

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 27 MARCH 2017

REPORT ON: SENIOR PHASE ATTAINMENT – LEAVERS' DATA

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 111-2017

1.0 PURPOSE OF REPORT

1.1 This report informs the Children and Families Services Committee of the attainment by senior school leavers in academic session 2015-16. The Senior Phase consists of S4-S6 pupils. The figures are taken from Insight, the Scottish Government's benchmarking tool. They are based on the latest Insight data release, published 27th February 2017. This release provides data for 1,388 Dundee school leavers who left between 3rd September 2015 and 19th September 2016.

2.0 RECOMMENDATIONS

2.1 It is recommended that members of the Children and Families Services Committee note the contents of this report.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 MAIN TEXT

4.1 Insight is the national online benchmarking tool for secondary schools and local authorities. It is designed to report on the performance of pupils in the senior phase of secondary education. Insight was developed by the Scottish Government and partners with input from a range of key stakeholders including school leaders; teachers; parents; Directors of Education and Quality Improvement Officers. Insight is aligned with the Curriculum for Excellence and the SQA assessment framework and is available to teaching staff in secondary schools. It is designed to present data in an easy to interpret way and inform school improvement.

4.2 National Benchmarking data in Insight is based on school leavers and includes details of pupil leaving destinations. Leavers' data is not fully available until the end of each calendar year and the annual update of leaver data does not take place until February. This year's data is based on those pupils who left school during academic session 2015-16. An interim update is made to Insight each August outlining initial results from SQA examinations.

4.3 Insight data is used by Education Scotland in their Parentzone website to provide parents with information on their local schools. Education Scotland will also use Insight prior to and during school inspection visits. It is used by schools when producing their annual Standards and Quality reports and is used by the Children and Families Service during school attainment and achievement reviews.

4.4 Insight publishes the following four National Measures for each school and local authority:

- Percentage of Leavers Attaining Literacy and Numeracy
- Percentage of School Leavers in a Positive Destination
- Average Total Tariff Score
- Attainment versus Deprivation

- 4.5 In addition to graphical and tabular provision of data, Insight also provides commentaries that note when differences are statistically significant. The lack of a comment means that random variation cannot be ruled out as an explanation for apparent differences between measures.

Literacy and Numeracy

Figure 1: Percentage of Leavers Attaining Literacy and Numeracy

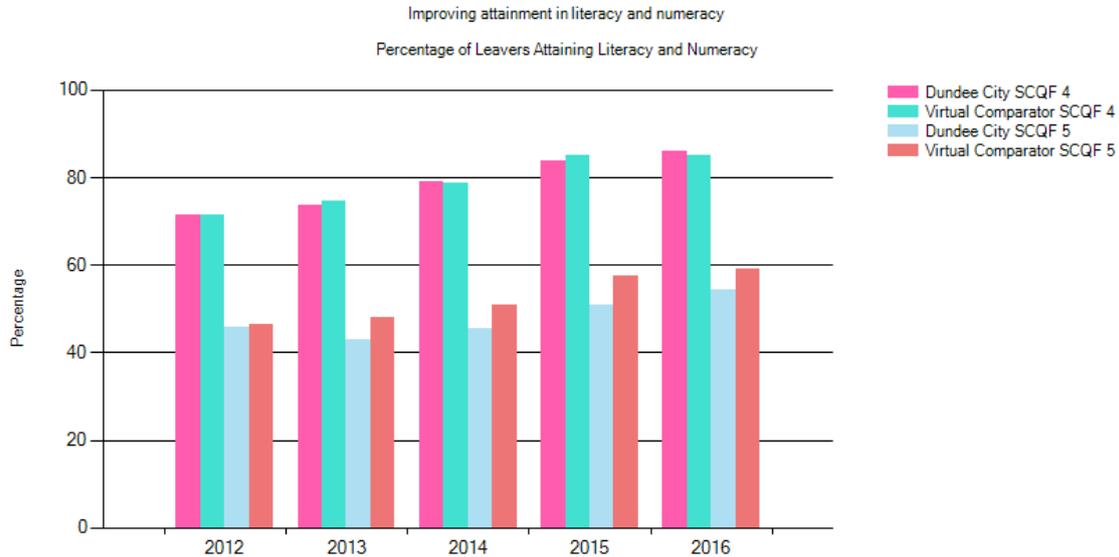


Table 1: Percentage of leavers attaining literacy and numeracy

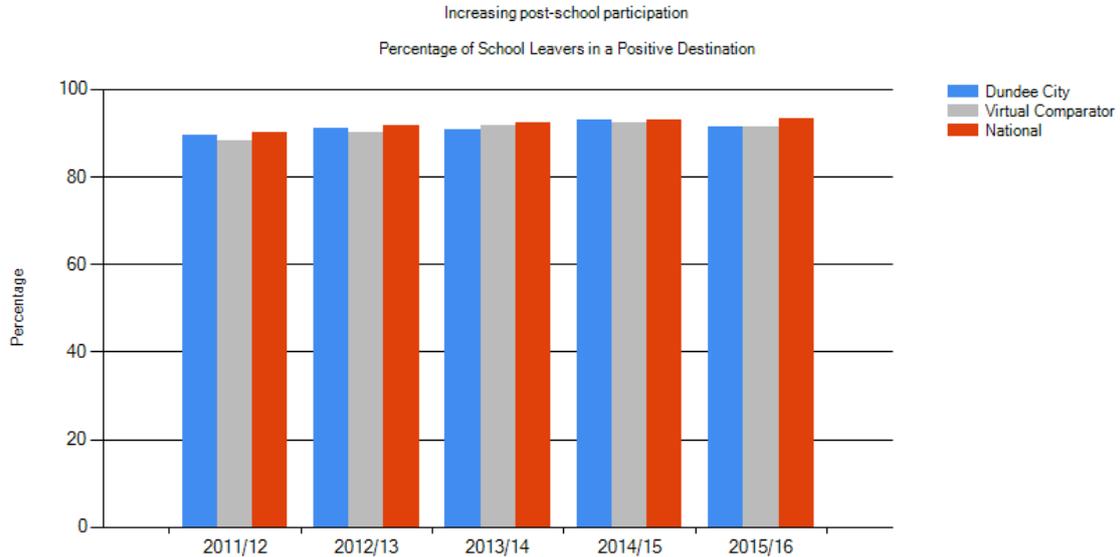
| | Year | SCQF Level 4 or better | | SCQF Level 5 or better | |
|--|---------|------------------------|--------------------|------------------------|--------------------|
| | | Dundee City | Virtual Comparator | Dundee City | Virtual Comparator |
| | 2011/12 | 71.5 | 71.5 | 45.8 | 46.3 |
| | 2012/13 | 73.7 | 74.6 | 43.1 | 48.1 |
| | 2013/14 | 79.1 | 78.8 | 45.5 | 51.0 |
| | 2014/15 | 83.8 | 84.9 | 51.0 | 57.4 |
| | 2015/16 | 86.0 | 84.9 | 54.3 | 59.2 |

- 4.6 Figure 1 and Table 1 show the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5, and better, for Dundee City and its virtual comparator for the last five academic sessions. Dundee has seen steady improvement in the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better. In 2016, 86.0% of Dundee's school leavers attained literacy and numeracy at SCQF level 4 or better. This is higher than the achievement of the virtual comparator where 84.9% attained literacy and numeracy at SCQF level 4 or better.
- 4.7 At SCQF level 5 or better Dundee has also seen steady improvement; in 2015/16 54.3% of Dundee's leavers attained literacy and numeracy. This was lower than the virtual comparator of whom 59.2% attained literacy and numeracy at SCQF level 5 or better.
- 4.8 Leaver Initial Destinations

Post-school participation is monitored by Skills Development Scotland in their School Leaver Destination return. Insight triangulates this survey with the pupil and leaver censuses to calculate percentages in a positive destination for Insight. Positive destinations include Higher Education, Further Education, Training, Voluntary Work, Employment and Activity

Agreements. The percentage of Dundee leavers entering positive destinations has reduced slightly from 93% in 2014/15 to 91.5% in 2015/16. However, this figure still matches the Virtual comparator.

Figure 2: Increasing post-school participation



Insight Statistical Significance Comments:
No significant differences noted.

Table 2: Percentage of school leavers in a positive destination

| | | Dundee City | Virtual Comparator | National |
|-------------|----------------|--------------------|---------------------------|-----------------|
| Year | 2011/12 | 89.6 | 88.3 | 90.1 |
| | 2012/13 | 91.1 | 90.2 | 91.7 |
| | 2013/14 | 90.9 | 91.7 | 92.5 |
| | 2014/15 | 93.0 | 92.4 | 93.0 |
| | 2015/16 | 91.5 | 91.5 | 93.3 |

4.9 Improving Attainment for All

As part of the development of the Insight tool a complementary tariff scale has been introduced. The complementary tariff only looks at a pupils highest results (those from their best 120 SCQF credits). The purpose of this is to aid the analysis of attainment data across different senior phase curriculum models, so that schools and local authorities can compare attainment between schools, local authorities, the virtual comparator or other breakdowns of cohorts in the senior phase. Tariff scales provide a summary view of a wide range of achievement and different awards from a range of providers. Insight divides each cohort into three sections for the Improving attainment for all measures: the top attaining 20% of pupils, the middle 60% and the lowest 20%.

Figure 3: Average Complementary Tariff Points, 2015/16

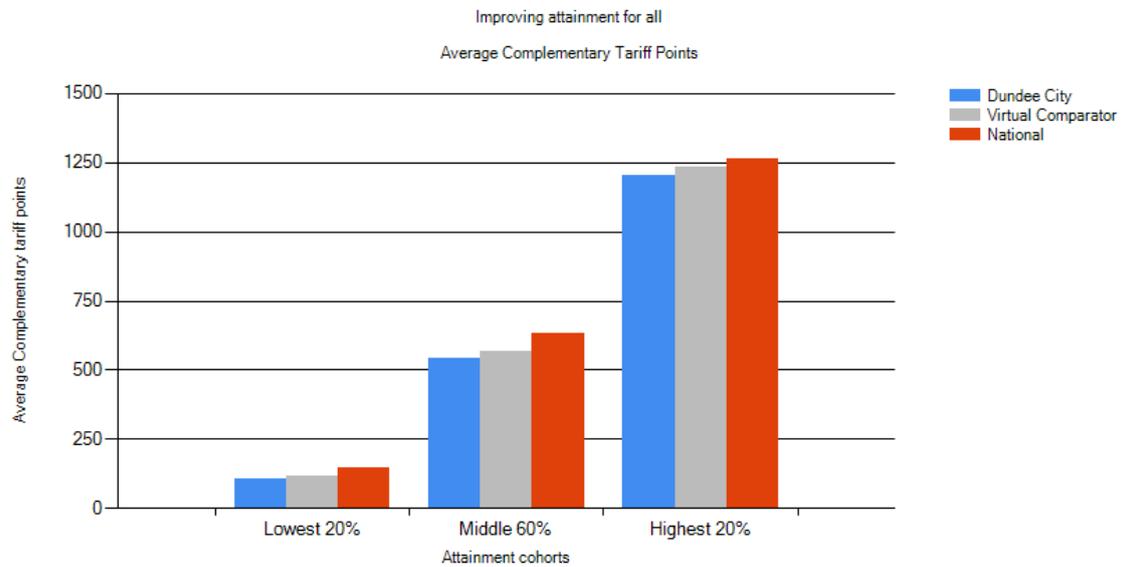


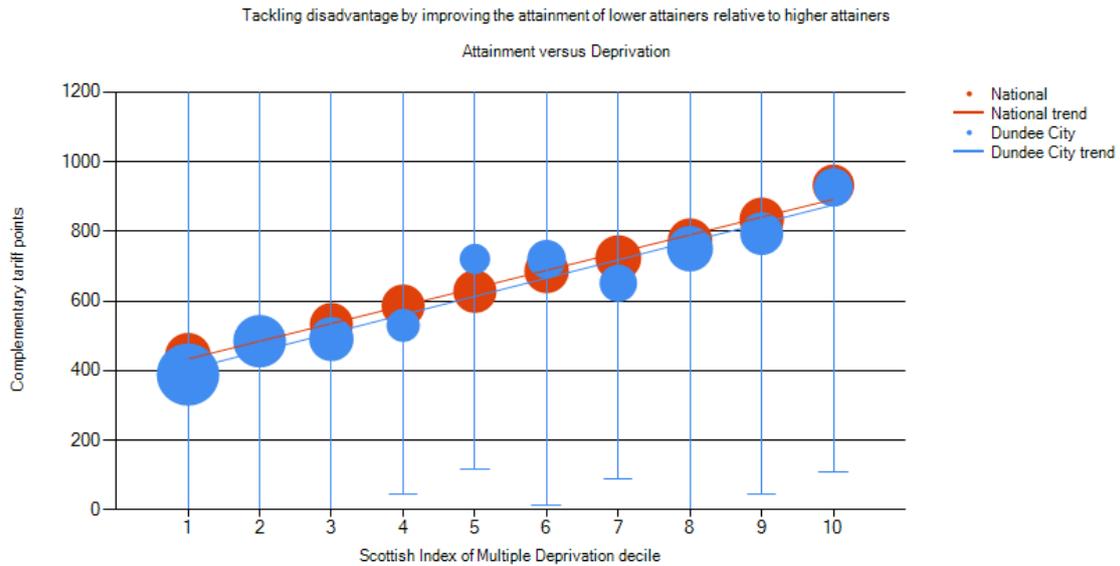
Table 3: Average Complementary Tariff Points, 2011/12 to 2015/16

| | | Lowest attaining 20% | | Middle attaining 60% | | Highest attaining 20% | |
|-------------|----------------|----------------------|--------------------|----------------------|--------------------|-----------------------|--------------------|
| | | Dundee City | Virtual Comparator | Dundee City | Virtual Comparator | Dundee City | Virtual Comparator |
| Year | 2011/12 | 96 | 100 | 475 | 483 | 1,185 | 1,190 |
| | 2012/13 | 97 | 112 | 487 | 499 | 1,185 | 1,201 |
| | 2013/14 | 106 | 120 | 492 | 528 | 1,192 | 1,196 |
| | 2014/15 | 114 | 136 | 544 | 584 | 1,192 | 1,233 |
| | 2015/16 | 108 | 116 | 540 | 568 | 1,205 | 1,234 |

4.10 Attainment versus Deprivation

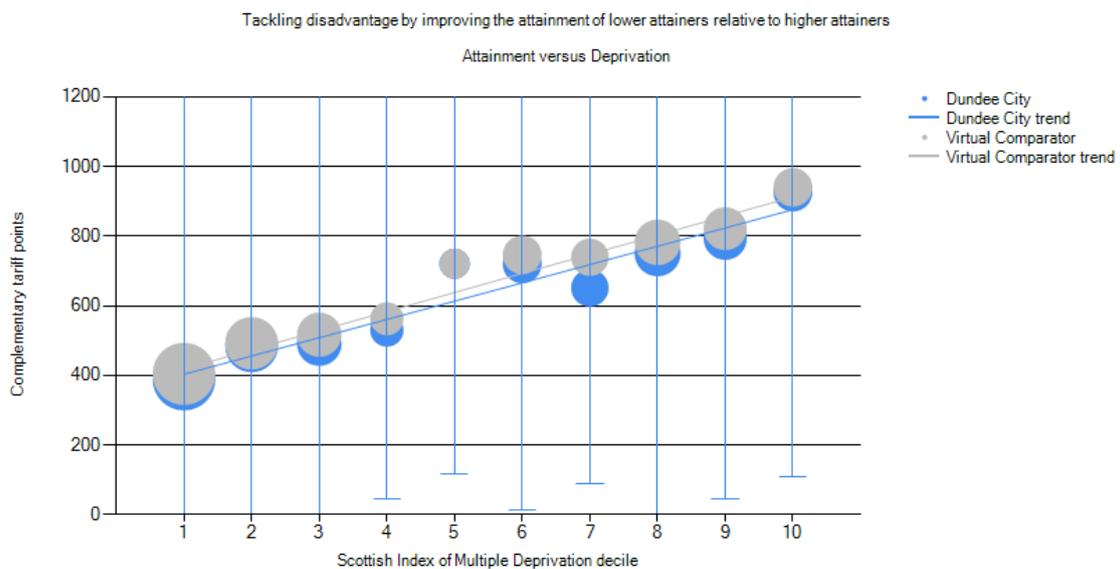
There is a demonstrable correlation between pupils' attainment and levels of deprivation. The Scottish Government and Local Authorities are committed to reducing the gap in attainment between those pupils living in deprived areas and those in less deprived areas. Figure 4 shows the relationship between attainment and deprivation for Dundee and Scotland. The size of the circles represents the proportion of pupils living in each Scottish Index of Multiple Deprivation decile.

Figure 4: Attainment v deprivation, Dundee and Scotland



4.11 Figure 5 shows Dundee's attainment by deprivation decile compared with its Virtual Comparator. The relationship between attainment and deprivation in Dundee is broadly similar to the virtual comparator. Only one decile in Dundee (7) was noted as being lower than the virtual comparator. Dundee continues to work to reduce that attainment gap for pupils living in deprived areas.

Figure 5: Attainment v deprivation, Dundee and its Virtual Comparator



4.12 The Attainment Gap

Dundee is committed to reducing the gap between the attainment of pupils in deprived areas and those in less-deprived areas. Figure 6 and Figure 7 show attainment in literacy and numeracy at SCQF levels 4, or better, and 5, or better, for the past five years; broken down by deprivation group. Figures for Dundee and its Virtual Comparator are presented in Table 4 and Table 5. The gap between pupils living in the most and least deprived areas has been decreasing. In 2011/12 the gap in Literacy and Numeracy attainment at SCQF level 4 between pupils living in the most and least deprived areas was 29 percentage points. By 2015/16 this gap had halved to 14 percentage points. The same gap at SCQF level 5 has reduced from 41 percentage points to 31 over the same period

Figure 6: Percentage of Dundee school leavers achieving literacy and numeracy at SCQF level 4 or better, by deprivation group

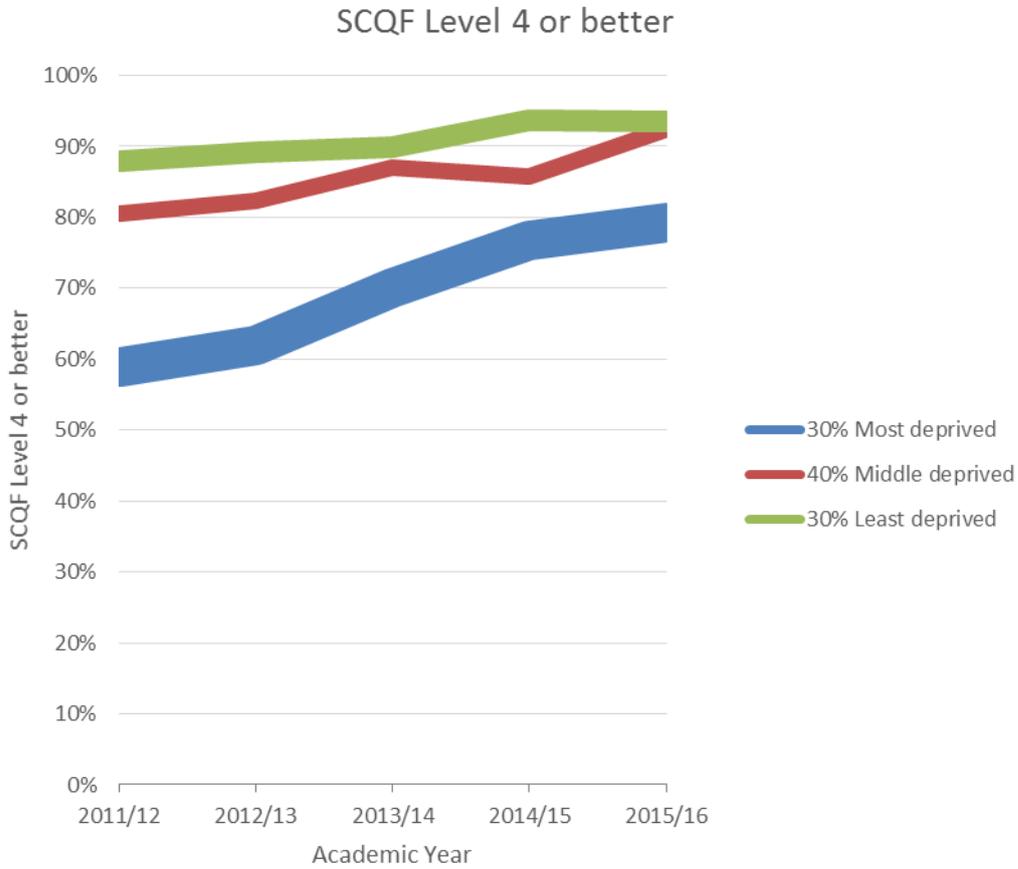


Table 4: Percentage of school leavers achieving literacy and numeracy at SCQF level 4 or better, by deprivation group. Dundee and its Virtual Comparator

| | | Dundee City Council | | | | |
|------------|------------|---------------------|---------|---------|---------|---------|
| | | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
| SIMD group | 30% Least | 88% | 89% | 90% | 94% | 94% |
| | 40% Middle | 80% | 82% | 87% | 86% | 92% |
| | 30% Most | 59% | 62% | 70% | 77% | 79% |
| | | Virtual Comparator | | | | |
| | | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
| SIMD group | 30% Least | 88% | 88% | 91% | 93% | 94% |
| | 40% Middle | 78% | 82% | 86% | 89% | 91% |
| | 30% Most | 60% | 65% | 69% | 78% | 78% |

Figure 7: Percentage of school leavers achieving literacy and numeracy at SCQF level 5 or better, by deprivation group

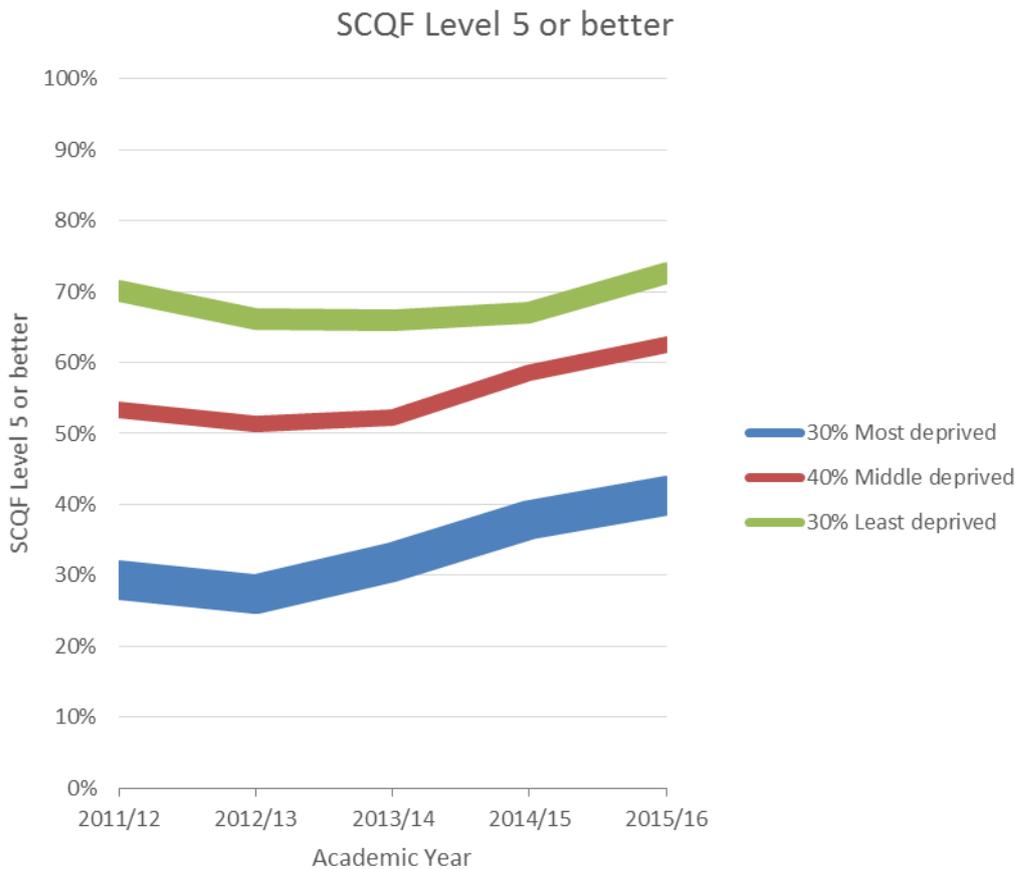


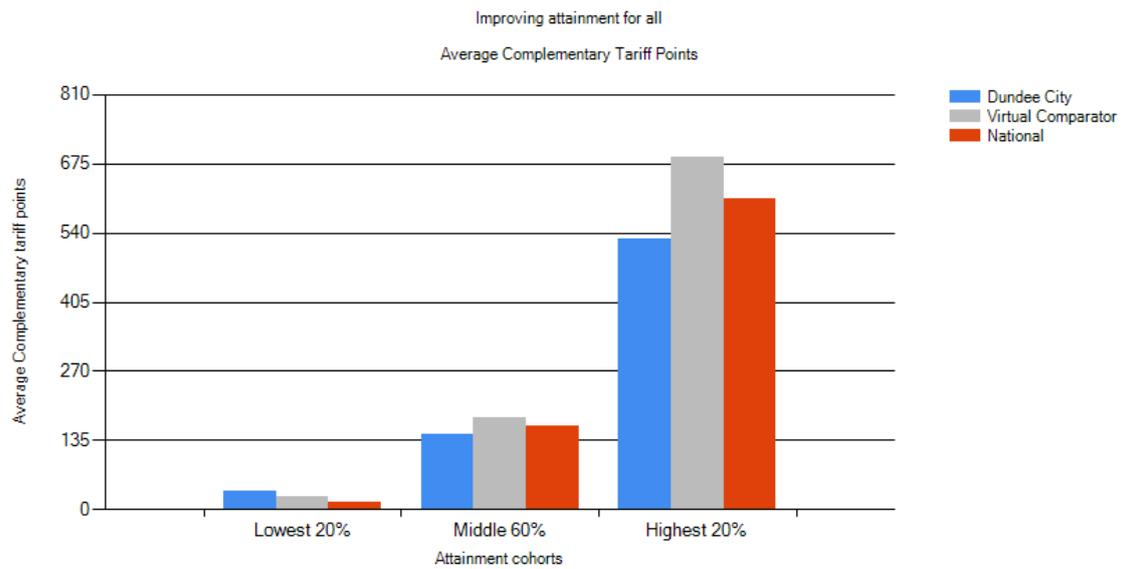
Table 5: Percentage of school leavers achieving literacy and numeracy at SCQF level 5 or better, by deprivation group. Dundee and its Virtual Comparator

| | | Dundee City Council | | | | |
|------------|------------|---------------------|---------|---------|---------|---------|
| | | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
| SIMD group | 30% Least | 70% | 66% | 66% | 67% | 73% |
| | 40% Middle | 53% | 51% | 52% | 59% | 63% |
| | 30% Most | 29% | 27% | 32% | 38% | 41% |
| | | Virtual Comparator | | | | |
| | | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
| SIMD group | 30% Least | 70% | 69% | 71% | 76% | 79% |
| | 40% Middle | 51% | 56% | 59% | 63% | 69% |
| | 30% Most | 31% | 34% | 37% | 44% | 45% |

4.13 Looked After Children

Dundee is committed to improving attainment for looked after children. Figure 8 shows the average complementary tariff score for looked after school leavers from Dundee, its Virtual Comparator and Scotland. The ongoing review of Corporate Parenting places a central focus on improving attainment and ensuring successful post school transitions for all Looked after Children. This recognises the barriers faced by many of our children and young people in this group. The results shown in Figure 8 reflect the achievements of 33 looked after children in Dundee. Whilst these 33 pupils have a lower average complementary tariff score than their virtual comparator, this is statistically a very small group.

Figure 8: Average complementary tariff scores for 2015/16 school leavers who were looked after away.



4.14 In seeking to improve the attainment and achievement of all school leavers there is a commitment to the delivery of a quality educational experience for all children and young people from the earliest stages of their educational journey. In doing so, a particular focus has been placed on developing pupils' skills for learning, life and work in key areas including literacy, numeracy and health and wellbeing. In tackling the poverty-related attainment gap and supported by the Scottish Government Attainment Challenge fund we continue to deploy a range of universal and targeted interventions across early years, primary and secondary sectors. Key activities include:

- a sustained focus on early intervention and improvements in children's literacy, numeracy and health and wellbeing from the early years
- school-led self improvement particularly in the key area of quality learning and teaching
- on-going support for teacher professionalism and workforce development in areas including the new qualifications and associated assessment standards
- in partnership with head teachers, additional support and interventions for young people on the cusp of achieving National 5 and Higher qualifications
- a heightened focus by link Education Officers in supporting schools address the poverty-related attainment gap between the most and least disadvantaged children
- specific Dundee Attainment Challenge activities with 11 primary schools and 5 nursery schools (a total of 2,600 primary pupils and 985 nursery pupils.) aimed at improving the following key areas –
 - improved early social and emotional development (0-5), closely linked to language development
 - raised attainment in Literacy, Numeracy and Health and Wellbeing
 - improved wellbeing – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)
 - improved engagement between schools and pupils
 - improved parental and community engagement
 - increased opportunities for pupils to develop skills for learning, life and work
 - increased employability opportunities
 - improved positive destinations.

As our secondary schools are supported by Phase 2 of the Scottish Attainment Challenge, activities target our looked after children and young people, young carers as well as those affected by poverty.

Plans are in place to deliver supported study in community settings. We are further developing our work with Includem and Skillforce. In addition, in partnership with NHS and colleagues from The Corner, we are securing staff to support the mental health and anxiety issues experienced by some of our children and young people.

The Pupil Equity Funding which forms part of the Scottish Attainment Challenge Fund is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. Head Teachers will have access to this Fund from April 2017 and must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools. Agreed activities will continue to support improved outcomes for children in Dundee schools affected by poverty.

4.15 In taking forward the Scottish Governments response to Developing Scotland's Young Workforce, the aim is to ensure that all school leavers enter and sustain a positive destination at the point of exit from secondary school. This includes a clear focus on Looked after Children where there are recognised social and emotional barriers at local and national level. Underpinning this will be a continued focus on developing pupils' skills for learning, life and work with a particular focus on literacy and numeracy. Key activity will include:

- the establishment of skills' working groups in primary schools and cluster groups

- increased employer engagement activities across all schools
- continued partnership working with Skills Development Scotland in enhancing pupils' knowledge and understanding of career/vocational management and employment routes
- secondary school involvement in the Prince's Trust Achieve/Future Starts programme aimed at securing progression to training, education, apprenticeships and jobs for 'at risk' and disengaged young people
- an increased focus on improving the attainment for all Looked after Children
- continued use by schools of Scotland's national careers advice website - My World of Work in supporting young people's vocational decision making and career pathways
- on-going development of the senior phase curriculum, in partnership with Dundee & Angus College, including recognised vocational courses, foundation apprenticeships in different skills sectors and improved pupil work experience programmes in line with revised national guidelines
- the development of long term employer partnerships with schools to support teacher and pupil knowledge, understanding and awareness of the application of skills taught in schools to the workplace.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.
- 5.2 There are no major issues.

6.0 CONSULTATIONS

- 6.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the compilation of this report.

7.0 BACKGROUND PAPERS

None.

Michael Wood
Executive Director of Children and Families Service
March 2017

