

**REPORT TO:** Policy and Performance Review Committee

**MEETING DATE:** 16 June 2015

**BY:** Depute Chief Executive - Resources and People Services

**SUBJECT:** Literacy Levels in East Lothian Schools

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**1 PURPOSE**

- 1.1 To inform the Committee of current literacy levels in East Lothian schools based on the most recent PIPs, InCAS & Insight National Benchmarking data.

**2 RECOMMENDATIONS**

- 2.1 The Committee is asked to note the content of the report.

**3 BACKGROUND**

- 3.1 There are four main assessments in East Lothian that are used by schools and the Education authority to track and monitor Literacy levels across the stages in East Lothian:

- PIPS Baseline assessments (P1)
- InCAS assessments (P3, P5 & P7)
- SOSCA assessments (S2)
- Insight National Benchmarking: Improving Attainment in Literacy Measure (S4 to S6)

- 3.2 PIPS (Performance Indicators in Primary Schools), InCAS (Interactive Computerised Assessment System) & SOSCA (Secondary On-Screen Curriculum Assessment) form part of the suite of CEM (Centre for Evaluation & Monitoring) standardised assessments for primary and secondary schools.

- 3.3 InCAS and SOSCA standardised assessments were carried out for the first time in East Lothian schools during the 2014/15 academic session, replacing ePIPS and MiDYIS, and will provide a baseline in 2014/15 for P3, P5, P7 and S2 levels going forward. *Note: the S2 SOSCA*

*assessments have just been completed in schools and results are not available at the time of this report being prepared.*

- 3.4 The P7 cohort was the first group of pupils to undertake the InCAS assessments and a number of technical issues were experienced during this first assessment period which may have prevented some P7 pupils across East Lothian from completing the assessments properly. Therefore the P7 results may not be fully reflective of the actual ability of the 2014/15 P7 cohort.
- 3.5 “Insight” is a new online senior phase benchmarking tool developed by the Scottish Government, in line with CfE, focusing on performance in the senior phase (S4 to S6). The Literacy measure is one of four nationally agreed benchmarking measures published in February 2015, focusing on the total achievements of young people recorded at the point at which they leave school.
- 3.6 Education Authorities are no longer benchmarked against a set of comparator schools or authorities. Instead, Insight creates a Virtual Comparator for each school and Education Authority made up of pupils from schools in other local authorities around Scotland who have similar background characteristics to the pupils in the school or Education Authority in question offering a fairer comparison. The Virtual comparator is, therefore, considered to be the key benchmark rather than the National Establishment (i.e. national average) for helping schools and Education Authorities understand their strengths and areas of improvement in the senior phase.
- 3.7 More information on Insight is available on the Scottish Government website at <http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>
- 3.8 Schools and the Education Authority use the data from PIPS, InCAS, SOSCA & Insight to identify areas of strength and development and support the raising attainment agenda at school, cluster and authority level, through attainment meetings and improvement plans.

### **Current National Literacy Levels**

- 3.9 In May 2014 the second Scottish Survey of Literacy and Numeracy (SSLN) literacy survey was undertaken in Scottish schools with a sample of pupils at stages P4, P7 and S2 across Scotland. The 2014 literacy survey assessed all three literacy organisers (reading, writing and listening & talking). Headline reading results are based on pupils performing well or very well at the level. Headline writing and listening and talking results are based on pupils performing well, very well or beyond the level. Table 1 over summarises the main points from the results:

**Table 1: National Results from P4, P7 & S2 SSLN (Literacy) Survey, 2014**

Reading	Writing	Listening & Talking
<ul style="list-style-type: none"> <li>• Reading performance was highest at the P7 stage with 88% of pupils performing well or very well.</li> <li>• 78% and 80% of P4 and S2 pupils performed well or very well, respectively.</li> <li>• Girls outperformed boys at the P4 and S2 stages.</li> <li>• Pupils from the least deprived areas had higher performance than other pupils, particularly at S2.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing performance was highest in P7, with 68% of scripts demonstrating pupils were performing well, very well or beyond the level, compared to 64% and 55% for P4 and S2 respectively.</li> <li>• Girls outperformed boys at all stages.</li> <li>• In all stages, a higher proportion of scripts from the least deprived category performed well, very well or beyond the level than from the most deprived category.</li> <li>• Over two thirds of pupils thought they were good or very good at writing.</li> </ul>	<ul style="list-style-type: none"> <li>• P7 pupils in 2014 achieved the highest percentage of pupils performing well, very well or beyond the level at 66%. 59% and 52% of P4 and S2 pupils performed well, very well or beyond the level, respectively.</li> <li>• There was no difference between genders for each of the stages for pupils performing well, very well or beyond the level.</li> <li>• In all stages pupils from the least deprived category did better than pupils from the most deprived category for performing well, very well or beyond the level.</li> <li>• More than 70% of all pupils thought they were very good or good at listening and talking in 2014.</li> </ul>

3.10 The full report from the SSLN Literacy survey, published in April 2015 can be viewed on the Scottish Government website at <http://www.gov.scot/Publications/2015/04/7639>

3.11 In the senior phase, the National Benchmarking Measure for Attainment in Literacy, published on Insight in February 2015 shows an improving trend in the percentage of school leavers attaining literacy across each of SCQF Levels 3 to 6 with its highest performance to date in 2014/15:

- 95% leavers attaining at SCQF Level 3
- 92% leavers attaining at SCQF Level 4
- 70% leavers attaining at SCQF Level 5
- 47% leavers attaining at SCQF Level 6

- 3.12 Girls perform consistently higher than boys across the SCQF Levels with the gap increasing at the higher levels. Pupils from the least deprived areas also performed consistently higher across the Levels year on year, particularly at SCQF Levels 5 and 6 or better.

## **CURRENT EAST LoTHIAN LITERACY LEVELS**

### **Highlights**

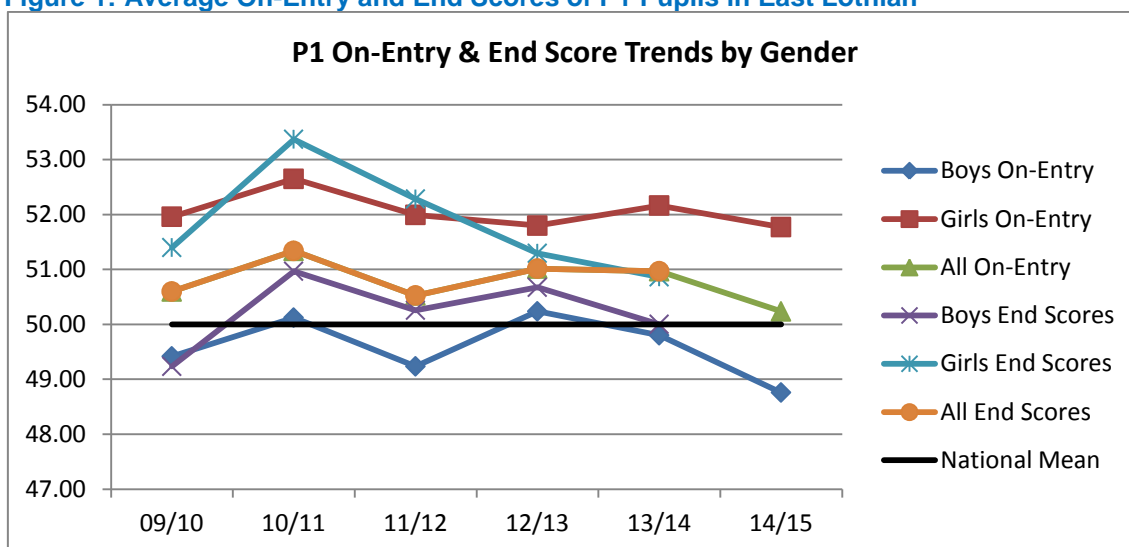
- 3.13 P1 Pupils score consistently higher average scores than the national mean in their baseline assessments although there has been a slight drop in the trend and overall net decrease since 2009/10 in the on-entry scores. Further improvements still need to be made in Literacy in P1 to bring the percentage of pupils making progress as expected or quicker in P1 closer to the national norm.
- 3.14 Across the P3, P5 & P7 stages East Lothian pupils have a higher average standardised score for their InCAS Reading assessments than the national mean in 2014/15 with the combined percentage of P3 to P7 pupils who are performing in line with or above average for reading being higher than the national norm.
- 3.15 East Lothian's InCAS performance at the individual stages varies more, with P3 and P5 pupils performing above the mean and P7 pupils below the national mean.
- 3.16 In the senior phase, East Lothian's performance shows an improved trend across the SCQF Levels 3 to 6, with its highest performance to date at SCQF Levels 3 to 5. While the % attaining Literacy at SCQF Levels 3 and 4 in East Lothian was higher than its Virtual Comparator, East Lothian's percentage at SCQF Levels 5 and 6 is lower than its comparator.
- 3.17 As with the national picture, girls typically outperform boys at all stages and pupils from the least deprived areas had higher performance than other pupils, particularly in the senior phase.
- 3.18 The following charts (Figures 1 to 7), tables (2 to 8) and commentary detail the progress made by East Lothian schools at each stage.
- 3.19 For each measure, three year averages and a 'Trend' are presented along with the annual performance to provide an indication of an overall declining or improving trend by East Lothian schools in relation to the Virtual Comparator and/or the National Average. This approach to presenting trend data has been adopted from Education Scotland.
- 3.20 The 'Trend' is the average annual percentage point change over the number of years given. A positive value indicates an improving trend on average over the period and a negative value indicates a declining trend.

## P1 Literacy Levels

3.21 There are two baseline assessments carried out by P1 Pupils: an on-entry assessment during the first six weeks of the new academic session on-entry to P1 and a follow-up assessment carried out during the final six weeks (May to June) that they are in P1.

3.22 Figure 1 and Table 2 below detail the average on-entry and end scores of P1 pupils in East Lothian by gender since 2009/10. As the on-entry and end raw scores are standardised to provide a comparison with the national average at each point in time, a direct comparison should not be made between the standardised on-entry and end scores.

**Figure 1: Average On-Entry and End Scores of P1 Pupils in East Lothian**



**Table 2: Average On-Entry and End Scores of P1 Pupils in East Lothian**

P1 Ave Scores	09/10	10/11	11/12	12/13	13/14	14/15	3 Yr Ave	5 Yr Trend
Boys On-Entry	49.42	50.12	49.24	50.24	49.80	48.76	49.60	-0.34
Girls On-Entry	51.96	52.65	51.99	51.80	52.16	51.77	51.91	-0.22
All On-Entry	50.60	51.34	50.53	51.02	50.97	50.24	50.74	-0.28
Boys End Scores	49.23	50.97	50.26	50.67	50.00		50.31	0.19
Girls End Scores	51.40	53.37	52.28	51.29	50.86		51.48	-0.13
All End Scores	50.60	51.34	50.53	51.02	50.97		50.84	0.09

*n/a\* P1 follow-up assessments for 2014/15 are currently in progress. Results will be available at the start of the new academic session.*

3.23 Figure 1 and Table 2 above show that East Lothian pupils overall score consistently higher scores on average than the national mean for Reading although the average score for both assessments shows a slight negative trend overall in their on-entry and a slight positive in the end scores since 2009/10.

3.24 Girls consistently score above the national mean in their on-entry and their follow-up assessments. Boys' scores fluctuate more and are typically below the mean on-entry but above the mean in their follow-up

assessments. Similar to the East Lothian average, both the girls and boys scores show a slight negative trend in the on-entry scores.

- 3.25 Girls scores are consistently higher than boys on average by 2.5 points on-entry and 1.7 points in their follow-up assessments. Table 3 below shows the percentage of pupils making progress as expected or quicker than expected by P1 boys and girls in East Lothian. Percentages shaded in green are greater than the national norm of 75%.

**Table 3: P1 Pupils Making Progress As Expected or Quicker Than Expected by Gender**

<b>P1 Rate of Progress</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>3 Yr Ave</b>	<b>5 Yr Trend</b>
Boys	73.4%	64.9%	75.7%	69.6%	72.0%	72.4%	-0.4%
Girls	75.6%	76.0%	80.6%	76.5%	73.7%	76.9%	-0.5%
<b>All Pupils</b>	74.4%	70.2%	78.9%	74.9%	72.8%	75.5%	-0.4%

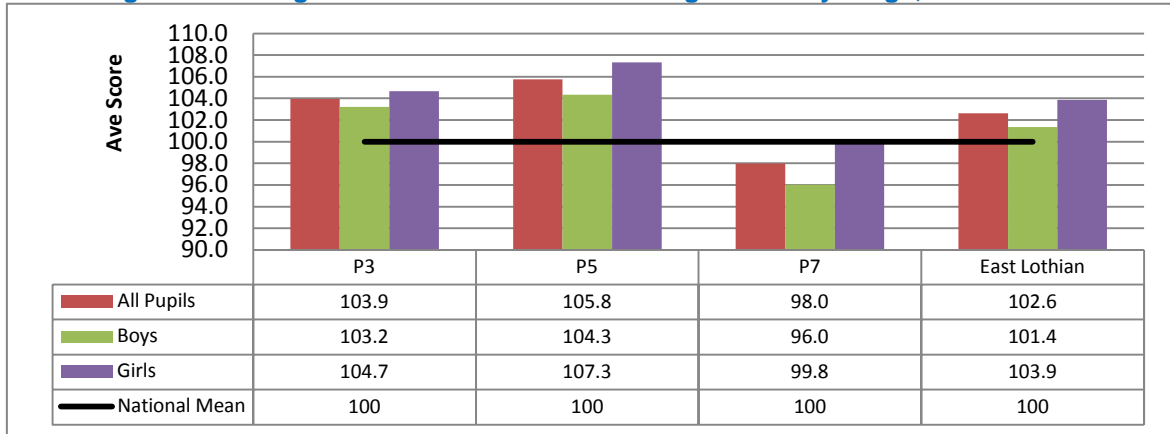
- 3.26 Table 3 above shows that more girls in East Lothian make progress as expected or quicker in Reading through P1 than boys with more girls typically performing above the norm. Overall in East Lothian, the percentage of P1 pupils making progress as expected, or quicker than expected, in Reading has fluctuated year on year and has been typically below the national norm since 2009/10 with the exception of 2011/12.

### **P3 to P7 Literacy Levels**

- 3.27 InCAS Reading assessments are undertaken by each pupil in P3, P5 and P7 in schools across East Lothian at the following times: P7 pupils in November, P5 pupils in February and P3 pupils in March.
- 3.28 As previously mentioned in paragraph 3.3, the InCAS assessments were carried out by schools in East Lothian for the first time in 2014/15 and replaced the previous P3, P5 and P7 ePIPS assessments. Scores from the ePIPS assessments are standardised on a different scale to InCAS and it is not possible to provide comparative historical trends at this time. The 2014/15 InCAS results will provide a baseline going forward for monitoring literacy levels across the P3 to P7 stages.
- 3.29 As also previously mentioned in paragraph 3.4, the 2014/15 P7 cohort was the first group of pupils to undertake the InCAS assessments and a number of technical issues were experienced during this first assessment period which may have prevented some of these P7 pupils from completing the assessments properly. The P7 results may not be fully reflective of the actual ability of the 2014/15 P7 cohort and this will also have an impact on the overall combined stage results.
- 3.30 Figure 3 overleaf details the average Reading scores achieved by gender across the P3, P5 and P7 stages in 2014/15.

Figure 3.../

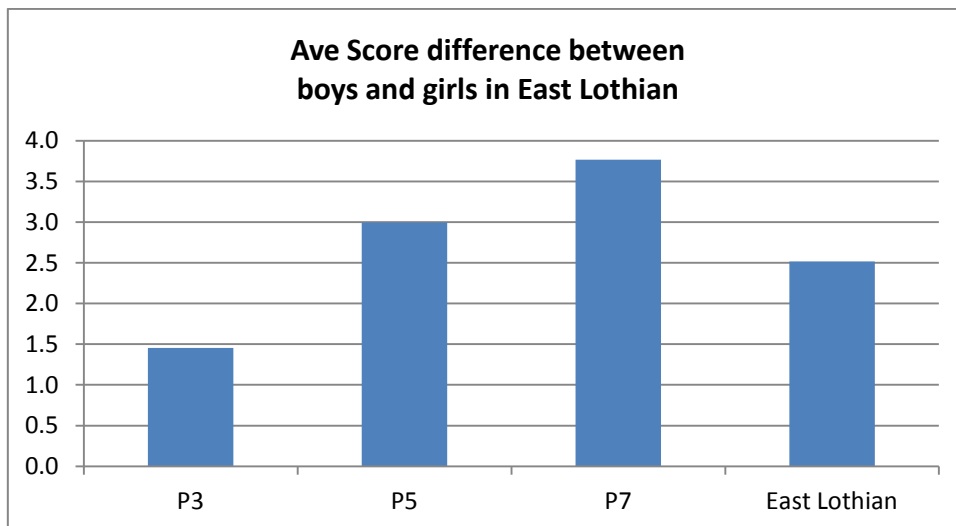
**Figure 3: Average Standardised InCAS Reading Scores by Stage, 2014/15**



3.31 Figure 3 above shows that East Lothian pupils overall scored higher on average than the national mean for Reading by 2.6 points. At the individual stages, P3 and P5 pupils scored between approximately 4 and 6 points higher than the mean while at P7 the score was lower by 2 points.

3.32 Both Boys and Girls scores were above the national mean at the P3 and P5 by between 3 and 5 points at P3 and 4 and 7 points at P5. In P7 both the boys and girls average scores were below the mean, with the boys average 4 points lower and the girls just slightly below by 0.2 points. Girls scores were higher than boys on average across the stages with the gap increasing through the stages (see Figure 4 below).

**Figure 4: Average Standardised InCAS Reading Score Difference between boys & girls by stage, 2014/15**



3.33 Table 4 overleaf shows the percentage of P3 to P7 pupils at each stage and combined in East Lothian who are performing in line with or above average in relation to the normal distribution of scores (84%).

Table 4.../

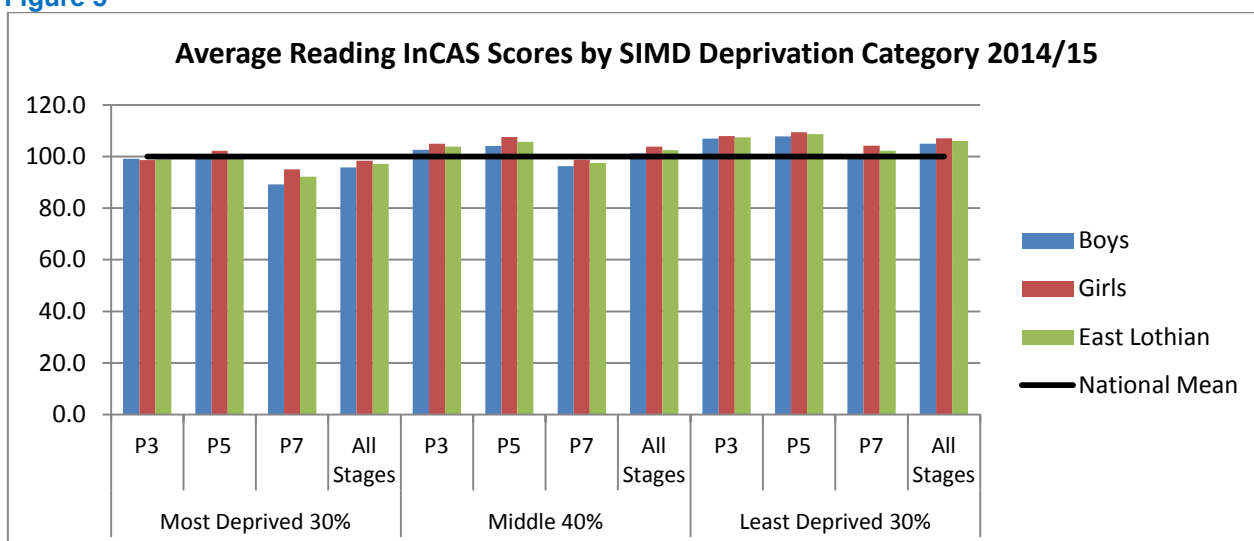
**Table 4: Percentage of pupils performing in line with or above average in their InCAS Reading Scores by stage & gender, 2014/15**

Gender	P3	P5	P7	All
Boys	83.71%	86.92%	75.83%	82.36%
Girls	87.37%	93.39%	83.76%	88.05%
<b>East Lothian</b>	<b>85.57%</b>	<b>90.02%</b>	<b>79.94%</b>	<b>85.21%</b>

3.34 On average 85.2% of East Lothian pupils perform in line with or above the average, higher than the national norm by 1.2% points. Across the stages, more pupils perform in line with or above average at P3 and P5 than the national norm and less pupils at P7. More girls perform in line with or above average in Reading than boys across the stages.

3.35 Figure 5 and Table 5 below detail the average Reading Score in 2014/15 by SIMD (Scottish Index of Multiple Deprivation) Category. Pupils are grouped into 3 categories according to their home postcode: pupils living in the most deprived 30% areas in Scotland, least deprived 30% areas in Scotland and in the middle 40% grouping. In East Lothian, 15% of primary aged pupils live in the most deprived 30% areas and 27% in the least deprived 30% areas.

**Figure 5**



**Table 5: Average Standardised InCAS Reading Scores by SIMD Deprivation, 2014/15**

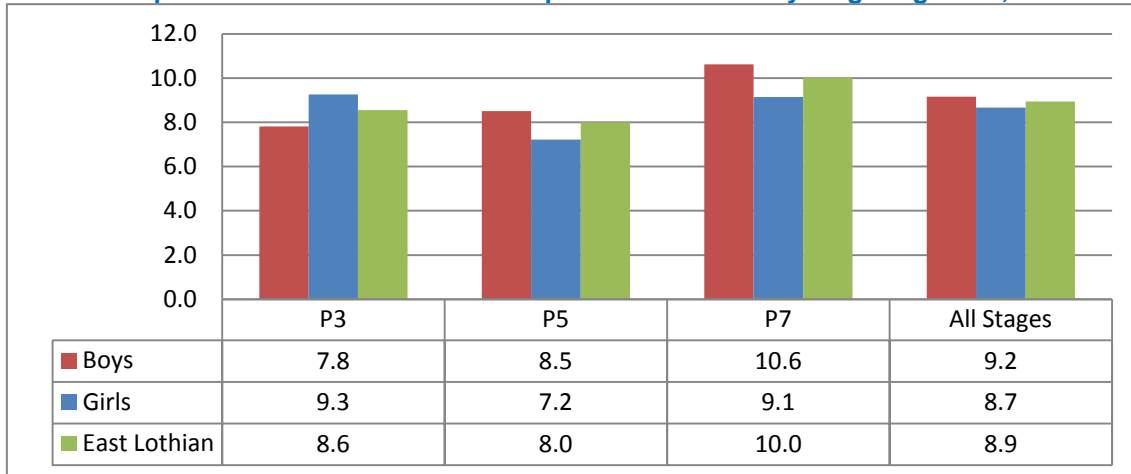
Gender	Most Deprived 30%				Middle 40%				Least Deprived 30%			
	P3	P5	P7	All Stages	P3	P5	P7	All Stages	P3	P5	P7	All Stages
Boys	99.1	99.3	89.2	95.7	102.6	104.1	96.2	101.2	106.9	107.8	99.8	104.9
Girls	98.6	102.2	95.1	98.4	104.9	107.5	98.7	103.8	107.9	109.4	104.2	107.0
<b>East Lothian</b>	<b>98.8</b>	<b>100.6</b>	<b>92.2</b>	<b>97.1</b>	<b>103.8</b>	<b>105.7</b>	97.5	<b>102.5</b>	<b>107.4</b>	<b>108.6</b>	<b>102.2</b>	<b>106.0</b>

3.36 Pupils living in the 30% most deprived areas have typically lower scores on average than the national mean with the exception of P5 while those living in the 30% least deprived areas have typically higher scores with



the exception of P7 boys, which are just slightly below. Pupils living in the least deprived areas score on average between 8 and 9 points higher than those living in the most deprived areas. Figure 6 below shows the average Reading score difference between pupils living in the most deprived 30% and least deprived 30% areas at each stage.

**Figure 6: Average Standardised InCAS Reading Score Difference between pupils living in the Most Deprived 30% areas and Least Deprived 30% areas by stage & gender, 2014/15**

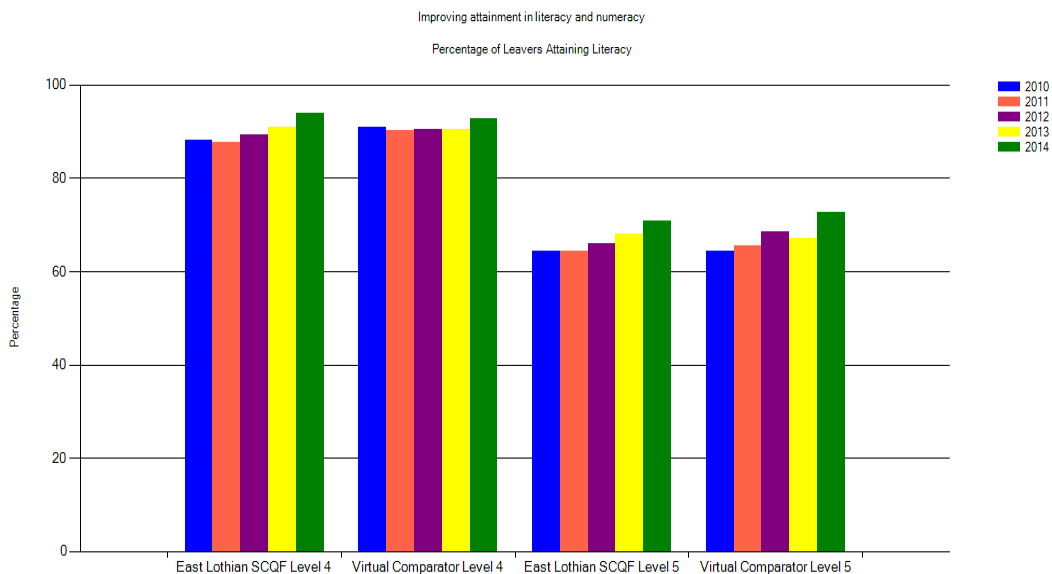


### Senior Phase Literacy Levels

3.37 Figure 7 below details the progress made by East Lothian against its Virtual Comparator in relation to the percentage of the pupils who left in each year who had achieved literacy at SCQF level 4 or better or SCQF level 5 or better (as being the agreed national benchmarks).

3.38 To achieve the given level of literacy a pupil needs to achieve the literacy unit at that level, or English or Gaidhlig course at that level.

**Figure 7: Percentage of all school leavers attaining Literacy to at least SCQF Level 4 or SCQF Level 5 since 2009/10**



3.39 East Lothian's five-year trend indicates an improving trend at both SCQF Level 4 and SCQF Level 5 or better. East Lothian's performance at SCQF Level 4 has been typically lower than the Virtual Comparator for the first three years but has been above the comparator for the last two years. At SCQF Level 5 East Lothian's performance has also been typically lower than the Virtual Comparator with the exception of 2012/13 although the gap with the Virtual Comparator has reduced slightly over the five years.

3.40 The gap between East Lothian's performance and the Virtual Comparator at SCQF Levels 4 and 5 is not considered to be statistically significant by the Scottish Government.

3.41 Table 6 below further breaks the data down to those who achieved Literacy over the same five-year period to at least SCQF Levels 3 to Level 6. Figures are provided for both the Virtual Comparator and the National Establishment but the Virtual Comparator is seen as the key benchmark. Figures shaded in pink in the difference column, indicate that East Lothian's percentage is lower than the Virtual Comparator (VC) and figures shaded in green indicate that East Lothian's percentage is higher. The shading does not necessarily mean, however, that the difference is statistically significant. Where there is a statistical significance, the figure has a **bold border** around it.

**Table 6: Literacy achievement for all pupils that left the school in each year since 2009/10**

	Year	All Leavers (S4 to S6)				Difference between ELC & VC and ELC & NA			
		3+	4+	5+	6+	3+	4+	5+	6+
<b>East Lothian</b>	2009/10	90.54	88.06	64.37	44.32				
	2010/11	90.84	87.64	64.47	41.12				
	2011/12	93.49	89.30	66.00	46.27				
	2012/13	93.15	90.93	68.15	44.69				
	2013/14	96.52	94.00	70.79	45.07				
	3yr ave	94.39	91.41	68.31	45.34				
5yr trend <sup>1</sup>	1.50	1.49	1.61	0.19					
<b>Virtual Comparator</b>	2009/10	93.63	90.85	64.32	43.79	-3.09	-2.79	0.05	0.53
	2010/11	93.63	90.32	65.42	43.96	-2.79	-2.68	-0.95	-2.84
	2011/12	93.60	90.51	68.50	47.56	-0.11	-1.21	-2.50	-1.29
	2012/13	93.95	90.47	67.08	46.45	-0.80	0.46	1.07	-1.76
	2013/14	95.46	92.90	72.76	50.96	1.06	1.10	-1.97	-5.89
	3yr ave	94.34	91.29	69.45	48.32	0.05	0.12	-1.13	-2.98
5yr trend <sup>1</sup>	0.46	0.51	2.11	1.79	1.04	0.97	-0.51	-1.61	
<b>National</b>	2009/10	92.73	88.93	60.58	39.59	-2.19	-0.87	3.79	4.73
	2010/11	93.27	89.47	62.60	41.21	-2.43	-1.83	1.87	-0.09
	2011/12	94.32	90.75	66.09	44.19	-0.83	-1.45	-0.09	2.08
	2012/13	94.96	91.70	66.90	44.29	-1.81	-0.77	1.25	0.40
	2013/14	95.54	92.33	70.33	47.19	0.98	1.67	0.46	-2.12
	3yr ave	94.94	91.59	67.77	45.22	-0.55	-0.18	0.54	0.12
5yr trend <sup>1</sup>	0.70	0.85	2.44	1.90	0.79	0.64	-0.83	-1.71	

<sup>1</sup> 'Trend' is the average annual percentage point change over the number of years given.

- 3.42 Performance in Literacy in East Lothian at SCQF Level 3 or better also shows an improved trend and while the percentage is typically lower than the Virtual Comparator over the five years, the gap has reduced during that time and East Lothian's performance in 2013/14 was higher than the Virtual Comparator for the first time.
- 3.43 At SCQF Level 6 or better, while East Lothian shows a very slight improvement in its percentage performance over the five years, in relation to the Virtual Comparator, East Lothian has been consistently below the comparator since 2009/10 and in 2013/14, East Lothian's performance is statistically seen as being significantly lower than the Virtual Comparator.
- 3.44 Table 7 below details the performance of boys and girls in Literacy at the point of leaving school. Figures are provided for both the Virtual Comparator and the National Establishment but the Virtual Comparator is seen as the key benchmark. The difference between the East Lothian percentage and the Virtual Comparator is represented by pink and green shading. Figures shaded in pink indicate that East Lothian's percentage is lower than the Virtual Comparator (VC) and figures shaded in green indicate that East Lothian's percentage is higher. Again, where the difference is seen as being statistically significant, the figure will have a **bold border** around it.

**Table 7: Literacy achievement for all pupils that left the school in each year since 2009/10 by Gender**

Year	Boys				Girls			
	3+	4+	5+	6+	3+	4+	5+	6+
<b>East Lothian</b> 2009/10	90.33	86.80	60.22	35.32	90.77	89.39	68.76	53.83
2010/11	90.39	86.62	61.41	36.02	91.36	88.80	67.98	46.95
2011/12	93.68	89.05	58.11	34.74	93.31	89.54	73.85	57.74
2012/13	92.91	89.66	62.07	36.02	93.39	92.22	74.32	53.50
2013/14	94.89	90.72	63.26	36.36	98.22	97.43	78.66	54.15
3yr ave	93.83	89.81	61.15	35.71	94.97	93.06	75.61	55.13
5yr trend <sup>1</sup>	1.14	0.98	0.76	0.26	1.86	2.01	2.48	0.08
<b>Virtual Comparator</b> 2009/10	93.55	90.13	60.48	37.58	93.71	91.61	68.37	50.35
2010/11	93.29	89.06	61.68	39.33	94.01	91.77	69.71	49.25
2011/12	92.23	88.32	61.33	38.04	94.96	92.70	75.63	57.01
2012/13	93.30	88.72	61.61	38.49	94.61	92.26	72.65	54.53
2013/14	94.30	90.97	67.05	43.16	96.68	94.92	78.72	59.09
3yr ave	93.28	89.34	63.33	39.90	95.42	93.29	75.67	56.88
5yr trend <sup>1</sup>	0.19	0.21	1.64	1.40	0.74	0.83	2.59	2.19
<b>National</b> 2009/10	91.86	86.76	53.96	32.21	93.62	91.15	67.33	47.11
2010/11	92.49	87.55	56.30	33.86	94.07	91.43	69.04	48.73
2011/12	93.42	88.73	59.41	36.11	95.23	92.81	72.91	52.43
2012/13	94.12	89.86	60.65	36.24	95.82	93.62	73.39	52.64
2013/14	94.69	90.49	64.00	38.39	96.40	94.21	76.78	56.14
3yr ave	94.08	89.69	61.35	36.91	95.82	93.55	74.36	53.74
5yr trend <sup>1</sup>	0.71	0.93	2.51	1.55	0.70	0.76	2.36	2.26

- 3.45 Both the boys and the girls show a fluctuating but improved trend overall across the SCQF Levels with the girls improving at a slightly higher rate across Levels 3 to 5.
- 3.46 The boys' percentage performance is typically below the Virtual Comparator although the gap has reduced at SCQF Levels 3 and 4 from 3% to 0.5% or less over the last 3 years bringing the performance in line with the Virtual Comparator. At SCQF Levels 5 and 6 or better, while the boys performance has improved slightly overall, the gap between East Lothian and the Virtual Comparator has increased as the Virtual Comparator has improved at a higher rate and the boys performance in 2013/14 was significantly lower.
- 3.47 Again, the girls' percentage performance is typically below the Virtual Comparator. At SCQF Levels 3 and 4, the girls in East Lothian have improved at a higher rate to the Virtual Comparator and in 2013/14 the percentage performance was above the comparator for the first time and at Level 4 the performance was significantly greater. At SCQF Level 5 the girls' performance has also improved reducing the gap with the Virtual Comparator and for the last two years the performance has been in line with or above the Virtual Comparator. At SCQF Level 6 the girls' performance has fluctuated more and the gap increased to 5 percentage points in 2013/14.
- 3.48 As with the national picture and the virtual comparator the percentage of girls attaining literacy at each SCQF Level or better in East Lothian is consistently higher than boys with the exception of Level 3 in 2011/12 which was slightly below.
- 3.49 The gap on average between the boys and girls performance at SCQF Levels 3 and 4 in East Lothian is typically lower than the Virtual Comparator and National Average with the exception of 2013/14 where the girls' performance was 5% higher than previous years. At SCQF Levels 5 and 6, the gap between boys and girls in East Lothian is typically greater than the Virtual Comparator and National Average.
- 3.50 Table 8 overleaf details the % of school leavers attaining Literacy in relation to deprivation. Figures are provided for both the Virtual Comparator and the National Establishment but the Virtual Comparator is seen as the key benchmark. The difference between the East Lothian percentage and the Virtual Comparator is represented by pink and green shading. Figures shaded in pink indicate that East Lothian's percentage is lower than the Virtual Comparator (VC) and figures shaded in green indicate that East Lothian's percentage is higher. Where the difference is seen as being statistically significant, the figure will have a **bold border** around it.
- 3.51 The pupils are grouped into three categories of deprivation according to the Scottish Index of Multiple Deprivation (SMID) rank of their home area: most deprived 30% areas in Scotland, the middle 40% of areas, and the least deprived 30% areas in Scotland. In East Lothian, 16% of school

leavers on average live in the most deprived 30% areas and 29% in the least deprived 30% areas.

**Table 8: Literacy achievement for all pupils that left the school in each year since 2009/10 by SIMD Deprivation Category**

Year	Most Deprived 30% areas				Middle 40%				Least Deprived 30% areas			
	3+	4+	5+	6+	3+	4+	5+	6+	3+	4+	5+	6+
<b>East Lothian</b> 2009/10	77.97	73.45	41.81	25.99	92.33	89.37	63.59	42.86	94.59	94.26	79.39	58.11
2010/11	82.10	74.69	43.83	20.99	89.59	86.18	60.00	36.42	97.78	97.14	83.81	60.63
2011/12	90.67	79.33	41.33	22.00	93.01	89.22	64.27	43.86	95.99	94.89	82.85	64.23
2012/13	86.75	83.73	50.60	19.88	92.03	89.43	65.16	40.55	98.98	97.95	83.96	66.89
2013/14	95.12	89.63	56.71	27.44	96.57	94.04	68.23	40.97	97.15	96.20	82.59	61.39
3yr ave	90.85	84.23	49.55	23.11	93.87	90.90	65.89	41.79	97.37	96.35	83.13	64.17
5yr trend <sup>1</sup>	4.29	4.05	3.73	0.36	1.06	1.17	1.16	-0.47	0.64	0.48	0.80	0.82
<b>Virtual Comparator</b> 2009/10	86.61	80.45	40.56	22.82	94.23	91.66	63.34	40.89	96.66	95.51	80.41	61.96
2010/11	88.64	80.19	41.60	21.91	93.06	89.90	62.20	39.51	97.30	96.35	83.97	63.97
2011/12	86.60	77.73	42.27	23.53	93.76	91.34	68.22	45.33	97.12	95.91	83.39	65.00
2012/13	88.80	80.60	47.59	25.12	93.38	89.74	63.05	42.53	97.99	97.51	86.08	66.25
2013/14	93.29	86.83	55.18	32.80	95.43	93.23	71.03	47.89	96.65	95.47	84.91	65.76
3yr ave	89.56	81.72	48.35	27.15	94.19	91.44	67.43	45.25	97.25	96.30	84.79	65.67
5yr trend <sup>1</sup>	1.67	1.60	3.66	2.50	0.30	0.39	1.92	1.75	0.00	-0.01	1.13	0.95
<b>National</b> 2009/10	87.85	80.80	41.53	21.74	93.49	90.31	61.70	39.34	96.67	95.32	78.47	58.14
2010/11	89.21	81.68	44.40	23.62	93.63	90.59	62.91	40.20	96.82	95.72	80.29	60.09
2011/12	90.70	83.59	48.12	25.90	94.59	91.71	66.54	43.70	97.4	96.31	82.65	62.29
2012/13	92.09	85.63	50.19	26.65	95.21	92.62	67.58	44.12	97.48	96.53	82.69	62.17
2013/14	93.35	87.17	55.11	30.71	95.60	93.08	71.12	46.75	97.66	96.48	84.49	64.27
3yr ave	92.05	85.46	51.14	27.75	95.13	94.11	68.41	44.86	97.51	96.44	83.28	62.91
5yr trend <sup>1</sup>	1.38	1.59	3.40	2.24	0.53	0.69	2.36	1.85	0.25	0.29	1.51	1.53

3.52 As with the national picture and the virtual comparator the percentage of leavers living in areas of deprivation attaining literacy at each SCQF Level or better in East Lothian is consistently lower than those from the least deprived areas.

3.53 There are typically more school leavers in East Lothian from the most deprived 30% areas attaining Literacy at SCQF Levels 3 to 5 than the Virtual Comparator but less at SCQF Level 6 with a positive trend showing across the levels, particularly at SCQF Levels 3 to 5.

3.54 Leavers in the middle 40% grouping also show an improved trend across SCQF Levels 3 to 5 in East Lothian and while there have been typically less pupils than the Virtual Comparator attaining Literacy across the SCQF Levels, at Levels 3 and 4 the gap has reduced and in 2013/14 there were more pupils attaining at these levels than the Virtual Comparator.

3.55 The percentage of leavers in the least deprived 30% category in East Lothian has fluctuated more at SCQF Levels 3 and 4 and in the last couple of years has been typically in line with or higher than the Virtual Comparator. At SCQF Levels 5 and 6, however, while showing a slight improved trend, there have typically been less pupils attaining Literacy than the Virtual Comparator and in 2013/14 East Lothian had 4% less attaining at SCQF Level 6 or better.

#### **4 POLICY IMPLICATIONS**

4.1 There are no policy implications in this report.

#### **5 EQUALITIES IMPACT ASSESSMENT**

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

#### **6 RESOURCE IMPLICATIONS**

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

#### **7 BACKGROUND PAPERS**

7.1 Scottish Government Insight Tool  
<http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>

7.2 Scottish Survey of Literacy and Numeracy 2014 (Literacy)  
<http://www.gov.scot/Publications/2015/04/7639>

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