

CHILDREN, EDUCATION AND SKILLS

Summary Statistics for Attainment, Leaver Destinations and Healthy Living No. 8: 2018 Edition

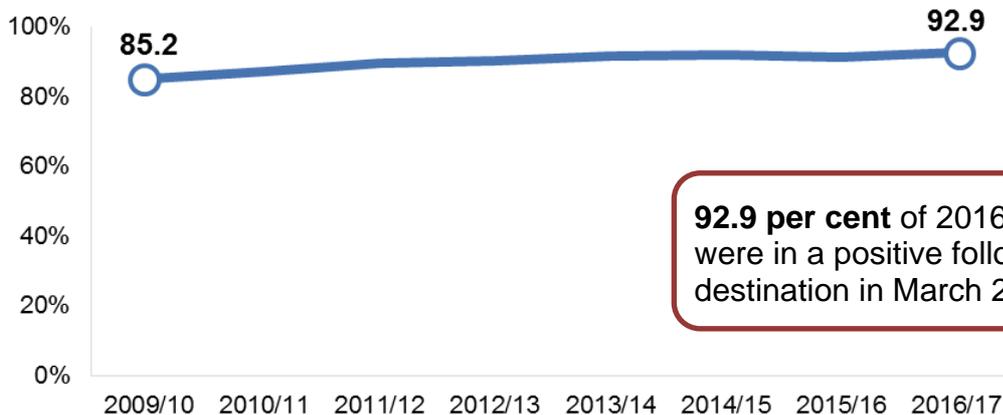
19 June 2018

Corrected 9 September 2019

This annual statistical publication provides information on:

- **Post review attainment** for 2016/17 school leavers
- **Initial and follow-up destinations** for 2016/17 school leavers
- The **Healthy Living Survey** undertaken in February 2018.

Follow-up destinations of school leavers, 2016/17



- 61.2 per cent of leavers left with one or more passes at SCQF Level 6 or better – down slightly from 61.7 per cent for 2015/16.
- The percentage of pupils who took a school meal (free or paid for) decreased to 55.6 per cent (56.9 per cent in 2017).
- 99 per cent of schools were meeting the target level of PE provision (98 per cent in 2017).

Supplementary data tables can be found at:

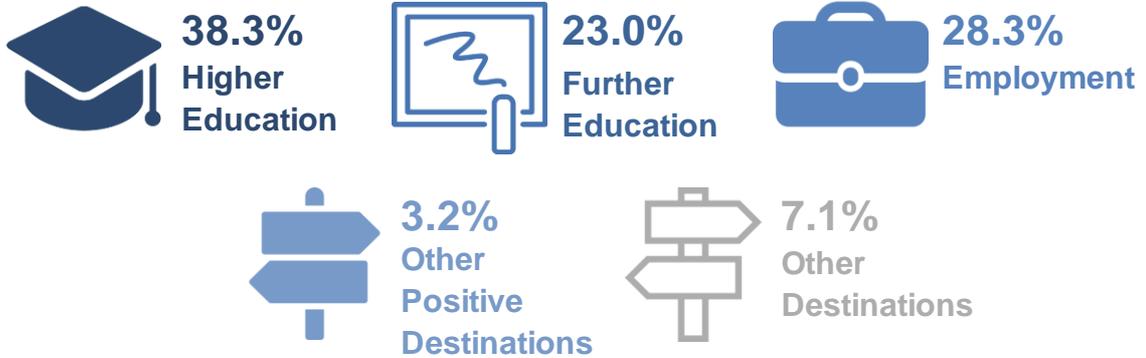
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Pub-SS-ALM>

Revisions

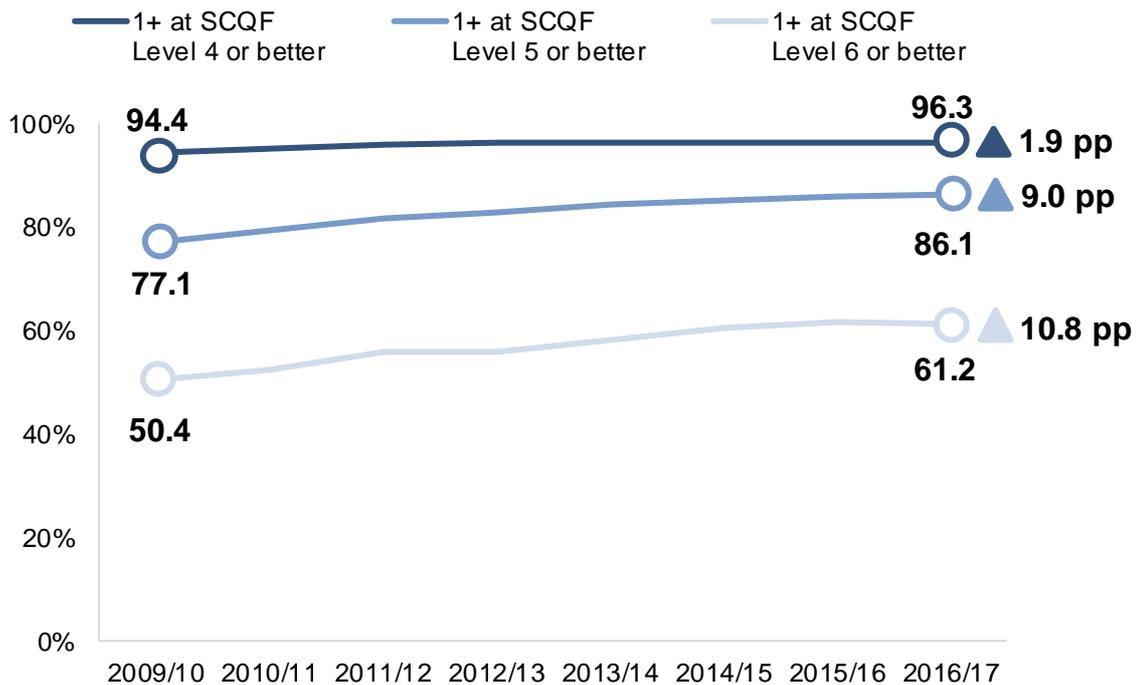
This is a revision of the original publication, published on 19 June 2018, as result of corrections made to statistics on school meals. This affects the information in chapter 5: School Meals. More information on the corrections can be found in the background notes. Statistics on attainment and leaver destinations are unaffected.

School leaver attainment and destinations: 2016/17 school leaver cohort

School leaver destinations for the 2016/17 leaver cohort were:



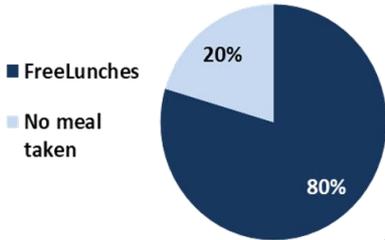
Percentage of school leavers by attainment at SCQF Level 4 to 6, 2009/10 to 2016/17



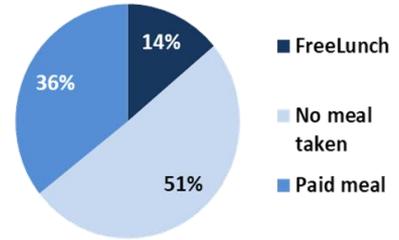
pp = percentage point

Healthy Living Survey 2018

Primary 1 - Primary 3 (of those present)



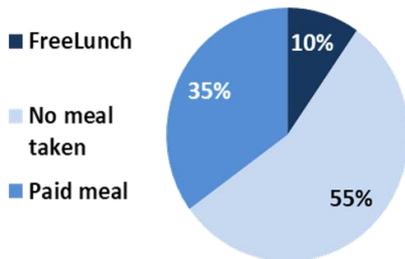
Primary 4 - Primary 7 (of those present)



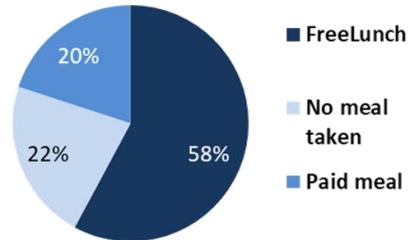
• 37.4% (254,923) of pupils were **registered for free school meals*** (37.6% in 2017).
• Of those registered for free school meals and present on the survey day **79.6% took a free meal** (81.0% in 2017).
• Of those pupils present on the survey day **55.6% took a meal (free or paid for)** supplied by the school (56.9% in 2017).
• 99% of schools (99% of primary and 94% of secondary schools) were **meeting the target level of PE provision** (98% in 2017).

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

Secondary (of those present)



Special (of those present)



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Chapter 1: Introduction

This publication brings together a range of information on school leaver attainment, school leaver destinations, linked attainment and destination data, free school meals registration and uptake, and PE provision.

School leaver destinations

- Based on the Skills Development Scotland (SDS) Opportunities for All shared dataset.
- Used to inform [16+ Learning Choices](#), and other policy initiatives.

School leaver attainment

- Presented on an outcomes-based approach.
- Leavers classified by highest SCQF Level at which they achieved one or more passes for SQA courses at SCQF Levels 3 to 7 (see background note 7.2.1).
- Includes attainment at any stage throughout schooling.

Healthy Living Survey

- Annual survey in February each year from all publicly funded schools in Scotland.
- Includes information on uptake of meals (both free and paid for) and registration for and uptake of free school meals.
- Includes information about schools meeting PE target of at least 120 minutes of PE per week in primary and 100 minutes of PE per week in secondary.

Destinations linked to attainment

- Destinations data are matched to the pupil census and then SQA attainment data.
- The school and pupil information from this linkage has been used throughout the publication.
- This enables analysis of attainment and destinations by pupil characteristic.

This will be the last 'Summary Statistics for Attainment, Leaver Destinations and Healthy Living' compendium report as the reporting schedule will change in 2019 with a view to better meet user needs. For more information see background note 7.9.

Chapter 2: Leaver destinations

- **92.9 per cent** of 2016/17 leavers were in a positive follow-up destination in March 2018 (91.4 per cent for 2015/16).
- 38.3 per cent of leavers were in Higher Education (the highest proportion of all categories).
- Almost **two thirds** of 2016/17 leavers left at the **end of S6**.

2.1 Skills Development Scotland leaver destinations data

Information is collected on the destination of school leavers in the September after they leave school (initial destination) and again the following March (follow-up destination). School leavers who are engaged in higher education, further education, training, voluntary work, employment or activity agreements are classified as having a 'positive destination'. Other destinations include school leavers who are unemployed and individuals where their destination is not known. For full definitions of leaver destinations please see background note 7.3.2.

Almost two thirds (62.5 per cent) of 2016/17 school leavers left at the end of S6, a quarter (25.8 per cent) left at the end of S5, and 11.6 per cent left at the end of S4. Around 0.1 per cent left in S3 or another stage. Table 1 show leavers by stage for 2016/17 school leavers.

Table 1: Number and percentage of leavers¹ by stage of leaving, 2016/17

Stage of leaving	S6	S5	S4	S3	Other
Number	32,059	13,224	5,975	<50	<20
Percentage	62.5	25.8	11.6	<0.1	<0.1

1. 2016/17 leavers with a recorded initial destination.

Table 2 shows that the percentage of all 2016/17 school leavers in a positive follow-up destination was 92.9 per cent, this was higher than the proportion in 2015/16 (91.4 per cent) and lower than the percentage of 2016/17 school leavers in a positive initial destination (93.7 per cent).

Table 2 also shows that in March 2018, 61.3 per cent of the 2016/17 leavers were in Higher or Further Education, higher than that for 2015/16 leavers (59.7 per cent). The proportion in employment has remained broadly stable, 28.3 per cent in 2016/17 compared to 28.7 per cent for 2015/16 leavers, while the percentage unemployed has decreased from 7.7 per cent for 2015/16 to 6.3 per cent for 2016/17 leavers.

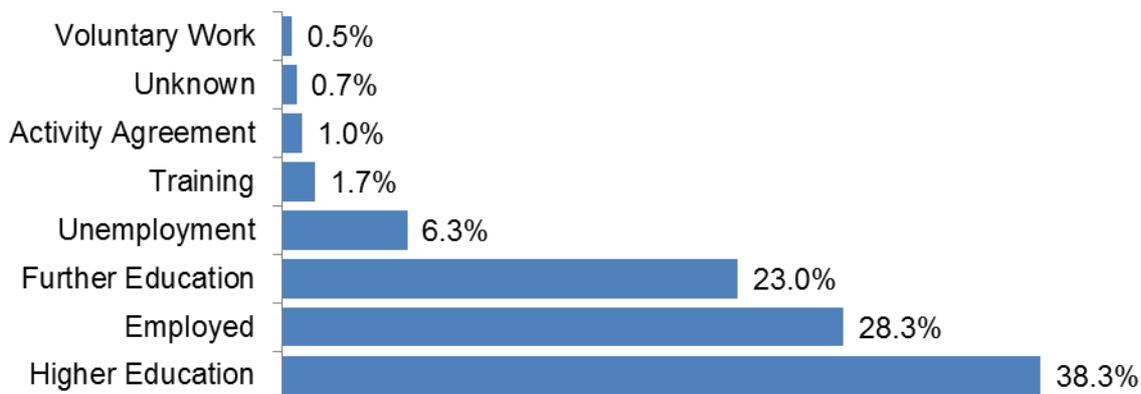
Table 2: Percentage of school leavers by initial and follow-up destination category, 2012/13 to 2016/17

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

Destination Category	2012/13		2013/14		2014/15		2015/16		Percentage 2016/17	
	Initial	Follow - up	Initial	Follow - up						
Higher Education	37.1	36.9	39.0	38.2	38.8	36.8	40.3	37.3	40.7	38.3
Further Education	27.7	24.5	26.3	24.3	27.6	23.4	26.6	22.4	26.8	23.0
Training	4.8	3.1	4.0	2.5	3.8	2.7	2.6	1.7	2.4	1.7
Employment	20.4	24.6	21.7	25.5	21.4	27.8	22.3	28.7	22.0	28.3
Voluntary Work	0.5	0.5	0.4	0.4	0.4	0.5	0.5	0.4	0.6	0.5
Activity Agreement ¹	1.3	0.9	1.0	0.7	0.9	0.7	1.0	0.9	1.2	1.0
Unemployed Seeking	6.9	7.6	6.2	6.5	5.4	5.7	5.1	5.8	4.5	4.4
Unemployed Not Seeking	1.1	1.6	1.1	1.5	1.1	1.6	1.3	1.9	1.5	1.9
Unknown	0.3	0.3	0.3	0.3	0.5	0.6	0.2	0.9	0.4	0.7
Positive Destinations	91.7	90.4	92.5	91.7	93.0	92.0	93.3	91.4	93.7	92.9
Number of Leavers	51,647	51,515	51,416	51,293	52,491	52,337	52,305	52,113	51,300	51,172

1. In April 2011 the Scottish Government rolled out the use of Activity Agreements.

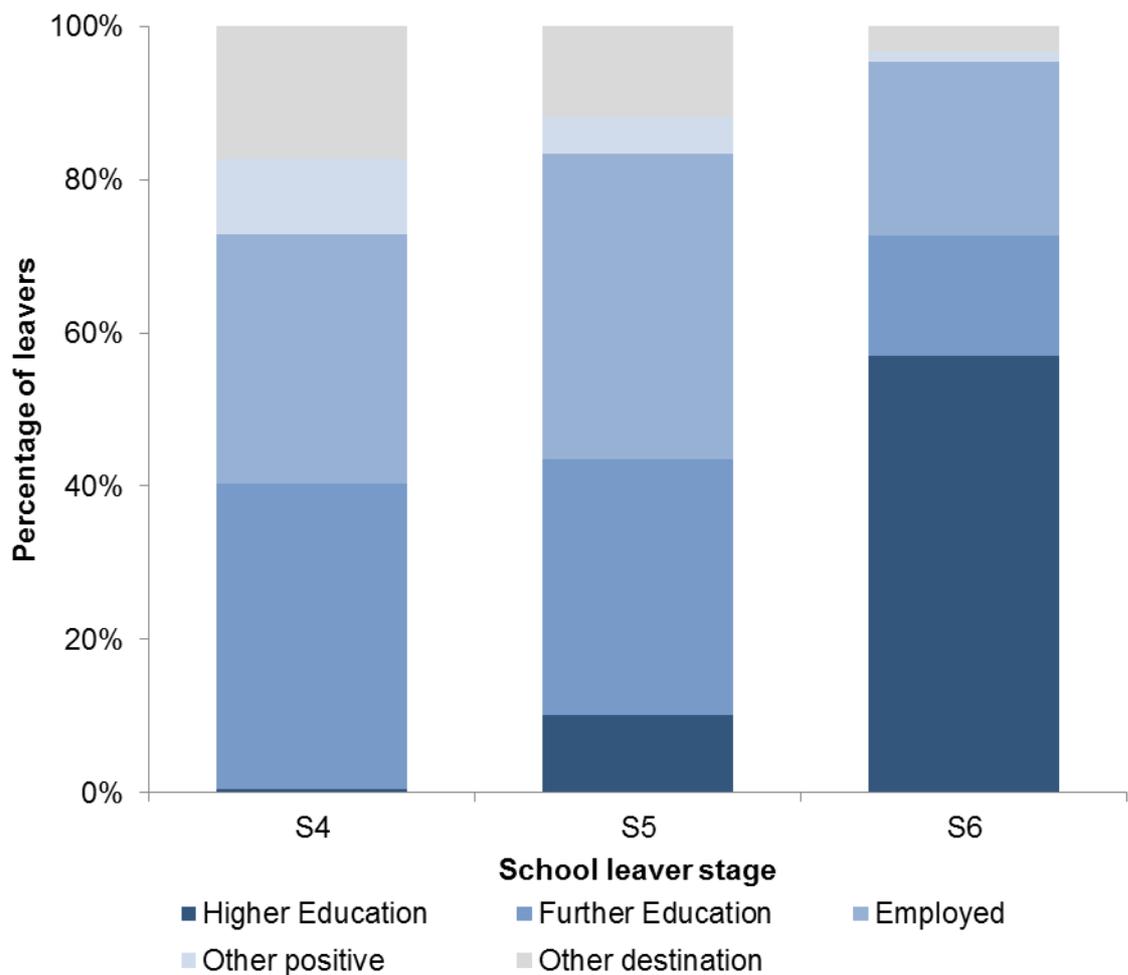
Chart 1: Follow-up destinations 2016/17



Looking at the follow-up destinations of 2016/17 school leavers by stage of leaving, it is clear that the majority of leavers who enter Higher Education have remained at school until S6. Chart 2 also shows:

- for S5 leavers, the most common follow-up destination was employment (39.9 per cent) closely followed by Further Education (33.4 per cent);
- for S4 leavers, the most common destination was Further Education (39.9 per cent of S4 leavers); S4 leavers account for a fifth of all the leavers in Further Education.

Chart 2: Follow-up destination of leavers by stage of leaving, 2016/17



1. Other positive includes activity agreements, training and voluntary work.
 2. Other destination includes unemployed seeking, unemployed not seeking, and unknown.

2.2 School leaver destinations by pupil characteristics

Table 3 shows the positive follow-up leaver destinations for pupils by various characteristics taken from the pupil census. The percentage of leavers in positive follow-up destinations has increased for virtually all groups compared to 2015/16. The table shows the extent to which pupils from areas of high deprivation continue to be less likely to enter positive destinations. The proportion of leavers from the most deprived areas going onto a positive destination has increased from 85.0 per cent in 2015/16 to 87.6 in 2016/17. Leavers with an additional support need (ASN) are also less likely to go onto a positive destination, compared to leavers without a recorded ASN (87.1 per cent compared to 94.9 per cent).

Pupils of an Asian ethnic background tend to be more likely to go onto a positive follow-up destination. Rates for all groups have increased, apart from the proportion of leavers of Mixed or Multiple Ethnic background in a positive follow-up destination which has decreased.

Girls also continue to be more likely to enter a positive destination than boys; 93.8 per cent of girls and 92.1 per cent of boys enter a positive destination. Leavers from large and other urban areas tend to have the lowest proportion in positive destinations (92.2 per cent), compared to remote rural areas which have the highest (96.0 per cent). Leavers from remote rural areas have also seen the largest increase between 2015/16 (93.0 per cent) and 2016/17 (96.0 per cent). More information on destinations by pupil characteristics is available in the supplementary tables. A list of the tables is available at background note 7.5.

Table 3: Percentage of school leavers in a positive follow-up destination, by pupil characteristic, 2012/13 to 2016/17

	2012/13	2013/14	2014/15	2015/16	Percentage 2016/17
Gender					
Male	89.3	90.6	91.3	90.6	92.1
Female	91.6	92.8	92.8	92.2	93.8
Ethnicity¹					
White - Scottish	90.3	91.5	91.9	91.3	92.7
White - non-Scottish	92.1	92.8	92.1	92.5	93.8
Mixed or multiple ethnic groups	92.0	93.6	92.8	92.7	92.4
Asian - Indian	91.2	96.6	96.3	96.9	*
Asian - Pakistani	92.4	93.2	95.2	92.5	95.6
Asian - Chinese	98.8	98.8	97.1	95.9	*
Asian - Other	95.7	97.0	96.2	95.1	95.3
African/ Black/ Caribbean ²	91.9	96.0	94.4	92.3	93.7
All other categories ³	92.1	91.9	91.2	87.9	94.0
Not Disclosed/Not known	88.1	88.5	90.1	88.8	90.7
Urban/Rural					
Large Urban Areas	89.0	90.6	91.5	90.0	92.2
Other Urban Areas	90.4	91.4	91.6	91.4	92.2
Accessible Small Towns	92.1	93.1	93.4	93.4	93.1
Remote Small Towns	93.1	93.1	93.2	92.8	94.1
Accessible Rural	90.4	92.5	92.6	92.3	95.0
Remote Rural	94.2	95.5	95.6	93.0	96.0
SIMD⁴					
0-20% (Most Deprived)	83.0	85.0	86.3	85.0	87.6
20-40%	87.8	89.4	89.7	89.7	91.1
40-60%	91.7	92.4	92.9	92.3	94.1
60-80%	93.7	94.7	95.1	94.2	96.0
80-100% (Least Deprived)	95.9	96.8	96.3	96.2	96.4
Percentage point gap	12.9	11.8	10.0	11.2	8.7
Additional Support Needs⁵					
ASN	82.5	84.3	85.7	84.7	87.1
No ASN	92.0	93.3	93.6	93.4	94.9
All Leavers	90.4	91.7	92.0	91.4	92.9

1. The categories used to collect ethnicity and national identity 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. From 2012/13 to 2016/17 the 'African/ Black/ Caribbean' category include 'African', 'African - Other', and the 'Caribbean or Black' categories.

3. From 2012/13 to 2016/17, 'All other categories' includes 'Other - other' and 'Other - Arab'.

4. Based on SIMD 2012 for 2012/13 to 2015/16 and SIMD 2016 for 2016/17. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD>.

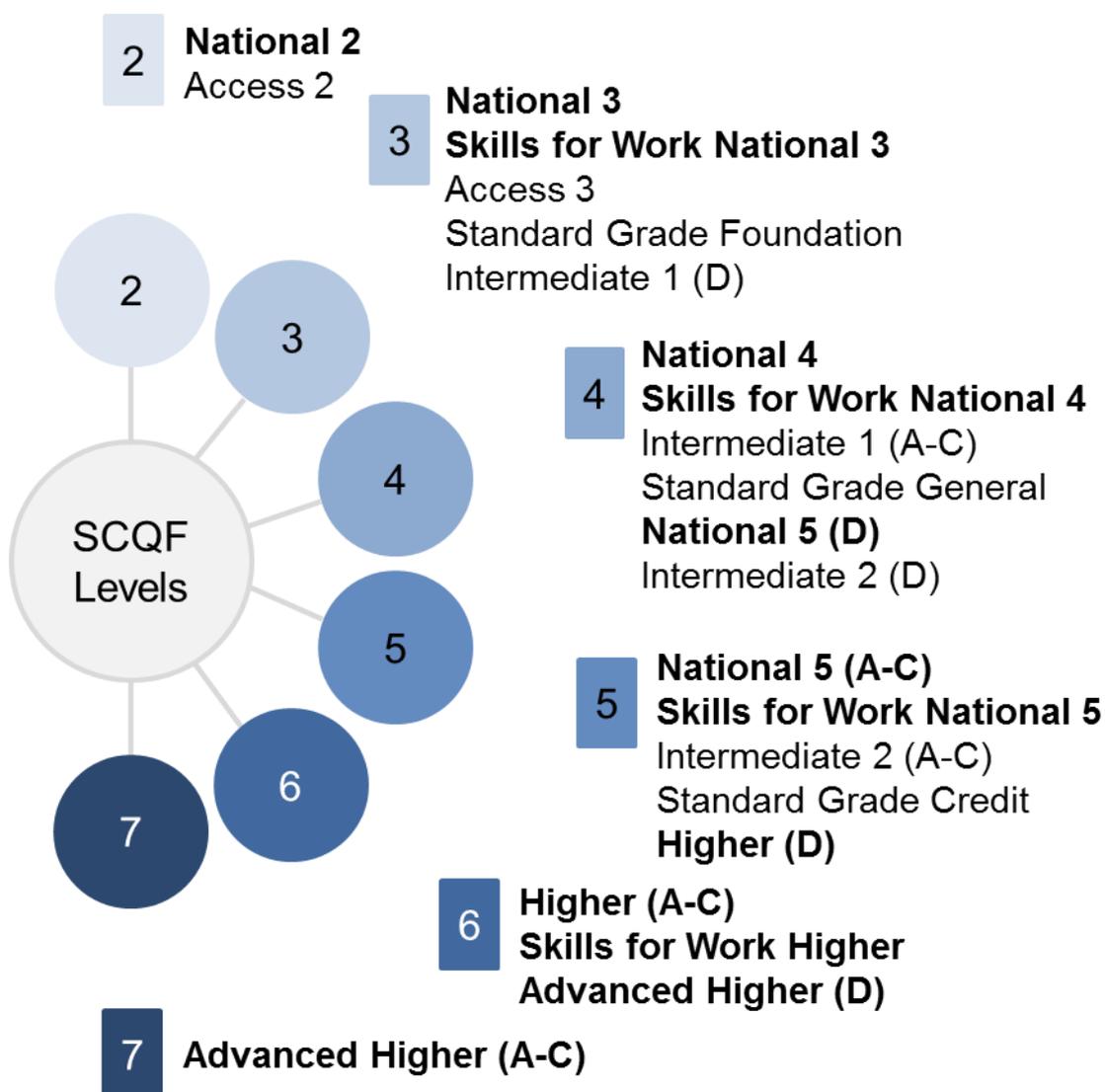
5. Pupils who have a CSP, IEP, Child's Plan are assessed or declared disabled or have another need.

Chapter 3: Attainment

- **61.2 per cent** of leavers left with **one or more pass at SCQF Level 6 or better** – down slightly from 61.7 per cent for 2015/16.
- **2.0 per cent** of school leavers attained **no passes** at SCQF Level 3 or better – the same as 2015/16.
- **96.5 per cent** of leavers attained literacy at SCQF Level 3 or above – the same as 2015/16.
- Similarly **96.3 per cent** of leavers attained numeracy at this level – up slightly from 2015/16 (96.1 per cent).

3.1 SCQF Framework & National Qualifications

The diagram below illustrates the SQA qualifications and awards that are included in this report. See background note 7.2.1 for more information.



3.2 Attainment of school leavers

Table 4 shows that 36.8 per cent of 2016/17 school leavers left with one or more passes at SCQF Levels 3 to 5 as their highest qualification. A small proportion (2.0 per cent) of school leavers attained no passes at SCQF Level 3 or better, while 61.2 per cent left with one or more passes at Higher or Advanced Higher (SCQF Levels 6 or 7).

Table 4: Percentage of school leavers by highest SCQF Level achieved, 2012/13 to 2016/17

SCQF Level	2012/13	2013/14	2014/15	2015/16	Percentage 2016/17
No passes at SCQF 3 or better	1.5	1.7	2.1	2.0	2.0
SCQF Level 3	2.2	2.0	1.7	1.7	1.7
SCQF Level 4	13.6	12.0	11.0	10.7	10.2
SCQF Level 5	26.9	26.2	24.9	23.9	24.9
SCQF Level 6	38.1	39.8	41.4	42.6	41.9
SCQF Level 7	17.6	18.3	18.8	19.1	19.3
All leavers	51,647	51,416	52,491	52,305	51,300

Table 5 shows information on the attainment of leavers at each SCQF Level or better. A time series from 2009/10 to 2016/17 can be found in the supplementary tables at <http://www.gov.scot/Topics/Statistics/Browse/School-Education/Pub-SS-ALM>

Table 5: Leaver attainment by SCQF Level or better and number of passes achieved, percentage of leavers, 2016/17

SCQF Level	1 pass or more	2 passes or more	3 passes or more	4 passes or more	5 passes or more	6 passes or more	7 passes or more	Percentage
3 or better	98.0	96.6	94.9	93.0	89.9	83.9	70.3	
4 or better	96.3	94.4	92.5	90.0	86.3	80.2	67.1	
5 or better	86.1	78.8	72.0	64.6	56.7	48.0	37.6	
6 or better	61.2	51.6	44.2	37.3	29.9	19.4	9.3	
7	19.3	8.0	2.7	0.2	*	*	-	

3.3 School leaver attainment by pupil characteristics

Table 6 shows school leaver attainment by pupil characteristic such as gender and ethnicity. It shows that girls are continuing to outperform boys at SCQF Levels 4 to 6. Pupils recorded as Asian-Chinese continue to have the highest level of achievement, as 90.8 per cent achieved one or more pass at SCQF Level 6 or better.

Table 6 also shows that the percentage of all leavers achieving one or more pass at SCQF Level 4 or better has remained stable at 96.3 per cent; the percentage of leavers that have achieved a pass at SCQF Level 5 has increased slightly (from 85.6 to 86.1 per cent) and, at SCQF Level 6, decreased slightly (from 61.7 to 61.2 per cent).

Table 6: Percentage of school leavers by attainment at SCQF Level 4 to 6, by pupil characteristic, 2015/16 and 2016/17

	2015/16			Percentage 2016/17		
	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	95.9	83.9	56.3	95.9	84.1	55.5
Female	96.8	87.5	67.3	96.7	88.2	67.2
Ethnicity¹						
White - Scottish	96.3	85.4	61.1	96.3	85.8	60.5
White - non-Scottish	96.1	85.6	62.3	95.4	86.2	61.8
Mixed or multiple ethnic groups	96.4	88.9	72.2	97.3	90.2	71.8
Asian - Indian	98.7	94.2	76.5	99.2	94.5	79.5
Asian - Pakistani	99.0	92.1	73.2	98.5	93.5	75.0
Asian - Chinese	99.5	96.4	91.8	99.5	98.9	90.8
Asian - Other	97.8	92.2	76.9	98.2	93.6	77.6
African/ Black/ Caribbean ²	99.7	95.4	76.6	97.9	94.8	75.9
All other categories ³	94.3	82.9	61.7	95.8	86.5	66.2
Not Disclosed/Not known	93.6	79.9	55.7	92.0	74.5	50.6
Urban/Rural						
Large Urban Areas	96.1	85.4	62.1	95.9	86.1	62.2
Other Urban Areas	96.2	84.9	60.2	96.0	84.6	58.7
Accessible Small Towns	96.8	86.9	64.2	96.8	87.1	63.7
Remote Small Towns	96.1	86.2	60.8	96.0	85.3	57.3
Accessible Rural	97.1	87.4	65.5	97.4	88.6	64.3
Remote Rural	97.2	89.5	65.2	97.4	90.0	65.0
SIMD⁴						
0-20% (Most Deprived)	92.8	74.4	42.7	92.8	75.5	43.0
20-40%	95.4	81.4	52.2	95.5	82.2	52.4
40-60%	96.8	86.7	62.2	97.2	88.0	62.0
60-80%	97.8	91.4	71.1	97.7	91.3	70.5
80-100% (Least Deprived)	98.8	94.7	81.2	98.7	94.8	80.6
Percentage point gap	6.1	20.3	38.5	5.9	19.3	37.6
Additional Support Needs⁵						
ASN	89.9	67.6	36.6	90.4	69.1	36.5
No ASN	98.2	91.0	69.1	98.4	92.0	69.8
All Leavers	96.3	85.6	61.7	96.3	86.1	61.2

1. The categories used to collect ethnicity and national identity 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 2015/16 and 2016/17 the 'African/ Black/ Caribbean' category includes 'African', 'African - Other', and 'Caribbean or Black' categories.

3. For 2015/16 and 2016/17, 'All other categories' includes 'Other - other' and 'Other - Arab'.

4. Based on SIMD 2012 for 2015/16 and SIMD 2016 for 2016/17. More information on the Scottish Index of Multiple Deprivation can be found at: <http://www.gov.scot/Topics/Statistics/SIMD> .

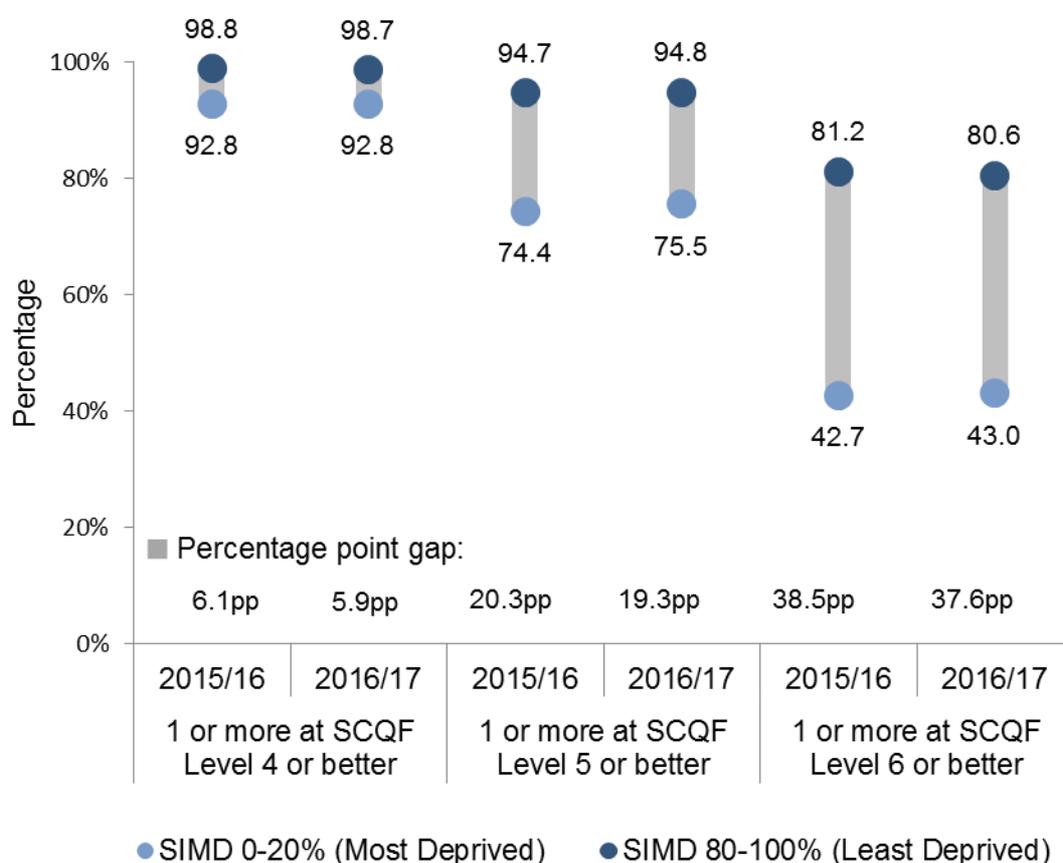
5. Pupils who have a CSP, IEP, Child's Plan are assessed or declared disabled or have another need.

3.4 School leaver attainment by SIMD

In 2017 the Scottish Government consulted on proposals for measuring the poverty related attainment gap and milestones towards closing it; focusing on the impact of the education system as a whole and using a range of measures that reflect key stages of the learner journey and the breadth of issues that can impact on attainment. The outcome was a basket of 11 key measures (supported by 15 sub-measures), three of which are based on school leaver attainment, namely:

- The proportion of leavers attaining 1 or more pass at SCQF Level 4 or above
- The proportion of leavers attaining 1 or more pass at SCQF Level 5 or above
- The proportion of leavers attaining 1 or more pass at SCQF Level 6 or above

Chart 3: Percentage of school leavers by attainment at SCQF Level 4 to 6, by SIMD¹ quintile, 2015/16 and 2016/17



1. Based on SIMD 2012 for 2015/16 and SIMD 2016 for 2016/17.

Chart 4 shows that the proportion of leavers attaining one or more pass at SCQF Level 5 has increased for both leavers from the most deprived areas and the least deprived areas; this has led to a reduction in the gap from 20.3 to 19.3 percentage points.

With respect to attainment at SCQF Level 4, the gap has reduced due to a decrease in the proportion of leavers from least deprived areas attaining one or more pass at SCQF Level 4. At SCQF Level 6, the gap has reduced due to a decrease in the proportion of leavers from least deprived areas attaining 1 or more pass at SCQF Level 6 and an increase for most deprived leavers.

3.5 Literacy and numeracy

A range of courses are included in the measure of literacy and numeracy attainment, the full range is set out in background note 7.2.1.

Chart 5 shows the percentage of 2016/17 leavers attaining literacy and numeracy at SCQF Levels 3 to 5 or above. At SCQF Level 3 or above, 96.5 per cent of leavers attained literacy; 96.3 per cent of leavers attained numeracy at this level. At SCQF Levels 4 and 5, more leavers attain literacy skills at these levels than numeracy skills; 94.4 per cent of leavers attained literacy at SCQF Level 4 or better whilst 90.7 per cent attain numeracy skills at SCQF Level 4 or better. Similarly, 80.8 per cent of leavers attaining literacy at SCQF Level 5 or above, whilst 68.8 per cent attain this level in numeracy.

Chart 4: Percentage of leavers attaining SCQF Levels 3 to 5 in literacy and numeracy, 2016/17

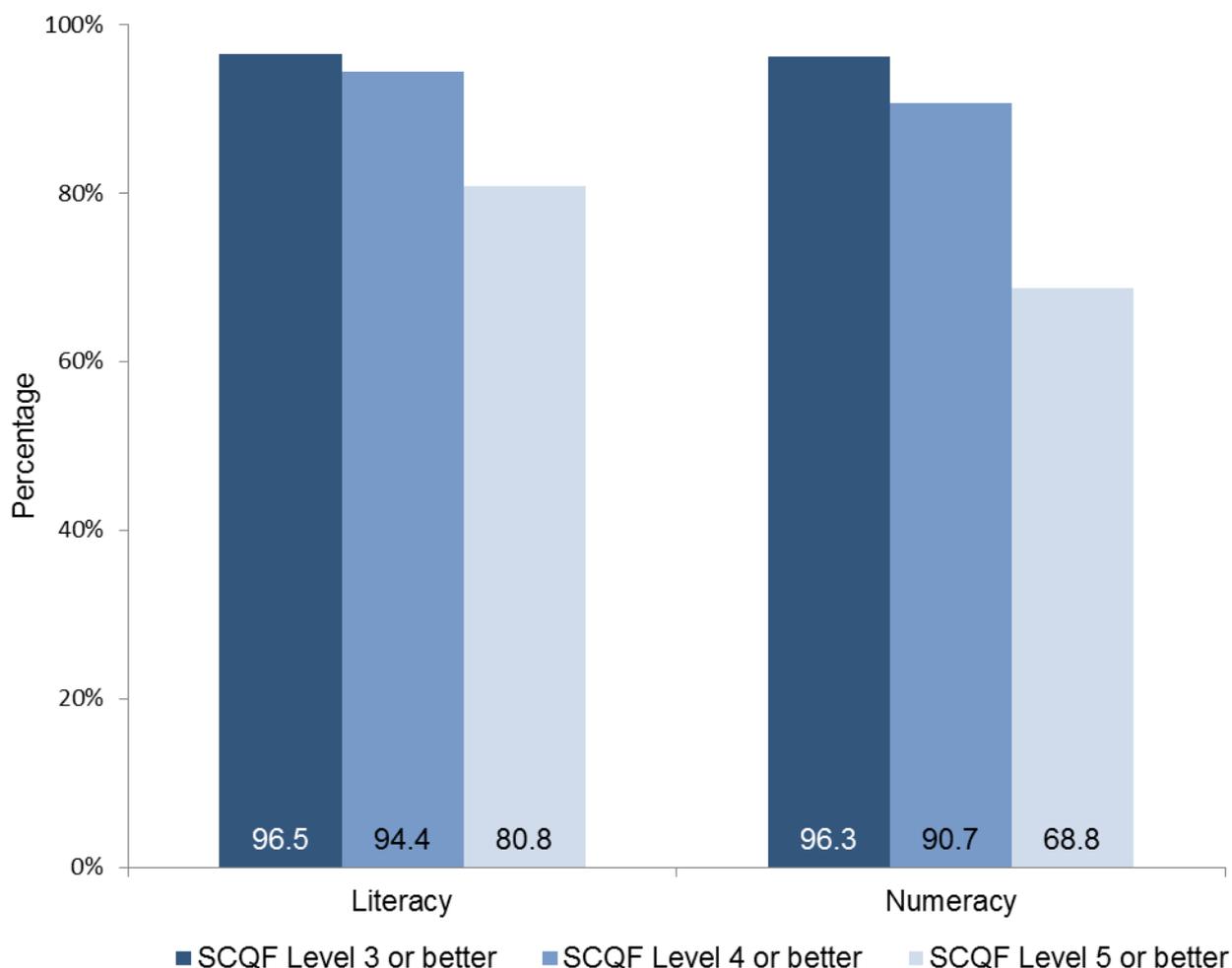


Table 7: Leaver attainment in literacy and numeracy by SCQF Level, percentage of leavers, 2013/14 to 2016/17^a

SCQF Level	Literacy				Percentage Numeracy			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
3 or better	96.8	96.5	96.5	96.5	96.7	96.3	96.1	96.3
4 or better	93.3	93.9	94.1	94.4	83.8	88.1	89.9	90.7
5 or better	70.1	74.6	79.0	80.8	59.5	62.7	66.9	68.8

a. Caution should be exercised when making comparisons over time. See background note 7.2.1.

Chapter 4: Attainment and destinations

- As the **attainment of leavers improves**, the likelihood of leavers going on to a **positive destination increases**.
- **60.6 per cent** of leavers who **did not achieve a pass at SCQF Level 3 or better** entered a positive destination; this increases to **99.1 per cent** of leavers who achieved **at SCQF Level 7**.

Table 8 shows that for school leavers whose highest qualification was at SCQF Level 5, the main destinations are Employment (43.0 per cent) and Further Education (42.8 per cent), while the majority of school leavers with one or more at SCQF Level 6 or 7 enter Higher Education. The main destinations for school leavers with no passes at SCQF Level 3 or better are Further Education (22.9 per cent) and Employment (22.0 per cent). The pattern of destinations for those with SCQF Level 3 as their highest qualification was similar to this.

Table 8: Percentage of school leavers by highest SCQF Level achieved and follow-up destination category, 2016/17¹

Follow-up Destination	Percentage						Total
	No passes at SCQF 3 or better	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6	SCQF Level 7	
Higher Education	1.2	*	*	1.9	50.9	85.0	38.3
Further Education	22.9	26.4	36.7	42.8	16.8	3.7	23.0
Training	6.2	8.1	*	2.3	0.4	*	1.7
Employment	22.0	18.9	30.5	43.0	28.6	9.3	28.3
Voluntary Work	0.7	1.0	0.5	0.3	0.4	1.0	0.5
Activity Agreement	7.7	*	4.3	0.9	0.1	*	1.0
Positive Destinations	60.6	63.4	78.7	91.1	97.3	99.1	92.9
Unemployed Seeking	16.0	21.7	14.1	6.0	1.7	0.5	4.4
Unemployed Not Seeking	19.7	12.7	5.2	1.8	0.6	0.4	1.9
Unknown	3.7	2.1	2.0	1.1	0.4	0.1	0.7
Other Destinations	39.4	36.6	21.3	8.9	2.7	0.9	7.1
Number of Leavers	1,034	842	5,218	12,737	21,459	9,882	51,172

1. Percentages may not total 100 due to rounding

* percentages based on less than 5 have been suppressed for disclosure and quality reasons.

Chapter 5: School meals

- **37.4 per cent** (254,923) of pupils were **registered for free school meals** (37.6 per cent in 2017).
- **Of those registered** for free school meals and present on the survey day **79.6 per cent took a free meal** (81.0 per cent in 2017).
- Of those pupils present on the survey day **55.6 per cent took a meal (free or paid for)** supplied by the school (56.9 per cent in 2017).

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, from 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. The latest Healthy Living survey was conducted in the week beginning 19 February 2018.

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 two 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.

- In 2018 37.4 per cent of the total school roll was registered for free school meals, which is similar to the 37.6 per cent registered in 2017.
- The percentage of pupils present on the survey day who took a meal (free or paid for) supplied by the school decreased from 56.9 per cent in 2017 to 55.6 per cent in 2018 (Table 9a).
- The percentage of P1-P3 pupils present on the survey day who took a free school meal decreased from 81.2 per cent in 2017 to 79.6 per cent in 2018.
- The total number of P1-P3 pupils taking a free school meal decreased by 3,841 from 134,042 in 2017 to 130,201 in 2018 (Table 9b).

As the national criteria for free school meal eligibility is largely based on the receipt of benefits, statistics on free school meal registrations from the Healthy Living Survey have been used as a measure of deprivation. However, several factors need to be taken into account when using the statistics in this way, particularly for primary and special schools. See background notes for more information on the use of these statistics as a measure of deprivation.

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 per cent most deprived data zones in Scotland are now available in the school contact list: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/contactdetails>

School meals data by Urban Rural classification, size of school and local authority are 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.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets>

Table 9a: Number and percentage of pupils taking school meals (free or paid for) and registered for and taking free school meals by sector, 2013 to 2018

Pupils registered for free meals		Number					
		2013 ^a	2014 ^b	2015 ^{c,d}	2016	2017	2018 ^{e,f}
Primary		81,364	77,791	213,199	212,175	212,235	210,906
Secondary		45,018	44,224	41,744	39,280	38,841	39,511
Special		4,203	4,373	4,498	3,681	4,155	4,506
Total		130,585	126,388	259,441	255,136	255,231	254,923
Pupils registered and present taking free meals							
Primary		65,717	63,986	162,799	166,454	165,027	160,323
Secondary		28,249	27,739	26,264	24,811	23,911	23,937
Special		3,576	3,719	3,607	2,899	3,418	3,466
Total		97,542	95,444	192,670	194,164	192,356	187,726
Pupils present and taking meals (free or paid for)							
Primary		186,271	192,666	237,404	246,821	246,162	237,315
Secondary		113,587	115,150	111,562	114,586	110,288	110,364
Special		5,204	5,206	4,875	4,511	4,375	4,663
Total		305,062	313,022	353,841	365,918	360,825	352,342
Pupils registered for free meals		Percentage					
		2013 ^a	2014 ^b	2015 ^{c,d}	2016	2017	2018 ^{e,f}
Primary		22.0	20.6	55.3	54.1	53.4	52.7
Secondary		15.5	15.5	15.0	14.2	14.1	14.4
Special		59.4	60.7	63.0	55.7	66.2	66.1
Total		19.6	18.8	38.7	37.8	37.6	37.4
Pupils registered and present taking free meals							
Primary		88.4	88.7	80.5	82.7	82.1	80.5
Secondary		74.7	76.6	76.4	73.9	73.4	72.8
Special		94.7	94.8	90.3	89.8	91.3	87.1
Total		84.2	85.0	80.1	81.5	81.0	79.6
Pupils present and taking meals (free or paid for)							
Primary		53.2	53.2	64.6	66.0	65.0	62.4
Secondary		43.7	44.4	44.2	45.8	44.3	44.6
Special		83.1	81.7	78.0	77.7	78.0	77.8
Total		49.5	49.8	56.5	58.1	56.9	55.6

a. In 2013, the Healthy Living Survey was carried out in March due to publicity around the presence of horse meat in some food products.

b. In 2014, primary school free meal registrations were affected by a reduction in the number of local authorities with local initiatives.

c. On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in P1-P3.

d. Figures on percentage uptake that were originally published were amended in June 2016. See background notes for details.

e. Figures for 2018 exclude Jordanhill. Please see section 7.3 of background notes for details

f. In September 2019, the 2018 figures for Edinburgh and North Lanarkshire were amended. PE data was not effected. See section 7.3 of background notes for further details.

Table 9b: Primary pupils taking school meals (free or paid for) and registered for and taking free school meals by sector, 2013 to 2018

	Number					
	2013 ^a	2014 ^b	2015 ^{c,d}	2016	2017	2018 ^{e,f}
Pupils registered for free meals						
P1-P3	#	#	172,284	172,912	173,020	172,163
P4-P7	#	#	40,915	39,263	39,215	38,743
Total Primary (P1-P7)	81,364	77,791	213,199	212,175	212,235	210,906
Pupils registered and present taking free meals						
P1-P3	#	#	129,674	134,667	134,042	130,201
P4-P7	#	#	33,125	31,787	30,985	30,122
Total Primary (P1-P7)	65,717	63,986	162,799	166,454	165,027	160,323
Pupils present and taking meals (free or paid for)						
P1-P3	#	#	129,674	134,667	134,042	130,201
P4-P7	#	#	107,730	112,154	112,120	107,114
Total Primary (P1-P7)	186,271	192,666	237,404	246,821	246,162	237,315
	Percentage					
	2013 ^a	2014 ^b	2015 ^{c,d}	2016	2017	2018 ^{e,f}
Pupils registered for free meals						
P1-P3	#	#	100	100	100.0	100.0
P4-P7	#	#	19.2	17.9	17.5	17.0
Total Primary (P1-P7)	22.0	20.6	55.3	54.1	53.4	52.7
Pupils registered and present taking free meals						
P1-P3	#	#	78.9	81.7	81.2	79.6
P4-P7	#	#	87.5	87.3	86.2	84.9
Total Primary (P1-P7)	88.4	88.7	80.5	82.7	82.1	80.5
Pupils present and taking meals (free or paid for)						
P1-P3	#	#	78.9	81.7	81.2	79.6
P4-P7	#	#	53.1	53.7	52.4	49.5
Total Primary (P1-P7)	53.2	53.2	64.6	66.0	65.0	62.4

a. In 2013, the Healthy Living Survey was carried out in March due to publicity around the presence of horse meat in some food products.

b. In 2014, primary school free meal registrations were affected by a reduction in the number of local authorities with local initiatives.

c. On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in P1-P3.

d. Figures on percentage uptake that were originally published were amended in June 2016. See background notes for details.

e. Figures for 2018 exclude Jordanhill. Please see section 7.3 of background notes for details

f. In September 2019, the 2018 figures for Edinburgh and North Lanarkshire were amended. PE data was not effected. See section 7.3 of background notes for further details.

Chapter 6: Physical Education

- **99 per cent of schools** (99 per cent of primary and 94 per cent of secondary schools) were **meeting the target level of PE provision** (98 per cent in 2017).

Increasing the amount of Physical Education (PE) 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 19 February 2018.

In 2018, 99 per cent of all primary and secondary schools (2,341 of 2,374) were meeting the target level of PE provision, compared to 98 per cent in 2017. In primary, 99 per cent of schools (2,005 of 2,016) were providing at least 120 minutes of PE to all pupils, the same as in 2017. In the secondary sector, 94 per cent of schools (336 of 358) were providing at least 100 minutes of PE to all pupils in S1 to S4, compared to 93 per cent in 2017. The data clearly show that provision is lowest at S4. Focusing on S1 to S3, 98 per cent of secondary schools (351 of 358) were meeting the target, compared to 99 per cent in 2017.

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, and so would need to provide three periods of PE per week to meet the target).

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^a by local authority, 2014 to 2018

Local Authority	Percentage				
	2014	2015	2016	2017	2018 ^b
Aberdeen City	96	96	100	100	98
Aberdeenshire	97	96	99	99	99
Angus	94	98	98	100	100
Argyll & Bute	98	100	94	98	98
Clackmannanshire	100	100	100	100	100
Dumfries & Galloway	96	100	100	100	100
Dundee City	100	100	100	100	100
East Ayrshire	95	100	100	98	100
East Dunbartonshire	100	100	100	100	100
East Lothian	100	100	100	100	100
East Renfrewshire	100	100	100	100	100
Edinburgh, City of	93	95	92	97	100
Falkirk	100	100	100	100	100
Fife	100	100	100	100	100
Glasgow City	97	99	99	98	100
Highland	97	99	100	100	99
Inverclyde	80	80	100	100	100
Midlothian	100	100	100	100	100
Moray	100	100	100	91	100
Na h-Eileanan Siar	100	100	100	100	100
North Ayrshire	96	98	96	96	96
North Lanarkshire	99	99	100	100	100
Orkney Islands	100	100	100	100	100
Perth & Kinross	99	99	95	100	97
Renfrewshire	100	100	100	100	100
Scottish Borders	78	95	100	100	100
Shetland Islands	94	97	97	100	100
South Ayrshire	100	100	100	100	100
South Lanarkshire	97	100	100	100	100
Stirling	98	100	100	100	100
West Dunbartonshire	100	100	100	100	100
West Lothian	86	100	100	100	100
Scotland	97	99	99	99	99

a. Target provision of Physical Education refers to at least 120 minutes per week in primary.

b. Figures for 2018 exclude Jordanhill. Please see section 7.3 of background notes for details

Table 11: Percentage of secondary schools (S1 to S4) meeting PE target^a by local authority, 2016 to 2018

Local Authority	2016	2017	Percentage				2018 ^b
			S1	S2	S3	S4	
Aberdeen City	100	100	100	100	100	100	100
Aberdeenshire	94	88	100	100	100	94	94
Angus	88	100	100	100	100	100	100
Argyll & Bute	100	100	100	100	100	100	100
Clackmannanshire	100	100	100	100	100	100	100
Dumfries & Galloway	100	100	100	100	100	100	100
Dundee City	100	100	100	100	100	100	100
East Ayrshire	100	100	100	100	100	100	100
East Dunbartonshire	100	100	100	100	100	100	100
East Lothian	100	100	100	100	100	100	100
East Renfrewshire	100	100	100	100	100	100	100
Edinburgh, City of	96	96	100	100	96	96	96
Falkirk	63	50	100	100	100	75	75
Fife	95	89	100	100	100	89	89
Glasgow City	100	97	97	97	97	97	97
Highland	93	97	100	100	100	93	93
Inverclyde	100	100	100	100	100	100	100
Midlothian	100	100	100	100	100	100	100
Moray	100	100	100	100	100	100	100
Na h-Eileanan Siar	100	100	100	100	100	100	100
North Ayrshire	100	67	100	100	100	78	78
North Lanarkshire	100	100	100	100	100	100	100
Orkney Islands	100	100	100	100	100	100	100
Perth & Kinross	90	70	70	70	60	70	60
Renfrewshire	100	100	100	100	91	100	91
Scottish Borders	100	100	100	100	100	100	100
Shetland Islands	86	86	100	100	100	86	86
South Ayrshire	100	100	100	100	100	100	100
South Lanarkshire	82	76	100	100	100	88	88
Stirling	71	100	100	100	100	86	86
West Dunbartonshire	60	80	100	100	100	60	60
West Lothian	100	91	100	100	100	100	100
Scotland	95	93	99	99	98	94	94

a. Target provision of Physical Education refers to at least 100 minutes per week in secondary timetabled periods.

b. Figures for 2018 exclude Jordanhill. Please see section 7.3 of background notes for details

Chapter 7: Background notes

7.1 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 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.

7.2 Sources and methodology

7.2.1 Attainment

Data on National Qualifications and awards are provided by the Scottish Qualifications Authority (SQA). The Scottish Credit and Qualifications Framework (SCQF) is used as the basis for reporting attainment. The SCQF Levels are described in Section 3.1.

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. Attainment data used to calculate school leaver attainment are now only available from 2005/06 on a consistent basis, meaning any attainment for previous leaver cohorts which pre-dates 2005/06 (i.e. in early stages of secondary school) may be missing. Insight focuses on Senior Phase attainment (S4 to S6) whereas attainment at any stage is included in this publication where possible.

The attainment data are based on the result date of learners' qualifications (as is used in Insight but different from previous attainment data which were 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 are 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 a pupil attains a D at a certain level this is not counted as achieving that level and is counted as attainment at the level below (note, even though there may not be a qualification offered at the level below). For example, if a pupil attains 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.

School leavers from 2016/17 are the second cohort to have experienced CfE throughout their school education. School leavers from 2013/14 and 2014/15 will have taken a range of qualifications from the current set to older qualifications that have now been phased out.

For most young people S4 is the last compulsory year of school, but the majority choose to stay on and complete S5 and S6 (see Table 1). 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.

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 bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels. Developing the Young Workforce (see background note 7.7) has built upon this and has strengthened partnerships between schools, colleges, employers and other providers to increase the range of options and pathways on offer to young people.

With more choices available in the senior phase, young people are also taking a range of vocational qualifications, including National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards and Skills for Work qualifications, alongside their National Qualifications. These provide a valuable route into Further Education, Higher Education, training or employment.

Attainment statistics exclude special school pupils unless otherwise stated.

Literacy and numeracy attainment

When the publication refers to Literacy or Numeracy attainment, a pupil is counted towards having a literacy or numeracy attainment if they have passed any units from the list below.

SCQF Level	Literacy	Numeracy
SCQF Level 4		
Intermediate 1	Gaidhlig Unit Group 1, English Unit Group 1, English Unit Group 2, Gaidhlig Unit Group 2, English Unit Group 3	Maths Unit Group, Maths Unit Group 2
National 4	ESOL Unit Group	
SCQF Level 5		
Intermediate 2	Gaidhlig Unit Group 1, English Unit Group 1, English Unit Group 2, ESOL Unit Group 1, ESOL Unit Group 2, Gaidhlig Unit Group 2, English Unit Group 3	Maths Unit Group, Maths Unit Group 2
National 5	English Unit Group, ESOL Unit Group, Gaidhlig Unit Group, English Unit Group 2	Mathematics Unit Group, Matamataig Unit Group
SCQF Level 6		
Higher	Gaidhlig Unit Group 1, English Unit Group 1, English Unit Group 2, ESOL Unit Group 1, ESOL Unit Group 2, Gaidhlig Unit Group 2, English Unit Group 3, English Unit Group 4, ESOL Unit Group 1, ESOL Unit Group 2, Gaidhlig Unit Group 3, English Unit Group 5	Maths Unit Group, Maths Unit Group 2, Matamataig Unit Group, Maths Unit Group 3, Matamataig Unit Group 2

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 achieving 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, a pupil who did not pass the course but achieved all the units would be counted as passing literacy or numeracy at that level.

7.2.2 Leavers

Information on the destination of leavers from publicly funded schools is 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 (from local authority or grant aided secondary schools) during September 2016 (initial destination) and March 2017 (follow-up destination). A pupil is counted as a school leaver if they have a leaver record in SDS's data, a pupil census record for the same academic year, and no pupil census record in the following academic year.

A school leaver is defined 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 school census day one year to the day before census day the following year, where census day is the third Wednesday in September. Therefore for 2016/17 school leavers, the leaver year is 21st September 2016 to 19th September 2017.

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. Leaver destination information shown within Insight is based on initial destination data and only covers S4 to S6 secondary school leavers.

School leavers who moved out-with Scotland, were deceased or who had returned to school between the initial and follow up survey have been excluded. When referring to initial destinations throughout the publication special school pupils have been excluded.

7.2.3 Follow-up destination

As the follow-up rate has continually been very high in recent years, missing data are no longer estimated for those leavers not contacted in March. This approach has been adopted from 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.

Throughout this publication the follow-up destination statistics exclude special school leavers from the calculations.

Since 2013, The Scottish Government and Skills Development Scotland (SDS) have been consulting with public sector partners, including local authorities, to develop an alternative form of measurement to complement school leaver destination statistics. In August 2016, SDS published the Annual Participation Measure (APM) for the first time. The APM has been developed with the intention of being the key metric for measuring success in relation to the 'Increase the proportion of young people in learning, training and work' indicator in the National Performance Framework. The latest data on the Participation Measure will be published by SDS in August 2018.

A publication reporting on the initial destinations of Senior Phase school leavers was published by the Scottish Government in March this year. The 'Initial Destinations of Senior Phase School Leavers' publication (<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SeniorLeavers>) focused exclusively on school leavers from the senior phase (S4-S6) whereas the leaver cohort for this publication comprises all school leavers (i.e. including S3 leavers).

The Initial Destinations of Senior Phase School Leavers 2016/17 will be the last in that suite, following recent work to streamline the landscape of Scottish Government school leaver destinations publications. For more information see background note 7.9.

7.2.4 Healthy Living Survey

The information comes from the latest Healthy Living Survey conducted in February 2018 for all publicly funded schools in Scotland. This survey was conducted in the week commencing 19 February 2018. In 2013, the collection was rescheduled to the first week of March due to the publicity around the possible presence of horse meat in school meals. This was to ensure that the data produced were 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.

7.3 Definitions and data quality

7.3.1 Attainment and school leaver data matching

The school leaver destinations data is matched to the pupil census so that pupil characteristics and attainment data can be linked to the destinations. Only leavers with a match to the pupil census are included in the analysis within this publication. This means that some leavers are excluded from the analysis.

For the 2013/14 school leaver cohort, the leaver matching methodology was updated. This updated methodology has been adopted since then, and data back to 2009/10 leavers have been produced on a consistent basis. 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 differences 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 2016 pupil census to be included in the 2016/17 leaver 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 2016/17 SDS

leavers data and they have a 2015 census record but not a 2016 record, then they will be recorded in the 2015/16 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.

Since 2009/10 the data have been linked using this updated methodology and supersedes previously published figures for these years. These data are not directly comparable with data prior to 2009/10, 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, or categorised as 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 Scottish Candidate Number (SCN). If a pupil does not have a Scottish Index of Multiple Deprivation (SIMD) category in the census data, the SIMD of the pupil's school is used.

Attainment statistics are based on pupils in the initial leavers cohort and therefore include pupils who are not included in the follow-up cohort.

7.3.2 Leaver destinations

Leaver destinations are categorised by SDS based on administrative data wherever possible. Alternatively, destinations are self-reported by school leavers following contact by SDS. The following categories for leaver destinations are included in this statistical bulletin:

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

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 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.

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.

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 that are in receipt of a training allowance.

Employment: includes those who consider themselves to be 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.

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.

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

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 who do not fit in any of the existing categories are counted in this category.

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.

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 survey point.

7.3.3 School meals

The national criteria for eligibility to free school meals include all those pupils within families who receive Income Support, Income-based Job Seekers Allowance or any income related element of Employment and Support Allowance. Pupils within families who receive support under Part VI of the Immigration and Asylum Act 1999 were also entitled. Pupils 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 £16,105 (from April 2013) were also entitled. Pupils whose parents or carers are in receipt of both maximum Child Tax Credit and maximum Working Tax Credit and their income is under £6,420 were also entitled (from August 2009). Pupils whose parents or carers are in receipt of Universal Credit and their monthly earned income does not exceed £610 were also entitled (from August 2017). Pupils 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 P1-P3.

As the national criteria for free school meal eligibility are largely based on the receipt of benefits, statistics on free school meal registrations from the Healthy Living Survey have been used as a measure of deprivation. However, several factors need to be taken into account when using the statistics in this way. Firstly, the introduction of universal free school meal eligibility to all P1-P3 pupils means that it is not appropriate to use free school meal statistics at the level of whole primary schools as a measure of deprivation from 2015 onwards. Statistics for P4-P7 are available from 2015 and their use as measure of deprivation is not affected by this policy.

The use of statistics on free school meal registrations as a measure of deprivation is also affected by initiatives used by local authorities to extend the provision of free school meals beyond the national criteria. These initiatives have changed over the years, as summarised below.

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. This had a noticeable effect on the national uptake rates, both for primary and overall, as calculated through the School Meals Survey (as it was then). 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, 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. An evaluation of this trial can be found on the Scottish Government website:

<http://www.gov.scot/Publications/2008/08/29114033/0>

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 varied by local authority. Examples included extending free school meal eligibility to cover all P1 pupils or all P1-P3 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. These initiatives have now been superseded by the introduction of universal eligibility for all pupils in P1-P3 in 2015.

In 2017 and 2018 work was undertaken with local authorities to explore their use of local initiatives to expand the provision of free school meals. One such initiative was the provision of free school meals to pupils in Argyll and Bute that stayed in hostel accommodation during the week. In addition, approximately half of all local authorities reported that they had an initiative in place to provide free meals to all pupils in at least some of their special schools. This means caution should be used when using free school meal registrations as a measure of deprivation in special schools. Local initiatives have also meant that between 2015 and 2017 a small number of secondary school pupils that did not meet national criteria were registered for free school meals.

Between 2012 and 2014, estimates of national eligibility were produced to provide school level data on free school meal registrations for primary schools that can be used as a measure of deprivation. 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.

Corrections

In 2011, one local authority, Falkirk, provided information on pupils registered for free school meals under national eligibility only. This is not considered to have had a significant effect on the overall findings of the survey.

Some of the figures originally published on percentage uptake of school meals in 2015 were amended in June 2016 after a processing error relating to the number of P1-P3

pupils present was discovered in 9 schools in North Lanarkshire. This impacted on the percentage uptake figures for P1-P3, all primary and all sectors combined.

City of Edinburgh

This edition of the Healthy Living Survey results includes corrections to the 2018 survey results for City of Edinburgh. Following publication of the 2018 survey results, corrected FSM registration and roll data was received from the local authority. However the authority were not able to provide corrected data for the other aspects of the survey. Therefore, imputation was used to resolve inconsistencies that arose in the data as a result of the corrections. This resulted in changes for 37 schools in the City of Edinburgh authority area affecting:

- Pupils present on survey day
- Pupils registered and present on survey day
- Pupils present and who took a meal (free or paid for) on survey day
- Pupils present and who took a free meal on survey day

These values were imputed using the 2018 Scotland national average based on the remaining 31 local authorities, and the alternative data received from Edinburgh (excluding those schools that required imputation) for the above fields.

As a result of these corrections there was a decrease FSM registrations for Edinburgh from 18,198 to 17,670. These changes did not have a substantial impact on Scotland registration rate for 2018.

North Lanarkshire

This edition of the Healthy Living Survey results includes corrections to the 2018 survey results for North Lanarkshire. Following the publication of the 2018 survey results, corrected data for meals taken was received from the local authority.

As a result of these corrections there was an increase meals taken for North Lanarkshire from 11,498 to 15,718. These changes did not have a substantial impact on Scotland registration rate for 2018.

Jordanhill

To protect against the release of identifiable personal information, Jordanhill primary and secondary are not shown in School Healthy Living Survey Statistics for 2018 and 2019. Free school meal registration and meal uptake information for Jordanhill can be found in the [school level dataset](#). PE provision data can be found in Table 29 of the [supplementary tables](#).

Statistics for primary schools may include some nursery school pupils attending primary schools.

Information on the Urban Rural classification used for some statistics in the supplementary tables can be found on the Scottish Government website:

<http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification>

7.3.4 Physical education

For the purposes of this survey, physical education must take place during curriculum time and be led by a GTCS registered class or physical education teacher. Certified and non-certified PE are both included, providing it supports the outcomes and experiences defined by Curriculum for Excellence. For example, dance is included but walking to school and drama are not. In 2014, the survey guidance was improved to make clear what was required for a school to have met the physical education target.

7.3.5 Symbols

The following symbols are used:

- = nil

* = suppressed

= not applicable

7.4 UK comparisons

7.4.1 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](#).

7.4.2 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.

7.4.3 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.

7.5 List of supplementary tables

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

Supplementary tables on attainment and school leaver destination are available including breakdowns 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.

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

School Leaver Destinations	
Table L1.1. Percentage of school leavers from publicly funded schools in Scotland by follow-up destination category: 2006/07 to 2016/17	19/06/18
Table L1.2. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and gender: 2009/10 to 2016/17	19/06/18

Table L1.3. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and 6-fold Urban Rural classification of school, 2016/17	19/06/18
Table L1.4. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and SIMD decile, 2016/17	19/06/18
Table L1.5. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and Additional Support Need, 2016/17	19/06/18
Table L1.6. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and ethnic background, 2016/17	19/06/18
Table L1.7. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and national identity, 2016/17	19/06/18
Table L1.8. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category and whether declared or assessed disabled, 2016/17	19/06/18
Table L1.9. Percentage of school leavers who sustained a destination or moved into another destination category, 2016/17	19/06/18
Table L2.1. Percentage of school leavers by follow-up destination and local authority, 2009/10 to 2016/17	19/06/18
Table L2.2. Number of school leavers by follow-up destination and local authority, 2009/10 to 2016/17	19/06/18
Table L3.1. Percentage of secondary and special school leavers from publicly funded schools in Scotland by initial destination and Additional Support Need, 2016/17	19/06/18
Attainment Statistics	
Table A1.1. Percentage of school leavers by highest SCQF Level achieved, by SIMD decile, 2009/10 to 2016/17	19/06/18
Table A1.1b. Percentage of school leavers by total qualifications achieved, by SIMD decile, 2009/10 to 2016/17	19/06/18
Table A1.2. Attainment of secondary school leavers by highest SCQF Level achieved in each subject, 2011/12 to 2016/17	19/06/18
Table A1.3. Percentage of secondary and special school leavers from publicly funded schools attaining vocational qualifications at SCQF Level 2 to 7, by local authority, 2014/15 to 2016/17	19/06/18
Table A2.1. Percentage of school leavers by highest SCQF Level achieved, by local authority, 2009/10 to 2016/17	19/06/18
Table A2.2. Percentage of school leavers by total qualifications achieved, by local authority, 2009/10 to 2016/17	19/06/18
Table A3.1. Percentage of secondary and special school leavers from publicly funded schools by highest SCQF Level achieved and Additional Support Need, 2016/17	19/06/18
Table A3.2. Percentage of secondary and special school leavers from publicly funded schools by total qualifications achieved and Additional Support Need, 2016/17	19/06/18

The following supplementary tables on school meals and Physical Education are available at <http://www.gov.scot/Topics/Statistics/Browse/School-Education/MealsSD/mealsped>

School Meals	
Table 1a: Number of pupils registered for free school meals by sector, 2006 to 2018	19/06/18
Table 1b: Percentage of pupils registered for free school meals by sector, 2006 to 2018	19/06/18
Table 2a: Number of registered pupils taking free school meals by sector, 2006 to 2018	19/06/18
Table 2b: Percentage of registered pupils taking free school meals by sector, 2006 to 2018	19/06/18
Table 3a: Number of pupils taking school meals (free or paid for) by sector, 2003 to 2018	19/06/18
Table 3b: Percentage of pupils taking school meals (free or paid for) by sector, 2003 to 2018	19/06/18
Table 4a: Number of pupils taking school meals (free or paid for) by size of school, publicly funded primary schools, 2018	19/06/18

Table 4b: Number of pupils taking school meals (free or paid for) by size of school, publicly funded secondary schools, 2018	19/06/18
Table 5: Percentage of pupils taking school meals (free or paid for) by urban/rural indicator of school, 2018	19/06/18
Table 6: Percentage of pupils taking meals (free or paid for) by rate of free school meal registration (deprivation indicator), 2018	19/06/18
Table 7: Number of primary school pupils registered and taking free school meals by local authority, 2018	19/06/18
Table 8: Percentage of primary school pupils registered and taking free school meals by local authority, 2018	19/06/18
Table 9: Number and percentage of primary school pupils taking school meals (free or paid for) by local authority, 2018	19/06/18
Table 10: Percentage of primary school pupils registered for free school meals by local authority, 2006 to 2018	19/06/18
Table 11: Percentage of primary school pupils registered for free school meals and present, taking free school meals, by local authority, 2006 to 2018	19/06/18
Table 12: Percentage of primary school pupils present taking school meals (free or paid for) by local authority, 2003 to 2018	19/06/18
Table 13: Number of secondary school pupils registered and taking free school meals by local authority, 2018	19/06/18
Table 14: Percentage of secondary school pupils registered and taking free school meals by local authority, 2018	19/06/18
Table 15: Number and percentage of secondary school pupils taking school meals (free or paid for) by local authority, 2018	19/06/18
Table 16: Percentage of secondary school pupils registered for free school meals by local authority, 2006 to 2018	19/06/18
Table 17: Percentage of secondary school pupils registered for free school meals and present, taking free school meals, by local authority, 2006 to 2018	19/06/18
Table 18: Percentage of secondary school pupils present taking school meals (free or paid for) by local authority, 2003 to 2018	19/06/18
Table 19: Number of special school pupils registered and taking free school meals by local authority, 2018	19/06/18
Table 20: Percentage of special school pupils registered and taking free school meals by local authority, 2018	19/06/18
Table 21: Number and percentage of special school pupils taking school meals (free or paid for) by local authority, 2018	19/06/18
Physical Education	
Table 22: Primary schools meeting PE target by rural/urban classification, 2018	19/06/18
Table 23: Secondary schools meeting PE target by rural/urban classification, 2018	19/06/18
Table 24: Primary schools and pupils meeting PE target by school size, 2018	19/06/18
Table 25: Secondary schools and pupils meeting PE target by school size, 2018	19/06/18
Table 26: Percentage of schools meeting PE target by local authority, 2012 to 2018	19/06/18
Table 27: Primary schools meeting PE target by local authority, 2012 to 2018	19/06/18
Table 28: Secondary schools meeting PE target by local authority, 2018	19/06/18
Charts	
Chart 1: Percentage registered for free school meals, 2006 to 2018	19/06/18
Chart 2: Percentage of those registered who take free school meals, 2006 to 2018	19/06/18
Chart 3: Percentage of pupils present taking school meals (free or paid for), 2003 to 2018	19/06/18
Chart 4: Percentage of pupils present taking school meals, 2018	19/06/18
School level	
Table 29: Physical Education provision in primary and secondary schools and other school variables, 2018	19/06/18

School level data on school meals is available at:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets>

7.6 Additional Support Needs

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's Plans and other plans. Under previous legislation a pupil may have been categorised as having a Record of Need (RoN).

7.7 Developing Scotland's Young Workforce

The Scottish Government established the independent Commission for Developing Scotland's Young Workforce, led by Sir Ian Wood, in January 2013. Its remit was to explore how we might develop a modern, responsive and valued system for vocational training and emulate the labour markets of the best performing European countries. More information on the Developing Scotland's Young Workforce strategy is available here: <http://www.gov.scot/Publications/2014/12/7750>. Although this publication focusses on attainment in the National Courses, within the supplementary tables, 'Table A1.3 Percentage of secondary and special school leavers from publicly funded schools attaining vocational qualifications at SCQF Level 2 to 7, by local authority' looks at attainment in vocational qualifications.

7.8 Cost

7.8.1 Attainment

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

7.8.2 Leavers

The approximate cost (salary including NI & pension) to Skills Development Scotland of collecting information for 2013/14 leaver cohort was £383,872. This translated to approximately £7.38 per leaver over both initial and follow-up surveys. As part of the overall approach for managing customers the follow-up of school leavers has become established as business as usual for Skills Development Scotland. Unlike previous years where two dedicated exercises were undertaken and therefore cost information provided, the follow-up of customers is an ongoing process and from 2014/15 onwards such costs are embedded within the daily operations of Skills Development Scotland.

7.8.3 Healthy Living

The estimated cost to local authorities and grant-aided schools, based on staff time only, of providing the Scottish Government with the Healthy Living Survey data in 2018 was approximately £8,700.

7.9 User consultation and future reporting

This will be the last 'Summary Statistics for Attainment, Leaver Destinations and Healthy Living' compendium report as the reporting schedule will change in 2019 with a view to better meet user needs.

A consultation was conducted in September 2017 seeking users' views on possible future developments to Scottish Government school leaver destination statistical outputs, and information on use made of these statistics more generally.

Following analysis of the consultation findings a refined publication plan was put in place:

- cease publication of the 'Initial Destinations of Senior Phase School Leavers' statistical report (senior phase leavers only)
- bring forward publication of school leaver attainment and school leaver initial destinations from June 2019 to February 2019 (all leavers)
- publish school leaver follow-up destinations in June 2019 (all leavers)

The publication date for Healthy Living Survey results will be confirmed in due course.

Full results of the user consultation can be found here:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/scotstat/EduConsultationHistory/ConsultationLeavers>

7.10 Further information

Copies of this publication are available on the Scottish Government's website at: www.gov.scot/stats/bulletins/01311

School level information, including attainment on a consistent basis as available through Insight (a professional benchmarking tool used by local authorities and schools), is currently available on Parentzone Scotland. However, as part of the National Improvement Framework, we are committed to further improve the level of information about schools to those who require this (including parents). This will involve publishing additional clear information on each school on a range of key measures, such as attendance rates, children's progress throughout the Broad General Education, etc. and to make this available by August 2018

To meet this commitment, the Scottish Government are currently working, and consulting, with key stakeholders (including Parentzone Scotland) with the aim of publishing a new online school information dashboard in August 2018. Parents will be able to access this new dashboard via Parentzone Scotland, or directly on the Scottish Government website via this link: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/Dashboards> .

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

The scope of these leaver destination statistics 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.

Skills Development Scotland publish the Annual Participation Measure report every August. This statistical publication reports on learning, training and work activity of 16-19 year olds in Scotland. The measure takes account of all statuses for individuals over a whole year as opposed to focusing on an individual's status on a single day. Latest results were published in August 2017 and are available here:

<https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/participation-measure>

The Achievement of Curriculum for Excellence (CfE) Levels 2016/17 Return is a census based data collection and gathers data on whether or not pupils have achieved the expected CfE Level for their stage based on the class teachers' professional judgement. The collection covers numeracy and the three elements of literacy (reading, writing, listening and talking) and four stages within Broad General Education: P1, P4, P7 and S3. Results for end 2016/17 were published in December 2017 and are available here:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

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

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, at the following address:

<http://www.gov.scot/Publications/2005/11/PEReport2005>

Media enquiries about the information in this Statistics Publication Notice should be addressed to Catherine Brown, 0131 244 2560.

A National Statistics Publication for Scotland

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be interpreted to mean that the statistics: meet identified user needs; are produced, managed and disseminated to high standards; and are explained well.

Correspondence and enquiries

For enquiries about this publication please contact:

Anna MacKinnon or Lorna McDonald

Education Analytical Services,

Telephone: 0131 244 0315,

e-mail: school.stats@gov.scot

For general enquiries about Scottish Government statistics please contact:

Office of the Chief Statistician, Telephone: 0131 244 0442

e-mail: statistics.enquiries@gov.scot

How to access background or source data

The data collected for this statistical bulletin:

- are available in more detail through Scottish Neighbourhood Statistics
- are available via an alternative route
- may be made available on request, subject to consideration of legal and ethical factors. Please contact school.stats@gov.scot for further information.
- cannot be made available by Scottish Government for further analysis as Scottish Government is not the data controller.

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APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
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