

## PERTH AND KINROSS COUNCIL

Lifelong Learning Committee – 6 November 2013  
Scrutiny Committee – 27 November 2013

## ATTAINMENT IN PERTH AND KINROSS SCHOOLS 2013

Report by Executive Director (Education and Children's Services)

**ABSTRACT**

Education and Children's Services continues to make very good progress in raising the attainment of pupils in Perth and Kinross. This report presents a summary analysis of pupil attainment in session 2012/13, specifically in relation to key Scottish Qualifications Authority (SQA) attainment measures and to Curriculum for Excellence progress with learning and achievement.

Performance has continued to improve against key national indicators in S4 and S6 and in all key measures for these stages is the best or equal to the best, in over ten years. This improvement is particularly evident in relation to the performance of S4 learners at Standard Grade General/Credit and Intermediate 1/2 and of S6 learners at Advanced Higher with one in four pupils leaving school at the end of S6 with at least one Advanced Higher Grade. S5 performance remains stronger than in previous years although there has been a slight dip compared to last year. Overall, performance remains equal to, or above, the comparator average and above the national average in all twelve measures set out in Appendix 1. The 2013 results are pre-appeal while previous years' results are post appeal.

In the primary sector most<sup>1</sup> pupils continue to make good progress with their learning under Curriculum for Excellence (CfE) and in the first year of assessment at S3, most pupils in S3 have also made good progress.

**1 BACKGROUND**

1.1 This report presents a summary analysis of pupil attainment in academic session 2012/13 in Perth and Kinross, specifically in relation to key Scottish Qualifications Authority (SQA) attainment measures and to Curriculum for Excellence progress with learning and achievement in P4, P7 and S3.

**1.2 SQA Measures of Attainment**

1.2.1 ***This year's SQA results demonstrate that we are continuing to make very good progress in raising the attainment of pupils in Perth and Kinross.*** Performance has continued to improve against key national indicators in S4 and S6 and in all key measures is the best or equal to the best, in over ten years. This improvement is particularly evident in relation to

<sup>1</sup> Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%.

the performance of S4 learners at Standard Grade General/Credit and Intermediate 1/2. Although there has been a slight dip in performance compared to last year, S5 performance remains stronger than in previous years. Overall, performance remains equal to, or above, the comparator average and above the national average in all twelve measures set out in Appendix 1.

- 1.2.2 This report reviews the performance of S4 – S6 pupils in Perth and Kinross against twelve SQA national performance measures. These measures are based on the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated an SCQF level as described in Table 1 below. This gives a more complete measure of overall attainment as it includes any relevant certification at the relevant level including Access and Intermediate Awards, matched to appropriate levels in the framework.

**Table 1: Scottish Credit and Qualifications Framework**

Qualification	Award	SCQF Level
Access 3	Pass	3
Standard Grade	Foundation	3
Standard Grade	General	4
Standard Grade	Credit	5
Intermediate 1	A-C	4
Intermediate 2	A-C	5
Higher	A-C	6
Advanced Higher	A-C	7

- 1.2.3 In addition to the national average, performance in Perth and Kinross is benchmarked against a comparator average. This is an average of the performance of those Education Authorities which share similar socio-economic characteristics as defined by Education Scotland (then HMle). Perth and Kinross Council's comparator authorities are Aberdeenshire, Argyll and Bute, Highland, Scottish Borders and Stirling Councils. A star rating was introduced which indicates the 'closeness' of a particular Education Authority to each member; five stars indicates extremely close and one star indicator not close. All five of Perth and Kinross Council's comparator authorities have a four star rating, indicating that the comparison is very close.
- 1.2.4 The 2013 results are **pre-appeal** while previous years' results are post appeal. Post-appeal results are likely to increase the figures slightly.
- 1.2.5 Figures 1a – 3e illustrate the performance of Perth and Kinross compared to both the comparator and national average for key indicators at S4, S5 and S6. Given the variation in percentages across levels, it should be noted that the scale used varies. However, a consistent range has been used (14 points) to enable a comparison across the graphs in relation to the rate of improvement. The figures are shown in tabular format in Appendix 1.
- 1.2.6 Across Education and Children's Services there is recognition that examination results are an important indicator, but not a complete measure of achievement. Further, the statistics in this report are based on the relevant

roll for each year group and include pupils with a range of additional support needs. Within Perth and Kinross there is a strong presumption of mainstreaming of pupils with additional support needs. In the September 2012 Pupil Census<sup>2</sup>, excluding pupils at Fairview School, 25.5% of primary pupils and 26.6% of secondary pupils had additional support needs. In addition, the Pupil Census showed that 685 pupils had a main home language other than English, Gaelic, Scots, Doric or Sign. Results should therefore be considered alongside other indicators of progress, such as the quality of the learning experiences for each pupil and the ethos of the school.

### 1.3 Curriculum for Excellence

- 1.3.1 This is the third academic session in primary and the first in S3 in secondary schools where the planned learning has been undertaken and assessed against progress made with Curriculum for Excellence experiences and outcomes.
- 1.3.2 Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes. Progression to qualifications is described under a fifth level, the senior phase.
- 1.3.3 It is expected that most pupils will demonstrate secure progress with their learning in First Level experiences and outcomes by the end of P4 and that most pupils will demonstrate similar progress in Second Level experiences and outcomes by the end of P7 and Third Level by the end of S3.

**Table 2: Curriculum for Excellence Levels of Learning**

Level	Stage
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
<b>Senior phase</b>	S4 to S6, and college or other means of study.

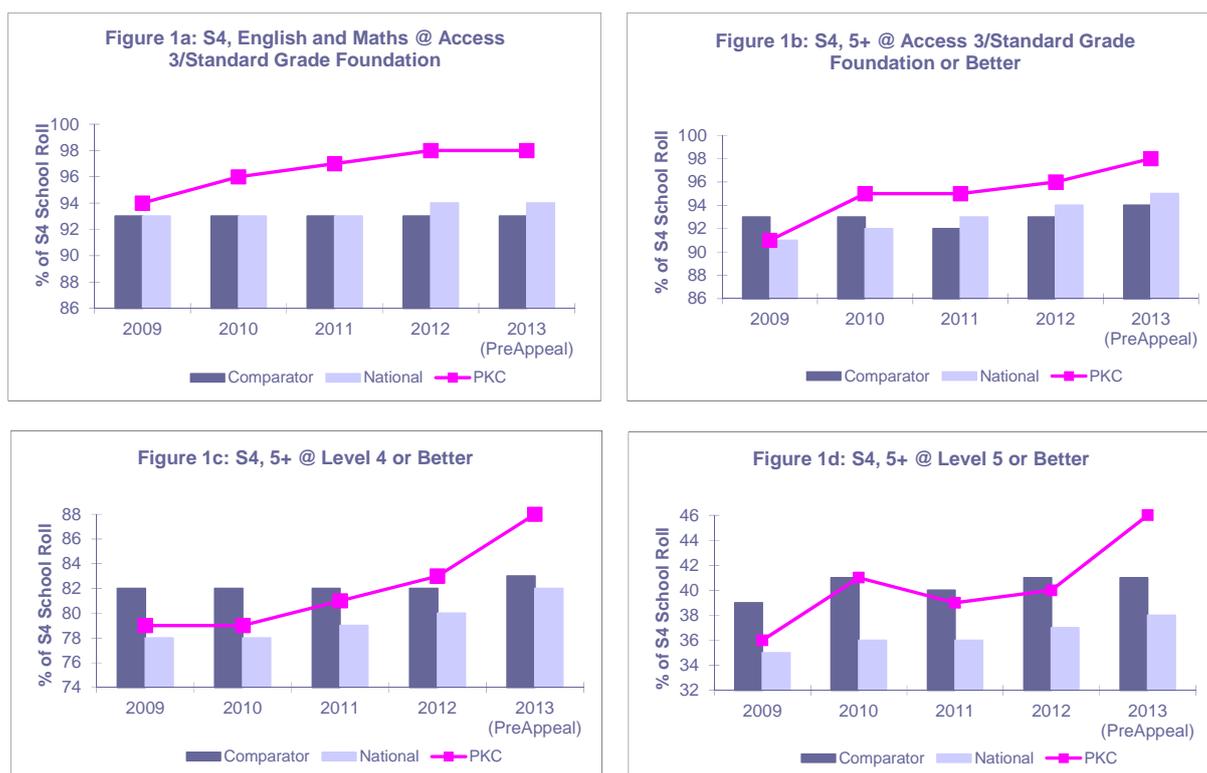
- 1.3.4 Assessment is an integral part of learning and teaching. Its purpose is to:
- support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities;
  - give assurance to parents, pupils and others that children and young people are progressing in their learning and developing in line with expectations;
  - provide a summary of what pupils have achieved, including through qualifications and awards;
  - contribute to planning the next stages of learning; and
  - inform future improvements in learning and teaching.

<sup>2</sup> Source: [Pupil Census Supplementary Data, 2012, Scottish Government](#)

- 1.3.5 A coherent approach to planning the curriculum, learning, teaching and assessment is essential. Such an approach will include assessing: planned learning across all areas of the curriculum; pupils' progress and achievement in knowledge and understanding, skills, attributes and capabilities; and the breadth, challenge and application of learning.
- 1.3.6 A range of approaches to assess progress in learning will be used. This includes: observation of day to day learning activities, specific assessment tasks or tests; using a range of evidence appropriate to the kind of learning, for example, observations of pupils carrying out tasks in a new context or peer assessments; and through collegiate working and moderation against agreed standards.
- 1.3.7 The work undertaken through Creating a Curriculum for Excellence has made significant and positive impact on the development of the curriculum and in learning and teaching approaches across almost all schools and centres. To ensure that there is a shared understanding across our schools of the desirable expectation of standards in literacy and numeracy a new online toolkit, Creating a Standard Together, was developed in 2012 and rolled out to schools for use during session 2012/13. The toolkit describes an expectation of standards for literacy and numeracy for each level of Curriculum for Excellence. It also provides signposts for learners' emerging personal skills and attributes at each level. The resource contains a variety of tools that schools and centres can use to evaluate their practice and support continuous improvement.
- 1.3.8 Improving the assessment and moderation in schools through support and evaluation and evaluating the impact of strategic curriculum plans on learning across primary and secondary schools continue to be key actions for session 2013/14 in the Education and Children's Services Business Management and Improvement Plan. Progress against these actions will be reported to Lifelong Learning Committee as part of the Service's Annual Performance Report.

## **2 SQA ATTAINMENT, S4 PUPILS**

- 2.1 This year's results show a significant improvement in the results of S4 learners at Standard Grade General/Credit and Intermediate 1/2. Performance at these levels is now well above both the comparator and national averages. Performance is within national decile two across all four key performance indicators.



2.2 88% of S4 pupils attained five or more awards at Intermediate 1/Standard Grade General (Level 4) or better; a 5% increase since 2012. Last year was the first time that performance was above the comparator average at this level. This year, performance is now well above both the comparator and national average. Similarly the results for Intermediate 2/Standard Grade Credit (Level 5) show an improvement of 6% over last year's results. For the first time in over five years the percentage of S4 pupils attaining five or more awards at this level is significantly above the comparator as well as the national average. A key focus for improvement will be maintaining this level of attainment with the transition to National 4 and 5 qualifications.

2.3 The results for S4 also reflect a continuing focus on inclusion and improving the attainment of our lowest achieving pupils and, for these pupils, performance is significantly above both the comparator and national averages. Following a year on year improvement over the past four years, once again almost all S4 pupils (98%) attained a minimum of English and Mathematics at Access 3/Standard Grade Foundation. The percentage of S4 pupils attaining five or more awards at Access 3/Standard Grade Foundation (Level 3) or better has improved and is the best in five years. Improvement in the results of our lowest attaining pupils is also demonstrated by a twenty three point increase in the average tariff score<sup>3</sup> for the 20% lowest performing S4 pupils over the past four years (2010 = 63, 2011 = 67, 2012 = 72, 2013 = 86).

2.4 The results for pupils living in the most deprived areas of Perth and Kinross<sup>4</sup> have also improved. Table 2 sets out the average tariff score for all S4 pupils

<sup>3</sup> The tariff score of a pupil is calculated by allocating a score to each level of qualification and award, using the Unified Points Score scale. The Unified Points Score Scale is an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. The tariff score of a pupil is calculated by adding together all the tariff points accumulated from all the different course levels and awards he/she attains.

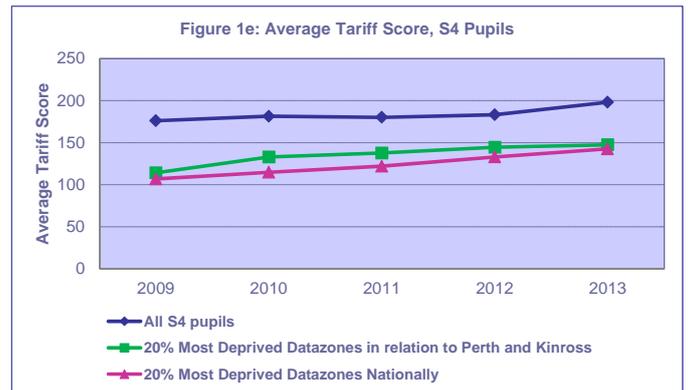
<sup>4</sup> As measured by the Scottish Index of Multiple Deprivation 2012.

compared to the scores achieved by pupils living in the 20% most deprived data zones locally and nationally. This shows that attainment has improved across all three groups and clearly demonstrates progress towards narrowing the gap between the attainment of pupils in the most deprived areas within Perth and Kinross and the attainment of all S4 pupils since 2009. This year, although there was a greater increase in the average score across all S4 pupils, pupils living within the most deprived areas within Perth and Kinross achieved the highest average tariff score compared to the previous five years.

**Table 2: Average Tariff Score of S4 Pupils**

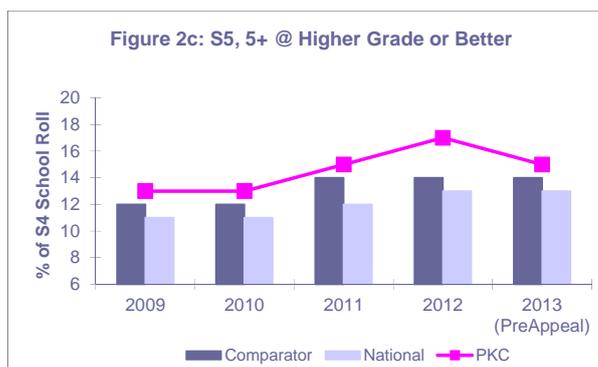
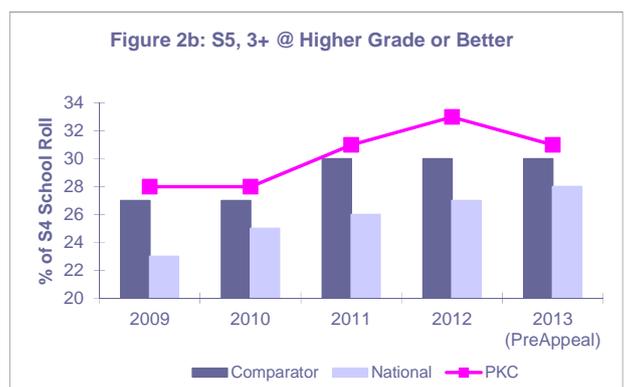
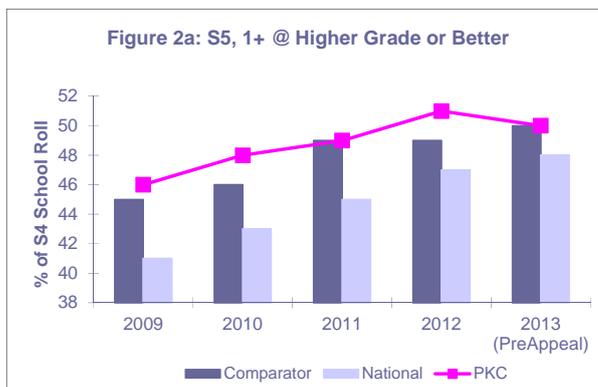
Average Tariff Score	2009	2010	2011	2012	2013	Diff since 2009
All S4 pupils	176	181	180	183	198	22
20% Most Deprived Datazones in relation to Perth and Kinross	114	133	137	144	147	33
20% Most Deprived Datazones Nationally	107	115	122	133	143	36

Source: SEEMIS/SIMD 2012



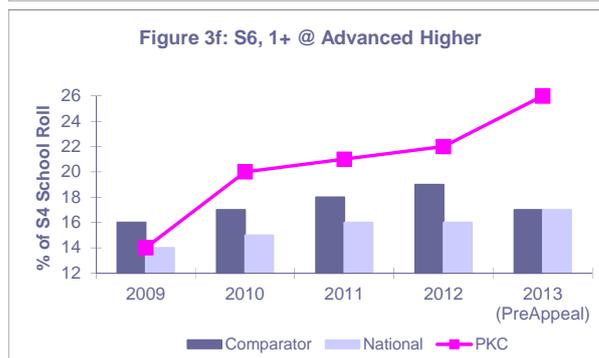
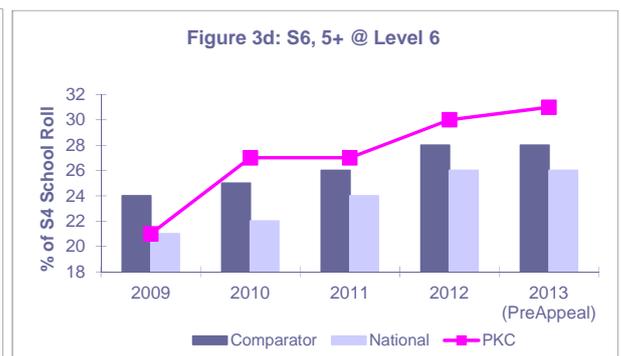
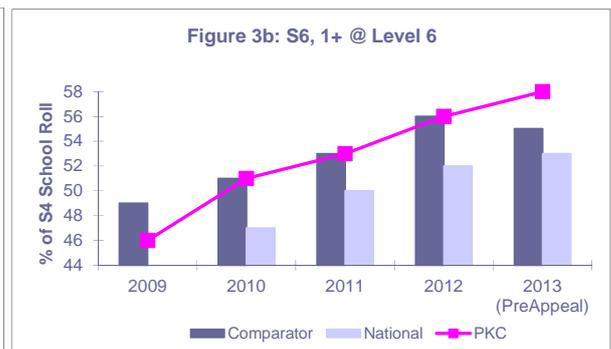
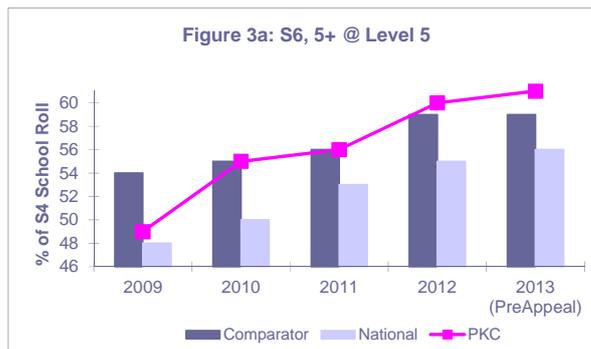
### 3 SQA ATTAINMENT, S5 PUPILS

3.1 Last year's performance at Higher Grade (Level 6) was the best in over ten years in all key S5 measures. This year, performance has dipped slightly compared to last year but remains stronger than in previous years and in line with, or above, the comparator average in all three measures.



## 4 SQA ATTAINMENT, S6 PUPILS

- 4.1 Performance has once again improved across all five key measures at S6 and is the best in over ten years.
- 4.2 One in four pupils left school at the end of S6 with at least one Advanced Higher Grade. Building on an already strong performance, results at this level have once again improved and performance is almost 10% higher than the comparator and national average.



## 5 CURRICULUM FOR EXCELLENCE PERFORMANCE SUMMARY

- 5.1 Given the stage of embedding assessment in relation to Curriculum for Excellence experiences and outcomes, in the first three years of implementation progress has been recorded in relation to pupils making good progress at the respective levels.

- 5.2 Tables 3 and 4 show progress of P4 and P7 pupils in learning linked to Curriculum for Excellence levels of progression from Early through to First Level and Second Level and beyond.

**Table 3: P4 Curriculum for Excellence**

P4	Pupils making good progress at First Level or above							Total Number of Pupils		
	2010/11		2011/12		2012/13		Trend	10/11	11/12	12/13
	Number	%	Number	%	Number	%				
<b>Reading</b>	1,199	89.5	1,256	89.0	1,232	90.1	↑	1,340	1,412	1,367
<b>Writing</b>	1,135	84.7	1,224	86.7	1,195	87.4	↑	1,340	1,412	1,367
<b>Mathematics</b>	1,183	88.3	1,256	89.0	1,239	90.6	↑	1,340	1,412	1,367
<b>List. &amp; Talk</b>	1206	90.0	1281	90.7	1,256	91.9	↑	1,340	1,412	1,367

Source: SEEMIS, 11 Sept 2013

**Table 4: P7 Curriculum for Excellence**

P7	Pupils making good progress at Second Level or above							Total Number of Pupils		
	2010/11		2011/12		2012/13		Trend	10/11	11/12	12/13
	Number	%	Number	%	Number	%				
<b>Reading</b>	1,175	81.9	1,198	82.9	1,200	85.2	↑	1,434	1,445	1,409
<b>Writing</b>	1,108	77.3	1,139	78.8	1,128	80.1	↑	1,434	1,445	1,409
<b>Mathematics</b>	1,191	83.1	1,192	82.5	1,188	84.3	↑	1,434	1,445	1,409
<b>List. &amp; Talk</b>	1,180	82.3	1218	84.3	1,198	85.0	↑	1,434	1,445	1,409

Source: SEEMIS, 11 Sept 2013

- 5.3 Most pupils in P4 continue to make good progress at First Level or beyond with their learning in Writing and almost all with Mathematics, Reading and Listening and Talking. At P7, most pupils made good progress at Second Level or beyond with their learning in Reading, Writing, Mathematics and Listening and Talking.

- 5.4 Table 5 shows progress for S3 pupils in relation to the proportion of pupils making good progress with their learning at Third Level.

**Table 5: S3 Curriculum for Excellence**

S3	2012/13 Pupils making good progress at Third Level or above		Total Number of Pupils
	Number	%	
<b>Reading</b>	1,098	80.1	1,370
<b>Writing</b>	1,088	79.4	1,370
<b>List. &amp; Talk</b>	1,104	80.6	1,370
<b>Numeracy</b>	1,129	82.4	1,370

Source: SEEMIS, 11 July 2013

## 6 GENDER

- 6.1 In line with the national picture, girls continue to outperform boys. Positively, the performance of boys has continued to improve across all S4 and S6 measures and is above the comparator averages for boys. The performance of boys in S5 has dipped slightly.

6.2 Work will continue to broaden the range of planned opportunities for achievement for all pupils. This will include ensuring that, where appropriate, specific approaches and activities are planned to improve the attainment and achievement of boys.

## 7 LOOKED AFTER CHILDREN

7.1 The achievement and attainment of Looked After Children will continue to be supported.

7.2 The Scottish Government Children Looked After Survey (Clas) Return measures the attainment of Looked After Children who ceased to be looked after and have reached minimum school leaving age at the time their episode of being looked after ended. This includes young people looked after by Perth and Kinross but educated outwith the area (Table 6a).

7.3 82% of children leaving care attained at least one subject at Access 3/Standard Grade Foundation (Level 3) and 73% achieved at least English and Mathematics at this level. Care should be given to interpreting these figures given the small size of the cohort.

**Table 6a: Attainment of Looked After Children<sup>5</sup>**

Indicator	Percentage of young people								
	2010/11			2011/12			2012/13		
	At home	Away from home	Total	At home	Away from home	Total	At home	Away from home	Total
% of children leaving care who attained at least one subject at Level 3 (Access 3 or Standard Grade - Foundation)	88%	100%	95%	100%	71%	82%	100%	78%	82%
% of children leaving care who achieved English and Mathematics at Level 3 (Access 3 or Standard Grade - Foundation)	50%	92%	75%	50%	71%	64%	50%	78%	73%
Number of children/young people ceasing to be looked after <sup>6</sup>	8	12	20	-	-	11	-	-	11

Source: LAC SQA Attainment 2012/13

7.4 A wider measure of attainment is used locally to monitor the progress of the thirty eight young people in S4, S5 and S6 who have been looked after at some point during academic session 2012/13. Table 6b suggests that progress continues to be made improving the attainment of this group of pupils. The percentage of S4 Looked After Children attaining five or more awards at Access 3/Standard Grade Foundation (Level 3) or better has improved.

<sup>5</sup> Care should be taken with interpretation in view of the small number of young people represented in the figures.

<sup>6</sup> Due to the size of the cohort, numbers have not been presented for at home and away from home.

**Table 6b: Attainment of Looked After Children by end of S4<sup>7</sup>**

Indicator	% S4 Looked After Children Achieving...		% All S4 Pupils Achieving...
	2012	2013	2013
English and Maths @ Level 3 or above	81.0%	73.9%	98%
5+ @Level 3 or better	42.9%	73.9%	98%
5+ @Level 4 or better	14.3%	26.1%	88%

Source: SEEMiS, 080813

- 7.5 Although attainment of Looked After Children remains below the Perth and Kinross average, care should be taken in interpreting these figures given the small number of pupils and the individual nature of their needs and circumstances. The Education Additional Support Officer, together with the Looked After Co-ordinators in schools, track the attendance and achievement of looked after young people on an individual and on-going basis and ensure that appropriate support packages are in place.

## **8 PUPILS WITH A MAIN LANGUAGE OTHER THAN ENGLISH**

- 8.1 Schools continue to be successful in supporting the learning of young people for whom English is a second language. Almost all (90%) S4 pupils with a main language other than English, and 78% of those who are not assessed as competent or fluent in English, achieved five awards at Access 3/Standard Grade Foundation (Level 3) or better. In S5, 41% have achieved at least five awards at Intermediate 2/Standard Grade Credit (Level 5) or better and 39% attained at least one Higher Grade.

## **9 CONTINUING TO RAISE STANDARDS OF PERFORMANCE & ACHIEVEMENT**

- 9.1 The school improvement process is now well established in all sectors. Arrangements for monitoring and tracking pupils' progress include the use of SEEMiS tracking system and, in a number of secondary schools, the use of Cognitive Ability Test scores. However, we acknowledge that there remains room for improvement in some of our schools; targeted support for schools to help bring about the necessary improvements in this area will be provided over the course of this session.
- 9.2 In addition to Education Scotland inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self evaluation leading to improvements. A review of how this information is best used to work with headteachers to determine the nature and frequency of support/challenge visits will be undertaken early in the academic session 2013-2014. The school visits form the core of the school improvement framework and will take the form of one or more of the following over a planned four year programme:

<sup>7</sup> Care should be taken with interpretation in view of the small number of young people represented in the figures.

- School Improvement Visit
- Learning and Achievement Visit
- Extended Learning and Achievement Visit and follow up activity and visit.

9.3 Across Education and Children's Services a number of specific actions are proposed, or are currently underway, to raise further the levels of attainment and achievement for all pupils across Perth and Kinross. At an authority level key improvement actions are set out in both the Education and Children's Services Business Management and Improvement Plan and Education Services Improvement Plan. Actions are identified at a school level in School Improvement Plans.

9.4 At an authority level, a key focus will be on:

- Further developing enhanced support for children aged 0-3 years and their families across Perth and Kinross through the Early Years Strategy (BMIP);
- Improving the quality of teaching and learning in all schools through further training and support for Co-operative Learning approaches (BMIP) and through the introduction of Teacher Learning Communities;
- Review the use of self-evaluation information provided by schools to ensure it accurately reflects the outcomes reported for each school;
- Improve approaches in all schools to better meeting the needs of all learners;
- Continuing to broaden the range of planned opportunities for achievement for all pupils;
- Continuing to embed literacy, numeracy and health and well being in all curricular areas and support the development of core skills for learning, life and work;
- Improving assessment and moderation in schools through support and evaluation (BMIP);
- Evaluating the impact of strategic curriculum plans on learning across primary and secondary schools (BMIP);
- Continuing to ensure pupil achievements are matched appropriately to SCQF levels;
- Maintaining this year's improvement in the attainment of S4 pupils through school based curriculum plans for senior phase to include effective implementation of national 4 and 5 qualifications (BMIP);
- Providing increased choice and opportunity for young people through the development of Perth City Campus incorporating a virtual learning environment (BMIP) and Perth and Kinross Guarantee;
- Enhancing provision for secondary pupils with social, emotional and behavioural needs through Navigate and extending the range and quality of provision for children and young people with autism spectrum (ASD) and other developmental disorders; and
- Continuing to raise the achievement and attainment of Looked After Children.

## 10 CONCLUSION AND RECOMMENDATIONS

- 10.1 Education and Children's Services continues to make very good progress in raising the attainment of pupils in Perth and Kinross. Performance has continued to improve against key national indicators in S4 and S6 and in all key measures for these stages is the best or equal to the best, in over ten years. Most<sup>8</sup> pupils continue to make good progress with their learning under Curriculum for Excellence (CfE).
- 10.2 It is recommended that the Lifelong Learning Committee:
- 1.1 Considers and accepts the contents of this report; and
  - 1.2 Endorses the proposals set out in section 9 of this report designed to continue to raise levels of attainment and achievement.

It is recommended that the Scrutiny Committee:

- 1.1 Scrutinises and comments as appropriate on this report.

### Author(s)

Name	Designation	Contact Details
Joanna Gilchrist	Corporate Research and Information Manager	<a href="mailto:jjgilchrist@pkc.gov.uk">jjgilchrist@pkc.gov.uk</a> 01738 476391

### Approved

Name	Designation	Date
John Fyffe	Executive Director	

If you or someone you know would like a copy of this document in another language or format, (on occasion only, a summary of the document will be provided in translation), this can be arranged by contacting *The Communications Manager*  
E-mail: [ecsgeneralenquiries@pkc.gov.uk](mailto:ecsgeneralenquiries@pkc.gov.uk)



Council Text Phone Number 01738 442573

<sup>8</sup> Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%.

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes / None</b>
Community Plan / Single Outcome Agreement	<b>Yes</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>No</b>
Workforce	<b>No</b>
Asset Management (land, property, IST)	<b>No</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>No</b>
Strategic Environmental Assessment	<b>No</b>
Sustainability (community, economic, environmental)	<b>No</b>
Legal and Governance	<b>Yes</b>
Risk	
<b>Consultation</b>	
Internal	<b>Yes</b>
External	<b>No</b>
<b>Communication</b>	
Communications Plan	<b>No</b>

### 1. Strategic Implications

1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

### 2. Resource Implications

#### Financial

2.1 Not applicable (n/a)

#### Workforce

2.2 Not applicable (n/a)

### Asset Management (land, property, IT)

2.3 Not applicable (n/a)

## **3. Assessments**

### Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.

However, this report explicitly considers attainment by gender, in addition to the attainment of pupils with a main language other than English and Looked After Children. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

### Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

### Sustainability

3.3 Not applicable (n/a)

### Legal and Governance

3.4 Not applicable (n/a)

### Risk

3.3 The implementation of Curriculum for Excellence continues to be managed as a Corporate Risk.

## **4. Consultation**

### Internal

4.1 Education Services Senior Management Team have been consulted in the preparation of this report.

External

4.2 Not applicable (n/a)

**5. Communication**

5.1 Not applicable (n/a)

**2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

**3. APPENDICES**

Appendix 1

SQA National Indicators



## Appendix 1: SQA National Indicators

**Table 1: Attainment by end of S4<sup>9</sup>**

<b>English and Mathematics @ Level 3</b> (Access 3 or Standard Grade - Foundation)	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<p><b>PKC Best Results: 2012 and 13.</b> Following a year on year improvement over the past four years, once again almost all S4 pupils have attained English and Mathematics at Level 3. Performance is well above both the comparator and national averages.</p> <p><i>The average performance of both boys and girls is above comparator and national averages for boys and girls respectively and, for girls is once again the best in five years.</i></p>	<b>PKC</b>	94	96	97	98	98
	<b>Comparator</b>	93	93	93	93	93
	<b>National</b>	93	93	93	94	94
<b>5+ @ Level 3 or Better</b> (Access 3 or Standard Grade - Foundation)	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<p><b>PKC Best Results: 2013.</b> Following an improved performance over the past three years, S4 results have improved again and are the best results in five years. Performance is well above both the comparator and national averages.</p> <p><i>The average performance of both boys and girls is above comparator and national averages for boys and girls respectively and is the best in five years.</i></p>	<b>PKC</b>	91	95	95	96	98
	<b>Comparator</b>	93	93	92	93	94
	<b>National</b>	91	92	93	94	95
<b>5+ @ Level 4 or Better</b> (Intermediate 1 and Standard Grade - General)	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<p><b>PKC Best Results: 2013.</b> Following improvement over the past two years, the performance of S4 learners has improved significantly at this level. Performance is now well above both the comparator and national averages.</p> <p><i>There has been a significant improvement in the attainment of both boys and girls at this level. Performance is now above the comparator as well as the national average for boys as well as girls. Girls continue to outperform boys.</i></p>	<b>PKC</b>	79	79	81	83	88
	<b>Comparator</b>	82	82	82	82	83
	<b>National</b>	78	78	79	80	82
<b>5+ @ Level 5 or Better</b> (Standard Grade - Credit or Intermediate 2)	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<p><b>PKC Best Results: 2013.</b> A key focus for improvement in 2012/13, the results for S4 learners have improved significantly at this level. For the first time in over five years, performance is significantly above the comparator, as well as the national, average.</p> <p><i>There has been a significant improvement in the attainment of both boys and girls at this level. Performance is now above the comparator as well as the national average for boys as well as girls. Girls continue to outperform boys.</i></p>	<b>PKC</b>	36	41	39	40	46
	<b>Comparator</b>	39	41	40	41	41
	<b>National</b>	35	36	36	37	38

<sup>9</sup> Source: STACS and S Jardine EA Report. 2009 – 2012 results are post appeal; 2013 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll (2012 S4 school roll).

**Table 2: Attainment by end of S5<sup>10</sup>**

<b>1+ @ Level 6 or Better</b> (Higher Grade)	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<p><b>PKC Best results: 2012.</b> Following a four year period of year on year improvement, S5 results have dipped slightly from last year's performance at this level. However, performance remains in line with the comparator, and above the national, average.</p> <p><i>While the performance of girls is consistent with last year's performance and in line with the comparator average, the performance of boys has dipped and is below the comparator average. The performance of both boys and girls remains above the respective national average for boys and girls.</i></p>	<b>PKC</b>	46	48	49	51	50
	<b>Comparator</b>	45	46	49	49	50
	<b>National</b>	41	43	45	47	48

<b>3+ @ Level 6 or Better</b> (Higher Grade)	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<p><b>PKC Best results: 2012.</b> Following an improvement over the past four years, S5 results have dipped slightly from last year's performance at this level. However, performance remains above the comparator and national averages.</p> <p><i>Whilst the performance of girls has improved and is the best in five years, the performance of boys has dipped below the comparator average. The performance of girls is significantly higher than the performance of boys at this level.</i></p>	<b>PKC</b>	28	28	31	33	31
	<b>Comparator</b>	27	27	30	30	30
	<b>National</b>	23	25	26	27	28

<b>5+ @ Level 6 or Better</b> (Higher Grade)	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<p><b>PKC Best results: 2012.</b> S5 results have dipped slightly from last year's performance at this level and are in line with those reported in 2011. Performance remains above the comparator and national averages.</p> <p><i>While the performance of both boys and girls has dipped slightly, the performance of girls remains above both the comparator and national averages for girls. Although above the national average for boys, the performance of boys is now in line with the comparator average for boys.</i></p>	<b>PKC</b>	13	13	15	17	15
	<b>Comparator</b>	12	12	14	14	14
	<b>National</b>	11	11	12	13	13

**Table 3: Attainment by end of S6<sup>11</sup>**

<b>5+ @ Level 5 or Better</b> (Standard Grade - Credit or Intermediate 2)	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<p><b>PKC Best Results: 2013.</b> Following an improved performance last year, performance has once again improved, is the best in five years and remains above both the comparator and national averages.</p> <p><i>The average performance of boys has improved and is the best in five years. The performance of both boys and girls is above both the respective comparator and national averages for boys and girls.</i></p>	<b>PKC</b>	49	55	56	60	61
	<b>Comparator</b>	54	55	56	59	59
	<b>National</b>	48	50	53	55	56

<sup>10</sup> Source: STACS and S Jardine EA Report. 2009 – 2012 results are post appeal; 2013 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll of the S5 cohort (2011 S4 school roll).

<sup>11</sup> Source: STACS and S Jardine EA Report. 2009 – 2012 results are post appeal; 2013 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll of the S6 cohort (2010 S4 school roll).

<b>1+ @ Level 6 or Better</b> (Higher Grade)		2009	2010	2011	2012	2013
<p><b>PKC Best Results: 2013.</b> Following an improved S5 performance last year, S6 performance has once again improved, is the best in five years and is now above the comparator as well as the national averages.</p> <p><i>The average performance of boys has improved and is the best in five years. The performance of both boys and girls is above both the respective comparator and national averages for boys and girls.</i></p>	<b>PKC</b>	46	51	53	56	58
	<b>Comparator</b>	49	51	53	56	55
	<b>National</b>	44	47	50	52	53

<b>3+ @ Level 6 or Better</b> (Higher Grade)		2009	2010	2011	2012	2013
<p><b>PKC Best results: 2013.</b> S6 learners have consolidated last year's improved S5 performance. S6 performance at this level has once again improved, is the best in five years and remains above both the comparator and national averages.</p> <p><i>The average performance of boys has improved and is the best in five years. The performance of both boys and girls is above both the respective comparator and national averages for boys and girls.</i></p>	<b>PKC</b>	32	38	37	41	43
	<b>Comparator</b>	35	37	38	40	40
	<b>National</b>	31	33	35	37	38

<b>5+ @ Level 6 or Better</b> (Higher Grade)		2009	2010	2011	2012	2013
<p><b>PKC Best Results: 2013.</b> S6 performance at this level has once again improved, is the best in five years and remains above both the comparator and national averages.</p> <p><i>The average performance of boys has improved by almost 10% over the past five years. The performance of both boys and girls is above both the respective comparator and national averages for boys and girls.</i></p>	<b>PKC</b>	21	27	27	30	31
	<b>Comparator</b>	24	25	26	28	28
	<b>National</b>	21	22	24	26	26

<b>1+ @ Level 7 or Better</b> (Advanced Higher Grade)		2009	2010	2011	2012	2013
<p><b>PKC Best results: 2013.</b> Building on an already strong performance, results at this level have once again improved. Performance is almost 10% higher than the comparator and national average at this level.</p> <p><i>Both boys and girls continue to outperform the comparator and national averages for all pupils. The performance of both boys and girls continues to improve, both boys and girls achieving the highest performance in five years.</i></p>	<b>PKC</b>	14	20	21	22	26
	<b>Comparator</b>	16	17	18	19	17
	<b>National</b>	14	15	16	16	17

