

## PERTH AND KINROSS COUNCIL

Lifelong Learning Committee  
4 November 2015

Scrutiny Committee  
2 December 2015

## Attainment in Perth and Kinross Schools 2015

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

**PURPOSE OF REPORT**

This report presents a summary analysis of pupil attainment for academic session 2014/15 in Perth and Kinross, specifically in relation to Curriculum for Excellence (CfE) progress with learning and achievement in P4, P7 and S3, and attainment at SCQF levels 5, 6 and 7 in secondary years S4, S5 and S6. It also sets out measures to further improve attainment for all Perth and Kinross pupils.

**SUMMARY**

Attainment at Perth and Kinross schools continues to build on already high levels of performance. The following key observations can be made for 2015<sup>1</sup>:

- At First, Second and Third levels of Curriculum for Excellence there are increasing proportions of pupils making very good progress across the key areas of reading, writing, mathematics & numeracy and listening/talking.
- Measures from Insight, the national benchmarking tool, show improving levels of literacy and numeracy across the board and improving attainment across all levels of ability.
- Looking at attainment by deprivation, S4 results show we are outperforming our comparators and the attainment of those from more deprived backgrounds is improving. Attainment of PKC pupils is affected by deprivation to a similar extent as our comparator.
- In S4, a total of 6322 examination entries were made at National 5 level, with a pass rate of 85.2% (compared to 84.2% last year). The proportion receiving 5 or more of these SCQF Level 5 awards is the highest seen in recent years.
- In S5, a total of 3163 examination entries were made at SCQF Level 6 (Higher) level, with a pass rate of 81% (compared to 80.5% last year). The proportions receiving 1, 3 and 5 awards at Level 6 are the second highest or highest ever recorded.
- In S6, a total of 822 examination entries were made at SCQF Level 7 (Advanced Higher) level, with an overall pass rate of 78.3%. This compares with 630 entries in 2014 and a pass rate of 80.8%. The proportion receiving one award is the highest ever.

<sup>1</sup> Throughout, a single year refers to the terminal part of an academic year e.g. 2015 denotes 2014/15

## 1. MAIN ISSUES

### Curriculum for Excellence (CfE)

- 1.1 This is the fifth academic session in primary and the third in S3 in secondary schools where the planned learning has been undertaken and assessed against progress made with CfE experiences and outcomes.
- 1.2 CfE 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. It is expected that most pupils will demonstrate very good 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. Levels are described in Table 1.

**Table 1: Curriculum for Excellence Levels of Progression**

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF 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.
Senior phase	S4 to S6, and college or other means of study.

- 1.3 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 development of 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.
- 1.4 A range of approaches to assess progress in learning are 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.
- 1.5 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

2015/16. Internal research has been undertaken with teaching staff, examining their confidence in making judgements about Literacy and Numeracy levels, and familiarity with the PKC Literacy and Numeracy indicators. Across two phases in 2013 and 2015 there have been increases in measures of confidence and familiarity, both in primary and secondary.

- 1.6 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 2014 Pupil Census, excluding pupils at Fairview School, 32% of both primary and secondary pupils had additional support needs (29% in 2013). In addition, the Pupil Census showed that 870 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.

### Curriculum for Excellence - Performance Summary

- 1.7 Table 2 shows continued improvement in pupils' progress at First, Second and Third levels across the key areas of reading, writing, mathematics & numeracy and listening/talking. All indicators show a sustained improvement on previous academic year figures. No comparators are available for this information.

Table 2: P4/ P7/ S3 CfE Levels of progression

P4	% Pupils making very good progress at First Level or above			
	2013	2014	2015	Trend
Reading	90.1	91.7	93.5	↑
Writing	87.4	89.7	91.9	↑
Listening & Talking	91.9	92.7	94.4	↑
Mathematics & Numeracy	90.6	91.3	93.6	↑
P7	% Pupils making very good progress at Second Level or above			
	2013	2014	2015	Trend
Reading	85.2	87.0	89.9	↑
Writing	80.1	81.5	87.3	↑
Listening & Talking	85.0	87.5	91.5	↑
Mathematics & Numeracy	84.3	86.8	88.1	↑
S3	% Pupils Secure at Third Level or above			
	2013	2014	2015	Trend
Reading	65.8	69.3	73.0	↑
Writing	63.1	67.3	72.1	↑
Listening & Talking	66.1	70.8	77.6	↑
Mathematics & Numeracy	68.6	75.4	77.1	↑

Source: ECS/ SEEMiS

### SQA Attainment – Senior Phase

- 1.8 This year saw Perth and Kinross schools present for the second time the new national qualifications as part of CfE, with pupils sitting New Higher qualifications for the first time. Table 2 describes the SCQF levels and new individual qualifications in addition to previous or existing ones which they have/will replace.

**Table 2: Scottish Credit and Qualifications Framework (SCQF)**

SCQF Level	New Qualification	Previous/ existing
SCQF 3	National 3	Access 3, Standard Grade (Foundation)
SCQF 4	National 4	Standard Grade (General), Intermediate 1
SCQF 5	National 5	Standard Grade (Credit), Intermediate 2
SCQF 6	New Higher	Higher
SCQF 7	Advanced Higher (new)	Advanced Higher

- 1.9 This report chiefly reviews the performance of attainment at SCQF levels 5, 6 and 7 only. The arrangements for certification, which involve later entry for awards at Level 4 for those pupils who narrowly miss a pass at Level 5 (known as Recognising Positive Achievement), mean it is not possible to provide final statistics for pupils achieving at SCQF levels 3 and 4. Attainment at these levels will be reported in the Standards and Quality Report at the Lifelong Learning Committee in January 2016.

### Insight Measures

- 1.10 As CfE continues to mature, the measures used to show progress have been adapted. Insight<sup>2</sup> is the Scottish Government senior phase benchmarking tool that assists the Service and schools support the key principles and purpose of CfE. It provides data on four new key measures which go beyond the traditional counts of awards previously reported. Insight was launched in September 2014 and its use will be developed further across Perth and Kinross during the 2015/16 academic year as it matures further and more features are added. Full data for indicators are provided in Appendix 1.
- 1.11 The following key features or characteristics of Insight are highlighted:
- For two of its measures, Insight uses a total tariff score to compile 'latest and best' attainment for individuals in a way that recognises all types of achievements and awards from a range of providers. The average of this total across all relevant pupils is used to compile the measure.
  - The virtual comparator feature takes the characteristics of each Perth and Kinross pupil and matches them to 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the authority strengths and areas for improvement and is replicated at school level.
  - Comparison of measures over time is provided by Insight but should currently be viewed with some caution as earlier years' figures relate to different qualifications, and situations where individual course units were not recognised as they currently are, or where pre-S4 presentation took place. As new qualifications establish further, the reliability of time series trends will improve.

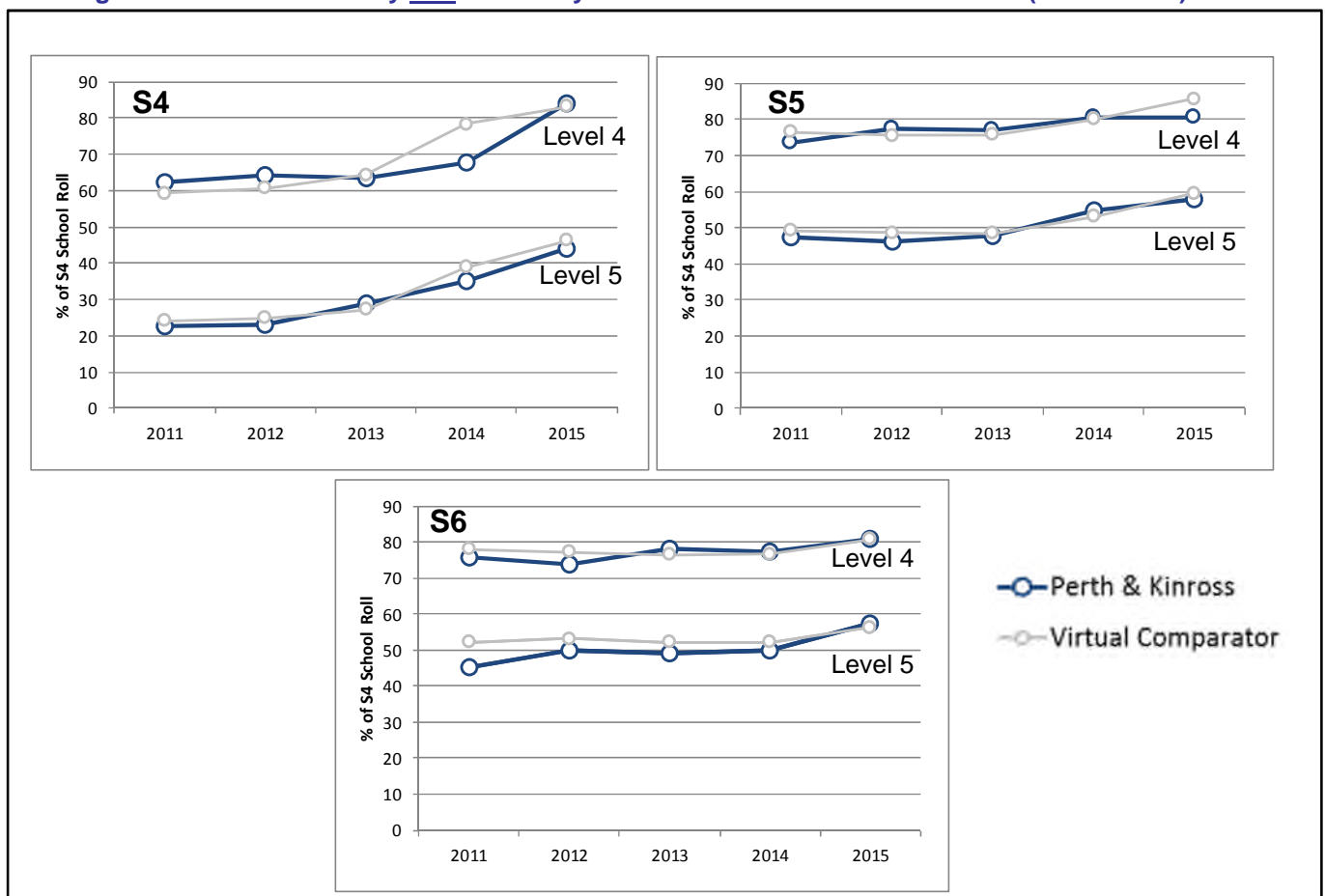
<sup>2</sup> <http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>

1.12 The measures shown that are currently available are for specific year groups (eg S4, S5 and S6). National benchmarking measures will be based on the attainment of 2014/15 school leavers (irrespective of stage of leaving) and will be available in February 2016. Insight also includes a measure of Post-School Participation, but as this is reported for leavers in February 2016, it is not included in this attainment-focused report.

### Improving Attainment in Literacy and Numeracy

1.13 This measure focuses on the importance of literacy and numeracy to wider success in learning, life and work in the modern world and workplace. It is calculated using attainment from a range of courses including English, Gaidhlig, ESOL, Literacy, Mathematics, Lifeskills Mathematics and literacy and numeracy units. Results at SCQF Levels 4 and 5 for S4, S5 and S6 pupils achieving both literacy **and** numeracy are shown in Figure 1. Time series information provided by Insight shows recent improvements at Levels 4 and 5 for all years which are on a par with our virtual comparator.

**Figure 1: S4/S5/S6 Literacy and Numeracy Attainment at SCQF Levels 4 and 5 (2011 – 2015)**

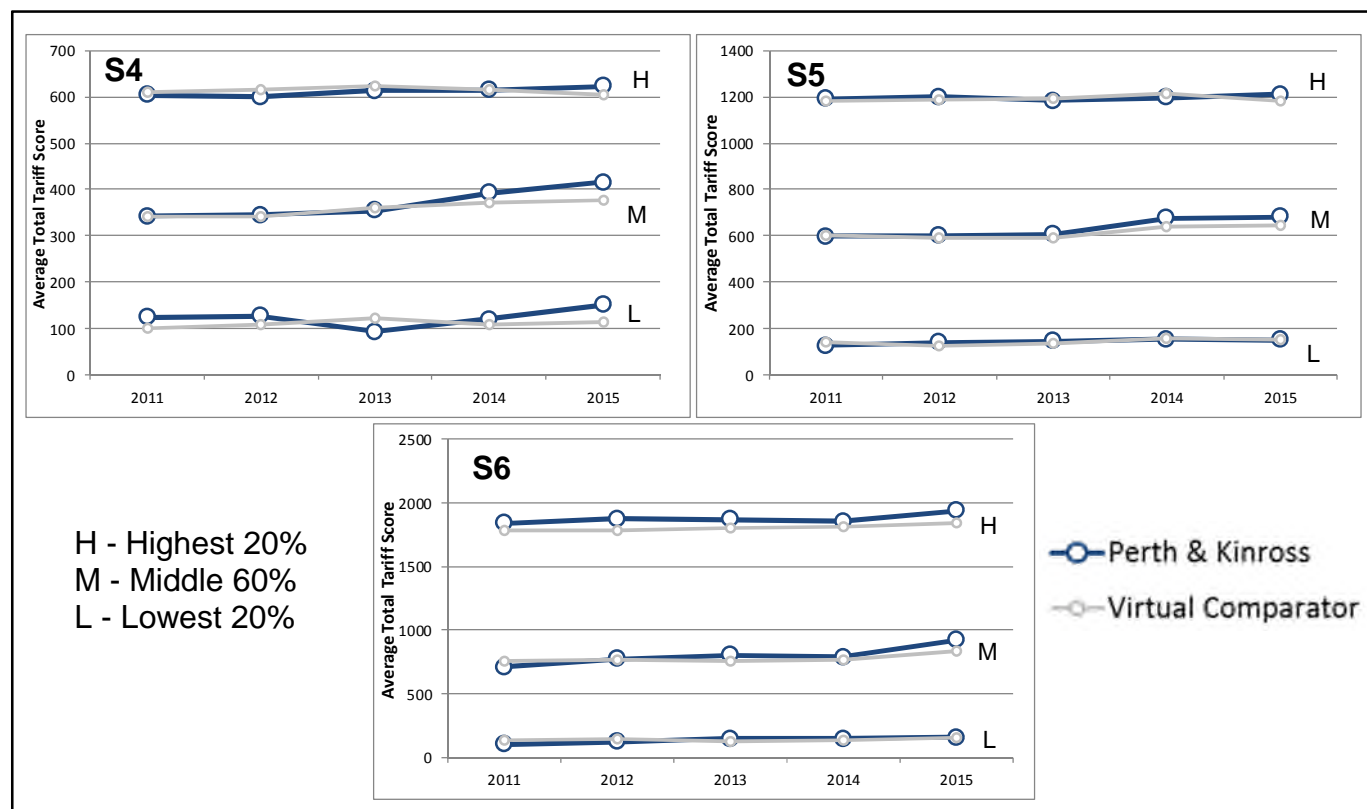


Source: Insight

## Improving Attainment for All

1.14 The overall aim of this measure, together with the subsequent one involving deprivation, is to understand how pupils attain as highly as possible 'across the board' by considering the average total tariff score of the top-attaining 20%, middle-attaining 60% and lowest-attaining 20% groups of pupils. At S4, tariff point attainment has increased at all levels of attainment, whereas at S5, the middle level achievers have improved recently and are above the comparator. At S6, there are again recent improvements, especially for middle and higher achievers.

Figure 2: S4/S5/S6 Attainment of highest 20%, middle 60% and lowest 20%, 2011–2015

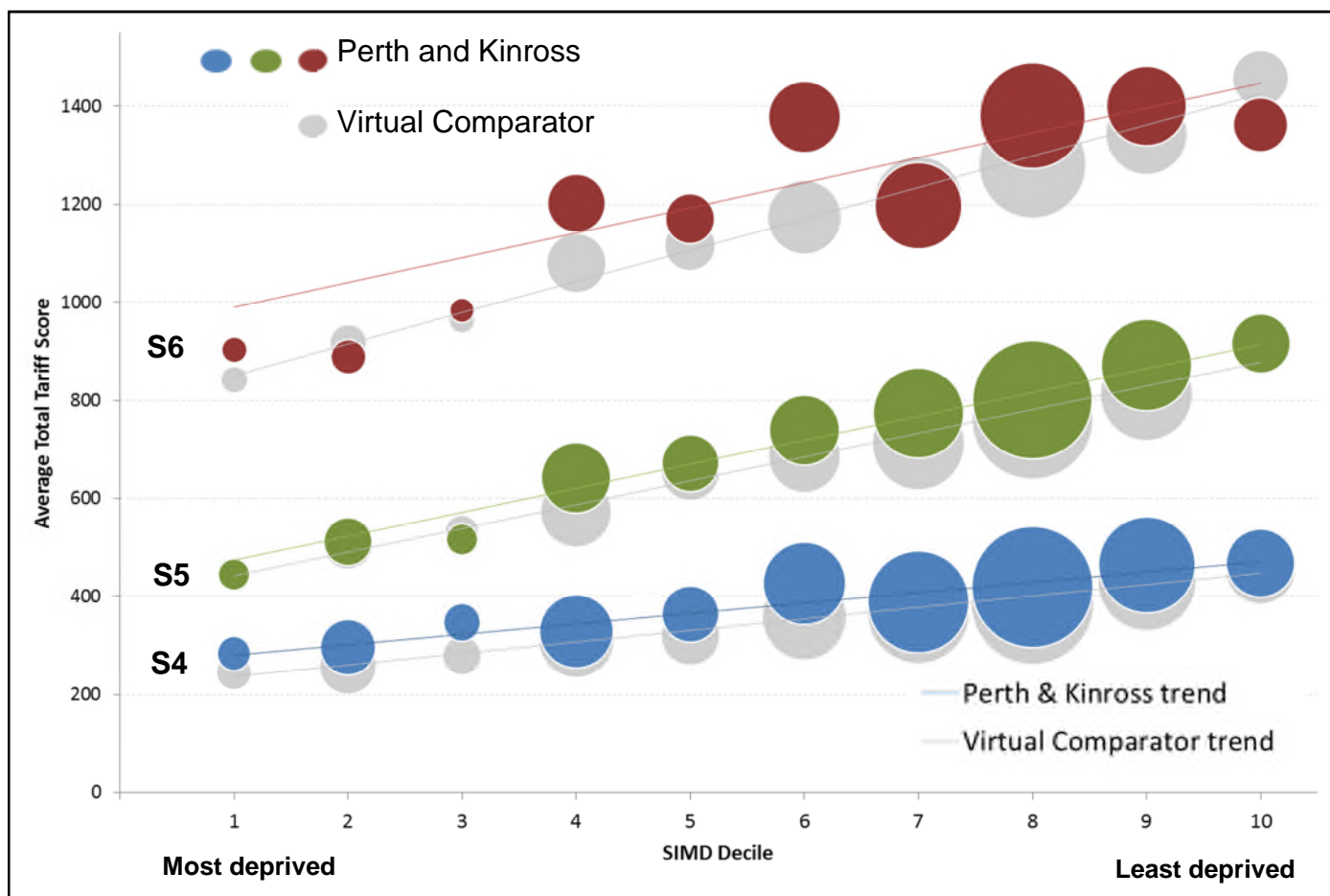


Source: Insight

## Attainment and relationship with deprivation

- 1.15 This measure aims to show how pupils attain 'across the board' by considering attainment across deprivation deciles. It has an important role in helping understand and challenge the 'attainment gap' between pupils from the most and least deprived backgrounds.
- 1.16 In Figure 3, for S4, S5 and S6 pupils, the area of the circles is proportional to the number of pupils within that deprivation decile, and its position denotes average cumulative tariff score. This graphic indicates that, in S4, pupils in all deciles have performed more strongly than those from across other authorities. In S5, performance is similar to the comparator for those from more deprived backgrounds but the overall trend line is above comparator. In S6 the picture is less clear as there are fewer pupils in lower deciles, but the trend line remains above comparator. Looking at S4 and S5, the angle of the trend lines indicates that attainment of PKC pupils is affected by deprivation to a similar extent as the virtual comparator.

Figure 3: S4/S5/S6<sup>3</sup> Cumulative Attainment by SIMD<sup>4</sup> Deprivation Decile, 2015



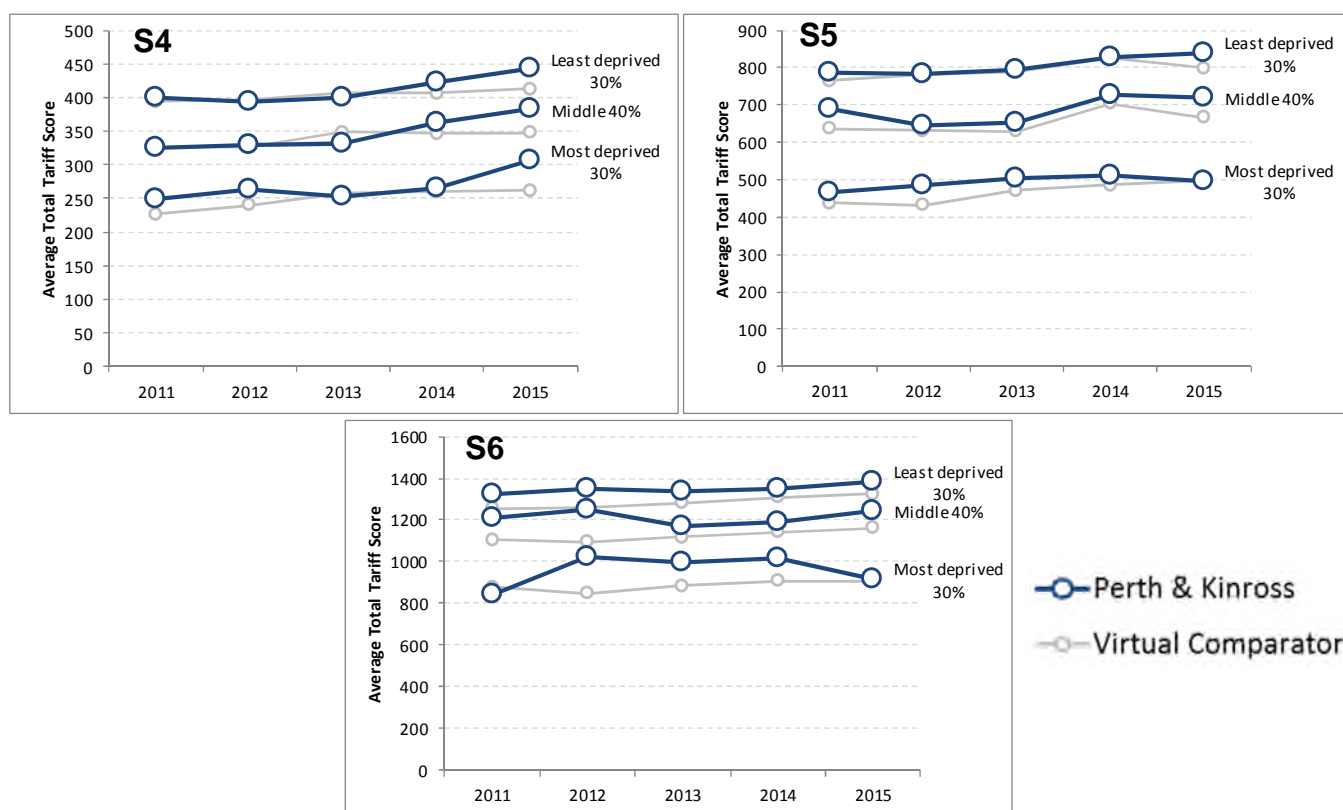
Source: Insight

- 1.17 SIMD is a national index and in Perth and Kinross only around 7% of pupils are classified within SIMD deciles 1 and 2 (the most deprived 20% nationally). To broaden the definition of pupils potentially affected by deprivation, the most deprived 30% are considered. This also has the benefit of increasing the pupil numbers involved and reducing natural year-on-year variation.
- 1.18 Looking across the past five years at how tariff scores have changed by broader groups of deprivation (Figure 4) indicates that while all have shown improvements, improving attainment at S5 and S6 of more deprived pupils remains a key challenge (including in measurement as smaller numbers mean greater year-on-year variation). As new qualifications and measurements are longer established, greater certainty in trends shown by time series will be possible. Full data including virtual comparators are shown in Appendix 1.

<sup>3</sup> S5 based on S5 roll, S6 based on S6 roll

<sup>4</sup> Deprivation indicated by Scottish Index of Multiple Deprivation (SIMD) deciles, where 1 is most deprived and 10 is least deprived in a national context.

**Figure 4: S4/ S5/ S6 Cumulative attainment by deprivation (Most deprived 30%/ Middle 40%/ Least deprived 30%) (2011 – 2015)**



Source: derived from Insight

## Legacy Breadth and Depth Measures

1.19 While new Insight measures have been reported above, there remains interest in traditional 'legacy' measures of attainment that show breadth and depth of awards received. These will continue to be reported but be supplementary to the wider Insight measures. Figures are shown in Appendix 2, where it should be noted that new approaches to counting 'D' grade awards mean they are not directly comparable to those previously reported. However, time series and comparators are provided where possible to allow for benchmarking.

### S4 Pupils

1.20 Table A2.1 indicates the proportion of pupils achieving five qualifications at SCQF Level 5. It should be noted, however, that the 2014 and 2015 figures refer to the new National 5 qualification, whilst previous years' figures refer to Standard Grade and Intermediate 2 qualifications. Whilst these courses carry the same SCQF rating, a recognition of the differences between the old and new qualifications should inform any comparison.

1.21 A total of 6,322 examination entries were made at National 5 level in 2015, with an overall A-C pass rate of 85.2%, compared to 5,360 entries and a 84.2% pass rate in 2014. This year's results are the highest ever seen, following last year's exceptionally good results.



## **S5 Pupils**

- 1.22 In S5, a total of 3163 examination entries were made at SCQF Level 6 (Higher) level, with an A-C pass rate of 81% (compared to 80.5% last year). The proportions receiving 1, 3 and 5 awards at Level 6 are the second highest or highest ever recorded and above virtual comparator. Figures are shown in Table A2.2.

## **S6 Pupils**

- 1.23 A total of 1,612 S6 examination entries were made at SCQF Level 6 (Higher) level in 2015, with an A-C pass rate of 72.8%. This compares with 1,491 entries in 2014 and a pass rate of 72.7% in 2014 (and 66% the previous year). The proportions receiving 1, 3 and 5 awards at Level 6 are the highest or second highest ever recorded, and above comparator average. Figures are shown in Table A2.3.
- 1.24 A significant increase to 822 examination entries were made at SCQF Level 7 (Advanced Higher) level in S6, with an overall pass rate of 78.3%. This compares with 630 entries in 2014 and a pass rate of 80.8%. The proportion receiving one award is the highest ever recorded and significantly above comparator.

## **Perth City Campus**

- 1.25 The Perth City Campus continues to deliver an enhanced educational experience with improved opportunities for choice, achievement and attainment for all pupils within the Perth City area, working in partnership to maximise the use of the resources available. The campus extends the range of Advanced Higher, Higher and Skills for Work courses that are available across the four city schools, courses that may not necessarily have been able to run due to low numbers or it being a minority subject.
- 1.26 The second year of the Perth City Campus has again delivered high levels of attainment with an overall pass rate of 79% for those who travelled to another school (or college) for a learning opportunity, which exceeds the wider PKC S6 comparators. Pupils who undertook courses at SCQF levels 5 and 6 through the City Campus achieved a 75% pass rate (PKC = 72%) while those taking Advanced Higher courses achieved a pass rate of 79% (compared to 78% for PKC as a whole).
- 1.27 Of those travelling for Advanced Higher courses, 45% of the passes achieved a grade A result, compared with 36% for all passes at this level across Perth and Kinross.

## **Looked after Children (LAC)**

- 1.28 As highlighted in Table 3, 76% of children leaving care attained at least one subject at Access 3/Standard Grade Foundation (SCQF Level 3) and 56% achieved at least English and Mathematics at this level. Care should always be given to interpreting all figures (especially percentages) around LAC given the very small size of the cohort which leads to natural variation year on year.

**Table 3: Attainment of Looked After Children**

Indicator	2013			2014			2015 <sup>P</sup>		
	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 SCQF Level 3 (Access 3, Standard Grade – Foundation or National 3)	100%	78%	82%	100%	71%	79%	67%	77%	76%
% of children leaving care who achieved English and Mathematics at SCQF Level 3 (Access 3, Standard Grade – Foundation or National 3)	50%	78%	73%	80%	64%	67%	0%	64%	56%
Number of children/young people ceasing to be looked after <sup>5</sup>	-	-	11	-	-	19	-	-	25

Source: ECS Research and Performance; p - 2015: Provisional Data

- 1.29 A wider measure of attainment (Table 4) is used locally to monitor the progress of the 22 young people in S4 and S5/S6 who have been looked after at some point during academic session 2014/15. Again, care should be taken with interpretation in view of the small number of young people.

**Table 4: Attainment of Looked After Children by end of S4 and S5/S6<sup>2</sup>**

S4	% S4 Looked After Children achieving...		
	2013	2014 <sup>6</sup>	2015
English and Maths @ Level 3 or above	74%	62%	64%
5+ @Level 3 or better	74%	48%	71%
5+ @Level 4 or better	26%	24%	64%
S5/S6	% S5 or S6 Looked After Children achieving...		
	2013	2014 <sup>5</sup>	2015
English and Maths @ Level 3 or above	73%	93%	87%
5+ @Level 3 or better	47%	93%	87%
5+ @Level 4 or better	27%	43%	87%

Source: ECS Research and Performance

- 1.30 The Education Additional Support Officer, together with 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. Under the Children and Young People (Scotland) Act 2014, young people now have the choice to ask the Council for a continuing care placement after the age of 16. It is expected that this will

<sup>5</sup> Due to the size of the cohort, numbers have not been presented for at home and away from home.

<sup>6</sup> Change in qualifications in 2014 mean that previous years are not directly comparable.

help some young people stay in school beyond the statutory leaving age (S4), and subsequently achieve greater attainment in S5 or S6.

### **Pupils with a Main Language other than English**

1.31 Schools continue to be successful in supporting the learning of young people for whom English is a second language. In S5, 35% have achieved at least five awards at Level 5 or better and 52% attained at least one Higher Grade. In S6, 69% have achieved at least five awards at SCQF Level 5 and 63% achieved at least one Advanced Higher or better (Level 7).

### **Navigate**

1.32 Navigate is an off-site service for S1-S4 pupils offering support to young people with social, emotional and behavioural difficulties. Navigate provides an individual package of additional support and education for young people whilst they remain on the school roll. With a small cohort the usual caution should be applied with results. In 2015, 73% of attendees had achieved SQA literacy and numeracy awards by the end of S4 (60% in 2014). Just over half achieved other awards. 81% of all qualifications taken were achieved in 2015, compared to 68% in 2014.

### **High Achievers**

1.33 The total numbers of S5 and S6 pupils classed as high achievers, by being awarded a number of Grade As at Higher and Advanced Higher, has continued to increase over the past academic session (Table 5).

**Table 5: S5 and S6 High Achievers in SQA Qualifications**

	2013	2014	2015
<b>S5:</b> 5+ Highers at Grade A, or 4+ Highers at Grade A and an Advanced Higher at Grade A	34	55	53
<b>S6:</b> 3+ Advanced Highers at Grade A	11	10	22
<b>Total</b>	45	65	75

### **Measures to Further Improve Attainment and Close the Attainment Gap**

1.34 It is well established that children and young people from lower-income households in Scotland do significantly worse at all levels of the education system than those from better off homes. The Scottish Attainment Challenge aims to tackle inequality so that every child in Scotland can succeed in school and gain the skills they need for life. There is now a greater sense of urgency for everyone involved in Scottish education to relentlessly focus on narrowing the gap. Good attainment requires working in partnership with pupils and parents and is dependent on certain key foundations for learning in literacy, numeracy, and health and wellbeing.

1.35 We are continuously working to build on our positive progress in raising attainment for all and reducing inequalities, whilst broadening the range of planned opportunities for all our children and young people. We continue to

focus on the effective implementation of the new suite of qualifications and will ensure support, recognition and tracking of young people's achievements, with targeted support where required.

1.36 We will continue to build on positive evaluations from external inspections and internal monitoring mechanisms to support and challenge schools to improve, and our key performance indicators will be informed by:

- ensuring all schools have a clear curriculum model in line with values and principles of CfE to ensure improving learning remains at the heart of all activity and undertaking robust tracking of achievements to ensure all young people benefit from wider experiences and receive targeted support;
- intelligently using data on progress and attainment in Literacy and Numeracy at first, second and third levels to inform curriculum planning and self-evaluation processes and enabling access to the senior phase and the suite of qualifications;
- employing robust approaches to tracking the health and wellbeing of children and young people;
- developing wider achievement opportunities for all children and young people through cultural, sporting, volunteering and community programmes and delivering action research projects and other improvement activity with children, parents and school staff towards improving children's engagement with school;
- supporting the implementation of revised guidelines for pupils receiving mixed learning based on the Scottish Government's report 'Included, Engaged and Involved';
- implementing the 'Enterprise and Employability in Secondary Schools' policy and providing expanded opportunities for vocational skills, ensuring access to entitlements and measuring successes in skills for work courses and employability programmes; and
- developing more systematic collaborative links between colleges and universities to enhance our students and communities' education and training opportunities.

1.37 In addition, we will take cognisance of the local authority priority actions outlined in the national CfE Implementation Plan, and the updated expectations of the 2015/16 Inspection Advice Note, ensuring schools are progressing towards achievement and implementation of areas for improvement.

## **2. CONCLUSIONS & RECOMMENDATIONS**

2.1 Attainment across Perth and Kinross schools continues to show improving performance, at already high levels compared to benchmarks. Earlier in their education, the proportion of pupils making very good progress at First, Second and Third levels within CfE continues to increase in the key areas of Reading, Writing, Listening & Talking and Mathematics & Numeracy.

2.2 At S4, S5 and S6, successful outcomes for Perth and Kinross pupils are evident in the new *Insight* measures which consider literacy, numeracy and attainment across all performance groups and levels of deprivation. Attainment in SQA qualifications continues to remain strong with the second

best year of results of National 5 passes in S4, very good Highers results at S5, and continued high achievement well above comparators in S6.

- 2.3 The Service continues to build on positive progress in raising attainment for all and reducing inequalities, with a range of improvement priorities.
- 2.4 It is recommended that the Lifelong Learning Committee considers the contents of this report.
- 2.5 It is recommended that the Scrutiny Committee scrutinises and comments as appropriate on this report.

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#### Approved

Name	Designation	Date
Sheena Devlin	Director (Education and Children's Services)	20 October 2015

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## 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>No</b>
Risk	<b>No</b>
<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.

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

1.3 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

#### Workforce

2.2 Not applicable

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

2.3 Not applicable

### **3. Assessments**

#### Equality Impact Assessment

3.1 Assessed as **not relevant** for the purposes of EqIA

#### 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.

Proposals have been considered under the Act and no action is required as the Act does not apply to the matters presented in this report.

#### Sustainability

3.3 Not applicable

#### Legal and Governance

3.4 Not applicable

#### Risk

3.5 Not applicable

### **4. Consultation**

#### Internal

4.1 Not applicable

#### External

4.2 Not applicable

### **5. Communication**

5.1 Initial results analysed and produced soon after results day have been communicated externally. The figures presented here represent confirmed figures sourced from the Scottish Government's benchmarking tool, *Insight*.

## **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 – Insight Measures in detail

Appendix 2 – Attainment Breadth and Depth Legacy Measures in detail



## Appendix 1 – Insight Measures in detail

**Table A1.1: Literacy and Numeracy.** Percentages are calculated as a percent of the relevant S4 school roll.

Percentage of S4 Pupils Attaining Literacy and Numeracy		2011	2012	2013	2014	2015
SCQF Level 4	PKC	62	64	64	68	84
	Virtual Comparator	59	61	64	78	83
SCQF Level 5	PKC	22	23	29	35	44
	Virtual Comparator	24	25	27	39	46
Percentage of S5 Pupils Attaining Literacy and Numeracy		2011	2012	2013	2014	2015
SCQF Level 4	PKC	73	77	77	81	80
	Virtual Comparator	77	75	76	80	86
SCQF Level 5	PKC	47	46	48	55	58
	Virtual Comparator	49	49	48	53	60
Percentage of S6 Pupils Attaining Literacy and Numeracy		2011	2012	2013	2014	2015
SCQF Level 4	PKC	76	74	78	77	81
	Virtual Comparator	78	77	76	77	81
SCQF Level 5	PKC	45	50	49	50	57
	Virtual Comparator	52	53	52	52	56

**Table A1.2: Raising Attainment for All** Average Cumulative total tariff score based on the relevant S4 roll

Average total tariff score of S4 Pupils		2011	2012	2013	2014	2015
Lowest attaining 20%	PKC	124	127	93	121	152
	Virtual Comparator	102	110	123	109	115
Middle attaining 60%	PKC	343	345	355	392	416
	Virtual Comparator	342	342	360	371	378
Highest attaining 60%	PKC	603	600	613	614	622
	Virtual Comparator	611	615	623	614	604
Average total tariff score of S5 Pupils		2011	2012	2013	2014	2015
Lowest attaining 20%	PKC	127	141	147	154	152
	Virtual Comparator	144	127	137	157	153
Middle attaining 60%	PKC	599	602	607	677	681
	Virtual Comparator	601	589	590	642	647
Highest attaining 60%	PKC	1192	1200	1184	1197	1211
	Virtual Comparator	1182	1189	1192	1215	1183
Average total tariff score of S6 Pupils		2011	2012	2013	2014	2015
Lowest attaining 20%	PKC	106	127	147	148	157
	Virtual Comparator	136	146	130	140	161
Middle attaining 60%	PKC	713	775	803	788	922
	Virtual Comparator	757	773	763	769	838
Highest attaining 60%	PKC	1843	1873	1869	1856	1941
	Virtual Comparator	1782	1786	1804	1816	1846

**Table A1.3: Attainment and relationship with deprivation** Average cumulative total tariff scores based on S4, S5 and S6 rolls respectively

S4 Pupils 2015		Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
PKC	Score	284	297	347	329	364	427	389	420	465	468
	No. pupils	26	71	32	125	74	159	238	340	215	109
Virtual Comparator Score		245	259	280	311	319	358	369	387	431	456
S5 Pupils 2015		Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
PKC	Score	445	512	516	642	671	739	774	801	872	916
	No. pupils	23	54	23	112	75	115	191	327	191	79
Virtual Comparator Score		444	506	533	573	656	686	712	763	813	914
S6 Pupils 2015		Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
PKC	Score	903	889	984	1202	1171	1379	1197	1381	1401	1362
	No. pupils	15	28	14	78	56	120	171	257	148	69
Virtual Comparator Score		843	918	964	1080	1117	1173	1207	1281	1343	1457

Average total tariff score of S4 Pupils by deprivation grouping		2011	2012	2013	2014	2015
Most deprived 30%	PKC	249	263	253	265	307
	Virtual Comparator	227	240	259	260	261
Middle 40%	PKC	325	329	332	362	383
	Virtual Comparator	326	326	349	346	348
Least deprived 30%	PKC	399	394	401	423	442
	Virtual Comparator	394	396	406	406	413
Average total tariff score of S5 Pupils by deprivation grouping		2011	2012	2013	2014	2015
Most deprived 30%	PKC	466	485	505	512	498
	Virtual Comparator	438	432	470	487	498
Middle 40%	PKC	691	646	651	728	720
	Virtual Comparator	636	631	629	704	666
Least deprived 30%	PKC	787	784	793	827	839
	Virtual Comparator	765	782	788	826	799
Average total tariff score of S6 Pupils by deprivation grouping		2011	2012	2013	2014	2015
Most deprived 30%	PKC	840	1025	995	1018	916
	Virtual Comparator	880	848	886	908	910
Middle 40%	PKC	1210	1248	1171	1188	1246
	Virtual Comparator	1105	1094	1118	1141	1162
Least deprived 30%	PKC	1323	1353	1339	1351	1384
	Virtual Comparator	1253	1261	1281	1308	1326



## Appendix 2 – Attainment Breadth and Depth Legacy Measures in Detail

Percentages are calculated as a percent of the relevant S4 school roll.

Note: S5 and S6 figures differ from those previously reported as Insight reports all award providers at the relevant SCQF level, not just SQA awards. Also, A – D grade results count as an award by Insight (and other reporting tools), whereas previously A – C grades have only been counted. The older approach is still used for the first table, to allow for trends to be seen, along with a new time series.

The virtual comparator is a ‘virtual local authority’ comprising the results of pupils from across Scotland of the same gender, stage, ASN status and deprivation level as those in PKC. Research shows these factors have the strongest statistical significance in explaining variation in attainment. This virtual comparator approach is a key development within *Insight*.

**Table A2.1: Attainment by end of S4**

% achieving 5+ @ SCQF Level 5 or Better (Source: SEEMiS)		2011	2012	2013	2014	2015
A new qualification regime means that the 2014 & 2015 Level 5 results are not directly comparable with previous years. 2015 Results show an improvement on 2014 and are second best ever results.	PKC	39	40	47	43	45
	Family Average Comparator	40	41	42	41	-

% achieving 5+ @ SCQF Level 5 or Better (Source: Insight)		2015
Using new Insight breadth and depth measure where A-D and non SQA awards are included will give a more rounded view of attainment. Over time, this series will supercede the one above.	PKC	50
	Virtual Comparator	45

**Table A2.2: Attainment by end of S5 (all source: Insight)**

% achieving 1+ @ SCQF Level 6 or Better (Higher Grade)		2011	2012	2013	2014	2015
Despite a minor dip, these are second best results seen and above comparator.	PKC	52	52	52	61	60
	Virtual Comparator	52	52	51	56	59

% achieving 3+ @ SCQF Level 6 or Better (Higher Grade)		2011	2012	2013	2014	2015
Despite a minor dip, these are second best results seen and above comparator.	PKC	33	33	34	41	40
	Virtual Comparator	32	32	32	37	39

% achieving 5+ @ SCQF Level 6 or Better (Higher Grade)		2011	2012	2013	2014	2015
2015 are best results seen and comfortably above comparator.	PKC	14	15	15	22	22
	Virtual Comparator	13	14	14	19	19

**Table A2.3: Attainment by end of S6** (all source: Insight)

% achieving 1+ @ SCQF Level 6 or Better (Higher Grade)		2011	2012	2013	2014	2015
2015 are best results seen and comfortably above comparator.	PKC	54	57	59	58	66
	Virtual Comparator	57	59	58	58	62

% achieving 3+ @ SCQF Level 6 or Better (Higher Grade)		2011	2012	2013	2014	2015
2015 are best results seen and comfortably above comparator.	PKC	39	43	45	45	51
	Virtual Comparator	43	44	44	44	48

% achieving 5+ @ SCQF Level 6 or Better (Higher Grade)		2011	2012	2013	2014	2015
2015 are best results seen and comfortably above comparator.	PKC	27	30	31	32	37
	Virtual Comparator	29	30	30	31	34

% achieving 1+ @ SCQF Level 7 or Better (Advanced Higher Grade)		2011	2012	2013	2014	2015
2015 are best results seen and comfortably above comparator.	PKC	21	22	26	25	29
	Virtual Comparator	19	19	20	20	22