

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Educational Attainment in Primary and Secondary Schools 2017

Item number	7.8
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

This report provides a summary of the analysis of attainment in City of Edinburgh's schools for the year 2016-17. For the Broad General Education (ages 3-15), the measures include standardised assessments in reading and mathematics, and achievement of Curriculum for Excellence (CfE) levels from early to fourth for reading, writing and mathematics. For the Senior Phase (S4-S6), national benchmarking measures from the Scottish Government's *Insight* tool are used to analyse performance. (See appendices 1-4.)

Educational Attainment/Improvements in Performance 2017

1. Recommendations

- 1.1 To note the progress and areas for improvement in educational attainment in Edinburgh schools;
- 1.2 To note the attainment gap and ongoing actions to address this;
- 1.3 To agree to receive further annual reports on attainment/improvements in performance;
- 1.4 To note the continued hard work of pupils, staff and parents to support the successful delivery of national qualifications, in particular in the light of the changes made by the Scottish Qualifications Authority (SQA) to assessments at National 5 level.

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 primary and secondary schools and establishments for academic session 2016-17.
- 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, CEC officers and other partners to achieve this. Overall evaluative statements made in this report are arrived at using a range of school self evaluation approaches. As the information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.
- 2.3 Child at the Centre and How good is our school?4 are the Education Scotland quality frameworks which schools used in 2016-17 to evaluate improvements in performance. They used the national measures of success set out in the Quality Indicator (QI) 3.2, Raising Attainment and Achievement. This QI refers to both the Broad General Education and the Senior Phase and concerns the standard of attainment over time as well as the overall quality of learners' achievements.
- 2.4 The new national Senior Phase benchmarking tool for attainment and achievement, Insight, analyses 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 (see Appendix 1 for more detail on these measures).

- 2.5 Standardised testing across city schools takes place in literacy and numeracy on entry to P1, in reading and mathematics at the end of P1, P4 and P7. 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.
- 2.6 In 2014-15 schools reported on progress through CfE levels using the terms developing, consolidating and secure. From session 2015-16 onwards schools reported on progress through CfE levels using the language 'achieving a level'. This is in line with the terminology used nationally by Education Scotland.
- 2.7 In respect of SQA national examinations in the Senior Phase, attainment is expressed in terms of the Scottish Credit and Qualifications Framework (SCQF). A list of the SQA qualifications included in the framework can be found in Appendix 2.
- 2.8 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 3.
- 2.9 Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 4.

3. Main report

3.1 Broad General Education

Using Quality Indicator (QI) 3.2 Raising Attainment and Achievement from *How good is our school?*⁴, overall evaluations of improvements in performance in primary schools are noted in the tables below:

Table 1: QI 3.2 Evaluations from the City of Edinburgh Council Primary Schools (based on schools' own self-evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 3.2		18	44	25	1	

Table 2: QI 3.2 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Primary Schools published in academic session 2016-17:

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 3.2		1		2		

Tables 3 and 4 below set out the mean standardised scores for Reading and Mathematics in P1, P4 and P7 for the past three sessions. (Note that for standardised scores, an average score is set at 100.)

Table 3: Mean standardised scores for Reading

Reading	2014-15	2015-16	2016-17
P1 Baseline	102.6	102.8	101.0
P1 Progress	109.2	109.2	108.5
End of P4	99.8	100.0	100.3
End of P7	105.1	106.1	105.7

Note: the tests used in P4 and P7 are different from those used in P1 and so direct comparison cannot be made.

Table 4: Mean standardised scores for Mathematics

Mathematics	2014-15	2015-16	2016-17
P1 Baseline	105.4	106.1	105.7
P1 Progress	98.6	99.2	101.0
End of P4	96.0	95.3	100.0
End of P7	96.0	96.0	99.0

Note: new tests were introduced for P1 (progress), P4 and P7 in 2016-17 but in this case it has been possible to “rescale” the scores to allow direct comparison with performance in previous years.

Strengths:

There have been improvements at the end of P1, P4 and P7 in mathematic scores with particularly pleasing improvements in P4 (an increase of 4.7 points). This indicates that new approaches to teaching mathematics in the earlier years of primary have had a positive impact over the past four years.

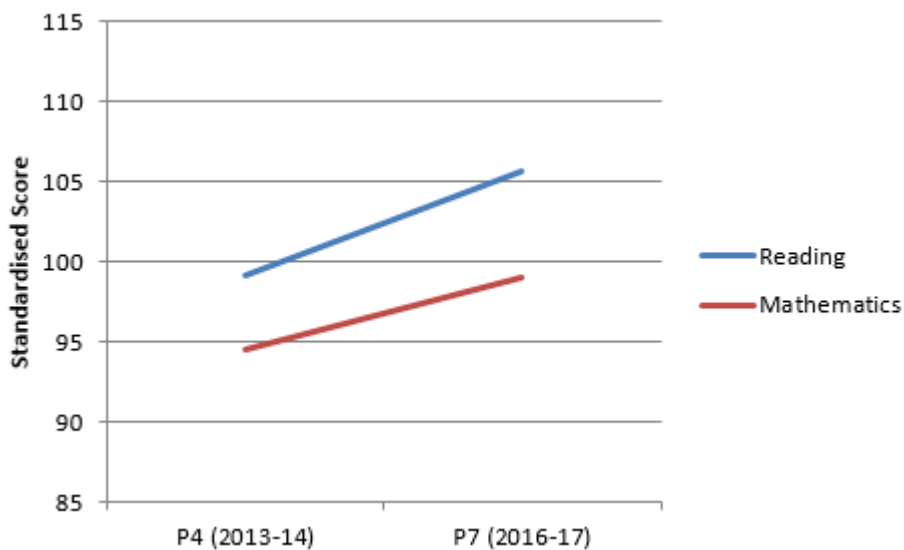
Aspects for development:

There seems to be a clear dip in performance in reading by the end of P4 compared to scores for P7 and this needs to be addressed.

There is a need to ensure that the success noted in P4 mathematics continues and is extended into the upper primary years. New training has been offered to staff during session 2017-18 in order to meet this need.

- 3.2 Figure 1 below shows the progress made in standardised testing in reading and mathematics by P7 pupils in session 2016-17, compared to their performance whilst in P4 (session 2013-14):

Figure 1: progress in Standardised Scores from P4 (2013-14) to P7 (2016-17)



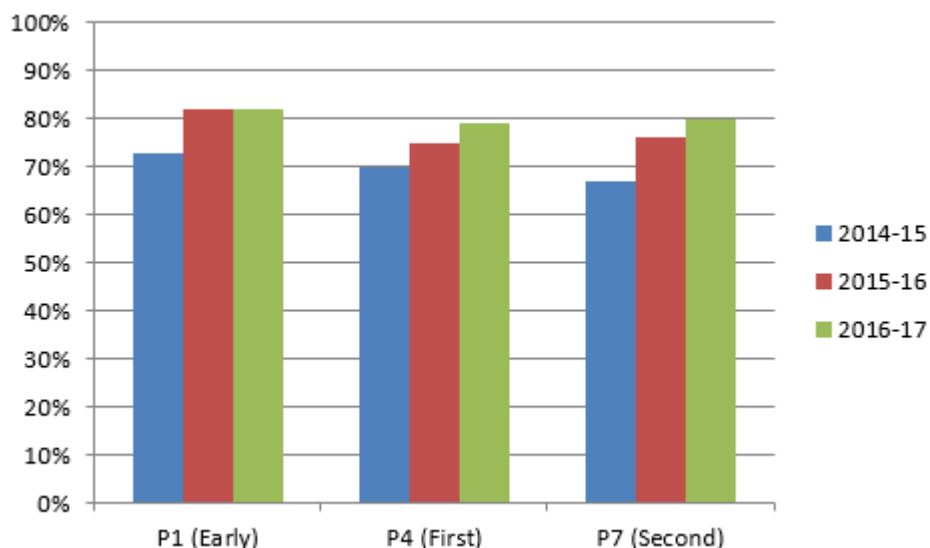
	P4 (2013-14)	P7 (2016-17)
Reading	99.1	105.7
Mathematics	94.5	99.0

Scores have increased from P4 to P7 which means that pupils have made better than expected progress over time. Although there has been a greater improvement

in reading than in mathematics, it is encouraging that the mean score for mathematics by end of P7 has moved to much nearer the average score of 100.

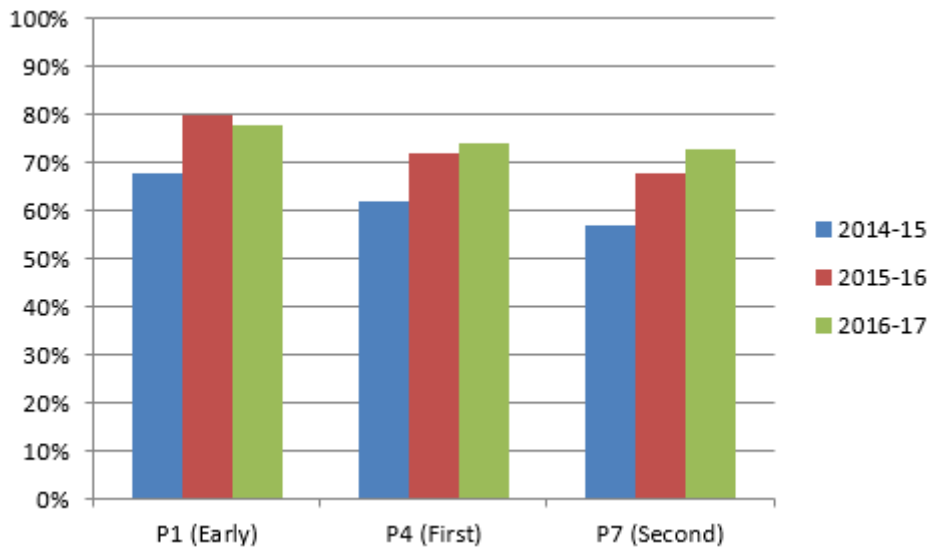
The graphs below show the percentage of pupils achieving the expected CfE level by end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement:

Figure 2(a): percentage of pupils achieving the expected CfE level in reading



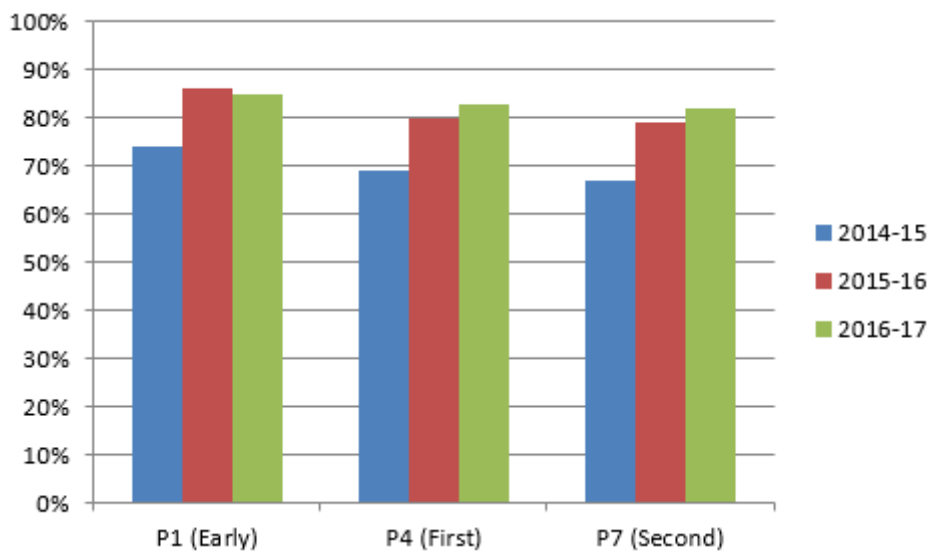
Reading	2014-15	2015-16	2016-17
P1 (Early)	73%	82%	82%
P4 (First)	70%	75%	79%
P7 (Second)	67%	76%	80%

Figure 2(b): percentage of pupils achieving the expected CfE level in writing



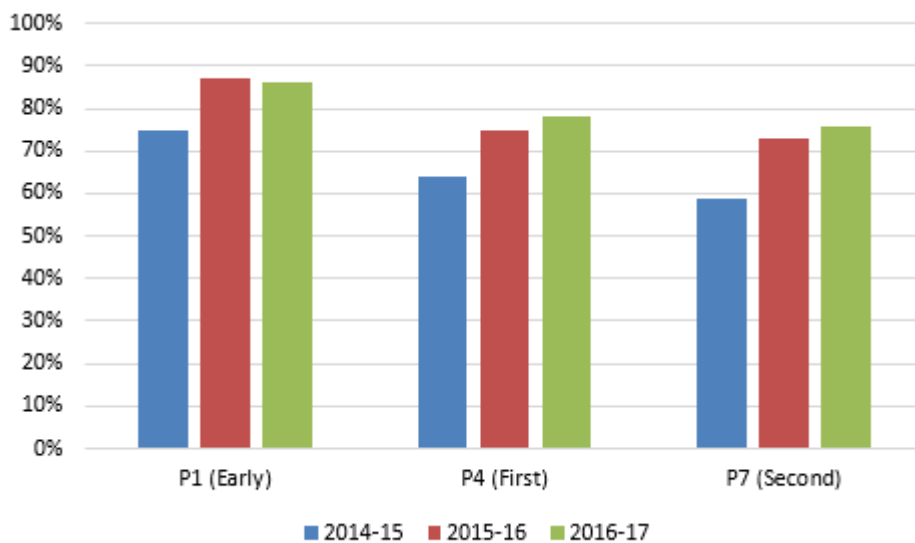
Writing	2014-15	2015-16	2016-17
P1 (Early)	68%	80%	78%
P4 (First)	62%	72%	74%
P7 (Second)	57%	68%	73%

Figure 2(c): percentage of pupils achieving the expected CfE level in listening and talking



L & T	2014-15	2015-16	2016-17
P1 (Early)	74%	86%	85%
P4 (First)	69%	80%	83%
P7 (Second)	67%	79%	82%

Figure 3: percentage of pupils achieving the expected CfE level in numeracy



Numeracy	2014-15	2015-16	2016-17
P1 (Early)	75%	87%	86%
P4 (First)	64%	75%	78%
P7 (Second)	59%	73%	76%

3.3 Key Strengths and Successes in Primary Schools:

- 3.3.1 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.
- 3.3.2 Improvements in performance in mathematics at P1, P4 and P7, and in reading at P4 (as measured by standardised assessments).
- 3.3.3 A clear improving trend in literacy and numeracy at P4 and P7, as measured by teacher judgement.

3.4 Aspects for Development

- 3.4.1 To continue 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;
- 3.4.2 To identify reasons for, and to address, the drop in literacy and numeracy performance in P1, as measured by teacher judgement
- 3.4.3 To continue to focus on improving outcomes for the lowest attaining pupils including Looked After Pupils and Young Carers;
- 3.4.4 To consolidate and continue to improve attainment in numeracy;
- 3.4.5 To continue to improve literacy levels with a particular focus on writing.

3.5 Overall evaluation of improvements in performance of Primary Schools within Early to Second Level is Good.

3.6 Secondary Schools

Using Quality Indicator (QI) 3.2 Raising Attainment and Achievement from *How good is our school?*⁴ overall evaluations of improvements in performance in secondary schools are noted in the tables below:

Table 5: QI 3.2 Evaluations from the City of Edinburgh Council Secondary Schools (based on schools' own self-evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 3.2		5	11	7		

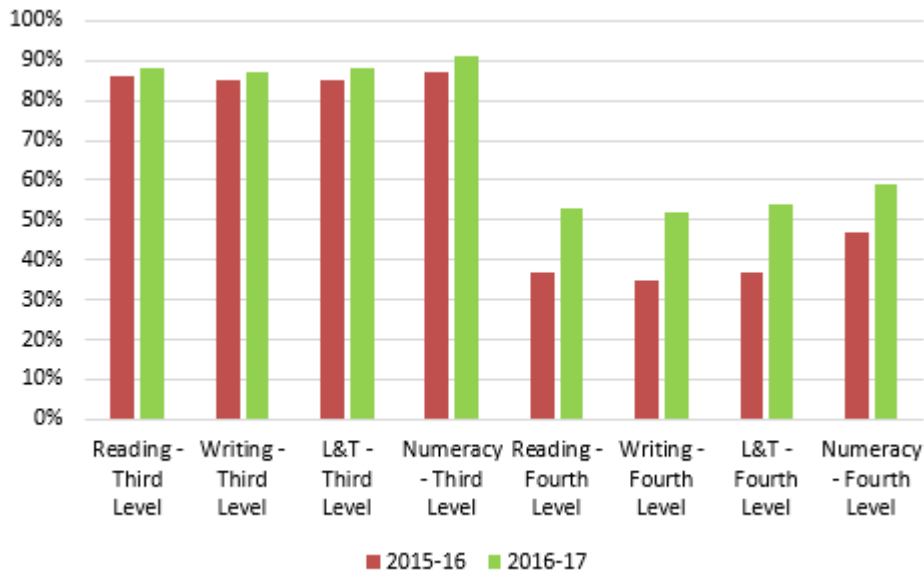
Table 6: QI 3.2 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Secondary Schools published in academic session 2016-17

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 3.2			1			

Broad General Education (S1 to S3)

The graph below shows the percentage of S3 pupils achieving the expected CfE level (Third level) or better in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement, for the past two sessions:

Figure 4: percentage of S3 pupils achieving CfE Third level or better



	2015-16	2016-17
Reading - Third Level or better	86%	88%
Writing - Third Level or better	85%	87%
L&T - Third Level or better	85%	88%
Numeracy - Third Level or better	87%	91%
Reading - Fourth Level	37%	53%
Writing - Fourth Level	35%	52%
L&T - Fourth Level	37%	54%
Numeracy - Fourth Level	47%	59%

Note that Fourth Level data was not collected prior to session 2015-16.

3.7 Achievement of CfE levels (P1 to S3) Key Strengths and Successes:

- 3.7.1 There is a clear improving trend in literacy and numeracy CfE levels over the past three sessions, according to teacher judgement at P4-S3
- 3.7.2 Approaches to improve assessment and moderation have continued to be embedded through the QAMSO network. This will be developed next session
- 3.7.3 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 continues to include sessions on professional understanding of standards at school and cluster levels.
- 3.7.4 Training in the Stages of Early Arithmetical Learning (SEAL) methodology supported some secondary staff to develop approaches to provide targeted support to learners.

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

- 3.8.1 To ensure that all staff are aware of the Equity cohorts within each school and the approaches to improve attainment
 - 3.8.2 To further embed assessment and moderation approaches across clusters
 - 3.8.3 To continue to improve attainment in Mathematics/numeracy in S1-S3 through the implementation of the Numeracy Strategy
 - 3.8.4 To improve writing through implementation of the Writing Strategy
 - 3.8.5 To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children and Young Carers.
- 3.9 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 Satisfactory.

3.10 Secondary Schools – Senior Phase (S4-S6)

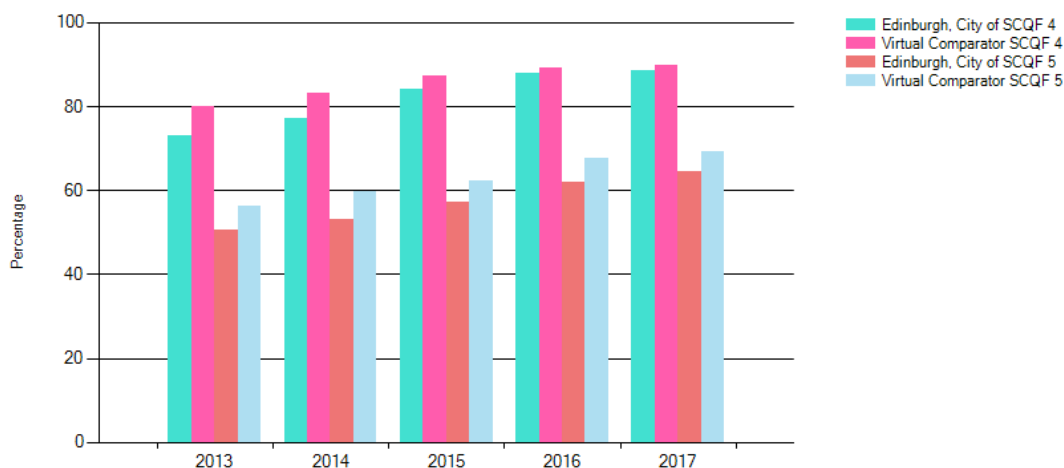
The data from *Insight* has been used to inform comment on the attainment measures below. (See Appendix 4 for more details on these measures, including an explanation of the Virtual Comparator.)

Improving Attainment in Literacy and Numeracy

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, including 2016-17:

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
2013	73.02	80.13	77.92
2014	77.16	83.33	81.24
2015	84.21	87.14	85.76
2016	88.01	89.17	88.06
2017	88.63	89.85	89.15

Percentage of leavers achieving Literacy and Numeracy at Level 5

Year	Edinburgh, City of	Virtual Comparator	National
2013	50.45	56.37	52.47
2014	53.08	59.73	55.29
2015	57.19	62.31	58.62
2016	62.05	67.68	64.21
2017	64.59	69.28	66.45

3.11 Key Strengths and Successes

When comparing performance of leavers in 2017 with performance in 2016, the following strengths are notable:

3.11.1 Percentage point improvement in literacy and numeracy at level 5: there has been a 3 percentage point rise in attainment at this level.

3.11.2 There is a clear pattern of improvement of overall combined literacy and numeracy at Level 4 and 5: attainment has risen each year since 2011.

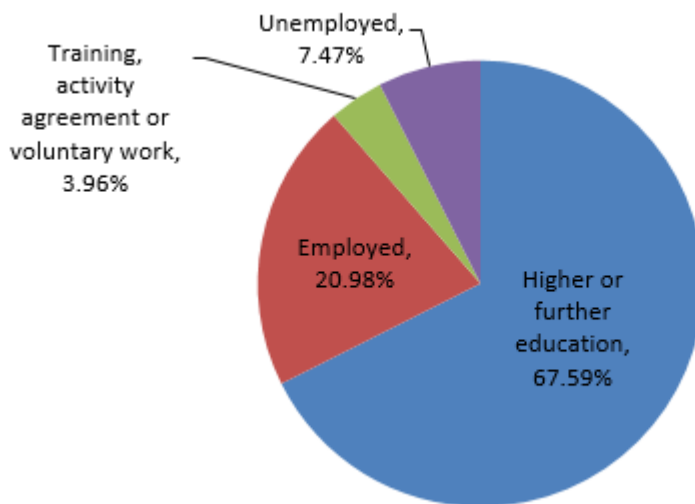
3.12 Aspects for development

The Edinburgh figures remain below the corresponding national figures and those of the Virtual Comparator.

3.13 Increasing Population

The graph below shows the breakdown of leaver destinations for session 2016-17:

Figure 6: leaver destinations for 2017



The table below shows the percentage of school leavers entering a positive destination for the last five academic sessions:

Table 6: percentage of school leavers entering positive destinations

	2012-13	2013-14	2014-15	2015-16	2016-17
CEC	91.65	91.27	92.53	93.73	92.52
VC	92.67	93.46	93.53	93.94	94.13
National	91.71	92.52	93.02	93.33	93.72

The 2017 figures for City of Edinburgh are now below those of our Virtual Comparator and to the national position. This is the first decrease in Positive Destinations for over 4 years.

The table below shows the percentage of school leavers from the most deprived areas of Edinburgh (SIMD deciles 1 to 3) entering a positive destination for the last five academic sessions:

Table 7: percentage of school leavers entering positive destinations from the most deprived areas

	2012-13	2013-14	2014-15	2015-16	2016-17
CEC	86.71	85.89	88.28	90.39	87.81
VC	86.87	88.25	88.49	89.35	89.40
National	87.3	88.65	89.17	89.6	90.27

3.14 Key Strengths and Next Steps

3.14.1 To begin to analyse these findings, the Quality Improvement Service conducted six 16 + Focus Visits to secondary schools in April/May, to identify good practice and areas for improvement. Findings included:

3.14.2 Effective practice in schools working in strong partnership with SDS and career advisors.

3.14.3 Early engagement with children (from as early as P4) via transition programmes, to build strong links with the secondary school.

3.14.4 The need for effective communication with parents regarding career pathways and available support.

3.14.5 The importance of effective tracking of young people's career aspirations and their progress towards meeting any entry requirements.

3.14.6 The challenge of ensuring effective engagement with young people even after they have left school.

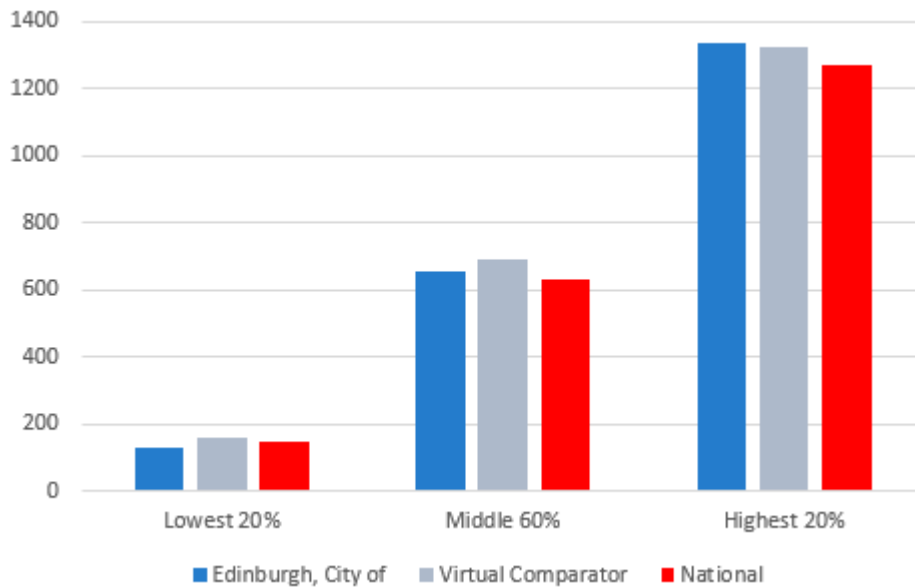
3.14.7 The need for effective communication with further education providers, to identify and support young people who drop out of college courses.

3.15 These findings will be shared with all senior leaders, 16plus DHTs and the DYW Strategic Group. The DYW Strategic Plan will be reviewed to reflect the actions that require to be taken to make improvements.

3.16 Improving Attainment for All

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

Figure 7: Average Complementary Tariff Points for leavers, session 2016-17



Establishment	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	131	658	1336
Virtual Comparator	157	689	1326
National	148	634	1269

3.17 The performance of the middle 60% and the highest 20% continues to be above the national figures. However, the performance of the lowest 20% continues to be below the national figure.

3.18 The graphs below compare the attainment for each of these three groups over the past five sessions.

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

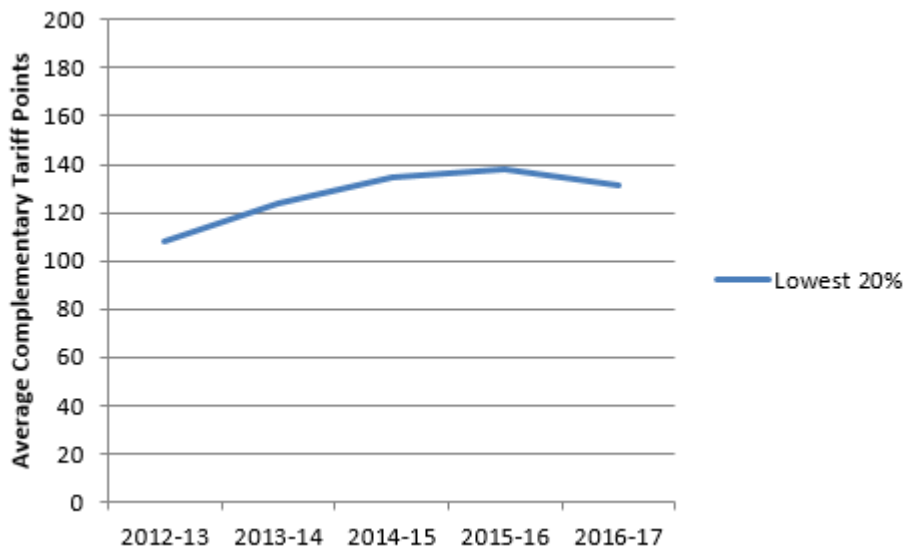


Figure 9: comparison of middle attaining 60% over last five sessions

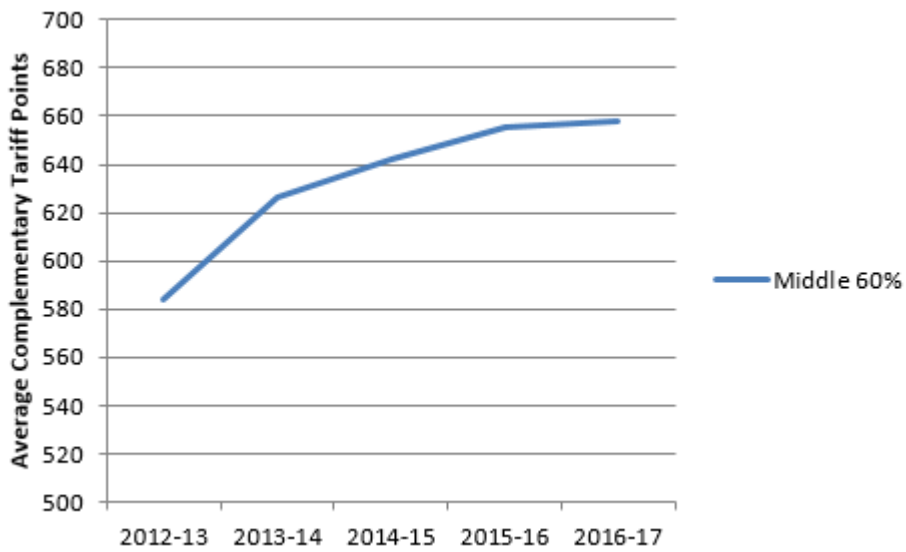
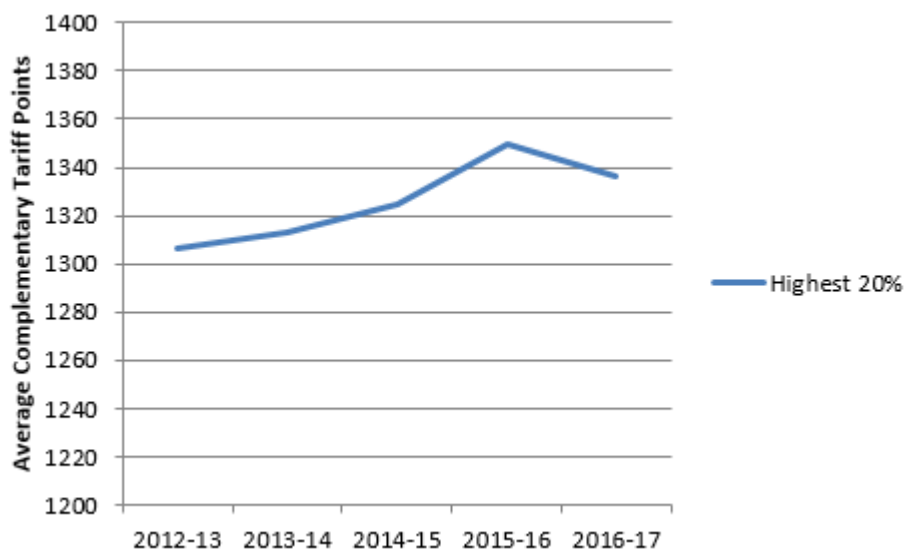


Figure 10: comparison of highest attaining 20% over last five sessions



	Lowest 20%	Middle 60%	Highest 20%
2012-13	108	584	1306
2013-14	124	626	1313
2014-15	135	642	1325
2015-16	138	655	1350
2016-17	131	658	1336

Breadth and Depth

The table below shows the percentage of CEC school leavers for session 2016-17 achieving awards at SCQF levels 3 to 7. Note that the CEC figures are consistently above the national averages for SCQF levels 6 (Higher) and 7 (Advanced Higher). This pattern has held for the last four sessions.

Table 7: awards achieved by 2016-17 leavers at SCQF levels 3 to 7

CEC

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.96%	95.98%	85.85%	65.57%	25.25%
2 or more	96.51%	93.70%	79.79%	57.08%	11.93%
3 or more	94.34%	91.41%	73.49%	49.91%	5.38%
4 or more	92.21%	88.84%	67.65%	43.36%	0.53%
5 or more	89.49%	84.92%	61.59%	35.51%	0.03%

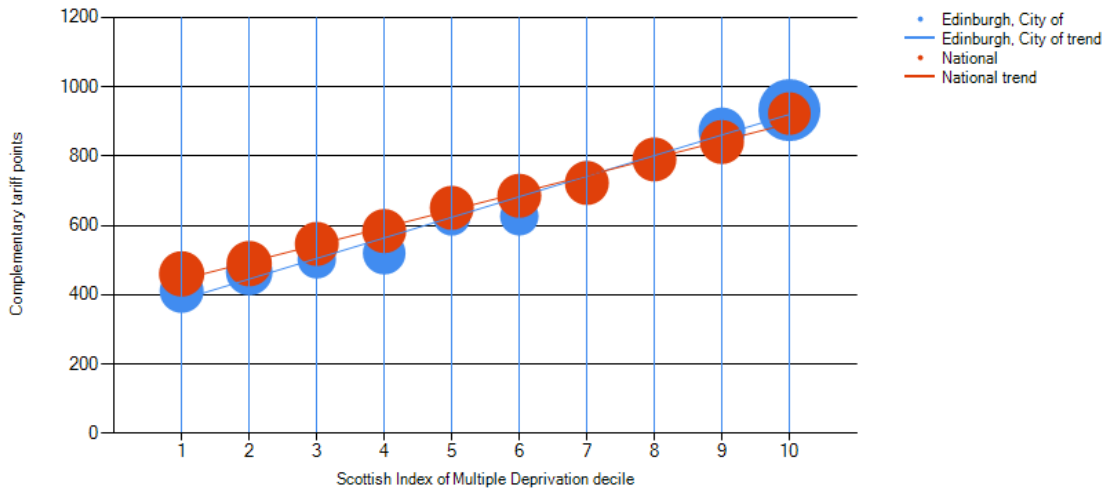
National

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.07%	96.63%	87.66%	64.80%	21.99%
2 or more	96.82%	94.69%	81.36%	56.00%	9.68%
3 or more	95.25%	92.90%	75.56%	48.93%	3.38%
4 or more	93.46%	90.67%	69.47%	42.01%	0.39%
5 or more	90.77%	87.37%	62.19%	34.52%	0.04%

3.19 Attainment versus Deprivation

The graph below shows the average complementary tariff points for leavers in session 2016-17, broken down by SIMD decile, compared to the corresponding national figures. The averages for SIMD deciles 1, 4 and 6 are significantly below the corresponding national averages. The averages for SIMD deciles 7 to 10 are above the national averages, but not significantly so.

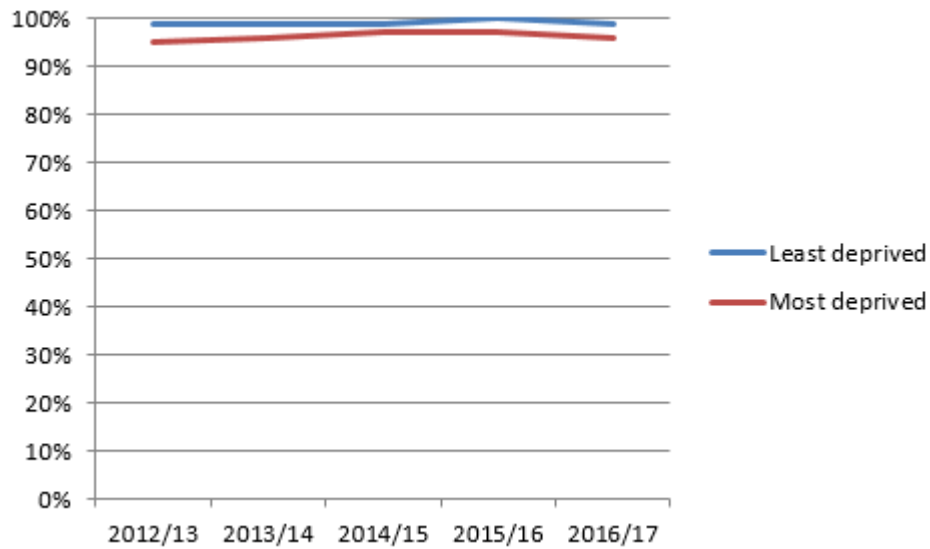
Figure 11: comparison of average complementary tariff points for school leavers by SIMD decile, session 2016-17



SIMD decile	1	2	3	4	5	6	7	8	9	10
Edinburgh, City of	411	466	502	520	624	627	732	794	873	933
National	460	490	547	584	651	686	723	791	841	923

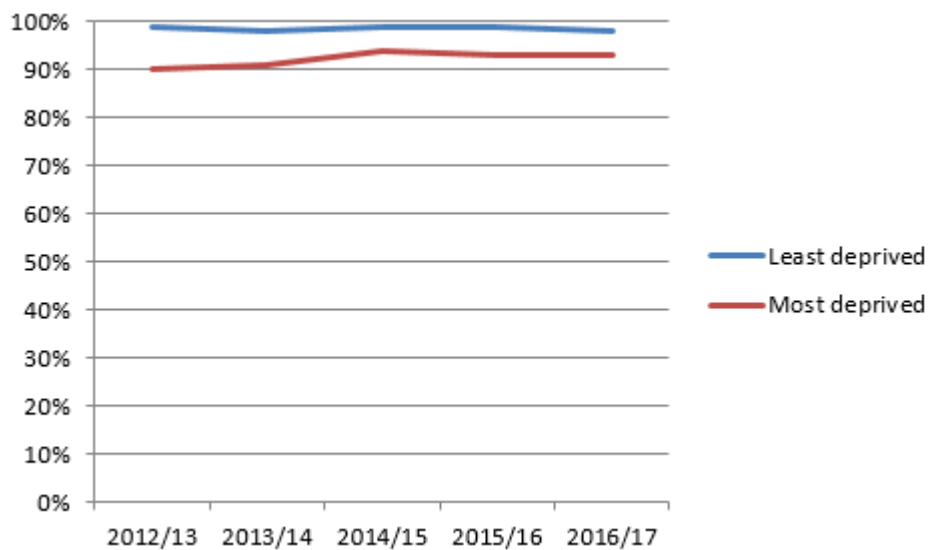
The graphs below compare the attainment of leavers from the most deprived 30% (SIMD deciles 1-3) with that of the least deprived 30% (SIMD deciles 8-10) for the past five sessions by considering the percentage of leavers who have gained at least one qualification at SCQF levels 3, 4, 5 and 6.

Figure 12: percentage of school leavers gaining one or more qualifications at SCQF Level 3 or better



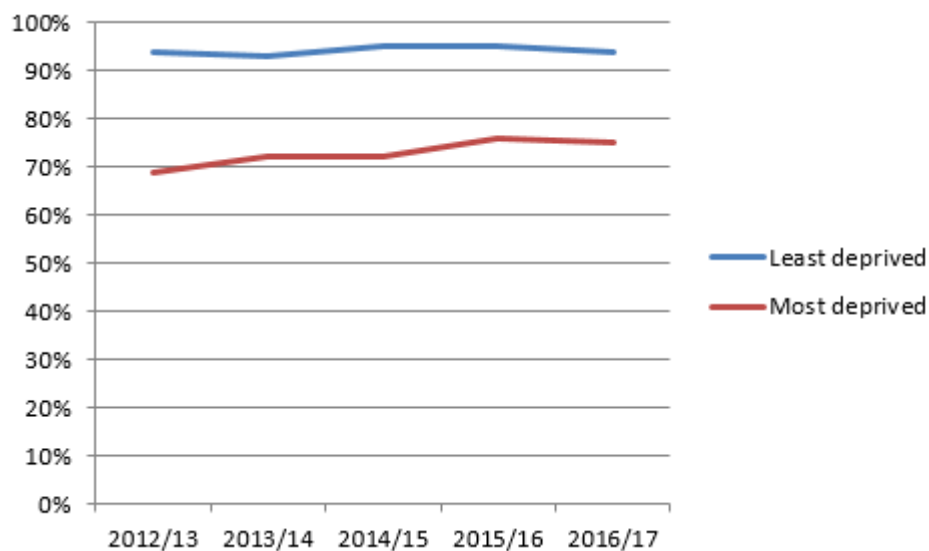
	2012/13	2013/14	2014/15	2015/16	2016/17
Least deprived	99%	99%	99%	100%	99%
Most deprived	95%	96%	97%	97%	96%

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



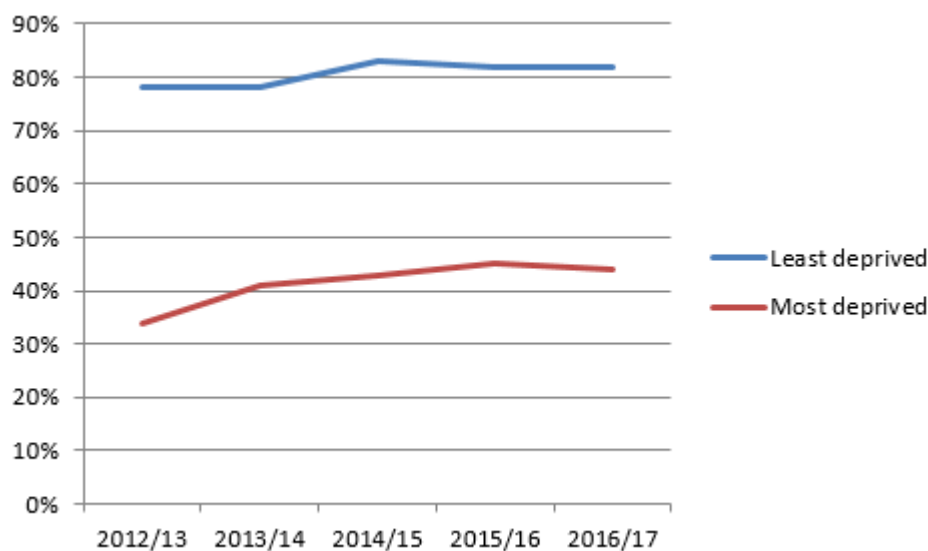
	2012/13	2013/14	2014/15	2015/16	2016/17
Least deprived	99%	98%	99%	99%	98%
Most deprived	90%	91%	94%	93%	93%

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



	2012/13	2013/14	2014/15	2015/16	2016/17
Least deprived	94%	93%	95%	95%	94%
Most deprived	69%	72%	72%	76%	75%

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



	2012/13	2013/14	2014/15	2015/16	2016/17
Least deprived	78%	78%	83%	82%	82%
Most deprived	34%	41%	43%	45%	44%

3.20 Successes in Senior Phase Attainment (S4-S6):

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

3.20.2 The performance of the middle-attaining leavers has improved year on year for the last four academic sessions;

3.20.3 The strong performance of school leavers at SCQF levels 6 and 7.

3.20.4 The overall evaluation of attainment by school leavers for session 2016-17, taking account of progress and self-evaluation information, is Satisfactory.

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

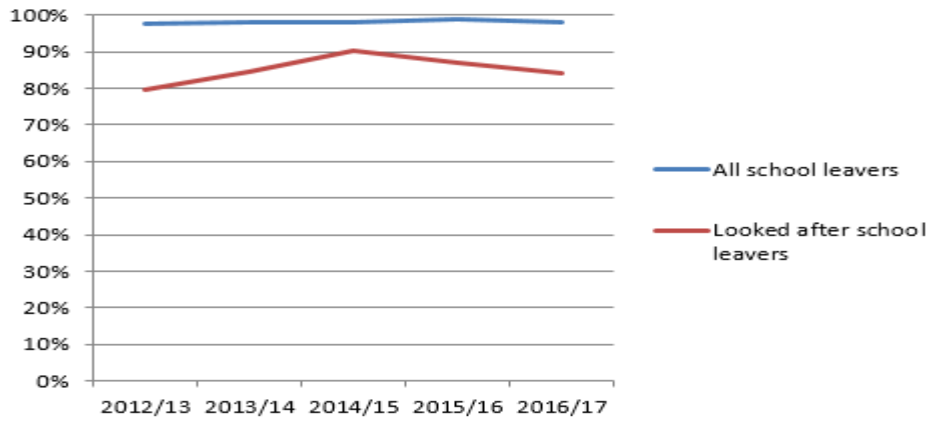
- 3.21.1 To improve attainment for young people living in poverty
- 3.21.2 To continue to improve attainment for all in numeracy in S4, S5 and S6;
- 3.21.3 To continue to improve attainment for all in literacy in S4, S5 and S6
- 3.21.4 To increase the number of leavers gaining level 5 qualifications in literacy and numeracy;
- 3.21.5 To improve the number of pupils moving into positive destinations;
- 3.21.6 To continue to improve the average complementary tariff points for leavers, with a particular focus on the lowest attaining 20%;

3.22 **Looked After Children**

- 3.22.1 In the academic session 2016-17, 62 City of Edinburgh leavers were classified as “Looked After Children” (LAC) compared to a national figure of 1028.
26 out of these 23 LAC leavers left school at the end of S4.
 - 3.22.2 84% of LAC leavers achieved one or more qualifications at SCQF level 3 or better for session 2016-17; this is 3 percentage points below the national figure.
 - 3.22.3 76% of LAC leavers achieved one or more qualifications at SCQF level 4 or better for session 2016-17; this is 1 percentage point below the national figure of 77%.
 - 3.22.4 77% of these LAC leavers achieved a positive destination – this is a 4 percentage point increase on the previous session, and is 1 percentage point above the national figure of 76%.
 - 3.22.5 47% of LAC leavers achieved one or more qualifications at SCQF level 5 or better for session 2016-17.
 - 3.22.6 This is an improvement of 14 percentage points on the previous session, and is 2 percentage points above the national figure of 45%.
 - 3.22.7 The percentage of Looked After young people moving into Positive Destinations is higher than the national figure.
- 3.23 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 four sessions.

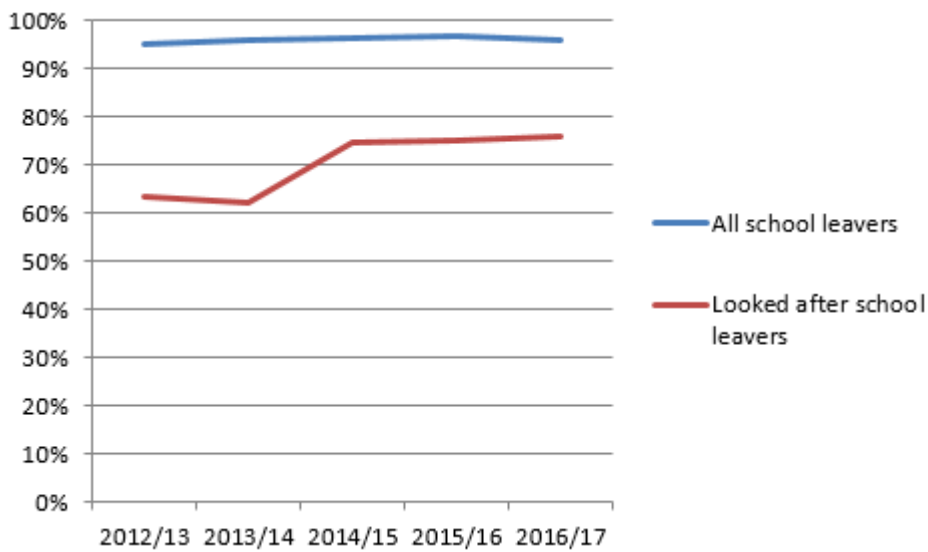
Figure 16: percentage of school leavers gaining one or more qualifications at

SCQF Level 3 or better (LAC leavers compared to all leavers)



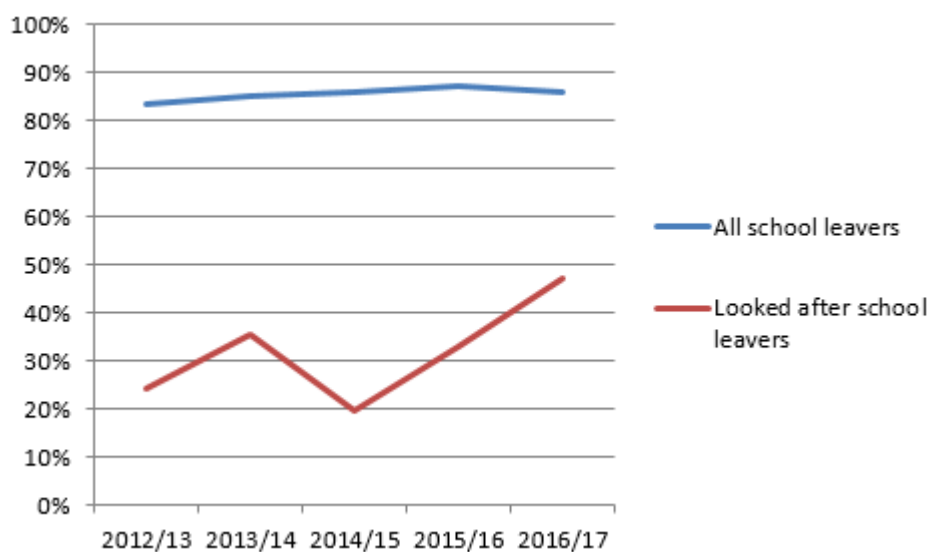
	2012/13	2013/14	2014/15	2015/16	2016/17
All leavers	97%	98%	98%	99%	98%
LAC leavers	80%	84%	90%	87%	84%

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



	2012/13	2013/14	2014/15	2015/16	2016/17
All leavers	95%	96%	97%	97%	96%
LAC leavers	64%	62%	75%	75%	76%

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



	2012/13	2013/14	2014/15	2015/16	2016/17
All leavers	83%	85%	86%	87%	86%
LAC leavers	24%	36%	20%	33%	47%

3.24 Positive Destinations

3.24.1 Schools are supported regularly by the DYW Manager who facilitates termly meetings of the 16+ Network for Depute Head Teachers with responsibility for this area; this includes sharing regular summaries of current information stored by Skills Development Scotland (SDS) via the 16+ Data Hub.

3.24.2 During session 2017-18 five secondary schools took part in Education Scotland's Career Information, Advice and Guidance reviews; Education Scotland also visited six secondaries to provide support.

3.24.3 In addition, the Quality Improvement Service conducted six 16 + Focus Visits to secondary schools in April/May, to identify good practice and areas for improvement. Findings included:

3.24.4 Effective practice in schools working in strong partnership with SDS and career advisors.

3.24.5 Early engagement with children (from as early as P4) via transition programmes, to build strong links with the secondary school.

3.24.6 The need for effective communication with parents regarding career pathways and available support.

3.24.7 The importance of effective tracking of young people's career aspirations and their progress towards meeting any entry requirements.

3.24.8 The challenge of ensuring effective engagement with young people even after they have left school.

3.24.9 The need for effective communication with further education providers, to identify and support young people who drop out of college courses.

4. Measures of success

4.1 Based on a range of evidence:

4.1.1 Overall evaluation of attainment/improvements in performance in primary schools is Good.

4.1.2 Overall evaluation of attainment/improvements in performance in secondary schools is Satisfactory.

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

- 10.1 [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](#)
[Educational Attainment 2015, 24 May 2016](#)
[Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017](#)

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11. Appendices

- 11.1 Appendix 1 – The new attainment measures
- Appendix 2 - List of SQA qualifications included in Scottish Credit and Qualifications Framework
- Appendix 3 – Education Scotland scale for evaluating performance
- Appendix 4 – Progression through Curriculum for Excellence levels

Appendix 1

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). *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%.
The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

- **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).

The Virtual Comparator

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

Appendix 2

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 were discontinued from session 2015-16 onwards.)

Appendix 3

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)

Appendix 4

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