MORAY COUNCIL
SENIOR PHASE ATTAINMENT MEETINGS
SESSION 2018/19

OVERVIEW AND ARRANGEMENTS

Senior phase attainment meetings for 2017/18 will take place on the following dates and times in each secondary school.

The data referenced for the meetings will be SQA data along with the Moray analysis provided. There is also an opportunity to cover some of the local benchmarking information from the September Insight data release.

The format for reporting is attached for your use. Please ensure Insight could be available to access on the day as part of the meeting structure.

In order for us to continue to look outward and develop professional learning opportunities, I would like to invite an SLT member (HT or DHT) from another school to attend the attainment meeting and also for a member of your SLT to attend another school's attainment meeting. *Could you please nominate a school and SLT member by 13 September?*

The challenge questions attached will be used to support the discussion and will be chosen specific to your school context.

In order to continue the focus on raising attainment within Moray, we would like you to arrange for your school's QIO to attend 2 of your departmental attainment meetings; these would be chosen in liaison with your QIO.

Senior Phase Attainment Meeting Schedule – Session 2018/19

School	Date/Time	QIO	Supporter	SLT Facilitator
Buckie High	27 September – 9 am	W Smit	K Lees V Cross	
Elgin Academy	27 September – 1.30 pm	B McPherson	K Lees	
Elgin High	28 September – 9 am	B McPherson	K Lees	
Forres Academy	1 October – 9 am	S McLauchlan	K Lees V Cross	
Keith Grammar	4 October – 9 am	W Smit	K Lees	
Lossie High	2 October – 9 am	S McLauchlan	K Lees V Cross	
Milne's High	2 October – 1.30 pm	K Lees	V Cross	P Goodbrand
Speyside High	3 October – 9 am	K Lees	V Cross G Jarvis	P Cameron

The discussion from the attainment meeting will be presented as Areas of Strength and Areas for Improvement and will be reviewed and discussed in further QIO visits throughout the session. It is hoped that the information from these meetings will be used to share good practice and continue to raise attainment in Moray.

SQA RESULTS DATA AND INSIGHT SEPTEMBER LOCAL MEASURES DATA - COHORT INFORMATION

Using the SQA results data and the Moray analysis along with the Insight local measure data available in the September release to explore the following areas; exemplify using data analysis evidence as appropriate and comparisons to Moray, VC and national.

Schools may use own proforma for gathering the evidence but should ensure that it supports the elements below.

Overview
- ☐ **Identify areas of strength, areas for improvement and actions using the above information**

Literacy and Numeracy
- Literacy and Numeracy attainment, also consider this in line with highest SCQF level achieved
- Literacy and Numeracy attainment approaches in place to ensure positive attainment for all young people
- Literacy and Numeracy attainment progression in line with S3 Achievement of a Level data
- Literacy and Numeracy attainment over time – last 5 years for cohorts and groups

Improving Attainment for All (Complementary Tariff)
- Improving attainment for all – lowest 20%, middle 60% and highest 20% for session 2017/18 and trends for last 5 years for S4, S5 and S6
- Improving attainment for all – as above consider for groups – gender, ASN, LAC (plus any other relevant)
- Improving attainment for all – for each cohort consider the highest SCQF level achieved
- Contribution of wider achievement awards on overall attainment

Breadth and Depth
- ☐ S4, S5 and S6 attainment for N3, N4, N5, Higher and AH, usual measures
- ☐ Consider attainment level should RPA not be in place
- ☐ Use Insight to examine learner journeys e.g. progression of cohorts looking at S6 back to S4 and S5 performance

General
- ☐ Explore gender, ASN and LAC attainment (plus any other relevant)
- ☐ Consider presentation percentages for subjects/levels in comparison with VC and National percentages
- ☐ Impact of PEF strategies to support senior phase attainment
- ☐ Early presentation and S3 accreditation approaches
- ☐ UPS senior phase strategies
- ☐ Impact of tracking and monitoring systems to raise attainment

Departmental Performances
- ☐ Overview of English and Maths results for 2018 and trends, also reference to SCQF Literacy and Numeracy levels and in line with ACEL
- ☐ Positive departmental results – 2018 and trends
- ☐ Good practice strategies for sharing across Moray
- ☐ Departmental results requiring improvement – 2018 and trends

CHALLENGE QUESTIONS

A range of HGIOS4-based challenge questions supporting discussions from Insight data analysis.

Challenge questions to be chosen appropriate to the areas of strength and the areas for development and resulting conclusions included in overall commentary.

- ☐ Do all staff engage in analysis of attainment data using SQA and Insight sources? What could be done to further improve this?
- ☐ Does this use of attainment data inform aspects of the school and department improvement plan?
- ☐ How are improved outcomes for learners being identified and measured?
- ☐ Where are the areas of strength and areas for improvement within the school?
- ☐ How do you know?
  Consider evidence from a range of sources within Insight

- ☐ What trends are emerging?
  Consider positive improvement of attainment over time in subject areas/whole school.
- ☐ Does the department/school data demonstrate that our learners are making very good progress?
  How do we know?
- ☐ Within the department/school has attainment improved over time? How do we know this?
  What action is being taken to maintain/improve this?
- ☐ Has attainment of individual and groups of learners improved over time? How do we know this?
  What action is being taken to maintain/improve this?

- ☐ How does the curriculum experienced by learners reflect attainment?
  Consider progression, tracking and monitoring, interventions.
- ☐ Does the curriculum promote equity and raise attainment for all young people?
- ☐ What attainment information identifies development needs for individual learners and groups of learners?

- ☐ What department and whole school approaches are contributing to improvements in literacy and numeracy attainment?
- ☐ Are almost all young people attaining at appropriate levels?
  How do you know?
- ☐ Is attainment in literacy and numeracy a central feature of priorities for improvement and raising attainment?
  What evidence supports this for leavers, cohorts or groups?
- ☐ Are our learners making very good progress from prior levels of attainment in literacy and numeracy?
  How do departments contribute to this?
- ☐ How are transitions and cross sector working used to support and improve attainment?

- ☐ Are all young people successful in moving on to a sustained and positive destination on leaving school?
- ☐ How well are we utilising accreditation to recognise and celebrate achievement?

RAISING ATTAINMENT - EARLY INDICATIONS FOR SESSION 2018/19

Using your tracking evidence and cohort information, complete the early indications of attainment for session 2018/19 below. This will be a focus for QIO discussions at this meeting and further meetings throughout the session.

Description		October 2018	March 2019
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better		
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better		
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)		
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better		
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better		
6	% S5cohort attaining an award in Literacy at SCQF Level 5 or better		
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better		

Overview of Raising Attainment Strategies, including PEF