Attainment Update for Midlothian in Primary and Secondary schools

Report by Michelle Strong, Education Chief Operating Officer

Report for Information

1 Recommendations

- To note the progress, strengths and improvements of our children and young people's attainment in both primary and secondary schools as outlined in this Report.
- To note and acknowledge the strategies adopted to address areas for continuous improvement outlined in this Report.
- To congratulate all pupils, parents and staff on the significant improvements in attainment and achievement during session 2022/23.

2 Executive Summary

The purpose of this report is to present the annual update on attainment for Midlothian on two key datasets: Achievement of Curriculum for Excellence Levels (ACEL) and Senior Phase Insight update. These two data updates provide important indications of the achievement for our children and young people at various stages from P1 to S6. This report highlights the successes and challenges at various points, along with plans for the future to address these and ultimately improve the outcomes for all of our children and young people. The stretch aims for Midlothian for the period 2023/24-2026/27 are also presented as part of the Scottish Government's programme for supporting education recovery.

23 November 2023

Report Contact:
Andrew Carse, Principal Officer, Performance Data Analysis and Research
andrew.carse@midlothian.gov.uk

3   Background

3.1   The purpose of this report is to present the current position, trend outlook and comparison to national and comparator performance for our attainment in Midlothian. The report will examine two core sets of data to highlight areas of strength and improvement in our primary and secondary schools. Including both sets of data allows analysis of the whole school journey which will be important to monitor, track and analyse going forward to have a robust understanding of how children and young people are performing and how we can support improvements to enable them to reach their full potential.

3.2   The first set of data to be examined is the Achievement of Curriculum for Excellence Levels (ACEL) update for 2022/23. This presents our current performance versus the national and comparator levels for 2021/22, as the statistical summary for Scotland and other local authorities is not yet published. This will be published late December 2023, and will be found [here](#). The summary provides information on the proportion of school pupils who have achieved the expected Curriculum for Excellence (CfE) Levels in literacy and numeracy relevant to their stage. This presents the data based on teachers' professional judgements for the percentage of pupils who have achieved the expected CfE levels in reading; writing; listening and talking; and numeracy in all Primary 1 (P1 – Early Level), Primary 4 (P4 – First Level), Primary 7 (P7 – Second Level) and Secondary 3 (S3 – Third Level) pupils in mainstream schools. Further information on the Broad General Education and Curriculum for Excellence can be found at
https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/

3.3   The second set of data is taken from the Insight update in September 2023. Insight is the professional benchmarking tool for analysing attainment data in the senior phase, accessible by secondary schools and local authorities. It is designed to support improvement within schools and for young people in S4 to S6. There are two releases of Insight per year, the first of which is in September and provides year group-based attainment data for previous sessions. The second February update adds initial leaver destinations data for those leaving school in the previous academic year, which allows for analysis of data on cohorts of young people at the point of exit from the Senior Phase. This report will cover the annual cohort level update for session 2022/23.

3.4   The 2022/23 academic year was the first year of the Scottish Attainment Challenge under its refreshed model. The Scottish Attainment Challenge programme was refreshed with a view to supporting education recovery and accelerating progress in closing the poverty-related attainment gap. A key element of the refreshed model was the requirement for local authorities to set ambitious, achievable stretch aims for progress in overall attainment and towards closing the poverty-related attainment gap in the 2022/23 academic year. They have been set based on rigorous local processes, supported and challenged by Education Scotland, to interrogate local data and understand how best to target resources and develop approaches to best support children and young people fulfil their potential. The stretch aims for Midlothian were set by a robust process involving all schools and head teachers. School level historical data was shared with establishments, and rich discussions and collaborative working assisted head-teachers to set individual school-level 'Core and Core-Plus' stretch aims. These then contributed to the overall measures of progress for Midlothian. The 'Core stretch' aims will allow all authorities to be compared

nationally and the 'Core-plus' stretch aims are localised to allow for improvement towards the Core measures. Both sets of stretch aims are shown in Appendix B and further summary detail on the national process can be found [here](). The next phase of work for session 2023/24 has been to further develop this process of introducing stretch aims for a longer period of time. Appendix B sets out the stretch aims from 2023/24 – 2026/27 to cover the outcomes of the Education Service Improvement Plan. The stretch aims have been developed in the similar robust process and enhanced by examining the school's and council's performance over the past 5 years. The finalised aims have therefore been set taking account of where we want children and young people's performance to be at the end of the four-year period.

4   Attainment Summary

4.1   Appendix C presents a more detailed summary of the attainment from the ACEL and Insight update. It presents the performance of attainment in Midlothian versus the national and comparator authorities. This highlights the following key messages:

4.1.1   ACEL - Literacy & Numeracy

a. There is positive improvement for the combined primary stages, with both literacy and numeracy attainment increasing in 2022/23 from the previous year. In comparison to the national and comparator authorities' level from last year, attainment in literacy is higher and numeracy was lower.

b. In S3 attainment was higher in both literacy and numeracy compared to last year and the pre-pandemic levels. In addition, literacy and numeracy levels are higher than the comparator authorities' figure for 2021/22.

c. Analysis by stage shows that attainment in literacy for P1, P4 and P7 were all higher than last year and the pre-pandemic levels. In P1 and P4 these are above the national and comparator levels for 2021/22. For numeracy there were improvements in P1 and P4 from last year, although in P7 attainment decreased from 2021/22 and was lower than the national and comparator authorities' level.

d. Looking at the individual literacy components there was good progress in all three primary stages and literacy components.

e. In P1 there were increases in reading, writing and listening & talking from last year, with reading and listening & talking levels above the national and comparator figures for 2021/22. In P4 there were improvements in all three components from last year and are above national and comparator figures for 2021/22. In P7 there were improvements in writing and listening & talking from last year. In S3 there were increases in attainment for all literacy components compared to the previous year and more aligned to the national and comparator levels from 2021/22.

f. The attainment gap was analysed by looking at pupils in receipt of free school meals versus those not in receipt of free school meals. This provides a much better reflection of poverty in Midlothian compared to the Scottish Index of Multiple Deprivation (SIMD). The figures for combined primary show that the attainment gap in literacy, writing and listening & talking narrowed in 2022/23 from the previous year. In S3 the attainment gap also narrowed for literacy, numeracy and reading.

4.1.2 Insight

a. Literacy and Numeracy

i. In S4 there was strong performance at all levels, with increases in 2022/23 from the previous year and statistically significantly greater attainment than our virtual comparator at Scottish Credit and Qualifications Framework (SCQF) level 3 and 4.

ii. In S5 there was an increase in attainment at levels 4, 5 and 6 from last year, which are an improvement from pre-pandemic figures. Attainment was also higher than the national and virtual comparator pre-pandemic levels for level 3, 4 and 5.

iii. In S6 there was a decrease in attainment at levels 4, 5 and 6 from last year, although the figures are higher than pre-pandemic levels. Performance was also not as strong compared to the national and comparator authorities in all levels.

b. Improving Attainment for All

i. In S4 the performance in 2022/23 in the lowest 20% and middle 60% cohorts saw improvement compared to the previous year. Attainment in these cohorts also was higher than the pre-pandemic levels, although the middle 60% was significantly lower than the virtual comparator for 2022/223.

ii. For S5 the lowest 20% and highest 20% cohorts showed improvement from the previous year, with the highest 20% above the pre-pandemic average. Attainment for the middle 60% however was lower than last year.

iii. In S6 there was a decrease in attainment for all three cohort groups from 2021/22. The middle 60% and highest 20% however were higher than the pre-pandemic averages.

iv. In comparison to the virtual comparator and national figures the area of most concern is the middle 60% cohort, where performance in 2022/23 was significantly lower than the virtual comparator in S4, S5 and S6.

c. Initial Positive Destinations

i. the percentage of school leavers in a positive destination in 2021/22 was the highest ever recorded for Midlothian at 95.50%. This was an increase of 0.06% from the previous year and higher than the virtual comparator level.

d. Breadth and Depth

i. In S4 the percentage of all pupils attaining 1 and 5 or more awards at SCQF level 5 both increased from last year, with those with 1+ at the highest level in 6 years and 6.62% higher than pre-pandemic levels. The performance in both measures was higher than the virtual comparator and the pre-pandemic figures. For 5+ awards the 2022/23 rate was 9.93% higher than the virtual comparator pre-pandemic average.

ii. In S5 whilst there was a reduction in all three key measures versus last year there was an increase over the pre-pandemic levels. In comparison to the virtual comparator the figures for the three measures were all below for 2022/23.

iii. For S6 in 2022/23 all four key measures were lower than the previous year, although there was an increase in all measures from the pre-pandemic averages.

4.2 In summary, for most year groups there has been some improvement in attainment for 2022/23 in comparison to last year and pre-pandemic levels. There are some positive outcomes in areas for Midlothian in comparison to national and comparator authorities' figures, however there are still areas for improvement. The most notable strengths are: Primary and S3 CfE Attainment; S4 and S5 literacy and numeracy; S4 and S5 senior phase attainment and positive destinations. There are however challenges where improvement will be focused, which includes areas of P7 literacy, the core middle 60% of senior phase attainment; and S6 attainment overall.

4.3 In order to address these improvements there are a number of intervention projects and supports underway. Some of the ongoing support to improve attainment includes the following:

4.3.1 Development and implement a raising attainment strategy

This project is well underway involving senior leaders from across our empowered system. This strategic group has gathered intelligence both locally, regionally and nationally where success has been achieved and verified. Strategic priorities for our Education Service and areas of focus from 2023 for the next five years are being developed alongside the necessary supports for our schools and settings to achieve these. Central to this are a suite of aims relating to improvements in the ACEL and Insight data presented above with ongoing monitoring and tracking of annual targets.

4.3.2 Development of the full range of curriculum frameworks

Each of our Associated Schools Groups is currently developing and piloting curricular frameworks for completion this school session. The Midlothian Numeracy Frameworks and Writing Framework are now in place in our schools, with Reading and Listening and Talking Frameworks been made available before July 2024. Following this all Midlothian schools and settings will be using consistently agreed approaches to planning for Literacy and Numeracy within the Broad General Education.

4.3.3 Support for Moderation of Teacher Professional Judgements

Every Midlothian primary school is being supported to effectively moderate teacher professional judgements of writing at P4 and P7 stages. This activity is focussed on ensuring increasing confidence in learners' achievement of CfE levels of attainment that are submitted annually to Scottish Government. This support is being provided by Local authority officers and Education Scotland colleagues, building capacity through upskilling key staff in each school.

A QAMSO plan (Quality Assurance and Moderation Support Officers Plan) is currently in development to support our schools with moderation activity in response to our attainment data and areas of greatest need. For session 2023/24 our focus will continue to be on writing throughout the Broad General Education. This will ensure that our teachers are identifying next steps for our learners in writing, within our agreed progressions, and planning to address those to ensure pace of progress through a level.

4.3.4 Revision of Midlothian's Learning, Teaching and Assessment Framework

Aligning closely with our Raising attainment strategy and the support provided to implement our curricular frameworks this will provide further support and guidance for our schools within a consistently understood framework. Senior officers, within and outwith schools, will lead the development of this Framework, drawing on research based and evidence informed practice from within Midlothian, regionally and nationally. Focussed Quality Assurance activity and our professional learning offer will enable us to secure ongoing improvements to the quality of our learners' experience, reducing variation across our system and improving attainment for our children and young people.

4.3.5 Development of an effective tracking, monitoring and analytical system

To assist with the support and improvement in attainment there is a robust plan in place to develop consistent and effective tracking and monitoring in primary and secondary schools. The systems approach, data management and data cultural development will ensure there is a holistic approach for evaluating how every child and young person is progressing. The plan is for a gradual introduction and for all teachers and schools to be involved in collaborative improvement. This will assist in supporting the improvement to attainment at an individual level that should set a stronger foundation for improvement at School, ASG and Midlothian level.

4.3.6 Support from the Education Recovery Team

Our Education Recovery Team are linking with schools on all of the above projects. Their support in schools is data informed and responsive to the needs of the learners and staff within each setting. The team are supporting schools to raise attainment through provision of professional learning, teaching alongside class teachers in our schools, the embedding of our Literacy and Numeracy Progressions and support for Moderation activity to ensure the judgements teachers are making regarding attainment levels are robust and valid.

5 Report Implications (Resource, Digital and Risk)

5.1 Resource

There are no resource implications for this report.

5.2 Digital

Further to the improvements made last year on data development, there are now digital data dashboards available for all primary schools which coincide with an improved consistent approach to tracking and monitoring. There are also strategic dashboards that are available for both the education leadership team and individual schools to monitor and analyse. This will support focused improvements in specific areas and cohort groups.

5.3 Risk

Not applicable.

5.4 Ensuring Equalities (if required a separate IIA must be completed)

Not applicable.

5.5   Additional Report Implications (See Appendix A)

See Appendix A

Appendices

Appendix A – Additional Report Implications
Appendix B – Midlothian Stretch-aims
Appendix C – Attainment Summary

APPENDIX A – Report Implications

A.1 Key Priorities within the Single Midlothian Plan

This will work towards the key priority of reducing the gap in learning outcomes.

A.2 Key Drivers for Change

Key drivers addressed in this report:

☐ Holistic Working
☐ Hub and Spoke
☒ Modern
☐ Sustainable
☒ Transformational
☐ Preventative
☐ Asset-based
☒ Continuous Improvement
☐ One size fits one
☐ None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

☐ One Council Working with you, for you
☒ Preventative and Sustainable
☒ Efficient and Modern
☒ Innovative and Ambitious
☐ None of the above

A.4 Delivering Best Value

The delivery of this plan with assist the council in meeting its best value duties. Most notably in the following Best Value themes: Governance and Accountability; Effective use of resources and partnerships and collaborative working.

A.5 Involving Communities and Other Stakeholders

Not applicable.

A.6 Impact on Performance and Outcomes

The content in this report and the continuous improvement to support improvement in attainment for all young people will assist in improving performance and outcomes for the council.

A.7 Adopting a Preventative Approach

Not applicable.

A.8 Supporting Sustainable Development

Not applicable.

APPENDIX B

1. <u>**Midlothian Stretch Aims – 2022/23 Performance**</u>

1.1 <u>Core Stretch Aims</u>

Attainment

		Stretch Aim	2022/23
ACEL P1, P4, P7 Combined[a]	**Literacy**	**71.5%**	71.6%
	Numeracy	**74.0%**	76.8%
ACEL S3[a]	**Literacy**	**88.0%**	85.1%
	Numeracy	**90.5%**	91.0%
Leavers SQA A-C[b]	**1+ @ Level 4**	**97.0%**	Not available yet
	1+ @ Level 5	**87.0%**	Not available yet
	1+ @ Level 6	**62.0%**	Not available yet

Attainment Gap - SIMD 1 vs. 5

		Stretch Aim	2022/23
ACEL P1, P4, P7 Combined	**Literacy**	**23.0%**	21.0%
	Numeracy	**18.0%**	15.5%
ACEL S3	**Literacy**	**24.5%**	29.2%
	Numeracy	**17.5%**	6.5%
Leavers SQA A-C	**1+ @ Level 4**	**7.0%**	Not available yet
	1+ @ Level 5	**19.0%**	Not available yet
	1+ @ Level 6	**44.0%**	Not available yet
Participation rate (%)		**9.0%**	Not available yet

Participation Level

	Stretch Aim	2022/23
Participation rate[c] **(%)**	**94.0**	95.4

Health and wellbeing

		Stretch Aim	2022/23
Primary	**Attendance Rate**	**95.0%**	92.5%
	Exclusions – Rate per 1,000	**3.0**	4.2
Secondary	**Attendance Rate**	**91.0%**	87.3%
	Exclusions – Rate per 1,000	**15.0**	28.9

1.2 Core-Plus Stretch Aims

Attainment - ACEL

		Stretch Aim	2022/23
P1	**Literacy**	**77.0%**	76.7%
	Numeracy	**81.0%**	84.6%
P4	**Literacy**	**74.0%**	69.7%
	Numeracy	**76.0%**	74.4%
P7	**Literacy**	**71.5%**	68.5%
	Numeracy	**74.0%**	71.4%

		Stretch Aim	2022/23
P1	**Reading**	**80.0%**	82.0%
	Writing	**77.0%**	80.0%
	Listening & Talking	**87.0%**	89.2%
P4	**Reading**	**77.5%**	77.4%
	Writing	**74.0%**	73.2%
	Listening & Talking	**87.5%**	88.8%
P7	**Reading**	**76.0%**	77.5%
	Writing	**71.5%**	71.9%
	Listening & Talking	**83.0%**	86.1%
S3	**Reading**	**88.8%**	90.6%
	Writing	**88.0%**	87.5%
	Listening & Talking	**89.5%**	89.3%

Attainment - All SCQF

		Stretch Aim	2022/23
Leavers All SCQF Awards[d]	**1+ @ Level 4**	**96.0%**	Not available yet
	1+ @ Level 5	**86.0%**	Not available yet
	5+ @ Level 5	**65.0%**	Not available yet
	1+ @ Level 6	**60.0%**	Not available yet
	3+ @ Level 6	**50.0%**	Not available yet
	5+ @ Level 6	**35.0%**	Not available yet

Destinations

		Stretch Aim	2022/23
All Leavers	**% Positive Destinations**	**97.0%**	Not available yet
	% ID in Higher Education	**37.5%**	Not available yet

Attainment Gap - FSM vs. Non-FSM

		Stretch Aim	2022/23
ACEL P1, P4, P7 Combined	**Literacy**	**22.0%**	26.5%
	Numeracy	**20.0%**	24.3%
ACEL S3	**Literacy**	**17.0%**	28.9%
	Numeracy	**17.0%**	22.2%
Leavers All SCQF	**1+ @ Level 4**	**7.0%**	Not available yet
	1+ @ Level 5	**18.0%**	Not available yet
	1+ @ Level 6	**38.0%**	Not available yet

2. **Midlothian Stretch Aims – 2023/24 – 2026/27**

A rigorous and robust process has been conducted to develop the Stretch aims for 2025/26, supported by annual trajectory for progress in 2023/24 and 2024/25. All schools have been involved in the process to set stretch aims for a wider basket of attainment measures to coincide with Midlothian council's Raising Attainment Strategy from 2023-2027. These are fully inclusive within each school's quality improvement plan. To support with this, we have examined the school's and council's performance over the past 5 years, and our SEIC and LGBF comparators against each of these measures, taking account of where we want to be performing at the end of the four-year period. This is where the core and core-plus stretch aims have been developed.

2.1 Core stretch aims

ACEL Literacy combined P1, P4 & P7				
Annual Trajectory	**Overall levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
2023/24	**71-72%**	**59.00%**	**80.00%**	**21.00%**
2024/25	**73-74%**	**60.50%**	**80.00%**	**19.50%**
2025/26	**75.00%**	**61.50%**	**80.50%**	**19.00%**
2026/27	**77.50%**	**63.00%**	**81.50%**	**18.50%**

ACEL Numeracy combined P1, P4 & P7				
Annual Trajectory	**Overall levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
2023/24	**76-77%**	**67.00%**	**83.00%**	**16.00%**
2024/25	**78-79%**	**68.00%**	**83.50%**	**15.50%**
2025/26	**81.00%**	**69.00%**	**84.00%**	**15.00%**
2026/27	**82.00%**	**70.00%**	**84.00%**	**14.00%**

Leavers SCQF 1+ at Level 5				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	86-87%	67.00%	93.00%	26.00%
2024/25	87-88%	68.50%	93.50%	25.00%
2025/26	89.00%	70.00%	93.5.00%	23.50%
2026/27	90.00%	72.00%	94.00%	22.00%

Leavers SCQF 1+ at Level 6				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	62-63%	40.50%	83.00%	42.50%
2024/25	64-65%	42.00%	84.00%	42.00%
2025/26	66.00%	44.00%	85.00%	41.00%
2026/27	67.00%	46.00%	86.00%	40.00%

Participation rate				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	96.00%	91.00%	98.00%	7.00%
2024/25	96.50%	92.00%	98.50%	6.50%
2025/26	97.00%	93.00%	99.00%	6.00%
2026/27	98.00%	94.00%	99.00%	5.00%

Primary Attendance Rate (%)				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	93.00%	90.00%	95.00%	5.00%
2024/25	93.50%	91.00%	95.50%	4.50%
2025/26	94.00%	92.00%	96.00%	4.00%
2026/27	95.50%	93.00%	96.00%	3.00%

Secondary Attendance Rate (%)				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	88%	82.00%	92.00%	10.00%
2024/25	89%	83.00%	92.50%	9.50%
2025/26	90.50%	84.00%	93.00%	9.00%
2026/27	92.00%	85.00%	93.50%	8.50%

2.2 Core-Plus stretch aims

Annual Trajectory	ACEL S3 Literacy	ACEL S3 Numeracy	% Positive Destinations
2023/24	87.00%	91.00%	95.5-96%
2024/25	89-90%	92.00%	96-96.5%
2025/26	90.00%	93.00%	97.00%
2026/27	91.00%	95.00%	98.00%

APPENDIX C

Attainment Summary

1. ACEL - Literacy & Numeracy
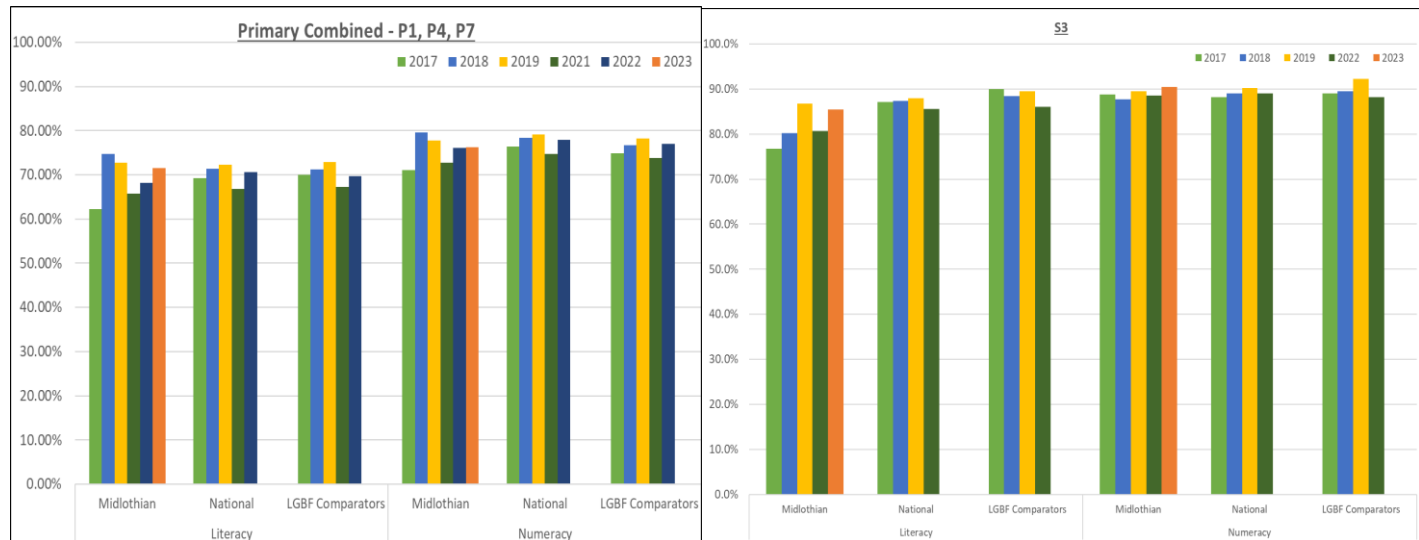
Table 1 - Percentage of pupils achieving expected CfE levels in Literacy and Numeracy, 2017-2023

			Pre-pandemic Ave.	2021	2022	2023	Diff to 22	Diff to Nat 22	Diff to Ave.[a]	Diff to Nat Ave.	Diff to Comp Ave.
Literacy[b]	P1, P4, P7 Combined	Midlothian	69.90%	65.75%	68.20%	71.60%	4.70%	1.06%	1.70%	0.62%	0.25%
		National	70.98%	66.88%	70.54%						
		Comparators[d]	71.35%	67.32%	69.72%						
	S3[c]	Midlothian	81.26%		80.70%	85.40%	4.70%	-0.14%	4.14%	-2.06%	-3.90%
		National	87.46%		85.54%						
		Comparators	89.30%		86.08%						
Numeracy	P1, P4, P7 Combined	Midlothian	76.18%	72.80%	76.05%	76.30%	0.25%	-1.65%	0.12%	-1.65%	-0.32%
		National	77.95%	74.69%	77.95%						
		Comparators	76.62%	73.86%	76.93%						
	S3	Midlothian	88.68%		88.50%	90.50%	2.00%	1.43%	1.82%	1.35%	0.24%
		National	89.15%		89.07%						
		Comparators	90.26%		88.19%						

[a] Average figures for Midlothian, National and Comparators are calculated pre-Covid (2017-19). This is to enable comparison in primary and secondary and to highlight improvement that is needed in recovery from the pandemic.
[b] Literacy is a combined measure of all literacy components. Pupils must have attained their expected levels in Reading, Writing and Listening & Talking.
[c] Data in S3 was not collated in 2021
[d] The comparators used for analysis are taken from our LGBF family group of councils, which are based upon the type of population and the type of area. For this report it includes Angus, East Lothian, Moray, Scottish Borders and Stirling. Further detail on this can be found here.

Trend performance

- Overall, the performance in 2022/23 is positive in comparison to the previous years. For the combined primary stages and S3, literacy and numeracy have increased from the previous year, literacy in both groups by over 4%, and figures in all areas are above the pre-pandemic average levels.

Comparator performance

- The data for the national and comparator authorities has not been published yet but compared to 2022 figures attainment in literacy for the combined stages is higher than the national and comparator levels. Numeracy attainment in combined primary is lower than the National and Comparators rate in 2021/22. There is also a similar pattern for Numeracy, with a lower rate than the National
- In S3, attainment in Literacy is lower than the National and comparator figures in 2021/22, however Numeracy attainment is higher than the comparator and national rate from last year.

2. <u>ACEL - Primary Literacy & Numeracy by stage</u>
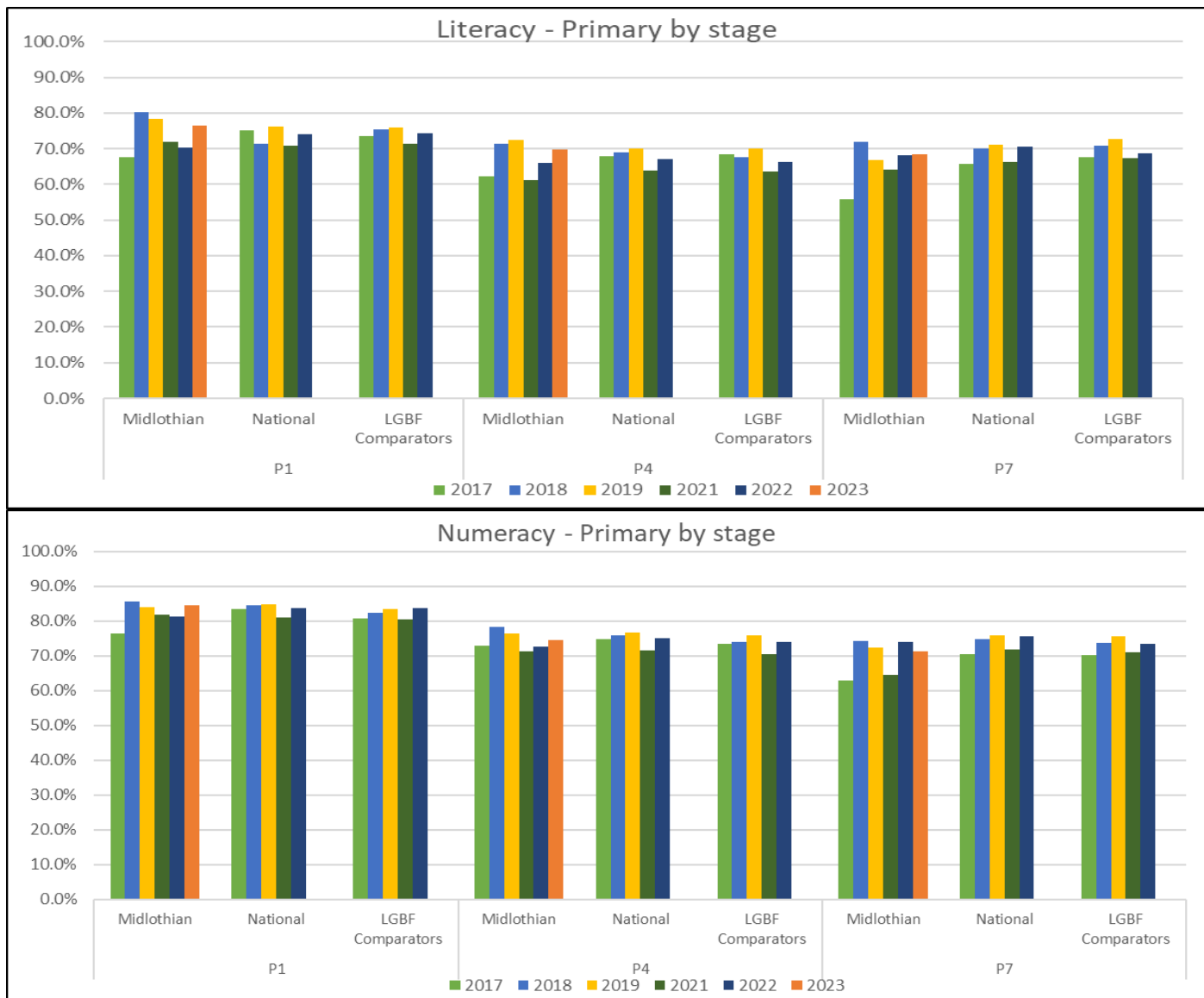
Table 2 - Percentage of pupils achieving expected CfE levels in Literacy by Stage, 2017-2023

		Pre-pandemic Ave.	2021	2022	2023	Diff to 22	Diff to Nat 22	Diff to Ave.[a]	Diff to Nat Ave.	Diff to Comp Ave.
P1	Midlothian	75.45%	71.93%	70.35%	76.50%	6.15%	2.48%	1.05%	2.25%	1.48%
	National	74.25%	70.76%	74.02%						
	Comparators	75.02%	71.40%	74.32%						
P4	Midlothian	68.71%	61.07%	65.87%	69.70%	3.83%	2.51%	0.99%	0.75%	1.00%
	National	68.95%	63.78%	67.19%						
	Comparators	68.70%	63.60%	66.28%						
P7	Midlothian	64.80%	64.06%	68.27%	68.50%	0.23%	-2.05%	3.70%	-0.44%	-1.86%
	National	68.94%	66.35%	70.55%						
	Comparators	70.36%	67.22%	68.79%						

Table 3 - Percentage of pupils achieving expected CfE levels in Numeracy by Stage, 2017-2023

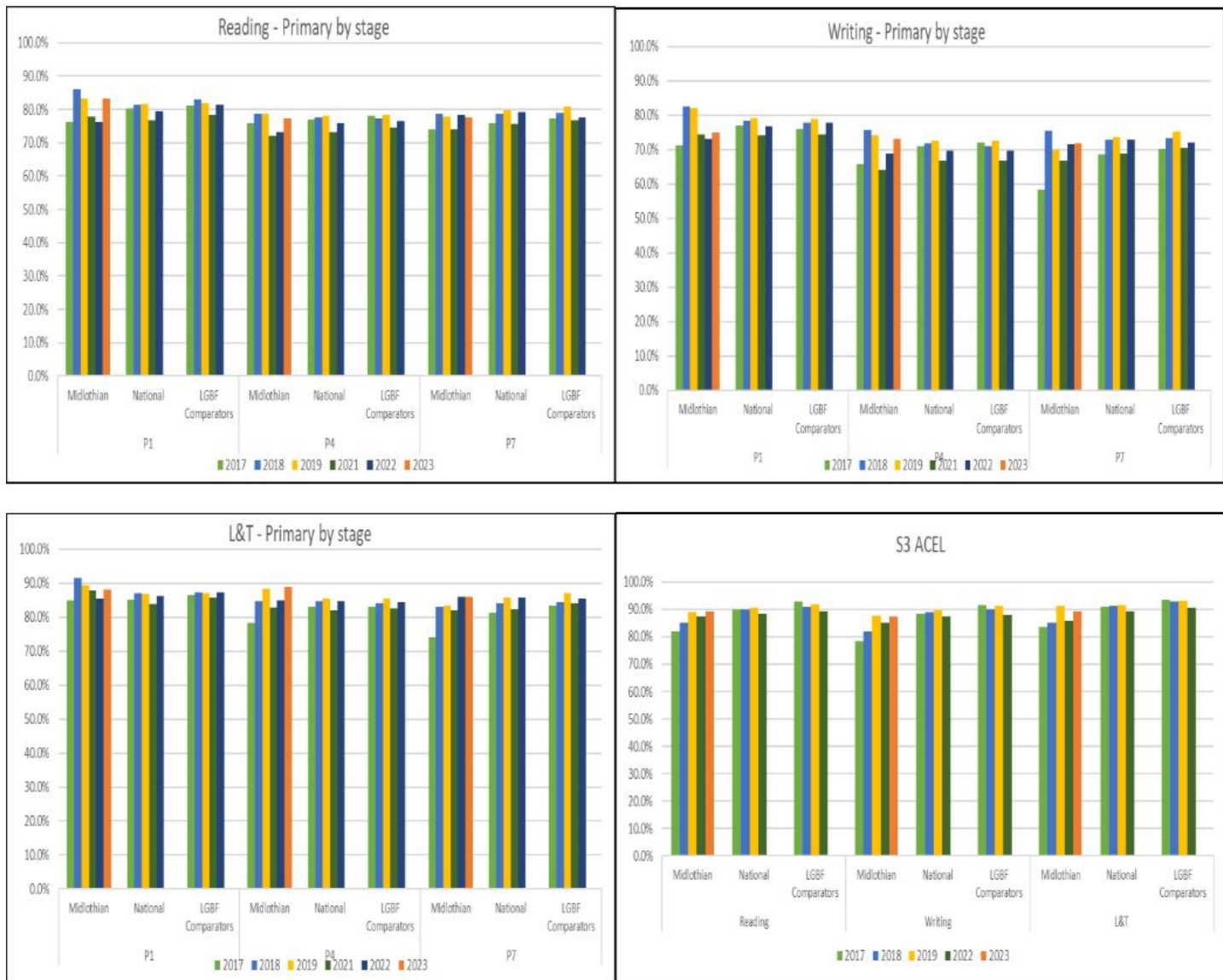|		Pre-pandemic Ave.	2021	2022	2023	Diff to 22	Diff to Nat 22	Diff to Ave.[a]	Diff to Nat Ave.	Diff to Comp Ave.
P1	Midlothian	82.03%	81.74%	81.23%	84.40%	3.17%	0.81%	2.37%	0.14%	2.19%
	National	84.26%	81.07%	83.59%						
	Comparators	82.21%	80.60%	83.79%						
P4	Midlothian	75.94%	71.32%	72.62%	74.40%	1.78%	-0.53%	-1.54%	-1.42%	-0.07%
	National	75.82%	71.59%	74.93%						
	Comparators	74.47%	70.41%	73.95%						
P7	Midlothian	69.77%	64.53%	73.97%	71.40%	-2.57%	-4.29%	1.63%	-2.34%	-1.85%
	National	73.74%	71.90%	75.69%						
	Comparators	73.25%	71.07%	73.52%						

Trend performance
- For P1 pupils, the percentage of pupils achieving early level in literacy was higher than last year by 6.15%, and above the pre-pandemic average by 1.05%. Attainment in Numeracy was also higher than 2021/22 by 3.17% to the second highest ever level recorded, and 2.37% higher than pre-pandemic average. These trends highlight strong improvement from a dip in attainment last year.
- For P4 pupils, attainment in both literacy and numeracy at first level was higher than 2021/22. The attainment in literacy was also above pre-pandemic levels, although numeracy was lower than the pre-pandemic average.
- For P7 pupils, attainment in literacy at second level was higher than the previous year and above the pre-pandemic levels. The rate for and numeracy for 2022/23 despite being lower than last year, was also higher than the pre-pandemic averages.

Comparator performance
- For P1, performance in literacy and numeracy was higher than recorded nationally and by our comparator authorities for 2021/22. It was also higher than the national and comparator pre-pandemic averages.
- For P4, the attainment in Literacy was higher than the national and comparator rates for 2021/22 and the pre-pandemic levels. Attainment in numeracy was lower than the national rate, but higher than the comparators rate for 2021/22. The attainment was also lower than the national and comparator pre-pandemic averages.
- For P7, the attainment in both Literacy and Numeracy was lower than the national and comparators level for 2021/22. The attainment in both areas was also lower than the national and comparator pre-pandemic levels.

3. ACEL - Literacy Components by stage

Reading - Primary by stage

Writing - Primary by stage

L&T - Primary by stage

S3 ACEL

Table 4 - Percentage of pupils achieving expected CfE levels in Reading by Stage, 2017-2023

		Pre-pandemic Ave.	2021	2022	2023	Diff to 22	Diff to Nat 22	Diff to Ave.[a]	Diff to Nat Ave.	Diff to Comp Ave.
P1	Midlothian	81.79%	77.90%	76.25%	83.30%	7.05%	3.93%	1.51%	2.29%	1.35%
	National	81.01%	76.61%	79.37%						
	Comparators	81.95%	78.37%	81.30%						
P4	Midlothian	77.75%	72.01%	73.33%	77.40%	4.07%	1.36%	-0.35%	-0.06%	-0.54%
	National	77.46%	73.32%	76.04%						
	Comparators	77.94%	74.48%	76.47%						
P7	Midlothian	76.85%	73.96%	78.35%	77.50%	-0.85%	-1.83%	0.65%	-0.71%	-1.57%
	National	78.21%	75.74%	79.33%						
	Comparators	79.07%	76.67%	77.63%						

Table 5 - Percentage of pupils achieving expected CfE levels in Writing by Stage, 2017-2023

		Pre-pandemic Ave.	2021	2022	2023	Diff to 22	Diff to Nat 22	Diff to Ave.[a]	Diff to Nat Ave.	Diff to Comp Ave.
P1	Midlothian	78.66%	74.49%	73.01%	75.00%	1.99%	-1.86%	-3.66%	-3.14%	-2.65%
	National	78.14%	74.05%	76.86%						
	Comparators	77.65%	74.35%	77.81%						
P4	Midlothian	71.86%	64.08%	68.98%	73.20%	4.22%	3.52%	1.34%	1.32%	1.33%
	National	71.88%	66.67%	69.68%						
	Comparators	71.87%	66.76%	69.64%						
P7	Midlothian	67.98%	66.80%	71.60%	71.90%	0.30%	-1.02%	3.92%	0.18%	-1.09%
	National	71.72%	69.01%	72.92%						
	Comparators	72.99%	70.50%	71.96%						

Table 6 - Percentage of pupils achieving expected CfE levels in Listening & Talking by Stage, 2017-2023

		Pre-pandemic Ave.	2021	2022	2023	Diff to 22	Diff to Nat 22	Diff to Ave.[a]	Diff to Nat Ave.	Diff to Comp Ave.
P1	Midlothian	88.61%	87.71%	85.38%	88.00%	2.62%	1.86%	-0.61%	1.62%	1.09%
	National	86.38%	83.96%	86.14%						
	Comparators	86.91%	85.61%	87.37%						
P4	Midlothian	83.84%	82.86%	84.79%	88.80%	4.01%	4.26%	4.96%	4.48%	4.50%
	National	84.32%	82.04%	84.54%						
	Comparators	84.30%	82.47%	84.44%						
P7	Midlothian	80.29%	81.89%	86.06%	86.10%	0.04%	0.40%	5.81%	2.45%	1.16%
	National	83.65%	82.32%	85.70%						
	Comparators	84.94%	84.03%	85.33%						

Table 7 - Percentage of pupils achieving expected CfE levels in S3 by Literacy component, 2017-2023

		Pre-pandemic Ave.	2022	2023	Diff to 22	Diff to Nat 22	Diff to Ave.[a]	Diff to Nat Ave.	Diff to Comp Ave.
Reading	Midlothian	85.32%	87.30%	89.30%	2.00%	0.91%	3.98%	-0.87%	-2.55%
	National	90.17%	88.39%						
	Comparators	91.85%	89.44%						
Writing	Midlothian	82.63%	85.10%	87.50%	2.40%	0.15%	4.87%	-1.49%	-3.37%
	National	88.99%	87.35%						
	Comparators	90.87%	87.90%						
Listening & Talking	Midlothian	86.58%	85.80%	89.30%	3.50%	0.01%	2.72%	-1.86%	-3.76%
	National	91.16%	89.29%						
	Comparators	93.06%	90.43%						

Trend performance

- For Reading, attainment in P1 and P4 improved in 2022/23 from the previous year. In P1 there was a 7.05% increase in pupils attaining early level, which was a 1.51% increase from pre-pandemic levels. In P4 there was 4.07% increase in pupils attaining first level from last year, although this was lower than the pre-pandemic average.

In P7, there was a 0.85% decrease from 2020/21 in pupils attaining second level however this was an 0.65% increase from pre-pandemic levels. In S3, there was a 2.00% increase in pupils attaining third level from last year to the highest level ever recorded, which was also 3.98% higher than the pre-pandemic average. For Writing, there was improvement in all three primary stages. In P1 there was improvement from last year (1.99%), but this was still lower than the pre-pandemic average. In P4 attainment increased from last year (4.22%) and was higher than the pre-pandemic average (1.34%). In P7 there was an increase from last year (0.30%) and the pre-pandemic average (3.92%). For S3, there was an increase from last year by 2.40% and above pre-pandemic level by 4.87%.

-   For Listening and Talking, there was an increase in attainment in P1, P4 and P7 from the previous year and pre-pandemic levels. Most notably this was in P4, where there was an increase of 4.01% from 2021/22 and 4.96% from pre-pandemic levels, to the highest ever level recorded. In S3, there was an increase of 3.50% from last year to the second highest level recorded, which is also 2.72% above the pre-pandemic levels.

Comparator performance
-   For Reading, the percentage of pupil achieving their expected levels in P1, P4 and S3 were higher than the national and comparator figures for 2021/22. In addition, P1 attainment was higher than the national comparator pre-pandemic levels. In P7 however, whilst the attainment was lower than the national and comparator figures for 2021/22 and the national and comparator pre-pandemic levels.
-   For Writing, in P1 and P7 the percentage of pupils achieving their expected levels was lower than the national and comparator figures for 2021/22, as well as being lower than the pre-pandemic averages. The attainment however was higher in P4 and S3 than the national and comparator levels for last year, as well as pre-pandemic levels for P4 pupils.
-   For Listening and Talking, the attainment in P1, P4 and P7 was higher than the national and comparator rates for 2021/22 and pre-pandemic levels. In S3, whilst attainment was higher than the national and comparator figures for 2021/22 it was still lower than pre-pandemic levels for both comparator groups.

4. ACEL – Attainment Gap

ACEL GAP - FSM vs. Non-FSM - Primary combined

ACEL GAP - FSM vs. Non-FSM - S3
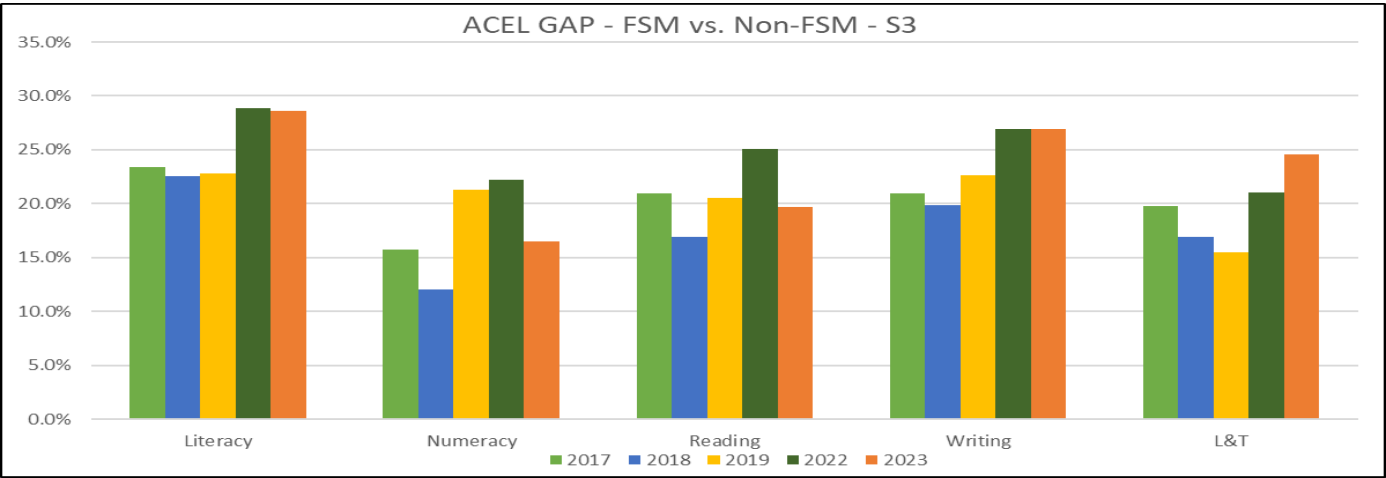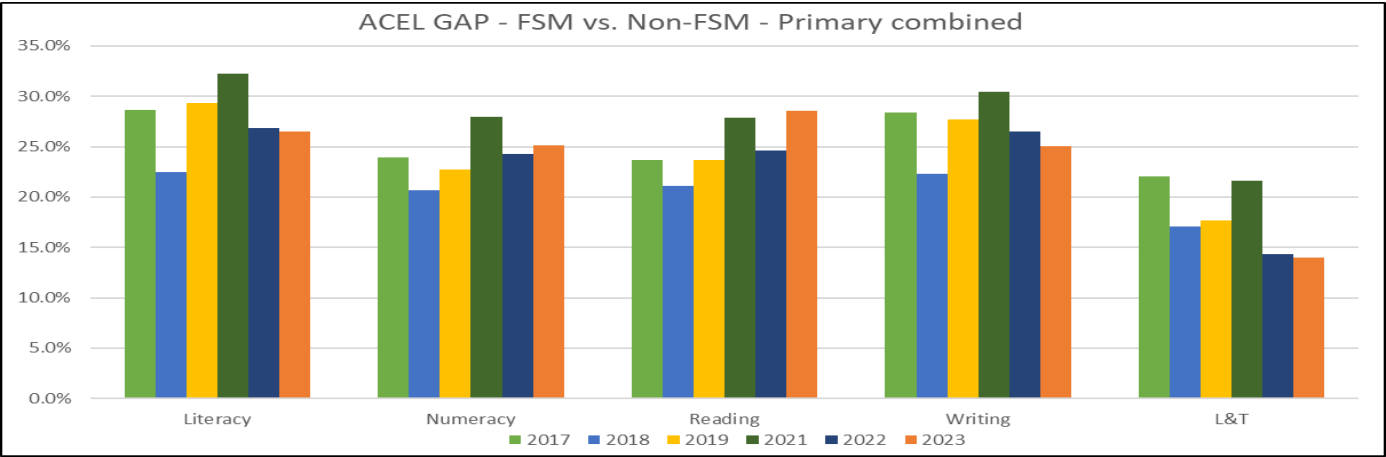
Table 8 – ACEL Attainment Gap[a] of percentage of pupils achieving expected CfE levels, FSM[b] vs. Non FSM[c], 2017-2023

		Pre-pandemic Ave.	2021	2022	2023	Diff to 22	Diff to Ave.
Primary Combined[d]	Literacy	26.82%	-32.24%	-26.83%	-26.53%	-0.30%	-0.29%
	Numeracy	22.44%	-27.98%	-24.29%	-25.11%	0.82%	2.67%
	Reading	22.81%	-27.91%	-24.64%	-28.57%	3.93%	5.76%
	Writing	26.12%	-30.42%	-26.48%	-25.01%	-1.47%	-1.11%
	L&T	18.93%	-21.62%	-14.35%	-13.98%	-0.37%	-4.95%
S3[e]	Literacy	22.94%		-28.88%	-28.57%	-0.31%	5.63%
	Numeracy	16.35%		-22.19%	-16.51%	-5.68%	0.16%
	Reading	19.49%		-25.12%	-19.67%	-5.45%	0.18%
	Writing	21.14%		-26.94%	-26.97%	0.03%	5.83%
	L&T	17.42%		-21.03%	-24.57%	3.54%	7.15%

[a] The attainment gap is shown here as a differential of the percentage of pupils attaining their expected level in receipt of free school meals versus those not in receipt of free school meals (i.e. 45.80% of FSM cohort attaining expected levels in literacy – 72.64% of non-FSM cohort attaining expected levels in literacy = -26.83% attainment gap). Note that FSM is used as the measure of deprivation to give a more representative spread across Midlothian and the fact that SIMD is not an effective measure in all areas of the authority.
[b] FSM = pupils registered for free school meals
[c] Non-FSM = pupils not registered for free school meals
[d] Primary combined is all pupils in P1, P4 and P7 stages
[e] Note no data collected in 2021 for S3 pupils
* Note there is no comparable data currently available nationally and for other authorities to allow us to look at how Midlothian compares.

Trend performance
- In primary combined for literacy, writing and listening and talking the attainment gap has decreased in 2022/23 to the previous year, as well as from the pre-pandemic levels. The biggest decrease from last year is in writing, with listening and talking also demoting a 4.95% decrease from pre-pandemic levels. For numeracy and reading, there has been a widening of the attainment gap compared to last year, and to the pre-pandemic average.
- In S3, there was a narrowing in the attainment gap from last year for literacy (by 0.31%), numeracy (by 5.68%) and reading (by 5.45%). For writing and listening and talking, however there was an increase in the attainment gap. In all the measure there has been a widening of the attainment gap from the pre-pandemic average. There is variance in this change however, with literacy increasing by 5.63% and numeracy only by 0.16%.

5. **Insight - Literacy and Numeracy Combined by stage**

S4 Literacy and Numeracy

S5 Literacy & Numeracy
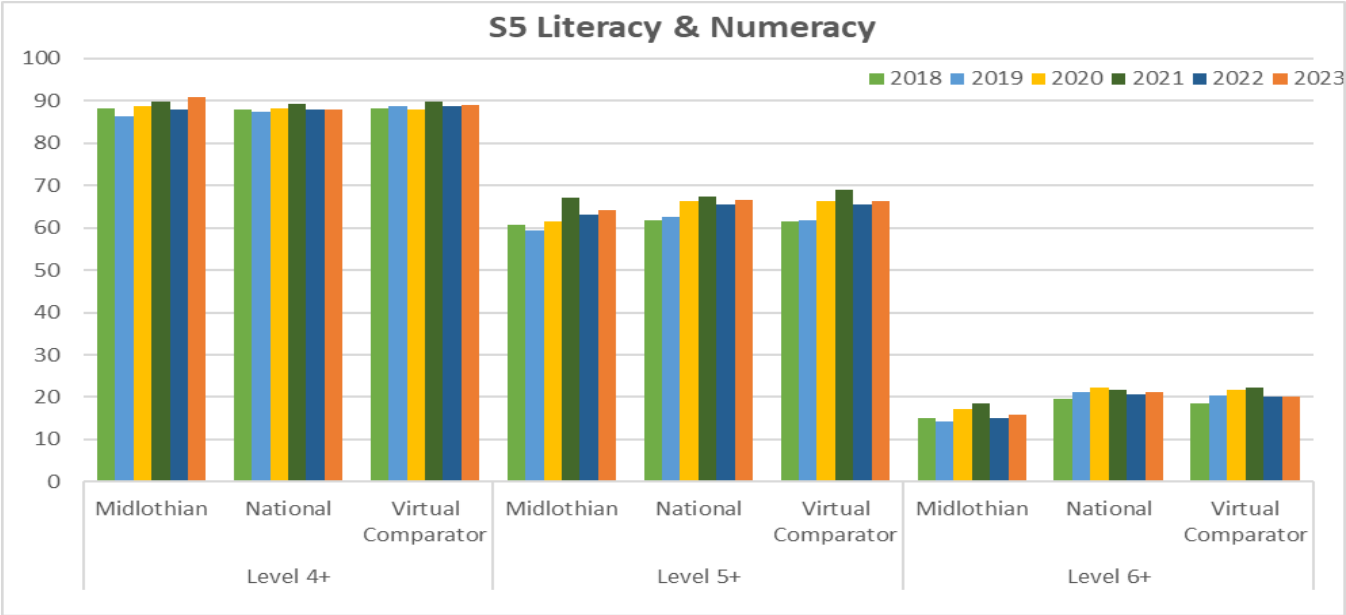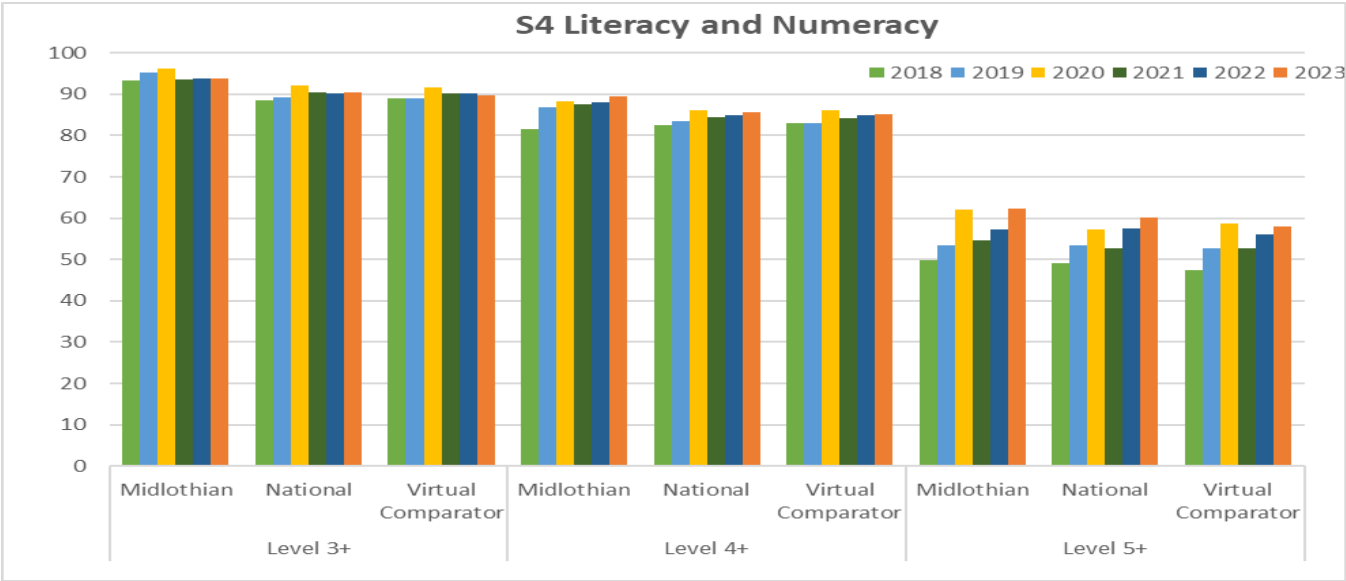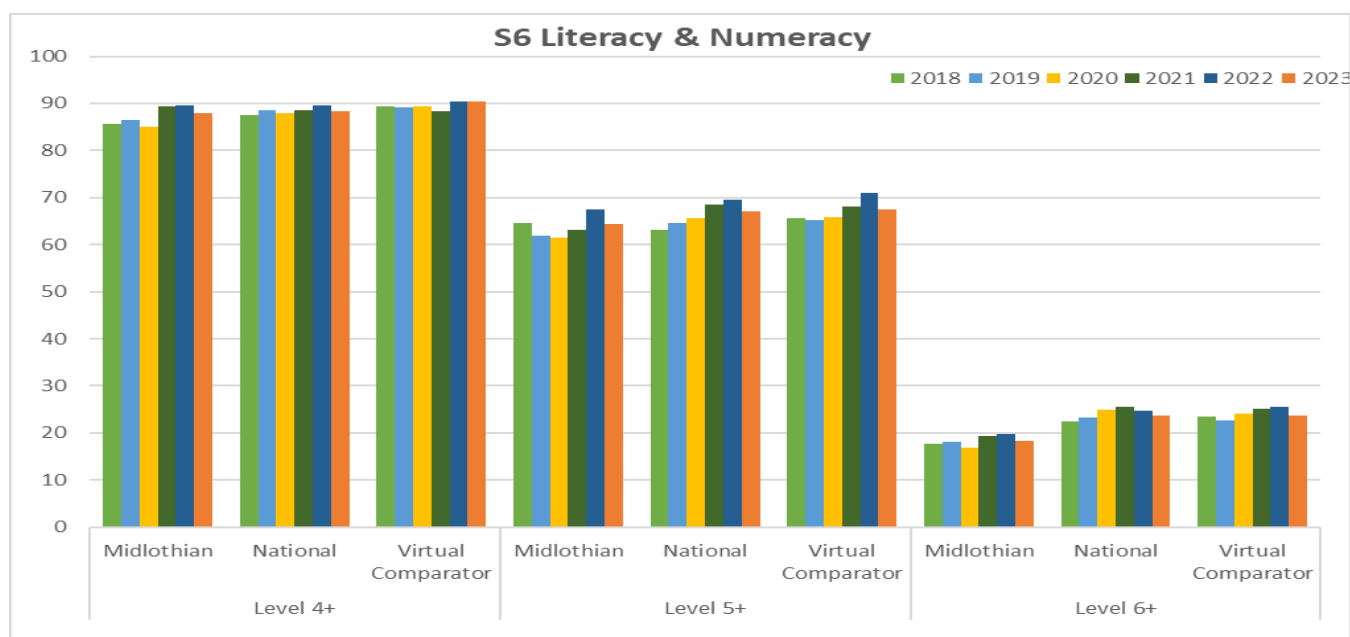
Table 9 – Percentage of pupils attaining Literacy and Numeracy at SCQF levels 3+, 4+, 5+ and 6+ by stage, 2018-2023

		S4			S5				S6		
	Year	3+	4+	5+	3+	4+	5+	6+	4+	5+	6+
Midlothian	2018	93.21	81.59	49.83	95.71	88.13	60.77	15.16	85.64	64.56	17.67
	2019	95.25	86.74	53.37	94.88	86.32	59.4	14.13	86.5	61.96	18.07
	2020	96.11	88.23	62.13	95.44	88.82	61.56	17.16	84.96	61.44	16.86
	2021	93.47	87.56	54.51	95.72	89.91	67.18	18.55	89.45	63.08	19.45
	2022	93.85	88.09	57.25	93.55	87.91	63.11	14.96	89.51	67.51	19.78
	2023	93.88	89.52	62.24	96.17	90.72	64.11	15.79	87.93	64.42	18.3
	Diff to 2022	0.03	1.43	4.99	2.62	2.81	1	0.83	-1.58	-3.09	-1.48
	Diff to Mid Ave.[a]	-0.35	5.36	10.64	0.88	3.50	4.03	1.15	1.86	1.16	0.43
	Diff to VC Ave.	4.89	6.49	12.14	2.57	2.34	2.59	-3.56	-1.35	-0.97	-4.81
	Diff to Nat Ave.	4.92	6.52	10.97	3.21	3.03	2.00	-4.54	-0.11	0.48	-4.50
Virtual Comparator[b]	2018	88.9	82.97	47.45	94.02	88.16	61.36	18.43	89.43	65.63	23.49
	2019	89.08	83.09	52.75	93.19	88.6	61.68	20.26	89.12	65.16	22.73
	2020	91.6	86.07	58.72	92.81	87.97	66.26	21.7	89.31	65.81	24.21
	2021	90.23	84.3	52.78	94.37	89.91	68.88	22.26	88.33	68.1	25.22
	2022	90.19	85.01	56.09	93.09	88.59	65.38	20.03	90.34	70.97	25.64
	2023	89.77	85.07	57.99	93.53	89	66.34	20.18	89.21	67.38	23.78
National	2018	88.59	82.44	49.15	93.51	87.95	61.78	19.47	87.61	63.22	22.36
	2019	89.33	83.57	53.39	92.42	87.43	62.44	21.18	88.48	64.67	23.24
	2020	92.22	86.02	57.17	92.75	88.1	66.42	22.14	87.92	65.61	24.88
	2021	90.54	84.34	52.8	94.32	89.29	67.26	21.61	88.61	68.58	25.51
	2022	90.23	84.84	57.39	92.88	87.98	65.41	20.56	89.65	69.51	24.67
	2023	90.48	85.72	60.05	92.6	88.02	66.68	21.14	88.33	67.12	23.75

Source: Insight update (September 2023)

[a] Average figures for Midlothian, National and Comparators are calculated pre-Covid (2017-19). This is to enable comparison in primary and secondary and to highlight improvement that is needed in recovery from the pandemic.

[b] Insight allows schools to compare their performance to the performance of a virtual comparator. The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in your school.

* Note that to be included in the figures pupils must have attained both literacy and numeracy qualifications at the same SCQF level. Each year group is based upon the S4 stage roll. Cells are shaded according to Insight statistically significant testing in the following way: Lower than the Virtual Comparator; Much Lower than the Virtual Comparator; Greater than the Virtual Comparator; Much Greater than the Virtual Comparator.

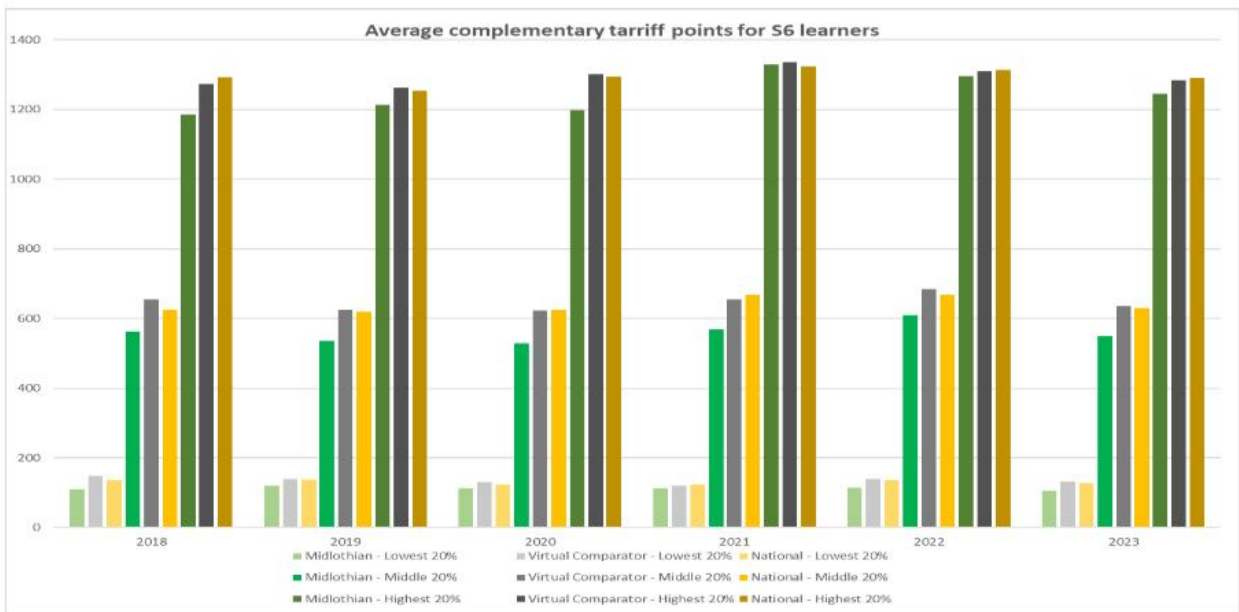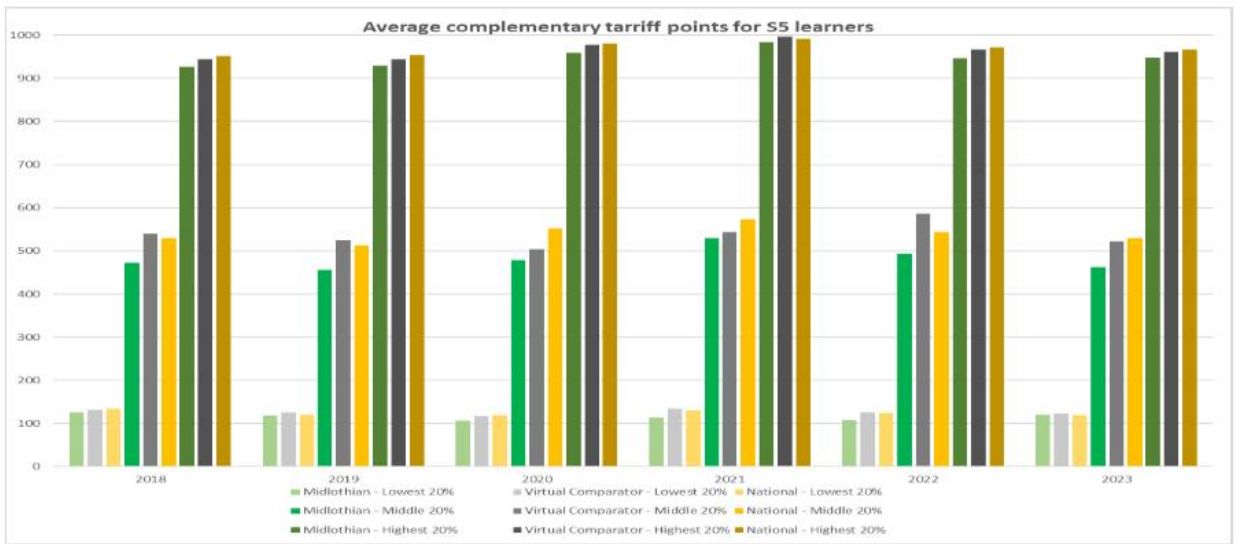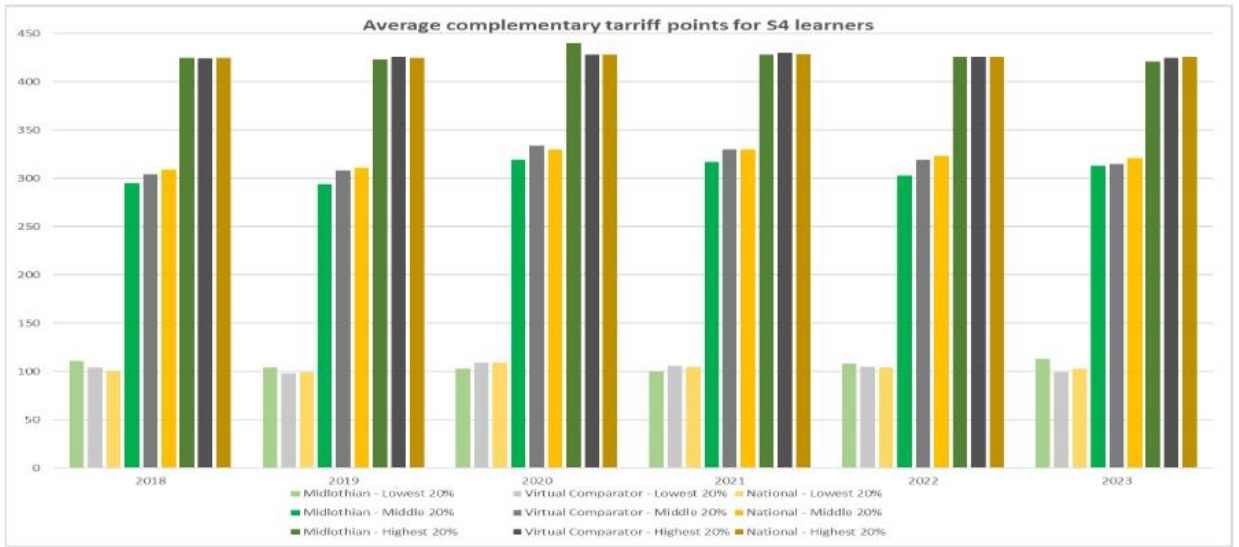### Trend performance
- For S4, there is a positive trend at all levels, with an increase in 2022/23 from the previous year in the percentage of pupils attaining awards at SCQF level 3, 4 and 5. At levels 4 and 5, there was an increase in the pre-pandemic average, the biggest seen at level 5 with a 10.97% increase.
- For S5 in 2022/23, there was an increase in the percentage attaining literacy and numeracy in all SCQF levels from 2021/22, the biggest increase was at level 4 (2.81%). In addition, there was an increase at all levels from the pre-pandemic average, with the greatest increase at level 5 (3.50%).
- For S6 there was decreases in attainment at levels 4, 5 and 6 from last year, most notably at level 5 with 3.09% reduction. Despite this decline, at each level the figures are higher versus the pre-pandemic averages.

Comparator performance
- In S4 the positive performance in all three levels have resulted in higher levels versus the virtual comparator and national figures for 2022/23, as well as higher figures versus the pre-pandemic averages. The attainment for levels 3+, 4+ and 5+ there are over 4% higher than the virtual comparator rates. At levels 3+ and 4+ the performance is significantly greater than the virtual comparator, which was the same as last year.
- For S5, performance continues to be strong at SCQF level 3 and 4, with higher rates in 2022/23 than the virtual comparator and national level, with the percentage attaining level 3+ being significantly greater than the VC. At levels 5 and 6 however the percentage attaining literacy and numeracy is lower than the virtual comparator and national level for 2022/23. Level 6 is significantly lower than the virtual comparator.
- For S6 the performance in 2021/22 is lower than the virtual comparator and national at each of the levels. For level 6 this is significantly lower than the virtual comparator. Attainment at this level is also lower than the VC (by 4.50%) and National (4.81%) pre-pandemic levels.

6. Insight – Improving Attainment for All

Average complementary tarriff points for S4 learners

Average complementary tarriff points for S5 learners

Average complementary tarriff points for S6 learners

Table 10 – Improving Attainment for All[a] shown for the average complementary tariff score by stage, 2018-2023

	Year	S4			S5			S6		
		Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%
Midlothian	2018	111	295	425	126	472	926	110	562	1185
	2019	104	294	423	118	456	929	120	535	1213
	2020	103	319	440	107	478	959	113	529	1198
	2021	100	317	428	114	530	984	112	569	1329
	2022	108	303	426	108	493	946	114	609	1295
	2023	113	313	421	120	462	948	106	549	1245
	Diff to 2022	5	10	-5	12	-31	2	-8	-60	-50
	Diff to Mid Ave.	5.50	18.50	-3.00	-2.00	-2.00	20.50	-9.00	0.50	46.00
	Diff to VC Ave.	12.00	7.00	-4.00	-9.00	-52.00	4.00	-37.00	-90.00	-27.50
	Diff to Nat Ave.	13.00	3.00	-4.00	-7.00	-59.00	-5.00	-30.50	-73.00	-22.50
Virtual Comparator	2018	104	304	424	132	525	944	147	654	1292
	2019	98	308	426	126	503	944	139	624	1253
	2020	109	334	428	117	544	978	131	622	1293
	2021	106	330	430	134	586	996	120	654	1323
	2022	105	319	426	126	540	966	139	684	1313
	2023	99	315	425	123	522	962	132	635	1283
National	2017	101	309	425	134	530	952	135	625	1273
	2018	99	311	425	120	512	954	138	619	1262
	2019	109	330	428	119	552	980	124	625	1300
	2020	105	330	429	131	574	992	124	669	1335
	2021	104	323	426	124	543	971	135	668	1309
	2023	103	321	426	119	530	966	127	629	1290

Source: Insight update (September 2023)

[a] Improving Attainment for All is a benchmarking measure that displays the average complementary tariff score for the lowest 20%, middle 60% and highest 20% of attainers within the cohort. The overall aim of this measure, is to have pupils attain as highly as possible 'across the board', with all qualifications on the SCQF framework given a tarrif score based on level and attainment.

* Note that each year group is based upon the S4 stage roll. Cells are shaded according to Insight statistically significant testing in the following way: Lower than the Virtual Comparator; Much Lower than the Virtual Comparator; Greater than the Virtual Comparator; Much Greater than the Virtual Comparator.

Trend performance
- For S4, the performance in 2022/23 in the lowest 20% and middle 60% cohorts saw improvement compared to the previous year. Attainment in these cohorts also was higher than the pre-pandemic levels. The attainment of the highest 20% of S4 pupils however decreased from last year and was lower than the pre-pandemic average.
- For S5, the lowest 20% and highest 20% cohorts showed improvement from the previous year, with the highest 20% above the pre-pandemic average. The middle 60% however were lower than last year, and below the pre-pandemic average.
- For S6 there a decrease in attainment for all three cohort groups from 2021/22. The middle 60% and highest 20% however were higher than the pre-pandemic average.

Comparator performance
- There is similar performance in all stage groups in comparison to the virtual comparator and national figures. The area of most concern in the middle 60% cohort, where performance in 2022/23 was significantly lower than the virtual

comparator in S4, S5 and S6. Is has also been significantly lower than the virtual comparator each of the past four years.
- In the lowest 20% cohort the attainment of S6 in 2022/23 was significantly lower than the virtual comparator, as well as being lower than the national figure. The highest 20% attainment in all three stages is also lower than the VC and national levels, although not statistically significantly lower.

7.   Insight – Leaver Initial Destinations

Percentage of school leaver initial destination positive

Percentage of school leaver initial destination type
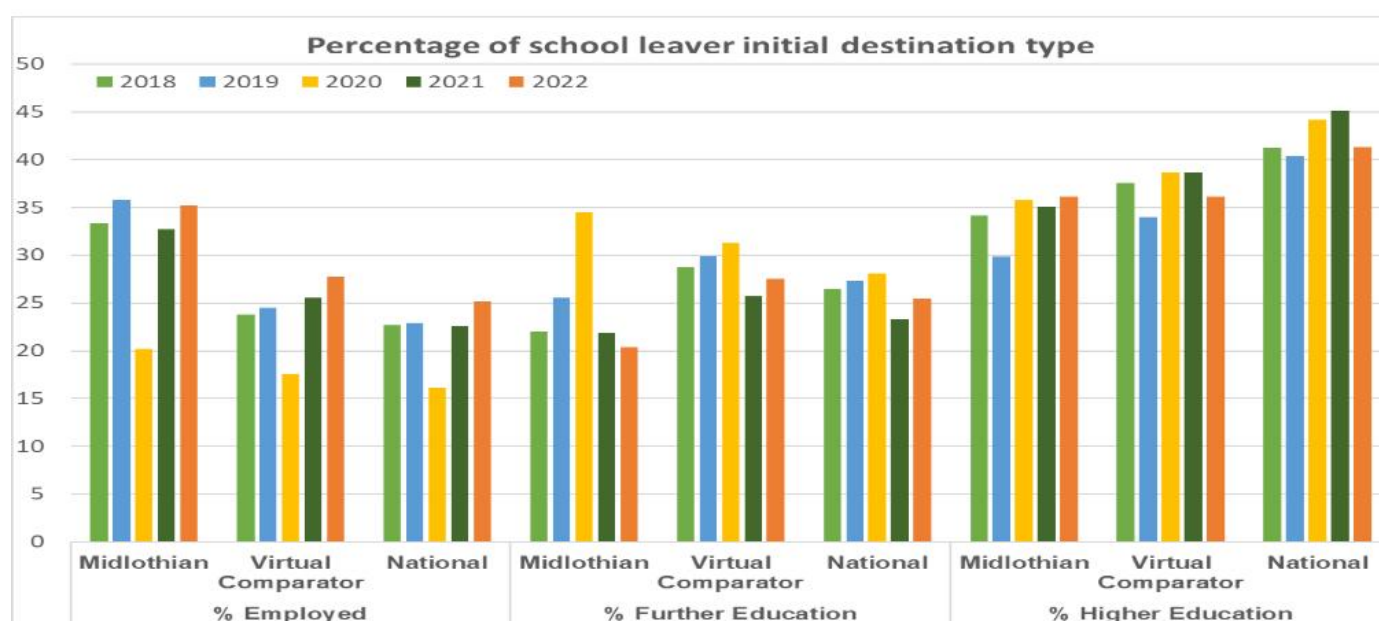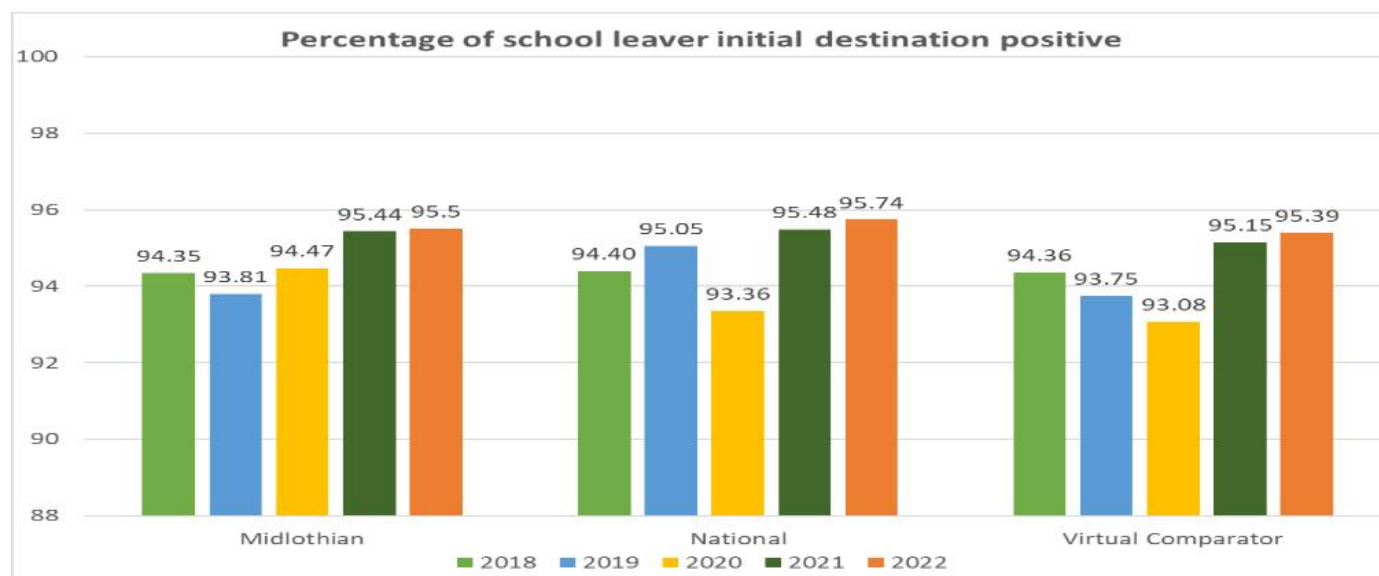
Table 11 – Initial Positive Destinations[a] for all school leavers and by type of destination, 2018-2022

		2018	2019	2020	2021	2022	Diff to 21	Diff to Mid Ave.	Diff to VC Ave.	Diff to Nat Ave.
Positive Destination	Midlothian	94.35	93.8	94.47	95.44	95.5	0.06	1.42	1.45	0.78
	Virtual Comparator	94.29	93.94	93.1	94.87	95.39				
	National	94.4	95.06	93.36	95.49	95.74				
% Employed	Midlothian	33.33	35.78	20.21	32.73	35.2	2.47	0.65	11.04	12.41
	Virtual Comparator	23.79	24.53	17.61	25.51	27.74				
	National	22.67	22.92	16.18	22.58	25.11				
% Further Education	Midlothian	22.04	25.57	34.49	21.89	20.4	-1.49	-3.41	-8.93	-6.50
	Virtual Comparator	28.74	29.92	31.26	25.71	27.51				
	National	26.53	27.27	28.06	23.29	25.45				
% Higher Education	Midlothian	34.11	29.82	35.78	35.12	36.13	1.01	4.17	0.36	-4.65
	Virtual Comparator	37.55	33.99	38.7	38.7	36.15				
	National	41.2	40.35	44.2	45.11	41.27				

Source: Insight update (September 2023)

[a] Initial Positive Destinations benchmarks the percentage of school leavers that enter a positive initial destination approximately 3 months after leaving school. A positive destination includes Higher Education, Further Education, Training, Voluntary Work, Employment and Activity Agreements.

* Note that initial positive destination data is published following the February Insight refresh only, so this data related to the session 2021/22.

Trend performance
- The initial positive destinations for the latest information in 2021/22 was the highest ever recorded in Midlothian at 95.50%, this was an increase of 0.06% from the previous year and to the pre-pandemic average of 1.42%.
- The percentage of school leavers entering employment increased by 2.47% in 2021/22 from the previous year and was above the pre-pandemic average. As a result of this the percentage of school leavers in further or higher education is lower, however the percentage entering higher education increased by 1.01% from 2020/21 and is higher than the pre-pandemic figures.

Comparator performance
- The percentage of school leavers in a positive destination in 2021/22 was higher than the virtual comparator, but slightly lower than the national rate. It was however higher than the virtual comparator and national averages.
- The percentage of school leavers in employment for 2021/22 was the highest compared to the virtual comparator and national figures. Due to this the percentage in further and higher education is lower compared to these groups, however the figure entering higher education for 2021/22 is very similar to the virtual comparator. Despite this there are still over 5% fewer leavers in higher education compared to the national figures in 2020/21.
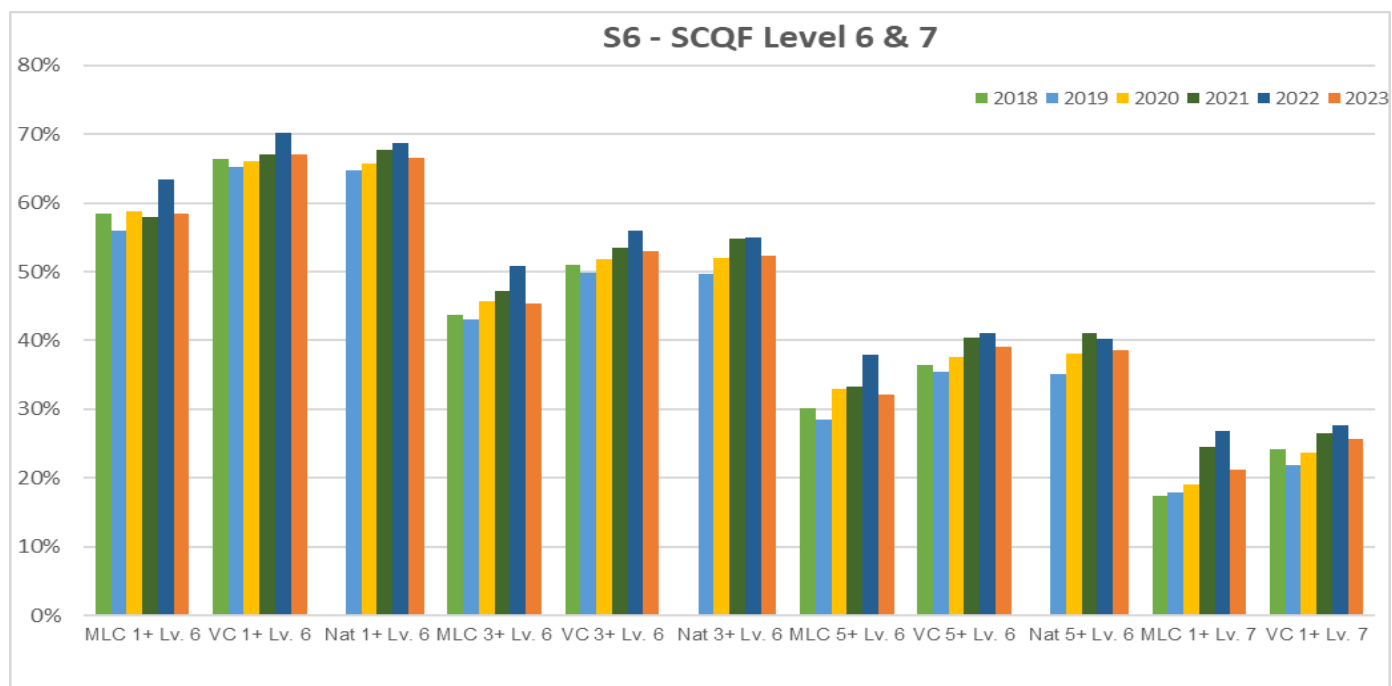
8. Insight – Breadth and Depth

S4 - SCQF Level 5
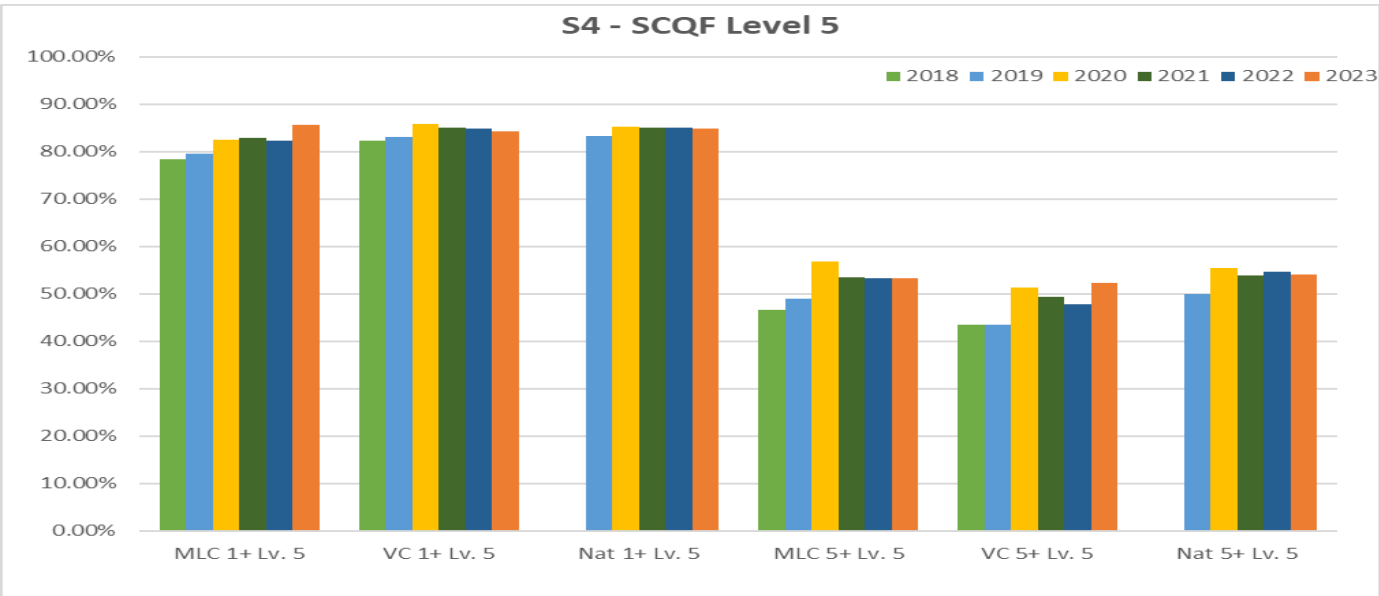
S5 - SCQF Level 6
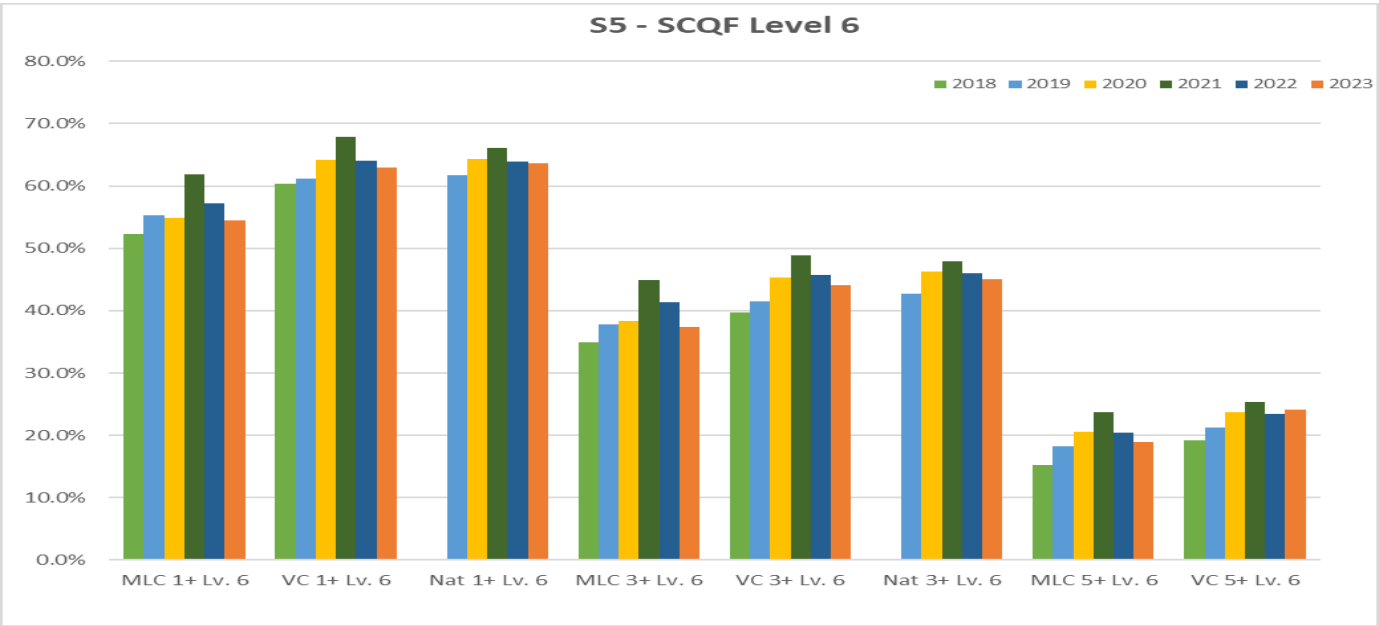
Table 12 – Breadth and Depth[a] of all candidates in S4, 2018-2023

		2018	2019	2020	2021	2022	2023	Diff to 22	Diff to Mid Ave.	Diff to VC Ave.
1 or more awards at Level 5	Midlothian	78.37%	79.45%	82.40%	82.90%	82.23%	85.53%	3.30%	6.62%	2.89%
	Virtual Comparator	82.30%	82.99%	85.76%	85.03%	84.80%	84.20%	-0.60%		
5 or more awards at Level 5	Midlothian	46.56%	48.91%	56.72%	53.37%	53.21%	53.34%	0.13%	5.61%	9.93%
	Virtual Comparator	43.38%	43.43%	51.38%	49.33%	47.84%	52.28%	4.44%		

Table 13 – Breadth and Depth of all candidates in S5, 2018-2023

		2018	2019	2020	2021	2022	2023	Diff to 22	Diff to Mid Ave.	Diff to VC Ave.
1 or more awards at Level 6	Midlothian	52.3%	55.3%	54.8%	61.9%	57.2%	54.45%	-2.72%	0.66%	-6.31%
	Virtual Comparator	60.3%	61.2%	64.1%	67.8%	64.0%	62.89%	-1.12%		
3 or more awards at Level 6	Midlothian	35.0%	37.8%	38.3%	45.0%	41.3%	37.32%	-3.97%	0.93%	-3.29%
	Virtual Comparator	39.8%	41.5%	45.3%	48.9%	45.7%	44.11%	-1.56%		
5 or more awards at Level 6	Midlothian	15.3%	18.2%	20.6%	23.8%	20.4%	18.95%	-1.44%	2.20%	-1.31%
	Virtual Comparator	19.3%	21.3%	23.7%	25.4%	23.4%	24.08%	0.68%		

Table 14 – Breadth and Depth of all candidates in S6, 2018-2023

		2018	2019	2020	2021	2022	2023	Diff to 22	Diff to Mid Ave.	Diff to VC Ave.
1 or more awards at Level 6	Midlothian	58.4%	56.0%	58.9%	57.9%	63.4%	58.49%	-4.88%	1.27%	-7.39%
	Virtual Comparator	66.4%	65.3%	66.2%	67.1%	70.2%	67.14%	-3.09%		
3 or more awards at Level 6	Midlothian	43.7%	43.0%	45.7%	47.3%	50.9%	45.30%	-5.56%	1.95%	-5.11%
	Virtual Comparator	51.0%	49.8%	51.8%	53.5%	56.0%	52.99%	-2.97%		
5 or more awards at Level 6	Midlothian	30.1%	28.5%	33.0%	33.3%	37.9%	32.11%	-5.83%	2.81%	-3.80%
	Virtual Comparator	36.4%	35.5%	37.7%	40.4%	41.1%	39.03%	-2.04%		
1 or more awards at Level 7	Midlothian	17.4%	18.0%	19.0%	24.5%	26.8%	21.17%	-5.67%	3.51%	-1.86%
	Virtual Comparator	24.2%	21.9%	23.7%	26.6%	27.6%	25.69%	-1.94%		

Source: Insight update (September 2023)
a Breadth and Depth shows the number of awards per SCQF Level, which has been attained by all candidates. Note that all award providers contribute to this SCQF measure, as do D grades in SQA courses.

Trend performance
- For S4, the percentage of all pupils attaining 1 or more awards at SCQF level 5 increased from last year by 3.30% to the highest level in 6 years, with the rate now 6.62% higher than pre-pandemic levels. For 5+ awards at level 5 there was a slight increase from the 2021/22 figure, with it now being 5.61% higher than pre-pandemic levels.
- For S5, there was a reduction in attainment in all three key measures compared to last year, but all show an increase versus the pre-pandemic levels. 1+ awards at level 6 was down 2.72% and 3+ awards decreasing by 3.97%.
- For S6 in 2022/23 all four key measures were lower than the previous year, with over 5% reduction in 3+ and 5+ awards at level 6, and 1+ awards at level 7. Despite this there was an increase in all measures from the pre-pandemic averages.

Comparator performance
- In S4 the performance in 1+ and 5+ awards at level 5 in 2022/23 was higher than the virtual comparator and the pre-pandemic figures. For 5+ awards the 2022/23 rate was 9.93% higher than the virtual comparator pre-pandemic average.
- In S5 attainment all three key measures were lower than the Virtual comparator in 2022/23. It was 8.4% lower for 1+ awards, 6.8% lower at 3+ awards and 5.1% lower at level 6. The attainment for all measures was also lower than the pre-pandemic virtual comparator averages.
- For all measures at S6 the attainment was below the Virtual comparator in 2022/23. Attainment was also lower than the pre-pandemic averages.