

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 5 September 2018**

Subject: Literacy and Numeracy - Benchmarking**1. Purpose**

1.1 This report advises Members on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P4, P7 and S3.

2. Recommendations

2.1 The Educational Services Committee is recommended to:

- 1) note the contents of this report
- 2) note that improvements planned will be implemented as part of the Authority's strategy to raise attainment, improve learning and narrow the poverty related attainment gap

3. Background

3.1 As part of Educational Services' Raising Attainment Strategy pupils were tested from 2012 using standardised tests in literacy and numeracy at P3, P4, P5, P6, P7 and S2.

3.2 Since 2013 attainment data has been gathered using locally developed baseline assessments in literacy and numeracy in early years' establishments and in P1 at primary schools.

3.3 In 2016, as part of the National Improvement Framework, Scottish Government introduced data collection of children and young people's progress at the key stages of P1, P4, P7 and S3 using Curriculum for Excellence (CfE) Levels.

3.4 In August 2017, Scottish National Standardised Assessments (SNSAs) were introduced at P1, P4, P7 and S3. The use of a standardised assessment will support a consistent approach to assessment within the Broad General Education. The SNSA will form part of the evidence used when teachers make judgements about learner progress and achievement of a CfE level. Members are reminded that standardised tests are one form of assessment used to gather data to build a picture of children and young people's progress. Prior to the introduction of the SNSA the Local Authority used GL

standardised assessments at P3, P5, P7 and S2. These assessments are no longer required as this could expose children to over assessment.

4. Main Issues

4.1 Children's progress within CfE is assessed using a range of evidence of what children learn and achieve and how well this prepares them for life beyond school.

4.2 In West Dunbartonshire we are committed to gathering data on children's progress at key stages, including differences between those from the least and most deprived areas. This supports us to plan interventions to ensure that all children achieve as well as they can.

4.3 From 2013 literacy baseline assessment was carried out in all Early Years establishments. During 2014 and 2015 early reading skills (literacy baseline assessment) was used to assess progress for all P1 pupils. During 2015, baseline assessment in numeracy was carried out in all Early Years establishments and in literacy in a sample of establishments. In May 2016, baseline assessments in literacy and numeracy were undertaken in all early years' establishments, partner nurseries and primary schools for P1 pupils. The early level assessment is benchmarked across the authority to highlight performance levels. Assessment results are used to track trends in attainment and to identify the attainment gap. This information provides a comprehensive picture of progress in key literacy and numeracy skills for children at early level in West Dunbartonshire.

4.4 The high level messages emerging from the early years' baseline assessments indicate the following:

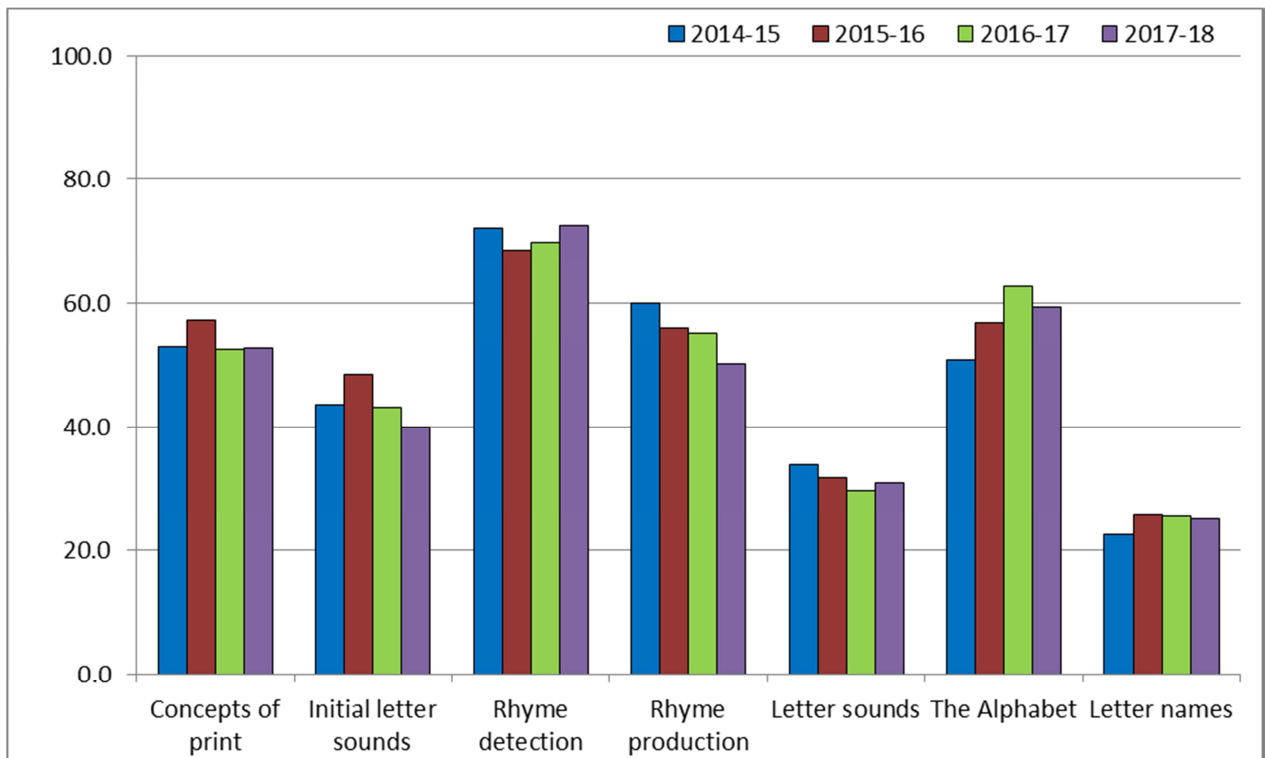
Literacy

The charts below show performance in the test areas in the Early Level Literacy Baseline Assessment as the percentage of children who achieved the relevant benchmark in the specific area. Three areas (Concepts of print, Rhyme detection and Letter sounds) showed higher results in 2017-18 than for 2016-17, while the other areas showed a slight decrease. Rhyme detection has improved in the last two years.

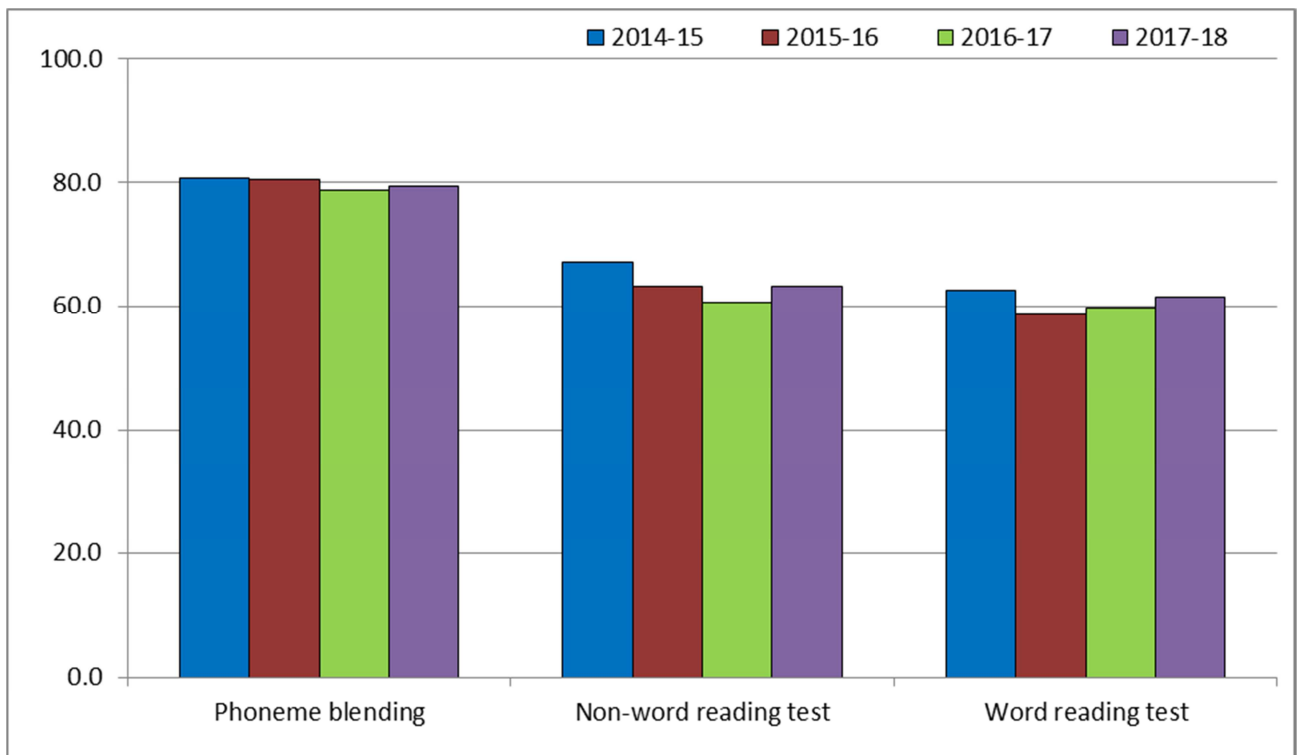
Performance for P1 pupils is better this year than in 2016-17. However, performance is still below the 2014-15 levels. Word reading test has improved in the last two years.

From 2016-17 a wider range of literacy skills was tested at early level which provided data to measure progress in reciprocal teaching, emergent writing, environmental print and syllable structure. This supports our Early Years establishments to plan for progress in these areas.

Early Years Literacy Baseline – Early Learning and Childcare Centres



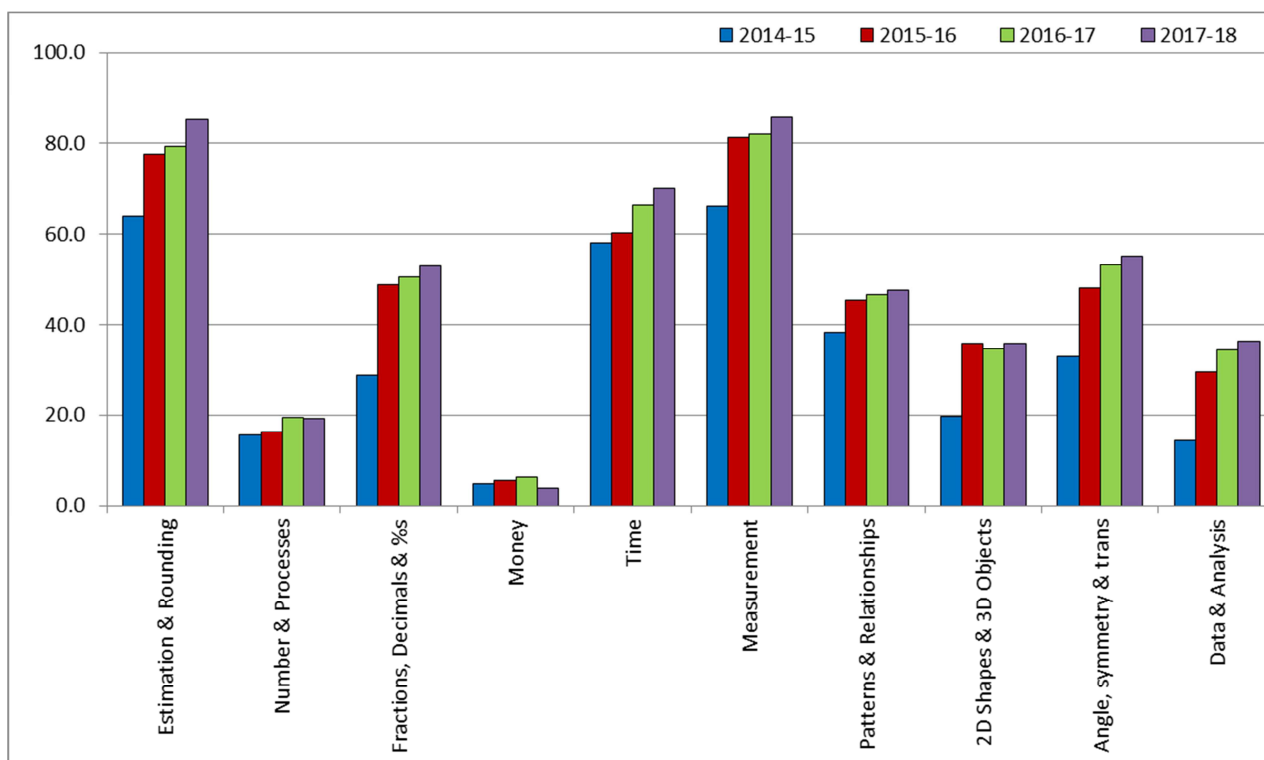
Early Years Literacy Baseline – Schools



Numeracy

The charts below show performance in the ten test areas in the Early Level Numeracy Baseline Assessment. Performance in Early Learning and Childcare Centres increased for eight aspects of numeracy areas in 2017-18, except for Number and number processes and Money which decreased slightly. This means there has been a sustained improvement over the last three years in these eight curricular areas.

Early Years Numeracy Baseline – Early Learning and Childcare Centres

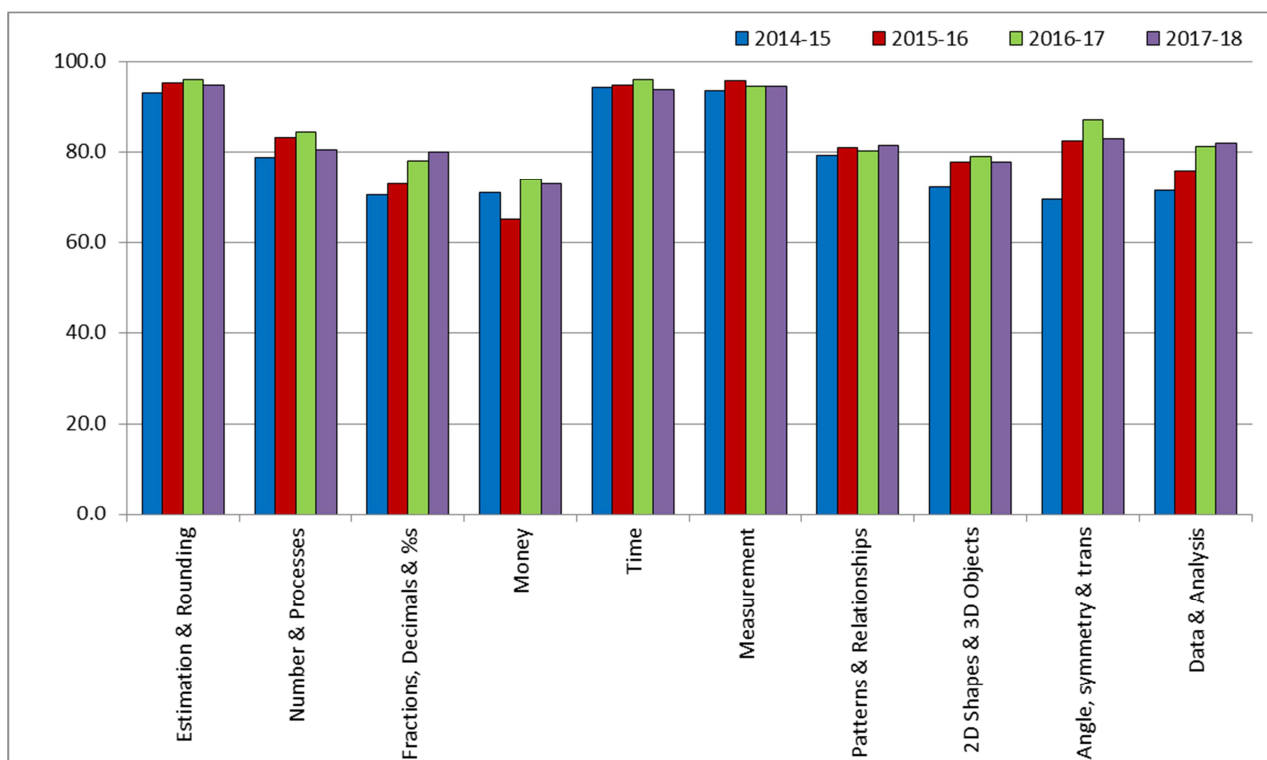


As expected, performance for P1 children was higher than for ELCCs for all areas, especially for Money, Number and Number Processes and Data and Analysis.

In 2017-18 an increased percentage of P1 children achieved the expected benchmark for four aspects of numeracy, compared to 2016-17. However, there was a small decrease in performance compared to 2016-17 for the other curricular areas. This means there has been a sustained improvement over the last three years in Data and analysis and Fractions, decimals and percentages.

Children who were in nursery in 2017 who are now in P1 have made progress with the biggest gains in money and number and number processes.

Early Years Numeracy Baseline – Schools



4.5 At present, the SNSAs show that by the end of the 2017-18 session:

- Over 95% of primary aged children in P1, P4 and P7 completed a SNSA
- Over 90 % of secondary aged young people in S3 completed a SNSA
- All P1 pupils completed age appropriate SNSAs
- Almost all pupils from P4 (>95 %), P7 (>93 %) and S3 (>94 %) completed the age appropriate SNSA for reading and writing
- Over 90 % of S3 completed the age appropriate SNSA for numeracy

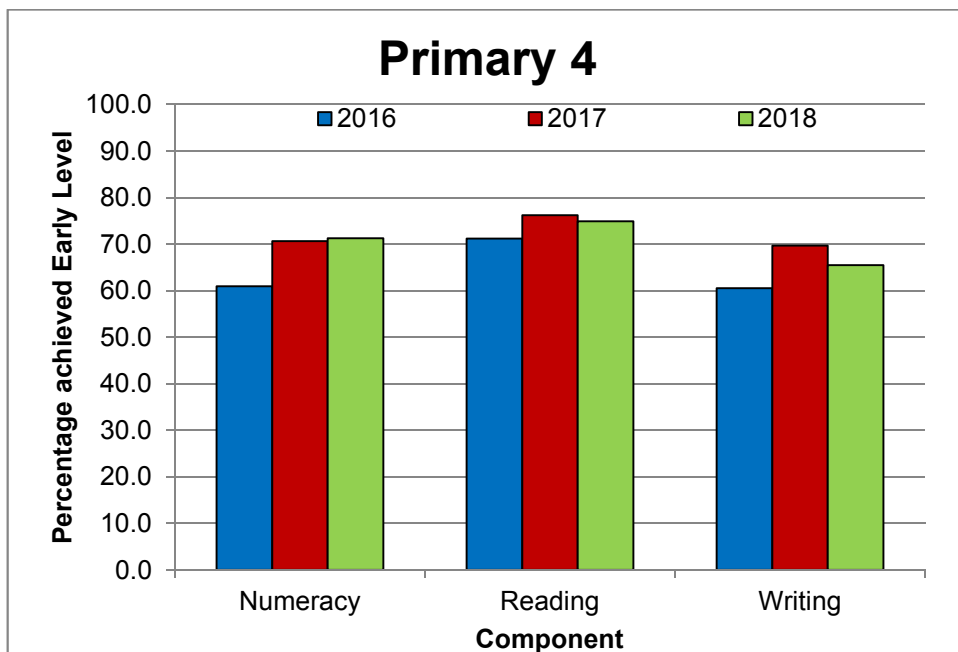
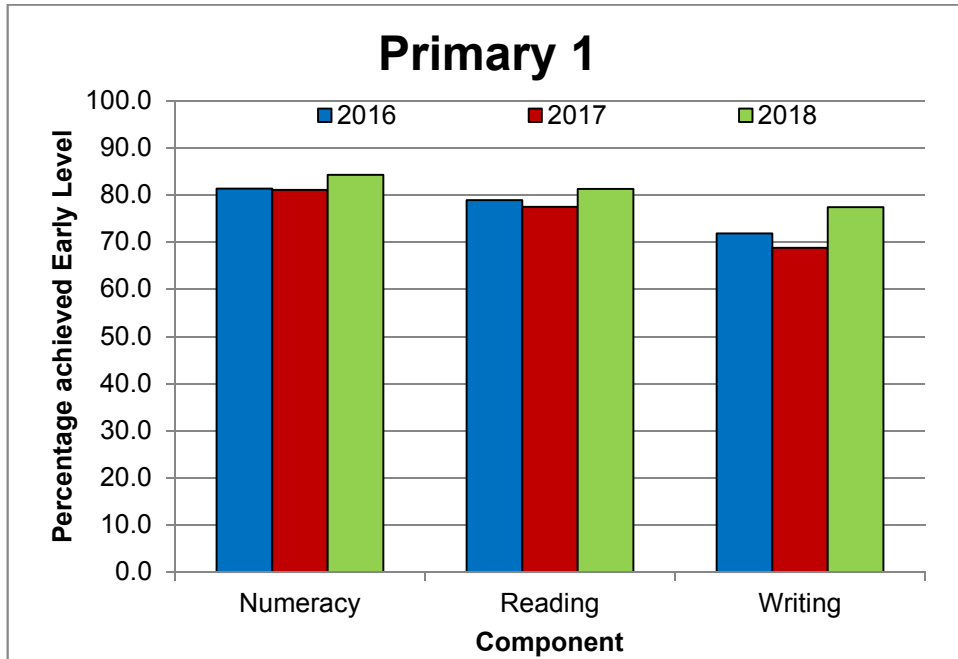
As the attainment information is not held by the Council, pupil performance in SNSA is not disclosable at this point. However at present, we are working on an analysis of the data and once this analysis is completed we may be able to provide more details.

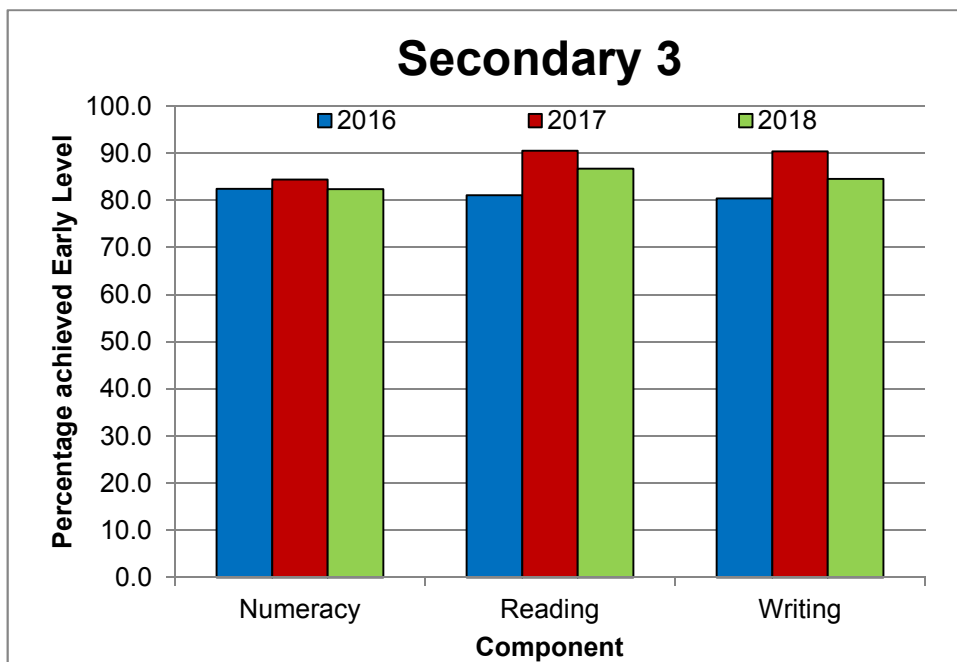
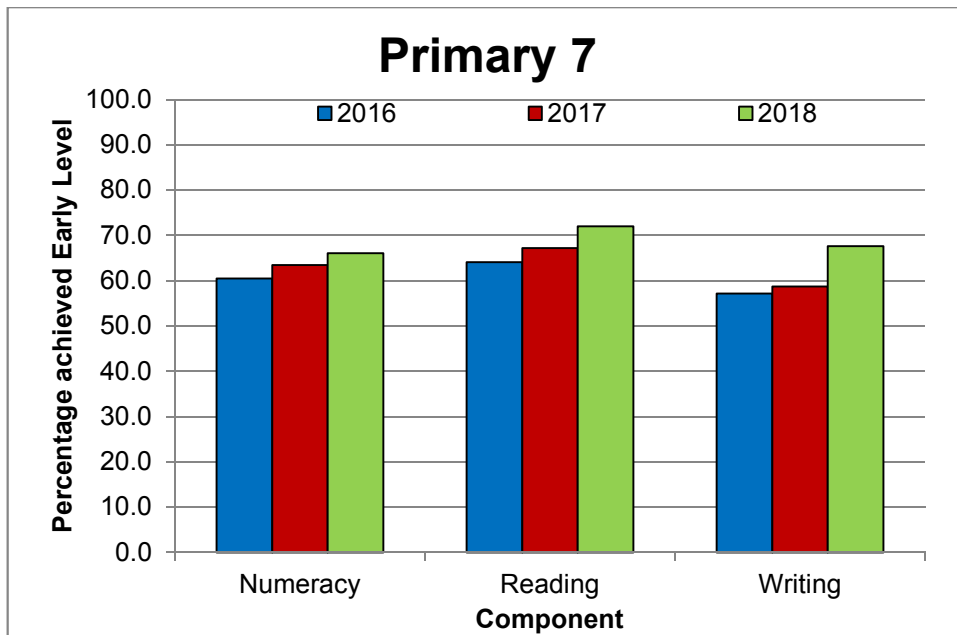
4.6 The National Improvement Framework measures pupil attainment using the Teacher Judgement Survey. In June 2016, 2017 and 2018, teachers used their professional judgement to determine what Curriculum for Excellence level pupils had achieved at P1, P4, P7, S3 and all pupils in standalone special schools / units.

4.7 Curriculum for Excellence states that pupils are expected to have achieved Early level by end of P1, First Level by end of P4, Second Level by end of P7 and Third or Fourth Level by end of S3. Pupils in primary schools may achieve each level earlier or later than expected, depending on individual needs and aptitude.

4.8 The following charts show the performance of West Dunbartonshire pupils in the most recent Achieved a Level Survey, which showed at this time that the majority of pupils in West Dunbartonshire achieved the level expected by the stage tested.

Achieved a Level Survey Results for 2016 to 2018





4.9 The initial high level messages emerging from the 2018 teacher judgement data are that:

- 1) over 75% of pupils in P1 achieve the expected Early level in reading, writing and numeracy
- 2) over 65% of pupils in P4 achieve the expected First Level in reading, writing and numeracy
- 3) over 65% of pupils in P7 achieve the expected Second Level in reading, writing and numeracy

- 4) over 80% of pupils in S3 achieve the expected Third or Fourth Level in reading, writing and numeracy
- 5) achievement in Special Schools is mixed depending on each child's individual needs

4.10 The high level messages emerging across the three years of teacher judgement data are that:

- 1) achievement of P1 pupils has changed from over 70% of pupils in P1 achieve the expected Early level in reading, writing and numeracy in 2016 to 65% achieve Early level in 2017 and 75% achieve Early level in 2018
- 2) achievement of P4 pupils has changed from over 60% of pupils in P4 achieve the expected First level in reading, writing and numeracy in 2016 to 65% achieve First level in 2017 and 2018
- 3) achievement of P7 pupils has changed from over 55% of pupils in P7 achieve the expected Second level in reading, writing and numeracy in 2016 and 2017 and 65% achieve Second level in 2018
- 4) achievement of S3 pupils is consistently over 80% achieve the expected Third or Fourth Level in reading, writing and numeracy in 2016, 2017 and 2018

4.11 At this mid way point of the Scottish Attainment Challenge the initial high level messages emerging from the 2018 teacher judgement data are that since 2016 for pupils residing in SIMD 1&2 :

At P1 there is a 3% increase in the number of pupils attaining early level

At P4 the number of pupils attaining first level remains static

At P7 there is a 7% increase in the number of pupils attaining second level

At S3 there is a 2% increase in the number of pupils attaining at third level

5. People Implications

5.1 The additional funding from Scottish Government has supported the secondment of officers and teachers to focus on specific areas of work to raise attainment and narrow the poverty related attainment gap. Exit strategies are being developed prior to funding streams ending in 2020.

6. Financial and Procurement Implications

6.1 There are no direct financial or procurement implications arising from this report.

7. Risk Analysis

7.1 Failure to address issues relating to improving attainment and achievement will disadvantage our children and young people.

8. Equalities Impact Assessment (EIA)

8.1 An Equalities Impact Assessment was carried out on the processes of administering the assessments. No significant issues arose provided pupils with Additional Support Needs were in receipt of their usual levels of support when completing assessments.

9. Consultation

9.1 The introduction of a series of standard assessments as part of a range of approaches to assessment was discussed with Head Teachers, Education Officers and teacher unions.

9.2 Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

10.1 This report reflects the Council's 2017-2022 overarching priority to reduce inequalities for the people of West Dunbartonshire which supports improved outcomes for all learners in our community.

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Appendices: None.

Background Papers: Scottish Survey of Literacy and Numeracy 2014 (Literacy) and Scottish Survey of Literacy and Numeracy 2015 (Numeracy) available from web location <http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN>
Equalities Impact Assessment

Wards Affected: All

