

REPORT TO KINCARDINE AND MEARN'S AREA COMMITTEE 18 MAY 2021

ANALYSIS OF ATTAINMENT AND ACHIEVEMENT IN ACCREDITED AWARDS OF YOUNG PEOPLE IN KINCARDINE AND MEARN'S 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 Kincardine and Mearns secondary schools up to session 2019-20.

2 Recommendations

The Committee is recommended to:

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

3 Purpose and Decision Making Route

- 3.1 It is important that the Committee is provided with summary information on aspects of performance that have a bearing on the council's priorities on a regular basis, in order that elected members can scrutinise the data and ask questions about performance and inform each school's and the Service's future plans. This report provides a summary of Kincardine and Mearns secondary school attainment levels based on the most recent release of national school attainment data 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 Kincardine and Mearns 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 Two for Mackie Academy**

Apart from in 2018-19, when there was proportionately more S4 leavers and proportionately fewer S6 leavers, over the past three years the percentages of S4, S5 and S6 leavers from Mackie Academy making up the leavers cohort have been similar to that seen across Scotland as a whole.

Students leaving Mackie Academy generally have levels of Literacy and Numeracy which exceed those of the school's virtual comparator.

In terms of the general level of attainment of leavers, across the measures the data mainly shows the school to be ahead of the virtual comparator for most years. The exception was in 2018-19, where the school's attainment was lower than its VC on most measures.

Over the three years shown in **Appendix 2**, the percentage of Mackie leavers obtaining positive post school destinations has been broadly in line with that of the school's comparator.

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

The academic year of 2019-20 provided Mackie Academy with a new set of challenges, not least that of the Covid-19 pandemic. Whilst this dominated the final part of the academic year it is important to reflect on the key strengths identified in the school's previous improvement plan summary and the foci that it had set itself going forward. These were built around three key priorities:

- Be a community of lifelong learners
- Attainment and Achievement are excellent for all
- Sustained positive destinations for all

Surrounding those key priorities, the school had identified the following areas for development and improvement:

- S4 pupils to perform at or above the school's Virtual Comparator in Insight
- Effective Curriculum Pathways for all
- Pace and Challenge in the classroom
- Continuing cluster collaboration to support learning and teaching
- Equity and inclusion in our classrooms

As previously reported the school had made significant progress in several areas – digital technology, Foundation Apprenticeships, and national STEM funding – to support staff development and improve standards of learning and teaching both at Mackie Academy and within the cluster. This work was curtailed due to the pandemic, but the school is already looking forwards in 2021-22 to reinvigorating certain projects alongside the development of new opportunities to support our young people and staff.

Staff responded in a very positive manner to the challenges in the second half of the academic year 2019-20. The school's status as a Google for Education Reference School meant they were prepared for remote learning and the consistency of a "one platform" approach meant that communication developed effectively between all stakeholders. The school had a Google site for pupils and parents which has remained its key form of communication since March 2020 and with great success. The demands placed on staff with regards to the Senior Phase were met with passion and focus to ensure that pupils received the awards that were reflective of their work throughout 2019-20. The outcome of this was seen in very few queries around results obtained by pupils in August 2020.

Innovative practice has been a product of lockdown too. Celebrations of how pupils and staff adapted to the situation were seen in the school's virtual end of year Prizegiving which adapted and broadened its scope. The school's Music teams moved into virtual performances to be enjoyed by many and its Mental Health and Wellbeing Team supported both pupils and parents in different challenges to ensure that families felt supported throughout lockdown.

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

Since 2017-18, the proportions of the leavers cohort at Mearns Academy comprised of S4 and S5 leavers have increased, whilst for leavers from S6 it has decreased. In the most recent year, there were proportionately more S4 and S5 leavers, and proportionately fewer S6 leavers from Mearns Academy than is the case across the country.

Leavers attainment in Literacy and Numeracy at Mearns Academy exceeds that of its VC, and by a significant margin at at SCQF Level 5.

The general level of attainment of Mearns Academy leavers also tends to exceed that of the school's comparator for most measures and years.

The percentage of leavers from the school securing a positive post school destination has increased steadily over the past three years, overtaking the VC, and in the most recent year, every leaver found a positive post school destination.

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

These include:

- The school has close partnership working with Skills Development Scotland, this year achieving 100% Initial Positive Destinations for its leavers.
- A strong culture of Quality Assurance ensured that Teachers, Principal Teachers and the Senior Leadership Team collated strong and accurate attainment data in May/June 2020.
- There is a strong culture across the school of staff knowing the young people. This in-depth knowledge of each young person allowed staff to formulate accurate grades in lines with the SQA 2020 ranking system. This resulted in school attainment levels in line with or outperforming virtual comparator in Insight for most key measures.
- Development of Digital Learning through Google Classroom. All staff were issued with a corporate laptop prior to lock down to allow Learning & Teaching to be delivered remotely. All young people were given the opportunity to have delivered a school laptop/chromebook during lockdown. Since August 2021 government funding has been used to secure laptops/chromebooks for over 100 young people.
- Young people now complete a GIRFEC, well-being questionnaire which highlights any wellbeing concerns. Support is then put in place to ensure each young person maximises their potential. This work was critical in supporting young people during lock down.
- Learners receive high-quality feedback to ensure they have an accurate understanding of their progress in learning and what they need to do to improve. Since March 2020 much of the high quality feedback has taken place remotely using Google Classroom.
- Mearns Academy continues to work in partnership with Mackie and Portlethen Academies as part of the self-improving schools trio. Currently there are a number of Faculties working as part of the Trio to quality assure assessment data for June 2021.
- Tracking and monitoring processes are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after. During each period of remote learning tracking increased across the school, with fortnightly engagement tracking taking place for each young person across every subject.
- Work continues to ensure that leadership capacity is developed at all levels for pupils and staff. School Captains meet weekly with the Head Teacher and Depute Head Teachers, and all Pupil Leaders meet with them fortnightly to ensure that the pupil voice is heard and acted upon.

- All stakeholders promote a climate where young people feel safe and secure.
- There has been a continued focus on curriculum development and a move to longer periods of “learning time” resulting from less movement around the building.

4.11 **Overview of school leaver data presented in Appendix Two for Portlethen Academy**

The percentage of the leavers cohort at Portlethen Academy comprised of S4, S5 and S6 leavers has varied since 2017-18. In the most recent year there were, proportionately, fewer leavers from S4 and S5, and more leavers from S6 than is the case nationally.

Attainment in Literacy and Numeracy of Portlethen Academy leavers was greater than that of its virtual comparator at SCQF Level 4, and broadly in line with it at SCQF Level 5.

In terms of the general level of attainment of leavers, the measures tend to show that over the past three years, Portlethen Academy has tended to be a bit lower than its virtual comparator.

In line with the national (and Aberdeenshire) trend, the percentage of Portlethen Academy leavers obtaining a positive post school destination fell in 2019-20, resulting in the school being at a lower level than its VC this year.

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

Prior to lockdown in November 2019 the school had a 2 day evaluation visit from colleagues in Mearns and Mackie Academies that reported on its Teaching and Learning Approaches. This provided invaluable external scrutiny and advice for development. This was a significant commitment by these schools and invaluable in supporting development at Portlethen Academy.

Partnership with The Wood Foundation (TWF) in the Excelerate Programme has provided the school with high quality professional learning and is supporting it to adapt its curriculum to deliver high quality teaching and learning with an emphasis on work-based approaches and skills development. TWF fund a Business and Community Support Officer who facilitates business and community partnerships to enhance learning. Examples include links with Maryculter House Hotel and Chapelton Development Company. This work has led to a community wide consultative process around the Portlethen Academy School Leaver Profile to benchmark and underpin the school’s curriculum offer and teaching and learning.

Since August 2019 the school has regularly monitored Pupil and Staff Well Being using the GIRFEC *Shanarri* (well-being) indicators. This has allowed it to assess the impact of Covid 19 on the school community and to respond to needs throughout the session. One outcome has been a review and relaunch of the school’s tutor system into Clans with an emphasis on supporting both well being and improving attainment through review of work.

During lockdown, rigorous SQA Quality Assurance processes were carried out online with faculties in Spring 2020 to ensure accurate assessment of pupil’s attainment.

Online engagement tracking of pupil engagement has taken place throughout lockdown with a staged approach to supporting young people involving school, CLD and Aberdeen Football Club Community Trust.

All staff have been provided with ICT hardware to support online learning and, initially, over 100 devices were loaned to pupils to enable online learning. Further ICT support with 137 devices has been provided for young people from the Connecting Scotland Fund. Extensive online ICT support to young people and families has been a feature of both lockdowns.

Delivery of instruments, Art materials and ICT hardware and other items to pupil homes took place during lockdown and we made donations to “The Porty Larder” to support families in need.

The school has also made use of online meetings to communicate with young people, parents, staff and partners around day to day learning and teaching, choice procedures, support for young people (including P7-S1 and other transitions) and professional learning and consultation.

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.

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List of Appendices

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

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: MACKIE 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	169	11.2%	23.1%	65.7%	209	14.8%	27.8%	57.4%	202	9.4%	26.7%	63.9%
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	97.0%	96.2%	98.0%	84.6%	75.1%	77.2%
VC	93.5%	93.2%	92.7%	76.7%	73.1%	74.6%
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	78.7%	67.5%	74.7%	60.7%	47.2%	55.2%
VC	74.5%	72.4%	74.7%	52.9%	52.1%	55.1%
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	299	263	284	968	817	874	1537	1397	1413
VC	298	282	238	869	831	847	1406	1367	1404
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	96.4%	96.6%	95.0%
VC	95.4%	97.6%	95.3%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: MEARNS 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	119	9.2%	22.7%	68.1%	105	9.5%	29.5%	61.0%	119	12.6%	28.6%	58.8%
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	95.0%	98.1%	91.6%	82.3%	86.7%	77.3%
VC	91.1%	91.6%	89.9%	69.8%	67.6%	68.8%
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	72.3%	73.3%	71.4%	51.8%	40.0%	47.1%
VC	69.0%	67.1%	67.4%	45.3%	44.8%	46.1%
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	302	276	198	869	764	742	1384	1337	1265
VC	237	203	189	781	731	757	1339	1292	1349
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	95.8%	98.1%	100%
VC	96.3%	95.9%	94.0%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%

ATTAINMENT DATA FOR: PORTLETHEN 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	127	6.3%	23.6%	70.15	144	13.2%	38.9%	47.9%	151	10.6%	22.5%	66.9%
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	94.5%	97.2%	98.7%	63.8%	78.5%	76.8%
VC	92.8%	91.1%	92.3%	75.7%	67.7%	76.5%
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	66.9%	63.2%	73.5%	36.1%	36.8%	48.9%
VC	76.1%	65.3%	76.4%	48.5%	41.0%	57.4%
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	247	231	264	764	652	802	1312	1135	1342
VC	268	215	273	818	703	870	1370	1285	1410
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	98.4%	95.8%	93.4%
VC	96.2%	95.9%	95.4%
Aberdeenshire	96.3%	96.4%	94.7%
National	94.4%	95.0%	93.4%