**City of Inverness Area Committee
2 June 2015**

Inverness City Area Secondary schools' Attainment

Report by Director of Care and Learning

Summary

This report gives an overview of the Inverness City Area Secondary schools' attainment for Session 2013-14

1.   **Background**

1.1   The Scottish Government have provided a new tool and approach to analysing Secondary School attainment called **Insight.** The updated version of this which allows schools to compare themselves with National and Virtual comparators is released in February

2.   **Secondary School Attainment**

2.1   The report outlines attainment in Inverness City secondary schools and gives information on

1. Literacy and Numeracy
2. Overall Attainment
3. Positive Destinations
4. Tackling Disadvantage
5. Breadth and Depth of qualifications

Recommendation

The Area Committee is asked to note the content of the report.

Designation:

Date: 12/5/15

Author: Peter Finlayson   Education Quality Improvement Manager (South Area)

Background Papers: Appendix 1

Appendix 1

The following report highlights the performance of the identified schools for session 2014-15 using the measures now in use by the Scottish Government through its analysis tool **Insight**.

The performance measures are

Improving Attainment in Literacy and Numeracy	This gives attainment percentages for a school for Literacy and Numeracy at Levels 4 and 5 over a 5 year period.
Improving Attainment for All	This gives a measure of a school's overall attainment based on total tariff scores per pupil. It splits a school's cohort into 3, based on their overall attainment.
Tackling Disadvantage by Improving the attainment of lower attainers relative to Higher attainers	This gives a measure of a school's attainment based on total tariff scores per pupil against deprivation based on SIMD(Scottish index of Multiple deprivation).
Increasing post-school Participation	This gives a measure of the percentage of pupils leaving school achieving a positive and sustained destination
Breadth and Depth All candidates	This gives an indication of attainment by looking at the number of qualifications gained

Filters

A strength of Insight is the ability for a school to investigate particular cohorts of pupils using the different filters. These are

- Gender
- LAC
- Ethnicity
- EAL
- ASN
- SIMD

A school itself will analyse these particular issues to see if any of them are significant

Virtual Comparator

Why is the virtual comparator the key benchmark?

Insight allows schools to compare their performance to the performance of a virtual comparator, which is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in this school. This is helpful because it allows a comparison based on pupils who are alike on key variables (gender, deprivation, additional support needs and stage of leaving / latest stage) that are linked to educational outcomes rather than comparison with real schools which may have quite a different pupil profile. The virtual comparator therefore controls, to a large extent, the background characteristics of pupils in this school and offers a fairer comparison.

1

National Benchmarking Measure:

1   Improving Attainment in Literacy and Numeracy

We are ambitious for our pupils and want as many of our school leavers as possible to be highly literate and numerate, increasing their life chances greatly. For the first time, a measure is being developed which focuses on literacy and numeracy.
Curriculum for Excellence stresses the responsibility of *all* teachers for developing literacy and numeracy skills. This reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace.
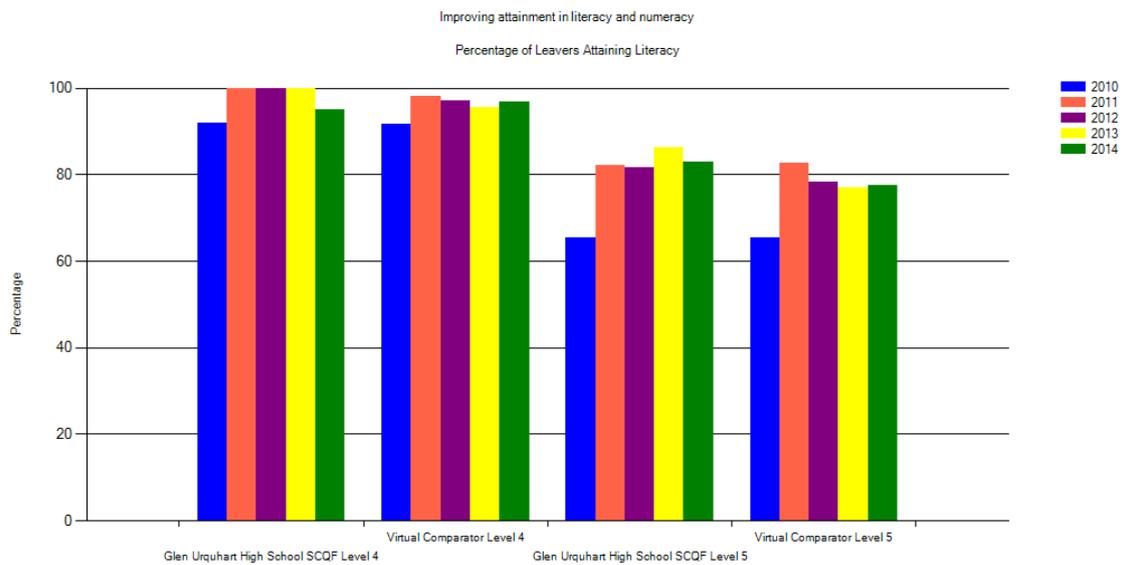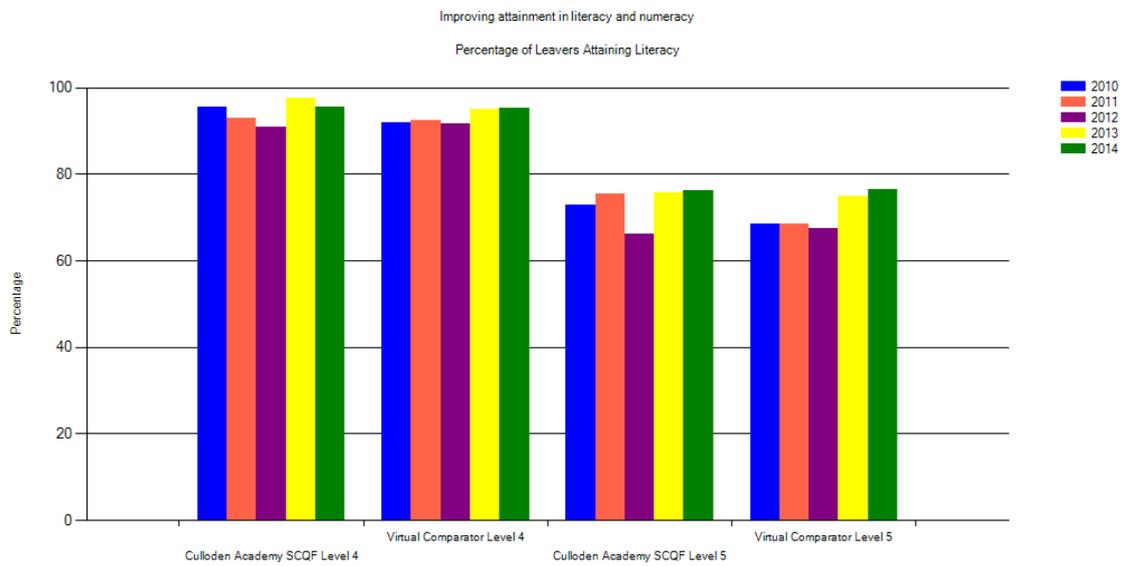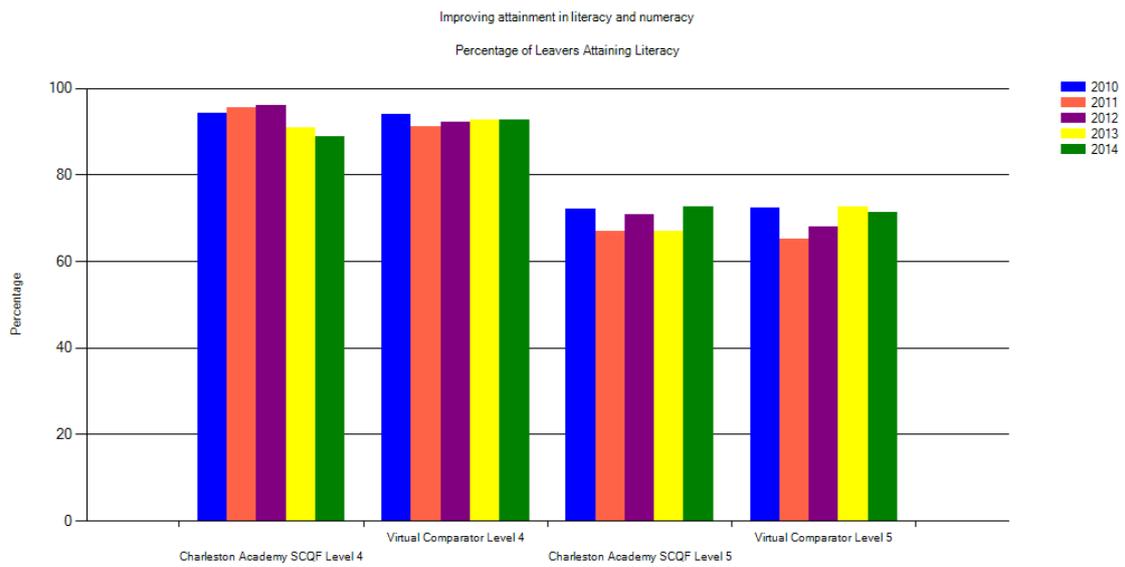
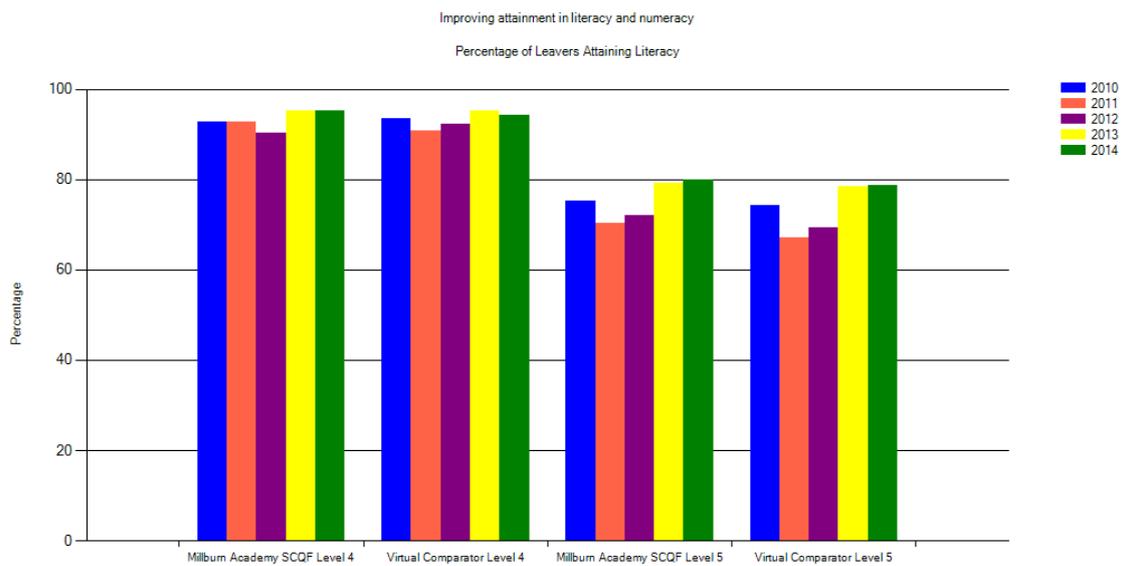*Analysis of Literacy and Numeracy for City of Inverness Area Schools.*

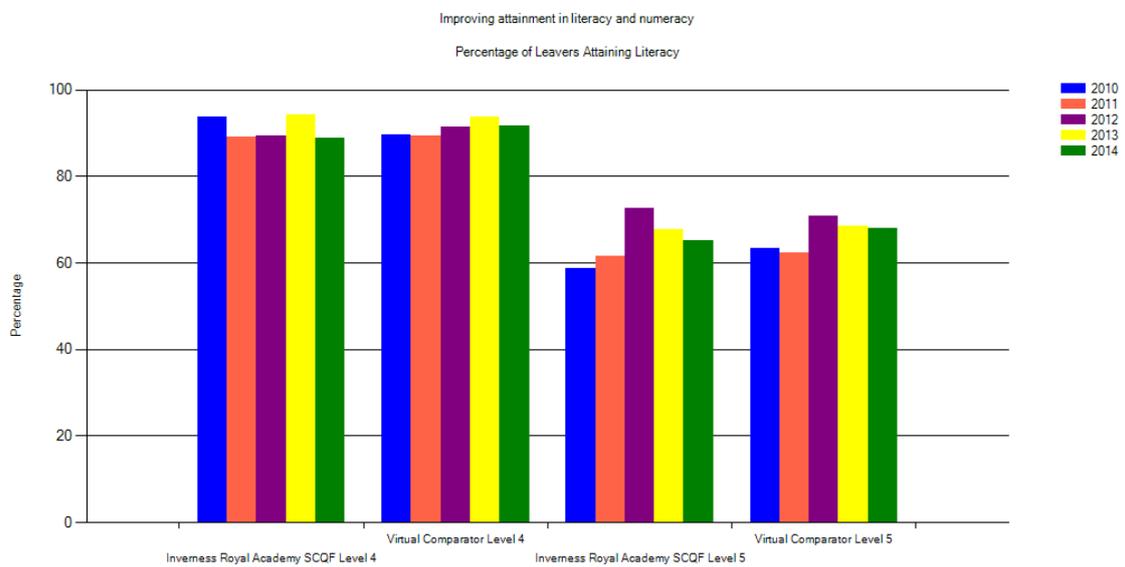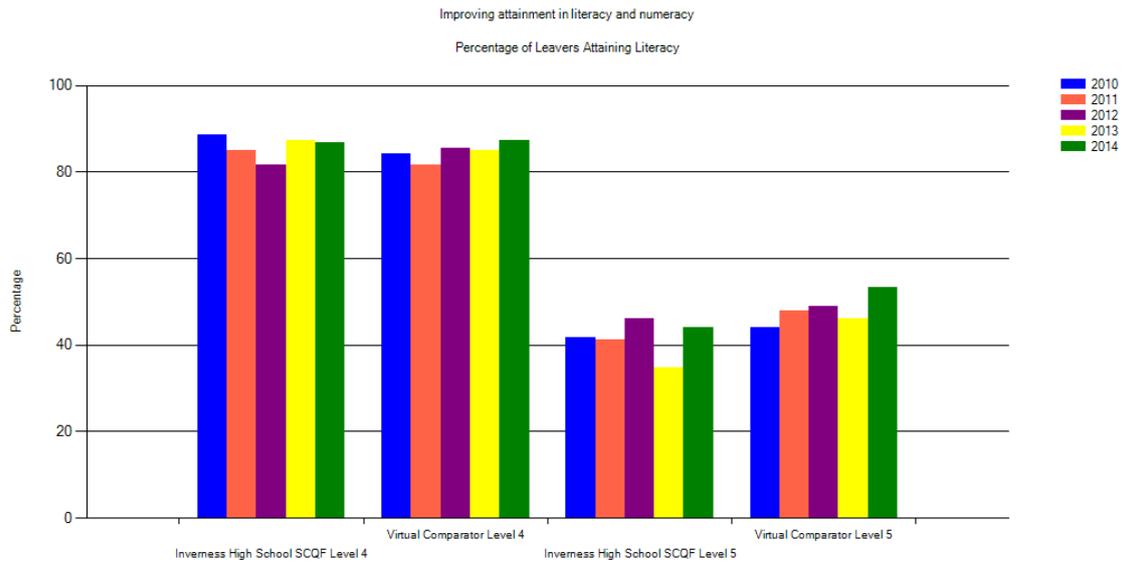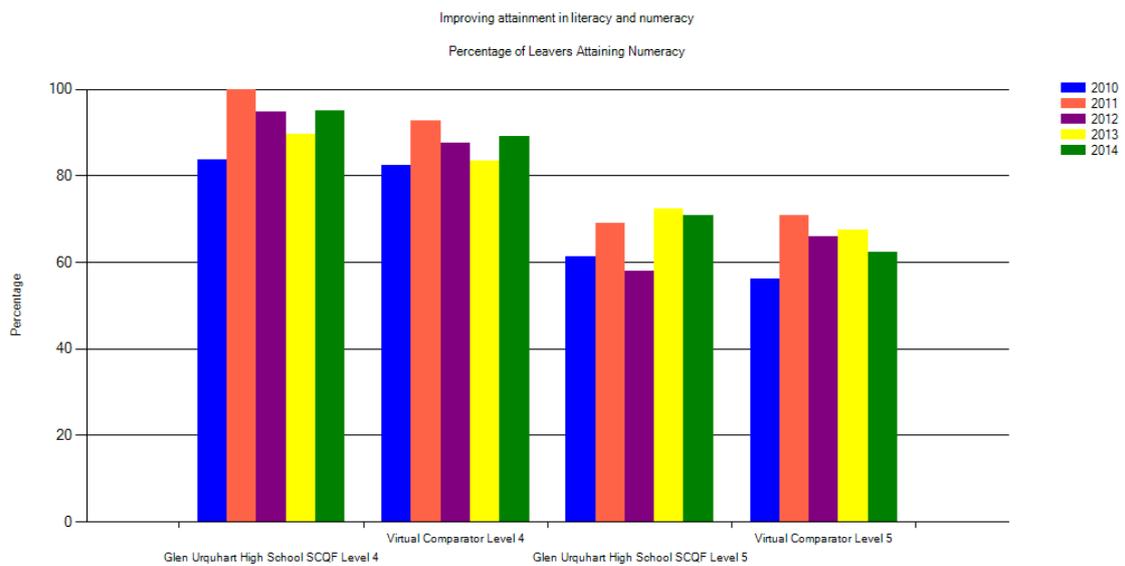| *Literacy Level 4*	• *Glenurquhart, Culloden, Inverness High, Inverness Royal and Millburn are in line with their virtual comparator* • *Charleston is slightly below their virtual comparator.*
Literacy Level 5	• *Glenurquhart is above their virtual comparator* • *Charleston, Culloden, Inverness Royal and Millburn are in line with their virtual comparator.* • *Inverness High is below their virtual comparator.*
Numeracy Level 4	• *Glenurquhart are above their virtual comparators* • *Charleston are slightly above their virtual comparator.* • *Culloden and Millburn are in line with their virtual comparator.* • *Inverness Royal are slightly below their virtual comparator.* • *Inverness High is below their virtual comparator*
Numeracy Level 5	• *Charleston and Glenurquhart are above their virtual comparators* • *Culloden are in line with their virtual comparator.* • *Inverness Royal are slightly below their virtual comparator.* • *Inverness High and Millburn are below their virtual comparators*

Level 4 refers to pupils achieving a National Level 4 award for Literacy or Numeracy and will include any leavers who achieved a Standard Grade General award or Intermediate 1 award under the old exam system
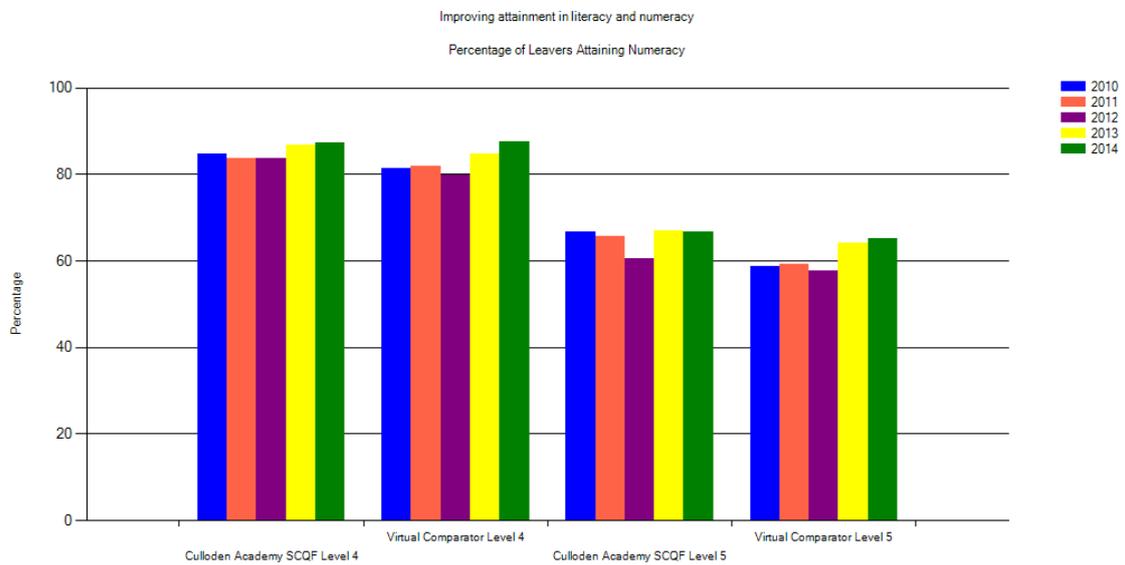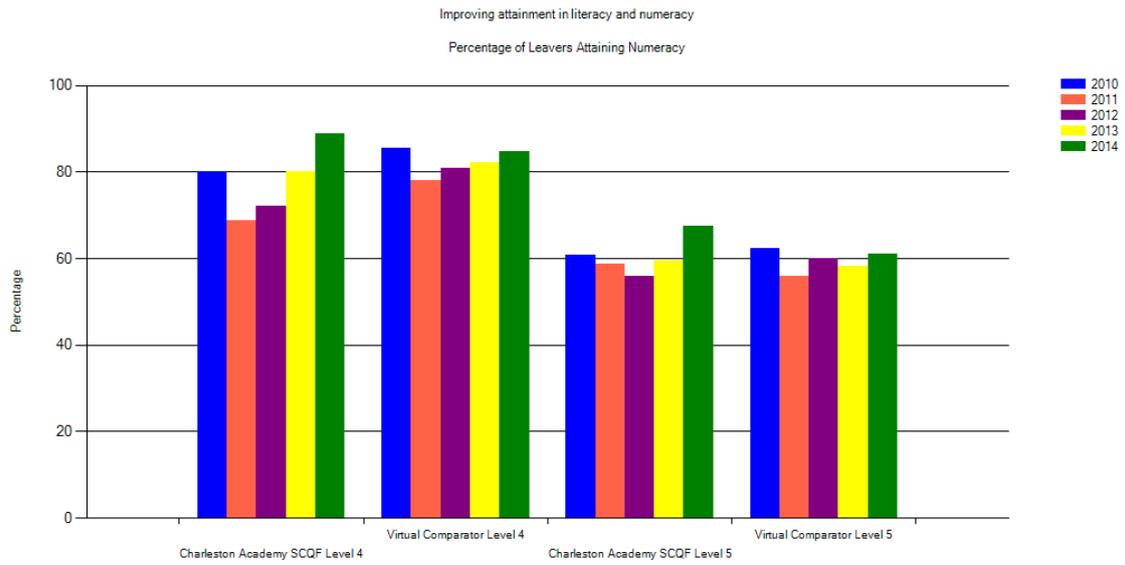Level 5 refers to pupils achieving a National Level 5 award for Literacy or Numeracy and will include any leavers who achieved a Standard Grade Credit award or Intermediate 2 award under the old exam system

Graphs for Literacy and Numeracy are on the following 4 pages

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy

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Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Numeracy

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Numeracy

National Benchmarking Measure:

2   Improving Attainment for All

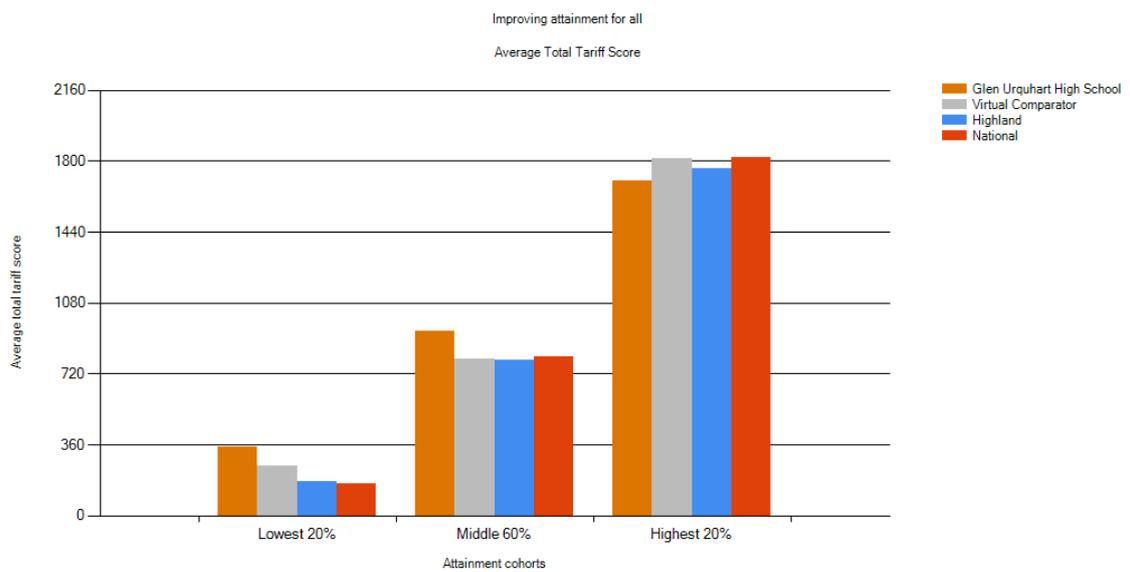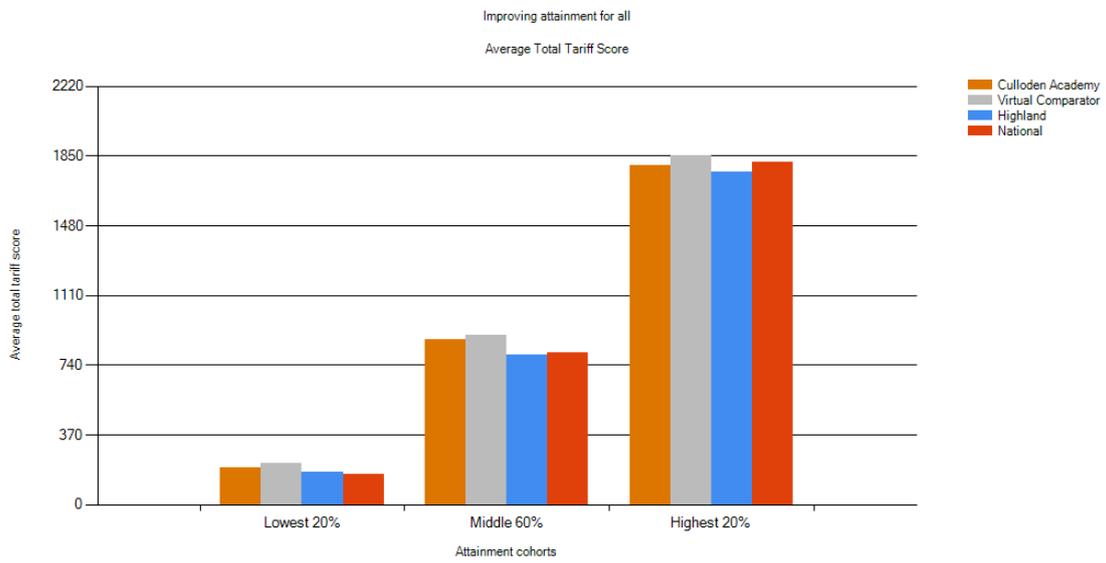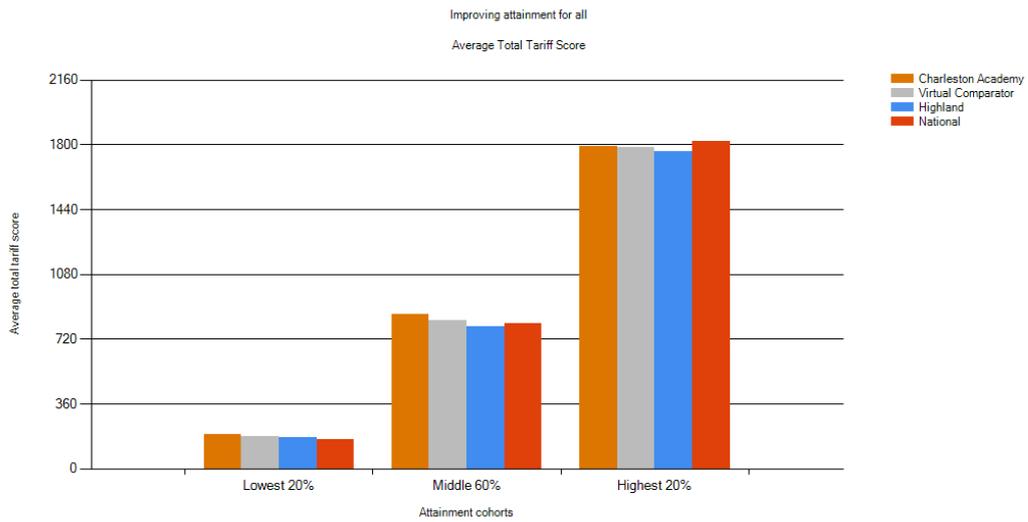| |
|---|
| Why is this measure important? |
| The overall aim for this measure, together with measure four, is to have pupils attain as highly as possible 'across the board'. They concern how well a school really knows itself for **all its children.** This is vital if we are to make good our commitment to both raising attainment and tackling inequality. |

What is the tariff score?

Each qualification (unit and course) is accredited to the Scottish Credit and Qualifications Framework (SCQF). The qualification is awarded tariff points based on its SCQF level and credit points. Points are also based on the grade of award achieved. The average tariff score for a school or other cohort is an average of the total points for each learner.
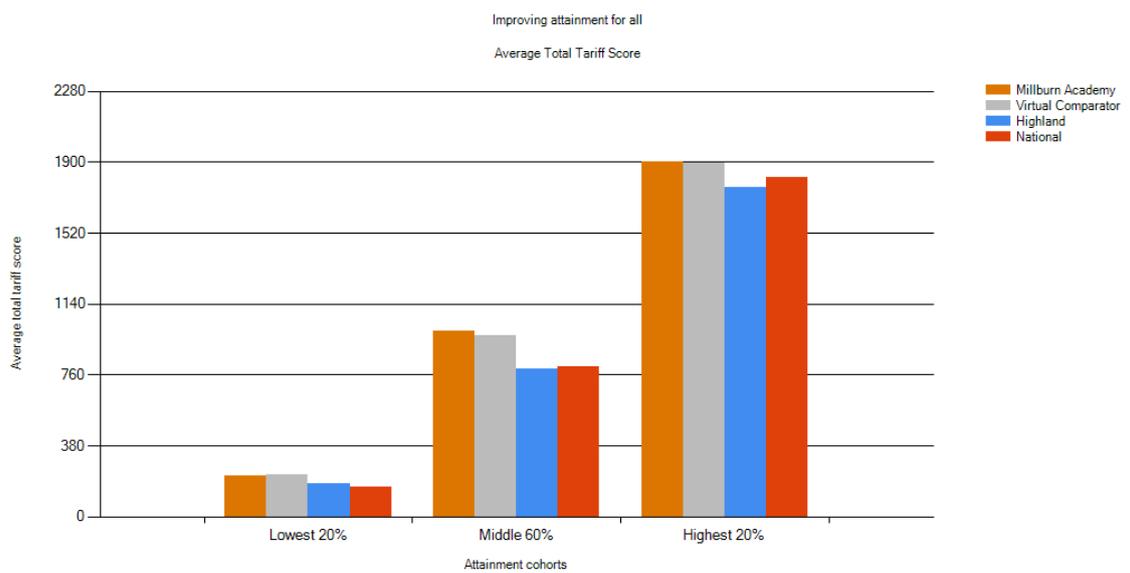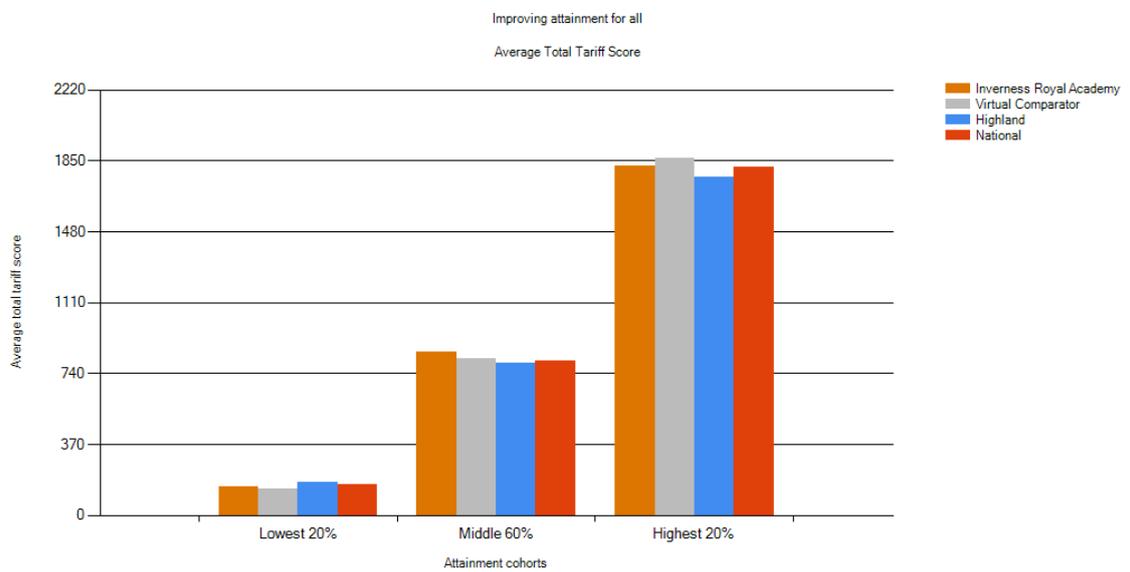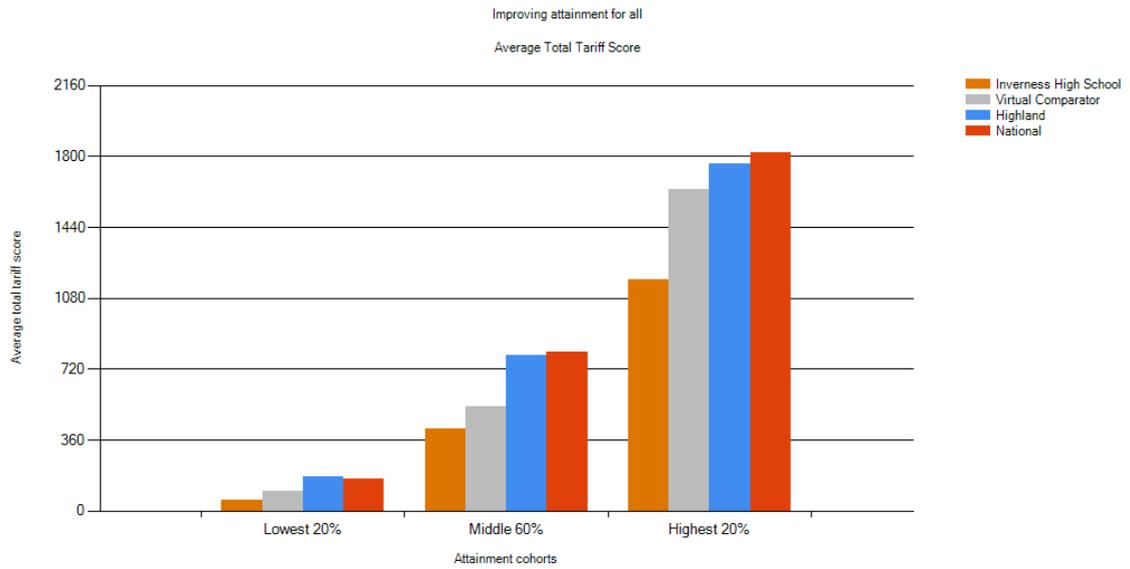
The chart shows the performance of a school in pupils' overall attainment by looking at the average total tariff score of the school leavers' top-attaining 20%, middle-attaining 60% and lowest-attaining 20% groups. The graph compares a school to its virtual comparator, the local authority and Scotland.

Analysis of Improving Attainment for All for City of Inverness Area Schools.

Lowest 20%	• *Glenurquhart is above their virtual comparator* • *Charleston, Culloden, Inverness Royal and Millburn are in line with their virtual comparator.* • *Inverness High is below their virtual comparator.*
Middle 20%	• *Glenurquhart is above their virtual comparator* • *Charleston and Inverness Royal are slightly above their virtual comparator* • *Culloden and Millburn are in line with their virtual comparator.* • *Inverness High is below their virtual comparator.*
Highest 20%	• *Charleston and Millburn are in line with their virtual comparator.* • *Culloden and Inverness Royal are slightly below their virtual comparator.* • *Glenurquhart and Inverness High are below their virtual comparator*

Graphs for Improving Attainment for All are on the following 2 pages

Improving attainment for all

Average Total Tariff Score

Improving attainment for all

Average Total Tariff Score

Improving attainment for all

Average Total Tariff Score

Improving attainment for all

Average Total Tariff Score

Improving attainment for all

Average Total Tariff Score

Improving attainment for all

Average Total Tariff Score

National Benchmarking Measure:

3　　Increasing Post-school Participation

Why is this measure important?

Considering the destinations of our leavers is a vital part of ensuring that Curriculum for Excellence is a success in our schools.
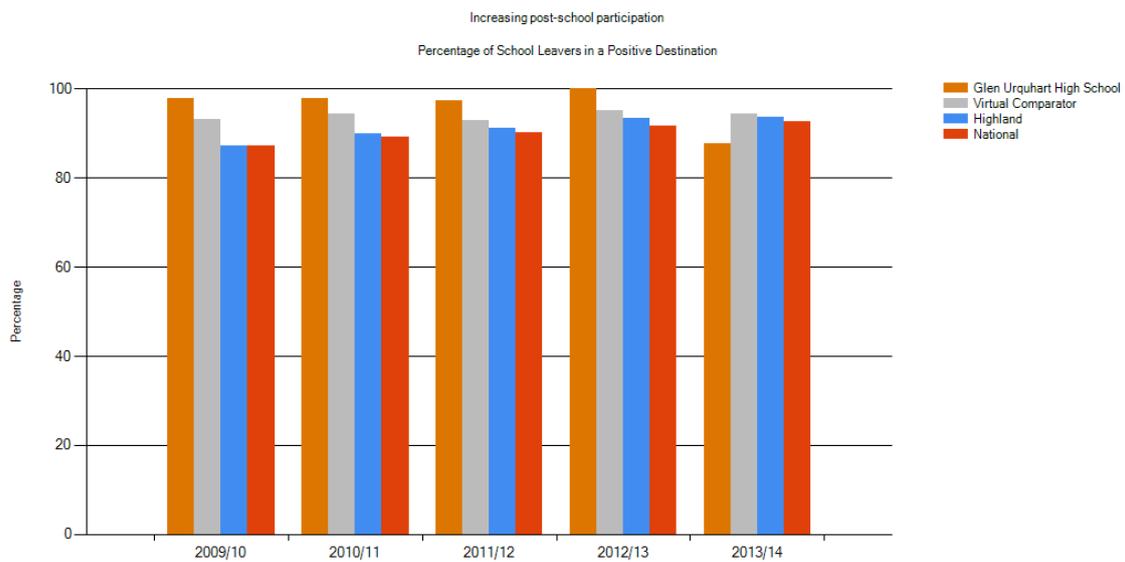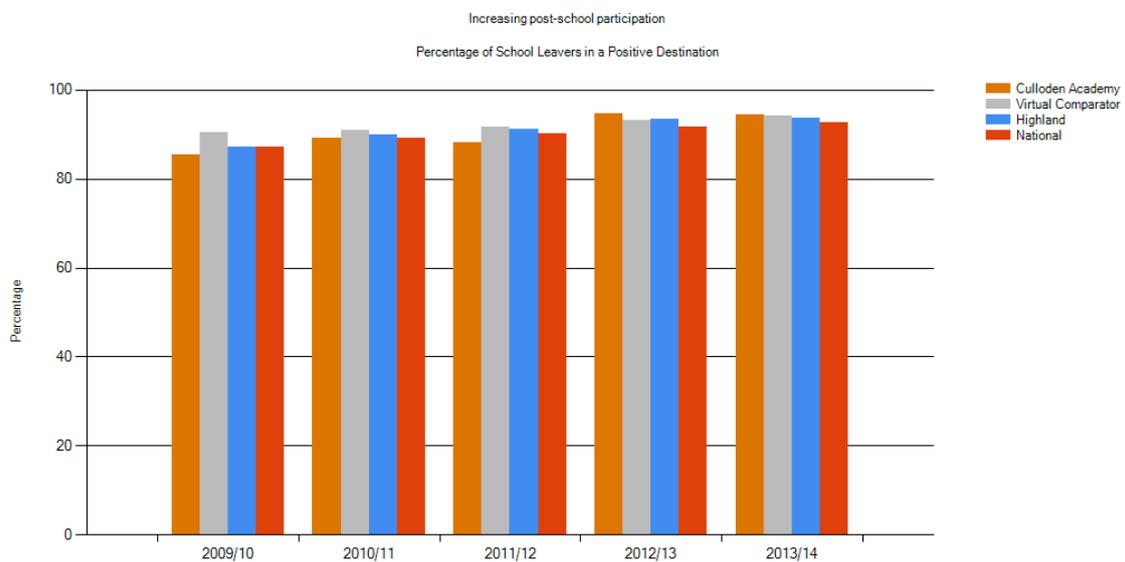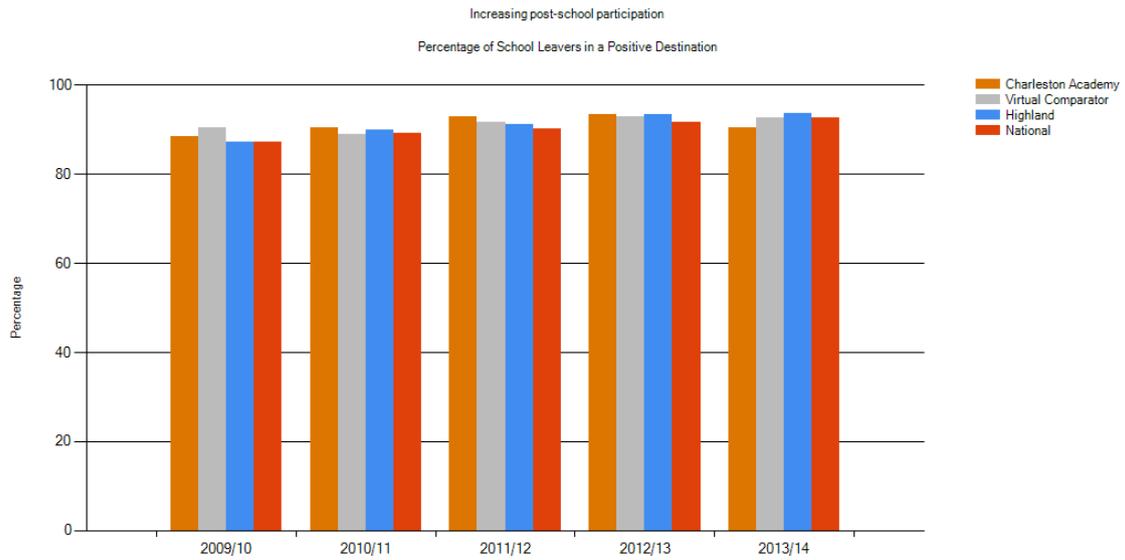

The measure focuses on initial destinations. Links are being developed with Skills Development Scotland's data hub and over time this will provide more information on longer term destinations.

The chart shows the performance of a school in the percentage of pupils going on to positive destinations. It compares the performance of a school against its virtual comparator, its local authority and Scotland.

Analysis of Increasing Post School participation for All for City of Inverness Area Schools.

Post School participation	• *Inverness High is above their virtual comparator* • *Charleston, Culloden, Inverness Royal and Millburn are in line with their virtual comparator.* • *Glenurquhart is below their virtual comparator.*

Graphs for *Increasing Post School participation* are on the following 2 pages

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

National Benchmarking Measure:

4   Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

> The overall aim for this measure is to have our pupils attain as highly as possible 'across the board'. This is vital if we are to make good our commitment to both raising attainment and tackling inequality.

The horizontal axis shows the Scottish Index of Multiple Deprivation. The scale goes from 1 to 10 and goes from the 10% most deprived areas (1) to the 10% least deprived areas (10) in Scotland. These 10% 'chunks' are called Deciles. The vertical axis shows the total tariff score.

The red discs showing the attainment of pupils in Scotland are of equal size and the graph shows how attainment rises with affluence. A major challenge for all of us is to ensure that attainment is as high as possible for *all* learners so that a school's graph becomes **both *high* and *flat*.**
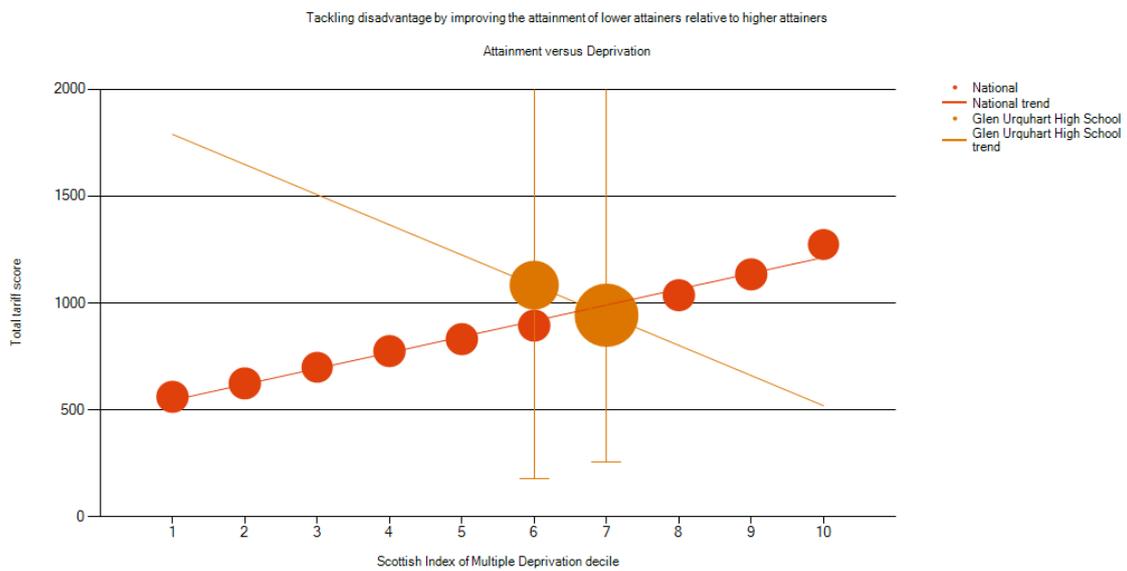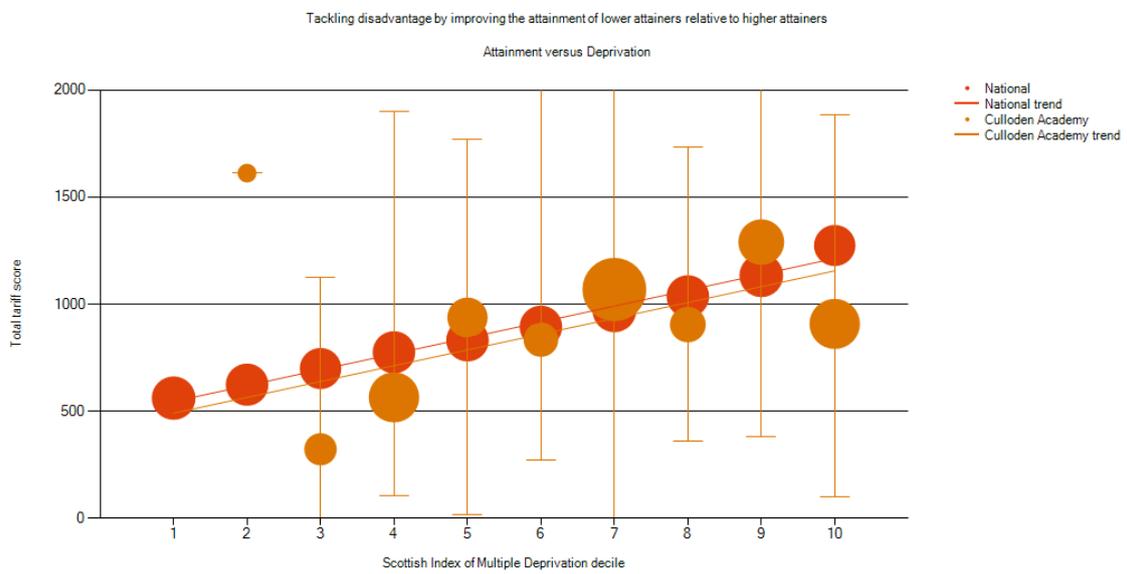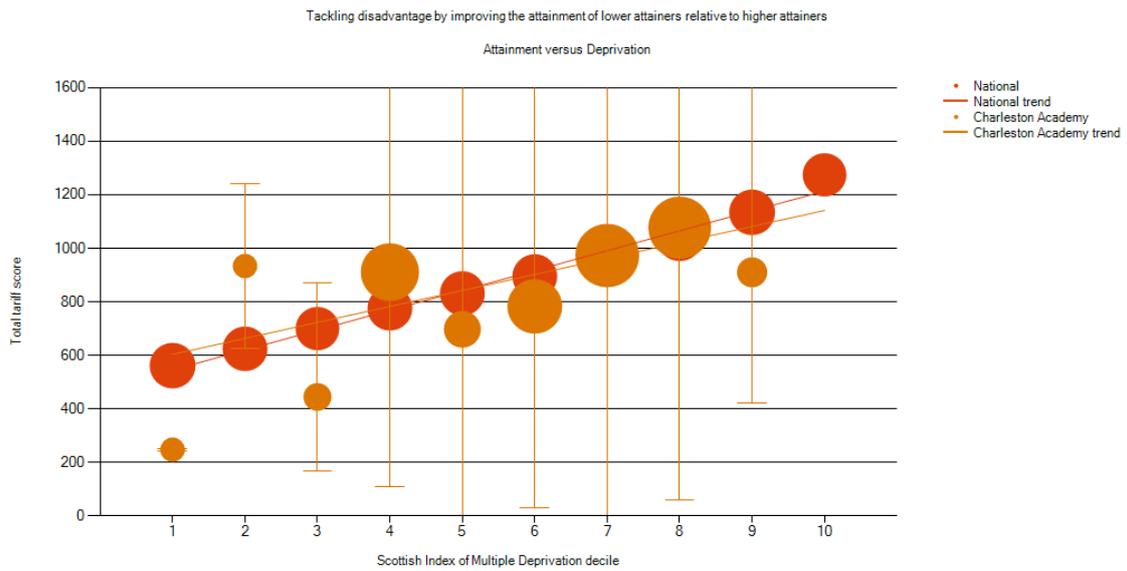
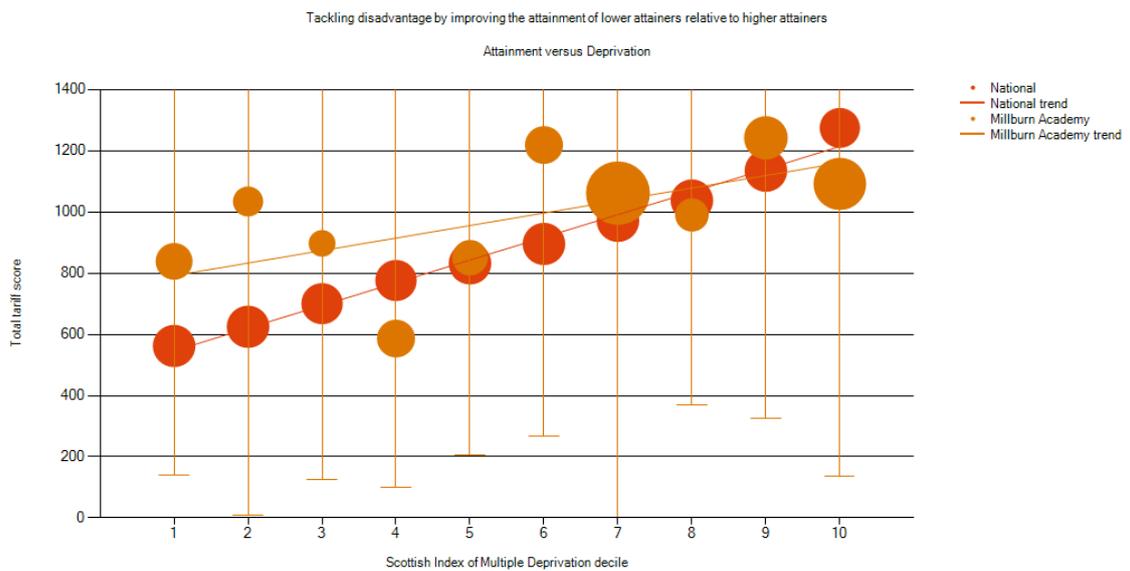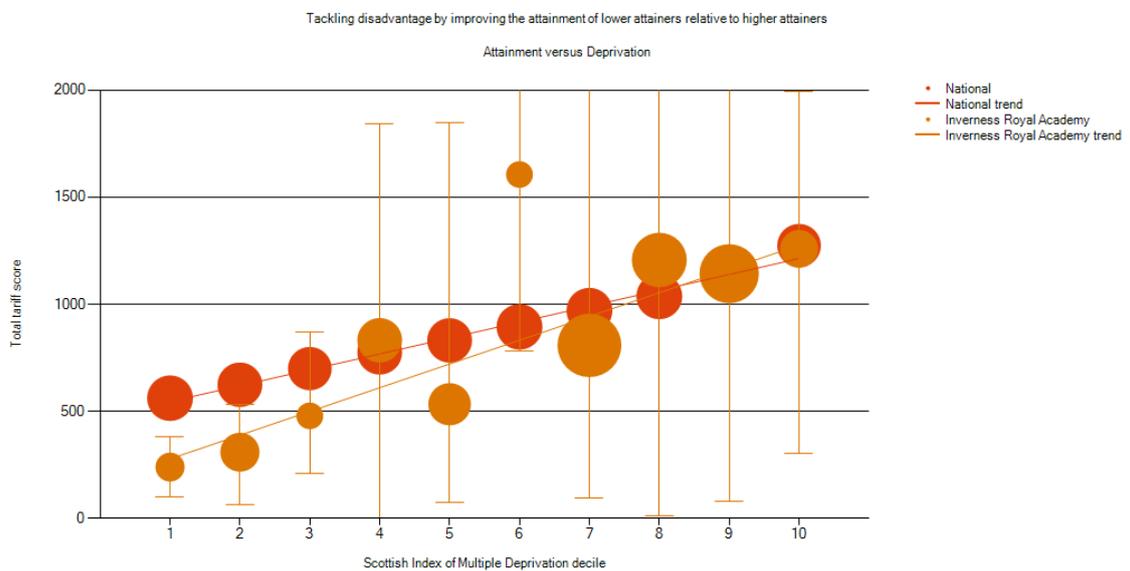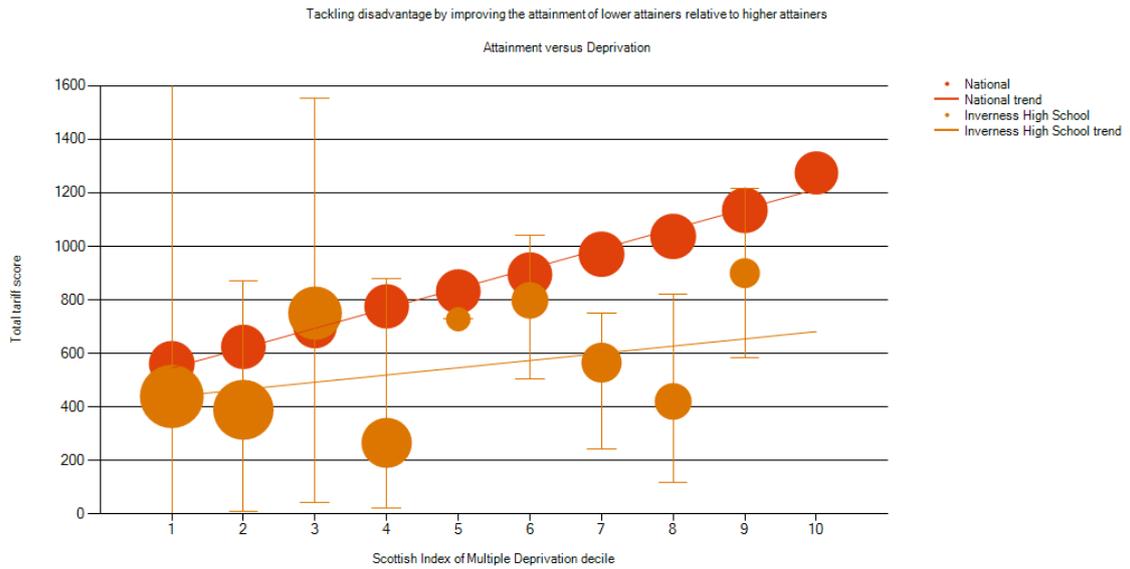In considering the situation within a school's data, there are three things to ponder:

· The spread of the discs across the deciles, showing the backgrounds of pupils

· The size of each disc, showing the proportion of pupils in each decile

· The comparison of each school disc to the national disc in each decile, indicating the performance of pupils in that decile compared to the national picture.

Analysis of **Tackling Disadvantage** *for All for City of Inverness Area Schools.*

Charleston Academy	*in most deciles Charleston performs in line with the national average with smaller numbers in the higher and lower deciles performing less well than the National average*
Culloden Academy	*Culloden tends to perform or in line with the national average at the middle deciles but below the national average for the lower and upper deciles.*
Glenurquhart High	*Glenurquhart performs in line with or above the national average but is only represented in 2 deciles.*
Inverness High	*Inverness High tends to perform below the national average for most deciles.*
Inverness Royal Academy	*Inverness Royal tends to perform in line with the national average at the middle to upper deciles but below the national average for the lower deciles.*
Millburn Academy	*in most deciles Millburn performs in line with or above the national average*

Graphs for Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers are on the following 2 pages

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

5   Breadth and Depth: Leavers

This considers the performance of the pupils in the school at the point of exit. This consists of a mixed cohort of pupils - all of those in a school session who left, whether in S4, S5 or S6.

The measures allow a school to consider the number of awards per SCQF Level, shown in percentages

- The table shows the proportion of the leavers who have gained 1 or more, 2 or more (and so on) awards in SQA National courses at any SCQF level up to Level 7. It also includes Standard Grades and Skills for Work courses. The table shows ungraded courses for Levels 1 to 4 and, from Level 5, it shows grades from D to A.
- It is important to note that all of the Breadth and Depth tables will, to a varying extent, be affected by the curricular model adopted by the school and that care should be taken in using these tables. The virtual comparator data is also made up of pupils from around Scotland who go to schools with a similar background, and these will be likely to adopt a variety of curricular models.

Analysis of **Breadth and Depth** *for City of Inverness Area Schools.*

Charleston Academy	*Charleston performs in line with its virtual comparator but performs better than its virtual comparator at Level 5 awards*
Culloden Academy	*Culloden performs in line with its virtual comparator but performs less well for levels 4 and 6*
Glenurquhart High	*Glenurquhart High performs in line with its virtual comparator but performs above its virtual comparator for level 5 and 6 awards*
Inverness High	*Inverness High performs in line with its virtual comparator for level 1 to 3 awards but performs below its virtual comparator for levels 4 to 7*
Inverness Royal Academy	*Inverness Royal performs in line with its virtual comparator but performs above its virtual comparator for level 7 awards*
Millburn Academy	*Millburn performs in line with its virtual comparator but performs above its virtual comparator for level 7 awards*

Level 3	National 3 (old Access 3 or Standard Grade Foundation Level)
Level 4	National 4 (old Intermediate 1 or Standard Grade General Level)
Level 5	National 5 (old Intermediate 2 or Standard Grade Credit Level)
Level 6	Higher
Level 7	Advanced Higher

Tables for Breadth and Depth are on the following 2 pages

Charleston Academy

Awards	Level 3		Level 4		Level 5		Level 6		Level 7		Number in Cohort	
		Virtual		Virtual		Virtual		Virtual		Virtual		Virtual
1 or more	97	99	96	97	87	87	63	62	18	20	135	1350
2 or more	97	97	95	95	81	79	57	54	7	8	135	1350
3 or more	96	96	93	93	77	74	49	48	2	2	135	1350
4 or more	96	95	93	90	73	67	40	41	0	0	135	1350
5 or more	96	93	90	88	63	60	33	33	0	0	135	1350

Culloden Academy

Awards	Level 3		Level 4		Level 5		Level 6		Level 7		Number in Cohort	
		Virtual		Virtual		Virtual		Virtual		Virtual		Virtual
1 or more	98	99	97	98	88	91	66	68	19	24	180	1800
2 or more	98	98	94	97	84	84	58	58	9	10	180	1800
3 or more	97	97	93	96	80	78	49	52	3	4	180	1800
4 or more	97	96	91	94	75	73	41	44	0	0	180	1800
5 or more	96	95	88	91	70	65	33	37	0	0	180	1800

Glen Urquhart High

Awards	Level 3		Level 4		Level 5		Level 6		Level 7		Number in Cohort	
		Virtual		Virtual		Virtual		Virtual		Virtual		Virtual
1 or more	100	100	100	99	90	92	76	62	20	18	41	410
2 or more	100	99	100	99	90	85	71	51	10	9	41	410
3 or more	100	99	100	98	88	78	61	45	2	2	41	410
4 or more	100	98	98	95	80	70	51	36	0	0	41	410
5 or more	100	97	98	90	76	61	37	30	0	0	41	410

Inverness High

Awards	Level 3		Level 4		Level 5		Level 6		Level 7		Number in Cohort	
		Virtual		Virtual		Virtual		Virtual		Virtual		Virtual
1 or more	96	98	90	94	76	73	43	43	4	15	68	680
2 or more	94	96	87	91	60	62	28	36	0	5	68	680
3 or more	88	94	78	86	54	55	19	31	0	2	68	680
4 or more	85	91	74	81	44	50	15	26	0	0	68	680
5 or more	79	88	68	74	34	43	12	22	0	0	68	680

Inverness Royal Academy

Awards	Level 3		Level 4		Level 5		Level 6		Level 7		Number in Cohort	
		Virtual		Virtual		Virtual		Virtual		Virtual		Virtual
1 or more	99	98	95	96	83	83	62	60	27	22	161	1610
2 or more	99	97	92	93	78	76	55	53	13	10	161	1610
3 or more	98	95	90	91	71	70	50	47	2	4	161	1610
4 or more	98	94	89	88	67	65	41	41	0	0	161	1610
5 or more	98	91	86	84	61	59	34	35	0	0	161	1610

Millburn Academy

Awards	Level 3		Level 4		Level 5		Level 6		Level 7		Number in Cohort	
		Virtual		Virtual		Virtual		Virtual		Virtual		Virtual
1 or more	99	99	99	97	92	90	71	70	28	25	169	1690
2 or more	99	98	98	96	86	85	62	61	15	12	169	1690
3 or more	98	97	95	95	80	80	56	55	4	4	169	1690
4 or more	96	96	92	93	75	75	49	48	1	0	169	1690
5 or more	96	94	91	90	70	68	42	41	0	0	169	1690