

REPORT TO: CHILDREN AND FAMILIES COMMITTEE 1 DECEMBER 2025

REPORT ON: PROGRESS UPDATE: SENIOR PHASE ATTAINMENT 2024/25

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 348-2025

1.0 PURPOSE OF REPORT

1.1 This report informs Committee of senior phase attainment by Dundee pupils to the end of academic session 2024-25. The data is taken from Insight, the Scottish Government's benchmarking tool. They are based on the latest Insight data release, published in September 2025.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Children, Families & Communities Committee notes the contents of the report.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 BACKGROUND

4.1 This report is focused on providing Committee with an update about the attainment of pupils in the senior phase during academic session 2024/25.

4.2 Data used in this report is taken from Insight. 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 self-evaluation and provide schools with their attainment information in a format that makes it straightforward to identify possible areas for improvement for pupils in S4 to S6. Much of the attainment information is based on pupils' best awards in each subject. Insight does not include data relating to attainment in S1 - S3. Although Insight provides data on the attainment of a wide range of Scottish Credit and Qualifications Framework (SCQF) awards from a range of providers, not all SCQF achievement awards are included.

4.3 This committee report is based on the September Insight refresh, which adds results from the 2025 exam diet and allows stage-based measures to be calculated.

4.4 The latest Insight update includes the following COVID-19 Statement:

4.5 Care must be taken when comparing the attainment of cohorts over the past three years and when comparing these years to the attainment of earlier cohorts. Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches. Local/Cohort attainment data (as updated in September 2025), depending on the cohort selected, may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session in which the achievement was certificated.

4.6 Stage-based measures are provided in this report for 'S6 based on S4.' It is important to know that measures such as "Attainment for All" and "Breadth and Depth" are cumulative, in the sense that they show attainment gathered through the Senior Phase. An S6 pupil will have all their "best (in each subject)" S4, 5 and 6 attainments included. It is also important to note that

“S6 based on S4” can be heavily impacted by leavers’ rate. If a school, or local authority, has a high S4 leavers’ rate this means less pupils stay on to sit Highers and Advanced Highers.

- 4.7 This year’s S6 based on S4 is based on 1,550 pupils who would have started their senior phase in S4 in August 2022. Of these, 623 live in Scottish Index of Multiple Deprivation (SIMD) Quintile 1 (Scotland’s 20% most deprived data zones) and 270 live in SIMD Quintile 5 (Scotland’s 20% least deprived data zones). Over half, 829, of this cohort had at least one Additional Support Need (ASN) recorded. 21 pupils were experiencing local authority care.
- 4.8 Insight provides a Virtual Comparator for each school and local authority to allow them to benchmark their progress against similar pupils. For each pupil in a school or local authority ten similar pupils (similar in terms of age, gender, deprivation and additional support needs) are selected at random from other local authorities. These characteristics were selected due to their significance in explaining differences in the attainment and destinations of school leavers in Scotland. This selection of pupils makes up the Virtual Comparator.

5.0 SENIOR PHASE ATTAINMENT 2024/25

- 5.1 When looking at the measures discussed below, the COVID-19 impact statement in paragraph 4.5 above should be borne in mind. Many of these measures show a peak in 2022 with a decline thereafter. This would have been the cohort that started S4 in 2019 and finished S6 in 2022; they had no exams in 2020 and used the Alternative Certification Model in S5 in 2021. Other cohorts before and after having also had different combinations of exams and assessments.

Literacy and Numeracy

S6, Based on S4 (1,550 pupils)

- 5.2 In 2025, 89% of pupils achieved Literacy at SCQF Level 4 or better, the same as 2024. 73% achieved Literacy at SCQF Level 5 or better, up 1 percentage point (pp) from 2024. The gap in Literacy attainment between pupils from the Scottish Index of Multiple Deprivation (SIMD) Quintiles 1 (most deprived) and 5 (least deprived) has reduced from 14 pp in 2021 at SCQF Level 4 to 11 pp in 2024 but has now increased to 15 pp in 2025. The gap at SCQF Level 5 is now 33 pp, wider than the previous four years.
- 5.3 In 2025, 86% of pupils achieved Numeracy at SCQF Level 4 or better, up 1 pp in 2024. 65% achieved Numeracy at SCQF Level 5 or better, up 2 pp from 2024. The gap in Numeracy attainment between SIMD Quintiles 1 and 5 at SCQF Level 4 increased from 15 pp in 2024 to 19 pp in 2025. The gap in Numeracy attainment between SIMD Quintiles 1 and 5 at SCQF Level 5 increased from 28 pp in 2024 to 33 pp in 2025.

S6, Based on S6 (783 pupils)

- 5.4 In 2024, 99% of S6 pupils achieved Literacy at SCQF Level 4 or better, compared to 97% for Dundee’s Virtual Comparator (VC). 97% of S6 pupils achieved Literacy at SCQF Level 5 or better, 2 pp above the VC.
- 5.5 In 2024, 98% of S6 pupils achieved Numeracy at SCQF Level 4 or better, 2 pp above the VC. 91% of S6 pupils achieved Numeracy at SCQF Level 5 or better, 2 pp above the VC.

Improving Attainment for All

S6, Based on S4 (1,550 pupils)

5.6 Insight produces average tariff scores for: the lowest attaining 20%, middle 60% and highest attaining 20% of pupils. The average complementary¹ tariff score for Dundee's lowest attaining 20% of pupils decreased from 73 points in 2024 to 68 in 2025. Complementary tariff scores for the middle attaining 60% of pupils increased from 503 to 717, and highest attaining 20% increased slightly from 1,185 to 1,187 over the same period.

5.7 The gaps in tariff points between pupils from the most and least deprived areas (SIMD Quintiles 1 and 5) have increased this year in all three attainment groups. The gap amongst the lowest attaining 20% is now 188 points, amongst the middle attaining 60%, 476 points, and 387 within the highest attaining group.

S6, Based on S6 (783 pupils)

5.8 As Figure 1 shows, the performance of the lowest attaining 20% (394 complementary points) of our S6 pupils in 2024/25 is greater than the VC (317 points); this is recorded as statistically significant in Insight. The performance of the lowest attaining 20% is also greater than the Scotland average (360 points). The middle 60% (856 points) attained in line with the VC (861 points) and the highest 20% (1,342 points) attained slightly lower than the VC (1,368 points).

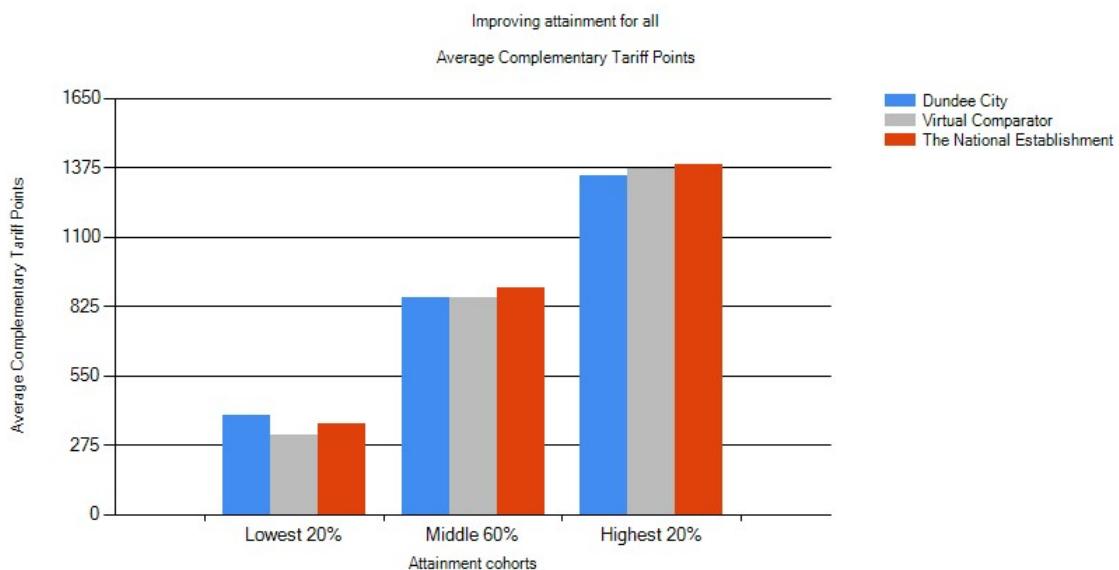


Figure 1 Improving Attainment for All, Performance of S6 pupils in 2024

Breadth and Depth

5.9 Breadth and Depth counts the number of awards a pupil has achieved at or above a certain SCQF level. The Children and Families Service has a range of measures relating to Breadth and Depth within our Strategic Equity Fund Stretch Aims. The Service has stretch aims for the percentage of pupils achieving 1 or more awards at SCQF Level 4 or better, broken down by pupils with Additional Support Needs and those without. There are also stretch aims for the percentage of pupils achieving 1 or more awards at SCQF Level 5 or better and 6 or better. For these measures the Service is also specifically looking at pupils living in SIMD Quintiles 1 and 5 and the gap between them.

¹ Complementary tariff points only include only a pupil's best 120 SCQF Credit Points. This allows fair comparison across different curriculum models that may be present in the Virtual Comparator.

S6, Based on S4 (1,550 pupils)

5.10 The percentage of pupils achieving 1 or more awards at SCQF Level 4 or better has remained steady at 92%. The percentage of pupils achieving 1 or more awards at SCQF Level 5 or better has fallen 1 pp to 81%. The percentage of pupils achieving 1 or more awards at SCQF Level 6 or better has increased by 1 pp to 58%.

S6, Based on S6 (783 pupils)

5.11 91% of S6 pupils achieved 5 or more awards at SCQF Level 5 or better; this is 3pp higher than the VC. 246 S6 pupils live in SIMD Quintile 1; 86% of these pupils achieved 5 or more awards at SCQF Level 5 or better; this is 5 pp greater than the VC (81%). 89% of pupils in S6 living in SIMD Quintile 1 achieved at least 1 award at SCQF Level 6 compared to 84% for the VC.

Attainment versus Deprivation

S6, Based on S4 (1,550 pupils)

5.12 Insight shows the average tariff points achieved by the total number of pupils in each SIMD decile compared to the VC and tests for any 'significant comparisons.' The performance of Dundee's pupils compared to the VC can be seen in Figure 2. Testing found that there were no significant comparisons for this measure.

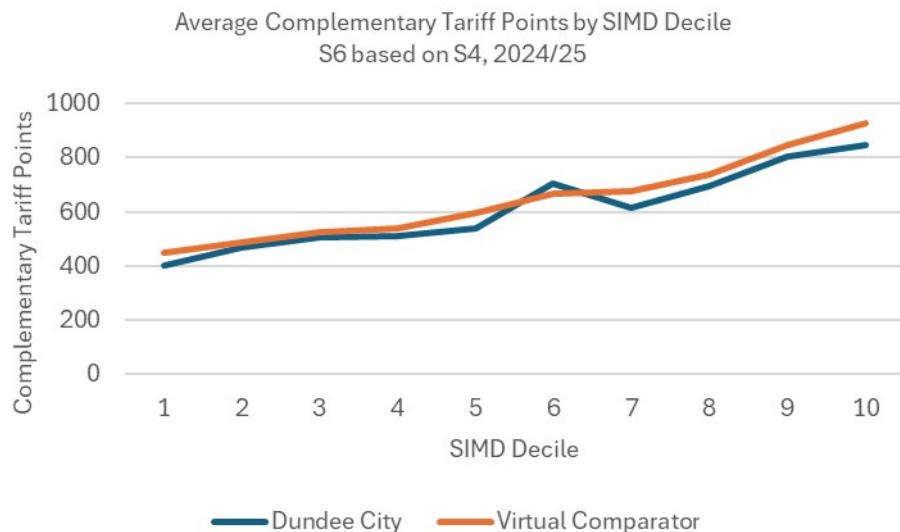


Figure 2 Average Tariff Points at each SIMD Decile, S6 based on S4. 2024/25.

S6, Based on S6 (783 pupils)

5.13 The performance of all Dundee's S6 pupils (by SIMD decile) compared to the VC can be seen in Figure 3 below. Insight testing found that the following comparisons were significant:

- In SIMD decile 6, performance is much greater than the Virtual Comparator
- In SIMD decile 3, performance is greater than the Virtual Comparator

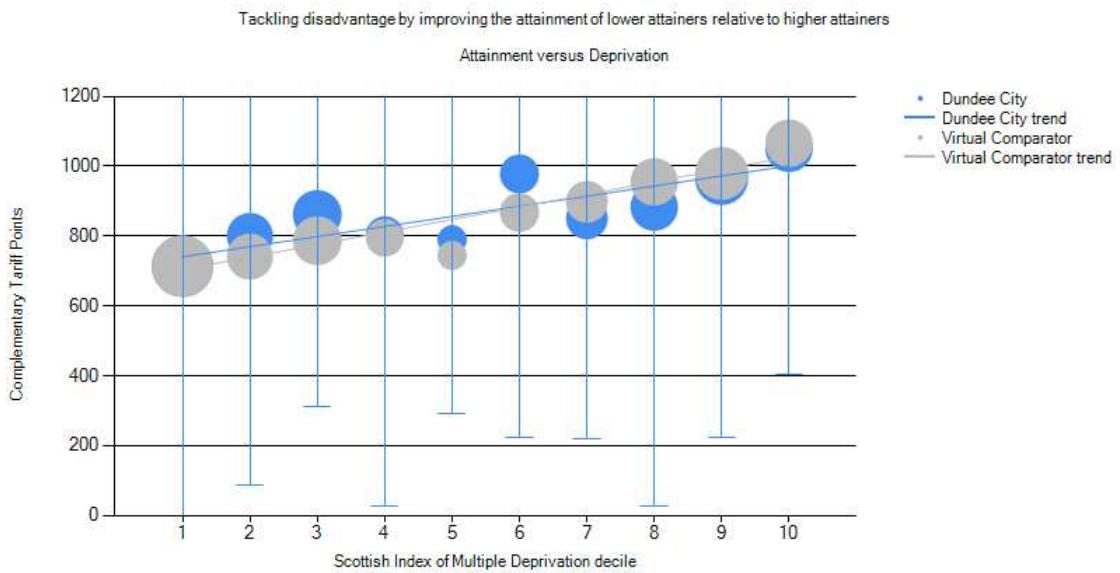


Figure 3 Average Tariff Points at each SIMD Decile, S6 based on S6. 2024/25.

5.14 Appendix 1 includes some further detail and analysis of Senior Phase attainment in 2024/25.

6.0 NEXT STEPS

6.1 The performance of pupils in the Senior Phase is the culmination of a pupil's learning journey through early learning and childcare, primary and secondary education. Therefore, there are a range of improvement actions which will contribute to further raising attainment and achievement. Here are some high-level key actions to further improve senior phase attainment.

6.1.1 **Continue to prioritise school inquiries focused on improving the presence of all pupils**—attendance, punctuality, and engagement—across every secondary school. Embed key improvement activities in school improvement plans and ensure learning from the national Improving School Attendance programme is shared and implemented citywide.

6.1.2 **Further strengthen School Improvement Partnerships (SIPs)** so that leaders at all levels can support and challenge effectively. Promote collaborative inquiry and peer review, ensuring that best practice is identified, shared, and scaled across schools. This will involve a focus on Depute Head Teachers, and Principal Teachers as well as new secondary school improvement partnerships.

6.1.3 **Sustain and build on recent gains in literacy and numeracy attainment**, particularly at SCQF Levels 4 and 5. Continue to support schools in implementing evidence-based approaches to teaching and learning in these core areas and monitor progress against stretch aims.

6.1.4 **Embed the use of the new citywide tracking and monitoring system in the broad general education** to better identify pupils at risk of underachievement, inform timely interventions, and measure progress. Ensure all staff are confident in using data to drive improvement and support positive outcomes for all learners

6.1.5 **Further develop whole-school inclusive cultures** where positive relationships, pupil voice, rights, and targeted support lead to improved wellbeing, participation, and attainment. Continue to implement policies and practices that support inclusion and wellbeing, recognising their central role in raising attainment.

6.1.6 Changes to the central quality improvement team, including the introduction of a Strategic Education Manager (Secondary and Inclusion) post, have been implemented. This will add capacity to the senior phase improvement plan and help ensure that the pace of improvement is enhanced and sustained.

7.0 POLICY IMPLICATIONS

7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

8.0 CONSULTATIONS

8.1 The Council Leadership Team has been consulted in the preparation of this report and are in agreement with its content.

9.0 BACKGROUND PAPERS

9.1 None.

Audrey May
Executive Director of Children and Families

November 2025

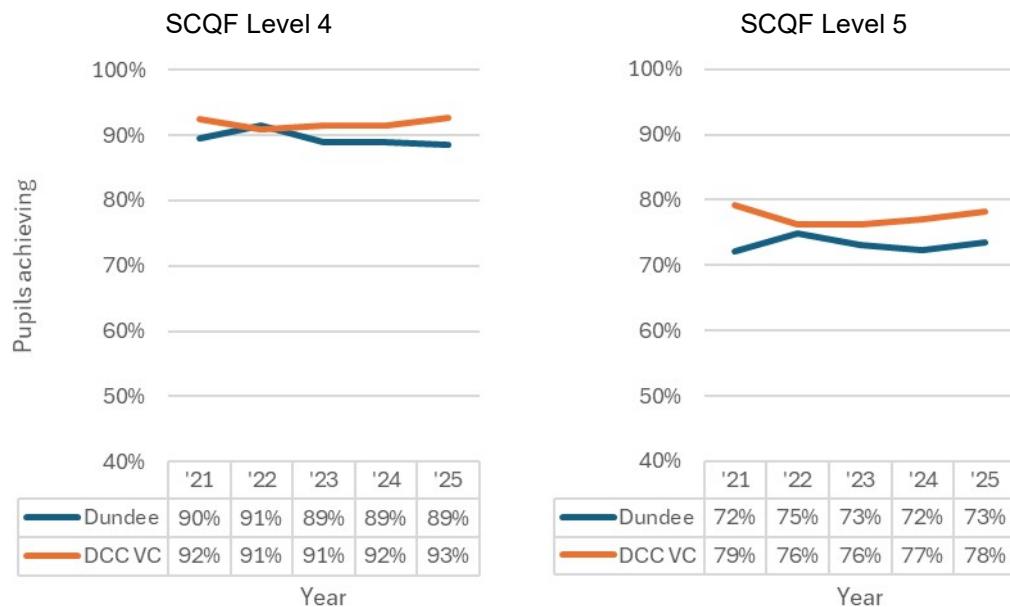
Paul Fleming
Head of Service – Education, Learning & Inclusion

APPENDIX 1

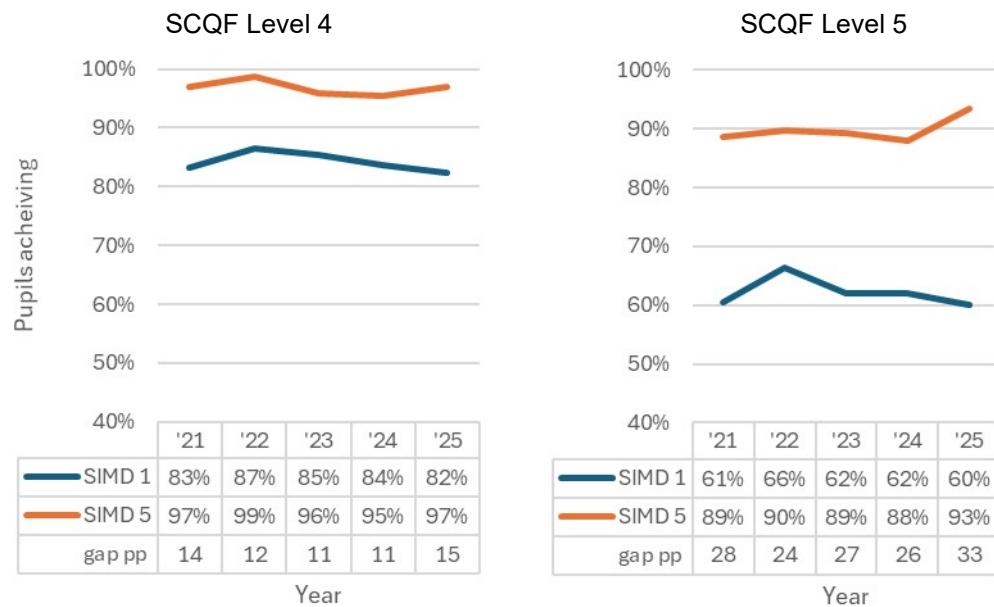
Charts, tables and narrative outlining Insight attainment measures, S6 based on S4, following the September 2025 Insight refresh, along with pass rates for SQA graded subjects at National 5, Higher and Advanced Higher.

LITERACY AND NUMERACY
Literacy

Percentage of Dundee pupils achieving literacy at, or above.



Percentage of Dundee pupils in SIMD Quintiles 1 and 5 achieving literacy at, or above.



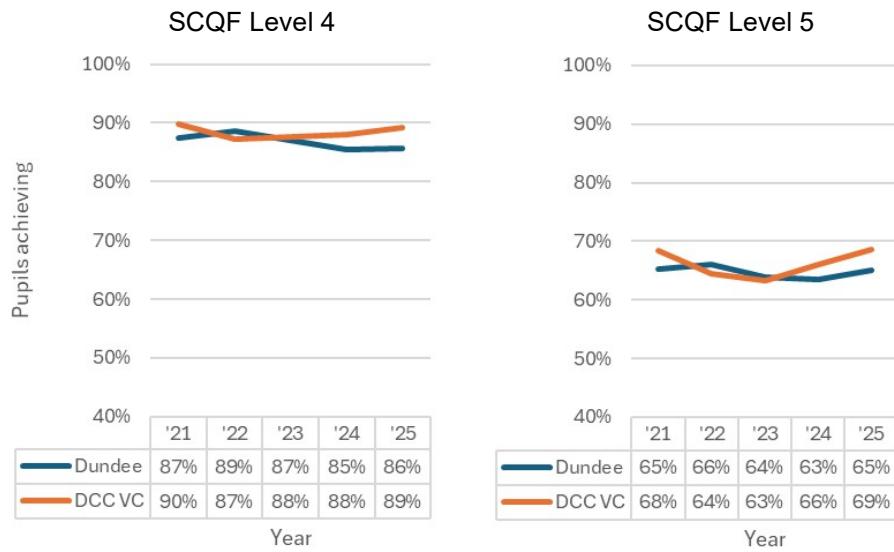
Literacy

Dundee saw a peak in levels of attainment in literacy in 2022. This would have been the cohort that started S4 in 2019 and finished S6 in 2022; they had no exams in 2020 and used the Alternative Certification Model in S5 in 2021. Since then Dundee has seen a decrease in the percentage of pupils achieving literacy at SCQF Levels 4 and 5 or better. In 2025 achievement at SCQF Level has improved by 1 percentage point Dundee currently lies four percentage points below its Insight Virtual Comparator (VC) at SCQF Level 4, and five points below at Level 5.

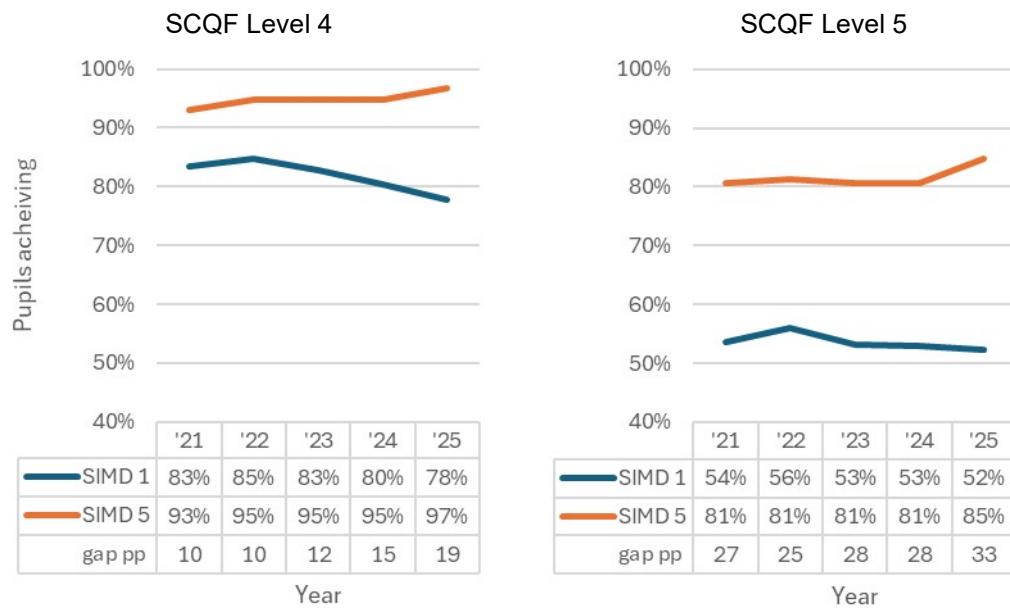
The gap in literacy attainment between Dundee pupils in SIMD Quintiles 1 and 5 had narrowed at both SCQF Levels 4 and 5 or better. Most of this narrowing though was due to decreases in literacy attainment by pupils from SIMD Quintile 5. 2025 saw increases in achievement by pupils from SIMD Quintile 5 and decreases by those from SIMD Quintile 1. This has widened the poverty related gap.

Numeracy

Percentage of Dundee pupils achieving numeracy at, or above.



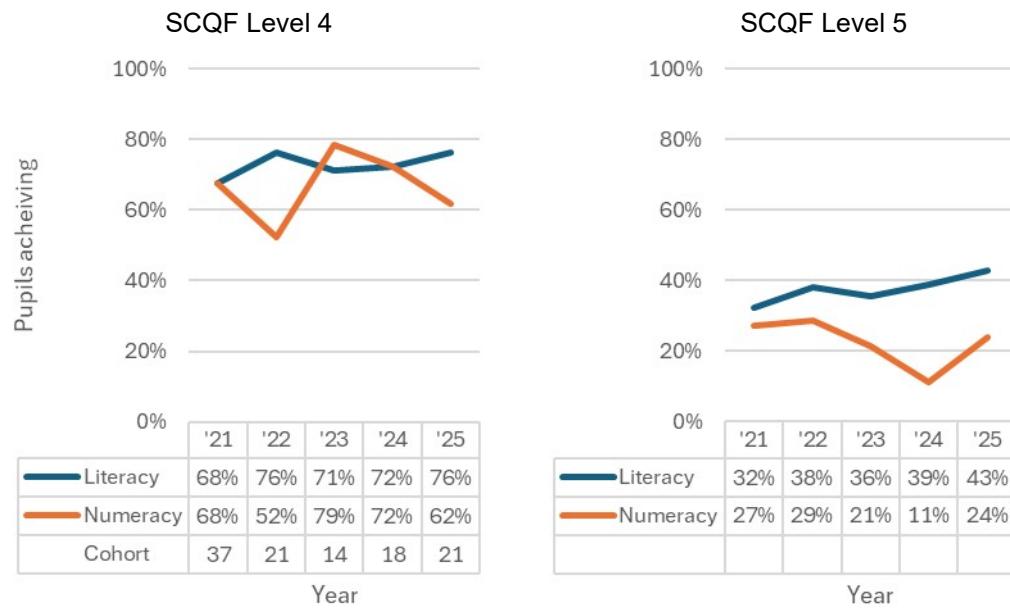
Percentage of Dundee pupils in SIMD Quintiles 1 and 5 achieving numeracy at, or above...



As with literacy, Dundee saw a peak in levels of attainment in numeracy in 2022. Dundee saw a decline in numeracy attainment in 2023 and 2024 with a recovery in 2025. Dundee currently lies three percentage points below its Virtual Comparator at SCQF Levels 4 and four points at SCQF Level 5.

The gap in Dundee in numeracy attainment between SIMD Quintiles 1 and 5 has grown since 2022.

Literacy and Numeracy for Care Experiencing Pupils

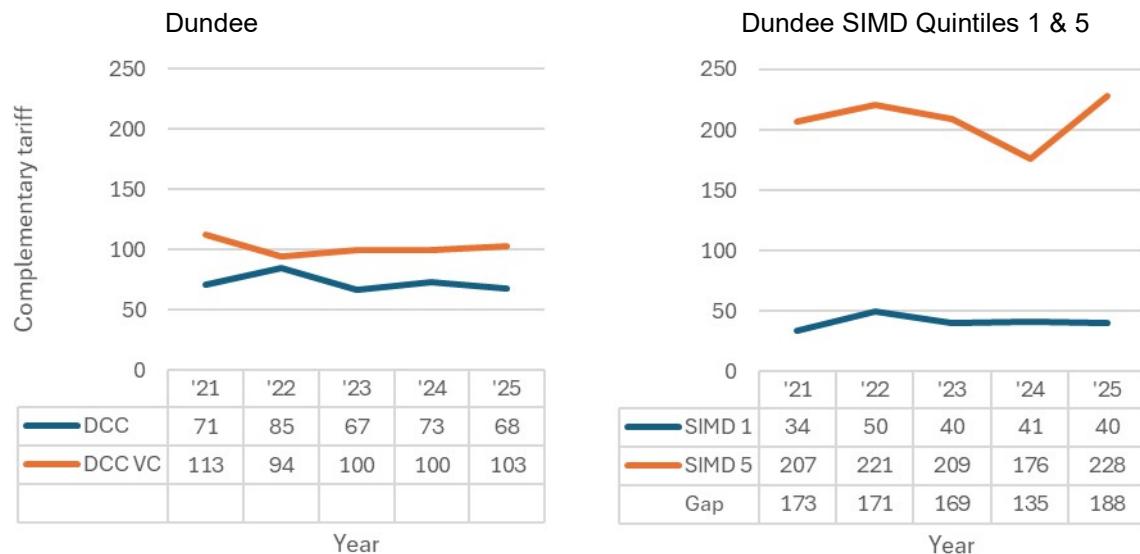


Dundee has a small number of care-experiencing young people in the senior phase, with 21 in the latest cohort. This small cohort size can lead to fluctuations in outcome measures that are not

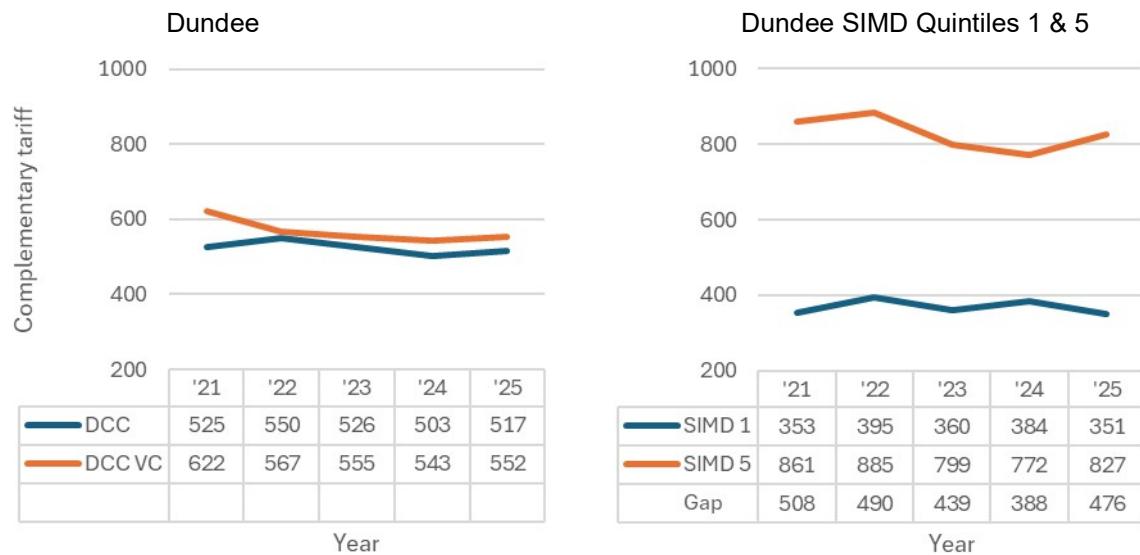
statistically significant. Variations reflect the individual pupils involved rather than overall population trends.

IMPROVING ATTAINMENT FOR ALL

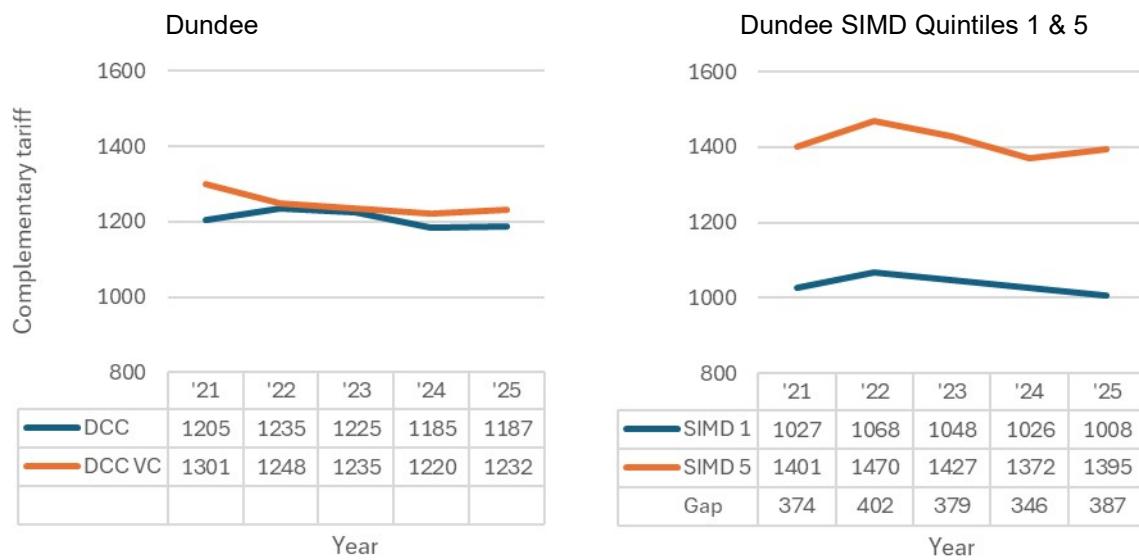
Lowest performing 20%



Middle performing 60%



Highest performing 20%



Insight uses tariff points to provide a summary view of a wide range of achievement and different awards from a variety of providers. Tariff scores are based on the latest and best results a young person achieves at school. For example, if a pupil has National 5 French and Higher French only the tariff points from the Higher award would be counted. The table below shows some example tariff scores. It can be seen that at each SCQF level increment, the tariff score more than doubles. Significantly, a pupil attempting Advanced Highers in S6 has the potential to gain considerably more points than a pupil leaving with only Highers or National 5's. An S4 pupil with six awards at National 4 would score just under 200 points. A high-achieving, S6 pupil with six National 5's, five Highers and three Advanced Highers could have around 2,000 points. Insight divides each cohort into three sections when reporting tariff scores: the top attaining 20% of pupils, the middle 60% and the lowest attaining 20%

		Pass
National 4		33
<hr/>		
	Grade C	Grade A
National 5	64	84
Higher	160	204
Advanced Higher	400	480

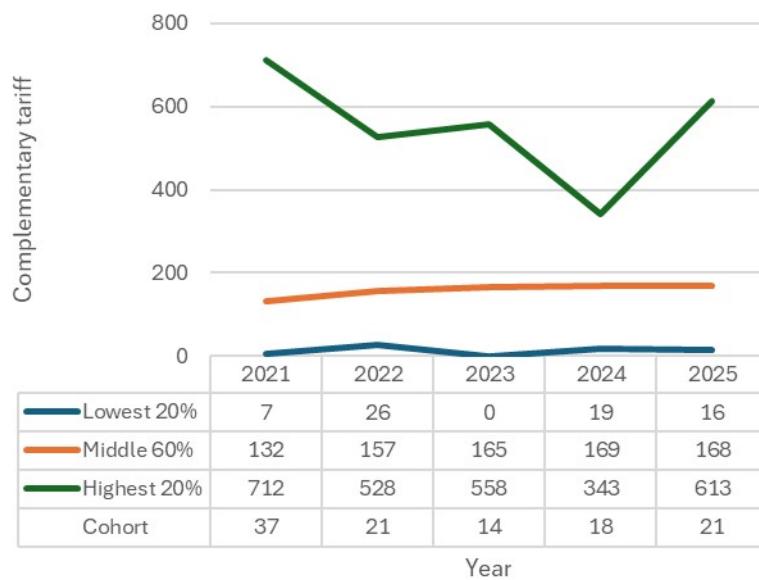
Across Scotland local authorities and schools have different curriculum models in the senior phase. This makes it hard to benchmark tariffs between authorities. To address this the Insight tool calculates a complementary tariff scale. The complementary tariff only includes a pupil's results from their best 120 SCQF credits: generally speaking, a pupil's best five results.

Complementary tariff scores peaked in Dundee in 2022. Tariff scores have generally decreased in Dundee since 2022, although Dundee's middle attaining 60% increased their tariff score in 2025 compared to 2024.

Dundee's complementary tariff scores are lower than those of its Virtual Comparator.

The gap between tariff scores for Dundee pupils living in SIMD Quintiles 1 and 5 had been narrowing but improvements by pupils living in SIMD Quintile 5 in 2025 have seen the gaps widening.

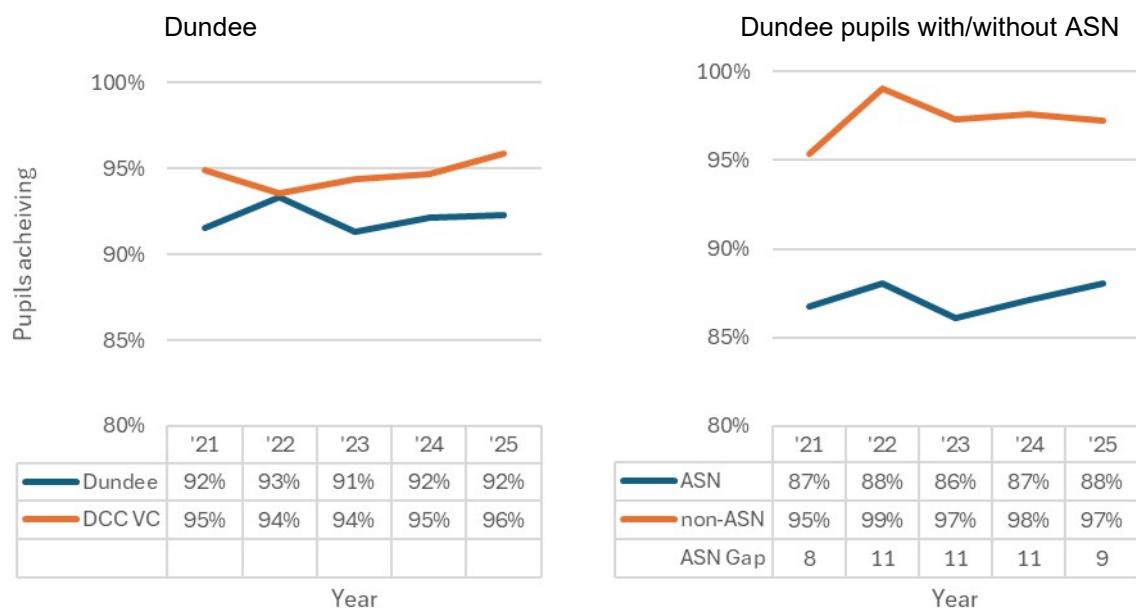
Complementary tariff points for Care Experiencing Pupils



Dundee has a small number of care experiencing young people in the senior phase, with 21 in the latest cohort. This small cohort size can lead to fluctuations in outcome measures that are not statistically significant. Variations reflect the individual pupils involved rather than overall population trends.

BREADTH AND DEPTH

1 or more awards at SCQF Level 4 or better

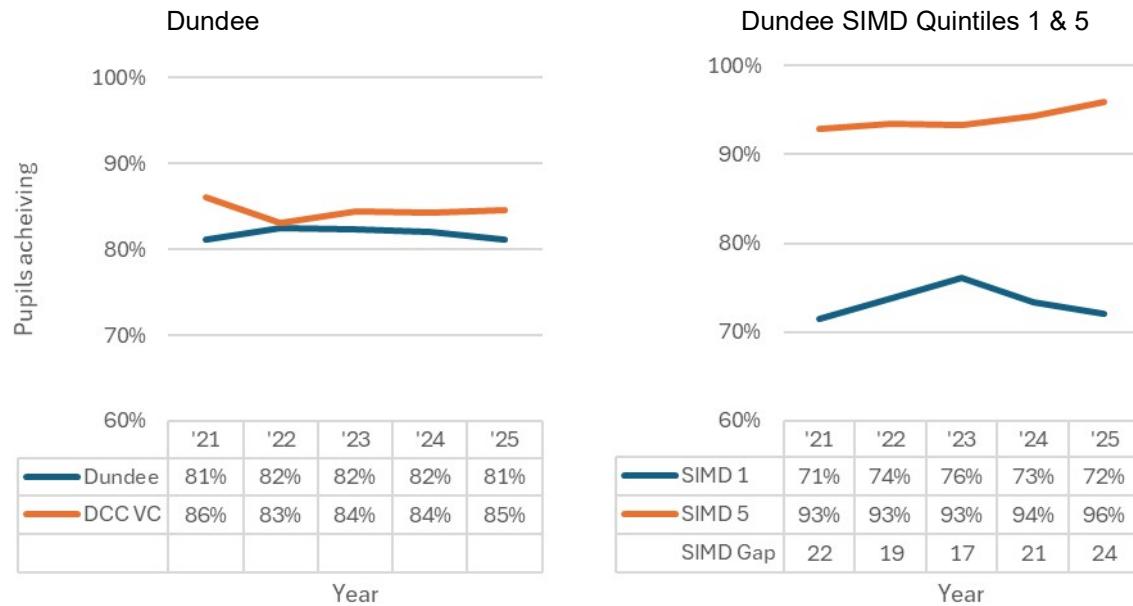


Dundee has set a local Strategic Equity Fund (SEF) Stretch Aim of increasing the percentage of pupils attaining one or more awards at SCQF Level 4 or better as well as closing the gap between pupils with identified Additional Support Needs (ASN) and those without. 829 (53%) of pupils in the 2025 cohort had at least one ASN recorded.

The percentage of Dundee's senior phase gaining at least one award at SCQF Level 4 or better has fluctuated slightly but remains at 92%, lower than its Virtual Comparator at 96%. Dundee's stretch aim for 2026 is to increase this to 97%.

The gap between pupils with and without Additional Support Needs in Dundee has reduced in 2025 to 9 percentage points. Dundee's stretch aim for 2026 is to narrow this gap to 5 percentage points.

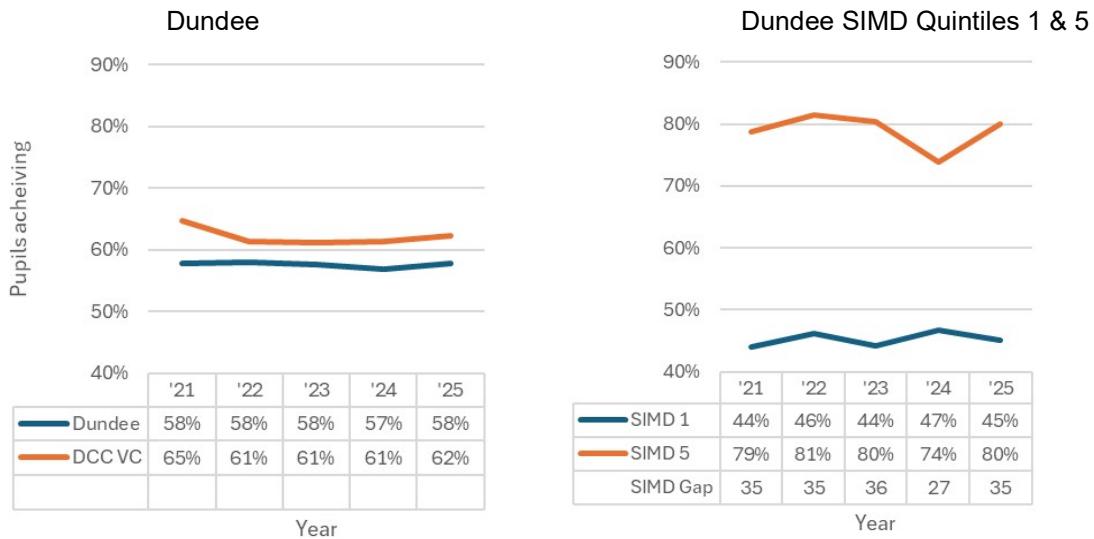
1 or more awards at SCQF Level 5 or better



Dundee's core SEF Stretch Aim for attainment at SCQF Level 5 or better is 87% of pupils achieving 1 or more awards at this level. Dundee had remained static at 82% for three years but dropped to 81% in 2025. Dundee now lies four percentage points below its Virtual Comparator.

The gap between SIMD Quintiles 1 and 5 in Dundee has increased from 21 percentage points last year to 24 percentage points in 2025. Our target for 2026 is a 14-percentage point gap.

1 or more awards at SCQF Level 6 or better

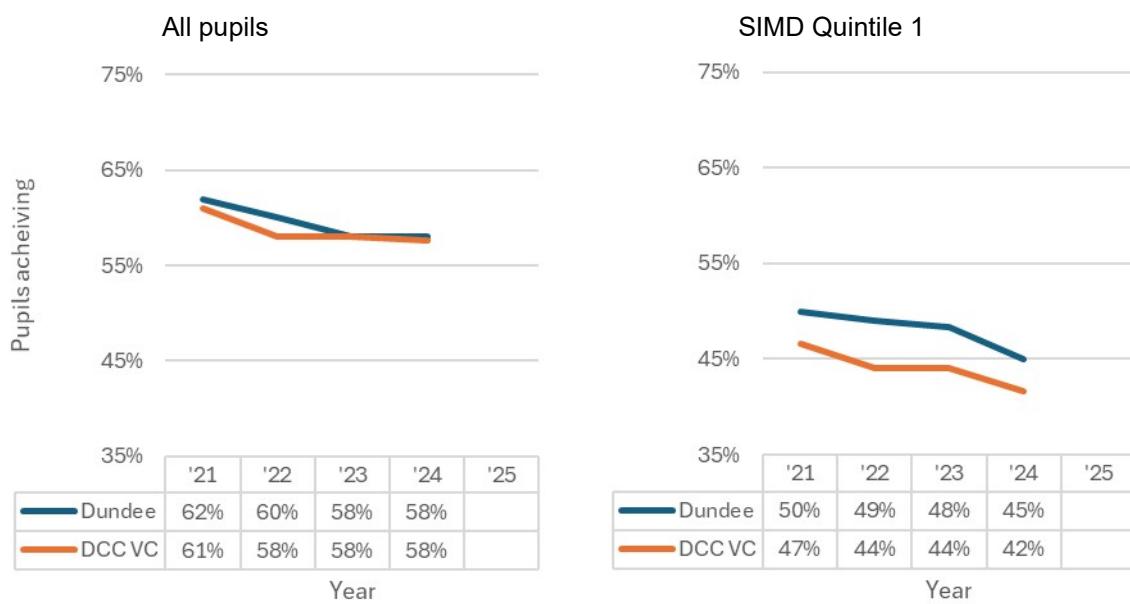


Dundee's core SEF Stretch Aim for attainment at SCQF Level 6 or better is 65% of pupils achieving 1 or more awards at this level. From 2021 to 2025 Dundee remained static at 58% (57% in 2024). Dundee's After three years at 61% Dundee's Virtual Comparator increased to 62% remaining four percentage points above Dundee.

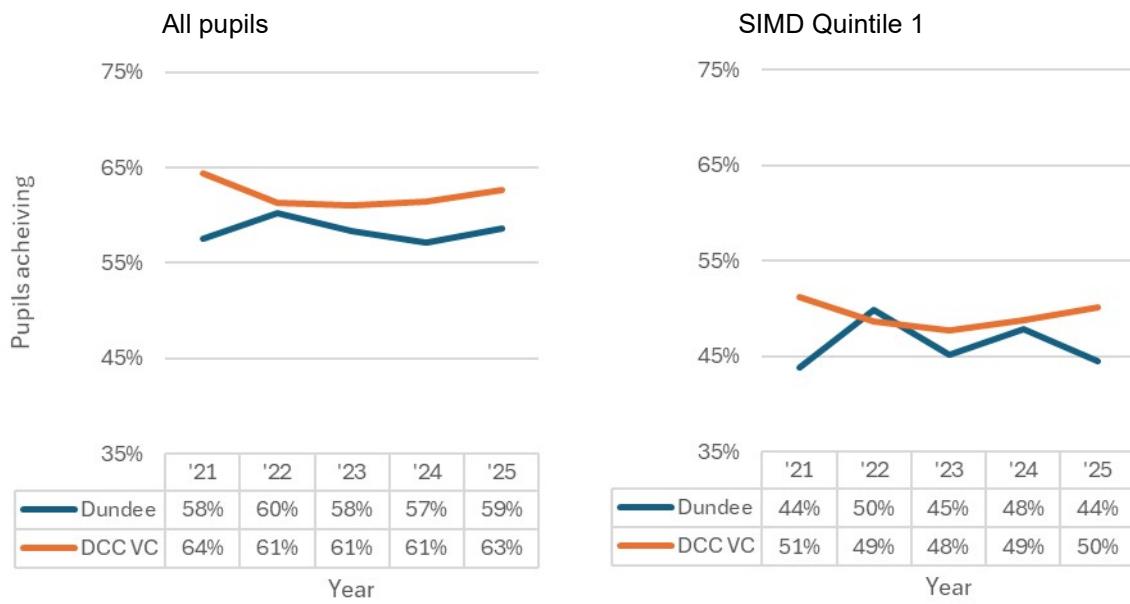
The gap in Dundee between SIMD Quintiles 1 & 5 had reduced from 27 percentage points in 2024, better than our 2026 stretch Aim of a 28-point gap. The gap in 2025 has widened again to 35 percentage points.

5 or more awards at SCQF Level 5 or better

LGBF published data – Leavers



Equivalent S6 based on S4 stage data, available for 2023/24



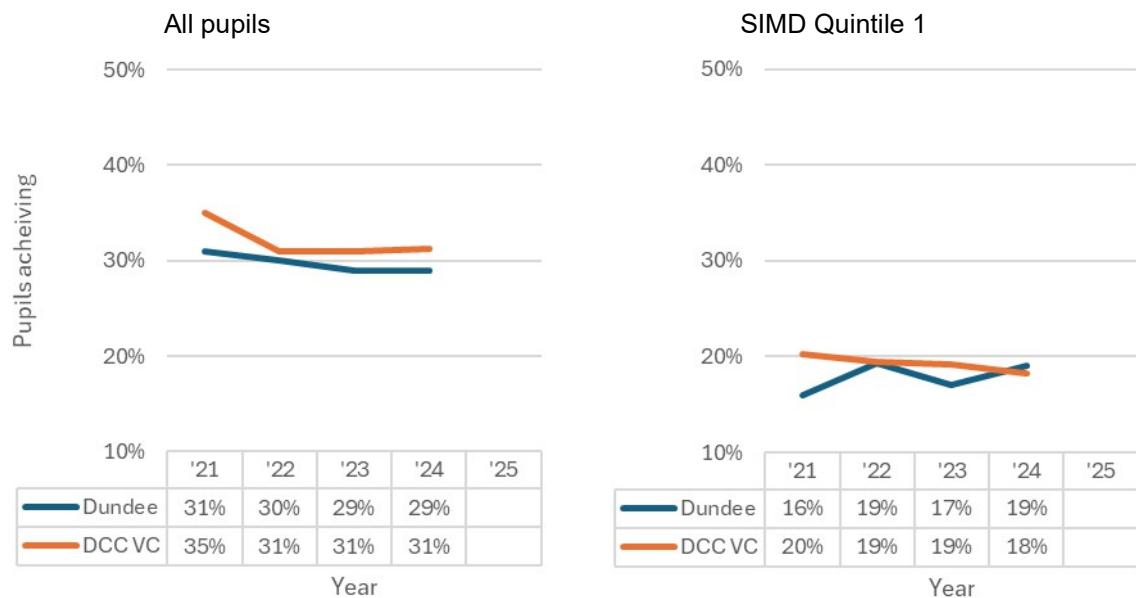
5 or more awards at SCQF Level 5 or better

The Local Government Benchmarking Framework (LGBF) publishes a suite of measures at local authority level to allow benchmarking between authorities. The LGBF includes two measures at SCQF Level 5: CHN4, percentage of pupils gaining 5+ awards at SCQF level 5 and CHN6, percentage of pupils living in the 20% most deprived areas gaining 5+ awards at level 5. The published figures on the LGBF website <https://www.improvementservice.org.uk/benchmarking/explore-the-data> are Insight Leavers' data and 2024/25 data has not been published yet. Insight S6 based on S4 data is available to us now for 2024/25 and is shown in the lower charts against the equivalent historic data.

The overall percentage of leavers achieving five or more awards at SCQF Level 5 or better has remained static at 58%. However, Dundee saw a decline in leavers from SIMD Quintile 1 attaining 5 or more awards at SCQF Level 5 or better from 48% in 2023 to 45% in 2024. Dundee remains ahead of its Virtual Comparator on this measure.

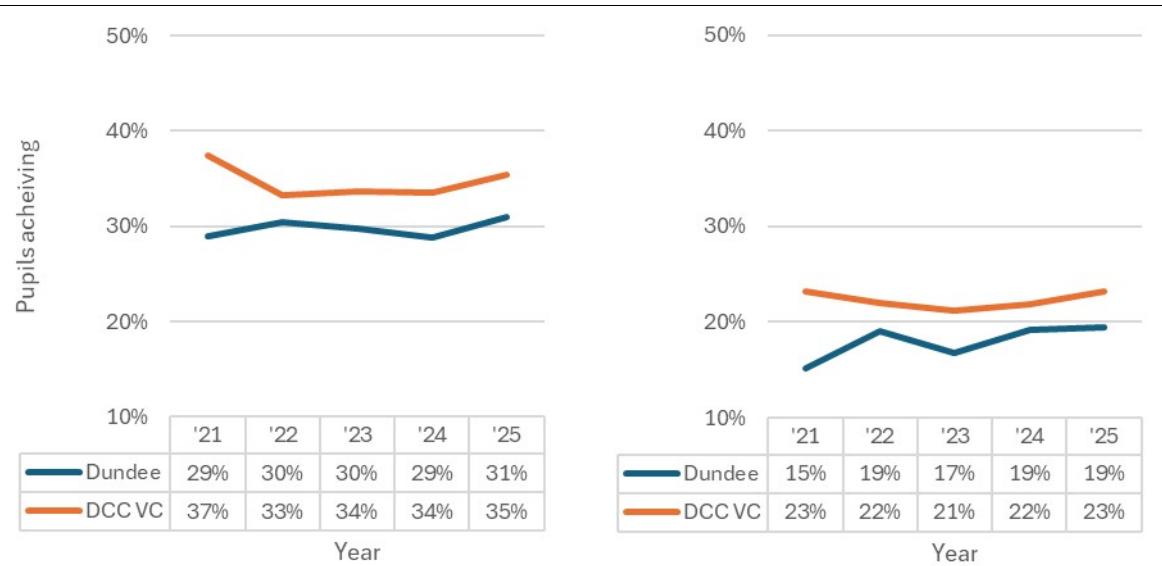
5 or more awards at SCQF Level 6 or better

LGBF published data – Leavers



Equivalent S6 based on S4 stage data, available for 2023/24





5 or more awards at SCQF Level 6 or better

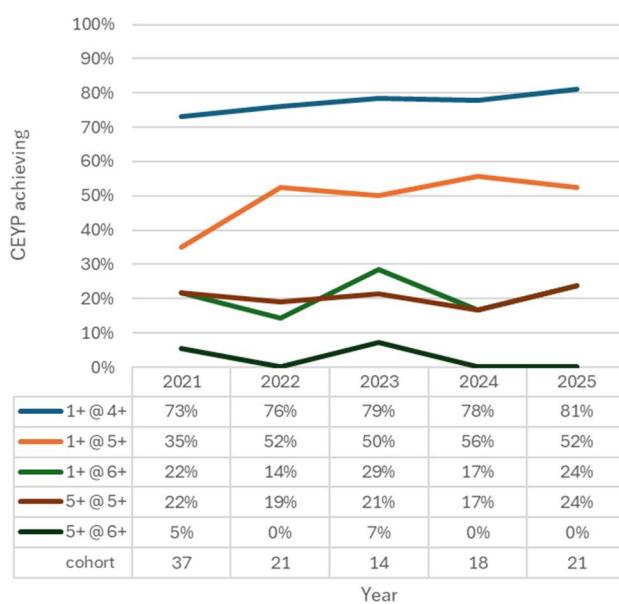
The LGBF includes two measures at SCQF Level 6: CHN5, percentage of pupils gaining 5+ awards at SCQF level 6 and CHN7, percentage of pupils living in the 20% most deprived areas gaining 5+ awards at level 6. The published figures on the LGBF website <https://www.improvementservice.org.uk/benchmarking/explore-the-data> are Insight Leavers' data and 2024/25 data has not been published yet. S6 based on S4 data is available and is shown in the lower charts against the equivalent historic data.

The overall percentage of Dundee leavers attaining 5 or more awards at SCQF Level 6 remained at 29%. However, the percentage of leavers from SIMD Quintile 1 attaining 5 or more awards at SCQF Level 6 increased from 17% in 2023 to 19% in 2024.

S6 based on S4 attainment at SCQF Level 6 for pupils in SIMD Quintile 1 has remained at 19% whilst the overall percentage attaining at this level has increased from 29% to 31%.

Breadth and Depth for care experiencing young people

S6 based on S4



As with previous measures, care experiencing young people show fluctuations in breadth and depth measures due to their small cohort sizes.

SUBJECT LEVEL SQA RESULTS

The number of entries in 2025 in Dundee for each subject at National 5, Higher and Advanced Higher, together with Dundee's A-C pass rate, is shown in the tables below.

The SQA's published national A-C pass rate is shown for context. Pass rates are dependent on presentation policies.

These results are as published in August and do not reflect the outcomes of any changes due to appeals.

Figures are based on all entries, regardless of Stage.

National 5

Subject	Dundee Entries	A-C Pass Rate	
		Dundee	National
Accounting	70	80%	85%
Administration and IT	179	75%	80%
Applications of Mathematics	729	62%	62%
Art and Design	270	97%	93%
Biology	474	65%	66%
Business Management	238	72%	80%
Chemistry	273	73%	80%
Classical Studies	5	80%	80%
Computing Science	133	79%	82%
Dance	11	73%	82%
Design and Manufacture	38	79%	78%
Drama	78	92%	93%
Engineering Science	125	80%	85%
English	1222	87%	86%
English for Speakers of Other Languages	16	69%	73%
Environmental Science	5	0%	45%
Fashion and Textile Technology	21	76%	78%
French	54	96%	85%
Geography	186	58%	72%
German	25	100%	89%
Graphic Communication	93	80%	77%
Health and Food Technology	64	84%	79%
History	332	58%	71%
Italian	6	33%	78%
Mandarin (Simplified)	5	60%	92%
Mathematics	622	75%	69%
Media	21	67%	76%

Subject	Dundee Entries	A-C Pass Rate	
		Dundee	National
Modern Studies	284	59%	72%
Music	123	88%	90%
Music Technology	37	97%	91%
Philosophy	<5	0%	57%
Physical Education	486	96%	96%
Physics	283	73%	73%
Practical Cake Craft	67	94%	74%
Practical Cookery	272	88%	85%
Practical Metalworking	66	76%	80%
Practical Woodworking	218	82%	85%
Religious, Moral and Philosophical Studies	62	68%	76%
Spanish	23	87%	85%

Higher

Subject	Dundee Entries	A-C Pass Rate	
		Dundee	National
Accounting	52	83%	78%
Administration and IT	165	75%	79%
Applications of Mathematics	136	60%	64%
Art and Design	152	91%	82%
Biology	74	77%	69%
Business Management	184	68%	76%
Chemistry	180	69%	76%
Computing Science	88	69%	76%
Design and Manufacture	18	67%	59%
Drama	52	73%	86%
Engineering Science	72	70%	62%
English	821	66%	74%
English for Speakers of Other Languages	9	89%	81%
Environmental Science	30	40%	52%
Fashion and Textile Technology	23	74%	81%
French	13	92%	86%
Geography	115	66%	76%
German	14	86%	88%
Graphic Communication	64	84%	74%
Health and Food Technology	90	49%	54%
History	199	68%	80%
Human Biology	229	64%	69%
Italian	<5	50%	92%

Mandarin (Simplified)	<5	100%	95%
Mathematics	361	74%	74%
Media	21	76%	71%
Modern Studies	232	66%	74%
Music	86	90%	91%
Music Technology	38	95%	91%
Philosophy	24	46%	59%
Photography	44	89%	89%
Physical Education	300	80%	86%
Physics	182	73%	74%
Politics	63	57%	74%
Religious, Moral and Philosophical Studies	106	61%	69%
Sociology	33	79%	76%
Spanish	16	69%	83%
Urdu	<5	100%	n/a

Advanced Higher

Subject	Dundee Entries	A-C Pass Rate	
		Dundee	National
Accounting	<5	100%	82%
Art and Design (Design)	28	96%	93%
Art and Design (Expressiv	46	98%	93%
Biology	69	52%	64%
Business Management	16	75%	67%
Chemistry	63	68%	77%
Computing Science	7	43%	73%
Drama	12	83%	81%
English	52	69%	76%
French	<5	100%	84%
German	<5	100%	n/a
Graphic Communication	<5	50%	70%
History	16	63%	81%
Italian	<5	100%	n/a
Mathematics	72	78%	72%
Modern Studies	13	69%	78%
Music	32	78%	90%
Music Technology	5	100%	80%
Physical Education	<5	75%	67%
Physics	43	70%	73%
Religious, Moral and Phil	14	79%	89%
Spanish	<5	100%	81%

GLOSSARY

Insight	Insight is an online tool for benchmarking the senior phase. It is a professional tool available to secondary schools and local authorities to allow them to look at specific cohorts of learners and identify areas of success and where improvements can be made.
Senior Phase	Although Insight provides data on the attainment of a wide range of Scottish Credit and Qualifications Framework (SCQF) awards from a range of providers, not all SCQF achievement awards are included. The Senior Phase, which takes place from S4 to S6 in schools, is the phase when young people will begin to build up a portfolio of qualifications and awards.
SIMD	Scottish Index of Multiple Deprivation (SIMD) is a tool for identifying the places in Scotland where people are experiencing disadvantage across different aspects of their lives. SIMD gives a ranking for each small area, or data zone, which shows how deprived that area is compared to other areas.
	SIMD is a relative measure which shows whether one area is more deprived than another, but it does not say how much more deprived. A change in level of deprivation, or SIMD rank, shows that the relative deprivation compared to other parts of Scotland has changed, but this does not necessarily mean that the area has changed in an absolute sense.
	The latest figures show:
	<ul style="list-style-type: none"> the area with the largest local share of deprived areas was Inverclyde, with 45% of data zones among the 20% most deprived areas in Scotland, Glasgow City has similar deprivation levels at 44%, Other local authorities with relatively high levels of deprivation include North Ayrshire and West Dunbartonshire at 40% and Dundee City at 38%.
	SIMD considers deprivation by looking at income, employment, health, education, housing, access to services and levels of crime in an area.
	SIMD identifies deprived areas, not people. Over half of people on low income do not live in the 20% most deprived areas in Scotland. So, using SIMD to identify individuals experiencing deprivation will not work in some areas, such as remote rural areas and the islands.
Tariff Points	<p>The SIMD 2020 introductory booklet is available.</p> <p>The Tariff Scale is a key feature of the Insight online benchmarking tool. It allows a score to be calculated that summarises a wide range of achievement and awards from a range of providers. The tariff score is based on elements from the Scottish Credit and Qualifications Framework (SCQF), in particular SCQF Credit Points and levels, as well as elements related to a qualification's composition. The tariff scale allows comparisons to be made between cohorts, schools, local authorities, and their virtual comparators.</p>

The tariff points accrued by schools, local authorities and cohorts should not be viewed as the only way of measuring performance and should be considered in the context of the other outcome measures included in the tool, for example, breadth and depth, improving post-school participation and raising attainment in literacy and numeracy as well as other data sources.

Tariff points are based on the latest and best results a pupil achieves at school. For example, if a pupil has National 5 French and Higher French only the tariff points from the Higher award would be counted. The table below shows some example tariff scores.

		Pass
National 4		33
	Grade C	Grade A
National 5	64	84
Higher	160	204
Advanced Higher	400	480

At each SCQF level increment, the tariff score more than doubles. Significantly, a pupil attempting Advanced Highers in S6 has the potential to gain considerably more points than a pupil leaving with only Highers or National 5's. An S4 pupil with six awards at National 4 would score just under 200 points. A high achieving S6 pupil with six National 5s, five Highers and three Advanced Highers could have around 2,000 points.

Insight divides each cohort into three sections for the Improving Attainment for All measures: the top attaining 20% of pupils, the middle 60% and the lowest 20%.

Across Scotland local authorities and schools have different curriculum models in the senior phase. This makes it hard to benchmark tariffs between authorities as pupils sitting eight subjects can accrue more points than those sitting six. To address this the Insight tool introduced a complementary tariff scale. The complementary tariff only includes a pupil's results from their best 120 SCQF credits: generally speaking, a pupil's best five results.

For each school leaver, then matching school leavers are randomly selected based on gender, additional support needs, stage of leaving school (S4, S5 or S6) and the social context in which they live (Scottish Index of Multiple Deprivation). These characteristics were selected due to their significance in explaining differences in the attainment and destinations of school leavers in Scotland.

The virtual comparator is a valuable resource for self-evaluation and continuous improvement. It enables schools and local authorities to reflect on performance while considering relevant context and additional sources of information.

Virtual Comparator

Abbreviation	Full Words
SCQF	Scottish Credit and Qualifications Framework
SIMD	Scottish Index of Multiple Deprivation
ASN	Additional Support Needs
PP	Percentage Points
VC	Virtual Comparator
SIPS	School Improvement Partnerships