

Education, Children and Families Committee

10:00, Tuesday, 7 March 2017

Update on Attainment in City of Edinburgh Schools, 2015-16

Item number 7.3

Report number

Executive/routine

Wards

Executive Summary

This report provides an initial overview of attainment in City of Edinburgh's schools for the year 2015-16. For the Broad General Education (ages 3-15), the measures include standardised assessments in reading and mathematics and Curriculum for Excellence (CfE) levels from early to fourth for reading, writing and mathematics. For the Senior Phase (S4-S6), new national benchmarking measures from the Scottish Government's Insight tool are used to analyse performance. (See appendices 1 and 2.) There continue to be improvements in educational attainment in Edinburgh.

Links

Coalition Pledges	P5
Council Priorities	CP1
Single Outcome Agreement	SO3

Update on Attainment in City of Edinburgh Schools, 2015-16

1. Recommendations

- 1.1 To note the continued improvements in educational attainment in Edinburgh schools;
- 1.2 To note the continued hard work of pupils, staff and parents underpinning the successful implementation of the new national qualifications, improved Curriculum for Excellence (CfE) attainment and Scottish Qualification Authority (SQA) results within a context of national change and challenging local circumstances.

2. Background

- 2.1 This report provides the members of the Education, Children and Families Committee with an initial overview of some the key outcomes in relation to attainment/ improvements in performance in the City of Edinburgh Council schools and establishments for academic session 2015-16.
- 2.2 Attainment data for the Senior Phase has been taken from the Scottish Government's *Insight* analysis tool. Note however that this data is provisional and only accurate as far as September 2016; the figures will be updated with changes resulting from the SQA's "recognition of positive achievement" process, as well as their post-results service, in March 2017. A full attainment report will be provided to the committee in due course, once the full data is available.

3. Main report

Attainment in Primary Schools (Early to Second Level, P1 to P7) - Evidence from Standardised Assessments in Reading and Mathematics

- 3.1 The table below show the mean standardised scores for Reading and Mathematics in P1, P4 and P7.

Reading	2013-14	2014-15	2015-16
P1 Baseline	103.1	102.6	102.8
P1 Progress	109.4	109.2	109.2
End of P4	99.1	99.8	100.0
End of P7	104.4	105.1	106.1

Mathematics	2013-14	2014-15	2015-16
P1 Baseline	105.5	105.4	106.1
P1 Progress	98.3	98.6	99.2
End of P4	94.5	96.0	95.3
End of P7	95.1	96.0	96.0

- 3.2 The reading scores have increased year on year for P4 and P7.
- 3.3 The mathematics scores have increased since 2014-15 for P1, have stayed the same for P7, but have fallen for P4 (although still higher than in 2013-14).
- 3.4 Note that, with one exception, the figures for mathematics are lower than for reading. This is in line with the national picture.

Evidence from the survey of teacher judgement in literacy and numeracy

- 3.5 The table below shows the percentage of pupils achieving the expected Curriculum for Excellence levels by the end of P1, P4 and P7 for literacy and numeracy:

Literacy	2013-14	2014-15	2015-16
P1 (Early)	73%	73%	82%
P4 (First)	65%	66%	75%
P7 (Second)	59%	64%	76%

Numeracy	2013-14	2014-15	2015-16
P1 (Early)	77%	77%	87%
P4 (First)	64%	66%	75%
P7 (Second)	59%	61%	73%

- 3.6 Note the increase in session 2015-16 for both literacy and numeracy, compared to the previous two sessions.

Attainment in Secondary Schools

Broad General Education (S1 to S3) - Evidence from the survey of teacher judgement in literacy and numeracy

- 3.7 The table below shows the percentage of pupils achieving the expected Curriculum for Excellence levels by the end of S3 for literacy and numeracy, i.e. the percentage of pupils achieving third level or better:

	2013-14	2014-15	2015-16
Literacy	65%	69%	86%
Numeracy	76%	75%	87%

- 3.8 Again note the considerable increase in session 2015-16 compared to the previous two sessions for both literacy and numeracy.
- 3.9 The Scottish Government published figures from the survey of teacher judgement, by Local Authority, for the first time in November 2016. Appendix 3 shows how Edinburgh's figures sit within the national picture, with "literacy" broken down into three areas: reading; writing; and listening and talking.

Senior Phase (S4 to S6)

Attainment in literacy and numeracy (S4)

- 3.10 The table below shows the percentage of S4 pupils achieving SCQF Level 4 (or better) in literacy and numeracy, compared to the Virtual Comparator (VC) and national figures, for the last five sessions:

Year	Edinburgh, City of	Virtual Comparator	National
2012	52.29	63.17	60.99
2013	54.72	64.81	62.63
2014	80.54	79.20	77.38
2015	84.32	84.36	82.63
2016	85.79	84.65	83.08

- 3.11 Note the improving trend over time. The Edinburgh figures were above the national figures for the past three sessions, and were above the VC for the first time in 2016. However, the differences are not statistically significant.
- 3.12 The table below shows the percentage of S4 pupils achieving SCQF Level 5 (or better) in literacy and numeracy, compared to the Virtual Comparator (VC) and national figures, for the last five sessions:

Year	Edinburgh, City of	Virtual Comparator	National
2012	22.81	27.78	23.70
2013	24.23	28.96	25.05
2014	38.20	42.48	37.64
2015	45.21	48.55	43.51
2016	50.02	52.69	47.57

- 3.13 Again, note the improving trend over time, with an increase of 5 percentage points from 2015 to 2016. The Edinburgh figures were above the national figures for the past three sessions. They were below the VC, but not significantly so.

Improving Attainment for All

- 3.14 The table below shows the average complementary tariff points for S4 pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Establishment (S4)	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	110	315	430
Virtual Comparator	116	327	428
National	106	310	424

3.15 The Edinburgh figures are consistently above the national ones, and above the VC for the highest 20%. The differences are not statistically significant, however. The Edinburgh figures for 2016 have increased since last session.

3.16 The table below shows the average complementary tariff points for S5 pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Establishment (S5)	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	190	595	979
Virtual Comparator	207	628	982
National	188	579	960

3.17 The Edinburgh figures are again consistently above the national ones, and above the VC for the highest 20%. The Edinburgh figures for the middle 60% and lowest 20% are significantly below the VC but have increased since last session.

3.18 The table below shows the average complementary tariff points for S6 pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Establishment (S6)	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	346	872	1427
Virtual Comparator	389	905	1399
National	359	857	1357

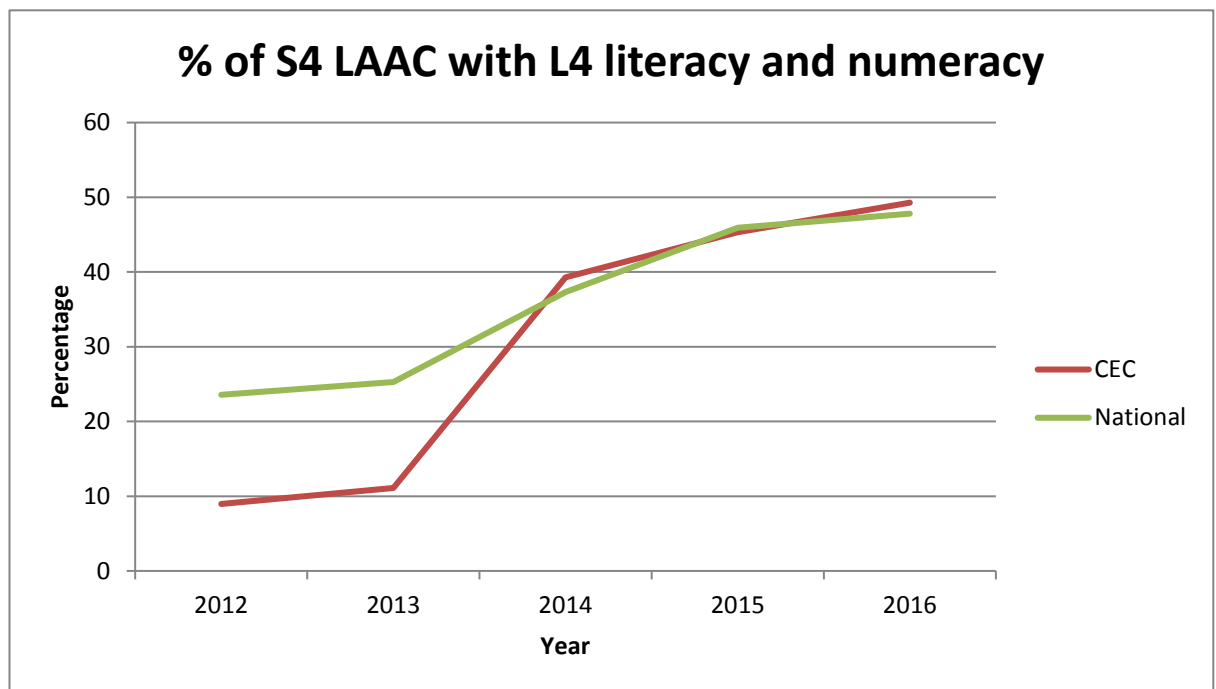
3.19 The Edinburgh figures for the middle 60% and highest 20% are above the national ones, and above the VC for the highest 20%. The Edinburgh figures for the middle 60% and lowest 20% are significantly below the VC but have increased on those for last session. The Edinburgh figure for the lowest 20% is below the national figure and has also decreased since last session.

Attainment of LAAC in S4

3.20 The table shows the percentage of LAAC in S4 in Edinburgh achieving SCQF Level 4 in Literacy AND Numeracy for the last five sessions, compared to the figures for LAAC nationally.

The cohort column indicates the number of LAAC in Edinburgh for each session.

% Level 4 Literacy and Numeracy for LAAC	Year	CEC	National	Cohort
	2012	8.96	23.57	67
	2013	11.11	25.28	72
	2014	39.29	37.33	56
	2015	45.33	45.93	75
	2016	49.28	47.81	69



Positive Destinations

3.21 The data regarding positive destinations for Edinburgh's school leavers from session 2015-16 are not made available until March 2017 and so no update can be given at this time.

4. Measures of success

- 4.1 Overall evaluation of attainment/improvements in performance in primary schools is **good**.
- 4.2 Overall evaluation of attainment/improvements in performance in secondary schools is **good**.

5. Financial impact

- 5.1 There are no financial implications contained in this report.

6. Risk, policy, compliance and governance impact

- 6.1 There are no adverse impacts arising from this report.

7. Equalities impact

- 7.1 There are considered to be no infringements of the rights of the child.
- 7.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Sustainability impact

- 8.1 None.

9. Consultation and engagement

- 9.1 Consultation and engagement took place with school senior managers and officers within the local authority.

10. Background reading/external references

[Attainment Report 2007-2008, 17 March 2009](#)

[Attainment Report 2008-2009, 18 March 2010](#)

[Attainment Report 2010, 25 January 2011](#)

[Attainment Report 2011, 15 November 2011](#)

[Standards and Quality Report 2012, 9 October 2012](#)

[Educational Attainment/Improvements in Performance 2013, 10 December 2013](#)

[Educational Attainment 2014, 3 March 2015](#)

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11. Links

Coalition Pledges	P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council Priorities	CP1 Children and young people fulfil their potential
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	Appendix 1: Progression through Curriculum for Excellence levels Appendix 2: List of SQA qualifications included in Scottish Credit and Qualifications Framework Appendix 3: Achievement of CfE Levels across Scotland, 2015-16

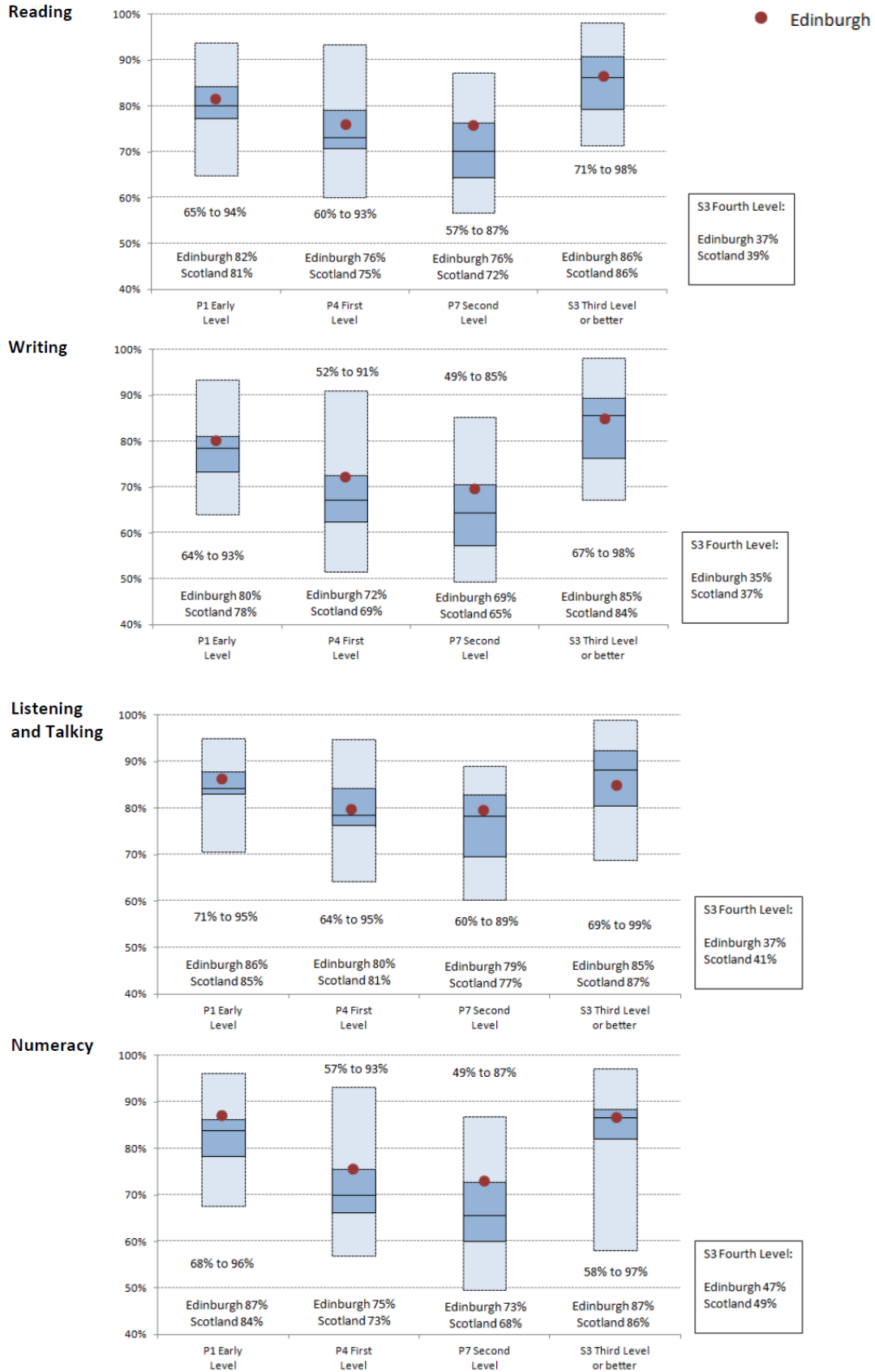
Progression through Curriculum for Excellence levels.

Curriculum Level	Stage
Early	The pre-school years and S1
First	To the end of P4
Second	To the end of P7.
Third/Fourth	S1 to S3 (Fourth level broadly equates to SCQF level 4)
Senior Phase	S4 to S6, and college or other means of study

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level	Qualifications included
Level 3	National 3 (or historical equivalent)
Level 4	National 4 (or historical equivalent)
Level 5	National 5 (or historical equivalent)
Level 6	Higher
Level 7	Advanced Higher

Appendix 3 – Achievement of CfE Levels across Scotland, 2015-16



Note that Scottish Government refer to this data as “experimental”.