

REPORT TO: Education Committee

MEETING DATE: 19 June 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Achievement of Curriculum for Excellence (CfE) Levels in Literacy and in Numeracy 2016/17

1 PURPOSE

- 1.1 To inform the Committee of achievement in the Broad General Education (BGE) in schools across East Lothian through Curriculum for Excellence (CfE) levels in literacy and in numeracy in 2016/17.

2 RECOMMENDATIONS

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

3 BACKGROUND

- 3.1 Progress through the BGE is measured in levels in the CfE responsibility of all areas of literacy and numeracy. The BGE has five CfE levels of learning (Early, First, Second, Third and Fourth) that most children and young people will be working within from early learning & childcare (at age 3) to the end of S3 (third year of secondary school). **Table 1** below sets out the national expectations of when most children and young people may achieve each level:

Table1

CfE Level	Stage
Early	The final two years of early learning & childcare before a child goes to school and P1, or later for some

First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier or later for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework (SCQF) Level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.

- 3.2 From August 2016, as part of the National Improvement Framework, the Scottish Government will collect on an annual basis, teacher professional judgement on CfE achievement of a level in literacy and in numeracy at Primary 1 (P1), Primary 4 (P4), Primary 7 (P7) and Secondary 3 (S3) as a measure of pupil progress. Achievement in literacy data will be provided for reading, writing, listening and talking.
- 3.3 The annual Achievement of Curriculum for Excellence (CfE) Levels Return includes data on all P1, P4, P7 and S3 pupils in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units. This is the second year this collection has taken place.
- 3.4 The data for 2016/17 was based on teacher professional judgements as at June 2017 and was published by the Scottish Government at national, local authority and individual school level on 12th December 2017: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>
- 3.5 The published data reports on the percentage of pupils who have achieved the expected CfE level attending mainstream schools, based on teacher professional judgements, relevant to their stage.
- 3.6 The P1, P4, P7 and S3 roll data which the percentage achieving at each Level are calculated on includes children and young people with additional support needs who are making progress towards individual learning targets and recorded as 'child following individual milestones'. Individual milestones are used for pupils with significant and complex needs that mean it is unlikely they will progress through the CfE levels and therefore for which judgement against CfE Levels is not appropriate. Pupils for whom a teacher has not been able to make a professional judgement are recorded as 'not assessed' and not included in the roll calculations; for example if a pupil has recently moved to the school and the teacher feels there has been insufficient time to form a professional judgement of their performance.
- 3.7 The Achievement of CfE Level statistics continue to be classified as 'Experimental Statistics - Data under development' 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. As a result,

the 2016/17 statistics are not directly comparable to Achievement of CfE Levels in 2015/16 and this report focuses on the 2016/17 results for East Lothian Council only. The data for 2016/17 was based on teacher professional judgements as at June 2017.

Summary of Results for East Lothian 2016/17

- 3.8 Table 2 that follows sets out the experimental statistical data for East Lothian Council 2016/17. Tables published by the Scottish Government showing the percentage of P1, P4, P7 & S3 pupils achieving levels by SIMD are included in Appendix 1.

Table 2: East Lothian, Achievement of CfE Levels, 2016/17

CfE level & stage	Reading	Writing	Listening and talking	Numeracy
Early level by the end of Primary 1	81% Most	77% Most	89% Most	81% Most
First level by the end of Primary 4	76% Most	70% Majority	85% Most	71% Majority
Second level by the end of Primary 7	75% Majority	65% Majority	83% Most	69% Majority
Third level or above by the end of S3	90% Almost all	87% Most	91% Almost all	84% Most

Key

Majority = 50% > % ≤ 75%

Most = 75% > % ≤ 89%

Almost all = 90% ≥ % < 100%

- 3.9 The main findings for East Lothian are:
- The percentage of pupils achieving the CfE level relevant for their stage was highest for Listening & Talking at all stages and lowest for writing across the primary stages and lowest for Numeracy at S3. This is also reflected nationally across Scotland.
 - The percentage of pupils achieving the expected CfE level for their stage for each of the curriculum components drops throughout the primary stages. This is also reflected nationally across Scotland.
 - For each curriculum component, a greater proportion of pupils living in the least deprived areas achieve the expected CfE level for their stage compared to pupils from the most deprived areas. This is also reflected nationally across Scotland.

- In East Lothian the gap between pupils living in the most and least deprived areas typically reduces throughout the primary stages for each of the curriculum components. Across Scotland the gap widens through the primary stages.
- Within East Lothian primary schools the largest gap was at P4 in Reading (34.4 percentage points) and the smallest gap at P7 in listening and talking (10 percentage points).
- At S3, the largest gap was in numeracy at 43 percentage points and the smallest was in Reading (12 percentage points).

Next Steps

- 3.10 As set out in the Education Service Local Improvement Plan 2017/18, progression through the BGE, improving educational attainment and achievement in both literacy and numeracy, and reducing the attainment gap between the most and least disadvantaged children and young people in East Lothian remains a key focus. Quality Assurance and Moderation Support Officers (QAMSOs) are working closely with staff to provide support and advice to improve teachers' confidence in their judgment of achievement of a level. New English and literacy and Mathematics and numeracy curriculum frameworks implemented academic session 2017/18 will support and improve consistency in planning teaching, learning and assessment in these areas.
- 3.11 Schools will use the Achievement of CfE Level data alongside other assessment evidence to inform next steps in individual children and young people's progress and identify where improvement is needed. This CfE Level data will also be used to inform each school's and the local authority annual Standards and Quality Report which is published each session.
- 3.12 During 2017/18, within East Lothian, we have developed a local 'CfE Data Analysis Tool' to aid the 'Know Your Gap, Know Your Impact' agenda and to be used for internal self-evaluation and reflection purposes only. The tool has been set up to help senior management teams within each school to analyse their Achievement of CfE Level data using a range of pupil characteristics: Gender, SIMD, Free School Meals, Additional Support Needs status, Looked After, Ethnicity, English as an Additional Language and also by % attendance rate bandings. Data from the tool was used alongside other school performance data to inform discussions during the Primary Attainment Review meetings held in March 2018.
- 3.13 The SEIC Mathematics and Numeracy workstream is developing a range of intervention strategies to raise attainment and to close the poverty related attainment. A pilot study to evaluate the impact of these interventions will be carried out with Dunbar Primary School as a test case.

4 POLICY IMPLICATIONS

4.1 There are no direct policy implications associated with this report.

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 - none

6.2 Personnel - none

6.3 Other - none

7 BACKGROUND PAPERS

7.1 None.

Appendix 1 – East Lothian CfE Levels by SIMD, 2016/17

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DATE	18 May 2018

Percentage of P1, P4, P7 & S3 pupils achieving levels by SIMD in East Lothian, 2016/17

Data Source: Scottish Government, ACEL 2016/17 - Supplementary Tables
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL/ACEL201617SuppTables>

Table 10.1: Percentage of P1 pupils achieving Early Level by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	56	*	68	59
SIMD Quintile 2	75	72	88	74
SIMD Quintile 3	85	*	91	84
SIMD Quintile 4	84	78	90	83
SIMD Quintile 5 - Least Deprived	90	86	94	90
Total	81	77	89	81

Table 10.2: Percentage of P4 pupils achieving First Level by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	49	*	67	*
SIMD Quintile 2	66	61	80	61
SIMD Quintile 3	76	*	84	*
SIMD Quintile 4	83	76	88	77
SIMD Quintile 5 - Least Deprived	83	78	90	80
Total	76	70	85	71

Table 10.3: Percentage of P7 pupils achieving Second Level by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	58	44	79	50
SIMD Quintile 2	70	59	78	64
SIMD Quintile 3	70	60	79	66
SIMD Quintile 4	78	70	86	70
SIMD Quintile 5 - Least Deprived	82	73	89	79
Total	75	65	83	69

Table 10.4: Percentage of S3 pupils achieving Third Level or better by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	83	67	79	44
SIMD Quintile 2	82	81	84	76
SIMD Quintile 3	92	90	92	88
SIMD Quintile 4	92	90	94	94
SIMD Quintile 5 - Least Deprived	94	92	97	87
Total	90	87	91	84

Table 10.5: Percentage of S3 pupils achieving Fourth Level by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	25	23	27	15
SIMD Quintile 2	27	22	27	33
SIMD Quintile 3	56	51	57	59
SIMD Quintile 4	58	56	59	71
SIMD Quintile 5 - Least Deprived	57	53	58	65
Total	48	44	49	55

¹ [Scottish Index of Multiple Deprivation 2016](#)

* value suppressed, due to small numbers