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## Additional CfE Data

Achievement of CfE Levels for Care Experienced Children and Young People

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Achievement of CfE Levels Benchmarking

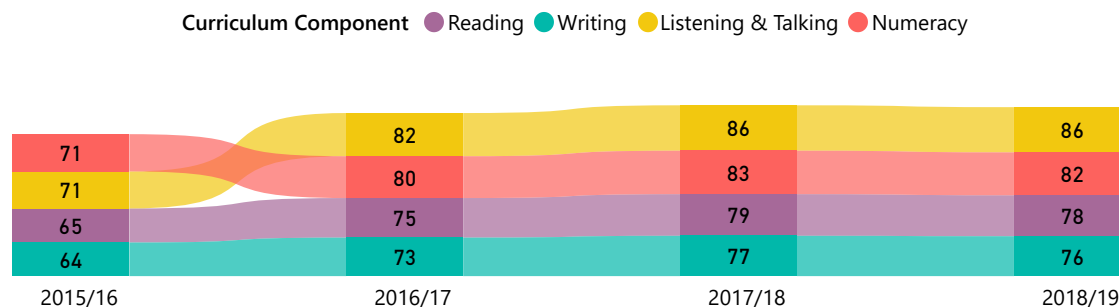
Primary

Secondary

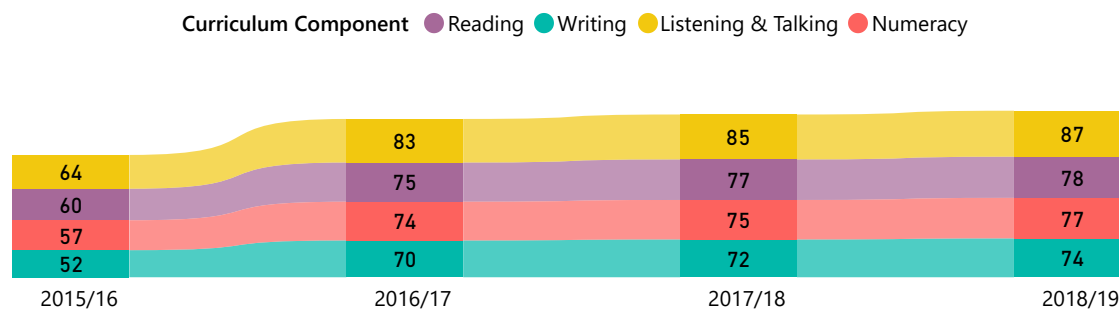
Graphs

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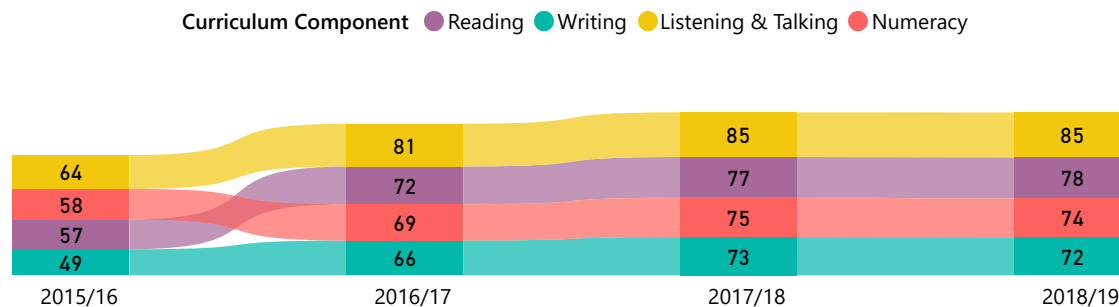
### % of Primary 1 Pupils achieving Early Level



### % 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.

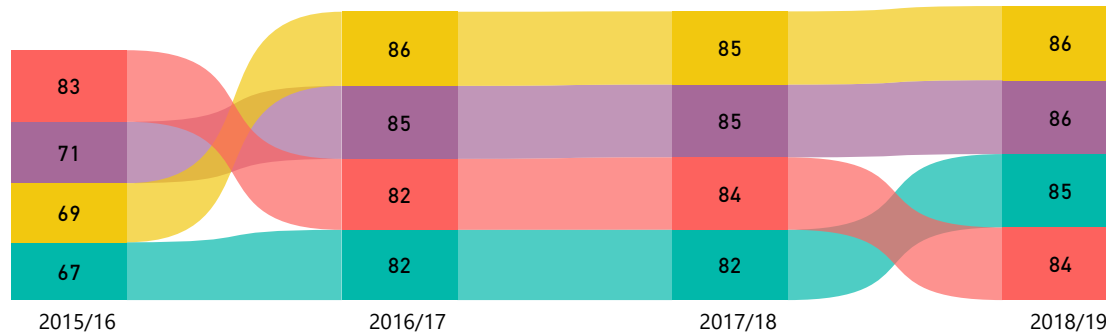
Close scrutiny of the data shows wide variation at school level. A robust and consistent approach to tracking and monitoring will be established over the coming months to ensure that there is greater consistency in approach. Comparative performance in areas also bucks the primary trend although variation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

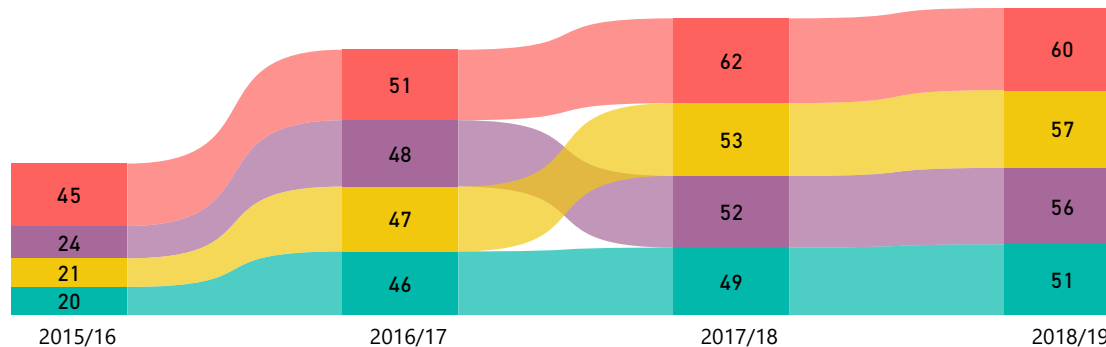
**% of Secondary 3 Pupils Achieving Third Level or better**

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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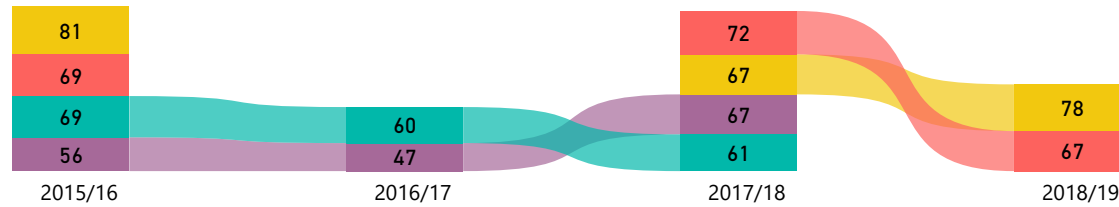
Secondary

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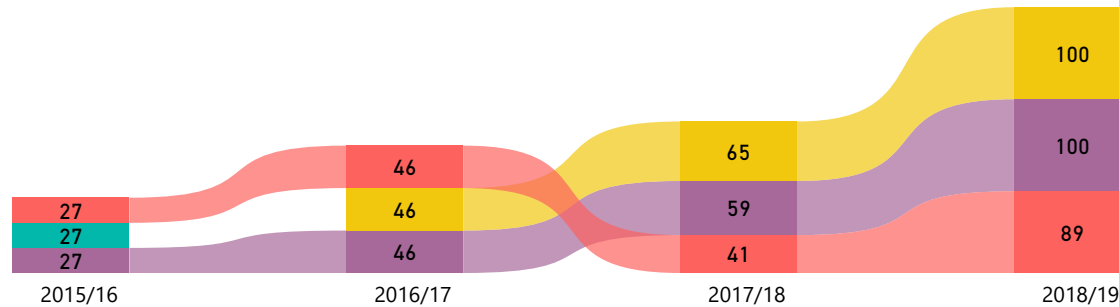
**% of Primary 1 CECYP Pupils achieving Early Level**

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 percentage 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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**Improvement Targets**

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

**Summary Analysis**

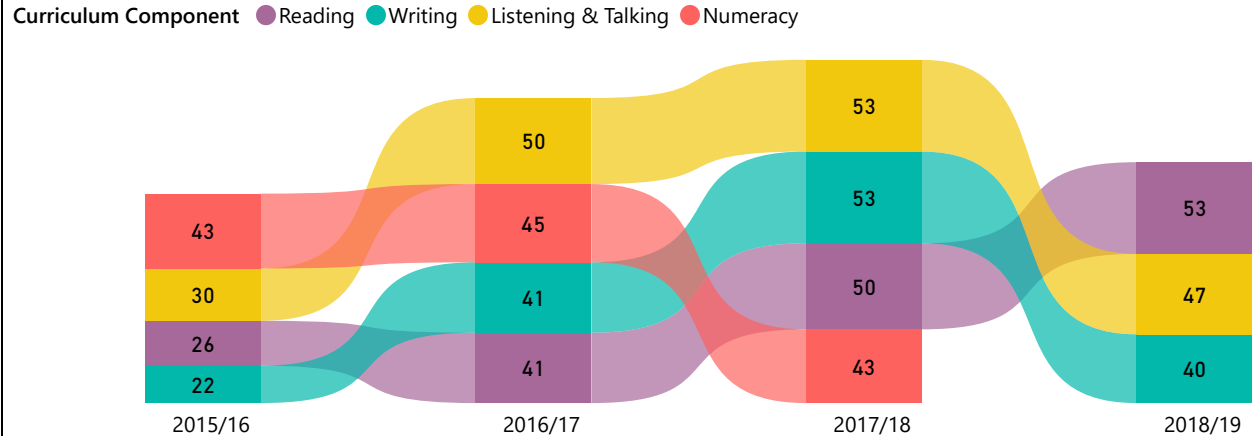
Considerable caution needs to be exercised around interpreting and comparing both year-on-year and trend patterns arising from the education outcomes of Care Experienced Children and Young People at a local level.

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.

**% of Secondary 3 CECYP Pupils achieving Third Level or better**



**% of Secondary 3 CECYP Pupils achieving Fourth Level**



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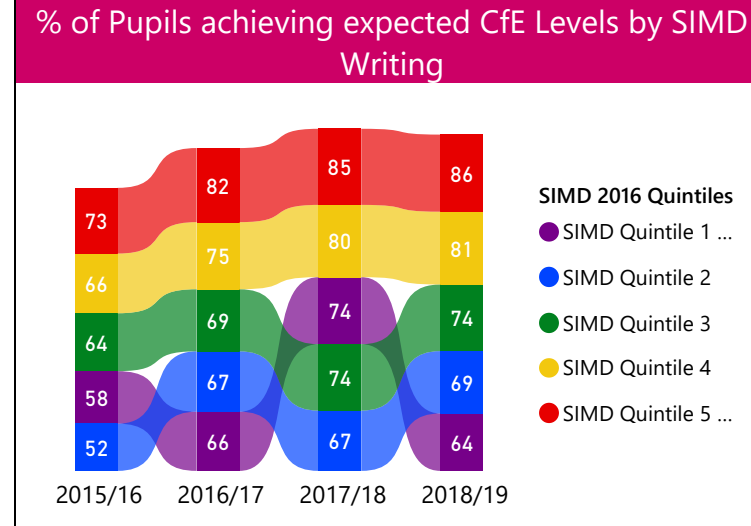
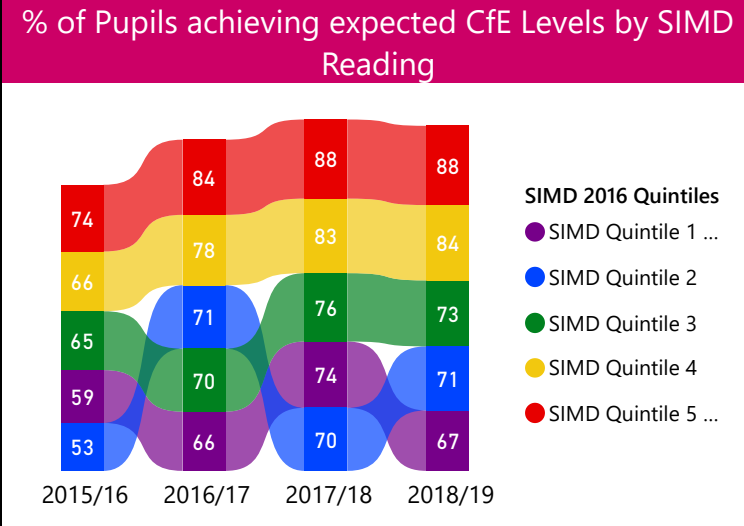
Graphs

Q5 Difference Graphs

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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:

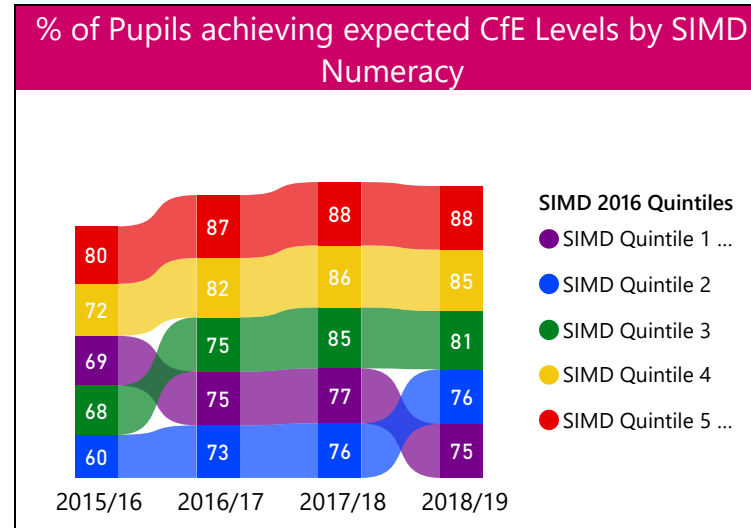
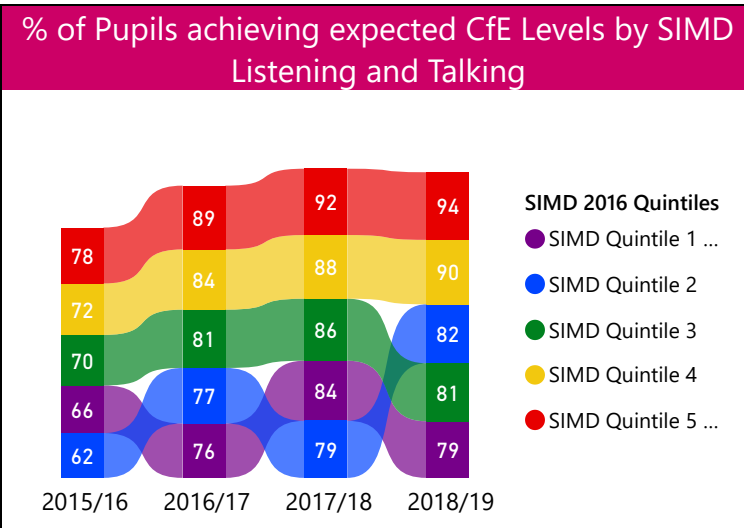
- At Third Level or better there is evidence of an improvement in Reading, Writing and Listening and Talking. In Numeracy the attainment gap has widened.
- At Fourth Level the attainment gap closed in Reading and Writing and there is positive change for Listening and Talking. The attainment gap in Numeracy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

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Primary P4

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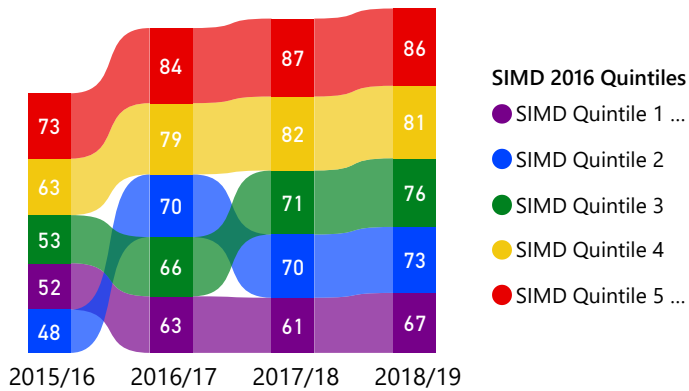
Q5 Difference Graphs

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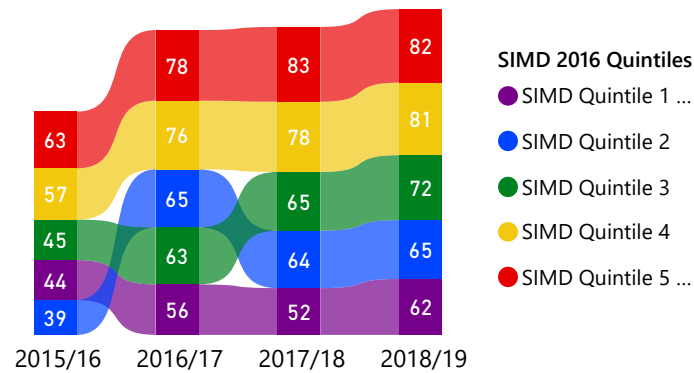
**Improvement Targets**

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

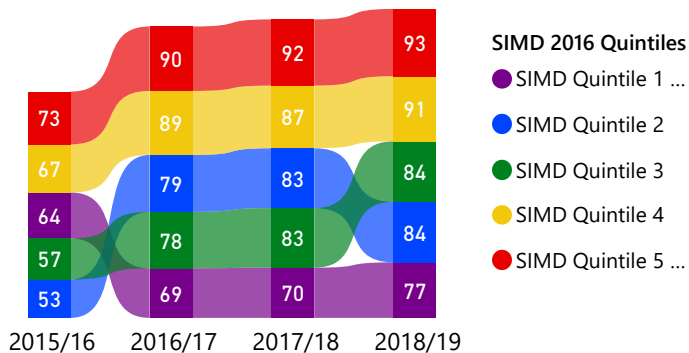
**% of Pupils achieving expected CfE Levels by SIMD Reading**



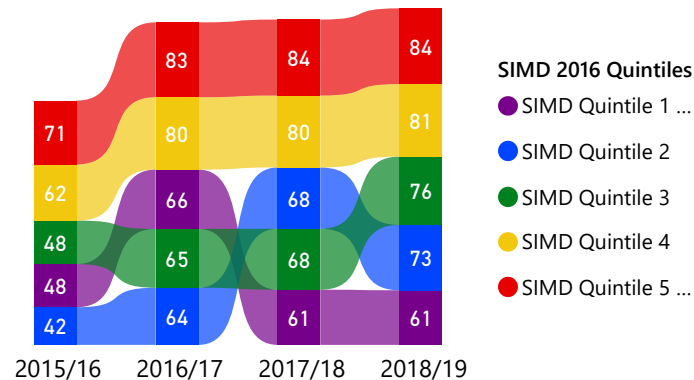
**% of Pupils achieving expected CfE Levels by SIMD Writing**



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



**% of Pupils achieving expected CfE Levels by SIMD Numeracy**



**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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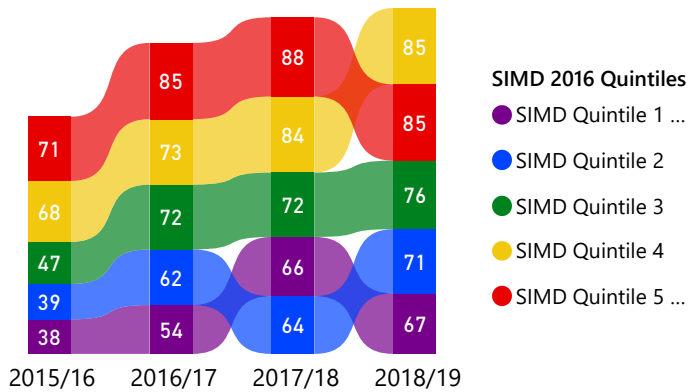
Q5 Difference Graphs

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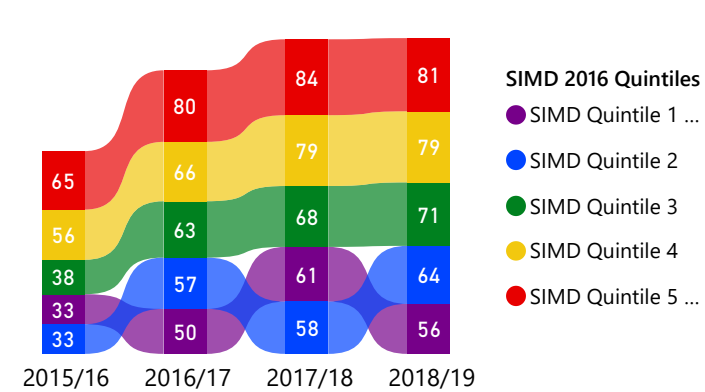
**Improvement Targets**

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

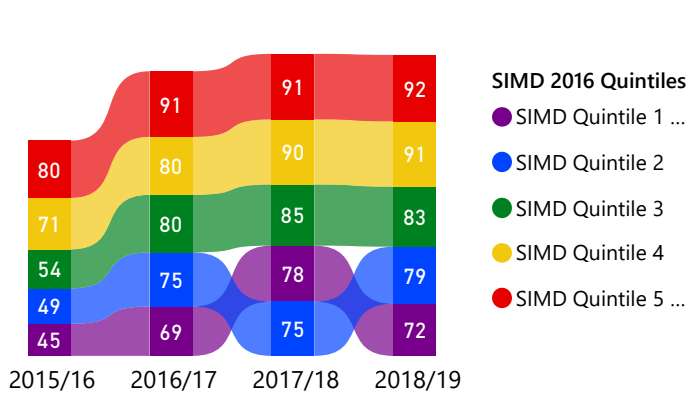
% of Pupils achieving expected CfE Levels by SIMD Reading



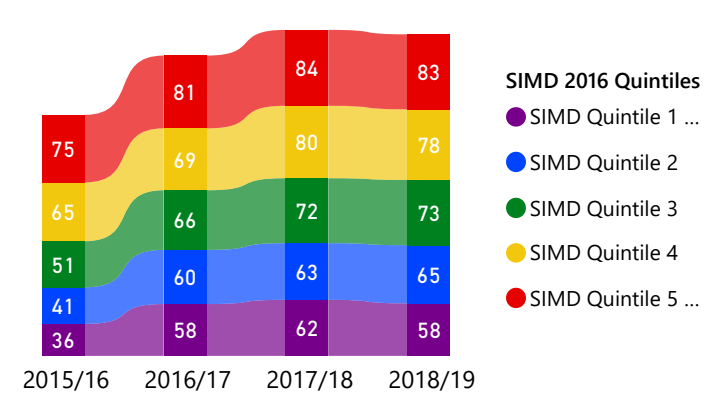
% of Pupils achieving expected CfE Levels by SIMD Writing



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



% of Pupils achieving expected CfE Levels by SIMD Numeracy



**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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Secondary - S3 Third Level or better

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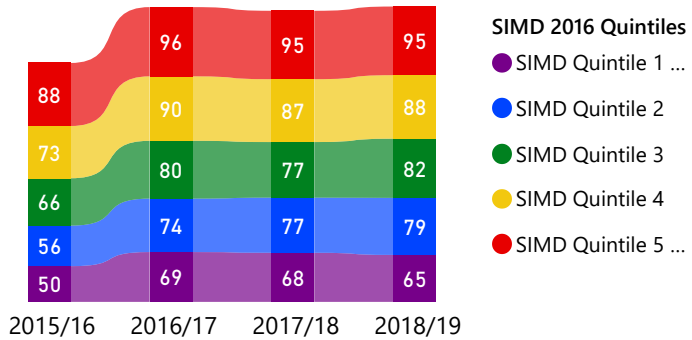
Q5 Difference Graphs

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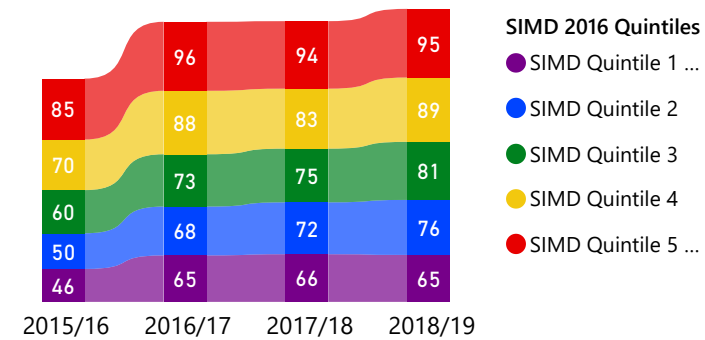
**Improvement Targets**

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

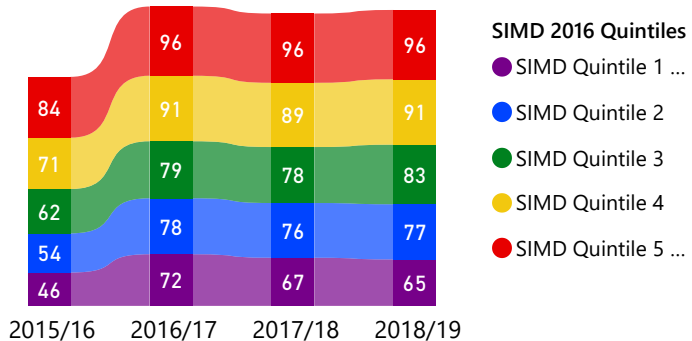
**% of Pupils achieving expected CfE Levels by SIMD Reading**



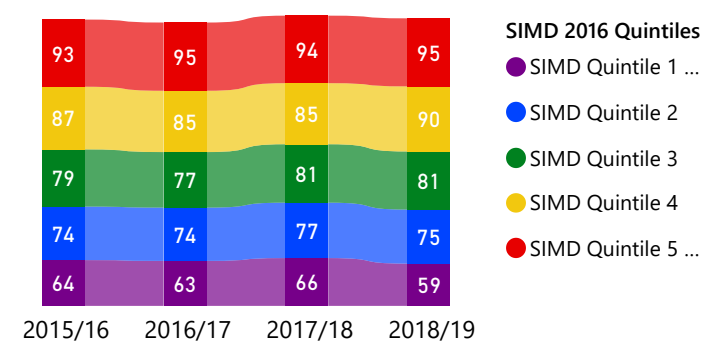
**% of Pupils achieving expected CfE Levels by SIMD Writing**



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



**% of Pupils achieving expected CfE Levels by SIMD Numeracy**



**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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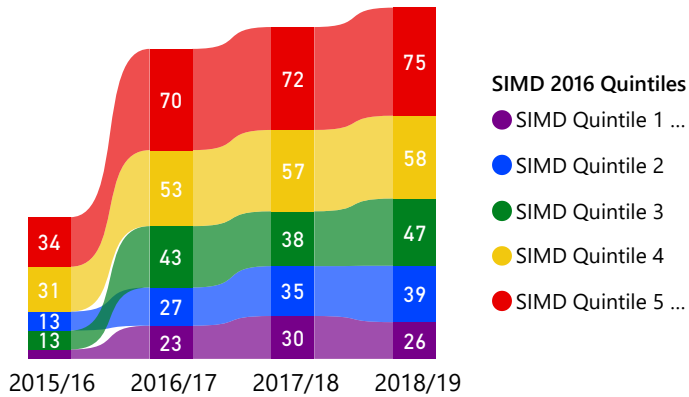
Q5 Difference Graphs

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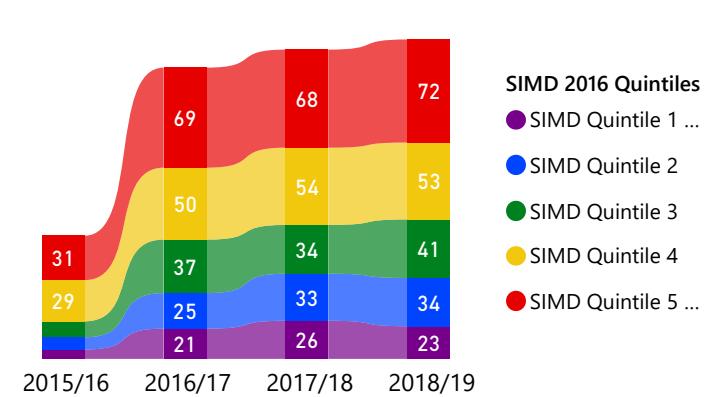
**Improvement Targets**

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

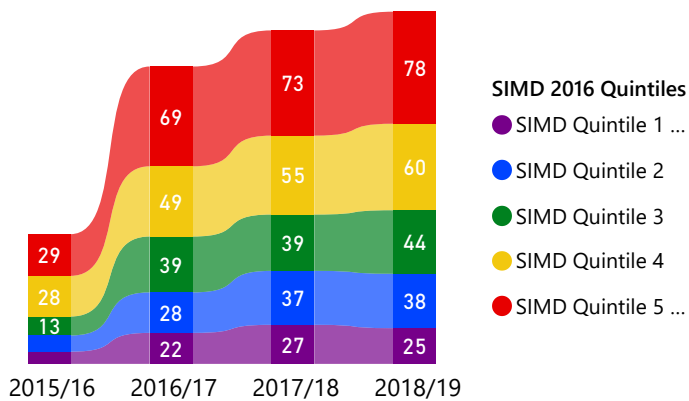
**% of Pupils achieving expected CfE Levels by SIMD Reading**



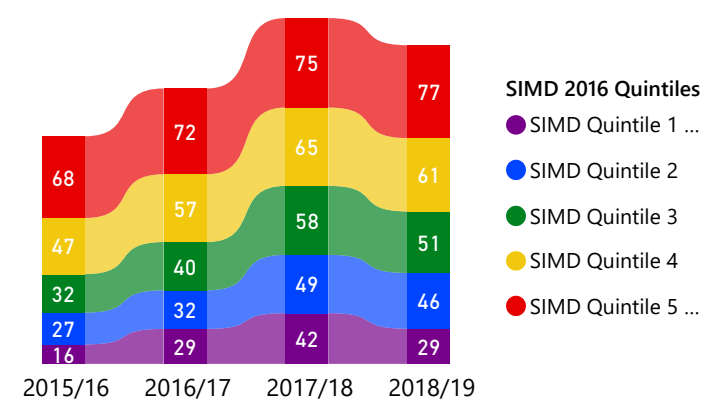
**% of Pupils achieving expected CfE Levels by SIMD Writing**



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



**% of Pupils achieving expected CfE Levels by SIMD Numeracy**



**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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Primary P1

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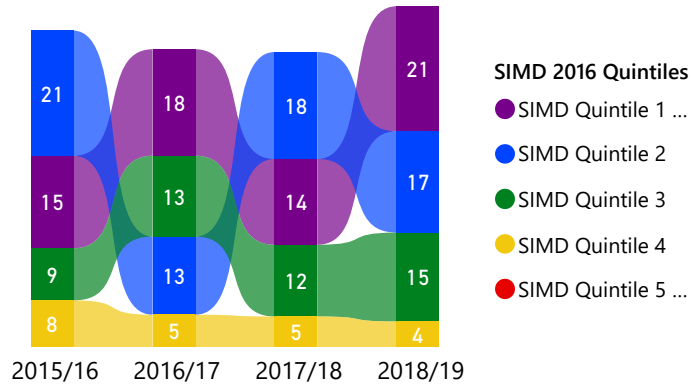
Q5 Difference Graphs

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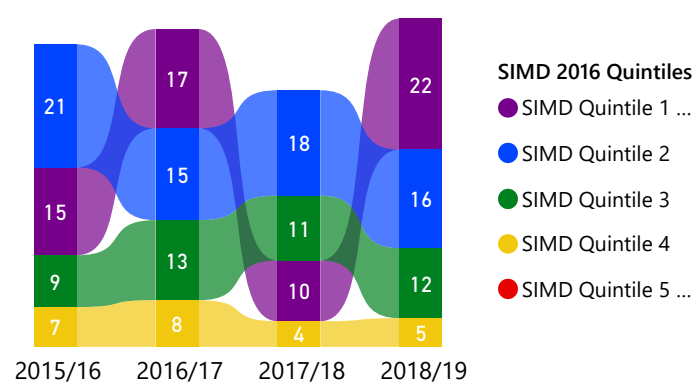
**Improvement Targets**

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

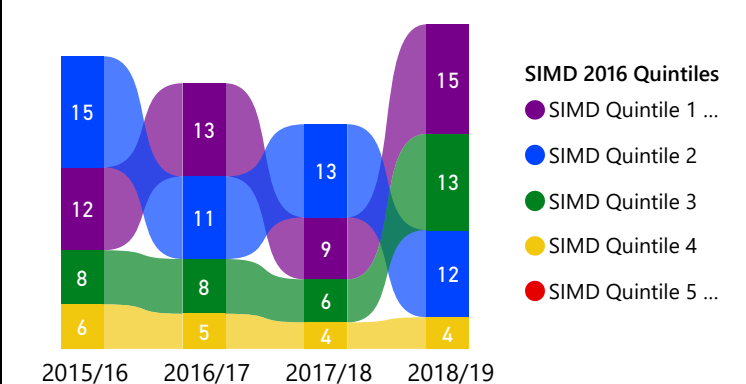
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



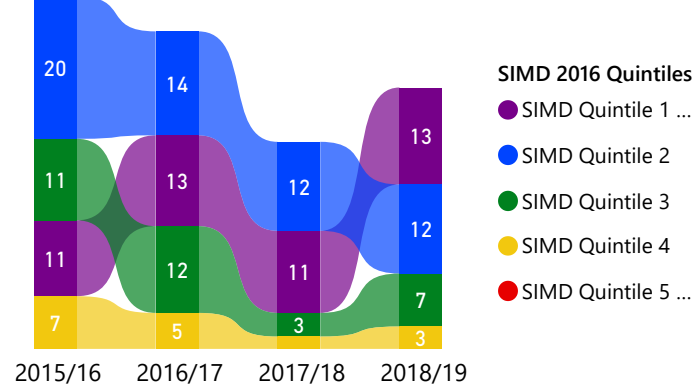
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% 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

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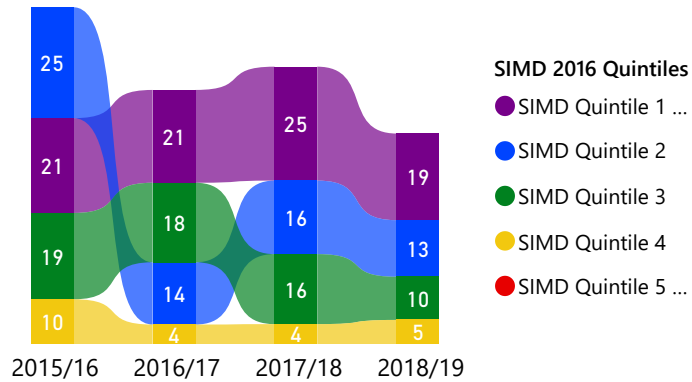
Q5 Difference Graphs

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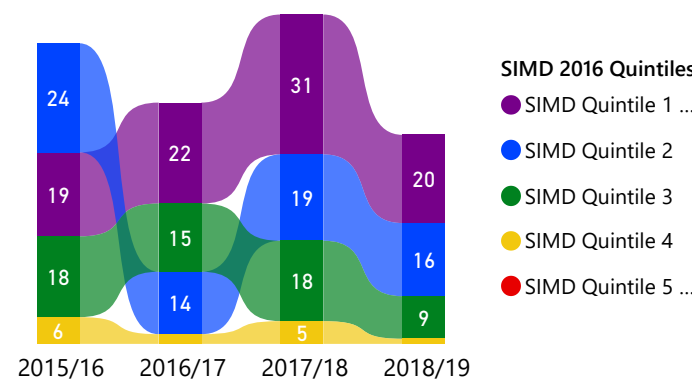
**Improvement Targets**

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

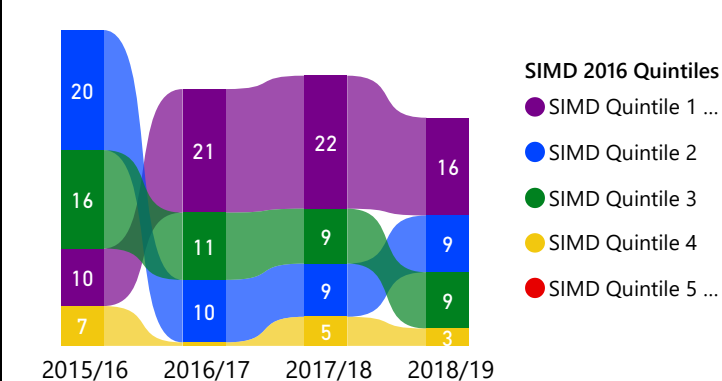
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



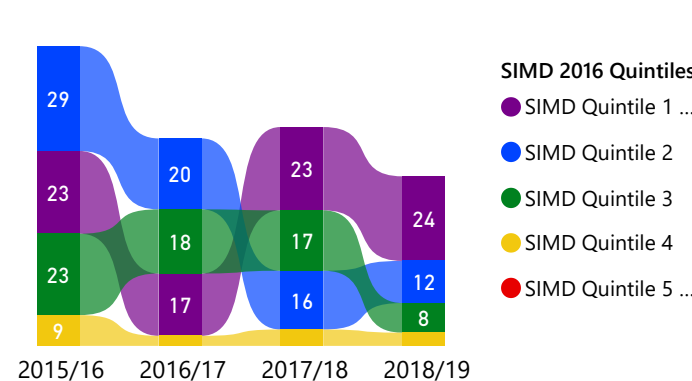
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% 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.

**Additional CfE Data**

Achievement of CfE Levels for Care Experienced Children and Young People

Achievement of CfE Levels by SIMD

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Staying on Rates

Primary P7

Graphs

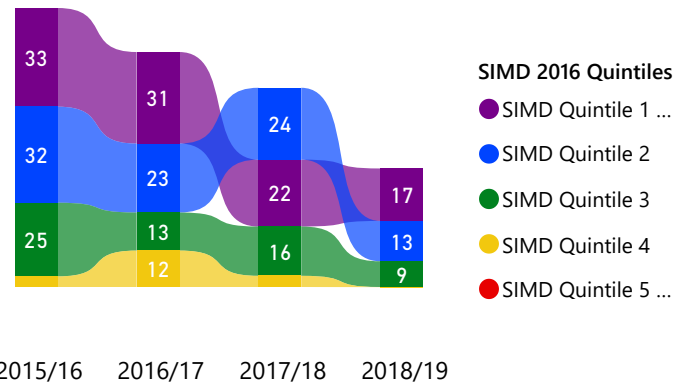
Q5 Difference Graphs

Tables

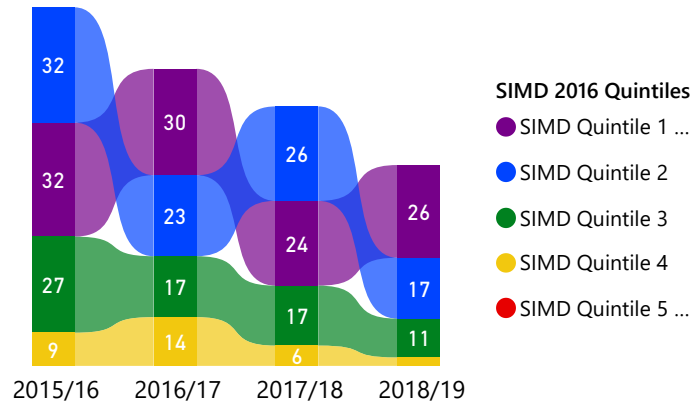
**Improvement Targets**

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

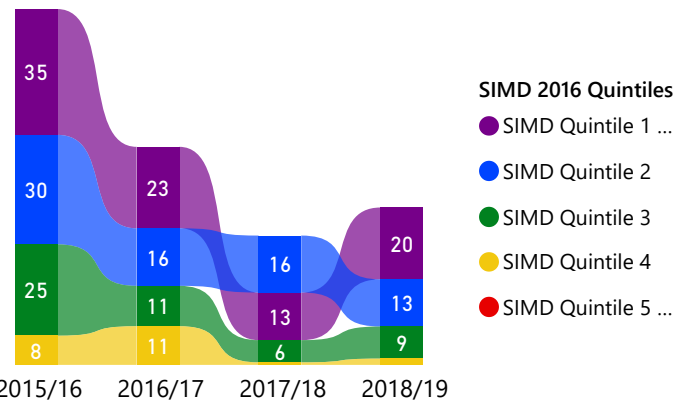
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



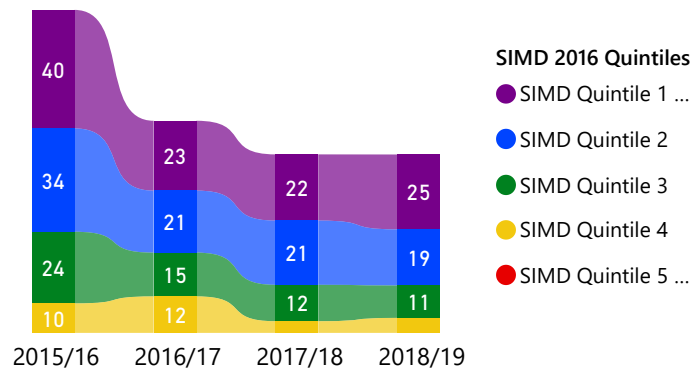
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% 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.

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**Additional CfE Data**

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Senior Phase Attainment and Leaver Initial Destinations

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Staying on Rates

Secondary - S3 Third Level or better

Graphs

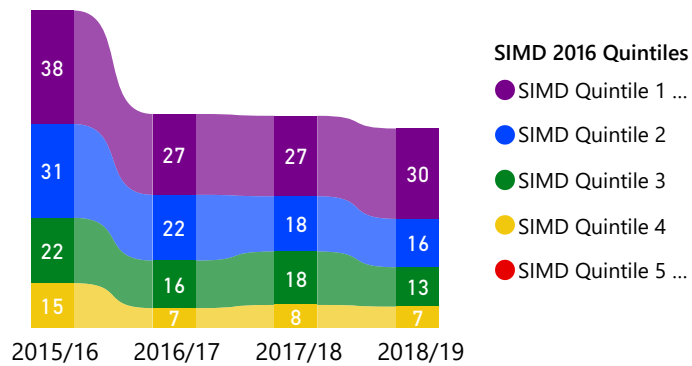
Q5 Difference Graphs

Tables

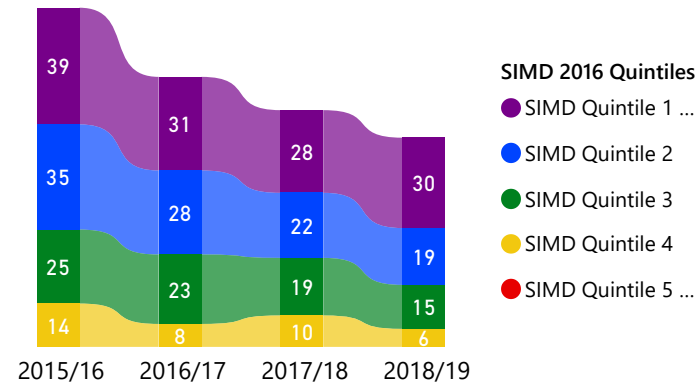
**Improvement Targets**

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

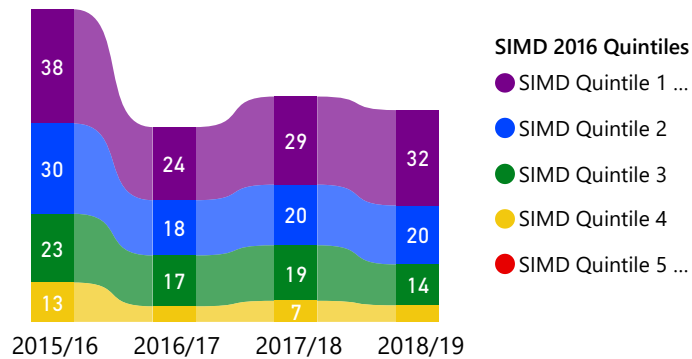
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



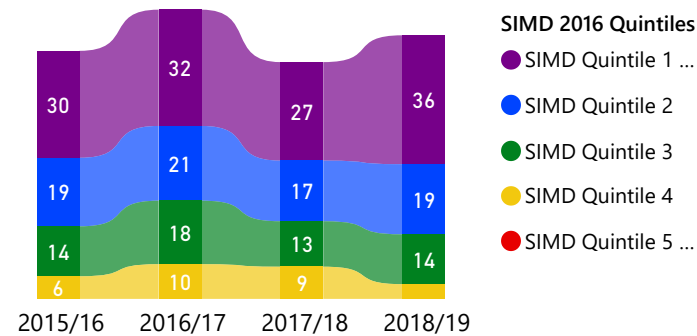
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% 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.

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Secondary – SIMD

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Secondary - S3 Fourth Level

Graphs

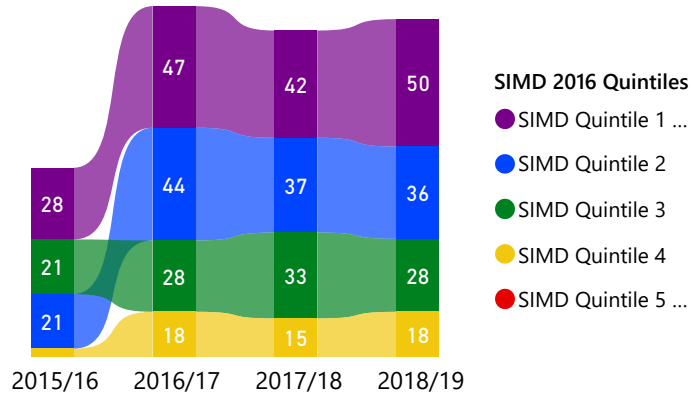
Q5 Difference Graphs

Tables

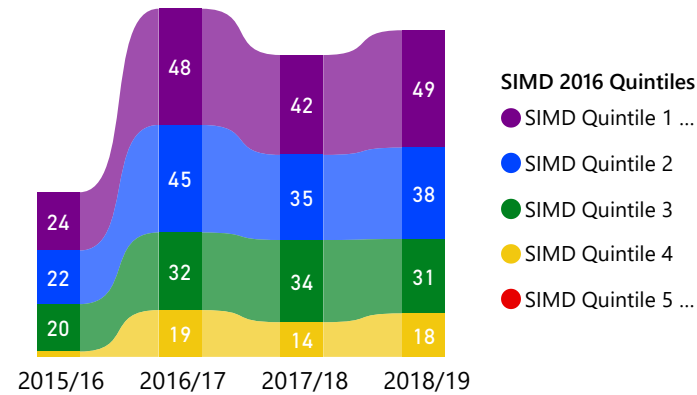
**Improvement Targets**

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

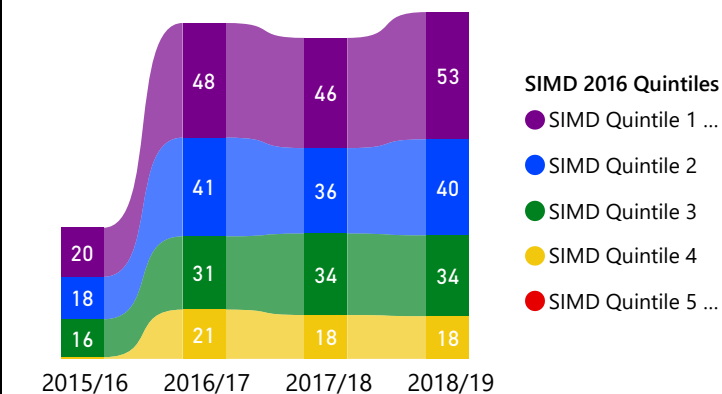
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Reading



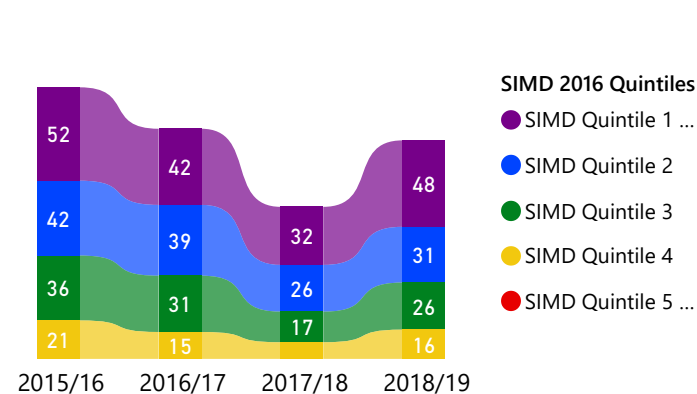
% Difference from Quintile 5 of Pupils achieving expected CfE Levels by SIMD for Writing



% 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**

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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**

Achievement of CfE Levels for Care Experienced Children and Young People

Achievement of CfE Levels by SIMD

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Achievement of Curriculum for Excellence Levels

Senior Phase Attainment and Leaver Initial Destinations

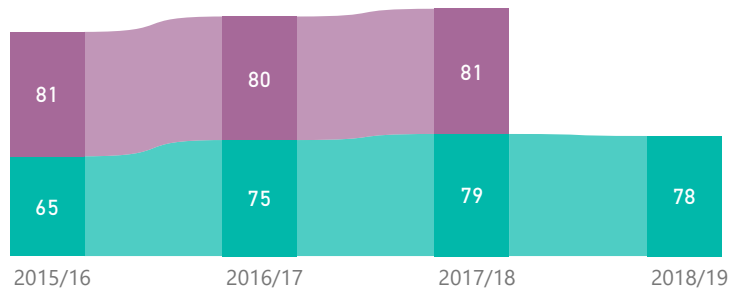
Attendance and Exclusions

Staying on Rates

Primary P1

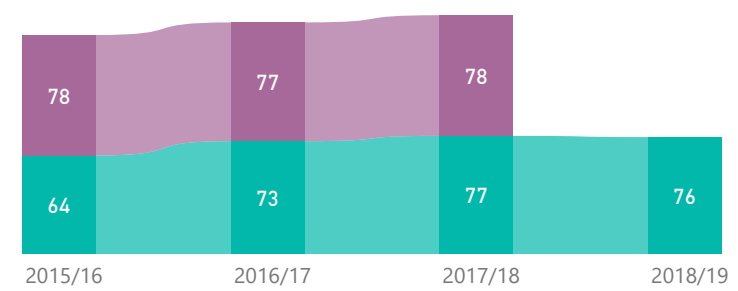
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



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

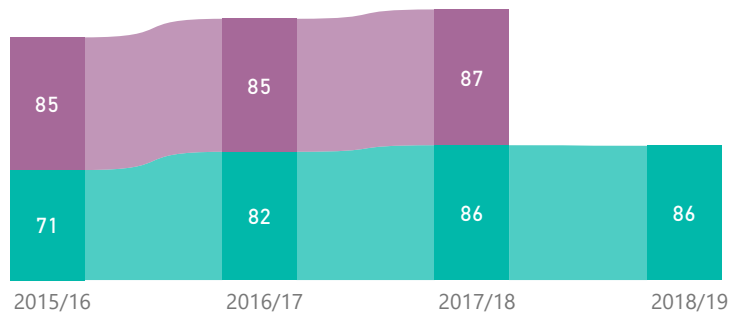
Establishment ● Aberdeen City ● National



Additional CfE Data

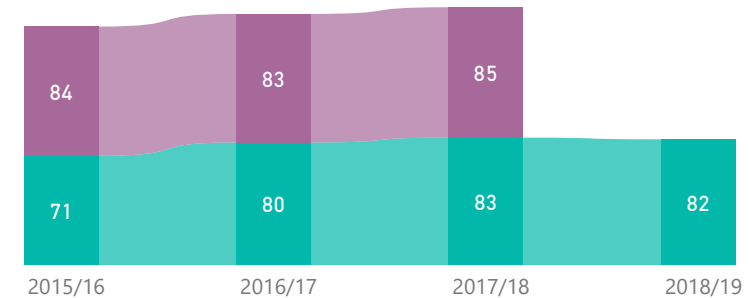
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

Establishment ● Aberdeen City ● National



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

Establishment ● Aberdeen City ● National



Achievement of CfE Levels for Care Experienced Children and Young People

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Achievement of Curriculum for Excellence Levels

Senior Phase Attainment and Leaver Initial Destinations

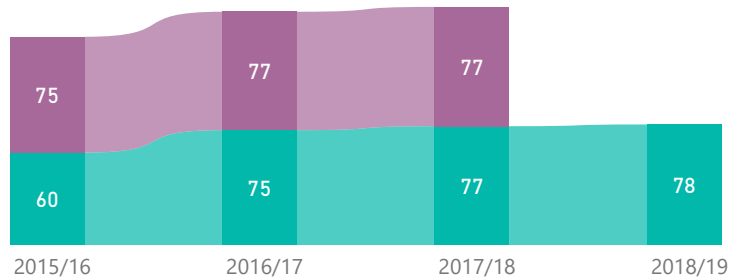
Attendance and Exclusions

Staying on Rates

Primary P4

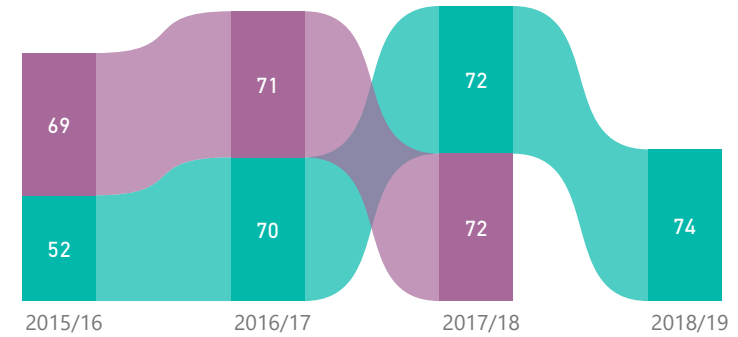
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



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

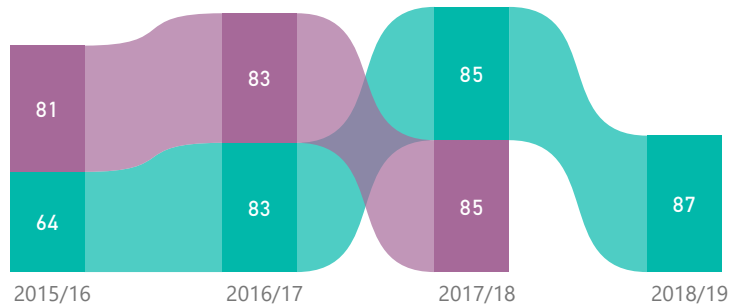
Establishment ● Aberdeen City ● National



Additional CfE Data

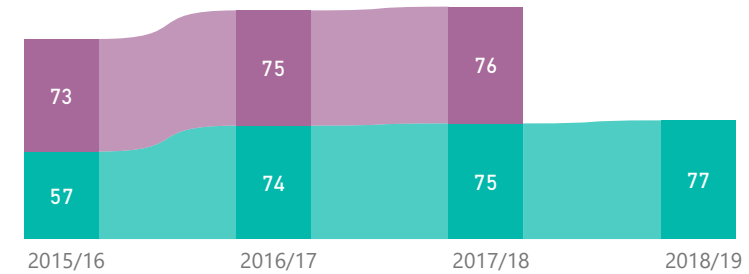
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

Establishment ● Aberdeen City ● National



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

Establishment ● Aberdeen City ● National



Achievement of CfE Levels for Care Experienced Children and Young People

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Senior Phase Attainment and Leaver Initial Destinations

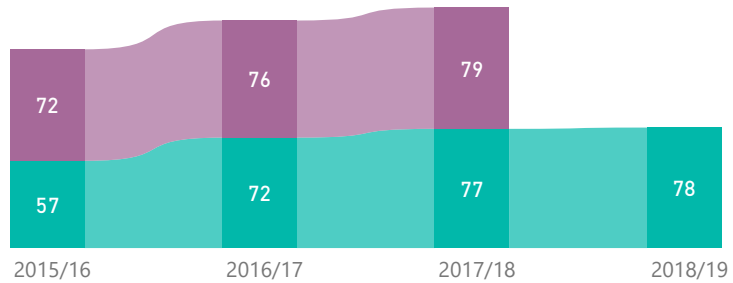
Attendance and Exclusions

Staying on Rates

Primary P7

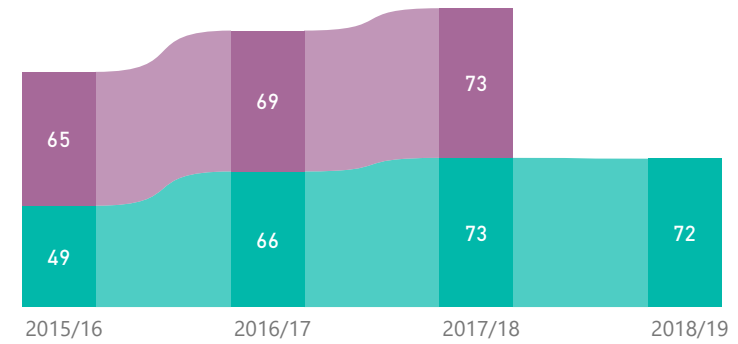
### % of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



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

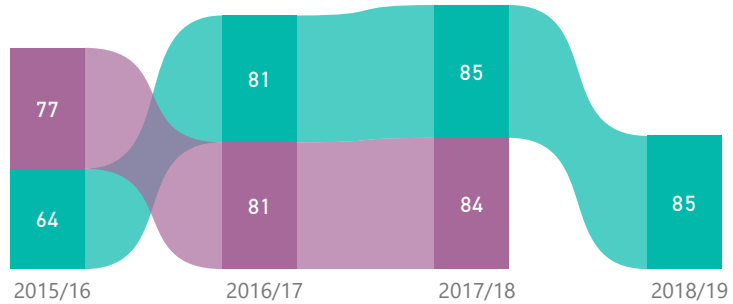
Establishment ● Aberdeen City ● National



### Additional CfE Data

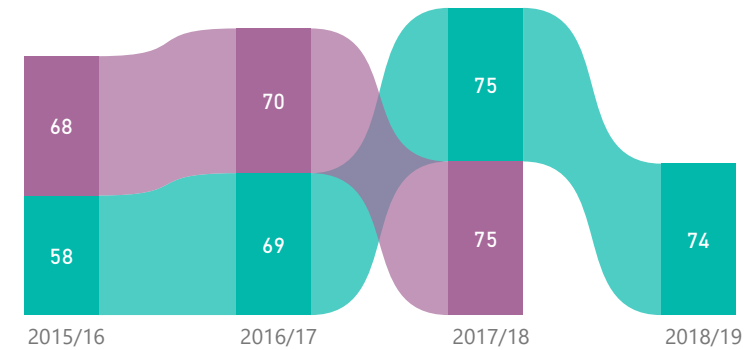
### % of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

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

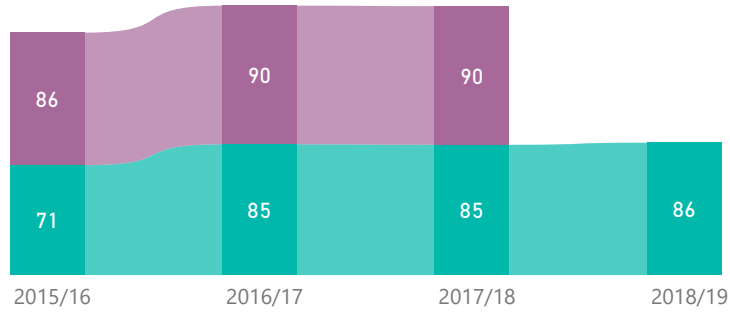
Attendance and Exclusions

Staying on Rates

Secondary - S3 Third Level or better

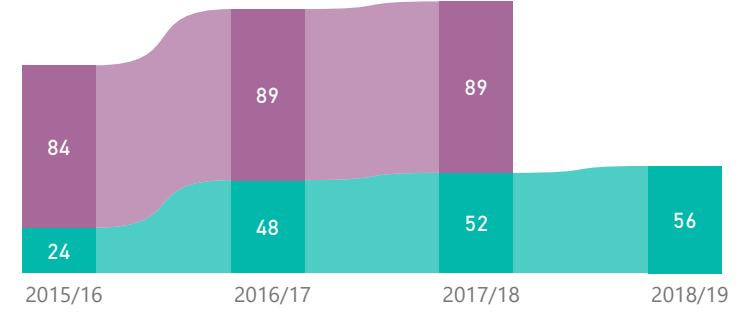
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



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

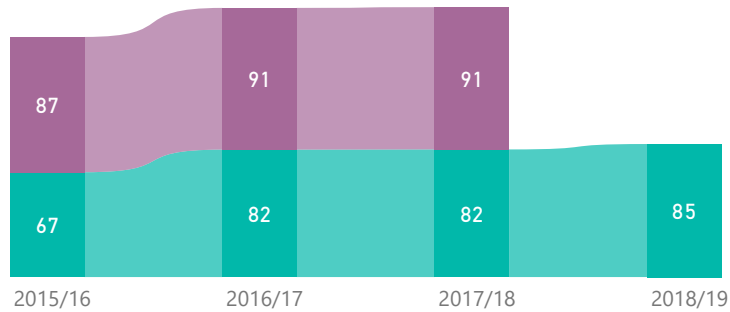
Establishment ● Aberdeen City ● National



Additional CfE Data

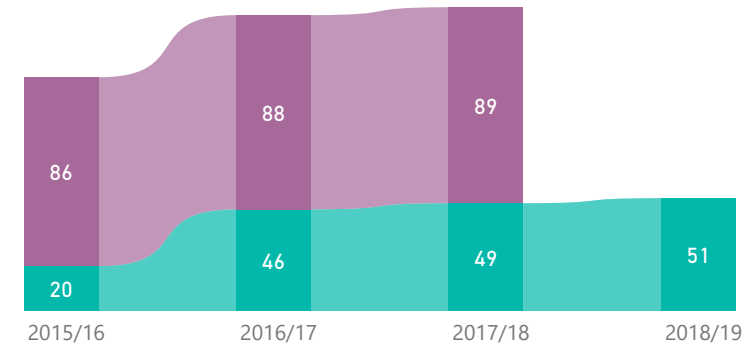
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

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

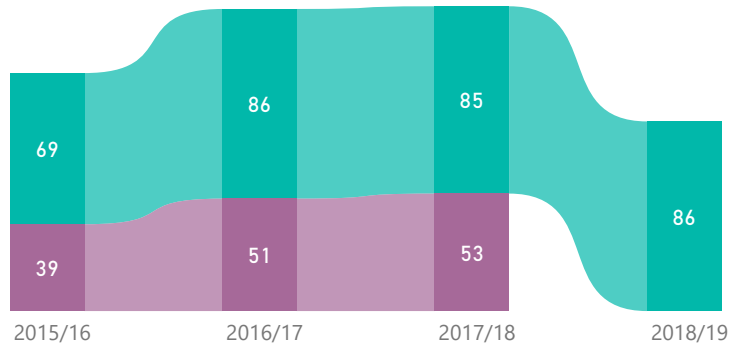
Attendance and Exclusions

Staying on Rates

Secondary - S3 Fourth Level

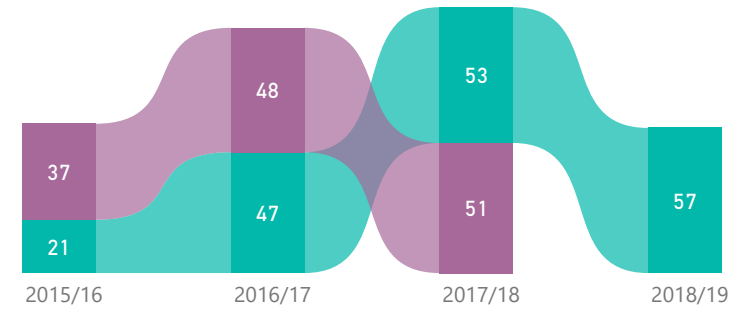
% of Pupils achieving expected CfE Levels in Reading, Aberdeen City and National

Establishment ● Aberdeen City ● National



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

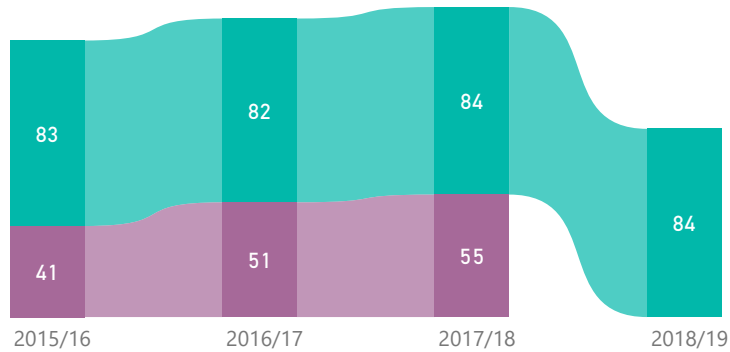
Establishment ● Aberdeen City ● National



Additional CfE Data

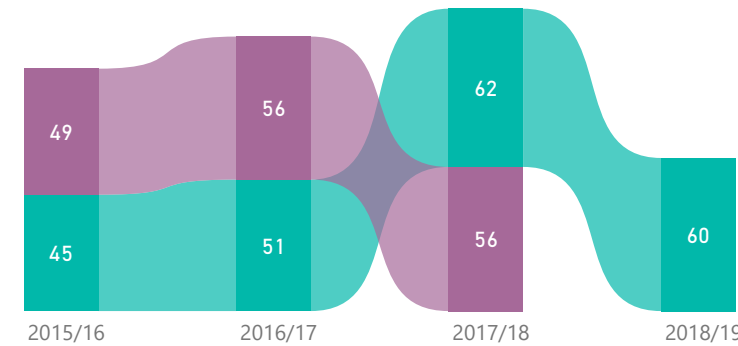
% of Pupils achieving expected CfE Levels in Listening & Talking, Aberdeen City and National

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

## Literacy and Numeracy

National Benchmarking Measures

### SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

### Stage

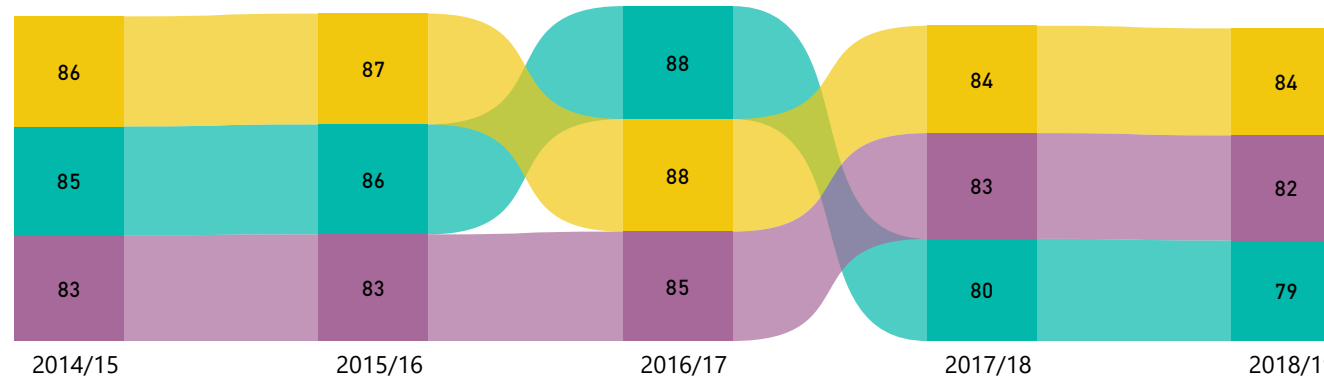
S4 based on S4

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	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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Achievement of Curriculum for Excellence Levels

Senior Phase Attainment and Leaver Initial Destinations

Attendance and Exclusions

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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

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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

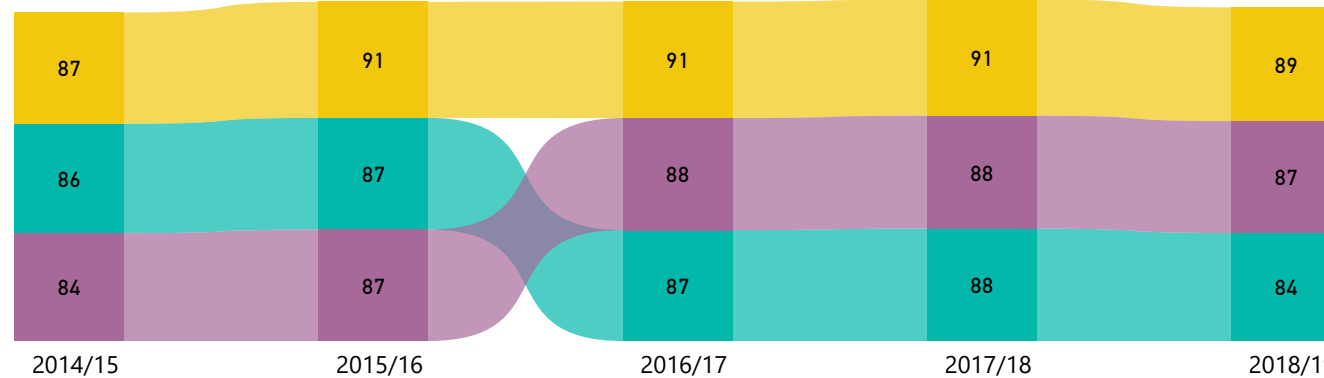
S4 based on S4

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 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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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

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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

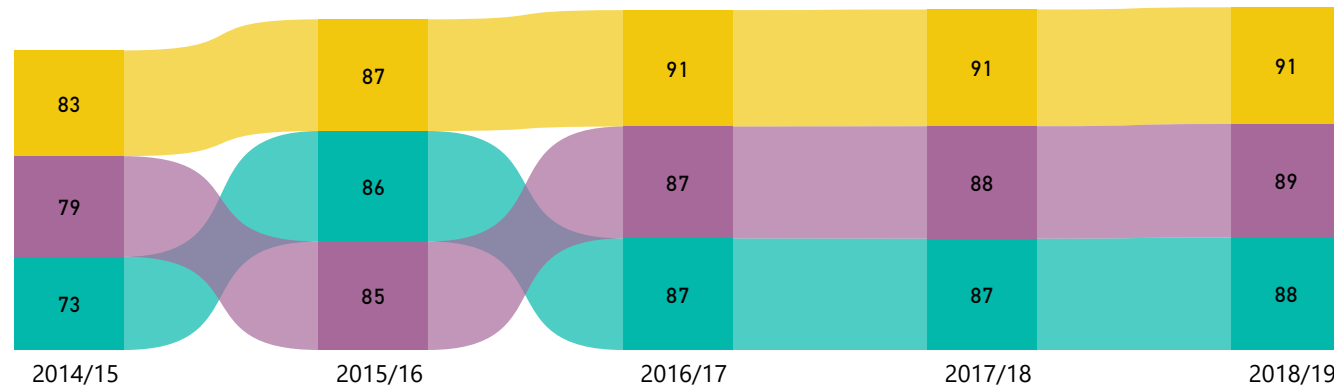
S4 based on S4

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

## Literacy and Numeracy

National Benchmarking Measures

### SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

### Stage

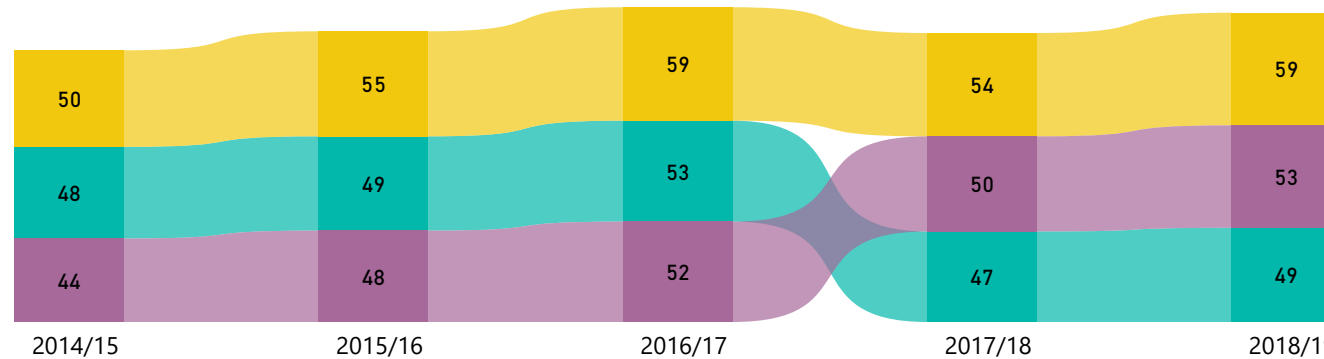
S4 based on S4

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	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

National Benchmarking Measures

### SCQF Level and Curricular Area

Level 4 Literacy and Numeracy

Level 5 Literacy and Numeracy

### Stage

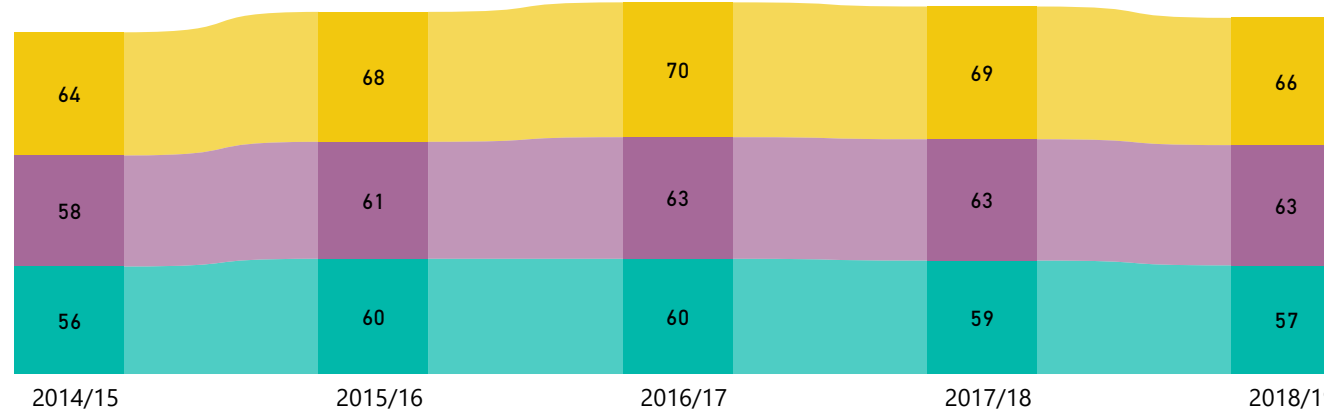
S4 based on S4

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: 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

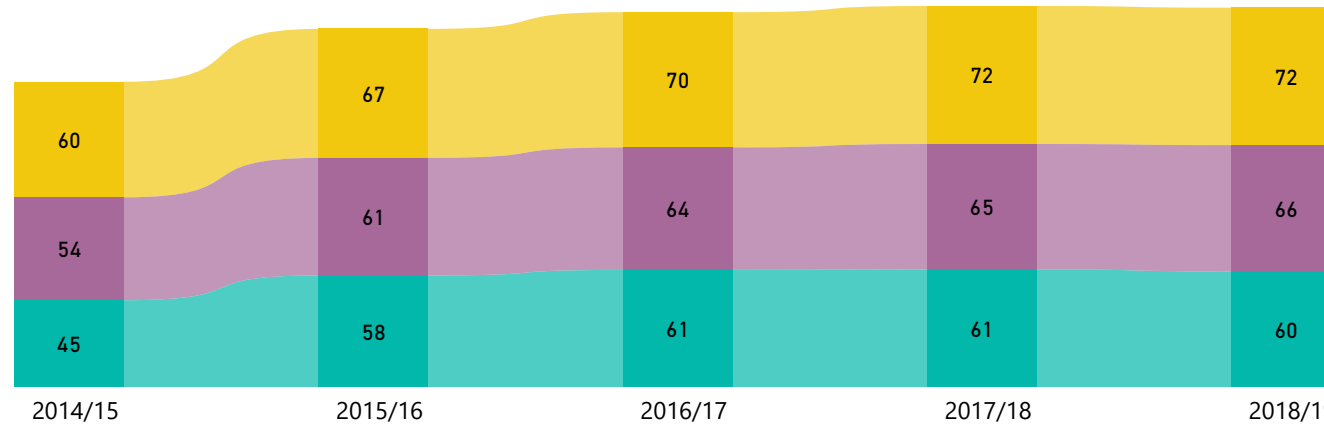
S4 based on S4

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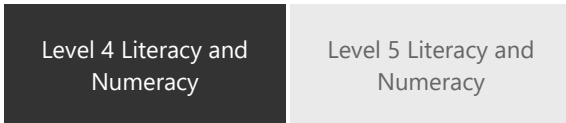
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# Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

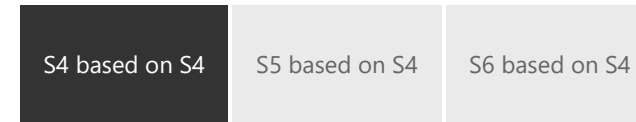
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National Benchmarking Measures

## SCQF Level and Curricular Area

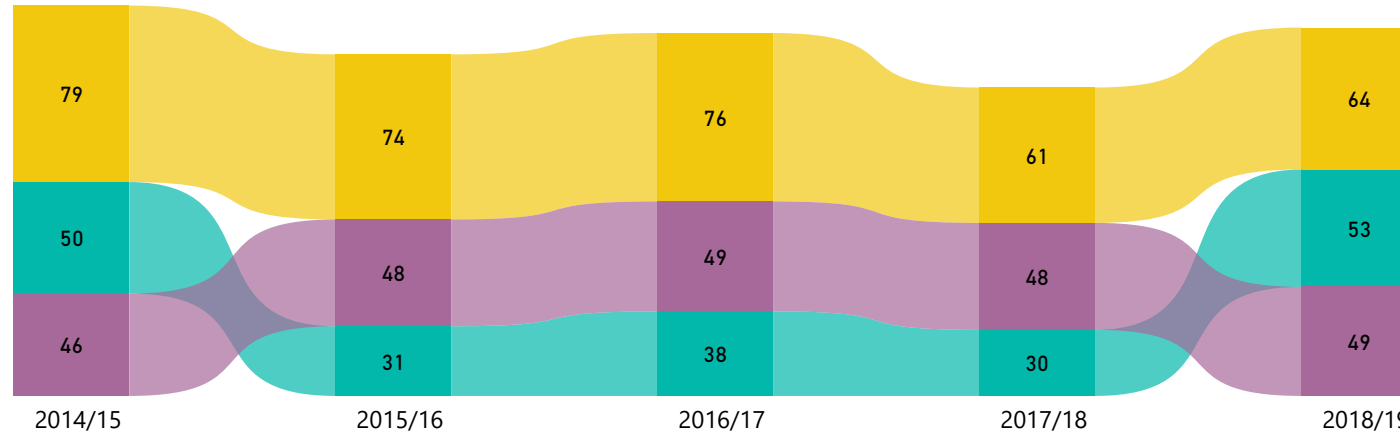


## Stage



## % 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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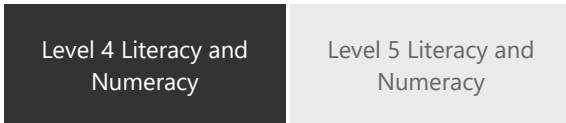
Literacy and Numeracy by SIMD

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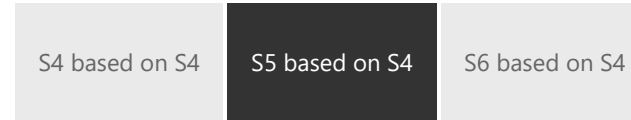
# Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

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



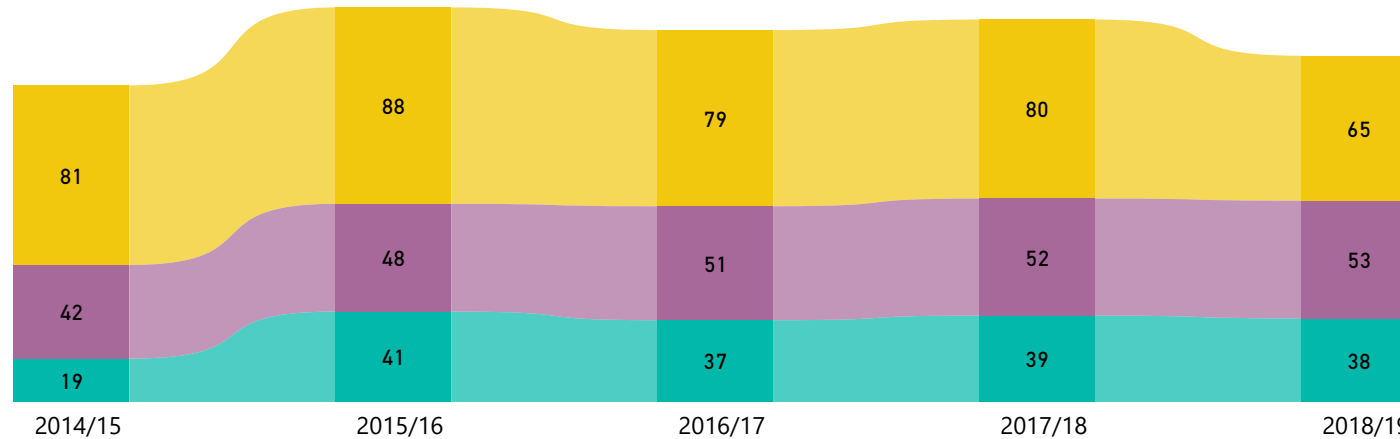
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National Benchmarking Measures

## % 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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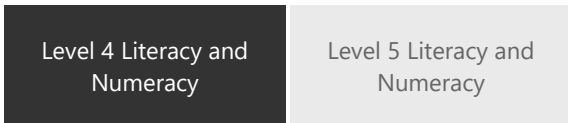
Improving Attainment for All

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

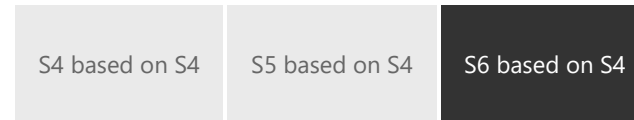
Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

National Benchmarking Measures

## SCQF Level and Curricular Area

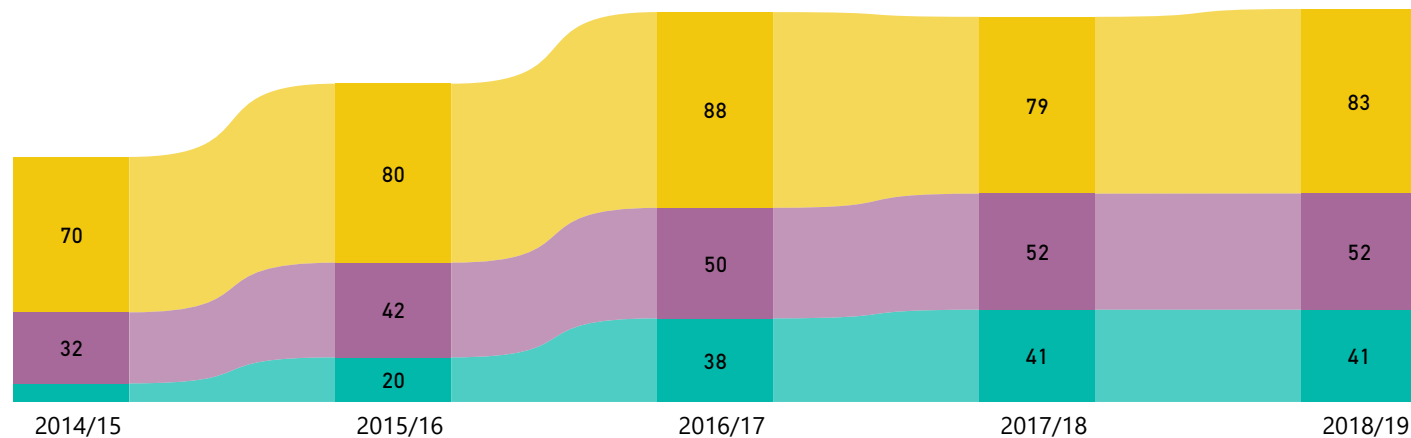


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## % of CECYP Candidates Attaining Literacy and Numeracy by SCQF Level and Curricular Area

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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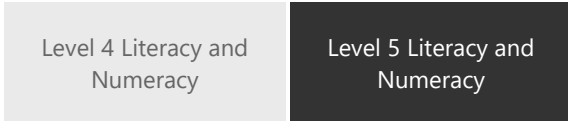
Improving Attainment for All

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

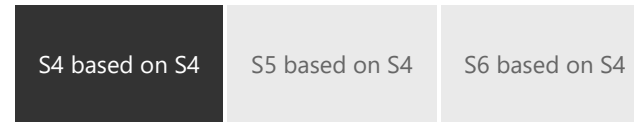
Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

National Benchmarking Measures

## SCQF Level and Curricular Area

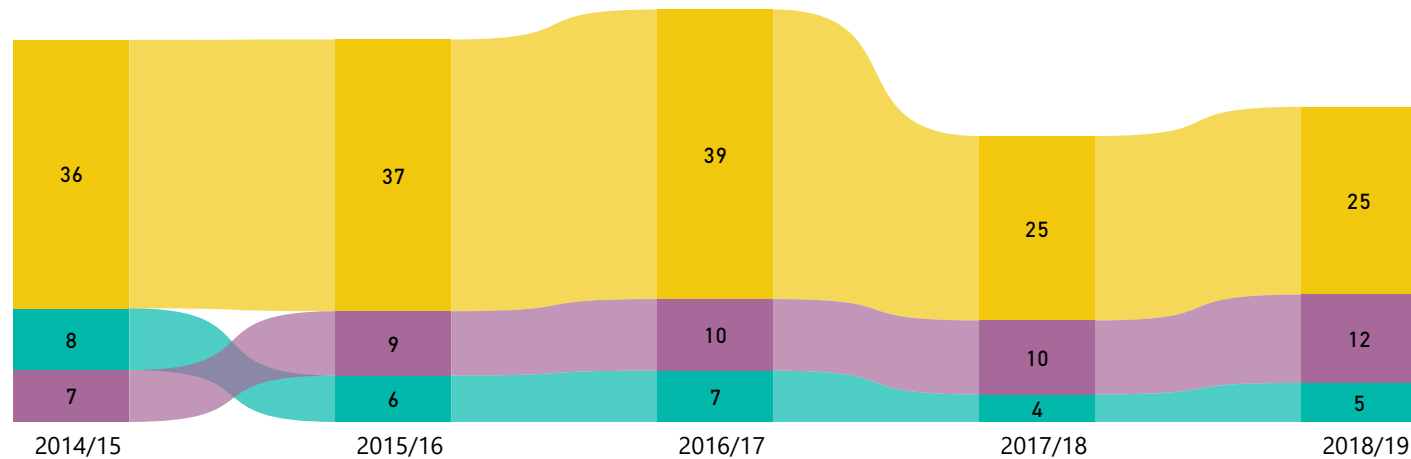


## Stage



## % 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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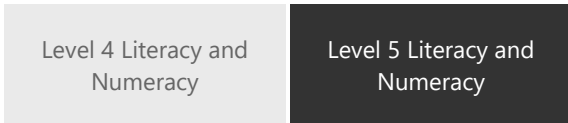
Literacy and Numeracy by SIMD

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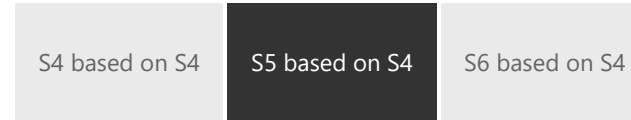
# Local Benchmarking Measures: Literacy and Numeracy for Care Experienced Children and Young People

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



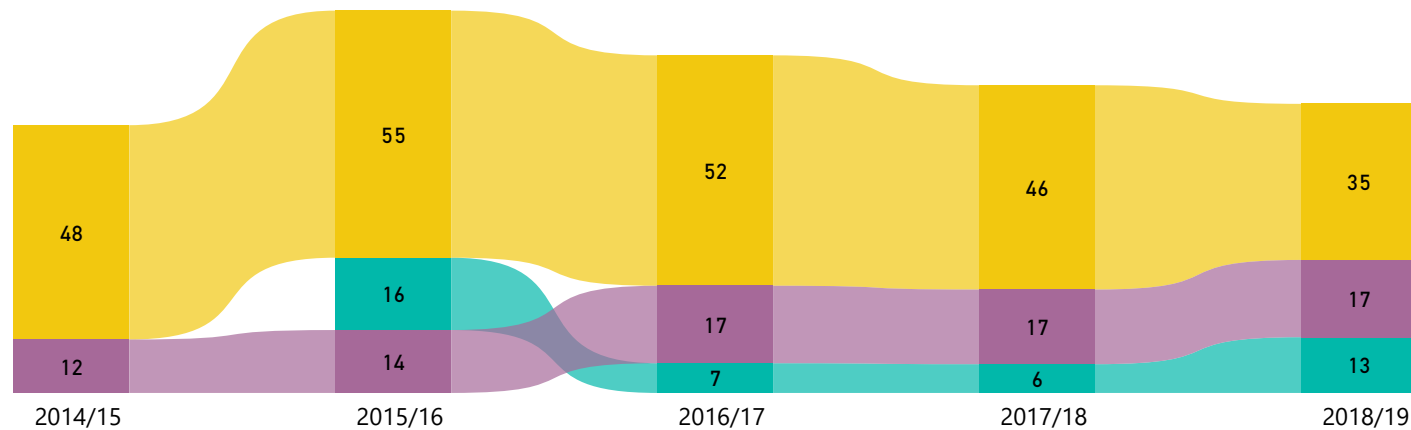
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National Benchmarking Measures

## % 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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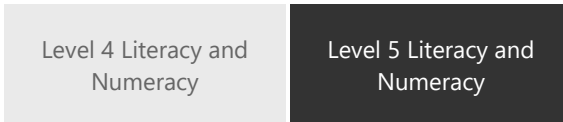
Improving Attainment for All

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

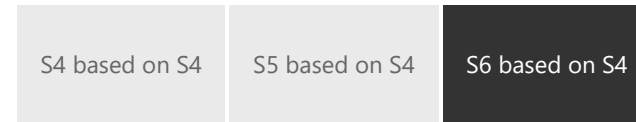
Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

National Benchmarking Measures

## SCQF Level and Curricular Area

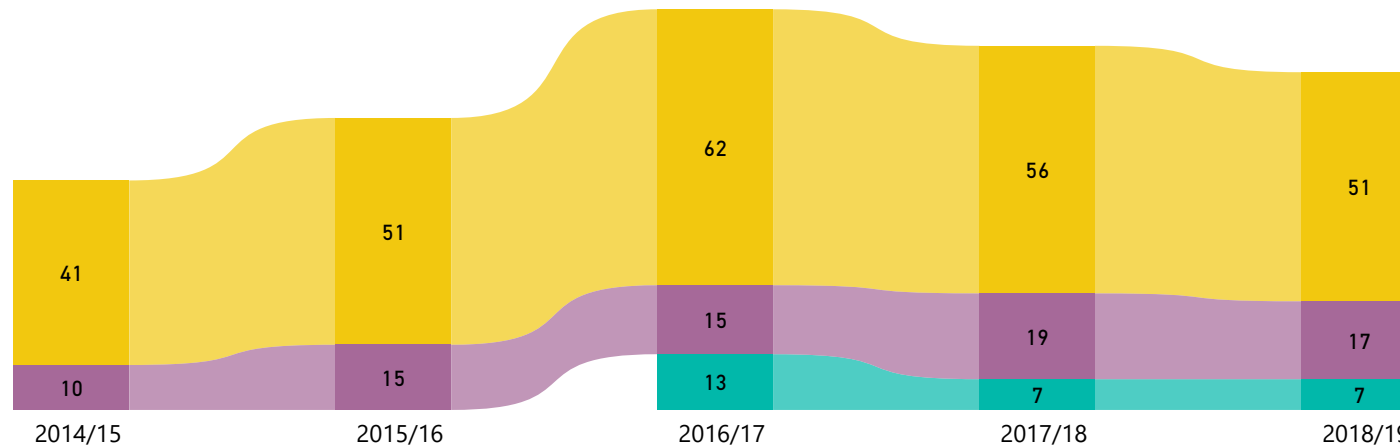


## Stage



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

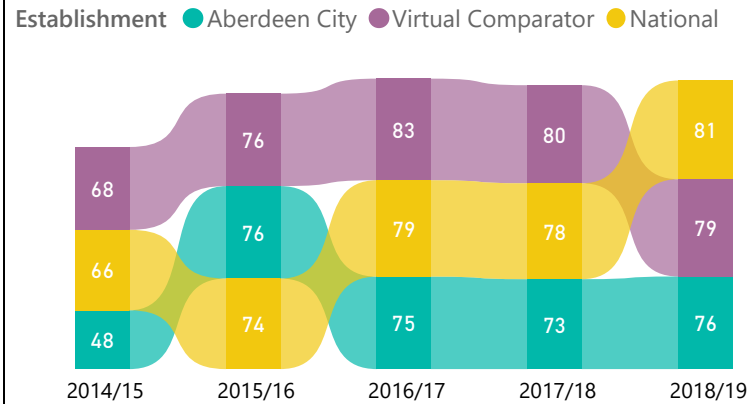
Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

## SCQF Level and Curricular Area

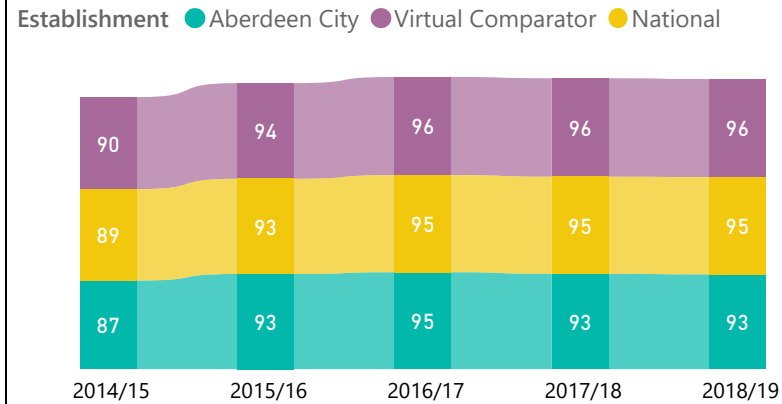
Level 4 Literacy and Numeracy

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

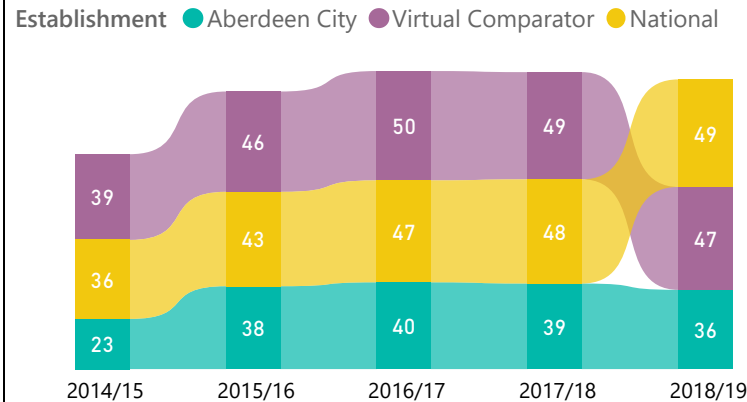
Local Benchmarking measures provide data for all learners' achievements during the senior phase (S4 to S6), whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures

## SCQF Level and Curricular Area

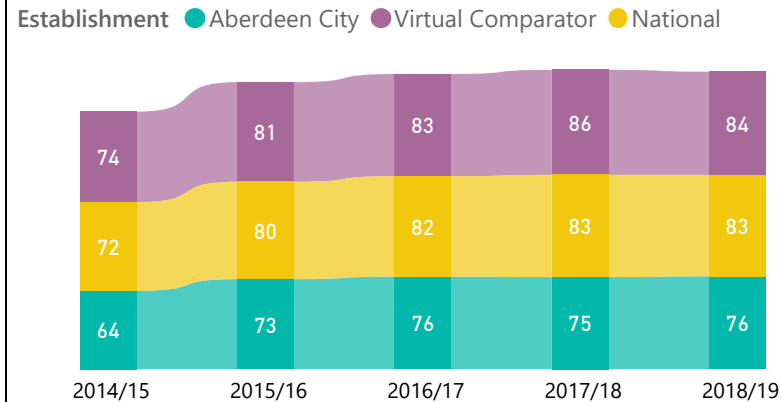
Level 4 Literacy and Numeracy

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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Improving Attainment for All

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

## Establishment

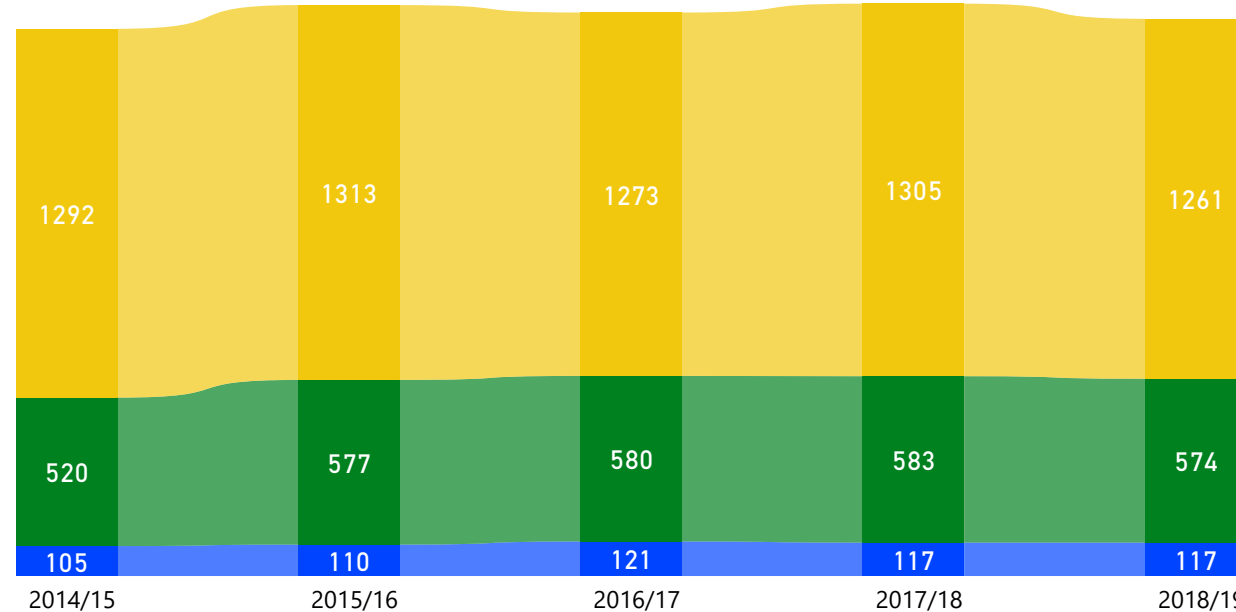
Aberdeen City

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 by SIMD

Improving Attainment for All

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

## Establishment

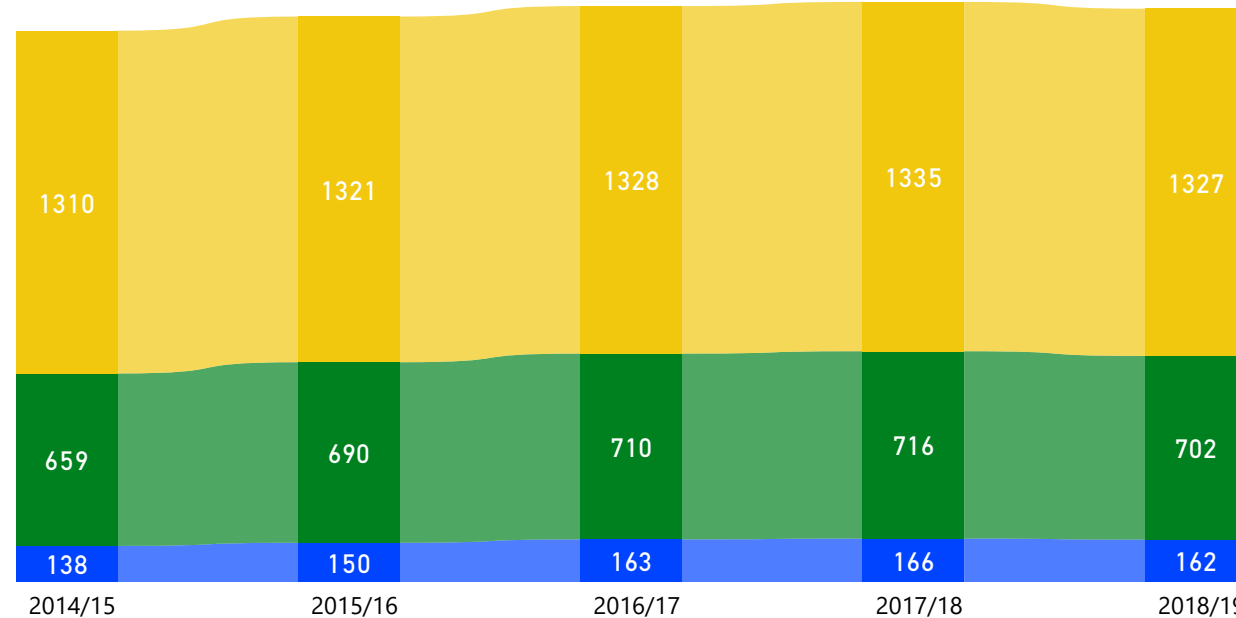
Aberdeen City

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	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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Improving Attainment for All

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

## Establishment

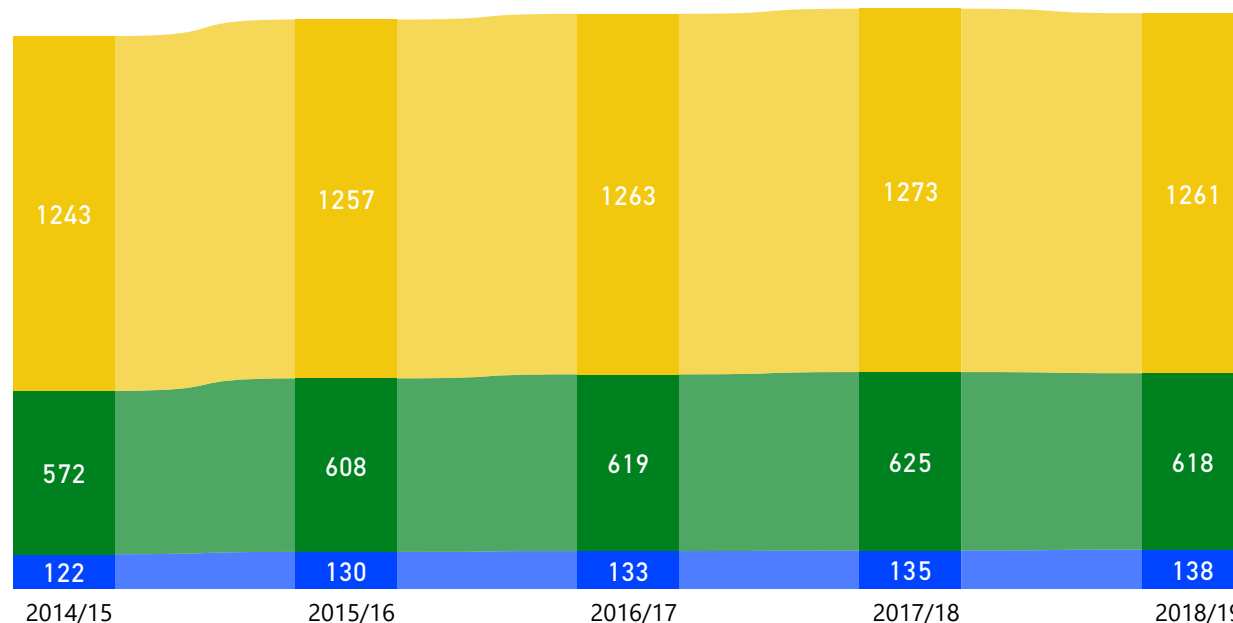
Aberdeen City

Virtual Comparator

National

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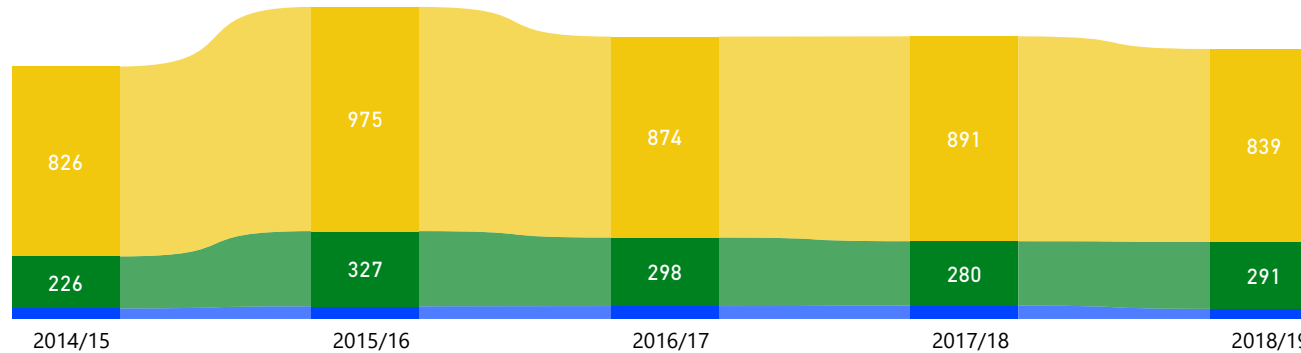
# Local Benchmarking Measures: Improving Attainment for All by Scottish Index of Multiple Deprivation

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

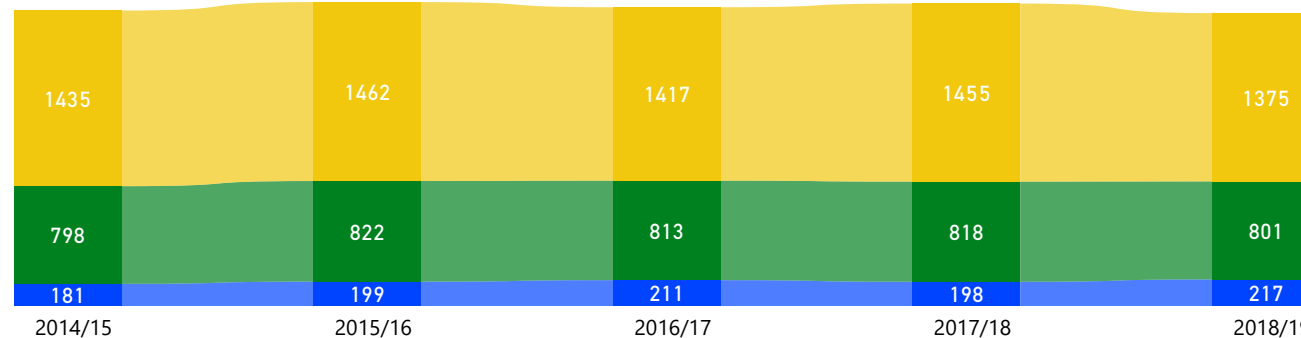
## Average Complementary Tariff Points of Candidates, SIMD 20% Most Deprived

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%



Improving Attainment for All

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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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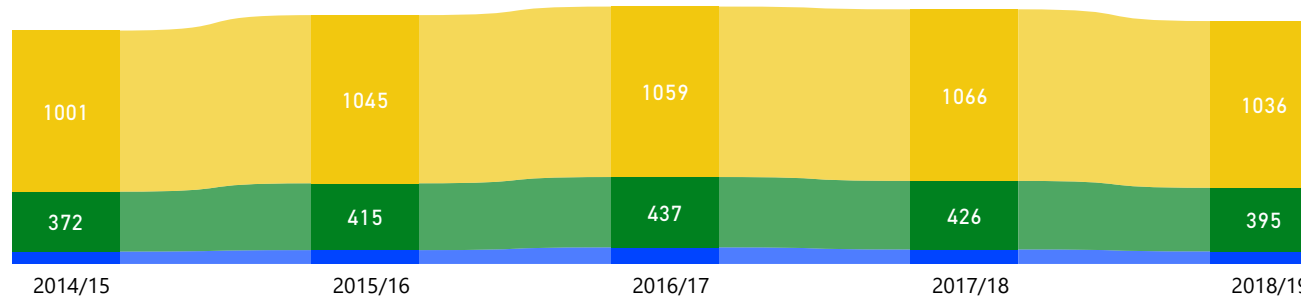
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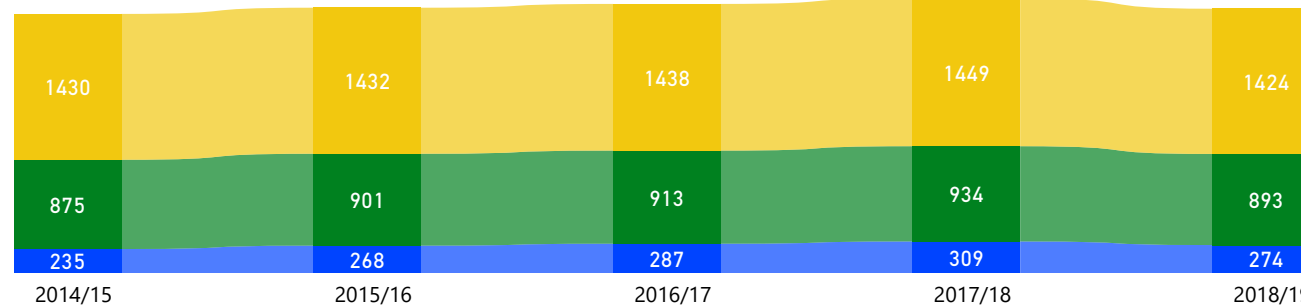
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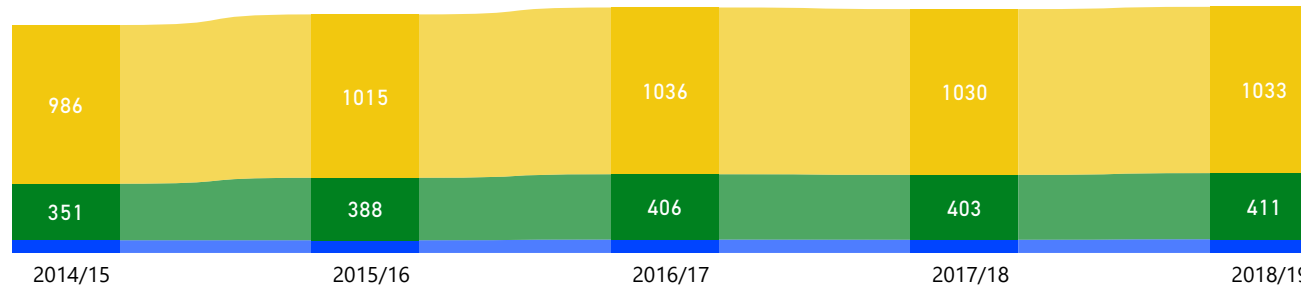
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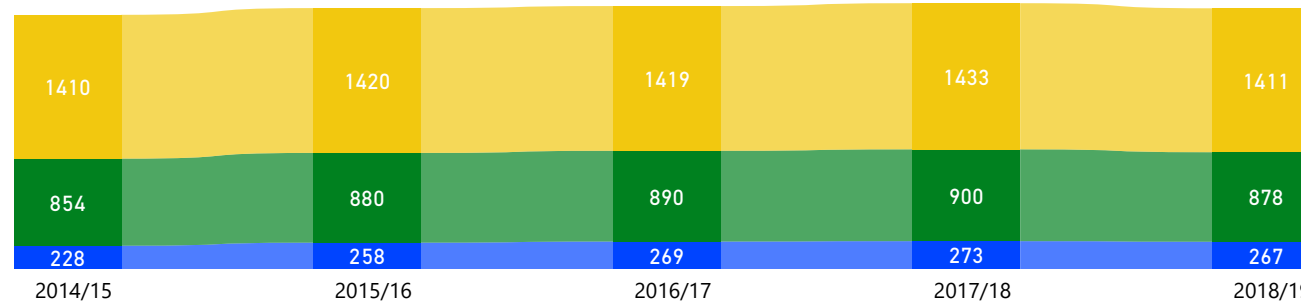
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