

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 25 APRIL 2019

ANGUS SECONDARY SENIOR PHASE SCHOOL ATTAINMENT 2017-2018

REPORT BY PAULINE STEPHEN, DIRECTOR OF SCHOOLS AND LEARNING

ABSTRACT

The report provides a summary of the attainment outcomes in Angus Council Secondary Schools in the Senior Phase for academic session 2017-2018. The summary is based on the February 2019 update to 'INSIGHT', the national Senior Phase benchmarking tool.

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 partners;
- (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 The INSIGHT benchmarking tool focuses upon performance across four key national benchmarking measures. National measures reflect the performance of school leavers and include all courses accredited through the Scottish Credit and Qualifications Framework.

3.2 The four national benchmarking measures are:

- Improving attainment in literacy and numeracy
- Improving attainment for all
- Increasing post-school participation
- Attainment outcomes of young people by Scottish Index of Multiple Deprivation (SIMD)

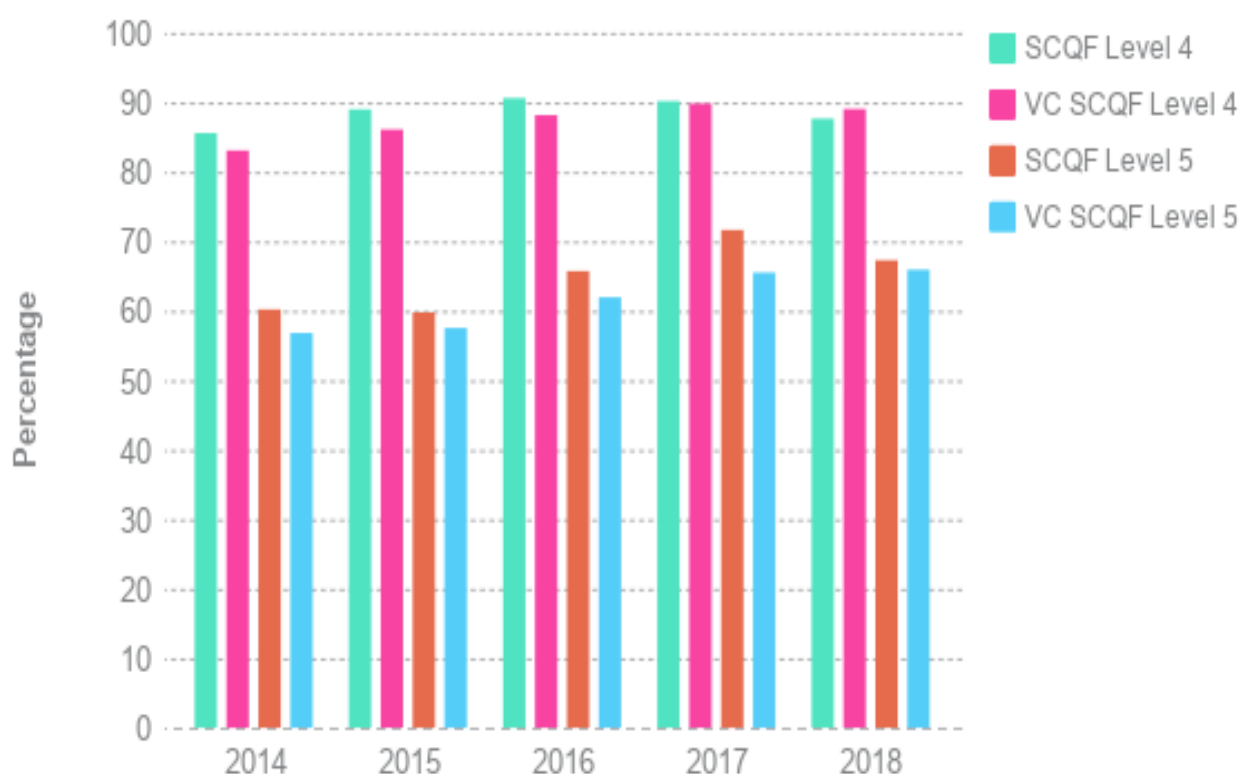
4. INSIGHT BENCHMARKING MEASURES

Data is based on the 2018 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 the authority's learners in terms of factors known to influence educational outcomes. These are stage, gender, ASN (additional support need) and SIMD (Scottish Index of Multiple Deprivation). In addition to the four Insight national measures, a Breadth and Depth measure has also been included. This measure shows the percentage of our school leavers who achieved qualifications at different Scottish Credit and Qualification (SCQF) levels compared to the VC.

4.2 Where measures are 'statistically significant' the green figures in the tables indicate that performance in Angus is 'greater than' or 'much greater than' our VC and the blue figures indicate that performance in Angus is 'less than' or much less than' our VC.

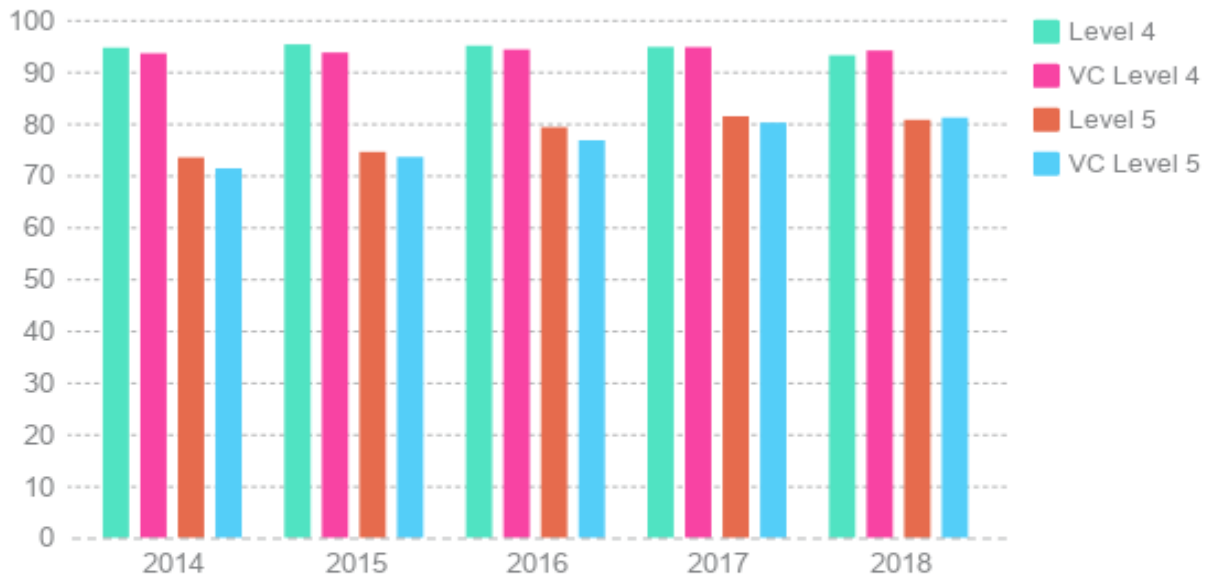
4.3 Measure 1: Improving Attainment in Literacy and Numeracy

FIGURE 1: % of Leavers Attaining Literacy and Numeracy



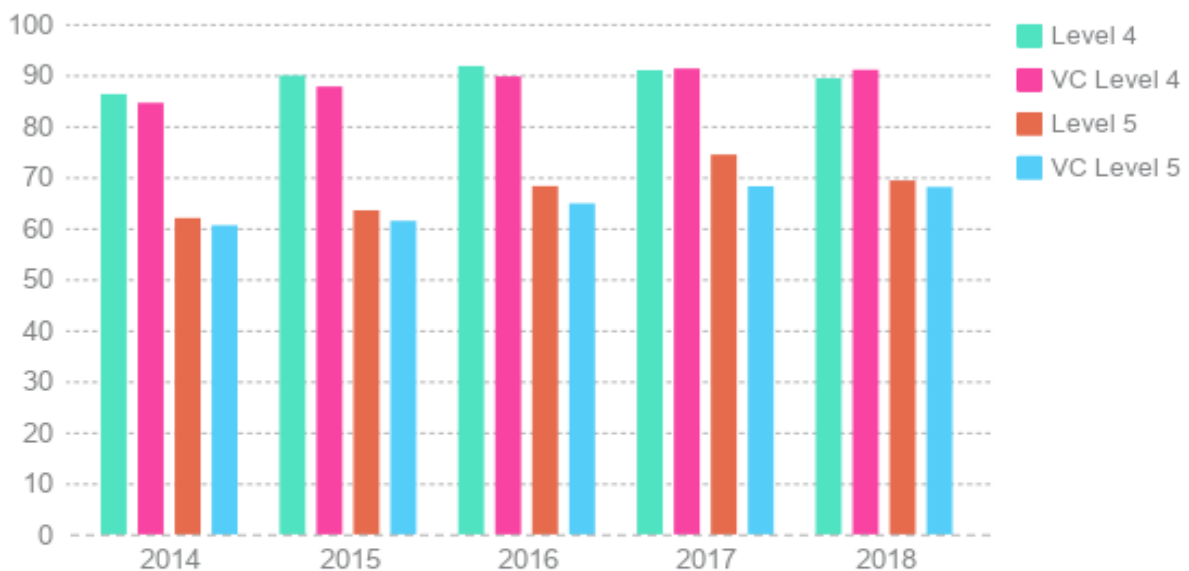
	2014		2015		2016		2017		2018	
	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5
Angus	85.57	60.20	88.99	59.77	90.61	65.71	90.17	71.63	87.65	67.27
Virtual Comparator	83.07	56.81	86.09	57.53	88.15	61.94	89.82	65.50	89.04	65.92
Tayside Collaborative	80.84	53.07	85.98	56.82	86.86	60.32	87.11	63.30	87.11	61.48
National	81.24	55.29	85.76	58.62	88.06	64.21	89.15	66.45	89.07	67.10

FIGURE 2: % of Leavers Attaining Literacy



	2014		2015		2016		2017		2018	
	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5
Angus	94.63	73.43	95.27	74.50	95.02	79.27	94.78	81.38	93.15	80.70
Virtual Comparator	93.54	71.32	93.69	73.53	94.28	76.75	94.73	80.16	94.08	81.12
Tayside Collaborative	91.11	69.57	93.49	74.16	92.70	75.14	93.02	77.74	92.23	77.42
National	92.33	70.06	93.51	74.58	94.05	79.04	94.41	80.87	94.30	81.67

FIGURE 3: % of Leavers Attaining Numeracy



	2014		2015		2016		2017		2018	
	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5	Level 4	Level 5
Angus	86.27	61.99	89.92	63.49	91.76	68.24	90.95	74.41	89.36	69.34
Virtual Comparator	84.56	60.56	87.75	61.43	89.73	64.84	91.28	68.21	91.03	68.07
Tayside Collaborative	82.46	56.16	87.44	60.66	88.71	63.07	88.82	65.40	89.41	63.62
National	82.80	59.11	87.45	62.45	89.60	66.77	90.67	68.81	90.80	69.17

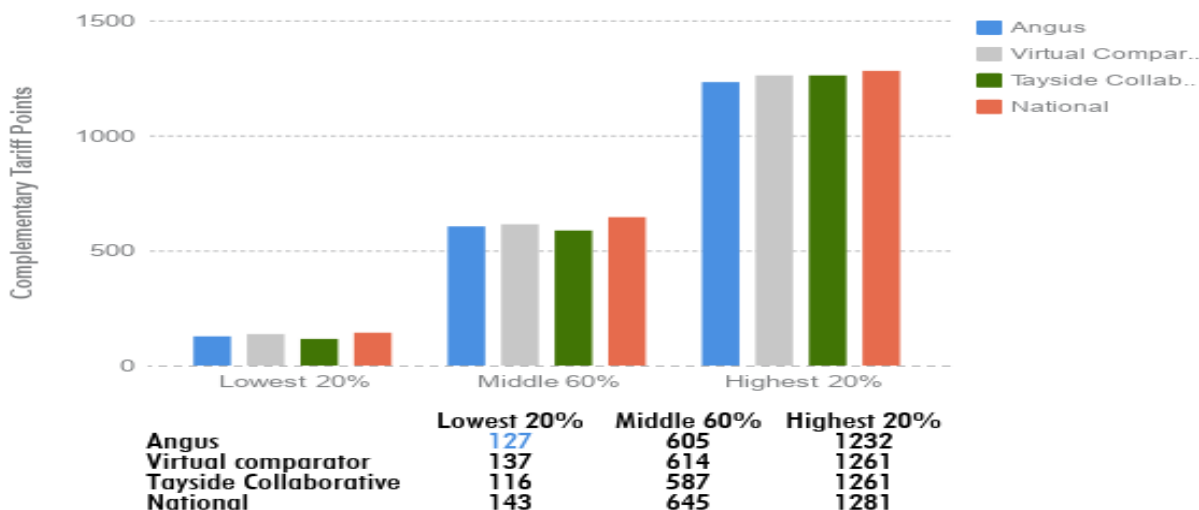
4.2.1 Our performance in the joint literacy and numeracy measure continues to be greater than VC, TC and National at level 5.

4.2.2 Attainment of numeracy at level 4 is less than the VC.

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

FIGURE 4: Improving Attainment for All - 2017/18



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

FIGURE 5: Improving Attainment for All - Lowest 20%

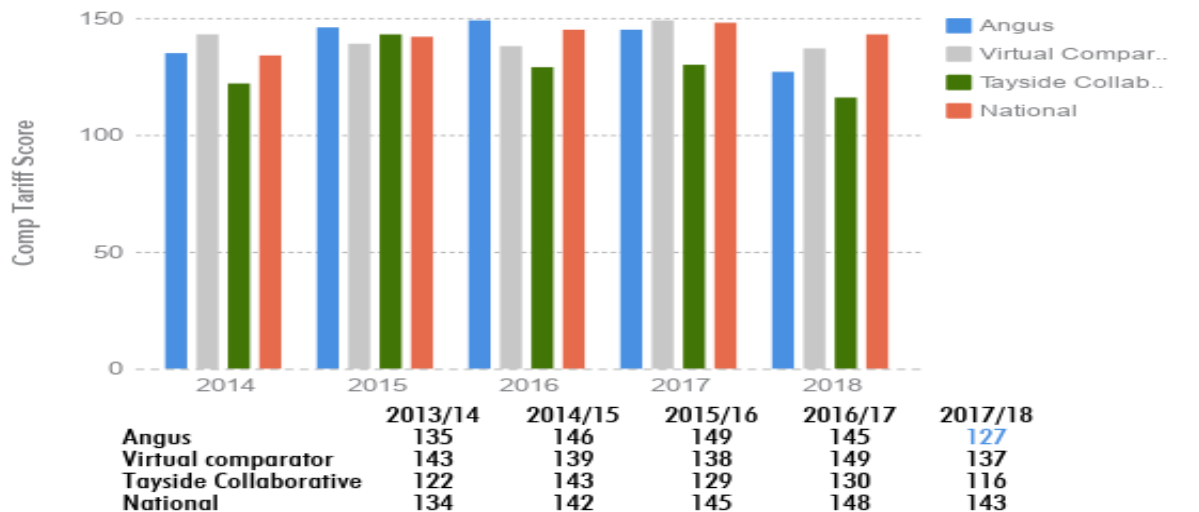


Figure 5 shows that the achievement of the lowest attaining 20% of Angus school leavers is lower than our VC for 2018. Our schools are working to ensure that all information with regards Additional Support Needs is collected via the national management information system and continuing to develop their monitoring and tracking systems to highlight learners who may need specific personalised interventions to support them to achieve as highly as possible. Schools are also continuing to develop the curriculum and how they work with partners to ensure that learning is accredited wherever possible.

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

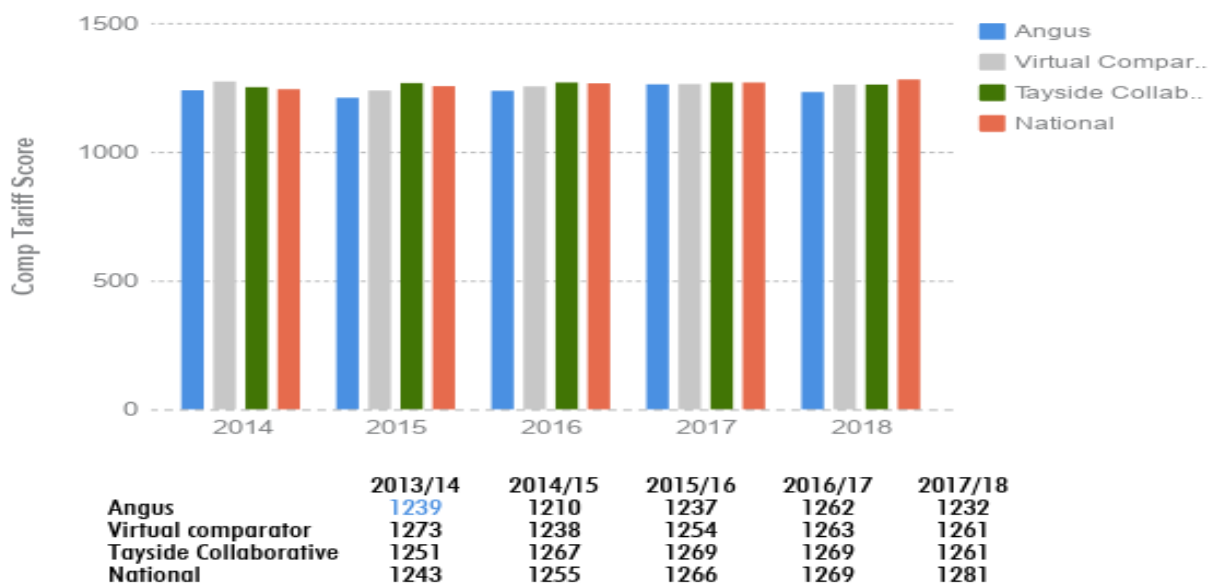
FIGURE 6: Improving Attainment for All - Middle 60%



Figures 6 and 7 show that the differential between Angus and the VC is not significant and there is no trend. Our schools continue to develop the variation of learning pathways within the senior phase offer. This increasingly is resulting in the use of level 5 and level 6 SCQF courses and learning which is not accredited through the SCQF framework as a means of providing greater breadth and relevance.

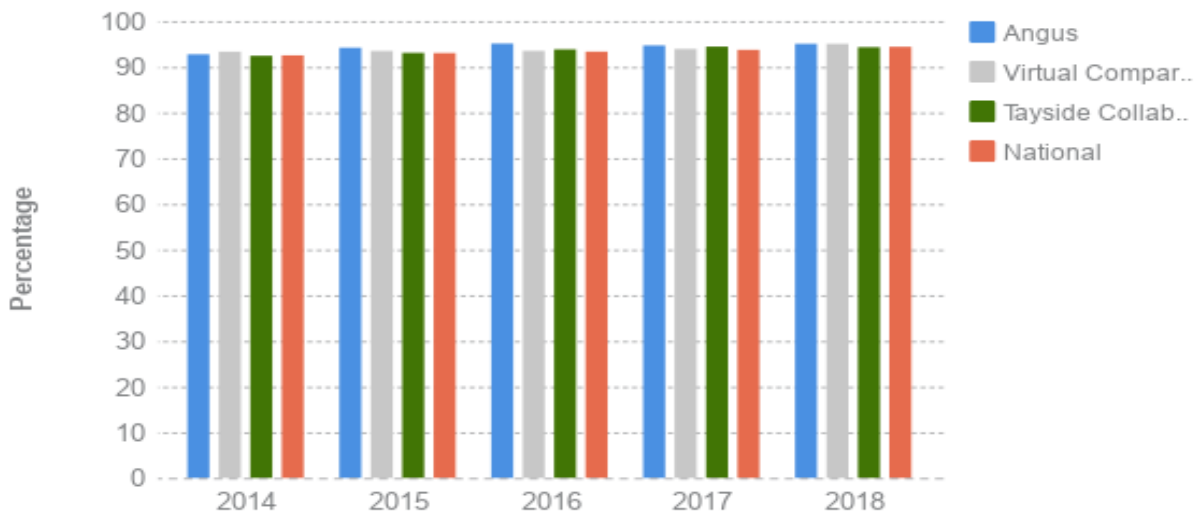
4.3.4 National Benchmarking Measure: Improving Attainment for All Highest 20%

FIGURE 7: Improving Attainment for All - Highest 20%



4.4 Measure 3: Increasing post-school participation

FIGURE 8: % in Initial Positive Destinations



	2013/14	2014/15	2015/16	2016/17	2017/18
Angus	92.74	94.19	95.10	94.69	95.04
Virtual comparator	93.32	93.47	93.50	93.92	95.03
Tayside Collaborative	92.42	93.06	93.83	94.43	94.31
National	92.52	93.02	93.33	93.72	94.39

4.4.1 For 2018 we have maintained the percentage of young people entering an initial positive destination.

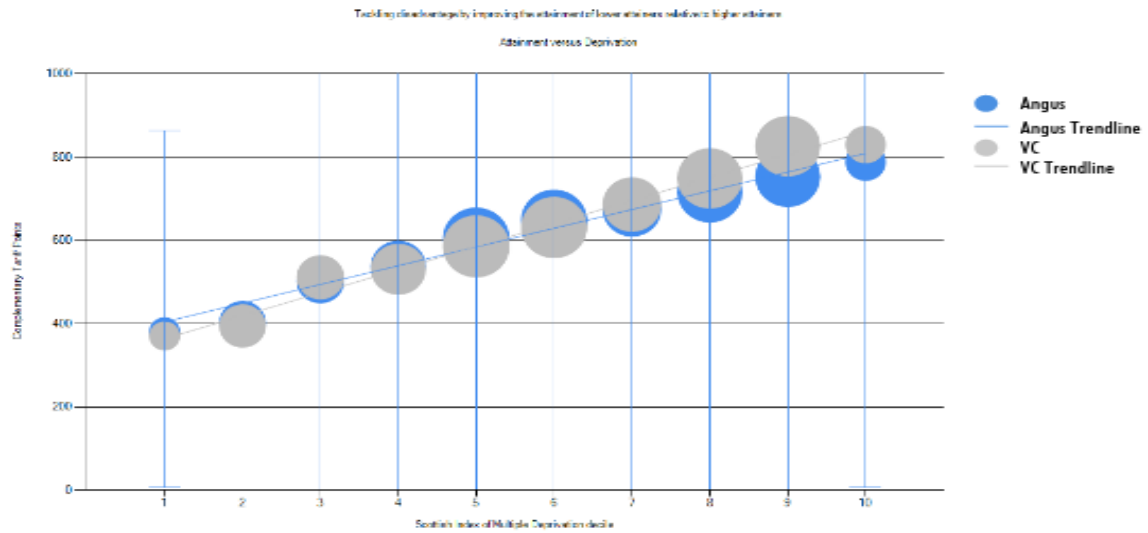
4.4.2 In 2018 39% of our young people continued into Higher Education, this is in line with the VC; 35% into Further Education, above the VC and 18% into employment, below the VC.

4.4.3 Work to ensure that young people and parents are aware of the variety of learning pathways available on leaving school continues. Effective partnership work with Dundee and Angus College, Skills Development Scotland and 'Lift-Off' is integral to this.

4.5 Measure 4: Attainment v Deprivation; Tackling disadvantage by improving the attainment of young people living in comparable neighbourhoods

4.5.1 Figure 9 shows attainment for Angus compared to our VC. 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.

FIGURE 9: Attainment vs. Deprivation - 2017/18



	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
Angus	380	402	502	538	604	648	674	715	753	788
Virtual comparator	370	395	511	531	586	631	686	749	826	830

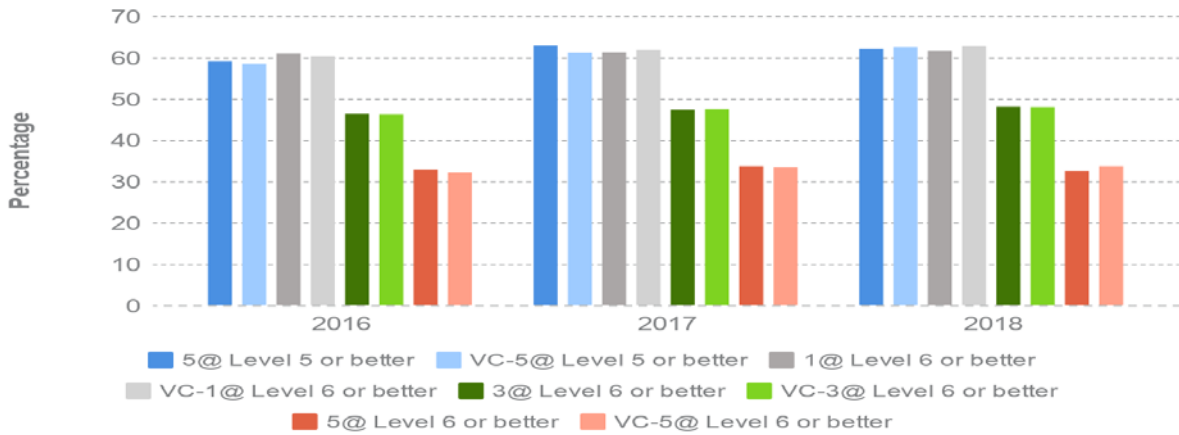
*Figures are average complementary tariff scores

4.5.2 Figure 9 indicates that our schools are supporting our young people to achieve more than VC for deciles 1,2,4,5 and 6. However there is no 'statistical significance'.

5. Measure 5: Breadth and Depth Leavers

5.1 Figure 10 shows the overall achievement of Scottish Credit and Qualification Framework Awards (SCQF) by Angus school leavers compared to VC.

FIGURE 10: SCQF Attainment - Leavers



	5 @ Level 5 or more			1 @ Level 6 or more			3 @ Level 6 or more			5 @ Level 6 or more		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Angus	59.02	62.84	62.13	60.90	61.18	61.59	46.29	47.35	48.06	32.82	33.68	32.46
Virtual Comparator	58.49	61.11	62.43	60.32	61.85	62.70	46.20	47.49	47.98	32.07	33.47	33.68
National	60.98	62.20	64.38	64.96	64.80	66.18	48.60	48.93	50.28	33.89	34.53	35.50
Tayside Collaborative	58.37	61.09	59.70	60.74	62.09	60.96	45.40	46.55	45.41	31.76	32.45	31.10

*Figures are all SCQF awards

5.2 The percentage of leavers achieving 1@level 6 or more and 3@level 6 or more show improving trends. Currently almost all of our learners' achievements are through SQA National qualifications. Our schools are increasingly exploring how they might introduce a wider range of accredited courses in order to support a variety of learning pathways for learners.

6. PROPOSALS

- 6.1 It is important that the sustained attainment demonstrated across many of the measures in this report are acknowledged. Raising attainment and achievement 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 supported by Service Leaders, the Angus Virtual School, Angus leadership networks and 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 Broad General Education and Senior Phase; continuing to focus on improving the learning experience for our young people and developing more diverse learning pathways within the curriculum offered in the 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.

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