

Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools, 2021-22

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the update regarding the position in educational attainment in Edinburgh primary and secondary schools within the Broad General Education for session 2021-22.
 - 1.1.2 Agree the next steps as outlined in section 5 below.
 - 1.1.3 Agree to receive further annual reports on attainment/improvements in performance.

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Report

Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools, 2021-22

2. Executive Summary

- 2.1 This report provides a summary of the analysis of attainment in the Broad General Education (BGE) for City of Edinburgh's primary and secondary schools for the year 2021-22.
- 2.2 In most cases, the data for 2021-22 shows an improvement compared to 2020-21, with overall figures broadly in line with the position before the Covid-19 pandemic (2018-19).
- 2.3 In most cases the poverty-related attainment gap has decreased compared to 2020-21.
- 2.4 There is concern regarding the literacy levels in P4 (particularly in writing), and literacy levels in S3, compared to those for numeracy.
- 2.5 Next steps to address these concerns, and deliver further improvements, are identified in the report.

3. Background

- 3.1 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 Broad General Education (BGE) within the City of Edinburgh primary and secondary schools for the academic session 2020-21. The measures of attainment are based on the Achievement of Curriculum for Excellence Levels (ACEL) from Early to Fourth Level for numeracy and literacy (comprising the three elements: reading; writing; and listening & talking).
- 3.2 It should be noted that in session 2019-20, there was no government collection of ACEL data for any year groups due to the lockdown in force at that time. Similarly, there was no national collection of *secondary school* ACEL data in session 2019-20 or session 2020-21, due to the demands being placed on schools by SQA assessments at this time. There are therefore gaps in the data for these years, in any graphs or tables below.

- 3.4 No comparison of the data for Edinburgh can be made with national data, or with other local authorities, as this data has not yet been published by the Scottish Government. (It is usually published in December each year.)
- 3.5 In line with the approach taken by Scottish Government, the poverty-related attainment gap is measured by comparing the attainment of those children and young people who live in the 20% most-deprived areas of Scotland – SIMD Quintile 1 – with those living in the 20% least-deprived areas, SIMD Quintile 2.)

4. Main report

4.1 ACEL attainment data over time (See Appendix 1, Graphs 1 to 7)

4.1.1 Numeracy (Graphs 1 and 6)

Primary numeracy levels have increased compared to session 2020-21, between 2 and 3 percentage points for each measure. The figures for P4 and P7 are however slightly down when compared to session 2018-19.

In secondary, there was a drop of 1.3 percentage points at Third Level compared to 2018-19, whereas there was a 5.9 percentage point increase at Fourth Level (continuing an improving picture since 2016-17).

4.1.2 Literacy (Graphs 2-5 and 7)

Literacy levels have increased at P1 and P7 compared to session 2020-21 (8 percentage points and 3.7 percentage points respectively). They have however fallen at P4 (a drop of 2.1 percentage points). This requires action. The lowest figure for P4 literacy is the one for writing (75.8%) and this will be a focus for improvement.

In secondary, there was a drop of 2.7 percentage points at Third Level and 1.1 percentage points at Fourth Level, when compared to 2018-19 figures. The mismatch of data compared to numeracy (literacy is noticeably lower), requires attention.

4.2 Closing the Gap data (See Appendix 1, Tables 1 to 6)

4.2.1 Numeracy (Tables 1 and 5)

The gap has increased slightly in P1 by 1 percentage point compared to session 2020-21. The gap has decreased significantly (11 percentage points) in P4, with a smaller decrease in P7 (2 percentage points). It is notable that the SIMD Quintile 1 figures have improved for these measures by 11 and 4 percentage points respectively. Improvements in primary numeracy have been supported by our Edinburgh Learns Numeracy Development Officer, who has delivered highly effective training for staff (online and in person), focusing on P4 to P7, including the use of “Concrete, Pictorial, Abstract,

Language” (CPAL) pedagogical approaches.

In secondary schools, the gap has decreased both at Third and Fourth Level, with the decrease of 12 percentage points at Fourth Level being of note. The use of CPAL in the BGE in secondary has helped to support these improvements, as well as an increased awareness of the need for appropriate pathways for children and young people.

4.2.2 Literacy (Tables 2-4 and 6)

We note that the gap has decreased (or, for two measures, stayed the same) for literacy measures in primary compared to session 2020-21. It should be noted, however, that only just under two-thirds of children living in SIMD Quintile 1 are achieving the appropriate level for writing in P1, P4 or P7.

In secondary schools, the gap has widened since it was last measured (in session 2018-19). We recognise that those pupils in S3 in session 2021-22 had lived through three years of schooling impacted by the Covid-19 pandemic, although this pattern is not seen in numeracy. Of particular concern is that fewer than 50% of young people living in SIMD Quintile 1 achieved any of the elements of literacy at Fourth Level. This does not match the pattern for numeracy and requires action.

5. Next Steps

- 5.1 Targeted support will continue to be provided for schools where the attainment of pupils in SIMD quintile 1 is of particular concern. This will include cross-sector working between primary and secondary schools to ensure that the progress of new S1 pupils is tracked effectively.
- 5.2 We will continue the now-established practice of gathering predicted ACEL grades from each school in November and March of each session. This will allow us to provide targeted support to schools where attainment trends are of concern.
- 5.3 We will revise and update the council’s Literacy Strategy during session 2021-22, with a particular focus on ensuring effective teaching and learning in the First Level of Curriculum for Excellence (typically covering P2 to P4), including strategies to address underperformance in writing. This will be supported by resources and a suite of professional learning.
- 5.4 We will conduct a Thematic Review of Literacy Across Learning within the BGE of secondary (S1 to S3). This will involve visits to selected schools to identify strong practice, to ensure that we address the issue of S3 attainment in literacy.
- 5.5 Throughout this work we will continue to focus on improvements for our most disadvantaged pupils, in particular Care Experienced Young People and Young Carers.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 All schools are required to consult regularly with school communities as part of the Empowered System.
- 7.2 The Teaching, Learning and Assessment Board is currently preparing the Integrated Impact Assessment as part of the Edinburgh Learns for Life strategy for education.

8. Background reading/external references

- 8.1 Broad General Attainment 2020/21

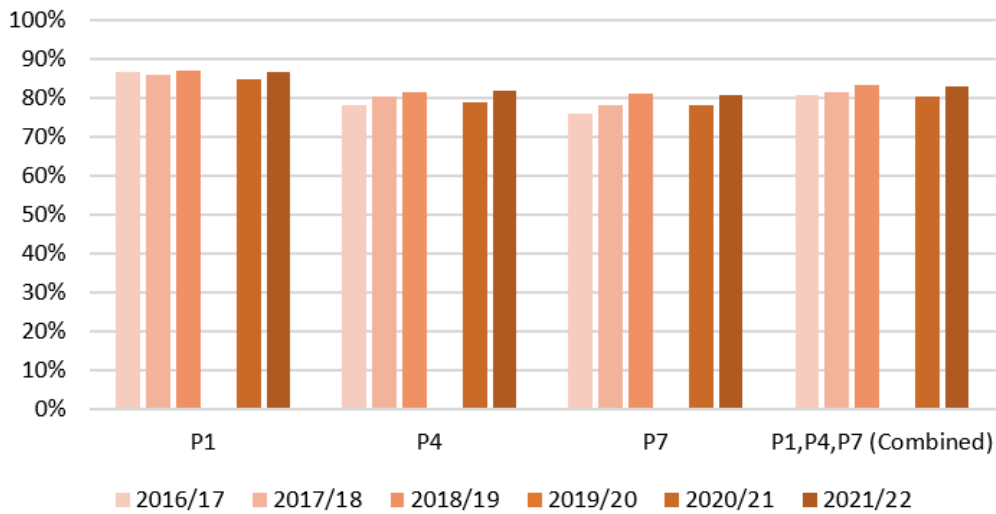
<https://democracy.edinburgh.gov.uk/documents/s39260/7.6%20Attainment%20in%20the%20Broad%20General%20Education%20in%20Edinburgh%20Primary%20Schools%202020-21.pdf>

9. Appendices

- 9.1 Appendix 1 Attainment Graphs and Tables

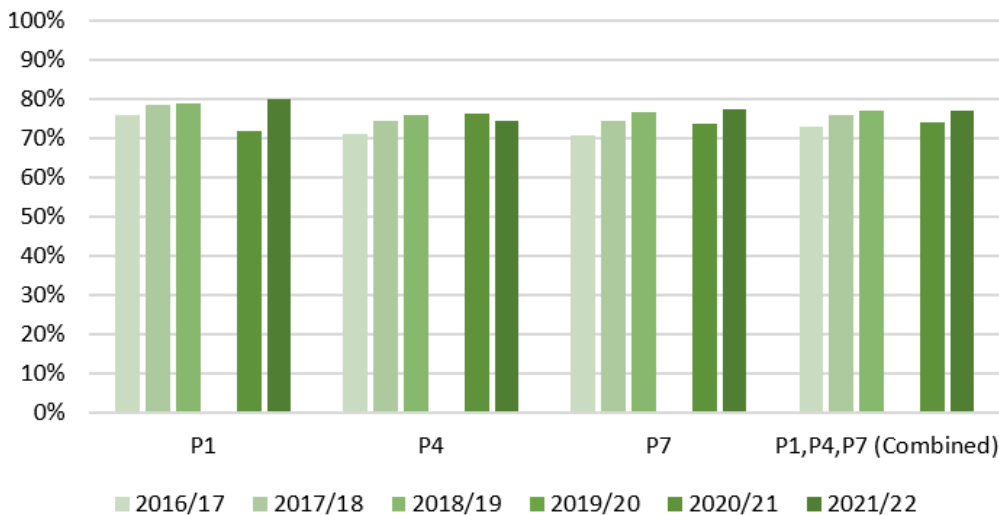
Appendix 1 – Graphs and Tables

Graph 1 – Primary Attainment in Numeracy



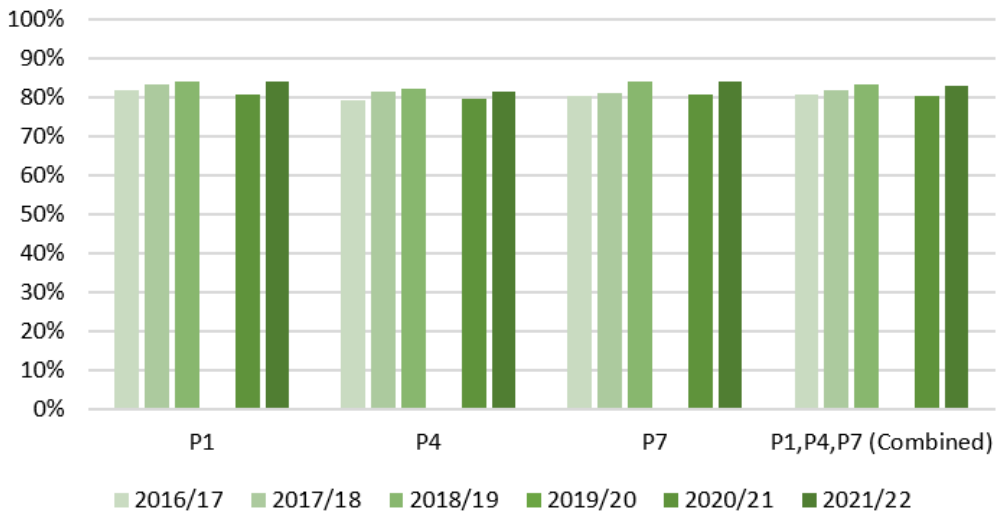
Numeracy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	86.5%	85.7%	87.1%		84.6%	86.6%
P4	78.2%	80.2%	81.2%		78.8%	81.7%
P7	75.8%	78.1%	81.1%		78.1%	80.6%
P1,P4,P7 (Combined)	80.5%	81.5%	83.2%		80.4%	83.0%

Graph 2 – Primary Attainment in Literacy



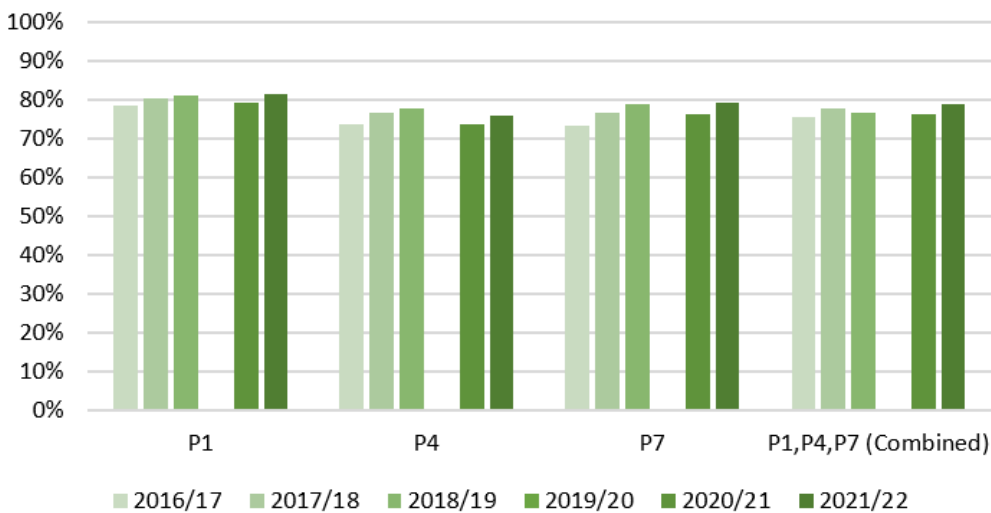
Literacy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	76.0%	78.3%	78.9%		71.9%	79.9%
P4	71.1%	74.3%	75.8%		76.3%	74.2%
P7	70.6%	74.2%	76.5%		73.4%	77.1%
P1,P4,P7 (Combined)	72.7%	75.7%	77.1%		73.8%	77.0%

Graph 3 – Primary Attainment in Literacy: Reading



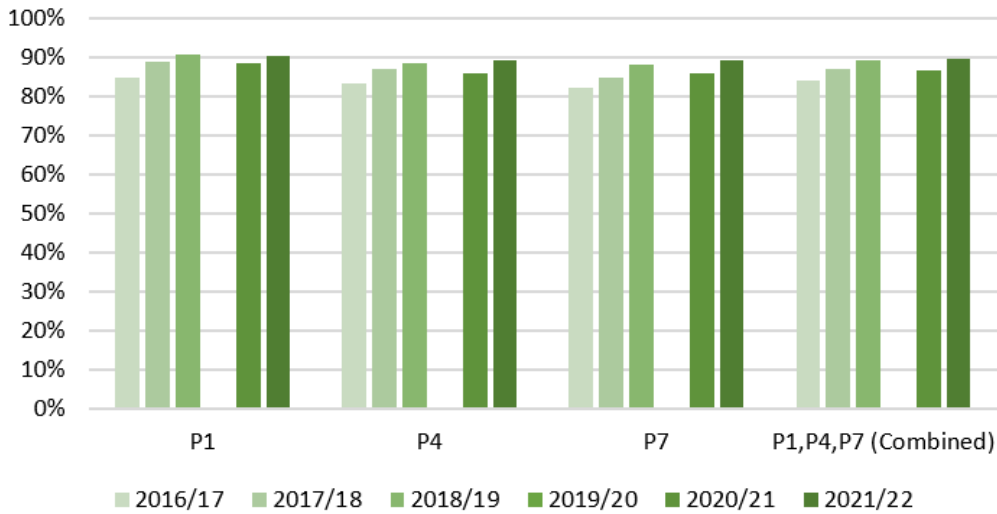
Reading	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	81.9%	83.3%	83.8%		80.6%	83.9%
P4	79.1%	81.4%	82.3%		79.5%	81.4%
P7	80.4%	80.8%	83.8%		80.6%	83.9%
P1,P4,P7 (Combined)	80.5%	81.9%	83.3%		80.2%	83.0%

Graph 4 – Primary Attainment in Literacy: Writing



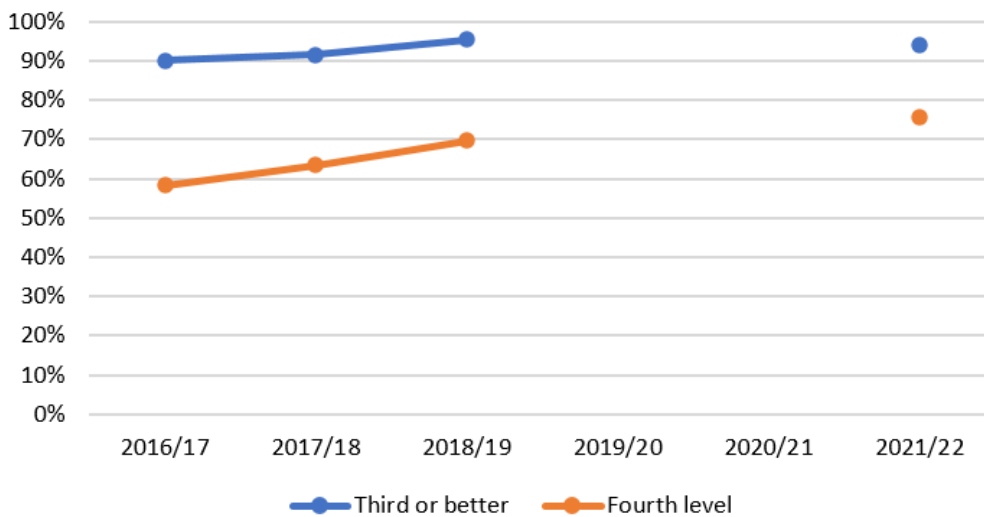
Writing	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	78.5%	80.4%	80.8%		79.2%	81.4%
P4	73.8%	76.7%	77.6%		73.6%	75.8%
P7	73.3%	76.5%	78.8%		76.3%	79.2%
P1,P4,P7 (Combined)	75.3%	77.8%	76.6%		76.3%	78.8%

Graph 5 – Primary Attainment in Literacy: Listening & Talking



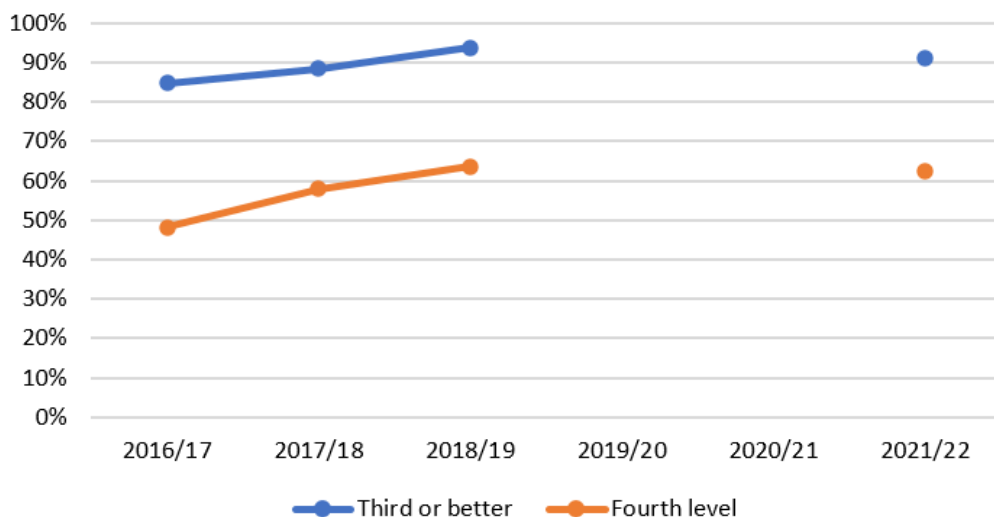
Listening & Talking	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	84.8%	88.9%	90.7%		88.5%	90.1%
P4	83.2%	86.9%	88.3%		85.7%	89.2%
P7	82.0%	84.7%	87.9%		85.8%	89.2%
P1,P4,P7 (Combined)	83.8%	86.9%	89.0%		86.7%	89.5%

Graph 6 – Secondary Attainment in Numeracy



Numeracy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Third or better	90.1%	91.5%	95.4%			94.1%
Fourth level	58.3%	63.4%	69.7%			75.6%

Graph 7 – Secondary Attainment in Literacy



Literacy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Third or better	84.7%	88.4%	93.8%			91.1%
Fourth level	48.2%	58.0%	63.6%			62.5%

Table 1 – The Gap in Primary Numeracy

Numeracy	2017-18			2018-19			2020-21			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	93%	18%	77%	95%	18%	71%	92%	21%	73%	95%	22%
P4	65%	90%	25%	68%	90%	22%	62%	89%	27%	73%	89%	16%
P7	64%	88%	24%	67%	90%	23%	63%	88%	25%	67%	90%	23%

Table 2 – The Gap in Primary Literacy: Reading

Reading	2016-17			2018-19			2020-21			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	72%	94%	22%	66%	90%	24%	70%	93%	23%
P4	65%	90%	25%	68%	90%	22%	64%	88%	24%	72%	90%	18%
P7	65%	90%	25%	71%	93%	22%	67%	89%	22%	72%	92%	20%

Table 3 – The Gap in Primary Literacy: Writing

Writing	2017-18			2018-19			2020-21			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	66%	91%	25%	67%	92%	25%	64%	90%	26%	65%	91%	26%
P4	62%	87%	26%	62%	86%	24%	56%	83%	27%	66%	85%	19%
P7	58%	88%	30%	65%	89%	24%	62%	87%	25%	65%	88%	23%

Table 4 – The Gap in Primary Literacy: Listening & Talking

Listening & Talking	2017-18			2018-19			2020-21			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	80%	95%	15%	85%	96%	11%	78%	94%	16%	80%	96%	16%
P4	76%	94%	18%	78%	95%	17%	73%	93%	20%	83%	95%	12%
P7	71%	94%	23%	77%	95%	18%	74%	93%	19%	79%	95%	16%

Table 5 – The Gap in Secondary Numeracy

Numeracy	2017-18			2018-19			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	84%	97%	13%	89%	99%	10%	88%	97%	9%
Fourth Level	39%	85%	46%	45%	86%	41%	59%	88%	29%

Table 6 – The Gap in Secondary Literacy

Reading	2016-17			2018-19			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	83%	96%	13%	88%	98%	10%	83%	97%	14%
Fourth Level	43%	77%	34%	52%	83%	31%	49%	83%	34%

Writing	2017-18			2018-19			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	83%	96%	13%	89%	98%	9%	82%	96%	14%
Fourth Level	43%	76%	33%	48%	80%	32%	45%	82%	37%

Listening & Talking	2017-18			2018-19			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	85%	96%	11%	89%	99%	10%	84%	97%	14%
Fourth Level	45%	77%	32%	51%	82%	31%	49%	83%	34%