

PERTH AND KINROSS COUNCIL

**Lifelong Learning Committee
29 October 2014**

**Scrutiny Committee
3 December 2014**

ATTAINMENT IN PERTH AND KINROSS SCHOOLS 2014

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

PURPOSE OF REPORT

This report presents a summary analysis of pupil attainment for academic session 2013/14 in Perth and Kinross, specifically in relation to Curriculum for Excellence (CfE) progress with learning and achievement in P4, P7 and S3, and Scottish Qualifications Authority (SQA) attainment at SCQF levels 5, 6 and 7.

SUMMARY

Attainment at Perth and Kinross schools continues to build on already high levels of performance. The following key observations can be made for 2014:

- At First, Second and Third levels of Curriculum for Excellence there are greater proportions of pupils making very good progress across the key areas of reading, writing, mathematics & numeracy and listening/talking.
- In S4, a total of 5360 examination entries were made at National 5 level, with an overall pass rate of 84.2%. The proportion receiving 5 or more of these SCQF Level 5 awards is the second highest seen in recent years.
- In S5, a total of 3328 examination entries were made at SCQF Level 6 (Higher) level, with an overall pass rate of 80.5%. This compares with 2806 entries and a 80.1% pass rate in 2013. The proportions receiving 1, 3 and 5 awards at Level 6 are the highest ever recorded.
- In S6, a total of 1491 examination entries were made at SCQF Level 6 (Higher) level, with an overall pass rate of 72.7%. This compares with 1548 entries in 2013 and a pass rate of 65.9%. The proportions receiving 1, 3 and 5 awards at Level 6 are the second highest ever recorded.
- Also in S6, a total of 630 examination entries were made at SCQF Level 7 (Advanced Higher) level, with an overall pass rate of 80.8%. This compares with 690 entries in 2013 and a pass rate of 82.9%. The proportion receiving one award is the second highest ever.
- The second year of the Perth City Campus has shown high attainment levels, with a pass rate of 89% for those who travelled to another school to attend a learning opportunity. This compares to the 75% overall pass rate for Higher and Advanced Higher in S6, across Perth and Kinross. Half of the passes for those travelling for courses achieved a grade A result (PKC comparator: 31%).
- New measures reported by the recently launched Scottish Government *Insight* tool show that the authority performs strongly in improving literacy,

numeracy, post-school participation as well as attainment across the deprivation spectrum.

- The number of high achievers in S5 and S6 (receiving high numbers of Grade As at Higher/Advanced Higher) has increased this year.

1. MAIN ISSUES

Curriculum for Excellence (CfE)

- 1.1 This is the fourth academic session in primary and the second 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 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.
- 1.5 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.
- 1.6 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 2014/15 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.
- 1.7 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 2013 Pupil Census, excluding pupils at Fairview School, 29% of both primary and secondary pupils had additional support needs. In addition, the Pupil Census showed that 776 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

- 1.8 Tables 2 to 4 show 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 an improvement on 2012/13 and 2011/12 academic year figures.

Table 2: P4 Curriculum for Excellence levels of progression

P4	Pupils making very good progress at First Level or above							Total Number of Pupils		
	2011/12		2012/13		2013/14		Trend	11/12	12/13	13/14
	Number	%	Number	%	Number	%				
Reading	1,256	89.0	1,232	90.1	1,312	91.7	↑	1,412	1,367	1,413
Writing	1,224	86.7	1,195	87.4	1,284	89.7	↑			
Listening & Talking	1,281	90.7	1,256	91.9	1,327	92.7	↑			
Mathematics & Numeracy	1,256	89.0	1,239	90.6	1,307	91.3	↑			

Source: SEEMiS 26 June 2014

Table 3: P7 Curriculum for Excellence levels of progression

P7	Pupils making very good progress at Second Level or above							Total Number of Pupils		
	2011/12		2012/13		2013/14		Trend	11/12	12/13	13/14
	Number	%	Number	%	Number	%				
Reading	1,198	82.9	1,200	85.2	1,166	87.0	↑	1,445	1,409	1,340
Writing	1,139	78.8	1,228	80.1	1,092	81.5	↑			
Listening & Talking	1,218	84.3	1,198	85.0	1,173	87.5	↑			
Mathematics & Numeracy	1,192	82.5	1,188	84.3	1,163	86.8	↑			

Source: SEEMiS 26 June 2014

Table 4: S3 Curriculum for Excellence levels of progression

S3	Pupils making very good progress at Third Level or above					Total Number of Pupils	
	2012/13		2013/14		Trend	12/13	13/14
	Number	%	Number	%			
Reading	1,098	80.1	1,153	82.6	↑	1,370	1,396
Writing	1,088	79.4	1,125	80.6	↑		
Listening & Talking	1,104	80.6	1,174	84.0	↑		
Mathematics & Numeracy	1,129	82.4	1,170	83.8	↑		

Source: SEEMiS 26 June 2014

SQA Attainment – Senior Phase

- 1.9 This year saw Perth and Kinross schools present for the first time the new national qualifications as part of CfE. These are very different qualifications from Standard Grade, with, for example, National 4 being internally assessed by schools. Direct comparisons with Standard Grade are therefore not appropriate. Table 5 describes the SCQF levels and new individual qualifications in addition to previous or existing ones which they have/will replace.

Table 5: Scottish Credit and Qualifications Framework (SCQF)

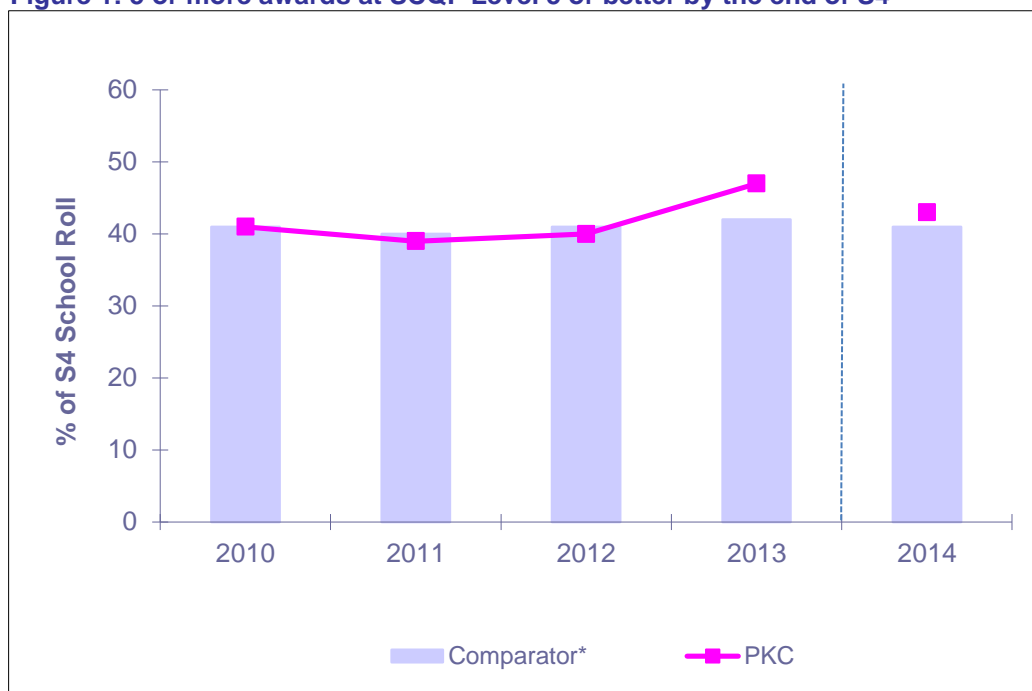
SCQF Level	New Qualification	Previous/ existing
SCQF 3	National 3	Access 3, Standard Grade (Foundation)
SCQF 4	National 4	Standard Grade (General) Intermediate 1
SCQF 5	National 5	Standard Grade (Credit) Intermediate 2
SCQF 6	Higher (new)	Higher
SCQF 7	Advanced Higher (new)	Advanced Higher

- 1.10 This report reviews the performance of attainment at SCQF levels 5, 6 and 7 only. Given changes to arrangements for certification, which involve post-hoc entry for awards at Level 4 for those pupils narrowly missing a pass at Level 5, it is not possible to provide accurate statistics for pupils achieving at or above SCQF levels 3 or 4.
- 1.11 All schools have now notified SQA of pupils eligible for such awards and this information will be captured in the SQA's data release in November 2014. It is the intention, therefore, to report on attainment at these levels in the Standards and Quality Report at the Lifelong Learning Committee on 28 January 2015.

SQA Attainment – S4 Pupils

- 1.12 Figure 1 indicates the proportion of pupils achieving five qualifications at SCQF Level 5. It should be noted, however, that the **2014 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.
- 1.13 However, even with the changes in qualifications, this year's results are still the second highest seen in recent years, following last year's exceptionally good results. Data behind the chart is provided in Appendix 1.
- 1.14 A total of 5,360 examination entries were made at National 5 level in 2014, with an overall pass rate of 84.2%. In 2013, the overall Intermediate 2 pass rate was 80.3%.

Figure 1: 5 or more awards at SCQF Level 5 or better by the end of S4

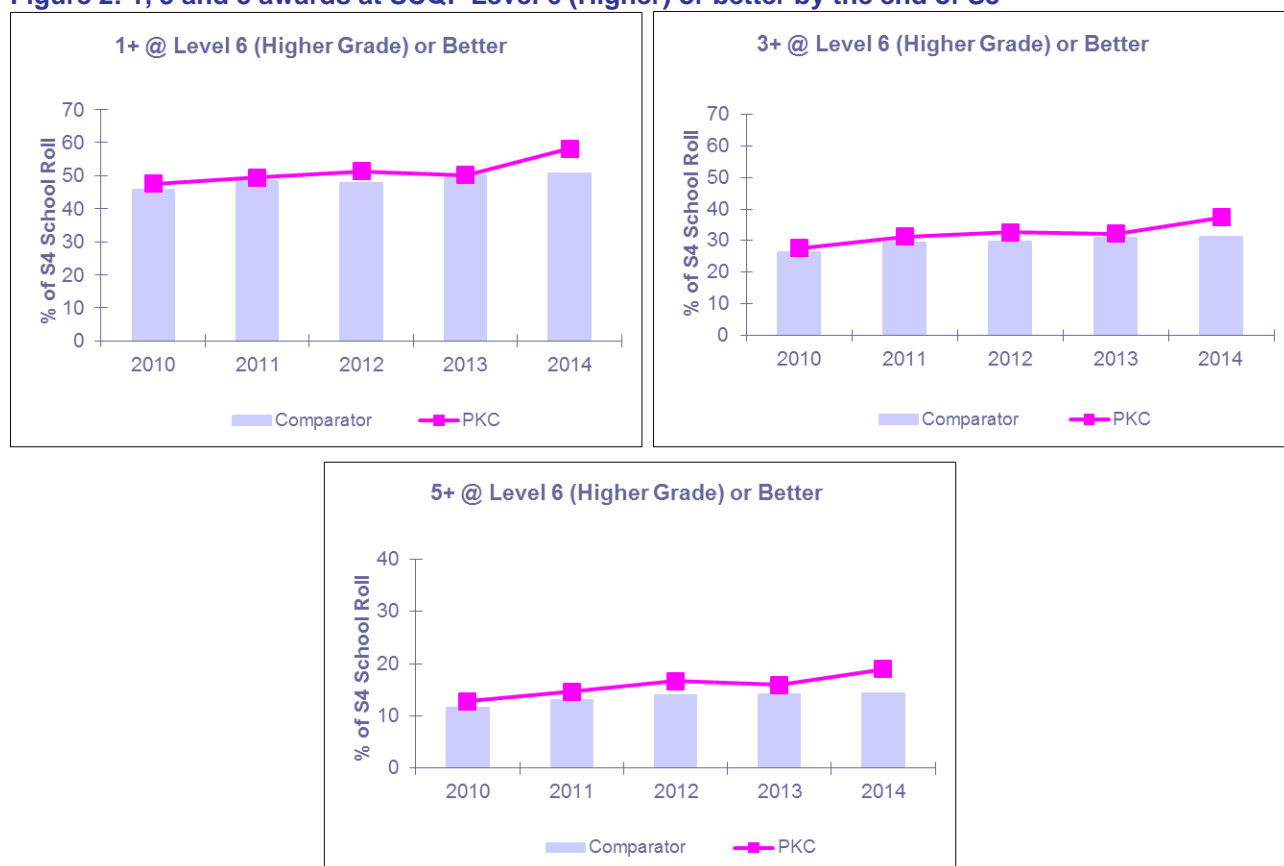


* The 2010 – 2013 comparator is an average of results from schools in Aberdeenshire, Argyll and Bute, Highland, Scottish Borders and Stirling Councils. This is not available for 2014 due to changes in the authorities that form the consortium for analysis, and the development of new National measures. The 2014 comparator is a 'virtual' authority comprising the results of pupils of the same gender, stage and deprivation level from across Scotland, and is considered a more robust method of comparison.

SQA Attainment – S5 Pupils

- 1.15 Attainment of S5 pupils at Level 6 (Highers) is illustrated in Figure 2 which shows a continued improvement in performance across the three key measures. For the purposes of comparison, a family average of comparable local authorities is used. This is a consistent comparison when looking back to 2010 and replaces a similar comparator previously reported. Data behind the charts is provided in Appendix 1.
- 1.16 A total of 3,328 S5 examination entries were made at SCQF Level 6 (Higher) level in 2014, with an overall pass rate of 80.5%. This compares with 2,806 entries and a 80.1% pass rate in 2013. The proportions of S4 roll receiving 1, 3 and 5 awards at Level 6 are the highest ever recorded in Perth and Kinross and 4 to 8 percentage points above the comparator.

Figure 2: 1, 3 and 5 awards at SCQF Level 6 (Higher) or better by the end of S5



SQA Attainment – S6 Pupils

- 1.17 Attainment at S6 is maintained at a consistently high level that is at or above the authority's closest comparators, as shown in charts within Figure 3. The same family average of comparable local authorities is used. Data behind the charts is provided in Appendix 1.
- 1.18 A total of 1,491 S6 examination entries were made at SCQF Level 6 (Higher) level in 2014, with an overall pass rate of 72.7%. This compares with 1,548 entries in 2013 and a pass rate of 65.9%. The proportions receiving 1, 3 and 5 awards at Level 6 are the second highest ever recorded, and at or above comparator average.
- 1.19 A total of 630 S6 examination entries were made at SCQF Level 7 (Advanced Higher) level in 2014, with an overall pass rate of 80.8%. This compares with 690 entries in 2013 and a pass rate of 82.9%. At 23.9%, the proportion of S4 role receiving 1 award is the second highest ever and well above the comparator of 18.2%.

Figure 3: 1, 3 and 5 awards or better at SCQF Level 6 (Higher) and SCQF Level 7 (Advanced Higher) by the end of S6



Insight – National Benchmarking Tool

1.20 Nationally, as Curriculum for Excellence continues to mature, the measures used to show progress are being adapted. **Insight** is the new¹ Scottish Government senior phase benchmarking tool that will help 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 numerical achievement of awards reported above. The measures aim to provide understanding on:

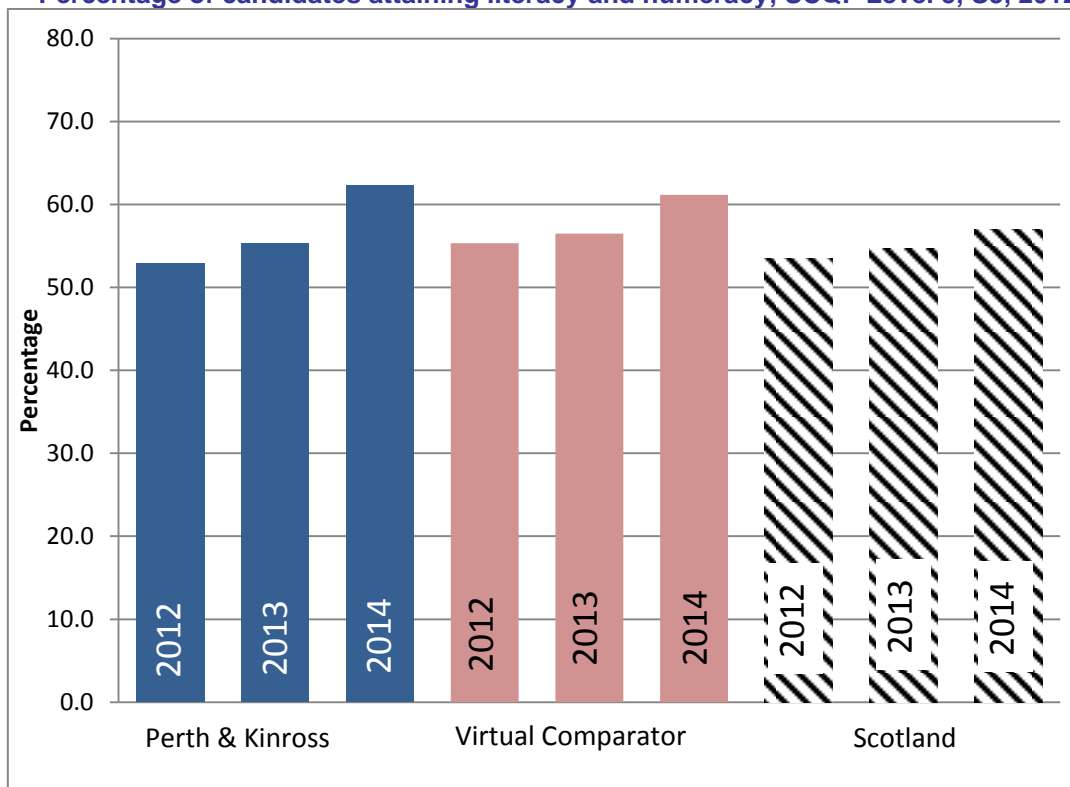
- 1. Improving Attainment in Literacy and Numeracy:** Reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace.
- 2. Increasing Post-School Participation:** Considering the destinations of our leavers is a vital part of ensuring that Curriculum for Excellence is a success in our schools.
- 3. Improving Attainment for All:** The overall aim, together with measure four, is to have pupils attain as highly as possible 'across the board' by considering the average tariff score of the top-attaining 20%, middle-attaining 60% and lowest-attaining 20% groups.
- 4. Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers:** The overall aim, together with

¹ Insight replaces an existing benchmarking system - STACs (Standard Tables and Charts) and has a number of enhancements to increase its use across range of professionals, give a more rounded picture of performance and include a wider range of awards.

measure three, is to have our pupils attain as highly as possible 'across the board' by considering attainment across deprivation deciles.

- 1.21 Two illustrative **provisional** examples of measures 1 and 4 for the whole authority using 2014 data are shown below². The virtual comparator feature takes the characteristics of pupils in a school (or whole authority) and matches them to similar pupils from across Scotland to create a 'virtual school'. This benchmark is an effective way to help understand an authority or schools' strengths and areas of improvement.

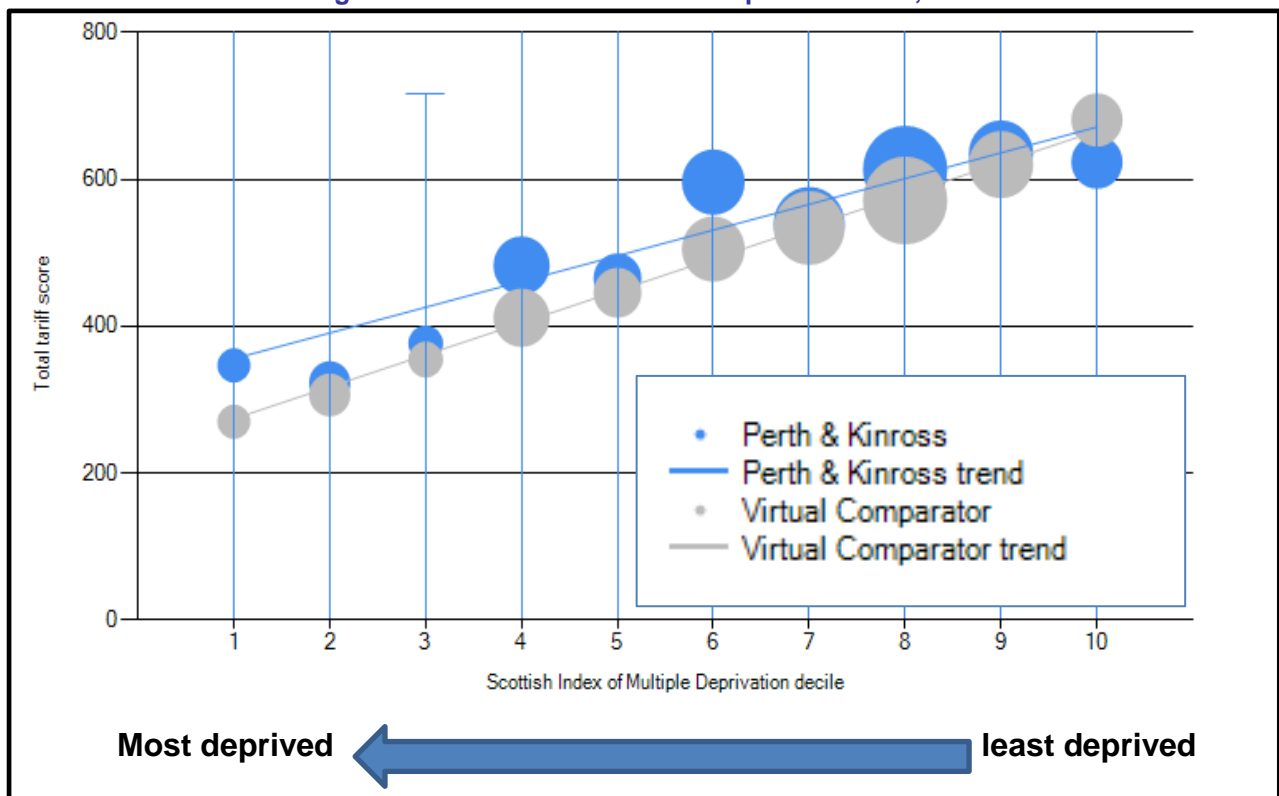
Figure 4: Insight Measure 1 - Improving attainment in literacy and numeracy: Percentage of candidates attaining literacy and numeracy, SCQF Level 5, S5, 2012-2014



- 1.22 Measure 1 focuses on the importance of literacy and numeracy to wider success in learning and beyond. It is calculated using attainment levels from a range of courses including English, Gaidhlig, ESOL, Literacy, Mathematics, Lifeskills Mathematics and literacy and numeracy units. Perth and Kinross schools show improved performance over the last 3 sessions, which exceeds that of comparators.

² Filters allow the user to 'drill down' into the data for individual schools and courses and view analysis based on gender, age, positive destinations, additional support needs, English as a foreign language and looked after children.

Figure 5: Insight Measure 4 - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers: Attainment vs Deprivation - S5, 2013/14



1.23 In Figure 5, the size of the circles indicates the relative number of pupils within that decile. This graphic indicates that pupils in the more deprived deciles (particularly 1 and 4) have performed more strongly than those from comparator deciles from across other authorities. This is also generally true across the less deprived deciles 6-10. Looking across the whole chart, the angle of the trend line indicates that attainment of PKC pupils is affected less adversely by deprivation than the virtual comparator.

1.24 Insight was launched in September 2014, and its use will be developed across Perth and Kinross during the 2014/15 academic year as it matures and more data are added. As further new qualifications are taken, future versions of this attainment report will evolve from the familiar, but narrow, presentation of attainment (using the 'legacy' indicators of proportions that achieve certain numbers of awards) to provide a more rounded view provided by the four key measures.

Perth City Campus

1.25 The Perth City Campus project and the development of virtual learning environments aim 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 project 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. Some are delivered online.

- 1.26 This year (session 2014/15) there are currently 244 pupils attending courses outwith their school, compared to 184 pupils in session 2013/14, not including those pupils attending a campus class in their own school.
- 1.27 Growth in the number of courses offered across the City Campus is shown in Table 6. It should be noted that some courses are offered in two schools at different times, further aiding flexible choices for students. For example, there are in effect 24 Advanced Higher campus classes for the 15 courses offered.

Table 6: Perth City Campus Courses offered in current and previous session

	2013/14	2014/15
Advanced Higher	12	15
Higher	7	8
Other courses incl. college	5 (+ 1 online)	7 (+ 11 online)

- 1.28 The second year of the campus has demonstrated high attainment levels, with a pass rate of 89% for those who travelled to another school to attend a learning opportunity. This compares to the 75% overall pass rate for higher and Advanced Higher in S6, across Perth and Kinross. Half of the passes for those travelling for courses achieved a grade A result, compared with 31% for all S6 Higher/Advanced Higher passes across Perth and Kinross.
- 1.29 Pupils have also developed wider skills related to independent learning that will be invaluable when moving to further or higher education. These wider issues will be reflected in this year's Standards and Quality report.

Looked after Children (LAC)

- 1.30 As highlighted in Table 7, 79% of children leaving care attained at least one subject at Access 3/Standard Grade Foundation (Level 3) and 67% achieved at least English and Mathematics at this level. Care should be given to interpreting all figures around LAC given the small size of the cohort which leads to natural variation year on year.

Table 7: Attainment of Looked After Children

Indicator	2011/12			2012/13			2013/14		
	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%	71%	82%	100%	78%	82%	100%	71%	79%
% of children leaving care who achieved English and Mathematics at SCQF Level 3 (Access 3, Standard Grade – Foundation or National 3)	50%	71%	64%	50%	78%	73%	80%	64%	67%
Number of children/young people ceasing to be looked after ³	-	-	11	-	-	11	-	-	19

Source: LAC SQA Attainment 2013/14

³ Due to the size of the cohort, numbers have not been presented for at home and away from home.

- 1.31 A wider measure of attainment (Table 8) is used locally to monitor the progress of the thirty five young people in S4 and S5/S6 who have been looked after at some point during academic session 2013/14.

Table 8: Attainment of Looked After Children by end of S4 and S5/S6²

S4 Indicator	% S4 Looked After Children achieving...		
	2012	2013	2014 ⁴
English and Maths @ Level 3 or above	81.0%	73.9%	61.9%
5+ @Level 3 or better	42.9%	73.9%	47.6%
5+ @Level 4 or better	14.3%	26.1%	23.8%
S5/S6 Indicator	% S5 or S6 Looked After Children achieving...		
	2012	2013	2014 ⁵
English and Maths @ Level 3 or above	100%	73.3%	92.9%
5+ @Level 3 or better	77.8%	46.7%	92.9%
5+ @Level 4 or better	22.2%	26.7%	42.9%

Source: LAC SQA Attainment 2013/14

- 1.32 The average tariff score of children looked after for the full year who left school in 2012/13 was 360 in Perth and Kinross, across 8 individuals, and is around 3 times the Scottish average⁵. This figure is subject to significant yearly movement due to small numbers but this very high figure is worthy of note.
- 1.33 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 individual and on-going basis and ensure that appropriate support packages are in place. In future, *Insight* measures will be used to give a deeper understanding of this cohort.

Pupils with a Main Language other than English

- 1.34 Schools continue to be successful in supporting the learning of young people for whom English is a second language. In S5, 46% have achieved at least five awards at Intermediate 2/Standard Grade Credit (Level 5) or better and 52% attained at least one Higher Grade (Level 6). In S6, 68% have achieved at least five awards at Intermediate 2/Standard Grade Credit (Level 5) and 29% achieved at least one Advanced Higher or better (Level 7).

⁴ Change in qualifications in 2014 mean that previous years are not directly comparable.

⁵ Source: Scottish Government (2014) Educational Outcomes for LAC. 2014 data not yet available.

High Achievers

- 1.35 The numbers of S5 and S6 pupils classed as high achievers, by being awarded a number of Grade As at Higher and Advanced Higher, has increased significantly compared to the previous two academic sessions (Table 9).

Table 9: S5 and S6 High Achievers in SQA Qualifications

	2011/2012	2012/2013	2013/2014
S5: 5+ Highers at Grade A, or 4+ Highers at Grade A and an Advanced Higher at Grade A	41	34	55
S6: 3+ Advanced Highers at Grade A	10	11	10
Total	51	45	65

2. CONCLUSIONS & RECOMMENDATIONS

- 2.1 Attainment at Perth and Kinross schools continues to show improving performance, at already high levels compared to benchmarking authorities (both real and virtual). 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 Attainment in SQA qualifications continues to remain strong with the second best year of results at SCQF Level 5 in S4, the best ever Highers results at S5, and continued high achievement that is at or above comparators in S6. Very 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.
- 2.3 As finalised data on S4 courses become available to complete the picture of SQA attainment, this will be reported in the Standards and Quality Report in January 2015.
- 2.4 It is recommended that the Lifelong Learning Committee:
- (i) Considers and accepts the contents of this report.

It is recommended that the Scrutiny Committee:

- (i) Scrutinises and comments as appropriate on this report.

Author(s)

Name	Designation	Contact Details
Paul Davison	Corporate Research and Information Manager	pdavison@pkc.gov.uk
John Devine	Quality Improvement Officer	jdevine@pkc.gov.uk

Approved

Name	Designation	Date
John Fyffe	Executive Director	2 October 2014

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 Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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

The procedure presented in this report was considered under Equalities Impact Assessment process (EqIA) with the following outcome:

(i) 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. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

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 Not applicable

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 Attainment: Detail

Appendix 1 – SQA Attainment: Detail

Table A1: Attainment by end of S4⁶

% achieving 5+ @ SCQF Level 5 or Better		2010	2011	2012	2013	2014
PKC Best results: 2013. A new qualification regime means that the 2014 Level 5 results are not directly comparable with previous years. Nevertheless, results remain comfortably above comparator.	PKC	41	39	40	47	43
	Comparator	41	40	41	42	41

Table A2: Attainment by end of S5⁷

% achieving 1+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2014. Following a dip in performance last year, S5 results are the best results in 5 years at this level. Performance this year is well above the Family Average.	PKC	47.6	49.4	51.3	50.1	58.2
	Family Average	45.7	48.4	47.8	50.1	50.6

% achieving 3+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2014. Following a dip in performance last year, S5 results are the best results in 5 years at this level. Performance this year is well above the Family Average.	PKC	27.6	31.3	32.6	32.1	37.3
	Family Average	26.4	29.4	29.5	30.8	31.2

% achieving 5+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2014. Following a dip in performance last year, S5 results are the best results in 5 years at this level. Performance this year is well above the Family Average.	PKC	12.8	14.6	16.7	15.9	18.9
	Family Average	11.5	13.4	13.9	14.1	14.4

Table A3: Attainment by end of S6⁸

⁶ Source: AF Consultants, Fyfe Information Technology Ltd, John Lovely, *Perth & Kinross EA report 2014*. 2010 – 2013 results are post appeal; 2014 are provisional. Percentages are calculated as a percent of the total S4 school roll. The 2010 – 2013 comparator is an average of Aberdeenshire, Argyll and Bute, Highland, Scottish Borders and Stirling Councils results. This is not available for 2014 due to changes in the authorities that form the consortium for analysis, and the development of new National measures. The 2014 comparator is a 'virtual' authority comprising the results of pupils of the same gender, stage and deprivation level, and is considered a more robust method of comparison.

⁷ Source: AF Consultants, Fyfe Information Technology Ltd, John Lovely, *Perth & Kinross EA report 2014*. 2010 – 2013 results are post appeal; 2014 are provisional. Percentages are calculated as a percent of the total 2012 S4 school roll. Family average calculated using: Aberdeenshire, Angus, Argyll & Bute, Scottish Borders and Stirling Councils.

% achieving 1+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2013. Performance this year has dropped slightly following 4 years of improvement. Performance is marginally below the Family Average.	PKC	51.2	53.5	55.9	58.4	56.7
	Family Average	50.4	51.9	54.6	53.8	57.1

% achieving 3+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2013. Performance this year has dropped slightly following 3 years of improvement. However, performance remains above the Family Average.	PKC	38.3	37.2	40.9	42.9	42.5
	Family Average	36.5	37.1	39.7	40.2	41.4

% achieving 5+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best Results: 2013. Performance this year has dropped slightly following 4 years of improvement. However, performance remains above the Family Average.	PKC	26.6	27	30.2	31.7	30.4
	Family Average	25.2	25.1	28.1	28	28.7

% achieving 1+ @ SCQF Level 7 or Better (Advanced Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2013. There has been a drop in performance this year, although the results remain higher than previous years. Again, performance is above that of the family average.	PKC	20.3	20.8	21.8	26.2	23.9
	Family Average	17.5	17.7	18.9	17.8	18.2

⁸ Source: AF Consultants, Fyfe Information Technology Ltd, John Lovely, *Perth & Kinross EA report 2014*. 2010 – 2013 results are post appeal; 2014 are provisional. Percentages are calculated as a proportion of the total 2011 S4 school roll. Family average calculated using: Stirling, Aberdeenshire, Angus, Argyll & Bute and Scottish Borders Councils.

