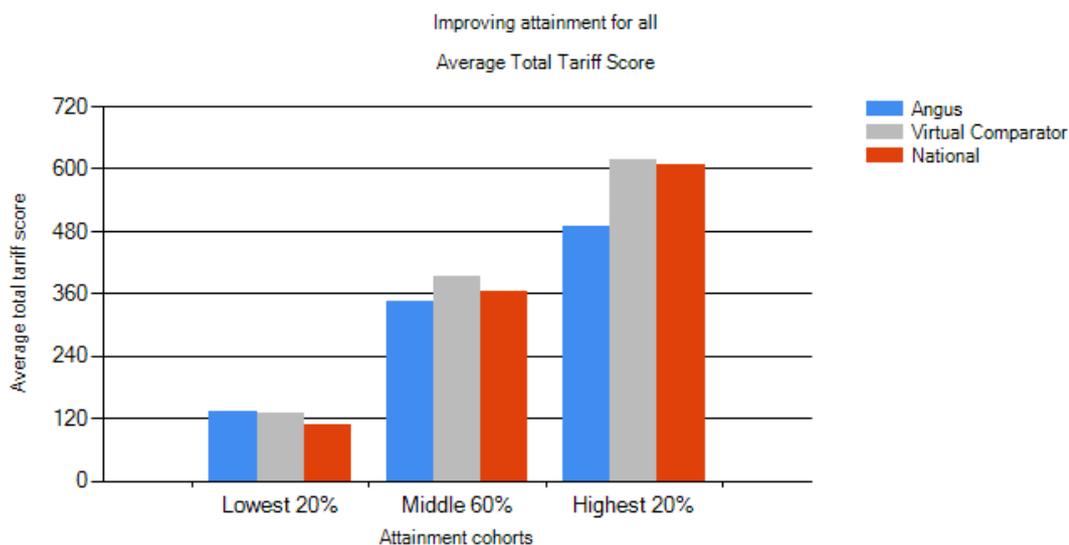
Numeracy	Level 4		Level 5	
	Angus	VC	Angus	VC
2010	76.1	73.9	51.1	49.8
2011	79.8	74.8	50.2	50.4
2012	81.6	78.9	52.9	55.6
2013	84.6	83.4	60.4	61.0
2014	86.5	85.2	63.1	62.4

4.5 Improving attainment for all

4.5.1 This measure allows us to examine how different cohorts are attaining in relation to the appropriate Virtual and National cohorts. Attainment is measured using the tariff scale, developed for Insight, which 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 authority, its virtual equivalent and Scotland as a whole: those in the lowest 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.

4.5.2 Average Tariff Score of ability cohorts at the end of S4

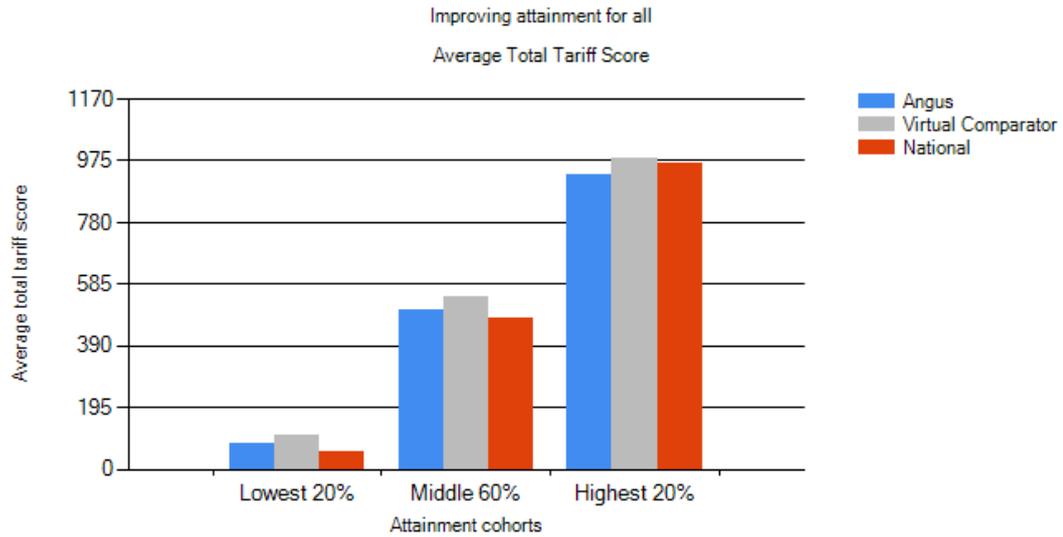
Graph 2



The graph shows that the least able young people are attaining better than their virtual and national comparators. There is work to be done to achieve parity with our virtual comparators for the middle and highest attaining groups. Our pupils chose six National Qualification subjects to study in S4. This allows for real depth of learning in the first year of the Senior Phase. In some authorities pupils are allowed to choose seven or eight subjects and therefore can achieve a higher average total tariff score. The influence of variances in curriculum models used across Scotland is countered by the points weighting and a focus upon pupils' attainment on leaving school. We need to encourage a higher percentage of our young people to stay on in school longer. This would improve the options available to them on leaving school.

4.5.3 Average Tariff Score of ability cohorts at the end of S5

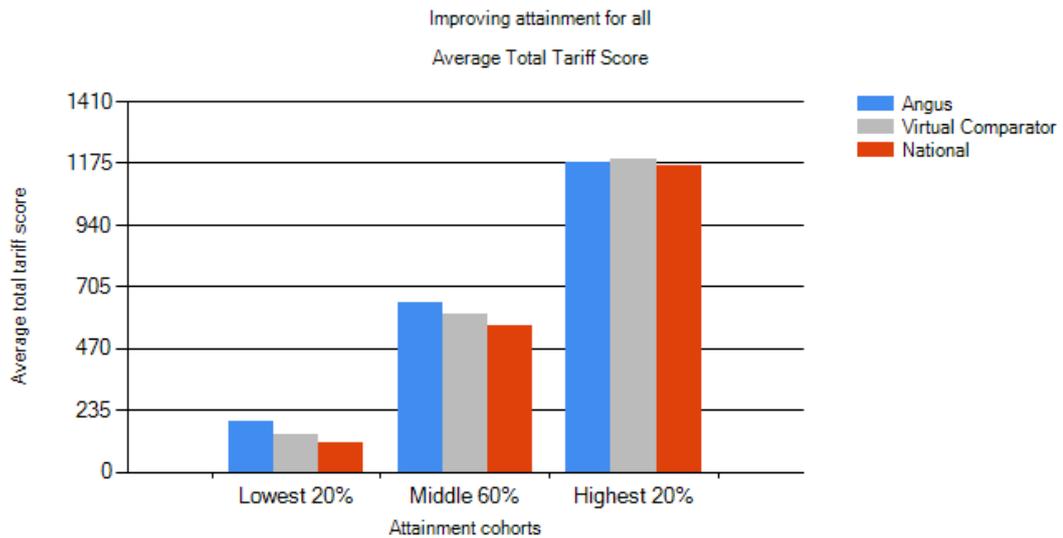
Graph 3



The graph shows that at S5 our lowest and middle attainment cohorts are performing better than the national comparators. However all attainment cohorts are still behind the virtual comparator group. The position of the highest attainment cohort is an improvement on the S4 figure but is still behind the virtual and national comparator.

4.5.4 Average Tariff Score of ability cohorts at the end of S6

Graph 4



By the end of S6, all attainment cohorts are performing better than the national cohort and mostly better than the virtual comparators. These graphs have proved to be very useful in helping schools and the local authority to identify trends and plan appropriate improvement strategies.

4.6 Increasing post-school participation

Graph 5

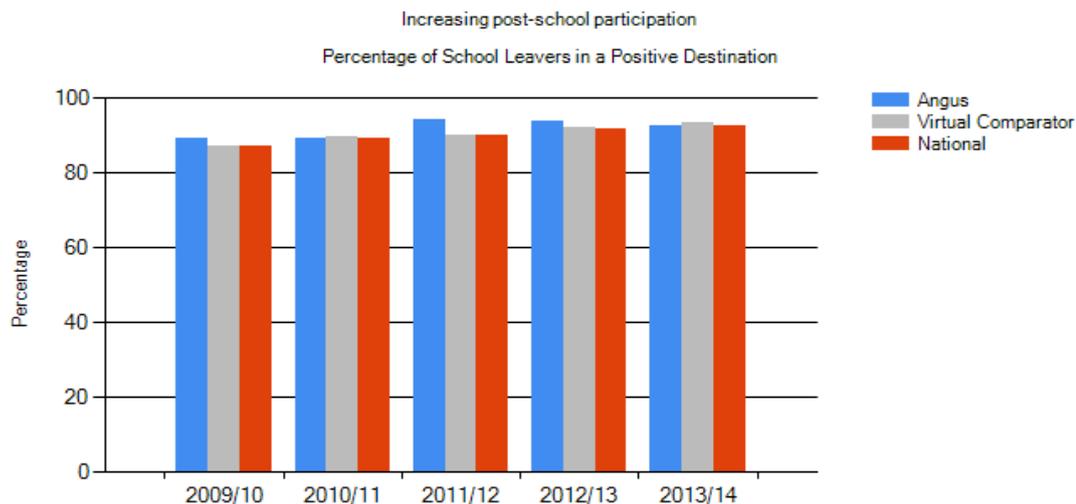


Table 7

Year	Angus	VC	National
2010	89.1%	87.1%	87.2%
2011	89.0%	89.6%	89.1%
2012	94.2%	90.2%	90.1%
2013	93.9%	92.3%	91.7%
2014	92.6%	93.2%	92.6%

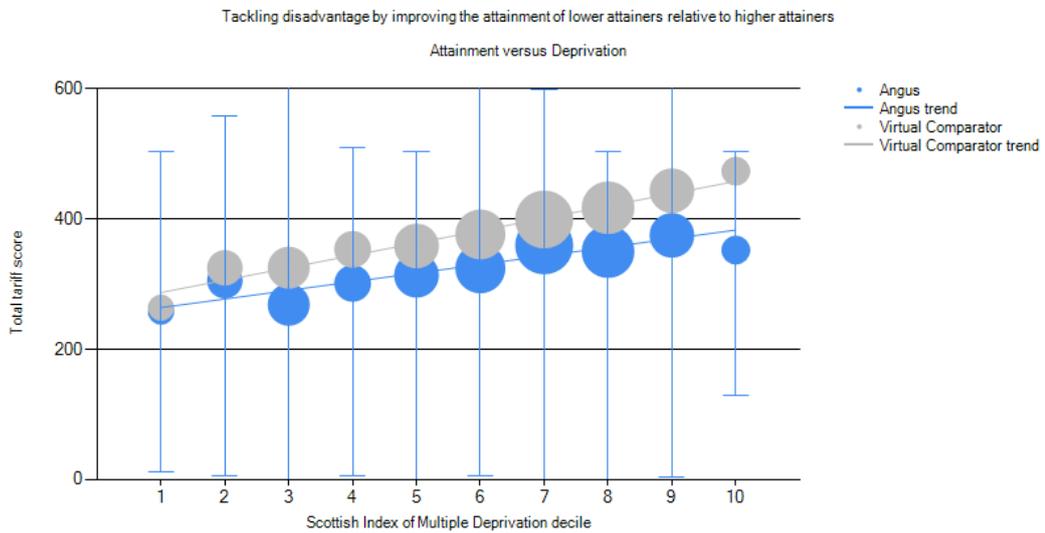
- 4.6.1 In the Local Government Benchmarking Framework (LGBF) issued in December 2014, we reported that 91% of school leavers entered a positive destination in 2014 which was 3.7% less than last year but 2% higher than in 2011. With this figure, we were ranked 28th of 32 Scottish councils. The figure of 91% originated from the SLDR published by Skills Development Scotland in December 2014.
- 4.6.2 School leaver destinations vary across schools in Angus. Destinations include higher education, further education and employment. Pupils can leave school in fourth, fifth or sixth year. With the implementation of the Developing our Young Workforce (DYW) initiative over the next six years, there will be a sharp focus on reducing youth unemployment.
- 4.6.3 The figures for 2013/14 in the table above are based on data from Insight, published in February 2015. A positive destination figure of 92.6% is 1.6% higher than the December 2014 data. We are working closely with Skills Development Scotland to verify the accuracy of the figures ahead of confirmation of the data in June 2015.

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

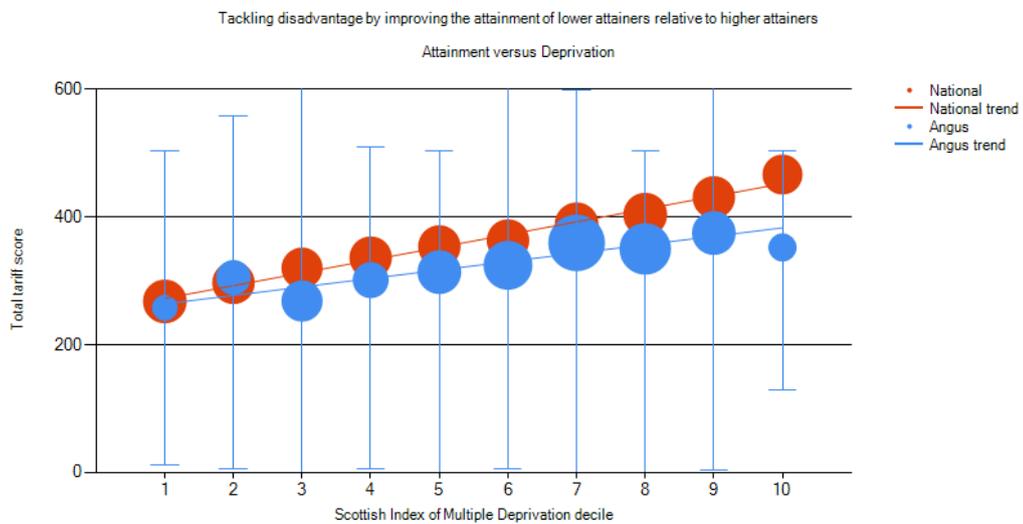
4.7.1 The following graphs display attainment (measured using the same tariff point scale as referred to in 4.5) for Angus (blue shaded circles), its virtual comparator and nationally, broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Thus decile 1 refers to the attainment of young people with post codes within data zones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with post codes in the top 10% of the most affluent datazones according to SIMD. The size of the circle is an indicator of the group size in each decile.

4.7.2 Average tariff score by the end of S4

Graph 6



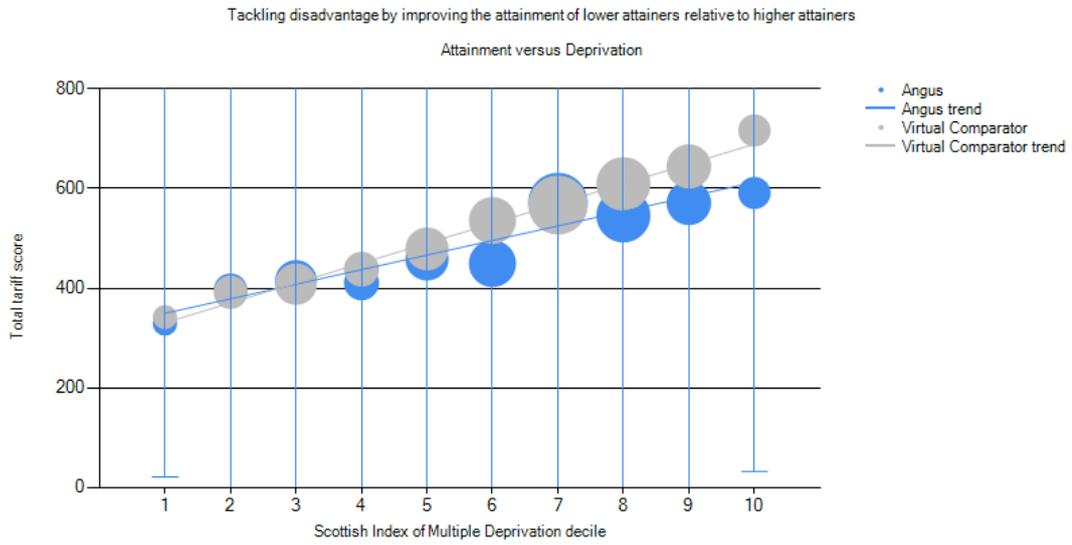
Graph 7



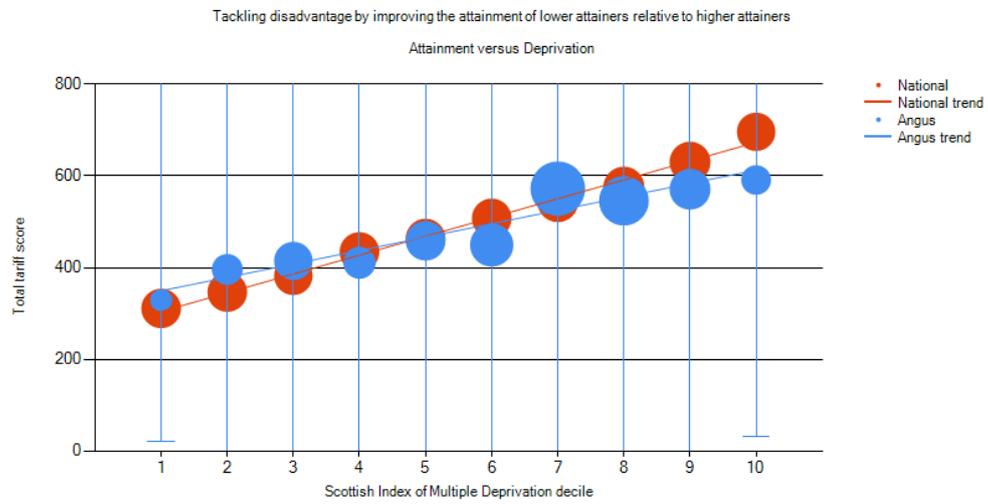
By the end of S4, against both our virtual comparator and nationally, we are underperforming in nearly all deciles. This may be attributable to the variances in curriculum models used across Scotland in the running of the first year of the National 4 and National 5 qualifications. We expect that as schools become more familiar with the courses and assessment criteria, these results will improve. However we need to maintain and indeed improve the pace, challenge and support across our schools.

4.7.3 Average tariff score by the end of S5

Graph 8



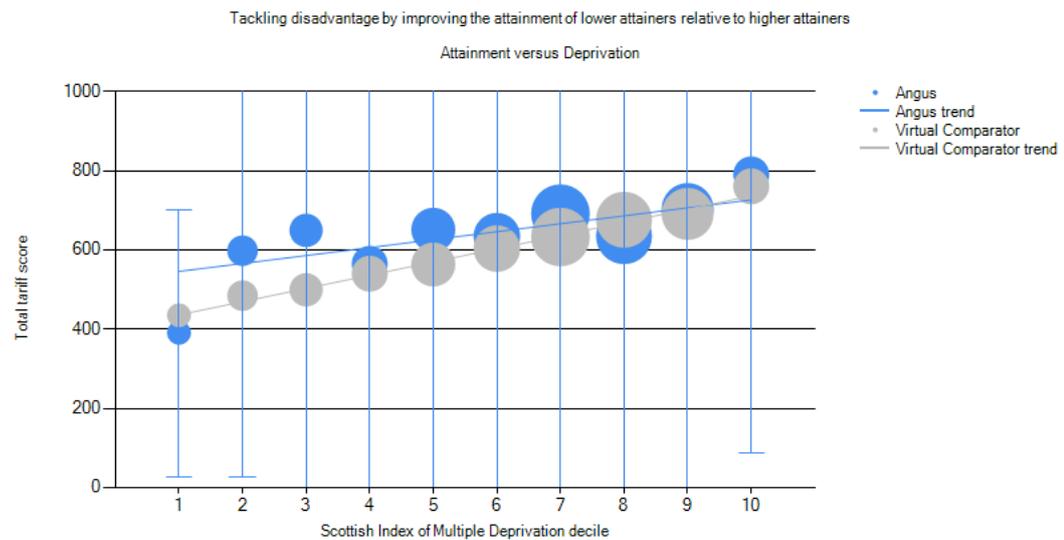
Graph 9



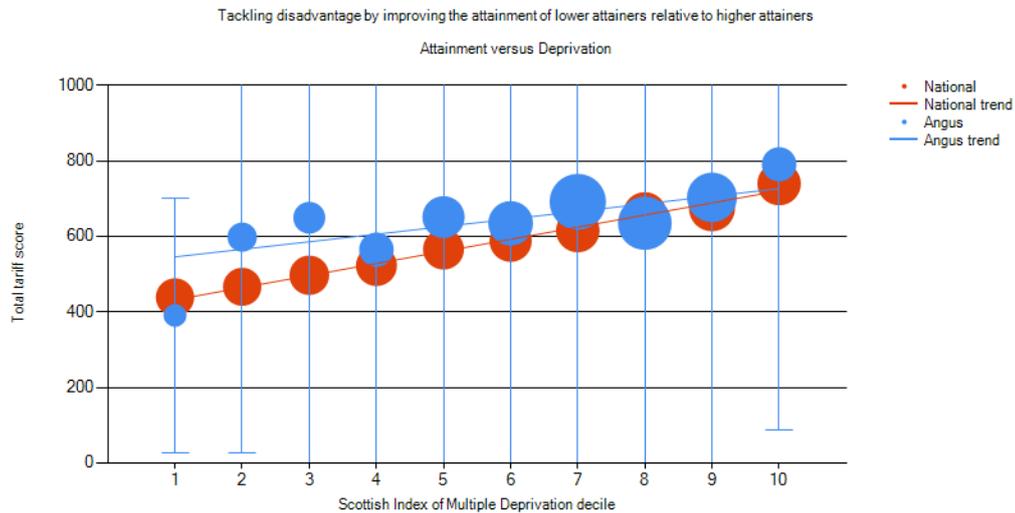
By the end of S5, our schools do well for those pupils from the lowest deciles. However, pupils in the highest three deciles (8-10) underperforming compared to their comparators. Schools will continue to address aspiration and ambition with all pupils.

4.7.4 Average tariff score by the end of S6

Graph 10



Graph 11



By the end of S6, nearly all our young people are performing as well if not better than their comparators. By this stage in their school career, young people are making positive choices for their future and are fully engaged in their learning.

5. PROPOSALS

- 5.1 Senior Leadership Teams in schools supported by our quality and improvement staff will continue to maintain a close focus and scrutiny of attainment throughout the session. This will involve target setting based upon the set of Insight measures and some of the traditional STACs measures described above along with regular update meetings. It is proposed that there is a focus in future reports on leaver outcomes in line with the Developing our Young Workforce initiative.
- 5.2 It is proposed that the People Directorate provide annual attainment reports based on the measures contained in this report.
- 5.3 It is proposed that elected members have a further opportunity to attend an Insight briefing session on the data available to schools and the local authority through this toolkit.

6. FINANCIAL IMPLICATIONS

There are no financial implications arising from the consideration of this report.

7. HUMAN RIGHTS IMPLICATIONS

There are no Human Rights implications arising from the consideration of this report.

8. EQUALITIES IMPLICATIONS

There are no Equalities implications arising from the consideration of 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.

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