



Cabinet  
Tuesday 4 March 2025  
Item No 5.2

## **Attainment Report for Broad General Education (P1,P4,P7,S3)**

**Report by Michelle Strong, Education Chief Operating Officer**

**Report for Information**

### **1 Recommendations**

Cabinet are asked to note:

- the strengths and areas for improvements of our children and young people's attainment in P1, P4,P7 and S3 as outlined in this Report, and acknowledge the strategies adopted to address areas for continuous improvement outlined in this Report.

### **2 Executive Summary**

The purpose of this report is to present the annual update on attainment for Midlothian's dataset Achievement of Curriculum for Excellence Levels (ACEL) within the Broad General Education (BGE). This update provides important indications of the achievement for our children and young people, at various stages from P1 to S3. 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.

**20 February 2025**

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### 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 BGE attainment in Midlothian. The data comes from the Scottish Government's Achievement of Curriculum for Excellence Levels (ACEL) update for 2023/24, as well as our own analysis of Midlothian data. It should be noted that we identified some minor errors in the published data for Midlothian and these will be corrected in the next update which will be published in December 2024. We present the corrected figures in this report. The report presents our current performance versus the national and comparator levels and considers trends over time. 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 [Education Scotland, Curriculum for Excellence](#)

### 4 Attainment Summary

- 4.1 Appendix B presents a more detailed summary of the attainment from the ACEL update. It presents the performance of attainment in Midlothian versus the national and comparator authorities. This highlights the following key messages:
- a. The improvements in primary combined Literacy and Numeracy which were evident in session 2022/23 have been broadly consolidated in session 2022/24, with very little change in the overall figures, remaining above pre-pandemic levels. However, the figures for 2023/24 are below both the National and comparator figures for 2023/24.
  - b. In S3, attainment was higher in Numeracy than it had been in 2022/23, as well as being above National and comparator figures. In Literacy, attainment decreased and was below National and comparator levels (but still above pre-pandemic levels).
  - c. Analysis by stage shows improvements in Literacy levels for P4 and P7; and in Numeracy levels for P4, P7 and S3, compared to the 2022/23 levels. The S3 Numeracy level was also above National and comparator figures. In contrast, the figures for Literacy and Numeracy in P1 were lower than in 2022/23, and lower than the National and comparator figures. There is a noticeable gap between the P7 Literacy and Numeracy levels for 2023/24 and the National and comparator levels.
  - d. In terms of the individual components of Literacy, there were improvements in P4 Reading, and P7 Writing compared to the figures for the previous session. The figures for all Reading and Writing in P1 and S3 were lower than for 2022/23, although the S3 Literacy figures were all above pre-pandemic levels. The figures for P7 Reading and Writing were noticeably lower than the National and comparator levels.
  - e. 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).

- f. The figures for combined primary show that the attainment gap in Literacy and Numeracy widened in 2023/24 from the previous year. In S3 the attainment gap also narrowed for Literacy but widened for Numeracy.

4.2 In summary, for most year groups, there has been some improvement in at least one area of attainment for 2023/24, 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 improvements are in P4 Literacy and S3 Numeracy. There are however challenges where improvement will be focused, which includes Literacy and Numeracy in P7 and Literacy in S3.

4.3 In order to address improvements to attainment across our schools and ELC settings we now have a single improvement outcome, to intensify focus. The Service plan for session 24/25 details the measurable actions that we will take to raise attainment and achievement, to ensure that all children and young people in Midlothian achieve outcomes which lead to positive and sustained destinations. Our Service Improvement Plan this session has four main workstreams: learning, teaching, assessment & curriculum (LTAC); attendance & engagement (A&E); relationships, wellbeing & care (RWC); and inclusion, equity & targeted support (IETS). Further details of the support underway are as follows:

#### 4.3.1 Raising Attainment Strategy (RAS)

This Strategy underpins our drive for improved attainment. Almost all schools have engaged with this over the last session, supporting connections to school level improvement priorities. A Data Review Timeline for attainment analysis, leading to intensive support and challenge for schools identified as 'Priority' on the Risk and Capacity Register (RCR), is detailed within the RAS. Officers report weekly on the progress of Priority schools to the Education Chief Operating Officer at Senior Leadership Team (SLT) Meetings and termly to the Excellence and Equity Board. All quantitative attainment measures are detailed in the Education Service Improvement Plan.

#### 4.3.2 Data Development and Tracking & Monitoring

The Data and Performance Group consists of council officers and representatives from our schools and ELC centres. The group meets in alignment with the RAS Data Review Timeline, which tracks key data uploads and key tracking periods. Agile analysis of data measures ensures that both local and national data is analysed and shared timeously to monitor progress and identify areas requiring support. Regular review of measures ensures that resource can be allocated to support and challenge priority schools.

A robust and consistent approach to tracking and monitoring is in now place in primary schools and aligned tracking periods are embedded in school and Local Authority calendars, allowing for effective data dialogue between and within primary schools. Almost all primary Head Teachers are accessing their dashboards following data uplifts. 75% of school leaders attended additional data dashboard training. The quality and volume of information contained in the dashboards will allow for in-depth analysis of pupil progress, including interventions for characteristic groups, leading to improved outcomes for learners.

A common aligned tracking, monitoring and reporting system is being developed for use by secondary schools, as a priority. Analysis of secondary attainment, via the Scottish Government's Insight analytical tool and secondary Head Teacher attainment trios, and through the newly introduced Secondary Attainment Meetings, have been purposeful in the sharing of data between settings, with the opportunity for challenge and reflection.

#### 4.3.3 Learning, Teaching and Assessment

The Midlothian Learning, Teaching and Assessment (LTA) Framework is in place and evidence suggests that it is beginning to support increasingly robust school self-evaluation and professional learning. The Framework outlines the key features of highly effective learning, teaching and assessment, and is aligned to the Raising Attainment Strategy.

Increased levels of Quality Assurance (QA) activity and the introduction of an improved 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. Feedback from teachers involved in professional learning has been positive. All schools are aware of the requirement to align school level guidance with our agreed Midlothian LTA Framework. The development of the LTA framework will also be closely monitored by the Excellence & Equity Board.

A Midlothian Learning, Teaching, Assessment and Curriculum Strategy has been developed with senior leaders, to provide focussed guidance and support on learning, teaching, assessment and curricular (LTAC) impact priorities. The strategy supports a focus on an agreed purpose and set of principles, to help secure consistently high-quality practices.

Additional supports for teachers and practitioners lie within the LTA Framework materials and appendices as a single point of access for support in improving approaches and practice.

#### 4.3.4 Development of curriculum progression frameworks

The Midlothian Numeracy and Literacy Progression Frameworks are now in place in our schools; all school staff have received appropriate training and support in their use. All Midlothian schools and settings are now using consistently utilising agreed approaches to planning for Literacy and Numeracy within the Broad General Education. All other curriculum progression frameworks are also now in place and being used by schools to ensure coherence across our schools. These frameworks improve confidence, across all schools, in moderated assessment to Fourth Level Curriculum for Excellence (CfE) benchmarks.

#### 4.3.5 Support for moderation of teacher professional judgement

Every Midlothian primary school is being supported to effectively moderate teacher professional judgements across Literacy and Numeracy. LA sessions are planned for this session with a writing focus at P4 and P7 stages. This activity is focused on ensuring increasing confidence in learners' achievement of the 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 refreshed QAMSO Plan (Quality Assurance and Moderation Support Officers Plan) is in place to support our schools with moderation activity in response to our attainment data and areas of greatest need. For session 2024/25, our priority focus continues to be on improving writing, throughout the Broad General Education.

#### 4.3.6 Support from the Raising Attainment Team

The raising Attainment Team are supporting eight priority schools identified by data and using a variety of approaches, including Lesson Study to reflect on practice, modelled lessons, planning support, whole school transformation in reading approaches and ongoing professional learning. The work of the Team has been positively recognised in Summarised Inspection Findings in schools which have been visited by HMIE and during the recent thematic review of the Local Authority by Education Scotland officers. Professional learning opportunities have also been provided for Newly Qualified Teachers and Support staff, with positive feedback of over 90%. The newly launched Core Numeracy programme for practitioners was oversubscribed by 50% and is running a second cohort to meet demand.

#### 4.3.7 Attendance developments to support Raising Attainment

Self-evaluation toolkits have been developed as part of the Attendance Workstream to support schools in identifying areas for intervention. These have been used effectively at school and at ASG level. School leaders are supportive of a move towards partnership network meetings taking place in localities to facilitate a closer look at attendance data and access local resource and partners to support. All ASGs have refreshed approaches to attendance, including plans to issue communications to families that show the link between attendance, days in school and the benefits to attainment.

#### 4.3.8 Digital Support

Midlothian's Digital Inclusion and Learning Team support the effective use of technologies to enhance and extend learning, teaching and assessment. Learning Technologists continue to work with class teachers to plan and co-deliver digital learning sessions for young people, based on a consistent core offer. 199 sessions have been completed since August 2024. 124 teachers have submitted feedback, with 98% agreeing their knowledge had increased/improved and 91% reporting that the learning will help pupils. Work to establish an operating model for the Midlothian Digital Campus has drawn from connections with two LAs and one Regional Improvement Collaborative. Meetings with curricular DHTs and secondary HTs to develop understanding of the offer has shaped the operating model further. A small, proof of concept course offer for online delivery has now been shared with schools.

## **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, the digital data dashboards available for all primary schools and support give learner details to inform deeper analysis and support an improved consistent approach to tracking and monitoring. This support is being extended to secondary schools.

### **5.3 Risk**

N/A

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

N/A

### **5.5 Additional Report Implications (See Appendix A)**

See Appendix A

## **Appendices**

**Appendix A – Additional Report Implications**

**Appendix B – 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 will 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**

N/A

### **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**

N/A

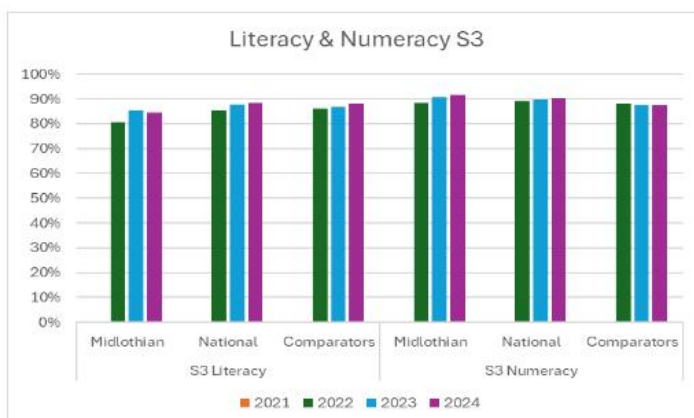
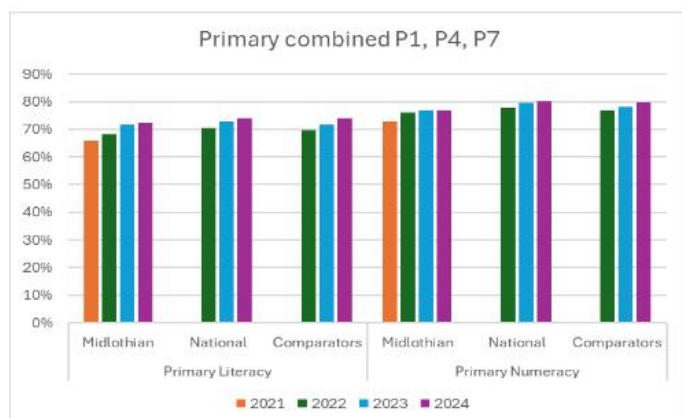
### **A.8 Supporting Sustainable Development**

N/A

## APPENDIX B

### Attainment Summary

#### 1. ACEL - Literacy & Numeracy



**Table 1 - Percentage of pupils achieving expected CfE levels in Literacy and Numeracy, 2017-2024**

| Literacy & Numeracy   |                  |             | Pre-pandemic Ave. | 2021   | 2022   | 2023   | 2024   | Diff to 23 | Diff to Nat 24 | Diff to Comp 24 | Diff to Pre-Pandemic ave. <sup>a</sup> |
|-----------------------|------------------|-------------|-------------------|--------|--------|--------|--------|------------|----------------|-----------------|--|
| Literacy <sup>b</sup> | Primary Literacy | Midlothian  | 69.90%            | 65.75% | 68.20% | 71.64% | 72.34% | 0.70%      | -1.65%         | -1.57%          | 2.44%                                  |
|                       |                  | National    | 70.98%            | -      | 70.54% | 72.74% | 73.99% | 1.25%      | -              | -               | -                                      |
|                       |                  | Comparators | 71.35%            | -      | 69.72% | 71.74% | 73.91% | 2.17%      | -              | -               | -                                      |
|                       | S3 Literacy      | Midlothian  | 81.26%            | -      | 80.70% | 85.40% | 84.43% | -0.97%     | -3.88%         | -3.79%          | 3.17%                                  |
|                       |                  | National    | 87.46%            | -      | 85.54% | 87.76% | 88.31% | 0.55%      | -              | -               | -                                      |
|                       |                  | Comparators | 89.30%            | -      | 86.08% | 86.73% | 88.22% | 1.49%      | -              | -               | -                                      |
| Numeracy              | Primary Numeracy | Midlothian  | 76.18%            | 72.80% | 76.05% | 76.84% | 76.82% | -0.02%     | -3.47%         | -3.10%          | 0.64%                                  |
|                       |                  | National    | 77.95%            | -      | 77.95% | 79.60% | 80.29% | 0.69%      | -              | -               | -                                      |
|                       |                  | Comparators | 76.62%            | -      | 76.93% | 78.11% | 79.92% | 1.81%      | -              | -               | -                                      |
|                       | S3 Numeracy      | Midlothian  | 88.68%            | -      | 88.50% | 90.53% | 91.59% | 1.06%      | 1.27%          | 4.21%           | 2.91%                                  |
|                       |                  | National    | 89.15%            | -      | 89.07% | 89.56% | 90.32% | 0.76%      | -              | -               | -                                      |
|                       |                  | Comparators | 90.26%            | -      | 88.19% | 87.46% | 87.38% | -0.08%     | -              | -               | -                                      |

<sup>a</sup> 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.

<sup>b</sup> Literacy is a combined measure of all literacy components. Pupils must have attained their expected levels in Reading, Writing and Listening & Talking.

<sup>c</sup> Data in S3 was not collated in 2021

<sup>d</sup> 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 Highland, Scottish Borders and Stirling. Further detail on this can be found [here](#).

#### Trend performance

- The figure for the combined measure for primary Literacy is slightly above that from session 2022/23 (by 0.70%), whereas the figure for combined Numeracy is in line with 2022/23 (decrease of 0.02%).
- In S3 Numeracy, there is an increase of 1.06% compared to 2022/23, whereas for Literacy there has been a fall of 0.97%; these levels again remain above pre-pandemic levels. There is a clear trend of improvement for S3 Numeracy over the past four years.



## Comparator performance

- Primary combined Literacy is below the National and comparator figures for 2023/24, by 1.65% and 1.57% respectively. Primary combined Numeracy is also below the National and comparator figures for 2023/24, by 3.47% and 3.10% respectively.
- In S3, attainment in Literacy is lower than the National and comparator figures in 2023/24 by 3.88% and 3.79% respectively, whereas Numeracy attainment is higher than the National and comparator figures by 1.27% and 4.21% respectively.

## 2. ACEL - Primary Literacy & Numeracy by stage

**Table 2 - Percentage of pupils achieving expected CfE levels in Literacy by Stage, 2017-2024**

| Literacy by stage |             | Pre-pandemic Ave. | 2021   | 2022   | 2023   | 2024   | Diff to 23 | Diff to Nat 24 | Diff to Comp 24 | Diff to Pre-Pandemic ave. <sup>a</sup> |
|-------------------|-------------|-------------------|--------|--------|--------|--------|------------|----------------|-----------------|--|
| P1                | Midlothian  | 75.45%            | 71.93% | 70.35% | 76.68% | 76.32% | -0.36%     | -0.55%         | -1.03%          | 0.87%                                  |
|                   | National    | 74.25%            | 70.76% | 74.02% | 75.70% | 76.87% | 1.17%      | -              | -               | -                                      |
|                   | Comparators | 75.02%            | 71.40% | 74.32% | 75.85% | 77.35% | 1.50%      | -              | -               | -                                      |
| P4                | Midlothian  | 68.71%            | 61.07% | 65.93% | 69.69% | 70.93% | 1.24%      | -0.45%         | 0.35%           | 2.22%                                  |
|                   | National    | 68.95%            | 63.78% | 67.19% | 69.74% | 71.38% | 1.64%      | -              | -               | -                                      |
|                   | Comparators | 68.70%            | 63.60% | 66.28% | 68.54% | 70.58% | 2.04%      | -              | -               | -                                      |
| P7                | Midlothian  | 64.80%            | 64.06% | 68.27% | 68.50% | 70.19% | 1.69%      | -3.79%         | -4.00%          | 5.39%                                  |
|                   | National    | 68.94%            | 66.35% | 70.55% | 72.97% | 73.98% | 1.01%      | -              | -               | -                                      |
|                   | Comparators | 70.36%            | 67.22% | 68.79% | 71.14% | 74.19% | 3.05%      | -              | -               | -                                      |
| S3                | Midlothian  | 81.26%            | -      | 80.72% | 85.40% | 84.43% | -0.97%     | -3.88%         | -3.79%          | 3.17%                                  |
|                   | National    | 87.10%            | -      | 85.53% | 87.76% | 88.31% | 0.55%      | -              | -               | -                                      |
|                   | Comparators | 89.30%            | -      | 86.08% | 86.73% | 88.22% | 1.49%      | -              | -               | -                                      |

**Table 3 - Percentage of pupils achieving expected CfE levels in Numeracy by Stage, 2017-2024**

| Numeracy by stage |                          | Pre-pandemic Ave. | 2021   | 2022   | 2023   | 2024          | Diff to 23    | Diff to Nat 24 | Diff to Comp 24 | Diff to Pre-Pandemic ave. <sup>a</sup> |
|-------------------|--------------------------|-------------------|--------|--------|--------|---------------|---------------|----------------|-----------------|--|
| P1                | Midlothian               | 82.03%            | 81.74% | 81.23% | 84.62% | <b>83.21%</b> | <b>-1.41%</b> | <b>-1.67%</b>  | <b>-2.63%</b>   | <b>1.18%</b>                           |
|                   | National                 | 84.26%            | 81.07% | 83.59% | 84.71% | <b>84.88%</b> | <b>0.17%</b>  | -              | -               | -                                      |
|                   | Comparators <sup>d</sup> | 82.21%            | 80.60% | 83.79% | 84.20% | <b>85.84%</b> | <b>1.64%</b>  | -              | -               | -                                      |
| P4                | Midlothian               | 75.94%            | 71.32% | 72.62% | 74.36% | <b>75.60%</b> | <b>1.24%</b>  | <b>-2.45%</b>  | <b>-0.82%</b>   | <b>-0.34%</b>                          |
|                   | National                 | 75.82%            | 71.59% | 74.93% | 76.86% | <b>78.05%</b> | <b>1.19%</b>  | -              | -               | -                                      |
|                   | Comparators              | 74.47%            | 70.41% | 73.95% | 75.18% | <b>76.42%</b> | <b>1.24%</b>  | -              | -               | -                                      |
| P7                | Midlothian               | 69.77%            | 64.53% | 73.97% | 71.39% | <b>72.31%</b> | <b>0.92%</b>  | <b>-6.18%</b>  | <b>-5.99%</b>   | <b>2.54%</b>                           |
|                   | National                 | 73.74%            | 71.90% | 75.69% | 77.69% | <b>78.49%</b> | <b>0.80%</b>  | -              | -               | -                                      |
|                   | Comparators              | 73.25%            | 71.07% | 73.52% | 75.50% | <b>78.30%</b> | <b>2.80%</b>  | -              | -               | -                                      |
| S3                | Midlothian               | 88.69%            | -      | 88.52% | 90.53% | <b>91.59%</b> | <b>1.06%</b>  | <b>1.27%</b>   | <b>4.21%</b>    | <b>2.90%</b>                           |
|                   | National                 | 89.15%            | -      | 89.07% | 89.55% | <b>90.32%</b> | <b>0.77%</b>  | -              | -               | -                                      |
|                   | Comparators              | 90.26%            | -      | 88.19% | 87.46% | <b>87.38%</b> | <b>-0.08%</b> | -              | -               | -                                      |

## Trend performance

- For P1 pupils, the percentage of pupils achieving Early Level in Literacy fell slightly (by 0.36%) compared to last year but is still above the figures for 2020/21 and 2021/22. Attainment in Numeracy was lower than 2022/23 by 1.41%; again, this is still above the figures for 2020/21 and 2021/22.

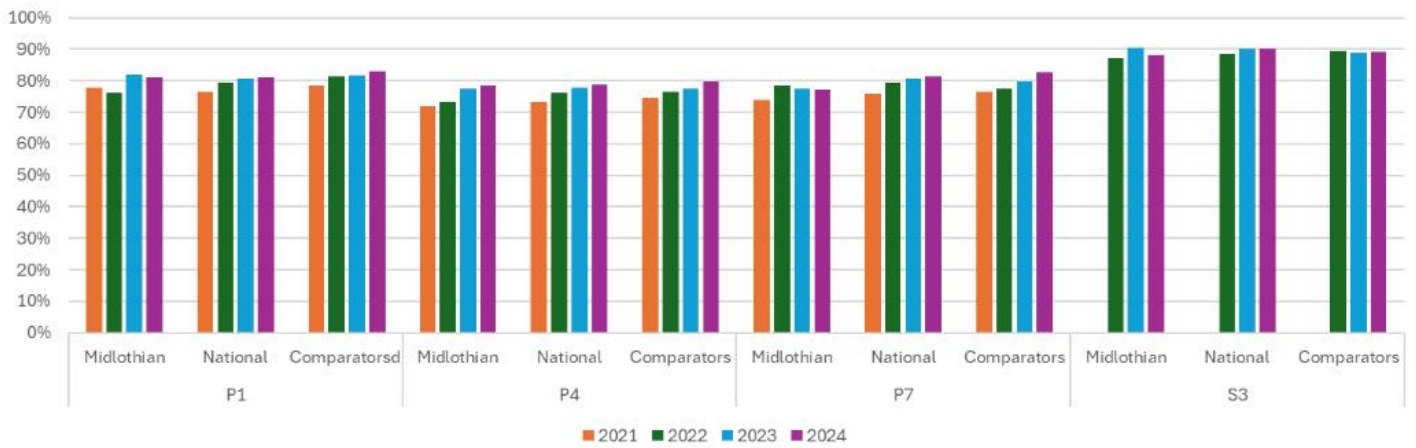
- For P4 pupils, attainment in both Literacy and Numeracy at First Level was higher than 2022/23 (both by 1.24%). There is a clear improving trend for both measures over the past four sessions.
- For P7 pupils, attainment in Literacy at Second Level was higher than the previous year by 1.69%. The figure for Numeracy was higher than the previous year by 0.92%. Both figures are above pre-pandemic averages.

### Comparator performance

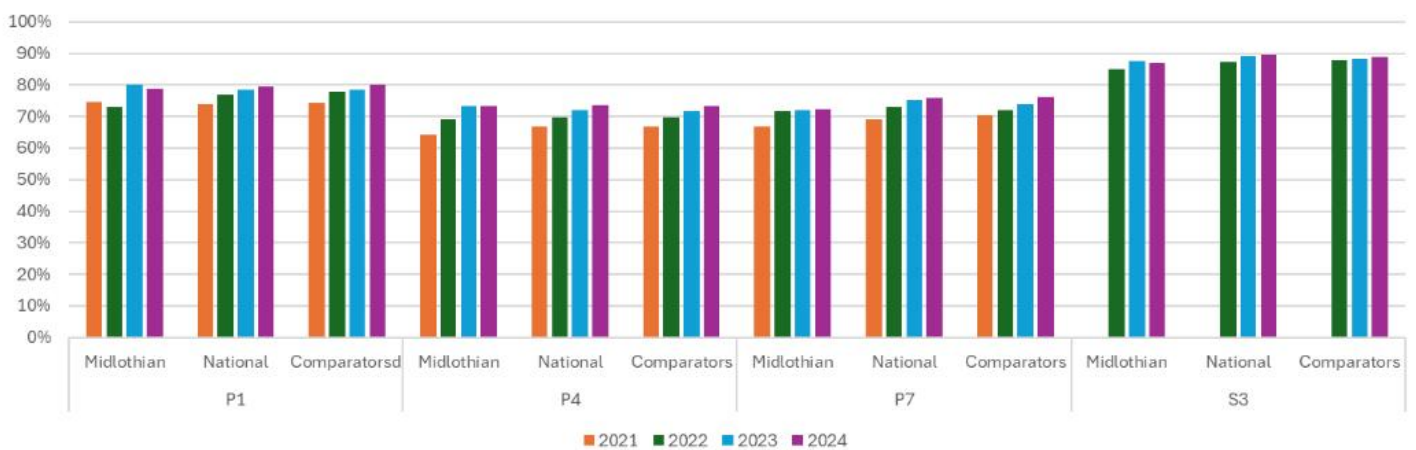
- For P1, P4 and P7, performance in Literacy and Numeracy was lower than recorded nationally and by our comparator authorities for 2022/23. The biggest differences are in P7 Numeracy, which was lower than National and comparators by around 6%; and in P7 Literacy, which was lower by around 4%.

### 3. ACEL - Literacy Components by stage

Reading - By stage



Writing - By stage



Listening and Talking - By stage

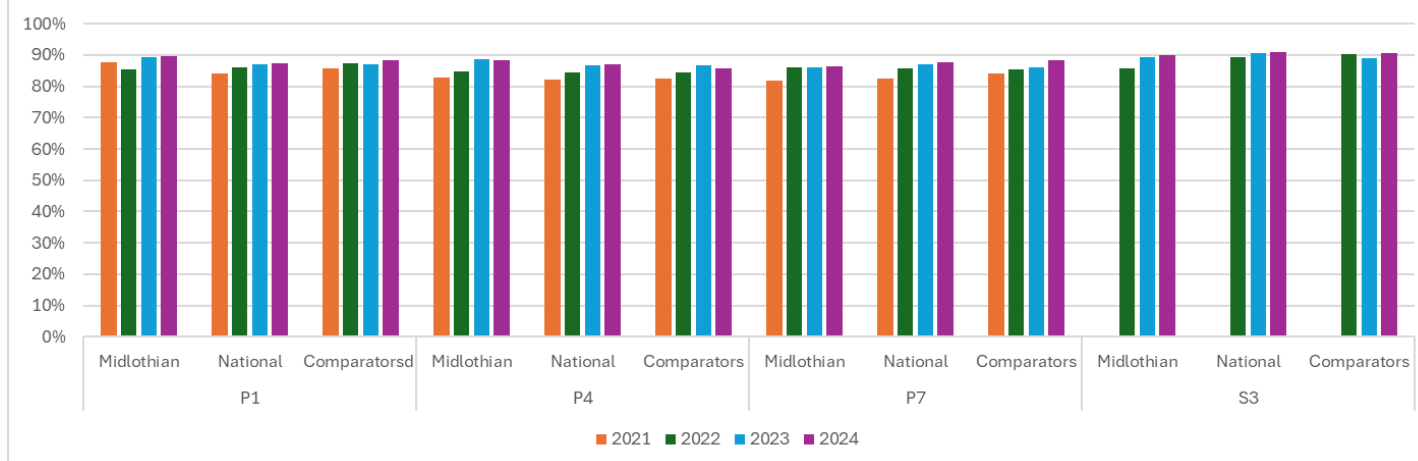


Table 4 - Percentage of pupils achieving expected CfE levels in Reading by Stage, 2017-2024

| Reading by Stage |             | Pre-pandemic Ave. | 2021   | 2022   | 2023   | 2024   | Diff to 23 | Diff to Nat 24 | Diff to Comp 24 | Diff to Pre-Pandemic ave. <sup>a</sup> |
|------------------|-------------|-------------------|--------|--------|--------|--------|------------|----------------|-----------------|--|
| P1               | Midlothian  | 81.79%            | 77.90% | 76.25% | 82.01% | 80.94% | -1.07%     | -0.24%         | -1.98%          | -0.85%                                 |
|                  | National    | 81.01%            | 76.61% | 79.37% | 80.60% | 81.18% | 0.58%      | -              | -               | -                                      |
|                  | Comparators | 81.95%            | 78.37% | 81.30% | 81.60% | 82.92% | 1.32%      | -              | -               | -                                      |
| P4               | Midlothian  | 77.75%            | 72.01% | 73.33% | 77.42% | 78.38% | 0.96%      | -0.57%         | -1.35%          | 0.63%                                  |
|                  | National    | 77.46%            | 73.32% | 76.04% | 77.90% | 78.95% | 1.05%      | -              | -               | -                                      |
|                  | Comparators | 77.94%            | 74.48% | 76.47% | 77.65% | 79.73% | 2.08%      | -              | -               | -                                      |
| P7               | Midlothian  | 76.85%            | 73.96% | 78.35% | 77.52% | 77.05% | -0.47%     | -4.29%         | -5.54%          | 0.20%                                  |
|                  | National    | 78.21%            | 75.74% | 79.33% | 80.82% | 81.34% | 0.52%      | -              | -               | -                                      |
|                  | Comparators | 79.07%            | 76.67% | 77.63% | 79.83% | 82.59% | 2.76%      | -              | -               | -                                      |
| S3               | Midlothian  | 85.32%            | -      | 87.28% | 90.62% | 88.14% | -2.48%     | -2.09%         | -1.19%          | 2.82%                                  |
|                  | National    | 90.17%            | -      | 88.39% | 90.13% | 90.23% | 0.10%      | -              | -               | -                                      |
|                  | Comparators | 91.85%            | -      | 89.44% | 88.97% | 89.33% | 0.36%      | -              | -               | -                                      |

Table 5 - Percentage of pupils achieving expected CfE levels in Writing by Stage, 2017-2024

| Writing by Stage |                          | Pre-pandemic Ave. | 2021   | 2022   | 2023   | 2024   | Diff to 23 | Diff to Nat 24 | Diff to Comp 24 | Diff to Pre-Pandemic ave. <sup>a</sup> |
|------------------|--------------------------|-------------------|--------|--------|--------|--------|------------|----------------|-----------------|--|
| P1               | Midlothian               | 78.66%            | 74.49% | 73.01% | 79.97% | 78.76% | -1.21%     | -0.68%         | -1.35%          | 0.10%                                  |
|                  | National                 | 78.14%            | 74.05% | 76.86% | 78.39% | 79.44% | 1.05%      | -              | -               | -                                      |
|                  | Comparators <sup>d</sup> | 77.65%            | 74.35% | 77.81% | 78.47% | 80.11% | 1.64%      | -              | -               | -                                      |
| P4               | Midlothian               | 71.86%            | 64.08% | 68.98% | 73.17% | 73.35% | 0.18%      | -0.15%         | 0.14%           | 1.49%                                  |
|                  | National                 | 71.88%            | 66.67% | 69.68% | 72.01% | 73.50% | 1.49%      | -              | -               | -                                      |
|                  | Comparators              | 71.87%            | 66.76% | 69.64% | 71.69% | 73.21% | 1.52%      | -              | -               | -                                      |
| P7               | Midlothian               | 67.98%            | 66.80% | 71.60% | 71.86% | 72.31% | 0.45%      | -3.54%         | -4.04%          | 4.33%                                  |
|                  | National                 | 71.72%            | 69.01% | 72.92% | 75.21% | 75.85% | 0.64%      | -              | -               | -                                      |
|                  | Comparators              | 72.99%            | 70.50% | 71.96% | 74.00% | 76.35% | 2.35%      | -              | -               | -                                      |
| S3               | Midlothian               | 82.63%            | -      | 85.13% | 87.49% | 87.06% | -0.43%     | -2.53%         | -1.82%          | 4.43%                                  |
|                  | National                 | 89.16%            | -      | 87.35% | 89.24% | 89.59% | 0.35%      | -              | -               | -                                      |
|                  | Comparators              | 90.87%            | -      | 87.90% | 88.13% | 88.88% | 0.75%      | -              | -               | -                                      |

**Table 6 - Percentage of pupils achieving expected CfE levels in Listening & Talking by Stage, 2017-2024**

| Listening and Talking by Stage |                          | Pre-pandemic Ave. | 2021   | 2022   | 2023   | 2024   | Diff to 23 | Diff to Nat 24 | Diff to Comp 24 | Diff to Pre-Pandemic ave. <sup>a</sup> |
|--------------------------------|--------------------------|-------------------|--------|--------|--------|--------|------------|----------------|-----------------|--|
| P1                             | Midlothian               | 88.61%            | 87.71% | 85.38% | 89.17% | 89.49% | 0.32%      | 2.18%          | 1.20%           | 0.88%                                  |
|                                | National                 | 86.38%            | 83.96% | 86.14% | 86.90% | 87.31% | 0.41%      | -              | -               | -                                      |
|                                | Comparators <sup>d</sup> | 86.91%            | 85.61% | 87.37% | 87.13% | 88.29% | 1.16%      | -              | -               | -                                      |
| P4                             | Midlothian               | 83.84%            | 82.86% | 84.79% | 88.79% | 87.88% | -0.91%     | 0.93%          | 2.25%           | 4.04%                                  |
|                                | National                 | 84.32%            | 82.04% | 84.54% | 86.56% | 86.95% | 0.39%      | -              | -               | -                                      |
|                                | Comparators              | 84.30%            | 82.47% | 84.44% | 86.64% | 85.63% | -1.01%     | -              | -               | -                                      |
| P7                             | Midlothian               | 80.29%            | 81.89% | 86.06% | 86.12% | 86.00% | -0.12%     | -1.74%         | -2.21%          | 5.71%                                  |
|                                | National                 | 83.65%            | 82.32% | 85.70% | 87.00% | 87.74% | 0.74%      | -              | -               | -                                      |
|                                | Comparators              | 84.94%            | 84.03% | 85.33% | 86.00% | 88.21% | 2.21%      | -              | -               | -                                      |
| S3                             | Midlothian               | 86.58%            | -      | 85.78% | 89.29% | 89.24% | -0.05%     | -1.54%         | -1.22%          | 2.66%                                  |
|                                | National                 | 91.16%            | -      | 89.29% | 90.54% | 90.78% | 0.24%      | -              | -               | -                                      |
|                                | Comparators              | 93.06%            | -      | 90.43% | 89.13% | 90.46% | 1.33%      | -              | -               | -                                      |

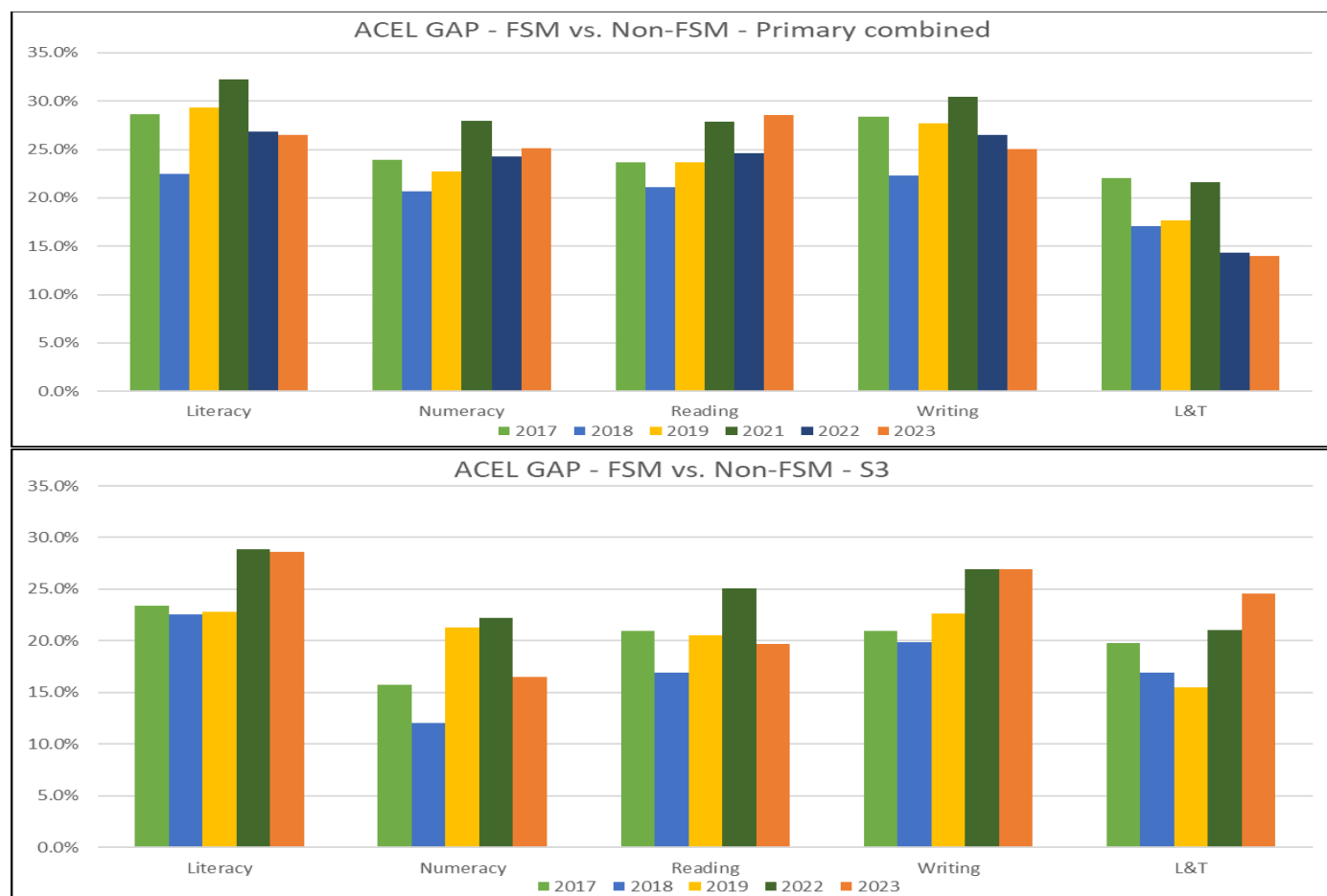
### Trend performance

- For Reading, attainment in P4 improved by 0.96% from last year; there is a clear improving trend over four years and the figure is above the pre-pandemic average. In P1 and P7 attainment decreased by 1.07% and 0.47% respectively; the P1 figure is below the pre-pandemic average by 0.85% but is above the figures for 2020/21 and 2021/22. The P7 figure has fallen for two consecutive sessions. In S3, the figure was 2.48% lower than last year, but remains above the figure for 2021/22 and the pre-pandemic average.
- For Writing, attainment in P4 and P7 improved from last year (0.18% and 0.45% respectively); there is an improving trend over four years and the figure is above the pre-pandemic average. In P1 attainment decreased by 1.21%. Both the P1 and P4 figures are above those for 2020/21 and 2021/22. In S3, the figure was 0.43% lower than last year, but remains above 2021/22 and the pre-pandemic average.
- For Listening and Talking, the figures for P1 were slightly higher than the previous year (by 0.32%). The figures for P4 and P7 were slightly lower than last year, with the bigger difference being in P4 (0.91% lower). In all cases the 2023/24 figures are above the pre-pandemic averages.

### Comparator performance

- For Reading, the percentage of pupils achieving their expected levels in P1, P4, P7 and S3 were lower than the national and comparator figures for 2023/24. The biggest differences were in P7, which was 4.29% lower than the National figure and 5.54% lower than the comparator figure.
- For Writing, the percentage of pupils achieving their expected levels in P1, P7 and S3 were lower than the national and comparator figures for 2023/24. The biggest differences were in P7, which was 3.54% lower than the National figure and 4.04% lower than the comparator figure; and in S3, which was 2.53% below National and 1.82% below comparator.
- For Listening and Talking, the Midlothian figures for 2024 were above the National and comparator figures in P1 and P4. The figures for P7 and S3 were lower than the National and comparator ones. In all cases these differences were within 2.5%.

#### 4. ACEL – Attainment Gap



**Table 8 – ACEL Attainment Gap<sup>a</sup> of percentage of pupils achieving expected CfE levels, FSM<sup>b</sup> vs. Non FSM<sup>c</sup>, 2017-2023**

|                               |          | Pre-pandemic Ave. | 2021    | 2022    | 2023    | Diff to 22 | Diff to Ave. |
|-------------------------------|----------|-------------------|---------|---------|---------|------------|--------------|
| Primary Combined <sup>d</sup> | 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 <sup>e</sup>               | 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%        |

<sup>a</sup> 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.

<sup>b</sup> FSM = pupils registered for free school meals

<sup>c</sup> Non-FSM = pupils not registered for free school meals

<sup>d</sup> Primary combined is all pupils in P1, P4 and P7 stages

<sup>e</sup> 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 there has a widening of the gap compared to 2022/23 for Literacy (3.41%) and Numeracy (4.78%). The 2023/24 gaps are wider than the pre-pandemic averages. In the individual components of Literacy, the gap decreased very slightly (0.80%) for Reading but increased for Writing (4.88%) and Listening & Talking (5.67%).

- In S3, there was a narrowing of the gap from last year for Literacy (5.42%) but a widening of the gap for Numeracy (3.46%). In the individual components of Literacy, the gap decreased for Writing (7.00%) but increased very slightly for Reading (0.97%) and also for Listening & Talking (6.19%). The overall Literacy figure is broadly in line with the pre-pandemic average gap, but the gap has widened for Numeracy (3.62%).