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ADDITIONAL CIRCULATION



To: Councillor Wheeler, Convener; Councillor Malik, Vice Convener; and Councillors Alphonse, Cameron, Cooke, Donnelly, Lesley Dunbar, Greig, Hutchison, Imrie, Macdonald, MacGregor and Stewart; and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative – Primary Schools), Reverend Shuna Dicks (Church of Scotland Representative), Mr John Murray (Roman Catholic Representative), Mr Mike Paul, (Teacher Representative – Secondary Schools), Mr Anthony Rafferty (Parent Representative – Secondary Schools) and Miss Pamela Scott (Teacher Representative – Primary Schools)

Town House,
ABERDEEN, 8 November 2019

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The undernoted items are circulated in connection with the meeting of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** to be held here in the Town House on **TUESDAY, 12 NOVEMBER 2019 at 10.00am.**

FRASER BELL
CHIEF OFFICER - GOVERNANCE

BUSINESS

DEPUTATIONS

4.1 Request for Deputation (Pages 3 - 4)

FINANCE, PERFORMANCE AND RISK

9.2 Educational Improvement Journey - 2018/19 Key Performance Indicator Tracking Report - COM/19/411 (Pages 5 - 72)

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, tel 01224 522503 or email sdunsmuir@aberdeencity.gov.uk

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Deputation

Name: Alison Murray

Committee: Education Operational Delivery Committee

Agenda Item: Item 10.3 - Supporting Children's Learning in an Empowered System

The action I wish the Committee to take:

Autism and Other Conditions Aberdeen have undertaken a survey of parents of children with Additional Support Needs to establish how well inclusion is working for these children. I would like to present the results of this survey and for the Council to consider how it can meet its legal obligations towards these children to ensure they have "effective access to and receive education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child achieving the fullest possible social integration and individual development".

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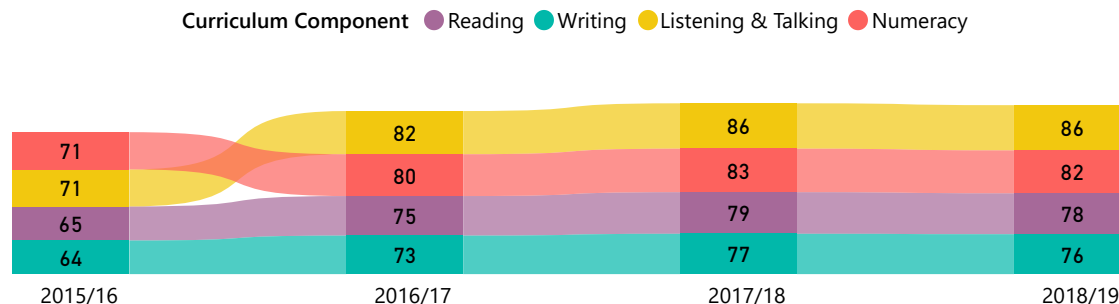
Primary

Secondary

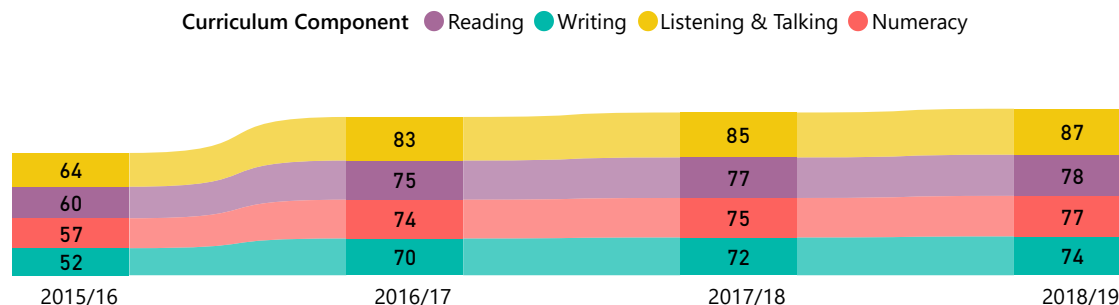
Graphs

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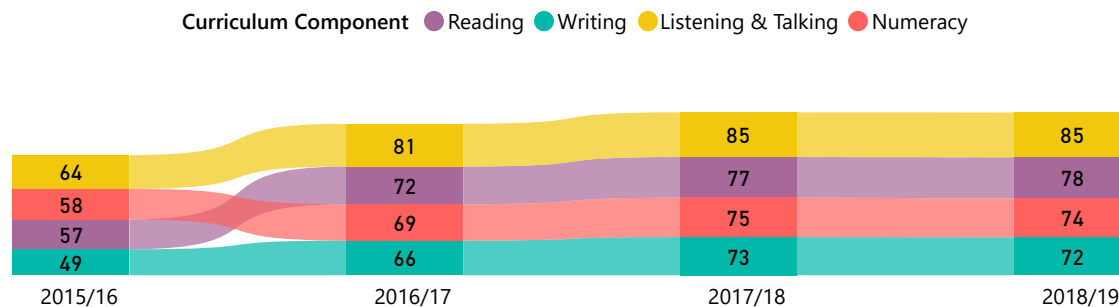
% of Primary 1 Pupils achieving Early Level



% of Primary 4 Pupils achieving First Level



% of Primary 7 Pupils achieving Second Level



Improvement Targets

Greater than 1% increase in literacy performance
Greater than 1% increase in numeracy performance

Summary Analysis

Contextually, the outcomes for CfE across organisers and Levels have shown steady improvement with substantive gains being made in 2016/17 and 2017/18 against which the current year figures should be viewed.

Analysis indicates that continuous progress is being made across the four-year scope of the CfE organisers and that, where underachievement has been identified in previous outcomes, the capacity to track subsequent and same cohort results, is evidencing the effectiveness of interventions put in place at these points. Whilst there are natural variations in cohort profiles that might influence individual annual outcomes for particular organisers, there is a consistent statistical pattern of improvement across CfE although this may be slowing in comparison with that of the prior year.

This slowing is to be expected as performance across primary stages is in keeping with national averages from 17/18 with. Analysis of individual cohorts suggests that some modest improvement could be made by adopting a city-wide approach to tracking and monitoring and this will be progressed and should remove some of the variation across schools and improve the quality of moderation practices.

Some individual school data also shows low performance in literacy at Primary 1 and this is an indication that levels of oral language on entry to school are low. This will be addressed through the development of a system wide approach to develop early literacy skills.



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Improvement Targets

Greater than 1% increase in literacy performance
Greater than 1% increase in numeracy performance

Summary Analysis

The outcomes for CfE across the majority of organisers and Levels have shown steady but limited improvement. This data assessment indicates that although progress is being made across the four-year scope of the CfE organisers, performance is still a several percentage points from national averages which sit at 90% for each organiser at third level or better in 17/18.

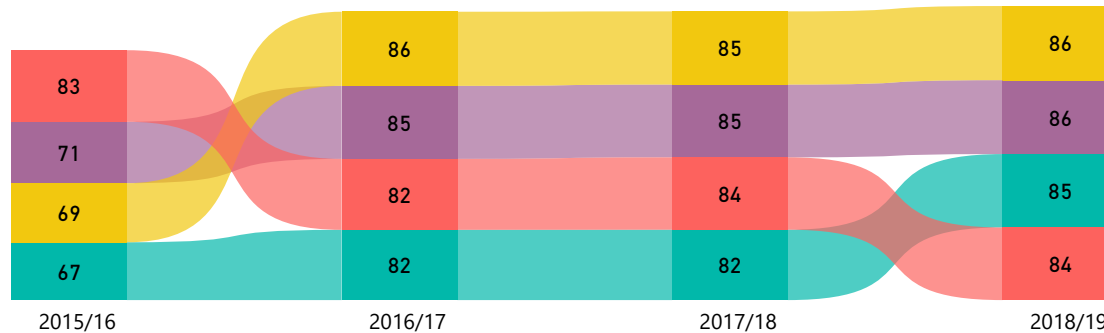
Close scrutiny of the data shows wide variation at school level. A robust and consistent approach to tracking and monitoring will be established over the coming months to ensure that there is greater consistency in approach. Comparative performance in areas also bucks the primary trend although variation at school level makes it hard to draw city wide conclusions.

The service will continue to work with schools to develop a shared understanding of the standard to enable more consistent professional judgements to be made on progress and have established a Trios system to support collaboration across schools which will help us take account of the research showing significant gains from schools in different contexts working more closely together.

Numeracy shows very limited progress and support from Education Scotland has been sought to complement the work that has been led by expertise in our own system.

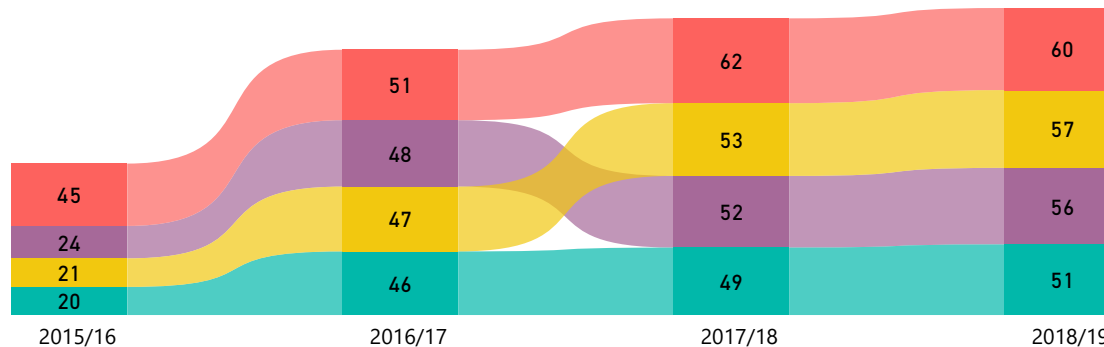
% of Secondary 3 Pupils Achieving Third Level or better

Curriculum Component ● Reading ● Writing ● Listening & Talking ● Numeracy



% of Secondary 3 Pupils Achieving Fourth Level

Curriculum Component ● Reading ● Writing ● Listening & Talking ● Numeracy



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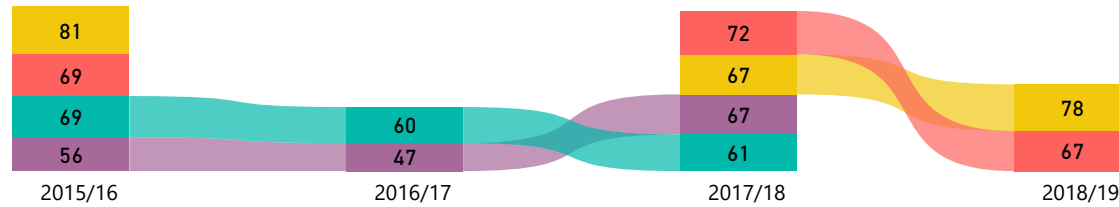
Secondary

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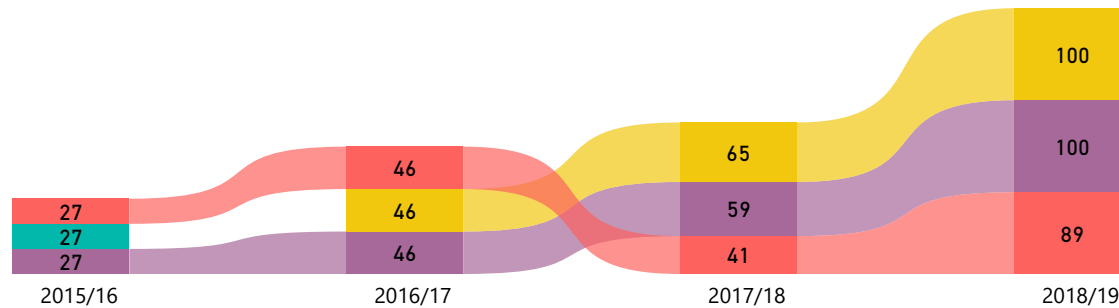
% of Primary 1 CECYP Pupils achieving Early Level

Curriculum Component ● Reading ● Writing ● Listening & Talking ● Numeracy



% of Primary 4 CECYP Pupils achieving First Level

Curriculum Component ● Reading ● Writing ● Listening & Talking ● Numeracy



% of Primary 7 CECYP Pupils achieving Second Level

Curriculum Component ● Listening & Talking



Improvement Targets

4% increase in both literacy and numeracy performance of Care Experienced Children and Young People (Broad General Education)

Summary Analysis

Considerable caution needs to be exercised around interpreting and comparing both year-on-year and trend patterns arising from the education outcomes of Care Experienced Children and Young People at a local level.

Due to the variations in numbers involved, this analysis is best conducted in the context of the Virtual Headteacher role where support of individual pupils and detailed ongoing data evaluations from the cohort outcomes are most effectively delivered. Publication of the wider nationally benchmarked Educational Outcomes of Looked After Children data in 2020 will offer the first opportunity for appropriate sample size comparison. The following offers headline data which should be viewed in the above context.

The outcomes for Care Experienced Children and Young People, improved by 4 or more percentages points, meeting the annual improvement targets, in four of the seven reported Primary components with Listening and Talking at Primary 1 and Primary 4 Reading, Listening and Talking and Numeracy all materially raised. Outwith these measures, there was a fall in the remaining three components at Primary 1, the significance of which is believed to link critically with pre-school literacy learning

N.B. If the number or other corresponding figures are greater than 0 but less or equal to 5 then such percentages have been suppressed because they could be misleading or lead to identification of individuals.



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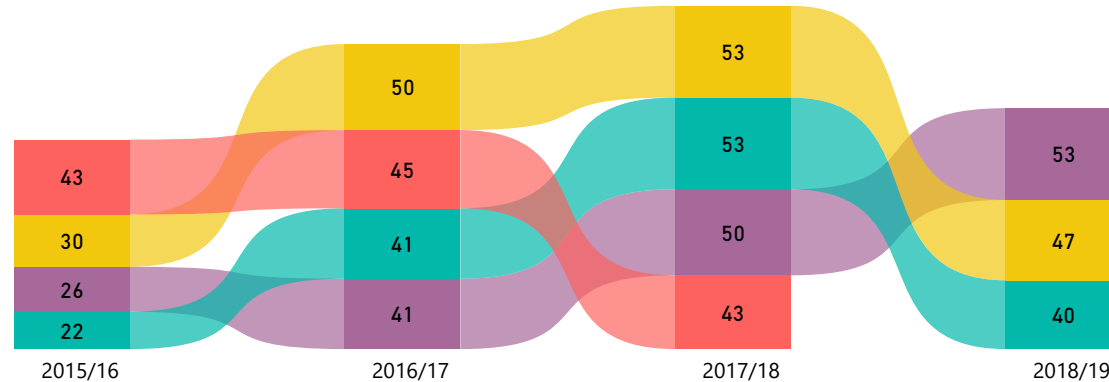
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% of Secondary 3 CECYP Pupils achieving Third Level or better

Curriculum Component ● Reading ● Writing ● Listening & Talking ● Numeracy



% of Secondary 3 CECYP Pupils achieving Fourth Level

Improvement Targets

4% increase in both literacy and numeracy performance of Care Experienced Children and Young People (Broad General Education)

Summary Analysis

Considerable caution needs to be exercised around interpreting and comparing both year-on-year and trend patterns arising from the education outcomes of Care Experienced Children and Young People at a local level.

Due to the variations in numbers involved this analysis is best conducted in the context of the Virtual Headteacher role where support of individual pupils and detailed ongoing data evaluations from the cohort outcomes are most effectively delivered. Publication of the wider nationally benchmarked Educational Outcomes of Looked After Children data in 2020 will offer the first opportunity for appropriate sample size comparison. The following offers headline data which should be viewed in the above context.

Although there is a notable improvement in the proportion of pupils achieving Third Level or better in Reading, conversely, the level of achievement of Third Level or better in Writing, Listening and Talking and Numeracy has declined since last year.

N.B. If the number or other corresponding figures are greater than 0 but less or equal to 5 then such percentages have been suppressed because they could be misleading or lead to identification of individuals.



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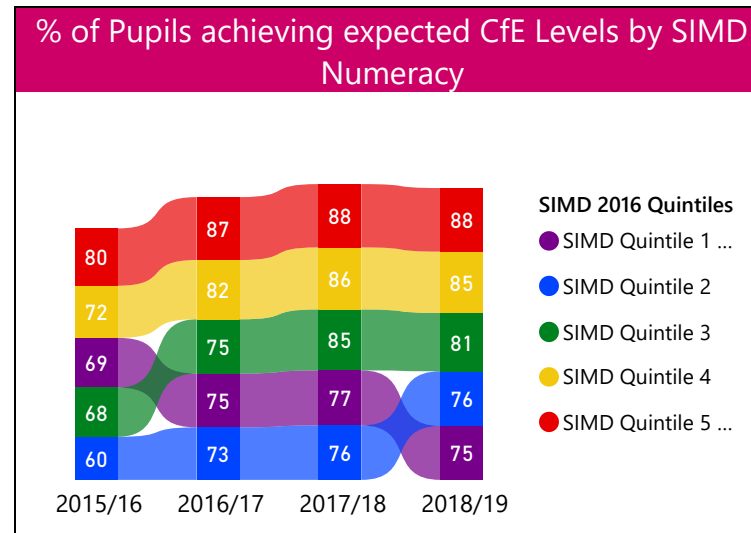
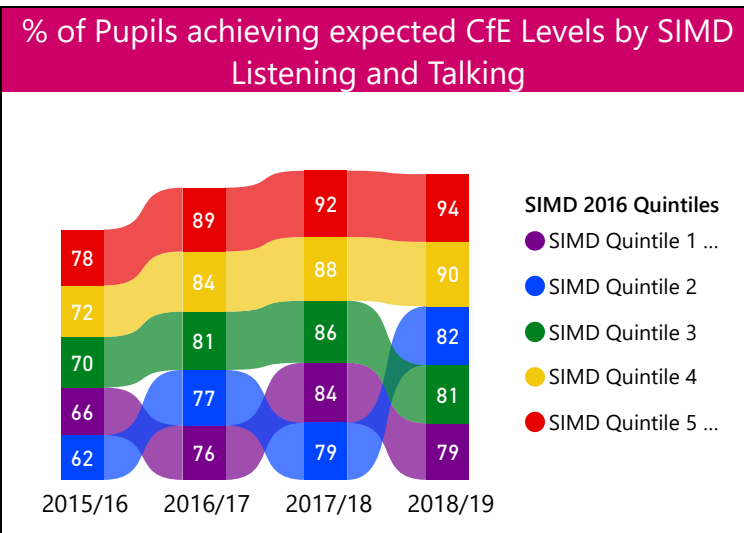
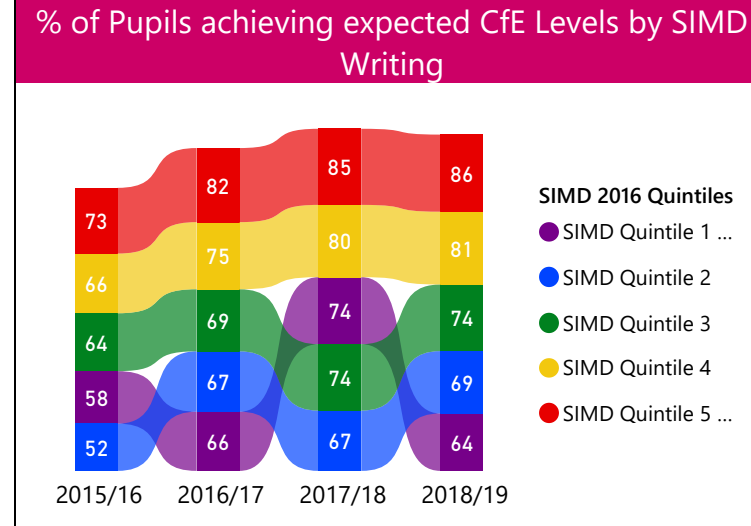
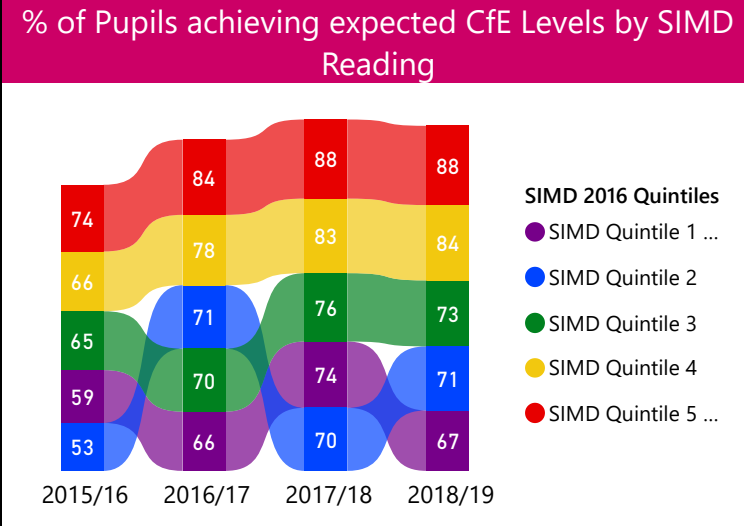
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Improvement Targets

Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy



Summary Analysis

SIMD Quintile 1 and Quintile 5 Differential

At authority level, there is a noticeable decline in closing the differentials between SIMD Quintiles 1 and 5 across most components, except across the P4 cohort where the majority of Improvement Targets have met.

SIMD Quintile 2 and Quintile 5 Differential

There is a positive trend of closing of the gap between SIMD 2 and 5 in Primary schools. . In Secondary schools there is a mixed picture:

- At S3 Third level or better the attainment gap has got wider for Numeracy.
- At the Fourth Level, the attainment gap in Writing, Listening and Talking and Numeracy is wider than in 2017/18.

SIMD Quintile 3 and Quintile 5 Differential

In Primary schools in:

- P1- across of all CfE organisers there is a noticeable decline in closing the attainment gap
- P4 – there is a positive trend of closing of the gap across all CfE organisers
- P7 – there is a positive trend of closing of the gap across Reading, Writing and Numeracy.

In Secondary Schools in S3:

- At Third Level or better there is evidence of an improvement in Reading, Writing and Listening and Talking. In Numeracy the attainment gap has widened.
- At Fourth Level the attainment gap closed in Reading and Writing and there is positive change for Listening and Talking. The attainment gap in Numeracy has got wider.

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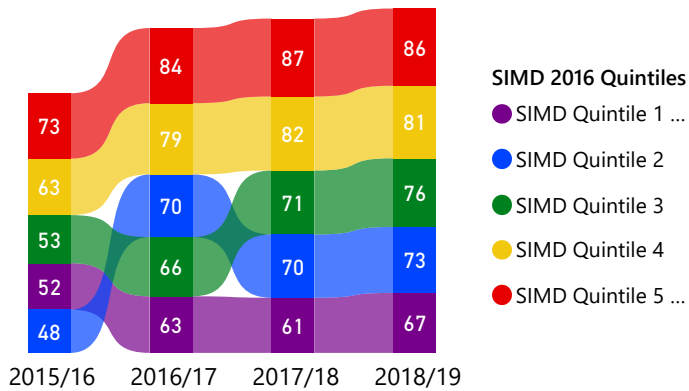
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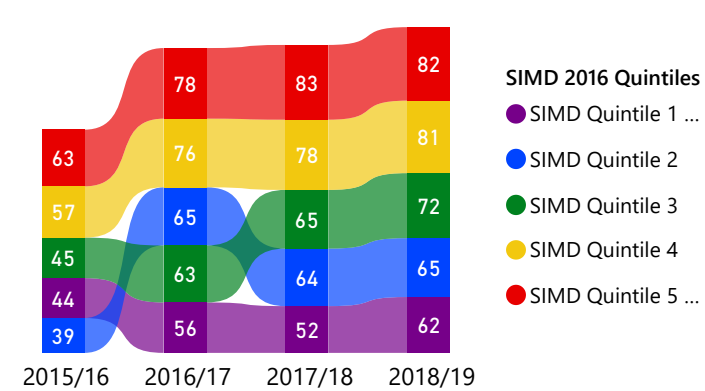
Improvement Targets

Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy

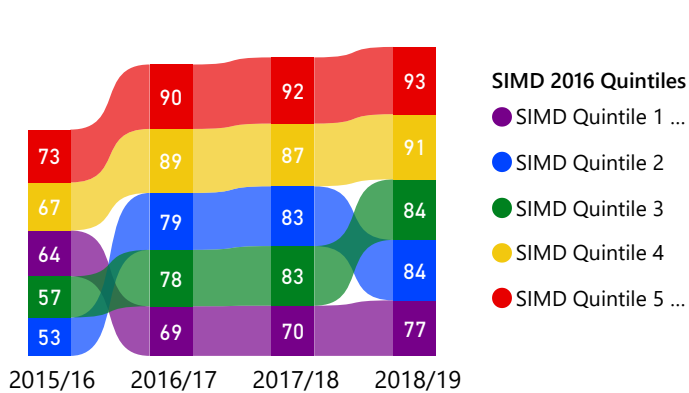
% of Pupils achieving expected CfE Levels by SIMD Reading



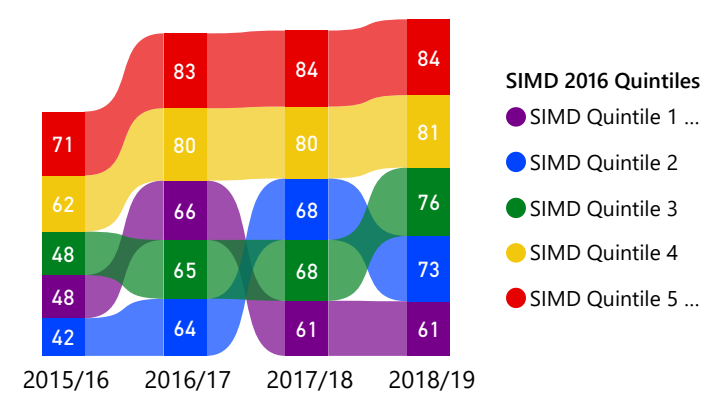
% of Pupils achieving expected CfE Levels by SIMD Writing



% of Pupils achieving expected CfE Levels by SIMD Listening and Talking



% of Pupils achieving expected CfE Levels by SIMD Numeracy



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Primary P7

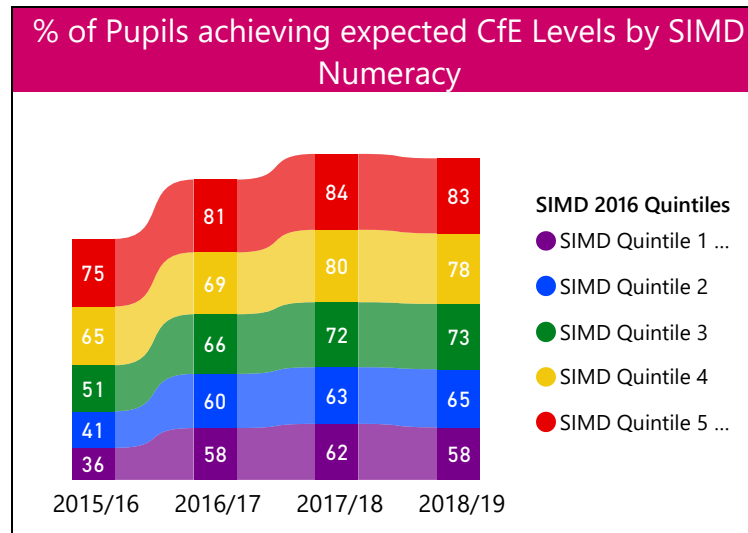
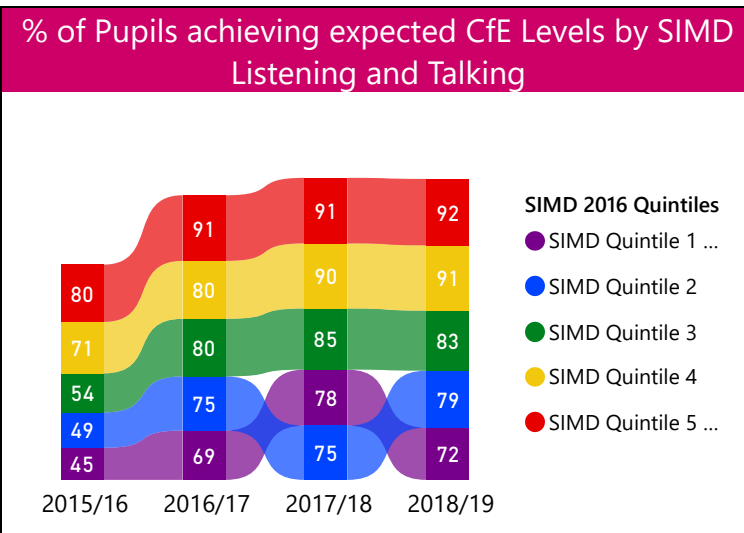
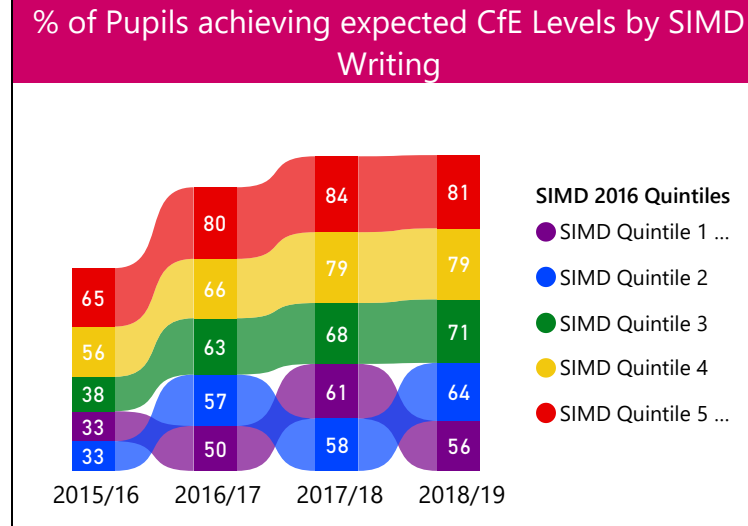
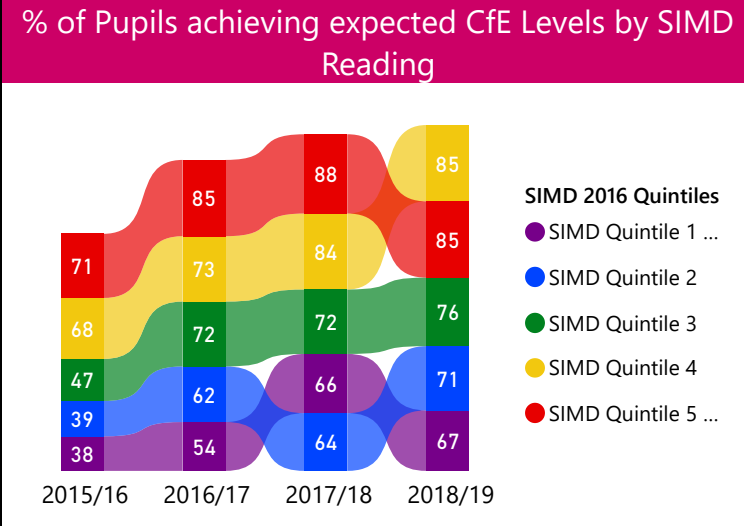
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Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy



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Secondary - S3 Third Level or better

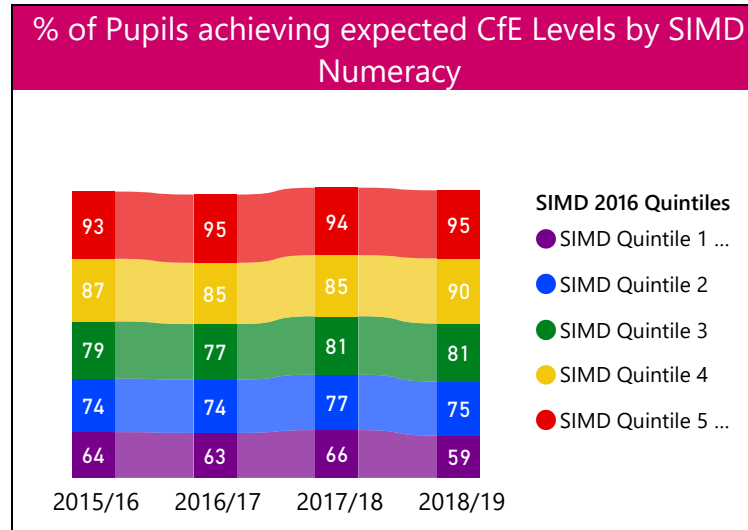
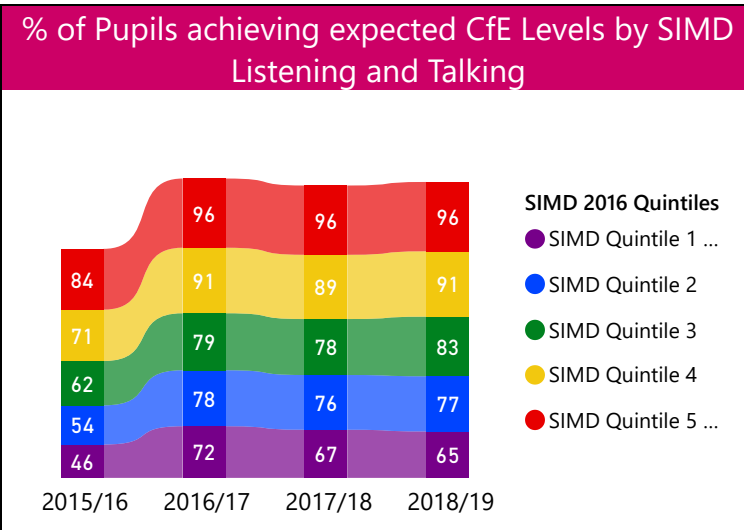
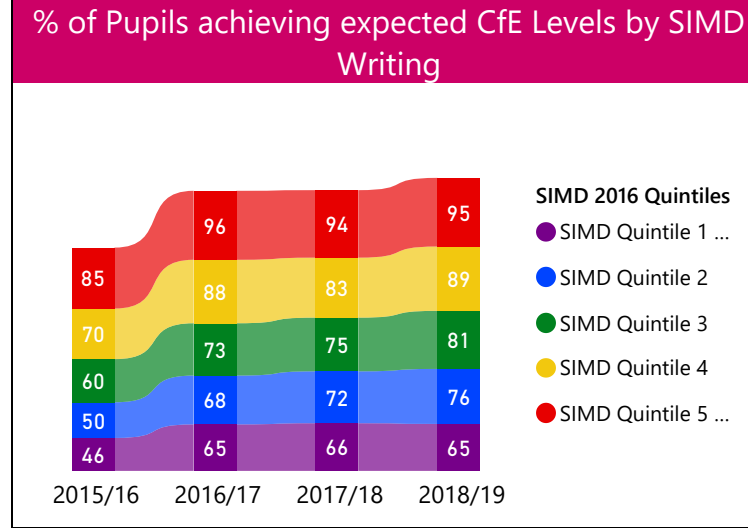
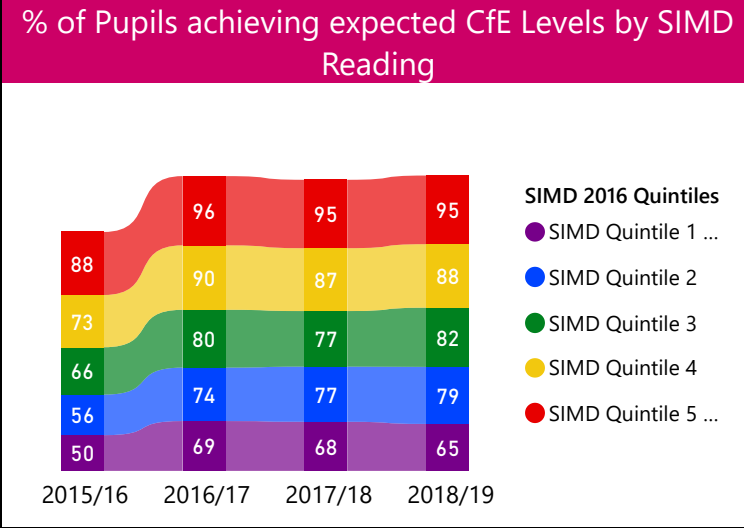
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Secondary - S3 Fourth Level

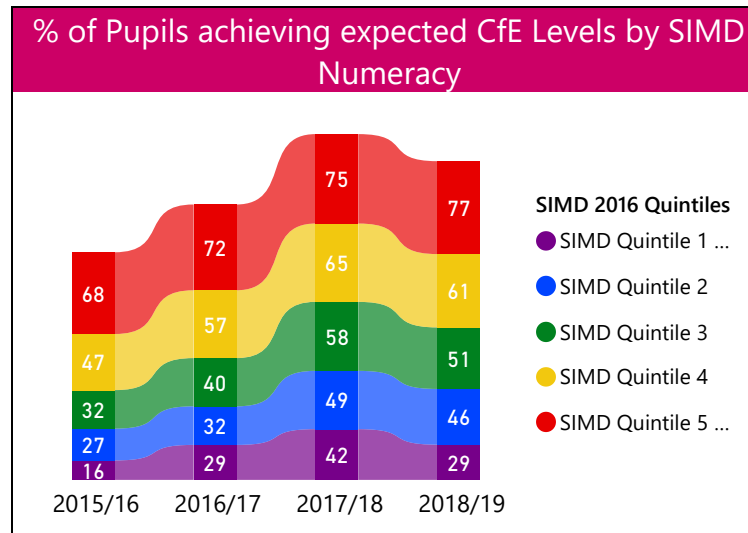
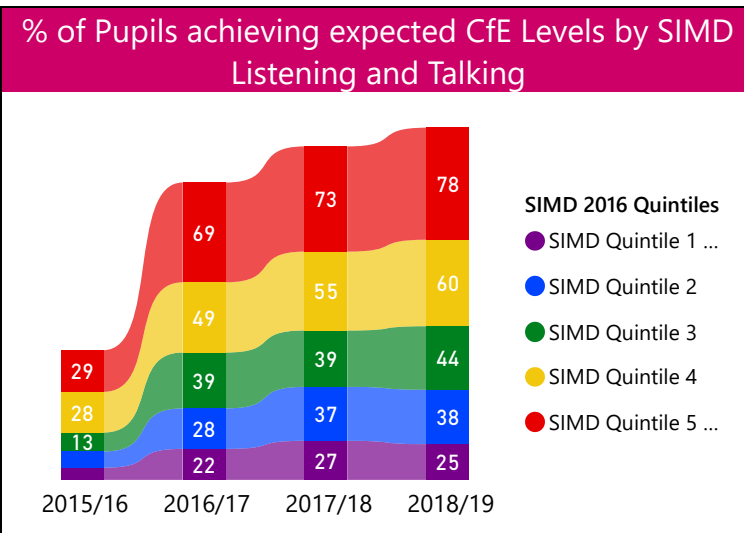
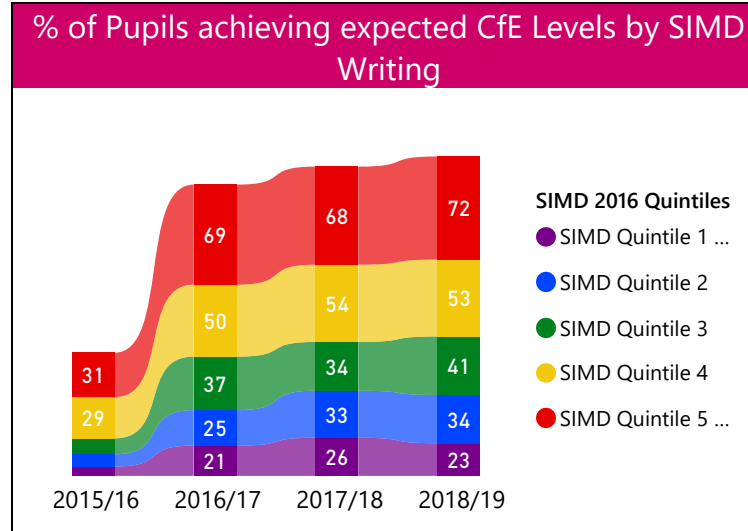
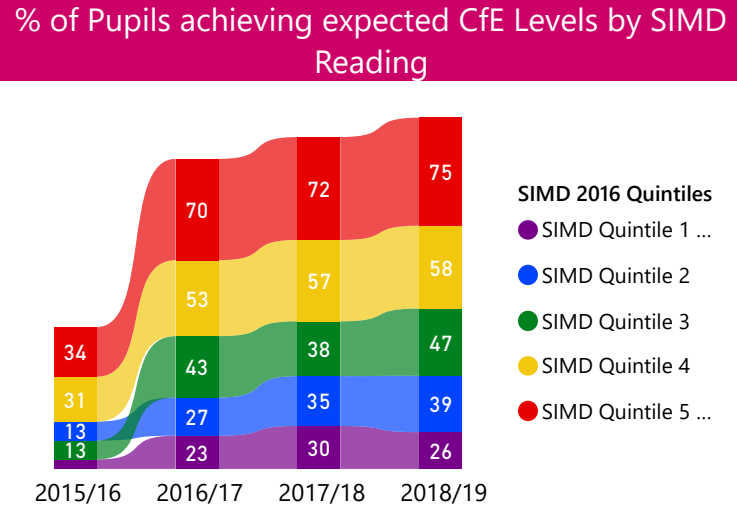
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Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy



Summary Analysis

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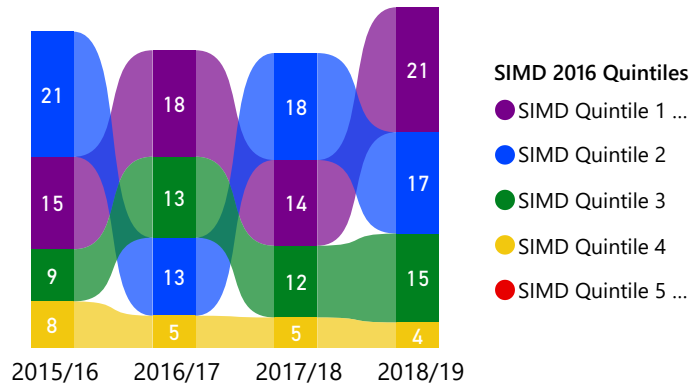
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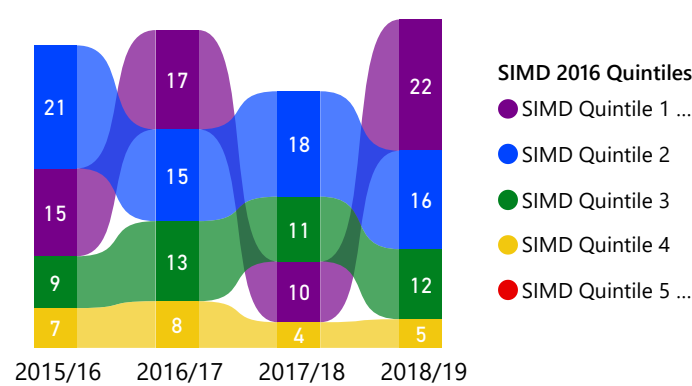
Improvement Targets

Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy

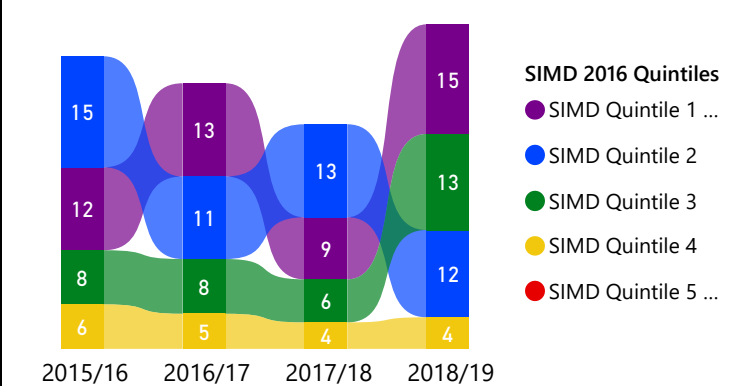
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



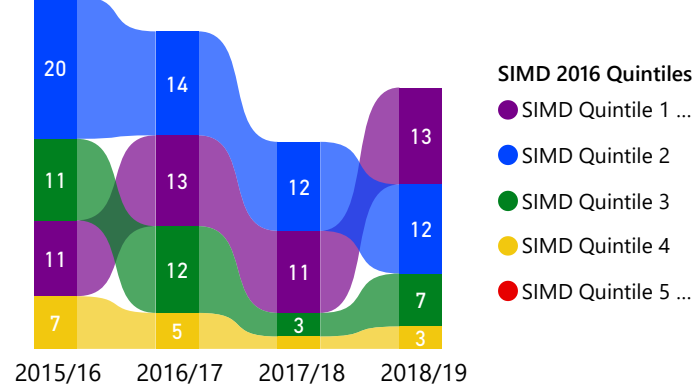
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Listening & Talking



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Numeracy



Summary Analysis

Primary SIMD

As work to raise attainment for all has progressed there has been an improvement in performance across all Quintiles, this can mask improvement in closing the gap. There is a positive trend of closing of the gap between SIMD 2 and 5 in Primary schools although secondary is more mixed with the gap widening for Numeracy. A decline appears evident across Quintile 3 and Quintile 5 In Primary 1 although there is a positive trend in P4 across all organisers. P7 sees a positive trend in across Reading, Writing and Numeracy. This has guided us to look at how we can support children and families prior to entry to P1 in order to address the poverty related attainment gap.

Looking holistically, there is more work to be done to support those living in SIMD 1 and work will progress on looking at how the partnership can support needs over the first 1000 days and beyond in order to prevent the gap from becoming established before entry to school.

Secondary – SIMD

Looking at the percentage differentials, it is hard to identify particular trends. This is in part due to the varying nature of interventions and some schools are in a position to show that the gap is closing. Closer scrutiny suggests that this is in part due to high quality learning and teaching and from very targeted and impactful interventions. Schools who closely monitor the impact of interventions make adaptations as necessary and are most likely to close the gap.

A stronger focus on tracking and monitoring of interventions in addition to partnership agreement on how to support families to support positive attainment and achievement and improve levels of literacy should help build a firmer platform for progress.

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Primary P4

Graphs

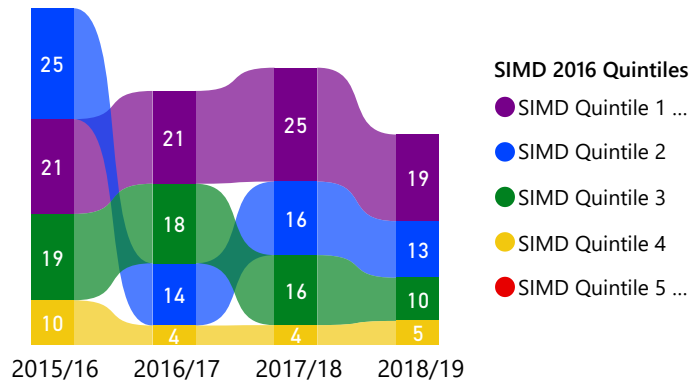
Q5 Difference Graphs

Tables

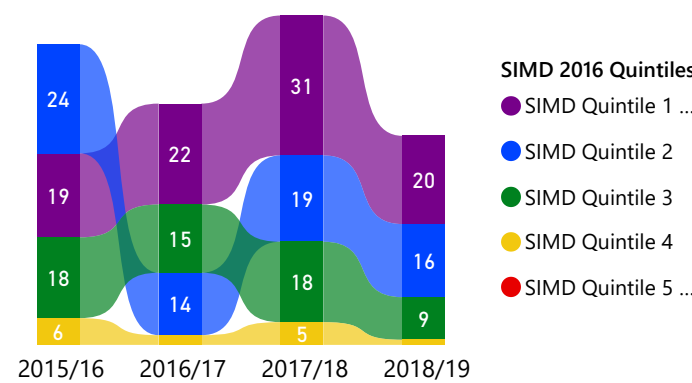
Improvement Targets

Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy

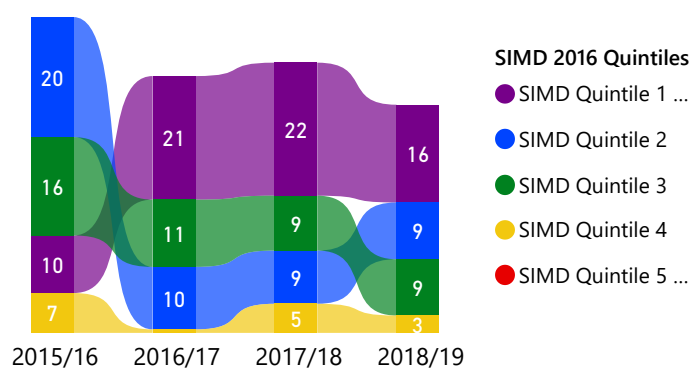
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



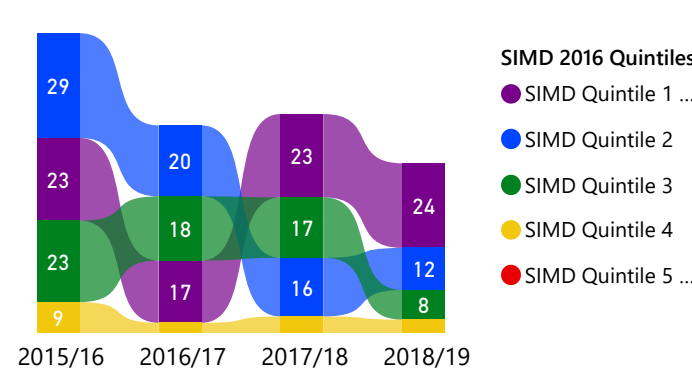
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Listening & Talking



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Numeracy



Summary Analysis

Primary SIMD

As work to raise attainment for all has progressed there has been an improvement in performance across all Quintiles, this can mask improvement in closing the gap. There is a positive trend of closing of the gap between SIMD 2 and 5 in Primary schools although secondary is more mixed with the gap widening for Numeracy. A decline appears evident across Quintile 3 and Quintile 5 In Primary 1 although there is a positive trend in P4 across all organisers. P7 sees a positive trend in across Reading, Writing and Numeracy. This has guided us to look at how we can support children and families prior to entry to P1 in order to address the poverty related attainment gap.

Looking holistically, there is more work to be done to support those living in SIMD 1 and work will progress on looking at how the partnership can support needs over the first 1000 days and beyond in order to prevent the gap from becoming established before entry to school.

Secondary – SIMD

Looking at the percentage differentials, it is hard to identify particular trends. This is in part due to the varying nature of interventions and some schools are in a position to show that the gap is closing. Closer scrutiny suggests that this is in part due to high quality learning and teaching and from very targeted and impactful interventions. Schools who closely monitor the impact of interventions make adaptations as necessary and are most likely to close the gap.

A stronger focus on tracking and monitoring of interventions in addition to partnership agreement on how to support families to support positive attainment and achievement and improve levels of literacy should help build a firmer platform for progress.

Additional CfE Data

Achievement of CfE Levels for Care Experienced Children and Young People

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Primary P7

Graphs

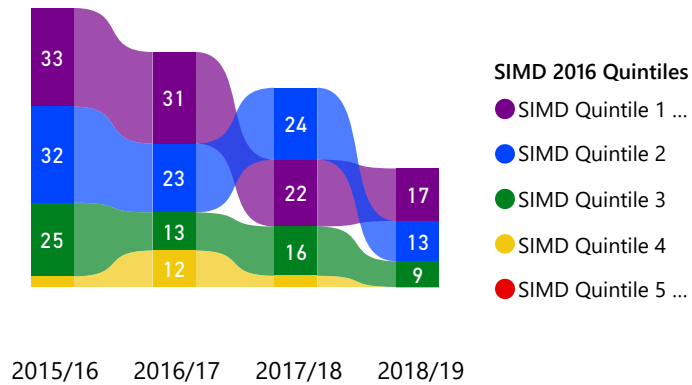
Q5 Difference Graphs

Tables

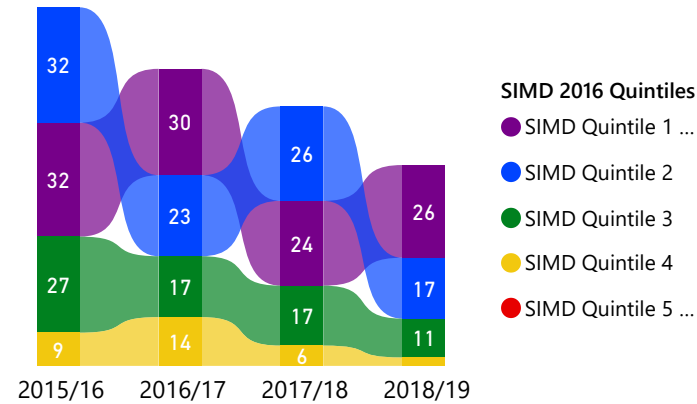
Improvement Targets

Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy

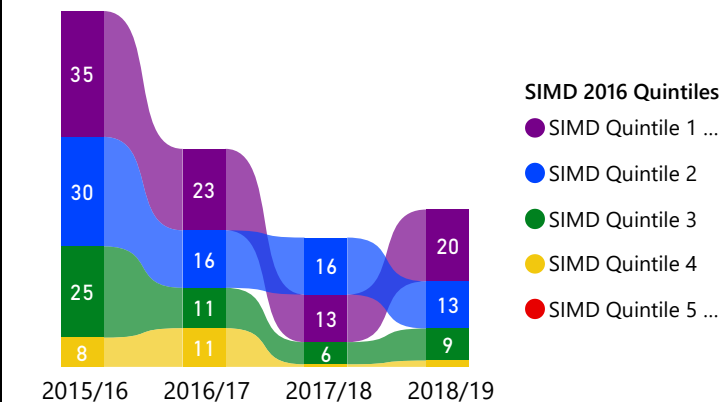
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



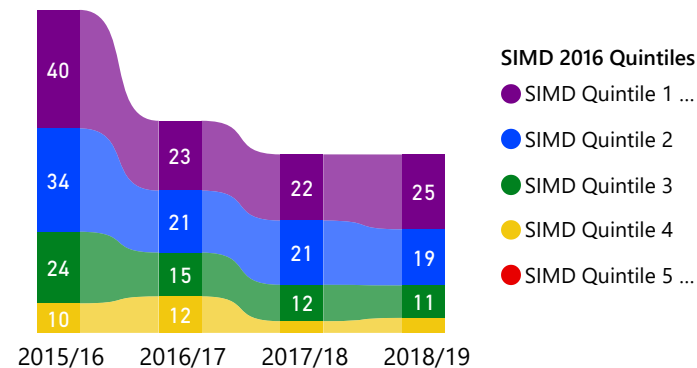
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Listening & Talking



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Numeracy



Summary Analysis

Primary SIMD

As work to raise attainment for all has progressed there has been an improvement in performance across all Quintiles, this can mask improvement in closing the gap. There is a positive trend of closing of the gap between SIMD 2 and 5 in Primary schools although secondary is more mixed with the gap widening for Numeracy. A decline appears evident across Quintile 3 and Quintile 5 In Primary 1 although there is a positive trend in P4 across all organisers. P7 sees a positive trend in across Reading, Writing and Numeracy. This has guided us to look at how we can support children and families prior to entry to P1 in order to address the poverty related attainment gap.

Looking holistically, there is more work to be done to support those living in SIMD 1 and work will progress on looking at how the partnership can support needs over the first 1000 days and beyond in order to prevent the gap from becoming established before entry to school.

Secondary – SIMD

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Additional CfE Data

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Secondary - S3 Third Level or better

Graphs

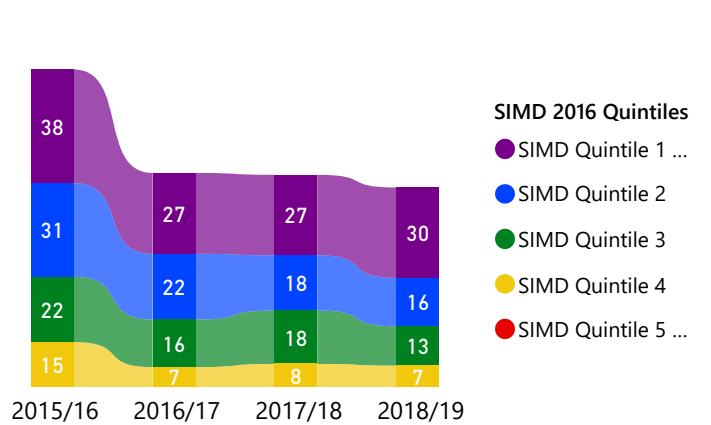
Q5 Difference Graphs

Tables

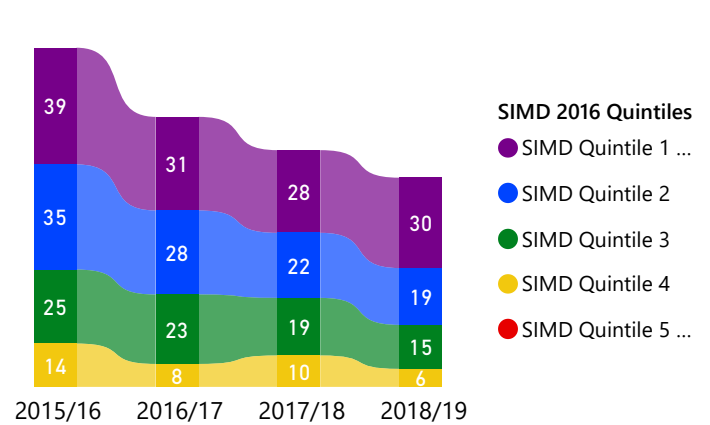
Improvement Targets

Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy

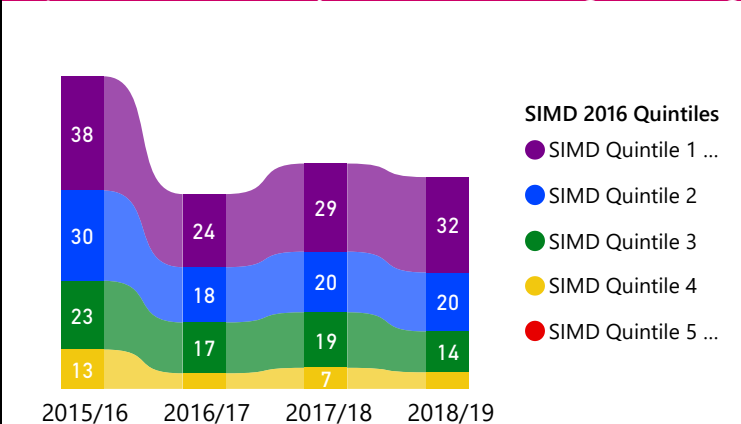
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



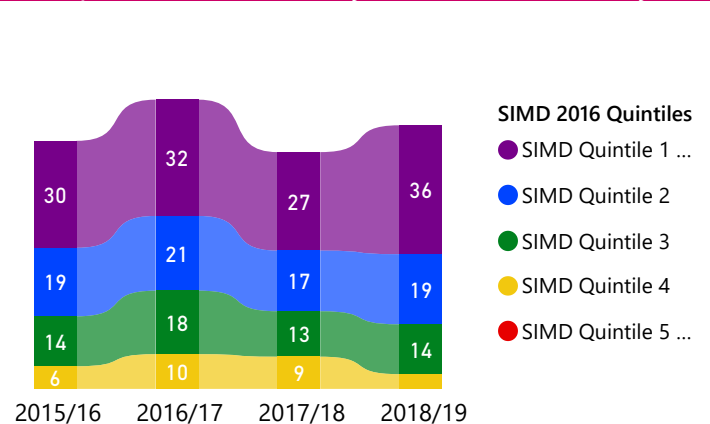
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Listening & Talking



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Numeracy



Summary Analysis

Primary SIMD

As work to raise attainment for all has progressed there has been an improvement in performance across all Quintiles, this can mask improvement in closing the gap. There is a positive trend of closing of the gap between SIMD 2 and 5 in Primary schools although secondary is more mixed with the gap widening for Numeracy. A decline appears evident across Quintile 3 and Quintile 5 In Primary 1 although there is a positive trend in P4 across all organisers. P7 sees a positive trend in across Reading, Writing and Numeracy. This has guided us to look at how we can support children and families prior to entry to P1 in order to address the poverty related attainment gap.

Looking holistically, there is more work to be done to support those living in SIMD 1 and work will progress on looking at how the partnership can support needs over the first 1000 days and beyond in order to prevent the gap from becoming established before entry to school.

Secondary – SIMD

Looking at the percentage differentials, it is hard to identify particular trends. This is in part due to the varying nature of interventions and some schools are in a position to show that the gap is closing. Closer scrutiny suggests that this is in part due to high quality learning and teaching and from very targeted and impactful interventions. Schools who closely monitor the impact of interventions make adaptations as necessary and are most likely to close the gap.

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Secondary - S3 Fourth Level

Graphs

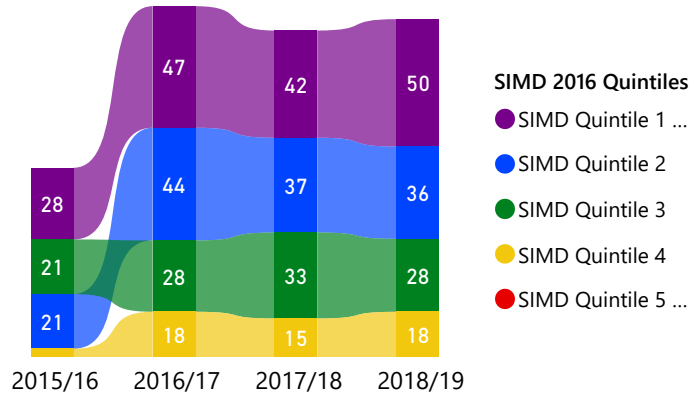
Q5 Difference Graphs

Tables

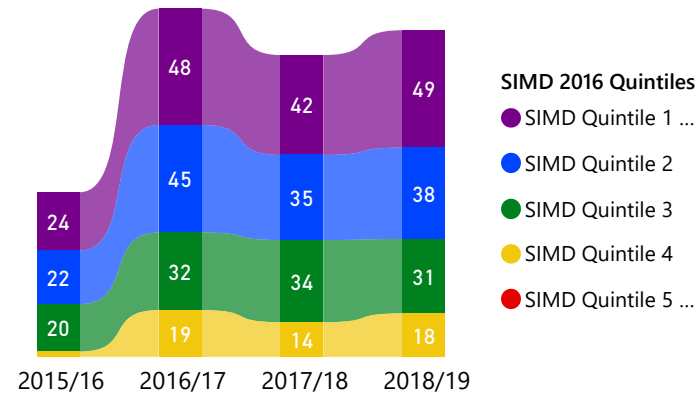
Improvement Targets

Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy

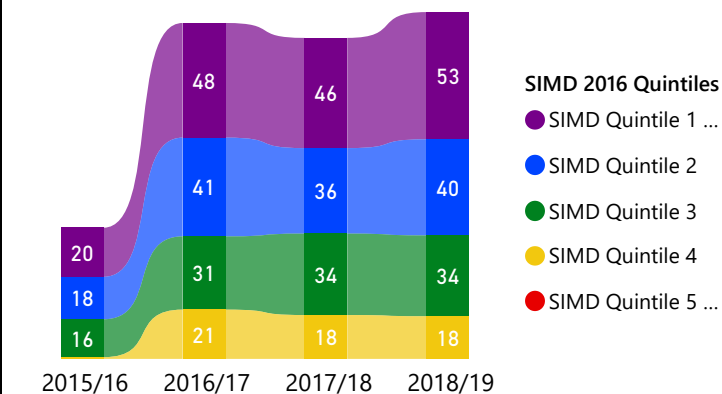
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



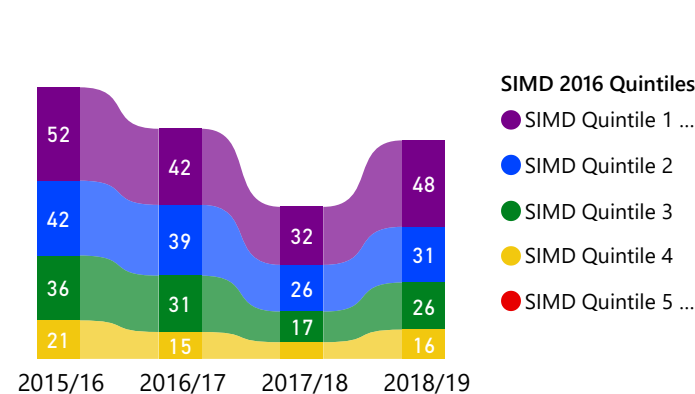
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Listening & Talking



% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Numeracy



Summary Analysis

Primary SIMD

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Secondary – SIMD

Looking at the percentage differentials, it is hard to identify particular trends. This is in part due to the varying nature of interventions and some schools are in a position to show that the gap is closing. Closer scrutiny suggests that this is in part due to high quality learning and teaching and from very targeted and impactful interventions. Schools who closely monitor the impact of interventions make adaptations as necessary and are most likely to close the gap.

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Additional CfE Data

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Senior Phase Attainment and Leaver Initial Destinations

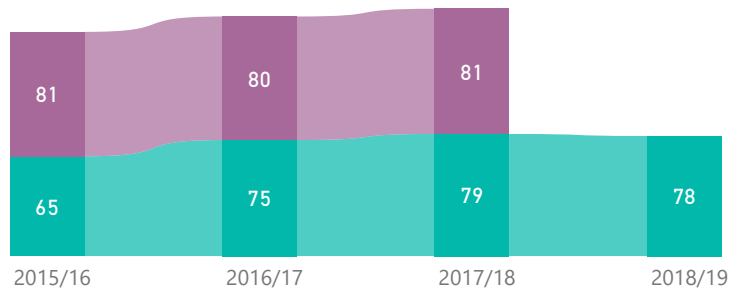
Attendance and Exclusions

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Primary P1

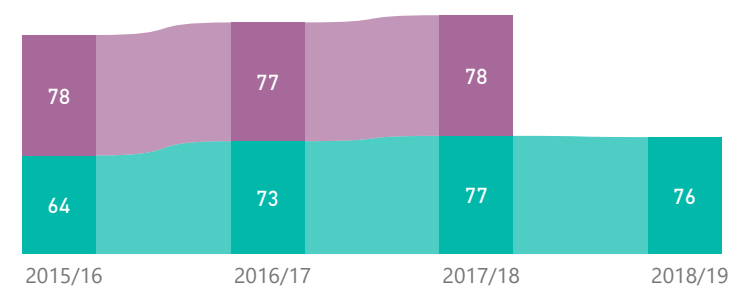
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



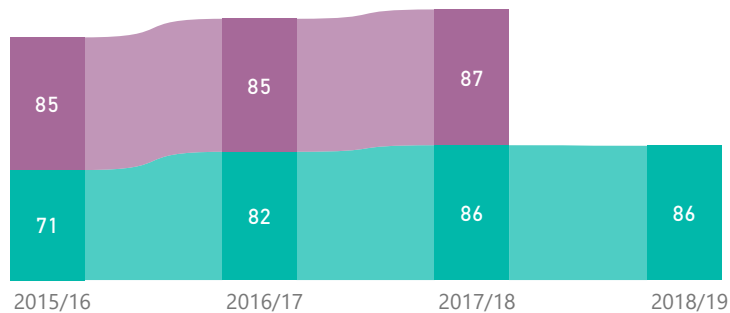
% of Pupils achieving expected CfE Levels in Writing, Aberdeen City and National

Establishment ● Aberdeen City ● National



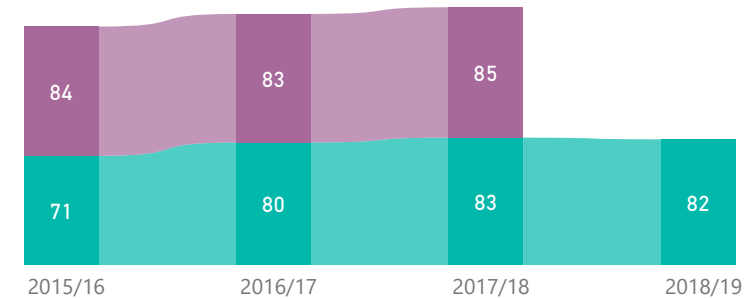
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

Establishment ● Aberdeen City ● National



% of Pupils achieving expected CfE Levels in Numeracy, Aberdeen City and National

Establishment ● Aberdeen City ● National



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Additional CfE Data

Achievement of CfE Levels for Care Experienced Children and Young People

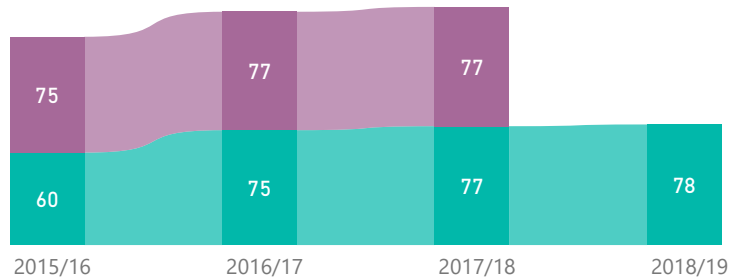
Achievement of CfE Levels by SIMD

Achievement of CfE Levels Benchmarking

Primary P4

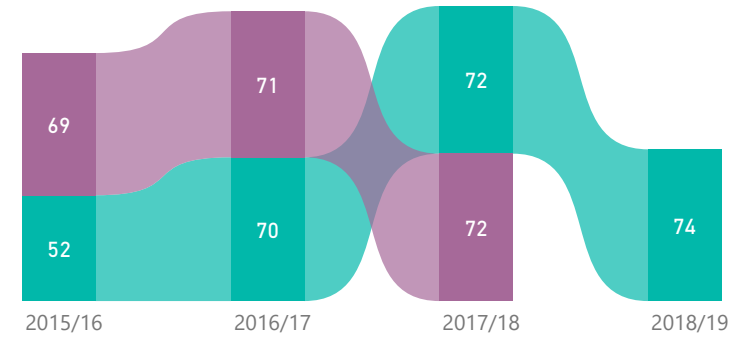
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



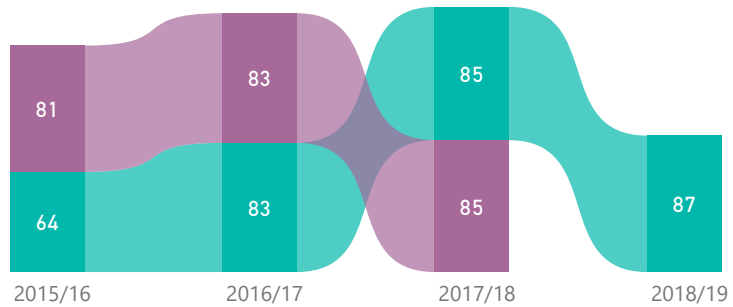
% of Pupils achieving expected CfE Levels in Writing, Aberdeen City and National

Establishment ● Aberdeen City ● National



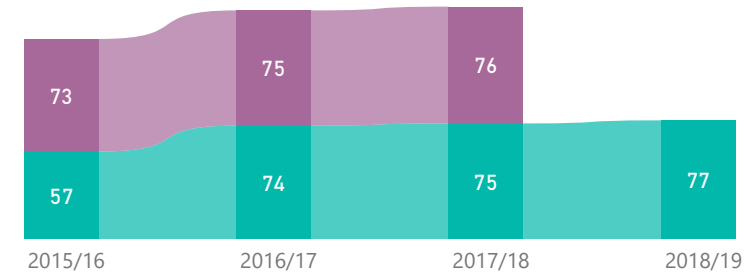
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

Establishment ● Aberdeen City ● National



% of Pupils achieving expected CfE Levels in Numeracy, Aberdeen City and National

Establishment ● Aberdeen City ● National





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Achievement of CfE Levels for Care Experienced Children and Young People

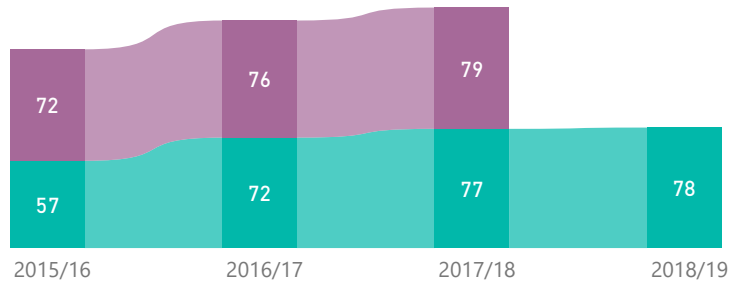
Achievement of CfE Levels by SIMD

Achievement of CfE Levels Benchmarking

Primary P7

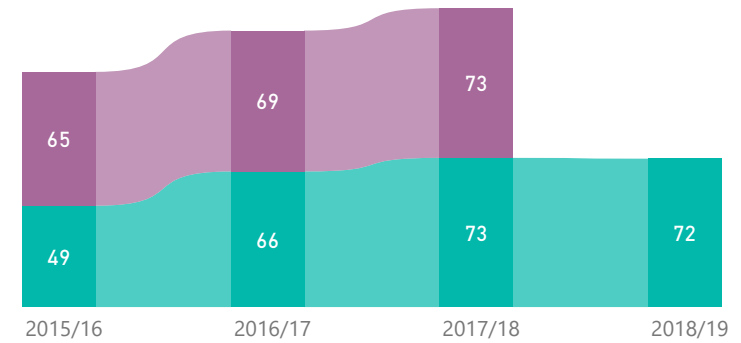
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



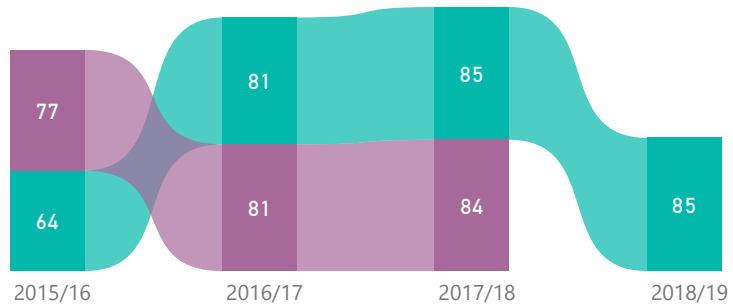
% of Pupils achieving expected CfE Levels in Writing, Aberdeen City and National

Establishment ● Aberdeen City ● National



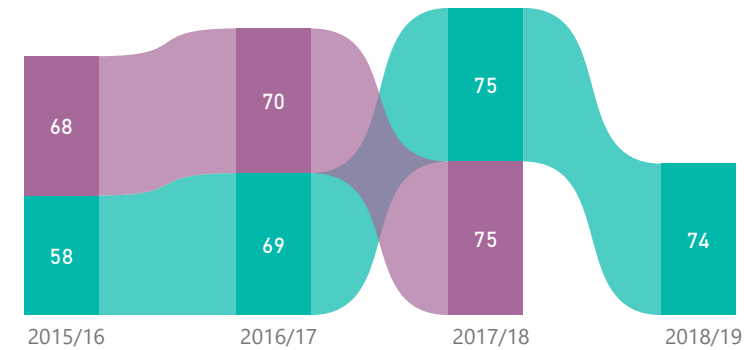
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

Establishment ● Aberdeen City ● National



% of Pupils achieving expected CfE Levels in Numeracy, Aberdeen City and National

Establishment ● Aberdeen City ● National





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Senior Phase Attainment and Leaver Initial Destinations

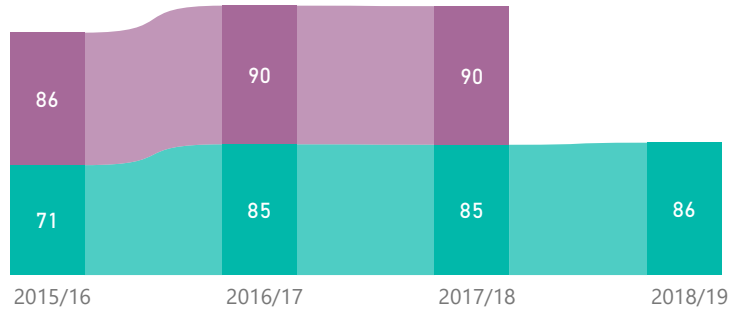
Attendance and Exclusions

Staying on Rates

Secondary - S3 Third Level or better

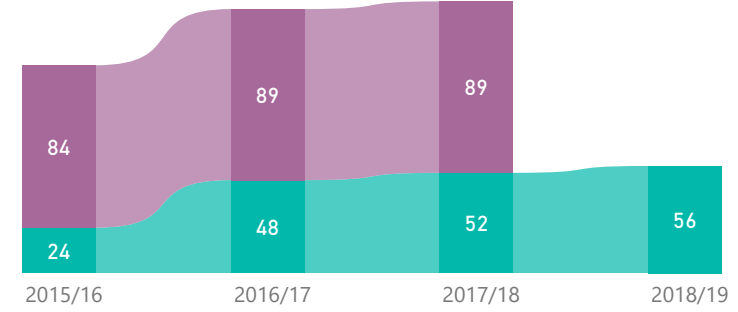
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



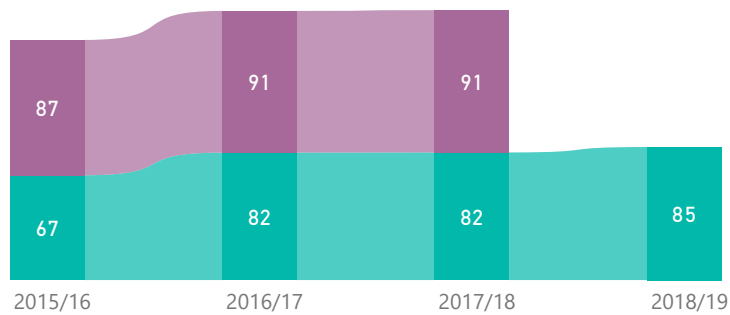
% of Pupils achieving expected CfE Levels in Writing, Aberdeen City and National

Establishment ● Aberdeen City ● National



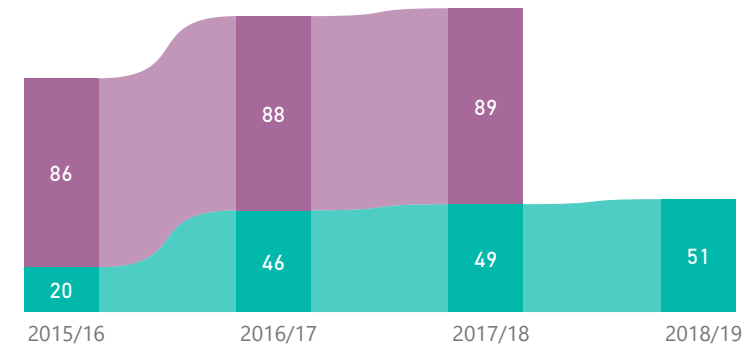
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

Establishment ● Aberdeen City ● National



% of Pupils achieving expected CfE Levels in Numeracy, Aberdeen City and National

Establishment ● Aberdeen City ● National



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Senior Phase Attainment and Leaver Initial Destinations

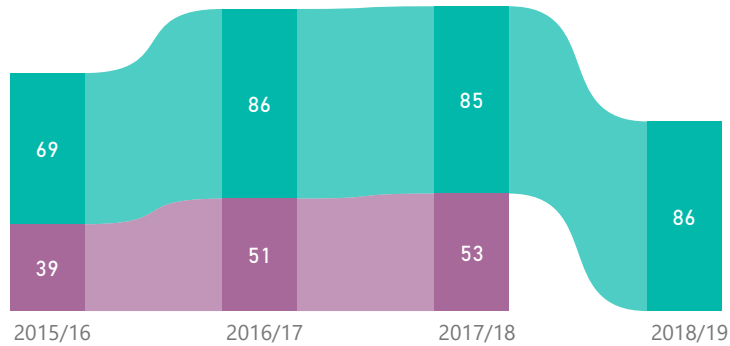
Attendance and Exclusions

Staying on Rates

Secondary - S3 Fourth Level

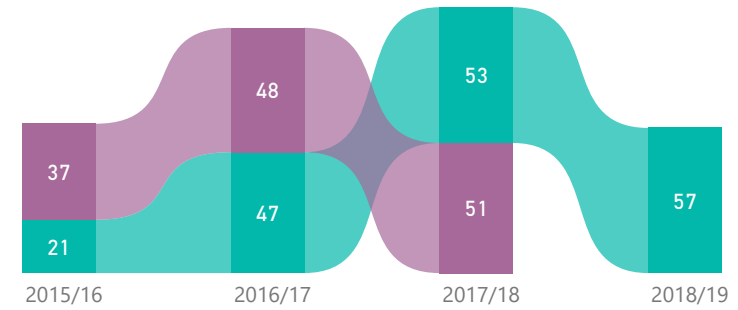
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



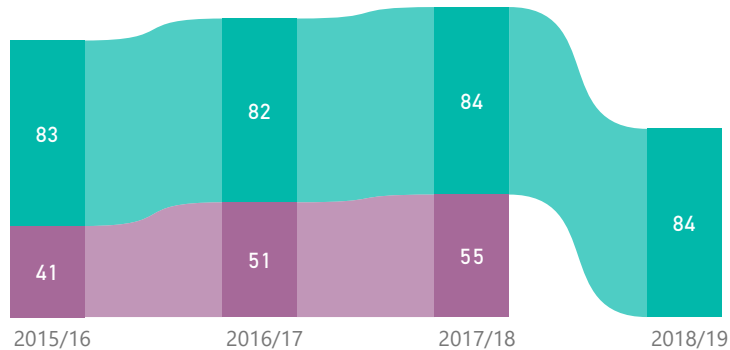
% of Pupils achieving expected CfE Levels in Writing, Aberdeen City and National

Establishment ● Aberdeen City ● National



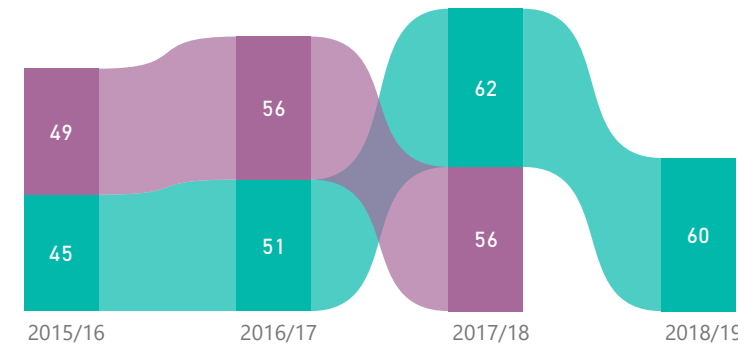
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

Establishment ● Aberdeen City ● National



% of Pupils achieving expected CfE Levels in Numeracy, Aberdeen City and National

Establishment ● Aberdeen City ● National



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Additional LBM Senior Phase Data

Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy

Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

Stage

S4 based on S4

S5 based on S4

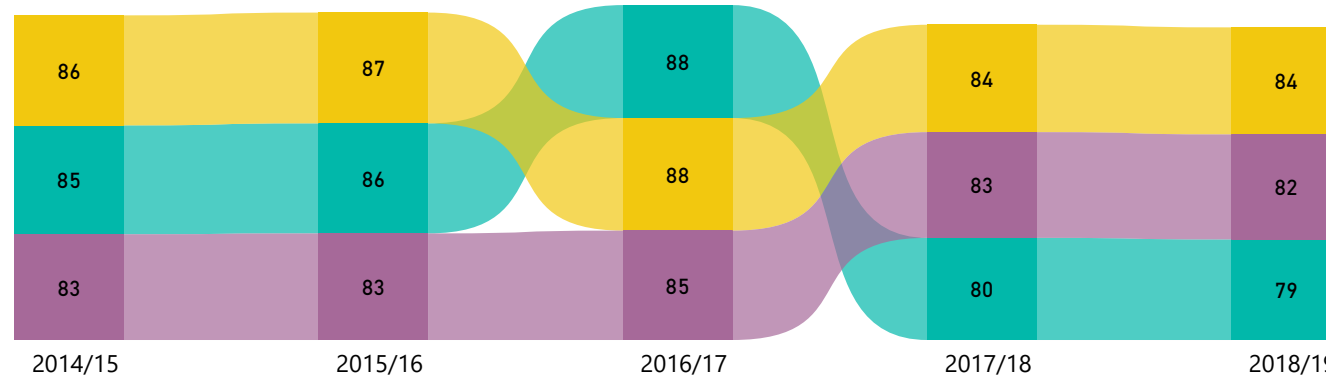
S6 based on S4

Literacy and Numeracy

National Benchmarking Measures

% of Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 4 Literacy and Numeracy
2014/15	1696
2015/16	1652
2016/17	1577
2017/18	1648
2018/19	1572

Improvement Targets

- Greater than 1% increase at SCQF Level 4
- Greater than 1% increase at SCQF Level 5

Summary Analysis

Across the comparable three-year period, the S4, S5 and S6 improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with limited statistically significant change in either SCQF Levels 4 or 5 outcomes. Resultantly, the differentials between the City's results and the benchmarks have remained largely unaltered. The Service continues to work with Education Scotland and Northern Alliance colleagues to gain an improved understanding of both the national and local influences at play in these patterns. This dialogue, along with enhanced data analysis, has informed the relevant workstreams within the current National Improvement Framework action plan which seeks to deliver an improved direction of travel for Literacy and Numeracy in the Senior Phases.



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Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy

Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

Literacy and Numeracy

National Benchmarking Measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

Stage

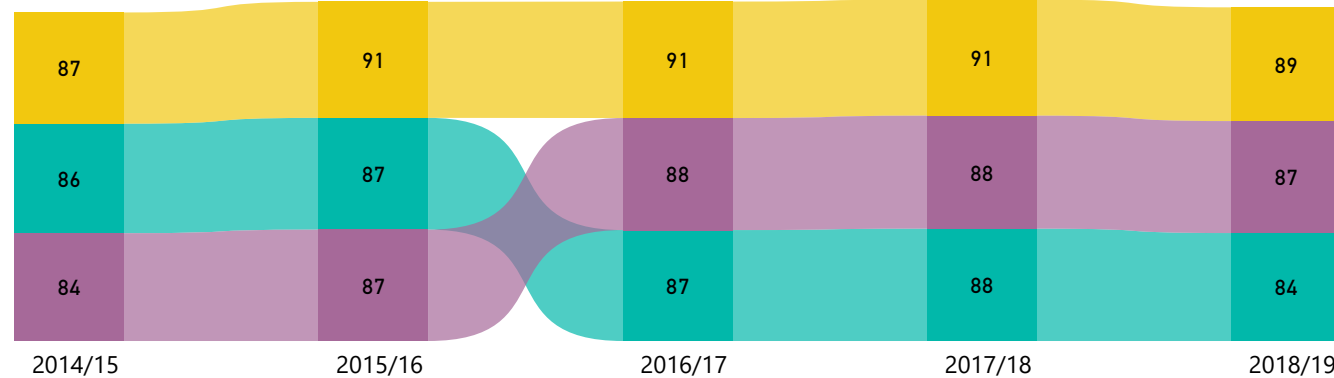
S4 based on S4

S5 based on S4

S6 based on S4

% of Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 4 Literacy and Numeracy
2014/15	1805
2015/16	1716
2016/17	1680
2017/18	1601
2018/19	1679

Improvement Targets

- Greater than 1% increase at SCQF Level 4
- Greater than 1% increase at SCQF Level 5

Summary Analysis

Across the comparable three-year period, the S4, S5 and S6 improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with limited statistically significant change in either SCQF Levels 4 or 5 outcomes. Resultantly, the differentials between the City's results and the benchmarks have remained largely unaltered. The Service continues to work with Education Scotland and Northern Alliance colleagues to gain an improved understanding of both the national and local influences at play in these patterns. This dialogue, along with enhanced data analysis, has informed the relevant workstreams within the current National Improvement Framework action plan which seeks to deliver an improved direction of travel for Literacy and Numeracy in the Senior Phases.



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Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy

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Literacy and Numeracy

National Benchmarking Measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

Stage

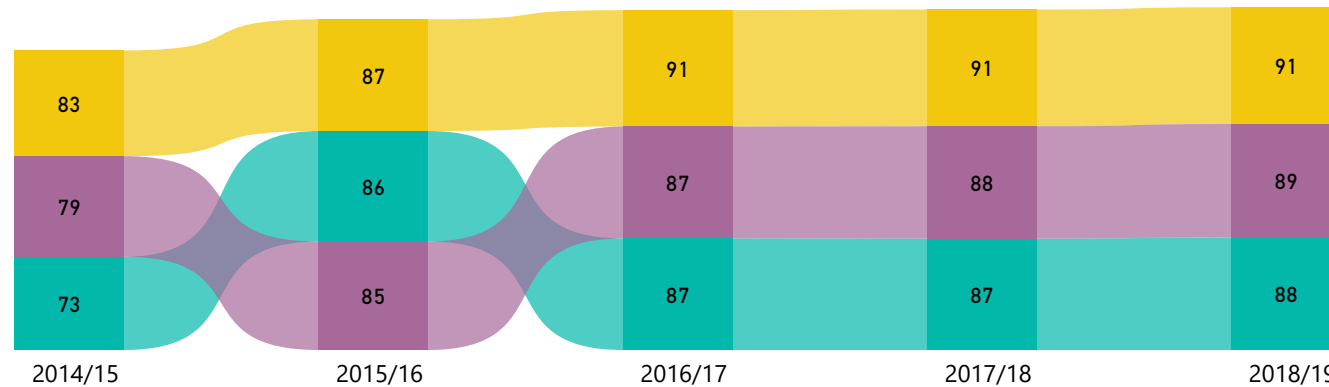
S4 based on S4

S5 based on S4

S6 based on S4

% of Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 4 Literacy and Numeracy
2014/15	1723
2015/16	1795
2016/17	1718
2017/18	1676
2018/19	1599

Improvement Targets

- Greater than 1% increase at SCQF Level 4
- Greater than 1% increase at SCQF Level 5

Summary Analysis

Across the comparable three-year period, the S4, S5 and S6 improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with limited statistically significant change in either SCQF Levels 4 or 5 outcomes. Resultantly, the differentials between the City's results and the benchmarks have remained largely unaltered. The Service continues to work with Education Scotland and Northern Alliance colleagues to gain an improved understanding of both the national and local influences at play in these patterns. This dialogue, along with enhanced data analysis, has informed the relevant workstreams within the current National Improvement Framework action plan which seeks to deliver an improved direction of travel for Literacy and Numeracy in the Senior Phases.



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Local Benchmarking Measures: Literacy and Numeracy

Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

Stage

S4 based on S4

S5 based on S4

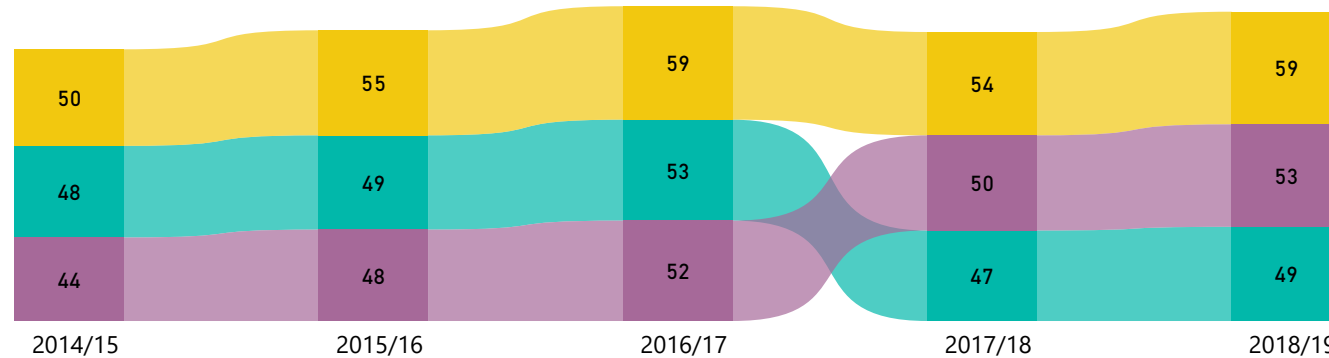
S6 based on S4

Literacy and Numeracy

National Benchmarking Measures

% of Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 5 Literacy and Numeracy
2014/15	1696
2015/16	1652
2016/17	1577
2017/18	1648
2018/19	1572

Improvement Targets

- Greater than 1% increase at SCQF Level 4
- Greater than 1% increase at SCQF Level 5

Summary Analysis

Across the comparable three-year period, the S4, S5 and S6 improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with limited statistically significant change in either SCQF Levels 4 or 5 outcomes. Resultantly, the differentials between the City's results and the benchmarks have remained largely unaltered. The Service continues to work with Education Scotland and Northern Alliance colleagues to gain an improved understanding of both the national and local influences at play in these patterns. This dialogue, along with enhanced data analysis, has informed the relevant workstreams within the current National Improvement Framework action plan which seeks to deliver an improved direction of travel for Literacy and Numeracy in the Senior Phases.



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Local Benchmarking Measures: Literacy and Numeracy

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Literacy and Numeracy

National Benchmarking Measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

Stage

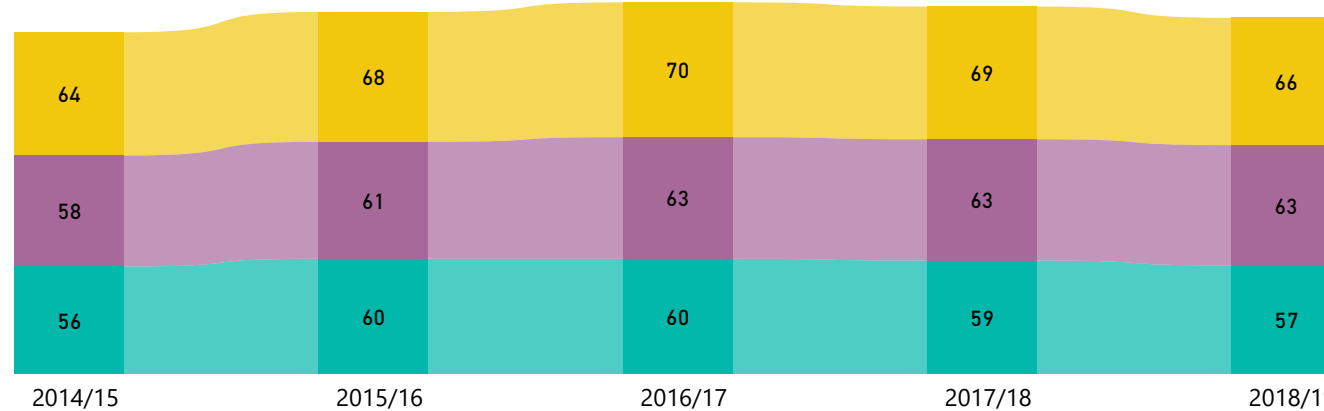
S4 based on S4

S5 based on S4

S6 based on S4

% of Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 5 Literacy and Numeracy
2014/15	1805
2015/16	1716
2016/17	1680
2017/18	1601
2018/19	1679

Improvement Targets

Greater than 1% increase at SCQF Level 4
Greater than 1% increase at SCQF Level 5

Summary Analysis

Across the comparable three-year period, the S4, S5 and S6 improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with limited statistically significant change in either SCQF Levels 4 or 5 outcomes. Resultantly, the differentials between the City's results and the benchmarks have remained largely unaltered. The Service continues to work with Education Scotland and Northern Alliance colleagues to gain an improved understanding of both the national and local influences at play in these patterns. This dialogue, along with enhanced data analysis, has informed the relevant workstreams within the current National Improvement Framework action plan which seeks to deliver an improved direction of travel for Literacy and Numeracy in the Senior Phases.



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Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

Literacy and Numeracy

National Benchmarking Measures

SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

Stage

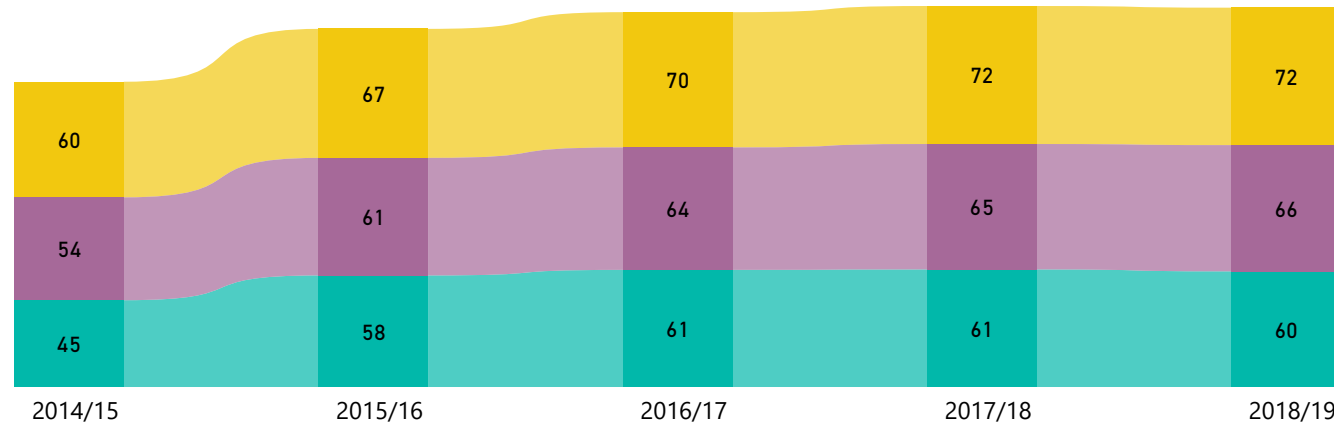
S4 based on S4

S5 based on S4

S6 based on S4

% of Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 5 Literacy and Numeracy
2014/15	1723
2015/16	1795
2016/17	1718
2017/18	1676
2018/19	1599

Improvement Targets

Greater than 1% increase at SCQF Level 4
Greater than 1% increase at SCQF Level 5

Summary Analysis

Across the comparable three-year period, the S4, S5 and S6 improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with limited statistically significant change in either SCQF Levels 4 or 5 outcomes. Resultantly, the differentials between the City's results and the benchmarks have remained largely unaltered. The Service continues to work with Education Scotland and Northern Alliance colleagues to gain an improved understanding of both the national and local influences at play in these patterns. This dialogue, along with enhanced data analysis, has informed the relevant workstreams within the current National Improvement Framework action plan which seeks to deliver an improved direction of travel for Literacy and Numeracy in the Senior Phases.



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Literacy and Numeracy by SIMD

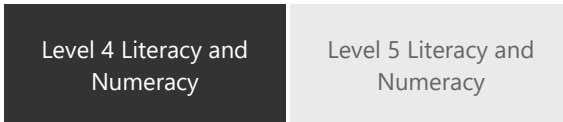
Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

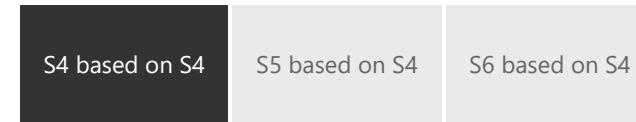
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National Benchmarking Measures

SCQF Level and Curricular Area

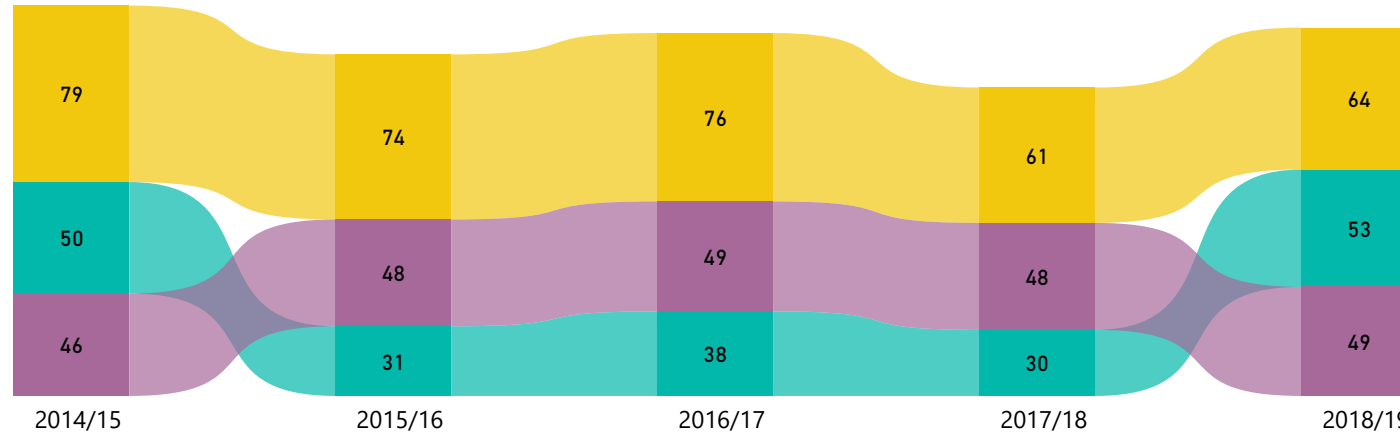


Stage



% of CECYP Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 4 Literacy and Numeracy
2014/15	36
2015/16	32
2016/17	29
2017/18	27
2018/19	19

Improvement Targets

3% increase at SCQF Level 4
3% increase at SCQF Level 5

Summary Analysis

There has been a significant year-on-year increase in the outcomes of both Literacy and Numeracy measures at Stage 4 for Care Experienced Children and Young People across both Levels. At Stage 5, there has been a marginal drop in achievement for Level 4, but at Level 5, achievement has increased significantly. Outcomes have remained the same for Stage 6 in both Level 4 and 5 Literacy and Numeracy.



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Literacy and Numeracy for Care Experienced Children and Young People

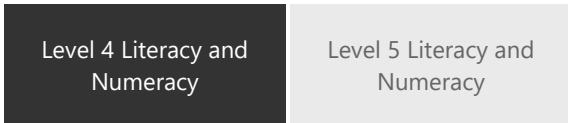
Literacy and Numeracy by SIMD

Improving Attainment for All

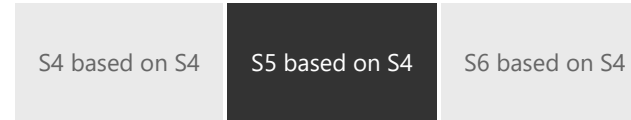
Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

SCQF Level and Curricular Area



Stage

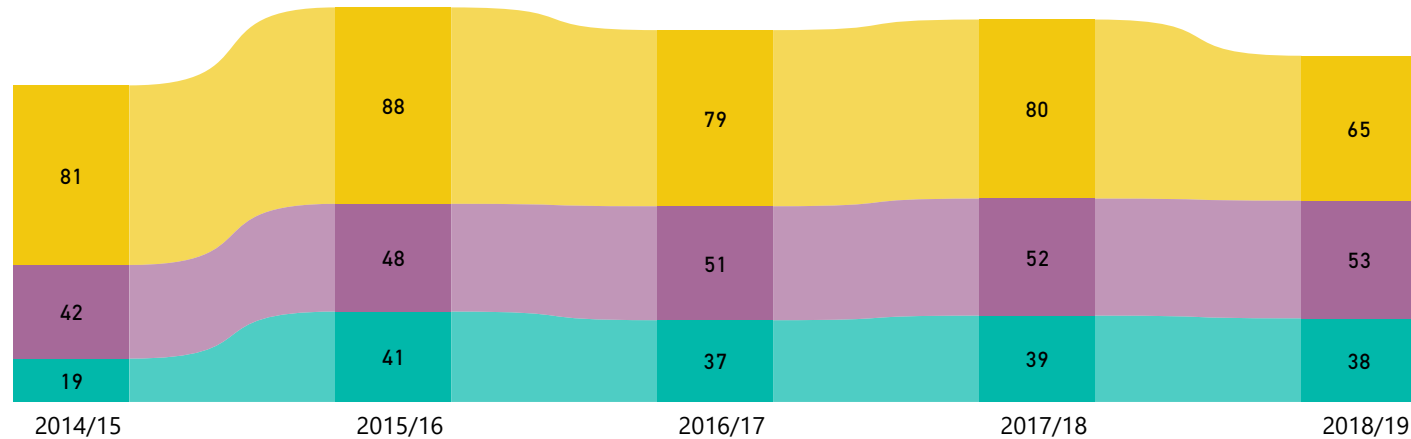


Literacy and Numeracy

National Benchmarking Measures

% of CECYP Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 4 Literacy and Numeracy
2014/15	36
2015/16	37
2016/17	30
2017/18	31
2018/19	24

Improvement Targets

3% increase at SCQF Level 4
3% increase at SCQF Level 5

Summary Analysis

There has been a significant year-on-year increase in the outcomes of both Literacy and Numeracy measures at Stage 4 for Care Experienced Children and Young People across both Levels. At Stage 5, there has been a marginal drop in achievement for Level 4, but at Level 5, achievement has increased significantly. Outcomes have remained the same for Stage 6 in both Level 4 and 5 Literacy and Numeracy.



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Additional LBM Senior Phase Data

Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

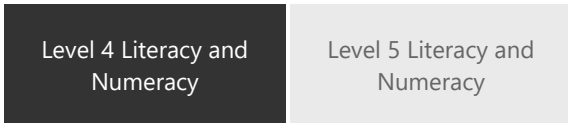
Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

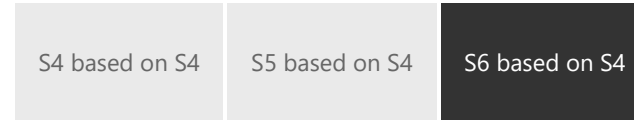
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National Benchmarking Measures

SCQF Level and Curricular Area

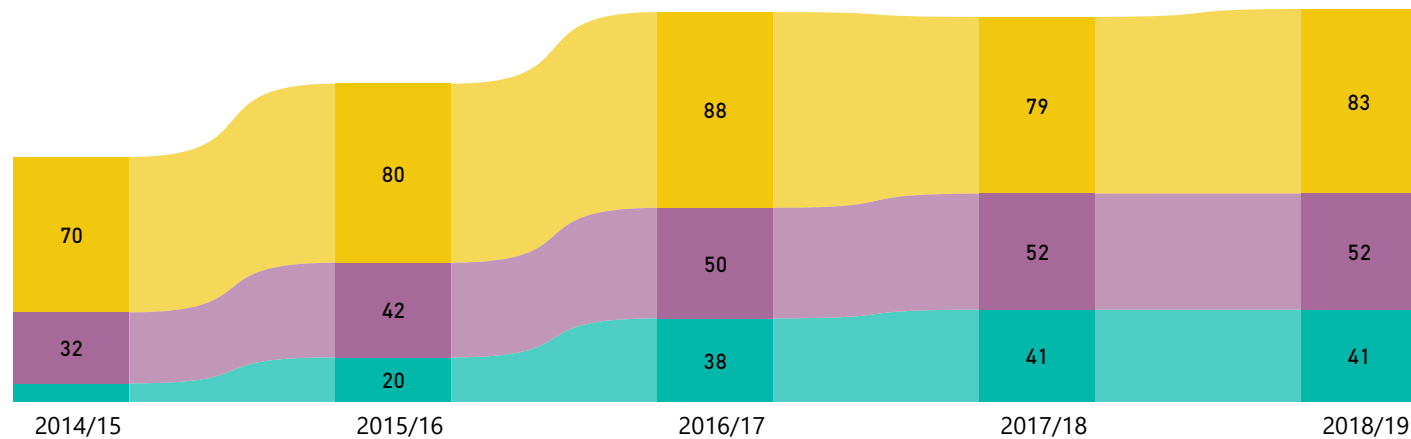


Stage



% of CECYP Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 4 Literacy and Numeracy
2014/15	36
2015/16	35
2016/17	32
2017/18	29
2018/19	29

Improvement Targets

3% increase at SCQF Level 4
3% increase at SCQF Level 5

Summary Analysis

There has been a significant year-on-year increase in the outcomes of both Literacy and Numeracy measures at Stage 4 for Care Experienced Children and Young People across both Levels. At Stage 5, there has been a marginal drop in achievement for Level 4, but at Level 5, achievement has increased significantly. Outcomes have remained the same for Stage 6 in both Level 4 and 5 Literacy and Numeracy.



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Additional LBM Senior Phase Data

Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

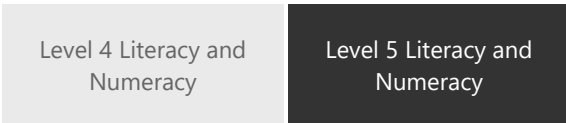
Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

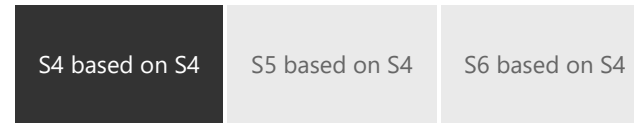
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National Benchmarking Measures

SCQF Level and Curricular Area

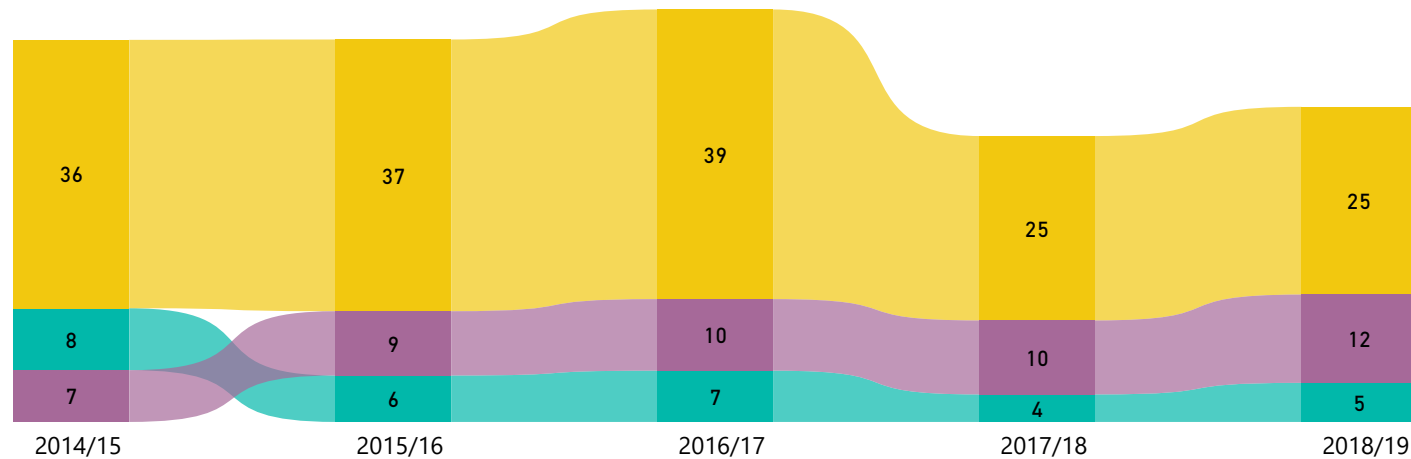


Stage



% of CECYP Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 5 Literacy and Numeracy
2014/15	36
2015/16	32
2016/17	29
2017/18	27
2018/19	19

Improvement Targets

3% increase at SCQF Level 4
3% increase at SCQF Level 5

Summary Analysis

There has been a significant year-on-year increase in the outcomes of both Literacy and Numeracy measures at Stage 4 for Care Experienced Children and Young People across both Levels. At Stage 5, there has been a marginal drop in achievement for Level 4, but at Level 5, achievement has increased significantly. Outcomes have remained the same for Stage 6 in both Level 4 and 5 Literacy and Numeracy.



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Additional LBM Senior Phase Data

Literacy and Numeracy for Care Experienced Children and Young People

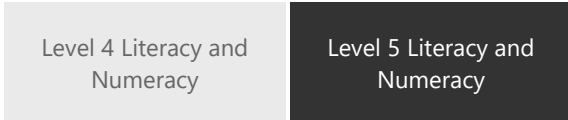
Literacy and Numeracy by SIMD

Improving Attainment for All

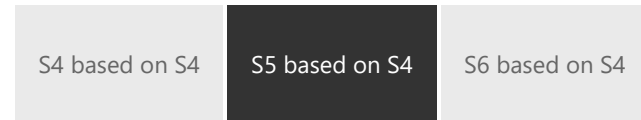
Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

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SCQF Level and Curricular Area



Stage

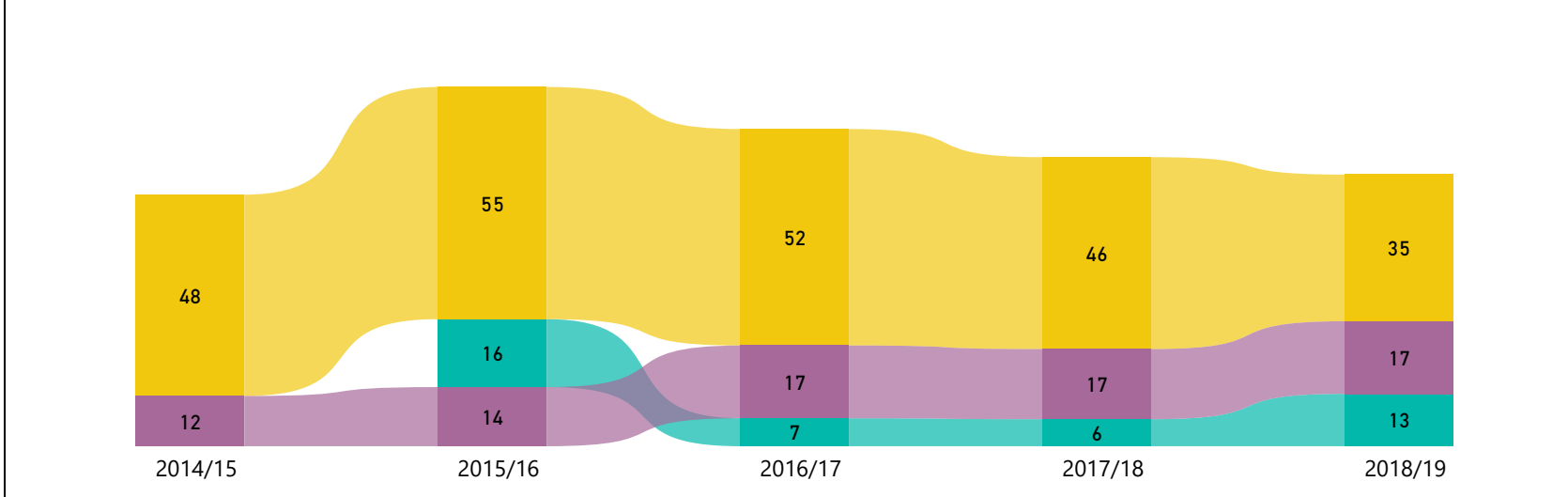


Literacy and Numeracy

National Benchmarking Measures

% of CECYP Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 5 Literacy and Numeracy
2014/15	36
2015/16	37
2016/17	30
2017/18	31
2018/19	24

Improvement Targets
3% increase at SCQF Level 4
3% increase at SCQF Level 5

Summary Analysis

There has been a significant year-on-year increase in the outcomes of both Literacy and Numeracy measures at Stage 4 for Care Experienced Children and Young People across both Levels. At Stage 5, there has been a marginal drop in achievement for Level 4, but at Level 5, achievement has increased significantly. Outcomes have remained the same for Stage 6 in both Level 4 and 5 Literacy and Numeracy.



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Additional LBM Senior Phase Data

Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

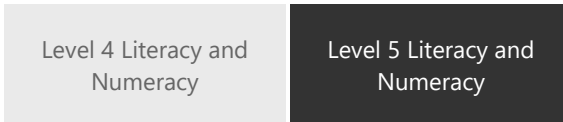
Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

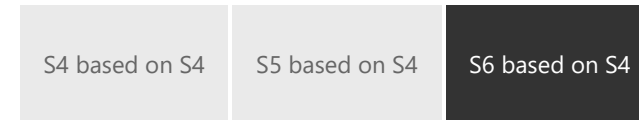
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National Benchmarking Measures

SCQF Level and Curricular Area

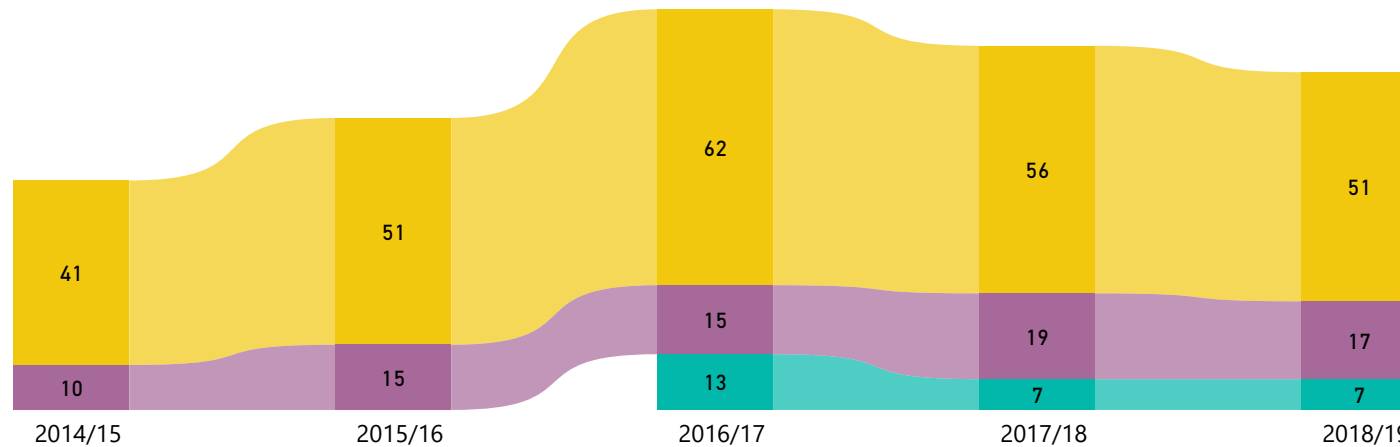


Stage



% of CECYP Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

Establishment ● Aberdeen City ● Virtual Comparator ● National



of Candidates in Cohort, Aberdeen City

Year	Level 5 Literacy and Numeracy
2014/15	36
2015/16	35
2016/17	32
2017/18	29
2018/19	29

Improvement Targets

3% increase at SCQF Level 4
3% increase at SCQF Level 5

Summary Analysis

There has been a significant year-on-year increase in the outcomes of both Literacy and Numeracy measures at Stage 4 for Care Experienced Children and Young People across both Levels. At Stage 5, there has been a marginal drop in achievement for Level 4, but at Level 5, achievement has increased significantly. Outcomes have remained the same for Stage 6 in both Level 4 and 5 Literacy and Numeracy.



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Literacy and Numeracy by SIMD

Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy by Scottish Index of Multiple Deprivation

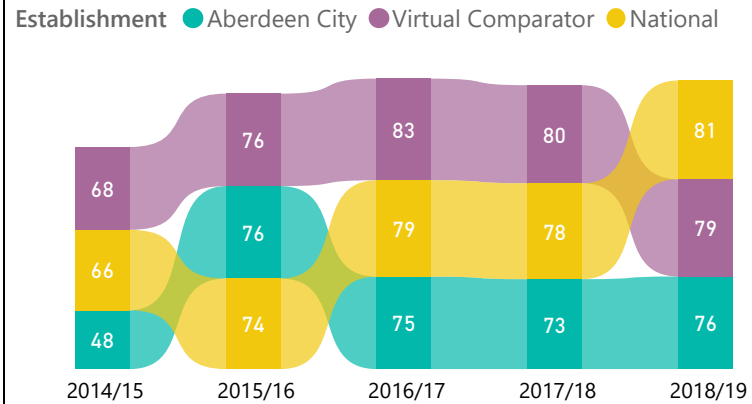
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SCQF Level and Curricular Area

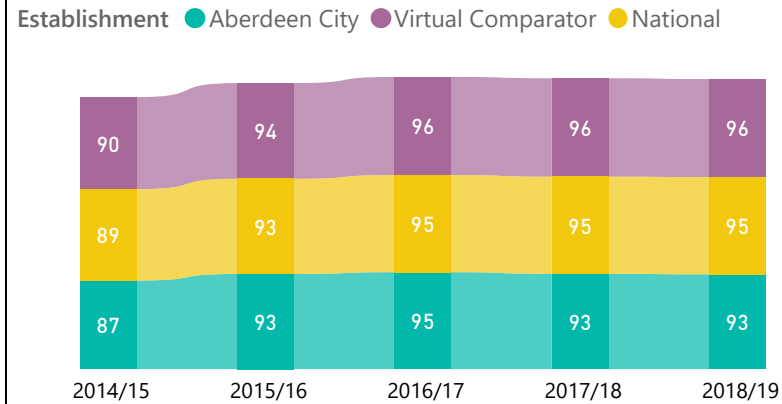
Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

% of Candidates Attaining Literacy and Numeracy by SIMD 20% Most Deprived



% of Candidates Attaining Literacy and Numeracy by SIMD 20% Least Deprived



of Candidates in Cohort, Aberdeen City

SIMD Quintile	2014/15	2015/16	2016/17	2017/18	2018/19
Quintile 1 - 20% Most Deprived	279	343	257	207	160
Quintile 2	329	295	339	368	360
Quintile 3	207	236	208	233	193
Quintile 4	196	198	260	248	271
Quintile 5 - 20% Least Deprived	712	723	654	620	615

Literacy and Numeracy

Improvement Targets

Greater than 1% reduction in the percentage difference between the most and least deprived for literacy and numeracy at SCQF Level 4 and SCQF Level 5

Summary Analysis

In relative terms, the Literacy and Numeracy SCQF Level 4 gap-based outcomes for the City's Most Deprived cohort quintile have improved over the past three years with a rate of closing of the deprivation gap in advance of both the Virtual Comparator and National Establishment.

As with the year-on-year picture, the reverse trend is noted against Literacy and Numeracy at SCQF Level 5 with the results of the Least Deprived being unchanged and an extension of the gap by 3%, a figure which matches the Virtual Comparator but runs counter to the national data direction.



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Additional LBM Senior Phase Data

Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

Improving Attainment for All

Local Benchmarking Measures: Literacy and Numeracy by Scottish Index of Multiple Deprivation

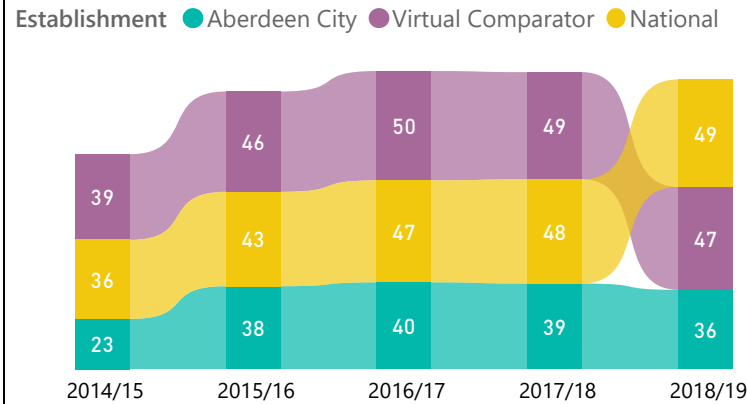
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SCQF Level and Curricular Area

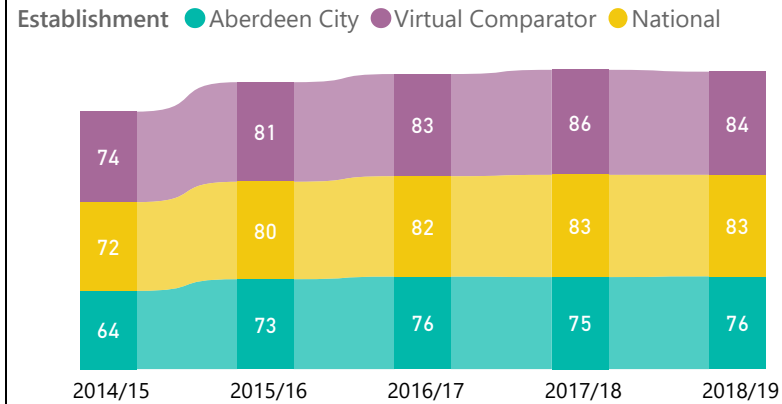
Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

% of Candidates Attaining Literacy and Numeracy by SIMD 20% Most Deprived



% of Candidates Attaining Literacy and Numeracy by SIMD 20% Least Deprived



of Candidates in Cohort, Aberdeen City

SIMD Quintile	2014/15	2015/16	2016/17	2017/18	2018/19
Quintile 1 - 20% Most Deprived	279	343	257	207	160
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Quintile 3	207	236	208	233	193
Quintile 4	196	198	260	248	271
Quintile 5 - 20% Least Deprived	712	723	654	620	615

Literacy and Numeracy

Improvement Targets

Greater than 1% reduction in the percentage difference between the most and least deprived for literacy and numeracy at SCQF Level 4 and SCQF Level 5

Summary Analysis

In relative terms, the Literacy and Numeracy SCQF Level 4 gap-based outcomes for the City's Most Deprived cohort quintile have improved over the past three years with a rate of closing of the deprivation gap in advance of both the Virtual Comparator and National Establishment.

As with the year-on-year picture, the reverse trend is noted against Literacy and Numeracy at SCQF Level 5 with the results of the Least Deprived being unchanged and an extension of the gap by 3%, a figure which matches the Virtual Comparator but runs counter to the national data direction.



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Literacy and Numeracy by SIMD

Improving Attainment for All

Local Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6

Establishment

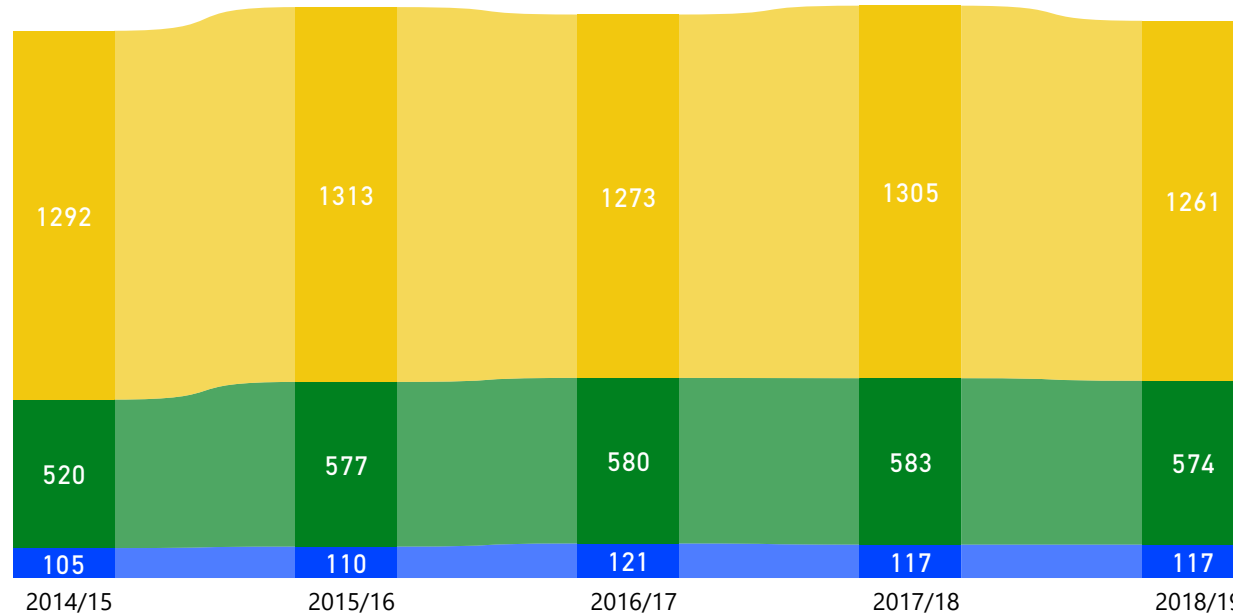
Aberdeen City

Virtual Comparator

National

Average Complementary Tariff Points of Candidates by Attainment Cohort

Attainment Cohort ● Lowest 20% ● Middle 60% ● Highest 20%



Summary Analysis

The outcomes for the Lowest Attaining and Middle Attaining cohorts have remained statistically unchanged from both 2017/18 and 2016/17. Even with a marginally more perceptible fall off in the Tariff outcomes for the Highest Attaining quintile at local level this year, (returning to 2016/17 levels), overall this represents a static performance across the three attainment cohorts. The City's three-year direction of travel closely follows that of the Virtual Comparator and National data albeit that there is, as yet, limited evidence of enhanced alignment with these benchmarks among the Lowest and Middle Attaining cohorts.

Improving Attainment for All

National Benchmarking Measures

Improving Attainment for All by SIMD

of Candidates in Cohort

Year	Number in Cohort
2014/15	1723
2015/16	1795
2016/17	1718
2017/18	1676
2018/19	1599

Improvement Targets

Greater than 1% increase for S6 cohort based on cumulative (S4-6) average complementary tariff points



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Literacy and Numeracy for Care Experienced Children and Young People

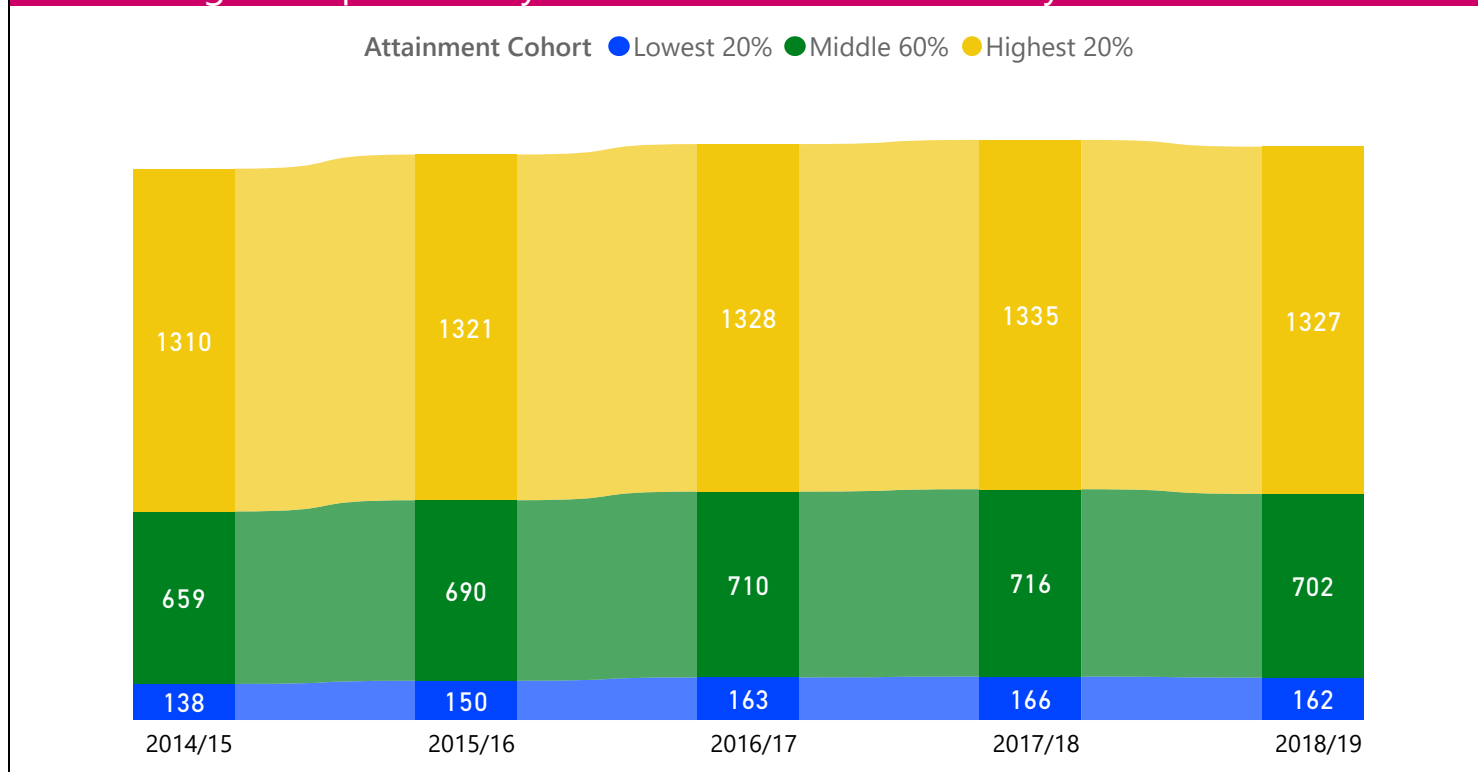
Literacy and Numeracy by SIMD

Improving Attainment for All

Local Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6



Average Complementary Tariff Points of Candidates by Attainment Cohort



Summary Analysis

The outcomes for the Lowest Attaining and Middle Attaining cohorts have remained statistically unchanged from both 2017/18 and 2016/17. Even with a marginally more perceptible fall off in the Tariff outcomes for the Highest Attaining quintile at local level this year, (returning to 2016/17 levels), overall this represents a static performance across the three attainment cohorts. The City's three-year direction of travel closely follows that of the Virtual Comparator and National data albeit that there is, as yet, limited evidence of enhanced alignment with these benchmarks among the Lowest and Middle Attaining cohorts.

Improving Attainment for All

National Benchmarking Measures

Improving Attainment for All by SIMD

of Candidates in Cohort

Year	Number in Cohort
2014/15	17230
2015/16	17950
2016/17	17180
2017/18	16760
2018/19	15990

Improvement Targets

Greater than 1% increase for S6 cohort based on cumulative (S4-6) average complementary tariff points



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Local Benchmarking Measures: Improving Attainment for All, Average Complementary Tariff Points, Stage S6

Establishment

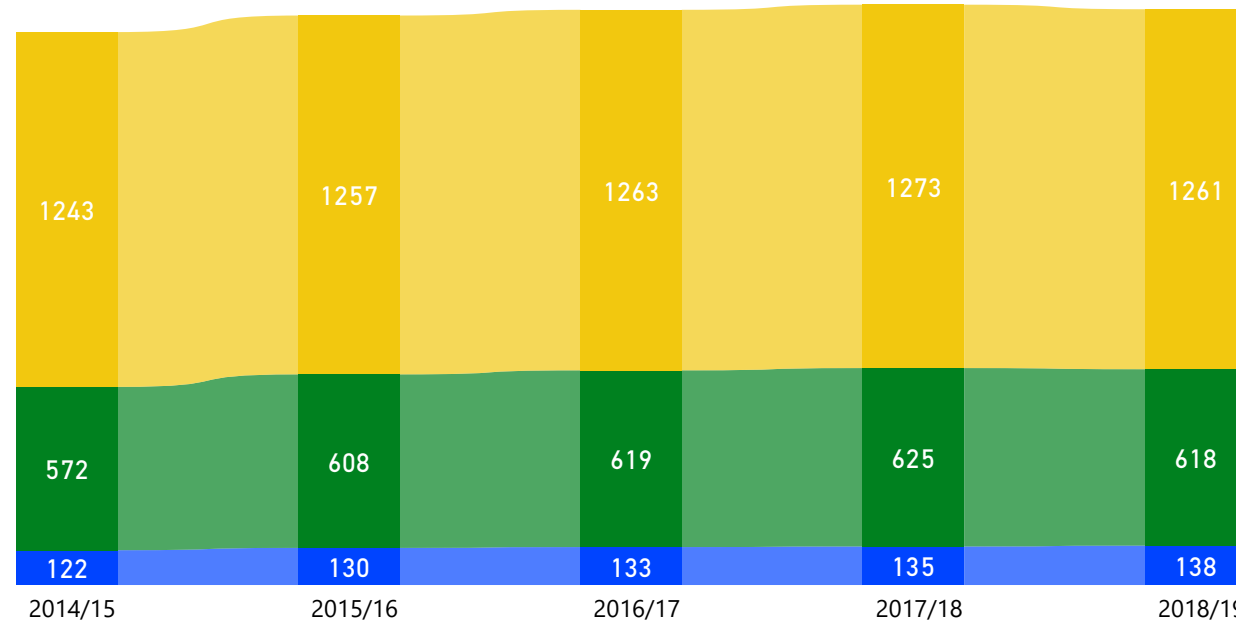
Aberdeen City

Virtual Comparator

National

Average Complementary Tariff Points of Candidates by Attainment Cohort

Attainment Cohort ● Lowest 20% ● Middle 60% ● Highest 20%



Summary Analysis

The outcomes for the Lowest Attaining and Middle Attaining cohorts have remained statistically unchanged from both 2017/18 and 2016/17. Even with a marginally more perceptible fall off in the Tariff outcomes for the Highest Attaining quintile at local level this year, (returning to 2016/17 levels), overall this represents a static performance across the three attainment cohorts. The City's three-year direction of travel closely follows that of the Virtual Comparator and National data albeit that there is, as yet, limited evidence of enhanced alignment with these benchmarks among the Lowest and Middle Attaining cohorts.

Improving Attainment for All

National Benchmarking Measures

Improving Attainment for All by SIMD

of Candidates in Cohort

Year	Number in Cohort
2014/15	55673
2015/16	54632
2016/17	52975
2017/18	51952
2018/19	51033

Improvement Targets

Greater than 1% increase for S6 cohort based on cumulative (S4-6) average complementary tariff points



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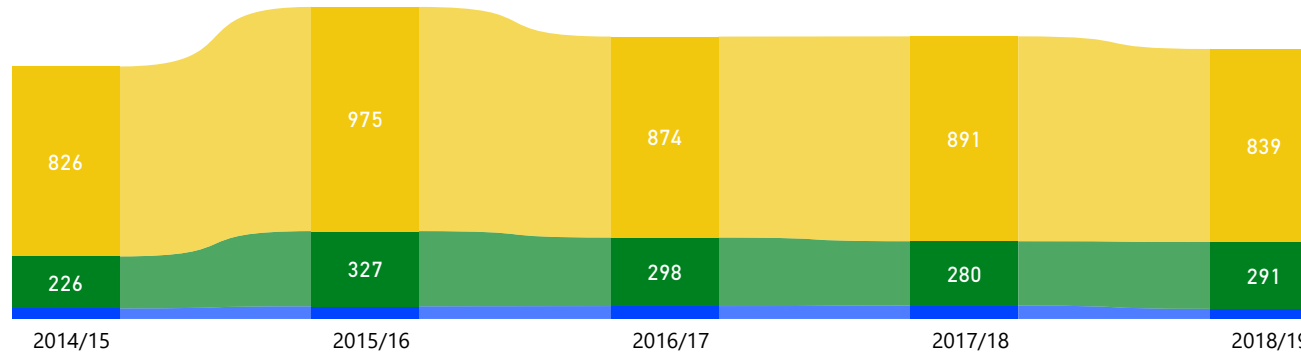
Local Benchmarking Measures: Improving Attainment for All by Scottish Index of Multiple Deprivation

Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

Establishment		
Aberdeen City	Virtual Comparator	National

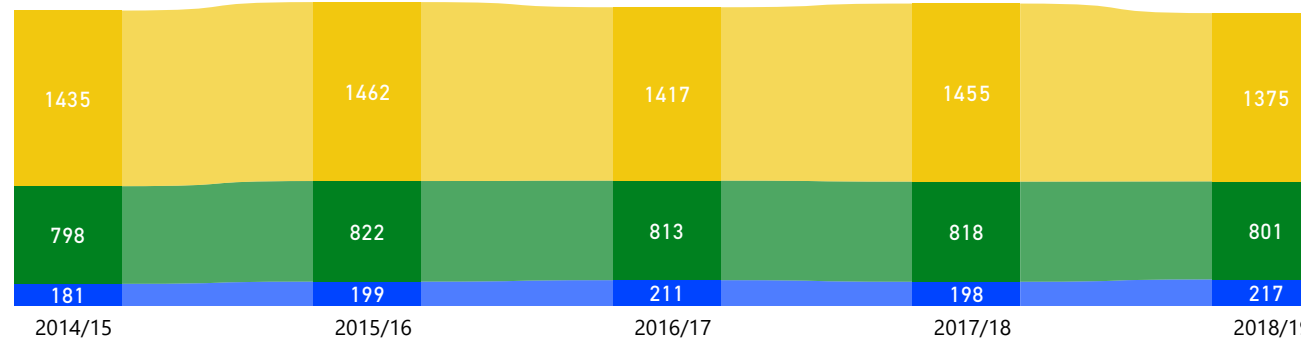
Average Complementary Tariff Points of Candidates, SIMD 20% Most Deprived

Attainment Cohort ● Lowest 20% ● Middle 60% ● Highest 20%



Average Complementary Tariff Points of Candidates, SIMD 20% Least Deprived

Attainment Cohort ● Lowest 20% ● Middle 60% ● Highest 20%



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Improvement Targets

Greater than a 1% reduction in the difference in S6 cohort cumulative complementary tariff points for 20% most and least deprived

Summary Analysis

It is not currently possible to fully establish trend patterns from this dataset although the outcomes across the three attainment cohorts (Lowest, Middle and Highest 20%) in the context of deprivation show some closing of the differentials in each case.

Whilst the outcomes for those in the 20% Most Deprived cohort have improved (or remained static) across the three sets, this closing of the gap has also been contributed to in equal measure by a reduction in the absolute outcomes for those in the 20% Least Deprived cohort and reflects the need to diversify the curriculum offering. This work is currently progressing and will take account of the learning from the on-going review of the Senior Phase. Officers anticipate taking a report to Committee on progress before the end of the academic year.



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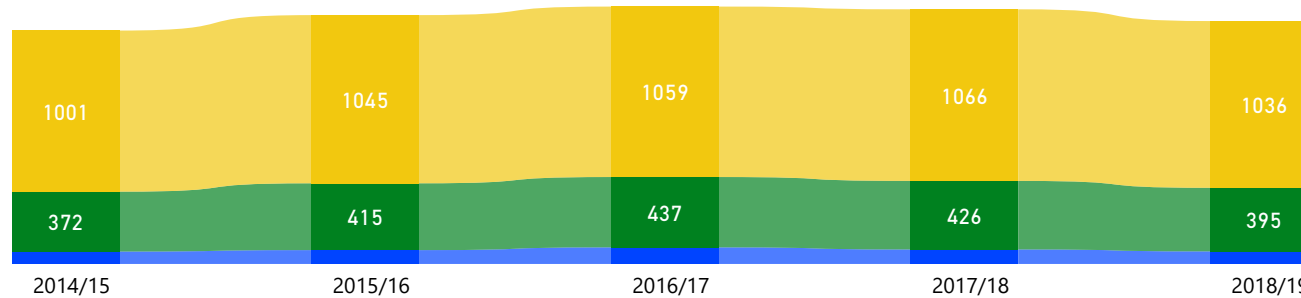
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Establishment		
Aberdeen City	Virtual Comparator	National

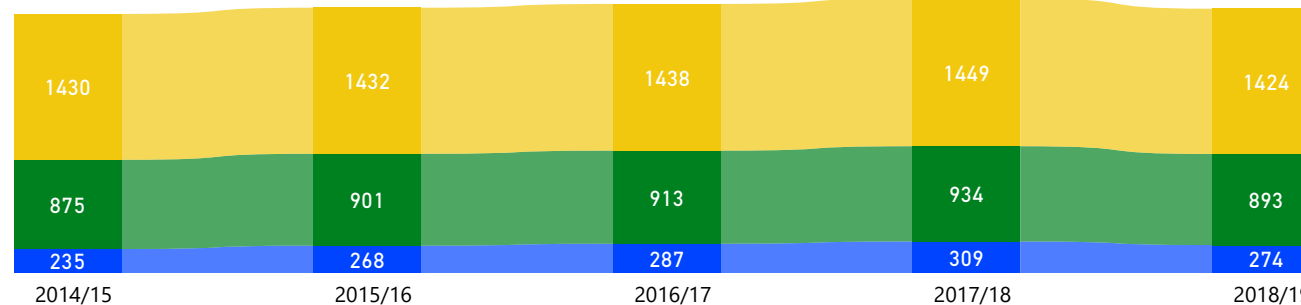
Average Complementary Tariff Points of Candidates, SIMD 20% Most Deprived

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Average Complementary Tariff Points of Candidates, SIMD 20% Least Deprived

Attainment Cohort ● Lowest 20% ● Middle 60% ● Highest 20%



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Greater than a 1% reduction in the difference in S6 cohort cumulative complementary tariff points for 20% most and least deprived

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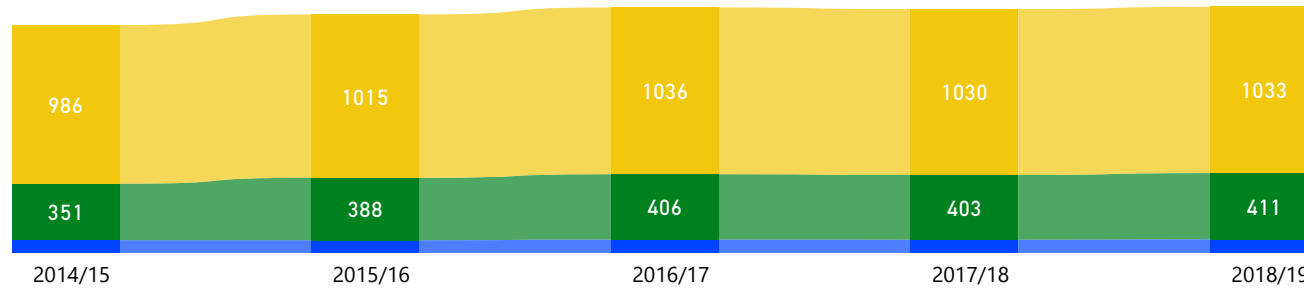
Local Benchmarking Measures: Improving Attainment for All by Scottish Index of Multiple Deprivation

Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

Establishment		
Aberdeen City	Virtual Comparator	National

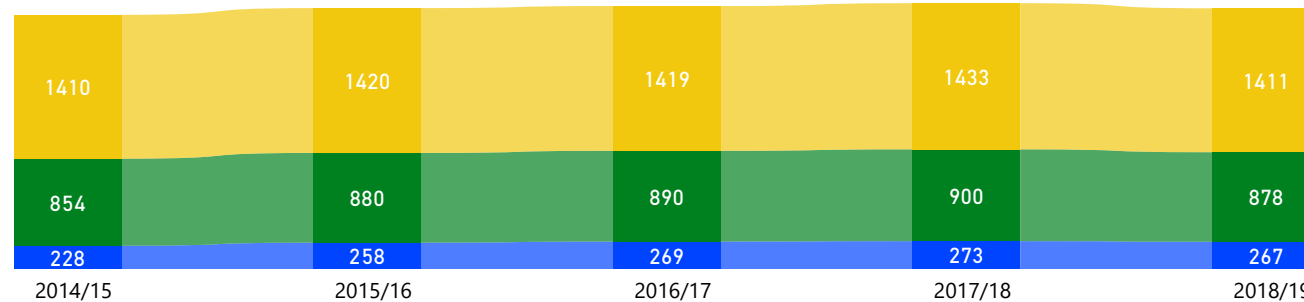
Average Complementary Tariff Points of Candidates, SIMD 20% Most Deprived

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Average Complementary Tariff Points of Candidates, SIMD 20% Least Deprived

Attainment Cohort ● Lowest 20% ● Middle 60% ● Highest 20%



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of Primary 1 Pupils achieving Early Level

Curriculum Component	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	2105	1362	2105	1346	2105	1483	2105	1491
2016/17	2080	1565	2080	1523	2080	1708	2080	1654
2017/18	2121	1674	2121	1621	2121	1825	2121	1746
2018/19	1994	1549	1994	1509	1994	1710	1994	1622

of Primary 4 Pupils achieving First Level

Curriculum Component	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	1960	1173	1960	1006	1960	1259	1968	1115
2016/17	1963	1459	1963	1369	1963	1620	1963	1441
2017/18	1992	1534	1992	1429	1992	1698	1992	1497
2018/19	2020	1577	2020	1488	2020	1761	2020	1556

of Primary 7 Pupils achieving Second Level

Curriculum Component	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	1595	900	1595	784	1595	1022	1595	923
2016/17	1694	1212	1694	1116	1694	1374	1694	1168
2017/18	1791	1383	1791	1298	1791	1521	1791	1338
2018/19	1891	1477	1891	1364	1891	1611	1891	1392



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of Secondary 3 Pupils achieving Third Level or better

Curriculum Component Year	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	1564	1111	1564	1046	1564	1069	1564	1295
2016/17	1644	1373	1644	1321	1644	1395	1644	1333
2017/18	1554	1295	1554	1253	1554	1304	1554	1287
2018/19	1606	1369	1606	1359	1606	1372	1606	1351

of Secondary 3 Pupils achieving Fourth Level

Curriculum Component Year	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	1564	367	1564	318	1564	323	1564	705
2016/17	1644	781	1644	747	1644	761	1644	828
2017/18	1554	797	1554	751	1554	810	1554	943
2018/19	1606	886	1606	818	1606	900	1606	954



N.B. If the number or other corresponding figures are greater than 0 but less or equal to 5 then such numbers have been replaced by asterisks (**) because they could be misleading or lead to identification of individuals.

of Primary 1 CECYP Pupils achieving Early Level

Curriculum Component Year	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	16	9	16	11	16	13	16	11
2016/17	15	7	15	9	15	**	15	**
2017/18	18	12	18	11	18	12	18	13
2018/19	9	**	9	**	9	7	9	6

of Primary 4 CECYP Pupils achieving First Level

Curriculum Component Year	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	24	7	24	7	24	**	24	7
2016/17	13	6	13	**	13	6	13	6
2017/18	17	10	17	**	17	11	17	7
2018/19	9	9	9	**	9	9	9	8

of Primary 7 CECYP Pupils achieving Second Level

Curriculum Component Year	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	19	**	19	**	19	8	19	**
2016/17	14	**	14	**	14	6	14	**
2017/18	8	**	8	**	8	**	8	**
2018/19	11	**	11	**	11	**	11	**



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of Secondary 3 CECYP Pupils achieving Third Level or better

Curriculum Component Year	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	26	7	26	6	26	8	26	11
2016/17	29	9	29	9	29	11	29	10
2017/18	17	7	17	8	17	8	17	6
2018/19	16	8	16	6	16	7	16	**

of Secondary 3 CECYP Pupils achieving Fourth Level

Curriculum Component Year	Reading		Writing		Listening & Talking		Numeracy	
	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	26	**	26	**	26	**	26	**
2016/17	29	**	29	**	29	**	29	**
2017/18	17	**	17	**	17	**	17	**
2018/19	16	**	16	**	16	**	16	**



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of Pupils achieving expected CfE Levels by SIMD

SIMD16_ Quintile Year	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	269	158	58.74	501	267	53.29	275	180	65.45	351	233	66.38	704	522	74.15
2016/17	234	154	65.81	578	407	70.54	284	199	70.07	307	240	78.18	676	564	83.56
2017/18	246	179	73.66	550	385	70.13	278	209	76.00	357	295	82.87	690	606	87.95
2018/19	236	158	67.23	480	341	71.19	258	189	73.26	278	233	83.81	680	598	88.07



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of Pupils achieving expected CfE Levels by SIMD

SIMD16_ Quintile	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Year	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	269	157	58.36	501	263	52.50	275	177	64.36	351	233	66.38	704	514	73.01
2016/17	234	154	65.81	578	387	67.07	284	196	69.01	307	229	74.59	676	556	82.37
2017/18	246	181	74.49	550	368	67.03	278	203	73.82	357	286	80.34	690	583	84.62
2018/19	236	150	63.83	480	332	69.31	258	191	74.03	278	225	80.94	680	582	85.71



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of Pupils achieving expected CfE Levels by SIMD

SIMD16_ Quintile Year	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	269	178	66.17	501	312	62.28	275	193	70.18	351	251	71.51	704	547	77.70
2016/17	234	177	75.64	578	445	77.12	284	230	80.99	307	257	83.71	676	598	88.59
2017/18	246	203	83.54	550	435	79.23	278	237	86.18	357	315	88.48	690	635	92.16
2018/19	236	185	78.72	480	392	81.84	258	208	80.62	278	249	89.57	680	638	93.96



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of Pupils achieving expected CfE Levels by SIMD

SIMD16_ Quintile	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Year	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	269	186	69.15	501	300	59.88	275	188	68.36	351	254	72.36	704	561	79.69
2016/17	234	175	74.79	578	421	72.96	284	214	75.35	307	253	82.41	676	590	87.41
2017/18	246	186	76.54	550	415	75.59	278	232	84.67	357	307	86.24	690	606	87.95
2018/19	236	176	74.89	480	364	75.99	258	209	81.01	278	237	85.25	680	600	88.37



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of Pupils achieving expected CfE Levels by SIMD

SIMD16_ Quintile Year	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	246	127	51.63	485	233	48.04	243	130	53.50	298	187	62.75	681	495	72.69
2016/17	264	166	62.88	458	317	69.67	241	158	65.83	319	251	79.18	680	567	83.51
2017/18	226	138	61.33	485	341	70.31	257	182	71.09	288	236	82.23	735	636	86.65
2018/19	219	146	66.67	469	344	73.35	245	187	76.33	350	282	80.57	689	592	85.92



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of Pupils achieving expected CfE Levels by SIMD

SIMD16_ Quintile	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Year	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	246	109	44.31	485	188	38.76	242	109	45.04	298	170	57.05	681	429	63.00
2016/17	264	148	56.06	458	294	64.62	241	152	63.33	319	242	76.34	680	533	78.50
2017/18	226	117	52.00	485	310	63.92	257	167	65.23	288	224	78.05	735	610	83.11
2018/19	219	136	62.10	469	307	65.46	245	177	72.24	350	282	80.57	689	563	81.71



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	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	246	157	63.82	485	259	53.40	242	138	57.02	298	199	66.78	681	500	73.42
2016/17	264	182	68.94	458	360	79.12	241	188	78.33	319	282	88.96	680	608	89.54
2017/18	226	157	69.78	485	403	83.09	257	212	82.81	288	250	87.11	735	675	91.96
2018/19	219	169	77.17	469	394	84.01	245	206	84.08	350	317	90.57	689	644	93.47



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SIMD16_ Quintile	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Year	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	246	118	47.97	485	203	41.86	242	117	48.35	298	186	62.42	681	484	70.97
2016/17	264	174	65.91	458	289	63.52	241	157	65.42	319	255	80.44	680	566	83.24
2017/18	226	138	61.33	487	332	68.17	258	174	67.70	290	231	79.93	736	621	84.49
2018/19	219	133	60.73	469	341	72.55	245	187	76.02	350	282	80.57	689	583	84.25



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	Year	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	177	68	38.42	364	143	39.29	201	94	46.77	242	164	67.77	603	430	71.31
2016/17	210	114	54.29	442	272	61.82	192	137	72.11	256	186	72.66	593	502	84.80
2017/18	200	131	65.83	413	265	64.16	228	162	71.68	282	238	84.40	666	586	88.12
2018/19	215	144	67.29	450	321	71.33	248	189	76.21	311	263	84.84	645	546	84.78



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	Year	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	177	59	33.33	364	120	32.97	201	77	38.31	242	135	55.79	603	392	65.01
2016/17	210	105	50.00	442	251	57.05	192	119	62.63	256	169	66.02	593	471	79.56
2017/18	200	121	60.80	413	240	58.11	228	153	67.70	282	222	78.72	666	561	84.36
2018/19	215	119	55.61	450	290	64.44	248	175	70.56	311	245	79.03	645	524	81.37



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	Year	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	177	79	44.63	364	179	49.18	201	109	54.23	242	173	71.49	603	480	79.60
2016/17	210	144	68.57	442	331	75.23	192	152	80.00	256	206	80.47	593	540	91.22
2017/18	200	155	77.89	413	311	75.30	228	192	84.96	282	255	90.43	666	606	91.13
2018/19	215	155	72.43	450	356	79.29	248	207	83.47	311	281	90.65	645	595	92.39



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SIMD16_ Quintile	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Year	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)
2015/16	177	63	35.59	364	148	40.66	201	103	51.24	242	158	65.29	603	453	75.12
2016/17	210	121	57.62	442	265	60.23	192	126	66.32	256	176	68.75	593	479	80.91
2017/18	200	124	62.31	413	260	62.95	229	164	72.25	282	227	80.50	667	562	84.38
2018/19	215	125	58.41	450	291	64.67	248	180	72.58	311	243	78.39	645	537	83.39



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	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	153	76	49.67	364	205	56.32	190	125	65.79	263	191	72.62	587	514	87.56
2016/17	196	135	69.23	380	277	74.26	188	147	80.33	291	258	89.58	580	555	96.19
2017/18	153	103	68.21	365	272	76.62	191	146	77.25	275	235	87.36	568	537	95.04
2018/19	144	92	65.25	353	279	79.26	198	162	82.23	273	241	88.28	608	578	95.38



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	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	153	70	45.75	365	181	49.59	190	114	60.00	262	184	70.23	587	497	84.67
2016/17	196	126	64.62	380	253	67.83	188	133	72.68	291	254	88.19	580	553	95.84
2017/18	153	100	66.23	365	256	72.11	191	141	74.60	275	225	83.33	568	530	93.81
2018/19	144	92	65.25	353	269	76.42	198	159	80.71	273	244	89.38	608	578	95.38



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SIMD16_ Quintile Year	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	153	71	46.41	364	198	54.40	190	117	61.58	262	187	71.37	587	496	84.50
2016/17	196	140	71.79	380	290	77.75	188	145	79.23	291	263	91.00	580	555	96.19
2017/18	153	101	66.89	365	270	76.06	191	147	77.78	275	241	89.26	568	544	96.28
2018/19	144	101	64.54	353	270	76.70	198	147	82.74	273	241	90.84	608	544	96.36



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SIMD16_ Quintile Year	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	154	98	63.64	362	269	74.31	190	151	79.47	263	229	87.07	587	548	93.36
2016/17	196	120	62.50	380	274	74.05	188	142	77.17	291	247	85.17	580	549	94.82
2017/18	153	99	66.44	365	274	76.97	191	151	81.18	275	230	84.87	568	531	93.82
2018/19	144	84	58.74	353	265	75.07	198	159	80.71	273	247	90.48	608	574	94.56



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	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	153	10	6.54	364	48	13.19	190	25	13.16	263	82	31.18	587	202	34.41
2016/17	196	45	23.08	380	99	26.54	188	78	42.62	291	152	52.78	580	406	70.36
2017/18	153	45	29.80	365	123	34.65	191	72	38.10	275	152	56.51	568	404	71.50
2018/19	144	36	25.53	353	138	39.20	198	92	46.70	273	157	57.51	608	455	75.08



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SIMD16_ Quintile Year	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	153	10	6.54	365	31	8.49	190	21	11.05	262	75	28.63	587	181	30.83
2016/17	196	41	21.03	380	92	24.66	188	68	37.16	291	144	50.00	580	401	69.50
2017/18	153	40	26.49	365	116	32.68	191	64	33.86	275	145	53.70	568	385	68.14
2018/19	144	32	22.70	353	118	33.52	198	80	40.61	273	146	53.48	608	434	71.62



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	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	153	13	8.50	364	41	11.26	190	25	13.16	262	74	28.24	587	170	28.96
2016/17	196	42	21.54	380	105	28.15	188	71	38.80	291	141	48.79	580	400	69.32
2017/18	153	41	27.15	365	133	37.46	191	74	39.15	275	148	54.81	568	413	73.10
2018/19	144	35	24.82	353	133	37.78	198	87	44.16	273	164	60.07	608	471	77.85



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SIMD16_ Quintile Year	SIMD Quintile 1 - 20% Most Deprived			SIMD Quintile 2			SIMD Quintile 3			SIMD Quintile 4			SIMD Quintile 5 - 20% Least Deprived		
	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)	Total Pupils (#)	Pupils Achieved Level (#)	Pupils Achieved Level (%)
2015/16	153	25	16.23	362	96	26.52	190	61	32.11	263	123	46.77	587	400	68.14
2016/17	196	56	29.17	380	119	32.16	188	74	40.22	291	164	56.55	580	414	71.50
2017/18	153	63	42.28	365	173	48.60	191	107	57.53	275	177	65.31	568	422	74.56
2018/19	144	42	29.37	353	164	46.46	198	101	51.27	273	167	61.17	608	470	77.43



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Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

Establishment

Aberdeen City

Virtual Comparator

National

Average Complementary Tariff Points of Candidates, SIMD 20% Most Deprived

Year	Lowest 20%	Middle 60%	Highest 20%
2014/15	46	226	826
2015/16	55	327	975
2016/17	56	298	874
2017/18	58	280	891
2018/19	44	291	839

of Candidates in Cohort

Year	Number in Cohort
2014/15	279
2015/16	343
2016/17	257
2017/18	207
2018/19	160

Average Complementary Tariff Points of Candidates, SIMD 20% Least Deprived

Year	Lowest 20%	Middle 60%	Highest 20%
2014/15	181	798	1435
2015/16	199	822	1462
2016/17	211	813	1417
2017/18	198	818	1455
2018/19	217	801	1375

of Candidates in Cohort

Year	Number in Cohort
2014/15	712
2015/16	723
2016/17	654
2017/18	620
2018/19	615

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Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

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Aberdeen City	Virtual Comparator	National

Average Complementary Tariff Points of Candidates, SIMD 20% Most Deprived

Year	Lowest 20%	Middle 60%	Highest 20%
2014/15	77	372	1001
2015/16	86	415	1045
2016/17	103	437	1059
2017/18	90	426	1066
2018/19	78	395	1036

of Candidates in Cohort

Year	Number in Cohort
2014/15	2790
2015/16	3430
2016/17	2570
2017/18	2070
2018/19	1600

Average Complementary Tariff Points of Candidates, SIMD 20% Least Deprived

Year	Lowest 20%	Middle 60%	Highest 20%
2014/15	235	875	1430
2015/16	268	901	1432
2016/17	287	913	1438
2017/18	309	934	1449
2018/19	274	893	1424

of Candidates in Cohort

Year	Number in Cohort
2014/15	7120
2015/16	7230
2016/17	6540
2017/18	6200
2018/19	6150

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Establishment

Aberdeen City	Virtual Comparator	National
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Average Complementary Tariff Points of Candidates, SIMD 20% Most Deprived

Year	Lowest 20%	Middle 60%	Highest 20%
2014/15	79	351	986
2015/16	79	388	1015
2016/17	83	406	1036
2017/18	82	403	1030
2018/19	85	411	1033

of Candidates in Cohort

Year	Number in Cohort
2014/15	11564
2015/16	11436
2016/17	11262
2017/18	11334
2018/19	11023

Average Complementary Tariff Points of Candidates, SIMD 20% Least Deprived

Year	Lowest 20%	Middle 60%	Highest 20%
2014/15	228	854	1410
2015/16	258	880	1420
2016/17	269	890	1419
2017/18	273	900	1433
2018/19	267	878	1411

of Candidates in Cohort

Year	Number in Cohort
2014/15	10465
2015/16	10295
2016/17	10009
2017/18	10006
2018/19	9960

Additional LBM Senior Phase Data

Literacy and Numeracy for Care Experienced Children and Young People

Literacy and Numeracy by SIMD

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