



EDUCATION EXECUTIVE

ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2018/19

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 2018/19 and seek approval for using the attainment of each quintile as a local measures of success in delivering the national excellence and equity agenda.

B. RECOMMENDATION

1. To note the publication of achievement of Curriculum for Excellence (CfE) levels 2018/19 and the performance of West Lothian pupils.
2. To agree that the authority will measure the success of each of the five quintiles in ensuring the delivery of the national excellence and equity agenda.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; 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)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The achievement of CfE Levels data will be used to improve attainment, in line with the Council's Raising Attainment Strategy. Some measures will now form part of the LGBF Framework.
V Relevance to Single Outcome Agreement	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.

VI Resources - (Financial, Staffing and Property)	School Devolved Budgets/Pupil Equity Funding
VII Consideration at PDSP	11 February 2020
VIII Other consultations	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 2019.

Key National findings are as follows:-

- The percentage of pupils achieving the expected CfE Level has increased slightly across most organisers and stages compared to previous years although the overall pattern of performance is similar to that reported in the 2017/18 results.
- Across all primary stages, around 86 per cent of primary school pupils achieved the expected CfE Level for listening and talking; at least 76 per cent for numeracy; at least 78 per cent for reading; and over 73 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.
- 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 20 of the 20 national measures. In session 2017/18, West Lothian performance was above the national performance in 19 of the 20 measures.
- West Lothian attainment levels have improved in all areas in comparison to 2017/18, with significantly improved attainment in Literacy by the end of P1 (Early level).

- In some areas, the percentage of pupils achieving expected CfE decreases between P1 and P7, however the percentage point decrease is lower than that of the national decrease between the same two stages. There is no decrease in attainment levels between P4 and P7, which is a change from trends in previous years.
- 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 the 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	82% (76%)	78% (70%)	78% (71%)	96% (88%)
Reading	86% (82%)	84% (78%)	84% (80%)	97% (91%)
Writing	84% (79%)	80% (73%)	80% (74%)	96% (90%)
Listening & Talking	91% (87%)	90% (85%)	91% (86%)	98% (91%)
Numeracy	88% (85%)	82% (77%)	82% (76%)	95% (90%)

E. CONCLUSION

The Education Executive is asked to note the publication of achievement in the Broad General Education (BGE) of CfE Levels 2018/19 and that the performance of West Lothian pupils is above the national performance in 20 of the 20 measures of attainment and achievement. It is also recommended that the Education Executive agrees that the success in delivering the excellence and equity agenda is measured through scrutiny of attainment of each of the five quintiles.

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

None

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