CHILDREN, EDUCATION AND SKILLS

Summary Statistics for Attainment and Initial Leaver Destinations, No. 2: 2020 Edition

25th February 2020

This annual statistical publication:

- Provides information on the **attainment** and **initial destinations** of school leavers in Scotland**.**
- Reports **initial destinations** for young people approximately **three months** after the end of the school year.
- Includes attainment in **National Qualifications** achieved throughout all stages of a pupil's schooling.
- Covers all **2018/19 school leavers** from publicly funded mainstream schools.

The way in which school leavers undertaking Personal Skills Development activity are counted in these statistics has changed As a result, historic data in this report has been revised to allow consistent comparisons over time. For more information, see Section 6.1.

This is the second 'Summary Statistics for Attainment and Initial Leaver Destinations' report, as the reporting schedule changed in 2018 with a view to better meeting user needs. For more information, see Section 6.4.

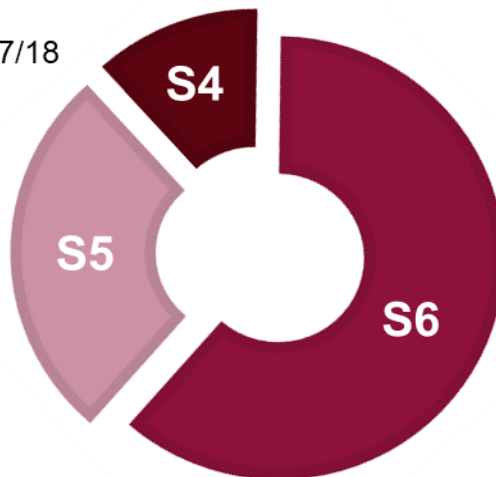Full results are available from the supplementary tables here:
http://www.gov.scot/ISBN/9781839605628

School Leaver Cohort

► **The percentage of 2018/19 school leavers**, by stage of leaving.

11.9% of school leavers left in **S4**

+0.5 pp since 2017/18

26.8% of school leavers left in **S5**

+0.9 pp since 2017/18
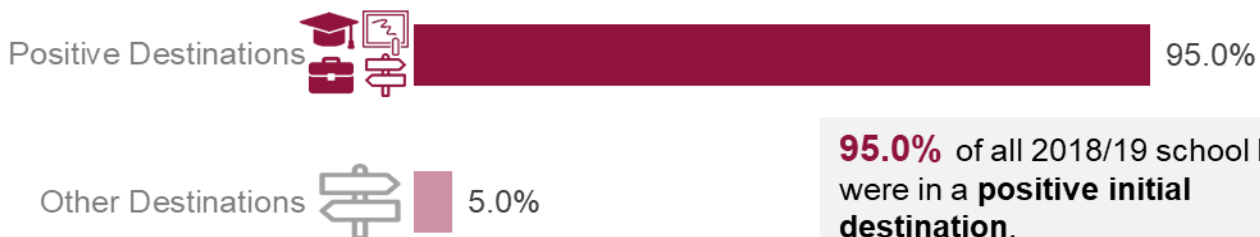
S4

S5

S6

61.2% of school leavers left in **S6**

-1.5 pp since 2017/18

Note: Around **0.1%** left in S3 or another stage in 2018/19

School Destinations

► **The percentage of school leavers in positive destinations and other destinations.**

Positive Destinations — 95.0%

Other Destinations — 5.0%

95.0% of all 2018/19 school leavers were in a **positive initial destination**.

This was **higher than for 2017/18** and is **the highest since 2009/10**.

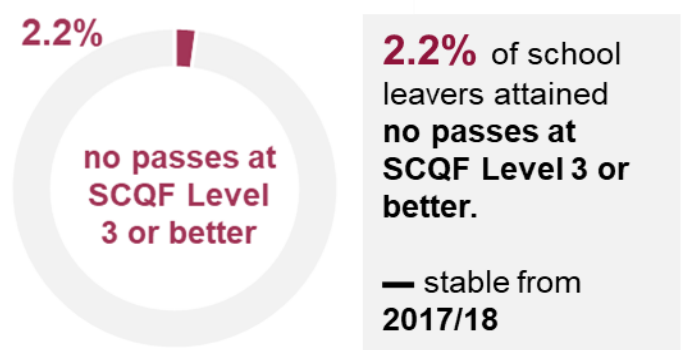► **The percentage of school leavers in each positive destination.**

Higher Education — 40.3%

Further Education — 27.3%

Employment — 22.9%

Other Positive Destinations — 4.5%
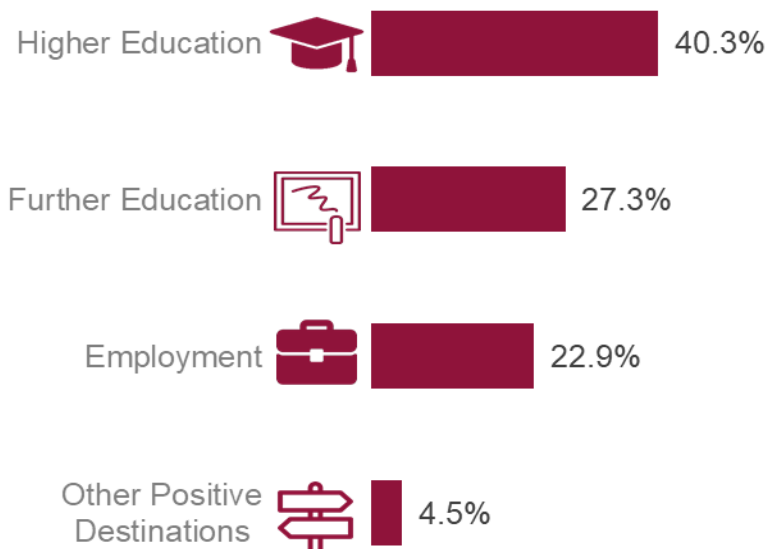
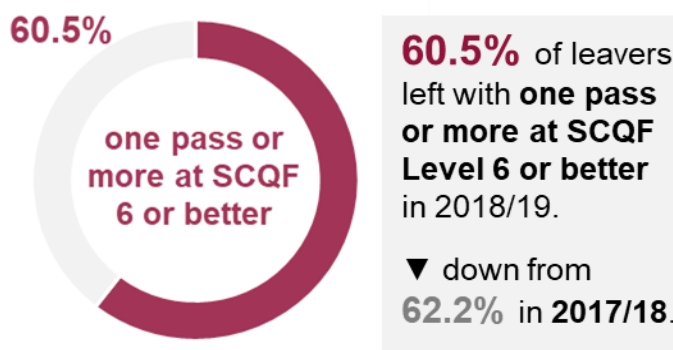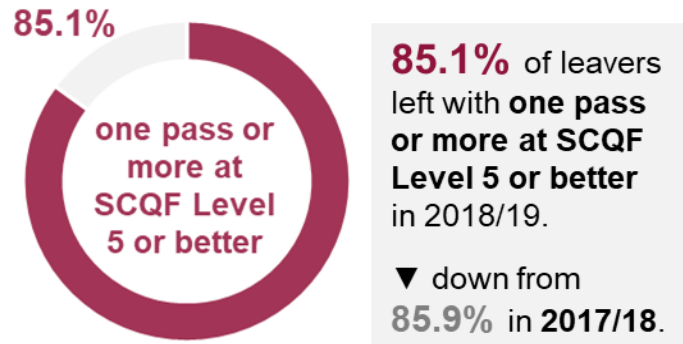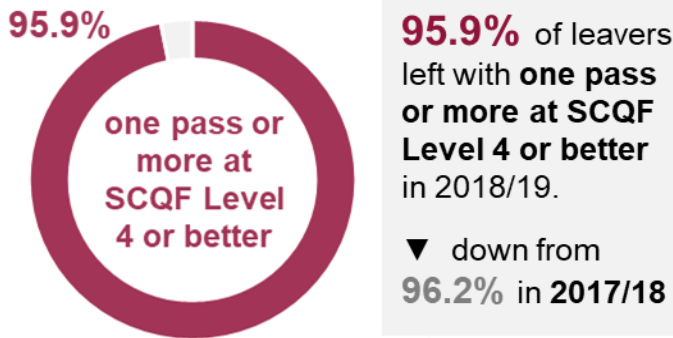**67.6%** of the 2018/19 leavers were in **Higher or Further Education, similar to 2017/18 leavers** (67.7 per cent).

This has **increased from 63.1% in 2009/10**.

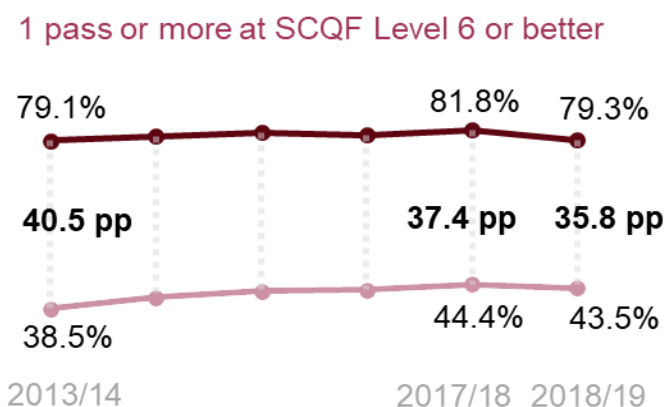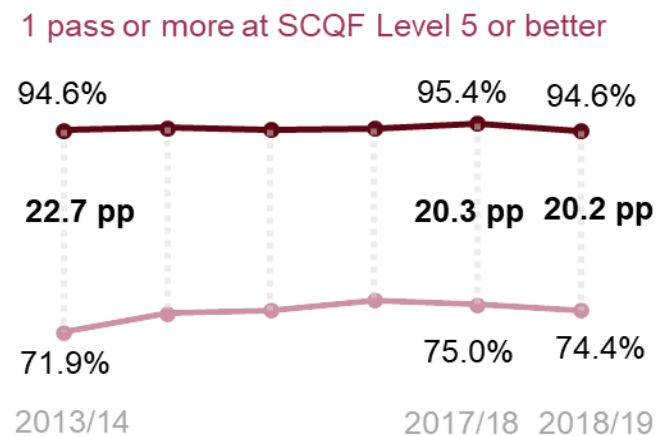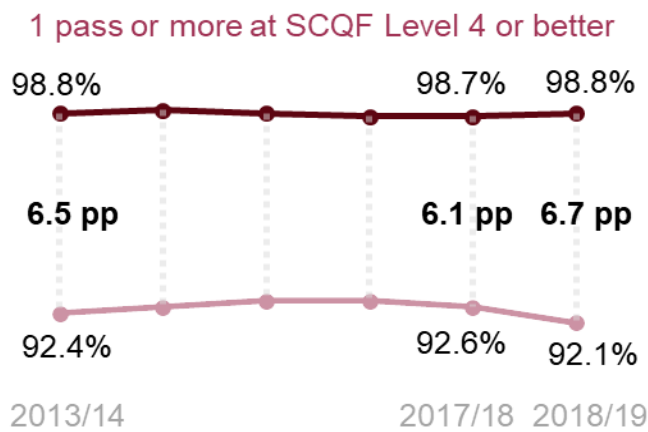**22.9%** of 2018/19 **leavers were in Employment.** This has **increased almost every year since 2009/10** (18.5 per cent), the exceptions being 2014/15 and 2016/17 when there were small decreases on the previous year.

2

School Leaver Attainment

95.9%

one pass or more at SCQF Level 4 or better

95.9% of leavers left with **one pass or more at SCQF Level 4 or better** in 2018/19.

▼ down from **96.2%** in **2017/18**

85.1%

one pass or more at SCQF Level 5 or better

85.1% of leavers left with **one pass or more at SCQF Level 5 or better** in 2018/19.

▼ down from **85.9%** in **2017/18**.

60.5%

one pass or more at SCQF 6 or better

60.5% of leavers left with **one pass or more at SCQF Level 6 or better** in 2018/19.

▼ down from **62.2%** in **2017/18**.

2.2%

no passes at SCQF Level 3 or better

2.2% of school leavers attained **no passes at SCQF Level 3 or better**.

— stable from **2017/18**

► **The attainment gap between** most deprived **and** least deprived **areas, 2017/18 to 2018/19**

1 pass or more at SCQF Level 4 or better

98.8%   98.7%   98.8%

6.5 pp   **6.1 pp**   **6.7 pp**

92.4%   92.6%   92.1%

2013/14   2017/18   2018/19

1 pass or more at SCQF Level 5 or better

94.6%   95.4%   94.6%

22.7 pp   **20.3 pp**   **20.2 pp**

71.9%   75.0%   74.4%

2013/14   2017/18   2018/19

1 pass or more at SCQF Level 6 or better

79.1%   81.8%   79.3%

40.5 pp   **37.4 pp**   **35.8 pp**

38.5%   44.4%   43.5%

2013/14   2017/18   2018/19

The gap between the **most deprived** and **least deprived** areas between 2017/18 and 2018/19 *(percentage point changes are affected by rounding)*:

- increase **+0.5 pp** for leavers attaining **1 pass or more at SCQF Level 4 or better**

- decrease **-0.2 pp** for leavers attaining **1 pass or more at SCQF Level 5 or better**

- decrease **-1.6 pp** for leavers attaining **1 pass or more at SCQF Level 6 or better**

Contents

Chapter 1: Introduction

1.1 School Leaver Destinations

This publication provides information on the **initial destinations** of **2018/19 school leavers**, relating to outcomes approximately three months after the end of the school year (1st Monday in October 2019).

A separate publication - 'Summary Statistics for Follow-up Leaver Destinations' – will follow in June 2020 and will provide information on the follow-up destinations of 2018/19 school leavers, approximately nine months after the end of the school term (1st Monday in April).

School leaver destinations data is based on the Skills Development Scotland (SDS) 'Opportunities for All' shared dataset matched with pupil census records for the school year 2018/19.

A school leaver is defined as a young person of school leaving age, who left school during or at the end of the school year. For 2018/19 school leavers, the leaver year is 19th September 2018 to 17th September 2019. For more information on how this data is collected, see section 7.2.2.

This publication covers school leavers from **all stages** of secondary school. For most young people, S4 (≈15-16 year olds) is the last compulsory year of school, but the majority choose to stay on and complete S5 (≈16-17 year olds) and S6 (≈17-18 year olds).

Figures are based on pupils in **publicly funded mainstream schools**, in the 32 local authorities and one grant aided school.

Destinations are grouped in the following categories within this statistical bulletin:

Positive Destinations

- Higher Education
- Employment
- Further Education
- Training
- Voluntary Work
- Personal Skills Development

Other Destinations

- Unemployed Seeking
- Unemployed Not Seeking
- Unknown
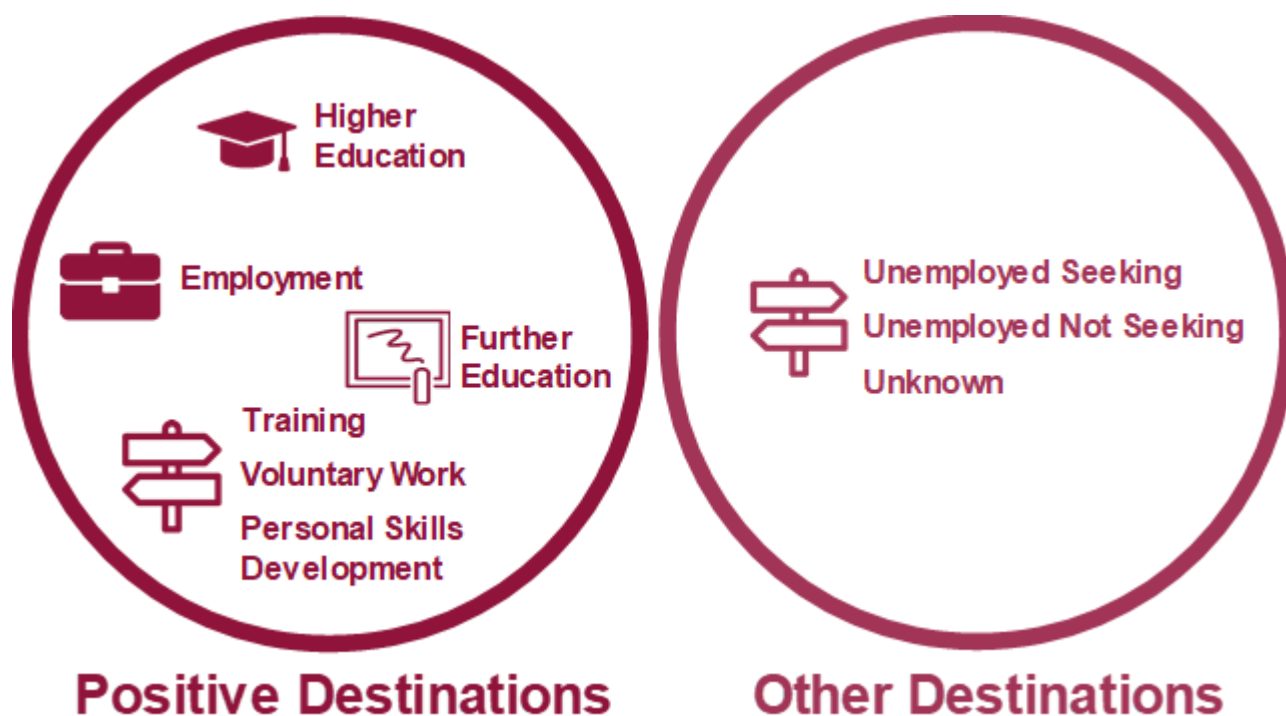
1.2 School Leaver Attainment

Within this report, school leaver **attainment** data covers Scottish Qualifications Authority (SQA) **National Qualifications** achieved throughout **all stages** of a pupil's education at school. The range of qualifications included can be found in the diagram below.

The **Scottish Credit and Qualifications Framework (SCQF)** is used as the basis for reporting attainment. The SCQF is Scotland's national qualifications framework. The SCQF has 12 levels, which, in ascending order (SCQF Level 1-12), indicate the level of difficulty of a particular qualification. With reference to a set of 'level descriptors', the SCQF allows for broad comparisons to be made between qualifications. It also allows learners, employers and the public in general, to understand the range of skills and learning that should be achieved at each level.

This publication reports the **number of passes** at a given SCQF level or better and the **highest** SCQF level achieved at **SCQF Levels 3 to 7**, incorporating the following qualifications:

3
- ✓ **National 3**
- ✓ **Skills for Work National 3**
  - *Access 3*
  - *Standard Grade Foundation*
  - *Intermediate 1 (D)*

4
- ✓ **National 4**
- ✓ **Skills for Work National 4**
  - *Intermediate 1 (A-C)*
  - *Standard Grade General*
- ✓ **National 5 (D)**
  - *Intermediate 2 (D)*

5
- ✓ **National 5 (A-C)**
- ✓ **Skills for Work National 5**
  - *Intermediate 2 (A-C)*
  - *Standard Grade Credit*
- ✓ **Higher (D)**

6
- ✓ **Higher (A-C)**
- ✓ **Skills for Work Higher**
- ✓ **Advanced Higher (D)**

7
- ✓ **Advanced Higher (A-C)**
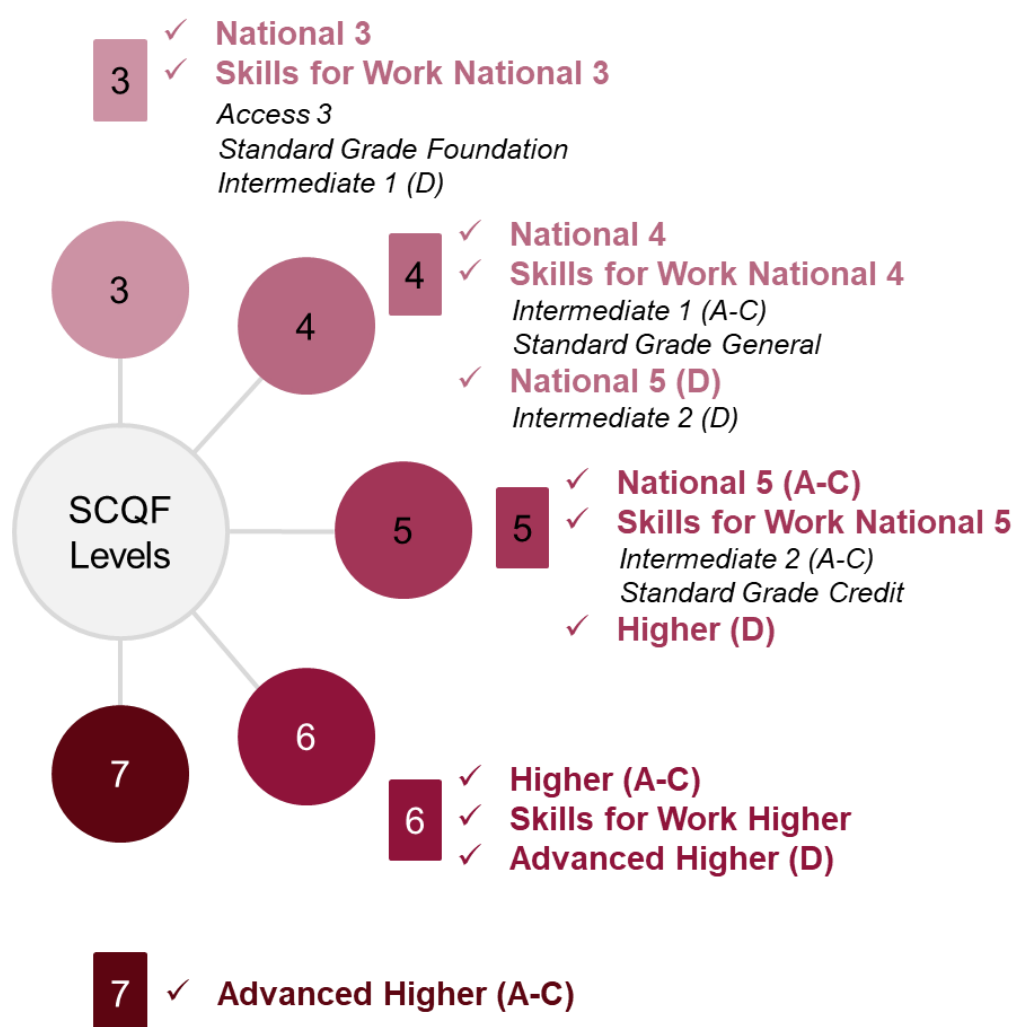
(Current qualifications currently are marked with a tick ✓)

Highers (SCQF Level 6) are generally taken in S5/S6 and Advanced Highers (SCQF 7), are generally taken in S6. Highers, sometimes along with Advanced Highers, are the Scottish qualifications required for entry into Higher Education.

In this publication, grade A to C (or ungraded pass) is considered a pass. If a pupil attains a D at a certain level, this is counted as attainment at the level below.

School leavers from 2018/19 are the fourth cohort to have experienced the **Curriculum for Excellence (CfE)** throughout the senior phase of their school education. School leavers from 2013/14 and 2014/15, will have taken a range of qualifications from the current set to older qualifications that have now been phased out.

For more information on how this data is collected, see section 7.2.1.

1.3 School Leaver Attainment and Destinations

This publication brings together information on school leaver attainment and school leaver destinations, including analysis of destinations by level of attainment.

Destinations data is matched to information from the pupil census, which is subsequently matched to the attainment data. This enables analysis of attainment and destinations by pupil characteristic.

For more information on how this data is matched, see section 7.2.3.

Chapter 2: School Leaver Cohort

- 61.2 per cent of the 2018/19 school leaver cohort were **S6 leavers.**

An estimated 49,760 pupils left school in 2018/19, similar to the 49,748 pupils who left in 2017/18. The school leaver cohort tended to be larger between 2009/10 and 2016/17, generally fluctuating between around 51,000 and 53,000. The exception to this was 2011/12 (49,745 pupils).

Chart 1 shows the percentage of school leavers by stage, between 2009/10 and 2018/19.

Over three-fifths (61.2 per cent) of 2018/19 school leavers left in S6, down from 62.7 per cent in 2017/18.

Around a quarter (26.8 per cent) of 2018/19 school leavers left in S5, and 11.9% left in S4. Around 0.1 per cent left in S3 or another stage in 2018/19.

Looking over a longer time period, the proportion of pupils leaving in S6 increased between 2009/10 and 2014/15, whilst there was a corresponding decrease in the proportions leaving in S4 and S5. Since 2014/15, the figures have been more stable, although there has been a gradual decline in the proportion leaving in S6, and small increases in S4 and S5.

Chart 1: Percentage of leavers by stage of leaving, 2009/10 to 2018/19
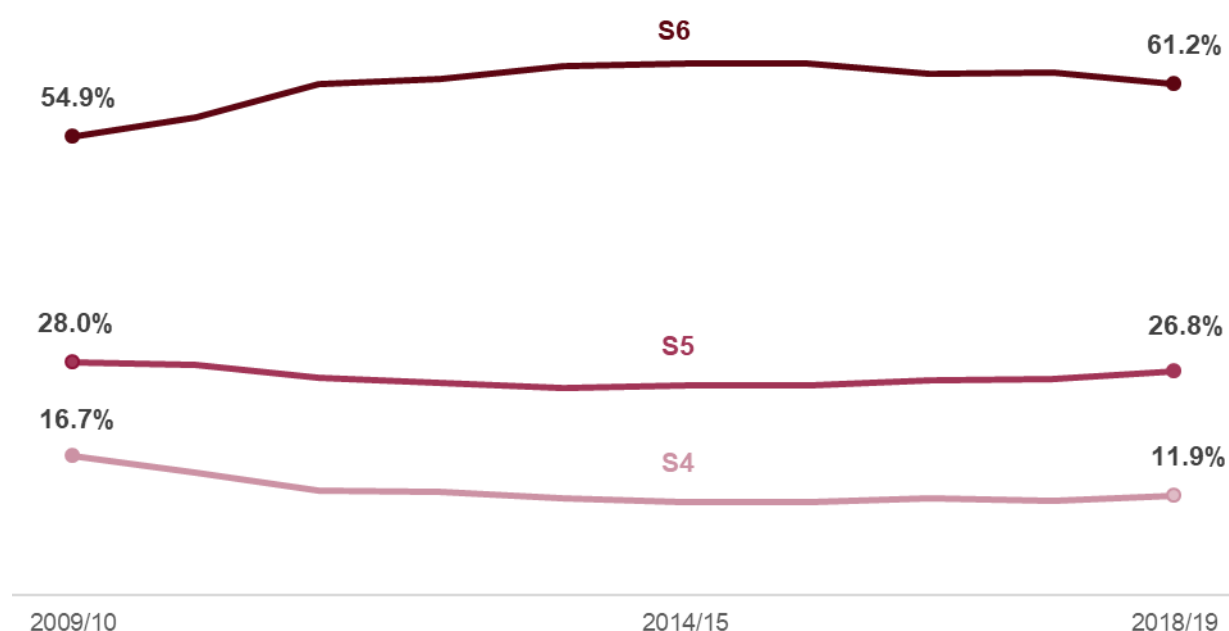
Chapter 3: School Leaver Destinations

- **95.0 per cent** of 2018/19 school leavers were in a **positive initial destination** (94.6 per cent for 2017/18) - the highest since 2009/10.
- **40.3 per cent** of school leavers were in **Higher Education** (the highest proportion of all categories).

3.1 Destinations Data

All school leavers undertaking Personal Skills Development (PSD) are now recorded in a new standalone PSD category. For more information, see Chapter 6.1.

3.2 Destinations of School Leavers

Table 1 shows that 95.0 per cent of all 2018/19 school leavers were in a positive initial destination. This was higher than in 2017/18 (94.6 per cent).

Table 1 also shows that, 67.6 per cent of the 2018/19 leavers were in Higher or Further Education, around the same as for 2017/18 leavers (67.7 per cent).

The percentage of school leavers in employment has increased slightly from 22.7 per cent for 2017/18 leavers to 22.9 per cent in 2018/19.

The percentage of school leavers who were unemployed has decreased slightly from 5.0 per cent for 2017/18 to 4.5 per cent for 2018/19 leavers.

Table 1: Percentage of school leavers by initial destination category, 2013/14 to 2018/19
Column Percent (percentages may not total 100 due to rounding)

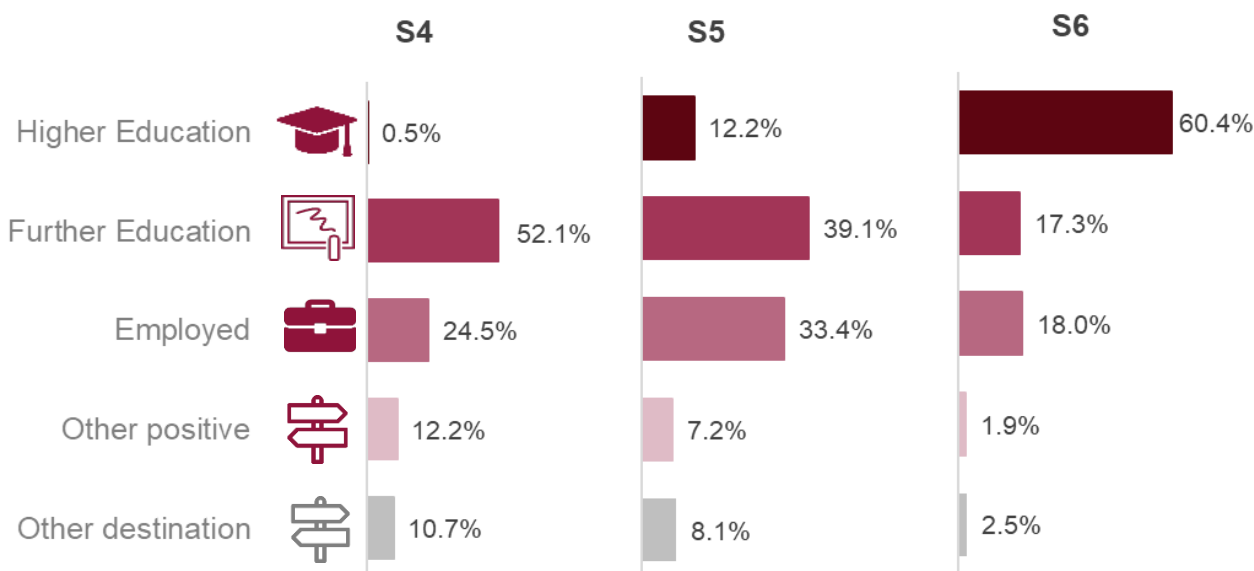| Destination	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Higher Education	39.0	38.8	40.3	40.7	41.1	40.3
Further Education	26.3	27.6	26.6	26.8	26.5	27.3
Training[1]	3.8	3.6	2.3	2.2	1.9	3.5
Employment	21.7	21.4	22.3	22.0	22.7	22.9
Voluntary Work	0.4	0.4	0.5	0.5	0.7	0.6
Activity Agreement[1]	1.0	0.9	1.0	1.2	1.2	n/a
Personal Skills Development	0.2	0.4	0.5	0.4	0.4	0.5
Positive Destinations	**92.6**	**93.2**	**93.5**	**93.9**	**94.6**	**95.0**
Unemployed Seeking	6.1	5.3	5.0	4.4	3.7	3.1
Unemployed Not Seeking	1.1	1.0	1.2	1.4	1.3	1.4
Unknown	0.3	0.5	0.2	0.4	0.4	0.4
Other Destinations	**7.4**	**6.8**	**6.5**	**6.1**	**5.4**	**5.0**
Number of Leavers	51,416	52,491	52,305	51,300	49,748	49,760

1. For 2018/19, support previously recorded as Activity Agreements is recorded in the Training category. As a result, the proportion of school leavers recorded in the Training category is not directly comparable between 2018/19 and earlier years. For more information see section 6.2.

3.3 Destinations by Stage

The initial destinations of 2018/19 school leavers by stage of leaving (Chart 2) show:
- the majority of **S6 leavers** entered Higher Education (60.4 per cent);
- the most common initial destination for **S5 leavers** was Further Education (39.1 per cent) closely followed by Employment (33.4 per cent);
- the most common destination for **S4 leavers** was Further Education (52.1 per cent).

Chart 2: Initial destinations of school leavers by stage of leaving, 2018/19

	S4	S5	S6
Higher Education	0.5%	12.2%	60.4%
Further Education	52.1%	39.1%	17.3%
Employed	24.5%	33.4%	18.0%
Other positive	12.2%	7.2%	1.9%
Other destination	10.7%	8.1%	2.5%

1. Other positive includes Personal Skills Development, Training and Voluntary Work.
2. Other destinations include unemployed seeking, unemployed not seeking and unknown.

3.4 Destinations by Deprivation

Chart 3 shows that the percentage of school leavers in a positive initial destination has increased in 2018/19, for leavers from both the **most deprived** and **least deprived areas**, based on the **Scottish Index of Multiple Deprivation (SIMD)**. This has led to a reduction in the deprivation gap from 6.8 percentage points in 2017/18 to 5.4 percentage points in 2018/19.

Table 2 provides a breakdown of initial school leaver destinations by SIMD. Amongst other things, it shows that pupils from the most deprived areas continue to be less likely to enter Higher Education than those from the least deprived areas.

In 2018/19, the most common destination for leavers from the most deprived areas was Further Education at 37.0 per cent.

In 2018/19, 7.2 per cent of leavers from the most deprived areas were unemployed, compared to 2.1 per cent of leavers from the least deprived areas.

A time series of destinations by SIMD is available in the supplementary tables. A list of these tables is available at background note 7.8.

Chart 3. Percentage of school leavers in a positive initial destination, by SIMD[1], 2009/10 to 2018/19
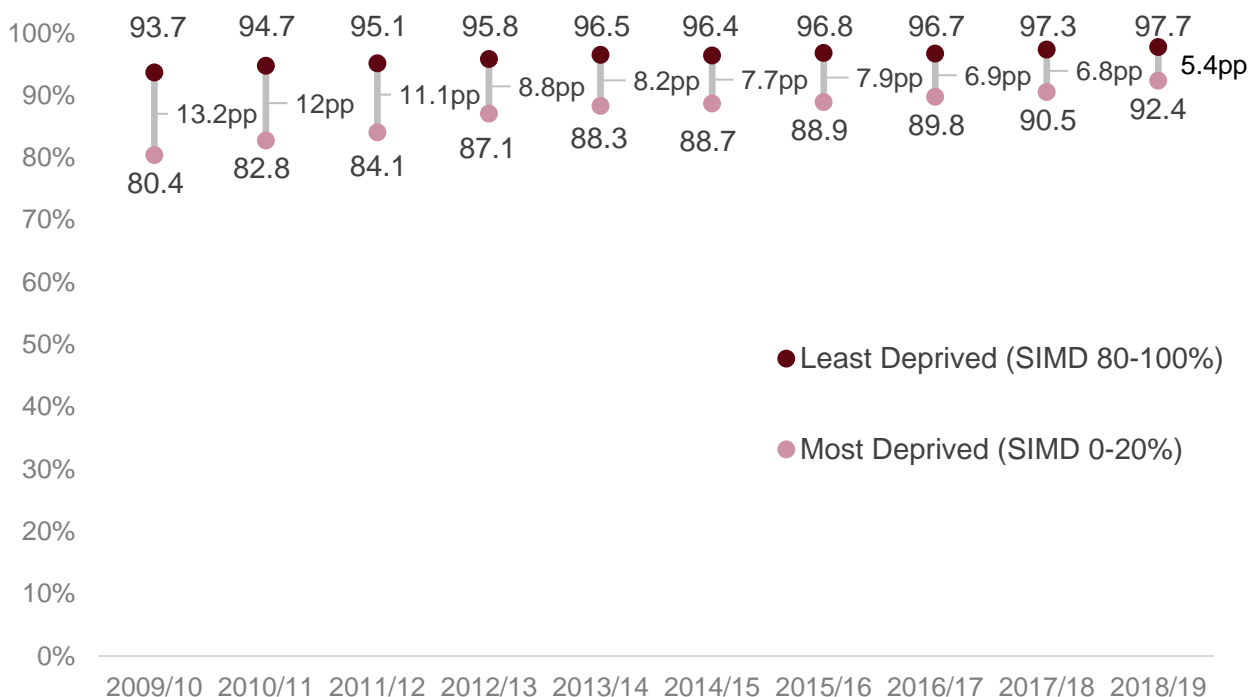
pp = percentage point difference between most and least deprived SIMD quintile
1. Based on SIMD 2009 for 2009/10 and 2010/11, SIMD 2012 for 2011/12 to 2015/16 and SIMD 2016 for 2016/17, 2017/18 and 2018/19. More information on the Scottish Index of Multiple Deprivation can be found at: https://www.gov.scot/publications/scottish-index-multiple-deprivation-2016/.

Table 2: Percentage of school leavers by initial destination category by SIMD[1], 2018/19

Initial Destination	0-20% (Most Deprived)	20-40%	40-60%	60-80%	80-100% (Least Deprived)	Percentage point gap[2]	Total
Higher Education	25.9	31.1	39.0	47.3	59.3	33.4	40.3
Further Education	37.0	32.8	27.2	21.8	17.0	-19.9	27.3
Training[3]	6.8	4.4	2.6	2.0	1.4	-5.4	3.5
Employment	21.3	24.1	25.4	24.9	18.9	-2.4	22.9
Voluntary Work	0.5	0.5	0.5	0.7	0.8	0.3	0.6
Personal Skills Development	0.8	0.5	0.5	0.2	0.3	-0.5	0.5
Positive Destinations	**92.4**	**93.3**	**95.2**	**96.9**	**97.7**	**5.4**	**95.0**
Unemployed seeking	5.2	4.2	2.8	1.8	1.4	-3.8	3.1
Unemployed Not Seeking	2.0	1.9	1.6	1.0	0.6	-1.3	1.4
Unknown	0.5	0.6	0.5	0.4	0.2	-0.3	0.4
Other Destinations	**7.6**	**6.7**	**4.8**	**3.1**	**2.3**	**-5.4**	**5.0**
Number of Leavers	10,625	9,762	9,583	9,931	9,859		49,760

1. Based on SIMD 2016. More information on the Scottish Index of Multiple Deprivation can be found at: https://www.gov.scot/publications/scottish-index-multiple-deprivation-2016/.
2. The percentage point gap measures the difference between the most and least deprived pupils.
3. For 2018/19, support previously recorded as Activity Agreements is recorded in the Training category. For more information see section 6.2.
4. The way in which Personal Skills Development activity is categorised in these statistics has changed. For more information see section 6.1.

3.5 Destinations by Pupil Characteristics

Table 3 shows the percentage of school leavers who entered a positive initial destination by various characteristics.

The percentage of 2018/19 school leavers in positive initial destinations has increased for most groups, compared to 2017/18.

School leavers in 2018/19 with an additional support need (ASN) were less likely to go on to a positive initial destination, compared to leavers without a recorded ASN (91.9 per cent compared to 96.5 per cent).

Pupils of an Asian ethnic background tend to be more likely to go on to a positive initial destination. Rates for most ethnic groups in a positive destination for 2018/19 have increased compared to 2017/18.

Females continue to be more likely to enter positive destinations than males; 95.9 per cent of females and 94.2 per cent of males entered a positive destination.

Other Urban areas had the lowest proportion of leavers in positive destinations (94.5 per cent), compared to Accessible Rural areas which had the highest (96.1 per cent). Leavers from Large Urban areas have seen the largest increase between 2017/18 (93.6 per cent) and 2018/19 (95.0 per cent).

More information on destinations by pupil characteristics is available in the supplementary tables. A list of these tables is available at background note 7.8.

Table 3: Percentage of school leavers in a positive initial destination, by pupil characteristic, 2013/14 to 2018/19

						Percentage
Pupil Characteristic	**2013/14**	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Sex						
Male	91.5	92.0	92.6	92.9	93.5	94.2
Female	93.7	94.3	94.4	94.9	95.6	95.9
Ethnicity[1]						
White - Scottish	92.5	93.2	93.4	93.7	94.4	94.9
White - non-Scottish	92.7	92.2	94.0	94.7	95.1	95.8
White - UK	n/a	n/a	n/a	n/a	n/a	n/a
White - Other	n/a	n/a	n/a	n/a	n/a	n/a
Mixed or multiple ethnic groups	91.4	93.4	92.8	94.9	95.5	93.8
Asian - Indian	94.8	*	*	*	97.2	97.2
Asian - Pakistani	93.6	94.8	93.6	96.5	95.8	97.1
Asian - Chinese	96.5	*	*	*	98.0	*
Asian - Other	95.3	94.7	95.9	96.4	97.0	*
African/ Black/ Caribbean[2]	93.7	92.6	93.8	95.3	96.9	96.4
All other categories[3]	93.4	89.4	93.1	93.7	91.7	93.7
Not Disclosed/Not known	89.4	93.3	92.3	92.7	91.5	92.8
Urban/Rural						
Large Urban Areas	91.6	92.1	92.4	93.0	93.6	95.0
Other Urban Areas	92.8	93.2	93.8	93.4	94.4	94.5
Accessible Small Towns	93.5	93.9	94.1	94.5	94.8	95.7
Remote Small Towns	93.0	94.3	94.6	94.7	95.0	94.9
Accessible Rural	93.5	94.0	94.2	95.5	95.9	96.1
Remote Rural	93.8	95.1	94.7	96.0	96.7	95.8
Additional Support Needs[4]						
ASN	87.6	88.7	89.1	89.8	90.9	91.9
No ASN	93.7	94.3	94.8	95.3	96.0	96.5
All Leavers	**92.6**	**93.2**	**93.5**	**93.9**	**94.6**	**95.0**

1. Some categories have been grouped together due to small numbers. Some categories contain between 100-200 leavers.
2. The 'African/ Black/ Caribbean' category includes 'African', 'African - Other', and the 'Caribbean or Black' categories.
3. 'All other categories' includes 'Other - other' and 'Other - Arab'.
4. Pupils who have a CSP, IEP, Child's Plan are assessed or declared disabled or have another need.

Chapter 4: School Leaver Attainment

- **60.5 per cent** of leavers left with **one pass or more at SCQF Level 6 or better** in 2018/19 – down from 62.2 per cent for 2017/18.
- **2.2 per cent** of school leavers attained **no passes** at SCQF Level 3 or better in 2018/19 – the same as in 2017/18 (2.2 per cent).
- **96.1 per cent** of leavers attained literacy at SCQF Level 3 or better in 2018/19 – down slightly from 2017/18 (96.3 per cent).
- Similarly, **95.8 per cent** of leavers attained numeracy at this level in 2018/19 – the same as in 2017/18 (95.8 per cent).

4.1 Attainment Data

Attainment data accounts for **National Qualifications** achieved throughout **all stages** of a pupil's education at school. The range of qualifications included in this publication can be found in the diagram in section 1.2.

The **Scottish Credit and Qualifications Framework (SCQF)** is used as the basis for reporting attainment. This publication reports the **number of passes** at a given SCQF level or better and **highest** SCQF level achieved at **SCQF Levels 3 to 7**.

SCQF levels, in ascending order, indicate the **level of difficulty** of a particular qualification, and allow for broad comparisons to be made between qualifications.

For more information, see section 7.2.1.

4.2 Attainment of School Leavers

Table 4 indicates that 37.2 per cent of 2018/19 school leavers left with one pass or more at SCQF Levels 3 to 5 as their highest qualification while 60.5 per cent left with one pass or more at SCQF Levels 6 or 7. A small proportion (2.2 per cent) of school leavers attained no passes at SCQF Level 3 or better. Some of these school leavers have attainment in other courses/units either in courses at SCQF levels 1 or 2 or in courses/units not covered in these statistics (such as National Progression Awards, National Certificates and Awards). More information can be found in supplementary table A1.4.

Table 4: Percentage of school leavers by highest SCQF Level achieved, 2013/14 to 2018/19

						Percentage
SCQF Level	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
No passes at SCQF 3 or better	1.7	2.1	2.0	2.0	2.2	2.2
SCQF Level 3	2.0	1.7	1.7	1.7	1.6	1.9
SCQF Level 4	12.0	11.0	10.7	10.2	10.3	10.9
SCQF Level 5	26.2	24.9	23.9	24.9	23.8	24.5
SCQF Level 6	39.8	41.4	42.6	41.9	42.0	41.4
SCQF Level 7	18.3	18.8	19.1	19.3	20.2	19.1
Number of leavers	**51,416**	**52,491**	**52,305**	**51,300**	**49,748**	**49,760**

Table 5 provides information on the total attainment of school leavers at each SCQF Level or better. The table shows that 95.9 per cent of school leavers attained one or more pass at SCQF Level 4 or better in 2018/19 (down from 96.2 per cent in 2017/18); the percentage of leavers that achieved one or more pass at SCQF Level 5 or better also decreased slightly (from 85.9 to 85.1 per cent) and the percentage achieving one or more pass at SCQF Level 6 or better decreased (from 62.2 to 60.5 per cent).

A time series from 2009/10 to 2018/19 can be found in the supplementary tables available here: http://www.gov.scot/ISBN/9781839605628. A list of these tables is available at background note 7.8.

Table 5: Leaver attainment by SCQF Level or better and number of passes achieved, percentage of leavers, 2017/18 and 2018/19

2018/19 — Percentage

SCQF Level	1 pass or more	2 passes or more	3 passes or more	4 passes or more	5 passes or more	6 passes or more	7 passes or more
3 or better	97.8	96.1	94.0	91.6	87.7	80.5	66.3
4 or better	95.9	93.6	91.2	88.2	84.0	77.1	63.5
5 or better	85.1	77.6	70.5	63.4	55.8	47.8	37.6
6 or better	60.5	50.6	43.0	36.1	28.7	18.5	8.9
7	19.1	8.0	2.7	0.3	0.0	*	-

2017/18 — Percentage

SCQF Level	1 pass or more	2 passes or more	3 passes or more	4 passes or more	5 passes or more	6 passes or more	7 passes or more
3 or better	97.8	96.4	94.6	92.5	89.0	82.7	68.7
4 or better	96.2	94.2	92.0	89.4	85.6	79.2	65.7
5 or better	85.9	78.8	72.1	65.2	57.4	48.9	38.4
6 or better	62.2	52.4	44.9	37.9	30.4	19.8	9.6
7	20.2	8.5	3.0	0.3	*	*	-

4.3 Attainment by Deprivation

In 2017, the Scottish Government consulted on proposals for measuring the poverty related attainment gap and milestones towards closing it; focusing on the impact of the education system as a whole and using a range of measures that reflect key stages of the learner journey and the breadth of issues that can impact on attainment.

The outcome was a basket of 11 key measures (supported by 15 sub-measures), three of which are based on school leaver attainment by deprivation, namely:

- The proportion of leavers attaining one pass or more at SCQF Level 4 or better

- The proportion of leavers attaining one pass or more at SCQF Level 5 or better

- The proportion of leavers attaining one pass or more at SCQF Level 6 or better

Chart 4 shows that, looking at the proportion of school leavers attaining one pass or more at **SCQF Level 4 or better**, the gap between the most deprived and least deprived areas increased between 2017/18 and 2018/19 from 6.1 percentage points to 6.7 percentage points. This was due to a decrease in the proportion of leavers from the most deprived areas attaining one pass or more at SCQF Level 4 or better.

The proportion of school leavers attaining one pass or more at **SCQF Level 5 or better** has decreased for both leavers from the least and most deprived areas; there has been a very slight decrease in the size of the gap from 20.3 percentage points to 20.2 percentage points.

At **SCQF Level 6 or better**, the gap has reduced from 37.4 percentage points in 2017/18 to 35.8 percentage points in 2018/19. The proportion of school leavers attaining one pass or more at SCQF level 6 or better has decreased for both pupils in the most and least deprived areas. The gap has narrowed because the proportion decreased by more for pupils from the least deprived areas.

Chart 4: Percentage of school leavers by attainment at SCQF Level 4 to 6, by SIMD[1] quintile, 2016/17 to 2018/19
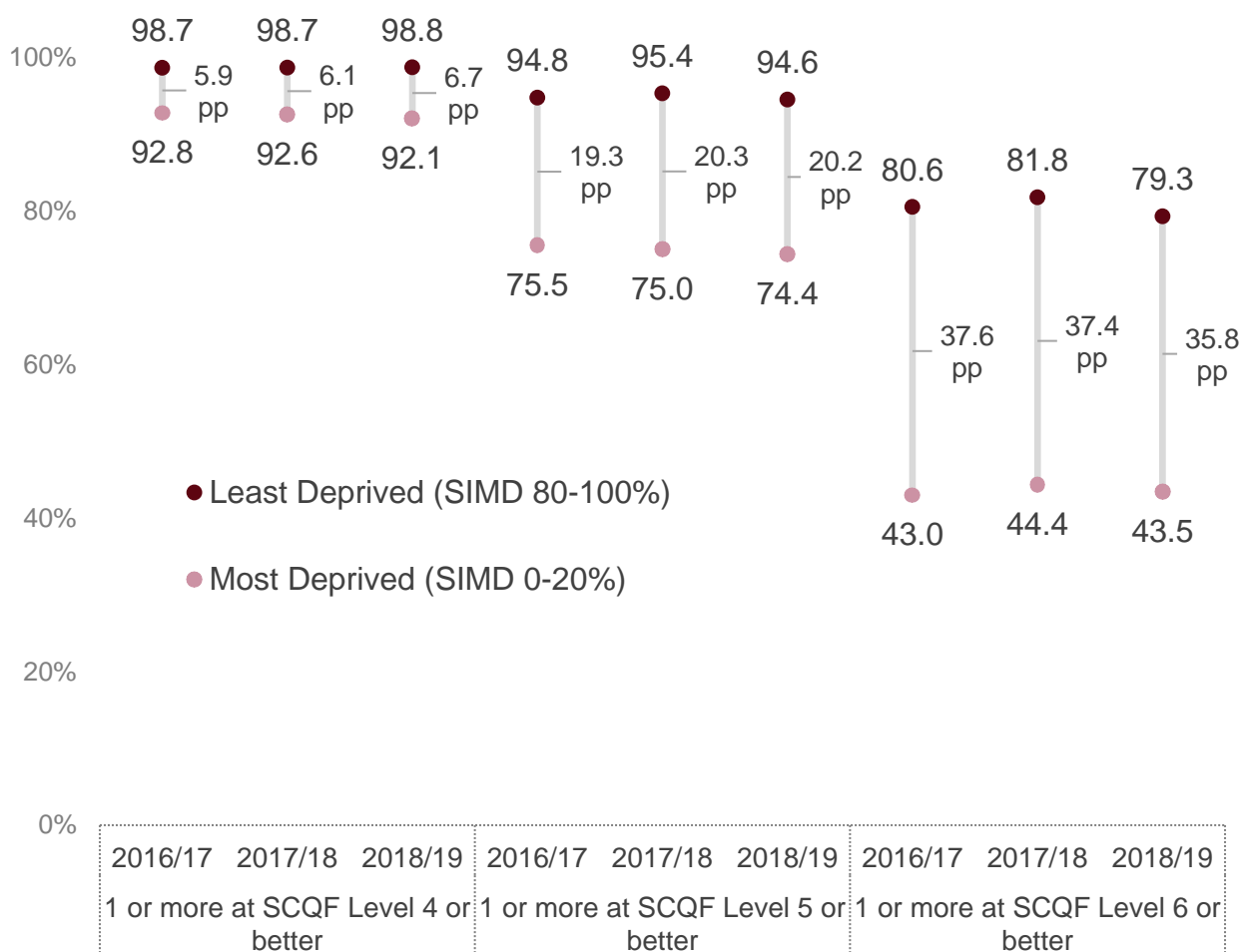
pp = percentage point difference between most and least deprived quintile
1. Based on SIMD 2012 for 2015/16 and SIMD 2016 for 2016/17, 2017/18 and 2018/19. More information on the Scottish Index of Multiple Deprivation can be found at: http://www.gov.scot/Topics/Statistics/SIMD.

4.4 Attainment by Pupil Characteristics

Table 6 shows school leaver attainment by pupil characteristic, such as sex and ethnicity. It shows that females are continuing to outperform males at SCQF Levels 4 to 6 or better with the gap being wider at higher SCQF levels.

Pupils recorded as Asian-Chinese continue to have the highest level of attainment, with 91.7 per cent achieving one pass or more at SCQF Level 6 or better. Pupils with a recorded additional support need (ASN) are less likely to achieve SCQF Levels 4 to 6 or better, than pupils without an ASN. Pupils living in Remote Rural areas are the most likely to achieve at SCQF Levels 4 and 5 or better, whereas pupils from Accessible Rural areas are the most likely to achieve SCQF Level 6 or better.

Table 6: Percentage of school leavers by attainment at SCQF Level 4 to 6 or better, by pupil characteristic, 2017/18 and 2018/19

Pupil Characteristic	2017/18			2018/19		
	1 or more at SCQF Level 4 or better	1 or more at SCQF Level 5 or better	1 or more at SCQF Level 6 or better	1 or more at SCQF Level 4 or better	1 or more at SCQF Level 5 or better	1 or more at SCQF Level 6 or better
Sex						
Male	95.6	83.7	56.0	95.2	82.6	54.5
Female	96.8	88.2	68.6	96.6	87.5	66.8
Ethnicity[1]						
White - Scottish	96.2	85.6	61.3	95.9	84.9	59.7
White - non-Scottish	95.5	85.8	63.6	95.5	84.1	61.1
White - UK	n/a	n/a	n/a	n/a	n/a	n/a
White - Other	n/a	n/a	n/a	n/a	n/a	n/a
Mixed or multiple ethnic groups	97.7	90.3	67.6	96.7	89.5	71.8
Asian - Indian	*	96.8	80.8	99.3	93.7	76.7
Asian - Pakistani	99.1	93.4	74.1	97.9	92.7	72.7
Asian - Chinese	*	96.0	90.3	100.0	97.4	91.7
Asian - Other	97.0	93.2	76.7	98.1	90.6	77.1
African/ Black/ Caribbean[2]	96.0	90.4	73.5	97.8	91.0	70.6
All other categories[3]	92.4	78.8	58.3	89.3	73.9	55.3
Not Disclosed/Not known	93.7	80.6	55.5	90.8	79.5	55.3
Urban/Rural						
Large Urban Areas	95.7	85.3	62.9	95.7	85.0	62.0
Other Urban Areas	96.1	85.1	60.5	95.3	83.8	58.4
Accessible Small Towns	96.8	86.8	64.6	96.9	85.9	62.5
Remote Small Towns	95.3	84.6	58.3	95.4	84.2	57.1
Accessible Rural	97.0	88.5	65.1	96.9	87.2	62.8
Remote Rural	96.6	89.1	62.2	97.2	87.9	62.2
Additional Support Needs[4]						
ASN	91.0	70.4	39.5	90.7	69.8	39.3
No ASN	98.3	92.2	71.4	98.3	92.2	70.5
All Leavers	**96.2**	**85.9**	**62.2**	**95.9**	**85.1**	**60.5**

* percentages based on fewer than 5 pupils have been suppressed for disclosure and quality reasons
1. Some categories have been grouped together due to small numbers. Some categories contain between 100-200 leavers.
2. The 'African/Black/Caribbean' category includes 'African', 'African - Other', and 'Caribbean or Black' categories.
3. 'All other categories' includes 'Other - other' and 'Other - Arab'.
4. Pupils who have a CSP, IEP, Child's Plan are assessed or declared disabled or have another need.

4.5 Developing Scotland's Young Workforce

The Scottish Government established the independent Commission for Developing Scotland's Young Workforce, led by Sir Ian Wood, in January 2013. Its remit was to explore how we might develop a modern, responsive and valued system for vocational training and emulate the labour markets of the best performing European countries. More information on the Developing Scotland's Young Workforce strategy is available here: http://www.gov.scot/Publications/2014/12/7750.

Table A1.3 in the supplementary tables shows attainment in vocational qualifications at SCQF Level 2 to 7, by local authority. These vocational qualifications include National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards, and Skills for Work.

The table shows that 17.1 per cent of 2018/19 school leavers achieved one or more vocational qualifications at SCQF Level 5 or better. This compares to 14.8 per cent in 2017/18 and to 7.3 per cent in 2013/14.

The supplementary tables can be found here: http://www.gov.scot/ISBN/9781839605628.

The latest Developing the Young Workforce progress report is available here: https://www.gov.scot/publications/developing-young-workforce-fifth-annual-progress-report-2018-19/.

4.6 Literacy and Numeracy

Literacy and numeracy are key skills for any leaver. **Literacy** is taken to be the ability to communicate by reading, writing, and listening and talking. **Numeracy** is defined as the ability to use numbers in order to solve problems by counting, doing calculations, measuring, and understanding graphs and charts.

A range of courses are included in the literacy and numeracy measures, as set out in background note 7.2.1. These courses are selected based upon the outcomes and assessment standards for **SQA's literacy and numeracy units** at **National 3, 4 and 5**, with the key criterion being: the main purpose of the qualification or award is to improve literacy and/or numeracy skills.

Trends for literacy and numeracy may be slightly affected by unit attainment and the replacement of Standard Grades as well as by the removal of mandatory units from National 5s in 2017/18 and from Highers in 2018/19. When looking at achievement in literacy and numeracy, a pass in relevant units (rather than full qualifications, for example) counts as achieving literacy or numeracy at that level. With unit based courses, a pupil who did not pass the course, but achieved the relevant units, would be counted as passing literacy or numeracy at that level. Standard Grade courses were not unit based so a pupil would have to pass the course in order to achieve literacy or numeracy at that level. Mandatory unit assessments were removed from National 5s in 2017/18 and from Highers in 2018/19. This means that it is no longer mandatory for a pupil to complete unit assessments in order to achieve National 5 and Higher qualifications. This change is likely to have an effect on the literacy and numeracy attainment figures.

Table 7 shows the percentage of 2018/19 leavers attaining literacy and numeracy at SCQF Levels 3 to 5 or better. At each level, more leavers attained literacy skills than numeracy skills; at SCQF Level 3 or better, 96.1 per cent of leavers attained literacy, while 95.8 per cent of leavers attained numeracy at this level.

93.9 per cent of leavers attained literacy at SCQF Level 4 or better, whilst 91.4 per cent attained numeracy skills at this level. Similarly, 81.7 per cent of leavers attained literacy at SCQF Level 5 or better, whilst 68.7 per cent attained this level in numeracy.

Table 7: Leaver attainment in literacy and numeracy by SCQF Level, percentage of leavers, 2015/16 to 2018/19[a]

								Percentage
				Literacy				**Numeracy**
SCQF Level	**2015/16[a]**	**2016/17**	**2017/18**	**2018/19**	**2015/16[a]**	**2016/17**	**2017/18**	**2018/19**
3 or better	96.5	96.5	96.3	96.1	96.1	96.3	95.8	95.8
4 or better	94.1	94.4	94.3	93.9	89.9	90.7	90.8	91.4
5 or better	79.0	80.8	81.6	81.7	66.9	68.8	69.1	68.7

a. As described above caution should be exercised if making comparisons over time.

Chapter 5: School Leaver Attainment and Destinations

- School leavers with **higher attainment levels** are **more likely** to go on to **a positive destination - 74.4 per cent** of school leavers who **did not achieve a pass at SCQF Level 3 or better** entered a positive destination; this increases to **99.2 per cent** of leavers who achieved **at SCQF Level 7**.

Table 8 shows that for school leavers whose highest qualification was at SCQF Level 5 the main destination is Further Education (50.7 per cent), while the majority of school leavers with one pass or more at SCQF Level 6 or 7 enter Higher Education.

The most common destination for school leavers with no passes at SCQF Level 3 or better is Further Education (30.3 per cent), with a similar pattern present for those with SCQF Level 3 as their highest qualification (31.6 per cent).

Table 8: Percentage of school leavers by highest SCQF Level achieved and initial destinations category, 2018/19[1]

Initial Destination	No passes at SCQF 3 or better	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6	SCQF Level 7	Total
Higher Education	1.5	*	*	3.4	55.1	86.8	40.3
Further Education	30.3	31.6	46.5	50.7	18.7	4.1	27.3
Training[a]	19.4	18.7	*	4.1	0.9	*	3.5
Employment	17.4	17.9	25.6	35.1	22.8	7.2	22.9
Voluntary Work	1.0	1.0	0.6	0.4	0.5	0.8	0.6
Personal Skills Development[b]	4.8	*	1.2	0.5	0.1	*	0.5
Positive Destinations	**74.4**	**72.8**	**86.3**	**94.1**	**98.1**	**99.2**	**95.0**
Unemployed seeking	11.7	14.4	8.9	4.1	1.3	0.5	3.1
Unemployed Not Seeking	12.1	11.2	3.8	1.2	0.4	0.2	1.4
Unknown	1.8	1.6	1.0	0.6	0.2	0.1	0.4
Other Destinations	**25.6**	**27.2**	**13.7**	**5.9**	**1.9**	**0.8**	**5.0**
Number of Leavers	1,113	925	5,401	12,196	20,613	9,512	49,760

1. Percentages may not total 100 due to rounding
* percentages based on less than 5 have been suppressed for disclosure and quality reasons.
a. For 2018/19, support previously recorded as Activity Agreements is recorded in the Training category. For more information see section 6.2.
b. There has been a change to the way in which Personal Skills Development activity is categorised in these statistics. For more information see section 6.1.

Chapter 6: Changes in this report and planned future changes

6.1 Personal Skills Development

The way in which school leavers undertaking Personal Skills Development activity are counted in these statistics has changed.

In previous publications, young people participating in Personal Skills Development (PSD) were individually mapped to destination categories; this mapping was carried out by Skills Development Scotland (SDS) and Scottish Government analysts based on details of the PSD activity recorded on the SDS Customer Support System (CSS). Depending on the evidence, a leaver could be mapped to a positive destination or an unemployed seeking or unemployed not seeking destination.

This meant that school leavers from special units within mainstream schools, specifically those with severe and complex needs, participating in PSD were not always being classified as in a "positive destination". In light of user feedback, we undertook to consider the categorisation of school leavers in PSD.

A consultation sought users' views on a proposal to record all school leavers undertaking Personal Skills Development in a new standalone Personal Skills Development category, which would be a positive destination.

The consultation ran during October 2019. It was published on the Scottish Government website and promoted to known users. It received 31 responses and all respondents indicated that they were in agreement with the proposal to count all school leavers undertaking Personal Skills Development as being in a positive destination. The results of the consultation can be found here: https://www.gov.scot/isbn/9781839605567.

The manual mapping exercise described above is resource intensive and so has not been repeated for 2018/19. As a result it is not possible to measure the impact of this change on the 2018/19 data. However, based on historic data we estimate that the proportion of school leavers counted as being in a positive destination has increased by around 0.2 percentage points each year, as a result of the change. The proportion in unemployed destinations is estimated to have fallen by an equivalent amount, and there are other associated small changes to individual sub-categories.

Historic data back to 2009/10 have been revised to allow comparison over time on a consistent basis.

6.2 Activity Agreements

Activity Agreements were 'agreements between a young person and an advisor that the young person will take part in a programme of learning and activity which helps them to become ready for formal learning or employment'.

Since 2010/11 a separate 'Activity Agreement' category has been included in school leaver destination statistics and counted as a positive destination.

The integration of funding streams, as part of the ongoing implementation of No One Left Behind[1], means that although local authorities will provide the same type of support and opportunities for young people, this activity will no longer be funded under the banner of 'Activity Agreements'. This means it is no longer appropriate to record school leavers receiving this support under this category. Instead, school leavers receiving this support who left during or at the end of the 2018/19 academic year are recorded in the Training category. Note that data for earlier years continues to include the Activity Agreements category reflecting the support and funding streams available at the time. This means that the proportion of school leavers recorded in the Training category in 2018/19 is not directly comparable with the proportion recorded in this category in previous years.

6.3 Reporting schedule

The reporting schedule of school leaver attainment and destination statistics changed in 2019 to better meet user needs. This is the second edition of 'Summary Statistics for Attainment and Initial Leaver Destinations'. In June 2020 the second edition of 'Summary Statistics for Follow-up Leaver Destinations' will be published. These publications report on all school leavers. In previous years all of these statistics were published in June in 'Summary Statistics for Attainment, Leaver Destinations and Healthy Living'. These changes reflect the results from the user consultation which was conducted in September 2017.

6.4 Planned future changes

The Scottish Government and Skills Development Scotland are currently investigating methods to develop a new measure of long-term outcomes for school leavers using the Annual Participation Measure (APM) methodology. We will consult with stakeholders on this in due course, and, if feasible, the intention is that it will replace the existing school leaver follow-up destination measure. For further information about the Annual Participation Measure produced by Skills Development Scotland, see background note 7.10.

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[1] No One Left Behind: review of employability services sets out the next steps that will be taken to deliver more effective and joined-up employability support across Scotland. As part of this the funding streams associated with Activity Agreements and other programmes are being integrated into a new local employability delivery model managed collaboratively between Scottish Government and Local Government from April 2019.

Chapter 7: Background notes

7.1 National Statistics publication

This is a National Statistics Publication. National Statistics are produced to high professional standards set out in the Code of Practice for Statistics.

These statistics undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference. This publication has been assessed by the UK Statistics Authority.

7.2 Sources and methodology

7.2.1 Attainment

Source and Quality Assurance

Data on National Qualifications are provided by the Scottish Qualifications Authority (SQA) using data from the live SQA Awards Processing System (APS).

SQA provide two extracts of data to the Scottish Government; one in August (pre-review data) and one in December (post-review data, used in this publication).

The August data extract includes records with a result date between the 1st August of the previous year and the 31st July of the current year (where a candidate has been entered, has a final result or has been certificated), SCQF credit information, SCQF points, SCQF levels and qualification types (where available) and excludes records on qualification types that are out of scope.

The data extract is merged with school roll data provided by the Scottish Government (Scottish Candidate Number (SCN), centre number and stage information); data is retained where there is a match by SCN on the SQA data extract and the school roll data. This ensures SQA only provide records for which Scottish Government have legitimate interest to process.

The December data extract is formed of the August data extract, updated with information from the Post-results Service (clerical check or marking review). The December extract contains records provided in the August attainment data transfer which match with the SQA APS on SCN and product code. Any records that were present in the August extract, but are no longer present in SQA APS will not feature in the December extract, this will typically be due to course withdrawals/changes.

Methodology

This publication concentrates on National Qualifications (e.g. National 5, Highers, etc.).

Attainment data includes qualifications achieved throughout all stages of a pupil's schooling. Qualifications data from SQA are available on a consistent basis from 2005/06, meaning any attainment for earlier leaver cohorts (e.g. those who left in 2009/10) which pre-dates 2005/06 (i.e. in early stages of secondary school) may be missing.

The attainment data are based on the result date of learners' qualifications. In some cases, this may lead to attainment being reported in a different academic year to that reported by SQA. There is also the possibility of a small number of awards being excluded if a review is successful after a pupil has left. Only attainment data for candidates with a Scottish Candidate Number in the pupil census that year are included.

This publication uses the 'latest and best' approach for attainment data. This means that only the best result within a subject is counted, where a grade A to C (or ungraded pass) is considered a pass. For example, if a pupil passes Higher Mathematics and Advanced Higher Mathematics the following year, only the Advanced Higher qualification will be counted when looking at how many qualifications at any level that leaver has achieved by the time they left school.

If a pupil attains a D at a certain level this is not counted as achieving that level. Instead it is counted as being equivalent to attainment at the level below (note, even though there may not be a qualification offered at the level below). For example, if a pupil attains a D at SCQF Level 5 in a certain subject this would be counted as attaining at SCQF Level 4 or better for that subject and not at SCQF Level 5 or better.

Attainment statistics exclude special school pupils unless otherwise stated.

Foundation Apprenticeships

Foundation Apprenticeships have been designed and developed with industry and SQA, and are aligned to key sectors of the economy with current skills shortages and projected future jobs growth. They provide work-based learning opportunities with industry recognised qualifications in the senior phase of secondary education https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/.

This publication focuses on National Qualifications and, as such, Foundation Apprenticeships are not currently included in the suite of attainment measures within the report. SDS will publish annual statistical information within the Foundation Apprenticeship Progress Report 2020.

Curriculum

School leavers from 2018/19 are the fourth cohort to have experienced the Curriculum for Excellence (CfE) throughout the senior phase of their school education. School leavers from 2013/14 and 2014/15 will have taken a range of qualifications from the current set to older qualifications that have now been phased out.

For most young people S4 is the last compulsory year of school, but the majority choose to stay on and complete S5 and S6 (see Chart 1). Highers (SCQF Level 6) are generally taken in S5/S6; Highers, sometimes along with Advanced Highers (SCQF Level 7, usually taken in S6), are the qualifications required for entry into Higher Education.

Under CfE, schools and their partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by: designing the Senior Phase as a three year experience rather than planning each year separately; delivering qualifications over a variable timeframe in response to young people's needs and prior achievements; and developing pathways for able learners which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels.

Developing the Young Workforce (see section 7.6) has built upon this and has strengthened partnerships between schools, colleges, employers and other providers to increase the range of options and pathways on offer to young people.

With more choices available in the senior phase, young people are also taking a range of vocational qualifications, including National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards and Skills for Work qualifications, alongside their National Qualifications. These provide a valuable route into Further Education, Higher Education, training or employment. This publication concentrates on National Qualifications (e.g. National 5, Highers, etc.) and Skills for Work qualifications. Statistics on school leavers achieving vocational qualifications can be found in Table A1.3. A list of the tables is available at background note 7.8.

Literacy and numeracy attainment

When the publication refers to Literacy or Numeracy attainment, a pupil is counted towards having literacy or numeracy attainment if they have passed units from the list below.

SCQF Level	Literacy	Numeracy
SCQF Level 4		
Intermediate 1	Gaidhlig Unit Group 1, English Unit Group 1, English Unit Group 2, Gaidhlig Unit Group 2, English Unit Group 3	Maths Unit Group, Maths Unit Group 2
National 4	ESOL Unit Group	Application of Mathematics, Gniomhachas Matamataigs (Applications of Mathematics)
SCQF Level 5		
Intermediate 2	Gaidhlig Unit Group 1, English Unit Group 1, English Unit Group 2, ESOL Unit Group 1, ESOL Unit Group 2, Gaidhlig Unit Group 2, English Unit Group 3	Maths Unit Group, Maths Unit Group 2
National 5	English Unit Group, ESOL Unit Group, Gaidhlig Unit Group, English Unit Group 2, English, English Speakers of Other Languages, Gaidhlig	Mathematics Unit Group, Matamataig Unit Group, Application of Mathematics, Mathematics, Gniomhachas Matamataigs (Applications of Mathematics), Matamataigs (Mathematics)
SCQF Level 6		
Higher	Gaidhlig Unit Group 1, English Unit Group 1, English Unit Group 2, ESOL Unit Group 1, ESOL Unit Group 2, Gaidhlig Unit Group 2, English Unit Group 3, English Unit Group 4, ESOL Unit Group 1, ESOL Unit Group 2, Gaidhlig Unit Group 3, English Unit Group 5	Maths Unit Group, Maths Unit Group 2, Matamataigs Unit Group, Maths Unit Group 3, Matamataigs Unit Group 2

7.2.2 Destinations

Source and Quality Assurance

School leaver destination data is sourced from the Opportunities for All shared dataset which is managed and hosted by SDS on behalf of partners. The data is held on the SDS operational Customer Support System (CSS). This data set contains information shared by local authorities, colleges, Scottish Funding Council, Student Awards Agency for Scotland (SAAS) and the Department of Work and Pensions (DWP) via a secure online portal known as the 16+ Data Hub. The data to be shared is documented within the Post-16 Education (Scotland) Act 2013 and there are a series of business rules governing the processing of this data.

Data that has been shared by partners is combined with information gathered directly from young people, their parents/carers or their representatives by SDS staff delivering services to individuals, including transitional support to school leavers. SDS has at least one named adviser for each school in Scotland who work directly with pupils and school staff to support the transition of young people from school. As this combined data is primarily used for operational purposes the quality is continually monitored to ensure SDS, local authorities and colleges can monitor and plan for a young person's involvement in education, training or employment and identify those young people who require advice or support.

SDS has developed guidance documents for their staff which set out the specific activities and processes involved in identifying, engaging with and confirming the status of SDS customers. This information includes definitions of the available statuses on CSS and step by step recording guidance. SDS staff have access to specific reports for data quality and more specifically to support the school leaver destination process. These reports will identify school leavers and provide details of their destinations including the source of the information and the date the information was validated.

Prior to destination data being shared with the Scottish Government, final quality checks are carried out centrally by the Corporate Planning and Performance Reporting team within SDS. These include a review of statuses to ensure the reported destination reflects the available detail e.g. course details and course levels are correctly reported as higher or further education. In addition, final checks of shared data are made to ensure destinations are consistent with data sources e.g. matching information about modern or graduate apprentices.

Methodology

A pupil is counted as a school leaver if they have a leaver record on the Opportunities for All shared data set, a pupil census record for the same academic year, and no pupil census record in the following academic year.

The initial destinations data in this publication provide information on the outcomes for young people approximately three months after the end of the academic year (1st Monday in October) while the follow-up publication provides information on the outcomes of young people approximately nine months after the end of the academic year (1st Monday in April). These collections should be seen as complementary to one another but it should be noted that various factors may affect the results at different time periods.

Throughout this publication the initial destination statistics exclude special school leavers from the calculations. For information on initial destination statistics which include special school leavers see tables L3.1, A1.3, A3.1 and A3.2 in the supplementary tables. A full list of the supplementary tables is available at background note 7.8.

7.2.3 Attainment and destinations data matching

The school leaver destinations data is matched to the pupil census and to SQA data so that pupil characteristics and attainment data can be linked to the destinations. Only leavers with a match to the pupil census are included in the analysis within this publication. This means that some leavers are excluded from the analysis.

For the 2013/14 school leaver cohort, the leaver matching methodology was updated. This updated methodology has been adopted since then, and data back to 2009/10 leavers have been produced on a consistent basis. These data are not directly comparable with data prior to 2009/10, and caution should be exercised when making comparisons with data prepared using the previous method.

All matching is done within certain constraints:

- Pupil census record must be in S3 or above, or categorised as SP (Special School), or AD (Adult Learner) in order to be included.
- School attended must be the main school attended by the pupil.

After being matched to the pupil census the data are then matched to the SQA attainment data using the Scottish Candidate Number (SCN).

If a pupil does not have a Scottish Index of Multiple Deprivation (SIMD) category in the census data, the SIMD category of the pupil's school is used.

7.3 Definitions & Symbols

7.3.1 Destinations

Leaver destinations are categorised by SDS based on shared administrative data wherever possible. Alternatively, they have been captured by staff in data sharing organisations or through direct data input by SDS staff, as a result of contact with individuals, their parents/carers or organisations an individual is engaging with. The following categories for leaver destinations are included in this statistical bulletin:

Positive destination: includes higher education, further education, training, employment, voluntary work, Personal Skills Development and (between 2010/11 and 2017/18) Activity Agreements.

Higher Education: includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. It includes programmes at a level higher than the standard of the National Qualifications, i.e. above SCQF Level 7. Leavers with a deferred, unconditional place in higher education have also been included in this category.

Further Education: includes leavers undertaking full-time education which is not higher education and who are no longer on a school roll. This may include National Qualifications.

Training: includes leavers who are on a training course and in receipt of an allowance or grant, such as the Employability Fund national training programme. It also includes leavers who are on local authority or third sector funded training programmes that are in receipt of a training allowance or those participating in Community Jobs Scotland.

From 2018/19 this category includes school leavers receiving support that would previously have been recorded as 'Activity Agreements'. This means that the proportion of 2018/19 school leavers with a destination category of Training cannot be directly compared to the proportion recorded for previous years. Further information can be found in the Activity Agreements definition below.

Employment: includes those who consider themselves to be employed and in receipt of payment from their employers. It includes young people undertaking training in employment through national training programmes such as Modern Apprenticeships and Graduate Apprenticeships.

Voluntary Work: includes those undertaking voluntary work/volunteering which will involve a young person giving of their time and energy through a third party with or without financial allowance.

Personal Skills Development: Young people who have a destination as Personal Skills Development (PSD) on the Opportunities for All shared dataset fall into one of two different categories:

PSD (Employability): including individuals who participate in activities with the aim of employment. For example programmes run by community learning and development or third sector organisations.

PSD (Social & Health): includes individuals who may not be ready to enter the labour market and require access to support from support services to make transitions into learning/work or adulthood. An example of this is where an individual undertakes structured opportunities appropriate to their long term needs or to address their barriers to engaging in education, employment or training.

The way in which school leavers undertaking Personal Skills Development are counted in these statistics has changed. Further information can be found in section 6.1.

Activity Agreements: prior to 2018/19 this included those for whom there was an agreement between a young person and an advisor that the young person would take part in a programme of learning and activity which helped them become ready for formal learning or employment.

The integration of funding streams as part of the ongoing implementation of No One Left Behind[2] means that although local authorities will provide the same type of support and opportunities for young people, this activity will no longer be funded under the banner of 'Activity Agreements'. This means it is no longer appropriate to record school leavers receiving this support using this category. Instead they are recorded in the Training

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[2] No One Left Behind: review of employability services sets out the next steps that will be taken to deliver more effective and joined-up employability support across Scotland. As part of this the funding streams associated with Activity Agreements and other programmes are being integrated into a new local employability delivery model managed collaboratively between Scottish Government and Local Government from April 2019.

category for 2018/19. Note that data for earlier years continues to include the Activity Agreements category reflecting the support that was available at the time.

Unemployed seeking: includes those known by Skills Development Scotland or their partners to be seeking employment or training. This includes those receiving support from SDS, Department of Working and Pensions and other partners. It is based on regular contact between the supporting organisation and the individual. This does not refer to the definition of 'unemployed' used by the Department of Work and Pensions to calculate published unemployment rates.

Unemployed not seeking: includes all those individuals who are not yet ready or are unavailable to enter the labour market for a range of reasons. The reasons may involve ill health/sickness, prison, pregnancy, caring for children or other dependents or taking time out.

Unknown: includes all leavers whose destination is not known either to Skills Development Scotland, the school attended, other partners or were not able to be contacted at the survey point.

7.3.2 Symbols

The following symbols are used:
- = nil
* = suppressed

7.4 Additional Support Needs

An Additional Support Need (ASN) is recorded where a pupil is receiving any form of additional support for learning, this could be for a wide variety of reasons, of different durations and of any type. The different types of support provided include Co-ordinated Support Plans (CSP) and Individualised Educational Programmes (IEP) as well as disabilities, Child's Plans and other plans. Under previous legislation a pupil may have been categorised as having a Record of Need (RoN).

7.5 Developing Scotland's Young Workforce

The Scottish Government established the independent Commission for Developing Scotland's Young Workforce, led by Sir Ian Wood, in January 2013. Its remit was to explore how we might develop a modern, responsive and valued system for vocational training and emulate the labour markets of the best performing European countries. More information on the Developing Scotland's Young Workforce strategy is available here: http://www.gov.scot/Publications/2014/12/7750. Although this publication focusses on attainment in the National Qualifications, within the supplementary tables, 'Table A1.3 Percentage of secondary and special school leavers from publicly funded schools attaining vocational qualifications at SCQF Level 2 to 7, by local authority' looks at attainment in vocational qualifications. The latest Developing the Young Workforce progress report is available here: https://www.gov.scot/publications/developing-young-workforce-fifth-annual-progress-report-2018-19/ .

7.6 UK comparisons

7.6.1 Attainment

Scotland has a different set of qualifications to the rest of the UK and comparisons cannot be made directly. Scotland, and the other UK countries, participate in the Programme for International Assessment (PISA) survey on education performance.

7.6.2 Destinations

The information presented here is for young people who have left school, while in England and Wales information is collected on 16-19 year olds who are not in education, employment or training. As a result direct comparisons cannot be made.

7.7 List of supplementary tables

Supplementary tables on attainment and leaver destinations are available at
http://www.gov.scot/ISBN/9781839605628

These tables on attainment and school leaver initial destinations include breakdowns by: characteristics of leavers; local authority; additional support needs; stage of leaving; and subject. There will be information on attainment and leaver destinations of those from special schools.

School Leaver Destinations

- C1.1: Number and percentage of initial school leavers by stage of leaving, 2009/10 to 2018/19
- Table L1.1. Percentage of school leavers from publicly funded schools in Scotland by initial destination category: 1992/93 to 2018/19
- Table L1.2. Percentage of school leavers from publicly funded secondary schools in Scotland by initial destination category and gender, 2009/10 to 2018/19
- Table L1.3. Percentage of school leavers from publicly funded secondary schools in Scotland by initial destination category and 6-fold Urban Rural classification of school, 2018/19
- Table L1.4. Percentage of school leavers from publicly funded secondary schools in Scotland by initial destination category and ethnic background, 2018/19
- Table L1.5. Percentage of school leavers from publicly funded secondary schools in Scotland by initial destination category and national identity, 2018/19
- Table L1.6. Percentage of school leavers from publicly funded secondary schools in Scotland by initial destination category and whether declared or assessed disabled, 2018/19
- Table L2.1. Percentage of school leavers by initial destination and local authority, 2009/10 to 2018/19
- Table L2.2. Number of school leavers by initial destination and local authority, 2009/10 to 2018/19
- Table L3.1. Percentage of secondary and special school leavers from publicly funded schools in Scotland by initial destination and Additional Support Need, 2018/19

Attainment Statistics

- Table A1.1. Percentage of school leavers by highest SCQF Level achieved, by SIMD quintile, 2009/10 to 2018/19
- Table A1.1b. Percentage of school leavers by total qualifications achieved, by SIMD quintile, 2009/10 to 2018/19
- Table A1.2. Attainment of secondary school leavers by highest SCQF Level achieved in each subject, 2011/12 to 2018/19
- Table A1.3. Percentage of secondary and special school leavers from publicly funded schools attaining vocational qualifications at SCQF Level 2 to 7, by local authority, 2014/15 to 2018/19
- Table A1.4. School leavers with no passes at SCQF Level 3 or better, 2009/10 to 2018/19
- Table A2.1. Percentage of school leavers by highest SCQF Level achieved, by local authority, 2009/10 to 2018/19
- Table A2.2. Percentage of school leavers by total qualifications achieved, by local authority, 2009/10 to 2018/19
- Table A2.3. Percentage of school leavers by total qualifications achieved, by local authority and SIMD, 2012/13 to 2018/19
- Table A3.1. Percentage of secondary and special school leavers from publicly funded schools by highest SCQF Level achieved and Additional Support Need, 2017/18
- Table A3.2. Percentage of school leavers by highest SCQF Level achieved, by local authority, 2009/10 to 2018/19

7.8 Cost

7.8.1 Attainment

There is no additional cost to SQA to supply the attainment data.

7.8.2 Leavers

As part of the overall approach to delivering the Scottish Government's Opportunities for All commitment the follow-up of school leavers is a business as usual activity for Skills Development Scotland and costs are embedded within their daily operations. This is unlike earlier years where two dedicated exercises were undertaken and costs could be attributed to the school leaver follow up exercise.

7.9 Further information

Copies of this publication are available on the Scottish Government's website at: http://www.gov.scot/ISBN/9781839605628

School level information, including attainment on a consistent basis is available through Insight (a professional benchmarking tool used by local authorities and schools) and published on the School Information Dashboard: http://www.gov.scot/Topics/Statistics/Browse/School-Education/Dashboards .

The scope of these destination statistics is limited to school leavers, but other sources are available to assess patterns across the wider society. For example, information on employment trends more broadly is available from the Scottish Government labour market statistics website, and the Scottish Funding Council publishes data on participation in Higher Education.

The Scottish Government and Skills Development Scotland (SDS) have developed the Annual Participation Measure (APM) which complements school leaver destination statistics. Published every August, the APM captures the activity of all 16-19 year olds across a complete year, including those who choose to stay on at school as well as those who have left school. The APM has been adopted as the metric for measuring success in relation to the Young people's participation national indicator within the National Performance Framework. The indicator measures the percentage of young adults (16-19 year olds) participating in education, training or employment.' Latest results were published in August 2019 and are available here: https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/participation-measure.

The Achievement of Curriculum for Excellence (CfE) Levels 2018/19 Return is a census based data collection and gathers data on whether or not pupils have achieved the expected CfE Level for their stage based on the class teachers' professional judgement. The collection covers numeracy and the three elements of literacy (reading, writing, listening and talking) at four stages within Broad General Education: P1, P4, P7 and S3. Results for end 2018/19 were published in December 2019 and are available here: https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2018-19/pages/1/

Scotland participates in the OECD's triennial Programme for International Student Assessment (PISA) survey. This assessment is undertaken by 15 year-olds in almost eighty countries, including all OECD countries, and as such is a key international benchmark of performance. The results of previous PISA surveys are available at https://www.gov.scot/publications/programme-international-student-assessment-pisa-2018-highlights-scotlands-results/.

Skills Development Scotland publish Foundation Apprenticeship Progress Reports on an annual basis. These include data on the number of young people undertaking Foundation Apprenticeships in Scotland. The latest report can be found at https://www.skillsdevelopmentscotland.co.uk/media/45251/fa-progress-report.pdf and the next report will be published in Spring 2020.

The table below provides summary information for some of the key sources of data on attainment and the activity of young people in Scotland.

Source	Organisation, date of next publication, web link	Key points
THIS PUBLICATION Summary Statistics for Attainment and Initial Leaver Destinations	Scottish Government, February 2020, www.gov.scot	Provides information on the **attainment of school leavers** and on the activities being undertaken by **school leavers 3 months after leaving school**. Coverage: School leavers
Summary Statistics for Follow-up Leaver Destinations	Scottish Government, June 2020, www.gov.scot	Provides information on the activities being undertaken by **school leavers 9 months after leaving school**. Coverage: School leavers
Annual Participation Measure	Skills Development Scotland, August 2020, https://www.skillsdevelopmentscotland.co.uk	Reports on the economic and employment activity of the **wider 16-19 year old cohort**, including those at school. Coverage: All 16-19 year olds
Achievement of Curriculum for Excellence Levels	Scottish Government, December, www.gov.scot	Provides information on national performance of **P1, P4, P7 and S3 school pupils**. Reports on the percentage of pupils who have achieved the expected Curriculum for Excellence level in these organisers. Coverage: All P1, P4, P7 and S3 school pupils.
SQA Attainment Statistics	Scottish Qualifications Authority, August 2020, https://www.sqa.org.uk	Attainment Statistics for every course and qualification in a given year. Coverage: all SQA attainment, not just that of school leavers (and covering those attaining SQA qualifications in non-school settings such as Further Education)

Media enquiries about the information in this Statistics Publication Notice should be addressed to Michael Berry 0131 244 2967.

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