



REPORT TO BANFF AND BUCHAN AREA COMMITTEE – 19 FEBRUARY 2019

ANALYSIS OF ATTAINMENT AND ACHIEVEMENT OF YOUNG PEOPLE IN BANFF AND BUCHAN SECONDARY SCHOOLS IN ACCREDITED AWARDS, YEAR ENDING JUNE 2018

1 Recommendation

It is recommended that the Committee:

- 1.1 considers and comments 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). 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 In addition to the awards achieved during 2017-18 at National 2-5, Higher and Advanced Higher levels, a number of young people across Aberdeenshire were successful in achieving a range of wider achievement awards, some of them accredited by organisations other than SQA. In many cases, schools have entered into partnership arrangements with other bodies – for example, with Further Education colleges – in order to provide young people with the opportunity to achieve such awards within the senior phase. Not all of these achievements are recorded within Insight – for example, neither City & Guilds awards nor Duke of Edinburgh awards are recorded in Insight. However a number are recorded within Insight and this report includes a brief summary of the range of achievements of this type during 2017-18 in each school. Whilst these awards currently only represent a small proportion of the awards that young people achieve, as the impact of the Developing Scotland's Young Workforce programme continues to be felt, it is likely that there will be an increased need for a wider range of qualifications and awards in order to meet the vocational needs of young people and provide appropriate pathways through their senior phase in school, towards a positive post school destination.
- 2.3 A significant change, which affects how young people can achieve national qualifications at National 5 Level, was introduced during session 2017-18. This arose as a result of the decision of the Scottish Government, in September 2016, to remove the need to complete and pass the internally assessed Unit assessments as part of the mandatory requirements for gaining an award in a course at National 5. From session 2017-18, achievement of a course award at National 5 depends only on performance in the externally assessed component (usually an exam) of the course. Unit

assessments will also be removed as a mandatory requirement for achieving a course at Higher Level in session 2018-19, and in Advanced Higher Level in session 2019-20.

2.4 As a consequence of this decision, SQA has reviewed the content of the externally assessed components of each course to ensure that national standards have not been compromised by the removal of the internally assessed Unit components of each course. In most cases this has resulted in some increase in the level of demand expected to complete the external assessment – for example, an increase in the length of the external exam. A second consequence of this decision has been to reduce the pass mark required to achieve an award at Grade D at National 5. This is to ensure that young people will have a greater chance of receiving some credit at National 5 Level through their performance in the external assessment (previously, where they failed to achieve an award at grade D, they would have still had credit at National 5 through the internally assessed Units that they had passed). These changes have had some impact on the levels of attainment at National 5 across Scotland that means that some care needs to be exercised in comparing the 2018 attainment data with previous years. It is also likely that there will be some differences between schools and between local authorities arising from the national changes, in terms of their practice and procedures for presentation of young people for courses at different levels, which will have had some impact on reported attainment levels.

2.5 Insight presents attainment data in a number of forms, most importantly in the form of four key national benchmarking measures as follows:

- 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.

The measures are 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 each year's stage data is refreshed in September (following the release of SQA exam results in August), and the Leaver's 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 largely reflects the update of Insight published on 18 September 2018, which incorporates the 2018 SQA exam results. For this reason, this report focuses on measures based on year group stages, in order that it can reflect the most recent set of exam results.

2.6 Insight also provides a wide range of additional measures (referred to as "Breadth and Depth" measures) that can also be used to measure performance. The Insight measures used to illustrate attainment levels in this report are of three types: (1) Measures of attainment that focus on the key skills of Literacy and Numeracy; (2) general measures of attainment, based on the Insight tariff point score, which allocates a number of points to each award achieved, with more points being awarded for more advanced awards, and (3) the aforementioned "Breadth & Depth" measures. Further information on these measures is provided within Appendix 1 to this report.

- 2.7 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. Further information on the Insight Virtual Comparator is included within Appendix 1 to this report.
- 2.8 It should be noted that Insight is designed primarily as an online resource that presents data in both graphical and tabular form. Attempts to reproduce copies of the graphical presentations from Insight within a report such as this often results in scales that are impossible to read and items that are difficult to distinguish in monochrome. As a consequence, the data from Insight presented for each of the 2 secondary schools within Banff and Buchan is provided in tabular form only in Appendix 2 to this report.
- 2.9 Overview of attainment and achievement at Banff Academy.

Across the range of general measures of attainment at S4, attainment levels were slightly down in 2018 compared with 2017, although the percentage of young people attaining 5 or more awards at SCQF¹ Level 5 was stable and the school is attaining broadly in line with its VC. In relation to measures focusing on Literacy & Numeracy, attainment was not as strong as last year (in line with a national trend in 2018) although again, the school continues to attain at a level in line with its comparator.

There was a mixed picture of attainment across the measures at S5, with some improving and some indicating a fall in attainment compared with last year. In relation to its VC, the school’s attainment is slightly below that of the comparator for most of the measures, although for the measure focusing on the least able young people at S5, the reverse is true.

As for S5, the measures at S6 do not provide a consistent picture of attainment in 2018 compared with the previous year, with some indicating significant improvement compared with last year’s performance – for example, the percentage of young people attaining 5 or more Highers (SCQF Level 6) increasing by 9% - and others indicating that attainment was not quite as strong in 2018. The extent to which the school is out or underperforming its VC tends to vary across the ability range with the attainment of the least able young people at this stage being well above the comparator, whereas the attainment of the most able cohort is at a level below that of the VC.

2.10 Summary of range of wider achievement awards in Banff Academy

During session 2017-18, young people attending Banff Academy were entered for and achieved awards in a range of areas, including:

- Emergency First Aid at Work
- North east Scotland College (NESCOL) School College Link Courses – Skills for Work awards in Exercise and Fitness Leadership; Early Education and Childcare; Hair and Beauty; Health; Construction;

¹ Further information on Scottish Credit and Qualifications Framework (SCQF) Levels is provided in Appendix 1 to this report

Engineering; Energy for Girls; STEM; Uniformed Services and Vehicle Technology

- Scotland's Rural College National 5 Rural Skills award
- Health and Safety in a Construction Environment
- Sports Coaching: Teaching Aquatics

2.11 Approaches to raising attainment and achievement in Banff Academy

The single biggest strategic approach to raising attainment and achievement is to amend the school's curriculum to match and meet the needs of young people in its local community. The principle being a move to a skills driven curriculum with more of a focus on positive destinations for all pupils.

This has led to including a range of "National Progression Awards", "Foundation Apprenticeships" and "Skills for Work Awards" as well as an increasing number of Wider Achievement options and closer partnership working with NESCOL and Moray College.

In addition to this, a longer term strategy is to better prepare pupils in S1-S3, during the Broad General Education (BGE) for the challenges of the Senior Phase to come in S4-S6. The school is identifying pupils in the BGE who should be presented for SCQF Level 5 awards from S4. Teachers are subsequently challenging youngsters learning in a more demanding context with increased rigour, pace and assessment.

In the short and immediate term the school will continue to use the following support strategies to maximise attainment in the current session:

- 1-2-1 mentoring for 40 targeted S5 pupils
- Pupil Support Visits by Senior Leadership Team (SLT)
- Pupil Attainment Support System (PASS) Interventions
- Performance Management Meetings with Faculty Heads
- After school and Easter Study Support Sessions
- Use of Scholar and other online digital support services
- Professional Learning sessions for ALL teachers.

2.12 Overview of attainment and achievement at Fraserburgh Academy

Whilst the percentage of young people attaining 5 or more awards at SCQF Level 5 by S4 improved again (for the 6th consecutive year), the other general measures of attainment at this stage (based on the Insight tariff points scale), indicated that attainment levels in 2018 were not quite as strong as in the previous year. This was most notable amongst the least able cohort of young people at this stage. For most measure of general attainment, the school's attainment level is in line with, or exceeds that of its VC, although this is not the case for the least able cohort.

For measures focusing on Literacy & Numeracy, there was a fall in attainment compared with last year (in line with a national trend in 2018). At SCQF Level 4, the school's attainment was below that of its VC, whereas at SCQF Level 5, it maintained its advantage over the comparator.

At S5, there was improvement across most measures, with the percentage of young people attaining 3 or more Highers (SCQF Level 6) increasing by 7% in 2018, compared with the previous year. For most measures, the school's attainment is in line with, or above that of its VC.

Across all of the measures at S6, attainment was somewhat down in 2018 compared with the previous year, although there was a small improvement in the percentage of young people attaining 5 or more Highers (SCQF Level 6) by the end of S6. At this stage, the school's attainment tends to be lower than that of its VC.

2.13 Summary of range of wider achievement awards in Fraserburgh Academy

During session 2017-18, young people attending Fraserburgh Academy were entered for and achieved awards in a range of areas, including:

- Social Service, Children and Young People
- Art & Design: Digital Media
- Engineering Skills
- Laboratory Science
- Scottish Bagpipes
- Personal Achievement Award

2.14 Approaches to raising attainment and achievement in Fraserburgh Academy

These have included:

- The school deploying a "4-lens" system for monitoring attainment which includes school wide monitoring, guidance teacher intervention, faculty action and use of career colleagues to highlight those at risk of not fulfilling a positive destination.
- Increased choices to allow learners to study subjects better suited to their interests and skills.
- Broadening the pathway to qualifications and ensuring that there is not a one-size fits all approach.
- Attainment informed options where each learner has a bespoke options form with a list of their strongest performing subjects – this supports conversations at home and avoids flippant choices being made.
- Building a strong network of partners in college and other external partners to support learners to fulfil their potential.
- Raised expectations of S6 curriculum – develop a wider studies programme that includes volunteering, work experience and short courses.

2.15 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 (school attainment and achievement).

4 Implications and Risk

- 4.1 An equality impact assessment is not required because the report is to inform committee on school attainment and achievement and does not have a differential impact on any of the protected characteristics.
- 4.2 There are no immediate staffing and financial implications arising from this report, although it will inform subsequent strategies for improving attainment and achievement, which may have implications.
- 4.3 The following risks have been identified as relevant to this matter on a strategic level:
- Failure to consistently apply best practice recommendations across all schools
Mitigation: The information provided in this report forms part of the agenda for attainment review meetings and improvement planning processes within schools. The outcomes from these discussions will be shared across all schools through appropriate channels.
 - Inability to source appropriate data to measure and monitor the defined attainment
Mitigation: This report provides examples of data and measures to be used for this purpose.

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Report prepared by: G Lennon, Education Support Officer
Date: 1 February 2019

APPENDIX ONE

INSIGHT MEASURES OF ATTAINMENT AND ACHIEVEMENT AND OTHER INFORMATION

This appendix presents a brief summary of the main whole school measures within Insight referred to within the report, as well as some additional information on the Insight Virtual Comparator and SCQF Levels to assist elected members in their interpretation of the data presented. Information in Insight is available to support self-evaluation and benchmarking. It should not be used publicly for the purpose of comparing one school with another.

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 have been used in recent years as key target measures for all secondary schools in Aberdeenshire as part of the Education & Children's Service attainment and performance review process.

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 report displays data for the S4 cohort in a table for each of the past three years. The table shows, for each year, data for the specific school, the specific school's Virtual Comparator, the average across Aberdeenshire and 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, for Aberdeenshire and for the national population 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. The Insight “Virtual Comparator” (VC)

As noted in paragraph 2.7, the key benchmark against which a school’s performance should be gauged is the Virtual Comparator school (VC). For each cohort of pupils within a real school, Insight selects 10 pupils for every 1 pupil in the real school. The pupils are chosen at random from pupils across all schools in Scotland but match the pupils in the real school in respect of 4 key characteristics – stage, gender, SIMD profile and Additional Support Needs profile. In this way a virtual cohort is created of pupils with similar characteristics to those in the real school, for which attainment levels can be calculated for each of the Insight measures to provide appropriate benchmark levels of attainment that the real school can use to benchmark their own attainment.

4. SCQF Levels

The Scottish Credit and Qualifications Framework (SCQF) provides a framework within which all qualification can sit. The framework takes into account the level of difficulty of the qualification as well as the volume of work required to complete it. In simple terms all qualifications are allocated to a level, with the most common school qualifications fitting into the framework as follows:

| | |
|---------------|---|
| SCQF Level 1: | Qualifications at National 1 Level |
| SCQF Level 2: | Qualifications at National 2 Level |
| SCQF Level 3: | Qualifications at National 3 Level |
| SCQF Level 4: | Qualifications at National 4 Level |
| SCQF Level 5: | Qualifications at National 5 Level |
| SCQF Level 6: | Qualifications at Higher Level |
| SCQF Level 7: | Qualifications at Advanced Higher Level |

APPENDIX TWO

ATTAINMENT DATA FOR: BANFF ACADEMY

BREADTH & DEPTH MEASURES

Measure: % of cohort achieving 5+ awards at Level 5 or better by the end of S4

| 2016 | | | | 2017 | | | | 2018 | | | |
|--------|-----|--------|------|--------|-----|--------|------|--------|-----|--------|------|
| School | VC* | 'Shire | Nat. | School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. |
| 41% | 40% | 49% | 45% | 42% | 41% | 50% | 46% | 42% | 44% | 53% | 48% |

Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S5

| 2016 | | | | 2017 | | | | 2018 | | | |
|--------|-----|--------|------|--------|-----|--------|------|--------|-----|--------|------|
| School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. |
| 22% | 37% | 38% | 39% | 36% | 36% | 42% | 40% | 29% | 35% | 40% | 40% |

Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S6

| 2016 | | | | 2017 | | | | 2018 | | | |
|--------|-----|--------|------|--------|-----|--------|------|--------|-----|--------|------|
| School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. |
| 16% | 30% | 32% | 33% | 22% | 31% | 32% | 34% | 31% | 31% | 36% | 34% |

*VC= Virtual Comparator

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

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

| | Level 4 | | | Level 5 | | |
|--------------------|---------|------|------|---------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| School | 95% | 94% | 80% | 57% | 57% | 44% |
| Virtual Comparator | 79% | 84% | 80% | 43% | 48% | 45% |
| Aberdeenshire | 91% | 92% | 85% | 59% | 63% | 57% |
| National | 83% | 85% | 81% | 48% | 52% | 50% |

ATTAINMENT DATA FOR: BANFF ACADEMY (contd.)

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

S4

| | Lowest attaining 20% | | | Middle attaining 60% | | | Highest attaining 20% | | |
|--------------------|----------------------|------|------|----------------------|------|------|-----------------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| School | 119 | 122 | 108 | 309 | 315 | 274 | 411 | 419 | 408 |
| Virtual Comparator | 95 | 109 | 103 | 299 | 303 | 296 | 418 | 421 | 420 |
| Aberdeenshire | 142 | 143 | 116 | 330 | 335 | 323 | 428 | 431 | 432 |
| National | 107 | 115 | 100 | 312 | 319 | 308 | 424 | 425 | 425 |

S5

| | Lowest attaining 20% | | | Middle attaining 60% | | | Highest attaining 20% | | |
|--------------------|----------------------|------|------|----------------------|------|------|-----------------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| School | 95 | 87 | 71 | 412 | 480 | 494 | 857 | 934 | 942 |
| Virtual Comparator | 89 | 85 | 56 | 522 | 511 | 526 | 960 | 986 | 967 |
| Aberdeenshire | 95 | 97 | 89 | 553 | 570 | 569 | 978 | 989 | 979 |
| National | 60 | 62 | 53 | 519 | 530 | 529 | 979 | 986 | 987 |

(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% | | |
|--------------------|----------------------|------|------|----------------------|------|------|-----------------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| School | 187 | 163 | 157 | 536 | 584 | 509 | 1081 | 1258 | 1045 |
| Virtual Comparator | 95 | 98 | 58 | 540 | 550 | 504 | 1190 | 1183 | 1151 |
| Aberdeenshire | 179 | 153 | 147 | 669 | 669 | 675 | 1313 | 1333 | 1320 |
| National | 89 | 92 | 84 | 544 | 552 | 560 | 1180 | 1188 | 1203 |

(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).

ATTAINMENT DATA FOR: FRASERBURGH ACADEMY

BREADTH & DEPTH MEASURES

Measure: % of cohort achieving 5+ awards at Level 5 or better by the end of S4

| 2016 | | | | 2017 | | | | 2018 | | | |
|--------|-----|--------|------|--------|-----|--------|------|--------|-----|--------|------|
| School | VC* | 'Shire | Nat. | School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. |
| 41% | 42% | 49% | 45% | 42% | 41% | 50% | 46% | 44% | 43% | 53% | 48% |

Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S5

| 2016 | | | | 2017 | | | | 2018 | | | |
|--------|-----|--------|------|--------|-----|--------|------|--------|-----|--------|------|
| School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. |
| 24% | 29% | 38% | 39% | 28% | 38% | 42% | 40% | 35% | 37% | 40% | 40% |

Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S6

| 2016 | | | | 2017 | | | | 2018 | | | |
|--------|-----|--------|------|--------|-----|--------|------|--------|-----|--------|------|
| School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. | School | VC | 'Shire | Nat. |
| 19% | 27% | 32% | 33% | 21% | 25% | 32% | 34% | 22% | 32% | 36% | 34% |

*VC= Virtual Comparator

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

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

| | Level 4 | | | Level 5 | | |
|--------------------|---------|------|------|---------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| School | 88% | 81% | 66% | 63% | 63% | 52% |
| Virtual Comparator | 83% | 83% | 79% | 45% | 47% | 46% |
| Aberdeenshire | 91% | 92% | 85% | 59% | 63% | 57% |
| National | 83% | 85% | 81% | 48% | 52% | 50% |

ATTAINMENT DATA FOR: FRASERBURGH ACADEMY (contd.)

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

S4

| | Lowest attaining 20% | | | Middle attaining 60% | | | Highest attaining 20% | | |
|--------------------|----------------------|------|------|----------------------|------|------|-----------------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| School | 120 | 120 | 34 | 312 | 320 | 284 | 468 | 471 | 446 |
| Virtual Comparator | 102 | 101 | 93 | 306 | 303 | 293 | 427 | 422 | 420 |
| Aberdeenshire | 142 | 143 | 116 | 330 | 335 | 323 | 428 | 431 | 432 |
| National | 107 | 115 | 100 | 312 | 319 | 308 | 424 | 425 | 425 |

S5

| | Lowest attaining 20% | | | Middle attaining 60% | | | Highest attaining 20% | | |
|--------------------|----------------------|------|------|----------------------|------|------|-----------------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| School | 10 | 59 | 21 | 430 | 490 | 521 | 928 | 960 | 980 |
| Virtual Comparator | 25 | 45 | 45 | 448 | 538 | 488 | 960 | 992 | 963 |
| Aberdeenshire | 95 | 97 | 89 | 553 | 570 | 569 | 978 | 989 | 979 |
| National | 60 | 62 | 53 | 519 | 530 | 529 | 979 | 986 | 987 |

(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% | | |
|--------------------|----------------------|------|------|----------------------|------|------|-----------------------|------|------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| School | 234 | 122 | 61 | 716 | 620 | 545 | 1296 | 1199 | 1143 |
| Virtual Comparator | 97 | 65 | 104 | 545 | 536 | 582 | 1162 | 1172 | 1155 |
| Aberdeenshire | 179 | 153 | 147 | 669 | 669 | 675 | 1313 | 1333 | 1320 |
| National | 89 | 92 | 84 | 544 | 552 | 560 | 1180 | 1188 | 1203 |

(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).