Education, Children and Families Committee

10am, Tuesday, 24 May 2016

Educational Attainment 2015

Item number	7.1
Report number	
Executive/routine	
Wards	

Executive Summary

This report provides a summary of the analysis of attainment in City of Edinburgh's schools for the year 2014-15. For the Broad General Education (ages 3-15), the measures include standardised assessments in reading and mathematics and Curriculum for Excellence (CfE) levels from early to fourth for reading, writing and mathematics. For the Senior Phase (S4-S6), new national benchmarking measures from the Scottish Government's *Insight* tool are used to analyse performance. (See appendices 1-4.)

There continue to be improvements in educational attainment in Edinburgh. Pupils have made better than the expected levels of improvement in reading and mathematics from P4 to P7 and from P7 to S2. The percentage of school leavers achieving literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5 has improved for the fourth academic session in a row; similar improvements are evident in the percentage of school leavers moving into a positive destination. The highest-attaining 20% of school leavers have performed above the corresponding national figure, as have the middle-attaining 60%. There is also evidence of "closing the gap" between leavers from the most and least deprived areas, at SCQF levels 3 and 4.

Links

Coalition Pledges	P5
Council Priorities	CO2, CO3
Single Outcome Agreement	SO3

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Areas for further improvement are also identified in the report and include:

- To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;
- To improve attainment in numeracy and mathematics;
- To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children (LAC) and Young Carers.

Report

Educational Attainment/Improvements in Performance 2015

1. Recommendations

1.1 To note the continued improvements in educational attainment in Edinburgh schools;

1.2 To note the improvements in the performance of Looked After Children;

1.3 To note the wide range of strategies that are deployed to raise attainment;

1.4 To agree to receive further annual reports on attainment/improvements in performance;

1.5 To note the continued hard work of pupils, staff and parents to support the successful implementation of the new national qualifications, in particular the implementation of the new SQA Highers in almost all subjects.

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2. Background

2.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/ improvements in performance in the City of Edinburgh Council schools and establishments for academic session 2014-15.

2.2 The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools and partners. Overall evaluative statements made in this report are arrived at using a range of self evaluation approaches. As the information provided in this report is focussed on attainment/improvements in performance, the resulting findings are indicative rather than conclusive.

2.3 The *Standard Tables and Charts* (STACs) analysis tool was discontinued in 2013 and replaced by the new *Insight* analysis tool which deals with the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation.

2.4 *Child at the Centre* and *How good is our school?3* are the national frameworks used to evaluate improvements in performance using the Quality Indicator (QI) 1.1. An updated version, *How good is our school?4* was published in September

2015 and will be referred to in future attainment reports. At early level, *How Good is our Early Learning and Childcare?* will be used from session 2015-16.

3. Main report

3.1 The sections in the report have been aligned as closely as possible to reflect the CfE expectations about progression through levels. Details of the levels can be found in Appendix 1.

3.2 Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 2.

3.3 Schools have access to a wide range of assessment/attainment data. Analysis of information to arrive at an overall evaluation is well-established practice.

3.4 Standardised testing across city schools takes place in literacy and numeracy on entry to P1, in reading and mathematics at the end of P4, P7 and S2. Some schools use standardised tests at other stages for internal purposes. We now have sufficient data to be able to track the progress of cohorts of pupils from P4 into P7, and from P7 into S2.

3.5 In 2014-15 schools reported on progress through CfE levels using the terms developing, consolidating and secure. In session 2015-16 schools will report on progress through CfE levels using the language 'achieving a level'. This is in line with the terminology used nationally by Education Scotland.

3.6 In respect of Scottish Qualifications Authority (SQA) national examinations in the Senior Phase, attainment is expressed in terms of the SCQF. A list of the SQA qualifications included in the framework can be found in Appendix 3.

3.7 Analysis of attainment in the Senior Phase is done using the *Insight* analysis tool, focusing in particular on four key attainment measures which are listed in Appendix 4.

Pre-School Years

3.8 The purpose of assessment is to provide information which can be used effectively to demonstrate a learner's progress with learning within CfE levels and to identify and support next steps in learning.

3.9 Staff also share information about a learner's progress and use it to celebrate achievement.

3.10 A learner's progress is measured through ongoing observation, assessment and planning for learning.

3.11 Using Quality Indicator (QI) 1.1 Improvements in Performance from *Child at the Centre,* overall evaluations of improvements in performance are noted in the tables below:

Table 1: QI 1.1 Evaluations from the City of Edinburgh Council Nursery Classes and Pre-5 Establishments (based on their own self evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Pre-5 Establishments (Nursery Schools and Early Years Centres)	0	9	1	0	0	0
Pre-5 Partner Provider Nurseries	3	52	36	5	1	0

Table 2: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Nursery Classes, Pre-5 Establishments and Partner Provider Nurseries published in academic session 2014-2015

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	3	4	1	1	0

3.12 Key strengths at early level include:

3.12.1 Warm, caring relationships among staff, children, parents and staff is a key strength across the sector.

3.12.2 The quality of the indoor and outdoor environments is frequently mentioned as very good in evaluations.

3.12.3 Good use of the local community is often praised.

3.12.4 The quality of support provided by the local authority is always reflected positively in reports.

3.13 The following areas to secure improvement and next steps have been identified:

3.13.1 Centres need to ensure that they continue to improve the tracking of children's achievements.

3.14 Overall evaluation of improvements in performance of pre-5 within Early Level is **very good**.

Primary Schools – Early to Second Level (P1-P7)

3.15 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school?3* , overall evaluations of improvements in performance in primary schools are noted in the tables below:

Table 3: QI 1.1 Evaluations from the City of Edinburgh Council Primary Schools (based on schools' own self-evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	20	45	17	2	0

Table 4: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Primary Schools published in academic session 2014-15:

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	2	1	2	1	0

Table 5 below sets out the mean standardised score for Reading and Mathematics in 2014-2015:

Table 5: Mean standardised scores for Reading and Mathematics 2014-15

Stage	Mean Standardised Score Reading	Mean Standardised Score Mathematics
P1 Baseline	102.6	105.4
P1 Progress	109.2	98.6
End of P4	99.8	96.0
End of P7	105.1	96.0

The reading scores for P4 and P7 have increased since 2013-14, as have the mathematics scores for P1, P4 and P7.

3.16 Figure 1 below shows the progress made in standardised testing in reading and mathematics by P7 pupils in session 2014-15, compared to their performance whilst in P4 (session 2011-12):

Figure 1: progress in Standardised Scores from P4 (2011-12) to P7 (2014-15)
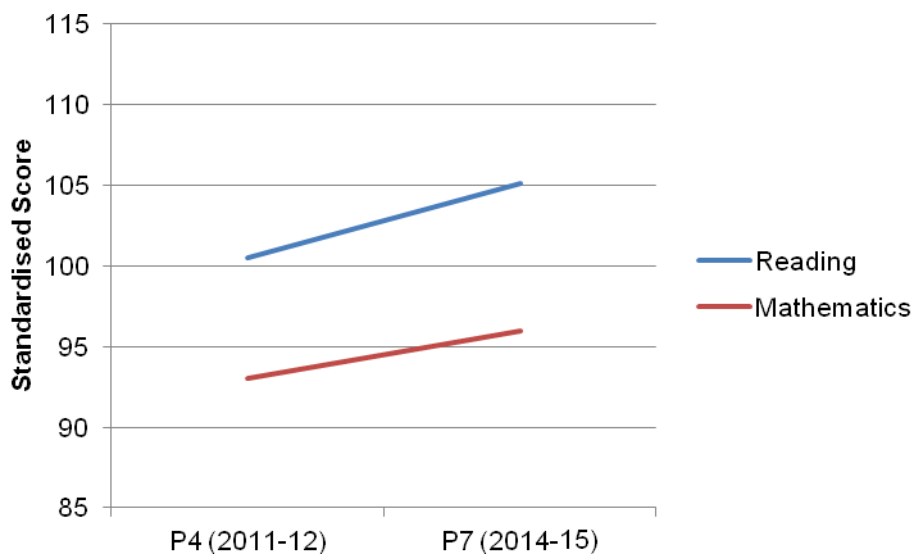
	P4 (2011-12)	P7 (2014-15)
Reading	100.5	105.1
Mathematics	93	96

3.17 The graphs below show the percentage of pupils achieving the expected CfE level by end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in literacy and numeracy, based on teacher judgement:

Figure 2: percentage of pupils achieving the expected CfE level in literacy
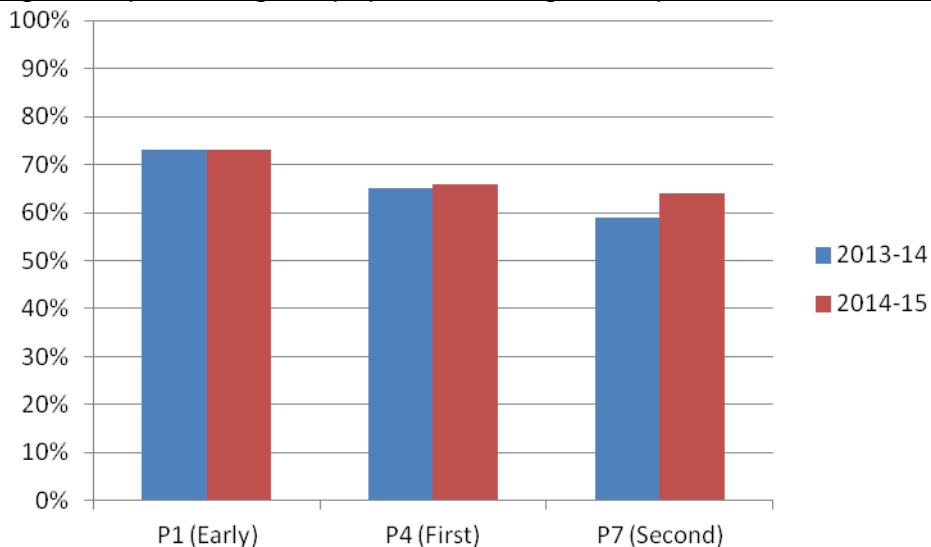
Literacy	2013-14	2014-15
P1 (Early)	73%	73%
P4 (First)	65%	66%
P7 (Second)	59%	64%

Figure 3: percentage of pupils achieving the expected CfE level in numeracy
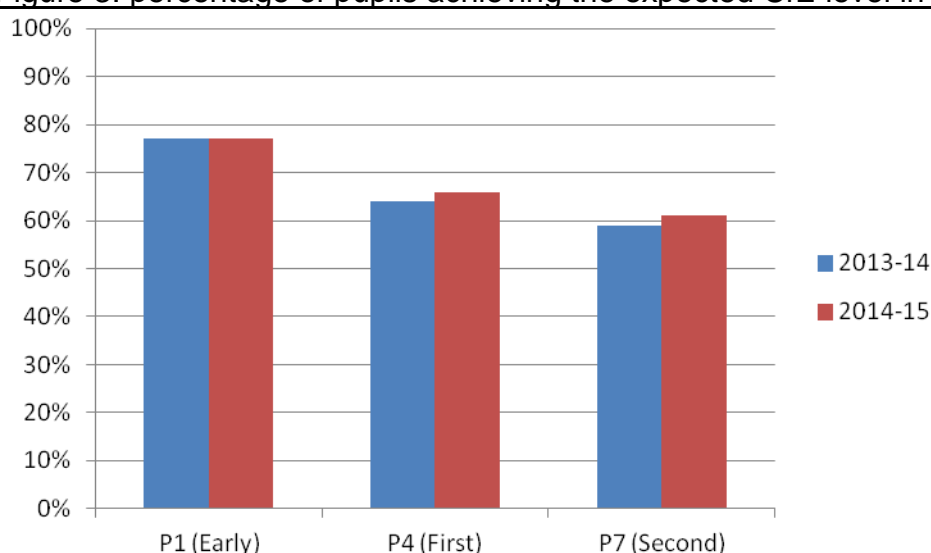
Numeracy	2013-14	2014-15
P1 (Early)	77%	77%
P4 (First)	64%	66%
P7 (Second)	59%	61%

3.18   Key Strengths and Successes in Primary Schools:

3.18.1 Whilst the performance of pupils in mathematics is below that in reading, pupils have made better than expected progress in both areas from P4 to P7.

3.18.2 Improvements in performance in literacy at P4 and P7, and in mathematics at P1, P4 and P7 (as measured by standardised assessments).

3.18.3 Improvements in performance in literacy and numeracy at P4 and P7 (based on teacher judgement).

3.19   The following areas to secure improvement and next steps have been identified for Primary Schools:

3.19.1 To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;

3.19.2 To continue to focus on improving outcomes for the lowest attaining pupils including Looked After Pupils and Young Carers;

3.19.3 To continue to improve attainment in numeracy in particular;

3.19.4 To continue to improve literacy levels including talking and listening.

3.20   Overall evaluation of improvements in performance of Primary Schools within Early to Second Level is **good**.

Secondary Schools

3.21   Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school 3?* overall evaluations of improvements in performance in secondary schools are noted in the tables below:

Table 6: QI 1.1 Evaluations from the City of Edinburgh Council Secondary Schools (based on schools' own self-evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	1	8	9	5	0	0

Table 7: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Secondary Schools published in academic session 2014/15

|	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	1	1	0	0	0

3.22   The table below shows the mean standardised scores for Reading and Mathematics for S2 learners by the end of 2014-2015.

Table 8: S2 Standardised Scores in Reading and Mathematics 2014-2015

Stage	Mean Standardised Score Reading	Mean Standardised Score Mathematics
End of S2	102.7	98.7

3.23 Figure 4 below shows the progress made in standardised testing in reading and mathematics by S2 pupils in session 2014-15, compared to their performance whilst in P7 (session 2012-13):

Figure 4: progress in Standardised Scores from P7 (2012-13) to S2 (2014-15)
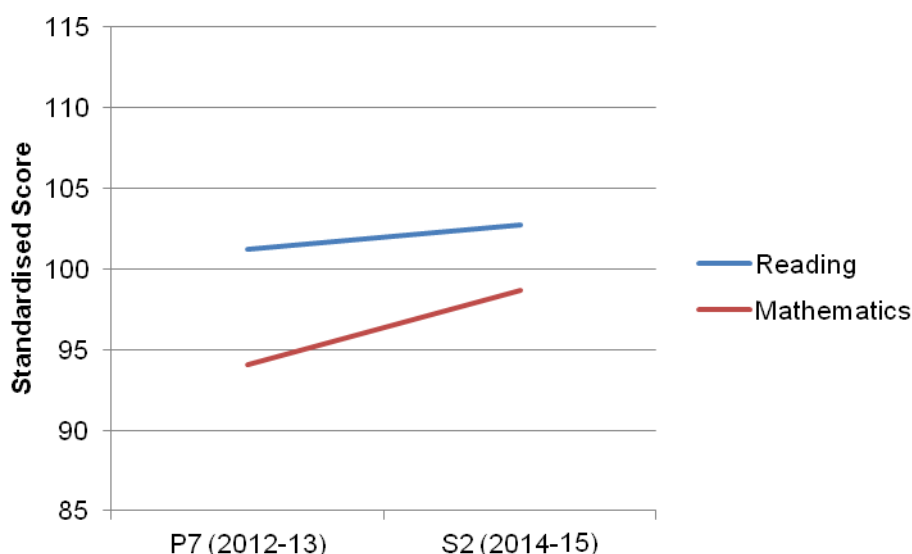
	P7 (2012-13)	S2 (2014-15)
Reading	101.2	102.7
Mathematics	94.1	98.7

3.24 Based on teacher judgement of pupil progress, 75% of pupils achieved Level 3 in numeracy by the end of S3 in session 2014-15; this figure was down 1 percentage point on the previous session.

3.25 Based on teacher judgement of pupil progress, 69% of pupils achieved Level 3 in literacy by the end of S3 in session 2014-15; this figure was up 4 percentage points on the previous session.

3.26 In session 2015-16 the Scottish Government will pilot new standardised assessments in numeracy and literacy which will then be available as an aid to support teacher judgement of pupil progress through CfE levels. The plan is for the new assessments to be in use by session 2016-17.

3.27 Key Strengths and Successes:

3.27.1 Whilst the performance of pupils in mathematics is below that in reading, pupils have made better than expected progress in both areas from P7 to S2, with particular improvement in mathematics.

3.27.2 To support teachers to make valid and reliable assessments of progress through CfE levels, assessment co-ordinators have been identified to work with staff in every school and cluster.

3.27.3 A high quality Professional Learning programme is in place to support the implementation of CfE, with a focus on understanding of CfE assessment standards. This includes sessions on the moderation of standards at school and cluster levels.

3.27.4 The continued success of the Integrated Literacy Strategy which combines universal provision with targeted support.

3.27.5 Training in the Stages of Early Arithmetical Learning (SEAL) methodology has been offered to teachers in secondary schools as a means to improve attainment in numeracy.

3.28 The following areas to secure improvement and next steps have been identified in secondary schools by the end of S3:

3.28.1 To introduce an Integrated Numeracy Strategy to ensure coordinated support and provision in numeracy to match that which is already in place for literacy;

3.28.2 To improve attainment in Mathematics/numeracy in S1-S3;

3.28.3 To continue to improve literacy levels in reading, writing, talking and listening;

3.28.4 To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;

3.28.5 To ensure effective arrangements are in place to track and monitor progress through the Broad General Education;

3.28.6 To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children and Young Carers.

3.29 Overall evaluation of attainment at the end of the Broad General Education stage taking account of a range of pupil progress measures, assessments and self-evaluation information, is **good**.

Secondary Schools – Senior Phase (S4-S6)

3.30   The data from *Insight* has been used to comment on the attainment measures below.

Improving Attainment in Literacy and Numeracy

3.31   The graph below shows the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5, compared to the Virtual Comparator and the national figures, for the last five academic sessions:

Figure 5: the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better
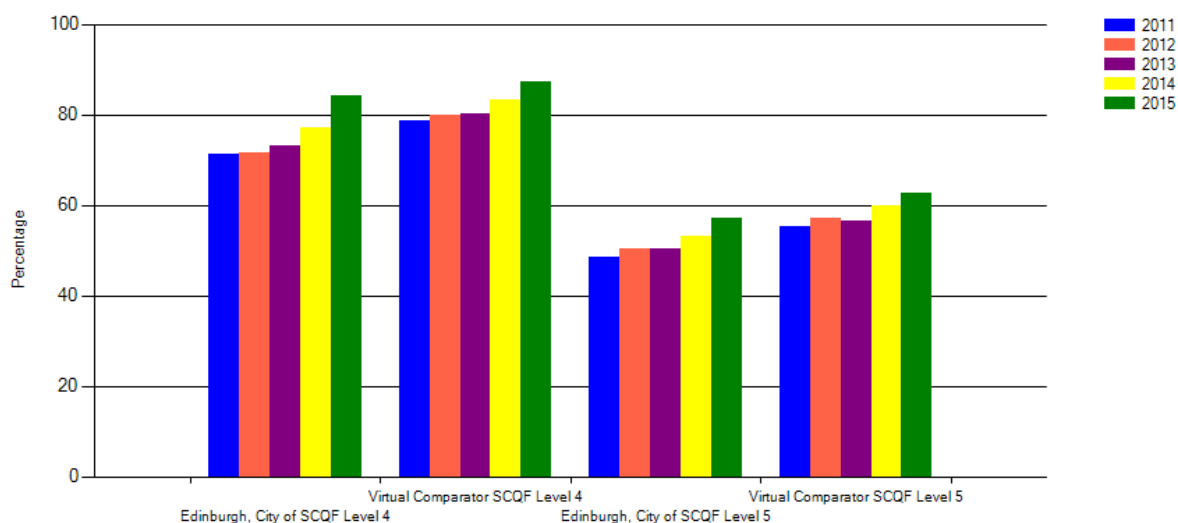
Percentage of leavers achieving Literacy and Numeracy at Level 4

Year	Edinburgh, City of	Virtual Comparator	National
2011	71.37	78.75	74.88
2012	71.58	79.77	76.69
2013	73.02	80.20	77.92
2014	77.16	83.24	81.24
2015	84.21	87.15	85.76

Percentage of leavers achieving Literacy and Numeracy at Level 5

Year	Edinburgh, City of	Virtual Comparator	National
2011	48.54	55.39	49.31
2012	50.38	57.01	52.23
2013	50.45	56.43	52.47
2014	53.08	59.91	55.29
2015	57.19	62.62	58.62

3.32   When comparing performance of leavers in 2014 with performance in 2015, the following strengths are notable:

3.32.1 Percentage point improvement in literacy and numeracy at level 4: there has been a 7 percentage point rise in attainment at this level.

3.32.2 Percentage point improvement in literacy and numeracy at level 5: there has been a 4 percentage point rise in attainment at this level.
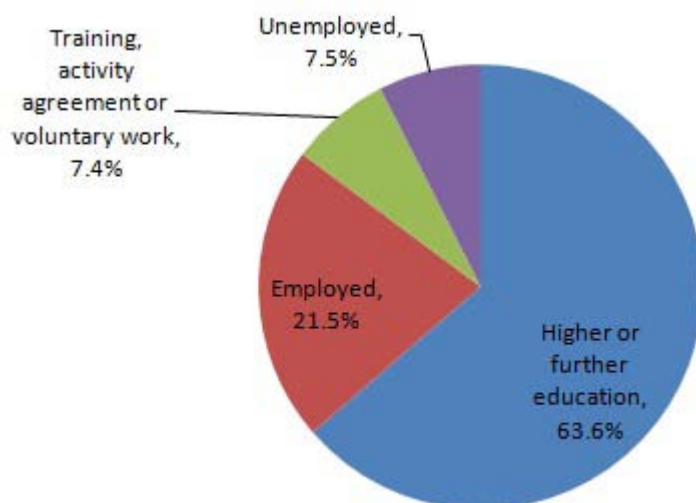
3.32.3 There is a clear pattern of improvement: attainment has risen each year since 2011.

Increasing Participation

3.33   In 2010, 82.5% of school leavers achieved a positive destination in City of Edinburgh.

3.34   The graph below shows the breakdown of leaver destinations for session 2014-15:

Figure 6: leaver destinations for 2015

3.35   In August 2011 the Edinburgh Guarantee was launched and in 2015, the percentage of school levers entering a positive destination was 92.5%, an improvement of 10.0%.

3.36   The 2015 figures for City of Edinburgh are very similar to those of our Virtual Comparator and to the national position.

Improving Attainment for All

3.37   The graph below shows the average total tariff points for leavers, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Figure 7: Average Total Tariff Points for leavers, session 2014-15
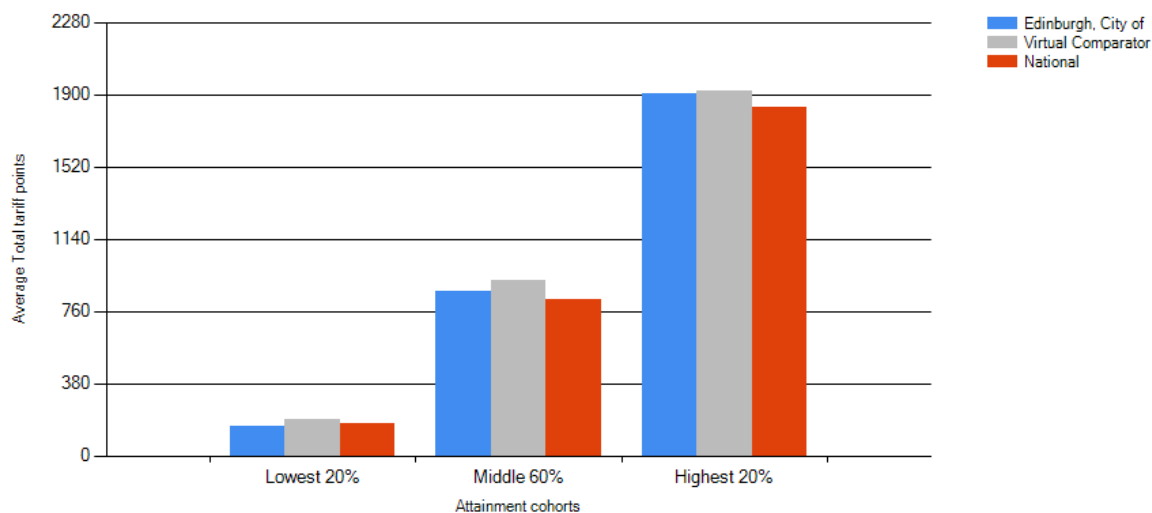
Establishment	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	158	867	1902
Virtual Comparator	189	923	1919
National	168	820	1832

3.38   The performance of the middle 36% is 47 tariff points above the corresponding national figure whilst the performance of the highest 20% is 70 tariff points above the corresponding national figure.

3.39 The graphs below compare the attainment for each of these three groups over the past three sessions. Note the improving trend for all groups.

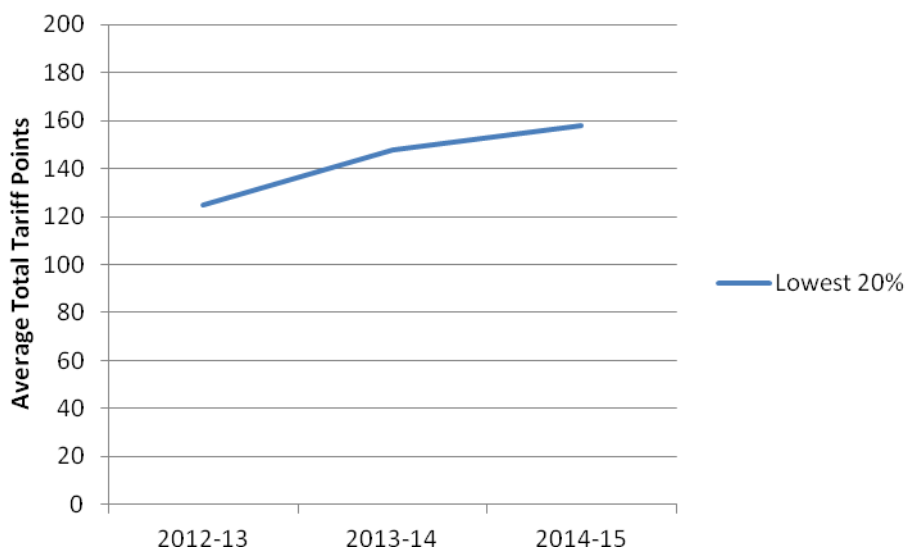Figure 8: comparison of lowest attaining 20% over last three sessions

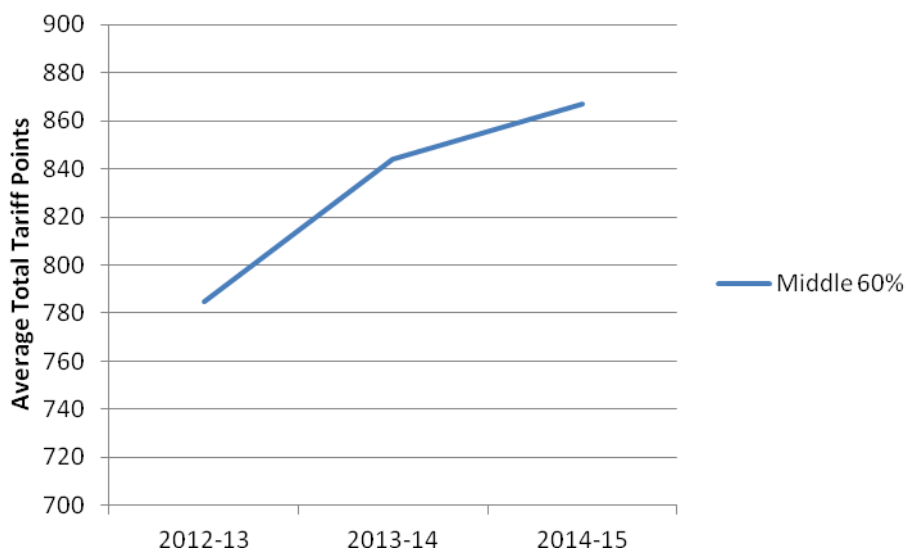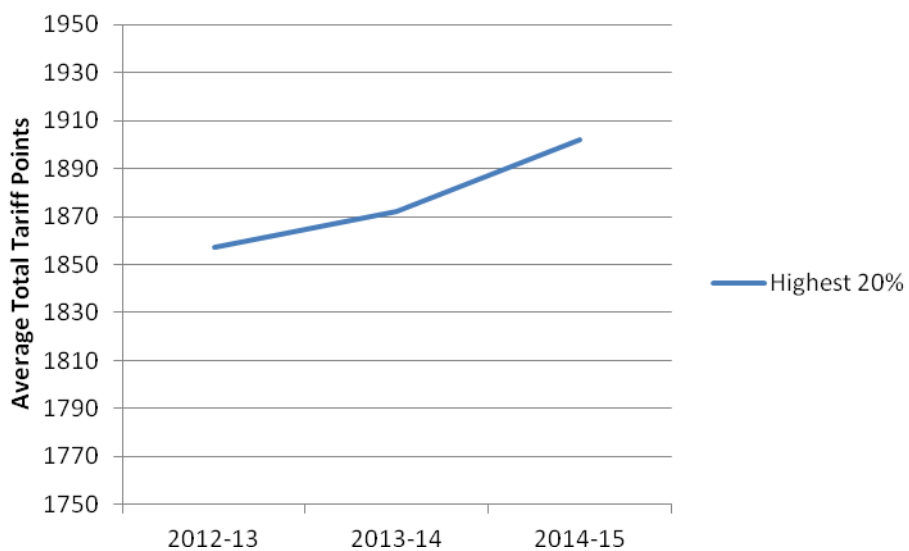Figure 9: comparison of middle attaining 60% over last three sessions

## Figure 10: comparison of highest attaining 20% over last three sessions

	Lowest 20%	Middle 60%	Highest 20%
2012-13	125	785	1857
2013-14	148	844	1872
2014-15	158	867	1902

Attainment versus Deprivation

3.40   The graph below shows the average total tariff points for leavers, broken down by SIMD decile, compared to the corresponding national figures. The total for SIMD decile 5 is notably below the national total.

Figure 11: comparison of average total tariff points for school leavers by SIMD decile
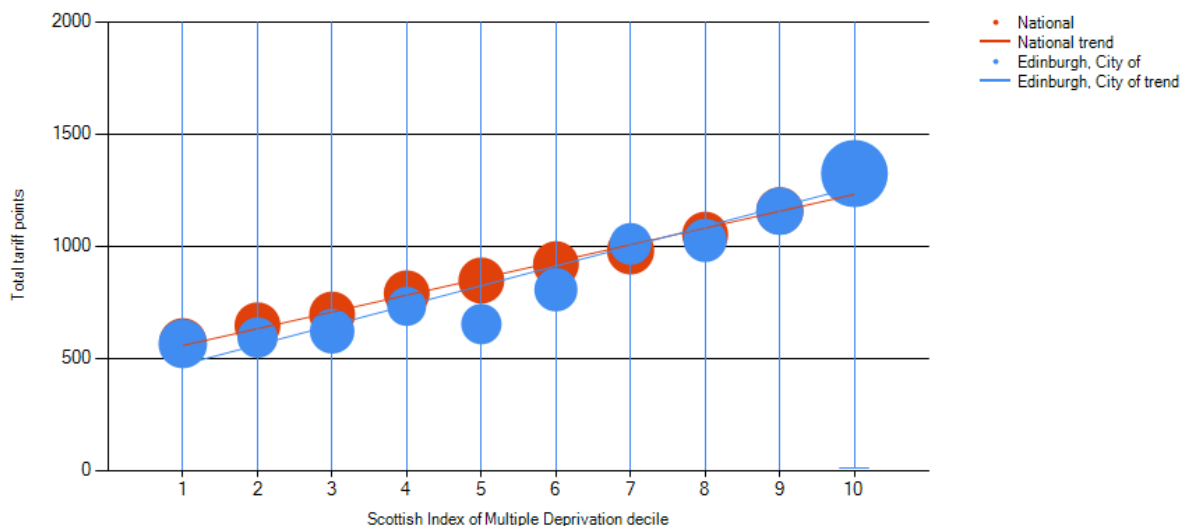
SIMD decile	1	2	3	4	5	6	7	8	9	10
Edinburgh, City of	565	593	621	732	653	806	1010	1026	1156	1324
National	574	647	695	790	847	920	980	1051	1157	1289

The graphs below compare the attainment of leavers from the most deprived 30% (SIMD deciles 1-3) with that of the least deprived 30% (SIMD deciles 8-10) for the past three sessions by considering the percentage of leavers who have gained at least one qualification at SCQF levels 3, 4, 5 and 6.
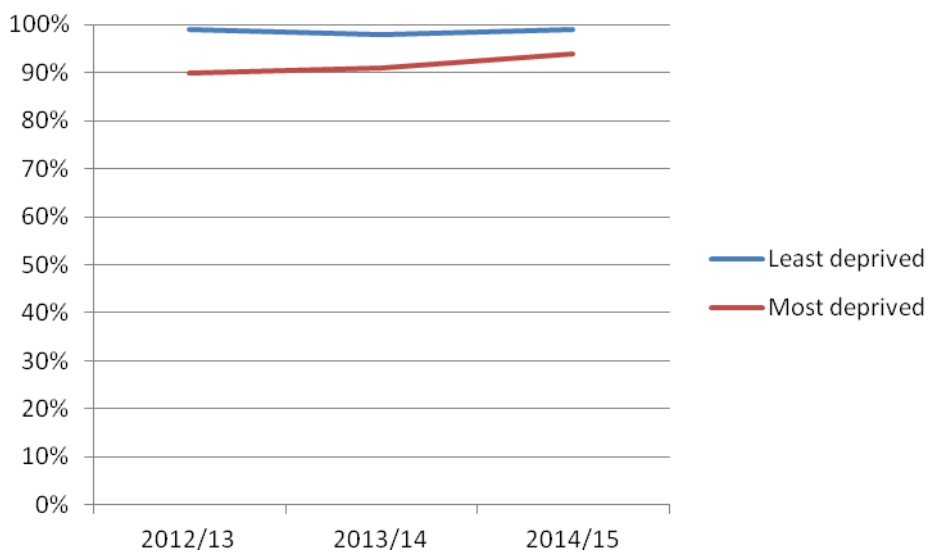
Figure 12: percentage of school leavers gaining one or more qualifications at SCQF Level 3 or better in 2014-15
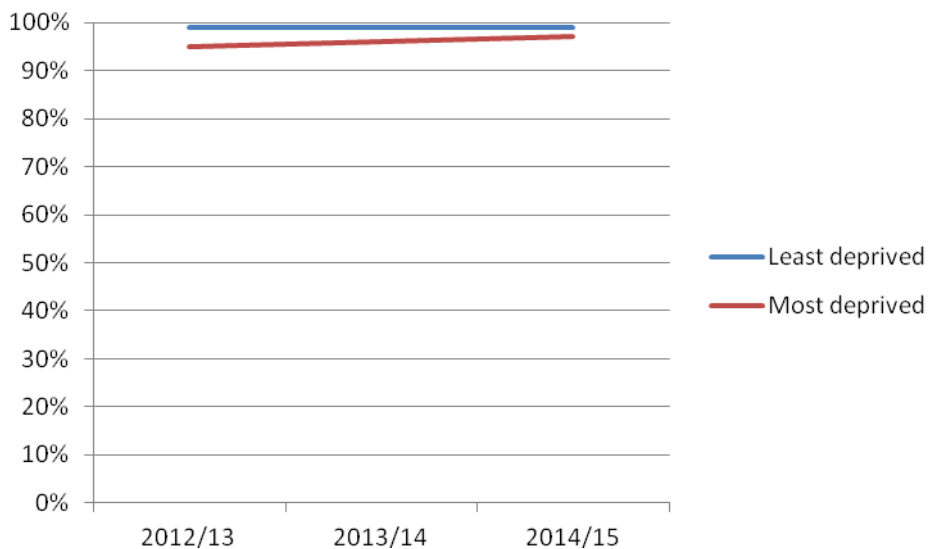
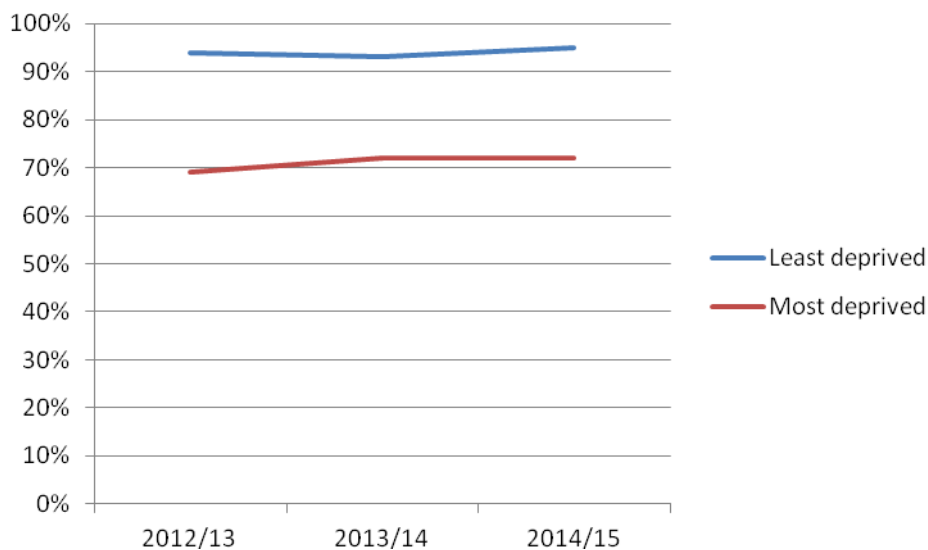|	2012/13	2013/14	2014/15
Least deprived	99%	99%	99%
Most deprived	95%	96%	97%

3.41 The "attainment gap" has decreased over the three sessions for each of these measures, with particular success at SCQF levels 3 and 4.

Figure 13: percentage of school leavers gaining one or more qualifications at SCQF Level 4 or better in 2014-15
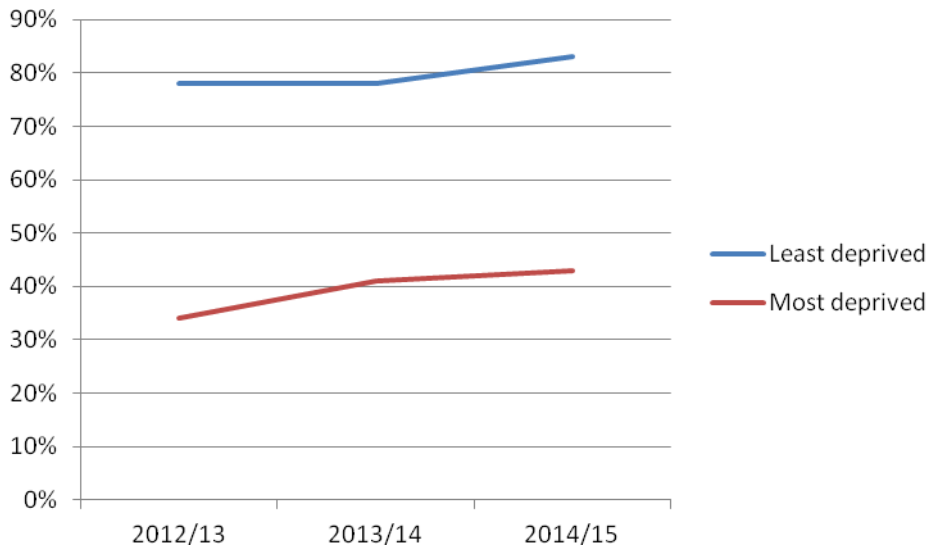

	2012/13	2013/14	2014/15
Least deprived	99%	98%	99%
Most deprived	90%	91%	94%

Figure 14: percentage of school leavers gaining one or more qualifications at SCQF Level 5 or better in 2014-15

	2012/13	2013/14	2014/15
Least deprived	94%	93%	95%
Most deprived	69%	72%	72%

Figure 15: percentage of school leavers gaining one or more qualifications at SCQF Level 6 or better in 2014-15

	2012/13	2013/14	2014/15
Least deprived	78%	78%	83%
Most deprived	34%	41%	43%

3.42   Key Strengths and Successes:

3.42.1 The five-year improving trend in literacy and numeracy at levels 4 and 5;

3.42.2 The performance of the middle-attaining 60% and highest-attaining 20% of leavers are above the national figures.

3.42.3 The performance of the lowest-, middle- and highest-attaining leavers has improved year on year for the last three academic sessions;

3.42.4 The "attainment gap" has decreased over the last three sessions, with particular success at SCQF levels 3 and 4.

3.43   Overall evaluation of attainment by school leavers for session 2014-15, taking account of progress and self-evaluation information, is **good**.

3.44   The following areas to secure improvement and next steps have been identified in secondary schools in the senior phase:

3.44.1 To improve numeracy in S4, S5 and S6;

3.44.2 To continue to raise attainment in literacy in S4, S5 and S6

3.44.3 To increase the number of learners gaining level 5 qualifications in literacy and numeracy;

3.44.4 To continue to improve the number of pupils moving into positive destinations;

3.44.5 To improve the average total tariff points for leavers, with a particular focus on the lowest attaining 20%;

3.44.6 To implement tracking using the new SIMD data in order to close the attainment gap, with a particular focus on SCQF levels 5 and 6.

Looked After Children (LAC)

3.45   In the academic session 2014-15, 51 City of Edinburgh leavers were classified as "Looked After Children" (LAC) compared to a national figure of 914. 29 out of these 51 LAC leavers left school at the end of S4.

3.46   90% of LAC leavers achieved one or more qualifications at SCQF level 3 or better for session 2014-15; this is 4 percentage points above the national figure of 86%.

3.47   75% of LAC leavers achieved one or more qualifications at SCQF level 4 or better for session 2014-15; this is 1 percentage point above the national figure of 74%.

3.48   69% of these LAC leavers achieved a positive destination, compared to a national figure of 75%.

3.49   20% of LAC leavers achieved one or more qualifications at SCQF level 5 or better for session 2014-15; this is considerably below the national figure of 39%.

3.50   The graphs below compare the attainment of LAC leavers in City of Edinburgh with the attainment of all leavers in City of Edinburgh for the past three sessions..
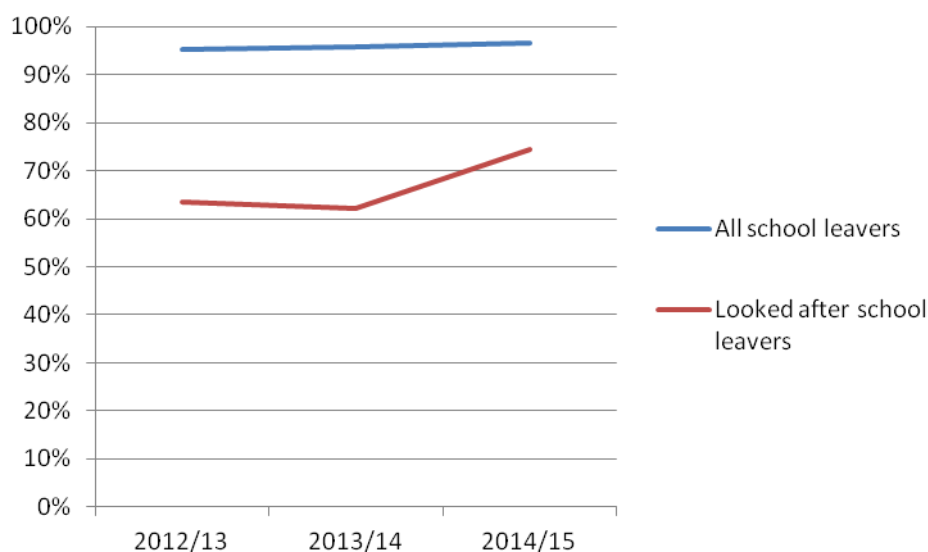
Figure 16: percentage of school leavers gaining one or more qualifications at SCQF Level 3 or better in 2014-15 (LAC leavers compared to all leavers)
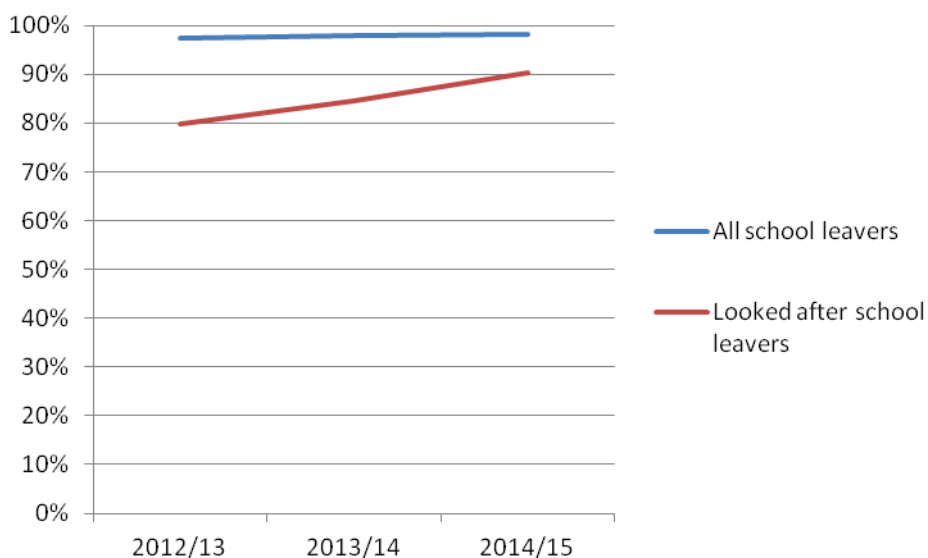
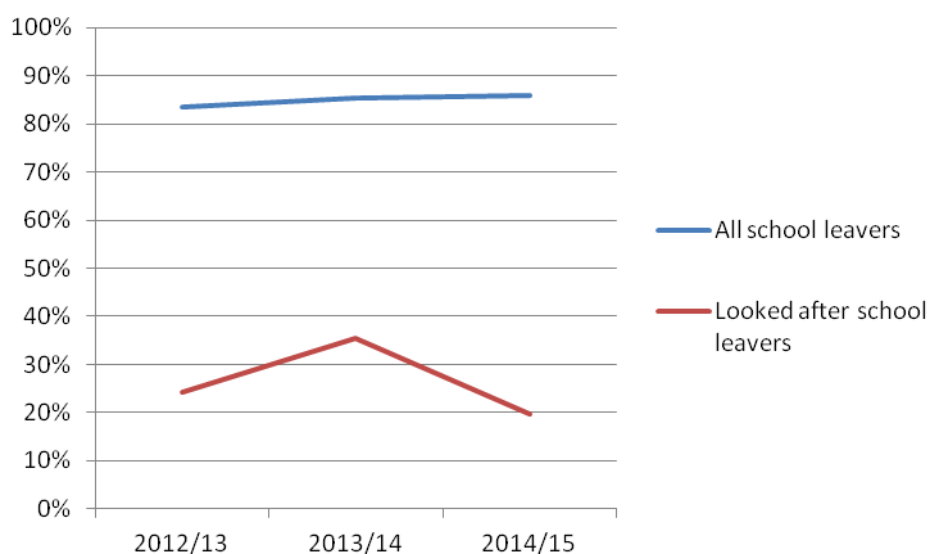|	2012/13	2013/14	2014/15
All school leavers	97%	98%	98%
Looked after school leavers	80%	84%	90%

3.51   Improvements are evident at SCQF levels 3 and 4; there is no clear pattern at SCQF level 5.

Figure 17: percentage of school leavers gaining one or more qualifications at SCQF Level 4 or better in 2014-15 (LAC leavers compared to all leavers)

	2012/13	2013/14	2014/15
All school leavers	95%	96%	97%
Looked after school leavers	64%	62%	75%

Figure 18: percentage of school leavers gaining one or more qualifications at SCQF Level 5 or better in 2014-15 (LAC leavers compared to all leavers)

	2012/13	2013/14	2014/15
All school leavers	83%	85%	86%
Looked after school leavers	24%	36%	20%

3.52 A presentation was given to the Members' Officer Group (MOG) for Looked after children in January 2015 which outlined the strategy to improve outcomes for looked after learners which included three main elements:

- a relentless belief that all children can achieve their full potential;

- working in partnership to deliver a new senior phase which encourages all pupils to stay on until the end of S6 and enter a positive destination;

- high expectations supported by robust tracking and monitoring of attendance and attainment/achievements.

4. Measures of success

Based on a range of evidence:

4.1 Overall evaluation of improvements in performance in the pre-5 sector is **very good**.

4.2 Overall evaluation of attainment/improvements in performance in primary schools is **good**.

4.3 Overall evaluation of attainment/improvements in performance in secondary schools is **good**.

5. Financial impact

5.1 There are no financial implications contained in this report.

6. Risk, policy, compliance and governance impact

6.1 There are no adverse impacts arising from this report.

7. Equalities impact

7.1 There are considered to be no infringements of the rights of the child.

7.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Sustainability impact

8.1 None.

9. Consultation and engagement

9.1 Consultation and engagement took place with school senior managers and officers within the local authority.

10. Background reading/external references

Attainment Report 2007-2008, 17 March 2009
Attainment Report 2008-2009, 18 March 2010
Attainment Report 2010, 25 January 2011
Attainment Report 2011, 15 November 2011
Standards and Quality Report 2012, 9 October 2012
Educational Attainment/Improvements in Performance 2013, 10 December 2013
Educational Attainment 2014, 3 March 2015

Alistair Gaw

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11. Links

Coalition Pledges	P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.
Council Priorities	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
	CO3 – Our children and young people in need, or with a disability, have improved life chances.
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	Appendix 1 – Progression through CfE levels
	Appendix 2 – Education Scotland performance scale
	Appendix 3 – SQA qualifications by SCQF level
	Appendix 4 – The new attainment measures

Progression through Curriculum for Excellence levels.

Curriculum Level	Stage
Early	The pre-school years and S1
First	To the end of P4
Second	To the end of P7.
Third/Fourth	S1 to S3 (Fourth level broadly equates to SCQF level 4)
Senior Phase	S4 to S6, and college or other means of study

Education Scotland scale for evaluating performance:

Excellent	Outstanding or sector leading	(Level 6)
Very Good	Major strengths	(Level 5)
Good	Important strengths with areas for improvement	(Level 4)
Satisfactory	Strengths just outweigh weaknesses	(Level 3)
Weak	Important weaknesses	(Level 2)
Unsatisfactory	Major weaknesses	(Level 1)

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level	Qualifications included
Level 3	National 3
Level 4	National 4, Intermediate 1
Level 5	National 5, Intermediate 2
Level 6	Higher at grades A-C
Level 7	Advanced Higher at grades A-C

(Intermediate 1 and Intermediate 2 qualifications will no longer be offered by SQA from session 2015-16 onwards.)

The new attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people's needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). The Scottish Government national tool for analysing pupil attainment, *Insight*, analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of new attainment measures.

The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;

- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);

- **Improving Attainment for All**: the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.

- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).