

## PERTH AND KINROSS COUNCIL

Lifelong Learning Committee – 31 October 2012  
Scrutiny Committee – 21 November 2012

## ATTAINMENT IN PERTH AND KINROSS SCHOOLS 2012

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

**ABSTRACT**

This report presents a summary analysis of pupil attainment in academic session 2011/12, specifically in relation to key Scottish Qualifications Authority (SQA) attainment measures and in relation to Curriculum for Excellence progress with learning and achievement.

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. Once again, performance has improved against key national performance indicators and in twelve out of thirteen measures is the best, or equal to the best, in over ten years.

This improvement reflects a focus of raising the attainment of our lower achieving pupils. We are continuing to narrow the gap between our most deprived and lowest attaining pupils and all S4 pupils. Reflecting a similar focus on improving the attainment of our most able pupils, the improvement of S5 learners over the past three years at Higher Grade has been consolidated and, once again, one in five pupils left school with at least one Advanced Higher Grade.

In the primary sector most<sup>1</sup> pupils have made good progress with their learning under Curriculum for Excellence (CfE).

**1 RECOMMENDATIONS**

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 7 of this report designed to continue to raise levels of attainment and achievement.

It is recommended the Scrutiny Committee:

- 1.1 Scrutinises and comments as appropriate on this report.

**2 BACKGROUND**

- 2.1 This report presents a summary analysis of pupil attainment in academic session 2011/12 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 the primary sector.

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

### 3 SQA ATTAINMENT

3.1 **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.**

3.2 Once again, performance has improved against key national performance indicators across S4, S5 and S6 and, in twelve out of thirteen measures, is the best or equal to the best, in over ten years. As a result, performance in Perth and Kinross is now equal to, or above, the comparator average in twelve out of the thirteen measures and above the national average in all thirteen measures.

#### 3.3 SQA Measures of Attainment

3.3.1 This report reviews the performance of S4 – S6 pupils in Perth and Kinross against thirteen 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

3.3.2 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.

3.3.3 The 2012 results are **pre appeal** while previous year's results are post appeal. Post appeal results are likely to increase the figures slightly.

3.3.4 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.

3.3.5 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 2011 Pupil Census<sup>2</sup>, excluding pupils at Fairview School, 23.4% of primary pupils and 24.5% of secondary pupils had additional support needs. In addition, the Pupil Census showed that 3.5% of 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.

### **3.4 SQA Performance Summary – S4 Pupils**

3.4.1 The results reflect a focus on inclusion and improving the attainment of our lowest achieving pupils over the past three years. Following an improved performance over the past two years, S4 results at Access 3/Standard Grade Foundation (Level 3) and Intermediate 1/Standard Grade General (Level 4) have improved again and are the best results in over ten years. 98% of S4 pupils leave school with at least a basic award in English and maths and 96% with at least five basic awards. Performance at this level is above both the comparator and national average.

3.4.2 Improvement in the results of our lowest attaining pupils is also demonstrated by a nine point increase in the average tariff score<sup>3</sup> for the 20% lowest performing S4 pupils over the past three years (2009/10 = 63, 2010/11 = 67, 2011/12 = 72).

3.4.3 The gap also continues to narrow between the attainment of pupils in the most deprived areas within Perth and Kinross and the attainment of all S4 pupils. Improvement in the results of pupils living in the 20% most deprived areas of Perth and Kinross<sup>4</sup> is demonstrated by an eleven point increase in their average tariff score over the past three years (2009/10 = 133, 2010/11 = 137, 2011/12 = 144). The average tariff score of all S4 pupils is consistent with last year's pre appeal figure (186).

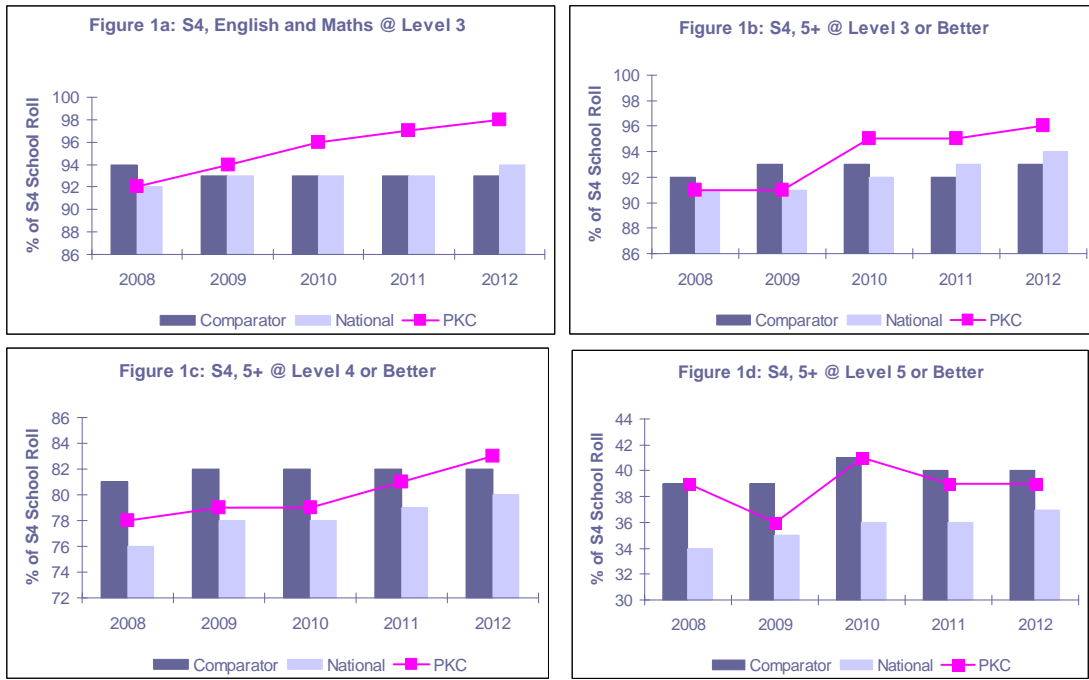
3.4.4 Although consistently above the national average, the percentage of pupils attaining 5 or more awards at Intermediate 2/Standard Grade Credit (Level 5) or better has fallen below the comparator average over the past two years. 2011/12 results are in line with last year's performance and, although over a five year period the picture is mixed, the overall trend is an improving one. Achieving consistency at this level remains a key area for improvement.

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<sup>2</sup> Source: [Pupil Census Supplementary Data, 2011, Scottish Government](#)

<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.

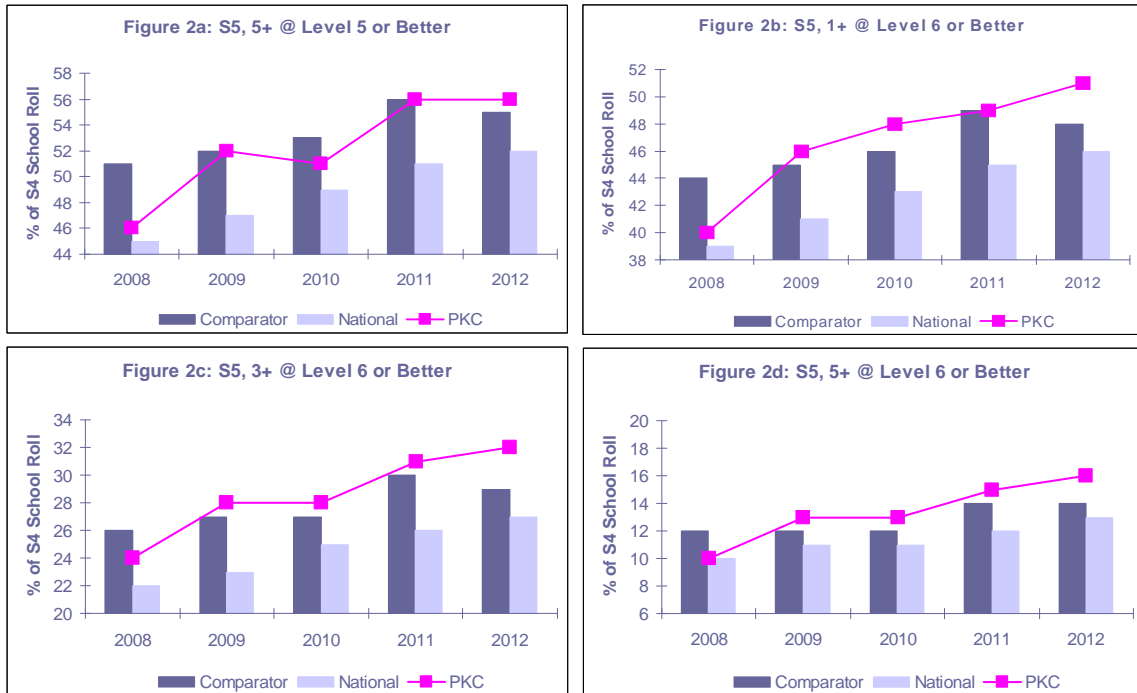
<sup>4</sup> As measured by the Scottish Index of Multiple Deprivation 2006.



### 3.5 SQA Performance Summary – S5 Pupils

3.5.1 Performance at Higher Grade (Level 6) is the best in over ten years in all key S5 measures.

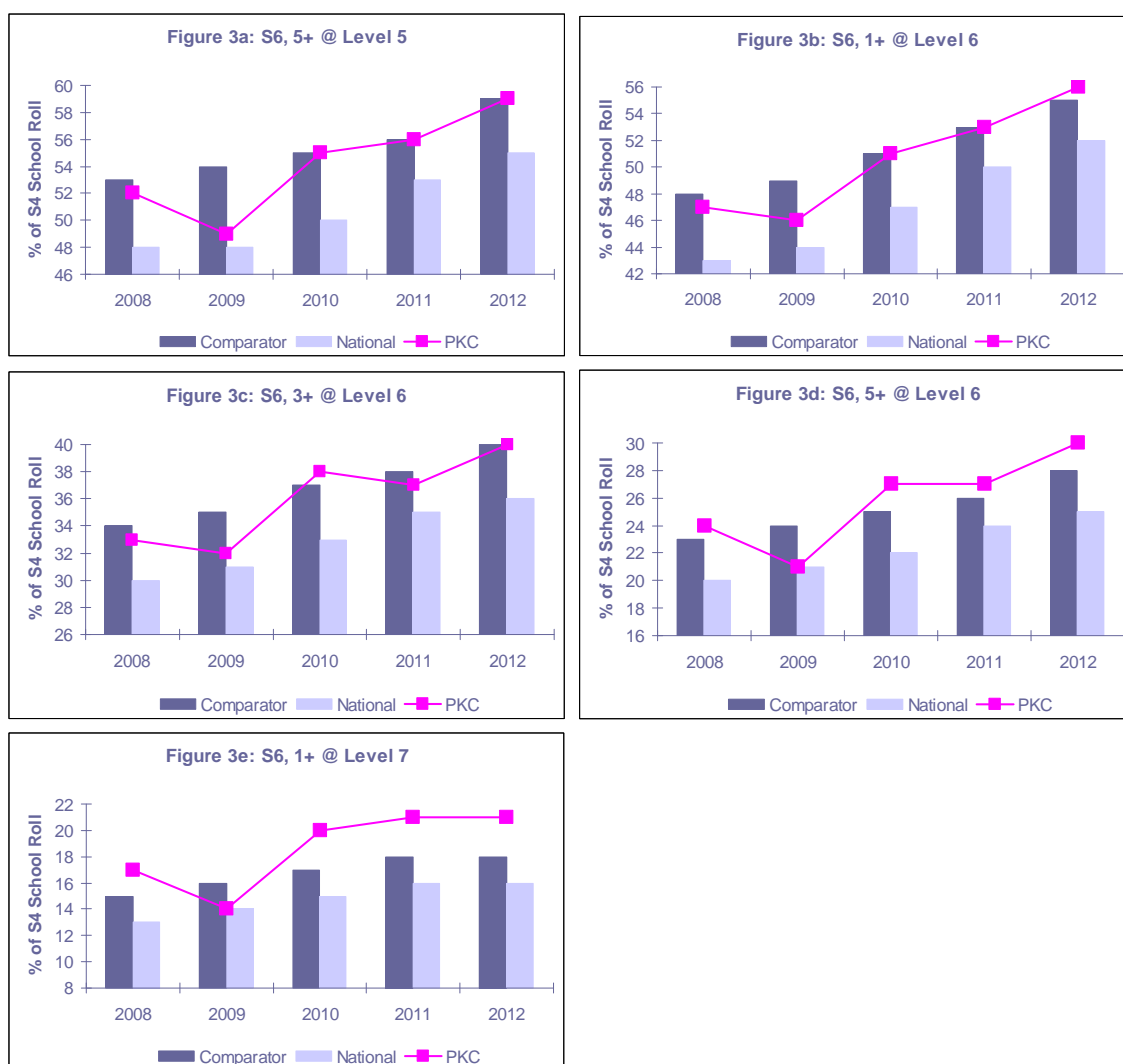
3.5.2 At Higher Grade the improvement of S5 learners over the past three years has been consolidated. Average performance at Higher Grade is above both comparator and national averages in all three measures. Performance is within national decile 2 across all measures.



### 3.6 SQA Performance Summary – S6 Pupils

3.6.1 Performance is the best or equal to the best in over ten years in all key S6 measures.

3.6.2 Once again, one in five pupils left school at the end of S6 with at least one Advanced Higher Grade. Performance at this level continues to be within the top decile nationally and to be above both the comparator and national average. These results reflect a focus on improving the attainment of our most able pupils.



## 4 CURRICULUM FOR EXCELLENCE

4.1 This is the second academic session where the planned learning in all primary schools and in S1 and S2 in secondary schools has been undertaken and assessed against progress made with Curriculum for Excellence experiences and outcomes.

### 4.2 Levels of Learning

4.2.1 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.

4.2.2 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 in Second Level experiences and outcomes by the end of P7.

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

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 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.
Senior phase	S4 to S6, and college or other means of study.

### 4.3 Assessment

4.3.1 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.

4.3.2 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.

4.3.3 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.

4.3.4 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 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, has been devised following a full consultation with service users. 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.

4.3.5 There can be no like for like comparisons between 5-14 levels of attainment in primary in previous years and Curriculum for Excellence levels of progression. Given the stage of embedding assessment in relation to Curriculum for Excellence experiences and outcomes, in the first two years of implementation progress has been recorded in relation to primary pupils making good progress at the respective levels.

4.3.6 The first Curriculum for Excellence cohort will reach S3 in academic session 2012/13. Progress against Level 3 experiences and outcomes will be reported for the first time in September 2013.

#### 4.4 Curriculum for Excellence Performance Summary – P4 and P7

4.4.1 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.

4.4.2 Most<sup>5</sup> pupils in P4 made good progress at First Level or beyond with their learning in Reading, Writing and Mathematics.

4.4.3 At P7, most pupils made good progress at Second Level or beyond with their learning in Reading, Writing and Mathematics.

**Table 3: P4 Curriculum for Excellence**

	P4 Pupils making expected progress at First Level or above					Total Number of Pupils	
	2010/11		2011/12		Trend	2010/11	2011/12
	Number	%	Number	%			
<b>Reading</b>	1,199	89.5	1,256	89.0	→	1,340	1,412
<b>Writing</b>	1,135	84.7	1,224	86.7	↑	1,340	1,412
<b>Mathematics</b>	1,183	88.3	1,256	89.0	→	1,340	1,412

Source: SEEMIS, 20 June 2012

**Table 4: P7 Curriculum for Excellence**

	P7 Pupils making expected progress at Second Level or above					Total Number of Pupils	
	2010/11		2011/12		Trend	2010/11	2011/12
	Number	%	Number	%			
<b>Reading</b>	1,175	81.9	1,198	82.9	→	1,434	1,445
<b>Writing</b>	1,108	77.3	1,139	78.8	↑	1,434	1,445
<b>Mathematics</b>	1,191	83.1	1,192	82.5	→	1,434	1,445

Source: SEEMIS, 20 June 2012

<sup>5</sup> Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%.

## 5 GENDER

- 5.1 In line with the national picture, girls continue to outperform boys in almost all<sup>6</sup> (12) of the key SQA measures above. Positively, the performance of boys has improved across the most (10) of these measures, and for most (10) is in line with, or above, the comparator average of boys.
- 5.2 We will continue work 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.

## 6 LOOKED AFTER CHILDREN

- 6.1 We continue to support the achievement and attainment of Looked After Children.
- 6.2 The Scottish Government Clas Return (and old SPI) 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 out with the area (Table 5).
- 6.3 Most (82%) children leaving care attained at least one subject at Access 3/Standard Grade Foundation (Level 3) and almost two out of three 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 5: Attainment of Looked After Children<sup>7</sup>**

Indicator	Percentage of young people								
	2009/10			2010/11			2011/12		
	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)	44%	78%	67%	88%	100%	95%	100%	71%	82%
% of children leaving care who achieved English and Mathematics at Level 3 (Access 3 or Standard Grade - Foundation)	44%	61%	56%	50%	92%	75%	50%	71%	64%
Number of children/young people ceasing to be looked after <sup>8</sup>	9	18	27	8	12	20	-	-	11

Source: LAC SQA Attainment 2011/12

- 6.4 A wider measure of attainment is used locally to monitor the progress of the thirty young people who have been looked after at some point during academic

<sup>6</sup> Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%.

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

<sup>8</sup> Due to the size of the cohort, numbers have not been presented for at home and away from home.



session 2011/12. 93% achieved at least one award and 87% English and Mathematics at Access 3/Standard Grade Foundation (Level 3).

- 6.5 The Education Additional Support Officer, together with the Looked After Coordinators in schools, track the attendance and achievement of looked after young people on an ongoing basis and ensure that appropriate support packages are in place.

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

- 7.1 Schools continue to be successful in supporting the learning of young people for whom English is a second language. Most (84%) S4 pupils with a main language other than English have achieved five awards at Access 3/Standard Grade Foundation (Level 3) or better. In S5, 40% have achieved at least five awards at Intermediate 2/Standard Grade Credit (Level 5) or better and 35% attained at least one Higher Grade.

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

- 8.1 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. In addition to HMI 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. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits form the core of the school improvement framework and will take the form of one or more of the following over planned four year programme:

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

- 8.2 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. Improvement Actions are set out in both the Education Services Improvement Plan and School Improvement Plans. At an authority level key improvements include:

- Continue to increase attainment at Level 5 and increase the percentage of candidates achieving 5 or more awards;
- Ensure pupil achievements are matched appropriately to SCQF levels;
- Broaden the range of planned opportunities for achievement for all pupils;
- Recognise, record and celebrate pupils' achievements;
- Embed literacy, numeracy and health and well being in all curricular areas; and
- Support the development of core skills for learning, life and work.

## **9 CONSULTATION**

The Head of Democratic Services and Head of Legal Services have been consulted in the preparation of this report.

## **10 RESOURCE IMPLICATIONS**

There are no resource implications arising out of this report.

## **11 COUNCIL CORPORATE PLAN OBJECTIVES 2009-2012**

11.1 The Council's Corporate Plan 2009-2012 lays out five objectives which provide clear strategic direction, inform decisions at a corporate and service level and shape resources allocation. They are as follows:-

- (i) Provide a Safe, Secure and Welcoming Environment
- (ii) Promote Healthy, Caring Communities
- (iii) Build a Prosperous, Sustainable and Inclusive Economy
- (iv) Develop Educated, Responsible and Informed Citizens
- (v) Support Confident, Active and Inclusive Communities

This report relates to objective (iv) Develop Educated, Responsible and Informed Citizens.

11.2 The report also links to the Education and Children's Services Policy Framework in respect of the following key policy area: Learning: Realising Potential.

## **12 EQUALITIES IMPACT ASSESSMENT (EqIA)**

12.1 An equality impact assessment needs to be carried out for functions, policies, procedures or strategies in relation to race, gender and disability and other relevant protected characteristics. This supports the Council's legal requirement to comply with the duty to assess and consult on relevant new and existing policies.

12.2 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.

## **13 STRATEGIC ENVIRONMENTAL ASSESSMENT**

13.1 Strategic Environmental Assessment (SEA) is a legal requirement under the Environmental Assessment (Scotland) Act 2005 that applies to all plans, programmes and strategies, including policies (PPS).

13.2 The matters presented in this report were considered under the Environmental Assessment (Scotland) Act 2005 and it was assessed that no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

## 14 CONCLUSION

- 14.1 Attainment levels within Perth and Kinross continue to improve and this year's SQA results were very good for S4-S6, bringing our performance in line with or above our comparator averages in almost all key measures.
- 14.2 In the primary sector, this has been the second year of monitoring progress learning linked to the new Curriculum for Excellence (CfE) with most<sup>9</sup> pupils making good progress.

**JOHN FYFFE**  
**Executive Director (Education and Children's Services)**

**Note:** The background papers as detailed in the footnotes, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

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**Date:** 4 September 2012

**Appendix 1**                      **SQA National Indicators**

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

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<sup>9</sup> Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%.



## Appendix 1: SQA National Indicators

**Table 1: Attainment by end of S4<sup>10</sup>**

<b>English and Mathematics @ Level 3</b> (Access 3 or Standard Grade - Foundation)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following last year's improved performance, S4 results have improved again and are the best results in five years. Performance at this level continues to be in the top National Decile.</p> <p>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.</p>	<b>PKC</b>	92	94	96	97	98
	<b>Comparator</b>	94	93	93	93	93
	<b>National</b>	92	93	93	93	94
<b>5+ @ Level 3 or Better</b> (Access 3 or Standard Grade - Foundation)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following an improved performance over the past two years, S4 results have improved again and are the best results in five years. Performance at this level continues to be above the comparator and national average.</p> <p>The average performance of both boys and girls is above comparator and national averages for boys and girls respectively.</p>	<b>PKC</b>	91	91	95	95	96
	<b>Comparator</b>	92	93	93	92	93
	<b>National</b>	91	91	92	93	94
<b>5+ @ Level 4 or Better</b> (Intermediate 1 and Standard Grade - General)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following last year's improved performance, S4 results have improved again and are the best results in five years. For the first time in the past five years, performance is above the comparator average at this level.</p> <p>There has been a significant improvement in the performance of girls at this level. Performance is now above the comparator average for girls. The performance of boys continues to be in line with the comparator average for boys.</p>	<b>PKC</b>	78	79	79	81	83
	<b>Comparator</b>	81	82	82	82	82
	<b>National</b>	76	78	78	79	80
<b>5+ @ Level 5 or Better</b> (Standard Grade - Credit or Intermediate 2)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>2012 results are in line with last year's performance. Although consistently above the national average, performance at this level has fallen below the comparator average over the past two years. Over a five year period the picture is mixed.</p> <p>Girls continue to outperform boys, both achieving above the respective national averages for boys and girls. While the performance of girls is in line with the comparator average, the performance of boys is below the comparator average.</p>	<b>PKC</b>	39	36	41	39	39
	<b>Comparator</b>	39	39	41	40	40
	<b>National</b>	34	35	36	36	37

<sup>10</sup> Source: STACS and S Jardine EA Report. 2008 – 2011 results are post appeal; 2012 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll (2011 S4 school roll)

**Table 2: Attainment by end of S5<sup>11</sup>**

<b>5+ @ Level 5 or Better</b> (Standard Grade - Credit or Intermediate 2)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S5 results are in line with last year's strong performance at this level, despite a fall in last year's S4 performance at this level. Performance is stronger than both the comparator and national average.</p> <p>The average performance of boys is the highest in five years. Performance is now above the comparator average for boys. Girls continue to outperform boys and achieved above both the national and comparator average for girls.</p>	<b>PKC</b>	46	52	51	56	56
	<b>Comparator</b>	51	52	53	56	55
	<b>National</b>	45	47	49	51	52
<b>1+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S5 results have improved on last year's improved performance at this level and are the best results in 5 years. Performance is once again above both the comparator and national average.</p> <p>The performance of both boys and girls is above the respective comparator and national averages for boys and girls. Although the performance of boys is the best in five years, girls continue to outperform boys.</p>	<b>PKC</b>	40	46	48	49	51
	<b>Comparator</b>	44	45	46	49	48
	<b>National</b>	39	41	43	45	46
<b>3+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S5 results have improved on last year's strong performance at this level and are the best results in five years. S5 pupils continue to outperform both the comparator and national average.</p> <p>The performance of boys has once again improved and is now above the comparator average for boys. Girls continue to outperform boys at this level and performance continues to be above the comparator and national average for girls.</p>	<b>PKC</b>	24	28	28	31	32
	<b>Comparator</b>	26	27	27	30	29
	<b>National</b>	22	23	25	26	27
<b>5+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following an improved performance over the past three years, S5 learners have again improved and achieved the strongest results in five years. Performance at this level continues to be above the comparator and national average.</p> <p>The performance of both boys and girls is above the respective comparator and national averages for boys and girls. Although the performance of both boys and girls is the best in five years, girls continue to outperform boys.</p>	<b>PKC</b>	10	13	13	15	16
	<b>Comparator</b>	12	12	12	14	14
	<b>National</b>	10	11	11	12	13

<sup>11</sup> Source: STACS and S Jardine EA Report. 2008 – 2011 results are post appeal; 2012 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll of the S5 cohort (2010 S4 school roll).

**Table 3: Attainment by end of S6<sup>12</sup>**

<b>5+ @ Level 5 or Better</b> (Standard Grade - Credit or Intermediate 2)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following a strong S5 performance last year, S6 performance has improved and is the best in five years. Performance continues to be in line with the comparator average which also improved.</p> <p>Although the performance of both boys and girls is the best in five years, girls continue to outperform boys. The average performance of boys is in line with the comparator average and above for girls.</p>	<b>PKC</b>	52	49	55	56	59
	<b>Comparator</b>	53	54	55	56	59
	<b>National</b>	48	48	50	53	55
<b>1+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following a strong S5 performance last year, S6 performance has improved and is the best in five years. For the first time over the past five years, performance is above the comparator average.</p> <p>Girls outperformed boys. The performance of boys is slightly below, and of girls above their respective comparator averages. Both achieved the best results in five years.</p>	<b>PKC</b>	47	46	51	53	56
	<b>Comparator</b>	48	49	51	53	55
	<b>National</b>	43	44	47	50	52
<b>3+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S6 learners have consolidated last year's strong S5 performance. Performance is now in line with the comparator average which has also improved.</p> <p>The average performance of boys is in line with the comparator average for boys, whereas for girls, performance is slightly above the comparator average for girls. Both achieved the best results in five years.</p>	<b>PKC</b>	33	32	38	37	40
	<b>Comparator</b>	34	35	37	38	40
	<b>National</b>	30	31	33	35	36
<b>5+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S6 learners have consolidated last year's strong S5 performance. Performance continues to be above both the national and comparator average.</p> <p>The average performance of boys is slightly below the comparator average for boys, whereas for girls, performance is above the comparator average for girls. Both achieved the best results in five years although again, girls outperformed boys.</p>	<b>PKC</b>	24	21	27	27	30
	<b>Comparator</b>	23	24	25	26	28
	<b>National</b>	20	21	22	24	25

<sup>12</sup> Source: STACS and S Jardine EA Report. 2008 – 2011 results are post appeal; 2012 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll of the S6 cohort (2009 S4 school roll).

<b>1+ @ Level 7 or Better</b> (Advanced Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Once again, one in five pupils left school with an Advanced Higher Grade by the end of S6, again outperforming both comparator and national averages.</p> <p>Both boys and girls outperformed their respective comparator averages. The performance of boys continues to improve and they achieved the highest performance in five years.</p>	<b>PKC</b>	<b>17</b>	<b>14</b>	<b>20</b>	<b>21</b>	<b>21</b>
	<b>Comparator</b>	15	16	17	18	18
	<b>National</b>	13	14	15	16	16