

# Education, Children and Families Committee

10:00, Tuesday 15 August 2017

## Educational Attainment in Primary and Secondary Schools, 2016

Item number 7.3

Report number

Executive/routine

Wards

### Executive Summary

This report provides a summary of the analysis of attainment in City of Edinburgh's (CEC) schools for the year 2015-16. For the Broad General Education (BGE) (ages 3-15), the measures include standardised assessments in reading and mathematics and achievement of Curriculum for Excellence (CfE) levels from early to fourth for reading, writing and mathematics. For the Senior Phase (S4-S6), national benchmarking measures from the Scottish Government's *Insight* tool are used to analyse performance. (See appendices 1-4.)

There continue to be improvements in educational attainment.

- Pupils have made better than the expected levels of improvement in reading and mathematics from P4 to P7.
- The percentage of pupils achieving the expected CfE levels in literacy and numeracy by the end of P1, P4, P7 and S3 has increased since last session.
- The percentage of school leavers achieving literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5 has improved for the fifth academic session in a row.
- Similar improvements are evident in the percentage of school leavers moving into a positive destination.

### Links

Coalition Pledges

Council Priorities

Single Outcome Agreement

- The highest-attaining 20% of school leavers have performed above the corresponding national figure, as have the middle-attaining 60%.
- There is also evidence of “closing the gap” between leavers from the most and least deprived areas, at SCQF levels 5 and 6.

Areas for further improvement are also identified in the report and include:

- To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;
- To improve attainment in numeracy;
- To narrow the poverty-related gap attainment gap
- To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children (LAC) and Young Carers.

## Educational Attainment in Primary and Secondary Schools, 2016

### 1 Recommendations

---

- 1.1 To note the continued improvements in educational attainment in Edinburgh schools;
- 1.2 To note the wide range of strategies that are deployed to raise attainment;
- 1.3 To agree to receive further annual reports on attainment/improvements in performance;
- 1.4 To note the continued hard work of pupils, staff and parents to support the successful implementation of the new national qualifications, in particular, the implementation of the new Scottish Qualification Authority (SQA) Highers and Advanced Highers.

### 2 Background

---

- 2.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment in the City of Edinburgh Council primary and secondary schools and establishments for academic session 2015-16.
- 2.2 The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, Council officers and other partners to achieve this. Overall evaluative statements made in this report are arrived at using a range of school self evaluation approaches. The information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.
- 2.3 *Child at the Centre* and *How good is our school?*<sup>3</sup> were the Education Scotland quality frameworks which schools used in 2015-16 to evaluate improvements in attainment. They used the national measures of success set out in the Quality Indicator (QI) 1.1, Improvements in Performance which includes attainment. This QI refers to both the Broad General Education and the Senior Phase and concerns the standards of attainment over time as well as the overall quality of learners' achievements.

- 2.4 The national Senior Phase benchmarking tool for attainment and achievement, *Insight*, analyses the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation (see Appendix 1 for more detail on these measures).
- 2.5 Standardised testing across city schools takes place in literacy and numeracy on entry to P1, in reading and mathematics at the end of P1, P4 and P7. Some schools use standardised tests at other stages for internal assessment purposes. We now have sufficient data to be able to track the progress of cohorts of pupils from P4 into P7.
- 2.6 In 2014-15 schools reported on progress through CfE levels using the terms developing, consolidating and secure. In session 2015-16 schools reported on progress through CfE levels using the language 'achieving a level'. This is in line with the terminology used nationally by Education Scotland and the Scottish Government.
- 2.7 In respect of SQA national examinations in the Senior Phase, attainment is expressed in terms of the SCQF. A list of the qualifications included in the framework can be found in Appendix 2.
- 2.8 The sections in the report have been aligned as closely as possible to reflect the CfE expectations about progression through levels. Details of the levels can be found in Appendix 3.
- 2.9 Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 4.

### 3. Main report

---

#### The Broad General Education

#### Primary Schools – Early to Second Level (P1-P7)

- 3.1 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school?*<sup>3</sup>, overall evaluations by primary schools themselves of improvements in performance are noted in the tables below:

Table 1: QI 1.1 Evaluations from the City of Edinburgh Council Primary Schools based on schools' own self-evaluation

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	17	51	18	2	0

Table 2: QI 1.1 Evaluations from the 6 Education Scotland Inspections of CEC Primary Schools published in academic session 2015-16:

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	2	2	2	0	0

Tables 3 and 4 below set out the mean standardised scores for Reading and Mathematics in P1, P4 and P7 for the past three sessions. (Note that for standardised scores, an average score is set at 100.)

Table 3: Mean standardised scores for Reading

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

Table 4: Mean standardised scores for Mathematics

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

**Strengths:**

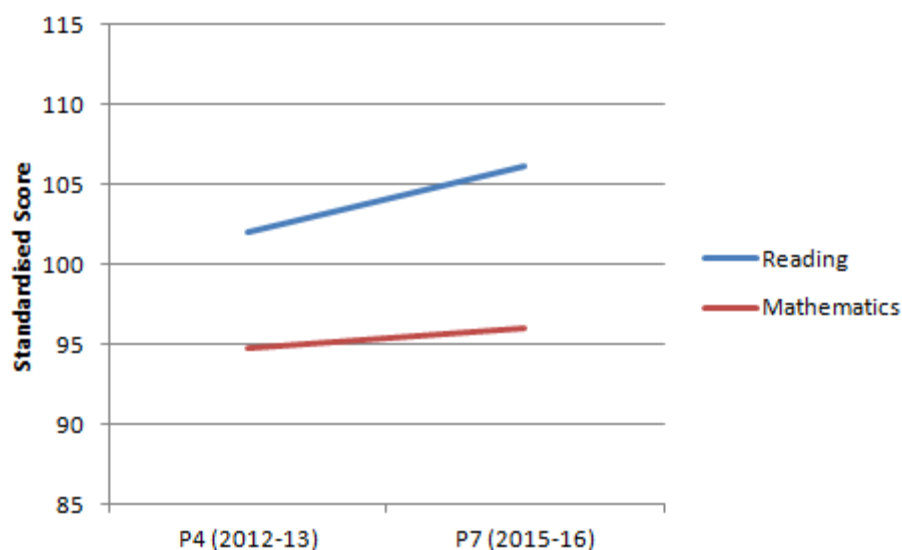
- The reading scores have increased year on year for P4 and P7.
- The mathematics scores have increased since 2014-15 for P1, have stayed the same for P7, but have fallen for P4 (although still higher than in 2013-14).

**Aspects for development:**

- Note that, with one exception, the figures for mathematics are lower than for reading. This is in line with the national picture but nevertheless needs attention.

3.2 Figure 1 below shows the progress made in standardised testing in reading and mathematics by P7 pupils in session 2015-16, compared to their performance whilst in P4 (session 2012-13):

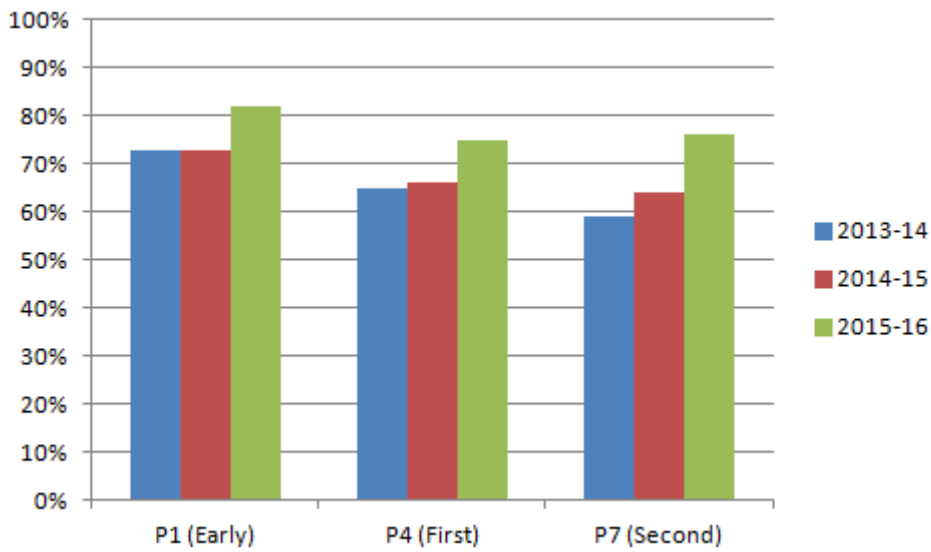
Figure 1: progress in Standardised Scores from P4 (2012-13) to P7 (2015-16)



	P4 (2012-13)	P7 (2015-16)
Reading	100.2	106.1
Mathematics	94.8	96.0

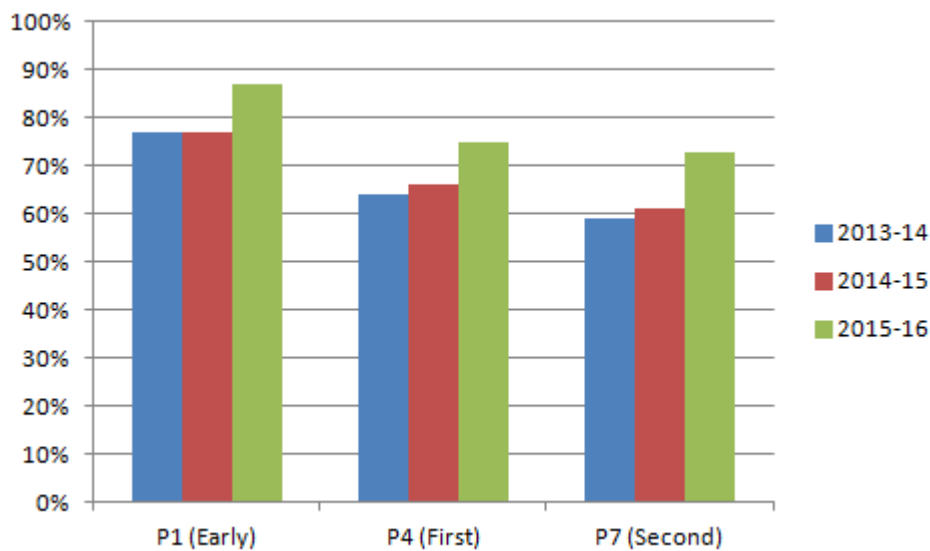
- 3.3 Scores have increased from P4 to P7 which means that pupils have made better than expected progress over time. Note that there has been a greater improvement in reading than in mathematics.
- 3.4 The graphs below show the percentage of pupils achieving the expected CfE level by end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in literacy and numeracy, based on teacher professional judgement:

Figure 2: percentage of pupils achieving the expected CfE level in literacy



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

Figure 3: percentage of pupils achieving the expected CfE level in numeracy



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

### Key Strengths and Successes in Primary Schools:

- 3.5 Whilst the performance of pupils in mathematics is below that in reading, pupils have made better than expected progress in both areas from P4 to P7.
- 3.6 Improvements in performance in literacy (reading) at P1, P4 and P7, and in mathematics at P1 (as measured by standardised assessments).
- 3.7 A clear improving trend in literacy and numeracy at P1, P4 and P7, as measured by teacher professional judgement.

### Aspects for Development

- 3.8 To continue to ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents.
- 3.9 To continue to focus on improving outcomes for the lowest attaining pupils including Looked After Pupils and Young Carers.
- 3.10 To continue to improve attainment in numeracy in particular.
- 3.11 To continue to improve literacy levels including talking and listening.
- 3.12 Overall evaluation of improvements in performance of Primary Schools within Early to Second Level is Good.

### Secondary Schools

- 3.13 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school 3?* overall evaluations of improvements in performance in secondary schools (as evaluated by the schools themselves) are noted in the tables below:

Table 5: QI 1.1 Evaluations from the City of Edinburgh Council Secondary Schools (based on schools' own self-evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	7	10	6	0	0

Table 6: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Secondary Schools published in academic session 2014/15

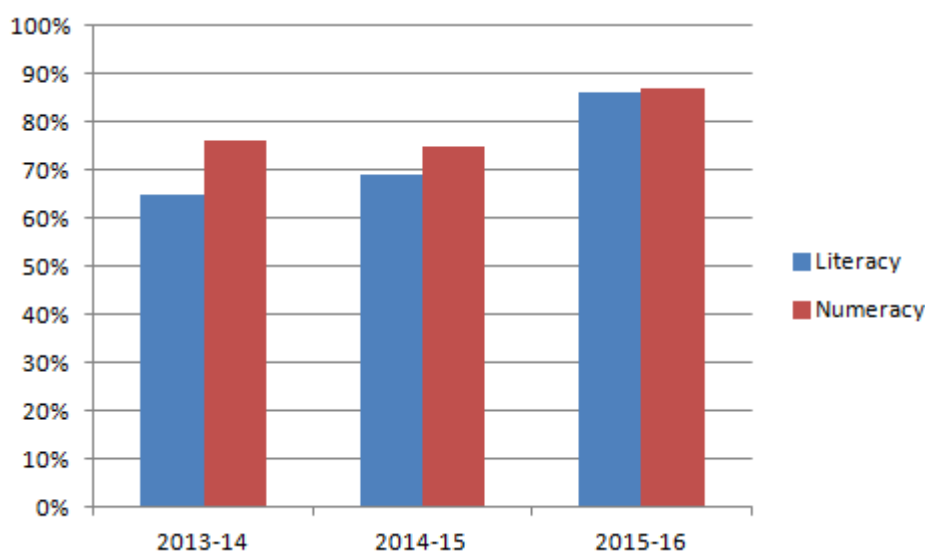
	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	0	1	0	0	0



### Broad General Education (S1 to S3)

- 3.14 In previous sessions, standardised assessments in English and mathematics have been used to help assess pupil progress in S2. However, the Scottish Government's National Improvement Framework requires standardised assessment of pupils in S3 rather than S2 and so no standardised testing of S2 pupils took place during session 2015-16; these pupils will instead be assessed in S3 during session 2016-17.
- 3.15 The graph below shows the percentage of S3 pupils achieving the expected CfE level (Third level) or better in literacy and numeracy, based on teacher judgement, for the past three sessions:

Figure 4: percentage of S3 pupils achieving CfE Third level or better



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

### Achievement of CfE levels (P1 to S3)

#### Key Strengths and Successes:

- 3.16 There is a clear improving trend in literacy and numeracy CfE levels over the past three sessions, according to teacher judgement.
- 3.17 In order to support teachers to make valid and reliable assessments of progress through CfE levels, assessment co-ordinators have been identified to work with staff in every school and cluster. Education Scotland has also created a training programme for assessment and moderation which requires Local Authorities to appoint Quality Assessment and Moderation Support Officers (QAMSOs) for each level in literacy and numeracy; QAMSOs have been appointed in Edinburgh and are working to improve the quality and consistency of teacher professional

judgement with regards to pupils achieving a level. During session 2016-17 the QAMSOs have undergone national training with Education Scotland. An assessment and moderation strategy is now being developed and operational training and supporting resources will be put in place for session 2017-18.

- 3.18 A high quality Professional Learning programme is in place to support the implementation of CfE, with a focus on professional understanding of CfE assessment standards. This continues to include sessions on understanding of standards at school and cluster levels.
- 3.19 The continued success of the Integrated Literacy Strategy which combines universal provision with targeted support.
- 3.20 The introduction of the Integrated Numeracy Strategy, which aims to emulate the success of the above.
- 3.21 Training in the Stages of Early Arithmetical Learning (SEAL) methodology has been offered to teachers in secondary schools as a means to improve attainment in numeracy.

**The following areas to secure improvement and next steps have been identified in secondary schools by the end of S3:**

- 3.22 To continue to develop the Integrated Numeracy Strategy to ensure coordinated support and provision in numeracy to match that which is already in place for literacy (with both universal and targeted provision).
- 3.23 To continue to improve attainment in Mathematics/numeracy in S1-S3;
- 3.24 To continue to improve literacy levels in reading, writing, talking and listening in S1-S3;
- 3.25 To increase the numbers of young people achieving CfE Fourth Level in numeracy and literacy.
- 3.26 To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;
- 3.27 To ensure effective arrangements are in place to track and monitor progress through the Broad General Education;
- 3.28 To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children and Young Carers.
- 3.29 Overall evaluation of attainment at the end of the Broad General Education stage taking account of a range of pupil progress measures, assessments and self-evaluation information, is Good.

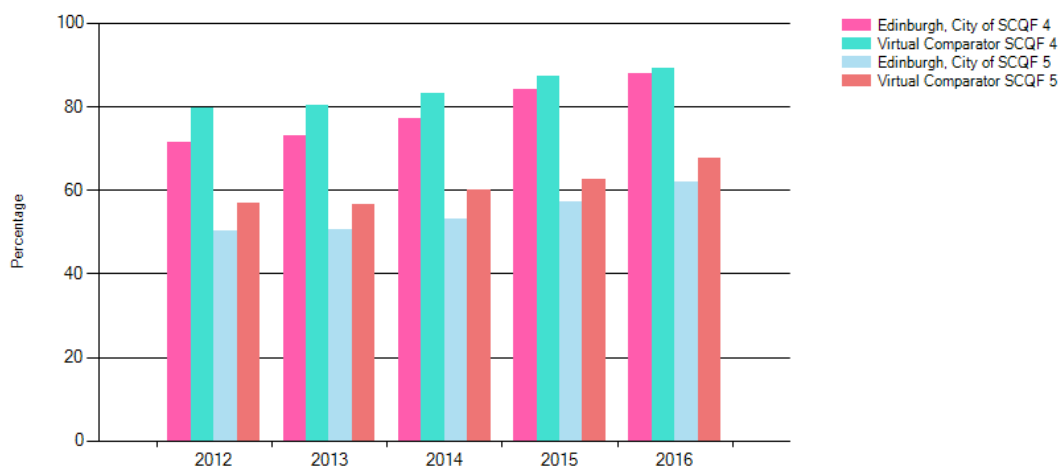
**Secondary Schools – Senior Phase (S4-S6)**

- 3.30 The data from *Insight* has been used to inform comment on the attainment measures below. (See Appendix 4 for more details on these measures, including an explanation of the Virtual Comparator.)

## Improving Attainment in Literacy and Numeracy

- 3.31 The graph below shows the percentage of school leavers attaining literacy and numeracy at SCQF levels 4 and 5, compared to the Virtual Comparator and the national figures, for the last five academic sessions, including 2015-16.

**Figure 5: the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better**



### Percentage of leavers achieving Literacy and Numeracy at Level 4

Year	Edinburgh, City of	Virtual Comparator	National
2012	71.58	79.77	76.69
2013	73.02	80.20	77.92
2014	77.16	83.24	81.24
2015	84.21	87.15	85.76
2016	88.01	89.17	88.06

### Percentage of leavers achieving Literacy and Numeracy at Level 5

Year	Edinburgh, City of	Virtual Comparator	National
2012	50.38	57.01	52.23
2013	50.45	56.43	52.47
2014	53.08	59.91	55.29
2015	57.19	62.62	58.62
2016	62.05	67.76	64.21

### Key Strengths and Successes

- 3.32 When comparing performance of leavers in 2015 with performance in 2016, the following strengths are notable:
- 3.33 Percentage point improvement in literacy and numeracy at level 4: there has been a 4 percentage point rise in attainment at this level.
- 3.34 Percentage point improvement in literacy and numeracy at level 5: there has been a 5 percentage point rise in attainment at this level.

3.35 There is a clear pattern of improvement: attainment has risen each year since 2011.

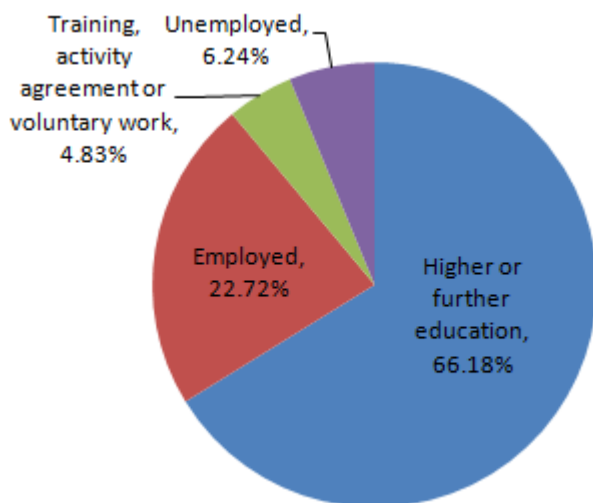
**Aspects for development**

3.36 The Edinburgh figures remain below the corresponding national figures and those of the Virtual Comparator.

**Increasing Participation**

3.37 The graph below shows the breakdown of leaver destinations for session 2015-16:

Figure 6: leaver destinations for 2016



In 2010, 82.5% of school leavers achieved a positive destination in City of Edinburgh.

3.38 In August 2011 the Edinburgh Guarantee was launched. By 2016, the percentage of school leavers entering a positive destination was 93.7%, an improvement of over 11 percentage points. The table below shows the percentage of school leavers entering a positive destination for the last five academic sessions:

Table 6: percentage of school leavers entering positive destinations

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>CEC</b>	88.75	91.65	91.27	92.53	93.73
<b>VC</b>	91.28	92.67	93.46	93.53	93.94
<b>National</b>	90.13	91.71	92.52	93.02	93.33

3.39 Note the 2016 figures for City of Edinburgh are very similar to those of our Virtual Comparator and to the national position.

3.40 The table below shows the percentage of school leavers from the most deprived areas of Edinburgh (SIMD deciles 1 to 3) entering a positive destination for the last five academic sessions:

Table 7: percentage of school leavers entering positive destinations from the most deprived areas

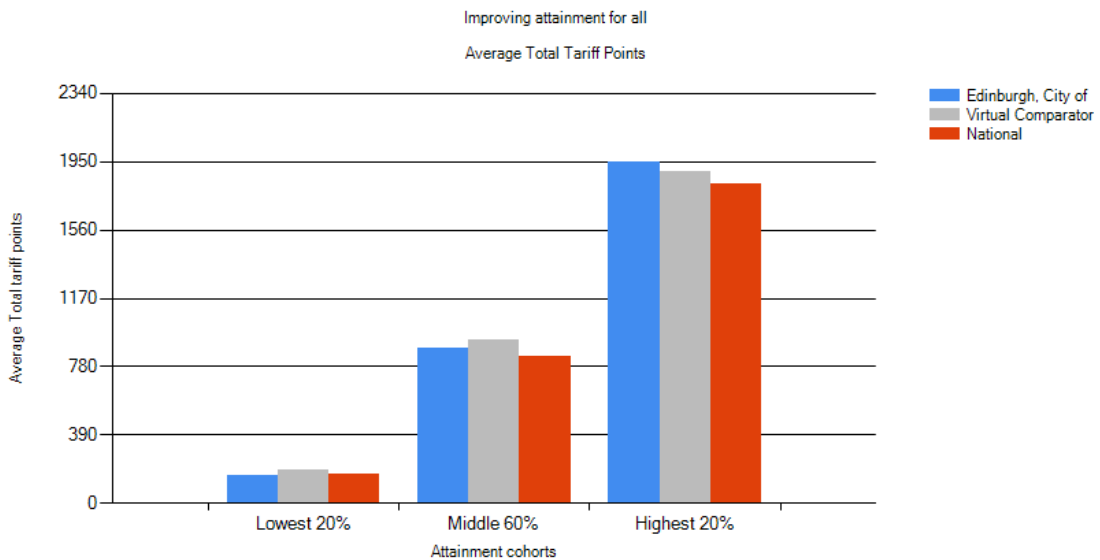
	2011-12	2012-13	2013-14	2014-15	2015-16
<b>CEC</b>	81.86	86.71	85.89	88.28	90.39
<b>VC</b>	84.78	86.87	88.25	88.49	89.35
<b>National</b>	84.8	87.3	88.65	89.17	89.6

3.41 Note the improving trend. The 2016 figure is higher than both the Virtual Comparator and the national figure.

**Improving Attainment for All**

3.42 The graph below shows the average total tariff points for leavers, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Figure 7: Average Total Tariff Points for leavers, session 2015-16



Establishment	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	161	884	1951
Virtual Comparator	188	928	1895
National	170	838	1822

3.43 The performance of the middle 60% and the highest 20% continues to be above the national figures.

- 3.44 The performance of the lowest 20% continues to be below the national figure, despite showing an improving trend.
- 3.45 The graphs below compare the attainment for each of these three groups over the past four sessions. Note the improving trend for all groups.

Figure 8: comparison of lowest attaining 20% over last four sessions

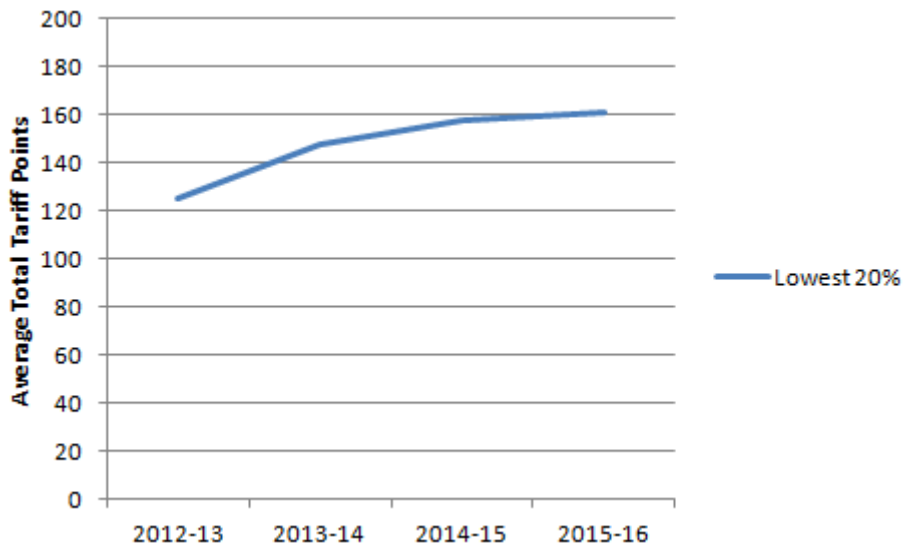


Figure 9: comparison of middle attaining 60% over last four sessions

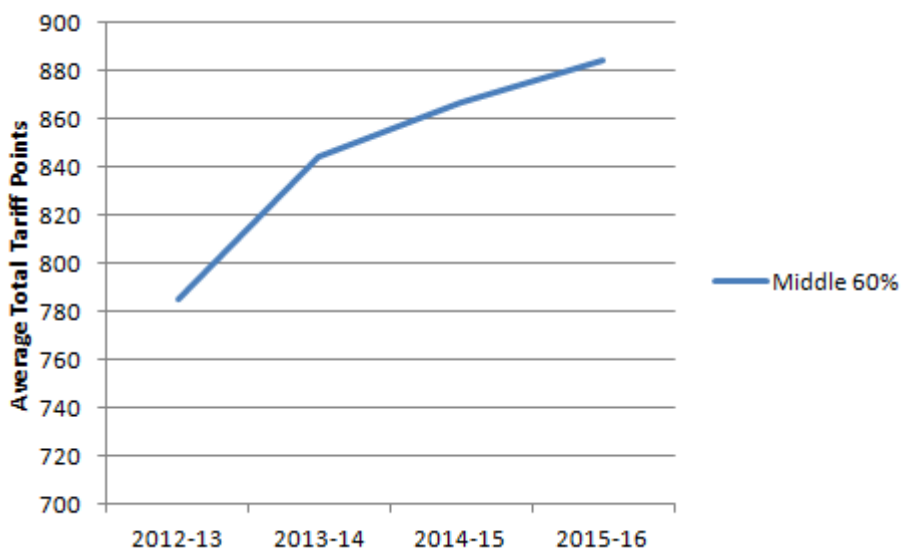
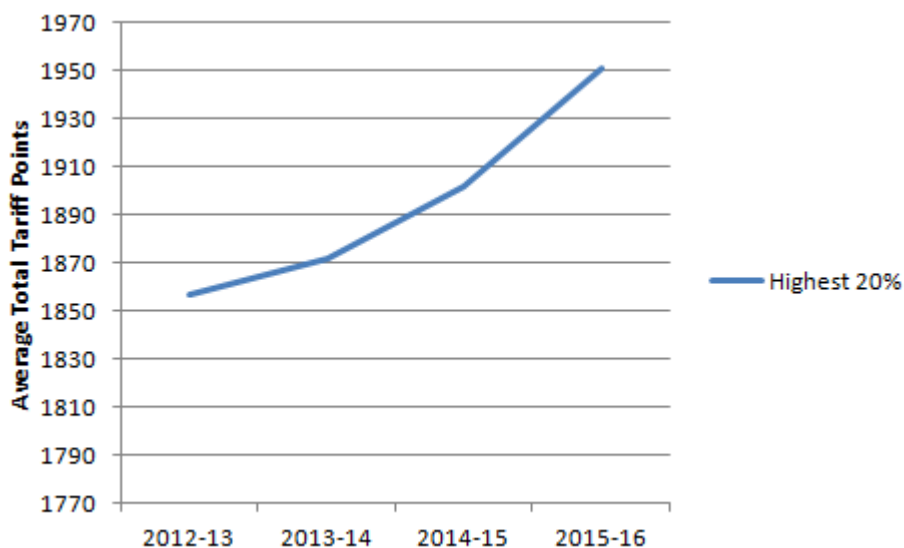


Figure 10: comparison of highest attaining 20% over last four sessions



	Lowest 20%	Middle 60%	Highest 20%
2012-13	125	785	1857
2013-14	148	844	1872
2014-15	158	867	1902
2015-16	161	884	1951

### Breadth and Depth

- 3.46 The table below shows the percentage of CEC school leavers for session 2015-16 achieving awards at SCQF levels 3 to 7.
- 3.47 Note that the CEC figures are consistently above the national averages for SCQF levels 6 (Higher) and 7 (Advanced Higher). This pattern has held for the last three sessions.

Table 7: awards achieved by 2015-16 leavers at SCQF levels 3 to 7.

### CEC

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.53%	96.76%	86.54%	65.93%	26.06%
2 or more	97.19%	94.01%	79.88%	57.06%	14.07%
3 or more	95.20%	91.68%	74.07%	49.72%	5.26%
4 or more	93.24%	89.45%	68.01%	42.45%	0.64%
5 or more	90.37%	86.27%	60.34%	34.83%	0.03%

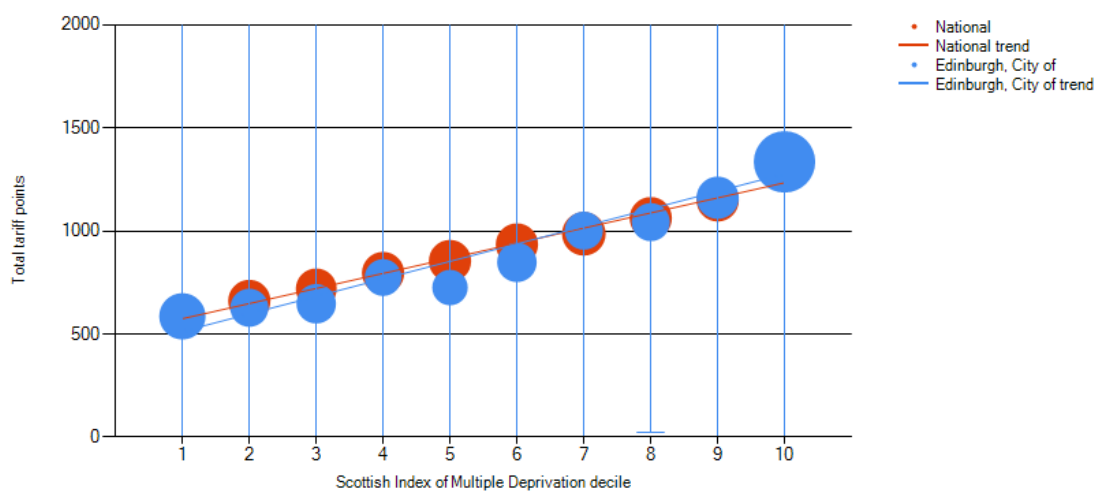
## National

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.10%	96.66%	87.12%	64.95%	21.67%
2 or more	96.83%	94.63%	80.60%	55.87%	9.55%
3 or more	95.26%	92.70%	74.77%	48.59%	3.23%
4 or more	93.50%	90.47%	68.49%	41.52%	0.35%
5 or more	90.88%	87.23%	60.90%	33.88%	0.02%

## Attainment versus Deprivation

- 3.48 The graph below shows the average total tariff points for leavers in session 2015-16, broken down by SIMD decile, compared to the corresponding national figures.
- 3.49 The total for SIMD deciles 3, 5 and 6 are below the corresponding national totals. However for all but one decile (decile 7), the totals have increased from those for session 2014-15.

Figure 11: comparison of average total tariff points for school leavers by SIMD decile, session 2015-16

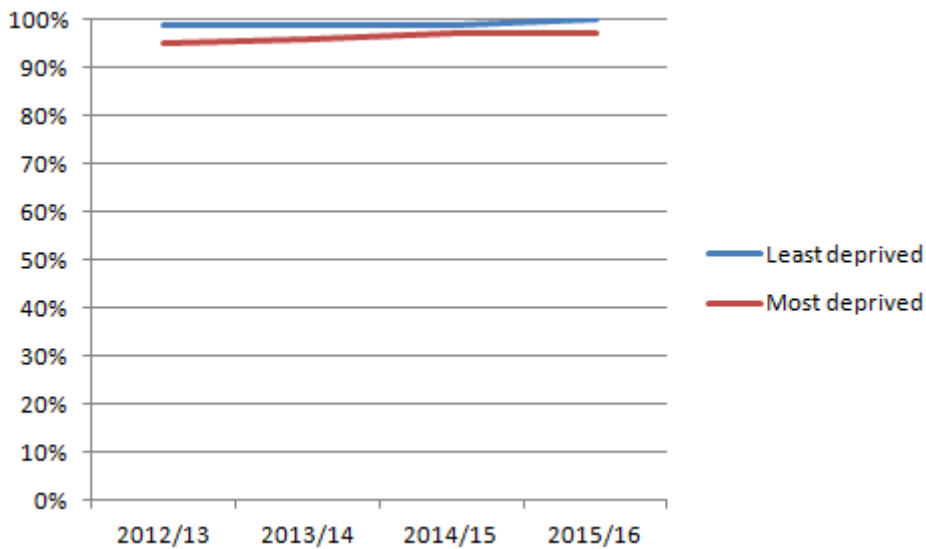


SIMD decile	1	2	3	4	5	6	7	8	9	10
Edinburgh, City of	586	627	647	774	725	848	1002	1043	1162	1336
National	589	661	719	796	854	935	987	1062	1149	1301



3.50 The graphs below compare the attainment of leavers from the most deprived 30% (SIMD deciles 1-3) with that of the least deprived 30% (SIMD deciles 8-10) for the past four sessions by considering the percentage of leavers who have gained at least one qualification at SCQF levels 3, 4, 5 and 6.

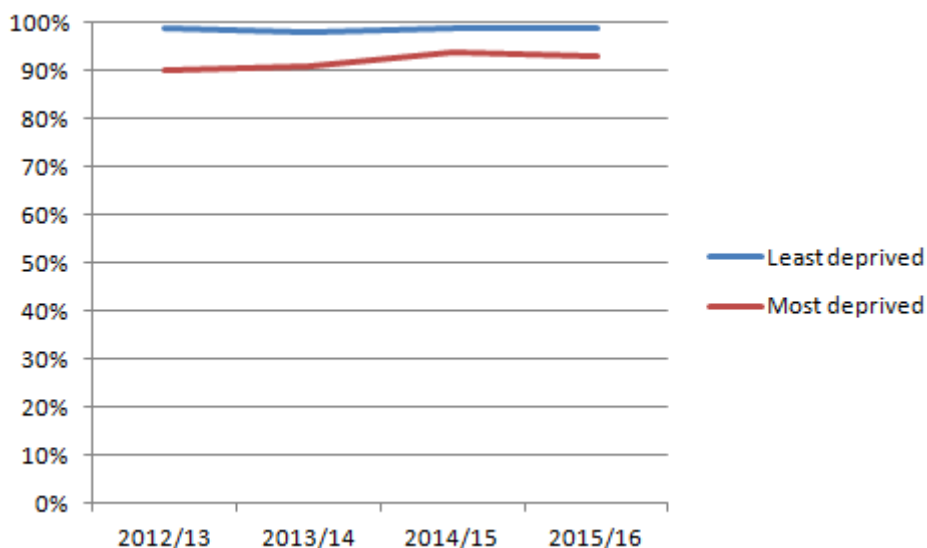
Figure 12: percentage of school leavers gaining one or more qualifications at SCQF Level 3 or better



	2012/13	2013/14	2014/15	2015/16
Least deprived	99%	99%	99%	100%
Most deprived	95%	96%	97%	97%

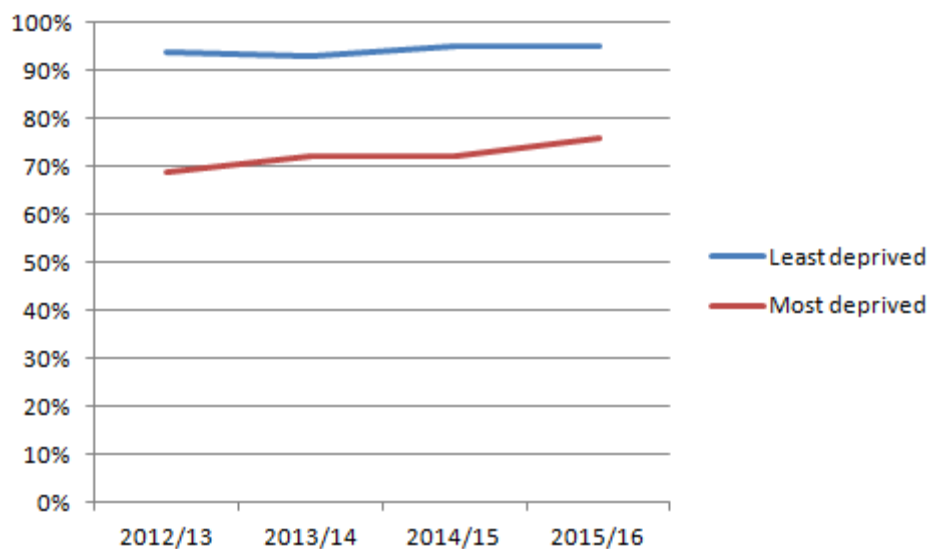
3.51 Note the “attainment gap” has decreased since 2012/13 for each of these measures, with particular recent success at SCQF levels 5 and 6.

**Figure 13: percentage of school leavers gaining one or more qualifications at SCQF Level 4 or better**



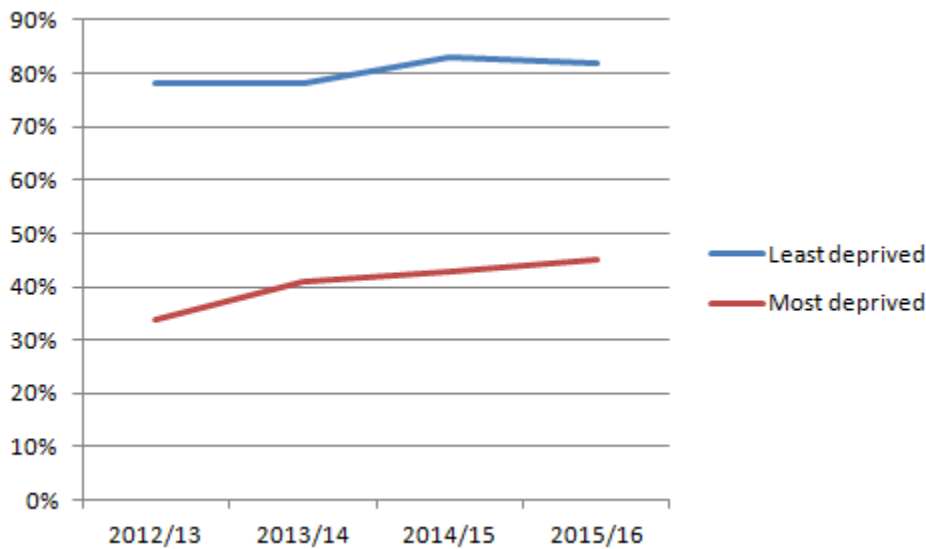
	2012/13	2013/14	2014/15	2015/16
Least deprived	99%	98%	99%	99%
Most deprived	90%	91%	94%	93%

**Figure 14: percentage of school leavers gaining one or more qualifications at SCQF Level 5 or better**



	2012/13	2013/14	2014/15	2015/16
Least deprived	94%	93%	95%	95%
Most deprived	69%	72%	72%	76%

Figure 15: percentage of school leavers gaining one or more qualifications at SCQF Level 6 or better



	2012/13	2013/14	2014/15	2015/16
Least deprived	78%	78%	83%	82%
Most deprived	34%	41%	43%	45%

**Key Strengths and Successes in Senior Phase Attainment (S4-S6):**

- The five-year improving trend in literacy and numeracy at levels 4 and 5;
- The performance of the middle-attaining 60% and highest-attaining 20% of leavers are above the national figures.
- The performance of the lowest-, middle- and highest-attaining leavers has improved year on year for the last three academic sessions;
- The strong performance of school leavers at SCQF levels 6 and 7.
- The “attainment gap” has decreased since 2012/13, with particular recent success at SCQF levels 5 and 6.

3.52 The overall evaluation of attainment by school leavers for session 2014-15, taking account of progress and self-evaluation information, is Good.

**The following areas to secure improvement and next steps have been identified in secondary schools in the senior phase:**

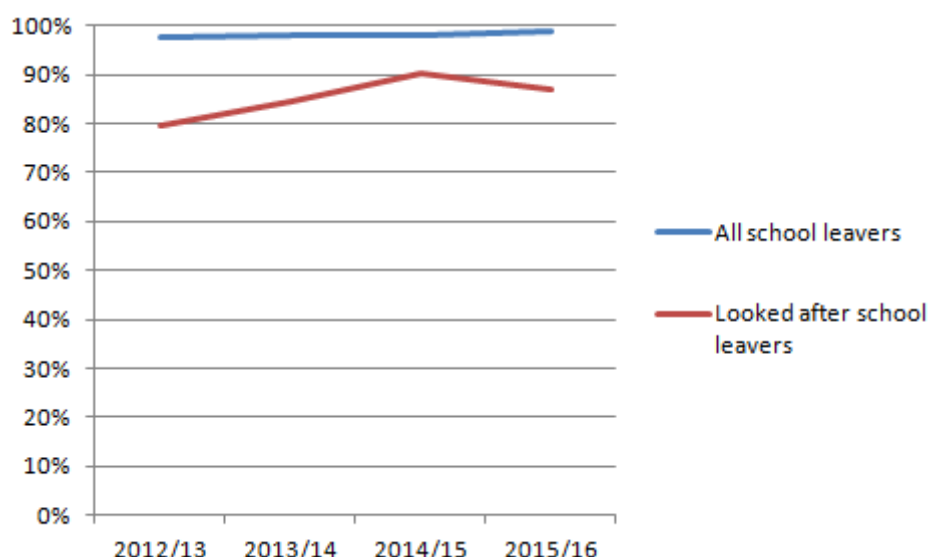
- To continue to improve attainment in numeracy in S4, S5 and S6;
- To continue to raise attainment in literacy in S4, S5 and S6
- To increase the number of leavers gaining level 5 qualifications in literacy and numeracy;

- To continue to improve the number of pupils moving into positive destinations;
- To continue to improve the average total tariff points for leavers, with a particular focus on the lowest attaining 20%;
- To use the Scottish Government’s new Pupil Equity Fund to further close the gap in pupil attainment by deprivation, from session 2017-18 onwards.

### **The Attainment of Looked After Children (LAC)**

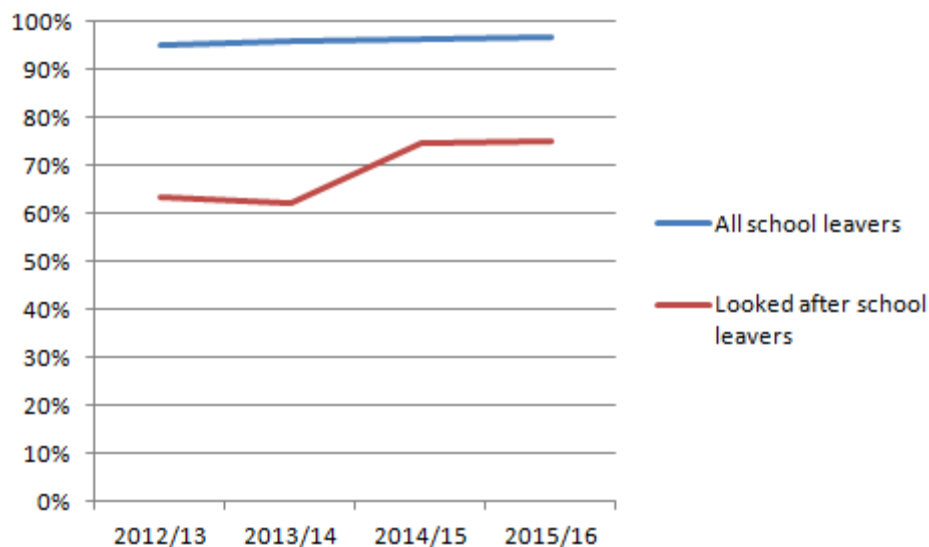
- 3.53 In the academic session 2015-16, 63 City of Edinburgh leavers were classified as “Looked After Children” (LAC) compared to a national figure of 1035. 26 out of these 63 LAC leavers left school at the end of S4.
- 3.54 87% of LAC leavers achieved one or more qualifications at SCQF level 3 or better for session 2015-16; this is the same as the national figure.
- 3.55 75% of LAC leavers achieved one or more qualifications at SCQF level 4 or better for session 2015-16; this is 1 percentage point below the national figure of 76%.
- 3.56 73% of these LAC leavers achieved a positive destination (a 4 percentage point increase on the previous session), compared to a national figure of 74%.
- 3.57 33% of LAC leavers achieved one or more qualifications at SCQF level 5 or better for session 2015-16. Whilst this is an improvement on the previous session, it is still below the national figure of 43%.
- 3.58 The graphs below compare the attainment of LAC leavers in City of Edinburgh with the attainment of all leavers in City of Edinburgh for the past four sessions.

**Figure 16: percentage of school leavers gaining one or more qualifications at SCQF Level 3 or better (LAC leavers compared to all leavers)**



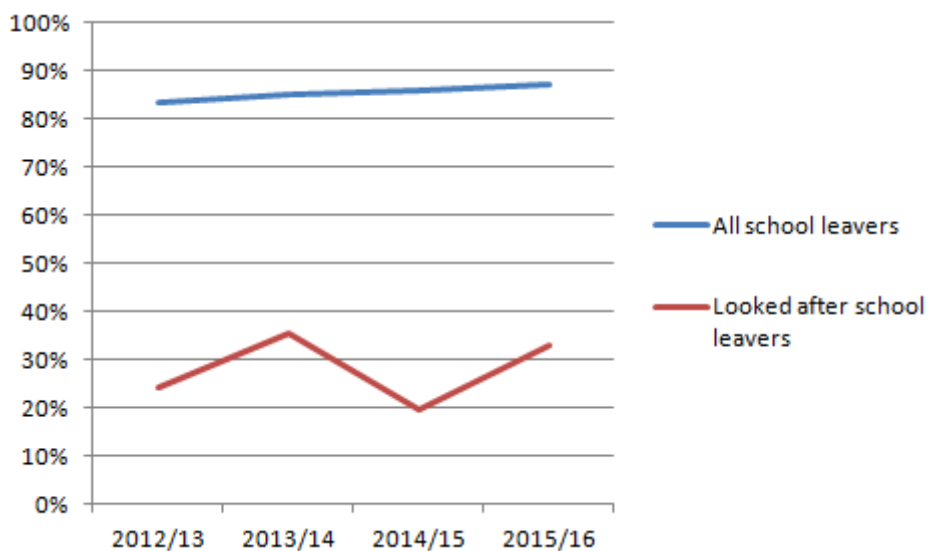
	2012/13	2013/14	2014/15	2015/16
All school leavers	97%	98%	98%	99%
Looked after school leavers	80%	84%	90%	87%

**Figure 17: percentage of school leavers gaining one or more qualifications at SCQF Level 4 or better (LAC leavers compared to all leavers)**



	2012/13	2013/14	2014/15	2015/16
All school leavers	95%	96%	97%	97%
Looked after school leavers	64%	62%	75%	75%

**Figure 18: percentage of school leavers gaining one or more qualifications at SCQF Level 5 or better (LAC leavers compared to all leavers)**



	2012/13	2013/14	2014/15	2015/16
All school leavers	83%	85%	86%	87%
Looked after school leavers	24%	36%	20%	33%

- 3.59 Raising attainment for looked after learners remains a high priority. The strategy to improve outcomes for looked after learners includes three main elements:
- a relentless belief that all children can achieve their full potential;
  - working in partnership to deliver a new senior phase which encourages all pupils to stay on until the end of S6 and enter a positive destination;
  - high expectations supported by robust tracking and monitoring of attendance and attainment/achievements.

## **4 Measures of success**

---

Based on a range of evidence:

- 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, service managers and other 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](#)

[Educational Attainment 2015, 24 May 2016](#)

[Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017](#)

### **Alistair Gaw**

Executive Director for Communities and Families

Contact: Andy Gray, Head of Communities and Families, Chief Education Officer

E-mail: [Andy.Gray@edinburgh.gov.uk](mailto:Andy.Gray@edinburgh.gov.uk)

## 11 Links

---

**Coalition Pledges**

**Council Priorities**

**Single Outcome Agreement**

**Appendices**

Appendix 1 – The new attainment measures

Appendix 2 – SQA qualifications by SCQF level

Appendix 3 – Progression through CfE levels

Appendix 4 – Education Scotland performance scale

## Appendix 1

### The new attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people's needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). *Insight* analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of new attainment measures. The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;
- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);
- **Improving Attainment for All:** the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.  
The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).



## **The Virtual Comparator**

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

## **Appendix 2**

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

### **SCQF level    Qualifications included**

Level 3	National 3
Level 4	National 4, Intermediate 1
Level 5	National 5, Intermediate 2
Level 6	Higher at grades A-C
Level 7	Advanced Higher at grades A-C

(Intermediate 1 and Intermediate 2 qualifications will no longer be offered by SQA from session 2015-16 onwards.)

### Appendix 3

Education Scotland scale for evaluating performance:

Excellent	Outstanding or sector leading	(Level 6)
Very Good	Major strengths	(Level 5)
Good	Important strengths with areas for improvement	(Level 4)
Satisfactory	Strengths just outweigh weaknesses	(Level 3)
Weak	Important weaknesses	(Level 2)
Unsatisfactory	Major weaknesses	(Level 1)

## **Appendix 4**

Progression through Curriculum for Excellence levels.

<b>Curriculum Level</b>	<b>Stage</b>
Early	The pre-school years and P1
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