

CHILDREN, EDUCATION AND SKILLS

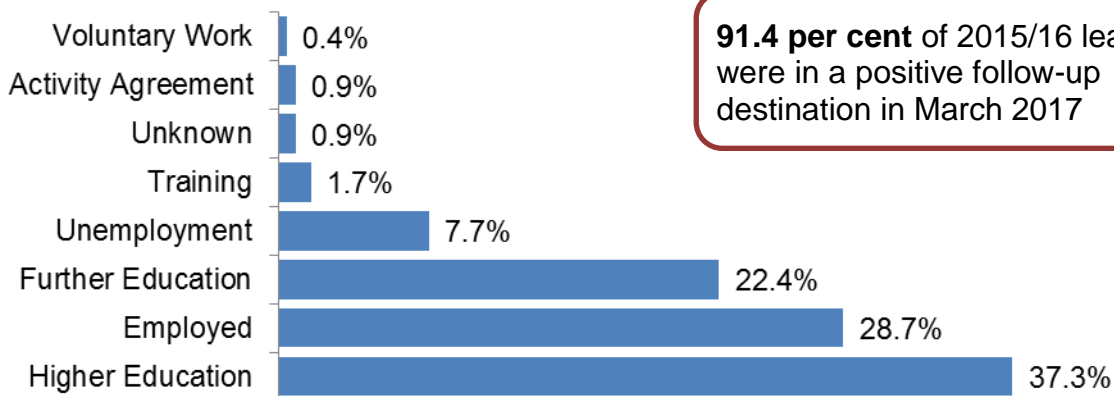
Summary Statistics for Attainment, Leaver Destinations and Healthy Living No. 7: 2017 Edition

20 June 2017

This annual statistical publication provides information on:

- **Post review attainment** for 2015/16 school leavers
- **Initial and follow-up destinations** for 2015/16 school leavers
- The **Healthy Living Survey** taken in February 2017

Follow-up destinations of school leavers, 2015/16

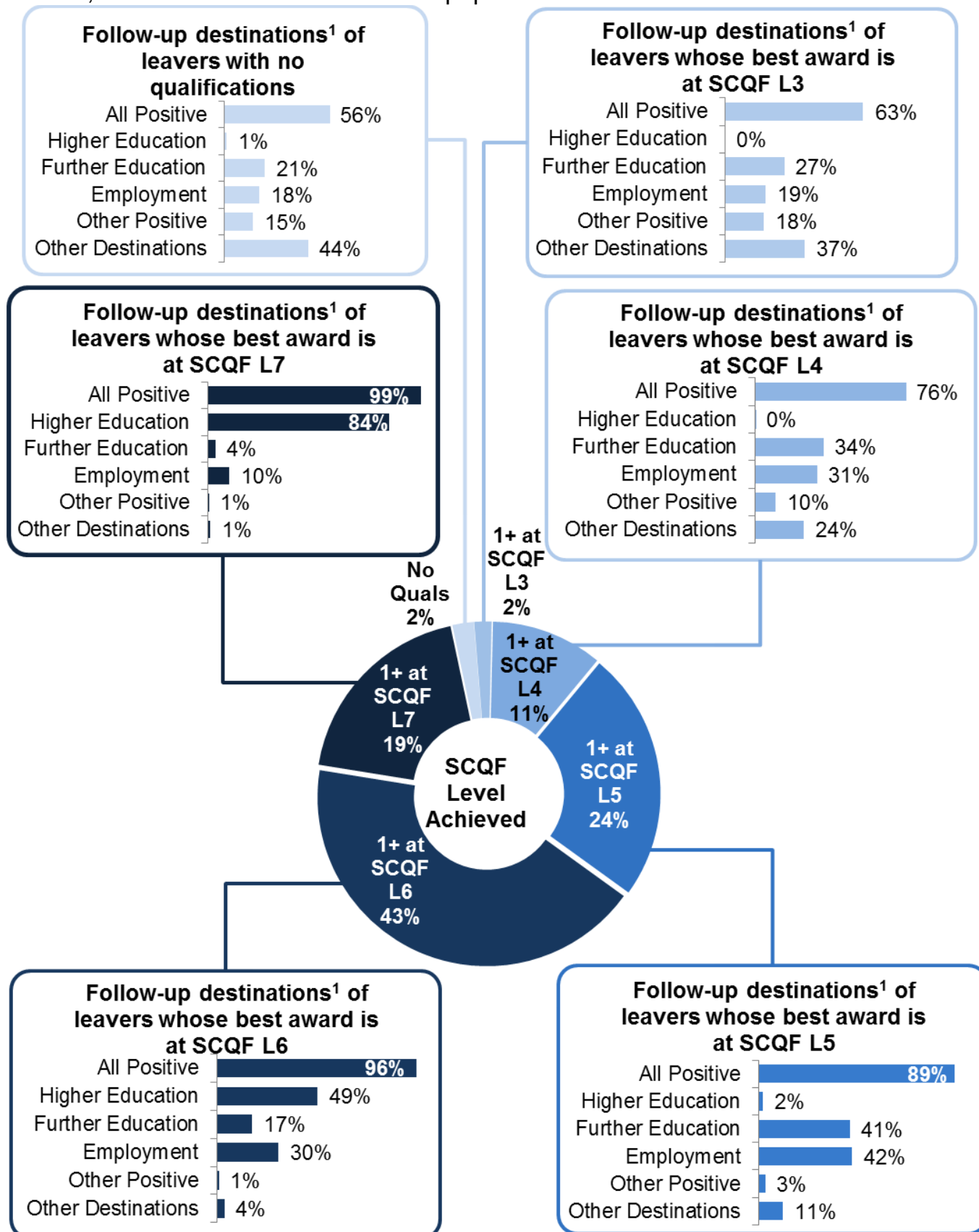


- 61.7 per cent of leavers left with one or more passes at SCQF Level 6 or better – up from 60.2 per cent for 2014/15.
- The percentage of pupils who took a school meal (free or paid for) decreased to 56.9 per cent (58.1 per cent in 2016).
- 98 per cent of schools were meeting the target level of PE provision (same as 2016).

Supplementary data tables can be found at:

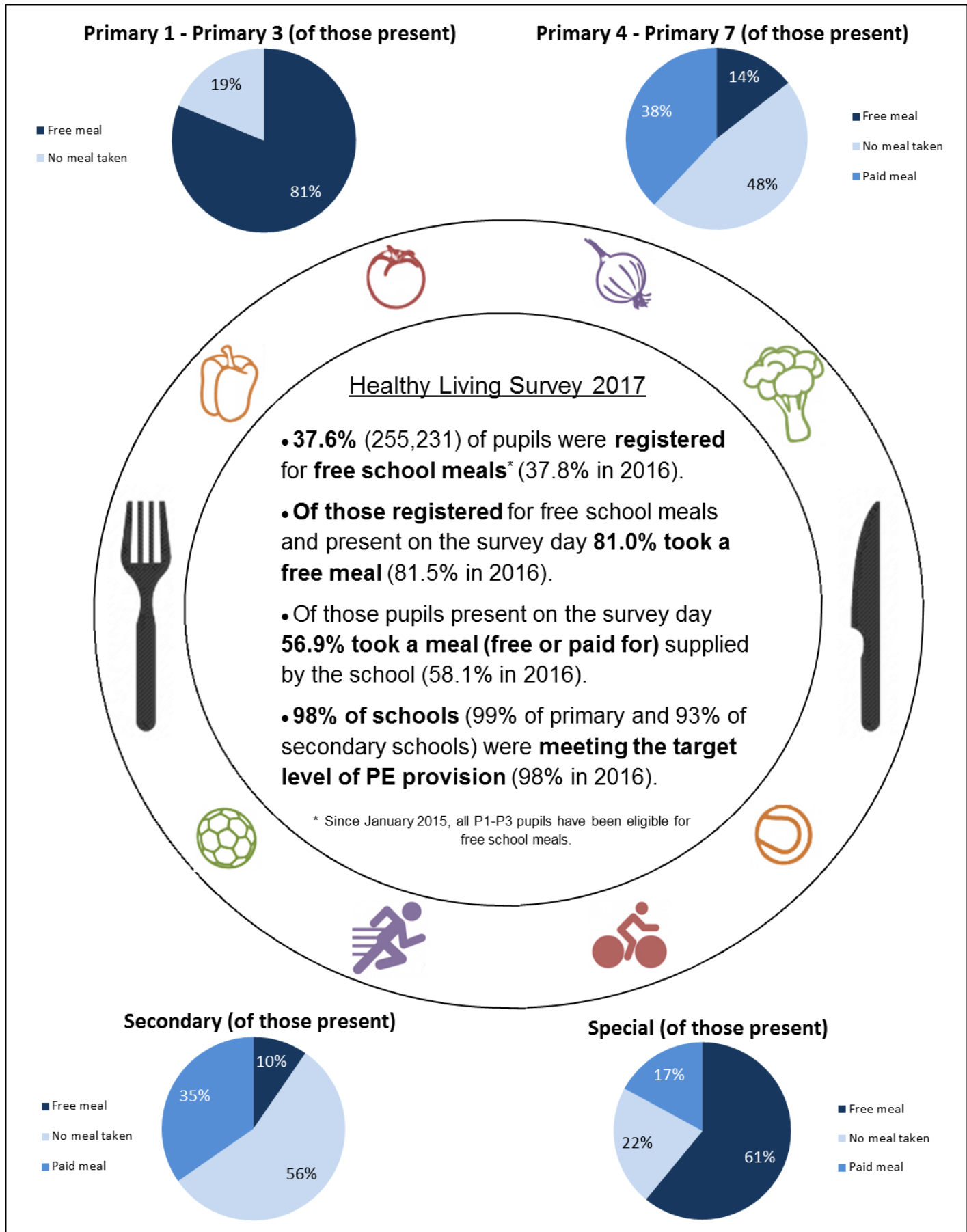
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Pub-SS-ALM>

The diagram below shows the highest level of achievement for 2015/16 school leavers, and the leaver destinations¹ of pupils who attain at each of these levels.



¹ 'Other Positive' includes 'Activity Agreement', 'Training' and 'Voluntary Agreement'. 'Other Destinations' includes 'Unemployed Seeking', 'Unemployed Not Seeking' and 'Unknown'. Note that percentages within the pie chart may add up to greater than 100% due to rounding.

This diagram shows the main findings from the Healthy Living Survey 2017



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Chapter 1: Introduction

This publication brings together Scottish Qualifications Authority (SQA) attainment information and Skills Development Scotland (SDS) leaver destination information to present a picture of attainment outcomes and how achievement at school can influence what happens within the first year after leaving school.

Information from SDS was matched to the pupil census and then SQA attainment data. The school and pupil information from this linkage has been used throughout the publication. This enables analysis of attainment and destinations by pupil characteristic, for example. For more information on the matching process, and updates to it, please see background note 7.3.1.

The presentation of school leaver attainment data in this publication takes an outcomes-based approach. Leavers have been classified by identifying the highest SCQF Level at which they achieved one or more passes by the time they leave school. This system includes SQA attainment for courses at SCQF Levels 3 to 7 achieved at any stage throughout schooling (see background note 7.2.1).

This approach aligns with Curriculum for Excellence (CfE) and its more flexible approach to learning in terms of the range of qualifications available and when these can be taken. In time this information will help to monitor the effect of these changes on attainment and leaver destinations.

The school leaver destination statistics presented in this publication provide information on the activity of young people in the period immediately after they leave school. Linkage to data on school attainment enhances the usefulness of the statistics and so helps national and local partnership collaborations to improve post-16 transition planning for young people. The school leaver destination statistics presented here are related to the Annual Participation Measure (APM) statistics published by Skills Development Scotland. The APM has been developed to be the key metric for measuring success in relation to the 'Increase the proportion of young people in learning, training and work' indicator in the National Performance Framework. The next Participation Measure report will be published by SDS in August 2017.

This publication also includes information from the annual Healthy Living Survey. The Healthy Living Survey combines the previous School Meals Survey and Physical Education (PE) survey. The Healthy Living Survey data are collected at school level and are presented in Chapters 5 and 6.

Chapter 2: Leaver destinations

- **91.4 per cent** of 2015/16 leavers in a positive follow-up destination in March 2017 (92.0 per cent for 2014/15).
- The majority of leavers went onto higher education (37.3 per cent).
- Almost **two thirds** of 2015/16 leavers left at the **end of S6**.

2.1 Skills Development Scotland leaver destinations data

Information on the destinations of school leavers is provided from the Opportunities for All shared dataset managed by Skills Development Scotland (SDS). This information is used to inform [16+ Learning Choices](#), and other policy initiatives, and helps ensure that adequate support is provided for young people who may require help with entering and sustaining a positive destination.

Destination data from SDS is matched to the Scottish Government's (SG) pupil census in order to identify the cohort of senior phase school leavers from local authority or grant aided secondary schools. A pupil is counted as a school leaver if they have a leaver record in SDS's data, a pupil census record for the same academic year, and no pupil census record in the following academic year. Information is collected on the destination of school leavers in the October after they leave school (initial destination) and again the following March (follow-up destination).

For the purposes of this publication school leavers who are engaged in higher education, further education, training, voluntary work, employment or activity agreements are classified as having a 'positive destination'. Other destinations include school leavers who are unemployed and individuals where their initial destination is not known. For full definitions of leaver destinations please see background note 7.3.2.

A new publication reporting on the initial destinations of senior phase school leavers was published by the Scottish Government for the first time in March this year. The 'Initial Destinations of Senior Phase School Leavers' publication (<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SeniorLeavers>) followed the cessation of the SDS publication 'Initial School Leaver Destinations' which was published for the final time in December 2015 (see <http://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/archived-school-leaver-destinations>). The leaver cohort for that publication focused exclusively on school leavers from the senior phase (S4-S6) whereas the leaver cohort for this publication comprises all school leavers (i.e. including S3 leavers).

2.2 Matched school leaver destinations

The school leaver destinations data is matched to the pupil census so that pupil characteristics and attainment data can be linked to the destinations. If a robust match can be made, more valuable conclusions can be drawn from the data. 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 (see background note 7.3.1 for more information on the matching process and the changes from previously published data). The timing of the school leaver cohort was changed for the 2014/15 leaver cohort and

remains the same for the 2015/16 cohort. The 2013/14 cohort data were revised to accommodate this change but data for previous years are based on the original timing. See background note 7.2.2 for information on changes to the timing of the school leaver cohort.

For 2015/16 school leavers, almost two thirds (64 per cent) left at the end of S6, a quarter (25 per cent) left at the end of S5, and 11 per cent left at the end of S4. Around 0.1 per cent left in S3 or another stage. Table 1 and Chart 1 show leavers by stage for 2015/16 school leavers.

Table 1: Number and percentage of leavers by stage of leaving, 2015/16

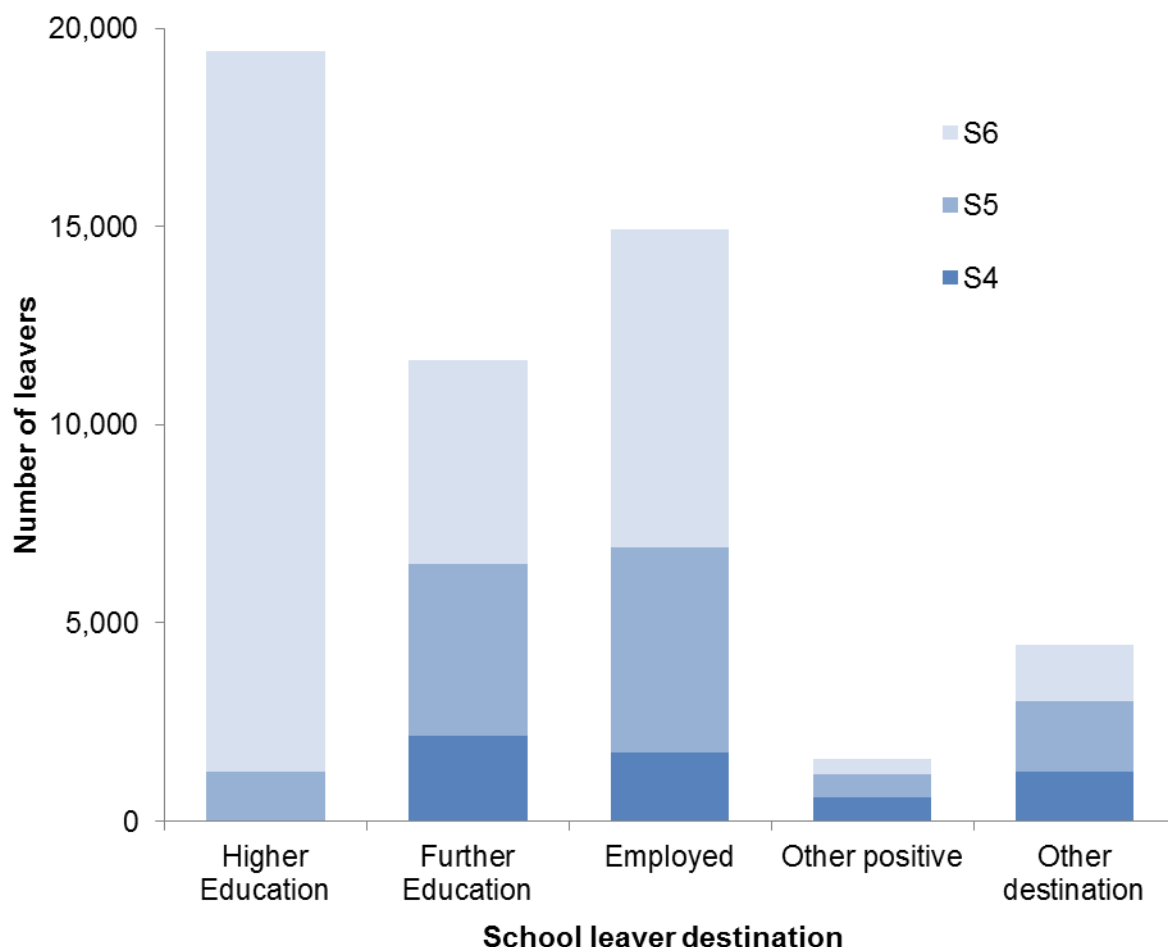
Stage of leaving	S6	S5	S4	S3	Other
Number	33,294	13,169	5,786	<50	<20
Percentage	63.7	25.2	11.1	<0.1	<0.1

For 2000/01 to 2008/09 school leavers, the percentage of S4 pupils staying on at school until S6 remained largely unchanged at around 45 per cent. However, since 2009/10 the staying on rate has been increasing, reaching 63 per cent in 2016/17 (source: [Pupil Census](#) data). Therefore the profile of leavers will have changed notably over this time period.

Looking at the follow-up destinations of 2015/16 school leavers by stage of leaving, it is clear that the majority of leavers who enter Higher Education have remained at school until S6. Chart 1 also shows:

- for S5 leavers, the most common follow-up destination was employment (39 per cent of S5 leavers) closely followed by Further Education (33 per cent);
- for S4 leavers, the most common destination was Further Education (38 per cent of S4 leavers), although S4 leavers account for less than a fifth of all the leavers in Further Education;
- due to the small numbers of leavers from S3 or other stages it is difficult to represent this on the chart; of the leavers from S3 or other stages, 71 per cent were in a positive follow-up destination.

Chart 1. Follow-up destination of leavers by stage of leaving, 2015/16



1. Other positive includes activity agreements, training and voluntary work.

2. Other destination includes unemployed seeking, unemployed not seeking, and unknown.

Table 2 shows that the percentage of all 2015/16 school leavers in a positive follow-up destination was 91.4 per cent, this was lower than the proportion in 2014/15 (92.0 per cent) and lower than the percentage of 2015/16 school leavers in a positive initial destination (93.3 per cent).

Charts 2 and 3 show that in March 2017, 59.7 per cent of the 2015/16 leavers were in Higher or Further Education, similar to previous years but slightly lower than in 2013/14 (62.5 per cent). The proportion in employment has increased to 28.7 per cent from 27.8 per cent for 2014/15 leavers, while the percentage unemployed has slightly increased from 7.3 per cent for 2014/15 to 7.7 per cent for 2015/16 leavers.

Table 2. Percentage of school leavers by initial and follow-up destination category, 2011/12 to 2015/16

Column Percent (percentages may not total 100 due to rounding)

Destination Category	2011/12		2012/13		2013/14		2014/15		Percentage 2015/16	
	Initial	Follow Up	Initial	Follow Up	Initial	Follow Up	Initial	Follow Up	Initial	Follow Up
Higher Education	37.8	36.1	37.1	36.9	39.0	38.2	38.8	36.8	40.3	37.3
Further Education	26.6	24.8	27.7	24.5	26.3	24.3	27.6	23.4	26.6	22.4
Training	4.5	3.6	4.8	3.1	4.0	2.5	3.8	2.7	2.6	1.7
Employment	19.8	23.9	20.4	24.6	21.7	25.5	21.4	27.8	22.3	28.7
Voluntary Work	0.4	0.5	0.5	0.5	0.4	0.4	0.4	0.5	0.5	0.4
Activity Agreement ¹	0.9	0.7	1.3	0.9	1.0	0.7	0.9	0.7	1.0	0.9
Unemployed Seeking	8.1	8.1	6.9	7.6	6.2	6.5	5.4	5.7	5.1	5.8
Unemployed Not Seeking	1.3	1.8	1.1	1.6	1.1	1.5	1.1	1.6	1.3	1.9
Unknown	0.4	0.6	0.3	0.3	0.3	0.3	0.5	0.6	0.2	0.9
Positive Destinations	90.1	89.6	91.7	90.4	92.5	91.7	93.0	92.0	93.3	91.4
Number of Leavers	49,745	49,610	51,647	51,515	51,416	51,293	52,491	52,337	52,305	52,113

1. In April 2011 the Scottish Government rolled out the use of Activity Agreements.

Chart 2. Follow-up destinations 2015/16

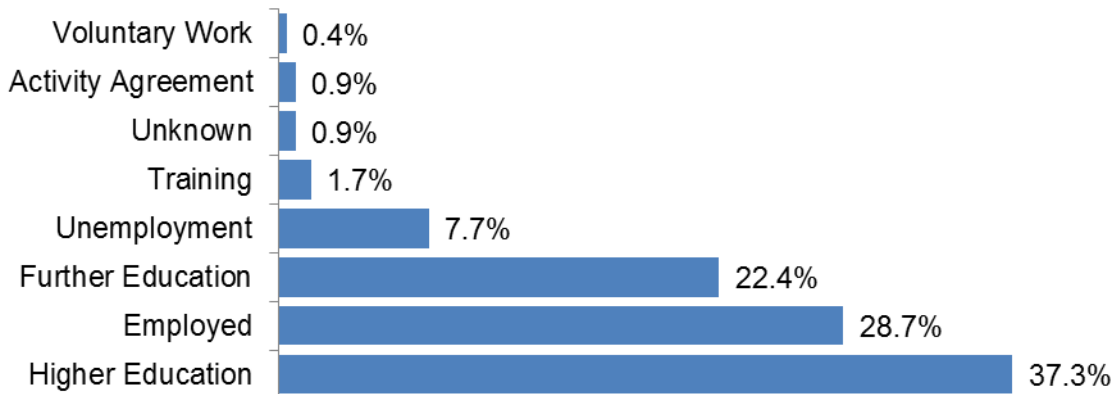
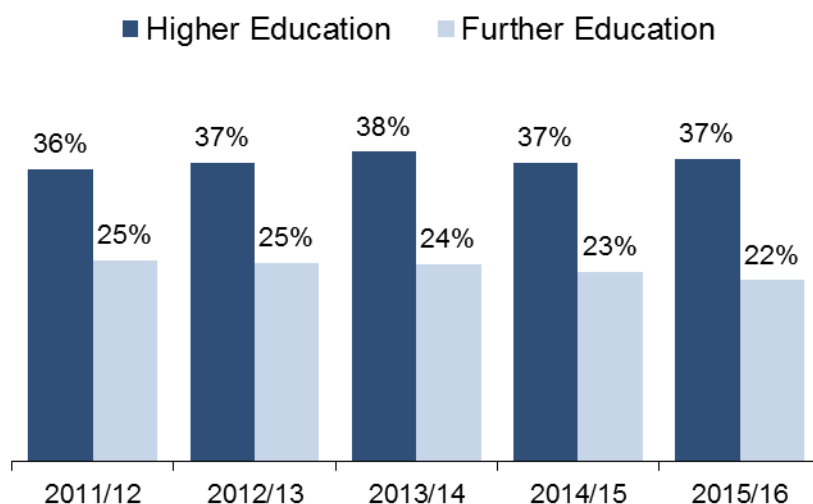


Chart 3. Percentage of leavers in HE & FE in follow-up



2.3 School leaver destinations by pupil characteristics

Table 3 shows the positive follow-up leaver destinations for pupils by various characteristics taken from the pupil census. The percentage of leavers in positive follow-up destinations has decreased for most groups compared to 2014/15. The table shows the extent to which pupils from areas of high deprivation continue to be less likely to enter positive destinations. Although the percentage has declined since 2014/15, they are improving at a faster rate than less deprived pupils. Pupils with additional support needs (ASN) are similarly less likely to be in a positive destination.

The ethnic group which has the highest percentage of leavers in a positive follow-up destination is Asian – Indian (96.9 per cent); in previous years Asian – Chinese had the highest proportion of leavers in a positive follow up destination. Although rates for all other groups have declined, the proportion of Asian – Indian leavers going onto a positive destination has improved.

Girls also continue to be more likely to enter a positive destination than boys; 92 per cent of girls and 91 per cent of boys enter a positive destination. Splitting leavers by urban rural classification, leavers from remote rural areas have seen the largest decrease from 95.6 per cent in 2014/15 to 93.0 per cent in 2015/16. Leavers from large urban areas continue to have the lowest proportion in positive destinations (90.0 per cent) and the rate for accessible small towns remains the same as 2014/15 (93.4 per cent). More information on destinations by pupil characteristics is available in the supplementary tables. A list of the tables is available at background note 7.5.

Table 3. Percentage of school leavers in a positive follow-up destination, by pupil characteristic, 2011/12 to 2015/16

	2011/12	2012/13	2013/14	2014/15	Percentage 2015/16
Gender					
Male	88.5	89.3	90.6	91.3	90.6
Female	90.7	91.6	92.8	92.8	92.2
Ethnicity¹					
White - Scottish	89.5	90.3	91.5	91.9	91.3
White - non-Scottish	89.9	92.1	92.8	92.1	92.5
Mixed or multiple ethnic groups	86.4	92.0	93.6	92.8	92.7
Asian - Indian	93.9	91.2	96.6	96.3	96.9
Asian - Pakistani	92.7	92.4	93.2	95.2	92.5
Asian - Chinese	98.3	98.8	98.8	97.1	95.9
Asian - Other	94.4	95.7	97.0	96.2	95.1
African/ Black/ Caribbean ²	94.8	91.9	96.0	94.4	92.3
All other categories ³	91.9	92.1	91.9	91.2	87.9
Not Disclosed/Not known	87.0	88.1	88.5	90.1	88.8
Urban/Rural					
Large Urban Areas	88.1	89.0	90.6	91.5	90.0
Other Urban Areas	89.9	90.4	91.4	91.6	91.4
Accessible Small Towns	90.2	92.1	93.1	93.4	93.4
Remote Small Towns	91.1	93.1	93.1	93.2	92.8
Accessible Rural	90.1	90.4	92.5	92.6	92.3
Remote Rural	93.5	94.2	95.5	95.6	93.0
SIMD⁴					
0-20% (Most Deprived)	81.9	83.0	85.0	86.3	85.0
20-40%	86.8	87.8	89.4	89.7	89.7
40-60%	90.2	91.7	92.4	92.9	92.2
60-80%	93.3	93.7	94.7	95.1	94.2
80-100% (Least Deprived)	95.3	95.9	96.8	96.3	96.2
Additional Support Needs⁵					
ASN	82.0	82.5	84.3	85.7	84.7
No ASN	90.7	92.0	93.3	93.6	93.4
All Leavers	89.6	90.4	91.7	92.0	91.4

1. The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to agree with the categories used in the main population census. This means they are not directly comparable with information collected in previous years and 'White – UK' and 'White – Other' could not be calculated for more recent years so are represented by N/A, and 'White-Scottish' and 'White-non-Scottish' could not be calculated for 2009/10 and 2010/11. Some categories have been grouped together due to small numbers. Some categories contain between 100-200 leavers.

2. For 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16 the 'African/ Black/Caribbean' category includes 'African', 'African - Other', and the 'Caribbean or Black' categories.

3. For 2009/10 to 2010/11 'All other categories' includes 'Occupational, Gypsy and Other travellers' as well as the 'Other' category. For 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16, 'All other categories' includes 'Other - other' and 'Other - Arab'.

4. Based on SIMD 2009 for 2009/10 and 2010/11, and SIMD 2012 for 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16. 2011/12 has been revised as all leavers are now matched by SIMD. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

5. Pupils who have a CSP, IEP, Child's Plan are assessed or declared disabled or have another need.

Chapter 3: Attainment

- **61.7 per cent** of leavers left with **one or more passes at SCQF Level 6 or better** – up from 60.2 per cent for 2014/15.
- **2.0 per cent** of school leavers attained **no passes** at SCQF Level 3 or better – slightly lower than 2014/15 (2.1 per cent).
- Around **96 per cent** of leavers attained literacy at SCQF Level 3 or above.
- Similarly **96 per cent** of leavers attained numeracy at this level – similar to 2014/15.

3.1 SCQF Framework & National Qualifications

Qualifications in Scotland are based on the Scottish Credit and Qualifications Framework (SCQF). There are 12 levels on the framework, SCQF Levels 1 to 7 are covered by school education. The SCQF levels are shown below for information.

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; National 5 at A-C; Standard Grade (Credit)
Level 4	Intermediate 1 at A-C; National 4; Standard Grade (General)
Level 3	Access 3; National 3; Standard Grade (Foundation)
Level 2	Access 2; National 2

The new National qualifications, and formerly Standard Grades and Intermediates, make up SCQF levels 3 to 5. Standard Grades had three award levels: Foundation (SCQF Level 3), General (SCQF Level 4) and Credit (SCQF Level 5). Standard Grades were supplemented with Intermediate 1 (SCQF Level 4) and Intermediate 2 (SCQF Level 5). Since 2013/14, under CfE, these qualifications are being phased out and replaced with National 3, 4 and 5 qualifications. There were no Standard Grade qualifications available in 2013/14 and Intermediates ceased to exist from 2015/16. In addition, new Highers were introduced from 2014/15 and new Advanced Highers from 2015/16. Therefore the 2015/16 cohort of leavers is the third to include young people that have taken the new National qualifications but it also includes leavers that have taken the previous qualifications. Further information on the new qualifications can be found at: <http://www.gov.scot/Topics/Education/Schools/curriculum/qualifications>

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 Table 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 background note 7.7) 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 (FE), Higher Education (HE), training or employment.

The Scottish Qualifications Authority (SQA) release pre-review results data in August each year and post-review data in December. Information is available by level (e.g. Higher) and subject, and also for unit attainment and for wider achievement, for example in SQA Awards. This data is available on the SQA website for all centres and all learners combined (<http://www.sqa.org.uk/sqa/48269.html>). The attainment data used in this publication is based on SQA post-review data and is matched to school leaver destination data and to pupil characteristics.

3.2 Attainment of school leavers

Table 4 shows that 36.3 per cent of school leavers, from 2015/16, left with one or more passes at SCQF Levels 3 to 5 as their highest qualification. A small proportion (2.0 per cent) of school leavers attained no passes at SCQF Level 3 or better, while 61.7 per cent left with one or more passes at Higher or Advanced Higher (SCQF Levels 6 and 7).

Table 4. Percentage of school leavers by highest SCQF level at which one or more passes were achieved, 2011/12 to 2015/16

SCQF level	Percentage				
	2011/12	2012/13	2013/14	2014/15	2015/16
No passes at SCQF 3 or better	1.8	1.5	1.7	2.1	2.0
SCQF Level 3	2.4	2.2	2.0	1.7	1.7
SCQF Level 4	14.3	13.6	12.0	11.0	10.7
SCQF Level 5	25.8	26.9	26.2	24.9	23.9
SCQF Level 6	38.2	38.1	39.8	41.4	42.6
SCQF Level 7	17.6	17.6	18.3	18.8	19.1
All leavers	49,745	51,647	51,416	52,491	52,305

Table 5 shows more information on the attainment of leavers at each SCQF level. It shows the number of awards leavers have at that level or better. This table uses the latest and best method (see background note 7.2.1), i.e. only a pupil's highest achievement in each subject is included. For the majority of SCQF levels and number of awards, the percentage of leavers attaining that level of performance has improved since 2010/11. For example:

- the percentage of leavers attaining one or more award at SCQF Level 6 or better has been increasing (61.7 per cent in 2015/16 – up from 55.8 per cent in 2011/12) – this is the level that has seen the biggest increase over this period; and
- there were also increases in the percentage of leavers attaining greater numbers of awards at most SCQF levels over that period.

Table 5. Leaver attainment by SCQF level and number of awards achieved at that level or better, percentage of leavers, 2011/12 to 2015/16

	Percentage						
2015/16 SCQF Level	1 award or more	2 awards or more	3 awards or more	4 awards or more	5 awards or more	6 awards or more	7 awards or more
3 or better	98.0	96.7	95.0	93.1	90.2	84.7	73.0
4 or better	96.3	94.2	92.2	89.8	86.4	80.6	69.0
5 or better	85.6	78.1	71.4	64.1	56.0	47.2	37.1
6 or better	61.7	51.8	44.3	37.2	29.7	19.0	9.1
7	19.1	8.1	2.6	0.2	0.0	-	-
2014/15 SCQF Level	1 award or more	2 awards or more	3 awards or more	4 awards or more	5 awards or more	6 awards or more	7 awards or more
3 or better	97.9	96.8	95.4	93.8	91.5	87.0	79.3
4 or better	96.2	94.4	92.5	90.2	86.6	81.3	72.9
5 or better	85.2	77.4	70.5	63.6	56.2	48.5	40.2
6 or better	60.2	50.1	42.6	35.7	28.6	18.4	8.5
7	18.8	7.7	2.6	0.2	0.0	-	-
2013/14 SCQF Level	1 award or more	2 awards or more	3 awards or more	4 awards or more	5 awards or more	6 awards or more	7 awards or more
3 or better	98.3	97.4	96.2	94.9	93.1	90.2	85.9
4 or better	96.3	94.3	92.0	89.2	85.4	80.2	73.7
5 or better	84.3	76.3	69.6	63.3	56.5	48.9	40.9
6 or better	58.1	48.6	41.5	35.1	28.1	17.9	8.3
7	18.3	7.4	2.4	0.2	0.0	0.0	0.0
2012/13 SCQF Level	1 award or more	2 awards or more	3 awards or more	4 awards or more	5 awards or more	6 awards or more	7 awards or more
3 or better	98.5	97.7	96.7	95.7	94.3	92.1	88.1
4 or better	96.3	94.0	91.3	88.0	83.8	78.9	72.6
5 or better	82.7	74.1	67.5	61.3	54.6	47.2	39.2
6 or better	55.8	46.5	39.2	32.8	25.9	16.1	6.8
7	17.6	7.0	2.2	0.2	0.0	0.0	0.0
2011/12 SCQF Level	1 award or more	2 awards or more	3 awards or more	4 awards or more	5 awards or more	6 awards or more	7 awards or more
3 or better	98.2	97.3	96.1	95.1	93.5	91.2	87.0
4 or better	95.8	93.3	90.4	87.0	82.9	78.0	71.8
5 or better	81.6	73.1	66.7	61.0	54.6	47.5	39.8
6 or better	55.8	46.8	39.7	33.4	26.2	16.4	7.0
7	17.6	6.7	2.1	0.2	0.0	-	-

3.3 School leaver attainment by pupil characteristics

By linking with the pupil census, the attainment of leavers can be analysed by pupil characteristics. Table 6 shows that girls are continuing to outperform boys at SCQF Levels 4 to 6. Pupils recorded as Asian-Chinese continue to have the highest level of achievement, as around 92 per cent achieve one or more awards at SCQF Level 6 or better. Pupils from less deprived areas continue to reach a higher level of achievement than their more deprived peers. The table shows a general improvement in attainment across the majority of groups.

Table 6 also suggests that the percentage of all leavers achieving one or more award at SCQF Level 4 or better has remained fairly stable at around 96 per cent, but the percentage of these leavers able to achieve an award at a higher SCQF level has increased.

Table 6. Percentage of school leavers by attainment at SCQF Level 4 to 6, by pupil characteristic, 2014/15 and 2015/16

	2014/15			Percentage 2015/16		
	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
Gender						
Male	95.7	83.1	54.7	95.9	83.9	56.3
Female	96.7	87.3	65.9	96.8	87.5	67.3
Ethnicity¹						
White - Scottish	96.3	85.0	59.8	96.3	85.4	61.1
White - non-Scottish	94.7	84.2	58.7	96.1	85.6	62.3
Mixed or multiple ethnic groups	96.5	89.5	68.0	96.4	88.9	72.2
Asian - Indian	98.6	92.1	71.6	98.7	94.2	76.5
Asian - Pakistani	97.9	89.7	71.1	99.0	92.1	73.2
Asian - Chinese	99.4	95.4	88.0	99.5	96.4	91.8
Asian - Other	96.6	90.9	77.7	97.8	92.2	76.9
African/ Black/ Caribbean ²	98.9	93.8	74.6	99.7	95.4	76.6
All other categories ³	96.3	85.1	62.1	94.3	82.9	61.7
Not Disclosed/Not known	93.0	81.5	53.2	93.6	79.9	55.7
Urban/Rural						
Large Urban Areas	95.8	84.6	60.3	96.1	85.4	62.1
Other Urban Areas	96.1	84.6	59.0	96.2	84.9	60.2
Accessible Small Towns	97.1	87.3	64.1	96.8	86.9	64.2
Remote Small Towns	96.3	85.5	58.6	96.1	86.2	60.8
Accessible Rural	97.0	87.4	64.2	97.1	87.4	65.5
Remote Rural	96.8	87.2	61.2	97.2	89.5	65.2
SIMD⁴						
0-20% (Most Deprived)	92.6	74.0	41.2	92.8	74.4	42.7
20-40%	94.8	80.7	50.6	95.4	81.4	52.2
40-60%	97.1	86.4	60.3	96.8	86.7	62.2
60-80%	97.8	90.1	69.2	97.8	91.4	71.1
80-100% (Least Deprived)	98.9	94.9	80.3	98.8	94.7	81.2
Additional Support Needs⁵						
ASN	88.9	64.9	33.3	89.9	67.6	36.6
No ASN	98.0	90.3	67.0	98.2	91.0	69.1
All Leavers	96.2	85.2	60.2	96.3	85.6	61.7

1. The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to agree with the categories used in the main population census. This means they are not directly comparable with information collected in previous years and 'White – UK' and 'White – Other' could not be calculated for more recent years. Some categories have been grouped together due to small numbers. Some categories contain between 100-200 leavers.

2. For 2014/15 and 2015/16 the 'African/ Black/ Caribbean' category includes 'African', 'African - Other', and the 'Caribbean or Black' categories.

3. For 2014/15 and 2015/16, 'All other categories' includes 'Other - other' and 'Other - Arab'.

4. Based on SIMD 2012 for 2014/15 and 2015/16. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

5. Pupils who have a CSP, IEP, Child's Plan are assessed or declared disabled or have another need.

3.4 Literacy and numeracy

Literacy and numeracy are key skills for any leaver, irrespective of the destination they are aiming for. Literacy is taken to be the ability to communicate by reading, writing, and listening and talking. Numeracy is defined to be 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. They 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 that the main purpose of the qualification or award is to improve literacy and/or numeracy skills. A 'best fit' rather than 'exact match' approach is used. For example see background note 7.2.1.

Chart 4 shows the percentage of 2015/16 leavers attaining literacy and numeracy at SCQF Levels 3 to 5 or above.

Around 96 per cent of leavers attained literacy at SCQF Level 3 or above. Similarly, 96 per cent of leavers attained numeracy at this level. At SCQF Levels 4 and 5, more leavers attain literacy skills at this level than numeracy skills, 94 per cent of leavers attained literacy at SCQF Level 4 whilst 90 per cent attain numeracy skills at SCQF Level 4 or better. There is a similar trend at SCQF Level 5 or above, with 79 per cent of leavers attaining literacy at SCQF Level 5 or above, whilst 70 per cent attain this level in numeracy. Comparing with the attainment of 2014/15 leavers in Table 7, the percentage of leavers attaining literacy and numeracy at SCQF Level 5 or above has increased (from 75 to 79 per cent of leavers for literacy, and 63 to 67 per cent for numeracy).

Trends for literacy and numeracy may be slightly affected by unit attainment and the replacement of Standard Grades. When looking at achievement in literacy and numeracy, a pass in relevant units (rather than full qualifications, for example) can count 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, whereas with unit based courses, a pupil who did not pass the course but achieved all the units would be counted as passing literacy or numeracy at that level.

Chart 4. Percentage of leavers attaining SCQF Levels 3 to 5 in literacy and numeracy, 2015/16

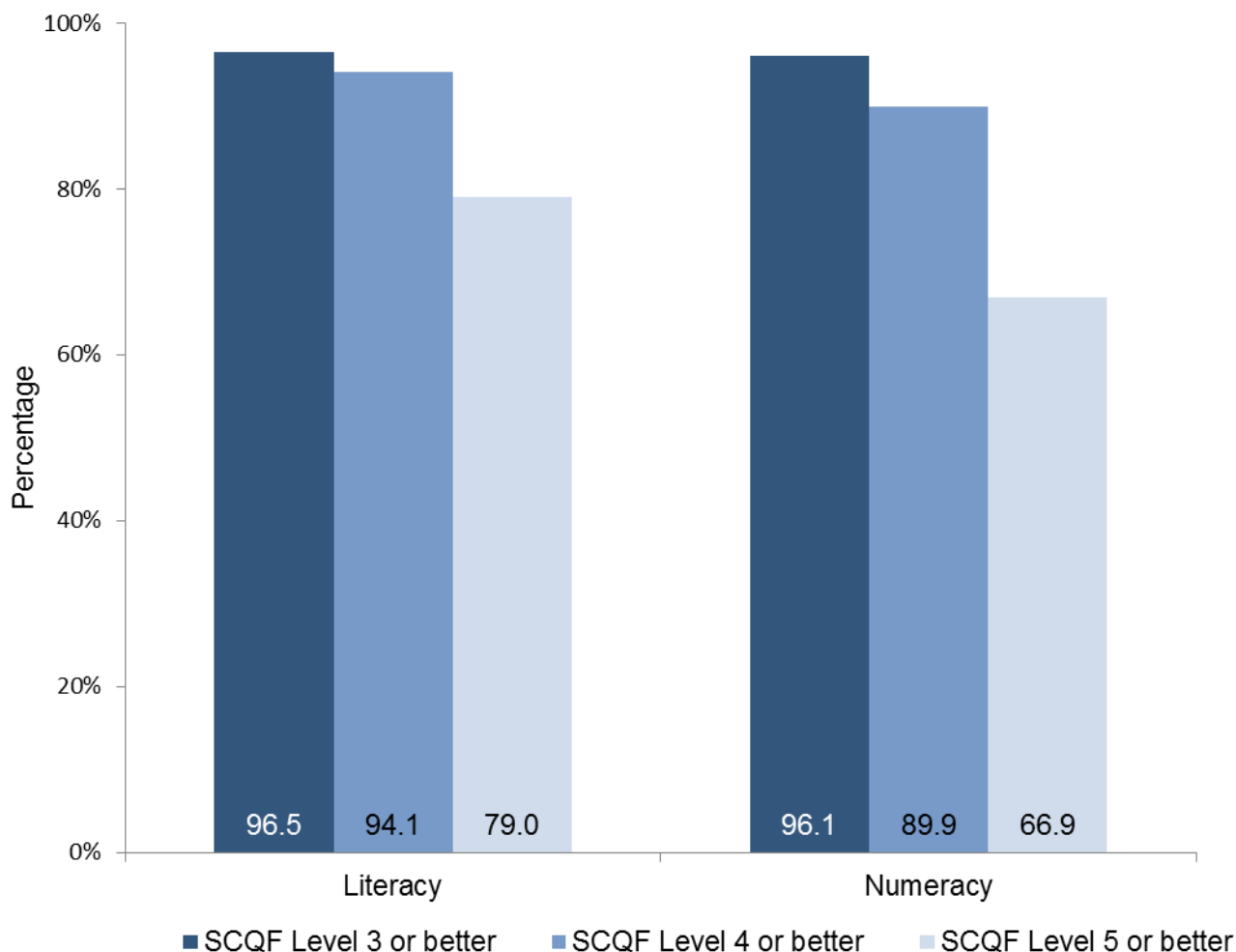


Table 7. Leaver attainment in literacy and numeracy by SCQF level, percentage of leavers, 2013/14 to 2015/16

SCQF Level	Literacy				Numeracy			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
3 or better	96.9	96.8	96.5	96.5	96.9	96.7	96.3	96.1
4 or better	93.3	93.3	93.9	94.1	80.7	83.8	88.1	89.9
5 or better	67.2	70.1	74.6	79.0	56.6	59.5	62.7	66.9

1. Caution should be exercised when making comparisons over time. See previous paragraph for more information.

3.5 School level information

School level information, including attainment on a consistent basis as available through Insight (a professional benchmarking tool used by local authorities and schools), is available on Parentzone Scotland. This facility on the Education Scotland website replaces Scottish Schools Online, and tends to be updated in spring each year with the most recent post-review data.

(<https://education.gov.scot/parentzone/>)

Chapter 4: Attainment and destinations

- As the **attainment of leavers improves**, the nature of the destination changes, with the likelihood of them going on to a **positive destination increasing**.
- **55.8 per cent** of leavers who achieved **no passes at SCQF Level 3 or better** entered a positive destination.
- **98.7 per cent** of leavers who achieved **1+ at SCQF Level 7** entered a positive destination.

Linking attainment and subsequent leaver destinations shows the extent to which one influences the other. Table 8 shows that 98.7 per cent of leavers who achieved one or more passes at SCQF Level 7 entered a positive destination on leaving school. In comparison, nearly 3 out of 5 of the 2.0 per cent of school leavers who achieved no passes at SCQF Level 3 or better, entered a positive destination (Table 8).

Table 8. Percentage of school leavers by highest SCQF level at which one or more passes were achieved and follow-up destination category, 2015/16¹

Follow-up Destination	Percentage						Total
	No passes at SCQF 3 or better	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7	
Higher Education	1.2	-	0.3	2.0	48.6	84.0	37.3
Further Education	21.1	27.2	34.1	41.4	17.0	3.8	22.4
Training	6.7	*	6.0	2.3	0.5	*	1.7
Employment	18.5	18.6	30.9	42.4	29.7	10.1	28.7
Voluntary Work	0.5	*	0.5	0.3	0.4	0.7	0.4
Activity Agreement	7.8	9.2	3.8	0.6	0.1	*	0.9
Positive Destinations	55.8	63.4	75.6	89.1	96.2	98.7	91.4
Unemployed Seeking	22.9	22.1	17.9	7.7	2.5	0.9	5.8
Unemployed Not Seeking	17.0	11.1	4.7	2.1	0.7	0.4	1.9
Unknown	4.3	3.4	1.9	1.2	0.6	0.1	0.9
Other Destinations	44.2	36.6	24.4	10.9	3.8	1.3	8.6
Number of Leavers	1,061	861	5,561	12,470	22,195	9,965	52,113

1. Percentages may not total 100 due to rounding

* percentages based on less than 5 have been suppressed for disclosure and quality reasons.

The main destinations for the 2.0 per cent of school leavers with no passes at SCQF Level 3 or better are unemployed seeking (22.9 per cent) and Further Education (21.1 per cent) (Table 8). The pattern of destinations for those with one or more passes at SCQF Level 3 as their highest qualification is similar to this. For school leavers who have one or more passes at SCQF Level 5 as their highest qualification, the main destinations are Further Education (42.4 per cent) and employment (41.4 per cent), while the majority of school leavers with one or more at SCQF Level 6 or 7 enter Higher Education. This shows that as the attainment of leavers improves, the nature of the destination changes, with the likelihood of school leavers going on to a positive destination increasing.

Chapter 5: School meals

- **37.6 per cent** (255,231) of pupils were **registered for free school meals** (37.8 per cent in 2016).
- **Of those registered** for free school meals and present on the survey day **81.0 per cent took a free meal** (81.5 per cent in 2016).
- Of those pupils present on the survey day **56.9 per cent took a meal (free or paid for)** supplied by the school (58.1 per cent in 2016).

In 2012, a new Healthy Living Survey was introduced which incorporated the old school meals survey and new questions on Physical Education. This is an annual survey, normally collected in February each year, of all publicly funded schools in Scotland. The school meal part of this survey collects information on the uptake of meals, both free and paid for, and registration for and uptake of free school meals. Only meals taken at lunchtime are included. Breakfast clubs are not included. The latest Healthy Living Survey was conducted in the week beginning 20 February 2017.

Information on levels of free school meal registration and school meal uptake is used to monitor the impact of Scottish Government policies around reducing the impact of deprivation and promoting healthy eating. In recent years, the Government has taken actions intended to increase free school meal uptake. These are:

- The extension of free school meal eligibility to include all children in P1-P3 from January 2015.
- The extension of free school meal eligibility in August 2009 to include children whose parents or carers are in receipt of both maximum child tax credit and maximum working tax credit.

For the purposes of this collection it is assumed that all P1-P3 pupils are registered for free school meals.

In 2017, 37.6 per cent of the total school roll was registered for free school meals, which is similar to the 37.8 per cent registered in 2016. The percentage of pupils present on the survey day who took a meal (free or paid for) supplied by the school decreased from 58.1 per cent in 2016 to 56.9 per cent in 2017 (Table 9a). The percentage of P1-P3 pupils present on the survey day who took a free school meal decreased from 81.7 per cent in 2016 to 81.2 per cent in 2017. The total number of P1-P3 pupils taking a free school meal decreased by 625 from 134,667 in 2016 to 134,042 in 2017 (Table 9b).

As the national criteria for free school meal eligibility are largely based on the receipt of benefits, statistics on free school meal registrations from the Healthy Living Survey have been used as a measure of deprivation. However, several factors need to be taken into account when using the statistics in this way, particularly for primary and special schools. See section 7.3.3 of the Background Notes for more information on the use of these statistics as a measure of deprivation.

Table 9a. Number and percentage of pupils taking school meals (free or paid for) and registered taking free school meals by sector, 2012 to 2017

Pupils registered for free meals	Number					
	2012 ^a	2013 ^b	2014 ^a	2015 ^{c,d}	2016	2017
Primary	81,096	81,364	77,791	213,199	212,175	212,235
Secondary	45,077	45,018	44,224	41,744	39,280	38,841
Special	4,304	4,203	4,373	4,498	3,681	4,155
Total	130,477	130,585	126,388	259,441	255,136	255,231
Pupils registered and present taking free meals						
Primary	66,464	65,717	63,986	162,799	166,454	165,027
Secondary	26,991	28,249	27,739	26,264	24,811	23,911
Special	3,641	3,576	3,719	3,607	2,899	3,418
Total	97,096	97,542	95,444	192,670	194,164	192,356
Pupils present and taking meals (free or paid for)						
Primary	186,081	186,271	192,666	237,404	246,821	246,162
Secondary	110,376	113,587	115,150	111,562	114,586	110,288
Special	5,363	5,204	5,206	4,875	4,511	4,375
Total	301,820	305,062	313,022	353,841	365,918	360,825
Pupils registered for free meals	Percentage					
	2012 ^a	2013 ^b	2014 ^a	2015 ^{c,d}	2016	2017
Primary	22.1	22.0	20.6	55.3	54.1	53.4
Secondary	15.4	15.5	15.5	15.0	14.2	14.1
Special	60.6	59.4	60.7	63.0	55.7	66.2
Total	19.6	19.6	18.8	38.7	37.8	37.6
Pupils registered and present taking free meals						
Primary	89.0	88.4	88.7	80.5	82.7	82.1
Secondary	71.7	74.7	76.6	76.4	73.9	73.4
Special	94.7	94.7	94.8	90.3	89.8	91.3
Total	83.6	84.2	85.0	80.1	81.5	81.0
Pupils present and taking meals (free or paid for)						
Primary	53.2	53.2	53.2	64.6	66.0	65.0
Secondary	41.8	43.7	44.4	44.2	45.8	44.3
Special	83.9	83.1	81.7	78.0	77.7	78.0
Total	48.7	49.5	49.8	56.5	58.1	56.9

a. In 2012 and 2014, primary school free meal registrations were affected by a reduction in the number of local authorities with local initiatives.

b. In 2013, the Healthy Living Survey was carried out in March due to publicity around the presence of horse meat in some food products.

c. On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in P1-P3.

d. Figures on percentage uptake that were originally published were amended in June 2016. See background note 7.3.3 for details.

As an alternative to using the percentage of pupils registered for free school meals as a measure of deprivation, statistics on the percentage of pupils in each school who live in the 20 per cent most deprived data zones in Scotland are now available in the school

contact list: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/contactdetails>

Table 9b. Primary pupils taking school meals (free or paid for) and registered taking free school meals by sector 2012 to 2017

	Number					
	2012 ^a	2013 ^b	2014 ^a	2015 ^{c,d}	2016	2017
Pupils registered for free meals						
P1-P3	n/a	n/a	n/a	172,284	172,912	173,020
P4-P7	n/a	n/a	n/a	40,915	39,263	39,215
Total Primary (P1-P7)	81,096	81,364	77,791	213,199	212,175	212,235
Pupils registered and present taking free meals						
P1-P3	n/a	n/a	n/a	129,674	134,667	134,042
P4-P7	n/a	n/a	n/a	33,125	31,787	30,985
Total Primary (P1-P7)	66,464	65,717	63,986	162,799	166,454	165,027
Pupils present and taking meals (free or paid for)						
P1-P3	n/a	n/a	n/a	129,674	134,667	134,042
P4-P7	n/a	n/a	n/a	107,730	112,154	112,120
Total Primary (P1-P7)	186,081	186,271	192,666	237,404	246,821	246,162
	Percentage					
	2012 ^a	2013 ^b	2014 ^a	2015 ^{c,d}	2016	2017
Pupils registered for free meals						
P1-P3	n/a	n/a	n/a	n/a	100.0	100.0
P4-P7	n/a	n/a	n/a	n/a	17.9	17.5
Total Primary (P1-P7)	22.1	22.0	20.6	55.3	54.1	53.4
Pupils registered and present taking free meals						
P1-P3	n/a	n/a	n/a	78.9	81.7	81.2
P4-P7	n/a	n/a	n/a	87.5	87.3	86.2
Total Primary (P1-P7)	89.0	88.4	88.7	80.5	82.7	82.1
Pupils present and taking meals (free or paid for)						
P1-P3	n/a	n/a	n/a	78.9	81.7	81.2
P4-P7	n/a	n/a	n/a	53.1	53.7	52.4
Total Primary (P1-P7)	53.2	53.2	53.2	64.6	66.0	65.0

a. In 2012 and 2014, primary school free meal registrations were affected by a reduction in the number of local authorities with local initiatives.

b. In 2013, the Healthy Living Survey was carried out in March due to publicity around the presence of horse meat in some food products.

c. On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in P1-P3.

d. Figures on percentage uptake that were originally published were amended in June 2016. See background note 7.3.3 for details.

School meals data by urban rural classification, size of school and local authority are available in the supplementary tables. A list of the tables available is in the background notes section. School level information on school meals is also available. This can be found at the following address: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets>

Chapter 6: Physical Education

- **98 per cent of schools** (99 per cent of primary and 93 per cent of secondary schools) were **meeting the target level of PE provision** (98 per cent in 2016).

Increasing the amount of Physical Education (PE) pupils receive in school has been a government priority for a number of years. Increased physical activity can have a positive impact on a pupil's health, educational attainment and life chances. In 2011, the Scottish Government made a commitment to ensure that by 2014, every pupil will benefit from at least two hours of Physical Education in primary school and two periods (100 minutes) in S1 to S4 per week. In order to monitor progress in meeting this commitment, questions on physical education provision in schools have been included in the Healthy Living Survey since 2012. The latest Healthy Living Survey was conducted in the week beginning 20 February 2017.

In 2017, 98 per cent of all primary and secondary schools were meeting the target level of PE provision, the same as in 2016. In primary, 99 per cent of schools were providing at least 120 minutes of PE to all pupils, the same as in 2016. In the secondary sector, 93 per cent of schools were providing at least 100 minutes of PE to all pupils in S1 to S4, compared to 95 per cent in 2016. The data clearly show that provision is lowest at S4. Focusing on S1 to S3, 99 per cent of secondary schools were meeting the target, the same as in 2016.

For schools which are not meeting the required amount of PE, the main reasons given are lack of facilities and problems with timetabling (for example, some schools operate a 45 minute period system, and so would need to provide three periods of PE per week to meet the target).

PE data by urban rural classification, size of school and local authority are available in the supplementary tables. The supplementary tables also contain school level PE data. In the background notes section there is a list of the tables published.

Table 10. Percentage of primary schools meeting PE target¹ by local authority, 2013 to 2017

Local Authority	Percentage				
	2013	2014	2015	2016	2017
Aberdeen City	67	96	96	100	100
Aberdeenshire	87	97	96	99	99
Angus	100	94	98	98	100
Argyll & Bute	87	98	100	94	98
Clackmannanshire	95	100	100	100	100
Dumfries & Galloway	82	96	100	100	100
Dundee City	100	100	100	100	100
East Ayrshire	100	95	100	100	98
East Dunbartonshire	95	100	100	100	100
East Lothian	83	100	100	100	100
East Renfrewshire	100	100	100	100	100
Edinburgh, City of	89	93	95	92	97
Falkirk	62	100	100	100	100
Fife	94	100	100	100	100
Glasgow City	96	97	99	99	98
Highland	84	97	99	100	100
Inverclyde	75	80	80	100	100
Midlothian	77	100	100	100	100
Moray	96	100	100	100	91
Na h-Eileanan Siar	89	100	100	100	100
North Ayrshire	92	96	98	96	96
North Lanarkshire	95	99	99	100	100
Orkney Islands	100	100	100	100	100
Perth & Kinross	90	99	99	95	100
Renfrewshire	98	100	100	100	100
Scottish Borders	79	78	95	100	100
Shetland Islands	84	94	97	97	100
South Ayrshire	98	100	100	100	100
South Lanarkshire	81	97	100	100	100
Stirling	85	98	100	100	100
West Dunbartonshire	100	100	100	100	100
West Lothian	85	86	100	100	100
Scotland²	88	97	99	99	99

1. Target provision of Physical Education refers to at least 120 minutes per week in primary.

2. The Scotland total includes Jordanhill, the mainstream grant aided school.

Table 11. Percentage of secondary schools (S1 to S4) meeting PE target¹ by local authority, 2015 to 2017

Local Authority	2015 ^a	2016	Percentage				2017
			S1	S2	S3	S4	
Aberdeen City	100	100	100	100	100	100	100
Aberdeenshire	94	94	100	100	100	88	88
Angus	100	88	100	100	100	100	100
Argyll & Bute	100	100	100	100	100	100	100
Clackmannanshire	100	100	100	100	100	100	100
Dumfries & Galloway	100	100	100	100	100	100	100
Dundee City	100	100	100	100	100	100	100
East Ayrshire	89	100	100	100	100	100	100
East Dunbartonshire	100	100	100	100	100	100	100
East Lothian	100	100	100	100	100	100	100
East Renfrewshire	100	100	100	100	100	100	100
Edinburgh, City of	100	96	100	100	100	96	96
Falkirk	63	63	100	100	100	50	50
Fife	89	95	100	100	100	89	89
Glasgow City	93	100	97	97	97	97	97
Highland	93	93	100	100	100	97	97
Inverclyde	100	100	100	100	100	100	100
Midlothian	100	100	100	100	100	100	100
Moray	100	100	100	100	100	100	100
Na h-Eileanan Siar	100	100	100	100	100	100	100
North Ayrshire	100	100	100	100	100	67	67
North Lanarkshire	100	100	100	100	100	100	100
Orkney Islands	100	100	100	100	100	100	100
Perth & Kinross	100	90	80	80	80	70	70
Renfrewshire	100	100	100	100	100	100	100
Scottish Borders	100	100	100	100	100	100	100
Shetland Islands	57	86	100	100	100	86	86
South Ayrshire	100	100	100	100	100	100	100
South Lanarkshire	76	82	100	100	100	76	76
Stirling	57	71	100	100	100	100	100
West Dunbartonshire	80	60	100	100	100	80	80
West Lothian	82	100	100	100	91	91	91
Scotland²	93	95	99	99	99	93	93

- a. In 2015 there was one junior high school in Na h-Eileanan Siar which offer only stages S1 and S2.
1. Target provision of Physical Education refers to at least 100 minutes per week in secondary timetabled periods.
 2. The Scotland total includes Jordanhill, the mainstream grant aided school.

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 Official 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

Information on National Qualifications is obtained from the Scottish Qualifications Authority (SQA). The Scottish Credit and Qualifications Framework (SCQF) is used as the basis for reporting attainment. The SCQF Levels are shown below for information.

Scottish Credit and Qualifications Framework (SCQF) Levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; National 5 at A-C; Standard Grade (Credit)
Level 4	Intermediate 1 at A-C; National 4; Standard Grade (General)
Level 3	Access 3; National 3; Standard Grade (Foundation)
Level 2	Access 2; National 2

School leavers from 2015/16 are the first cohort to have experienced CfE throughout 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.

The development of Insight, a professional benchmarking tool used by local authorities and schools, has led to some changes in the data we receive and the methodology for the school leaver attainment data. Insight only focuses on Senior Phase attainment (S4 to S6) whereas attainment at any stage is included in this publication where possible. Attainment data used to calculate school leaver attainment are now only available from 2005/06 on a consistent basis, meaning any attainment for previous leaver cohorts 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 (as is used in Insight but different from previous attainment data which were based on completion date). In some cases, this may lead to attainment being reported in a different academic year than had previously been the case, or as 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 received.

This publication now 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. Also, if a pupil attains a D at a certain level this is not counted as achieving that level. 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. Furthermore, grade Ds were previously not included as a pass and we have continued with this definition (although Insight includes a grade D as an award at that level in certain tables).

When the publication refers to Literacy or Numeracy attainment, a pupil is counted towards having a literacy or numeracy attainment if they have passed any 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	
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	Mathematics Unit Group, Matamataig Unit Group
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, Matamataig Unit Group, Maths Unit Group 3, Matamataig Unit Group 2

7.2.2 Leavers

Information on the destination of leavers from publicly funded schools was provided to the Scottish Government by Skills Development Scotland (SDS). SDS collected information on the destination of each young person they had identified as being a school leaver during September 2016 (initial destination) and March 2017 (follow-up destination).

The initial destinations data provide information on the outcomes for young people approximately three months after leaving school while the follow-up survey provides

information on the outcomes of young people approximately nine months after leaving school, if pupils stay to the end of the academic year. 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. Leaver destination information shown within Insight is based on initial destination data and only covers S4 to S6 secondary school leavers.

A school leaver is classed as a young person of school leaving age who left school during or at the end of the school year, where the school year is taken to run from school census day one year to the day before census day the following year, where census day is the third Wednesday in September. Therefore for 2015/16 school leavers, the leaver year is 16th September 2015 to 20th September 2016 (The school leaver definition was previously 1st August to 31st July). Due to this change in school leaver year, the 2013/14 cohort was revised to include any pupils who left between 31st July 2014 and 15th September 2015. This change resulted in about 1,300 more school leavers being added to this cohort.

The age of school leavers was calculated as of 30th June 2016.

School leavers who moved out-with Scotland, were deceased or who had returned to school between the initial and follow up survey have been excluded.

When referring to initial destinations throughout the publication special school pupils have been excluded.

7.2.3 Follow-up destination

As the follow-up rate has continually been very high in recent years, missing data are no longer estimated for those leavers not contacted in March. This approach has been adopted from 2009/10 data onwards. This is a slight methodological change to information in 2008/09 and for years previous to this, where those who were not contacted during March had their destinations imputed, and is the result of the improved follow-up rate. Instead of imputing a destination for those who were not followed up, we have agreed to use the most up to date information that SDS hold on these leavers.

SDS adopted a hybrid approach to the school leaver follow-up process for 2012/13 leavers onwards, using a combination of administrative data shared by partners, contact centre follow-up and the traditional follow-up by operational staff. Previously the follow-up process predominantly relied on operational staff.

Throughout this publication the follow-up destination statistics exclude special school pupils from the calculations.

Since 2013, The Scottish Government and Skills Development Scotland (SDS) have been consulting with public sector partners, including local authorities, to develop an alternative form of measurement to complement school leaver destination statistics. In August 2016, SDS published the Annual Participation Measure (APM) for the first time. The APM has been developed with the intention of being the key metric for measuring success in relation to the 'Increase the proportion of young people in learning, training and work' indicator in the National Performance Framework. The latest data on the Participation Measure will be published by SDS in August 2017.

7.2.4 Healthy Living Survey

The information comes from the latest Healthy Living Survey conducted in February 2017 for all publicly funded schools in Scotland. This survey was conducted in the week

commencing 20 February 2017, with the exception of Clackmannanshire, where the survey was conducted week commencing 27 March 2017. In 2013, the collection was rescheduled to the first week of March due to the publicity around the possible presence of horse meat in school meals. This was to ensure that the data produced were as representative of a usual school day as possible. For more information on this survey and for a detailed breakdown at local authority and school level, please refer to our supplementary data tables.

7.3 Definitions and data quality

For further information on our quality assurance process, see the School Education statistics 'Validation Process' section on the Scottish Government website at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/collectionprocess>

7.3.1 Attainment and school leaver data matching

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. Previously the information supplied by SDS was taken as the primary information and the characteristics information from the pupil census was matched to this. Now the pupil census is taken as the primary information. This leads to small differences between the leavers data published here and the SDS leavers data. These differences include:

- Only leavers with a match to the pupil census in their last year of attendance at school are included. For example, a leaver needs to have a record in the 2015 pupil census to be included in the 2015/16 leavers cohort.
- If a pupil appears in the SDS leavers data but can only be matched to the census two years prior to leaving then they are recorded in the leaver cohort closest to their last pupil census record. For example, if they are recorded in the 2015/16 SDS leavers data and they have a 2014 census record but not a 2015 record, then they will be recorded in the 2014/15 leaver cohort.
- The school which is recorded in the pupil census is taken to be the school for that leaver. If this differs from the school recorded by SDS and they are not both the same school type (i.e. one is a special school and one is a secondary school) then this can affect who is included in the leaver cohort.
- If someone who is recorded by SDS as being a school leaver then re-appears in the pupil census, they are removed from the leaver cohort for that year.

Since 2009/10 the data have been linked using this updated methodology and supersedes previously published figures for these years. 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 were 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 of the pupil's school is used.

The school leaver cohort used in this publication differs from that used in the 'Initial Destinations of Senior Phase School Leavers' publication which was published for the first time in March 2017. In that publication the focus is exclusively on school leavers from the senior phase (S4-S6) whereas the leaver cohort for this publication comprises all school leavers (i.e. including S3 leavers).

Attainment statistics are based on pupils in the initial leavers cohort and therefore include pupils who are not included in the follow-up cohort. Furthermore the attainment statistics exclude special school pupils.

7.3.2 Leaver destinations

Leaver destinations are categorised by SDS based on administrative data wherever possible. Alternatively, destinations are self-reported by school leavers that SDS contacts by phone. The following categories for leaver destinations are included in this statistical bulletin:

Positive destination: includes higher education, further education, training, voluntary work, employment and 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 also 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 who are in receipt of a training allowance.

Employment: includes those who are 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.

Voluntary Work: includes those undertaking voluntary work, with or without financial allowance, who are not 'unemployed and actively seeking', as per the unemployed definition and those participating in Project Scotland/CSV or other voluntary programmes.

Activity Agreements: includes those for whom there is an agreement between a young person and a trusted professional that the young person will take part in a programme of learning and activity which helps them become ready for formal learning or employment.

Unemployed and seeking employment or training: includes those who are registered with Skills Development Scotland and are known by them to be seeking employment or training. This is based on regular contact between Skills Development Scotland and the client. This does not refer to the definition of 'unemployed' used by the Department of Work and Pensions to calculate published unemployment rates. Young people

participating in Personal Skills Development who do not fit in any of the existing categories are counted in this category.

Unemployed and not seeking employment or training: includes all those individuals who are not seeking employment or training for a range of reasons. The reasons may involve 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 or to the school attended.

Destination unknown (both surveys): includes individuals who were not able to be contacted at either the September or the March/April survey point.

7.3.3 School meals

The national criteria for eligibility to free school meals include all those pupils within families who receive Income Support or Income-based Job Seekers Allowance. Pupils within families who receive support under Part VI of the Immigration and Asylum Act 1999 may also be entitled. Pupils whose parents or carers receive Child Tax Credit, do not receive Working Tax Credit and had an annual income (as assessed by the Inland Revenue) of below £16,010 (from April 2013) were also entitled. Pupils whose parents or carers are in receipt of both maximum Child Tax Credit and maximum Working Tax Credit are also entitled. Pupils in school education who receive any of these benefits in their own right are also entitled to receive free school meals. From January 2015, eligibility to free school meals was extended to all pupils in P1-P3.

As the national criteria for free school meal eligibility are largely based on the receipt of benefits, statistics on free school meal registrations from the Healthy Living Survey have been used as a measure of deprivation. However, several factors need to be taken into account when using the statistics in this way. Firstly, the introduction of universal free school meal eligibility to all P1-P3 pupils means that it is not appropriate to use free school meal statistics at the level of whole primary schools as a measure of deprivation from 2015 onwards. Statistics for P4-P7 are available from 2015 and their use as measure of deprivation is not affected by this policy.

The use of statistics on free school meal registrations as a measure of deprivation is also affected by initiatives used by local authorities to extend the provision of free school meals beyond the national criteria. These initiatives have changed over the years, as summarised below.

A trial took place in five local authorities (East Ayrshire, Fife, Glasgow, Scottish Borders and West Dunbartonshire) in 2007/08 where all P1-P3 pupils were provided with free school meals. Uptake rates in the trial authorities among P1-P3 pupils increased from 53 per cent to 75 per cent and among all primary pupils from 50 per cent to 60 per cent during the trial. This had a noticeable effect on the national uptake rates, both for primary and overall, as calculated through the School Meals Survey (as it was then). In 2007/08, the national uptake rate was 47.1 per cent, however when trial authorities were excluded the rate decreased to 45.1 per cent. Similarly, the uptake rate in primary schools was 49.6 per cent when trial authorities were included but decreased to 46.4 per cent when trial authorities were excluded. An evaluation of this trial can be found on the Scottish Government website:

<http://www.gov.scot/Publications/2008/08/29114033/0>

In August 2010, local initiatives were introduced in most local authority areas to increase eligibility for free school meals among pupils in the first three years of primary school.

These initiatives were aimed at promoting healthy eating in early years and varied by local authority. Examples included extending free school meal eligibility to cover all P1 pupils or all P1-P3 pupils in selected schools. Many of the pupils who were eligible and receiving free school meals under these local initiatives would not have been entitled under national eligibility criteria. Therefore, while the data from 2011-2014 provided an accurate measure of the number of pupils who were able to receive free school meals, this did not result in a comparable measure of deprivation, either over time or between local authorities, due to the differing eligibility criteria. These initiatives have now been superseded by the introduction of universal eligibility for all pupils in P1-P3 in 2015.

In 2017 work was undertaken with local authorities to explore their use of local initiatives to expand the provision of free school meals. One such initiative was the provision of free school meals to 85 pupils in Argyll and Bute that stayed in hostel accommodation during the week. In addition, approximately half of all local authorities reported that they had an initiative in place to provide free meals to all pupils in at least some of their special schools. This means caution should be used when using free school meal registrations as a measure of deprivation in special schools. Local initiatives have also meant that between 2015 and 2017 a small number of secondary school pupils that did not meet national criteria were registered for free school meals.

Between 2012 and 2014, estimates of national eligibility were produced to provide school level data on free school meal registrations for primary schools that can be used as a measure of deprivation. These estimates were calculated using information on local initiatives and levels of free school meal registrations in 2010. They are available at local authority and school level in supplementary data tables.

In 2011, one local authority, Falkirk, provided information on pupils registered for free school meals under national eligibility only. This is not considered to have had a significant effect on the overall findings of the survey.

Some of the figures originally published on percentage uptake of school meals in 2015 were amended in June 2016 after a processing error relating to the number of P1-P3 pupils present was discovered in 9 schools in North Lanarkshire. This impacted on the percentage uptake figures for P1-P3, all primary and all sectors combined.

There are some schools that do not provide school meals due to a very low number of pupils in those schools. These schools and pupils are not included in the calculation of statistics for the tables in this publication. There were two schools, each with one pupil, that fell into this category in 2017.

Statistics for primary schools may include some nursery school pupils attending primary schools.

Information on the urban rural classification used for some statistics in the supplementary tables can be found on the Scottish Government website:

<http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification>

7.3.4 Physical education

For the purposes of this survey, physical education must take place during curriculum time and be led by a GTCS registered class or physical education teacher. Certified and non-certified PE are both included, providing it supports the outcomes and experiences defined by Curriculum for Excellence. For example, dance is included but walking to school and drama are not. In 2014, the survey guidance was improved to make clear what was required for a school to have met the physical education target.

7.3.5 Symbols

The following symbols are used:

- = nil

* = suppressed

n/a = not applicable

7.4 UK comparisons

7.4.1 Attainment

Scotland has a different set of qualifications to the rest of the UK and comparisons cannot be made directly. In order to compare attainment between UK countries we recommend using the results of the [OECD PISA survey](#).

7.4.2 Leavers

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.

7.4.3 Free school meals

There are a number of differences in the eligibility criteria for free school meals across the UK including the local healthy eating initiatives in some local authorities in Scotland which mean that the data is not comparable.

7.5 List of supplementary tables

A large number of additional tables are produced in Excel on or after the publication date and are published on the Scottish Government website.

Supplementary tables on attainment and school leaver destination are available including breakdowns by: characteristics of leavers; local authority; additional support needs; stage of leaving; and subject. There will also be information on staying on rates of secondary pupils, and information on attainment and leaver destinations of those from special schools.

Supplementary tables on attainment and leaver destinations are available at <http://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat>

School Leaver Destinations	
Table L1.1. Staying on rates in publicly funded secondary schools in Scotland, 2000/01 to 2016/17	20/06/17
Table L1.2. Percentage of school leavers from publicly funded schools in Scotland by follow-up destination category: 2006/07 to 2015/16	20/06/17
Table L1.3. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and gender: 2009/10 to 2015/16	20/06/17
Table L1.4. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and 6-fold urban/rural classification of school, 2015/16	20/06/17
Table L1.5. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and 2012 SIMD Decile, 2015/16	20/06/17
Table L1.6. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and Additional Support Needs, 2015/16	20/06/17

Table L1.7. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and ethnic background, 2015/16	20/06/17
Table L1.8. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and national identity, 2015/16	20/06/17
Table L1.9. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and whether declared or assessed disabled, 2015/16	20/06/17
Table L2.1. Percentage of school leavers by follow-up destination and Local Authority: 2009/10 to 2015/16	20/06/17
Table L2.2. Number of school leavers by follow-up destination and Local Authority: 2009/10 to 2015/16	20/06/17
Table L3.1. Percentage of secondary and special school leavers from publicly funded schools in Scotland by reason for support and initial destination category, 2015/16	20/06/17
Attainment Statistics	
Table A1.1. Percentage of school leavers by highest SCQF level at which one or more passes were achieved, by SIMD decile, 2009/10 to 2015/16	20/06/17
Table A1.1b. Percentage of school leavers by total qualifications achieved, by SIMD decile, 2009/10 to 2015/16	20/06/17
Table A1.2. Attainment of secondary school leavers by highest SCQF level achieved in each subject, 2015/16	20/06/17
Table A1.2a. Attainment of secondary school leavers by highest SCQF level achieved in each subject, 2014/15	20/06/17
Table A1.2b. Attainment of secondary school leavers by highest SCQF level achieved in each subject, 2013/14	20/06/17
Table A1.2c. Attainment of secondary school leavers by highest SCQF level achieved in each subject, 2012/13	20/06/17
Table A1.2d. Attainment of secondary school leavers by highest SCQF level achieved in each subject, 2011/12	20/06/17
Table A1.3a. Percentage of 2015/16 secondary and special school leavers from publicly funded schools attaining vocational qualifications at SCQF level 2 to 7, by local authority	20/06/17
Table A1.3b. Percentage of 2014/15 secondary and special school leavers from publicly funded schools attaining vocational qualifications at SCQF level 2 to 7, by local authority	20/06/17
Table A2.1. Percentage of school leavers by highest SCQF level at which one or more passes were achieved, by local authority, 2009/10 to 2015/16	
Table A2.2. Percentage of school leavers by total qualifications achieved, by local authority, 2009/10 to 2015/16	20/06/17
Table A3.1. Highest qualifications attained by leavers with additional support needs from secondary and special schools, by ASN, 2015/16	20/06/17
Table A3.2. Total qualifications attained by leavers with additional support needs from secondary and special schools, by ASN, 2015/16	20/06/17

The following supplementary tables on school meals and Physical Education are available at <http://www.gov.scot/Topics/Statistics/Browse/School-Education/MealsSD/mealsped>

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Table 1a: Number of pupils registered for free school meals by sector, 2006 to 2017	20/06/17
Table 1b: Percentage of pupils registered for free school meals by sector, 2006 to 2017	20/06/17
Table 2a: Number of registered pupils taking free school meals by sector, 2006 to 2017	20/06/17
Table 2b: Percentage of registered pupils taking free school meals by sector, 2006 to 2017	20/06/17
Table 3a: Number of pupils taking school meals (free or paid for) by sector, 2003 to 2017	20/06/17
Table 3b: Percentage of pupils taking school meals (free or paid for) by sector, 2003 to 2017	20/06/17
Table 4a: Number of pupils taking school meals (free or paid for) by size of school, publicly funded primary schools, 2017	20/06/17
Table 4b: Number of pupils taking school meals (free or paid for) by size of school, publicly funded secondary schools, 2017	20/06/17

Table 5: Percentage of pupils taking school meals (free or paid for) by urban/rural indicator of school, 2017	20/06/17
Table 6: Percentage of pupils taking meals (free or paid for) by rate of free school meal registration (deprivation indicator), 2017	20/06/17
Table 7: Number of primary school pupils registered and taking free school meals by local authority, 2017	20/06/17
Table 8: Percentage of primary school pupils registered and taking free school meals by local authority, 2017	20/06/17
Table 9: Number and percentage of primary school pupils taking school meals (free or paid for) by local authority, 2017	20/06/17
Table 10: Percentage of primary school pupils registered for free school meals by local authority, 2006 to 2017	20/06/17
Table 11: Percentage of primary school pupils registered for free school meals and present, taking free school meals, by local authority, 2006 to 2016	20/06/17
Table 12: Percentage of primary school pupils present taking school meals (free or paid for) by local authority, 2003 to 2017	20/06/17
Table 13: Number of secondary school pupils registered and taking free school meals by local authority, 2017	20/06/17
Table 14: Percentage of secondary school pupils registered and taking free school meals by local authority, 2017	20/06/17
Table 15: Number and percentage of secondary school pupils taking school meals (free or paid for) by local authority, 2017	20/06/17
Table 16: Percentage of secondary school pupils registered for free school meals by local authority, 2006 to 2017	20/06/17
Table 17: Percentage of secondary school pupils registered for free school meals and present, taking free school meals, by local authority, 2006 to 2017	20/06/17
Table 18: Percentage of secondary school pupils present taking school meals (free or paid for) by local authority, 2003 to 2017	20/06/17
Table 19: Number of special school pupils registered and taking free school meals by local authority, 2017	20/06/17
Table 20: Percentage of special school pupils registered and taking free school meals by local authority, 2017	20/06/17
Table 21: Number and percentage of special school pupils taking school meals (free or paid for) by local authority, 2017	20/06/17
Physical Education	
Table 22: Primary schools meeting PE target by rural/urban classification, 2017	20/06/17
Table 23: Secondary schools meeting PE target by rural/urban classification, 2017	20/06/17
Table 24: Primary schools and pupils meeting PE target by school size, 2017	20/06/17
Table 25: Secondary schools and pupils meeting PE target by school size, 2017	20/06/17
Table 26: Percentage of schools meeting PE target by local authority, 2012 to 2017	20/06/17
Table 27: Primary schools meeting PE target by local authority, 2012 to 2017	20/06/17
Table 28: Secondary schools meeting PE target by local authority, 2017	20/06/17
Charts	
Chart 1: Percentage registered for free school meals, 2006 to 2017	20/06/17
Chart 2: Percentage of those registered who take free school meals, 2006 to 2017	20/06/17
Chart 3: Percentage of pupils present taking school meals (free or paid for), 2003 to 2017	20/06/17
Chart 4: Percentage of pupils present taking school meals, 2017	20/06/17
School level	
Table 29: Physical Education provision in primary and secondary schools and other school variables, 2017	20/06/17

School level data on school meals is available at:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets>

7.6 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, duration 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).

7.7 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 Courses, within the supplementary tables, 'Table A1.3 Percentage of 2015/16 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.

7.8 Cost

7.8.1 Attainment

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

7.8.2 Leavers

The approximate cost (salary including NI & pension) to Skills Development Scotland of collecting information for 2013/14 leaver cohort was £383,872. This translated to approximately £7.38 per leaver over both initial and follow-up surveys. As part of the overall approach for managing customers the follow-up of school leavers has become established as business as usual for Skills Development Scotland. Unlike previous years where two dedicated exercises were undertaken and therefore cost information provided, the follow-up of customers is an ongoing process and from 2014/15 onwards such costs are embedded within the daily operations of Skills Development Scotland.

7.8.3 Healthy Living

The estimated cost to local authorities, based on staff time only, of providing the Scottish Government with the Healthy Living Survey data in 2017 was approximately £5,400.

7.9 Further information

Copies of this publication are available on the Scottish Government's website at: <http://www.gov.scot/stats/bulletins/01279>

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

The scope of these leaver 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 within the [Labour Market section](#) of the Scottish Government website, and the [Scottish Funding Council](#) publishes data on participation in Higher Education.

The Achievement of Curriculum for Excellence (CfE) Levels 2015/16 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) and four stages within Broad General Education: P1, P4, P7 and S3. Results for end 2015-16 were published in December 2016 and are available here: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

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

Information on Physical Education provision in schools was also collected in 2005 and was published on the Scottish Government website in 'Progress towards the recommendations of the Physical Education Review Group' in January 2006, at the following address: <http://www.gov.scot/Publications/2005/11/PEReport2005>

Media enquiries about the information in this Statistics Publication Notice should be addressed to Catherine Brown, 0131 244 22560.

A National Statistics Publication for Scotland

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The data collected for this statistical bulletin:

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- are available via an alternative route
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