
Early Years and Primary School Pupil Performance Measures School Session 2016-2017

Report by Service Director, Children and Young People

EXECUTIVE COMMITTEE

7 November 2017

1 PURPOSE AND SUMMARY

- 1.1 Raising the attainment and achievement of our children and young people in literacy, numeracy and health and well-being is a local and national priority. This Report provides an update on performance in these areas for school session 2016 /2017 and information on how key measures are continuing to develop.**
- 1.2 The Report also outlines the next steps that are being taken at regional, Local Authority and school level to continue to improve pupil performance.

2 RECOMMENDATIONS

- 2.1 I recommend that the Executive Committee consider and note the contents of the Report.**

3 BACKGROUND

- 3.1 In September 2009 the Scottish Government set out its strategic vision for assessment in "Assessment for Curriculum for Excellence: Strategic Vision and Key Principles".
- 3.2 Further supplementary guidance was provided within "Curriculum for Excellence Building the Curriculum 5: A Framework for Assessment", recognising achievement, profiling and reporting, published February 2011. This publication set out guidance on reporting on children and young people's progress, including the following statement:
- "Schools, education authorities and other establishments will have flexibility within clear national expectations to determine the ways in which reporting shares children's and young people's progress, achievements and needs."*
- 3.3 In line with the Scottish Government's approach to the implementation of Curriculum for Excellence, high level assessment guidance for the Broad General Education (BGE the children's learning experience and curriculum from Early Years to the end of Secondary Year 3), was developed nationally and implemented locally with no national requirement to undertake set assessment tasks or to produce assessment data in specific formats. Scottish Borders Council implemented this guidance at a local level, giving schools autonomy to develop arrangements for reporting on children's and young people's progress and achievements in partnership with their parents.
- 3.4 The Organisation for Economic Co-operation and Development (OECD) published its independent review of Curriculum for Excellence, *Improving Schools in Scotland: An OECD Perspective*, in December 2015. The review report set out twelve recommendations to improve the quality of Scottish education and ensure equity of opportunity, experiences and outcomes for all learners. This includes a recommendation to develop an integrating framework for assessment and evaluation that encompasses all system levels.
- 3.5 The National Improvement Framework, published by the Scottish Government January 2016, updated December 2016, addressed this recommendation as set out within the Assessment of Children's Progress driver for improvement. The National Improvement Framework includes the reporting of Curriculum for Excellence attainment levels in literacy and in numeracy for children and young people at Primary 1, Primary 4, Primary 7 and Secondary 3 on a school-by-school basis and at a Local Authority level from December 2016.
- 3.6 The 2017 National Improvement Framework sets out the introduction of National Standardised Assessments (SNSA) from August 2017. The expectation is that the SNSA will lead to more consistent assessment approaches within the broad general education. Results using SNSA will be used to complement teacher based assessment.
- 3.7 The Education (Scotland) Bill 2016 placed the National Improvement Framework and reporting arrangements on a statutory footing, also

placing a legal requirement on local government to share information such as children's and young people's achievement in literacy and in numeracy to drive improvement.

- 3.8 From August 2016, the Scottish Government has collected teacher professional judgement on Curriculum for Excellence achievement of a level in literacy and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3.
- 3.9 The National Improvement Framework Report, due to be published December 2017, will publish the teacher professional judgement on Curriculum for Excellence achievement of a level in reading, writing, listening and talking and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3 at national, Local Authority and individual school level for Session 2016-17. These official statistics will continue to be classified as *experimental statistics* in recognition of the evolving approach to assessment across the Broad General Education. Therefore, this data cannot be used for benchmarking performance or as a baseline to track improvements in performance over time.
- 3.10 Given the experimental statistics classification, care needs to be taken in relation to any interpretation or analysis of the attainment data. It is important that parents receive this information about their schools in the context of the wider National Improvement Framework for Scottish Education. The experimental school level data may be suppressed to ensure any information published does not identify individual pupils. This is particularly the case for small rural schools. The Primary 1, Primary 4, Primary 7 and Secondary 3 roll includes children and young people with additional support needs who are making progress towards individual learning targets.
- 3.11 In the Scottish Borders the Early Years have become even more important with the preparation for the expansion of Early Learning and Childcare from a 600 hours to an 1140 hours entitlement from 2020. In response to this expansion, Scottish Borders Council are progressing an extensive delivery plan. This includes a consideration of how the Council will measure the children's progress through the Early Years; a key measure is yet to be developed and it has been agreed that key measures and performance data will be a key focus of the newly established South East Regional Improvement Collaborative. However, Philiphaugh Nursery was one of the first Early Learning and Childcare settings to pilot the 1140 hours expansion in the country and recent Primary 1 entry assessments, ie of children who experienced the full 1140 hours in the nursery, are very positive in evidencing higher levels of attainment in literacy (refer to Appendix 1). The Headteacher has reported overall that the children's attainment has benefitted from the extended hours; the Council will, as part of the expansion, have a set of measures to track children's progress and attainment in literacy and numeracy. These measures will be ready for implementation in Summer 2018.
- 3.12 Children and Young People's health and well-being is key to their progress in learning. It is a key pillar within Curriculum for Excellence (alongside Literacy and Numeracy) and should be an equal focus for assessment and tracking of pupil progress. The Children and Young People's Leadership Group have developed a new staged intervention approach to improving

mental and emotional health. Within the approach, the Council have invested in 'Growing Confidence', a universal approach to improving emotional and mental health wellbeing. This has involved significant training of staff and includes learning programmes at primary and secondary stages of learning. In order to track the positive impact of this programme and to be able to track pupils' mental and emotional wellbeing, assessment tools have been developed for implementation in school session 2016/2017 (refer to Appendix 2). At this stage the Council are unable to report strategically on health and wellbeing progress, although a number of schools have developed assessments in this area. By the end of school session 2017/2018, the Council will have implemented the range of health and well-being surveys at Primary 3 to Primary 7 and Secondary 2, providing a baseline for the Council to track in future years. It is important to note that the response from staff to the 'Growing Confidence' training programme has been excellent: the Council is confident that the universal programme will impact positively upon the mental and emotional wellbeing of our children and young people, although there is still a great deal to be done with regards to the full implementation of the Mental and Emotional Health and Wellbeing Strategy (refer to Appendix 3). Progress on implementation will be reported through the Community Planning Partnership.

4 PUPIL PERFORMANCE IN THE BROAD GENERAL EDUCATION

4.1 Every child and young person in Scotland is entitled to experience a broad general education (BGE). The BGE takes place from the early years in Early Learning and Childcare settings through to Secondary 3 in secondary provision. The Curriculum for Excellence is set out in terms of 'experiences and outcomes'. An outcome represents what has to be achieved. The experiences and outcomes describe national expectations of learning and progression and are set out in lines of development, which describe progress in learning. The national expectation for progress through the curriculum levels is as follows:

- (i) Early Level – achieved by the end of Primary 1 or later for some;
- (ii) First Level – achieved by the end of Primary 4, but earlier or later for some;
- (iii) Second Level – achieved by the end of Primary 7, but earlier or later for some;
- (iv) Third and Fourth Level – Secondary 1 to Secondary 3, but earlier for some.

4.2 Benchmarks, developed in August 2016 and updated in June 2017, are designed to provide clarity on the national standards expected within each curriculum area at each level. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency of teachers' professional judgements.

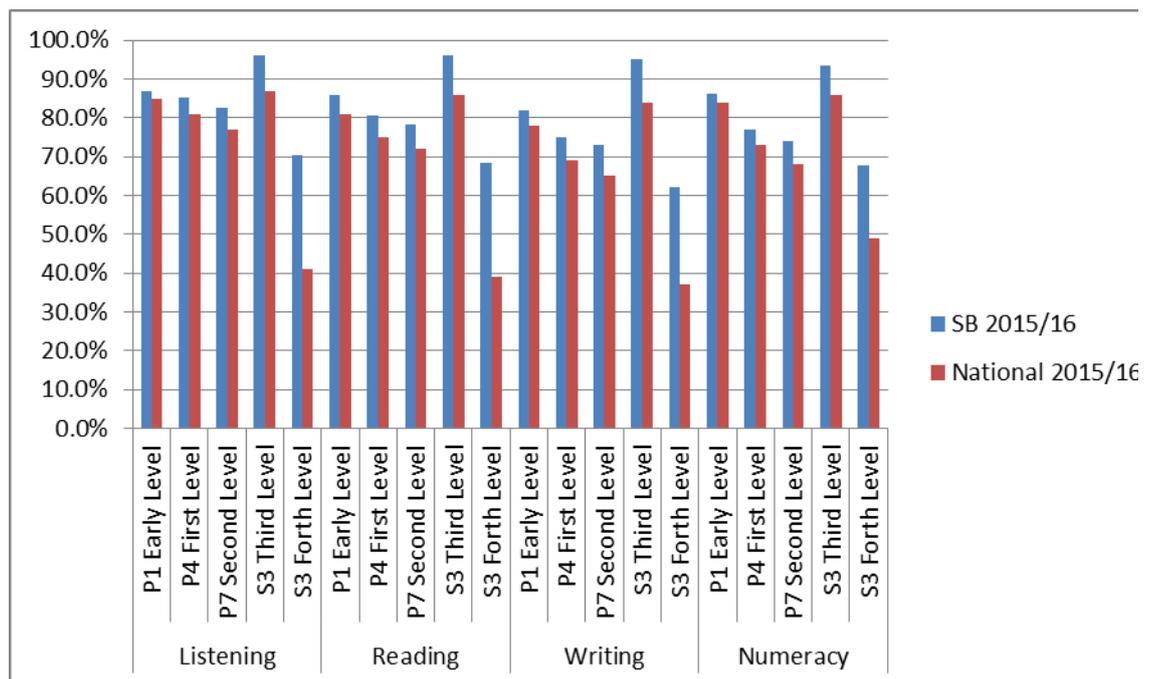
4.3 Teachers use a variety of sources to evidence pupils' progress, including observing day-to-day learning, coursework, conversations with pupils and planned periodic assessments. Teachers also use standardised assessment to complement their evidence that a pupil is making good progress.

4.4 To achieve a level, it is not necessary for a pupil to demonstrate mastery of every individual aspect of learning at a particular level, but it is important that there are no major gaps. The dependability of teacher judgements is enhanced through effective moderation of planning, learning and teaching, and assessment. All schools in the Scottish Borders are expected to plan moderation practices within and across schools, ensuring adequate time is set aside within the year plan. This is an improving picture across all clusters.

4.5 Reported Performance Levels

The figure below represents the judgements made by teachers in Scottish Borders Council in June 2016 compared to the average National attainment judgements.

Figure 1: Curriculum for Excellence 2015/16 national comparison:



4.6 Comment on Figure 1:

The attainment in Scottish Borders Council across all stages and all subjects is consistently above the National Average.

4.7 Table 1: Curriculum for Excellence 2015/16 National comparison:

	Listening					Reading				
	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level	S3 Forth Level	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level	S3 Forth Level
SB 2015/16	86.9	85.3	82.6	96.0	70.4	85.8	80.6	78.1	96.0	68.3
National 2015/16	85.0	81.0	77.0	87.0	41.0	81.0	75.0	72.0	86.0	39.0
+/- on National	1.9	4.3	5.6	9.0	29.4	4.8	5.6	6.1	10.0	29.3

	Writing					Numeracy				
	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level	S3 Forth Level	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level	S3 Forth Level
SB 2015/16	81.8	75.0	73.0	95.2	62.2	86.1	76.9	73.9	93.3	67.9
National 2015/16	78.0	69.0	65.0	84.0	37.0	84.0	73.0	68.0	86.0	49.0
+/- on National	3.8	6.0	8.0	11.2	25.2	2.1	3.9	5.9	7.3	18.9

4.8 Comment on Table 1:

In comparison to 2015/16 national data, Scottish Borders Council is higher in all areas.

4.9 The information below reports Scottish Borders Council attainment for the National Improvement Framework, using teachers' professional judgments for literacy and numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3, comparing attainment for session 2015/16 with session 2016/17.

4.10 Table 2: Comparisons of 2015/16 and 2016/17 National Improvement Framework data for Scottish Borders Council:

School	P1 Achieved Early Level			
	Listening	Reading	Writing	Numeracy
2015/16	86.9%	85.8%	81.8%	86.1%
2016/17	85.1%	81.1%	76.0%	81.1%
Difference	-1.9%	-4.7%	-5.8%	-5.0%

P4 Achieved First Level				
School	Listening	Reading	Writing	Numeracy
2015/16	85.3%	80.6%	75.0%	76.9%
2016/17	86.7%	81.0%	77.2%	78.5%
Difference	1.4%	0.3%	2.2%	1.6%

P7 Achieved Second Level				
School	Listening	Reading	Writing	Numeracy
2015/16	82.6%	78.1%	73.0%	73.9%
2016/17	84.5%	79.2%	73.6%	70.2%
Difference	1.9%	1.1%	0.6%	-3.7%

S3 Achieved Third Level				
	Listening	Reading	Writing	Numeracy
2015/16	96.0%	96.0%	95.2%	93.3%
2016/17	95.8%	95.0%	94.5%	88.7%
Difference	-0.2%	-1.0%	-0.7%	-4.6%

S3 Achieved Fourth Level				
	Listening	Reading	Writing	Numeracy
2015/16	70.4%	68.3%	62.2%	67.9%
2016/17	71.7%	68.1%	63.9%	64.6%
Difference	1.3%	-0.2%	1.7%	-3.3%

4.11 Comments on Table 2:

Learners in Primary 4 and Primary 7 continue to make good progress in all three aspects of Literacy. Achievement of 3rd Level in the three aspects of Literacy at Secondary 3 remains high and relatively stable, with notable progress in achievement of 4th Level for Listening and Writing.

4.12 The following key areas are noted for Session 2017/18:

- (a) In 2016/17 Literacy attainment was higher than Numeracy attainment – this reflects the national picture at all levels;
- (b) Writing moderation is improving and the Council must now develop a Scottish Borders Council validated Writing criteria for early level;
- (c) The results are categorised as experimental statistics – it is an evolving picture but the levels of attainment within Scottish Borders Council are strong compared to national data (which will be released later in 2017) and evidence improving levels of moderation and teacher judgement.

4.13 A number of areas will be specifically targeted during this session through a series of activities in the Scottish Borders Council

Quality Improvement Programme, including Raising Attainment meetings, Quality Improvement Officer (QIO) support and challenge visits; professional learning provision linked to raising attainment; supported assessment and moderation training for all school and Local Authority staff on using the Benchmarks; supported cluster working to enhance primary/secondary working within the BGE; involvement of Closing the Gap officer (seconded staff). In addition, schools will have the Scottish National Standardised Assessments as an additional tool, which can be used for diagnostic purposes, and the South East Improvement Regional Collaborative will be sharing information, including data and best practice relating to raising standards and attainment.

- 4.14 The aim for our children and young people in the Scottish Borders is that all learners have the best possible opportunity of achieving the expected level of attainment in Literacy and Numeracy at the appropriate stage. In session 2016/17 most pupils in Scottish Borders at Primary 1 and Primary 4 achieved the level for the appropriate stage. At Primary 7 most pupils achieved 2nd Level for Listening/Talking and Reading. However, only the majority achieved 2nd Level in Writing and Numeracy. Almost all Secondary 3 students achieved 3rd Level for Literacy and most achieved the 3rd Level for Numeracy. The Council's ambition is to see all achievement in the 'Most' or 'Almost all' categories. The Council's Quality Improvement activity detailed in 4.13 is aligned to securing improvement in the assessment data for our learners in the BGE. School improvement partnerships will be set up across the South East Regional Improvement Collaborative to further challenge school performance.
- 4.15 To conclude, Scottish Borders Council is in the upper band of the highest attaining Local Authorities, and attaining higher than the national average across the board. However, it is important to bear in mind the relative robustness of the data across the country; the classification as *experimental statistics* is in recognition of the evolving approach to assessment across the Broad General Education. Therefore, going forward, Scottish Borders Council will be undertaking a number of approaches to ensure our schools continue to strive to meet the local and national priorities of raising attainment for all, including:
- (a) Improved moderation practice; locally and within the Regional Collaborative
 - (b) Raising attainment meetings in every school; and target setting focused on achieving very good levels of performance in literacy and numeracy at all stages of the BGE
 - (c) An assurance of raising attainment at the heart of all quality improvement activity
 - (d) Development of a 'Raising Attainment' strategy for Scottish Borders Council schools.

5 IMPLICATIONS

5.1 Policy

The Education (Scotland) Act 2016 places the National Improvement Framework and reporting arrangements on a statutory footing. The Act will require the Education Service to fulfil its existing duties to secure improvement in school education in a way which achieves the key priorities set out in the National Improvement Framework. Policy and guidance will be developed on the use and reporting of standardised assessments in Literacy and Numeracy and shared with staff, pupils and parent/carers. Further policy and guidance will also be developed regarding the statutory functions of the Local Authority to secure improvement and links with National Policy developments, such as the Headteachers' Charter and the Regional Improvement Collaboratives. Papers will be forthcoming on these matters as they develop.

5.2 Integrated Impact Assessment

The subject of this Report does not affect the well-being of the community or have a significant impact on equality, the environment or economy.

5.3 Financial

There are no costs attached to any of the recommendations contained in this report. Standardised assessments are to be funded by the Scottish Government.

5.4 Risk and Mitigations

The report fully describes all the elements of risk that have been identified in relation to this project and no specific additional concerns need to be addressed.

5.5 Equalities

An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.

5.6 Acting Sustainably

There are no economic, social or environmental impacts arising as a result of this report.

5.7 Carbon Management

There are no anticipated impacts on carbon emissions as a result of this report.

5.8 Rural Proofing

There are no anticipated impacts on carbon emissions as a result of this report

5.9 Changes to Scheme of Administration or Scheme of Delegation

There are no changes required to either the Scheme of Administration or the Scheme of Delegation arising as a result of this report.

6 CONSULTATION

- 6.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to the Council have been consulted and any comments received have been incorporated into the final report.

Approved by

Donna Manson

Service Director, Children and Young People Signature

Author(s)

Name	Designation and Contact Number
Liz Wharton	Quality Improvement Manager, Children and Young People Service

Appendices:

Appendix 1: Literacy Assessments at Philiphaugh Nursery

Appendix 2: Health and Well-being Assessments

Appendix 3: Health and Well-being Strategic Diagram

Background Papers:

- 7.1 Assessment for Curriculum for Excellence: strategic vision and key principles.
http://www.educationscotland.gov.uk/Images/AssessmentforCfEt_cm4-565505.pdf
- 7.2 Curriculum for Excellence Building the Curriculum 5: A Framework for Assessment: recognising achievement, profiling and reporting.
http://www.educationscotland.gov.uk/Images/BtC5Framework_tc_m4-653230.pdf
- 7.3 Improving Schools in Scotland: An OECD Perspective
<http://www.oecd.org/education/school/Improving-Schools-in-Scotland-An-OECD-Perspective.pdf>
- 7.4 2016 National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>
- 7.5 2017 National Improvement Framework for Scottish Education 2015 Interim Framework Report
<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/2017/>

7.6 Office of National Statistics A Guide to Experimental Statistics

<https://www.ons.gov.uk/methodology/methodologytopicsandstatisticalconcepts/guidetoexperimentalstatistics>

Previous Minute Reference:

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Liz Wharton can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA.