

Appendix C - 2024/25 Curriculum for Excellence Briefing

Strategic Data Context

Throughout this briefing document, the datasets reported relate directly to the Key National Measures outlined within the Scottish Government's [National Improvement Framework Evidence Report](#), supporting Outcomes 1, 3 and 4 of the current Plan for Scotland.

Summary - Primary, 1,4 and 7 Combined

Key Data Trends and Interpretation

Overall, year-to-year movements against each of the organiser values and trends in 2024/25 for P1,4 and 7 combined are generally in line with the national patterns, although there are marginal differences in the literacy organiser suite from 2023/24.

These changes generally have limited statistical significance and should not, in isolation, be considered to be representative of a material change in pupil performance from 2023/24. Contextually, it is also useful to consider that the combined outcomes for 2023/24 represented the highest values to date for Aberdeen City across the lifetime of this published national dataset.

Trend directions take this into account by highlighting changes of greater +/1 as having the potential to be consequential in the context of pupil attainment rather than as a consequence of natural variances in pupil profiles between years.

Officers within the Service, with the assistance of colleagues within Data Insights are in the process of further analysing data streams provided by the updating of the Scottish Government's Broad General Education Tool which was published in mid-December 2025.

Key Insights– P1,4 and 7 combined

Underlying granular data reflecting against Early, First and Second Level outcomes indicates that performance within P1 is generally weaker in both Literacy and Numeracy than in either P4 and P7, and is a deflationary influence within the P1,4,7 Combined figures, whilst the wider overview of combined outcomes from 2024/25 are broadly similar to those in 2023/34.

On-going monitoring of 2025/26 tracking data is conducted to (a) check that effective targeted interventions are in place, with a particular focus on current P2, given that the P1 data from 2024/25 showed some weakness, and (b) from the data analysis, gain additional deeper granular understanding of where the Service can further enhance pupil support against the particular areas of challenge that those with relative vulnerability (developmental, social and language barriers) in both these specific cohorts and across each primary phase.

This understanding will offer the capacity for further futureproofing against ‘learning deficits’ identified in a particular year or cohort being carried forwards to subsequent phases and in the core CfE evaluations at P4 and P7.

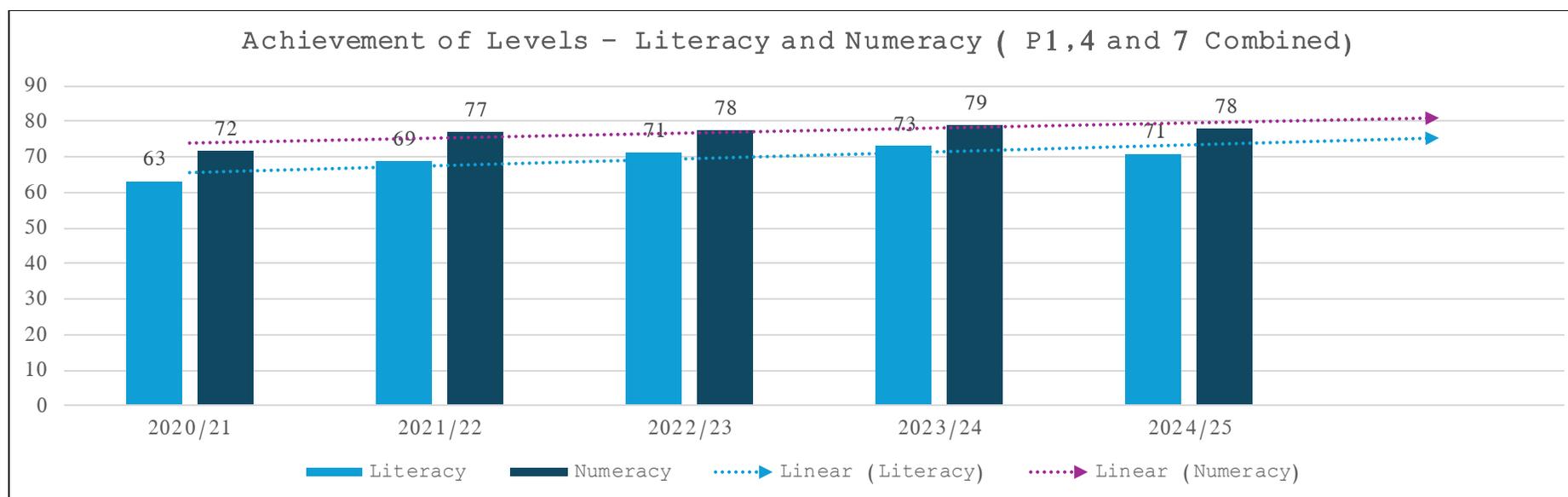
The data from 2024/25 at Early Level also suggests that there could be improvements made to early literacy and numeracy skill development across our ELC provisions to enhance the preparedness, and receptiveness, of P1 pupils to maximise the educational added value gained from the first year of the Broad General Education journey.

Improvement streams related to both of these observations are reflected in the current NIF in recognition of the 2024/25 outcomes but with a keen awareness that the NIF needs to have the capacity to flex, and re-focus resources, in the context of ‘real-time’ pupil evaluation within the current academic year

Table 1 – P1,4 and 7 Combined (Three-year trends and Averages)

Cohort	Organiser	2022/23	2023/24	2024/25	3-year average	Long trend - Annual
P1, P4 and P7 combined	Reading	78	79	78	78	
P1, P4 and P7 combined	Writing	74	76	74	75	
P1, P4 and P7 combined	Listening & Talking	86	87	87	87	
P1, P4 and P7 combined	Literacy	71	73	71	72	
P1, P4 and P7 combined	Numeracy	78	79	78	78	

Chart 1. Achievement of Levels in Literacy and Numeracy – Primary 1, 4 and 7 Combined (Five Year Timeseries)



Key Insights – P1 (Early Level)

Achievement at Primary 1 continues to show levels of variability between years, although it should be noted that 2023/24 represented outcomes which were above those in the majority of prior years, and that the results are consistent with those of the 2022/23 baseline year.

The Long Trend for Literacy related measures, based on performance against the 3 - year average, show some weakening of outcomes which are just beyond the parameters that can be wholly explained by natural variations in cohort profiles but do not necessarily represent material differences in educational achievement.

This latter aspect, and whether this necessitates additional mitigation within the 2025/26 National Improvement Framework Plan is currently being reviewed at both Service level, and more particularly, by Headteachers/staff at establishment level in the context of data made available through the Broad General Education Benchmarking Tool.

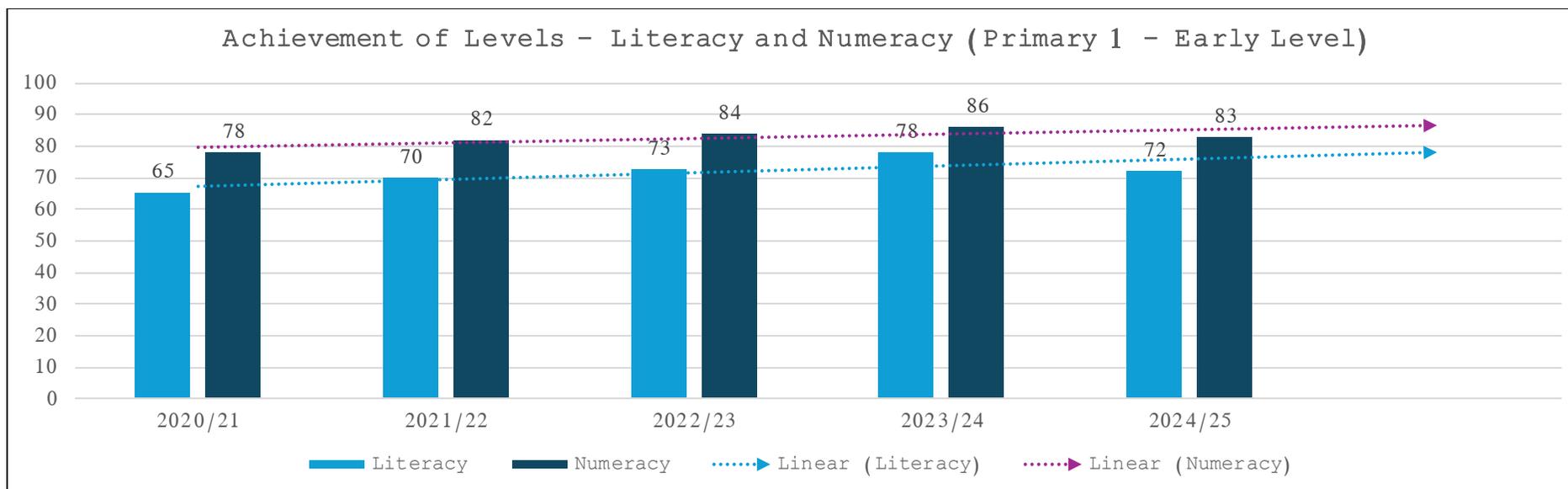
Officers are also working in collaboration with Early Learning teams, internal and external to the Council to gain further appreciation of how the continued challenges around child developmental issues amongst our younger children, at both entry to pre-school provision and at the transition to Primary 1 are influencing Early Level achievement.

In this respect, there are early indications that, in the 2025 calendar year, the proportion of children recording developmental concerns was receding from the peaks noted in 2024 which may suggest that intake profiles at ELC and Primary 1 in 2026/2027 may better position children to gain greater added value from engagement with formal education delivery.

Table 2 – Primary 1 (Three-year trends and Averages)

Cohort	Organiser	2022/23	2023/24	2024/25	3-year average	Long trend - Annual
P1 Early Level	Reading	78	81	77	79	↓
P1 Early Level	Writing	76	81	75	77	↓
P1 Early Level	Listening & Talking	86	87	85	86	—
P1 Early Level	Literacy	73	78	72	74	↓
P1 Early Level	Numeracy	84	86	83	84	—

Chart 2 – Achievement of Levels in Literacy and Numeracy Primary 1 (Five-year timeseries)



Key Insights – P4 (First Level)

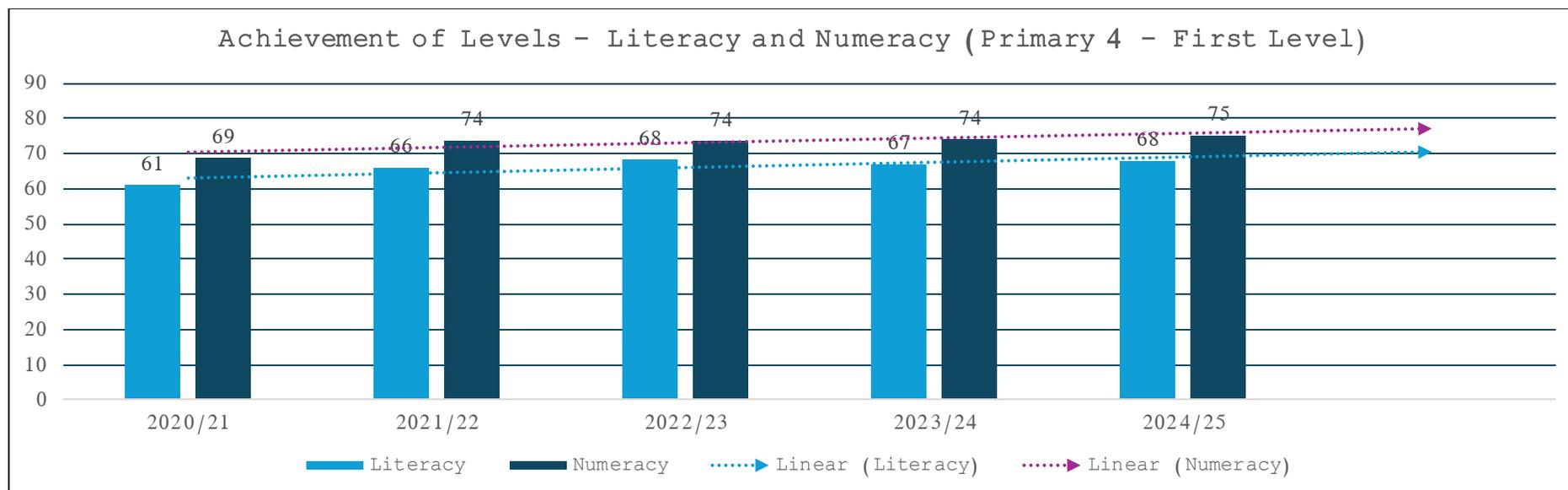
Primary 4 achievement is demonstrating a pattern consistent with that in the previous year, and both the 2022/23 baseline year and 3 - year average. This, after a period of substantive variations between years immediately subsequent to the COVID-19 pandemic, offers a sound foundation for improvement in 2025/26, and progression towards meeting the Stretch aims for these measures.

Table 3 – Primary 4 (Three-year trends and Averages)

Cohort	Organiser	2022/23	2023/24	2024/25	3-year average	Long trend - Annual
P4 First Level	Reading	75	76	75	76	■
P4 First Level	Writing	72	71	71	71	■
P4 First Level	Listening & Talking	86	87	87	87	■

P4 First Level	Literacy	68	67	68	68	
P4 First Level	Numeracy	74	74	75	74	

Chart 3 – Achievement of Levels in Literacy and Numeracy Primary 4 (Five-year timeseries)



Key Insights – P7 (Second Level)

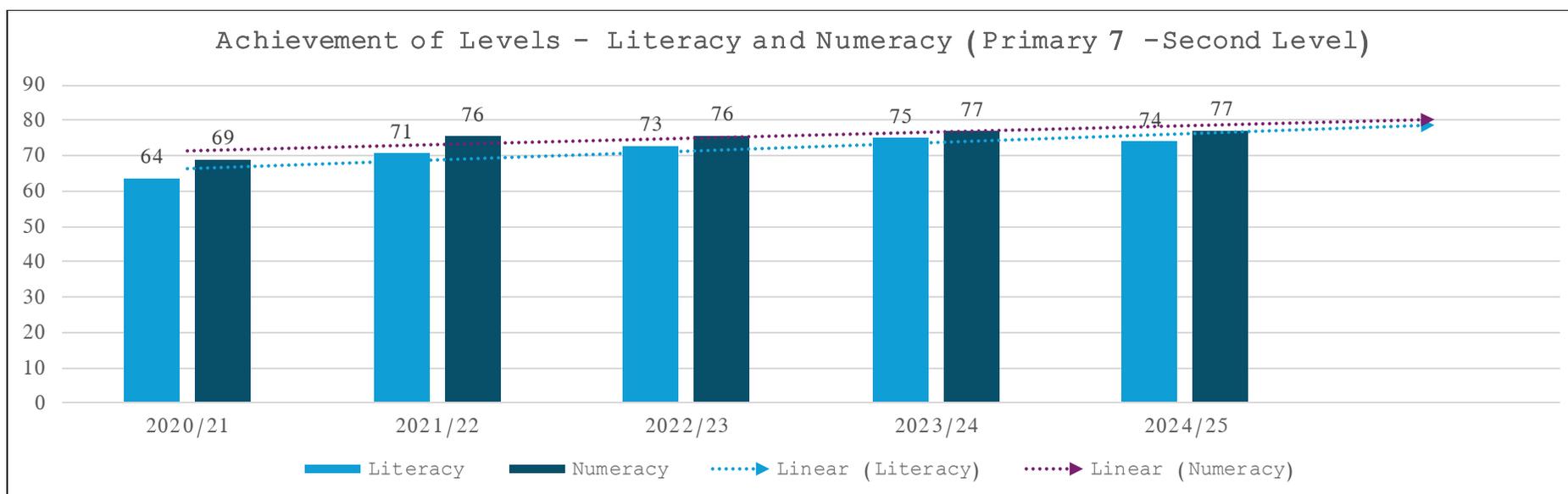
As with the outcomes of our P4 pupils, achievement at P7 represents a stable position in comparison with 2023/24 and the three-year average, with marginal uplifts in both Literacy and Numeracy measures against the 2022/23 baseline year.

Table 4 – Primary 7 (Three-year trends and Averages)

Cohort	Organiser	2022/23	2023/24	2024/25	3-year average	Long trend – Annual
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P7 Second Level	Reading	80	81	81	81	
P7 Second Level	Writing	75	77	76	76	
P7 Second Level	Listening & Talking	87	88	89	88	
P7 Second Level	Literacy	73	75	74	74	
P7 Second Level	Numeracy	76	77	77	77	

Chart 4 – Achievement of Levels in Literacy and Numeracy Primary 7 (Five-year timeseries)



Key Insights – P1.4 and 7 Combined (Achievement in the Context of Deprivation – SIMD Quintiles)

Outcomes across the five SIMD Quintiles for Numeracy demonstrate a stable year-on-year position with performance at SIMD 1 and 2 being similar to that in 2023/24, with an improving long trend. There has been a marginal fall in achievement at SIMD 3 and 4, from the prior year, although this reflects a reversion to levels experienced in 2022/23 and needs to be considered against the background of what were relatively high single year outcomes in 2023/24.

Literacy achievement offers a more complex data landscape with SIMD Quintiles 1-3 and 5 showing marginal retreats from the 2023/24 levels, closely matching those in 2022/23. Again this, in part, reflects what were materially positive movements in outcomes in the previous year, along with minimal long trend changes in values (less than 1 percentage point) across the three-year period for each Quintile. Achievement at Quintile 4 represents a continuation of the long-term upwards trend established in 2023/24 with similar outcomes to that in the previous year.

Table 5 – SIMD Quintile Achievement (Three-year trends)

Year	Stage	SIMD	English Reading	English Writing	English Listening & Talking	English Literacy	Numeracy
2024/25	P1, P4 and P7 combined	SIMD Quintile 1 - most deprived	67	61	78	57	68
		SIMD Quintile 2	70	65	83	62	72
		SIMD Quintile 3	76	74	85	70	76
		SIMD Quintile 4	82	79	90	77	81
		SIMD Quintile 5 - least deprived	86	83	93	80	86
2023/24	P1, P4 and P7 combined	SIMD Quintile 1 - most deprived	69	65	81	60	68
		SIMD Quintile 2	72	69	83	65	72
		SIMD Quintile 3	80	74	88	72	78
		SIMD Quintile 4	83	79	90	77	83
		SIMD Quintile 5 - least deprived	87	85	93	83	87
2022/23	P1, P4 and P7 combined	SIMD Quintile 1 - most deprived	67	63	79	57	65
		SIMD Quintile 2	71	66	82	63	71
		SIMD Quintile 3	76	73	86	69	76
		SIMD Quintile 4	82	79	89	76	81
		SIMD Quintile 5 - least deprived	86	83	92	81	86

Chart 5 Primary 1, 4 and 7 Combined – Literacy Achievement by All SIMD Quintiles (5-year timeseries)

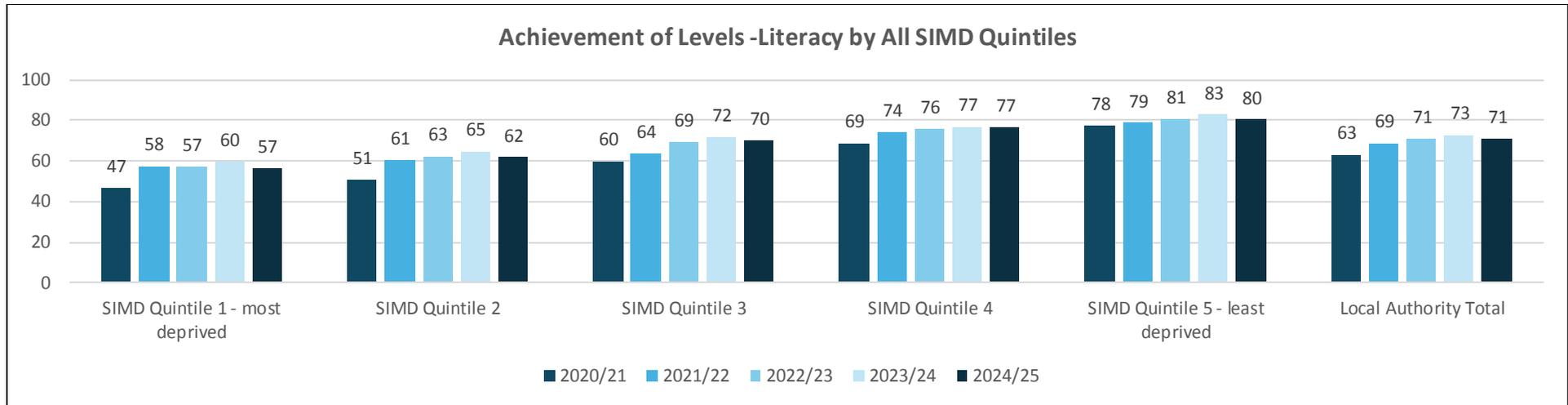


Chart 6. Primary 1,4 and 7 Combined – Data Focus, Literacy Achievement by Most and Least Deprived Quintiles (5-year timeseries)

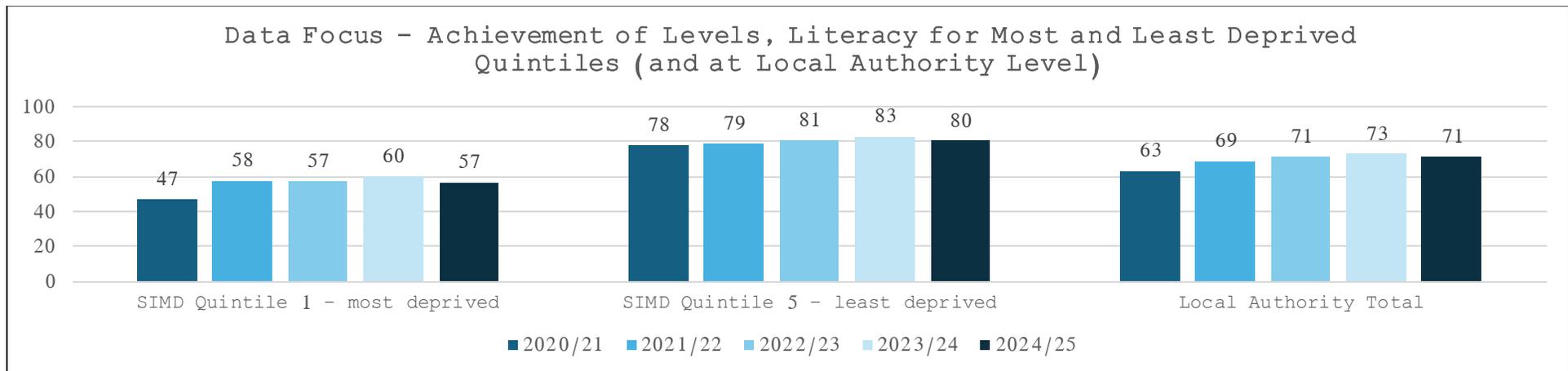


Chart 7. Primary 1,4 and 7 Combined – Numeracy by All SIMD Deciles (5-year timeseries)

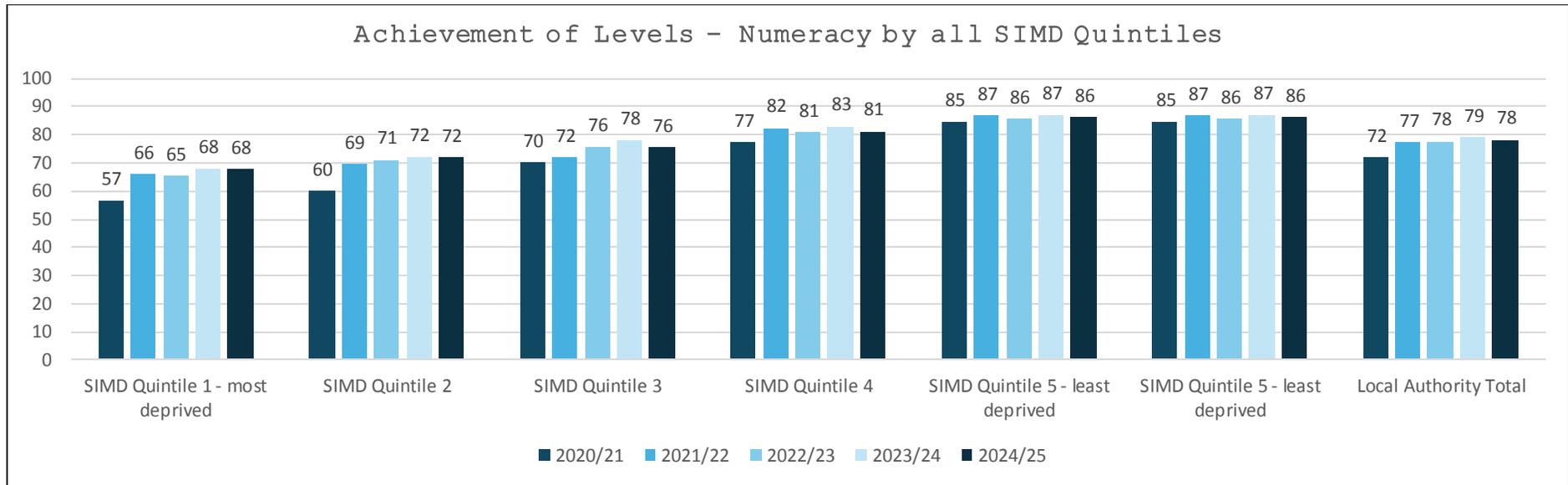
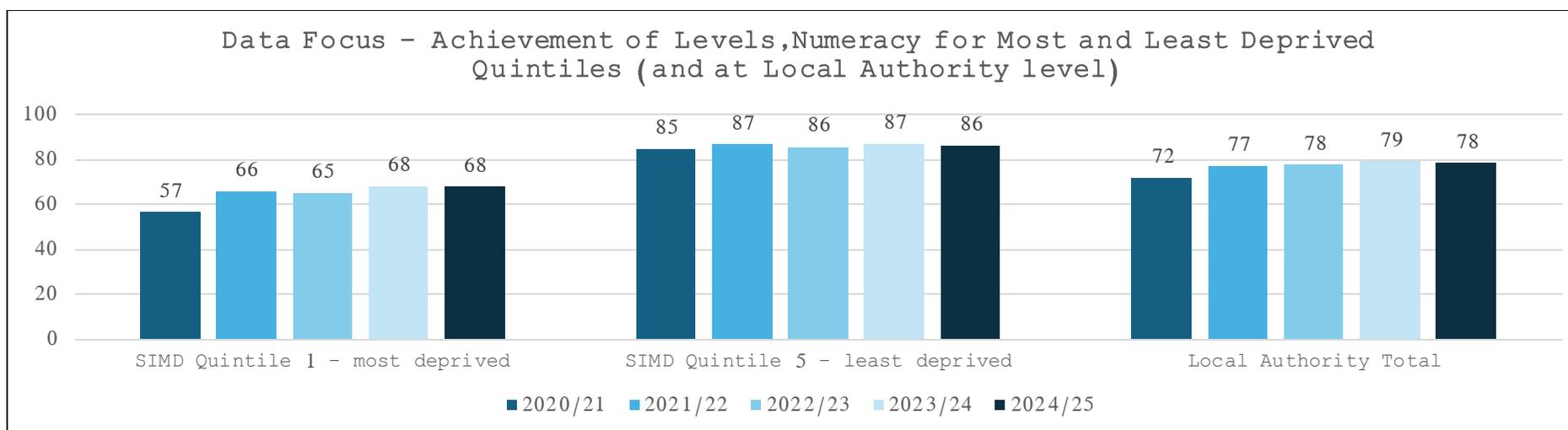


Chart 8. Data Focus Numeracy by Most and Least Deprived Quintiles (5-year timeseries)



Key Insights – Deprivation Related Attainment Gap Primary 1.4 and 7 Combined

The deprivation related distances between SIMD Quintiles in 2024/25 are largely unchanged from those recorded in the previous year, with limited material change in the gaps between those in the Lower Quintiles (SIMD 1 and 2), although the long trend in Numeracy achievement for these pupils is improved.

Reflecting on those areas where movement might not be wholly explained by statistical variance (>+/- 1 percentage point) between cohorts in 2024/25 and 2023/24, the Literacy Gap from SIMD 4 to the Least Deprived has closed year-on-year, whilst the position for Quintile 3 in Numeracy shows a growing distance. Both of these 2024/25 levels are, however, closely aligned with 2022/23 figures.

With the exception of the Quintile 3 Numeracy measure noted above, the long trends and comparisons with 3-year averages are either stable or marginally positive for each Quintile across both of the main Literacy and Numeracy organisers.

Table 6 – Deprivation related Achievement Gap by SIMD Quintile, Primary 1,4 and 7 Combined

Year	Stage	SIMD	Reading Gap	Writing Gap	Listening and Talking Gap	Literacy Gap	Numeracy Gap
2024/25	P1, P4 and P7 combined	SIMD Quintile 1 - most deprived	-19	-21	-14	-24	-18
		SIMD Quintile 2	-16	-17	-10	-18	-14
		SIMD Quintile 3	-10	-9	-7	-10	-11
		SIMD Quintile 4	-4	-4	-3	-4	-5
		SIMD Quintile 5 - least deprived					
2023/24	P1, P4 and P7 combined	SIMD Quintile 1 - most deprived	-18	-20	-12	-23	-19
		SIMD Quintile 2	-15	-16	-10	-18	-15
		SIMD Quintile 3	-7	-11	-5	-11	-9
		SIMD Quintile 4	-4	-6	-3	-6	-4
		SIMD Quintile 5 - least deprived					
2022/23	P1, P4 and P7 combined	SIMD Quintile 1 - most deprived	-18	-20	-12	-23	-20
		SIMD Quintile 2	-15	-17	-9	-18	-15
		SIMD Quintile 3	-10	-10	-6	-11	-10
		SIMD Quintile 4	-4	-5	-3	-5	-5
		SIMD Quintile 5 - least deprived					

Chart 9 Primary 1.4 and 7 Combined Deprivation Related Gap to Least Deprived Quintile (5-year timeseries) - Literacy

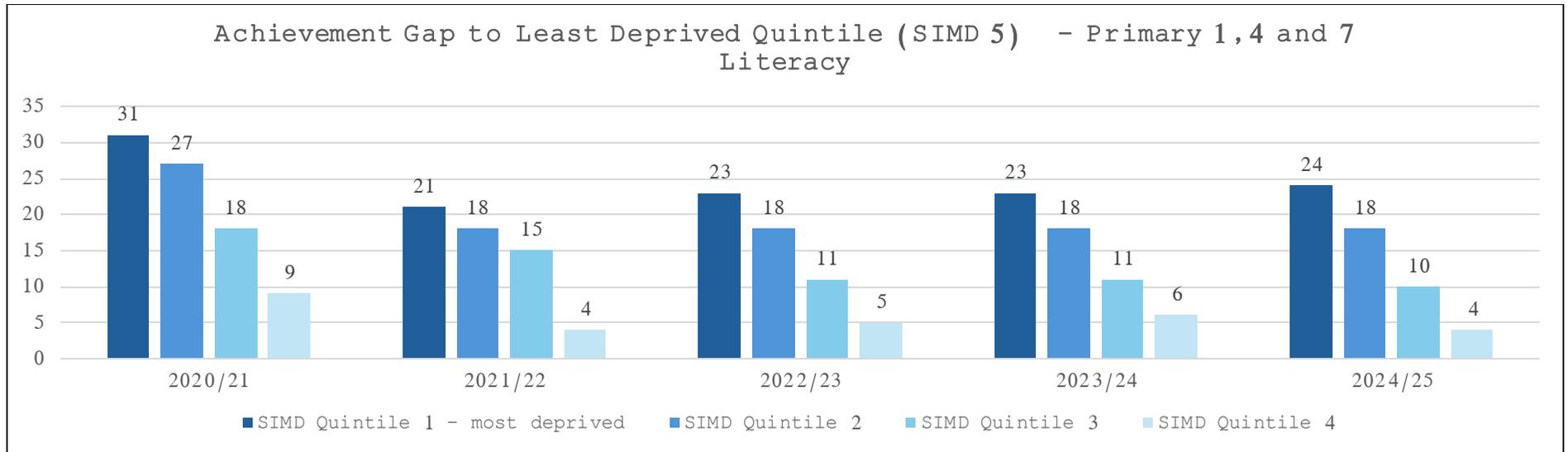


Chart 10. Primary 1.4 and 7 Combined Deprivation Related Gap to Least Deprived Quintile (5-year timeseries) - Numeracy

