

## Performance Report Education and Lifelong Learning Directorate

### 1. Introduction

This report provides an update on our key performance measures.

Approximately 15,000 children and young people attend primary and secondary schools in Angus. An additional 1,800 children attend early learning and childcare provision. Our systems allow us to analyse education data against a range of demographic markers, including the Scottish Index of Multiple Deprivation (SIMD), free school meal eligibility, additional support needs and whether a child is care-experienced. We use this information to build a broad picture of how children in Angus achieve and participate in school.

#### National Context

As outlined in the Angus Education Plan 2022-27 (AEP), a key driver of work for Education and Lifelong Learning is the Scottish Attainment Challenge<sup>1</sup> (SAC). The mission of the SAC is:

“to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty related attainment gap.”

SIMD provides a postcode-based analysis of deprivation levels across all Scottish local authorities. In Angus, most children and young people live in SIMD quintiles 2-4.

	Census 2022 Total	Census 2022 %
Quintile 1	1,274	8.5
Quintile 2	3,272	21.8
Quintile 3	4,074	27.1
Quintile 4	4,374	29.1
Quintile 5	2,015	13.4

There is variation of levels of poverty within all quintiles. In 2022-23 Angus Council participated in a child poverty mapping exercise, facilitated by the Improvement Service. The exercise used the following components to give a more localised picture of poverty across Angus:

- Children in low income families
- Free School Meals (FSM)

<sup>1</sup> <https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/>

- School Clothing Grant (SCG)
- Educational Maintenance Allowance (EMA)

The outcome report for this exercise provides information about the distribution of child poverty across Angus. In particular, the report highlighted several areas in Angus where the level of child poverty is higher than expected when looking at SIMD deciles. The analysis in this performance report is focused on SIMD Quintiles to ensure alignment to national reporting requirements. At a service level we are developing further analysis for other child poverty markers.

Another key driver identified in the AEP is The Promise Plan 21-24<sup>2</sup>. The Plan sets out expectations for care-experienced children and young people to receive all they need to thrive at school. The Promise Oversight Board – Report Two<sup>3</sup> indicates that large gaps remain in the educational outcomes of care-experienced children and young people compared to all learners. In Angus, only a very small percentage of children and young people in our schools are formally 'looked after' at any one time. Although forming a very small group, we know that this group of care-experienced learners achieve fewer positive educational outcomes overall. Where possible, analysis in this report includes a comparison to care-experienced learners.

## Local Context

This key performance measures in this report align to the following local plans and priorities:

Local Plan	Linked Priorities
Angus Community Plan 2022-30	Provide the best start in life for children.  Reduce inequalities in all our communities.
Angus Council Plan 2023-28	Support children, young people and adults to access appropriate opportunities which allow them to progress in their learning.  Deliver the Angus "Our Bright Futures Plan"
The Angus Promise Plan 2021-24	We will ensure children and young people's rights under the UNCRC are consistently upheld by addressing barriers to education and extra-

<sup>2</sup> <https://thepromise.scot/resources/2021/plan-21-24.pdf>

<sup>3</sup> <https://thepromise.scot/resources/2023/promise-oversight-board-report-two.pdf>

	curricular activities in school and the wider community.
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The data in this report is drawn from a range of sources, and where possible refers to published or nationally produced information. Comparisons to national data are provided where appropriate.

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

## 2. Core Stretch Aims

Aligned to the SAC, in 2022-23 all Scottish local authorities were asked to identify their 'stretch aims' for the following indicators:

- Achievement of Curriculum for Excellence levels for P1,4,7 – Literacy
- Achievement of Curriculum for Excellence levels for P1,4,7 – Numeracy
- Percentage of school leavers achieving 1+ award at SQA Level 5 (A-C)
- Percentage of school leavers achieving 1+ award at SQA Level 6 (A-C)
- Annual Participation Measure
- Locally-set measure of wellbeing (In Angus we have chosen to monitor attendance)

This section of the report provides an update on the latest available performance for these measures. Finalised 2022-23 data for these indicators is not yet available due to publication dates and will be subject to a further report to Children and Learning Committee in April 2024.

### 2b Literacy and Numeracy<sup>4</sup>

Data for the achievement of Curriculum for Excellence (CfE) levels for literacy and numeracy at primary school is collated in June each year and returned to Scottish Government. Based on teacher judgement, the annual collection is preceded by robust tracking and monitoring at three points during the academic session. Children are assessed at three stages – P1, P4 and P7. These assessments are supplemented by the Scottish National Standardised Assessment (SNSA) and other standardised tools.

The data presented here is taken from the information published nationally by Scottish Government. This data was not gathered in 2020 due to the pandemic. Data for 2022-

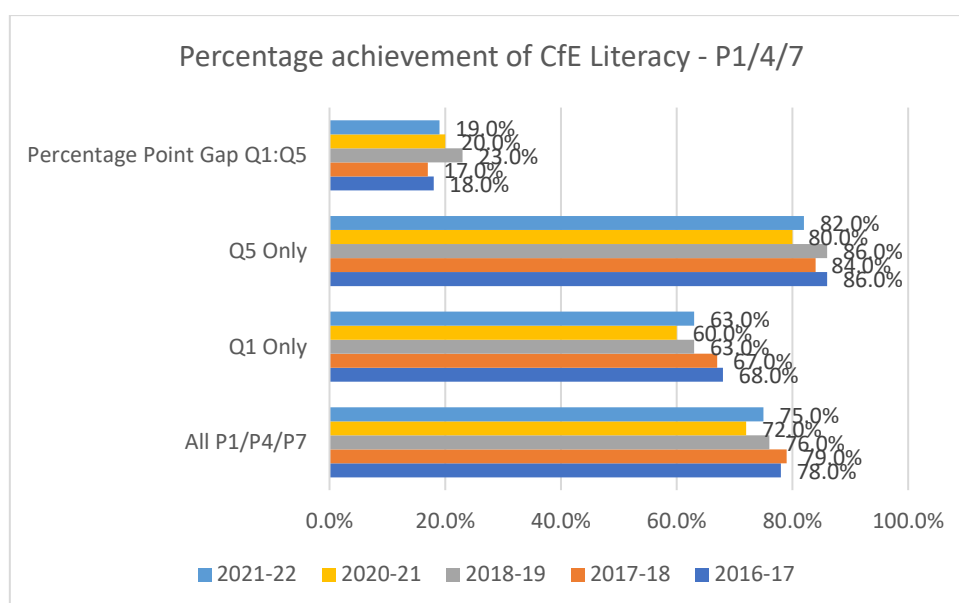
<sup>4</sup> <https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2021-22/>

23 has been gathered and submitted to Scottish Government for validation. The published data does not include cohort numbers. For context, the table below shows the numbers of children in P1/4/7 (combined) in each of the reporting years.

Year	Cohort Size (P1/4/7)
2016/17	3760
2017/18	3672
2018/19	3783
2020/21	3671
2021/22	3607

Local authority level data for care-experienced children is not published for these measures. The headline national figures indicate that fewer care-experienced children achieve the relevant level in literacy and numeracy for their stage. Nationally, achievement is lowest for those who are cared for at home and those who are in residential accommodation. We are building a data tool to enable local analysis of care-experienced achievement for these indicators.

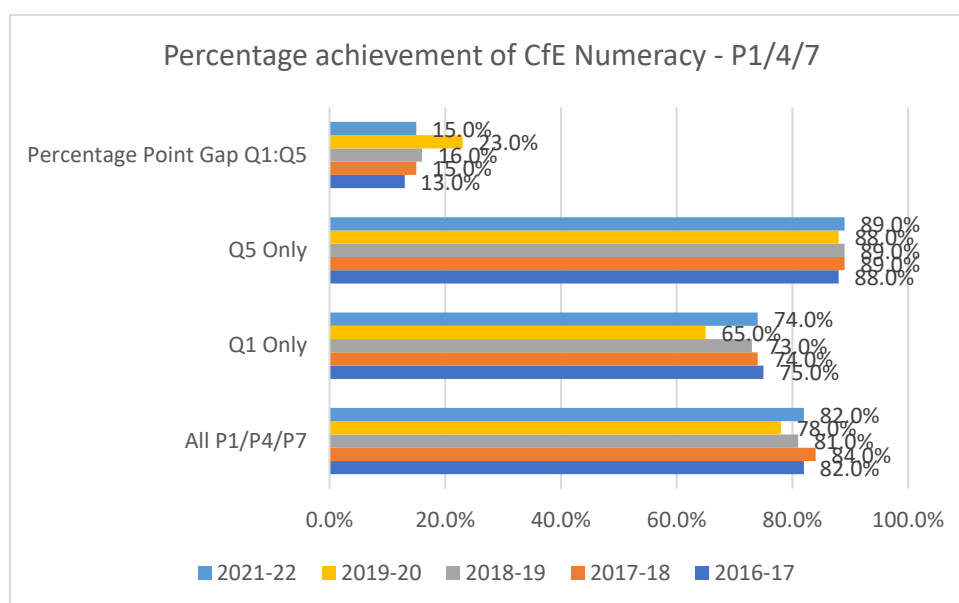
Chart 1: Percentage achievement of literacy – all children



The percentage of children achieving the relevant level of literacy improved for all measures in 2021-22. Most P1,4 and 7s achieved the appropriate literacy CfE level for their stage. A majority of those living in SIMD Quintile (SQ) 1 achieved the relevant CfE level, an increase of 3 percentage points (pp) compared to 2020-21. Most children in SQ5 achieved the relevant level of literacy for their stage, with an increase of 2pp in 2021-22. The attainment gap between SQ1 and SQ5 has reduced by a further 1pp since 2020-21.

This indicator forms part of the Local Government Benchmarking Framework (LGBF) dataset<sup>5</sup>. The LGBF allows comparison to be made to national and 'family group' performance. The other members of our family group are Argyll & Bute, East Lothian, Highland, Midlothian, Moray, Scottish Borders and Stirling. In 2021-22 Angus Council performance for literacy exceeded both national achievement (70.5%) and the family group average (67.3%). Exceeding these measures has been a continued trend since 2018-19. In 2021-22 only Stirling Council exceeded Angus Council attainment for literacy. Angus Council also performs well in terms of the attainment gap, with 2021-22 performance (19pp) lower than both the national (21.3pp) and family group (27.4pp) averages.

Chart 2: Percentage achievement of numeracy



The percentage of children achieving the relevant level of numeracy increased for all measures in 2021-22. Most P1,4 and 7s achieved the appropriate numeracy CfE level for their stage. A majority of children living in SQ1 achieved the relevant CfE level, an increase of 9pp compared to 2020-21. Most children in SQ5 achieved the relevant level of numeracy for their stage, increasing by 1pp in 2021-22. The attainment gap between SQ1 and SQ5 decreased by 8pp in 2021-22.

In 2021-22 Angus Council attainment in numeracy exceeded both national achievement (78.0%) and the family group average (75.3%). Exceeding these measures has been a continued trend since 2018-19. In 2021-22 only Stirling Council in the family group exceeded Angus Council attainment for numeracy. Angus Council

<sup>5</sup> <https://www.improvementservice.org.uk/benchmarking/explore-the-data/local-government-professionals>

also performs well in terms of the attainment gap, with 2021-22 performance (15%) lower than both the national (17.8pp) and family group (22.6pp) averages.

## 2b Senior Phase Attainment

Data reported for the senior phase core stretch measures in 2021-22 is based on the Summary Statistics for Attainment and Initial Leaver Destinations<sup>6</sup> publication. For these measures achievement is based on SQA awards graded A-C.

Insight is the national benchmarking tool for senior phase attainment and provides analysis based on the achievement of all relevant SCQF qualifications for a particular level. Insight also allows a comparison to be made with a 'virtual comparator' (VC). The VC makes a statistical comparison to a virtual cohort of similar learners to those in Angus. Relevant analysis from Insight, including for care-experienced school leavers, is included within this report to provide additional context.

Caution is required when considering performance across the time period covered by these statistics due to the impact of the Covid-19 pandemic, and in particular, the cancellation of exams and external assessment of coursework. A full impact statement can be found in [Section 1.3.1](#) of the national publication.

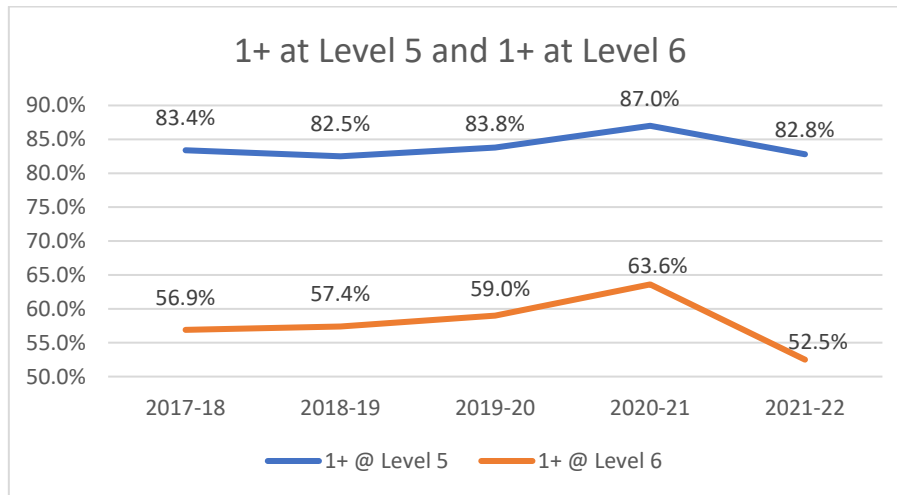
Any changes between the attainment levels of the 2021-22 cohort and those of previous years should not be seen as an indication that performance has improved or worsened, without consideration of further information.

The following table sets out the number of school leavers in each cohort for the reported years:

	<b>All Leavers</b>	<b>Quintile 1</b>	<b>Quintile 5</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>Care-experienced</b>
2017/18	1109	90	209	203	334	572	17
2018/19	1196	110	239	204	322	670	25
2019/20	1067	75	226	180	290	597	28
2020/21	1197	103	164	189	300	708	26
2021/22	1309	99	180	236	404	669	31

<sup>6</sup> [Summary Statistics for Attainment and Initial Leaver Destinations, No. 5: 2023 Edition.](#)

Chart 3: Percentage of school leavers achieving 1 or more awards at Levels 5 and 6.



In 2021-22 most school leavers achieved 1 or more award at SQA Level 5 and a majority of school leavers achieved 1 or more award at SQA Level 6. Compared to 2020-21, this is a decrease of 4.2pp at Level 5 and 11.1pp at Level 6. However, caution should be applied when comparing the performance of cohorts across years when SQA examinations did not take place. When compared over a five-year period, achievement in 2021-22 at Level 5 is broadly in line with pre-pandemic attainment. At Level 6 achievement in 2021-22 is lower than all other years.

The equivalent measures from Insight, which include all SCQF credit-rated qualifications and learning programmes, indicate achievement of:

1+ at Level 5 = 86.6% (-2.8pp, compared to previous year)

1+ at Level 6 = 58.9% (-8.8pp, compared to previous year)

Angus Council performance in 2021-22 was better than the VC for Level 5 and lower than the VC for Level 6. The achievement of care-experienced school leavers in Angus was lower than the VC for both measures.

Chart 4: Percentage of school leavers in SIMD Quintiles 1 and 5 achieving 1 or more award at SCQF Level 5.

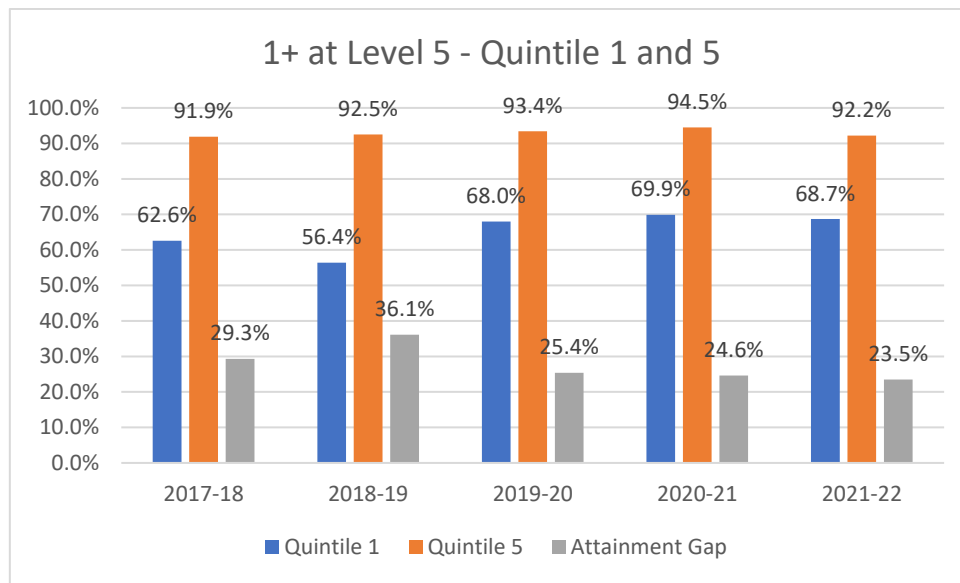
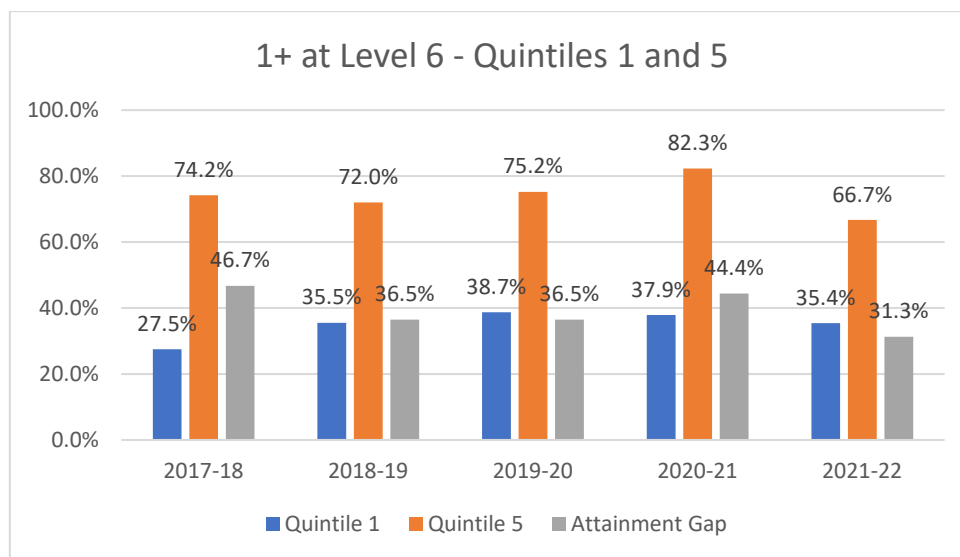


Chart 5: Percentage of school leavers in SIMD Quintiles 1 and 5 achieving 1 or more award at SCQF Level 6.



In 2021-22 almost all school leavers in SQ5 (-2.3pp, compared to the previous year) and most school leavers in SQ1 (-1.2pp) achieved at least one award at Level 5. Compared to pre-pandemic performance, SQ1 achievement has improved and SQ5 achievement has been maintained. A majority of leavers in SQ5 (-15.6pp) and less than half of those in SQ1 (-2.5pp) achieved at least one award at Level 6. Compared to pre-pandemic levels, achievement in SQ1 has been maintained, and is lower for SQ5.

The attainment gap between SQ1 and 5 reduced for both measures in 2021-22. For both measures the attainment gap is at the lowest level across the five-year reporting



period. However for 1@level 6 it is notable that the gap has reduced due to a decrease in attainment for young people residing in SQ5.

The equivalent measures from Insight indicate achievement of:

1+ at Level 5 = SQ1 72.7% (-0.1pp, compared to previous year) / SQ5 92.8% (-2.9pp)

1+ at Level 6 = SQ1 42.4% (+0.6pp, compared to previous year) / SQ5 72.8% (-13.8pp)

Achievement in SQ1 was better than the VC for both measures. In SQ5 achievement at Level 5 was better than the VC, and lower than the VC at Level 6. Equivalent data for care-experienced school leavers is not available in Insight for these measures due to the small numbers.

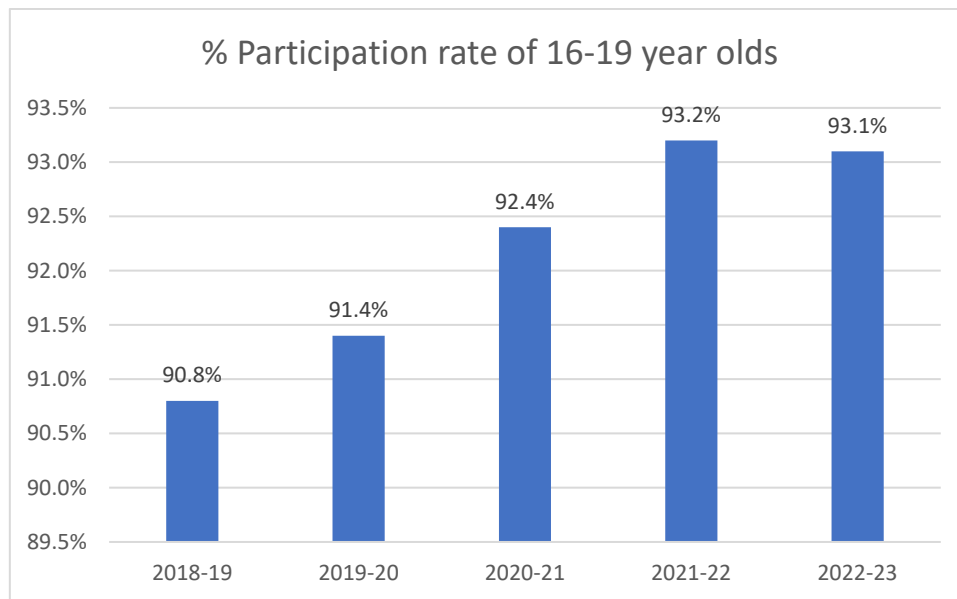
## **2c Annual Participation Measure<sup>7</sup>**

The Annual Participation Measure (APM) is collated by Skills Development Scotland (SDS) and reports on the activities of 16-19 year olds across Scotland. Similar to the attainment measures above, caution is needed when looking at data in years affected by the pandemic. The choices available to young people leaving school were subject to significant change or delay. It should be noted that the APM is a partnership measure and is calculated using information from SDS, local authorities, the Department of Work and Pensions, HMRC, colleges and SAAS. Within the APM each year, a small proportion of young people are classified as having "Unconfirmed Status." In Angus the proportion of unconfirmed records has been steadily decreasing from 6.4% in 2018-19 to 2.0% in 2022-23. This reduction reflects improved monitoring and tracking of young people and the introduction of DWP and HMRC records into the overall calculation.

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<sup>7</sup> <https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/>

Chart 6: Percentage of young adults (16-19 year olds) participating in education, training or employment

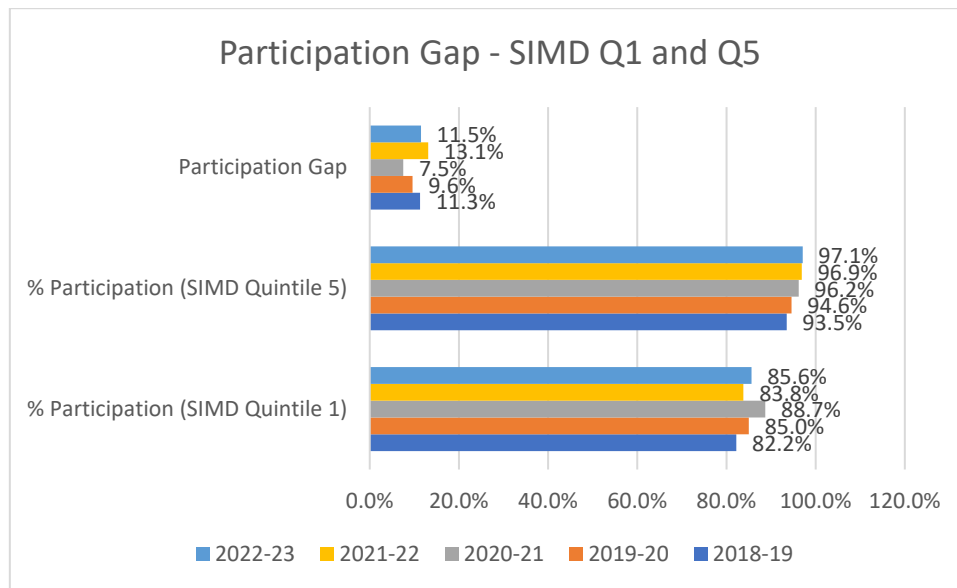


In 2022-23 there was a slight decrease of 0.1pp in the participation rate. Over a five-year period the rate has improved by 2.3pp. The participation rate is highest for young people aged 16 (98.8%) and 17 (94.8%), and lowest for 19-year-olds (86.9%). The unconfirmed status rate is highest for 19-year-olds at 4.1%.

The APM does not include a breakdown for care-experienced 16–19-year-olds. The closest equivalent measure from Insight reports on the initial destinations of school leavers. This indicator measures the percentage of school leavers in a positive destination approximately three months after leaving school. The Insight measure provides a breakdown for care-experienced school leavers to be monitored. The small cohort size should be considered when interpreting the data. In 2021-22 31 school leavers were care-experienced. 77.4% of care-experienced leavers in Angus were in a positive destination, a decrease of 11.1pp compared to the previous year. Achievement for this indicator was below the VC. Increasing the proportion of care-experienced school leavers achieving a positive destination is a key outcome of The Promise and details of how we are supporting this in Angus can be found [here](#).

The APM also allows the progression of school leavers in SIMD Quintiles 1 and 5 to be compared. In 2022-23 almost all school leavers in SQ5 (+0.2pp compared to the previous year) and most in SQ1 (+1.8pp) were participating in education, employment or training. The participation gap between SQ1 and SQ5 narrowed by 1.6pp in 2022-23, driven by improvement in both quintiles. Across a five-year period, the participation gap is now broadly in line with performance in 2018-19.

Chart 7: APM Participation Gap



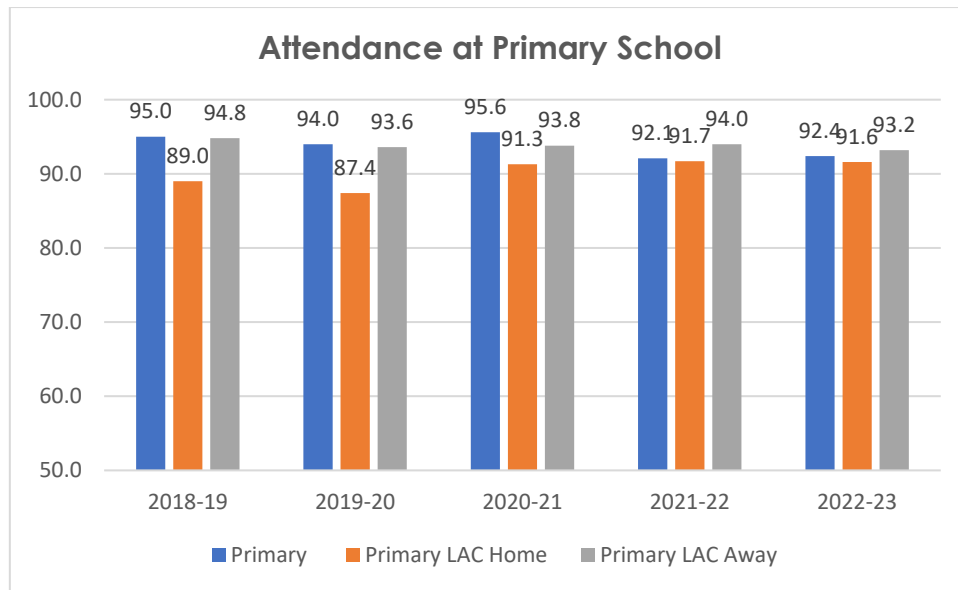
## 2d Attendance At School<sup>8</sup>

The 2022-27 AEP identified school attendance as the core wellbeing measure for Angus, with specific focus on care-experienced learners and those in the Arbroath North and Brechin clusters. The following two charts present attendance data for primary and secondary schools, with a comparison to care-experienced learners.

It should be noted that attendance in 2020-21 refers to when schools were open. Special attendance and absence codes were used during the pandemic to record home learning, self-isolation and Covid-19 infection. Scottish Government analysis highlights possible under-reporting of absence from home learning and notes that full-year data for 2020-21 is not directly comparable to other years. Attendance in later years should be seen in the context of absence rates associated with the return to learning in school.

Chart 8: Percentage attendance at primary school

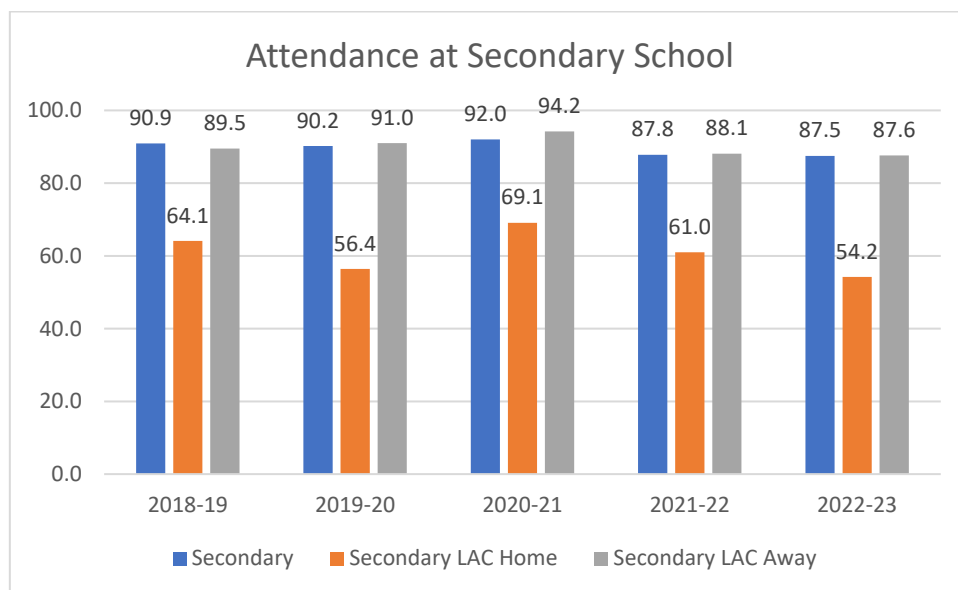
<sup>8</sup> Some data is published [by Scottish Government](#). For other years analysis is drawn from local systems.



In 2022-23 attendance for all children at primary school increased by 0.3pp. Attendance rates for this group remain slightly below pre-pandemic levels.

Attendance for children looked after away from home continues to be the highest across the primary sector. Looking across a five-year period, there has been improvement in attendance for children looked after at home. In 2023-24 we will continue to explore targeted interventions to support care-experienced learners to attend school, including the use of the school engagement team.

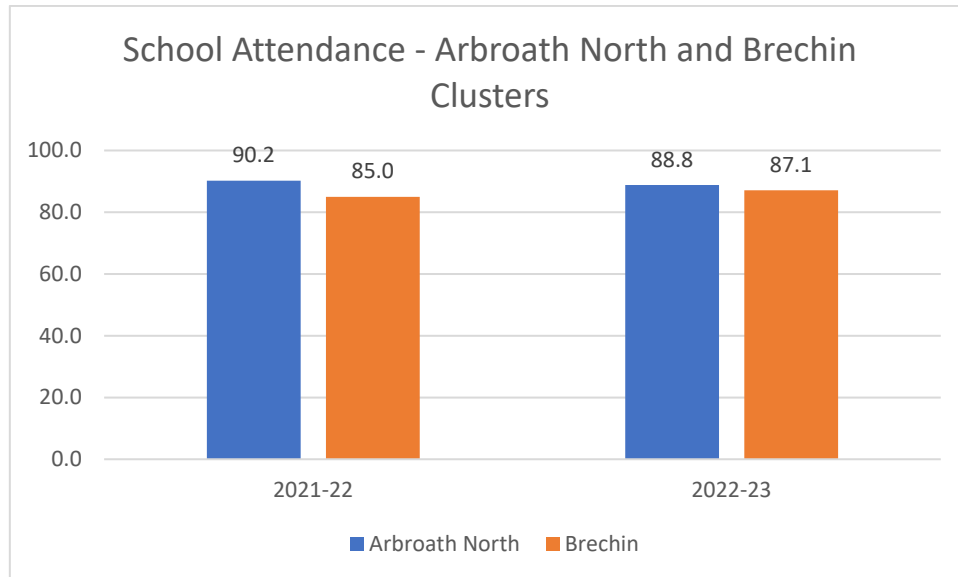
Chart 9: percentage attendance at secondary school



In 2022-23 attendance for all young people at secondary school declined by 0.5pp. Attendance for all three measures is currently at its lowest level when compared

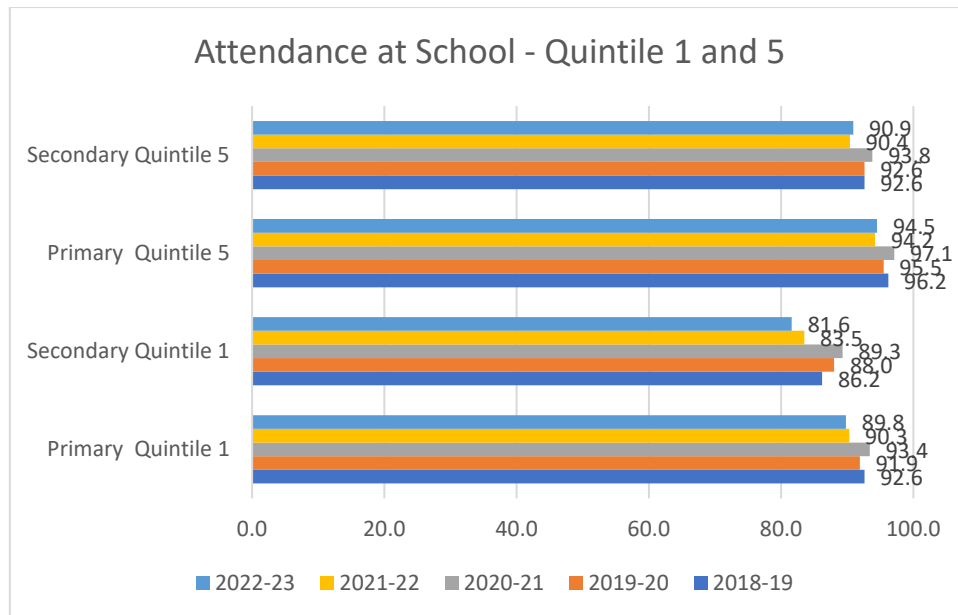
across a five-year period. The cohort size for young people looked after at home was 14 in 2022-23 and changes in performance for this indicator should be considered in this context. As in previous years, attendance for young people looked after away from home exceeds all other measures.

Chart 10: Percentage attendance – Arbroath North and Brechin Clusters



In 2022-23 the proportion of children and young people attending school in the Brechin cluster increased by 2.1pp and the stretch aim of 87.0% was achieved. Attendance in Arbroath North cluster decreased by 1.4pp, and the stretch aim of 92.2% was not achieved. School engagement officers have been working on a targeted basis with individual learners in both clusters. Initial data from this team indicates that attendance has improved for children and young people receiving this input. In session 2023-24 the team will continue to work with identified individuals, with a potential for expansion to other schools.

Chart 11: Percentage attendance for SIMD Q1 and 5, primary and secondary



In 2022-23 school attendance for those living in SQ1 decreased by 0.5pp for primary school and 1.9pp for secondary school. Attendance in SQ5 increased by 0.3pp for primary school and 0.5pp for secondary school. Attendance in SQ5 for both primary and secondary school is higher on average than for the whole population.

To strengthen our understanding of how poverty impacts on school attendance<sup>9</sup>, a triangulation of the SQ1 data has been made with attendance for children at primary school entitled to school clothing grants, and young people at secondary school who are entitled to free school meals. Attendance for these groups is lower than SQ1 averages.

Primary SCG = 88.0% attendance

Secondary FSM = 78.6%

### 3 Core Plus Measures

The following charts show trend data for additional performance measures we are monitoring:

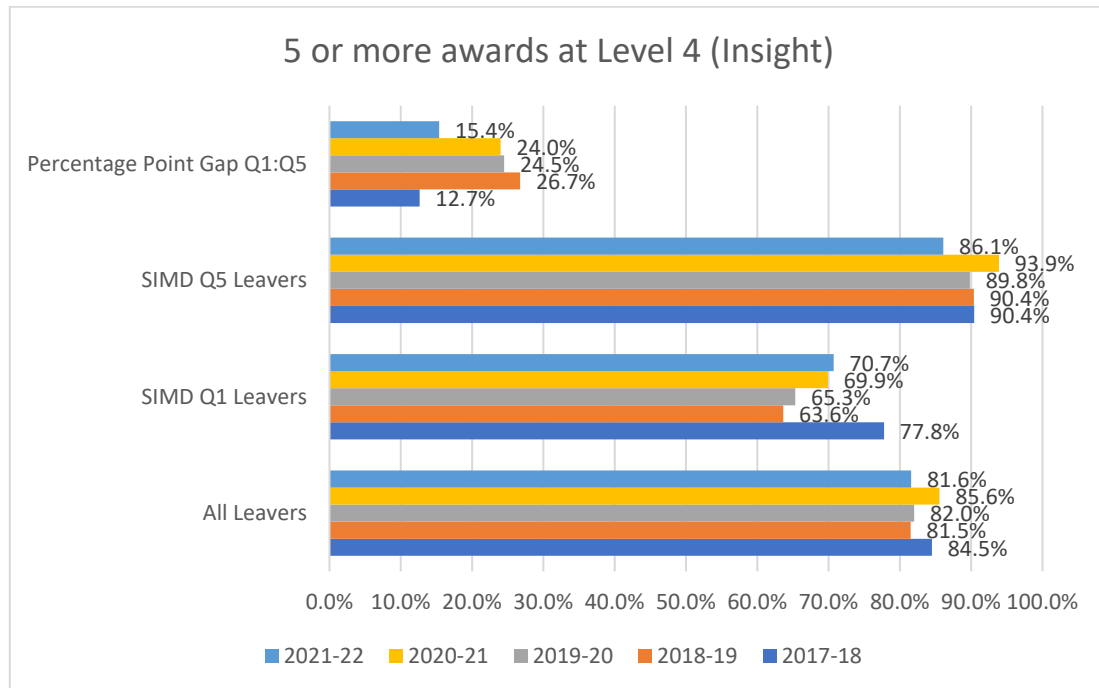
- Percentage of school leavers achieving 5 or more awards at SCQF Level 4
- Percentage of school leavers achieving 5 or more awards at SCQF Level 5
- Percentage of school leavers achieving 3 or more awards at SCQF Level 6
- Percentage of school leavers achieving 5 or more awards at SCQF Level 6

<sup>9</sup> <https://www.strath.ac.uk/humanities/schoolofeducation/blog/schoolattendanceandthepoverty-relatedattainmentgap/>

- Free school meals

### 3a Senior Phase

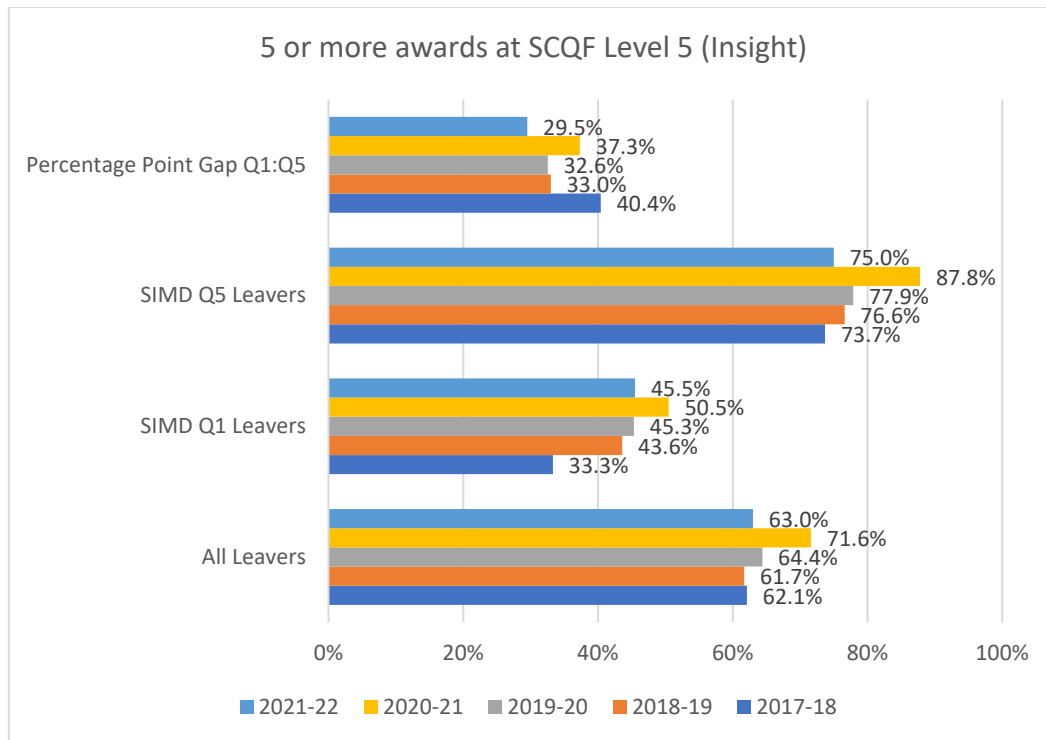
Chart 12: 5+ at Level 4



In 2021-22 most school leavers achieved five or more awards at SCQF Level 4, a decrease of 4pp compared to the previous year. When comparing data across a five-year period, current performance improves slightly on pre-pandemic attainment in 2018-19. A similar pattern can be seen in SQ1. In SQ5, attainment for this measure in 2021-22 was the lowest across the five years. The overall attainment gap has narrowed to its lowest level since 2017-18. In 2021-22, Angus Council performance was better than the VC for leavers in SQ1 and below the VC the overall measures and leavers in SQ5 and the leaver cohort overall.

In 2021-22 a majority of care-experienced school leavers achieved five or more awards at Level 4. Angus Council performance was below the VC for this indicator, however it should be noted that there is an improving trend across a five-year period.

Chart 13: 5+ at Level 5

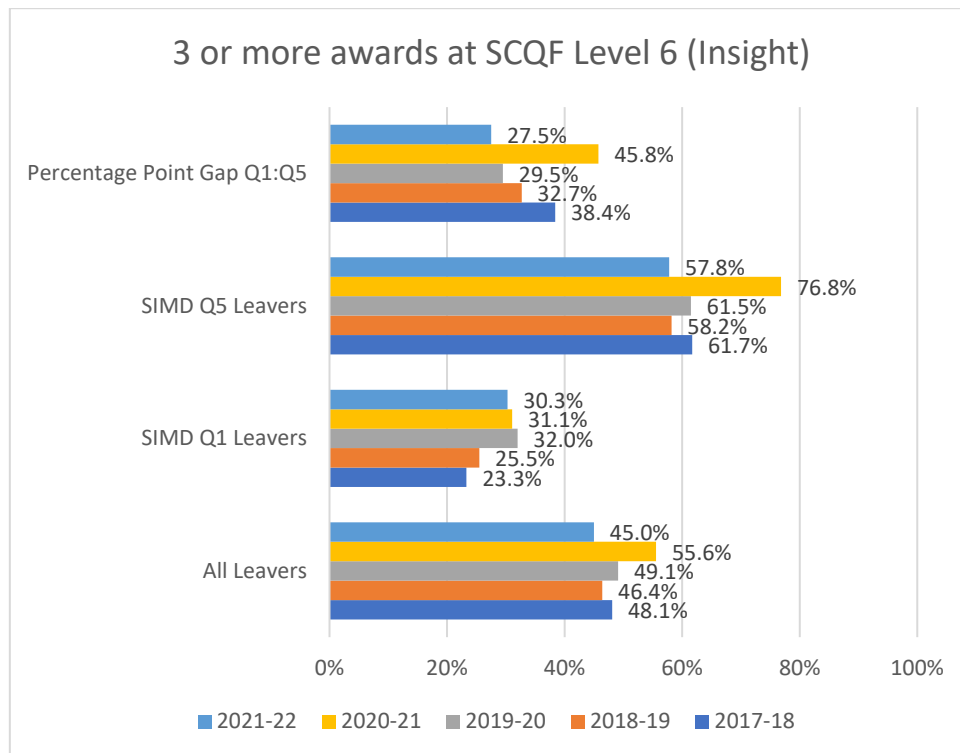


In 2021-22 a majority of school leavers achieved five or more awards at SCQF Level 5, a decrease of 8.6pp compared to the previous year. When comparing data across a five-year period, current performance improves on pre-pandemic attainment. A similar pattern can be seen in SQ1 and 5, with the overall attainment gap narrowing to its lowest level in 2021-22. Angus Council performance was better than the VC for all leavers and those in SQ1 and 5 specifically.

In 2021-22 less than half of care-experienced school leavers achieved five or more awards at Level 5. Angus Council performance was below the VC for this indicator, however it should be noted that there is an improving trend across a five-year period.



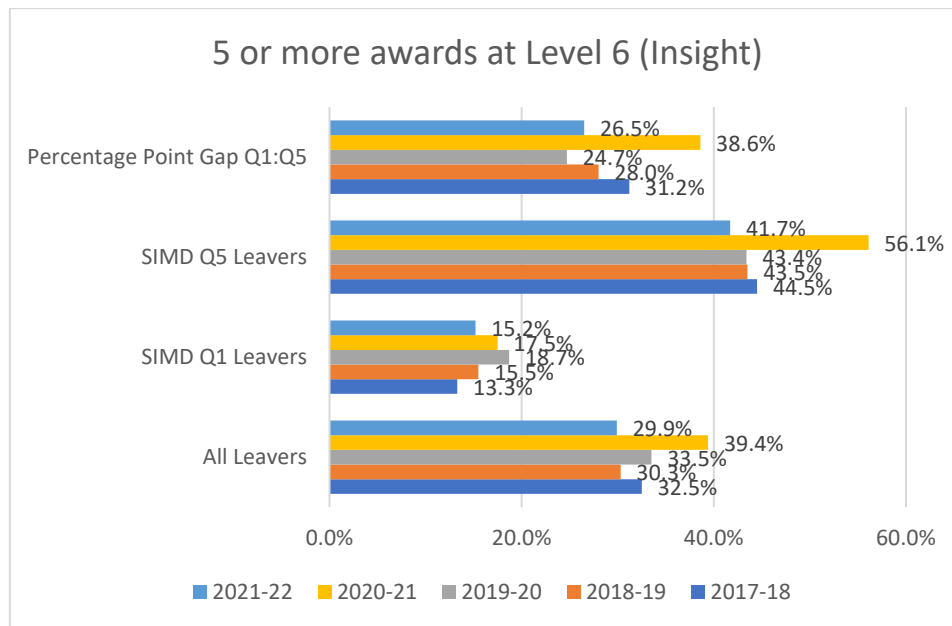
Chart 14: 3+ at Level 6



In 2021-22 less than half of school leavers achieved three or more awards at SCQF Level 6, a decrease of 10.6pp compared to the previous year. When comparing data across a five-year period, current performance is lower than pre-pandemic attainment. A similar pattern can be seen in SQ5. In SQ1 attainment reduced by 0.8pp in 2021-22 but has improved overall across a five-year period. The attainment gap for this indicator is currently at its lowest level for the five years. Angus Council performance was better than the VC for leavers in SQ1, and below the VC for all leavers and those in SQ5.

In 2021-22 a minority of care-experienced school leavers achieved three or more awards at Level 6. Angus Council performance was below the VC for this indicator. Due to the small size of this cohort, which is further impacted by staying-on rates for care-experienced young people, performance for this indicator is variable across a five-year period.

Chart 15: 5+ at Level 6



In 2021-22 a minority of school leavers achieved five or more awards at SCQF Level 6, a decrease of 9.5pp compared to the previous year. When comparing data across a five-year period, current performance is lower than pre-pandemic attainment. A similar pattern can be seen in SQ5. In SQ1 attainment reduced by 2.3pp in 2021-22 but has improved slightly compared to 2017-18, and is broadly in line with 2018-19. The attainment gap for this indicator is currently at its lowest level for the five years, with the exception of 2019-20. Angus Council performance was below the VC for all leavers and for those in SQ1 and 5 specifically.

In 2021-22 a minority of care-experienced school leavers achieved five or more awards at Level 6. Angus Council performance was below the VC for this indicator. Due to the small size of this cohort, which is further impacted by staying-on rates for care-experienced young people, performance for this indicator is variable across a five-year period.

### 3b Free School Meals

The following charts present data relating to free school meal entitlement and uptake. Charts 16-18 use data from the annual 'Healthy Living Census'<sup>10</sup> which takes place annually in February. These figures are therefore 'as at' the survey date and vary throughout the year. The survey did not take place in 2021 due to the pandemic. In Chart 16, 2018-20 refers to children in P4-7, and 2022-23 refers to children in P6-7. This is due to changes in universal free school meal entitlement. To add further context, Chart 19 presents average school meal uptake across academic session 2022-23.

<sup>10</sup> <https://www.gov.scot/publications/school-healthy-living-survey-statistics-2022/documents/>

Chart 16: Income-based free school meal registrations - Primary

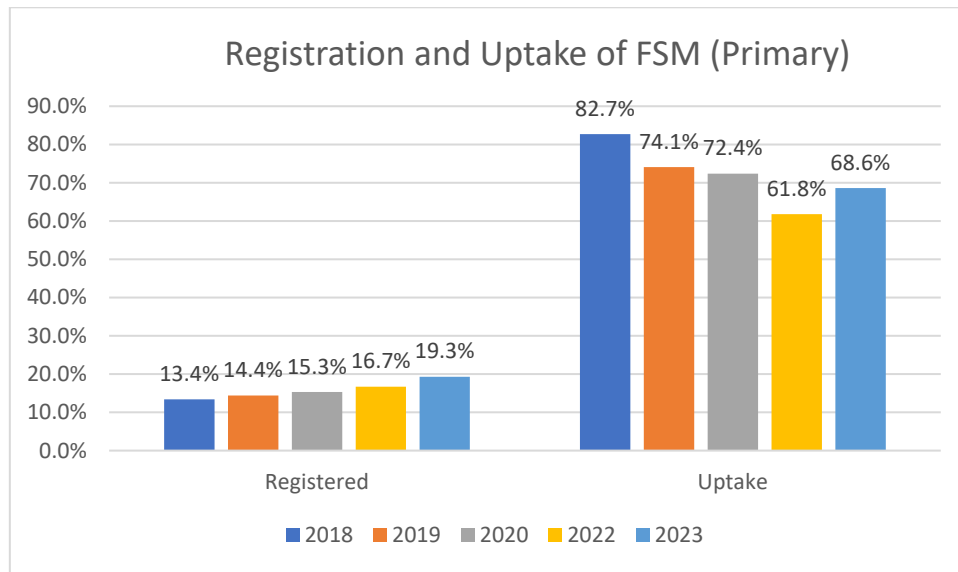


Chart 17: Income-based free school meal registrations - Secondary

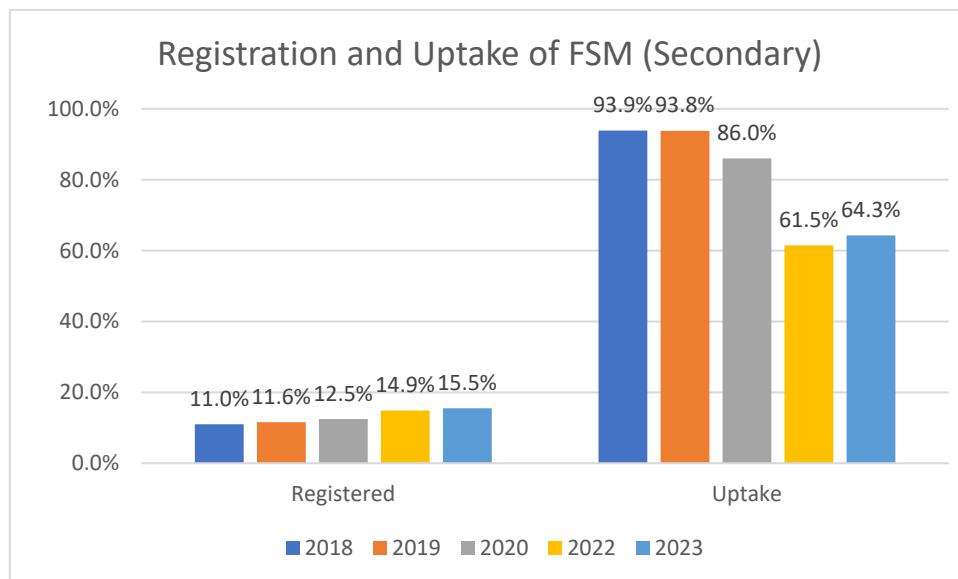
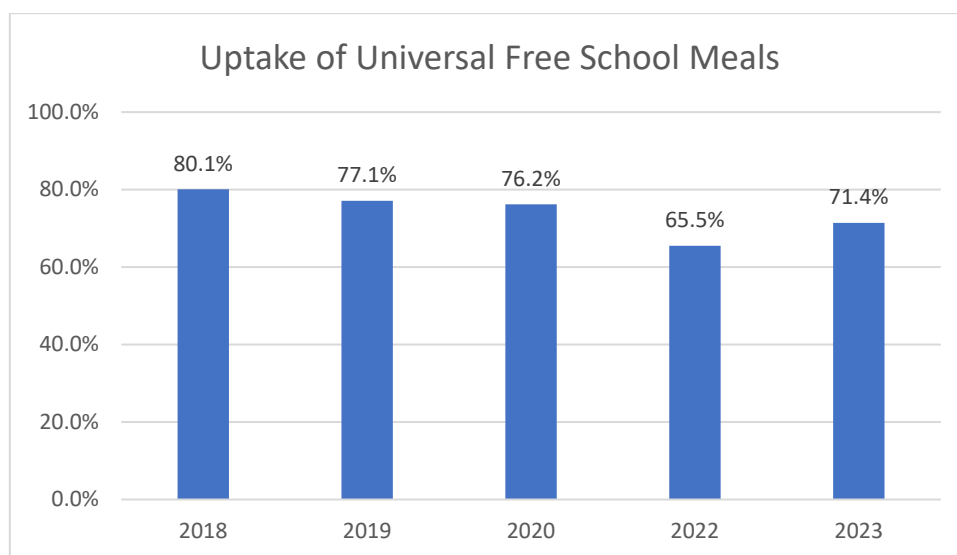
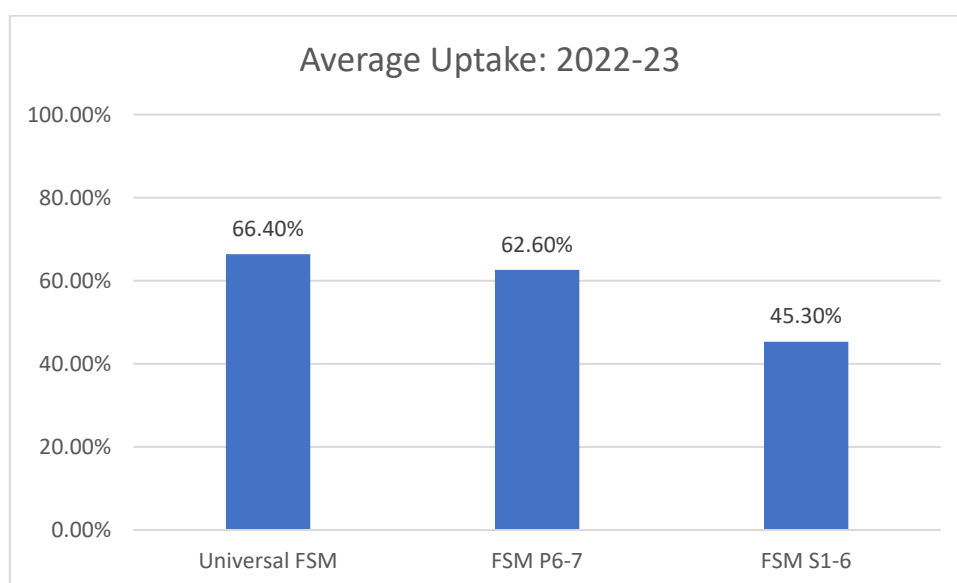


Chart 18: Percentage uptake of universal free school meals



In 2022-23 the percentage of children and young people eligible for free school meals on the basis of income again increased. This increase is not unexpected when considered in the context of wider pressures on the cost-of-living. For both primary and secondary school there was increased uptake of entitlement on the census day in 2023. This represents a positive trend change, although it is noted that uptake remains considerably below pre-pandemic levels. Universal free school meals are now offered to all children in P1-5, regardless of income. There is a national commitment to extend the offer to P6 and P7, however there is no clear timetable for doing so. Uptake of universal free school meals improved by 5.9pp in 2022-23. This is encouraging and monitoring of this data will continue in 2023-24.

Chart 19: Average free school meal uptake



The chart above shows average uptake for the whole school year. Overall uptake of free meals at secondary school remains lower than we would prefer. Increasing uptake across all sectors is a priority for Angus Council and Tayside Contracts. In 2023-24 we will roll-out a pre-order system for secondary school meals. Young people have told us that having such a facility would encourage them to take a meal in school. We will continue to monitor this data on a monthly basis at a service level.

## 4 Next Steps

In 2023-24 we will make the following changes to the 'Core Stretch Aims' measures:

1. The senior phase attainment measures will be changed to **the proportion of school leavers attaining 1 or more award at SCQF Level 5 / Level 6 based on Insight (All SCQF Awards)**. This change is made in accordance with the Strategic Framework for Recovery and Accelerating Progress.

In 2023-24 we will make the following additions to our 'Core Plus' measures:

1. Analysis for achievement of CfE Literacy and Numeracy for children in receipt of School Clothing Grants.
2. Analysis of school leavers achieving 5 or more awards at SCQF Level 3.
3. Analysis of initial positive destinations, including for care-experienced young people.
4. Analysis of exclusions data for care-experienced learners, compared to their peers.
5. Analysis of attainment data for school leavers with additional support needs.
6. We will also explore where additional analysis for "previously looked after" learners can be provided, reflecting a data gap identified in the Promise Oversight Board Report Two.
7. Analysis of children meeting developmental milestones.

In April 2024 a further performance report will be brought before Children and Learning Committee with 2022-23 data for CfE Literacy and Numeracy and Senior Phase Attainment. An interim update on attendance during session 2023-24 will also be provided.