ARGYLL AND BUTE COUNCIL **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES **14 JUNE 2018**

EDUCATION PERFORMANCE DATA ANALYSIS - UPDATE 2018

1.0 EXECUTIVE SUMMARY

1.1 The main purpose of this report is to provide an update of key performance data and outcomes for all pupils across each of the ten secondary schools for session 2016-17 incorporating both SQA and Insight data from an authority perspective, following the release of the February 2018 Insight Statistical data.

1.2 Following the release of the Insight statistical data in February 2018 further analysis was undertaken on the overview of the authority data and comparison with National and Virtual Comparator data.

1.3 This Report also provides detail on the Broad General Education (BGE) benchmarking tool which will be released to schools in August 2018 to support the analysis of literacy and numeracy data for improvement.

1.2 It is recommended that the Community Services Committee:

a. Notes the further detailed statistical analysis included from Insight in February 2018 that overviews authority data and allows further comparison with national data;

b. Notes the release of the BGE benchmarking to schools in August 2018 to support the analysis of a Curriculum for Excellence Levels (ACEL) data in literacy and numeracy for improvement;

c. Continues to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners;

d. Continues to be involved with current training events on understanding the use of Insight, recognising the increasing use of Insight data in School presentations to elected members.

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2.0 INTRODUCTION

2.1 The Council received SQA examination results for all pupils entered for formal qualifications in session 2016/2017 in August 2017. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute schools.

2.2 The Insight tool provided data in September 2017 that covered a wide range of SCQF (Scottish Credit and Qualifications Framework) credit-rated awards and programmes. Insight is designed to:

- provide data on four key dashboard measures which have been carefully selected to support Curriculum for Excellence;
- be intuitive to use;
- be used by all secondary schools and teaching staff, local authorities and Education Scotland to support improvement in educational outcomes for young people;
- provide more information on educational outcomes for a variety of learner groups including post-school destinations and attainment in Literacy and Numeracy;

The Insight tool encourages professional reflection and analysis for intervention and improvement. Schools are compared to a “virtual” comparator allowing users to see how the performance of their pupils compares to a similar group of pupils from across Scotland, and supports collaborative approaches to looking at data and working together as part of the improvement process.

2.3 The Insight tool is updated twice annually, in September for attainment results, and February for school leavers’ data. This data is valuable in informing improvement planning, particularly following the February release, when key data for schools are updated with school leaver data. This data provides schools with information about where a school is having the most success for pupils in the senior phase and also where improvements can be made.

2.4 This February update has the increased functionality for schools and local authorities to access school data from the National Regional Collaboratives. Argyll and Bute are part of the Northern Alliance Regional Collaborative. Currently regional collaborative data this is for information only, and the virtual comparator remains the most significant comparator for improvement.

2.5 It is also worth highlighting that the new Broad General Education Benchmarking tool will be implemented in August of session 2018-19.

This tool will show the achievement of children and young people in aspects of their learning in literacy and numeracy at the key points of BGE development (by P1, P4, P7 and S3) as evidenced through a Curriculum for Excellence Levels (ACEL).

This will provide a possible basis for comparing how schools have moderated teacher professional judgement in relation to national standards and other schools. It will show how children and young people within a school are achieving in relation to their peers across the country in schools with similar characteristics and also provide information regarding the achievement of children and young people from different socio-economic backgrounds and with different characteristics (such as gender and ethnicity).

It is envisaged that the Broad General Education Benchmarking tool will articulate well with the Insight tool once fully tested.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

a. Notes the further detailed statistical analysis included from Insight in February 2018 that overviews authority data and allows further comparison with national data;

b. Notes the release of the BGE benchmarking to schools in August 2018 to support the analysis of a Curriculum for Excellence Levels (ACEL) data in literacy and numeracy for improvement;

c. Continues to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners;

d. Continues to be involved with current training events on understanding the use of Insight, recognising the increasing use of Insight data in School presentations to elected members.

4.0 DETAIL

4.1 Key dashboard measures from Insight: Local Benchmarking

Schools will increasingly be presenting this type of data at their annual meetings with elected members as part of their Performance Reports. The data presented here is a sample covering some of the main measures in the benchmarking tool:

- Literacy and Numeracy
- Improving attainment for all
- Attainment Versus Deprivation

School leaders, principal teachers, pastoral care teachers, teachers and education officers analyse the attainment in these areas for particular groups or cohorts including LAC, gender, additional support needs and SIMD level for improvement. Insight also shows which subject departments are producing very good or outstanding results allowing good practice to be identified and shared. Similarly, departments that are underperforming are identified and support is put in place for improvement.

4.2 Literacy and Numeracy

For pupils who left school in 2017, from S4-S6

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2015	84.75	58.74	892
Virtual Comparator	2015	88.65	63.54	8920
The Northern Alliance	2015	87.03	58.11	9568
National	2015	85.76	58.62	52433
Argyll & Bute	2016	87.82	68.22	903
Virtual Comparator	2016	90.94	70.22	9030
The Northern Alliance	2016	89.05	66.27	9415
National	2016	88.06	64.21	52249
Argyll & Bute	2017	91.29	73.05	861
Virtual Comparator	2017	91.65	71.06	8610
The Northern Alliance	2017	90.02	67.33	9259
National	2017	89.15	66.45	51258

Summary:

There has been an improving trend in performance at Levels 4 and 5 literacy and numeracy. Performance at Level 4 Literacy and Numeracy is below the VC, but above our Regional Improvement Collaborative: The Northern Alliance, and the National average.

Performance at Level 5 Literacy and Numeracy is above the VC, and above The Northern Alliance, and the National average.

4. 3 Attainment of Looked after children and Young People in Literacy and Numeracy

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2015	52.94	23.53	17
Virtual Comparator	2015	77.06	38.82	170
The Northern Alliance	2015	41.38	10.34	145
National	2015	45.19	12.25	914
Argyll & Bute	2016	47.06	23.53	17
Virtual Comparator	2016	65.29	30.59	170
The Northern Alliance	2016	41.1	11.64	146
National	2016	51.5	17.78	1035
Argyll & Bute	2017	58.33	16.67	12
Virtual Comparator	2017	73.33	29.17	120
The Northern Alliance	2017	50.7	14.08	142
National	2017	53.7	17.32	1028

Overall the performance of Looked After Young people has increased at Level 4 literacy and numeracy, but is less than the VC, and is greater than the Northern Alliance and the National average. At Level 5, there is a drop in attainment this year, with Argyll and Bute being less than the VC and The Northern Alliance, but greater than the National average.

4.4 Percentage of Leavers Attaining Numeracy at SCQF levels 5 and 6

	Year	% Level 5 Literacy	% Level 5 Numeracy	% Level 6 Literacy	% Level 6 Numeracy	Number in Cohort
Argyll & Bute	2015	75.78	62	46.08	27.02	892
Virtual Comparator	2015	79.84	67.26	53.39	34.42	8920
Argyll & Bute	2016	80.29	72.65	53.38	25.14	903
Virtual Comparator	2016	84.46	72.52	61.11	32.92	9030
Argyll & Bute	2017	84.67	77.24	55.98	28.57	861
Virtual Comparator	2017	84.54	73.21	60.62	31.53	8610

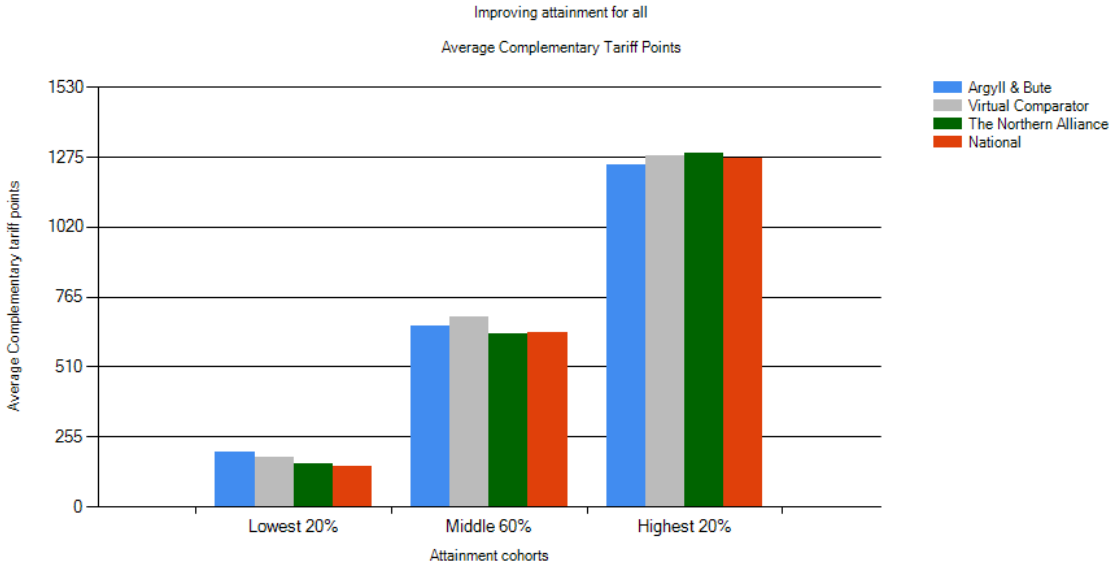
- Attainment at Level 5 Literacy shows an improving trend, with Argyll and Bute outperforming the VC.
- Attainment at Level 5 Numeracy shows an improving trend, with Argyll and Bute outperforming the VC.
- Attainment at Level 6 Literacy shows an improving trend, however Argyll and Bute still remains below the VC.
- Attainment at Level 6 Numeracy shows an improving trend, however Argyll and Bute still remains below the VC.

4.5 Attainment of leavers with ASN in Literacy and Numeracy

	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Argyll & Bute	2015	82.98	72.34	54.61	40.43	141
Virtual Comparator	2015	85.82	75.53	57.52	43.33	1410
Argyll & Bute	2016	85.57	69.15	52.24	41.79	201
Virtual Comparator	2016	86.92	79	60.75	44.93	2010
Argyll & Bute	2017	93.3	85.57	67.01	55.15	194
Virtual Comparator	2017	87.63	80	62.06	47.32	1940

The February analysis shows an improving picture across all indicators, with pupils at all levels outperforming the VC.

5.0 Improving Attainment for all

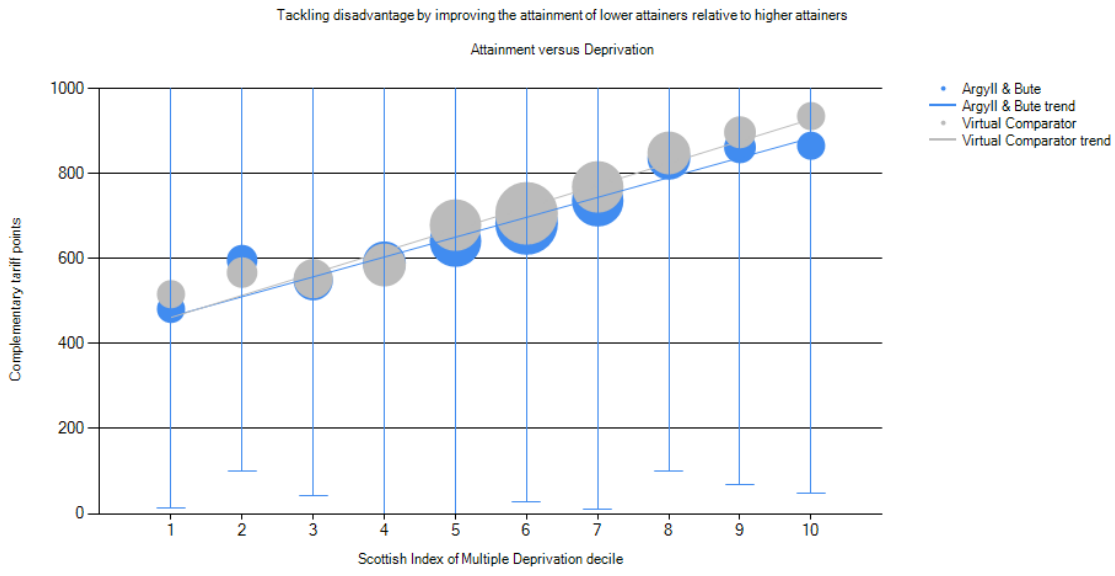


	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Argyll & Bute	2015	143	617	1259	892
Virtual Comparator	2015	181	663	1261	8920
The Northern Alliance	2015	143	605	1273	9568
National	2015	142	610	1255	52433
Argyll & Bute	2016	153	658	1248	903
Virtual Comparator	2016	188	700	1277	9030
The Northern Alliance	2016	151	636	1292	9415
National	2016	145	631	1266	52249
Argyll & Bute	2017	198	658	1246	861
Virtual Comparator	2017	181	690	1282	8610
The Northern Alliance	2017	159	629	1291	9259
National	2017	148	634	1269	51258

Summary

- The above data shows that attainment has not increased significantly since August in any of the measures. However, there are marginal improvements in the attainment of the lowest 20% of pupils (45 points), and marginal reduction in tariff points for the top 20% (2 points).

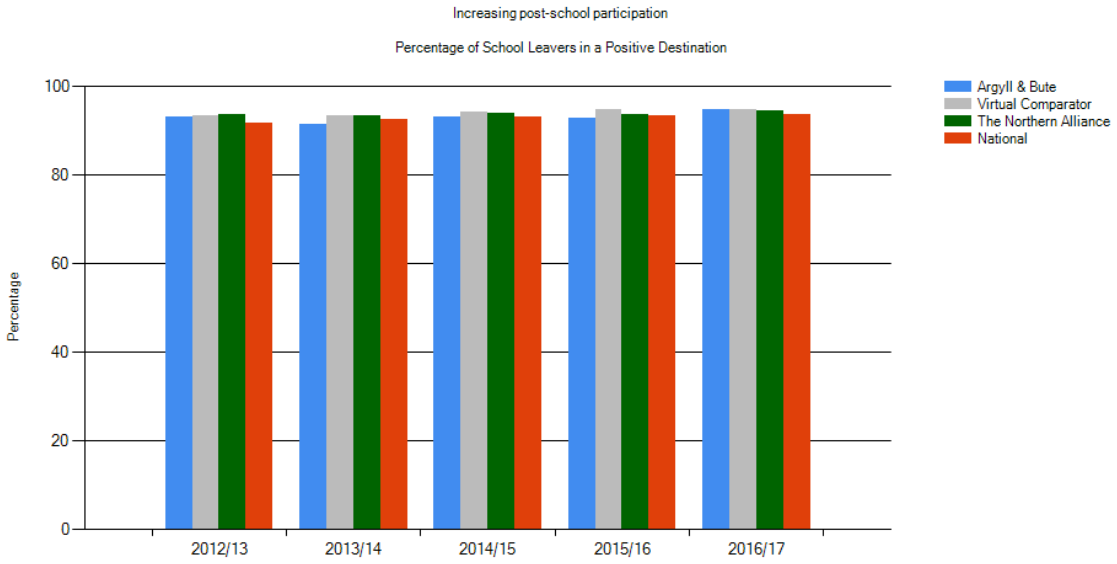
6.0 Attainment versus deprivation Argyll and Bute vs VC



Summary

- The data in the graph above shows the average **complementary tariff** points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the Virtual Comparator data. There are no statistically significant differences in the data albeit SIMD 1, 5, 6, 7, 8, 9 and 10 are slightly lower than the Virtual Comparator. However, Argyll and Bute pupils in SIMD 2 are performing better than the Virtual Comparator and in SIMD 3 and 4 are performing as well as the Virtual Comparator.
- Pupils in SIMD 2 are the only decile who are outperforming the VC in this indicator.

7.0 Initial Leaver Destinations



Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
Argyll & Bute	2014/15	93.16	892
Virtual Comparator	2014/15	94.24	8920
The Northern Alliance	2014/15	93.92	9568
National	2014/15	93.02	52433
Argyll & Bute	2015/16	92.91	903
Virtual Comparator	2015/16	94.67	9030
The Northern Alliance	2015/16	93.55	9415
National	2015/16	93.33	52249
Argyll & Bute	2016/17	94.66	861
Virtual Comparator	2016/17	94.63	8610
The Northern Alliance	2016/17	94.41	9259
National	2016/17	93.72	51258

Summary

- The percentage of school leavers who have gone on to a positive destination has increased 1.75% since last year. This is greater than the VC, the Northern Alliance and the National average.

Initial Leavers data– by destination

Establishment	Year	% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Argyll & Bute	2014/15	1.01	27.58	20.74	39.46	0.45	3.7	1.12	5.27	0.67
Virtual Comparator	2014/15	0.64	23.27	25.34	41.51	0.49	2.95	0.99	4.28	0.53
The Northern Alliance	2014/15	0.98	26	27.01	37.76	0.65	1.6	1.16	4.27	0.56
National	2014/15	0.91	21.44	27.62	38.84	0.52	3.76	1.1	5.36	0.44
Argyll & Bute	2015/16	0.44	31.12	18.94	40.86		1.11	1.66	5.43	0.44
Virtual Comparator	2015/16	0.73	22.29	24.97	44.36	0.22	1.77	1.05	4.05	0.54
The Northern Alliance	2015/16	0.88	25.52	24.89	40.34	0.58	1.34	1.6	4.26	0.58
National	2015/16	1.02	22.3	26.59	40.34	0.24	2.58	1.33	5.1	0.51
Argyll & Bute	2016/17	0.23	32.17	18	40.88	0.35	3.02	1.97	3.02	0.35
Virtual Comparator	2016/17	0.87	22.17	25.45	43.86	0.38	1.73	1.39	3.59	0.56
The Northern Alliance	2016/17	1.06	25.55	26.07	39.45	0.68	1.72	1.59	3.33	0.55
National	2016/17	1.22	21.97	26.83	40.71	0.37	2.43	1.45	4.47	0.55

- The percentage of school leavers who are entering employment has increased over the last three years, this is greater than the VC, the Northern Alliance and the National average.
- The percentage of school leavers who are entering higher education has increased over the last three years, this is greater than the Northern Alliance and the National average.

8.0 MONITORING PROGRESS AND IMPROVING OUTCOMES

8.1 Following the release of the February Insight data the Education Service will continue to work with individual schools to support and challenge improvement over the course of session 2017/2018. We will ensure that targets and actions for improvement are included in 2018/19 School Improvement Plans to secure further improvement in examination outcomes for pupils.

8.2 The Education Service will provide training to schools on the use of the BGE Benchmarking tool to identify targets and actions form improvement over the course of session 2018/2019. We will ensure that targets and actions for improvement are included in 2018/19 School Improvement Plans to secure further improvement in literacy and numeracy outcomes for pupils.

9.0 CONCLUSION

9.1 This report presents an overview of key performance data and outcomes for all school leavers across each of the ten secondary schools for session 2016-17 using February 2018 Insight data from an authority perspective.

9.2 In 2017 the performance of Argyll and Bute schools varied across National qualification measures with elements of strong performances in some schools and in some subject departments. The Education Service are continuing to support and challenge schools across the authority to secure further educational improvement for pupils.

9.3 This Report also outlines the national BGE Benchmarking tool which will be launched in August 2018. This tool will show the achievement of children and young people in aspects of their learning in literacy and numeracy at the key points of BGE development (by P1, P4, P7 and S3) as evidenced through a Curriculum for Excellence Levels (ACEL).

10.0 IMPLICATIONS

10.1 **Policy:** This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All)

10.2 **Financial:** None

10.3 **Personnel:** None

10.4 **Equal Opportunities:** None

10.5 **Legal:** None

10.6 **Risk:** The performance of Argyll and Bute schools in national examinations can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.

10.7 **Customer Services:** This report provides elected members with an overview of Service Performance.

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