

# Education, Children and Families Committee

10am, Tuesday, 8 October 2019

## Educational Attainment in the BGE, 2018-19

Item number  
Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 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 2019-20.
  - 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.

**Alistair Gaw**

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## Educational Attainment in the BGE, 2018-19

### 2. Executive Summary

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- 2.1 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 2018-19. 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

### 3. Background

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- 3.1 This report is the first of two which we will bring to committee concerning attainment in our schools during session 2018-19. Whilst this report covers education from P1 to S3, the companion report *Educational Attainment in the Senior Phase, 2018-19* will deal with the attainment of school leavers, based on national comparison data. This data becomes available in March 2020 and so we will bring the report to committee in May 2020.
- 3.2 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.
- 3.3 In 2014-15 schools reported on progress through ACEL using the terms developing, consolidating and secure. From session 2015-16 onwards schools reported on progress through ACEL using the language 'achieving a level'. This is in line with the terminology used nationally by Education. This report uses these levels to analyse progress; fuller details of the measures used, as well as more detailed analysis (including graphs and tables) are contained in the appendix to this report.

## 4. Main report

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4.1 The appendix, *Edinburgh Learns – Improving quality in learning: BGE Attainment, 2018-19* provides a detailed breakdown of improvements, as well as areas for development, in the attainment of children and young people from P1 to S3. There is an improving picture in most areas, as well as evidence of closing the poverty-related attainment gap, but there are also clear areas of concern where further improvements are necessary.

### 4.2 Improving attainment in literacy and numeracy – Primary Schools: Early to Second Level (see pp4-6)

**Improvements** – attainment levels have increased for all measures at P7.

Attainment levels have increased for Listening & Talking at all stages in primary.

**Areas of concern** – P1 levels for reading, writing and numeracy have remained level. Reading levels in P4 have also remained level.

### 4.3 Improving attainment in literacy and numeracy – Secondary Schools: Third and Fourth Levels (see pp7&8)

**Improvements** - attainment levels have increased for all measures at S3.

**Areas of concern** – there is a need to improve attainment levels in all areas at Fourth Level for S3.

### 4.4 Closing the gap: attainment versus deprivation (see pp9&10)

When comparing the attainment of pupils from the most-deprived areas with those from the least-deprived, the following is noted in relation to figures for 2017-18 and 2018-19:

**Improvements** – the gap in attainment for these two groups has decreased for all measures in P4, P7 and S3 .

**Areas of concern** - the gap has increased for P1 Reading and remained the same for P1 Writing and Numeracy.

### 4.5 Improving attainment for care-experienced children (see pp11&12)

**Improvements** – the gap between the attainment of care-experienced children and children living in the most deprived areas is relatively low for P1 and S3, in both literacy and numeracy.

**Areas of concern** – the gap is considerably wider for P4 and P7.

## 5. Next Steps

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5.1 Actions taken in the light of the attainment data are outlined in each section of the full report (see appendix).

5.2 We will report on the success of these actions in a year's time.

## **6. Financial impact**

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

## **7. Stakeholder/Community Impact**

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

## **8. Background reading/external references**

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- 8.1 [Attainment Report 2007-2008, 17 March 2009](#)  
8.2 [Attainment Report 2008-2009, 18 March 2010](#)  
8.3 [Attainment Report 2010, 25 January 2011](#)  
8.4 [Attainment Report 2011, 15 November 2011](#)  
8.5 [Standards and Quality Report 2012, 9 October 2012](#)  
8.6 [Educational Attainment/Improvements in Performance 2013, 10 December 2013](#)  
8.7 [Educational Attainment 2014, 3 March 2015](#)  
8.8 [Educational Attainment 2015, 24 May 2016](#)  
8.9 [Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017](#)  
8.10 [Educational Attainment in Primary and Secondary Schools 2017, 22 May 2018](#)  
8.11 [Educational Attainment in the Broad General Education for Primary and Secondary Schools, 2018](#)

## **9. Appendices**

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- 9.1 Appendix 1 Edinburgh Learns: Improving quality in learning – Senior Phase Attainment, 2017-18

# EDINBURGH LEARNS

Improving quality in learning:  
BGE Attainment, 2018-19



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# Executive Summary

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*“Young people’s achievement will be improved and the poverty related attainment gap will be reduced.”*

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*Children’s Partnership Plan 2017-20*

This report provides a summary of the analysis of attainment in the Broad General Education (BGE) - (ages 3-15, covering Early Years to S3) for City of Edinburgh’s schools for the year 2018-19. 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 continues to be 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 address the relative stagnation of attainment levels in P1 literacy and numeracy
- To continue to improve attainment in writing and numeracy.
- To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children (LAC) and Young Carers.

## Background to measures used in this report

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 2018-19.

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.

Child at the Centre and How good is our school? 4 are the Education Scotland quality frameworks which schools used in 2018-19 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.

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.

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.

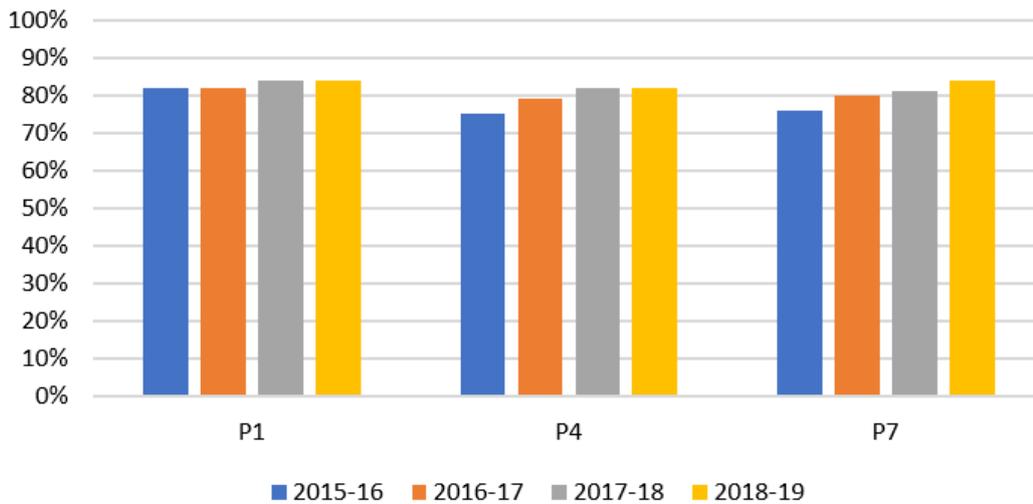
The sections in the report have been aligned as closely as possible to reflect the CfE expectations about progression through levels. Details of the levels can be found in Appendix 1.

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.

# Primary schools – Early to Second Level

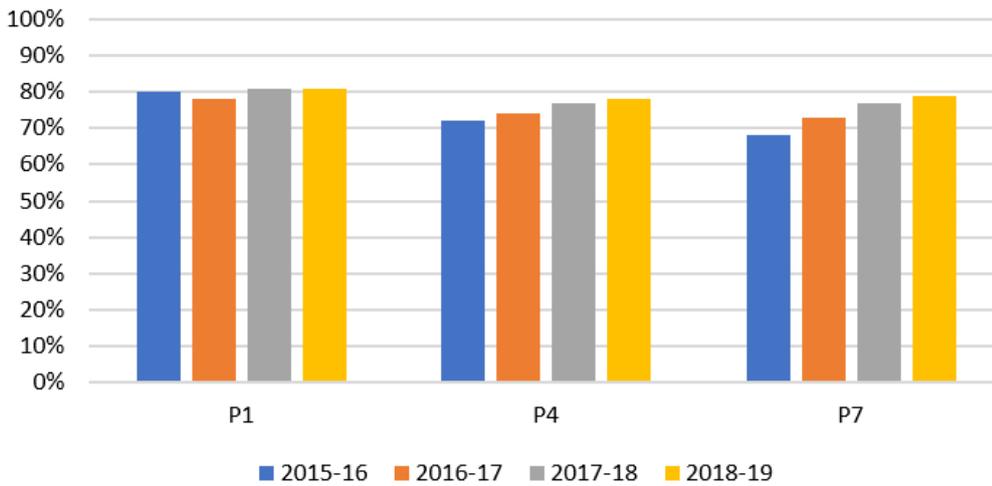
The graphs below show the percentage of pupils achieving the expected CfE level by end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement:

**Figure 1(a): percentage of pupils achieving the expected CfE level in reading**



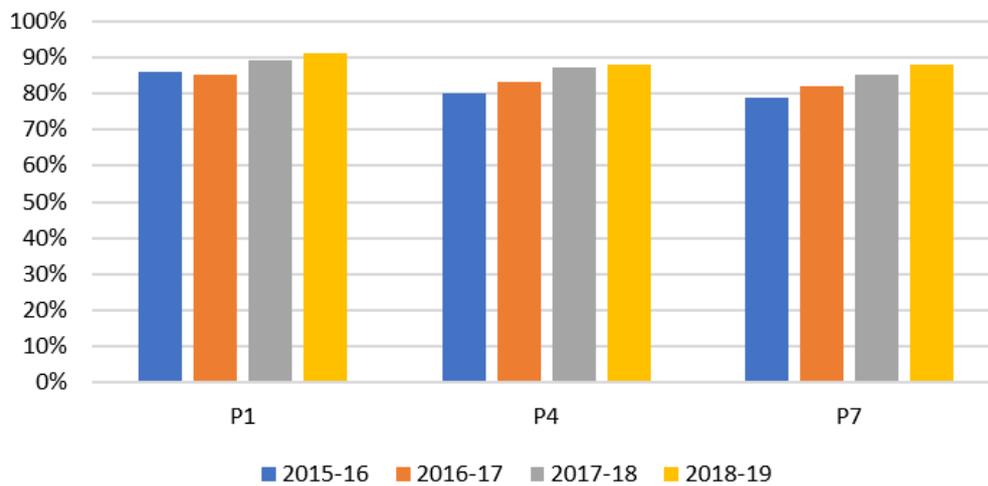
Reading	2015-16	2016-17	2017-18	2018-19
P1	82%	82%	84%	84%
P4	75%	79%	82%	82%
P7	76%	80%	81%	84%

**Figure 1(b): percentage of pupils achieving the expected CfE level in writing**



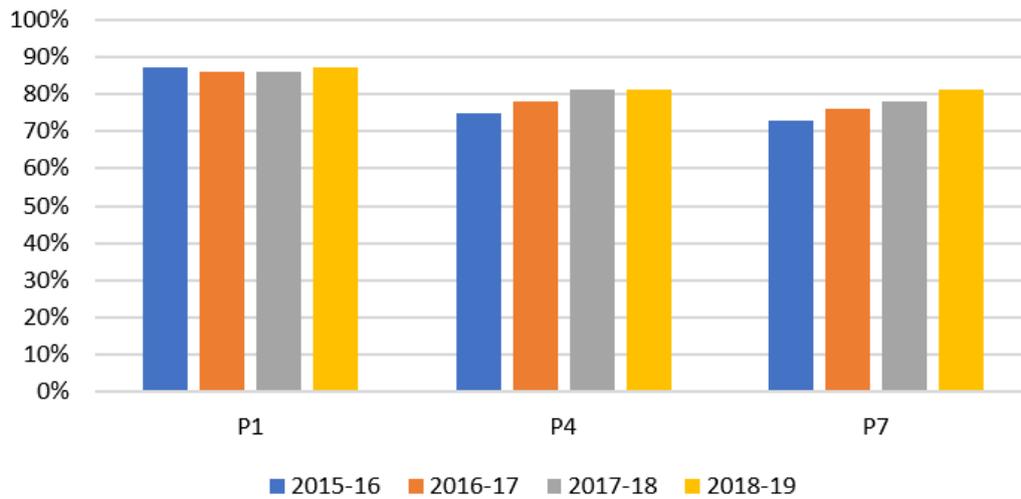
Writing	2015-16	2016-17	2017-18	2018-19
P1	80%	78%	81%	81%
P4	72%	74%	77%	78%
P7	68%	73%	77%	79%

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



L&T	2015-16	2016-17	2017-18	2018-19
P1	86%	85%	89%	91%
P4	80%	83%	87%	88%
P7	79%	82%	85%	88%

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

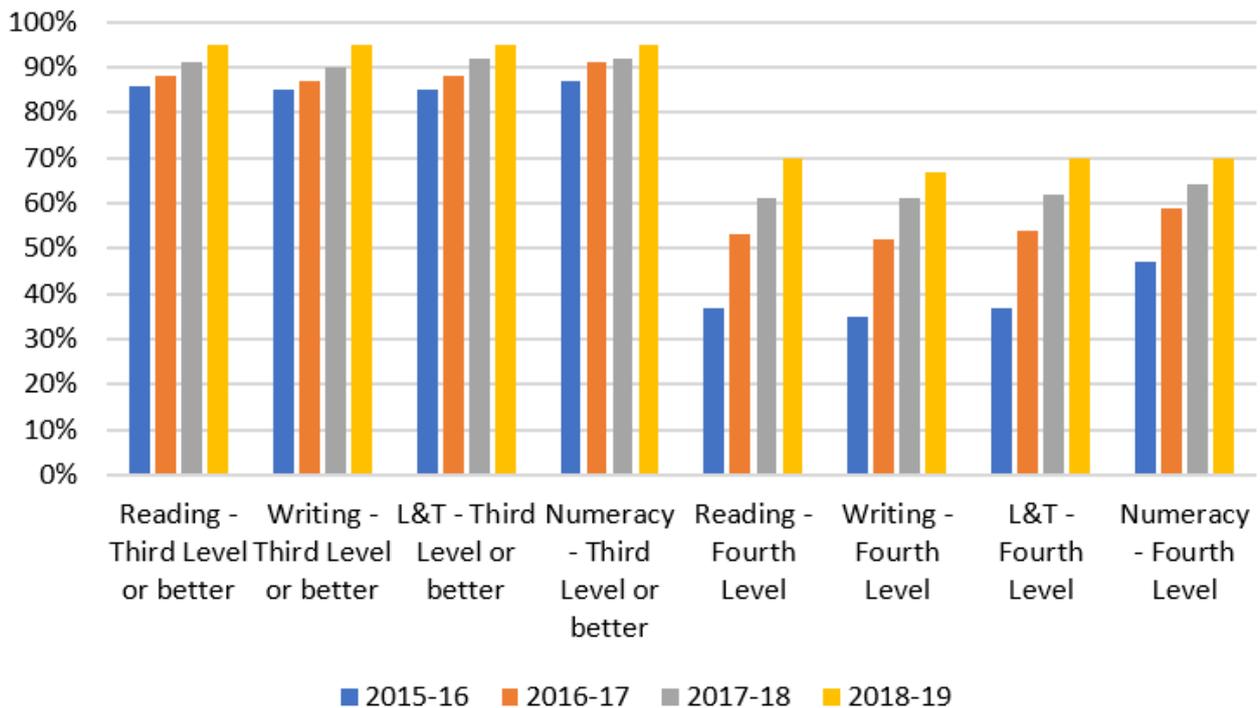


Numeracy	2015-16	2016-17	2017-18	2018-19
P1	87%	86%	86%	87%
P4	75%	78%	81%	81%
P7	73%	76%	78%	81%

## Secondary schools – Third & 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 four sessions:

**Figure 3: percentage of S3 pupils achieving CfE Third level or better**



	2015-16	2016-17	2017-18	2018-19
Reading - Third Level or better	86%	88%	91%	95%
Writing - Third Level or better	85%	87%	90%	95%
L&T - Third Level or better	85%	88%	92%	95%
Numeracy - Third Level or better	87%	91%	92%	95%
Reading - Fourth Level	37%	53%	61%	70%
Writing - Fourth Level	35%	52%	61%	67%
L&T - Fourth Level	37%	54%	62%	70%
Numeracy - Fourth Level	47%	59%	64%	70%

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

# Key strengths and areas for development

## Key strengths and successes

- Overall, 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.
- In order to support teachers to make valid and reliable assessments of progress through CfE levels, we have reviewed our strategy for moderation and assessment 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, targeted both at school leaders and classroom practitioners. In session 2018-19, the focus will be on assessment and moderation in mathematics.
- The council's new Writing Strategy was piloted with a small number of schools in 2018-19, focusing on P5 as part of a three-year programme designed to deliver improvements in P& attainment, thereby addressing relative under-performance in this area.
- The new Edinburgh Learns Team is now supporting staff with numeracy pedagogy, including a focus on improvements at Second Level to address some issues of teacher confidence in this area.
- In session 2018-19 we piloted a new BGE Tracking and Monitoring system (already used by some secondary schools) with a small group of primaries, with positive feedback.

## Areas for development

- To review and update the council's Integrated Literacy Strategy (with both universal and targeted provision).
- To extend the new Writing Strategy to all schools following a successful pilot in session 2018-19.
- To undertake a Mathematics Validated Self-Evaluation programme by October 2019 which will include visits to selected schools to identify good practice and areas for development and support.
- Using the findings of this VSE, to develop an Integrated Numeracy Strategy which will deliver coordinated multi-agency support to deliver improvements.
- To investigate and address the relative stagnation of attainment levels in P1.
- To continue to improve literacy levels in reading, writing, talking and listening, and in numeracy, in S1-S3.
- To increase the numbers of young people achieving CfE Fourth Level in numeracy and literacy by the end of S3.
- 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 ensure effective arrangements are in place to track and monitor progress through the Broad General Education, including a wider roll-out of our new Tracking and Monitoring system.
- To continue to focus on improving outcomes for the most disadvantaged pupils in particular Looked After Children and Young Carers.

## Closing the gap: attainment versus deprivation

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).

The tables below show this "gap" for pupils in the BGE, sessions 2017-18 and 2018-19. If the gap is narrower for a measure than the year before, the cell is highlighted in green; likewise, if the gap has increased, this is highlighted in red. Similarly, quintile figures are shaded green where they have increased, and red where they have decreased. If figures have remained the same, they are left in black.

**Table 1: the attainment gap in literacy: reading**

Reading	2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	71%	92%	20%	72%	94%	22%
P4	67%	92%	24%	68%	90%	22%
P7	65%	91%	26%	71%	93%	22%
S3 (Third Level)	83%	96%	13%	88%	98%	10%
S3 (Fourth Level)	43%	77%	34%	52%	83%	31%

**Table 2: the attainment gap in literacy: writing**

Writing	2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	66%	91%	25%	67%	92%	25%
P4	62%	87%	26%	62%	86%	24%
P7	58%	88%	30%	65%	89%	24%
S3 (Third Level)	83%	96%	13%	89%	98%	9%
S3 (Fourth Level)	43%	76%	33%	48%	80%	32%

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

Listening & Talking	2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	80%	95%	15%	85%	96%	11%
P4	76%	94%	18%	78%	95%	17%
P7	71%	94%	23%	77%	95%	18%
S3 (Third Level)	85%	96%	11%	89%	99%	10%
S3 (Fourth Level)	45%	77%	32%	51%	82%	31%

**Table 4: the attainment gap in numeracy**

Numeracy	2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	93%	18%	77%	95%	18%
P4	65%	90%	25%	68%	90%	22%
P7	64%	88%	24%	67%	90%	23%
S3 (Third Level)	84%	97%	13%	89%	99%	10%
S3 (Fourth Level)	39%	85%	46%	45%	86%	41%

**Analysis of gap data**

- The tables show a narrowing of the gap for all measures in P4, P7 and S3.
- In P1 the gap has widened for Reading and remained the same for Numeracy and Writing.
- The gap for P1 Listening & Talking has narrowed.
- Particular progress is evident in S3 (Fourth Level), with encouragingly large increases for the Quintile 1 figures in all areas. Some of the improvements in S3 may be due to increased teacher confidence in assigning levels.
- The actual gap for Fourth Level remains a concern, however. This is a gateway measure for later success at literacy and numeracy qualifications at SCQF Level 5 in S4 and beyond.
- We note that the P4 figures for Quintile 5 have decreased for Reading and Writing. We will investigate the reasons behind this drop and will take appropriate action.

**Actions to support further improvements in addressing the gap**

- Schools will continue to make use of “data packs” which give an analysis of BGE attainment by SIMD quintile for their school, alongside “stretch aims” for each school, which were based on the national stretch aims set by the Scottish Government as part of the National Improvement Framework. These aims were 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.
- The gap in writing will be addressed by the new Writing Strategy, with professional learning and support available throughout session 2019-20 following the pilot in 2018-19.
- The Edinburgh Learns Teaching and Learning Team will continue to support CEC schools who are part of the Scottish Attainment Challenge to address their “gap” in numeracy and mathematics. This will involve professional development as well as supporting teacher collaboration an enquiry.
- The Edinburgh Learns Equity Board will continue to support developments and activity in this area.
- The Mathematics Workstream of the South East Improvement Collaborative has supported groups of schools to work together to identify strategies to close the gap in mathematics. This work will continue in session 2018-19.

## Improving attainment for care-experienced young people

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 – 40 pupils; P4 – 39 pupils; P7 – 54 pupils; S3 – 67 pupils.

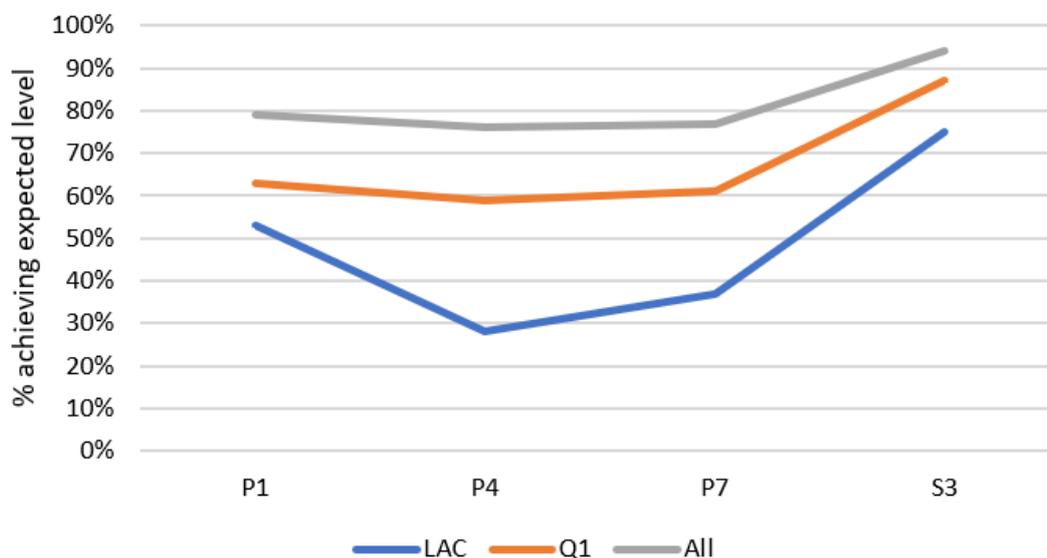
This gives a total of 200 pupils classified as LAC for whom we have available attainment data in terms of CfE levels as reported to the Scottish Government (17 fewer pupils than the previous session). The number of “care experienced” children will of course be higher than is recorded formally here.

Of these LAC primary pupils, 43% lived in areas of the highest deprivation (SIMD quintile 1), and 46% were looked after “at home”

Of these LAC secondary pupils (S3), 46% lived in SIMD quintile 1 and 37% were looked after “at home”.

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.

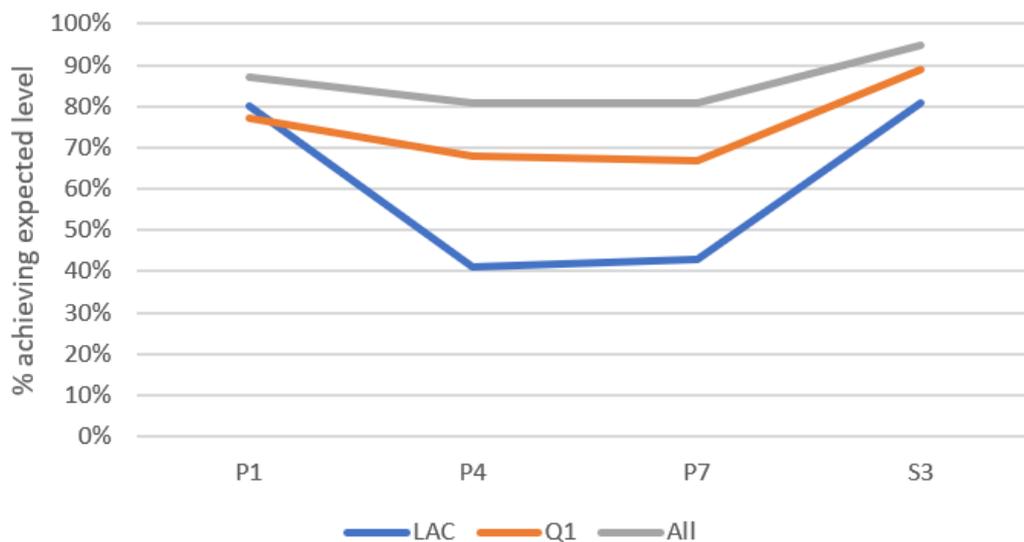
**Figure 4: percentage of pupils achieving the expected level in literacy (LAC pupils compared to all pupils and pupils living in SIMD quintile 1)**



	LAC	Q1	All
P1	53%	63%	79%
P4	28%	59%	76%
P7	37%	61%	77%
S3	75%	87%	94%

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)**



	LAC	Q1	All
P1	80%	77%	87%
P4	41%	68%	81%
P7	43%	67%	81%
S3	81%	89%	95%

It is clear that for most measures the attainment of LAC children is consistently lower than that of those living in the most deprived areas, with particularly wide gaps evident in P4 and P7. 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. As well as addressing issues of attainment, we will be supporting schools to ensure that issues of attendance are also addressed for this key group.

Consistent and effective multi-agency approaches will be essential to securing improvements in this area.

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.

# Appendix

## Progression through Curriculum for Excellence levels.

<b>Curriculum Level</b>	<b>Stage</b>
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