Achievement of Curriculum for Excellence (CfE) Levels 2015/16

Experimental Statistics – Data under development

13th December 2016

These statistics are currently being developed and have been published to involve users and stakeholders in their development, and to build in quality and understanding at an early stage.

The new annual Achievement of Curriculum for Excellence (CfE) Levels Return collects data from all publicly funded schools, and gathers information for all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3 and for all pupils based in special schools/units.

This return measures national performance in aspects of literacy (i.e. reading, writing, and listening and talking) and numeracy, and reports on the proportion of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage.

The information was based on teacher professional judgements as at June 2016. This publication provides detailed analysis on aggregated national and local authority level results for each stage.

For each stage, the percentage of pupils reaching the expected CfE levels is shown below (please see section 1.2 for more detail on CfE levels).

Full results are available from http://www.gov.scot/stats/bulletins/01253

All figures are for Achievement of Curriculum for Excellence (CfE) Levels in reading, writing and listening and talking in the English language unless otherwise specified (Achievement of CfE Level in Gàidhlig can be found in Chapter 7).

Key Findings

- The proportion of pupils achieving the CfE level relevant for their stage is generally highest for listening and talking and lowest for writing across all primary and secondary stages.

- The proportion of pupils achieving the CfE level relevant for their stage falls throughout the primary stages.

- The proportion of S3 pupils achieving CfE Third Level or better is between 84 and 87 per cent for each curriculum area (i.e. reading, writing, listening and talking, and numeracy).

- For each curriculum area, a higher proportion of pupils living in the least deprived areas achieve the CfE level relevant to their stage compared to pupils living in the most deprived areas (i.e. there is an attainment 'gap').

- For each curriculum area, the percentage point difference between the proportion of pupils who live in the least deprived areas compared with pupils who live in the most deprived areas (i.e. the attainment 'gap') achieving the CfE level relevant to their stage widens throughout the primary stages.

- For each curriculum area, the percentage point difference between the proportion of S3 pupils who live in the least deprived areas compared with S3 pupils who live in the most deprived areas (i.e. the attainment 'gap') achieving CfE Third Level or better narrows to a similar magnitude to those seen in Primary 1. However, the attainment 'gap' for S3 pupils achieving CfE Fourth Level is generally similar to that seen in Primary 7 for reading and writing, but widens further for listening and talking, and numeracy.

Percentage of primary pupils achieving expected CfE Levels, 2015/16
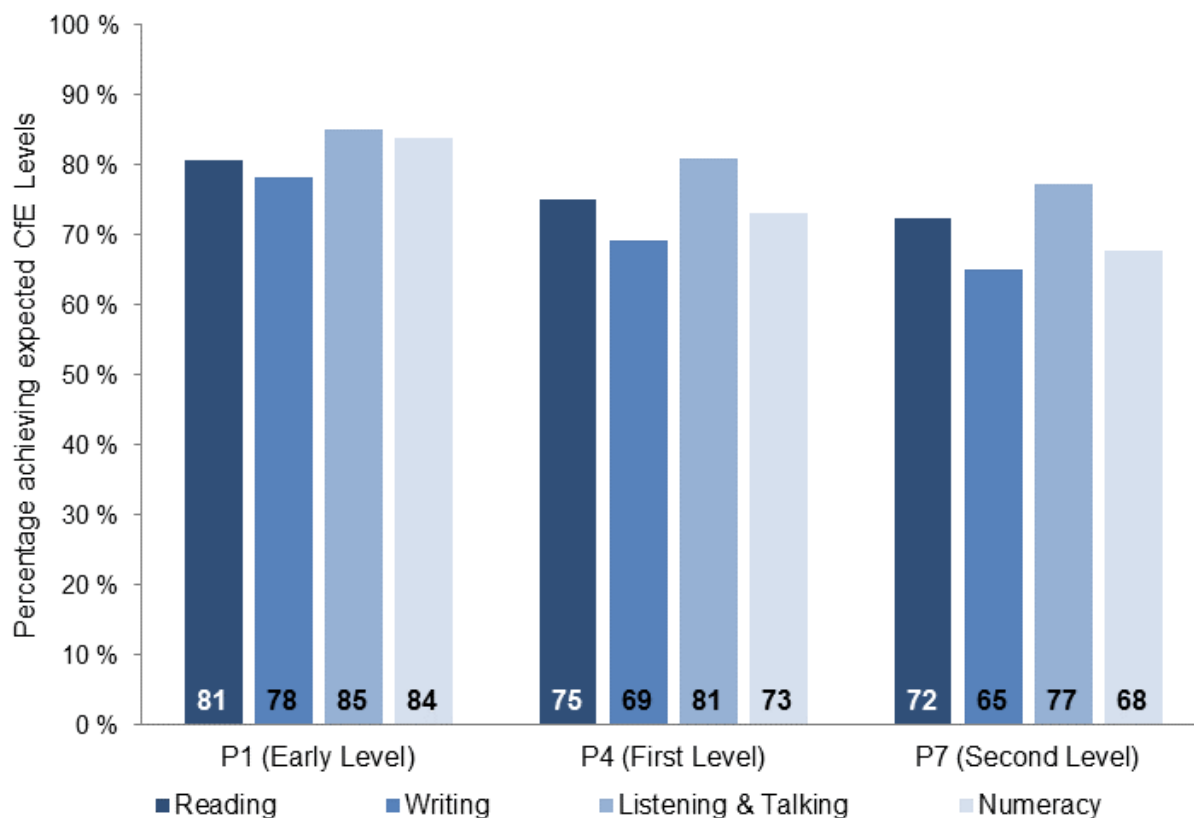
The proportion of P1 pupils achieving Early Level:

- 81 per cent in reading
- 78 per cent in writing
- 85 per cent in listening and talking
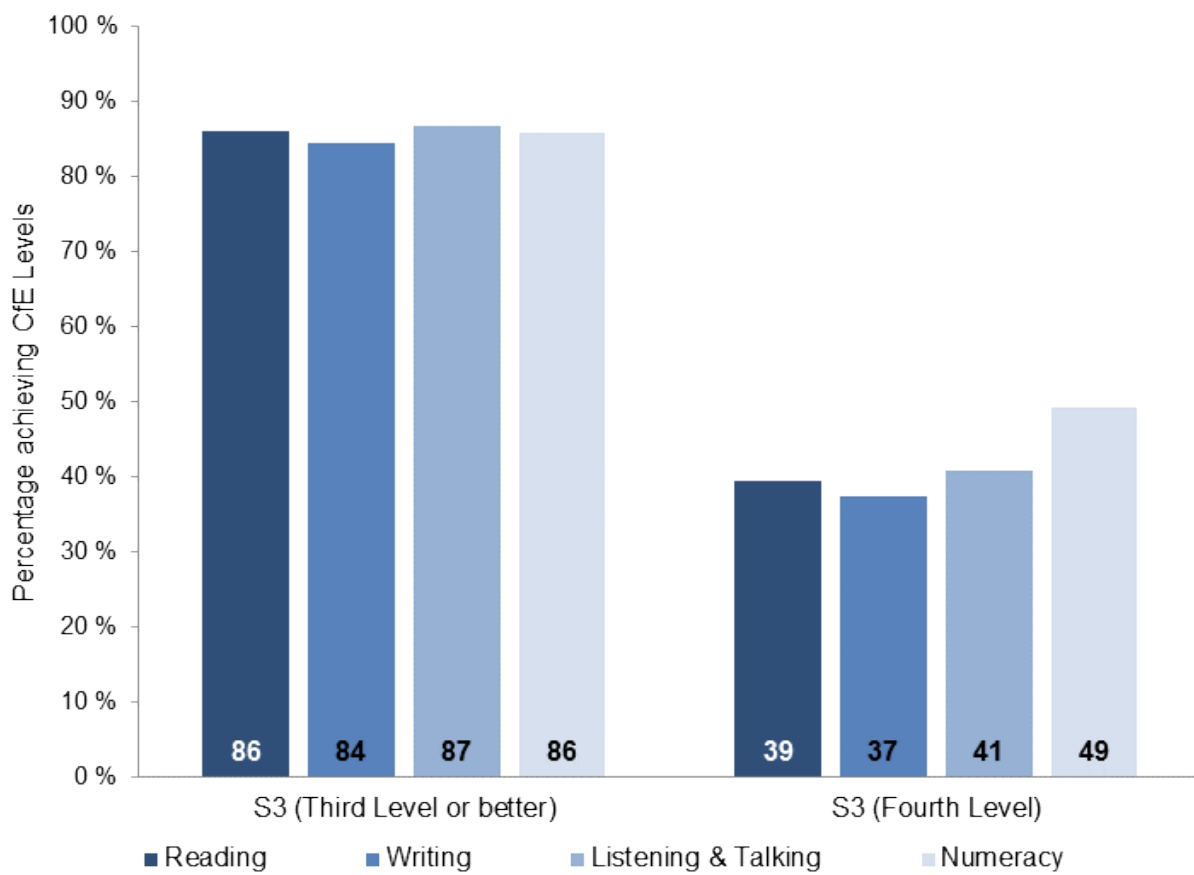- 84 per cent in numeracy

The proportion of P4 pupils achieving First Level:

- 75 per cent in reading
- 69 per cent in writing
- 81 per cent in listening and talking
- 73 per cent in numeracy

The proportion of P7 pupils achieving Second Level:

- 72 per cent in reading
- 65 per cent in writing
- 77 per cent in listening and talking
- 68 per cent in numeracy

**Percentage of S3 pupils achieving CfE Levels, 2015/16**

The proportion of S3 pupils achieving Third Level or better:

- 86 per cent in reading
- 84 per cent in writing
- 87 per cent in listening and talking
- 86 per cent in numeracy

The proportion of S3 pupils achieving Fourth Level:

- 39 per cent in reading
- 37 per cent in writing
- 41 per cent in listening and talking
- 49 per cent in numeracy

Percentage of P1 pupils achieving Early Level, by SIMD[1], 2015/16
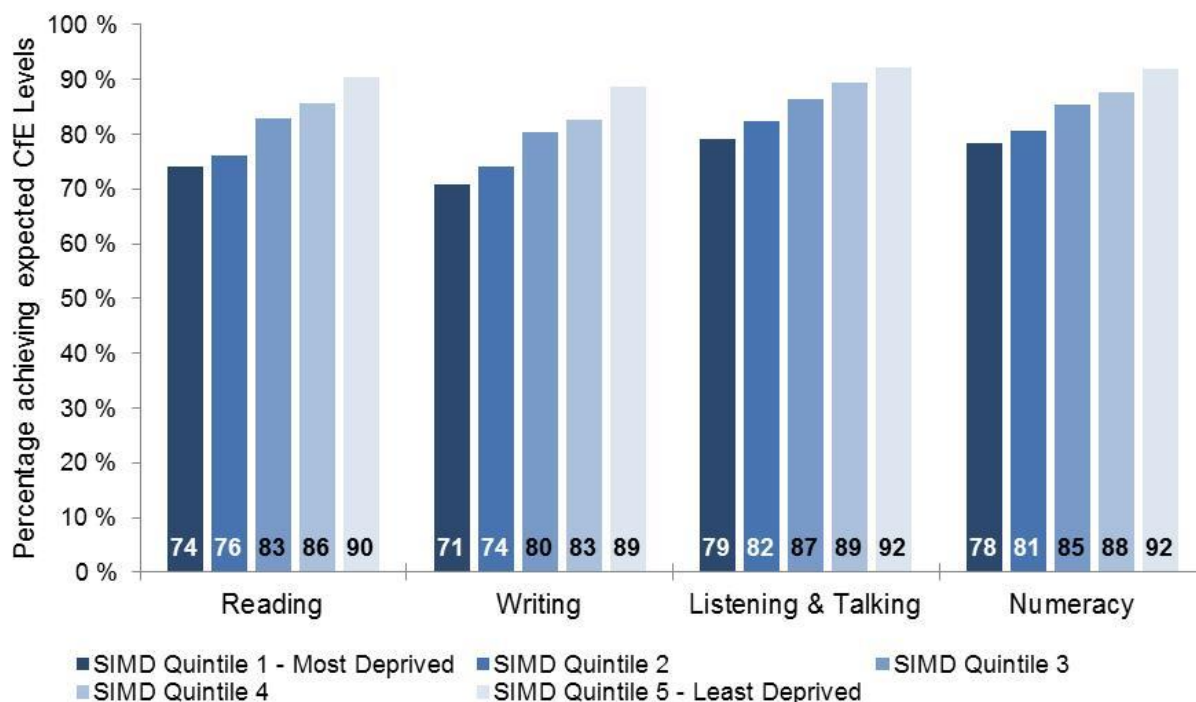
- 74 per cent of P1 pupils living in the most deprived quintile (fifth) achieved Early Level in reading compared with 90 per cent of P1 pupils living in the least deprived quintile.

- 71 per cent of P1 pupils living in the most deprived quintile achieved Early Level in writing compared with 89 per cent of P1 pupils living in the least deprived quintile.

- 79 per cent of P1 pupils living in the most deprived quintile achieved Early Level in listening and talking compared with 92 per cent of P1 pupils living in the least deprived quintile.

- 78 per cent of P1 pupils living in the most deprived quintile achieved Early Level in numeracy compared with 92 per cent of P1 pupils living in the least deprived quintile.

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[1] Scottish Index of Multiple Deprivation 2016

Percentage of P4 pupils achieving First Level, by SIMD, 2015/16
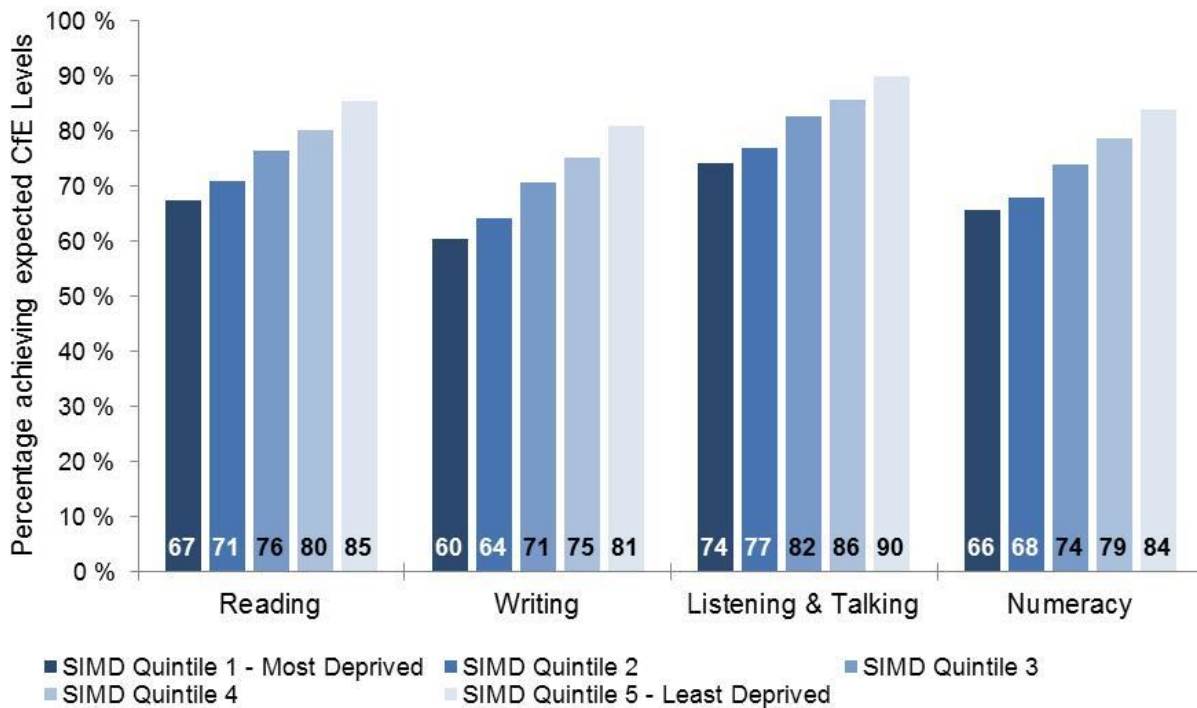
- 67 per cent of P4 pupils living in the most deprived quintile achieved First Level in reading compared with 85 per cent of P4 pupils living in the least deprived quintile.

- 60 per cent of P4 pupils living in the most deprived quintile achieved First Level in writing compared with 81 per cent of P4 pupils living in the least deprived quintile.

- 74 per cent of P4 pupils living in the most deprived quintile achieved First Level in listening and talking compared with 90 per cent of P4 pupils living in the least deprived quintile.

- 66 per cent of P4 pupils living in the most deprived quintile achieved First Level in numeracy compared with 84 per cent of P4 pupils living in the least deprived quintile.

Percentage of P7 pupils achieving Second Level, by SIMD, 2015/16
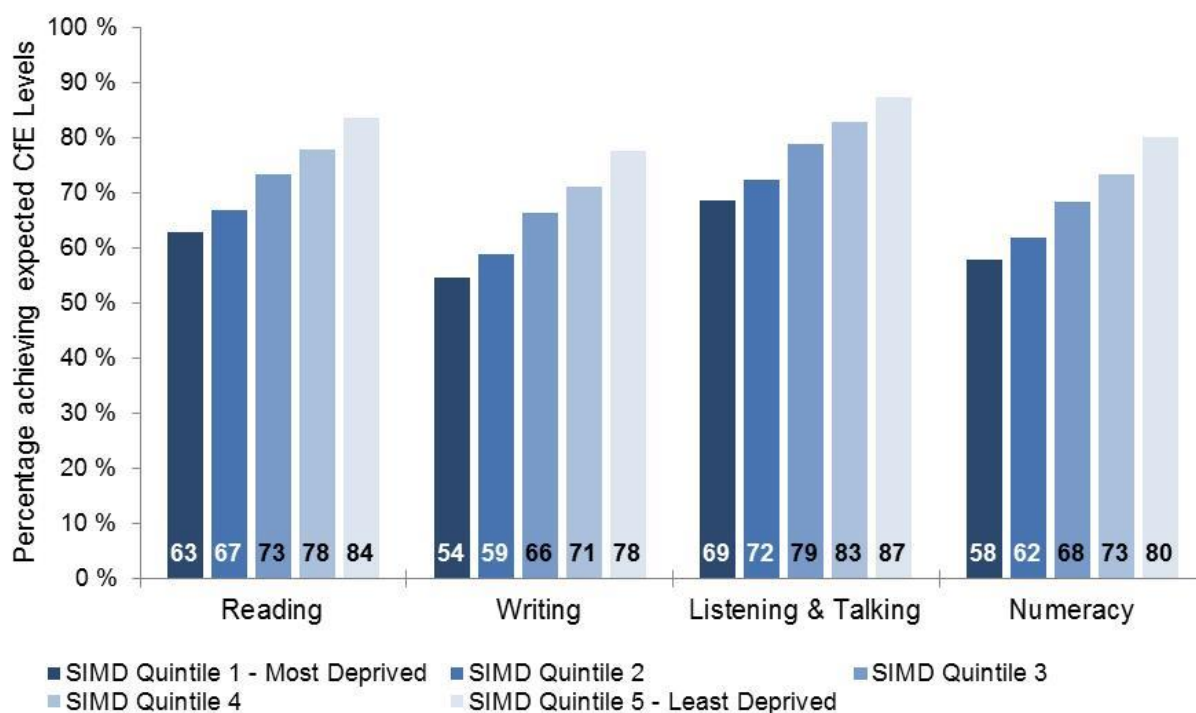
- 63 per cent of P7 pupils living in the most deprived quintile achieved Second Level in reading compared with 84 per cent of P7 pupils living in the least deprived quintile.

- 54 per cent of P7 pupils living in the most deprived quintile achieved Second Level in writing compared with 78 per cent of P7 pupils living in the least deprived quintile.

- 69 per cent of P7 pupils living in the most deprived quintile achieved Second Level in listening and talking compared with 87 per cent of P7 pupils living in the least deprived quintile.

- 58 per cent of P7 pupils living in the most deprived quintile achieved Second Level in numeracy compared with 80 per cent of P7 pupils living in the least deprived quintile.
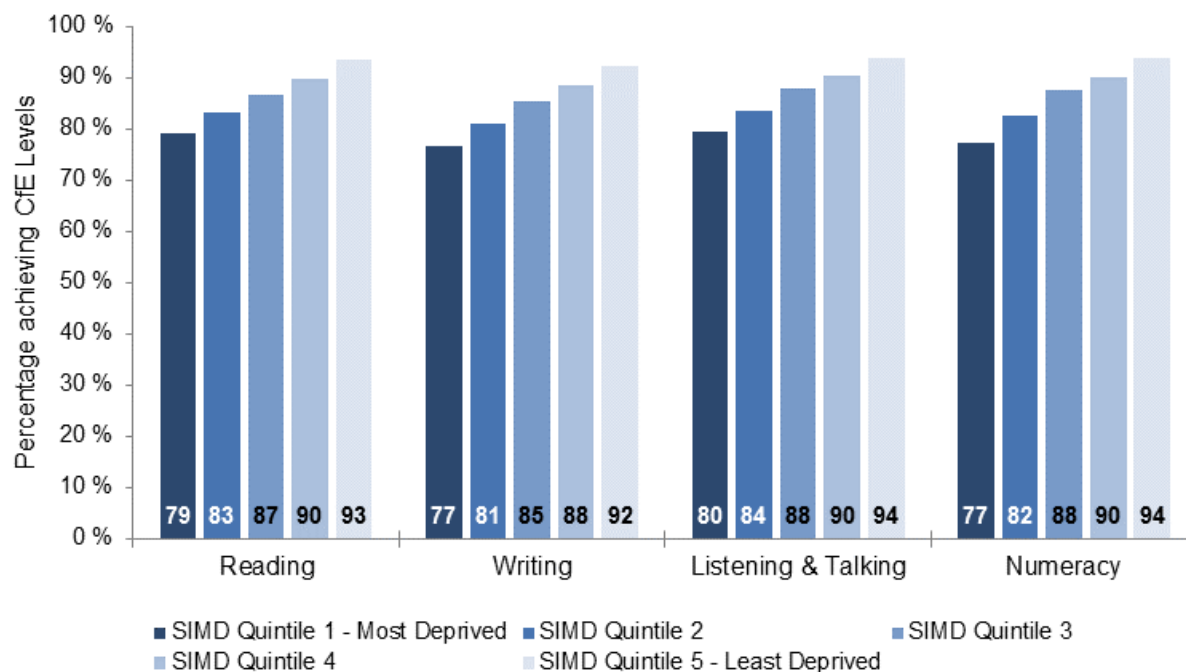
Percentage of S3 pupils achieving Third Level or better, by SIMD, 2015/16

- 79 per cent of S3 pupils living in the most deprived quintile achieved Third Level or better in reading compared with 93 per cent of S3 pupils living in the least deprived quintile.

- 77 per cent of S3 pupils living in the most deprived quintile achieved Third Level or better in writing compared with 92 per cent of S3 pupils living in the least deprived quintile.

- 80 per cent of S3 pupils living in the most deprived quintile achieved Third Level or better in listening and talking compared with 94 per cent of S3 pupils living in the least deprived quintile.

- 77 per cent of S3 pupils living in the most deprived quintile achieved Third Level or better in numeracy compared with 94 per cent of S3 pupils living in the least deprived quintile.

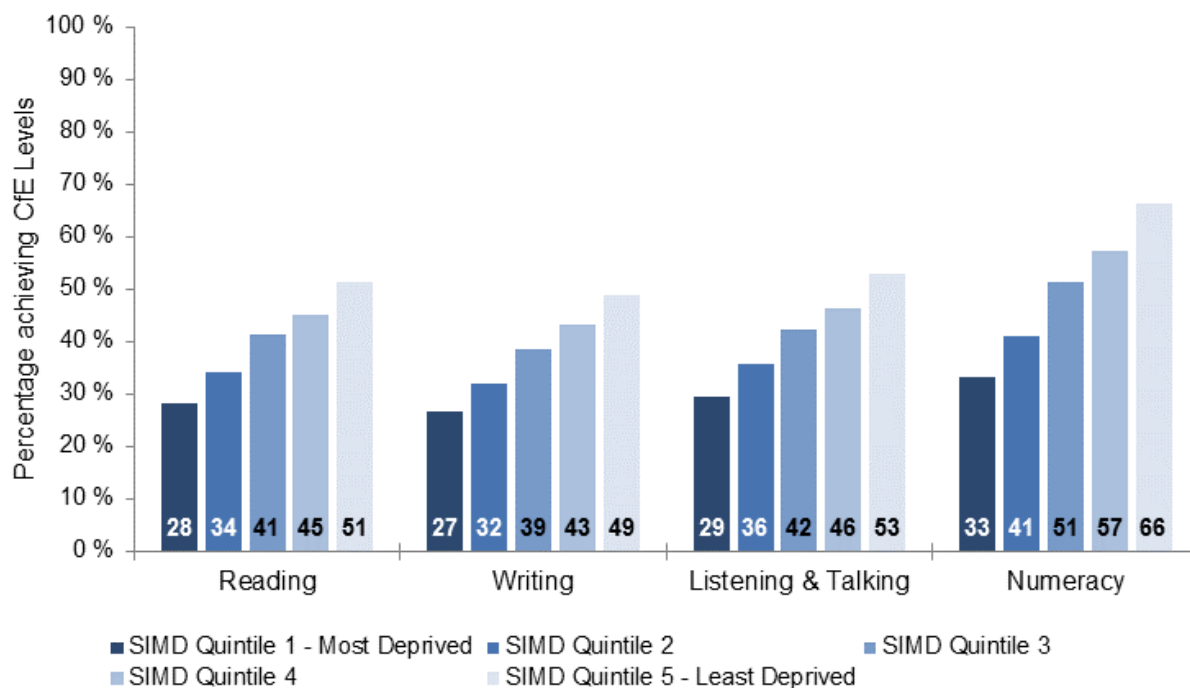**Percentage of S3 pupils achieving Fourth Level by SIMD, 2015/16**

- 28 per cent of S3 pupils living in the most deprived quintile achieved Fourth Level in reading compared with 51 per cent of S3 pupils living in the least deprived quintile.

- 27 per cent of S3 pupils living in the most deprived quintile achieved Fourth Level in writing compared with 49 per cent of S3 pupils living in the least deprived quintile.

- 29 per cent of S3 pupils living in the most deprived quintile achieved Fourth Level in listening and talking compared with 53 per cent of S3 pupils living in the least deprived quintile.

- 33 per cent of S3 pupils living in the most deprived quintile achieved Fourth Level in numeracy compared with 66 per cent of S3 pupils living in the least deprived quintile.

Contents

Chapter 1: Introduction

1.1 Achievement of CfE Levels Return

The data gathered in the Achievement of Curriculum for Excellence (CfE) Levels Return relates to achievement in the Broad General Education (BGE) and is based on teacher professional judgements regarding pupil's achievement in literacy and numeracy against CfE levels. The data was provided to the Scottish Government by all 32 Local Authorities, as well as grant-aided schools. The information included in this publication is the first such data for the BGE to be gathered and published under CfE.

The data shows the CfE level achieved (as per teacher professional judgements) for each pupil within selected stages (P1, P4, P7 and S3 and for pupils based in standalone special schools/units) in reading, writing, listening & talking and numeracy, and relates to the CfE level achieved as at June 2016.

A very small proportion of children have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These children are recorded as 'child following individual milestones' and are included in the data. However, children for whom the teacher has been unable to make a professional judgement are not included.

Teacher professional judgements of achievement of a level are based on all of the evidence collected by teachers during the on-going assessment of children and young people's learning. A wide range of evidence is collected in a variety of ways. This includes observing learners at work, assessing children's knowledge and understanding by talking to them about their learning, and assessing their work in class.

1.2 Curriculum for Excellence levels

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum for children and young people aged from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

Further information on Curriculum for Excellence can be found here:
http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumforexcellence/index.asp

Curriculum for Excellence defines five levels of learning. The first four levels are described in the Experiences and Outcomes, with progression to qualifications described under a fifth level, the senior phase.

The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs,

including those who, for example, have a learning difficulty and those who are particularly high attaining.

While children and young people should feel that the transition from one stage of learning to another is smooth, they should still be able to look forward to the excitement of starting nursery, primary school and secondary school, and finally to moving on to positive and sustained destinations.

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school 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 or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework 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.

1.3 Gaelic Medium Education

Children based in Gaelic Medium Primary Schools/classes will learn and develop their literacy and numeracy skills in both the medium of Gaelic and English. Children in Primary 1 Gaelic Medium Primary Schools will generally be immersed in developing their Gàidhlig reading, Gàidhlig writing, Gàidhlig listening & talking and numeracy skills in the medium of Gaelic.

From around Primary 3, children based in Gaelic Medium Primary Schools/Classes will also start to develop their skills in reading, writing and listening & talking in the English language. It is expected that by the end of Primary 7, most children who have been based in Gaelic Medium Primary Schools/classes should be achieving Second Level in reading, writing, and listening & talking in both Gàidhlig and English**.**

It is also expected that most children who have been based in Gaelic Medium Primary Schools/classes should be achieving First Level by the end of Primary 4, and Second Level by the end of Primary 7, in numeracy**.**

1.4 Pupils based in special schools/units

Special schools/units cater for children of all ages. The information gathered as part of this return does not include a specific stage for these children (i.e. they are simply recorded as being a pupil based in a special school/unit). Therefore, it is not possible to calculate the percentage of children who have achieved the CfE level relevant to their stage.

Due to the lack of stage information, special schools/units were requested to provide information for all children based in these establishments (not just those pupils who were P1, P4, P7 or S3). Some establishments did provide information for all children based in their establishment. However, some establishments misunderstood the requirement and provided information for pupils which they record locally as being in P1, P4, P7 and S3. Therefore, the information provided from standalone special schools/units has been inconsistent in this first year's data collection and the data requirements will be considered further for forthcoming collections.

Using the information that has been received this year, we are still able to analyse the information in order to look at the overall picture of the CfE levels that have been achieved for the children based in special schools/units.

1.5 Experimental statistics

Experimental statistics are Official Statistics that are undergoing development. They are defined in the [Code of Practice for Official Statistics](#) as: 'new Official Statistics undergoing evaluation that are published in order to involve users and stakeholders in their development as a means to build in quality at an early stage'.

Principle 4, Practice 5 of the Code instructs producers to release experimental statistics to achieve continuous improvement in statistical processes; Protocol 1, Practice 5 states that producers should 'involve users in the evaluation of experimental statistics'. There is an emphasis across the Government Statistical Service (GSS) to consult users during the review of statistics, and to make experimental series available during this period to assist in the quality assurance, development and familiarisation of the statistics.

The Code of Practice for Official Statistics promotes and supports the release of experimental statistics to involve users in their development at an early stage; however, it is likely that the statistics will not be fully compliant in all areas due to their nature as 'data being developed'.

The Scottish Government releases experimental statistics to engage with users and understand their needs as part of compliance with Principle 1 of the Code. The statistics may also be released to help develop methods and improvements in quality under Principle 4 of the Code, and it is important that these developments are fully discussed alongside the statistics. The statistics should always be supported by appropriate guidance and commentary to inform users about their strengths and weaknesses, particularly in relation to use under Principle 8 of the Code (Frankness and Accessibility).

The reason for these statistics being classed as experimental statistics is because they are based on a new and developing data source. As such time is required:

a. To receive informed feedback from users and potential users of the statistics;
b. For users to become familiar with the new statistics and methodology.

1.6 Quality assurance

As discussed in Section 1.1, the collection of these data is new, and reflects a developing approach within schools to the assessment of children's progress against the CfE levels. It is therefore important to consider whether and how this affects the quality, reliability and usability of the data.

As part of the Quality Assurance process, feedback was sought from all data suppliers (Local Authorities and Grant Aided Schools) on the process of compiling and submitting the data – including technical aspects of the guidance issued – and on factors which may affect data quality.

Around three-quarters of data providers provided substantive feedback on the assessment process followed by schools, on their own Quality Assurance of the data and on whether they had any outstanding concerns over the quality of the data. Around three-in-ten data providers stated that they had no such concerns, and a similar number cited specific issues with the data they had provided (for example relating to a specific aspect of the data, specific schools or groups of pupils). Around two-in-five expressed more general concerns relating to the consistency of the assessments within their authority (for example, inconsistencies in understanding or application of assessment approaches between schools, different patterns of performance against other locally-held data (e.g. locally procured standardised assessments)).

Based on this information, caution must be applied in interpreting the data in this publication (including the associated school level data). In particular, comparisons between authorities, or between schools within and across authorities, should not be made without knowledge of the underlying approach to assessment and the context of the authority or school. The data in this publication do not provide detail on the factors which may impact on the accuracy of the data.

A small number of specific issues relating to the collection also became apparent. For special schools, as well as the challenges in identifying those pupils which should be in scope, a relatively large proportion (around 15 per cent) were recorded as 'not assessed' (code 99). Further work will be required to explore this and may require changes to the guidance issued for data providers in advance of future collections.

The data, and feedback from data providers, also clearly highlights a specific challenge in assessing achievement at Fourth Level (S3). The variation between authorities and schools is, generally, far larger in this case than for other stages and levels. For example, in reading (English) the range extends from 4 per cent to 70 per cent. There appears to be less variation at this level in terms of numeracy (18 per cent to 70 per cent). This suggests that further attention should be paid to assessment of progress at this level. However, data are included in this publication for achievement of Third Level or better and Fourth Level specifically. Users should note the increased limitations to Fourth Level data.

The expected standards under CfE were embedded in the Experiences and Outcomes from the outset. However, it is recognised that teachers were not confident in applying these to assessment. As a result, Education Scotland published new Benchmarks for Achievement of CfE levels in literacy and numeracy in August 2016 in order to provide a more explicit and clear statement of standards. Benchmarks for other areas of the curriculum will also be published.

A new national programme of Quality Assurance and Moderation is being put in place to provide more support and improve confidence and understanding amongst teachers, and from August 2017, new nationally consistent standardised assessments will be made available for teachers to help inform their judgements. This is expected to have an impact on the consistency of data in future years.

It can also be useful to compare results from new collections to other, existing sources of information on the same topic. In this case, there are no directly comparable sources of data against which these new data can be compared.

The Scottish Survey of Literacy and Numeracy (SSLN) provides national level estimates of literacy and numeracy performance for P4, P7 and S2 pupils[2]. It does not provide as broad a view on pupil performance as teacher judgements, nor does it provide data on whether a CfE level has been achieved or not. However, where the two collections overlap, the broad picture at Scotland level is generally similar in both sources, with the possible exception of numeracy performance levels in S3 (note that SSLN assesses S2 pupils).

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[2] Results and further information available here:
http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN

Chapter 2: Achievement of CfE levels by gender

- **A higher percentage of females are consistently achieving the expected CfE level compared to males across all stages and curriculum areas.**

- **The difference between the percentage of males and females achieving the expected CfE level is consistently the largest for writing and smallest for numeracy.**

- **The difference between the percentage of males and females achieving the expected CfE level generally increases as children progress through the primary and secondary stages.**

Table 2.1: Percentage of primary pupils achieving expected CfE levels by gender

Stage	Gender	Reading	Writing	Listening & Talking	Numeracy
P1 (Early Level	Males	78%	74%	82%	83%
	Females	83%	82%	88%	85%
	All pupils	**81%**	**78%**	**85%**	**84%**
P4 (First Level)	Males	71%	63%	77%	72%
	Females	79%	75%	85%	74%
	All pupils	**75%**	**69%**	**81%**	**73%**
P7 (Second Level)	Males	68%	58%	73%	67%
	Females	77%	73%	82%	69%
	All pupils	**72%**	**65%**	**77%**	**68%**

Table 2.2: Percentage of S3 pupils achieving Third Level or better by gender

Stage	Gender	Reading	Writing	Listening & Talking	Numeracy
	Males	82%	79%	83%	84%
S3	Females	90%	89%	91%	88%
	All pupils	**86%**	**84%**	**87%**	**86%**

Table 2.3: Percentage of S3 pupils achieving Fourth Level by gender

Stage	Gender	Reading	Writing	Listening & Talking	Numeracy
	Males	33%	30%	35%	47%
S3	Females	47%	45%	47%	52%
	All pupils	**39%**	**37%**	**41%**	**49%**

Chapter 3: Achievement of CfE levels by ethnicity

- **Generally, a lower percentage of children of White-Scottish or White-Non Scottish background are achieving the expected CfE level compared to children of some Asian, African and Mixed or multiple ethnic backgrounds, particularly from Primary 4 onwards.**

- **Generally, a higher percentage of children of Asian – Chinese ethnic background are achieving the expected CfE level in numeracy compared to all other ethnic backgrounds as they progress through primary and secondary stages.**

Table 3.1: Percentage of P1 pupils achieving Early Level by ethnicity

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	82%	80%	87%	85%
White - Non Scottish	79%	77%	82%	83%
Mixed or multiple ethnic groups	85%	83%	88%	87%
Asian - Indian	83%	82%	84%	87%
Asian - Pakistani	72%	70%	77%	77%
Asian - Chinese	81%	76%	77%	87%
Asian - Other	73%	68%	73%	78%
African / Black / Caribbean	79%	77%	80%	84%
All other categories	71%	70%	73%	77%
Not Disclosed / Unknown[1]	72%	70%	77%	78%
All pupils	**81%**	**78%**	**85%**	**84%**

Table 3.2: Percentage of P4 pupils achieving First Level by ethnicity

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	76%	70%	82%	74%
White - Non Scottish	73%	67%	77%	72%
Mixed or multiple ethnic groups	81%	78%	86%	80%
Asian - Indian	84%	77%	85%	80%
Asian - Pakistani	74%	69%	79%	71%
Asian - Chinese	82%	78%	86%	86%
Asian - Other	72%	68%	78%	70%
African / Black / Caribbean	79%	73%	80%	76%
All other categories	61%	56%	67%	68%
Not Disclosed / Unknown[1]	63%	56%	69%	60%
All pupils	**75%**	**69%**	**81%**	**73%**

Table 3.3: Percentage of P7 pupils achieving Second Level by ethnicity

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	73%	66%	78%	68%
White - Non Scottish	68%	61%	73%	66%
Mixed or multiple ethnic groups	83%	75%	83%	76%
Asian - Indian	78%	75%	80%	79%
Asian - Pakistani	74%	68%	78%	70%
Asian - Chinese	83%	78%	84%	88%
Asian - Other	66%	61%	70%	70%
African / Black / Caribbean	75%	68%	78%	67%
All other categories	60%	49%	65%	57%
Not Disclosed / Unknown[1]	59%	52%	65%	55%
All pupils	**72%**	**65%**	**77%**	**68%**

Table 3.4: Percentage of S3 pupils achieving Third Level or better by ethnicity

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	86%	85%	87%	86%
White - Non Scottish	84%	82%	84%	87%
Mixed or multiple ethnic groups	89%	87%	90%	89%
Asian - Indian	87%	85%	89%	90%
Asian - Pakistani	90%	89%	91%	90%
Asian - Chinese	89%	88%	88%	95%
Asian - Other	87%	86%	88%	93%
African / Black / Caribbean	91%	88%	90%	87%
All other categories	79%	76%	77%	82%
Not Disclosed / Unknown[1]	75%	73%	75%	77%
All pupils	**86%**	**84%**	**87%**	**86%**

Table 3.5: Percentage of S3 pupils achieving Fourth Level by ethnicity

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	39%	37%	41%	49%
White - Non Scottish	40%	39%	42%	52%
Mixed or multiple ethnic groups	48%	45%	47%	55%
Asian - Indian	48%	43%	49%	63%
Asian - Pakistani	51%	48%	52%	56%
Asian - Chinese	48%	47%	51%	79%
Asian - Other	38%	36%	40%	60%
African / Black / Caribbean	39%	38%	43%	49%
All other categories	36%	31%	36%	45%
Not Disclosed / Unknown[1]	26%	25%	28%	35%
All pupils	**39%**	**37%**	**41%**	**49%**

1. Unable to match to Pupil Census 2015

Chapter 4: Achievement of CfE levels by Urban Rural Classification[3]

- **Where the urban rural location of a child is known, there are generally a higher percentage of children who live in accessible small towns or accessible rural areas achieving the expected CfE level compared to children from other areas.**

- **Where the urban rural location of a child is known, the lowest percentage of children who are achieving the expected CfE level across all curriculum areas and stages live in remote small towns.**

Table 4.1: Percentage of P1 pupils achieving Early Level by Urban Rural Classification

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	80%	77%	84%	83%
Other urban areas	82%	80%	86%	85%
Accessible small towns	85%	82%	89%	86%
Remote small towns	75%	74%	81%	77%
Accessible rural areas	85%	82%	88%	87%
Remote rural areas	79%	75%	84%	81%
Unknown[1]	64%	62%	71%	70%
All pupils	**81%**	**78%**	**85%**	**84%**

Table 4.2: Percentage of P4 pupils achieving First Level by Urban Rural Classification

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	74%	68%	80%	73%
Other urban areas	76%	71%	82%	74%
Accessible small towns	78%	72%	83%	75%
Remote small towns	68%	61%	75%	66%
Accessible rural areas	79%	74%	85%	78%
Remote rural areas	74%	66%	80%	70%
Unknown[1]	62%	54%	67%	58%
All pupils	**75%**	**69%**	**81%**	**73%**

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[3] Urban Rural Classification:
http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification

Table 4.3: Percentage of P7 pupils achieving Second Level by Urban Rural Classification

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	72%	65%	77%	68%
Other urban areas	73%	66%	78%	68%
Accessible small towns	75%	66%	78%	70%
Remote small towns	65%	59%	71%	60%
Accessible rural areas	76%	70%	81%	71%
Remote rural areas	69%	62%	76%	62%
Unknown[1]	57%	50%	62%	53%
All pupils	**72%**	**65%**	**77%**	**68%**

Table 4.4: Percentage of S3 pupils achieving Third Level or better by Urban Rural Classification

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	86%	84%	86%	86%
Other urban areas	85%	84%	87%	87%
Accessible small towns	88%	86%	89%	85%
Remote small towns	85%	82%	85%	83%
Accessible rural areas	89%	87%	90%	88%
Remote rural areas	87%	85%	87%	84%
Unknown[1]	73%	71%	73%	74%
All pupils	**86%**	**84%**	**87%**	**86%**

Table 4.5: Percentage of S3 pupils achieving Fourth Level by Urban Rural Classification

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	43%	41%	44%	52%
Other urban areas	38%	36%	39%	47%
Accessible small towns	38%	35%	40%	47%
Remote small towns	34%	32%	37%	48%
Accessible rural areas	41%	39%	43%	54%
Remote rural areas	41%	39%	41%	48%
Unknown[1]	24%	22%	25%	30%
All pupils	**39%**	**37%**	**41%**	**49%**

1. Unable to match to Urban Rural Classification

Chapter 5: Achievement of CfE levels by Additional Support Needs (ASN) status

- **Where the Additional Support Needs (ASN) status of a child is known, a lower percentage of children with ASN achieve the expected CfE level compared to children with no ASN.**

- **The differences in the percentage of children who have ASN achieving the expected CfE level compared with children who do not have ASN is fairly similar across all curriculum areas.**

- **The differences in the percentage of children who have ASN achieving the expected CfE level compared with children who do not have ASN increases throughout the primary stages, but reduces by Secondary 3.**

Table 5.1: Percentage of primary pupils achieving expected CfE levels by Additional Support Needs (ASN) Status

Stage	ASN status	Reading	Writing	Listening & Talking	Numeracy
P1 (Early Level)	Additional support needs	61%	57%	63%	66%
	No additional support needs	84%	81%	88%	86%
	Unknown[1]	63%	60%	69%	69%
	All pupils	**81%**	**78%**	**85%**	**84%**
P4 (First Level)	Additional support needs	49%	42%	59%	49%
	No additional support needs	83%	78%	88%	81%
	Unknown[1]	61%	54%	66%	57%
	All pupils	**75%**	**69%**	**81%**	**73%**
P7 (Second Level)	Additional support needs	45%	37%	55%	43%
	No additional support needs	82%	75%	86%	77%
	Unknown[1]	57%	50%	61%	53%
	All pupils	**72%**	**65%**	**77%**	**68%**

Table 5.2: Percentage of S3 pupils achieving Third Level or better by Additional Support Needs (ASN) Status

Stage	ASN status	Reading	Writing	Listening & Talking	Numeracy
	Additional support needs	71%	68%	73%	69%
S3	No additional support needs	91%	90%	92%	92%
	Unknown[1]	72%	70%	72%	73%
	All pupils	**86%**	**84%**	**87%**	**86%**

Table 5.3: Percentage of S3 pupils achieving Fourth Level by Additional Support Needs (ASN) Status

Stage	ASN status	Reading	Writing	Listening & Talking	Numeracy
	Additional support needs	22%	20%	24%	27%
S3	No additional support needs	46%	44%	47%	57%
	Unknown[1]	23%	21%	24%	29%
	All pupils	**39%**	**37%**	**41%**	**49%**

1. Unable to match to Pupil Census 2015

Chapter 6: Achievement of CfE levels by English as an Additional Language (EAL) status

- **Where the English as an Additional Language (EAL) status of a child is known, a lower percentage of children with EAL achieve the expected CfE level compared to children with no EAL.**

- **The differences in the percentage of children who have EAL achieving the expected CfE level compared with children who do not have EAL is lower for numeracy than for reading, writing and listening & talking across all primary and secondary stages.**

- **The differences in the percentage of children who have EAL achieving the expected CfE level compared with children who do not have EAL remains fairly constant in all primary stages, but becomes much smaller in Secondary 3.**

Table 6.1: Percentage of primary pupils achieving expected CfE level by English as an Additional Language (EAL) Status

Stage	EAL status	Reading	Writing	Listening & Talking	Numeracy
	English as an additional language	69%	67%	70%	76%
	English as main language[1]	82%	80%	86%	85%
P1 (Early Level)	Unknown[2]	63%	60%	69%	69%
	All pupils	**81%**	**78%**	**85%**	**84%**
	English as an additional language	65%	60%	71%	68%
	English as main language[1]	76%	70%	82%	74%
P4 (First Level)	Unknown[2]	61%	54%	66%	57%
	All pupils	**75%**	**69%**	**81%**	**73%**
	English as an additional language	58%	51%	64%	61%
	English as main language[1]	73%	66%	78%	68%
P7 (Second Level)	Unknown[2]	57%	50%	61%	53%
	All pupils	**72%**	**65%**	**77%**	**68%**

Table 6.2: Percentage of S3 pupils achieving Third Level by English as an Additional Language (EAL) Status

Stage	EAL status	Reading	Writing	Listening & Talking	Numeracy
S3	English as an additional language	81%	79%	81%	86%
	English as main language[1]	87%	85%	87%	86%
	Unknown[2]	72%	70%	72%	73%
	All pupils	**86%**	**84%**	**87%**	**86%**

Table 6.3: Percentage of S3 pupils achieving Fourth Level by English as an Additional Language (EAL) Status

Stage	EAL status	Reading	Writing	Listening & Talking	Numeracy
S3	English as an additional language	35%	32%	36%	48%
	English as main language[1]	40%	38%	41%	50%
	Unknown[2]	23%	21%	24%	29%
	All pupils	**39%**	**37%**	**41%**	**49%**

1. English as first language or fluent in English
2. Unable to match to Pupil Census 2015

Chapter 7: Achievement of CfE levels in Gàidhlig

- **The percentage of children in Gaelic Medium schools/classes achieving the expected CfE level in Gàidhlig reading, Gàidhlig writing and Gàidhlig listening & talking falls as children progress throughout the primary stages.**

- **The curriculum area with the highest percentage of children achieving the CfE level expected for their stage is Gàidhlig listening & talking and lowest for Gàidhlig writing.**

- **This follows the same pattern as seen for the children achieving the expected CfE levels in reading, writing and listening and talking in English.**

Table 7.1: Percentage of primary pupils achieving expected CfE level in Gàidhlig

Stage	Reading	Writing	Listening & Talking
P1 (Early Level)	82%	81%	87%
P4 (First Level)	79%	76%	87%
P7 (Second level)	72%	72%	80%

Chapter 8: Achievement of CfE levels of pupils based in special schools/units

- **For each curriculum area, nearly 30 per cent of children based in special schools/units are reported as following their own individual milestones.**
- **For each curriculum area, around a third of children based in special schools/units are reported as having achieved a CfE level.**
- **Just under a quarter of children are judged by the teacher to have not yet achieved Early Level.**
- **For each curriculum area, 15 per cent of children are reported as 'Not Yet Assessed'.**

Percentage of pupils in special schools/units achieving CfE levels
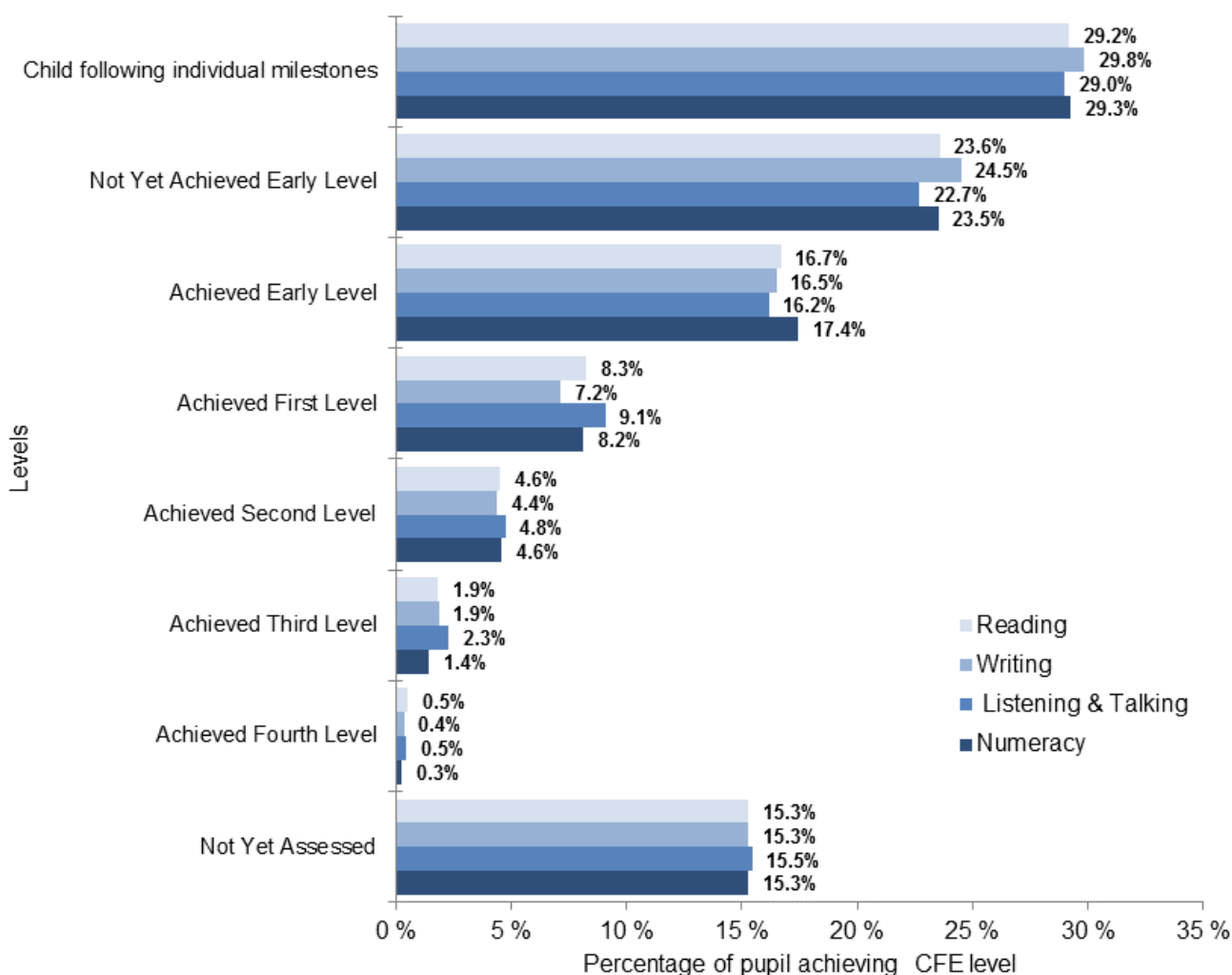
Chapter 9: Achievement of CfE levels by Local Authority

As this information is new and currently 'experimental', comparisons across local authorities should not be made without full knowledge of the factors affecting their approach to assessment. Below we summarise the magnitude of the variation currently being reported:

- The percentage of P1 pupils achieving Early Level varies by local authority:
    - Reading: From 94 per cent to 65 per cent (a 29 percentage point difference)
    - Writing: From 93 per cent to 64 per cent (a 29 percentage point difference)
    - Listening & Talking: From 95 per cent to 71 per cent (a 24 percentage point difference)
    - Numeracy: From 96 per cent to 68 per cent (a 29 percentage point difference)

- The percentage of P4 pupils achieving 1st level varies by local authority:
    - Reading: From 93 per cent to 60 per cent (a 33 percentage point difference)
    - Writing: From 91 per cent to 52 per cent (a 40 percentage point difference)
    - Listening & Talking: From 95 per cent to 64 per cent (a 31 percentage point difference)
    - Numeracy: From 93 per cent to 57 per cent (a 36 percentage point difference)

- The percentage of P7 pupils achieving 2nd level varies by local authority:
    - Reading: From 87 per cent to 57 per cent (a 31 percentage point difference)
    - Writing: From 85 per cent to 49 per cent (a 36 percentage point difference)
    - Listening & Talking: From 89 per cent to 60 per cent (a 29 percentage point difference)
    - Numeracy: From 87 per cent to 49 per cent (a 37 percentage point difference)

- **The percentage of S3 pupils achieving Third Level or better varies by local authority:**
  - **Reading: From 98 per cent to 70 per cent (a 28 percentage point difference)**
  - **Writing: From 98 per cent to 67 per cent (a 31 percentage point difference)**
  - **Listening & Talking: From 99 per cent to 69 per cent (a 30 percentage point difference)**
  - **Numeracy: From 97 per cent to 58 per cent (a 39 percentage point difference)**

Table 9.1: Percentage of pupils achieving expected levels in reading by stage and local authority

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better	S3 Fourth Level
Aberdeen City	65%	60%	57%	71%	24%
Aberdeenshire	80%	71%	64%	86%	46%
Angus	84%	83%	84%	98%	51%
Argyll & Bute	82%	72%	75%	89%	32%
Clackmannanshire	77%	66%	68%	71%	29%
Dumfries & Galloway	75%	73%	67%	80%	34%
Dundee City	78%	71%	61%	88%	52%
East Ayrshire	78%	69%	59%	78%	23%
East Dunbartonshire	88%	81%	83%	98%	66%
East Lothian	73%	69%	60%	84%	34%
East Renfrewshire	91%	89%	86%	94%	70%
Edinburgh City	82%	76%	76%	86%	37%
Na h-Eileanan Siar	84%	73%	80%	70%	19%
Falkirk	81%	78%	73%	90%	59%
Fife	94%	89%	85%	79%	15%
Glasgow City	77%	74%	73%	91%	41%
Highland	73%	67%	68%	86%	32%
Inverclyde	79%	65%	69%	78%	33%
Midlothian	76%	72%	64%	75%	18%
Moray	72%	66%	60%	89%	51%
North Ayrshire	80%	72%	70%	76%	34%
North Lanarkshire	80%	73%	70%	90%	45%
Orkney Islands	75%	71%	65%	82%	4%
Perth & Kinross	91%	93%	87%	77%	22%
Renfrewshire	84%	74%	75%	80%	33%
Scottish Borders	86%	81%	79%	97%	69%
Shetland Islands	77%	77%	68%	96%	52%
South Ayrshire	87%	82%	82%	92%	16%
South Lanarkshire	80%	75%	72%	89%	49%
Stirling	84%	79%	75%	92%	36%
West Dunbartonshire	79%	71%	64%	82%	46%
West Lothian	80%	74%	70%	91%	55%
Scotland	**81%**	**75%**	**72%**	**86%**	**39%**

Table 9.2: Percentage of pupils achieving expected levels in writing by stage and local authority

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better	S3 Fourth Level
Aberdeen City	64%	52%	49%	67%	20%
Aberdeenshire	79%	67%	55%	86%	45%
Angus	83%	79%	81%	98%	49%
Argyll & Bute	80%	64%	70%	88%	34%
Clackmannanshire	73%	59%	58%	69%	31%
Dumfries & Galloway	75%	64%	57%	78%	31%
Dundee City	70%	62%	51%	87%	53%
East Ayrshire	73%	64%	54%	72%	20%
East Dunbartonshire	86%	76%	75%	98%	67%
East Lothian	64%	63%	52%	81%	33%
East Renfrewshire	89%	87%	81%	92%	63%
Edinburgh City	80%	72%	69%	85%	35%
Na h-Eileanan Siar	82%	69%	74%	68%	16%
Falkirk	79%	69%	66%	89%	57%
Fife	93%	86%	78%	77%	14%
Glasgow City	75%	68%	66%	89%	40%
Highland	68%	58%	60%	83%	31%
Inverclyde	76%	56%	58%	76%	30%
Midlothian	74%	64%	54%	71%	20%
Moray	66%	61%	53%	88%	46%
North Ayrshire	80%	62%	64%	74%	33%
North Lanarkshire	79%	69%	65%	90%	42%
Orkney Islands	69%	60%	58%	73%	4%
Perth & Kinross	90%	91%	85%	74%	21%
Renfrewshire	81%	66%	66%	76%	29%
Scottish Borders	82%	75%	74%	96%	63%
Shetland Islands	71%	66%	57%	95%	49%
South Ayrshire	83%	77%	75%	91%	15%
South Lanarkshire	78%	68%	63%	88%	48%
Stirling	80%	72%	71%	91%	35%
West Dunbartonshire	72%	61%	57%	81%	46%
West Lothian	78%	71%	64%	89%	44%
Scotland	**78%**	**69%**	**65%**	**84%**	**37%**

Table 9.3: Percentage of pupils achieving expected levels in listening and talking by stage and local authority

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better	S3 Fourth Level
Aberdeen City	71%	64%	64%	69%	21%
Aberdeenshire	83%	78%	73%	89%	48%
Angus	88%	89%	89%	98%	51%
Argyll & Bute	86%	75%	80%	91%	43%
Clackmannanshire	83%	69%	73%	81%	30%
Dumfries & Galloway	80%	78%	69%	79%	37%
Dundee City	83%	78%	66%	88%	55%
East Ayrshire	83%	76%	68%	80%	27%
East Dunbartonshire	93%	87%	88%	99%	69%
East Lothian	82%	78%	69%	82%	36%
East Renfrewshire	92%	93%	87%	95%	72%
Edinburgh City	86%	80%	79%	85%	37%
Na h-Eileanan Siar	82%	77%	81%	73%	19%
Falkirk	88%	84%	80%	92%	60%
Fife	95%	92%	87%	80%	13%
Glasgow City	82%	81%	78%	91%	43%
Highland	82%	75%	76%	84%	33%
Inverclyde	79%	69%	74%	79%	37%
Midlothian	84%	76%	67%	73%	19%
Moray	76%	70%	60%	94%	54%
North Ayrshire	84%	76%	75%	77%	33%
North Lanarkshire	84%	79%	74%	91%	45%
Orkney Islands	83%	83%	87%	74%	5%
Perth & Kinross	93%	95%	88%	78%	24%
Renfrewshire	88%	80%	78%	82%	33%
Scottish Borders	87%	86%	83%	97%	71%
Shetland Islands	85%	89%	81%	97%	49%
South Ayrshire	90%	86%	85%	92%	18%
South Lanarkshire	84%	83%	80%	91%	51%
Stirling	88%	83%	83%	93%	40%
West Dunbartonshire	85%	78%	70%	82%	50%
West Lothian	86%	84%	79%	91%	54%
Scotland	**85%**	**81%**	**77%**	**87%**	**41%**

Table 9.4: Percentage of pupils achieving expected levels in numeracy by stage and local authority

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better	S3 Fourth Level
Aberdeen City	71%	57%	58%	83%	45%
Aberdeenshire	83%	69%	58%	88%	56%
Angus	87%	82%	80%	96%	64%
Argyll & Bute	85%	68%	65%	89%	62%
Clackmannanshire	77%	60%	55%	58%	23%
Dumfries & Galloway	78%	69%	60%	83%	39%
Dundee City	78%	66%	49%	79%	48%
East Ayrshire	78%	65%	58%	88%	48%
East Dunbartonshire	90%	75%	77%	97%	70%
East Lothian	74%	67%	56%	68%	46%
East Renfrewshire	92%	90%	84%	95%	76%
Edinburgh City	87%	75%	73%	87%	47%
Na h-Eileanan Siar	80%	70%	69%	68%	39%
Falkirk	86%	75%	66%	88%	54%
Fife	96%	91%	84%	86%	30%
Glasgow City	82%	74%	70%	87%	48%
Highland	77%	66%	61%	82%	45%
Inverclyde	84%	60%	61%	80%	29%
Midlothian	82%	69%	61%	84%	51%
Moray	68%	60%	50%	87%	64%
North Ayrshire	85%	70%	71%	82%	38%
North Lanarkshire	86%	72%	66%	88%	55%
Orkney Islands	76%	65%	70%	65%	18%
Perth & Kinross	92%	93%	87%	79%	37%
Renfrewshire	86%	75%	70%	87%	54%
Scottish Borders	86%	77%	74%	94%	68%
Shetland Islands	82%	70%	61%	85%	49%
South Ayrshire	90%	82%	79%	89%	36%
South Lanarkshire	83%	71%	68%	86%	51%
Stirling	85%	76%	70%	78%	45%
West Dunbartonshire	82%	61%	61%	83%	46%
West Lothian	84%	68%	60%	90%	55%
Scotland	**84%**	**73%**	**68%**	**86%**	**49%**

Chapter 10: Background notes

10.1 Sources and coverage

The data included in the publication are provided to Scottish Government by Local Authorities and Grant Aided Schools. Independent schools are not included in the data collection. The assessments of children's progress which the data report are undertaken by teachers in schools. A copy of the specification issued to data providers can be found here.

The data covers pupils in Primary 1, Primary 4, Primary 7 and Secondary 3 in mainstream schools and all pupils based in special schools/units. Data was provided for 222,300 pupils. Teacher judgements cover the three aspects of literacy (reading, writing, and listening and talking) and numeracy. The data relate to achievement as at June 2016 (at, or near, the end of the 2015/16 school year). Children for whom the teacher has been unable to make a professional judgement are not included in the published results (less than 1.5 per cent of pupils).

To reduce burden on data providers, as per the Code of Practice for Official Statistics, the contextual information was added to the school returns by using previously collected data. Pupil data were matched to the Pupil Census 2015. From this census the following variables were added:

- Gender
- Ethnicity
- Additional Support Needs

The Pupil Census data was then linked to the Scottish Index of Multiple Deprivation 2016 (SIMD) and the 6-fold Urban Rural Classification 2013-2014. Around three per cent of records could not be matched to the SIMD or the Urban Rural Classification; these are presented under category 'Unknown' in the publication tables.

A very small proportion of children have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These children are included within the data as 'child following individual milestones'.

Data was returned from all schools within scope for the collection. There were a small number of pupils for whom data was not supplied, or for whom data was not provided for all components requested. In addition, some special schools did not submit all required data correctly (see Section 1.4) leading to data for fewer pupils than was intended in those schools.

10.2 School level data

School level results are also being published alongside this publication. They are available online via this link. Data will be published for all publicly funded primary and secondary schools (but not special schools) subject to data protection limitations (see below).

For primary schools, the published results will be combined results for P1, P4 and P7 pupils (rather than separately for each stage). The results therefore represent the proportion of pupils in the school who have reached the appropriate CfE level for their stage.

For secondary schools, the published results will be based on achievement of CfE Third Level or better.

All school level results will be presented in ten per cent bandings (i.e. under 10 per cent, 10 per cent – under 20 per cent, … , 90 per cent or more). To prevent potential disclosure of information relating to individual pupils within schools, any schools in which the relevant cohort contains 20 or fewer pupils will be suppressed. This means that around 19 per cent of primary schools and five per cent of secondary schools will have no information published for them. This rate will vary from year to year depending on changes in individual school rolls.

As with the national and Local Authority level data, all school results include 'children working towards individual milestones' in calculating the results. However, children who were recorded as 'Not Assessed' are not included in the calculations.

The quality limitations described in Section 1.6 also apply to school level data. There is greater likelihood that an individual school's results are affected by variations in assessment approach, socio-economic context and school size (for example) than is the case at the more aggregated Local Authority or Scotland level. On that basis, we would at this stage advise against making direct comparisons between schools. The publication online does not allow direct, on-screen comparisons of schools.

10.3 Supplementary tables

The collection involves a huge amount of data which cannot be summarised in this publication. This report seeks to highlight the key messages and give a flavour of the range of analysis possible. Detailed tables are published as supporting tables alongside this publication, and provide a fuller picture of the findings.

The tables within this report and school level information can be found at:
http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL

10.3 Further information on attainment

There is a range of other reliable information on the performance of Scotland's school pupils.

The Scottish Government also publishes analysis of school leaver attainment (qualifications) destinations. The latest post-appeal data are available at
http://www.gov.scot/Publications/2016/06/4523/0

Scotland participates in the OECD's triennial Programme for International Student Assessment (PISA) survey. This assessment is carried out by 15 year-olds in over sixty countries, including all OECD countries, and as such is a key international benchmark of performance. The results of previous PISA surveys are available at www.gov.scot/pisa

The Scottish Survey of Literacy and Numeracy (SSLN) assesses literacy and numeracy performance, in alternate years, of P4, P7 and S2 pupils between 2011 and 2016. More information on the SSLN is available at www.gov.scot/ssln

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How to access background or source data

The data collected for this statistical bulletin
☐ are available in more detail through Scottish Neighbourhood Statistics

☐ are available via an alternative route

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