

**Creating a World-Class Education System through Excellence and Equity:  
Attainment and Achievement Report, June 2017****Report by Dr Grace Vickers – Head of Education****1 Purpose of Report**

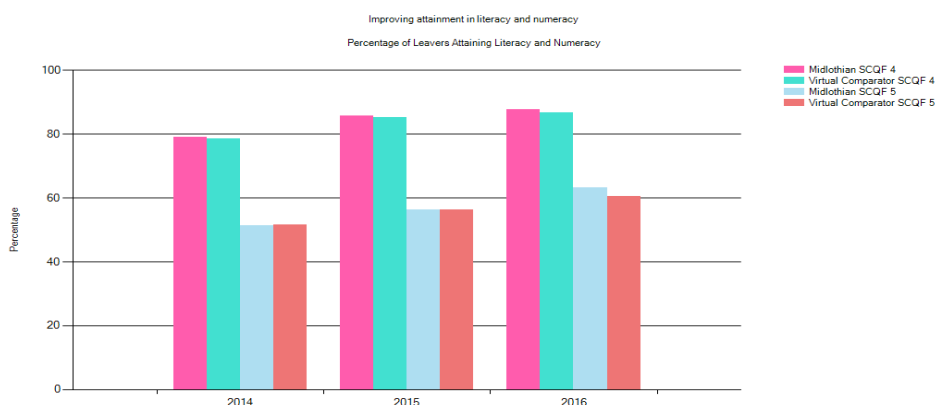
Further to the December Council Attainment Report outlining the local measures in respect of the 2015-16 examination diet, the purpose of this report is to provide an overview of secondary school examination attainment in session 2015-16 using the senior phase national benchmarking attainment measures, called 'Insight'. This report will also provide an update on progress through the Broad General Education (P1-S3) including Curriculum for Excellence levels and Standardised Assessment data. In addition the report will also celebrate a number of wider achievements across the education service.

**2 Background**

Last year's Attainment report highlighted the use of the new senior phase benchmarking tool – Insight. This reporting and benchmarking tool which was introduced in 2013-14 provides 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 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. This report focuses on the National Benchmarking Measures which were published in February 2017.

## 2.1 Improving attainment in literacy and numeracy: this measure shows the National Benchmarking data for the percentage of pupils attaining literacy and numeracy at SCQF level 4 and SCQF level 5:



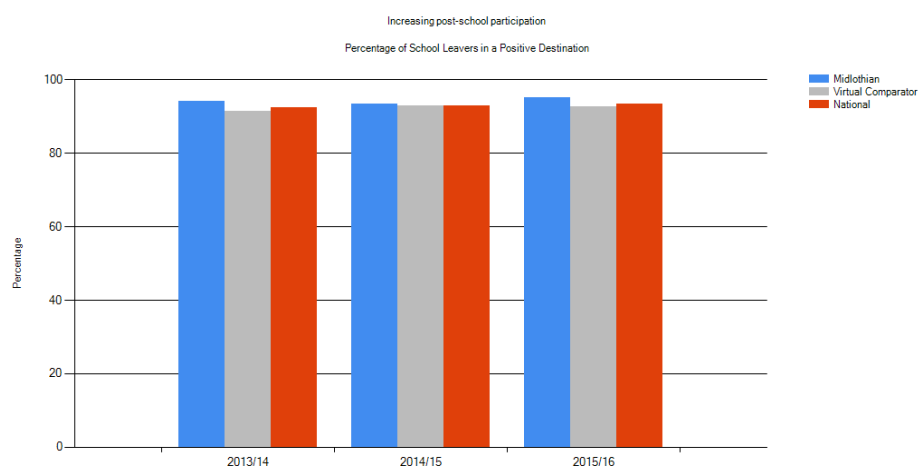
Name	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy
Midlothian	2014	78.97	51.31
Virtual Comparator	2014	78.54	51.62
National	2014	81.24	55.29
Midlothian	2015	85.65	56.28
Virtual Comparator	2015	85.26	56.3
National	2015	85.76	58.62
Midlothian	2016	87.8	63.31
Virtual Comparator	2016	86.61	60.56
National	2016	88.06	64.21

The national data shows the following key strengths:

- Attainment in level 4 literacy and numeracy shows a positive three year trend in improvement from 78.9% in 2014 to 87.8% in 2016.
- Attainment in level 5 literacy and numeracy shows a positive three year trend in improvement from 51.3% in 2014 to 63.3% in 2016.
- These positive trends in literacy and numeracy over a consistent three year pattern represents an opportunity to continue to add value in an area highlighted in the National Improvement Framework (NIF).
- The 2016 figures are the highest recorded results for level 4 and 5 literacy and numeracy in Midlothian.
- We are now performing above the Virtual Comparator (VC) in these measures but below the National Average. This gap has reduced by 2.01% since 2014.

**Next steps for improvement:** to exceed both the Virtual Comparator and National average.

## 2.2 Increasing post-school participation: this measure shows the National benchmarking data for the percentage of pupils either staying on at school or in a positive initial destination:



Establishment	Year	% of Schools Leavers in a Positive Destination
Midlothian	2013/14	94.17
Virtual Comparator	2013/14	91.34
National	2013/14	92.52
Midlothian	2014/15	93.44
Virtual Comparator	2014/15	92.83
National	2014/15	93.02
Midlothian	2015/16	95.06
Virtual Comparator	2015/16	92.67
National	2015/16	93.33

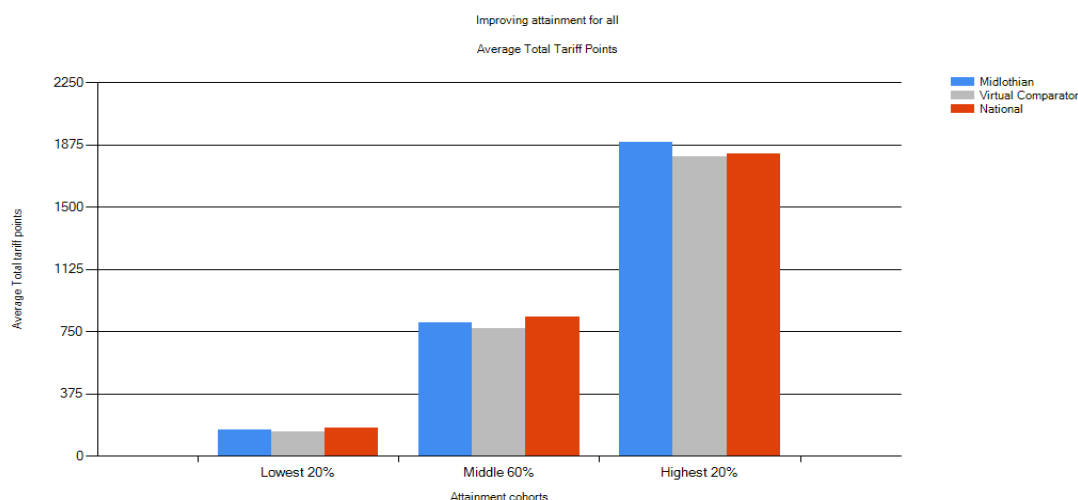
### The national data shows the following key strengths:

- 2015/16 shows the highest recorded percentage of school leavers in a positive destination.
- There has been a significant and continuous overall improvement trend in this measure since 2010-11 and there is a focus on continuing to add value to this measure through incremental target setting in improvement planning.
- The percentage of school leavers entering a positive destination has improved from 94.17 % in 2013/14 to 95.06% in 2014/15.
- The positive destination measure is now 2.4% above the VC and 1.73% above the national average.

### Next steps for Improvement: To further analyse and improve the following trends:

- The relatively high number of leavers going into employment (30.06%) compared to a virtual comparator figure of 23.7 % and 22% (national average). Whilst this is recognised as a successful destination there is a need to further breakdown the employment destination to consider the nature of employment, progression and opportunities for further progression.
- The relatively low numbers of leavers going into Higher Education (31.6%) compared to the virtual comparator figure of 37.6% and a national figure 40.3 %.

### 2.3 Improving attainment for all: this measure shows the national benchmarking data for the average total tariff score of pupils based on the attainment of the lowest 20%, middle 60% and highest 20% by performance:



Name	Year	Lowest 20%	Middle 60%	Highest 20%
Midlothian	2014	147	711	1754
Virtual Comparator	2014	141	731	1799
National	2014	163	795	1810
Midlothian	2015	146	786	1746
Virtual Comparator	2015	156	792	1838
National	2015	168	823	1834
Midlothian	2016	161	802	1890
Virtual Comparator	2016	144	771	1805
National	2016	170	838	1822

The numbers shown in the table are total tariff points gained by cohorts of Midlothian pupils and includes three categories: lowest performing 20%, middle performing 60% and highest performing 20%. Each qualification attained by pupils is given a tariff score by SQA. The highest performing 20% of students tend to attain higher tariff scores as they often stay on until the end of S6, complete more courses, and pass courses at higher levels.

#### The national data shows the following key strengths:

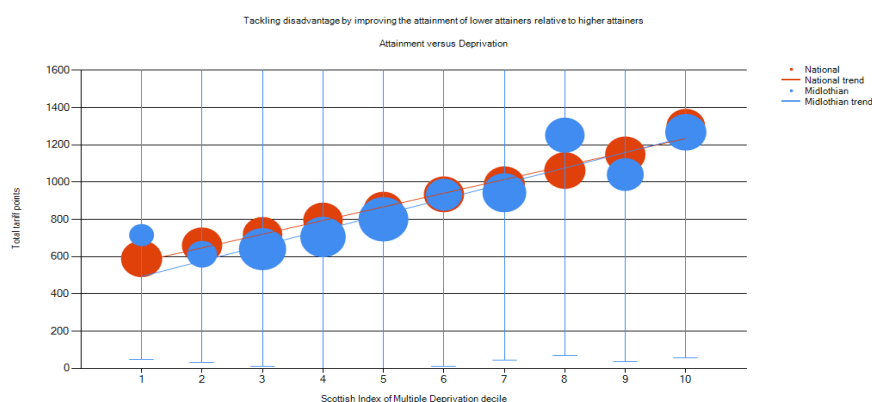
- The 2016 average total tariff scores are the highest recorded at all levels.
- The 2016 average total tariff score figure is above the VC and National for the highest 20% of learners.
- Total tariff scores for the lowest performing 20% of leavers' shows positive progression from 147pts in 2013/14 to 161 pts in 2015/16, an improvement of 14 pts resulting in a 3 year average of 151pts. This is above the VC and only 9pts behind the National figure.

- Total tariff scores for the middle performing 60% of leavers' shows positive progression from 711 pts in 2013/14 to 802 pts in 2014/15, an improvement of 91 points over three years. This is in line with the virtual comparator on 789pts and behind the national performance of 820pts.
- Total tariff scores for the highest 20% show positive progression from 1754 in 2013-14 to 1890 in 2015-16. Significantly this is now a higher average total tariff score than the VC or national figure.
- The percentage increase in average total tariff score for the lowest 20% of the learner cohort is 9.9% over the last three years and is greater than the percentage increase for the highest 20% by 1.8%. This positive improvement trend which is reflected nationally offers the opportunity to continue to add value through further developing curriculum pathways in the senior phase that support the lowest 20% to attain at the highest possible levels.
- The improving trend for the lowest 20% of the learner cohort supports our aspiration to continue to close the poverty-related attainment gap.

#### Next Steps for Improvement:

- To maintain the rate of progress made across all sub-cohorts; lowest 20%, middle 60% and highest 20% and to close the small gap between Midlothian and the National figures for average total tariff score for the bottom 20% and middle 60% of our cohort.

## 2.4 Attainment versus deprivation: tackling disadvantage 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 discs presented in figure 4 represent the relative performance of Midlothian leavers in each SIMD deciles compared with the virtual comparator group. The size of the disc gives a visual indication of the number of students in the decile. The gradient of the line indicates the relative level of attainment versus deprivation for Midlothian leavers. The graph confirms that Midlothian leavers are broadly attaining in line with other similar leavers across the country with the exception of deciles 1, 8 and 9.

The national data shows the following key strengths and areas for improvement:

- In SIMD decile 1, performance is greater than the National Establishment.
- In SIMD decile 8, performance is greater than the National Establishment.
- In SIMD decile 9, performance is lower than the national establishment.

## Next Steps for improvement:

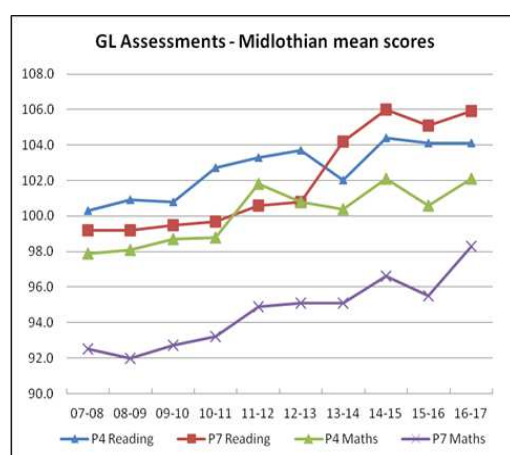
- To Improve total tariff scores for all SIMD deciles so that they are above both the VC and National figure. The focus will be on the retention of students at lower SIMD deciles and the continued development of curriculum pathways that offer flexible and progressive pathways to ensure that all students attain at the highest possible level and progress to a sustainable positive destination.

## 2.5 Assessing progress through the Broad General Education

In 2015/16, for the first time Midlothian collected for National purposes Curriculum for Excellence levels at the end of P1, P4, P7 and S3.

At the end of September, as part of the National Improvement Framework, CfE data using the new term 'achieving a level' was uplifted for P1, P4, P7 and S3. For the first time a report called *Achievement of Curriculum for Excellence (CfE) Levels 2015/16* was published by the Scottish Government on 13 December 2016 outlining the CfE data for each local authority and the Scottish average. The CfE data was included in the quarter three report. In this report, caution was advised in terms of the validity and reliability of this data used by the Scottish Government which is called 'Experimental statistics'. This means that the data published is data under development. Therefore, due to the lack of standardisation, there is a high level of variance from local authority to local authority. However, with that said, this will remain a core priority for Midlothian in order to ensure that we bring CfE levels at all stages in line with the national average.

## Standardised Assessments (GL): ten year pattern for Midlothian mean scores



Midlothian schools	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
P4 Reading	100.3	100.9	100.8	102.7	103.3	103.7	102.0	104.4	104.1	104.1
P5 Reading							101.0	102.0		
P7 Reading	99.2	99.2	99.5	99.7	100.6	100.8	104.2	106.0	105.1	105.9
P4 Maths	97.9	98.1	98.7	98.8	101.8	100.8	100.4	102.1	100.6	102.1
P5 Maths							98.6	98.3		
P7 Maths	92.5	92.0	92.7	93.2	94.9	95.1	95.1	96.6	95.5	98.3

The above graph shows the ten year pattern (2007-2017) for GL Assessment mean scores. This graph illustrates the following key strengths:

- P7 Reading shows an improvement of 0.8 when compared with the previous year.
- P4 Maths shows an improvement of 1.5 when compared with the previous year.

- P7 Reading shows an improvement of 2.8 when compared with the previous year.

Next steps for improvement:

- To secure 5 year improving trend for all measures.

#### **P4 and P7 New Group Reading Test (NGRT) Standardised Reading Assessments**

	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
P4 NGRT 2a	103.9	102.8	103.4	101.9	103.7
P7 NGRT 3a	102.4	101.7	105.5	104.1	100.8

This table shows the ten year pattern (2007-2017) for GL Assessment mean scores. This graph illustrates the following key strengths:

- P4 NGRT shows an improvement of 1.1 when compared with the previous year. This represents the highest recorded figure in the last five years.
- P7 NGRT shows an improvement of 0.7 when compared with the previous year but is below the 2015 figure.

Next steps for improvement:

- To secure 5 year improving trend.

#### **P4 and P7 Standardised Maths Assessments (Progress Test in Maths)**

	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
P4 PTM8	102.1	100.5	102.1	100.3	100.8
P7 PTM 11	98.2	96.6	95.5	95	95.1

The above table shows the ten year pattern (2007-2017) for GL Assessment mean scores. This table illustrates the following key strengths:

- P4 PTM8 shows an improvement of 1.6 when compared with the previous year.
- P7 PTM 11 shows an improvement of 1.6 when compared with the previous year. This is the highest figure achieved in the last five years.

Next steps for improvement:

- To secure 5 year improving trend.

In session 2017/18, the Scottish Government is due to launch national standardised assessments. Further information will be updated to Cabinet through quarterly reporting for the education service.

## **2.6 Celebrating Wider Achievement**

Throughout the course of the year there have been a large number of wider achievements celebrated across the service. These include:

- Visible Learning: Midlothian Council's Educational Psychology Service co-hosted with Osiris Educational and the GTCS the first ever Scottish Visible Learning Conference in November 2016.
- Inspiring Learning Spaces: Midlothian Council's Education Service launched the Inspiring Learning Spaces project across 26 primary schools and pupils presented to Professor Stephen Heppell at the Learning Estates Conference in 2017.
- Digital Technologies: Pupils from St David's Primary School and Loanhead Primary School took part in the Vex Robotics UK Challenge held at the NEC in Birmingham where Loanhead primary School won the 'Think' award for programming.
- Performing Arts: Outstanding musical performances have taken place over the course of this year including the annual Usher Hall Concert which took place in November 2017 and our six secondary schools who took part in the Choir Challenge at the Queen's Hall in Edinburgh in April 2017.
- Lifelong Learning and Employability: this new service have celebrated a wide range of successes including their very positive Education Scotland Inspection and appendix one contains an overview of the many successes reported by the service over the course of the last year.

## **2.7 The National Improvement Framework**

The National Improvement Framework was launched by the Scottish Government on 6th January 2016. To support on-going strategic work in schools to secure continuous improvement, guidance to Head Teachers was issued in the form of Professional Practice Paper 67 in March 2016 and Paper 68 in February 2017 – *Guidelines on Planning for Improvement*.

The theme for 2017-18 is *Mind the Gap: Taking a closer look at progression, progression, progression*. The strategic outcomes set out below are central to supporting learning and development, wider achievement and ensuring that the needs of all learners are met. In line with the National Improvement Framework, school improvement priorities will clearly articulate with the following 4 key outcomes in session 2017/18: Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained, positive school-leaver destinations for all young people.



As part of our aspiration to create a World-Class Education System in Midlothian, in addition to the areas for improvement outlined on pages 2 - 7 of this report, the following key strategic outcomes for session 2017/18 have been prioritised:

<b>Priority Area</b>	<b>Quality Indicator</b>	<b>Key tasks</b>
<b>1.Successes and Achievements*</b>	<b>3.2 Raising attainment and Achievement:</b>  (NIF: Performance Information and School Improvement)	<ul style="list-style-type: none"> <li>To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3</li> <li>Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</li> <li>Increase % National Qualifications as per individual school targets</li> <li>Secure a three year pattern of 96% Sustained Positive Destinations</li> </ul>
	<b>Measuring with Meaning</b>	Measuring with Meaning: To develop an evidence-based practice approach in classrooms (Impact Coaching), including careful analysis of data on children and young people's progress to plan targeted interventions.
<b>2.Learning Provision</b>	<b>2.2 Curriculum as a hook- the power of learning pathways</b>   <b>2.3 Learning, Teaching and Assessment</b>  (NIF: Assessment of Children's Progress)	<ul style="list-style-type: none"> <li>BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.</li> <li>Senior Phase: Taking a closer look at learning pathways, including transitions, through the senior phase in order implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations.</li> <li>To continue to support schools with moderation, tracking and assessment of progress through the BGE.</li> <li>To continue to implement Visible Learning including Impact Cycle Training</li> <li>To share best practice in learning and teaching</li> </ul>
<b>Learning Provision (Continued)</b>	<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>Implement the outcomes of the Inclusion Review</li> <li>Taking a closer look at 3.1 – sharing best practice</li> <li>Child Health and Wellbeing PEF Project (3 target communities)</li> <li>Further Improve attendance and reduce exclusions</li> </ul>
<b>4. Leadership and Management</b>   <i><b>For Learning Communities</b></i>	<b>1.3 Leadership of change and 1.1 Self-evaluation for self-improvement</b>  (NIF: School Leadership and Teacher Professionalism)	<p><b>I-Collaborate</b></p> <ul style="list-style-type: none"> <li>Creating a Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities and building the professional networks</li> <li>Implementing Personal leadership reflection tool for all senior leaders resulting in an individual leadership action plan</li> </ul> <p><b>1.1 Self Evaluation for self improvement</b></p> <p><b>Developing independence in self evaluation for self improvement through</b></p> <ul style="list-style-type: none"> <li>- Reviews – theme or other</li> <li>- Inspections- Learning communities</li> <li>- HMle inspections</li> <li>- Toolkit evaluation</li> <li>- Challenging conversations and support</li> </ul> <p><b>Shared practice forums – self evaluation – cluster or trio</b></p>

\*Further secondary school targets for the Senior Phase and Positive Destinations will be agreed with each individual secondary school.

### **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. The implementation of the Pupil Equity Fund will further assist schools in their commitment to interrupt the cycle of poverty.

#### **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 2017 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 Attainment Report highlights our commitment to closing the attainment gap which compliments the strategies employed by Midlothian to create a world-class education system through excellence and equity.

#### **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**

Ongoing dialogue is taking place with SEEMiS and Digital Services to ensure that we are on target for the introduction of the new system for data collection in line with the guidance on the collection of CfE levels.

## **4 Recommendations**

Cabinet is requested to:

1. Congratulate Pupils, Staff and Parents on the significant improvements in performance outlined in this report.
2. Note the next steps for improvement outlined on pages 2, 3, 4, 6 and 7 of this report.

**Date 22 May 2017**

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