

# Aberdeenshire Council Education and Children's Services Stretch Aims 2022/2023



## **Our current approach**

Our ECS Directorate has been further developing its use of data and its analysis, as a basis for supporting work to address areas for improvement for the coming years. As part of this work:

- All schools will have access to a suite of information on Power Bi in order to support their analysis of strengths as well as the identification of next steps.
- Stretch targets have now be shared with schools to support improvement in identified key areas within literacy, numeracy and health and wellbeing.

Over the last two years we have been developing our use of data to ensure we are providing schools with appropriate information that supports appropriate planning for improvement. This includes analysis of ACEL data and SNSA data in the Broad General Education (BGE) and also supporting the Alternative Certification Model (ACM) from last session and SQA reports for session 2021-2022.

Further to this we have reviewed and updated our Performance Reviews in our Secondary Schools to support analysis of improvement and identification of next steps against our four education priorities for ECS.

Within Primary schools we have continued to develop our approach to reviews of performance, providing support and challenge to all schools, to ensure an appropriate focus on both identifying areas for improvement and also reviewing the impact of interventions put in place to support young people.

Throughout this time, across Aberdeenshire we have had a focus on improving outcomes for all young people. This includes:

- Development of support for all schools around high quality learning, teaching and assessment
- Empowering school leaders through our Self-Improving Schools Trio system
- Supporting assessment through moderation support
- Development of Foundation Apprenticeship programme
- Undertaking a review of all areas of Additional Support Needs
- Ongoing support and prioritising of recovery from the global pandemic

## Aberdeenshire Education Priorities



**Expected Outcomes:** based on the above priorities in a context of commitment to ensuring wellbeing, inclusion and equity:

- All young people feel included, supported and successful in their learning
- All young people attain and achieve to their maximum potential
- All schools are aware of expectations and suggested actions that will have greatest impact on securing positive outcomes for all young people.
- All schools feel supported in providing the highest quality service that is shaped by these priorities

## **Principles underpinning our approach to improvement and Stretch aims**

We have undertaken a review and analysis of our attainment in order to set ambitious but achievable goals across a range of outcomes. We have identified Core Stretch aims as well as sub-measures where we believe these will lead to improved outcomes for particular cohorts of young people.

In order to consider our stretch aims we have set:

- Short terms goals for session 2022-2023, identifying immediate improvement goals for our authority
- Medium term goals that will planned for over the course of 2023-2026.

An annual review of progress will be carried out to ensure our aims continue to be both ambitious and achievable going forward from 2023 to 2026.

## **Next Steps**

A review of our approaches will be undertaken during session 2022-2023 to ensure we have a suitable approach for setting stretch aims from august 2023.

## Core Stretch aims A and B

### National Core Stretch aim: ACEL Primary Literacy and Numeracy

	National core stretch aim ACEL Primary – Literacy – P1, P4 and P7 combined			
	Overall level	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
<b>Current level (2020/21)</b>	66%	52%	71%	19%
<b>Stretch aim to be achieved 2022/23</b>	72%	60%	73%	13%
<b>Improvement (percentage point)</b>	6 p.p.	8 p.p.	2 p.p.	6 p.p.

	National core stretch aim ACEL Primary – Numeracy – P1, P4 and P7 combined			
	Overall level	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
<b>Current level (2020/21)</b>	77%	66%	81%	15%
<b>Stretch aim to be achieved 2022/23</b>	81%	72%	82%	10%
<b>Improvement (percentage point)</b>	3 p.p.	6 p.p.	1 p.p.	5 p.p.

**Sub – measures for Stretch aims A and B**

**Primary ACEL – Writing and Numeracy – P4 and P7**

	<b>Sub measure - stretch aim ACEL Primary – Writing – P4</b>			
	<b>Overall level</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1 – Q5)</b>
<b>Current level (2020/21)</b>	69%	60%	73%	13%
<b>Stretch aim to be achieved 2022/23</b>	73%	63%	74%	11%
<b>Improvement (percentage point)</b>	4p.p.	3 p.p.	1 p.p.	2 p.p.

	<b>National core stretch aim ACEL Primary – Writing – P7</b>			
	<b>Overall level</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 5</b>	<b>Gap (Q1 – Q5)</b>
<b>Current level (2020/21)</b>	67%	62%	75%	13%
<b>Stretch aim to be achieved 2022/23</b>	70%	65%	76%	11%
<b>Improvement (percentage point)</b>	3 p.p.	3 p.p.	1 p.p.	2 p.p.

	<b>National core stretch aim ACEL Primary – writing – P4</b>		
	<b>Overall level</b>	<b>Pupils entitled to FSM</b>	<b>Gap (FSM- Non FSM)</b>
<b>Current level (2020/21)</b>	69%	47%	22%
<b>Stretch aim to be achieved 2022/23</b>	72%	54%	18%
<b>Improvement (percentage point)</b>	3 p.p.	7 p.p.	4p.p.

	<b>Sub measure - stretch aim ACEL Primary – Writing – P7</b>		
	<b>Overall level</b>	<b>Pupils entitled to FSM</b>	<b>Gap (FSM- Non FSM)</b>
<b>Current level (2020/21)</b>	67%	56%	11%
<b>Stretch aim to be achieved 2022/23</b>	71%	62%	9%
<b>Improvement (percentage point)</b>	4 p.p.	6 p.p.	2 p.p.

	Sub measure - stretch aim ACEL Primary – Numeracy – P4		
	Overall level	Pupils entitled to FSM	Gap (FSM- Non FSM)
<b>Current level (2020/21)</b>	76%	52%	24%
<b>Stretch aim to be achieved 2022/23</b>	79%	59%	19%
<b>Improvement (percentage point)</b>	3 p.p.	7 p.p.	5 p.p.

	Sub measure - stretch aim ACEL Primary – Numeracy – P7		
	Overall level	Pupils entitled to FSM	Gap (FSM- Non FSM)
<b>Current level (2020/21)</b>	72%	56%	16%
<b>Stretch aim to be achieved 2022/23</b>	75%	61%	14%
<b>Improvement (percentage point)</b>	3 p.p.	5 p.p.	2 p.p.

**Comments:**

Overall attainment in literacy and numeracy across Aberdeenshire has been close to the national average. This leads us to consider our support and challenge agenda to secure further improvement moving forward. From consideration of statistics from 2016 to 2021, it would appear that the gap is closing between Quintiles 1 and 5 over time for both literacy and numeracy.

When writing as an aspect of literacy is considered as an individual area, over time this has been area requiring development across Aberdeenshire. It also requires some support and challenge by way of moderation processes, ensuring there is a shared



level of understanding on what constitutes a level in BGE. This has led to the Sub measures around writing which have been added to our targets for session 2022-2023.

On reviewing data across the BGE it is evident that across Aberdeenshire our pupils who are entitled to Free School Meals (FSM) do not perform as well as year groups on the whole and also in most cases do not perform as well as pupils in Decile 1 and 2. This gives us a clear agenda for improvement which has led to the creation of sub measures for this cohort of pupils.

The targets set for levels of attainment are in line with previous rates of attainment over previous years.

The targets will contribute over the medium term to closing the attainment gap for Aberdeenshire.

Schools will be issued with the levels of attainment that would be required for our authority to achieve its stretch targets.

Aberdeenshire will review approaches to setting stretch aims from session 2022-2023 to ensure appropriate medium term aims are ambitious but achievable going forward.

Literacy P1/4/7 combined	2016-2017	2017-2018	2018-2019	2020-2021
<i>Aberdeenshire Average</i>	67%	70%	71%	66%
<i>SIMD Quintile 1</i>	39%	50%	52%	52%
<i>SIMD Quintile 5</i>	72%	76%	76%	71%
<i>Attainment Gap</i>	<b>33%</b>	<b>26%</b>	<b>24%</b>	<b>19%</b>

Numeracy P1/4/7 combined	2016-2017	2017-2018	2018=2019	2020-2021
<i>Aberdeenshire Average</i>	76%	79%	80%	77%
<i>SIMD Quintile 1</i>	64%	63%	71%	66%
<i>SIMD Quintile 5</i>	80%	83%	84%	81%
<i>Attainment Gap</i>	<b>16%</b>	<b>20%</b>	<b>13%</b>	<b>15%</b>

## Core Stretch Aims C and D

### National Core Stretch aim: Leavers achieving 1 or more at SCQ Level 5 and 6

	National core stretch aim 1 or more at SCQF level 5			
	Overall level	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (2021/22)	92.4%	69.4%	96.1%	26.7%
Stretch aim to be achieved 2022/23	93%	75%	96.5%	21.5 %
Improvement (percentage point)	0.6 p.p.	5.6 p.p.	0.4p.p.	5.2p.p.

	National core stretch aim 1 or more at SCQF level 6			
	Overall level	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (2021/22)	68.6%	20.8%	79.1%	58.3%
Stretch aim to be achieved 2022/23	69%	25%	79.5%	54.5%
Improvement (percentage point)	0.4 p.p.	4.2 p.p.	0.4 p.p.	3.8 p.p.

### Comments

As the schools in Quintile 1 are accounted for in only 2 areas, the calculation of the overall gap is of limited value in driving improvement. It is evident however, that in general, the attainment gap will be closed by ensuring significant improvement in those two areas.

### Core Stretch aims E

Participation measure (Proportion of 16-19 year olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland)

	Core plus stretch aim – Participation measure			
	Overall level	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (2020/21)	93.1%	79.3%	95.6%	16.3%
Stretch aim to be achieved 2022/23	94%	83%	96%	13%
Improvement (percentage point)	0.9 pp	3.7 p.p.	0.4 p.p.	3.3 p.p.

### Core plus Stretch aims

Level 6 presentation at S5. (3+)

	Core plus stretch aim – Participation measure %S5 Level 6 presentation - 3+
	Overall level
Current level (2021/22)	58.6% (2021)
Stretch aim to be achieved 2022/23	60%
Improvement (percentage point)	1.4%

## Positive Destinations

### Initial Destination of School Leavers

	<b>Core plus stretch aim –Positive Destinations</b>
	<b>Overall level</b>
<b>Current level (2021/22)</b>	96.2%
<b>Stretch aim to be achieved 2022/23</b>	97%%
<b>Improvement (percentage point)</b>	0.8 PP

## Average Tariff Points

(Pathways, including Foundation Apprenticeships)

	<b>Core plus stretch aim –Average Tariff points (including Foundation Apprenticeship work)</b>
	<b>Overall level</b>
<b>Current level (2021/22)</b>	50%
<b>Stretch aim to be achieved 2022/23</b>	60%
<b>Improvement (percentage point)</b>	10 P.P.

**Comment:**

Across Aberdeenshire a very successful approach to Foundation Apprenticeships has been developed. From the outset, the Aberdeenshire FA team wanted to have in place a measure which focused on the impact that successfully completing an FA would have on overall attainment and so we designed this measure:

*“the difference in annual tariff points achieved by leavers who successfully completed a Level 6 FA compared with the annual tariff points score of all Aberdeenshire leavers, expressed as a percentage of the annual tariff points score of all Aberdeenshire leavers”*

## Core Stretch aims F

### National Core Stretch aim: Wellbeing

	National core stretch aim Wellbeing: School attendance					
	Overall level	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	Pupils entitled to FSM	Care Experienced
<b>Current level (2021/22)</b>	92.3%	88%	93%	5 %	87%	88%
<b>Stretch aim to be achieved 2022/23</b>	94.0%	90%	93.5%	3.5%	90%	90%
<b>Improvement (percentage point)</b>	1.7 p.p.	2 p.p.	0.5 p.p.	1.5 p.p.	3 p.p.	2 p. p.

### Comment

From analysis of SQA level data there can be correlation drawn between attendance at school and performance which contributes to our attainment gap within Aberdeenshire.

## Stretch aims Summary

<b>Aberdeenshire Core Stretch Targets</b>	<b>National Stretch Aims</b> <i>(as set out in this document for the purposes of the Strategic Equity Fund Annex B submission to the Scottish Government)</i>
<b>Aberdeenshire Core stretch target A</b> ACEL Literacy (P1, P4, P7 combined) Sub measure of Writing included for P4 and P7	<b>Core stretch aim A</b> ACEL Literacy (P1, P4, P7 combined)
<b>Aberdeenshire Core stretch target B</b> ACEL Numeracy (P1, P4, P7 combined) Sub measure included for pupils entitled to FSM at P4 and P7.	<b>Core stretch aim B</b> ACEL Numeracy (P1, P4, P7 combined)
<b>Core stretch aim C</b> Leavers achieving 1 or more at SCQF level 5	<b>Core stretch aim C</b> <i>(to be reported for 2022/23, pending the NIF measure review and National Conversation)</i> Leavers achieving 1 or more at SCQF level 5
<b>Core stretch aim D for 2022/23</b> Leavers achieving 1 or more at SCQF level 6	<b>Core stretch aim D for 2022/23</b> <i>(to be reported for 2022/23, pending the NIF measure review and National Conversation)</i> Leavers achieving 1 or more at SCQF level 6
<b>Aberdeenshire Core stretch target E</b> Participation measure	<b>Core plus stretch aim E</b> Initial Leaver Positive Destinations
<b>Aberdeenshire Core plus stretch targets</b> (includes positive destination, Level 6 presentation at S5, Tariff points linking to Foundation Apprenticeship work)	
<b>Aberdeenshire core stretch target F</b> School attendance	<b>Core stretch aims F and G</b> Local H&W measure – primary and secondary school attendance