

REPORT TO: Education Committee

MEETING DATE: 22 November 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Curriculum for Excellence Achievement of a Level in Literacy and in Numeracy 2015/16

1 PURPOSE

- 1.1 To inform the Committee of the change in national policy to assessing and reporting on children's and young people's progress in literacy and numeracy and to note the levels of achievement in schools across East Lothian.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to consider and note the contents of the report.

3 BACKGROUND

- 3.1 In September 2009, the Scottish Government set out its strategic vision for assessment in "Assessment for Curriculum for Excellence: Strategic Vision and Key Principles".

- 3.2 Further supplementary guidance was provided within "Curriculum for Excellence Building the Curriculum 5: A Framework for Assessment": recognising achievement, profiling and reporting published February 2011. This publication set out guidance on reporting on children's and young people's progress including the following statement:

"Schools, education authorities and other establishments will have flexibility within clear national expectations to determine the ways in which reporting shares children's and young people's progress, achievements and needs."

- 3.3 In line with the Scottish Government's approach to the implementation of Curriculum for Excellence, high level assessment guidance for the Broad General Education was developed nationally and implemented locally with no national requirement to undertake set assessment tasks or to

produce assessment data in specific formats. East Lothian Council implemented this guidance at a local level giving schools autonomy to develop arrangements for reporting on children's and young people's progress and achievements in partnership with their parents.

- 3.3 The Organisation for Economic Co-operation and Development (OECD) published its independent review of Curriculum for Excellence, Improving Schools in Scotland: An OECD Perspective in December 2015. The review report set out 12 recommendations to improve the quality of Scottish education and ensure equity of opportunity, experiences and outcomes for all learners. This includes a recommendation to develop an integrating framework for assessment and evaluation that encompasses all system levels.
- 3.4 The National Improvement Framework published by the Scottish Government January 2016 is designed to address this recommendation as set out within the Assessment of Children's Progress driver for improvement. The National Improvement Framework includes the introduction of national standardised assessments and the reporting of Curriculum for Excellence attainment levels in literacy and in numeracy for children and young people at Primary 1, Primary 4, Primary 7 and Secondary 3 on a school-by-school basis and at a local authority level.
- 3.5 The Education (Scotland) Bill 2016 placed the National Improvement Framework and reporting arrangements on a statutory footing, also placing a legal requirement on local government to share information such as children's and young people's achievement in literacy and in numeracy to drive improvement.
- 3.6 In September 2015 Local Authorities provided the Scottish Government with information on their current practice for recording teacher judgements on pupils' achievement of Curriculum for Excellence levels in literacy and in numeracy. Local Authorities were also asked to describe the range of different types of evidence used by teachers in making their judgements, including different standardised assessments and moderation activities. This range of evidence indicated a significant variation in recording teacher judgements on pupils' achievements across Scotland. The National Improvement Framework for Scottish Education 2015 Interim Framework Report published December 2015 provided an overview of attainment from existing sources.
- 3.7 From August 2016, the Scottish Government will collect teacher professional judgement on Curriculum for Excellence achievement of a level in literacy and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3. Achievement in literacy data will be provided for reading, writing and listening and talking.
- 3.8 The National Improvement Framework Report due to be published December 2016 will publish the teacher professional judgement on Curriculum for Excellence achievement of a level in reading, writing, listening and talking and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3 at national, local authority and individual school level.

These official statistics will be classified as **experimental statistics** in recognition of the evolving approach to assessment across the Broad General Education. Therefore, this data cannot be used for benchmarking performance or as a baseline to track improvements in performance over time.

- 3.9 East Lothian Council will share Local Authority and school level attainment data in advance of national publication. Given the experimental statistics classification, care needs to be taken in relation to any interpretation or analysis of the attainment data. It is important that parents receive this information about their schools in the context of the wider National Improvement Framework for Scottish Education. The Head of Education will develop a communication for parents to ensure a consistent message is provided across our schools prior to the publication of the data.

The table below sets out the experimental statistical data for East Lothian Council 2015/2016. Experimental school level data is included (Appendix 1). The experimental school level data may be suppressed to ensure any information published does not identify individual pupils. This is particularly the case for small rural schools. The P1, P4, P7 and S3 roll includes children and young people with additional support needs who are making progress towards individual learning targets.

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Early level by the end of Primary 1	73% Majority	64% Majority	82% Most	74% Majority
First level by the end of Primary 4	69% Majority	63% Majority	78% Most	67% Majority
Second level by the end of Primary 7	60% Majority	52% Majority	69% Majority	56% Majority
Third level or above by the end of S3	84% Most	81% Most	82% Most	68% Majority

Key

Majority = 50% > % ≤ 75%

Most = 75% > % ≤ 89%

Almost all = 90% ≥ % < 100%

4 POLICY IMPLICATIONS

- 4.1 The Education (Scotland) Act 2016 places the National Improvement Framework and reporting arrangements on a statutory footing. The Act will require the Education Service to fulfil its existing duties to secure improvement in school education in a way which achieves the key priorities set out in the National Improvement Framework.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – Revenue costs of developing a new monitoring and tracking tool, as well as to develop a new Council policy on achievement of a level required to support the change in national policy, will be met from within existing service budgets.
- 6.2 Personnel - None
- 6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Assessment for Curriculum for Excellence: strategic vision and key principles.http://www.educationscotland.gov.uk/Images/AssessmentforCfE_tcm4-565505.pdf
- 7.2 Curriculum for Excellence Building the Curriculum 5: A Framework for Assessment: recognising achievement, profiling and reporting.http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf.
- 7.3 Improving Schools in Scotland: An OECD Perspective
<http://www.oecd.org/education/school/Improving-Schools-in-Scotland-An-OECD-Perspective.pdf>.
- 7.4 The National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>
- 7.5 The National Improvement Framework for Scottish Education 2015 Interim Framework Report
<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/Interimframeworkreport>

7.6 Office of National Statistics A Guide to Experimental Statistics

<https://www.ons.gov.uk/methodology/methodologytopicsandstatisticalconcepts/guidetoexperimentalstatistics>

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Experimental Statistics**% Primary Pupils achieving relevant CFE Level by the end of 1, P4 and P7 in 2015/16**

* where the %s are based on a cohort of 10 pupils or less, the information has been suppressed to avoid identification of individual pupils

Primary School	Stage	% achieving expected CfE Level			
		Reading	Writing	Listening and Talking	Numeracy
Aberlady	P1	73%	60%	67%	93%
	P4	68%	68%	88%	68%
	P7	70%	67%	81%	52%
Athelstaneford	P1	*	*	*	*
	P4	*	*	*	*
	P7	*	*	*	*
Campie	P1	55%	31%	64%	28%
	P4	33%	22%	71%	33%
	P7	43%	25%	90%	39%
Cockenzie	P1	79%	77%	81%	81%
	P4	45%	44%	68%	50%
	P7	45%	37%	48%	51%
Dirleton	P1	*	*	*	*
	P4	79%	64%	79%	71%
	P7	67%	67%	92%	58%
Dunbar	P1	74%	77%	89%	83%
	P4	70%	68%	88%	78%
	P7	58%	47%	65%	55%
East Linton	P1	95%	86%	95%	95%
	P4	88%	88%	88%	88%

		% achieving expected CfE Level			
Primary School	Stage	Reading	Writing	Listening and Talking	Numeracy
	P7	81%	76%	76%	71%
Elphinstone	P1	*	*	*	*
	P4	*	*	*	*
	P7	*	*	*	*
Gullane	P1	82%	85%	94%	88%
	P4	97%	90%	97%	83%
	P7	73%	67%	87%	77%
Haddington Infant	P1	92%	79%	91%	88% t
Humbie	P1	*	*	*	*
	P4	*	*	*	*
	P7	*	*	*	*
Innerwick	P1	*	*	*	*
	P4	100%	100%	100%	100%
	P7	*	*	*	*
King's Meadow	P4	86%	81%	88%	85%
	P7	79%	73%	78%	67%
Law	P1	81%	75%	91%	78%
	P4	75%	72%	80%	71%
	P7	66%	55%	66%	53%
Longniddry	P1	81%	78%	89%	81%
	P4	74%	68%	100%	74%
	P7	66%	38%	83%	59%
Loretto	P1	96%	86%	96%	96%
	P4	83%	72%	86%	72%
	P7	75%	75%	96%	67%
Macmerry	P1	73%	73%	73%	82%

		% achieving expected CfE Level			
Primary School	Stage	Reading	Writing	Listening and Talking	Numeracy
	P4	81%	63%	69%	63%
	P7	38%	25%	38%	25%
Musselburgh Burgh	P1	31%	33%	31%	41%
	P4	63%	50%	63%	60%
	P7	43%	36%	67%	45%
Ormiston	P1	89%	89%	93%	93%
	P4	94%	82%	91%	71%
	P7	72%	72%	83%	72%
Pencaitland	P1	63%	58%	96%	50%
	P4	75%	78%	91%	72%
	P7	65%	69%	85%	62%
Pinkie-St Peter's	P1	58%	38%	64%	69%
	P4	61%	57%	73%	43%
	P7	59%	48%	59%	32%
Prestonpans Infant	P1	71%	51%	86%	76%
Prestonpans Primary	P4	43%	30%	52%	36%
	P7	55%	44%	48%	50%
Saltoun	P1	62%	54%	100%	100%
	P4	*	*	*	*
	P7	*	*	*	*
Sanderson's Wynd	P1	74%	70%	74%	70%
	P4	69%	56%	67%	62%
	P7	57%	48%	52%	60%
St Gabriel's	P1	77%	55%	95%	68%

Primary School	Stage	% achieving expected CfE Level			
		Reading	Writing	Listening and Talking	Numeracy
	P4	59%	74%	81%	78%
	P7	68%	68%	65%	58%
St Martin's	P1	17%	0%	17%	21%
	P4	69%	52%	76%	69%
	P7	27%	27%	50%	33%
St Mary's	P1	88%	82%	82%	82%
	P4	84%	74%	79%	84%
	P7	67%	61%	78%	72%
Stenton	P4	*	*	*	*
	P7	*	*	*	*
Stoneyhill	P1	76%	48%	67%	67%
	P4	74%	76%	76%	76%
	P7	37%	37%	44%	56% Majority
Wallyford	P1	21%	21%	100%	44%
	P4	51%	41%	46%	38%
	P7	69%	46%	69%	58%
West Barns	P1	86%	64%	93%	86%
	P4	*	*	*	*
	P7	*	*	*	*
Whitecraig	P1	*	*	*	*
	P4	73%	53%	67%	47%
	P7	55%	18%	36%	45%
Windygoul	P1	83%	75%	88%	88%
	P4	82%	75%	91%	85%
	P7	75%	64%	91%	76%

		% achieving expected CfE Level			
Primary School	Stage	Reading	Writing	Listening and Talking	Numeracy
Yester	P1	86%	82%	86%	86%
	P4	72%	59%	86%	79%
	P7	50%	63%	88%	50%
East Lothian Total	P1	73%	64%	82%	74%
	P4	69%	63%	78%	67%
	P7	60%	52%	69%	56%

% S3 Pupils achieving Third level or above by the end of S3 in 2015/16

		% achieving CfE Level			
Secondary School	Stage	Reading	Writing	Listening and Talking	Numeracy
Dunbar Grammar	S3	97%	97%	97%	100%
Knox Academy	S3	98%	98%	99%	91%
Musselburgh Grammar	S3	61%	51%	55%	37%
North Berwick High	S3	93%	93%	93%	83%
Preston Lodge High	S3	87%	80%	83%	41%
Ross High	S3	76%	76%	76%	74%
East Lothian Total	S3	84%	81%	82%	68%