

# Scottish Attainment Challenge

**Triannual Report 2**

**March 2023**

**Moray Council**

**For Scotland's learners, with Scotland's educators**

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## Section 1

### 1.1 Introduction

This report provides an overview of the local authority's progress in implementing the Scottish Attainment Challenge (SAC) program for the reporting period December 2022 to March 2023. The key theme for this report is data for improvement.

### 1.2 Progress towards next steps

**The lead central officer and the attainment advisor (AA) will continue to support outcomes and measures for Strategic Equity Fund (SEF) proposals** Significant progress has been made and monthly meetings have taken place with the SEF project leads. Recruitment of key posts has taken place. Driver diagrams have been developed to capture high level aims into smaller manageable goals. Impact will start to be captured and measured against original proposals in term four.

**The lead central officer and the AA will populate the local authority Pupil Equity Fund (PEF) database which will give a clear baseline and rationale for PEF support** Some progress has been made in populating the PEF database. Data collated evidences impact and emerging spend trends within the local authority (LA). The central team and AA will continue to undertake this task to inform targeted support and maximise impact.

**Clarification of PEF carry over and remaining budget for the 21/22 academic session** Strong progress has been made in understanding PEF carry over and forecast. The quality improvement manager, alongside finance colleagues, has worked hard to collate this information and disseminate it accordingly. 13 schools have been targeted in this reporting period, with a further six schools identified as requiring a visit from the AA to explore PEF underspend and planning. This has resulted in underspend being reduced by approximately 60% (approx. £600,000) within three months. However, there continues to be a capacity risk attached to this. The central team is reflecting on lessons learned and are exploring creative ways to mitigate risks moving forward.

**Central team staff will continue to roll out SEEMiS Progress and Achievement training to relevant staff** Significant progress has been made on this task. 75% of staff within Moray have now accessed this training, which is a 45% increase from the last reporting period.

The majority of staff report that this is facilitating tracking attainment and achievement of pupils allowing for targeted support on identified stages or groups/cohorts.

**The education central team in collaboration with social work colleagues will recruit and appoint a virtual head teacher for Care Experienced Children and Young People who will lead on the actions identified in the 22/23 summary report** Significant progress has been made with the recruitment for this post being concluded. The appointment of this post will provide a holistic overview of identified pupils. It is envisaged that this will help to co-create environments where children and young people will feel more settled and motivated. This, in turn, may help to improve attendance and educational outcomes.

**As part of the “Supporting all Learners” (SAL) strategy, nurture training will be delivered to staff via the SAL strategic group in the November inset days** Strong progress has been made with training successfully delivered across all eight associated school groups (ASGs). Self-evaluation has indicated that further work is required to ensure that nurture principles are consistently embedded across ASGs. Key actions will form an action plan which is being developed with SAL Strategy Group to address this.

## Section 2

Theme: Data for improvement

### 2.1 Systems and Processes

An extensive programme of events to support staff in using data effectively to inform school improvement has taken place. SEEMiS Progress and Achievement training has been delivered to the majority of senior staff, in a train the trainer approach. This will enable senior leaders to create holistic pictures of learners and target support accordingly.

Robust interrogation by the central team has ensured that the majority of schools have improved knowledge and application of data. Schools provide data information on predicted performance at all levels three times a year. Rigour in self-evaluation for improvement is supported by the “Moray Health Checks.” A systematic approach and regular professional dialogue between school leaders and central officers around data and improvement targets takes place regularly. The attainment advisor (AA) supports data interrogation via Scottish Attainment Challenge visits. This has all led to self-reporting of greater practitioner confidence in data use and handling.

One data analyst collates and presents the data. There is an emerging risk associated with this role/task due to capacity issues which is being explored internally. Central team and schools are responsible for analysis of the data which is intersected with national data and local qualitative data. There has been some progress with schools interrogating this data and applying this to PEF planning. A bespoke PEF planning template has been developed. This is currently being used by a majority of schools, however, there is inconsistency in the population of this. The AA will continue to offer targeted support to address emerging need.

Self-evaluations gathered from the ADES, Education Scotland, Moray Collaborative Improvement Event in March has informed future approaches to data gathering and analysis. Reviewing current approaches to data analysis and dataset sharing may lead to increased data literacy and improvement in attainment as this will be based on present, real-time data.

## 2.2 Broad General Education

There has been no improvement in the poverty related attainment gap for literacy and numeracy. This gap has increased over time. Quintile one v quintile five is being used to measure the poverty-related attainment gap.

### **Literacy**

In 2021-2022, overall levels of attainment in literacy for P1,4,7 combined, improved by 1.1% when compared to 2020-2021. There has been no improvement in attainment compared to 2018-2019 data. Current performance is below the national average by 6%. The poverty-related attainment gap has widened from 2020-2021. The gap has increased from 19.8% to 26 percentage points (pp) in 2021-2022. This is above the national poverty-related attainment gap by 4.7%. Post pandemic poverty-related attainment data has shown a year-on-year increase of the gap. Achievement of stretch aims for literacy (combined) would see improvements in levels of attainment of 2%, which would lead to a decrease of the poverty-related attainment gap from 26% to 18%.

### **Numeracy**

In 2021-2022, overall levels of attainment in numeracy for P1,4,7 combined, improved by 4% when compared to 2020-2021 levels. 2021-2022 data illustrates signs of recovery in relation to pre-pandemic performance with an 8pp increase when comparing 2021-2022 and 2018-2019 data. Although there have been improvements, levels are below the national average by 6%. When looking at the data for each stage in isolation, the most significant improvement is at P4 with a 4% increase. However, the poverty-related attainment gap has widened in 2021-2022, increasing from 17.5% in 2020-2021 to 25pp in 2021-2022. This is higher than the national poverty-related attainment gap by 7.3%. Achievement of stretch aims for numeracy would see improvements in levels of attainment of 3%, which would lead to a decrease of the poverty-related attainment gap from 25% to 16%.

## 2.3 Senior Phase

Quintile one (Q1) v quintile five (Q5) is being used to measure the poverty-related attainment gap.

### **1 or more Level 5 qualifications (SQA National A-C pass)**

Overall levels of attainment in this measure have increased by 0.02 percentage points (pp) to 86.60% of all school leavers achieving one or more qualifications when compared to 2021. The percentage of leavers from quintile 1 achieving this measure has increased by 18.16pp. The poverty-related attainment gap has reduced considerably from 2020-2021. The gap has decreased from 36.93% to 10.58% in 2021-2022. This demonstrates a 26.35pp improvement. Therefore, the stretch aim for this measure has been achieved.

### **1 or more Level 6 qualifications (SQA National A-C pass)**

Overall levels of attainment in this measure have decreased by 5.01pp to 55.97% of all school leavers achieving one or more qualifications when compared to 2021. The percentage of leavers from Quantile 1 achieving this measure has increased by 4.90pp. The poverty-related attainment gap has reduced considerably from 2020-2021. The gap has decreased from 39.15% to 21.06% in 2021-2022. This demonstrates an 18.09pp improvement. Therefore, the stretch aim for this measure has been achieved.

### **Annual Participation Measure**

There is a marginal decrease in the overall annual participation levels from 91.8% in 2021 to 91.6% in 2022. This is 0.8% below the national average. Despite this, data indicates that there is a narrowing of the poverty related attainment gap for quantile Q1 v Q5 1.7pp. A 1.4% increase of overall levels is required to achieve the stretch aim. There has been a positive increase in the initial leaver destinations in 2022, which is above all comparators for the first time in five years.

## 2.4 Progress towards stretch aims

Core stretch aims are tracked and monitored via SEEMiS. The Moray tracker is used to measure core plus stretch aims. Progress to achieve stretch aims has been made across the majority of core stretch aims; with a minority requiring progress. Examples include:

- Progress is being made for the percentage of primary pupils achieving expected Curriculum for Excellence (CfE) in literacy (combined): Overall levels for literacy (combined) has increased by 1.1% in 2021/2022. An increase of 2 percentage points (pp) is required to achieve this stretch aim.
- Good progress is being made for the percentage of primary pupils achieving expected CfE numeracy (combined). Overall levels for numeracy (combined) have increased by 4% in 2021/2022. An increase of 3pp is required to achieve this stretch aim.
- Currently, no progress is being made to achieve stretch aims for attendance and exclusion, respectively. This is due all secondary schools reporting below 90% attendance, which is reflective of the national picture. Exclusion rates are also increasing; which will prove a challenge to achieve the attendance and exclusion stretch aims previously set in September 2022. An action plan is being developed to explore the reasons behind this and identify steps that can be taken to address low attendance and alternatives to exclusion. This will include reviewing the attendance policy and developing an attendance toolkit to support schools.

From the ADES/ Education Scotland Collaborative Improvement Sessions that took place in March, priority areas were identified, which will support attainment and stretch aims. This includes co-creation of a holistic plan that will improve learning, teaching, and assessment to meet the needs of all learners. An improved curriculum offer to meet the needs of all learners will also be considered as part of this plan.



## Section 3

### 3.1 Next steps for continuous improvement

- Successfully induct virtual head teacher to lead on the Care Experienced Children and Young People Fund objectives
- Exploration, and if appropriate, the creation of a SAC data/finance post to support SAC planning and capturing impact
- The development of an action plan with clear time frames to address emerging attendance and exclusion data
- Feedback from the Collaborative Improvement session has evidenced the need for a co-created, holistic plan to focus on:
  - Improved learning, teaching, and assessment to meet the needs of all learners
  - Improved curriculum to meet the needs of all learners
  - As part of this, the outstanding additional support needs review will be concluded

**Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330

**E** [enquiries@education.scotland.gsi.gov.uk](mailto:enquiries@education.scotland.gsi.gov.uk)

[www.education.gov.scot](http://www.education.gov.scot)

