



REPORT TO GARIOCH AREA COMMITTEE 11 MAY 2021

ANALYSIS OF ATTAINMENT AND ACHIEVEMENT IN ACCREDITED AWARDS OF YOUNG PEOPLE IN GARIOCH 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 Garioch secondary schools up to session 2019-20.

2 Recommendations

The Committee is recommended to consider and make comments on the contents of the report to inform the Education & Children's Service's ongoing plans to support improvements in attainment and achievement in the schools concerned.

3 Purpose and Decision Making Route

- 3.1 It is important that the Committee is provided with summary information on aspects of performance that have a bearing on the Council's priorities on a regular basis, in order that elected members can scrutinise the data and ask questions about performance and inform each school's and the Service's future plans. This report provides a summary of Garioch 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 3 Garioch 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 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 Inverurie Academy**

The profile of the leavers cohort for Inverurie Academy has varied over the past three years in comparison with that for the national establishment. In 2019-20, the profile was not significantly different from that observed across Scotland as a whole.

Levels of Literacy and Numeracy at SCQF Levels 4 and 5 of Inverurie Academy have been consistently at higher levels than that of the school's virtual comparator.

In terms of the general level of attainment of the leavers cohort, at SCQF Level 5, it has tended to be above the level of the VC, however, this has not been the case at SCQF Level 6. Looking across the range of ability of Inverurie Academy leavers, those within the lowest attaining 20% group have tended to do better than the VC, whilst for the middle 60% and highest attaining 20%, the attainment of the virtual comparator has tended to be slightly above the school. The percentage of Inverurie schools leavers securing a positive post school destination has been consistently high and at a level well above that of the virtual comparator.

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

- Sessions 2019/20 and 2020/21 have provided an incredibly challenging backdrop to students, families and staff associated with Inverurie Academy, and this will have been replicated across the local authority and the nation. The school is incredibly proud of the resilience shown by the school community as it has overcome these challenges together to continue to give students the best possible opportunity for success.
- Added to this backdrop has been the long-awaited move to the new Inverurie Community Campus (delayed to October 2020).
- The school is proud of its new suite of courses that culminated during 2019-20 in 136 Level 6 course awards in subjects such as First Aid at Work, Leadership, Computer Games Development and Scottish Studies. This supports an inclusive approach to attainment at Inverurie Academy.
- Having carefully tracked improvements during the COVID-19 affected session, the school was already on track to see steady improvements at National 5 and Higher and was pleased to see these improvements confirmed.
- In line with other local authority secondary schools, the school is continually seeking ways to improve further. In relation to Learning and Teaching, staff team members are looking forward to continuing their own professional learning journey by embarking on Pivotal Education training in 2021-22, providing the school with new approaches to establishing positive relationships with students. The extended leadership team are also investing in continuing professional development through working together on a Middle Leadership course run by Education Scotland.
- The school's curriculum continues to evolve and in session 2021-22 there have been changes to the timetable column structure to provide more teaching time per subject. The school is also investigating ways to innovate and learn from its experiences during COVID-19. This means that it is working with regional and local partners to deliver access to less common courses through digital delivery, providing different pathways for students to access courses and also create an e-portfolio for students to use to support their understanding of the learning journey and transition into the world beyond school.
- The school believes that all of these elements will support a further improved student experience and therefore offer continued increased attainment.
- However, in common with other Aberdeenshire schools, the school is concerned about the inevitable impact that lockdown has had upon its young people and families. It is still too soon to quantify the full nature or scope of this impact and as the school will require to be flexible to meet these as yet unknown needs during 2021-22.

4.9 **Overview of school leaver data presented in Appendix Two for Kemnay Academy**

The 2019-20 cohort of leavers at Kemnay Academy contained proportionately more S4 and fewer S5 leavers than had been the case over the previous two years, when the profile had been fairly similar to that seen across the national establishment.

Attainment of leavers from the school in Literacy and Numeracy tends to be better than the level achieved by the virtual comparator at both SCQF Levels 4 and 5.

At SCQF Level 5, the general level of attainment of Kemnay Academy leavers has been above, or broadly in line with that of the VC, whilst at SCQF Level 6 there is more of a mixed picture. When looked at in terms of ability cohorts (the lowest attaining 20%, middle attaining 60% and highest attaining 20%), it is within the lowest attaining group that Kemnay Academy leavers are doing best, in relation to the school's comparator, whilst the middle and highest attaining group's attainment shows a pattern of having being ahead of the VC in 2017-18 but behind it in more recent years.

In line with the national pattern, the percentage of leavers with positive post school destination was down in 2019-20 compared with the previous two years, however, it remained broadly in line with the school's virtual comparator.

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

The school sessions 2019/20 and 2020/21 have been set against an uncharted environment challenging learners, families and staff. The school has been grateful for the support shown by the school community as it has sought to overcome these challenges together. The approaches to support and raise attainment and achievement have included:

- Appointment of Principal Teacher of Digital Learning was completed before lockdown with a view to promoting digital learning. During the lockdown the Principal Teacher Digital Learning took the lead with staff training on TEAMS and supporting colleagues with innovative approaches to delivering transition, prize giving and wellbeing information sharing
- The school further supported a comprehensive Senior Phase Wider Achievement programme for all S6 pupils. This included Japanese, Mental Health, Leadership and Politics.
- Throughout Lockdown 1 the school embarked on an ambitious series of professional learning linked to the delivery of Inter Disciplinary Learning (IDL). Using breakout rooms in TEAMS teaching staff were introduced to Project Based Learning (PBL). PBL was used to underpin the delivery of IDL learning from August 2020.
- The school has continued to develop the curriculum offer. Working with the Wood Foundation, the school has made considerable progress with the "Excelerate" programme. This has included embedding "Skills for life, learning and work" across the wider school community. The school

has continued to work with the Business Support & Community Officer appointed as part of this project through the recent session. This has in turn lead to increased and sustained business links for the school.

- The school has worked to continue to promote our vision and values throughout. The Principal Teacher Achievement created e-praise postcards that were used to acknowledge the hard work and commitment of learners. Over 2000 messages were sent to learners during the course of the lockdowns.
- Pupil leadership has been a focus area for the school. The Senior captain team organised and delivered S1 events in school and prepared whole school assemblies for identified year groups. Seniors created online support for other learners and prepared a short video for P7 parents as part of the school transition experience.
- Regular whole staff/team meetings during lockdown to support colleagues in all approaches to learner engagement, wellbeing and safeguarding.
- Regular reporting to parents/carers continued during the session to support pupil progress and next steps.

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

The percentage of S4 leavers from Westhill Academy is consistently much lower than seen across the country as a whole. The proportion of the leavers cohort from S5 and S6 has varied over the past three years with, in the most recent leavers cohort, the percentage of S5 and S6 leavers being, respectively, significantly lower than and significantly higher than is seen in the national establishment.

In Literacy and Numeracy, the attainment of Westhill Academy leavers is consistently well above that of the VC at both SCQF Levels 4 and 5.

The general level of attainment of leavers also tends to exceed that of the school's VC on nearly all of the measures.

The percentage of Westhill Academy leavers obtaining a positive post school destination was lower in 2019-20 than in the previous two years (in line the national picture), and was slightly lower than the virtual comparator in this year, having previously been slightly above, or in line with it.

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

Westhill Academy continues to support all young people to realise their ambition and potential through an effective range of strategies and initiatives, including:

- Whole school nurture professional learning programme for all colleagues, which has had a positive impact on pupils' behaviour and engagement. Emotion Coaching used as a strategy where appropriate to support students. This will be an important aspect of wellbeing recovery.

- |A Principal Teacher Pupil Development post has been appointed using Pupil Equity Funding (PEF), with a remit including monitoring engagement, attendance, and punctuality. Noticeable improvements because of this focus and working closely with parents/carers. There has been an increased importance of monitoring and supporting pupil engagement during lockdown.
- Continued close partnership working with Parent Council and pupil voice groups, receiving feedback and responding to it to support parents/carers and pupils.
- Further development of validated self-evaluation partnership with Trio schools – Alford and Aboyne Academies. Focus on high quality learning, teaching and assessment through all colleagues’ participation in Professional Learning on evidence-based strategies and revisiting the standards expected from Education Scotland and Aberdeenshire Council.
- Increased interactions with industry partners, including assemblies from professionals in different fields and their participation on interview panels for our prefects and house captains.
- Building on the momentum of 2018/19 through extending opportunities for pupil leadership and achievement. The school appointed senior and junior House Captains and senior Prefects. The school also has MVP (Mentors in Violence Prevention) Ambassadors, 4 pupils on Aberdeenshire’s Pupil Participation Forum, SCQF (Scottish Credit and Qualifications Framework) Ambassadors, My WOW (My World of Work) Ambassadors, and Anti-Bullying Ambassadors.
- Aspirational presentation policy in English and Maths, with a relentless focus on how to improve pupils’ performance in both subjects through sharing of good practice, scrutiny of pupils’ scripts, tweaks to teaching to address common misconceptions.
- The school has achieved early success in the Foundation Apprenticeships (FAs) it has offered: all pupils undertaking the Children and Young People, and Creative and Digital Media FAs in session 2019/2020 passed, and the Engineers, whose course lasts 2 years, are all on track to pass this session. This session the school has also offered Health and Social Care, and, from next session, it will offer SCQF Levels 4/5 courses in Automotive and Construction and a Level 6 Business Skills FA, in response to pupil needs and aspirations. 61 pupils will be undertaking FAs next session.
- All teachers participated in SNSA (Scottish National Standardised Assessments) professional learning on how this data can be utilised to support interventions, in order to help pupils set targets and inform differentiation.
- Regular whole staff/team meetings during lockdown to support colleagues in approaches to online learning, engagement, wellbeing and safeguarding.
- Reporting to parents/carers continued during lockdown from March to June, supporting pupils’ progress and next steps.

4.13 Most pupils attending Inch and Premnay Primary schools in Garioch go on to attend The Gordon Schools, Huntly (in Marr Area) as their secondary school. Similarly, most pupils attending Cluny, Dunecht, Echt and Midmar primaries in Garioch go on to attend Alford Academy (in Marr Area), and pupils attending

Logie Durno, Old Rayne and Rayne North primaries (in Garioch) go on to attend Meldrum Academy (in Formartine Area). Extracts of the attainment data for The Gordon Schools, Huntly, Alford Academy and Meldrum Academy are therefore provided as Appendix 3. It should be noted that relevant sections of this data has been considered by Marr Area Committee when the equivalent report to this one came before this committees on 04 May 2021. Relevant sections of this data will also be considered by Formartine Area Committee when it considers the equivalent report to this one at its meeting on 18 May 2021.

Whilst most pupils attending Newmachar Primary (in Garioch) go on to attend Dyce Academy (part of Aberdeen City Council), it is not possible to include data from Insight for another local authority within this report.

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:

- [Workforce performance culture ACORP0002](#)
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 to ensure that performance remains a high priority.

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 the Area Committee considering, commenting on and/or making recommendations to Services and any other appropriate Committee on any matter or policy which impacts its Area, namely school attainment and achievement.

Laurence Findlay
Director of Education and Children's Services

Report prepared by:
Mark Jones, Head Teacher, Inverurie Academy
Lizbeth Paul, Head Teacher, Kemnay Academy
Alison Reid, Head Teacher, Westhill Academy
Gordon Lennon, Education Support Officer
Date: 19/04/2021

List of Appendices

Appendix 1: Insight measures of attainment and other information
Appendix 2: Attainment data for Inverurie, Kemnay and Westhill Academies
Appendix 3: Attainment data for Alford Academy, The Gordon School, Huntly and Meldrum 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: INVERURIE 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 (Please note that in some cases, due to rounding to 1 decimal place, percentages do not sum exactly to 100%)

	2017-18			2018-19			2019-20					
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
<i>School</i>	142	9.9%	32.4%	57.7%	133	16.5%	34.6%	48.9%	158	12.7%	27.2%	60.1%
<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>	93.7%	94.0%	91.1%	74.6%	75.2%	79.1%
<i>VC</i>	92.3%	91.0%	89.1%	73.0%	66.8%	71.8%
<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>	70.4%	68.4%	74.7%	34.4%	31.5%	47.1%
<i>VC</i>	71.2%	63.1%	70.6%	44.4%	40.4%	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>	236	239	239	700	646	760	1323	1272	1336
<i>VC</i>	259	218	226	781	704	791	1330	1331	1366
<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>	99.3%	98.5%	98.7%
<i>VC</i>	96.0%	95.4%	93.1%
<i>Aberdeenshire</i>	96.3%	96.4%	94.7%
<i>National</i>	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: KEMNAY 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 (Please note that in some cases, due to rounding to 1 decimal place, percentages do not sum exactly to 100%)

	2017-18				2018-19				2019-20			
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
School	141	9.9%	26.2%	63.8%	131	12.2%	27.5%	60.3%	122	17.2%	18.0%	64.8%
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	94.3%	94.7%	89.3%	73.0%	75.6%	69.7%
VC	92.7%	91.8%	88.0%	74.5%	72.7%	67.9%
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	80.8%	73.3%	68.0%	53.5%	45.2%	50.5%
VC	71.8%	70.9%	67.5%	47.9%	49.6%	54.4%
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	354	256	262	847	773	763	1352	1322	1335
VC	278	241	219	818	807	850	1349	1359	1436
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	97.2%	98.5%	93.4%
VC	96.1%	97.0%	93.8%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: WESTHILL 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 (Please note that in some cases, due to rounding to 1 decimal place, percentages do not sum exactly to 100%)

	2017-18				2018-19				2019-20			
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
<i>School</i>	134	6.0%	24.6%	69.4%	139	5.8%	32.4%	61.9%	122	7.4%	18.9%	73.8%
<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>	97.0%	97.8%	97.5%	88.8%	89.2%	85.2%
<i>VC</i>	94.8%	94.9%	94.4%	79.0%	76.8%	80.7%
<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>	79.8%	80.6%	85.2%	59.5%	38.2%	65.5%
<i>VC</i>	77.3%	76.1%	80.9%	51.7%	46.8%	61.9%
<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>	330	315	372	910	779	1007	1446	1411	1537
<i>VC</i>	301	256	313	852	785	934	1415	1363	1471
<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>	97.0%	97.8%	95.9%
<i>VC</i>	97.1%	97.3%	96.6%
<i>Aberdeenshire</i>	96.3%	96.4%	94.7%
<i>National</i>	94.4%	95.0%	93.4%

APPENDIX 3

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 (Please note that in some cases, due to rounding to 1 decimal place, percentages do not sum exactly to 100%)

	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: 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 (Please note that in some cases, due to rounding to 1 decimal place, percentages do not sum exactly to 100%)

	2017-18				2018-19				2019-20			
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
<i>School</i>	138	16.7%	31.9%	51.4%	146	19.9%	33.6%	46.6%	122	15.6%	37.7%	46.7%
<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>	87.0%	84.3%	86.9%	64.5%	57.5%	65.6%
<i>VC</i>	88.0%	88.0%	93.8%	63.0%	58.5%	72.4%
<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>	63.8%	59.6%	61.5%	38.3%	36.7%	33.0%
<i>VC</i>	59.9%	58.5%	70.4%	38.6%	38.1%	42.5%
<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>	229	156	192	777	697	631	1437	1313	1335
<i>VC</i>	203	179	270	706	670	738	1291	1292	1283
<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>	97.8%	97.9%	94.3%
<i>VC</i>	94.2%	94.7%	95.2%
<i>Aberdeenshire</i>	96.3%	96.4%	94.7%
<i>National</i>	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: MELDRUM 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 (Please note that in some cases, due to rounding to 1 decimal place, percentages do not sum exactly to 100%)

	2017-18				2018-19				2019-20			
	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6	Lvrs	%S4	%S5	%S6
School	165	10.9%	27.3%	61.8%	185	12.4%	30.3%	57.3%	159	11.9%	23.3%	64.8%
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	91.5%	88.1%	93.7%	71.5%	71.3%	79.2%
VC	90.9%	93.2%	92.4%	70.1%	71.7%	75.3%
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	69.7%	69.2%	78.0%	44.2%	40.7%	47.1%
VC	68.7%	69.8%	75.9%	48.0%	47.7%	56.0%
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	243	217	276	757	730	801	1304	1275	1416
VC	228	242	270	794	784	868	1358	1350	1423
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	97.0%	94.6%	91.8%
VC	95.5%	96.7%	94.8%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%