

# Governance, Risk and Best Value Committee

10.00am, Thursday, 23 January 2024

## Attainment in Edinburgh's Schools

Executive/routine  
Wards  
Council Commitments

### 1. For Decision/Action

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- 1.1 The Education, Children and Families Committee has referred a report on Attainment in Edinburgh's Schools for consideration.

**Paul Lawrence**  
Chief Executive

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# Referral Report

## Attainment in Edinburgh's Schools – referral from the Education, Children and Families Committee

### 2. Terms of Referral

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- 2.1 On 21 November 2024, the Education, Children and Families Committee considered a report regarding the Attainment in Edinburgh's Schools.
- 2.2 On 26 September 2024, the City of Edinburgh Council considered a report regarding the Public Performance Scorecard and agreed to refer the Attainment in Edinburgh School's report to Governance, Risk and Best Value Committee (GRBV) following its consideration at the Education, Children and Families Committee. Further information, relating to this report was requested and this is detailed at 2.3 below.
- 2.3 A briefing was shared with GRBV elected members on 8 October 2024 setting out the reasons for the conflicting messaging on academic attainment when the Public Performance Scorecard (PPS) annual report was considered by GRBV in September. The narrative in the public performance scorecard will continue to be drafted between the relevant service teams and the data team (who collate the information in the PPS). However, in future where there are datasets reflecting performance in different years going to different committees in quick succession, this will be highlighted within the relevant performance reports explicitly and executive directors will be reminded of any conflicts this may result in prior to committee.
- 2.4 The decision taken at Education, Children and Families Committee on 21 November 2024 is detailed below:

#### **Motion**

- 1) To note the progress and areas for improvement in educational attainment in the City of Edinburgh schools, during session 2023-24.
  - 2) To note the continued hard work of young people, staff, parents and carers in session 2023-24.
- moved by Councillor Griffiths, seconded by Councillor Graham

#### **Amendment 1**

- 1) To note the progress and areas for improvement in educational attainment in the City of Edinburgh schools, during session 2023-24.
- 2) To note the continued hard work of young people, staff, parents and carers in session 2023-24.
- 3) To agree that in due course a briefing session will be held on the specific steps being taken to improve attainment for those groups currently below the virtual comparator specifically those in receipt of free school meals and care experienced learners.

- moved by Councillor Davidson, seconded by Councillor Thornley

In accordance with Standing Order 22.13, Amendment 1 was accepted as addendum to the motion.

### **Decision**

To agree the following adjusted motion by Councillor Griffiths:

- 1) To note the progress and areas for improvement in educational attainment in the City of Edinburgh schools, during session 2023-24.
- 2) To note the continued hard work of young people, staff, parents and carers in session 2023-24.
- 3) To agree that in due course a briefing session would be held on the specific steps being taken to improve attainment for those groups currently below the virtual comparator specifically those in receipt of free school meals and care experienced learners.

2.5 The decision taken at the City of Edinburgh Council on 26 September 2024 is detailed below:

### **Motion**

To note the report by the Executive Director of Corporate Services.

- moved by Councillor Watt, seconded by Councillor Dalglish

### **Amendment 1**

To note that the report states that for secondary school pupils' attainment gap 1+ level 5 the current level is over 5% behind target and the report states:

*“In academic year 2022/23, there was an increased gap between ‘all pupils’ and ‘pupils from deprived areas’ – up to 12 percentage points in academic year 2022/23 for Scottish Credit and Qualifications Framework (SCQF) level 5 awards (86.8 compared to 74.6) compared to 9 percentage points in academic years 2020/21 and 2021/22. Our SCQF Level 6 awards continues to show a consistent gap between ‘all pupils’ and ‘pupils from deprived areas’ and is around 22 percentage points.”*

Notes that the Executive Director for Children, Education and Justice Services, at GRBV committee, stated this was inaccurate and that the

attainment gap is actually reducing but that no evidence of this has yet been provided.

Notes with concern that council and committee are presented with conflicting information at the point where councillors are asked to scrutinise performance.

Therefore, agrees that the Education Children and Families Committee will receive a full report, within one cycle, setting out the current position in relation to the attainment gap.

This report will be referred to GRBV alongside a cover report which gives an explanation for how the public performance scorecard can present information at odds to the verbal update of the Executive Director, and what processes and checks will be put in place to ensure all information provided in this report in future is completely accurate and in line with any verbal updates from the responsible officer at committee.

- moved by Councillor Hyslop, seconded by Councillor Campbell

## **Amendment 2**

Council:

- 1) Notes the performance shown in the Public Performance Scorecard – Annual report which covered 2023/24.
- 2) Notes with concern performance in areas such as:
  - a) Improved road condition remains unsatisfactory for over a third of Council roads and well below the aspirations of the Edinburgh public.
  - b) The attainment gap has grown in Secondary schools with % of leavers achieving 1 or more SCQF Level 5 and 6 award declining and sitting below target.
  - c) LEAMS scores for street cleanliness have failed to meet targets despite repeated additional resource within the service over the period of the business plan.
  - d) Recycling rates remain well below target with static performance despite the roll out of the expensive communal waste project.
  - e) Missed bin requests increased in 2023/24 for both kerbside and communal bins.
  - f) Tenant satisfaction with repairs has declined dramatically.
  - g) Affordable housing approvals and completions have fallen significantly, void properties are only slowly being returned to use despite the Council declaring a “Housing Emergency”.

- h) Average case length for families and individuals presenting as homeless continues to rise with many remaining in unsuitable temporary accommodation.
  - i) Delayed discharges remain high.
  - j) Children's services cases allocated a named worker is below target with no explanation given.
  - k) positive destinations for care leavers has fallen.
- 3) Therefore, agrees a report to each of the relevant Executive Committees with an analysis of the reasons behind the performance in these areas and options for service improvement informed by continuous service improvement methodologies and learning from best practice in Council's elsewhere in the UK and beyond.
  - 4) Notes the recent large public response to the Council's budget consultation which showed that the Edinburgh public wished to prioritise improving road and pavement conditions, schools/education, waste collection, street cleanliness and housing/homelessness, and social care.
  - 5) Notes that survey "Participants were critical of the Council's 2030 net zero carbon emissions commitment, saying that the 2030 standard was impossible to meet and that Edinburgh should align itself with national policy to achieve net zero by 2045." And that the report on survey responses did not indicate any significant mentions of poverty as a Council issue.
  - 6) Further notes the ongoing challenge in responding to 100% of Freedom of Information (Fol) requests (as set out in legislation) in both the report and recent Quarterly Scorecards; the Council's, and particularly Council officers', commitment and effort at all levels to information transparency, and reaffirms the committee's support for open data; Notes the reason(s) given for the Fol missed targets and that Council did not have certain powers that other public-sector organisations may have, such as Ministerial Veto, when dealing with Fols.
  - 7) Therefore, also requests a Business Bulletin update to GRBV Committee in two cycles that outlined:
    - a) The potential causes for such a consistent increase in Fol requests;
    - b) and Any dialogue with other local authorities via COSLA whether they had also seen an increase in Fol Requests.

- moved by Councillor Doggart, seconded by Councillor Whyte

In accordance with Standing Order 22(13), Amendment 1 was accepted as an amendment to the Motion and Amendment 2 was adjusted and accepted as an amendment to the Motion.

## Voting

The voting was as follows:

For the Motion (as adjusted)	-	42 votes
For Amendment 2	-	10 votes

(For the Motion (as adjusted): Lord Provost, Councillors Aston, Beal, Bennett, Biagi, Caldwell, Lezley Marion Cameron, Campbell, Dalgleish, Davidson, Day, Dijkstra-Downie, Dixon, Dobbin, Faccenda, Flannery, Fullerton, Gardiner, Glasgow, Graham, Griffiths, Hyslop, Jenkinson, Key, Kumar, Lang, Macinnes, Mattos Coelho, McFarlane, McNeese-Meechan, Meagher, Nicolson, Nols-McVey, Osler, Pogson, Ross, Thornley, Walker, Watt, Work, Young and Younie.

For Amendment 2: Councillors Bruce, Cowdy, Doggart, Jones, McKenzie, Mitchell, Mowat, Munro, Rust and Whyte.)

## Decision

To approve the following adjusted Motion by Councillor Watt:

- 1) To note that the report stated that for secondary school pupils' attainment gap 1+ level 5 the current level was over 5% behind target and the report stated:  
*"In academic year 2022/23, there was an increased gap between 'all pupils' and 'pupils from deprived areas' – up to 12 percentage points in academic year 2022/23 for Scottish Credit and Qualifications Framework (SCQF) level 5 awards (86.8 compared to 74.6) compared to 9 percentage points in academic years 2020/21 and 2021/22. Our SCQF Level 6 awards continues to show a consistent gap between 'all pupils' and 'pupils from deprived areas' and is around 22 percentage points."*
- 2) To note that the Executive Director for Children, Education and Justice Services, at Governance, Risk and Best Value Committee, stated this was inaccurate and that the attainment gap was actually reducing but that no evidence of this had yet been provided.
- 3) To note with concern that council and committee were presented with conflicting information at the point where councillors were asked to scrutinise performance.
- 4) To therefore, agrees that the Education Children and Families Committee would receive a full report, within one cycle, setting out the current position in relation to the attainment gap.
- 5) To agree this report would be referred to Governance, Risk and Best Value Committee alongside a cover report which would give an explanation for how the public performance scorecard could present information at odds to the verbal update of the Executive Director, and what processes and checks would be put in place to ensure all information provided in this report in future was completely accurate

and in line with any verbal updates from the responsible officer at committee.

- 6) To further note the ongoing challenge in responding to 100% of Freedom of Information (Fol) requests (as set out in legislation) in both the report and recent Quarterly Scorecards; the Council's, and particularly Council officers', commitment and effort at all levels to information transparency, and reaffirm the committee's support for open data
- 7) To therefore, also requests a Business Bulletin update to Governance, Risk and Best Value Committee in two cycles that outlined:
  - a) The potential causes for such a consistent increase in Fol requests;
  - b) Any dialogue with other local authorities via COSLA whether they had also seen an increase in Fol Requests.

### **3. Background Reading/ External References**

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- 3.1 Education, Children and Families Committee – 21 November 2024 - Webcast
- 3.2 Minute of the Education, Children and Families Committee – 21 November 2024
- 3.3 City of Edinburgh Council – 26 September 2024 - Webcast
- 3.4 Minute of City of Edinburgh Council – 26 September 2024

### **4. Appendices**

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Appendix 1 – Report by the Executive Director of Children, Education and Justice Services

# Education, Children and Families Committee

10am, Thursday, 21 November 2024

## Attainment in Edinburgh's Schools

Executive/routine

Wards

Council Commitments

### 1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the progress and areas for improvement in educational attainment in the City of Edinburgh schools, during session 2023-24.
  - 1.1.2 Note the continued hard work of young people, staff, parents and carers in session 2023-24.

**Amanda Hatton**

Executive Director of Children, Education and Justice Services

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## Attainment in Edinburgh's Schools

### 2. Executive Summary

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- 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 in the City of Edinburgh Council schools for academic session 2023-24. In the Broad General Education (BGE) the performance in numeracy is improving and the gap is narrowing. In literacy the BGE performance is in line with that of 2022-23 with important gains in P4 writing. For the cohorts S4, S5 and S6 the attainment in City of Edinburgh schools is above the virtual comparator in almost all measures. The poverty related attainment gap in these cohorts has narrowed across most measures when compared to 2023. The attainment of learners in receipt of free school meals and those learners who are looked after is significantly below the virtual comparator. The Annual Participation Measure (APM) is the best on record, however, the gap has widened when compared to 2023, but it is at the second lowest level on record.
- 2.2 In addition the Annual Participation Measure (APM) 23-24 from Skills Development Scotland is used to comment on the performance in improving leaver destinations. A report containing national benchmarking data, detailed positive destination data and curriculum pathways will be brought to committee in April 2025

### 3. Background

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- 3.1 The Scottish Attainment Challenge Framework introduced a requirement for local authorities to set stretch aims for progress in overall attainment and towards closing the poverty related attainment gap. The core stretch aims compare the performance of the most deprived 20% (Quintile 1) to the least deprived 20% (Quintile 5) in the following measures;
- Achievement of Curriculum for Excellence Levels (ACEL) literacy for P1, P4 and P7 combined
  - ACEL numeracy for P1, P4 and P7 combined)
  - School leavers, 1 or more pass at SCQF 5 or better
  - School leavers, 1 or more pass at SCQF 6 or better
  - The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure (APM) produced by Skills Development Scotland.

- 3.2 The Local Government Benchmarking Framework (LGBF) publishes school attainment using a different set of measures to these stretch aims. The measures relating to ACEL are the same however for Senior Phase qualifications the LGBF dashboard uses the following measures;
- Percentage of pupils (school leavers) gaining 5+ awards at level 5
  - Percentage of pupils (school leavers) gaining 5+ awards at level 6
  - Percentage of pupils (school leavers) living in the 20% most deprived areas gaining 5+ awards at level 5
  - Percentage of pupils (school leavers) living in the 20% most deprived areas gaining 5+ awards at level 6

This generates different 'gap' measures to those defined by the Scottish Government. In this report and in all subsequent attainment reports the poverty related attainment gap will be quantified as the difference in performance of the most deprived 20% (Quintile 1) to the least deprived 20% (Quintile 5).

- 3.3 All of the national benchmarking relating to the gap uses leavers attainment data. The leavers' attainment data may include attainment gained throughout all stages of a pupil's education at school. This 'Attainment in Edinburgh Schools' report provides analysis of all school attainment for session 2023-2024, not just leavers. This includes ACEL data from P1, P4 and P7 combined), ACEL data from S3 and SQA performance by cohort (S4, S5 and S6) in three key areas:

- Literacy and Numeracy,
- Improving Attainment for All
- Depth and Breadth measures

Reporting by cohort enables us to make comment on the performance of all Senior Phase learners at the earliest opportunity. School leavers' data is published in February. A report containing national benchmarking data, detailed positive destination data and curriculum pathways will be brought to committee in April 2025.

- 3.4 The performance of learners in 2024 in the Senior Phase has been assessed without any of the mitigations that were put in place post pandemic. In 2023-24 there has been a return of coursework and there has been no additional instructions to markers to show sensitivity in their approach. As there have been different approaches to awarding attainment in each year since 2020, comparisons of attainment between years should be treated with caution.
- 3.5 This report will use the Annual Participation Measure (APM) 23-24 from Skills Development Scotland to comment on the performance in improving leaver destinations. The APM figures reported to committee last year have since been revised, detailed reasons for this revision can be found in the appendices.

## 4. Main report

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- 4.1 **Numeracy ACEL data from P1, P4 & P7 (combined) and S3 (Table 1):** Primary numeracy levels increased in 2023-24 for the P4 and P7 stages. P4 increased by 0.5% (21 children) to 81.9% and P7 increased by 1.3pp (58 pupils) to 83.7%. In P1 there has been 0.5pp decrease (20 children) to 87.1%. The gap for Numeracy

(combined P1, 4, 7) is at the lowest level for the last five years, 1pp short of our ambitious stretch aim. Quintile 1 (Q1) performance has improved by 1pp. In secondary, there has been sustained performance at 3rd level compared to 2022-23 and 81% are achieving Fourth Level, a 3pp (125 pupils) increase from 2022-23. At 3<sup>rd</sup> level or better the gap has increased by 1.5pp to 8.5pp and (Q1) attainment has reduced by 1pp. Performance at 4<sup>th</sup> level has improved overall and Q1 attainment increased by nearly 3pp to 81.24%. The gap is 28.9pp which is 2pp better than our Stretch aim.

- 4.2 **Literacy ACEL data from P1, P4 & P7 (combined) and S3 (Table 2):** Literacy levels have increased in 2023-24 in P4 by 2pp (85 children) to 76% compared to session 2022-23. Literacy levels in P7 are similar to last session. There is a slight decrease in P1 of 1pp (39 children) to 80%. Improvement in Writing is evident in P4 with a 1.5pp (63 children) increase in pupils achieving first level and there has been sustained performance in P1 and P7. Listening and Talking have improved at each stage, in P1 by 1.6pp (63 children) in P4 by 1.5pp (63 children) and in P7 by 0.5pp (22 children). Attainment in Reading has decreased slightly in P1, 0.1 pp (4 children) but has increased in P4 by 2pp (85 children) and in P7 by 1pp (44 children). The gap for Literacy (combined P1, 4, 7) has been maintained compared to last session but 2pp short of our ambitious stretch aim. In secondary there has been a slight decrease of 1pp (42 children) to 92% at 3<sup>rd</sup> level or better compared to 2022-23. The percentage achieving 4th Level has also decreased by 1pp (42 children) to 70%. The gap at 3<sup>rd</sup> level is 10.3pp. Performance at 4<sup>th</sup> level has declined and Q1 attainment has reduced by 6pp to 53.9%. The gap is 31.5pp which is 5pp less than our Stretch aim.
- 4.3 **Literacy and Numeracy (Table 3):** The percentage of learners in S4, S5 and S6 achieving SCQF level 4 or level 5 Literacy and Numeracy is above the virtual comparator. The percentage of learners in S4 achieving SCQF level 4 Literacy and Numeracy and level 5 Literacy is significantly above the virtual comparator.
- 4.4 **Attainment for All (Graphs 1-3):** This measure demonstrates the attainment of the lowest performing 20%, the middle 60% and the highest performing 20%. This is an important measure as it directs attention to the performance of all learners. In S4, S5 and S6 the performance of the lowest 20%, middle 60% and highest 20% are all above the virtual comparator.
- 4.5 **Breadth and Depth in S4 (Tables 4 & 5):** Across all measures the attainment of the S4 cohort is above its virtual comparator. The performance in the measure '5 awards at SCQF level 5' is continually improving, this measure is 6.35% above the pre-pandemic level of 2019. The gap between the least and most advantaged learners in this cohort has narrowed in most measures since 2023. The gap in the measure '5 awards at SCQF level 5' is the narrowest on record, however it remains high.
- 4.6 **Breadth and Depth in S5 (Tables 6 & 7):** In all but one measure the attainment of the S5 cohort is above its virtual comparator. This represents the best performance against the virtual comparator post pandemic. The gap between the least and most advantaged learners in this cohort has reduced when compared to 2023 in all but one measure. The gap in Higher performance is narrowing but remains high.
- 4.7 **Breadth and Depth in S6 (Tables 8 & 9):** Across all measures the attainment of the S6 cohort is above its virtual comparator. The percentage of learners gaining three and five Highers has improved each year since 2022 despite the increased the

challenge in the approaches to assessment. The performance against the virtual comparator for learners gaining at least one Advanced Higher is the best on record. The gap between the least and most advantaged learners in this cohort has narrowed in most measures when compared to 2023.

- 4.8 **Vocational Qualifications:** Edinburgh schools continue to provide a widening range of pathways through the introduction of vocational qualifications and awards. Schools are working to ensure that these vocational pathways are personalised to the intended destinations of the learner and have parity of esteem with other qualifications. Vocational courses are predominately delivered through National Progression Awards (NPAs) at SCQF levels 3-6. Since 2019 we have increased the number of NPA passes by 266%. In 2023 we have had 941 NPA passes and 2024 we have 1084.
- 4.9 **Attainment of identified groups (Table 10):** The attainment for most identified groups is broadly in line or above the virtual comparator. Learners with an additional Support Need (ASN), those who have English as an Additional Language (EAL) and learners from an ethnic minority attain above the virtual comparator across most measures. The attainment of learners in receipt of free school meals and learners who are looked after is significantly below that of the virtual comparator. FME is now accepted by officers and Headteachers as a more nuanced measure of deprivation than SIMD Quintile 1. For this reason, renewed focus will be placed on improving outcomes for learners in receipt of FME and those who are care-experienced. Revised 'Core Plus' Stretch Aims have been agreed with secondary schools to reflect this vital area of improvement.
- 4.10 **Positive Destinations (Table 11):** The Annual Participation Measure: percentage of 16-19 year-olds participating in education, employment or training for all young people in Edinburgh is 93.5%. This is the highest figure since the publication of this measure in 2016. The Annual Participation Measure for those young people in the least advantaged 20% is 88.6% and the in most advantaged 20% it is 97.0%. The figure for the least advantaged has decreased compared to 2023 but remains higher than in every other year since recording began in 2016.
- 4.11 **Special School Attainment (Tables 12 & 13):** In the BGE special schools are using developmental milestones and ACEL benchmarks to track progress of individual learners. In the Senior Phase there is no insight to provide a virtual comparator, however, there have been improvements in most measures when compared to 2023 performance.

## 5. Next Steps

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- 5.1 The Literacy Strategy Group continue to implement the Literacy Action Plan with officers reporting progress to ESLT and ECF in due course.
- 5.2 Tracking of revised attainment 'basket of measures' focussing on individual school performance in raising attainment of those learners in quintile 1, those in receipt of free school meals and of care experienced learners, with renewed partnership working with social work colleagues for CE learners.

- 5.3 The Senior Development Officer will track the attainment of care experienced learners and will advise schools on how to develop best practice in addressing the current attainment gaps.
- 5.4 A revised approach to contract monitoring will support headteachers to evaluate the effectiveness of partnerships delivering qualifications through equity funding.
- 5.5 We will produce a middle leadership professional learning programme focussing on improving attainment.
- 5.6 Special school staff will be working with colleagues in mainstream to develop approaches to assessment, tracking and monitoring.

## **6. Financial impact**

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- 6.1 There is no financial impact associated with this report.

## **7. Equality and Poverty Impact**

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- 7.1 All actions to improve attainment are also driven by the need to close the poverty related attainment gap and meet the duties of the Equalities Act.

## **8. Climate and Nature Emergency Implications**

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- 8.1 As a public body, the Council has statutory duties relating to climate emissions and biodiversity.

## **9. Risk, policy, compliance, governance and community impact**

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- 9.1 Raising attainment and positive destinations is monitored through the Schools Risk and Capacity Register, as well as the Education Risk Register.

## **10. Background reading/external references**

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- 10.1 [Achieving Excellence and Equity: 2023 National Improvement Framework and Improvement Plan \(www.gov.scot\)](https://www.gov.scot)
- 10.2 [Benchmarking | Benchmarking \(improvementservice.org.uk\)](https://improvementservice.org.uk)
- 10.3 SDS Annual Participation Measure Interactive Data Tool [Microsoft Power BI](#)

## **11. Appendices**

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- 11.1 Appendix 1 Graphs and Tables
- 11.2 Appendix 2 Key attainment measures
- 11.3 Appendix 3 SCQF levels and Tariff Points

## Appendix 1 – Graphs and Tables

Table 1: NIF measure: Achievement of Curriculum for Excellence Level Numeracy

<b>NIF measure: Achievement of Curriculum for Excellence Level Numeracy</b>					
	Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
<b>Numeracy (combined P1, P4, P7). Core Stretch aim</b>	2022/23 Actual	83.77%	72%	91%	19pp
<b>Numeracy (combined P1, P4, P7). Core Stretch aim</b>	2023/24 SA	84.65%	75.5%	91.5%	16pp
<b>Numeracy (combined P1, P4, P7). Core Stretch aim</b>	2023/24 Actual*	84.13%	73%	91%	17pp
<b>Numeracy S3 3<sup>rd</sup> Level or higher. Core Plus Stretch aim</b>	2022/23 Actual	95.1%	91%	98%	7pp
<b>Numeracy S3 3<sup>rd</sup> Level or higher. Core Plus Stretch aim</b>	2023/24 SA	95.8%	91.7%	98.3%	6.6pp
<b>Numeracy S3 3<sup>rd</sup> Level or higher. Core Plus Stretch aim</b>	2023/24 Actual*	95.2%	89.8%	98.4%	8.5pp
<b>Numeracy S3 4<sup>th</sup> Level or higher. Core Plus Stretch aim</b>	2022/23 Actual	78.3%	59%	91%	33pp
<b>Numeracy S3 4<sup>th</sup> Level or higher. Core Plus Stretch aim</b>	2023/24 SA	79.3%	60.7%	91.7%	31pp
<b>Numeracy S3 4<sup>th</sup> Level or higher. Core Plus Stretch aim</b>	2023/24 Actual*	81.24%	63.5%	92.4%	28.9pp

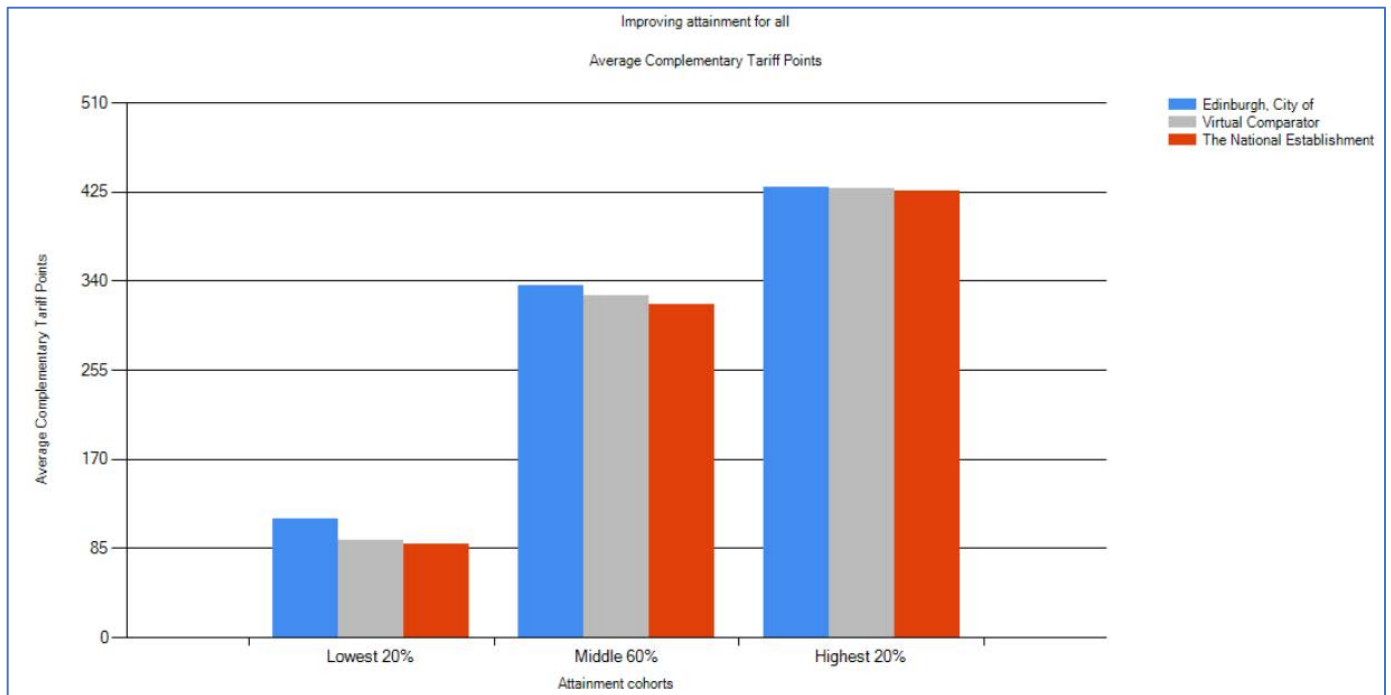
Table 2: NIF measure: Achievement of Curriculum for Excellence Level Literacy

<b>NIF measure: Achievement of Curriculum for Excellence Level Literacy</b>					
	Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
<b>Literacy (combined P1, P4, P7). Core Stretch aim</b>	2022/23 Actual	77.34%	64%	87%	22pp
<b>Literacy (combined P1, P4, P7). Core Stretch aim</b>	2023/24 SA	80%	67%	87.5	20.5pp
<b>Literacy (combined P1, P4, P7). Core Stretch aim</b>	2023/24 Actual*	78%	65%	87%	22.7pp
<b>Literacy S3 3<sup>rd</sup> Level or higher. Core Plus Stretch aim</b>	2022/23 Actual	92.7%	88.5%	96.9%	8.4pp
<b>Literacy S3 3<sup>rd</sup> Level or higher. Core Plus Stretch aim</b>	2023/24 SA	93.5%	89.6%	97.2%	7.6pp
<b>Literacy S3 3<sup>rd</sup> Level or higher. Core Plus Stretch aim</b>	2023/24 Actual*	92.2%	86.1%	96.3%	10.3pp
<b>Literacy S3 4<sup>th</sup> Level or higher. Core Plus Stretch aim</b>	2022/23 Actual	71.1%	60%	88%	27pp
<b>Literacy S3 4<sup>th</sup> Level or higher. Core Plus Stretch aim</b>	2023/24 SA	74.5%	61.8%	88.3%	26.5pp
<b>Literacy S3 4<sup>th</sup> Level or higher. Core Plus Stretch aim</b>	2023/24 Actual*	70.1%	53.9%	85.4%	31.5pp

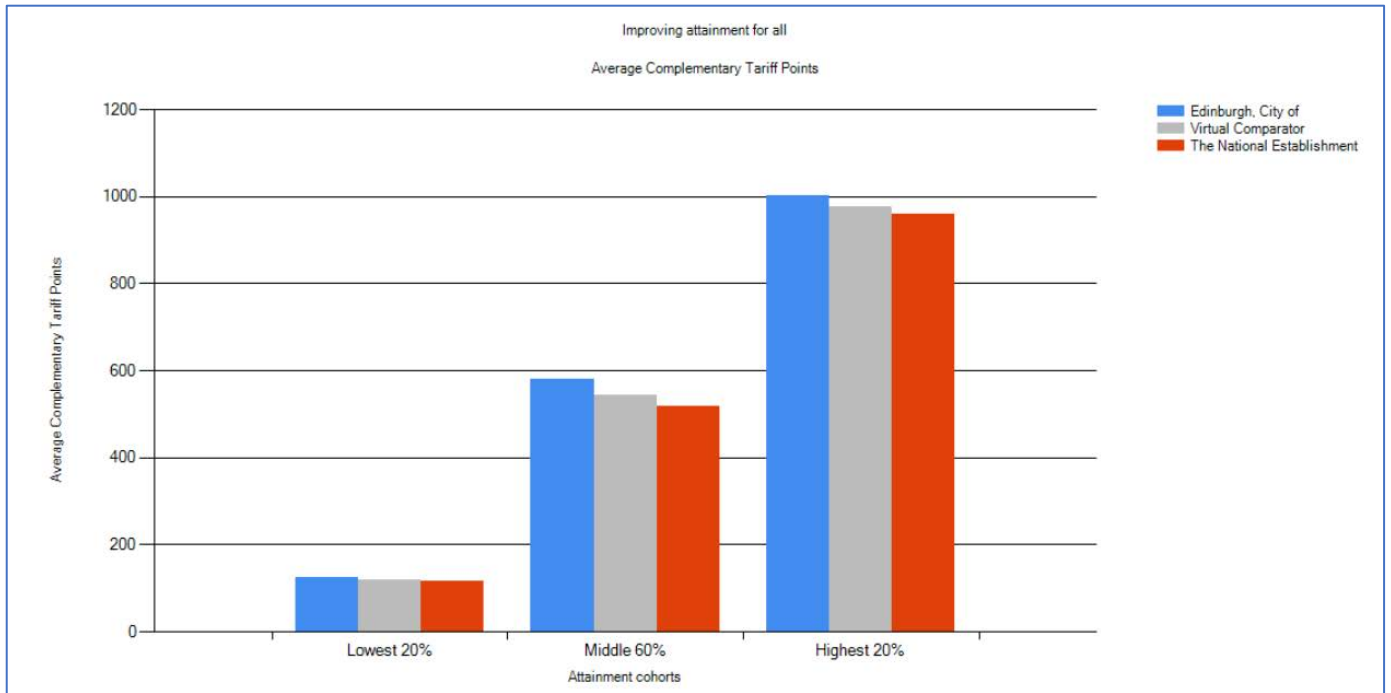
Table 3: Attainment in Literacy and Numeracy SCQF Levels 4 & 5 for S4, S5 and S6

Cohort	Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
S4	Edinburgh, City of	2024	92.58	92.12	80.84	68.49	4300
S4	Virtual Comparator	2024	90.66	87.9	75.55	65.04	43000
S5	Edinburgh, City of	2024	97.01	95.59	89.82	80.16	3675
S5	Virtual Comparator	2024	96.19	93.98	88.74	79.46	36750
S6	Edinburgh, City of	2024	98.48	97.35	96.67	90.6	2639
S6	Virtual Comparator	2024	97.97	96.99	95.86	89.48	26390
			Greater than VC		In line with VC	Lower than VC	

Graph 1: Improving Attainment for All: S4 Performance



Graph 2: Improving Attainment for All: S5 Performance



Graph 3: Improving Attainment for All: S6 Performance

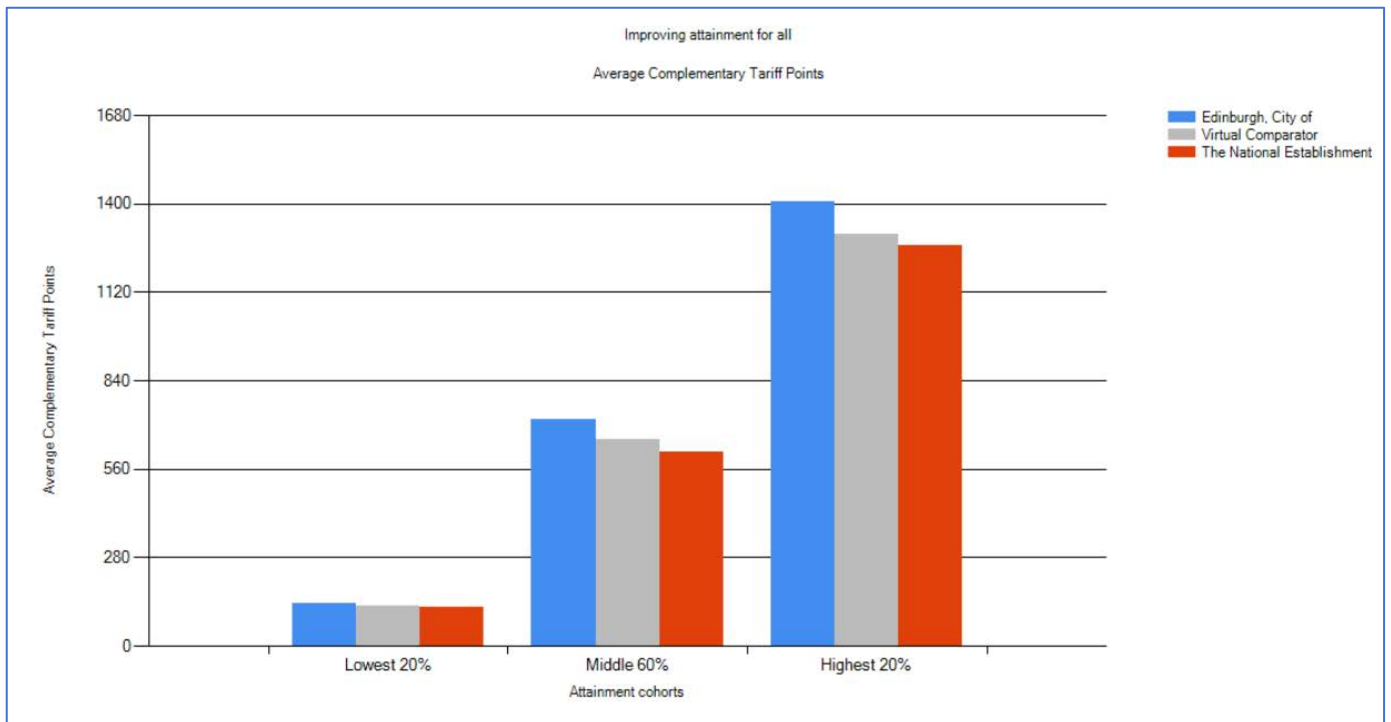




Table 4: Breadth and Depth measures, all candidates in S4 Vs virtual comparator

S4	2024			2023			20222		
	All Candidates			All Candidates			All Candidates		
	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5
1 or more	98.56	95.58	85.33	97.89	96.33	84.21	97.74	95.80	84.78
3 or more	95	90.02	71.65	94.44	91.16	71.05	94.45	91.58	70.89
5 or more	88.95	82.4	58.42	88.37	83.68	57.3	88.90	84.22	57.34
	Virtual Comparator			Virtual Comparator			Virtual Comparator		
	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5
1 or more	96.96	94.34	85.13	97.13	95.37	84.63	96.85	95.01	84.77
3 or more	92.18	88.04	71.08	92.23	89.27	70.09	92.41	89.61	70.06
5 or more	84.29	79.5	56.66	84.99	80.92	55.81	85.80	81.60	56.23
	Gap			Gap			Gap		
1 or more	1.6	1.24	0.2	0.76	0.96	-0.42	0.89	0.79	0.01
3 or more	2.82	1.98	0.57	2.21	1.89	0.96	2.04	1.97	0.83
5 or more	4.66	2.9	1.76	3.38	2.76	1.49	3.1	2.62	1.11

Table 5: Breadth and depth measures, Quintile 1 Vs Quintile 5 in S4

S4	2024 Q1 v Q5			2023 Q1 v Q5			20222 Q1 v Q5		
	Quintile 1			Quintile 1			Quintile 1		
All SCQF	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5
1 or more	98.31	90.82	72.83	96.21	93.03	72.74	97.05	92.35	73.42
3 or more	92.51	82.37	52.78	91.81	84.35	51.59	92.48	85.64	50.34
5 or more	84.42	69.93	34.78	83.62	70.78	32.89	84.43	74.09	32.35
	Quintile 5			Quintile 5			Quintile 5		
	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5
1 or more	99.02	98.23	94.16	98.82	98.18	93.5	98.59	98.30	94.49
3 or more	97.44	96.13	86.95	97.05	96.06	87.13	96.89	96.68	87.70
5 or more	94.03	92	77.31	94.29	93.04	78.33	94.49	93.29	78.87
	Gap			Gap			Gap		
1 or more	0.71	7.41	21.33	2.61	5.15	20.76	1.54	5.95	21.07
3 or more	4.93	13.76	34.17	5.24	11.71	35.54	4.41	11.04	37.36
5 or more	9.61	22.07	42.53	10.67	22.26	45.44	10.06	19.2	46.52

Table 6: Breadth and Depth measures, all candidates in S5 Vs virtual comparator

S5	2024		2023		20222	
	All Candidates		All Candidates		All Candidates	
All SCQF	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6
1 or more	86.66	66.88	87.35	66.52	87.69	67.44
3 or more	77.39	50.68	76.24	50.54	78.33	50.45
5 or more	66	31.05	65.21	30.14	65.76	29.80
	Virtual Comparator		Virtual Comparator		Virtual Comparator	
	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6
1 or more	87.16	65.18	87.61	65.88	88.89	66.83
3 or more	76.68	47.68	77.24	48.30	79.24	49.96
5 or more	65.91	28.45	66.18	28.65	67.96	28.42
	Gap		Gap		Gap	
1 or more	-0.5	1.7	-0.26	0.64	-1.2	0.61
3 or more	0.71	3	-1	2.24	-0.91	0.49
5 or more	0.09	2.6	-0.97	1.49	-2.2	1.38

Table 7: Breadth and depth measures, Quintile 1 Vs Quintile 5 in S5

S5	2024		2023		20222	
	Q1		Q1		Q1	
All SCQF	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6
1 or more	76.79	46.55	77.54	46.63	76.52	43.24
3 or more	62.14	26.07	58.78	25.63	58.99	22.88
5 or more	45.71	12.50	44.12	12.42	41.31	11.89
	Q5		Q5		Q5	
	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6
1 or more	94.53	82.41	95.03	84.74	96.03	84.58
3 or more	90.16	71.53	90.83	73.06	92.07	72.68
5 or more	83.19	48.21	84.04	49.41	84.36	46.71
	Gap		Gap		Gap	
1 or more	17.74	35.86	17.49	38.11	19.51	41.34
3 or more	28.02	45.46	32.05	47.43	33.08	49.80
5 or more	37.48	35.71	39.92	36.99	43.05	34.82

Table 8: Breadth and Depth measures, all candidates in S6 Vs virtual comparator

S6	2024		2023		20222	
	All Candidates		All Candidates		All Candidates	
SCQF	% SCQF	% SCQF	% SCQF	% SCQF	% SCQF	% SCQF
	Level 6	Level 7	Level 6	Level 7	Level 6	Level 7
1 or more	70.12	34.77	69.92	33.7	70.80	34.81
3 or more	58.48		56.74		58.29	
5 or more	45.57		43.51		43.99	
	Virtual Comparator		Virtual Comparator		Virtual Comparator	
	% SCQF	% SCQF	% SCQF	% SCQF	% SCQF	% SCQF
	Level 6	Level 7	Level 6	Level 7	Level 6	Level 7
1 or more	68.07	27.90	69.65	28.88	70.51	30.48
3 or more	54.64		56.65		57.86	
5 or more	42.73		43.48		44.33	
	Gap		Gap		Gap	
1 or more	2.05	6.87	0.27	4.82	0.29	4.33
3 or more	3.84		0.09		0.43	
5 or more	2.84		0.03		-0.34	

Table 9: Breadth and depth measures, Quintile 1 Vs Quintile 5 in S6

S6	2024		2023		20222	
	Q1		Q1		Q1	
SCQF	% SCQF	% SCQF	% SCQF	% SCQF	% SCQF	% SCQF
	Level 6	Level 7	Level 6	Level 7	Level 6	Level 7
1 or more	50.2	16.47	47.3	14.99	48.50	11.69
3 or more	33.73		31.45		31.12	
5 or more	24.05		18.55		19.12	
	Q5		Q5		Q5	
	% SCQF	% SCQF	% SCQF	% SCQF	% SCQF	% SCQF
	Level 6	Level 7	Level 6	Level 7	Level 6	Level 7
1 or more	87.08	51.12	86.03	50.82	84.75	51.9
3 or more	80.06		77.41		76.86	
5 or more	66.29		64.93		62.97	
	Gap		Gap		Gap	
1 or more	36.88	34.65	38.73	35.83	36.25	40.21
3 or more	46.33		45.96		45.74	
5 or more	42.24		46.38		43.85	

Table 10: Attainment of Identified Groups

	%		All	ASN	EAL	Minority Ethnic	FSM	Looked After	Male	Female
S4	3 or more @ SCQF level 5	CEC	95	58.45	67.07	78.12	38.69	6.67	69.59	73.87
		VC	92.18	57.2	57.89	67.72	55.1	49.33	68.95	73.36
S5	3 or more @ SCQF level 5	CEC	77.39	65.54	67.77	83.48	46.20	25.93	75.75	79.11
		VC	76.68	64.69	67.21	75.24	63.00	54.07	75.08	78.36
	3 or more @ SCQF level 6	CEC	50.68	36.10	36.06	55.88	17.36	5.56	46.82	54.75
		VC	47.68	32.77	34.86	44.34	30.36	25.00	42.69	52.93
S6	3 or more @ SCQF level 5	CEC	77.93	66.54	99.94	81.27	50.27	37.5	76.86	79.03
		VC	78.23	67.47	70.22	77.59	65.36	65.21	76.5	80
	3 or more @ SCQF level 6	CEC	58.48	44.64	41.46	63.72	26.23	20.83	56.05	60.98
		VC	54.64	40.78	43.5	52.41	39.4	36.88	49.69	59.71

Table 11: Annual Participation Measure

Year	Annual Participation Measure: Percentage of 16-19 year olds participating in education, employment or training			
	All	Q1	Q5	Gap
15 - 16	89.9	81.1	95.9	14.1
16 - 17	90.8	84.0	95.9	11.9
17 - 18	92.1	86.0	93.5	10.5
18 - 19	92.2	87.4	96.0	8.6
19 - 20	92.4	87.1	96.4	9.3
20 - 21	92.5	87.6	96.6	9.0
21 - 22	91.9	86.4	96.5	10.1
22 - 23*	93.3	89.7	96.8	7.1
23 - 24	93.5	88.6	97.0	8.4

\*Revised data

\*The APM data in the Senior Phase report presented in November 2023 has been revised by SDS. In 2023, HM Revenue & Customs (HMRC) data was included within the APM statistical data set for the first time. SDS and the Scottish Government continue to work with HMRC to explore methodologies to further improve the quality of the participation measure data, including options for onward sharing with other partners to better target support services for young people. Whilst this work is ongoing, SDS and the Scottish Government have agreed with HMRC to pause the current data sharing. Therefore, HMRC data has not been included in the 2024 APM data set and to ensure comparability across publications we have revised the 2023 data set by removing updates made by HMRC data.

Table 12: BGE Attainment in Special Schools

<b>ACEL Numeracy % Achieved</b>	<b>Milestones</b>	<b>Early</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
P1	100%					
P4	94%	4%	2%			
P7	69%	16%	14%	1%		
S3	43%	22%	22%	10%	1%	2%
<b>ACEL Literacy % Achieved</b>						
P1	100%					
P4	96%	4%				
P7	75%	17%	8%			
S3	53%	21%	18%	7%	1%	

Table 13: Senior Phase Attainment in Special Schools

<b>Results by the end of S4</b>
3 passes or better - Level 1 & 2 – 14% (7pp up on 2023), Level 3 - 7% (2 pp up on 2023) 5 passes or better - Level 1 & 2 – 6% (6pp up on 2023), Level 3 - 4% (4 pp up on 2023)
<b>Results by the end of S5*</b>
3 passes or better - Level 1 & 2 – 32% (8pp up on 2023) Value added on S4 performance - Level 1 & 2 – 32% (25pp up on S4 2023), Level 3 - 10% (5 pp up on S4 2023), Level 4 – 2% (2pp up on S2 2023) 5 passes or better - Level 1 & 2 – 14% (8pp up on 2023) Value added on S4 performance - Level 1 & 2 – 14% (14pp up on S4 2023), Level 3 - 5% (5 pp up on S4 2023)
<b>Results by the end of S6*</b>
Sustained performance for 1 pass or better at Level 3 and 3 passes at Level 1 & 2 5 passes or better - Level 1 & 2 – 9% (5pp down on 2023), Level 3 - 5% (1 pp down on 2023) Value added on S5 performance 3 passes or better - Level 1 & 2 – 33% (9pp up on S5 2023) 5 passes or better - Level 1 & 2 – 9% (3pp up on S5 2023) *Based on the percentage of S4 pupil roll.

## Appendix 2 – key attainment measures

### School Attainment Measures

- **Improving Attainment in Literacy and Numeracy:** the percentage of learners in S4, S5 and S6 attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better.
- **Improving Attainment for All:** the average complementary tariff points of learners in S4, S5 and S6 based on the attainment of the lowest performing 20%, middle 60% and highest 20%.
- **Attainment Verses the Virtual Comparator\*** In this report we have used depth and breadth\* measures for learners in S4, S5 and S6, comparing the performance of all learners to that of the Virtual Comparator.
- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: In this report we have used depth and breadth measures for learners in S4, S5 and S6, comparing performance in the most deprived 20% (Quintile 1) to the least deprived 20% (Quintile 5).

**\*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.

\*Depth and Breadth refers to the level of qualification and the number achieved. For example: 5 @ SCQF level 5 is a depth and breadth measure as it refers to the level awards and the number of these awards gained.

## Appendix 3 – SCQF levels and Tariff Points

### SCQF level Qualifications included

Level 3	National 3, NPA level 3
Level 4	National 4, NPA level 4
Level 5	National 5, NPA level 5
Level 6	Higher, NPA, level 6
Level 7	Advanced Higher

National Progression Awards are vocational courses, Edinburgh schools offer these from SCQF level 3 to level 6.

### What are Tariff points?

Insight uses tariff points to take account of the pupils' 'latest and best' performance. Awards at higher levels attract more points than those at lower levels. Tariff points for all attainment and achievement included in Insight is dependent on each award's SCQF credit rating. The number of Insight tariff points accumulated for each individual course/award is consistent throughout all calculations in the tool.

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

NPAs are ungraded, they carry the same tariff points of a grade C as the National Qualification at the same SCQF

For example: NPA level 5 carries 64 tariff points