

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

1.0 EXECUTIVE SUMMARY

- 1.1 This paper provides an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 and S3 published by the Scottish Government on the 12th December 2018 in Achievement of Curriculum for Excellence (CFE) Levels 2017/18 (Appendix A).
- 1.2 This paper also provides the Committee with an update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).
- 1.3 It is recommended that the Community Services Committee:
- a) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, and S3 within Argyll and Bute;
 - b) Notes the update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education.

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

2.0 INTRODUCTION

- 2.1 This paper provides an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 and S3 published by the Scottish Government on the 12th December 2018 in Achievement of Curriculum for Excellence (CfE) Levels 2017/18 (Appendix A).
- 2.2 This paper also provides the Committee with an update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
- a) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, and S3 within Argyll and Bute;
 - b) Notes the update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education.

4.0 DETAIL

- 4.1 Within Argyll and Bute, the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy is outlined in the Achievement of CfE Levels 2017/18 document (Appendix A) and is summarised below:

		P1	P4	P7	S3	S3
CfE levels	2017-2018	Early Level	First Level	Second Level	Third Level	Fourth Level
Reading	Argyll and Bute	86%	80%	83%	92%	56%
	Scotland	81%	77%	79%	90%	53%

Writing	Argyll and Bute	80%	75%	76%	91%	55%
	Scotland	78%	72%	73%	89%	51%
Listening and Talking	Argyll and Bute	92%	84%	88%	94%	62%
	Scotland	87%	85%	84%	91%	55%
Numeracy	Argyll and Bute	88%	77%	77%	95%	54%
	Scotland	85%	76%	75%	89%	56%

The path most children and young people are expected to follow through the above levels reflects the stages of maturation and how they engage with learning as they develop. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The table below outlines the national expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some.

4.2 Analysis of the Achievement of CfE Levels 2017/18 for Argyll and Bute compared with the national picture indicates that:

- In the primary stages, the percentage of pupils **nationally** achieving the CfE level relevant for their stage was highest for listening and talking (87%, 2% higher than last year) and lowest for writing (72%, 3% higher than last year). In **Argyll and Bute** the percentage of primary pupils achieving the CfE level relevant for their stage was highest for listening and talking (92%, 3% higher than last year) and lowest for writing (75%, 8% higher than last year).
- P1, P7 and S3 pupils in Argyll and Bute are performing better than the **national average** in all organisers (reading, writing, listening and talking and numeracy).
- In the secondary stage (S3), the percentage of pupils **nationally** achieving the CfE level relevant for their stage was lowest in numeracy and writing (89%) and highest in listening and talking (91%). In **Argyll and Bute** the percentage of S3 pupils achieving the CfE level relevant for their stage was lowest in writing (91%, 2% higher than the national average) and highest in numeracy (95%, at third level).

- The percentage of S3 pupils **nationally** achieving CfE Third Level or better is between 89% and 91% (inclusively) for all organisers (reading, writing, listening and talking and numeracy). This is slightly better than last year, when the percentages were between 88% and 91%.
- In **Argyll and Bute**, the percentage of S3 pupils achieving CfE Third Level or better is between 91% and 95% for all organisers (reading, writing, listening and talking and numeracy). This is the same as last year.
- In **Argyll and Bute**, there is a higher percentage of S3 pupils who are performing better (achieving fourth level) than their expected level in S3 reading, writing and listening and talking, compared to the national average. In reading, 11% more pupils achieved fourth level this year; 15% more in writing; and 18% more in listening and talking. This is different from last year, when nationally more S3 pupils achieved fourth level than our pupils did in all of these areas.
- In numeracy, a lower percentage of S4 pupils in **Argyll and Bute** achieved fourth level than the national average (54% to 56%). This contrasts with last year when significantly more S4 pupils in **Argyll and Bute** achieved fourth level in numeracy than the national average (72% of pupils compared to the national average 56%).

4.3 The 2019 National Improvement Framework and Improvement Plan for Scottish Education replaces the 2018 plan and identifies both ongoing and new improvement activity that the Scottish Government will take forward and support at National level. Improvement activity will focus on:

- continuing to deliver improvement in literacy, numeracy, national qualifications and positive destinations;
- supporting local authorities and learning communities to work together to further develop a culture of empowerment and collaboration in their area;
- continuing to promote excellence and equity and evaluate the impact of the Attainment Scotland Fund;
- improving children and young people's mental health as set out in their mental health strategy for 2017-2027; and
- achieving greater equity in child outcomes, by ensuring that the children who need it the most benefit from an enhanced ELC offer.

4.4 The Education Service will continue to plan for and implement both the ongoing and new improvement activity within the 2019 National Improvement Framework and Improvement Plan for Scottish Education to secure educational improvement for all children and young people within Argyll and Bute whilst meeting our statutory duties as defined within the Education (Scotland) Act 2016. We will report our progress within our 2019 Annual Plan and work in collaboration with the Northern Alliance, our Regional Improvement Collaborative.

5.0 CONCLUSION

5.1 This paper provides:

- a) An overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 and S3 published by the Scottish Government on the 12th December 2018 in Achievement of Curriculum for Excellence (CFE) Levels 2017/18 (Appendix A); and
- b) An update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).

6.0 IMPLICATIONS

- 6.1 Policy – The development of the National Framework for Scottish Education supports the central purpose of the Scottish Government and the delivery on the National outcomes. The Framework will support delivery of SOA Outcomes 1 and 3.
- 6.2 Financial – Potential resource implications arising from the introduction of the NIF and closing the poverty related attainment gap.
- 6.3 Legal – As part of the Education (Scotland) Act 2016, the reporting procedures for the Framework have been placed on a statutory footing placing further duties on Argyll and Bute Council.
- 6.4 HR – here are potential workload issues for teaching staff that should be considered within school working time agreements.
- 6.5 Fairer Scotland Duty – There are no potential issues around this.
 - 6.5.1 Equalities – One of the two main tenets of the Scottish Government’s vision for Education is to address educational inequalities. There is no current evidence base that standardised assessments leads to a reduction in inequalities and can only be viewed as one element that contributes to professional teacher judgement and assessment.
 - 6.5.2 Socio-Economic Duty – As a local authority Argyll and Bute have considered socio economic disadvantage and the impact this may have on attainment of children and young people. As such, our Education Management team work collaboratively with schools to address these issues should they arise.
 - 6.5.3 Islands – There is no specific island based impact from this information.
- 6.6 Risk – There is a potential reputational risk for the Council if there is failure to secure improvements/close the attainment gap for children and young people.
- 6.7 Customer Service – The NIF is clear around the expectations for parental

involvement and engagement which should provide positive benefits in supporting their role in their children's education.

Douglas Hendry
Executive Director of Customer Services

Louise Connor
Head of Education – Learning and Teaching

Councillor Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

For further information contact:

Alison MacDonald, Education Manager
Tel: 01631 569192
Email: alison.macdonald@argyll-bute.gov.uk

Don McAllister, Education Manager
Tel: 01631 569192
Email: Donald.McAllister@argyll-bute.gov.uk

20 February 2019

APPENDICES

Appendix A: Achievement of CfE Levels 2017/18

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2017-18/>

Appendix B: 2019 National Improvement Framework for Scottish Education

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/>