

**REPORT TO: EDUCATION COMMITTEE - 27 APRIL 2015**

**REPORT ON: SENIOR PHASE ATTAINMENT – LEAVERS’ DATA**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 163-2015**

## **1.0 PURPOSE OF REPORT**

1.1 This report informs the Education Committee of the attainment by senior school leavers in academic session 2013-14. The Senior Phase consists of S4-S6 pupils. The figures are taken from Insight, the Scottish Government’s benchmarking tool which was launched in August 2014 and finalised in March 2015.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that members of the Education 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 a new national online tool for secondary schools and local authorities. It is designed to report on the performance of pupils in the senior phase of secondary education. It replaces a previous system called STACs (Standard Tables and Charts) and is aligned with the Curriculum for Excellence and the SQA assessment framework. 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. It is available to teaching staff in secondary schools and is designed to present data in an easy to interpret way.
- 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 2013-14. An interim update is made to Insight each August outlining initial results from SQA examinations.
- 4.3 Insight data will be used by Education Scotland in their Scottish Schools Online 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 Education Department during school attainment and achievement reviews.
- 4.4 The 2014 SQA examination diet was the first time where pupils sat the new National qualifications. This replaced the traditional Standard Grade examinations. The changes in qualifications and curriculum models mean that performance comparisons between this year and previous years should be viewed with caution. Old performance measures, such as the percentage of S4 pupils gaining 5 or more awards at SCQF level 5 are no longer published. Instead, Insight publishes the following four National Measures for each school and local authority:

- Percentage of Leavers Attaining Literacy and Numeracy at SCQF level 4 and above
- Percentage of School Leavers in a Positive Destination
- Average Total Tariff Score ( NB this is a new tariff scale)
- Attainment versus Deprivation

4.5 Insight publishes data at school, local authority and national level. To add a meaningful benchmark to the data they have developed a concept named the virtual comparator. The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in Dundee. This allows comparison of pupil performance with a similar group of pupils from across Scotland based on the following categories:

- Gender
- Additional Support Needs
- Stage
- Scottish Index of Multiple Deprivation (SIMD)

4.6 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.

4.7 The previous performance measure in STACs looked at the percentage of children gaining English and Maths qualifications at SCQF Level 3 or better. In accordance with the ambitions of Curriculum for Excellence to raise attainment, a stretch target outlining attainment at SCQF levels 4 and 5 is now reported on.

Figure 1

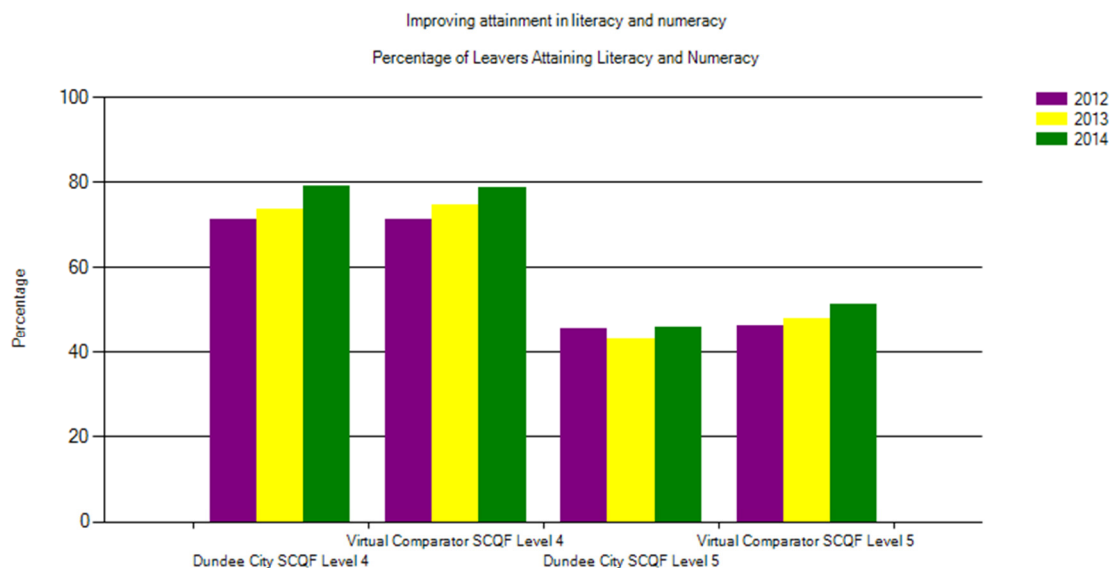


Table 1: Percentage of leavers attaining literacy and numeracy

		SCQF Level 4		SCQF Level 5	
		Dundee City	Virtual Comparator	Dundee City	Virtual Comparator
Year	2012	71.5	71.5	45.8	46.3
	2013	73.7	74.6	43.1	48.1
	2014	78.9	78.8	46.2	51.4

4.9 Figure 1 shows the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5 for Dundee City and its virtual comparator for the last three academic sessions. Dundee

has seen steady improvement in the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better. In 2014, 78.9% of Dundee's school leavers attained literacy and numeracy at SCQF level 4 or better. This was in line with the achievement of the virtual comparator where 78.8% attained literacy and numeracy at SCQF level 4 or better.

- 4.10 At SCQF level 5 or better, 46.2% of Dundee's leavers attained literacy and numeracy. This was lower than the virtual comparator of whom 51.4% attained literacy and numeracy at SCQF level 5 or better. The difference is statistically significant and is unlikely to be due solely to random variation. The main influence on this is lower achievement at SCQF level 5 in numeracy: 50% of Dundee's leavers attained numeracy at this level compared to 55% in the virtual comparator. Again this is noted as statistically significant by the Insight tool.
- 4.11 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.

Figure 2.1

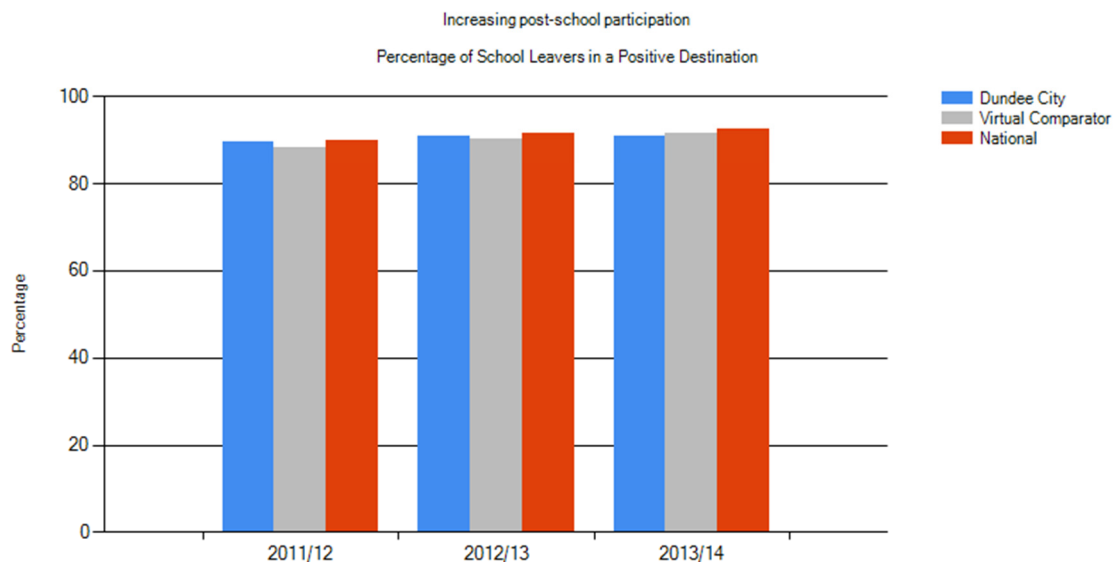


Table 2: Percentage of school leavers in a positive destination

		Dundee City	Virtual Comparator	National
Year	2011/12	89.5	88.3	90.1
	2012/13	91.1	90.2	91.7
	2013/14	91.3	91.6	92.6

- 4.12 Dundee continues to improve the percentage of its school leavers entering a positive destination. Insight noted no statistically significant difference between the figures for Dundee, its virtual comparator and the national picture.

#### 4.13 Improving attainment for all

As part of the development of the Insight tool a new tariff scale has been introduced. The purpose of this is to aid the analysis of attainment data 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.

Figure 2

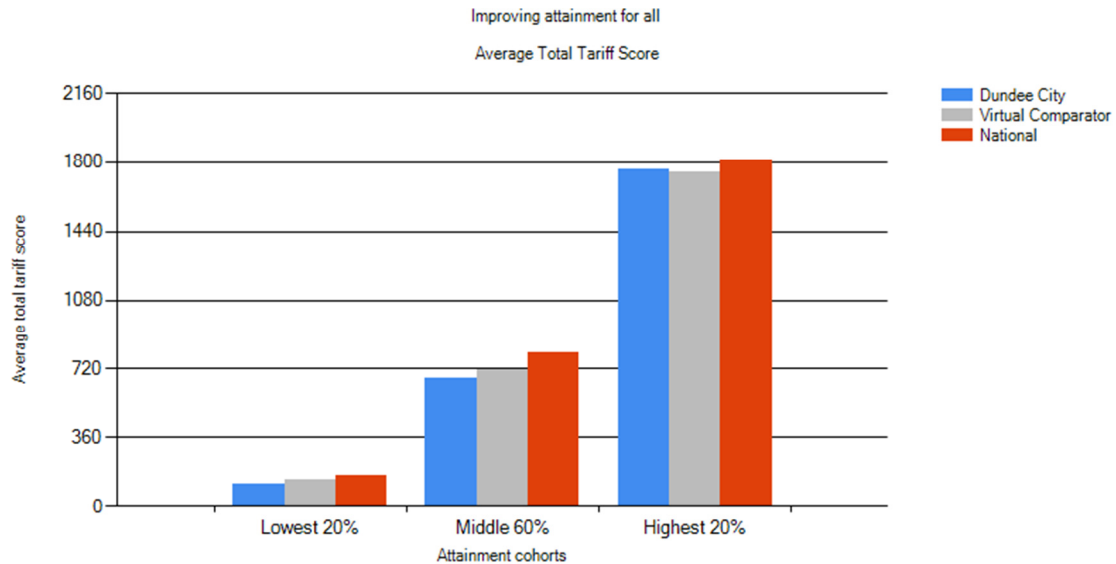


Table 3: Average total tariff score ( leavers 2013/14)

	Dundee City	Virtual Comparator	National
<b>Lowest 20%</b>	120	142	163
<b>Middle 60%</b>	671	716	805
<b>Highest 20%</b>	1,761	1,747	1,817

4.14 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%. Dundee's pupils in the lowest and middle achieving groups scored slightly lower than the virtual comparator. Dundee's highest attaining 20% of pupils scored slightly higher than their virtual comparator. The Insight tool does not flag up any of these differences as being statistically significant.

4.15 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 3 and Figure 4 show the relationship between attainment and deprivation for Dundee and the Scottish and virtual comparators respectively. The size of the circle represents the proportion of children living in that decile. No statistically significant differences were noted and the attainment of Dundee pupils compared to their SIMD decile is similar to that of the virtual comparator.

Figure 3: Attainment v deprivation, Dundee and Scotland

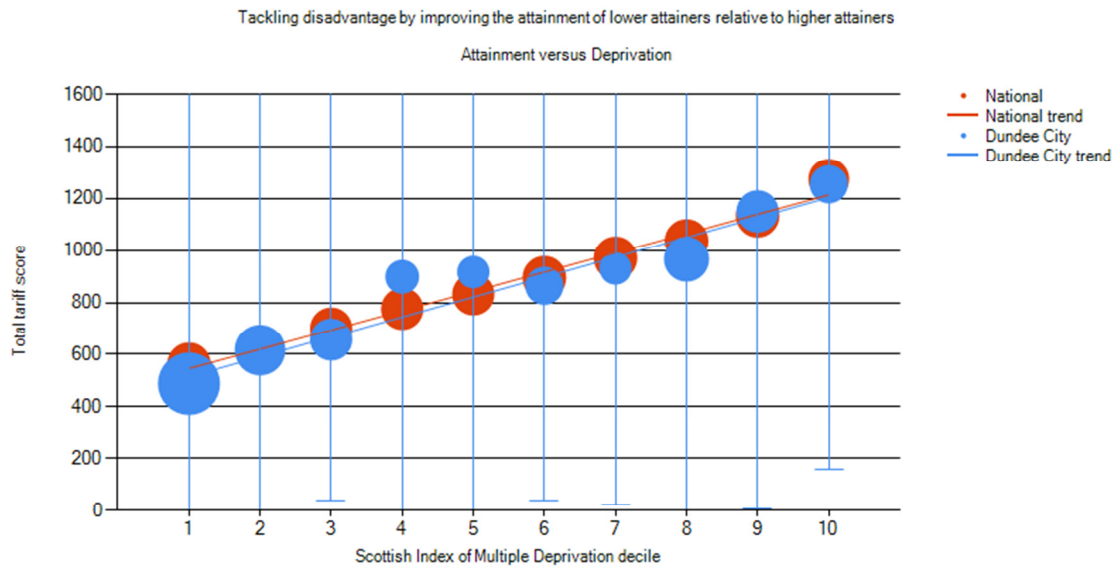
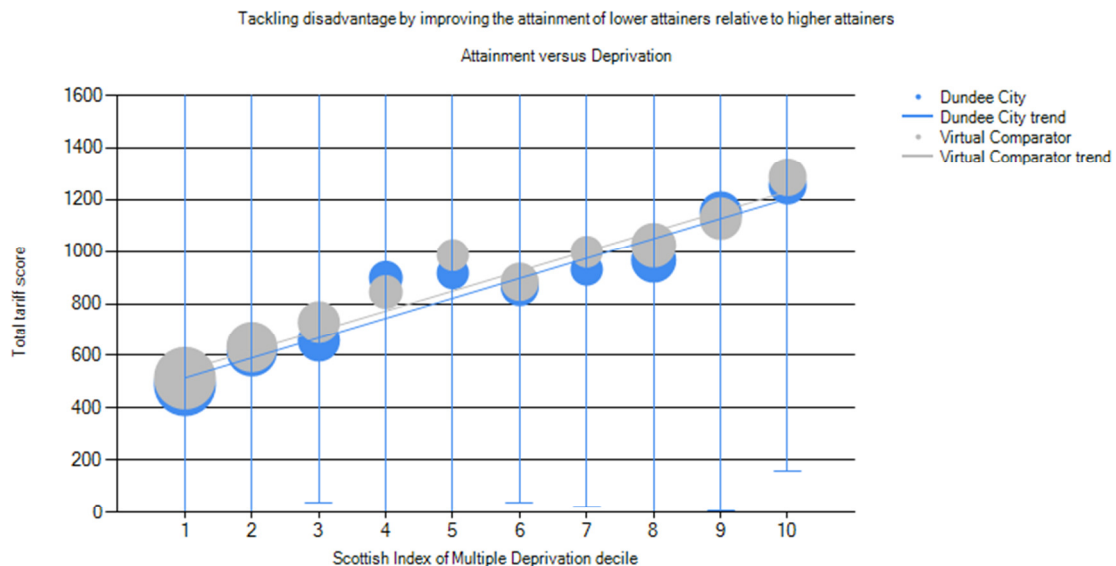


Figure 4: Attainment v deprivation, Dundee and its virtual comparator



4.16 In seeking to improve the attainment and achievement of all school leavers the education department remains committed 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 attainment gap the department continues to deploy a range of universal and targeted interventions across early years, primary and secondary sectors. Key activities include:

- the implementation of a revised leadership strategy to drive improvement, raise attainment and reduce inequity in pupil outcomes
- a sustained focus on improving children's literacy including the use of catch-up / recovery programmes for learners at all stages
- a sustained focus on improving children's numeracy including targeted support and intervention for secondary pupils on the cusp of National 5 qualifications

- a sustained focus on children's health and well-being and related 'getting it right for every child and family' approaches
- a continued focus on improving the quality of learning and teaching within every class setting in Dundee
- increased use of targeted approaches and individual pupil interventions, particularly for children living within SIMD deciles 1 and 2
- participation within The Scottish Government's 'Raising Attainment for All' programme involving collaborative learning and the use of improvement science methodology
- a commitment to robust school self evaluation and external scrutiny of pupil attainment.

4.19 In taking forward the Scottish Government's response to Developing Scotland's Young Workforce, the department will strive to ensure that all school leavers enter and sustain a positive destination at the point of exit from secondary school. 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 in primary schools
- partnership working with Skills Development Scotland in exposing young people from primary school onwards to the language of career management and employment routes
- a continued focus on pupil profiling to develop pupils' opportunities to reflect on their skills development
- targeted secondary school involvement in the Prince's Trust Future Starts programme aimed at securing progression to training, education, apprenticeships and jobs for 'at risk' and disengaged young people
- increased 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 secondary school senior phase curriculum, in partnership with Dundee & Angus College, including enhanced opportunities to access employer 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.

4.20 As a result of the change to the new National exams, the deprecation of STACs and the introduction of Insight, a number of performance indicators (PI's) in the Education Department Service Plan can no longer be reported on. Table 4 below lists the indicators affected and the replacements that will be available from Insight.

Table 4: Replacement Performance Indicators for the Education Department Service Plan

Existing PI	Replacement PI's	Comments
Average tariff score at the end of S4	<p>The average tariff score of the lowest attaining 20% of school leavers.</p> <p>The average tariff score of the middle attaining 60% of school leavers.</p> <p>The average tariff score of the highest attaining 20% of school leavers.</p>	Note that the new tariff score published in Insight bears no relation to the previous tariff score. The Insight tool does however supply retrospectively calculated scores under the new tariff for previous years.
Average tariff score of Looked After Children	<p>The average tariff score of the lowest attaining 20% of school leavers who are looked after at home.</p> <p>The average tariff score of the middle attaining 60% of school leavers who are looked after at home.</p> <p>The average tariff score of the highest attaining 20% of school leavers who are looked after at home.</p> <p>The average tariff score of the lowest attaining 20% of school leavers who are looked after away from home.</p> <p>The average tariff score of the middle attaining 60% of school leavers who are looked after away from home.</p> <p>The average tariff score of the highest attaining 20% of school leavers who are looked after away from home.</p>	The Insight tool does not publish overall figures for Looked After Children, only the subsets of Looked After at Home and Looked After Away from Home.
Percentage of pupils attaining English and Maths at SCQF level 3 or more by the end of S4	<p>Percentage of children gaining literacy and numeracy at SCQF level 4 or above at the point of leaving school.</p> <p>Percentage of children gaining literacy and numeracy at SCQF level 5 or above at the point of leaving school.</p>	Note that literacy and numeracy encompass a wider set of awards and units than simply English and Maths qualifications.

Existing PI	Replacement PI's	Comments
<p>Percentage gap in attainment at English and Maths level 3 (end of S4) for pupils living in the 15% most deprived areas in the city.</p>	<p>Percentage of children who live in Dundee's share of Scotland's 30% most deprived areas gaining literacy and numeracy at SCQF level 4 or better at the point of leaving school.</p> <p>Percentage of children who live in Dundee's share of Scotland's 40% middle deprived areas gaining literacy and numeracy at SCQF level 4 or better at the point of leaving school.</p> <p>Percentage of children who live in Dundee's share of Scotland's 30% least deprived areas gaining literacy and numeracy at SCQF level 4 or better at the point of leaving school.</p> <p>Percentage of children who live in Dundee's share of Scotland's 30% most deprived areas gaining literacy and numeracy at SCQF level 5 or better at the point of leaving school.</p> <p>Percentage of children who live in Dundee's share of Scotland's 40% middle deprived areas gaining literacy and numeracy at SCQF level 5 or better at the point of leaving school.</p> <p>Percentage of children who live in Dundee's share of Scotland's 30% least deprived areas gaining literacy and numeracy at SCQF level 5 or better at the point of leaving school.</p>	<p>Insight does not publish figures for children living in Scotland's 15% most deprived data zones, only the 30% most deprived, 40% middle and 30% least deprived.</p>
<p>Percentage of pupils attaining 5 or more passes at SCQF level 5 or above by the end of S4</p>	<p>To be determined</p>	<p>This performance measure is included in the Local Government Benchmarking Framework (LGBF). The Improvement Service is working with the Association of Directors of Education in Scotland to develop a new set of attainment measures within the Children's Services section of the LGBF. When these are finalised the Education Department will report on these measures.</p>



**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. An Equality Impact Assessment has been carried out and is attached to this report.

**6.0 CONSULTATIONS**

6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the compilation of this report. The trade unions have been provided with a copy of this report.

**7.0 BACKGROUND PAPERS**

None.

Michael Wood  
Director of Education  
March 2015

**DUNDEE CITY COUNCIL**Equality and Diversity Rapid Impact Assessment ToolPart 1

<b>Date of assessment</b> 19/3/2015	<b>Title of document being assessed</b> Senior Phase Attainment – leaver's data
This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/>
Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report seeks to highlight: <ul style="list-style-type: none"> <li>▪ the attainment of pupils who left school in 2013/14 based on the Scottish Government's Insight tool.</li> </ul>
What is the intended outcome of this policy, procedure, strategy or practice?	Improving the attainment of Dundee's pupils.
Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Equality Act 2010 Single Equality Scheme (DCC) Curriculum for Excellence - Building a Curriculum 1-5 suite of documents
Has any consultation or involvement with protected communities informed this assessment? If yes please give details.	No consultation with protected groups has been undertaken. Involvement and evaluation of the results at authority, school, department and individual level is an integral part of the process which in turn informs practice.
Please give details of council officer involvement in this assessment.  (E.g. names of officers consulted, dates of meetings etc.)	Paul Clancy, Head of Education
Is there a need to collect further evidence or to involve or consult protected communities?  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	Analysis of results within each education establishment is undertaken to identify any possible trends in relation to protected groups.

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

	Positively	Negatively	No Impact	Not Known
<b>Ethnic Minority Communities including Gypsies and Travellers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Transgender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Religion or Belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>People with a disability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Lesbian, Gay and Bisexual</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Socio-economic</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pregnancy &amp; Maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other (please state)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part 3

## Equality and Diversity Rapid Impact Assessment

<p>a) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details</p> <p>.</p> <p>Full analysis at the departmental and individual level is yet to be undertaken.</p>
<p>b) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departments Equality Champion.)</p>	<p>If yes please give further details</p> <p>Schools undertake an annual analysis at the subject department and individual pupil level and make any necessary adjustments to the curriculum.</p>
<p>c) What action is proposed to overcome any negative impacts?</p>	<p>Please give further details</p> <p>N/A</p>
<p>d) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>( If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details</p>
<p>e) Has a Full Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p> <p>No</p>

Part 4

Department: Education

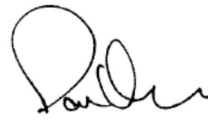
**Type of Document**

<b>Human Resource Policy</b>	<input type="checkbox"/>
<b>General Policy</b>	<input type="checkbox"/>
<b>Strategy/Service</b>	<input checked="" type="checkbox"/>
<b>Change Papers/Local Procedure</b>	<input type="checkbox"/>
<b>Guidelines and Protocols</b>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>

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Signature of author of the policy, procedure or strategy:



Head of Department and Service area:



Date of next policy review: April 2016