

REPORT TO KINCARDINE AND MEARNS AREA COMMITTEE – 11 FEBRUARY 2020

ANALYSIS OF ATTAINMENT AND ACHIEVEMENT OF YOUNG PEOPLE IN KINCARDINE AND MEARNS SECONDARY SCHOOLS IN ACCREDITED AWARDS, YEAR ENDING JUNE 2019

1 Reason for Report / Summary

- 1.1 This report presents the annual analysis of school attainment data based on the set of data arising from qualifications taken by young people in secondary schools in Kincardine and Mearns during the 2018-19 school session, together with an outline of the strategies in place in each school to support continuing improvement in attainment and achievement. The Committee is asked to consider and comment on the report with a view to supporting the schools and the Council in continuing to review and develop its plans for supporting and improving attainment and achievement in the future.

2 Recommendations

The Committee is recommended to:

- 2.1 Consider and make comments on the contents of the report to inform the Education & Children's Service's ongoing plans to support improvements in attainment and achievement in the schools concerned.**

3 Purpose and Decision Making Route

- 3.1 It is important that the Committee is provided with summary information on aspects of performance that have a bearing on the council's priorities on a regular basis, in order that elected members can scrutinise the data and ask questions about performance and inform each school's and the Service's future plans. This report provides a summary of Kincardine and Mearns secondary school attainment levels based on the most recent release of national school attainment data (September 2019).
- 3.2 The Education and Children's Services Committee considered a similar report on attainment across Aberdeenshire at its meeting on 10 October 2019. One of the recommendations agreed at that meeting was that the present report should be provided to Area Committees, providing information on the secondary schools within the relevant area.

4 Discussion

- 4.1 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 presented through the Scottish

Government's benchmarking system, "Insight". The data and analyses presented in this report are sourced from Insight.

- 4.2 In addition to the awards achieved during 2018-19 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 and vocational 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 2018-19 in each school.
- 4.3 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 17 September 2019, which incorporates the 2019 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.

- 4.4 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.
- 4.5 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.

4.6 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 3 secondary schools within Kincardine and Mearns is provided in tabular form only in Appendix 2 to this report.

4.7 **Overview of attainment and achievement at Mackie Academy**

There was a mixed picture of attainment across the measures at S4, with most of them showing attainment levels broadly in line with last year. For the Literacy and Numeracy measures the school tends to be above its VC, whilst for most of the other measures, it lies a bit below its comparator.

At S5, there was steady improvement in the percentage of young people achieving 3 or more awards at SCQF¹ Level 6 (Higher level), although the attainment of the middle to lowest attaining young people was down slightly in 2019 compared with the previous year. Across the measures at this stage, the school's attainment tends to be slightly below that of its VC.

The attainment at S6 tended to be lower in 2019 than it was in 2018 across the measures. The school's attainment was at a level above that of its VC on measures focused on middle to lower ability young people, but below the VC for the most able students.

4.8 **Summary of range of other wider achievement and vocational awards at Mackie Academy.**

During session 2018-19, young people attending Mackie Academy were entered for and achieved awards in a range of areas, including:

- Constructions Crafts Skills for Work award at National 4/5 (in partnership with Dundee and Angus College and North East Scotland College - NESCOL)
- Early Learning and Childcare Skills for Work award at National 4/5 (in partnership with NESCOL)
- Foundation Apprenticeship award in Creative and Digital Media (in partnership with NESCOL)
- Leadership award
- Photography National Progression award
- Employability award.

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

4.9 **Approaches to raising attainment and achievement in Mackie Academy**

As Mackie Academy enters the final stage of its current three-year improvement planning cycle our continued focus on self-evaluation means that a consistent approach to improvement and action plans has been achieved. Continuing work on validated self-evaluation with our colleagues at Mearns and Portlethen Academies strengthens these processes further, developing leadership across the school and focusing on high quality learning and teaching.

Evaluation of our progress has identified the following key strengths in line with "How Good is our School 4":

- Working with our community to ensure that our shared values, standards and expectations are lived by all
- Developing leadership capacity at all levels for pupils and staff
- A quality approach to Learning and Teaching across all faculties that supports high attainment and achievement
- All stakeholders promote a climate where young people feel safe and secure
- School attainment levels in line with or outperforming virtual comparator in Insight for most key measures
- Recognition of best practice in improving outcomes for learners at school, local and regional levels.

4.10 Key pieces of evidence to support this include national recognition of the school's strengths in attainment (as measured by exam results) and being identified within the EdTech50 schools in 2019 which is UK wide. This is recognition of digital technology and learning and teaching being intrinsically linked and the work across the school to support this.

4.11 Continued curriculum development is exciting and with improved staffing in both Computing Science and Business, the school will be expanding provision in these areas at National 4/5 and Higher, with the intention of introducing a Foundation Apprenticeship course next year. We are also hopeful that we can be the first school in Aberdeenshire to offer the Food and Drink Foundation Apprenticeship in 2020-21, a reflection of the growing market for jobs in this field in the North East.

4.12 As the school's cluster collaboration with Visible Learning comes to a close, an exciting development this summer is the expansion of P7/S1 transition to a full seven days. This has required planning with the school's primary colleagues to expand curriculum transition, an area which has been identified as requiring improvement to support young people and their learning. At the same time STEM funding from Education Scotland means that school staff have been out in the school's cluster primaries, supporting the professional development of primary staff in Numeracy, Science, Earth Science and ICT.

4.13 **Overview of attainment and achievement at Mearns Academy**

There was improvement evident across all of the measures at S4 in 2019, with the percentage of young people achieving 5 or more awards at SCQF Level 5 reaching its highest level for many years. The school's attainment level exceeds that of its VC in Literacy and Numeracy and in almost all the other measures of general attainment at this stage.

4.14 Although the percentage of young people in S5 achieving 3 or more awards at SCQF level 6 (Higher level) improved in 2019, other measures at this stage were down a bit, compared with last year. The school's attainment level tends to be below, or in line with, that of its VC at this stage.

4.15 Attainment at S6 was also down compared to last year, with the school returning to broadly the same level achieved in 2017 across the S6 measures. Although the measure focusing on the least able 20% of young people at S6 shows attainment of the school well above that of its VC, for the other S6 measures, it tends to be either in line with, or below, the comparator.

4.16 **Summary of range of other wider achievement and vocational awards at Mearns Academy.**

During session 2018-19, young people attending Mearns Academy were entered for and achieved awards in a range of areas, including:

- Rural Skills Skills for Work awards at National 4 (in partnership with Dundee and Angus College)
- Health Sector Skills for Work award at National 5 (in partnership with Dundee and Angus College)
- Hospitality Skills for Work award at National 5 (in partnership with Dundee and Angus College)
- Dance National Progression award
- Personal Achievement award (Gold)
- Software Development National Progression award.

4.17 **Approaches to raising attainment and achievement in Mearns Academy**

These include:

- The new school values of Respect, Wellbeing and Ambition, developed by the school community and stakeholders. These values are to be embedded in the everyday work of the school and will ensure it continues to build on having a culture of mutual respect and high expectations with attainment and achievement being recognised through awards, the colours system, achievement assemblies and the Prize Giving.
- 4 Key areas have been identified as part of the school's improvement planning. These are in line with Aberdeenshire improvement priorities and include:
 - Improving Learning, Teaching & Assessment

- Partnership Working to Raise Attainment
- Developing Leadership at All Levels
- Improvement through Self-Evaluation.
- The school has an increased number of young people studying Foundation Apprenticeships. This is offered in partnerships with the local business community and Dundee and Angus College to maximise opportunities and learner pathways for young people ensuring a relevant curriculum.
- The school has a GIRFEC leadership team which meets on a weekly basis and identifies young people who are at risk of underachieving and formulate actions to bring about improvement.
- Regular attainment meetings are scheduled in our Quality Assurance calendar with Faculty Leaders. These involve an in-depth analysis of attainment using Insight as a tool for improvement.
- Work has been done to ensure all staff and young people know, understand and use the GIRFEC wellbeing indicators as an integral feature of school life. Young people now complete a GIRFEC, Wellbeing questionnaire which highlights any wellbeing concerns. Support is then put in place to ensure each young person maximises their potential.
- The ethos and culture of the school reflects a commitment to children's rights and positive relationships. This has been recognised with the school achieving Silver Rights Respecting School status.
- Learners receive high-quality feedback to ensure they have an accurate understanding of their progress in learning and what they need to do to improve.
- Assessment is integral to our planning of learning and teaching. Within the school a variety of assessment approaches are used to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities.
- Staff continue to show a commitment to professional learning including pedagogy, local and national priorities and SQA course updates.
- Mearns Academy continues to work in partnership with Mackie and Portlethen Academies as part of the self-improving schools trio.
- Tracking and monitoring processes are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.

4.18 **Overview of attainment and achievement at Portlethen Academy**

Whilst the attainment of the most able 20% of young people at S4 showed a small improvement, and measures in Literacy and Numeracy were broadly maintained at the same level as last year, the other measures at this stage showed attainment not quite as strong in 2019, as achieved in 2018. For most measures at S4, the school's attainment level tends to be a bit lower than that of its VC.

4.19 All of the measures at S5 showed improvement in 2019, compared with the previous year, with the percentage of young people achieving 3 or more awards at SCQF level 6 (Higher level) reaching its highest level for many years. This resulted in a considerable closing of the gap between the school's attainment level and that of its VC across all measures.

4.20 At S6, there was a mixed picture, with there being evidence of improvement on some measures, but also some where attainment in 2019 did not match that of the previous year. The measure focusing on the attainment of the least able 20% of young people is an example of the latter, where the school's attainment level had previously consistently exceeded that of the VC. For other measures at this stage, the school's attainment tends to be lower than that of the comparator.

4.21 **Summary of range of other wider achievement awards at Portlethen Academy**

During session 2018-19, young people attending Portlethen Academy were entered for and achieved awards in a range of areas, including:

- Social Services: Children and Young People National Progression award (in partnership with NESCOL)
- Youth Achievement award (Gold)
- Scottish Football Association Refereeing award
- Scottish Bagpipes National Progression award
- Employability award
- Personal Finance award.

4.22 **Approaches to raising attainment and achievement in Portlethen Academy**

These include:

- Promotion of an ethos of attainment with a focus on high quality teaching and learning. This is supported by an "Outstanding Lesson" standard and skills framework. We have had external evaluation of this approach from colleagues at Mackie and Mearns Academies.
- Promotion of an ethos of achievement with a House system led by Guidance teachers. Leadership roles and opportunities across school include S6 peer support, Mentors in Violence Prevention and My World of Work ambassadors.
- In depth knowledge of its young people coupled with robust course choice information and discussions to ensure young people have the right level of course for their ability and career aspirations. This is complemented by a wider curriculum offer with breadth and depth, including National Progression Awards, Foundation Apprenticeships, college and Employability courses. It is further developed through increased accreditation for young people including PC Passport, National 4 Employability, National 5 Leadership, National 4 Personal Finance.

- A wide variety of Developing the Young Workforce activities including: mock interviews, mentoring, industry and careers assemblies, trips to world of work e.g. the Scottish Parliament, Stem events, NESCOL, staff work experience trips, S2 Youth Philanthropy Initiative (where pupils compete to raise money for a local charity).
- An increased focus on apprenticeships/employability support for vulnerable groups (Gear Up to Go, Princes Trust Achieve Scheme and extended work experience).
- Involvement as one of 4 schools in Scotland in the Wood Foundation Excelerate Learning Programme designed to enhance Teaching and Learning through stronger education and business links. Elements of this work include project based delivery of real world learning for pupils, high quality professional learning for staff, and better information to parents. A key element is the appointment of a dedicated Business and Community Support Officer, funded by the Wood Foundation, and committed to delivering partnerships in school.
- Improved Tracking, Monitoring and Interventions through the school's Interventions Policy and a Broad General Education tracking system developed with support from Mackie Academy. These identify under-performers/likely under-performers who then receive support.
- Increased focus on monitoring the Health and Wellbeing of pupils using the wellbeing indicators in Personal and Social Education. This is done regularly and enables targeting of support to emerging trends. The Academy is involved in a mental health support pilot. It has also audited its Additional Support for Learning staff expertise to provide more focused input to those facing challenges.

5 Council Priorities, Implications and Risk

5.1 This report helps deliver Council Priority 3 - Providing the best life chances for all our children and young people by raising levels of attainment and achievement.

5.2 The table below shows whether risks and implications apply if the recommendation is agreed.

Subject	Yes	No	N/A
Financial		X	
Staffing		X	
Equalities			X
Fairer Scotland Duty			X
Town Centre First			X
Sustainability		X	
Children and Young People's Rights and Wellbeing		X	

- 5.3 An equality impact assessment is not required because the purpose of this report is to inform the Committee on performance and does not have a differential impact on any of the protected characteristics.
- 5.4 The following Risks have been identified as relevant to this matter on a Corporate 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 enumerates examples of data and measures to be used for this purpose.

6 Scheme of Governance

- 6.1 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.
- 6.2 The Committee is able to consider this item in terms of Section B.1.2 and 11.4 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).

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Date 17 January 2020

List of Appendices

Appendix 1: Insight measures of attainment and achievement and other information
Appendix 2: Attainment data for Mackie Academy, Mearns Academy and Portlethen Academy

APPENDIX 1

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. Further information on Insight is available via the Scottish Government website at

<http://insight-guides.scotxed.net/>

1. 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.

2. 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.

3. 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.

4. The Insight “Virtual Comparator” (VC)

As noted in paragraph 4.5 of the report, 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 its own attainment.

5. SCQF Levels

The Scottish Credit and Qualifications Framework (SCQF) provides a framework within which all qualifications 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 2

ATTAINMENT DATA FOR: MACKIE ACADEMY

BREADTH & DEPTH MEASURES

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

2017				2018				2019			
School	VC*	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
61%	66%	50%	46%	59%	67%	53%	48%	51%	65%	55%	50%

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

2017				2018				2019			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
52%	59%	42%	40%	53%	59%	40%	40%	55%	62%	44%	43%

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

2017				2018				2019			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
42%	48%	32%	34%	48%	52%	36%	34%	44%	52%	34%	35%

*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		
	2017	2018	2019	2017	2018	2019
School	96%	95%	96%	83%	69%	67%
Virtual Comparator	94%	89%	88%	70%	65%	66%
Aberdeenshire	92%	88%	84%	63%	57%	60%
National	85%	83%	82%	52%	50%	53%

ATTAINMENT DATA FOR: MACKIE 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%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	190	176	175	370	353	332	423	420	426
Virtual Comparator	195	174	147	371	362	356	434	432	433
Aberdeenshire	143	118	115	335	324	323	431	432	436
National	115	101	98	319	309	311	425	425	425

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	151	127	102	677	675	650	1013	994	1004
Virtual Comparator	181	141	139	713	708	691	1026	1038	1036
Aberdeenshire	97	91	54	570	570	538	989	979	985
National	62	54	41	530	531	507	986	989	993

(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%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	232	149	135	812	741	707	1453	1497	1254
Virtual Comparator	164	164	110	643	705	661	1219	1341	1308
Aberdeenshire	153	149	108	670	686	626	1333	1339	1284
National	92	86	59	552	564	537	1190	1213	1193

(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: MEARNS ACADEMY

BREADTH & DEPTH MEASURES

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

2017				2018				2019			
School	VC*	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
48%	49%	50%	46%	54%	51%	53%	48%	67%	57%	55%	50%

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

2017				2018				2019			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
50%	39%	42%	40%	41%	43%	40%	40%	46%	47%	44%	43%

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

2017				2018				2019			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
34%	28%	32%	34%	40%	35%	36%	34%	34%	37%	34%	35%

*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		
	2017	2018	2019	2017	2018	2019
School	96%	92%	95%	61%	71%	73%
Virtual Comparator	86%	84%	85%	54%	51%	57%
Aberdeenshire	92%	88%	84%	63%	57%	60%
National	85%	83%	82%	52%	50%	53%

ATTAINMENT DATA FOR: MEARNS 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%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	136	137	192	327	326	350	428	414	433
Virtual Comparator	124	109	120	324	318	333	424	426	429
Aberdeenshire	143	118	115	335	324	323	431	432	436
National	115	101	98	319	309	311	425	425	425

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	137	87	84	600	577	540	945	999	922
Virtual Comparator	86	70	68	541	560	554	984	987	1002
Aberdeenshire	97	91	54	570	570	538	989	979	985
National	62	54	41	530	531	507	986	989	993

(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%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	179	227	178	617	704	592	1170	1285	1184
Virtual Comparator	84	92	85	548	581	589	1167	1217	1271
Aberdeenshire	153	149	108	670	686	626	1333	1339	1284
National	92	86	59	552	564	537	1190	1213	1193

(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: PORTLETHEN ACADEMY

BREADTH & DEPTH MEASURES

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

2017				2018				2019			
School	VC*	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
43%	57%	50%	46%	53%	61%	53%	48%	45%	63%	55%	50%

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

2017				2018				2019			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
37%	52%	42%	40%	37%	51%	40%	40%	52%	56%	44%	43%

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

2017				2018				2019			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
40%	46%	32%	34%	30%	47%	36%	34%	38%	44%	34%	35%

*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		
	2017	2018	2019	2017	2018	2019
School	94%	95%	96%	49%	52%	50%
Virtual Comparator	87%	89%	88%	61%	57%	67%
Aberdeenshire	92%	88%	84%	63%	57%	60%
National	85%	83%	82%	52%	50%	53%

ATTAINMENT DATA FOR: PORTLETHEN 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%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	174	148	128	320	329	309	418	418	422
Virtual Comparator	145	138	142	350	347	351	428	430	433
Aberdeenshire	143	118	115	335	324	323	431	432	436
National	115	101	98	319	309	311	425	425	425

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	137	92	105	519	502	564	933	909	971
Virtual Comparator	177	129	107	654	633	642	1028	1025	1023
Aberdeenshire	97	91	54	570	570	538	989	979	985
National	62	54	41	530	531	507	986	989	993

(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%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	173	135	156	731	635	543	1402	1213	1176
Virtual Comparator	153	124	80	649	630	596	1262	1259	1264
Aberdeenshire	153	149	108	670	686	626	1333	1339	1284
National	92	86	59	552	564	537	1190	1213	1193

(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).