

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 10th December 2019 in Achievement of Curriculum for Excellence (CFE) Levels 2018/19 (Appendix A).
- 1.2 This paper also provides the Committee with an update on the Scottish Governments 2020 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).
- 1.3 It is recommended that the Community Services Committee:
 - a) Note the 2018/19 overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 within Argyll and Bute;
 - b) Note that from 2018/19 onwards this data is no longer classified by the Scottish Government as Experimental Statistics; and
 - c) Notes the update on the Scottish Governments 2020 National Improvement Framework and Improvement Plan for Scottish Education.

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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 10th December 2019 in Achievement of Curriculum for Excellence (CFE) Levels 2018/19 (Appendix A).
- 2.2 This paper also provides the Committee with an update on the Scottish Governments 2020 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 2018/19 overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 within Argyll and Bute;
 - b) Note that from 2018/19 onwards this data is no longer classified by the Scottish Government as Experimental Statistics; and
 - c) Notes the update on the Scottish Governments 2020 National Improvement Framework and Improvement Plan for Scottish Education.

4.0 DETAIL

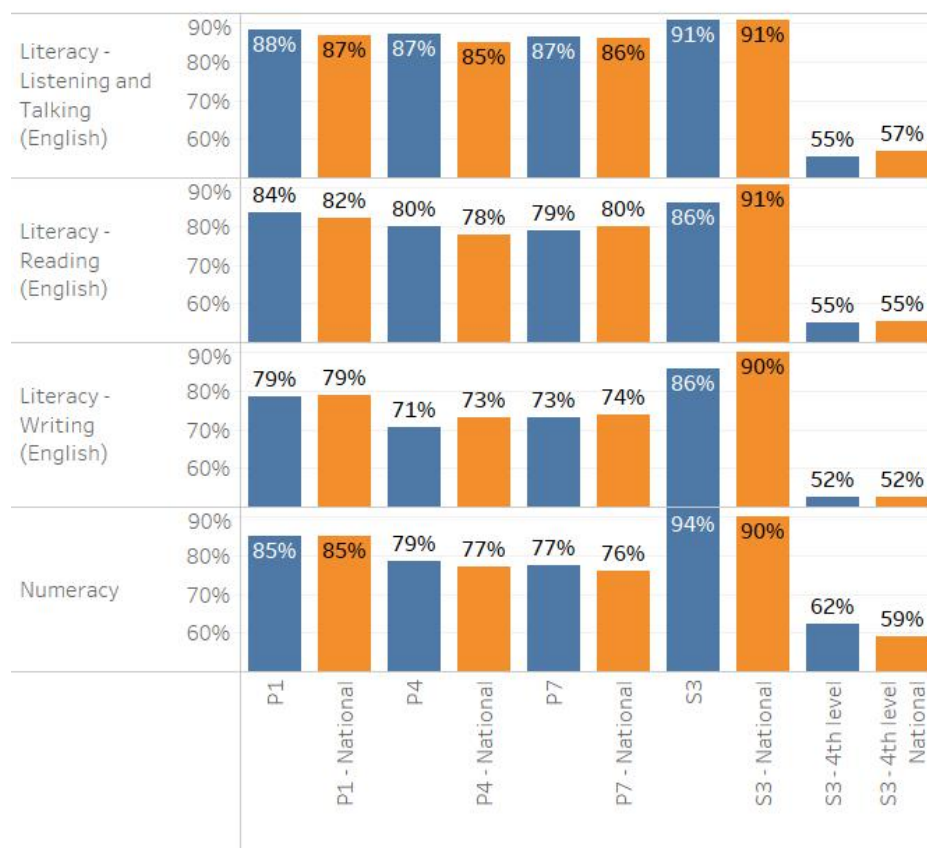
- 4.1 Within Argyll and Bute, the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy is outlined in the Achievement of CfE Levels 2018/19 document (Appendix A).

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 The following diagram summarises the Achievement of CfE Levels 2018/19 in Literacy and Numeracy within Argyll and Bute (blue) in comparison with the national average (amber):

ABC vs National



4.3 With reference to the above diagram, the 2018/19 data show that:

- in Numeracy, the number of Argyll and Bute pupils who achieved the expected levels of attainment is equal to or greater than the national average at all stages.
- in Listening and Talking, the number of Argyll and Bute pupils who achieved the expected levels of attainment is equal to or greater than the national average at all stages.

- in Reading, the attainment of pupils in Argyll and Bute was better than or equal to pupils nationally in three of the five areas of measurement.
- in Writing, the attainment of pupils in Argyll and Bute was better than pupils nationally in three of the five areas of measurement.
- taking P1, P4 and P7 together, the attainment of primary stage pupils in Argyll and Bute was better than primary stage pupils nationally in all areas except Writing.
- The attainment of S3 pupils in Argyll and Bute was better than the national average in two of the eight areas of measurement.
- between 2017/18, and 2018/19, for pupils in primary school, the attainment gap between the most and least deprived pupils in Argyll and Bute reduced by between 2% and 8% in the three areas of Literacy, and remained unchanged in Numeracy. Attainment gap data for S3 pupils are not yet available.

4.4 The 2020 National Improvement Framework and Improvement Plan for Scottish Education replaces the 2019 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 data-evidenced improvement in literacy, numeracy, national qualifications and positive destinations;
- supporting Regional Improvement Collaboratives, local authorities and learning communities to work together to further develop a culture of empowerment, develop their capacity for collaboration and improvement and develop leadership skills across education;
- improving and developing the Learner Voice in schools through school empowerment reforms and initiatives such as the Scottish Learner Panel;
- continuing to promote excellence and equity and evaluating the impact of the Attainment Scotland Fund, which will now extend beyond the end of the present parliament;
- continuing attention to children and young people's Health and Wellbeing – improving their mental health and resilience (as set out in the Mental Health Strategy for 2017-2027), ensuring access to counsellors, reviewing Personal and Social Education and introducing a Health and Wellbeing Census; and
- achieving greater equity in child outcomes, through implementation of the enhanced ELC offer, the new National Standard for ELC and continuing development of Outdoor Learning.

4.5 The Education Service will continue to plan for and implement both the ongoing and new improvement activity within the 2020 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 2019/20 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 10th December 2019 in Achievement of Curriculum for Excellence (CFE) Levels 2018/19 (Appendix A); and
- b) an update on the Scottish Governments 2020 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 – There are potential workload issues for teaching staff that should be considered within school working time agreements.
- 6.5 Fairer Scotland Duty – There is no potential issues around this.
 - 6.5.1 Equalities – Protected characteristics – 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.

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Appendices

Appendix A: Achievement of CfE Levels 2018/19

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2018-19/>

Appendix B: 2020 National Improvement Framework for Scottish Education

<https://www.gov.scot/publications/2020-national-improvement-framework-improvement-plan>