REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018**

SUBJECT: **ANALYSIS OF INTERIM SECONDARY SCHOOL ATTAINMENT 2017/18**

BY: **ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)**

1. REASON FOR REPORT

1.1 The Committee is asked to scrutinise and note the attainment of secondary schools in Moray for session 2017/18.

1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee scrutinise and note the position in respect of attainment of young people in Moray.

3. BACKGROUND

3.1 Performance in the Senior Phase is profiled by four key national measures on Insight, the Senior Phase Benchmarking Toolkit. This provides a holistic approach to:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school destinations
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

3.2 The exam results are available to schools in August each year and analysis of these results for cohort groups appear within the Insight toolkit in September; the data relating to leaver destinations is not available until December and therefore, this information does not appear in Insight till February of the following year and the complete picture of leaver attainment and the achievement of young people in Moray will be available from March onwards each year.

3.3 <u>Insight Benchmarking Measures – National Measures</u>

As noted in paragraph 3.2 above, the data for the four national benchmarks will be available each year in late February, once the school leavers data has been compiled. It is especially important to reiterate that this represents data for all school leavers from S4-6 for the school year 2017/18, as opposed to individual cohorts of learners. The National Measures exclusively profile our school performance for learners at the point of exit from secondary school education.

3.4   Insight Benchmarking Measures – Local Measures

In September each year it is possible to profile school performance within the local measures and in the breadth and depth of awards gained by learners on a cohort by cohort basis (i.e. for S4, S5 and S6 pupils).

The Local measures that are pertinent to report on a cohort by cohort basis at this time are:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Tackling disadvantages by improving the attainment of lower attainers relative to higher attainers

3.5   Virtual Comparator

Insight creates a virtual comparator school based on selecting young people from across Scotland that match the characteristics of the young people in the school in question. The performance of the school can then be assessed in relation to that of the virtual school. A similar methodology is used in Insight to generate a virtual local authority for benchmarking local authority performance. It is important to note that features such as similar curriculum models or structures are not included in the comparison.

3.6   Breadth and Depth

Insight allows us to profile the breadth and depth of qualifications completed by learners in each year in the senior phase. This is seen as a direct alternative to the previous method of reporting on performance of pupils attaining 1+, 3+ and 5+ awards at levels 5, 6 and 7 in the previous format in STACs (Standard Tables and Charts). This year we are again able to profile the attainment of our S6 cohort throughout the senior phase (from S4-S6).

3.6   Tariff Score Methodology

In the local measures of Improving Attainment for All and Tackling Disadvantage by improving the attainment of lower attainers relative to higher attainers, learner performance is measured by the number of tariff points they have accrued during the Senior Phase. The number of tariff points a young person accrues in their school career is currently based on their 'latest and best performance' i.e. if a learner achieves an A pass at National 5 in S4 this would accrue 84 points, but would be superseded by their performance at Higher in the same subject in S5 and again by performance at Advanced Higher in S6. The points are not aggregated for an improved performance in a given subject area.

The total tariff points for the candidate across all of their subjects is calculated as a cumulative measure of their latest and best attainment in each subject to the given point in time plus points for any standalone units which are unrelated to any other subject qualification. Measures presented in the tool are then an average of the total tariff points for the relevant candidates in the cohort.

The complementary tariff measure is the sum of tariff points accumulated across the latest and best achievement in subjects in which a learner has achievement, up to a maximum of 120 SCQF credit points. The subjects which contribute to the 120 SCQF credit points in the complementary tariff measure are those in which the learner has achieved the highest tariff points relative to the amount of learning in that subject (subject tariff points / SCQF credit points for that subject).

For purposes of this paper, we will consider that complementary tariff points as that gives a truer reflection of a young person's attainment regardless of school curricular models.

3.7   Local Measure – Improving Attainment in Literacy and Numeracy

S4 based on S4 cohort

	Moray			VC		
Local Measure	2016	2017	2018	2016	2017	2018
Level 4 Literacy and Numeracy	80%	80%	73%	85%	88%	84%
Level 5 Literacy and Numeracy	40%	46%	42%	49%	56%	53%
Further information	2016	2017	2018	2016	2017	2018
Level 4 Literacy	92%	93%	90%	92%	94%	92%
Level 5 Literacy	67%	73%	71%	67%	74%	73%
Level 4 Numeracy	83%	82%	78%	87%	90%	87%
Level 5 Numeracy	43%	48%	44%	55%	61%	53%

The levels for Literacy and Numeracy for the S4 cohort in 2018 have fallen, this is broadly in line with a decrease evident in our virtual comparator data.

S5 based on S5 cohort

	Moray			VC		
Local Measure	2016	2017	2018	2016	2017	2018
Level 4 Literacy and Numeracy	90%	89%	91%	94%	94%	94%
Level 5 Literacy and Numeracy	66%	64%	66%	71%	74%	74%
Further information	2016	2017	2018	2016	2017	2018
Level 4 Literacy	97%	96%	96%	97%	97%	97%
Level 5 Literacy	87%	84%	86%	86%	88%	89%
Level 4 Numeracy	91%	90%	91%	94%	95%	95%
Level 5 Numeracy	68%	65%	67%	73%	77%	76%

For S5 young people, Numeracy has seen an improvement in the level of attainment from previous years, especially at level 5; Literacy has maintained performance at level 4 and seen an increase in Level 5 from previous years. Moray is performing below the VC for both measures.

S6 based on S6 cohort

	Moray			VC		
Local Measure	2016	2017	2018	2016	2017	2018
Level 4 Literacy and Numeracy	96%	96%	94%	95%	97%	96%
Level 5 Literacy and Numeracy	83%	84%	83%	84%	87%	87%
Further information	2016	2017	2018	2016	2017	2018
Level 4 Literacy	98%	97%	97%	98%	98%	98%
Level 5 Literacy	96%	96%	95%	95%	96%	96%
Level 4 Numeracy	96%	96%	94%	96%	98%	97%
Level 5 Numeracy	85%	85%	84%	85%	88%	87%

For S6 young people, Numeracy has seen a slight reduction in attainment from previous years; Literacy has maintained performance at level 4 and a slight decrease at Level 5 from previous years. Moray is performing below the VC for both measures, with the Literacy only very slightly below.

There has been focused work on the S5 cohort to close the literacy and numeracy gaps which were evident in their S4 attainment. This is a strategy which will continue for S5 pupils and extend to S4 and S6 pupils with the restructuring of the secondary school week enabling flexibility in order for this to be undertaken by all our schools.

3.8   <u>Local Measure – Improving Attainment for All (using Complementary Tariff)</u>

This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Three ability cohorts are identified for the school, its VC and Scotland as a whole: those in the bottom 20% of tariff points scored, those in the top 20% of tariff points scored, and those that fall within the middle 60% of tariff points scored. The tables below show the average number of tariff points, using the Complementary tariff score method, accrued by learners in each year group during the last three academic sessions.

S4 (based on S4 roll)

S4 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Moray	109	102	95	296	306	291	419	421	423
VC	117	133	114	318	331	320	427	428	427
National	107	115	100	312	317	308	424	424	425

Our S4 cohort of the lowest 20% are performing less well in comparison with both the VC and the national figures; our attainment for our lowest 20% of attainers is on a downward trend. The middle attainers perform slightly lower than both the VC and the Scottish figures with our highest attainers performing slightly below the VC and the national average.

S5 (based on S5 roll)

S5 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Moray	203	173	171	573	551	587	959	946	950
VC	204	211	219	609	624	635	966	971	974
National	189	193	192	580	588	595	962	964	964

The S5 group have reduced the tariff points achieved from last year's level for the lowest 20%. The middle 60% are increasing but are still below the VC and the national figures. The highest 20% have maintained fairly consistent levels from year to year and but compare less favourably with comparator figures.

S6 (based on S6 roll)

S6 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Moray	380	398	376	892	904	902	1390	1376	1383
VC	368	409	385	877	912	907	1364	1378	1385
National	360	368	376	858	870	878	1358	1360	1373

The S6 leavers have reduced from the last 2 years for tariff points for the lowest 20% but still compare favourably with the national figures. The middle 60% have fairly consistent levels of attainment and compare favourably with national data. The highest 20% has improved from last session and compares well with VC and is above national levels.
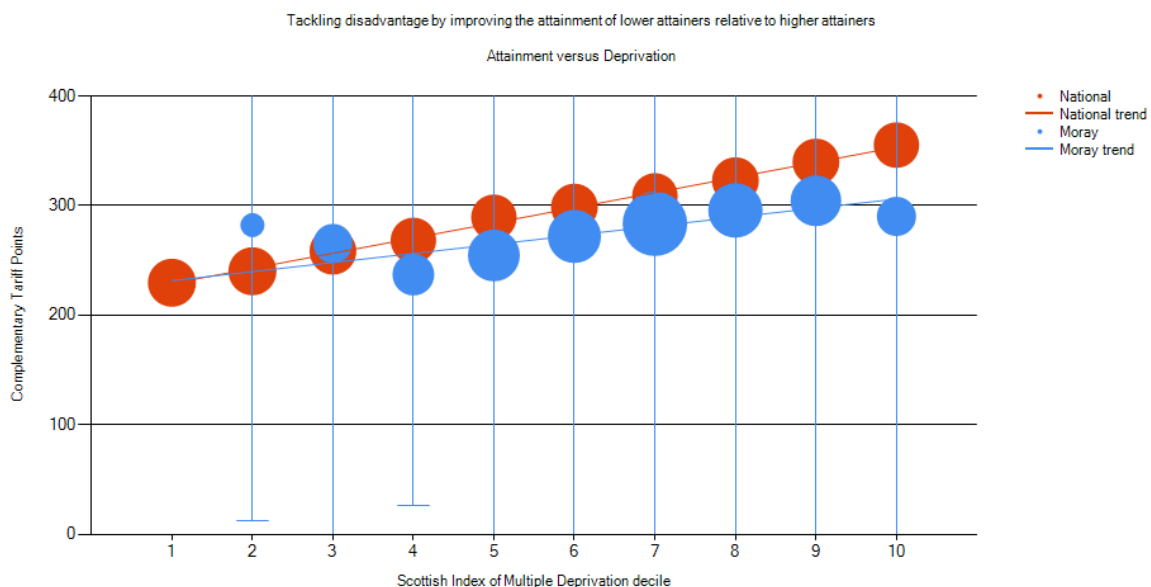
3.9   Local Measure – Initial Leaver Destination – post school destinations

This will be reported on as both a Local and National Measure in March each year, when leaver's data becomes available.

3.10   Local Measure - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs deprivation

The graphs show 2017/18 attainment data for S4, S5 and S6 (using complementary tariff scores) for Moray profiled against national data, broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Thus, decile 1 refers to the attainment of young people with postcodes within data zones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived data zones according to SIMD. In Moray there are no data zones ranked in decile 1.
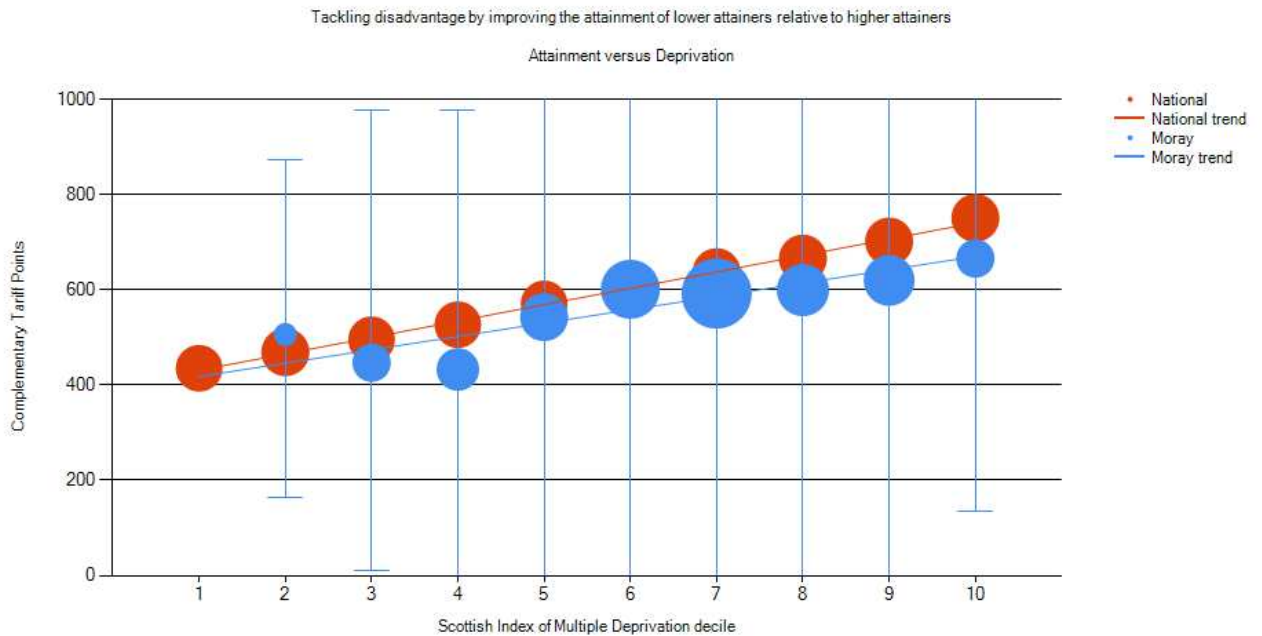
Attainment versus Deprivation
Average Tariff Score of S4 learners by SIMD decile (2018)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

For the S4 cohort in 2017/18 attainment in decile 2 is much greater than the national trend and deciles 5 and 10 are much lower than the national level of attainment.
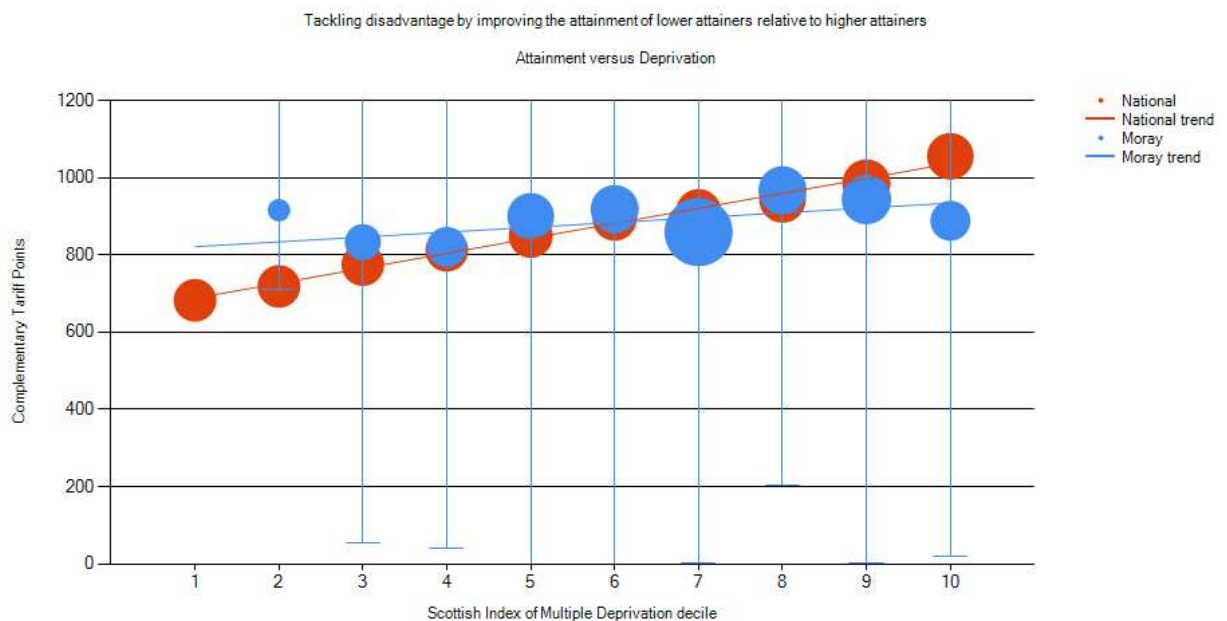
Attainment versus Deprivation
Average Tariff Score of S5 learners by SIMD decile (2018)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

For the S5 cohort in session 2017/18, the performance of young people in deciles 4, 8, 9 and 10 are much lower than the national trend.

Attainment versus Deprivation
Average Tariff Score of S6 learners by SIMD decile (2018)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

For the young people in S6 their performance in deciles 3 and 5 is greater than the national attainment levels with decile 10 much lower than the national trend.

Within Moray, there is a greater emphasis on the range of data which is available to secondary schools; this includes data on the SIMD which supports schools to identify

the areas in which they should focus their improvement planning in order to close the attainment gap.

3.11   For the S4 cohort in 2016 it is now possible to consider the breadth and depth of qualifications which they went on to study in S6 in 2018 and to profile their journey through the whole Senior Phase. The tables below illustrate the number of awards accrued at each level during S4 in 2016 and by the equivalent cohort in S5 (based on the original S4 roll) in 2017, and their final attainment at point of exit in 2018.

S4 Moray Breadth and Depth 2016						
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 or more	97.29%	96.78%	96.58%	95.78%	80.50%	1.91%
2 or more	95.88%	95.38%	95.28%	92.96%	68.84%	0.10%
3 or more	93.77%	93.47%	93.17%	89.55%	59.30%	0.00%
4 or more	90.75%	90.45%	90.15%	85.23%	49.35%	0.00%
5 or more	81.51%	81.31%	81.11%	75.18%	*37.39%	0.00%
6 or more	58.59%	58.39%	58.29%	52.86%	23.22%	0.00%
7 or more	9.15%	9.15%	8.74%	6.23%	1.71%	0.00%

S5 Moray Breadth and Depth 2017						
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 or more	97.67%	97.37%	97.17%	96.26%	85.83%	53.64%
2 or more	96.56%	96.15%	96.15%	94.03%	76.62%	44.03%
3 or more	94.94%	94.74%	94.53%	91.80%	69.43%	34.72%
4 or more	92.41%	92.21%	92.00%	88.56%	61.64%	24.90%
5 or more	87.65%	87.45%	87.15%	82.59%	*53.74%	**13.77%
6 or more	75.30%	75.10%	74.80%	69.94%	42.51%	1.11%
7 or more	44.33%	44.23%	43.72%	40.79%	19.23%	0.10%

S6 Moray Breadth and Depth 2018							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.77%	97.17%	96.86%	96.05%	85.73%	56.38%	19.33%
2 or more	96.76%	95.95%	95.85%	93.93%	76.32%	49.19%	9.01%
3 or more	94.84%	94.43%	94.23%	91.50%	69.43%	42.81%	3.14%
4 or more	92.21%	91.80%	91.60%	88.46%	62.85%	35.22%	0.40%
5 or more	87.96%	87.55%	87.25%	82.79%	*57.19%	**28.34%	0.10%
6 or more	77.33%	77.02%	76.82%	72.17%	49.29%	18.93%	0.00%
7 or more	57.19%	57.09%	56.68%	53.54%	35.63%	8.70%	0.00%
8 or more	38.36%	37.96%	37.85%	36.34%	21.26%	3.34%	0.00%
9 or more	22.06%	21.66%	21.56%	19.84%	10.32%	0.40%	0.00%
10 or more	9.31%	9.31%	9.31%	8.20%	3.64%	0.00%	0.00%

*37.39% of learners from this cohort in Moray had achieved 5 or more awards at level 5 (or greater) by the end of S4 in 2016. For the same cohort, by the end of S5 in 2017, 53.74% of learners had achieved 5 or more awards at level 5 (or greater) and by the end of S6 57.19% of young people had achieved 5 or more awards at level 5. This was lower than the VC figure in S4 of 46.44%

achieving 5 or more awards at level 5; 59.50% with same qualification set at the end of S5 and 63.84% by the end of S6.

**For the same cohort, 13.77% of the young people achieved 5 or more qualifications at level 6, by the end of S5 and this had increased to 28.34% having achieved 5 level 6 awards at the end of S6. This was lower than the VC who had achieved 20.19% level 6 awards at the end of S5 and 35.18% at end of S6.

It is clear that, irrespective of which level is selected and independent of the variance in curricular models between local authorities, the most recent cohort of learners in Moray to attempt the new national qualifications are currently on average achieving fewer qualifications in the Senior Phase by the end of S6 than our VC authority.

Officers provided schools with centrally collated attainment data immediately following the publication of SQA exam results in August, both to enable them to compare their performance and identify best practice across subject areas within the authority and to evaluate progression from level 4 to level 5 and from level 5 to level 6 on a pupil by pupil basis in each school. This has also extended to all schools receiving a data pack of 5 year data for all Moray Schools as well as data for Moray averages, VC, Northern Alliance and National attainment levels in a range of measures to support the use of data in raising attainment and identifying trends as well as recognising gaps and ensuring interventions are in place. This is also being supported by more rigorous tracking and monitoring of pupil progress and anticipated levels of attainment.

Central officers are conducting further attainment analysis using Insight on a school by school basis to assist schools in evaluating their current Senior Phase provision, including curriculum offer and approaches to learner pathways. Subject group meetings have also taken place with a set agenda in order to discuss fully the attainment in subject levels and components and have also included an aspect of sharing good practice across Moray to support improvement.

There are a number of initiatives being undertaken in Moray and across the Northern Alliance to support raising attainment, use of Insight and all schools and central officers having received bespoke training in the use of this benchmarking tool, systematic analysis of data and performance information, literacy and numeracy initiatives within early years. The current Moray raising attainment strategy is being reviewed and rewritten as a robust working document to support our ongoing strategies and focus on raising attainment.

4.   SUMMARY OF IMPLICATIONS

(a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
The Policy was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

(b)   Policy and Legal
There are no legal implications arising from this report.

(c)   Financial implications
There are no financial implications arising directly from this report.

(d)   Risk Implications
There are no risk implications arising directly from this report.

(e)   Staffing Implications
There are no staffing implications arising directly from this report.

(f)   Property
There are no property implications arising directly from this report.

(g)   Equalities/Socio Economic Impact
An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

(h)   Consultations
Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Legal Services Manager (Litigation and Licensing), Equal Opportunities Officer, Human Resources Manager, Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5.   CONCLUSION

5.1   That Committee scrutinises and notes the position in respect of attainment of young people in Moray with regard to National Qualifications in 2018.

Author of Report: Karen Lees, Quality Improvement Officer
Background Papers:
Ref: