

Creating a world-class education system: Attainment and Achievement 2017**Report by Dr Grace Vickers – Head of Education****1 Purpose of Report**

The purpose of this report is to provide an overview of attainment and achievement for session 2016/17. A copy of the full report is filed in appendix 1.

2.1 Background

In session 2013-14, the new senior phase benchmarking attainment measures, called 'Insight', were implemented replacing the former Standard tables and charts (STACS). The new measures provide a broader and deeper picture of how young people are progressing in our secondary schools and includes a wide range of new qualifications including vocational and wider achievement awards. The new measure also provides important data on the performance of young people in different contexts in order to help focus our improvement targets towards closing the attainment gap. The new measures report on the performance and progress of two main cohorts of students: the National Benchmarking measures report on the progress and performance of the summer leavers cohort from S4, S5 and S6 and the Local Benchmarking measures report on the progress and performance of the students who have continued their education in S4, S5 and S6. There are four Benchmarking Measures used to report on the progress and performance of students: Improving Attainment in Literacy and Numeracy; Increasing Post- School Participation; Improving Attainment for All; and Attainment versus Deprivation. To compliment the data provided by these Benchmarking Measures, Insight also provides Breadth and Depth Course measures which are used to provide data on the percentage of pupils gaining awards at specific levels by the end of each year stage. This data, when used in conjunction with the Benchmarking Measures, provides a richer picture of the progress and performance of Midlothian students. In addition, in line with the Education (Scotland) Act 2016 all local authorities are required to produce a National Improvement Framework Plan and a copy of this can be found in appendix 1 of the full report attached.

2.2 Improving attainment in literacy and numeracy: the percentage of pupils attaining literacy and numeracy at SCQF level 4 and SCQF level 5:

The national measures for literacy and numeracy show the following key strengths:

- Attainment in level 4 Literacy and Numeracy shows a positive improvement from 74.4% in 2011 to 87.8 % in 2016, an improvement of 14.4%.
- Attainment is 1.2% higher than the virtual comparator leavers group.
- Attainment in level 5 Literacy and Numeracy shows a positive improvement from 45.7% in 2011 to 63.31% in 2016 an improvement of 17.6%.
- Attainment is higher than the virtual comparator leavers group.

- Outcomes for the bottom 30% of learners show a three year improvement trend for Literacy and Numeracy at level 4 for the 30% most deprived learners by the end of S4. Attainment in 2016 is now above both the virtual and the national average. Attainment at this level in 2016 is 8.07% higher than the previous year. For level 5, there is a three year improvement trend for Literacy and Numeracy by the end of S4. Attainment in 2016 is now above both the virtual and the national average with attainment at level 5 in 2016 being more than double the percentage achieved in 2014.

The local measures for literacy and numeracy show the following key strengths:

- Positive four year trend across all measures
- S4 Literacy and Numeracy at level 4: this is the highest recorded level achieved with 0.1% improvement on the previous year and a 24.4% improvement (2013-2017)
- S4 Literacy and Numeracy at level 5: this is the highest recorded level achieved with a 1.4% improvement on the previous year and 35.4% improvement (2013-2017)
- S5 Literacy and Numeracy at level 4: this is the highest recorded level achieved with a 1.8% improvement on the previous year and 14.7% improvement (2013-2017)
- S5 Literacy and Numeracy at level 5: this is our highest recorded level achieved with a 9.8% improvement on the previous year and 21.6% improvement (2013-2017)
- S6 Literacy and Numeracy at level 4: this shows a drop of 0.18% on the previous year but 11% improvement (2013-2017)
- S6 Literacy and Numeracy at level 5: this shows a drop of 2.6% on the previous year but 12.1% improvement (2013-2017)

What steps are we going to take in order to continuously improve literacy and numeracy?

- Bring literacy and numeracy at levels 4 and 5 in line with national measures for all school leavers.
- Continue to support moderation practice in secondary schools to develop appropriate teacher judgements as part of holistic assessment within the broad general phase of education (BGE - S1-3).
- Continue to support moderation practice in secondary schools to develop appropriate teacher judgements as part of holistic assessment at the transition point from P7 into S1.
- Continue to focus on evidence based approaches to targeted interventions in literacy and numeracy that have a high effect size.
- Continue to use relevant SIMD and other data to ensure that we close the poverty related gaps in attainment in literacy and numeracy.

2.3 Improving attainment for all: the average total tariff score of pupils based on the attainment of the lowest 20%, middle 60% and highest 20% by performance;

The national measures for literacy and numeracy show the following key strengths:

- Total tariff scores for the lowest performing 20% of leavers' shows positive progression from 125pts in 2010/11 to 161pts in 2015/16, an improvement of 36pts. This is higher than the virtual comparator performance of 144pts.

- Total tariff scores for the middle performing 60% of leavers' shows positive progression from 636pts in 2010/11 to 802pts which is 18pts higher than the previous year. This is higher than the virtual comparator on 771pts.
- Total tariff scores for the highest performing 20% of leavers' shows positive progression from 1676pts in 2010/11 to 1890pts in 2015/16, an improvement of 114pts. This is above the virtual comparator on 1805pts.

The local measures show the following key strengths:

- Positive four year trend for middle 60% in S5 and S6
- Positive four year trend for the highest 20% by the end of S6

What are we going to do to continuously improve attainment for all measures?

To reduce the gap between the highest and lowest performing leaver groups, we will implement a range of targeted curricular strategies and wider achievement opportunities in order to maximise tariff scores:

- Schools will continue to evaluate how they course students within the Secondary phase (S4-6) and support an integrated S4-6 senior phase model that delivers opportunities to maximise attainment and achievement.
- Schools will ensure tracking systems also include information about skills development and wider achievement options that may provide opportunities to gain additional tariff points.
- Schools will continue to develop tracking and monitoring systems and active interventions to ensure learners attain to the highest possible level within the senior phase at the point of exit.

2.4 Attainment versus deprivation: tackling disadvantaged by improving the attainment of lower attaining pupils relative to higher attaining pupils based on the average total tariff score of pupils, by decile, using the Scottish Index of Multiple Deprivation (SIMD):

The national measures for attainment versus deprivation show the following key strengths:

- Midlothian performance was generally better than the virtual comparator for deciles 1 and 8 and lower than the virtual comparator for deciles 3, 4 and 9.

The local measures show the following key strengths:

- Midlothian is in line with virtual comparator for most deciles by the end of S4 and 5 with the exception of SIMD 1 and 5.

What are we going to do to continuously improve attainment versus deprivation measures?

- Implement targeted interventions in order to improve outcomes in SIMD 1 and 5 by the end of S4, 5 and 6.
- Implement targeted pace and progression routes to improve SIMD 8, 9 and 10 by the end of S6. This will include a pilot research programme to look at factors affecting the progress and attitudes of learners within this SIMD in order to look at a variety of ways to improve their performance. It is known that 50% of the variance in learner outcomes is due to how learners behave and of they perceive themselves as successful learners so it is vital we tackle this aspect as well as teacher efficacy.

- Ensure that the curriculum at BGE level is allowing students to progress into and succeed within the senior phase in schools.
- Improving outcomes for looked after learners is a key priority for 2017/18. We are focussing on strategies to both improve attendance. In addition the local authority and schools are working together to develop flexible learning pathways to ensure that there are tailor-made options for our most vulnerable learners building on the success of the approaches utilised to improve positive destinations.

2.5 Breadth and Depth Measures:

To compliment the data provided by the Benchmarking Measures, Insight also provides course measures. In this report the Breadth and Depth Course measure is used to provide data on the percentage of pupils gaining awards at specific levels by the end of each year stage. This data, when used in conjunction with benchmarking measures, provides a richer picture of the progress and performance of Midlothian students.

Breadth and depth measures show the following key strengths:

S4:

- 5 or more at level 4 is 2.4% higher than the virtual comparator
- 5 or more at level 5 has a 4 year trend is positive at 0.6%

S5:

- 1 or more at level 6 is our highest recorded level to date and is 4.1% higher than the previous year and 7% improvement (2014-2017) resulting in a positive 4 year trend of 2.3%.
- 3 or more at level 6 is our highest recorded level to date and is 4.3% higher than the previous year and 9.5% improvement (2014-2017) resulting in a positive 4 year trend of 3.2%.
- 5 or more at level 6 is our second highest recorded level and is 2.1% higher than the previous year and 2.4% improvement (2014-2017) resulting in a positive 4 year trend of 0.8%.

S6:

- 1 or more at level 6 is our second highest recorded level but is 4.4% lower than the previous year and 5.3% improvement (2014-2017) resulting in a positive 4 year trend of 1.8%.
- 3 or more at level 6 is our second highest recorded level but is 3% lower and 4.5% improvement (2014-2017) resulting in a positive 4 year trend of 1.5%.
- 5 or more at level 6 is our second highest recorded level but 3.4% lower than the previous year which was our record high of 29.5%

What are we going to do next in order to continuously improve breadth and depth measures?

S4

- Improving attainment in five or more qualifications by the end of S4.
- Continue to develop tracking and monitoring systems together with active interventions to ensure learners attain to the highest possible level within the senior phase and at exit points and paying particular attention to SIMD.
- Continue to develop consistency in teaching and learning through the three year visible learning collaborative impact programme that focuses on practitioner enquiry to improve learner outcomes.

- Senior Education Managers will be focusing on more forensic examination of school data and more regular support and challenge visits. This will include targeted visits to support schools to close the poverty related attainment gap.
- Schools will be expected to actively pursue targets in relation to improving their performance in the key indicators against their virtual comparator particularly where there is a four year negative trend.

S5

- Building on the improvements at one or more and three or more qualifications at level 6 by the end of S5, we will target performance at five or more at level 6+ to bring in line with the virtual comparator

S6

- Improve the percentage of pupils achieving five or more qualifications at level 6 by the end of S6 to bring in line with the virtual comparator

2.6 Positive Destinations

Positive destinations data show the following key strengths

- The percentage of school leavers entering a positive destination has improved from 85.2% in 2010/11 to 95.06% in 2015/16. This is the highest recorded positive destinations to date
- For the participation measures, Midlothian now ranks joint 4th place when compared with the 32 local authorities with 93.6% of school leavers now in a positive destination. This is the highest recorded figure that Midlothian has ever achieved with Midlothian school leaver destinations now 1.8% higher than the national average.

What are we going to do next in order to continuously improve positive destinations?

- There are relatively low numbers of leavers going into Higher Education. Therefore improving attainment by the end of S5 and 6 is important as stated in the next steps for improvement outlined in this report.
- An ambitious target of 96% has been set for initial destinations.

2.7 Wider Achievements

Section 3 of the full report, filed in appendix 1, celebrates the wider achievements in learning through technology; expressive arts and performances; health and wellbeing; outdoor learning; the duke of Edinburgh and partnership working.

2.8 Lifelong Learning and Employability

Section 4 of the full report celebrates the successes of the Lifelong Learning and employability service and their full service report is also included in appendix 2 of the main report attached.

3. Report Implications

3.1 Resource

The Education Leadership Teams, all Head Teachers and staff are committed to closing the attainment gap and this will remain a key priority as we move forward.

3.2 Risk

Addressing Inequalities by closing the attainment gap is of significant importance in order to improve the life chances of children and young people in our care.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- ☐ None of the above

3.4 Key Priorities within the Single Midlothian Plan

Girfec 5: Our people will be successful learners, confident individuals, effective contributors and responsible citizens.

3.5 Impact on Performance and Outcomes

To close the gap by improving 'attainment versus deprivation' and 'attainment for all' outcomes for children and young people.

3.6 Adopting a Preventative Approach

The Education (Scotland) Act 2016 aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities. This 2017 Attainment and Achievement Report highlights our commitment to closing the attainment gap which compliments the strategies employed by Midlothian. Local Authorities are also required to produce and implement a National Improvement Framework Plan and a copy of this for 2017/18 is also included as appendix 1 of the main report.

3.7 Involving Communities and Other Stakeholders

All Head Teachers update their Parent Councils on progress in terms of attainment and all schools publish their Standards and Quality reports for Parents and other stakeholders.

3.8 Ensuring Equalities

The recommendations in this report should continue to promote equity of attainment for disadvantaged children and support the steps being taken towards narrowing the attainment gap by imposing duties on education authorities and the Scottish Ministers in relation to reducing pupils' inequalities of educational outcome together with a duty to report on progress.

3.9 Supporting Sustainable Development

There are no impacts arising directly from this report

3.10 IT Issues

Full implementation of the Digital Learning strategy which was approved by Council would assist schools to implement the digital solutions required to deliver 21st century skills.

4 Recommendations

- To note the significant improvements in performance outlined in this report.
- To note the areas for continuous improvement outlined in this report
- To congratulate pupils, parents and staff on the significant improvements in attainment and achievement during session 2016/17.

Date 28 November 2017

Report Contact:

Name Dr Grace Vickers, Head of Education
julie.currie@midlothian.gov.uk

Tel No 0131 271 3719