

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 22 SEPTEMBER 2014

**CURRICULUM FOR EXCELLENCE – ATTAINMENT IN BROAD GENERAL EDUCATION
ATTAINMENT AND SQA EXAMINATION DIET JUNE 2015**

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ABSTRACT

This report describes Angus schools' attainment across the Broad General Education (BGE) and SQA examination diet in session 2014/15. The report provides two measures of attainment for BGE - (1) teachers' professional judgements and (2) our standardised assessment scores. This report also sets out the most recent examination data for the 2015 SQA diet.

1. RECOMMENDATIONS

It is recommended that the Children and Learning Committee:

- (i) Note Angus Council's progress in relation to the Broad General Education
- (ii) Note Angus Council's most recent attainment in relation to the SQA examination diet

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 clear focus in all Angus schools during session 2014/15 to further raise the ambition and aspiration of all of our children and young people.
- 3.2 All schools have worked hard to improve their monitoring and tracking systems to ensure schools have a clearer understanding of predicted attainment for all children and young people and that well planned interventions for any children and young people at risk of missing out are put in place timeously
- 3.3 Support for schools from centre based staff 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 second year we have gathered Curriculum for Excellence 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 Data from standardised assessments provided by the Centre for Evaluation and Monitoring at Durham University is also gathered. All primary schools 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 we have used a new type of assessment for the first time this year called Interactive Computerised Assessment System (InCAS). All of these assessments evaluate performance, monitor progress and indicate potential in specific and helpful ways. As a result, our teachers and schools are able to provide individual and groups of children with learning opportunities to enable them to achieve their best.

4 CURRENT POSITION

4.1 Angus schools are currently involved in the national Raising Attainment for All Programme (RAFA). This programme aims to help support schools to raise attainment and ambition for all young people. A national expectation has been set 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 expectation 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.

4.3 Since August 2013 schools have been requested to provide data as to the number of children and young people secure within a given level. The tables below illustrate this information for literacy and numeracy. The data is gathered using teachers' professional judgement based on ongoing assessment.

4.3.1 Primary Literacy

YEAR / LEVEL	% SECURE JUNE 2014	% SECURE JUNE 2015
P1/early	87	87
P4/first	82	84
P7 second	78	85

4.3.2 Primary Numeracy

YEAR / LEVEL	% SECURE JUNE 2014	% SECURE JUNE 2015
P1/early	88	87
P4/first	84	85
P7 second	79	83

4.3.3. Secondary Literacy

YEAR / LEVEL	% SECURE JUNE 2014	% SECURE JUNE 2015
S3 / third	87	87

4.3.4 Secondary Numeracy

YEAR / LEVEL	% SECURE JUNE 2014	% SECURE JUNE 2015
S3/third	77	79

4.3.4 The above table clearly shows improvements in performance by the end of primary 4 and primary 7 for both numeracy and literacy. There are significant improvements at primary 7

and feedback from schools demonstrates the difference the Angus Standards are making to the confidence and reliability of teacher judgements. These standards clearly outline for teachers what a secure learner knows and can do at the end of each CFE level.

- 4.3.5 The decline in performance at the end of second level, which is reflected nationally, appears to have been addressed in Angus. This has occurred through closer scrutiny and challenge by the Quality Improvement team to ensure that schools can better evidence their teacher judgements and demonstrate interventions for those children not yet meeting expected standards.
- 4.3.6 Attainment at primary one shows a slight dip in the percentage of children and young people secure at the end of early level in numeracy. We have developed new progression pathways for early level numeracy and will continue to improve pace of learning and curricular transitions from pre-school to primary. These progression pathways and the Angus Standards will also increase teacher understanding and confidence in confirming levels of attainment and lead to prior learning being built on more effectively.
- 4.3.7 At secondary level, the performance in literacy by the end of S3 continues to be strong. However, there is still work to be done to achieve our aspirational target of 90%. Work is currently underway to develop the Angus Standards in Literacy to the Third level which along with a closer focus and challenge by the Quality Improvement team will help to support progress in this area.
- 4.3.8 There was a slight improvement in the percentage of young people secure at Third level in numeracy and this is to be welcomed. In session 2014-15, there was a close focus on numeracy with thematic reviews in this area being carried out in the majority of our secondary schools. The action points from these reviews will help to improve Numeracy attainment across the board. The Quality Improvement team will monitor the progress of these actions. The Angus Standards for Numeracy at the Third Level have been developed over the summer period and will be circulated to schools. Education Scotland are supporting a Professional Learning session for Primary Headteachers and Secondary Numeracy leaders to ensure a shared understanding of the standards required.

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. The mean score of primary 1 PIPs assessments is 50 with a standard deviation of 10. Results for InCAS assessments are provided as a set of standardised scores with a mean score of 100. There is a standard deviation of 15. This means that any score from 85 to 115 is within the national average range.

4.4.2 2012-15 Primary 1 PIPs Attainment

Year	Reading	Mathematics
2012-13	48	49
2013-14	48	50
2014-15	49	50

While the attainment of the children has remained steady in Maths it is noted that reading performance has increased in 2014/15.

4.4.3 2014-15 Incas Attainment

Year Group	Reading	Mathematics
Primary 3	98	102
Primary 5	102	97
Primary 7	96	89

The above results indicate that all of the above data for reading and maths are in line with the national average. Attainment in Reading at primary 5 and Mathematics in primary 3 is above the national average score of 100. There is however scope for further improvement in all areas. Schools are becoming more skilled at using this data to plan interventions for individuals and groups of children to improve attainment. Assessments before and after interventions are more frequently used to track improvements in children's learning and to

evaluate the effectiveness of the interventions themselves. Participation in the Raising Attainment for all Programme has also supported teachers' understanding of improvement methodology and the measurement of intervention impact.

4.5 SQA EXAMINATION RESULTS 2015

4.5.1 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. In session 2014-15 Insight replaced STACs and is now being used for examination analysis across all our secondary schools. This year's Insight data will not be available until early September 2015.

4.5.2 The data presented below is based on raw examination results across all our schools. In the table the data for 2014 is shown as Initial (raw August 2014 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 2015 available.

4.5.3 A full attainment report will be presented to the Children and Learning Committee in May 2016. 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 (Initial)	2014 (Final)	2015 (Initial)
By end S4	English @ Level 3 or better	96%	98%	99%	89%	97%	92%
	Maths @ Level 3 or better	96%	96%	97%	84%	96%	88%
	5 + @ Level 3 or better	93%	95%	96%	74%	90%	79%
	5 + @ Level 4 or better	78%	79%	79%	68%	84%	73%
	5 + @ Level 5 or better	33%	34%	35%	33%	34%	37%

By end S5	1 + @ Level 6 or better	44%	45%	47%	49%	49%	56%
	3 + @ Level 6 or better	25%	24%	25%	26%	26%	33%
	5 + @ Level 6 or better	10%	11%	11%	11%	11%	13%

By end S6	1 + @ Level 6 or better	47%	49%	51%	54%	54%	58%
	3 + @ Level 6 or better	33%	36%	36%	35%	35%	39%
	5 + @ Level 6 or better	22%	24%	25%	23%	23%	26%
	1 + @ Level 7 or better	16%	17%	16%	16%	16%	18%

- 4.5.5 In S4, the initial position at 5+ at Level 3 and 5+ at Level 4 is an improvement on 2014 data. We expect this to improve further once the sweep up procedure has been completed. The improving picture continued with 5+ at Level 5 which 37% of young people achieved. This is a 4% rise in this measure from last year.
- 4.5.6 In S5, we have seen the introduction of the new Higher Grade during 2014-2015. It is pleasing to note that there has been an improvement in all Higher (Level 6) measures with a 7% rise in 1+ at Level 6, a 7% rise in 3+ at Level 6 and a 2% rise in 5+ at Level 6.
- 4.5.7 The positive improvement trend continued for young people in S6 with improving results in all measures across Angus. 2015-2016 will see the first running of the revised Advanced Higher qualification.
- 4.5.8 It should be noted that this is the best set of initial attainment results in SQA examinations in over five years. However there is no room for complacency. Schools and Learning will continue to support and challenge all our schools to improve year on year.
- 4.5.9 A first round of attainment visits are taking place in August/September focusing on the raw data above. This will be followed by a second round of visits in late September which will focus on the Insight data.

5 PROPOSALS

- 5.1 There needs to be a clear focus on raising attainment in early level at the end of primary 1 in both literacy and numeracy if we are to ensure strong foundations in basic skills which will serve our children well in their later years of school. The introduction of a new reading toolkit for early level in August 2015 will help support this process in relation to improving teacher confidence and knowledge in teaching the basics of reading and writing with our youngest learners. We are also developing clear progression pathways in both literacy and numeracy for early level which will help promote better curriculum continuity and pace of learning between pre-school and primary 1.
- 5.2 In addition to the use of Angus Standards at each level we are also developing local assessments for numeracy which will further support teachers to improve numeracy attainment at the end of second level. These assessments will help us evaluate the value we are adding through our learning and teaching approaches and complements the diagnostic and formative assessments that currently are in place.
- 5.3 We need to ensure that schools across clusters are working more collegially across sectors. We need to ensure that our young people are building on their prior knowledge particularly in Numeracy.
- 5.4 We will carry out thematic reviews of Broad General Education in all our secondary schools. This will assist schools by affording a greater understanding of the standards expected. There needs to be a strong focus on tracking and monitoring in the BGE with meaningful and productive links across sectors that will improve the understanding of young people's prior attainment.

6. FINANCIAL IMPLICATIONS

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.

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