

The background of the slide features a large, light blue heraldic crest of the University of Aberdeen. The crest consists of a shield divided into four quarters. The top-left quarter shows a saltire (X-shaped cross) on a blue field. The top-right quarter shows a stag's head facing left on a red field. The bottom-left quarter shows a three-masted sailing ship on a blue field. The bottom-right quarter shows a crowned eagle with wings spread on a red field. Above the shield is a crown with four fleurs-de-lis. A ribbon scrolls across the bottom of the shield with the motto 'A NE FOR A'.

Agenda Item 5

**Achievement of Curriculum for
Excellence (CfE) Levels 2015/17**

Falkirk Council

Title: Achievement of Curriculum for Excellence (CfE) Levels 2015/17
Meeting: Education Executive
Date: 31 January 2017
Submitted By: Director of Children's Services

1. Purpose of Report

- 1.1 This report provides attainment information following publication by Scottish Government of the results of the Teacher Judgement Survey of attainment in Curriculum for Excellence Levels in primary and secondary schools up to S3 and sets the context within which the outcomes should be read.

2. Recommendations

2.1 The Education Executive is asked to:

- (1) note the performance of Falkirk Council schools in relation to that of Scotland as a whole;
- (2) note Children's Services' intention to continue to make literacy and numeracy key priorities; and
- (3) agree that the Director of Children's Services reports to the Education Executive on the attainment gap in Falkirk schools in March 2017.

3. Background

- 3.1 The Teacher Judgement Survey took place in June 2016 in P1, P4, P7 and S3. Teachers were required to state the Curriculum for Excellence (CfE) Levels achieved by each pupil at these stages in Reading, Writing, Listening and Talking, and Numeracy. The data was provided in August.
- 3.2 The expected Levels to be achieved at each year stage are as follows:

Level	Stage
Early	The final two years of early learning and 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 for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

- 3.3 The Teacher Judgement Survey results were published by Scottish Government on 13 December 2016, the aggregated results for Falkirk Council appearing in the publication alongside the results from the other Scottish local authorities. The results are provided in Appendix 1.
- 3.4 The figures in Appendix 1 show the percentage of pupils achieving the expected Levels at P1, P4, P7 and S3. Two measures are given at S3, the first being for the percentage of pupils gaining Third Level and the second being a measure of pupils attaining Third and Fourth Levels.
- 3.5 Education Scotland considers the 2015/16 data to be 'experimental' its recognition that the Teacher Judgement Survey records a first attempt to measure attainment in CfE Levels by teachers across Scotland.
- 3.6 The Scottish Government published the data in December 2016 at school, authority and national levels. It was clearly published as "experimental" data due to the fact that there has been a lack of moderation at a national level. To address this they have recruited Quality Assurance and Moderation Support Officers (QAMSOs) from all Local Authorities. We currently have 9 practitioners within Falkirk who are part of this programme; they are from both primary and secondary sectors and have received national training and practice which will then be disseminated within the authority. They have undergone initial training which will continue throughout the session. A Team Manager meets with them regularly so that practice can be shared across Falkirk. The training will be rolled out to classroom teachers over the coming months in readiness for this year's Teacher Judgement Survey in June.
- 3.7 A more accurate picture of attainment in Falkirk Council schools will emerge in 2017-8 as staff become familiar with the CfE Level benchmarks and as results of the new Scottish standardised tests are known.

4. Considerations

- 4.1 In Reading, Falkirk Council schools performed in line with the Scottish average at P1, with 81% achieving Early Level. At all other stages, schools performed above the Scottish average in Reading.
- 4.2 In Writing, performance was similar to that of Reading, with at all performance stages above the Scottish average.
- 4.3 In Listening and Talking Falkirk was above the Scottish average at all four year stages.
- 4.4 In Numeracy, Falkirk Council schools were slightly above the Scottish average at P1, P4 and S3 (for pupils gaining Third Level). In P7, Falkirk are slightly below the Scottish average.
- 4.5 Overall pupils performed well at P1 but less well at P4 and P7.
- 4.6 The following should also be noted:

- (i) The Teacher Judgement Survey data are based on teachers' judgements that have been made without reference to a Scottish standard at any of the CfE Levels. These benchmarks are only now being made available to schools. The Council's nine Quality Assurance and Moderation Support Officers (QAMSOs) are currently being trained at national level in the new benchmarks and will shortly commence working in our primary and secondary schools to promote a commonly-understood standard at each CfE Level.
- (ii) Falkirk Council holds up well against other Scottish local authorities overall. This may reflect the fact that Falkirk Council, in line with all but a handful of authorities, have used CEM standardised tests over the past few years to provide data against which to attempt to benchmark CfE performance.
- (iii) Falkirk Council schools will be subject to the new Scottish Standardised Tests, to be administered in 2017-8 and which are based purely on a Scottish standard. The new tests will be matched to CfE Levels and will, therefore, provide a more accurate indication of performance. These and increased confidence in teachers through increasing familiarity with the new CfE benchmarks, will provide a more assured indication of performance.
- (iv) Steps are currently being taken to ascertain the extent to which the new Scottish Standardised Test data will allow comparison with CEM standardised test data to facilitate continued analysis of long-term trends.

4.7 However valid the data from the Teacher Judgement Survey, Children's Services has benefited from the focus over recent years on taking forward its literacy and numeracy strategies. Nevertheless, continued focus on these areas is required to maintain the message that literacy and numeracy are key to 'unlocking' the curriculum as a whole and to lifelong success while also taking account of the ever-changing workforce in the Council's schools.

4.8 Children's Services' priorities in continuing to promote literacy and numeracy will be driven by:

- (i) the National Improvement Framework imperative to close the attainment gap between learners living in the most and least deprived areas. The experience gained from the Attainment Challenge schools (Langlees Primary School and Falkirk High School) is helping the Service to identify strategies for raising attainment in learners who come from areas of greater deprivation.
- (ii) school managers' and teachers' increasing data literacy in analysing more effectively the data being gathered about each learner. This includes analysis of the context of each learner's home background in terms of deprivation. All primary and secondary schools have now been provided with each child's SIMD decile. Schools are beginning to use these data to identify their attainment gap. In turn, head teachers and management teams are challenging teaching staff to raise their expectations of the performance of all learners especially those from

more deprived backgrounds and increasing their own effectiveness accordingly in delivering effective learning and teaching.

- (iii) the increased expectation of Education Scotland, as expressed in the quality assurance document 'How Good Is Our School?' (version 4), that partnership working with parents must form a key part in children's education.

5. Consultation

- 5.1 None.

6. Implications

Financial

- 6.1 The cost of the work of the QAMSOs is borne by the Council in terms of the time committed to their work and the cost of cover when the QAMSOs are out of school. However, their work represents good value in terms of the confidence they build in teachers in making judgements about pupils' performance.

Resources

- 6.2 Time will be required for schools to continue to develop their skills in analysing their attainment data. Schools are now able to identify pupils by SIMD decile and, therefore, have the potential to interrogate their attainment data to determine performance relative to deprivation. Further training in this is now required.

Legal

- 6.2 None.

Risk

- 6.3 The attainment data gathered from the 2016 Teacher Judgement Survey are of questionable validity given that schools are still at the early stages of understanding the benchmarks for attaining the various CfE Levels. A more robust set of data will emerge in 2017-8 following introduction of new Scottish standardised tests and increased understanding in schools of the standards of CfE Levels.

Despite the questionable validity of the data these are now in the public domain through Parentzone.

Equalities

- 6.4 An equality and poverty impact assessment was not required. However, schools are now focusing on the attainment gap between the performance of pupils according to levels of deprivation and are beginning to put in place

strategies to raise attainment particularly in the case of pupils from households in SIMD Deciles 1 and 2.

Sustainability/Environmental Impact

6.5 None.

7. Conclusions

- 7.1 Children's Services will continue to make promoting literacy and numeracy a priority, supported by high expectations from its Curriculum Support Team.
- 7.2 Children's Services will continue to gain experience from our two Attainment Challenge schools in informing ways of closing the attainment gap in Reading, Writing, Listening and Talking, and Numeracy.
- 7.3 The QAMSOs are currently undergoing training in understanding the CfE Levels and will work with primary and secondary schools throughout the remainder of 2016-7 and in 2017-8 to enable staff to be confident in applying the CfE Level benchmarks for literacy and numeracy.
- 7.4 Children's Services will continue to work with schools in supporting their analysis of attainment by SIMD decile in the expectation that schools will narrow the attainment gap.
- 7.5 In so doing, the Service will expect schools and nurseries to engage more with families from the earliest stages to promote strategies in the home to enable parents and carers to enhance children's development of literacy and numeracy.

Director of Children's Services

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Appendices

Teacher Judgement Survey 2016

Attainment By Scottish Local Authority For Reading Writing, Listening & Talking And Numeracy

List of Background Papers:

NONE

TEACHER JUDGEMENT SURVEY 2016
ATTAINMENT BY SCOTTISH LOCAL AUTHORITY FOR READING WRITING,
LISTENING & TALKING AND NUMERACY

READING

	P1	P4	P7	S3	S3
	Early	First	Second	Third & Fourth	Fourth
Aberdeen City	65	60	57	71	24
Aberdeenshire	80	71	64	86	46
Angus	84	83	84	98	51
Argyll & Bute	82	72	75	89	32
Clackmannanshire	77	66	68	71	29
Dumfries & Galloway	75	73	67	80	34
Dundee City	78	71	61	88	52
East Ayrshire	78	69	59	78	23
East Dunbartonshire	88	81	83	98	66
East Lothian	73	69	60	84	34
East Renfrewshire	91	89	86	94	70
Edinburgh City	82	76	76	86	37
Eilean Siar	84	73	80	70	19
Falkirk	81	78	73	90	59
Fife	94	89	85	79	15
Glasgow City	77	74	73	91	41
Highland	73	67	68	86	32
Inverclyde	79	65	69	78	33
Midlothian	76	72	64	75	18
Moray	72	66	60	89	51
North Ayrshire	80	72	70	76	34
North Lanarkshire	80	73	70	90	45
Orkney Islands	75	71	65	82	4
Perth & Kinross	91	93	87	77	22
Renfrewshire	84	74	75	80	33
Scottish Borders	86	81	79	97	69
Shetland Islands	77	77	68	96	52
South Ayrshire	87	82	82	92	16
South Lanarkshire	80	78	72	89	49
Stirling	84	79	75	92	36
West Dunbartonshire	79	71	64	82	46
West Lothian	80	74	70	91	55
Scotland	81	75	72	86	39

Teacher Judgement Survey 2016

WRITING

	P1	P4	P7	S3	S3
	Early	First	Second	Third & Fourth	Fourth
Aberdeen City	64	52	49	67	20
Aberdeenshire	79	67	55	86	45
Angus	83	79	81	98	49
Argyll & Bute	80	64	70	88	34
Clackmannanshire	73	59	58	69	31
Dumfries & Galloway	75	64	57	78	31
Dundee City	70	62	51	87	53
East Ayrshire	73	64	54	72	20
East Dunbartonshire	86	76	75	98	67
East Lothian	64	63	52	81	33
East Renfrewshire	89	87	81	92	63
Edinburgh City	80	72	69	85	35
Eilean Siar	82	69	74	68	16
Falkirk	79	69	66	89	57
Fife	93	86	78	77	14
Glasgow City	75	68	66	89	40
Highland	68	58	60	83	31
Inverclyde	76	56	58	76	30
Midlothian	74	64	54	71	20
Moray	66	61	53	88	46
North Ayrshire	80	62	64	74	33
North Lanarkshire	79	69	65	90	42
Orkney Islands	69	60	58	73	4
Perth & Kinross	90	91	85	74	21
Renfrewshire	81	66	66	76	29
Scottish Borders	82	75	74	96	63
Shetland Islands	71	66	57	95	49
South Ayrshire	83	77	75	91	15
South Lanarkshire	78	68	63	88	48
Stirling	80	72	71	91	35
West Dunbartonshire	72	61	57	81	46
West Lothian	78	71	64	89	44
Scotland	78	69	65	84	37

Teacher Judgment Survey 2016

LISTENING & TALKING

	P1	P4	P7	S3	S3
	Early	First	Second	Third & Fourth	Fourth
Aberdeen City	71	64	64	69	21
Aberdeenshire	83	78	73	89	48
Angus	88	89	89	98	51
Argyll & Bute	86	75	80	91	43
Clackmannanshire	83	69	73	81	30
Dumfries & Galloway	80	78	69	79	37
Dundee City	83	78	66	88	55
East Ayrshire	83	76	68	80	27
East Dunbartonshire	93	87	88	99	69
East Lothian	82	78	69	82	36
East Renfrewshire	92	93	87	95	72
Edinburgh City	86	80	79	85	37
Eilean Siar	82	77	81	73	19
Falkirk	88	84	80	92	60
Fife	95	92	87	80	13
Glasgow City	82	81	78	91	43
Highland	82	75	76	84	33
Inverclyde	79	69	74	79	37
Midlothian	84	76	67	73	19
Moray	76	70	60	94	54
North Ayrshire	84	76	75	77	33
North Lanarkshire	84	79	74	91	45
Orkney Islands	83	83	87	74	5
Perth & Kinross	93	95	88	78	24
Renfrewshire	88	80	78	82	33
Scottish Borders	87	86	83	97	71
Shetland Islands	85	89	81	97	49
South Ayrshire	90	86	85	92	18
South Lanarkshire	84	83	80	91	51
Stirling	88	83	83	93	40
West Dunbartonshire	85	78	70	82	50
West Lothian	86	84	79	91	54
Scotland	85	81	77	87	41

Teacher Judgment Survey 2016

NUMERACY

	P1	P4	P7	S3	S3
	Early	First	Second	Third & Fourth	Fourth
Aberdeen City	71	57	58	83	45
Aberdeenshire	83	69	58	88	56
Angus	87	82	80	96	64
Argyll & Bute	85	68	65	89	62
Clackmannanshire	77	60	55	58	23
Dumfries & Galloway	78	69	60	83	39
Dundee City	78	66	49	79	48
East Ayrshire	78	65	58	88	48
East Dunbartonshire	90	75	77	97	70
East Lothian	74	67	56	68	46
East Renfrewshire	92	90	84	95	76
Edinburgh City	87	75	73	87	47
Eilean Siar	80	70	69	68	39
Falkirk	86	75	66	88	54
Fife	96	91	84	86	30
Glasgow City	82	74	70	87	48
Highland	77	66	61	82	45
Inverclyde	84	60	61	80	29
Midlothian	82	69	61	84	51
Moray	68	60	50	87	64
North Ayrshire	85	70	71	82	38
North Lanarkshire ¹	86	72	66	88	55
Orkney Islands	76	65	70	65	18
Perth & Kinross	92	93	87	79	37
Renfrewshire	86	75	70	87	54
Scottish Borders	86	77	74	94	68
Shetland Islands	82	70	61	85	49
South Ayrshire	90	82	79	89	36
South Lanarkshire	83	71	68	86	51
Stirling	85	76	70	78	45
West Dunbartonshire	82	61	61	83	46
West Lothian	84	68	60	90	55
Scotland	84	73	68	86	49