



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: ANALYSIS OF SECONDARY SCHOOL ATTAINMENT 2017/18
AND WIDER ACHIEVEMENT 2017/18**

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

1. REASON FOR REPORT

- 1.1 This is an update to the Interim Secondary School Attainment 2017/18 report from the meeting of 21 November 2018 (paragraph 12 of the minute refers). This report included information from Senior Phase National Qualifications results, including information on the National Measures on attainment and achievement as profiled on "Insight", the Senior Phase Benchmarking Tool.
- 1.2 This report is submitted to Committee in terms of Section III (C) (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:-**

- (i) considers and notes the updated attainment information of young people in Moray, with specific regard to the National Measures for leavers published on Insight in February 2019; and**
- (ii) scrutinises and notes the contents of the Wider Achievement report.**

3. BACKGROUND

3.1 Attainment

Insight focuses on performance in the Senior Phase across four key national benchmarking measures. The four national benchmarking measures focus on:

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

It encourages a holistic approach to evaluating attainment and achievement that takes into account the performance within Moray across all four measures.

3.2 A complete picture of the performance of a school (or a local authority, or across Scotland as a whole), requires data from all four of the key measures to be considered together.

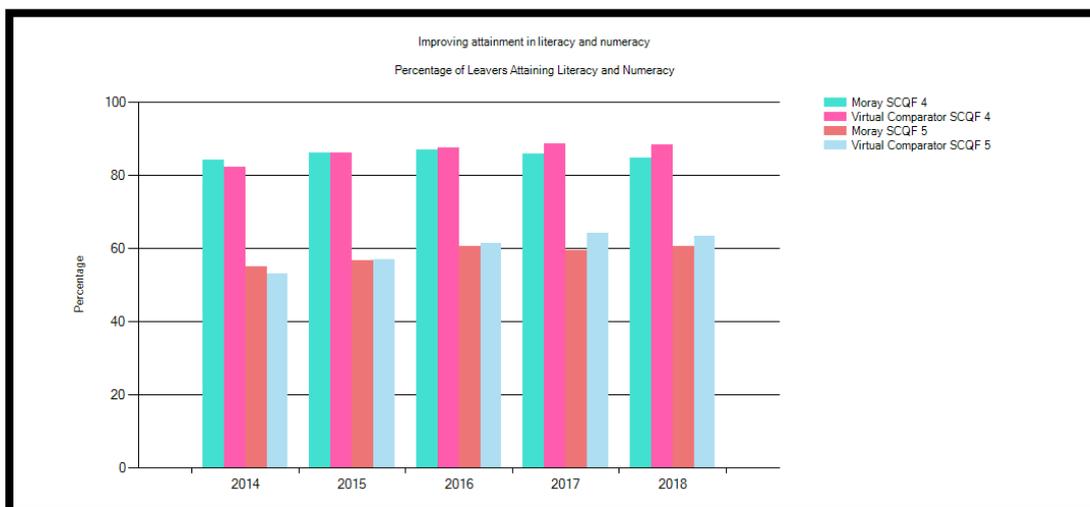
3.3 Although the latest set of annual exam results become available on Insight in September each year, the school leaver destinations data is not available until December, this then appears in Insight in February of the following year. Therefore, it will only be possible to provide a complete picture of attainment and achievement from March onwards each year.

3.4 **Insight Benchmarking Measures – National Measures**

As noted in paragraph 3.3 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–S6 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. The Local Measures, also available on Insight and referred to in the Committee report on 21 November 2018 (para 12 of the minute refers) detail the performance of schools on a cohort by cohort basis. To minimise confusion, it is recommended that we will report solely on the four National Measures in March/April each year. Local attainment performance analysis will take place involving principal teachers and other school senior leaders from September onwards, classified by year group, subject, level of qualification, gender and other filters pertinent to each school.

3.5 **Improving attainment in Literacy and Numeracy**

Improving attainment in Literacy and Numeracy
 % of leavers achieving an award in Literacy & Numeracy at SCQF Levels 4& 5 (2018)



3.5.1 The above graph presents the percentage of leavers achieving an award in Literacy and Numeracy at Scottish Credit and Qualifications Framework (SCQF) Levels 4 and 5 by the end of their school experience for Moray against its virtual comparator for each of the last five years. It shows that attainment levels in Moray have slightly decreased during 2018 at SCQF level 4 but an increase at SCQF level 5. Performance at SCQF level 4 and SCQF level 5 are both lower when measured against our virtual comparator.

Local Measure	Moray				Virtual Comparator			
	2015	2016	2017	2018	2015	2016	2017	2018
Level 4 Literacy and Numeracy	86%	87%	86%	85%	86%	88%	89%	88%
Level 5 Literacy and Numeracy	57%	61%	59%	61%	57%	61%	64%	63%
Further information	2015	2016	2017	2018	2015	2016	2017	2018
Level 4 Literacy	96%	95%	95%	92%	94%	94%	94%	94%
Level 5 Literacy	77%	80%	80%	78%	74%	77%	79%	79%
Level 4 Numeracy	87%	88%	87%	87%	88%	89%	90%	90%
Level 5 Numeracy	59%	63%	61%	62%	61%	64%	67%	66%

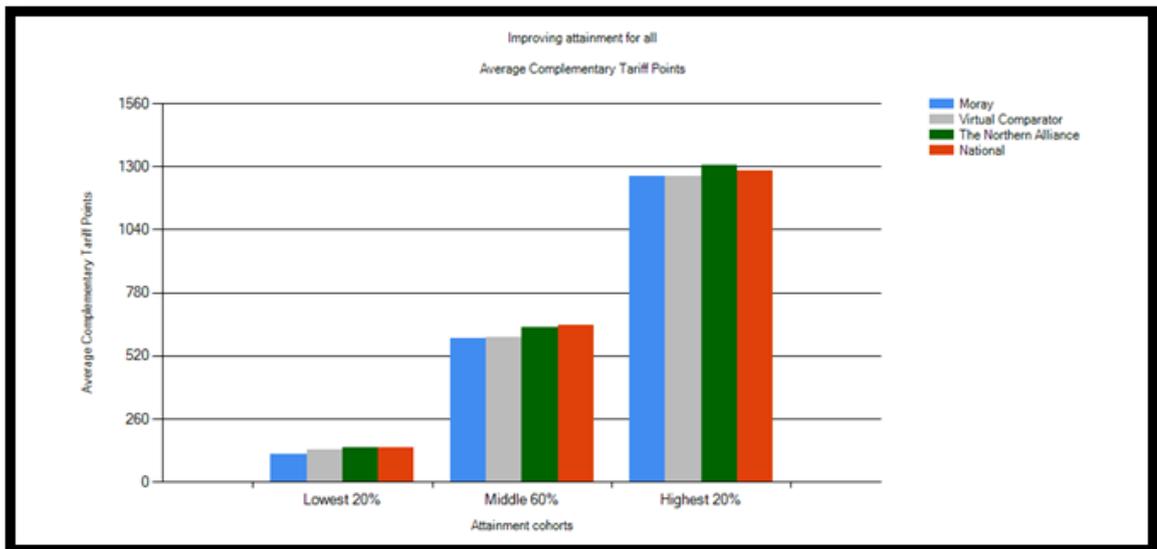
3.5.2 The additional information in the table shows that when literacy and numeracy are considered separately, Moray has seen a decline in SCQF level 4 and 5 literacy, while showing an increase in level 5 Numeracy. Our 4 year trend presents as disappointing literacy which has previously been favourable has declined in session 2017/18 for leavers; however numeracy at level 4 is fairly stable and level 5 has seen slight improvement. These comparisons with our virtual comparator for 2018 shows Moray as slightly below in SCQF level 4 and Level 5 literacy and numeracy. Ongoing work to focus on Literacy and Numeracy continue to be key areas for improvement in our service, with a focus on increasing the proportion of learners achieving both literacy and numeracy at level 5 by the end of their school experience an aim in all our schools. There are a number of initiatives in place in Moray to support the improvement of attainment in both literacy and numeracy through the restructured secondary school week where additional time spent in these areas across the Broad General Education as well as the Senior Phase to identify gaps in both learning and attainment. This has also been discussed during initial school attainment meetings in October with appropriate expectations and initiatives in place. This is being scrutinised further at school level and is an ongoing focus for central staff discussions and school visits.

3.6 Improving attainment for all

3.6.1 This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Attainment is measured using the tariff scale, which was developed for Insight; this

allocates a specified number of points to each qualification (including units), with more demanding qualifications gaining more points than less demanding ones. Three ability cohorts are identified for the school, its virtual comparator 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.

Improving Attainment for all
Average Complimentary Tariff Score of school leavers by ability cohorts (2018)

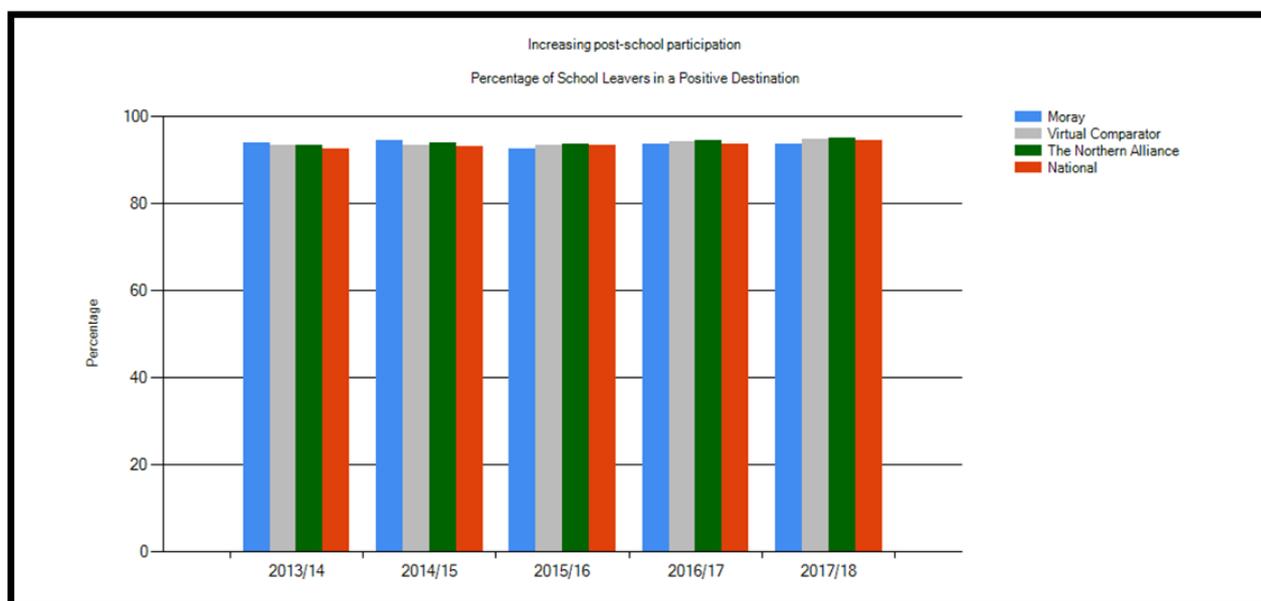


6.2 This graph shows data attainment of young people leaving school in 2018. It shows that in Moray, the lowest 20% are attaining less well than the virtual comparator authority equivalent, the Northern Alliance and across Scotland as a whole. This is change in our trend data where the lowest 20% of attainers' usually perform well although this does reflect the cohort data as reported from the September Insight update. Discussions with schools have identified this as a target group to ensure the early identification of the cohort, the curricular offer in place in terms of suitability as well as improving the tracking and monitoring strategies to ensure the appropriate interventions are in place. The middle 60% are broadly in line with the virtual comparator but are below the Northern Alliance and national average; this again reflects the performance of this group as a cohort and in discussions, schools are reviewing their processes to ensure high impact interventions support curricular choice and progression. The highest 20% is broadly in line with the previous 5 years with this year demonstrating the highest number of tariff points by a small margin. Moray is in line with virtual and national comparators. There is ongoing work to ensure tracking and monitoring of progress is directly linked to aspiration and post school destinations through pathway planning meetings. It should be noted that this measure looks at the complimentary total tariff score which is not affected by the number of qualifications and units a young person completes; this removes inequality and anomalies with curriculum structures across Scotland.

3.7 Leaver Initial destinations – Increasing post school participation

3.7.1 This measure shows the percentage of young people securing an initial positive destination when they leave school.

Increasing post-school participation
Percentage of School Leavers in a Positive Destination (2018)



3.7.2 The above graph shows 5 years data on the percentage of Moray school leavers progressing onto a positive destination compared against their virtual comparator, the Northern Alliance and nationally. There has been a slight reduction from previous years in the percentage of Moray school leavers going into a positive destination in 2017/18; with Moray performing below the virtual comparator, Northern Alliance and national average this year. This is a similar position over a number of years and we continue to work with our partners, including Skills Development Scotland, to improve this data.

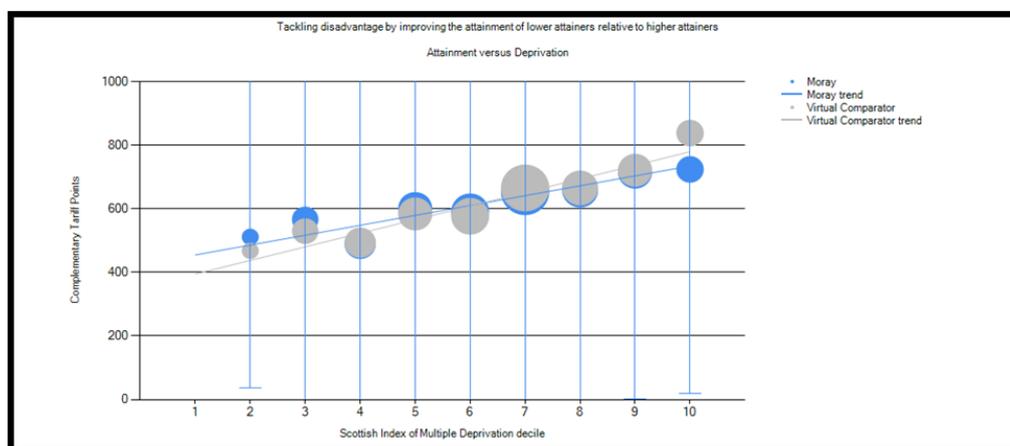
3.7.3 The table below shows the destinations for Moray young people who left school at the end of session 2017/18.

Establishment	% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Moray	1.08	22.92	28.65	39.46	1.08	0.86	1.41	3.89	0.65
Virtual Comparator	1.31	26.62	26.52	37.36	0.49	2.16	1.38	3.5	0.66
The Northern Alliance	0.92	27.52	24.16	40.04	0.66	1.59	1.15	3.21	0.75
National	1.2	22.67	26.54	41.16	0.44	2.13	1.34	3.83	0.68

- The percentage going into Further Education is above all comparators with the percentage going into Higher Education comparable with Northern Alliance and national comparators. There are a decreasing number of leavers from Moray going into employment straight from school and this should be observed alongside the trend of the proportion of season employment in Moray. The destination breakdown for Moray is collated from 8 very different schools who have strengths in various destinations; of note is the increase in Further and Higher education and reduction of those leavers going into employment.

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

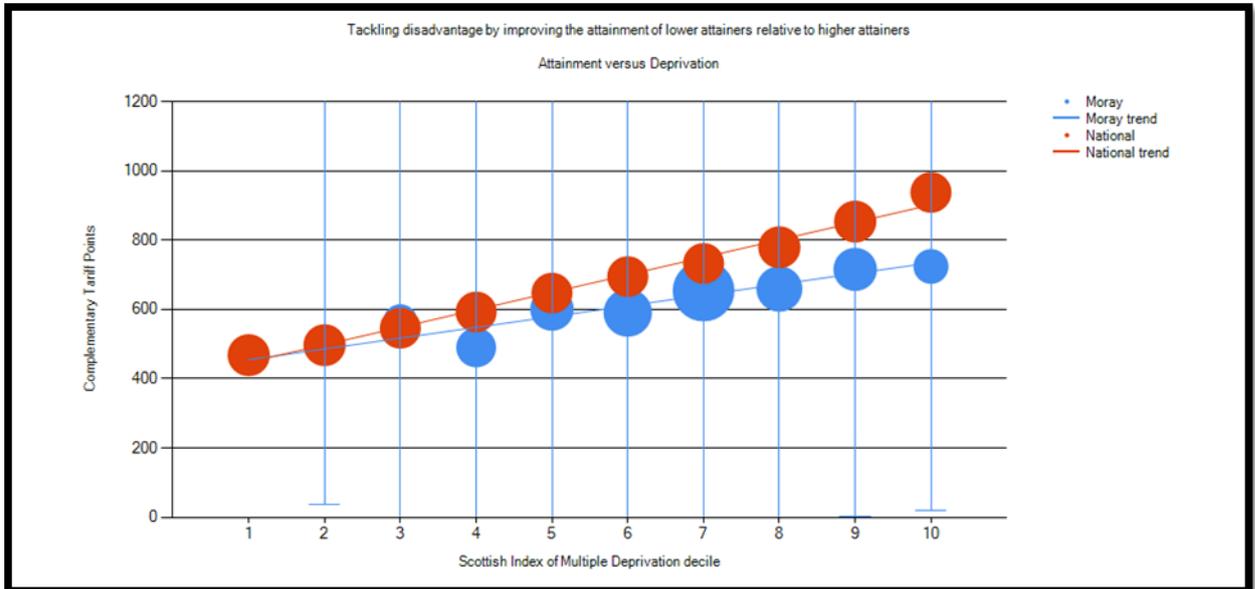
Attainment versus Deprivation
Average Complimentary Tariff Score of school leavers by SIMD decile (2018)
(Moray versus Virtual Comparator)



3.8.1 The above graph shows 2017/18 leaver attainment data (using the complimentary tariff scores) for Moray and its virtual comparator, broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to the attainment of young people with postcodes within datazones 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 datazones according to SIMD. In Moray there are no datazones ranked in decile 1.

3.8.2 The graph suggests that school leavers within Moray compare well against the virtual comparator within deciles 2-9 with the tariff scores either above or generally in line with the virtual comparator average tariff score. The performance for those young people in decile 10 is lower than the virtual comparator. The performance of the young people in decile 2 is slightly above the virtual comparator. It is important to be aware of the numbers of young people appearing in each of these deciles. This is represented proportionately in the graph by the area of the circles, with the above graph showing the highest concentration of young people in Moray are in deciles 5-9. It is interesting to note that the vertical lines show the range of attainment within each decile.

Attainment versus Deprivation
Average Complimentary Tariff Score of school leavers by SIMD decile (2018)
(Moray versus National Trend)



3.8.3 The comparison can also be made against the national picture rather than the virtual authority. This picture shows that the young people in deciles 4-10 are performing less well nationally. The leavers in deciles 2 and 3 across Moray are comparing well with their national comparators.

3.9 Breadth and Depth of Qualifications

3.9.1 We can also consider the breadth and depth of the range of qualifications which are the awards gained by level. This demonstrated the suite of qualifications that leavers gain throughout their senior phase.

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.30%	96.86%	96.76%	95.78%	85.51%	60.97%	21.08%
2 or more	95.78%	95.35%	95.24%	93.73%	78.59%	52.97%	9.95%
3 or more	93.84%	93.51%	93.41%	91.78%	72.22%	45.95%	3.46%
4 or more	90.92%	90.59%	90.49%	86.16%	67.46%	37.95%	0.43%
5 or more	84.65%	84.43%	84.22%	80.22%	61.95%	31.35%	0.11%
6 or more	74.38%	74.16%	73.84%	70.70%	52.32%	20.00%	0.00%
7 or more	58.05%	57.62%	57.51%	55.78%	38.70%	9.51%	0.00%
8 or more	38.81%	38.49%	38.38%	36.97%	23.57%	3.57%	0.00%
9 or more	21.62%	21.51%	21.41%	20.65%	11.57%	0.43%	0.00%
10 or more	9.73%	9.73%	9.73%	8.43%	4.00%	0.00%	0.00%

3.9.2 The key measures for level 5 are 3 or more and 5 or more; at 5 or more we have a 4 year high and are above the virtual comparator and for 3 or more we

are slightly below the virtual comparator. The key measures for level 6 are 3 or more and 5 or more; at 5 or more we have the highest percentage in previous years but are slightly below the virtual comparator and this is the same positive picture for 3 or more. At level 7, we consider one or more as a measure and we are broadly in line with previous years and our virtual comparator.

4. Wider Achievement

- 4.1 Summary attainment measures are based on young people's successes in Scottish Qualification Authority Examinations and these are the subject of annual reports to this Committee. Wider achievements are more difficult to quantify as many young people get credit and accreditation not only for learning which takes place in school but also for learning and achievements which take place in the family and in the wider community. There is therefore a growing role for community activities to both support and enhance school based learning. Young people also achieve a range of successes in their lives which cannot be easily captured or reported on.
- 4.2 Research by The National Youth Agency has found volunteering significantly increases young people's skills in communication, teamwork, and managing relationships. It was also seen as providing an important grounding for employment.
- 4.3 Research by the Edinburgh Chamber of Commerce identified the top five skills needed by young people who were not currently employed in education, training or employment as: team skills, communication skills, self management skills, personal skills, and problem solving skills.
- 4.4 Research by 'Being Young in Scotland' has found that of those young people who feel that making a difference is important, between a third and a half then turn to volunteering. This equates to at least a quarter of a million young people. Many young people are content to volunteer without receiving any formal accreditation, but a growing number see it as an experience which can strengthen their CV and enhance future career prospects. Recognising the importance of supporting and celebrating young people's achievements sustains the approach of an 'education for life'.
- 4.5 The Wider Achievement report (**Appendix 1**) can only provide a snapshot of the many achievements of our young people across Moray. Each school has its own mechanisms in place for capturing and celebrating success, via e-portfolios, profiling and school-based awards schemes. The wider community has the opportunity to celebrate these achievements at annual events such as the Moray Young Citizen of the Year awards. Individual young people across all our schools will also have their own personal achievements, perhaps in the fields of music, sport, drama etc and it is equally important that our schools continue to capture these individual achievements and celebrate them.
- 4.6 **Appendix 1** summarises the participation and accredited achievements of young people in Moray which are currently known to the department.

5. 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 risk implications if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with failure to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government on National Improvement Framework areas.

e) Staffing Implications

There are no staffing implications arising directly from this report.

f) Property

None.

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, Equal Opportunities Officer, Human Resources Manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

6. CONCLUSION

6.1 The Committee is invited to consider and comment on the updated attainment information of young people in Moray with specific regard to the National Measures published on Insight in February 2019.

6.2 That committee scrutinises and notes the contents of the wider achievement report.

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