

REPORT TO FORMARTINE AREA COMMITTEE – 7 FEBRUARY 2017

ANALYSIS OF ATTAINMENT AND ACHIEVEMENT OF YOUNG PEOPLE IN FORMARTINE SECONDARY SCHOOLS IN ACCREDITED AWARDS, YEAR ENDING JUNE 2016

1 Recommendations

The Committee is recommended to:

1.1 Consider and comment on the contents of this report.

2 Background / Discussion

2.1 Each year young people in secondary schools in Aberdeenshire are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA), as well as a smaller number presented for a range of qualifications and awards accredited by bodies other than SQA. Since September 2014, young people's achievements in these awards are collated, analysed and present through the Scottish Government's benchmarking system, "Insight". The data and analysis presented in this report is sourced from Insight.

2.2 Insight presents data in a significantly different way to that employed in the system that it replaced, with its focus on looking at performance in the senior phase across four key national benchmarking measures that have been developed. It encourages taking a holistic approach to evaluating attainment and achievement that takes into account performance across all four measures. The four national benchmarking measures focus on:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school participation
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

Insight provides data that is based both on the achievement of each year group stage (S4, S5 or S6) and on cohorts of school leavers. The cycle of when new data becomes available to refresh Insight means that the year's stage data is refreshed each September (following the release of SQA exam results in August) and the Leavers data is refreshed each February (once the full analysis of destinations of each cohort of school leavers has been completed). The analysis presented in this report is largely reflects the update of Insight published on 9 September 2016, which incorporates the 2016 SQA exam results. It does not, therefore, contain an update on the leavers destinations data.

- 2.3 Insight also provides a wide range of additional measures (referred to as “Breadth and Depth” measures) that can also be used to measure performance. These measures are similar to some of the legacy measures used within the system that preceded Insight. Further details on the Insight measures referred to in this report is provided in Appendix 1.
- 2.4 The key benchmark for performance in Insight is provided by the “Virtual Comparator” (VC). The data that underlies performance of the Virtual Comparator is generated by selecting young people from across Scotland that match the characteristics of the young people in the establishment whose performance is being assessed.
- 2.5 It should be noted that Insight is primarily an online resource that presents data in both graphical and tabular form. Reproductions of some of the colour graphical presentations from Insight have been provided in Appendix 2 to this report, where it remains relatively easy to interpret the data using a monochrome reproduction. Where this is not the case, the report provides tabular information instead. The same data is presented for each of the three secondary schools in Formartine.
- 2.6 Overview of attainment and achievement at Ellon Academy

Although attainment at S4 was not quite as strong in 2016 as it had been the previous year, the school maintained levels which were broadly in line with its VC across most measures. In addition, the attainment of the least able students showed a notable improvement (to well above the VC), and in Literacy and Numeracy at SCQF Level 4¹, there was also improvement, meaning the school was above both VC and Aberdeenshire averages for this measure.

At S5, attainment was also down slightly in 2016 compared with last year, although broadly in line with expectations, based on how the cohort performed in S4. The school’s attainment is below its VC for most measures at S5, although above the average for Aberdeenshire.

Attainment at S6, however was strong, showing significant improvement across all measures, with the school attaining above, or in line with, its VC on all measures.

- 2.7 Approaches to raising attainment and achievement in Ellon Academy

The school continuously strives towards promoting and sustaining high attainment and achievement and this is fundamental to all it does and forms the basis for the school ethos, aims and values. The following examples demonstrate the school’s framework for raising attainment:

Setting the ethos for excellent learning:

- The Ellon Academy “Learner Mark” aims to promote and encourage a positive work ethos and excellent attitudes to learning for all pupils.
- Promotion of on-going positive self-belief and mind-set themes through daily assemblies for all pupils.

¹ Each qualification is rated at a level of difficulty within the Scottish Credit & Qualifications Framework (SCQF). For example, a qualification at Higher is at Level 6.

Engagement in Learning and Identification of Attainment Vulnerable Pupils

The school continues to analyse data to identify pupil underachievement and target support for pupils at risk of failing to realise their full potential. The school's Raising Attainment Plan includes individual pupil mentoring, (involving 20 members of the teaching staff), provision of faculty help and homework clubs. The school also plans to introduce 'Progress Support Panels' to support young people to engage in the opportunities offered to them and take full advantage of the support and study strategies available. There is also specific support around literacy and numeracy outcomes and the library offers a range of study support resources. Also:-

- Target grades are agreed with pupils and shared with parents/carers to ensure clear understanding of attainment expectations.
- 'Aim High' focus for pupils at all Senior Phase stages.
- Focus on improving learning strategies within all classrooms.
- Tracking and analysis of wider achievement opportunities involving volunteering, work experience, community involvement and work related learning courses.
- Support with employment, college and university applications.

Parental Engagement and Pupil Health and Wellbeing

A programme of Parent Information Evenings and pupil course choice discussions is in place within the context of maximising general attainment across the curriculum. In addition, there is:

- An active Parent Council linked to the school community through social media.
- Regular updates from faculty leaders on curriculum and learning developments.
- Strong links between pastoral team and parents/carers.

The school also has plans for a parental engagement event to help parents to support their children to be successful in examination preparation as well as support for pupils who experience anxiety in the weeks prior to the exam diet.

Partnership Engagement in Learning

- NESCOL (North East Scotland College) provision to broaden learning experiences, including vocational pathways through the Modern Apprenticeship programme.
- S5 and S6 Induction processes linked to business opportunities and entrepreneurship.
- Extensive enterprise programme engages multiple employers, colleges, universities and the third sector. This engagement directly links to staff professional development and relates classroom learning to the wider world.

2.8 Overview of attainment and achievement at Meldrum Academy

At S4, attainment in 2016 showed improvement or was stable across most measures compared with 2015. In Literacy & Numeracy, there was good improvement at SCQF Level 5 (moving the school ahead of its VC on this measure), however at SCQF Level 4, the percentage of young people achieving an award was down a bit compared with last year. The performance

of the lowest attaining students exceeds that of the corresponding VC cohort, whilst, for the middle to highest attaining cohorts of students, the school is slightly below the level of its VC.

Attainment at S5 in 2016 was not as strong as in the previous year, although the level achieved is broadly in line with expectations, based on how the cohort achieved in S4. At S5, the school's attainment tends to be below that of its VC.

For S6, there was improvement compared with last year across all measures, with the school moving ahead of its VC on nearly all measures. Whilst the improvement was evident across the ability range, it was most noticeable amongst the lowest attaining cohort of students.

2.9 Approaches to raising attainment and achievement in Meldrum Academy

These include:

- Improving Learning and Teaching. Teachers' Continuing Professional Learning has focussed on the new courses, qualifications and learning and teaching. All teachers are involved in Teacher Learning Communities that are run by teacher leaders who prepare and facilitate high quality sessions. These teacher leaders will receive Professional Recognition from the GTCS.
- The school has moved to a web based homework system Show My Homework (SMH) that has increased parental involvement in learning. Teachers are using SMH to issue homework and support sessions have been run for parents.
- Grade predictions for individual young people are made using data from base line tests and exam results. These high but realistic targets are set for all learners in S4, S5 and S6. Progress towards these targets is monitored and discussed between the young person and teacher. Senior Leaders and Principal Teacher review progress of individuals. Teachers voluntarily provide additional lunchtime and after-school support.
- The senior phase curriculum (S4-S6) has a wide provision of courses both in school and through partnerships with other organisations. Opportunities are provided through NESCOL, OU, employers, local organisations and other schools. A well supported Business Partnership group has been established that has made links between local employers and the school.
- Meldrum Academy has an inclusive learning environment in which young people are supported very well to learn and develop. A wide range of course and opportunities are provided that meet the learning needs of all young people. The Welfare and Pastoral team comprising the Pastoral Care and Additional Support provide essential support to young people. In addition, there is a very well developed multi-agency approach that comprises school staff, social workers, health professionals and other agencies who work together to provide targeted support.
- Young people gain a rounded education through their attainment in national qualifications and achievement in other areas. These achievements are made possible through the school's extensive

programme of curricular, co-curricular and extra-curricular activities. The school is supported by volunteers: staff, current and former students and parents in a wide range of sporting, music, cultural and community activities. In recognition of this extensive provision and for providing opportunities for young people to progress and contribute we have been awarded the Sport Scotland Gold School Sport Award, the ECO Schools Green Flag and The Rotary Presidents Award. The school has a very successful Duke of Edinburgh Award group

- Post school transitions are well organised and have input from Community Learning and Development and Skills Development Scotland. Almost all young people have effective pathways into higher education, further education, work or training.

2.10 Overview of attainment and achievement at Turriff Academy

Overall, considered across all of the measures, there was a small improvement in attainment levels at S4 in 2016 compared with the previous year. The percentage of students achieving an award in Literacy & Numeracy at SCQF Level 5 improved by a notable margin, taking the school to above its VC for this measure. The school tends to be above its VC for most measures at S4.

At S5, there was a notable fall in attainment in 2016 compared with the previous year across most measures. The school's attainment lies below that of its VC for most measures, the exception being for the lowest attaining cohort of students, who attainment showed a small improvement and is marginally higher than that of the VC.

Whilst there was a small improvement in the percentage of young people achieving 5 or more awards at SCQF Level 6 by the end of S6, all of the points based measures at this stage were lower in 2016 than in 2015. The school's attainment was also below that of its VC at this stage.

2.11 Approaches to raising attainment and achievement in Turriff Academy

Investment in Digital Technology

Turriff Academy has invested in improving access to digital technology to support learning. The purchase of more hardware and resources has enabled students to access online learning materials such as GLOW, Scholar, Mymaths etc. more readily to support their learning. Staff have also had access to training to enhance their skills in using digital technology. A digital strategy to improve learning and raise attainment is currently being developed.

Reviewing and Developing our Curriculum

In ensuring that all our young people have opportunities to follow appropriate pathways our current curriculum is being reviewed. This has taken in the views of staff, pupils, parents and other stakeholders. Turriff Academy continues to build on partnerships with our local colleges (North East Scotland College and Scotland's Rural College) to deliver courses to ensure the Development of Scotland's Young Workforce. In addition to this partnerships are being developed with other schools to enhance our curricular programme. The benefits of appropriate pathways should have a positive effect on attainment.

Numeracy and Literacy have been a focus and all pupils are encouraged to attain at the highest possible level. Accelerated Reader Programmes in S1 and S2 have helped to lay solid foundations for improved literacy in the senior phase

Rigorous approaches to Monitoring and Tracking including developing a cluster approach

Whole school approaches to Tracking and Monitoring are being embedded across all stages. This has enabled pupils to be identified earlier where there may be a risk of potential not being achieved. Appropriate interventions are then put in place at the individual level and the impact of these are then measured. These interventions include one to one meetings with Guidance Staff and year heads to monitor progress. The use of a success plan helps students to develop their learning and reflect on progress. S4 pupils and parents have had input from Live and Learn on developing effective study skills and building resilience.

Learning and Teaching

All teaching staff are involved in staff development through the *Tapestry*²Teaching Learner Community Programme. This enables staff to reflect, discuss and share practice to further develop learning and teaching in the classroom. Each community is led by a member of staff and also includes colleagues from cluster primary schools. A cluster approach has been used to develop a consistent approach to dyslexia with delivery of joint in-service training for staff in both sectors on meeting the needs of all youngsters but with a focus on those with dyslexic tendencies.

- 2.12 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and had no comments to make and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

3 Scheme of Governance

- 3.1 The Committee is able to consider this item in terms of Section B.1.2 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to a matter of performance (secondary school attainment and achievement) which impacts on Formartine Area.

4 Equalities, Staffing and Financial Implications

- 4.1 An equality impact assessment is not required because the report is to inform committee on an aspect of performance and does not therefore, have a differential impact on any of the protected characteristics.
- 4.2 There are no immediate staffing or financial implications arising from this report, although it will inform subsequent strategies for improving attainment and achievement, which may have implications.

Maria Walker

Director of Education and Children's Services

Report prepared by: G Lennon, Educational Support Officer

Date: 11 January 2017

² Further information on the Tapestry programme is provided in Appendix 1

APPENDIX 1

INFORMATION ON INSIGHT AND TAPESTRY

A. INSIGHT MEASURES OF ATTAINMENT AND ACHIEVEMENT

This appendix presents a brief summary of the main whole school measures within Insight referred to within the report, to assist elected members in their interpretation of the data presented. Further information on Insight is available via the Scottish Government website at

<http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>

1. Improving Literacy and Numeracy

This measure shows the percentage of the cohort who achieved an award in Literacy *and* Numeracy at either Level 4 or Level 5. The data is displayed in the form of a bar graph with data organised into bars for the school, its Virtual Comparator, Aberdeenshire as a whole and Scotland as a whole for each of the past 3 years. There is a separate graph for Levels 4 and 5. The report displays data for the S4 cohort with the vertical axis of the graph showing the percentage of the S4 cohort attaining an award in Literacy and Numeracy at the specified Level. From left to right, for each year, the graph displays data for the specific school, the specific school's Virtual Comparator, the average across Aberdeenshire, the average across Scotland.

2. Improving attainment for All

This provides a general measure of attainment for the school across three ability cohorts at each year stage. The measure of attainment is the Insight "points based tariff scale", which allocates a number of "tariff points" to each qualification, based on the level of difficulty of the qualification and the volume of work required to achieve the qualification. Thus a course award at Higher gets more points than an award at National 5 because it is more demanding. Similarly, a course award at Higher gets more points than a unit award at Higher, because the former involves a greater volume of work. The aggregate level of attainment displayed for the school using the measure is the average of the total tariff points achieved by all pupils in the cohort within the specified year. The three ability cohorts are defined by splitting the whole cohort into the 20% lowest attaining, the 20% highest attaining and the middle 60%, with the average total tariff score for each calculated separately. The report provides this information in a tabular format for the school, its Virtual Comparator and for Aberdeenshire for the past three years. For S4 data only, the methodology for calculating the tariff points score is subject to an additional statistical treatment, to take account of variations between curriculum structures and ensure the comparison between school, virtual comparator and Aberdeenshire is more valid.

3. Breadth and Depth Measures

Insight includes 70 measures under this heading. They provide data on the percentage of the specified pupil cohort achieving a range of awards at a range of SCQF Levels. The report provides data on three such measures, over the past three years:

- The percentage of the S4 cohort achieving 5 or more awards at SCQF Level 5 by the end of S4
- The percentage of the original S4 cohort achieving 3 or more awards at SCQF Level 6 by the end of S5
- The percentage of the original S4 cohort achieving 5 or more awards at SCQF Level 6 by the end of S6.

These measures were selected as they were identified as key target measures for all secondary schools in Aberdeenshire as part of the Education & Children's Service attainment and performance review process.

B. INFORMATION ON TAPESTRY PROGRAMME

The Tapestry partnership is a world leading independent provider of professional development for teachers and other professionals who work with children and young people. It specialises in change management, effective innovation and creativity in education and provides a platform for embedding the latest research based findings in effective learning and teaching in Scottish Schools. A measure of its success has been the favourable comments about Tapestry's impact on schools, as reported by Her Majesty's Inspectorate of Education and the demand that exists for its services from Scottish teachers. Its formative assessment course has now involved over 12,000 teachers across Scotland.

Aberdeenshire Council has agreed with Tapestry a three year partnership, which started in spring 2016, which will involve staff in all 17 secondary schools. Primary schools, linked to each secondary have also had the opportunity to be involved in aspects of the programme. Tapestry will provide support in a range of areas including in strategic planning, masterclasses, sessions for head teachers and senior managers, support sessions, learning community meetings, professional learning logs, the use of a Tapestry portfolio of resources, including an ongoing cycle of improvement and other appropriate support.

A key element of the programme involves supporting each school to develop and take forward its improvement plans as an effective learning community. This will be achieved through the use of professional learning and discussion and via a series of workshop sessions which focus on key elements of effective learning, teaching and assessment practice. These include: learning intentions and criteria for successful learning, planning for learning and practical ways of finding out where the learners are in their learning, using 'questioning' to encourage deep thinking and to provide evidence of learning, giving feedback in a way that identifies strengths and supports improvement in an ethos where errors are welcome, providing opportunities for

learners to support each other to encourage engagement and motivation in learners, and supporting learners in understanding their own learning to become successful learners.

In addition participants from each school have had the opportunity to attend a Masterclass session led by Professor Dylan Wiliam, Emeritus Professor of Educational Assessment at the UCL Institute of Education and world renowned authority on formative assessment and the professional development of teachers.

APPENDIX 2

ATTAINMENT DATA FOR: ELLON ACADEMY

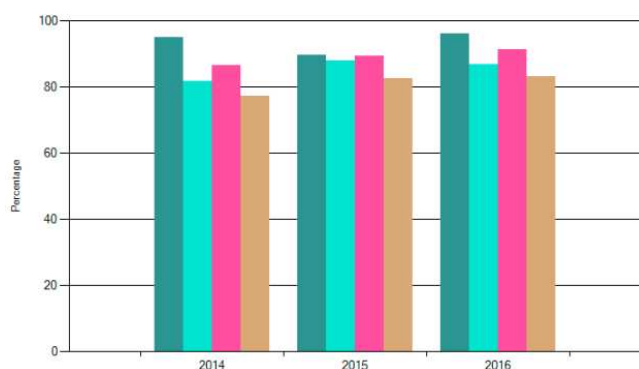
BREADTH & DEPTH MEASURES

Measure	Stage	2014	2015	2016
5+ Awards at Level 5	By end S4	65.9%	63.6%	57.5%
3+ Awards at Level 6	By end S5	30.4%	46.7%	44.4%
5+ Awards at Level 6	By end S6	31.4%	25.1%	42.9%

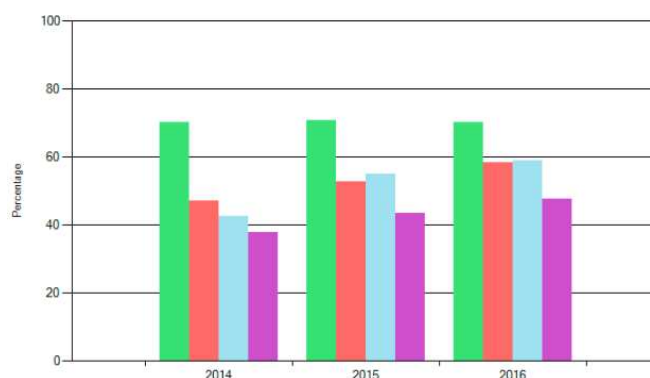
LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)

Level 4



Level 5



The bars appearing in the graphs above are in the following order from left to right: Academy; Virtual Comparator; Aberdeenshire; National. The values corresponding to each bar is provided in the table below.

	Level 4			Level 5		
	2014	2015	2016	2014	2015	2016
Ellon Academy	95.1%	89.7%	96.1%	70.3%	70.8%	70.2%
Virtual Comparator	81.8%	87.9%	86.7%	47.1%	52.7%	58.3%
Aberdeenshire	86.6%	89.4%	91.2%	42.5%	54.8%	59.0%
National	77.4%	82.6%	83.1%	37.6%	43.5%	47.6%

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT FOR ALL

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS AT S4, S5 & S6 (2015)

S4

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Ellon Academy	204	136	162	369	355	351	454	421	420
Virtual Comparator	133	135	135	331	343	347	421	428	431
Aberdeenshire	128	131	141	309	319	329	424	426	428

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Ellon Academy	110	130	130	511	618	598	944	996	952
Virtual Comparator	90	118	120	614	623	634	1003	1008	1012
Aberdeenshire	71	89	94	517	548	552	972	976	976

(NB to provide some context around tariff points scores, an able S5 pupil taking 5 x Higher Courses and obtaining an A pass in each one would have a tariff points score of 1020 points).

S6

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Ellon Academy	181	96	178	681	576	701	1201	1108	1268
Virtual Comparator	126	152	144	621	618	623	1230	1209	1223
Aberdeenshire	174	144	178	656	629	667	1271	1251	1300

(NB to provide some context around tariff points scores, an able S6 pupil taking 2 x Adv. Higher Course and 2 x Higher Courses and obtaining an A or a B pass at each level would have a tariff points score of 1306 points).

APPENDIX 2

ATTAINMENT DATA FOR: MELDRUM ACADEMY

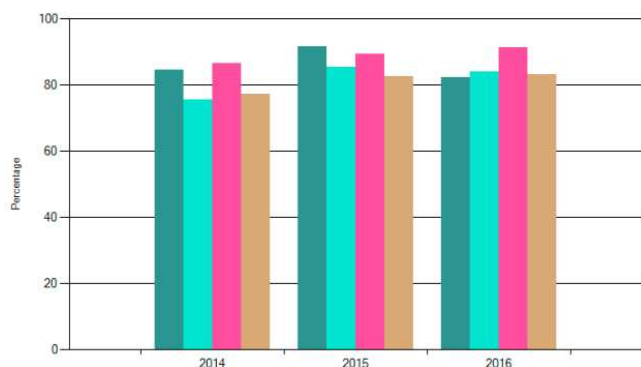
BREADTH & DEPTH MEASURES

Measure	Stage	2014	2015	2016
5+ Awards at Level 5	By end S4	51.2%	42.9%	47.2%
3+ Awards at Level 6	By end S5	34.5%	40.9%	34.5%
5+ Awards at Level 6	By end S6	27.2%	32.8%	35.5%

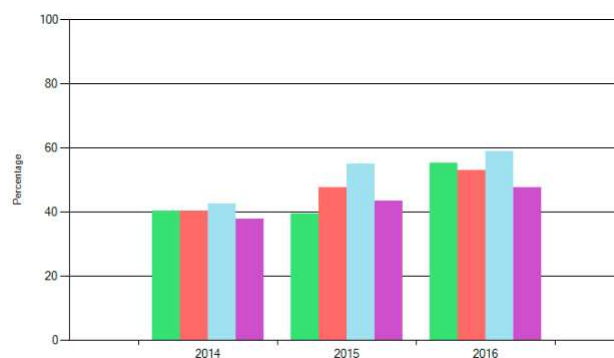
LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)

Level 4



Level 5



The bars appearing in the graphs above are in the following order from left to right: Academy; Virtual Comparator; Aberdeenshire; National. The values corresponding to each bar is provided in the table below.

	Level 4			Level 5		
	2014	2015	2016	2014	2015	2016
Meldrum Academy	84.5%	91.8%	82.4%	40.2%	39.4%	55.1%
Virtual Comparator	75.5%	85.4%	84.2%	40.2%	47.8%	53.0%
Aberdeenshire	86.6%	89.4%	91.2%	42.5%	54.8%	59.0%
National	77.4%	82.6%	83.1%	37.6%	43.5%	47.6%

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT FOR ALL

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS AT S4, S5 & S6 (2015)

S4

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Meldrum Academy	123	123	135	320	294	322	436	418	417
Virtual Comparator	95	123	111	313	326	334	422	425	429
Aberdeenshire	128	131	141	309	319	329	424	426	428

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Meldrum Academy	89	57	83	525	531	462	990	966	939
Virtual Comparator	95	89	97	545	547	572	993	988	996
Aberdeenshire	71	89	94	517	548	552	972	976	976

(NB to provide some context around tariff points scores, an able S5 pupil taking 5 x Higher Courses and obtaining an A pass in each one would have a tariff points score of 1020 points).

S6

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Meldrum Academy	82	90	200	580	611	695	1244	1192	1270
Virtual Comparator	145	151	115	635	615	601	1214	1224	1260
Aberdeenshire	174	144	178	656	629	667	1271	1251	1300

(NB to provide some context around tariff points scores, an able S6 pupil taking 2 x Adv. Higher Course and 2 x Higher Courses and obtaining an A or a B pass at each level would have a tariff points score of 1306 points).

APPENDIX 2

ATTAINMENT DATA FOR: TURRIFF ACADEMY

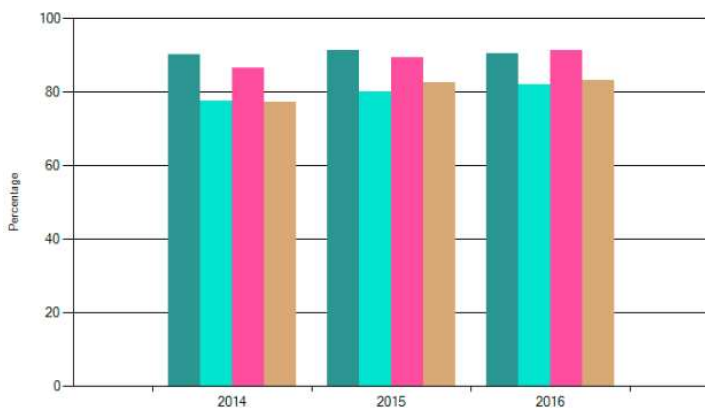
BREADTH & DEPTH MEASURES

Measure	Stage	2014	2015	2016
5+ Awards at Level 5	By end S4	38.8%	35.7%	37.5%
3+ Awards at Level 6	By end S5	27.8%	34.3%	23.8%
5+ Awards at Level 6	By end S6	23.0%	27.8%	28.8%

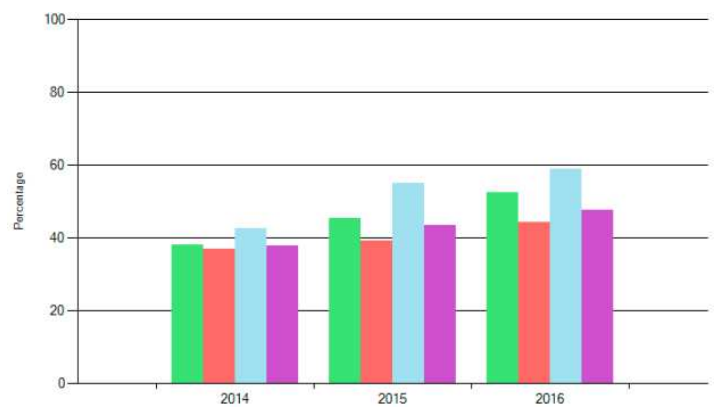
LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)

Level 4



Level 5



The bars appearing in the graphs above are in the following order from left to right: Academy; Virtual Comparator; Aberdeenshire; National. The values corresponding to each bar is provided in the table below.

	Level 4			Level 5		
	2014	2015	2016	2014	2015	2016
Turriff Academy	90.3%	91.3%	90.6%	38.1%	45.2%	52.3%
Virtual Comparator	77.5%	80.0%	82.1%	37.0%	39.1%	44.4%
Aberdeenshire	86.6%	89.4%	91.2%	42.5%	54.8%	59.0%
National	77.4%	82.6%	83.1%	37.6%	43.5%	47.6%

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT FOR ALL

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS AT S4, S5 & S6 (2015)

S4

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Turriff Academy	129	142	123	309	292	307	434	410	414
Virtual Comparator	93	101	114	292	295	308	423	419	423
Aberdeenshire	128	131	141	309	319	329	424	426	428

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Turriff Academy	94	61	73	461	483	397	971	966	884
Virtual Comparator	51	63	70	487	510	526	968	977	970
Aberdeenshire	71	89	94	517	548	552	972	976	976

(NB to provide some context around tariff points scores, an able S5 pupil taking 5 x Higher Courses and obtaining an A pass in each one would have a tariff points score of 1020 points).

S6

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Turriff Academy	159	206	54	649	770	549	1296	1333	982
Virtual Comparator	100	122	111	552	570	562	1149	1139	1175
Aberdeenshire	174	144	178	656	629	667	1271	1251	1300

(NB to provide some context around tariff points scores, an able S6 pupil taking 2 x Adv. Higher Course and 2 x Higher Courses and obtaining an A or a B pass at each level would have a tariff points score of 1306 points).