

**EDUCATION PERFORMANCE DATA ANALYSIS 2021-22**

---

**1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to provide an overview of key performance data and outcomes for all pupils across Argyll and Bute's ten secondary schools for session 2021-2022, using local authority data on attainment, and data as supplied by the Scottish Government's Insight tool.
- 1.2 The Insight tool is designed to allow fair comparison of a group of pupils in Argyll and Bute with larger groups of pupils taken from all the other 31 local authorities with similar backgrounds (gender, additional support needs, stage, and SIMD band). This is known as the Virtual Comparator (VC) and is a key feature of Insight. Insight also allows comparison of attainment in Argyll and Bute with average attainment nationally.
- 1.3 As well as presenting performance data relating to presentations for certificated subject awards in schools, the report also highlights the broad range of Wider Achievement awards gained by pupils across the authority, both in schools and through work with partners.
- 1.4 It should be noted that a further update of Insight will occur in February 2023. Included in this update will be all post-appeal results, further wider achievement attainment and information on the breadth and depth of attainment across Argyll and Bute secondary schools. A paper outlining key content of the update will be presented to committee thereafter.
- 1.5 It is recommended that the Community Services Committee:
  - a) Notes that, for the first time since session 2018/19, pupil performance and outcomes are based on examination performance;
  - b) Considers the information contained in this report; and
  - c) Notes that a further report will come to a future meeting of the Committee once the Insight final outcomes are available.

## EDUCATION PERFORMANCE DATA ANALYSIS 2021-2022

---

### 2.0 INTRODUCTION

- 2.1 In August 2022, the Council received notification of SQA awards for all pupils in Argyll and Bute entered for National Qualifications in session 2021/22.
- 2.2 In 2022, for the first time since session 2018/19, pupil attainment has been determined through a diet of examinations. In 2020 and 2021, examinations were cancelled as a result of Covid-19, and attainment was determined through the submission of provisional results to the SQA, based on teacher professional judgement which considered a wide range of candidate assessment evidence. This has meant that even S6 pupils were experiencing SQA exam conditions for the first time in 2022.
- 2.3 The 2022 SQA examination diet was nonetheless characterised by Covid-related modifications. The internal and external assessment elements of some courses were reduced, and advice on the range of topics to be assessed in examinations for some courses was provided by the SQA to candidates, to support their studying and revision activities.
- 2.4 As a result of such modifications, the SQA has advised that caution should be applied in comparing the 2022 presentation pass rates at both school and authority level to 2019 attainment data.
- 2.5 Additionally, as a result of the alternative assessment models adopted in 2020 and 2021, meaningful comparison should not be drawn between 2022 attainment data and data from those years.

### 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
- a) Notes that, for the first time since session 2018/19, pupil performance and outcomes are based on examination performance;
  - b) Considers the information contained in this report; and
  - c) Notes that a further report will come to a future meeting of the Committee once the final Insight outcomes are available.

## 4.0 DETAIL

4.1 Pupils in each of the ten secondary schools in Argyll and Bute were presented for a range of SQA external examination qualifications in May and June of 2022. Following the release of results, Education Services conducted an initial analysis of the results to support the preparation of a summary report for presentation to and consideration by Elected Members at Committee in August 2022. This can be accessed via the following link:

[SQA Examination Results 2022.pdf \(argyll-bute.gov.uk\)](#)

4.2 Additionally, all secondary schools have engaged in analysis of their own SQA attainment, and will present data and conclusions, following the February 2023 Insight update, at the relevant Area Committees. An initial overview will be presented in November/December during Elected Members' visits to schools.

4.3 As presented to the Committee in August 2022, the SQA attainment results for pupils in academic year 2021-2022 are outlined in the following table:

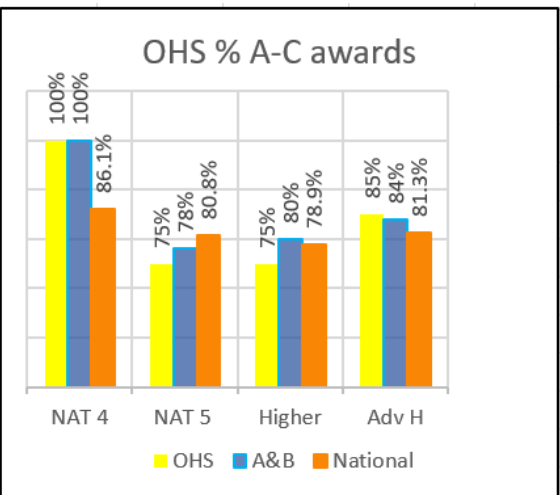
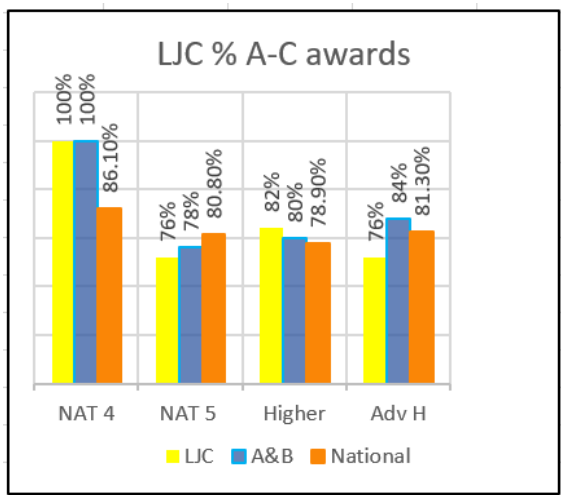
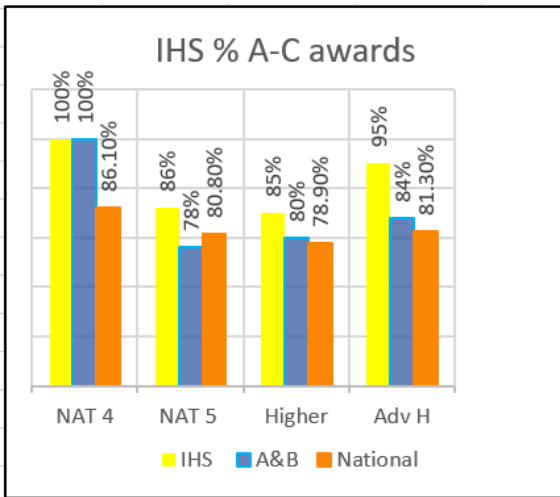
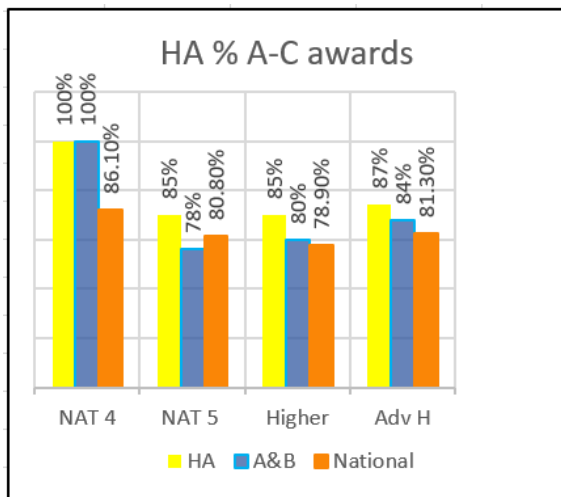
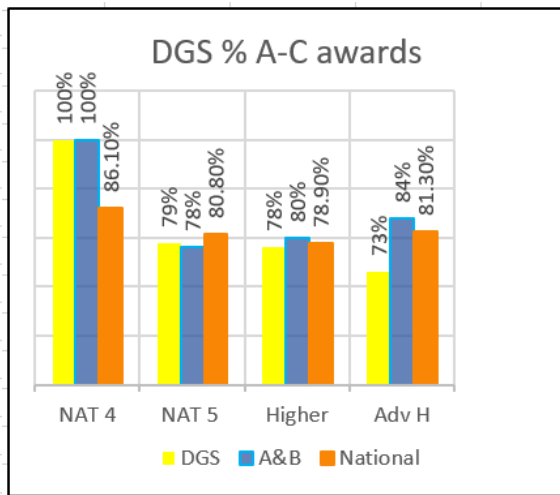
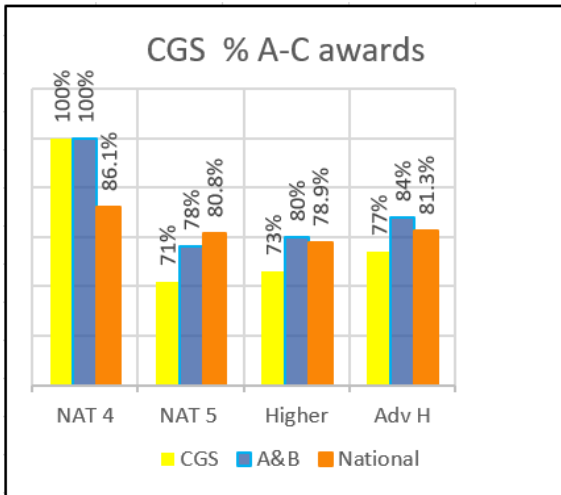
	2022		2022	2022
	A&B Attainment A-C%	Difference from A&B 2019 %	National A-C %	Difference A&B to National A-C%
Nat 4	100%	0%	86.1%	+13.9%
Nat 5	78.62%	-0.81%	80.8%	-2.18%
Higher	79.51%	+6.32%	78.9%	+0.61%
Adv H	83.72%	+8.04%	81.3%	+2.42%

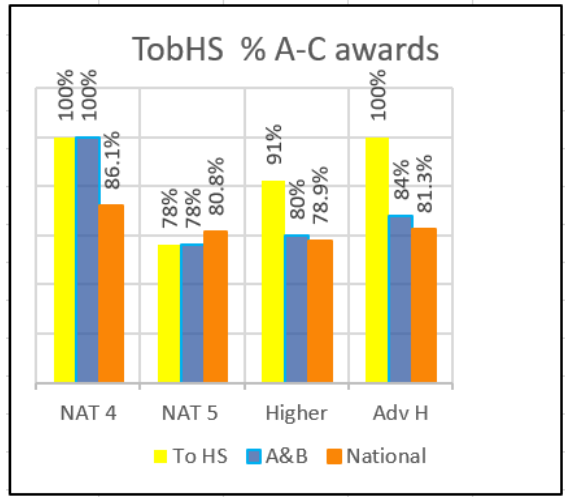
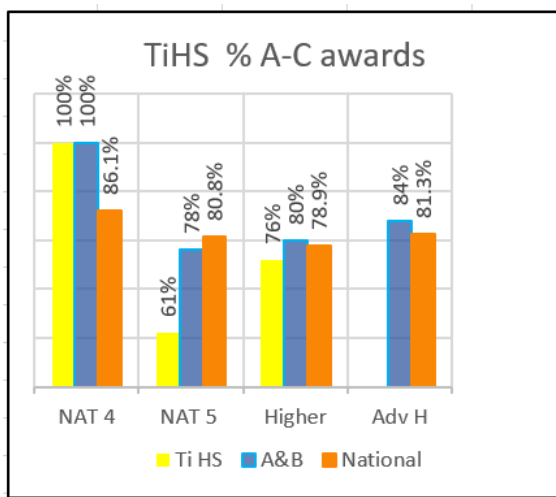
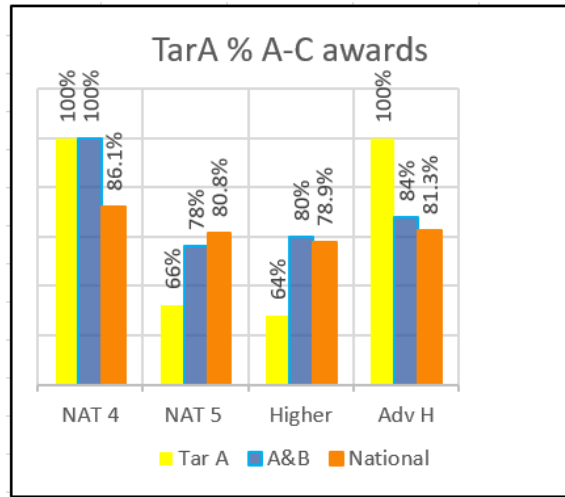
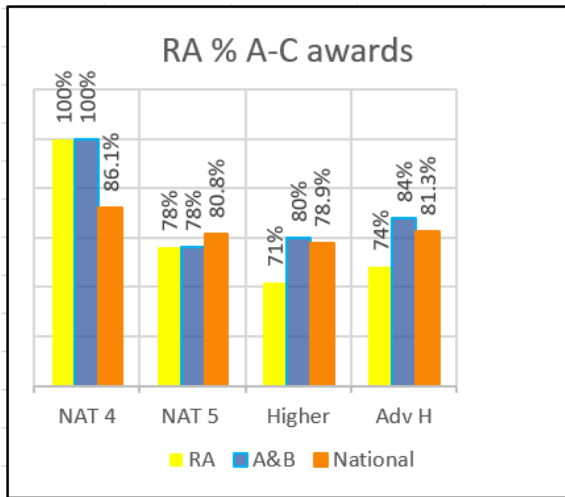
- National 4 results are above the national attainment average by 13.9%.
- National 5 results are below the national attainment average by 2.18%.
- Higher results are above the national attainment average by 0.61%.
- Advanced Higher results are above the national attainment average by 2.42%.

The following graphs illustrate A-C presentation pass rates at school level across our secondary schools in 2022:

### Key to School abbreviations:

CGS	Campbeltown Grammar School	OHS	Oban High School
DGS	Dunoon Grammar School	RJC	Rothesay Joint Campus
HA	Hermitage Academy	TAR A	Tarbert Academy
IHS	Islay High School	TI HS	Tiree High School
LJC	Lochgilphead Joint Campus	TO HS	Tobermory High School



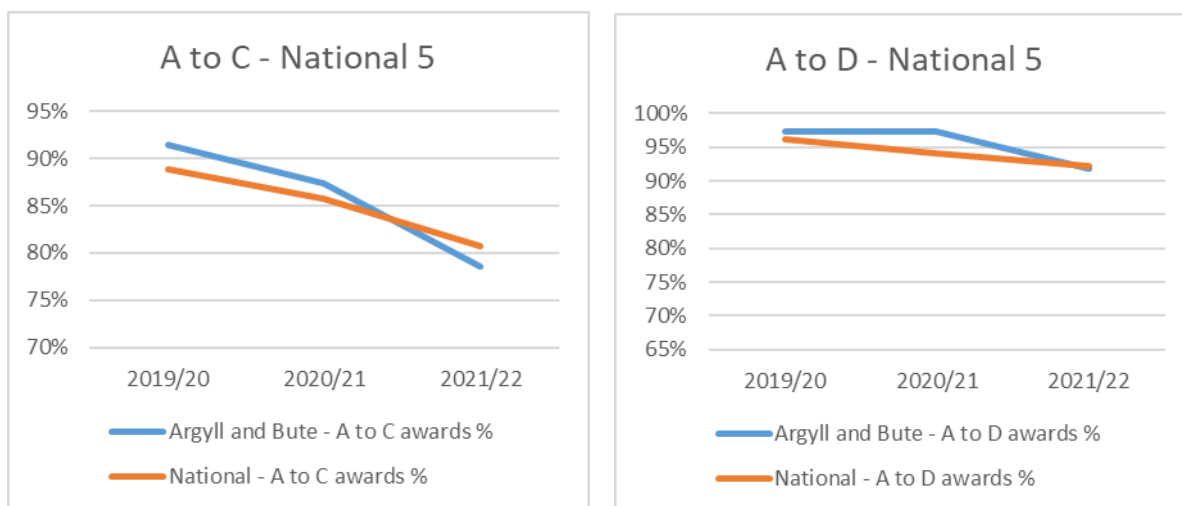


**Analysis:**

- All 10 secondary schools maintained their 100% pass rate for National 4, outperforming the national average.
- Two of our secondary schools were above the 2022 national average for National 5 (80.8%).
- Five of our secondary schools were above the 2022 national average for Higher (78.9%).
- Five of our secondary schools were above the 2022 national average for Advanced Higher (81.3%). One school did not present at this level. It should be noted that statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of one subject presentation resulting in a pass.

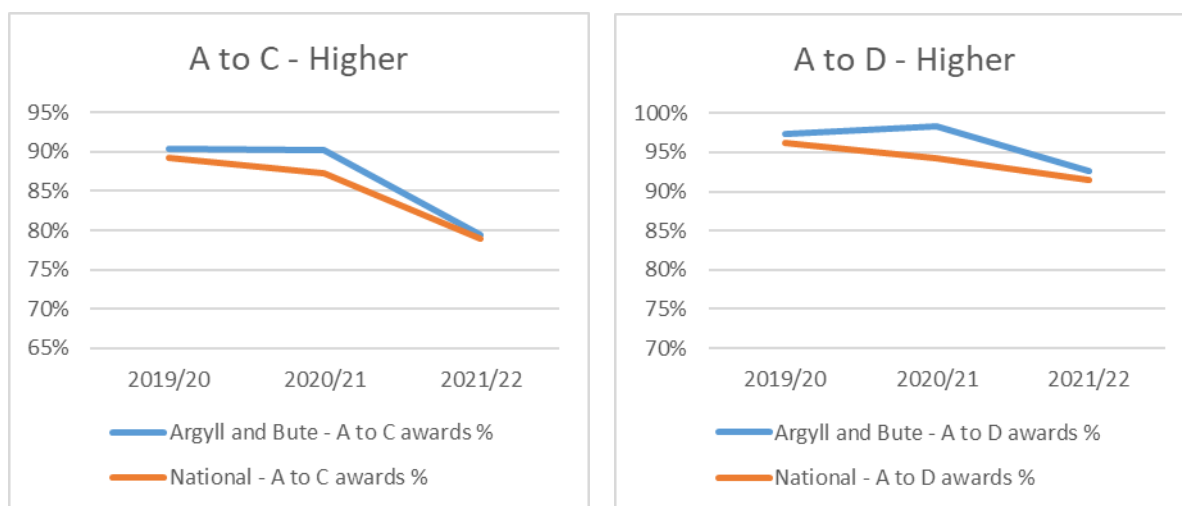
The following graphs detail attainment for the whole of Argyll and Bute across National 5, Higher and Advanced Higher. There are separate charts for attainment at grades A-C and attainment at Grades A-D.

## National 5



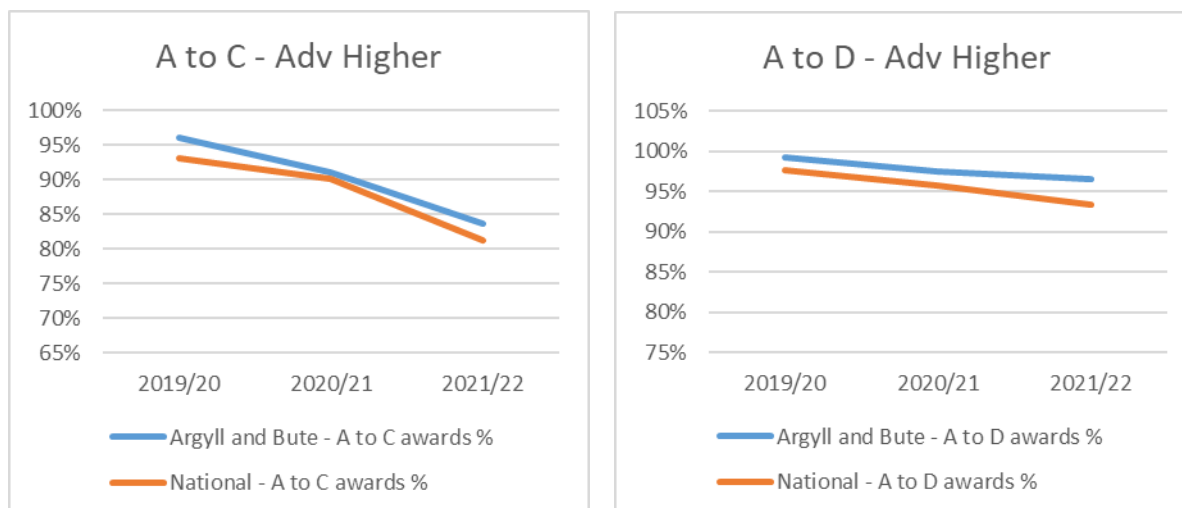
At National 5 level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, a consequence of the return to examinations for each subject. As detailed above, Argyll and Bute performance for both A-C and A-D is slightly below the national average.

## Higher



As with National 5, at Higher level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, again a consequence of the return to examinations for each subject. Argyll and Bute performance for both A-C and A-D remains above the national average.

## Advanced Higher



As with National 5 and Higher levels, in Argyll and Bute, Advanced Higher attainment at both grades A-C and grades A-D fell in line with the national trend, once again a consequence of the return to examinations for each subject. Argyll and Bute performance for both A-C and A-D remains above the national average.

### 4.4 Results of Appeals

Members should note that the above data represents attainment before the results of appeals to the SQA have been taken into account. The results of appeals across Argyll and Bute were published in late October. The amended statistics for Argyll and Bute are not included above as there is not yet access to national post-appeal statistics, and it has therefore not been possible to update fully the tables above. However, below is a table outlining the extent to which attainment at grades A-C in each of the ten secondary schools increased once successful appeals were taken into account:

2022 Post Appeals - % increase.	Argyll & Bute	OHS	CGS	HA	DGS	IHS	LJC	RA	TaA	THS	ToHS
	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change
Adv. Higher	1.8%	0.0%	7.3%	1.5%	4.8%	0.0%	n/a	0.0%	0.0%	n/a	0.0%
Higher	1.4%	2.5%	0.7%	0.9%	0.7%	1.3%	1.6%	0.0%	0.0%	0.1%	0.4%
Nat 5	1.1%	2.6%	0.6%	0.3%	0.4%	3.1%	0.4%	0.0%	1.0%	0.0%	2.2%

A full analysis of post-appeals attainment data will form part of the

report to Community Services in March, which will also reflect the February Insight update. This will include all wider achievement attainment which it has not been possible to include at this time, on account of the statistics not yet being available from Insight.

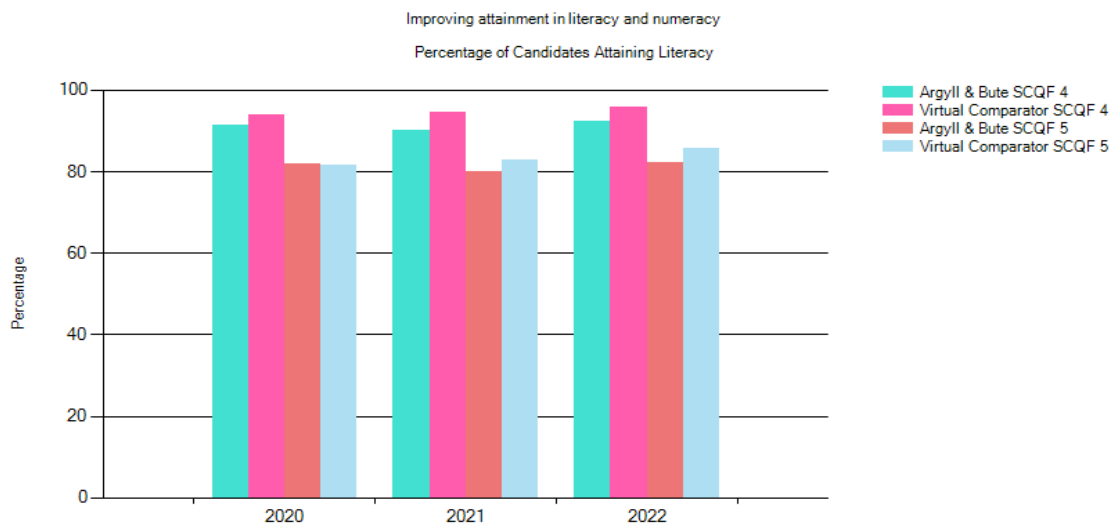
4.5 The Scottish Government’s Insight tool provides valuable analysis of attainment from a multitude of perspectives. Below, attainment analysis is provided from three such perspectives: attainment in Literacy and Numeracy – a key element of the Scottish Government’s National Improvement Framework; average attainment of young people in the context of the top 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers; and attainment in the context of the Scottish Index of Multiple Deprivation (SIMD).

In line with the Scottish Government’s conditions on the use of Insight, such data is here being used both to inform members of key aspects of attainment in Argyll and Bute and as part of the Education Service’s self-evaluation and professional reflection.

#### 4.6 Attainment in Literacy and Numeracy

SCQF levels 4 and 5 Literacy and Numeracy are achieved via the passing of National 4 or 5 English or Maths, or through the completion of separate Literacy and Numeracy units at levels 4 and 5 which do not require an examination.

#### Literacy (cumulative attainment by the end of S6, based on original S4 roll)



#### Summary:

Although attainment in Literacy at both SCQF levels 4 and 5 increased slightly in 2022, they are below Virtual Comparator levels. As part of Attainment



Meetings with individual secondary Head Teachers, key steps are being discussed to improve literacy attainment in all secondary schools. Principal considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in literacy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in literacy; and high-quality, learner-centred learning and assessment experiences in literacy across the curriculum continuing into the Senior Phase.

### **Numeracy (cumulative attainment by the end of S6, based on original S4 roll)**



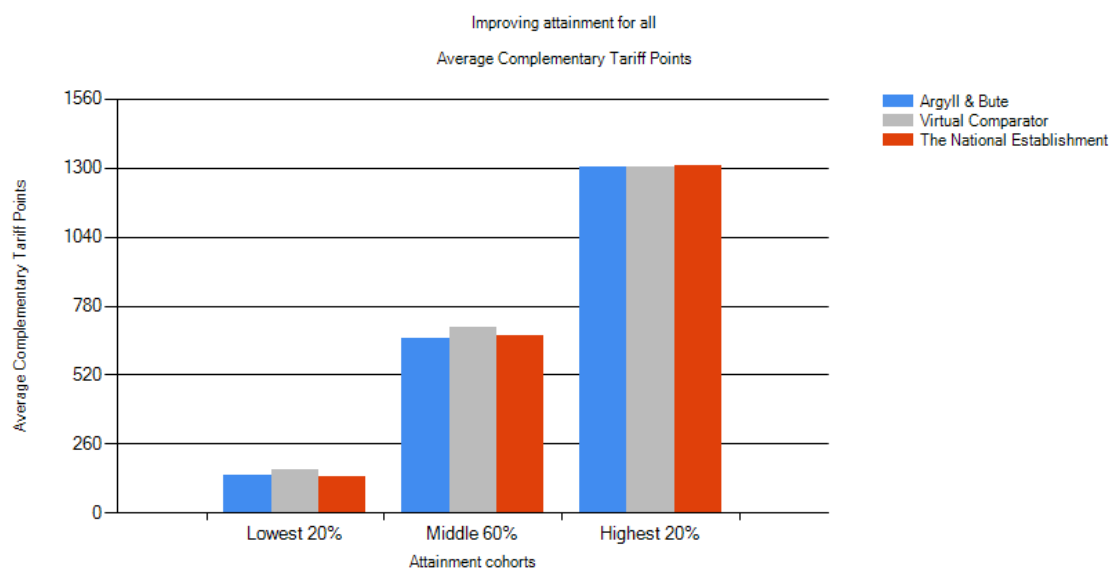
### **Summary:**

Attainment in Numeracy at both SCQF levels 4 and 5 has remained consistent over the last three years, although it is below the attainment of Virtual Comparator. As with Literacy above, as part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve numeracy attainment in all secondary schools. Principal considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in numeracy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in numeracy; and high-quality, learner-centred numeracy learning and assessment experiences across the curriculum continuing into the Senior Phase.

## 4.7 Improving attainment for all

This measure details the average attainment of pupils in three attainment cohorts – the highest 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers – using the tariff points gained for the passing of courses at different levels.

### Average cumulative attainment by the end of S6, based on original S4 roll



### Summary:

The table above shows that in 2022 the performance of:

- Argyle and Bute pupils in the lowest 20% of attainment performed slightly better than the national average, but marginally below the Virtual Comparator.
- Argyle and Bute pupils in the Middle 60% of attainment performed marginally below the national average and the Virtual Comparator.
- Argyle and Bute pupils in the Highest 20% of attainment performed at the same level as the Virtual Comparator, and marginally below the national average.

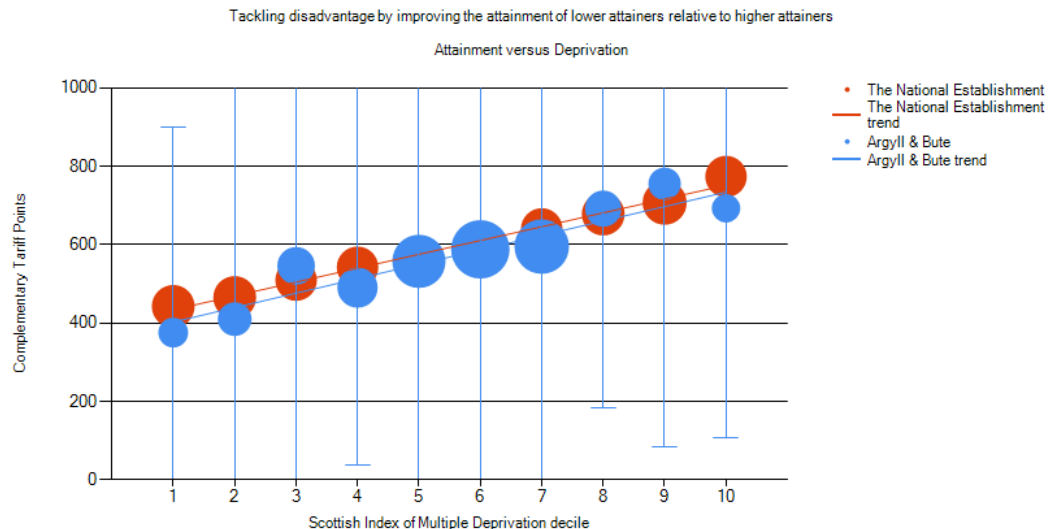
Head Teachers in all secondary schools are being challenged and supported to continually examine their curriculum structures and options frameworks to ensure that they allow all young people to attain and achieve to their maximum potential. This includes planning future learning and attainment pathways with pupils and their families at the earliest opportunity, to ensure that, as well as the required breadth of the S1-S3 Broad General Education, there is also the focus on depth of learning, specialisation and coherent progression in S1-S3 which reflects each young person's aspirations and interests and prepares them for high levels of Senior Phase attainment.

Secondary Head Teachers are also being challenged and supported to ensure their Senior Phase curricula are wide and dynamic. This will ensure that there are meaningful attainment and achievement opportunities for all young people – not only in the traditional academic context, but also in terms of vocational and skill-focussed courses and certification. In line with clear national thinking, schools are also working to develop the culture where there is parity of esteem between academic and vocational attainment, and all young people have access to relevant, stimulating courses which take them towards their preferred post-school positive destination.

By ensuring these types of wide, accessible and equitable senior-phase curricula are in place in our schools, the attainment and achievement of all young people will increase, regardless of their academic ability or to which percentage of attainers they belong.

#### 4.8 Attainment in Context of the Scottish Index of Multiple Deprivation (SIMD)

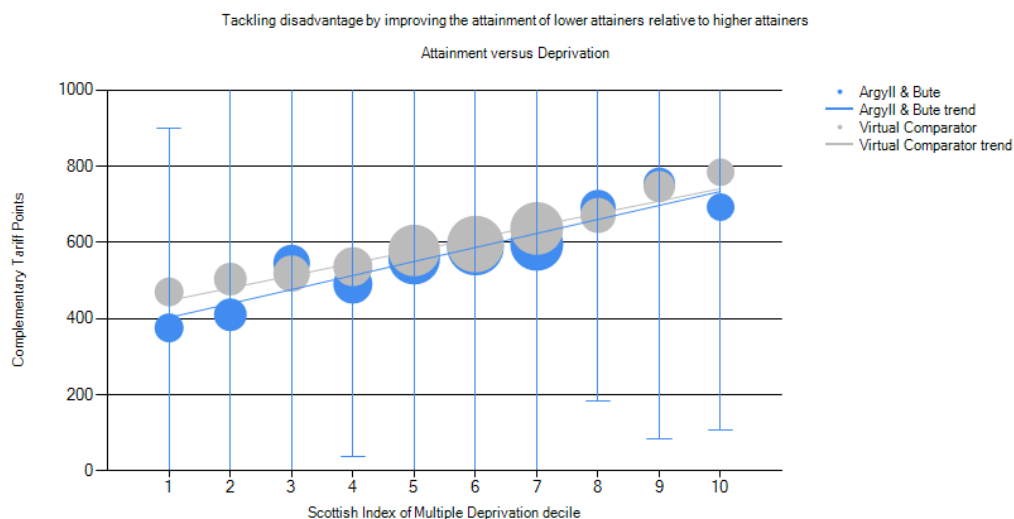
##### Argyll and Bute Attainment Compared with National Data



##### Summary:

The 2020 data in the graph above shows the average tariff points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the National data. Argyll and Bute candidates in SIMD deciles 3, 8 and 9 are outperforming young people nationally. In SIMD deciles 1, 2, 4 and 10, young people’s performance in Argyll and Bute was marginally below the average national level. The overall trend in Argyll and Bute is almost identical to the national trend.

## Argyll and Bute Attainment Compared with Virtual Comparator Data



The 2020 data in the graph above shows the average 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. Pupils in SIMD 3, 8, 9 and are marginally outperforming their Virtual Comparator equivalents, while pupils in SIMD 1, 2, 4, 5, 7 and 10 are attaining less compared with the Virtual Comparator.

As part of annual school improvement planning process, in their Standards and Quality Reports all secondary schools now complete detailed analysis of the impact their Pupil Equity Fund (PEF) allocation has had on identified groups of the least advantaged young people. In their School Improvement Plans, Head Teachers also present detailed planning of how their PEF allocation will be spent in the coming year to reduce inequality and support the wellbeing and progress of pupils from the most deprived backgrounds. Additionally, Head Teachers must account for the attainment and achievement of the most disadvantaged pupils in their schools as part of the annual Attainment Meeting with the Executive Director, Heads of Service, Education Manager and Education Officer.

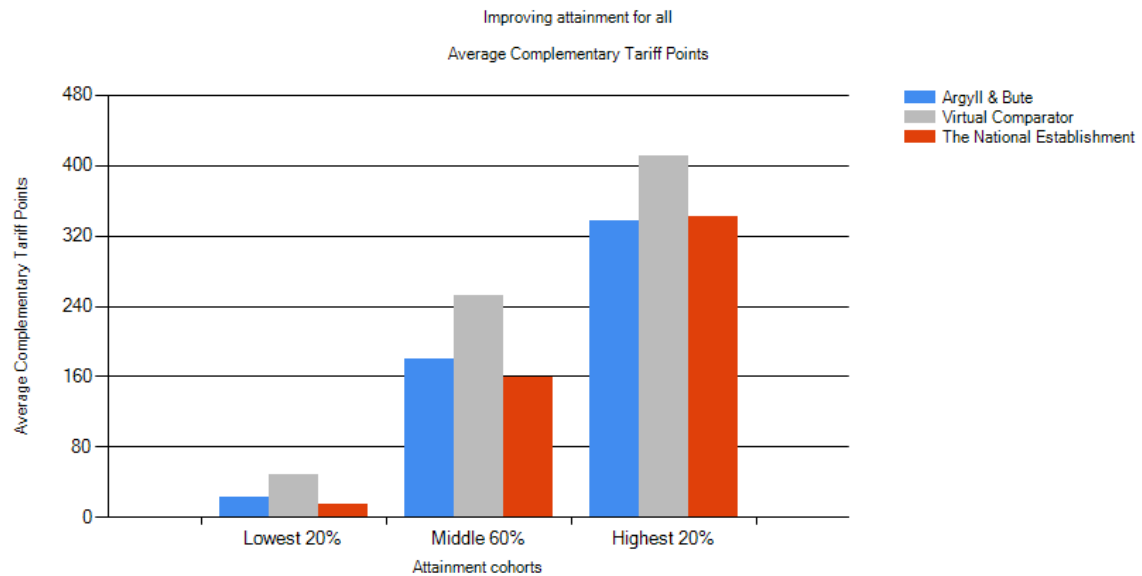
### 4.9 Attainment of Care-Experienced Young People (CEYP)

Argyll and Bute Council recognises the obstacles to attainment and fulfilling potential faced by Care-Experienced young people. The Principal Teacher for Care Experienced Children and Young People co-ordinates support, interventions and adjustments for such young people, to ensure that they achieve to their maximum potential in their own particular and unique circumstances.

In Argyll and Bute, there were 23 care-experienced young people in S4 (13), S5 (5) and S6 (5) who were presented for SQA examinations in 2021-22.

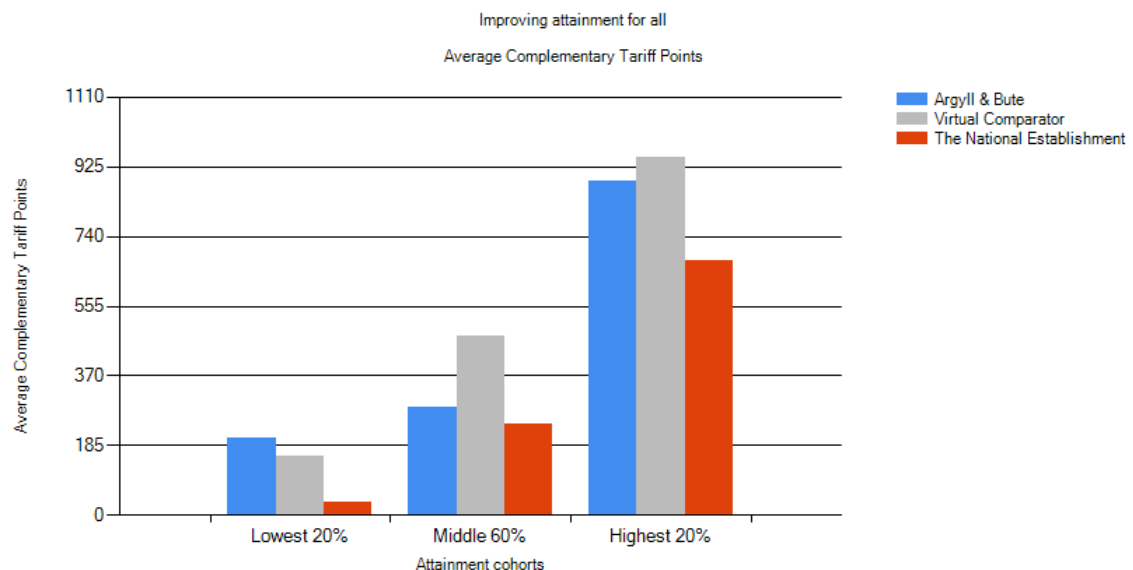
## Average Attainment of CEYP

### S4



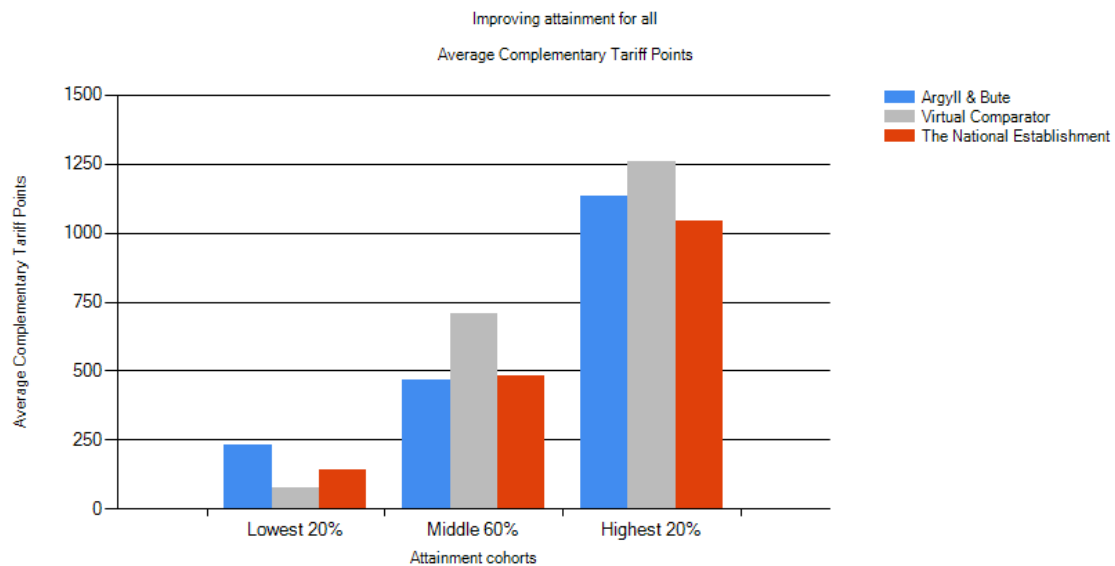
The graph demonstrates that, in S4, the lower 20% and middle 60% in terms of levels of attainment among Argyll and Bute's care-experienced young people outperformed the average for care-experienced young people nationally. The performance of the top 20% attaining care-experienced young people in Argyll and Bute was marginally less than the national average. All three cohorts of Argyll and Bute's S4 care-experienced young people attained less well than the virtual comparator cohort.

### S5



The graph demonstrates that, for care-experienced young people in S5, all attainment cohorts outperformed the national average for attainment, and the attainment of the lowest attaining cohort also surpassed the virtual comparator.

## S6



The graph shows that care-experience young people in S6 in all attainment cohorts also exceeded the average attainment equivalent young people nationally, and that the lowest attaining cohort also surpassed the virtual comparator score.

### Attainment of CEYP – Literacy and Numeracy

The three graphs below provide information on care-experienced young people's attainment of both literacy and numeracy at SCQF levels 4 and 5, in S4, S5 and S6. The very small numbers of young people involved mean that data can fluctuate considerably from year to year, and caution should be exercised in drawing firm conclusions from the data.

## S4



In S4, CEYP attained below the Virtual Comparator level for Literacy and Numeracy.

## S5



In S5, CEYP performed better at SCQF level 4 than the Virtual Comparator in Literacy and Numeracy, with 100% attainment in both areas. The attainment of CEYP at SCQF level 5 was below the Virtual Comparator.

## S6



In S6, CEYP attained below the Virtual Comparator level for Literacy and Numeracy.

### 4.10 Wider Achievement of Young People in Argyll and Bute

Alongside National Qualifications, Argyll and Bute's secondary schools offer a wide and ever-increasing range of opportunities for wider achievement. Such opportunities develop skills for life and work, broaden young people's range of experience, and are recognised by employers and further and higher education establishments as valuable indicators of young people's attributes and capabilities.

The report by Professor Ken Muir on the next steps for Scottish education, and the associated review of secondary assessment in Scottish education, being led by Professor Louise Hayward, both emphasise the importance of wider achievement for young people, and stress the importance of parity of esteem between such qualifications and more traditionally academic range of qualifications.

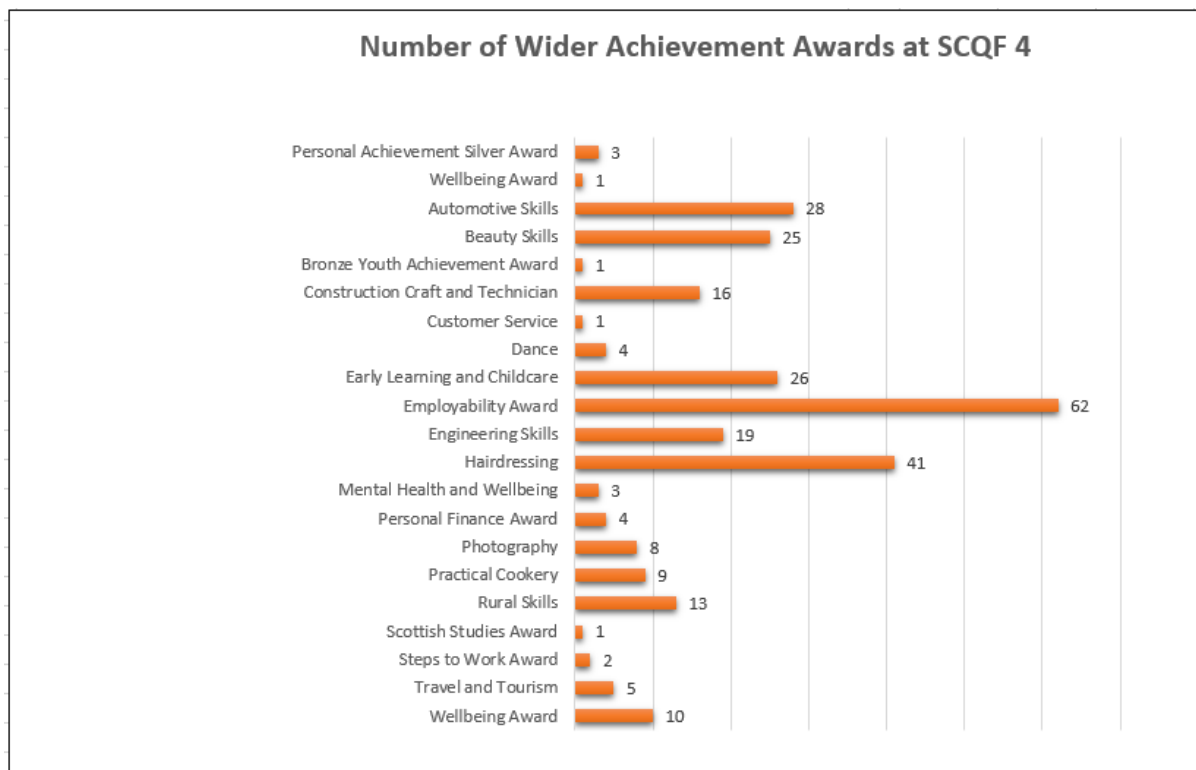
The table below summarises Wider Achievement across the authority's secondary schools, which is broken down in more detail by the subsequent graphs.



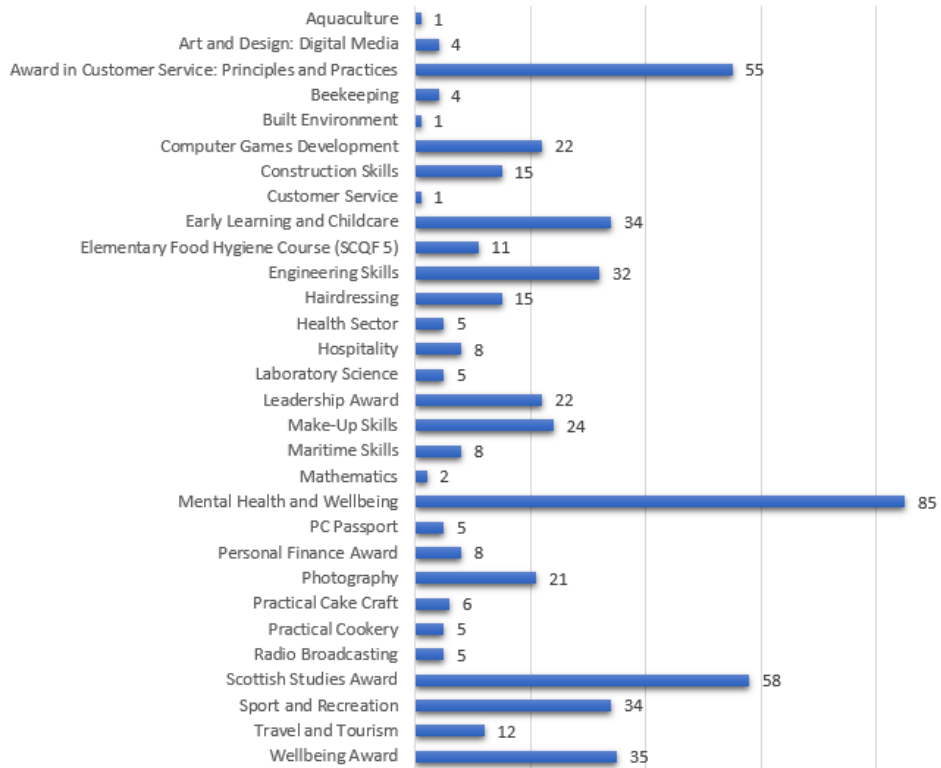
Wider Achievement level	# Entries	# Passes	% Pass
Level 3 or unlevelled	26	26	100.0%
<b>Totals at SCQF 3 or other</b>	<b>26</b>	<b>26</b>	<b>100.0%</b>
N4	144	141	97.9%
SCQF 4	146	135	92.5%
<b>Totals at SCQF 4 or Nat 4</b>	<b>290</b>	<b>276</b>	<b>95.2%</b>
SCQF 5	499	376	75.4%
Nat 5	188	168	89.4%
<b>Totals at SCQF 5 or Nat 5</b>	<b>687</b>	<b>544</b>	<b>79.2%</b>
SCQF 6	346	230	66.5%
Higher	50	38	76.0%
<b>Totals at SCQF 6 or Higher</b>	<b>396</b>	<b>268</b>	<b>67.7%</b>
SCQF 7	37	37	100.0%
<b>Total at SCQF 7</b>	<b>37</b>	<b>37</b>	<b>100.0%</b>

Wider Achievement awards were gained at SCQF levels 3-7.

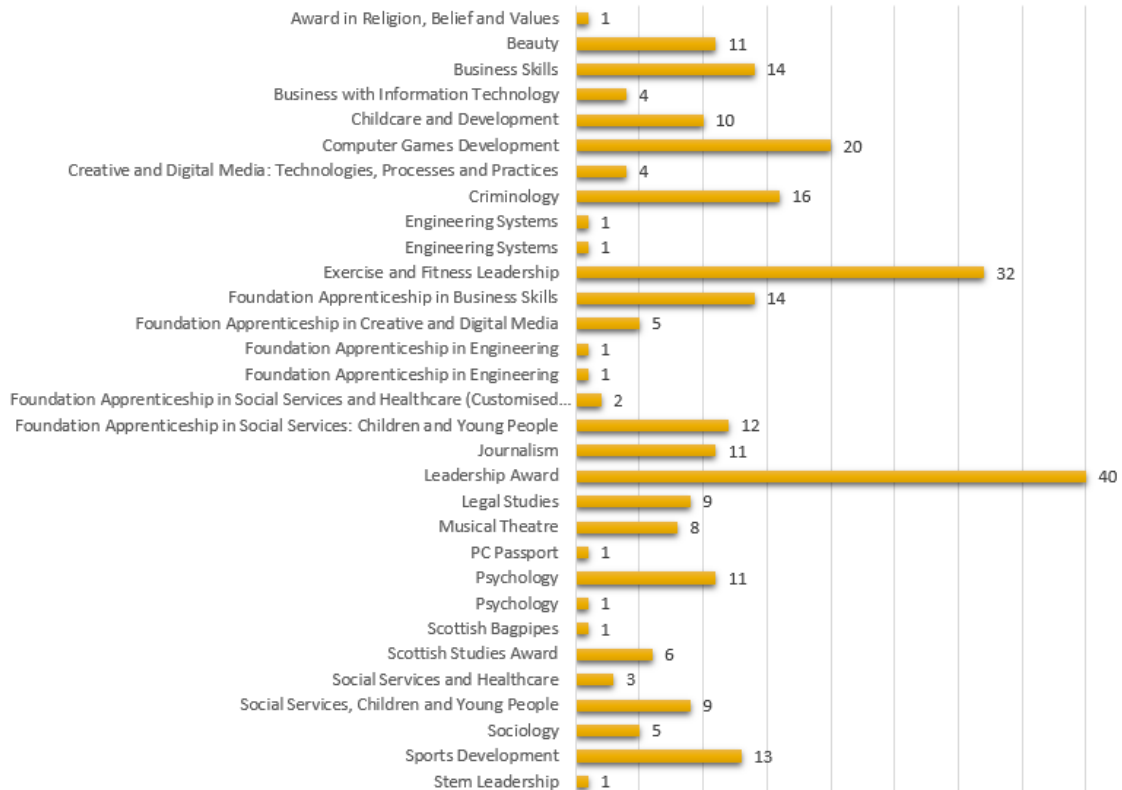
- 88% of all entries in Wider Achievement gained an award.
- A total of 1151 young people across Argyll and Bute gained a Wider Achievement Award in 2021-22.
- The types of Wider Achievement awards gained and their levels are illustrated below:

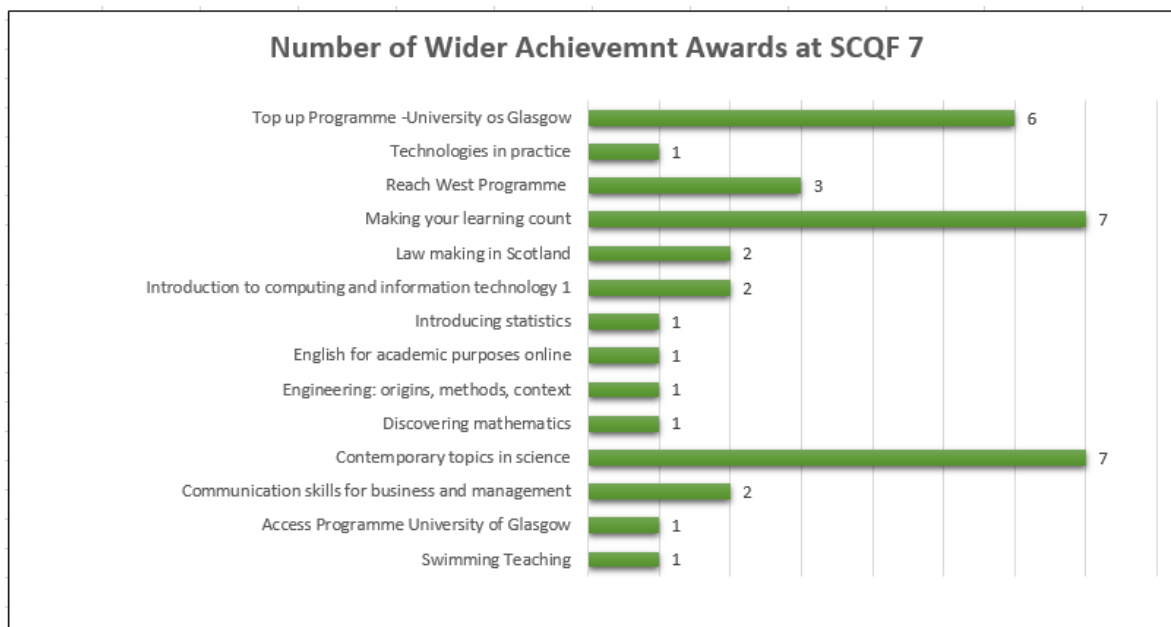


## Number of Wider Achievement Awards at SCQF 5



## Numer of Wider Achievement Awards at SCQF 6





## 5.0 CONCLUSION

5.1 The Education Service will continue to take forward its programme of support and challenge with schools across the authority to secure further improvement in attainment and achievement outcomes for pupils.

This report presents an overview of the key attainment performance data, and details outcomes for all pupils across the ten secondary schools for session 2021-2022, incorporating the authority's perspective on both data received from SQA in August 2022, and data from the Scottish Government's Insight tool.

5.2 In 2022 the A-C and A-D pass rates for the young people in Argyll and Bute were above the national average in National 4, Higher, and Advanced Higher, but were slightly below the national average for National 5.

Central Officers are taking forward a programme of support and challenge with schools across the authority involving a range of actions and measures to support schools to secure further improvement in examination outcomes for pupils. Increasing attainment and achievement, and ensuring that all young people achieve to their potential, regardless of location, circumstance or potential barriers, is at the heart of the work of the Education Service.

5.3 Heads of Service and Area Managers continue to meet regularly with Head Teachers to ensure appropriate levels of both scrutiny and collaboration are in place in relation to performance and securing positive outcomes for young people. This work is reinforced and enhanced by central staff through their involvement with national performance networks which allows them to share best practice with wider Local Authority colleagues.

- 5.4 Additionally, the Education Service has overhauled the process for analysis and evaluation of attainment data. Attainment Meetings with individual secondary Head Teachers take place in October/November, at which all aspects of attainment from S1-S6 are analysed and key improvement strategies to raise attainment are discussed and agreed.
- 5.5 Head Teachers will present individual school performance analysis using the data currently available, along with a wider holistic update at local area committees in March 2022.

## **6.0 IMPLICATIONS**

- 6.1 **Policy:** This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All). OCTF: Key Objective 1; NIF: Priority 1
- 6.2 **Financial:** None
- 6.3 **Legal:** None
- 6.4 **HR:** None
- 6.5 **Fairer Scotland Duty:**
- 6.5.1 Equalities – None
- 6.5.2 Socio-economic Duty – None
- 6.5.3 Islands – Amendments to rezoning policy would apply to Island schools.
- 6.6 **Climate Change:** – None
- 6.7 **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.
- 6.8 **Customer Service:** This report provides elected Members with an overview of Service Performance.

**Douglas Hendry - Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly - Policy Lead for Education**

**Wendy Brownlie**

Head of Education – Performance and Improvement

**Jennifer Crocket**

Chief Education Officer/ Head of Education – Wellbeing, Inclusion and Achievement

**Simon Easton**

Education Manager: Senior Phase and 16 Plus

**15 December 2022**