

# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 February 2018</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Achievement of Curriculum for Excellence Levels 2016/2017</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the most recent reported Curriculum for Excellence levels in literacy and numeracy at the stages of P1, P4, P7 and S3 across all South Lanarkshire schools.

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that achievement of Curriculum for Excellence levels for 2016/2017, based on teacher judgement levels, be noted.
- (2) that future reporting will take place through Education Resources' planning mechanisms, linked to both the Council Plan and Resource Plan through Improve, be noted.

## 3. Background

3.1. The Scottish Government has released the Achievement of Curriculum for Excellence (CfE) Levels 2016/2017. The information is based on teacher professional judgements as at June 2017.

3.2. This paper provides analysis on results for South Lanarkshire and the national level for the literacy organisers (reading, writing, listening and talking) and numeracy and reports the percentage of pupils who have achieved the expected CfE level relevant to their stage based on the following:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework Level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.

- 3.3. It is worth highlighting that a very small percentage of pupils have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as 'child following individual milestones' and are included in the data. Children for whom a teacher has been unable to make professional judgements, and who are recorded as 'not assessed', are not included; for example, if a pupil has recently moved to a school and the teacher feels there has been insufficient time for them to make a professional judgement of a pupil's performance.
- 3.4. Results for 2016/2017 are not directly comparable to those for 2015/2016 as they continue to be based on a new and developing data source and caution must be applied in interpreting the results.
- 3.5. This update presents a summary of the performance of pupils in South Lanarkshire Council and, where appropriate, provides data at the national level, for:
- Percentage of primary pupils (P1, P4, P7) achieving expected CfE levels; (Appendix 1) and
  - Percentage of secondary pupils (S3) achieving expected CfE levels (Appendix 2).

#### **4. Assessment and Moderation**

- 4.1 Achieving a level within CfE is judged not on a single piece of assessment or evidence but rather on a holistic view of a child's achievements. Some schools use standardised assessments as part of the process and all build up a picture of progress over the years of the Broad General Education (S1-S3).
- 4.2 As part of a school's quality assurance process, CfE teacher judgement levels are moderated. Moderation may be internal, across schools or Learning Communities, or involve Quality Link Officers (QLOs). All schools have access to external materials to aid moderation e.g. resources published by Education Scotland. Curriculum and Quality Improvement Officers are trained as Quality Assurance and Moderation Support Officer (QAMSO's) and they provide centrally-led support events for schools to attend as part of their moderation processes.
- 4.3 Schools will use this data to inform next steps in progress for their children and young people. This data will be used to inform the school's annual Standards and Quality report which is published and shared with parents each session.
- 4.4 The Scottish Government has published these 'experimental statistics' relating to the Attainment of Curriculum for Excellence Levels 2016/2017. Information has been published at national, local authority and individual school level.

The information can be accessed on the Scottish Government's website at:  
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

#### **5. Summary of results**

- 5.1 Although this data is still considered as "experimental" and therefore should be treated with a degree of caution, it is recognised that positive progress is being made across almost all indicators and school stages. Almost all reported figures have increased from last year and all measures are sitting above the National average.

## **6. Next steps**

- 6.1 The data being collected on children's progress continues to help inform a shared understanding at local and national level on areas where focused action is required to further improve standards.
- 6.2 The evidence being gathered would suggest that teachers are becoming increasingly confident about making judgements on achievement of a CfE level, and the use of national standardised assessments going forward will help to support consistency in the approach to assessment within the broad general education.
- 6.3 Education Resources will continue to provide support for schools to continue to raise attainment through the work of the Curriculum and Quality Improvement (CQIS) service. Work to provide additional support for schools in literacy and numeracy and in assessment is ongoing.
- 6.4 This data will continue to be reported on through Education Resources' planning and reporting mechanisms linked to both the Council Plan and Resource Plan at quarters 2 and 4.

## **7. Employee Implications**

- 7.1. None

## **8. Financial Implications**

- 8.1. None

## **9. Other Implications**

- 9.1. There are no implications for sustainability or risk in terms of the information contained within this report.

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 10.2. Consultation, dialogue and engagement has taken place with schools, headteachers, teachers and the trade unions on achievement of attainment levels. Support has been provided through professional learning at school and learning community level.

**Tony McDaid**

**Executive Director (Education Resources)**

16 January 2018

## **Link(s) to Council Values/Ambitions/Objectives**

- Improve achievement, raise educational attainment and support lifelong learning

## **Previous References**

- Education Resources Committee – 14 February 2017

## **List of Background Papers**

None

**Contact for Further Information**

If you would like further information, please contact:-

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## Primary Results

### Percentage of primary pupils (P1, P4, P7) achieving expected CfE levels

#### Percentage of P1 pupils achieving Early Level (or better)

	Primary 1				Change	
	National		SLC			
Organiser	15/16	16/17	15/16	16/17	Nat (+/-)	SLC (+/-)
Reading	80.8	80.2	81.5	84.0	-0.6	2.5
Writing	78.2	77.1	79.7	82.5	-1.1	2.8
Listening & Talking	85.0	85.3	85.5	88.5	0.3	2.9
Numeracy	83.9	83.4	84.6	86.8	-0.5	2.2

- Achievement in 2016/17 in South Lanarkshire is above the national level in all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national level in all organisers

#### Percentage of P4 pupils achieving First Level (or better)

	P4				Change	
	National		SLC			
Organiser	15/16	16/17	15/16	16/17	Nat (+/-)	SLC (+/-)
Reading	75.2	76.9	76.7	80.0	1.7	3.4
Writing	69.3	71.1	69.6	75.2	1.9	5.6
Listening & Talking	80.9	83.0	83.9	86.4	2.1	2.5
Numeracy	73.1	74.8	72.5	75.9	1.8	3.4

- Achievement in 2016/17 in South Lanarkshire is above the national level for all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national level in all organisers

#### Percentage of P7 pupils achieving Second Level (or better)

	Primary 7				Change	
	National		SLC			
Organiser	15/16	16/17	15/16	16/17	Nat (+/-)	SLC (+/-)
Reading	72.3	76.0	73.7	79.5	3.7	5.7
Writing	65.1	68.6	64.2	72.3	3.5	8.0
Listening & Talking	77.4	81.2	81.1	86.2	3.8	5.1
Numeracy	67.8	70.5	69.2	75.1	2.7	6.0

- Achievement in 2016/17 in South Lanarkshire is above the national level for all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national level in all organisers

## Secondary Results

### Percentage of secondary pupils (S3) achieving expected CfE levels

Percentage of S3 pupils achieving Third Level (or better)

	S3 Third Level (or better)				Change	
	National		SLC			
Organiser	15/16	16/17	15/16	16/17	Nat (+/-)	SLC (+/-)
Reading	86.0	90.0	88.5	93.3	4.0	4.8
Writing	84.3	88.8	88.7	92.4	4.5	3.7
Listening & Talking	86.7	90.8	91.1	93.4	4.1	2.4
Numeracy	85.8	88.2	86.2	90.0	2.4	3.8

- Achievement in 2016/17 in South Lanarkshire is above the national level for all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national level in 2 out of 4 organisers

Percentage of S3 pupils achieving Fourth Level (or better)

	S3 Fourth Level				Change	
	National		SLC			
Organiser	15/16	16/17	15/16	16/17	Nat (+/-)	SLC (+/-)
Reading	39.5	51.1	49.0	63.9	11.6	14.8
Writing	37.4	48.5	48.1	60.0	11.0	12.0
Listening & Talking	40.8	51.5	51.5	64.4	10.6	12.9
Numeracy	49.1	55.7	51.0	55.9	6.6	4.9

- Achievement in 2016/17 in South Lanarkshire is above the national level for all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national for literacy but below for numeracy.