



EDUCATION EXECUTIVE

PROGRESS IN EDUCATIONAL ATTAINMENT

REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)

A. PURPOSE OF REPORT

To inform members of progress in Educational Attainment

B. RECOMMENDATION

1. To note key features of attainment set out in the report and presentation, which demonstrate the impact of the Raising Attainment Strategy in making progress towards achieving the outcomes and targets that it contains.
2. To note that a further report on progress in the implementation of the Raising Attainment Strategy will be presented to the next meeting of the Education Policy Development and Scrutiny Panel.
3. To adopt 5+ and 3+ Level 6 SCQF Awards at point of exit as the key measure of attainment reported to members, parents and the public with effect from the 2017 exam diet.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	<p>Raising Attainment is one of the key strategic outcomes of the Council.</p> <p>Closing the Gap is one of the two key outcomes of the Raising Attainment Strategy.</p>
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	Raising Attainment is one of the key strategic outcomes of the Council. The Raising Attainment Strategy is designed to raise educational attainment, and to close the gap in educational outcomes, both of which outcomes are reflected in performance indicators.

V	Relevance to Single Outcome Agreement	Education attainment is reflected in Performance Indicators within the Single Outcome Agreement.
VI	Resources - (Financial, Staffing and Property)	Within agreed Education Revenue Budget.
VII	Consideration at PDSP	Attainment is considered regularly by the PDSP and Executive as part of the Council's Performance Monitoring framework.
VIII	Other consultations	There has been consultation with headteachers, the professional associations, teachers, parents and partners throughout the implementation of the Raising Attainment Strategy.

D. TERMS OF REPORT

Authority Performance

West Lothian Council is committed to delivering the best possible outcomes for children and young people, in line with the Single Outcome Agreement outcome that our children will make the best possible start in life. Work to raise attainment is undertaken by schools, supported by centrally based officers, in terms of the Council's Raising Attainment Strategy. The Raising Attainment Strategy 2015/17 sets out how the council will raise the quality and value of service provision and how this will support the corporate priorities of raising attainment and narrowing the attainment gap.

The following key features of attainment demonstrate the impact of the Raising Attainment Strategy in making progress towards achieving the outcomes and targets that it contains.

- Pupils are sitting and passing more N5 examinations at the S4 stage in the three year period 2014 to 2016.
- Pupils are sitting and passing more Highers examinations at the S5 stage in the three year period 2014 to 2016.
- West Lothian pupils are outperforming the virtual comparator and national average in both literacy and numeracy at Level 3 and Level 4.
- At point of exit, West Lothian pupils are leaving with more qualifications than the virtual comparators and national average.
- At the S5 stage, West Lothian pupils are achieving at, or above, the level of the virtual comparator and the national average.
- The attainment of the most deprived 30% at point of exit, measured by total tariff points, is above the virtual comparator and the national average.
- The attainment of all pupils at point of exit, measured by total tariff points, is above the virtual comparator and the national average.

A further report on progress in the implementation of the Raising Attainment Strategy will be presented to the next meeting of the Education Policy Development and Scrutiny Panel.

School by School Performance

An analysis of the performance of individual secondary schools in the five year period 2012 to 2016 shows a general upward trend of the pupils achieving 3+ and 5+ passes at SCQF Level 6.

Within this general trend, variations in performance from year to year, and from school to school occur. Performance is discussed with and monitored at twice yearly performance meetings held between the Head of Service and each school management team. The detail of performance across a wide range of measures is monitored, and steps to raise attainment and address any drops in performance are discussed and monitored.

Details of the performance of each secondary school are included in the presentation associated with this report, along with details of the correlation between performance and the mean score achieved by each cohort in cognitive ability tests.

Performance Reporting

The Education Executive, at its meeting of 30 August 2016, noted that national reporting in 2016 would be undertaken in terms of Scottish Curriculum and Qualifications Framework (SCQF) awards. This means that National reporting now includes SQA band D results.

The Education Executive noted that moving to the SCQF framework was appropriate as it includes and recognises an extended and enhanced range of achievement in the senior phase which is in line with the principles of Developing the Young Workforce.

In the current year, SQA band D results have been excluded from figures reported and published by West Lothian Council, in order to make the performance reported directly comparable to previous years' reported attainment. This has facilitated performance management, and measurement of improvement in attainment. This position is not sustainable in the longer term, however, as it will lead to a divergence in performance figures reported by the Council and those reported nationally, which will lead to confusion amongst parents and citizens within West Lothian.

National reporting is now undertaken at point of exit, rather than in relation to the performance of a specific year group. The end point of a young person's schooling is considered the most relevant for comparison by Insight, the national performance tool, as it allow comparison of all attainment and achievement throughout the young person's schooling, and the totality of the attainment and achievement which will contribute to the destination that the young person progresses to.

The Local Government Benchmarking Framework uses SCQF Awards at level 6 at point of exit as its benchmark measurement of local authority education performance.

It is proposed therefore, to adopt 5+ and 3+ Level 6 SCQF Awards at point of exit as the key measure of attainment reported to members, parents and the public with effect from the 2017 exam diet.

This change will allow easier comparison with national performance for members, parents and the public. It will allow new baselines to be set for attainment when the Raising Attainment Strategy 2015/17 is reviewed. It will present the fullest and most accurate measure of the totality of the attainment and achievement of young people throughout the totality of their school attendance.

Performance management undertaken at schools and authority level will continue to rely on a wide range of measures in order to allow performance to be measured at key stages, and the performance of particular subjects, curricular areas, and groups of pupils to be measured.

E CONCLUSION

The Education Executive is invited to consider the authority wide and individual school performance outlined in this report and the accompanying presentation, and to approve the proposed change to the key measure of attainment reported to members, parents and the public

F BACKGROUND REFERENCES

Report to Education Executive 30 August 2016.

Appendices/Attachments: None

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