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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
30 OCTOBER 2019**

**SUBJECT: ANALYSIS OF INTERIM SECONDARY SCHOOL ATTAINMENT  
2018/19**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISTIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 The report is to update Committee on the attainment of secondary schools in Moray for session 2018/19
- 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:**

- (i) scrutinise and note the position in respect of attainment of the young people in Moray;**
- (ii) note that as a result of attainment meetings, Head Teachers and central officers will agree actions for improvement; and**
- (iii) note that a follow up meeting of this committee will take place in April 2020, when the performance of individual schools will be scrutinised along with the school actions for improvement.**

**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; the complete picture of leaver attainment and the achievement of young people in Moray will be available from March onwards each year.

### 3.3 Insight Benchmarking Measures – National Measures

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 2018/19, 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 matches the characteristics of the young people in the school or local authority 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 SCQF 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).

### 3.7 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 which a learner has achieved, 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 complementary tariff points as that gives a truer reflection of a young person's attainment regardless of school curricular models.

### 3.8 Local Measure – Improving Attainment in Literacy and Numeracy

#### **S4 based on S4 cohort**

	Moray			VC		
Local Measure	2017	2018	2019	2017	2018	2019
Level 4 Literacy and Numeracy	80%	73%	78%	88%	84%	85%
Level 5 Literacy and Numeracy	46%	42%	46%	56%	53%	57%
Further information	2017	2018	2019	2017	2018	2019
Level 4 Literacy	93%	90%	91%	94%	92%	92%
Level 5 Literacy	73%	71%	72%	74%	73%	75%
Level 4 Numeracy	82%	78%	81%	90%	87%	88%
Level 5 Numeracy	48%	44%	51%	61%	53%	61%

The levels for Literacy and Numeracy for the S4 cohort in 2019 has improved from last session in all measures, with Level 4 Literacy remaining stable. This is broadly in line with a decrease evident in our virtual comparator data.

Schools performing well and above the virtual comparator for literacy at both levels 4 and 5 are Buckie High School, Forres Academy and Keith Grammar School. For numeracy, Keith Grammar and Speyside High School have performed above the virtual comparator at Level 4.

### S5 based on S5 cohort

Local Measure	Moray			VC		
	2017	2018	2019	2017	2018	2019
Level 4 Literacy and Numeracy	89%	91%	89%	94%	94%	94%
Level 5 Literacy and Numeracy	64%	66%	65%	74%	74%	74%
Further information	2017	2018	2019	2017	2018	2019
Level 4 Literacy	96%	96%	96%	97%	97%	97%
Level 5 Literacy	84%	86%	87%	88%	89%	89%
Level 4 Numeracy	90%	91%	90%	95%	95%	95%
Level 5 Numeracy	65%	67%	66%	77%	76%	76%

For S5 young people, Literacy and Numeracy has broadly maintained performance at level 4 and seen an increase in Level 5 in Literacy from previous years. Moray is performing slightly below the VC for Literacy measures, with a more marked difference for the Numeracy VC.

Schools performing above the VC in Literacy are Buckie High School and Milne's High School and for Numeracy, Elgin Academy at Level 4 and Buckie High School at Level 5.

### S6 based on S6 cohort

Local Measure	Moray			VC		
	2017	2018	2019	2017	2018	2019
Level 4 Literacy and Numeracy	96%	94%	95%	97%	96%	97%
Level 5 Literacy and Numeracy	84%	83%	85%	87%	87%	87%
Further information	2017	2018	2019	2017	2018	2019
Level 4 Literacy	97%	97%	97%	98%	98%	98%
Level 5 Literacy	96%	95%	95%	96%	96%	96%
Level 4 Numeracy	96%	94%	96%	98%	97%	98%
Level 5 Numeracy	85%	84%	87%	88%	87%	88%

For S6 young people, Literacy been broadly consistent over the last 3 years; Numeracy has improved in performance at level 5 and consistent at Level 5 from previous years. Moray is performing slightly below the VC for both measures.

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.

Schools have used the restructure of the secondary school week during session 2018/19 to provide additional Literacy and Numeracy periods in the senior phase to ensure learners have access to opportunities to achieve at the highest levels; this has been particularly successful in many of our schools to close the gaps in this area.

### 3.9 Local Measure – Improving Attainment for All (using Complementary Tariff)

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%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Moray	102	95	94	306	291	295	421	423	426
VC	133	114	115	331	320	326	428	427	428
National	115	100	98	317	308	311	424	425	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, although this has improved from last session. Our highest attainers have improved from last session although are performing slightly below the VC but above the national average.

For lowest 20% of attainers, schools which have performed above both the VC and National are Buckie High School and Keith Grammar School and for the highest 20%, Milne's High School and Speyside High School.

### S5 (based on S5 roll)

S5 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Moray	173	171	170	551	587	532	946	950	925
VC	211	219	201	624	635	617	971	974	966
National	193	192	175	588	595	574	964	964	954

The S5 group have reduced the tariff points achieved from last year's level for the lowest 20%. The middle 60% are fluctuating over the 3 year period and is below the VC and the national figures. The highest 20% have fallen over a 3 year period and are below comparator figures.

Schools which have performed well against both VC and National measures for the lowest 20% of attainers is Buckie High School, and highest 20% is Elgin High School.

### S6 (based on S6 roll)

S6 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Moray	398	376	387	904	902	900	1376	1383	1352
VC	409	385	392	912	907	900	1378	1385	1390
National	368	376	358	870	878	867	1360	1373	1365

The S6 leavers have improved from last session for tariff points for the lowest 20% and are above the national figures. The middle 60% have fairly consistent levels of attainment and compare favourably with VC and national data. The highest 20% has fallen from last session and is below VC and national levels.

S6 performance in this measure against both VC and National comparators for the lowest 20% is Speyside High School, middle 60% are Elgin High School, Forres Academy and Milne's High School and for the highest 20% of attainers, Keith Grammar School.

The restructured secondary school week has provided opportunity for innovative practice in some areas of curricular provision and wider accreditation in the senior phase to secure appropriate learner pathways to broaden opportunities to gain a range of tariff points; this has been particularly successful in many of our schools to meet the needs of a wide range of young people.

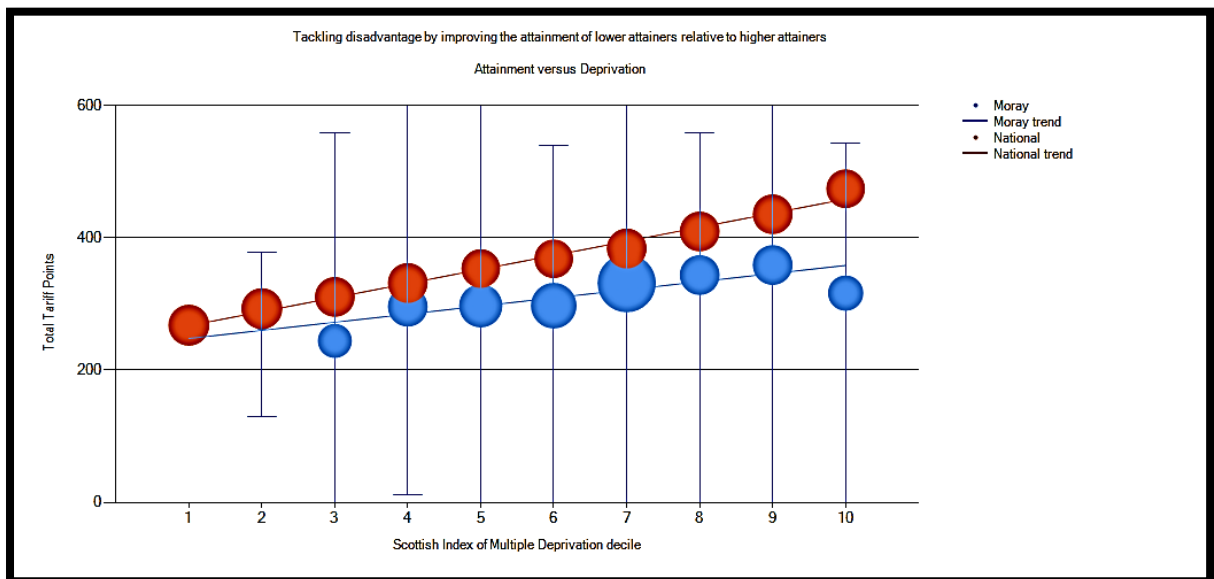
#### 3.10 Local Measure – Initial Leaver Destination – post school destinations

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

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

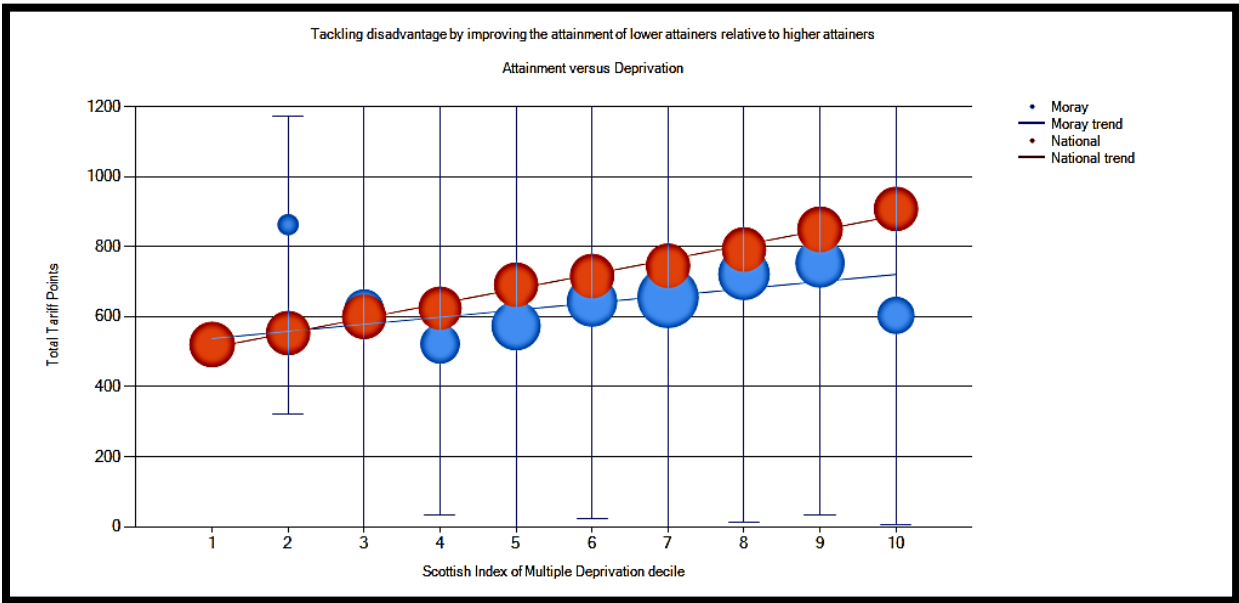
The graphs show 2017/18 attainment data for S4, S5 and S6 (using complementary tariff scores) for Moray profiled against national data, broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Thus, decile 1 refers to the attainment of young people with postcodes 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 (2019)  
(Moray versus Scotland)



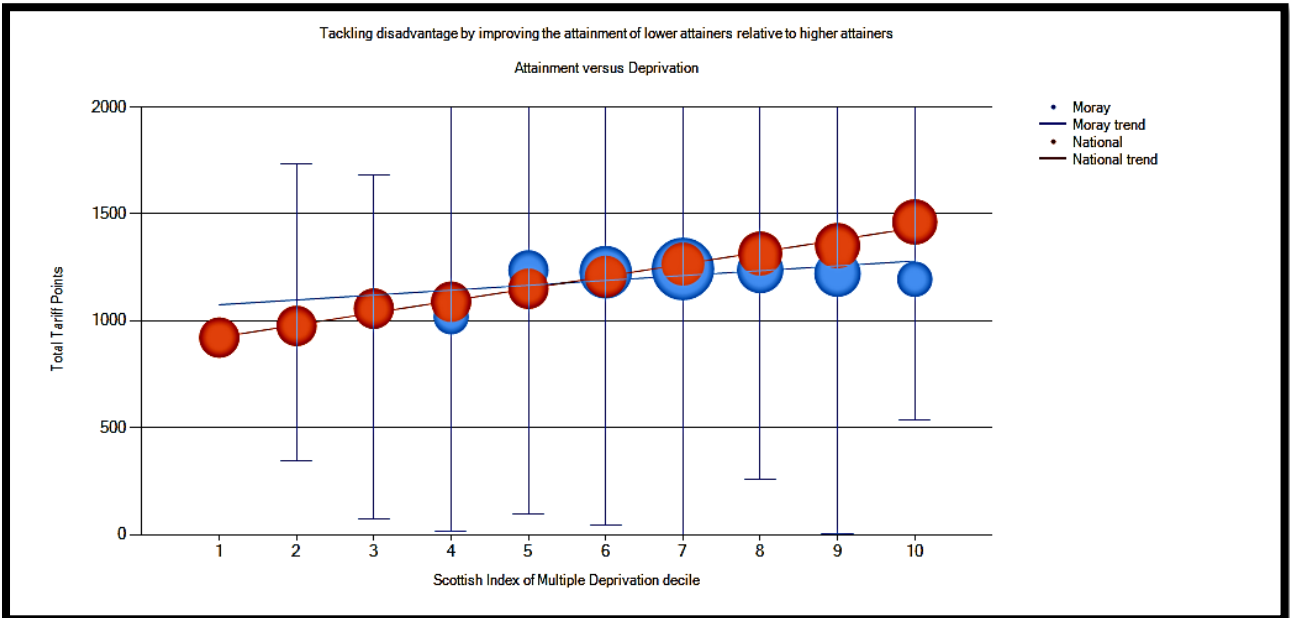
The S4 cohort in 2018/19 is much lower than the national level of attainment within this measure of attainment versus deprivation.

*Attainment versus Deprivation*  
Average Tariff Score of S5 learners by SIMD decile (2019)  
(Moray versus Scotland)



For the S5 cohort in session 2018/19, the performance of young people in decile 2 is much greater than the national position; deciles 5, 7 and 10 are much lower than the national trend.

*Attainment versus Deprivation*  
Average Tariff Score of S6 learners by SIMD decile (2019)  
(Moray versus Scotland)



For the young people in S6 their performance in decile 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.



3.12 For the S4 cohort in 2017 it is now possible to consider the breadth and depth of qualifications which they went on to study in S6 in 2019 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 2017 and by the equivalent cohort in S5 (based on the original S4 roll) in 2018, and their final attainment at point of exit in 2019.

<b>S4 Moray Breadth and Depth 2017</b>							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	No in Cohort
1 or more	95.97%	95.62%	95.62%	94.93%	81.91%	1.96%	868
2 or more	94.35%	94.01%	93.89%	92.17%	71.89%	0.23%	868
3 or more	92.05%	91.94%	91.82%	89.75%	63.13%	0.00%	868
4 or more	88.59%	88.48%	88.48%	84.22%	53.92%	0.00%	868
5 or more	80.41%	80.41%	80.41%	73.27%	42.86%*	0.00%	868
6 or more	54.84%	54.84%	54.61%	50.58%	28.00%	0.00%	868
7 or more	13.71%	13.48%	13.36%	12.79%	2.30%	0.00%	868
8 or more	1.61%	1.38%	1.38%	1.38%	0.00%	0.00%	868
9 or more	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	868
10 or more	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	868

<b>S5 Moray Breadth and Depth 2018</b>							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	No in Cohort
1 or more	96.47%	96.12%	96.12%	95.44%	85.06%	57.81%	877
2 or more	94.87%	94.41%	94.30%	92.93%	78.68%	47.21%	877
3 or more	92.59%	92.36%	92.25%	90.88%	71.72%	36.83%	877
4 or more	90.42%	90.19%	90.19%	86.89%	65.22%	27.25%	877
5 or more	85.40%	85.40%	85.40%	80.27%	56.21%*	16.88%**	877
6 or more	70.35%	70.35%	70.13%	66.82%	43.67%	1.03%	877
7 or more	44.13%	43.79%	43.67%	41.28%	20.30%	0.23%	877
8 or more	18.70%	18.36%	18.36%	17.10%	6.16%	0.00%	877
9 or more	5.25%	5.25%	5.25%	4.79%	1.14%	0.00%	877
10 or more	2.17%	2.17%	2.17%	1.71%	0.11%	0.00%	877

<b>S6 Moray Breadth and Depth 2018</b>								
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	No in Cohort
1 or more	96.57%	96.22%	96.11%	95.42%	85.47%	60.98%	19.34%	874
2 or more	95.31%	94.85%	94.62%	93.14%	79.18%	53.43%	8.92%	874
3 or more	92.79%	92.33%	92.22%	90.85%	72.77%	46.11%	2.29%	874
4 or more	90.73%	90.39%	90.27%	87.30%	68.19%	39.02%	0.11%	874
5 or more	85.93%	85.70%	85.58%	80.89%	60.76%*	31.92%**	0.00%	874
6 or more	74.14%	73.80%	73.57%	70.59%	50.80%	20.82%	0.00%	874
7 or more	58.47%	57.89%	57.78%	55.61%	38.33%	12.01%	0.00%	874
8 or more	41.19%	40.73%	40.62%	39.02%	26.20%	5.26%	0.00%	874
9 or more	23.46%	23.46%	23.46%	22.88%	13.96%	0.80%	0.00%	874
10 or more	11.90%	11.90%	11.90%	11.33%	6.98%	0.11%	0.00%	874

\*42.86% of learners from this cohort in Moray had achieved 5 or more awards at level 5 (or greater) by the end of S4 in 2017. For the same cohort, by the end of S5 in 2018, 56.21% of learners had achieved 5 or more awards at level 5 (or greater) and by the end of S6 60.76% of young people had achieved 5 or more awards at level 5. This is an improvement in breadth and depth attainment for the previous cohort displayed previously.

This was lower than the VC figure in S4 of 52.33% achieving 5 or more awards at level 5; 63.18% with the same qualification set at the end of S5 and 67.16% by the end of S6.

\*\*For the same cohort, 16.88% of the young people achieved 5 or more qualifications at level 6 by the end of S5; this had increased to 31.92% having achieved 5 level 6 awards at the end of S6. This was lower than the VC who had achieved 22.37% level 6 awards at the end of S5 and 38.68% 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 who attempt a suite of national qualifications are currently on average achieving fewer qualifications in the Senior Phase by the end of S6 than our VC authority. However, within Moray we are improving year on year for this particular measure and will continue to focus on approaches which will ensure we maintain this trend.

3.13 **Appendix 1** provides an overview of school by school and Moray attainment data with the Virtual Comparator for each as well as the National average. This is the data measures from Insight from which this report is derived and focuses on the following measures:

- Literacy and Numeracy – S4, S5 based on S5 cohort, S6 based on S6 cohort
- Improving Attainment for All (Complementary tariff) – S4, S5 based on S5 cohort, S6 based on S6 cohort
- Breadth and Depth Measures – S4, S5 based on S5 cohort, S6 based on S6 cohort

3.14 Within Moray, we have a wide range of partnership approaches for curriculum provision and also use increasing consortia arrangements across our schools. This includes a range of National Qualification provisions across our schools; Young Applicants in Schools Scheme (YASS) which provides S6 pupils the chance to study Open University modules; wider achievement through a range of partners and accreditation in partnership with Moray College, UHI. The attainment through Moray College is not at a standard we would wish and has, for some young people, prevented them from achieving breadth and depth measures as well as the full number of tariff points; this will be addressed and actions agreed at the forthcoming College Attainment meeting. We continue to support and develop our partnership opportunities across Moray to ensure a positive and improving array of subjects and qualifications for our young people, in line with national guidelines and expectations.

- 3.15 Officers provide 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 inform initial discussions regarding attainment and progress in this area. 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; schools have provided early indication of attainment last session and this will be a focus for forthcoming attainment meetings.

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.

### 3.16 Actions for Improvement

There are a number of initiatives being undertaken in Moray and across the Northern Alliance to support raising attainment.

- The launch and implementation of the Moray Raising Attainment Strategy
- Consistent and supported use of data for analysis and improvement across all schools
- Rigorous and consistent tracking and monitoring of pupil progress across all schools
- Launch and implementation of Moray Learning and Teaching Strategy
- Suite of resources for schools to support high quality learning and teaching, assessment and moderation and tracking and monitoring
- Ongoing support for middle leaders in schools through SQA appointee opportunities, subject group meetings and forthcoming middle leader conference
- Central officer focus on school visits on attainment, data analysis and improvement; for which next steps and actions are followed up on subsequent visits
- SQA and Timetabling Working Groups ongoing to support SQA good practice and approaches and development of a consortia approach to curricular opportunities
- Additional period allocation in the senior phase in all secondary schools to provide additional time in S4 for National Qualifications and more opportunity for literacy and numeracy interventions across S4-6
- Practitioner support through a range of professional learning opportunities
- Thematic approach to raising attainment through Headteacher meetings and Professional Learning Workshops during the session – Learning and Teaching, Raising Attainment, Supporting Learners, Self Evaluation for Self Improvement, Curriculum, Leadership at all Levels

- Northern Alliances range of initiatives; Emerging Literacy, Stages of Early Arithmetic Learning, Maths and Numeracy, Leadership
- Each Head Teacher will have a plan for improvement which will be the subject of peer scrutiny at attainment meetings during September and October
- Continued review through school attainment meetings with a focus on areas for improvement which will be monitored
- Follow-up school attainment meetings will take place post February with elected members scrutinising ward schools

#### 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**

It is the duty of the council to secure improvement and the quality of school education which is provided in schools managed by Head Teachers and to raise standards of education (Section 8 of Standard in Scotland Schools Act 2000).

For the purpose of securing improvement and quality of education annual school improvement plans require setting out objectives for the school in consultation with Parent Councils and teachers employed in the school (Section 6 of the Standards in Scotland Schools Act 2000). Schools will review their plans (due by end of June) in line with August SQA results and modify appropriately.

**(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**

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, Morag Smith, Senior Solicitor, Equal Opportunities Officer, Human Resources Manager, Secondary Headteachers and 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 2019.**

Author of Report: Karen Lees, Quality Improvement Officer

Background Papers:

Ref: