Scottish Government
Riaghaltas na h-Alba
gov.scot

An Official Statistics publication for Scotland
Experimental Statistics

CHILDREN, EDUCATION AND SKILLS

Achievement of Curriculum for Excellence (CfE) Levels 2017/18

11th December 2018

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 annual Achievement of Curriculum for Excellence (CfE) Levels Return includes data on all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units.

This return measures national performance in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy and reports on the percentage of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage (please see section 1.2 for more detail on CfE levels).

All figures are for achievement of CfE levels in reading, writing and listening and talking in the English language unless otherwise specified (achievement of CfE levels in Gàidhlig can be found in Chapter 5).

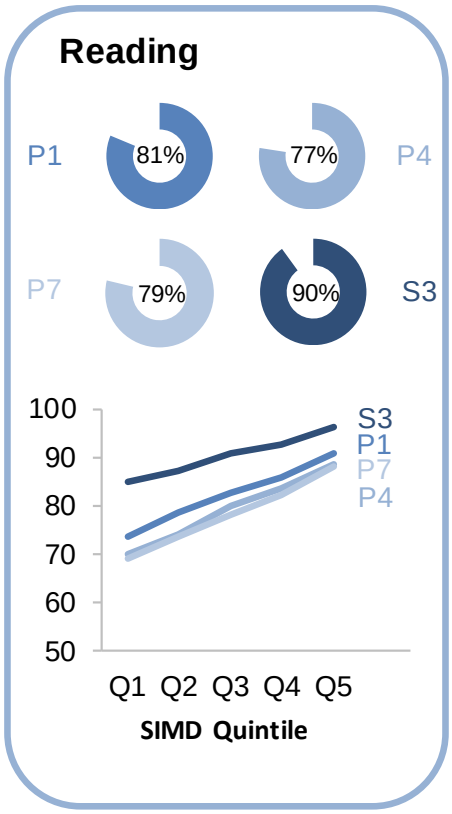
The information is based on teacher professional judgements as at June 2018. This publication provides detailed analysis on national and local authority level results for each stage.

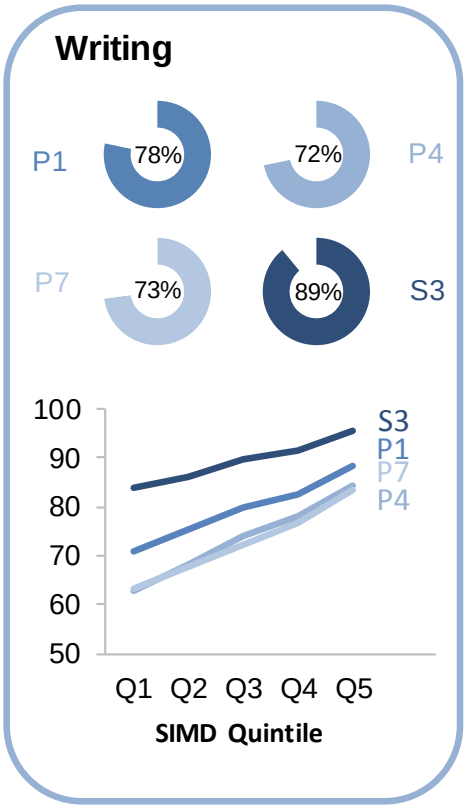
Full results are available from: www.gov.scot/stats/bulletins/01322

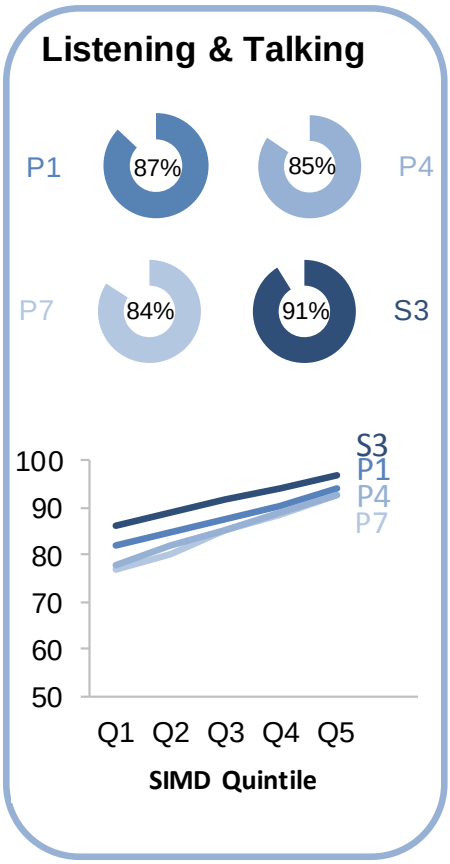
School level results (where available) are accessible here

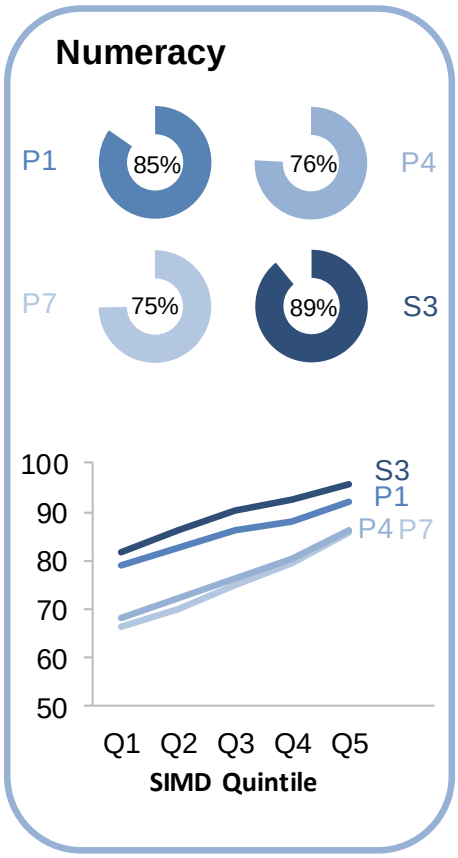
Achievement of CfE Level data continue to be data under development and caution should be applied when making comparisons to previous Achievement of CfE Level results (see sections 1.5 and 1.6).

Achievement of Curriculum for Excellence (CfE) Levels 2017/18









Key Findings

- **The percentage of pupils achieving the CfE level relevant for their stage was highest in listening and talking and lowest for writing in the primary stages.**
- **Across all primary stages, around 85 per cent of pupils achieved the expected CfE level for their relevant stage in listening and talking; at least 75 per cent for numeracy and reading and over 70 per cent for writing.**
- **For each organiser (reading, writing, listening and talking and numeracy) around 90 per cent of S3 pupils achieved Third Level or better.**
- **For each organiser, a higher proportion of pupils living in the least deprived areas achieved the expected CfE level compared to pupils from the most deprived areas.**
- **The performance gap, between pupils from the most and least deprived areas, generally widens throughout the primary stages.**
- **At S3 (Third Level or better), the performance gap between pupils from the most and least deprived areas was 10 to 12 percentage points for reading, writing and listening and talking. The gap for numeracy was 14 percentage points.**
- **Females outperform males across all stages and across all organisers.**
- **Pupils who have additional support needs or English as an additional language tend to perform lower than other pupils, at all stages and in all organisers.**
- **The overall pattern of performance by stage and organiser is very similar to that reported in the Achievement of CfE Level 2016/17 results.**

Contents

Achievement of Curriculum for Excellence (CfE) Levels 2017/18 1
Chapter 1: Introduction 5
1.1 Achievement of CfE Levels Return 5
1.2 Curriculum for Excellence levels 5
1.3 Gaelic medium education 6
1.4 Pupils based in special schools/units 7
1.5 Experimental statistics 7
1.6 Quality assurance 8
1.6.1 Assessment of children's progress against CfE levels 8
1.6.2 Data supplier feedback 8
1.7 Reporting of national data 8
Chapter 2: Achievement of CfE levels at Scotland level 10
Chapter 3: Achievement of CfE levels by SIMD 11
Chapter 4: Achievement of CfE levels by pupil characteristics 13
4.1 Achievement of CfE levels by gender 13
4.2 Achievement of CfE levels by ethnicity 14
4.3 Achievement of CfE levels by Additional Support Need (ASN) status 16
4.4 Achievement of CfE levels by English as an Additional Language (EAL) status 17
4.5 Achievement of CfE levels by Urban Rural Classification 19
Chapter 5: Achievement of CfE levels in Gàidhlig 20
Chapter 6: Achievement of CfE levels of pupils based in special schools/units 21
Chapter 7: Achievement of CfE levels by local authority 23
Chapter 8: Background notes 25
8.1 Sources, coverage and methodology 25
8.1.1 Sources 25
8.1.2 Coverage 25
8.1.3 Methodology 25
8.1.3.1 Literacy variable and P1, P4, P7 combined 25
8.1.3.2 Data matching 26
8.2 School level data 26
8.3 Supplementary tables 27
8.4 Revisions policy 27
8.5 Comparability 27
8.6 Further information on attainment 28

Chapter 1: Introduction

1.1 Achievement of CfE Levels Return

The data collated in the Achievement of Curriculum for Excellence (CfE) Levels Return relates to achievement in the Broad General Education (BGE). It is based on teacher professional judgements regarding pupils' achievement in literacy and numeracy against CfE levels. The data was provided to the Scottish Government by all 32 local authorities and all grant-aided schools. The information included in this publication is the third set of Achievement of CfE Level data to be gathered and published under CfE.

The data shows the CfE level achieved for each pupil within selected stages (P1, P4, P7 and S3 in mainstream schools and all pupils based in standalone special schools/units) in the following curriculum organisers: reading, writing, listening and talking and numeracy, and relates to the CfE level achieved as at June 2018. This year the achievement of 'literacy' is also included in the publication (English and Gàidhlig). For more information see section 8.1.3.1.

A very small percentage of pupils 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 pupils 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, in all schools (mainstream and special), are not included; for example, if a pupil has recently moved to the school and the teacher feels there has been insufficient time for them to form a professional judgement of a pupil's performance.

Teacher professional judgements of achievement of a level are based on all of the evidence collected by teachers during the ongoing 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 their work in class, standardised assessments and assessing children and young people's knowledge and understanding by talking to them about their learning.

1.2 Curriculum for Excellence levels

Curriculum for Excellence is designed to provide 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.

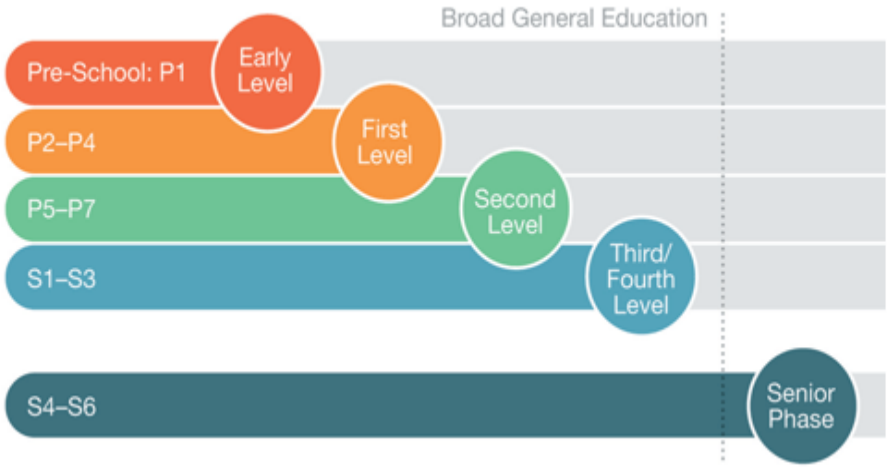
Curriculum for Excellence defines five levels of learning. The first four levels in the Broad General Education are described in the Experiences and Outcomes, with progression to qualifications described under a fifth level, the Senior Phase.

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.

The diagram below shows the five curriculum levels:[1]



The Senior Phase is for young people aged 15-18 and is designed to build on the experiences and outcomes of the Broad General Education, and to allow young people to take qualifications and courses that suit their ability and interests.

1.3 Gaelic medium education

Pupils based in Gaelic medium primary schools/classes will learn and develop their literacy and numeracy skills in both the medium of Gaelic and English.

Pupils in Primary 1 Gaelic medium primary schools will generally be immersed in developing their reading, writing, listening and 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 and 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 and talking in both Gàidhlig and English**.**

For pupils based in Gaelic medium primary schools/classes, the following data is collected and published:

- P1 - Reading (Gàidhlig), Writing (Gàidhlig), Listening and Talking (Gàidhlig) only
- P4 - Reading (Gàidhlig), Writing (Gàidhlig), Listening and Talking (Gàidhlig), numeracy only
- P7 and S3 – Reading (Gàidhlig and English), Writing (Gàidhlig and English), Listening and Talking (Gàidhlig and English), Numeracy

[1] Source: https://education.gov.scot/parentzone/learning-in-scotland/Curriculum%20levels

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 pupils (i.e. they are recorded as being a pupil based in a special school/unit). Therefore, it is not possible to calculate the percentage of pupils who have achieved the CfE level relevant to their stage.

The data reported shows the overall picture of CfE levels that have been achieved for the pupils based in special schools/units. These data are not included in the headline figures; they are reported in Chapter 6.

It has been reported that some pupils in special schools/units were recorded as 'Not Assessed' when these pupils are in fact working towards national qualifications and out of scope of this collection on Broad General Education performance. It is proposed to add a new category to allow special schools/units to report on pupils working towards national qualifications.

1.5 Experimental statistics

Experimental statistics are Official Statistics that are undergoing development. They are defined in the Code of Practice for Statistics as: 'A subset of newly developed or innovative official statistics undergoing evaluation. Experimental statistics are developed under the guidance of the Head of Profession for Statistics and are published in order to involve users and stakeholders in the assessment of their suitability and quality at an early stage'.

Section V4.2 of the Code states 'Statistics producers should consider testing and releasing new official statistics initially as experimental statistics, under the guidance of the Chief Statistician/Head of Profession for 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 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. The statistics may also be released to help develop methods and improvements in quality, 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.

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

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

1.6.1 Assessment of children's progress against CfE levels

The expected standards under CfE were embedded in the experiences and outcomes from the outset; however, it was clear that further clarity was required. As a result, Education Scotland published draft Curriculum for Excellence Benchmarks for literacy and numeracy in August 2016 in order to provide a more explicit and clear statement of standards. These standards were available to teachers ahead of the data collection for 2016/17. Final versions of the benchmarks were published in June 2017.

A national programme of Quality Assurance and Moderation has been put in place to provide more support and improve confidence and understanding amongst teachers, and in August 2017, Scottish National Standardised Assessments were made available for teachers to help inform their judgements.

1.6.2 Data supplier feedback

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 the data and on factors, which may affect data quality.

The majority of data providers provided substantive feedback covering the assessment process followed by schools, their own quality assurance of the data and any outstanding concerns over the quality of the data. Of the 30 local authorities that submitted information on data quality, over a third reported that they were generally confident in the robustness of their ACEL data. Around half of local authorities have increased levels of confidence compared to previous years, but reported some ongoing concerns around data consistency. Three local authorities reported challenges in determining achievement of Fourth Level, a further three reported concerns regarding S3 data in general.

Based on this information, caution must be applied in interpreting the results in this publication and the published school level data. In particular, comparisons between authorities or between schools should not be made without consideration of the context of the authority or school and the underlying approach to assessment.

Achievement of CfE Level data continue to be data under development and caution should be applied when making comparisons to previous Achievement of CfE Level results.

1.7 Reporting of national data

Chapters 2-6 (national results) and Chapter 7 (local authority results):

- includes all assessed P1, P4, P7 and S3 pupils attending mainstream schools (including one grant-aided school)
- excludes pupils attending special schools/units

- excludes English medium literacy results for P1 and P4 pupils in Gaelic medium schools/classes (this data is not collected; pupils will be learning in the Gaelic language)
- includes English medium literacy results for all assessed P7 and S3 pupils in Gaelic medium schools/classes
- includes numeracy results for all assessed P4, P7 and S3 pupils in Gaelic medium schools/classes.

Chapter 5 – Achievement of CfE levels in Gàidhlig include Gaelic medium literacy results for P1, P4, P7 and S3 pupils in Gaelic medium schools/classes.

Chapter 6 – Achievement of CfE levels of pupils based in special schools/units includes results for all pupils (aged 3 -18) based in special schools/units.

Figures in this report are generally rounded to zero decimal places. Differences are calculated based on unrounded estimates, therefore reported figures in the commentary may differ from figures apparent from tables and charts.

Chapter 2: Achievement of CfE levels at Scotland level

- **Around 85 per cent of all primary school pupils achieved the expected CfE level for listening and talking.**
- **At least 75 per cent of primary pupils achieved the expected CfE level for reading and numeracy.**
- **At least seven out of ten pupils are achieving expected CfE level for writing in primary stages.**
- **Almost nine out of ten S3 pupils are achieving Third Level or better in reading, writing, listening and talking and numeracy.**
- **The overall pattern of performance by stage and organiser is very similar to that reported in the Achievement of CfE Level 2016/17 results.**

From the data collected, two additional variables have been calculated: combined Primary stages (P1, P4 and P7) and combined Literacy (reading, writing, listening and talking).

A pupil is reported to have achieved the expected level in Literacy if they have achieved the expected level in all three of the literacy organisers: reading, writing, listening and talking. Pupils will not be included in this calculation if 'Not Assessed' (Code 99) has been reported in one or more of the organisers. Therefore, this percentage will generally be lower than performance reported in three literacy organisers individually.

Similarly P1, P4 and P7 combined is the percentage of all pupils achieving their expected level for their relevant stages divided by the number of P1, P4 and P7 pupils (excluding pupil reported as 'Not Assessed').

Table 2.1: Percentage of pupils achieving expected CfE levels, 2017/18

Stage/Level	Reading	Writing	Listening & Talking	*Literacy*	Numeracy
P1 - Early Level	81	78	87	*75*	85
P4 - First Level	77	72	85	*69*	76
P7 - Second Level	79	73	84	*70*	75
P1, P4 and P7 combined	**79**	**74**	**85**	***71***	**78**
S3 - Third Level or better	90	89	91	*87*	89
S3 - Fourth Level	53	51	55	*46*	56

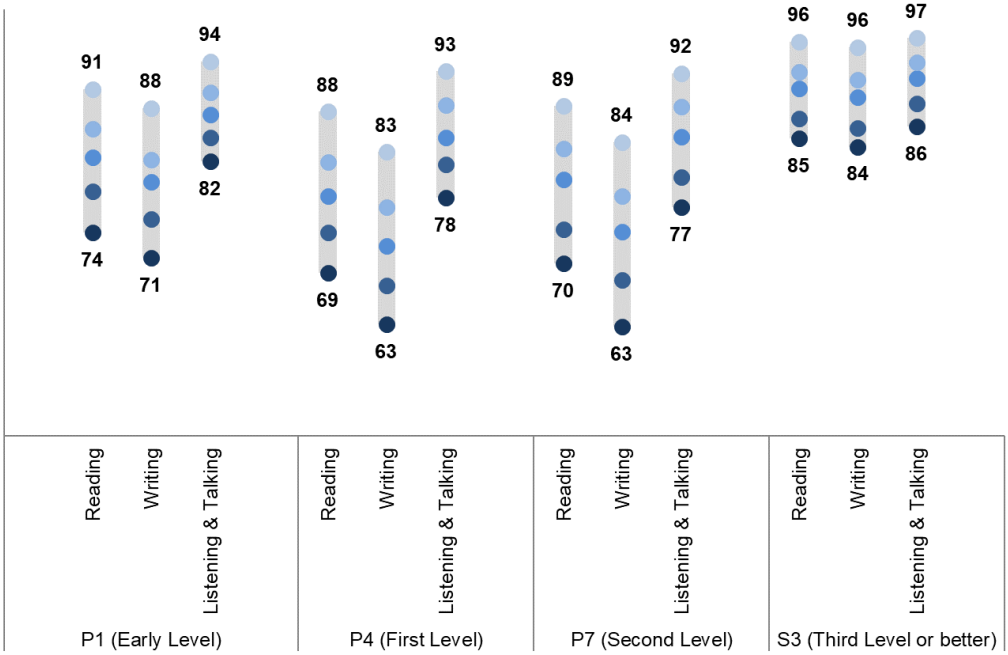
Chapter 3: Achievement of CfE levels by SIMD

- **Pupils from the least deprived areas performed better than pupils from the most deprived areas at all stages.**
- **Within primary schools, the largest gap in performance was at P7 in writing (22 percentage points); with the smallest gap at P1 in listening and talking (12 percentage points).**
- **At S3, Third Level or better, the largest gap was in numeracy performance at 14 percentage points, with the smallest for listening and talking at 10 percentage points.**
- **Across all stages, the percentage of pupils achieving the expected CfE level increased as the level of deprivation decreased**.

Chart 3.1 shows that the smallest performance gaps were reported for S3 pupils achieving Third Level or better; the gap between least and most deprived pupils was between 10 and 12 percentage points for reading, writing and listening and talking.

At the primary stages, the largest attainment gap in reading was at P4 at 19 percentage points. In writing and listening and talking this was P7 with 22 and 16 percentage points respectively. The smallest gap was for each primary stage was in listening and talking with P1 at 12, P4 at 15 and P7 at 16 percentage points.

Chart 3.1: Percentage of pupils achieving expected CfE levels, by SIMD[2], for reading, writing and listening and talking 2017/18



[2] Scottish Index of Multiple Deprivation 2016

Chart 3.2: Percentage of pupils achieving expected CfE levels, by SIMD[3], for literacy and numeracy, 2017/18

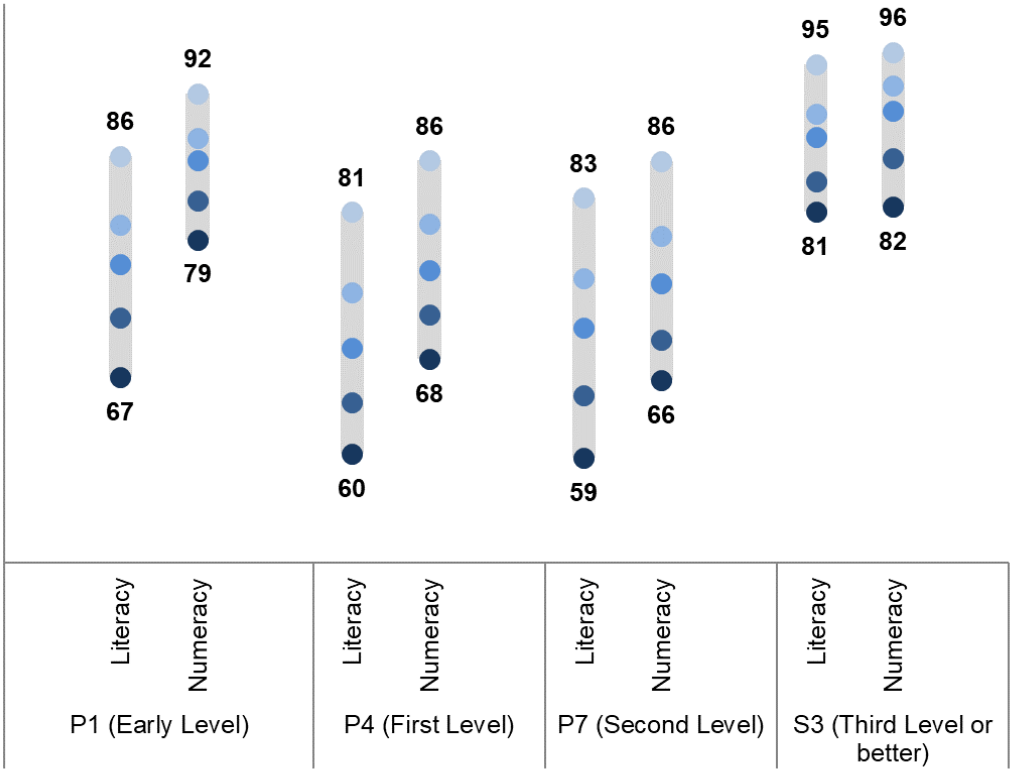


Chart 3.2 shows literacy and numeracy attainment by SIMD quintiles. Attainment in literacy was based on the percentage of pupils achieving the relevant CfE level in all three of the literacy organisers: reading, writing, listening and talking.

At all stages, a greater proportion of pupils achieved the relevant level for their stage in numeracy than literacy (overall), irrespective of SIMD quintile. However, this is not the case for the three literacy organisers individually: performance tends to be higher in listening and talking than in numeracy, whereas writing tends to be lower.

The size of the performance gap between Primary pupils from the least and most deprived areas ranged from 13 percentage points (P1, numeracy) to 23 percentage points (P7, literacy).

[3] Scottish Index of Multiple Deprivation 2016

Chapter 4: Achievement of CfE levels by pupil characteristics

- **Female pupils outperform male pupils across all stages and organisers.**
- **Pupils who have an Additional Support Need or English as an Additional Language tend to perform lower than pupils without those characteristics, in all stages and organisers.**
- **A higher percentage of pupils of Asian – Chinese ethnic background are achieving the expected CfE levels in numeracy compared to pupils of other ethnic backgrounds.**
- **The percentage of P1 pupils achieving the expected level for their stage was highest for pupils living in accessible rural areas. At P4, performance was highest for pupils from either large urban areas or accessible small towns. In P7 performance was generally higher for pupils from large urban areas and accessible rural areas.**

4.1 Achievement of CfE levels by gender

At all stages and across all four organisers, females outperformed males, particularly in writing; this has been consistent in the three years of this data collection.

The largest difference in performance at primary was in writing in P7 at 14 percentage points. The smallest difference for the literacy organisers was in reading for P1, at six percentage points.

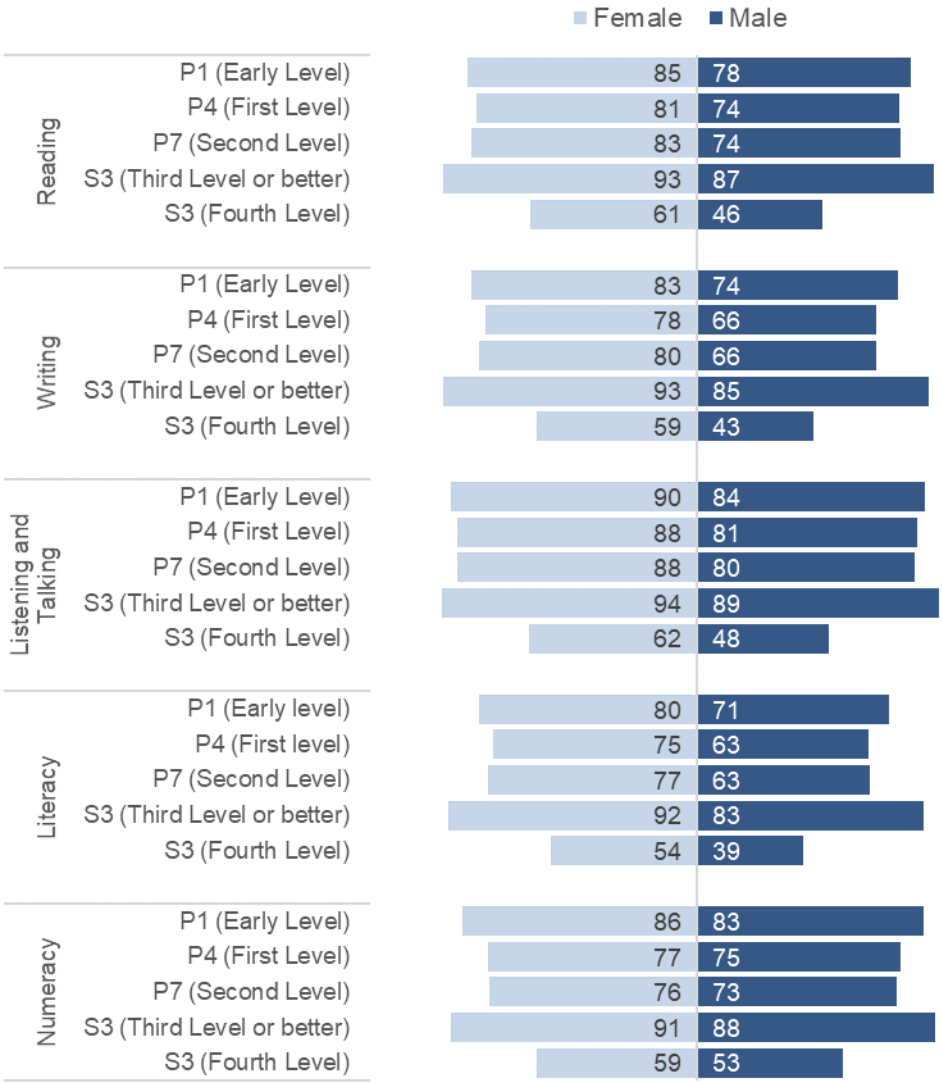
For S3 (Third Level or better), the largest difference in performance between males and females was in writing at eight percentage points; whereas the smallest was in listening and talking at five percentage points, for the literacy organisers (Chart 4.1.1).

The smallest difference in performance by gender was in numeracy. Females outperformed males but by a smaller margin; three percentage points at P1, P7 and S3 (Third Level or better) and by two percentage points in P4.

The gap in literacy performance by gender increases through the primary stages at 10, 12 and 14 percentage points for the P1, P4 and P7 stages respectively.

With respect to S3 pupils achieving Fourth Level, the pattern was the same in that the smallest difference was in numeracy and the largest was in writing.

Chart 4.1.1 Percentage of pupils achieving expected CfE levels, by gender and stage, 2017/18



4.2 Achievement of CfE levels by ethnicity

The largest ethnic group represented in these data was White-Scottish (ranging from 73 to 84 per cent across the stages in question), followed by White non-Scottish (ranging from nine to 13 per cent). Pupils of an Asian – Pakistani background represented around two per cent of the pupil population of interest, and the remaining ethnic groups made up around about one per cent of the population (each).

Performance was highest for pupils of an Asian – Chinese background in numeracy, with results around 90 per cent across all primary stages, rising to 98 per cent at S3. This has been consistent in the three years of this data collection.

Chart 4.2.1 shows performance in literacy and numeracy for each primary stage. Performance by ethnic group varies by stage. Performance in literacy was highest for pupils from Mixed and Multiple ethnic background at P1 (82 per cent), pupils from Asian – Indian background at P4 (80 per cent) and pupils from Asian – Chinese background at P7 (81 per cent).

Chart 4.2.1 - Percentage of P1, P4 and P7 pupils achieving literacy and numeracy CfE levels, by ethnicity and stage, 2017/18

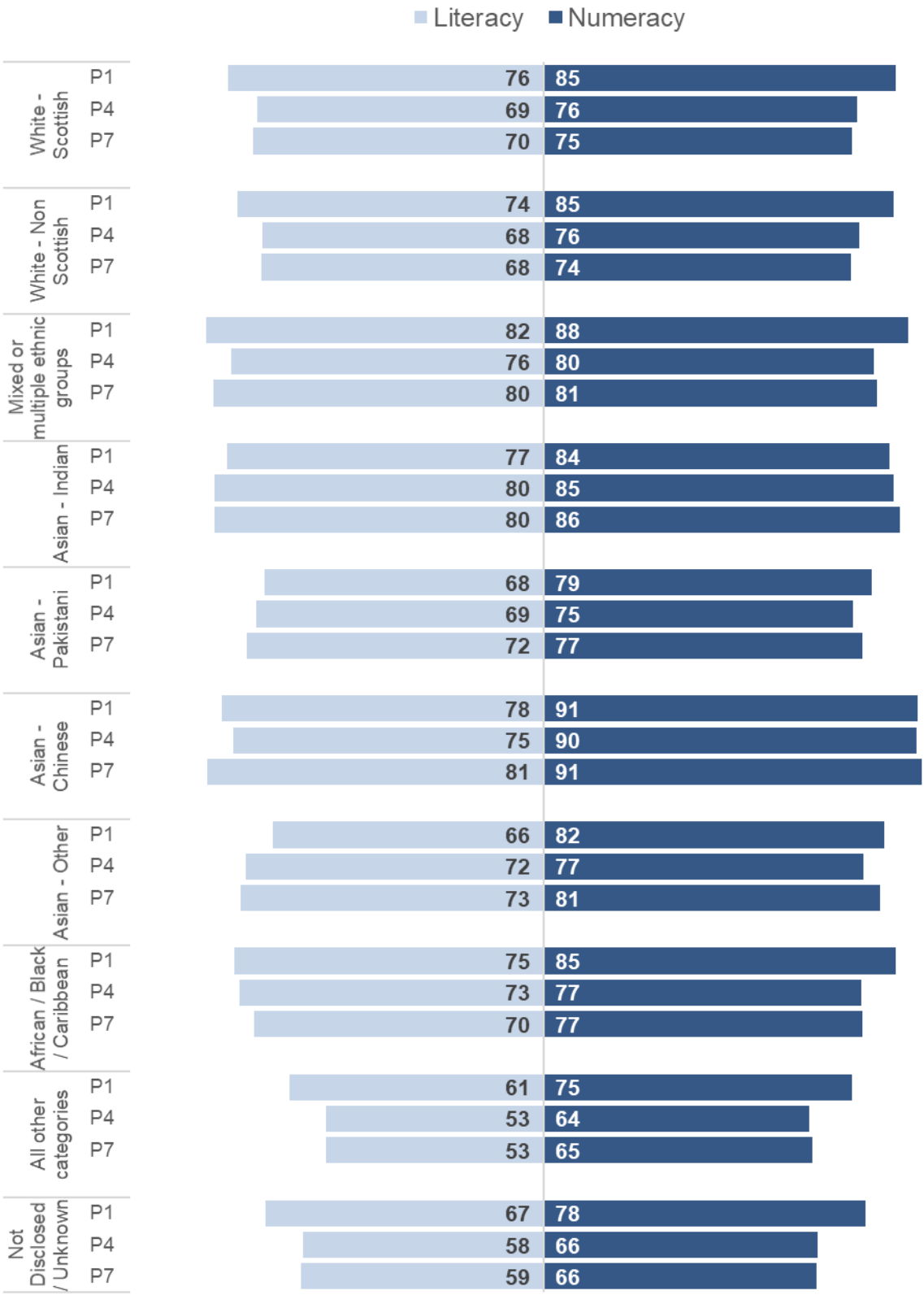


Table 4.2.1: Percentage of S3 pupils achieving Third Level or better by ethnicity, 2017/18

Stage/Level	Reading	Writing	Listening & Talking	*Literacy*	Numeracy
White - Scottish	90	89	91	*88*	89
White - Non Scottish	88	87	89	*85*	89
Mixed or multiple ethnic groups	93	92	94	*91*	92
Asian - Indian	92	93	95	*92*	95
Asian - Pakistani	93	94	94	*92*	93
Asian - Chinese	98	97	96	*95*	98
Asian - Other	90	90	91	*88*	92
African / Black / Caribbean	93	91	94	*90*	93
All other categories	73	74	76	*71*	84
Not Disclosed / Unknown	81	80	82	*78*	84
All pupils	**90**	**89**	**91**	***87***	**89**

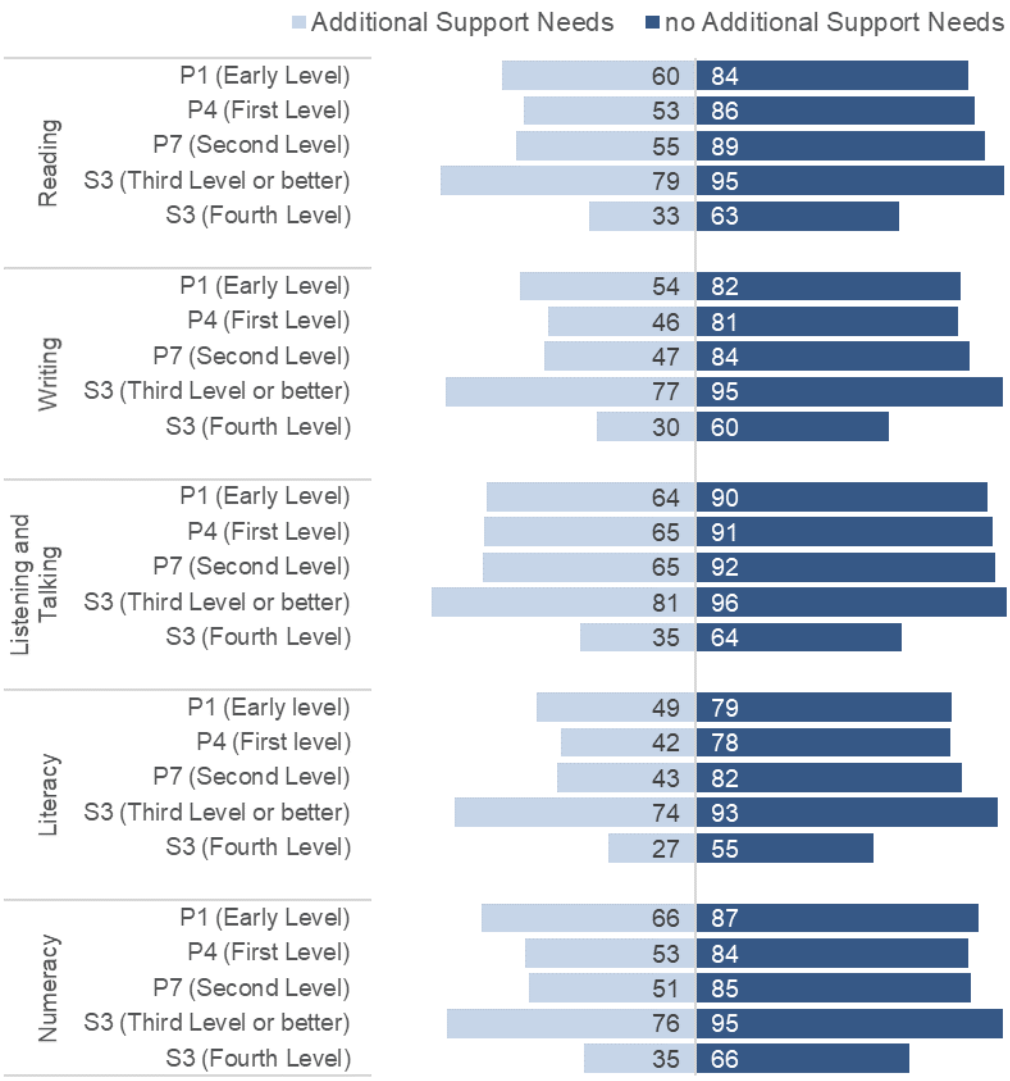
At S3, performance was highest for pupils of an Asian – Chinese background across all four organisers (Table 4.2.1). With respect to the three literacy organisers, performance of White – Non Scottish pupils and pupils in the 'All other categories' and 'Not disclosed/Unknown' categories was lower than the national average. In numeracy, pupils in the 'All other categories' and 'Not disclosed/Unknown' categories saw the lowest performance with 84 per cent achieving the expected CfE levels, compared to the national average of 89 per cent.

4.3 Achievement of CfE levels by Additional Support Need (ASN) status

The percentage of pupils in the Achievement of CfE Levels data collection that were recorded as having an Additional Support Need increased throughout the stages: 11, 25, 30 and 31 per cent for P1, P4, P7 and S3 respectively.

The percentage of pupils achieving the expected CfE level was higher for pupils recorded as not having an Additional Support Need (ASN), compared to pupils with a known ASN, across all stages and organisers. The difference in performance was lowest in P1 for numeracy (21 percentage points), listening and talking at P4 (26 percentage points) and listening and talking at P7 (27 percentage points).

Chart 4.3.1 Percentage of pupils achieving CfE levels, by additional support needs and stage, 2017/18



At P1, P4 and P7, the greatest difference in performance (between pupils with a recorded ASN and pupils with no recorded ASN) was in writing, with differences of 27, 35 and 38 percentage points respectively.

At S3 (Third Level or better), the lowest percentage point difference was in listening and talking (14 percentage points), with 96 per cent of pupils with no ASN achieving the expected level, compared to 81 per cent of pupils with a recorded ASN.

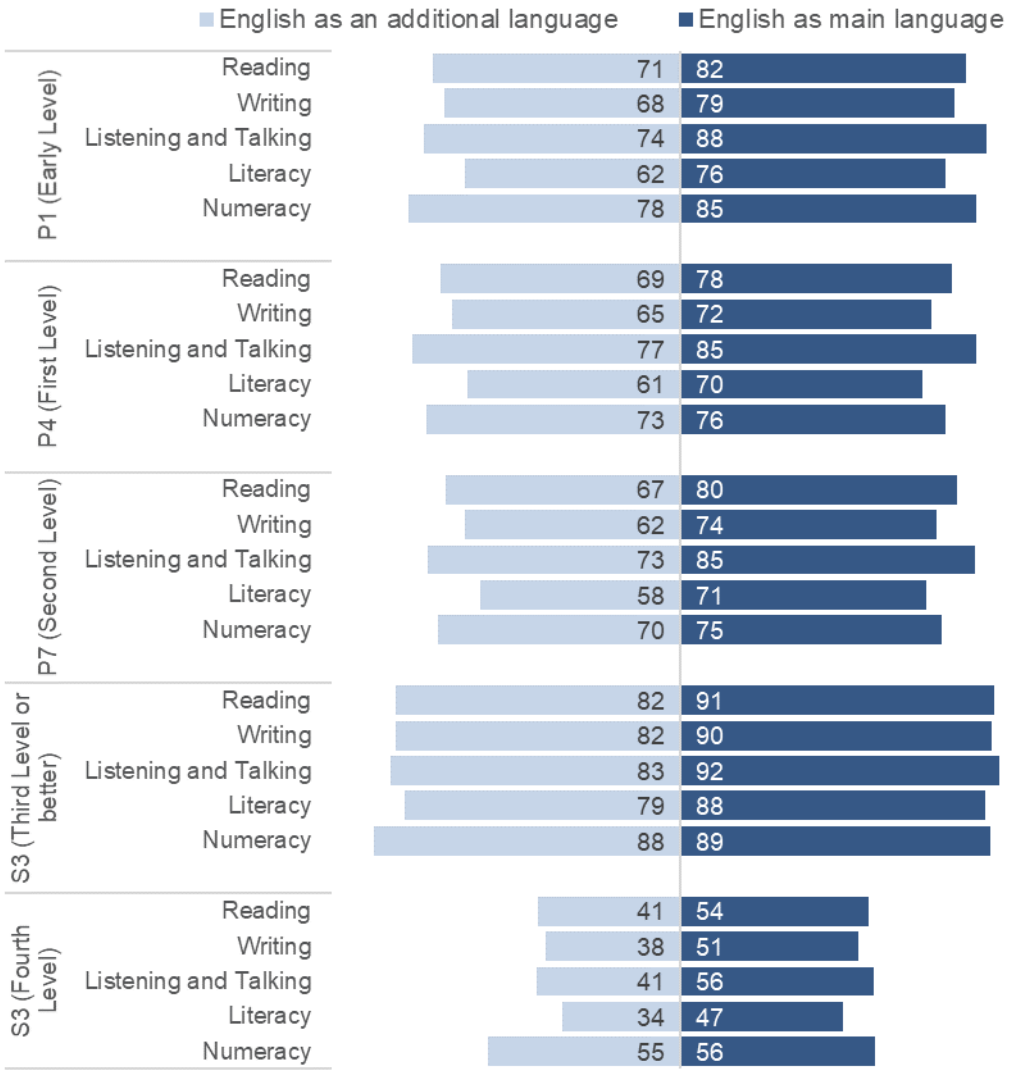
4.4 Achievement of CfE levels by English as an Additional Language (EAL) status

The percentage of pupils, in this data collection, who have English as an additional language (EAL) was between five to eight per cent in 2017/18 for pupils in P1, P4, P7 and S3.

The percentage of pupils achieving the expected CfE level was higher for non-EAL pupils across all stages and organisers (Chart 4.4.1). The gap in performance tended to be

lowest in numeracy; ranging from one percentage point for S3 pupils to seven percentage points for P1 pupils.

Chart 4.4.1: Percentage of pupils achieving expected CfE levels, by English as an additional language and stage, 2017/18



EAL pupils performed better in listening and talking, compared to the other literacy organisers at all three primary stages (74, 77 and 73 per cent for P1, P4 and P7 respectively); the same pattern observed in the national figures. However, the largest gap in performance between EAL and non-EAL pupils in literacy was in listening and talking (14 percentage points at P1.)

The performance gaps were smallest at P4; ranging from seven to nine percentage points in the literacy organisers. In P7, there was a difference of 12 percentage points between EAL and non-EAL pupils for all three literacy organisers.

4.5 Achievement of CfE levels by Urban Rural Classification

The Urban Rural Classification in this collection has six classifications as shown in Table 4.5.1. The P1, P4, P7 and S3 pupils in the Achievement of CfE Levels 2017/18 data collection were distributed as follows:

Table 4.5.1 – Percentage of pupils in P1, P4, P7 and S3 by Urban Rural Classification, 2017/18
Ranked from largest to smallest

Urban Rural Classification	Percentage
Other urban areas	38
Large urban areas	30
Accessible rural areas	11
Accessible small towns	9
Remote rural areas	5
Remote small towns	4
Unknown	3

At P1, performance was highest for pupils from accessible rural areas across numeracy and all literacy organisers. Performance was generally lowest for pupils from remote small towns.

Performance at P4 and P7 was generally lowest for pupils from remote small towns across all organisers. The areas with highest performance for P4 and P7 pupils varied with organiser, and included accessible small towns, large urban areas and accessible rural areas.

The percentage of S3 pupils achieving Third Level or better across all Urban Rural classifications and across all four organisers ranged between 86 to 93 per cent.

Detailed results by Urban Rural Classification can be found online in the supplementary tables at: www.gov.scot/stats/bulletins/01322

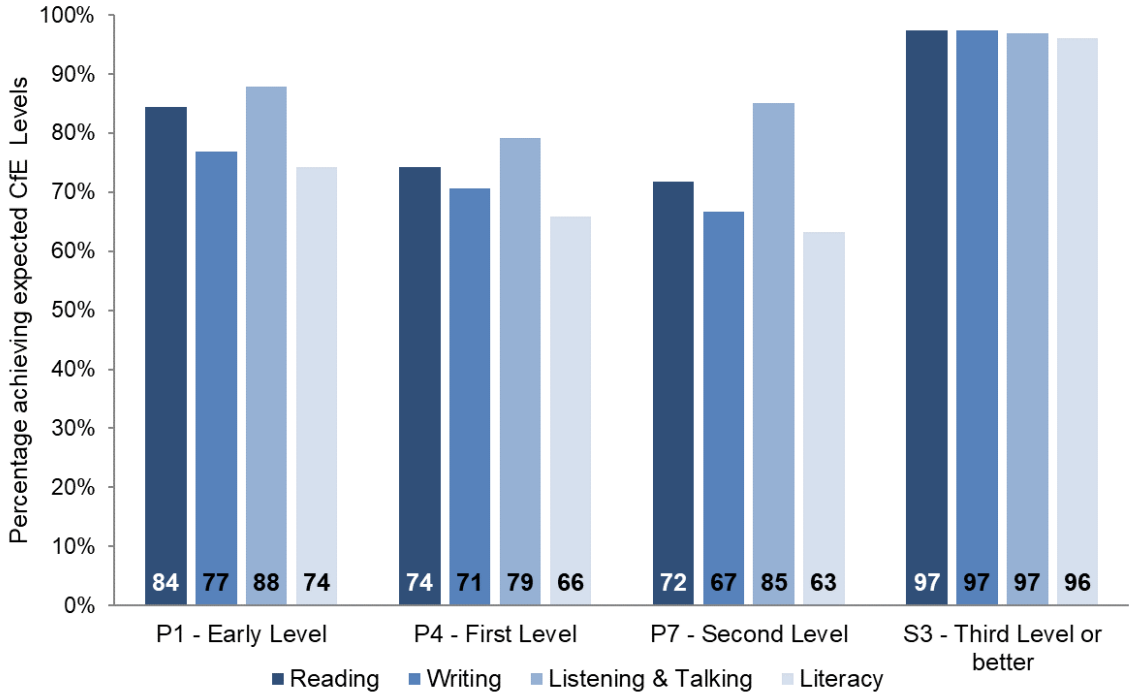
Chapter 5: Achievement of CfE levels in Gàidhlig

- **The percentage of primary pupils, in Gaelic medium schools/classes, achieving the expected CfE level was highest for Gàidhlig listening and talking, and lowest for Gàidhlig writing.**
- **The percentage of S3 pupils achieving the Third Level or better was 97 per cent for reading, writing and listening and talking and 96 per cent for literacy.**

A combined literacy variable for Gàidhlig has been created; this has the same methodology as the English literacy variable. For more information see Chapter 2.

The pattern of Gàidhlig reading and writing performance was similar to English reading and writing, in that the percentage of pupils achieving expected CfE levels was lower in P4 and P7, than in P1, and was highest at S3. For Gàidhlig listening and talking, however, performance was highest at P1 at 88 per cent, followed by P7 (85 per cent) and P4 (79 per cent).

Chart 5.1 Percentage of pupils achieving expected CfE levels in Gàidhlig, 2017/18



For P1, P4 and P7, Gàidhlig listening and talking results were highest whereas Gàidhlig writing results were the lowest (Chart 5.1). At S3, performance was stable over the three Gàidhlig organisers.

Chapter 6: Achievement of CfE levels of pupils based in special schools/units

- **Twenty-seven per cent of pupils based in special schools/units are reported as following their own individual milestones.**
- **Around a quarter of pupils were assessed as 'Not yet achieved Early Level'.**
- **For each organiser, over 30 per cent of pupils based in special schools/units are reported as having achieved a CfE level.**

Chart 6.1: Percentage of pupils in special schools/units achieving CfE levels, 2017/18

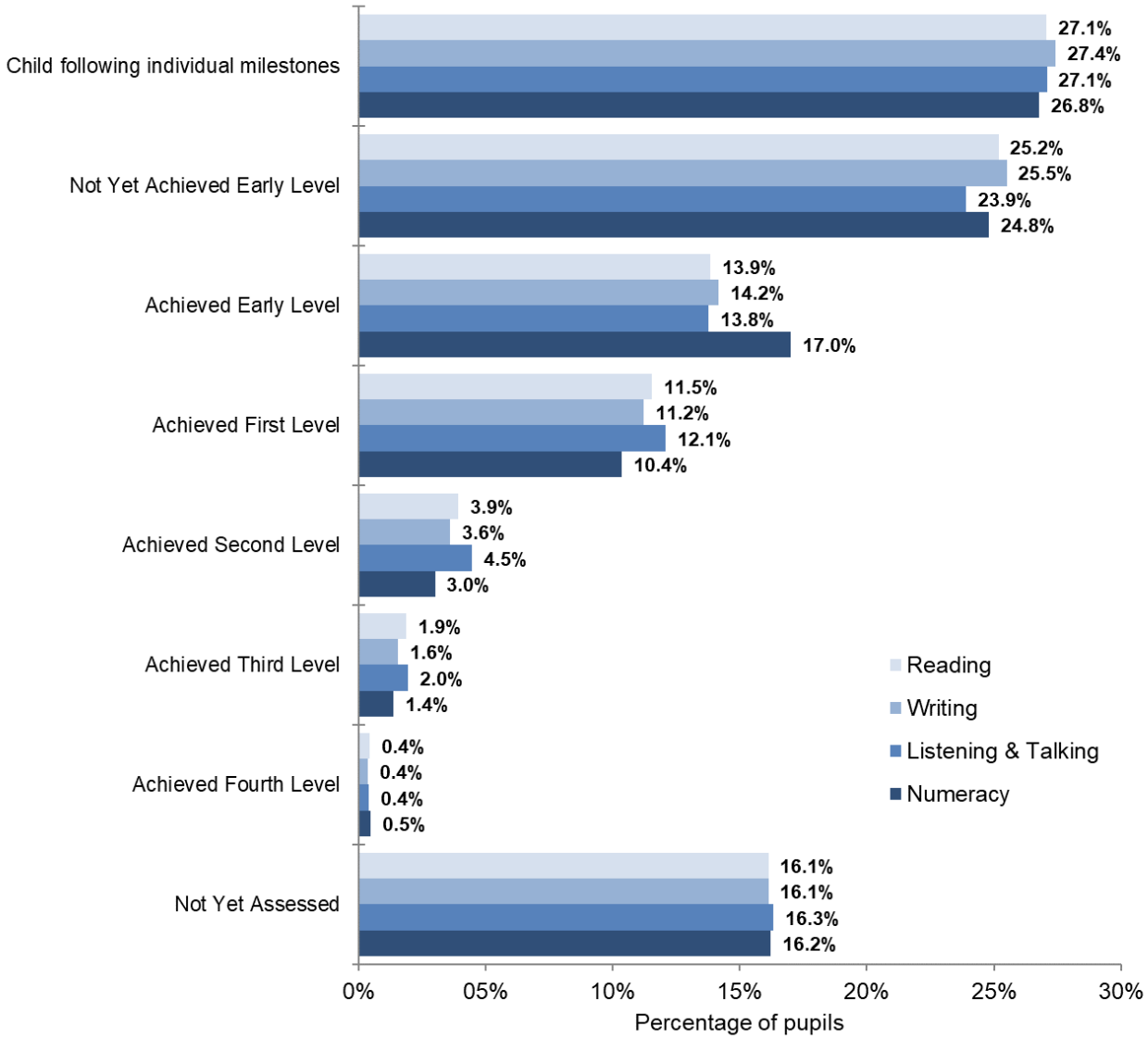


Chart 6.1 shows the highest level achieved for all pupils in special schools/units (for further information see section 1.4).

Twenty-seven per cent of pupils within special school/units are following their own milestones, and around a quarter have Not Yet Achieved Early Level.

Of the pupils who achieved a CfE level within special schools/units, this was highest for listening and talking at 33 per cent, closely followed by numeracy and reading (32 per cent) and writing (31 per cent).

The number of pupils in special schools/units not assessed was around 16 per cent. The 'Not Assessed' category within standalone special school/units may include pupils studying towards national qualifications normally undertaken in the Senior Phase.

Chapter 7: Achievement of CfE levels by local authority

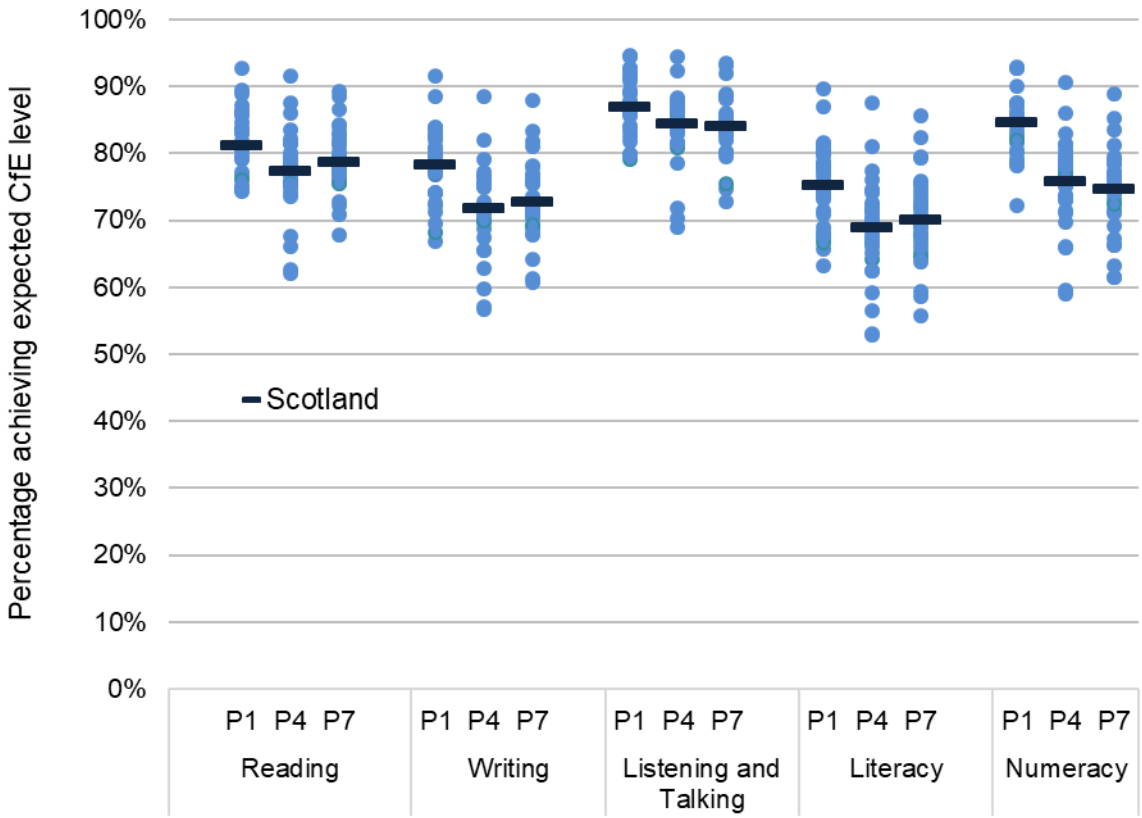
As this information is currently badged Experimental Statistics, comparisons between authorities should not be made without consideration of the context of the authority and the underlying approach to assessment.

Full ACEL results by local authority can be found online at www.gov.scot/stats/bulletins/01322. This chapter describes the range of data reported by local authorities, and comparisons to the national average.

Chart 7.1, illustrates the variation in results between local authorities and organisers for P1, P4 and P7. The largest difference in results by local authority, by stage, can be seen at P4; with the literacy variable being the biggest (53 to 88 per cent) and listening and talking the smallest (69 to 94 per cent).

The smallest range in results reported, by organiser is for listening and talking, with a difference of 16 percentage points at P1, 25 percentage points at P4 and 21 percentage points at P7.

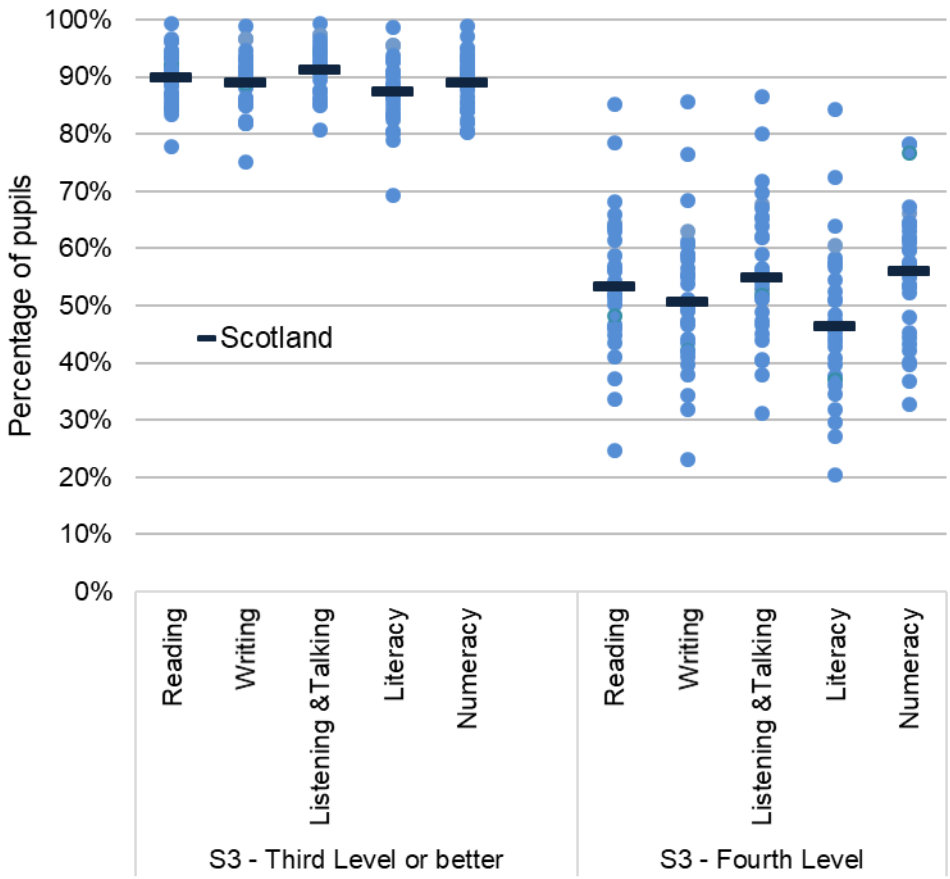
Chart 7.1: Percentage of P1, P4 and P7 pupils achieving the expected CfE levels by organiser and local authority, 2017/18



At S3, (Chart 7.2) the variability between local authorities reporting attainment at Third Level or better was smaller than Fourth Level. For Third Level or better, the smallest difference in results by local authority was 19 percentage points for listening and talking (81 to 99 per cent) and numeracy (80 to 99 per cent). The highest difference was for literacy at 29 percentage points (69 to 99 per cent).

For Fourth Level in S3, the difference in results reported by local authorities exceeded 45 percentage points across all organisers. The smallest difference was for numeracy, ranging from 33 to 78 per cent (45 percentage points) and the largest was the literacy variable ranging 20 to 84 per cent (64 percentage points).

Chart 7.2: Percentage of S3 pupils achieving CfE levels by organiser and local authority, 2017/18



Results for local authorities by SIMD quintiles can also be found online in the supplementary tables at: www.gov.scot/stats/bulletins/01322

Chapter 8: Background notes

8.1 Sources, coverage and methodology

8.1.1 Sources

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 are undertaken by teachers in schools. A copy of the specification issued to data providers can be found here.

The ACEL census date was Tuesday 11 June 2018. Data was submitted by local authorities to Scottish Government by Friday 31 August 2018. A process of quality assurance between Scottish Government, local authorities and schools occurs before the producing of these statistics.

8.1.2 Coverage

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 221,327 pupils. Teacher judgements cover the four organisers of reading, writing, and listening and talking and numeracy. The data relate to achievement as at June 2018 (at, or near, the end of the 2017/18 school year). Mainstream pupils for whom the teacher has been unable to make a professional judgement are not included in the published results (one per cent of pupils).

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

There has been continual improvement of level of coverage for special schools/units. In 2017/18, the coverage was approximately 98 per cent compared to approximately 95 per cent for 2016/17 and 70 per cent in 2015/16.

8.1.3 Methodology

8.1.3.1 Literacy variable and P1, P4, P7 combined

The publication tables this year includes two new variables: P1, P4 and P7 combined and literacy.

P1, P4 and P7 combined figures have been available on the school level dashboard since 2015/16 to provide data for small schools (where data for individual stages would be disclosive). P1, P4 and P7 combined figures are now available at local authority and national level for comparison purposes.

The literacy variable has been created from the literacy organisers: reading, writing and listening and talking (see Chapter 2). A pupil is deemed to have achieved the expected level in literacy if they have achieved the expected level in all three literacy organisers: reading, writing, listening and talking. Pupils will not be included in this calculation, if Code 99 'Not Assessed' has been reported in one or more of the organisers. This literacy

variable is used within the National Improvement Framework (NIF) basket of measures of the attainment gap.

8.1.3.2 Data matching

To reduce burden on data providers, as per the Code of Practice for Statistics, pupil characteristic information was added to the ACEL data by using previously collected data: Pupil Census 2017. The following variables were added:

- Ethnicity
- Additional Support Needs
- English as an Additional Language

The Pupil Census data was then linked to the Scottish Index of Multiple Deprivation 2016 (SIMD) and the 6-fold Urban Rural Classification 2016. 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.

In 2017/18, an improvement in the data linking process between ACEL data and Pupil Census data was implemented, the percentage of unmatched records reduced from around three per cent to one per cent. As a result, the number of records in the Unknown category reduced by about 70 per cent).

Pupil Census data is from September 2017, and ACEL data is at June 2018; between these two dates there may be geographic movement of pupils between schools that will not be captured by this linkage. Initial analysis to determine the extent of this found that less than five per cent of pupils moved home postcode which resulted in a change in SIMD quintile between 2016/17 ACEL data (matched to Pupil Census 2016) and Pupil Census 2017 data.

8.2 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.

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, any results relating to a grouping of 20 pupils or fewer will be suppressed. This means that around 19 per cent of primary schools and four per cent of secondary schools will have no information published for them.

As with the national and local authority level data, all school results include 'Pupil following individual milestones'. 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 advise against making direct comparisons between schools. The publication online does not allow direct, on-screen comparisons of schools.

8.3 Supplementary tables

The collection involves a large 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. As with school level information, a disclosure control policy was applied to supplementary tables.

Historic data can be found:
http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL

8.4 Revisions policy

Data submission for the latest year can identify required revisions for previously submitted data. Scottish Government will revise the previous years' results at the time of publication of the latest years' results. Data revisions must be received by October for inclusion in the next publication. This year there have been no revisions submitted.

Achievement of Curriculum for Excellence Level, 2015/16 data has been revised and new supplementary tables published in 2016/17 following receipt of revised data from two local authorities and a minor coding revision for two special schools. (See Achievement of Curriculum for Excellence Level, 2016/17 for details).

No revisions to 2016/17 have been required.

8.5 Comparability

England, Wales and Northern Ireland also report on literacy and numeracy performance based on teacher judgements, however, due to the differing education systems and curriculums, direct comparisons should not be made.

England: https://www.gov.uk/government/organisations/department-for-education/about/statistics#statistical-collections

Wales: https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments

Northern Ireland: https://www.education-ni.gov.uk/topics/statistics-and-research/statistics

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 result of most recent PISA survey is available here.

8.6 Further information on attainment

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

The Scottish Government publishes analysis of school leaver attainment (qualifications) and destinations. The latest data is available at: https://www.gov.scot/publications/summary-statistics-attainment-leaver-destinations-healthy-living-8-2018-edition/

Further assessment and attainment information on schools can be found on the Scottish Government Education dashboards page.

For updates on new education statistics, any forthcoming changes to education statistical publications and stakeholder consultations please register with Scotstat at the following website: http://www.scotland.gov.uk/Topics/Statistics/scotstat

Media enquiries about the information in this Statistics Publication Notice should be addressed to: Michael Berry, Tel: +44(0) 131 244 2967

An Official Statistics publication for Scotland

Official and National Statistics are produced to high professional standards set out in the Code of Practice for Official Statistics. Both undergo regular quality assurance reviews to ensure that they meet customer needs and are produced free from any political interference.

Correspondence and enquiries

For enquiries about this publication please contact:
Lindsay Bennison
Education Analytical Services
Telephone: 0131 244 0893
e-mail: school.stats@gov.scot

For general enquiries about Scottish Government statistics please contact:
Office of the Chief Statistician, Telephone: 0131 244 0442,
e-mail: statistics.enquiries@gov.scot

How to access background or source data

The data collected for this statistical bulletin

☐ are available in more detail through statistics.gov.scot

☐ are available via an alternative route

☒ may be made available on request, subject to consideration of legal and ethical factors. Please contact school.stats@gov.scot for further information.

☐ cannot be made available by Scottish Government for further analysis as Scottish Government is not the data controller.

Complaints and suggestions

If you are not satisfied with our service or have any comments or suggestions, please write to the Chief Statistician, 2W, St Andrew's House, Edinburgh, EH1 3DG, Telephone: (0131) 244 0302, e-mail statistics.enquiries@gov.scot

If you would like to be consulted about statistical collections or receive notification of publications, please register your interest at www.gov.scot/scotstat
Details of forthcoming publications can be found at www.gov.scot/statistics

ISSN 1479-7569
ISBN 978-1-78781-433-2

Crown Copyright

You may use or re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. See:
www.nationalarchives.gov.uk/doc/open-government-licence/

APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS496166 (11/18)