
To: Education and Children's Services Policy Board

On: 17 January 2019

Report by: Director of Children's Services

**Heading: Achievement of a Curriculum for Excellence Level (CfE) Level
Return 2018**

1. Summary

- 1.1. This report summarises attainment in the Achievement of a Curriculum for Excellence Level Return (ACEL) 2017/18. The Achievement of a Curriculum for Excellence (CfE) return contains data on the highest CfE level achieved for all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3.
 - 1.2. The 2017/18 return demonstrates that the percentage of pupils achieving the expected CfE level for their stage has increased for all stages and curricular areas. The patterns of performance by stage and curricular area is very similar to the 2016/17 return. However, many of the gaps between stages and across curricular areas are reduced. The attainment gap between most and least deprived pupils has also decreased over 3 years.
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2. Recommendations

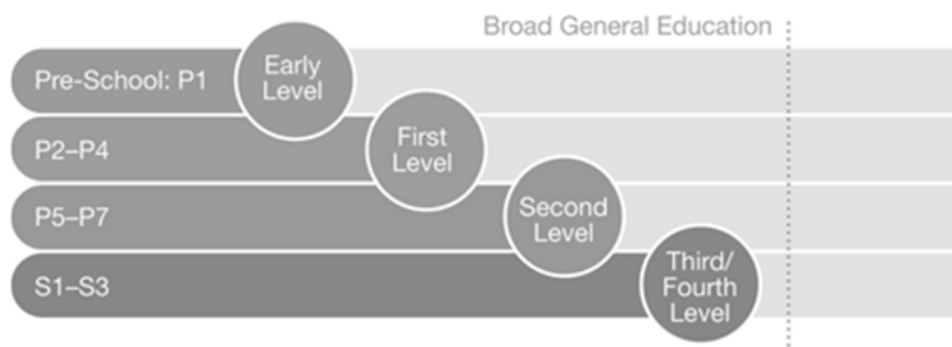
- 2.1. Members of the education and children's policy board are asked to note:
 - the content of this report; and
 - the efforts of the children and young people and the significant commitment of teachers and support staff.

3. Background

- 3.1. The ACEL return includes data on all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils. The return measures performance in the literacy

organisers (listening & talking, reading, writing) and numeracy. Assessment of the level achieved is based on teacher professional judgements.

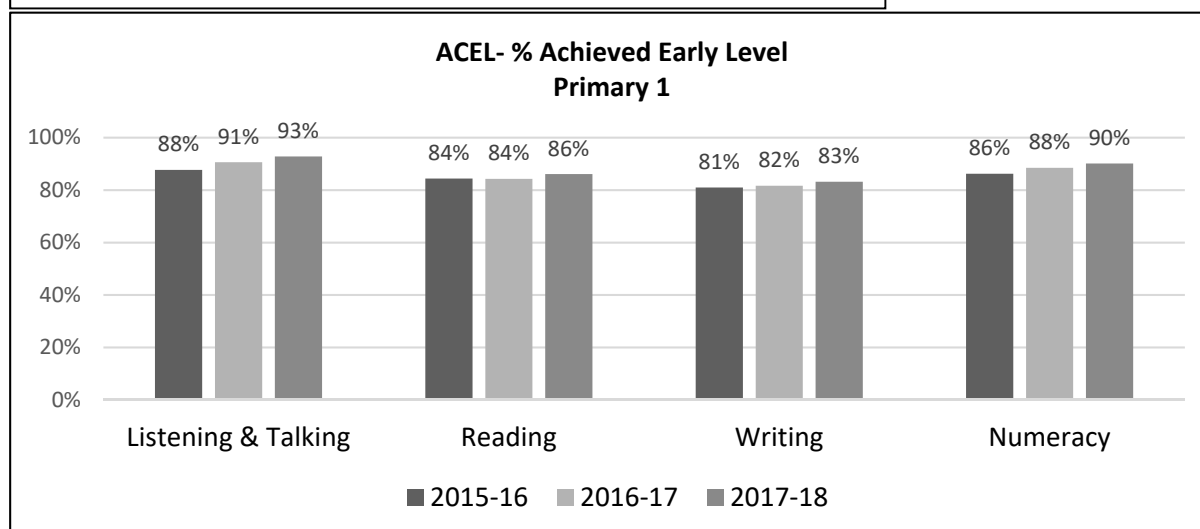
Diagram 1: Curriculum for Excellence Levels Framework



- 3.2. Diagram 1 shows the 4 curriculum levels within broad general education. The ACEL return measures the percentage of pupils that have achieved early level by the end of Primary 1, first level by the end of Primary 4, second level by the end of Primary 7 and third or fourth level by the end of Secondary 3. This reflects the path that most children and young people are expected to follow. However, the framework displayed in diagram 1 is designed to be flexible to permit careful planning for those with additional support needs.
- 3.3. The return is submitted for the 2017-18 school session and is published nationally in December 2018. The 2017-18 return is the third year that this data has been produced and is therefore the first year that trend data is available.
- 3.4. The ACEL return is classified by the Scottish Government as experimental statistics. The reason for these statistics being classed as experimental is because they are based on a new and developing data source. The data reflects a developing approach to quality assurance and moderation since 2015/16. In Renfrewshire, moderation processes have become much more robust since the first year of data collection and the reliability of the data has improved as a result.

4. Attainment by Stage

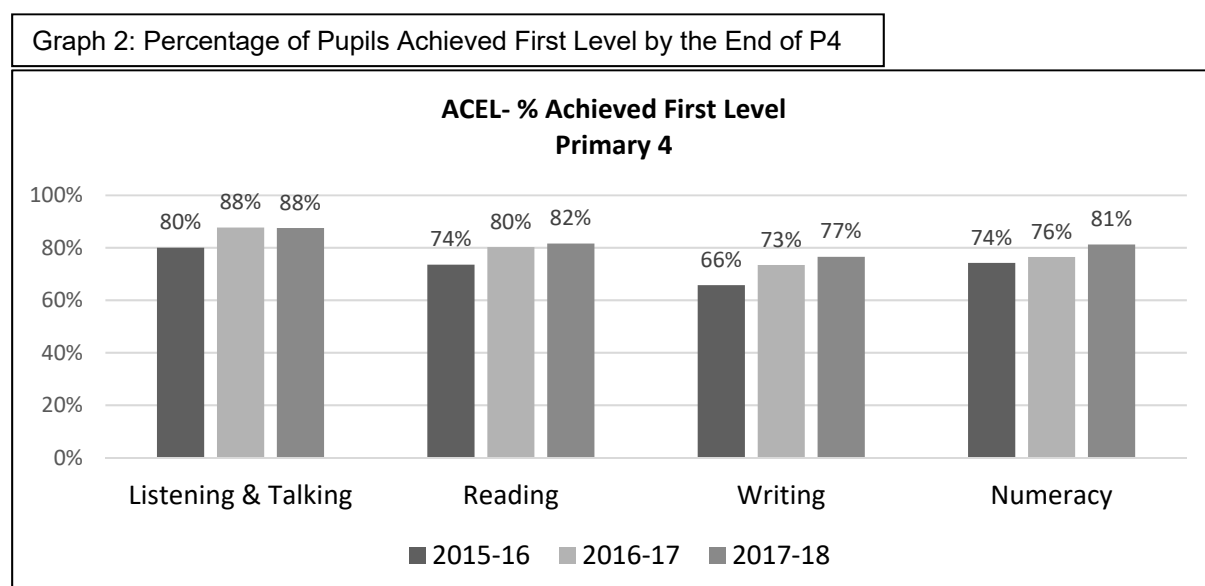
Graph 1: Percentage of Pupils Achieved Early Level by the End of P1



- 4.1. Graph 1 shows that pupils in Primary 1 continue to perform well with increased attainment each year since 2015/16 in all curricular areas. The biggest increase since 2015/16 is in listening and talking which has increased by 5 percentage points, followed by numeracy which has increased by 4 percentage points. The percentage of children reaching expected levels in Primary 1 continues to be higher than in other primary stages.

Table 1: Percentage of Pupils Achieving Early Level by the end of P1. 2017/18				
	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	93%	86%	83%	90%
National	87%	81%	78%	85%

- 4.2. Renfrewshire performs above national in all curricular areas in Primary 1, as shown in table 1. This is the third year that Primary 1 pupils in Renfrewshire have performed above national.

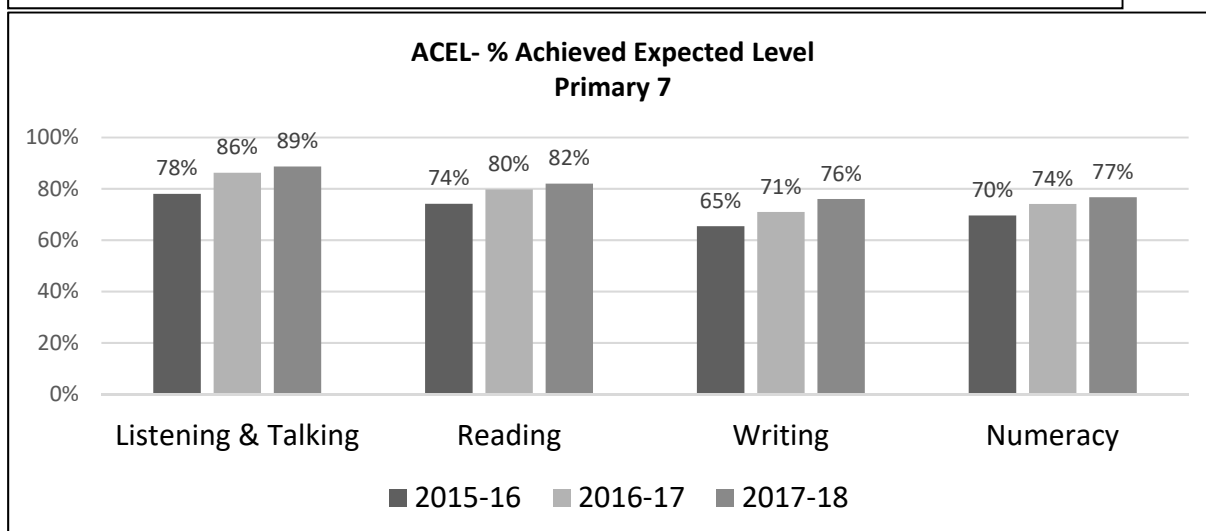


- 4.3. Graph 2 demonstrates that although the percentage of pupils achieving expected levels in Primary 4 remains below Primary 1, there has been greater progress over 3 years at this stage. All curricular areas have increased since 2015-16. The biggest increase has been in writing, which has increased by 5 percentage points since 2016-17, and by 11 percentage points since 2015-16.

Table 2: Percentage of Pupils Achieving First Level by the end of P4. 2017/18				
	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	88%	82%	77%	81%
National	85%	77%	72%	76%

- 4.4. Table 2 shows that Renfrewshire performs above national in all curricular areas in 2017-18. Nationally, the proportion of children reaching the expected levels of attainment in Primary 4 and Primary 7 is lower than in Primary 1. This replicates the patterns of attainment in Renfrewshire.

Graph 3: Percentage of Pupils Achieved Second Level by the End of P7



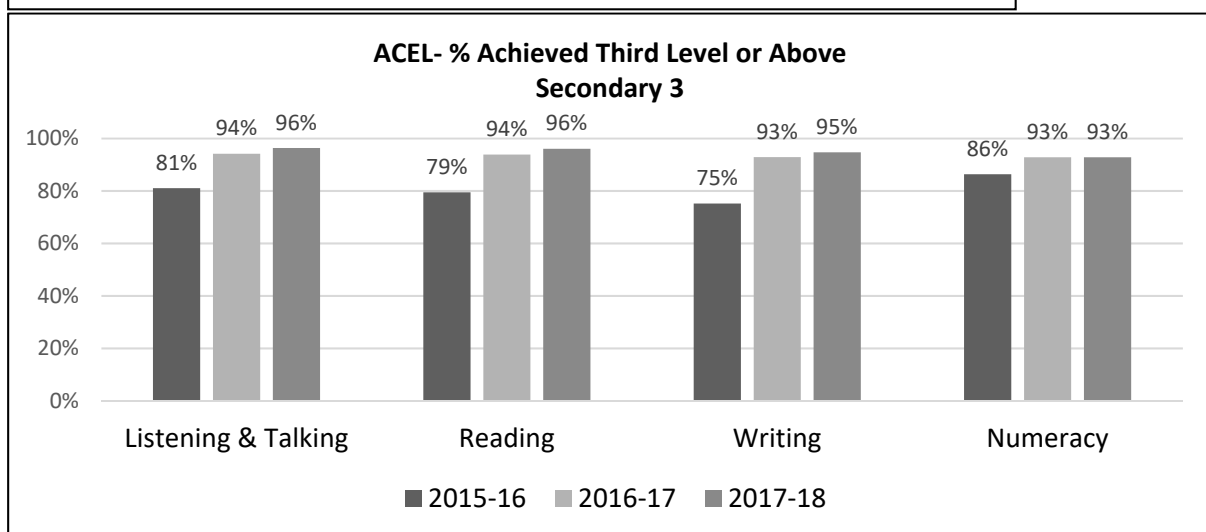
- 4.5. In Primary 7, there has been considerable improvement over the past 3 years across all curricular areas, as shown in graph 3. The biggest increase has been in writing, which has increased by 5 percentage points since 2016/17 and by 6 percentage points the previous year. This is an 11 percentage point change since 2015/16.

Table 3: Percentage of Pupils Achieved Second Level by the end of P7. 2017/18

	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	89%	82%	76%	77%
National	84%	79%	73%	75%

- 4.6. Table 3 demonstrates that Renfrewshire performs above national across all curricular areas. The patterns of attainment across the 4 curricular areas are the same, with the highest levels of attainment in listening and talking, followed by reading.

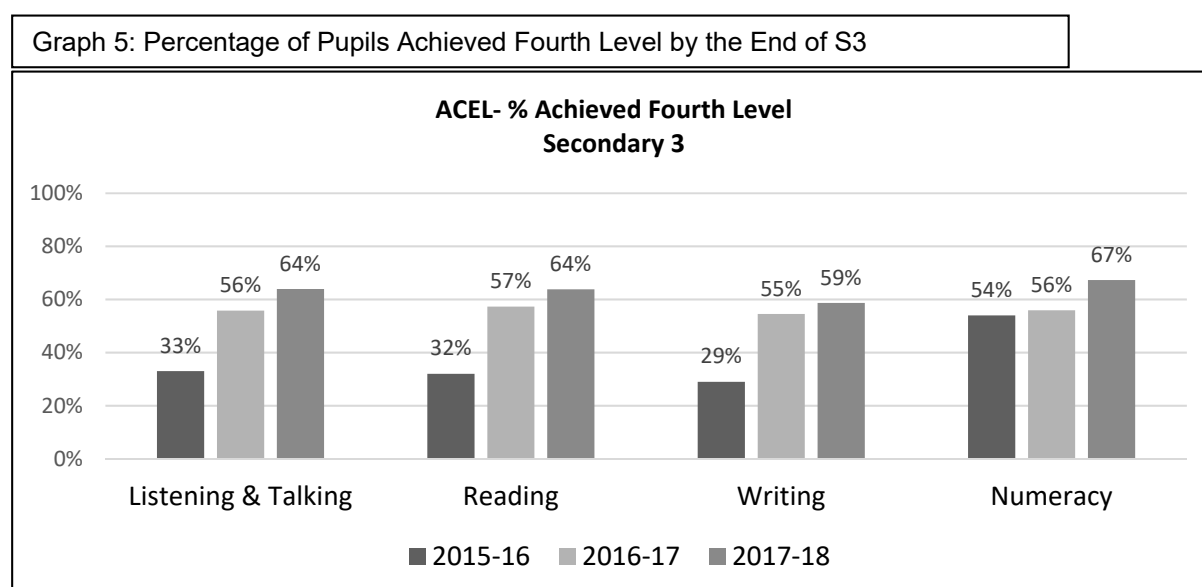
Graph 4: Percentage of Pupils Achieved Third Level or Above by the End of S3



- 4.7. The ACEL return measures the percentage of pupils who achieve third and fourth level in S3. The percentage of pupils that achieved third level or above are displayed in graph 4. This graph demonstrates a 2 percentage point increase in literacy curricular areas since 2016/17 but are unchanged for numeracy. All curricular areas have increased since 2015/16, with the largest increases in reading and writing.

Table 4: Percentage Pupils Achieved Third Level or Above by the end of S3. 2017/18				
	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	96%	96%	95%	93%
National	91%	90%	89%	89%

- 4.8. Renfrewshire performs above national across all curricular areas in 2017-18, as demonstrated in table 4. The largest difference is in reading and writing, which are both 6 percentage points above the national figures.



- 4.9. The percentage of pupils achieving fourth level has also increased across all curricular areas, as displayed in graph 5. The largest increase since 2016/17 is in numeracy, which has increased by 11 percentage points. The data from 2015-16 in the literacy organisers is inconsistent with previous years as the use of benchmarks and moderation process in the first year of data collection was not sufficiently robust.

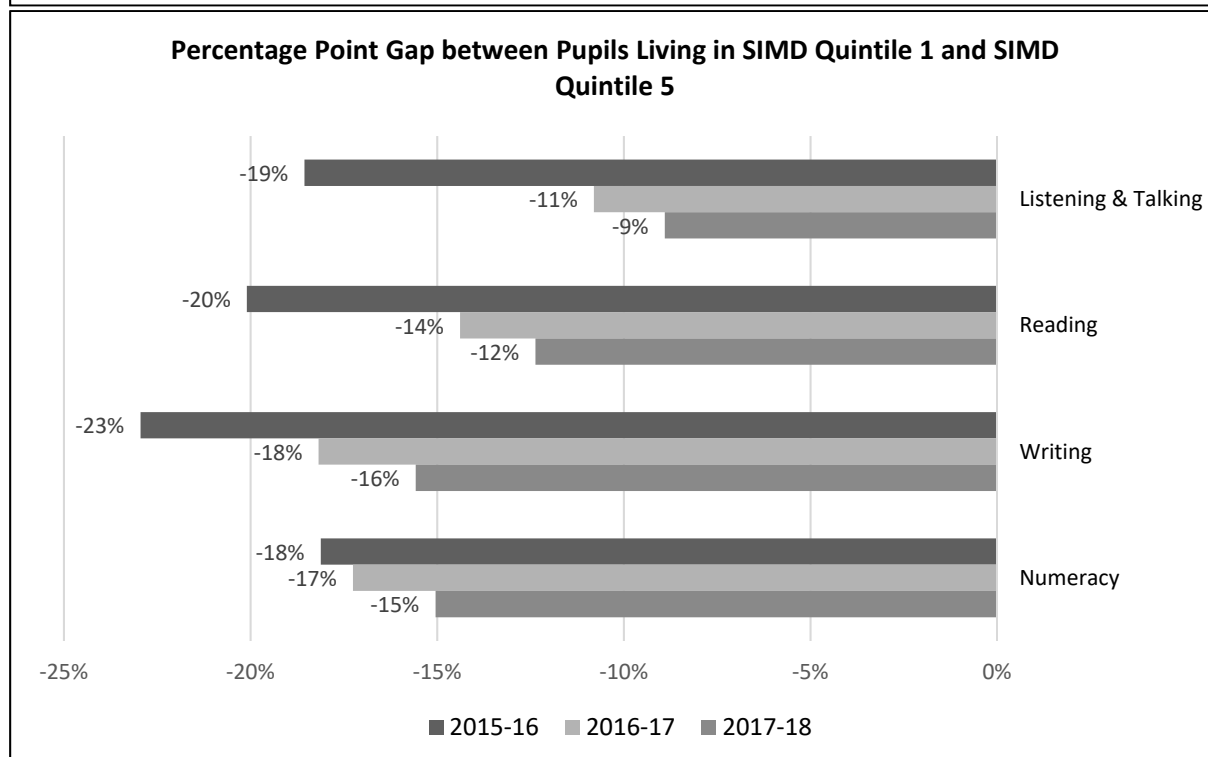
Table 5: Percentage of Pupils Achieving Fourth Level by the end of S3. 2017/18				
	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	64%	64%	59%	67%
National	55%	53%	51%	56%

- 4.10. The percentage of pupils achieving fourth Level in S3 is above national for all curricular areas. The biggest difference is in reading and numeracy, which are both 11 percentage points above national.

5. Poverty- Related Attainment Gaps

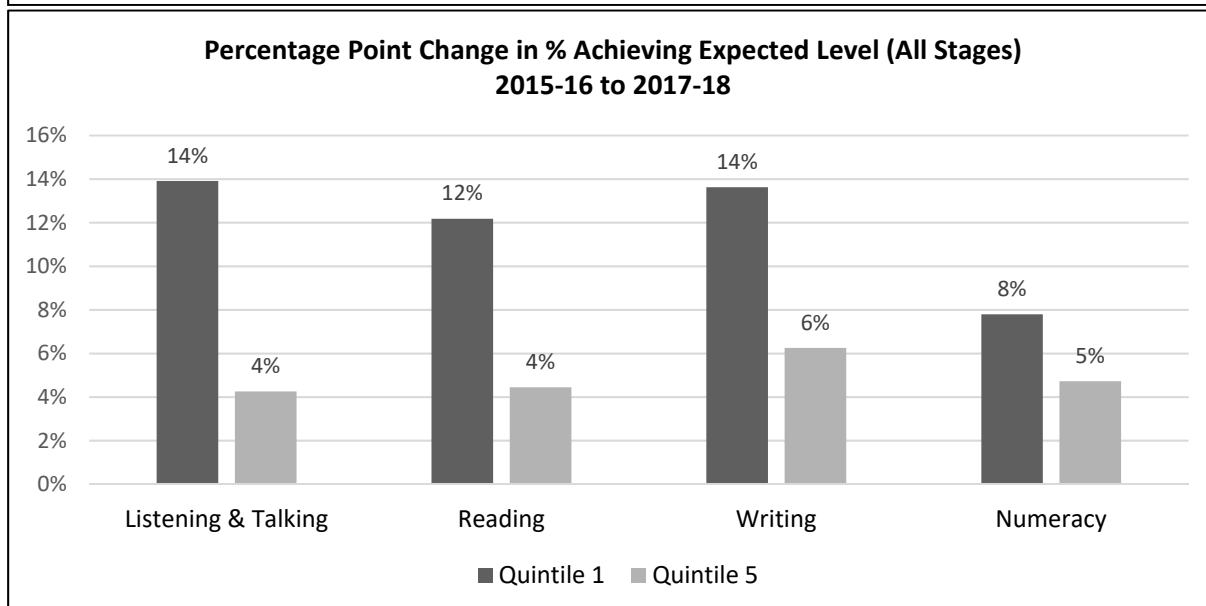
- 5.1. The attainment gap between most and least deprived pupils is measured using the Scottish Index of Multiple Deprivation (SIMD), which is an area-based measure, and free meal and clothing grant entitlement, which is an individual measure of deprivation. By considering both of these measures, a more robust analysis of attainment gaps in Renfrewshire can be achieved. The data from the 2017/18 ACEL return indicates that the poverty related attainment gap has reduced across both indicators.

Graph 6: Percentage Point Gap between Pupils Achieving Expected Level in SIMD Quintile 1 & 5 (All Stages Combined)



- 5.2. Graph 6 shows that the size of the attainment gap between pupils living in SIMD quintile 1 (20% most deprived areas) and those living in SIMD quintile 5 (20% least deprived areas) has reduced in all curricular areas. Across all stages combined, the gap has reduced by 10 percentage points in listening and talking, 8 percentage points in reading, 7 percentage points in writing and 3 percentage points in numeracy since 2015/16.

Graph 7: Percentage Point Change in Percentage of Pupils Achieving Expected Level. 2015-16 to 2017-18.



- 5.3. Graph 7 demonstrates that the reduction in the gap is the result of a greater increase in attainment of pupils living in the most deprived areas, than those living in the least deprived areas. The attainment of both groups has increased over 3 years while the gap has reduced.

Table 6 : Percentage of Pupils Achieved Literacy & Numeracy in Primary (P1,P4 & P7) 2017/18

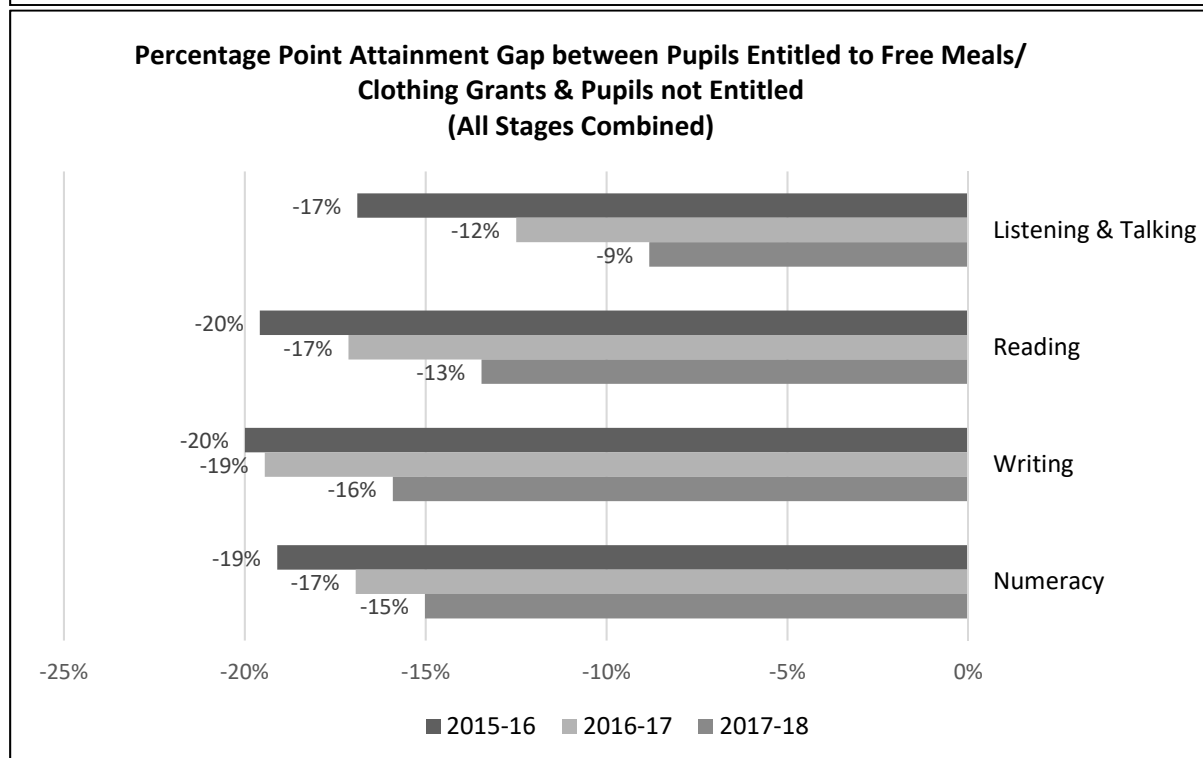
	Literacy		Numeracy	
	Renfrewshire	National	Renfrewshire	National
Quintile 1 (Most Deprived)	67%	62%	75%	71%
Quintile 2	72%	67%	81%	75%
Quintile 3	78%	72%	84%	79%
Quintile 4	84%	77%	90%	82%
Quintile 5 (Least Deprived)	86%	83%	91%	88%
Percentage Point Gap between Quintiles 1 and 5	-19	-21	-16	-17

Table 7: Percentage of Pupils Achieved Literacy & Numeracy in Secondary (S3) 2017/18

	Literacy		Numeracy	
	Renfrewshire	National	Renfrewshire	National
Quintile 1 (Most Deprived)	87%	81%	90%	82%
Quintile 2	90%	84%	93%	86%
Quintile 3	93%	88%	94%	90%
Quintile 4	99%	90%	97%	93%
Quintile 5 (Least Deprived)	99%	95%	97%	96%
Percentage Point Gap between Quintiles 1 and 5	-11	-13	-6	-14

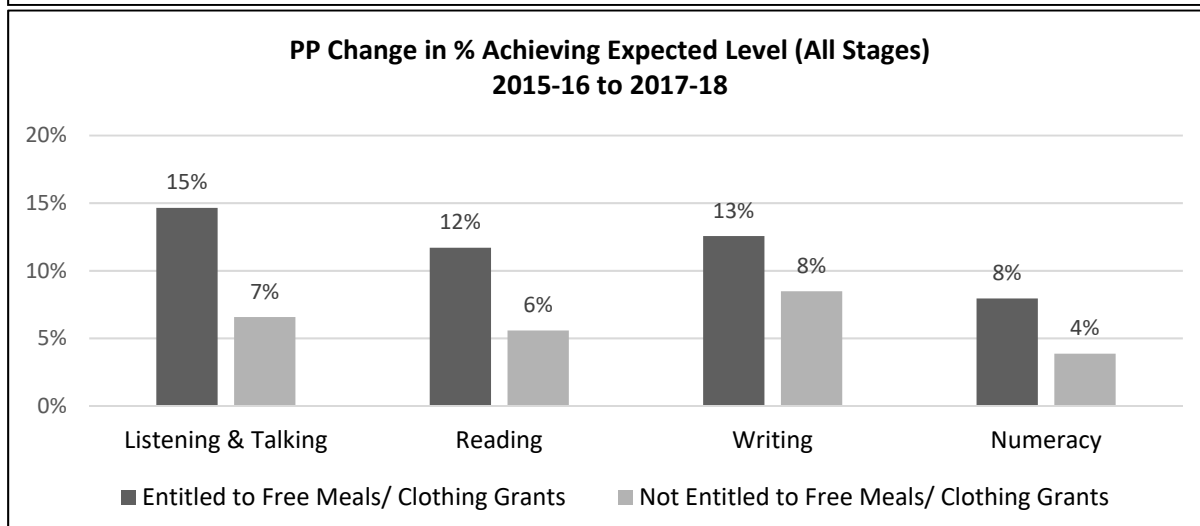
5.4. Tables 6 and 7 demonstrate that Renfrewshire performs above national across all SIMD quintiles in both literacy and numeracy. Attainment in literacy measures whether a pupil has achieved the expected level for their stage across all 3 literacy organisers. The size of the gap between pupils living in quintile 1 and quintile 5 is smaller in Renfrewshire than nationally.

Graph 8: Percentage Point Gap Between Percentage Pupils Achieving Expected Level for Entitled to Free Meals and/or Clothing Grants and Pupils Not Entitled to Either.



5.5. Graph 8 demonstrates that the gap between pupils entitled to free school meals and/or clothing grants and pupils not entitled to either has also reduced. The percentage point gap has reduced by 8 percentage points in listening and talking, 6 percentage points in reading and 4 percentage points in both writing and numeracy. The size of the attainment gaps between pupils entitled and not entitled to free meals and clothing grants are larger than those the for SIMD measure.

Graph 9: Percentage Point Change in Percentage Pupils Achieving Expected Level for Entitled to Free Meals and/or Clothing Grants and Pupils Not Entitled to Either. 2015-16 to 2017-18.



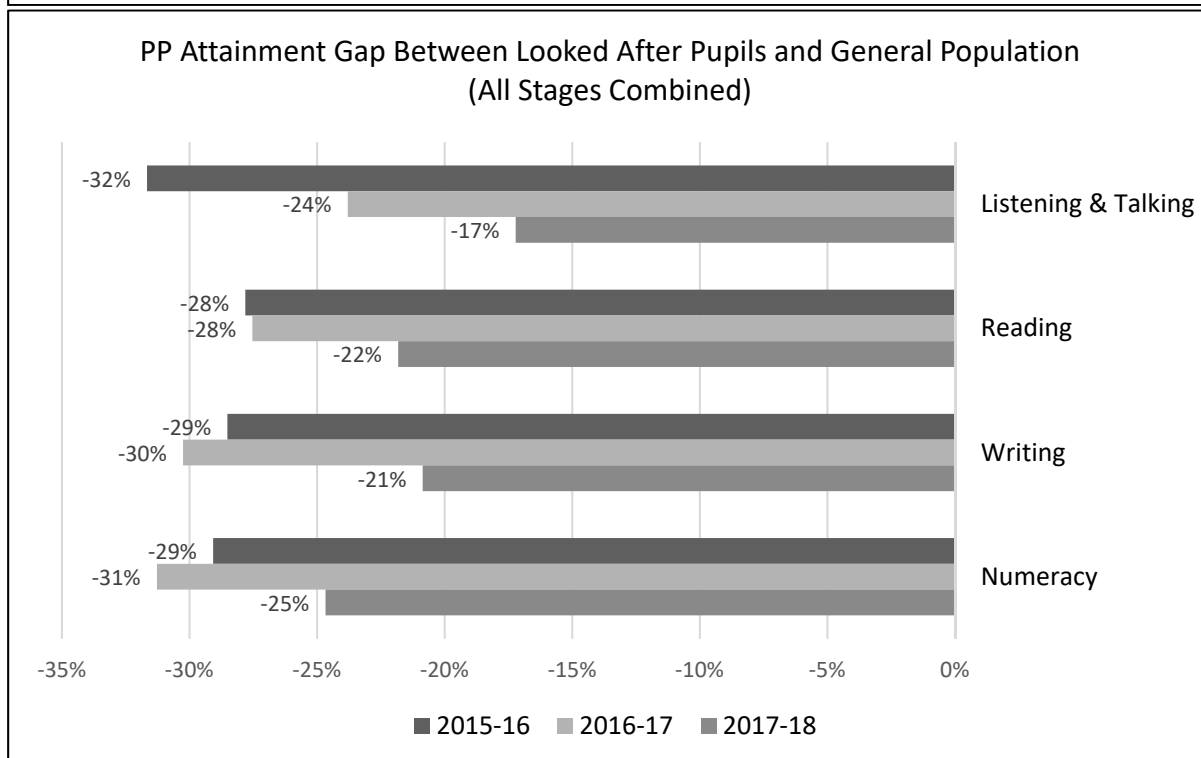
5.6. Graph 9 shows that this reduction is due to a greater percentage point increase for pupils that are entitled to these benefits than those that are not, although both groups have improved. Therefore, the attainment gap has reduced while attainment has improved for all pupils.

5.7. The data on the poverty related attainment gap provides a consistent picture in Renfrewshire. Both individual and area based measures of deprivation show that attainment of most deprived pupils is increasing and the attainment gap is reducing.

6. Looked After Pupils Attainment Gap

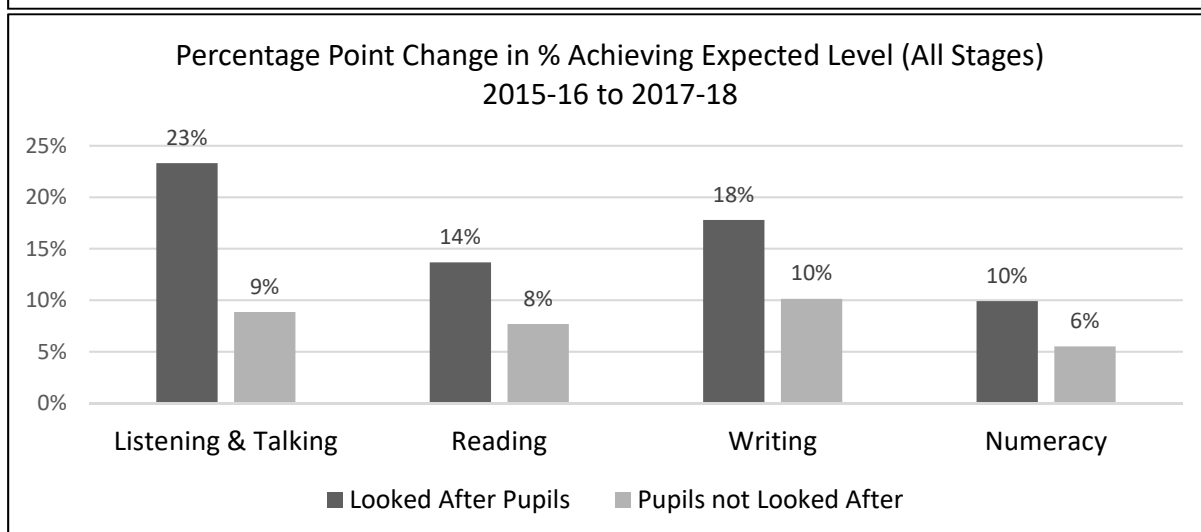
6.1. In addition to the poverty related attainment gap, there is also a gap in attainment between looked after pupils and pupils that are not looked after.

Graph 10: Percentage Point Gap Between Percentage Pupils Achieving Expected Level for Looked After Pupils and General Population.



6.2. As shown in graph 10, the attainment gap between looked after pupils and pupils that are not looked after has reduced over 3 years. However, this has not been consistent. The size of the gap increased in 2016-17 in writing and numeracy. The reason for this increase is that while both groups improved, there was a higher rate of change in the general population. However, over 3 years, the gap has reduced by 14 percentage points in listening and talking, 6 percentage points in reading, 8 percentage points in writing and 4 percentage points in numeracy.

Graph 11: Percentage Point Change in Percentage of Pupils Achieving Expected Level. 2015-16 to 2017-18.



6.3. Graph 11 shows that the reduction in the gap over 3 years is due to greater increases in attainment of looked after pupils compared with pupils that are not

looked after. Therefore, the reduction in the gap over 3 years is due to a higher rate of change amongst looked after pupils.

7. Conclusion and next steps

- 7.1. The Achievement of a CfE Level Return in 2017/18 has demonstrated consistent improvement in literacy and numeracy across all stages. The highest levels of attainment are in Primary 1 and Secondary 3. However, both Primary 4 and Primary 7 have seen considerable improvement.
 - 7.2. Attainment gaps across the authority have decreased for both individual and area-based deprivation indicators. The reductions in the size of the gap have occurred as a result of the attainment of most deprived pupils increasing at a greater rate than least deprived pupils, although both have improved.
 - 7.3. Renfrewshire performs above national at all stages and in all curricular areas. This pattern is replicated across all SIMD quintiles. In 2017/18, the size of the gap is marginally smaller in Renfrewshire than nationally across literacy and numeracy.
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Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People	- High levels of attainment and achievement provide our children and young people with the best start in life
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4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the

mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

12. COSLA Policy Position - none

List of Background Papers

(a) none

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SQ/FW
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