

## ITEM No ...4.....

**REPORT TO:** CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE – 13 MAY 2024

**REPORT ON:** SENIOR PHASE - LEAVERS' UPDATE

**REPORT BY:** EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

**REPORT NO:** 136-2024

### **1.0 PURPOSE OF REPORT**

1.1 This Senior Phase – Leavers' Update report provides information on the attainment of S4-S6 school leavers in academic session 2022/23, in relation to four national benchmarking measures:

- Percentage of Leavers attaining Literacy and Numeracy
- Improving Attainment for All
- Attainment versus Deprivation
- Percentage of School Leavers in an initial Positive Destination

1.2 Senior phase attainment data for S4-S6 school leavers in academic session 2022/23 has been extracted from the national Insight Senior Phase benchmarking tool, which was updated on 28 February 2024.

### **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Children, Families and Communities Committee notes the content of the report.

### **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 leavers' 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 1,441 senior phase pupils who left school in Dundee during academic session 2022-23. 606 of these leavers live in Scottish Index of Multiple Deprivation (SIMD) Quintile 1, the 20% most-deprived areas in Scotland. The other 835 leavers live in Quintiles 2 to -5. This data was published on 28 February 2024.

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 their 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 provides an important statement regarding the impact of COVID-19 which was updated in September 2023. This updated statement warns that “There have been different approaches to awarding in each year since 2019. This means that comparisons of attainment between years should be treated with significant caution and do not allow for conclusions to be drawn on changes in education performance during this 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 “As an indication that performance in 2019/20, 2020/21, 2021/2022 or 2022/23 was better or worse than in previous years, without further evidence.”

## 5.0 INSIGHT – NATIONAL BENCHMARKING MEASURES

- 5.1 Insight publishes the following four National Benchmarking Measures for each school and for the local authority:
- Percentage of Leavers attaining Literacy and Numeracy
  - Improving Attainment for All
  - Attainment versus Deprivation
  - Percentage of School Leavers in an initial Positive Destination

### PERCENTAGE OF LEAVERS ATTAINING LITERACY AND NUMERACY

- 5.2 Table 1 shows the percentage of leavers attaining literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5 or better for Dundee City and its virtual comparator for the last five academic sessions.

		SCQF Level 4 or better		SCQF Level 5 or better	
		Dundee City	Virtual Comparator	Dundee City	Virtual Comparator
Year	2019	86%	87%	59%	63%
	2020	85%	84%	64%	60%
	2021	85%	85%	65%	62%
	2022	85%	85%	60%	59%
	2023	85%	85%	63%	60%

**Table 1: Percentage of leavers attaining literacy and numeracy**

- 5.3 The percentage of Dundee school leavers attaining both literacy and numeracy at SCQF Level 4 or better has remained at around 85% for the last five years. For the past three years this has been the same as Dundee’s Virtual comparator.
- 5.4 The percentage of Dundee City school leavers attaining both literacy and numeracy at SCQF Level 5 or better increased from 60% in 2022 to 63% in 2023. Although this is lower than Dundee’s high point of 65% in 2021, it has now been higher than Dundee’s virtual comparator for four years in a row.
- 5.5 The Children and Families Service is committed to improving outcomes for care experienced children and young people, as well as children and young people with additional support needs (ASN). Table 2 shows the literacy and numeracy attainment for our care experienced school leavers. The actual number of care experienced leavers in any one year is relatively small. This can lead to statistical fluctuations in year-on-year results. However, 2023 saw the highest percentage of care experienced school leavers attaining literacy and numeracy at SCQF Level 4 or better.

		SCQF Level 4 or better	SCQF Level 5 or better	Number of Looked after Leavers
Year	2019	58%	13%	24
	2020	52%	19%	21
	2021	71%	47%	17
	2022	58%	25%	12
	2023	88%	29%	17

**Table 2: Percentage of care experiencing school leavers attaining literacy and numeracy**

- 5.6 Table 3 shows the literacy and numeracy attainment for school leavers registered as having an additional support need (ASN). 2023 saw the highest percentage of leavers with an ASN attaining literacy and numeracy at SCQF level 4 or better. 51.36% of leavers with an ASN attained literacy and numeracy at SCQF level 5 or better in 2023, slightly higher than the previous highest percentage in 2021 (50.51%). This is higher than Dundee's virtual comparator (48.90%). It has now been higher than Dundee's virtual comparator for four years in a row.

		SCQF Level 4 or better	SCQF Level 5 or better	Number of Leavers with ASN
Year	2019	66%	30%	315
	2020	73%	46%	563
	2021	75%	51%	594
	2022	77%	47%	719
	2023	78%	51%	736

**Table 3: Percentage of school leavers with an ASN attaining literacy and numeracy**

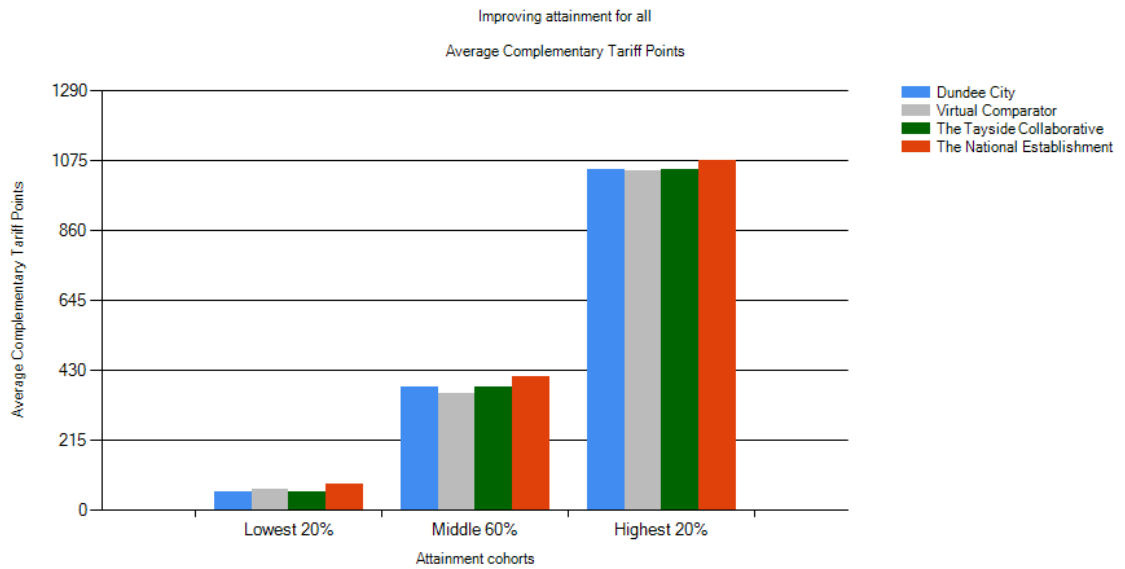
### IMPROVING ATTAINMENT FOR ALL

- 5.7 Insight uses Tariff 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. A fuller explanation of tariff points is contained within the Glossary.
- 5.8 Table 4 shows the average complementary tariff points for the lowest attaining 20%, the middle attaining 60%, and the highest attaining 20% of Dundee's school leavers compared to Dundee's virtual comparator for the last five years. There has been a slight decline in the average tariff points for Dundee school leavers from 2022 to 2023; the same as Dundee's virtual comparator. The middle 60% now have a higher average complementary tariff than the virtual comparator, despite this being the lowest total in 5 years (the same for Dundee's virtual comparator).

		Lowest attaining 20%		Middle attaining 60%		Highest attaining 20%	
		Dundee City	Virtual Comparator	Dundee City	Virtual Comparator	Dundee City	Virtual Comparator
Year	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
	2023	81	95	519	510	1221	1227

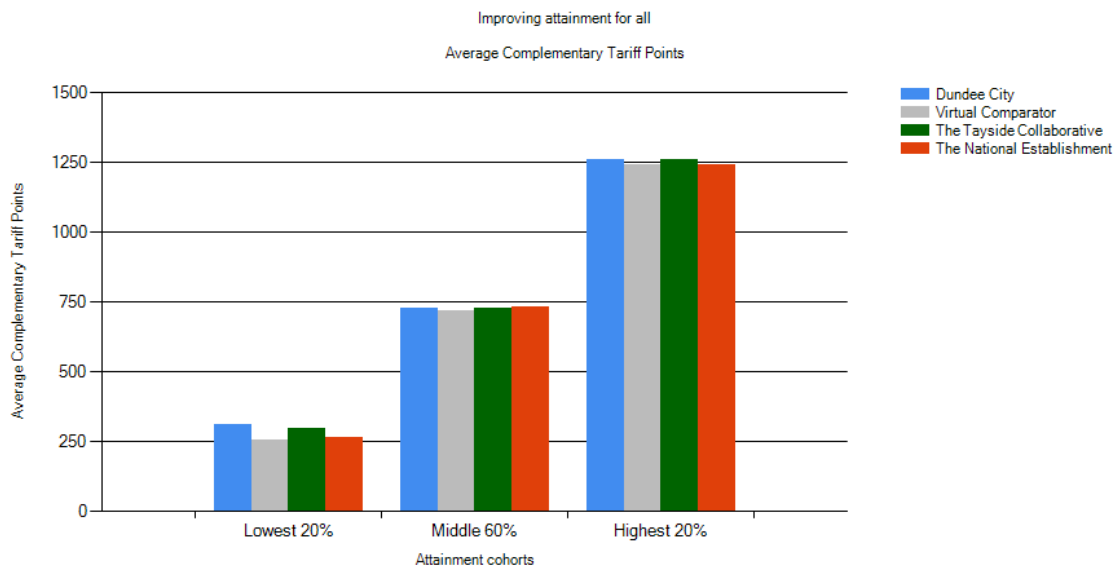
**Table 4: Average Complementary Tariff Points**

- 5.9 Figure 1 shows the average complementary tariff points for the 606 school leavers in Dundee living in Scottish Index of Multiple Deprivation (SIMD) Quintile 1 (most deprived 20%) compared to Dundee's virtual comparator.



**Figure 1: Average Complementary Tariff Points (SIMD Q1 School Leavers- S4/S5/S6)**

- 5.10 The lowest attaining 20% achieved slightly lower tariff points (54) compared to the virtual comparator (63). The middle attaining 60% achieved slightly higher tariff points (378) compared to the virtual comparator (357). The highest attaining 20% achieved slightly higher tariff points (1047) than the virtual comparator (1044).
- 5.11 Pupils living in SIMD Quintile 1 attain well overall when they stay in school until S6. This can be seen in Figure 2 which shows the average complementary tariff points of Dundee's 2023 S6 leavers living in SIMD Quintile 1.



**Figure 2: Average Complementary Tariff Points (SIMD Q1 School Leavers - S6 only)**

- 5.12 The lowest attaining 20% achieved an average of 312 tariff points. This is higher than the virtual comparator (254), the Tayside average (298) and the Scotland average (263). The middle 60% achieved an average of 728 tariff points, which is higher than the virtual comparator (719) and the same as the Tayside average. The highest attaining 20% of pupils living in SIMD Q1 achieved an average of 1260 tariff points, which is higher than the virtual comparator and Scotland (1242).

### ATTAINMENT VERSUS DEPRIVATION

- 5.13 Unfortunately, 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 the most deprived areas and those in less deprived areas.
- 5.14 Figure 3 shows the relationship between attainment and deprivation for Dundee and Dundee's virtual comparator. The size of the circles represents the proportion of pupils living in each Scottish Index of Multiple Deprivation (SIMD) decile, with decile 1 being the most deprived. The relationship between attainment and deprivation in Dundee is broadly similar to the virtual comparator. The most noticeable difference is seen in leavers living in SIMD decile 10, the least deprived areas.

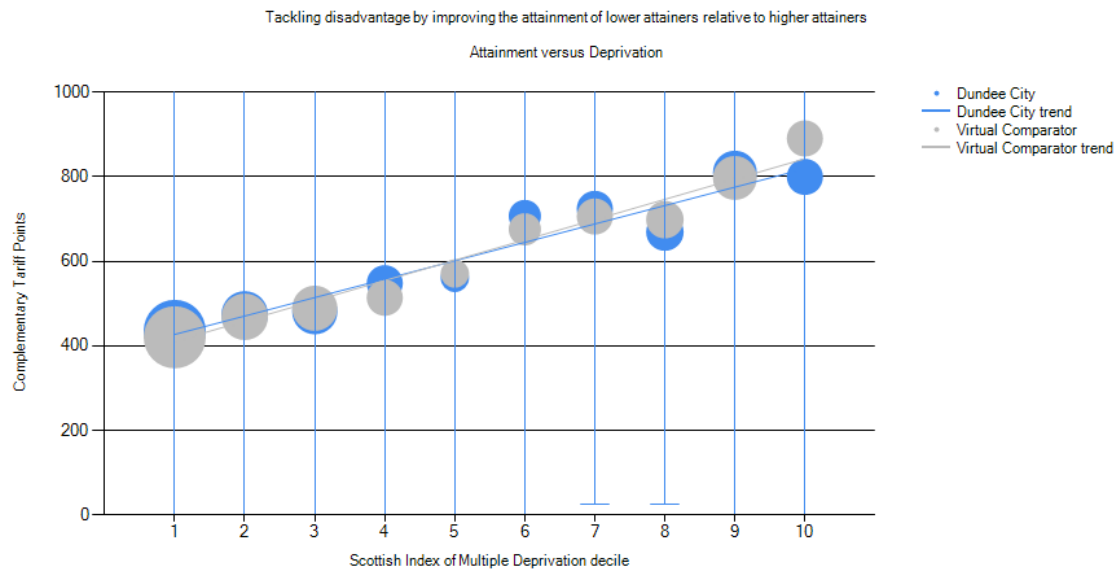


Figure 3: Attainment v deprivation, Dundee, and Dundee's virtual comparator.

## PERCENTAGE OF SCHOOL LEAVERS IN AN INITIAL POSITIVE DESTINATION

5.15 Positive destinations include Higher Education, Further Education, Training, Voluntary Work, Employment and Activity Agreements. Table 5 shows the percentage of school leavers going into a positive destination over the last five years.

		All School Leavers			
		Dundee City	Virtual Comparator	The Tayside Collaborative	National
Year	2018/19	94.3%	94.2%	95.8%	95.1%
	2019/20	92.3%	91.9%	93.4%	93.4%
	2020/21	93.7%	94.0%	95.4%	95.5%
	2021/22	93.9%	94.7%	94.1%	95.7%
	2022/23	95.6%	95.2%	95.3%	95.9%

**Table 5: Percentage of school leavers in a positive destination**

5.16 2022/23 saw Dundee's highest percentage of school leavers going on to positive destinations. This is the first time that Dundee has been higher than its virtual comparator since 2019/20. It is the first time that Dundee has been higher than the Tayside Collaborative's average. This 1.7pp improvement from 2022 to 2023, is the second largest improvement of all 32 local authorities. Whilst Dundee's rate improved significantly from 2022 to 2023, thirteen local authorities' rate decreased. The overall improvement across Scotland from 2022 to 2023 was 0.1pp.

## 6.0 NEXT STEPS

6.1 In order to accelerate and sustain progress in improving outcomes for all of Dundee's pupils, high level actions and strategies to further improve the attainment of pupils in the senior phase include:

- Each secondary school will complete a contextual analysis and have a focused school improvement plan containing the key actions that will be undertaken to improve the progress and attainment of all pupils; these plans will be quality assured by central officers, overseen by the Chief Education Officer.
- Continuing to embed our 'Every Dundee Learner Matters' Improvement Strategy with a strong focus on sharing best practice so that schools can learn from each other. For example, one Dundee school had 99.25% of school leavers enter a positive destination which is over 5% higher than their previous best. This school's strategic approach is being shared with all schools.
- Following the completion of the intensive ASN Review, the Children and Families Service will develop, and subsequently implement, an Inclusion Strategy to further improve outcomes for pupils with additional support needs.
- Continuing to strengthen the school-college partnership ensuring that school pupils who attend college as part of their senior phase curriculum attend and attain well and ensuring that those pupils who leave school to go to college enrol in the right course at the right time so that they sustain a positive destination.
- Working with neighbouring Tayside local authorities to review and improve the curriculum in the secondary sector. There is already agreement to continue the Tayside Virtual Campus for 2024/25.

- Implement an Improving School Attendance strategy, with a view to improving school attendance in all sectors.
- Implement the improvement actions from the violence and aggression short life working group in partnership with the trade unions.
- Continuing the implementation of the faculty structure of middle leadership and management and support the new Principal Teacher (Faculty) with bespoke professional learning and development.
- Relaunch – with clear expectations – the curriculum networks for academic session 2024/25, allocating time on in-service days for secondary curriculum networks to meet.
- Working closely with Education Scotland Attainment Advisors to ensure that all Attainment Scotland Funds (Strategic Equity Fund, and Pupil Equity Fund) are being used effectively and are leading to improved outcomes.

## **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 and are in agreement with it's content.

## **10.0 BACKGROUND PAPERS**

- 10.1 None.

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(Chief Education Officer)

April 2024

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**LIST OF ABBREVIATIONS**

<b>ASN</b>	Additional Support Needs
<b>SCQF</b>	Scottish Credit and Qualifications Framework
<b>SIMD</b>	Scottish Index of Multiple Deprivation
<b>SQA</b>	Scottish Qualifications Authority

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## GLOSSARY

<b>Insight</b>	<p>Insight is an online tool for benchmarking the senior phase. It is a professional tool available to secondary schools and local authorities to allow them to look at specific cohorts of learners and identify areas of success and where improvements can be made.</p> <p>Although Insight provides data on the attainment of a wide range of Scottish Credit and Qualifications Framework (SCQF) awards from a range of providers, not all SCQF achievement awards are included.</p>
<b>Senior Phase</b>	<p>The Senior Phase, which takes place from S4 to S6 in schools, is the phase when young people will begin to build up a portfolio of qualifications and awards.</p>
<b>SIMD</b>	<p>Scottish Index of Multiple Deprivation (SIMD) is a tool for identifying the places in Scotland where people are experiencing disadvantage across different aspects of their lives. SIMD gives a ranking for each small area, or data zone, which shows how deprived that area is compared to other areas.</p> <p>SIMD is a relative measure which shows whether one area is more deprived than another, but it does not say how much more deprived. A change in level of deprivation, or SIMD rank, shows that the relative deprivation compared to other parts of Scotland has changed, but this does not necessarily mean that the area has changed in an absolute sense.</p> <p>The latest figures show:</p> <ul style="list-style-type: none"> <li>• the area with the largest local share of deprived areas was Inverclyde, with 45% of data zones among the 20% most deprived areas in Scotland,</li> <li>• Glasgow City has similar deprivation levels at 44%,</li> <li>• Other local authorities with relatively high levels of deprivation include North Ayrshire and West Dunbartonshire at 40% and Dundee City at 38%.</li> </ul> <p>SIMD considers deprivation by looking at income, employment, health, education, housing, access to services and levels of crime in an area.</p> <p>SIMD identifies deprived areas, not people. Over half of people on low income do not live in the 20% most deprived areas in Scotland. So, using SIMD to identify individuals experiencing deprivation will not work in some areas, such as remote rural areas and the islands.</p> <p>The <a href="#">SIMD 2020 introductory booklet</a> is available.</p>
<b>Tariff Points</b>	<p>The Tariff Scale is a key feature of the Insight online benchmarking tool. It allows a score to be calculated that summarises a wide range of achievement and awards from a range of providers. The tariff score is based on elements from the Scottish Credit and Qualifications Framework (SCQF), in particular SCQF Credit Points and levels, as well as elements related to a qualification's composition. The tariff scale allows comparisons to be made between cohorts, schools, local authorities, and their virtual comparators.</p> <p>The tariff points accrued by schools, local authorities and cohorts should not be viewed as the only way of measuring performance and should be considered in the context of the other outcome measures included in the tool, for example, breadth and depth, improving post-school participation and raising attainment in literacy and numeracy as well as other data sources.</p>

	<p>Tariff points 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. The table below shows some example tariff scores.</p> <table border="1" data-bbox="526 398 1386 622"> <tr> <td></td> <td colspan="2" style="text-align: center;">Pass</td> </tr> <tr> <td>National 4</td> <td colspan="2" style="text-align: center;">33</td> </tr> <tr> <td></td> <td style="text-align: center;">Grade C</td> <td style="text-align: center;">Grade A</td> </tr> <tr> <td>National 5</td> <td style="text-align: center;">64</td> <td style="text-align: center;">84</td> </tr> <tr> <td>Higher</td> <td style="text-align: center;">160</td> <td style="text-align: center;">204</td> </tr> <tr> <td>Advanced Higher</td> <td style="text-align: center;">400</td> <td style="text-align: center;">480</td> </tr> </table> <p>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.</p> <p>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%.</p> <p>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 can 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.</p>		Pass		National 4	33			Grade C	Grade A	National 5	64	84	Higher	160	204	Advanced Higher	400	480
	Pass																		
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<p><b>Virtual Comparator</b></p>	<p>For each school leaver, then matching school leavers are randomly selected based on gender, additional support needs, stage of leaving school (S4, S5 or S6) and the social context in which they live (Scottish Index of Multiple Deprivation). These characteristics were selected due to their significance in explaining differences in the attainment and destinations of school leavers in Scotland.</p> <p>The virtual comparator is a valuable resource for self-evaluation and continuous improvement. It enables schools and local authorities to reflect on performance while considering relevant context and additional sources of information,</p>																		