



## **EDUCATION EXECUTIVE**

### **ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2017/18**

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

##### **A. PURPOSE OF REPORT**

To inform the Education Executive of the publication of achievement of Curriculum for Excellence (CfE) Levels 2017/18 and the performance of West Lothian pupils.

##### **B. RECOMMENDATION**

To note the publication of achievement of Curriculum for Excellence (CfE) levels 2017/18 and the performance of West Lothian pupils.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	The achievement of CfE Levels data will be used to improve attainment, in line with the Council's Raising Attainment Strategy.
<b>V Relevance to Single Outcome Agreement</b>	Achievement of CfE Levels provides performance information which will be used by schools and the authority to drive improvement as reflected in Single Outcome Agreement Performance Indicators.
<b>VI Resources - (Financial,</b>	School Devolved Budgets/Pupil Equity Funding

## **Staffing and Property)**

<b>VII Consideration at PDSP</b>	Not applicable
<b>VIII Other consultations</b>	None

### **D. TERMS OF REPORT**

The Scottish Government has published data relating to the Achievement of Curriculum for Excellence (CfE) Levels. The data relates to all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3.

It measures national performance in aspects of literacy (reading, writing, and listening and talking) and numeracy, and reports on the proportion of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage.

The information is based on teacher professional judgements as at June 2018.

Key National findings are as follows:-

- The percentage of pupils achieving the CfE level relevant for their stage was highest in listening and talking and lowest for writing in the primary stages.
- Across all primary stages, around 85 per cent of pupils achieved the expected CfE level for their relevant stage in listening and talking; at least 75 per cent for numeracy and reading and over 70 per cent for writing.
- For each organiser (reading, writing, listening and talking and numeracy) around 90 per cent of S3 pupils achieved Third Level or better.
- For each organiser, a higher proportion of pupils living in the least deprived areas achieved the expected CfE level compared to pupils from the most deprived areas.
- The performance gap, between pupils from the most and least deprived areas, generally widens throughout the primary stages.
- At S3 (Third Level or better), the performance gap between pupils from the most and least deprived areas was 10 to 12 percentage points for reading, writing and listening and talking. The gap for numeracy was 14 percentage points.
- The overall pattern of performance by stage and organiser is very similar to that reported in the Achievement of CfE Level 2016/17 results.

It is appropriate, however, to note the performance of West Lothian Schools in the national context. Key features of the achievement of West Lothian pupils are as follows:-

- Pupils are achieving above national performance in 19 of the 20 national measures. The only area below national performance is listening and talking in P1.
- Attainment levels in almost all areas have been sustained or improved in comparison to 2016/17, with the majority of organisers showing improved attainment.

- In some areas the percentage of pupils achieving expected CfE decreases between P1 and P7, however the percentage point decrease is significantly lower than that of the national decrease between P1 and P7.
- The West Lothian 'attainment gap' reflects the national picture described above, with schools addressing the 'gap' as part of the local authority's focussed improvement agenda.

The percentage of pupils achieving expected levels, compared to the Scottish average is presented below. All figures are rounded to nearest whole number.

**Percentage of Pupils Achieving Expected Levels By Stage**  
**(National Average in Brackets)**

	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better
Literacy	76% (75%)	74% (69%)	75% (70%)	91% (87%)
Reading	82% (81%)	81% (77%)	82% (79%)	93% (90%)
Writing	80% (78%)	77% (72%)	78% (73%)	92% (89%)
Listening & Talking	86% (87%)	88% (85%)	88% (84%)	94% (91%)
Numeracy	86% (85%)	81% (76%)	79% (75%)	93% (89%)

## **E. CONCLUSION**

The Education Executive is asked to note the publication of achievement in the Broad General Education (BGE) of CfE Levels 2017/18 and that the performance of West Lothian pupils is above the national performance in 19 of the 20 measures of attainment and achievement.

The detailed information on pupils' achievement of the expected CfE level, based on teacher professional judgements, provides an additional source of information which will be used by Headteachers, teachers in the classroom, and by the Quality Improvement Team and the Performance Team in their work with individual schools to continue to raise attainment in line with the authority's Raising Attainment Strategy.

## **F. BACKGROUND REFERENCES**

National Improvement Framework –

<https://www.gov.scot/policies/schools/national-improvement-framework/>

School Level CfE Attainment Information -

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels-Dashboard/Dashboard1>

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