

## **Item: 5**

**Education, Leisure and Housing Committee: 31 March 2021.**

**Orkney Schools Attainment 2019/20.**

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

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

To present Orkney Schools Attainment Report for Session 2019/20.

### **2. Recommendations**

The Committee is invited to note:

#### **2.1.**

The circumstances and challenges presented by COVID-19, outlined in section 4 of this report, which highlight the changes in the way attainment data was gathered and subsequently presented.

#### **2.2.**

The Orkney Schools Attainment Report for academic session 2019/20, attached as Appendix 1 to this report, which outlines the level of success and achievement of young people in Orkney.

### **3. Background**

#### **3.1**

An attainment seminar is held annually to brief members on the attainment of children and young people across Orkney's Schools. The seminar covers all stages in the Curriculum for Excellence 3-18, including levels of achievement in Broad General Education at Primary 1, Primary 4, Primary 7 and Secondary 3 and Senior Phase (Secondary 4 to Secondary 6) attainment in national examinations.

#### **3.2**

In addition to a Members' Seminar, the Education Service now reports annually to Committee on achievement and attainment. Appendix 1 to this report summarises these key measures of attainment and achievement for learners in Orkney in session 2019/20. The report also presents on wider achievements of young people in Orkney and the leaver destinations of Orkney's young people as they leave school and prepare to enter into the world of work and tertiary education.

### **3.3.**

The 2018/19 Attainment Report was not reported to Committee as the service committee cycle was cancelled due to the COVID-19 lockdown. The lockdown required an urgent prioritisation by all educational staff to develop and implement a model of remote learning provision for Orkney's pupils.

## **4. Orkney Schools Attainment Report Session 2019/20**

### **4.1.**

The Orkney Schools Attainment Report Session 2019/20, attached as Appendix 1 to this report, brings together data and commentary collated from:

- Practitioners in the Early Years – position statement.
- Predicted levels of achievement in Curriculum for Excellence levels by pupils in their Broad General Education Years in Orkney schools at stages Primary 1, Primary 4, Primary 7 and Secondary 3.
- Levels of achievement by Senior Phase leavers in Orkney schools awarded through the Scottish Qualification Authority.
- Wider Achievements of young people reported by the Community Learning and Development Service.
- Positive Leaver Destinations of young people, in Orkney, during the 2019 to 2020 session.

### **4.2.**

The 2019/20 Attainment Report represents the attainment and achievements with the caveat that the lockdown period encompassed a significant period where assessment of children and young people could not be achieved using the normal or developing instruments of assessment.

### **4.3.**

During the period of lockdown, the Scottish Qualifications Authority cancelled the 2020 exam diet which was replaced by an awards process informed by Teacher Judgements.

### **4.4.**

The Scottish Government also cancelled the annual collection of Curriculum for Excellence Levels which previously has been gathered in June. This report presents estimated data gathered prior to the lockdown.

### **4.5.**

Where possible, the Attainment Report reflects the achievements that have been collated over session 2019/20. In each section of the Attainment Report, attached as Appendix 1, there is an explanation of how data may have been gathered differently from previous years and any caution regarding comparisons.

## **4.6.**

The section in the Attainment Report that deals with school leaver data for 2019/20 and how the leaver destinations and the possible trends looking forward, might influence policy on provision for young people as they seek positive destinations in a post COVID-19 recovery period.

## **5. Links to Council Plan**

### **5.1.**

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Council Plan strategic priority theme of Thriving Communities.

### **5.2.**

The proposals in this report relate directly to:

- Priority 3.1: Extend the Orkney Offer to learners of all ages.
- Priority 3.3: Digital Culture – we will undertake the development and delivery of an e-School programme.
- Priority 3.6: Review the policy and provision for staffing, curriculum and financial management of our schools to ensure resources are most effectively targeted at 'raising the bar and closing the gap'.

## **6. Links to Local Outcomes Improvement Plan**

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Local Outcomes Improvement Plan priorities of Strong Communities and a Vibrant Economy.

## **7. Financial Implications**

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

## **8. Legal Aspects**

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

## **9. Contact Officers**

James Wylie, Executive Director of Education, Leisure and Housing, extension 2401, Email [james.wylie@orkney.gov.uk](mailto:james.wylie@orkney.gov.uk).

Peter Diamond, Head of Education, extension 2436, Email [peter.diamond@orkney.gov.uk](mailto:peter.diamond@orkney.gov.uk).

Graham Bevan, Service Improvement Officer, extension 2429, Email [graham.bevan@orkney.gov.uk](mailto:graham.bevan@orkney.gov.uk).

## **10. Appendix**

Appendix 1: Orkney Schools Attainment Report Session 2019/20.

## **Appendix 1:**

### **Orkney Schools Attainment Report Session 2019 to 2020**

This report summarises the key measures of attainment and achievement in Orkney schools in session 2019-2020.

#### **Executive Summary**

The COVID-19 lockdown in early 2020 and subsequent disruption to school based learning has resulted in a modified analysis of attainment and this is represented in the report for 2019/20. In Early years there are significant changes in the provision of learning in settings and at the same time staff are developing measures that can be used in transition in to Primary 1. No data on Early Years Childcare is available in this report primarily due to lockdown. This report provides estimates of the expected Broad General Education Curriculum for Excellence Levels as formal recording of levels was not achievable due to lockdown. However, predicted levels show that of the 20 measures covering literacy and numeracy, 19 increased with many increasing significantly. This is due to the focused support from the local authority Education Service, central staff and the Education Scotland Attainment Advisor working with schools to increase confidence in teacher judgements of these levels.

The 2020 national examinations were cancelled so Senior Phase attainment in 2019/20 was based on teacher judgements of students work. The leavers data provided here will represent attainment of leavers gathered from the full three years of their senior phase, including 2019/20. Some data measures have been impacted on by the profile of Orkney leavers. This has led to some measures appearing to represent lower average attainment overall. However, the recorded positive destinations consistently shows that more Orkney students leave school at S4, S5 and enter directly into employment rather than continue to build national qualifications over the 3 years of senior phase.

Overall Orkney's young people remain confident learners and almost all achieve the necessary qualifications to progress on 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-19 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.

***Note as a result of the COVID-19 pandemic a full comprehensive analysis of all data sets has not been possible.***

- **Section 1** of the report gives a position statement on tracking **Early Learning** progress.
- **Section 2** of the report gives an update on work being done to improve reliability of the predicted **Curriculum for Excellence Levels** expected to be 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 through awards issued by the Scottish Qualifications Authority.
- **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 2019 to 2020.

## **Section 1: Early Learning Childcare**

### **1.1.**

During the last year in ELC, particular attention has been paid to children's wellbeing, through support to parents at home, and support offered to children attending settings. Transitions have been carefully planned for, including transitions into nursery for the first time, transitions back to nursery and transitions into Primary 1.

### **1.2.**

The significant time that young children were out of school made it difficult to gather any meaningful data regarding individual's developments. Therefore, there is no analysis or data to report on Early Years stage for the period of reporting.

### **1.3.**

The Early Years' Service has been developing and implementing a new tracking approach to support children's transitions into Primary 1 and ensure continuity of learning. This captures progress through the early level of Curriculum for Excellence in key aspects of learning. Data at the end of this academic year (July 2021) will be available for future reports.

## **Section 2: Broad General Education Curriculum for Excellence**

### **2.1.**

During 2019/20 the Education Scotland Attainment Advisor continued to work with all schools and Service Improvement Officers (SIO) to develop a more systematic approach to tracking, monitoring and analysis of data. Work also saw the introduction of more effective ways to collate and share data. The Attainment Advisor worked with school staff to consolidate their skills in using assessment data to inform progress and target improvements. This support has improved predicted attainment levels and in particular to address the poverty-related attainment gap.

### **2.2.**

This process had a key focus on developing confidence in teacher judgements on pupils' progress with their Curriculum for Excellence Levels. Support and collaborative work developed better scrutiny of data and professional discussion, leading to greater confidence in monitoring and tracking progress in the Broad General Education (BGE) year groups.

### **2.3.**

The lockdown in March 2020 prevented formal recording of Curriculum for Excellence Levels for P1,4,7 and S3, and Scottish Government cancelled the requirement to submit attainment data in June 2020. Nevertheless, schools returned predicted levels in December 2019 and then again in February 2020. The last predicted data set in February 2020 showed encouraging trends of improved attainment levels, however, the data does not allow meaningful/formal comparison with the last data return to Scottish Government in June 2019. The tables showing Predictive levels in February 2020 illustrate the expected changes since June 2019:



Percentage of pupils achieving expected CfE Levels February 2020

READING		P1 Early	P4 First	P7 Second	S3 Third	S3 Fourth
2018/19	Orkney	77	66	75	88	19
2018/19	Scotland	82	78	80	91	55
Orkney Estimated Levels Feb 2020		85	76	84	88	44

WRITING		P1 Early	P4 First	P7 Second	S3 Third	S3 Fourth
2018/19	Orkney	69	61	65	83	19
2018/19	Scotland	79	73	74	90	52
Orkney Estimated Levels Feb 2020		81	71	74	86	43

LISTENING & TALKING		P1 Early	P4 First	P7 Second	S3 Third	S3 Fourth
2018/19	Orkney	80	72	80	88	19
2018/19	Scotland	87	85	86	91	57
Orkney Estimated Levels Feb 2020		86	85	83	88	44

NUMERACY		P1 Early	P4 First	P7 Second	S3 Third	S3 Fourth
2018/19	Orkney	78	68	72	94	74
2018/19	Scotland	85	77	76	90	59
Orkney Estimated Levels Feb 2020		89	77	80	94	69

## 2.4.

The commentary provided below relating to the BGE Literacy and Numeracy levels at P1, 4 and 7 and S3 in session 2019-20 is based on extracts from the Attainment Advisor's report: **Scottish Attainment Challenge: 2015-20 Impact report Orkney\*** which was published in late 2020:

## **Literacy and Numeracy**

Attainment has shown no consistent pattern of improvement in P1, P4, P7 and S3, since the first reported data in session 2015-16.

At the beginning of session 2019-20, the authority, with the support of the Attainment Advisor, developed an attainment strategy which focused on improving attainment in all stages and for the Broad General Education literacy organisers. The strategy included scrutiny of assessment, moderation and teachers' professional judgements. The Attainment Advisor worked alongside Service Improvement Officers (SIO) in schools to evaluate and devise a new tracking and monitoring system. The introduction of the revised authority-wide tracking and monitoring system including the collation and collection of predicted grades was central to the improvement agenda.

### **Literacy**

The data from 2018-19 showed that the gap in P4 between the most and least disadvantaged children had reduced by six percentage points. In P7 and S3 it showed that the most disadvantaged children had outperformed their peers by two and nine percentage points respectively. In 2018-19 literacy levels in reading, writing and listening and talking were highest in P1, but still lower than the Scottish national figures. Literacy in third level for S3, although still a varying picture, has seen results which, at times, have been better than the Scottish national figures. Conversely, results for S3 fourth level were at least 30 percentage points lower than the Scottish national average in all literacy organisers.

The predicted data for all stages in February 2020 showed that there would have been an increase in almost all stages and literacy organisers from between 3 to 24 percentage points, except in S3 third level reading and listening and talking which would have remained the same.

### **Numeracy**

In 2018-19, the most disadvantaged pupils in P1 outperformed the least disadvantaged pupils by nine percentage points. P7 data showed that, over the last three years, there has been no gap between most and least disadvantaged children and in fact, the most disadvantaged have fared better each year. P1, P4 and P7 attainment in numeracy has fluctuated since the first reported data in session 2015-16. Over the last four years, in all but one instance the data was below the Scottish national average. In S3 there has been a stable picture and results have been consistently above the national average from between 4 to 21 percentage points.

The predicted data in February 2020 for P1, P4 and P7 showed that there would have been an increase in numeracy from between 8 to 11 percentage points. In S3 the third level results were predicted to be the same at 94% and in fourth level to decrease by 5%.

## **\*Scottish Attainment Challenge: 2015-20 Impact report**

### **Local authority report: Orkney**

#### **Context**

*The Scottish Attainment Challenge (SAC) was launched in February 2015 to help the Scottish Government achieve its vision of delivering excellence and equity in education. Orkney Islands Council has been part of the SAC since 2017 and receives funding through the Pupil Equity Fund and the Care Experienced Children and Young People Fund. Orkney Islands Council has received £970,140 over the last four years across these various funding streams. This report highlights impact of SAC funding for the children and young people and in particular those most affected by poverty.*

## **Section 3: Senior Phase Attainment based on Insight data sets**

### **3.1 Background**

Each year young people in secondary schools in Orkney are presented for National Courses and Units certificated by the Scottish Qualifications Authority. A smaller number are presented for a range of qualifications and awards accredited by bodies other than Scottish Qualifications Authority. 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 (leaver destinations are covered in Section 5 of this report).
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

### **3.3.**

The measures in this section are based on the achievement of each school leaver in 2019-20. 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 Scottish Qualifications Authority awards in August), and the leavers data which 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 February 2021 which incorporates the 2020 Scottish Qualification Authority awards. 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.**

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.

### **3.6.**

The data that follows refers to National Benchmarking Measures which represent 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.

### **3.7.**

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

### **3.8.**

In March 2020 all school buildings in the country closed as we all went into lockdown due to the worldwide COVID-19 pandemic. As a result of the circumstances the Scottish Government cancelled the Senior Phase Scottish Qualifications Authority Examinations and instead asked the Scottish Qualifications Authority to put in place an alternative certification model based on teacher judgements.

### **3.9.**

The data in this section of the report is based on the awards students received from the Scottish Qualifications Authority as a result of the extensive efforts made by staff, schools management and the local authority to provide the most accurate set awards for Orkney students based on tracking and moderation.

### **3.10.**

Insight reports are based on the analysis and comparisons of students results vary with many measures that look at trends over time. Given the assessment model used in 2019-20 was not based on examinations, the comparison of trends over time is not like for like and therefore caution must be executed.

## **3.11. Overall attainment of Orkney Students Leavers in Session 2019-20.**

**Part 1:** The leaver cohort in session 2019-20

**Part 2:** Trends in Numeracy and Literacy at S4,5 and S6 and literacy in school Leavers

**Part 3:** Overall attainment of school leavers using the tariff scoring system which provides tariff points for their best levels attained in courses and qualifications.

**Part 4:** Breadth and Depth of qualifications at each SCQF level, noting that Higher Courses are at Level 6 but that other awards such as courses run at the Orkney College can also be achieved at level 6 such as Foundation Apprenticeships.

**Part 5:** Considers leavers attainment against the deprivation index (SMID)

### **Part 1: The leaver cohort in session 2019-20**

In total there were 185 leavers in session 2019-20. At the end of S4 there were 37 leavers and a further 56 pupils left after S5 with the majority, 92 leaving in S6.

Once left school these pupils do not increase their attainment tariffs and so the profile of leaver numbers over S4, S5 and S6 will impact on the overall attainment data measures. It is noteworthy that the leaver profile in session 2019-20 was significantly different from the previous year as illustrated in the tables below:

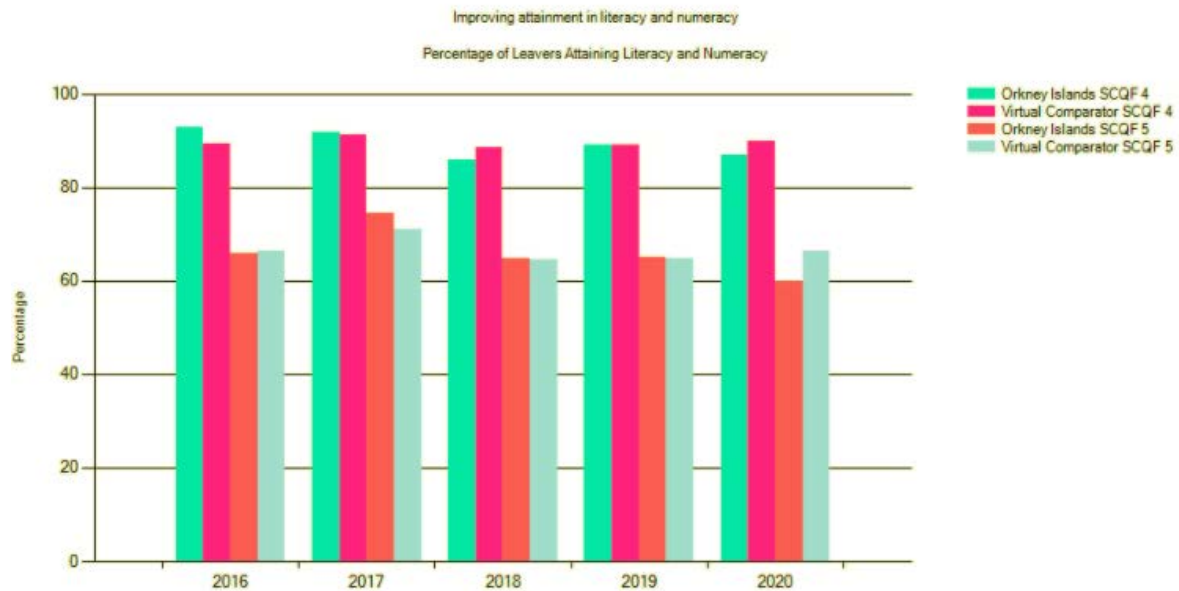
<b>Orkney Leavers Profile 2018- 2019</b>				<b>Orkney Leavers Profile 2019-2020</b>			
Leavers	No.	% leaving at stage	National	Leavers	No.	% leaving at stage	National
S4	37	16%	12%	S4	37	20%	11%
S5	58	25%	27%	S5	56	30%	26%
S6	134	59%	61%	S6	92	50%	63%
Total	229	100%	100%	Total	185	100%	100%
Leaving before S6		41%	39%	Leaving before S6		50%	37%

Students are encouraged to plan courses and qualifications over the three years of their Senior Phase. This is the core aim of the Orkney Offer and it ensures that all pupils are able to access the widest range of courses in each of their Senior Phase years. The analysis of data in S4 and S5 is a key aspect for schools to monitor based on uptake of courses and pass rates at these stages eg there has been an increase in uptake on Higher Courses in S4 and more students are picking up courses at the Orkney College.

However, meaningful comparisons with other Local Authorities is less meaningful given the varied curriculum models in schools across the country. One feature of the Orkney Offer is that pupils normally select 6 subjects in S4 which is less than some other local authorities where 7 or 8 are available. The rationale is to ensure depth of study to provide a better grounding for further study. With up to 6 subject choices available in S5 and S6 all pupils can still develop the breadth of subjects over the three years in Senior Phase.

## Part 2: Trends in levels of Literacy and Numeracy school Leavers

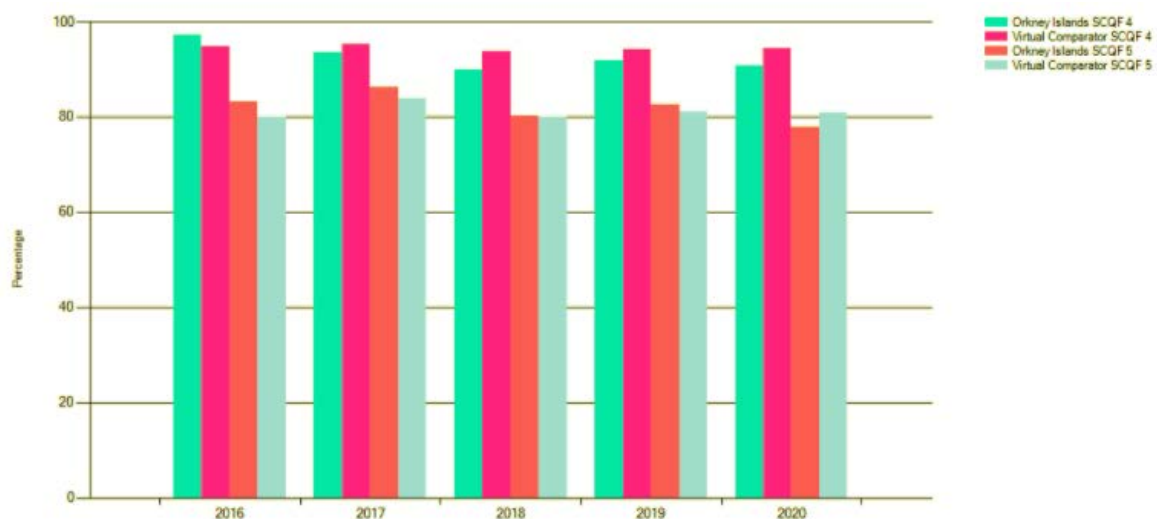
### Numeracy and Literacy all Leavers (S4,5 and 6) in 2020



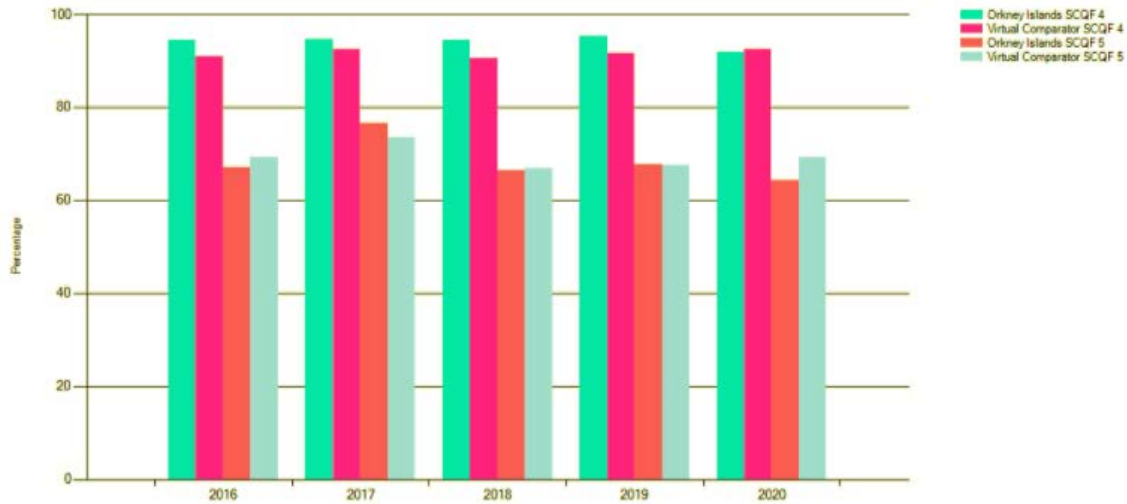
### Narrative

Attainment figures do fluctuate from year to year and these variances are not usually significant. However, the drop last session in both Numeracy and Literacy at Level 5 is significant. As previously highlighted the higher rate of school leavers in S4 and S5 in 2020 has impacted on the levels of literacy and numeracy.

### Literacy



## Numeracy



### Narrative

Both measures show similar trends which suggests that lower numbers of leavers achieved level 5 in Numeracy and Literacy. Improving levels of literacy and numeracy can be achieved by staying for the full senior phase, or seeking curriculum inserts to allow awards at higher levels.

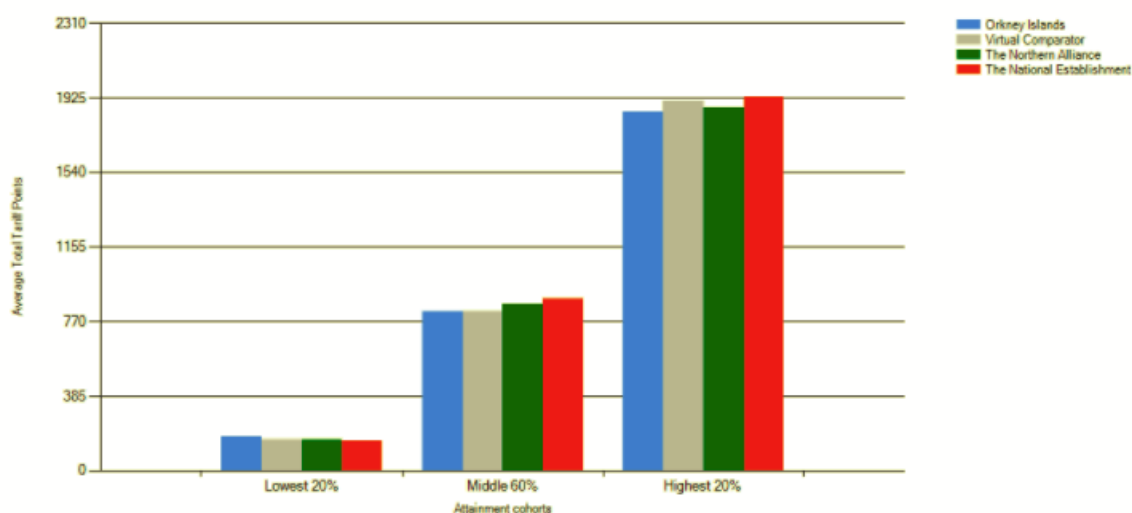
This is an area schools are seeking to address by closer scrutiny of pupil engagement in Senior Phase and student achievement as they make the transition from Broad General Education into Senior Phase.



### Part 3: Average Total Tariff Points 2019 - 2020

For each learner, the total tariff for all of their 'best' attainment is calculated. Then, for the cohort in question, an average is taken of the total for each learner

The **Average Total Tariff Score** of school leavers/ candidates based on the lowest 20%, middle 60% and highest 20% of attainers for the academic year selected:



Average Total Tariff scores	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Orkney Islands	2020	173	822	1851	185
Virtual Comparator	2020	160	821	1908	
The Northern Alliance	2020	156	858	1878	
The National Establishment	2020	151	889	1930	
Orkney Islands	2019	169	827	1792	229
Virtual Comparator	2019	146	806	1829	
The Northern Alliance	2019	143	751	1750	
The National Establishment	2019	151	821	1829	

## Narrative

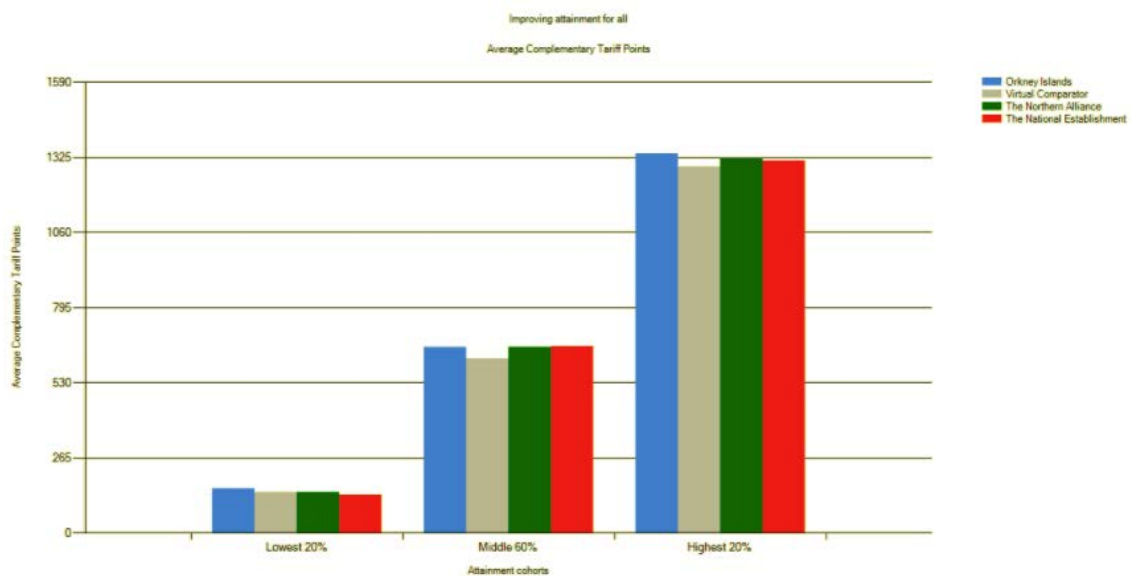
The total tariff of school leavers, while strong, has in recent years had two key trends:

- Firstly, attainment is generally strong amongst our leavers in S4 and S5 although as outlined above the increased leaver rates in S4 and S5 has impacted on the overall average tariff scores of leavers in 2020.
- Secondly, our top 20% of achievers still trail slightly behind in average tariff points and this is attributed to both the smaller number staying on to complete 3 years of Senior Phase and overall number of courses chosen over their senior phase.

One of the impacts expected by focusing on fewer subjects is students achieving better depth and therefore quality of passes. This is illustrated by showing the Average Complementary Tariff Scores. Complementary Scores represent the quality of students' highest levels of SCQF courses. This methodology uses a fixed volume of learning to allow fair comparison between learners/cohorts when the number of courses undertaken may vary, ie how students' performance compares when measuring similar amounts (courses) of learning.

The **Average Complementary Tariff Score** of school leavers/ candidates based on the lowest 20%, middle 60% and highest 20% of attainers for the academic year selected:

The selected year is 2020



Average Complementary Tariff Scores	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Orkney Islands	2020	156	654	1339	185
Virtual Comparator	2020	142	615	1292	
The Northern Alliance	2020	142	654	1321	
The National Establishment	2020	133	657	1313	
Orkney Islands	2019	161	619	1282	229
Virtual Comparator	2019	132	610	1273	
The Northern Alliance	2019	133	591	1252	
The National Establishment	2019	134	623	1267	

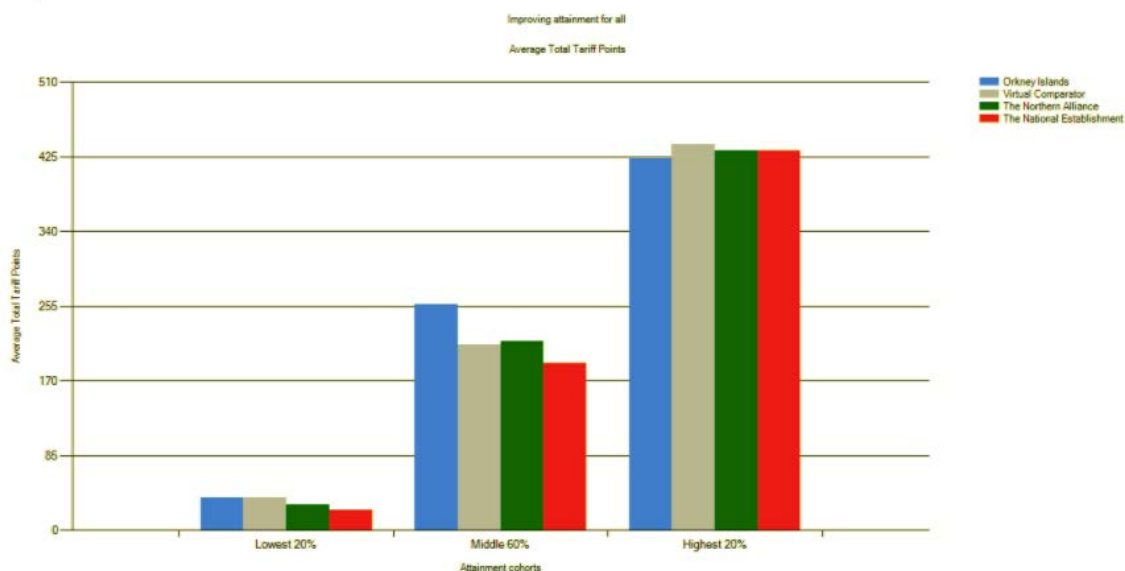
## Narrative

The complementary scores show that the quality of awards by Orkney students remains high. However, schools are still encouraging more students to achieve more course passes in S5 and S6 so that their overall total tariff points are maximised.

Similar trends show Orkney students achieve consistently high tariff scores on leaving.

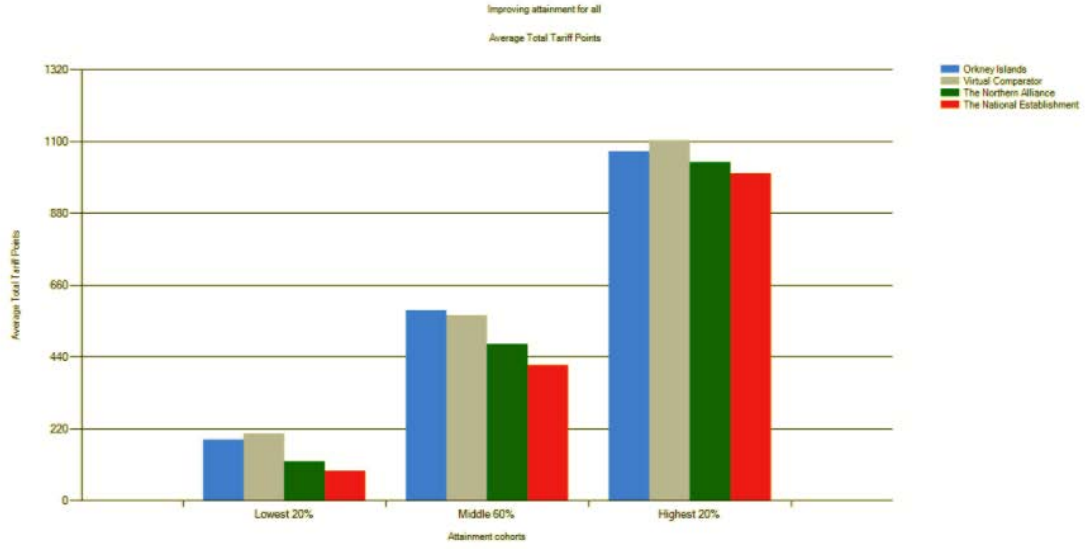
## Average Total Tariff Points of S4 Leavers 2019-20

The selected year is 2020



# Average Total Tariff Points of S5 Leavers 2019-20

The selected year is 2020



#### Part 4: Breadth and Depth of leavers

The tables below show the percentages of the leavers who have gained 1 or more, 2 or more (and so on) awards at any SCQF level up to Level 7, etc).

It is important to note that both of the Breadth and Depth tables will, to a varying extent, be affected by the curricular model adopted by schools.

Orkney Leavers		Level 4
Awards	2019	2020
1 or more	98%	97%
2 or more	95%	96%
3 or more	94%	94%
4 or more	90%	90%
5 or more	85%	87%
6 or more	75%	81%
7 or more	68%	63%
8 or more	55%	41%
9 or more	38%	24%
10 or more	22%	9%

Virtual Comparator		Level 4
Awards	2019	2020
1 or more	97%	97%
2 or more	94%	95%
3 or more	92%	93%
4 or more	89%	90%
5 or more	84%	86%
6 or more	78%	79%
7 or more	67%	68%
8 or more	51%	52%
9 or more	33%	36%
10 or more	18%	22%

Orkney Leavers		Level 5
Awards	2019	2020
1 or more	93%	90%
2 or more	87%	88%
3 or more	81%	82%
4 or more	75%	76%
5 or more	67%	69%
6 or more	62%	58%
7 or more	52%	45%
8 or more	36%	28%
9 or more	21%	16%
10 or more	12%	7%

Virtual Comparator		Level 5
Awards	2019	2020
1 or more	88%	89%
2 or more	82%	83%
3 or more	76%	77%
4 or more	70%	71%
5 or more	63%	66%
6 or more	56%	58%
7 or more	44%	49%
8 or more	33%	36%
9 or more	20%	24%
10 or more	10%	14%

Orkney Leavers		Level 6
Awards	2019	2020
1 or more	64%	66%
2 or more	55%	59%
3 or more	48%	51%
4 or more	41%	45%
5 or more	32%	35%
6 or more	21%	22%
7 or more	7%	10%
8 or more	1%	4%

Virtual Comparator		Level 6
Awards	2019	2020
1 or more	64%	64%
2 or more	57%	56%
3 or more	50%	51%
4 or more	43%	45%
5 or more	36%	37%
6 or more	25%	26%
7 or more	14%	16%
8 or more	6%	8%

Orkney Leavers		Level 7
Awards	2019	2020
1 or more	24%	28%
2 or more	10%	15%

Leavers Virtual Comparator		Level 7
Awards	2019	2020
1 or more	22%	22%
2 or more	10%	11%

## Narrative

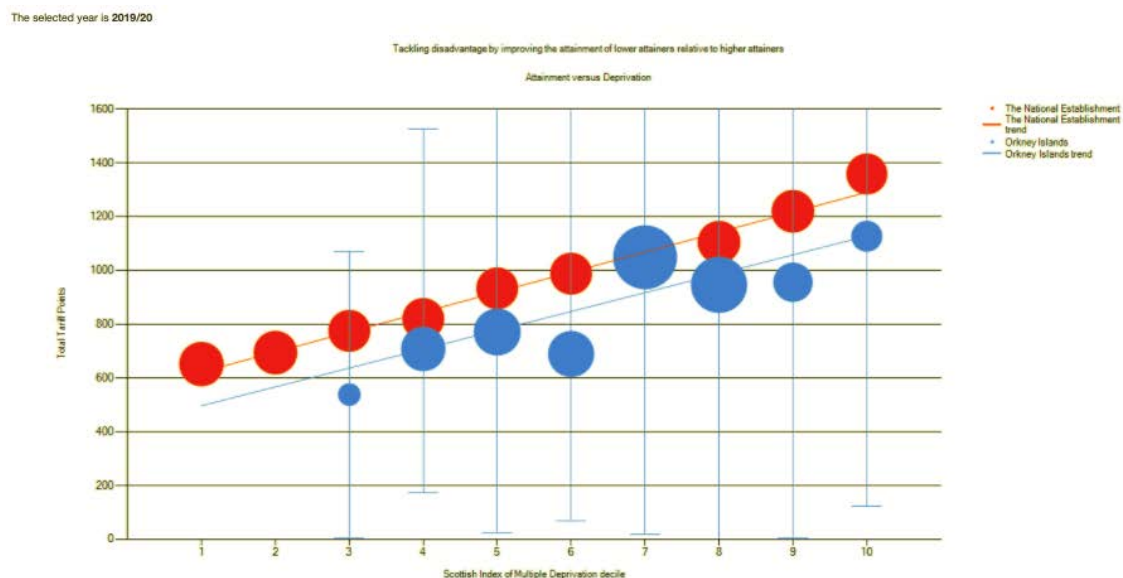
- The breadth and depth of leavers' achievements is consistent with the analysis of tariff scores and this is shown against Virtual Comparator measures.
- A higher proportion of leavers in S4 and S5 in 2020 has influenced the number of awards at the higher end eg the 7 or more explaining the reason for the awards being lower.
- The number of courses being taken by students in S5 and S6 do not fully maximise the number of courses that they can achieve in their 3 years of Senior Phase compared with our Virtual Comparator.
- Level 6 (Advanced Higher) awards are consistent and strong.

## Part 5. Considers leavers attainment against the deprivation index (SMID)

### National Benchmarking Measure: Attainment versus Deprivation: Average total tariff score for Orkney leavers and Virtual Comparator by Single Index of Multiple Deprivation (SIMD Decile) 2020.

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

The graph below indicates in red the national profile of leaver's average attainment against each SIMD decile. The trend line clearly indicates that there is a significant attainment gap nationally. This is the gap that is the key driver for the Scottish 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.

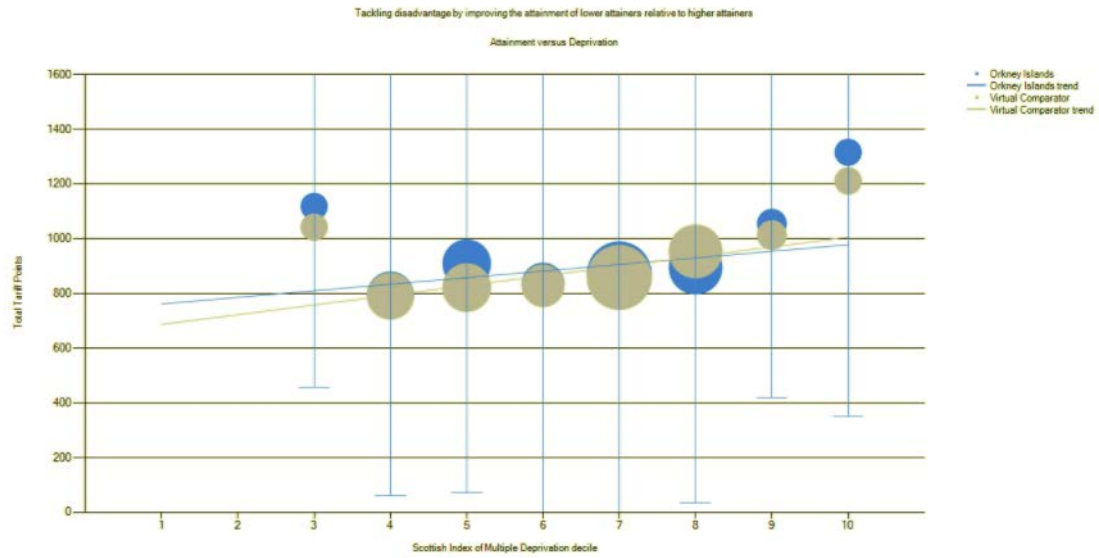


### Narrative

There is a significant range of tariff scores associated with each decile, indicated by the vertical error bars suggesting, as previously stated, that there are not usually strong links between SIMD and attainment. However, the profile of attainment (tariff scores) versus deprivation in the 2019-20 leavers graph suggests a closer link between deprivation and attainment. Students from lower SIMD will tend to have lower average attainment. Further analysis is ongoing into the influence/relevance of SIMD as a measure.

When considering Graph 2: Orkney vs Virtual Comparator (similar settings), where trend lines are similar, it would appear again that SIMD is not a good measure/ predictor when looking at attainment trends.

The selected year is 2018/19





## Section 4: Wider Achievement

### 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 2019-20**, is an excellent example of how Curriculum for Excellence continues to develop 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. During 2019-20 there were many positive outcomes related to these including:

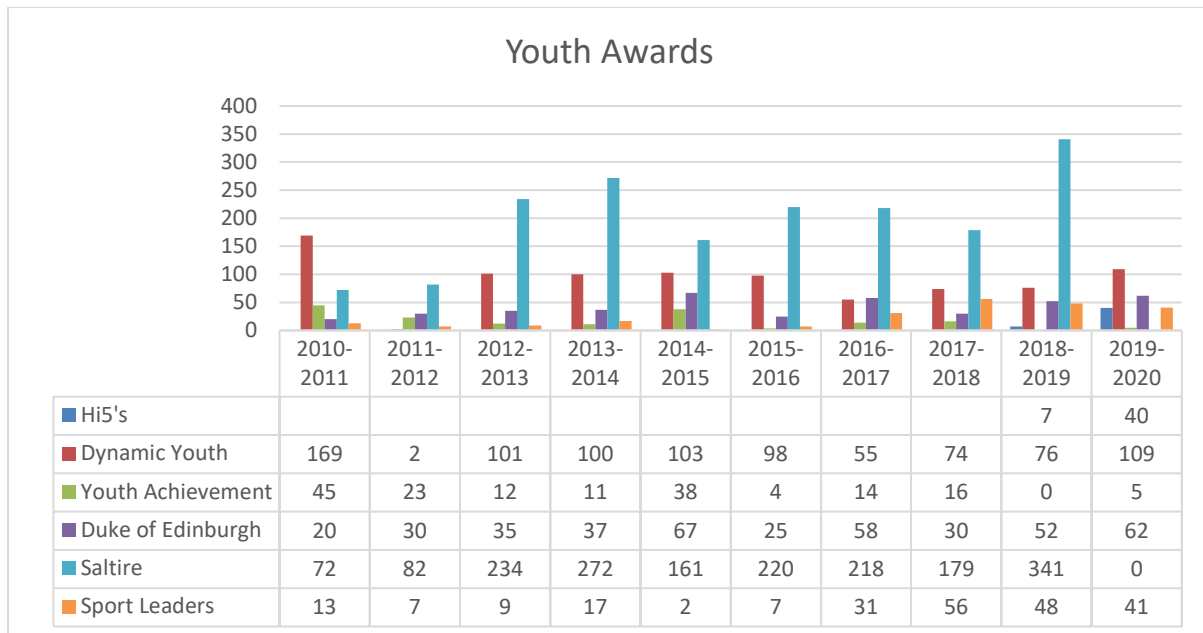
- The uptake of the Hi5's Award. First introduced in 2018-19 this award has increased its pupil engagement from 7 to 40 and is now well-established.
- The number of Duke of Edinburgh Awards increased further from 52 in 2018-19 to 62 in 2019-20.
- There was an increase of 43% in Dynamic Youth Awards achieved from those in 2018-19.

### 4.4.

In 2019-20 young people in Orkney achieved the following awards all of which were recognised prior to the March 2020 lockdown. The data tables highlight the ongoing success and dedication of the Community Learning and Development team in reaching out to all young people across Orkney and promoting wider achievement:

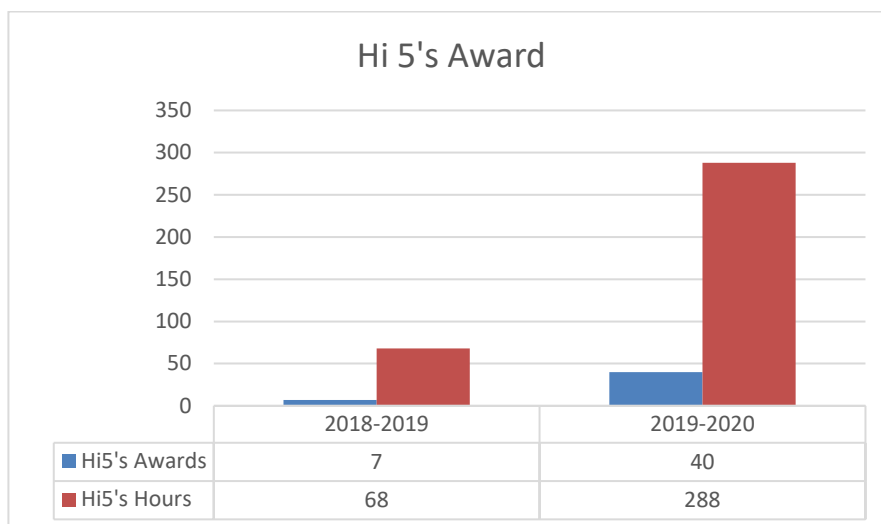
#### 4.4.1 Youth Awards Summary

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Hi5's									7	40
Dynamic Youth	169	2	101	100	103	98	55	74	76	109
Youth Achievement	45	23	12	11	38	4	14	16	0	5
Duke of Edinburgh	20	30	35	37	67	25	58	30	52	62
Saltire	72	82	234	272	161	220	218	179	341	0
Sport Leaders	13	7	9	17	2	7	31	56	48	41



#### 4.4.2 Specific Awards:

##### Hi 5's Award



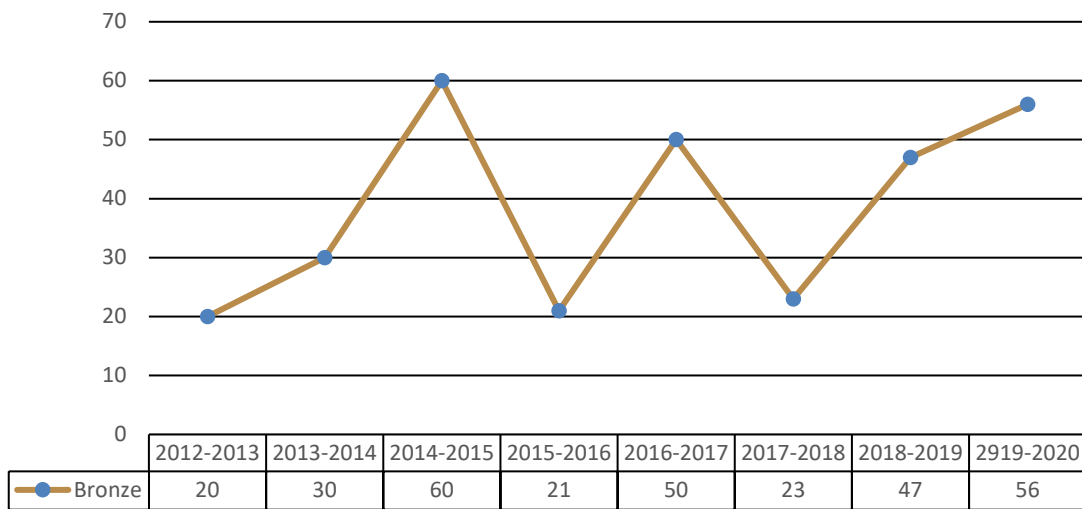
#### Narrative

In 2018-19 CLD introduced the new Hi5 accredited award which is an exciting award for young people age 5+ that records and recognises wider achievement. The Hi5 Award has been credit rated and levelled by the Scottish Qualifications Authority (SQA) and is credit rated on the Scottish Credit and Qualifications Framework (SCQF) where it sits at level 2. The awards can be incorporated into existing or planned activities, are inclusive and suitable for young people with a range of interests and abilities and assist in the implementation of Curriculum for Excellence.

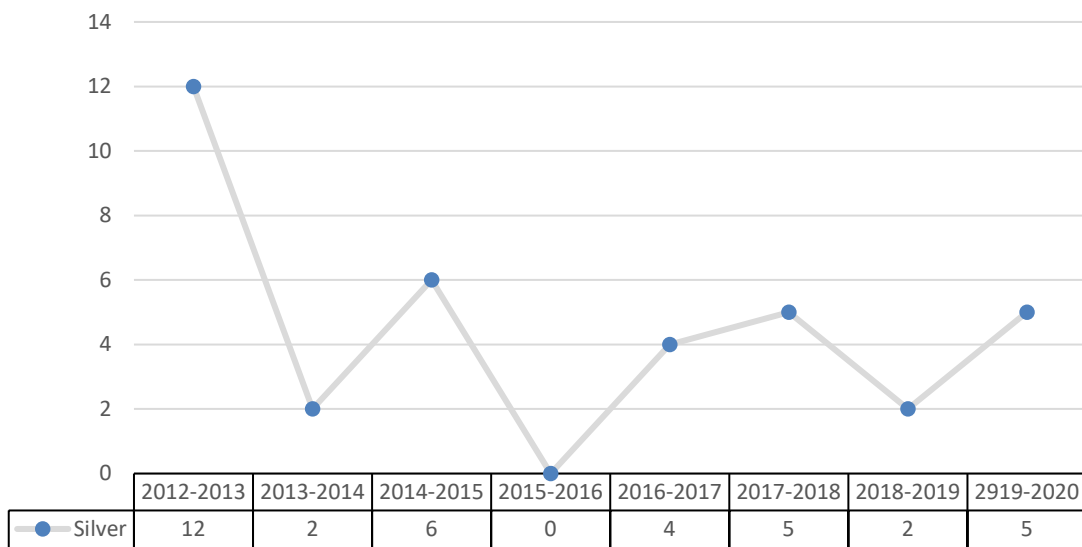
During the second year of delivering, pupil engagement in the Hi5 award rose from 7 up to 40 but even more impressive is the number of hours young people commit to these awards which has risen from 68 to 288.

## Duke of Edinburgh Awards Gained

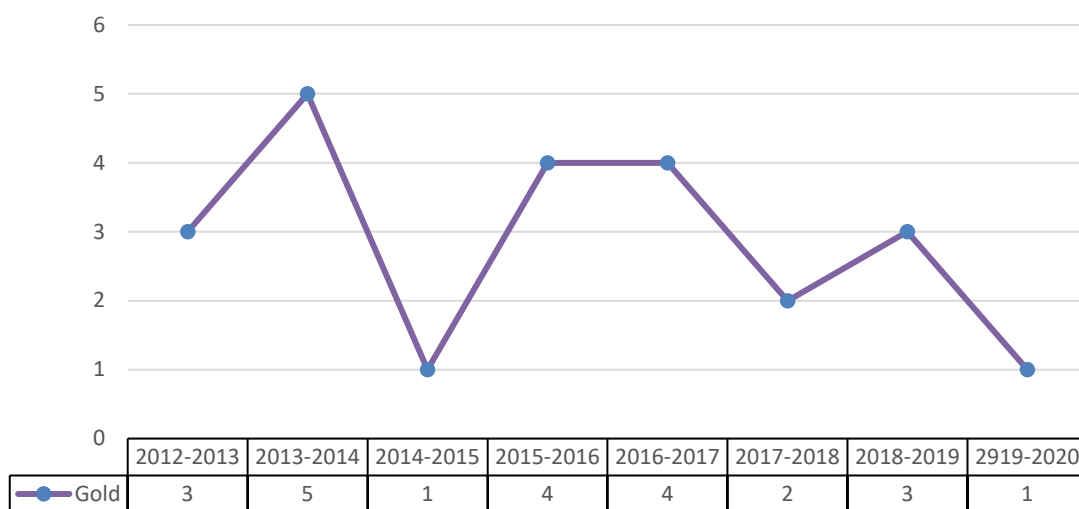
### Bronze



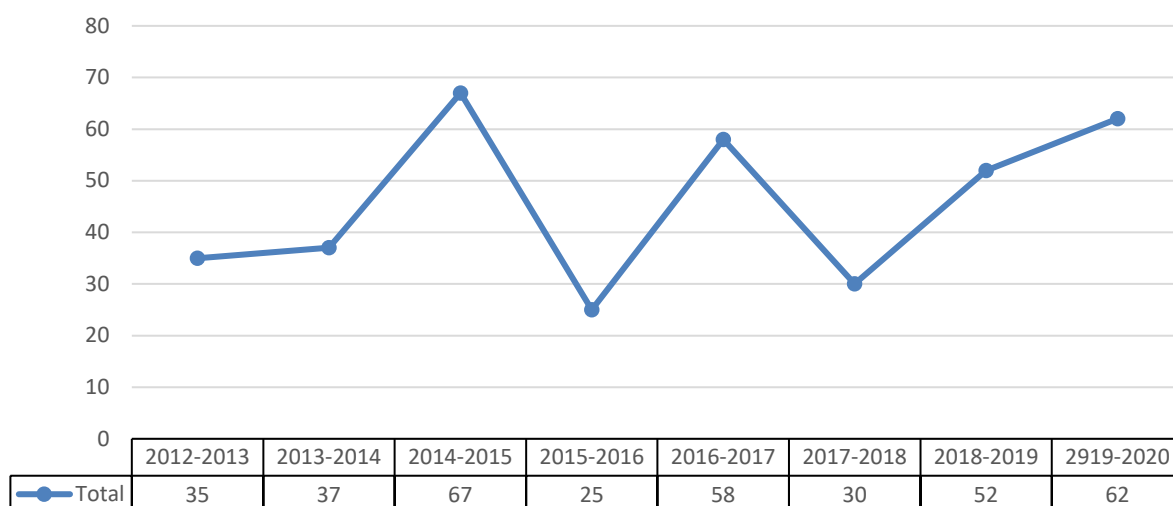
### Silver



### Gold



### Total



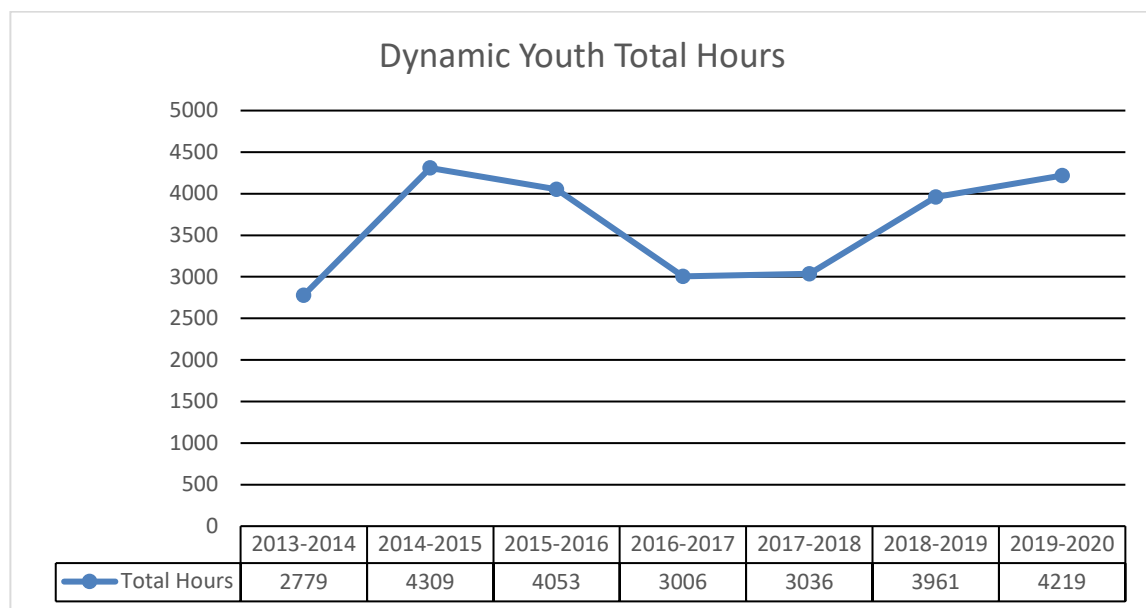
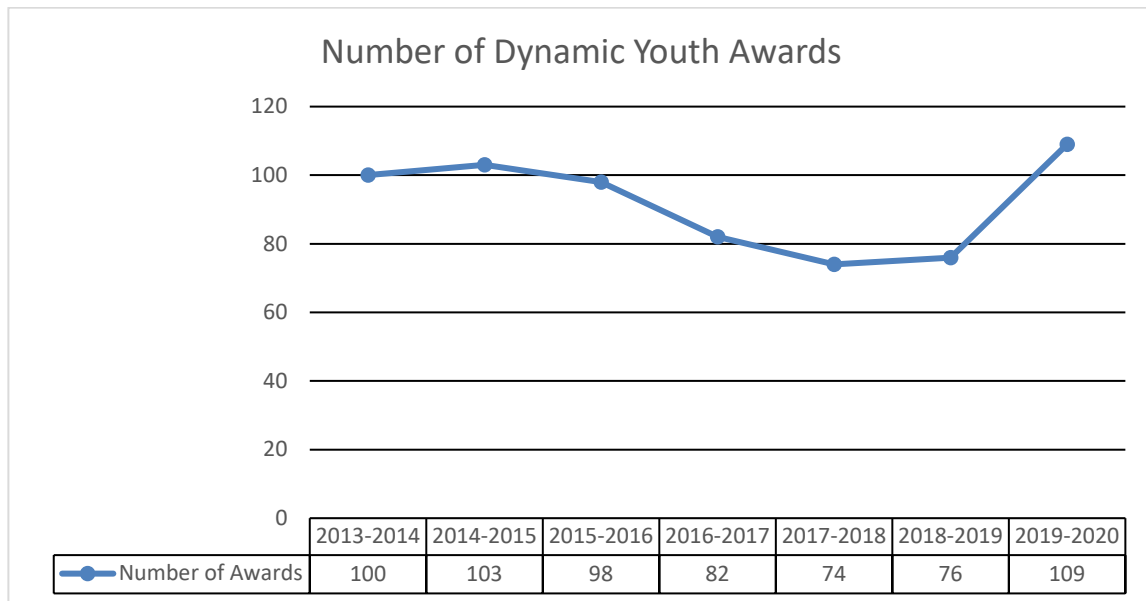
### Narrative

The total number of Duke of Edinburgh Awards gained, increased for a second year from 52 to 62 during 2018-19 an increase of 19%.

Due to Duke of Edinburgh data being collected in financial years, rather than in the academic year, many of the Orkney Duke of Edinburgh completions are awarded after the end of March which explains the rise and fall nature in numbers gaining their award each year.

Traditionally there has always been lower numbers of Silver and Gold entrants. Our ability to offer Gold and Silver places to young people is dependent on the numbers of staff and volunteers available to assist with the programme. This changes on a year by year basis and is reflected in the number of Silver and Gold Awards achieved as illustrated in the above charts.

## Dynamic Youth Awards

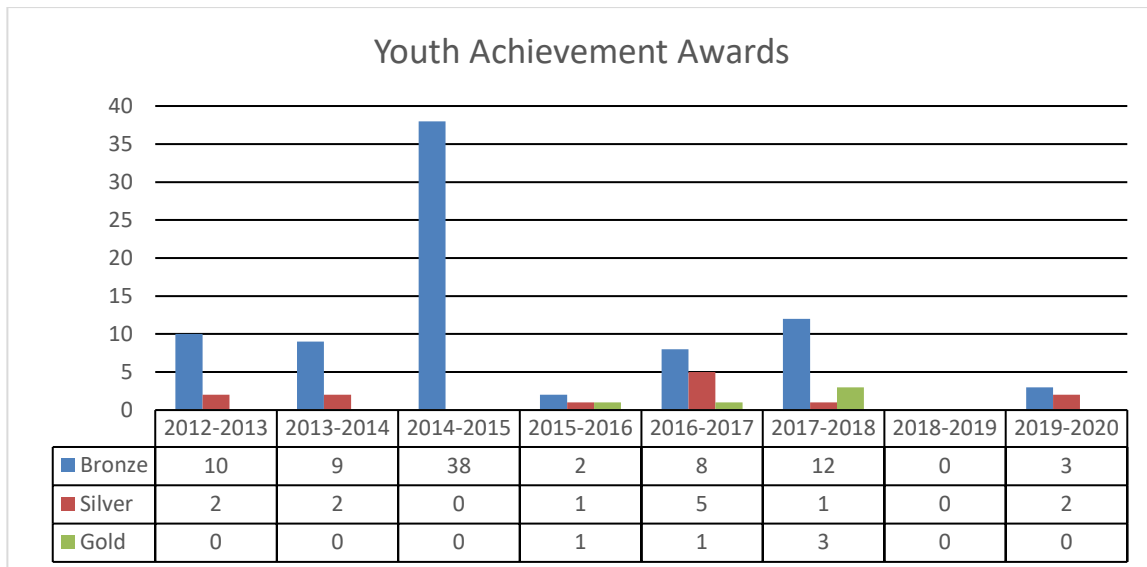


### Narrative

The Dynamic Youth Award (DYA) statistics were higher in 2014-15 when the CLD team had increased capacity and delivered DYAs as part of the large Fit4Fun day and alongside other events and activities. In the last three years the CLD team's Youth and Family Learning Workers have put in a great effort to revive the number of Dynamic Youth Awards achieved both through schools and through youth work settings.

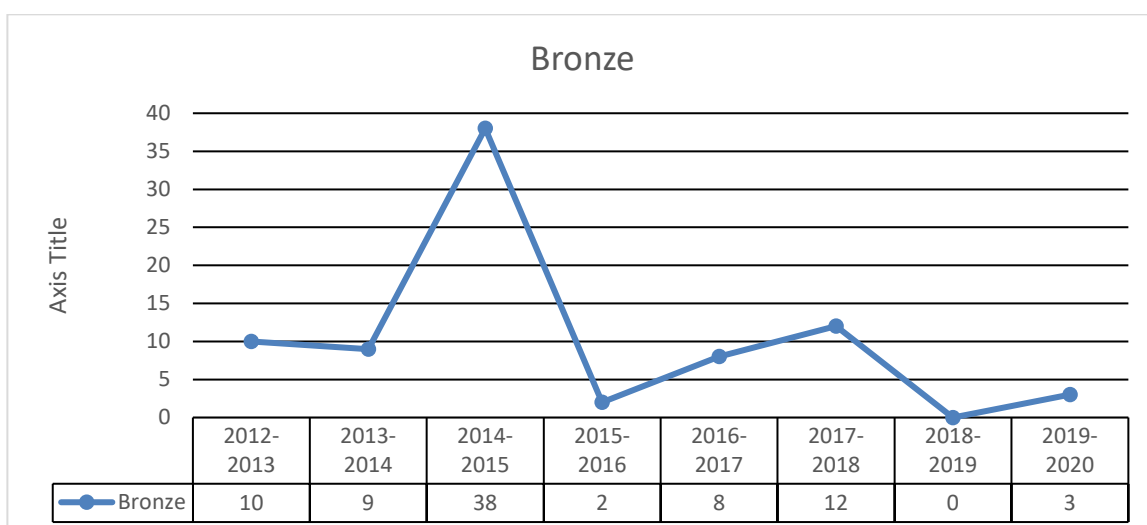
The number of hours young people are contributing to the award has increased by 1,183 hours in the last 2 years, up to a staggering 4,219 hours of evidenced and accredited voluntary work by young people aged 10-14 years of age, which is hugely impressive.

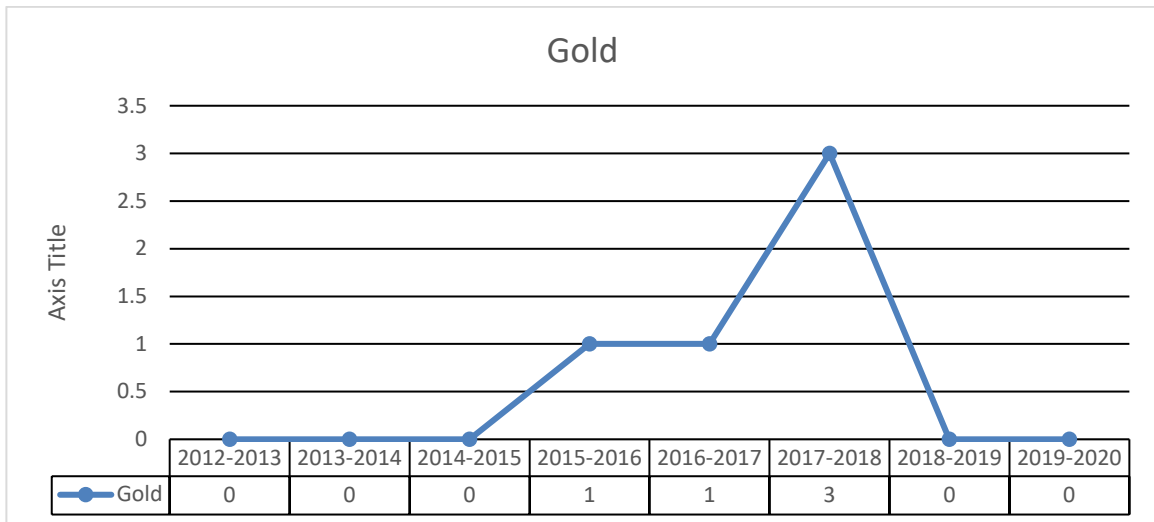
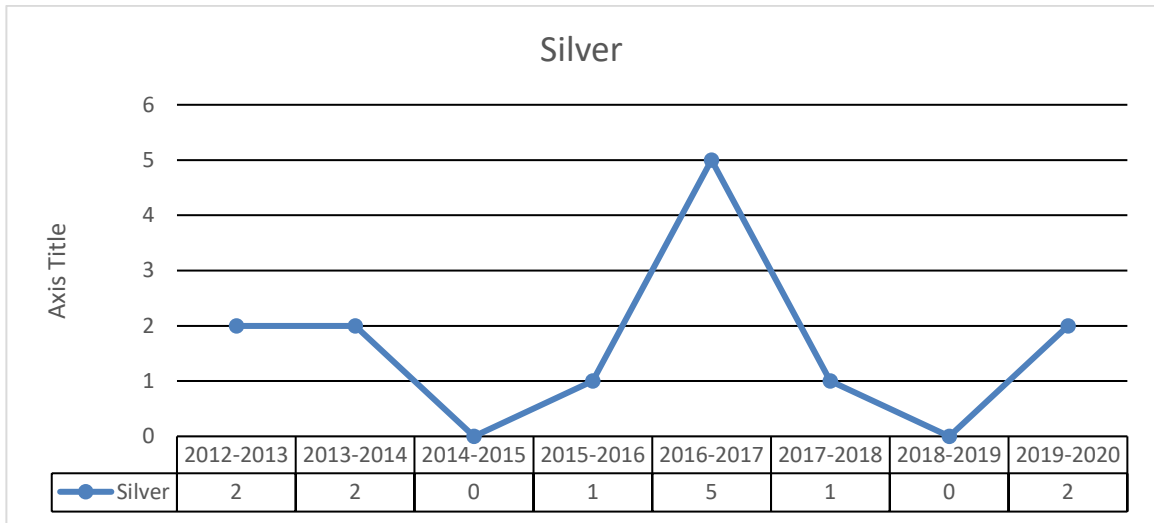
### Youth Achievement Awards



### Narrative

There was a significant rise in Bronze Awards in 2014-15 due to it being offered as a subject choice in KGS for one year. During 2018-19 no Youth Achievement Awards were achieved. We have a large number of young people working on their awards but we had no completions within this timeframe. Happily, in 2019 we saw 5 completions. CLD are currently working with young people on different award levels including gold and are providing support to other organisations who are delivering this accredited award.





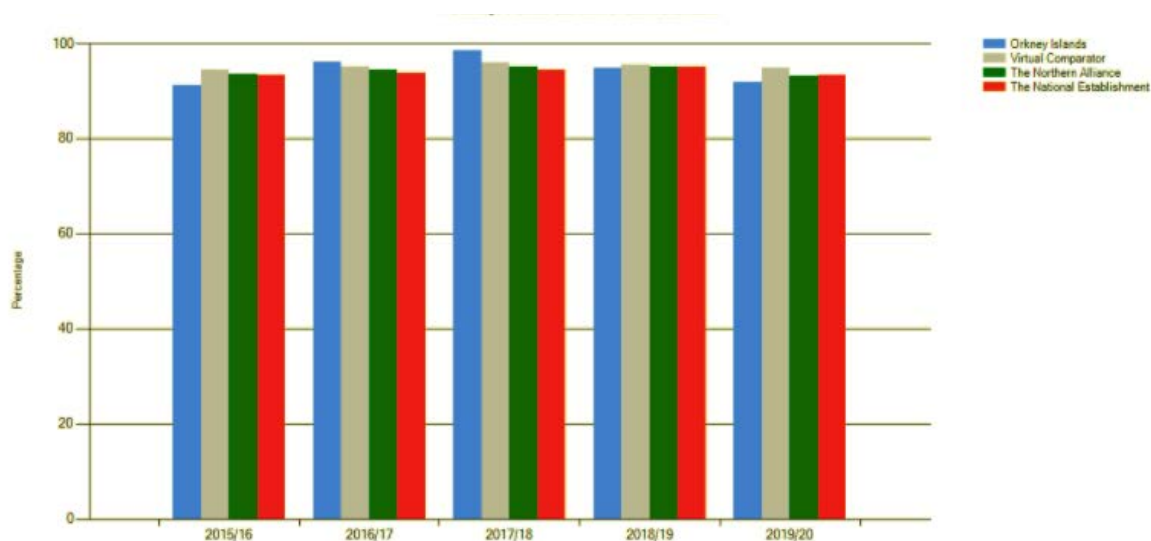
## Section 5: Reports on Leaver Destinations of the 2019-20 cohort of Leavers

### 5.1.

The School Leaver Destination results for 2019-20 have now been published nationally. These tables and the commentary that follows have been analysed by schools and Skills Development Scotland.

### 5.2.

Increased Participation: Overall trend on positive leaver destinations 2019-20.



### 5.3 2018-19 and 2019-20 comparisons

	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
<b>Orkney Islands</b>	<b>2019/20</b>	<b>91.9</b>	<b>185</b>
Virtual Comparator	2019/20	94.9	
The Northern Alliance	2019/20	93.0	
The National Establishment	2019/20	93.4	
<b>Orkney Islands</b>	<b>2018/19</b>	<b>94.8</b>	<b>229</b>
Virtual Comparator	2018/19	95.5	
<b>The Northern Alliance</b>	2018/19	95.0	
The National Establishment	2018/19	95.0	

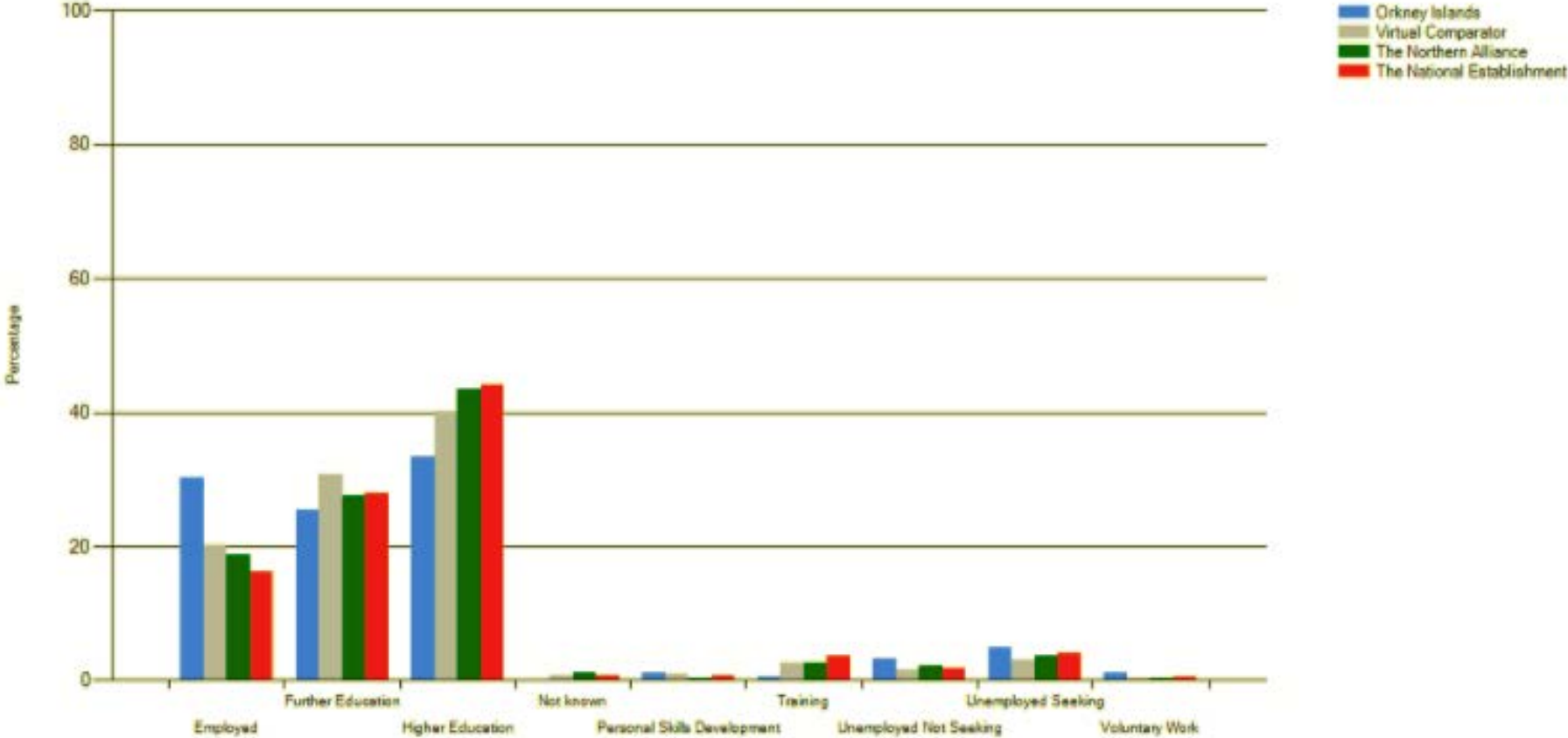
### 5.4.

By drilling down to actual leaver destination categories further analysis we seek to explain how the circumstances surrounding COVID-19 have influenced these overall figures on leaver destinations.

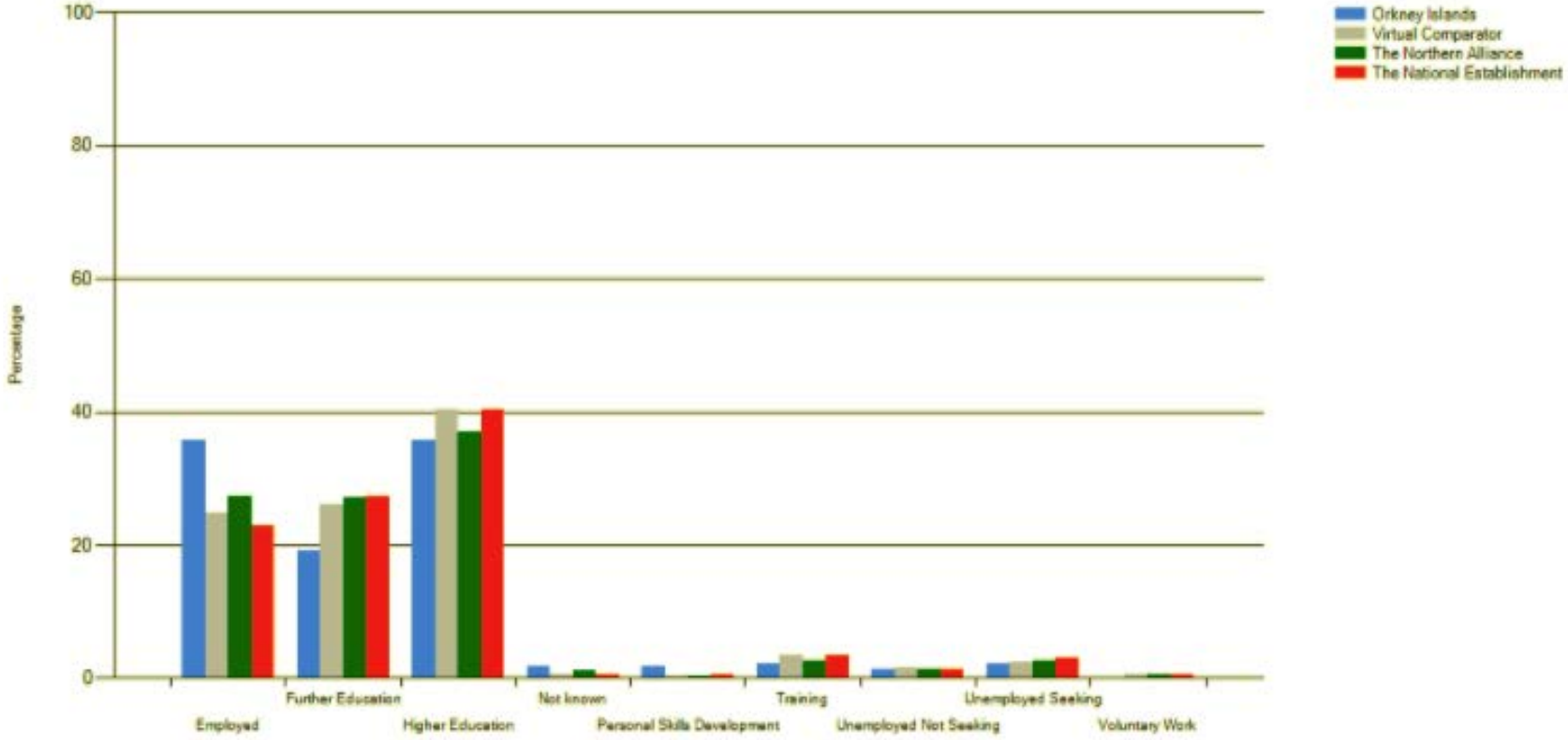




### 5.5 Leaver Destination Profile 2019-20



### 5.6 Leaver Destination Profile 2018-19



#### Leaver Destination profile 2019-2020

Establishment	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Orkney Islands	30.3	25.4	33.5	1.1	0.5	3.2	4.9	1.1	185	
Virtual Comparator	20.1	30.8	40.2	0.7	0.9	2.7	1.5	3.0	0.3	1850
Northern Alliance	18.8	27.5	43.4	1.2	0.4	2.6	2.1	3.7	0.4	8406
National	16.2	28.1	44.2	0.7	0.8	3.7	1.8	4.1	0.5	4743

#### Leaver Destination profile 2018-2019

Orkney Islands	35.8	19.2	35.8	1.8	1.8	2.2	1.3	2.2		229
Virtual Comparator	24.7	26.1	40.3	0.6	0.4	3.5	1.5	2.5	0.5	2290
Northern Alliance	27.3	27.2	36.9	1.1	0.4	2.7	1.4	2.6	0.6	9021
National	22.9	27.3	40.4	0.4	0.5	3.5	1.4	3.1	0.6	49717

## 5.7 Analysis

The results are pulled together to provide comparison with last year's data.

School Leaver Destination	2019-2020 Results (%)	Variance on 2018-2019
Total Entering Positive Destination	91.9%	-2.9%
Higher Education	33.5%	-2.3%
Further Education	25.4%	+6.2%
Training	0.5%	-1.7%
Employment	30.3%	-5.4%
Voluntary Work	1.1%	+1.1%
Personal, Skills Development (Connect Project)	1.1%	-0.6%
Unemployed Seeking	4.9%	+2.7%
Unemployed not seeking	3.2%	+1.9%
Unknown	0%	-1.7%

### Commentary based on significant challenges under COVID

- The number of pupils who moved into a positive destination on leaving school dropped down from last year's results as a direct result of COVID-19. This is shown through the reduction in the number of people choosing to leave Orkney to pursue Higher Education and the numbers going straight into employment.

- Direct feedback from school leavers and parents indicated that some young people chose to take a year out and not to leave Orkney to take up Higher Education options due to COVID-19.
- For leavers entering employment the industries in Orkney that typically employ a large number of our school leavers in entry level employment opportunities were the same industries hit significantly by COVID-19 (Hospitality, Tourism, Retail).
- Nevertheless the proportion of leavers entering employment was significantly higher than all other comparators and this has been a feature over time.
- COVID-19 restrictions also resulted in limits on the intake for Further Education and Connect due to ability to run these programmes and adhere to social distancing requirements.
- However, on a very positive note the overall positive destination figure would have been considerably less if it was not for the excellent work Orkney College did in expanding their non-advanced further education offering for this academic year and this is reflected in the substantial increase in pupils taking up Further Education options. This is to be welcomed and helps Orkney College consolidate itself as a key provider of tertiary education locally.
- Another real positive from the figures shown is that every single pupil was accounted for in these results. This is a reflection on the excellent partnership work that went into gathering this information last summer between school, Orkney College, Skills Development Scotland, Community Learning and Development, Developing the Young Workforce and the third sector.

## **5.7.**

Clearly there will be increased challenges on all partners to ensure all young leavers achieve positive destinations in future years. This is also acknowledged by Scottish Government through their extended funding for the Developing the Young Workforce programme.

One of the core aims of the Developing the Young Workforce programme has been to develop the partnerships between businesses, college and schools to provide a wider range of options to allow young people to achieve their individual learner pathways. This will support and inspire all Orkney's young workforce to achieve sustainable positive destinations when they leave school.