



CHILDREN, EDUCATION AND SKILLS

Achievement of Curriculum for Excellence (CfE) Levels 2016/17

Experimental Statistics – Data under development

12th December 2017

NOTE: The statistics in Chapters 2 and 5 of this report have been superseded. Revised figures, along with further information on the revisions, can be found in the Achievement of Curriculum for Excellence (CfE) Levels 2018/19 publication which can be found here: <https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2018-19/>

These statistics are currently being developed and have been published to involve users and stakeholders in their development, and to build in quality and understanding at an early stage.

The annual Achievement of Curriculum for Excellence (CfE) Levels Return includes data on all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units.

This return measures national performance in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy, and reports on the percentage of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage (please see section 1.2 for more detail on CfE levels).

All figures are for Achievement of CfE Levels in reading, writing and listening and talking in the English language unless otherwise specified (Achievement of CfE Levels in Gàidhlig can be found in Chapter 8).

The information was based on teacher professional judgements as at June 2017. This publication provides detailed analysis on national and local authority level results for each stage.

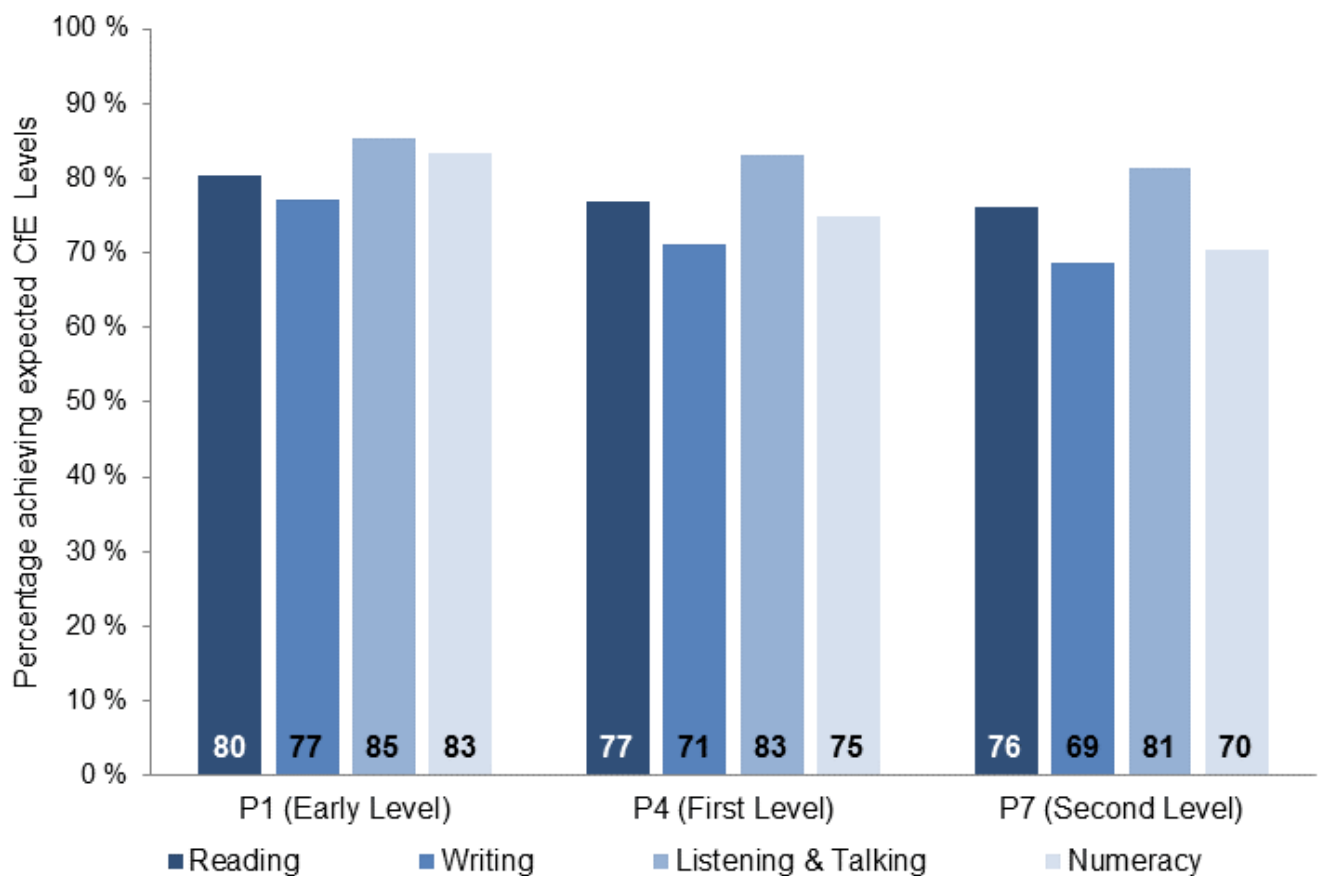
These results are not directly comparable to Achievement of Curriculum for Excellence (CfE) Levels 2015/16 results as they continue to be data under development (see sections 1.5 and 1.6).

Full results are available from <http://www.gov.scot/stats/bulletins/01302>

KEY FINDINGS

- **The percentage of pupils achieving the CfE level relevant for their stage was highest for listening and talking and lowest for writing in primary stages and lowest in numeracy at S3.**
- **The percentage of pupils achieving the expected CfE level for their stage in each of the four organisers falls throughout the primary stages.**
- **The percentage of S3 pupils achieving CfE Third Level or better is between 88 and 91 per cent for all organisers (reading, writing, listening and talking and numeracy).**
- **For each organiser a higher proportion of pupils living in the least deprived areas achieve the expected CfE level compared to pupils from the most deprived areas.**
- **The performance gap, between pupils from the most and least deprived areas, widens throughout the primary stages.**
- **In S3, the performance gap was 11 to 12 percentage points for reading, writing and listening and talking. The gap for numeracy was 15 percentage points.**
- **Females outperform males across all stages and across all four organisers.**

Chart 1.1: Percentage of primary pupils achieving expected CfE levels, 2016/17



The percentage of P1 pupils achieving Early Level:

- 80 per cent in reading
- 77 per cent in writing
- 85 per cent in listening and talking
- 83 per cent in numeracy

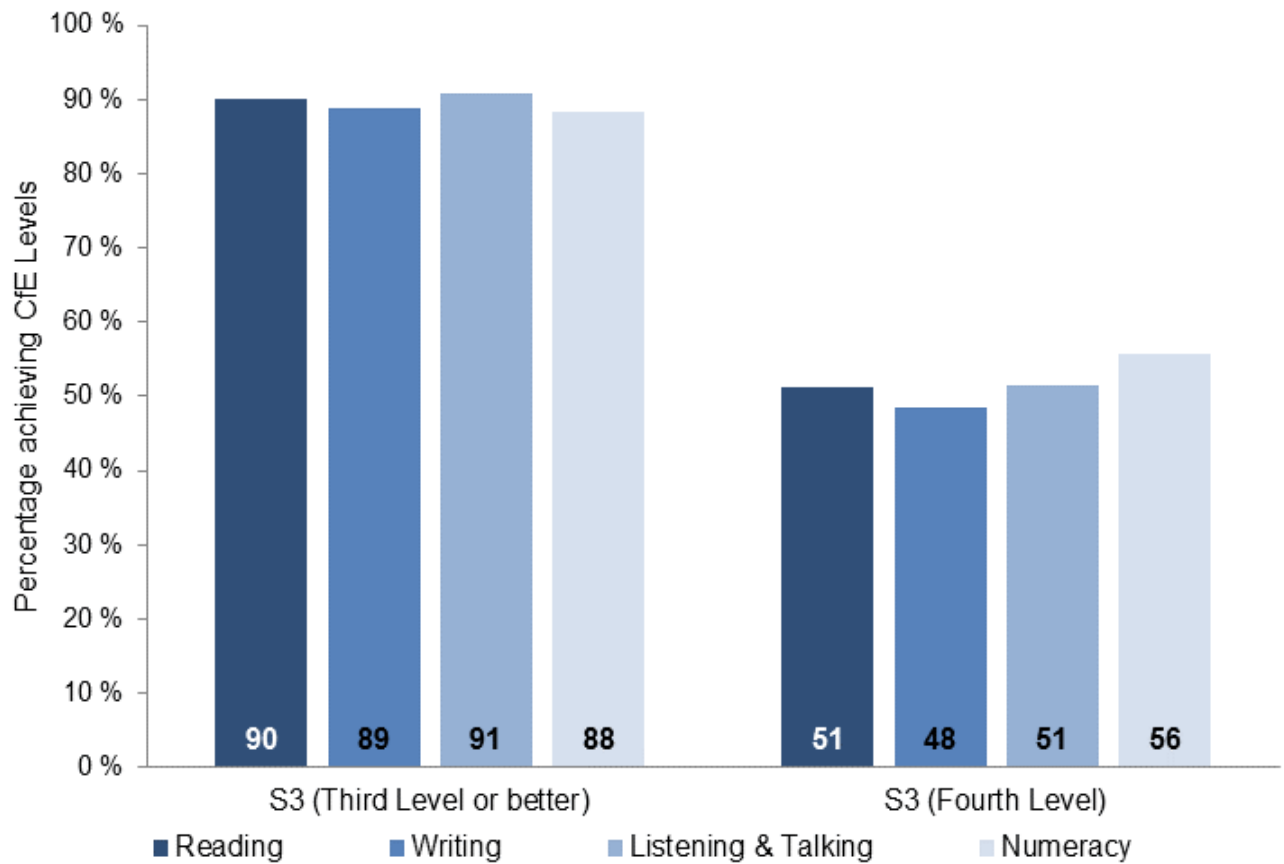
The percentage of P4 pupils achieving First Level:

- 77 per cent in reading
- 71 per cent in writing
- 83 per cent in listening and talking
- 75 per cent in numeracy

The percentage of P7 pupils achieving Second Level:

- 76 per cent in reading
- 69 per cent in writing
- 81 per cent in listening and talking
- 70 per cent in numeracy

Chart 1.2: Percentage of S3 pupils achieving Third Level or better and Fourth Level, 2016/17



The percentage of S3 pupils achieving Third Level or better:

- 90 per cent in reading
- 89 per cent in writing
- 91 per cent in listening and talking
- 88 per cent in numeracy

The percentage of S3 pupils achieving Fourth Level:

- 51 per cent in reading
- 48 per cent in writing
- 51 per cent in listening and talking
- 56 per cent in numeracy

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Chapter 1: Introduction

1.1 Achievement of CfE Levels Return

The data collated in the Achievement of Curriculum for Excellence (CfE) Levels Return relates to achievement in the Broad General Education (BGE). It is based on teacher professional judgements regarding pupils' achievement in literacy and numeracy against CfE levels. The data was provided to the Scottish Government by all 32 local authorities and all grant-aided schools. The information included in this publication is the second set of Achievement of CfE Level data to be gathered and published under CfE.

The data shows the CfE level achieved for each pupil within selected stages (P1, P4, P7 and S3 in mainstream schools and for all pupils based in standalone special schools/units) in the following curriculum organisers: reading, writing, listening and talking and numeracy, and relates to the CfE level achieved as at June 2017.

A very small percentage of pupils have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as 'child following individual milestones' and are included in the data. However, children for whom the teacher has been unable to make a professional judgement are not included; for example, if a pupil has recently moved to the school and the teacher feels there has been insufficient time for them to form a professional judgement of a pupil's performance.

Teacher professional judgements of achievement of a level are based on all of the evidence collected by teachers during the ongoing assessment of children and young people's learning. A wide range of evidence is collected in a variety of ways. This includes observing learners at work, assessing their work in class and assessing children's knowledge and understanding by talking to them about their learning.

1.2 Curriculum for Excellence levels

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

Curriculum for Excellence defines five levels of learning. The first four levels in the Broad General Education are described in the [Experiences and Outcomes](#), with progression to qualifications described under a fifth level, the senior phase.

The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly high attaining.

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework Level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.
Senior Phase	S4 to S6, and college or other means of study.

1.3 Gaelic Medium Education

Pupils based in Gaelic Medium Primary Schools/classes will learn and develop their literacy and numeracy skills in both the medium of Gaelic and English.

Pupils in Primary 1 Gaelic Medium Primary Schools will generally be immersed in developing their reading, writing, listening and talking and numeracy skills in the medium of Gaelic.

From around Primary 3, children based in Gaelic Medium Primary Schools/classes will also start to develop their skills in reading, writing and listening and talking in the English language. It is expected that by the end of Primary 7, most children who have been based in Gaelic Medium Primary Schools/classes should be achieving Second Level in reading, writing, and listening and talking in both Gàidhlig and English.

For pupils based in Gaelic Medium Primary Schools/classes, the following data has been collected and published for 2016/17:

- P1 - Reading (Gàidhlig), Writing (Gàidhlig), Listening and Talking (Gàidhlig) only
- P4 - Reading (Gàidhlig), Writing (Gàidhlig), Listening and Talking (Gàidhlig), numeracy only
- P7 and S3 – Reading (Gàidhlig and English), Writing (Gàidhlig and English), Listening and Talking (Gàidhlig and English), Numeracy

1.4 Pupils based in special schools/units

Special schools/units cater for children of all ages. The information gathered as part of this return does not include a specific stage for these pupils (i.e. they are recorded as being a pupil based in a special school/unit). Therefore, it is not possible to calculate the percentage of pupils who have achieved the CfE level relevant to their stage.

The data reported shows the overall picture of CfE levels that have been achieved for the pupils based in special schools/units. These data are not included in the headline figures; they are reported in Chapter 9.

1.5 Experimental statistics

Experimental statistics are Official Statistics that are undergoing development. They are defined in the [Code of Practice for Official Statistics](#) as: 'new Official Statistics undergoing evaluation that are published in order to involve users and stakeholders in their development as a means to build in quality at an early stage'.

Principle 4, Practice 5 of the Code instructs producers to release experimental statistics to achieve continuous improvement in statistical processes; Protocol 1, Practice 5 states that producers should 'involve users in the evaluation of experimental statistics'. There is an emphasis across the Government Statistical Service (GSS) to consult users during the review of statistics, and to make experimental series available during this period to assist in the quality assurance, development and familiarisation of the statistics.

The Code of Practice for Official Statistics promotes and supports the release of experimental statistics to involve users in their development at an early stage; however, it is likely that the statistics will not be fully compliant in all areas due to their nature as 'data being developed'.

The Scottish Government releases experimental statistics to engage with users and understand their needs as part of compliance with Principle 1 of the Code. The statistics may also be released to help develop methods and improvements in quality under Principle 4 of the Code, and it is important that these developments are fully discussed alongside the statistics. The statistics should always be supported by appropriate guidance and commentary to inform users about their strengths and weaknesses, particularly in relation to use under Principle 8 of the Code (Frankness and Accessibility).

The reason for these statistics being classed as experimental statistics is because they are based on a new and developing data source. As such time is required:

- a. To receive informed feedback from users and potential users of the statistics;
- b. For users to become familiar with the new statistics and methodology.

1.6 Quality assurance

The collection of these data reflects a developing approach within schools to the assessment of children's progress against CfE levels. It is therefore important to consider whether and how this affects the quality, reliability and usability of the data.

As part of the quality assurance process, feedback was sought from all data suppliers (local authorities and grant-aided schools) on the process of compiling the data and on factors which may affect data quality.

The majority of data providers provided substantive feedback covering the assessment process followed by schools, their own quality assurance of the data and whether they had any outstanding concerns over the quality of the data. Of the data providers that submitted information on data quality, one in three stated that they had no outstanding concerns. Around two in five data providers reported greater levels of confidence in data quality compared to 2015/16 (attributed to more familiarity with benchmarks and better QA processes), and around one in four stated that future work was planned, particularly around further development of moderation activity.

A few data providers indicated that, consistent with this data collection being new and in development, there was evidence some practitioners had underestimated pupil performance.

Based on this information, caution must be applied in interpreting the results in this publication and the published school level data. In particular, comparisons between authorities or between schools should not be made without consideration of the context of the authority or school and the underlying approach to assessment.

For special schools/units, around 17 per cent of pupils were recorded as 'not assessed' (Code 99). It has been reported that some pupils were recorded as 'not assessed' when these pupils are in fact working towards national qualifications and out of scope of this collection on Broad General Education performance. Further work is required to estimate the extent of this issue.

There has been an improved level of coverage for special schools/units compared to 2015/16. In 2015/16 there were data returns for approximately 70 per cent of pupils, compared to approximately 95 per cent for 2016/17.

Another improvement in this year's collection was the inclusion of S3 pupils expected CfE level in reading, writing and listening and talking in Gàidhlig. This was not collected in 2015/16 but has been for 2016/17 to bring it in line with the other English literacy organisers.

At a national level, there has been a notable change in the percentage of pupils reported as achieving Fourth Level in S3. This was 10 percentage points higher than 2015/16 for the literacy organisers and around seven percentage points for numeracy, compared to 2015/16. This is not unexpected in line with feedback from local authorities on their quality assurance procedures and increase in moderation activities.

The expected standards under CfE were embedded in the experiences and outcomes from the outset, however it was clear that further clarity was required. As a result, Education Scotland published draft [Curriculum for Excellence Benchmarks](#) for literacy and numeracy in August 2016 in order to provide a more explicit and clear statement of standards. These standards were available to teachers ahead of the data collection for 2016/17.

A new national programme of Quality Assurance and Moderation has been put in place to provide more support and improve confidence and understanding amongst teachers, and in August 2017, [Scottish National Standardised Assessments](#) were made available for teachers to help inform their judgements. This is expected to have an impact on the consistency of data in future years.

In 2016/17 there has been more guidance available, more moderation completed by local authorities, a full school year to assess pupils and an increased coverage in this collection for Gaelic Medium schools/classes and special schools/units, that should all have contributed to ongoing improvement in the data quality.

Achievement of Curriculum for Excellence (CfE) Levels 2016/17 results continue to be data under development and are not directly comparable to Achievement of Curriculum for Excellence (CfE) Levels 2015/16 results.

1.7 Reporting of national data

Chapters 2-7 (national results) and Chapter 10 (local authority results):

- includes all assessed P1, P4, P7 and S3 pupils attending mainstream schools (including one grant-aided school)
- excludes pupils attending special schools/units
- excludes English Medium literacy results for P1 and P4 pupils in Gaelic Medium schools/classes (this data not collected; pupils will be learning in the Gaelic language)
- includes English Medium literacy results for all assessed P7 and S3 pupils in Gaelic Medium schools/classes
- includes numeracy results for all assessed P4, P7 and S3 pupils in Gaelic Medium schools/classes .

Chapter 8 – Achievement of CfE levels in Gàidhlig include Gaelic Medium literacy results for P1, P4, P7 and S3 pupils in Gaelic Medium Schools/classes.

Chapter 9 – Achievement of CfE levels of pupils based in special schools/units includes results for all pupils (aged 3 -18) based in special schools/units.

NOTE: The statistics in this chapter have been superseded. Revised figures, and further information on the revisions, can be found in the Achievement of Curriculum for Excellence (CfE) Levels 2018/19 publication which can be found here:

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2018-19/>

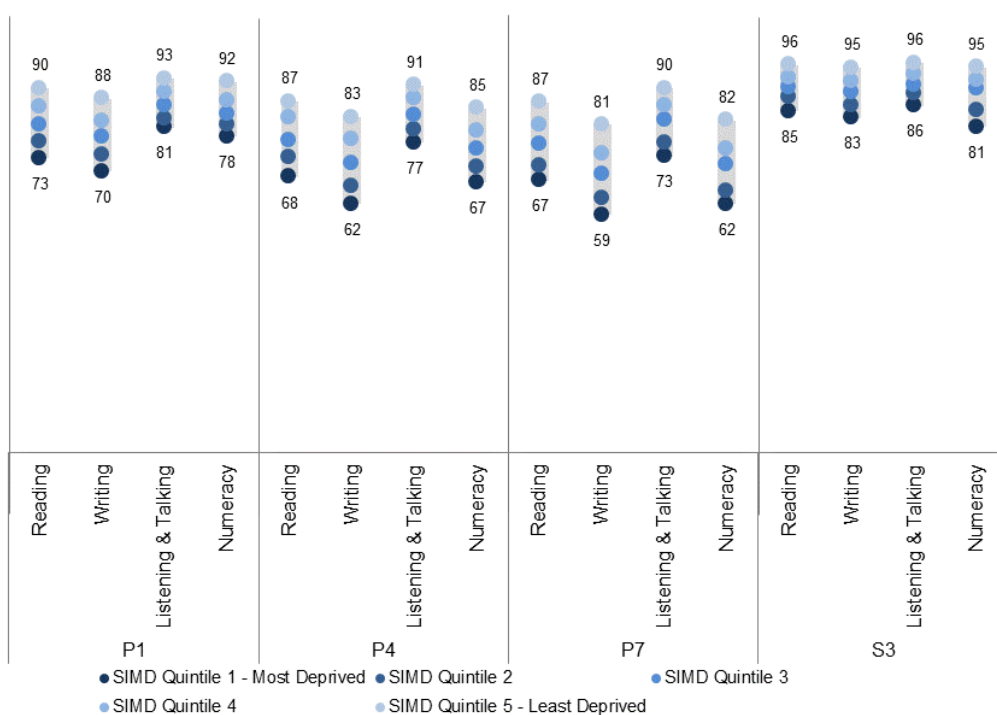
Chapter 2: Achievement of CfE levels by SIMD

- Pupils from the least deprived areas performed better than pupils from the most deprived areas at all stages, in all four organisers of reading, writing, listening and talking and numeracy.
- Within Primary schools, the largest gap was at P7 in writing (22 percentage points); with the smallest gap at P1 in listening and talking (12 percentage points).
- At S3, the largest gap was in numeracy performance at 15 percentage points.

Across all stages, the percentage of pupils achieving the expected CfE level increased as the level of deprivation decreased.

Chart 2.1 shows that the smallest performance gaps were reported for S3, where the gap between least and most deprived pupils achieving Third Level or better was 11 percentage points for reading and listening and talking; 12 for writing and 15 for numeracy. The largest performance gap was reported for P7 pupils, with the largest in writing at 22 percentage points.

Chart 2.1: Percentage of pupils achieving expected CfE levels, by SIMD¹, 2016/17



¹ [Scottish Index of Multiple Deprivation 2016](#)

Table 2.1: Percentage of P1 pupils achieving Early Level by SIMD, 2016/17

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	73	70	81	78
SIMD Quintile 2	77	74	83	81
SIMD Quintile 3	81	78	86	84
SIMD Quintile 4	86	82	89	87
SIMD Quintile 5 - Least Deprived	90	88	93	92
Unknown ²	61	58	68	65
Total	80	77	85	83

Table 2.2: Percentage of P4 pupils achieving First Level by SIMD, 2016/17

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	68	62	77	67
SIMD Quintile 2	73	66	80	71
SIMD Quintile 3	77	72	83	75
SIMD Quintile 4	83	78	88	80
SIMD Quintile 5 - Least Deprived	87	83	91	85
Unknown ³	65	58	70	62
Total	77	71	83	75

Table 2.3: Percentage of P7 pupils achieving Second Level by SIMD, 2016/17

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	67	59	73	62
SIMD Quintile 2	71	63	77	65
SIMD Quintile 3	76	69	83	71
SIMD Quintile 4	81	74	86	75
SIMD Quintile 5 - Least Deprived	87	81	90	82
Unknown ⁴	61	52	66	56
Total	76	69	81	70

² Unable to match 4.0% of P1 pupils to SIMD datazone.

³ Unable to match 3.8% of P4 pupils to SIMD datazone.

⁴ Unable to match 2.4% of P7 pupils to SIMD datazone.

Table 2.4: Percentage of S3 pupils achieving Third Level or better by SIMD, 2016/17

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	85	83	86	81
SIMD Quintile 2	88	86	89	85
SIMD Quintile 3	90	89	91	90
SIMD Quintile 4	93	92	94	92
SIMD Quintile 5 - Least Deprived	96	95	96	95
Unknown ⁵	79	79	79	76
Total	90	89	91	88

Table 2.5: Percentage of S3 pupils achieving Fourth Level by SIMD, 2016/17

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	37	34	37	39
SIMD Quintile 2	43	40	43	47
SIMD Quintile 3	52	49	53	59
SIMD Quintile 4	59	56	59	65
SIMD Quintile 5 - Least Deprived	69	66	69	74
Unknown ⁶	34	31	34	36
Total	51	48	51	56

⁵ Unable to match 2.1% of S3 pupils to SIMD datazone.

⁶ Unable to match 2.1% of S3 pupils to SIMD datazone.

Chapter 3: Achievement of CfE levels by gender

- A higher percentage of females are achieving the expected CfE level compared to males across all stages and organisers.
- The difference between the percentage of males and females that achieved the expected CfE level was largest in writing and smallest in numeracy, at all stages.

At all stages and across all four organisers, females outperformed males; particularly in writing. The largest difference between the percentage of males and females achieving the relevant level in writing was in P7 at 14 percentage points, with the lowest in S3 at eight percentage points.

The smallest difference in performance between genders was in numeracy. Females outperformed males but by a smaller margin; three percentage points in P1 and S3 and two percentage points in P4 and P7.

With respect to S3 pupils achieving Fourth Level, the difference between genders was greatest, but the pattern was still the same in that the smallest difference was in numeracy and the largest was in writing.

Table 3.1: Percentage of primary pupils achieving expected CfE levels by gender, 2016/17

Stage	Gender	Reading	Writing	Listening & Talking	Numeracy
P1 (Early Level)	Females	83	81	89	85
	Males	77	73	82	82
	Total	80	77	85	83
P4 (First Level)	Females	80	77	87	76
	Males	73	65	79	74
	Total	77	71	83	75
P7 (Second Level)	Females	80	76	85	71
	Males	72	62	77	69
	Total	76	69	81	70

Table 3.2: Percentage of S3 pupils achieving Third Level or better by gender, 2016/17

Stage	Gender	Reading	Writing	Listening & Talking	Numeracy
S3	Females	93	93	94	90
	Males	87	85	88	87
	Total	90	89	91	88

Table 3.3: Percentage of S3 pupils achieving Fourth Level by gender, 2016/17

Stage	Gender	Reading	Writing	Listening & Talking	Numeracy
S3	Females	59	57	59	59
	Males	43	40	45	53
	Total	51	48	51	56

Chapter 4: Achievement of CfE levels by ethnicity

- Generally, a lower percentage of pupils of White – Non Scottish and Other Ethnicity backgrounds are achieving the expected CfE level compared to other pupils particularly from P4 onwards in the literacy organisers.
- A higher percentage of pupils of Asian – Chinese ethnic background are achieving the expected CfE level in numeracy compared to all other ethnic backgrounds.

The highest percentage of pupils that achieved the expected CfE level in numeracy was for pupils of an Asian – Chinese background, with results of 89 per cent for all primary stages and 99 per cent for S3.

The lowest literacy performance at P1 was reported for pupils of Asian – Pakistani and of Other Ethnicity backgrounds. This changed for P4, P7 and S3 where pupils from Other Ethnicity backgrounds and White – Non Scottish pupils saw the lowest percentages achieving the expected level for their stage.

Table 4.1: Percentage of P1 pupils achieving Early Level by ethnicity, 2016/17

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	82	79	87	85
White - Non Scottish	79	76	82	83
Mixed or multiple ethnic groups	85	82	88	88
Asian - Indian	87	86	88	86
Asian - Pakistani	71	68	74	74
Asian - Chinese	82	81	80	89
Asian - Other	76	75	78	83
African / Black / Caribbean	82	79	84	85
All other categories	71	65	71	76
Not Disclosed / Unknown ⁷	69	67	76	74
Total	80	77	85	83

⁷ Ethnicity not disclosed, unknown or unable to match to Pupil Census 2016 for 8.1% of P1 pupils.

Table 4.2: Percentage of P4 pupils achieving First Level by ethnicity, 2016/17

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	78	72	84	75
White - Non Scottish	75	69	81	75
Mixed or multiple ethnic groups	85	82	86	82
Asian - Indian	85	80	87	82
Asian - Pakistani	77	72	83	74
Asian - Chinese	85	84	87	89
Asian - Other	76	72	82	77
African / Black / Caribbean	79	73	84	76
All other categories	61	54	65	63
Not Disclosed / Unknown ⁸	66	60	73	64
Total	77	71	83	75

Table 4.3: Percentage of P7 pupils achieving Second Level by ethnicity, 2016/17

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	77	69	82	71
White - Non Scottish	73	66	78	70
Mixed or multiple ethnic groups	82	76	86	76
Asian - Indian	87	81	88	85
Asian - Pakistani	81	75	83	75
Asian - Chinese	85	80	84	89
Asian - Other	77	70	85	75
African / Black / Caribbean	82	77	85	77
All other categories	61	55	65	65
Not Disclosed / Unknown ⁹	64	55	69	59
Total	76	69	81	70

Table 4.4: Percentage of S3 pupils achieving Third Level or better by ethnicity, 2016/17

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	91	89	91	88
White - Non Scottish	88	86	88	88
Mixed or multiple ethnic groups	92	91	92	92
Asian - Indian	91	91	94	94
Asian - Pakistani	92	91	93	90
Asian - Chinese	95	95	96	99
Asian - Other	92	90	92	94
African / Black / Caribbean	91	89	91	92
All other categories	76	75	78	85
Not Disclosed / Unknown ¹⁰	80	79	80	78
Total	90	89	91	88

⁸ Ethnicity not disclosed, unknown or unable to match to Pupil Census 2016 for 5.3% of P4 pupils.

⁹ Ethnicity not disclosed, unknown or unable to match to Pupil Census 2016 for 3.5% of P7 pupils.

¹⁰ Ethnicity not disclosed, unknown or unable to match to Pupil Census 2016 for 2.9% of S3 pupils.

Table 4.5: Percentage of S3 pupils achieving Fourth Level by ethnicity, 2016/17

Ethnicity	Reading	Writing	Listening & Talking	Numeracy
White - Scottish	51	49	52	56
White - Non Scottish	51	49	51	57
Mixed or multiple ethnic groups	60	56	57	64
Asian - Indian	64	63	63	73
Asian - Pakistani	51	47	50	61
Asian - Chinese	70	69	69	86
Asian - Other	57	59	57	71
African / Black / Caribbean	48	45	51	57
All other categories	43	42	44	52
Not Disclosed / Unknown ¹¹	35	33	36	38
Total	51	48	51	56

¹¹ Ethnicity not disclosed, unknown or unable to match to Pupil Census 2016 for 2.9% of S3 pupils.

NOTE: The statistics in this chapter have been superseded. Revised figures, and further information on the revisions, can be found in the Achievement of Curriculum for Excellence (CfE) Levels 2018/19 publication which can be found here:

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2018-19/>

Chapter 5: Achievement of CfE levels by Urban Rural Classification

- The percentage of P1 and P4 pupils that achieved the expected level for their stage was highest for pupils living in accessible rural areas. Performance was highest for P7 pupils from large urban and accessible rural areas.
- Performance tended to be lower for pupils from remote small towns (and remote rural areas in the case of some P4 pupils).

The percentage of P1 pupils achieving the expected level for their stage was highest for pupils from accessible rural areas and lowest for pupils from remote small towns, for all four organisers.

The percentage of P4 pupils achieving the level was highest for pupils from accessible rural areas; performance was lowest for pupils from remote small towns and remote rural areas.

Performance at P7 tended to be highest for pupils from large urban areas and accessible rural areas; whereas a lower percentage of pupils from remote small towns achieved the level in each organiser.

The percentage of S3 pupils achieving Third Level or better was generally high across most categories for all organisers (88 – 92 per cent), apart from pupils from remote small towns where there was slightly lower performance (e.g. 82 per cent for numeracy).

Table 5.1: Percentage of P1 pupils achieving Early Level by Urban Rural Classification¹², 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	81	78	87	85
Other urban areas	80	77	85	84
Accessible small towns	82	78	86	84
Remote small towns	75	73	81	79
Accessible rural areas	85	82	89	87
Remote rural areas	78	75	82	79
Unknown ¹³	61	58	68	65
Total	80	77	85	83

¹² [Urban Rural Classification](#)

¹³ Unable to match 4.0% of P1 pupils to Urban Rural Classification.

Table 5.2: Percentage of P4 pupils achieving First Level by Urban Rural Classification, 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	79	73	85	77
Other urban areas	76	70	82	74
Accessible small towns	77	71	83	76
Remote small towns	75	68	82	70
Accessible rural areas	80	74	86	77
Remote rural areas	75	68	81	71
Unknown ¹⁴	65	58	70	62
Total	77	71	83	75

Table 5.3: Percentage of P7 pupils achieving Second Level by Urban Rural Classification, 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	78	71	83	74
Other urban areas	75	68	81	69
Accessible small towns	77	69	83	71
Remote small towns	69	59	75	62
Accessible rural areas	78	71	84	73
Remote rural areas	73	64	78	66
Unknown ¹⁵	61	52	66	56
Total	76	69	81	70

Table 5.4: Percentage of S3 pupils achieving Third Level or better by Urban Rural Classification, 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	90	88	91	88
Other urban areas	91	89	91	89
Accessible small towns	91	90	92	88
Remote small towns	86	85	88	82
Accessible rural areas	91	90	92	91
Remote rural areas	91	90	92	88
Unknown ¹⁶	79	79	79	76
Total	90	89	91	88

¹⁴ Unable to match 3.8% of P4 pupils to Urban Rural Classification.

¹⁵ Unable to match 2.4% of P7 pupils to Urban Rural Classification.

¹⁶ Unable to match 2.1% of S3 pupils to Urban Rural Classification.

Table 5.5: Percentage of S3 pupils achieving Fourth Level by Urban Rural Classification, 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking	Numeracy
Large urban areas	51	49	52	55
Other urban areas	51	48	51	56
Accessible small towns	53	51	55	56
Remote small towns	43	40	44	51
Accessible rural areas	54	51	53	61
Remote rural areas	52	50	54	57
Unknown ¹⁷	34	31	34	36
Total	51	48	51	56

¹⁷ Unable to match 2.1% of S3 pupils to Urban Rural Classification.

Chapter 6: Achievement of CfE levels by Additional Support Needs (ASN) status

- A lower percentage of pupils with a recorded Additional Support Need achieved the expected CfE level compared to pupils with no ASN (where ASN status known).
- The disparity in performance increased throughout the primary stages, but was lowest overall in S3.
- The difference in performance was lowest in listening and talking for all stages, apart from P1 where the smallest gap was in numeracy.

The percentage of pupils achieving expected levels was higher for pupils recorded as not having an Additional Support Need (ASN), compared to pupils with a known ASN, across all stages and organisers.

The difference in performance was lowest in numeracy at P1 (20 percentage points) and listening and talking for all other stages.

At P4 and P7, the greatest difference in performance was in writing, with gaps of 34 and 38 percentage points, respectively.

For S3 (Third Level or better), the highest percentage point difference was in numeracy, with 94 per cent of pupils with no ASN achieving the expected level, compared to 74 per cent of pupils with a recorded ASN.

Table 6.1: Percentage of primary pupils achieving expected CfE levels by Additional Support Needs (ASN) Status, 2016/17

Stage	ASN status	Reading	Writing	Listening & Talking	Numeracy
P1 (Early Level)	Additional support needs	60	55	63	66
	No additional support needs	84	81	89	86
	Unknown ¹⁸	60	57	67	65
	Total	80	77	85	83
P4 (First Level)	Additional support needs	53	46	63	53
	No additional support needs	85	80	90	82
	Unknown ¹⁹	64	58	70	62
	Total	77	71	83	75
P7 (Second Level)	Additional support needs	51	42	60	46
	No additional support needs	86	80	90	80
	Unknown ²⁰	60	52	65	55
	Total	76	69	81	70

¹⁸ Unable to match 3.8% of P1 pupils to Pupil Census 2016.

¹⁹ Unable to match 3.7% of P4 pupils to Pupil Census 2016.

²⁰ Unable to match 2.3% of P7 pupils to Pupil Census 2016.

Table 6.2: Percentage of S3 pupils achieving Third Level or better by Additional Support Needs (ASN) Status, 2016/17

Stage	ASN status	Reading	Writing	Listening & Talking	Numeracy
S3	Additional support needs	77	75	79	74
	No additional support needs	95	94	96	94
	Unknown ²¹	78	78	78	75
	Total	90	89	91	88

Table 6.3: Percentage of S3 pupils achieving Fourth Level by Additional Support Needs (ASN) Status, 2016/17

Stage	ASN status	Reading	Writing	Listening & Talking	Numeracy
S3	Additional support needs	29	27	30	33
	No additional support needs	60	57	60	65
	Unknown ²²	32	30	33	35
	Total	51	48	51	56

²¹ Unable to match 2.0% of S3 pupils to Pupil Census 2016.

²² Unable to match 2.0% of S3 pupils to Pupil Census 2016.

Chapter 7: Achievement of CfE levels by English as an Additional Language (EAL) status

- The percentage of pupils achieving the expected CfE level was lower for pupils with English as an Additional Language, compared to non-EAL pupils (where EAL status known).
- The differences in performance were smaller for numeracy than for the literacy organisers across all stages.
- The differences in performance were generally smaller at S3 than in the primary stages.

The percentage of pupils achieving expected levels was higher for pupils recorded as not having English as an Additional Language (EAL), compared to EAL pupils, across all stages and organisers.

The gap in performance was lowest in numeracy across all stages; highest in P1 at seven percentage points and lowest in S3 (Third Level or better) at two percentage points.

In P1, the greatest difference in performance between pupils who have EAL and those who have not, was in listening and talking; 71 per cent compared to 87 per cent. This was the biggest difference in expected levels across all the stages. In P4, the differences were similar over all the literacy organisers at 10 to 11 percentage points.

A similar pattern was observed for both P7 and S3 pupils with the percentage point difference ranging from 11 to 13 (P7) and nine to ten percentage points (S3) across the literacy organisers.

Table 7.1: Percentage of primary pupils achieving expected CfE levels by English as an Additional Language (EAL) Status, 2016/17

Stage	EAL status	Reading	Writing	Listening & Talking	Numeracy
P1 (Early Level)	English as an additional language	70	67	71	78
	English as main language/fluent	82	78	87	85
	Unknown ²³	60	57	67	65
	Total	80	77	85	83
P4 (First Level)	English as an additional language	68	63	74	71
	English as main language/fluent	78	72	84	76
	Unknown ²⁴	64	58	70	62
	Total	77	71	83	75
P7 (Second Level)	English as an additional language	65	59	69	67
	English as main language/fluent	77	70	82	71
	Unknown ²⁵	60	52	65	55
	Total	76	69	81	70

²³ Unable to match 3.8% of P1 pupils to Pupil Census 2016.

²⁴ Unable to match 3.7% of P4 pupils to Pupil Census 2016.

²⁵ Unable to match 2.3% of P7 pupils to Pupil Census 2016.

Table 7.2: Percentage of S3 pupils achieving Third Level by English as an Additional Language (EAL) Status, 2016/17

Stage	EAL status	Reading	Writing	Listening & Talking	Numeracy
S3	English as an additional language	82	80	83	87
	English as main language/fluent	91	89	91	89
	Unknown ²⁶	78	78	78	75
	Total	90	89	91	88

Table 7.3: Percentage of S3 pupils achieving Fourth Level by English as an Additional Language (EAL) Status, 2016/17

Stage	EAL status	Reading	Writing	Listening & Talking	Numeracy
S3	English as an additional language	39	37	39	54
	English as main language/fluent	52	49	52	56
	Unknown ²⁷	32	30	33	35
	Total	51	48	51	56

²⁶ Unable to match 2.0% of S3 pupils to Pupil Census 2016.

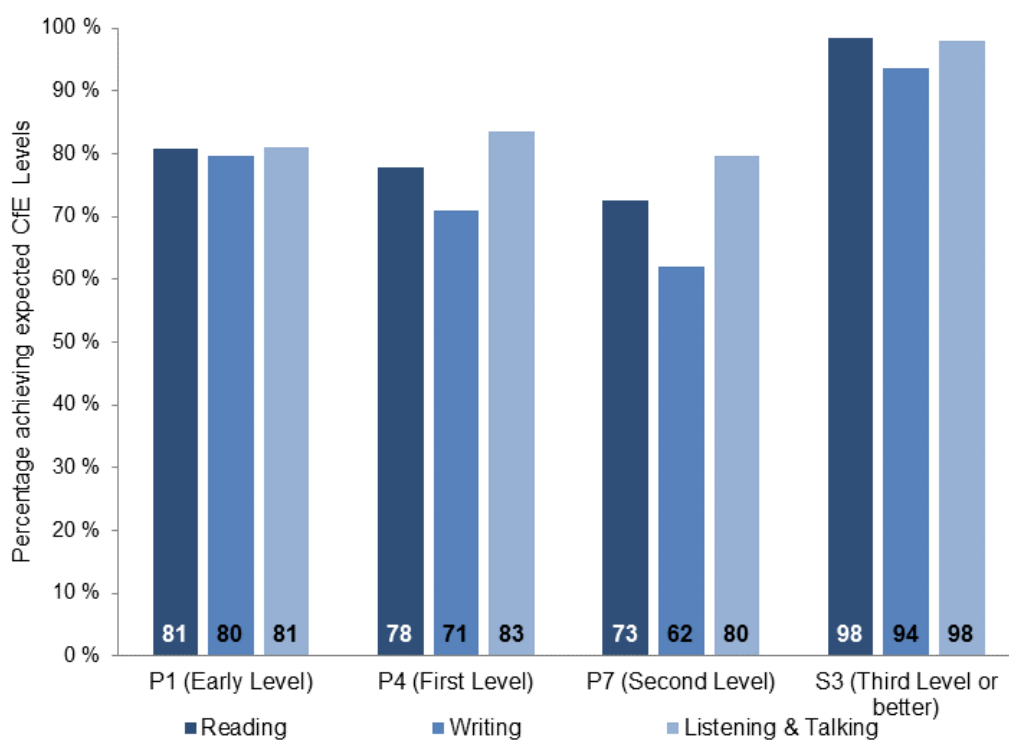
²⁷ Unable to match 2.0% of S3 pupils to Pupil Census 2016.

Chapter 8: Achievement of CfE levels in Gàidhlig

- The percentage of primary pupils, in Gaelic Medium Schools/classes, achieving the expected CfE level was highest for Gàidhlig listening and talking, and lowest for Gàidhlig writing.
- The percentage of S3 pupils achieving the expected CfE level was highest for reading and listening and talking (98 per cent) and lower for writing (94 per cent).

The pattern of Gàidhlig reading and writing performance was similar to English reading and writing; the percentage of pupils achieving expected CfE levels decreased throughout the primary stages and increased again in S3. For Gàidhlig listening and talking, however, the highest percentage of primary pupils that achieved the expected level was observed at P4, at 83 per cent.

Chart 8.1 Percentage of pupils achieving expected CfE levels in Gàidhlig 2016/17



Performance was similar across all three organisers in P1. At P4 and P7, listening and talking results were highest, with a difference of 13 and 18 percentage points between Gàidhlig listening and talking and Gàidhlig writing results (Chart 8.1). At S3, performance was highest in Gàidhlig reading and Gàidhlig listening and talking.

Table 8.1: Percentage of pupils achieving expected CfE levels in Gàidhlig, 2016/17

Stage	Gàidhlig Reading	Gàidhlig Writing	Gàidhlig Listening & Talking
P1 (Early Level)	81	80	81
P4 (First Level)	78	71	83
P7 (Second level)	73	62	80
S3 Third Level or better	98	94	98
S3 Fourth Level	55	40	52

Chapter 9: Achievement of CfE levels of pupils based in special schools/units

- Around 30 per cent of pupils based in special schools/units are reported as following their own individual milestones.
- Around a quarter of pupils were assessed as ‘Not yet achieved Early Level’.
- For each organiser, nearly 30 per cent of pupils based in special schools/units are reported as having achieved a CfE level.

Chart 9.1: Percentage of pupils in special schools/units achieving CfE levels, 2016/17

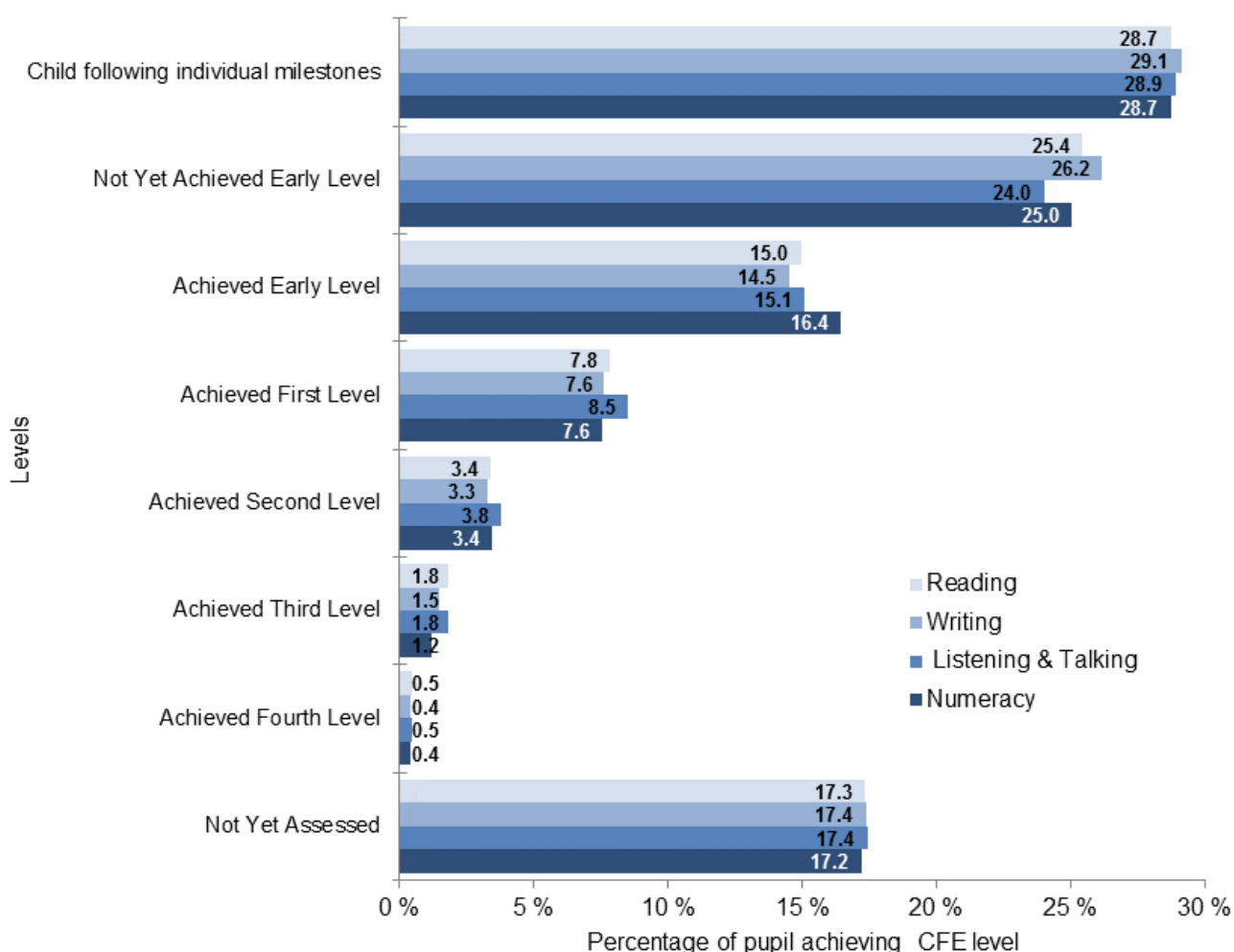


Chart 9.1 shows the highest level achieved for all pupils in special schools/units (see section 1.4).

The most common category was ‘Child following individual milestones’, which was the case for around three in ten pupils, followed by around a quarter of pupils who had ‘Not yet achieved Early Level’.

Of the pupils who achieved a CfE level in the special schools/units population, this was highest for listening and talking at 30 per cent, closely followed by numeracy (29 per cent), reading (28 per cent) and writing (27 per cent).

The number of pupils in special schools/units not assessed was around 17 per cent (see section 1.6).

Chapter 10: Achievement of CfE levels by Local Authority

As this information is new and currently 'experimental', comparisons across local authorities should not be made without full knowledge of local authorities' approach to assessment. The magnitude of the variation between authorities has reduced compared to 2015/16, and is summarised below.

At a national level, there has been a notable change in levels of reporting of achievement of Fourth Level in S3 (see section 1.6), this is also observed in the local authority level results.

- **The variation in the percentage of pupils achieving the expected level in reading by local authority:**
 - **P1 (Early Level): From 70 to 91 per cent (difference of 21 percentage points)**
 - **P4 (First Level): From 65 to 89 per cent (difference of 24 percentage points)**
 - **P7 (Second Level): From 64 to 88 per cent (difference of 24 percentage points)**
 - **S3 (Third Level or better): From 77 to 99 per cent (difference of 21 percentage points).**

- **The variation in the percentage of pupils achieving the expected level in reading by local authority:**
 - **P1 (Early Level): From 65 to 90 per cent (difference of 25 percentage points)**
 - **P4 (First Level): From 58 to 86 per cent (difference of 28 percentage points)**
 - **P7 (Second Level): From 49 to 85 per cent (difference of 36 percentage points)**
 - **S3 (Third Level or better): From 76 to 98 per cent (difference of 22 percentage points).**

- **The variation in the percentage of pupils achieving the expected level in reading by local authority:**
 - **P1 (Early Level): From 76 to 94 per cent (difference of 18 percentage points)**
 - **P4 (First Level): From 73 to 90 per cent (difference of 17 percentage points)**
 - **P7 (Second Level): From 68 to 93 per cent (difference of 25 percentage points)**
 - **S3 (Third Level or better): From 80 to 99 per cent (difference of 19 percentage points).**

- **The percentage of pupils achieving the expected level numeracy variation by local authority:**
 - **P1 (Early Level): From 71 to 94 per cent (difference of 24 percentage points)**
 - **P4 (First Level): From 60 to 90 per cent (difference of 31 percentage points)**
 - **P7 (Second Level): From 54 to 86 per cent (difference of 33 percentage points)**
 - **S3 (Third Level or better): From 64 to 96 per cent (difference of 32 percentage points).**

Table 10.1: Percentage of pupils achieving expected CfE levels in reading by stage and local authority, 2016/17

Local Authority	P1	P4	P7	S3	S3
	Early Level	First Level	Second Level	Third Level or better	Fourth Level
Aberdeen City	75	75	72	85	48
Aberdeenshire	79	77	76	89	55
Angus	84	82	84	97	64
Argyll & Bute	84	77	75	91	45
Clackmannanshire	81	65	70	84	36
Dumfries & Galloway	80	76	73	87	46
Dundee City	78	73	73	92	54
East Ayrshire	80	67	64	86	50
East Dunbartonshire	89	85	88	99	81
East Lothian	81	76	75	90	48
East Renfrewshire	91	89	88	95	77
Edinburgh City	83	79	81	88	53
Falkirk	82	74	72	95	63
Fife	76	74	71	86	38
Glasgow City	77	76	76	87	36
Highland	70	71	69	89	48
Inverclyde	85	77	78	90	55
Midlothian	76	76	74	82	29
Moray	75	72	68	89	53
Na h-Eileanan Siar	75	72	69	96	58
North Ayrshire	81	75	76	89	50
North Lanarkshire	77	72	74	94	43
Orkney Islands	77	76	69	91	22
Perth & Kinross	91	87	86	77	35
Renfrewshire	84	80	80	94	57
Scottish Borders	81	81	80	96	69
Shetland Islands	79	85	79	94	55
South Ayrshire	85	83	80	92	58
South Lanarkshire	83	79	78	93	64
Stirling	84	80	80	93	50
West Dunbartonshire	78	76	67	91	49
West Lothian	82	81	80	93	63
Scotland²⁸	80	77	76	90	51

²⁸ Scotland total includes Jordanhill.

Table 10.2: Percentage of pupils achieving expected CfE levels in writing by stage and local authority, 2016/17

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better	S3 Fourth Level
Aberdeen City	73	70	66	82	46
Aberdeenshire	76	71	66	87	52
Angus	81	77	80	96	64
Argyll & Bute	80	70	67	91	40
Clackmannanshire	77	58	49	82	31
Dumfries & Galloway	77	68	66	86	46
Dundee City	73	66	62	91	52
East Ayrshire	76	62	59	85	47
East Dunbartonshire	86	83	85	98	81
East Lothian	77	70	65	87	44
East Renfrewshire	89	86	85	95	72
Edinburgh City	80	74	74	87	52
Falkirk	79	71	66	95	59
Fife	73	66	62	85	36
Glasgow City	75	70	69	85	34
Highland	68	64	59	88	46
Inverclyde	83	73	69	89	54
Midlothian	71	66	58	78	24
Moray	65	63	59	88	49
Na h-Eileanan Siar	75	65	63	95	51
North Ayrshire	78	69	69	88	49
North Lanarkshire	75	67	68	93	43
Orkney Islands	73	67	61	91	21
Perth & Kinross	90	83	82	76	30
Renfrewshire	82	73	71	93	55
Scottish Borders	76	77	74	95	65
Shetland Islands	78	73	69	93	48
South Ayrshire	82	78	74	91	57
South Lanarkshire	81	74	71	92	60
Stirling	81	73	74	92	44
West Dunbartonshire	69	70	59	91	43
West Lothian	78	79	75	91	56
Scotland²⁹	77	71	69	89	48

²⁹ Scotland total includes Jordanhill.

Table 10.3: Percentage of pupils achieving expected CfE levels in listening and talking by stage and local authority, 2016/17

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better	S3 Fourth Level
Aberdeen City	82	83	81	86	47
Aberdeenshire	85	83	79	90	54
Angus	88	87	89	97	66
Argyll & Bute	89	82	81	95	44
Clackmannanshire	86	76	75	87	40
Dumfries & Galloway	83	82	80	89	48
Dundee City	87	82	77	92	54
East Ayrshire	85	78	70	88	49
East Dunbartonshire	93	90	93	99	82
East Lothian	89	85	83	91	49
East Renfrewshire	94	90	91	94	77
Edinburgh City	86	84	82	88	54
Falkirk	87	81	81	96	63
Fife	81	78	75	86	36
Glasgow City	83	83	81	89	38
Highland	76	79	76	90	50
Inverclyde	87	88	84	92	56
Midlothian	85	78	74	84	31
Moray	82	73	74	89	49
Na h-Eileanan Siar	76	74	73	94	53
North Ayrshire	88	82	83	88	51
North Lanarkshire	82	79	78	95	44
Orkney Islands	80	79	68	87	26
Perth & Kinross	93	90	87	80	31
Renfrewshire	91	88	86	94	56
Scottish Borders	85	87	85	97	72
Shetland Islands	84	87	83	94	55
South Ayrshire	89	87	86	93	57
South Lanarkshire	87	85	85	93	64
Stirling	88	84	86	94	52
West Dunbartonshire	84	83	75	95	52
West Lothian	86	89	86	93	64
Scotland³⁰	85	83	81	91	51

³⁰ Scotland total includes Jordanhill.

Table 10.4: Percentage of pupils achieving expected CfE levels in numeracy by stage and local authority, 2016/17

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better	S3 Fourth Level
Aberdeen City	80	74	69	82	51
Aberdeenshire	84	76	68	91	64
Angus	86	80	79	95	61
Argyll & Bute	85	73	72	95	72
Clackmannanshire	79	60	54	64	26
Dumfries & Galloway	82	71	69	86	52
Dundee City	79	70	60	84	44
East Ayrshire	81	63	57	85	48
East Dunbartonshire	90	84	84	96	76
East Lothian	81	71	69	84	55
East Renfrewshire	94	90	86	95	76
Edinburgh City	87	79	76	91	59
Falkirk	84	71	65	93	62
Fife	82	74	66	87	49
Glasgow City	83	75	72	86	46
Highland	72	68	59	86	51
Inverclyde	88	74	74	82	40
Midlothian	76	73	63	89	65
Moray	71	61	58	87	61
Na h-Eileanan Siar	77	65	59	79	44
North Ayrshire	83	75	73	81	55
North Lanarkshire	82	72	68	93	61
Orkney Islands	79	71	63	94	72
Perth & Kinross	92	86	85	75	37
Renfrewshire	88	76	74	93	56
Scottish Borders	81	78	71	90	66
Shetland Islands	81	72	68	83	59
South Ayrshire	92	85	80	90	50
South Lanarkshire	86	75	74	90	56
Stirling	86	78	75	90	59
West Dunbartonshire	81	71	63	84	55
West Lothian	84	81	74	92	61
Scotland³¹	83	75	70	88	56

³¹ Scotland total includes Jordanhill.

Chapter 11: Background notes

11.1 Sources and coverage

The data included in the publication are provided to Scottish Government by local authorities and grant-aided schools. Independent schools are not included in the data collection. The assessments of children's progress are undertaken by teachers in schools. A copy of the specification issued to data providers can be found [here](#).

The data covers pupils in Primary 1, Primary 4, Primary 7 and Secondary 3 in mainstream schools and all pupils based in special schools/units. Data was provided for 225,547 pupils. Teacher judgements cover the four organisers of reading, writing, and listening and talking and numeracy. The data relate to achievement as at June 2017 (at, or near, the end of the 2016/17 school year). Mainstream pupils for whom the teacher has been unable to make a professional judgement are not included in the published results (1.1 per cent of pupils).

To reduce burden on data providers, as per the Code of Practice for Official Statistics, the contextual information was added to the school returns by using previously collected data. Pupil data were matched to the Pupil Census 2016. From this census the following variables were added:

- Ethnicity
- Additional Support Needs
- English as an Additional Language

The Pupil Census data was then linked to the [Scottish Index of Multiple Deprivation 2016](#) (SIMD) and the 6-fold [Urban Rural Classification 2013-2014](#). Around three per cent of records could not be matched to the SIMD or the Urban Rural Classification; these are presented under category 'Unknown' in the publication tables.

A very small percentage of children have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These children are included within the data as 'child following individual milestones'.

Data was returned from all schools within scope for the collection. There were a small number of pupils for whom data was not supplied, or for whom data was not provided for all components requested.

11.2 School level data

School level results are also being published alongside this publication. They are available online via [this link](#). Data will be published for all publicly funded primary and secondary schools (but not special schools) subject to data protection limitations.

All school level results will be presented in ten per cent bandings (i.e. under 10 per cent, 10 per cent – under 20 per cent, ... , 90 per cent or more). To prevent potential disclosure of information relating to individual pupils, any results relating to a grouping of 20 pupils or fewer will be suppressed. This means that around 19 per cent of primary schools and five per cent of secondary schools will have no information published for them.

As with the national and local authority level data, all school results include 'children working towards individual milestones'. However, children who were recorded as 'Not Assessed' are not included in the calculations.

The quality limitations described in section 1.6 also apply to school level data. There is greater likelihood that an individual school's results are affected by variations in assessment approach, socio-economic context and school size (for example) than is the case at the more aggregated local authority or Scotland level. On that basis, we would advise against making direct comparisons between schools. The publication online does not allow direct, on-screen comparisons of schools.

11.3 Supplementary tables

The collection involves a large amount of data which cannot be summarised in this publication. This report seeks to highlight the key messages and give a flavour of the range of analysis possible. Detailed tables are published as supporting tables alongside this publication, and provide a fuller picture of the findings.

The tables within this report and school level information can be found at:
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

11.4 Revisions policy

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

Achievement of CfE Levels 2015/16 data has been revised and new supplementary tables published following receipt of revised data from two local authorities and a minor coding revision for two special schools. The changes were no greater 0.05 percentage points to the Scotland total, no greater than 1.0 percentage point for a local authority figure, and no greater than 0.2 percentage points to the special school totals.

11.5 Further information on attainment

There is a range of other reliable information on the performance of Scotland's school pupils.

The Scottish Government also publishes analysis of school leaver attainment (qualifications) destinations. The latest post-appeal data are available at
<http://www.gov.scot/Publications/2017/06/9699/0>

Scotland participates in the OECD's triennial Programme for International Student Assessment (PISA) survey. This assessment is carried out by 15 year-olds in over sixty countries, including all OECD countries, and as such is a key international benchmark of performance. The results of previous PISA surveys are available at www.gov.scot/pisa

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are available via an alternative route

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