

PERTH AND KINROSS COUNCIL**Lifelong Learning Committee
2 November 2016****Scrutiny Committee
30 November 2016****Attainment in Perth and Kinross Schools 2016****Report by Director (Education and Children's Services)****PURPOSE OF REPORT**

This report presents a summary analysis of pupil attainment for academic session 2015/2016 in Perth and Kinross, specifically in relation to Curriculum for Excellence (CfE) progress with learning and achievement in P1, P4, P7 and S3, and attainment at SCQF levels 5, 6 and 7 in secondary years S4, S5 and S6.

1. SUMMARY

1.1 Attainment at Perth and Kinross schools continues to build on already high levels of performance. The following key observations can be made for 2016:

- At First, Second and Third levels of Curriculum for Excellence there are long term improvements in pupils making very good progress across the key areas of reading, writing, mathematics & numeracy and listening/talking. A slight dip in P4 and P7 figures are evident this year from the high levels of 2015. Early levels at P1 were measured for the first time this year and indicate that around 9 out of 10 pupils are making very good progress.
- Measures from Insight, the national benchmarking tool for the Senior Phase (S4-S6), show improving levels of literacy and numeracy across most measures and generally steady or improving attainment across all levels of ability.
- Looking at attainment by deprivation, which describes the poverty related attainment gap, S5 this year shows a small but encouraging closing of the gap, which remains persistent for S4 and S6. Across all deciles, virtually all pupil groups are ahead of their virtual comparator.
- In S4, a total of 6286 examination entries were made at National 5 level, with a pass rate of 84.8% (compared to 85.2% last year). The proportion receiving 5 or more of these SCQF Level 5 awards remains at an encouragingly high level.
- In S5, a total of 3257 examination entries were made at Higher level, with a pass rate of 81.6% (compared to 81.0% last year). The proportions receiving 1, 3 and 5 awards at Higher are the second highest or highest ever recorded.
- In S6, a total of 724 examination entries were made at Advanced Higher level, with an overall pass rate of 83.3%. This compares with 822 entries in 2015 and a pass rate of 78.3%. The proportion receiving one award is the highest ever. The proportions receiving 1, 3 and 5 awards at Higher by the end of S6 are again the highest or second highest ever recorded.

2. MAIN ISSUES

Curriculum for Excellence (CfE)

- 2.1 This is the sixth academic session in primary and the fourth in S3 in secondary schools where the planned learning has been undertaken and assessed against progress made with CfE experiences and outcomes.
- 2.2 CfE defines five levels of learning. The first four levels are described in the experiences and outcomes. Progression to qualifications is described under a fifth level, the senior phase. It is expected that most pupils will demonstrate very good progress with their learning in Early Level experiences and outcomes by the end of P1, First Level by the end of P4, Second Level by the end of P7 and Third Level by the end of S3. Levels of Progression are described in Table 1.

Table 1: Curriculum for Excellence Levels of Progression

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

- 2.3 Assessment is an integral part of learning and teaching. Its purpose is to:
- support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to development of the four capacities;
 - give assurance to parents, pupils and others that children and young people are progressing in their learning and developing in line with expectations;
 - provide a summary of what pupils have achieved, including through qualifications and awards;
 - contribute to planning the next stages of learning; and
 - inform future improvements in learning and teaching.
- 2.4 A range of approaches to assess progress in learning are used. This includes:
- observation of day to day learning activities or specific assessment tasks;
 - using a range of evidence appropriate to the kind of learning, for example, observations of pupils carrying out tasks in a new context or peer assessments; and
 - through collegiate working and moderation against agreed standards.

- 2.5 Across Education and Children's Services there is recognition that examination results are an important indicator, but not a complete measure of achievement. Further, the statistics in this report are based on the relevant roll for each year group and include pupils with a range of additional support needs. Within Perth and Kinross there is a strong presumption of mainstreaming of pupils with additional support needs. In the September 2015 Pupil Census, excluding pupils at Fairview School, 33% of both primary and secondary pupils had additional support needs (32% in 2014). In addition, the Pupil Census showed that 985 pupils had a main home language other than English, Gaelic, Scots, Doric or Sign (up 13% from last year). Results should therefore be considered alongside other indicators of progress, such as the quality of the learning experiences for each pupil and the ethos of the school.

Curriculum for Excellence - Performance Summary

- 2.6 Table 2 shows continued improvement in pupils' progress at Early¹, First, Second and Third levels across the key areas of reading, writing, mathematics & numeracy and listening/talking. All indicators show a sustained long term improvement, although a dip in P4 and P7 performance is indicated in the latest year. This year, for the first time, this information was submitted at anonymised pupil-level to Scottish Government, where it is being processed with the intention of publication in December 2016².

Table 2: P1/ P4/ P7/ S3 CfE Levels of Progression

P1	% Pupils making very good progress at Early Level or above			
				2016
Reading				91.0
Writing				89.8
Listening & Talking				92.6
Mathematics & Numeracy				92.3
P4	% Pupils making very good progress at First Level or above			
	2013	2014	2015	2016
Reading	90.1	91.7	93.5	92.6
Writing	87.4	89.7	91.9	90.3
Listening & Talking	91.9	92.7	94.4	94.0
Mathematics & Numeracy	90.6	91.3	93.6	92.8
P7	% Pupils making very good progress at Second Level or above			
	2013	2014	2015	2016
Reading	85.2	87.0	89.9	87.1
Writing	80.1	81.5	87.3	85.2
Listening & Talking	85.0	87.5	91.5	88.3
Mathematics & Numeracy	84.3	86.8	88.1	86.7

¹ P1 information was collected for the first time in 2016

² As part of the Assessment of Progress strand of the National Improvement Framework/ Delivery Plan for Scottish Education

S3	% Pupils Secure at Third Level or above			
	2013	2014	2015	2016
Reading	65.8	69.3	73.0	76.3
Writing	63.1	67.3	72.1	73.5
Listening & Talking	66.1	70.8	77.6	77.4
Mathematics & Numeracy	68.6	75.4	77.1	78.0

Source: ECS

SQA Attainment – Senior Phase

- 2.7 This year saw Perth and Kinross schools present entirely for the new national qualifications as part of CfE which are now fully established. Table 3 describes the SCQF levels and new individual qualifications now in place.

Table 3: Scottish Credit and Qualifications Framework (SCQF)

SCQF Level	Qualification	SCQF Level	Qualification
SCQF 3	National 3	SCQF 5	National 5
SCQF 4	National 4	SCQF 6	New Higher
		SCQF 7	New Advanced Higher

- 2.8 This report chiefly reviews the performance of attainment at SCQF levels 5, 6 and 7 only. The arrangements for certification, which involve later entry for awards at Level 4 for those pupils who narrowly miss a pass at Level 5 (known as Recognising Positive Achievement), mean it is not possible to provide comprehensive and finalised statistics for pupils achieving at National 3 and 4. Also, the initial release of 2016 S4 Insight statistics shown in this report will be subject to slight revision in the future (as 2015 results have been). Measures which comprise ECS BMIP performance indicators are highlighted as such in Appendices 1 & 2.

Insight Measures

- 2.9 Insight³ is the Scottish Government senior phase benchmarking tool that assists the Service and schools support the key principles and purpose of CfE. It provides data on four new key measures which go beyond the traditional counts of awards previously reported. Full data for indicators are provided in Appendix 1.
- 2.10 The following key features or characteristics of Insight are highlighted:
- For two of its measures, Insight uses a total tariff score to compile 'latest and best' attainment for individuals in a way that recognises all types of achievements and awards from a range of providers. The average of this total across all relevant pupils is used to compile the measure.
 - The virtual comparator feature takes the characteristics of each Perth and Kinross pupil and matches them to 10 similar pupils from across Scotland.

³ <http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>

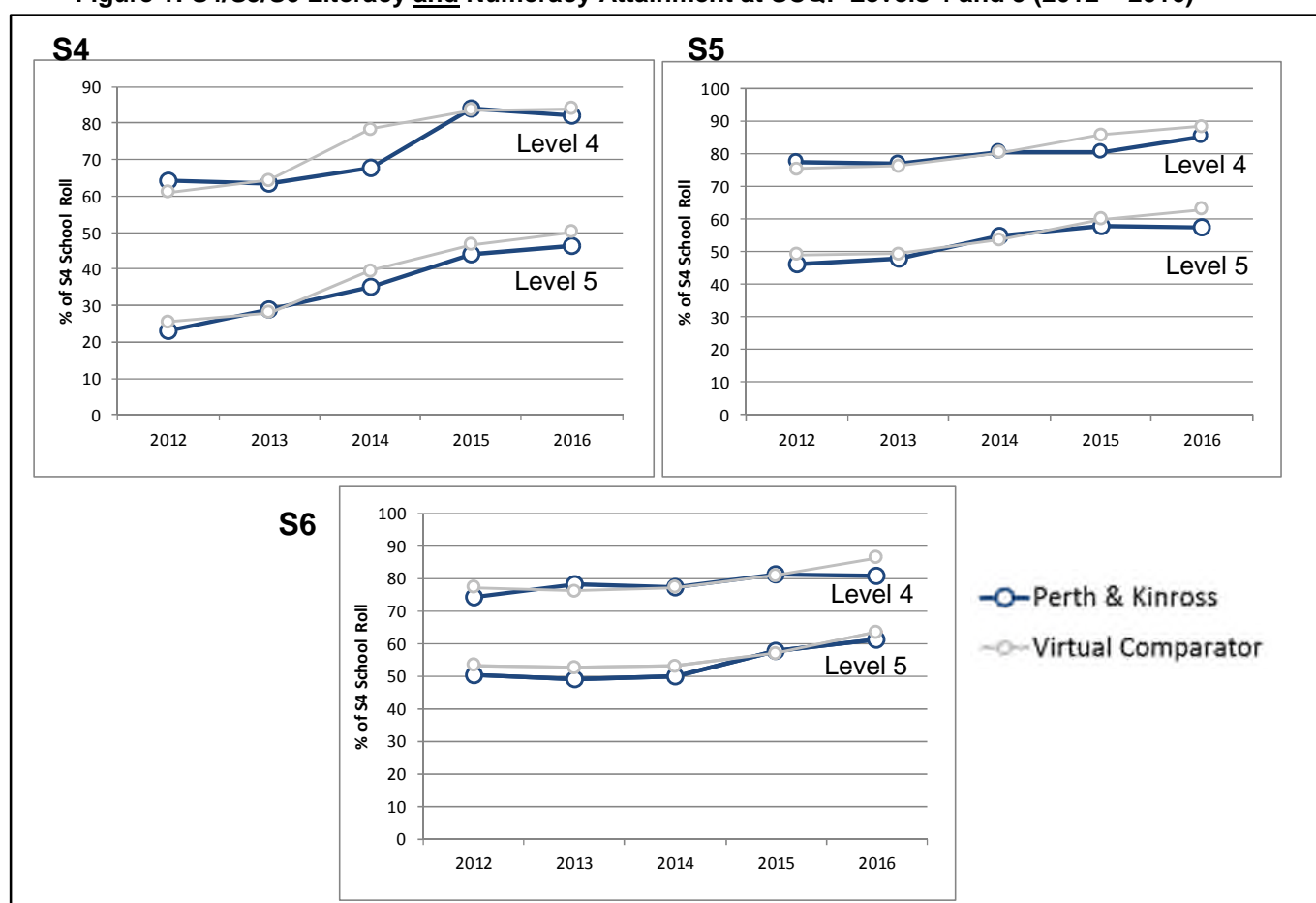
This benchmark is an effective way to help understand the authority strengths and areas for improvement and is replicated at school level.

- Comparison of measures over time is provided by Insight but should currently be viewed with some caution as earlier years' figures relate to different qualifications, and situations where individual course units were not recognised as they currently are, or where pre-S4 presentation took place. As new qualifications establish further, the reliability of time series trends will improve.

Improving Attainment in Literacy and Numeracy

2.11 This measure focuses on the importance of literacy and numeracy to wider success in learning, life and work in the modern world and workplace. It is calculated using attainment from a range of courses including English, Gaidhlig, ESOL, Literacy, Mathematics, Lifeskills Mathematics and literacy and numeracy units. Results at SCQF Levels 4 and 5 for S4, S5 and S6 pupils achieving both literacy **and** numeracy are shown in Figure 1. Time series information provided by Insight shows recent improvements at Levels 4 and 5 for all years, although the virtual comparator has edged ahead in many cases – further investigation of this will be undertaken.

Figure 1: S4/S5/S6 Literacy and Numeracy Attainment at SCQF Levels 4 and 5 (2012 – 2016)

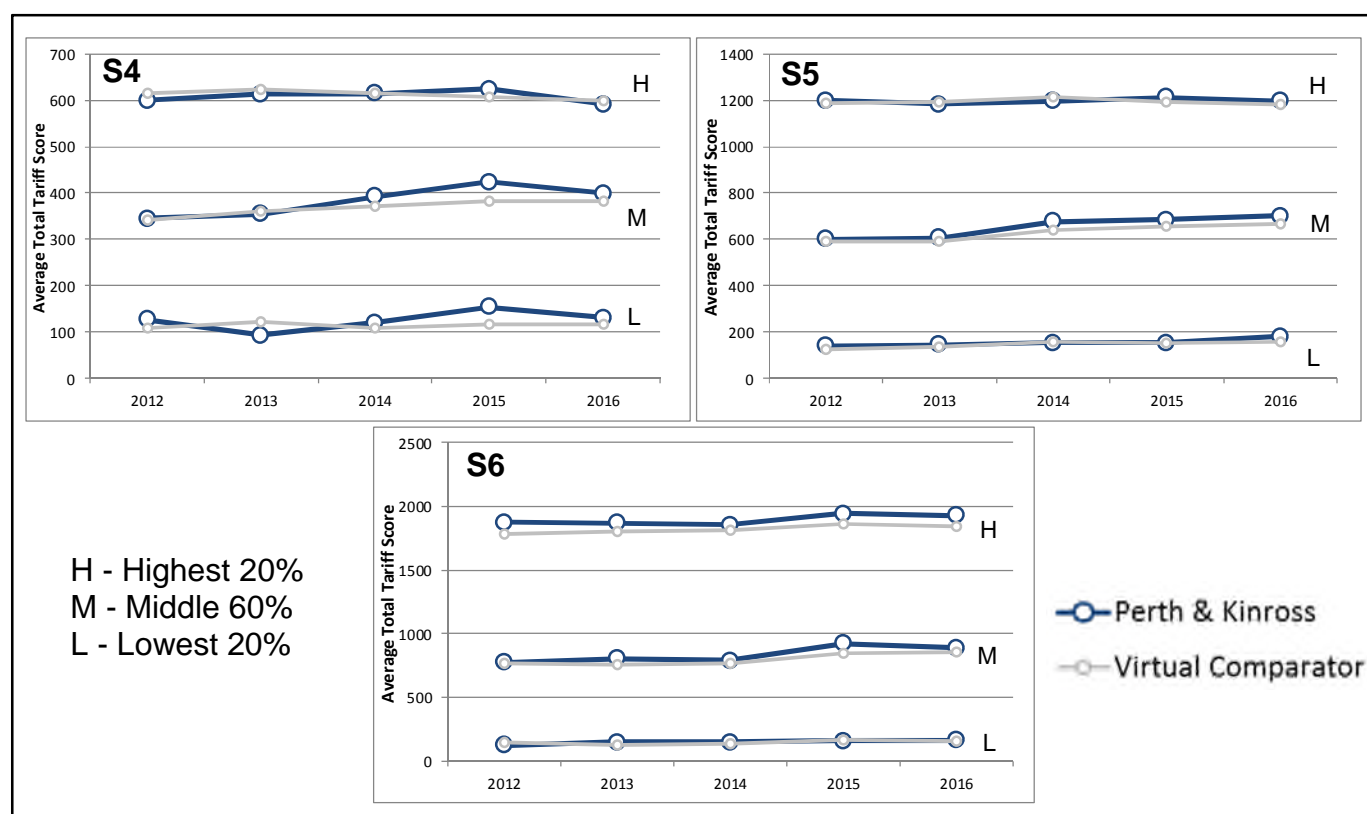


Source: Insight

Improving Attainment for All

- 2.12 The overall aim of this measure, together with the subsequent one involving deprivation, is to understand how pupils attain as highly as possible 'across the board' by considering the average total tariff score (see 2.10) of the top-attaining 20%, middle-attaining 60% and lowest-attaining 20% groups of pupils. At S4, tariff point attainment has decreased slightly across the board compared to a strong 2015 cohort, whereas at S5 and S6, achievement at all levels is largely unchanged. Final S4 figures are also likely to be affected to some degree by additional qualifications awarded through Recognising Positive Achievement (see 2.8).

Figure 2: S4/S5/S6 Attainment of highest 20%, middle 60% and lowest 20%, 2012–2016



Source: Insight

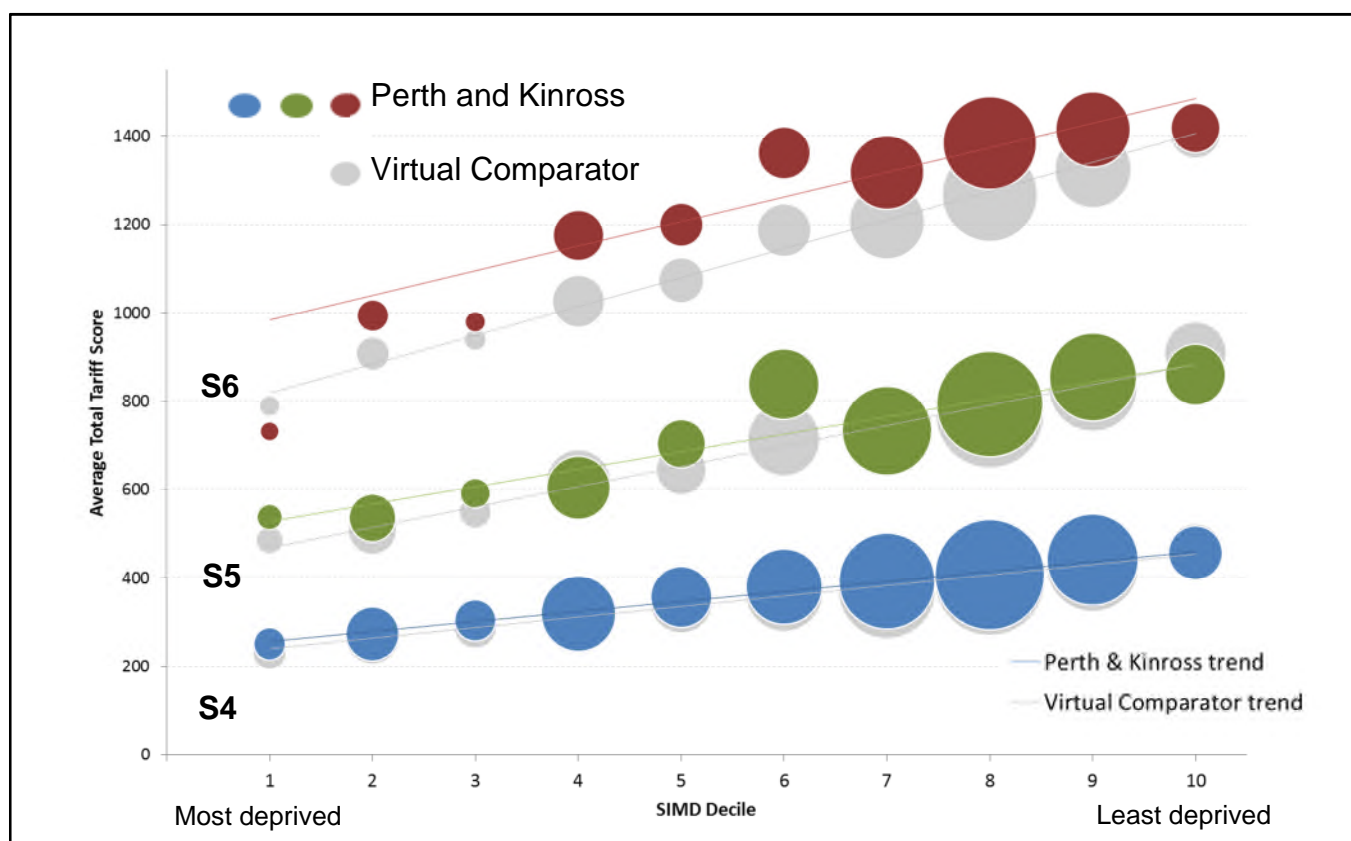
Attainment and relationship with deprivation

- 2.13 This measure continues the aim to show how pupils attain 'across the board' by considering attainment across deprivation deciles. It has an important role in helping understand and challenge the 'attainment gap' between pupils from the most and least deprived backgrounds, a key priority of the Scottish Government's National Improvement Framework for education.
- 2.14 In Figure 3, for S4, S5 and S6 pupils, the area of the circles is proportional to the number of pupils within that deprivation decile, and its position denotes average cumulative tariff score. This graphic indicates the persistent relationship between attainment and deprivation and how the gap becomes more pronounced from S4 through S5 to S6. In all years, pupils in virtually all deciles have performed above virtual comparators of their peers across other

authorities. In S5, a slightly flatter line than that of the comparator is an encouraging direction. In S6 the picture is less clear as there are fewer pupils in lower deciles, but the trend line remains well above comparator.

- 2.15 Looking across the past five years at how tariff scores have changed by broader groups of deprivation (Figure 4) indicates that the attainment gap at S4 and S6 remains a persistent challenge, although the S5 results show an encouraging narrowing of this gap. As new qualifications and measurements are longer established, greater certainty in trends shown by time series will be possible. Full data including virtual comparators are shown in Appendix 1.

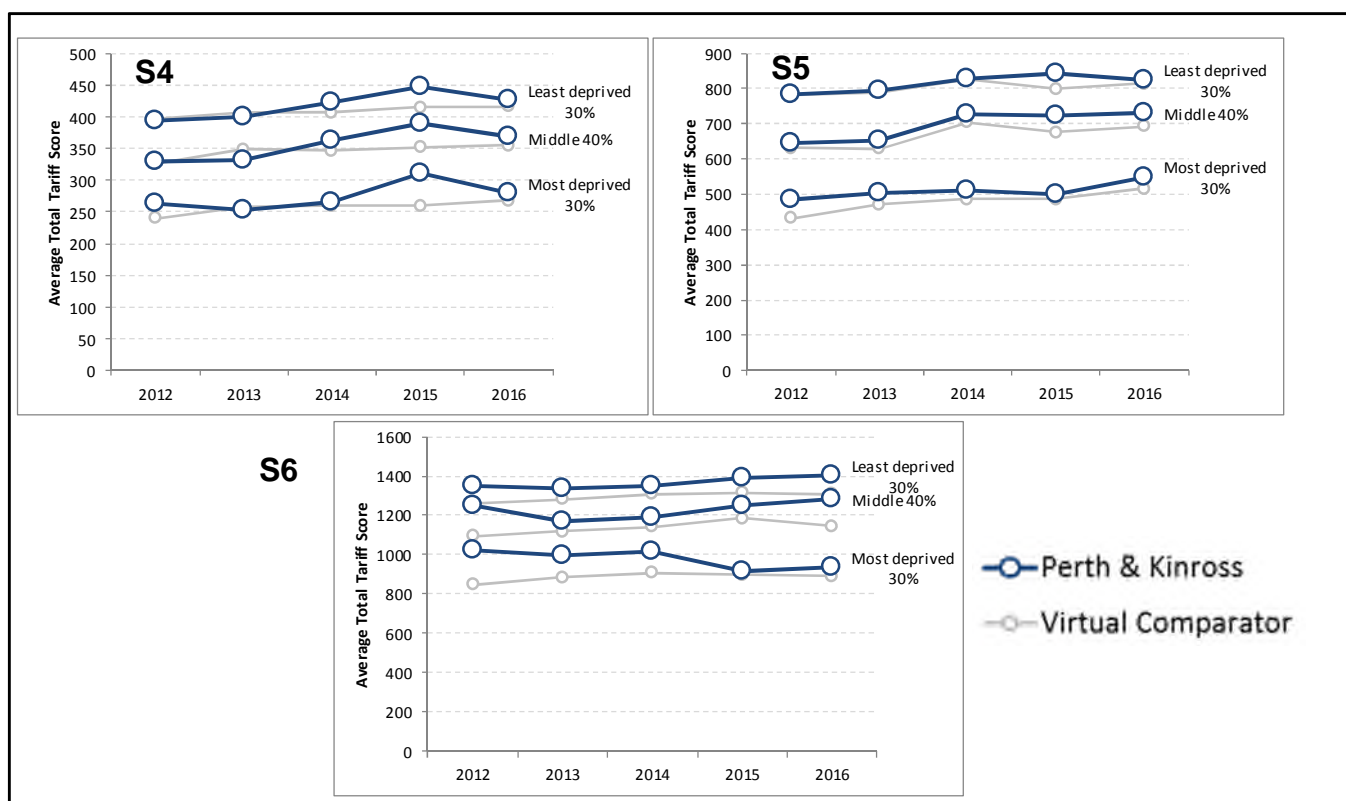
Figure 3: S4/S5/S6⁴ Cumulative Attainment by SIMD⁵ Deprivation Decile, 2016



⁴ S5 based on S5 roll, S6 based on S6 roll

⁵ Deprivation indicated by Scottish Index of Multiple Deprivation (SIMD) deciles, where 1 is most deprived and 10 is least deprived in a national context.

Figure 4: S4/ S5/ S6 Cumulative Attainment by SIMD Deprivation (Most deprived 30%/ Middle 40%/ Least deprived 30%) (2012 – 2016)



Source: Insight

Legacy Breadth and Depth Measures

- 2.16 While Insight measures have been reported above, there remains interest in traditional 'legacy' measures of attainment that show breadth and depth of awards received. These will continue to be reported but be supplementary to the wider Insight measures. Figures are shown in Appendix 2, where it should be noted that new approaches to counting 'D' grade awards mean they are not directly comparable to those previously reported. However, time series and comparators are provided where possible to allow for benchmarking.
- 2.17 Table A2.1 indicates the proportion of S4 pupils achieving five qualifications at SCQF Level 5. A total of 6,286 examination entries were made at National 5 level in 2016, with an overall A-C pass rate of 84.8%, compared to 6,322 entries and a 85.2% pass rate in 2015. The proportion achieving five passes remains consistently high.
- 2.18 In S5, a total of 3,257 examination entries were made at SCQF Level 6 (Higher) level, with an A-C pass rate of 81.6% (compared to 81.0% last year). Overall results shown in Table A2.2 are generally best or second best seen.
- 2.19 A total of 1,342 S6 examination entries were made at SCQF Level 6 (Higher) level in 2016, with an A-C pass rate of 71.4%. This compares with 1,612 entries in 2015 and a pass rate of 72.8%. Results overall are generally the second best seen.

- 2.20 A total of 724 examination entries were made at SCQF Level 7 (Advanced Higher) level, also in S6, with an overall pass rate of 83.3%. This compares with 822 entries in 2015 and a pass rate of 78.3%. The proportion receiving one award is the highest ever recorded and significantly above comparator.

Perth City Campus

- 2.21 The Perth City Campus continues to deliver an enhanced educational experience with improved opportunities for choice, achievement and attainment for all pupils within the Perth City area, working in partnership to maximise the use of the resources available. The campus extends the range of Advanced Higher, Higher and Skills for Work courses that are available across the four city schools, courses that may not necessarily have been able to run due to low numbers or it being a minority subject.
- 2.22 The third year of the Perth City Campus has again delivered high levels of attainment with an overall pass rate of 73% (2015 = 76%) for those S5 and S6 pupils who travelled to another school (or college) for a learning opportunity. Pupils who undertook courses at SCQF levels 5 and 6 through the City Campus achieved a 68% pass rate (PKC = 80%) while those taking Advanced Higher (Level 7) courses achieved a pass rate of 85% (compared to 84% for PKC as a whole). A total of 183 passes were achieved across the campus in 2016, compared to 150 in 2015 and 134 in 2014.

Looked after Children (LAC)

- 2.23 As highlighted in Table 4, 100% of children/young people leaving care attained at least one subject at SCQF Level 3 and 68% achieved at least English and Mathematics at this level. Care should always be given to interpreting all figures (especially percentages) around LAC given the very small size of the cohort which leads to natural variation year on year. Each young person's circumstances will vary considerably.

Table 4: Attainment of Looked After Children/ Young People (CYP)

Indicator	2014			2015			2016		
	At home	Away from home	Total	At home	Away from home	Total	At home	Away from home	Total
% of CYP leaving care who attained at least one subject at SCQF Level 3	100%	71%	79%	67%	77%	76%	100%	100%	100%
% of CYP leaving care who achieved English and Mathematics at SCQF Level 3	80%	64%	67%	0%	64%	56%	40%	79%	68%
Number of CYP ceasing to be looked after ⁶	-	-	19	-	-	25	-	-	19

Source: ECS; Totals: BMIP Performance Indicators

⁶ Due to the size of the cohort, numbers have not been presented for at home and away from home.

- 2.24 A wider measure of attainment (Table 5) is used locally to monitor the progress of the 35 young people in S4 and S5/S6 who have been looked after at some point during academic session 2015/16. Again, care should be taken with interpretation in view of the small number of young people.

Table 5: Attainment of Looked After Children/ Young People by end of S4 and S5/S6

S4	% S4 Looked After Children achieving...		
	2014	2015	2016
English and Maths @ Level 3 or above	62%	64%	74%
5+ passes @Level 3 or better	48%	71%	57%
5+ passes @Level 4 or better	24%	64%	26%

S5/S6	% S5 or S6 Looked After Children achieving...		
	2014	2015	2016
English and Maths @ Level 3 or above	93%	87%	100%
5+ passes @Level 3 or better	93%	87%	75%
5+ passes @Level 4 or better	43%	87%	67%

Source: ECS

The Education Additional Support Officer, together with Looked After Co-ordinators in schools, track the attendance and achievement of looked after young people on an individual basis and ensure that appropriate support is in place. Under the Children and Young People (Scotland) Act 2014, young people now have the choice to ask the Council for a continuing care placement after the age of 16. It is expected that this will help some young people stay in school beyond the statutory leaving age (S4), and subsequently achieve greater attainment in S5 or S6.

Pupils with a Main Language other than English

- 2.25 Schools continue to be successful in supporting the learning of young people for whom English is a second language. In S4 last year, 40% of 62 pupils achieved at least five awards at Level 5 or better. In S5, of the 53 pupils, 53% have achieved at least five awards at Level 5 or better and 72% attained at least one Higher Grade. In S6, of 25 pupils, 68% have achieved at least five awards at Level 5, 92% achieved at least 1 awards at Higher or better and 56% achieved at least one Advanced Higher or better.

Navigate

- 2.26 Navigate is an off-site service for S1-S4 pupils offering support to young people with social, emotional and behavioural difficulties. Navigate provides an individual package of additional support and education for young people whilst they remain on the school roll. With a small cohort the usual caution should be applied with results. In 2016, 88% of attendees had achieved SQA

literacy and numeracy awards by the end of S4 (69% in 2015). Just over half (56%) achieved other awards.

Actions to Further Improve Attainment and Close the Attainment Gap

- 2.27 Full details of these were described in detail in the Education and Children's Services Raising Attainment Strategy 2016-2019 and Implementation Plan 2016-2017 as approved at Lifelong Learning Committee on 24 August 2016 (Report 16/348 refers). The Strategy and Plan reflect the Scottish Government's focus on ensuring excellence and equity in education, raising attainment for all and closing the attainment gap.

3 CONCLUSIONS & RECOMMENDATIONS

- 3.1 Attainment across Perth and Kinross schools continues to show improving performance, at already high levels compared to benchmarks. Earlier in their education, the proportion of pupils making very good progress at Early, First, Second and Third levels within CfE shows high levels in the key areas of Reading, Writing, Listening & Talking and Mathematics & Numeracy.
- 3.2 At S4, S5 and S6, successful outcomes for Perth and Kinross pupils are evident in the new *Insight* measures which consider literacy, numeracy and attainment across all performance groups and levels of deprivation. S5 results show a narrowing of the attainment gap relative to last year, but there remain persistent challenges in reducing other inequalities of attainment. Overall attainment in SQA qualifications continues to remain strong with the best or second best year of results.
- 3.3 It is recommended that the Lifelong Learning Committee considers the contents of this report.
- 3.4 It is recommended that the Scrutiny Committee scrutinises and comments as appropriate on this report.

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

1.2 This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement

2. Resource Implications

Financial

2.1 Not applicable

Workforce

2.2 Not applicable

Asset Management (land, property, IT)

- 2.3 Not applicable

3. Assessments

Equality Impact Assessment

- 3.1 Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

Proposals have been considered under the Act and no action is required as the Act does not apply to the matters presented in this report.

Sustainability

- 3.3 Not applicable

Legal and Governance

- 3.4 Not applicable

Risk

- 3.5 Not applicable

4. Consultation

Internal

- 4.1 Not applicable

External

- 4.2 Not applicable

5. Communication

- 5.1 Provisional results analysed soon after results day have been communicated externally. The majority of figures presented here represent confirmed figures sourced from the Scottish Government's benchmarking tool, *Insight*. School level information on senior phase attainment is available on the Education Scotland [parentzone](#) website.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1 – Insight Measures in detail

Appendix 2 – Attainment Breadth and Depth ‘Legacy’ Measures in detail

Appendix 1 – Insight Measures in detail⁷

Table A1.1: Literacy and Numeracy. Percentages are calculated as a percent of the relevant S4 school roll.

Percentage of S4 Pupils Attaining Literacy <u>and</u> Numeracy		2012	2013	2014	2015	2016
at SCQF Level 4	PKC	64	64	68	84	82
	Virtual Comparator	61	64	78	83	84
at SCQF Level 5	PKC	23	29	35	44	46
	Virtual Comparator	25	28	40	47	50
Percentage of S5 Pupils Attaining Literacy <u>and</u> Numeracy		2012	2013	2014	2015	2016
at SCQF Level 4	PKC	77	77	81	80	85
	Virtual Comparator	75	76	80	86	88
at SCQF Level 5	PKC	46	48	55	58	58
	Virtual Comparator	49	49	54	60	63
Percentage of S6 Pupils Attaining Literacy <u>and</u> Numeracy		2012	2013	2014	2015	2016
at SCQF Level 4	PKC	74	78	77	81	81
	Virtual Comparator	77	76	77	81	86
at SCQF Level 5	PKC	50	49	50	57	61
	Virtual Comparator	53	53	53	57	63

Table A1.2: Raising Attainment for All Average Cumulative total tariff score based on the relevant S4 roll

Average total tariff score of S4 Pupils		2012	2013	2014	2015	2016
Lowest attaining 20%	PKC	127	93	121	154	131
	Virtual Comparator	110	123	109	118	117
Middle attaining 60%	PKC	345	355	392	423	399
	Virtual Comparator	342	360	371	382	382
Highest attaining 20%	PKC	600	613	614	624	592
	Virtual Comparator	615	623	614	606	599
Average total tariff score of S5 Pupils		2012	2013	2014	2015	2016

⁷ Note that 2015 figures may differ from those reported in the 2015 Attainment Report due to ongoing revisions. Latest figures are shown here.

Lowest attaining 20%	PKC	141	147	154	153	182
	Virtual Comparator	127	137	157	154	158
Middle attaining 60%	PKC	602	607	677	684	702
	Virtual Comparator	589	590	642	655	667
Highest attaining 20%	PKC	1200	1184	1197	1212	1196
	Virtual Comparator	1189	1192	1215	1190	1184
Average total tariff score of S6 Pupils		2012	2013	2014	2015	2016
Lowest attaining 20%	PKC	127	147	148	159	162
	Virtual Comparator	146	130	140	167	158
Middle attaining 60%	PKC	775	803	788	924	890
	Virtual Comparator	773	763	769	850	854
Highest attaining 20%	PKC	1873	1869	1856	1944	1931
	Virtual Comparator	1786	1804	1816	1860	1845

Table A1.3: Attainment and relationship with deprivation Average cumulative total tariff scores based on S4, S5 and S6 rolls respectively

S4 Pupils 2016		Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
PKC	Score	252	274	305	320	358	381	394	408	442	457
	No. pupils	28	77	46	151	99	155	248	323	222	79
Virtual Comparator Score		231	269	290	317	347	367	373	397	429	460
S5 Pupils 2016		Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
PKC	Score	538	536	592	605	704	838	734	794	855	860
	No. pupils	18	60	25	109	64	134	214	300	205	99
Virtual Comparator Score		486	509	550	617	646	714	734	770	833	910
S6 Pupils 2016		Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
PKC	Score	732	994	980	1176	1200	1362	1319	1385	1415	1419
	No. pupils	10	27	11	69	52	73	146	233	150	66
Virtual Comparator Score		789	908	939	1027	1074	1187	1207	1268	1324	1407

Average total tariff score of S4 Pupils by deprivation grouping		2012	2013	2014	2015	2016
Most deprived 30% BMIP Performance Indicator	PKC	263	253	265	310	279
	Virtual Comparator	240	259	260	260	268
Middle 40%	PKC	329	332	362	389	368
	Virtual Comparator	326	349	346	352	355

Least deprived 30%	PKC	394	401	423	448	426
	Virtual Comparator	396	406	406	415	416
Average total tariff score of S5 Pupils by deprivation grouping		2012	2013	2014	2015	2016
Most deprived 30%	PKC	485	505	512	499	550
	Virtual Comparator	432	470	487	486	515
Middle 40%	PKC	646	651	728	723	730
	Virtual Comparator	631	629	704	676	694
Least deprived 30%	PKC	784	793	827	842	826
	Virtual Comparator	782	788	826	799	814
Average total tariff score of S6 Pupils by deprivation grouping		2012	2013	2014	2015	2016
Most deprived 30%	PKC	1025	995	1018	918	936
	Virtual Comparator	848	886	908	898	890
Middle 40%	PKC	1248	1171	1188	1248	1281
	Virtual Comparator	1094	1118	1141	1183	1146
Least deprived 30%	PKC	1353	1339	1351	1388	1400
	Virtual Comparator	1261	1281	1308	1314	1307

Appendix 2 – Attainment Breadth and Depth ‘Legacy’ Measures in Detail

Note: S5 and S6 figures differ from those previously reported as Insight reports all award providers at the relevant SCQF level, not just SQA awards. Also, A – D grade results count as an award by Insight, whereas previously A – C grades have only been counted. All percentages are calculated as a percent of the relevant S4 school roll.

Table A2.1: Attainment by end of S4

% achieving 5+ @ SCQF Level 5 or Better (Source: Insight)		2015	2016
BMIP Performance Indicator			
Using new Insight breadth and depth measure where A-D and non-SQA awards are included gives a rounded view of attainment. Performance in 2016 is maintained and above comparator.	PKC	50	50
	Virtual Comparator	45	47

Table A2.2: Attainment by end of S5 (all source: Insight)

% achieving 1+ @ SCQF Level 6 or Better (Higher Grade)		2012	2013	2014	2015	2016
2016 are the equal best results seen and similar to comparator.	PKC	52	52	61	60	61
	Virtual Comparator	52	51	56	59	61

% achieving 3+ @ SCQF Level 6 or Better (Higher Grade)		2012	2013	2014	2015	2016
2016 results are best seen.	PKC	33	34	41	40	43
	Virtual Comparator	32	32	37	39	41

% achieving 5+ @ SCQF Level 6 or Better (Higher Grade)		2012	2013	2014	2015	2016
2016 are second best results seen.	PKC	15	15	22	22	21
	Virtual Comparator	14	14	19	19	21

Table A2.3: Attainment by end of S6 (all source: Insight)

% achieving 1+ @ SCQF Level 6 or Better (Higher Grade)		2012	2013	2014	2015	2016
BMIP Performance Indicator						
2016 are second best results seen.	PKC	57	59	58	66	63
	Virtual Comparator	59	58	58	62	65

% achieving 3+ @ SCQF Level 6 or Better (Higher Grade) BMIP Performance Indicator		2012	2013	2014	2015	2016
2016 are second best results seen.	PKC	43	45	45	51	49
	Virtual Comparator	44	44	44	48	50

% achieving 5+ @ SCQF Level 6 or Better (Higher Grade) BMIP Performance Indicator		2012	2013	2014	2015	2016
2016 are second best results seen and above comparator.	PKC	30	31	32	37	36
	Virtual Comparator	30	30	31	34	35

% achieving 1+ @ SCQF Level 7 or Better (Advanced Higher Grade) BMIP Performance Indicator		2012	2013	2014	2015	2016
2016 remain best results seen and comfortably above comparator.	PKC	22	26	25	29	29
	Virtual Comparator	19	20	20	22	22