

Midlothian Council – Education Service

Midlothian Council Benchmarking Measures 2015 to 2019

1. Background notes

This report compares the performance of Midlothian School leavers against the Insight National Benchmarking Measures since 2014/15.

- The National Benchmarking Measures provide data on the total pupils' achievements during the senior phase (S4 to S6) recorded at the point at which the young person leaves school. The leavers' cohort include a mixture of pupils from S4, S5 and S6.
- The attainment figures are taken from the February 2020 release of Insight, based on the "Latest and Best" achievement of young people in the Senior Phase, and do not include attainment gained prior to S4. The figures only include attainment in SCQF credit-rated qualifications that have been matched to an individual pupil via their Scottish Candidate Number (SCN).
- In Midlothian we operate inclusive schools and there are some pupils who pass examinations at SCQF levels 1 and 2. These levels, however, are not included in the Insight analysis as key benchmark measures.
- Figures 1 to 6, Tables 1 to 5 and commentary in sections 2 to 4, detail the progress made by Midlothian pupils against the Virtual comparator and the National Establishment (i.e. national average) over the last 5 years for each National Benchmarking Measure. Tables 6 to 8 and commentary in section 5, detail the progress in relation to Breadth and Depth data while Figures 7 to 15 show Midlothian's progress in relation to closing the attainment gap. Figures are provided in most cases for both the National Establishment and the Virtual Comparator, however the Virtual Comparator is seen as the key benchmark for helping schools and Education Authorities understand their strengths and areas for improvement.
- The Virtual Comparator takes the characteristics of each pupil in Midlothian and matches them to 10 pupils with similar characteristics from schools in other local authorities across Scotland, offering a fairer comparison.
- When the cohort being compared relates to a small number of pupils (less than 20 pupils as a rule of thumb provided by the Scottish Government), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant. Data is suppressed where it relates to a cohort, or part of a cohort, of fewer than five pupils to prevent the identification of individuals.
- Where Insight testing has found that comparisons between the Midlothian performance and its Virtual Comparator is statistically significant and large enough to be considered of important educational value, this information has been included in the commentary in sections 2 to 4 of this document. The following graded shading is also used in tables to Visualise where Insight testing has found the comparisons to be significant:

Colour Shading	Midlothian's performance relative to Virtual Comparator (VC)
	Much greater than VC
	Greater than VC
	Lower than VC
	Much Lower than VC

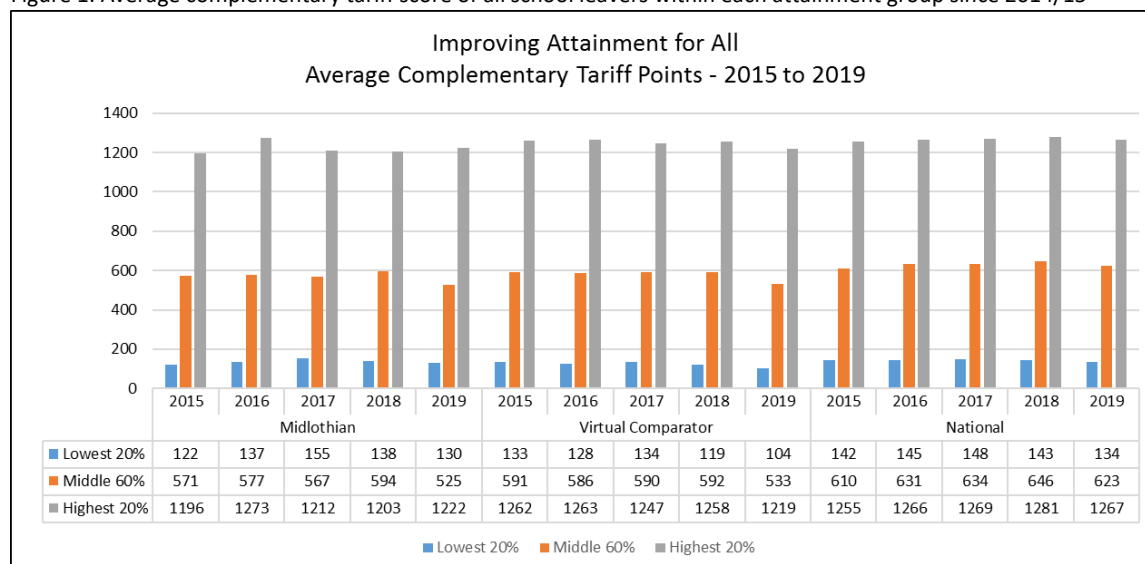
- The significance of comparisons is not currently tested in Insight for attainment by pupil characteristics, e.g. looked after (LAC), additional support needs (ASN) or for SIMD (Scottish Index of Multiple Deprivation).
- Comparison of measures over time in Insight should be treated with caution as earlier years' figures relate to different qualifications, assessment arrangements and progression pathways.
- In most tables, three year averages, a five year net score or percentage point change and five year 'Trend' are presented with the annual performance. This provides an indication of an overall declining or improving trend by Midlothian schools in relation to the Virtual Comparator. The net change is the sum of the score or percentage point difference from one year to the next over the five year period. The 'Trend' is the average annual percentage point score change over the number of years given. A positive trend value (coloured green) indicates an improving trend over the period and a negative trend value (coloured red) indicates a declining trend.

2. National Benchmarking Measure: Improving Attainment for All

This measure groups school leavers according to their whole-school attainment as measured by their complementary tariff points into three attainment groups. The three groups are: the lowest-scoring 20 percent of pupils, the highest-scoring 20 percent and the middle 60 percent. The complementary tariff uses a fixed volume of learning to allow a fair comparison between learners/cohorts when the number of courses undertaken may vary. The volume of learning which is measured is the densest 120 SCQF Credit points. The density of each learning is calculated by dividing the number of Insight tariff points for the award by the number of SCQF Credit Points. The tariff points are then totalled for each learner for those awards that are within the densest 120 SCQF Credit Points. The Tariff scores are then averaged over all the learners in the particular attainment group.

Figure 1 below shows the average complementary tariff score of all school leavers across Midlothian.

Figure 1: Average complementary tariff score of all school leavers within each attainment group since 2014/15



Comments on Figure 1:

- In 2018/19 the average complementary tariff score for the Middle 60% and Highest 20% attainment groups in Midlothian are roughly in line with the Virtual Comparator while the Lowest 20% attaining group is higher. The 2019 performance of the Middle 60% (525) and Lowest 20% (130) groups show a slight drop on the previous year with the Highest 20% group (1222) showing an increase.
- Both the Lowest 20% and Highest 20% Levels in Midlothian show an overall improved trend over the last 5 years. The Middle 60% attainment group in Midlothian shows a slight drop in trend over the same period. As a result, the gap between the Lowest 20% and Highest 20% attainment groups has stayed relatively similar over the five year period.
- Insight testing found that Midlothian's performance in the Lowest 20% group was **statistically greater than its Virtual Comparator in 2019** but found no other significant comparisons in recent years as improvements have been made.

3. National Benchmarking Measure: Literacy and Numeracy

Figures 2 to 5 and Tables 1 & 2 that follow, detail the percentage of school leavers that achieved literacy and/or numeracy from 2015/2019 to at least Levels 3 to 6.

To achieve the given level of literacy a pupil needs to achieve the literacy unit at that level, or English or Gaidhlig course at that level. For numeracy the pupil needs to achieve the numeracy unit at that level or a Mathematics or Lifeskills Maths at that level or qualification identified by SQA as having sufficient content to include within the measure.

Figure 2: Literacy and Numeracy achievement at SCQF Level 3 for all school leavers in each year 2014/15

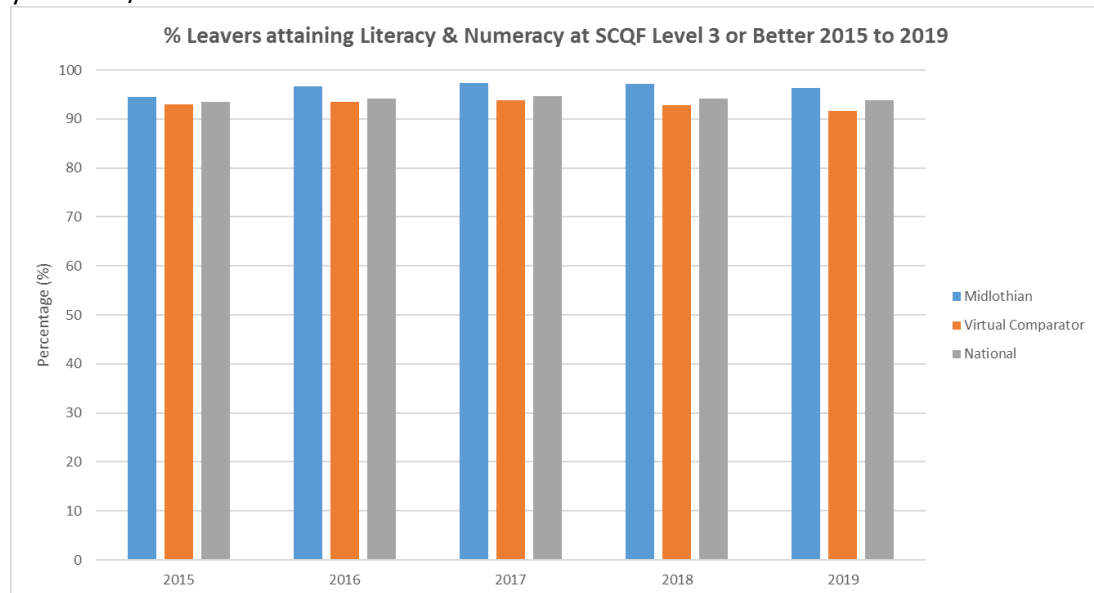


Figure 3: Literacy and Numeracy achievement at SCQF Level 4 for all school leavers in each year since 2014/15

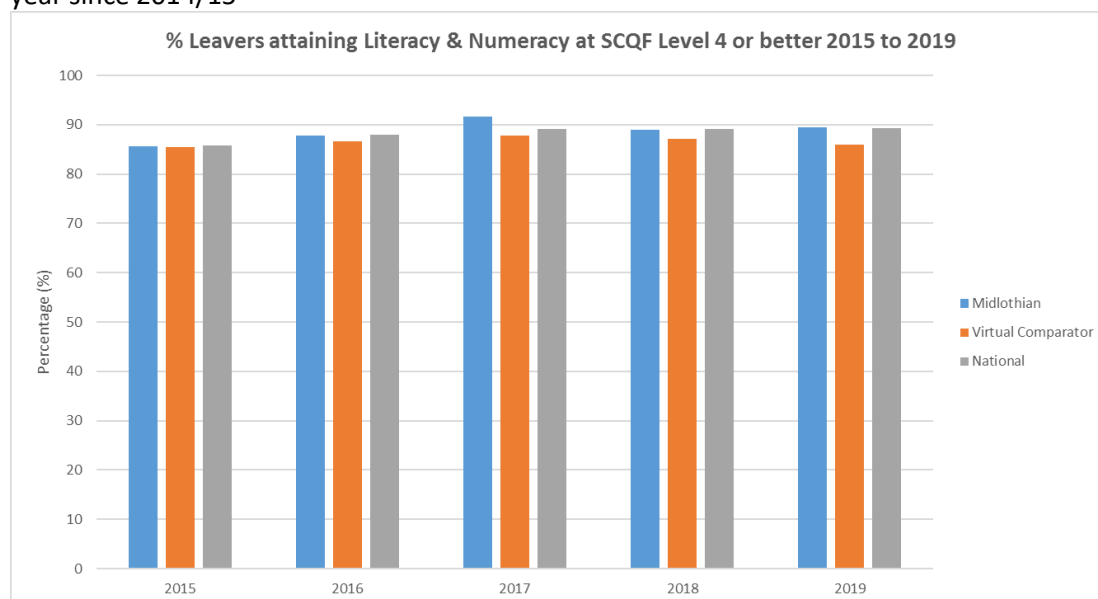


Table 1 - % school leavers attaining both Literacy and Numeracy at SCQF Levels 3 & 4 or better since 2014/15.

Establishment	2015	2016	2017	2018	2019	3 yr Avg	2019 % change (+/-) on 2018	5 yr Trend	5 Yr % point net change (+/-)
Midlothian SCQF 3	94.4	96.7	97.4	97.2	96.3	97.0	-0.9	0.5	1.9
Virtual Comparator SCQF 3	93.0	93.5	93.9	92.9	91.7	92.8	-1.2	-0.3	-1.3
National SCQF 3	93.5	94.2	94.6	94.1	93.8	94.2	-0.3	0.1	0.4
Midlothian SCQF 4	85.7	87.8	91.6	88.9	89.5	90.0	0.5	0.9	3.8
Virtual Comparator SCQF 4	85.5	86.6	87.9	87.2	86.0	87.0	-1.1	0.1	0.5
National SCQF 4	85.8	88.1	89.2	89.1	89.3	89.2	0.2	0.9	3.5

Comments on Figures 2 & 3 and Table 1:

- Midlothian's performance in both Literacy & Numeracy in 2018/19 shows a decrease of 0.9% on the previous year at SCQF Level 3 with the performance at SCQF Level 4 increased by 0.5%. Midlothian's performance at SCQF Level 4 or better has increased by 3.8 percentage points since 2014/15 while at SCQF Level 3 the percentage performance shows an increase of 1.9 percentage points.
- Midlothian's percentage at SCQF Level 3 and 4 has been consistently above the Virtual Comparator and in line with the national average since 2015.

Figure 4: Literacy and Numeracy achievement at SCQF Level 5 for all school leavers in each year 2014/15

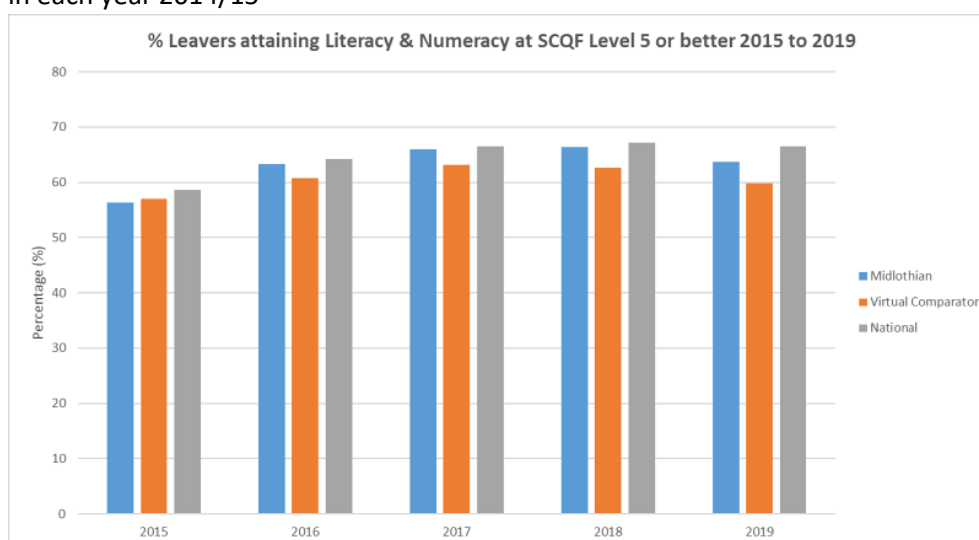


Figure 5: Literacy and Numeracy achievement at SCQF Level 6 for all school leavers in each year 2014/15

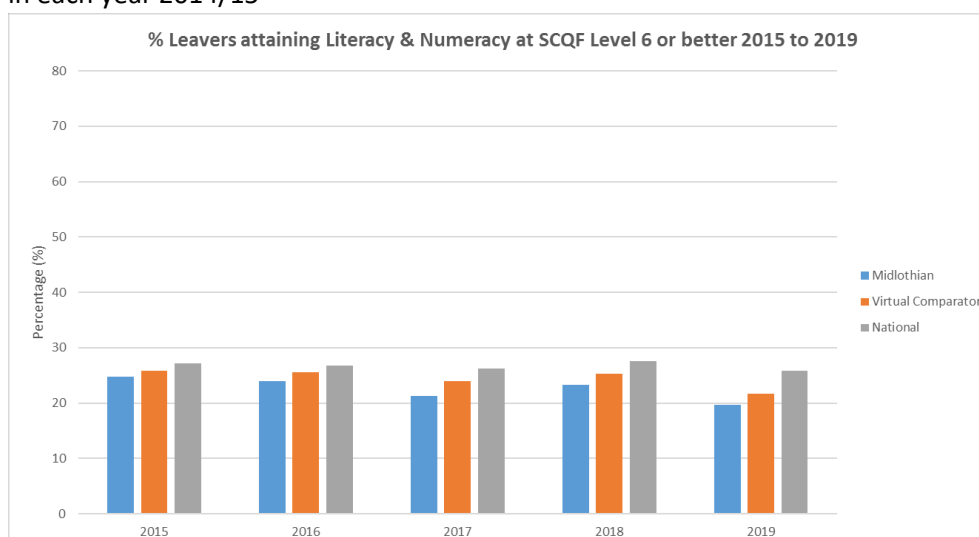


Table 2 - % school leavers attaining both Literacy and Numeracy at SCQF Levels 3 & 4 or better since 2014/15.

Establishment	2015	2016	2017	2018	2019	3 yr Avg	2019 % change (+/-) on 2018	5 yr Trend	5 Yr % point net change (+/-)
Midlothian SCQF 5	56.3	63.3	66.0	66.3	63.8	65.4	-2.6	1.9	7.5
Virtual Comparator SCQF 5	57.0	60.7	63.1	62.6	59.8	61.9	-2.8	0.7	2.8
National SCQF 5	58.6	64.2	66.5	67.1	66.6	66.7	-0.6	2.0	7.9
Midlothian SCQF 6	24.7	23.9	21.2	23.3	19.7	21.4	-3.5	-1.2	-5.0
Virtual Comparator SCQF 6	25.8	25.5	23.9	25.3	21.7	23.7	-3.6	-1.0	-4.1
National SCQF 6	27.1	26.8	26.2	27.6	25.8	26.5	-1.8	-0.3	-1.3

Comments on Figures 4 & 5 and Table 2:

- The percentage of school leavers attaining SCQF Level 5 or better in Literacy & Numeracy featured as one of the Education Service Planning areas for improvement 2019/20. Midlothian's performance at SCQF Level 5 in Literacy & numeracy in 2018/19 decreased by 2.6% on the previous year. Over the five-year period, the performance has improved overall, increasing by 7.5% since 2014/15.
- At SCQF Level 6 or better, the percentage in 2018/19 decreased 3.5% on the previous year and also shows a fluctuating trend over the five-year period.
- Midlothian's percentage performance at SCQF Level 5 is typically higher than the Virtual Comparator and in line with the national average. Insight Testing found that the following comparisons were significant for this measure:

Literacy and Numeracy at SCQF Level 5, 2019 is greater than your Virtual Comparator

Table 3 below further breaks this information down separately for literacy & numeracy.

Table 3: Literacy and Numeracy achievement for all school leavers in each year from 2014/15 to 2018/19

Establishment	Year	Literacy SCQF Level				Numeracy SCQF Level			
		3+	4+	5+	6+	3+	4+	5+	6+
Midlothian	2015	96.55	92.21	69.19	44.16	96.00	87.99	63.52	30.59
	2016	98.08	93.04	73.19	47.18	97.78	90.73	68.35	26.01
	2017	98.04	94.23	77.02	49.78	98.58	94.55	72.77	22.77
	2018	98.12	94.24	76.97	52.38	98.45	92.03	69.77	24.14
	2019	97.25	92.32	77.52	45.87	98.05	93.23	68.23	20.41
	+/- on 2018	-0.87	-1.92	0.55	-6.51	-0.4	1.2	-1.54	-3.73
	3yr avg	97.80	93.60	77.17	49.34	98.36	93.27	70.26	22.44
	5yr Trend	0.18	0.03	2.08	0.43	0.51	1.31	1.18	-2.55
Virtual Comparator	2015	95.87	93.19	73.07	47.76	94.53	87.03	60.69	30.08
	2016	96.01	93.42	75.93	50.61	94.97	88.25	63.36	28.02
	2017	95.99	93.82	78.3	52.32	95.61	89.51	65.61	26.07
	2018	95.45	93.16	77.54	53.59	94.87	89.25	64.82	27.34
	2019	94.44	91.67	75.93	47.87	94.59	89.15	62.25	23.47
	+/- on 2018	-1.01	-1.49	-1.61	-5.72	-0.28	-0.1	-2.57	-3.87
	3yr avg	95.29	92.88	77.26	51.26	95.02	89.30	64.23	25.63
	5yr Trend	0.02	0.11	1.79	1.68	0.18	0.98	1.58	-0.99
National	2015	95.98	93.51	74.58	49.1	95.00	87.45	62.45	31.69
	2016	96.39	94.05	79.04	54.6	95.62	89.6	66.77	29.48
	2017	96.51	94.41	80.87	55.88	96.1	90.67	68.81	28.56
	2018	96.26	94.3	81.67	58.24	95.73	90.81	69.18	29.88
	2019	96.07	93.93	81.73	55.8	95.72	91.39	68.77	27.75
	+/- on 2018	-0.19	-0.37	0.06	-2.44	-0.01	0.58	-0.41	-2.13
	3yr avg	96.28	94.21	81.42	56.64	95.85	90.96	68.92	28.73
	5yr Trend	-0.36	-0.38	0.72	0.03	0.02	0.53	0.39	-1.65

Comments on Table 3:

- **Literary Achievement** – Midlothian's performance across SCQF Levels 3 to 6 for literacy shows an increasing trend over the five year period with overall improvements at all levels. The 2018/19 performance shows a drop on the previous year across the SCQF Level, with the exception of SCQF Level 5 which increased by 0.55% to its highest performance to date.

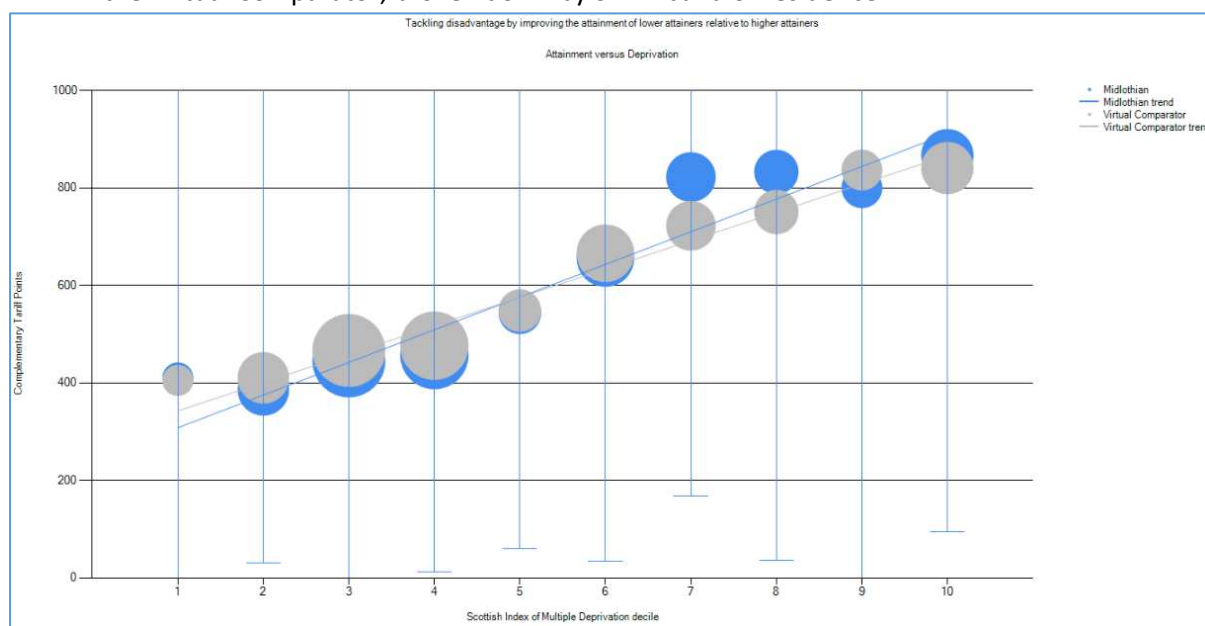
- Midlothian's percentage performance at SCQF level 3 & 4 has typically been above the Virtual Comparator and in line with the National average. Where the percentage is above or below for Midlothian, Insight found no significant comparisons with the exception of SCQF Level 3 in 2019 where Midlothian's performance is considered **much greater than the Virtual Comparator**.
- At SCQF Levels 5 and 6, Midlothian's performance has typically been below the Virtual Comparator but Insight testing found no significant comparisons.
- **Numeracy Achievement** – Midlothian's performance across SCQF Levels 3 to 5 for Numeracy shows an increasing trend over the five year period with overall improvements showing at all Levels. The 2018/19 performance shows a drop on the previous year across the SCQF Levels, with the exception at SCQF Level 4 which increased by 1.2% to its 2nd highest performance to date.
- Midlothian's percentage performance at SCQF Levels 3 to 5 for Numeracy have typically been above the Virtual Comparator and National average with Insight finding the following comparisons significant:
 - Midlothian's performance in **Numeracy at SCQF Level 3, 2019** is **much greater than your Virtual Comparator**
 - Midlothian's performance in **Numeracy at SCQF Level 4, 2019** is **much greater than your Virtual Comparator**
 - Midlothian's performance in **Numeracy at SCQF Level 5, 2019** is **greater than your Virtual Comparator**
- Midlothian's Numeracy performance at SCQF Level 6 has typically been lower than the Virtual Comparator across the five-year period. Insight testing found Midlothian's performance in **Numeracy at SCQF Level 6, 2019** is **lower than your Virtual Comparator**.

4. National Benchmarking Measure: Attainment Versus Deprivation

This measure considers attainment of candidates at each stage broken down into ten deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 referred to the attainment of pupils whose postcodes are in the 10% most deprived datazones in Scotland, while decile 10 refers to pupils with postcodes in the top 10% of the least deprived (most affluent) datazones according to SIMD.

Figure 6 below shows the average complementary tariff scores within each SIMD decile band of all Midlothian school leavers in 2018/19 compared with the Virtual Comparator. The grey circles in Figure 6 represent the Virtual Comparator and the blue circles represent Midlothian. The circles change in size and broadly represent the proportion of young people from the total cohort appearing in each of the circles. The blue vertical lines represent the range of scores (maximum and minimum) of the leavers within each decile.

Figure 6: Average complementary tariff scores of all school leavers in 2018/19 compared with the Virtual Comparator, broken down by SIMD band of residence.



Comments of Figure 6:

- The position of Midlothian's circles in Figure 6 above compared to the Virtual Comparator circles along the trend line, would suggest that Midlothian's performance in 2018/19 is broadly in line with its Virtual Comparator across the ten SIMD deciles.
- It is important to be aware of the numbers of young people appearing in each of these deciles. For example, the circle in decile 3 is relatively large, reflecting the fact that it represents 22% of the leavers' cohort in Midlothian in 2018/19.

The full breakdown of the percentage of Midlothian's school leavers' cohort living within each ten SIMD deciles over the last five years can be viewed in Table 4 that follows:

Table 4: Percentage of Midlothian school leavers living within each SIMD Decile Band 2018/19

Establishment	Year of leaving	% of Total Cohort within each SIMD Decile Band									
		Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
Midlothian	2014/15	2%	6%	14%	14%	17%	9%	12%	8%	7%	12%
	2015/16	2%	4%	15%	14%	17%	7%	13%	9%	8%	11%
	2016/17	1%	9%	20%	19%	4%	16%	11%	6%	5%	9%
	2017/18	1%	9%	17%	19%	3%	19%	12%	5%	6%	8%
	2018/19	2%	9%	22%	20%	5%	13%	8%	6%	5%	10%
	3 yr avg	1%	9%	20%	19%	4%	16%	10%	6%	5%	9%
	5 yr avg	2%	7%	18%	17%	9%	13%	11%	7%	6%	10%

Comments on Table 4:

- On average 10% of Midlothian's school leaver cohort lies within SIMD deciles 1 and 2 (20% most deprived areas in Scotland according to SIMD), 15% within deciles 9 and 10 (20% least deprived areas in Scotland) and 75% within deciles 3 to 8 (the remaining 60% of SIMD areas).

Table 5 below shows the average complementary tariff scores within each SIMD decile band for all school leavers in Midlothian since 2014/15 compared with its Virtual Comparator and the national average.

Table 5: Average complementary tariff scores of the school leaver cohort in Midlothian since 2014/15, broken down by SIMD band of residence

Establishment	Year of leaving	SIMD Decile Band										
		Total No. in Cohort	Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
Midlothian	2014/15	899	260	428	439	541	597	623	555	774	730	881
	2015/16	992	489	434	459	499	575	648	655	841	755	906
	2016/17	918	650	429	499	535	539	657	716	749	837	847
	2017/18	903	274	509	517	512	603	650	685	774	857	892
	2018/19	872	410	385	445	457	544	656	822	833	800	867
	+/- on 2018		136	-124	-72	-55	-59	6	137	59	-57	-25
	3yr avg		445	441	487	501	562	654	741	785	831	869
	5yr Trend		37.5	-10.75	1.5	-21	-13.25	8.25	66.75	14.75	17.5	-3.5
Virtual Comparator	2014/15	8990	328	454	469	513	599	662	660	763	803	909
	2015/16	9920	406	457	456	515	560	691	687	813	734	907
	2016/17	9180	456	470	498	549	544	690	717	800	862	869
	2017/18	9030	272	511	523	513	585	665	694	751	864	911
	2018/19	8720	405	410	466	476	548	666	722	751	837	841
	+/- on 2018		133	-101	-57	-37	-37	1	28	0	-27	-70
	3yr avg		378	464	496	513	559	674	711	767	854	874
	5yr Trend		19.25	-11	-0.75	-9.25	-12.75	1	15.5	-3	8.5	-17
National	2014/15	52433	429	476	511	574	613	667	707	758	825	917
	2015/16	52249	444	494	534	586	627	686	723	775	833	932
	2016/17	51258	460	490	547	584	651	686	723	791	841	923
	2017/18	49707	468	497	546	593	647	695	733	780	854	938
	2018/19	49717	459	490	532	568	619	671	719	776	823	906
	+/- on 2018		-9	-7	-14	-25	-28	-24	-14	-4	-31	-32
	3yr avg		462	492	542	582	639	684	725	782	839	922
	5yr Trend		7.5	3.5	5.25	-1.5	1.5	1	3	4.5	-0.5	-2.75

Comments on Table 5:

- Midlothian's performance across the SIMD deciles over the five-year period is roughly in line with its Virtual Comparator. Where there are larger variances, Insight testing found no significant statistical differences.
- As with the national average and the Virtual Comparator, school leavers living in the most deprived areas typically have a lower complementary tariff score on average than those living in the least deprived areas.

5. Course Measures: Leavers Breadth and Depth Trends 2014/15 to 2018/19

This section reviews the performance of awards across SCQF Levels 3 to 7 using breadth and depth measures for school leavers across Midlothian since 2014/15. All awards contribute to this SCQF measure, as do grades in SQA courses.

The breadth and depth measures are heavily influenced by a school's curricular model. The mix of existing and new Higher qualifications in 2015 and the variety of progression pathways that candidates would have undertaken for the Higher qualifications means the 2015 to 2017 Higher results may not be fully comparable with previous years.

The percentages are based on cumulative awards and reflect the number of school leavers achieving at least the given number of awards at the SCQF level since 2014/15. The percentages are calculated as a proportion of the relevant leaver cohort.

Tables 6 & 7 that follow show the latest and best attainment at the point of leaving school in Midlothian and for the Virtual Comparator for the following breadth and depth measures:

- 1 or more awards at SCQF Levels 3 and SCQF Levels 4 or better;
- 1 or more, 3 or more, and 5 or more awards at SCQF Level 5 or better;
- 1 or more, 3 or more, and 5 or more awards at SCQF Level 6 or better; and
- 1 or more awards at SCQF Level 7 or better

Table 6 – Midlothian Breadth and Depth Data 2014/15 to 2018/19

% School Leavers Attaining	2015	2016	2017	2018	2019	2019 % point change (+/-) on 2018	3yr avg (%)	5 yr Trend	5 Yr % Point Net Change (+/-)
1 or more awards at Level 3	98.3%	99.5%	99.2%	99.3%	99.3%	0.0%	99.3%	0.2%	1.0%
1 or more awards at Level 4	95.8%	97.6%	97.7%	97.2%	96.7%	-0.6%	97.2%	0.2%	0.9%
1 or more awards at Level 5	82.9%	84.4%	87.2%	85.5%	86.0%	0.5%	86.2%	0.8%	3.1%
3 or more awards at Level 5	73.8%	72.0%	73.1%	72.3%	69.7%	-2.6%	71.7%	-1.0%	-4.0%
5 or more awards at Level 5	60.3%	59.5%	58.2%	61.0%	58.4%	-2.7%	59.2%	-0.5%	-1.9%
1 or more awards at Level 6	61.5%	59.0%	58.7%	60.6%	56.1%	-4.5%	58.5%	-1.4%	-5.4%
3 or more awards at Level 6	44.4%	43.9%	43.4%	46.6%	42.9%	-3.7%	44.3%	-0.4%	-1.5%
5 or more awards at Level 6	26.1%	30.3%	28.1%	32.6%	30.1%	-2.5%	30.2%	1.0%	3.9%
1 or more awards at Level 7	17.5%	20.8%	18.6%	18.9%	19.3%	0.3%	18.9%	0.5%	1.8%

Table 7 – Virtual Comparator Breadth and Depth Data 2014/15 to 2018/19

% School Leavers Attaining	2015	2016	2017	2018	2019	2019 % point change (+/-) on 2018	3yr avg (%)	5 yr Trend	5 Yr % Point Net Change (+/-)
1 or more awards at Level 3	97.8%	97.8%	97.8%	97.6%	97.3%	-0.3%	97.5%	-0.1%	-0.5%
1 or more awards at Level 4	95.9%	96.4%	96.2%	95.8%	95.1%	-0.7%	95.7%	-0.2%	-0.8%
1 or more awards at Level 5	85.6%	84.5%	85.9%	84.9%	83.6%	-1.3%	84.8%	-0.5%	-2.0%
3 or more awards at Level 5	71.2%	71.1%	72.5%	72.3%	69.8%	-2.5%	71.5%	-0.3%	-1.4%
5 or more awards at Level 5	57.8%	57.3%	58.5%	59.4%	57.2%	-2.2%	58.4%	-0.2%	-0.6%
1 or more awards at Level 6	60.4%	60.0%	60.9%	60.8%	57.2%	-3.6%	59.6%	-0.8%	-3.2%
3 or more awards at Level 6	45.3%	45.2%	45.3%	46.3%	43.5%	-2.9%	45.0%	-0.5%	-1.9%
5 or more awards at Level 6	31.6%	31.7%	31.3%	32.4%	30.5%	-1.8%	31.4%	-0.3%	-1.1%
1 or more awards at Level 7	20.8%	20.3%	20.2%	21.2%	18.2%	-3.0%	19.9%	-0.7%	-2.6%

Comments on Tables 6 & 7:

- Midlothian's performance in 2018/19 across the reported breadth and depth measures shows a drop on the previous year in most areas in line with the Virtual comparator. Figures for '1 or more at Level 3' and '1 or more at Level 5' are **significantly above** the Virtual Comparator.
- Midlothian's performance across the reported SCQF Level 5 to 7 measures show a fluctuating but overall improved trend over the five year period. The most significant increases have been in the percentage attaining '5 or more at Level 6' and '1 or more at Level 7' which increased by 3.9% and 1.8% respectively.

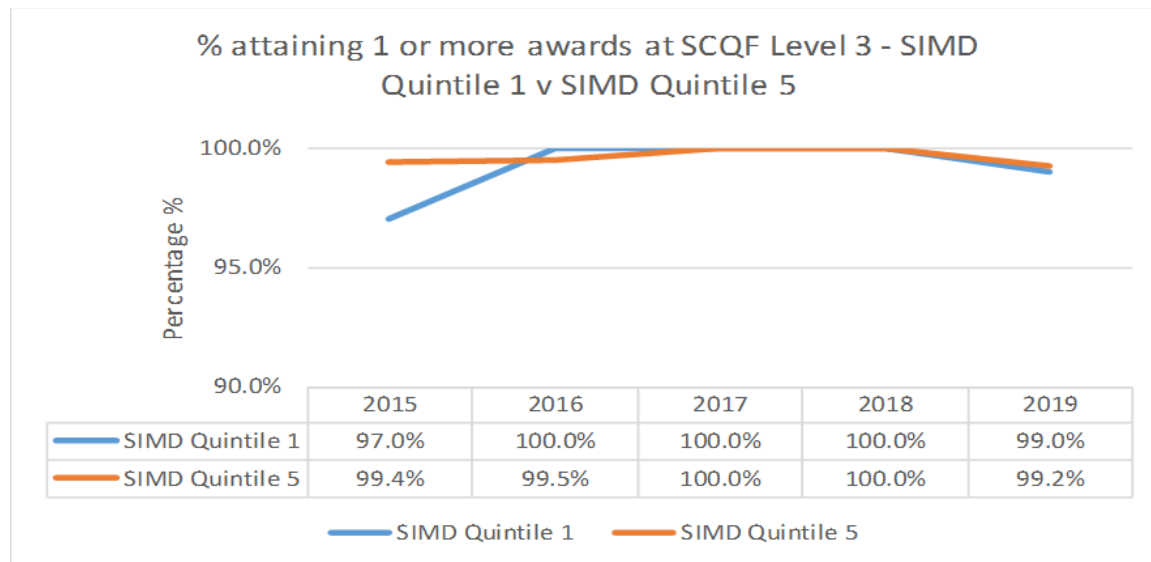
Senior Phase Qualifications: Closing the Gap

Deprivation (SIMD)

School leavers living in the 20% most deprived areas (SIMD Quintile 1) typically have lower attainment compared to those living in the 20% least deprived areas (SIMD Quintile 5). The attainment gap between school leavers living in SIMD Quintile 1 and those in SIMD Quintile 5 is wider at higher levels of qualifications. The attainment gap increases from 2 percentage points on average at SCQF Level 3 to 48 percentage points on average at SCQF Level 6.

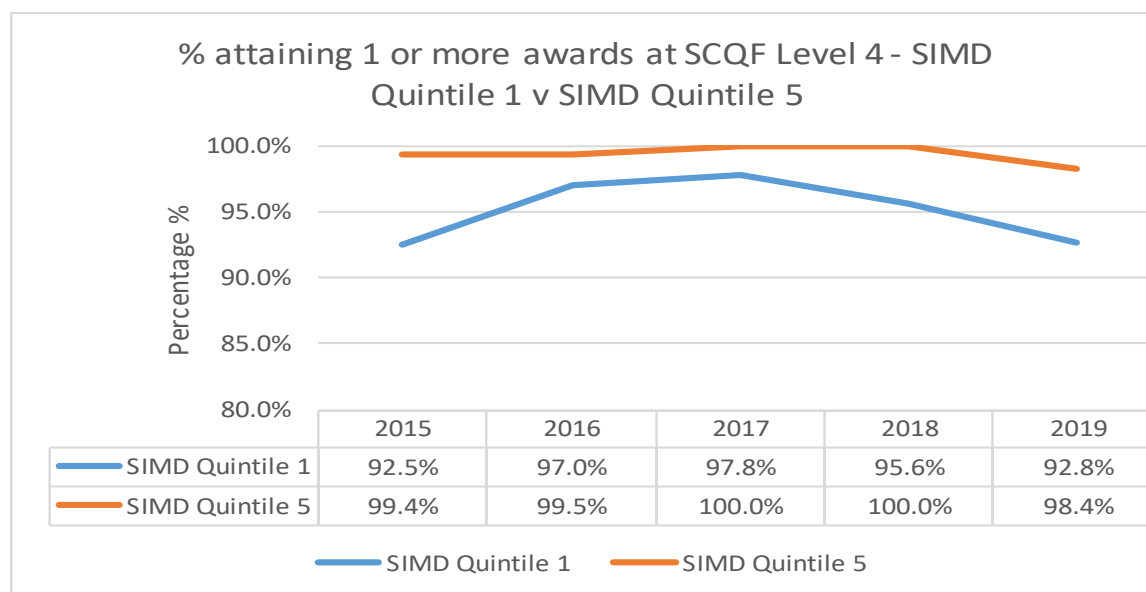
Figures 7 to 10 that follow detail the gap in attainment at SCQF Levels 3 to 6 for school leavers in Midlothian by SIMD Quintile category since 2014/15.

Figure 7: Percentage of school leavers attaining 1 or more awards at SCQF Level 3 by SIMD category



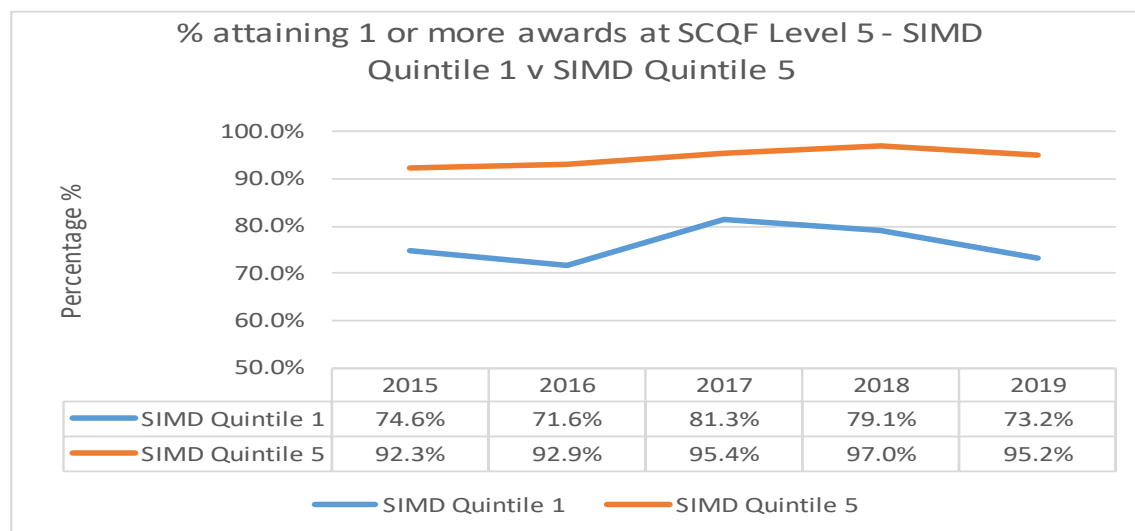
Comments on Figure 7: 99% of school leavers from SIMD Quintile 1 gained 1 or more qualifications at SCQF Level 3 in 2018/19, a 1% decrease on the previous year. The gap between Midlothian leavers from SIMD Quintile 1 and SIMD Quintile 5 in 2018/19 is in line with the previous year. The gap shows an overall reduction over the last five years, decreasing from 2.4 points in 2014/15 to 0.2 points in 2018/19.

Figure 8: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by SIMD category



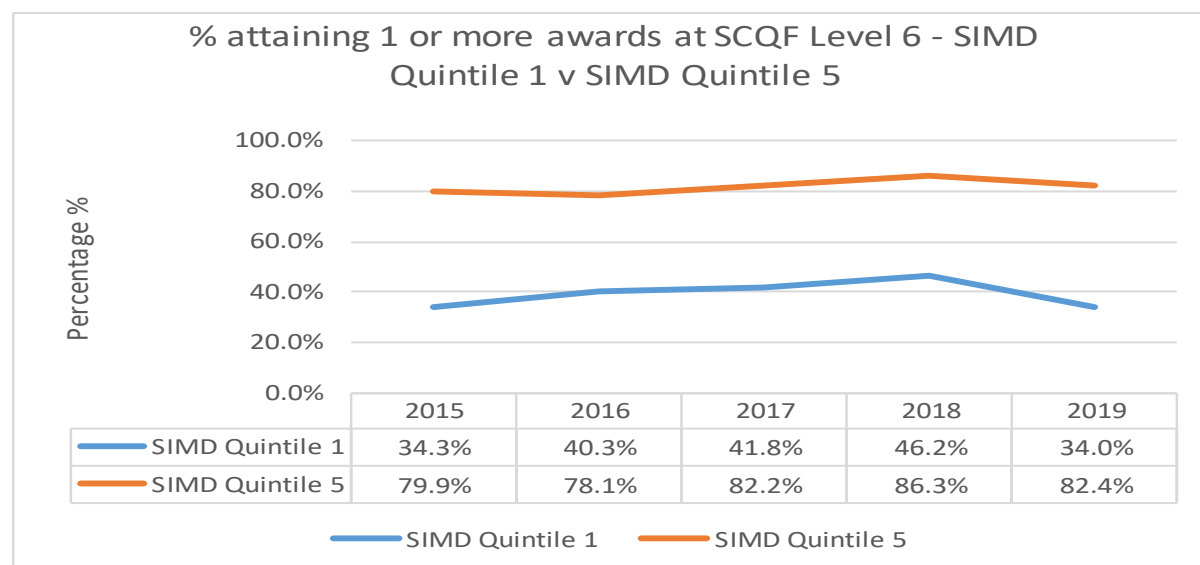
Comments on Figure 8: 92.8% of school leavers from SIMD Quintile 1 gained 1 or more qualifications at SCQF Level 4 in 2018/19, a decrease of 2.8% on the previous year and an increase of 0.3 percentage points since 2014/15. The gap between Midlothian leavers from SIMD Quintile 1 and SIMD Quintile 5 in 2018/19 increased by 1.2 percentage points on the previous year. Overall, the trend has fluctuated with the gap showing an overall decrease over the five- year period from 6.9 percentage points in 2014/15 to 5.6 points in 2018/19.

Figure 9: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by SIMD category



Comments on Figure 9: 73.2% of school leavers from SIMD Quintile 1 gained 1 or more qualifications at SCQF Level 5 in 2018/19, a decrease of 5.9% on the previous year and a decrease of 1.4 percentage points since 2014/15. The gap between Midlothian leavers from SIMD Quintile 1 and SIMD Quintile 5 in 2018/19 increased by 4.2 percentage points on the previous year. Overall, the gap shows a fluctuating trend over the five-year period increasing from 17.7 percentage points in 2014/15 to 22.0 points in 2018/19.

Figure 10: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by SIMD category



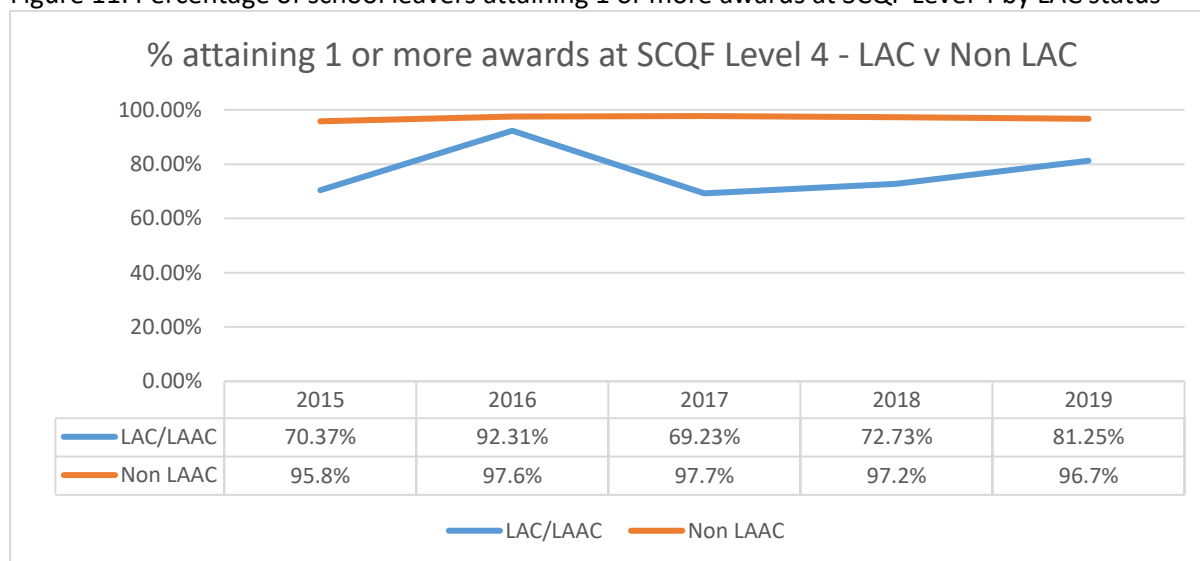
Comments on Figure 10: 34.0% of school leavers from SIMD Quintile 1 gained 1 or more qualifications at SCQF Level 6 in 2018/19, a drop of 12.2% on the previous year. The gap between Midlothian leavers from SIMD Quintile 1 and SIMD Quintile 5 in 2018/19 increased by 8.3 percentage points on the previous year. Overall, the gap shows a fluctuating trend over the five- year period decreasing slightly from 34.3 percentage points in 2014/15 to 34.0 points in 2018/19.

Care Experienced Leavers

Figures 11 to 12 below detail the gap in attainment at SCQF Levels 4 to 5 for School leavers in Midlothian by 'Looked after' (LAC) status.

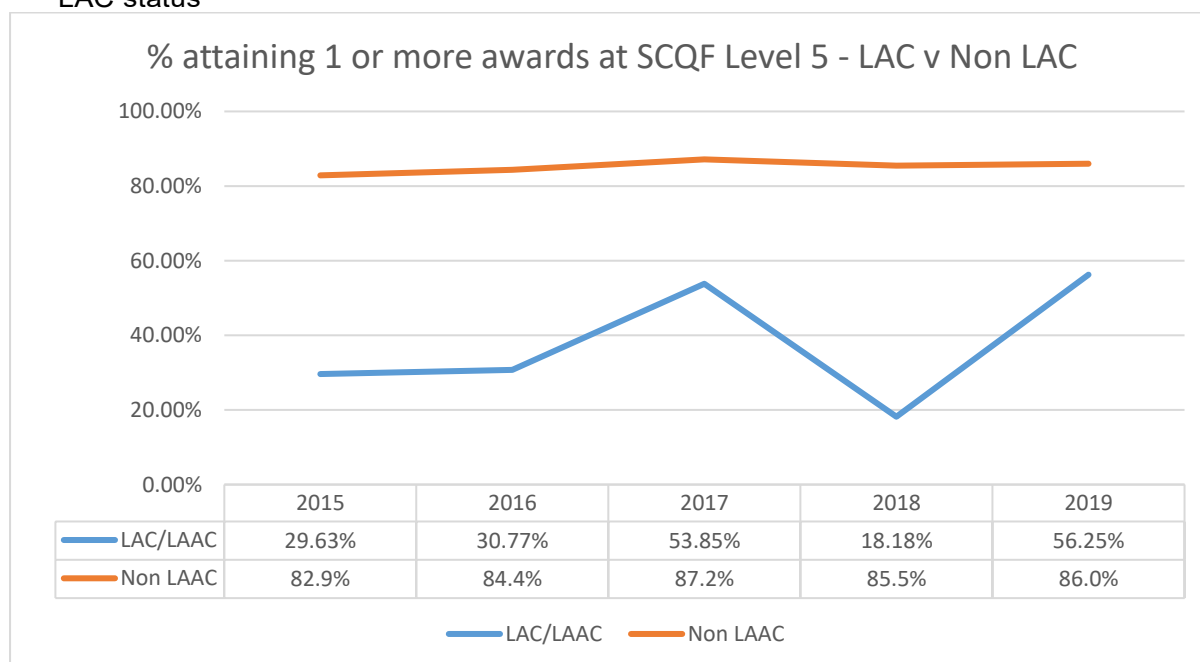
School Leavers who are looked after typically have lower attainment compared to those who are not looked after. Similar to the SIMD trends, the attainment gap between school leavers who are looked after and those who are not looked after is wider at higher levels of qualifications. The attainment gap increases from 15 percentage points on average at SCQF Level 4 to 30 percentage points on average at SCQF Level 5.

Figure 11: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by LAC status



- Comments on Figure 11:** 81.25% of Looked after school leavers gained 1 or more qualifications at SCQF Level 4 in 2018/19, an increase of 8.5% on the previous year. The gap between leavers who are looked after and those who are not decreased by 9.1% on the previous year to 15.4% in 2018/19. Overall the trend has fluctuated widely due to the small numbers in the looked after cohort.

Figure 12: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by LAC status



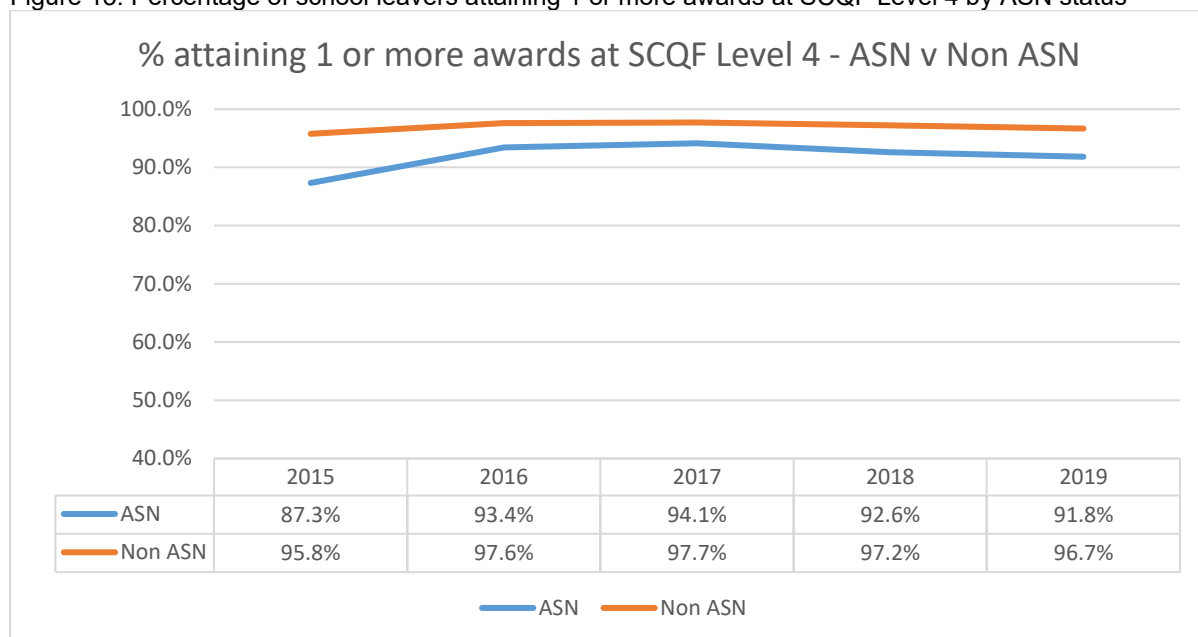
- Comments on Figure 12:** 56.3% of looked after school leavers gained 1 or more qualifications at SCQF Level 5 in 2018/19, an increase of 38.1% on the previous year. The gap between leavers who are looked after and those who are not decreased by 37.6% on the previous year to 29.7% in 2018/19. Overall, the trend has fluctuated widely due to the small numbers in the looked after cohort.

Additional Support Needs status

Figures 13 to 15 below detail the gap in attainment at SCQF Levels 4 to 6 for school leavers in Midlothian by Additional Support Needs (ASN) status.

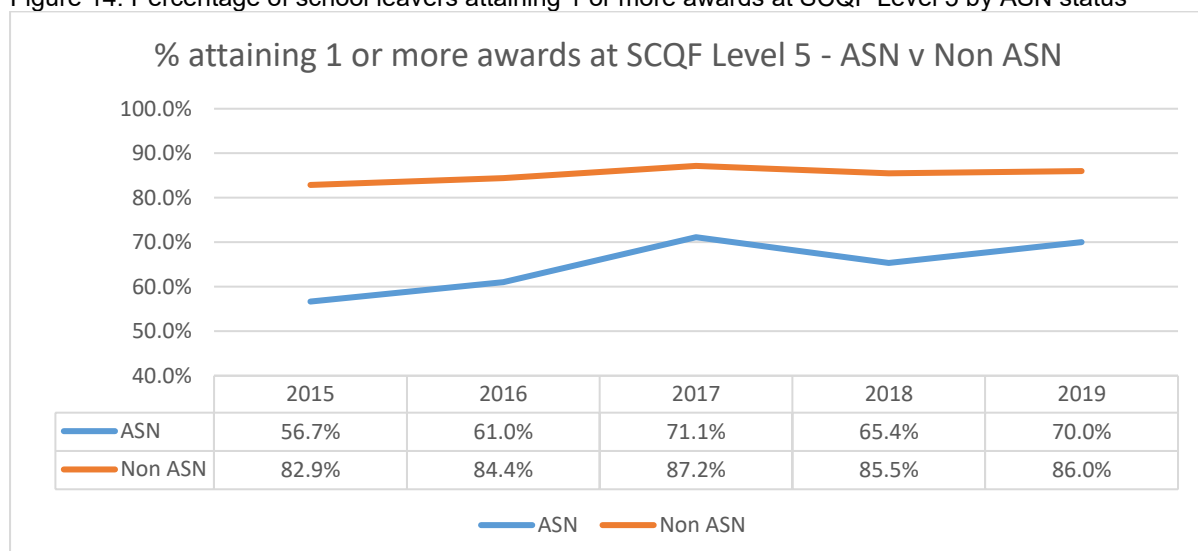
School Leavers with additional support needs typically have lower attainment compared to school leavers with no additional support needs. Again, similar to the SIMD trends, the attainment gap between school leavers with ASN and those without ASN is wider at the higher levels of qualifications. The attainment gap increases from 5 percentage points on average at SCQF Level 4 to 20 percentage points on average at SCQF Level 5 and 25 percentage point at SCQF Level 6.

Figure 13: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by ASN status



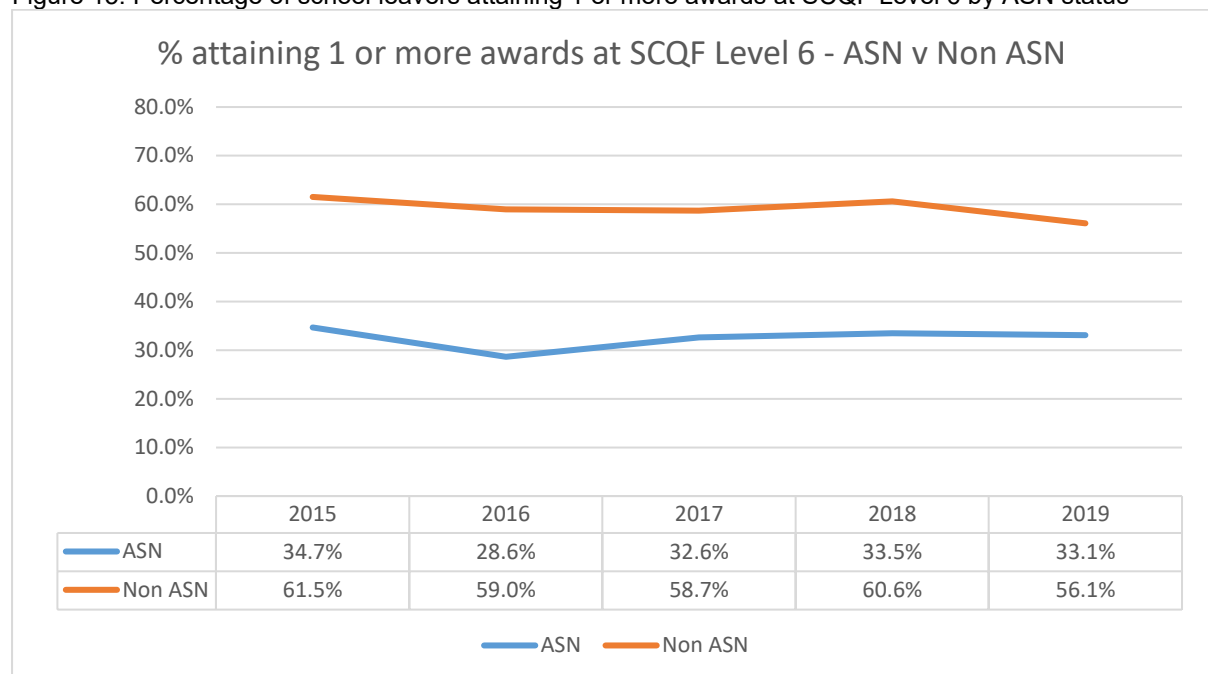
- Comments on Figure 13:** 91.8% of school leavers with an additional support need gained 1 or more qualification at SCQF Level 4 in 2018/19 and an increase of 4.5% since 2014/15. The gap between Midlothian leavers with an additional support need and those without in 2018/19 increased by 0.2% on the previous year. Overall, the gap shows a decrease over the five-year period from 8.5% in 2014/15 to 4.9% in 2018/19.

Figure 14: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by ASN status



- **Comments on Figure 14:** 70% of school leavers with an additional support need gained 1 or more qualification at SCQF Level 5 in 2018/19. An increase of 4.6% on the previous year and 13.3% since 2014/15. The gap between Midlothian leavers with an additional support need and those without in 2018/19 decreased by 4.2% on the previous year. Overall, the gap shows a decrease over the five-year period from 26.2% in 2014/15 to 16% in 2018/19.

Figure 15: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by ASN status



- **Comments on Figure 14:** 33.1% of school leavers with an additional support need gained 1 or more qualification at SCQF Level 6 in 2018/19. A decrease of 0.4% on the previous year and 1.6% since 2014/15. The gap between Midlothian leavers with an additional support need and those without in 2018/19 decreased by 4.1% on the previous year. Overall, the gap shows a decrease over the five-year period from 26.8% in 2014/15 to 23% in 2018/19.