

## **Item: 8**

**Education, Leisure and Housing Committee: 16 February 2022.**

**Orkney Schools Attainment.**

**Report by Executive Director of Education, Leisure and Housing.**

### **1. Purpose of Report**

To present Orkney Schools Attainment Report for academic session 2020/21.

### **2. Recommendations**

The Committee is invited to note:

#### **2.1.**

The circumstances and challenges presented by COVID-19 as set out in section 4 of this report, which highlights the changes in the way data was gathered and is presented in the Attainment Report.

#### **2.2.**

The Orkney Schools Attainment Report for academic session 2020/21, attached as Appendix 1 to this report, which outlines the level of success and achievement of children and young people.

### **3. Background**

The Education, Leisure and Housing Service reports annually to Council on achievement and attainment. Appendix 1 to this report summarises these key measures of attainment and achievement for learners in Orkney in academic session 2020/21. The Attainment Report also reports on wider achievements of young people in Orkney.

### **4. Orkney Schools Attainment Report Session 2020/21**

#### **4.1.**

In academic session 2020/21, young people in Orkney continued to experience significant disruption to their learning caused by COVID-19.

#### **4.2.**

Young people, staff and parents worked incredibly hard to support learning both in school and at home. To provide equity and continuity of learning experiences staff prepared and delivered both face to face lessons and virtual remote lessons.

### **4.3.**

The 2020/21 report represents the attainment and achievements of young people who continued to experience significant periods where their assessment could not be achieved using the normal or developing instruments of assessment.

### **4.4.**

During the period of disruption, the Scottish Qualifications Authority cancelled the 2021 exam diet and replaced them by an awards process informed by teacher judgements based on each individual's internal assessment evidence gathered during the academic session.

### **4.5.**

Education staff engaged in extensive and thorough moderation and quality assurance procedures of candidates' assessment evidence, to ensure standards were maintained both across Orkney schools and were in line with the national Understanding of Standards expected by the awards body.

### **4.6.**

In June 2021, the Scottish Government gathered the annual collection of Curriculum for Excellence Levels. However, the data gathering excluded the data for Secondary 3 Literacy and Numeracy due to the additional challenges placed on secondary schools as a result of the alternative qualifications process. Therefore, the Orkney Schools Attainment Report Session 2020/21, attached as Appendix 1 to this report, covers Primary 1, 4 and 7 data.

### **4.7.**

Where possible, the Attainment Report reflects the achievements that have been collated over session 2020/21. Each section of the Attainment Report contains an explanation of how data may have been gathered differently from previous years and any caution regarding comparisons.

### **4.8.**

The Attainment Report is being presented before the release of school leavers' attainment data analysis. Therefore, the Senior Phase analyses is restricted to data regarding numeracy, literacy and pass rates in national examination.

### **4.9.**

A further Attainment Report, which will focus on Senior Phase leavers' attainment and leavers' destinations, will be presented to the next meeting of the Education, Leisure and Housing Committee.

### **4.10.**

Levels and trends in Literacy and Numeracy are all presented for Secondary 4, 5 and 6.

#### **4.11.**

The Orkney Schools Attainment Report Session 2020/21, attached as Appendix 1 to this report, brings together data and commentary collated from:

- Early Years – Development Milestones.
- Levels of achievement in Curriculum for Excellence levels by pupils their Broad General Education in Orkney schools at stages Primary 1, Primary 4, Primary 7.
- Levels of achievement by Senior Phase students in Orkney schools awarded through the Sottish Qualification Authority national courses.
- Wider Achievements of young people reported by the Community Learning and Development Service.

### **5. Corporate Governance**

This report relates to the Council complying with governance and procedural issues and therefore does not directly support and contribute to improved outcomes for communities as outlined in the Council Plan and Local Outcomes Improvement Plan.

### **6. Financial Implications**

There are no significant financial implications arising from this noting report.

### **7. Legal Aspects**

There are no legal implications arising directly from this noting report.

### **8. Contact Officers**

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### **9. Appendix**

Appendix 1: Orkney Schools Attainment Report Session 2020/21.

## **Orkney Schools Attainment Report Session 2020 to 2021**

This report summarises the key measures of attainment and achievement in Orkney schools in session 2020-2021:

**Section 1** of the report gives an update on tracking Early Learning – Development Milestones.

**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

**Section 3** of the report presents the levels of achievement by Senior Phase students 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.

## **Executive Summary**

In session 2020-2021 all young people in Orkney continued to experience significant disruption to their learning caused by The COVID 19 Pandemic. During the period of disruption, the Scottish Qualifications Authority cancelled the 2021 exam diet and replaced them by an awards process informed by teacher judgements based on each individual's internal assessment evidence gathered during the session.

Staff engaged in extensive and thorough moderation and quality assurance procedures of candidates' assessment evidence, to ensure standards were maintained both across Orkney schools and in line with the national Understanding of Standards programme expected by the awards body. The minimal number of appeals submitted reflects the accuracy with which teachers in Orkney judged the performance of their students and their alignment with national standards.

The Government was able to collect the Broad General Education (BGE) Curriculum for Excellence Levels which were gathered in June 2021. However, given the challenges and workload on secondary staff, the data gathered excluded the data for Secondary 3 Literacy and Numeracy. This report therefore only covers Orkney's Primary 1, 4 and 7 pupil data.

In the Early Years sector there continues to be a bedding in period where there are significant changes in the provision of learning in settings. The early years' service has been trialling a new tracking system for children in nursery. This includes gathering data on children's progress in language and literacy and mathematical development, and whether children are reaching expected typical developmental milestones as they move to P1.

During session 2020-21, with the support of Orkney's link Education Scotland Attainment Advisor, the Education Service developed and implemented a BGE Tracking Toolkit which has enabled a comprehensive and flexible data tracking and analysis tool to support primary schools in monitoring progression through the BGE levels at all stages.

Orkney BGE levels have improved on previous years. Orkney is the only Local Authority in Scotland where attainment levels in literacy and numeracy improved overall. There is a recognition here that staff in Orkney Schools, along with our Education Scotland Attainment Advisor, have worked extremely hard under difficult circumstances to maintain and improve CFE levels of achievement and now have more confidence in the quality of their tracking data giving a more accurate representation of pupil's levels. Staff in schools continue to focus on the achievement of each child and are becoming more confident in judging levels and setting higher aspirations and targets for all pupils.

In covering Senior Phase attainment leavers data is not yet available for analysis, therefore this report covers a limited data set of Literacy and Numeracy levels and pass rates in national courses in 2020 - 2021. These figures show a picture of attainment in numeracy and literacy where there are significant challenges to schools to increase the numbers of pupils achieving both Literacy and Numeracy at Levels 4 and 5 at stage S4. Although this data does not focus on school leavers it is a concern that S4 I and S5 leavers may not be able to gain recognition of their true levels of Literacy and Numeracy on leaving at the end of S4 or S5. Schools are continuing to develop and integrate assessment of Literacy and Numeracy across all pupils at all stages to improve the recognition of Literacy and Numeracy attainment in all Senior Phase students. In national courses pass rates in national courses continue to show that Orkney pupils achieve similar levels of success as their comparators across the country. Pass rates are also linked to presentation policy and Orkney schools do tend to offer opportunities to as many students as possible, particularly given the small numbers studying at Advanced Higher. Further analysis of leavers data and leaver destinations will be presented to members in June.

Overall Orkney's young people remain confident learners and almost all achieve the necessary qualifications to progress into their positive destinations at the right time for them. The rich wider achievement and engagement in community life reassures us that they are well rounded and confident individuals who leave school ready to meet the challenges ahead. With the recovery from COVID now on the horizon we must all be alert to the new challenges that our young people will face as they make their way through their educational experiences and seek positive destinations in the future. This will require a focus on checking the relevance of the Senior Phase Curriculum, a focus on improving the opportunities to achieve the required levels of Literacy and Numeracy at all stages and ensuring all students can still follow the best curriculum to enable them to access their chosen leaver destinations.

## Section 1: Early Learning – Development Milestones

**1.1** The early years' service have been trialling a new tracking system for children in nursery. This includes gathering data on children's progress in language and literacy and mathematical development, and whether children are reaching expected typical developmental milestones as they move to P1.

**1.2** This data cannot be compared to previous years as it has been collected very differently, however the system better fits with Curriculum for Excellence tracking across the early level and beyond.

<b>1.3 Is the child making good progress?</b>			
	Child's needs are well met through universal provision and they are making very good progress.	Child is making progress within universal provision but may need extra support or may need further challenge through next steps and differentiated group planning.	Child is not making progress and requires significant support in order to make progress.
<b>Language and Literacy</b>	81%	15%	4%
<b>Mathematical development</b>	88%	9%	3%
<b>Wellbeing</b>	74%	24%	2%

<b>1.4 Is the child meeting the expected developmental milestones for their age?</b>			
	Child is meeting expected milestones for their age.	Is not quite meeting expected milestones.	Child is not meeting expected milestones for their age.
<b>Language and Literacy</b>	87%	11%	2%
<b>Mathematical development</b>	90%	9%	1%
<b>Wellbeing</b>	80%	17%	3%

## Section 2

### Curriculum for Excellence Levels

- 2.1** The Scottish Government conducts an annual survey of Achievement of Curriculum of Excellence Levels (the ACEL 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 ACEL relates to achievement in the Broad General Education (BGE), which normally covers stages P1, P4, P7 and 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.
- 2.3** The areas of literacy reported on within ACEL are Reading, Writing and Listening & Talking. For Numeracy, there is only one reported category, namely Numeracy itself.
- 2.4** The teacher judgements which underpin the data reported in ACEL 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 diagnostic assessments, which will include the outcomes of Scottish National Standardised Assessments (SNSA).
- 2.5** In order to ensure that the judgements about progress in learning are consistent across Orkney, moderation procedures are in place in schools and whole authority level. Orkney also participates in the national quality assurance moderation programme with local representatives participating in the national moderation programme. Quality assuring these procedures is an ongoing process and is ensuring that, over time, the quality of the data within ACEL continues 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	Early	First	Second	Third and Fourth
Most children and young people are expected to achieve this Level by the end of:	P1	P4	P7	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** In session 2020-2021 young people in Orkney continued to experience significant disruption to their learning caused by COVID 19. The Government was able to collect the annual collection of Curriculum for Excellence Levels which were gathered in June 2021. However, given the exceptional challenges and workload on secondary staff preparing SQA related awards for Senior Phase, the data gathered excluded the data for Secondary 3 Literacy and Numeracy. This report therefore only covers Primary 1, 4 and 7 data.
- 2.8** During session 2020-21, with the support of Orkney's Attainment Advisor, the Education Service developed and implemented a BGE Tracking Toolkit. This system has enabled a comprehensive and flexible data tracking and analysis tool to improve schools to monitor progression through the BGE levels at all stages. The analysis tool allows overall data trends, measuring progress against improvement targets and monitoring and tracking of cohorts of specific pupil groups.

## **2.9 CFE Levels for Orkney, Northern Alliance Partners and Scotland**

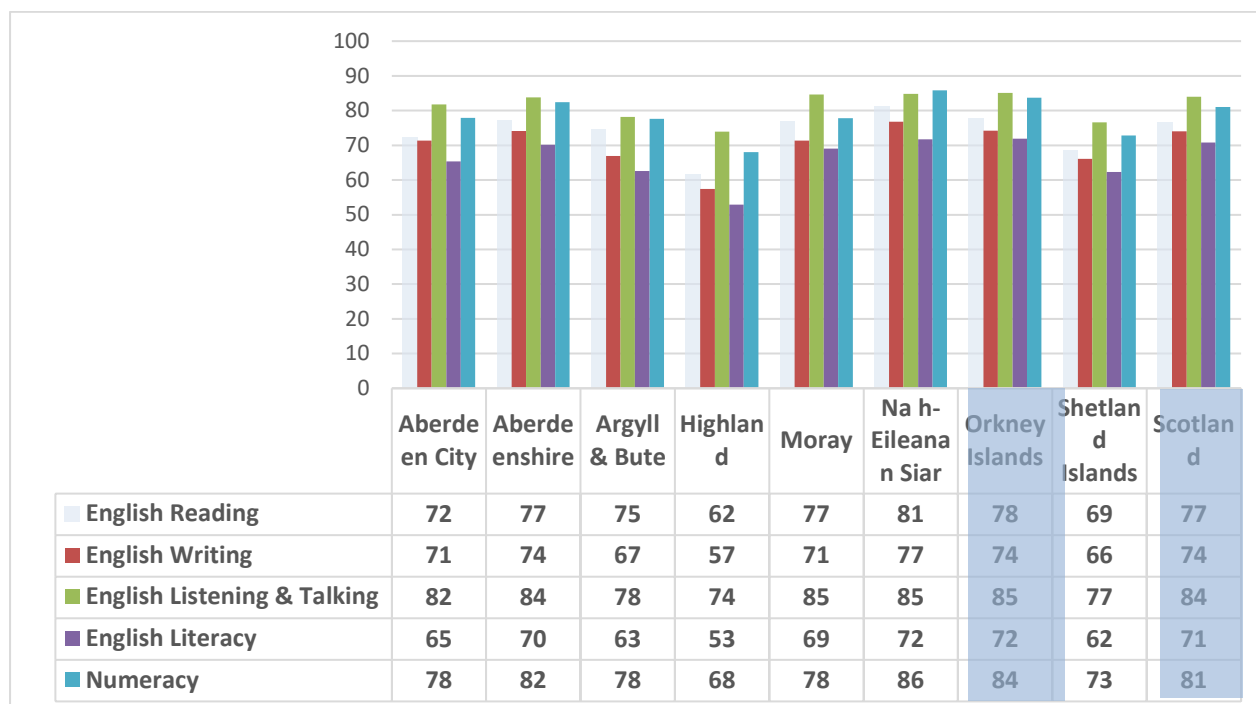
A summary of the data for the 2021 ACEL survey for Orkney is presented in the tables and graphs below. The tables show the levels of Curriculum for Excellence for each of the stages:

- Early Level achieved by Primary 1.
- First level achieved by Primary 4.
- Second level achieved by Primary 7.

Figures show percentages achieving appropriate level by stage.

Each set covers data comparisons with Northern Alliance partners and Scotland national averages in 2020-21 and also the data over time 2017-2021, excluding 2019 where data was not collected by Scottish Government due to COVID lockdown.

## 2.9.1 Primary 1 - Early Level



### Summary over time

P1 - Early Level		English Reading	English Writing	English Listening & Talking	English Literacy Overall	Numeracy
2017/18	Orkney	76%	68%	79%	67%	82%
	National	81%	78%	87%	75%	85%
2018/19	Orkney	77%	69%	80%	66%	78%
	National	82%	79%	87%	76%	85%
<b>2020/21</b>	Orkney	78%	74%	85%	72%	84%
	National	77%	74%	84%	71%	81%

Note shading key: LOWER THAN, CLOSE TO, HIGHER THAN National average

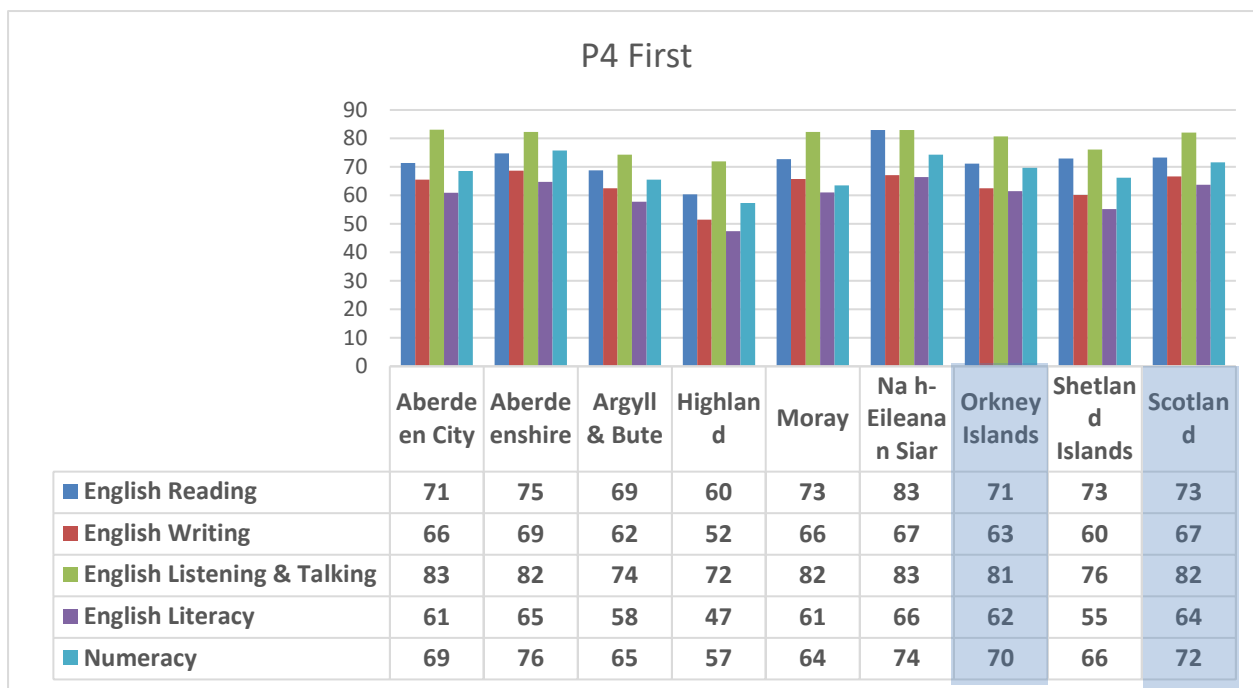
### Commentary

- Data has significantly improved for 2020/21 noting that in 2017/18 and 2018/19 Orkney data was below the Northern Alliance and national averages.
- Looking forward Orkney Schools will continue to use the BGE Tracking Toolkit to monitor pupil targets and predictions based on a 2% uplift on 2019 national

levels. There is confidence this can be achieved as schools continue to gather and monitor predicted data for session 2022.

- A number of schools are engaging in professional learning for teaching and support staff called 'Sounds Write' to help develop and strengthen approaches in early literacy.

## 2.9.2 Primary 4 - First Level



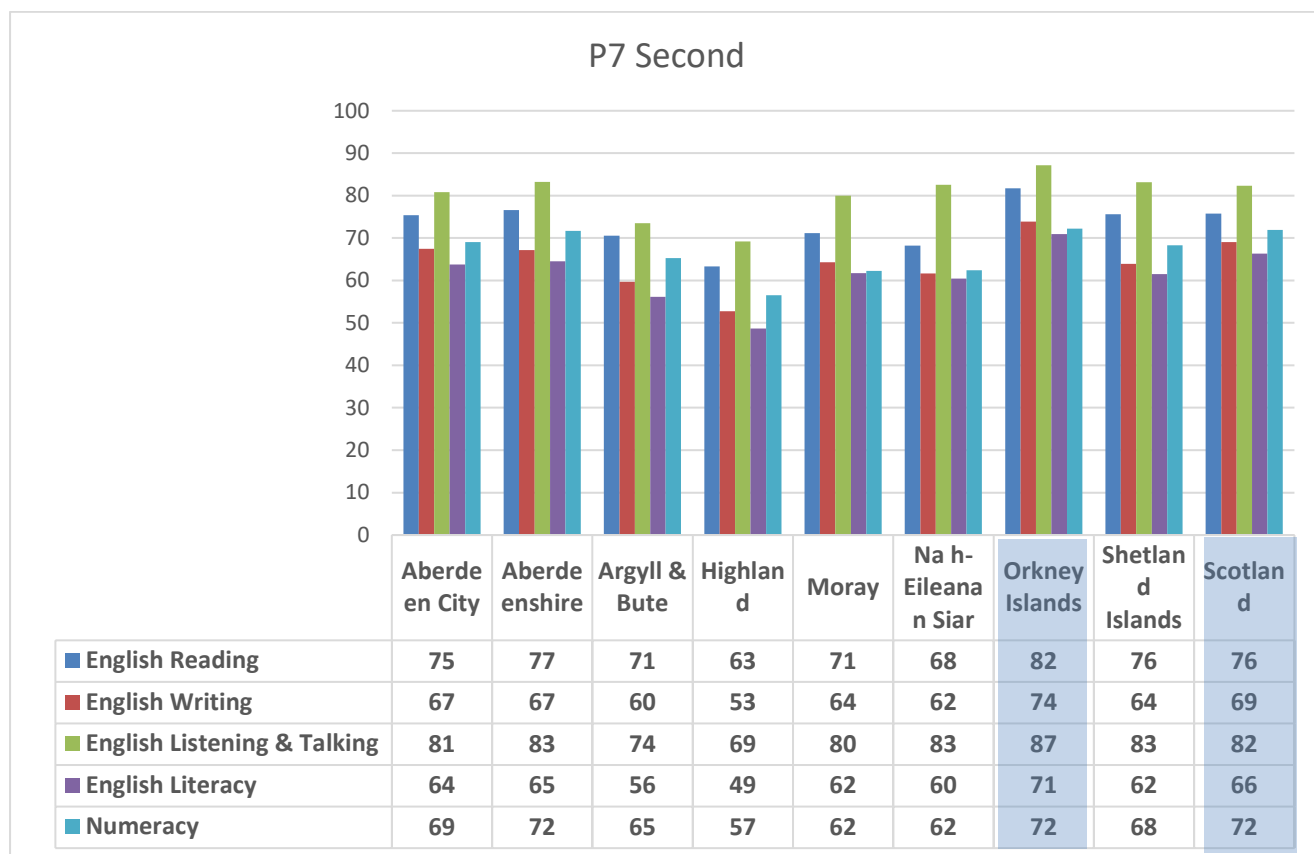
### Summary over time

P4 - First Level		English Reading	English Writing	English Listening & Talking	English Literacy	Numeracy
2017/18	Orkney	76%	70%	81%	64%	77%
	National	77%	72%	85%	69%	76%
2018/19	Orkney	66%	61%	72%	56%	68%
	National	78%	73%	85%	70%	77%
2020/21	Orkney	71%	63%	81%	62%	70%
	National	73%	67%	82%	64%	72%

## Commentary

- Data has improved for 2020/21 and is closer to national data, however there is still work being done to ensure the first level attainment is consistently achieved on time by the end of Primary 4 and in line with national expectations.
- Almost all P4 teachers are taking part in a local authority project to develop approaches to learning, teaching and moderation in writing. This project is supported by a National Improvement Framework officer from Education Scotland.

### 2.9.3 Primary 7 - Second level



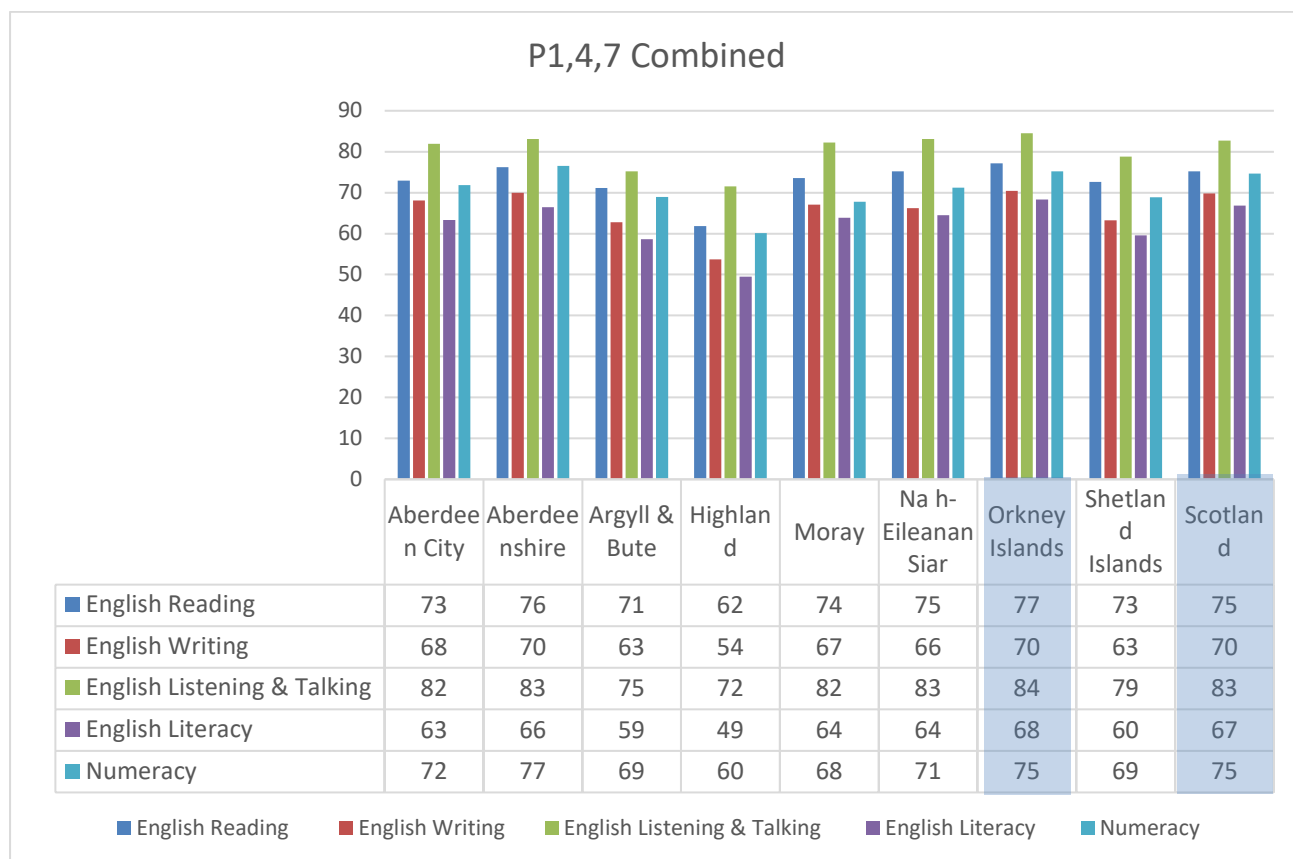
#### Summary over time

P7 - Second Level		English Reading	English Writing	English Listening & Talking	English Literacy	Numeracy
2017/18	Orkney	75%	69%	75%	65%	72%
	National	79%	73%	84%	70%	75%
2018/19	Orkney	75%	67%	80%	61%	72%
	National	80%	74%	86%	71%	76%
2020/21	Orkney	82%	74%	87%	71%	72%
	National	76%	69%	82%	66%	72%

#### Commentary

- Achievement of levels by Primary 7 is improving and equals or exceeds national levels.
- Our target is to continue to improve on these to ensure levels are above national pre COVID levels (2018-19).

## 2.9.4 Primary 1, 4 and 7 Combined



### Summary over time

P1, P4 and P7 Combined		English Reading	English Writing	English Listening & Talking	English Literacy	Numeracy
2017/18	Orkney	76%	69%	78%	65%	77%
	National	79%	74%	85%	71%	78%
2018/19	Orkney	73%	66%	78%	61%	72%
	National	80%	75%	86%	72%	79%
2020/21	Orkney	77%	70%	84%	68%	75%
	National	75%	70%	83%	67%	75%

### Commentary

- Achievement of combined levels overall are improving and equal or exceed national levels.

- Our target is to continue to improve on these to ensure levels are above national pre COVID levels (2018-19).

#### **2.9.4 Summary Commentary**

- The Orkney BGE levels have improved on previous years.
- Orkney is the only LA that improved their data in literacy and numeracy overall. Although it is recognised that there may be elements of the impact from COVID and its effect on children across Scotland that has been overtaken by the improved quality of Orkney's reported levels.
- Nevertheless, there is a recognition in Orkney that staff in Orkney Schools, along with our Education Scotland Attainment Advisor, have worked extremely hard under difficult circumstances to maintain and improve CFE levels of achievement and now have more confidence in the quality of their tracking data giving a more accurate representation of pupils' levels.
- The ongoing development and use of the BGE tracking toolkit has provided a consistent authority wide approach to the tracking and monitoring of BGE attainment, particularly in the primary sector. Clear tracking periods, the submission of predicted data to the local authority and focus on schools following the analysis of the data have all contributed to the improved data returns.
- Staff in schools continue to focus on the achievement of each child and are becoming more confident on judging levels and setting higher aspirations.
- Moving forward, schools will continue to develop confidence with the support of our Attainment Advisor and through the continued actions identified below.

#### **2.9.5 Actions**

- Continue to focus on the use of the CfE benchmarks which guide teachers in their assessment of children's progress in learning and support them to make professional judgements about levels achieved.
- Continue to develop, at all stages, more consistent approaches to moderation through inter-school and inter authority activity.
- Continue to participate in the national support programme for moderation of teacher judgements of levels.
- Continue to support learning and teaching of literacy and numeracy across the curriculum.
- Our Education Scotland Attainment Advisor will continue to support individual schools to interrogate data more closely and evidence the journey of learners.

- Develop the BGE tracking Toolkit to cover Secondary BGE so that BGE tracking can be accurate and challenged at S3 in preparation for entry into the Senior Phase.
- All schools to engage in professional learning with staff to make more effective use of the diagnostic aspects of the Scottish National Standardised Assessments to inform planning, teaching and learning.
- The authority will engage with the Scottish Government to agree on the stretch aims that will be set for Orkney by June 2022.
- Continue to focus on the use of *Pupil Equity Funding* to ensure targeted interventions that support identified pupil's achievement and attainment.



## 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). A small number are presented for a range of qualifications and awards accredited by bodies other than SQA. 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 As not leavers data is yet available for analysis, this limited data set covers Literacy and Numeracy and pass rate in national courses 2021.
- 3.3 The measures are usually 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 leavers 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 is different from previous years as it is presented before the leavers data analysis is released in February 2022, due to this being the last committee cycle of the council.
- 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 measures which represent data relating to all young people who were in school in the current reporting year and this is reported at S4, S5 and S6.
- 3.8 Some graphs and tables in the analysis that follows also use the Northern Alliance group of local authorities and national figures for comparison purposes.
- 3.9 National Benchmarking Measure: Improving Attainment in Literacy and Numeracy
  - 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.

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.

3.9.3 During lockdown schools focused on ensuring all young people achieved the best set of results in the subjects they were presented for. Staff made every effort to gather assessment evidence which would allow them to provide grades for their pupils based on evidence of success.

3.9.4 As there were no external examinations, the Alternative Certification model allowed teachers to provide SQA with the students grades their internal assessment evidence merited. The ACM had extensive and thorough moderation processes embedded to ensure consistency of awards locally and nationally.

3.9.5 The extensive work and dedication to ensure every pupil received accurate awards is a credit to all teaching staff and support staff. The very small number of appeals against awards received by pupils has confirmed the accuracy and professionalism of teachers in carrying out the requirements of ACM.

**3.10** The following table and graphs illustrate the trends in the levels of attainment in literacy and numeracy of all school pupils at SCQF<sup>1</sup> levels 4 and 5.

## **Literacy & Numeracy**

Measures of achievement in Literacy and Numeracy are obtained by success in English and Mathematics examinations and or through the study of stand alone Numeracy and Literacy Units.

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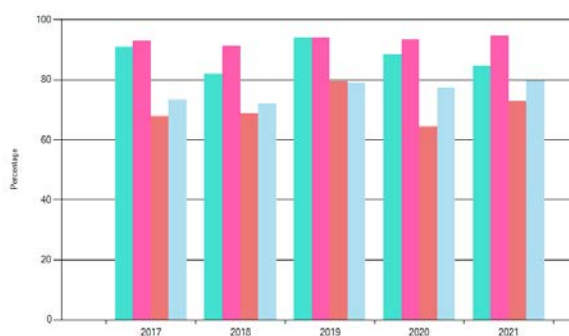
<sup>1</sup> Scottish Credit and Qualifications Framework – a national framework within which most accredited awards can be placed at different levels. For example, awards at Higher are at Level 6; those at National 5 at Level 5.

## Literacy & Numeracy of Secondary 4 against Virtual Comparator

Percentage of Candidates Attaining Literacy and Numeracy



Percentage of Candidates Attaining Literacy



Percentage of Candidates Attaining Numeracy



Secondary 4	Year	%Level 4 Literacy	%Level 4 Numeracy	%Level 5 Literacy	%Level 5 Numeracy	Number in Cohort
Orkney Islands	2021	84	78	73	45	218
Virtual Comparator	2021	94	90	80	61	2180
Orkney Islands	2020	88	88	64	55	208
Virtual Comparator	2020	93	91	77	67	2080
Orkney Islands	2019	94	95	79	61	214
Virtual Comparator	2019	94	90	79	64	2140
Orkney Islands	2018	82	87	69	39	198
Virtual Comparator	2018	91	86	72	53	1980
Orkney Islands	2017	91	93	68	66	217
Virtual Comparator	2017	93	90	73	60	2170

### Commentary

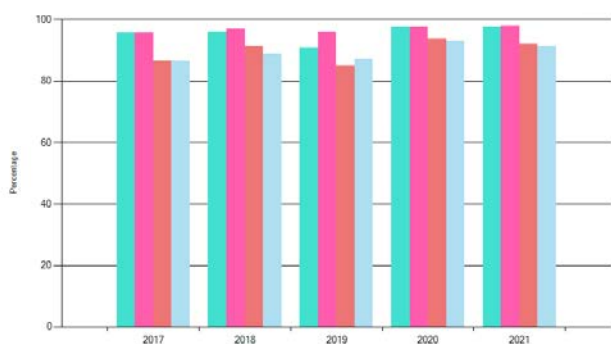
- These figures show a picture of attainment in numeracy and literacy where there are significant challenges to schools to increase the numbers of pupils achieving both Literacy and Numeracy at Levels 4 and 5 at stage S4.
- Although this data does not focus on school leavers it is a concern that S4 leavers may not be able to gain recognition of their true levels of Literacy and Numeracy on leaving at the end of S4.

## Literacy & Numeracy of Secondary 5 against Virtual Comparator

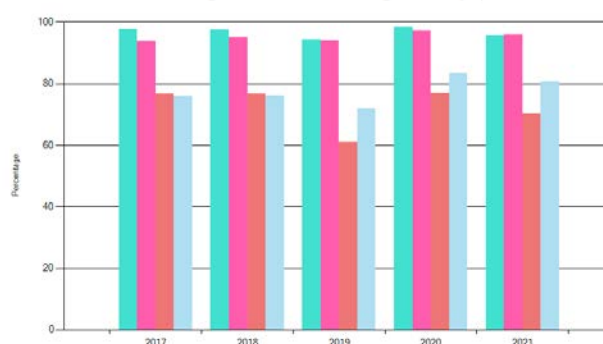
Percentage of Candidates Attaining Literacy and Numeracy



Percentage of Candidates Attaining Literacy



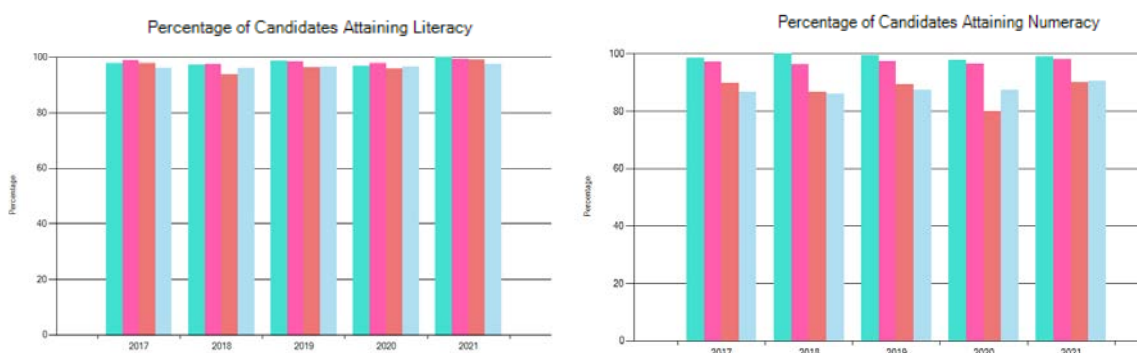
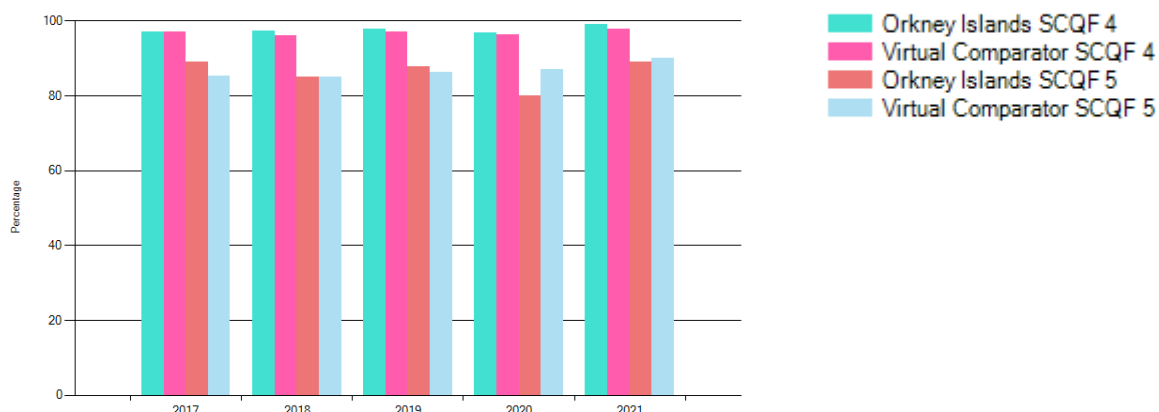
Percentage of Candidates Attaining Numeracy



Establishment	Year	%Level 4 Literacy	%Level 4 Numeracy	%Level 5 Literacy	%Level 5 Numeracy	Number in Cohort
Orkney Islands	2021	98	96	92	70	165
Virtual Comparator	2021	98	96	91	81	1650
Orkney Islands	2020	98	98	94	77	179
Virtual Comparator	2020	98	97	93	83	1790
Orkney Islands	2019	91	94	85	61	154
Virtual Comparator	2019	96	94	87	72	1540
Orkney Islands	2018	96	97	91	77	194
Virtual Comparator	2018	97	95	89	76	1940
Orkney Islands	2017	96	98	87	77	163
Virtual Comparator	2017	96	94	87	76	163

## Literacy & Numeracy of Secondary 6 against Virtual Comparator

Percentage of Candidates Attaining Literacy and Numeracy



Secondary 6	Year	%Level 4 Literacy	%Level 4 Numeracy	%Level 5 Literacy	%Level 5 Numeracy	Number in Cohort
Orkney Islands	2021	100	99	99	90	120
Virtual Comparator	2021	99	98	98	91	1200
Orkney Islands	2020	97	98	96	80	95
Virtual Comparator	2020	98	97	97	87	950
Orkney Islands	2019	99	99	96	89	139
Virtual Comparator	2019	98	97	97	87	1390
Orkney Islands	2018	97	100	94	87	114
Virtual Comparator	2018	98	96	96	86	1140
Orkney Islands	2017	98	99	98	90	136
Virtual Comparator	2017	99	97	96	87	1360

### Commentary

- Schools will continue to seek opportunities to ensure all schools leavers achieve the highest possible awards in Numeracy and Literacy, particularly when they have not achieved these awards through National courses in the core subjects of Mathematics and English by Secondary 4.
- Schools will also have a focus on targeted Supported Study in Literacy and Numeracy throughout secondary stages with emphasis on the BGE Senior Phase transition.

### 3.11 Presentations and Success of pupils across the key National Levels

#### National 5, Higher and Advanced Higher

#### The pass rates by pupils across Senior Phase

Orkney	Year	Pass rate A-C	Nat Pass A-C	Pass rate A-D	Nat Pass A-D
National 5	2020-21	85.2%	85.8%	92.3%	94.0%
	2019-20	89.0%	89.0%	96.0%	97.0%
	2018-19	81.0%	78.0%	92.0%	91.0%
Higher	2020-21	88.6%	87.3%	94.2%	94.3%
	2019-20	90.0%	89.3%	97.0%	97.0%
	2018-19	80.0%	75.0%	94.0%	90.0%
Advanced Higher	2020-21	83.2%	90.2%	91.6%	95.7%
	2019-20	94.0%	93.1%	100.0%	98.0%
	2018-19	87.0%	79.0%	91.0%	87.0%

#### Distribution of Grades across levels

Distribution of Grade Awards	2021				2020			
	A	B	C	D	A	B	C	D
<b>Orkney - National 5</b>	543	243	185	81	421	305	258	85
	48%	21%	16%	7%	38%	27%	23%	8%
National	47%	21%	18%	8%	42%	25%	22%	7%
<b>Orkneys - Higher</b>	310	142	129	37	220	201	152	44
	47%	22%	20%	6%	35%	32%	24%	7%
National	48%	22%	18%	7%	40%	27%	22%	7%
<b>Orkney - Adv. Higher</b>	48	31	20	10	39	31	19	6
	40%	26%	17%	8%	41%	33%	20%	6%
National	51%	23%	16%	6%	46%	28%	19%	5%

#### Presentation Policy: Example

Advanced Higher	No	2021 %		
A	48	40%		
B	31	26%		
C	20	17%	83%	A-C
D	10	8%	92%	A-D
NA	10	8%	8%	NA
Pres	119			

#### Commentary

The lower pass rate in Adv. Higher comes down to presentation policy. Staff have been keen to allow as many senior pupils as possible to enhance qualifications by entering AH courses. This may not always result in success for all but being given the opportunity is seen as progression. However, consideration of alternative courses would also be an appropriate way forward.

## Section 4

### Wider Achievement through the Community Learning and Development Service

- 4.1 There are many ways that young people can be accredited for their achievements other than through traditional SQA exams. 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 2020-21, is an excellent example of how Curriculum for Excellence is developing within youth work settings around Orkney as part of the Orkney Offer.
- 4.3 Improving attainment and achievement through accreditation and other opportunities are continuing to flourish, although this year's activities have been restricted as reported here.
- 4.4 The 2020-21 period was blighted by the Covid-19 pandemic, and whilst this put a halt to much of the accreditation work that CLD had previously been involved in, it also shone a light on CLD and CLD practices. CLD became central to much of the support and service delivery during this time, focusing on immediate needs and moving forward the health and wellbeing support requirements of individuals, families and the community.
- 4.5 During 2020-21, the numbers of young people gaining youth awards obviously reduced significantly due to the exceptional challenges and restrictions that were in place. However, it is a credit to the CLD team that despite the restrictions some awards were still achieved at a time where nationally very little wider achievement and attainment was realised.
- 4.6 Through the hard work and determination of the youth workers and the young people, it is inspiring to see that despite the restrictions and pressures that the pandemic brought, CLD staff managed to work innovatively to support young people and support completion of at least some awards and accreditation. The 16 Youth Achievement Awards alone covered almost 400 hours of volunteering over this period.
- 4.7 Feedback highlighted the positive effect working on these awards had, not only on the young people participating, but also on the community they helped serve and support.

**4.8** Alongside award programmes young people participate in an extensive variety of activities and initiatives which help develop their skills, confidence, resilience and positive wellbeing. The skills they gain from these opportunities are important for young people for life and work. These skills are valued by employers and are an important part of a young person’s learning and development.

