

CHILDREN, EDUCATION AND SKILLS

Achievement of Curriculum for Excellence (CfE) Levels 2018/19

10th December 2019

Errata

On 30 April 2020 some of the 2016/17 figures in this report were revised. These revisions affected only 2016/17 figures in Chapter 3: Achievement of CfE Levels by SIMD. The figures in the associated supplementary tables (2.1 – 2.6 and 11.1) were also revised. Further information on the revisions can be found in chapter 9.4.

This annual statistical publication:

- Provides information on national performance of school pupils in the **literacy organisers** (i.e. reading, writing, and listening and talking) and **numeracy**.
- Reports on the percentage of pupils who have achieved the expected Curriculum for Excellence level in these organisers.
- Covers all Primary 1 (**P1**), Primary 4 (**P4**), Primary 7 (**P7**) and Secondary 3 (**S3**) **pupils** in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units.

In previous years these statistics have been labelled as ‘Experimental Statistics’ reflecting that they were new statistics in development. The Experimental Statistics label has been removed from this year’s statistics; for more information see Chapter 1.3.

Note that statistics on Achievement of CfE Levels by Scottish Index of Multiple Deprivation (SIMD) have been revised for 2016/17 and 2017/18. Revisions were also made to the 2017/18 data to account for revised data received from one primary school. For more information see Chapter 9.4.

Full results are available from the supplementary tables here:

<http://www.gov.scot/ISBN/9781839603488>

School level results (where available) are accessible from the School Information Dashboard [here](#)

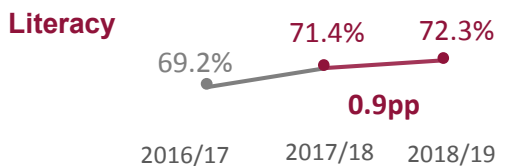
Summary of Achievement of Curriculum for Excellence (CfE) Levels, 2018/19



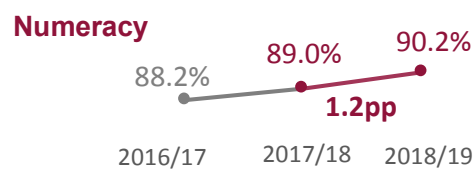
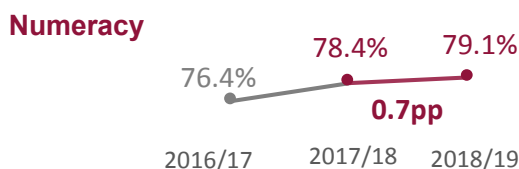
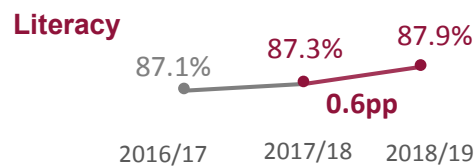
TREND

► The percentage of pupils achieving the expected CfE Level has increased slightly across most organisers and stages compared to previous years although the overall pattern is very similar to that reported in the 2017/18 results.

Percentage of **P1, P4 and P7 pupils** combined achieving expected level, 2016/17 to 2018/19.



Percentage of **S3 pupils** achieving Third Level or better, 2016/17 to 2018/19.



KEY STATS

80%



Around **80%** of primary school pupils achieved the expected CfE Level for **reading**.



P4
73%

P1
79%

P7
74%

For **writing**, **79%** of pupils achieved the expected CfE Level in **P1**. This compares to **73%** in **P4** and **74%** in **P7**.



In each of **reading, writing, listening and talking** and **numeracy** around **nine out of ten S3 pupils** achieved Third Level or better.

86%



Around **86%** of primary school pupils achieved the expected CfE Level for **listening and talking**.



P4
77%

P1
85%

P7
76%

For **numeracy**, **85%** of pupils achieved the expected CfE Level in **P1**. This compares to **77%** in **P4** and **76%** in **P7**.

► The attainment gap between most and least deprived areas¹

Primary Pupils Literacy

22.1pp
2016/17

-0.4pp

21.6pp
2017/18

-0.9pp

20.7pp
2018/19

Primary Pupils Numeracy

17.6pp
2016/17

-0.8pp

16.8pp
2017/18

-

16.8pp
2018/19

S3 Pupils Literacy

13.6pp
2016/17

-0.3pp

13.3pp
2017/18

+0.5pp

13.8pp
2018/19

S3 Pupils Numeracy

14.9pp
2016/17

-0.9pp

14.0pp
2017/18

-0.5pp

13.5pp
2018/19

► Female pupils outperform male pupils across all stages and organisers.

► Across all stages and organisers the proportion of pupils achieving the expected level was lower for pupils with an **Additional Support Need** than for those without.

► Across all stages and organisers the proportion of pupils achieving the expected level was lower for pupils who have **English as an Additional Language** than for pupils who do not.

¹ based on Scottish Index of Multiple Deprivation (see Glossary)

pp = percentage point

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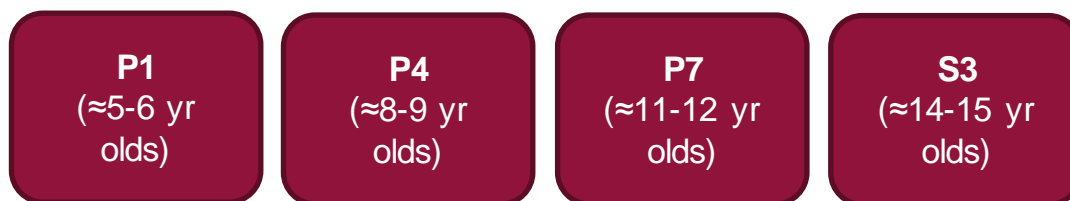
Chapter 1: Introduction

1.1 Achievement of Curriculum for Excellence Levels Data

This publication provides information on the proportion of school pupils who are achieving the **expected Curriculum for Excellence (CfE) Level** relevant to their stage, relating to achievement in the Broad General Education (BGE) phase.

Achievement of CfE level data is based on **teachers' professional judgements** (see Chapter 9.1.1 for more information) as at June 2019. This report refers to the **school year 2018/19** - the data reflects what pupils have achieved by the end of the school year.

Figures are based on pupils in **publicly funded mainstream schools**, in the **32 local authorities and one grant aided school**, in stages¹:



From these, a combined primary figure (P1, P4 and P7) has also been calculated.

The national and local authority data within this report covers pupils within mainstream schools including those in special units integrated within mainstream schools. Pupils attending standalone special schools or standalone special units are excluded from the national and local authority data and are reported on separately in Chapter 6.

A small number of pupils (in both mainstream and special schools) for whom the teacher has been unable to make a professional judgement are not included.

Data is collected for **organisers**:



Reading
(English and Gàidhlig)



Writing
(English and Gàidhlig)



Listening and Talking
(English and Gàidhlig)



Numeracy

This publication focuses on the organisers based in the English language and Numeracy. For pupils based in Gaelic medium schools/classes, the English language organisers are collected at relevant stages and are included in the national and local authority data.

¹ Pupils ages are based on approximate age ranges, more information is available from the pupil census, here: <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus>

Information on achievement of CfE levels in Gàidhlig can be found in Chapter 5. For more information about Gaelic medium education, see Chapter 9.1.3.1.

The achievement of 'literacy' is also included in the publication (English and Gàidhlig). 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. For more information on how this has been calculated, see Chapter 9.1.3.3.

1.2 Curriculum for Excellence Levels

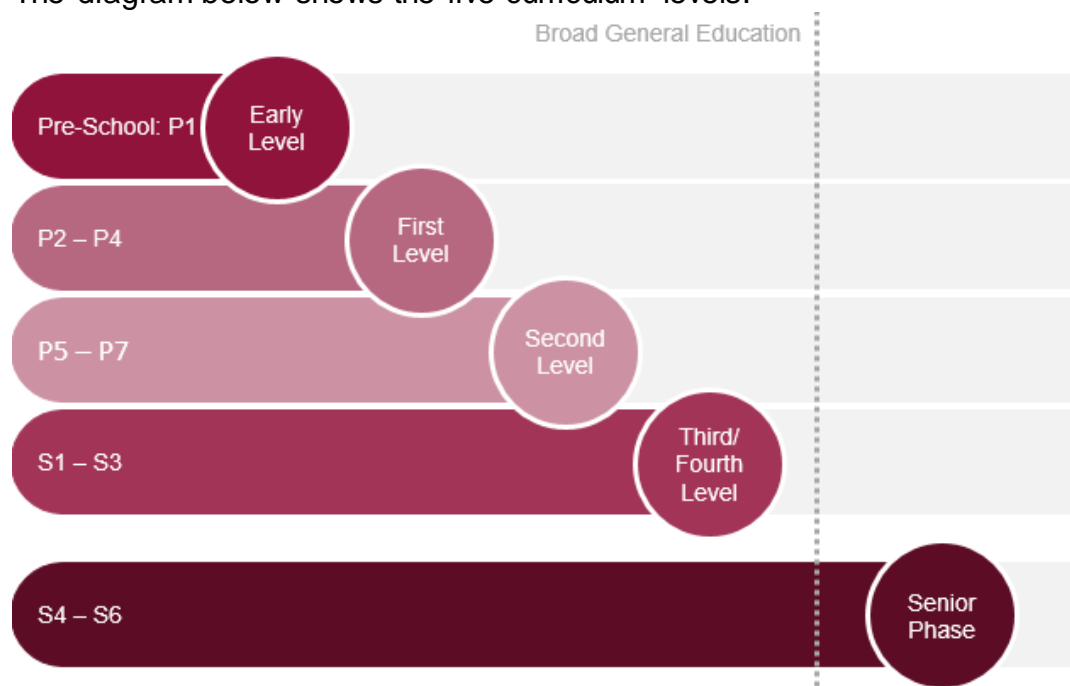
[Curriculum for Excellence](#) is designed to provide a coherent, more flexible and enriched curriculum for children and young people aged from 3 to 18. The curriculum includes the totality of experiences, which are planned for children and young people through their education, wherever they are being educated.

Curriculum for Excellence defines five levels of learning. The first four levels in the Broad General Education phase 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:²



This publication focusses on the Broad General Education phase which covers children from pre-school through to the end of S3.

² Source: <https://education.gov.scot/parentzone/learning-in-scotland/Curriculum%20levels>

The Senior Phase is for young people in S4 to S6 and is designed to build on the experiences and outcomes of the Broad General Education phase, and to allow young people to take qualifications and courses that suit their ability and interests. Scottish Government statistics on the attainment of young people in senior phase are based on point of leaving, these statistics can be found here:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/Publications/Pub-SS-AIL>

The majority of school pupils in Scotland follow CfE; for a very small percentage of pupils it is unlikely that they will progress through the CfE levels during their time in education. This is due to pupils having long-term significant and complex additional support needs.

Within some local authorities school pupils with complex needs may attend a special school or standalone special unit. It is not necessarily appropriate to assign these pupils to a specific stage, and so, these pupils are treated separately in this publication. Results for pupils in standalone special schools or special units are presented in Chapter 6, but are not included in the analysis in other chapters. However, in some local authorities, pupils with complex needs are integrated into their mainstream schools; these pupils have been included throughout this publication. The treatment of pupils with complex needs across different local authorities should be kept in mind when making comparisons between local authorities, or between individual schools.

Young people with long-term significant and complex additional support needs are included within the data as 'pupil following individual milestones'. Where these pupils are learning within a mainstream school or special unit integrated within a mainstream school they will be included in the national and local authority analysis and counted as not having achieved a CfE Level. Where these pupils are learning within a standalone special school or unit they will be included in Chapter 6 and displayed in the 'Child following individual milestones' category.

Children for whom the teacher has been unable to make a professional judgement (in both mainstream and special schools), are not included; for example, if a pupil has recently moved to the school, and the teacher feels there has not been sufficient time to form a professional judgement of a pupil's performance. This affects less than one per cent of pupils within the Achievement of CfE Levels data. These pupils are not included in the calculations of the proportions of pupils achieving the expected CfE Levels

1.3 Official Statistics

Since their introduction, Achievement of CfE Level publications have been labelled as 'Experimental Statistics'. This was to reflect the fact that these were new statistics in development, published to involve users and stakeholders in their development and build in quality and understanding at an early stage.

The Government Statistical Service suggests a number of factors that may be taken into account when considering the removal of the experimental label³. These have been considered in a separate paper, available via the supporting files associated with this document (<http://www.gov.scot/ISBN/9781839603488>).

After consideration of the evidence, Achievement of Curriculum for Excellence Level data 2018/19, and all future collections, will not be labelled as Experimental Statistics.

³ <https://gss.civilservice.gov.uk/policy-store/guidance-on-experimental-statistics/>

Chapter 2: Achievement of CfE Levels at Scotland level

- The percentage of pupils achieving the expected CfE Level has increased slightly across most organisers and stages compared to previous years although the overall pattern of performance is similar to that reported in the 2017/18 results.
- Around 86 per cent of primary school pupils achieved the expected CfE Level for listening and talking across each primary stage.
- For numeracy, 85 per cent of pupils achieved the expected CfE Level in P1. This compares to 77 per cent in P4 and 76 per cent in P7.
- Around 80 per cent of primary school pupils achieved the expected CfE Level for reading across each primary stage (82 per cent in P1, 78 per cent in P4 and 80 per cent in P7)
- In writing, 79 per cent of P1 pupils achieved the expected CfE Level. This compares to 73 per cent in P4 and 74 per cent in P7.
- In each of reading, writing, listening and talking and numeracy around nine out of ten S3 pupils achieved Third Level or better.

Table 1: Percentage of pupils achieving expected CfE Levels, 2016/17 to 2018/19^a

Year	Stage/Level	Reading	Writing	Listening & Talking	Literacy	Numeracy
2018/19	P1 - Early Level	82	79	87	76	85
	P4 - First Level	78	73	85	70	77
	P7 - Second Level	80	74	86	71	76
	P1, P4 and P7 combined	80	75	86	72	79
	S3 - Third Level or better	91	90	91	88	90
	S3 - Fourth Level	55	52	57	48	59
2017/18	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
2016/17	P1 - Early Level	80	77	85	74	83
	P4 - First Level	77	71	83	68	75
	P7 - Second Level	76	69	81	66	70
	P1, P4 and P7 combined	78	72	83	69	76
	S3 - Third Level or better	90	89	91	87	88
	S3 - Fourth Level	51	48	51	44	56

a. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

Chapter 3: Achievement of CfE Levels by SIMD

The 2016/17 figures in this chapter were revised on 30 April 2020 (see chapter 9.4).

- The gap between the proportion of primary pupils (P1, P4 and P7 combined) from the most and least deprived areas who achieved their expected level in literacy has reduced since 2016/17.
- The gap between the proportion of primary pupils (P1, P4 and P7 combined) from the most and least deprived areas who achieved their expected level in numeracy remained stable between 2017/18 and 2018/19, slightly below the 2016/17 level.
- The gap between the proportion of S3 pupils from the most and least deprived areas who achieved their expected level in literacy has remained broadly stable throughout 2016/17, 2017/18 and 2018/19.
- The gap between the proportion of S3 pupils from the most and least deprived areas who achieved their expected level in numeracy reduced between 2016/17 and 2017/18 and again between 2017/18 and 2018/19.

This chapter provides an overview of achievement of CfE Levels data by Scottish Index of Multiple Deprivation (SIMD)⁴. It provides information on literacy and numeracy for P1, P4, P7 and S3 as well as for P1, P4 and P7 combined. Full details (including all organisers and all SIMD quintile categories) are available in the supplementary tables which can be found in the supporting files associated with this document (<http://www.gov.scot/ISBN/9781839603488>).

The figures shown in Chart 4 and Chart 5 provide four of the 11 key measures used to measure the poverty related attainment gap⁵. In 2017 the Scottish Government consulted on proposals for measuring the poverty related attainment gap and milestones towards closing it; focusing on the impact of the education system as a whole and using a range of measures that reflect key stages of the learner journey and the breadth of issues that can impact on attainment. The four measures are:

- Percentage of P1, P4 and P7 pupils combined achieving expected Level in Literacy;
- Percentage of P1, P4 and P7 pupils combined achieving expected Level in Numeracy;
- Percentage of S3 pupils achieving Third Level or better in Literacy and;
- Percentage of S3 pupils achieving Third Level or better in Numeracy.

When considering data by SIMD as a measure of deprivation, it is important to note that the data shows the difference between young people living in the most or least deprived areas. What SIMD data does not show is the difference between young people from poor or rich backgrounds.

The charts below show achievement of CfE results by SIMD since 2016/17. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

⁴ More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

⁵ National Improvement framework: <https://www.gov.scot/policies/schools/national-improvement-framework/>

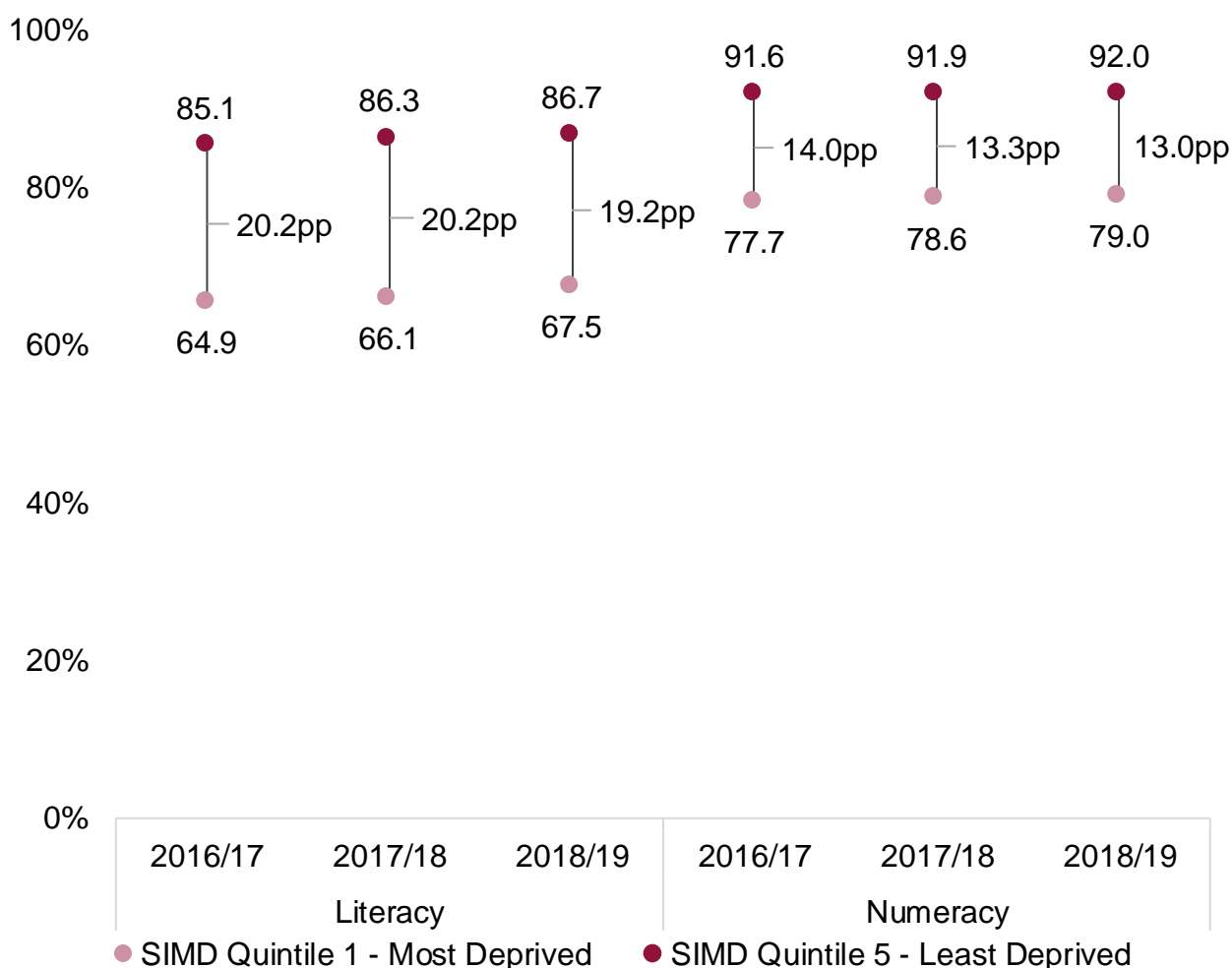
3.1 Achievement of CfE Levels by SIMD – P1 pupils

Chart 1 shows the proportion of P1 pupils who achieved the expected levels in literacy and numeracy for pupils in the most and least deprived areas.

The P1 attainment gap in literacy remained stable between 2016/17 and 2017/18 at 20.2 percentage points. In 2018/19 it fell to 19.2 percentage points. The proportion of P1 pupils achieving the expected literacy levels has increased for both pupils in the most and least deprived areas. The gap has narrowed in 2018/19 because the proportions increased by slightly more for pupils from the most deprived areas.

The P1 attainment gap in numeracy has reduced slightly each year, from 14.0 percentage points in 2016/17 to 13.3 percentage points in 2017/18 and to 13.0 percentage points in 2018/19. The proportion of P1 pupils achieving the expected numeracy levels has increased by more for pupils in the most deprived areas than for pupils in the least deprived areas.

Chart 1: Percentage of P1 pupils achieving expected Level in Literacy and Numeracy by SIMD, 2016/17 to 2018/19^a



pp = percentage point difference between most and least deprived

1. Based on SIMD 2016 for all years. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

a. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

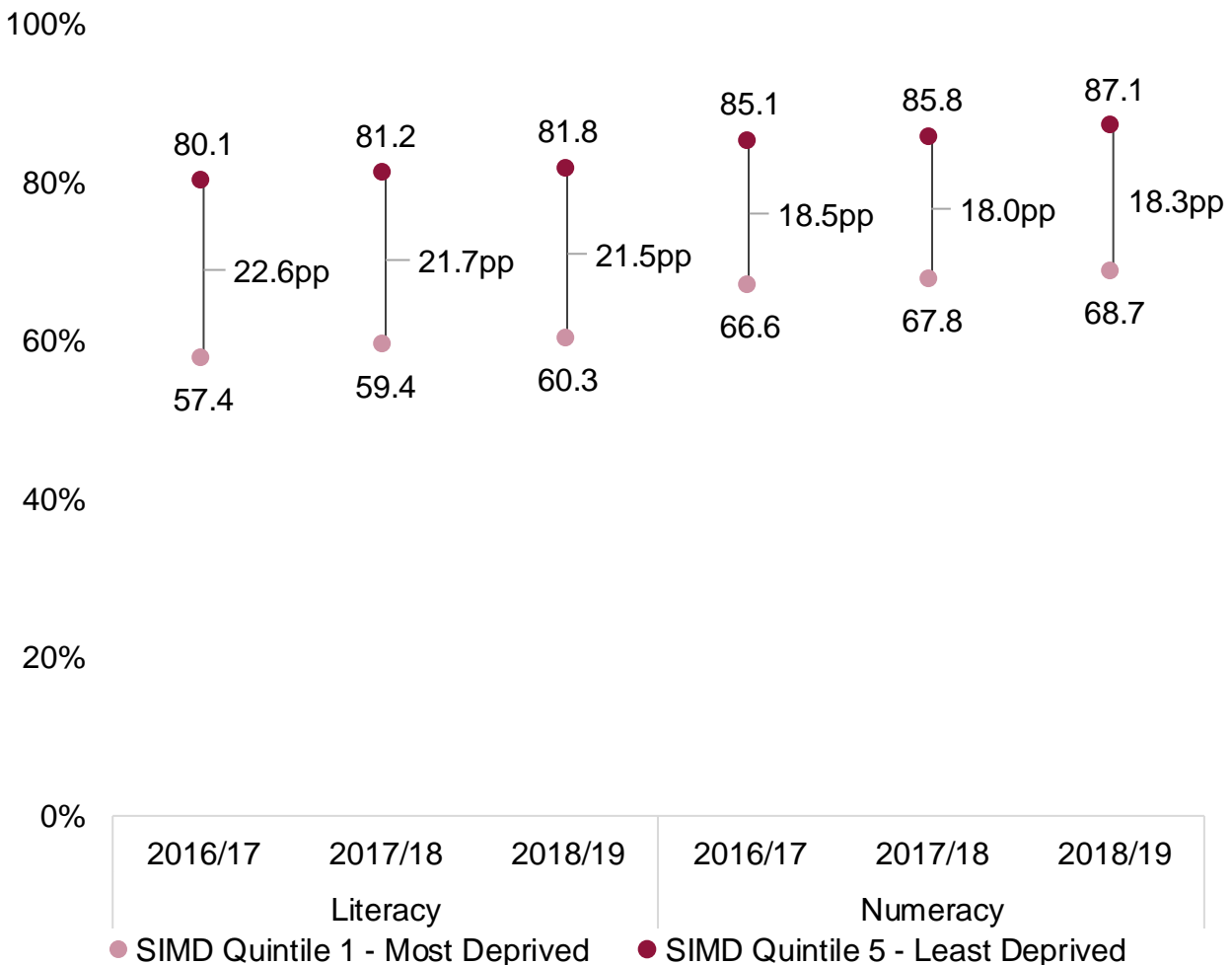
3.2 Achievement of CfE Levels by SIMD – P4 pupils

Chart 2 shows the proportion of P4 pupils who achieved the expected levels in literacy and numeracy for pupils in the most and least deprived areas.

The P4 attainment gap in literacy reduced from 22.6 percentage points in 2016/17 to 21.7 percentage points in 2017/18 and has reduced slightly further in 2018/19 to 21.5 percentage points. Over this period the proportion of P4 pupils achieving the expected literacy levels has increased for both pupils in the most and least deprived areas. The gap has narrowed because the proportions increased by slightly more for pupils from the most deprived areas.

The attainment gap in P4 numeracy has remained broadly stable between 2016/17 and 2018/19 at around or just over 18 percentage points. Over this period the proportions of pupils achieving the expected numeracy levels have increased by similar amounts for pupils from both the most and least deprived areas.

Chart 2: Percentage of P4 pupils achieving expected Level in Literacy and Numeracy by SIMD, 2016/17 to 2018/19^a



pp = percentage point difference between most and least deprived

1. Based on SIMD 2016 for all years. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

a. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

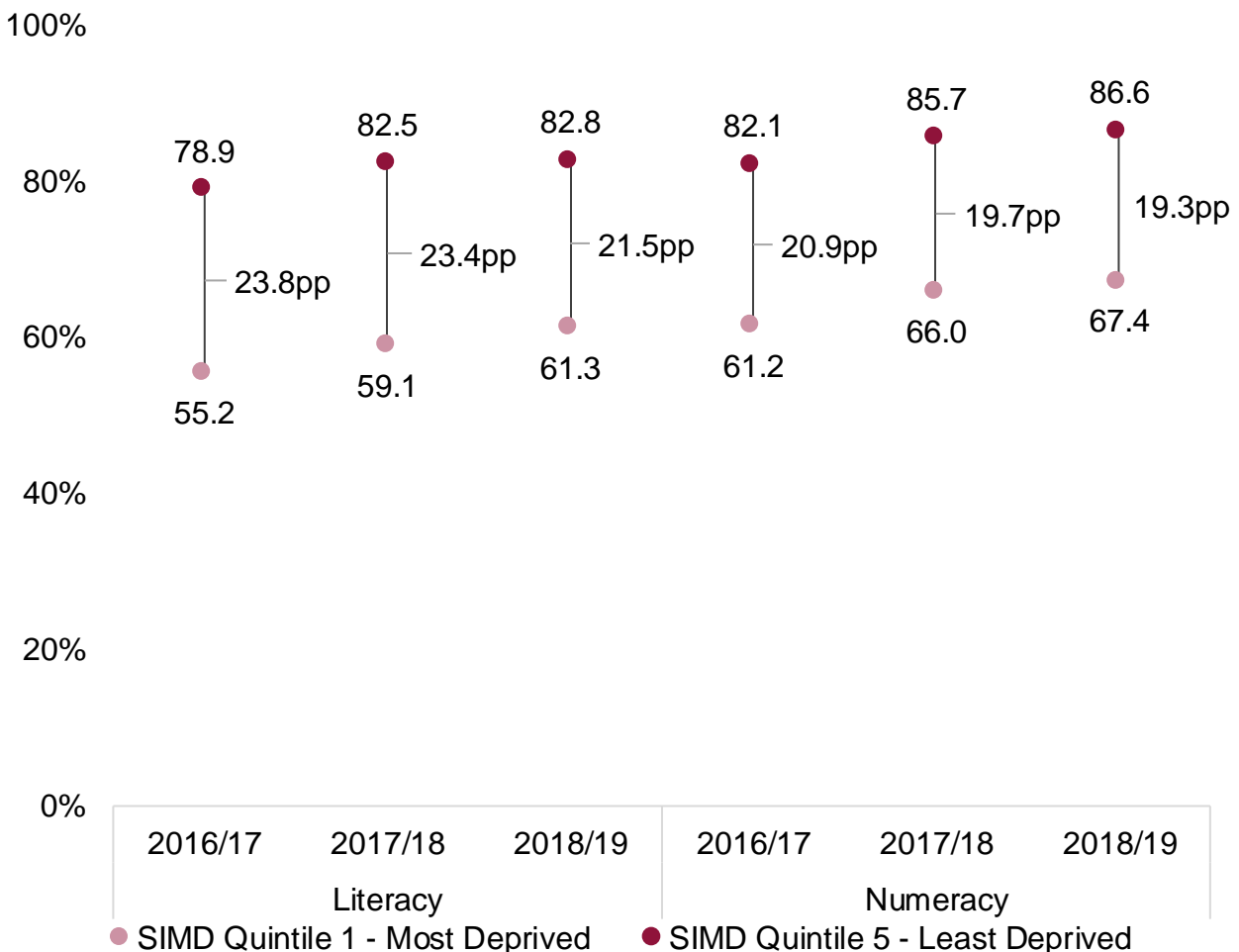
3.3 Achievement of CfE Levels by SIMD – P7 pupils

Chart 3 shows the proportion of P7 pupils who achieved the expected levels in literacy and numeracy for pupils in the most and least deprived areas.

The P7 attainment gap in literacy reduced slightly from 23.8 percentage points in 2016/17 to 23.4 percentage points in 2017/18 and has reduced further in 2018/19 to 21.5 percentage points. Over this period the proportion of P7 pupils achieving the expected literacy levels has increased for both pupils in the most and least deprived areas but between 2017/18 and 2018/19 the increase was greater for pupils from the most deprived areas resulting in the gap narrowing.

The attainment gap in P7 numeracy reduced from 20.9 percentage points in 2016/17 to 19.7 percentage points in 2017/18 and reduced again in 2018/19 to 19.3 percentage points. Over this period the proportions of pupils achieving the expected numeracy levels have increased for pupils from both the most and least deprived areas but the increase has been greater for pupils from the most deprived areas.

Chart 3: Percentage of P7 pupils achieving expected Level in Literacy and Numeracy by SIMD, 2016/17 to 2018/19^a



pp = percentage point difference between most and least deprived

1. Based on SIMD 2016 for all years. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

a. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

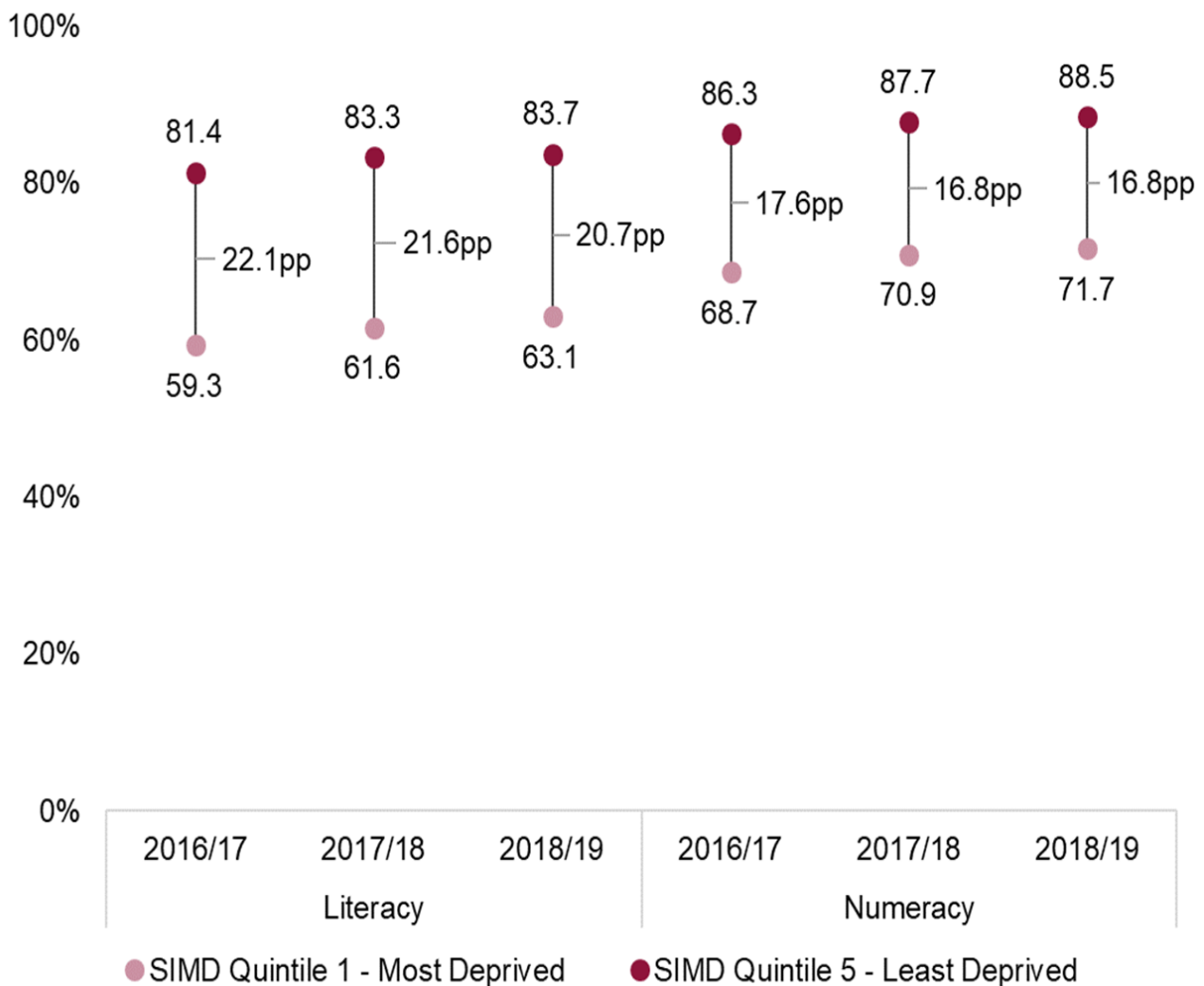
3.4 Achievement of CfE Levels by SIMD – P1, P4 and P7 pupils

Chart 4 provides information for P1, P4 and P7 pupils combined. The attainment gap in literacy reduced slightly from 22.1 percentage points in 2016/17 to 21.6 percentage points in 2017/18 and has reduced further to 20.7 percentage points in 2018/19.

The numeracy attainment gap for P1, P4 and P7 pupils combined reduced from 17.6 percentage points in 2016/17 to 16.8 percentage points in 2017/18 and has remained at this level in 2018/19.

The proportions of P1, P4 and P7 pupils combined achieving the expected literacy and numeracy levels have increased for both pupils in the most and least deprived areas. Where the gaps have narrowed it is because the proportions increased by slightly more for pupils from the most deprived areas.

Chart 4: Percentage of P1, P4 and P7 pupils (combined) achieving expected Level in Literacy and Numeracy by SIMD, 2016/17 to 2018/19^a



pp = percentage point difference between most and least deprived

1. Based on SIMD 2016 for all years. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

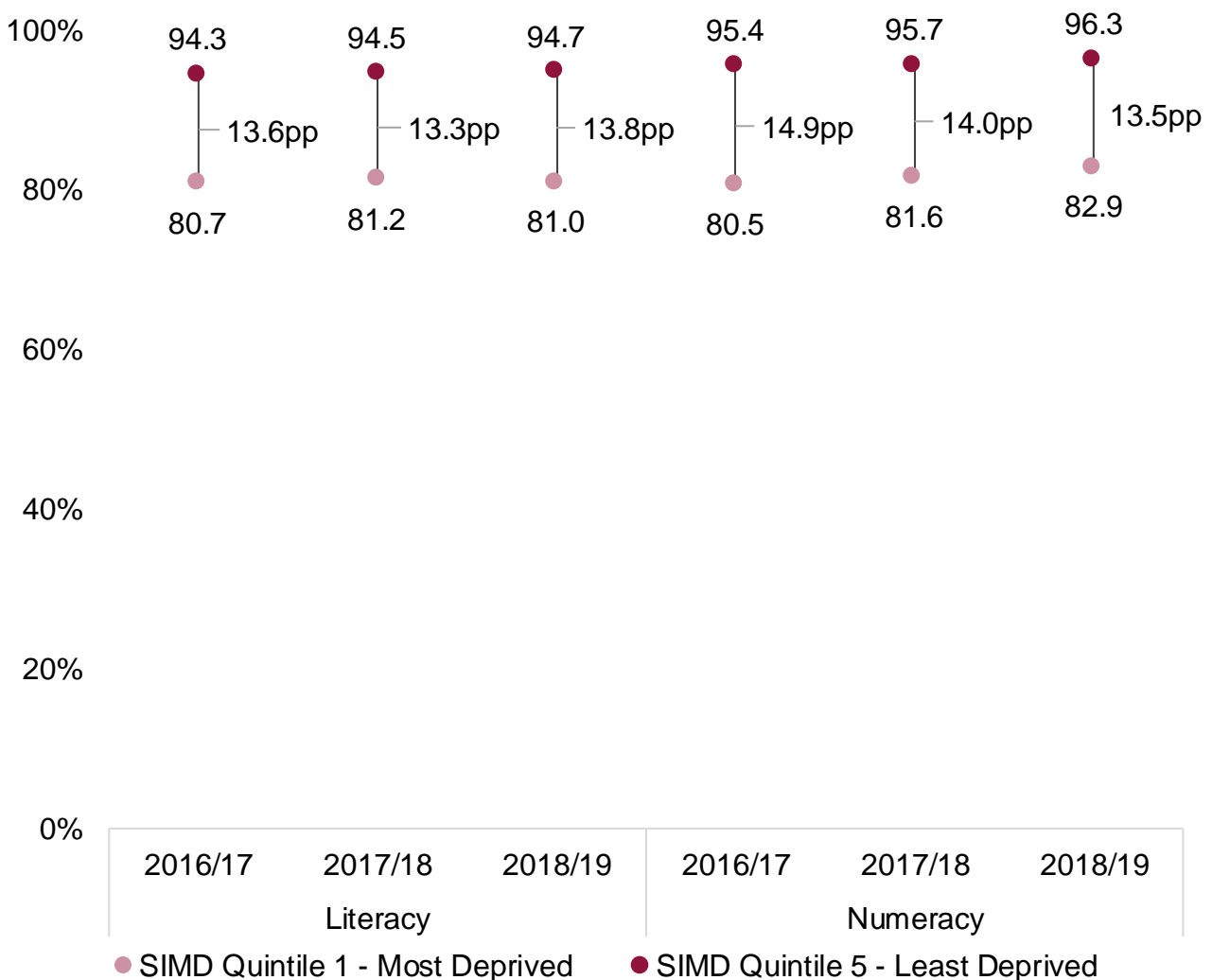
a. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

3.5 Achievement of CfE Levels by SIMD – S3 pupils

Chart 5 shows the proportion of S3 pupils who achieved Third Level or better in literacy and numeracy, for pupils in the most and least deprived areas. The chart shows that the proportion of S3 pupils who achieved the expected level in literacy has remained broadly stable since 2016/17, for pupils from both the most and the least deprived areas. As a result the S3 pupils attainment gap in literacy has also remained broadly stable, falling from 13.6 percentage points in 2016/17 to 13.3 percentage points in 2017/18 before increasing to 13.8 percentage points in 2018/19.

The S3 pupils attainment gap in numeracy has reduced from 14.9 percentage points in 2016/17 to 14.0 percentage points in 2017/18 and to 13.5 percentage points in 2018/19. The proportion of S3 pupils who achieved Third Level or better in numeracy has increased for pupils from both the most and the least deprived areas but has increased by more for those from the most deprived areas.

Chart 5: Percentage of S3 pupils achieving Third Level or better, by SIMD, for Literacy and Numeracy, 2016/17 to 2018/19^a



pp = percentage point difference between most and least deprived

1. Based on SIMD 2016 for all years. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

a. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

Chapter 4: Achievement of CfE Levels by pupil characteristics

- Female pupils outperform male pupils across all stages and organisers.
- Across all stages and organisers the proportion of pupils achieving the expected level was lower for pupils with an Additional Support Need than for those without. This was also true for pupils with English as an Additional Language.
- A higher percentage of pupils of Asian – Chinese ethnic background achieved 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 and P7, performance was highest for pupils from either large urban areas or accessible small towns.

4.1 Achievement of CfE Levels by Sex

At all stages and across all four organisers, females outperformed males, particularly in writing; this pattern has been consistent since 2016/17.

The largest difference in performance at primary was in writing in P7 with females outperforming males by 15 percentage points. The smallest differences at primary for the literacy organisers were in reading and listening and talking for P1, at six percentage points each.

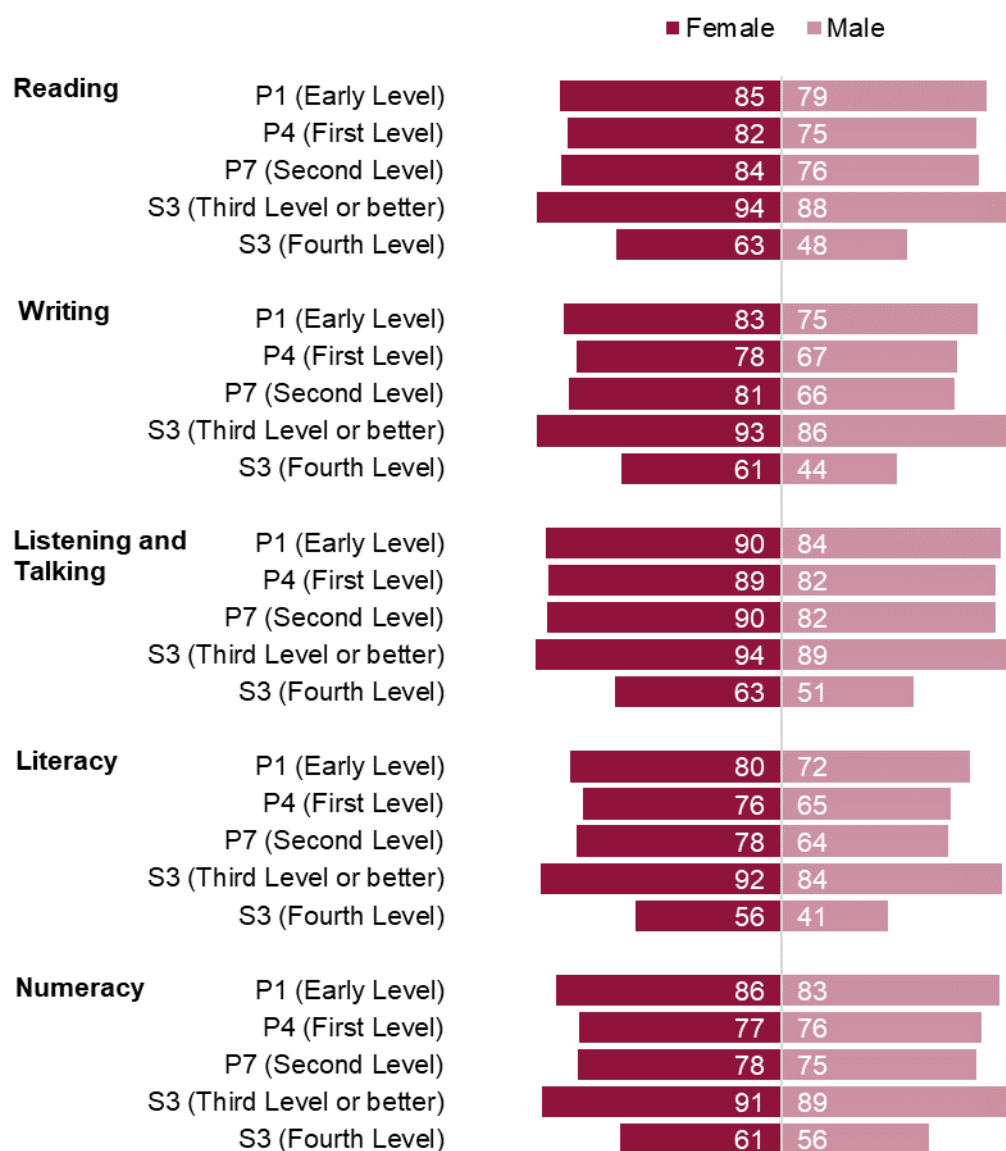
For S3 (Third Level or better), the largest difference in performance between males and females was in writing at seven percentage points; whereas the smallest difference for the literacy organisers was in listening and talking at five percentage points (Chart 6).

Across all stages the smallest difference in performance by sex was in numeracy. Females outperformed males but by a smaller margin than for the other organisers; by three percentage points at P1 and P7; by two percentage points at S3 (Third Level or better) and by one percentage point in P4.

The gap in literacy performance by sex increases through the primary stages at nine, 11 and 14 percentage points for the P1, P4 and P7 stages respectively. The gap in literacy performance by sex amongst S3 pupils at Third Level was seven percentage points.

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 6: Percentage of pupils achieving expected CfE Levels, by sex and stage, 2018/19



4.2 Achievement of CfE Levels by ethnicity

To add context to the Achievement of CfE Level data by ethnicity, the majority of pupils in the data collection were White – Scottish (77 per cent of all pupils), followed by White – non-Scottish (11 per cent of all pupils). The remaining ethnic groups made up around one per cent each of all pupils.

Performance in numeracy was highest for pupils of an Asian – Chinese background, with at least 89 per cent achieving the expected level across all primary stages, rising to 99 per cent at S3. This pattern has been consistent since 2016/17.

Chart 7 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 or multiple ethnic backgrounds at P1 (82 per cent), pupils from Asian – Indian background at P4 (81 per cent) and pupils from Asian – Indian and Asian – Chinese backgrounds at P7 (both 82 per cent).

Chart 7: Percentage of P1, P4 and P7 pupils achieving literacy and numeracy CfE levels, by ethnicity and stage, 2018/19

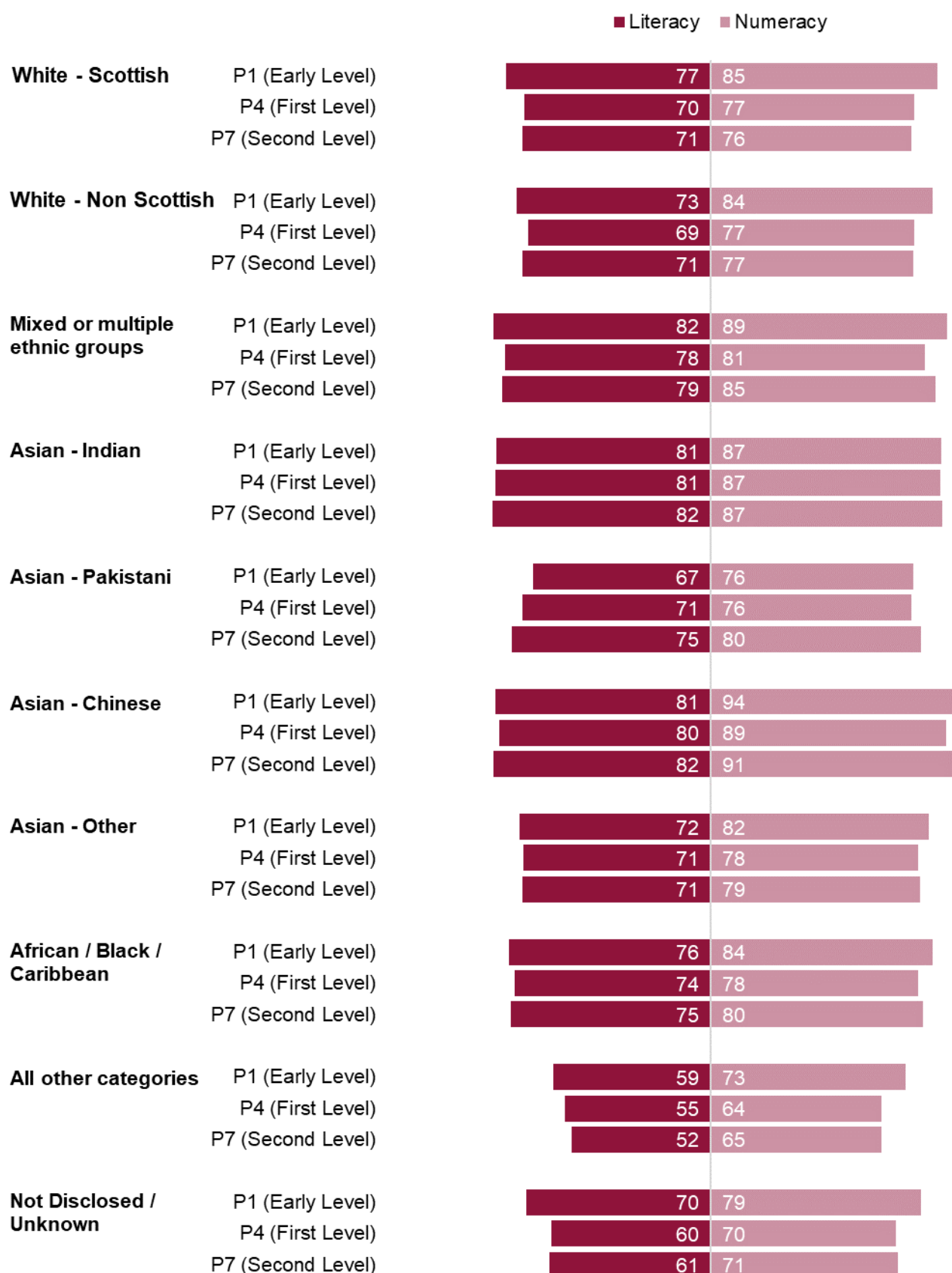


Table 2: Percentage of S3 pupils achieving Third Level or better by ethnicity, 2018/19

Ethnicity	Reading	Writing	Listening & Talking	Literacy	Numeracy
White - Scottish	91	90	92	88	90
White - Non Scottish	90	89	90	87	91
Mixed or multiple ethnic groups	92	92	93	91	93
Asian - Indian	96	95	96	94	96
Asian - Pakistani	94	93	94	92	92
Asian - Chinese	98	96	98	96	99
Asian - Other	92	91	92	89	95
African / Black / Caribbean	92	92	94	90	94
All other categories	76	76	76	74	83
Not Disclosed / Unknown	78	78	79	75	85
All pupils	91	90	91	88	90

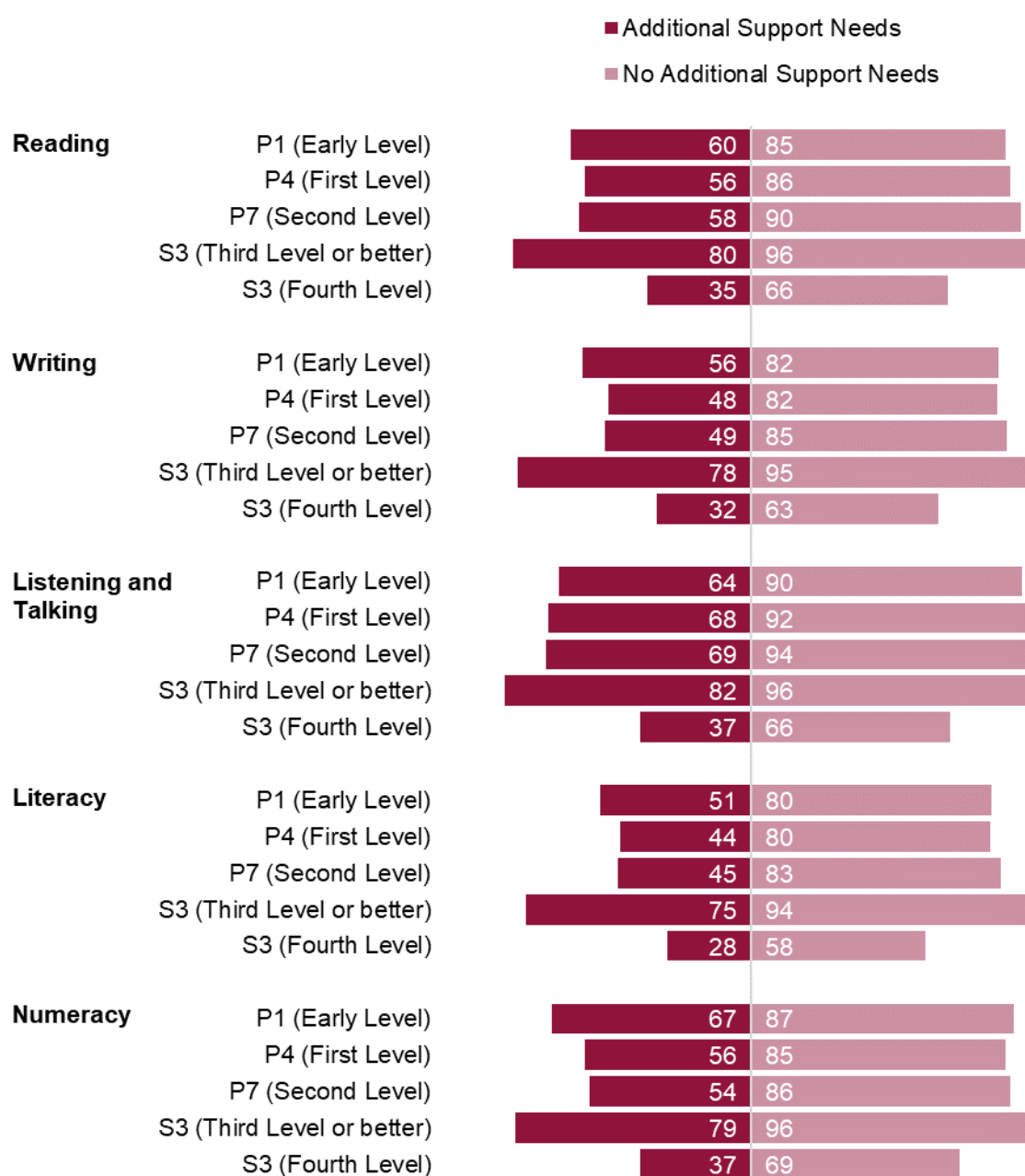
At S3 (Third Level or better), performance was highest for pupils of an Asian – Chinese background across all four organisers (Table 2). With respect to the three literacy organisers in S3, performance of White – Non Scottish pupils and pupils in the ‘All other categories’ and ‘Not disclosed/Unknown’ categories was lower than the national average. In numeracy, pupils in the ‘All other categories’ category saw the lowest performance with 83 per cent achieving Third Level or better compared to the national average of 90 per cent.

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

To add context to the achievement of CfE level data by Additional Support Need (ASN), the percentage of pupils recorded as having an Additional Support Need increased throughout the stages: 12, 26, 31 and 32 per cent for P1, P4, P7 and S3 respectively.

Chart 8 shows 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 recorded ASN, across all stages and organisers. In P1 the difference in performance was lowest for numeracy (21 percentage points), in P4 it was lowest for listening and talking (24 percentage points) and in P7 it was lowest for listening and talking (25 percentage points).

Chart 8: Percentage of pupils achieving CfE Levels, by Additional Support Needs and stage, 2018/19



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 26, 34 and 36 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 this level, compared to 82 per cent of pupils with a recorded ASN.

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

To add context to the achievement of CfE level data by English as an Additional Language (EAL), the percentage of pupils recorded as having English as an Additional Language was between five and eight per cent in 2018/19 for pupils in P1, P4, P7 and S3.

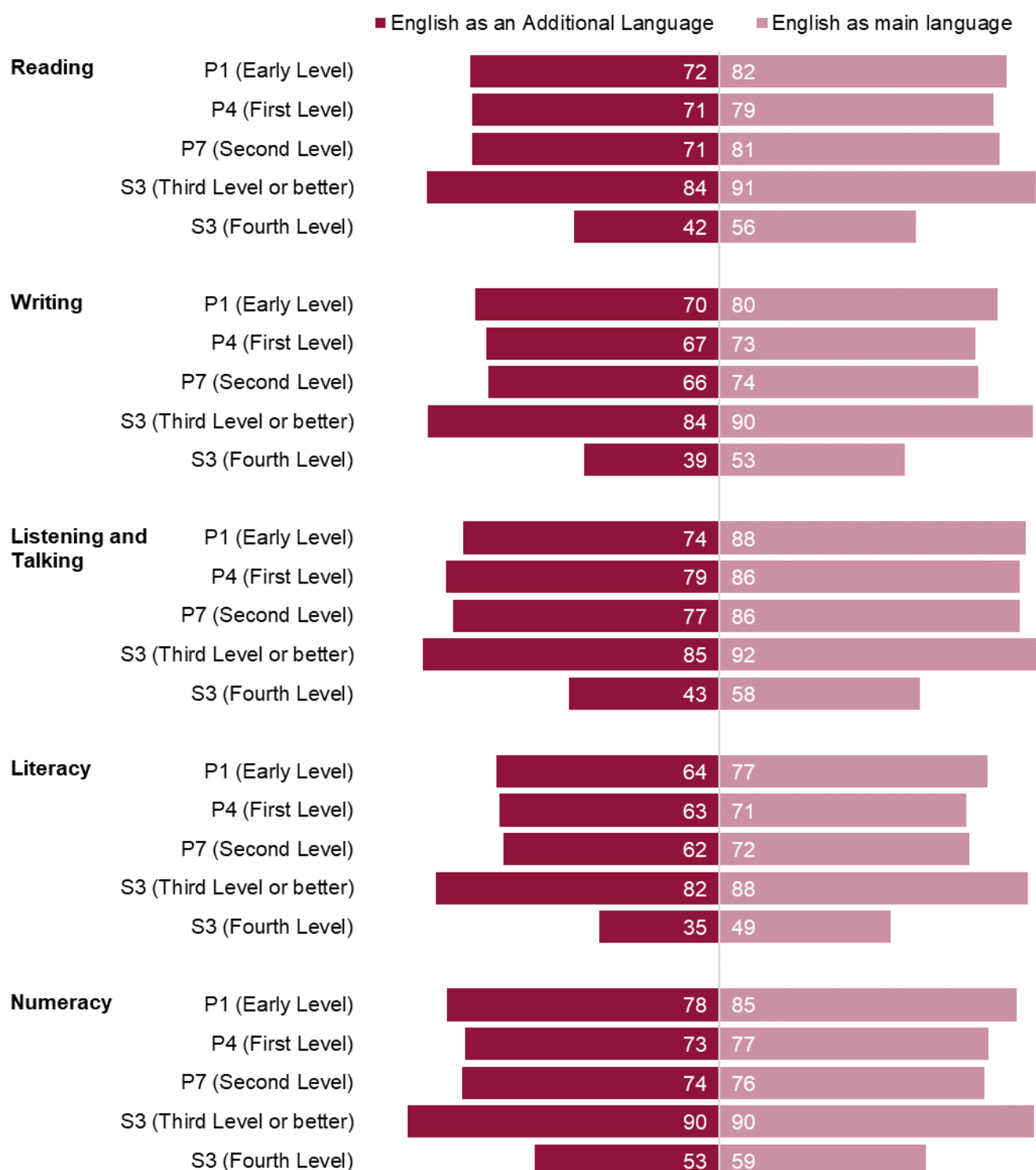
The percentage of pupils achieving the expected CfE level was higher for pupils with English as their main language across all stages and organisers (Chart 9).

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.

EAL pupils performed better in listening and talking, compared to the other literacy organisers at all three primary stages (74, 79 and 77 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 English as main language pupils in the literacy organisers was also in listening and talking (14 percentage points at P1).

The performance gaps were generally smallest at P4; ranging from six to eight percentage points in the literacy organisers. In P7, there was a difference of eight to ten percentage points between EAL and English as main language pupils for all three literacy organisers.

Chart 9: Percentage of pupils achieving expected CfE Levels, by English as an Additional Language and stage, 2018/19



4.5 Achievement of CfE Levels by Urban Rural Classification

The Urban Rural Classification used in this publication has six classifications as shown in Table 3. The P1, P4, P7 and S3 pupils in the achievement of CfE Levels 2018/19 data collection were distributed as follows:

Table 3: Percentage of pupils in P1, P4, P7 and S3 by Urban Rural Classification, 2018/19

From largest to smallest

Urban Rural Classification	Percentage
Other urban areas	38
Large urban areas	31
Accessible rural areas	12
Accessible small towns	9
Remote rural areas	5
Remote small towns	3
Unknown	1

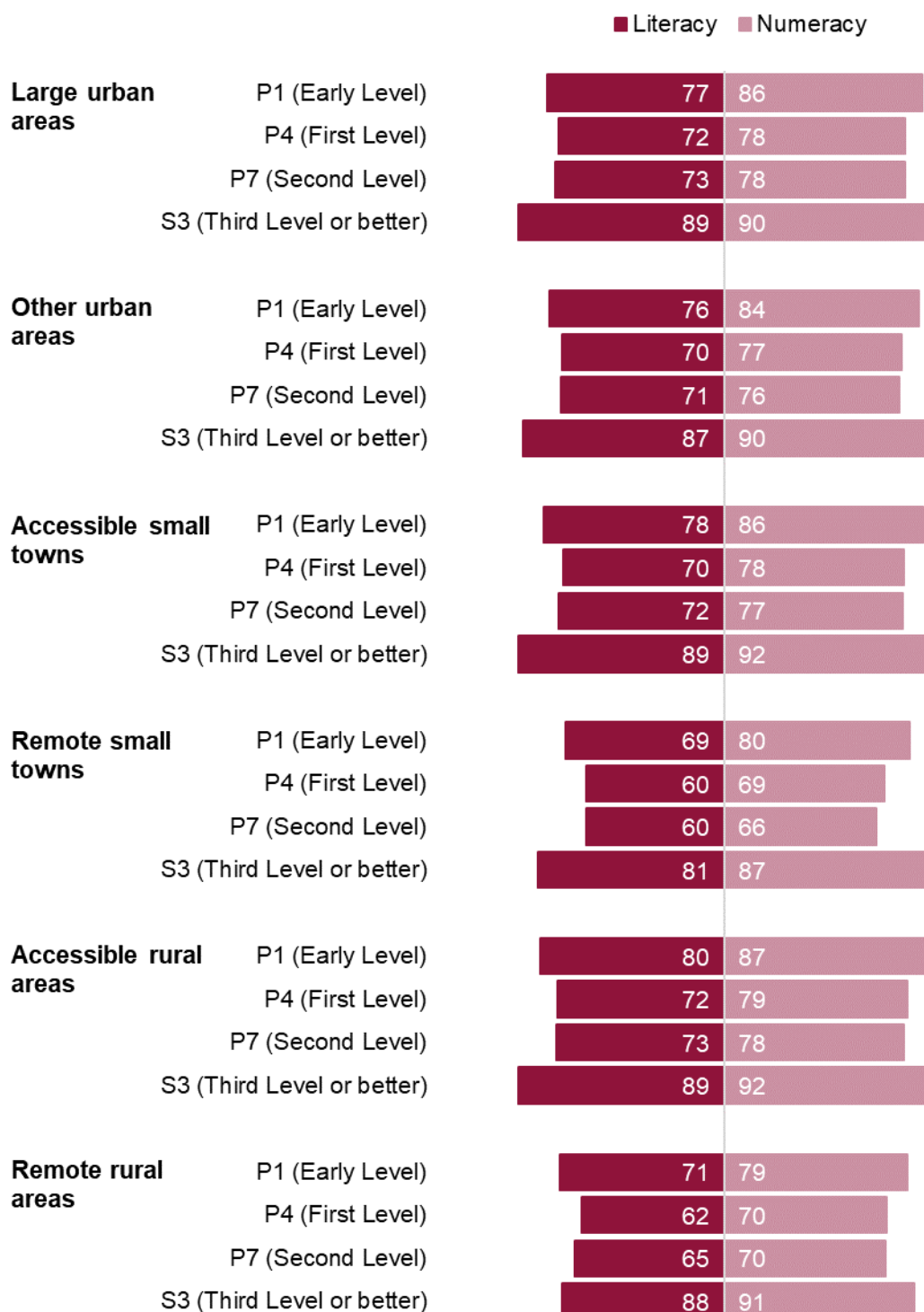
Chart 10 shows a summary of the percentage of pupils achieving expected CfE levels, by Urban Rural Classification and stage for literacy and numeracy. Detailed results by Urban Rural Classification can be found in the supplementary tables which can be found in the supporting files associated with this document (<http://www.gov.scot/ISBN/9781839603488>).

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 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 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 84 to 93 per cent.

Chart 10: Percentage of pupils achieving expected CfE Levels, by Urban Rural Classification¹ and stage, 2018/19



1. Urban Rural Classification 2016:

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

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.
- At least 80 per cent of S3 pupils achieved Third Level or better for reading, writing and listening and talking and 80 per cent achieved Third Level or better for literacy.

Information on the Gàidhlig data collected as part of the achievement of CfE levels can be found in Chapter 9.1.3.1. A combined literacy variable for Gàidhlig has been created; this has the same methodology as the English literacy variable. For more information see Chapter 9.1.3.3.

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 and P7 at 83 per cent, followed by S3 (81 per cent) and P4 (78 per cent).

For P1, P4 and P7 Gàidhlig, listening and talking results were highest whereas Gàidhlig writing results were the lowest (Chart 11). At S3, performance was largely consistent over the three Gàidhlig organisers.

The patterns observed in 2018/19 were similar to those seen in 2017/18 but the percentage of pupils achieving expected CfE Levels was generally lower in 2018/19, particularly in P1 and S3 (Table 4).

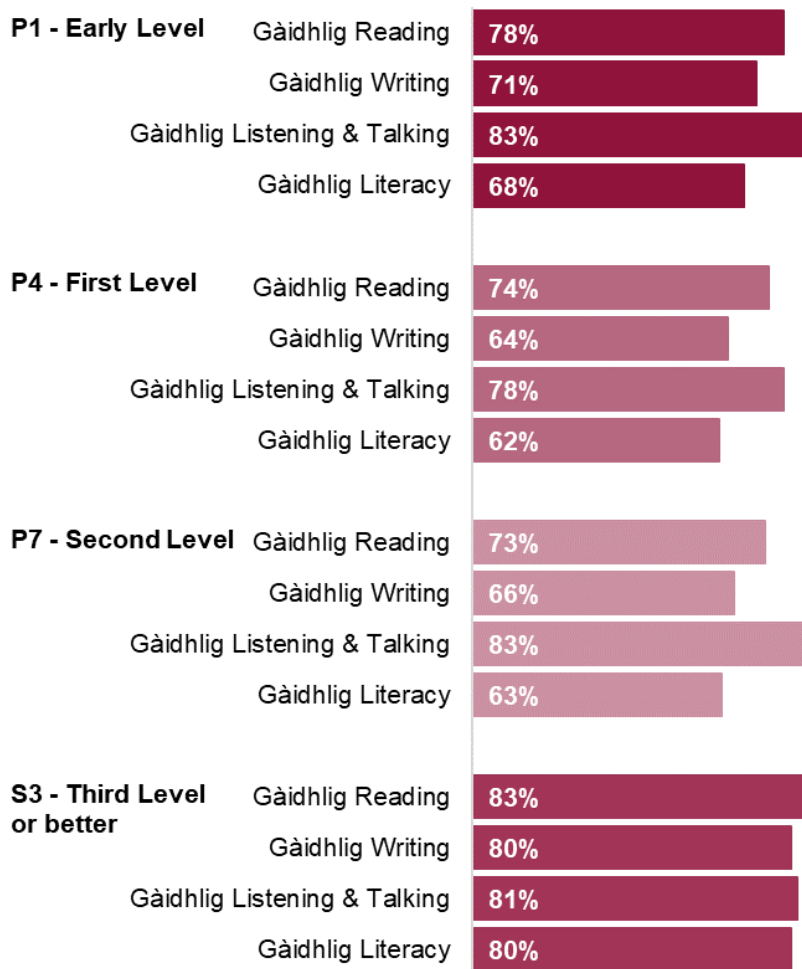
Table 4: Percentage of pupils achieving expected CfE Levels in Gàidhlig, 2016/17 - 2018/19^{a,b}

Year	Stage	Reading	Writing	Listening & Talking	Literacy
2018/19	P1 - Early Level	78	71	83	68
	P4 - First Level	74	64	78	62
	P7 - Second Level	73	66	83	63
	P1, P4 and P7 combined	76	67	81	64
	S3 - Third Level or better	83	80	81	80
	S3 - Fourth Level	57	52	58	49
2017/18	P1 - Early Level	84	77	88	74
	P4 - First Level	74	71	79	66
	P7 - Second Level	72	67	85	63
	P1, P4 and P7 combined	78	72	84	69
	S3 - Third Level or better	97	97	97	96
	S3 - Fourth Level	61	49	49	42
2016/17	P1 - Early Level	81	80	81	n/a
	P4 - First Level	78	71	83	n/a
	P7 - Second Level	73	62	80	n/a
	P1, P4 and P7 combined	n/a	n/a	n/a	n/a
	S3 - Third Level or better	98	94	98	n/a
	S3 - Fourth Level	55	40	52	n/a

a. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

b. The P1, P4 and P7 combined variable and the Literacy variable were not calculated for 2016/17

Chart 11: Percentage of pupils achieving expected CfE Levels in Gàidhlig, 2018/19



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

- Around a quarter of pupils based in special schools/units were reported as following their own individual milestones.
- A further quarter of pupils were assessed as 'Not yet achieved Early Level'.
- For each organiser, at least one third of pupils based in special schools/units were reported as having achieved a CfE Level.

Chart 12 shows the highest CfE level achieved for all pupils in special schools and standalone special units (for further information see Chapter 9.1.3.2).

Around twenty-six per cent of pupils within special school and standalone special units were following their own milestones.

Around a quarter of pupils in special schools and standalone special units had Not Yet Achieved Early Level.

Of the pupils who achieved a CfE level within special schools/units, this was highest for listening and talking and numeracy at 36 per cent, followed by reading (35 per cent) and writing (33 per cent). It should be noted that these proportions cannot be directly compared to those presented in other Chapters of this report. In order to show the full range of information recorded for pupils in special schools and standalone special units the calculations in this chapter include pupils recorded as Not Assessed. Pupils recorded as Not Assessed are excluded from the analysis in other chapters.

Around 12 per cent of pupils in special schools and standalone special units were not assessed. The 'Not Assessed' category within standalone special school/units may include pupils studying towards national qualifications normally undertaken in the Senior Phase. For further information see Chapter 9.1.3.2.

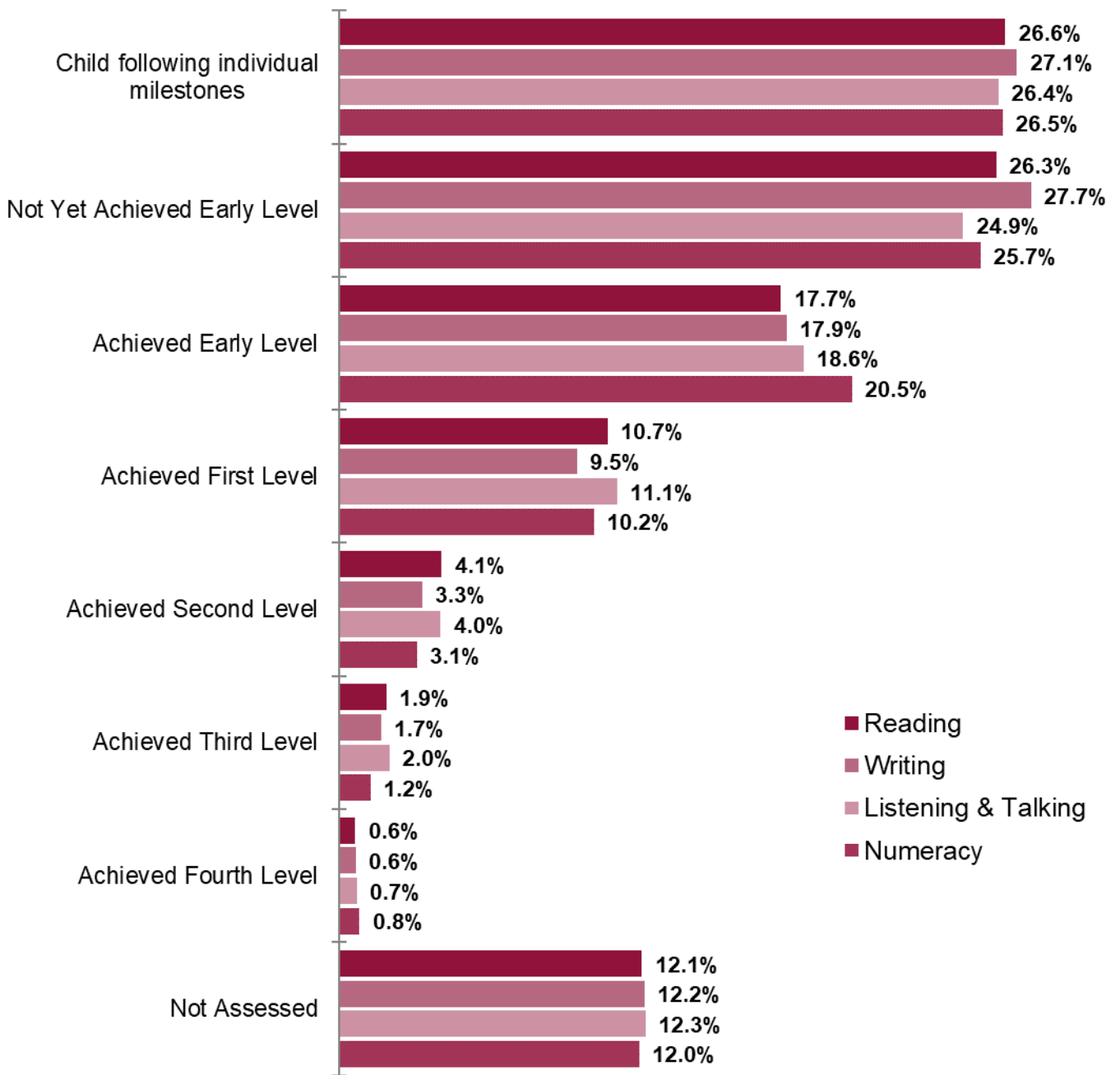
The patterns observed in 2018/19 are similar to those seen in earlier years. However compared to both 2016/17 and 2017/18 there have been increases in the proportions of pupils recorded as achieving a CfE Level across all organisers. At the same time the proportions of pupils who were recorded as following their own individual milestones or as Not Assessed have fallen slightly over this period (Table 5).

Table 5: Percentage of special schools/units pupils achieving CfE levels, 2018/19 ^a

Year	CfE level	Reading	Writing	Listening & Talking	Numeracy
2018/19	Not Yet Achieved Early Level	26	28	25	26
	Achieved Early Level	18	18	19	20
	Achieved First Level	11	10	11	10
	Achieved Second Level	4	3	4	3
	Achieved Third Level	2	2	2	1
	Achieved Fourth Level	1	1	1	1
	Not Assessed	12	12	12	12
	Child following individual milestones	27	27	26	27
2017/18	Not Yet Achieved Early Level	25	26	24	25
	Achieved Early Level	14	14	14	17
	Achieved First Level	12	11	12	10
	Achieved Second Level	4	4	4	3
	Achieved Third Level	2	2	2	1
	Achieved Fourth Level	0	0	0	0
	Not Assessed	16	16	16	16
	Child following individual milestones	27	27	27	27
2016/17	Not Yet Achieved Early Level	25	26	24	25
	Achieved Early Level	15	15	15	16
	Achieved First Level	8	8	9	8
	Achieved Second Level	3	3	4	3
	Achieved Third Level	2	1	2	1
	Achieved Fourth Level	0	0	0	0
	Not Assessed	17	17	17	17
	Child following individual milestones	29	29	29	29

a. The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years, see Chapter 9.1.4.2.

Chart 12: Percentage of pupils in special schools/units achieving CfE Levels, 2018/19



Chapter 7: Achievement of CfE Levels by local authority

If making comparisons between local authorities we recommend keeping in mind the context of the authorities and their approach to assessment. See Chapter 9.1.4.3 for more information.

This chapter describes the range of data reported by local authorities, and comparisons to the national average. Full achievement of CfE levels by local authority (2016/17 to 2018/19) can be found in the supplementary tables which can be found in the supporting files associated with this document (<http://www.gov.scot/ISBN/9781839603488>).

Chart 13: Percentage of P1, P4 and P7 pupils achieving the expected CfE Levels by organisers and local authority, 2018/19

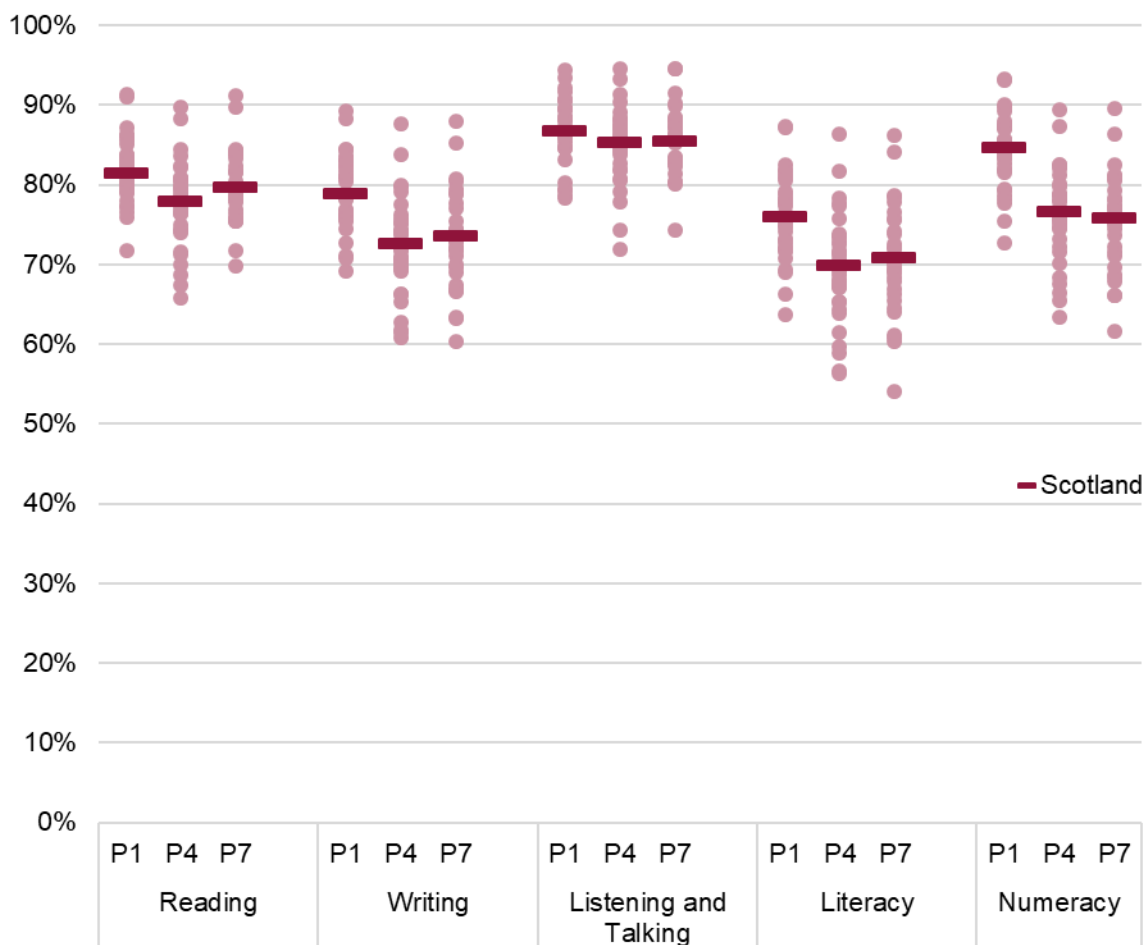
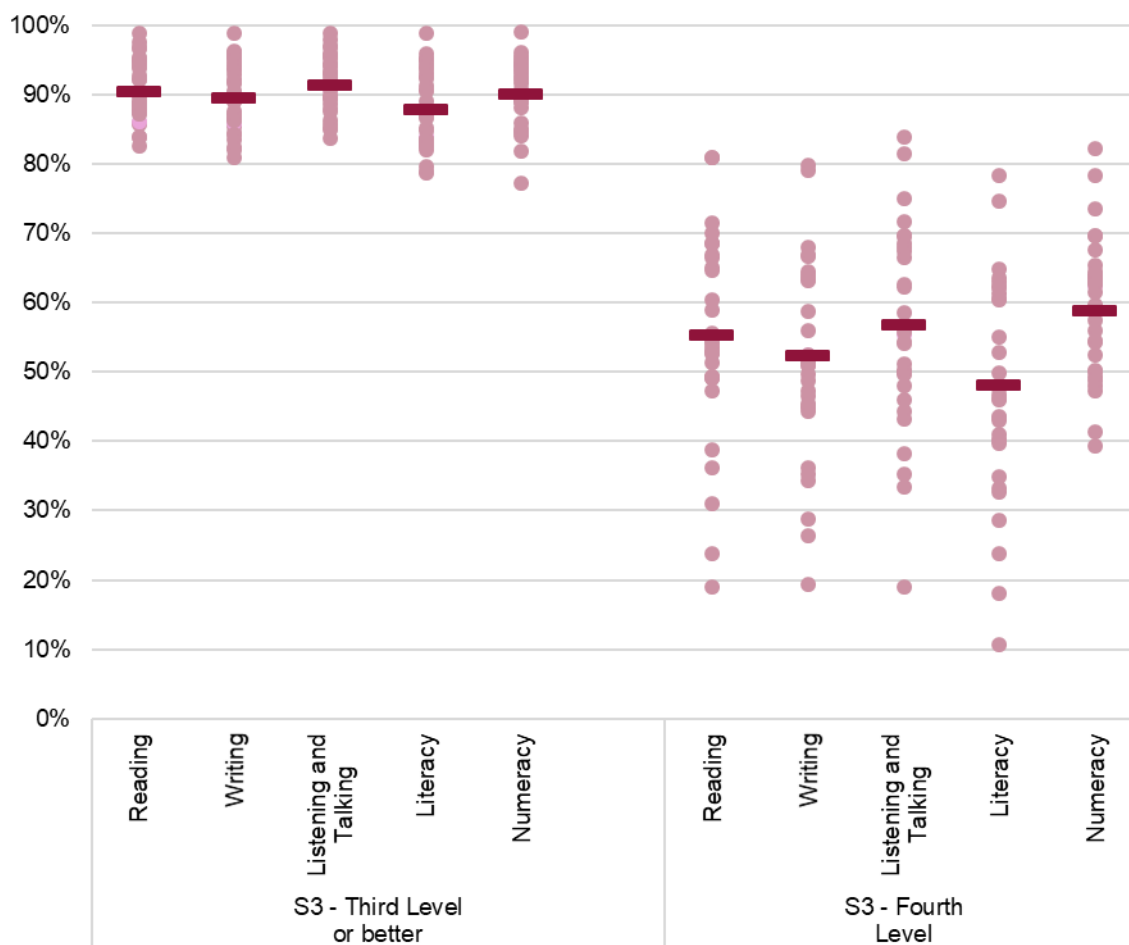


Chart 13, illustrates the range in results between local authorities and organisers for P1, P4 and P7. The largest range in results across the four separate organisers can be seen in numeracy at P7 (62 per cent to 90 per cent) and in writing at P7 (60 per cent to 88 per cent) – both differences of 28 percentage points.

The smallest range in results reported by organisers is for listening and talking, with a difference of 16 percentage points at P1, 23 percentage points at P4, 20 percentage points at P7 and 15 percentage points at S3.

Chart 14: Percentage of S3 pupils achieving CfE Levels by organisers and local authority, 2018/19



At S3, (Chart 14) the range in results between local authorities reporting attainment at Third Level or better was smaller than at Fourth Level. For Third Level or better, the smallest range in results by local authority was 15 percentage points for listening and talking (84 to 99 per cent). The highest range was for numeracy at 22 percentage points (77 to 99 per cent).

For Fourth Level in S3, the smallest range in results reported by local authorities was 43 percentage points for numeracy, (39 to 82 per cent) and the largest was 65 percentage points for listening and talking (19 to 84 per cent). This is consistent with feedback received from local authorities (see Chapter 9.1.4.1).

Results for local authorities by SIMD quintiles are available in the supplementary tables which can be found in the supporting files associated with this document (<http://www.gov.scot/ISBN/9781839603488>).

Chapter 8: Glossary

Additional Support Needs (ASN):

The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need additional support in order to benefit from school education.

Broad General Education (BGE):

The Broad General Education is the first phase of Curriculum for Excellence. It begins in early learning and childcare and continues to the end of S3 (the third year of secondary school). More information can be found here: <https://education.gov.scot/scottish-education-system/Broad%20general%20education>

Code of Practice for Statistics:

The Code of Practice for Statistics provides producers of official statistics with the detailed practices they must commit to when producing and releasing official statistics.

<https://www.statisticsauthority.gov.uk/wp-content/uploads/2018/02/Code-of-Practice-for-Statistics.pdf>

Curriculum for Excellence (CfE):

Curriculum for Excellence is Scotland's curriculum. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. More information about Curriculum for Excellence can be found here:

<https://scotlandscurriculum.scot/>

English as an Additional Language (EAL):

Refers to pupils for whom English is a second or additional language.

Gaelic Medium Education:

Gaelic Medium Education is a form of education in Scotland that allows pupils to be taught through the medium of Scottish Gaelic, with English being taught as the secondary language.

Grant Aided School:

Schools that are supported financially directly by the Scottish Government and follow the Curriculum for Excellence but are independent from local authorities. Grant-aided schools are not equivalent to schools termed 'academies' in some parts of the UK. Grant aided special schools provide for young people with a wide range of ASN. There are seven Grant aided special schools in Scotland.

Government Statistical Service:

The Government Statistical Service (GSS) is a cross-government network led by the National Statistician. The GSS works to provide advice, analysis and a statistical evidence base to help people make better decisions.

Scottish Index of Multiple Deprivation (SIMD):

The Scottish Index of Multiple Deprivation identifies small area concentrations of multiple deprivation across Scotland. More information can be found here:

<http://www.gov.scot/Topics/Statistics/SIMD>.

Least Deprived:

Pupils whose home address is in the 20% of least deprived data zones (small areas) as defined by the Scottish Index of Multiple Deprivation (<http://www.gov.scot/Topics/Statistics/SIMD>).

Most Deprived:

Pupils whose home address is in the 20% of most deprived data zones (small areas) as defined by the Scottish Index of Multiple Deprivation (<http://www.gov.scot/Topics/Statistics/SIMD>).

National Improvement Framework (NIF):

A Scottish Government policy to ensure children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

<https://www.gov.scot/policies/schools/national-improvement-framework/>

Organiser:

Organisers consist of Numeracy and the three literacy components; Reading, Writing and Listening and Talking.

Pupil Census data:

A Scottish Government data collection, collecting a range of information and statistics on school pupils in Scotland.

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/Summarystatsforschools>

Publicly funded mainstream school:

Schools which are run and financed by the local authority and grant-aided schools.

Urban Rural Classification:

The Urban Rural Classification is an Official Statistic used to distinguish rural and urban areas. Within this publication the Urban Rural Classification 2016 has been used. More information can be found here:

<https://www2.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification>

Scottish National Standardised Assessments (SNSA):

School children in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

<https://standardisedassessment.gov.scot/>

Chapter 9: Background notes

9.1 Sources, coverage, methodology and quality assurance

9.1.1 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 based on teachers' professional judgements in schools. A copy of the specification issued to data providers can be found [here](#).

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.

The Achievement of CfE Level census date was Monday 10 June 2019. Data was submitted by local authorities to Scottish Government by Friday 30 August 2019. A process of quality assurance between Scottish Government, local authorities and schools occurs before the production of these statistics.

9.1.2 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 229,255 pupils. Teacher judgements cover the four organisers of reading, writing, listening and talking and numeracy. Mainstream pupils for whom the teacher has been unable to make a professional judgement are not included in the published results (less than 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 in the level of coverage for special schools and standalone special units. In 2015/16, the coverage was approximately 70 per cent. Since 2016/17 the approximate coverage has been consistently above 95 per cent.

9.1.3 Methodology

9.1.3.1 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	P4	P7	S3
Gàidhlig Reading	✓	✓	✓	✓
Gàidhlig Writing	✓	✓	✓	✓
Gàidhlig Listening and Talking	✓	✓	✓	✓
English Reading			✓	✓
English Writing			✓	✓
English Listening and Talking			✓	✓
Numeracy		✓	✓	✓

Achievement of CfE levels in Gàidhlig can be found in Chapter 5.

9.1.3.2 Pupils based in special schools / standalone special units

Special schools and standalone special 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 simply recorded as being a pupil based in a special school or standalone special 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 pupils based in special schools and standalone special 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 and standalone special 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. During 2019 we consulted with key stakeholders, including Education Scotland, special schools and standalone special units and local authorities, regarding how these pupils should be appropriately recorded. Based on their feedback we intend to introduce a new category for future Achievement of Curriculum for Excellence Levels data collections. The definition for this is:

For standalone special schools and units, use code 97 if:

- (a) a pupil is in the senior phase and,
- (b) the pupil is being taught at least one qualification, other award, or work-based learning, at SCQF Level 1 and above and,
- (c) teachers would not normally make CfE level judgements for pupils in the senior phase.

9.1.3.3 P1, P4, P7 combined and Literacy variable

The publication tables include two derived 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 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. 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 'Not Yet 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.

9.1.3.4 Data matching

To reduce the burden on data providers, as per the Code of Practice for Statistics, pupil characteristic information was added to the Achievement of CfE Levels data by using previously collected data: Pupil Census 2018. The following variables were added:

- Ethnicity
- Additional Support Needs
- English as an Additional Language
- Scottish Index of Multiple Deprivation
- 6-fold Urban Rural Classification

Achievement of CfE Level data and Pupil Census data are initially matched based on Scottish Candidate Number (SCN) and school or, where an initial match is not made, based on SCN and other demographic information (e.g. sex and date of birth).

For 2018/19 a change was made to the approach taken to linking SIMD and Urban Rural Classification data.

Previously, where it was not possible to find an initial match between ACEL data and the Pupil Census using SCN and school, pupils appeared in the 'Unknown' SIMD and Urban Rural Classification categories. However for 2018/19, the Pupil Census was used to assign SIMD and Urban Rural Classification information whether the match was based on SCN and school, or SCN and other demographic information.

2016/17 and 2017/18 SIMD data has been revised on the same basis.

9.1.4 Data quality and quality assurance

9.1.4.1 Data quality and feedback from data suppliers

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. Feedback was received from 31 out of 32 local authorities. 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.

A number of data suppliers indicated that they are fully confident in the ACEL data they have supplied. Most others indicated that their confidence levels were high and growing. This feedback is backed up by analysis of the 2018/19 data which shows increased consistency compared to earlier years.

However it should be noted that feedback from a small number of local authorities indicates that some concerns around confidence in data quality of Fourth Level judgements remain. Analysis of data on the achievement of Fourth Level indicates a greater range in results across local authorities than is observed at other Levels. This should be considered when interpreting these Fourth Level results.

9.1.4.2 Comparisons over time

This publication, and the associated supplementary tables, provide comparisons back to 2016/17, at a national and local authority level. When making such comparisons, it should be noted that both analysis of the data, and evidence provided to us by local authorities, suggests the robustness and consistency of the data has been increasing during this period.

In previous years these statistics have been labelled as 'Experimental Statistics' reflecting that they were new statistics in development. The Experimental Statistics label has been removed from this year's statistics; for more information see Chapter 1.3.

Comparisons have not been made with data for 2015/16 - the first year of data collection – in this publication. Analysis of this data, alongside the 2016/17 data, highlighted inconsistencies between the two years. Due to this we do not recommend comparing 2015/16 data with data for subsequent years.

9.1.4.3 Comparing between local authorities

If making comparisons between local authorities we recommend keeping in mind the context of the authorities and their approach to assessment.

In particular, within some local authorities school pupils with complex needs may attend a special school or standalone special unit. It is not necessarily appropriate to assign these pupils to a specific stage and so pupils from special schools and standalone special units are excluded from the main analysis and are considered separately in Chapter 6. However, some local authorities do not have separate special schools or standalone special units and in these local authorities pupils with complex needs are integrated into their mainstream schools; these pupils have been included throughout this publication. This should be kept in mind when making comparisons between local authorities.

9.1.4.4 Assessment of children's progress against CfE Levels

The expected standards under CfE were embedded in the experiences and outcomes from the outset; further to this 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.

9.2 School level data

School level results are also being released alongside this publication. They are available in the School Information Dashboard online via this [link](#). Data will be published for all publicly funded primary and secondary 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 five 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'. This may have a particularly large impact on schools with an integrated special unit. Children who were recorded as 'Not Assessed' are not included in the calculations.

The data quality considerations described in Chapter 9.1.4 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. If making comparisons between schools we recommend keeping in mind the context of the authorities and their approach to assessment.

9.3 Supplementary tables

The collection involves a large amount of data, which cannot be fully presented 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 (<http://www.gov.scot/ISBN/9781839603488>). As with school level information, a disclosure control policy was applied to supplementary tables.

Within the supplementary tables for 2018/19 data, trend data has been included for the key measures. This includes the national overview, data by SIMD and local authority data.

9.4 Revisions policy

Data submissions for the latest year can sometimes identify required revisions for previously submitted data. Scottish Government will revise the previous years' results at the time of publication of the latest year's results. Data revisions must be received by October for inclusion in the next publication.

Achievement of Curriculum for Excellence Level 2015/16 data was 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).

Achievement of Curriculum for Excellence 2017/18 data was revised for the original publication of this report on 10 December 2019, on the new data matching basis (see Chapter 9.1.3.4), and to account for revised data received for one primary school.

Achievement of Curriculum for Excellence 2016/17 data was subsequently revised on 30 April 2020 to use the new data matching basis (see Chapter 9.1.3.4). This affects 2016-17 Achievement of Curriculum for Excellence Levels by SIMD in this report. It also affects 2016-17 Achievement of Curriculum for Excellence Levels by Urban-Rural classification which are not presented in this report but have been revised in the 2016/17 supplementary tables.

9.5 International and UK 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 cannot 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 undertaken 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: <http://www.gov.scot/ISBN/9781839603730>

9.6 Further information on attainment

There is a range of other 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://www2.gov.scot/Topics/Statistics/Browse/School-Education/Publications/Pub-SS-AII>

Further assessment and attainment information on schools can be found on the Scottish Government Education [dashboards](#) page.

The Scottish Qualifications Authority (SQA) publish attainment statistics which can be found at: <https://www.sqa.org.uk/sqa/48269.8311.html>

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

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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.

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Details of forthcoming publications can be found at www.gov.scot/statistics

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