



REPORT TO MARR AREA COMMITTEE – 19 FEBRUARY 2019

ANALYSIS OF ATTAINMENT AND ACHIEVEMENT OF YOUNG PEOPLE IN MARR SECONDARY SCHOOLS IN ACCREDITED AWARDS, YEAR ENDING JUNE 2018

1 Recommendations

It is recommended that the Committee:

- 1.1 Consider the contents of the report and provide comments for the Education & Children's Service.**

2 Background / Discussion

- 2.1 Each year young people in secondary schools in Aberdeenshire are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA). Since September 2014, young people's achievements in these awards are collated, analysed and present through the Scottish Government's benchmarking system, "Insight". The data and analysis presented in this report is sourced from Insight.
- 2.2 In addition to the awards achieved during 2017-18 at National 2-5, Higher and Advanced Higher levels, a number of young people across Aberdeenshire were successful in achieving a range of wider achievement awards, some of them accredited by organisations other than SQA. In many cases, schools have entered into partnership arrangements with other bodies – for example, with Further Education colleges – in order to provide young people with the opportunity to achieve such awards within the senior phase. Not all of these achievements are recorded within Insight – for example, neither City & Guilds awards nor Duke of Edinburgh awards are recorded in Insight. However, a number are recorded within Insight and this report includes a brief summary of the range of achievements of this type during 2017-18 in each school. Whilst these awards currently only represent a small proportion of the awards that young people achieve, as the impact of the Developing Scotland's Young Workforce programme continues to be felt, it is likely that there will be an increased need for a wider range of qualifications and awards in order to meet the vocational needs of young people and provide appropriate pathways through their senior phase in school, towards a positive post school destination.
- 2.3 A significant change, which affects how young people can achieve national qualifications at National 5 Level, was introduced during session 2017-18. This arose as a result of the decision of the Scottish Government, in September 2016, to remove the need to complete and pass the internally assessed Unit assessments as part of the mandatory requirements for gaining an award in a course at National 5. From session 2017-18, achievement of a course award at National 5 depends only on performance in the externally assessed component (usually an exam) of the course. Unit assessments will also be removed as a mandatory requirement for achieving

a course at Higher Level in session 2018-19, and in Advanced Higher Level in session 2019-20.

- 2.4 As a consequence of this decision, SQA has reviewed the content of the externally assessed components of each course to ensure that national standards have not been compromised by the removal of the internally assessed Unit components of each course. In most cases this has resulted in some increase in the level of demand expected to complete the external assessment – for example, an increase in the length of the external exam. A second consequence of this decision has been to reduce the pass mark required to achieve an award at Grade D at National 5. This is to ensure that young people will have a greater chance of receiving some credit at National 5 Level through their performance in the external assessment (previously, where they failed to achieve an award at grade D, they would still have had credit at National 5 through the internally assessed Units that they had passed). These changes have had some impact on the levels of attainment at National 5 across Scotland that means that some care needs to be exercised in comparing the 2018 attainment data with previous years. It is also likely that there will be some differences between schools and between local authorities arising from the national changes, in terms of their practice and procedures for presentation of young people for courses at different levels, which will have had some impact on reported attainment levels.
- 2.5 Insight presents attainment data in a number of forms, most importantly 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.

The measures are based both on the achievement of each year group stage (S4, S5 or S6) and on cohorts of school leavers. The cycle of when new data becomes available to refresh Insight means that each year's stage data is refreshed in September (following the release of SQA exam results in August), and the Leaver's data is refreshed each February (once the full analysis of destinations of each cohort of school leavers has been completed). The analysis presented in this report largely reflects the update of Insight published on 18 September 2018, which incorporates the 2018 SQA exam results. For this reason, this report focuses on measures based on year group stages, in order that it can reflect the most recent set of exam results.

- 2.6 Insight also provides a wide range of additional measures (referred to as "Breadth and Depth" measures) that can also be used to measure performance. The Insight measures used to illustrate attainment levels in this report are of three types: (1) Measures of attainment that focus on the key skills of Literacy and Numeracy; (2) general measures of attainment, based on the Insight tariff point score, which allocates a number of points to each award achieved, with more points being awarded for more advanced awards, and (3) the aforementioned "Breadth & Depth" measures. Further information on these measures is provided within Appendix 1 to this report.

- 2.7 The key benchmark for performance in Insight is provided by the “Virtual Comparator” (VC). The data that underlies performance of the Virtual Comparator is generated by selecting young people from across Scotland that match the characteristics of the young people in the establishment whose performance is being assessed. Further information on the Insight Virtual Comparator is included within Appendix 1 to this report.
- 2.8 It should be noted that Insight is designed primarily as an online resource that presents data in both graphical and tabular form. Attempts to reproduce copies of the graphical presentations from Insight within a report such as this often results in scales that are impossible to read and items that are difficult to distinguish in monochrome. As a consequence, the data from Insight presented for each of the 4 secondary schools within Marr is provided in tabular form only in Appendix 2 to this report.
- 2.9 **Overview of attainment and achievement at Aboyne Academy.**

Most general measures of attainment at S4 showed some improvement in 2018, compared with the previous year and the school’s attainment also tends to be above, or in line with, its VC for these measures. The attainment of the least able cohort of young people was not as strong in 2018 and for this measure the school is also slightly below the VC. For Literacy & Numeracy measures, the attainment at SCQF¹ Level 4 was down in 2018 compared to 2019 but it remains broadly in line with the level achieved by the VC. For SCQF Level 5, however, the school’s attainment remains well above that of its comparator.

At S5, there was a mixed picture of attainment across the measures with some showing some improvement in 2018 compared with 2017 and others not quite as strong as they had previously been. However, attainment was broadly in line with what might have been expected, based on the same cohort’s attainment at S4. In relation to its VC, across the S5 measures, the school’s attainment tends to be slightly lower than that of the comparator.

There was improvement across all of the measures at S6 in 2018 and the school’s attainment is above that of its VC for most measures at this stage. For those measures based on the Insight tariff points scale, the margin of this advantage in 2018 was significant.

- 2.10 Summary of range of wider achievement awards in Aboyne Academy

During session 2017-18, young people attending Aboyne Academy were entered for and achieved awards in a range of areas, including:

- Emergency First Aid
- Creative & Digital Media
- Social Services and Healthcare
- Construction Crafts
- Sports Coaching: Tennis

¹ Further information on Scottish Credit and Qualifications Framework (SCQF) Levels is provided in Appendix 1 to this report

2.11 Approaches to raising attainment and achievement in Aboyne Academy

These include:

- A continued focus on sharing data following tracking and full reports with appropriate interventions where necessary.
- An emphasis on growth mindset and building resilience for all. Training for all staff was provided for this during one of the in-service days during the session.
- Use of SCHOLAR has increased and parents have been provided with information about this and other study support resources. In addition, specific intervention and support for Mathematics was provided by the area SCHOLAR officer.
- Pupils with complex additional support needs (6% of S4 cohort) gained qualifications at National 1 and National 2 levels.
- Deviation away from traditional courses, to include Foundation Apprenticeships, flexible work experience, new skills for work courses and the Science Baccalaureate, providing more opportunity and progression into appropriate positive destinations.
- Strong links have been built with local businesses at whole school and Faculty level to support the Developing the Young Work Force agenda and to ensure an understanding of the local labour market.
- Head Teacher meetings with parents to set targets where S5/6 pupils are underachieving.
- Well-being suite being developed encompassing Guidance staff, Pupil Support Worker, Pupil Intervention Worker (pupil equity funded post) to meet increasing need for pupil support.
- Purchase of new technology to augment learning and aid revision.
- The school's new learning plaza is being well utilised by pupils for study and homework.
- Improved pupil leadership at all levels. Introduction of Senior Prefect for each House to work with the Senior Leadership Team. Increased opportunities for pupils in S1-S3 to take on positions of responsibility and restructuring of the Pupil Council to ensure all pupils can have a voice in Aboyne Academy.
- Dedicated and committed staff who go the extra mile to provide extra help to pupils through study support at lunchtime and after school despite the challenges of working in a school that has ongoing teacher vacancies.
- Learning and Teaching has been enhanced by the work of a school group, led by a Depute Head Teacher, which has built on the Tapestry² model and ensured that good practice is shared across the school.
- Effective self-evaluation has been built into the day to day life of the school at all levels and has greatly enhanced school improvements and

² The Tapestry partnership is a world leading independent provider of professional development for teachers which specialises in change management, effective innovation and creativity in education

helped to identify clearly the priorities for improvement year on year. This includes rigorous analysis of SQA results by Faculties and a minimum of two cycles of classroom observations with a plethora of other activities.

- A comprehensive programme of extra-curricular activities and clubs ensures that all pupils have an opportunity to improve their skills or develop new ones.

2.12 Overview of attainment and achievement at Alford Academy

The general measures of attainment at S4 indicate some improvement in the attainment of more able young people in 2018, compared with the previous year. Other measures at this stage suggest the attainment of the least able was lower in 2018 than that achieved in 2017. In relation to its VC, the school's attainment tended to be lower than that of the comparator in 2018. The measures focusing on Literacy & Numeracy show attainment down somewhat compared to 2017 at SCQF Level 4 and broadly stable at SCQF Level 5.

The level of attainment achieved across the measures at S5 in 2018 was lower than that achieved the previous year, although evidence suggests that this level is broadly in line with what would reasonably have been expected based on the level of attainment achieved by the same cohort when they were in S4. At S5, the school's attainment was broadly in line with, or below that of, the VC across the range of measures.

At S6, there was a mixed picture across the range of measures with some showing notable improvement in 2018 and others not quite as strong as they had been last year. However, for all measures, the school's level of attainment remained significantly above that of its VC at this stage.

2.13 Summary of range of wider achievement awards in Alford Academy

During session 2017-18, young people attending Alford Academy were entered for and achieved awards in a range of areas, including:

- Dance
- Early Education and Childcare
- Rural Skills
- Scottish Pipe Band Drumming
- Sports Coaching: Teaching Aquatics
- Duke of Edinburgh Awards at Bronze, Silver and Gold levels
- First Aid and Food Hygiene Accreditation
- Open University: Young Applicants Scheme
- Achieve - Princes XL (including The Educational Achiever Award)
- Saltire Awards
- "I can lead" – sports awards
- Crest Awards (Bronze)
- Junior Rangers Awards

2.14 Approaches to raising attainment and achievement in Alford Academy

- Embedding Alford Academy's new values in the life and work of the school is underway and includes a pupil group commissioned to produce a 'branding' for the values and activities engaging young people in what the values look like 'in action'
- A rigorous scrutiny of data by senior leaders and faculty leaders is improving identification of strengths and improvement priorities. A revised calendar of quality assurance activities increasing the frequency of 'check-ins' on progress made on improvements. Faculty Leaders are working together in 'trios' to validate their self-evaluation. A new model for validating the school's self-evaluation has taken place and involved Head Teachers and Quality Improvement Officers from Aberdeenshire and Aberdeen City.
- Head and Depute Head Teachers from cluster schools meet regularly to identify emerging priorities and plan interventions.
- House Captains and the Student Council planned a strategy to increase leadership opportunities for younger pupils and seeking the views of pupils.
- Parent Council and senior staff deliver workshops and 'coffee and chat' sessions focussing on how to support parents to help their child with their learning and career planning. In partnership with the library, family learning sessions share the range of resources available to pupils and parents.
- Time is ring fenced for academy and cluster primary staff to continue improving teaching, learning and assessment through a programme of twilight events and Cluster In-service day. Sharing practice is a key feature at meetings at all levels.
- Increasing the range of achievement pathways on offer to all learners continues through collaboration with schools, North East Scotland College (NESCOL) and Scotland's Rural College (SRUC). Faculty Leaders are researching courses e.g., Skills for Work and Foundation Apprenticeships. 'Taster days' at SRUC and NESCOL are delivered to S1 and S2 pupils. Strategic partners, Mackie's of Scotland, shared the many aspects of their business with teaching staff who then worked across faculties to deliver a new P7 link week programme.
- 3 teams collaborate and lead well-being improvements. A Campus group plans events for all campus staff. An Academy team deliver a wellbeing focus week which includes a 'well-being fayre', lunchtime activities for pupils, a mental health workshop for parents and curriculum inserts. A pupil focus group lead the development of activities for pupils.
- Alford Academy's Pupil Equity Funding supports initiatives to improve health and wellbeing (including outdoor learning, resilience building and growth mindsets), career education and literacy and numeracy skills. A new literacy strategy is implemented with literacy lessons delivered by most faculties.

2.15 Overview of attainment and achievement at Banchory Academy

There was improvement across most general measures of attainment at S4 in 2018, with the percentage of young people attaining 5 or more awards at SCQF Level 5 increasing by a notable 10% compared with 2017. However, amongst the least able young people at this stage, the attainment level was down in 2018 compared with the previous year. Nevertheless, the school's attainment remained well above that of its VC across all general measures of attainment. Within the Literacy and Numeracy measures, attainment was not as strong in 2018 as in 2017, although the school was in line with its VC at SCQF level 4 and above it at Level 5.

At S5, across the measures, attainment was not as strong in 2018 as it had been the previous year. However, for most measures at this stage, the school's level of attainment remains well above that of its comparator.

The school maintained its significant advantage in level of attainment over that of its VC across all measures at S6 in 2018, notwithstanding there being considerable variation in the performance of individual measures compared with last year, with some increasing and some decreasing by notable margins.

2.16 Summary of range of wider achievement awards in Banchory Academy

During session 2017-18, young people attending Banchory Academy were entered for and achieved awards in a range of areas, including:

- Exercise and Fitness Leadership
- Horse Care
- Sports Coaching: Gymnastics Trampolining
- Early Education and Childcare
- Psychology

2.17 Approaches to raising attainment and achievement in Banchory Academy

These have included:

- Continued focus and evaluation of Learning and Teaching across the school.
- Introduction of working groups including Learning and Teaching, ICT, and promoting positive relationships.
- Reviewing mental health approaches within the school. Mental health training for the Guidance Team and the introduction of a school counsellor.
- Early intervention for those underachieving together with a continued focus on tracking and monitoring.
- Faculty reviews by members of the Leadership Team and a peer Principal Teachers (PTs) has allowed self-evaluation to take place and feedback to be given. Pupils have also participated in the feedback.
- Small groups of pupils allocated to members of the Leadership Team who are underachieving to support Guidance Staff.

- Additional maths classes at lunchtime. These have been supported by senior pupils.
- More appropriate courses have been introduced for pupils who will attain National 2 and 3.
- Outdoor education has shown continued growth and a number of groups participate each week. This also involves time with Horseback UK.
- Re-introduction of the pupil forum allowing pupils the opportunity to discuss issues within the school and working alongside the Head Teacher to look at solutions.
- Developing Scotland's Young Workforce (DYW) has further developed and one member of staff is now designated one day a week to look at work placements and college courses. Stronger links have developed with local businesses.
- Excellent website allows the opportunity to showcase the fantastic achievements of pupils in many areas.
- House Assemblies have focused on achievements of pupils both within and out with school. Led by House Captains that has also developed further leadership roles within the school.
- Upgrade of the S6 area has provided a space where senior pupils can study.
- STEM in the Pipeline, Maths Challenge and Crest Awards have all been supported by staff in the school. Banchory Academy won STEM in the Pipeline for the first time last year.
- An adaptable timetable has allowed some pupils who require extra training time for their chosen sports opportunities to train more. These pupils are all competing at international level.
- Support from Parent Council and PTA has funded activities e.g. equipment for the school and transport.
- An extensive programme of extra-curricular activities has allowed many pupils the opportunity to participate in sport, music and the arts as well as charities. Fund raising has been fantastic yet again this year.
- Continued enthusiasm of all school staff to support pupils within the school both within pupil support (Guidance Team, Pupil Support Worker and medical staff), teaching staff, and at Leadership Levels.

2.18 **Overview of attainment and achievement at The Gordon Schools, Huntly**

At S4, attainment levels overall were somewhat lower in 2018 compared with those achieved in the previous year. The Literacy and Numeracy measures too, were not as strong in 2018 as in 2017. Across the measures at this stage, the school's attainment levels tend to be lower than that of its VC.

There was improvement across most of the measures at S5 and the school was successful in significantly reducing the gap to the level of attainment of its VC across measures where it had previously been lower than the VC.

S6 showed improvement compared with last year across all measures, with the margin of the improvement reflected in the tariff points based measures being significant. The school's level of attainment is also well above that of its comparator across all measures at this stage.

2.19 Summary of range of wider achievement awards in The Gordon Schools, Huntly:

During session 2017-18, young people attending The Gordon Schools, Huntly were entered for and achieved awards in a range of areas, including:

- Computer Games Development
- Energy
- Laboratory Skills
- Rural Skills
- Sports Coaching: Coaching Swimming
- Performing Engineering Operations

2.20 Approaches to raising attainment and achievement in The Gordon Schools, Huntly

- Guidance Teachers, Faculty Head and Senior Leadership Team colleagues are interrogating and using tracking data more effectively to intervene earlier with pupils and their families. The school are using Assemblies and Personal and Social Education classes to instil in pupils a knowledge and pride in our attainment. This is also being shared with families at all curriculum events they attend in the evenings.
- The School are working to change the mind-set of pupils and their families towards a 'pathway' approach around positive destinations upon leaving school. This involves a greater emphasis on transferable skills over subjects; planning across the 3 years of the Senior Phase rather than simply choosing subject annually and; encouraging work placements in the year that pupils intend to leave school. Teachers have been learning more too, with Skills Development Scotland, getting training on 'My World of Work' and being encouraged to contextualise learning more using engaging live examples rather than textbook examples.
- The school continues to offer Easter Revision over three days in preparation for SQA exams, with over 140 pupils in attendance.
- To meet the needs of all our pupils the school has expanded learning opportunities with NESCOL to include 11 Higher Psychology passes, together with 29 Level 4 and Level 5 vocational qualifications in Energy, Construction, Beauty, Early Education and Child Care. The school is now annually taking a bus with S3 pupils and their parents/carers to the Fraserburgh NESCOL campus to promote aspiration, ambition and planning for their initial post-school positive destination.
- Monies received from the Marr Area Committee were used to fund an additional part-time teacher, coming in to School specifically targeting literacy qualifications for those at risk of missing out at Levels 3 and 4.

- The School has used its Pupil Equity Funding (PEF) monies this session to employ “MCR Pathways³” (known as Aberdeenshire Young Talent) in order to support care experienced pupils and disadvantaged young people through regular group work interventions which promote self-esteem, resilience and a growth mind-set for S1 – S3 pupils and mentoring, work taster opportunities for S4/5/6 pupils.

2.21 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.

3 Scheme of Governance

3.1 The Committee is able to consider this item in terms of Section B.1.2 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to a matter of performance (school attainment and achievement).

4 Implications and Risk

4.1 An equality impact assessment is not required because the report is to inform committee on school attainment and achievement and does not have a differential impact on any of the protected characteristics.

4.2 There are no immediate staffing and financial implications arising from this report, although it will inform subsequent strategies for improving attainment and achievement, which may have implications.

4.3 The following risks have been identified as relevant to this matter on a [strategic 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 provides examples of data and measures to be used for this purpose.

4.4 A Town Centre First Impact Assessment is not required because this report is to inform committee on school attainment and achievement and does not have an impact on any of the 12 key town centres.

Laurence Findlay
Director of Education and Children’s Services

Report prepared by: G Lennon, Education Support Officer
Date: 1 February 2019

³ MCR Pathways is a Glasgow based organisation that provides this type of mentoring support. The MCR in the name is not an acronym that describes its work but refers instead to the organisation’s founder, Ian MacRitchie

APPENDIX ONE

INSIGHT MEASURES OF ATTAINMENT AND ACHIEVEMENT AND OTHER INFORMATION

This appendix presents a brief summary of the main whole school measures within Insight referred to within the report, 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. Information in Insight is available to support self-evaluation and benchmarking. It should not be used publicly for the purpose of comparing one school with another.

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 S4 cohort achieving 5 or more awards at SCQF Level 5 by the end of S4
- The percentage of the original S4 cohort achieving 3 or more awards at SCQF Level 6 by the end of S5
- The percentage of the original S4 cohort achieving 5 or more awards at SCQF Level 6 by the end of S6.

These measures were selected as they have been used in recent years as key target measures for all secondary schools in Aberdeenshire as part of the Education & Children's Service attainment and performance review process.

1. Improving Literacy and Numeracy

This measure shows the percentage of the cohort who achieved an award in Literacy *and* Numeracy at either Level 4 or Level 5. The report displays data for the S4 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.

2. Improving attainment for All

This provides a general measure of attainment for the school across three ability cohorts at each year stage. 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 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. For S4 data only, the methodology for calculating the tariff points score is subject to an additional statistical treatment, to take account of variations between curriculum structures and ensure the comparison between school, virtual comparator and Aberdeenshire is more valid.

3. The Insight “Virtual Comparator” (VC)

As noted in paragraph 2.7, 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 their own attainment.

4. SCQF Levels

The Scottish Credit and Qualifications Framework (SCQF) provides a framework within which all qualification can sit. The framework takes into account the level of difficulty of the qualification as well as the volume of work required to complete it. In simple terms all qualifications are allocated to a level, with the most common school qualifications fitting into the framework as follows:

SCQF Level 1:	Qualifications at National 1 Level
SCQF Level 2:	Qualifications at National 2 Level
SCQF Level 3:	Qualifications at National 3 Level
SCQF Level 4:	Qualifications at National 4 Level
SCQF Level 5:	Qualifications at National 5 Level
SCQF Level 6:	Qualifications at Higher Level
SCQF Level 7:	Qualifications at Advanced Higher Level

APPENDIX TWO

ATTAINMENT DATA FOR: ABOYNE ACADEMY

BREADTH & DEPTH MEASURES

Measure: % of cohort achieving 5+ awards at Level 5 or better by the end of S4

2016				2017				2018			
School	VC*	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
59%	58%	49%	45%	55%	60%	50%	46%	61%	57%	53%	48%

Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S5

2016				2017				2018			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
47%	52%	38%	39%	55%	52%	42%	40%	47%	53%	40%	40%

Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S6

2016				2017				2018			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
43%	41%	32%	33%	38%	46%	32%	34%	46%	46%	36%	34%

*VC= Virtual Comparator

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)

	Level 4			Level 5		
	2016	2017	2018	2016	2017	2018
School	95%	94%	82%	61%	68%	66%
Virtual Comparator	90%	90%	84%	60%	64%	58%
Aberdeenshire	91%	92%	85%	59%	63%	57%
National	83%	85%	81%	48%	52%	50%

ATTAINMENT DATA FOR: ABOYNE ACADEMY (contd.)

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT FOR ALL

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS AT S4, S5 & S6

S4

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	172	117	95	355	334	339	446	428	440
Virtual Comparator	157	152	104	350	356	333	431	427	428
Aberdeenshire	142	143	116	330	335	323	428	431	432
National	107	115	100	312	319	308	424	425	425

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	136	121	155	591	650	665	963	1009	1003
Virtual Comparator	173	146	112	661	695	687	994	1021	1027
Aberdeenshire	95	97	89	553	570	569	978	989	979
National	60	62	53	519	530	529	979	986	987

(NB to provide some context around tariff points scores, an able S5 pupil taking 5 x Higher Courses and obtaining an A pass in each one would have a tariff points score of 1020 points).

S6

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	159	181	198	692	642	768	1363	1188	1353
Virtual Comparator	136	160	123	605	636	622	1263	1233	1286
Aberdeenshire	179	153	147	669	669	675	1313	1333	1320
National	89	92	84	544	552	560	1180	1188	1203

(NB to provide some context around tariff points scores, an able S6 pupil taking 2 x Adv. Higher Course and 2 x Higher Courses and obtaining an A or a B pass at each level would have a tariff points score of 1306 points).

ATTAINMENT DATA FOR: ALFORD ACADEMY

BREADTH & DEPTH MEASURES

Measure: % of cohort achieving 5+ awards at Level 5 or better by the end of S4

2016				2017				2018			
School	VC*	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
62%	58%	49%	45%	52%	57%	50%	46%	56%	61%	53%	48%

Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S5

2016				2017				2018			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
56%	52%	38%	39%	59%	52%	42%	40%	44%	52%	40%	40%

Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S6

2016				2017				2018			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
40%	39%	32%	33%	51%	45%	32%	34%	55%	47%	36%	34%

*VC= Virtual Comparator

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)

	Level 4			Level 5		
	2016	2017	2018	2016	2017	2018
School	96%	90%	82%	61%	46%	46%
Virtual Comparator	90%	89%	87%	60%	61%	59%
Aberdeenshire	91%	92%	85%	59%	63%	57%
National	83%	85%	81%	48%	52%	50%

ATTAINMENT DATA FOR: ALFORD ACADEMY (contd.)

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT FOR ALL

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS AT S4, S5 & S6

S4

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	151	117	102	357	337	331	444	428	432
Virtual Comparator	154	145	133	355	349	345	427	426	433
Aberdeenshire	142	143	116	330	335	323	428	431	432
National	107	115	100	312	319	308	424	425	425

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	146	174	76	715	708	552	1039	1097	1023
Virtual Comparator	115	114	89	616	648	633	1004	1031	1023
Aberdeenshire	95	97	89	553	570	569	978	989	979
National	60	62	53	519	530	529	979	986	987

(NB to provide some context around tariff points scores, an able S5 pupil taking 5 x Higher Courses and obtaining an A pass in each one would have a tariff points score of 1020 points).

S6

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	187	183	239	588	777	755	1232	1424	1410
Virtual Comparator	143	102	123	613	593	635	1268	1234	1292
Aberdeenshire	179	153	147	669	669	675	1313	1333	1320
National	89	92	84	544	552	560	1180	1188	1203

(NB to provide some context around tariff points scores, an able S6 pupil taking 2 x Adv. Higher Course and 2 x Higher Courses and obtaining an A or a B pass at each level would have a tariff points score of 1306 points).

ATTAINMENT DATA FOR: BANCHORY ACADEMY

BREADTH & DEPTH MEASURES

Measure: % of cohort achieving 5+ awards at Level 5 or better by the end of S4

2016				2017				2018			
School	VC*	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
76%	60%	49%	45%	66%	56%	50%	46%	76%	62%	53%	48%

Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S5

2016				2017				2018			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
60%	52%	38%	39%	73%	55%	42%	40%	64%	53%	40%	40%

Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S6

2016				2017				2018			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
56%	44%	32%	33%	53%	47%	32%	34%	64%	49%	36%	34%

*VC= Virtual Comparator

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)

	Level 4			Level 5		
	2016	2017	2018	2016	2017	2018
School	90%	95%	88%	71%	71%	68%
Virtual Comparator	89%	89%	89%	62%	59%	62%
Aberdeenshire	91%	92%	85%	59%	63%	57%
National	83%	85%	81%	48%	52%	50%

ATTAINMENT DATA FOR: BANCHORY ACADEMY (contd.)

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT FOR ALL

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS AT S4, S5 & S6

S4

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	235	189	168	392	380	382	449	451	457
Virtual Comparator	150	150	148	356	349	350	433	427	431
Aberdeenshire	142	143	116	330	335	323	428	431	432
National	107	115	100	312	319	308	424	425	425

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	176	281	239	767	782	725	1026	1037	1021
Virtual Comparator	123	173	118	637	683	642	1016	1036	1031
Aberdeenshire	95	97	89	553	570	569	978	989	979
National	60	62	53	519	530	529	979	986	987

(NB to provide some context around tariff points scores, an able S5 pupil taking 5 x Higher Courses and obtaining an A pass in each one would have a tariff points score of 1020 points).

S6

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	232	152	232	804	846	823	1481	1670	1467
Virtual Comparator	111	138	150	595	660	653	1234	1299	1339
Aberdeenshire	179	153	147	669	669	675	1313	1333	1320
National	89	92	84	544	552	560	1180	1188	1203

(NB to provide some context around tariff points scores, an able S6 pupil taking 2 x Adv. Higher Course and 2 x Higher Courses and obtaining an A or a B pass at each level would have a tariff points score of 1306 points).

ATTAINMENT DATA FOR: THE GORDON SCHOOLS, HUNTLY

BREADTH & DEPTH MEASURES

Measure: % of cohort achieving 5+ awards at Level 5 or better by the end of S4

2016				2017				2018			
School	VC*	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
37%	45%	49%	45%	51%	51%	50%	46%	47%	50%	53%	48%

Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S5

2016				2017				2018			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
28%	40%	38%	39%	34%	42%	42%	40%	41%	46%	40%	40%

Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S6

2016				2017				2018			
School	VC	'Shire	Nat.	School	VC	'Shire	Nat.	School	VC	'Shire	Nat.
31%	31%	32%	33%	25%	34%	32%	34%	31%	37%	36%	34%

*VC= Virtual Comparator

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)

	Level 4			Level 5		
	2016	2017	2018	2016	2017	2018
School	77%	86%	76%	47%	62%	41%
Virtual Comparator	82%	88%	82%	47%	57%	50%
Aberdeenshire	91%	92%	85%	59%	63%	57%
National	83%	85%	81%	48%	52%	50%

ATTAINMENT DATA FOR: THE GORDON SCHOOLS (contd.)

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT FOR ALL

AVERAGE TARIFF SCORE OF 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS AT S4, S5 & S6

S4

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	71	102	85	280	326	298	419	425	416
Virtual Comparator	108	130	107	314	334	317	426	430	427
Aberdeenshire	142	143	116	330	335	323	428	431	432
National	107	115	100	312	319	308	424	425	425

S5

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	19	41	47	414	484	541	931	1058	994
Virtual Comparator	68	85	62	532	555	548	987	991	986
Aberdeenshire	95	97	89	553	570	569	978	989	979
National	60	62	53	519	530	529	979	986	987

(NB to provide some context around tariff points scores, an able S5 pupil taking 5 x Higher Courses and obtaining an A pass in each one would have a tariff points score of 1020 points).

S6

	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	118	34	175	720	503	757	1445	1275	1596
Virtual Comparator	100	119	86	552	581	583	1161	1223	1238
Aberdeenshire	179	153	147	669	669	675	1313	1333	1320
National	89	92	84	544	552	560	1180	1188	1203

(NB to provide some context around tariff points scores, an able S6 pupil taking 2 x Adv. Higher Course and 2 x Higher Courses and obtaining an A or a B pass at each level would have a tariff points score of 1306 points).