

REPORT TO MARR AREA COMMITTEE 04 MAY 2021

ANALYSIS OF ATTAINMENT AND ACHIEVEMENT IN ACCREDITED AWARDS OF YOUNG PEOPLE IN MARR SECONDARY SCHOOLS UP TO 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 school leavers from Marr secondary schools up to session 2019-20.

2 Recommendations

The Committee is recommended to:

- 2.1 Consider and makes 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 Marr secondary school attainment levels based on the most recent release of national school attainment data of school leavers (March 2021).
- 3.2 In March 2020 the Education & Children's Services Committee decided on a revised process for the reporting of secondary school attainment and achievement data to committees. As part of this, the committee decided that area committees should receive an annual report in May, on the most recently released attainment data of school leavers in their area. This means that the area committee will be able to consider data that has been released relatively recently, replacing the previous system in which area committees considered in February/March each year data that was released in the previous September.

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), 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.

- 4.2 Insight is updated twice a year, once in September with the most recent set of data based on data from the most recent SQA diet of examinations for the school session just completed. This update allows attainment to be reported for cohorts of school year stages – at S4, S5 or S6. The second update of Insight occurs at the start of March each year and this allows the data to be linked to the most recent set of school leavers, meaning that attainment can be reported based on annual cohorts of school leavers. As this corresponds to the attainment of each student at the end of their senior phase experience, this data provides a valuable milestone at which to evaluate attainment. This report draws on data based on the March 2021 update of Insight, providing attainment of cohorts of school leavers up to and including the 2019-20 cohort.
- 4.3 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.
- 4.4 The key benchmark for performance in Insight is provided by the “Virtual Comparator”. The data that underlies performance of the Virtual Comparator (VC) for each school is generated by randomly selecting young people from across Scotland that match the characteristics of the young people in the school whose performance is being evaluated. Insight also provides data for each measure for local authorities and the whole of Scotland (the “national establishment”). Further information on Insight measures is provided in Appendix 1 to this report.
- 4.5 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 major impacts on the data that appears in Insight. Of particular relevance to the data presented in this report is the fact that the changes made to the assessment and awarding processes have meant that the patterns of attainment and achievement for students in 2019-20 across Scotland are at variance with that observed in previous years. As a result, the data for 2019-20 that appears in Insight is accompanied with the following message advising the user to exercise caution in interpreting it:

“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.”

In addition, 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.

- 4.6 Data for each of the 4 Marr area secondary schools is presented in tabular form in Appendix 2. Because of the issues referred to in paragraph 4.5, care should be exercised in interpreting some of the data in this report. In particular, care should be exercised when comparing 2019-20 attainment data with previous years' data and also when comparing between a school's attainment data and another school's data, or its VC, the Aberdeenshire level data of the data for the national establishment for 2019-20.

As this data reflects the attainment and achievement of students as of the point at which they are leaving school, it is appropriate to consider how this attainment and achievement has supported the next steps in each student's vocational and academic journey. Accordingly, the appendix also includes data on the percentage of the leavers cohort who were able to secure a positive destination on leaving school. It should be noted that whilst putting in place pathways which aim to support and secure a positive post school destination for all students is a priority for all schools, this measure will always reflect, to some degree, external factors (such as the prevailing economic environment) over which individual schools have no control.

4.7 **Overview of school leaver data presented in Appendix 2 for Aboyne Academy**

The proportion of the school leaver cohort at Aboyne Academy that is made up of S4 leavers does not vary significantly from that seen nationally. However, proportionately more students stay on for a sixth year at the school compared with the national (and Aberdeenshire) picture.

At both SCQF Level 4 and 5, the percentage of leavers achieving awards in Literacy and Numeracy at Aboyne Academy has been variable over the past three years with the school having been above, then below the level of its VC. The 2019-20 data shows the school's level again being ahead of its comparator.

Overall, the data shows the general level of attainment for the school being ahead of the VC across the measures, particularly in 2018-19 and in 2019-20.

Although, in line with the national trend, the percentage of leavers securing a positive post school destination was down in 2019-20 compared with the previous year, it remains at a level above that of its virtual comparator.

4.8 **Approaches to support and raise levels of attainment and achievement at Aboyne Academy**

The sessions leading to 2019/20 and 2020/21 assessments have been atypical and the school's focus has been very much about supporting families and ensuring the wellbeing of staff and pupils. To do this it has needed to gather the right information, put in interventions where necessary and communicate

regularly with families. The following strategies were found to be extremely effective: -

- Clear strategy and rationale for remote learning.
- Pupil engagement and progress tracker was created and completed for all pupils every two weeks by each Faculty and reviewed by Depute Head Teachers (DHTs) and Guidance staff with interventions as appropriate.
- Regular pupil focus groups were held online to get feedback on what was working well and what steps could be taken to improve home learning and support.
- Several open meetings of the Parent Forum were organised by the school's Parent Council at which the school was able to answer queries directly and take onboard suggestions for improvements. This saw a huge rise in the number of parents engaging directly with the school.
- A bespoke support email address was set up and queries passed on and dealt with promptly.
- The school's enhanced website with easy tabs for access to home learning and support resources, regular emails and texts using group call and recorded Head Teacher briefings uploaded every 2 weeks ensured that that all families had access to the right information at the right time.
- Well-being questionnaires based on pupil well-being indicators were utilised by Guidance staff. Pupils completed these as part of their Personal and Social Education class tasks. Each Guidance Teacher did this for their year groups and Houses at key times, and then analysed the feedback and followed up as required.
- A staff wellbeing questionnaire was completed by all staff in term 2. This was important as many staff had been affected adversely by lockdown and the ongoing pandemic and we needed to know how best to support them.
- Children of keyworkers and several vulnerable pupils were accommodated in school. The supervision of this group of pupils was largely carried out by a supply teacher funded by the Scottish Government staffing additionality.
- The school began doing self-evaluation work with Alford and Westhill Academies prior to the pandemic and the links established at Faculty level are proving useful to support and moderate internal SQA assessments in each individual school.
- The school has been successful in gaining over 120 chrome books for use by identified pupils through the Connecting Scotland initiative.

4.9 **Overview of school leaver data presented in Appendix 2 for Alford Academy**

The profile of the leavers cohort at Alford Academy tends to feature proportionately more leavers from S5 than is the case for the national establishment. The percentage leaving from S4 has been slightly higher than is the case across the country but in 2019-20 fell to a level below the national figure.

At SCQF Level 4, attainment in Literacy and Numeracy has been broadly in line with, or above the school's virtual comparator. (This includes the 2019-20 data,

which should be slightly below the VC). At SCQF Level 5, however, it has tended to be somewhat below the level of its comparator.

The data for the general level of attainment of leavers shows some degree of variation across the measures, meaning that no consistent pattern emerges. Attainment at both SCQF Levels 5 and 6 has tended to be above, or in line with the VC, for most measures and this is also true across measures focusing on the 3 ability cohorts (lowest attaining 20%, middle attaining 60% and highest attaining 20%).

The percentage of leavers securing positive destinations had improved in 2018-19 to being in line with the school's comparator, although for the most recent set of leavers, it had returned to a level below that of the VC.

4.10 **Approaches to support and raise levels of attainment and achievement at Alford Academy**

These have incorporated approaches which focus on recovery and improvement and have included:

An increased and relentless focus on wellbeing

- Introduction of S1 'Clan' time and planned opportunities for young people to connect with each other and build relationships, creating a culture of trust where peers can support and challenge each other to succeed.
- Development of systems and processes to monitor pupil wellbeing and engagement in learning during lockdowns and provide 1:1 support where needed.
- 'Recruiting' and training senior pupils through SAMH as Mental Health Ambassadors to signpost and support young people.
- Developing positive psychology and coaching approaches.
- Further promoting and supporting Alford Academy's staff wellbeing through a range of activities and weekly information.

Further developing school values, habits and leadership

- Development of positive 'Habits of Work and Learning' (HOWLSs) i.e. statements in relation to aiming high, working hard and being kind, which provide a clear focus for young people and staff in every classroom.
- 3 new staff leadership roles progressed to support pupil equity, digital learning and teaching and developing curriculum pathways through partnerships with businesses.
- Further increasing links with the community through 'do good' projects and public displays of pupil achievements.

Further developing learning pathways through partnerships

- Through support from The Wood Foundation and involvement in the Excelerate Pilot, pupils, staff, parents and business partners envision a "Curriculum for the Future".
- Improving the quality and diversity of learning pathways through developing partnerships to support delivery of Foundation Apprenticeships and wider achievements.
- Establishing a former pupil network in partnership with the Parent Council, to share career pathways and skills.

Teaching and learning

- Development of a new tracking and reporting system to increase pupil self-reflection on their “Habits of Work and Learning” and their attainment, further empowering pupils to discuss with their teachers, their next steps in learning.
- Further upskilling staff in the use of digital technologies and increased focus on learning together about remote learning practice based on feedback from pupils and parents.
- Sustainable model of professional learning underway to support the introduction of ‘gold standard’ Project based learning ‘pilots’ developed and implemented.

Collaborative professional learning

- Continuing to support highest quality internationally renowned professional learning through virtual study visits to The Academies of Nashville and Project Based Learning advanced courses.
- Further development and support of opportunities for staff to share expertise and work collaboratively within and across schools with a particular focus on SQA standards and assessment.

Pupil Equity Funding

- Alford Academy’s Pupil Equity Funding has supported a range of priorities including literacy development, 1:1 support, supporting families, family learning and ‘eating well for less’.

4.11 Overview of school leaver data presented in Appendix 2 for Banchory Academy

In 2019-20 the Banchory Academy’s leavers cohort profile was almost identical to that of the national establishment. In the previous two years, there had tended to be proportionately fewer leavers from S4/5 and proportionately more for S6.

Attainment of school leavers from the school in Literacy and Numeracy has been consistently higher than that of the VC, in some cases, by a significant margin. This was also the case for the 2019-20 data.

Across the measures which track the general level of attainment of the leavers cohort, the school is consistently above the level of its virtual comparator, with the gap over the VC at both SCQF Levels 5 and 6 being significant.

The percentage of school leavers from Banchory Academy has been in line with that of its virtual comparator over the past 2 years.

4.12 Approaches to support and raise levels of attainment and achievement at Banchory Academy

Health and Well Being

- The main focus at Banchory Academy has been on the Health and Well Being of its young people. Communication has been reviewed to ensure our young people are receiving the appropriate support. Members of the

Leadership Team have been attending Single and Multi-Agency meetings to support pupils, staff and parents.

- With the additional Covid funding, the school has employed a Principal Teacher of Targeted Support. This has created a larger Pupil Support Team who have supported our young people especially during the recent lockdown. Phone calls, door step visits, Teams meetings have all taken place, with over 130 young people receiving weekly contact.

Support and raising levels of attainment and achievement

- In Session 2019/2020 the schools focus was on reviewing, evaluating and revising the current curriculum model allowing the introduction of additional courses to meet the needs of all pupils.
- To monitor effectively pupils' progress, the school reviewed and developed the current tracking, monitoring and reporting systems. Effective early interventions at whole school and Faculty level allowed staff to be fully aware of pupils' progress with the aim of improving attainment for all.
- Early transition was reviewed and approaches were put in place to start planning earlier. This has helped build up earlier relationships with families to help alleviate some of the concerns they may have as their child moves between establishments.
- Staff working groups have continued including Literacy, Numeracy, Health and Well Being, Transitions, Timetabling and Learning and Teaching
- Introduction of Foundation Apprenticeships has developed partnership working. Covid-19 restrictions have affected placements. Courses have been delivered internally and by external providers.

Pupil Equity Funding

- This has been used to support an additional Pupil Support Worker. This has been an invaluable resource during the recent lockdown. In addition, disengaged pupils have been involved in bike maintenance once a week and have undertaken mountain bike challenges within the local area.

Support

- The school has received over 100 chrome books to support learners at home and this has been increased by the kind donation from the West Church in Banchory who purchased additional IT equipment. Connectivity has been a major issue over the last 3 months creating additional stress for families.
- Children of key workers and those identified as vulnerable have accessed the school's supervision facility. Recently, all pupils in S1-S3 spent time in the school garden for Personal & Social Education lessons, re-engaging with classmates around a camp fire whilst enjoying some hot chocolate.

The focus when the school returns post Easter will be recovery. Plans are in place to support senior phase students in preparation for their assessments in May, their health and wellbeing is key at this important stage in their school lives.

4.13 **Overview of school leaver data presented in Appendix 2 for The Gordon Schools, Huntly**

Proportionately more students leave school from The Gordon Schools, Huntly after S4 and S5 than tends to be the case across the rest of the country. Of course, this means that the percentage of the leavers cohort that left from S6 is smaller for The Gordon Schools than it is nationally.

The attainment of leavers in Literacy and Numeracy has tended to be lower than the VC at SCQF Level 4. At SCQF Level 5, in the 2 years prior to 2019-20, the school has been either slightly above or slightly below its virtual comparator. For measures which capture the general level of attainment of the leavers cohort, a somewhat varied picture emerges. At SCQF Level 5, prior to 2019-20, the school's attainment exceeded that of the VC, whilst at SCQF Level 6 it was slightly below the comparator. The attainment of the highest attaining 20% of leavers has been consistently higher than that of the school's comparator. Having been at a level ahead of its virtual comparator in each of the previous two years, the percentage of students achieving a positive destination on leaving school was lower than that of the VC in 2019-20.

4.14 **Approaches to support and raise levels of attainment and achievement at The Gordon Schools, Huntly**

The context for the school's attainment/achievement over the past 12 months (April 2020 – March 2021, inclusive) has been one in which, for the vast majority of our pupils, the school has been a physical learning space for around 16 weeks and a virtual, digital learning interface for the rest of the time. Concurrently, the school has also played a key role in staffing Cluster and Gordon Schools' Keyworker and Vulnerable pupils in person throughout this time (around 90 pupils at different times during the week, at peak demand). Creating and supporting an under-pinning base of health and wellbeing that allows the school to support and raise levels of attainment and achievement has been the school's focus. This, coupled with the need to very quickly adapt to online learning, teaching and assessment as a norm.

Last session, school staff applied themselves effectively to develop and support SQA assessment and moderation processes, with certification being closely based on five years of comparative data and trends. At the same time, the school established online ways of teaching, mainly through the Microsoft Teams platform, with some use of Google Classroom, to allow students two-way access to teachers and learning resources in a very different way. Engagement was monitored and communicated home, with support structures put in place for those with learning issues, technology issues and pupils who required regular pastoral support for their emotional and family health and wellbeing.

The school learned from the initial lockdown, and since January, it has had even more targeted support for both families and pupils, to support their learning and use of ICT as well as over 150 check-ins each week for those in need of additional pastoral support. The school worked hard to address any identified inequities in device usage/availability as well as connectivity for home learners. In light of this The Gordon Schools have so far received 117

Chromebooks from Connecting Scotland, with potentially another 100 on the way, together with Mi-fi connectivity boosters, as well as 10 ASDA funded Dell laptops and, 30 free Vodaphone data packages to address this challenge.

Since school re-opened in mid March, there has been a drive to make up lost ground in practical subjects/courses, with the interim timetable put in place having a focus on Senior Pupils' qualifications. During the Easter break, around 80 pupils took advantage of the school's Easter Revision sessions – demand for this being led by teachers who really want to support and families keen to maximise learning opportunities.

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 recommendation(s) is(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 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 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: 01/04/2021

List of Appendices

Appendix 1: Insight measures of attainment and other information
Appendix 2: Attainment data for Aboyne, Alford and Banchory Academies and for The Gordon Schools, Huntly.

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, and as detailed within Appendix Two, 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

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

1. Leavers Cohort

The measures in the report are based on cohorts of school leavers during the academic session. Thus for 2019-20, the leavers cohort consist of all of the students who are recorded as having left school during that session. Students may have left school after their 4th year, 5th year or 6th year at school. Because students tend to take qualifications at SCQF Levels 6 (and beyond) only once they are in S5 or S6 (nationally, over 90% of Level 6 qualifications are taken in either S5 or S6), in order to make comparisons of attainment between schools, and between schools and local authority or national level data more meaningful, for some of the measures the leavers cohort is based on only S5 and S6 measures. These are clearly indicated in the tables. For information, the first table in Appendix two shows the composition of the leavers cohort for the school, for Aberdeenshire and for the national establishment (in terms of percentages of S4, S5 or S6 leavers) for each of the past three years.

2. 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 leavers cohort achieving 5 or more awards at SCQF Level 5 or better
- The percentage of the leavers cohort (leaving from S5 or S6) achieving 5 or more awards at SCQF Level 6 or better

3. Improving Literacy and Numeracy

This measure shows the percentage of the leavers cohort who achieved an award in Literacy *and* Numeracy at, at least, SCQF Level 4 or SCQF Level 5. The report displays data for the leavers 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.

4. Improving attainment for All

This provides a general measure of attainment for the school across three ability cohorts for the selected cohort of leavers. 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 leavers 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.

5. 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.

6. 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 TWO

ATTAINMENT DATA FOR: ABOYNE ACADEMY

Please note that care should be exercised in comparing 2019-20 attainment data with other years and in comparing between schools and other establishments within 2019-20.
(Relevant data where care should be exercised is shaded below).

LEAVERS COHORT

	2017-18				2018-19				2019-20			
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
<i>School</i>	111	13.5%	16.2%	70.3%	131	12.2%	23.7%	64.1%	114	11.4%	21.9%	66.7%
<i>Aberdeenshire</i>	2547	14.7%	29.0%	56.3%	2620	17.3%	32.5%	50.2%	2531	15.1%	30.2%	54.7%
<i>National</i>	49707	11.4%	25.9%	62.7%	49717	11.9%	26.8%	61.3%	47435	11.4%	25.8%	62.8%

% LEAVERS ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5 OR BETTER)

	Level 4			Level 5		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
<i>School</i>	95.5%	88.5%	93.0%	76.6%	65.6%	74.6%
<i>VC</i>	91.6%	92.1%	89.5%	73.4%	69.4%	69.8%
<i>Aberdeenshire</i>	92.8%	90.7%	92.3%	72.9%	70.0%	73.2%
<i>National</i>	89.1%	89.3%	89.6%	67.1%	66.6%	68.5%

% LEAVERS ACHIEVING 5+ AWARDS (AT SCQF LEVELS 5 & 6 OR BETTER)

	Level 5			Level 6*		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
<i>School</i>	73.0%	72.5%	78.1%	53.1%	53.0%	64.4%
<i>VC</i>	72.6%	68.2%	69.3%	53.1%	47.3%	48.5%
<i>Aberdeenshire</i>	69.2%	64.8%	71.3%	45.1%	40.5%	46.5%
<i>National</i>	64.4%	64.3%	67.5%	40.1%	40.8%	45.3%

*Level 6 data is for S5/6 Leavers only

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS OF S5/6 LEAVERS

	Lowest attaining 20%			Middle attaining 60%			Highest Attaining 20%		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
<i>School</i>	279	267	303	903	838	936	1478	1417	1475
<i>VC</i>	293	229	222	872	774	785	1396	1339	1398
<i>Aberdeenshire</i>	261	218	231	791	716	772	1385	1325	1375
<i>National</i>	213	194	190	723	703	738	1308	1296	1340

% LEAVERS WITH POSITIVE POST SCHOOL DESTINATIONS

	2017-18	2018-19	2019-20
<i>School</i>	96.4%	97.7%	96.5%
<i>VC</i>	96.3%	96.4%	93.9%
<i>Aberdeenshire</i>	96.3%	96.4%	94.7%
<i>National</i>	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: ALFORD ACADEMY

Please note that care should be exercised in comparing 2019-20 attainment data with other years and in comparing between schools and other establishments within 2019-20.
(Relevant data where care should be exercised is shaded below).

LEAVERS COHORT

	2017-18				2018-19				2019-20			
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
School	121	12.4%	37.2%	50.4%	100	13.0%	33.0%	54.0%	123	8.9%	30.9%	60.2%
Aberdeenshire	2547	14.7%	29.0%	56.3%	2620	17.3%	32.5%	50.2%	2531	15.1%	30.2%	54.7%
National	49707	11.4%	25.9%	62.7%	49717	11.9%	26.8%	61.3%	47435	11.4%	25.8%	62.8%

% LEAVERS ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5 OR BETTER)

	Level 4			Level 5		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	90.9%	95.0%	91.9%	62.0%	55.0%	69.9%
VC	89.9%	91.4%	92.8%	65.4%	67.3%	73.0%
Aberdeenshire	92.8%	90.7%	92.3%	72.9%	70.0%	73.2%
National	89.1%	89.3%	89.6%	67.1%	66.6%	68.5%

% LEAVERS ACHIEVING 5+ AWARDS (AT SCQF LEVELS 5 & 6 OR BETTER)

	Level 5			Level 6*		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	76.9%	60.0%	79.7%	46.2%	43.7%	49.1%
VC	63.1%	64.5%	73.5%	39.5%	42.4%	50.7%
Aberdeenshire	69.2%	64.8%	71.3%	45.1%	40.5%	46.5%
National	64.4%	64.3%	67.5%	40.1%	40.8%	45.3%

*Level 6 data is for S5/6 Leavers only

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS OF S5/6 LEAVERS

	Lowest attaining 20%			Middle attaining 60%			Highest Attaining 20%		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	273	179	300	793	732	846	1444	1356	1343
VC	211	193	222	791	723	802	1328	1309	1374
Aberdeenshire	261	218	231	791	716	772	1385	1325	1375
National	213	194	190	723	703	738	1308	1296	1340

% LEAVERS WITH POSITIVE POST SCHOOL DESTINATIONS

	2017-18	2018-19	2019-20
School	91.7%	96.0%	92.7%
VC	94.8%	96.4%	94.1%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: BANCHORY ACADEMY

Please note that care should be exercised in comparing 2019-20 attainment data with other years and in comparing between schools and other establishments within 2019-20.

(Relevant data where care should be exercised is shaded below).

LEAVERS COHORT

	2017-18				2018-19				2019-20			
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
School	160	8.8%	16.3%	75.0%	134	9.0%	16.4%	74.6%	136	11.0%	25.7%	63.2%
Aberdeenshire	2547	14.7%	29.0%	56.3%	2620	17.3%	32.5%	50.2%	2531	15.1%	30.2%	54.7%
National	49707	11.4%	25.9%	62.7%	49717	11.9%	26.8%	61.3%	47435	11.4%	25.8%	62.8%

% LEAVERS ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5 OR BETTER)

	Level 4			Level 5		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	95.9%	96.3%	94.1%	84.4%	78.4%	74.3%
VC	93.8%	93.2%	91.4%	78.4%	76.7%	71.4%
Aberdeenshire	92.8%	90.7%	92.3%	72.9%	70.0%	73.2%
National	89.1%	89.3%	89.6%	67.1%	66.6%	68.5%

% LEAVERS ACHIEVING 5+ AWARDS (AT SCQF LEVELS 5 & 6 OR BETTER)

	Level 5			Level 6*		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	84.4%	82.1%	80.9%	68.5%	67.2%	62.8%
VC	77.7%	76.1%	71.8%	55.1%	52.7%	53.4%
Aberdeenshire	69.2%	64.8%	71.3%	45.1%	40.5%	46.5%
National	64.4%	64.3%	67.5%	40.1%	40.8%	45.3%

*Level 6 data is for S5/6 Leavers only

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS OF S5/6 LEAVERS

	Lowest attaining 20%			Middle attaining 60%			Highest Attaining 20%		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	436	302	280	1051	968	997	1549	1503	1522
VC	343	272	216	887	859	846	1418	1404	1418
Aberdeenshire	261	218	231	791	716	772	1385	1325	1375
National	213	194	190	723	703	738	1308	1296	1340

% LEAVERS WITH POSITIVE POST SCHOOL DESTINATIONS

	2017-18	2018-19	2019-20
School	98.1%	97.0%	94.1%
VC	96.7%	97.2%	94.4%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: THE GORDON SCHOOLS, HUNTLY

Please note that care should be exercised in comparing 2019-20 attainment data with other years and in comparing between schools and other establishments within 2019-20.

(Relevant data where care should be exercised is shaded below).

LEAVERS COHORT

	2017-18				2018-19				2019-20			
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
School	138	16.7%	31.9%	51.4%	146	19.9%	33.6%	46.6%	122	15.6%	37.7%	46.7%
Aberdeenshire	2547	14.7%	29.0%	56.3%	2620	17.3%	32.5%	50.2%	2531	15.1%	30.2%	54.7%
National	49707	11.4%	25.9%	62.7%	49717	11.9%	26.8%	61.3%	47435	11.4%	25.8%	62.8%

% LEAVERS ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5 OR BETTER)

	Level 4			Level 5		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	87.0%	84.3%	86.9%	64.5%	57.5%	65.6%
VC	88.0%	88.0%	93.8%	63.0%	58.5%	72.4%
Aberdeenshire	92.8%	90.7%	92.3%	72.9%	70.0%	73.2%
National	89.1%	89.3%	89.6%	67.1%	66.6%	68.5%

% LEAVERS ACHIEVING 5+ AWARDS (AT SCQF LEVELS 5 & 6 OR BETTER)

	Level 5			Level 6*		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	63.8%	59.6%	61.5%	38.3%	36.7%	33.0%
VC	59.9%	58.5%	70.4%	38.6%	38.1%	42.5%
Aberdeenshire	69.2%	64.8%	71.3%	45.1%	40.5%	46.5%
National	64.4%	64.3%	67.5%	40.1%	40.8%	45.3%

*Level 6 data is for S5/6 Leavers only

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS OF S5/6 LEAVERS

	Lowest attaining 20%			Middle attaining 60%			Highest Attaining 20%		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
School	229	156	192	777	697	631	1437	1313	1335
VC	203	179	270	706	670	738	1291	1292	1283
Aberdeenshire	261	218	231	791	716	772	1385	1325	1375
National	213	194	190	723	703	738	1308	1296	1340

% LEAVERS WITH POSITIVE POST SCHOOL DESTINATIONS

	2017-18	2018-19	2019-20
School	97.8%	97.9%	94.3%
VC	94.2%	94.7%	95.2%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%