

Appendix A - Aberdeen City Council Education Improvement Journey- Key Performance Indicator Tracking Report – November 2018

Key Performance Indicator Tracking Summary:

Within these tables the following traffic light legends are applied:

Standardised Improvement Targets

- Percentages highlighted in green indicate meeting improvement targets (+/- 0.5%)
- Percentages highlighted in yellow indicate that the 2017-18 figures are higher than in 2016-17 but are outwith the improvement target (+/- > 0.5 – 1%)
- Percentages highlighted in amber indicate that 2017-18 figures are lower than in 2016-17 and not meeting the improvement targets (+/- > 1-5%)
- Percentages highlighted in red indicate that the 2017-18 figures are significantly lower than in 2016-17 and not meeting the improvement targets (+/- >5%)

Closing the Gap Improvement Targets

- Percentages highlighted in green indicate the cohort outcome in 2017-18 is higher than in 2016-17 and meeting of improvement targets in reduction in difference between Quintiles (+/- 0.5%)
- Percentages highlighted in yellow indicate the cohort outcome in 2017-18 is higher than in 2016-17 but falls short of the improvement targets for reducing the difference between Quintiles (+/- > 0.5 – 1%)
- Percentages highlighted in amber indicate the cohort outcome in 2017-18 is lower than in 2016-17 and an increasing difference between Quintiles. (+/- > 1-5%)

Please note: Figures in italics are provided to establish the upper limits of gap-based measures and are for information only.

Performance Areas for Improvement	Key Performance Indicator Data								Improvement Targets
Broad General Education – Achievement of Curriculum for Excellence (CfE Levels) <ul style="list-style-type: none"> Reading Writing Listening and Talking (L&T) Numeracy 	PRIMARY – ACHIEVEMENT OF CfE LEVELS (ABERDEEN CITY) 2017/18								Greater than 1% increase in literacy performance Greater than 1% increase in numeracy performance Comment: For each CfE component/level in Primary Schools there is an increase from 2016/17 greater than 1%. P7 stage has the highest primary increase for Writing (+6.6%), Reading and Numeracy (+5.7% respectively). There is decline in number of S3 pupils achieving Third and Fourth level (combined) in Reading and Listening and Talking, Writing remained at the same level and there is an improvement in Numeracy (+1.7%). Notable improvements across all curriculum organisers at S3 Fourth Level, especially in Numeracy (+10.4%)
	P1				P4				
		No. of pupils	Early Level	Early Level (%)		No. of pupils	First Level	First Level (%)	
	Reading	2121	1674	79.26	Reading	1992	1534	77.16	
	Writing	2121	1621	76.75	Writing	1992	1429	71.88	
	L&T	2121	1825	86.41	L&T	1992	1698	85.41	
	Numeracy	2121	1746	82.71	Numeracy	1998	1497	75.08	
	P7								
		No. of pupils	Second Level	Second Level (%)					
	Reading	1791	1383	77.39					
	Writing	1791	1298	72.64					
	L&T	1791	1521	85.11					
	Numeracy	1793	1338	74.79					
	SECONDARY – ACHIEVMENT OF CfE LEVELS (ABERDEEN CITY) 2017/18								
	S3								
		No. of pupils	Third Level or better	Third Level or better (%)	Fourth Level	Fourth Level (%)			
Reading	1554	1295	84.59	797	52.06				
Writing	1554	1253	81.79	751	49.02				
L&T	1554	1304	85.12	810	52.87				
Numeracy	1554	1287	84.12	943	61.63				

Performance Areas for Improvement	Key Performance Indicator Data										Improvement Targets		
Closing the Poverty Attainment Gap – Broad General Education Primary By SIMD 2016 Quintiles <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	PRIMARY 2017/18 (ABERDEEN CITY)										Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with quintile 5 for both literacy and numeracy Comment:		
	P1											<p>SIMD Quintile 1 and Quintile 5 Differential At authority level, there is noticeable progress in closing the differentials between SIMD Quintiles 1 and 5 across most components, albeit that this is not as apparent across the P4 cohort. This is most likely as a result of the very target interventions that have been planned through the utilisation of Pupil Equity Funding. Officers will work with primary colleagues to better understand the variation at Primary 4.</p> <p>SIMD Quintile 2 and Quintile 5 Differential Whilst evidence of a closing of the gap between SIMD 2 and 5 in Primary Education is less substantive, the figures from both Third and Fourth level at S3 indicate that the majority of Improvement Targets have been met in 7 out of 8 components, with Listening and Talking at 3rd level or above being the sole exception.</p> <p>SIMD Quintile 3 and Quintile 5 Differential Across both Primary and Secondary Education, the picture for the comparative outcomes between SIMD 3 and 5, show a similar varied pattern as that of SIMD 2 but with the most improvement being evidenced against Primary Education.</p>	
	SIMD 2016 Quintiles	No. of Pupils	Reading - Early Level	Reading - Early Level (%)	Writing - Early Level	Writing - Early Level (%)	L&T - Early Level	L&T - Early Level (%)	Numeracy - Early Level	Numeracy - Early Level (%)			
		Quintile 1 - Most Deprived	246	179	73.66	181	74.49	203	83.54	186			76.54
		Quintile 2	550	385	70.13	368	67.03	435	79.23	415			75.59
		Quintile 3	278	209	76.00	203	73.82	237	86.18	232			84.67
		Quintile 4	357	295	82.87	286	80.0	315	88.0	307			86.0
		Quintile 5 - Least Deprived	690	606	87.95	583	85.0	635	92.0	606			88.0
	P4												
	Quintiles	No. of Pupils	Reading - First Level	Reading - First Level (%)	Writing - First Level	Writing - First Level (%)	L&T - First Level	L&T - First Level (%)	Numeracy - First Level	Numeracy - First Level (%)			
		Quintile 1 - Most Deprived	226	138	61.33	117	52.00	157	69.78	138			61.33
		Quintile 2	485	341	70.31	310	63.92	403	83.09	332			68.17
		Quintile 3	257	182	71.09	167	65.23	212	82.81	174			67.70
		Quintile 4	288	236	82.23	224	78.05	250	87.11	231			79.93
		Quintile 5 - Least Deprived	735	636	86.65	610	83.11	675	91.96	621			84.49
	P7												
	Quintiles	No. of Pupils	Reading - Second Level	Reading - Second Level (%)	Writing - Second Level	Writing - Second Level (%)	L&T - Second Level	L&T - Second Level (%)	Numeracy - Second Level	Numeracy - Second Level (%)			
		Quintile 1 - Most Deprived	200	131	65.83	121	60.80	155	77.89	124			62.31
		Quintile 2	413	265	64.16	240	58.11	311	75.30	260			62.95
		Quintile 3	228	162	71.68	153	67.70	192	84.96	164		72.25	
Quintile 4		282	238	84.40	222	78.72	255	90.43	227	80.50			
Quintile 5 - Least Deprived		666	586	88.12	561	84.36	606	91.13	562	84.38			

Performance Areas for Improvement	Key Performance Indicator Data										Improvement Targets	
Closing the Poverty Attainment Gap – Broad General Education Secondary By SIMD 2016 Quintiles <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	SECONDARY 2017/18 (ABERDEEN CITY)										<ul style="list-style-type: none"> • Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy 	
	S3											See above
	SIMD 2016 Quintiles	No. of Pupils	Reading - Third Level or better	Reading - Third Level or better (%)	Writing – Third Level or better	Writing - Third Level or better (%)	L&T - Third Level or better	L&T - Third Level or better (%)	Numeracy - Third Level or better	Numeracy - Third Level or better (%)		
	Quintile 1 - Most Deprived	153	103	68.21	100	66.23	101	66.89	99	66.44		
	Quintile 2	365	272	76.62	256	72.11	270	76.06	274	76.97		
	Quintile 3	191	146	77.25	141	74.60	147	77.78	151	81.18		
	Quintile 4	275	235	87.36	225	83.33	241	89.26	230	84.87		
	Quintile 5 - Least Deprived	568	537	95.04	530	93.81	544	96.28	531	93.82		
		No. of Pupils	Reading - Fourth Level	Reading - Fourth Level (%)	Writing - Fourth Level	Writing - Fourth Level (%)	L&T - Fourth Level	L&T - Fourth Level (%)	Numeracy - Fourth Level	Numeracy - Fourth Level (%)		
	Quintile 1 - Most Deprived	153	45	29.80	40	26.49	41	27.15	63	42.28		
	Quintile 2	365	123	34.65	116	32.68	133	37.46	173	48.60		
Quintile 3	191	72	38.10	64	33.86	74	39.15	107	57.53			
Quintile 4	275	152	56.51	145	53.70	148	54.81	177	65.31			
Quintile 5 - Least Deprived	568	404	71.50	385	68.14	413	73.10	422	74.56			

Performance Areas for Improvement	Key Performance Indicator Data				Improvement Targets	
Senior Phase- Candidates Attaining Literacy and Numeracy	Local Benchmarking Measure: Literacy and Numeracy S4 based on S4				Greater than 1% increase at SCQF level 4 Greater than 1% increase at SCQF level 5	
		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy		Number in Cohort
	Aberdeen City	2017	88.27	52.57	1577	Comment: Secondary 4 The outcomes at S4 show a material reduction in outcomes at both SCQF Levels 4 and 5 which mirror the pattern displayed by both the National Establishment and Virtual Comparator data. Secondary 5 At S5, there is limited statistical change in the outcomes across SCQF Levels 4 and 5 with both measures' direction of travel mirroring, and closely matching, the National Establishment trends. Level 4 Literacy and Numeracy met the local Improvement Target for this measure Secondary 6 Although statistically unchanged from 2016-17, both measures are within tolerance of the local Improvement Targets, albeit that at Level 5, the differential to the National Establishment and Virtual Comparator figure has widened marginally
	Virtual Comparator	2017	88.07	59.42	15770	
	National	2017	85.49	52.29	50335	
	Aberdeen City	2018	77.06	47.15	1648	
	Virtual Comparator	2018	82.39	53.88	16480	
	National	2018	81.06	49.53	49776	
	Local Benchmarking Measure: Literacy and Numeracy S5 based on S4					
		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	
	Aberdeen City	2017	86.67	60.00	1680	
	Virtual Comparator	2017	90.93	70.01	16800	
	National	2017	87.53	63.34	51836	
	Aberdeen City	2018	87.70	59.09	1601	
	Virtual Comparator	2018	90.76	69.13	16010	
	National	2018	88.23	63.17	50932	
	Local Benchmarking Measure: Literacy and Numeracy S6 based on S4					
		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	
	Aberdeen City	2017	87.19	61.00	1718	
	Virtual Comparator	2017	90.86	70.76	17180	
	National	2017	87.38	63.79	52975	
Aberdeen City	2018	86.99	61.22	1676		
Virtual Comparator	2018	91.15	71.78	16760		
National	2018	87.82	65.34	51952		

Senior Phase – S6 Cohort Cumulative (S4-6) Average Complementary Tariff Points	<table border="1"> <thead> <tr> <th colspan="6">Local Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6 based on S4</th> </tr> <tr> <th></th> <th>Year</th> <th>Lowest Attaining 20%</th> <th>Middle Attaining 60%</th> <th>Highest Attaining 20%</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Aberdeen City</td> <td>2017</td> <td>121</td> <td>580</td> <td>1273</td> <td>1718</td> </tr> <tr> <td>Virtual Comparator</td> <td>2017</td> <td>165</td> <td>714</td> <td>1326</td> <td>17180</td> </tr> <tr> <td>National</td> <td>2017</td> <td>133</td> <td>619</td> <td>1263</td> <td>52975</td> </tr> <tr> <td>Aberdeen City</td> <td>2018</td> <td>117</td> <td>582</td> <td>1301</td> <td>1676</td> </tr> <tr> <td>Virtual Comparator</td> <td>2018</td> <td>167</td> <td>714</td> <td>1334</td> <td>16760</td> </tr> <tr> <td>National</td> <td>2018</td> <td>135</td> <td>624</td> <td>1271</td> <td>51952</td> </tr> </tbody> </table>	Local Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6 based on S4							Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort	Aberdeen City	2017	121	580	1273	1718	Virtual Comparator	2017	165	714	1326	17180	National	2017	133	619	1263	52975	Aberdeen City	2018	117	582	1301	1676	Virtual Comparator	2018	167	714	1334	16760	National	2018	135	624	1271	51952	<p>Greater than 1% increase for S6 cohort based on cumulative (S4-6) average complementary tariff points</p> <p>Comment:</p> <p>Whilst the outcomes for the Lowest and Middle Attaining cohorts are statistically unchanged, the figure for the Highest Attaining has improved and exceeds both the National Establishment and Virtual Comparator outcomes.</p>																																						
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Senior Phase – Closing the Poverty Gap <ul style="list-style-type: none"> Literacy and Numeracy S6 Cohort Cumulative Complementary Tariff points 	<table border="1"> <thead> <tr> <th colspan="8">Local Benchmarking Measure: Literacy and Numeracy, 30% most and least deprived attaining Literacy and Numeracy (S6 based on S4)</th> </tr> <tr> <th rowspan="2"></th> <th rowspan="2">Year</th> <th colspan="3">Most Deprived 30%</th> <th colspan="3">Least Deprived 30%</th> </tr> <tr> <th>% Level 4 Literacy and Numeracy</th> <th>% Level 5 Literacy and Numeracy</th> <th>Number in Cohort</th> <th>% Level 4 Literacy and Numeracy</th> <th>% Level 5 Literacy and Numeracy</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Aberdeen City</td> <td>2017</td> <td>78.50</td> <td>44.16</td> <td>428</td> <td>94.63</td> <td>74.51</td> <td>820</td> </tr> <tr> <td>Virtual Comparator</td> <td>2017</td> <td>83.50</td> <td>54.00</td> <td>4280</td> <td>95.45</td> <td>81.77</td> <td>8200</td> </tr> <tr> <td>National</td> <td>2017</td> <td>80.10</td> <td>48.97</td> <td>16464</td> <td>94.30</td> <td>79.54</td> <td>15336</td> </tr> <tr> <td>Aberdeen Difference</td> <td>2017</td> <td>16.13</td> <td>30.35</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Aberdeen City</td> <td>2018</td> <td>78.05</td> <td>44.39</td> <td>401</td> <td>93.15</td> <td>73.64</td> <td>774</td> </tr> <tr> <td>Virtual Comparator</td> <td>2018</td> <td>83.47</td> <td>55.01</td> <td>4010</td> <td>96.07</td> <td>84.22</td> <td>7740</td> </tr> <tr> <td>National</td> <td>2018</td> <td>80.90</td> <td>50.12</td> <td>16456</td> <td>94.42</td> <td>80.86</td> <td>15207</td> </tr> <tr> <td>Aberdeen Difference</td> <td>2018</td> <td>15.1</td> <td>29.39</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Local Benchmarking Measure: Literacy and Numeracy, 30% most and least deprived attaining Literacy and Numeracy (S6 based on S4)									Year	Most Deprived 30%			Least Deprived 30%			% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	Aberdeen City	2017	78.50	44.16	428	94.63	74.51	820	Virtual Comparator	2017	83.50	54.00	4280	95.45	81.77	8200	National	2017	80.10	48.97	16464	94.30	79.54	15336	Aberdeen Difference	2017	16.13	30.35					Aberdeen City	2018	78.05	44.39	401	93.15	73.64	774	Virtual Comparator	2018	83.47	55.01	4010	96.07	84.22	7740	National	2018	80.90	50.12	16456	94.42	80.86	15207	Aberdeen Difference	2018	15.1	29.39					<p>Greater than a 1% reduction in the percentage difference between the most and least deprived for Literacy and Numeracy at SCQF Levels 4 and 5.</p> <p>Comment:</p> <p>At SCQF Levels 4 and 5, the Improvement Targets relating to reducing the deprivation gap have been met in both instances.</p> <p>The gap in Literacy and Numeracy at SCQF Level 4 is above the Virtual Comparator and National Establishment figure whilst the Level 5 outcome matches or betters both of the benchmarks.</p> <p>At both Levels, the annual improvement rate is better than the Virtual Comparator and matches the National figures</p> <p>However, the absolute outcomes for each deprivation -based component at SCQF Levels 4 and 5 show limited statistical change.</p>
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Performance Areas for Improvement	Key Performance Indicator Data							Improvement Targets		
Broad General Education – Achievement of Curriculum for Excellence (CfE Levels) Care Experienced Children and Young People <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	PRIMARY – ACHIEVEMENT OF CfE LEVELS							4% increase in both literacy and numeracy performance of Looked After Children (Broad General Education)		
	P1	P4								
		No. of pupils	Early Level	Early Level (%)		No. of pupils	First Level		First Level (%)	
	Reading	18	12	66.67	Reading	17	10		58.82	
	Writing	18	11	61.11	Writing	17	**	**		
	L&T	18	12	66.67	L&T	17	11	64.71		
	Numeracy	18	13	72.22	Numeracy	17	7	41.18		
	P7									
		No. of pupils	Second Level	Second Level (%)						
	Reading	8	**	**						
Writing	8	**	**							
L&T	8	**	**							
Numeracy	8	**	**							
SECONDARY – ACHIEVEMENT OF CfE LEVELS								Comment: The outcomes for Looked After Children, with the exception of Numeracy at Third Level or better, are all improved with 6 out of 12 components/levels also achieving or exceeding the local Improvement Targets. In aggregate, the results for Reading across the three levels are most improved, followed by Listening and Talking with similar variations in improvement being experienced across each Level.		
S3										
	No. of pupils	Third Level or better	Third Level or better (%)	Fourth Level		Fourth Level (%)				
Reading	17	7	50.00	**		**				
Writing	17	8	53.33	**		**				
L&T	17	8	53.33	**		**				
Numeracy	17	6	42.86	**		**				
N.B. Datasets relating to Primary 7 and Fourth level at S3 contain small numbers which could potentially identify individual pupils therefore are suppressed for the purposes of sharing and publication.										

Performance Areas for Improvement	Key Performance Indicator Data					Improvement Targets
Senior Phase-Candidates Attaining Literacy and Numeracy Care Experienced Children and Young People	Local Benchmarking Measure: Literacy and Numeracy S4 based on S4					3% increase at SCQF Level 4 Literacy and Numeracy 4% increase at SCQF Level 5 Literacy and Numeracy
		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	
	Aberdeen City	2017	37.93	6.90	29	
	Virtual Comparator	2017	79.31	42.76	290	
	National	2017	49.32	9.63	1101	
	Aberdeen City	2018	25.93	3.70	27	
	Virtual Comparator	2018	61.48	22.22	270	
	National	2018	47.17	9.96	1115	
	Local Benchmarking Measure: Literacy and Numeracy S5 based on S4					
		Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	
	Aberdeen City	2017	53.33	13.33	15	
	Virtual Comparator	2017	78.67	46.67	150	
	National	2017	62.89	25.52	768	
	Aberdeen City	2018	42.86	14.29	14	
	Virtual Comparator	2018	80.00	45.00	140	
National	2018	62.50	25.28	720		
N.B. The dataset tables relating to Average Complementary Tariff Point Scores for Care Experienced Children and Young People (S6, based on S4) contain small numbers which could potentially identify individual pupils therefore have not been published						