

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 15 MAY 2023
REPORT ON: PROGRESS: SENIOR PHASE - LEAVERS' UPDATE
REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE
REPORT NO: 148-2023

1.0 PURPOSE OF REPORT

- 1.1 This Progress: Senior Phase – Leavers' Update report provides information on the attainment of S4-S6 school leavers in academic session 2021-22.
- 1.2 Senior phase attainment data for S4-S6 school leavers in academic session 2021-22 has been extracted from the national Insight Senior Phase Benchmarking Tool, which was updated on 28 February 2023.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Children and Families Service's Committee:
- Notes the contents of this report.
 - Instructs the Executive Director to provide an update in twelve months regarding the attainment of the S4-S6 cohort in academic session 2022-23.

3.0 FINANCIAL IMPLICATIONS

- 3.1 None.

4.0 BACKGROUND

- 4.1 Insight is the national online benchmarking tool for secondary schools and local authorities. It is designed as an improvement tool to aid schools and local authorities in understanding performance in the senior phase of secondary school education. Insight was developed by the Scottish Government and partners with input from a range of key stakeholders including school leaders, teachers, Directors/ Heads of Education and Education Officers. Insight is aligned with the Curriculum for Excellence and the Scottish Qualifications Authority (SQA) assessment framework and is available to staff in schools as well as staff in central teams.
- 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 the following February. This year's data is based on the 1,394 senior phase pupils who left school in Dundee during academic session 2021-22. 589 of these leavers live in Scottish Index of Multiple Deprivation (SIMD) Quintile 1, the 20% most-deprived areas in Scotland. The other 805 leavers live in Quintiles 2-5. This data was published on 28 February 2023.
- 4.3 Insight data is used by Education Scotland in their ParentZone website to provide parents with information on their local schools through the School Information Dashboard. Education Scotland will also use Insight as part of the school inspection process. It is also used by secondary schools when producing their annual School Improvement reports and is used by the Children and Families Service during school attainment and achievement reviews.

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

- Percentage of Leavers attaining Literacy and Numeracy
- Percentage of School Leavers in an initial Positive Destination
- Average Total Tariff Score
- Attainment versus Deprivation

4.5 Insight provides an important statement regarding the impact of COVID-19 which was updated in February 2023. This updated statement states that “the impacts of the different approaches to assessment and certification over the past three years means that care should be taken when making comparisons over time.” The updated attainment figures can be used as an accurate reflection of learner attainment in different years and to compare the attainment of different cohorts within years. Attainment figures should not be used without taking full account of the different approaches to certification in 2020, 2021, and 2022 compared to previous years.

5.0 THE ATTAINMENT GAP

5.1 The Children and Families Service is committed to reducing the gap between the attainment and achievement of pupils living in the most deprived areas and those in less-deprived areas.

5.2 Figure 1 and Figure 2 show attainment in literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4, or better, and SCQF levels 5, or better, for the past five years, broken down by deprivation group. Data for Dundee and its Virtual Comparator (VC) is also presented in Table 1 and Table 2.

5.3 At SCQF Level 4 or better attainment in SIMD Quintile 1 has improved slightly to 80% and is slightly higher than the virtual comparator for the same group. Attainment in SIMD Quintiles 2 to 5 has remained relatively static at around 90%, slightly lower than its virtual comparator. The gap between quintiles 1 and 2-5 widened in 2019 but has since decreased. For the last three years the gap has been narrower than that seen in the virtual comparator. At SCQF Level 5 or better attainment in SIMD Quintile 1 improved to a high point in 2021 but dropped last year. However, despite this drop, attainment for quintile 1 at SCQF Level 5 or better in 2022 is 3% above the virtual comparator. For the last 3 years attainment in quintile 1 has been above the virtual comparator. The gap between quintiles 1 and 2-5 was narrowing until 2021 but opened slightly in 2022. The gap has been narrower though than the virtual comparator for the last three years.

Figure 1: Percentage of Dundee school leavers achieving literacy and numeracy at SCQF level 4 or better, by deprivation group

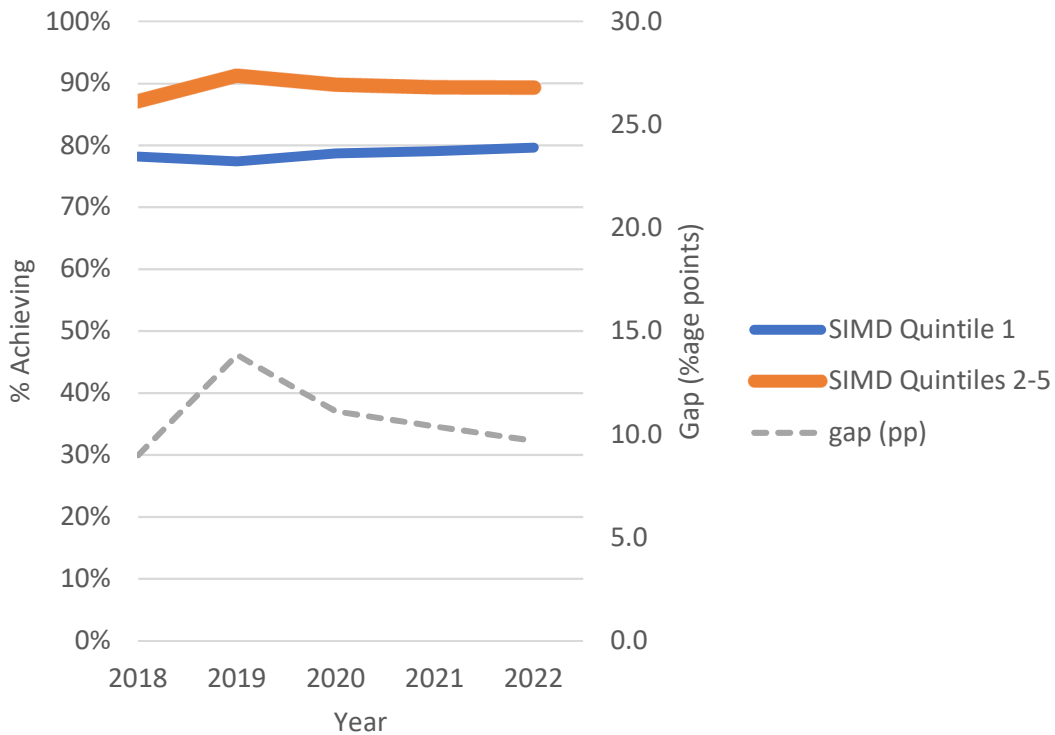


Table 1: Percentage of school leavers achieving literacy and numeracy at SCQF level 4 or better, by deprivation group. Dundee and its Virtual Comparator

		Dundee City Council				
		2018	2019	2020	2021	2022
	SIMD Quintiles 2-5	87%	91%	90%	89%	89%
	SIMD Quintile 1	78%	77%	79%	79%	80%
	Gap (pp)	9.0	13.8	11.1	10.4	9.7
		Virtual Comparator				
		2018	2019	2020	2021	2022
	SIMD Quintiles 2-5	91%	92%	90%	91%	91%
	SIMD Quintile 1	78%	80%	74%	77%	77%
	Gap (pp)	13.5	12.1	15.8	14.2	13.7

Figure 2: Percentage of school leavers achieving literacy and numeracy at SCQF level 5 or better, by deprivation group

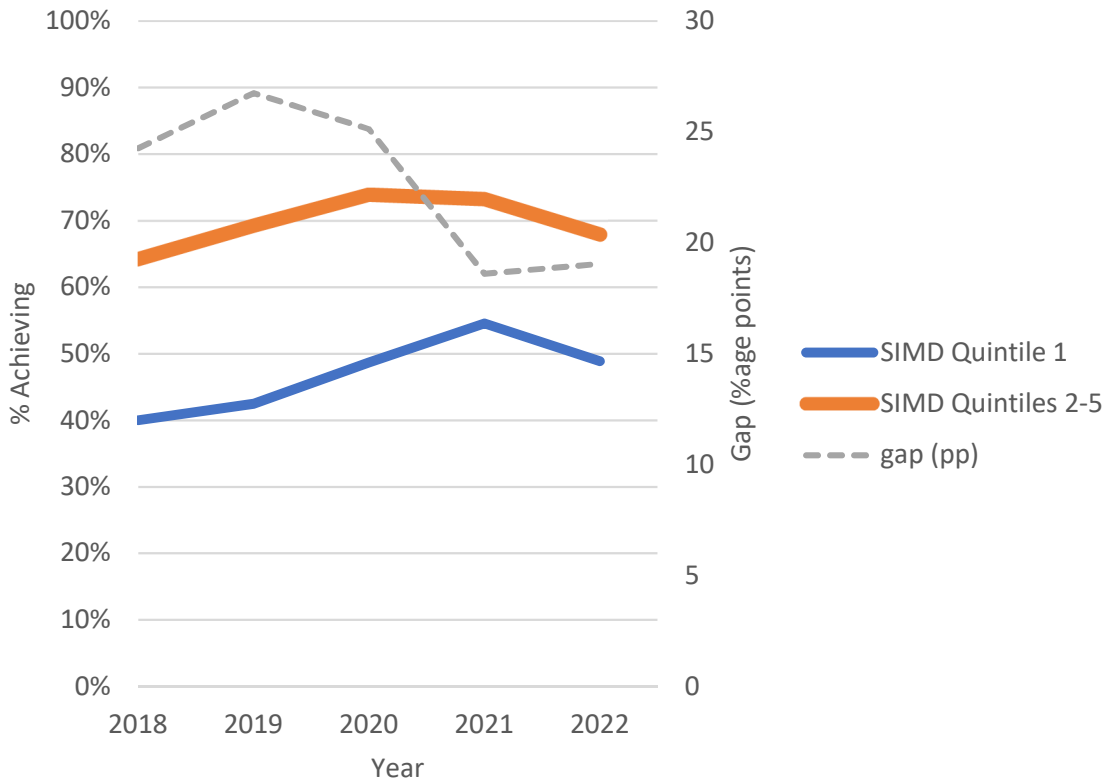


Table 2: Percentage of school leavers achieving literacy and numeracy at SCQF level 5 or better, by deprivation group. Dundee and its Virtual Comparator

		Dundee City Council				
		2018	2019	2020	2021	2022
	SIMD Quintiles 2-5	64%	69%	74%	73%	68%
	SIMD Quintile 1	40%	43%	49%	55%	49%
	Gap (pp)	24.3	26.8	25.1	18.6	19.1
		Virtual Comparator				
		2018	2019	2020	2021	2022
	SIMD Quintiles 2-5	71%	72%	71%	72%	69%
	SIMD Quintile 1	47%	48%	42%	47%	46%
	Gap (pp)	24.3	23.8	29.2	24.3	22.5

6.0 INSIGHT – NATIONAL BENCHMARKING MEASURES

6.1 As per paragraph 4.4, Insight publishes the following four National Benchmarking Measures for each school and for the local authority:

- Percentage of Leavers attaining Literacy and Numeracy
- Percentage of School Leavers in an initial Positive Destination
- Average Total Tariff Score
- Attainment versus Deprivation

6.2 Percentage of Leavers attaining Literacy and Numeracy

Figure 3: Percentage of Leavers Attaining Literacy and Numeracy

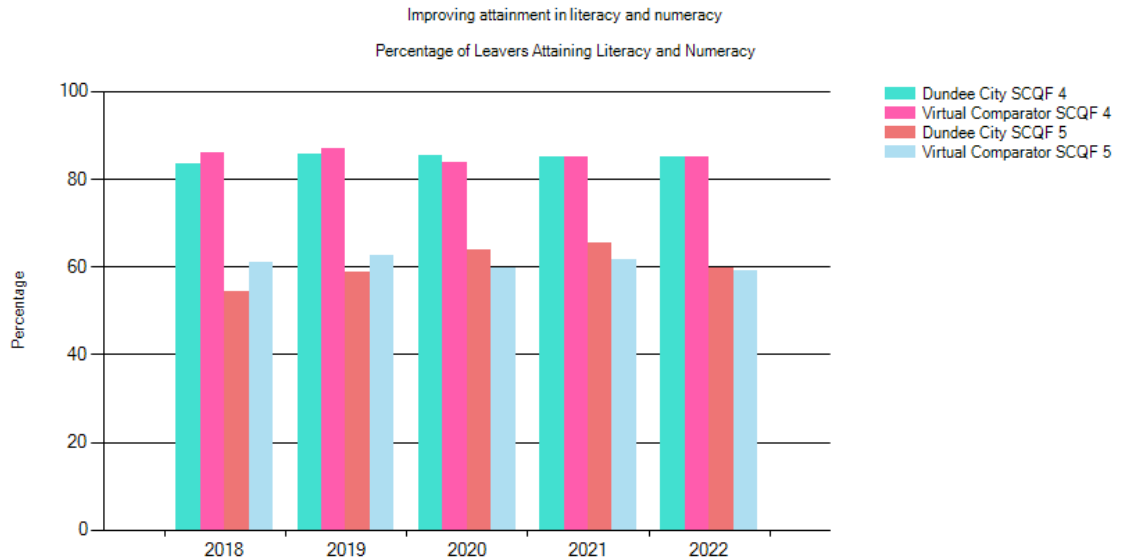


Table 3: Percentage of leavers attaining literacy and numeracy

		SCQF Level 4 or better		SCQF Level 5 or better	
		Dundee City	Virtual Comparator	Dundee City	Virtual Comparator
Year	2018	83.47	85.91	54.34	61.16
	2019	85.77	86.98	58.69	62.52
	2020	85.43	83.92	63.92	59.82
	2021	85.04	85.09	65.33	61.52
	2022	85.22	85.05	59.90	59.23

6.3 Figure 3 and Table 3 show the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5 or better for Dundee City and its virtual comparator for the last five academic sessions.

6.4 The percentage of Dundee City school leavers attaining both literacy and numeracy at SCQF Level 4 or better has remained at around 85%. For the past two years this has been approximately the same as our Virtual comparator.

6.5 The percentage of Dundee City school leavers attaining both literacy and numeracy at SCQF Level 5 or better increased from 54% in 2018 to 65% in 2021. However, in 2022 it decreased again to 60%. This though is still slightly better than our Virtual Comparator in 2022. It is important to consider the changes to assessment during this period.

6.6 Dundee as a corporate parent is also committed to improving outcomes for care experienced children and young people.

Table 4 shows the literacy and numeracy attainment for our looked after school leavers. The actual number of looked after leavers in any one year is relatively small. This leads to inevitable statistical fluctuations in year-on-year results.

Table 4: Percentage of care experiencing school leavers attaining literacy and numeracy

		SCQF Level 4 or better	SCQF Level 5 or better	Number of Looked after Leavers
Year	2018	60.00	20.00	30
	2019	58.33	12.50	24
	2020	52.38	19.05	21
	2021	70.59	47.06	17
	2022	58.33	25.00	12

6.7 Percentage of School Leavers in an initial Positive Destination

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 of leavers entering a positive destination. Positive destinations include Higher Education, Further Education, Training, Voluntary Work, Employment and Activity Agreements.

Figure 4: Increasing post-school participation

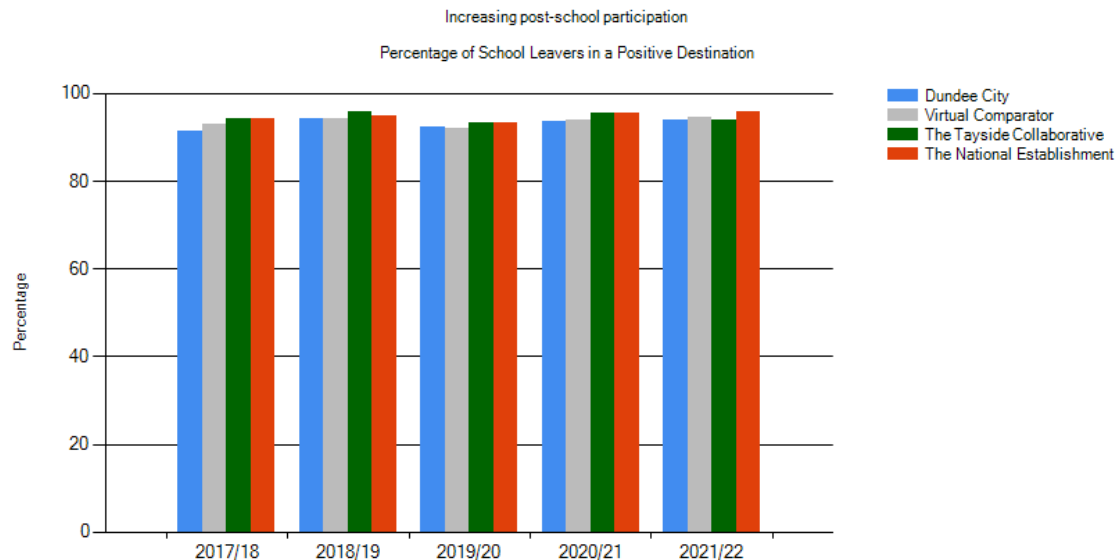


Table 5: Percentage of school leavers in a positive destination

		All School Leavers				Care Experiencing School Leavers	
		Dundee City	Virtual Comparator	The Tayside Collaborative	National	Dundee City	The Tayside Collaborative
Year	2017/18	91.49	93.03	94.31	94.40	86.67	79.66
	2018/19	94.31	94.21	95.80	95.05	87.50	83.82
	2019/20	92.29	91.92	93.39	93.36	71.43	80.60
	2020/21	93.70	94.02	95.41	95.48	100.00	91.80
	2021/22	93.90	94.73	94.05	95.74	83.33	76.92

6.8 Improving Attainment for All - Average Total Tariff Score

Insight uses Tariff scales/points to provide a summary view of a wide range of achievement and different awards from a variety of providers. Tariff scores are based on the latest and best results a pupil achieves at school. For example, if a pupil has National 5 French and Higher French only the tariff points from the Higher award would be counted. Table 6 shows some example tariff scores. It can be seen that at each SCQF level increment, the tariff score more than doubles. Significantly, a pupil attempting Advanced Highers in S6 has the potential to gain considerably more points than a pupil leaving with only Highers or National 5's. An S4 pupil with six awards at National 4 would score just under 200 points. A high achieving S6 pupil with six National 5s, five Highers and three Advanced Highers could have around 2,000 points. 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%.

Table 6: Example tariff scores for National awards

	Pass	
National 4	33	
	Grade C	Grade A
National 5	64	84
Higher	160	204
Advanced Higher	400	480

6.9 Across Scotland local authorities and schools have different curriculum models in the senior phase. This makes it hard to benchmark tariffs between authorities as pupils sitting eight subjects have the opportunity to accrue more points than those sitting six. To address this the Insight tool introduced a complementary tariff scale. The complementary tariff only includes a pupil's results from their best 120 SCQF credits: generally speaking a pupil's best five results.

Figure 5: Average Complementary Tariff Points

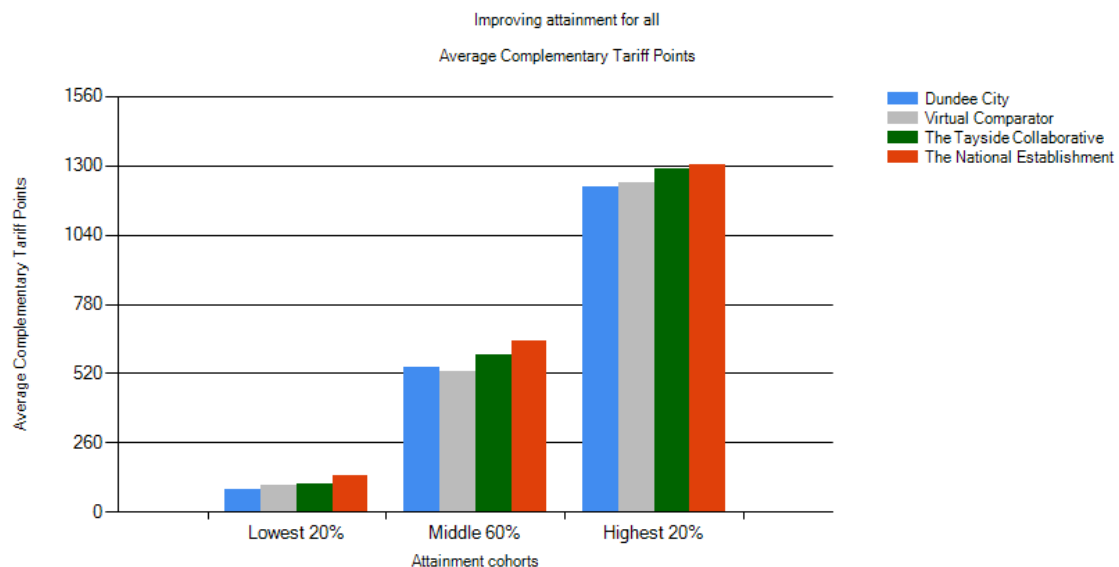


Table 7: Average Complementary Tariff Points

		Lowest attaining 20%		Middle attaining 60%		Highest attaining 20%	
		Dundee City	Virtual Comparator	Dundee City	Virtual Comparator	Dundee City	Virtual Comparator
Year	2018	82	112	488	557	1145	1227
	2019	81	113	532	563	1181	1225
	2020	85	88	567	553	1272	1259
	2021	84	93	566	577	1227	1283
	2022	86	99	541	527	1223	1236

- 6.10 Average complementary tariff points for the lowest 20% attainers are at their highest level for five years but this is below the virtual comparator for this group. Tariff scores for the middle 60% and highest 20% attainers peaked in 2020 and has since declined. A decline has also been seen in 2022 in the associated virtual comparators. The middle 60% now have a higher average complementary tariff than the virtual comparator.
- 6.11 The low number of care-experiencing school leavers, 12 in 2021/22, leads to fluctuations in average complementary tariff scores. One or two pupils doing exceptionally well, or very poorly, can have a large effect on the overall averages.

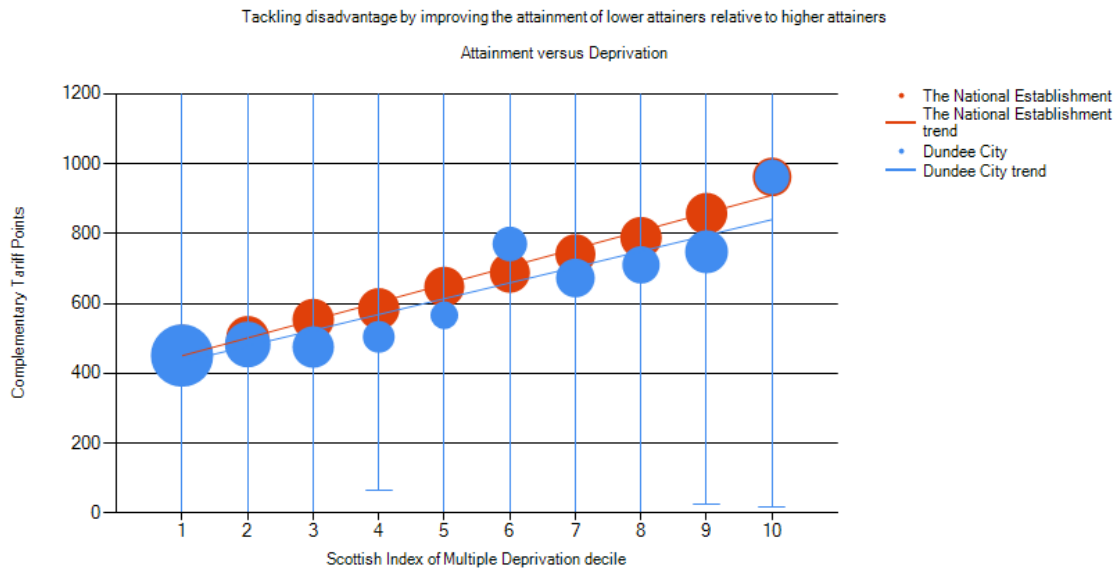
Table 8: Average complementary tariff score for care experiencing school leavers

		Lowest attaining 20%	Middle attaining 60%	Highest attaining 20%
		Year	2018	28
	2019	1	101	492
	2020	20	153	787
	2021	59	296	834
	2022	0	140	545

6.12 Attainment versus Deprivation

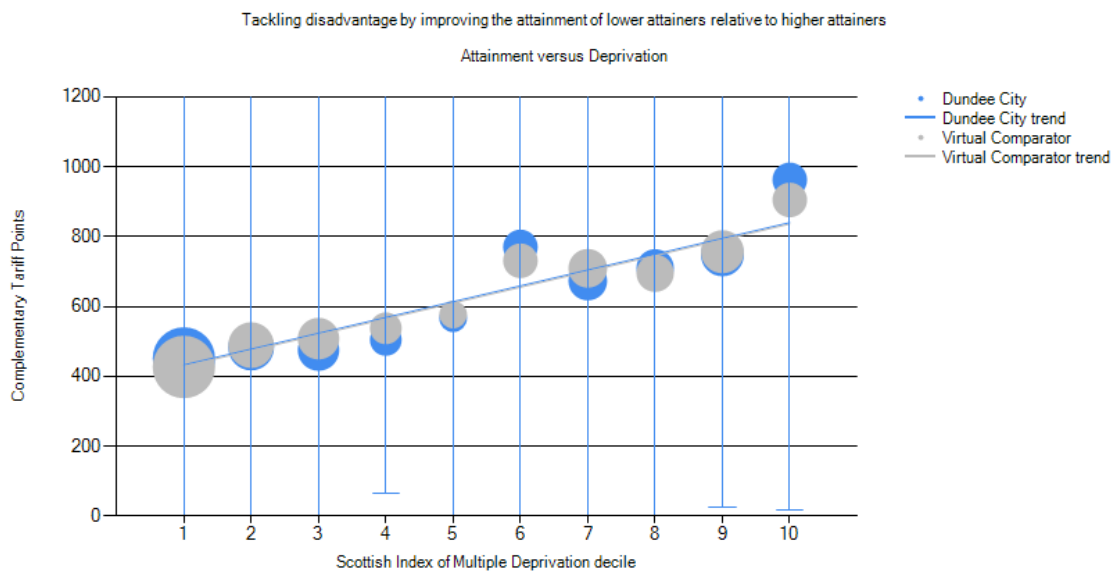
There is a demonstrable correlation between pupils' attainment and levels of deprivation. The Scottish Government and Local Authorities are committed to reducing the gap in attainment between those pupils living in deprived areas and those in less deprived areas. Figure 6 shows the relationship between 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 (SIMD) decile.

Figure 6: Attainment v deprivation, Dundee and Scotland



6.13 Figure 7 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.

Figure 7: Attainment v deprivation, Dundee and its Virtual Comparator



7.0 CONCLUSION AND NEXT STEPS

7.1 In seeking to recover from the impact of COVID-19 and to accelerate progress in improving outcomes, we have a relentless focus on the delivery of a quality educational experience for all children and young people from the earliest stages of their educational journey. Strategies and actions to further improve the attainment of pupils in the senior phase include:

- Working with Professors from the University of Glasgow to further develop, and embed, our Every Dundee Learner Matters strategy to better support schools to identify and address their contextual barriers; and, to build networks to ensure the sharing of good practice across schools.
- Both Heads of Service within the Children and Families Service taking an active part in Dundee's Youth Participation Task and Finish group, which includes a number of partners and is chaired by the Executive Director of City Development, with a view to improving youth participation rates (sustained positive destinations) in Dundee.
- Using data effectively to provide targeted and bespoke support to individual schools to build capacity and to support improvement in areas specific to each setting.
- Supporting the Numeracy Pioneer network in the city which recently created Numeracy and Maths trackers at the request of Head Teachers and the network is currently working with the Pedagogy Team to finalise Dundee's Numeracy strategy.
- Applying to the General Teaching Council of Scotland (GTCS) professional accreditation for the Conceptual Understanding in Number training course that our Pedagogy Team currently delivers to the Numeracy Pioneers Network. Accreditation will mean that teachers who complete the course will receive professional recognition for 5 years.
- Engaging with Association of Directors of Education in Scotland (ADES) colleagues regarding opportunities to collaborate on shared areas for improvement, following the Collaborative Improvement (CI) session with ADES and Education Scotland focused on improving outcomes for pupils in the Senior Phase.
- Developing and implementing a cross-service transformation project, working in partnership with Education Scotland Attainment Advisors, to improve school attendance.
- Developing and implementing a specific citywide Senior Phase Improvement Plan in partnership with head teachers and partners – informed by CI and outcomes of other work, self-evaluation and processes. The service is working proactively with Education Scotland regarding bespoke support for driving forward aspects of the Improvement Plan.

8.0 POLICY IMPLICATIONS

8.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

9.0 CONSULTATION

9.1 The Council Leadership Team has been consulted in the preparation of this report.

10.0 BACKGROUND PAPERS

10.1 None.

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April 2023

LIST OF ABBREVIATIONS

ADES	Association of Directors of Education in Scotland
CI	Collaborative Improvement
CfE	Curriculum for Excellence
SCQF	Scottish Credit and Qualifications Framework
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority

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