

REPORT TO: EDUCATION COMMITTEE - 19 AUGUST 2013

REPORT ON: SQA ATTAINMENT (PRE-APPEAL DATA - 2013)

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 340-2013

1.0 PURPOSE OF REPORT

- 1.1 This report informs the Committee of the S4-S6 pupil performance in the Scottish Qualifications Authority (SQA) examination diet of 2013. The figures are taken from the recently released SQA pre-appeal data.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee notes:
- the performance of pupils in the May-June 2013 SQA examinations based on pre-appeal data; and
 - the ongoing strategies being deployed to raise attainment in Dundee's Secondary Schools.

3.0 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications arising from this report.

4.0 MAIN TEXT

- 4.1 Pupil performance in SQA examinations is published twice each year based on pre-appeal and post-appeal results. The Pre-Appeal results are issued to all SQA candidates in August when the national performance data is released by SQA. Additional information is made available for analytical and comparator purposes following the national publication of the Standard Tables and Charts (STACS) data in late September. Following the initial round of results each August, schools and candidates may appeal to have their grades improved for a variety of reasons including unexpectedly weak performance or illness at examination time. As a result, the final stage in the process is the publication of post-appeal data in January each year. This reflects the outcome of the appeals process or the changes made due to inaccuracies in the information provided to or held by SQA.
- 4.2 Improving the attainment of pupils in SQA examinations is a long-standing priority for the council, school and education department. It is a key priority within the Council Plan, Service Plan and is a core measure in the Single Outcome Agreement. A number of strategies have been introduced to improve pupil attainment at the key stages of secondary education from S4 to S6. These include the active involvement of school staff in monitoring and tracking pupil progress, the setting of challenging targets and the identified need for staff to deliver consistently high quality learning experiences for all pupils. The annual attainment review process in each secondary school ensures that Head Teachers and senior staff are able to work closely with key staff from within the education department to analyse SQA results, identify strengths and areas for

improvement. Head Teachers will also work with individual Principal Teachers of subjects to analyse performance at school level then compare this with pupil performance at local and national level based on comparator schools with similar features.

- 4.3 The situation in Dundee is that pupil attainment in SQA examinations continues to increase over recent years. However, there is no room for complacency and a clear recognition at school and council level that there is continued scope for further improvement. The following strategies remain firmly in place to ensure an ongoing focus on raising attainment:

- the use of a common electronic system at school and departmental level to enable staff to monitor and track pupil performance;
- ongoing improvements in teaching and learning methods through Curriculum for Excellence developments, including, importantly, providing meaningful educational experiences and contexts to meet the needs of all our young people;
- the use of target setting by subject teachers in all secondary schools ;
- the annual analysis of SQA performance at school and departmental level by the Head Teacher, senior managers and principal teachers;
- an annual attainment review to provide support and challenge to schools and subject departments; and
- ongoing analysis of attainment when set against the performance of schools and council areas with similar social characteristics.

- 4.4 At a national level, the performance of S4 pupils is measured against a number of specific outcomes based on performance in Access 3 and Standard Grade examinations. Although the performance of pupils in Dundee has increased across all measures over the last six years, the on-going aim for schools is a continued rise in pupil attainment across each measure. The challenge for staff is to consolidate and build on the improvements being made at school and subject level so that the educational needs of all pupils are met fully. The pre-appeal results for 2013 show an increase or maintenance in three out of four of the S4 measures. This year for the first time 75% of children achieved five or more passes at standard grade general level or equivalent. Progress has been made but it is recognised that there is headroom for further improvement and this is a focus area across our schools.

End of S4 Measures (Pre Appeal)	2008	2009	2010	2011	2012	2013
English and Maths at Level 3 (Access 3)	84	88	88	90	93	92
5+ Level 3 (Access 3)	82	85	86	88	92	92
5+ Level 4 (Standard Grade)	64	68	66	68	71	75
5+ Level 5 (Standard Grade)	23	27	25	26	26	27

- 4.5 The overall performance of pupils by the end of S5 in the 2012 Higher examinations has been maintained in all the level 6 measures. The attainment of this group is largely based on the strength of the group's performance in the previous year's S4 examination diet. With this in mind the performance of S5 from their S4 baseline was good. It is important to note that S5 pupils do not take Standard Grade courses and that many pupils now undertake Intermediate Courses (these are not listed as key measures at the end of S5) or a two year Higher course leading to the examination at the end of S6. This is why the performance data for the end of S6 sets out a clearer picture of overall pupil performance.

End of S5 Measures (Pre Appeal)	2008	2009	2010	2011	2012	2013
1+ Level 6 (Highers)	31	31	36	36	40	41
3+ Level 6 (Highers)	17	16	20	18	21	21
5+ Level 6 (Highers)	7	7	9	8	9	9

- 4.6 The performance of pupils by the end of S6 is presented as a set of outcome measures and reflects an overview of pupil performance as the cohort has moved from S4-S6.. This year's performance have again seen improvements from last years results and are the highest ever recorded for Dundee. It is particularly pleasing to note that 22% of pupils now leave school with 5 Highers or more and while 33% leave school with 3 Highers or more. These measures show sustained improvement over the years with clear improving trends. The performance at Advanced Higher continues to improve.

End of S6 Measures (Pre Appeal)	2008	2009	2010	2011	2012	2013
1+ Level 6 (Highers)	34	37	37	44	46	48
3+ Level 6 (Highers)	22	25	25	30	30	33
5+ Level 6 (Highers)	14	17	15	20	20	22
1+ Level 7 (Advanced Highers)	11	13	12	15	15	16

- 4.7 The overview of pupil performance in SQA examinations highlights a number of positive developments at individual school and departmental level. It is clear that the focus on improving attainment is leading to improvements in results. The challenge for the education department, schools and staff is to ensure that the success is consolidated and extended. This will require the continued support and commitment of pupils, parents and carers. To this end, the following actions will continue to be taken:

- the support and challenge agenda will continue to be a key feature at school and subject department level;
- the need for staff, pupils, parents and carers to set consistently high expectations will be reinforced at all times;
- the analysis of results and pupil performance will ensure the focus on the identification of positive trends and areas for improvement;
- the introduction of action plans for use by staff where there are identifiable issues in relation to departmental or pupil performance; and
- the sharing of good practice in subject departments will continue to be promoted across secondary schools and subject departments.
- Continued development of the City Campus model to provide greater choice and access for all pupils in the city.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

6.0 CONSULTATIONS

- 6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the compilation of this report. The trade unions have been provided with a copy of this report.

7.0 BACKGROUND PAPERS

None.

Michael Wood
Director of Education

August 2013
MW/PC/MM

DUNDEE CITY COUNCILEquality and Diversity Rapid Impact Assessment ToolPart 1

Date of assessment 2/8/2013	Title of document being assessed Scottish Qualification Authority Results 2013
This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/>
Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report seeks to highlight: <ul style="list-style-type: none"> the performance of pupils in the May-June 2013 SQA examinations based on pre-appeal data; and the ongoing strategies being deployed to raise attainment in Dundee's Secondary Schools.
What is the intended outcome of this policy, procedure, strategy or practice?	Improving the attainment of pupils in SQA examinations
Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Equality Act 2010 Single Equality Scheme (DCC) Curriculum for Excellence - Building a Curriculum 1-5 suite of documents
Has any consultation or involvement with protected communities informed this assessment? If yes please give details.	No consultation with protected groups has been undertaken. Involvement and evaluation of the results at authority, school, department and individual level is an integral part of the process which in turn informs practice.
Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Paul Clancy, Head of Education
Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	Analysis of results within each education establish is undertaken to identify any possible trends in relation to protected groups.

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Gypsies and Travellers				
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

Equality and Diversity Rapid Impact Assessment

<p>a) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details</p> <p>.</p> <p>Full analysis at the departmental and individual level is yet to be undertaken.</p>
<p>b) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departments Equality Champion.)</p>	<p>If yes please give further details</p> <p>Full analysis at the departmental and individual level is yet to be undertaken.</p>
<p>c) What action is proposed to overcome any negative impacts?</p>	<p>Please give further details</p> <p>N/A</p>
<p>d) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details</p>
<p>e) Has a Full Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p> <p>No</p>

Part 4

Department: Education

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>


Contact Information

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Signature of author of the policy, procedure or strategy:



Head of Department and Service area:



Date of next policy review: