

**REPORT TO EDUCATION AND CHILDREN'S SERVICES COMMITTEE -
18 MARCH 2021**

**ANALYSIS OF ATTAINMENT AND ACHIEVEMENT OF YOUNG PEOPLE FROM
ABERDEENSHIRE SECONDARY SCHOOLS IN ACCREDITED AWARDS (2019-20)**

1 Reason for Report / Summary

- 1.1 This report presents an analysis of school attainment based on the set of data arising from qualifications taken by young people in Aberdeenshire secondary schools during the 2019-20 school session and school leavers who left during session 2018-19.

2 Recommendations

The Committee is recommended to:

- 2.1 Consider and comment on the contents of this report to further inform the Service's approaches to improving attainment levels across Aberdeenshire, as outlined in paragraph 4.8; and**
- 2.2 Acknowledge and congratulate young people, their parents and carers, teachers and support staff and the wider children's services across Aberdeenshire on the level of success and achievement outlined within this report.**

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 priorities on a regular basis, in order that elected members can scrutinise the data and ask questions about performance and inform the Service's future plans. This report provides a summary of secondary school attainment levels based on the most recent release of national school attainment data (March and December 2020).
- 3.2 The Committee decided at its meeting on March 19, 2020 to approve a new approach to reporting attainment and achievement, and the present report is the first report to be produced in line with that decision. Thus, the report presents data and analysis focusing on year stage-based measures, informed by the most recent set of Scottish Qualifications Authority (SQA) exam results, as well as data illustrating the trend in attainment based on a number of agreed measures. In addition, it also includes data in relation to a selection of the leavers cohort-based measures, informed by the most recent release of national data of this type (published in March 2020). The Committee also agreed a schedule whereby Area Committees will also receive a report based on leavers cohort-based measures.

4 Discussion

4.1.1 Each year young people in secondary schools in Aberdeenshire are presented for National Courses and Units certificated by 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 presented through the Scottish Government's benchmarking system, "Insight". The data and analysis presented in this report are sourced from Insight.

4.1.2 Insight presents attainment data 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,

as well as a number of other measures, referred to as "Breadth and Depth" measures.

These measures are based on the achievement of each year group stage (S4, S5 or S6) and also on cohorts of school leavers. In the normal course of events, year stage-based measures are refreshed in Insight in September each year and leavers cohort based measures are refreshed in the following March.

4.1.3 The key benchmark for performance in Insight is provided by the "Virtual Comparator". The data that underlies performance of the Virtual Comparator (VC) for Aberdeenshire is generated by randomly selecting young people from across Scotland that match the characteristics of the Aberdeenshire young people whose performance is being evaluated. Insight also provides data for each measure for the whole of Scotland (the "national establishment").

4.1.4 The decision by the Scottish Government, in response to the Covid-19 pandemic, to cancel the 2020 diet of SQA examinations, and to base young people's achievements on the professional judgement of their teachers, has had two major impacts on the update of Insight that was originally due to be released in September 2020.

4.1.5 These are:

- The release of the September 2020 update of Insight, that would normally have included the results of the 2020 examination diet, was delayed until 17 December 2020.
- The fact that the data for the 2020 update of year stage-based measures is based entirely on teacher's professional judgement, rather than upon the outcome of externally assessed examinations and assignments has rendered this data unique in relation to data from other years published in Insight. The update of Insight that was published in December 2020 was accompanied with the following important advice:

"For 2020 the absence of external assessment information, and the Ministerial direction to award estimated grades, have led to a different pattern of attainment than we have seen in previous years. The

results for 2020 should not be directly compared to those in previous years. The 2020 Insight data cannot therefore be used to directly demonstrate subject, school or authority improvement compared with previous years.”

- Whilst the standards used to define grades and bands are defined nationally in SQA documentation, because the processes used to determine and moderate the decisions taken in order to arrive at estimate grades and bands will have varied across schools and local authorities across the country, great caution also needs to be exercised when comparing measures between schools, between local authorities, between local authority and national data and even between local authorities and Insight’s own key benchmark, the Virtual Comparator.

4.1.6 As a consequence of this, a number of changes have been made to the timing and contents of this report:

1. The publication of the report has been delayed from October 2020 to March 2021.
2. The year stage-based measures discussed in paragraphs 4.2 relate to the 2019-20 data only. Although the 2019-20 data for Aberdeenshire is presented alongside that for its Virtual Comparator and for the national establishment, because of the likely variations in the processes underlying the data in different schools referred to above, any inferences drawn from comparisons made between them will have less validity than has been the case in normal years.
3. The “leavers cohort” based measures that are discussed in paragraph 4.3 (introduced to this report for the first time, in line with the decision taken by the Committee in March 2020), cover the leavers cohorts for the period 2016-17, 2017-18 and 2018-19, which does not therefore include the 2019-20 data. There is no problem, therefore, in presenting the most recent data available (for the 2018-19 cohort of leavers) alongside that of the previous two years.
4. In line with the decision of the Committee, taken in March 2020, the report does include (in paragraph 4.5) a longer term trend analysis, using a three year rolling average to “smooth out” the effect of the impact of any one year for the 6 agreed measures. However, the singularity of the 2020 data, means that caution does need to be exercised in reviewing the trend across the data point that includes the 2020 data.

In addition:

5. The report also includes some data (in paragraph 4.4) from measures which are featured as part of the Local Government Benchmarking Framework (LGBF). These measures have not been included in this report in previous years and are included this year in response to a recommendation to do so in the recent Best Value report¹. As per the leavers cohort based measures, this data covers the period 2016-17 to 2018-19 only, meaning that it is possible to present data for these three years together.

¹ https://www.audit-scotland.gov.uk/uploads/docs/report/2020/bv_201022_aberdeenshire.pdf

4.2 Attainment data for Year Stage based measures for 2019-20

- 4.2.1 **Appendix 1** of this report presents charts and tables for a number of key measures based on year stages for 2019-20. This shows the data for Aberdeenshire, its Virtual Comparator (VC) and for the whole of Scotland (the “national” establishment).
- 4.2.2 Bearing in mind the cautions about drawing conclusions from comparisons between the data for Aberdeenshire, its VC and the national establishment referred to in paragraph 4.1.5, the following broad messages emerge from this data:
- Aberdeenshire’s attainment tends to exceed that of the national establishment across most measures.
 - There is no clear picture which shows Aberdeenshire consistently exceeding or underperforming its VC across the measures. For the majority of measures (8 out of 14), on this 2020 data, Aberdeenshire’s attainment is broadly in line with that of its VC. Where there is a difference (in either direction), this tends to be with measures for the S5 and S6 year stages.

4.3 Attainment for Leavers based cohorts for 2016-17 to 2018-19

- 4.3.1 **Appendix 2** presents charts and tables for a number of key measures based on cohorts of leavers in each of the sessions 2016-17, 2017-18 and 2018-19. Data is presented for each measure for Aberdeenshire, its VC and for the national establishment.
- 4.3.2 The following conclusions may be drawn from this data:
- Students leaving Aberdeenshire schools tend to have higher levels of Literacy and Numeracy than those across the rest of the country and Aberdeenshire also tends to exceed its VC, particularly at Level 5. The leavers cohort in 2018-19 was not quite as strong in Literacy and Numeracy as the previous two leavers cohorts.
 - In terms of general levels of attainment, Aberdeenshire students leaving in S4 tend to be in line with the VC and higher than the national establishment across the ability range. The attainment of the 2018-19 cohort of S4 leavers was broadly in line with the previous year’s cohort, but lower than the cohort in 2017-18.
 - In terms of general levels of attainment, Aberdeenshire students leaving in S5 tend to be in line with the VC and higher than the national establishment across the ability range. The highest attaining group of S5 leavers in 2018-19 was broadly in line with the attainment of the same cohort in 2016-17 and 2017-18, whilst the middle and lower attaining cohorts of S5 leavers in 2018-19 had attainment which was a bit lower than the corresponding cohorts in each of the previous two years.
 - In terms of general levels of attainment, Aberdeenshire students leaving in S6 tend to be in line with the VC and higher than the national establishment across the ability range, with those whose attainment placed them within the lowest attaining 20% having a level that was higher than the VC. The attainment of the 2018-19 cohort of leavers tended to be lower than that of each of the previous two years’ cohorts.
 - The percentage of Aberdeenshire school leavers securing a positive post school destination is consistently higher than that of the national

establishment and also slightly ahead of the VC. 96.4% of leavers secure a positive post school destination in 2018-19, which was the highest the figure has been over the past three years.

4.4 **Attainment as measured by Local Government Benchmark Framework measures (2016-17 to 2018-19)**

4.4.1 **Appendix 3** presents charts and tables for four measures with Insight data which features within the Local Government Benchmarking Framework (LGBF) of measures. Two of these focus on the attainment of students drawn from datazones in Aberdeenshire identified as falling within the 20% most deprived in Scotland, according to the Scottish Index of Multiple Deprivations (SIMD).

4.4.2 The following conclusions may be drawn from this data:

- More Aberdeenshire students achieve at least 5 awards at SCQF Level 5 by the time they leave school than is the case across the rest of the country, however, at SCQF Level 6, attainment is broadly in line with the national picture. For both Level 5 and 6, attainment in 2018-19 was broadly in line with that achieved in the previous two years.
- At both Level 5 and 6, Aberdeenshire's attainment has been consistently below that of its VC.
- In 2018-19, the attainment of Aberdeenshire students within the 20% most deprived areas was notably below that of both its VC cohort and the national establishment cohort, having fallen significantly from its 2017-18 level. This was highlighted by Audit Scotland in its recent Best Value report on Aberdeenshire. It should be noted that this has not been a consistent feature and that during 2016-17 and 2017-18 Aberdeenshire's attainment in relation to its VC and the national establishment cohort has been subject to a degree of fluctuation.

4.5 **Longer term trend analysis based on selection of six-year stage-based measures**

4.5.1 **Appendix 4** presents charts and tables for the six-year stage-based measures that the Committee agreed (at its meeting in March 2020) should form a regular feature of this report, in order to provide a longer term picture of how attainment across Aberdeenshire schools is comparing with the national picture. As noted in paragraph 4.1.5, national advice is that the 2019-20 data should be treated as unique and cautions against using it to compare with previous years' data.

The data points that are plotted on the charts are based on three year "rolling averages", the intention being to "smooth out" the effect of any one year's data, in order to provide a better picture of the long term trend. Whilst this does not change in any way the factors which make the 2019-20 data unique and different from previous years, it has had the effect of smoothing out any rapid change in the trends illustrated in the charts for all but one of the measures.

4.5.2 Based on this data the following conclusions may be tentatively drawn:

- The long-term trend continues to show that attainment levels in Aberdeenshire are broadly in line with those nationally.
- Most of the measures show a stable picture of attainment, with the exception of those at S4, where the Level 5 measure is showing an improvement (over the last three years), whilst the Level 4 measure continues to show a negative long term trend. At Level 5 the change is also reflected in the national figures –

perhaps suggesting that this may be mainly due to the “uniqueness” of the 2019-20 data, whilst for the Level 4 measure this is not the case, with the national picture having levelled out over the past three years.

- 4.6 The Covid-19 pandemic has had significant impact on the normal processes for considering, analysing and discussing attainment data in departments, schools and across the ECS. One impact has been the delay in being able to prepare and present this report for elected members to consider.

In addition, schools have had to give their primary focus to managing and operating within a Covid-19 environment, as well as developing and launching new methods for online learning on an unprecedented scale. At the same time, they have been trying to manage, and deliver on new SQA requirements for assessment and moderation required to ensure that senior phase students are able to gain the certification their learning deserves. All of these factors have meant that the normal processes for in depth consideration of attainment data and how this drives subsequent plans for improvement has had to be either delayed or addressed in other ways.

It is likely that, on the assumption that schools will be operating on the basis of 100% of students attending from around summer 2021, there will be a return to the in depth processes for considering, discussing and analysing of attainment data across ECS, as from the scheduled publication of Insight with the 2020-21 attainment data in September 2021.

- 4.7 It should also be noted that the data that will be available in September 2021, for the current session (2020-21), will again be based on an assessment model where there are no external examinations, with the primary source underlying student attainment and achievement being teacher professional judgement. This will mean that the 2020-21 attainment data that will be reported to Committee in October 2021 will again be, to a considerable degree, unique and not directly comparable with the data from other years.

4.8 **Raising attainment in Aberdeenshire**

In response to careful analysis of this and other attainment data available, and ongoing work with schools by Cluster Leads, a raft of strategies are in place which aim to raise levels of attainment and to reduce the poverty related attainment gap across the whole of Aberdeenshire. These would include the following:

4.8.1 Strategic leadership

- Strategic planning at the authority (through the National Improvement Framework Plan) and local levels (School Improvement Planning etc.) reflecting the ethos and vision of the raising attainment for all and closing the poverty related attainment gap agendas.
- A Quality Improvement framework delivering universal and targeted offers aimed at supporting Head Teachers and schools to improve outcomes for disadvantaged learners.
- Covid-19 recovery plans are in place, with closing the poverty related attainment gap a priority.

4.8.2 Capacity building

- Ongoing authority training to build capacity and support school leaders and practitioners in closing the poverty related attainment gap. Practitioners have already reported poverty related training events as

highly effective with 90% of Head Teachers evaluated training very good or excellent.

- An increased number of schools implementing cost of the school day project, piloting of a rural community hub and national equity audit findings demonstrates a positive increase in awareness and action to close the gap.
- Data analysis supported the identification of focus schools for targeted intervention (Quintile 1). Context-specific support in closing the gap is provided by the Education Scotland Attainment Advisor and Quality Improvement Officer. A small number of schools have requested additional training and are implementing strategies to raise attainment and close the gap.
- Close collaboration with Education Scotland (Attainment Advisor) and Northern Alliance in delivering a universal and targeted offer to schools and clusters.

4.8.3 Data analysis

- The “Aberdeenshire’s dashboard” provides all schools with easily accessible collated data such as, attendance, attainment, free school meals and decile information. Authority data packs have been developed for pilot schools in four clusters supporting context-based scrutiny and analysis of data to drive improvement in the Broad General Education, which is the building block for attainment in the Senior Phase. Initial feedback is positive with Head Teachers reporting more in-depth understanding of their context. Data analysis support packs will be shared with all schools by end of session 2020/21.
- Authority led training aimed at upskilling staff in the use of SEEMIS and data analysis, to support closing the poverty related attendance gap, is ongoing. Analysis of individual school attendance data is being supported by central authority staff and the attainment advisor. Support in analysing attendance data aims to promote further understanding and closing of the poverty related attendance gap.

4.8.4 Pupil Equity Funding (PEF)

- Schools across Aberdeenshire have used PEF since 2016, to provide wellbeing, literacy and/or numeracy interventions such as:
 - Extra-curricular clubs and activities
 - PEF supported additional training and resources
 - Relational, self-esteem and ambition building interventions
 - Counselling services
 - Nurture practices
 - 1:1 support delivered via PEF assistants, home school link worker and/or teaching staff
 - Attendance improving interventions such as soft start and breakfast club
- School PEF evaluations 2019/20, indicated the majority of schools implemented successful wellbeing interventions. Pupils and families report school interventions positively impact wellbeing. Schools highlighted increased attendance, greater pupil engagement, improved behaviour and lower exclusions as evidence of effective PEF interventions. Attainment data for some schools suggests an increase in attainment as a result of PEF initiatives.

- In sessions 2018/19 and 2019/20 PEF supported the appointment of 9.6 full time equivalent teachers. Schools report additional staffing as a significant support and would welcome increased appointments. Recruitment difficulties, especially in the north, have hindered further appointments.
- The north of Aberdeenshire has the highest concentration of pupils living in deciles one and two. Attendance, engagement and aspirations are highlighted by schools as areas requiring improvement. In response to these challenges, bespoke collaborations involving partnership working between Aberdeenshire Council and Aberdeen football club have been established. The PeterDeen and FraserDeen initiatives are targeting specific community needs and are reported by schools as positively contributing to pupils' increased engagement with their learning journey.

5 Council Priorities, Implications and Risk

- 5.1 This report helps deliver the Strategic Priority “Education” within the Pillar “Our People”, having the right people, in the right place, at the right time to tackle poverty and inequalities.
- 5.2 The table below shows whether risks and implications apply if the recommendations are 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 Directorate Level:
- [Failure to consistently apply best practice recommendations across all schools](#)
Mitigation: This report will be shared with Head Teachers and form part of the discussion at Attainment Review meetings in schools in the coming months.
 - [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 Sections E.1.1.b and E.6.1 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to scrutiny and review of the effectiveness of Council service delivery in respect of Education.

Laurence Findlay
Director of Education and Children's Services

Report prepared by Gordon Lennon, Education Support Officer
Date 12 February 2021

List of Appendices

Appendix 1 - Charts and Tables with Attainment data for Year Stage based measures for 2019-20.

Appendix 2 - Charts and Tables with Attainment for Leavers based cohorts for 2016-17 to 2018-19.

Appendix 3 - Charts and Tables with Attainment as measured by Local Government Benchmark Framework measures (2016-17 to 2018-19).

Appendix 4 - Charts and Tables with Longer term trend analysis of attainment based on selection of year stage based measures.

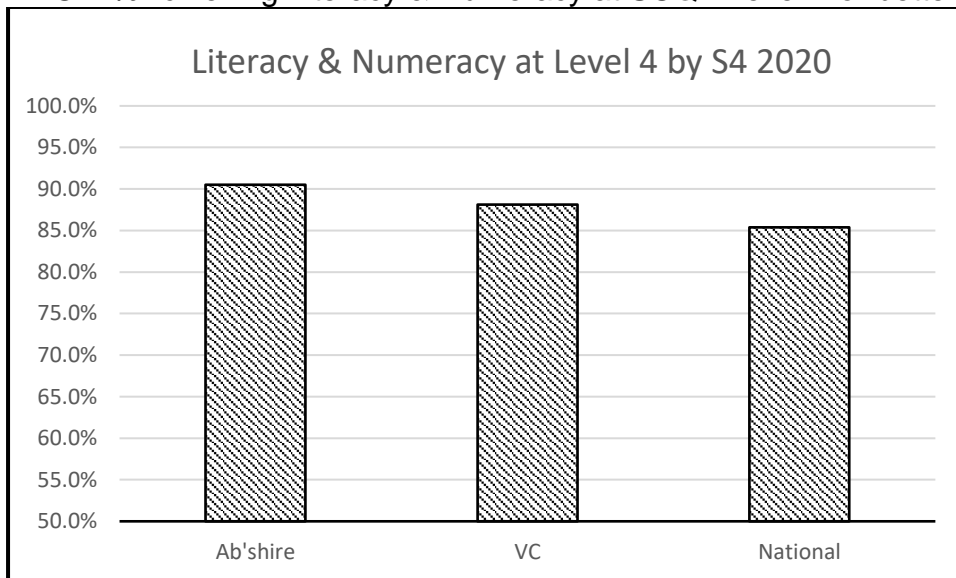
APPENDIX 1: CHARTS AND TABLES WITH ATTAINMENT DATA FOR YEAR STAGE BASED MEASURES FOR 2019-20

Measure Label	Measure description
4.2-1	The % of the year group achieving at least SCQF ² Level 4 in both Literacy and Numeracy by the end of S4
4.2-2	The % of the year group achieving at least SCQF Level 5 in both Literacy and Numeracy by the end of S4
4.2-3	The total average tariff points of the lowest attaining 20% of students in S4
4.2-4	The total average tariff points of the middle attaining 60% of students in S4
4.2-5	The total average tariff points of the highest attaining 20% of students in S4
4.2-6	The total average tariff points of the lowest attaining 20% of students in S5
4.2-7	The total average tariff points of the middle attaining 60% of students in S5
4.2-8	The total average tariff points of the highest attaining 20% of students in S5
4.2-9	The total average tariff points of the lowest attaining 20% of students in S6
4.2-10	The total average tariff points of the middle attaining 60% of students in S6
4.2-11	The total average tariff points of the highest attaining 20% of students in S6
4.2-12	The % of the year group achieving at least 5 awards at SCQF Level 5 or better by S4
4.2-13	The % of the year group achieving at least 3 awards at SCQF Level 6 or better by S5
4.2-14	The % of the year group achieving at least 5 awards at SCQF Level 6 or better by S6

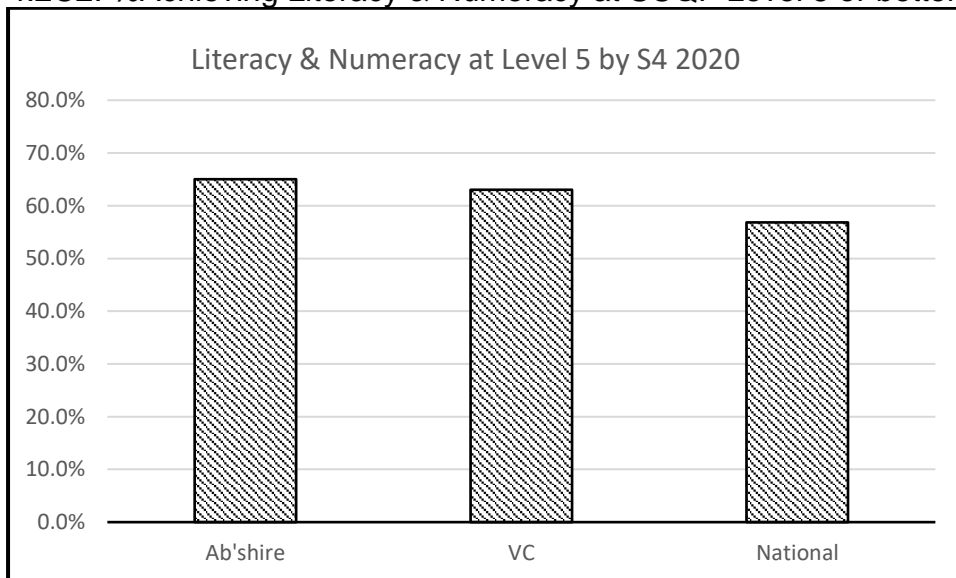
² Scottish Credit and Qualifications Framework – a national framework within which most accredited awards can be placed at different levels. For example, awards at Higher are at Level 6; those at National 5 at Level 5.

CHARTS FOR MEASURES 4.2-1 TO 4.2-14

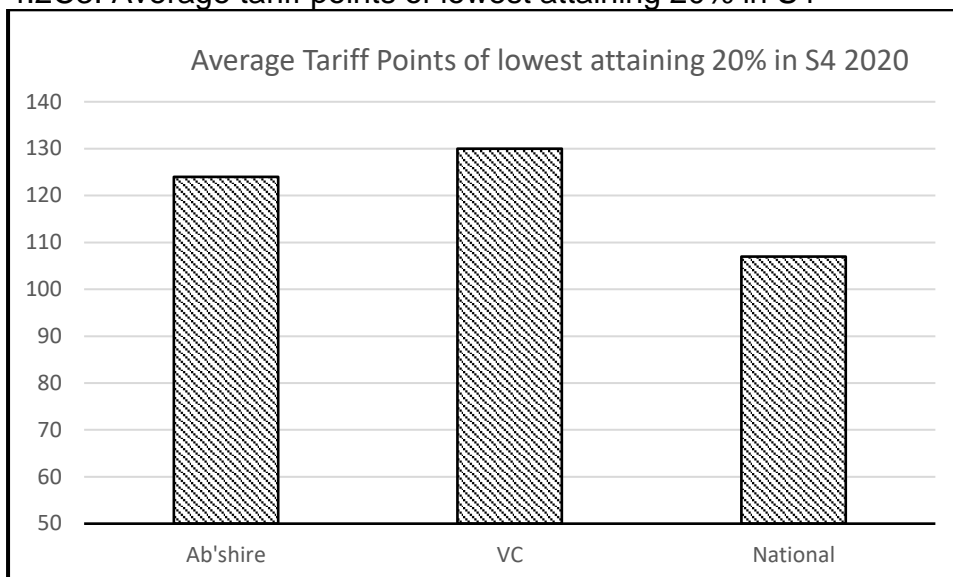
4.2C1: %Achieving Literacy & Numeracy at SCQF Level 4 or better by S4



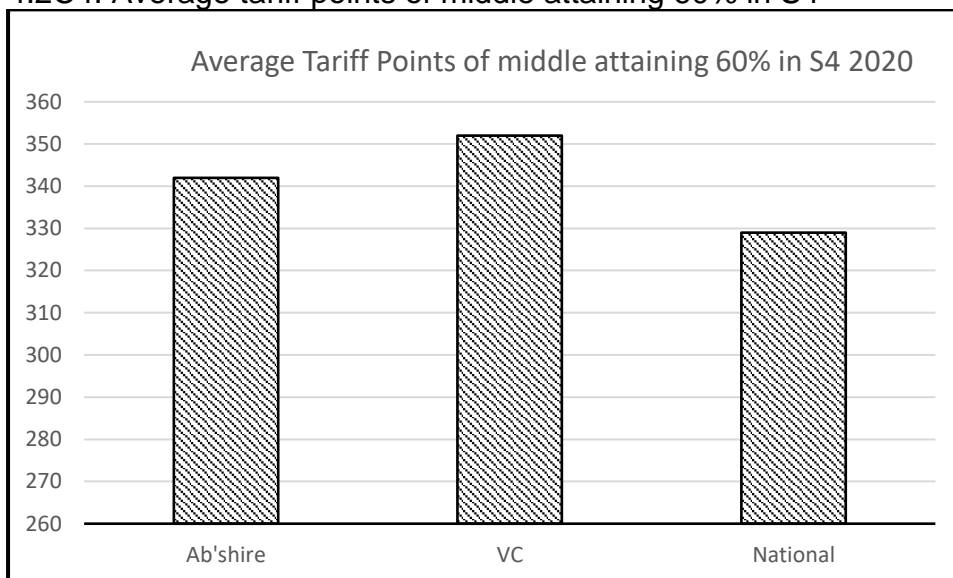
4.2C2: %Achieving Literacy & Numeracy at SCQF Level 5 or better by S4



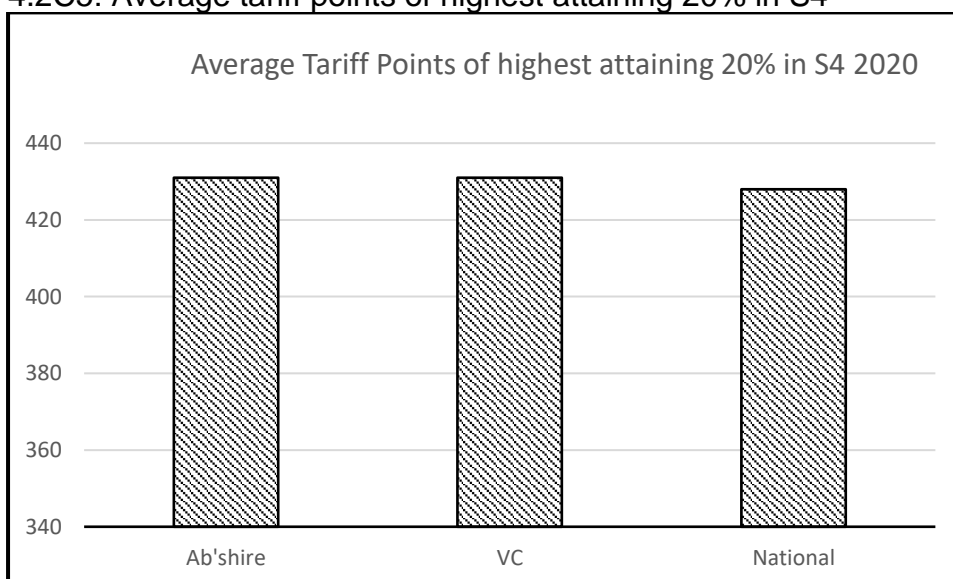
4.2C3: Average tariff points of lowest attaining 20% in S4



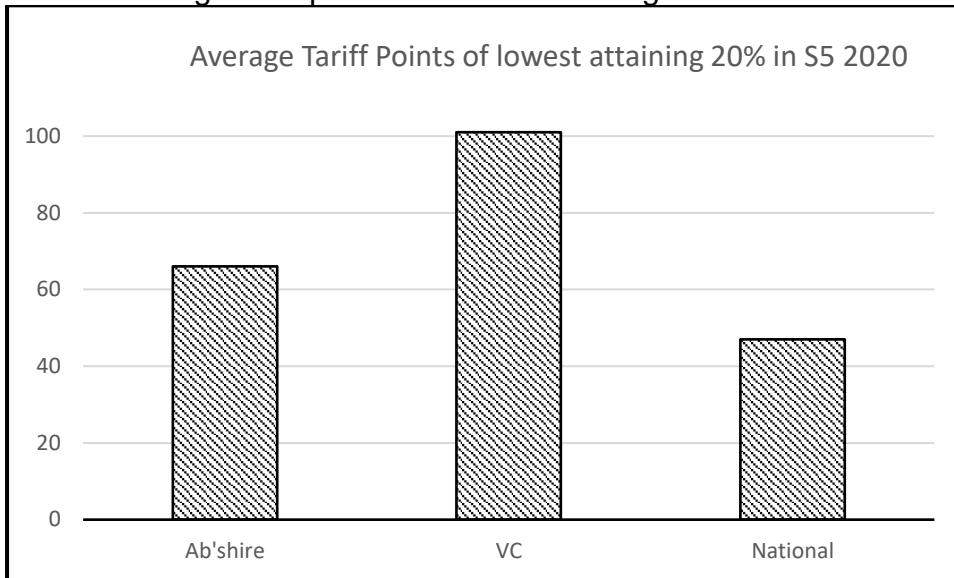
4.2C4: Average tariff points of middle attaining 60% in S4



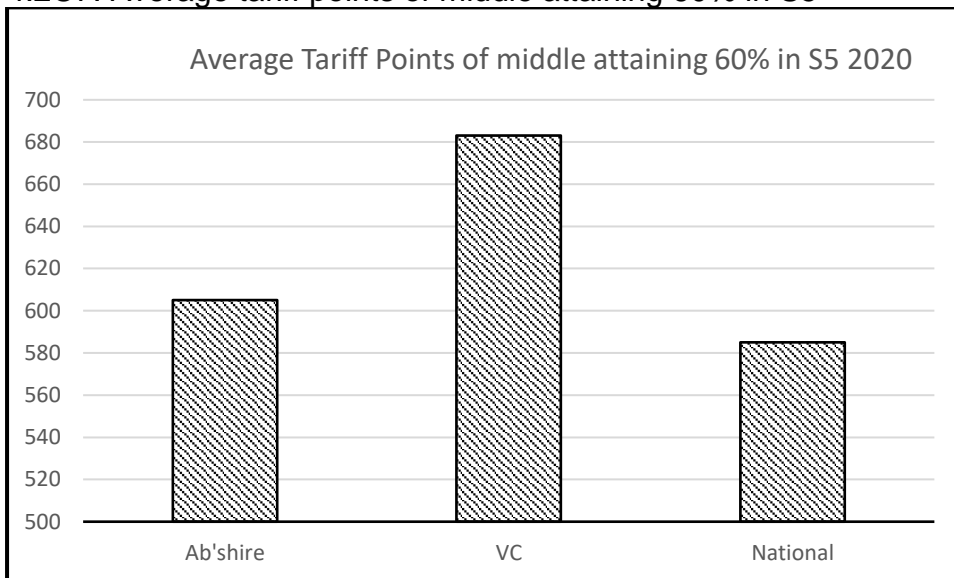
4.2C5: Average tariff points of highest attaining 20% in S4



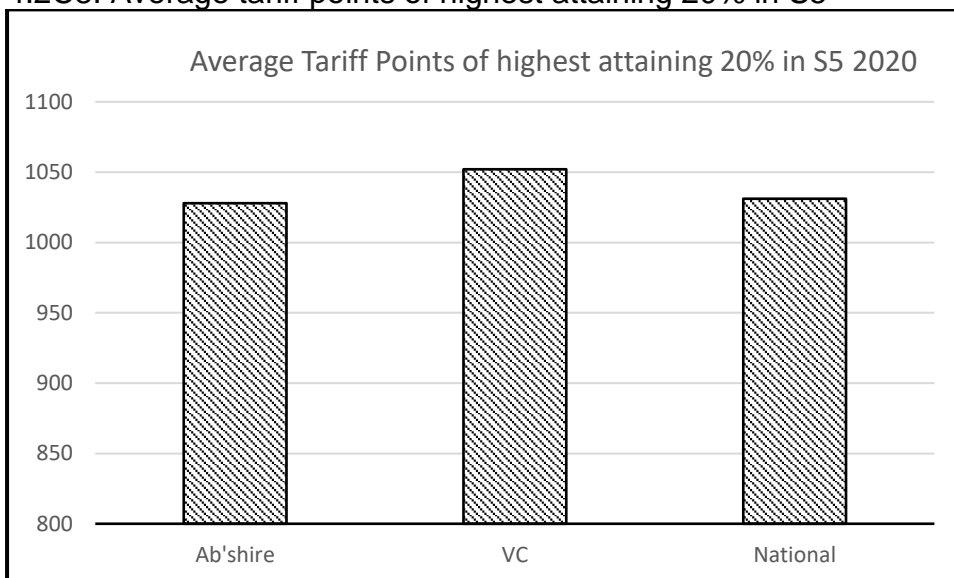
4.2C6: Average tariff points of lowest attaining 20% in S5



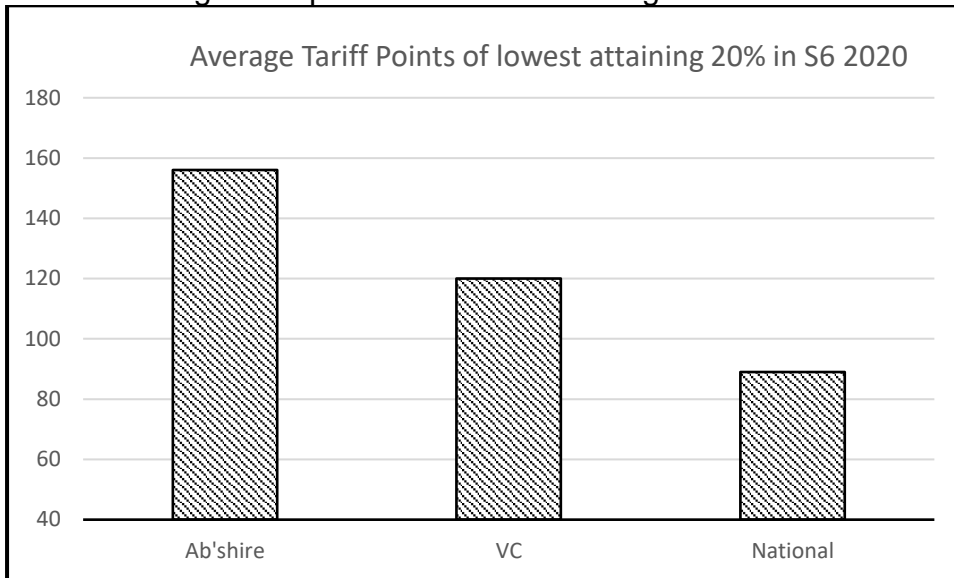
4.2C7: Average tariff points of middle attaining 60% in S5



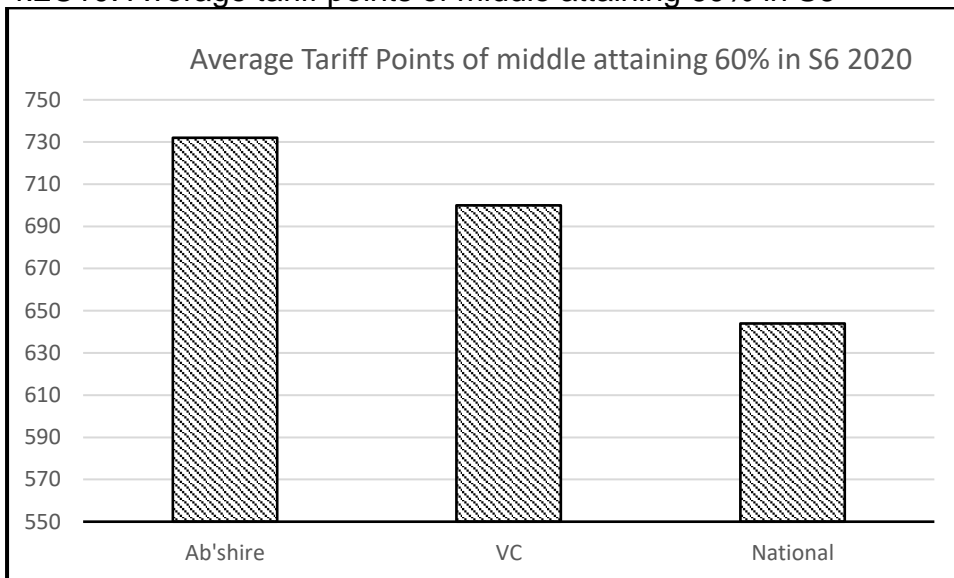
4.2C8: Average tariff points of highest attaining 20% in S5



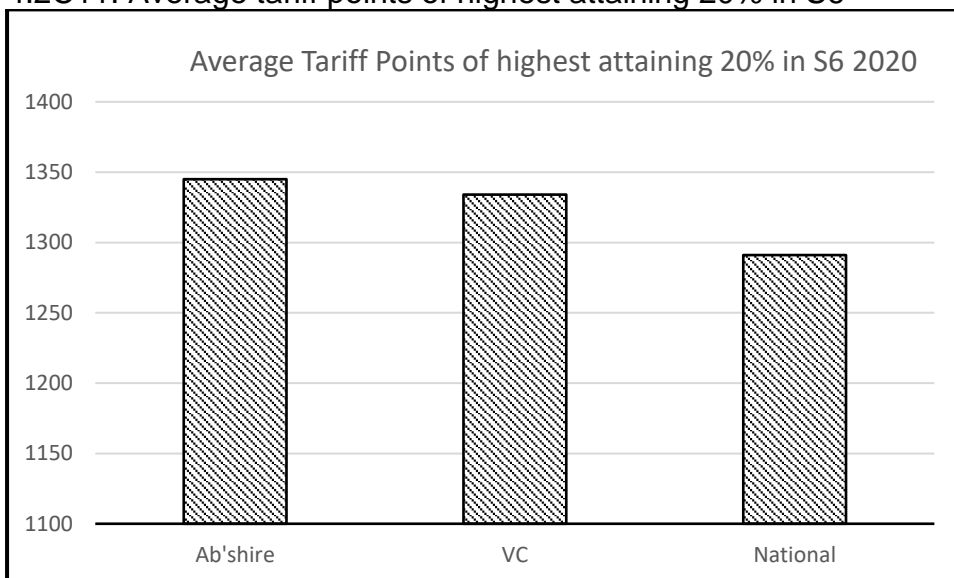
4.2C9: Average tariff points of lowest attaining 20% in S6



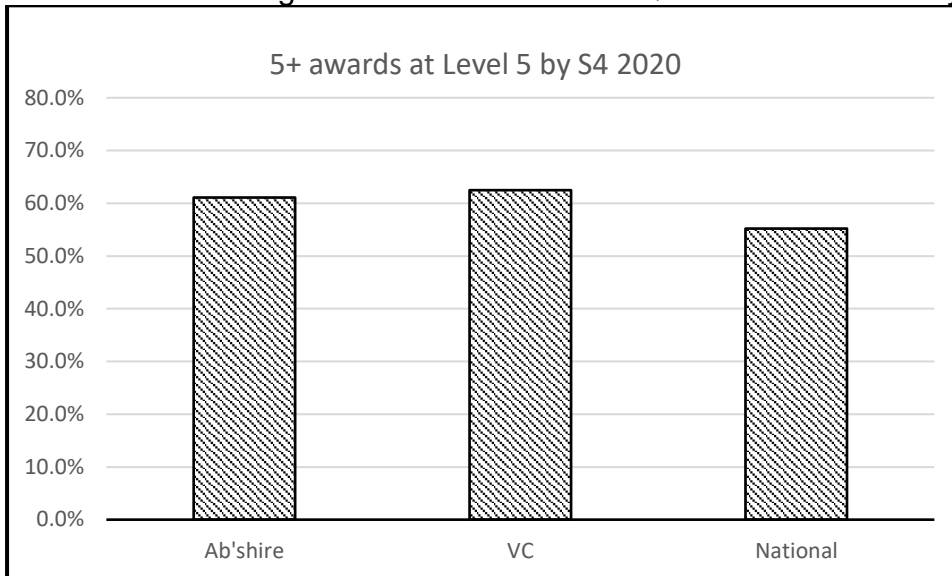
4.2C10: Average tariff points of middle attaining 60% in S6



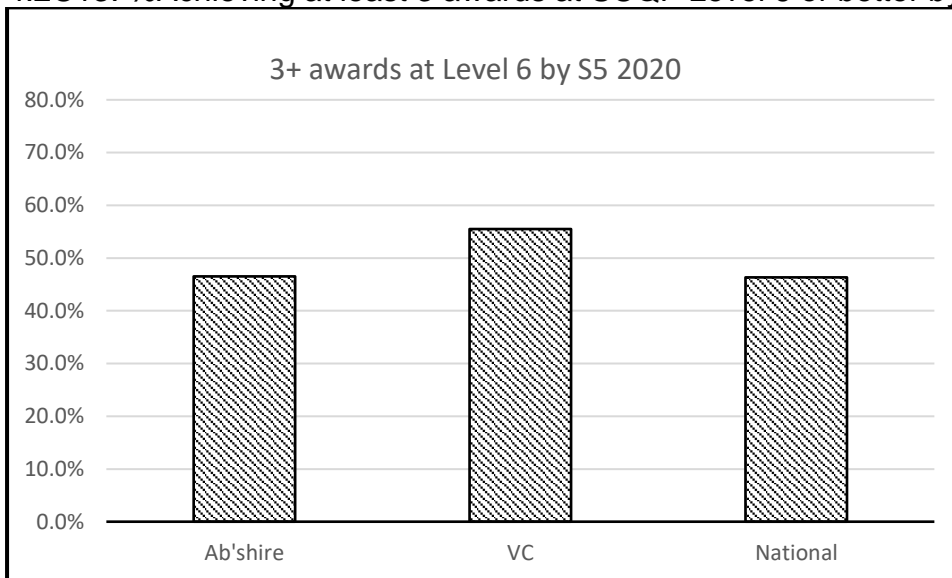
4.2C11: Average tariff points of highest attaining 20% in S6



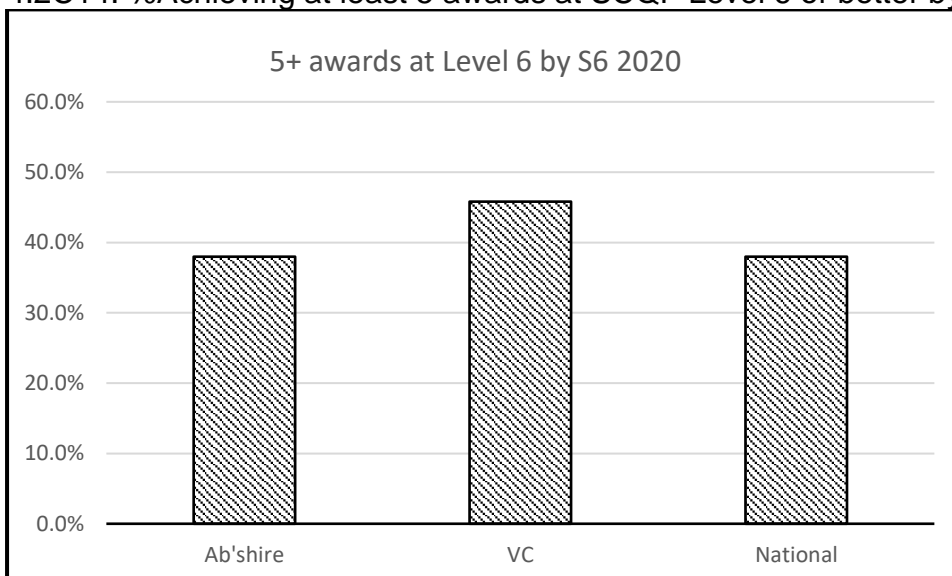
4.2C12: %Achieving at least 5 awards at SCQF Level 5 or better by S4



4.2C13: %Achieving at least 3 awards at SCQF Level 6 or better by S5



4.2C14: %Achieving at least 5 awards at SCQF Level 6 or better by S6



TABLES OF DATA FOR MEASURES 4.2-1 TO 4.2-14

4.2T1: %Achieving Literacy & Numeracy at SCQF Level 4 or better by S4

	2020
Aberdeenshire	90.5%
VC	88.1%
National	85.4%

4.2T2: %Achieving Literacy & Numeracy at SCQF Level 5 or better by S4

	2020
Aberdeenshire	65.0%
VC	63.0%
National	56.8%

4.2T3: Average tariff points of lowest attaining 20% in S4

	2020
Aberdeenshire	124
VC	130
National	107

4.2T4: Average tariff points of middle attaining 60% in S4

	2020
Aberdeenshire	342
VC	352
National	329

4.2T5: Average tariff points of highest attaining 20% in S4

	2020
Aberdeenshire	431
VC	431
National	428

4.2T6: Average tariff points of lowest attaining 20% in S5

	2020
Aberdeenshire	66
VC	101
National	47

4.2T7: Average tariff points of middle attaining 60% in S5

	2020
Aberdeenshire	605
VC	683
National	585

4.2T8: Average tariff points of highest attaining 20% in S5

	2020
Aberdeenshire	1028
VC	1052
National	1031

4.2T9: Average tariff points of lowest attaining 20% in S6

	2020
Aberdeenshire	156
VC	120
National	89

4.2T10: Average tariff points of middle attaining 60% in S6

	2020
Aberdeenshire	732
VC	700
National	644

4.2T11: Average tariff points of highest attaining 20% in S6

	2020
Aberdeenshire	1345
VC	1334
National	1291

4.2T12: %Achieving at least 5 awards at SCQF Level 5 or better by S4

	2020
Aberdeenshire	61.1%
VC	62.5%
National	55.2%

4.2T13: %Achieving at least 3 awards at SCQF Level 6 or better by S5

	2020
Aberdeenshire	46.5%
VC	55.5%
National	46.3%

4.2T14: %Achieving at least 5 awards at SCQF Level 6 or better by S6

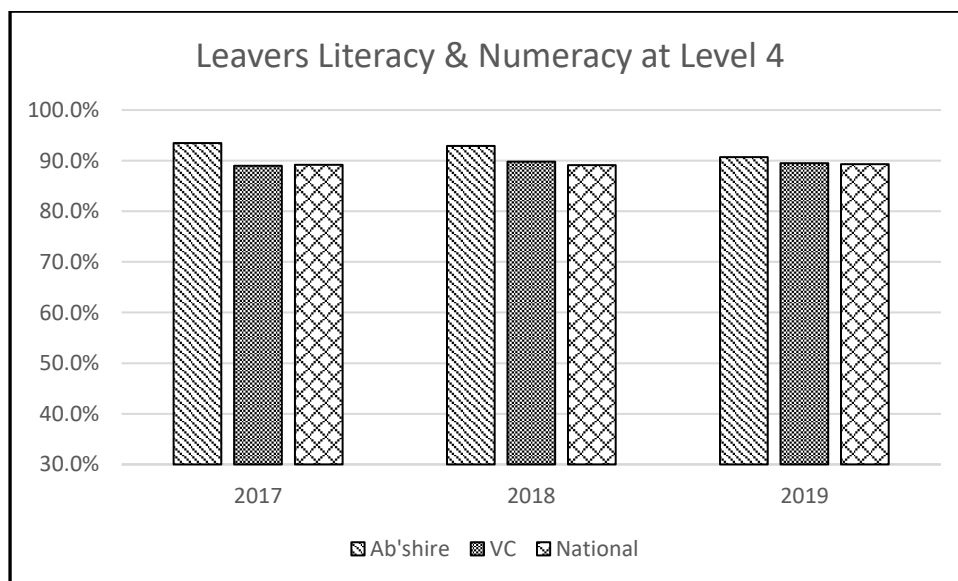
	2020
Aberdeenshire	38.0%
VC	45.8%
National	38.0%

APPENDIX 2: CHARTS AND TABLES WITH ATTAINMENT FOR LEAVERS BASED COHORTS FOR 2016-17 TO 2018-19

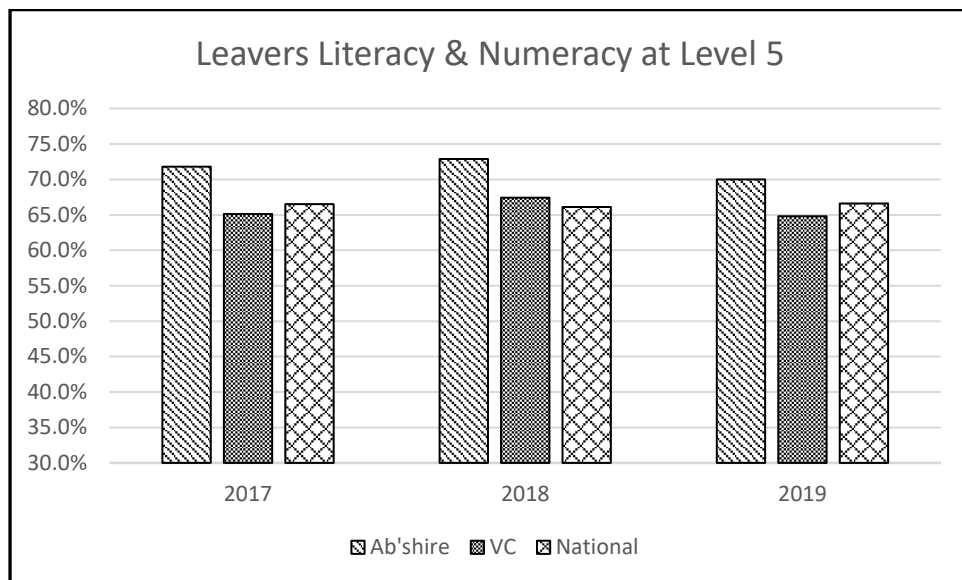
Chart Label	Measure description
4.3-1	The % of leavers achieving at least SCQF Level 4 in Literacy and Numeracy
4.3-2	The % of leavers achieving at least SCQF Level 5 in Literacy and Numeracy
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4.3-5	The total average tariff points of the highest attaining 20% of S4 leavers
4.3-6	The total average tariff points of the lowest attaining 20% of S5 leavers
4.3-7	The total average tariff points of the middle attaining 60% of S5 leavers
4.3-8	The total average tariff points of the highest attaining 20% of S5 leavers
4.3-9	The total average tariff points of the lowest attaining 20% of S6 leavers
4.3-10	The total average tariff points of the middle attaining 60% of S6 leavers
4.3-11	The total average tariff points of the highest attaining 20% of S6 leavers
4.3-12	The % of leavers securing a positive post school destination

CHARTS FOR MEASURES 4.3-1 TO 4.3-12

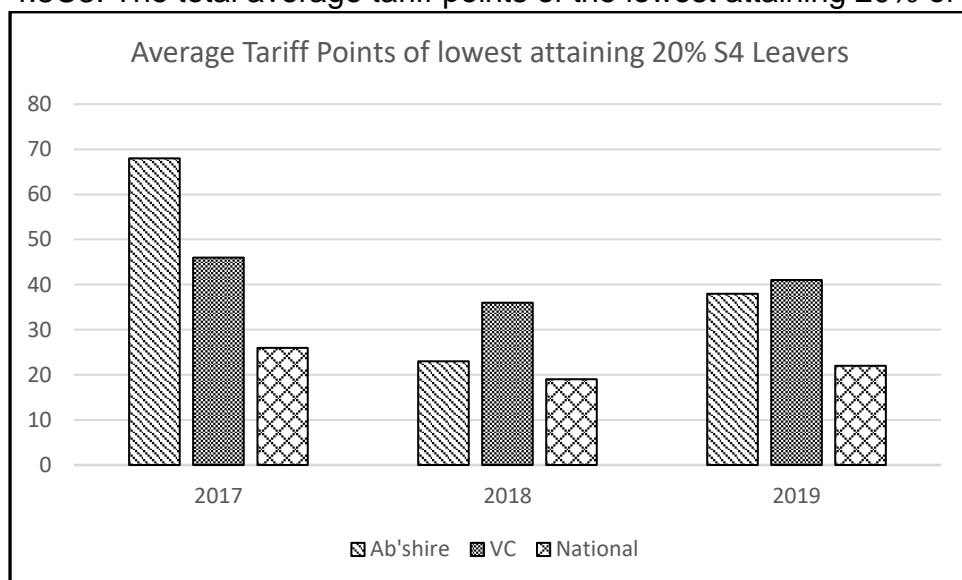
4.3C1: The % of leavers achieving at least SCQF Level 4 in Literacy and Numeracy



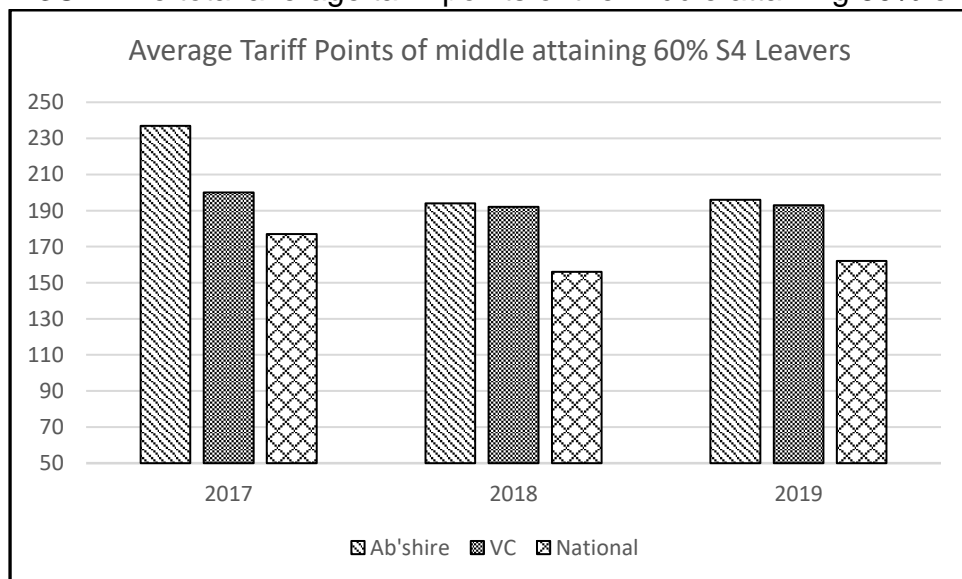
4.3C2: The % of leavers achieving at least SCQF Level 5 in Literacy and Numeracy



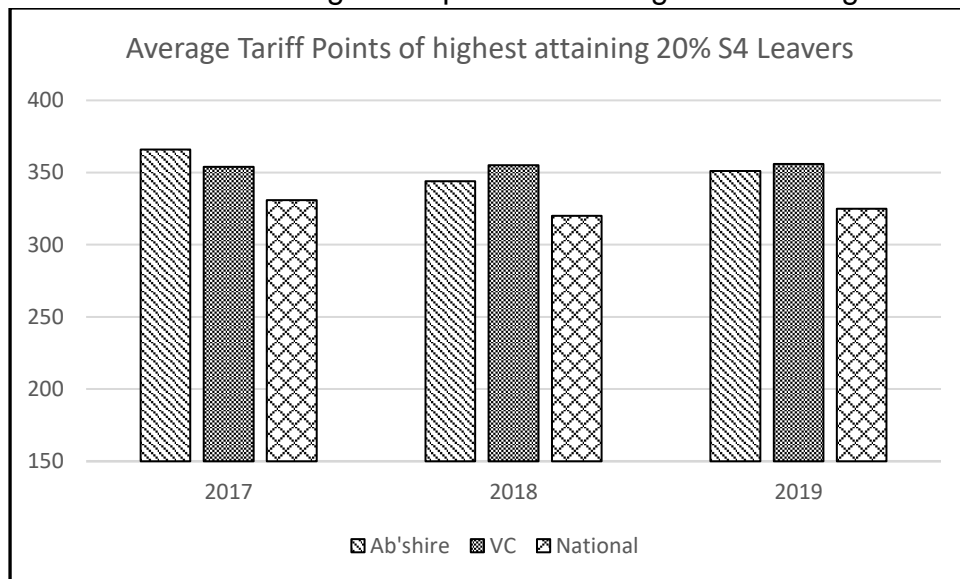
4.3C3: The total average tariff points of the lowest attaining 20% of S4 leavers



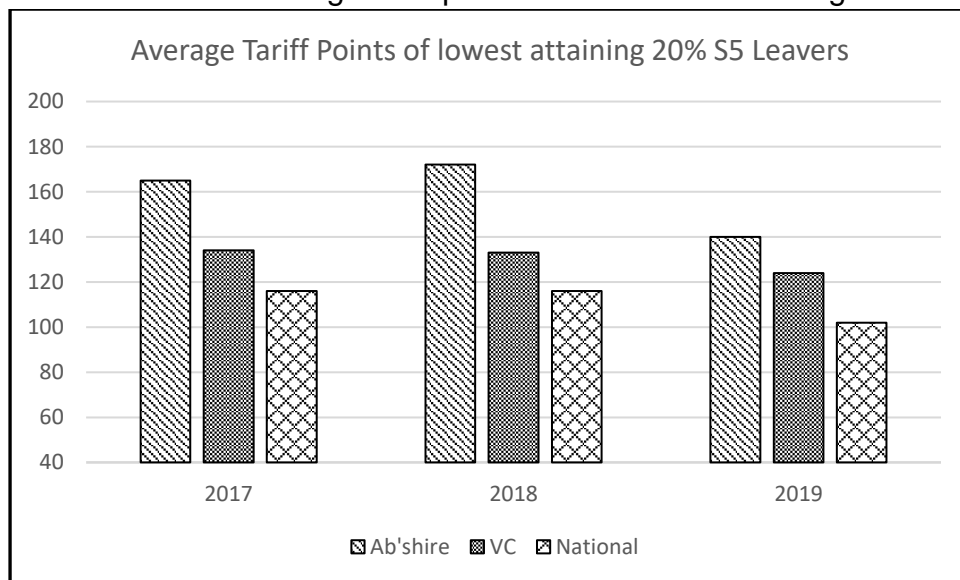
4.3C4: The total average tariff points of the middle attaining 60% of S4 leavers



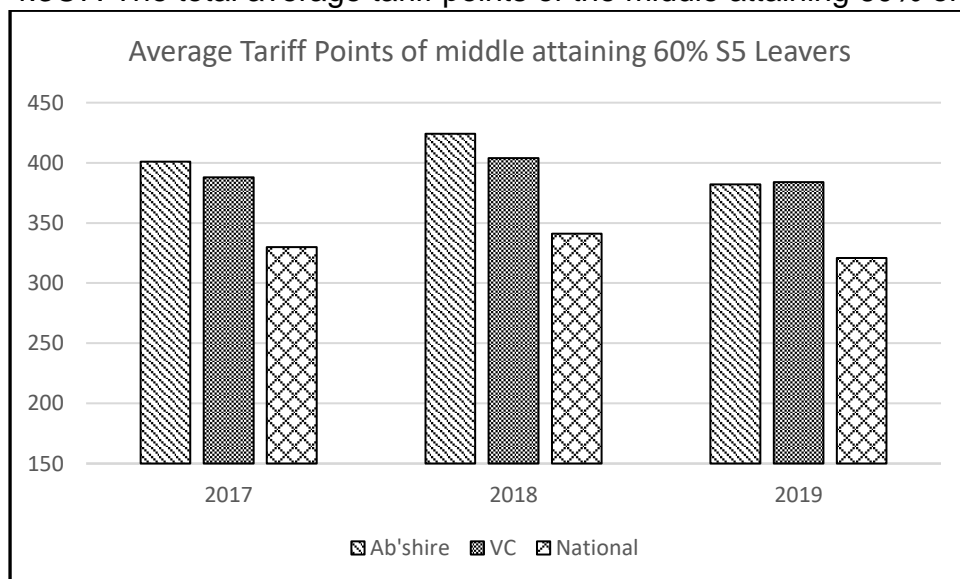
4.3C5: The total average tariff points of the highest attaining 20% of S4 leavers



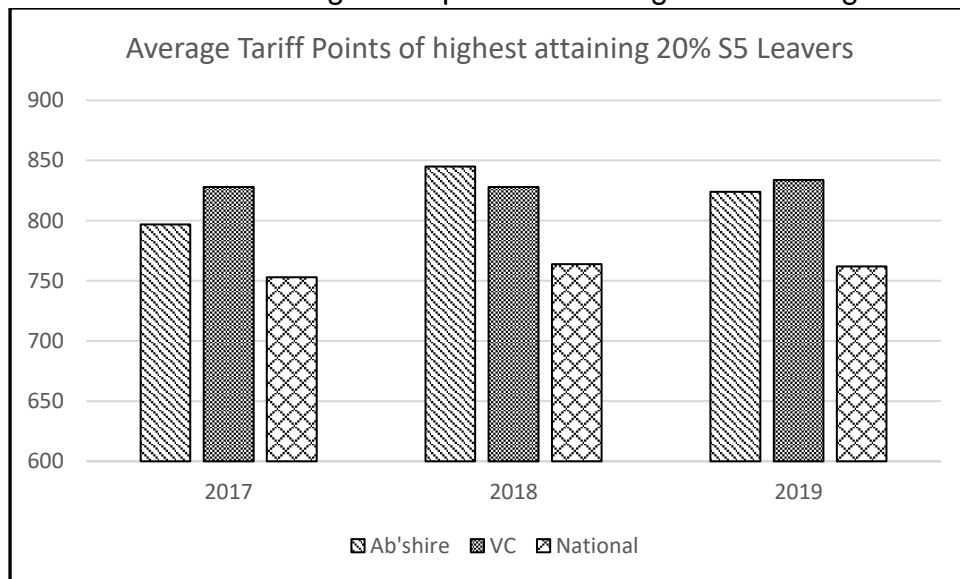
4.3C6: The total average tariff points of the lowest attaining 20% of S5 leavers



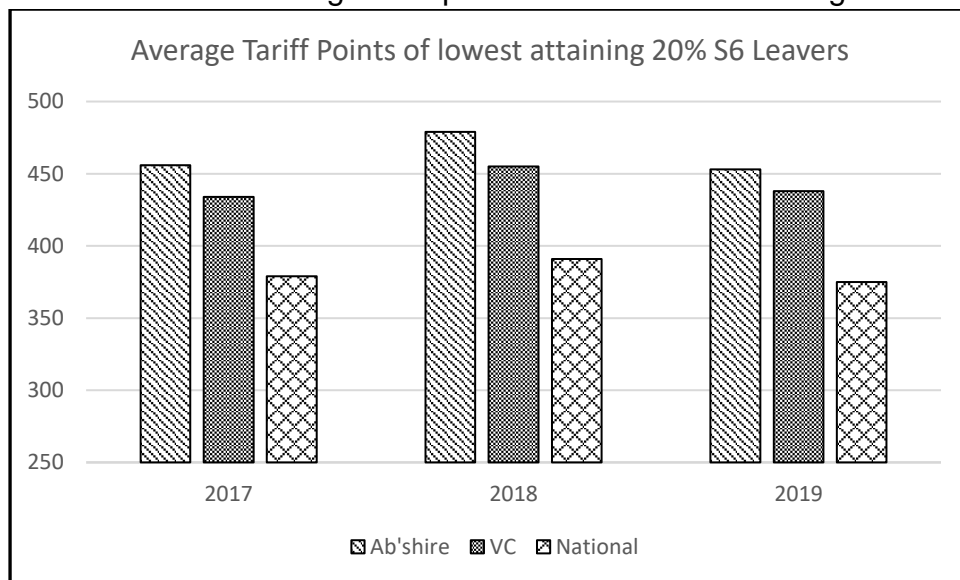
4.3C7: The total average tariff points of the middle attaining 60% of S5 leavers



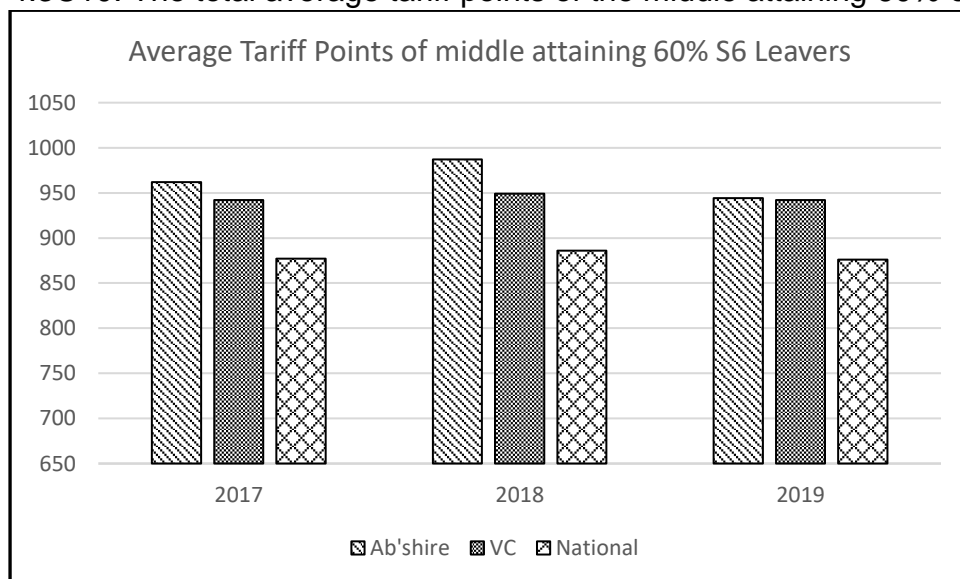
4.3C8: The total average tariff points of the highest attaining 20% of S5 leavers



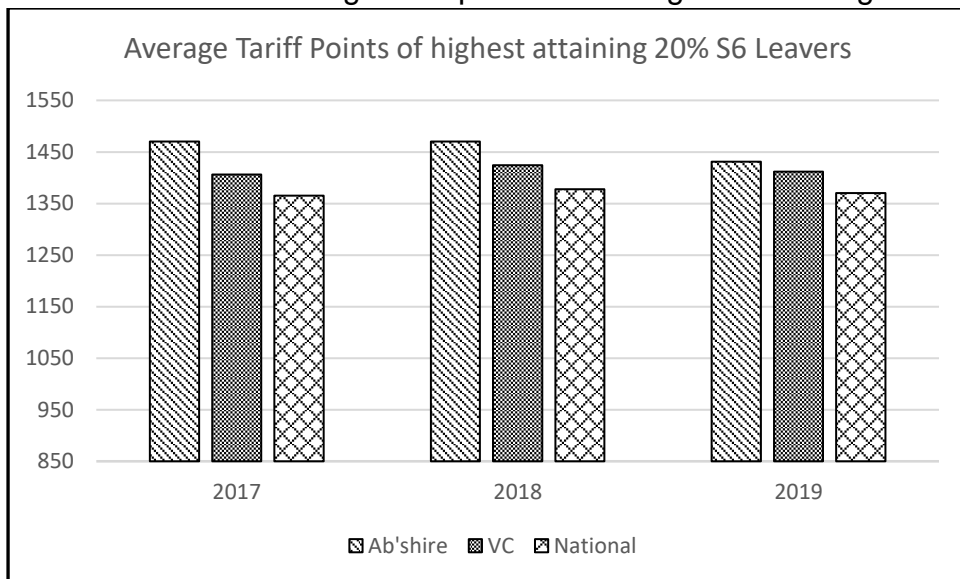
4.3C9: The total average tariff points of the lowest attaining 20% of S6 leavers



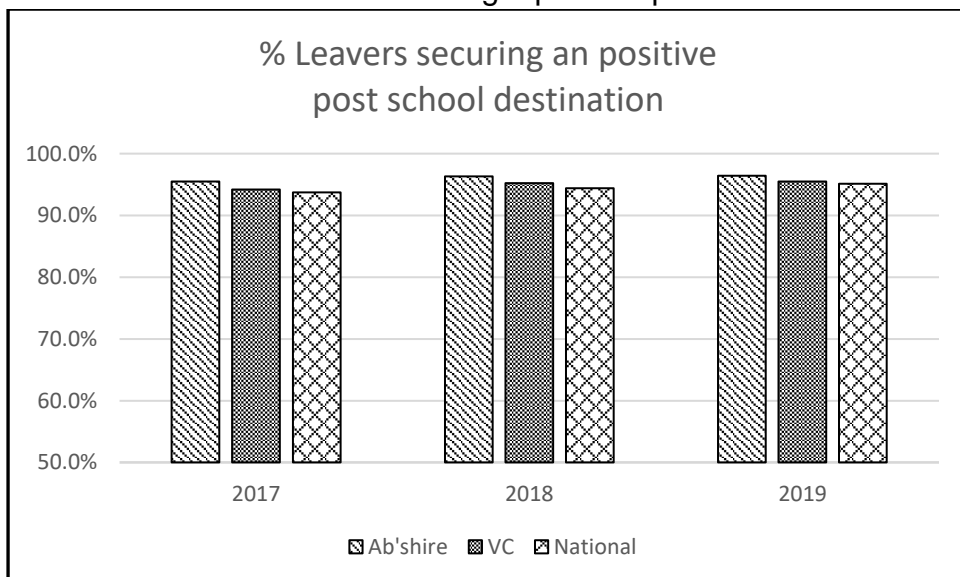
4.3C10: The total average tariff points of the middle attaining 60% of S6 leavers



4.3C11: The total average tariff points of the highest attaining 20% of S6 leavers



4.3C12: The % of leavers securing a positive post school destination



TABLES OF DATA FOR MEASURES 4.3-1 TO 4.3-12

4.3T1: The % of leavers achieving at least SCQF Level 4 in Literacy and Numeracy

	2017	2018	2019
Ab'shire	93.5%	92.9%	90.7%
VC	89.0%	89.8%	89.5%
National	89.2%	89.1%	89.3%

4.3T2: The % of leavers achieving at least SCQF Level 5 in Literacy and Numeracy

	2017	2018	2019
Ab'shire	71.8%	72.9%	70.0%
VC	65.1%	67.4%	64.8%
National	66.5%	66.1%	66.6%

4.3T3: The total average tariff points of the lowest attaining 20% of S4 leavers

	2017	2018	2019
Ab'shire	68	23	38
VC	46	36	41
National	26	19	22

4.3T4: The total average tariff points of the middle attaining 60% of S4 leavers

	2017	2018	2019
Ab'shire	237	194	196
VC	200	192	193
National	177	156	162

4.3T5: The total average tariff points of the highest attaining 20% of S4 leavers

	2017	2018	2019
Ab'shire	366	344	351
VC	354	355	356
National	331	320	325

4.3T6: The total average tariff points of the lowest attaining 20% of S5 leavers

	2017	2018	2019
Ab'shire	165	172	140
VC	134	133	124
National	116	116	102

4.3T7: The total average tariff points of the middle attaining 60% of S5 leavers

	2017	2018	2019
Ab'shire	401	424	382
VC	388	404	384
National	330	341	321

4.3T8: The total average tariff points of the highest attaining 20% of S5 leavers

	2017	2018	2019
Ab'shire	797	845	824
VC	828	828	834
National	753	764	762

4.3T9: The total average tariff points of the lowest attaining 20% of S6 leavers

	2017	2018	2019
Ab'shire	456	479	453
VC	434	455	438
National	379	391	375

4.3T10: The total average tariff points of the middle attaining 60% of S6 leavers

	2017	2018	2019
Ab'shire	962	987	944
VC	942	949	942
National	877	886	876

4.3T11: The total average tariff points of the highest attaining 20% of S6 leavers

	2017	2018	2019
Ab'shire	1470	1470	1431
VC	1406	1424	1412
National	1365	1378	1370

4.3T12: The % of leavers securing a positive post school destination

	2017	2018	2019
Ab'shire	95.5%	96.3%	96.4%
VC	94.2%	95.2%	95.5%
National	93.7%	94.4%	95.1%

APPENDIX 3

CHARTS AND TABLES WITH ATTAINMENT AS MEASURED BY LOCAL GOVERNMENT BENCHMARK FRAMEWORK (LGBF) MEASURES (2016-17 TO 2018-19)

Measure Label	Measure description
4.4-1	The % of the original S4 year group achieving at least 5 awards at SCQF Level 5 or better by the time they leave school (whether they leave at S4, S5 or S6)
4.4-2	The % of the original S4 year group achieving at least 5 awards at SCQF Level 6 or better by the time they leave school (whether they leave at S4, S5 or S6)
4.4-3	The % of the original S4 year group, identified as being within the 20% most deprived areas in Scotland, achieving at least 5 awards at SCQF Level 5 or better by the time they leave school (whether they leave at S4, S5 or S6)
4.4-4	The % of the original S4 year group, identified as being within the 20% most deprived areas in Scotland, achieving at least 5 awards at SCQF Level 6 or better by the time they leave school (whether they leave at S4, S5 or S6)

As these measures feature as part of the LGBF, rather than use the Virtual Comparator as the main benchmark in these charts and tables, the attainment of the 7 other local authorities that comprise Aberdeenshire’s “benchmarking family” within LGBF have been used. The attainment of the national establishment is also provided. Please note that as there are no students within Quintile 1 for either Orkney Islands or Shetland Islands councils, data for these councils is not presented for measures 4.4-3 and 4.4-4.

CHARTS FOR MEASURES 4.4-1 TO 4.4-4

4.4C1: The % of the original S4 year group achieving at least 5 awards at SCQF Level 5 or better by the time they leave school (whether they leave at S4, S5 or S6)

