

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 25 APRIL 2016

REPORT ON: SENIOR PHASE ATTAINMENT – LEAVERS' DATA

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 160-2016

1.0 PURPOSE OF REPORT

1.1 This report informs the Education Committee of the attainment by senior school leavers in academic session 2014-15. 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. They are based on the latest Insight data release, published 26th February 2016.

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 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. It replaced 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. Insight is available to teaching staff in secondary schools and 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 2014-15. 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 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 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 at SCQF level 4 and above
- Percentage of School Leavers in a Positive Destination
- Average Total Tariff Score
- 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.

Literacy and Numeracy

Table 1: Percentage of leavers attaining literacy and numeracy

| | | SCQF Level 4 or better | |
|------|---------|------------------------|--------------------|
| | | Dundee City | Virtual Comparator |
| Year | 2010/11 | 70.6 | 70.9 |
| | 2011/12 | 71.5 | 71.5 |
| | 2012/13 | 73.7 | 74.6 |
| | 2013/14 | 79.1 | 78.8 |
| | 2014/15 | 83.8 | 84.9 |

- 4.7 Table 1 shows the percentage of leavers attaining literacy and numeracy at SCQF levels 4 or 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 2015, 83.8% of Dundee's school leavers attained literacy and numeracy at SCQF level 4 or better. This is only slightly below the achievement of the virtual comparator where 84.9% attained literacy and numeracy at SCQF level 4 or better.

- 4.8 At SCQF level 5 or better, 51% of Dundee's leavers attained literacy and numeracy. This was lower than the virtual comparator of whom 57.4% attained literacy and numeracy at SCQF level 5 or better. The main influence on this is lower achievement at SCQF level 5 in numeracy since only 55% of Dundee's leavers attained numeracy at this level compared to 61% in the virtual comparator. Improving numeracy levels is a core priority in Dundee across all sectors of education.

- 4.9 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. This is a very positive position for Dundee and will continue to be a key focus in future years.

Figure 1: Increasing post-school participation

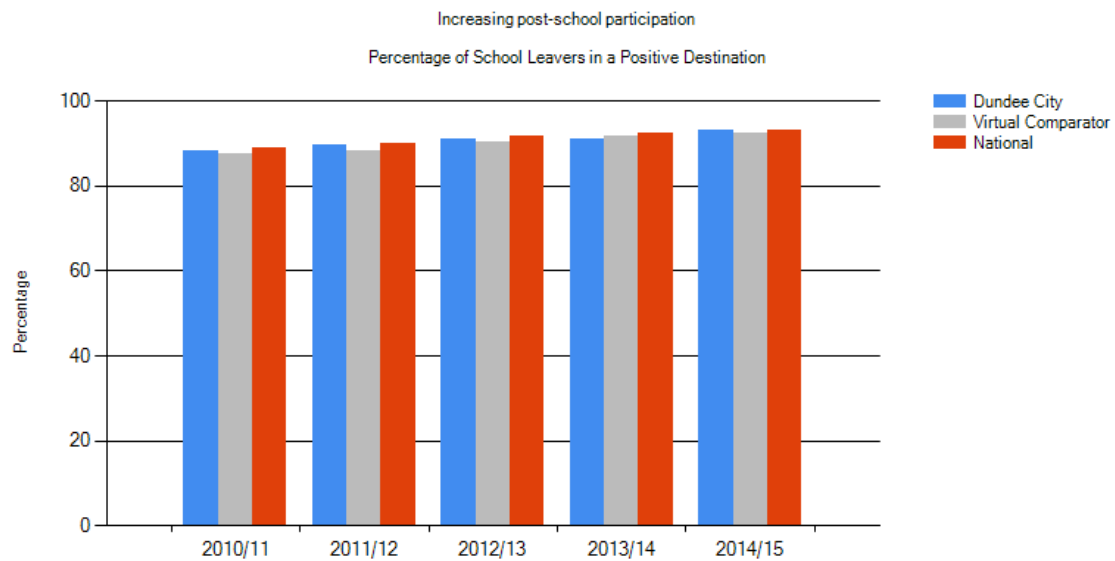


Table 2: Percentage of school leavers in a positive destination

| | | Dundee City | Virtual Comparator | National |
|------|---------|-------------|--------------------|----------|
| Year | 2010/11 | 88.4 | 87.7 | 89.1 |
| | 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 |

4.10 Improving Attainment for All

As part of the development of the Insight tool a new tariff scale was 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. 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%. There have been ongoing increases in tariff scores but our total tariff score remains below that of the virtual comparator.

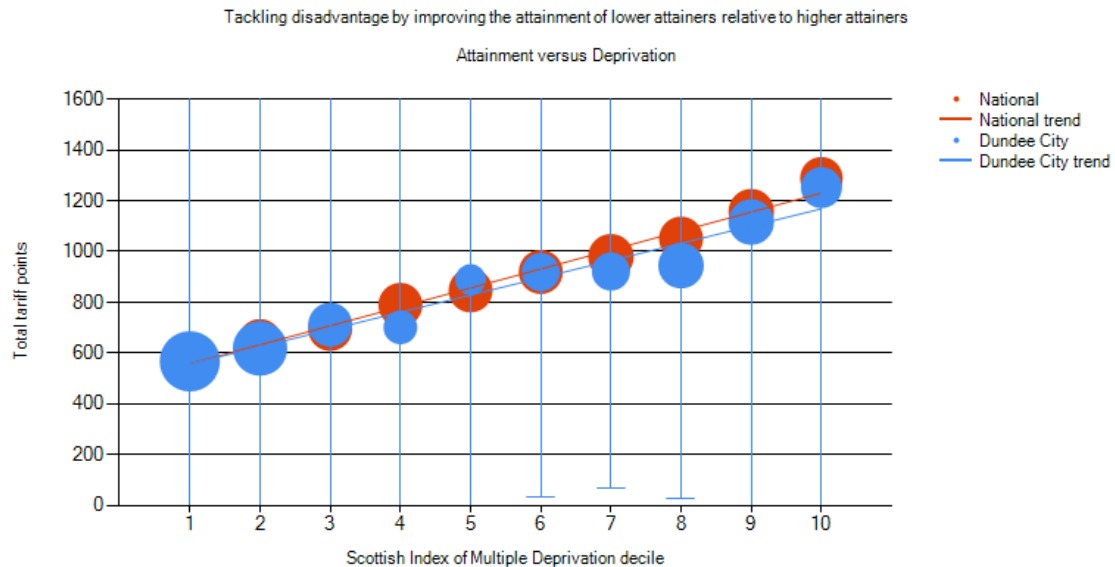
Figure 2: Average Total Tariff Points

| | | Lowest attaining 20% | | Middle attaining 60% | | Highest attaining 20% | |
|------|---------|----------------------|--------------------|----------------------|--------------------|-----------------------|--------------------|
| | | Dundee City | Virtual Comparator | Dundee City | Virtual Comparator | Dundee City | Virtual Comparator |
| Year | 2010/11 | 94 | 105 | 624 | 638 | 1,696 | 1,699 |
| | 2011/12 | 111 | 113 | 632 | 647 | 1,702 | 1,711 |
| | 2012/13 | 112 | 132 | 655 | 668 | 1,708 | 1,730 |
| | 2013/14 | 120 | 143 | 658 | 706 | 1,750 | 1,740 |
| | 2014/15 | 123 | 158 | 727 | 781 | 1,745 | 1,802 |

4.11 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 3 shows the relationship between attainment and deprivation for Dundee and the Scottish and virtual comparators respectively. The size of the circles represents the proportion of pupils living in each Scottish Index of Multiple Deprivation decile.

Figure 3: Attainment v deprivation, Dundee and Scotland



- 4.12 The relationship between attainment and deprivation in Dundee is broadly similar to the virtual comparator. Only two deciles in Dundee (6 and 8) were noted as being lower than the virtual comparator. Dundee continues to work to reduce that attainment gap for pupils living in deprived areas. The gap between pupils living in the most and least deprived areas has been decreasing. In 2011 the gap in Literacy and Numeracy attainment at SCQF level 4 between pupils living in the most and least deprived areas was 36 percentage points. By 2015 this gap had reduced to 17 percentage points. The same gap at SCQF level 5 has reduced from 49 percentage points to 29 over the same period.

4.13 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 4 and Figure 5 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.

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

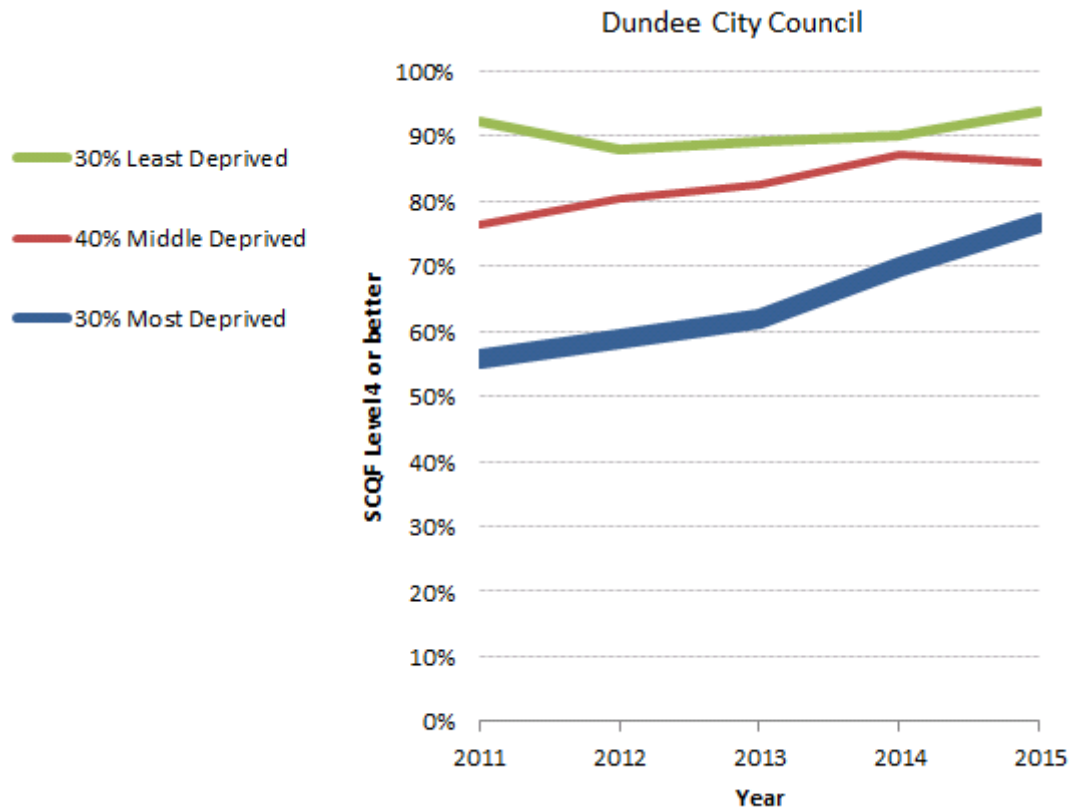
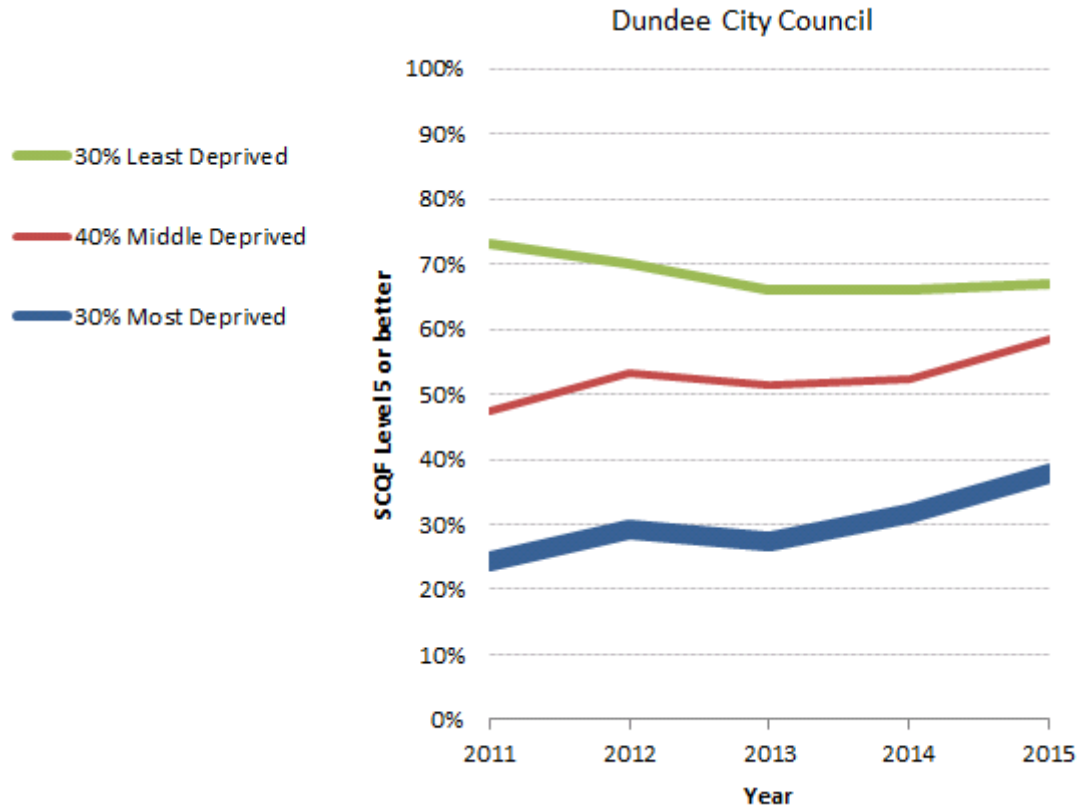


Table 3: Percentage of school leavers achieving literacy and numeracy at SCQF level 4 or better, by deprivation group

| | | Dundee City Council | | | | |
|------------|------------|---------------------|------|------|------|------|
| | | 2011 | 2012 | 2013 | 2014 | 2015 |
| SIMD group | 30% Least | 92% | 88% | 89% | 90% | 94% |
| | 40% Middle | 76% | 80% | 82% | 87% | 86% |
| | 30% Most | 56% | 59% | 62% | 70% | 77% |
| | | Virtual Comparator | | | | |
| | | 2011 | 2012 | 2013 | 2014 | 2015 |
| SIMD group | 30% Least | 89% | 88% | 88% | 91% | 93% |
| | 40% Middle | 78% | 78% | 82% | 86% | 89% |
| | 30% Most | 57% | 60% | 65% | 69% | 78% |

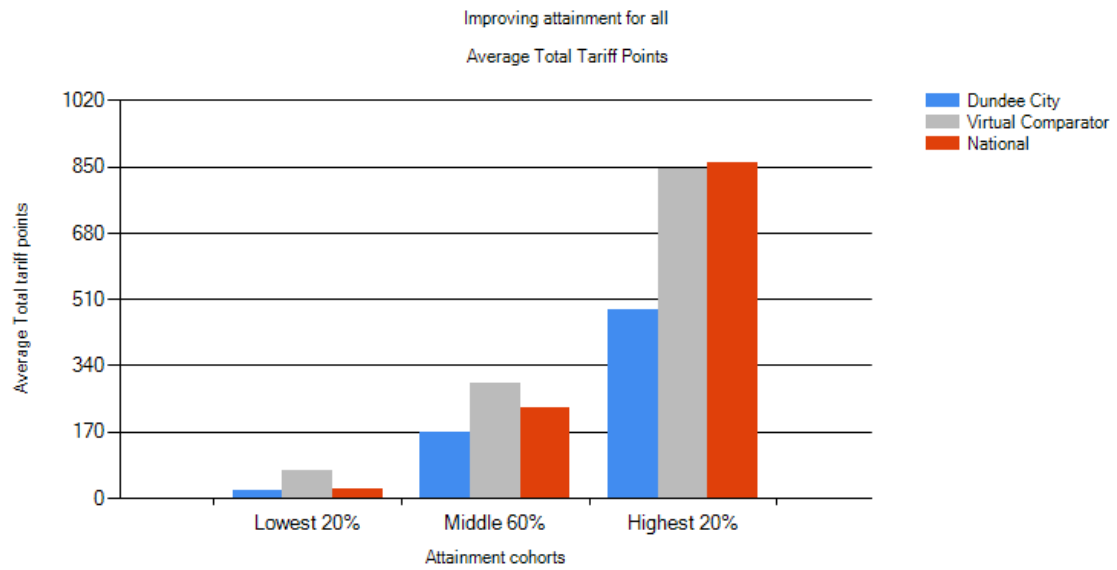
Figure 5: Percentage of school leavers achieving literacy and numeracy at SCQF level 5 or better, by deprivation group



4.14 Looked After Children

Dundee is committed to improving attainment for looked after children. Insight reports separate figures for children looked after at home and those looked after away from home. Unfortunately in 2014/15 there were not enough school leavers looked after at home for Insight to report results. (Insight requires at least 5 pupils to report figures on). 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.

Figure 6: Average total tariff scores for school leavers who were looked after away from home.



The results shown in

Figure 6 only reflect the achievements of 12 looked after children. Whilst these 12 pupils have a lower average total tariff score than their virtual comparator, this is statistically a very small group.

- 4.15 All Dundee children undertake standardised tests during primary school. They take 'PIPS' tests at the start and end of P1, and InCAS tests in subsequent years (We are currently in a phased transition to move the InCAS tests from P4 and P6 to P3, P5 and P7). PIPS and InCAS tests are developed and run by the Centre for Excellence Management at Durham University. The National Improvement Framework plans to introduce national standardised tests in literacy and numeracy from 2016/17 in P1, P4 and P7 at which point we will review our assessment procedures. In P3, results for Reading and General Maths in Dundee are at the standardised average (100) for InCAS tests at that age. Dundee children averaged 100 in each area for the past three years, precisely where they 'should' be. In P6 there have been improvements in Reading and Mathematics InCAS scores. The average score for Reading has increased this year (2015/16) to 97 the average score for Mathematics has increased to 89. The Attainment Challenge aims to consolidate the good work achieved in Early Years and ensure this transfers through to later years in the Broad General Education. This will see continued improvements in InCAS scores (or NIF tests) in later Primary stages, which will in turn lead to improved Senior Phase attainment.
- 4.16 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.
- 4.17 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. An Equality Impact Assessment has been carried out and is attached to this report.

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
April 2016

DUNDEE CITY COUNCILEquality and Diversity Rapid Impact Assessment ToolPart 1

| | |
|--|--|
| Date of assessment 27/3/2016 | Title of document being assessed 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"> ▪ the attainment of pupils who left school in 2014/15 based on the Scottish Government's Insight tool. |
| 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 |
|---|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Ethnic Minority Communities including Gypsies and Travellers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gender | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Transgender | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Religion or Belief | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| People with a disability | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Age | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lesbian, Gay and Bisexual | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Socio-economic | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pregnancy & Maternity | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Other (please state) | <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>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: Children and Families Service

Type of Document

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

Contact Information

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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