

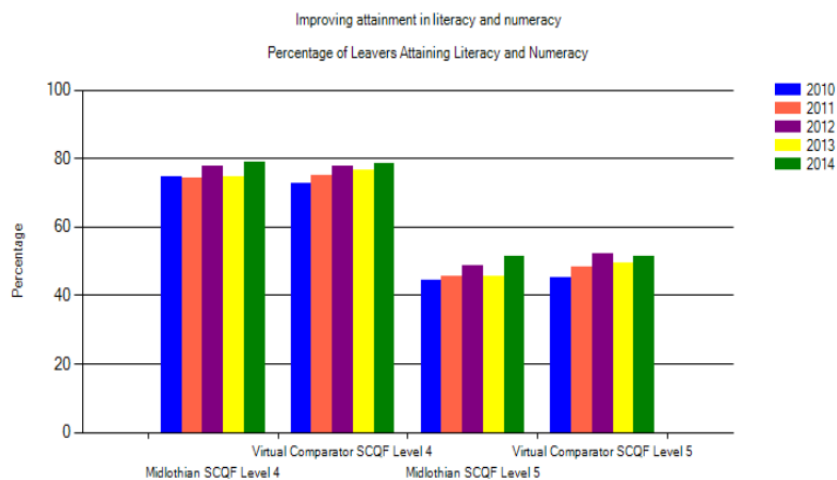
Raising Attainment - Closing the Gap: Examination Attainment 2015**Report by Dr Grace Vickers – Head of Education****1 Purpose of Report**

Further to the National Improvement Framework report which was presented to Council on 3 November 2015, the purpose of this report is to provide an overview of secondary school examination attainment in session 2014-15 using the new senior phase benchmarking attainment measures, called 'Insight'.

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.

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



Year	Midlothian % Level 4	Virtual Comparator % Level 4	Midlothian % Level 5	Virtual Comparator % Level 5
2010	74.6	73	44.4	45
2011	74.35	75.06	45.69	48.47
2012	77.87	77.62	48.85	52.31
2013	74.62	76.66	45.52	49.66
2014	78.9	78.52	51.38	51.27

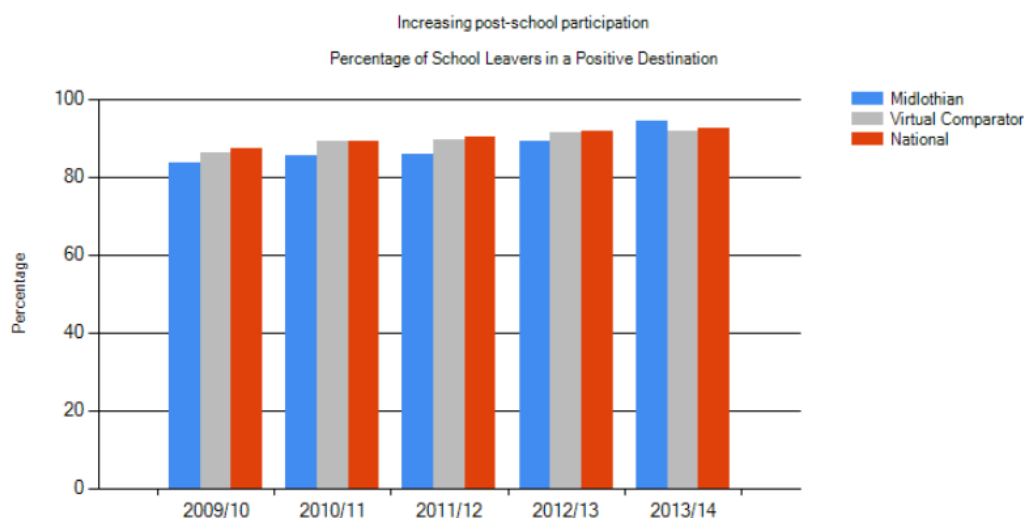
Figure 1: Improving attainment in literacy and numeracy (Source: Insight September 2015)

Figure 1 shows an improving pattern in literacy and numeracy at levels 4 and 5:

- Attainment in level 4 Literacy and Numeracy shows an improvement of 4.3% from 74.6% in 2010 to 78.9% in 2014. Attainment is 0.38% higher than the Virtual Comparator leavers group and 1.5% lower than the National leavers group.
- Attainment in level 5 Literacy and Numeracy shows an improvement of 7% from 44.4% in 2010 to 51.4% in 2014. Attainment is 0.11% higher than the Virtual Comparator leavers group and 4.3% lower than the National leavers group.

Next steps for improvement: To bring literacy and numeracy at levels 4 and 5 in line with national measures for all school leavers.

2.3 Increasing post-school participation: this measure shows the percentage of pupils either staying on at school or in a positive initial destination (approximately three months after leaving school):



Year	Midlothian	Virtual Comparator	National
	% School Leavers	% School Leavers	% School Leavers
2009/10	83.6	86.3	87.2
2010/11	85.2	89.3	89.1
2011/12	85.8	89.6	90.1
2012/13	89.2	91.4	91.7
2013/14	94.2	91.6	92.6

Figure 2: Increasing post-school participation (Source: Insight September 2015)

Figure 2 shows significant progress has been secured in terms of improving positive destinations in Midlothian. Notable achievements are:

- The percentage of school leavers entering a positive destination has improved from 83.6% in 2009/10 to 94.2% in 2013/14.
- This compares positively with outcomes for the Virtual Comparator leaver cohort of 91.6% and National leaver cohort of 92.6%.
- No secondary school has less than 90% of leavers entering a positive destination.
- All schools have shown sustained improvement over the last 5 years.
- There are relatively high numbers of leavers going into employment 30% compared to a virtual comparator figure 22.5%. Whilst this is recognised as a success there is a need to further breakdown the employment destination to consider nature of employment, progression and salary opportunities.
- There are relatively lower numbers of leavers going into Higher Education 29% compared to the virtual comparator figure of 36%, this is linked to the attainment of Midlothian students by end of S5 which remains below the virtual average which is shown further in section 2.6 of this report.

Next steps for improvement: maintaining positive destinations remains an ongoing priority for the Council with a target of 95% set for School Leaver Destinations and 90% for the new Participation measures which includes young people 16-19 years.

2.4 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 selected year is 2014

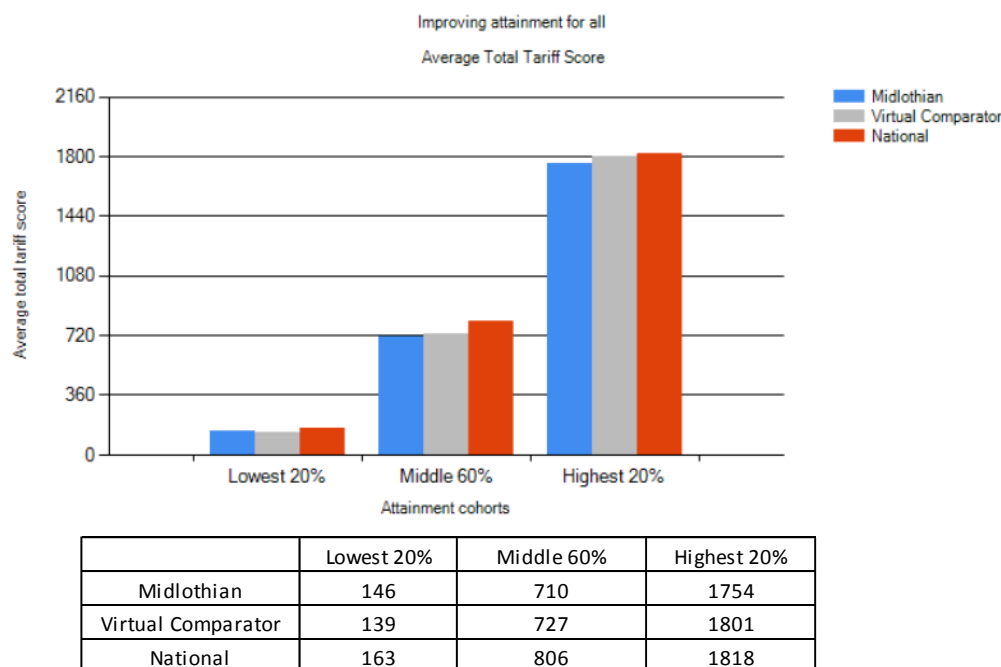


Figure 3: Improving Attainment for All (Source: Insight September 2015)

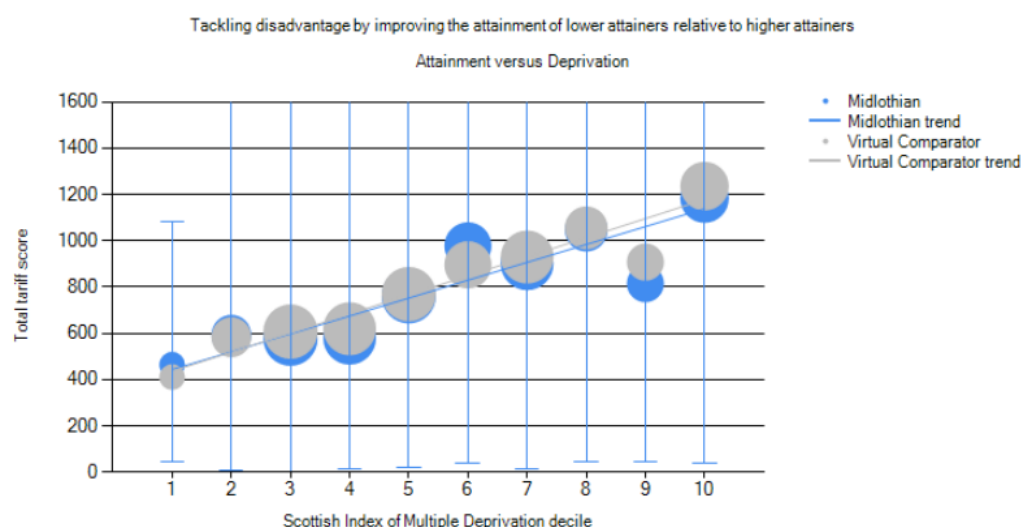
Figure 3 relates to Midlothian School leavers and the numbers shown in the table are total tariff points gained in Midlothian by the lowest performing 20%, the middle performing 60% and the highest performing 20%. The tariff points table is shown in Appendix 1 of this report. Each qualification attained by pupils is allocated a tariff score by the Scottish Qualifications Authority (SQA). The highest performing 20% of students attain higher tariff scores as they tend to stay on to S6, completing more courses, and passing courses at higher levels. Figure 3 shows the following for Midlothian:

- Total tariff scores for the lowest performing 20% of school leavers shows positive progression from 117 tariff points in 2009/10 to 146 tariff points in 2013/14 which is an improvement of 29 tariff points. Overall Midlothian exceeded the virtual comparator but remains 17 tariff points below the national data.
- Total tariff scores for the middle performing 60% of school leavers shows positive progression from 648 tariff points in 2009/10 to 710 tariff points in 2013/14, an improvement of 62 tariff points. Midlothian's performance is 17 tariff point less than the virtual comparator group and 96 tariff points less than the national leaver group.
- Total tariff scores for the highest performing 20% of school leavers shows positive progression from 1681 tariff points in 2009/10 to 1754 tariff points in 2013/14 an improvement of 73 tariff points. Midlothian's performance is 47 tariff point less than the virtual comparator group and 64 tariff points less than the national leaver group.

Next steps for Improvement: Using this new data, we aim to focus on closing the gap which has emerged for each cohort with a particular emphasis on the middle and highest performing leaver groups which show the largest gap between the virtual and the national comparator data.

2.5 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 selected year is 2013/14



Establishment	Year	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
Midlothian	2013/14	464	593	577	579	760	978	901	1046	815	1182
Virtual Comparator	2013/14	410	583	607	620	769	896	929	1056	908	1236

Figure 4: Attainment Versus Deprivation (Source: Insight September 2015)

Figure 4 presents the data for the Midlothian school leavers. The discs represent the relative performance of Midlothian school leavers in each SIMD decile compared to the virtual comparator group. The size of the disc gives a visual indication of the number of students in each decile. The gradient of the line indicates the relative level of attainment versus deprivation for Midlothian school leavers. In 2013/14 Decile 9 Midlothian school leavers performance was the poorest for the last 5 years and poorer than other similar students across the country. SIMD 4 is also significantly lower than the national average. In 2013/14, Decile 6 Midlothian leavers performance was the best for the last 5 years and better than other similar students across the country. On leaving the school system Midlothian students in Decile 1 have attained a tariff score which is much less than half of that attained by students in Decile 10. The data, in line with the virtual and the national trend, indicates that students from the least advantaged groups are leaving school earlier and as a result attaining fewer qualifications which limits their ability to access a sustainable positive destination. For this reason, Midlothian's priority remains to maintain students from the least advantaged backgrounds in mainstream education and training until the end of S6 by providing an educational experience which meets their needs and supports them to take positive next steps to a secure future.

Next steps for improvement:

- To continue to encourage students to stay on at school until the end of S6 in order to close the attainment versus deprivation gap.
- To continue to share best practice across the six Secondary Schools in order to ensure robust tracking and monitoring arrangements are in place to both support and challenge further improvements in attainment.

2.6 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. The Breadth and Depth measures provided in this report are similar to the tradition attainment measures as follows: percentage of pupils attaining five or more awards at SCQF level 3, level 4 and level 5 or better by the end of S4; percentage of pupils attaining one, three or five awards or more at SCQF level 6 or better; percentage of pupils attaining one, three or five or more awards at SCQF level 6 or better by the end of S6; and one or more awards at SCQF level 7 by the end of S6.

S4 Attainment

	Midlothian	Virtual Comparator	Midlothian	Virtual Comparator	Midlothian	Virtual comparator
Year	5 @ Level 3	5 @ Level 3	5 @ Level 4	5 @ Level 4	5 @ Level 5	5 @ Level 5
2011	89.5%	89.2%	76.9%	77.1%	30.0%	35.5%
2012	90.3%	91.0%	77.1%	79.5%	32.0%	35.6%
2013	90.3%	91.2%	79.0%	80.8%	32.4%	38.7%
2014	90.6%	85.8%	83.4%	80.9%	40.3%	42.3%
2015	88.1%	84.4%	83.6%	79.5%	38.3%	44.5%
3 yr avg	89.7%	87.1%	82.0%	80.4%	37.0%	41.8%
4 yr trend	-0.4%	-1.2%	1.7%	0.6%	2.1%	2.2%

Table 1: Breadth and Depth Measures by S4 stage based upon S4 - % candidates

(Source: Insight September 2015)

Table 1 shows an overall positive trend for levels 4 and 5. The trend for level 3 is negative for both Midlothian and the virtual comparator. Level 3 and level 4 is better than that for the virtual comparator cohort but we aim to ensure that the 4 year trend is positive for all measures. Despite making significant 5 year progress at level 5, this measure still remains below the virtual comparator.

S5 Attainment

	Midlothian	Virtual Comparator	Midlothian	Virtual Comparator	Midlothian	Virtual Comparator
Year	1 @ Level 6	1 @ Level 6	3 @ Level 6	3 @ Level 6	5 @ Level 6	5 @ Level 6
2011	42.2%	47.3%	24.2%	28.2%	8.8%	11.7%
2012	44.1%	50.9%	23.8%	31.1%	8.8%	13.6%
2013	45.5%	52.4%	26.6%	31.6%	10.1%	13.6%
2014	48.5%	56.9%	26.1%	36.4%	12.1%	18.4%
2015	55.3%	61.1%	34.2%	40.6%	17.0%	20.3%
3 yr avg	49.8%	56.8%	28.9%	36.2%	13.1%	17.4%
4 yr trend	3.3%	3.5%	2.5%	3.1%	2.1%	2.1%

Table 2: Breadth and Depth Measures by S5 stage based upon S4 - % candidates

(Source: Insight September 2015)

Table 2 shows a positive 4 year trend for all measures and attainment in 2015 examinations was the highest in Midlothian across all of these measures when compared with the data for the last 5 years:

- Over the past 5 years Midlothian schools have made significant progress in attainment in each of the measures shown in the table. Five awards at level 6 have improved from 8.8% in 2011 to 17% in 2015, an increase of 8.2%.
- Despite significant progress the measures remain below the virtual comparator cohort and secondary schools continue to focus on raising attainment by the end of S5.

S6 Attainment

	Midlothian	Virtual Comparator	Midlothian	Virtual Comparator	Midlothian	Virtual Comparator	Midlothian	Virtual Comparator
Year	1 @ Level 6	1 @ Level 6	3 @ Level 6	3 @ Level 6	5 @ Level 6	5 @ Level 6	1 @ Level 7	1 @ Level 7
2011	47.5%	53.0%	31.3%	39.0%	18.0%	25.5%	15.5%	17.0%
2012	49.7%	55.3%	32.5%	40.4%	20.4%	26.8%	15.8%	17.6%
2013	52.9%	58.2%	35.9%	43.4%	21.4%	30.1%	16.2%	19.0%
2014	50.7%	60.9%	36.3%	45.5%	26.2%	31.6%	16.9%	20.0%
2015	55.1%	63.6%	40.21%	48.3%	24.0%	34.1%	16.1%	21.8%
3 yr	52.9%	60.9%	37.5%	45.7%	23.9%	32.0%	16.4%	20.3%
4 yr trend	1.9%	2.7%	2.2%	2.3%	1.5%	2.2%	0.1%	1.2%

Table 3: Breadth and Depth Measures by S6 stage based upon S4 - % candidates

(Source: Insight September 2015)

Table 3 shows a positive four year trend across all measures. Attainment in 2015 was the highest over the last five years for attainment at one and three qualifications at level 6 by the end S6. Despite these significant improvements, attainment remains lower than the virtual comparator.

Next steps for Improvement:

- To continue to close the attainment versus deprivation gap by improving the attainment of 5 or more qualifications at level 3 by the end of S4
- To bring, in line with the virtual comparator, attainment at 5 or more at level 5 by the end of S4
- To bring, in line with the virtual comparator, attainment at all levels by the end of S5 and S6.

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) Bill 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 2015 Attainment Report highlights our commitment to closing the attainment gap which compliments the strategies employed by Midlothian which were highlighted in the National Improvement Framework report which was presented to Council on 3 November 2015.

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

There are no IT issues identified arising directly from this report.

4 Recommendations

- To note the significant improvements in performance outlined in this report.
- To note the next steps for improvement outlined on pages 2, 3, 5, 6 and 8 of this report.
- To invite Secondary Head Teachers to outline their schools' progress in raising attainment and closing the attainment gap in an annual seminar with elected members in December each year prior to the attainment report being presented to Council, commencing in December 2016.
- To provide a report to Council in May and December each year outlining progress made in raising attainment and closing the attainment gap in Midlothian.

Date 19 November 2015

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Appendix 1: Tariff Table

SCQF Level	Grade	SCQF Points	Tariff Score
7	A	32	480
	B	32	440
	C	32	400
	D	32	380
	Individual units	Varies	$17/2 \times \text{SCQF Points}$
6	A	24	204
	B	24	182
	C	24	160
	D	24	149
	Individual units	Varies	$14/3 \times \text{SCQF Points}$
5	A	24	84
	B	24	74
	C	24	64
	D	24	59
	Individual units	Varies	$11/6 \times \text{SCQF Points}$
4	Course – Pass	24	33
	Added value unit	6	15
	Individual units	Varies	$1 \times \text{SCQF Points}$
3	Total units	18	12
	Individual units	Varies	$2/3 \times \text{SCQF Points}$
2	Total units	18	6
	Individual units	Varies	$1/3 \times \text{SCQF Points}$
1	Individual units	6	1