

Senior Phase Attainment and Achievement Review

Autumn 2018

School Improvement Partnership Meeting 2

Insight Local Measures

Grove Academy

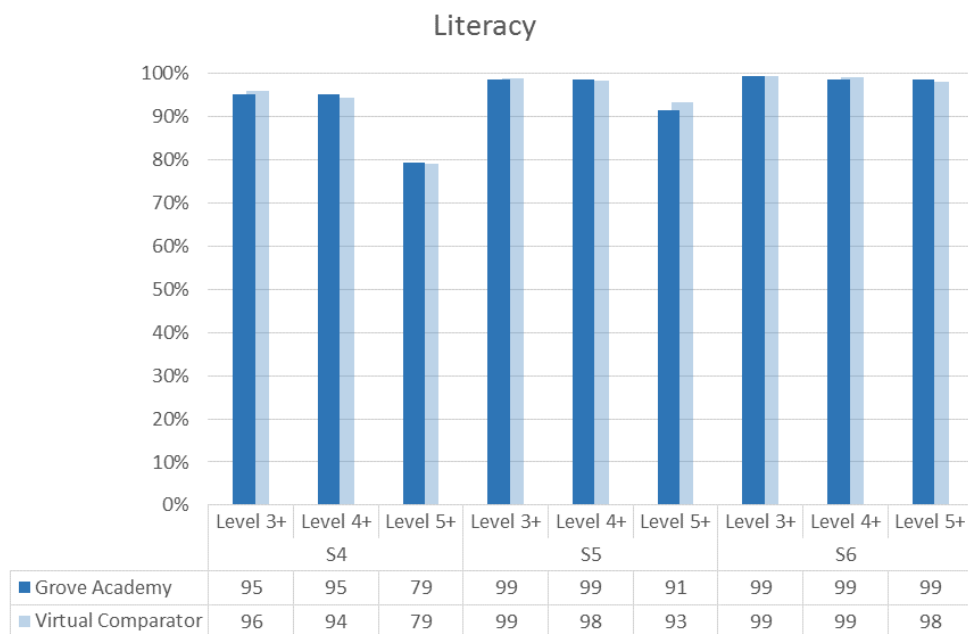
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1 Literacy and Numeracy

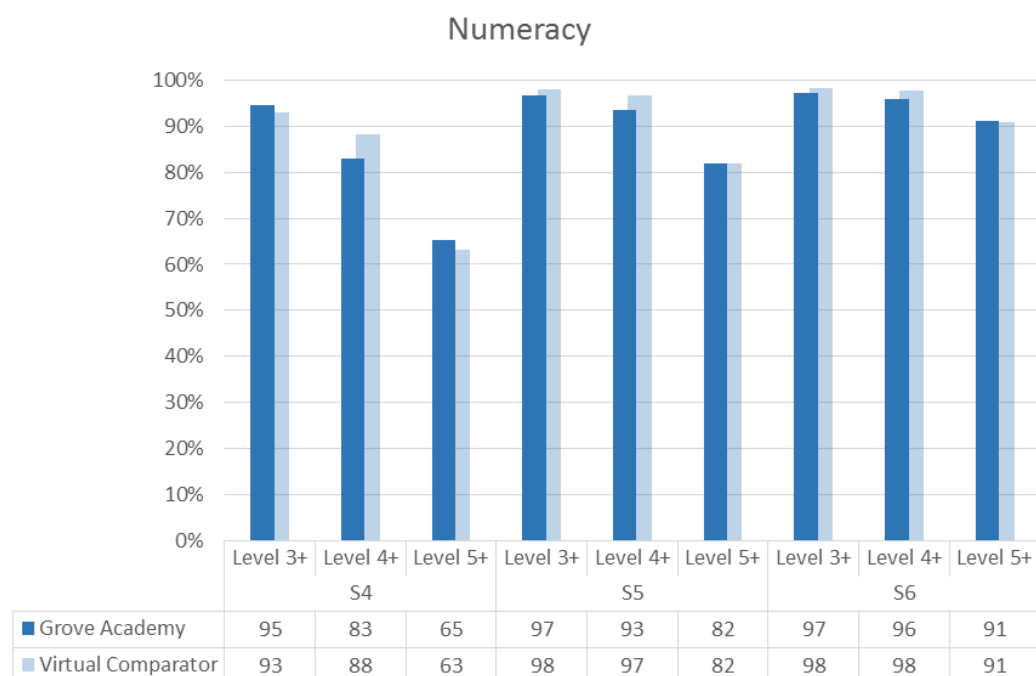
1.1 Literacy

The percentage of pupils achieving literacy at or above SCQF levels 3, 4 and 5. Session 2017/18, stages S4 (based on S4), S5 (based on S5) and S6 based on S6



1.2 Numeracy

The percentage of pupils achieving numeracy at or above SCQF levels 3, 4 and 5. Session 2017/18, stages S4 (based on S4), S5 (based on S5) and S6 based on S6



1.3 Literacy and Numeracy Comments

Use filters to drill down and interrogate data
eg Gender, SIMD, LAC, EAL

Literacy

At S4, Level 3 Literacy has fallen due to an increased number of school refusers, and for the first time in 5 years is lagging behind the VC. Literacy at both Levels 4 and 5 is ahead of the VC. Level 5 Literacy is at its highest level for 5 years at 79.28%. At level 3 and 4 there was scant difference between the genders. At Level 5 girls were ahead of boys, although the latter had their highest result in five years.

In the most deprived 30%, Literacy figures are down at all Levels, so we need to address this through targeted support. In the least deprived 30% literacy at Levels 4 and 5 are ahead of the VC.

At S5, Level 3 is slightly below the VC, whereas Level 4 is slightly above, but both figures are in the high 90's. Level 5 has fallen below the VC for the first time. Girls performed better than boys. Literacy at Level 6 (not shown) has reached its highest level in 5 years and is ahead of the VC. Boys scored 69.31%, the highest ever, although females were well ahead on 81%. In the most deprived 30% Level 5 is above the VC, whilst Level 4 is slightly below.

At S6, Level 3 is on a par with the VC at 99.31%, and at Level 4 slightly below the VC at 98.62%. Level 5 is at 98.62% ahead of the VC. Gender-wise, boys achieved 100% at all three levels, whilst females were slightly below 100% in all three levels.

Numeracy

In S4, level 3 and level 5 are above the VC. Level 5 Numeracy is now at its highest point in 5 years at 65% and is ahead of the VC, due to a push in insuring more pupils had achieved N5 Numeracy. Oddly, Level 4 Numeracy has fallen, although girls outperformed boys by 84% to 81%. At Level 5 despite having the highest Level in 5 years and above the VC, Boys were outperformed by girls 63% by 67%. In the least deprived 30%, Level 4 and Level 5 are ahead of the VC. In the most deprived 30% Level 5 is up to its highest in five years (37.5%)

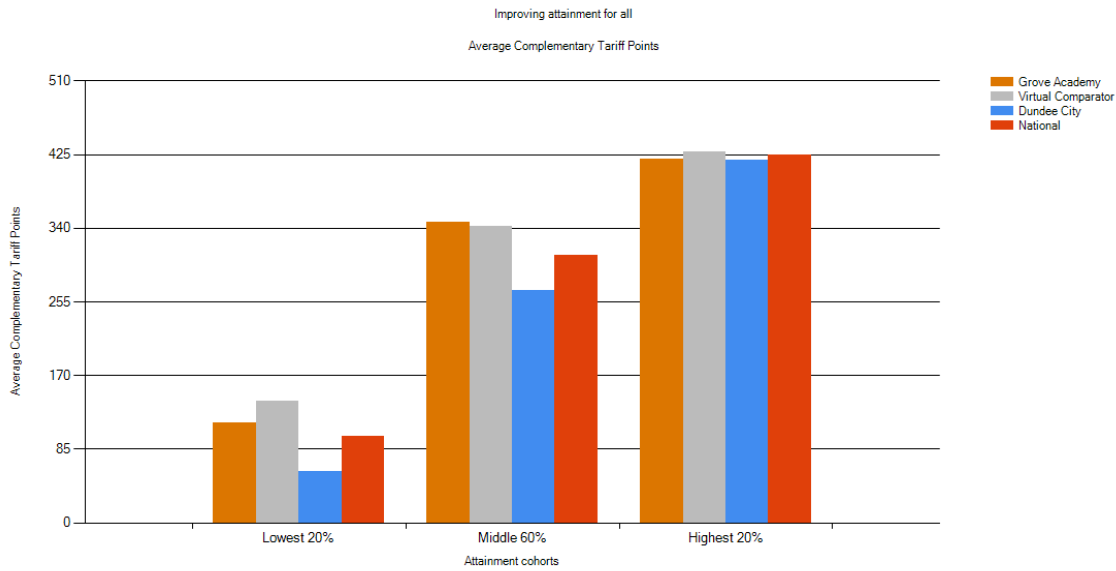
In S5, level 4 Numeracy has improved slightly but is still below the VC. Girls outperformed boys by 4%. At Level 5, Numeracy is at its highest level for 5 years (81.99%) for both males and females, who performed equally well, and pips the VC. In the 30% most deprived, Level 4 and 5 are both up and well above the VC. Level 5 has jumped from 41% to 87% in this category. In the middle 40% Level 5 is up and ahead of the VC. Again this is due to clearer targeting of pupils. Level 6 Numeracy (not shown) is on a five year negative trend and reflects the falling number of pupils achieving Higher Maths. Here girls lagged well behind the boys.

At S6, there has been a slight fall in Level 3 Numeracy, as with Level 4, and both lag slightly behind the VC. Level 5 at 91% matches the VC and is at its highest level for 5 years. Males reached 90.48% at level 5 Numeracy – the highest ever, but were pipped by the VC and by the girls by 1%.

Numeracy is slowly improving thanks to the actions of the Numeracy teacher and the targeting of all pupils to achieve N4 or N5 Numeracy across the board.

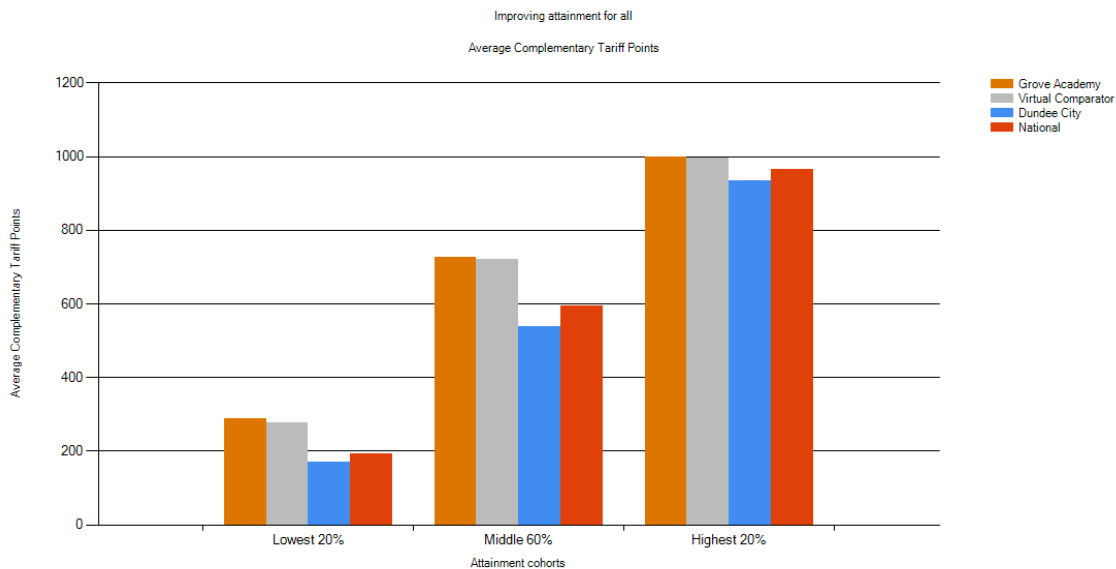
2 Improving Attainment for All

2.1 Average Complementary tariff points. Stage S4, based on S4.



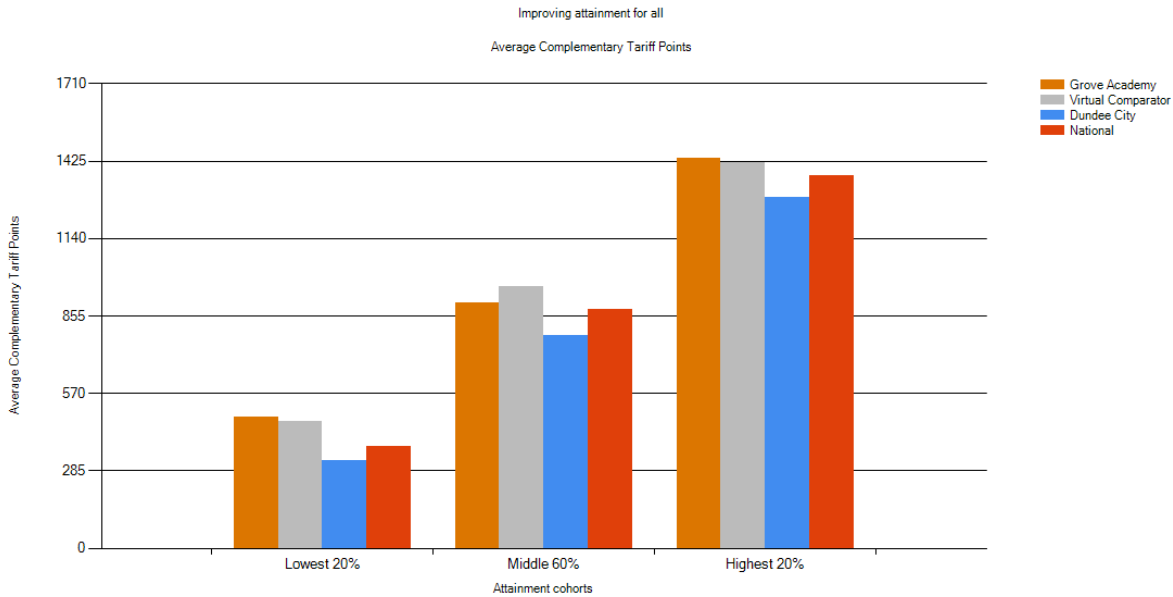
	Lowest 20%	Middle 60%	Highest 20%
Grove Academy	115	347	420
Virtual Comparator	141	342	428
Dundee City	59	269	419
National	100	308	425

2.2 Average Complementary tariff points. Stage S5, based on S5.



	Lowest 20%	Middle 60%	Highest 20%
Grove Academy	288	727	1000
Virtual Comparator	276	719	997
Dundee City	169	538	933
National	192	595	964

2.3 Average Complementary tariff points. Stage S6, based on S6.



	Lowest 20%	Middle 60%	Highest 20%
Grove Academy	483	902	1437
Virtual Comparator	466	964	1419
Dundee City	324	782	1291
National	376	878	1373

2.4 Tariff Comments

Use filters to drill down and interrogate data
eg Gender, SIMD, LAC, EAL

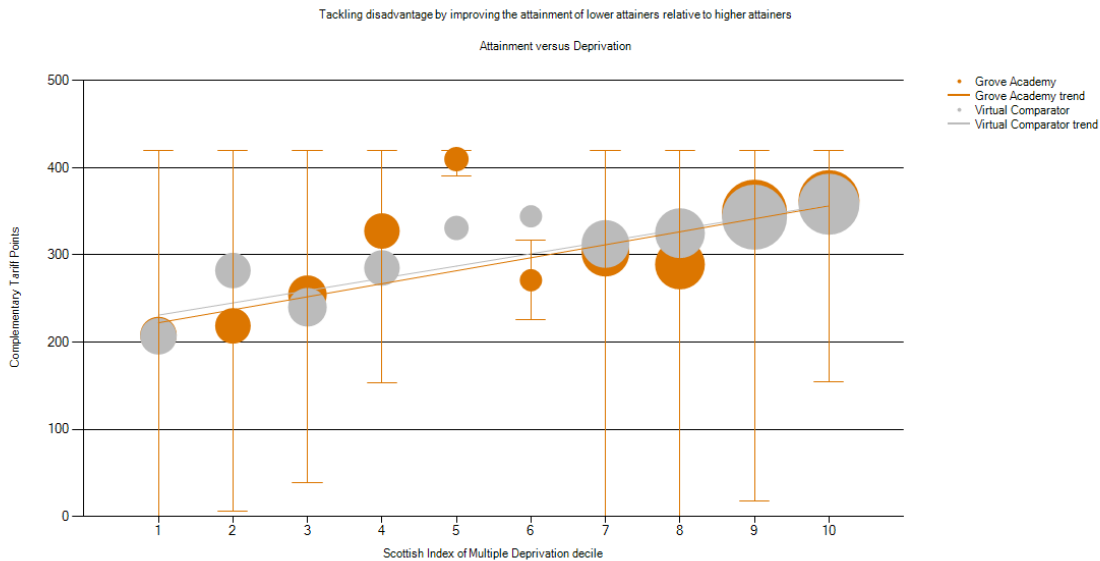
In S4, figures for Lowest 20% were disappointing and down from 174 last year. Despite this, they performed above the VC, DCC and National figures, which are also down. The middle 60% performed well. In both categories, females outperformed males. The Highest 20% could have performed better, although boys and girls fared equally well. ASN pupils could have been better supported in all three categories.

In S5 performance in all three categories was above the VC, DCC and National figures and up on 2017 and the best of the last 5 years. Males fared better than females in the lowest 20% and the middle 60%, but it was the contrary in the highest 20% (The opposite of S4). ASN pupils were well ahead of the VC, DCC and National figures in all three categories.

In S6 performance from a lacklustre year group, particularly in the middle 60%, was down, although the lowest and highest 20% were ahead of the VC, DCC and National figures. In the lowest 20% and the middle 60% females outperformed males, by almost 100 and 150 points, but the males outshone the girls in the highest 20% by 1448 to 1413 ASN pupils in the highest 20% scored 224 points above the VC. Figures do not include valuable DSYW courses like Life Guarding and other non SQA courses, part of our tailored curriculum for pupils in the Senior Phase.

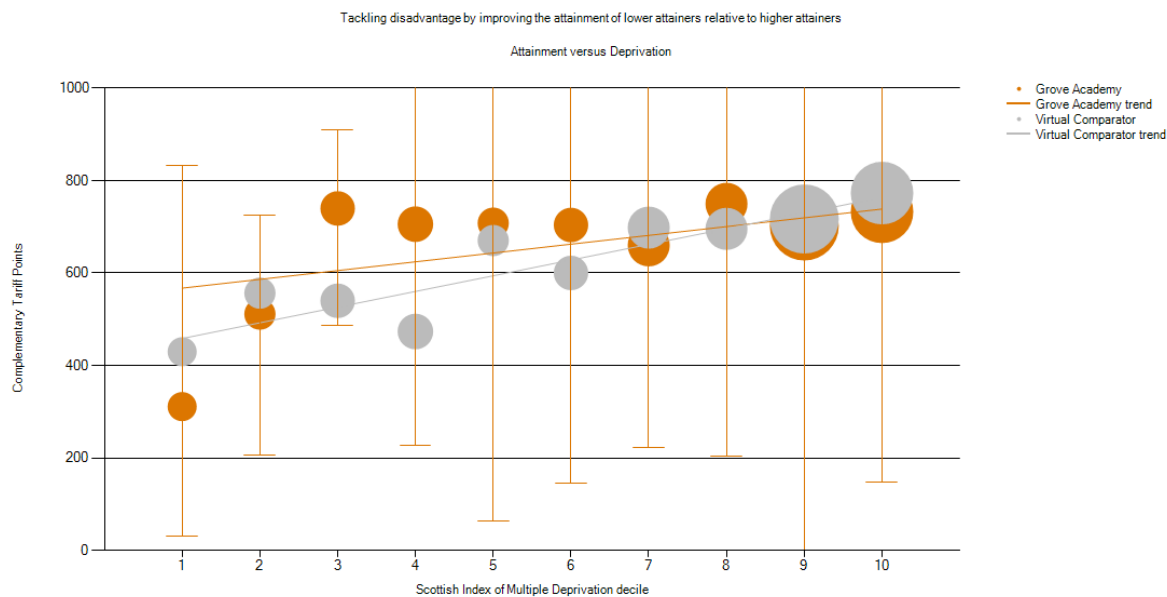
3 Attainment versus Deprivation

3.1 Average Complementary tariff by SIMD decile. Stage S4, based on S4



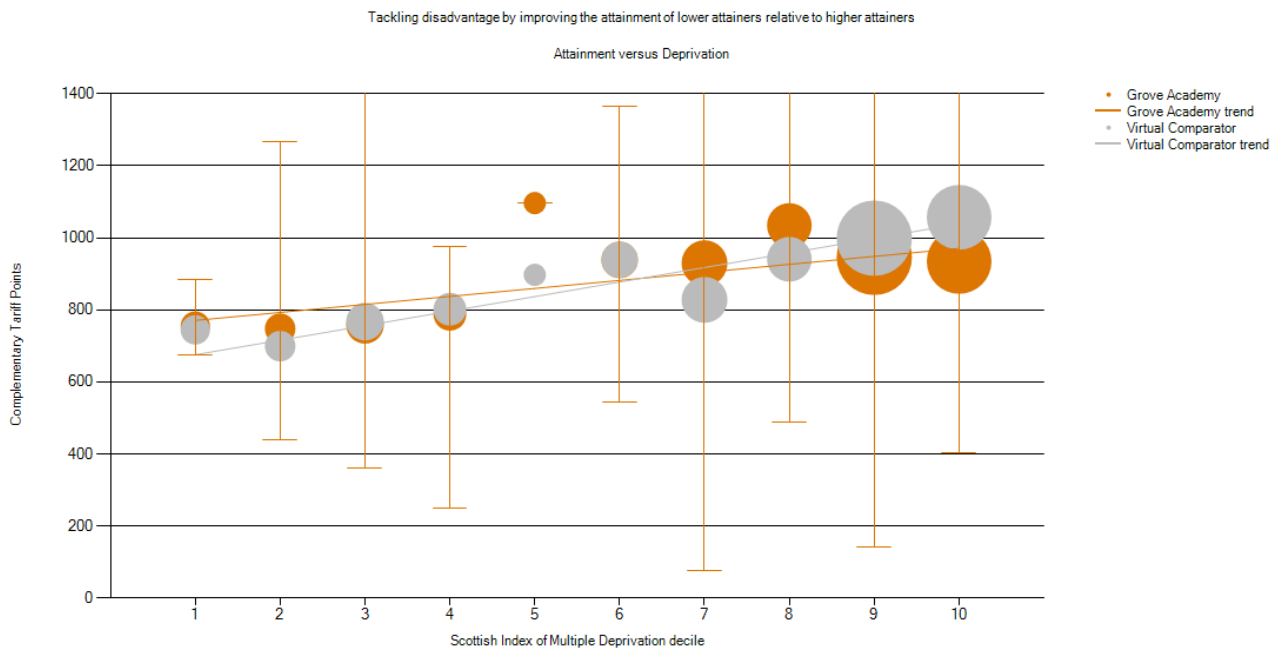
SIMD Decile		1	2	3	4	5	6	7	8	9	10	na
Grove Academy	# pupils	13	12	15	11	3	2	27	30	59	50	0
	Avg Tariff Pts	208	219	254	328	410	271	303	289	349	362	0
Virtual Comp	Avg Tariff Pts	207	282	240	285	331	344	313	325	343	358	0

3.2 Average Complementary tariff by SIMD decile. Stage S5, based on S5



SIMD Decile		1	2	3	4	5	6	7	8	9	10	na
Grove Academy	# pupils	6	7	10	11	7	10	19	18	69	54	0
	Avg Tariff Pts	311	511	740	706	708	704	660	750	702	733	0
Virtual Comp	Avg Tariff Pts	430	557	540	474	671	600	698	696	717	773	0

3.3 Average Complementary tariff by SIMD decile. Stage S6, based on S6



SIMD Decile		1	2	3	4	5	6	7	8	9	10	na
Grove Academy	# pupils	3	4	8	5	1	7	14	13	53	39	0
	Avg Tariff Pts	755	748	759	788	1097	939	930	1035	946	935	0
Virtual Comp	Avg Tariff Pts	745	700	768	802	898	940	828	941	999	1057	0

3.4 Closing the Attainment Gap

Please outline your school’s progress in reducing the poverty related attainment gap

In both S4 and S5 it would seem we are narrowing the attainment gap, particularly in S5, although the 6 pupils in Decile 1 did not perform as required. During their learning journey from S4-6 we track and monitor pupils attainment on 9 occasions, three times per year. Tracking information is shared with parents and after each tracking period, Guidance, then House Heads and after the Prelims, the HT interviews those pupils causing concern. Guidance staff/DHTs also meet with parents look at ways of jointly supporting young people to achieve their own aspirations. This has been seen to be effective. Staff have been provided with information throughout the school on pupils’ prior attainment (MidYIS, SOSCA, S3 CfE Levels), SIMD, LAC, FME, ASN details. Pupils with Able plans are also identified. Staff are exhorted to know their pupils and support them accordingly. This is provided on a one-stop Powerpoint which has hyperlinks to all data required. All departments are developing their Tracking and Monitoring systems for the BGE.

Study support is offered in all departments and is readily taken up at all levels. An Easter school also proved very popular and was oversubscribed.

Improved quality of teaching and learning, with more differentiation has also helped, as has the breadth of curriculum offered. A wider set of options with a freer course choice has resulted in pupils doing subjects they enjoy. There is still

the problem of Maths, where pupils underperform. A high number of pupils gaining 4 Highers failed Higher Maths or were being presented for N5 Maths. Changes to the department should have positive impacts in the next few years on whole school data.

Other developments which will reduce the poverty related attainment gap: Mixed ability teaching in all subjects including Maths and English in S1 and S2, small groups teaching in Numeracy for catch up through the Numeracy teacher, establishment of a Nurture base, intervention of the Family Liaison officer, and the AIMS worker for S1-S3 mental health issues.

In S5, in most deciles, pupils' performance against the VC reflected roughly their performance in S4, apart from deciles 3 and 4, which showed an improvement.

In S6, the under-performance of pupils in Deciles 9, 10 is partially due to unconditionalitis, and the lack of effort, as most of our No Awards in all levels of presentations fall into the top 30%. The huge improvement in the Tariff points in Deciles 2,3 show how the tacking of pupils helped. This year 8 pupils as opposed to 25 last year achieved no award at all. Pupils in deciles 7 and 8 performed better than in S5 compared to the VC.

4 Leaver Initial Destinations

Please provide an update on your action plan from last session’s senior phase attainment and achievement review (term 3) to address increasing positive initial destinations for school leavers; including steps to help leavers identified in the table below.

Stage	Sept 2018 Census Roll	Christmas Leavers		May Leavers			
		Total identified	Destination	Total identified	Destination		
S4			HE			HE	
			FE			FE	
			Employ			Employ	
			Training			Training	
			Unknown			Unknown	
S5			HE			HE	
			FE			FE	
			Employ			Employ	
			Training			Training	
			Unknown			Unknown	
S6			HE			HE	
			FE			FE	
			Employ			Employ	
			Training			Training	
			Unknown			Unknown	

This section awaits data from Insight in February 2019. This is due to be released on Monday 26 February- the day of our Review!

5 Breadth and Depth Summary

Breadth and depth, all candidates.

5.1 Stage S4, based on S4

		SCQF level 3+				SCQF level 4+				SCQF level 5+			
		2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
# awards	1+	99%	99%	98%	96%	98%	98%	98%	96%	92%	87%	92%	87%
	2+	98%	98%	98%	95%	97%	96%	97%	94%	84%	78%	86%	83%
	3+	97%	94%	96%	94%	95%	92%	95%	93%	76%	72%	79%	74%
	4+	93%	89%	93%	90%	92%	87%	91%	84%	65%	60%	74%	68%
	5+	90%	81%	84%	75%	88%	76%	80%	73%	58%	49%	63%	59%
	6+	75%	59%	68%	60%	70%	54%	64%	58%	41%	32%	52%	48%

5.2 Stage S5, based on S5

		SCQF level 4+				SCQF level 5+				SCQF level 6+			
		2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
# awards	1+	99%	99%	100%	99%	95%	97%	96%	96%	83%	82%	78%	83%
	2+	95%	99%	99%	98%	92%	94%	93%	93%	71%	70%	66%	75%
	3+	95%	98%	98%	97%	88%	91%	90%	89%	59%	56%	55%	67%
	4+	93%	95%	95%	95%	81%	83%	83%	82%	46%	44%	42%	49%
	5+	92%	93%	90%	91%	71%	72%	72%	79%	33%	31%	26%	33%

5.3 3% Stage S6, based on S6

		SCQF level 5+				SCQF level 6+				SCQF level 7+			
		2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
# awards	1+	99%	99%	99%	99%	92%	97%	94%	97%	38%	47%	36%	32%
	2+	99%	99%	99%	99%	82%	91%	86%	88%	16%	23%	17%	19%
	3+	96%	98%	97%	97%	78%	83%	78%	81%	5%	8%	6%	7%
	4+	93%	96%	93%	94%	69%	77%	63%	71%	0%	0%	1%	0%

5.4 Stage S6, based on S4

The Local Government Benchmarking Framework currently reports four measures of depth and breadth at local authority level.

- % pupils achieving 5 or more awards at SCQF Level 5 or higher
- % pupils in lowest 20% SIMD achieving 5 or more awards at SCQF Level 5 or higher
- % pupils achieving 5 or more awards at SCQF Level 6 or higher
- % pupils in lowest 20% SIMD achieving 5 or more awards at SCQF Level 6 or higher

These are calculated as for Stage S6 based on S4 measures on Insight.

Results of these measures for your school are shown below.

Insight does not include a filter for the 20% most deprived SIMD so the results for the 30% most deprived areas are shown as a proxy.

	2015	2016	2017	2018
5 or more awards at SCQF level 5 or better	73%	71%	74%	67%
5 or more awards at SCQF level 5 or better, 30% most deprived SIMD	50%	57%	33%	45%
5 or more awards at SCQF level 6 or better	47%	47%	42%	39%
5 or more awards at SCQF level 6 or better, 30% most deprived SIMD	22%	22%	8%	12%

6 Whole Course Summary

6.1 Stage S4, National 4

(Source: SQA Local Authority Electronic Statement of Results file, August 2018)

Qualification Name	Number of Resulted Entries	Percentage of base cohort	Number of passes	% passes
Administration and IT	10	5	10	100%
Art and Design	4	2	4	100%
Biology	9	4	7	78%
Business	6	3	6	100%
Chemistry	23	10	22	96%
Computing Science	19	9	10	53%
Design and Manufacture	1	0	0	0%
Drama	3	1	3	100%
Engineering Science	2	1	2	100%
English	33	15	32	97%
Fashion and Textile Technology	4	2	4	100%
Geography	8	4	5	63%
German	2	1	2	100%
Graphic Communication	1	0	1	100%
History	8	4	5	63%
Hospitality: Practical Cookery	8	4	5	63%
Mathematics	50	23	27	54%
Modern Studies	3	1	3	100%
Music	2	1	2	100%
Music Technology	1	0	1	100%
Physical Education	4	2	4	100%
Physics	9	4	6	67%
Religious, Moral and Philosophical Studies	7	3	2	29%

6.2 Stage S4, National 5

Qualification Name	Number of Resulted Entries	Percentage of base cohort	% Grades A to C	% Grades A to D
Accounting	19	9	89	95
Administration and IT	36	16	100	100
Art and Design	24	11	92	100
Biology	67	30	90	97
Business Management	28	13	89	100
Chemistry	56	25	95	98
Computing Science	25	11	52	64
Design and Manufacture	14	6	79	93
Drama	11	5	100	100
Engineering Science	24	11	100	100
English	175	79	99	99
Fashion and Textile Technology	6	3	17	83
French	13	6	92	100
Geography	32	14	88	91
German	3	1	100	100
Graphic Communication	9	4	100	100
History	67	30	90	94
Hospitality: Practical Cookery	12	5	58	75
Mandarin (Simplified)	1	0	100	100
Mathematics	137	62	70	82
Modern Studies	24	11	96	100
Music	24	11	100	100
Music Technology	11	5	100	100
Physical Education	35	16	97	100
Physics	64	29	91	95
Practical Woodworking	26	12	96	100
Religious, Moral and Philosophical Studies	13	6	46	62
Spanish	1	0	100	100

In HE and RMPE, we experienced severe staffing difficulties and this impacted on the attainment of the pupils studying Hospitality, Fashion and Textile technology and RMPS.

6.3 Stage S5, National 5

Qualification Name	Number of Resulted Entries	Percentage of base cohort	% Grades A to C	% Grades A to D
Art and Design	3	1	67	100
Biology	10	5	50	80
Business Management	4	2	75	75
Chemistry	4	2	100	100
Engineering Science	2	1	50	50
English	25	12	84	100
Geography	2	1	0	0
History	2	1	50	100
Hospitality: Practical Cookery	7	3	0	43
Italian	1	0	100	100
Mathematics	46	22	41	59
Music	1	0	100	100
Physics	1	0	100	100
Practical Electronics	4	2	50	75
Practical Metalworking	4	2	100	100
Spanish	1	0	0	100

In HE we experienced severe staffing difficulties and this impacted on the attainment of the pupils studying Hospitality.

6.4 Stage S5, Higher

Qualification Name	Number of Resulted Entries	Percentage of base cohort	% Grades A to C	% Grades A to D
Accounting	9	4	100	100
Administration and IT	7	3	100	100
Art and Design	19	9	95	95
Biology	20	9	85	95
Business Management	35	17	89	91
Chemistry	40	19	85	90
Classical Studies	12	6	58	83
Design and Manufacture	5	2	80	100
Drama	8	4	100	100
Engineering Science	19	9	89	95
English	160	76	83	93
Fashion and Textile Technology	6	3	100	100
French	6	3	100	100
Geography	30	14	73	83
German	9	4	100	100
Graphic Communication	17	8	76	76

History	39	18	92	95
Human Biology	26	12	65	73
Mathematics	63	30	79	84
Modern Studies	41	19	80	88
Music	23	11	100	100
Music Technology	9	4	100	100
Photography	10	5	80	90
Physical Education	34	16	82	91
Physics	41	19	88	95
Religious, Moral and Philosophical Studies	3	1	33	67
Sociology	6	3	100	100
Spanish	5	2	100	100

6.5 Stage S6, Higher

Qualification Name	Number of Resulted Entries	Percentage of base cohort	% Grades A to C	% Grades A to D
Accounting	3	2	100	100
Administration and IT	9	6	89	100
Art and Design	1	1	100	100
Biology	6	4	50	50
Business Management	21	14	81	90
Chemistry	9	6	44	78
Classical Studies	8	6	75	100
Design and Manufacture	5	3	60	80
Drama	2	1	100	100
Engineering Science	7	5	29	57
English	25	17	52	68
Environmental Science	7	5	57	57
Fashion and Textile Technology	5	3	100	100
Geography	11	8	55	64
Graphic Communication	7	5	86	100
History	10	7	100	100
Human Biology	13	9	31	54
Mathematics	16	11	69	69
Modern Studies	11	8	82	91
Music	2	1	100	100
Music Technology	8	6	75	75
Philosophy	1	1	100	100
Photography	17	12	94	94
Physical Education	13	9	77	85
Physics	10	7	80	90
Politics	8	6	75	75
Sociology	8	6	88	100

6.6 Stage S6, Advanced Higher

Qualification Name	Number of Resulted Entries	Percentage of base cohort	% Grades A to C	% Grades A to D
Biology	7	5	29	86
Chemistry	8	6	88	88
Classical Studies	1	1	100	100
Drama	6	4	100	100
English	7	5	71	86
French	1	1	100	100
Geography	1	1	100	100
History	13	9	69	85
Mathematics	12	8	92	92
Modern Studies	4	3	100	100
Music	12	8	100	100
Physics	14	10	93	93