

EDUCATION PERFORMANCE DATA ANALYSIS 2022-23

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an overview of key performance data and outcomes for all pupils across ten secondary schools, including secondary attainment at Parklands School in Helensburgh, for session 2022-2023, using local authority data on attainment, and data as
- 1.2 The Insight tool is designed to allow fair comparison of a group of pupils in Argyll and Bute with larger groups of pupils with similar backgrounds (gender, additional support needs, stage, and SIMD band) taken from all the other 31 local authorities. This is known as the Virtual Comparator (VC) and is a key

not possible.

- d) Notes that a further report will come to a future meeting of the Committee once final Insight data for session 2022-2023 is made available in the February 2024 Insight update.

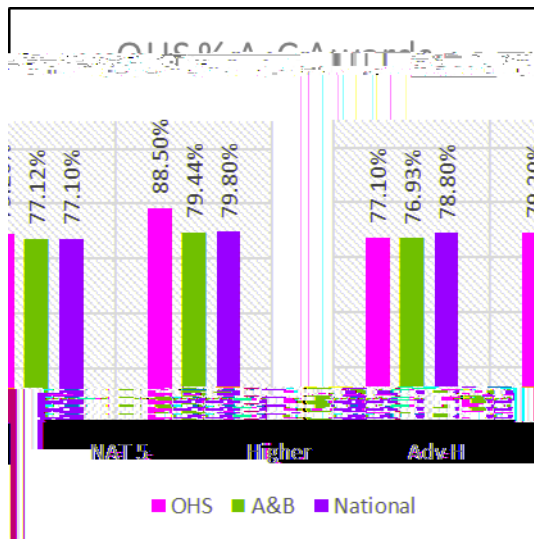
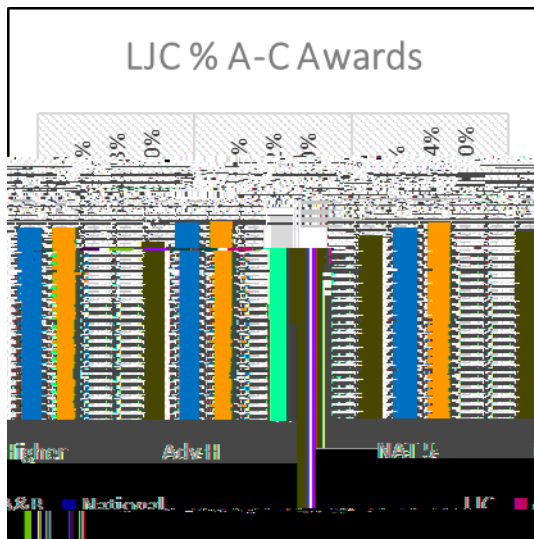
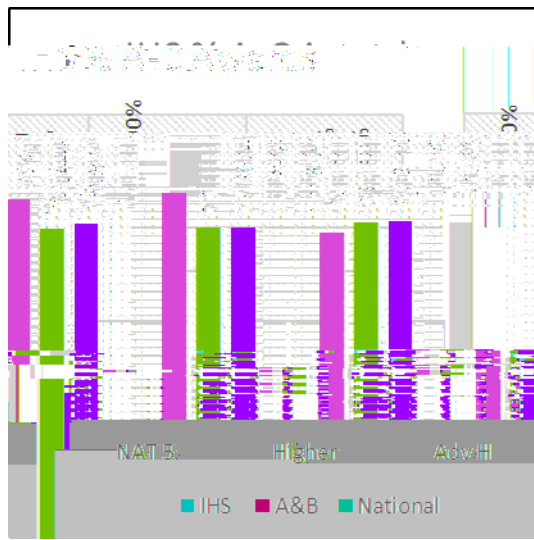
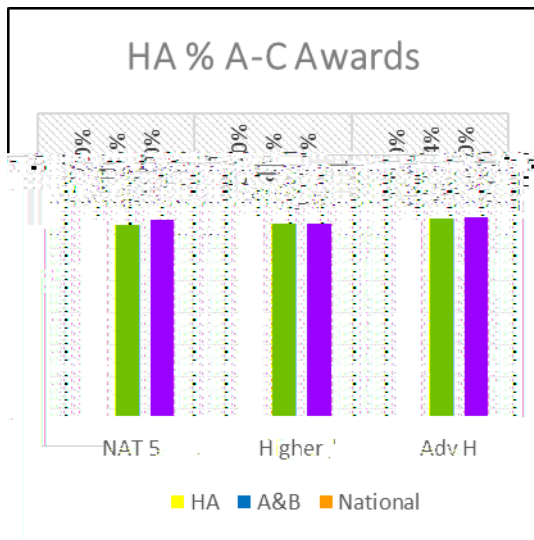
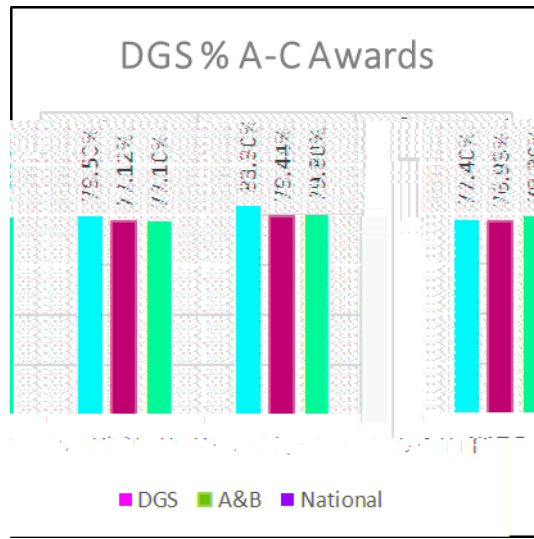
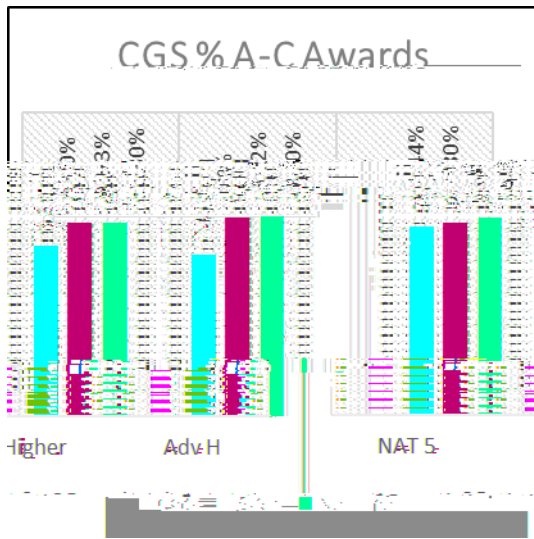
and results in the other years in this period, specifically 2020 and 2021, is not possible.

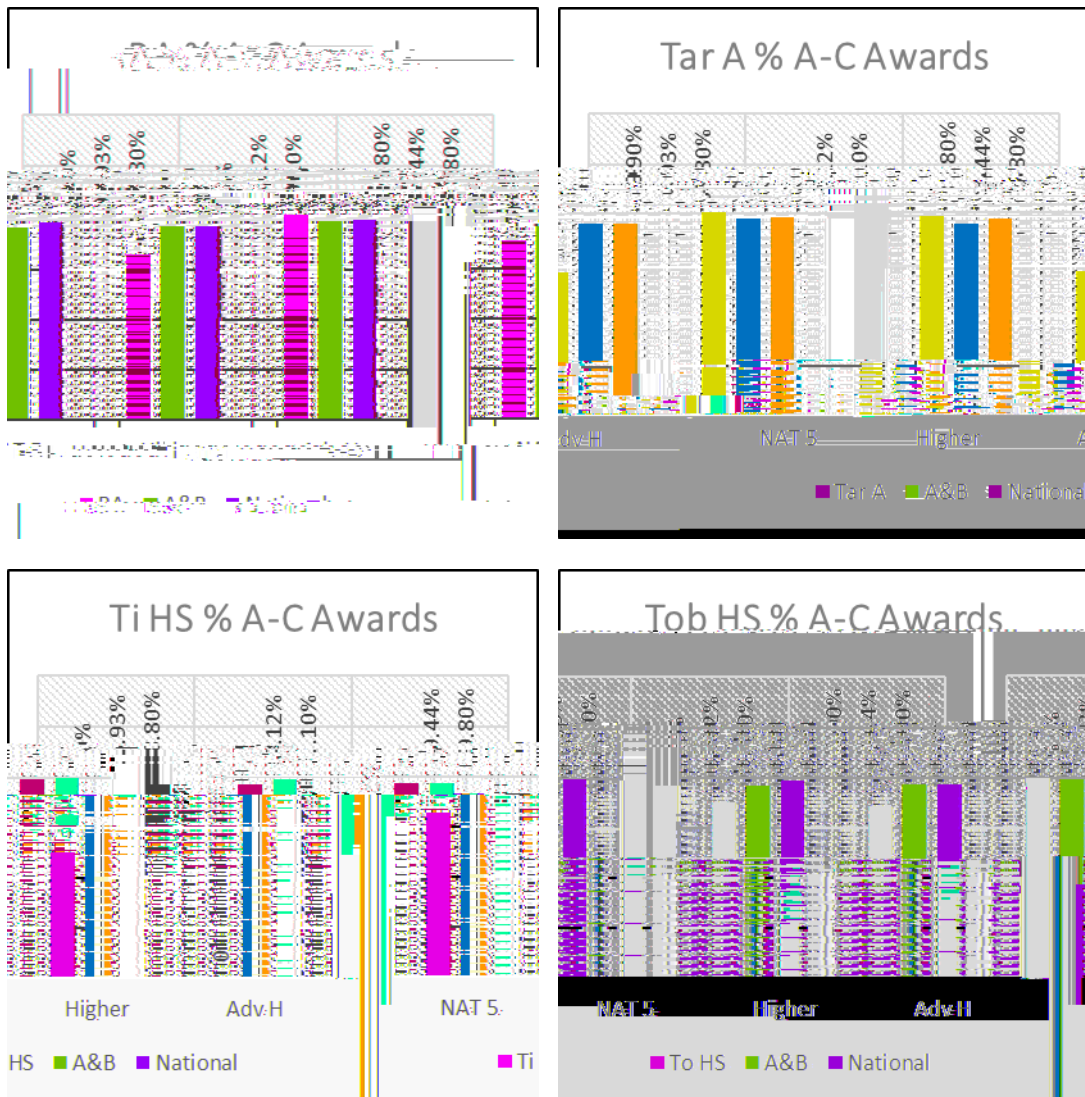
- d) Notes that a further report will come to a future meeting of the Committee once final Insight data for session 2022-2023 is made available in the February 2024 Insight update.

4.0 DETAIL

4.1 P4.1

2023 A-C Awards by school:





A-C by School Analysis:

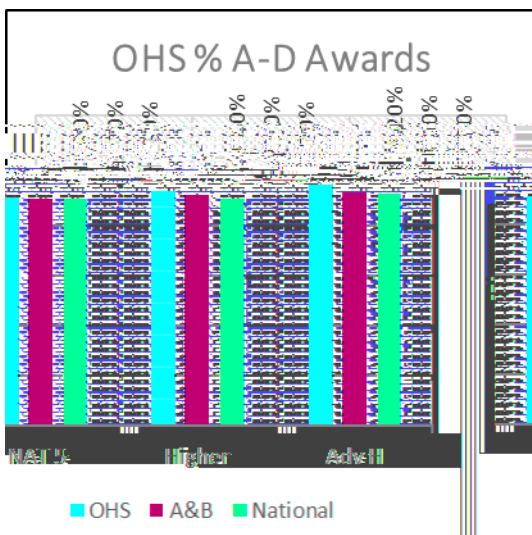
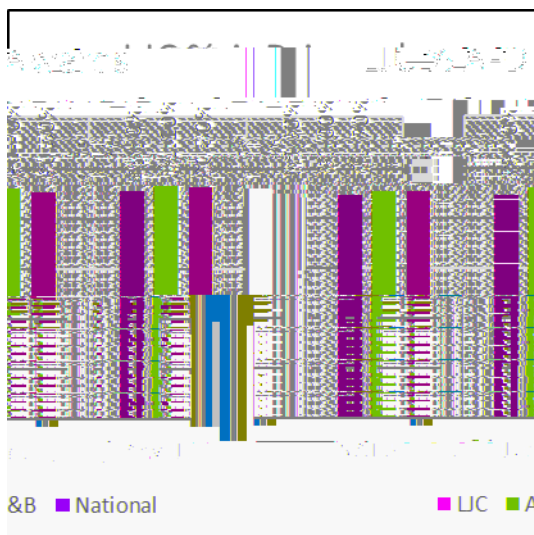
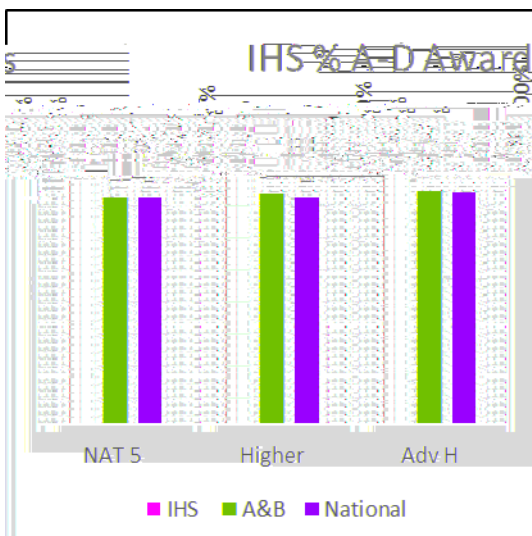
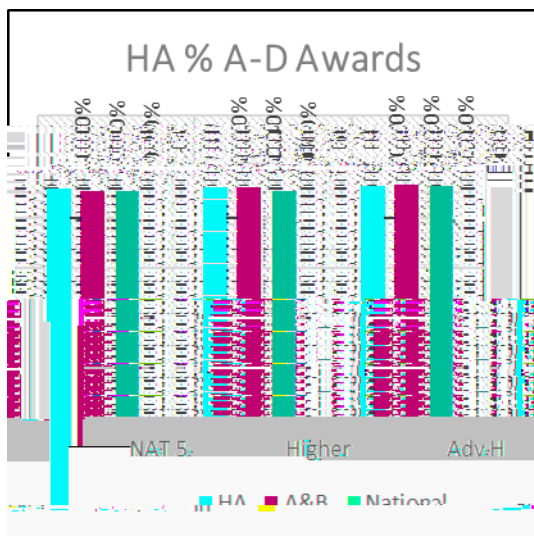
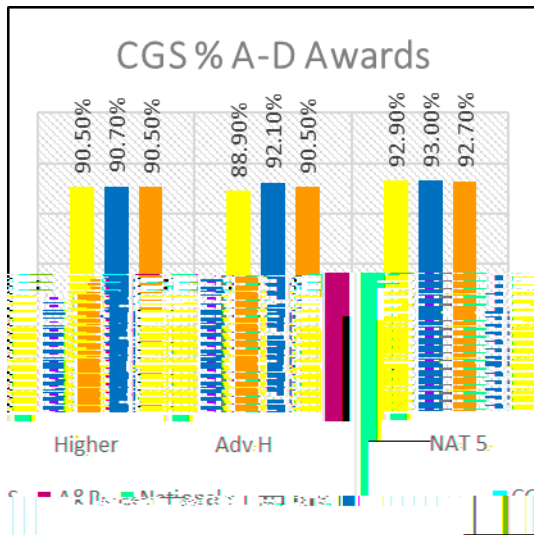
All 10 secondary schools maintained their 100% pass rate for National 4, outperforming the national average.

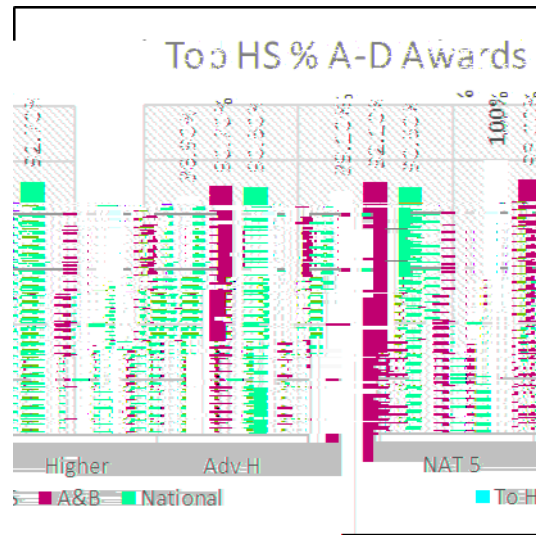
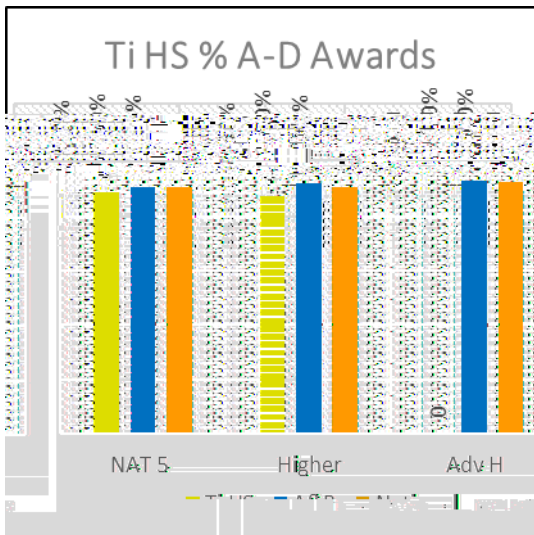
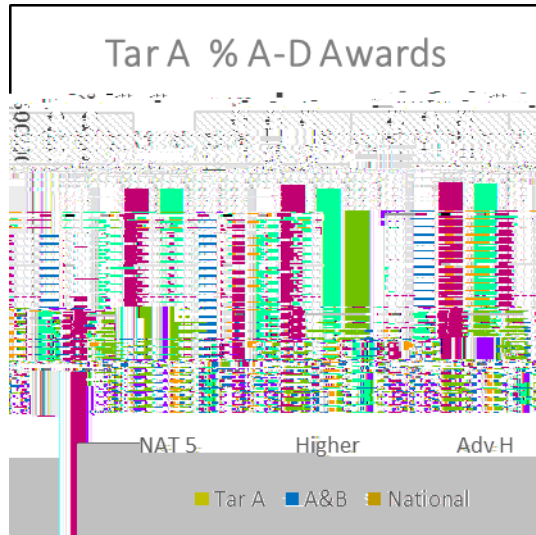
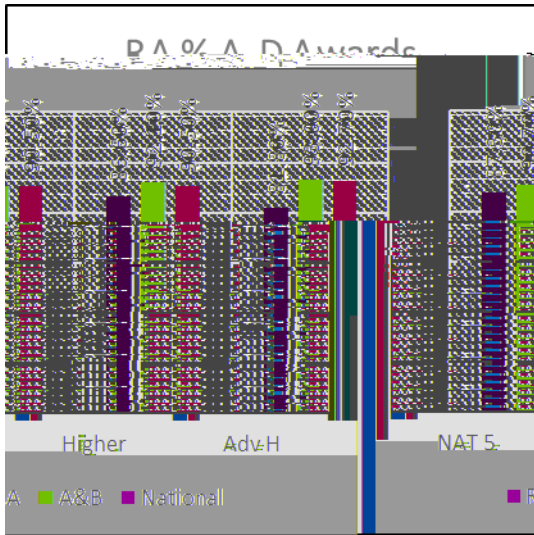
Three of our secondary schools were equal to or above the 2023 A-C national average for National 5 (78.80%).

Four of our secondary schools were above the 2023 A-C national average for Higher (77.10%).

Five of our secondary schools were above the 2023 A-C national average for Advanced Higher (79.80%). One school did not present at this level. It should be noted that, as a result of low presentation numbers, statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of a single pupil presentation resulting in a pass.

2023 A-D Awards by school:





A-D by School Analysis

Five of our secondary schools were equal to or above the 2023 A-D national average for National 5 (90.50%).

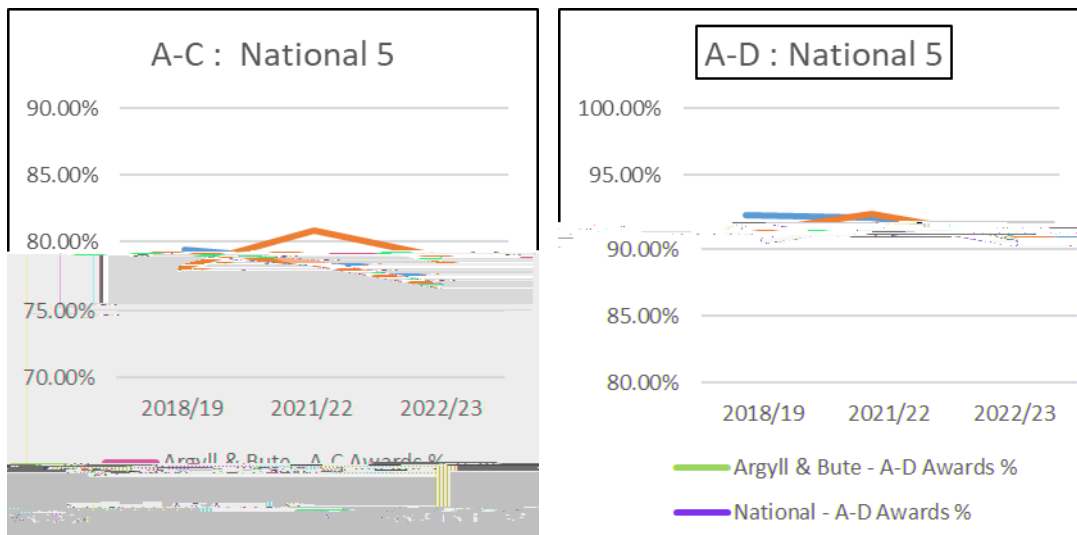
Four of our secondary schools were above the 2023 A-D national average for Higher (90.50%).

Five of our secondary schools were above the 2023 A-D national average for Advanced Higher (92.70%). One school did not present at this level. Again, it should be noted that statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of a single pupil presentation resulting in a pass.

The following graphs detail 2023 attainment for the whole of Argyll and Bute across National 5, Higher and Advanced Higher against national figures. There are separate charts for attainment at grades A-C and attainment at Grades A-D.

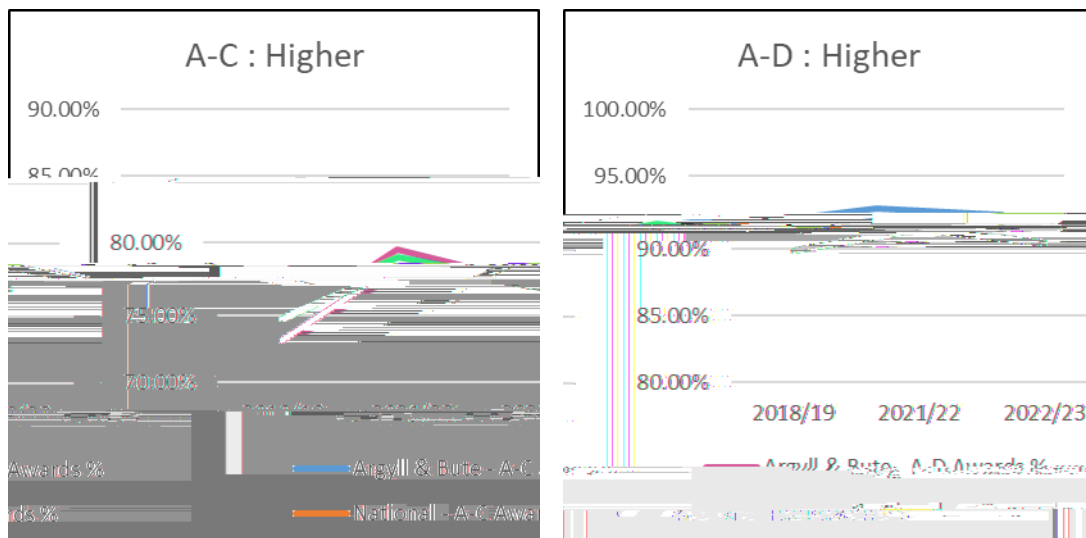
For comparison, data from previous years has also been supplied: this comprises 2019 and 2022, which were the two previous years when attainment has been decided via a diet of examinations. In 2020 and 2021, there were no examinations due to COVID-19, and comparisons with these years are not valid.

National 5



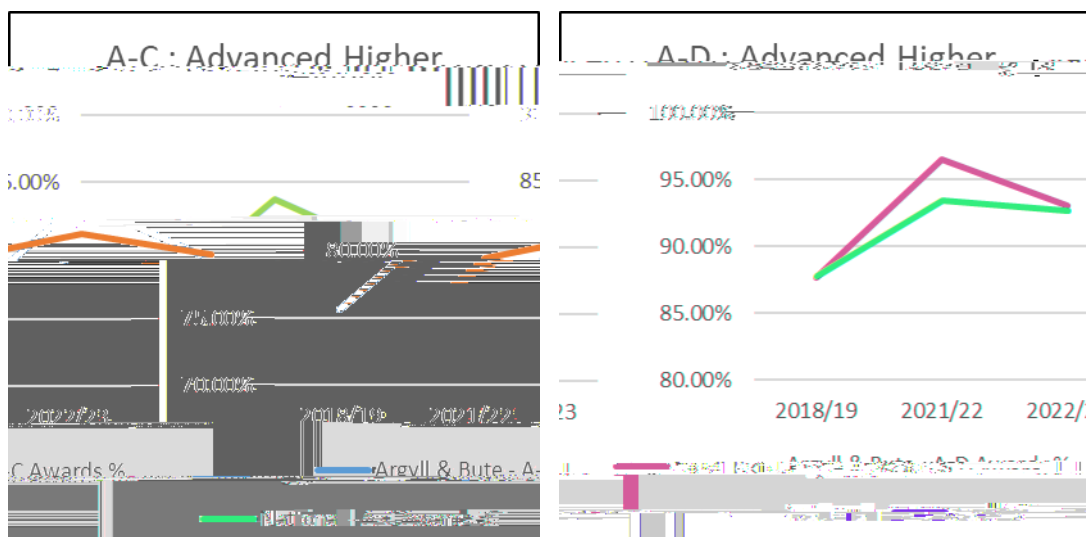
At National 5 level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, possibly as a consequence of the return towards pre-COVID assessment practice. As detailed above, at National 5, Argyll and Bute performance for A-C is slightly below the national average, while A-D performance is marginally above the national average.

Higher



As with National 5, at Higher level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, although only marginally at A-D. Again, this can be interpreted as a consequence of the move towards pre-COVID assessment practices across subjects. Argyll and Bute performance for both A-C and A-D remains above the national average, and both are above 2019 levels.

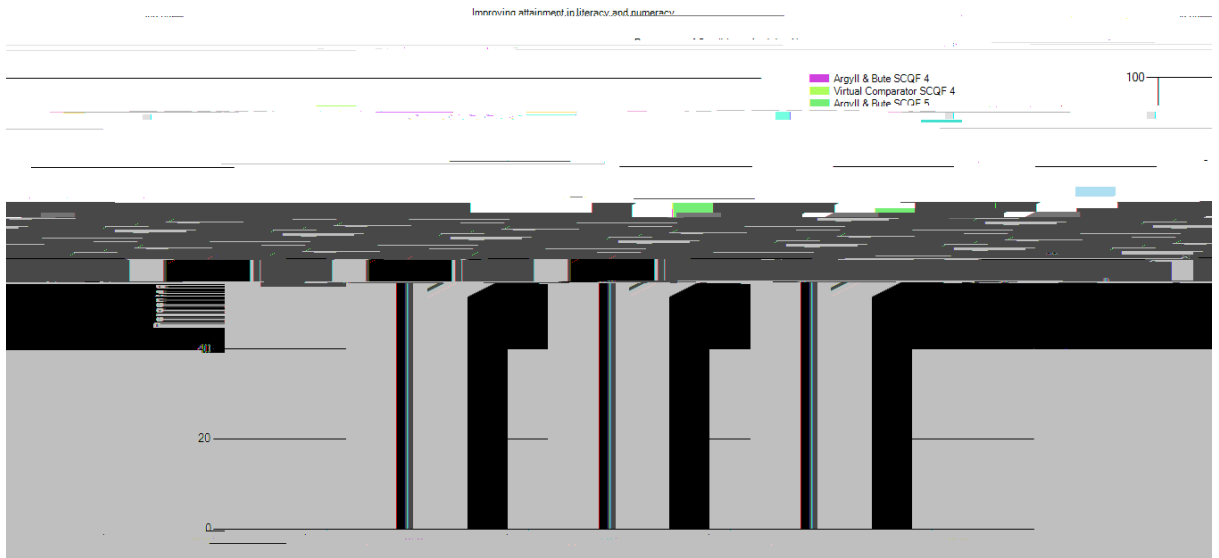
Advanced Higher



As with National 5 and Higher levels, in Argyll and Bute, Advanced Higher attainment at both grades A-C and grades A-D fell in line with the national trend, once again a consequence of the return to pre-COVID assessment practices. The fall in attainment at Advanced Higher was slightly more pronounced in Argyll and Bute than nationally, leaving performance for A-C marginally below and performance for A-D marginally above the national

and high-quality, learner-centred learning and assessment experiences in literacy across the curriculum continuing into the Senior Phase.

2023 Attainment in Numeracy (cumulative attainment by the end of S6, based on original S4 roll)



Summary:

In 2023, attainment in Numeracy at SCQF level 4 fell by 2.59% from 2022, which reflected a similar fall in the virtual comparator.

Numeracy attainment in Argyll and Bute at SCQF Level 5 also fell slightly, by 1.77% to 69.03%, while the virtual comparator fell by 2.88% on the 2022 figure. As with Literacy, as part of Attainment Meetings with individual secondary Head Teachers, key steps are being g0nBTi441(-3()-441(g1.513 0 595.4

4.7 Improving attainment for all

This measure details the average attainment of pupils in three attainment cohorts – the highest 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers – using as the key measure tariff points gained for the passing of courses at different levels.

2023 Average cumulative attainment by the end of S6, based on original S4 roll



Summary:

The table above shows that in 2023:

- Argyll and Bute pupils in the lowest 20% of attainment performed slightly better than the national average, but marginally below the Virtual Comparator.
- Argyll and Bute pupils in the Middle 60% of attainment performed marginally below the national average and the Virtual Comparator.
- Argyll and Bute pupils in the Highest 20% of attainment performed marginally below both the Virtual Comparator and the national average.

As well as implementing the clear strategies to raise attainment referenced in 4.6 above, Head Teachers in all secondary schools are being challenged and supported to continually examine their curriculum structures and options frameworks to ensure that they allow all young people to attain and achieve to their maximum potential. This includes planning future learning and attainment pathways with pupils and their families at the earliest opportunity, to ensure that, as well as the required breadth of the S1-S3 Broad General Education, there is also the focus on depth of learning, specialisation and coherent progression in

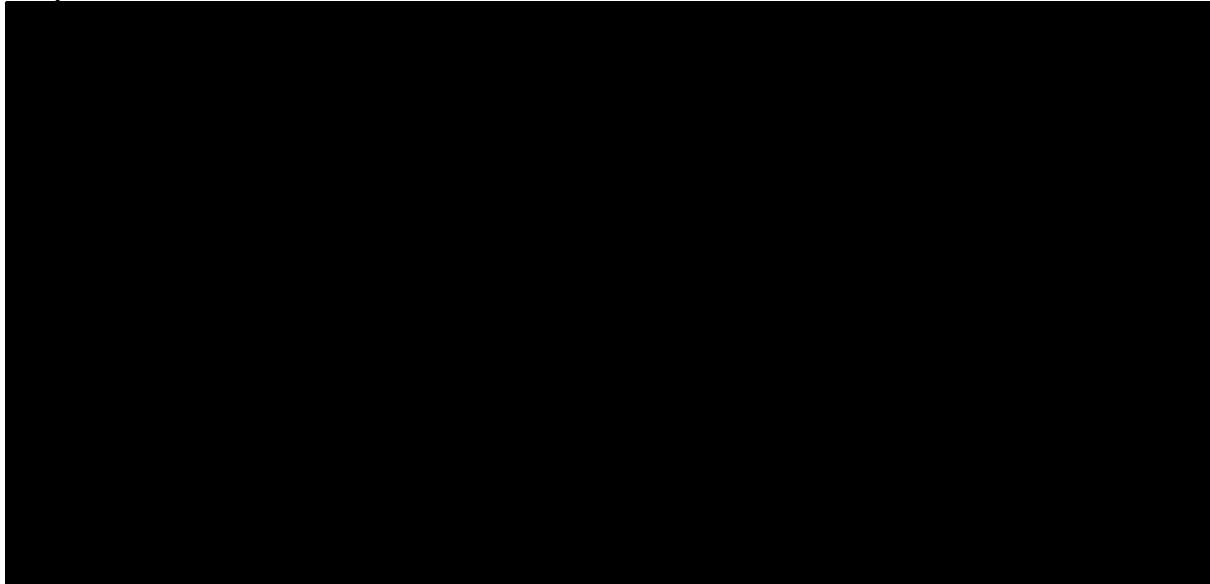
S1-

prepares them for high levels of Senior Phase attainment.

Secondary Head Teachers are also being challenged and supported to ensure their Senior Phase curricula are wide and dynamic. Head Teachers are also ensuring that the curriculum offer in their schools meets the needs, interests and aspirations of all pupils. The range of accredited wider achievement opportunities for young people is expanding, supported by partnership with UHI Argyll and Community Learning. This will ensure that there are meaningful attainment and achievement opportunities for all young people not only in the traditional academic context, but also in terms of vocational and skill-focused courses and certification. In line with national policy, schools are also working to develop the culture where there is parity of esteem between academic and vocational attainment, and all young people have access to relevant, stimulating courses which take them towards their preferred post-school positive destinations.

Schools are also implementing personalised curriculum arrangements for individual young people particularly those who are disengaged which involve an element of work-based vocational learning through regular placement with

2023 Argyll and Bute Attainment Compared with National Data (S6 based on S4 roll)



Summary:

The 2022-23 data in the graph above shows the average tariff points achieved by pupils in each of the ten Scottish Index of Multiple Deprivation (SIMD) cohorts in Argyll and Bute compared with the National data. Argyll and Bute candidates in SIMD deciles 3, 5 and 9 are outperforming young people nationally. In SIMD deciles 2, 4, 6, 7 performance in Argyll and Bute is marginally below the average national level. In SIMD deciles 1 and 8, the performance of pupils in Argyll and Bute was in line with the national average. The overall trend in Argyll and Bute is almost identical to the national trend. Compared to 2021-22, the national data in 2022-23 fell across all SIMD deciles. In Argyll and Bute, there were increases in attainment on 2021-22 in SIMD deciles 3 and 9.

2023 Argyll and Bute Attainment Compared with Virtual Comparator Data (S6 based on S4 roll)

FLOs are establishing positive family-school relationships with the parents of vulnerable young people, enabling better support for learning at home.

FLOs also are supporting learning at home for young people who struggle to attend school regularly or full-time, thus allowing learner progress while they work to re-engage young people with school. Again, significant progress has been recorded.

PEF has been successfully invested in employing trained staff, or to train existing staff, to help young people with dysregulated and disruptive behaviours which are barriers to their own progress.

PEF has funded Principal Teachers of Nurture to support young people with social, emotional and behavioural needs in their engagement with learning, and to improve their wellbeing.

PEF has allowed our schools to successfully employ and resource MCR Pathways Co-ordinators, providing our most vulnerable young people with adult mentors to support and advise them towards successful pathways and destinations.

PEF has facilitated extra in-class support in schools for the young people who most need it.

PEF has allowed schools to run extra learning sessions for young people after school.

Young people and their families have been supported financially through PEF with the cost of the school day, regular meals, school equipment and financing school trips and visits.

Through these and other PEF-funded interventions across 1 326.71 687.82 Tm0 g0 G[e]





5.0 CONCLUSION

- 5.1 The Education Service will continue to take forward its programme of challenge and support with schools across the authority to secure further improvement in attainment and achievement outcomes for young people.

This report presents an overview of the key attainment performance data, and details outcomes for all pupils across the ten secondary schools for session 2022-2023,

