

Orkney Schools Attainment Report Session 2016-17

This report summarises the key measures of attainment and achievement in Orkney schools in session 2016-2017:

- **Section 1** of the report presents data collected on Early Learning.
- **Section 2** of the report presents the Curriculum for Excellence levels achieved by pupils in their Broad General Education in Orkney schools at stages P1, P4, P7 and S3.
- **Section 3** of the report presents the levels of achievement by Senior Phase leavers in Orkney schools in national examinations.
- **Section 4** of the report gives details on the Wider Achievements of young people reported by the Community Learning and Development Service.
- **Section 5** of the report presents the Positive Leaver Destinations of young people, in Orkney, in session 2016 to 2017.

Section 1: Early Learning

- 1.1** Practitioners in the Early Years have continued to gather data about early language on entry to nursery at three years old. Between August 2016 and August 2017, the number of children entering with no language or very little language decreased to 7%, however, the number of children who were working with a wider team prior to entry decreased.
- 1.2** It appears that the nursery experience continues to be making a difference. The following table compares entry to nursery with entry to P1 in terms of additional support needs relating to significant language delay.

	2012	2013	2014	2015
'Little or no language at start of nursery'. ¹	10%	10%	10%	13%
	2014	2015	2016	2017
Significant additional support needs (language) at start of P1. ²	7.4%	6.9%	6%	8%

	2012	2013	2014	2015	2016
Percentage of children entering with no language or very little language.	10%	10%	10%	13%	7%
Percentage of these children who were identified/working with Speech and Language Therapy (SALT), or a wider team, before entry.	50%	47%	38%	70%	38%

- 1.3** Practitioners in nursery use Staged Intervention processes to note how children are progressing in their development.

	2014	2015	2016	2017
Percentage of children entering P1 who have met their developmental milestones ²	85%	78%	81%	79%

¹ Practitioner observation

² Based on level of Staged Intervention at transition

This year, the number of children entering P1 who had reached their developmental milestones had decreased slightly to 79%.

Small fluctuations in the numbers of children in the year group, and in those who have complex needs, can make a significant difference to the figures, however, broadly, one in five children (20%) in nursery may be said to have additional support needs at any particular time.

Section 2: Curriculum for Excellence Levels

- 2.1** The Scottish Government conducts an annual survey of Achievement of Curriculum of Excellence Levels (the ACL survey) by pupils in all publicly funded schools in Scotland. The data is published annually, for the previous school session, in December of each year. The data supports one of the drivers for improvement within the National Improvement Framework for Scottish Education by providing a measure of progress in learning linked to the Curriculum for Excellence.
- 2.2** Data gathered in ACL relates to achievement in the Broad General Education (BGE), which covers stages P1 to S3 and is based on teacher professional judgements of the Curriculum for Excellence (CfE) Levels achieved by each pupil in areas of literacy and numeracy for pupils in stages P1, P4, P7 and S3, as of June 2017.
- 2.3** The areas of literacy reported on within ACL are Reading, Writing and Listening & talking. For Numeracy, there is only one reported category, namely Numeracy itself.
- 2.4** The teacher judgements which underlie the data reported in ACL are based on all of the evidence collected by teachers during the on-going assessment of children and young people's learning. This includes evidence garnered from observing learners at work, from assessment of their work in class, from talking to them about their learning and from the outcomes of more formal assessments, which will include the outcomes of national standardised assessments when they come on stream later this year.
- 2.5** In order to ensure that the judgements about progress in learning are consistent across Orkney, moderation procedures are in place at schools, and whole authority level. Quality assuring these procedures is an ongoing process and is ensuring that, over time, the quality of the data within ACL will continue to improve.
- 2.6** Curriculum for Excellence sets out 5 levels of achievement through which children and young people are expected to progress in their learning journey, starting from their early (pre-school) years. In general terms, it is expected that most children and young people will achieve the CfE Levels by the stages set out in the following table:

CfE Level	Most children and young people are expected to achieve this Level by the end of:
Early	P1
First	P4
Second	P7
Third and Fourth	S3

It should be emphasised that because each child's learning journey is unique, there will be children and young people who achieve the levels above both earlier and later than is set out in the table above.

2.7 Data in the ACL survey is reported in terms of the percentage of the year group stage who are recorded as having achieved the "expected" Level by that stage. For S3, the data is reported as the percentage achieving Level 3 or 4 and this is reported in the tables as achieving Level 3 or better.

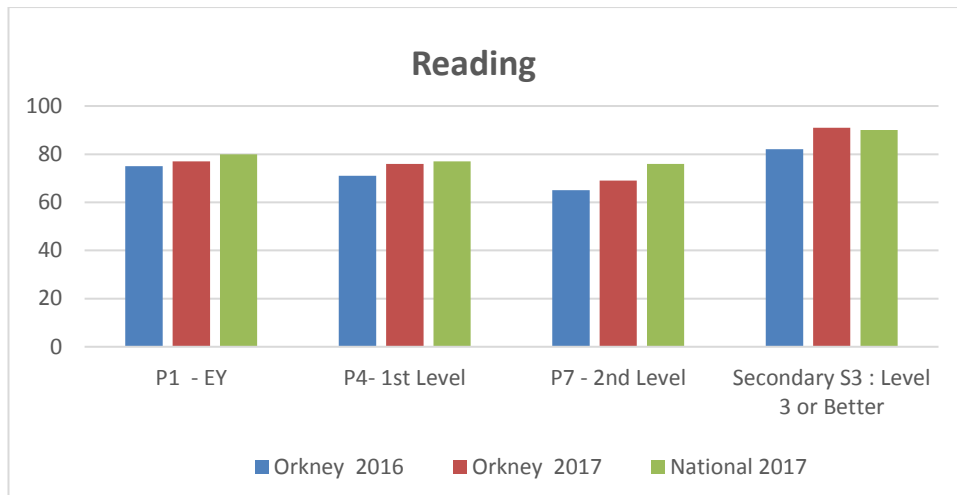
2.8 The ACL survey also incorporates an additional category which is appropriate for children and young people who have long term significant and complex additional support needs which mean that they are unlikely to progress through CfE Levels during their time in education. These children and young people are recorded in ACL under the category "Children/young people following individual milestones for learning". These small figures are not included in this report

2.9 A summary of the data for the 2017 ACL survey for Orkney is presented in the tables and graphs below:

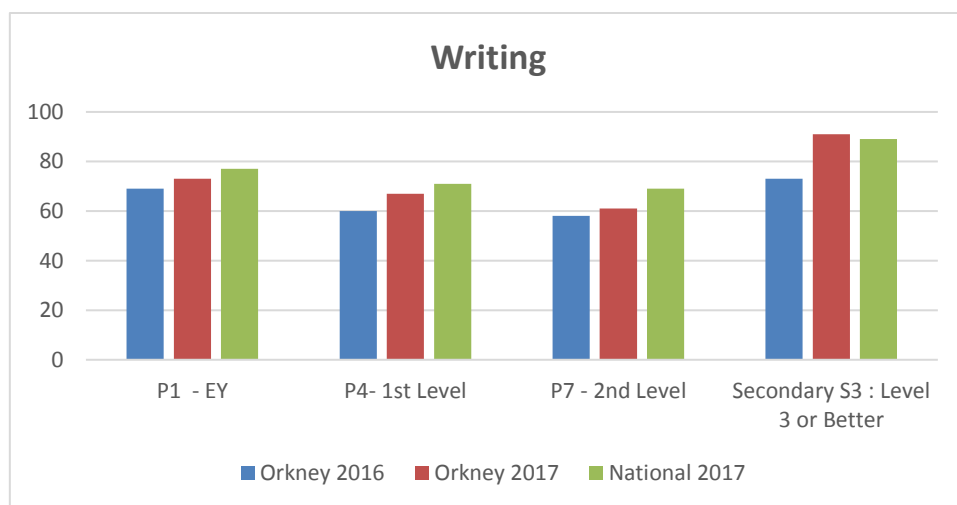
Figures show percentages achieving appropriate level by stage.

2.10 Literacy

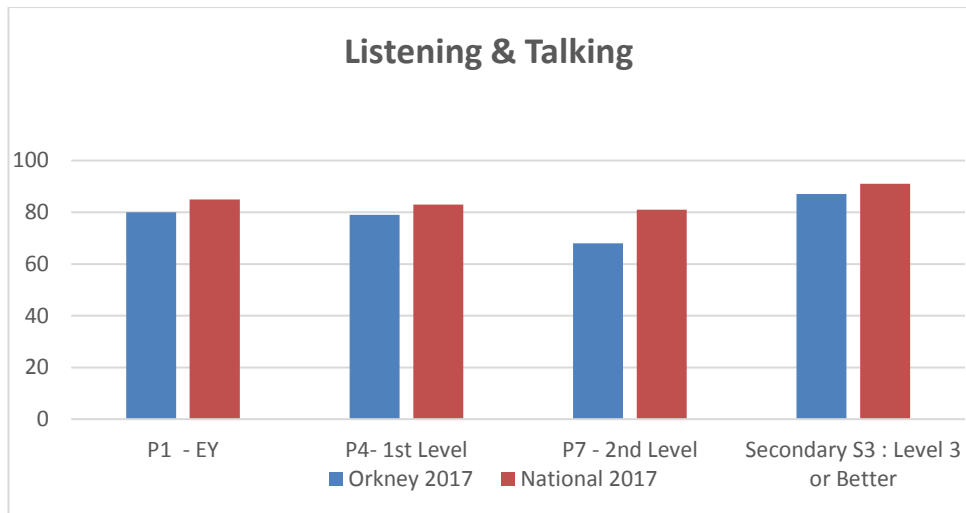
Reading	P1 Early Years	P4 1st Level	P7 2nd Level	Secondary S3 : Level 3 or Better
Orkney 2016	75	71	65	82
Orkney 2017	77	76	69	91
National 2017	80	77	76	90



Writing	P1 Early Years	P4 1st Level	P7 2nd Level	Secondary S3 Level 3 or Better
Orkney 2016	69	60	58	73
Orkney 2017	73	67	61	91
National 2017	77	71	69	89

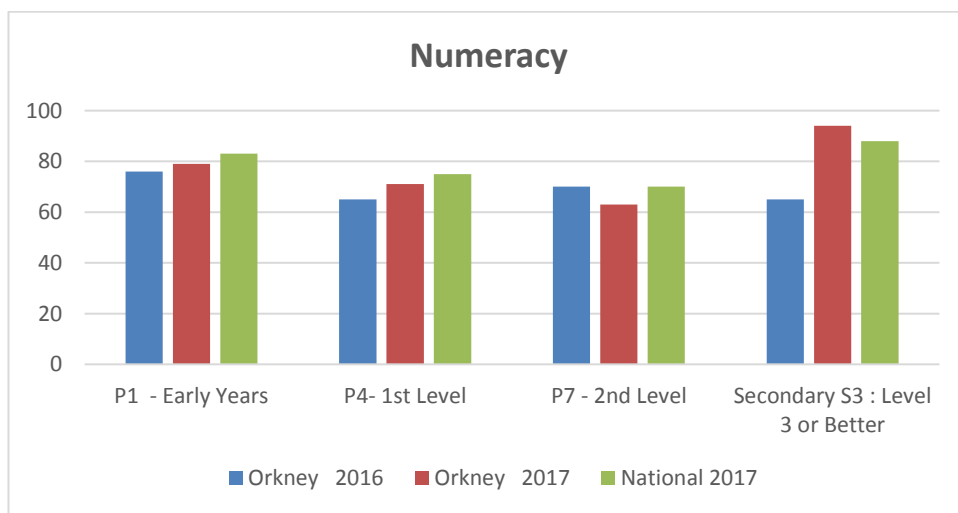


Listening & Talking	P1 Early Years	P4 1st Level	P7 2nd Level	Secondary S3 : Level 3 or Better
Orkney 2016	No data collected			
Orkney 2017	80	79	68	87
National 2017	85	83	81	91



2.11 Numeracy

	P1 Early Years	P4 1st Level	P7 2nd Level	Secondary S3 : Level 3 or Better
Orkney 2016	76	65	70	65
Orkney 2017	79	71	63	94
National 2017	83	75	70	88



Analysis

- For primary schools, this shows an improvement across all curriculum areas at P1, P4 and P7. With the exception of 2nd Level Numeracy at Primary7

- Some of the variation in figures for 2017, compared with 2016, could be attributable to more consistent approaches to moderation and quality assurance of teacher judgements.
- The national figures show that Orkney still has some way to go in stabilising the judgements at most stages.
- The Orkney profile of achievement as all children and young people progress through the levels at EY, P1 to S3 is in line with the national profile showing a drop in levels from EY through to P7 followed by a rise in levels at S3
- Overall the figures confirm the continued focus that Government and the Local Authority have in supporting staff in their judgements, through the quality assurance and moderation of teacher judgements in Orkney schools.
- The improvements reflect the continuing focus in all schools on the importance of Literacy and Numeracy in supporting learning and teaching across the curriculum for all children and young people in Orkney.

Section 3: Levels of Achievement in National Examinations.

- 3.1** Each year young people in secondary schools in Orkney are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA), as well as a smaller number presented for a range of qualifications and awards accredited by bodies other than SQA. Since September 2014, young people's achievements in these awards are collated, analysed and presented through the Scottish Government's benchmarking system, "Insight". The data and analysis presented in this report is sourced from Insight.
- 3.2** Insight presents attainment data in a number of forms, most importantly in the form of four key national benchmarking measures as follows:
- Improving attainment in Literacy and Numeracy
 - Improving attainment for all
 - Increasing post-school participation
 - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.
- 3.3** The measures are based on the achievement of each school leaver in each year. They include the leavers at each stage (S4, S5 or S6) in any one year. The cycle of when new data becomes available to refresh Insight means that each year's stage data is refreshed in September (following the release of SQA exam results in August), and the Leaver's data is refreshed each February (once the full analysis of destinations of each cohort of school leavers has been completed).
- 3.4** The analysis presented in this report reflects the update of Insight published on 27th February 2018, which incorporates the 2017 SQA exam results and 2017 leavers destinations data. The Insight measures used to illustrate attainment levels in this report are of two types:
- Measures of attainment that focus on the key skills of Literacy and Numeracy;
 - General measures of attainment, based on the Insight tariff point score, which allocates a number of points to each award achieved, with more points being awarded for more advanced awards.
- 3.5** The key benchmark for performance in Insight is provided by the "Virtual Comparator". The data that underlies performance of the Virtual Comparator for Orkney is generated by randomly selecting young people from across Scotland that match the characteristics of the Orkney young people whose performance is being evaluated. Insight also allows performance to be compared against appropriate national level measures.
- 3.6** It should be noted that Insight is primarily an online resource that presents data in both graphical and tabular form. Reproductions of some of the graphical

presentations from Insight have been provided below. To assist in interpretation of graphs from Insight, tables of data are also provided for some of the measures.

3.7 The data that follows refers to **National Benchmarking Measures which** represents data relating to young people who have left school (school leavers) in the current reporting year ie the qualifications they obtained by the end of their Senior Phase .

3.8 Some graphs and tables in the analysis that follows also use Northern Alliance group of local authorities and national figures for comparison purposes.

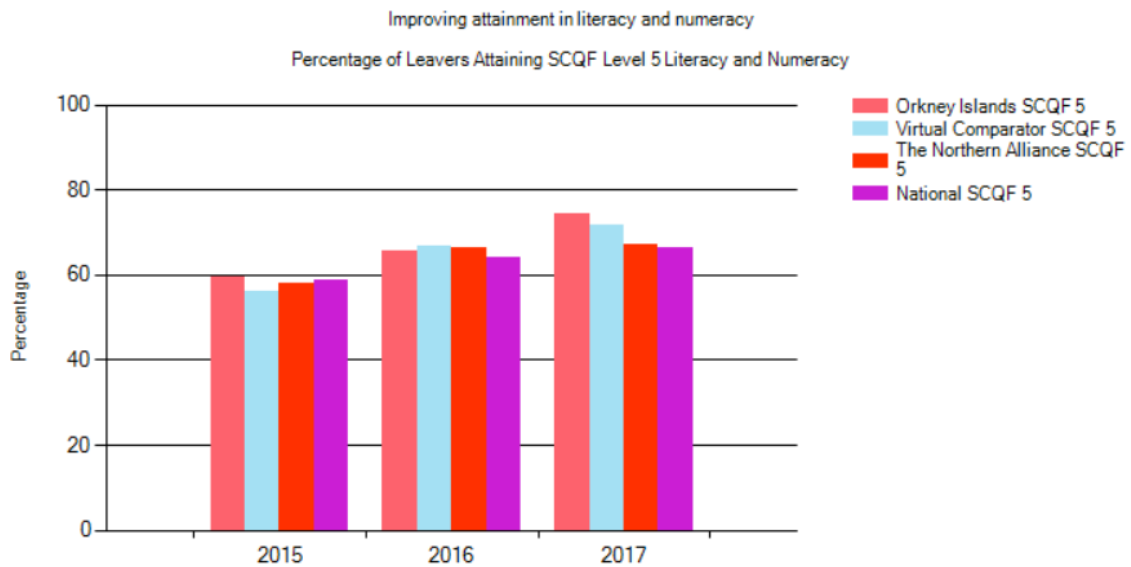
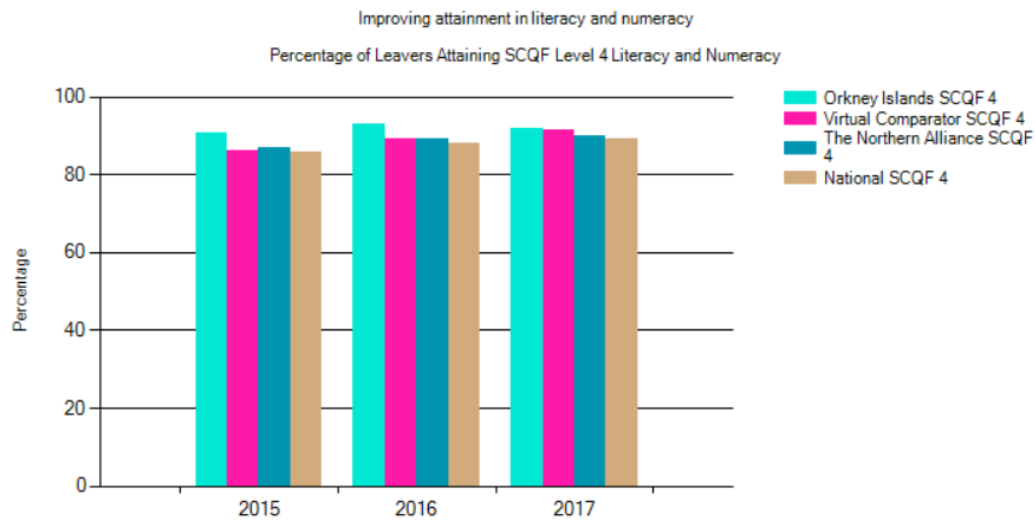
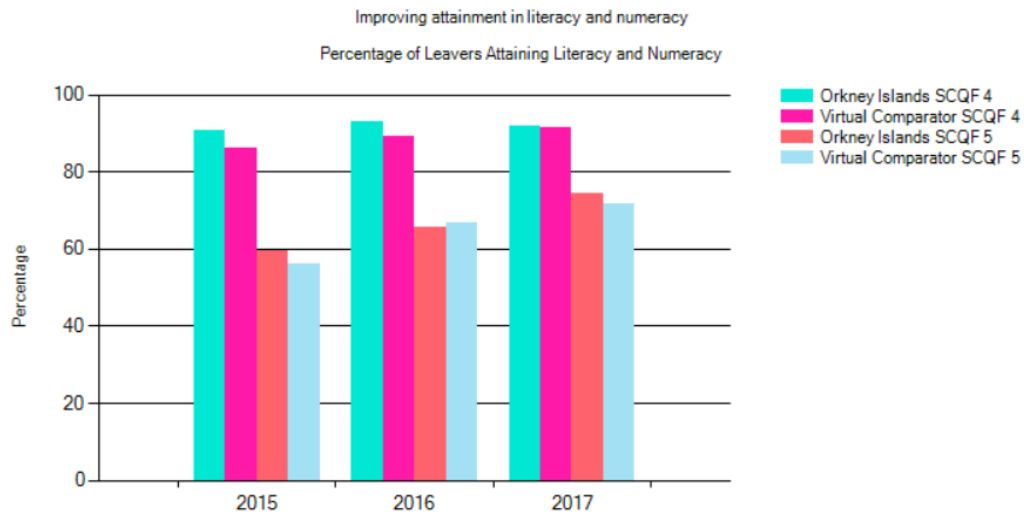
3.9 National Benchmarking Measure: Improving Attainment in Literacy and Numeracy for all school leavers

3.9.1 We are ambitious for our pupils and want as many of our school leavers as possible to be highly literate and numerate, increasing their life chances greatly.

3.9.2 Curriculum for Excellence stresses the responsibility of *all* teachers for developing literacy and numeracy skills. This reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace.

3.10 The following table and graphs illustrate the trends in the levels of attainment in literacy and numeracy of school leavers at SCQFⁱ levels 4 and 5.

% Leavers achieving Literacy and Numeracy	SCQF Level 4			SCQF Level 5		
	2015	2016	2017	2015	2016	2017
Orkney Islands	91	93	92	60	66	75
Virtual Comparator	86	89	91	56	67	72
The Northern Alliance	87	89	90	58	66	67
National	86	88	89	59	64	66



Analysis

- These figures show a continuing positive picture of attainment in numeracy and literacy by Orkney school leavers. In Orkney 75 % of the school leavers achieved literacy and numeracy at SCQF Level 5 in 2017, and 92% achieved it at SCQF Level 4. Whilst the improving trend is also evident nationally, Orkney schools now exceed both the Virtual Comparator and the national figure.
- Across all schools in Orkney, throughout the Broad General Education and into the Senior Phase, there is a continuing focus on all school leavers achieving their very best in the key skills of literacy and numeracy.
- The ongoing challenge in Orkney is to ensure that schools focus on the small number of young people who are not yet achieving these awards in numeracy and literacy when the leave school.

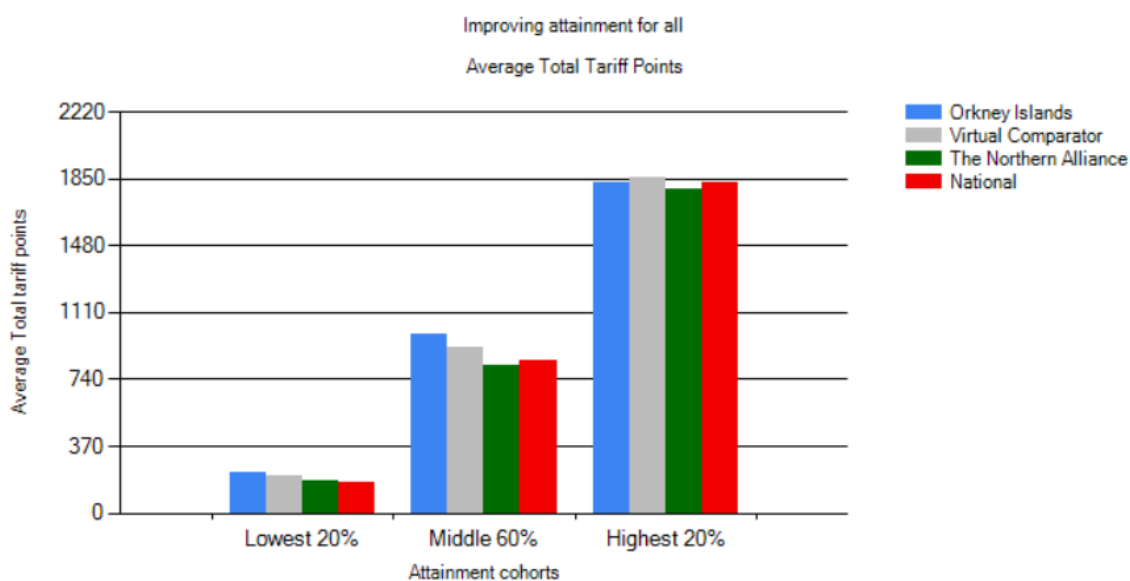
3.11 National Benchmarking Measure: Improving Attainment for All

3.11.1 This is a general measure of the level of attainment of all school leavers during 2017. It is based on the Insight Tariff Point Scale which allocates points to each qualification, depending on the level of difficulty and volume of work involved.

3.11.2 The variation of curriculum design and choices across schools and local authorities makes it difficult to compare data at each stage in S4, S5 and S6. These tables and graphs therefore focus on the level of attainment of school leavers.

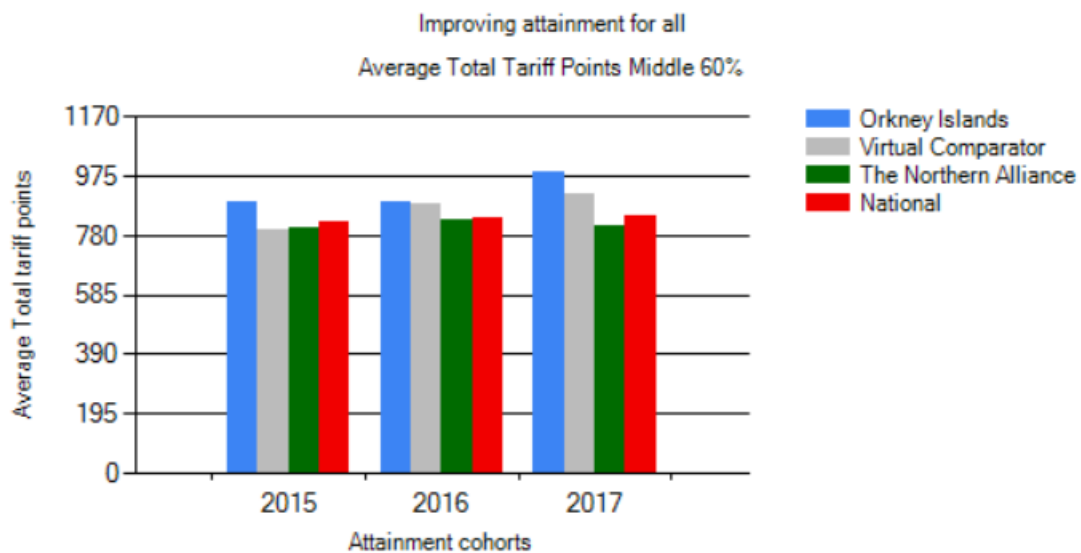
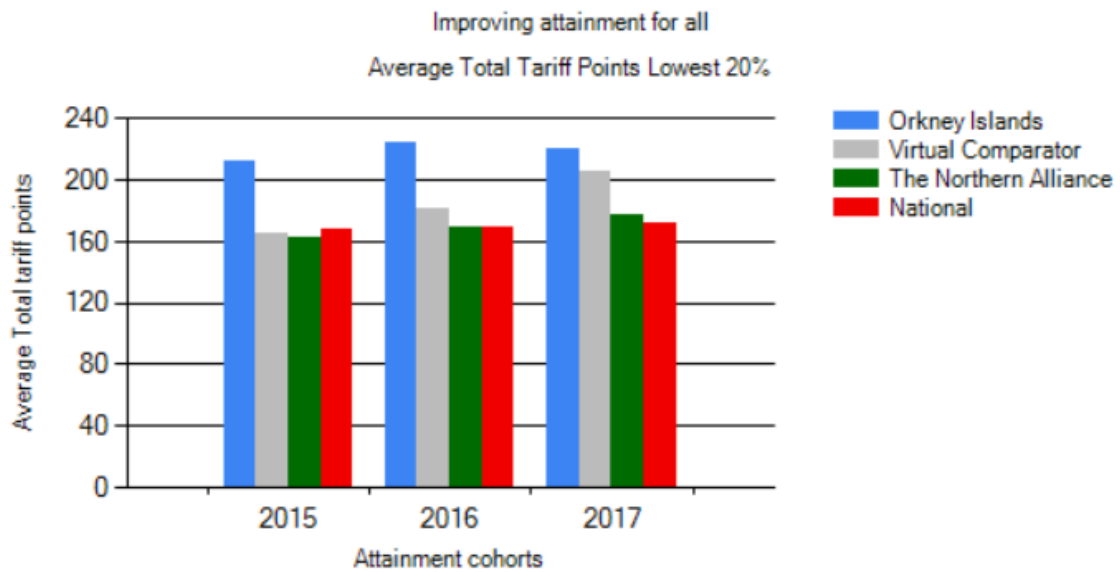
3.12 The graph below shows the average tariff point score for each of three sub-cohorts of leavers in 2017. ie the lowest 20%, the 60% in the middle, the highest 20%.

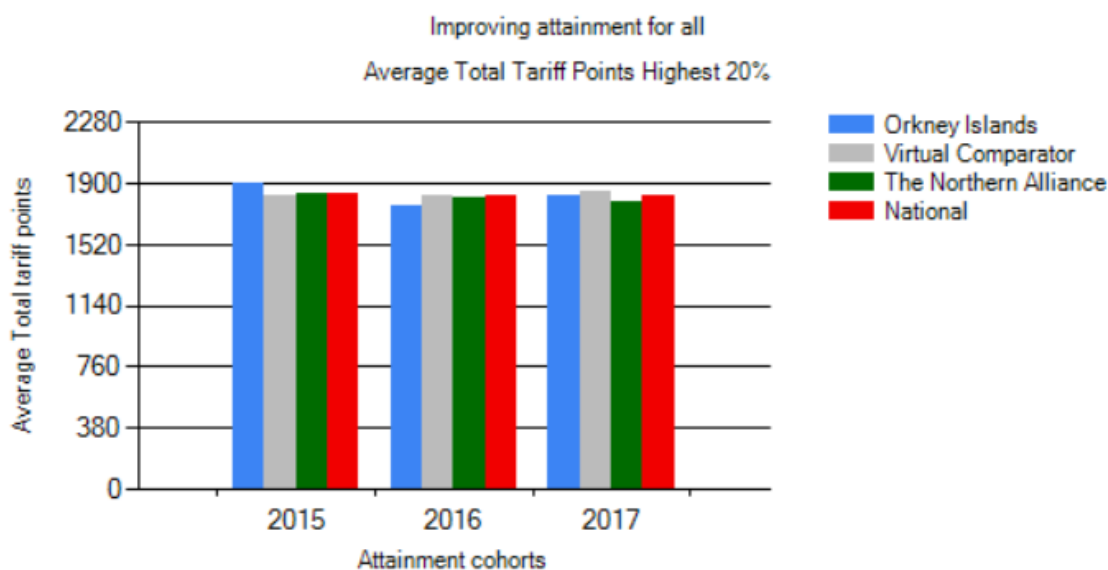
The selected year is **2017**



3.13 The graphs and table below set out to show the distribution of overall leaver attainment (tariff points) over time.

Average Tariff points of 2017 Leavers	Lowest Attaining 20%			Middle Attaining 60%			Highest Attaining 20%		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Orkney Islands	213	224	221	890	891	988	1904	1756	1826
Virtual Comparator	165	182	205	799	884	915	1826	1823	1854
The Northern Alliance	163	169	177	808	830	812	1838	1816	1792
National	168	170	172	823	838	842	1834	1822	1830





Analysis:

- Overall attainment varies from year to year due to the makeup of the relatively small leaver cohorts so small variations are not always statistically significant. However, Orkney's young people do achieve well overall and this is particularly evident in the consistently high levels of attainment of our lowest 20% and middle 60% when compared with national and Virtual Comparator figures.
- Attainment in the highest performing 20% of young people is also strong and in line with Virtual Comparator, Northern Alliance and national levels.
- As our young people consider more bespoke curriculum choices through the added opportunities provided by the Orkney Offer, there is an expectation that increasing numbers of young people, will be influenced by and choose pathways that lead to higher quality and more sustainable positive destinations.

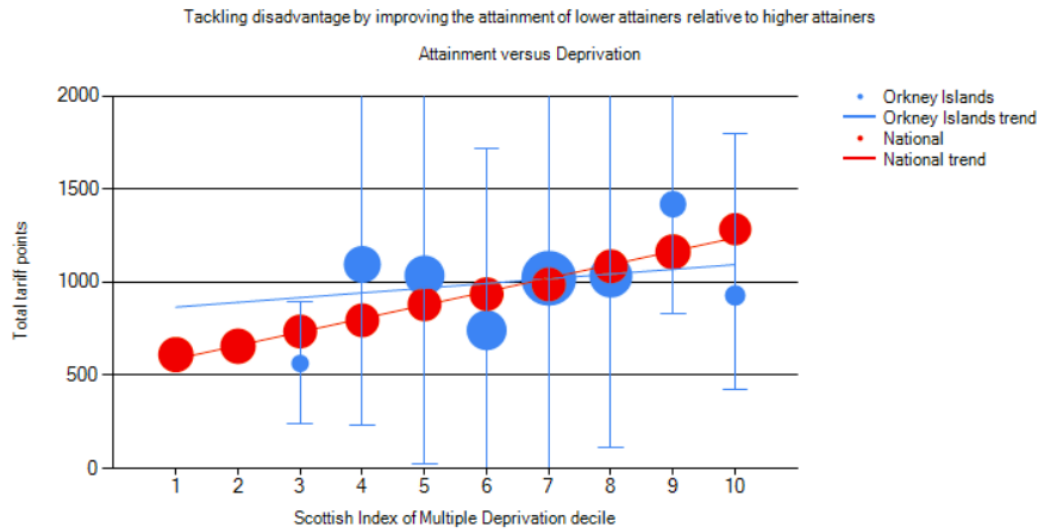
3.14 National Benchmarking Measure: Attainment versus Deprivation: Average total tariff score for Orkney leavers and Virtual Comparator by Single Index of Multiple Deprivation (SIMD Decile 2017)

This measure seeks to provide an insight into the relationship between attainment and relative deprivation and in terms of the current national priorities, is therefore an important measure.

- 3.15** The graph below indicates in red the national profile of leaver's average attainment against each SIMD decileⁱⁱ. The trend line clearly indicates that there is a significant attainment gap nationally. This is the gap that is the key driver for the Government's National Improvement strategy. The blue trend line represents the Orkney profile and the varying size of the circle represents the number of pupils in each SIMD decile.

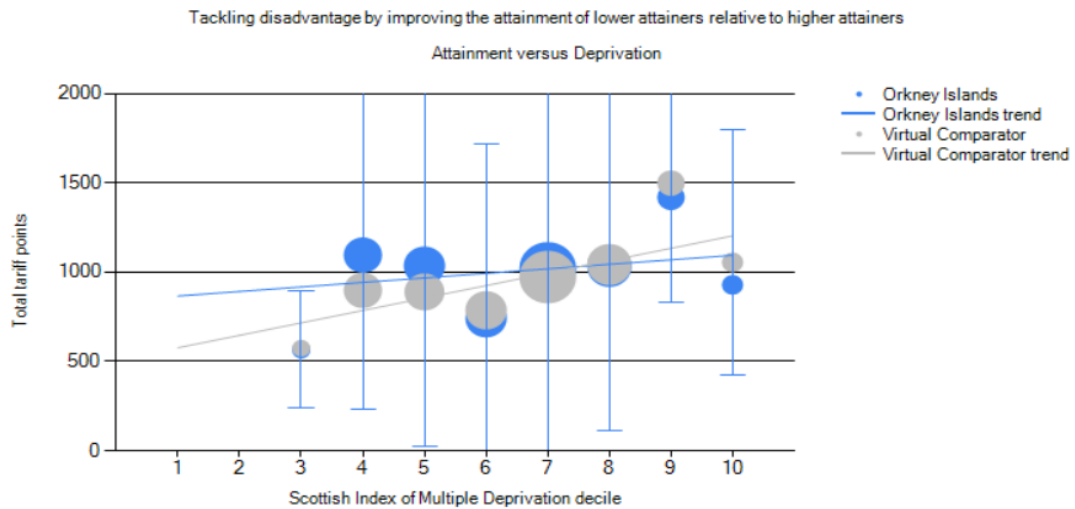
Graph 1: National (Red) vs Orkney Blue

The selected year is 2016/17



Graph 2: Virtual Comparator deciles Grey vs Orkney Blue

The selected year is 2016/17



Analysis

- There is no significant relationship between SIMD and attainment as the national profile and the gap in Orkney is low giving a near horizontal line.
- This is confirmed when considering (table below) Orkney vs Virtual Comparator (similar settings).
- Further consideration is needed to link more relevant measures of deprivation in Orkney to attainment.

Section 4: Wider Achievement

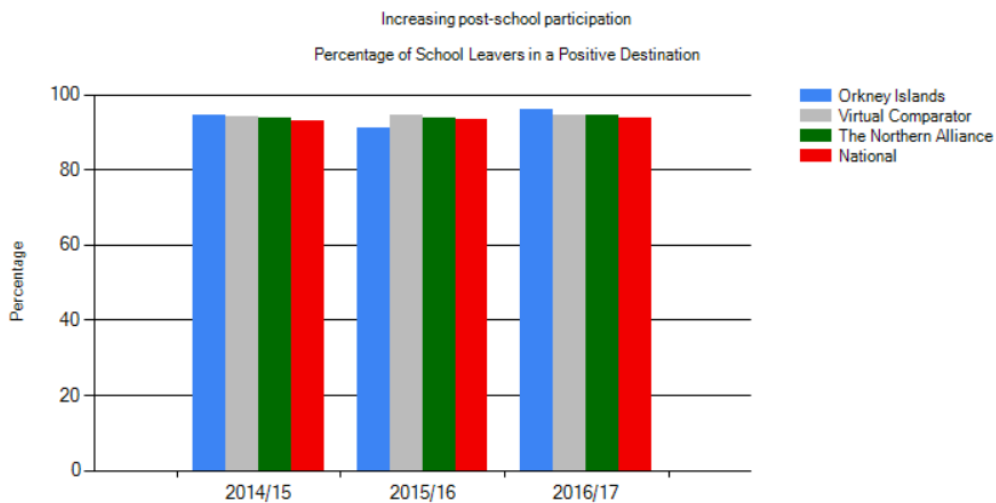
- 4.1** There is an increasing realisation amongst those involved in the education of young people that passing exams is not the only way that young people can get accreditation for their endeavours. The wider achievements of young people are increasingly recognised and their benefits appreciated.
- 4.2** This section, which is an extract from the *Community Learning and Development Service Annual Report 2016/17*, is an excellent example of how curriculum for excellence is taking place within youth work settings around Orkney.
- 4.3** In 2016-17 young people in Orkney achieved the following:

Type of Award	No. of Recipients
<p>Dynamic Youth Awards Peer assessed awards for young people in the 10+ age group. DYA give young people the opportunity to be recognised and accredited for the activities they take part in either within or outwith the school setting. A Dynamic Youth Award is equivalent to a SCQF Level 3.</p>	<p>85: 2017 (75: 2016)</p> <p>3650 hours of activity</p>
<p>Youth Achievement Awards These awards are now Scottish Qualifications Authority (SQA) customised and feature on pupils Scottish Qualifications certificates alongside those formal national qualifications gained in schools and colleges. In Orkney the majority of these awards are gained outwith the school setting and often provide significant benefits for the local community.</p>	<p>Bronze 8 Silver 5 Gold 1</p>
<p>Duke of Edinburgh Awards Young people achieve an Award by completing a personal programme of activities in four sections (five if they're going for Gold). They'll find themselves helping people or the community, getting fitter, developing skills, going on an expedition and taking part in a residential activity (Gold only).</p>	<p>Bronze 50 (21 in 2016) Silver 4 Gold 4</p>
<p>MSYPs The Scottish Youth parliament allows young people to develop their skills and confidence through representing their peers both locally and nationally. Calum McArthur from KGS and Jack Norquoy from Stromness Academy were duly elected to represent Orkney at the Scottish Youth Parliament.</p>	<p>2</p>

<p>Youth Forum Members</p> <p>The Orkney Youth Forum is a recently developed initiative to bring young people together to provide greater opportunities for young people to have their voices heard and to engage on a range of youth and wider community issues. In February 2017 young people spoke about their involvement in the Orkney Youth Forum at the 'Growing Up In Orkney' Conference.</p>	<p>20</p> <p>(2016: 15)</p>
<p>Young Scot</p> <p>Number of Young Scot Card holders in Orkney -</p> <p>Percentage of Young Scot card holders in Orkney -</p> <p>Percentage of Young Scot card holders across Scotland -</p>	<p>3030</p> <p>89.5%</p> <p>70%</p>

Section 5: National Benchmarking Measure: School Leavers Destinations

5.1 The Leaver Initial Destinations measure is useful when trying to understand which learner journeys through Senior Phase lead to initial positive destinations.

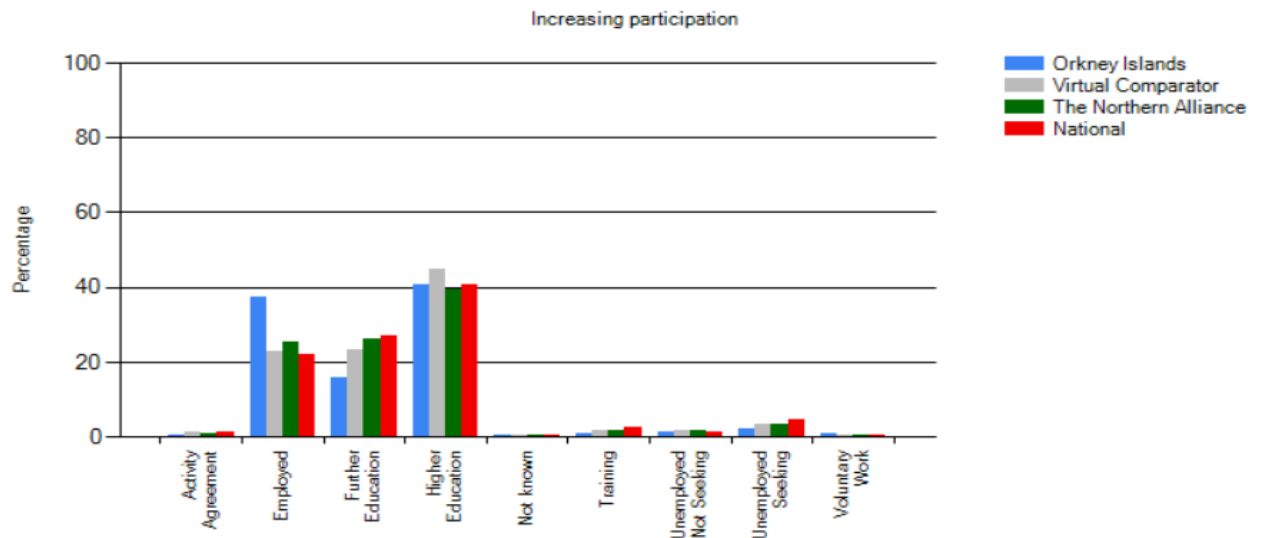


% of Schools Leavers in a Positive Destination			
	2014/15	2015/16	2016/17
Orkney Islands	94.6	91.08 *	96.1
Virtual Comparator	94.2	94.3	94.4
The Northern Alliance	93.9	93.6	94.4
National	93.0	93.3	93.7

*Error in data recorded in Insight actual figure in the region of 94%

5.2 Taking a closer look at the underlying data reveals our school leavers destinations.

The selected year is **2016/17**



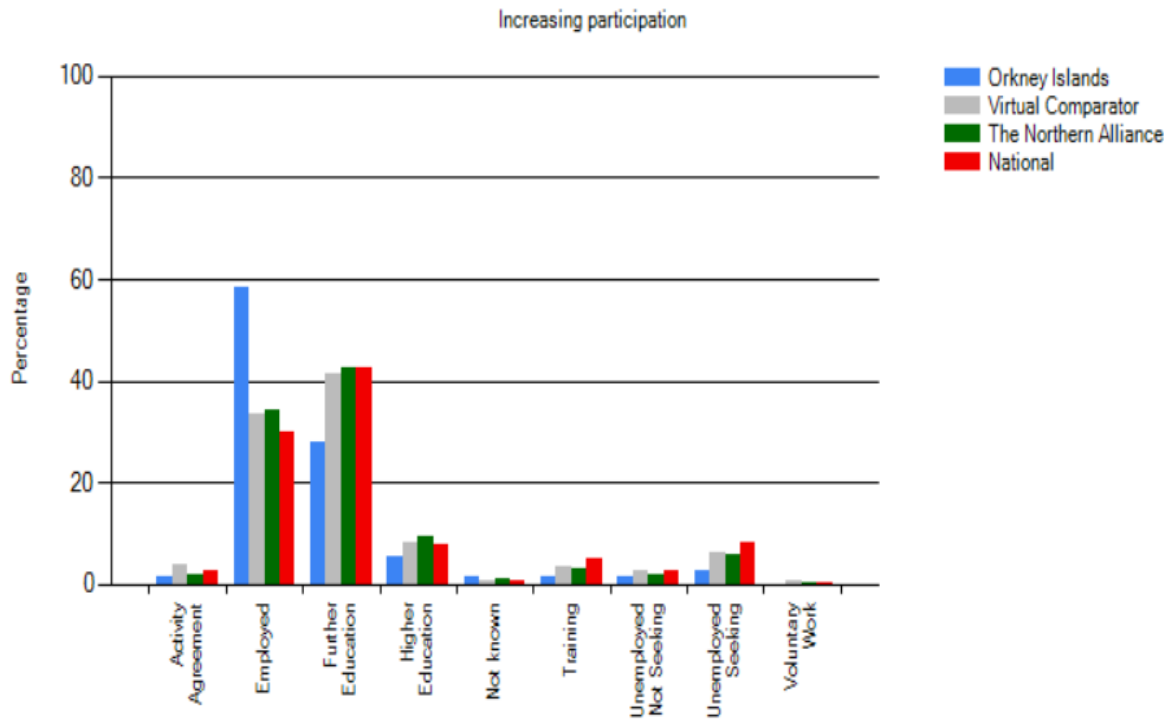
Analysis:

- Overall Orkney leavers have a consistently high record in moving into Positive Leavers Destinations.
- The initial leaver destination profile does not follow our comparator trends, with many more leavers going directly into employment, fewer moving into further education and slightly fewer going into Higher Education.

5.3 Breaking down leaver destinations at the time of leaving shows the destinations of S4, S5 and S6 leavers. The majority of young people now stay at school throughout their Senior Phase so the number of pupils represented by the following graphs represent very small numbers.

5.4 Destinations of S4 and S5 leavers:

The selected year is 2016/17

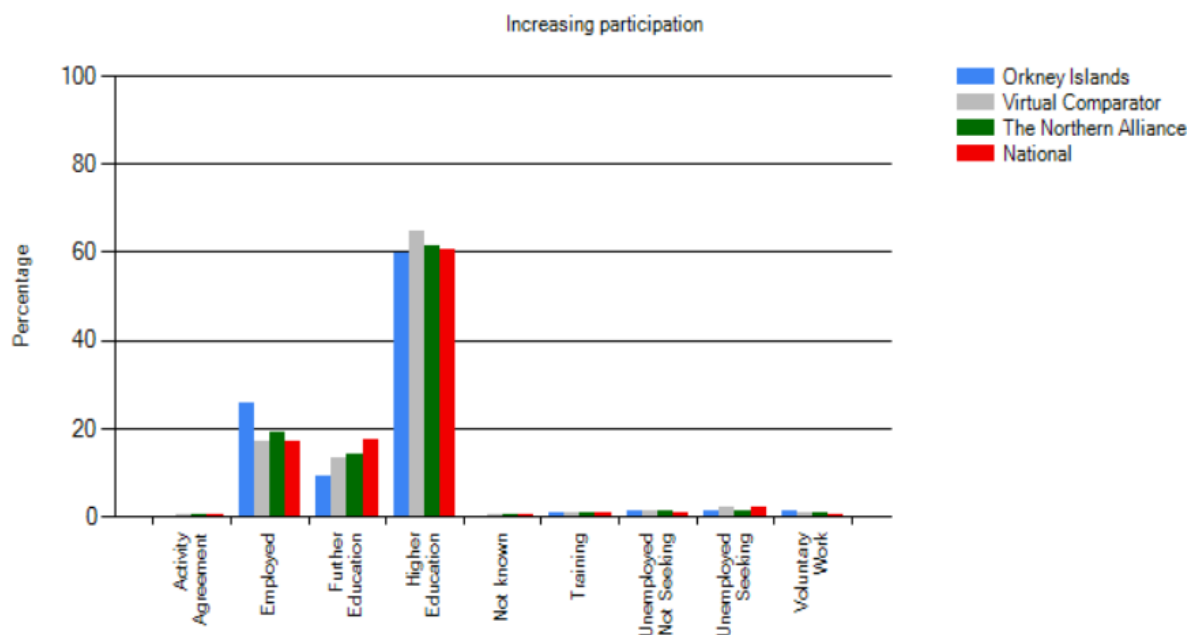


Analysis

- The majority of S4 and S5 leavers (58%) move into employment which is much higher than our Virtual Comparator.
- Only 28% of S4 and S5 leavers went into further education which is much lower than our Virtual Comparator.
- The small number of leavers in non-positive destinations are known to our services and supported through the Connect project.

5.5 Destinations of S6 leaver

The selected year is 2016/17



Analysis:

- The majority of S6 leavers 60% move into employment which is lower than our Virtual Comparator but which is in line with the national leavers figure. This is explained by the 26% of leavers in S6 who went straight into employment which is much higher than our Virtual Comparator and national leavers. As with S4 and S5 leavers a smaller percentage go into further education compared with our Virtual Comparator and national leavers.
- As the Orkney Offer and Senior Phase develops, there will be further opportunities for young people to take a mix of school based and college based courses. This is in keeping with the aim to further develop individual career pathways for young people through Senior Phase.
- A key outcome of the Government's Developing Young Workforce (DYW) iii programme is to achieve increased positive and sustainable destinations and employment for all our young people.
- Through the work of the DYW programme and the Orkney Offer we aim to improve our labour market intelligence to help schools to give better career advice to young people on the pathways they can take into the local employment market.

ⁱ Scottish Credit and Qualifications Framework – a national framework within which most accredited awards can be placed at different levels. For example, awards at Higher are at Level 6; those at National 5 at Level 5.

ii SIMD Decile - the Scottish Index of Multiple Deprivation is the Scottish Government's official tool for identifying areas in Scotland concentrations of deprivation by incorporating several different aspects of deprivation (multiple-deprivations) and combining them into a single index partitioned into 10 equal deciles.

iii Developing the Young Workforce (DYW) - is a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3–18 for the world of work. The headline aim of Developing the Young Workforce is to reduce youth unemployment