

**Glasgow City Council****Education, Skills and Early Years City Policy Committee****Report by Executive Director of Education Services****Contact: Maureen McKenna Ext: 74551****School Leavers' Attainment 2020****Purpose of Report:**

To update the Committee on the attainment of school leavers following the publication of the Insight data in February 2021.

Recommendations:

The Committee is asked to consider the report noting the positive trends in school leavers' attainment.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No **PLEASE NOTE THE FOLLOWING:**

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1 Leavers' attainment

- 1.1 In February each year, the government publishes data through Insight on leavers' destinations and on leavers' attainment.
- 1.2 The data represents the cumulative performance of pupils on their exit from school, that is, it includes S4, S5 and S6 data.
- 1.3 In Glasgow, there were 4,307 leavers in 2019/20. 409 of these were from S4 which represents 9.5% of all school leavers. There were 1,097 leavers from S5 which represents 25.5% of all school leavers. 2,801 leavers left at the end of S6 which is 65%. These are broadly the same proportions as the previous year.
- 1.4 These compare nationally with 11.4% from S4, 25.8% from S5 and 62.8% from S6.
- 1.5 We have been working very hard to improve our learner pathways through the senior phase and have young people stay on longer at school. Therefore, it is pleasing to see that our S6 leavers continue to compare positively to national figures.

2 SQA 2020

- 2.1 In March 2020, all schools across Scotland closed as a result of the pandemic. The examination diet for 2020 was cancelled. SQA immediately engaged with stakeholders to develop a contingency plan to enable young people to gain accreditation for their achievements.
- 2.2 Schools were asked to submit estimates for each pupil by the end of May. Teachers in Glasgow worked exceptionally hard during this period gathering evidence for their estimates. They drew on a range of information – assessments, classwork and their professional judgement. Teachers worked in their subject departments to ensure that estimates were based on robust evidence. Senior staff were also involved looking across pupil performance as part of their monitoring and tracking arrangements.
- 2.3 Following publication of the results on 4th August by SQA, a decision was taken that these would be revert to teacher estimates becoming the final award. New certificates were issued to pupils in early September.
- 2.4 The results for 2020 should not be used to directly demonstrate subject, school or authority improvement compared with previous years. However, analysis of data supports improvement and given that 2021 results are also going to be based on teacher judgement then it is important to consider 2020 comparing to previous years to assist in ensuring that all young people are able to achieve their potential.

3. Attainment of all leavers

SCQF level 3	2015	2016	2017	2018	2019	2020
1 or more	97.17%	97.63%	97.28%	97.45%	97.72%	97.26%
2 or more	95.97%	96.02%	95.78%	95.27%	96.02%	95.19%
3 or more	94.71%	94.59%	94.04%	93.73%	94.32%	92.94%
4 or more	92.99%	92.13%	91.74%	91.73%	92.25%	90.62%
5 or more	90.81%	89.56%	88.51%	88.42%	88.45%	87.81%

- 3.1 The table above shows that almost all leavers achieve at least one qualification at SCQF level 3 or better with around 88% achieving five or more awards. The table below shows that performance at level 4 is broadly similar, that is, almost all leavers achieve one or more qualification at SCQF level 4. However, there is a slight decline showing across all measures, albeit only between 1.4% and 2.25%.

SCQF level 4	2015	2016	2017	2018	2019	2020
1 or more	95.30%	95.63%	95.54%	95.29%	95.63%	94.22%
2 or more	93.01%	92.70%	93.06%	93.24%	92.61%	91.25%
3 or more	90.96%	90.27%	90.85%	90.48%	90.66%	88.41%
4 or more	88.05%	87.12%	88.28%	87.64%	87.44%	85.81%
5 or more	84.12%	83.59%	84.07%	84.12%	83.20%	81.73%

SCQF level 5	2015	2016	2017	2018	2019	2020
1 or more	84.01%	83.98%	85.23%	85.64%	86.08%	84.07%
2 or more	75.15%	75.26%	76.88%	78.74%	79.15%	77.52%
3 or more	67.34%	67.70%	68.87%	72.33%	72.80%	71.95%
4 or more	58.68%	59.13%	61.04%	65.09%	64.96%	66.29%
5 or more	50.01%	50.30%	51.53%	56.42%	57.18%	59.62%

- 3.2 At SCQF level 5, attainment has been steadily improving for those achieving four or more and five or more awards.
- 3.3 SCQF level 6 is considered by many to be the benchmark of performance. Highers are at SCQF level 6.

Glasgow SCQF level 6	2015	2016	2017	2018	2019	2020
1 or more	57.50%	58.98%	59.99%	64.42%	65.07%	64.69%
2 or more	45.61%	46.87%	47.62%	52.06%	54.42%	55.24%
3 or more	37.58%	39.38%	39.59%	43.62%	45.88%	47.74%
4 or more	30.77%	31.58%	32.47%	35.72%	37.69%	40.31%
5 or more	23.95%	23.80%	25.02%	28.20%	30.33%	32.74%

National SCQF level 6	2015	2016	2017	2018	2019	2020
1 or more	63.15%	64.96%	64.80%	66.19%	66.17%	68.22%
2 or more	53.73%	55.87%	56.01%	57.47%	57.87%	61.20%
3 or more	46.57%	48.60%	48.93%	50.29%	50.91%	54.58%
4 or more	39.75%	41.53%	42.02%	43.14%	43.77%	47.94%
5 or more	32.41%	33.89%	34.53%	35.53%	35.96%	40.16%

Gap between Glasgow and National

	2015	2016	2017	2018	2019	2020
1 or more	-5.65%	-5.98%	-4.81%	-1.77%	-1.10%	-3.53%
3 or more	-8.99%	-9.22%	-9.34%	-6.67%	-5.03%	-6.84%
5 or more	-8.46%	-10.1%	-9.51%	-7.33%	-5.63%	-7.42%

- 3.4 At SCQF level 6, attainment in Glasgow and nationally has been increasing in the last five years. Up until 2020, the gap between Glasgow's performance and nationally was closing.

4 Deprivation

- 4.1 Quintile 1 represents those who live in the 20% most deprived postcodes and Quintile 5 represents those who live in the 20% least deprived postcodes. Around 56% of Glasgow's school leavers live in the 20% most deprived postcodes in Scotland with only around 6% living in the 20% least deprived postcodes.
- 4.2 The first table shows the performance of Glasgow's school leavers who live in the 20% most deprived postcodes in Scotland. In 2020, this represents 2,578 school leavers.

Glasgow SCQF level 6 SIMD Q1	2015	2016	2017	2018	2019	2020
1 or more	49.13%	52.38%	53.09%	56.37%	58.55%	57.49%
2 or more	36.56%	38.66%	39.03%	42.74%	47.15%	46.59%
3 or more	27.90%	31.23%	30.54%	33.60%	38.33%	38.60%
4 or more	21.61%	23.88%	24.09%	26.34%	29.76%	31.77%
5 or more	16.12%	16.76%	17.63%	19.72%	22.40%	24.90%

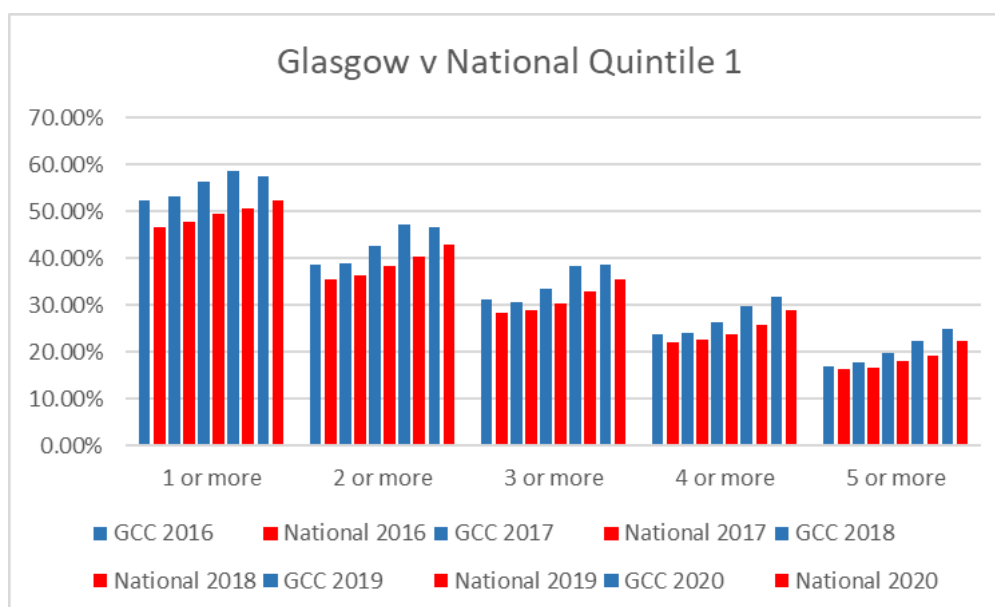
- 4.3 The table below shows the performance of Glasgow's school leavers who live in the 20% least deprived postcodes in Scotland. In 2020, this represents 233 school leavers.

Glasgow SCQF level 6 SIMD Q5	2015	2016	2017	2018	2019	2020
1 or more	86.13%	85.88%	84.00%	90.51%	87.04%	86.27%
2 or more	80.66%	80.00%	78.91%	83.79%	82.96%	82.40%
3 or more	73.36%	74.90%	73.45%	77.47%	77.78%	78.11%
4 or more	67.88%	69.02%	65.82%	66.80%	71.11%	70.39%
5 or more	56.57%	60.39%	56.73%	58.89%	60.00%	61.37%

- 4.4 Comparing the two tables, attainment continues to be linked to deprivation with those living in the 20% least deprived postcodes performing much better than those living in the 20% most deprived postcodes.
- 4.5 There is more of a consistent improvement pattern for those living in the 20% most deprived, with the exception of 2020 for 1 or more and 2 or more awards. However, some of the volatility in the figures can be explained by the relatively small numbers of school leavers living in the 20% least deprived postcodes.
- 4.6 While both tables show improvement, it can also be seen that those living in the 20% most deprived postcodes have improved more, particularly higher attaining young people.
- 4.7 Glasgow's figures also compare very positively against the national figures when deprivation is taken into account.
- 4.8 Nationally, there were 10,606 school leavers in the 20% most deprived postcodes and 9,857 school leavers in the 20% least deprived postcodes. The tables below show their performance at SCQF level 6.

National SCQF level 6 SIMD Q1	2015	2016	2017	2018	2019	2020
1 or more	44.63%	46.76%	47.63%	49.40%	50.62%	52.20%
2 or more	33.42%	35.57%	36.35%	38.45%	40.28%	42.82%
3 or more	25.80%	28.34%	28.76%	30.41%	32.86%	35.48%
4 or more	19.99%	22.16%	22.60%	23.81%	25.78%	28.93%
5 or more	14.77%	16.24%	16.60%	17.95%	19.23%	22.42%

National SCQF level 6 SIMD Q5	2015	2016	2017	2018	2019	2020
1 or more	82.36%	83.32%	82.95%	84.56%	83.16%	85.71%
2 or more	75.75%	76.83%	76.93%	78.59%	77.55%	81.23%
3 or more	69.35%	70.88%	70.82%	72.98%	71.73%	76.06%
4 or more	62.51%	63.98%	64.55%	66.19%	65.16%	70.09%
5 or more	54.16%	55.13%	56.26%	58.08%	56.64%	62.05%



4.9 It can be seen that Glasgow performs consistently better than the national figures when comparing those who live in the 20% most deprived postcodes.

5. S4 leavers

5.1 There is research¹ that tells us that the longer a young person remains in education the better their longer term outcomes are. Therefore, it is important to encourage as many young people as possible to stay on past their statutory leaving date.

5.2 Some young people do leave school at the end of S4. It is critical that these young people leave our schools with good qualifications to allow them to have choices in their future careers.

¹ [Tackling early leaving from education and training in Europe](#)

	2015	2016	2017	2018	2019	2020
S4 leavers	433	501	484	422	376	409
All leavers	4635	4551	4481	4351	4346	4307
S4 percentage	9.30%	9.30%	10.80%	9.70%	8.65%	9.50%

S4 leavers SCQF level 3 or better	2015	2016	2017	2018	2019	2020
1 or more	79.91%	85.03%	85.33%	83.65%	83.24%	89.49%
2 or more	72.75%	76.25%	78.31%	70.62%	75.00%	81.66%
3 or more	65.13%	68.26%	70.04%	64.69%	66.49%	74.08%
4 or more	56.58%	57.88%	60.54%	58.06%	58.51%	66.26%
5 or more	47.34%	47.90%	49.17%	46.68%	46.81%	60.64%

S4 leavers SCQF level 4 or better	2015	2016	2017	2018	2019	2020
1 or more	70.21%	75.25%	75.62%	69.43%	73.14%	73.59%
2 or more	60.74%	58.28%	64.05%	59.48%	59.31%	63.08%
3 or more	51.96%	49.30%	54.13%	47.63%	50.80%	54.52%
4 or more	42.03%	37.13%	45.45%	38.15%	42.82%	48.17%
5 or more	30.72%	28.14%	34.92%	30.57%	30.85%	40.10%

- 5.3 The above two tables show that there is not an overall pattern of improvement for S4 leavers, although improvement is evident in 2020. Around three-quarters of S4 leavers leave with at least one level 4 award, however, only 4 out of 10 S4 leavers leave with five or more level 4 awards. Less than two thirds leave with five or more level 3 awards.
- 5.4 Some schools do particularly well with a clear targeted approach where they work intensely with those young people identified as having the potential to leave school at the end of S4. This work starts while the pupils are in the broad general education.

5.5 In 2019, Govan High School had 93 school leavers. 15 of whom left at the end of S4.

Govan HS S4 leavers SCQF level 3 or better	2015	2016 No leavers	2017	2018	2019	2020
1 or more	100.00%		72.73%	100%	100%	100%
2 or more	72.73%		63.64%	100%	100%	100%
3 or more	63.64%		54.55%	100%	80%	93.3%
4 or more	36.36%		45.45%	100%	80%	86.7%
5 or more	9.09%		36.36%	100%	80%	86.7%

Govan HS S4 leavers SCQF level 4 or better	2015	2016 No leavers	2017	2018	2019	2020
1 or more	72.73%		72.73%	100%	80%	86.7%
2 or more	63.64%		54.55%	100%	80%	73.3%
3 or more	45.45%		45.45%	100%	60%	66.7%
4 or more	27.27%		45.45%	80%	60%	53.3%
5 or more	9.09%		36.36%	60%	60%	40%

5.6 All 15 leavers achieved two or more level 3 awards and 13 out of the 15 achieved five or more level 3 awards. 12 out of 13 achieved three or more level 4 awards.

5.7 Some S4 leavers are vulnerable and disengage with school during or before S4. Hence the importance of engaging with them as early as possible.

6. Policy and Resource Implications

Resource Implications:

Financial: Within existing resources including additional funding from Scottish Attainment Challenge and Pupil Equity Funding

Legal: n/a

Personnel: Within existing resources, additional staffing is funded from Scottish Attainment Challenge and Pupil Equity Funding

Procurement: n/a

Council Strategic Plan: Excellent and Equity 22

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2017-22

Yes, outcome 9 – barriers to participation in learning are reduced.

What are the potential equality impacts as a result of this report?

The report provides evidence of schools' success in closing the poverty-related attainment gap.

Please highlight if the policy/proposal will help address socio economic disadvantage.

As above

Sustainability Impacts:

Environmental:

Not applicable

Social, including Article 19 opportunities:

If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.

Economic:

Young people who are better educated are able to contribute more positively to the growing economy of the city.

Privacy and Data Protection impacts:

Not applicable

7 Recommendations

- 7.1 The Committee is asked to consider the report noting the positive trends in school leavers' attainment.