

**ANGUS COUNCIL**

**CHILDREN AND LEARNING COMMITTEE – 19 APRIL 2018**

**ANGUS SECONDARY SENIOR PHASE SCHOOL ATTAINMENT 2016-17**

**REPORT BY PAULINE STEPHEN, CHIEF EDUCATION OFFICER**

**ABSTRACT**

The report provides a summary of the attainment outcomes in Angus Council Secondary Schools in the Senior Phase for academic session 2016-17. The summary is based on the February 2018 update to the national Senior Phase benchmarking tool, Insight.

**1. RECOMMENDATIONS**

It is recommended that the Children and Learning Committee:

- (i) Scrutinise the attainment results as detailed in this report;
- (ii) Acknowledge the achievements of our young people and the support provided by staff, parents and partner;
- (iii) Request further attainment reports annually following the February Insight update.

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

This report contributes to the following local outcomes contained within the Angus Local Outcomes Improvement Plan and Locality Plans:

- The best start in life for children
- More opportunities for people to achieve success

**3. BACKGROUND**

3.1 Each year our young people in secondary schools are presented for Scottish Qualification Authority (SQA) certificated National Courses and Units. In addition our schools are also increasing their use of other award providers to enable our young people to gain wider accreditation for their learning in the Senior Phase.

3.2 In session 2014-15, Insight replaced Standard Tables and Charts (STACS) as the national benchmarking tool for the Senior Phase. The tool focuses upon performance across four key national benchmarking measures.

3.3 The four national benchmarking measures are:

- 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 move to Insight from STACS has significant implications for how attainment and achievement is analysed in schools and reported to others. Learners' achievements by the end of the Senior Phase are now the key focus for all schools rather than year on year attainment. Therefore this report focuses on learners' attainment and achievement at the point of exit from school.

#### 4. INSIGHT BENCHMARKING MEASURES

4.1 Data is presented below for each of the four Insight National Benchmarking measures. The data is based on the 2017 leavers' cohort. Our data is compared against data for Virtual Comparator (VC), Tayside Collaborative (TC) and national results. The VC group is made up of learners who are similar to our learners in terms of factors known to influence educational outcomes ie stage; gender; Additional Support Needs and deprivation ratings. In addition to the four Insight Benchmarking measures, a Breadth and Depth measure has also been included. This measure shows the percentage of our school leavers who achieved qualification sets at different Scottish Credit and Qualification (SCQF) levels compared to the VC.

#### 4.2 Measure 1: Improving Attainment in Literacy and Numeracy

**Table A % Literacy and Numeracy at Level 4**

Year	Angus	VC	TC	National
2013	84.2%	82%	78.4%	77.9%
2014	85.6%	83.1%	80.8%	81.2%
2015	89.0%	86.0%	86%	85.8%
2016	90.6%	88.1%	86.9%	88.0%
2017	90.2%	89.8%	87.1%	89.1%

**Table B % Literacy and Numeracy at Level 5**

Year	Angus	VC	TC	National
2013	57.8%	57.7%	49.8%	52.5%
2014	60.2%	56.8%	53.1%	55.3%
2015	59.8%	57.6%	56.8%	58.6%
2016	65.7%	62%	60.3%	64.2%
2017	71.6%	65.4%	63.3%	66.4%

4.2.1 Our performance in literacy and numeracy continues to be better than VC, TC and National. Achievement at level 5 in 2017 was the highest over the last 5 years.

4.2.2 The data for Literacy and Numeracy is reviewed by measure below. There is a 5 year improving trend for both literacy and numeracy achievement at level 5. The gap in achievement between literacy and numeracy evident in previous years is narrowing. This is explained in part through more of our young people who are studying mathematics at Level 4 being supported to undertake the free standing level 5 unit in numeracy.

**Table C % Literacy at Levels 4 and 5**

Year	Angus Level 4	VC Level 4	Angus Level 5	VC Level 5
2013	94.3%	93%	72.8%	71.8%
2014	94.6%	93.5%	73.4%	71.3%
2015	95.3%	93.6%	74.5%	73.5%
2016	95%	94.3%	79.3%	76.8%
2017	94.8%	94.7%	81.4%	80%

**Table D % Numeracy at Levels 4 and 5**

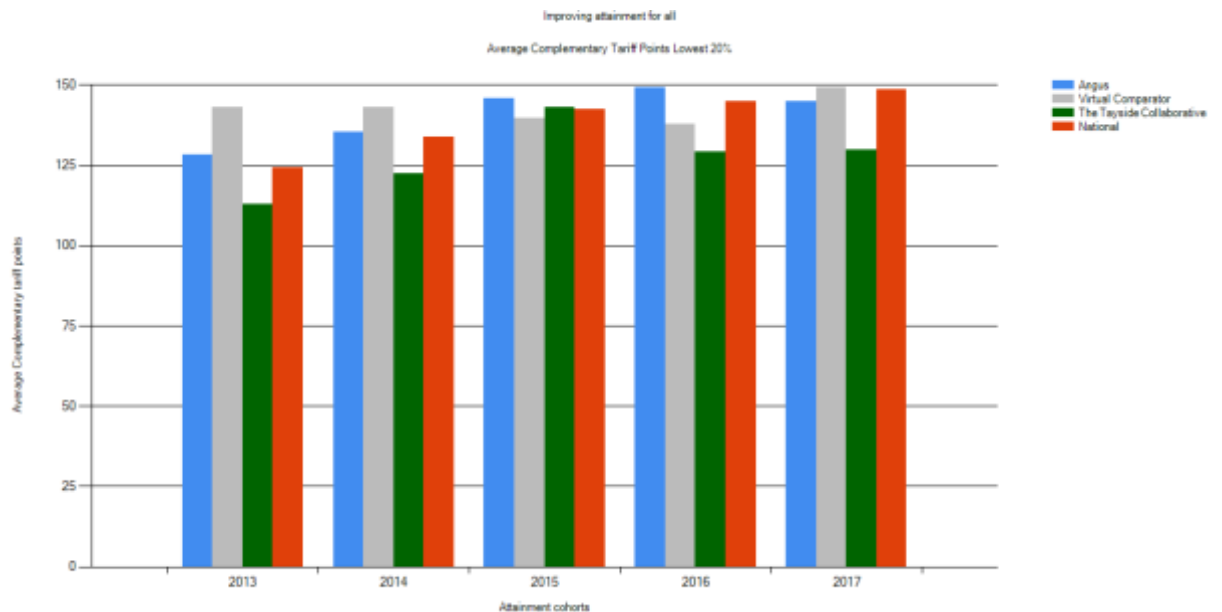
Year	Angus Level 4	VC Level 4	Angus Level 5	VC Level 5
2013	84.6%	83.7%	60.4%	61.4%
2014	86.3%	84.5%	62.0%	60.6%
2015	89.9%	87.8%	63.5%	61.5%
2016	91.8%	89.7%	68.2%	64.8%
2017	90.9%	91.3%	74.4%	68.1%

### 4.3 Measure 2: Improving Attainment for All

4.3.1 This measure allows us to compare how our lowest, middle and highest attaining groups are achieving in relation to VC and National. Three ability cohorts are identified: those in the lowest 20%, middle 60% and highest 20% of tariff points scored. Attainment is measured using the tariff scale developed for Insight. Each qualification is awarded a specific number of tariff points. More demanding qualifications gain more points than less demanding ones. The complimentary tariff point scale is a refined version of the tariff scale. The complimentary tariff point scale uses the tariff points for each learner's latest and best achievements. This allows comparisons to be made across schools and local authorities where learners are presented for different numbers of qualifications in the senior phase.

### 4.3.2 National Benchmarking Measure: Improving Attainment for All Lowest 20%

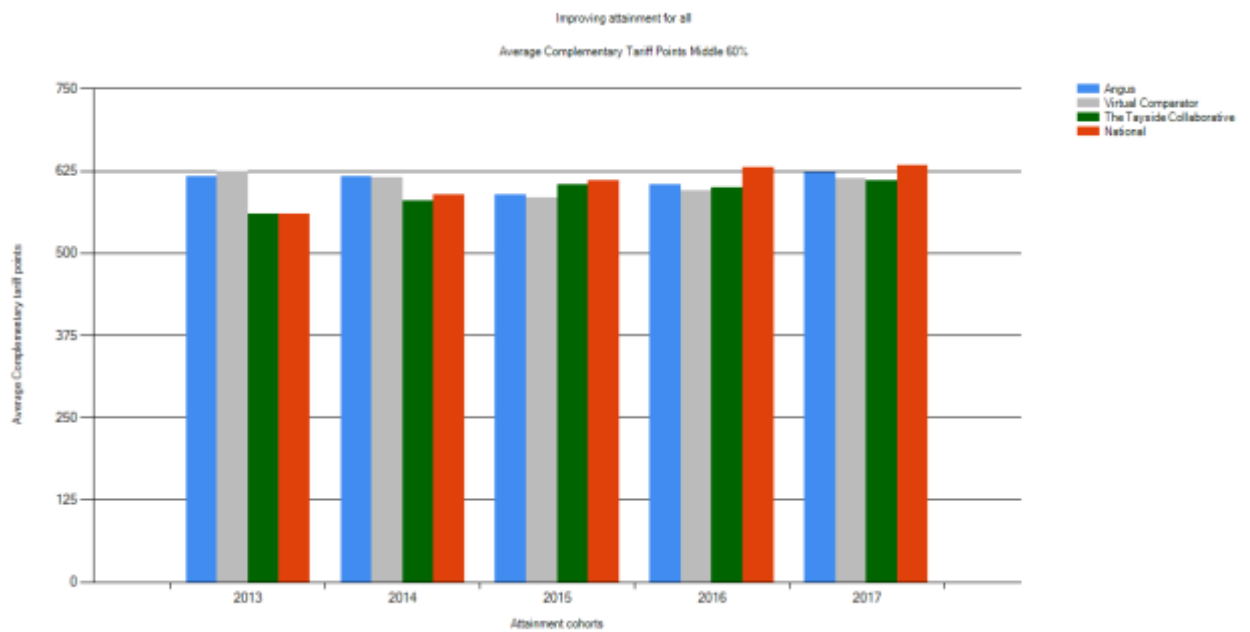
Graph 1



Graph 1 shows that there was a notable improvement in the achievement of the lowest attaining 20% of Angus school leavers against our VC between 2013 to 2016. There was a slight dip in achievement in 2017. Achievement has always been higher than TC over the last 5 years and higher than National in 4 out of 5 years. This analysis suggests that our schools have been successful in developing inclusive approaches to support these learners to achieve a good range of qualifications. Our schools are continuing to develop their monitoring and tracking systems to highlight learners who may need specific personalised interventions to support them to achieve as highly as possible.

### 4.3.3 National Benchmarking Measure: Improving Attainment for All Middle 60%

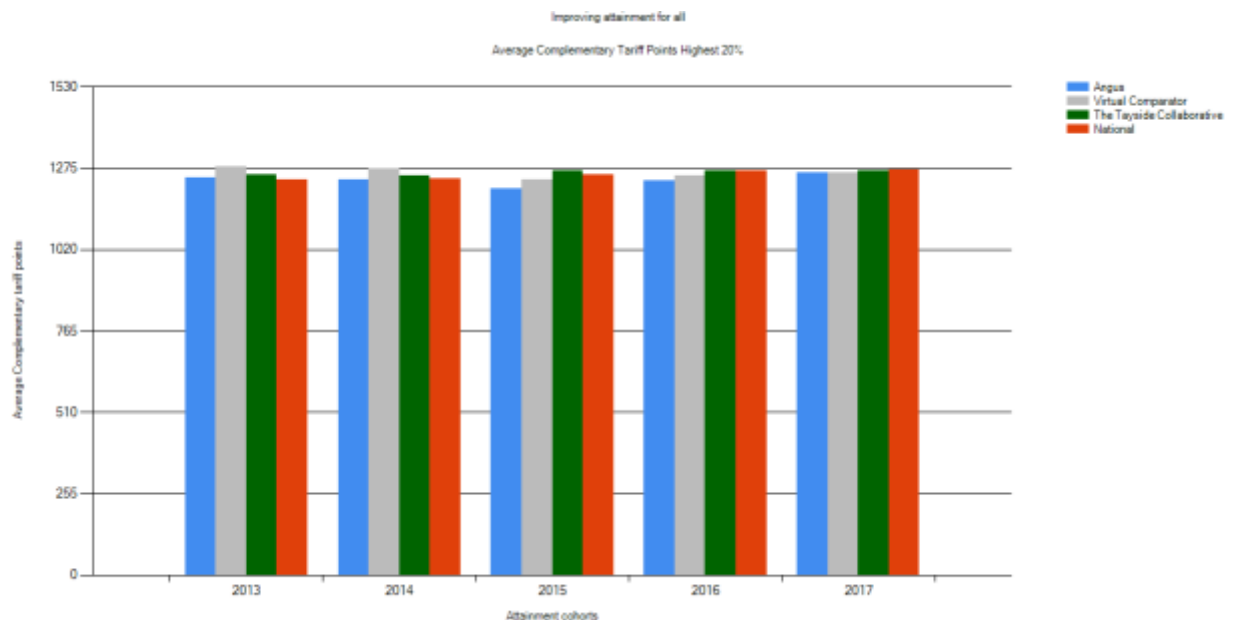
Graph 2



Graph 2 shows that other than 2013, the achievement of the middle attaining 60% of Angus school leavers is above the VC. Similarly, achievement is above the TC in 4 out of 5 years. Against 'National' we narrowed the gap in achievement in 2017.

### 4.3.4 National Benchmarking Measure: Improving Attainment for All Highest 20%

Graph 3



Graph 3 shows that over the last three years for the highest achieving 20% of leavers we have been narrowing the gap in achievement as compared to VC, TC and National. Achievement in 2017 was in line with VC. Our schools are continuing to review the degree of pace and challenge in the Broad General Education to better enable our learners to achieve higher quality of passes in the Senior Phase particularly in National 5 courses.

#### 4.4 Measure 3: Increasing post-school participation

**Table E % of leavers achieving an initial positive destination**

Year	Angus	VC	TC	National
2013	93.9%	93.1%	92.3%	91.7%
2014	92.7%	93.4%	92.4%	92.5%
2015	94.1%	93.5%	93.1%	93%
2016	95.1%	93.5%	93.8%	93.3%
2017	94.7%	93.9%	94.4%	93.7%

4.4.1 We have maintained the improvement in the percentage of our leavers achieving an initial positive destination. In 2017 a higher percentage of our schools leavers enter an initial positive destination than VC, TC or National

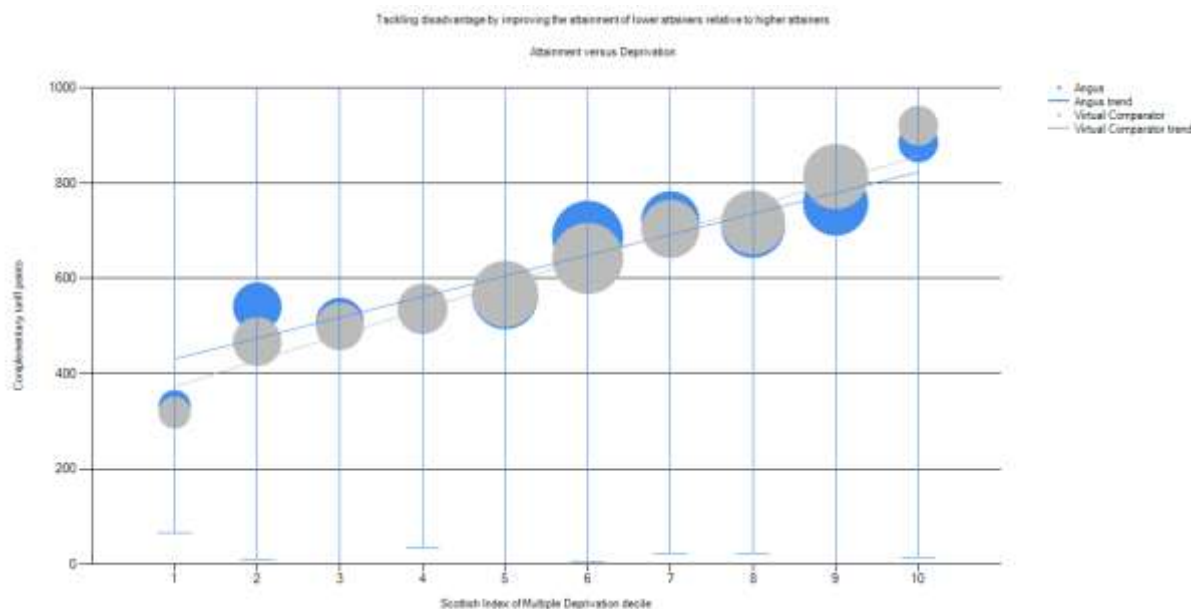
4.4.2 Most of our young people continue in either Further or Higher Education on leaving school. In 2017 a higher percentage of our leavers moved on the FE than VC, TC or National. The percentage of leavers who moved on to HE was higher than VC and TC and in line with National.

#### 4.5 Measure 4: Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

4.5.1 The following graph displays attainment for Angus compared to our virtual comparator. The data is broken down into ten deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to the attainment of young people identified as being in the 10% most deprived datazones in Scotland. Decile 10 refers to those in the 10% most affluent datazones. The size of the circle is an indicator of the number of young people in each decile.

#### 4.5.2 National Benchmarking Measure: Attainment versus Deprivation 2016/17

**Graph 4**



Graph 5 indicates that our schools are supporting our young people to achieve better than VC for deciles 2 and 6 and in line with VC for most other deciles other than deciles 9 and 10.

4.5.3 Our learners from lower deciles, areas with more deprivation, are outperforming their peers. However, our learners from the highest deciles are underperforming compared to their peers.

There is a connection here with the earlier analysis about the Improving Attainment for All data. To improve achievement for learners in the highest deciles our schools will continue to seek to support learners to improve the quality of passes achieved particularly for the most able.

## 5. Measure 5: Breadth and Depth Leavers

5.1 The table below shows the achievement of Scottish Credit and Qualification Framework Awards (SCQF) by Angus school leavers compared to VC. SCQF Awards include learners' achievements in SQA exams and from other approved award providers.

**Table G SCQF Achievement Leavers**

Measure	2013 Angus	2013 VC	2014 Angus	2014 VC	2015 Angus	2015 VC	2016 Angus	2016 VC	2017 Angus	2017 VC
5@level 5 or better	62.2%	61.9%	60.8%	60.9%	57.3%	58.2%	58.9%	58.4%	62.8%	61%
1@ level 6 or better	63.6%	63.5%	63.9%	61.6%	63.3%	59.8%	60.9%	60.3%	61.2%	61.7%
3@level 6 or better	45.8%	48%	47%	47.9%	43.8%	44.9%	46.3%	46.1%	47.3%	47.5%
5@level 6 or better	32.2%	33.5%	31.9%	34.5%	28.4%	30.9%	32.8%	31.9%	33.6%	33.4%
1@level 7 or better	22.5%	21.6%	22.9%	21.9%	21%	19.5%	24.2%	20.2%	23.2%	20.9%

5.2 Angus is broadly in-line with the VC in all measures and shows improving trends in 5@5, 3@6 and 5@6. This would suggest that our schools are making progress in improving the pace and challenge for the most able learners. Currently almost all of our learners' achievements are through SQA provided qualifications. Our schools are now increasingly exploring how they might introduce a wider range of accredited courses in order to support a variety of learning pathways for different cohorts of learners.

## 6. PROPOSALS

6.1 It is important that the improvements in attainment demonstrated across many of the measures in this report are acknowledged. The improvements in raising attainment in Angus can be attributed to the leadership in our schools; improvements in learning and teaching; the systems used for monitoring and tracking young people's progress; the considerable support from staff, parents and partners and the hard work of our young people.

6.2 Senior Leadership Teams in schools working collaboratively and supported by the Angus Virtual School/ the Tay Collaborative will continue to give close attention to leading improvement actions to raise attainment and achievement. This will include reviewing the pace and challenge of learning both in the BGE and Senior Phase; use of a range of data to inform improvement priorities and a focus on improving the learning experience for our young people through developing more diverse learning pathways within the curriculum offered in Senior Phase.

6.3 The Schools and Learning Service will provide further annual attainment reports using data from Insight.

**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:PEOPLE@angus.gov.uk**