SQA Results, Tracking & Reporting
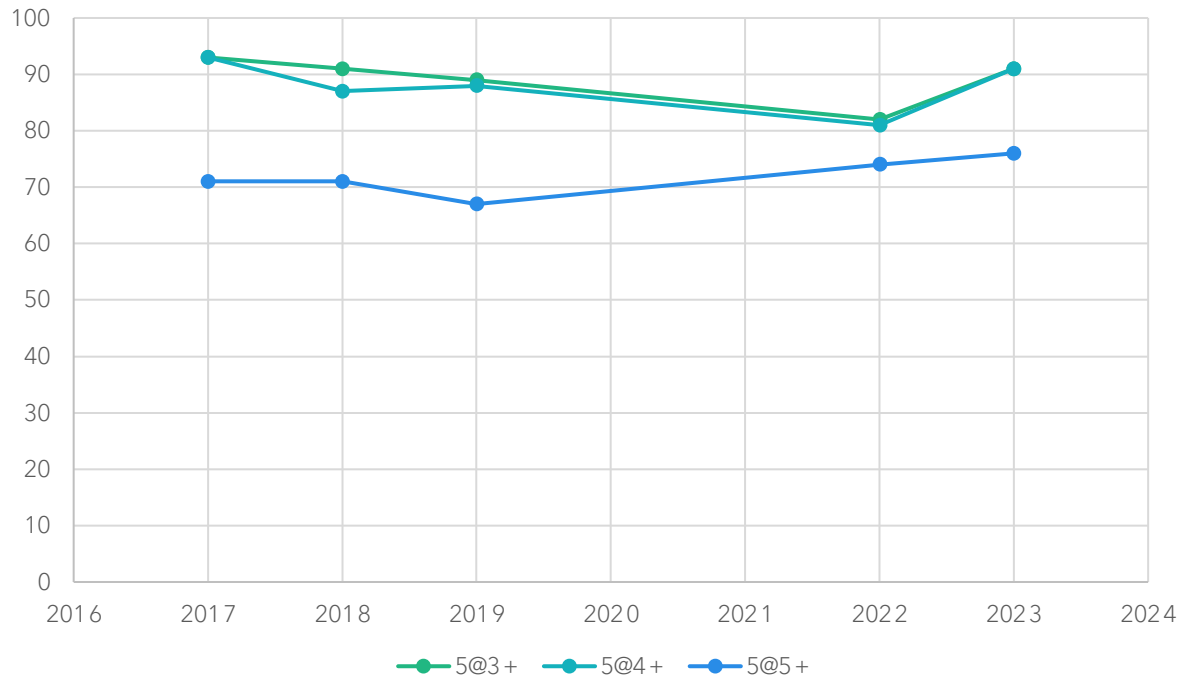
NIGEL COTTER, DHT SEPTEMBER 2023

SQA Results

S4	2017	2018	2019	2022	2023
5@3+	93	91	89	82	91
5@4+	93	87	88	81	91
5@5+	71	71	67	74	76

- Attainment best since 2018
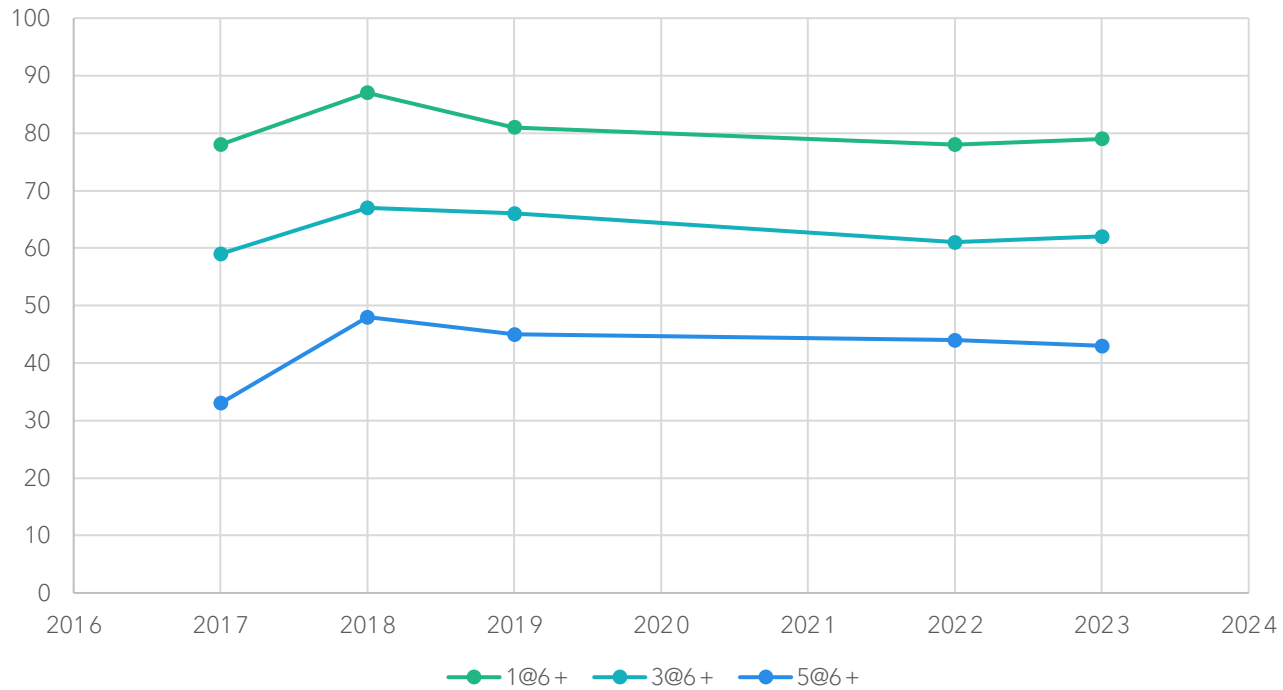- Significant improvement in 5@L4 and 5@L3

Attainment by end of S4

SQA Results

By the end of S5	2017	2018	2019	2022	2023
1@6+	78	87	81	78	79
3@6+	59	67	66	61	62
5@6+	33	48	45	44	43

- Attainment fairly steady with exception of spike in 2018

Attainment by end of S5

SQA Results

S6	2017	2018	2019	2022	2023
1@6+	93	93	98	88	85
3@6+	73	68	74	71	69
5@6+	55	56	60	57	58
1@7+	49	54	53	51	50

- Year on year drop in 1@L6 by end of S6
- Minor variation in other categories. Slight downward general trend

Attainment by end of S6
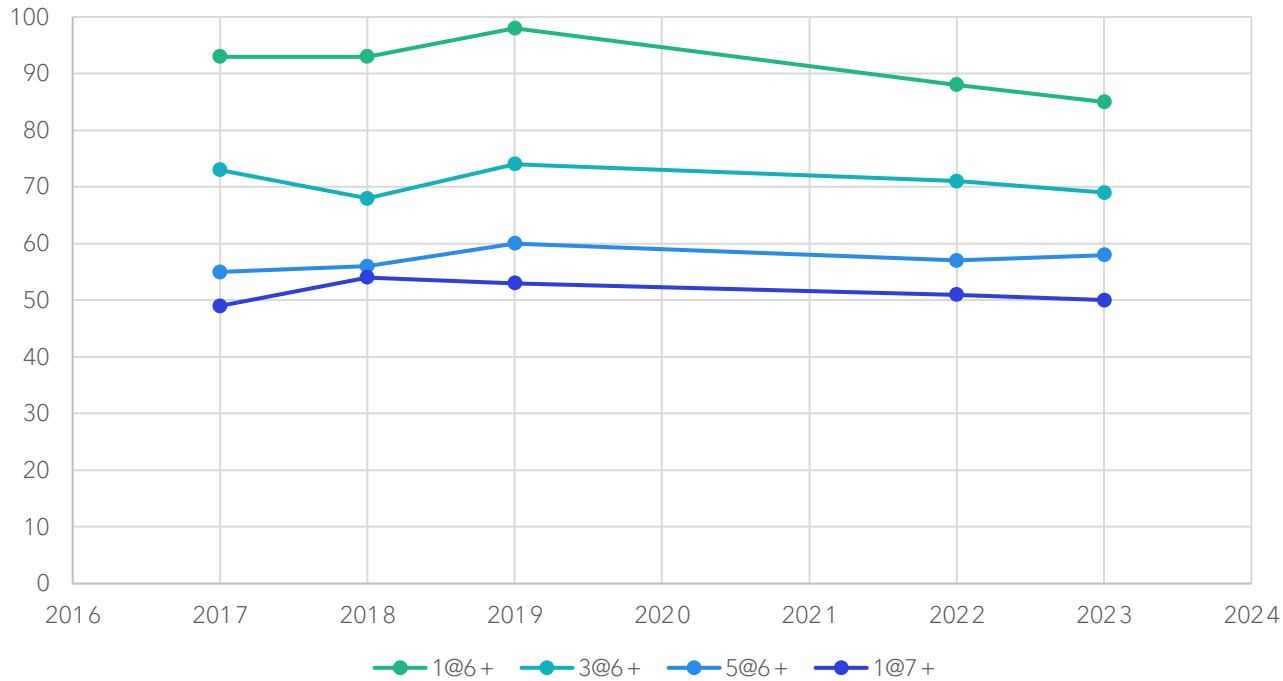
SQA Results

	S4	2017	2018	2019	2022	2023
S4	5@3+	**93**	91	89	82	91
	5@4+	**93**	87	88	81	91
	5@5+	**71**	71	67	74	76
S5	1@6+	78	**87**	81	78	79
	3@6+	59	**67**	66	61	62
	5@6+	33	**48**	45	44	43
S6	1@6+	93	93	**98**	88	85
	3@6+	73	68	**74**	71	69
	5@6+	55	56	**60**	57	58
	1@7+	49	54	**53**	51	50

- Attainment in 2018 S5 was strong and this carried forward into S6 in 2019

Breakdown By Level: National 5

Band	2023			2022			Diff. to 2019 Cum. %
	Count	%	Cum. %	Count	%	Cum. %	
1	389	22%	22%	397	25%	25%	-2.9
2	683	39%	61%	571	35%	60%	1.0
3	177	10%	71%	161	10%	70%	1.0
4	123	7%	78%	139	9%	78%	0.0
5	108	6%	84%	98	6%	84%	0.2
6	95	4%	88%	82	5%	89%	-0.5
7	92	5%	94%	106	7%	96%	-2.3
8	50	3%	97%	38	2%	98%	-1.5
9	41	2%	99%	27	2%	100%	-1.1
Total	1758			1619			

- Attainment at each band broadly in line with 2022
- Drop in A Band 1 but increase in A awards overall
- Small decrease in number of passes

Breakdown By Level: National 5 in S5/6

N5	Band	S5			S6		
		Count	%	Cum. %	Count	%	Cum. %
A	1	2	3%	3%	0	0	0
	2	7	10%	13%	2	7%	7%
B	3	4	6%	19%	1	4%	11%
	4	4	6%	25%	2	7%	19%
C	5	9	13%	39%	3	11%	30%
	6	11	16%	55%	14	52%	81%
D	7	11	16%	72%	1	4%	85%
NA	8	7	10%	82%	4	15%	100%
	9	12	18%	100%	0	0%	100%
	Total	67			27		

- Low numbers presented
- Very Low pass rate in S5

Breakdown By Level: Higher

| Higher	Band	2023			2022			Diff. to 2019 Cum. %
		Count	%	Cum. %	Count	%	Cum. %	
A	1	167	16%	16%	249	23%	23%	-8%
	2	348	33%	48%	344	32%	55%	**-7%**
B	3	135	13%	61%	105	10%	65%	-4%
	4	102	10%	70%	99	9%	74%	**-4%**
C	5	66	6%	77%	79	7%	81%	-5%
	6	68	6%	83%	65	6%	88%	**-5%**
D	7	87	8%	91%	76	7%	95%	**-3%**
NA	8	58	5%	97%	34	3%	98%	-1%
	9	37	3%	100%	24	2%	100%	**0%**
	Total	1068			1075			

- Drop in number of awards at all grades
- Drop particularly high at A band ½
- 83% of pupils presented for Higher exam passing with Grades A-C

Breakdown By Level: Advanced Higher

AH	Band	2023			2022			Diff. to 2019 Cum. %
		Count	%	Cum. %	Count	%	Cum. %	
A	1	40	15%	15%	37	15%	15%	0%
A	2	101	38%	53%	92	38%	54%	-1%
B	3	33	12%	65%	28	12%	65%	0%
B	4	33	12%	78%	33	14%	79%	-1%
C	5	22	8%	86%	15	6%	85%	1%
C	6	13	5%	91%	15	6%	91%	-1%
D	7	16	6%	97%	13	5%	97%	0%
NA	8	4	1%	98%	7	3%	100%	-1%
NA	9	5	2%	100%	1	0%	100%	0%
	Total	267			241			

- Attainment largely in line with last session
- Slight decrease in percentage gaining A-C but an increase in absolute numbers (220 in 2022. 242 in 2023)
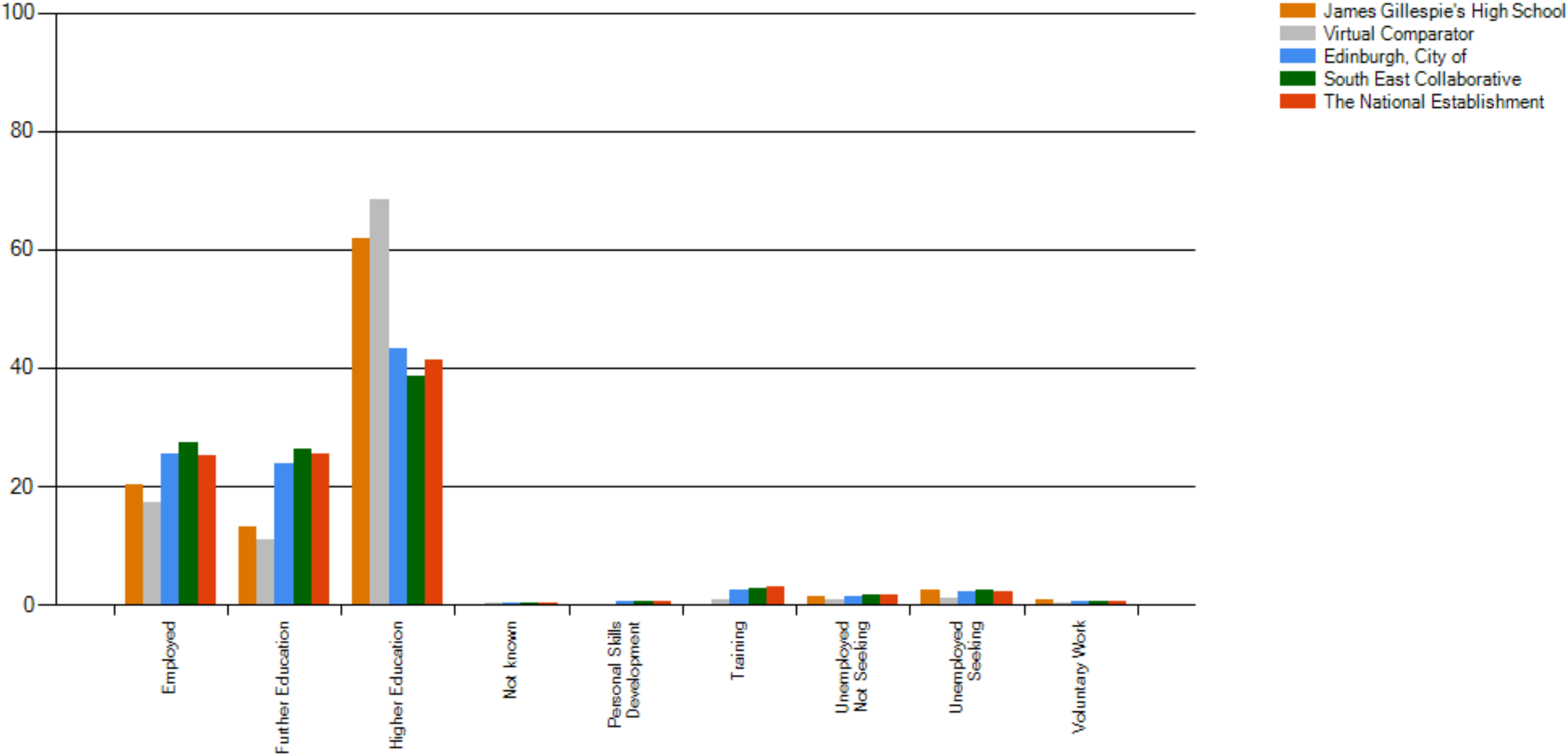
Post School Destinations
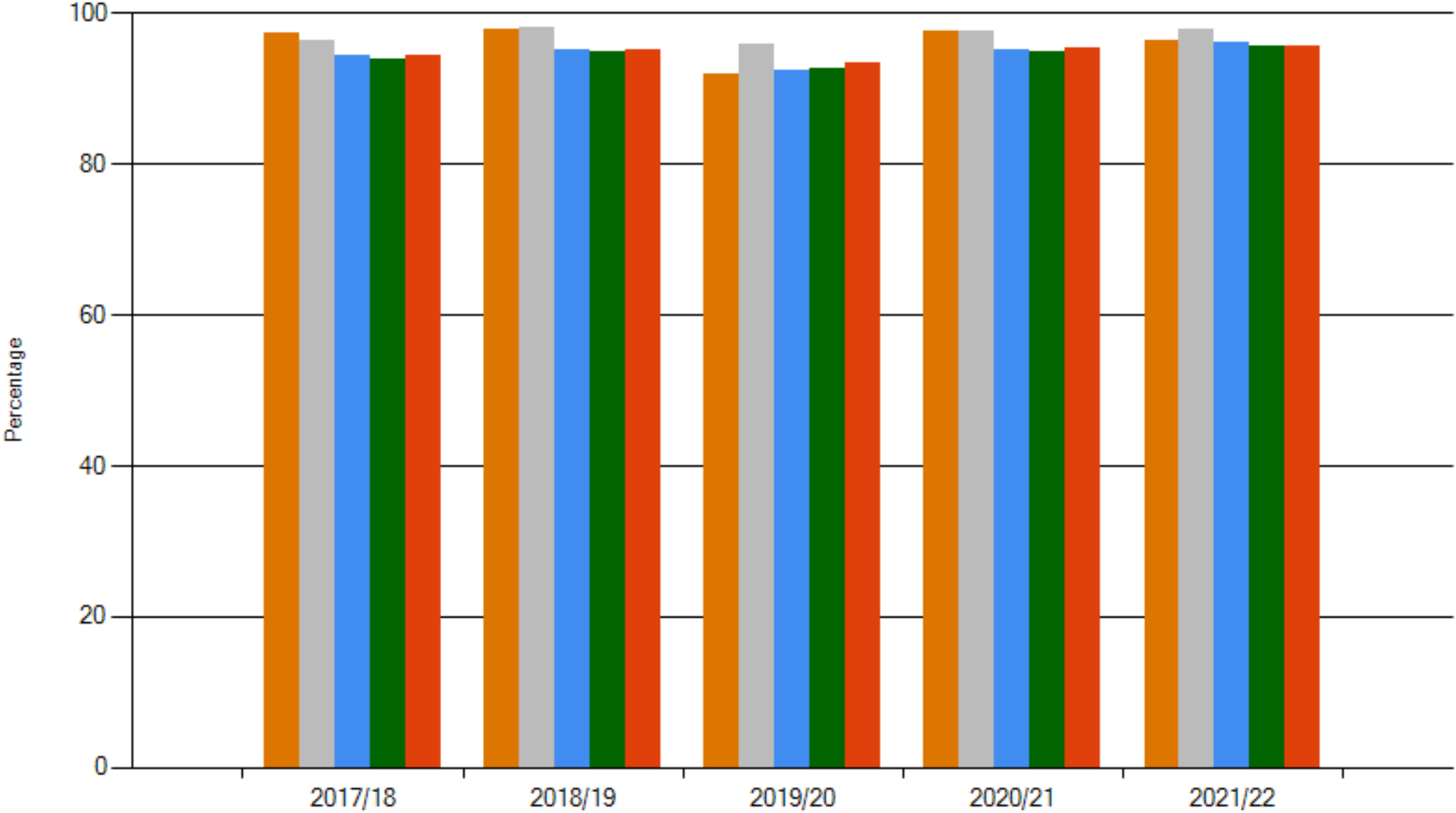
Legend:
- James Gillespie's High School
- Virtual Comparator
- Edinburgh, City of
- South East Collaborative
- The National Establishment

- 96.24 young people in a positive destination

- Slightly behind VC Slightly ahead of CEC, Regional and National

Post School Destinations

Pupil Successes

S4

- 1 Pupil gained 8 National 5s and 1 Higher at A grade
- 1 pupil gained 9 National 5s at A Grade
- 3 Pupils gained 7 National 5s and 1 Higher at A grade

S5

- 5 Pupils gained 6 Highers at A Grade
- 6 Pupils gained 6 Highers
- 33 Pupils gained 5 Highers at A Grade (2 with A Band 1 for all subjects)

S6

- 3 Pupils gained 4 AH (2 of these gained AAAB)
- 22 Pupils gained 3 A at A Grade (4 of these were A Band 1 in all subjects)

Data to look at more closely

First Analysis of the figures suggests the following:

S4

- 75% of pupils gain 8 or more awards.

S5

- 48% of the year group gain 5 or more qualifications
- 25% of the year group gain 2 or fewer qualifications

S6

- 7% gained 4 qualifications
- 33% gained 3 qualifications
- 51% of the year group gained 2 or fewer qualifications

Questions we will be asking include:
- Who are the pupils who did not achieve a pass?
- How did these pupils end up in this position?
- Are there any patterns?
- When was it apparent things were off track?
- How can we identify the pupils at risk at an early stage?

Areas of focus

- Look more closely at S5 Attainment
- Tracking attainment in all year groups
- Effectiveness of reporting to young people and parents
- Using tracking data to help young people make informed choices
- Using tracking data to identify young people whose progress is at risk of going off track
- Support and information around the coursing processes for S4 and S5

Reporting Proposal

S4 to S6

- Effort, Behaviour and Homework rating remain
- Remove long general comment
- Add comments stating (only 2-3 statements per comment box)
  - Successes in the course
  - Strategies for Raising Attainment
  - Recommended level of study next session based on current attainment
- Add more attainment information
  - Current level of study
  - Current level of attainment
  - Comment indicating if on track to succeed at current level

■	Successfully progressing - On Track
■	Limited Progress - Borderline On Track
■	Not yet progressing - Off Track

Stated working level must be an honest statement of intended presentation based on current attainment

Green	On track to achieve stated working level
Amber	Struggling at current working level, at risk of being presented at level below
Red	Not coping with current level of study. High probability of dropping a level or

NB:
These are draft suggestions.
Colour and text still to be discussed and agreed

Reporting Proposal

S1 to S3

- Effort, Behaviour and Homework rating remain
- Remove long general comment
- Add comments stating (only 2-3 statements per comment box)
  - Successes in the course
  - Strategies for Raising Attainment
- Add more attainment information
  - Statement indicating how young person is progressing through the course

1 (green)	Good progress - On Track
2 (yellow)	Steady progress - On Track
3 (orange)	Progressing with support - On Track
4 (red)	Limited progress - Off Track

Green	Exceeding expected BGE levels for age and stage
Yellow	Meeting expected BGE levels for age and stage
Amber	Receiving some form of support but meeting expected BGE levels for age and stage
Red	Not reaching BGE levels expected for age and stage

NB:
These are draft suggestions.
Colour and text still to be discussed and agreed

Reporting Proposal

Benefits

- Potentially supports increasing number of reports next session

- Clear and consistent communication of young person's progress

- Recognition of positive achievements in courses

- Focused on raising attainment

- Encourages discussion about progress at an earlier stage

- Makes presentation pathway clearer at an earlier stage

- Inform course choice decisions

- Provides data to support whole school Monitoring and Tracking developments

Reporting Proposal

Next Steps

- Consulting staff

- Consult pupils via Pupil Voice

- Consult parents

- Agree wording for *Progress* Statements

- Re-write covering letters to convey key information in clear, jargon free langauge

Questions?