

REPORT TO BANFF AND BUCHAN AREA COMMITTEE 04 MAY 2021

ANALYSIS OF ATTAINMENT AND ACHIEVEMENT IN ACCREDITED AWARDS OF YOUNG PEOPLE IN BANFF AND BUCHAN 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 Banff and Buchan 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, ask questions about performance and inform each school's and the Service's future plans. This report provides a summary of Banff and Buchan 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 two Banff and Buchan 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 or 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 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 Banff Academy**

The cohort of school leavers from Banff Academy tends to include proportionately more leavers from S4 than is the case across the whole of Scotland, although the percentage of the leavers cohort from S4 did fall in 2019-20 and was closer to the national figure.

Students leaving Banff Academy have levels of Literacy and Numeracy which consistently exceed that of the virtual comparator.

General levels of attainment also tend to be in line with or better than the VC on most measures, with the exception being within the highest attaining 20% of students, where the attainment of the VC is higher.

Over the past three years, the percentage of leavers securing a positive post school destination has fallen slightly and in 2019-20 was slightly lower than that of the school's virtual comparator.

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

There are 3 strategic medium to longer term approaches to support and raise levels of attainment and achievement at Banff Academy.

1. **Transforming Learning & Teaching** – by investing heavily, in partnership with The Wood Foundation and Ford Next Generation Learning, significant

professional learning for all teachers will be delivered, which includes project based learning techniques, coaching, and building leadership capacity at all levels.

2. **Transforming the Secondary School Experience** – by introducing a range of new experiences and courses to engage student interest and meet their needs. This will involve increasing the number and range of Foundation Apprenticeships, National Progression awards and work placements available for students. It will also involve introducing a new “learning model” by reducing the number of periods in a week from 32 to 15 to facilitate extended periods of immersive learning.
3. **Transforming Business Engagement** – by offering young people “learning through the lens” opportunities, co-creating experiences and courses with partners to further increase engagement through relevance of learning and thereby raising attainment.

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

A significantly larger proportion of the leavers cohort from Fraserburgh Academy is made up of students from S4 than is the case nationally.

Attainment levels in Literacy and Numeracy consistently exceeds that of the VC at SCQF Level 5 (this includes figures for 2019-20). At SCQF Level 4, attainment has not been as strong or consistent.

Levels of attainment in general have also tended to exceed the VC across most measures, in some cases by a considerable margin.

In 2019-20, the percentage of leavers securing a positive post school destination fell, compared with the very high figure for 2018-19, however, it remains well above the level for the school’s comparator.

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

- Major change and refinement to attainment review process which included a refresh of the “Four Lens” approach to include all school stakeholders in the process – Senior Leadership Team, Faculty Heads, and Guidance Teachers. This results in a more coordinated review process with a true focus on individual learners. Once these high-level discussions are held, the school involves learners and home as appropriate.
- Greater in-depth analysis of internal assessments along with enhanced tracking and monitoring processes demonstrate links between rigour of assessment and final course presentation. This will be developed further to ensure all learners are in appropriate subjects and at correct levels.
- Greater in-depth analysis of course specific results compared to other schools (Course Comparator Value). Data shows that passes have been improving but this process considers grade levels and challenges Faculties to review and improve grades.
- Increased focus on SCQF Levels 4 and 5 Literacy and Numeracy. The school has seen improvements in both measures in whole school cohort data which should translate into leaver cohort data as time moves on.

- Increased number of SCQF Level 2 and SCQF Level 3 courses across curricular areas, which will contribute to attainment for lowest attaining 20% cohort of students.
- Increased variation of continually assessed courses, which include Skills for work, National Progression Awards and other SQA awards. These types of courses supports improvements in attainment and achievement for learners who may not cope with examined courses. The school already has several in place and more are in the pipeline.
- Continue to embed Fraserburgh Skills Framework from S1 (Apex course) through to Employability in S3 and then continuing work with Skills Development Scotland and Principal Teachers of Guidance whilst in Senior Phase. It is proposed that the school will work with primary schools to involve primary 7 learners, ensuring a focus on appropriate sustained destinations from the beginning of secondary school life.

Over the last year there has been a united determination that, despite the difficult circumstances during the COVID -19 pandemic, the utmost effort should be exercised to maintain high levels of learning and teaching and raise levels of attainment for learners. These efforts have included:

- Large number of school laptops distributed to learners throughout the last year in addition to the allocation from Connecting Scotland.
- Stringent tracking of learner wellbeing and engagement with regular follow up from guidance staff and Pupil Support Workers.
- Weekly virtual assemblies showcase excellent pupil work.
- Enhanced use of digital platforms for effective learning and teaching
- Regular pupil surveys acted upon to improve learning, teaching and attainment
- Well structured Senior Phase Practical Rota in place from mid-February '21 which maximised time in school to complete practical assessments.

4.11 Most pupils attending Crudie and King Edward Primary schools in Banff and Buchan go on to attend Turriff Academy (in Formartine Area) as their secondary school. Extracts of the attainment data for Turriff Academy is therefore provided, for information, as Appendix Three to this report. It should be noted that this data will be considered by Formartine Area Committee when it considers the equivalent report to this one at its meeting on 18 May 2021.

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 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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List of Appendices

Appendix 1: Insight measures of attainment and other information
Appendix 2: Attainment data for Banff and Fraserburgh Academies
Appendix 3: Attainment data for Turriff 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, 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 2

ATTAINMENT DATA FOR: BANFF 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	174	18.4%	26.4%	55.2%	147	16.3%	36.7%	46.9%	143	13.3%	40.6%	46.2%
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	94.8%	91.8%	97.9%	67.2%	63.3%	65.0%
VC	86.4%	84.6%	87.0%	59.1%	56.1%	62.6%
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	64.4%	55.8%	64.3%	40.8%	34.1%	30.6%
VC	58.6%	53.8%	61.0%	34.6%	28.9%	33.1%
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	276	132	206	710	590	615	1172	1133	1061
VC	189	133	150	674	580	629	1255	1199	1211
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	95.4%	93.2%	92.3%
VC	94.1%	93.9%	93.3%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: FRASERBURGH 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	211	26.1%	37.4%	36.5%	221	28.5%	41.6%	29.9%	196	26.0%	39.3%	34.7%
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	82.9%	72.8%	74.0%	62.6%	59.7%	61.2%
VC	80.7%	81.1%	82.4%	50.1%	48.0%	49.9%
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	54.5%	52.0%	57.1%	29.5%	37.3%	43.4%
VC	47.2%	45.5%	47.8%	30.9%	27.5%	32.7%
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	201	170	127	614	651	694	1178	1264	1331
VC	149	143	117	600	640	571	1233	1158	1229
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	95.3%	98.2%	95.4%
VC	92.9%	93.3%	91.7%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%

APPENDIX 3

ATTAINMENT DATA FOR: TURRIFF 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	108	19.4%	31.5%	49.1%	127	22.0%	38.6%	39.4%	126	16.7%	38.1%	45.2%
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	91.7%	87.4%	88.9%	68.5%	63.8%	65.9%
VC	89.8%	89.4%	89.6%	66.4%	63.9%	66.0%
Aberdeenshire	92.8%	90.7%	92.3%	72.9%	70.0%	73.2%
National	89.1%	89.3%	89.6%	67.1%	66.5%	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	65.7%	54.3%	59.5%	36.8%	31.3%	26.7%
VC	63.1%	60.9%	66.5%	38.8%	34.6%	42.7%
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	190	191	168	702	584	576	1337	1209	1203
VC	248	235	194	732	648	724	1316	1210	1314
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	95.4%	97.6%	93.6%
VC	95.0%	95.7%	94.0%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%