CHILDREN, EDUCATION AND SKILLS

Summary statistics for attainment, leaver destinations and healthy living

No. 5: 2015 Edition
17 June 2015

This annual statistical publication provides information on:

- **Post review attainment** for 2013/14 school leavers
- **Initial and follow up school leaver destinations** for 2013/14
- The **healthy living survey** taken in February 2015

Information on attainment and leaver destinations has been updated following methodological changes and changes to data availability. Data for 2011/12, 2012/13 and 2013/14 leaver cohorts have been updated and supersede previously published figures for these years.
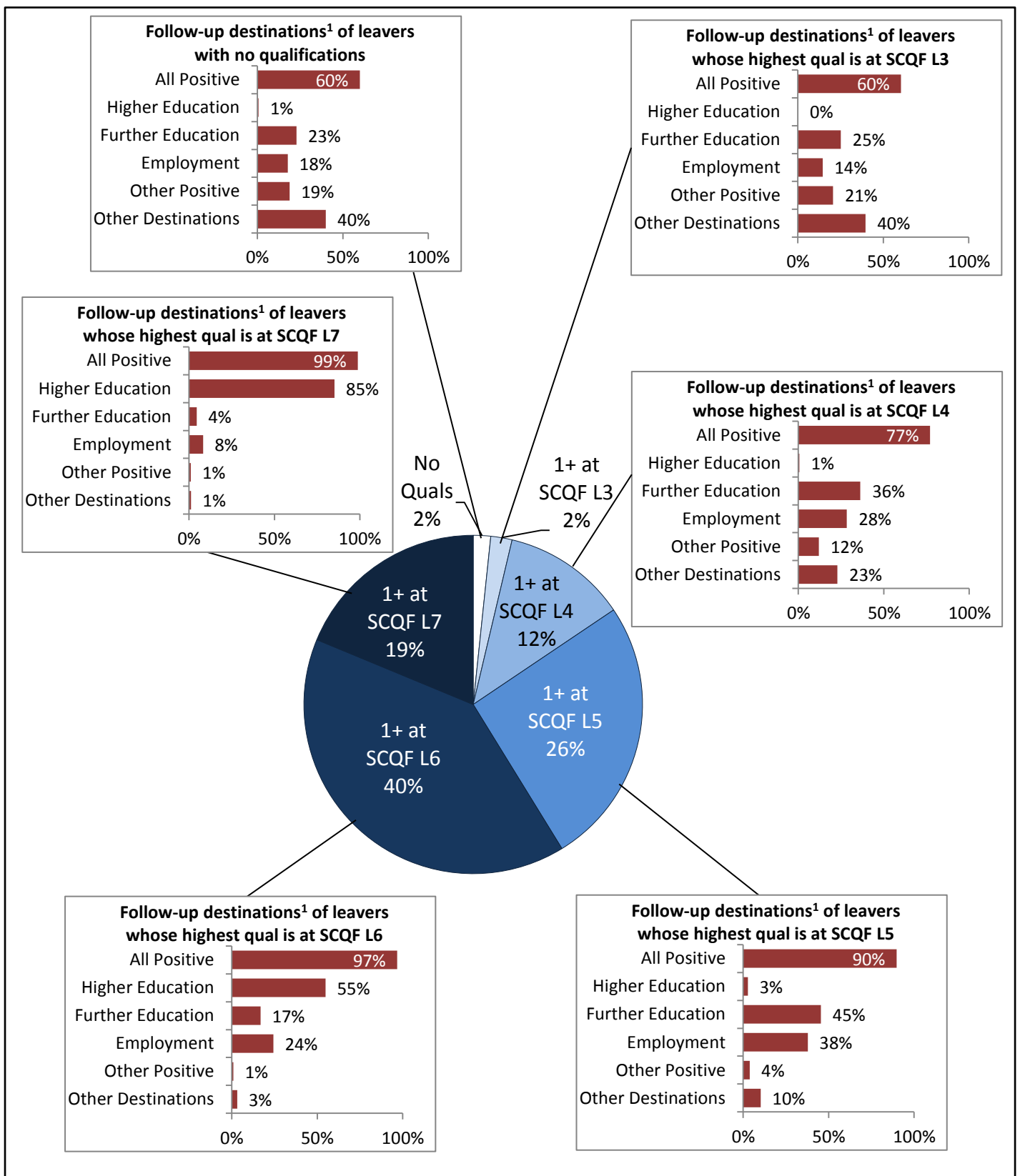
Supplementary data tables can be found at:
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets

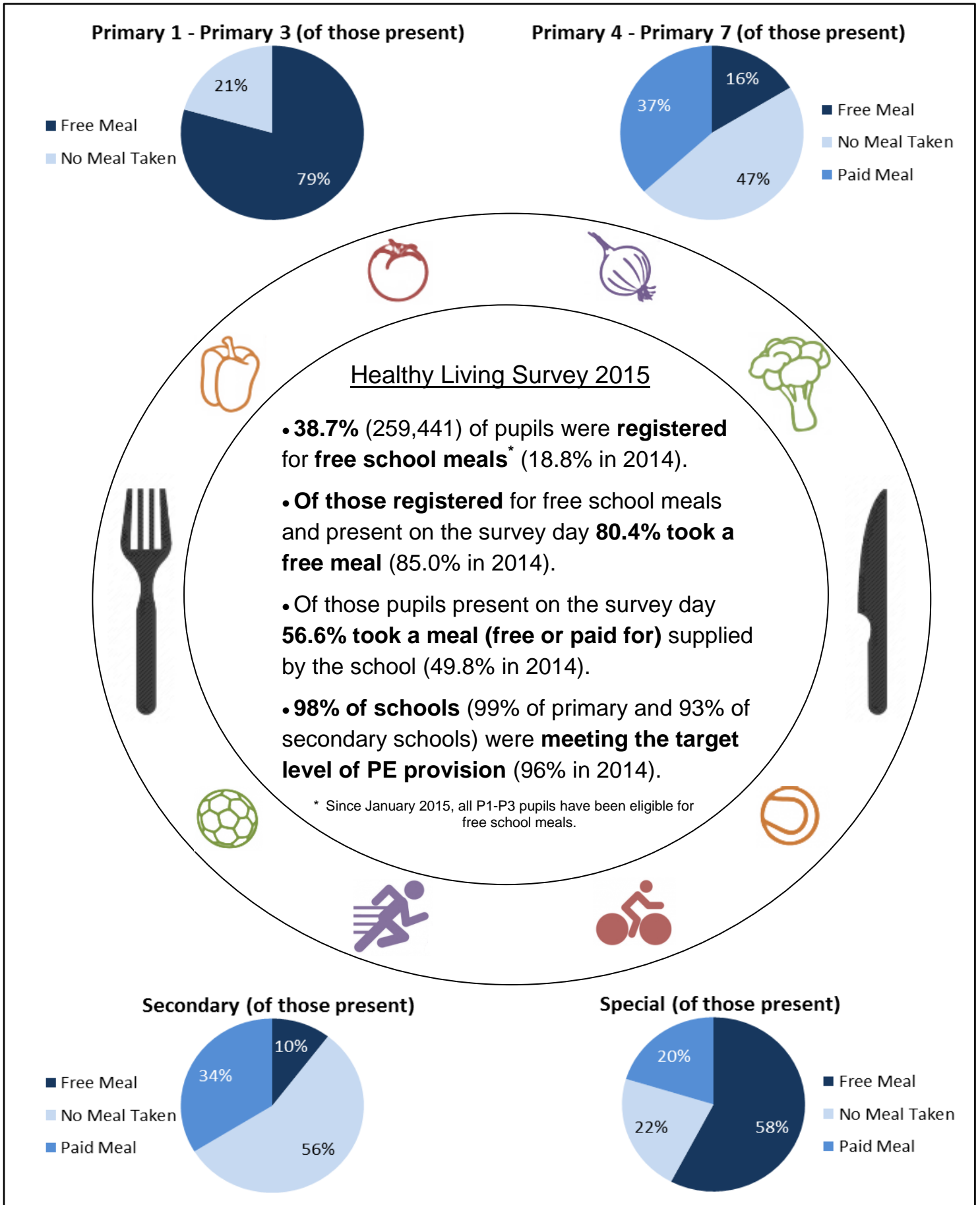Requests for further or additional analysis can be e-mailed to:
school.stats@scotland.gsi.gov.uk

The diagram below shows the highest level of achievement for 2013/14 school leavers, and the leaver destinations[1] of pupils who attain at each of these levels.

Follow-up destinations[1] of leavers with no qualifications

All Positive	60%
Higher Education	1%
Further Education	23%
Employment	18%
Other Positive	19%
Other Destinations	40%

Follow-up destinations[1] of leavers whose highest qual is at SCQF L3

All Positive	60%
Higher Education	0%
Further Education	25%
Employment	14%
Other Positive	21%
Other Destinations	40%

Follow-up destinations[1] of leavers whose highest qual is at SCQF L7

All Positive	99%
Higher Education	85%
Further Education	4%
Employment	8%
Other Positive	1%
Other Destinations	1%

Follow-up destinations[1] of leavers whose highest qual is at SCQF L4

All Positive	77%
Higher Education	1%
Further Education	36%
Employment	28%
Other Positive	12%
Other Destinations	23%

Pie chart:
- No Quals 2%
- 1+ at SCQF L3 2%
- 1+ at SCQF L4 12%
- 1+ at SCQF L5 26%
- 1+ at SCQF L6 40%
- 1+ at SCQF L7 19%

Follow-up destinations[1] of leavers whose highest qual is at SCQF L6

All Positive	97%
Higher Education	55%
Further Education	17%
Employment	24%
Other Positive	1%
Other Destinations	3%

Follow-up destinations[1] of leavers whose highest qual is at SCQF L5

All Positive	90%
Higher Education	3%
Further Education	45%
Employment	38%
Other Positive	4%
Other Destinations	10%

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[1] 'Other Positive' includes 'Activity Agreement', 'Training' and 'Voluntary Agreement'. 'Other Destinations' includes 'Unemployed Seeking', 'Unemployed Not Seeking' and 'Unknown'. Note that percentages within pie chart may add up to greater than 100% due to rounding.

This diagram shows the main findings from the Healthy Living Survey 2015.

Primary 1 - Primary 3 (of those present)

21%
79%

- Free Meal
- No Meal Taken

Primary 4 - Primary 7 (of those present)

16%
37%
47%

- Free Meal
- No Meal Taken
- Paid Meal

Healthy Living Survey 2015

- **38.7%** (259,441) of pupils were **registered** for **free school meals**[*] (18.8% in 2014).

- **Of those registered** for free school meals and present on the survey day **80.4% took a free meal** (85.0% in 2014).

- Of those pupils present on the survey day **56.6% took a meal (free or paid for)** supplied by the school (49.8% in 2014).

- **98% of schools** (99% of primary and 93% of secondary schools) were **meeting the target level of PE provision** (96% in 2014).

  [*] Since January 2015, all P1-P3 pupils have been eligible for free school meals.

Secondary (of those present)

10%
34%
56%

- Free Meal
- No Meal Taken
- Paid Meal

Special (of those present)

20%
22%
58%

- Free Meal
- No Meal Taken
- Paid Meal

Contents

List of tables

List of charts

1. Introduction

1.1 This publication brings together Scottish Qualifications Authority (SQA) attainment information and Skills Development Scotland (SDS) leaver destination information to present a picture of how achievement at school influences what happens within the first year after leaving school.

1.2 Information from SDS was matched to the Pupil Census on a number of criteria (Scottish Candidate Number (SCN), Centre, Date of Birth, amongst others) and then matched to the SQA attainment data. The school and pupil characteristics information from this linkage has been used throughout the publication (except for the Scotland Performs National Indicator). This enables analysis of attainment and destinations by pupil characteristic, for example. For more information on the matching process, and updates to it, please see background note 3.1.

1.3 The presentation of school leaver attainment data in this publication reflects the move to a more outcomes-based approach. Leavers have been classified by identifying the highest SCQF level at which they achieved one or more passes by the time they leave school. This system includes SQA attainment for courses at SCQF levels 3 to 7 each individual has achieved throughout their schooling (see background note 2.1).

1.4 This approach aligns more closely with the changes arising from the introduction of Curriculum for Excellence (CfE) and its more flexible approach to learning in terms of the range of qualifications available and when these can be taken. In time this information will help to monitor the effect of these changes on attainment and leaver destinations.

1.5 The information on school leaver destinations presented in this publication helps national and local partnership collaborations to improve post-16 transition planning for young people. It also contributes towards the Scottish Performs National Indicator on increasing the proportion of young people in learning, training or work. The National Indicator reflects the Opportunities for All commitment to an offer of an appropriate place in learning and training for those young people not already engaged in education, training or employment. Although it is currently still measured using the SDS leaver destination information while systems are put in place to measure participation in learning, training or work for all 16 to 19 year olds.

1.6 This publication also includes information from the Healthy Living Survey, conducted in late February 2015. The Healthy Living Survey combines the annual school meals survey and a Physical Education (PE) survey introduced in 2012. The Healthy Living Survey data are collected at a school level and are not related to the other information in this publication. They are presented in sections 5 and 6.

2. Leaver destinations

> - **91.7%** of 2013/14 leavers in a positive follow up destination in March 2015 (90.4% for 2012/13)
> - Almost **two thirds** of 2013/14 leavers left at the **end of S6**
> - Scotland Performs National Indicator to "increase the proportion of young people in learning, training or work" shows **performance improving**

2.1 Skills Development Scotland (SDS) attempt to gather primary destination (e.g. HE, employment etc.) information for each young person they have identified as a school leaver in the September after they leave school and again the following March. This information is used to inform *16+ Learning Choices*[2], and other policy initiatives, and helps ensure that adequate support is provided for young people who may require help with entering and sustaining a positive destination.

2.2 It is also used to monitor progress on the [Scottish Government National Indicator](): "increase the proportion of young people in learning, training or work". This year this National Indicator on the Scotland Performs website indicates 'performance improving'. The National Indicator is based on SDS school leaver destinations. The percentage in a positive initial destination in October 2014 was 92.3 per cent and the percentage in a positive follow-up destination in March 2015 was 91.5 per cent. This is a 1.5 percentage point increase on last year's follow up figure of 90.0 per cent.

2.3 The National Indicator reflects the Opportunities for All commitment to an offer of an appropriate place in learning and training for those young people, aged 16-19, not already engaged in education, training or employment. It is currently still measured using the SDS school leaver destination information while systems are put in place to measure participation in learning, training or work for all 16 to 19 year olds. When this measure of participation for 16-19 year olds becomes available this will result in a fundamental change (no longer just school leavers) to measuring progress or otherwise, against this indicator. For this reason and after consultation with Scotland Performs, it was recommended that any changes to measuring this National Indicator are deferred until the participation measure is fully developed.

2.4 SDS release initial leaver destinations data in December, which is available on their website (http://www.skillsdevelopmentscotland.co.uk/statistics/school-leaver-destination-returns/). SDS also publish information on the follow-up destinations, due for release on 25th June.

2.5 The school leaver destinations data is matched to the pupil census so that pupil characteristics and attainment data can be linked to the destinations. If a robust match can be made, more valuable conclusions can be drawn from the data. This means that some leavers are excluded from the analysis. Only leavers with a match to the pupil census are included in the analysis within this publication. (See background note 3.1 for more information on the matching process and the changes from previously published data).

2.6 For 2013/14 school leavers, almost two thirds (65 per cent) left at the end of S6, around a quarter (24 per cent) left at the end of S5, and 11 per cent left at the end of S4.

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[2] http://www.scotland.gov.uk/Publications/2010/03/30180354/0

Only around 0.1 per cent left in S3 or another stage. The following chart and table shows leavers by stage for 2013/14.

**Table 1: Number and percentage of leavers by stage of leaving, 2013/14**

Leavers	Stage of leaving				
	S6	S5	S4	S3	Other
Number	32,519	11,898	5,500	<50	<20
Percentage	65.1%	23.8%	11.0%	<0.1%	<0.1%

2.7 Between 2000/01 and 2008/09, the percentage of S4 pupils staying on at school until S6 remained largely unchanged at around 45 per cent. However, since 2009/10 the staying on rate has been increasing, reaching 62 per cent in 2014/15. Therefore the profile of leavers will have changed notably over this time period.

2.8 Looking at the follow up destinations of 2013/14 school leavers by stage of leaving, it is clear that the majority of leavers who enter Higher Education remain at school until the end of S6. Chart 1 also shows:
- For S5 leavers, the most common follow-up destination in 2013/14 was Further Education (35 per cent of leavers) closely followed by employment (37 per cent).
- For S4 leavers, the most common destination was also Further Education (39 per cent of leavers), although this accounts for less than a fifth of all the leavers in Further Education.
- Due to the small numbers of leavers from S3 or other stages it is difficult to represent this on the chart. Of the 44 leavers from S3, around 60 per cent were in a positive destination in March 2015.

Chart 1. Follow up destination of leavers by stage of leaving, 2013/14
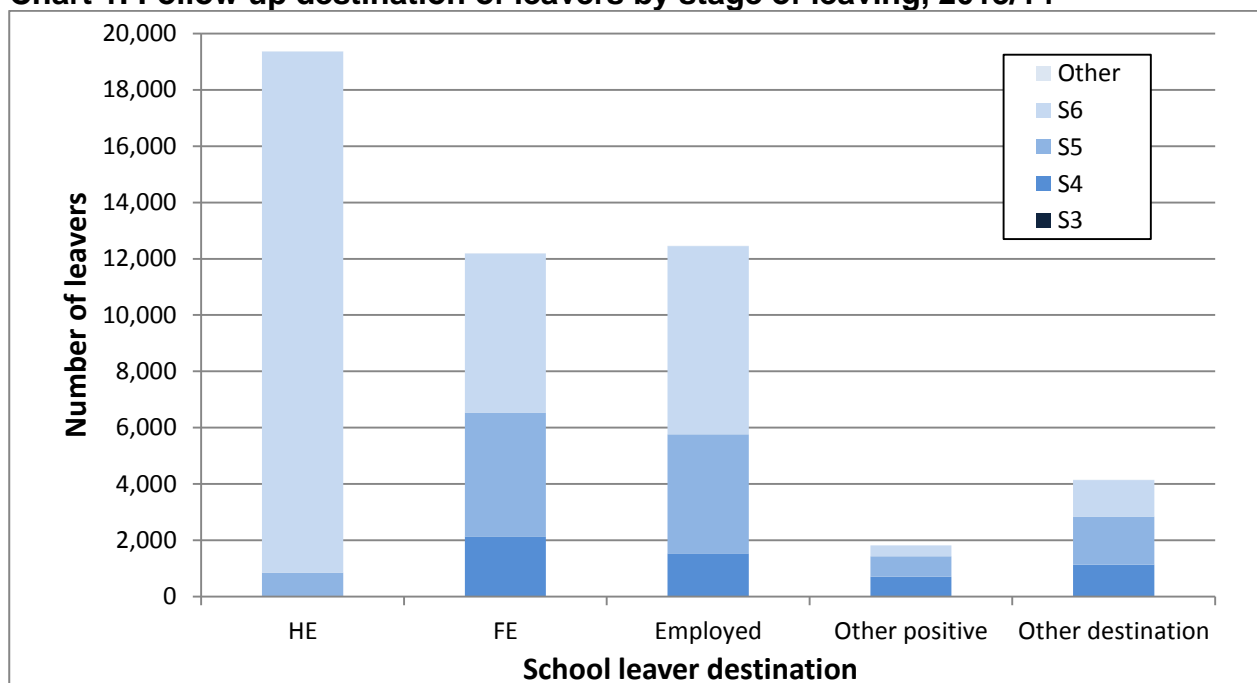
1. Other positive includes activity agreements, training and voluntary work.
2. Other destination includes unemployed seeking, unemployed not seeking, and unknown.

2.9 Table 2 shows that percentage of all leavers in a positive follow up destination in 2013/14 was 91.7 per cent, higher than in 2012/13 (90.4 per cent). This is lower than the initial percentage of 92.5 per cent, but the change between the initial and follow up figure

is smaller than for the 2012/13 leavers cohort. These figures differ from the SDS figures used for the National Indicator as they only include leavers with a match to the pupil census. The matching process has also been amended this year, and figures here supersede previously published data. See background note 3.1 for more information.

2.10 In March 2015, 63 per cent of the 2013/14 leavers were in Higher or Further Education, compared with 61 per cent for the 2012/13 leavers cohort. The proportion in employment remains about the same at 25 per cent, whereas the percentage unemployed and seeking has decreased from 8 per cent in 2012/13 follow up to 7 per cent in 2013/14 follow up.

Table 2. Percentage of school leavers by initial and follow up destination category, 2011/12 to 2013/14

Column Percent (percentages may not total 100 due to rounding)

	2011/12			2012/13			2013/14		
	Initial	Follow Up[2]	% point change	Initial	Follow Up[2]	% point change	Initial	Follow Up[2]	% point change
Destination Category									
Higher Education	37.8	36.1	-1.7	37.1	36.9	-0.2	39.5	38.7	-0.8
Further Education	26.6	24.8	-1.8	27.7	24.5	-3.2	26.2	24.4	-1.8
Training	4.5	3.6	-0.9	4.8	3.1	-1.7	4.0	2.5	-1.5
Employment	19.8	23.9	4.1	20.4	24.6	4.2	21.3	24.9	3.6
Voluntary Work	0.4	0.5	0.1	0.5	0.5	0	0.4	0.4	0
Activity Agreement[1]	0.9	0.7	-0.2	1.3	0.9	-0.4	1.1	0.7	-0.4
Unemployed seeking	8.1	8.1	0.0	6.9	7.6	0.7	6.1	6.5	0.4
Unemployed Not Seeking	1.3	1.8	0.5	1.1	1.6	0.5	1.1	1.5	0.4
Unknown	0.4	0.6	0.2	0.3	0.3	0.0	0.3	0.3	0.0
Positive Destinations	90.1	89.6	-0.5	91.7	90.4	-1.3	92.5	91.7	-0.8
Number of Leavers	**49,745**	**49,610**		**51,647**	**51,515**		**50,099**	**49,980**	

1. In April 2011 the Scottish Government rolled out the use of Activity Agreements.
2. Leavers who moved outwith Scotland, were deceased, or who had returned to school between the initial and the follow up survey were excluded.

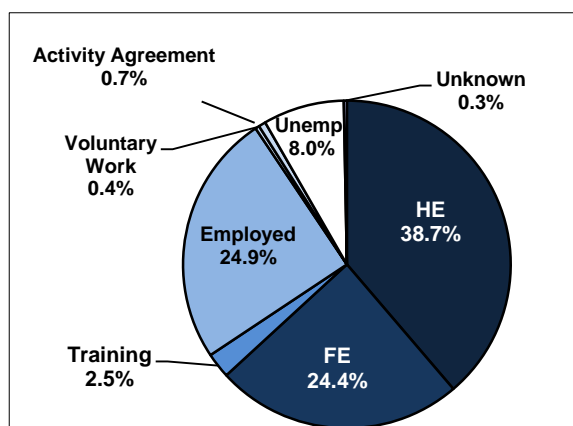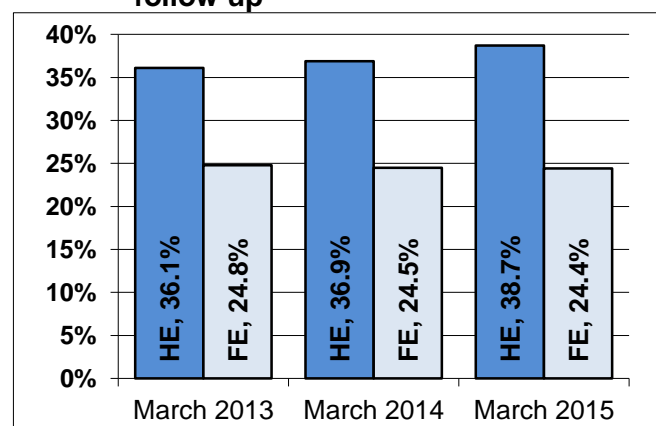**Chart 2. Follow up destinations 2013/14**

Chart 3. Percentage of leavers in HE & FE in follow up

2.11 Table 3 shows the follow up leaver destinations for pupils by various characteristics taken from the Pupil Census. Destinations have improved on the whole for most groups. The table shows the extent to which pupils from areas of high deprivation continue to be less likely to enter positive destinations, although they are improving at a faster rate than less deprived pupils. Pupils with additional support needs similarly are less likely to be in a positive destination. Leavers who identified their ethnicity as Asian - Chinese continue to have the highest proportion in positive destinations. Girls also continue to be more likely to enter a positive destination than boys. More information on destinations by pupil characteristics is available in the supplementary tables. A list of the tables available is in the background notes.

2.12 The scope of this collection is limited to school leavers, but other sources are available to assess patterns across the wider society. For example, information on employment trends more broadly is available within the Labour Market section of the Scottish Government website, and the Scottish Funding Council publishes data on participation in Higher Education.

Table 3. Percentage of school leavers in a positive follow up destination, by pupil characteristic, 2011/12 to 2013/14

	Percentage in a positive follow-up destination		
	2011/12	2012/13	2013/14
Gender			
Male	88.5	89.3	90.6
Female	90.7	91.6	92.8
Ethnicity[1]			
White - Scottish	89.5	90.3	91.5
White - non-Scottish	89.9	92.1	92.9
Mixed or multiple ethnic groups	86.4	92.0	93.7
Asian - Indian	93.9	91.2	96.6
Asian - Pakistani	92.7	92.4	93.2
Asian - Chinese	98.3	98.8	98.8
Asian - Other	94.4	95.7	97.0
African/ Black/ Caribbean[2]	94.8	91.9	95.9
All other categories[3]	91.9	92.1	91.7
Not Disclosed/Not known	87.0	88.1	88.7
Urban/Rural			
Large Urban Areas	88.1	89.0	90.7
Other Urban Areas	89.9	90.4	91.5
Acessible Small Towns	90.2	92.1	93.2
Remote Small Towns	91.1	93.1	93.2
Accessible Rural	90.1	90.4	92.4
Remote Rural	93.5	94.2	95.5
SIMD[4]			
0-20% (most deprived)	81.8	83.0	85.0
20-40%	86.8	87.8	89.5
40-60%	90.2	91.7	92.5
60-80%	93.3	93.7	94.7
80-100% (least deprived)	95.4	95.9	96.9
Additional Support Needs[5]			
ASN	82.0	82.5	84.4
No ASN	90.7	92.0	93.4
All Leavers	**89.6**	**90.4**	**91.7**

1. The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to agree with the categories used in the main population census. Some categories have been grouped together due to small numbers. Some categories contain between 100-200 leavers.
2. For 2011/12, 2012/13 and 2013/14 the 'African/ Black/ Caribbean' category includes 'African', 'African - Other', and the 'Caribbean or Black' categories.
3. 'All other categories' includes 'Other - other' and 'Other - Arab'.
4. Based on SIMD 2012 for 2011/12 and 2012/13. More information on the Scottish Index of Multiple Deprivation can be found at: http://www.scotland.gov.uk/Topics/Statistics/SIMD
5. Pupils who have a CSP, IEP or Other Support Plan.

3. Attainment

- **58.8%** of leavers left with one or more passes at SCQF level 6 or better – up from 55.8% for 2012/13
- **1.7%** of school leavers attained no passes at SCQF level 3 or better – similar to 2012/13 at 1.5%
- Around **97%** of leavers attained literacy at SCQF level 3 or above. Similarly **97%** of leavers attained numeracy at this level

3.1 Qualifications in Scotland are based on the Scottish Credit and Qualifications Framework (SCQF). There are 12 levels on the framework, SCQF levels 1 to 7 are covered by school education. The SCQF levels are shown below for information.

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; National 5 at A-C; Standard Grade (Credit)
Level 4	Intermediate 1 at A-C; National 4; Standard Grade (General)
Level 3	Access 3; National 3; Standard Grade (Foundation)
Level 2	Access 2; National 2

3.2 The new National qualifications, along with Standard Grades and Intermediates make up SCQF levels 3 to 5. Standard Grades had three award levels: Foundation (SCQF level 3), General (SCQF level 4) and Credit (SCQF level 5). Standard Grades were supplemented with Intermediate 1 (SCQF level 4) and Intermediate 2 (SCQF level 5). Since 2013/14, under CfE, these qualifications are being phased out and replaced with National 3, 4 and 5 qualifications. There were no Standard Grade qualifications available in 2013/14 and Intermediates will cease to exist from 2015/16. Therefore this cohort of leavers is the first to include young people who have taken any of the new National qualifications, but it also includes substantial numbers of leavers who did not take such qualifications.

3.3 Other new qualifications are being introduced, with new Highers from 2014/15 and new Advanced Highers from 2015/16. Further information on the new qualifications can be found at:
http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/qualifications

3.4 For most young people S4 is the last compulsory year of school, but the majority will choose to stay on and complete S5 and S6. Highers (SCQF level 6) are generally taken in S5/S6; Highers, sometimes along with Advanced Highers (SCQF level 7, usually taken in S6), are the qualifications required for entry into Higher Education.

3.5 Under CfE, schools and their partners are able to offer greater personalisation and choice in the senior phase (S4 to S6) in a range of ways, for example by: designing the senior phase as a three year experience rather than planning each year separately; delivering qualifications over a variable timeframe in response to young people's needs and prior achievements; and developing pathways for able learners which by-pass

qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels.

3.6 With an increased range of options and pathways available in the senior phase, young people are also taking a range of vocational qualifications, such as National Certificates or Higher National Certificates, alongside their National Qualifications. These can provide a valuable route into FE, HE, training or employment.

3.7 The Scottish Qualifications Authority (SQA) release pre-review results data in August each year, and then post-review data in December. Information is available by level (e.g. Higher) and subject, and also for unit attainment and for wider achievement, for example in SQA Awards. This data is available on the SQA website for all centres and all learners combined (http://www.sqa.org.uk/sqa/48269.html). The attainment data used in this publication is based on SQA post-review data and is matched to school leaver destination data and to pupil characteristics.

3.8 Table 4 shows that 39.6 per cent of school leavers, from 2013/14, left with one or more passes at SCQF levels 3 to 5 as their highest qualification. A small proportion (1.7 per cent) of school leavers attained no passes at SCQF level 3 or better, while 58.8 per cent left with one or more passes at Higher or Advanced Higher (SCQF levels 6 and 7).

Table 4. Percentage of school leavers by highest SCQF level at which one or more passes were achieved, 2011/12 to 2013/14

SCQF level	2011/12 Percentage of Leavers	2012/13 Percentage of Leavers	2013/14 Percentage of Leavers
No passes at SCQF 3 or better	1.8	1.5	1.7
SCQF level 3	2.4	2.2	2.0
SCQF level 4	14.3	13.6	11.9
SCQF level 5	25.8	26.9	25.7
SCQF level 6	38.2	38.1	40.0
SCQF level 7	17.6	17.6	18.7
All leavers	**49,745**	**51,647**	**50,099**

3.9 Table 5 shows more information on the attainment of leavers at each SCQF level. It shows the number of awards leavers have at that level or better. This table uses the latest and best method (see background note 2.1), so only a pupils highest achievement in each subject is included. At the majority of SCQF levels and number of awards, the percentage of leavers attaining that level of performance has improved since 2011/12. For example;
- the percentage of leavers attaining one or more award at SCQF level 5 or better has been increasing (84.4 per cent in 2013/14 – up from 81.6 per cent in 2011/12); and
- there were also increases in the percentage of leavers attaining greater numbers of awards at SCQF level 6 over that period.

Table 5. Leaver attainment by SCQF level and number of awards achieved at that level or better, percentage of leavers, 2011/12 to 2013/14

2013/14	Number of awards						
SCQF Level	**1 or more**	**2 or more**	**3 or more**	**4 or more**	**5 or more**	**6 or more**	**7 or more**
3 or better	98.3	97.4	96.2	94.9	93.2	90.4	86.3
4 or better	96.3	94.3	92.0	89.2	85.5	80.5	74.1
5 or better	84.4	76.6	70.1	63.8	57.1	49.5	41.5
6 or better	58.8	49.3	42.2	35.8	28.7	18.3	8.5
7	18.7	7.6	2.4	0.2	0.0	0.0	0.0
2012/13	Number of awards						
SCQF Level	**1 or more**	**2 or more**	**3 or more**	**4 or more**	**5 or more**	**6 or more**	**7 or more**
3 or better	98.5	97.7	96.7	95.7	94.3	92.1	88.1
4 or better	96.3	94.0	91.3	88.0	83.8	78.9	72.6
5 or better	82.7	74.1	67.5	61.3	54.6	47.2	39.2
6 or better	55.8	46.5	39.2	32.8	25.9	16.1	6.8
7	17.6	7.0	2.2	0.2	0.0	0.0	0.0
2011/12	Number of awards						
SCQF Level	**1 or more**	**2 or more**	**3 or more**	**4 or more**	**5 or more**	**6 or more**	**7 or more**
3 or better	98.2	97.3	96.1	95.1	93.5	91.2	87.0
4 or better	95.8	93.3	90.4	87.0	82.9	78.0	71.8
5 or better	81.6	73.1	66.7	61.0	54.6	47.5	39.8
6 or better	55.8	46.8	39.7	33.4	26.2	16.4	7.0
7	17.6	6.7	2.1	0.2	0.0	0.0	0.0

3.10 By linking with the pupil census, the attainment of leavers can be analysed by pupil characteristics. Table 6 shows that girls are continuing to outperform boys at SCQF level 4 to 6. Pupils recorded as Asian-Chinese continue to have the highest level of achievement, as 91 per cent achieve one or more awards at SCQF level 6 or better. Pupils from less deprived areas continue to reach a higher level of achievement than their more deprived peers. The table shows a general improvement in attainment across the majority of groups.

3.11 Table 6 also suggests that the percentage of all leavers achieving one or more award at SCQF level 4 or better has remained stable at 96.3 per cent, but the percentage of leavers able to achieve an award at a higher SCQF level has increased.

Table 6. Percentage of school leavers by attainment at SCQF level 4 to 6, by pupil characteristic, 2012/13 and 2013/14

| | Percentage of school leavers attaining | | | | | |
| | 2012/13 | | | 2013/14 | | |
	1 or more at SCQF level 4 or better	1 or more at SCQF level 5 or better	1 or more at SCQF level 6 or better	1 or more at SCQF level 4 or better	1 or more at SCQF level 5 or better	1 or more at SCQF level 6 or better
Gender						
Male	95.8	81.0	50.6	95.7	82.3	53.6
Female	96.8	84.5	61.1	96.9	86.6	64.1
Ethnicity[1]						
White - Scottish	96.3	82.5	55.2	96.4	84.3	58.2
White - non-Scottish	95.3	83.9	59.9	94.5	83.4	59.8
Mixed or multiple ethnic groups	97.6	88.8	64.1	96.8	89.3	68.4
Asian - Indian	99.0	90.2	70.1	98.0	92.2	73.2
Asian - Pakistani	99.0	88.6	65.3	98.1	90.3	70.1
Asian - Chinese	98.8	95.8	91.0	99.4	97.6	91.1
Asian - Other	98.1	89.6	64.0	97.9	94.0	74.4
African/ Black/ Caribbean[2]	97.1	89.5	66.0	97.6	93.5	72.6
All other categories[3]	94.3	83.7	66.0	91.8	80.6	60.4
Not Disclosed/Not known	91.0	73.3	47.7	93.2	78.1	47.6
Urban/Rural						
Large Urban Areas	95.7	81.8	54.8	95.8	83.9	58.5
Other Urban Areas	96.2	81.8	55.1	96.1	83.5	57.5
Acessible Small Towns	97.1	83.5	57.2	97.6	86.7	62.3
Remote Small Towns	97.1	84.8	57.1	96.7	85.5	56.9
Accessible Rural	96.5	84.2	56.5	96.6	85.9	63.4
Remote Rural	98.0	89.4	62.6	97.6	88.0	62.0
SIMD[4]						
0-20%	91.8	68.9	34.9	92.3	71.9	39.0
20-40%	95.4	77.6	45.1	95.5	80.3	49.9
40-60%	97.0	83.9	55.8	96.9	85.4	58.2
60-80%	98.1	89.0	65.8	98.1	90.3	67.7
80-100%	99.1	94.2	77.4	98.9	94.7	79.7
Additional Support Needs[5]						
ASN	88.3	59.5	28.0	88.4	63.3	32.3
No ASN	97.8	87.2	61.2	98.1	89.3	64.8
All Leavers	**96.3**	**82.7**	**55.8**	**96.3**	**84.4**	**58.8**

1. The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to agree with the categories used in the main population census. Some categories have been grouped together due to small numbers. Some categories contain between 100-200 leavers.
2. For 2011/12, 2012/13 and 2013/14 the 'African/ Black/ Caribbean' category includes 'African', 'African - Other', and the 'Caribbean or Black' categories.
3. 'All other categories' includes 'Other - other' and 'Other - Arab'.
4. Based on SIMD 2012 for 2011/12 and 2012/13. More information on the Scottish Index of Multiple Deprivation can be found at: http://www.scotland.gov.uk/Topics/Statistics/SIMD
5. Pupils who have a CSP, IEP or Other Support Plan.

3.12 Literacy and numeracy are key skills for any leaver, irrespective of the destination they are aiming for. Literacy is taken to be the ability to communicate by reading, writing, and listening and talking. Numeracy is defined to be the ability to use numbers in order to solve problems by counting, doing calculations, measuring, and understanding graphs and charts.

3.13 A range of courses are included in the literacy and numeracy measures. They are selected based upon the outcomes and assessment standards for SQA's literacy and numeracy units at National 3, 4 and 5, with the key criterion being that the main purpose of the qualification or award is to improve literacy and/or numeracy skills. A "best fit" rather than "exact match" approach is used. For example, National 5 or Intermediate 2 courses in English, Gaidhlig and Mathematics will serve as proxy measures for literacy /numeracy at that level.

3.14 Chart 5 shows the percentage of 2013/14 leavers attaining literacy and numeracy at SCQF levels 3 to 5 or above.

3.15 Around 97 per cent of leavers attained literacy at SCQF level 3 or above. Similarly 97 per cent of leavers attained numeracy at this level. At SCQF levels 4 and 5, more leavers attain literacy skills at this level than numeracy skills, 93 per cent of leavers attained literacy at SCQF level 4 whilst only 84 per cent attain numeracy skills at SCQF level 4 or better. There is a similar trend at SCQF level 5 or above, with 70 per cent of leavers attaining literacy at SCQF level 5 or above, whilst only 60 attain this level in numeracy. Comparing with the attainment of 2012/13 leavers, the percentage attaining literacy and numeracy at SCQF level 5 or above has increased (from 67 to 70 per cent of leavers for literacy and 57 to 60 per cent for numeracy across this period).The percentage attaining these skills at SCQF level 3 remained similar between 2012/13 and 2013/14.

3.16 Trends for literacy and numeracy may be slightly affected by unit attainment and the replacement of Standard Grades. When looking at achievement in literacy and numeracy, a pass in relevant units (rather than full qualifications, for example) can count as passing literacy or numeracy at that level. Standard Grade courses were not unit based so a pupil would have to pass the course in order to achieve literacy or numeracy at that level, whereas with unit based courses (e.g. Intermediates and Nationals), a pupil who did not pass the course but achieved all the units would be counted as passing literacy or numeracy at that level.

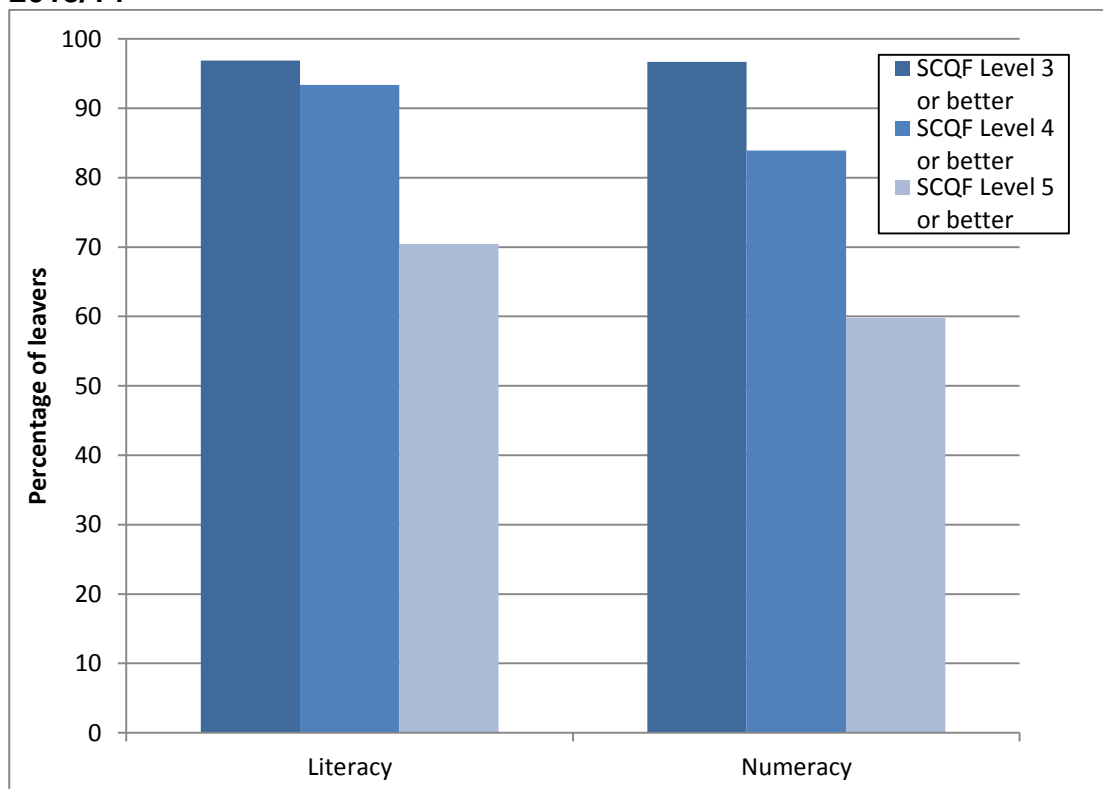**Chart 4. Percentage of leavers attaining SCQF levels 3 to 5 in literacy and numeracy, 2013/14**

Table 7. Leaver attainment in literacy and numeracy by SCQF level and number of qualifications, percentage of leavers, 2011/12 to 2013/14

	Percentage of leavers achieving					
	Literacy			Numeracy		
	2011/12[1]	2012/13[1]	2013/14[1]	2011/12[1]	2012/13[1]	2013/14[1]
SCQF Level 3 or better	96.3	96.9	96.9	96.5	96.9	96.7
SCQF Level 4 or better	92.4	93.3	93.4	79.8	80.7	83.9
SCQF Level 5 or better	66.3	67.2	70.4	56.6	56.6	59.8

1. Caution should be exercised when making comparisons over time. See 3.16 for more information.

3.17 School level information, including attainment on a consistent basis with Insight (a professional benchmarking tool used by local authorities and schools), is available on Parentzone Scotland. This facility on the Education Scotland website replaces Scottish Schools Online, and tends to be updated in spring each year with the most recent post-review data.
(http://www.educationscotland.gov.uk/parentzone/myschool/index.asp)

4. Attainment and destinations

- As the **attainment of leavers improves**, the nature of the destination changes, with the likelihood of them going on to a **positive destination increasing**
- **60.0%** of leavers who achieved **no passes at SCQF 3 or better** entered a positive destination
- **98.8%** of leavers who achieved **1+ at SCQF 7** entered a positive destination

4.1 Linking attainment and subsequent leaver destinations shows the extent to which one influences the other. Table 8 shows that 98.8 per cent of leavers who achieved one or more passes at SCQF level 7 entered a positive destination on leaving school. In comparison, 3 out of 5 of the 1.7 per cent of school leavers who achieved no passes at SCQF level 3 or better, entered a positive destination (Table 8).

Table 8. Percentage of school leavers by highest SCQF level at which one or more passes were achieved and follow-up destination category, 2013/14[1]

Follow-up Destination	No passes at SCQF 3 or better	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7	Number of Leavers
Higher Education	0.6	*	0.6	2.8	54.9	85.1	19,363
Further Education	22.8	25.1	36.3	45.4	16.8	4.5	12,198
Training	10.9	12.2	8.9	3.1	0.5	*	1,246
Employment	17.7	14.5	28.3	37.8	24.3	8.2	12,455
Voluntary Work	1.1	*	0.4	0.3	0.3	0.8	211
Activity Agreement	6.8	8.0	2.7	0.4	0.0	*	365
Unemployed Seeking	23.2	29.5	18.5	8.2	2.6	0.9	3,246
Unemployed Not Seeking	14.2	8.7	3.6	1.6	0.5	0.2	735
Unknown	2.7	1.5	0.8	0.4	0.1	*	161
Positive Destinations	60.0	60.4	77.1	89.8	96.8	98.8	91.7
Other Destinations	40.0	39.6	22.9	10.2	3.2	1.2	8.3
All Leavers	**824**	**1,015**	**5,930**	**12,815**	**20,020**	**9,376**	**49,980**

1. Percentages may not total 100 due to rounding.
2. Percentages based on numbers of less than 5 have been suppressed (*) for disclosure and data quality reasons.

4.2 The main destinations for the 1.7 per cent of school leavers with no passes at SCQF level 3 or better are unemployed seeking (23.2 per cent) and Further Education (22.8 per cent) (Table 8). The pattern of destinations for those with one or more passes at SCQF level 3 as their highest qualification is similar to this. For school leavers who have one or more passes at SCQF level 5 as their highest qualification, the main destinations on leaving are Further Education (45.4 per cent) and employment (37.8 per cent), while the

majority of school leavers with one or more at SCQF level 6 or 7 enter Higher Education (Table 8). This shows that as the attainment of leavers improves, the nature of the destination changes, with the likelihood of school leavers going on to a positive destination increasing.

5. School Meals

- **38.7%** (259,441) of pupils were **registered** for **free school meals** (18.8% in 2014).
- **Of those registered** for free school meals and present on the survey day **80.4% took a free meal** (85.0% in 2014).
- Of those pupils present on the survey day **56.6% took a meal (free or paid for)** supplied by the school (49.8% in 2014).

5.1 In 2012, a new Healthy Living Survey was introduced which incorporated the old school meals survey and new questions on Physical Education. This is an annual survey, normally collected in February each year, of all publicly funded schools in Scotland. The school meal part of this survey collects information on the uptake of meals, both free and paid for, and registration for and uptake of free school meals. Only meals taken at lunchtime are included. Breakfast clubs are not included.

5.2 Information on levels of free school meal registration and school meal uptake is used to monitor the impact of Scottish Government policies around reducing deprivation and promoting healthy eating. In recent years, the Government has taken actions intended to extend free school meal eligibility. These are:
- The extension of free school meal eligibility to include all children in primary 1-3 from January 2015.
- The extension of free school meal eligibility in August 2009 to include children whose parents or carers are in receipt of both maximum child tax credit and maximum working tax credit.
- For the purposes of this collection it is assumed that all P1-P3 pupils are registered for free school meals.

5.3 In 2015, the number of pupils registered for free school meals increased by 133,053 on the previous year to 259,441 pupils, which is 38.7 per cent of the total school roll. This increase is almost entirely due to the extension of free school meals eligibility to include all children in primary 1 to 3.

5.4 The percentage of pupils present on the survey day who took a meal (free or paid for) supplied by the school increased from 49.8 per cent in 2014 to 56.6 per cent in 2015 (Table 9a). This increase was largely due to the extension of free school meals eligibility, with 79.3 per cent of P1-P3 pupils taking free meals.

5.5 In the past, statistics from this survey on the percentage of pupils registered for free school meals have been widely used as a measure of school level deprivation. However, as a result of the extension of free school meals eligibility to all children in primary 1 to 3, launched by the Scottish Government on 5 January 2015, this will no longer be a reliable measure to use. Secondary school data is unaffected by these changes and so it is still possible for this to be used as an indicator of deprivation. However, this has some limitations as the percentage of pupils registered falls throughout secondary. It may also be possible to use primary 4-7 data as an indicator of deprivation, although there is no comparable data on this from previous years.

Table 9a. Pupils taking school meals (free or paid for) and registered taking free school meals by sector, 2011 to 2015

		2011[1]	2012[2]	2013[3]	2014[2]	2015[4]
Pupils registered for free meals	Total	131,254	130,477	130,585	126,388	259,441
	Primary	82,772	81,096	81,364	77,791	213,199
	Secondary	44,441	45,077	45,018	44,224	41,744
	Special	4,041	4,304	4,203	4,373	4,498
Percentage of pupils registered for free meals	Total	19.7	19.6	19.6	18.8	38.7
	Primary	22.6	22.1	22.0	20.6	55.3
	Secondary	15.2	15.4	15.5	15.5	15.0
	Special	58.2	60.6	59.4	60.7	63.0
Pupils registered and present taking free meals	Total	93,977	97,096	97,542	95,444	192,670
	Primary	65,856	66,464	65,717	63,986	162,799
	Secondary	24,840	26,991	28,249	27,739	26,264
	Special	3,281	3,641	3,576	3,719	3,607
Percentage of registered pupils present taking free meals	Total	82.3	83.6	84.2	85.0	80.4
	Primary	87.6	89.0	88.4	88.7	80.9
	Secondary	69.9	71.7	74.7	76.6	76.4
	Special	95.1	94.7	94.7	94.8	90.3
Pupils present and taking meals (free or paid for)	Total	294,849	301,820	305,062	313,022	353,841
	Primary	180,791	186,081	186,271	192,666	237,404
	Secondary	108,981	110,376	113,587	115,150	111,562
	Special	5,077	5,363	5,204	5,206	4,875
Percentage of those present taking meals (free or paid for)	Total	47.8	48.7	49.5	49.8	56.6
	Primary	51.9	53.2	53.2	53.2	64.8
	Secondary	41.6	41.8	43.7	44.4	44.2
	Special	83.4	83.9	83.1	81.7	78.0

1. In August 2010, local initiatives increased eligibility for free school meals see background notes 3.4.3 and 3.4.4.
2. In 2012 and 2014, primary school free meal registrations were affected by a reduction in the number of local authorities with local initiatives.
3. In 2013, the Healthy Living Survey was carried out in March due to publicity around the presence of horse meat in some food products.
4. On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

5.6 Between 2011 and 2014, primary school data was not a reliable indicator of relative deprivation between local authorities due to the local free school meal initiatives for children in primary 1 to 3. However between 2012 and 2014, estimates of national free school meal registrations were calculated in order to provide a reliable measure of deprivation. In 2014, an estimated 76,392 primary pupils were registered for free school meals under national eligibility criteria, equivalent to 20.2 per cent of primary pupils, compared to 20.8 per cent in 2013. See background note 3.3.5 for details.

Table 9b. Primary pupils taking school meals (free or paid for) and registered taking free school meals by sector 2011 to 2015

		2011[1]	2012[2]	2013[3]	2014[2]	2015[4]
Pupils registered for free meals	Total Primary	82,772	81,096	81,364	77,791	213,199
	P1-P3	N/A	N/A	N/A	N/A	172,284
	P4-P7	N/A	N/A	N/A	N/A	40,915
Percentage of pupils registered for free meals	Total Primary	22.6	22.1	22.0	20.6	55.3
	P1-P3	N/A	N/A	N/A	N/A	100.0
	P4-P7	N/A	N/A	N/A	N/A	19.2
Pupils registered and present taking free meals	Total	65,856	66,464	65,717	63,986	162,799
	P1-P3	N/A	N/A	N/A	N/A	129,674
	P4-P7	N/A	N/A	N/A	N/A	33,125
Percentage of registered pupils present taking free meals	Total	87.6	89.0	88.4	88.7	80.9
	P1-P3	N/A	N/A	N/A	N/A	79.3
	P4-P7	N/A	N/A	N/A	N/A	87.5
Pupils present and taking meals (free or paid for)	Total	180,791	186,081	186,271	192,666	237,404
	P1-P3	N/A	N/A	N/A	N/A	129,674
	P4-P7	N/A	N/A	N/A	N/A	107,730
Percentage of those present taking meals (free or paid for)	Total	51.9	53.2	53.2	53.2	64.8
	P1-P3	N/A	N/A	N/A	N/A	79.3
	P4-P7	N/A	N/A	N/A	N/A	53.1

1. In August 2010, local initiatives increased eligibility for free school meals see background notes 3.4.3 and 3.4.4.
2. In 2012 and 2014, primary school free meal registrations were affected by a reduction in the number of local authorities with local initiatives.
3. In 2013, the Healthy Living Survey was carried out in March due to publicity around the presence of horse meat in some food products.
4. On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

5.7 As an alternative to using the percentage of pupils registered for free school meals as a measure of deprivation, statistics on the percentage of pupils in each school who live in the 20% most deprived data zones in Scotland are now available in the school contact list at the following address: http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets/contactdetails

5.8 School meals data by urban/rural classification, size of school and local authority is available in the supplementary tables. A list of the tables available is in the background notes section. School level information on school meals is also available. This can be found at the following address:
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets

6. Physical Education

> - **98% of schools** (99% of primary and 93% of secondary schools) were **meeting the target level of PE provision** (96% in 2014).

6.1 Increasing the amount of Physical Education pupils receive in school has been a government priority for a number of years. Increased physical activity can have a positive impact on a pupil's health, educational attainment and life chances. In 2011, the Scottish Government made a commitment to ensure that by 2014, every pupil will benefit from at least two hours of Physical Education in primary school and two periods (100 minutes) in S1 to S4 per week. In order to monitor progress in meeting this commitment, questions on physical education provision in schools have been included in the Healthy Living Survey since 2012. The latest Healthy Living Survey was conducted in the week beginning 23 February 2015. Questions on Physical Education provision will continue to be included in this survey next year and results published as part of this publication in June 2016.

6.2 Information on physical education provision in schools was also collected in 2005 and was published on the Scottish Government website in 'Progress towards the recommendations of the Physical Education Review Group' in January 2006. http://www.scotland.gov.uk/Publications/2005/11/PEReport2005

6.3 In 2015, 98 per cent of all primary and secondary schools were meeting the target level of PE provision, an increase from 96 per cent in 2014. In primary, 99 per cent of schools were providing at least 120 minutes of PE to all pupils, an increase from 97 per cent in 2014.

6.4 In the secondary sector, 93 per cent of schools were providing at least 100 minutes of PE to all pupils in S1 to S4, compared to 90 per cent in 2014. The data clearly show that the main issue is with provision at S4. Focussing on S1 to S3, 99 per cent of secondary schools were meeting the target compared to 96 per cent in 2014.

6.5 For schools which are not meeting the required amount of PE, the main reasons given are lack of facilities and problems with timetabling (for example, some schools operate a 45 minute period system).

6.6 PE data by urban/rural classification, size of school and local authority are available in the supplementary tables. The supplementary tables also contain school level PE data. In the background notes section there is a list of the tables published.

Table 10. Percentage of primary schools meeting PE target[1] by local authority, 2012 to 2015

	Primary % of schools			
	2012	2013	2014	2015
Aberdeen City	77	67	96	96
Aberdeenshire	79	87	97	96
Angus	62	100	94	98
Argyll & Bute	83	87	98	100
Clackmannanshire	95	95	100	100
Dumfries & Galloway	79	82	96	100
Dundee City	86	100	100	100
East Ayrshire	100	100	95	100
East Dunbartonshire	73	95	100	100
East Lothian	83	83	100	100
East Renfrewshire	100	100	100	100
Edinburgh, City of	79	89	93	95
Eilean Siar	78	89	100	100
Falkirk	55	62	100	100
Fife	90	94	100	100
Glasgow City	99	96	97	99
Highland	80	84	97	99
Inverclyde	67	75	80	80
Midlothian	80	77	100	100
Moray	91	96	100	100
North Ayrshire	91	92	96	98
North Lanarkshire	91	95	99	99
Orkney Islands	85	100	100	100
Perth & Kinross	99	90	99	99
Renfrewshire	96	98	100	100
Scottish Borders	89	79	78	95
Shetland Islands	61	84	94	97
South Ayrshire	100	98	100	100
South Lanarkshire	78	81	97	100
Stirling	68	85	98	100
West Dunbartonshire	100	100	100	100
West Lothian	75	85	86	100
Scotland [2]	**84**	**88**	**97**	**99**

1. Target provision of Physical Education refers to at least 120 minutes per week in primary.
2. The Scotland total includes Jordanhill, the mainstream grant aided school.

Table 11. Percentage of secondary schools meeting PE target by local authority, 2014 to 2015[1]

	2014	2015				
	Secondary	Secondary (S1-S4)[2]				Secondary
	% of schools	S1	S2	S3	S4	% of schools
Aberdeen City	100	100	100	100	100	100
Aberdeenshire	65	94	100	100	94	94
Angus	100	100	100	100	100	100
Argyll & Bute	100	100	100	100	100	100
Clackmannanshire	100	100	100	100	100	100
Dumfries & Galloway	94	100	100	100	100	100
Dundee City	100	100	100	100	100	100
East Ayrshire	100	100	100	100	89	89
East Dunbartonshire	88	100	100	100	100	100
East Lothian	33	100	100	100	100	100
East Renfrewshire	100	100	100	100	100	100
Edinburgh, City of	91	100	100	100	100	100
Eilean Siar	80	100	100	100	100	100
Falkirk	100	100	100	100	63	63
Fife	89	100	100	100	89	89
Glasgow City	100	93	97	97	97	93
Highland	93	100	100	100	93	93
Inverclyde	100	100	100	100	100	100
Midlothian	100	100	100	100	100	100
Moray	100	100	100	100	100	100
North Ayrshire	100	100	100	100	100	100
North Lanarkshire	100	100	100	100	100	100
Orkney Islands	100	100	100	100	100	100
Perth & Kinross	100	100	100	100	100	100
Renfrewshire	100	100	100	100	100	100
Scottish Borders	67	100	100	100	100	100
Shetland Islands	75	100	100	100	57	57
South Ayrshire	100	100	100	100	100	100
South Lanarkshire	76	100	100	100	76	76
Stirling	57	100	100	100	57	57
West Dunbartonshire	60	100	100	100	80	80
West Lothian	82	100	100	100	82	82
Scotland[3]	**90**	**99**	**100**	**100**	**94**	**93**

1. Target provision of Physical Education refers to at least 100 minutes per week in secondary timetabled periods.
2. In 2015 there was one junior high school in Eilean Siar which offer only stages S1 and S2.
3. The Scotland total includes Jordanhill, the mainstream grant aided school.

Background Notes

1. National Statistics Publication

This is a National Statistics Publication. National Statistics are produced to high professional standards set out in the Code of Practice for Official Statistics.

These statistics undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference. This publication has been assessed by the UK Statistics Authority.

2. Sources and Methodology

2.1 Attainment

Information on National Qualifications are obtained from the Scottish Qualifications Authority (SQA). The Scottish Credit and Qualifications Framework (SCQF) is used as the basis for reporting attainment. The SCQF levels are shown below for information.

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; National 5 at A-C; Standard Grade (Credit)
Level 4	Intermediate 1 at A-C; National 4; Standard Grade (General)
Level 3	Access 3; National 3; Standard Grade (Foundation)
Level 2	Access 2; National 2

The current leavers will have taken a range of qualifications, some may have taken the new National qualifications introduced in the 2013/14 academic year, but the majority will have taken the qualifications currently being phased out. Only 2013/14 S4 leavers may have experienced CfE underline throughout their school education.

The development of Insight, a professional benchmarking tool used by local authorities and schools, has led to some changes in the data we receive and the methodology for the school leaver attainment data. Insight only focuses on Senior Phase attainment (S4 to S6) whereas attainment at any stage is included in this publication where possible. Attainment data is now only available from 2007/08 on a consistent basis, meaning any attainment for previous leaver cohorts which pre-dates 2007/08 (i.e. in early stages of secondary school) may be missing.

The attainment data is based on the result date of learners' qualifications (as is used in Insight but different from previous attainment data which was based on completion date). In some cases, this may lead to attainment being reported in a different academic year than had previously been the case, or as reported by SQA. There is also the possibility of a small number of awards being excluded if a review is successful after a pupil has left. Only attainment data for candidates with a Scottish Candidate Number in the pupil census that year is received.

This publication now uses the 'latest and best' approach for attainment data. This means that only the best result within a subject is counted, where a grade A to C (or ungraded pass) is considered a pass. For example, if a pupil passes Higher mathematics and Advanced Higher mathematics the following year, only the Advanced Higher qualification will be counted when looking at how many qualifications at any level that leaver has achieved by the time they left school. Also if someone attains a D at a certain level this is not counted as achieving that level. For example, if you attain a D at SCQF level 5 in a certain subject this would be counted as attaining at SCQF level 4 or better for that subject and not at SCQF level 5 or better. Furthermore, D's were previously not included as a pass and we have continued with this definition (although Insight includes a grade D as an award at that level in certain tables).

2.2 Leavers
Information on the destination of leavers from publicly funded schools was provided to the Scottish Government by Skills Development Scotland (SDS). SDS collected information on the destination of each young person they had identified as being a school leaver during September 2014 (initial destination) and March 2015 (follow-up destination).

The initial destinations data provide information on the outcomes for young people approximately three months after leaving school while the follow-up survey provides information on the outcomes of young people approximately nine months after leaving school, if pupils stay to the end of the academic year. These collections should be seen as complementary to one another but it should be noted that various factors may affect the results at different time periods. The initial destinations data is no longer published in a separate publication, but is combined within this publication. Leaver destination information shown within Insight is based on initial destination data and only covers S4 to S6 secondary school leavers.

A school leaver is classed as a young person of school leaving age who left school during or at the end of the school year, where the school year is taken to run from 1 August to 31 July. (The school leaver definition is currently being reviewed to match the school census year.) The age of school leavers was calculated as of 30th June 2014.

2.3 Follow up destination
Due to the very high follow up rate, 98.9 per cent, again we have decided not to estimate missing data for those leavers not contacted in March 2015 in line with the approach adopted with 2009/10 data onwards. This is a slight methodological change to information in 2008/09 and for years previous to this, where those who were not contacted during March had their destinations imputed, and is the result of the improved follow up rate. Instead of imputing a destination for those who were not followed up, we have agreed to use the most up to date information that SDS hold on these leavers.

SDS adopted a hybrid approach to the school leaver follow up process for 2012/13 leavers onwards, using a combination of administrative data shared by partners, contact centre follow up and the traditional follow up by operational staff. Previously the follow up process predominantly relied on operational staff.

2.4 Healthy Living Survey
The information comes from the latest Healthy Living Survey conducted in February 2015 for all publicly funded schools in Scotland. This survey was conducted in the week commencing 23rd February 2015. In 2013, the collection was rescheduled to the first week of March due the publicity around the presence of horse meat in school meals. This was to

ensure that the data produced was as representative of a usual school day as possible. For more information on this survey and for a detailed breakdown at local authority and school level, please refer to our supplementary data tables.

3. Definitions and Data Quality

For further information on our quality assurance process, see the School Education statistics 'Validation Process' section on the Scottish Government website at:
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/collectionprocess

3.1 Attainment and school leaver data matching

For 2013/14 the leaver matching methodology was updated. Previously the information supplied by SDS was taken as the primary information and the characteristics information from the pupil census was matched to this. Now the pupil census is taken as the primary information. This leads to small differences between the leavers data published here and the SDS leavers data. These include:

- Only leavers with a match to the pupil census in their last year of attendance at school are included. For example, a leaver needs to have a record in the 2013 pupil census to be included in the 2013/14 leavers cohort.
- If a pupil appears in the SDS leavers data but can only be matched to the census two years prior to leaving then they are recorded in the leaver cohort closest to their last pupil census record. For example, if they are recorded in the 2013/14 SDS leavers data and they have a 2012 census record but not a 2013 record, then they will be recorded in the 2012/13 leaver cohort.
- The school which is recorded in the pupil census is taken to be the school for that leaver. If this differs from the school recorded by SDS and they are not both the same school type (i.e. one is a special school and one is a secondary school) then this can affect who is included in the leaver cohort.
- If someone who is recorded by SDS as being a school leaver then re-appears in the pupil census, they are removed from the leaver cohort for that year.

Data for 2011/12 to 2013/14 has been linked using this updated methodology and supersedes previously published figures for these years. This data is not directly comparable with data prior to 2011/12, and caution should be exercised when making comparisons with data prepared using the previous method.

All matching is done within certain constraints:

- Pupil Census record must be in S3 or above, SP (Special School), or AD (Adult Learner) in order to be included.
- School attended must be the main school attended by the pupil.

After being matched to the Pupil Census the data were then matched to the SQA attainment data using the SCN.

3.2 Leaver Destination

All destinations are based on self-reporting by school leavers or administrative data. The following categories for leaver destinations are included in this Statistical Bulletin.

3.2.1   Positive destination: includes higher education, further education, training, voluntary work, employment and activity agreements.

3.2.2   Higher Education: includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. It also includes programmes at a level higher than the standard of the National Qualifications, i.e. above SCQF level 7. Leavers with a deferred, unconditional place in higher education have also been included in this category.

3.2.3   Further Education: includes leavers undertaking full-time education which is not higher education and who are no longer on a school roll. This may include National Qualifications.

3.2.4   Training: includes leavers who are on a training course and in receipt of an allowance or grant, such as the Employability Fund national training programme. It also includes leavers who are on local authority or third sector funded training programmes who are in receipt of a training allowance.

3.2.5   Employment: includes those who are employed and in receipt of payment from their employers. It includes young people undertaking training in employment through national training programmes such as Modern Apprenticeships.

3.2.6   Voluntary Work: includes those undertaking voluntary work, with or without financial allowance, who are not 'unemployed and actively seeking', as per the unemployed definition and those participating in Project Scotland/CSV or other voluntary programmes.

3.2.7   Activity Agreements: includes those for whom there is an agreement between a young person and a trusted professional that the young person will take part in a programme of learning and activity which helps them become ready for formal learning or employment.

3.2.8   Unemployed and seeking employment or training: includes those who are registered with Skills Development Scotland and are known by them to be seeking employment or training. This is based on regular contact between Skills Development Scotland and the client. This does not refer to the definition of 'unemployed' used by the Department of Work and Pensions to calculate published unemployment rates. Young people participating in Personal Skills Development (see below) who do not fit in any of the existing categories are counted in this category

3.2.9   Personal Skills Development: Leavers who participate in learning opportunities/personal and social development activities with the aim of improving their confidence and employability. These programmes can be viewed as a stepping stone towards a positive destination. They are often delivered by a community learning and development or third sector organisation.

3.2.10 Unemployed and not seeking employment or training: includes all those individuals who are not seeking employment or training for a range of reasons. The reasons may involve sickness, prison, pregnancy, caring for children or other dependents or taking time out.

3.2.11 Unknown: includes all leavers whose destination is not known either to Skills Development Scotland or to the school attended.

Destination unknown (both surveys): includes individuals who were not able to be contacted at either the September or the March/April survey point.

NB: categories 3.2.8 and 3.2.10 are comparable to the single 'other known destination' category from publications prior to 2002/03.

3.3 School Meals

3.3.1 Pupils entitled to free school meals are those within families who receive Income Support (IS) or Income-based Job Seekers Allowance (IBJSA). Those within families who receive support under Part VI of the Immigration and Asylum Act 1999 may also be entitled. Children whose parents or carers receive Child Tax Credit, do not receive Working Tax Credit and had an annual income (as assessed by the Inland Revenue) of below £16,010 (from April 2013) were also entitled. Children whose parent/s or carer/s are in receipt of both maximum child tax credit and maximum working tax credit are also entitled. Young people in school education who receive any of these benefits in their own right are also entitled to receive free school meals. From January 2015 eligibility to free school meals was extended to all pupils in primary 1-3.

3.3.2 A trial took place in five local authorities (East Ayrshire, Fife, Glasgow, Scottish Borders and West Dunbartonshire) in 2007/08 where all P1-P3 pupils were provided with free school meals. Uptake rates in the trial authorities among P1-P3 pupils increased from 53 per cent to 75 per cent and among all primary pupils from 50 per cent to 60 per cent during the trial[3]. This had a noticeable effect, in 2007/08, on the national uptake rates, both for primary and overall, as calculated through the School Meals Survey. In 2007/08, the national uptake rate was 47.1 per cent, however when trial authorities were excluded the rate decreased to 45.1 per cent. Similarly, in 2007/08, the uptake rate in Primary schools was 49.6 per cent when trial authorities were included but decreased to 46.4 per cent when trial authorities were excluded. The difference in uptake rates in the years following the trial was less pronounced.

3.3.3 In August 2010, local initiatives were introduced in most local authority areas to increase eligibility for free school meals among pupils in the first three years of primary school. These initiatives were aimed at promoting healthy eating in early years and vary by local authority. Examples of these initiatives include increasing free school meal eligibility to cover all primary one pupils or all primary one to three pupils in selected schools. Many of the pupils who were eligible and receiving free school meals under these local initiatives would not have been entitled under national eligibility criteria. Therefore, while the data from 2011-2014 provided an accurate measure of the number of pupils who were able to receive free school meals, this did not result in a comparable measure of deprivation, either over time or between local authorities, due to the differing eligibility criteria which in some cases are not related to deprivation. As all primary 1-3 pupils now receive free school meals, overall primary level data can no longer be used as a measure of deprivation.

3.3.4 One local authority, Falkirk, provided information on pupils registered for free school meals in 2011 under national eligibility only. This is not considered to have had a significant effect on the overall findings of the survey. The extent to which free school meals registrations for local authorities have changed from previous years data will depend on whether local initiatives were introduced and the scope of them.

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[3] 'Evaluation of the Free School Meals Trial for P1 to P3 pupils' can be found at the following web address: http://www.scotland.gov.uk/Publications/2008/08/29114033/0

3.3.5 Between 2012 and 2014, in order to provide school level data on free school meal registrations for primary that can be used as a measure of deprivation, estimates of national eligibility were produced. These estimates were calculated using information on local initiatives and levels of free school meal registrations in 2010. They are available at local authority and school level in supplementary data tables.

3.4 Physical Education
3.4.1 Physical Education must be during curriculum time and either taught or led by a GTCS registered class or PE specialist teacher. It includes certificated and non-certificated PE. It includes, for example, dance, but does not include walking to school, drama, etc. The guidance for the Healthy Living Survey was improved by way of clarifying what a school must do to meet the Physical Education target. This improvement in the data collection methodology may have resulted in a reduction in schools claiming to meet the target.

4. UK Comparisons

4.1 Attainment
Scotland has a different set of qualifications to the rest of the UK and comparisons cannot be made directly. In order to compare attainment between UK countries we recommend using the results of the OECD PISA survey.

4.2 Leavers
The information presented here is for young people who have left school, while in England and Wales information is collected on 16-19 year olds who are not in education, employment or training. As a result direct comparisons cannot be made.

4.3 Free school meals
There are a number of differences in the eligibility criteria for free school meals across the UK including the local healthy eating initiatives in some local authorities in Scotland which mean that the data is not comparable.

5. List of supplementary tables

5.1 A large number of additional tables are produced in Excel on or after the publication date and are published on the Scottish Government website.

5.2 Supplementary tables on attainment and school leaver destination are in development, and will be available by the end of July 2015. These will cover information of attainment and leaver destinations by: characteristics of leavers; local authority; additional support needs; stage of leaving; and subject. There will also be information on staying on rates of secondary pupils, and information on attainment and leaver destinations of those from special schools.

5.3 Supplementary tables on attainment and leaver destinations are available at http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat

5.4 The following supplementary tables on school meals and Physical Education are available at http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/MealsSD/mealspesd

School Meals	
Table 1: Pupils registered for free school meals by sector, 2006 to 2015	17/6/2015
Table 2: Registered pupils taking free school meals by sector, 2006 to 2015	17/6/2015
Table 3: Pupils taking school meals (free or paid for) by sector, 2003 to 2015	17/6/2015
Table 4a: Number of pupils taking school meals (free or paid for) by size of school, publicly funded primary schools, 2015	17/6/2015
Table 4b: Number of pupils taking school meals (free or paid for) by size of school, publicly funded secondary schools, 2015	17/6/2015
Table 5: Percentage of pupils taking school meals (free or paid for) by urban/rural indicator of school, 2015	17/6/2015
Table 6: Percentage of pupils taking meals (free or paid for) by rate of free school meal registration (deprivation indicator), 2015	17/6/2015
Table 7: Number of primary school pupils registered and taking free school meals, 2015	17/6/2015
Table 8: Percentage of primary school pupils registered and taking free school meals, 2015	17/6/2015
Table 9: Number and percentage of primary school pupils taking school meals (free or paid for), 2015	17/6/2015
Table 10: Percentage of primary school pupils registered for free school meals, 2006 to 2015	17/6/2015
Table 11: Percentage of primary school pupils registered for free school meals and present, taking free school meals, 2006 to 2015	17/6/2015
Table 12: Percentage of primary school pupils present taking school meals (free or paid for), 2003 to 2015	17/6/2015
Table 13: Number of secondary school pupils registered and taking free school meals, 2015	17/6/2015
Table 14: Percentage of secondary school pupils registered and taking free school meals, 2015	17/6/2015
Table 15: Number and percentage of secondary school pupils taking school meals (free or paid for), 2015	17/6/2015
Table 16: Percentage of secondary school pupils registered for free school meals, 2006 to 2015	17/6/2015
Table 17: Percentage of secondary school pupils registered for free school meals and present, taking free school meals, 2006 to 2015	17/6/2015
Table 18: Percentage of secondary school pupils present taking school meals (free or paid for), 2003 to 2015	17/6/2015
Table 19: Number of special school pupils registered and taking free school meals, 2015	17/6/2015
Table 20: Percentage of special school pupils registered and taking free school meals, 2015	17/6/2015
Table 21: Number and percentage of special school pupils taking school meals (free or paid for), 2015	17/6/2015
Physical Education	
Table 22: Primary schools meeting PE target by rural/urban classification, 2015	17/6/2015
Table 23: Secondary schools meeting PE target by rural/urban classification, 2015	17/6/2015
Table 24: Primary schools and pupils meeting PE target by school size, 2015	17/6/2015
Table 25: Secondary schools and pupils meeting PE target by school size, 2015	17/6/2015
Table 26: Percentage of schools meeting PE target by local authority, 2012 to 2015	17/6/2015
Table 27: Primary schools meeting PE target by Local authority, 2012 to 2015	17/6/2015
Table 28: Secondary schools meeting PE target by Local authority, 2015	17/6/2015
Charts	
Chart 1: Percentage registered for free school meals, 2006 to 2015	17/6/2015
Chart 2: Percentage of those registered who take free school meals, 2006 to 2015	17/6/2015
Chart 3: Percentage of pupils present taking school meals (free or paid for), 2003 to 2015	17/6/2015
Chart 4: Percentage of pupils present taking school meals, 2015	17/6/2015
School level	
Table 29: Physical Education provision and other school variables, 2015	17/6/2015

5.5 School level data on school meals is available at:
http://www.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets

6. Abbreviations

6.1 An **Additional Support Need (ASN)** is recorded where a pupil is receiving any form of additional support for learning, this could be for a wide variety of reasons, duration and of any type. The different types of support provided include **Co-ordinated Support Plans (CSP)** and **Individualised Educational Programmes (IEP)** as well as disabilities, Child Plans and other plans. Under previous legislation a pupil may have been categorised as having a **Record of Need (RoN).**

7. Costs

7.1 Attainment There is no additional cost to SQA to supply the attainment data.

7.2 Leavers The approximate cost (salary including NI & pension) to Skills Development Scotland of collecting this information for 2013/14 leaver cohort was £383,872. This translates to approximately £7.38 per leaver over both initial and follow-up surveys.

7.3 Healthy Living The estimated cost to local authorities, based on staff time only, of providing us with the Healthy Living Survey data in 2015 was £6,000.

8. Enquiries

Copies of this publication are available on the Scottish Government's website at:
http://www.scotland.gov.uk/stats/bulletins/01161

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The data collected for this statistical bulletin:
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☐ are available via an alternative route

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