

## **AGENDA ITEM NO 3**

**REPORT NO 127 / 20**

### **ANGUS COUNCIL**

**SPECIAL EDUCATION COMMITTEE – 23 APRIL 2020**

**SECONDARY SENIOR PHASE ATTAINMENT 2018-2019**

**REPORT BY KELLY MCINTOSH, DIRECTOR OF EDUCATION AND LIFELONG LEARNING**

#### **ABSTRACT**

This report provides a summary of the attainment of Angus school leavers for session 2018-2019. The information contained within this report is from the February 2020 update of 'INSIGHT', the national senior phase benchmarking tool.

#### **1. RECOMMENDATIONS**

It is recommended that the Special Education Committee:

- (i) Review the information detailed in this report;
- (ii) Acknowledge the achievements of our young people and the support provided by parents, staff and partners;
- (iii) Request that an annual attainment report is provided following the February INSIGHT update

#### **2. ALIGNMENT TO THE ANGUS COUNCIL PLAN/ ANGUS COUNCIL PLAN**

This report contributes to the following priorities and local outcomes:

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

#### **3. BACKGROUND**

3.1 INSIGHT reports upon performance across four 'national' measures. 'National' measures provide information on the performance of school leavers and include all courses accredited through the Scottish Credit and Qualifications Framework.

3.2 The four national measures are:

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

#### **4. INSIGHT MEASURES USED FOR THIS REPORT**

4.1 All data presented in this report relates to the May 2019 cohort of school leavers. Angus data is compared with our Virtual Comparator (VC), Tayside Collaborative (TC) and results for the whole of Scotland. Our virtual comparator consists of learners who are similar to learners from Angus in terms of factors known to influence educational outcomes. These are stage, gender, ASN and SIMD.

4.2 In addition to the four 'national' measures a 'breadth and depth' measure is included. This reports on the percentage of leavers achieving SCQF awards compared to the VC.

4.3 When measures are 'statistically significant' the figures in green indicate that performance in Angus is 'greater than' or 'much greater than' our VC. Figures in blue indicate that performance in Angus is 'less than' or 'much less than' our VC. Comments are provided only when there is statistical significance or when a 'trend' of three or more years is evident.

4.4 The performance of 'looked after' young people is outlined at each measure. Our looked after children are those children and young people most likely to be disadvantaged in multiple ways and are most at risk of poor outcomes. This group of young people have become looked after because of specific additional vulnerabilities and will have experienced significant instability or challenges in other aspects of their lives which impact uniquely on their attainment levels as a cohort. This data applies to all May 2019 leavers, (25 young people), who were 'looked after' on the census date in September 2018. 16 of these young people were 'looked after away from home' and 9 were 'looked after at home'. This information is not illustrated in the tables of figures. Our Corporate Parenting Plan pledges that we will help young people who are 'looked after' to achieve their best at school. Information specific to this group will now be included in the annual attainment report.

## 5. IMPROVING ATTAINMENT IN LITERACY AND NUMERACY

5.1 Table 1 shows the percentage of leavers who achieved both literacy and numeracy at level 4 or both literacy and numeracy at level 5.

### START OF TABLE

| Table 1  | 2015  |       | 2016  |       | 2017  |       | 2018  |       | 2019  |       |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|          | 4     | 5     | 4     | 5     | 4     | 5     | 4     | 5     | 4     | 5     |
| Angus    | 88.99 | 59.77 | 90.61 | 65.71 | 90.17 | 71.63 | 87.65 | 67.27 | 89.05 | 65.30 |
| VC       | 86.33 | 57.71 | 88.07 | 61.71 | 89.86 | 65.84 | 89.17 | 65.84 | 88.44 | 65.23 |
| TC       | 85.98 | 56.82 | 86.86 | 60.32 | 87.11 | 63.30 | 87.11 | 61.48 | 88.04 | 62.61 |
| National | 85.76 | 58.62 | 88.06 | 64.21 | 89.15 | 66.45 | 89.07 | 67.10 | 89.27 | 66.55 |

### END OF TABLE

5.2 Table 2 shows the percentage of leavers who achieved literacy at level 4 or level 5.

### START OF TABLE

| Table 2  | 2015  |       | 2016  |       | 2017  |       | 2018  |       | 2019  |       |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|          | 4     | 5     | 4     | 5     | 4     | 5     | 4     | 5     | 4     | 5     |
| Angus    | 95.27 | 74.50 | 95.02 | 79.27 | 94.78 | 81.38 | 93.15 | 80.70 | 93.31 | 83.61 |
| VC       | 93.78 | 74.03 | 94.21 | 76.59 | 94.73 | 80.06 | 94.24 | 81.38 | 93.35 | 80.70 |
| TC       | 93.49 | 74.16 | 92.70 | 75.14 | 93.02 | 77.74 | 92.23 | 77.42 | 92.74 | 79.90 |
| National | 93.51 | 74.58 | 94.05 | 79.04 | 94.41 | 80.87 | 94.30 | 81.67 | 93.93 | 81.73 |

### END OF TABLE

5.3 Performance in literacy at level 5 is 'greater than' the VC

5.4 Table 3 shows the percentage of leavers who achieved numeracy at levels 4 or level 5.

**START OF TABLE**

| Table 3  | 2015  |       | 2016  |       | 2017  |       | 2018  |       | 2019  |       |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|          | 4     | 5     | 4     | 5     | 4     | 5     | 4     | 5     | 4     | 5     |
| Angus    | 89.92 | 63.49 | 91.76 | 68.24 | 90.95 | 74.41 | 89.36 | 69.34 | 90.97 | 67.06 |
| VC       | 87.95 | 61.53 | 89.66 | 64.73 | 91.42 | 68.15 | 91.06 | 67.93 | 90.81 | 67.17 |
| TC       | 87.44 | 60.66 | 88.71 | 63.07 | 88.82 | 65.40 | 89.41 | 63.62 | 90.73 | 65.51 |
| National | 87.45 | 62.45 | 89.60 | 66.77 | 90.67 | 68.81 | 90.80 | 69.17 | 91.39 | 68.77 |

**END OF TABLE**

5.5 Fewer young people who were 'looked after' achieved qualifications in literacy and numeracy. However for the combined measure for literacy and numeracy, achievement increased for both level 4 and level 5.

For each of the individual literacy and numeracy levels the attainment of 'looked after' young people improved on that of 2018. For 2019 Angus is above the VC in literacy at level 5 and numeracy at level 4. There have also been improvements in literacy at level 4 and numeracy at level 5. Whilst Angus is below the VC in both of these measures the gap has reduced. Young people who are 'looked after' away from home achieve more than those who are 'looked after' at home.

## 6 INCREASING POST SCHOOL PARTICIPATION

6.1 Table 4 shows the percentage of leavers entering an initial positive destination.

**START OF TABLE**

| Table 4  | 2015  | 2016  | 2017  | 2018  | 2019  |
|----------|-------|-------|-------|-------|-------|
| Angus    | 94.19 | 95.10 | 94.69 | 95.04 | 95.57 |
| VC       | 93.35 | 93.32 | 94.00 | 95.00 | 94.68 |
| TC       | 93.06 | 93.83 | 94.43 | 94.31 | 95.80 |
| National | 93.02 | 93.33 | 93.72 | 94.40 | 95.05 |

**END OF TABLE**

6.2 In 2019 37% of leavers entered Higher Education, this is just below the VC; 37% entered further education, this is above the VC and 18% entered employment, this is just below the VC. This is consistent with performance in Angus over the last 5 years.

6.3 Fewer young people who are 'looked after' enter an initial positive destination. 87% of young people who are looked after away from home entered an initial positive destination, compared to 56% of young people who are looked after at home.

6.4 The percentage of young people who are looked after away from home who move on to either further or higher education is above all comparative measures.

## 7 IMPROVING ATTAINMENT FOR ALL

7.1 The Insight Tariff Scale places a notional points value to attainment so that schools and local authorities can compare attainment between the VC, other schools within Angus, and examine attainment of specific cohorts within the senior phase.

7.2 Tariff points should not be viewed as the only way of measuring performance and should be considered in the context of the other outcome measures.

7.3 Recognition should also be given to other learning that may not be reflected through the allocation of tariff points but is suited to the individual learner at that time.

7.4 Table 5 shows the average complementary tariff points for the 'lowest 20%'.

### START OF TABLE

| Table 5  | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------|------|------|------|------|------|
| Angus    | 146  | 149  | 145  | 127  | 119  |
| VC       | 139  | 137  | 149  | 139  | 123  |
| TC       | 143  | 129  | 130  | 116  | 112  |
| National | 142  | 145  | 148  | 143  | 134  |

### END OF TABLE

7.5 Angus Council shows a decreasing trend since 2016. VC, TC and National have decreased since 2017.

7.6 Table 6 shows the average complementary tariff points for the 'middle 60%'

### START OF TABLE

| Table 6  | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------|------|------|------|------|------|
| Angus    | 589  | 604  | 622  | 605  | 575  |
| VC       | 586  | 594  | 614  | 612  | 602  |
| TC       | 604  | 599  | 611  | 588  | 583  |
| National | 610  | 631  | 634  | 646  | 623  |

### END OF TABLE

7.7 Table 7 shows the average complementary tariff points for the 'highest 20%'

**START OF TABLE**

| <b>Table 7</b>  | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| <b>Angus</b>    | <b>1210</b> | <b>1237</b> | <b>1262</b> | <b>1233</b> | <b>1195</b> |
| <b>VC</b>       | <b>1247</b> | <b>1255</b> | <b>1259</b> | <b>1262</b> | <b>1260</b> |
| <b>TC</b>       | <b>1267</b> | <b>1269</b> | <b>1269</b> | <b>1261</b> | <b>1258</b> |
| <b>National</b> | <b>1255</b> | <b>1266</b> | <b>1269</b> | <b>1281</b> | <b>1267</b> |

**END OF TABLE**

7.8 Attainment of the 'middle 60%' is 'much lower' than the VC.

7.9 Attainment of the 'highest 20%' is 'lower' than the VC.

7.10 Tariff points increase the higher the grade of pass at National 5, Higher and Adv Higher.

7.11 In both 2018 and 2019 the number of presentations at Advanced Higher decreased significantly (2017 – 488; 2018 – 422, 2019 – 385). This is despite 2019 having the largest 'base cohort'.

7.12 The increasing variety of learning pathways within the senior phase means that not all learning is accredited via the SCQF framework.

7.13 Across each of the three measures the attainment of 'looked after' young people has improved on that of 2018. Angus is equal to or above the national and collaborative performance in all three measures. The gap between the VC has reduced for the middle 60% and the highest 20%.

**8 ATTAINMENT V DEPRIVATION – tackling disadvantage by improving the attainment of young people living in comparable neighbourhoods**

8.1 Table 8 shows attainment for Angus in Comparison to our VC. The data is shown in deciles according to the Scottish Index of Multiple Deprivation. Decile 1 refers to the attainment of leavers identified as being in the 10% most deprived datazones in Scotland. Decile 10 refers to those in the 10% most affluent datazones.

8.2 The table has the average complementary tariff score for each decile followed by the number of leavers within that decile.

**START OF TABLE**

| <b>Table 8</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   | <b>5</b>   | <b>6</b>   | <b>7</b>   | <b>8</b>   | <b>9</b>   | <b>10</b>  |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Angus</b>    | <b>319</b> | <b>443</b> | <b>473</b> | <b>466</b> | <b>550</b> | <b>647</b> | <b>683</b> | <b>671</b> | <b>710</b> | <b>766</b> |
| <b>No of YP</b> | <b>23</b>  | <b>87</b>  | <b>86</b>  | <b>106</b> | <b>156</b> | <b>186</b> | <b>158</b> | <b>155</b> | <b>179</b> | <b>60</b>  |
| <b>VC</b>       | <b>325</b> | <b>431</b> | <b>473</b> | <b>512</b> | <b>541</b> | <b>663</b> | <b>679</b> | <b>752</b> | <b>772</b> | <b>886</b> |

## END OF TABLE

- 8.3 The performance of leavers in decile 10 is 'much lower' than the VC.
- 8.4 Leavers who were 'looked after' performed less well.
- 8.5 Leavers who were 'looked after' resided across deciles 1-9, with more than half residing in deciles 5-7.

## 9 BREADTH AND DEPTH LEAVERS

### START OF TABLE

| Table 9  | 5@level 5 |       |       | 1@level 6 |       |       | 3@level 6 |       |       | 5@level 6 |       |       |
|----------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
|          | 2017      | 2018  | 2019  | 2017      | 2018  | 2019  | 2017      | 2018  | 2019  | 2017      | 2018  | 2019  |
| Angus    | 62.84     | 62.13 | 61.71 | 61.18     | 61.59 | 63.21 | 47.35     | 48.06 | 46.40 | 33.68     | 32.46 | 30.27 |
| VC       | 61.12     | 62.53 | 62.53 | 61.94     | 62.48 | 63.36 | 47.53     | 47.48 | 49.40 | 33.57     | 33.44 | 35.09 |
| TC       | 62.19     | 64.37 | 60.44 | 64.80     | 66.19 | 62.48 | 48.93     | 50.29 | 46.92 | 34.53     | 35.53 | 31.83 |
| National | 61.09     | 59.70 | 64.24 | 62.09     | 60.96 | 66.17 | 46.55     | 45.41 | 50.91 | 32.45     | 31.10 | 35.96 |

### END OF TABLE

- 9.1 Angus continues to show an increasing trend for 1@level 6 and is reducing the gap on the VC.
- 9.2 'Looked after' young people perform better than the VC for both 3@6 and 5@6. However this can all be attributed to the performance of young people who are 'looked after' away from home.

## 10 PROPOSALS

- 10.1 Head Teachers will be supported in their review of the curriculum and associated attainment and achievement.
- 10.2 Schools will continue to work in partnership with Dundee and Angus College, Future Skills College, employers and those partners able to facilitate the learning of young people in order to offer a variety of learning pathways.
- 10.3 Angus Council will develop an attainment strategy which will include a 2-18 tracking tool and support for identified groups of young people.

**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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