Education, Children and Families Committee

10am, Tuesday, 9 October 2018

Educational Attainment in the Broad General Education for Primary and Secondary Schools, 2018

Item number	7.8
Report number	
Executive/routine	
Wards	

Executive Summary

This report provides a summary of the analysis of attainment in the Broad General Education (BGE) - (ages 3-15) for City of Edinburgh's schools for the year 2017-18. The measures of attainment are based on the Achievement of Curriculum for Excellence Levels (ACEL) from early to fourth level for literacy (reading, writing, listening & talking) and numeracy.

Overall, there is an improving trend in attainment in literacy and numeracy: in most areas, there have been year-on-year improvements. There is some evidence of improvements in addressing the gap in attainment between those living in the most deprived areas and those living in areas of low deprivation.

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

- To improve attainment in writing and mathematics.
- To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children (LAC) and Young Carers.

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THE CITY OF EDINBURGH COUNCIL

Report

Educational Attainment in the BGE 2018

1.   Recommendations

1.1   The Education, Children and Families Committee is asked to:

1.1.1   Note the areas of improvement in educational attainment in Edinburgh schools within the Broad General Education;

1.1.2   Note the wide range of strategies that are deployed to raise attainment and the proposed additional strategies for session 2018-19;

1.1.3   Agree to receive further annual reports on attainment/improvements in performance;

1.1.4   Note the continued hard work of pupils, staff and parents to support the successful delivery of the Broad General Education as part of the Curriculum for Excellence.

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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/ improvements in performance in the BGE within the City of Edinburgh Council primary and secondary schools and establishments for academic session 2017-18.

2.2   The focus on attainment and accountability continues to be well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, CEC 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. As 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? 4* are the Education Scotland quality frameworks which schools used in 2017-18 to evaluate improvements in performance. They use the national measures of success set out in the Quality Indicator (QI) 3.2, Raising Attainment and Achievement. This QI refers to both the Broad General Education and the Senior Phase and concerns the standard of attainment over time as well as the overall quality of learners' achievements.

2.4   The City of Edinburgh Council schools have made use of standardised assessments in P1, P4, P7 and S3 for some time, as have many other local authorities. Previously we have reported on the results of these assessments. In session 2017-18 all local authorities moved to using the new Scottish National Standardised Assessments (SNSAs) which are produced centrally by the Scottish Government. Guidance advises that these assessments should be used as one piece of evidence to help support teachers in identifying areas in which a child may have particular strengths or areas to improve. The assessments should not be given undue prominence. There is no publication of national results planned for the SNSAs; nor will we do so at local level.

2.5   In 2014-15 schools reported on progress through CfE levels using the terms developing, consolidating and secure. From session 2015-16 onwards 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.

2.6   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 1.

2.7   Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 2.

3.   Main report

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

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 (reading; writing; listening and talking) and numeracy, based on teacher judgement:

Figure 1(a): percentage of pupils achieving the expected CfE level in reading
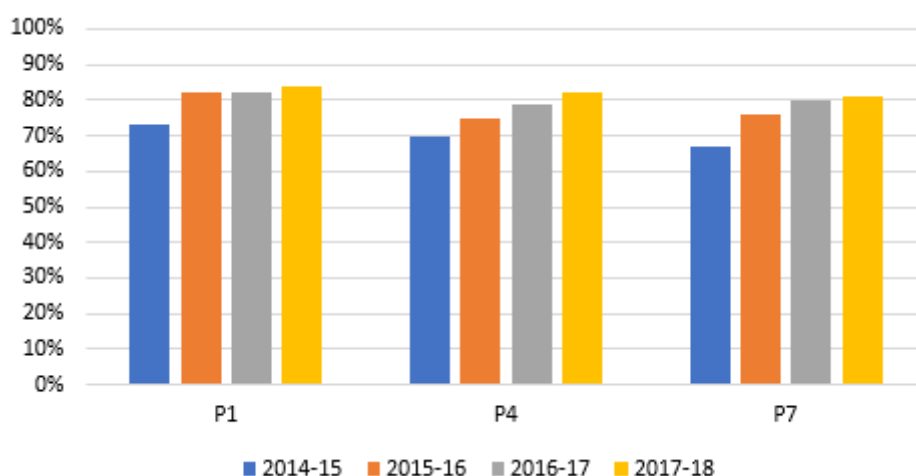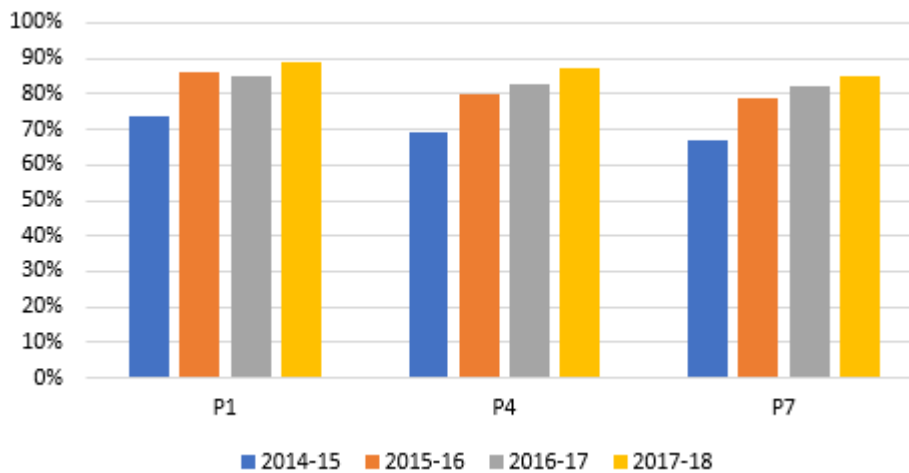
Reading	2014-15	2015-16	2016-17	2017-18
P1	73%	81%	82%	83%
P4	70%	75%	79%	81%
P7	67%	76%	80%	81%

Figure 1(b): percentage of pupils achieving the expected CfE level in writing
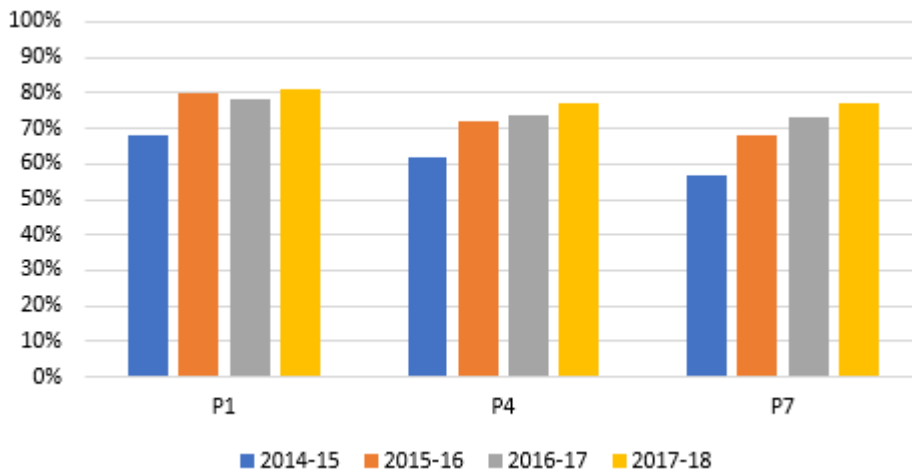
Writing	2014-15	2015-16	2016-17	2017-18
P1	68%	79%	78%	80%
P4	62%	72%	74%	77%
P7	57%	68%	73%	76%

Figure 1(c): percentage of pupils achieving the expected CfE level in listening and talking

L&T	2014-15	2015-16	2016-17	2017-18
P1	74%	86%	85%	89%
P4	69%	80%	83%	87%
P7	67%	79%	82%	85%

Figure 2: percentage of pupils achieving the expected CfE level in numeracy
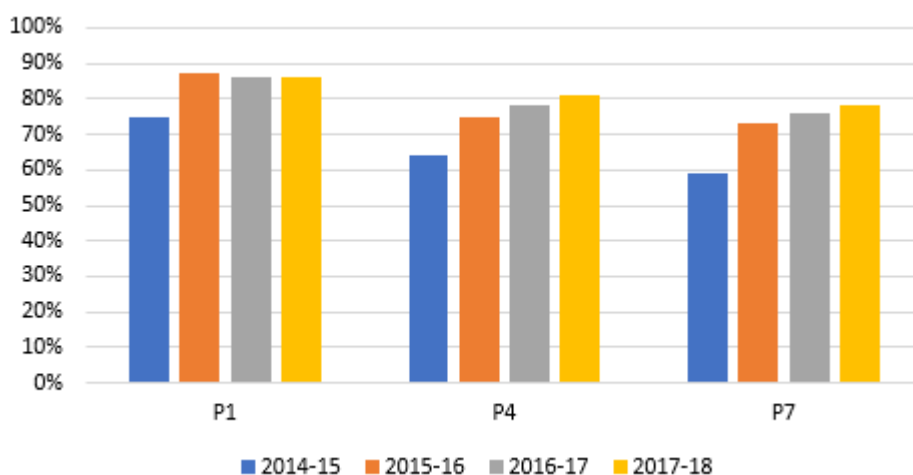
Numeracy	2014-15	2015-16	2016-17	2017-18
P1	75%	87%	86%	86%
P4	64%	75%	78%	80%
P7	59%	73%	76%	78%

3.2 Secondary Schools – Third to Fourth Levels (S1-S3)

The graph below shows the percentage of S3 pupils achieving the expected CfE level (Third level) or better in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement, for the past two sessions:

Figure 3: percentage of S3 pupils achieving CfE Third level or better
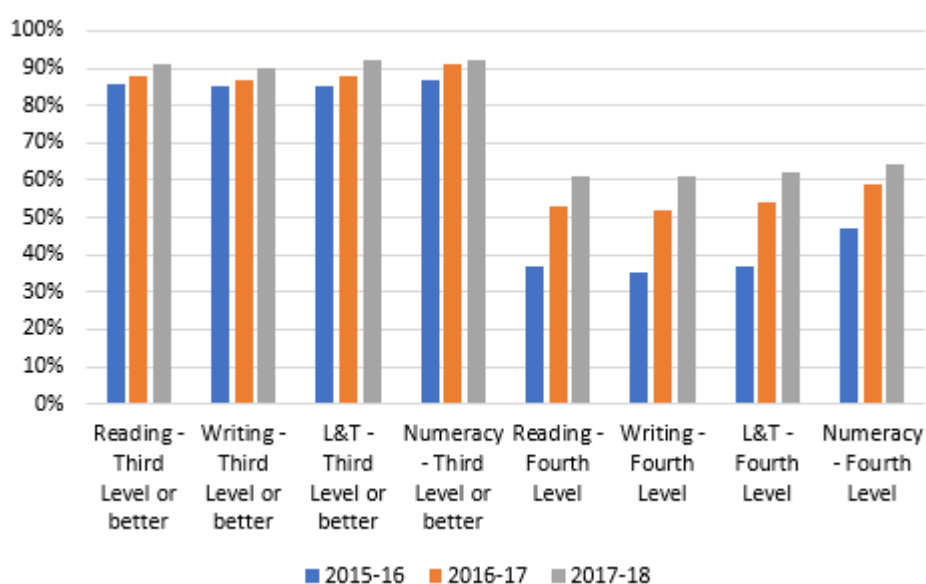
	2015-16	2016-17	2017-18
Reading - Third Level or better	86%	87%	90%
Writing - Third Level or better	85%	86%	90%
L&T - Third Level or better	85%	87%	91%
Numeracy - Third Level or better	87%	90%	91%
Reading - Fourth Level	37%	52%	61%
Writing - Fourth Level	35%	52%	61%
L&T - Fourth Level	37%	53%	62%
Numeracy - Fourth Level	47%	58%	63%

Note that Fourth Level data was not collected prior to session 2015-16.

3.3 Achievement of CfE levels (P1 to S3) Key Strengths and Successes:

3.3.1 There is a clear improving trend in literacy and numeracy CfE levels over the past three sessions in P4, P7 and S3, according to teacher judgement.

3.3.2 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. These coordinators are supported by council officials as well as Education Scotland staff. The council strategy for moderation and assessment is currently under review in order to ensure that schools feel more confident in their ability to report on attainment in this area. The strategy will be supported by appropriate professional learning opportunities.

3.3.3 Training is already underway with a group of schools in order to pilot the council's new Writing Strategy, which seeks to address relative under-performance in this area.

3.3.4 Training in the Stages of Early Arithmetical Learning (SEAL) methodology continues to be offered to staff in order to support the development of children's numeracy skills.

3.4 Areas for development

3.4.1 To review and update the council's Integrated Literacy and Numeracy Strategies (with both universal and targeted provision).

3.4.2 To extend the new Writing Strategy to all schools following a successful pilot in session 2018-19.

3.4.3 To develop a new council Mathematics Strategy in order to improve attainment in this area from P4 to S3.

3.4.5 To investigate and address the relative stagnation of attainment levels in P1.

3.4.6 To continue to improve literacy levels in reading, writing, talking and listening, and in numeracy, in S1-S3;

3.4.7   To increase the numbers of young people achieving CfE Fourth Level in numeracy and literacy by the end of S3.

3.4.8   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;

3.4.9   To ensure effective arrangements are in place to track and monitor progress through the Broad General Education;

3.4.10 To deliver training to support staff in using the new, national BGE Benchmarking Tool as a means to analyse and interpret attainment data from P1 to S3.

3.4.11 To continue to focus on improving outcomes for the most disadvantaged pupils in particular Looked After Children and Young Carers.

3.5   Progress towards closing the poverty-related attainment gap

3.5.1 The Scottish Government's National Improvement Framework (NIF) Identified a suggested "basket of measures" in 2017 with which to measure progress in closing the poverty-related attainment gap in Scottish schools. In the BGE, the gap is measured by comparing the performance of those pupils from the 20% most deprived areas of the country (SIMD quintile 1) with those from the 20% least deprived (SIMD quintile 5).

3.5.2   The tables below show this "gap" for pupils in the BGE, sessions 2016-17 and 2017-18. If the gap is narrower for a measure in 2017-18 than it was in 2016-17, the cell is highlighted in green; likewise, if the gap has increased, this is highlighted in red.

Table 1: the attainment gap in literacy: reading

Reading	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	71%	92%	20%
P4	65%	90%	25%	67%	92%	24%
P7	65%	90%	25%	65%	91%	26%
S3 (Third Level)	78%	94%	16%	83%	96%	13%
S4 (Fourth Level)	37%	66%	29%	43%	77%	34%

Table 2: the attainment gap in literacy: writing

Writing	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	66%	91%	25%
P4	57%	86%	28%	62%	87%	26%
P7	57%	85%	29%	58%	88%	30%
S3 (Third Level)	76%	93%	17%	83%	96%	13%
S4 (Fourth Level)	36%	66%	30%	43%	76%	33%

Table 3: the attainment gap in literacy: listening and talking

Listening & Talking	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	74%	93%	19%	80%	95%	15%
P4	72%	92%	19%	76%	94%	18%
P7	68%	92%	24%	71%	94%	23%
S3 (Third Level)	78%	94%	16%	85%	96%	11%
S4 (Fourth Level)	36%	67%	31%	45%	77%	32%

Table 4: the attainment gap in numeracy

Numeracy	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	94%	19%	75%	93%	18%
P4	65%	88%	23%	65%	90%	25%
P7	60%	87%	27%	64%	88%	24%
S3 (Third Level)	80%	96%	16%	84%	97%	13%
S4 (Fourth Level)	34%	74%	40%	39%	85%	46%

3.6   Analysis of gap data

3.6.1   The tables show a narrowing of the gap for all aspects of literacy in P4 and S3 (Third Level), and for numeracy in P7 and S3 (Third Level).

3.6.2   Note that in most of the stages for writing, the gap has widened.

3.6.3   The relatively stagnant performance in P1 and P4 numeracy is of concern; note the gap in P1 numeracy has only narrowed because of a drop in performance at quintile 5. The widening of the gap in both literacy and numeracy for S3 (Fourth Level) is of concern, though it should be noted that in each case the performance at quintile 1 has increased from 2016-17 to 2017-18.

3.7 Actions to support further improvements in addressing the gap

3.7.1 In September 2018 schools were issued with a "data pack" which gave an of BGE attainment by QIMD quintile for each school, for sessions 2016-17 and 2017-18. Accompanying this data were "stretch aims" for each school, by SIMD quintile, which were based on the national stretch aims set by the Scottish Government as part of the National Improvement Framework. These aims are set for session 2019-20 and staff will be encouraged and supported to use the data to identify and address the "gap" as it relates to their own school over the coming two academic sessions.

3.7.2 The gap in writing will be addressed by the new Writing Strategy, with professional learning and support available throughout session 2018-19.

3.7.3 A new Mathematics Development Officer will be appointed to help support the new Mathematics Strategy. Initially the focus will be on supporting CEC schools who are part of the Scottish Attainment Challenge to address their "gap" in numeracy and mathematics, but effective professional learning will be identified and shared more widely as a result.

3.7.4 The Edinburgh Learns Frameworks for Learning are designed to support head teachers to sustain their focus on equity and excellence. Key themes across Edinburgh Learns are learning and teaching, communities and families and leadership. To support continuation of addressing the gap, the Edinburgh Learns: Equity framework will be of particular use.

3.8 Looked After Children (LAC)

3.8.1 In session 2018-19 the number of children classified as "looked after" (LAC) in P1, P4, P7 and S3 within CEC were as follows:
P1 – 41 pupils; P4 – 49 pupils; P7 – 51 pupils; S3 – 76 pupils.
This gives a total of 217 pupils classified as LAC for whom we have available attainment data in terms of CfE levels as reported to the Scottish Government. The number of "care experienced" children will of course be higher than is recorded formally here.

3.8.2 Of these LAC primary pupils, 36% lived in areas of the highest deprivation (SIMD quintile 1), and 44% were looked after "at home".
Of these LAC secondary pupils (S3), 45% lived in SIMD quintile 1 and 58% were looked after "at home".

3.8.3 The graphs below compare the attainment of these LAC pupils in City of Edinburgh with the attainment of all pupils in CEC education, and with those pupils living in the 20% most deprived areas according to SIMD, at P1, P4, P7 and S3 (Third Level) stages.

Figure 4: percentage of pupils achieving the expected level in literacy (LAC pupils compared to all pupils and pupils living in SIMD quintile 1)

BGE Literacy 2017-18
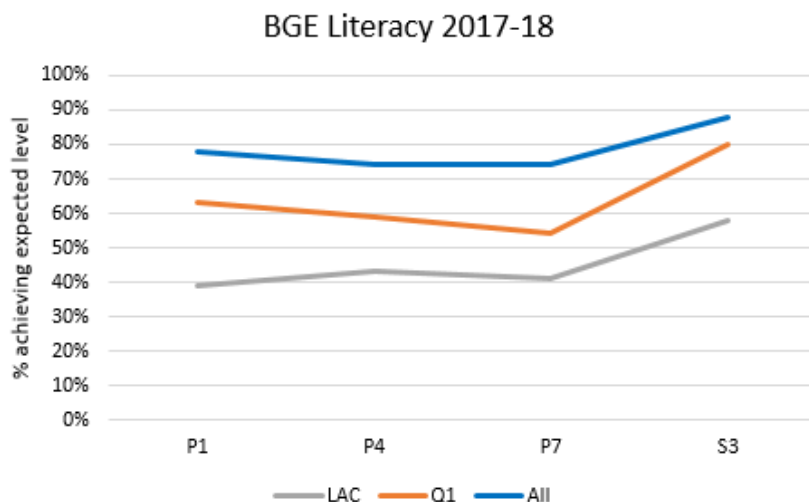
	LAC	Q1	All
P1	39%	63%	78%
P4	43%	59%	74%
P7	41%	54%	74%
S3	58%	80%	88%

Note that in order to be classed as having achieved a level in literacy overall, the pupil must achieve the individual elements reading, writing, and listening and talking at that level.

Figure 5: percentage of pupils achieving the expected level in numeracy (LAC pupils compared to all pupils and pupils living in SIMD quintile 1)

BGE Numeracy 2017-18
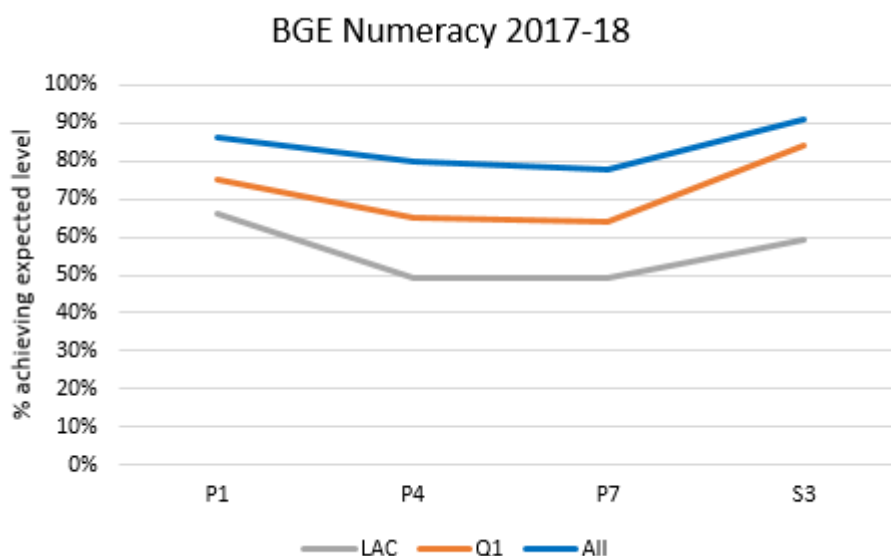
	LAC	Q1	All
P1	66%	75%	86%
P4	49%	65%	80%
P7	49%	64%	78%
S3	59%	84%	91%

3.84   It is clear that the attainment of LAC children is consistently lower than that of those living in the most deprived areas, with a gap widening at S3. Raising attainment for care-experienced learners remains a high priority. The Edinburgh Learns frameworks have been specifically written to ensure Headteachers have key strategic guidance, professional learning and resources to improve outcomes for our most vulnerable children and young people.

3.85   Specifically, this will include, improved universal support, improved targeted support such as nurture and mentoring, and improved Learning Together support for families with looked after children and young people.

4.   Measures of success

Based on a range of evidence:

4.1   Overall evaluation of attainment/improvements in BGE performance in primary schools is good

4.2   Overall evaluation of attainment/improvements in BGE performance in secondary schools is satisfactory

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

10.1 [Attainment Report 2007-2008, 17 March 2009](#)
10.2 [Attainment Report 2008-2009, 18 March 2010](#)
10.3 [Attainment Report 2010, 25 January 2011](#)
10.4 [Attainment Report 2011, 15 November 2011](#)
10.5 [Standards and Quality Report 2012, 9 October 2012](#)
10.6 [Educational Attainment/Improvements in Performance 2013, 10 December 2013](#)
10.7 [Educational Attainment 2014, 3 March 2015](#)
10.8 [Educational Attainment 2015, 24 May 2016](#)
10.9 [Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017](#)
10.10 [Attainment Report 2017](#)

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11. Appendices

11.1 Appendix 1 Education Scotland scale for evaluating performance:
11.2 Appendix 2 Progression through Curriculum for Excellence levels.

Appendix 1

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 2

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