scottish survey of achievement

2006 social subjects (enquiry skills) and core skills – supporting evidence

DEPENDABLE EVIDENCE

SHARED STANDARDS

HELPFUL FEEDBACK

INTELLIGENT ACCOUNTABILITIES

smarter scotland
SCOTTISH EXECUTIVE

Contents Page No.

A	**Introduction**	**4**
B	**Social Subjects enquiry skills attainment estimates**	**5**
B.1	Assessing and reporting Social Subjects enquiry skills	5
B.2	National estimates of Social Subjects enquiry skills	6
B.3	Gender differences in Social Subjects enquiry skills	7
B.4	Deprivation differences in Social Subjects enquiry skills	8
B.5	Teachers' judgements about Social Subjects enquiry skills	8
B.6	Practical assessments of Social Subjects enquiry skills	9
B.7	Detailed Social Subjects results	11
C	**Reading attainment estimates**	**14**
C.1	Assessing and reporting reading attainment	14
C.2	National estimates of reading attainment	15
C.3	Gender differences in reading attainment	16
C.4	Deprivation differences in reading attainment	17
C.5	Teachers' judgements about attainment in reading	17
C.6	Changes in reading attainment over time	19
C.7	Detailed reading results	22
D	**Numeracy attainment estimates**	**28**
D.1	Assessing and reporting numeracy attainment	28
D.2	National estimates of numeracy attainment	29
D.3	Gender differences in numeracy attainment	30
D.4	Deprivation differences in numeracy attainment	31
D.5	Teachers' judgements about attainment in numeracy	32
D.6	Changes in numeracy attainment over time	33
D.7	Detailed numeracy results	36
E	**Writing attainment estimates**	**42**
E.1	Assessing and reporting writing attainment	42
E.2	National estimates of writing attainment based on teachers' judgements	42
E.3	Gender in writing attainment based on teachers' judgements	43
E.4	Deprivation differences in writing attainment based on teachers' judgements	44
E.5	Changes in writing attainment over time	45
E.6	Detailed writing results	47

F	**Practical assessment of Core Skills results**	**49**
F.1	Assessing and reporting core skills	49
F.2	Working with others	50
F.3	Problem solving	51
F.4	Using ICT	52
G	**Pupil questionnaire enquiry results**	**53**
G.1	Investigating pupils' learning experience	53
G.2	Resources at home	53
G.3	After or out of school activities	53
G.4	General job aspirations	54
G.5	Social Subjects and jobs	55
G.6	Lesson activities	55
G.7	Views about Social Subjects	57
G.8	Reading and writing activity outside school	58
G.9	Topics in Social Subjects	59
G.10	Detailed questionnaire results	60
H	**Teacher questionnaire enquiries**	**70**
H.1	Investigating teachers' experience of teaching	70
H.2	Teaching and preparation time	70
H.3	Professional development	71
H.4	Resource use	71
H.5	Lesson activities	71
H.6	Views on attendance, motivation and behaviour	74
H.7	Use of 5-14 assessments	74
H.8	Assessment and planning approaches	75
H.9	Detailed questionnaire results	76
I	**Parent questionnaire results**	**86**
I.1	Response rate and sample composition	86
I.2	Attendance at pre-school education	86
I.3	Information received about learning and progress	88
Annex I	**Survey design and methodology**	**91**
Annex II	**Assessment materials and procedures**	**108**
Annex III	**Pupil, teacher and parent questionnaires**	**140**
Annex IV	**Local Authority results**	**142**

Acknowledgements

The SSA team would like to thank everyone involved in this year's survey. We'd especially like to thank all the pupils, teachers and parents who contributed valuable time to completing the SSA. We do appreciate the effort you have all put in, many thanks!

A: Introduction

This report provides detailed results of the assessment of pupils' attainment carried out through the 2006 Scottish Survey of Achievement (SSA). The survey has the dual purpose of reporting on attainment in both the particular subject focus in each year as well as on core skills in the context of that subject. In 2006, the SSA focused on Social Subjects (enquiry skills).

The specific objectives of the survey were to:

- Assess pupils' attainment in Social Subjects (enquiry skills) at P3, P5, P7, S2 stages, at the national level.
- Assess pupils' attainment in numeracy and reading at P3, P5, P7, S2 stages at the national and local authority level. Reading was assessed within the Social Subjects context, numeracy assessments were context free.
- Assess pupils' attainment in writing (in the context of Social Subjects) at P3, P5, P7, S2 stages at the national and local authority level.
- Assess pupils' attainment in core skills (working with others, problem solving and ICT) applied in a Social Subjects context at P3, P5, P7, S2 stages at the national level.
- Gather and report nationally on pupils' and teachers' experience of, and views on, learning and teaching in Social Subjects.
- Gather and report nationally on parents' perception of their child's pre-school experience, and on parents' experience of contact with their child's primary school.

The survey provides information to inform Social Subjects education policy and supports the enhancement of Social Subjects teaching in Scotland, through the development of assessment materials and the involvement of practising teachers in the development of materials, the assessment process and moderation of results.

This report presents results for Scotland as a whole. Also included is information at local authority level for the sixteen local authorities selected for reporting in 2006.

The results are presented in the form of summary charts along with brief commentary, followed by more detailed tables of results. These are the first results to be published from the 2006 survey. Further, more detailed analysis of this data is intended in due course. No information represented in this report or otherwise published will enable individual pupils to be identified. No information is made available at individual school, pupil or teacher level. All pupils and teachers who participated in the survey will remain anonymous.

B: Social Subjects enquiry skills attainment estimates

B.1 Assessing and reporting Social Subjects enquiry skills

In the assessment of Social Subjects enquiry skills, thirty different written tasks were administered in the survey – six at each of levels A to E. All of the tasks used were newly developed for the 2006 SSA. Due to the length of these tasks and the limited amount of time available to test individuals, each pupil involved in the assessment of Social Subjects was randomly allocated a task at one of two consecutive levels within a stage appropriate for the pupil's stage. This means that each pupil was assessed at just one level, rather than a range of levels as was possible for reading and numeracy. Further details of the assessment materials and procedures are available in Annex II.

At P3, P7 and S2, the levels assessed were the level expected for that stage and the level above or the level below that expected. For example, levels A and B were assessed at P3, levels C and D at P7 etc. At P5, there is no expected level. Pupils at this stage were assessed at level B (the expected level for P4) or at level C (the expected level for P6).

The results of the survey are reported using criteria for performance on the assessment tasks as follows: 'very good skills' at a level, indicated by 80% or more of the test questions at that level answered correctly; 'well-established skills', at least 65% of questions answered correctly but fewer than 80%; and 'made a good start', at least 50% of the questions answered correctly but fewer than 65%.

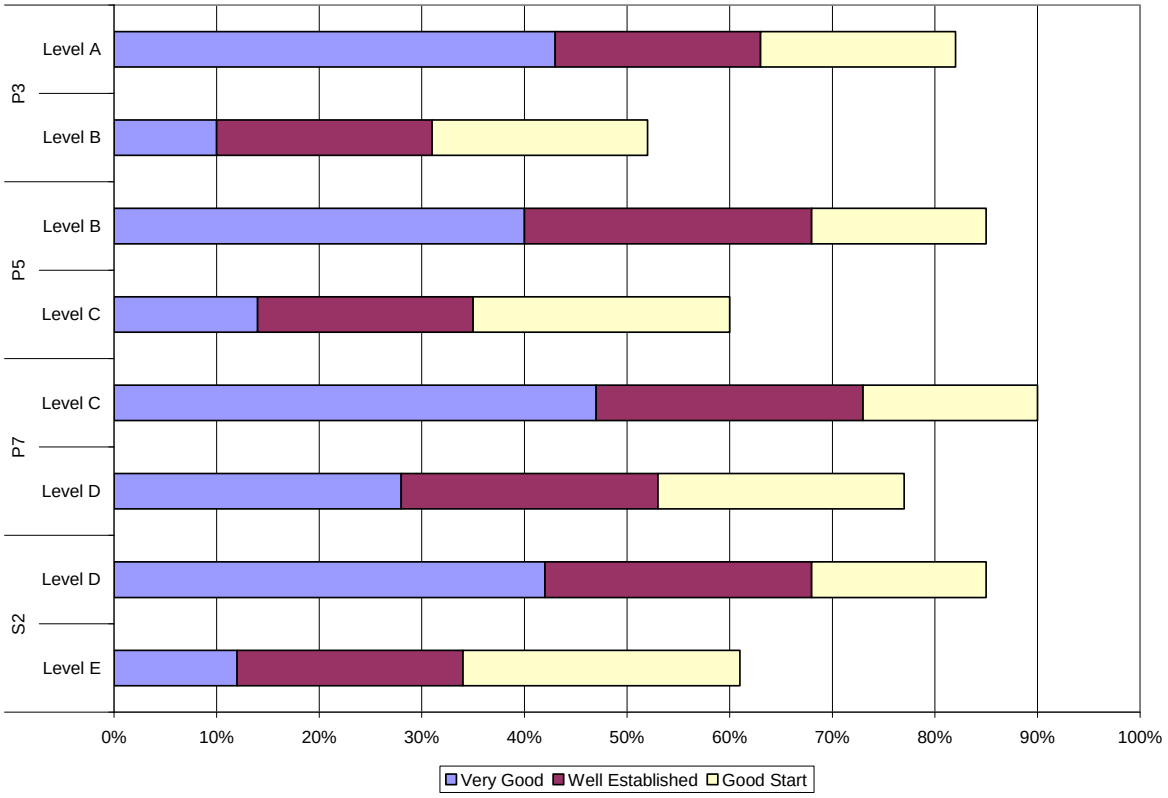
In total, just over 13,000 pupils participated in the Social Subjects written assessments. All estimates of attainment shown in sections B.2 to B.5 are adjusted for the over-representation of reporting authorities in the national sample, and also for sample imbalance in terms of gender and deprivation A description of the weighting methodology can be found in Annex I. with all sample surveys, there is a level of uncertainty inherent in the results. Where appropriate, standard errors are quoted alongside the attainment estimate, and the size of the standard errors should be taken into account when interpreting the data. Further details of the sample design are available in Annex I.

Social Subjects enquiry skills were also assessed in the practical component of the survey, by field officers taking part in one-to-one conversations with pupils during school visits. More information about the practical assessment process is available in the Annex II.6, while the results are presented here as section B.6.

B.2 National estimates of Social Subjects enquiry skills

Chart B1 shows the percentage of pupils in each of P3, P5, P7 and S2 categorised into attainment bands at levels A-E for Social Subjects enquiry skills. Detailed results are available in Table B1. In P3, 63% of pupils demonstrated well-established or better skills at level A (the expected level for the stage) with 31% already well-established or better at level B. For pupils in P5, 68% were well established or better at level B and 35% were well established or better at level C (the expected level for P6). In later stages, 53% of P7 pupils are well-established at the expected level (level D) and 73% were well established at level C. At S2, 34% of pupils were well-established at level E, with 68% well established at level D.

Chart B1
Social Subjects enquiry skills attainment estimates at P3, P5, P7 and S2*
(% pupils classified into attainment bands by 5-14 level)

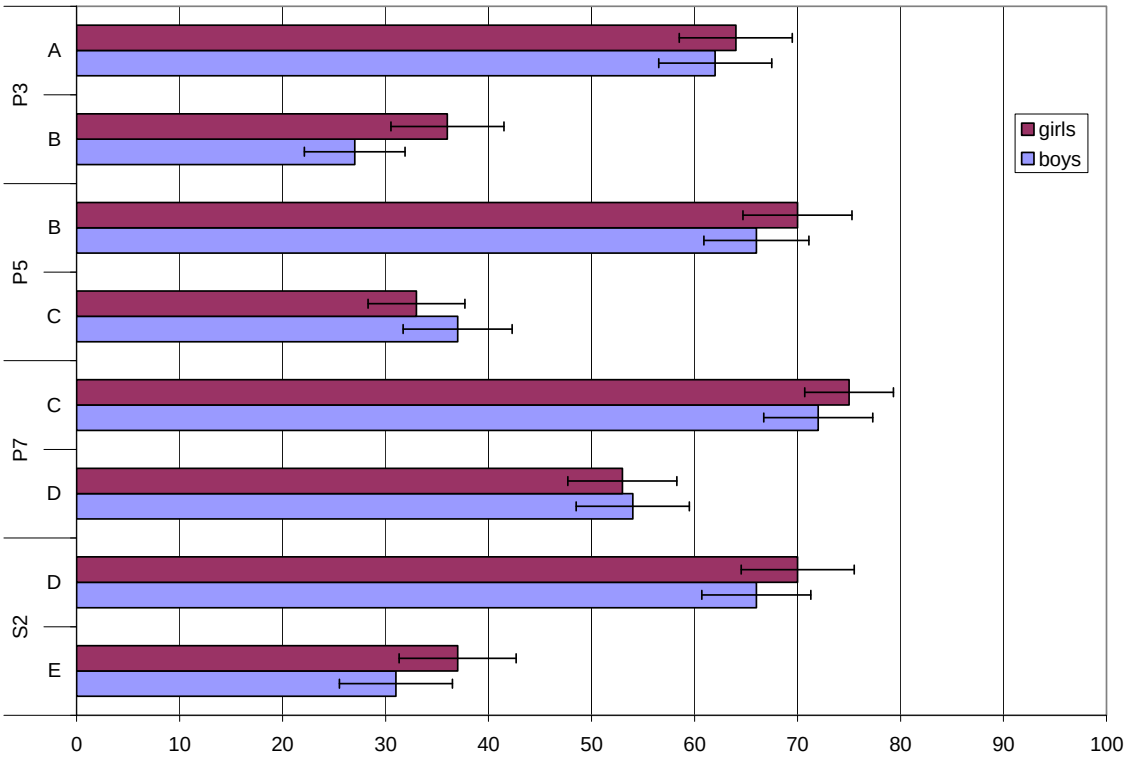


** Standard errors are around 2 percentage points for 'well-established skills or better', varying with stage and level.*

B.3 Gender differences in Social Subjects enquiry skills

Chart B2 compares the attainment of boys and girls within the survey. Generally, there is a picture of higher attainment in Social Subjects enquiry skills amongst girls than boys, although none of the differences is statistically significant. Detailed results are available in Table B2.

Chart B2
Social Subjects enquiry skills attainment estimates, by gender
(% pupils having "well-established" skills or better at the given level)

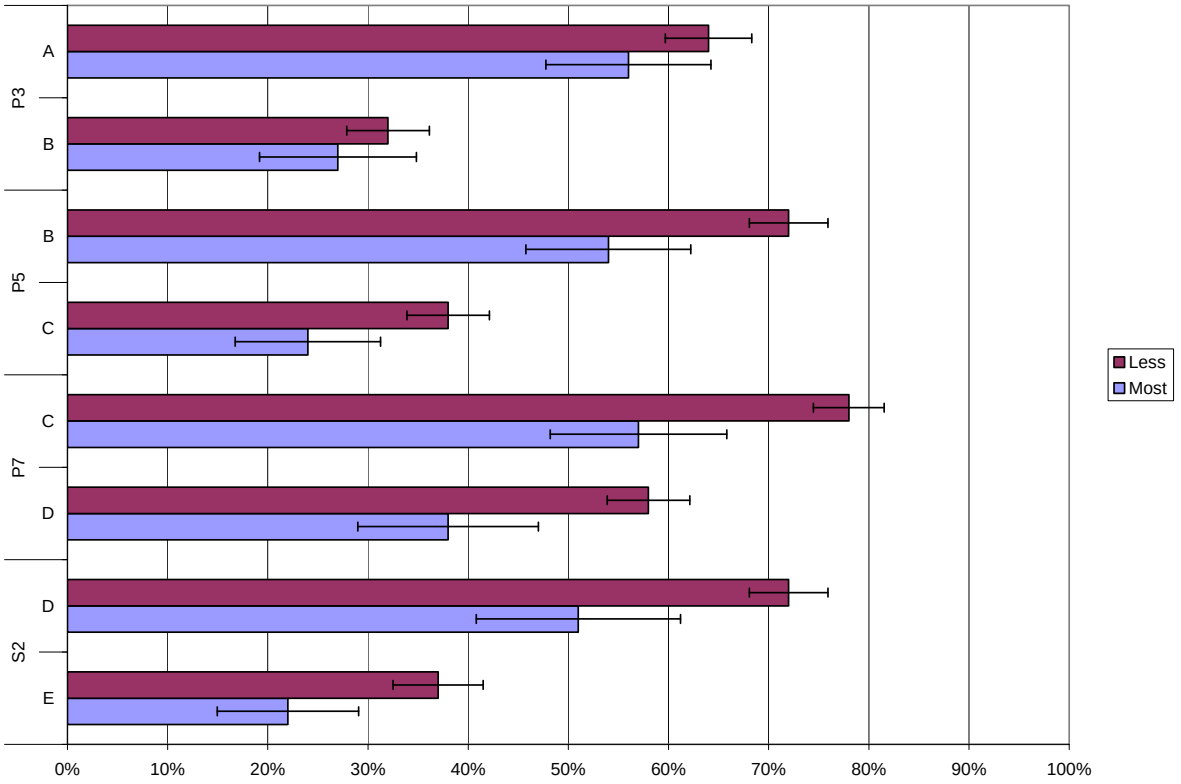


The thin black lines associated with each attainment bar are the 95% confidence intervals

B.4 Deprivation differences in Social Subjects enquiry skills

Chart B3 compares the attainment of pupils from the 20% most deprived areas against those from less deprived areas. Pupils from less deprived areas do better than pupils from the most deprived areas at all stages and at all levels assessed in Social Subjects. These differences are statistically significant at all attainment levels assessed for P5, P7 and S2. Detailed results are available in Table B3.

Chart B3
Social Subjects enquiry skills attainment estimates, by deprivation
(% pupils having "well-established" skills or better at the given level)



'Most' means the pupil lived in one of the 20% most deprived areas in Scotland based on the 2004 Scottish Index of Multiple Deprivation (SIMD), the remainder of pupils are classified as' less' deprived
The thin black lines associated with each attainment bar are the 95% confidence intervals

B.5 Teachers' judgements about Social Subjects

In addition to the written assessments for Social Subjects enquiry skills, teachers were also invited to submit a level judgement for each pupil sampled in the survey.

Teachers were given the option to provide a judgement for one or more of the following subjects: Environmental Studies, Social Subjects, Geography, History or Modern Studies. Table B4 shows the national picture of attainment based on these judgements.

Generally, primary teachers responded for Environmental Studies or Social Subjects, while secondary teachers typically responded for Social Subjects (a minority) or for all of Geography, History and Modern Studies.

At P3, teachers judged over half the pupils to be at level A and around a third at level B. At P5, around 70% of the pupils were judged to be at level C and 20-30% at level B. At P7, around 70% of the pupils were judged to be at level D, around 15% at level C and around 10% at level E. At S2, just under half the pupils were judged at level E, with around a third at level D and 15-20% at level F (with the exception of Environmental Studies, with just 4% at level F).

Although not directly comparable, similar patterns are seen at P3 when looking at teachers' judgements and test based results together (Tables B1 and B4). At P5, however, teachers estimate around two thirds of pupils to be at level C or better, while test based results show only 35% to be well established or better at level C. The picture is similar at P7 and S2, with fewer pupils attaining 'well-established' status at the higher level tested compared with teacher judgements.

Teacher judgements and SSA test results are not necessarily equivalent indicators of pupils' Social Subjects enquiry skills levels, so it might not be surprising to find differences emerging in the results of the two approaches. Most fundamentally teacher judgements are based on all Social Subjects attainment, rather than enquiry skills only. Additionally teacher judgements are based on a range of knowledge that the classroom teacher has about each pupil, which has been gained over a period of time. These judgements will be locally moderated within the school. The SSA Social Subjects assessments, on the other hand, are centrally administered and designed to provide comparable performance opportunities for all pupils in the survey wherever they might live and whichever school they might attend. In this case, the results are based solely on performance on the day of the test and pupils' responses to the material that is contained within them.

B.6 Practical assessments of Social Subjects enquiry skills

As previously mentioned, Social Subjects enquiry skills were also assessed within the practical component of the survey. The results for this part of the assessment are shown in Table B5. It should be noted that due to logistical constraints, these practical assessments involved relatively small numbers of pupils drawn from a limited sub-sample of the survey schools; typically 3-4 pupils were assessed for each type of practical enquiry in each school. Judgements about pupils' abilities are necessarily subjective, and although the field officers are provided with some training to help improve the consistency of their assessments, their judgements are not subject to moderation and will differ to some extent between field officers.

In conducting the assessments field officers engaged each pupil in a one-to-one conversation around a Social Subjects investigation the pupil had recently undertaken in class. Pupils were asked to bring along an artefact connected with the investigation. The artefact could be a model, a poster, a written report, or anything associated with the research; the artefact was not assessed, but acted as an aide memoire for the pupil and a stimulus for the conversation. Pupils were rated by the field officer on 'Reviewing and Reporting' their investigation.

The results in table B4 show that at P3 all pupils were rated at level A or better by the field officers, with over 60% rated to be above this level. At P5 over 90% were rated at level B or better. At P7 around two thirds were rated at level D or better, and at S2 around 40% were

rated at E or better. The findings are presented as sample statistics only; the results are not weighted to provide estimates for the population.

B.7 Detailed Social Subjects results

The tables below provide detailed results to support the information provided in this section.

Table B1
2006 SSA - National Social Subjects enquiry skills attainment estimates
(% pupils categorised into each attainment band)*

Stage	*Level*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	1,666	18	19	20	43	63	1.9
	B	1,668	48	21	21	10	31	1.9
P5	B	1,711	15	17	28	40	68	1.8
	C	1,714	40	25	21	14	35	1.8
P7	C	1,782	10	17	26	47	73	1.7
	D	1,740	23	24	25	28	53	1.9
S2	D	1,526	15	17	26	42	68	1.9
	E	1,530	39	27	22	12	34	2.0

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B2
2006 SSA - National Social Subjects enquiry skills attainment estimates, by gender
(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	841	19	19	20	42	62	2.8
		Girls	825	18	18	20	44	64	2.8
	B	Boys	831	52	21	17	10	27	2.5
		Girls	837	44	20	25	11	36	2.8
P5	B	Boys	885	16	18	27	39	66	2.6
		Girls	826	14	16	28	42	70	2.7
	C	Boys	872	41	22	22	15	37	2.7
		Girls	842	39	28	19	14	33	2.4
P7	C	Boys	875	11	17	26	46	72	2.7
		Girls	907	10	15	27	48	75	2.2
	D	Boys	866	24	22	25	29	54	2.8
		Girls	874	21	26	26	27	53	2.7
S2	D	Boys	776	16	18	23	43	66	2.7
		Girls	750	14	16	30	40	70	2.8
	E	Boys	756	41	28	22	9	31	2.8
		Girls	774	38	25	22	15	37	2.9

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B3
2006 SSA - National Social Subjects enquiry skills attainment estimates, by deprivation category**

(% pupils categorised into each attainment band)*

Stage	*Level*	*Deprivation*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Most	286	23	21	20	36	56	4.2
		Less	1,380	17	19	19	45	64	2.2
	B	Most	273	56	17	15	12	27	4.0
		Less	1,395	45	23	22	10	32	2.1
P5	B	Most	287	28	18	26	28	54	4.2
		Less	1,424	12	16	28	44	72	2.0
	C	Most	273	52	24	19	5	24	3.7
		Less	1,441	36	26	21	17	38	2.1
P7	C	Most	270	19	24	24	33	57	4.5
		Less	1,512	8	14	27	51	78	1.8
	D	Most	295	36	26	22	16	38	4.6
		Less	1,445	19	23	27	31	58	2.1
S2	D	Most	230	23	26	22	29	51	5.2
		Less	1,296	13	15	27	45	72	2.0
	E	Most	256	59	19	15	7	22	3.6
		Less	1,274	34	29	24	13	37	2.3

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

***'Most' means the pupil lived in one of the 20% most deprived areas in Scotland based on the 2004 Scottish Index of Multiple Deprivation (SIMD), the remainder of pupils are classified as less deprived*

Table B4

2006 SSA - National Social Subjects attainment estimates: teachers' judgements

(% pupils judged to be at indicated levels by their teachers)*

Stage	*subject*	*Number of pupils*	*<A*	*A*	*B*	*C*	*D*	*E*	*F*
P3	Social Subjects	1,739	6	53	41	0	0	0	0
	Environmental studies	3,414	4	57	39	0	0	0	0
	Geography	643	10	54	36	0	0	0	0
	History	643	10	54	36	0	0	0	0
	Modern Studies	457	11	59	30	0	0	0	0
P5	Social Subjects	1,848	1	3	29	66	1	0	0
	Environmental studies	3,536	1	3	30	65	1	0	0
	Geography	699	1	5	21	71	1	0	0
	History	700	1	4	21	72	1	0	0
	Modern Studies	580	2	4	23	70	1	0	0
P7	Social Subjects	2,021	0	1	3	18	68	10	0
	Environmental studies	3,765	0	0	2	17	69	10	0
	Geography	908	0	1	2	15	72	11	0
	History	908	0	1	2	15	71	11	0
	Modern Studies	810	0	1	2	13	73	12	0
S2	Social Subjects	836	0	0	1	10	25	46	18
	Environmental studies	264	0	0	3	9	35	49	4
	Geography	3,630	0	0	0	6	32	43	19
	History	3,624	0	0	0	5	30	48	16
	Modern Studies	3,093	0	0	0	5	29	47	19

** for each pupil, subject judgements may have been provided for one or more subject*

Table B5

Practical Assessment results for Social Subjects enquiry skills, by stage*

Stage	*Number of pupils assessed*	*(% pupils deemed by field officers to be at indicated levels)* <A	A	B	C	D	E	F
P3	454	0	37	51	11	1	0	0
P5	431	0	8	41	40	9	1	0
P7	520	0	2	12	22	42	20	2
S2	365	0	1	6	20	31	30	12

**The findings in this table are presented as sample statistics only; the results are not weighted to provide estimates for the population*

C: Reading attainment estimates

C.1 Assessing and reporting reading attainment

The design of the 2006 reading assessment was the same as that of 2005. However, thirty five of the seventy two reading tasks (or tests) were newly developed in order to introduce a social subjects context into this survey. The details of the assessment materials and procedures are available in Annex II.

Every pupil involved in the assessment of reading was randomly allocated three tasks, at three consecutive levels. In order to report on a range of achievement, pupils were assessed in reading at both the level above and the level below that expected. The two exceptions are at P3 and P5. At P3 the expected level is A, so there is no level below. This allowed us the opportunity to use the extra survey space to assess pupils at level C, which is two levels above that expected, in order to investigate further the extent of the progress pupils in this stage are making beyond the expected level. At P5 there is no expected level. Pupils at this stage were assessed at level B (the expected level for P4), at level C (the expected level for P6) and at level D (the expected level for P7).

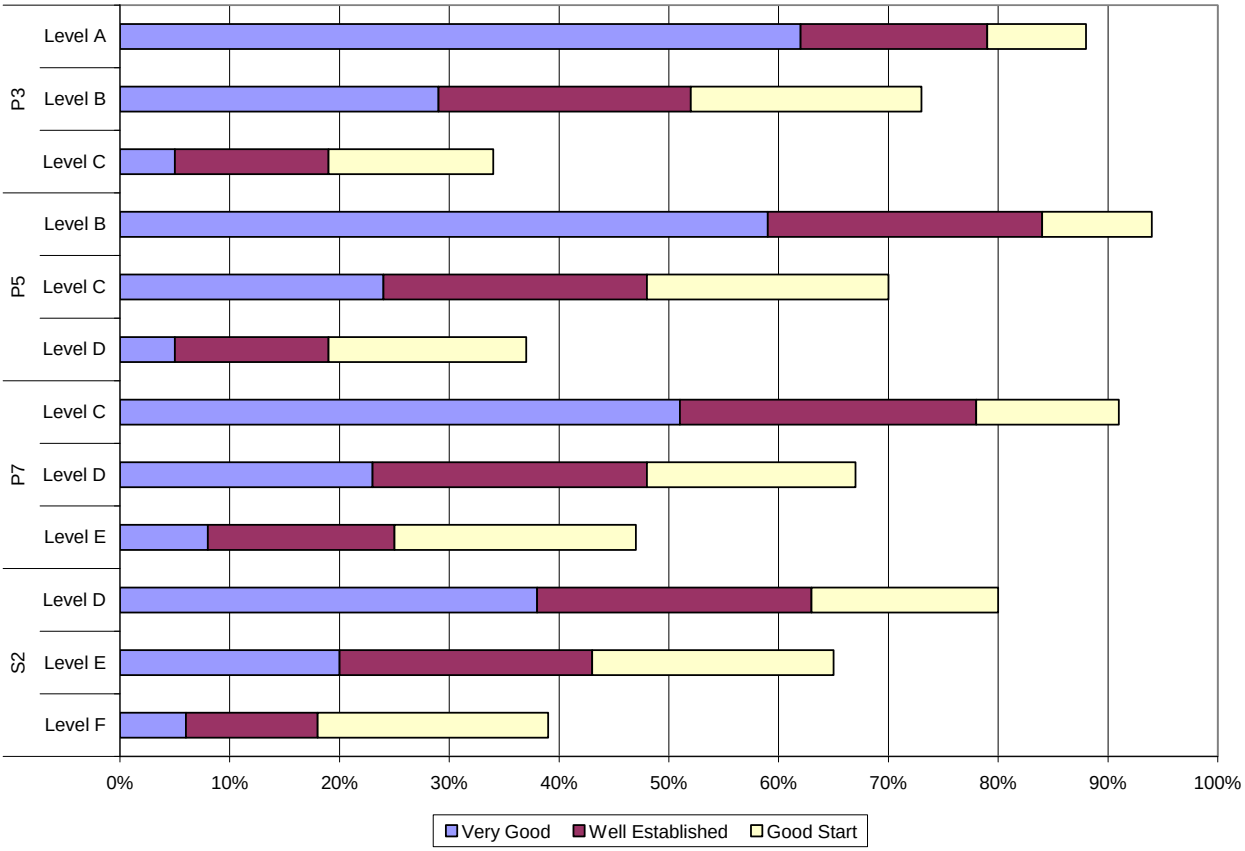
The results of the survey for reading are reported using criteria for performance on the assessment tasks as follows: 'very good skills' at a level, indicated by 80% or more of the test questions at that level answered correctly; 'well-established skills', at least 65% of questions answered correctly but fewer than 80%; and 'made a good start', at least 50% of the questions answered correctly but fewer than 65%.

In total, just over 14,000 pupils participated in the reading assessments. All estimates of reading attainment shown in the following sections are adjusted for the over-representation of reporting authorities in the national sample, and also for sample imbalance in terms of gender and deprivation. As with all sample surveys there is a level of uncertainty inherent in the results. Where appropriate, standard errors are quoted alongside the attainment estimate, and the size of the standard errors should be taken into account when interpreting the data. Further details of the survey design are available in Annex I.

C.2 National estimates of reading attainment

Chart C1 shows the percentage of pupils in each of P3, P5, P7 and S2 categorised into attainment bands at levels A-F for reading. Detailed results are available in Table C1.

Chart C1
Reading attainment estimates at P3, P5, P7 and S2*
(% pupils classified into attainment bands at the given level)



** Standard errors are 1-1½ percentage points for 'well-established skills or better', varying with stage and level.*

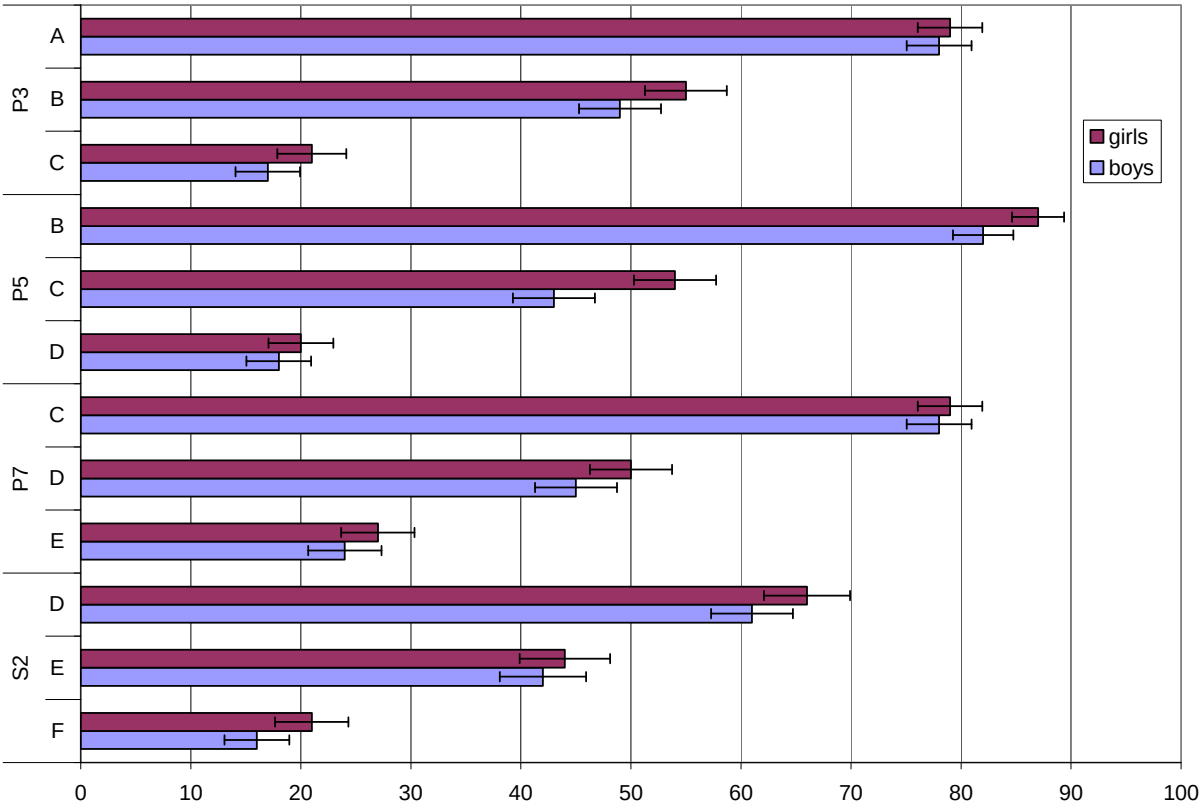
The chart shows that 79% of pupils at P3 were well established or better at the level expected of them (level A) and 48% of P5 pupils were well established or better at level C (the expected level for P6). However, attainment levels were lower in later stages. In P7, 48% of pupils were well established or better at level D, and in S2 43% of pupils demonstrated well-established or better reading skills at level E.

Considering the levels below those expected for the stage, the proportion of pupils who were well established or better also decreased through the stages, from 84% at P5 level B to 63% at S2 level D. On the other hand, many pupils were working at levels above those expected for their stages. For example, 52% of P3 pupils were already well-established or better at level B and 19% were at level C. In S2, 18% of pupils demonstrated well established or better reading skills at level F.

C.3 Gender differences in reading attainment

Chart C2 compares the attainment of boys and girls within the survey.

Chart C2
Reading attainment estimates, by gender
(% pupils having "well-established" skills or better at the given level)



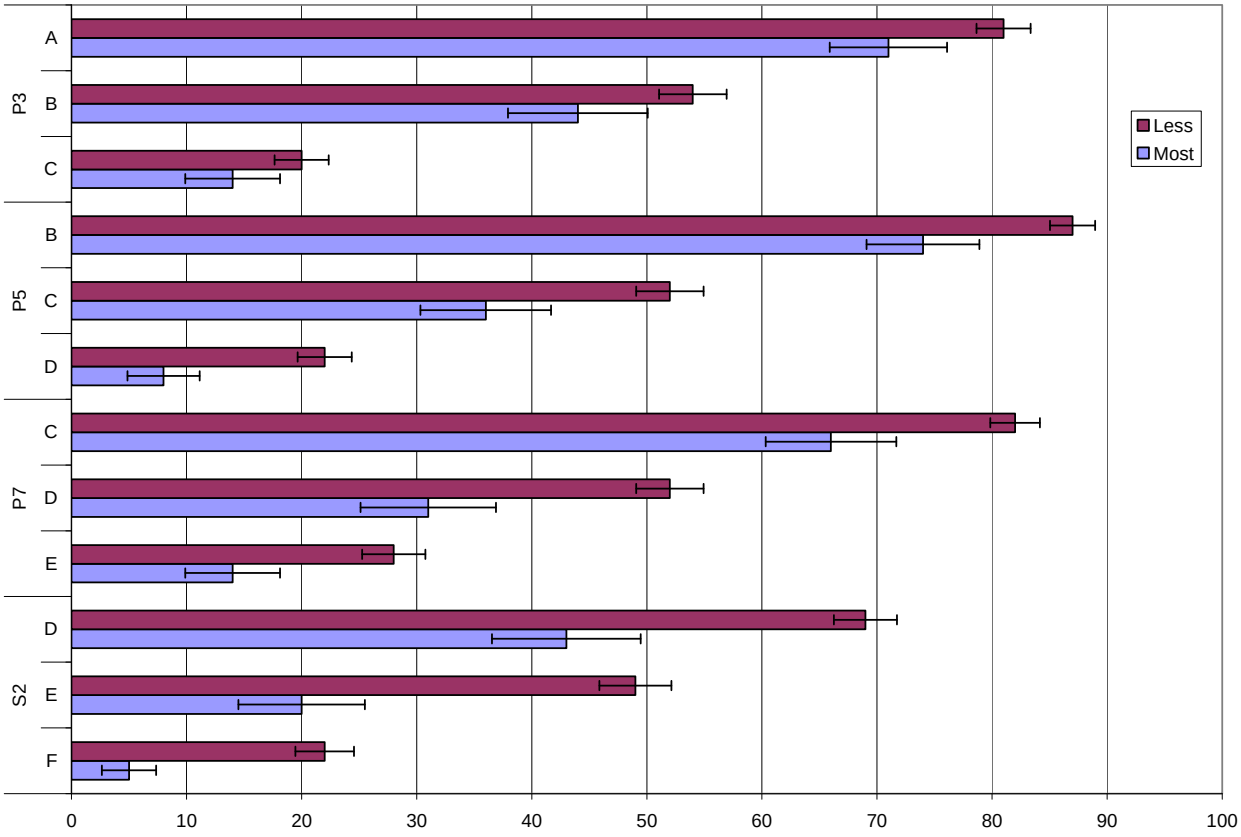
The thin black lines associated with each attainment bar are the 95% confidence intervals.

There is consistently higher attainment in reading amongst girls compared to boys at all stages and levels, although in most cases the size of the difference is not statistically significant . Nevertheless, the trends shown are in line with the results of the 2005 survey as well as other research evidence. Detailed results for attainment in reading by gender are available in Table C2.

C.4 Deprivation differences in reading attainment

Chart C3 compares the attainment of pupils from the 20% most deprived areas against those from less deprived areas.

Chart C3
Reading attainment estimates, by deprivation
(% pupils having "well-established" skills or better at the given level)



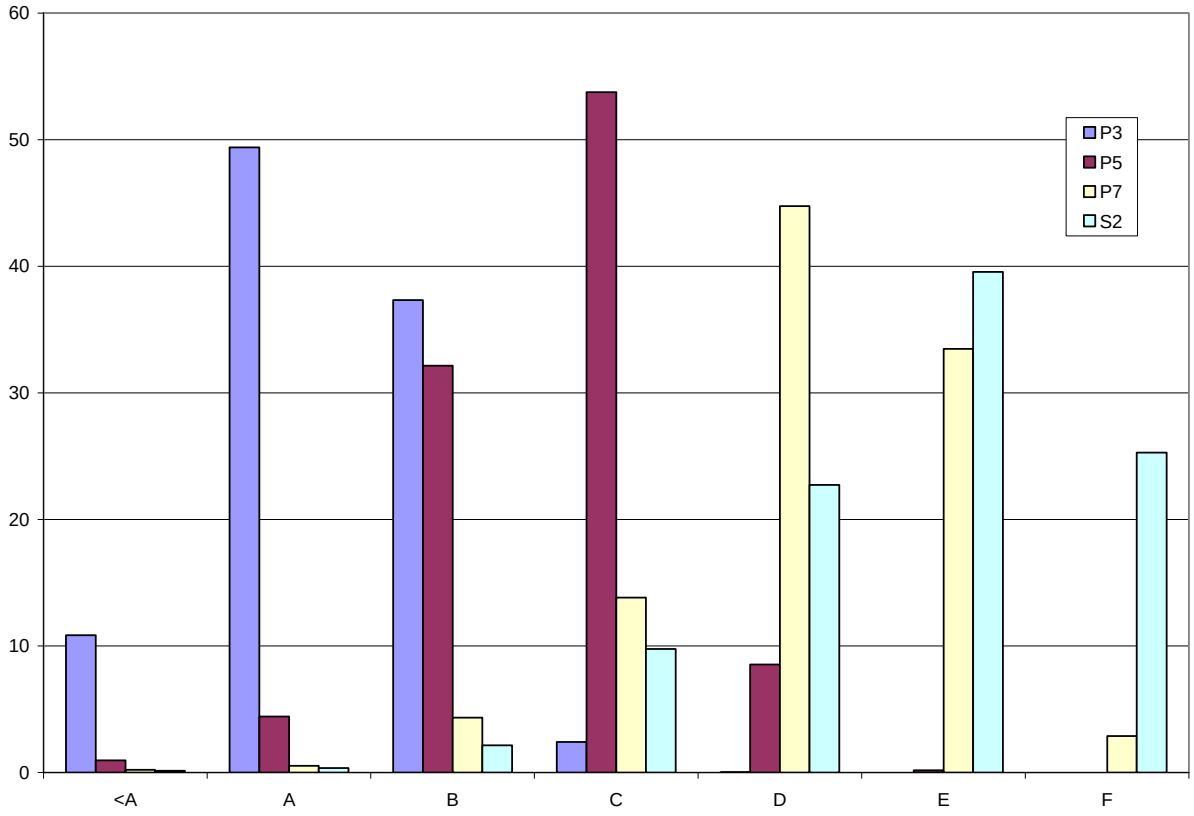
The thin black lines associated with each attainment bar are the 95% confidence intervals.

There was consistently higher attainment in reading amongst pupils from less deprived areas than pupils from the most deprived areas at all stages and levels. In almost all cases, the size of the difference is statistically significant. There is also a clear trend towards increasing gaps as children get older. Detailed results for attainment in reading by deprivation are available in Table C3.

C.5 Teachers' judgements about attainment in reading

In addition to the written assessments for reading skills, teachers were also invited to submit a level judgement for each pupil sampled in the survey. Judgements were submitted for around 80% of the sampled pupils. Chart C4 shows the national picture of reading attainment based on these class teachers' judgements. Detailed results are available in Table C4.

Chart C4
Teacher judgements of reading attainment
(% pupils judged to be at indicated levels by their teachers)



In general, teachers judged pupils to be at or around the expected level for their stage. At both P3 and P5, teachers judged at least 85% of pupils to be either at the expected level or the level above. At P7, the judgements are more widely spread but still with just under 80% judged to be at the expected level or the one above. At S2, however, a lower number (65% of pupils) were judged to be at level E or F and 23% were judged to be at level D (one below that expected).

In terms of differences by gender, teacher judgements show similar trends to the test based results with greater proportions of female pupils consistently judged to be at higher levels.

Teacher judgements and SSA test results are not necessarily equivalent indicators of pupils' reading levels, so it might not be surprising to find differences emerging in the results of the two approaches. Judgements are based on a range of knowledge that the classroom teacher has about each pupil, which has been gained over a period of time. These judgements will be locally moderated within the school. The SSA reading assessments, on the other hand, are centrally administered and designed to provide comparable performance opportunities for all pupils in the survey wherever they might live. In this case, the results are based solely on performance on the day of the test and pupils' responses to the material that is contained within them.

Table C5 shows the coincidence rates for reading, which compare the teachers' judgements about reading attainment with the test-based results. The statistics in the table derive from unweighted sample data and, as noted above, although these attainment measures appear similar there are important differences between them which means care should be taken when making comparisons.

The results show that there is a clear relationship between the SSA assessment results and the teachers' judgements about pupils' levels. There is highest coincidence around the levels expected for the stage. For example, for P3 pupils estimated at level A in the test results, teachers were in agreement in 62% of cases. However, for P3 pupils estimated at level C from the test, teachers had provided a lower estimate for 95% of them.

It is also interesting to note that, for pupils assessed at the lower levels by the SSA tests, teachers tended to have provided slightly higher level judgements. For example, 52% of the P7 pupils estimated at level C on the basis of their test results were judged to be at level D by their classroom teachers.

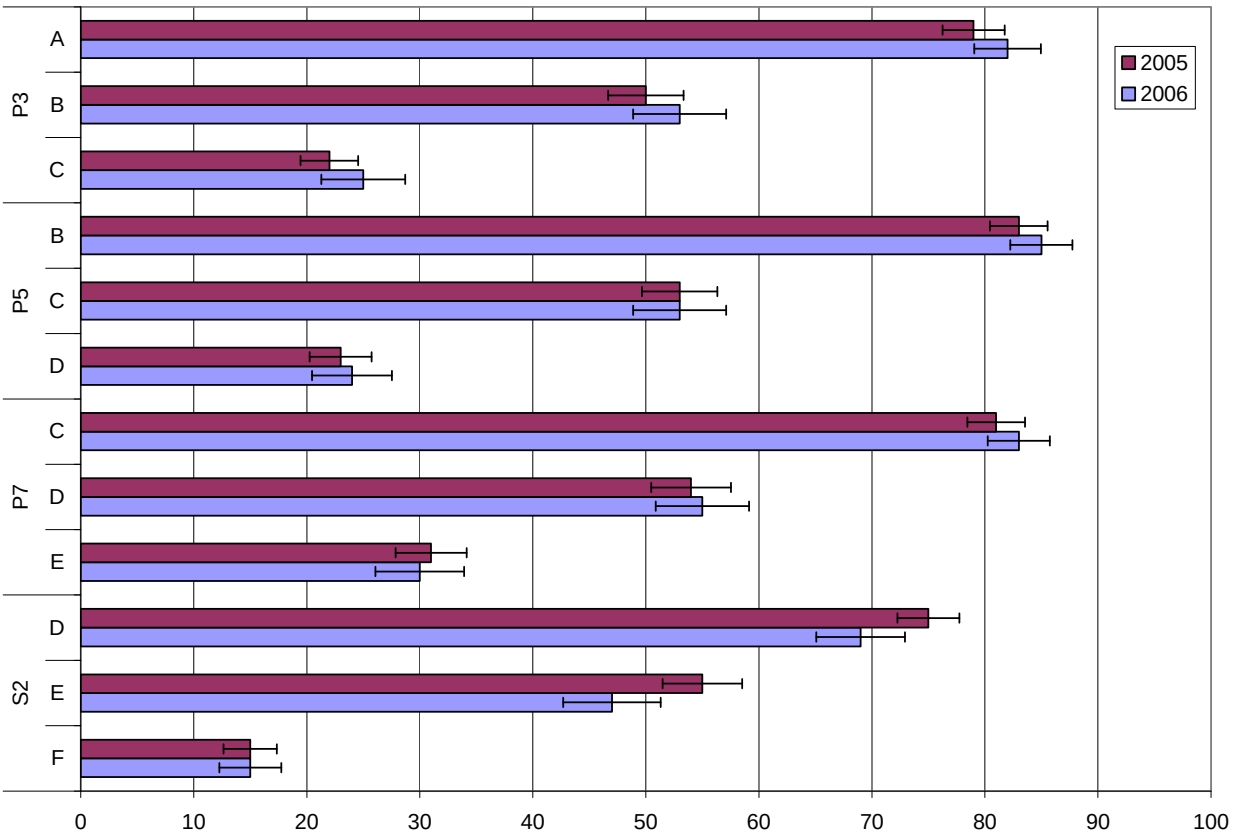
C.6 Changes in reading attainment over time

As noted in the introduction, one of the main objectives of the SSA is to help support the development of assessment skills and approaches in a range of subject areas. Therefore, each survey has a subject focus which changes year-on-year. The focus this year was on Social Subjects while in 2005 it was English language. In order to estimate attainment levels in reading in the context of the social subjects, some new reading tasks were introduced between 2005 and 2006. Around half of the tasks used in the 2006 survey had also been used in the 2005 survey. The remaining tasks were newly developed. The comparison of the results from the 2006 survey with those from 2005 has been made using data from those tasks which were common to both years. This controls for the 'task' effect and gives a truer comparison of pupil ability between the two years. The results are shown in Chart C5.

Although new tasks are designed to perform in a similar way to the existing tasks it is possible that new tasks (although validated and pre-tested) may perform differently to our expectation introducing 'task' bias to our results. The extent of this potential bias was investigated and the results show that, on average, pupils found the new tasks to be consistently harder compared with those tasks repeated from 2005. More detail can be found in Annex II.3. Because of these differences, comparisons of the results from the 2006 survey with those from 2005 have been made using data from those tasks which were common to both years. This controls for the 'task' effect and gives a truer comparison of pupil ability between the two years.

The comparison between 'well established or better' attainment in reading between 2005 and 2006 (using data from the common tasks) is shown in Chart C5.

Chart C5
Reading attainment between 2005 and 2006
(% pupils having "well-established" skills or better at the given level)



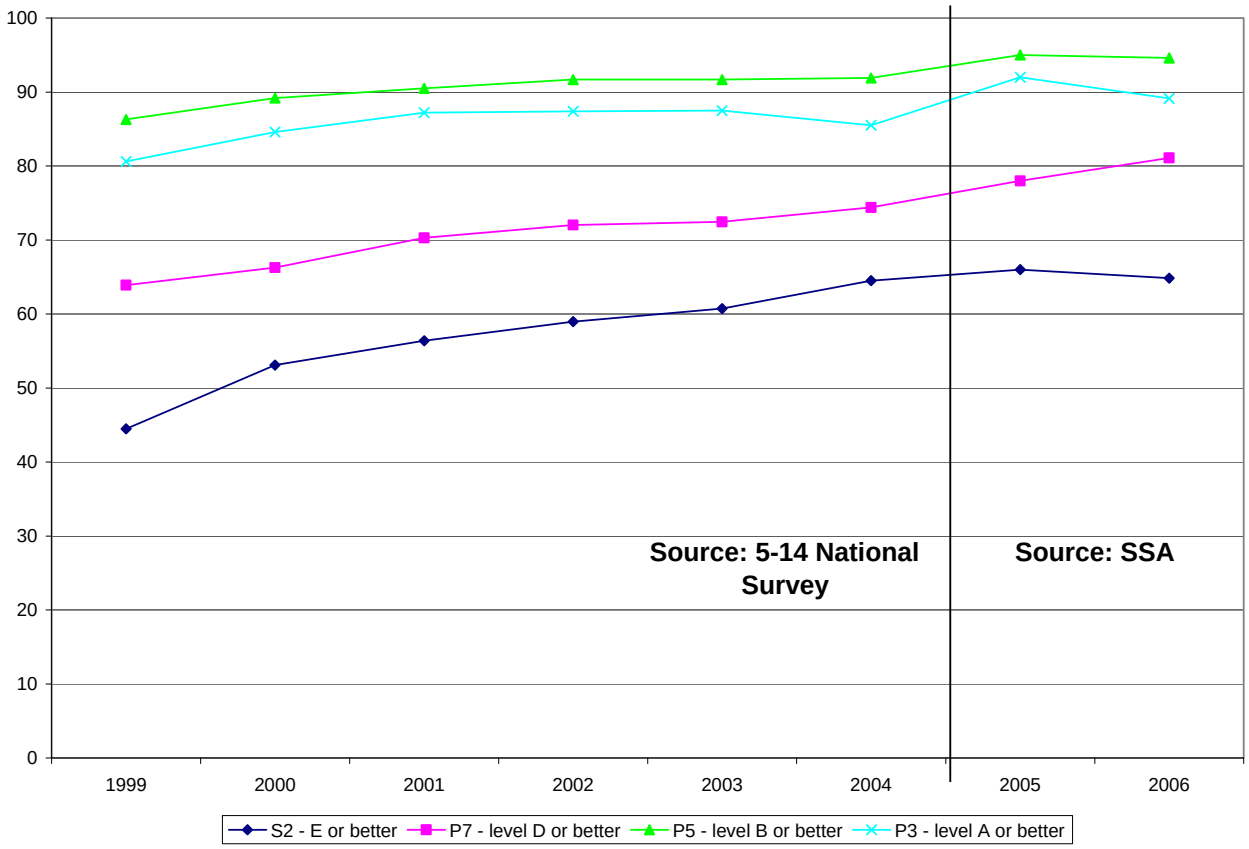
The thin black lines associated with each attainment bar are the 95% confidence intervals.

At the expected levels, we can see that there have been insignificant increases in estimated reading attainment of 3 percentage points at P3 Level A and 2 percentage points at P5 Level B. At P7, the proportion attaining Level D has increased insignificantly to 55%. At S2 Level E, however, we see a significant decrease in estimated attainment of 8 percentage points from 55% to 47%. There has also been a significant decrease in the proportion of S2 pupils who are well established or better at Level D. More detailed results are available in Table C6.

It is also possible to look at trends in attainment over time by comparing the teachers' level judgements. These are shown in Chart C6 with more detailed results available in Table C7. It should be noted that the 2005 and 2006 data derive from the information collected as part of the SSA, whereas those relating to earlier years are based on the results collected on all pupils in Scotland (via the 5-14 National Survey of Attainment). These differences in collection methods need to be borne in mind when looking at longer term trends.

At P3 the high proportion of pupils achieving the expected level has increased slowly over the period, and is now levelling off as they become subject to an inevitable ceiling effect. At P7, however, there has been a continued increase in the proportion of pupils judged to be achieving level D. At S2, there has been a similar steady increase in attainment proportions, but the upward trend is currently levelling off.

Chart C6
Trends in reading attainment – teachers' judgements
(% pupils judged to be at indicated levels by their teachers)



C.7 Detailed reading results

Tables C1 to C7 provide detailed results to support the information provided in this section.

Table C1
2006 SSA - National reading attainment estimates
(% pupils categorised into each attainment band)*

Stage	*Level*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	3,400	12	9	17	62	79	1.1
	B	3,332	27	21	23	29	52	1.3
	C	3,285	66	15	14	5	19	1.1
P5	B	3,372	6	10	25	59	84	0.9
	C	3,356	30	22	24	24	48	1.3
	D	3,298	63	18	14	5	19	1.0
P7	C	3,549	9	13	27	51	78	1.0
	D	3,518	33	19	25	23	48	1.3
	E	3,478	53	22	17	8	25	1.2
S2	D	3,181	20	17	25	38	63	1.3
	E	3,128	35	22	23	20	43	1.4
	F	3,026	61	21	12	6	18	1.1

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table C2
2006 SSA - National reading attainment estimates, by gender
(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	1,715	13	9	18	60	78	1.5
		Girls	1,685	12	9	15	64	79	1.5
	B	Boys	1,689	28	23	23	26	49	1.9
		Girls	1,643	26	19	23	32	55	1.9
	C	Boys	1,655	69	14	12	5	17	1.5
		Girls	1,630	64	15	15	6	21	1.6
P5	B	Boys	1,702	6	12	28	54	82	1.4
		Girls	1,670	6	7	23	64	87	1.2
	C	Boys	1,682	35	22	22	21	43	1.9
		Girls	1,674	26	20	27	27	54	1.9
	D	Boys	1,658	67	15	13	5	18	1.5
		Girls	1,640	59	21	14	6	20	1.5
P7	C	Boys	1,771	10	12	30	48	78	1.5
		Girls	1,778	9	12	24	55	79	1.5
	D	Boys	1,747	34	21	23	22	45	1.9
		Girls	1,771	31	19	26	24	50	1.9
	E	Boys	1,727	54	22	16	8	24	1.7
		Girls	1,751	51	22	19	8	27	1.7
S2	D	Boys	1,614	22	17	25	36	61	1.9
		Girls	1,567	18	16	26	40	66	2.0
	E	Boys	1,589	35	23	22	20	42	2.0
		Girls	1,539	35	21	24	20	44	2.1
	F	Boys	1,533	63	21	11	5	16	1.5
		Girls	1,493	60	19	14	7	21	1.7

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table C3

2006 SSA - National reading attainment estimates, by deprivation category**

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Deprivation*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Most	568	17	12	19	52	71	2.6
		Less	2,832	11	8	16	65	81	1.2
	B	Most	554	33	23	21	23	44	3.1
		Less	2,778	25	21	24	30	54	1.5
	C	Most	547	74	12	9	5	14	2.1
		Less	2,738	64	16	15	5	20	1.2
P5	B	Most	554	11	15	31	43	74	2.5
		Less	2,818	5	8	24	63	87	1.0
	C	Most	551	44	20	22	14	36	2.9
		Less	2,805	26	22	25	27	52	1.5
	D	Most	537	75	17	6	2	8	1.6
		Less	2,761	59	19	16	6	22	1.2
P7	C	Most	564	17	17	26	40	66	2.9
		Less	2,985	7	11	27	55	82	1.1
	D	Most	560	46	23	15	16	31	3.0
		Less	2,958	29	19	27	25	52	1.5
	E	Most	550	66	20	11	3	14	2.1
		Less	2,928	49	23	18	10	28	1.4
S2	D	Most	497	37	20	19	24	43	3.3
		Less	2,684	16	15	27	42	69	1.4
	E	Most	482	56	24	13	7	20	2.8
		Less	2,646	29	22	25	24	49	1.6
	F	Most	464	84	11	4	1	5	1.2
		Less	2,562	55	23	15	7	22	1.3

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

*** Most Deprived means the pupil attends a school in one of the 20% most deprived postcodes in Scotland based on the 2004 Scottish Index of Multiple Deprivation (SIMD), the remainder of pupils are classified as less deprived*

Table C4

2006 SSA - National reading attainment estimates: teachers' judgements

(% pupils judged to be at indicated levels by their teachers[*]*)*

Stage	*Group*	*Number of pupils*	*<A*	*A*	*B*	*C*	*D*	*E*	*F*
P3	All pupils	5,086	11	49	37	2	0	0	0
	Boys	2,573	13	51	34	2	0	0	0
	Girls	2,513	9	48	41	3	0	0	0
P5	All pupils	5,302	1	4	32	54	9	0	0
	Boys	2,712	1	5	35	51	8	0	0
	Girls	2,590	1	4	29	57	9	0	0
P7	All pupils	5,371	0	1	4	14	45	33	3
	Boys	2,666	0	1	5	15	46	30	2
	Girls	2,705	0	0	4	12	43	37	3
S2	All pupils	5,108	0	0	2	10	23	40	25
	Boys	2,580	0	0	3	12	24	35	25
	Girls	2,528	0	0	1	7	22	44	25

** The standard error is between 0.1 and 1.1 for non-zero estimates of the "all pupils" group and between 0.1 and 1.9 for each non-zero gender estimate*

Table C5

Test-based reading estimates compared with teachers' judgements

The statistics in this table derive from unweighted sample data

P3

			teacher judgements			
	Number of pupils	*<A*	*A*	*B*	*C or better*	*Total*
<A	607	34%	54%	12%	0%	100%
A	887	7%	62%	29%	1%	100%
B	1,071	2%	44%	52%	2%	100%
C	544	0%	33%	62%	5%	100%
Total	3,109	9%	49%	40%	2%	100%

assessment results

P5

			teacher judgements			
	Number of pupils	*<B*	*B*	*C*	*D or better*	*Total*
<B	535	17%	57%	24%	2%	100%
B	1,142	3%	44%	48%	6%	100%
C	999	1%	22%	63%	14%	100%
D	569	0%	9%	65%	25%	100%
Total	3,245	4%	33%	51%	11%	100%

assessment results

P7

			teacher judgements			
	Number of pupils	*<C*	*C*	*D*	*E or better*	*Total*
<C	702	19%	34%	38%	9%	100%
C	971	4%	20%	52%	24%	100%
D	843	1%	6%	47%	47%	100%
E	799	0%	3%	32%	65%	100%
Total	3,315	5%	15%	43%	37%	100%

assessment results

S2

			teacher judgements			
	Number of pupils	*<D*	*D*	*E*	*F*	*Total*
<D	983	28%	38%	28%	6%	100%
D	687	5%	27%	52%	16%	100%
E	810	2%	12%	50%	36%	100%
F	442	1%	5%	36%	58%	100%
Total	2,922	11%	23%	41%	24%	100%

assessment results

Table C6

Trends in reading attainment: 2005 and 2006 SSA*

(% pupils having "well-established" skills or better at the given level)

Stage	*Level*	*2005*	*2006*
P3	A	79	82
	B	50	53
	C	22	25
P5	B	83	85
	C	53	53
	D	23	24
P7	C	81	83
	D	54	55
	E	31	30
S2	D	75	69
	E	55	47
	F	15	15

** using only tasks which were common to both surveys*

Table C7

Trends in reading attainment: teachers' judgements

SSA results compared with the 5-14 National Survey*

(% pupils judged to be at indicated levels by their teachers)

Stage	*Level*	*1999*	*2000*	*2001*	*2002*	*2003*	*2004*	*2005*	*2006*
P3	Teacher judgement A+	81	85	87	87	88	86	92	89
	Teacher judgement B+	20	26	31	35	36	35	41	40
P5	Teacher judgement B+	86	89	91	92	92	92	95	95
	Teacher judgement C+	48	54	57	61	63	63	64	62
P7	Teacher judgement C+	88	90	92	93	93	93	95	95
	Teacher judgement D+	64	66	70	72	72	74	78	81
	Teacher judgement E+	16	22	26	28	29	32	36	36
S2	Teacher judgement D+	73	77	79	80	81	84	87	88
	Teacher judgement E+	44	53	56	59	61	64	66	65
	Teacher judgement F	0	9	13	16	18	23	26	25

***** *Pre-2005 data is based on the National Survey of 5-14 Attainment. This census survey was replaced by the sample-based SSA in 2005.*

D: Numeracy attainment estimates

D.1 Assessing and reporting numeracy attainment

The design of the 2006 numeracy assessment was the same as that of 2005. The details of the assessment materials and procedures are available in Annex II.

Every pupil involved in the assessment of numeracy was randomly allocated two booklets, each containing a mix of test items at three levels. In order to establish a range of achievement at each stage, pupils were assessed in numeracy at the level expected for the stage, the level above this and the level below. The two exceptions are at P3 and P5. At P3 the expected level is level A, with no level below. This allowed us the opportunity to use the extra survey space to assess pupils at level C, which is two levels above that expected, in order to investigate further the extent of the progress pupils in this stage are making beyond the expected level. At P5 there is no expected level. Pupils at this stage were assessed at level B which is the expected level for P4, at level C which is the expected level for P6, and at level D which is the expected level for P7.

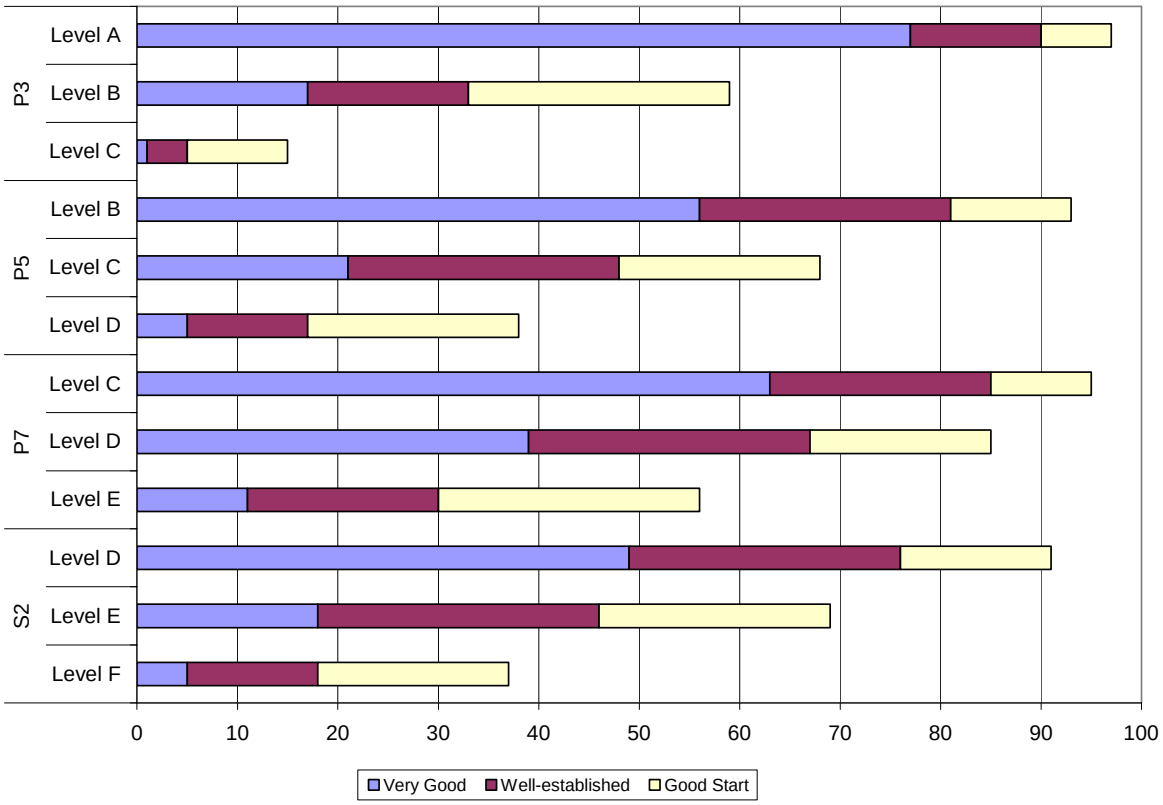
The results of the survey for numeracy are reported using criteria for performance on the assessment items as follows: 'very good skills' at a level, indicated by 80% or more of the test items at that level answered correctly; 'well-established skills', at least 65% of items answered correctly but fewer than 80%; and 'made a good start', at least 50% of the items answered correctly but fewer than 65%.

In total, just over 13,000 pupils took part in the numeracy assessments. All estimates of numeracy attainment shown in the following section are adjusted for the over-representation of reporting authorities in the national sample, and also for sample imbalance in terms of gender and deprivation. As with all sample surveys there is a level of uncertainty inherent in the results. Where appropriate, standard errors are quoted alongside the attainment estimate and the size of the standard errors should be taken into account when interpreting the data. Further details of the survey design are available in Annex I, including the data weighting procedure.

D.2 National estimates of numeracy attainment

Chart D1 shows the percentage of pupils in each of P3, P5, P7 and S2 categorised into attainment bands at levels A-F for numeracy. Detailed results are available in Table D1.

Chart D1
Numeracy attainment estimates at P3, P5, P7 and S2*
(% pupils classified into attainment bands by 5-14 level)



**Standard errors are ½-1½ percentage points for 'well-established skills or better', varying with stage and level.*

The chart shows that 90% of pupils at P3 were well established or better at the level expected of them (level A). At P5, 81% of pupils were well established or better at level B (the expected level for P4) and 48% of P5 pupils were well established or better at level C (the expected level for P6). In P7, 67% of pupils were well established or better at level D (the expected level for the stage) and in S2 46% of pupils were well-established or better at level E (the expected level for the stage) in numeracy.

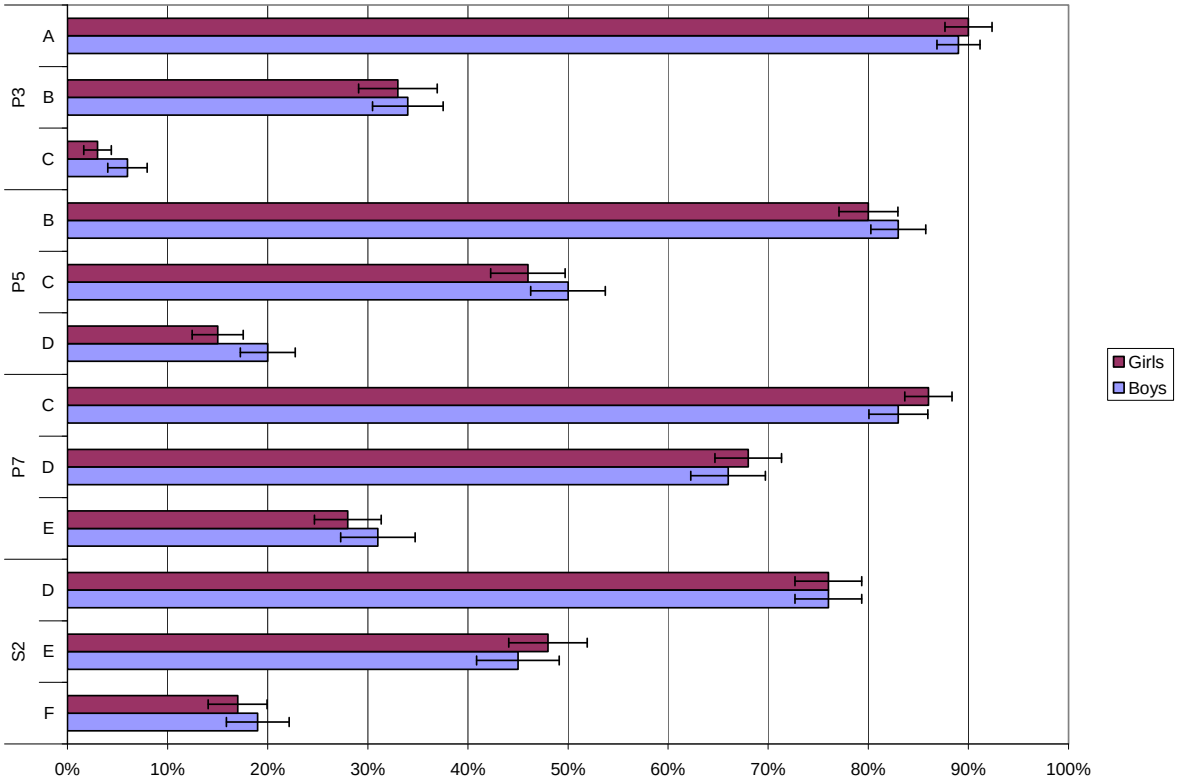
Considering the levels below those expected for the stage, the proportion of pupils who were well established or better is generally around 80%, although this varied from 85% at P7 level C to 76% at S2 level D.

Many pupils were working at levels above those expected for their stages. For example, 33% of P3 pupils were already well-established or better at level B and 5% at level C. In S2, 18% of pupils were already well established or better at level F.

D.3 Gender differences in numeracy attainment

Chart D2 compares the attainment of boys and girls within the survey.

Chart D2
Numeracy attainment estimates, by gender
(% pupils having "well-established" skills or better at the given level)



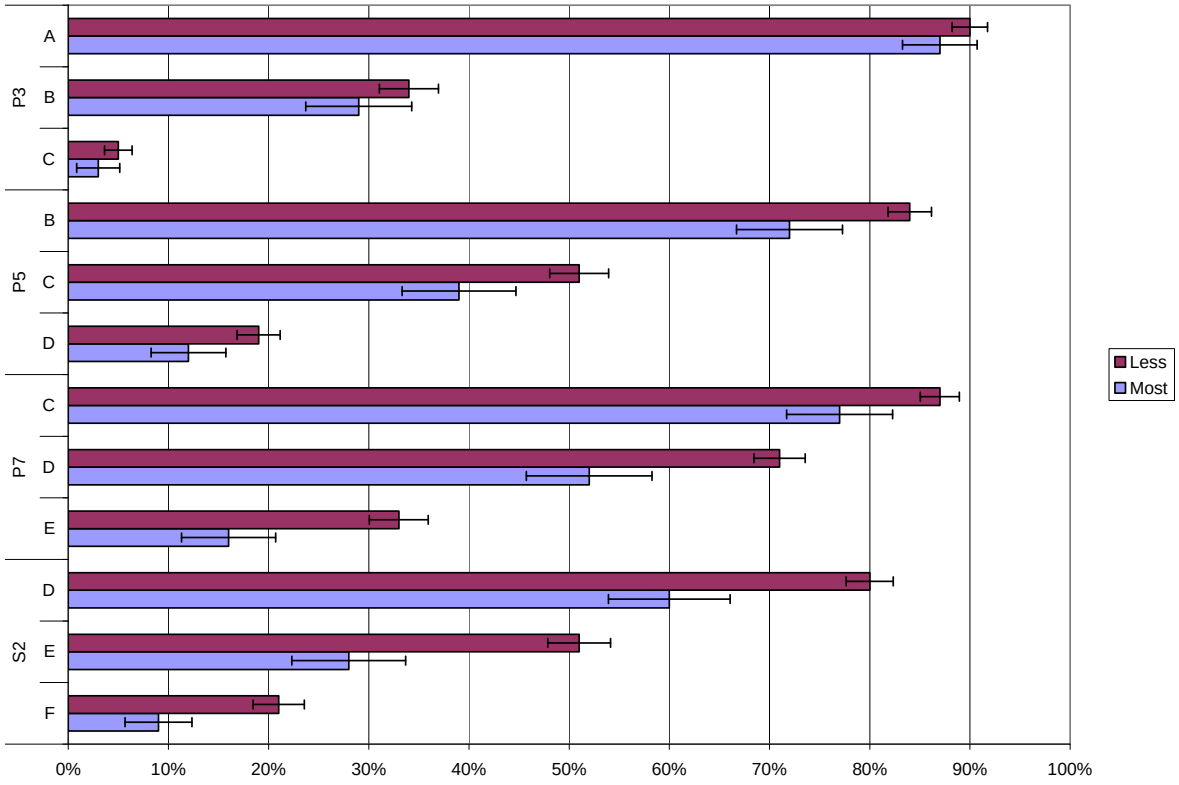
The thin black lines attached to each attainment are the 95% confidence intervals

There is no consistent pattern in the differences in attainment between boys and girls and in almost all cases the size of the difference is not significant. There is, however, a tendency for boys to do better than girls at the most advanced level assessed within each stage. These findings are in line with the results of the 2005 survey. Detailed results for attainment in numeracy by gender are available in Table D2.

D.4 Deprivation differences in numeracy attainment

Chart D3 compares the attainment of pupils from the 20% most deprived areas in Scotland against those from less deprived areas.

Chart D3
Numeracy attainment estimates, by deprivation
(% pupils having "well-established" skills or better at the given level)



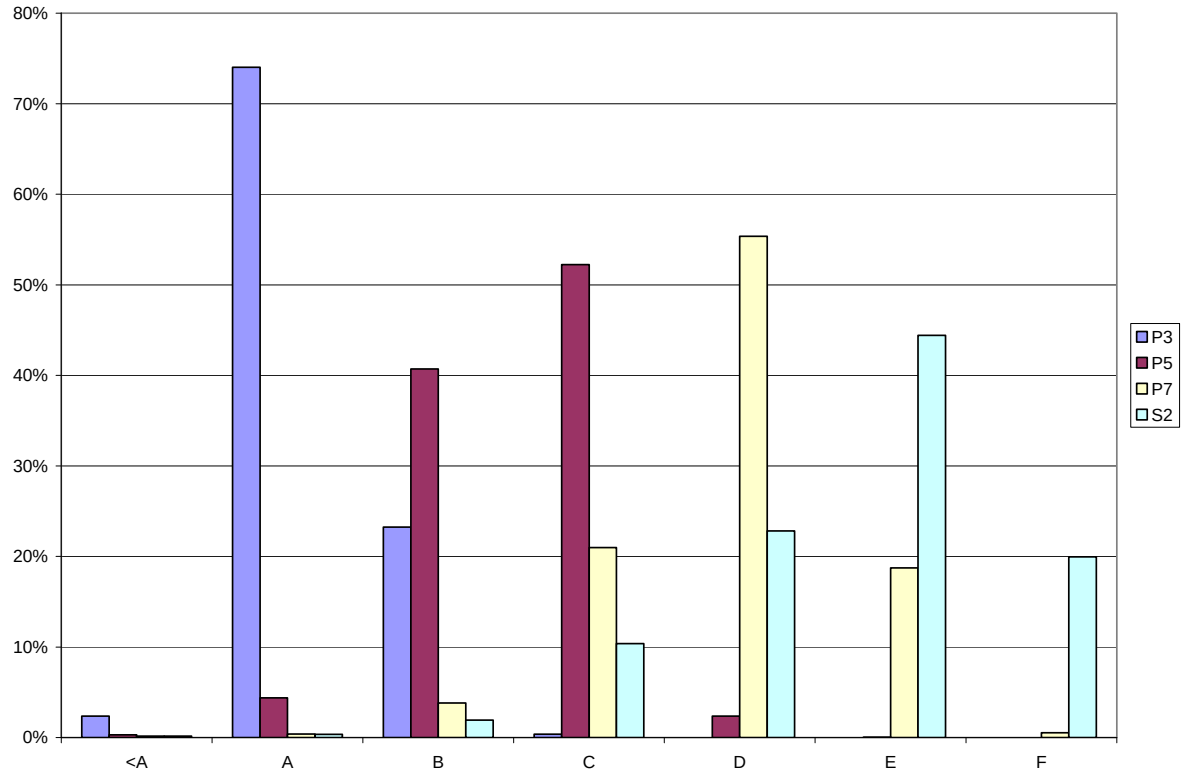
The thin black lines attached to each attainment are the 95% confidence intervals

Pupils from the most deprived areas had lower levels of attainment than pupils from less deprived areas, at all stages and levels. The differences are small at P3 and are not statistically significant, however there is a consistent pattern which suggests that this is may not be due to random variation within the sample. The differences for P5, P7 and S2 pupils are statistically significant and pupils from the most deprived areas had lower levels of attainment than pupils from less deprived areas at all levels within these stages. The differences in attainment between the pupils from the most and the less deprived areas increases as the stage assessed increases. Detailed results for attainment in numeracy by deprivation are available in Table D3.

D.5 Teachers' judgements about attainment in numeracy

In addition to the written assessments for numeracy skills, teachers were also invited to submit a level judgement for each pupil sampled in the survey. Judgements were submitted for around 80% of the sampled pupils. Chart D4 shows the national picture of numeracy attainment based on these class teachers' judgements. Detailed results are available in Table D4.

Chart D4
Teachers' judgements of numeracy attainment
(% pupils judged to be at indicated levels by their teachers)



In general, teachers judged pupils to be at or around the expected level for their stage. At P3, teachers judged 97% or more pupils to be either at the expected level or the level above. At P7 the judgements are more widely spread, although 75% of pupils were judged to be at the expected level or above. At S2 64% were judged to be at the expected level or above with 23% judged to be at level D. There is no evidence of any gender difference in level judgements at any stage.

Teacher judgements and SSA test results are not necessarily equivalent indicators of pupils' numeracy levels, so it might not be surprising to find differences emerging in the results of the two approaches. Judgements are based on a range of knowledge that the classroom teacher has about each pupil, which has been gained over a period of time. These judgements will be locally moderated within the school. The SSA numeracy tests, on the other hand, are centrally administered and designed to provide comparable performance opportunities for all pupils in the survey wherever they might live. In this case, the results are based solely on performance on the day of the test and pupils' responses to the material that is contained within them.

Table D5 shows the coincidence rates for numeracy, which compare the teachers' judgements about numeracy attainment with the test-based results. The statistics in this table derive from unweighted sample data and, as noted above, that although these attainment measures appear similar there are important differences between them which means care should be taken when making comparisons.

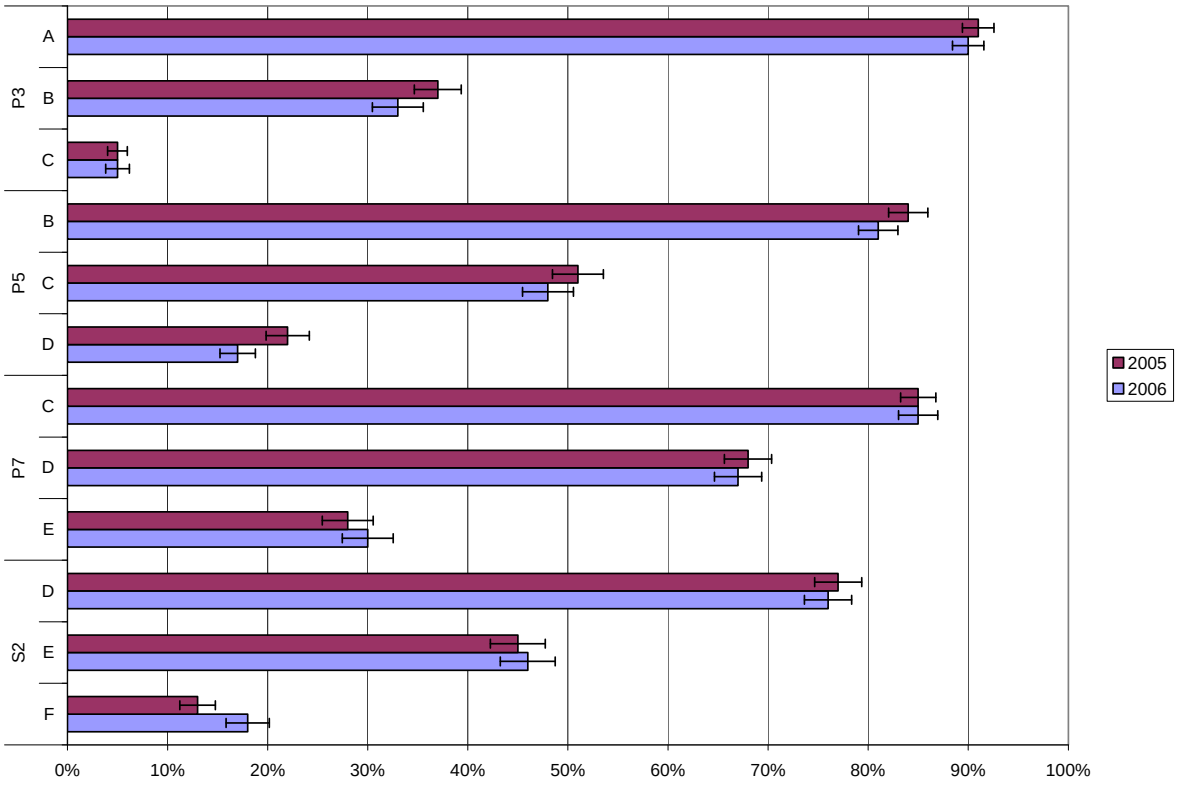
The highest coincidence rate is seen at the expected level for each stage. For example, 81% of pupils who attained level A at P3 on the basis of their SSA test results were judged to be at level A by their teachers. In comparison, only 3% of pupils who attained level C at P3 on the basis of test results were judged to be at level C by their teachers.

D.6 Changes in numeracy attainment over time

Around 40% of the items used in the 2006 survey had also been used in the 2005 survey. The remaining items were newly developed. On average, pupils performed about the same on the new items compared with those repeated from 2005. This means we can be reasonably confident in our ability to compare year-on-year trends for numeracy using data from all of the items, without resorting to a comparison based on the common items alone. More detail can be found in Annex II.4.

The comparison between ‘well established or better’ attainment in numeracy between 2005 and 2006 is shown in Chart D5.

Chart D5
Numeracy attainment between 2005 and 2006
(% pupils having "well-established" skills or better at the given level)



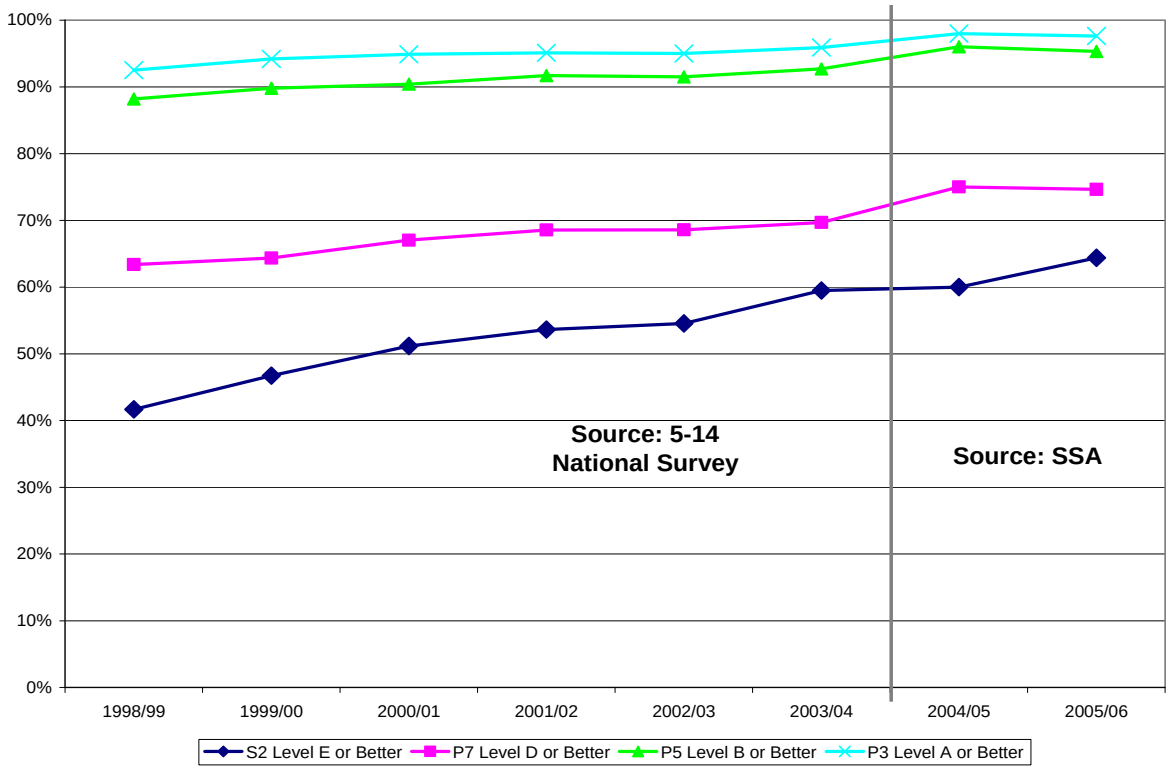
The thin black lines attached to each attainment are the 95% confidence intervals.

There are a number of small shifts in the attainment estimates across all stages, but with no consistent pattern of increase or decrease. Only two of the changes are statistically significant. The estimated proportion of pupils in S2 showing well established or better skills at level F has increased from 13% in 2005 to 18% in 2006, while the estimated proportion of P5 pupils showing well established or better skills at level D has decreased from 22% to 17%. More detailed results are available in Table D6.

It is also possible to look at trends in attainment over time by comparing the teachers' level judgements. These are shown in Chart D6. It should be noted that the 2005 and 2006 data derive from the sample-based information collected as part of the SSA, whereas those relating to earlier years are based on the results collected on all pupils in Scotland (via the 5-14 National Survey of Attainment). These differences in collection methods need to be borne in mind when looking at longer term trends.

At P3 the high proportion of pupils achieving the expected level has grown only very slowly over the period, and now an inevitable ceiling effect has kicked in. At P7, there has been a steadier rise in attainment proportions, with a levelling off between 2005-2006. At S2, however, there has been a continued increase in the proportion of pupils judged to be achieving level E. Detailed results are shown in Table D7.

Chart D6
Trends in numeracy attainment – teachers' judgements
(% pupils judged to be at indicated levels by their teachers)



D.7 Detailed numeracy results

Tables D1 to D7 provide detailed results to support the information provided in this section.

Table D1
2006 SSA - National numeracy attainment estimates
(% pupils categorised into each attainment band)*

Stage	*Level*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	3,316	3	7	13	77	90	0.8
	B	3,316	41	26	16	17	33	1.3
	C	3,316	85	10	4	1	5	0.6
P5	B	3,221	7	12	25	56	81	1.0
	C	3,221	32	20	27	21	48	1.3
	D	3,221	62	21	12	5	17	0.9
P7	C	3,500	5	10	22	63	85	1.0
	D	3,500	15	18	28	39	67	1.2
	E	3,500	44	26	19	11	30	1.3
S2	D	3,011	9	15	27	49	76	1.2
	E	3,011	31	23	28	18	46	1.4
	F	3,011	63	19	13	5	18	1.1

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D2

2006 SSA - National numeracy attainment estimates, by gender

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*No. of Pupils*	*< 50%*	*Good start*	*Well-estab.*	*Very good*	*Well-estab. or better*	*SE*
P3	A	Boys	1,667	3	8	13	76	89	1.1
		Girls	1,649	3	7	11	79	90	1.2
	B	Boys	1,667	42	24	15	19	34	1.8
		Girls	1,649	39	28	17	16	33	2.0
	C	Boys	1,667	83	11	5	1	6	1.0
		Girls	1,649	88	9	2	1	3	0.7
P5	B	Boys	1,654	6	11	24	59	83	1.4
		Girls	1,567	8	12	27	53	80	1.5
	C	Boys	1,654	31	19	26	24	50	1.9
		Girls	1,567	32	22	28	18	46	1.9
	D	Boys	1,654	59	21	13	7	20	1.4
		Girls	1,567	66	19	11	4	15	1.3
P7	C	Boys	1,725	6	11	21	62	83	1.5
		Girls	1,775	5	9	22	64	86	1.2
	D	Boys	1,725	16	18	27	39	66	1.9
		Girls	1,775	13	19	29	39	68	1.7
	E	Boys	1,725	43	26	21	10	31	1.9
		Girls	1,775	46	26	17	11	28	1.7
S2	D	Boys	1,500	9	15	27	49	76	1.7
		Girls	1,511	9	15	28	48	76	1.7
	E	Boys	1,500	31	24	25	20	45	2.1
		Girls	1,511	31	21	31	17	48	2.0
	F	Boys	1,500	64	17	13	6	19	1.6
		Girls	1,511	62	21	13	4	17	1.5

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D3

2006 SSA - National numeracy attainment estimates, by deprivation category**

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Deprivation*	*No. of Pupils*	*< 50%*	*Good start*	*Well-estab.*	*Very good*	*Well-estab. or better*	*SE*
P3	A	Most	560	5	8	15	72	87	1.9
		Less	2,756	2	8	11	79	90	0.9
	B	Most	560	47	24	14	15	29	2.7
		Less	2,756	39	27	16	18	34	1.5
	C	Most	560	88	9	2	1	3	1.1
		Less	2,756	85	10	4	1	5	0.7
P5	B	Most	524	13	15	27	45	72	2.7
		Less	2,697	5	11	25	59	84	1.1
	C	Most	524	39	22	26	13	39	2.9
		Less	2,697	30	19	28	23	51	1.5
	D	Most	524	71	17	7	5	12	1.9
		Less	2,697	60	21	14	5	19	1.1
P7	C	Most	562	10	13	28	49	77	2.7
		Less	2,938	4	9	21	66	87	1.0
	D	Most	562	26	22	30	22	52	3.2
		Less	2,938	12	17	28	43	71	1.3
	E	Most	562	58	26	13	3	16	2.4
		Less	2938	41	26	20	13	33	1.5
S2	D	Most	481	18	22	29	31	60	3.1
		Less	2,530	7	13	27	53	80	1.2
	E	Most	481	47	25	17	11	28	2.9
		Less	2,530	27	22	30	21	51	1.6
	F	Most	481	79	12	7	2	9	1.7
		Less	2,530	59	20	15	6	21	1.3

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

***Most Deprived means the pupil attends a school in one of the 20% most deprived postcodes in Scotland based on the 2004 Scottish Index of Multiple Deprivation (SIMD), the remainder of pupils are classified as less deprived*

Table D4
2006 SSA - National numeracy attainment estimates: teachers' judgements
(% pupils judged to be at indicated levels by their teachers)*

Stage	*Group*	*No. of Pupils*	*<A*	*A*	*B*	*C*	*D*	*E*	*F*
P3	All pupils	5,118	2	74	23	0	0	0	0
	Boys	2,593	3	74	23	0	0	0	0
	Girls	2,525	2	74	24	0	0	0	0
P5	All pupils	5,294	0	4	41	52	2	0	0
	Boys	2,709	0	4	41	52	2	0	0
	Girls	2,585	0	4	40	53	2	0	0
P7	All pupils	5,378	0	0	4	21	55	19	1
	Boys	2,672	0	0	4	20	54	20	1
	Girls	2,706	0	0	4	22	57	18	0
S2	All pupils	5,202	0	0	2	10	23	44	20
	Boys	2,629	0	0	2	11	24	42	20
	Girls	2,573	0	0	2	10	22	47	20

** For 'all pupils' the standard error is between 0.1 and 1.1 for non-zero estimates, and between 0.1 and 1.9 for each non-zero gender estimate.*

Table D5
Test-based numeracy estimates compared with teachers' judgements
The statistics in this table derive from unweighted sample data

P3

			teacher judgements				
		Number of pupils	*<A*	*A*	*B*	*C or better*	*Total*
assessment results	*<A*	282	8%	78%	13%		100%
	A	1,683	1%	81%	17%		100%
	B	900		61%	38%	0%	100%
	C	131		51%	46%	3%	100%
	Total	2,996	2%	74%	25%	0%	100%

P5

			teacher judgements				
		Number of pupils	*<B*	*B*	*C*	*D or better*	*Total*
assessment results	*<B*	496	21%	66%	13%	1%	100%
	B	948	3%	58%	38%	2%	100%
	C	940	0%	27%	67%	6%	100%
	D	569		14%	74%	12%	100%
	Total	2,953	4%	41%	50%	5%	100%

P7

			teacher judgements				
		Number of pupils	*<C*	*C*	*D*	*E or better*	*Total*
assessment results	*<C*	439	22%	53%	23%	2%	100%
	C	642	4%	38%	52%	6%	100%
	D	1,205	0%	14%	70%	15%	100%
	E	915	0%	2%	54%	44%	100%
	Total	3,201	4%	21%	55%	20%	100%

S2

			teacher judgements				
		Number of pupils	*<D*	*D*	*E*	*F*	*Total*
assessment results	*<D*	624	38%	44%	17%	1%	100%
	D	805	8%	38%	47%	7%	100%
	E	781	2%	12%	62%	25%	100%
	F	491	0%	3%	40%	57%	100%
	Total	2,701	12%	25%	43%	20%	100%

Table D6
Trends in reading attainment: 2005 and 2006 SSA*
(% pupils having "well-established" skills or better at the given level)

Stage	Level	2005	2006
P3	A	91	90
	B	37	33
	C	5	5
P5	B	84	81
	C	51	48
	D	22	17
P7	C	85	85
	D	68	67
	E	28	30
S2	D	77	76
	E	45	46
	F	13	18

Table D7
Trends in numeracy attainment – teachers' judgements
SSA results compared with the 5-14 National Survey*
(% pupils judged to be at indicated levels by their teachers)

Stage	*Level*	*1999*	*2000*	*2001*	*2002*	*2003*	*2004*	*2005*	*2006*
P3	Teacher judgement A+	93	94	95	95	95	96	98	98
	Teacher judgement B+	7	8	11	13	13	16	23	24
P5	Teacher judgement B+	88	90	90	92	92	93	96	95
	Teacher judgement C+	39	37	41	43	44	47	53	55
P7	Teacher judgement C+	89	88	89	91	91	92	95	96
	Teacher judgement D+	63	64	67	69	69	70	75	75
	Teacher judgement E+	7	8	10	11	12	15	18	19
S2	Teacher judgement D+	73	77	79	79	80	82	86	87
	Teacher judgement E+	42	47	51	54	55	59	60	64
	Teacher judgement F	1	4	7	11	12	14	18	20

***** *Pre-2005 data is based on the National Survey of 5-14 Attainment. This census was replaced by the sample-based SSA in 2005.*

E: Writing attainment estimates

E.1 Assessing and reporting writing attainment

Pupils' writing skills were not actively assessed during the survey itself for reasons of authenticity (timed, unsupported writing being considered less valid than in-class supported writing) and survey pressure (reading, numeracy and Social Subjects given priority within a large but stretched survey sample). Instead, teachers were asked to submit judgements about writing attainment for all sampled pupils (as they were for reading, numeracy and Social Subjects); judgements for writing were submitted for around 80% of all pupils sampled.

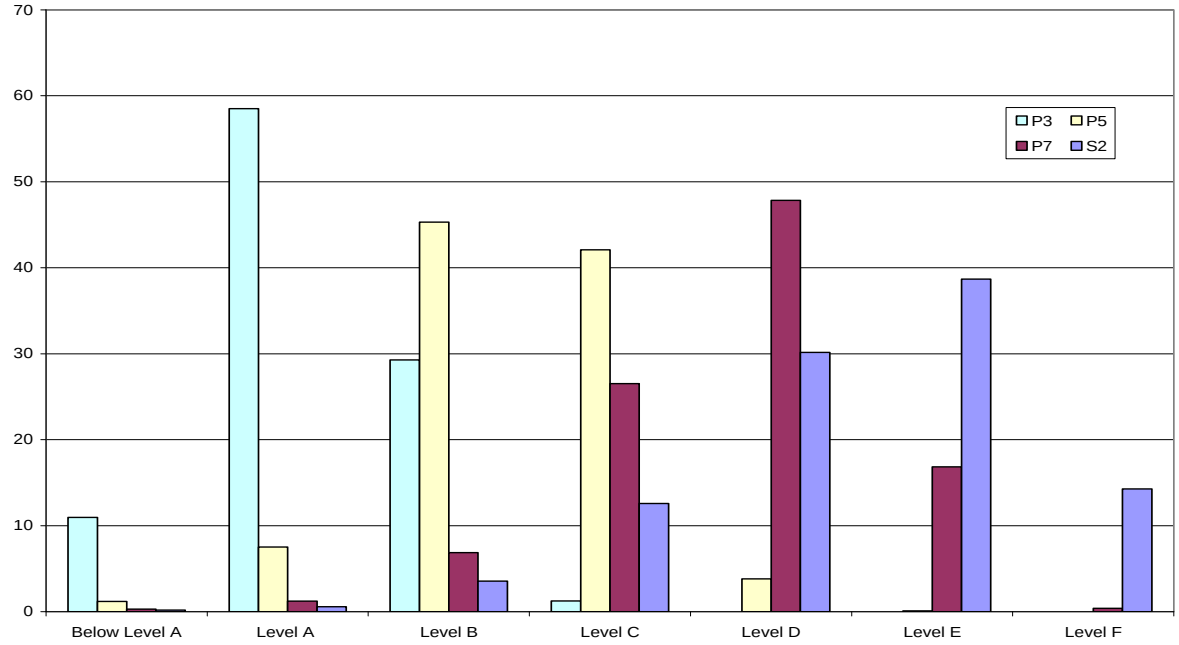
In addition, schools were invited to forward a piece of extended writing of a specified genre ('personal', 'imaginative' or 'functional') for a random third of pupils sampled at each stage which would illustrate the level that each pupil was working at currently. Teachers were asked wherever possible to submit writing in a Social Subjects context. The pieces of writing submitted were subsequently moderated. Teachers were asked where possible to submit writing in a Social Subject context. More information about the writing assessments is available in Annex II.5.

All national estimates of writing attainment presented in the following section are adjusted for the over-representation of reporting authorities in the national sample, and also for any sample imbalance in terms of gender and deprivation. As with all sample surveys there is a level of uncertainty inherent in the results. Where appropriate, standard errors are quoted alongside the attainment estimates, and the size of the standard errors should be taken into account when interpreting the data. Further details of the general survey design are available in Annex I.

E.2 National estimates of writing attainment, based on teachers' judgements

Chart E1 shows the percentage of pupils in each of P3, P5, P7 and S2 categorised into attainment bands levels A-F for writing, based on the teachers' judgements. Detailed results are available in Table E1. At P3, 89% of pupils were judged by their teachers to be at or above the expected level (level A) and 46% of P5 pupils were judged to be already at level C (the expected level for P6). However, attainment levels are somewhat lower in later stages. Considering the expected levels for the respective stages shows that in P7 65% of pupils were judged to be at level D or above, and in S2 53% were judged to be writing at level E or above.

Chart E1
Teachers' judgements of writing attainment
(% pupils judged to be at indicated levels by their teachers)*

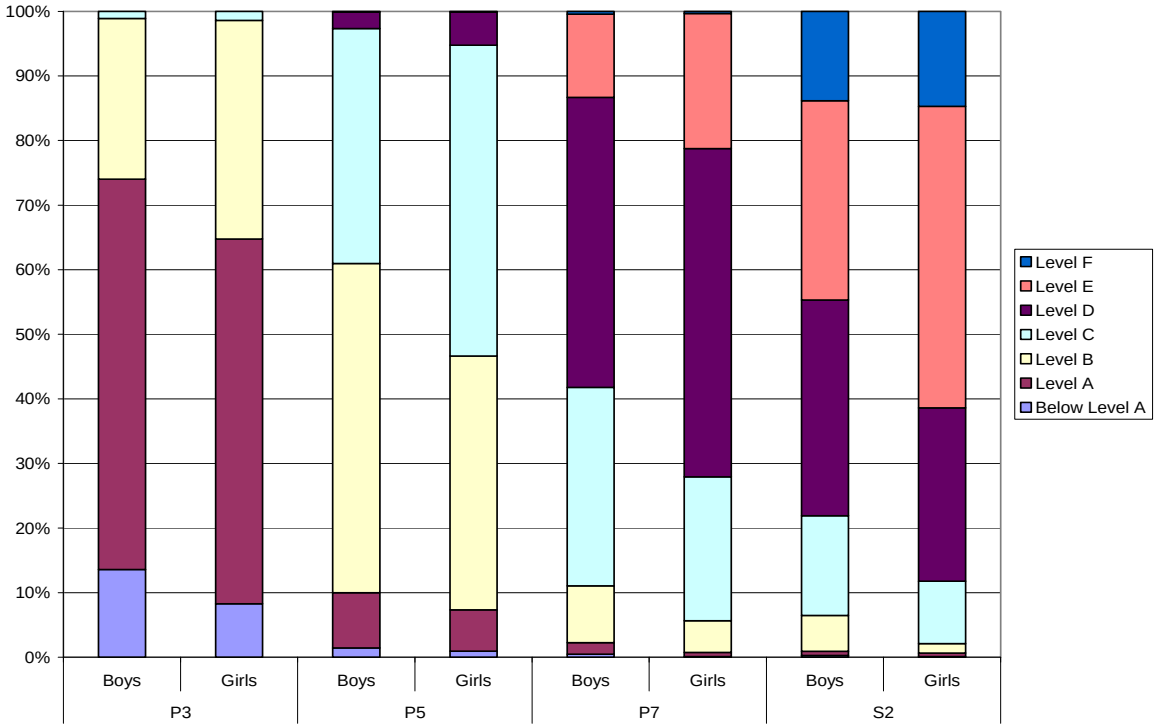


** Standard errors are typically between ½ and 1 percentage point.*

E.3 Gender differences in writing attainment, based on teachers' judgements

Chart E2 compares the writing attainment levels of boys and girls in each of P3, P5, P7 and S2, based on teachers' judgements. Detailed results are available in Table E1. In line with the findings of the 2005 survey, we again for 2006 see consistently higher attainment in writing amongst girls compared to boys at all stages and levels.

Chart E2
Writing attainment estimates, by gender
(% pupils judged to be at indicated levels by their teachers)*

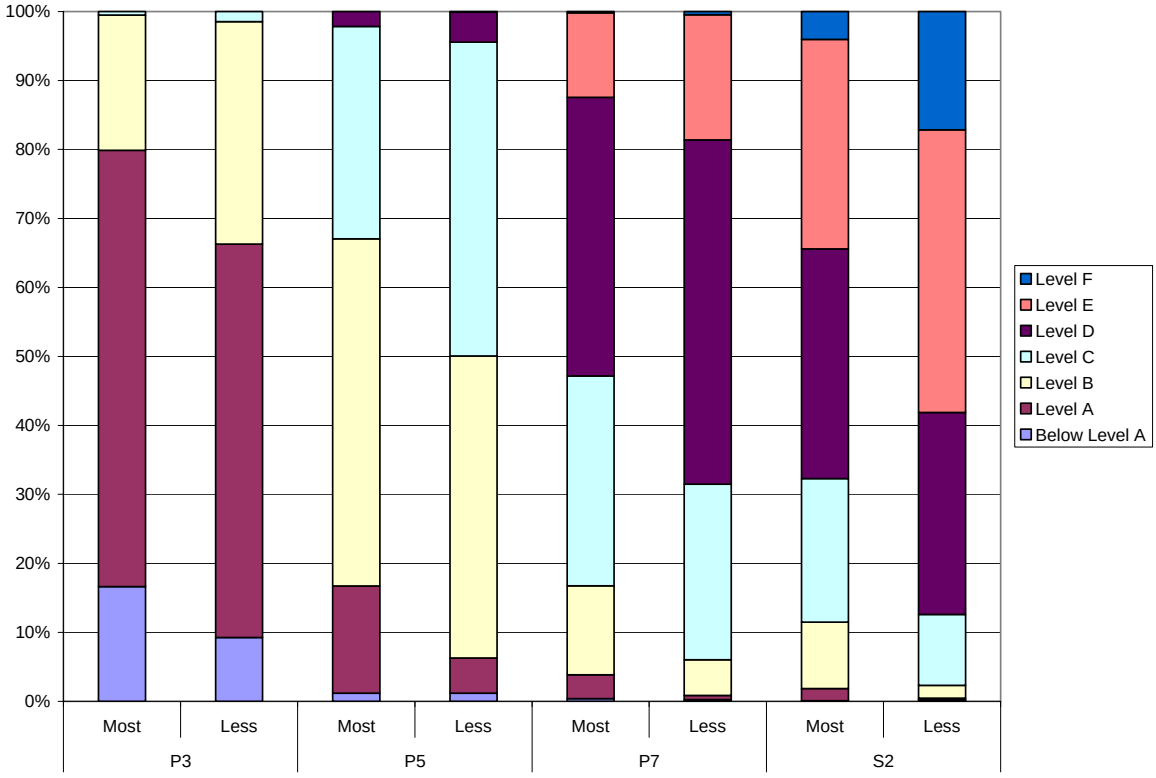


** Standard errors are typically between 0.1 and 1.6 percentage points.*

E.4 Deprivation differences in writing attainment, based on teacher judgements

Chart E3 compares the attainment of pupils from the 20% most deprived areas of Scotland against those from less deprived areas. Detailed results are available in Table E1.

Chart E3
Writing attainment estimates, by deprivation
(% pupils judged to be at indicated levels by their teachers)*



** Standard errors are typically between 0.1 and 2.5 percentage points.*

There are consistently higher attainment levels in writing amongst pupils form less deprived areas than for pupils from the most deprived areas at all stages and levels.

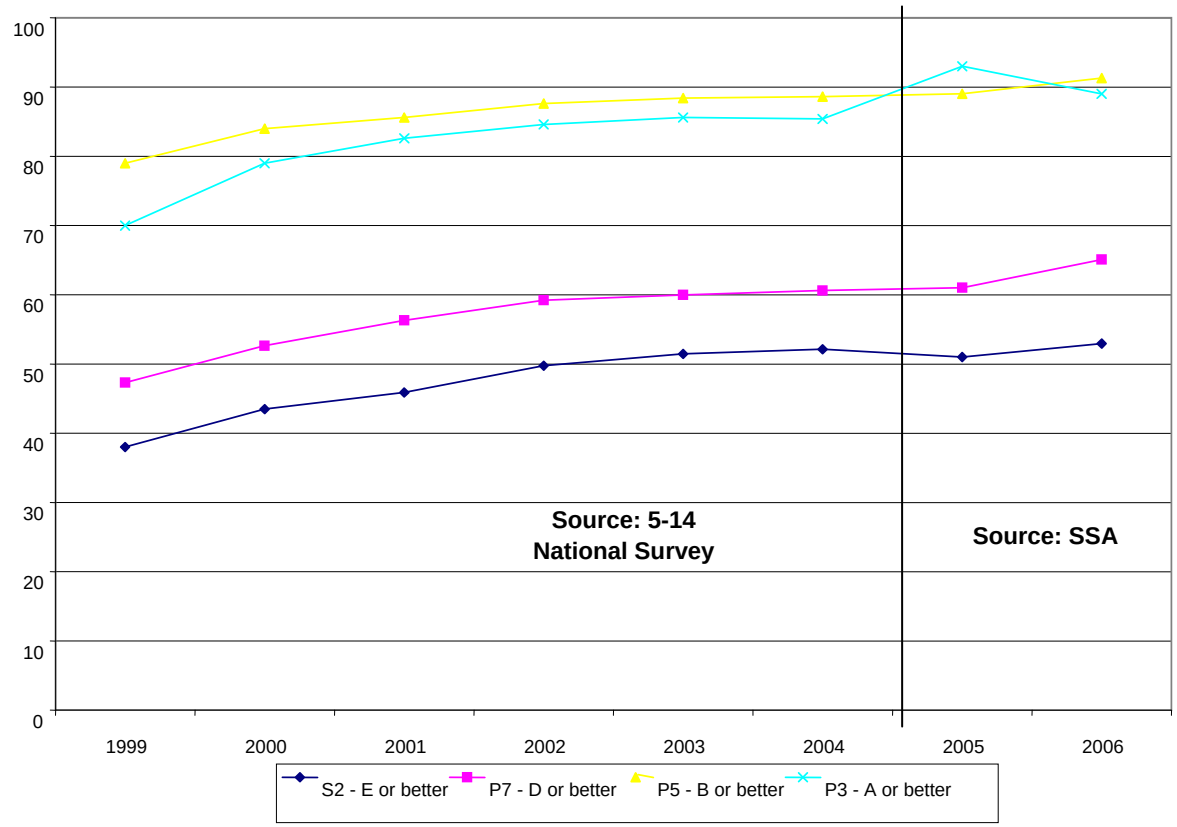
E.5 Changes in writing attainment over time

It is possible to look at trends in writing attainment over time, based on teachers' level judgements. These are shown in Chart E5 with more detailed results available in Table E4. It should be noted that the 2005 and 2006 data derive from the sample based information collected as part of the SSA, whereas those relating to earlier years are based on the results collected on all pupils in Scotland (via the 5-14 National Survey of Attainment). These differences in collection method need to be borne in mind when looking at longer term trends.

In general, the results show that, on the basis of their teachers' judgements, the attainment levels of pupils in writing appear to have been maintained over time, with small increases in the percentage of pupils judged to be at indicated levels by their teachers. The estimated

percentage of P3 pupils judged to be at level A or better is slightly lower in 2006, but is still in line with the figures seen in earlier years.

Chart E5
Trends in writing attainment – teacher judgements
(% pupils judged to be at indicated levels by their teachers)



E.6 Detailed writing results

Tables E1 to E4 provide detailed results to support the information provided in this section.

Table E1
2006 SSA - National writing attainment estimates: teachers' judgements
(% pupils judged to be at indicated levels by their teachers)*

Stage	*Group*	*No. of Pupils*	*<A*	*A*	*B*	*C*	*D*	*E*	*F*
P3	All Pupils	5,078	11	58	29	1	0	0	0
	Boys	2,579	14	60	25	1	0	0	0
	Girls	2,499	8	56	34	1	0	0	0
P5	All Pupils	5,216	1	8	45	42	4	0	0
	Boys	2,659	1	9	51	36	3	0	0
	Girls	2,557	1	6	39	48	5	0	0
P7	All Pupils	5,333	0	1	7	27	48	17	0
	Boys	2,649	0	2	9	31	45	13	0
	Girls	2,684	0	1	5	22	51	21	0
S2	All Pupils	5,064	0	1	4	13	30	39	14
	Boys	2,557	0	1	6	15	33	31	14
	Girls	2,507	0	1	1	10	27	47	15

** For 'all pupils' the standard error is between 0.1 and 1.1 for non-zero estimates, and between 0.1 and 1.6 for each non-zero gender estimate.*

Table E2
2006 SSA - Writing attainment based on submitted pieces of extended writing compared with teacher judgements
(% pupils at level)

		No. of Pupils	*<A*	*A*	*B*	*C*	*D*	*E*	*F*
P3	Script level	2,390	5	45	48	2	0	0	0
	Teacher Judgement	2,216	9	59	31	1	0	0	0
P5	Script level	2,390	<1	4	39	51	5	0	0
	Teacher Judgement	2,193	<1	7	42	46	5	<1	0
P7	Script level	2,414	<1	<1	8	30	48	13	<1
	Teacher Judgement	2,246	<1	<1	8	28	47	16	<1
S2	Script level	1,874	<1	<1	3	12	37	39	8
	Teacher Judgement	1,714	<1	<1	2	11	33	42	11

Table E3
2006 SSA - Proportions of scripts for which the level assigned is lower, higher or the same as the level for writing based on teachers' judgements

	No. of Pupils	*Lower*	*Same*	*Higher*
S2	1,714	29	53	18
P7	2,246	17	72	11
P5	2,193	10	72	18
P3	2,216	4	70	26

Table E4

Trends in writing attainment: teacher judgements

SSA results compared with the 5-14 National Survey

(% pupils judged to be at indicated levels by their teachers)

		5-14 National Survey						*SSA*	
Stage	*Level*	*1999*	*2000*	*2001*	*2002*	*2003*	*2004*	*2005*	*2006*
P3	Teacher judgment A+	70	79	83	85	86	85	93	89
	Teacher judgment B+	16	20	24	27	28	26	31	31
P5	Teacher judgment B+	79	84	86	88	88	89	89	91
	Teacher judgment C+	32	37	40	44	45	45	50	46
P7	Teacher judgment C+	79	83	85	87	88	88	90	92
	Teacher judgment D+	47	53	56	59	60	61	61	65
	Teacher judgment E+	6	9	11	12	12	13	11	17
S2	Teacher judgment D+	69	75	77	79	80	81	82	83
	Teacher judgment E+	38	43	46	50	51	52	51	53
	Teacher judgment F	0	5	8	11	12	12	11	14

***** *Pre-2005 data is based on the National Survey of 5-14 Attainment. This census survey was replaced by the sample-based SSA in 2005.*

F: Practical assessment of Core Skills results

F.1 Assessing and reporting core skills

The core skills of Working With Others, Problem Solving and ICT were assessed in the practical component of the survey. Assessment was in the context of Social Subjects. More information about the assessment process is available in Annex II.6.

It should be noted that due to logistical constraints, these practical assessments involved relatively small numbers of pupils drawn from a limited sub-sample of the survey schools; typically 3-4 pupils were assessed for each different task type in each school by field officers using performance descriptors. Judgements about pupils' abilities are necessarily subjective, and although the field officers were provided with some training to help improve the consistency of their assessments, their judgements were not subject to moderation and it can be expected that there would be differences between field officers.

The practical assessments were not designed to provide robust national estimates of the three skills investigated, because the numbers of pupils and field officers required to achieve this would be prohibitive and beyond the scope of the SSA. However, the results do represent useful, indicative information for teachers and educationalists for contrast and comparison with the evidence they gather through their own work with pupils. The practical assessments also provide exemplification of practical assessment methods as alternatives to traditional pencil and paper tests, and provide professional development opportunities for teachers.

Throughout the following section, findings are presented as sample statistics only; the results are not weighted to provide estimates for the population.

F.2 Working with others

Table F1 presents the assessments made of pupils' skills when working with others.

Table F1
Results of the assessment of the skills of working with others, by stage
(% pupils rated as indicated for various aspects by field officers)

	P3	*P5*	*P7*	*S2*
New ideas				
Little or no contribution to discussion	23	14	11	28
Contributes ideas & participates freely in the discussion	59	67	69	52
Contributes most of the ideas	18	19	20	20
Number of pupils assessed	*354*	*341*	*429*	*357*
Building on others' ideas				
No evidence of listening to ideas of others and building on them	15	7	4	11
Some evidence of listening to ideas of others and building on them	49	46	33	46
Listens to others' ideas of others and, for most part, builds on them	36	48	63	43
Number of pupils assessed	*352*	*334*	*423*	*343*
Motivation				
Shows little or no interest in task, ignoring or disrupting others	8	4	3	9
Addresses task and shows some interest in completing the task	32	24	19	33
Shows engagement with the task and is motivated to complete the task	60	72	79	58
Number of pupils assessed	*355*	*329*	*423*	*348*
The discussion				
Takes turns	66	65	69	63
Adopts clear role within group	16	23	23	28
Dominates the discussion	8	8	5	3
Adopts disruptive role or is disengaged	10	4	4	6
Number of pupils assessed	*344*	*337*	*411*	*331*

The results show that between 70-90% of the pupils assessed contributed ideas within their groups and around 85-95% showed at least some evidence of listening to the ideas of others and building on them. The proportion of pupils who made little contribution to the discussion or showed no evidence of listening to others was higher at P3 and S2 than P5 and P7.

Pupils were in general well motivated, with more than 90% showing at least some interest in completing the task and between 80-90% contributed to the discussion without dominating it or being disruptive.

F.3 Problem solving

Field officers rated entire pupil groups for various aspects of problem solving as they worked together to solve their given problem. The results are shown in Table F2 below.

Table F2
Results of the assessment of problem solving, by stage
(% groups rated as indicated by field officers)

Aspect	*Stage*	*Number of groups assessed*	*No evidence*	*Some evidence*	*Strong evidence*
Understanding & exploring the problem					
- Explores different ways of tackling the problem	P3	98	24	57	18
	P5	96	9	45	46
	P7	116	8	39	53
	S2	97	34	37	29
- Come to a consensus as to strategy, course of action	P3	98	19	57	23
	P5	95	12	35	54
	P7	117	3	29	68
	S2	101	14	42	45
Resolving the problem					
- Critically reflects on the process or strategy, amending or adapting if necessary	P3	97	29	53	19
	P5	93	16	39	45
	P7	115	10	39	51
	S2	97	25	42	33
- Agrees roles/responsibilities within the group.	P3	98	18	50	32
	P5	96	11	47	42
	P7	118	6	22	72
	S2	101	11	42	48
Completing the task					
- Task successfully completed	P3	97	5	68	27
	P5	94	2	34	64
	P7	115	1	27	72
	S2	98	2	36	62

At least 95% of the groups at each stage showed at least some evidence of completing their task successfully, although fewer of the P3 groups showed strong evidence of successful task completion than the other stages. For the other aspects, the P7 groups were assessed most positively, followed by the P5 groups.

F.4: Using ICT

Pupils were individually assessed for ICT skills and the summary results are shown in Table F3.

Table F3
Level attainment results for ICT skills, by stage

stage	*Number of pupils assessed*	*(% pupils deemed by field officers to be at indicated levels)* <A	*A*	*B*	*C*	*D*	*E*	*F*
P3	*431*	4	53	39	4	0	0	0
P5	*428*	0	12	34	42	11	1	0
P7	*479*	0	2	6	23	45	19	5
S2	*354*	0	0	1	11	29	41	19

At P3 most pupils were judged by the field officer to be at level A or better in ICT. Over 40% were judged to be beyond level A. At P5 over 80% were judged to be at level B or better and over half were judged to be at C or better. At P7 almost 70% were judged to be at level D or better with around a quarter beyond level D. At S2, 60% were judged to be at E or better and almost one in five were judged to be at level F.

G: Pupil questionnaire enquiry results

G.1 Investigating pupils' learning experience

Alongside the subject and core skills assessments in the 2006 SSA, each pupil in the sample was asked to complete a questionnaire designed to explore their experience of, and attitude towards, their learning in the context of Social Subjects. In order to minimise the burden on individual pupils, while allowing a broad range of questions to be asked at each stage, four different questionnaire versions were created. Each consisted of a set of core questions along with a set of questions unique to each version. The versions were randomly allocated within each stage. Further information about the questionnaire design is available in Annex III.

In total more than 25,000 completed responses were received with between 1,400-1,700 responses to each version at each stage.

Throughout the following sections, findings are presented as sample statistics, not weighted estimates.

G.2 Resources at home

In order to better understand their home environment, pupils were asked about several resources that they might have at home. About three-quarters of pupils reported having a quiet place to work at home and the same proportion reported having access to the internet. The proportion who had a mobile phone or who had access to a dictionary was slightly less.

The availability of resources generally increased with advancing stage, although in the case of "Quiet place to work" and "Dictionary", the proportion with access goes down at S2. Girls reported having a greater level of access to these resources than boys, with the exception of "access to the internet", where levels of access were about the same for boys and girls. Detailed results are shown in Table G1.

G.3 After or out of school activities

About 90% of primary pupils reported participating in activities after or outside of school, with the proportion dropping to 80% at S2. In primary stages P3 and P5, after or outside school activities were more frequent among girls than boys. There was no gender difference at P7, while the activities were more frequent among boys than girls at S2. Figures are available in Table G2.

Table G3 describes the type of activities that pupils participate in outside school. The most frequent activities were "watching TV or DVDs", "listening to music", "playing sport or keeping fit" and "using the internet to find things out". The least frequent activities involve talking with an adult about things in the news or about books. More primary pupils than S2s reported reading on their own and talking with adults, while more S2s than primary pupils reported "watching TV or DVDs", "listening to music" and "using the internet to find things out".

A greater proportion of girls than boys reported engaging in certain activities outside school, namely; "Talking with an adult about what you do at school and what you are learning",

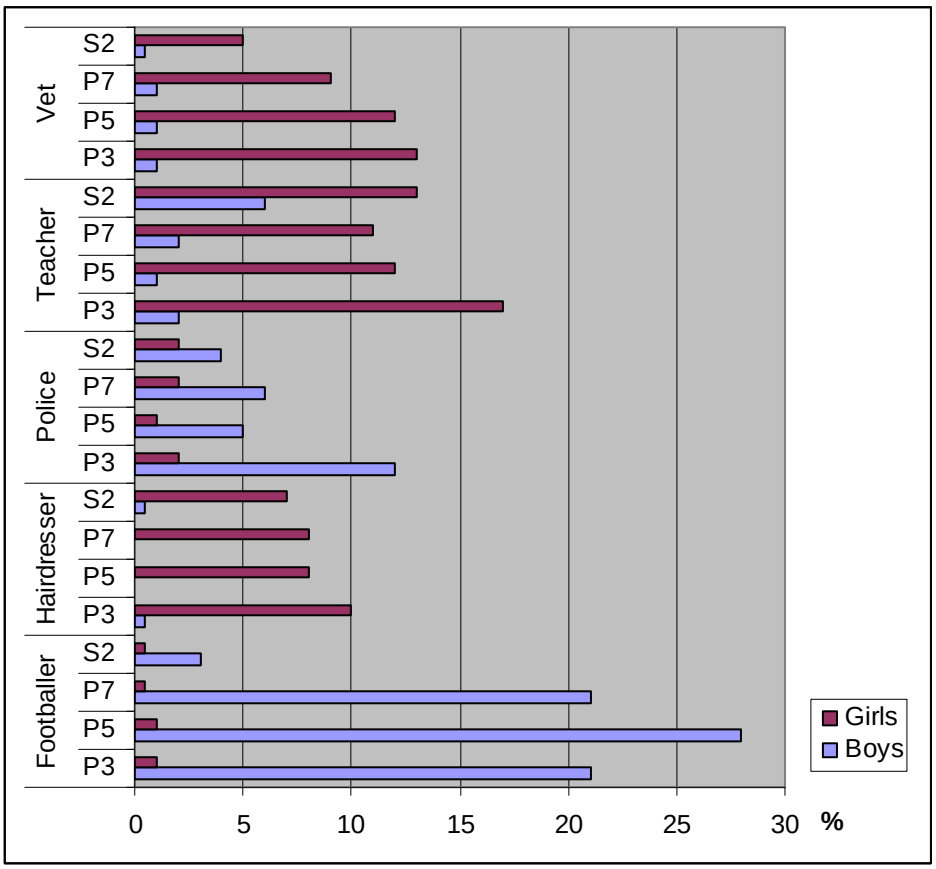
"reading books on your own", "listening to music", and "writing things". More boys than girls reported "Talking with an adult about things that have happened in the news", and "watching videos or DVDs". Other activities showed no significant difference between the genders.

G.4 General job aspirations

Pupils were asked an open-ended question about what kind of job they would like to do when they left school, college or university. Job aspirations were extremely varied and as pupils got older the range of jobs increased. Chart G1 and Table G4 illustrate this by showing the proportions of pupils mentioning selected occupations. The occupations shown were those that were identified by over 5% of P3 pupils. There was clear evidence of gender stereotyping; vet, teacher, and hairdresser were more popular choices with girls, while the police and footballer were more popular with boys.

Aspirations often varied with stage, with early preferences being modified at later stages. For example, 21% of boys in P3 wanted to be a footballer, but this proportion fell to 3% at S2, while 13% of P3 girls had aspirations to be a vet, but only 5% had this wish at S2. The most commonly mentioned jobs were the same as those in the 2005 survey, with the exception of artist, which was mentioned less often this year.

Chart G1
Gender typing in job aspirations
(% P3 pupils mentioning the five most popular choices)



G.5 Social Subjects and jobs

Pupils were asked about their perceptions of the importance of Social Subjects (specifically of "knowing about Scotland and other countries") for a list of specific occupations. The pupils' assessment of importance decreased with increasing stage for most occupations. An exception was for lawyers, where the importance increased steadily from P3 to S2.

The highest perceived levels of importance for "knowing about Scotland and other countries" were reported for doctors and police, while the lowest levels of importance were for hairdressers. The proportion answering "Don't know" was higher for pupils in P3 in most cases, reflecting their more limited understanding of the occupations. Detailed results are shown in Table G5.

G.6 Lesson activities

Pupils' reports of their activities in Social Subjects lessons (see Charts G2a and G2b) were in broad agreement with those of their teachers (see Chart H1a & b in Section H). The two most commonly reported activities were "with the whole class being taught together by the teacher" and "writing in your jotter" (both slightly more common at S2 than in primary stages). Doing worksheets was also a frequently reported activity, reported "very often" by 61% of primary pupils, and 44% of S2 pupils.

"Working with a partner or a group on a shared task" was a more commonly reported activity in primary stages (where 35% reported it happening "very often") than in S2, where the proportion was 26%). In contrast, "using maps and diagrams" and "watching videos or DVDs" were more common activities at S2. More detailed results for lesson activities are given in Table G6.

Chart G2a
Activities in Social Subjects / topic work
(% primary pupils giving the indicated response to the question "When you do topic work in school, how often do you spend your time...")

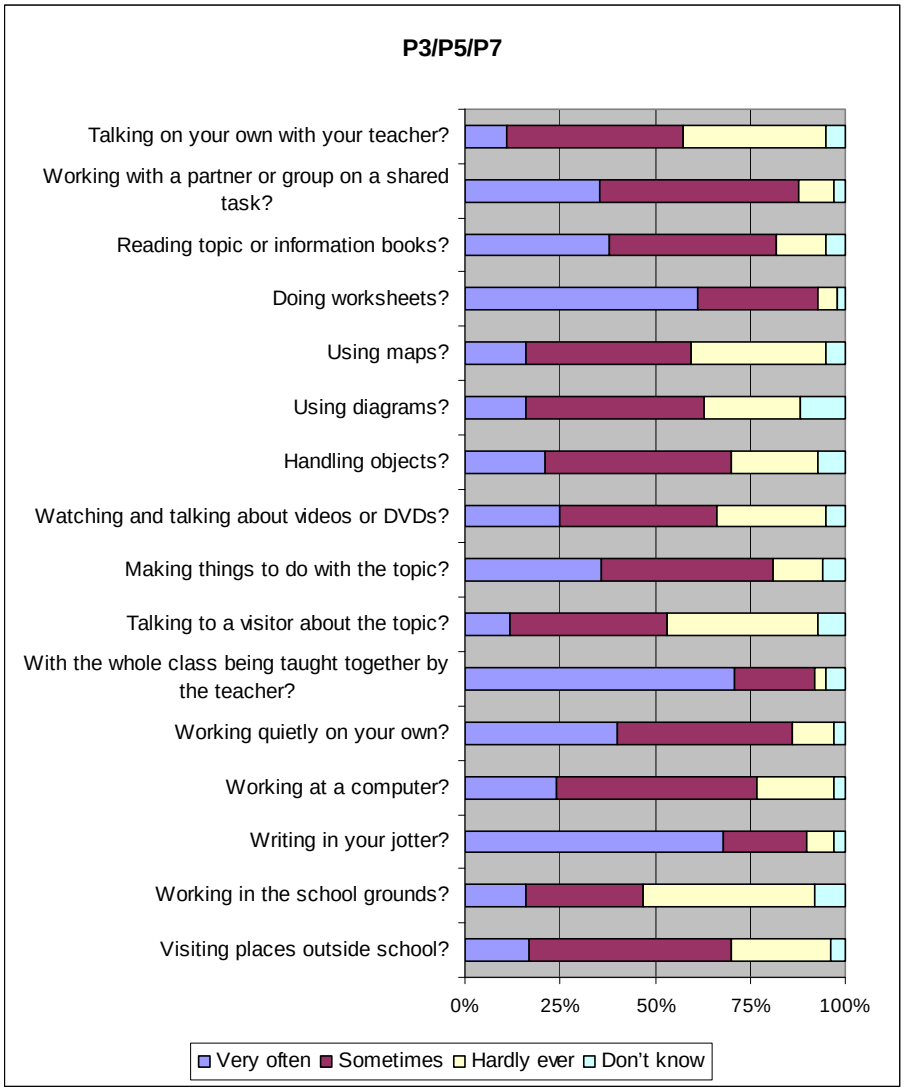
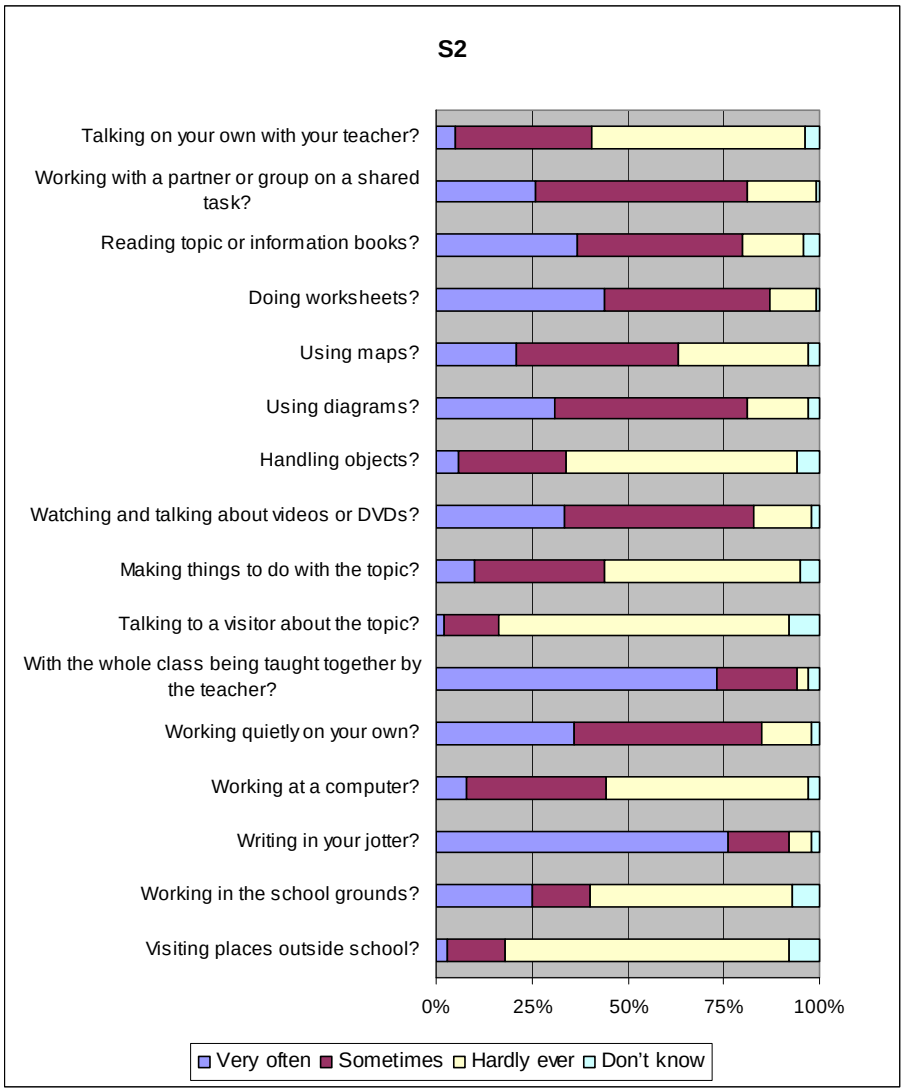


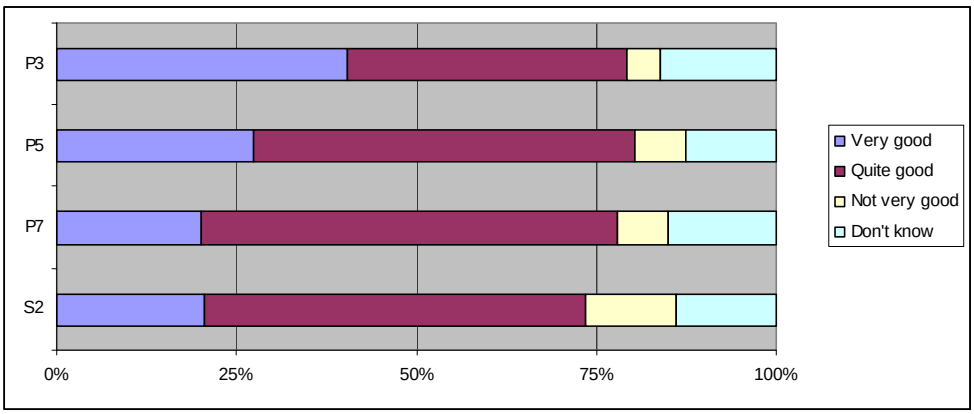
Chart G2b
Activities in Social Subjects / topic work
(% secondary pupils giving the indicated response to the question "When you do Social Subjects in school, how often do you spend your time...")



G.7 Views about Social Subjects

Pupils were asked how good they thought they were at Social Subjects. Pupils' self-assessments in Social Subjects tended to become less positive at later stages (see Chart G3 and Table G7). The proportion rating themselves as "very good" dropped from 40% at P3 to 21% at S2. This trend is similar to self-assessment in English from 2005. In 2005 however there was a greater decrease from 41% to 12% of pupils rating themselves as very good. Girls at S2 were significantly more negative about their ability in Social Subjects than boys, with only 18% rating themselves as very good, compared to 24% of boys.

Chart G3
Pupils' self assessments in Social Subjects
(% pupils giving indicated response to the question "How good do you think you are at topic work/this subject?")



Pupils' views were also sought on a range of issues related to Social Subjects. Their responses are presented in Tables G8 and G9 (a-d). Overall, 77% of pupils stated that they "very often" wanted to do well in their topic work. However this figure decreased from over 80% at the primary stages to less than 60% at S2. Around 10% of primary and 15% of secondary pupils reported that their teacher 'hardly ever' helped them to make their topic work better. 41% of pupils found Social Subjects topics easy to understand "very often", with little variation between stages. More than three-quarters of pupils agreed that "everyone is expected to work hard in our class". About half of pupils overall were positive about the importance of Social Subjects for other subjects later in school.

G.8 Reading and writing activity outside school

Pupils were asked in more detail about their reading and writing activity outside school. Self-motivated reading and writing became less common with stage, as reported in the participation in out of school activities section. 38% of pupils reported that they "very often" read books on their own outside school. This proportion went down with stage, from 46% at P3 to 22% at S2. Similarly, the proportion who read or talked about books with an adult decreased from 19% at P3 to 7% at S2, and the proportion writing things outside school decreased from 25% at P3 to 14% at S2. These results are among those reported in Table G3

The more detailed question revealed that magazines were the form of home reading most commonly reported by pupils (reported by over two thirds of pupils), followed by fiction. Reading of fiction at home varied with stage, from 71% of P3 pupils to 49% of S2 pupils. Reading books about famous people, comics, and music books also decreased with stage, while reading newspapers increased. The reading of magazines increased to P7, then decreased at S2. The proportion of pupils who claimed not to like reading was lowest at P5 and greatest at S2. Buying books, or borrowing books from a library or a friend, became less common with increasing stage: 26% of P3 pupils reported doing this "most weeks", while by S2 the proportion had decreased to 15%. More detailed results are given in Tables G10 and G11.

G.9 Topics in Social Subjects

All pupils were asked about their knowledge of specific topics in Social Subjects. A different list of topics was used at each stage. The results of this enquiry are shown in Table G12.

Very broadly speaking the proportion of pupils who knew about the specific topics was 5-20 percentage points higher than the proportion who had studied the topic at school. At P3 the topic studied by the greatest proportion of pupils was “Our Local Area”, at P5 the most common topic studied was “Scotland”, at P7 the most common was “World War II” and at S2 the most common was “Rich World, Poor World”.

G.10 Detailed questionnaire results

Table G1
Resources at home
(% who had access to the stated resource: 6316 P3 pupils, 6308 P5, 6770 P7, 5734 S2)

Which of the following do you have at home?	*Stage*	*All pupils*	*Boys*	*Girls*
quiet place to work	*P3*	74	71	76
	P5	75	73	77
	P7	78	76	80
	All Prim.	76	74	78
	S2	75	73	76
access to the internet	*P3*	64	65	62
	P5	72	72	72
	P7	82	82	82
	All Prim.	73	73	73
	S2	87	87	87
mobile phone	*P3*	53	54	51
	P5	66	66	67
	P7	85	82	87
	All Prim.	68	68	69
	S2	89	86	92
dictionary	*P3*	65	63	68
	P5	74	73	75
	P7	82	79	84
	All Prim.	74	72	76
	S2	77	75	79

Table G2
Participation in group or club activities after or outside school
(% participating in at least one activity: 1569 P3 pupils, 1573 P5, 1711 P7, 1429 S2)

Stage	*All pupils*	*Boys*	*Girls*
P3	87	85	88
P5	92	91	93
P7	92	93	92
All Prim.	90	90	91
S2	80	83	77

Table G3
Activities outside school

(% giving indicated response: 991 P3 pupils, 1230 P5, 1461 P7, 1257 S2)

How often do you spend your time outside school…	*Stage*	*Very often*	*Sometimes*	*Hardly Ever*	*Don't Know*
talking with an adult about things that have happened in the news	*P3*	10	30	47	13
	P5	10	37	45	8
	P7	9	43	44	4
	All Prim.	10	37	45	8
	S2	8	43	45	4
talking with an adult about what you do at school and what you are learning	*P3*	39	40	14	7
	P5	37	46	14	4
	P7	30	50	18	3
	All Prim.	35	45	15	4
	S2	22	51	23	3
watching TV or DVDs	*P3*	40	40	16	4
	P5	40	42	15	3
	P7	44	44	10	2
	All Prim.	41	42	14	3
	S2	50	40	8	2
reading books on your own	*P3*	46	33	15	5
	P5	47	37	14	2
	P7	35	39	24	3
	All Prim.	43	36	18	3
	S2	22	35	40	3
reading or talking about books with an adult	*P3*	19	36	36	9
	P5	15	37	42	6
	P7	11	32	54	4
	All Prim.	15	35	44	6
	S2	7	23	65	5
listening to music	*P3*	34	35	26	6
	P5	39	36	21	4
	P7	53	31	13	2
	All Prim.	42	34	20	4
	S2	67	21	10	2
on outings or visits to interesting places or events	*P3*	23	45	19	13
	P5	27	52	15	6
	P7	29	56	12	3
	All Prim.	26	51	15	7
	S2	24	46	26	4
playing sport or keeping fit	*P3*	63	27	6	4
	P5	71	24	3	3
	P7	71	25	3	2
	All Prim.	68	25	4	3
	S2	57	31	9	3
writing things (not school work)	*P3*	25	37	28	10
	P5	24	42	29	5
	P7	18	43	35	4
	All Prim.	22	41	31	6
	S2	14	33	49	4
using the internet to find things out	*P3*	26	31	31	12
	P5	41	35	19	6
	P7	50	35	12	3
	All Prim.	39	33	21	7
	S2	53	33	11	2

Table G4
Job aspirations: the five most popular choices among P3 pupils

(% pupils mentioning the job in their response: 1216 P3 pupils, 1232 P5, 1318 P7, 1083 S2)

What kind of job would you like to do when you leave school, college or university?	*Stage*	*All pupils*	*Boys*	*Girls*
footballer	*P3*	11	21	1
	P5	15	28	1
	P7	10	21	<1
	All Prim.	12	23	1
	S2	2	3	<1
hairdresser	*P3*	5	<1	10
	P5	4	0	8
	P7	4	0	8
	All Prim.	4	<1	9
	S2	4	<1	7
police	*P3*	7	12	2
	P5	3	5	1
	P7	4	6	2
	All Prim.	5	8	2
	S2	3	4	2
teacher	*P3*	9	2	17
	P5	7	1	12
	P7	6	2	11
	All Prim.	7	2	13
	S2	10	6	13
vet	*P3*	7	1	13
	P5	6	1	12
	P7	5	1	9
	All Prim.	6	1	11
	S2	2	<1	5

Table G5
Importance of knowing about Scotland and other countries

(% pupils answering "Very important": 1578 P3 pupils, 1569 P5, 1697 P7, 1441 S2)

How important is knowing about Scotland and other countries for people who work as…	*P3*	*P5*	*P7*	*All Prim.*	*S2*
chefs	30	22	19	23	18
mechanics	31	29	24	28	20
doctors	72	77	76	75	68
teachers	68	65	65	66	62
plumbers	28	22	15	22	13
footballers	26	25	24	25	23
TV actors and presenters	34	28	26	29	28
police	82	82	82	82	71
hairdressers	13	8	7	9	7
vets	54	55	47	52	38
artists	23	18	17	19	19
lawyers	55	58	63	59	65
computer experts	36	28	24	29	25

Table G6
Activities in Social Subjects/topic work
(% pupils giving stated response: 6316 P3 pupils, 6308 P5, 6770 P7, 5734 S2)

When you do topic work in school, how often do you spend your time…	*Stage*	*Very often*	*Sometimes*	*Hardly ever*	*Don't know*
talking on your own with your teacher?	*P3*	16	43	33	8
	P5	11	49	36	4
	P7	7	48	42	3
	All Prim.	11	46	37	5
	S2	5	36	56	4
working with a partner or group on a shared task?	*P3*	31	50	13	6
	P5	37	52	8	3
	P7	38	55	6	1
	All Prim.	35	52	9	3
	S2	26	55	18	1
reading topic or information books?	*P3*	35	38	17	10
	P5	40	44	12	4
	P7	39	48	11	2
	All Prim.	38	44	13	5
	S2	37	43	16	4
doing worksheets?	*P3*	61	28	6	5
	P5	63	31	5	2
	P7	58	36	5	1
	All Prim.	61	32	5	2
	S2	44	43	12	1
using maps?	*P3*	12	31	47	11
	P5	19	45	33	4
	P7	19	52	27	2
	All Prim.	16	43	35	5
	S2	21	42	34	3
using diagrams?	*P3*	16	39	26	19
	P5	16	46	27	11
	P7	16	55	23	6
	All Prim.	16	47	25	12
	S2	31	50	16	3
handling objects?	*P3*	24	44	20	12
	P5	21	50	22	7
	P7	17	53	26	4
	All Prim.	21	49	23	7
	S2	6	28	60	6
watching and talking about videos or DVDs?	*P3*	22	39	32	8
	P5	24	41	31	5
	P7	28	46	24	2
	All Prim.	25	42	29	5
	S2	33	49	15	2
making things to do with the topic?	*P3*	38	41	12	9
	P5	38	45	11	5
	P7	32	49	16	3
	All Prim.	36	45	13	6
	S2	10	34	51	5

talking to a visitor about the topic?	*P3*	13	38	38	11
	P5	12	41	40	7
	P7	11	43	42	5
	All Prim.	12	41	40	7
	S2	2	14	75	8
with the whole class being taught together by the teacher?	*P3*	65	23	5	8
	P5	72	21	3	4
	P7	75	21	2	2
	All Prim.	71	21	3	5
	S2	74	21	3	3
working quietly on your own?	*P3*	43	39	13	5
	P5	41	46	10	2
	P7	37	52	10	1
	All Prim.	40	46	11	3
	S2	36	49	13	2
working at a computer?	*P3*	23	47	25	6
	P5	23	53	22	2
	P7	26	59	15	1
	All Prim.	24	53	20	3
	S2	8	36	52	3
writing in your jotter?	*P3*	59	26	10	5
	P5	73	18	6	2
	P7	72	22	5	1
	All Prim.	68	22	7	3
	S2	77	16	6	2
working in the school grounds?	*P3*	13	32	43	12
	P5	16	31	46	8
	P7	20	29	46	4
	All Prim.	16	31	45	8
	S2	25	15	53	7
visiting places outside school?	*P3*	17	50	26	7
	P5	17	53	26	4
	P7	18	56	24	2
	All Prim.	17	53	26	4
	S2	3	15	75	8

Table G7
Self-assessment in Social Subjects

(% pupils answering: 1585 P3 pupils, 1570, 1679 P7, 1466 S2)

How good do you think you are at this subject?	*Very good*	*Quite good*	*Not very good*	*Don't know*
P3	40	39	5	16
P5	27	53	7	13
P7	20	58	7	15
All Prim.	29	50	6	15
S2	21	53	13	14

Table G8
Views about Social Subjects/topic work
(% pupils giving stated response: 6316 P3 pupils, 6308 P5, 6770 P7, 5734 S2)

What are your lessons like in this subject?	*Stage*	*Very often*	*Sometimes*	*Hardly ever*	*Don't know*
We get interesting topics to find out about	*P3*	46	44	3	7
	P5	41	54	3	2
	P7	32	63	4	1
	All Prim.	39	54	3	3
	S2	24	64	11	2
We talk with our teacher about what we are going to learn in our topics	*P3*	58	28	7	6
	P5	63	28	6	3
	P7	66	28	5	2
	All Prim.	62	28	6	4
	S2	51	35	11	3
We talk with our teacher about what good topic work looks like	*P3*	34	34	17	15
	P5	29	41	17	13
	P7	30	45	17	8
	All Prim.	31	40	17	12
	S2	17	46	27	10
Our teacher asks us to explain our answers to questions about our topic	*P3*	35	39	15	11
	P5	42	43	10	6
	P7	46	43	8	3
	All Prim.	41	42	11	7
	S2	54	35	8	3
I talk with other children in my class about how well I do my topic work	*P3*	19	33	40	8
	P5	14	35	45	6
	P7	12	39	45	4
	All Prim.	15	36	43	6
	S2	7	28	59	6
My teacher helps me to see how I can make my topic work better	*P3*	42	39	12	7
	P5	46	42	9	4
	P7	48	43	7	2
	All Prim.	45	41	9	4
	S2	34	48	15	3
I find out the answers to my own questions about our topics	*P3*	44	36	10	10
	P5	43	44	7	6
	P7	42	47	6	4
	All Prim.	43	43	8	7
	S2	33	48	12	8
We go through our topic work too slowly for me	*P3*	17	28	44	12
	P5	13	31	47	9
	P7	9	34	49	8
	All Prim.	13	31	46	10
	S2	9	32	51	8
I get extra help with my topic work when I need it	*P3*	34	39	20	6
	P5	33	43	19	4
	P7	32	43	20	4
	All Prim.	33	42	20	5
	S2	28	40	27	5

Table G9a
Views about Social Subjects/topic work: version 1

(% pupils giving stated response: version 1 1584 P3 pupils, 1596 P5, 1683 P7, 1425 S2)

What are your lessons like in this subject?	*Stage*	*Very often*	*Sometimes*	*Hardly ever*	*Don't know*
We get homework to do about our topics	*P3*	25	33	33	10
	P5	22	40	32	6
	P7	27	46	24	3
	All Prim.	25	40	29	6
	S2	20	48	30	2
I can use a computer in school to help me with my topic work	*P3*	24	29	35	12
	P5	31	40	23	6
	P7	52	35	10	2
	All Prim.	36	35	22	7
	S2	28	41	26	5
The work/Topic work is important because it will help me with other school subjects later on	*P3*	46	28	9	17
	P5	57	29	4	11
	P7	54	34	4	7
	All Prim.	52	30	6	12
	S2	31	38	13	18
Everyone is expected to work hard in our class	*P3*	73	16	5	6
	P5	79	17	2	2
	P7	85	12	1	1
	All Prim.	79	15	3	3
	S2	77	18	3	2

Table G9b
Views about Social Subjects/topic work: version 2

(% pupils giving stated response: version 2 1569 P3 pupils, 1573 P5, 1711 P7, 1429 S2)

What are your lessons like in this subject?	*Stage*	*Very often*	*Sometimes*	*Hardly ever*	*Don't know*
We learn a lot of facts about our topics/in this subject	*P3*	61	24	8	7
	P5	76	18	3	3
	P7	78	19	2	1
	All Prim.	72	20	4	4
	S2	64	28	5	3
We talk about interesting ideas from the news on TV or in the papers when they come up	*P3*	19	30	37	15
	P5	20	37	34	9
	P7	29	43	25	4
	All Prim.	23	37	32	9
	S2	34	37	23	6
I want to do well in my topic work/in this subject	*P3*	81	12	3	5
	P5	85	12	2	1
	P7	83	14	1	1
	All Prim.	83	13	2	2
	S2	58	25	8	9
We settle down quickly when we start (topic) lessons	*P3*	41	38	12	10
	P5	32	51	12	4
	P7	27	59	11	3
	All Prim.	33	50	12	5
	S2	21	56	20	3

Table G9c
Views about Social Subjects/topic work: version 3

(% pupils giving stated response: version 3 1578 P3, 1569 P5, 1697 P7, 1441 S2)

What are your lessons like in this subject?	*Stage*	*Very often*	*Sometimes*	*Hardly ever*	*Don't know*
I usually finish my (topic) work on time	*P3*	41	42	10	6
	P5	40	48	10	2
	P7	51	42	6	2
	All Prim.	44	44	9	3
	S2	60	33	5	2
It is easy to concentrate and work hard when we are doing topic work/in this subject	*P3*	40	39	12	10
	P5	35	46	11	7
	P7	35	52	9	3
	All Prim.	37	46	11	7
	S2	38	45	13	4
Everyone has a chance to say what they think about the topic/in class	*P3*	39	35	15	10
	P5	49	33	13	6
	P7	54	32	10	4
	All Prim.	47	33	13	7
	S2	56	30	10	3
I enjoy books about how people live now and in the past	*P3*	53	25	13	9
	P5	46	33	16	5
	P7	30	41	24	5
	All Prim.	42	33	18	6
	S2	21	38	33	7

Table G9d
Views about Social Subjects/topic work: version 4

(% pupils giving stated response: version 4 1585 P3 pupils, 1570 P5, 1679 P7, 1439 S2)

What are your lessons like in this subject?	*Stage*	*Very often*	*Sometimes*	*Hardly ever*	*Don't know*
I look forward to doing my topic work/this subject	*P3*	57	27	11	5
	P5	47	37	13	3
	P7	31	46	20	3
	All Prim.	45	37	15	4
	S2	21	31	18	30
I find our topics/this subject easy to understand	*P3*	45	41	8	7
	P5	38	53	6	3
	P7	38	54	6	3
	All Prim.	40	49	6	4
	S2	45	43	9	3
My family thinks that topic work/this subject is important	*P3*	54	21	8	18
	P5	53	20	5	22
	P7	46	24	4	26
	All Prim.	51	22	6	22
	S2	20	27	18	35
I use a computer to work on my topic at home	*P3*	20	23	46	11
	P5	26	32	35	6
	P7	37	35	25	3
	All Prim.	28	30	35	7
	S2	21	36	39	4

Table G10
Types of home reading

(% pupils answering Yes:1517 P3 pupils, 1539 P5, 1642 P7, 1382 S2)

What do you enjoy reading at home?	*P3*	*P5*	*P7*	*All Prim.*	*S2*
Fiction ("stories" at P3)	71	70	61	67	49
Information books	41	34	20	31	31
Newspapers	20	23	30	24	31
Magazines	61	72	74	69	70
Books about famous people	32	31	26	30	21
Comics	61	58	46	55	21
Music books	33	30	28	31	24
I don't like reading at home	10	7	9	9	15

Table G11
Borrowing and buying books

(% pupils giving the stated response: 1517 P3 pupils,1539 P5,1642 P7,1382 S2)

How often do you borrow books from the library or a friend, or buy books from a shop?	*P3*	*P5*	*P7*	*All Prim.*	*S2*
Most weeks	26	19	16	20	15
Sometimes	44	50	48	48	41
Hardly ever	30	30	36	32	45

Table G12
Knowledge of topics

(% pupils answering Yes: 1595 P3 pupils, 1584 P5, 1691 P7, 1466 S2)

What do you know about these topics?	*Stage*	*Do you know about this topic?*	*Have you studied this topic in school?*	*Have you studied this topic in [stage]*
Our local area	*P3*	66	55	45
Me and my family	*P3*	73	54	22
Transport	*P3*	61	47	28
Our weather	*P3*	64	51	28
Houses and homes	*P3*	65	51	27
At school	*P3*	65	46	25
Egyptians	*P3*	41	30	26
Vikings	*P3*	33	20	15
	P5	67	55	14
	S2	68	52	11
Scotland	*P3*	62	39	34
	P5	84	71	55
Our community	*P3*	51	38	31
	P5	60	52	34
	P7	69	56	33
Wallace and Bruce	*P5*	50	43	34
Pollution and conservation	*P5*	56	48	36
Britain	*P5*	60	44	33
Mary Queen of Scots	*P5*	44	33	24
	P7	63	47	7
Coping with climate	*P5*	30	24	17
	P7	63	57	35
Materials from our planet	*P5*	51	43	31
	P7	73	67	42
Europe	*P5*	48	33	25
	P7	85	75	40
	S2	78	65	45
Enterprise	*P7*	71	67	57
	S2	44	33	18
Japan	*P7*	40	29	24
	S2	65	51	43
World War II	*P7*	88	80	67
	S2	87	79	62
The Home Front	*P7*	48	44	36
	S2	39	33	26
Scotland and England	*P7*	75	61	25
	S2	88	74	47
Farming	*P7*	47	33	11
	S2	63	48	33
Living in a democracy	*P7*	36	30	21
	S2	67	62	53
Law and order	*P7*	52	37	26
	S2	65	51	42
The American West	*S2*	27	20	18
Earth Forces	*S2*	71	67	58
Rich world, poor world	*S2*	83	76	69
Diversity and discrimination	*S2*	50	44	37
The media	*S2*	56	42	35

H: Teacher questionnaire enquiries

H.1 Investigating teachers' experience of teaching

Teachers of pupils in the 2006 SSA sample were asked to complete a questionnaire designed to explore their experience of, and attitude towards, teaching in the context of Social Subjects. Further information about the questionnaire design is available in Annex III.

The teacher questionnaire was completed by class teachers at P3, P5, and P7, and by teachers of Social Subjects (History, Geography or Modern Studies) at S2.

Over 1,700 teachers returned completed questionnaires, comprising more than 1,400 primary class teachers, and over 300 secondary Social Subjects teachers. Teachers may have answered based on their experience of more than one subject e.g. a single questionnaire could have been completed by a teacher of History and Modern Studies based on their experience teaching across both subjects.

More than nine out of ten of the primary teachers who responded were female, compared with just over half of the secondary teachers. This is broadly in line with the national gender profiles of the two sectors. Tables H1 and H2 provide information on the length of teaching experience of respondents. In both sectors, about three quarters of the respondents had been teaching for more than five years. About 4% of teachers in secondary, and 8% in primary were in their first year of teaching. Just over half of all teachers had been in their current posts for more than five years. One in seven at S2 and P7, and one in five at P3 and P5, had taken up their current posts that year.

Throughout the following sections, findings are presented as sample statistics, not weighted estimates.

H.2 Teaching and preparation time

Table H3 provides information on the time spent teaching Social Subjects. For just under eight out of ten S2 teachers this was apparently equal to or less than five hours in a typical week. Comparing this with questionnaire results from 2005 for S2 Maths and English teachers shows that almost 90% of teachers in both subjects reported spending five or fewer hours teaching S2 meaning that on average social subjects teachers had slightly more class contact with S2 pupils in a typical week.

At primary more than 80% of primary teachers spend five hours or less on social subjects. Compared to 2005 results primary teachers on average spend less time teaching Social Subjects than English and Maths, where around 35% and around 60% of teachers claimed to spend five or fewer hours respectively on those subjects.

The amount of preparation time (Table H4) did not differ greatly between sectors, with S2 teachers reporting spending slightly more time than their primary colleagues on preparation for Social Subjects lessons. More than nine out of ten respondents across both sectors claimed to spend up to five hours per week on this. Compared with English and Maths at S2, reported preparation time is similar, but in the primary sector (in line with the amount of time teaching Social Subjects) the preparation time was less.

H.3 Professional development

Experience of professional development in Social Subjects (shown in Table H5) varied between the primary and secondary sectors. About two thirds of S2 teachers, but only four in ten of primary teachers, said that they had received continuing professional development (CPD) in Social Subjects in the last two years. At S2 this is similar to the results reported in the 2005 survey by English teachers but is less than the 90% of Maths teachers who reported undertaking CPD in the last two years. At primary around 60-80% of teachers reported English or Maths CPD opportunities in the previous two years. There was little difference in satisfaction between the sectors (Table H6), with just under half of respondents in both sectors reporting being satisfied with the number of professional development opportunities available to them in the last two years. This is similar to English and Maths teachers at S2, but is below the level for primary teachers in these subjects, which was over 70%.

H.4 Resource use

Table H7 shows how often different resources are used in Social Subjects lessons. There are differences between the primary and secondary sectors for responses to all of the questions in this table, apart from "materials produced by a teachers' association" and "materials produced by another school", which were not widely used by teachers in either sector.

The use of commercial textbooks and resource packs was more common in the secondary sector, with over a third of teachers apparently using them in "most lessons", compared to one in seven primary teachers.

The use of 5-14 National Guidelines varied across sectors. Almost a quarter of S2 teachers reported referring to them once a year or less compared to around 5% of primary teachers. Materials produced by the school or the teacher were more used in secondaries than in primaries, in contrast to local authority 5-14 guidelines, which were reported to be more frequently used in primary schools.

H.5 Lesson activities

Charts H1a and H1b describe the lesson activity profiles according to the teachers who responded to the questionnaire. Teachers were given a list of activities and asked to rate how often they occurred in their classes. Further details are available in Tables H8a and H8b. There are differences between the responses from primary and secondary teachers for all questions, as might be expected from the differences in structure between the two sectors.

According to the teachers' reports of lessons in Social Subjects, the pupil activities that occurred most frequently "during most lessons" were: "writing in their jotter" (16% in primary, 74% in secondary), "with the whole class being taught by you" (48% in primary, 72% in secondary), and "working quietly on their own" (18% in primary, 45% in secondary). Most activities differed in their frequency between sectors: both "working with a partner or a group on a shared task" and "working in a group on a shared task" were considerably more common in primary lessons. One activity that had a similar frequency across sectors was "talking on their own with you", with about a fifth of teachers reporting that this occurred during most lessons.

"Completing worksheets" was reported more commonly in secondary than in primary lessons, and was also more frequent at P3 than in later stages.

"Working at a computer" was more frequent in the primary than in the secondary sector. Two thirds to three quarters of primary teachers reported that their pupils used a computer most weeks, while less than one fifth of secondary teachers reported the same.

"Using maps" and "using diagrams" were less frequent activities, although a quarter of S2 teachers reported using diagrams in most Social Subjects lessons. Both activities occurred more frequently at secondary level than at primary: 26% of primary teachers used maps in most weeks, compared to 39% of secondary teachers. Another less frequent activity, "watching videos or DVDs" was more frequent in secondary pupils: about a quarter of the primary teachers reported this activity occurring most weeks or in most lessons, compared to over 60% of S2 teachers.

Chart H1a
Lesson activity profiles according to primary teachers
(% teachers indicating that "during most lesson" pupils spend time on the given activity)

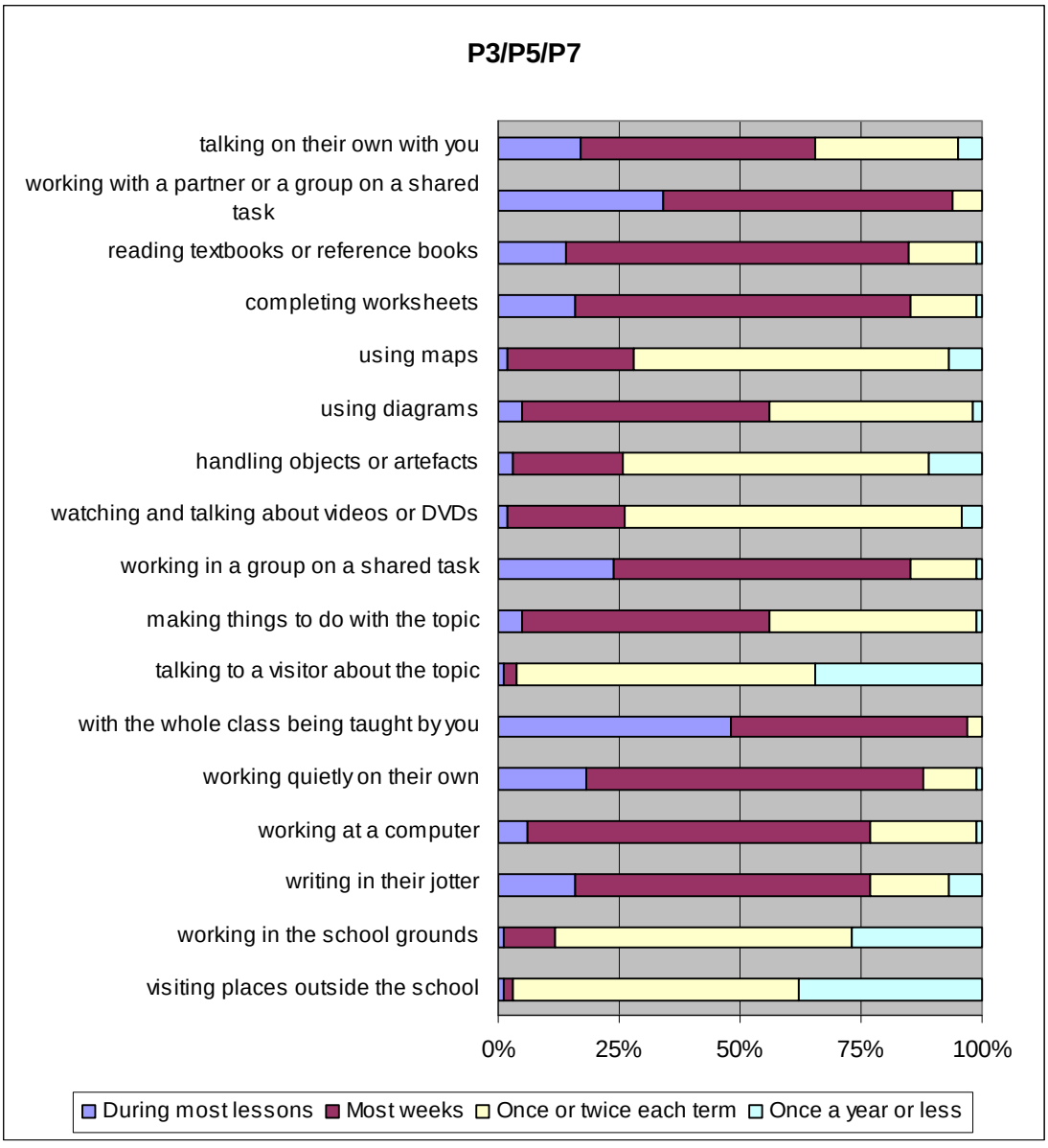
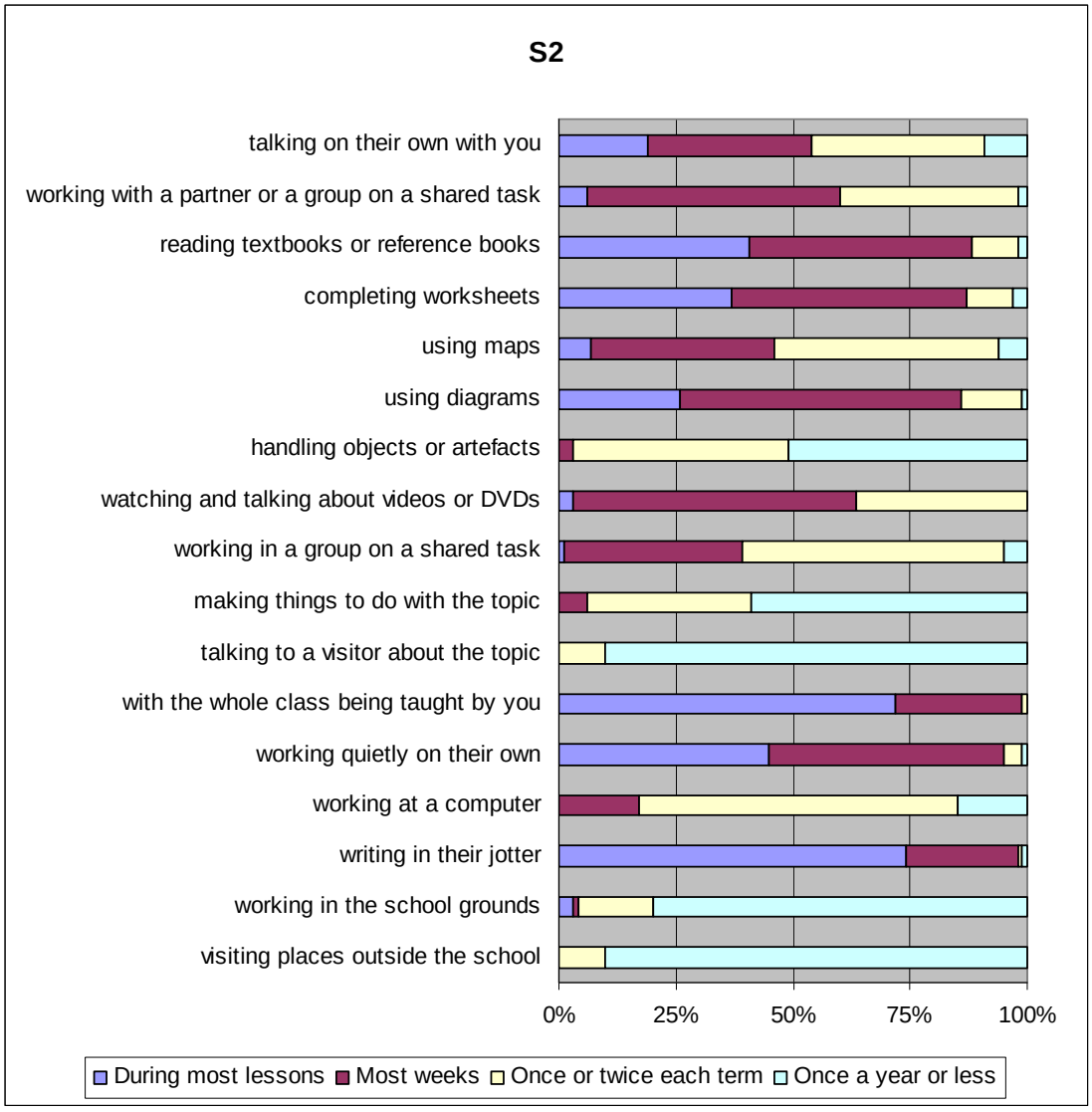


Chart H1b
Lesson activity profiles according to secondary teachers
(% teachers indicating that "during most lesson" pupils spend time on the given activity)



The activities "handling objects and artefacts" and "making things to do with the topic" occurred more commonly in primary schools. Over 20% of the primary teachers reported that their pupils handled objects or artefacts most weeks, in contrast to only 3% of the secondary teachers. Just over half of the primary teachers claimed that their pupils made things to do with their topic most weeks, while only 6% of the secondary teachers reported the same frequency for their S2 pupils.

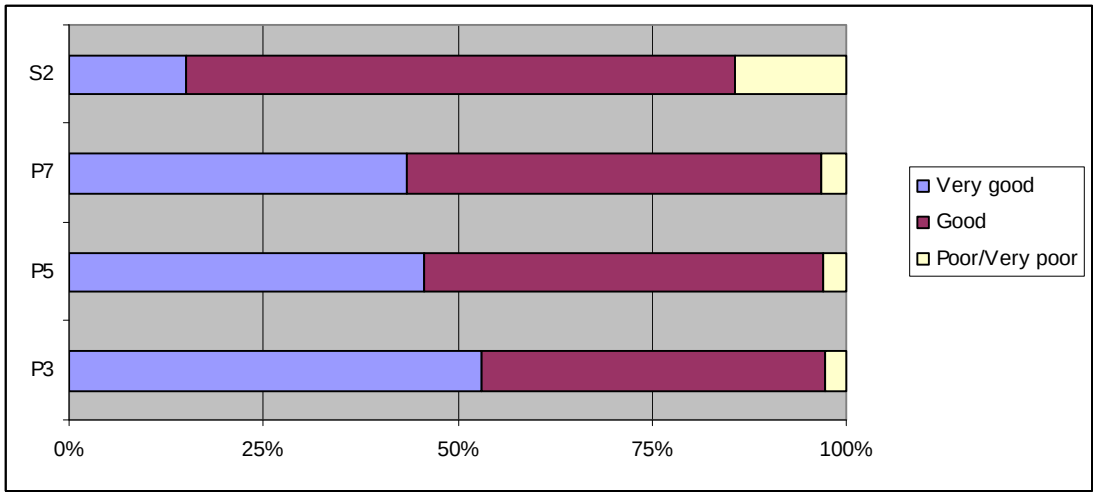
"Working in the school grounds" and "visiting places outside school" were less common activities, although about 60% of primary and around 10-15% of secondary teachers reported that their pupils did this once or twice a term. "Talking to a visitor about a topic" was rare, with almost all teachers reporting this activity only once or twice per term or less frequently.

H.6 Views on attendance, motivation and behaviour

When asked about their pupils' lesson attendance, learning motivation and behaviour in class, teachers were broadly positive. Almost all teachers at all stages rated pupil attendance as "good"or "very good". For pupil motivation and behaviour, primary teachers were more positive than their secondary colleagues. Over 95% of primary teachers and over 85% of secondary teachers rated both their pupils' behaviour and their motivation to learn as "good" or "very good". Overall less than 1% of teachers rated attendance, behaviour or motivation as being "very poor". Details are provided in Tables H9, H10 and H11.

Stage-related differences emerged between primary stages for pupils' motivation to learn and for pupil behaviour., In particular, the proportion of teachers rating motivation as "very good" fell steadily from over half at P3 to 15% at S2 (see Chart H2).

Chart H2
Teacher's ratings of pupils' learning motivation
(% teachers giving each rating)

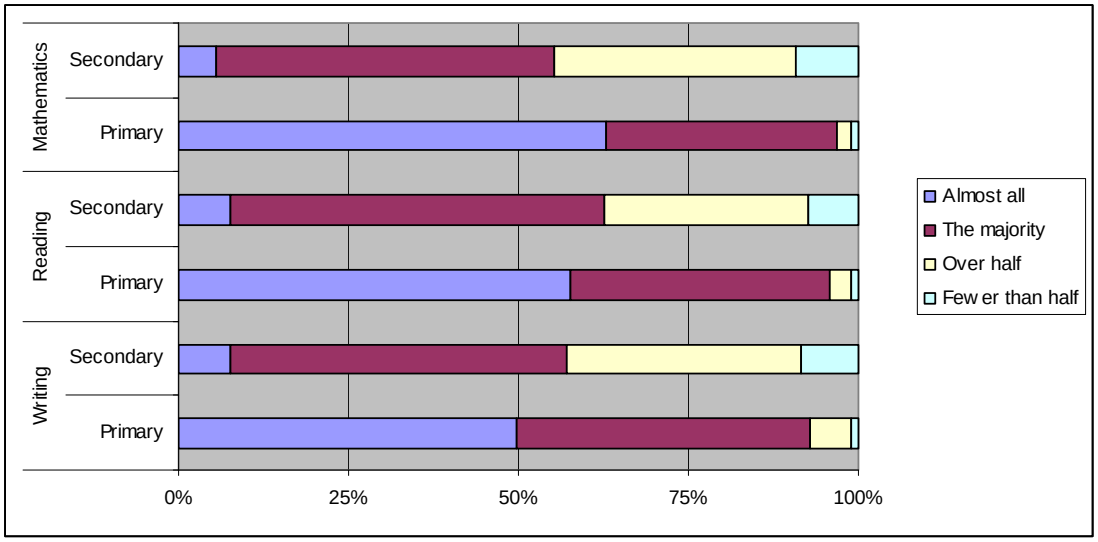


H.7 Use of 5-14 assessments

There are no 5-14 National Assessments currently available for social subjects. But teachers were asked about their use of National Assessments in reading, writing and mathematics. Their reported usage revealed striking sector differences National Assessments were reported as "always" used with small pupil groups by 53% of primary but only by 13% of secondary respondents. A similar pattern was seen for use with individuals, where the proportions were 40% for primary and 21% for secondary. Use of National Assessments with the class at set times reversed this pattern, with use being higher in secondary (34%) than primary (8%). Use with the class at any time differed little between sectors, with 12-14% of respondents always using this approach. Detailed results are shown in Table H12.

Teachers claiming to use National Assessments were asked to rate how often the results coincided with their own judgements in reading, writing and mathematics. The findings are illustrated in Chart H3 and given in detail in Table H13. The majority of primary teachers reported that their judgements matched with the National Assessment test results in almost all cases, while less than 10% of secondary teachers reported this. It is also interesting to note that only around a third of S2 teachers answered this question, which is to be expected as there are no Social Subjects national assessments.

Chart H3
Teachers' reports on the agreement of national assessment results with their own judgements
(% teachers giving each rating)



H.8 Assessment and planning approaches

Teachers were asked about the extent to which they used formative assessment and personal learning planning in Social Subjects lessons. The results are shown in Tables H14 and H15.

There was a difference in the proportion of teachers using formative assessment in their classes between primary and secondary sectors. Just over half of primary, but only a third of S2 teachers, who responded reported always using formative assessment.

There was also a difference in the proportion of teachers using personal learning planning with their pupils between the primary and secondary sectors. About a quarter of primary teachers always used this approach, compared with about 7% of S2 teachers.

H.9 Detailed questionnaire results

Table H1
Length of teaching experience
(% giving each response: 490 P3 teachers, 482 P5, 429 P7, 306 S2)

	Stage	*< 1 year*	*1-5 years*	*> 5 years*
How long have you been teaching?	*P3*	8	18	74
	P5	9	19	72
	P7	6	17	77
	All Prim.	8	18	75
	S2	4	21	75

Table H2
Time in current post
(% giving each response: 490 P3 teachers, 482 P5, 429 P7, 306 S2)

	Stage	*< 1 year*	*1-5 years*	*> 5 years*
How long have you been in your current post?	*P3*	20	29	51
	P5	21	25	53
	P7	15	32	53
	All Prim.	19	29	52
	S2	14	33	53

Table H3
Time spent teaching
(% giving each response: 492 P3 teachers, 492 P5, 436 P7, 323 S2)
How much time do you spend in teaching Social Subjects at [stage] in a typical week?

Stage	*< 1 hour*	*1-5 hours*	*6-10 hours*	*> 10 hours*
P3	1	88	9	1
P5	1	86	12	1
P7	1	84	14	<1
All Prim.	1	86	11	1
S2	3	76	17	5

Table H4
Time spent in preparation
(% giving each response: 492 P3 teachers, 492 P5, 436 P7, 323 S2)
How much time do you spend in preparation in Social Subjects at [stage] in a typical week?

Stage	*< 1 hour*	*1-5 hours*	*6-10 hours*	*> 10 hours*
P3	10	85	4	1
P5	7	87	5	0
P7	8	87	4	0
All Prim.	9	86	5	1
S2	15	76	8	1

Table H5
Professional development
(% giving each response: 484 P3 teachers, 489 P5, 435 P7, 330 S2)
Have you had any professional development in Social Subjects in the last two years?

Stage	*No*	*Yes*
P3	62	38
P5	63	37
P7	58	42
All Prim.	61	39
S2	34	66

Table H6
Satisfaction with professional development opportunities
(% giving each response: 484 P3 teachers, 489 P5, 435 P7, 330 S2)
Are you satisfied with the number of professional development opportunities available to you in Social Subjects?

Stage	*No*	*Yes*
P3	54	46
P5	57	43
P7	55	45
All Prim.	55	45
S2	52	48

Table H7
Frequency of use of different resources in Social Subjects lessons
(% teachers giving indicated responses: 436 P3 teachers, 452 P5, 401 P7, 292 S2)

For this subject, how much use do you make of…	*Stage*	*During most lessons*	*Most weeks*	*Once or twice each term*	*Once a year or less*
commercial textbooks/resource packs	*P3*	15	46	28	11
	P5	15	52	26	6
	P7	17	55	24	4
	All Prim.	16	51	26	7
	S2	38	36	15	11
National Guidelines 5-14	*P3*	33	30	34	3
	P5	32	38	27	4
	P7	27	36	31	6
	All Prim.	31	34	31	4
	S2	22	28	27	23
your own local authority 5-14 guidelines	*P3*	30	30	25	15
	P5	31	29	25	15
	P7	26	33	26	14
	All Prim.	29	31	26	15
	S2	13	22	23	42
materials produced by another local authority	*P3*	3	13	35	48
	P5	5	16	35	44
	P7	3	17	40	39
	All Prim.	4	16	37	44
	S2	1	2	20	77
materials produced by a teacher's association	*P3*	3	11	30	56
	P5	3	13	32	51
	P7	2	17	34	47
	All Prim.	3	13	32	52
	S2	3	13	26	58
materials produced by another school	*P3*	1	7	31	61
	P5	1	7	32	61
	P7	2	7	37	54
	All Prim	1	7	33	59
	S2	1	10	29	60
the school's or department's own course materials	*P3*	21	39	25	15
	P5	15	43	24	17
	P7	22	44	19	14
	All Prim	19	42	23	16
	S2	82	16	1	1

course materials you have written yourself	*P3*	23	49	20	7
	P5	26	43	23	8
	P7	22	47	21	10
	All Prim	24	46	22	8
	S2	57	34	7	3

Table H8a
Frequency of activities in Social Subjects lessons
(% teachers giving indicated responses: 399 P3 teachers, 419 P5, 377 P7, 271 S2)

	Stage	*During most lessons*	*Most weeks*	*Once or twice each term*	*Once a year or less*
talking on their own with you	*P3*	19	49	28	4
	P5	16	51	28	4
	P7	17	44	32	6
	All Prim.	17	48	29	5
	S2	19	35	37	9
working with a partner or a group on a shared task	*P3*	30	64	7	0
	P5	37	57	5	0
	P7	36	58	6	<1
	All Prim.	34	60	6	<1
	S2	6	54	38	2
reading textbooks or reference books	*P3*	11	67	21	1
	P5	14	74	11	1
	P7	19	71	10	<1
	All Prim.	14	71	14	1
	S2	41	48	10	2
working in a group on a shared task	*P3*	18	64	17	1
	P5	25	61	14	0
	P7	28	60	11	1
	All Prim.	24	62	14	1
	S2	1	38	56	5
talking to a visitor about the topic	*P3*	1	2	64	33
	P5	<1	3	60	37
	P7	1	4	61	34
	All Prim.	1	3	62	35
	S2	0	0	10	90
with the whole class being taught by you	*P3*	55	43	2	1
	P5	45	52	4	0
	P7	44	53	3	1
	All Prim.	48	49	3	<1
	S2	72	27	1	0

working quietly on their own	*P3*	21	69	10	1
	P5	17	70	13	<1
	P7	17	71	11	1
	All Prim.	18	70	11	1
	S2	45	50	4	1
working at a computer	*P3*	5	62	31	3
	P5	6	73	21	1
	P7	8	79	13	1
	All Prim.	6	71	22	1
	S2	0	17	68	15

Table H8b
Frequency of activities in Social Subjects lessons
(% teachers giving indicated responses:
399 P3 teachers, 419 P5, 377 P7, 271 S2)

	Stage	*During most lessons*	*Most weeks*	*Once or twice each term*	*Once a year or less*
completing worksheets	*P3*	22	71	7	0
	P5	13	72	15	<1
	P7	13	66	20	1
	All Prim.	16	70	14	1
	S2	37	50	10	3
using maps	*P3*	1	21	66	12
	P5	2	27	66	4
	P7	2	31	62	4
	All Prim.	2	26	65	7
	S2	7	39	48	6
using diagrams	*P3*	4	48	45	4
	P5	6	52	41	1
	P7	6	54	39	1
	All Prim.	5	51	42	2
	S2	26	60	13	1
handling objects or artefacts	*P3*	3	26	63	8
	P5	2	21	62	15
	P7	3	21	66	10
	All Prim.	3	23	64	11
	S2	<1	3	46	51
watching and talking about videos or DVDs	*P3*	1	24	69	6
	P5	2	21	74	4
	P7	3	28	67	3
	All Prim.	2	24	70	4
	S2	3	60	36	<1

making things to do with the topic	*P3*	5	58	36	1
	P5	5	46	49	<1
	P7	4	48	45	3
	All Prim.	5	51	43	1
	S2	<1	6	35	59
writing in their jotter	*P3*	15	55	19	12
	P5	16	64	15	5
	P7	18	66	12	3
	All Prim.	16	61	16	7
	S2	74	24	1	1
working in the school grounds	*P3*	1	9	65	25
	P5	1	12	60	27
	P7	2	11	60	28
	All Prim.	1	11	62	27
	S2	3	1	16	80
visiting places outside the school	*P3*	1	2	55	43
	P5	1	2	56	41
	P7	1	2	67	30
	All Prim.	1	2	59	38
	S2	0	0	10	90

Table H9
Pupils' lesson attendance

(% giving each response: 501 P3 teachers, 496 P5, 447 P7, 327 S2)

Please indicate your opinion about your pupils' lesson attendance

Stage	*Very good*	*Good*	*Poor*	*Very poor*
P3	69	30	1	0
P5	69	30	1	<1
P7	70	30	<1	0
All Prim.	69	30	1	<1
S2	33	64	3	0

Table H10
Pupils' behaviour in class

(% giving each response: 501 P3 teachers, 496 P5, 447 P7, 327 S2)

Please indicate your opinion about your pupils' behaviour in class

Stage	*Very good*	*Good*	*Poor*	*Very poor*
P3	43	52	5	0
P5	40	56	4	0
P7	46	50	5	<1
All Prim.	43	53	4	<1
S2	17	68	14	1

Table H11
Pupils' motivation to learn

(% giving each response: 501 P3 teachers, 496 P5, 447 P7, 327 S2)

Please indicate your opinion about your pupils' motivation to learn

Stage	*Very good*	*Good*	*Poor*	*Very poor*
P3	53	44	3	0
P5	46	51	3	<1
P7	43	53	3	<1
All Prim.	48	50	3	<1
S2	15	71	13	1

Table H12
Use of 5-14 National Assessments
(% giving each response: 442 P3 teachers, 430 P5, 395 P7, 224 S2)

Please indicate how you use 5-14 National Assessments with your P3/P5/P7/S2 pupils:	*Stage*	*Always*	*Sometimes*	*Never*
With individual pupils when you judge they have attained a level	*P3*	43	55	3
	P5	37	60	3
	P7	41	56	3
	All Prim.	40	57	3
	S2	21	27	52
With groups of pupils when you judge they have attained a level	*P3*	53	44	3
	P5	53	44	3
	P7	54	42	3
	All Prim.	53	44	3
	S2	13	30	57
With the whole class, when you judge most have attained a level irrespective of the time of year	*P3*	13	27	60
	P5	12	25	63
	P7	10	30	61
	All Prim.	12	27	61
	S2	14	29	58
With the whole class at set times each year	*P3*	10	16	74
	P5	7	17	76
	P7	8	17	76
	All Prim.	8	16	75
	S2	34	24	42

Table H13
Degree of coincidence between National Assessment results and own level judgements

(% giving each response: 495 P3 teachers, 485 P5, 442 P7, 107 S2)

If you use National Assessments with your [stage] pupils, for how many pupils would you say the test results and your own judgements coincide?	*Stage*	*Fewer than half*	*Over half*	*The majority*	*Almost all*
Reading	*P3*	2	2	35	61
	P5	1	4	42	54
	P7	1	3	39	57
	All Prim.	1	3	38	57
	S2	7	30	55	7
Writing	*P3*	1	5	39	55
	P5	1	7	47	45
	P7	2	6	44	49
	All Prim.	1	6	43	50
	S2	8	35	50	7
Mathematics	*P3*	1	2	28	70
	P5	1	3	40	56
	P7	2	2	33	63
	All Prim.	1	2	34	63
	S2	9	36	50	6

Table H14
Use of formative assessment in Social Subjects lessons

(% teachers giving indicated responses: 495 P3 teachers, 497 P5, 447 P7, 322 S2)

Do you use formative assessment approaches in your classroom?

Stage	*Always*	*Sometimes*	*Never*
P3	52	47	<1
P5	54	46	0
P7	56	44	0
All Prim.	54	46	<1
S2	34	65	2

Table H15
Use of personal learning planning in Social Subjects lessons

(% teachers giving indicated responses: 495 P3 teachers, 497 P5, 447 P7, 322 S2)

Do you use personal learning planning in your classroom?

Stage	*Always*	*Sometimes*	*Never*
P3	22	48	30
P5	23	52	25
P7	26	53	21
All Prim.	23	51	26
S2	7	47	47

I: Parent questionnaire results

The following section presents the results of the questionnaire sent to parents of P3 pupils as part of a one off exercise in the 2006 SSA. The questionnaire consisted of two parts. The first asked about their child's pre-school experience, and the second about the parents' experience of contact with the primary school.

I.1 Response rate and sample composition

The questionnaire and a parents' covering letter was sent to every P3 survey school, with a request that both be forwarded by the school to the parent(s) of every P3 pupil selected to participate in the survey. In total, 8,190 copies of the questionnaire were delivered to P3 parents. More detail is available in Annex III.

Completed questionnaires were returned for a total of 4,028 P3 pupils – the 'Parent sample', drawn from 552 schools. This represents 60% of the P3 pupils who returned test booklets in the survey and gives a return rate for the parent questionnaire of 49%.

Reflecting the nature of the survey sample as a whole, the parent sample contained an over-representation of most reporting authorities. Because return rates varied across authorities, and authorities vary in terms of their deprivation mix (i.e. % pupils living in geographical areas deemed to be among the 20% 'most deprived' areas in Scotland), the sample also showed a 'deprivation bias', with just 14% of the pupils from most deprived areas compared with 22% nationally. Finally, there was a slight gender bias, with 49% of the pupils being boys compared with 51% nationally. These imbalances were addressed during analysis by weighting the data appropriately, to produce national estimates. However, it is not possible to identify (and therefore correct for) any other imbalances that may be present in the data due to the low response rate.

Parents were asked about the language(s) that they mostly used at home with their child. English was recorded as the first language for 92% of the pupils and numerous second languages were mentioned for small proportions of pupils.

I.2 Attendance at pre-school education

Parents were asked whether or not their child had attended pre-school education before starting primary school and, if they had done so, which of five types of centre had been attended. Almost all pupils (98%) had attended pre-school education before starting primary school, which reflects the findings of the pre-school and childcare census[1] and indicates that the majority of parents are taking the option of the free place to which all three and four year old children are entitled. The estimated proportions of pupils attending each type of centre are shown in Table I1 below. Around three-quarters of the pupils had attended a single type of centre, with the rest attending two or more different types.

[1] http://www.scotland.gov.uk/Publications/2006/09/13155926/0

Table I1

Types of pre-school/nursery attended

	All pupils	Boys	Girls	Most Deprived*	Less Deprived*
Number of pupils	3937	1948	1989	546	3391
Percentage of pupils attending:					
LA nursery school	36	36	37	56	31
LA nursery class in primary school	44	43	45	34	46
Playgroup	21	22	20	11	24
Private nursery	23	23	22	10	26
Child and family centre	1	1	1	2	1

**'Most Deprived' means the pupil lived in one of the 20% most deprived areas in Scotland based on the 2004 Scottish Index of Multiple Deprivation (SIMD), the remainder of pupils are classified as "Less Deprived"*

Parents report that 44% of pupils previously attended a local authority nursery class in a primary school and 36% attended a local authority nursery school. Just over 20% of pupils had attended a playgroup and a similar proportion had attended a private nursery. Only 1% had attended a child and family centre.

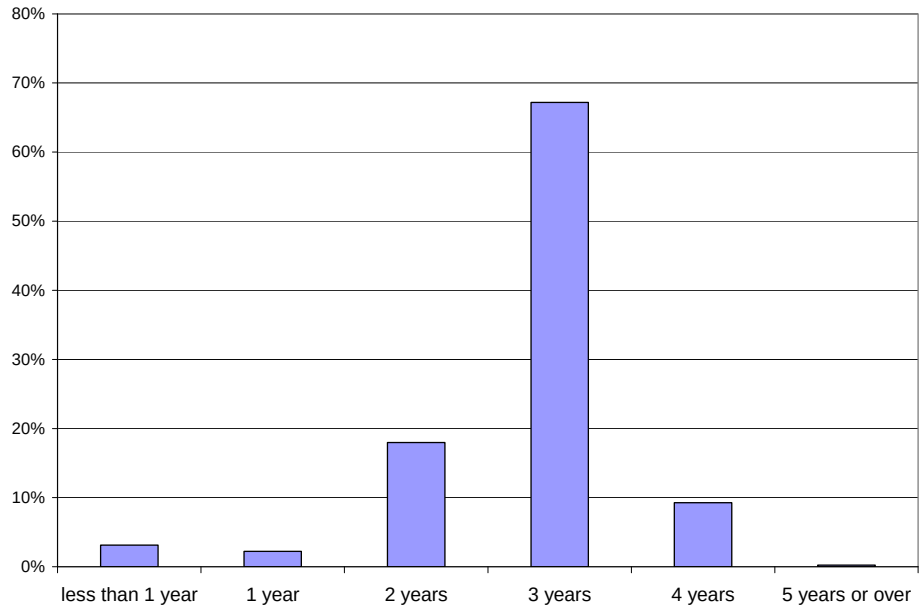
While there were barely noticeable differences in the corresponding proportions for boys and girls, there were significant deprivation differences with a greater proportion of pupils currently living in a deprived area having previously attended a local authority nursery school and lower proportions having attended other types of centre.

Parents were also asked about the age at which their child started in pre-school education. The results are shown in Chart I1.

Chart I1

Age of first attendance at pre-school

(% pupils)



According to responding parents, their children started attending pre-school education between the ages of 1 month to almost 6 years, although where a very early age was reported this is likely to refer to child-care in general rather than the more exact definition of pre-school education[2]. The most common starting age was 3 years, with more than two thirds of pupils having started at that age. This result reflects the fact that children are legally entitled to a free pre-school place at the start of the term following their third birthday, although some authorities may offer places earlier than this.

Finally, parents were asked about the age at which their child started primary school. Over 90% of the pupils had started primary school between the ages of 4½ and 5½ years, 5 years being the overall average[3].

I.3 Information received about learning and progress

Respondents were asked six questions about their contact experience with their child's primary school. The results are given in Tables I2a and I2b.

Around 30% of parents said that they received information more than once a term about what their child was learning and the same number said that they also received this amount of information about how they, as parents, could help at home. A slightly lower number (20% of the total) stated that they received information about how their child was getting on with his/her learning on a similarly frequent basis. The number of parents who said that they had received no feedback on these issues was generally very low, although higher (at 9%) regarding information on how to help with their child's learning.

More than half of respondents said that they had the opportunity to comment on homework more than once a term. Thirty percent felt that they talked with their child's teacher about their learning progress and 20% said that they saw their child's work in the classroom this frequently. Once again, the number of parents who said that they never had such opportunities was very low.

[2] The defining characteristics of pre-school education are:

- the provision of a broad range of planned learning opportunities, in line with the *Curriculum Framework for Children 3-5*, which support the development of the whole child;
- evidence that the needs of individual children are attended to, and that their progress is monitored and recorded in order to inform the next stages of learning, including the move to primary school.

[3] Children in Scotland must start primary school in the August term after their fifth birthday. However, education authorities can make arrangements for children to start in the August when they are four, if they will turn five by the end of February. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.

Table I2a

School contact experience

How often do you receive information from the school about:		*Number of Pupils*	none received	once a year	twice a year	once a term	more than once a term
What your child in P3 was learning about during the course of the year?	All	3971	3	9	33	26	29
	Boys	1962	3	9	35	24	29
	Girls	2009	3	8	32	27	29
	Most Deprived*	555	3	8	35	18	36
	Less Deprived*	3416	3	9	33	28	27
How your child is getting on with his/her learning in P3?	All	3973	<1	8	54	17	20
	Boys	1950	<1	7	55	16	21
	Girls	2023	<1	8	53	19	20
	Most Deprived*	553	<1	10	47	14	28
	Less Deprived*	3420	<1	7	56	18	18
How you can help at home with your child's learning?	All	3871	9	13	30	18	29
	Boys	1904	9	13	32	16	30
	Girls	1967	11	13	28	20	27
	Most Deprived*	534	11	9	25	13	42
	Less Deprived*	3337	9	14	31	19	26

**'Most Deprived' means the pupil lived in one of the 20% most deprived areas in Scotland based on the 2004 Scottish Index of Multiple Deprivation (SIMD), the remainder of pupils are classified as "Less Deprived"*

Table I2b

School contact experience (continued)

How often do you have the chance to:		*Number of Pupils*	none received	once a year	twice a year	once a term	more than once a term
	All	3999	<1	8	52	10	30
Talk with your child's teacher about their learning progress?	Boys	1972	<1	7	53	9	30
	Girls	2027	1	9	51	11	29
	Most Deprived*	564	1	7	47	11	34
	Less Deprived*	3435	<1	8	53	10	28
	All	3941	3	4	32	8	54
Comment on your child's work or homework?	Boys	1946	2	4	32	7	54
	Girls	1995	3	5	31	8	54
	Most Deprived*	552	5	4	30	8	52
	Less Deprived*	3389	2	4	32	8	55
	All	3992	2	10	54	15	20
See your child's work in the school/classroom?	Boys	1963	2	9	56	13	20
	Girls	2029	2	10	53	16	19
	Most Deprived*	559	3	8	50	13	26
	Less Deprived*	3433	2	10	55	15	18

**'Most Deprived' means the pupil lived in one of the 20% most deprived areas in Scotland based on the 2004 Scottish Index of Multiple Deprivation (SIMD), the remainder of pupils are classified as "Less Deprived"*

Annex I: Survey design and methodology

I.1 Introduction

The Scottish Survey of Achievement 2006 was required to meet the range of high level objectives outlined in Section A. In addition, the following practical constraints were imposed where possible.

- The duration of an assessment session was designed to last about 40 minutes at P3/P5 and 60 minutes at P7/S2.
- There would be a maximum of three assessment sessions per pupil (though extra time was assumed for completion of questionnaires).
- The schools that had been invited to participate in the pre-testing of assessment material for the survey should not be selected for survey involvement, unless absolutely unavoidable.
- To further minimise the burden on schools, there should be as little overlap as possible between the schools selected for inclusion in the SSA 2006 and the international study *Progress in International Reading Literacy Study (PIRLS)* which also ran in the same year. Where an overlap could not be avoided, *PIRLS* schools were excluded from the practical elements of the survey and also the numeracy tests.
- Wherever practicable, the total number of pupils selected for testing in an individual school should not exceed 20 for primary schools, and 30 for secondary schools;
- A maximum of 12 pupils per school should be selected for participation in the practical elements of the survey.
- Wherever possible, pupils should be drawn from one stage only in primary schools.

This annex explains how the sample was designed in order to best meet these objectives and constraints, and also explains how the results were analysed.

I.2 The sample design

The SSA is principally intended to produce attainment estimates for the population of pupils at a stage across Scotland, whether taught in the publicly funded or the independent sector, however large or small their schools, and wherever they might be located. The only pupils deliberately excluded in the 2006 survey were those being taught in Gaelic units, and those in special schools. Pupils with special educational needs who were being taught in mainstream schools were not excluded, although schools could use their discretion and withdraw such pupils from their samples, before or during testing, should they consider the experience potentially or actually distressing for them.

In order to meet the survey objective of providing attainment estimates at local authority level, it was necessary to increase the pupil sample sizes that would normally be available within a representative national pupil sample for each affected authority. In 2005, in order to minimise the inevitably increased survey burden on schools, the decision was made to report on only half the 32 authorities that year, with the other half being reported in 2006. The 16 local authorities to have separate attainment reporting in this first, 2005, SSA (see Table 1) were not randomly selected, but were identified by HMIE on the basis of their preparedness to make best use for their own system evaluation purposes of the attainment data that would

be produced for their pupils. Although not necessarily selected to be representative of all 32 Scottish local authorities, the set of 16 reporting authorities in 2005 did nevertheless include authorities from across the country, large and small, urban and rural, socially deprived and socially advantaged. The same is the case for 2006.

But what should be the extent of the sample boosting in order to facilitate reporting at a local authority level? When producing estimated population proportions on the basis of simple random samples, a sample size of 1,000 pupils would produce an estimate with a maximum associated margin of error of around three percentage points. So, we might say that the estimated proportion of P3 pupils deemed to be working at Level B in numeracy is 57% plus or minus 3%, having assessed 1,000 P3 pupils. With a sample size of 500 pupils the margin of error would increase to more than four percentage points. With 250 pupils the margin of error would be around six percentage points.

A decision was made in 2005 to aim for sample sizes of around 450 pupils in each reporting authority[4], to give authority attainment estimates with margins of error of around five percentage points[5]. It was further decided to select a total of 1,600 pupils at each stage to represent the group of 16 non-reporting authorities; that is an average of 100 pupils per authority, the actual number per authority reflecting that authority's population size. The group of independent schools would be represented by 100 pupils at each stage. In practice, these pupil numbers were increased slightly to allow for an estimated 10% or so pupil loss through absence.

Table 1
SSA Reporting Authorities for 2005 and 2006

2005	2006
Aberdeen City	Aberdeenshire
Angus	Argyll & Bute
East Ayrshire	Clackmannanshire
East Dunbartonshire	Dumfries & Galloway
East Renfrewshire	Dundee City
Edinburgh City	East Lothian
Highland	Eilean Siar
Inverclyde	Falkirk
North Ayrshire	Fife
North Lanarkshire	Glasgow City
Perth & Kinross	Midlothian
Renfrewshire	Moray
South Ayrshire	Orkney Islands
South Lanarkshire	Scottish Borders
Stirling	Shetland Islands
West Lothian	West Dunbartonshire

[4] The fact that population size, unless extremely small, has no bearing on the precision of estimated proportions means that reporting authorities of very different sizes nevertheless require the same pupil sample sizes to achieve the same degree of estimation precision.

[5] In practice, since the SSA pupil samples had to support separate attainment reporting by authority in more than one curriculum area, *viz*. reading and numeracy, the 450 pupils were divided between the two types of assessment, with the consequence that margins of error were closer to seven percentage points than to five.

I.2.1 Sampling in non-reporting authorities and in the independent sector

The sixteen non-reporting authorities were treated as a single group for sampling purposes, with the independent sector forming a separate group. In the non-reporting authority group, a two-stage proportionate sampling scheme was applied to produce the 1,600 pupils needed at each stage, with separate school samples drawn without replacement for the three primary stages.

Before sampling began, publicly funded schools in the non-reporting authority group were first classified by authority (16 of these) and by size (two size groups: less than 20 pupils and 20+ pupils in the relevant stage in the primary sector; less than 30 pupils and 30+ pupils in the secondary sector). The intention behind the size stratification was that any selected small schools would, for their own convenience, be asked to provide all their relevant pupils for assessment. Because every relevant pupil in selected small schools would therefore have the same, 100%, chance of selection, the schools, too, were selected with equal selection probabilities. This strategy gives every pupil in every school in a 'small school' stratum the same probability of selection, and therefore in principle produces an unbiased sample of 'small school' pupils.

In the group of larger schools at each stage in each authority, schools were drawn with probabilities of selection proportional to stage size, and each selected school was asked to provide the same number of randomly selected pupils for assessment at the stage concerned (20 in primaries and 30 in secondaries). Again, this strategy gave every pupil in a 'large school' stratum an equal chance of selection, in principle producing an unbiased pupil sample.

The numbers of pupils at each stage selected to represent the various strata (school size groups in 16 authorities) reflected respective pupil population sizes. In other words, the sampling was proportionate.

No school stratification was imposed in the independent sector before sampling was carried out. Rather, the requirement for around 100 pupils at a stage, with 20 in each primary school and 30 in each secondary school (where available), determined the number of schools needed, and these were selected with probability of selection proportional to size.

I.2.2 Sampling in reporting authorities

In each reporting authority, the intention was to draw a sample of around 450 pupils, to allow for a typical 10% loss of pupils through absence on assessment days.

Some of the reporting authorities are sufficiently large (Aberdeenshire, Fife and Glasgow City) in terms of school and pupil numbers that it was possible to use the non-reporting sampling strategy to produce their pupil samples. Within each of these authorities maintained schools were stratified by size (as above) prior to sampling, and the same two sampling strategies described above for the non-reporting authorities were applied, with separate pupil samples being drawn at each of the four stages (with no schools selected at more than one stage).

In the remaining thirteen reporting authorities, a different sampling strategy was needed, because in most of these authorities there were simply too few schools available in either sector for the constraint on pupil numbers per school (20 pupils maximum at a single primary

stage and 30 pupils maximum in a school at S2) to be possible. In these cases all the schools in the authority in both sectors were selected by default for survey participation, and primary schools had to provide pupils at all three stages for assessment.

Given their unavoidable inclusion in the authority samples, every school in each of the thirteen smaller authorities therefore had a 100% chance of survey selection. In order, therefore, to produce unbiased pupil samples for each of the thirteen reporting authorities, all the schools in each authority had to provide the same proportion of their pupils for assessment rather than a fixed number. The proportion concerned - the sampling fraction - was given by the proportion of the authority's population size at a stage that the required 450 pupils represented: the sampling fraction varied from authority to authority and from stage to stage (e.g. 49% at P3 in Argyll & Bute, 33% at S2 in Scottish Borders).

A number of reporting authorities were quite small, containing fewer than the required 450 pupils per stage. In these cases, almost every pupil within the relevant stage in the authority was included. These authorities were: Eilean Siar, Orkney and Shetland Islands. Finally, Clackmannanshire authority requested that all of their pupils at the relevant stages be included in the survey.

To make survey involvement slightly less burdensome for the schools, in primary schools with fewer than ten pupils at the three stages combined, all the pupils were automatically included in the sample.

I.2.3 Summary of sampling strategies

Non-reporting authorities

- Around 1,600 pupils were selected at random at each stage from publicly funded schools to represent the whole group of 16 authorities, through 2-stage proportionate stratified sampling.
- The school population was stratified by authority and school size (stage size: <20 and 20+ for primaries, <30 and 30+ for secondaries) prior to sampling.
- Separate school samples were drawn for each stage, with no overlap in the primary samples.
- In the small school-size strata, schools were selected by simple random sampling (equal probabilities of selection), with all pupils at the relevant stage automatically selected for assessment.
- In the large school-size strata, schools were selected by pps sampling (probability of selection proportional to size of stage) and then 20 (primary stages) or 30 (S2) pupils were selected at random from within each school for assessment.

Largest reporting authorities

- Around 450 pupils were selected at random at each stage from publicly funded schools to represent the individual authority, through 2-stage proportionate stratified sampling.
- The authority's school population was stratified by school size (stage size: <20 and 20+ for primaries, <30 and 30+ for secondaries) prior to sampling.
- Separate school samples were drawn for each stage, with no overlap in the primary samples.

- In the small school-size strata, schools were selected by simple random sampling (equal probabilities of selection), with all pupils at the relevant stage automatically selected for assessment.
- In the large school-size strata, schools were selected by pps sampling (probability of selection proportional to size of stage) and then twenty (primary stages) or thirty (S2) pupils were selected at random from within each school for assessment.

Other reporting authorities

- Around 450 pupils were selected at random at each stage from publicly funded schools to represent the individual authority, through proportionate sampling.
- No school sampling was involved in either sector, since every school needed to participate.
- Primary schools provided pupils at all three stages (P3, P5 and P7).
- A fixed proportion of pupils was randomly selected at each relevant stage from within each school, the proportion being given by the 450 pupils needed divided by the number available in the authority's pupil population at the stage concerned.
- In primary schools with fewer than ten pupils in total across the three stages, all the pupils were selected for assessment.

Independent schools

- At each stage around 100 pupils were randomly selected for assessment, using 2-stage sampling.
- Separate school samples were drawn for each stage.
- Schools were selected by pps sampling, and a fixed number of pupils then selected from within each selected school for assessment: twenty pupils at the relevant stage in primaries and thirty S2 pupils in secondaries.
- Schools with fewer than twenty (primary stages) or thirty (S2) pupils were to provide all their pupils for assessment.

The result of this complex sampling was an intended national pupil sample at each stage of around 9,000 pupils, or around 15% of the pupil population. The pupils were drawn from just over 1,350 different schools throughout the country: 1,134 primary schools and 222 secondary schools. Table 2 provides a detailed sample breakdown.

As the table shows, in the reporting authorities 820 primary schools and 159 secondary schools were selected, in principle contributing a total of 26,500 pupils for assessment (around 6,700 at each stage). The total number of pupils selected in each school varied from one pupil to 227 pupils in the primary sector (P3, P5 and P7 combined), and from two pupils to 243 pupils in the secondary sector (S2). The authority target sample size of 445 pupils at each stage varied slightly from authority to authority, because the sampling fraction to be applied to each school's stage roll had to be dynamically adjusted in order to produce integer numbers of pupils.

Table 2
The intended pupil samples for written assessment in the 2006 SSA
(Numbers of schools and pupils selected for survey participation)

	Schools:		*Pupils:*				
Reporting authorities	*Primary*	*Secondary*	*P3*	*P5*	*P7*	*S2*	*Total*
Aberdeenshire	103	17	444	443	451	445	1,783
Argyll & Bute	80	10	445	445	445	445	1,780
Clackmannanshire	19	3	445	445	445	445	1,780
Dumfries & Galloway	71	16	446	446	446	445	1,782
Dundee City	41	10	445	445	445	445	1,780
East Lothian	35	6	445	445	445	445	1,780
Eilean Siar	39	11	305	305	305	362	1,277
Falkirk	48	8	445	445	445	445	1,780
Fife	78	19	450	446	449	445	1,790
Glasgow City	70	15	445	451	447	450	1,793
Midlothian	35	6	445	445	445	445	1,780
Moray	46	8	445	445	445	445	1,780
Orkney Islands	21	6	243	243	243	261	990
Scottish Borders	68	9	445	445	445	445	1,780
Shetland Islands	32	8	272	272	272	336	1,153
West Dunbartonshire	34	7	445	445	445	445	1,780
Total for reporting authorities	*820*	*159*	*6,610*	*6,611*	*6,618*	*6,749*	*26,588*
Other authorities							
Aberdeen City	16	3	100	95	120	90	405
Angus	12	2	66	77	80	60	283
East Ayrshire	12	3	80	68	78	90	316
East Dunbartonshire	12	2	80	80	79	60	299
East Renfrewshire	10	2	60	60	80	60	260
Edinburgh City	33	7	218	211	214	210	853
Highland	32	5	147	145	142	150	584
Inverclyde	9	2	49	60	60	60	229
North Ayrshire	14	3	80	93	100	90	363
North Lanarkshire	35	7	229	236	214	210	889
Perth & Kinross	15	3	89	88	89	90	356
Renfrewshire	18	4	120	108	120	120	468
South Ayrshire	11	2	62	80	60	60	262
South Lanarkshire	33	7	195	192	198	210	795
Stirling	10	2	55	58	60	60	233
West Lothian	20	4	118	117	115	120	470
Total for non-reporting authorities	*292*	*58*	*1,748*	*1,768*	*1,809*	*1,740*	*7,065*
Independent schools	22	5	104	109	116	119	448
Scotland total	***1,134***	***222***	***8,462***	***8,488***	***8,543***	***8,608***	***34,101***

In the group of 'non-reporting' authorities, 292 primary schools and 58 secondary schools were selected for survey participation, and within them a total of just under 7,000 pupils were randomly selected for assessment: roughly 1,800 per stage. In all of the 'non-reporting' authorities, the schools were all large enough to provide twenty or thirty pupils each (at primary and secondary respectively) for assessment.

In the independent sector, twenty-two schools were randomly selected to provide pupils for assessment at the primary stages and five schools were randomly selected to provide pupils for assessment at S2. Between them, these schools were to provide for assessment 448 randomly selected pupils across the four stages. This number was later revised downwards, because of an additional requirement on these schools to provide SEED with a complete list of pupils for sampling purposes. Some schools were unable to provide such a list and therefore had to be excluded from the survey for practical reasons.

The stage samples were by design disproportionate, with reporting authorities over-represented within them and non-reporting authorities under-represented. It follows that the intended SSA pupil samples were not self-weighting, and that during data analysis, when the estimated national attainment proportions were being calculated, appropriate adjustment (data weighting) would be required to compensate for the deliberate bias in authority representation. Further information is provided in section I.7 below.

I.3 Reading, numeracy and Social Subjects enquiry skills assessment

In most assessment situations, schools and pupils are not the only elements that are sampled. The test items and tasks which the pupils attempt are also essentially samples. They are samples of all the items and tasks that already exist or which could be developed to represent the abilities/skills being assessed (reading, numeracy, etc), i.e. to represent the relevant attainment 'domain'.

As with the 2005 SSA, the sample could not accommodate the test-based assessment of all of the skill areas identified as within the scope of the survey. For this reason, and also to address continuing concerns about the validity of assessing writing skills in the relatively artificial and time-constrained context of a national survey, it was decided to estimate writing attainment on the basis of class teachers' judgments rather than through in-survey testing, with a subset of submitted and rated writing evaluated through moderation. This left the assessment of Social Subjects enquiry skills, reading and numeracy to be accommodated within the written survey itself.

The constraint of three assessment sessions per pupil was met by assessing half of the pupils in the sample for reading and the other half for numeracy and Social Subjects. For those pupils involved in the reading assessments, each was required to complete three tasks (one at each of three consecutive levels). One reading task required an entire assessment session. The remaining pupils were required to complete two numeracy booklets (each test booklet containing items at three different levels) and one Social Subjects booklet. In this way, the constraint on the duration of an assessment session was also met.

'Multiple matrix sampling' was employed in the distribution of items and tasks among the pupils. Multiple matrix sampling is simply a strategy for ensuring that as many test items as possible are used in a survey, maximising curriculum coverage and therefore assessment validity, without any one pupil being required to attempt unacceptably long tests, or to be assessed over unacceptably long periods of time. Booklets were randomly allocated to pupils in such a way that as few pupils as possible would be faced with the same task or booklet in any particular school (minimising any possibility of school effects), whilst all tasks/booklets would eventually be attempted by similarly sized and similarly representative national and authority samples of pupils ('interpenetrating' or 'concurrent' samples).

More information about the tasks used is available in Annexes II.1, II.2 and II.3.

I.4 Writing assessments

As noted earlier, for reasons of survey pressure (reading, numeracy and Social Subjects given priority within a large but stretched survey sample) and authenticity (timed unsupported writing being considered less valid than in-class supported writing), no direct writing assessment took place within the 2006 survey itself. Instead, for a random third of the pupils in the survey sample at each stage, schools were invited to forward a piece of extended writing of a specified genre that would illustrate the level the pupil was working at currently: genres - 'personal', 'imaginative', 'functional' - were pre-allocated to pupils at random (essentially another example of multiple matrix sampling).

More information about the writing assessments is available in Annex II.4.

I.5 The sampling strategy for the practical assessments

Practically-based assessment is more costly and more logistically challenging than pencil and paper assessment, and for this reason it was decided that practical assessments would be undertaken in a subsample, rather than all of, the survey schools. The results of the practical assessments would also be reported at national level only. For this reason, the practical pupil samples were to be nationally representative, i.e. there would be no over-representation of reporting authorities. Thus, if x% of the pupils in the country were in Authority X, then x% of the pupils in the nationally representative practical sample should also have been in Authority X.

Following practice in the 2005 SSA, and working on the basis of recruitment feasibility and cost, it was planned to recruit 160 practising teachers to work as itinerant field officers for the purpose of the practical assessment. These individuals would work in pairs, each pair spending a day in each of five assigned schools, organising and supervising pupil assessments, and sometimes making attainment judgments themselves. Clearly, 160 field officers in total, working in pairs, each pair visiting up to ten schools, suggests 800 school visits in total, or about half the schools in the main survey, with up to 9,600 pupils assessed in total over the four stages.

Schools were randomly selected for involvement in the practical assessments, but with two important constraints. To maximise use of the field officers' time, it was decided to select for practical assessments schools that were within easy travelling of the field officers' homes, and that had at least twenty pupils at a stage in their main survey sample - or at least twenty sample pupils in P3 and P5 combined. Clearly, these constraints meant that at the primary stages the resulting practical samples could never be faithfully representative of the national pupil populations, since they were by design biased in favour of larger primary schools. However, if we can assume that size of school is not a relevant factor in terms of the practical skills of pupils then the performance findings that have emerged from the practical assessments will nevertheless be valid in reflecting national patterns of practical skills attainment.

Given the location constraint, it would not be possible to finalise the sub-sample of schools that would be asked to participate in the practical component of the survey until the final list of field officers was known. But a provisional sample of schools was drawn well before the survey took place, by randomly selecting schools with twenty or more pupils at one stage in their written survey sample, in appropriate numbers from each authority. The selected sub-sample was larger than needed, since it was expected that not every school in the list would be able to be visited, either because insufficient numbers of field officers would be available or because the school's location would prohibit a field officer visit.

All 32 local education authorities were invited to nominate practising teachers to serve as field officers. The numbers of field officers requested from each authority reflected the authority's relative size, in terms of pupil population. This is because assessing the x% of sample pupils from Authority X in the sample would require x% of the recruited field officers to be from Authority X, since, for efficiency reasons, field officers would generally be visiting schools in their own authorities.

In the event, 133 teachers were nominated from 29 of the 32 authorities to serve as field officers, and released from their schools for the required eight days each (a preparatory day, a training day, five days for school visits and a debriefing day). However, for a variety of reasons (e.g. illness) only 124 field officers were trained. Working as 62 pairs, the maximum number of schools that could be visited was 620, and the maximum possible number of pupils that could be tested at each stage was just over 7,400.

In each 'practical' school, up to four pupils at the stage concerned were randomly selected for the assessment of Social Subjects enquiry skills, up to four for the assessment of ICT skills, and up to four for the assessment of skills in problem solving and working with others. Further detail about the practical tasks is available in Annex II.5.

For all assessments conducted within the practical component of the survey, attainment results are reported as field officer level judgments or as percentages of pupils. Findings are presented in Chapter F as sample statistics only, with no data weighting.

I.6 Participation rates

Selected schools were not obliged to take part in the survey, and in those schools that do so there are always some pupils absent on the assessment days. Table 3 presents the statistics on school participation in the main survey.

Table 3
School participation statistics*

	P3	*P5*	*P7*	*S2*
Schools selected for participation	722	734	716	222
Schools withdrawn by authorities	4	4	6	3
Schools invited to participate	718	730	710	219
Schools agreeing to participate	683	696	678	199
Schools returning completed test booklets	645	661	642	177
Participation rate (%) among the selected schools	***89***	***90***	***90***	***80***
Schools that contributed pupil writing samples	564	564	555	155
Schools that participated in practical assessments	148	142	160	122
Schools that returned pupil questionnaires	617	609	616	179

**For the written assessments, the majority of the primary schools in reporting authorities appear in the statistics for two or more of the primary stages*

A very small number of schools were withdrawn by their authorities from the initial sample lists, principally because of staffing problems or school amalgamation/closure. Rather more schools declined the invitation to participate in the survey or failed to respond to the invitation by the due date. Where reasons were offered by schools for declining the invitation to participate, reasons given included staffing difficulties, HMIE inspections, involvement in other surveys/testing, accommodation problems and mergers. Among those schools that did agree to participate, a number failed to return completed test booklets.

The participation rate among the originally selected schools was 90% among primary schools and 80% among secondary schools, figures entirely in line with those for the 2005 survey. Interestingly there was no evidence of any tendency to decline to participate or to fail to return booklets the larger the pupil sample requested. In total 977 primary and 177 secondary schools took part in the survey.

The numbers of pupils originally selected for participation in the assessment of reading or numeracy at the four stages were immediately reduced when schools were withdrawn from the survey sample by their authorities, and were reduced further as schools declined the invitation to participate. In addition, some schools that had agreed to participate did not in the event do so (completed tests were not returned), and this resulted in further losses in the pupil samples. Finally, in the schools that did undertake the assessments a very small number of pupils could not be assessed, because they had left the school since the sample was drawn, because they were withdrawn from the sample by the schools (a tiny number of special needs pupils), or because they were absent during the assessment

period. Absence was the major contributor to pupil loss at this stage. The result of these losses is that in the primary stages just over 80% of the pupils originally selected for written assessment were actually assessed, compared with just over 70% at S2 (see Table 4), figures again entirely in line with those for the 2005 survey. In total 20,602 Primary and 6,237 Secondary pupils were assessed in the survey.

Table 4
Pupil participation statistics

	P3	*P5*	*P7*	*S2*
Pupils originally selected for participation	8,462	8,488	8,543	8,608
Pupils actually assessed (reading, numeracy or social subjects enquiry skills)*	6,734	6,797	7,071	6,237
% of pupils originally selected	***80***	***80***	***83***	***72***
Pupils involved in the analysis of reading	3,400	3,372	3,549	3,181
Pupils involved in the analysis of numeracy**	3,316	3,221	3,500	3,011
Pupils involved in the analysis of social subjects	3,334	3,425	3,522	3,056
Pupils involved in the moderation of writing	1,968	1,799	1,707	1,413
Pupils involved in the practical assessments	1,256	1,203	1,435	1,102
Pupils returning completed questionnaires	6,327	6,324	6,326	6,336

* P5 pupils in schools that were also participating in the PIRLS survey were allocated a single reading task or a social subjects task in place of the usual three reading tasks or two numeracy tests plus a social subjects task

** Pupils contributed to the analysis of numeracy only if they had attempted both numeracy tests that were assigned to them

Gender and deprivation imbalances were redressed during attainment estimation, through appropriate data weighting. More information about how this was done is provided in I.7 below.

I.7 Data weighting procedures

Due to survey non-response and national sample imbalances caused by the need for local authority reporting, the reading, numeracy and social subjects written test data needed to be weighted to produce nationally representative attainment results.

The weighting attached to each pupil comprised two components. The first part of the weighting adjusts for imbalances in the pupil sample within the school and is equal to the total number of pupils in the school who are in the same stage and have the same gender and deprivation score as the pupil divided by the number of those pupils who were included in the assessment.

The second part of the weighting adjusts for imbalances at the authority level and is equal to total number of pupils in the authority with the same gender, deprivation score and stage as the pupil divided by the total number of such pupils who attended a school that participated in the assessments.

Multiplying these two weights together gives the pupil's overall weight. A more detailed explanation of the weighting methodology follows.

Since there are many variables involved in the computation of weights for this survey, use of conventional subscript notation would result routinely in expressions involving six or seven subscripts, which could be very difficult to read. In this section, therefore, square brackets are used rather than reduced-font subscripts. Thus the expression $p_{iskgdv/b}$ will normally appear here as p[i,s,k,g,d,v/b].

The variables involved in the computation of weights for individual pupil results are as follows:

- School, designated *s*, ranging over all Scottish schools.
- Stages, designated *k*, drawn from the set {P3,P5,P7,S2}.
- Pupils within schools, designated *i*.
- Gender, designated *g*, drawn from the set {G,B,N}, standing for *Girl*, *Boy* and *Not specified*, respectively.
- Deprivation index *d*
  = 1 if a pupil lies within deprivation decile 1 or 2
  = 2 if a pupil lies within deprivation deciles 3-10
  = 0 otherwise (typically unspecified).
- Level, designated *v*, drawn from the set {A,B,C,D,E,F}.
- Authority band, designated *b*. There are two categories of authority: the 16 *reporting* authorities, and the 16 *non-reporting* authorities. Reporting authorities were treated separately, each as a single band. Non-reporting authorities were considered together in a single band. Independent schools were also grouped together, regardless of their location, in a single band. Schools are, of course, completely nested in bands.

Now define p[i,s,k,g,d,v/b] = 1 if pupil *i* from school *s* in authority band *b* at stage *k* is of gender *g* and deprivation index *d*, and was tested at level *v*;
0 otherwise.

Summation over a particular subscript is indicated by a dot. Thus p[.,s,k,.,.,v/b] denotes the total number of pupils in school *s* at stage *k* tested at level *v* in band *b*. For the special case of level, the dot represents aggregation over pupils tested at one or more levels; an asterisk is used here as a special notation to denote aggregation over all pupils, whether tested or not. Thus p[.,s,k,.,.,./b] denotes the total number of pupils tested at stage *k* in school *s*, while p[.,s,k,.,.,*/b] stands for the total pupil roll size for stage *k* in school *s*, including pupils not tested. Similarly, p[.,.,k,.,.,*/.] denotes the total size of the pupil population in Scotland at stage *k*.

As a convenient shorthand, a pupil at stage *k* with gender *g* and deprivation index *d* is referred to as belonging to the group *kgd*. This shorthand can also be extended to cover aggregates, so that, for example, the group *k*.. contains all pupils at stage *k*.

Finally, we define $r[i,s,k,g,d,v/b] = 1$ if $p[.,s,k,g,d,v/b] > 0$;
0 otherwise

The quantity r[i,s,k,g,d,v/b] is of interest not so much in itself but for its contribution to the aggregate r[.,s,k,g,d,v/b], which is equal to the roll size of group *kgd* in school *s*, provided school *s* contributed to the *kgd* sample at level *v*, and zero otherwise.

Under certain circumstances, it can happen that the actual number of pupils sampled at a given stage in a particular school, p[.,s,k,g,d,v/b], turns out to be greater than r[.,s,k,g,d,v/b], the reported group roll size. In order to avoid such paradoxes, in practice for computing weightings this composite value is used:

{1} $$r'[.,s,k,g,d,v/b] = \max(p[.,s,k,g,d,v/b], r[.,s,k,g,d,v/b])$$

Each pupil in school *s*, tested at level *v*, with gender *g* and deprivation index *d*, has weighting:

{2} $$w[i,s,k,g,d,v/b] = (r'[.,s,k,g,d,v/b] \div p[.,s,k,g,d,v/b]) \times (p[.,.,k,g,d,*/b] \div r'[.,.,k,g,d,v/b])$$

The first part of {2} is the ratio of the total roll of group *kgd* pupils in school *s* to the total number of group *kgd* pupils in the same school *s* tested at level *v*. It represents the weight associated with school *s* in group *kgd* at level *v*.

The second part of {2} is the weight associated with the whole of authority band b, computed as the ratio of the total group *kgd* roll in authority band *b* to the total group roll size considering only schools in that authority which contributed to the *kgd* sample at level *v*.

Summing {2} over pupils and schools, we should obtain

{3} $$w[.,.,k,g,d,v/b] = p[.,.,k,g,d,*/b]$$

In other words, the sum of weights of all sampled pupils at level *v* in group *kgd* within an authority band should equal the total population roll size for that group within the band.

It is often convenient to normalise the basic weighting by dividing by the total roll size and multiplying by 100:

{4} $$w'[i,s,k,g,d,v/b] = (w[i,s,k,g,d,v/b] \times 100) \div p[.,.,k,.,.,*/b]$$

so that $w'[.,.,k,.,.,v/b] = 100$.

By substituting the total population roll size at stage *k*, p[.,.,k,.,.,*/.], for the divisor in {4}, we obtain the normalised weight for a pupil within the country, rather than within the authority alone.

To restrict attention to a particular group, we simply do not aggregate over the group. For example, the expression for the weight for pupils in a given school, restricted to deprived girls, considered within the authority band, would be:

{5} $$w[i,s,k,G,1,v/b] = (r'[.,s,k,G,1,*/b] \div p[.,s,k,G,1,v/b]) \times (p[.,.,k,G,1,*/b] \div r'[.,.,k,G,1,v/b])$$

The corresponding normalised weighting would be:

{6} $$w'[i,s,k,G,1,v/b] = (w[i,s,k,G,1,v/b] \times 100) \div p[.,.,k,G,1,*/b]$$

Now define 0 = f[i,s,k,g,d,v/b] = 1 as the proportion of correct marks scored by pupil *i* from school *s* in the level *v* assessment. f[i,s,k,g,d,v/b] is undefined for p[i,s,k,g,d,v/b] = 0.

f[i,s,k,g,d,v/b] and p[i,s,k,g,d,v/b] can be abbreviated to f[i,s,v] and p[i,s,v], respectively, where there is no ambiguity. Similarly, we can usually abbreviate w[i,s,k,g,d,v/b] to w[i,s,v/b], when there is no risk of ambiguity.

Now write $f^{p}(i,s,v) = 1$ when f[i,s,v] = p, 0 otherwise. Then $f^{0.5}(i,s,v) = 1$ characterises a "good start" at level *v* in the subject, a pupil showing $f^{0.65}(i,s,v) = 1$ is deemed to have "well-established" skills at level *v*, and pupils such that $f^{0.8}(i,s,v) = 1$ are said to have "very good" attainment at level *v*. $f^{p}(i,s,v)$ can be written in full as $f^{p}(i,s,k,g,d,v/b)$, when necessary to avoid ambiguity.

If, now, for each sampled pupil in the group of interest, we multiply $f^{p}(i,s,v)$ by w[i,s,v] and sum over all pupils in the group, we obtain an estimate of the number of pupils achieving p relative to the corresponding group in the population.

For example

{7} $$\sum_{is} \varphi^{0.65}(i,s,k,g,d,v/b) \times w[i,s,k,g,d,v/b]$$

estimates the number of pupils at stage *k* in authority band *b*, of gender *g* and deprivation index *d*, achieving a "well-established" result at level *v*.

To express the same quantity as a percentage of all pupils at stage *k* in band *b*, of gender *g* and deprivation index *d* relative to level *v*, replace w[i,s,k,g,d,v/b] with the normalised w', as in

{8} $\sum_{is} \varphi^{0.65}(i,s,k,g,d,v/b) \times w'[i,s,k,g,d,v/b]$

I.8 Estimating standard errors through the jackknife procedure

The weighting methodology is designed to reduce the effects of any sampling or response bias, but, as with any sample survey, there is always a degree of uncertainty in the SSA results. The likely extent of the sampling variability can be quantified by calculating the 'standard error' associated with an estimate produced from a random sample.

Statistical sampling theory states that, on average.

- Only about one sample in three would produce an estimate that differed from the (unknown) true value by more than one standard error.
- Only about one sample in twenty would produce an estimate that differed from the true value by more than two standard errors.
- Only about one sample in 400 would produce an estimate that differed from the true value by more than three standard errors.

By convention, the '95% confidence interval' is defined as the estimate plus or minus about twice the standard error because there is only a 5% chance (on average) that a sample would produce an estimate that differs from the true value of that quantity by more than this amount.

The standard error of an estimated proportion will depend upon several things, mainly the value of the estimate and the size of the sample (or sub-sample) from which it was calculated. It is worth noting that if the estimate is 0 or 100 percent, then the standard error for the estimate will be equal to 0. This does not mean that we are sure that the true population proportion will be 0 or 100 percent also, but this is our estimate from the sample drawn.

The standard error can be calculated in a number of ways, but for the SSA it has been calculated using the jackknife procedure. The SSA sample is selected using a complex multi-stage sampling technique, which means that the standard formulas used to calculate the standard error from a simple random sample would underestimate the standard error.

The jackknife technique was chosen because it provided unbiased estimates of the sampling errors of the percentages that the SSA usually reports on.

The jackknife procedure is often referred to as the 'leave one out' method. The idea of the jackknife procedure is that, given a dataset with n observations (or sampling units), n re-sampled datasets are created by excluding each observation in turn from the original dataset. The new datasets are very similar, but the variability among them allows us to calculate an unbiased estimate of the standard error of the original dataset.

The first stage in calculating the jackknife estimate of the standard error is to calculate *n* estimates $\hat{\boldsymbol{\theta}}_{(\mathbf{i})}$, where, for each i in 1 to *n*, $\hat{\boldsymbol{\theta}}_{(\mathbf{i})}$ is obtained by excluding the i^{th}

observation so that each $\hat{\theta}_{(i)}$ is calculated with a sample size of *n*-1. From this it is then possible to calculate the standard error of the estimate by looking at how the jackknife estimates vary around the sample estimate.

The mean of $\hat{\theta}_{(i)}$ is defined as:

$$\hat{\theta}_{(\bullet)} = \frac{1}{n}\sum_{i=1}^{n}\hat{\theta}_{(i)}$$

The jackknife estimate of the statistic is defined as:

$$\hat{\theta}_{JK} = n\hat{\theta} - (n-1)\hat{\theta}_{(\bullet)}$$

Where $\hat{\theta}$ is the estimate based on all *n* observations.

The variance of the estimator $\hat{\theta}$ is equal to:

$$\mathrm{var}_{JK}(\hat{\theta}) = \frac{(n-1)}{n}\sum_{i=1}^{n}(\hat{\theta}_{(i)} - \hat{\theta}_{(\bullet)})^2$$

The jackknife estimate of the standard error of $\hat{\theta}$ is:

$$s.e._{JK}(\hat{\theta}) = \sqrt{\mathrm{var}_{JK}(\hat{\theta})}$$

I.9 Statistical significance

Because the survey's estimates may be affected by sampling errors, apparent differences of a few percentage points between sub-samples may not reflect real differences in the population. It might be that the true values in the population are similar, but the random selection of pupils for the survey has, by chance, produced a high estimate for one sub-sample and a low estimate for the other.

Throughout the report, a number of differences are referred to as being statistically significant. Usually, if something is described as being significant it means that it is important or special, but this is not the case when talking about statistical significance. A difference between two sub-groups is statistically significant if it is so large that a difference of that size (or greater) is unlikely to have occurred purely by chance.

When analysing the SSA data, statistical tests were used to compare the results from different sub-groups. If the differences between the sub-groups are large enough and the

standard errors of the estimates are small enough, then we can say that the differences are likely to be genuine features of the population and that they are statistically significant.

For a crude check, if the difference between sub-groups is more than twice the sum of the standard errors of the two groups then the difference is statistically significant. If the difference is less than double the largest standard error of the two groups, then the difference is not statistically significant. Otherwise, a statistical test is needed to determine statistical significance.

All the statistical tests carried out in the SSA report are carried out at the 5% level, which means that a difference is considered significant if it would only have occurred once in 20 different samples. Generally speaking this means that in order for us to report a difference as being statistically significant, we have to be at least 95% certain that this difference is a genuine feature of the data and not due to random variation.

A two sided independent t test has been used to check for statistical significance and the null hypothesis has always been of no difference. This allows the t value to be calculated using the following formula:

$$t = \frac{\hat{\theta}_1 - \hat{\theta}_2}{\sqrt{SE_{\hat{\theta}_1}^2 + SE_{\hat{\theta}_2}^2}}$$

where SE is the standard error for each estimate and $\hat{\theta}_1$ and $\hat{\theta}_2$ are our estimates for the two groups.

Statistical sampling theory suggests that a difference is significant at the 5% level if it is greater than or equal to 1.96.

Calculations of confidence intervals and statistical significance only take sampling variability into account. The survey's results could also be affected by non-response bias. If the characteristics of the pupils who participated differed markedly from those of pupils who were withdrawn or absent, there might be bias in the estimates. If that is the case, the SSA's results will not be representative of the whole population.

Without knowing the true values (for the population as a whole) of some quantities, we cannot be sure about the extent of any such biases in the SSA. However, comparison of SSA results with information from other sources suggest that they are broadly representative of the overall Scottish population, and therefore that any non-response biases are not large overall or are corrected by the weightings. However, such biases could be more significant for some sub-groups of the population or in certain Education Authority areas, particularly those with the highest non-response rates.

Annex II: Assessment materials and procedures

II.1 Administration and marking of Social Subjects, reading & numeracy

Test booklets were randomly distributed among the survey pupils in such a way that any one pupil was allocated two different numeracy booklets and one social subjects enquiry skills booklet, or three reading booklets. The two numeracy booklets were to be attempted in the first two of the three assessment sessions that schools had been asked to organise for their pupils, with the enquiry skills booklet taken in a third session. Pupils were assessed at the following levels.

Table 1
Allocation of 5-14 levels by stage and subject

	Social Subjects				Reading				Numeracy			
Level	P3	P5	P7	S2	P3	P5	P7	S2	P3	P5	P7	S2
A	X				X				X			
B	X	X			X	X			X	X		
C		X	X		X	X	X		X	X	X	
D			X	X		X	X	X		X	X	X
E				X			X	X			X	X
F								X				X

The tasks were administered by the schools. The supervising teachers were asked to give out the assessment materials and to supervise the pupils while they were working. The teacher could explain what had to be done, but was not allowed to provide answers or confirm that a pupil's answers were correct. The tasks were not timed, but were designed to last around 40 minutes at P3 / P5 and around 60 minutes at P7 / S2. Schools had flexibility in how they were administered. They were encouraged to give the pupils a break between each task, and if possible set each task on a different day. Schools returned all the test material for marking once all the tasks had been administered.

Pupils' responses were recorded onto specially designed response record sheets. 'Transcribers' simply circled the response option matching the pupil's response, within a list of letter codes or numeric answers or keyterms indicating the alternative response possibilities item by item. The data from the coding sheets were professionally keyed and the responses were then automatically marked and dichotomous scores allocated.

II.2 The Social subjects enquiry skills written tasks

Nature of the assessment

Thirty enquiry skills tasks were administered in the 2006 survey, six at each of levels A, B, C, D and E; all were newly developed tasks. Within each level, two tasks were developed for each of the three 5-14 Social Subjects attainment outcomes '*People in the past*', '*People and place*', and '*People in society*'. Some topics were developed at more than one level.

The tasks comprised a multi-coloured source leaflet and associated questions. The sources contained a mixture of text, pictures, graphical information (tables, graphs, charts, maps), web pages, contents lists, index and glossary, as appropriate to the level and stage being assessed – i.e. levels A and B at P3, levels B and C at P5, C and D at P7 and D and E at S2. The sources were representative of the sorts of information that pupils at the different stages might reasonably be expected to access and use as part of a social subjects enquiry.

The tasks were designed to assess the 'carrying out tasks' strand within the enquiry skills outcome in the 5-14 Social Subjects guidelines. Within each task the following sub-strands were assessed:

- Reference skills
- Finding/selecting/processing information in a reading context
- Finding/selecting/processing information in a numeracy context.

At Levels C, D and E a fourth sub-strand was assessed also:

- Evaluating.

All tasks developed for the survey had a set number of items at each level; level A tasks had twenty-two items, level B tasks had twenty-six items, and levels C, D and E tasks each had thirty items. At level A these items comprised six reference skills items and eight items each of finding/selecting/processing information in a reading and in a numeracy context. At level B, the items comprised six reference items and ten items each of finding information in a reading and in a numeracy context. Levels C, D and E mirrored level B with the addition of four evaluation items. Questions were level-related, were objectively scored and were each awarded one mark.

The assessment task source booklets also varied in length according to level. The level A sources were four pages long. At level B the sources were six pages long, while at levels C, D and E the sources comprised eight pages. At all levels the source booklets were designed in an attractive style, and contained colour photographs, graphics, maps, charts, and illustrations as well as text.

Each source booklet also became more complex according to level. Figure 1 below illustrates this.

Figure 1
Overview of enquiry skills tasks 'Island Holiday 1-4'

The Island Holiday context was developed at four levels and took the form of a series of leaflets presenting information about holidaying in the Hebrides, including advertisements, photographs, ferry timetables, websites, weather charts and suggestions for further reading.

At level A the pupils were given 4 pages of information about Mull, Coll and Tiree. Levels B, C and D included an increasingly complex range of information about holidays in these islands and on Lewis. For example, the tables below giving ferry fares are taken from booklets at levels C (Figure 1.2) and D (Figure 1.3).

Figure 1.1: level C

FARES: ULLAPOOL – STORNOWAY		
	SINGLE	RETURN
Driver/Passenger (each person)	£14	£25
Car (each)	£70	£120
Motorcycle	£35	£60
Bicycle	£2	£4

Figure 1.2: level D

FARES: ULLAPOOL – STORNOWAY		
	SINGLE	RETURN
Driver/Passenger (each person)	£14	£25
Car (each)	£70	£120
Caravan/Boat (up to 8 metres)	£105	£180
Caravan/Boat (up to 5 metres)	£70	£120
Motorcycle/Trailer (up to 2.5 metres)	£35	£60
Bicycle	£2	£4

Source: http://www.islandferries.co.uk/lewis.htm

Item descriptions

Reference skills items

Pupils were asked to use a contents list to find information contained in the booklet. Below are examples of two reference skills items, the first at level A and the second at level E.

Figure 1.3: reference skill item at level A

A DAY OUT 1

For each question, tick a box ☑, circle a number ④, or write your answer on the line ✎.

Katie and David are planning what to do in their half term holiday.

Section A

Look at the front cover

1 What can they find out about in this leaflet?

Things to do ……

A at home ☐

B at school ☐

C in the holidays ☐

Figure 1.4: reference skill item at level E

WILLIAM WALLACE 2

For each question, tick a box ☑, circle a number ④, or write your answer on the line ✎.

Section A

Use the front cover to help you find the answers to these questions

1 On which page would you expect to find information about the population of Scotland 800 years ago?

page 1 2 3 4 5 6 7 8

Items relating to finding/selecting/processing information in a reading context.

Below are two examples of this type of item, the first at level B and the second at level D.

Figure 1.5 : level B reading item

2 Today many parents drive their children to school. What reason is given for this?

_____

Figure 1.6: level D reading item

Gas Masks

Choose words from the leaflet or use your own to fill the gaps

The government gave gas masks to all _____
C2

as _____ against any gas attacks.
C3

Finding/selecting/processing information in a numeracy context

Below are two examples of this type of item, the first at Level C and the second at Level E.

Figure 1.7: level C numeracy item

2 How many of Scotland's islands **do not** have anyone living on them?

_____

Figure 1.8: level E numeracy item

8 What is the percentage difference in the number of people living in urban areas between 1831 and 1991?

_____ %

Evaluating skills

These skills were assessed at levels C, D and E. Below are two examples of this type of item, the first at level C and the second at level E.

Figure 1.9: level C evaluating item

1 You are writing a report on the Victorians. Choose the best picture for each section of your report. Write the number of the picture in the box.

Rich children at play	
Poor children at play	
Children at work	

Figure 1.10: level E evaluating item

4 Which picture shows more clearly the horrors of child labour? Give 2 reasons for your answer.

Coal mine picture		*Laundry picture*	

Reason 1 _____

Reason 2 _____

Task development and pre-testing

Topics and associated material were identified by practising teachers who were trained as item writers. All sources were initially independently validated by between three and five teachers, to produce an appropriate set of source materials. They were further validated at pre-testing stage. As well as using their professional judgement to assign a 5-14 level, validators also gave each text an interest level (high, medium or low). Only sources with unanimous or near unanimous agreement of the 5-14 level and with medium to high interest ratings were selected for developing into enquiry skills tasks for use in the survey.

All enquiry skills materials were pre-tested. Each enquiry skills task was pre-tested by at least 110 pupils. Analysis of the results was used to ensure that the overall range of difficulty of the items was consistent with the level of the associated text. Items, sections or whole tasks that were found to be problematic in any way were either amended or discarded. Pre-testing was also used to refine coding sheets to be used for marking.

Teachers participating in pre-testing were given the opportunity to comment on the sources, items and mark schemes.

Task performance

Alpha values (i.e. values of Cronbach's alpha coefficient) for all of the tasks, based on the survey data, are given in Table 2 below. Cronbach's alpha is a measure of a test's internal consistency; values of 0.8 or higher are generally considered to indicate acceptable levels of test reliability.

Table 2
Alpha values for the 30 social subjects tasks*

Level A			**Level B**				**Level C**			
		Alpha value			*Alpha value*				*Alpha value*	
Task	Number of items	*P3*	Task	Number of items	*P3*	*P5*	Task	Number of items	*P5*	*P7*
S01	22	*0.87*	S07	26	*0.89*	*0.84*	S13	30	*0.89*	*0.87*
S02	22	*0.89*	S08	26	*0.88*	*0.82*	S14	30	*0.90*	*0.86*
S03	22	*0.88*	S09	26	*0.90*	*0.85*	S15	30	*0.87*	*0.83*
S04	23	*0.88*	S10	26	*0.89*	*0.88*	S16	30	*0.89*	*0.86*
S05	22	*0.87*	S11	26	*0.90*	*0.87*	S17	31	*0.88*	*0.86*
S06	22	*0.88*	S12	26	*0.89*	*0.87*	S18	30	*0.87*	*0.86*

Level D				**Level E**		
		Alpha value				*Alpha value*
Task	Number of items	*P7*	*S2*	Task	Number of items	*S2*
S19	30	*0.87*	*0.84*	S25	31	*0.87*
S20	30	*0.88*	*0.88*	S26	32	*0.87*
S21	30	*0.86*	*0.81*	S27	30	*0.85*
S22	31	*0.84*	*0.84*	S28	30	*0.89*
S23	31	*0.88*	*0.88*	S29	30	*0.86*
S24	30	*0.90*	*0.88*	S30	30	*0.89*

* Individual tasks were typically attempted by 250-300 pupils at the relevant stage

II.3 Reading

Nature of the assessment

Seventy-two reading tasks were administered in the 2006 survey, comprising twelve at each of levels A to F: thirty five were newly developed tasks, twelve tasks were previously used in the 2001 AAP survey of English Language and 2005 SSA survey of English Language, three tasks were previously used in the 2004 AAP survey of Mathematics and core skills and the 2005 SSA survey of English Language, and twenty two tasks were used for the first time in the 2005 SSA survey of English Language. Among them, the tasks covered the three different genres identified in the 5-14 English language guidelines: informative (reading for information), personal and narrative. The contexts for the newly developed tasks and the three tasks from the 2004 AAP Survey related to the focus of the particular survey. Consequently, with one exception at each of level A and level F, these tasks were all informative with texts having either a social subjects or mathematical context respectively. A variety of different themes were featured in the tasks, as the titles in Table 3 illustrates. With the exception of those previously administered in 2001, which were allocated a 5-14 level *post-hoc*, tasks were developed with particular 5-14 levels in mind.

Table 3

The 2006 survey reading tasks, with texts classified by genre and 5-14 level

Level	Informative	Personal	Narrative
F	Fresh Air in Scotland[1] Hunting Down the Pirates[1] Mountain Madness[1] European Conquest of the New World[1] Crossing Lake Zikri[2] Cape Wrath[4] Laughing Buddha[4]	Into the Dark[1] Fife to Finland[2]	Examination Day[4] Silent Harvest[4] The Wolfman Case[4]
E	Black Bart – Outlaw and Poet[1] The Start of World War II[1] Into Action Under the Pirate Flag[1] The Oscar[1] Land Full of Treasures[1] Fidel Castro[1] Einstein's Theory of Relativity[3] When Disaster Strikes[4]	Zlata Goes to Paris[2]	Shona[2] Hiding in the Cave[4] The Kelpie[4]
D	Health News[1] Louis Braille[1] Life in Old Glasgow[1] The Incas[1] Woman at War[1] What are Laws[1] Slavery[2] Greenhouse Effect[4]		Emma and Richard[2] Little Theatre[4] After the Raid[4] Parvana's Journey[4]
C	The Ancient Egyptians[1] Deserts[1] The Ancient Greeks[1] Cool Planet Places[1] The Orkney Islands[1] Denim Jeans[1] Christmas in Grandma's Day[3] History of Potatoes[4]		Macpherson[2] Attila the Hen[4] Problems of an Inventor[4] Robot School[4]
B	Dinosaurs[1] Letter from Russia[1] The Inuit[1] I Remember[1] Children Like Us[1] Beside the Sea[1] Party Games [3] Wild Wet Visit [2]		Ben [2] The Journey Out [2] Freddie's Adventure[4] Mr Clementine Cats[4]

A	Animals on the Farm[1] Crop Farming[1] Riverside Park[1] Firefighters[1] Our Village Bus[1] Supermarket[1] Country Park Outing [2] Bones [4]		Flip [4] The Tiger Who Came to Tea [4] The Garden in the Forest [4] Dragon Ride [2]

Note
Newly developed tasks for 2006 survey[1]
Re-used tasks from 2001 and 2005 survey[2]
Re-used tasks from 2004 and 2005 survey[3]
Re-used tasks from 2005 survey[4]

Each task took the same general form; a source text or texts followed by a series of questions (test items). All tasks developed for the 2004, 2005 and 2006 surveys had a set number of items at each level; level A tasks had 21 items, levels B and C tasks had 24 items, level D tasks had 27 items and levels E and F tasks had 30 items. Figure 2 describes one task at each of levels A, C and E.

Figure 2 Overview of three newly developed reading tasks

'Land Full of Treasures' – Level E The 790-word passage explains why Scotland's tourist industry is pulling in visitors from all over the globe and providing a boost for the economy. As for other tasks at this level, a total of 30 test items are based on the reading: Section A requires pupils to respond to open-ended questions, Section B is a 13-gap summary completion exercise, Section C uses open-ended questions to look at the authors' style and Section D offers multiple choice and open ended questions.
'Deserts' – Level C The 450-word passage looks at the extreme conditions in the desert and how camels have adapted to desert life. Four sections of test items follow, presenting 24 items in total – the number applying to every level C task. Section A invites pupils to respond to 6 multiple choice questions, Section B is a 9-gap summary completion, Section C requires pupils to match correct features of a camel's body, while Section D uses 3 short answer questions.
'Crop Farming' – Level A A short information passage of just over 230 words about a crop farmer's year. Like other level A tasks, the passage is followed by 21 test items in sections, the majority of items being of multiple choice format: word choice boxes, sequencing, aided summary completion, etc

In accordance with previous surveys, reading tasks were designed to assess various reading skills as follows.

- Understanding the main ideas and details of the text.
- Distinguishing between different feelings or points of view.
- Attributing feelings or atmosphere to characters or situations.
- Identifying and understanding aspects of the writer's craft, including figurative language.
- Making generalisations and inferences.
- Understanding the sequence or structure of events or ideas in the text.
- Reconstructing and summarising the overall meaning of the text.
- Distinguishing between different types of text and different genres.

Although most items used at all levels required only a minimal written response (particularly at levels A and B), tasks newly developed for SSA 2006 provided more opportunities for pupils to give open responses, for example in addressing a range of aspects of the writer's craft. To ensure that pupils tackling level A tasks were given the amount of support suggested by the 5-14 English language guidelines, all tasks at this level included an example: "The first one has been done for you"

Task development and pre-testing

When developing the new tasks administered in this survey, a large number of texts were independently validated by at least five teachers, to produce an appropriate set of source texts. As well as using their professional judgement to assign a 5-14 level, validators also gave each text an interest level (high, medium or low). Only texts with at least four out of five agreement of the 5-14 level and with medium to high interest ratings were selected for developing into reading tasks for use in the survey.

Comprehensive pre-testing of new reading materials was carried out. Each of the new reading tasks was completed by at least 100 pupils. The results were analysed to ensure that the overall range of difficulty of the items was consistent with the level of the associated text. Items, sections or whole tasks that were found to be problematic in any way were either amended or discarded. Pre-testing was also used to refine coding sheets to be used for marking.

Teachers participating in pre-testing were given the opportunity to comment on the text, items and mark schemes.

Task performance

Alpha values (i.e. values of Cronbach's alpha coefficient) for the seventy-two reading tasks, based on the survey data, are given in Table 4. Cronbach's alpha is a measure of a test's internal consistency; values of 0.8 or higher are generally considered to indicate acceptable levels of test reliability.

Table 4
Alpha values for the 72 reading tasks*

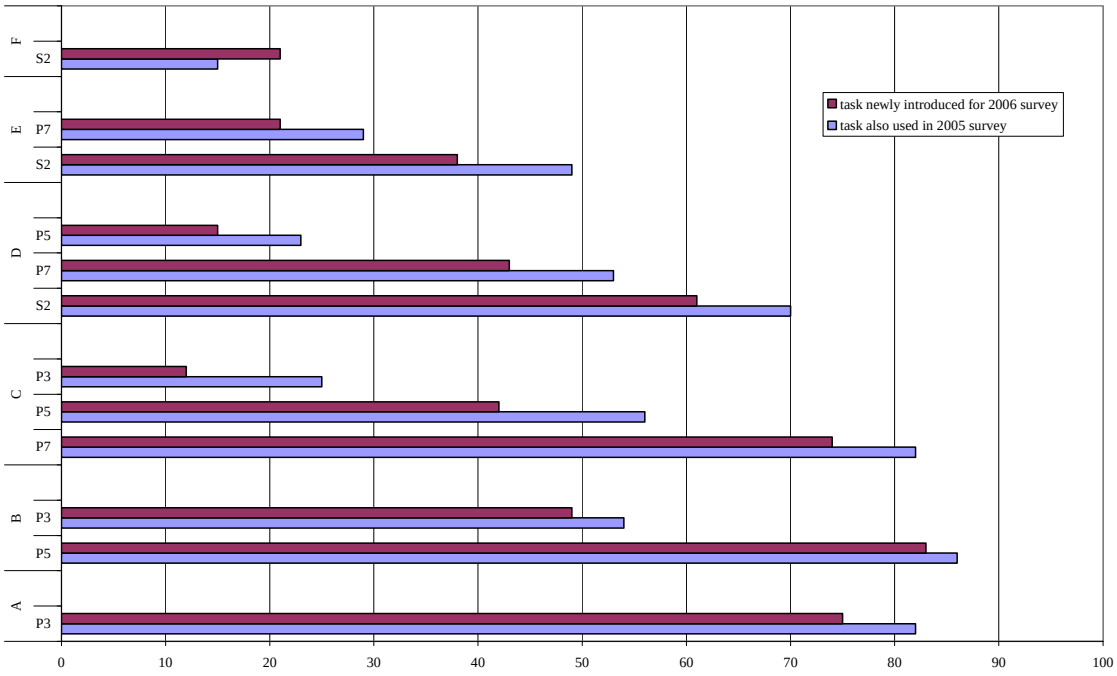
Level A			Level B				Level C				
		Alpha value			*Alpha value*				*Alpha value*		
Task	Number of items	*P3*	Task	Number of items	*P3*	*P5*	Task	Number of items	*P3*	*P5*	*P7*
R01	21	*0.89*	R13	28	*0.85*	*0.78*	R25	24	*0.86*	*0.87*	*0.85*
R02	21	*0.87*	R14	25	*0.88*	*0.76*	R26	24	*0.85*	*0.86*	*0.82*
R03	21	*0.87*	R15	24	*0.88*	*0.89*	R27	24	*0.85*	*0.88*	*0.82*
R04	21	*0.90*	R16	24	*0.86*	*0.82*	R28	27	*0.87*	*0.85*	*0.81*
R05	21	*0.86*	R17	24	*0.92*	*0.87*	R29	24	*0.87*	*0.82*	*0.82*
R06	24	*0.85*	R18	24	*0.89*	*0.81*	R30	24	*0.91*	*0.89*	*0.85*
R07	21	*0.89*	R19	24	*0.84*	*0.84*	R31	24	*0.82*	*0.87*	*0.84*
R08	22	*0.82*	R20	24	*0.87*	*0.87*	R32	24	*0.87*	*0.86*	*0.83*
R09	21	*0.90*	R21	24	*0.88*	*0.83*	R33	24	*0.88*	*0.88*	*0.79*
R10	21	*0.86*	R22	30	*0.89*	*0.81*	R34	24	*0.92*	*0.90*	*0.88*
R11	21	*0.88*	R23	24	*0.89*	*0.80*	R35	24	*0.88*	*0.84*	*0.81*
R12	21	*0.87*	R24	24	*0.86*	*0.82*	R36	24	*0.84*	*0.86*	*0.85*

Level D					Level E				Level F		
		Alpha value					*Alpha value*				*Alpha value*
Task	Number of items	*P5*	*P7*	*S2*	Task	Number of items	*P7*	*S2*	Task	Number of items	*S2*
R37	27	*0.83*	*0.85*	*0.85*	R49	32	*0.88*	*0.89*	R61	30	*0.91*
R38	27	*0.87*	*0.88*	*0.86*	R50	28	*0.81*	*0.82*	R62	30	*0.89*
R39	27	*0.87*	*0.87*	*0.87*	R51	30	*0.88*	*0.91*	R63	30	*0.82*
R40	27	*0.87*	*0.89*	*0.88*	R52	30	*0.89*	*0.89*	R64	32	*0.87*
R41	27	*0.87*	*0.88*	*0.88*	R53	30	*0.91*	*0.94*	R65	30	*0.91*
R42	35	*0.82*	*0.85*	*0.83*	R54	30	*0.85*	*0.88*	R66	30	*0.89*
R43	27	*0.86*	*0.85*	*0.86*	R55	30	*0.88*	*0.91*	R67	30	*0.89*
R44	35	*0.86*	*0.86*	*0.88*	R56	30	*0.90*	*0.91*	R68	30	*0.81*
R45	27	*0.89*	*0.89*	*0.88*	R57	30	*0.86*	*0.86*	R69	30	*0.88*
R46	27	*0.90*	*0.89*	*0.87*	R58	30	*0.90*	*0.89*	R70	40	*0.81*
R47	27	*0.86*	*0.88*	*0.89*	R59	30	*0.87*	*0.89*	R71	30	*0.92*
R48	27	*0.82*	*0.82*	*0.82*	R60	30	*0.89*	*0.90*	R72	30	*0.90*

* Individual tasks were typically attempted by 250-300 pupils at the relevant stage

As explained earlier in this section, almost half of the tasks used to assess reading were newly developed for the 2006 survey. These new tasks were all in the Social Subjects context and were of the informative genre. Additional analysis was conducted on these tasks, in particular comparing how pupils performed in the new tasks compared with those used in the 2005 survey. The results of this analysis are shown in chart 1.

Chart 1
Comparison of pupil performance in repeated ('old') and 2006 only ('new') reading tasks
(% pupils with 65% or more of the items correct)
The statistics in this table derive from unweighted sample data



The analysis shows that, on average, pupil performance was consistently lower in the newly introduced tasks than in the tasks used in 2005 for all levels except F. It cannot necessarily be inferred that the difference is in any way explained by the fact that the new tasks were informational, given that some of the 'old' tasks were too, or even that they had a Social Subjects context. Further investigation is required.

II.4 Numeracy

Nature of the assessment

The core skill of numeracy was assessed in the survey through administration of a total of 532 different atomistic 'pencil and paper' test items: 80 at level A and 90 at each of levels B, D and F, and 91 at levels C and E. The numeracy items used in the survey were randomly drawn from the 5-14 National Assessment Bank, pre-classified by outcome, strand and target. The majority of the items pre-existed in the bank. Additional items were newly developed, to extend the content of the bank in accord with intended curriculum coverage. In total, just over half of the test items were different from those used for the assessment of numeracy in the 2005 survey.

The items were drawn from two of the four outcomes defined in the 5-14 Mathematics Guidelines, namely *number, money and measurement* and *information handling*. Shape, position and movement and problem solving were not included. Within the two outcomes the following strands were represented.

Number Money and Measurement
- Range and type of numbers
- Money
- Add and subtract
- Multiply and divide
- Fractions, percentages and ratio
- Measure and estimate
- Time

Information Handling
- Interpret Information

There were thirty items for information handling at each of the six levels A to E, sixty for number, money and measurement for levels B to F and fifty-two for level A.

The numeracy items were distributed among ten different test booklets at each stage, each containing items from three consecutive levels and spread over the various strands. P3 booklets contained items at levels A, B and C, at P5 the levels were B, C and D, at P7 the levels were C, D and E and at S2 the levels were D, E and F. Items were randomly ordered within booklets and booklets came in two versions, one version simply reversing the item order of the other.

After the booklets were generated, it was decided to make use of 'redundant' survey space to create two additional booklets at each level. These booklets were to be 'clones' of two existing booklets but all items would be converted to an alternative format: if the original item was in multiple choice format, then it was to be converted to an open (supply) format, and vice versa. These additional booklets would allow an investigation into whether question format has any effect on pupil performance. The two forms of item

were then distributed between the two parallel booklets so that each booklet contained a mixture of multiple choice and supply response formats.

Each booklet at P3 contained fifteen number, money and measurement items and nine information handling items (24 in total); at P5, P7 and S2 the corresponding numbers were eighteen items and nine items respectively (27 in total). All items were binary scored. Two thirds of the number items at levels B to F (60% at level A only) related to assessing the four mathematical operations of add, subtract, multiply and divide. These were split between items set in a written context where the operation to be used was not immediately obvious, and context free items where the operation to be used was given. The remaining items from the number, money and measurement outcome covered money (levels A to C only), fractions (levels B to F), percentage and ratio (levels D to F) while range and type of number, measure and estimate and time could appear at any level. Items were chosen, at random, from the assessment bank for the specified strands/sub-strands to a pre-determined specification.

Figures 3.1 to 3.4 give examples of 'context free' and 'in context' items as well as examples of 'interpret information' items.

Figure 3.1 Examples of 'atomistic' numeracy items at Level B

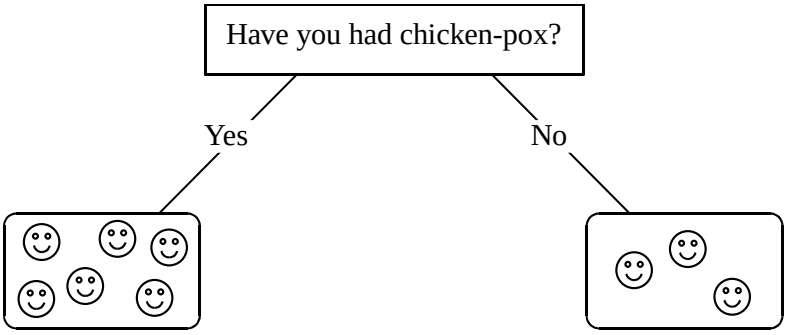
Number, Money & Measurement: Fractions 'in context' and Divide 'context free'	
Kyle has 40 pencils. One quarter are blue. How many blue pencils has Kyle? Answer: _____ blue pencils	Divide 100 ÷ 10 Answer: _____

Figure 3.2 Examples of 'atomistic' numeracy items at Level E

Number, Money & Measurement: Divide 'in context' and 'context free'	
An electrician has to cut 78·56m of wire into 8 equal pieces. What is the length of one of these pieces? Answer: _____ m	Calculate: 3·0 ÷ 4 Answer: _____

Figure 3.3 Example of 'atomistic' interpret information item at Level A

The school nurse asks a class a question.

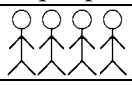
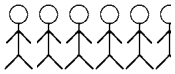
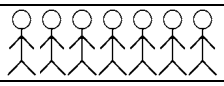


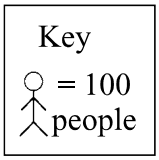
How many children said yes?

Answer: _____ children

Figure 3.4 Example of 'atomistic' interpret information item at Level D

The chart shows the number of people watching a parade.

Points along the route	Estimate of number of people
Riverside	
High Street	
Bridge Street	



How many people watched the parade in High Street?

Answer: _____ people

Task performance

Alpha values (i.e. values of Cronbach's alpha coefficient) for the forty eight numeracy testlets, based on the survey data, are given in Table 5. Testlets, twelve per level, comprised sets of sixteen (P3) or eighteen (P5, P7, S2) items at a level distributed over two different test booklets at each stage. Cronbach's alpha is a measure of a test's internal consistency; values of 0.8 or higher are generally considered to indicate acceptable levels of test reliability.

Table 5
Alpha values for the numeracy testlets

P3	Alpha value		
	A	B	C
N01+N02	0.73	0.84	0.79
N01+N12	0.79	0.83	0.73
N02+N03	0.71	0.84	0.75
N03+N04	0.72	0.81	0.72
N04+N05	0.76	0.79	0.80
N05+N06	0.69	0.75	0.77
N06+N07	0.75	0.81	0.8
N07+N08	0.74	0.80	0.77
N08+N09	0.75	0.83	0.77
N09+N10	0.77	0.85	0.78
N10+N11	0.76	0.81	0.74
N11+N12	0.75	0.81	0.71

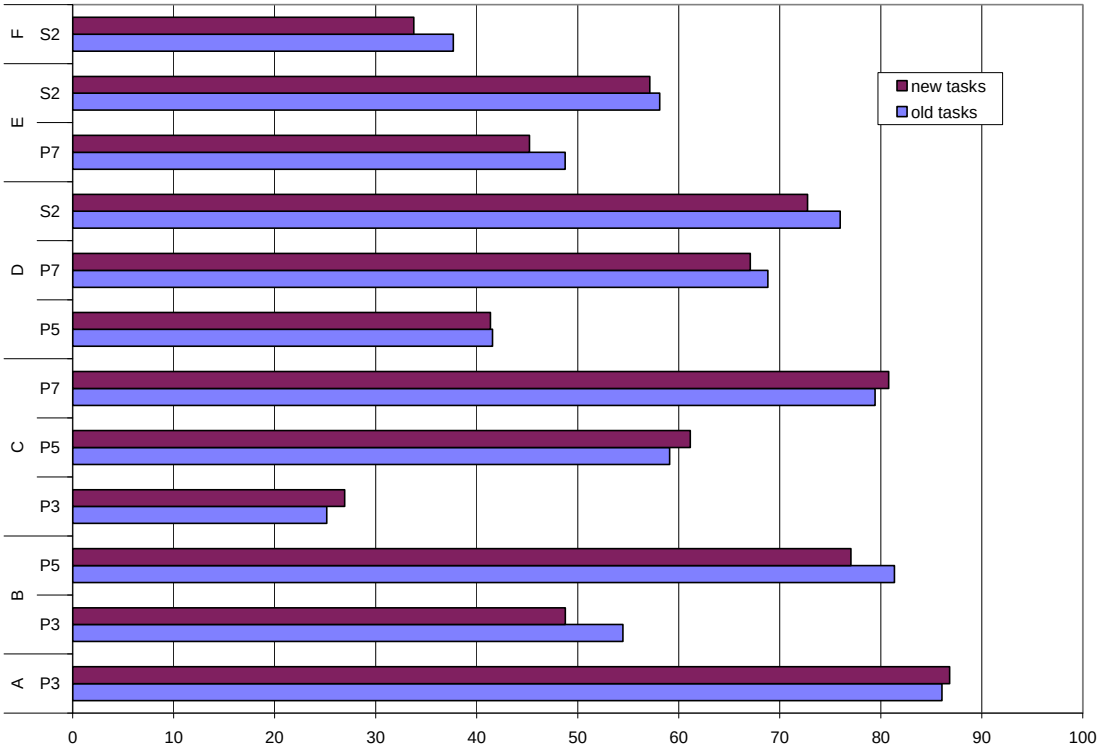
P5	Alpha value		
	B	C	D
N13+N14	0.82	0.82	0.83
N13+N24	0.78	0.78	0.79
N14+N15	0.77	0.81	0.81
N15+N16	0.81	0.81	0.8
N16+N17	0.77	0.85	0.82
N17+N18	0.8	0.83	0.85
N18+N19	0.78	0.84	0.82
N19+N20	0.77	0.83	0.81
N20+N21	0.78	0.82	0.81
N21+N22	0.77	0.85	0.83
N22+N23	0.79	0.84	0.82
N23+N24	0.76	0.81	0.79

P7	Alpha value		
	C	D	E
N25+N26	0.78	0.78	0.84
N25+N36	0.77	0.81	0.82
N26+N27	0.73	0.8	0.83
N27+N28	0.79	0.80	0.81
N28+N29	0.82	0.81	0.8
N29+N30	0.78	0.85	0.82
N30+N31	0.78	0.81	0.85
N31+N32	0.75	0.81	0.87
N32+N33	0.73	0.78	0.82
N33+N34	0.76	0.82	0.77
N34+N35	0.76	0.80	0.81
N35+N36	0.77	0.79	0.81

S2	Alpha value		
	D	E	F
N37+N38	0.79	0.82	0.86
N37+N48	0.79	0.8	0.77
N38+N39	0.79	0.86	0.84
N39+N40	0.77	0.82	0.81
N40+N41	0.77	0.83	0.85
N41+N42	0.75	0.83	0.81
N42+N43	0.8	0.85	0.85
N43+N44	0.79	0.86	0.85
N44+N45	0.72	0.84	0.86
N45+N46	0.77	0.79	0.82
N46+N47	0.8	0.79	0.82
N47+N48	0.78	0.78	0.78

As explained earlier in this section, almost half of the items used to assess numeracy in 2006 were different from those used in the 2005 survey, because items were randomly selected for inclusion from the national assessment bank, to meet a given booklet specification. Additional analysis was conducted on these items, in particular comparing how pupils performed on the new items compared with those previously used in the 2005 survey. The results of this analysis are shown in Chart 2.

Chart 2
Comparison of pupil performance in repeated ('old') and 2006 only ('new') numeracy items
(% pupils with 65% or more of the items correct)



The analysis shows that, on average, pupil performance was about the same in tasks used only in 2006 as in tasks used both in 2005 and 2006.

II.5 The writing tasks

In line with SSA 2005, schools were asked to submit a piece of extended writing, completed prior to the survey as part of normal course work, for designated pupils. The genre of writing required from individual pupils was prescribed, through random allocation: functional, personal or imaginative. The sub-genre, topic or theme was entirely a matter for the schools to decide, but schools were asked to select writing within a social subjects context where possible.

Selecting and assessing class-based writing

Teachers were given advice on selecting appropriate material and how much teacher support was permitted. The piece of writing selected was to reflect the level at which the pupil was currently working. Schools were advised that each piece of writing should be assessed by the class teacher and one other teacher or a promoted member of staff from the school using the 5-14 national writing criteria. Teachers were asked not to annotate the level with '+' or '-' or to record two levels e.g. D/E. The level awarded was to be recorded on the register provided but not recorded on the script itself. Where there was disagreement between the two markers, teachers were asked to discuss and come to a final decision.

Schools were informed that a proportion of randomly selected scripts would be centrally moderated by a group of teachers nominated by their education authorities.

The moderation of submitted class-based writing

The moderation event took place over five days, in early September 2006. All education authorities were invited to nominate up to two teachers to participate in the moderation event, with the intention of having at least one representative from each authority and two from the larger authorities. In fact, there were forty eight nominations – thirty nine primary teachers and nine secondary teachers - from all 32 education authorities.

In addition to judging scripts, the participants were addressed by guest speakers from Scottish Executive Education Department (SEED), and a number of activities relevant to writing also took place.

In particular, the week was punctuated with plenary discussions focusing on particular pieces of writing (which were not themselves moderated), in order to facilitate a shared understanding of the standard and an evaluation of the 5-14 national writing criteria. Throughout the week, participants also had opportunities to share information about any innovative practice that might be going on in a particular class, school or authority. At the request of a number of primary teachers, a teacher from the secondary sector introduced a piece of writing judged to be at level F by two moderators, with an explanation of the qualities which made it level F.

A qualitative evaluation of the scripts took place towards the end of the week where moderators had the opportunity to share their perceptions of the general strengths and weaknesses of the writing they had moderated.

Moderators were also given the opportunity to discuss issues and concerns relating to assessment policy and practice in general.

The moderators were organised into pairs (with two groups having three members for part of the event) and assigned scripts from one stage only; P3, P5, P7 or S2. Teachers assigned P3 or P5 scripts had experience in the lower or middle stages of primary, and those assigned P7 or S2 scripts had experience in upper primary or secondary. Primary teachers with upper stage experience were paired with secondary teachers.

Over 9,000 scripts were submitted for moderation. Scripts were randomly selected for moderation and organised into batches of approximately twenty five each. Each batch was moderated by two teachers working independently of each other so that each writing script had three independent judgements as to the level, two moderator judgements and the original class teacher's judgement. The intention of the meeting was to moderate around 1,300 scripts at each stage, and this number was generally achieved.

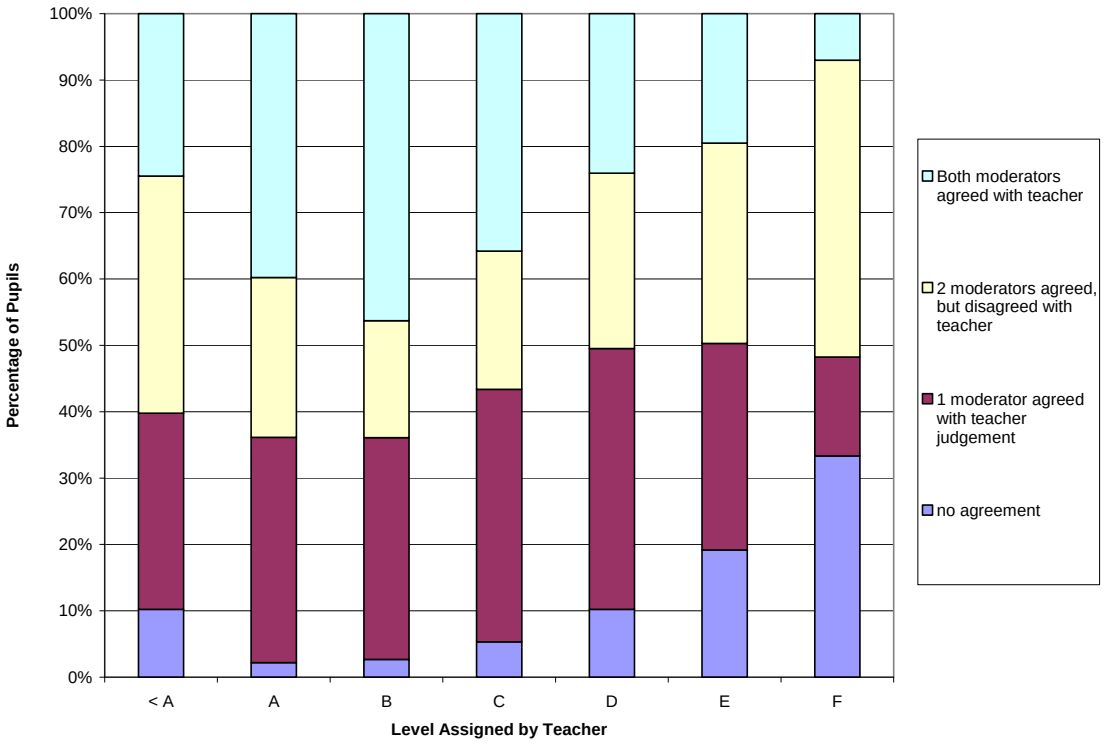
Throughout the week exemplar scripts were discussed in plenary sessions, and levels agreed. The process began with teachers reading the piece of writing and then offering comments on the strengths and weaknesses. Participants were encouraged to challenge any comment with which they disagreed. The next step, using professional judgement, was to suggest a 5-14 level for the piece of work. The outcome typically straddled two levels, and sometimes more. An analytical approach was then adopted using the bullet point descriptions of attainment stated in the national criteria for extended writing. Each bullet point across the levels was discussed until a level was finally agreed. This was a time consuming process, but all teachers agreed that it was a necessary and invaluable experience. In addition to promoting the understanding of standards, the discussion permitted the production of material for creating exemplification of extended writing and evaluation of the writing criteria.

The moderators echoed the message from the 2005 moderation exercise that the experience of working with colleagues from different schools, authorities and sectors is invaluable.

During moderation each script was 'levelled' by two moderators working independently. Wherever possible, scripts were then assigned the level at which at least two of the three raters (two independent moderators plus the original class teacher) judged it to be. For over a third of the scripts a level was assigned by a unanimous judgement, with both moderators agreeing with the original level assigned by the teacher (the moderators were not aware of the level assigned by the class teacher). For a further third of the scripts a majority level was assigned to the script; here the level judgement of one of the moderators, but not both, agreed with the level judgement assigned by the class teacher. For a quarter of the scripts, a majority level was assigned to the script when the two

moderators' judgements agreed with each other, but differed from the level assigned by the teacher. For the remaining scripts (approximately 7%), the levels assigned by the three individuals were all different, leaving the script without an agreed level. More detailed results are shown in Chart 3.

Chart 3
Percentage of pupils by teacher assigned level and moderation result

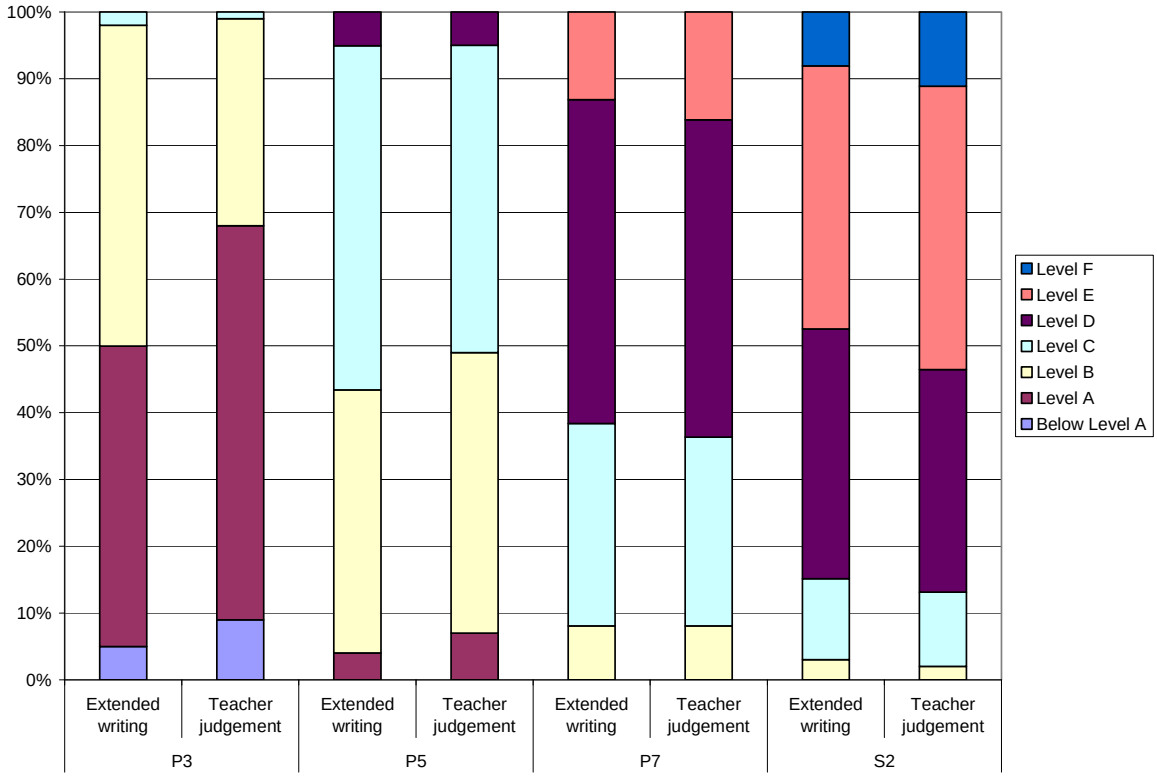


Comparisons of attainment levels between different assessment methods

Chart 4, explores in more detail the difference in levels between the level of the submitted script and the teachers' judgements. This analysis takes the results obtained from the submitted pieces of extended writing and then compares the teachers' judgements which were provided for just those pupils. Full results are available in Table 6.

As described earlier, for stages P3 and P5, the submitted script was generally of a higher level than the teachers' judgement for writing, while at P7 and S2 the level of the submitted script was slightly lower than the teachers' judgement.

Chart 4
Writing attainment based on submitted pieces of extended writing compared with teacher judgements
(% pupils at indicated levels)



** Approx. pupil sample sizes:1,700-2,400. Teacher judgements are only for those pupils for whom a script was submitted.*

Table 6
Moderation of Submitted Scripts
(% of pupils at moderated level by original level assigned by teacher)

Teachers Assigned Level	Majority Level <A	A	B	C	D	E	F	No Majority Decision	Total Scripts
<A	58%	25%	6%					11%	960
A	4%	76%	17%	1%				3%	1,826
B	0%	10%	79%	8%	0%			3%	1,676
C	0%	0%	17%	73%	4%	0%	0%	5%	1,430
D		0%	3%	20%	66%	2%		10%	783
E		1%	1%	6%	25%	49%	0%	19%	114
F			1%	1%	6%	43%	25%	25%	98
Grand Total	1%	12%	26%	25%	20%	8%	0%	8%	6,887

II.6 Practically assessed skills

In the 2006 survey there were three practical tasks: social subjects enquiry skills, working with others/problem solving and ICT. Each of the practical tasks was administered and pupils' performances assessed by field officers during school visits. Field officers were teachers nominated by their local authorities as having an expertise and interest in Social Subjects. Approximately 130 teachers received field officer training. Working in pairs, they visited between four and ten schools, assessing up to twelve pupils at a stage at each school.

II.6.a Social Subjects enquiry skills

Task description

Social Subjects enquiry skills were assessed by field officers taking part in one-to-one conversations with pupils during school visits. Schools were asked to ensure that pupils being assessed in this way took with them to the conversation some artefact connected with a recently conducted school-based Social Subject investigation. The artefact might be a model, a poster, a written report, or anything associated with the research; the artefact was not assessed, but acted as an *aide memoire* for the pupil and a stimulus for the conversation.

The conversation might range over the *planning* and the *carrying* out of the investigation, but field officers were asked to assess the pupils on their attainment of the third strand of the enquiry skills curriculum framework, *reviewing and reporting*. The assessment was based on a set of 'best fit' descriptors (see Table 7) which required field officers to make a judgement about a pupil's level of attainment by matching to the descriptor which most closely described the performance of the pupil.

The topic of the investigation (and therefore the conversation) was entirely dependent on the school's programme of study, but field officers were asked to record the topic, along with the pupils' attainment levels. The topics were later coded to assign each to one of the 5-14 Social Subjects attainment outcomes (People in the past, People and place, People in society).

Task development and pre-testing

In order to create exemplars, pupils were interviewed about recently conducted Social Subjects Enquiry Skills work. A CD containing thirty-six recordings of pupils taking part in one-to-one conversations was created. Twelve of these recordings were moderated by a group of teachers and were assigned levels using the 'best fit' descriptors. The moderators' comments were developed into commentaries for each recording. Field officers received the CD with the moderated levels and commentaries, in advance of field officer training, in order to allow them the opportunity to familiarise themselves with the assessment process and the levels. On each training day, further moderation took place with each group of field officers listening to and discussing more recordings and working towards a consensus.

Level	Table 7 Best Fit Descriptors
A	• The pupil will typically have created a part of a piece of group/class work. The contribution may in itself contain no written information (e.g. drawing of tree), but the pupil can identify his/her own work, say what it represents, and say how it was made. The pupil can take part in a short conversation, using his/her work as a starting point. In the conversation, he/she can answer two or more simple factual questions connected with the piece of work.
B	• The pupil will have created an individual piece of work. This may be a part of group work. The pupil will be able to talk (perhaps hesitantly) about the facts contained in the piece, demonstrating some knowledge and understanding and communicating the information more clearly. The pupil will be able to draw a conclusion from what he/she has found out. That will require him/her to form an opinion and/or to draw an inference. It may be that this opinion/inference is not clearly or extensively expressed in the original piece of work, but it can be drawn out in conversation.
C	• The pupil will have created an individual piece of work. This may be a part of group work. The pupil will be able to talk about the facts contained in the piece, demonstrating knowledge and understanding which is, on balance, accurate. The pupil will be able to draw conclusions from what he/she has found out. This will require him/her to form opinions and/or draw inferences and give reasons for holding these views. It may be that although the conclusion is explicit in the original piece of work, the reasons are not, but can be drawn out in conversation.
D	• The pupil will have created an individual piece of work. This may be a part of group work. The pupil will be able to talk clearly about the facts contained in the piece, demonstrating some detailed and accurate knowledge and understanding. The pupil will have drawn conclusions from what he/she has found out. This will have required him/her to form opinions and/or draw inferences and to give reasons for holding these views. These reasons will be contained in the pupil's original piece of work.
E	• The pupil will have created an original piece of work. This may be a part of group work. The pupil will be able to talk confidently about the facts contained in the piece, demonstrating detailed, accurate knowledge and understanding and explaining any specialist vocabulary. The pupil will have drawn conclusions from what he/she has found out. This will have required him/her to form opinions and/or draw inferences and to give reasons for holding these views. These reasons will be contained in the pupil's original piece of work, and will be supported by evidence also contained in the work.
F	• The pupil will have created an original piece of work. This may be a part of group work. The pupil will be able to talk fluently about the facts contained in the piece, demonstrating extensive accurate knowledge and understanding and explaining any specialist vocabulary. The pupil will have drawn detailed and/or complex conclusions from what he/she has found out. This will have required him/her to form opinions and/or draw inferences and to give reasons for holding these views. These reasons will be contained in the pupil's original piece of work, and will be supported by evidence also contained in the work.

II.6.b Working with others/Problem solving

Task description

The core skills of working with others and problem solving were assessed by field officers observing groups of pupils during school visits. Four packs were created, based on Social Subject contexts: Calanais, The Scottish Parliament, Clean Our Burn, and Fair

Trade. Each pack was differentiated at two levels of complexity and contained brightly coloured stimulus materials and information, together with a task card.

Working in groups of four, pupils were asked, for example, to design a poster advertising a visit to Calanais. Pupils were given one hour to complete the task. Field officers observed and assessed the pupils using the Working with others grid (see table 7.1). At the end of the group activity the field officer put task-specific questions to the group as a prompt to completing the Problem solving grid (see table 7.2).

Task development and pre-testing

Each topic and pack was developed by teachers and pre-tested on a small-scale informal basis at various stages. An example of one the problem solving tasks is given in Figure 4.

Figure 4: Example of working with others/ problem solving task

Working with Others/Problem Solving

Calanais Visit

What is Calanais?
Have you ever heard of Calanais?
Have you ever been to Calanais?
If not, would you like to go?
What would you need to know to arrange a visit?
There is more information about visiting Calanais in this pack.

What you have to do
Make a display /poster about visiting Calanais.
You have 1 hour to do this.

How you will work
In a small group.
Your group will be given materials and resources to help you.

Getting Started
Look at the materials and resources you have been given.
Decide who will do what.
Decide what information you will include in your poster/display.
Talk about the style and layout of your display.
Get started!

Remember to include

- *Information about Calanais*
- *Times of visiting*
- *Costs*
- *What to see on a visit*

Table 7.1 SSA 2006	**Working with Others grid (individuals)**		**Pupil 1**	**Pupil 2**	**Pupil 3**	**Pupil 4**
1. Getting the task done						
New ideas	Little or no contribution to discussion	*1a*				
	Contributes ideas & participates freely in the discussion	*1b*				
	Contributes most of the ideas	*1c*				
Building on others' ideas	No evidence of listening to ideas of others and building on them	*1d*				
	Some evidence of listening to ideas of others and building on them	*1e*				
	Listens to others' ideas of others and, for most part, builds on them	*1f*				
Motivation	Shows little or no interest in task, ignoring or disrupting others	*1g*				
	Addresses task and shows some interest in completing the task	*1h*				
	Shows engagement with the task and is motivated to complete the task	*1i*				
2. The discussion						
	Takes turns	*2a*				
	Adopts clear role within group	*2b*				
	Dominates the discussion	*2c*				
	Adopts disruptive role or is disengaged	*2d*				

Tick ✓ as appropriate

Table 7.2 SSA 2006	**Problem Solving grid (the group)**				
			Group		
3. Understanding & exploring the problem					
	Explores different ways of tackling the problem	*3a*	0	1	2
	Come to a consensus as to strategy, course of action	*3b*	0	1	2
4. Resolving the problem					
	Critically reflects on the process or strategy, amending or adapting if necessary	*4a*	0	1	2
	Agrees roles/responsibilities within the group.	*4b*	0	1	2
5. Completing the task					
	Task successfully completed	*5a*	0	1	2
Group: rate 0 = no evidence; 1= some evidence, given support; 2 = strong evidence with minimal support					

II.6.c ICT

Task description

The tasks were developed to assess concepts, confidence, knowledge and skills involved in the use of ICT equipment and in the use of ICT as a core skill within a Social Subjects Enquiry Skills context. The tasks were assessed by a field officer through observation of, and in discussion with, the pupil. Pupils used their school computers so that they were familiar with the technology. An internet connection was not required. The final level awarded by field officers was based on observation of the pupil at work, their responses to the questions in the ICT protocol (Table 8) and using the best fit descriptors (Table 9).

The 5-14 ICT strands assessed were **'***Searching & Researching'* and, to a lesser extent, **'***Using the Technology'*. The tasks were designed to assess pupils' ability to **find** and **transform** information into a form suitable for the specified purpose. All the assessment tasks had a common theme (finding and transforming information) and required pupils to find, select and extract information to add to a 'Fact File'. Pupils selected the information from a range of 'captured' websites saved on a CD Rom in order to replicate as closely as possible genuine on-line searching. Each task included a mock up search engine page as the 'entry' page.

Six tasks were developed to allow pupils to demonstrate skills, knowledge and understanding in ICT capability across the 5-14 levels. The six topics for the tasks were:

1. Weather
2. Famous Victorians
3. France
4. Ancient Egypt
5. A Scottish Holiday
6. Make Poverty History

The tasks were used as follows:

P3 Tasks 1, 2, 3
P5 Tasks 2, 3, 4
P7 Tasks 3, 4, 5
S2 Tasks 4, 5, 6

As an example, Task 4, Ancient Egypt, is shown in Figure 5.

Figure 5: Example of ICT task used at P5, P7 and S2

ANCIENT EGYPT

What was life like in Ancient Egypt?
What did people believe in?
How do we know what life was like then?

Your task
To help produce a fact file or leaflet on Ancient Egypt for your class.

What you have to do
You have been asked to focus on **one** of the following topics:

- Gods and Goddesses
- The Pyramids
- Egyptian Life
- Culture

Choose the information from the web pages on the computer.
Keep your word processing document open while you are using the web pages.
Save your work.

You must include:

- A number of pieces of interesting information that might be added to the fact sheet
- Some pictures to illustrate your information

Task development and pre-testing

The tasks were developed to reflect the way pupils use ICT to support learning in Social Subjects. The topics were selected as topical and relevant to pupils at all stages. The website material 'captured' using an off-line web browser was copied to CDs which field officers used as a resource in schools.

Tasks were trialled on a small-scale informal basis. The main purpose of this exercise was to trial the 'protocol' (question sheet - Table 8) and the best fit descriptors (Table 9) that would be used by the field officers. The results provided an indication that the level descriptors were useful in making consistent judgments about pupils ICT enquiry skills.

Table 8 The ICT protocol

Ask Question 1 and continue through questions, working across then down the page as far as possible. The final level awarded is based on observation of the pupil at work, the replies to the questions and from use of the best fit criteria.

LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	LEVEL F
Q1 HOW TO LOOK UP INFORMATION – ACCESSING SEARCH ENGINES.					
Where could you look for information for your fact file?					
Q2 USEFULNESS OF INFORMATION – MAKING JUDGEMENTS AS TO THE RELATIVE ACCURACY/USEFULNESS OF SITES Open a web page for the pupil if necessary (Level A/B) or direct pupil to use a search engine to find relevant web pages.					
Is this what you wanted to find out about?	*Which of these web pages might be useful? How can you tell?*	*Do these web pages answer your questions?*	*How could you 'store' this web page so you can come back to it another time?*	*Could you have found more useful or accurate information elsewhere?*	*Where does the information come from?*
	Can you open one of these web sites?		*Which of these websites was the most useful for this task? Why?*	*What is the URL (web address) of this page?*	*When was this site created/ updated?*
Q3 USING THE INFORMATION – MAKING DECISIONS ABOUT WHICH INFORMATION TO USE/COPYING INFORMATION Open a blank document for the pupil if necessary (Level A)					
Show me some information or pictures you could use from this page.	*How could you use some of this information in your work?*	*Can you copy some information and pictures from this page?*	*Can you save some of the text (or graphics) from this website?*		
Q4 NARROWING A SEARCH					
	How could you search for more information about xxx?	*How can you get back to the first web page?*	*How could you search for xxx more efficiently?*	*Is there another search engine you could use?*	*How might you narrow a search to help you find the information you need?*
Q5 USING THE APPLICATION – SAVING/CREATING FOLDERS ETC Allow pupil to select and save text and graphics into the blank doc**.**					
Can you save your work in this folder?	*Can you open your work again?* *Can you change the name of your file?*	*How could you save your work onto a floppy disc/CD Rom/memory stick*	*How could you share your work so that someone else could work on it?*		
Q6 PRESENTING THE WORK USING ICT After completion of task					
How might you present your work?					

Table 9 Best Fit descriptors used to assess ICT

LEVEL DESCRIPTORS USING A 'BEST FIT' APPROACH

These descriptors address the following strands from the 5-14 guidelines:

1. **Searching and researching**
2. **Using the technology**

From observation of the completed task, and in discussion with the pupil, award a level based on the following 'best fit' descriptors. There may not be evidence to show that the task meets the all criteria fully but make a decision based on available evidence and your professional judgement.

LEVEL A The pupil recognises that information is available electronically and is able, with support, to look at web sites and talk about what they have found. The pupil has, with support if necessary, completed and saved the task.

LEVEL B The pupil is able to access web sites with preset bookmarks, use simple keyword searches, identify relevant information and talk about how it can be extracted. He or she has completed the task, saving and retrieving it confidently.

LEVEL C The pupil uses the components of 'windows' environment, is able to enter an URL to access a website and is able to navigate with a web 'browser' (Home page, back and forward, favourites & History) and use links within a web site, comparing the information found on a website with the task set.

LEVEL D The pupil is able to able to use a search engine, create bookmarks (favourites), and capture text and graphics by selecting/highlighting/editing appropriate data from a web site and downloading their findings. They can contrast and compare two websites related to a topic. If required they are able to use the 'help' facility.

LEVEL E The pupil is able to refine searches (limiting the search using "and", "+", " – "not" ,"or" ","), download files and critically evaluate information obtained. They demonstrate the ability to use the computer in a responsible and secure manner.

LEVEL F The pupil is aware that different search engines exist and is able to use a search engine effectively to find specific information (i.e. to 'limit' the number of 'hits'). The pupil can refine searches using logical operators and make critical evaluation of websites and search engines. If required they are able to use on-line 'help' facility and use WinZip to compress a file.

Annex III: Pupil, teacher and parent questionnaires

III.1 The pupil questionnaires

Four versions of the pupil questionnaire were developed for the 2006 survey and these were used across all four stages with some very slight modifications in the language used for the younger pupils. Its aim was to explore the experience of, and views on, their education of pupils within a Social Subjects context.

Sections common to all versions enquired about pupils' learning resources at home, their views of lesson activities, and their attitudes to lessons on Social Subjects.

Version 1 of the questionnaire also included enquiries into pupils' activities outside school. Version 2 investigated their after school activities and job aspirations. Version 3 enquired into their perceptions of the value of Social Subjects to various occupations, while version 4 investigated their topic knowledge and their self-assessment of ability in Social Subjects.

To access views on Social Subjects, primary pupils were asked about their topic work, and S2 pupils were asked about Social Subjects based on their classes in either History, Geography, or Modern Studies.

The various versions were randomly allocated to pupils in the survey sample in such a way that each would be responded to by a representative sample of pupils.
The numbers of questionnaires that were completed by pupils are shown in Table 1.

Table 1 : Number of pupil questionnaire returned, by version and stage

	Version 1	*Version 2*	*Version 3*	*Version 4*	*Total*
P3	1588	1577	1584	1595	6344
P5	1604	1577	1576	1584	6341
P7	1686	1720	1700	1691	6797
S2	1449	1450	1466	1466	5831
Total	6327	6324	6326	6336	25313

III.2 The teacher questionnaire

A single teacher questionnaire was completed by class teachers at P3, P5, and P7, and by teachers of Social Subjects at S2. Slight modifications were made to reflect different structures in Primary and Secondary schools. Its aim was to explore the circumstances and nature of teaching and learning in Social Subjects at these stages.

To access views on Social Subjects, primary school teachers were asked about their views in the context of Social Subjects and teachers of S2 pupils were asked about Social Subjects based on their classes in either History, Geography, Modern Studies, or Social Subjects. S2 teachers were asked which of these subjects their responses were based on.

The questionnaire comprised four sections. Section 1 requested information about the teacher's length of teaching experience, time in current post, time spent per week on teaching and preparation, and professional development opportunities. Section 2 explored teachers' views about pupils' lesson attendance, learning motivation and behaviour in class, teachers' use of national assessments, and their use of formative assessments and personal learning planning. Section 3 investigated the nature of the teacher's Social Subjects lessons by asking how often pupils were engaged in various different activities. Answer options ranged from "during most lessons" to "once a year or less". Section 4 looked at resources for teaching, inviting teachers to indicate how often they used each type of resource in their teaching, using the same frequency categories as for lesson activities.

The number of questionnaires completed by teachers at each stage is shown in Table 2.

Table 2: Number of teacher questionnaire returned, by stage taught

	Number returned
P3	503
P5	503
P7	450
S2	331
Total	1787

III.3 Parent Questionnaire

A questionnaire and covering letter were sent to every school with P3 pupils selected for the 2006 SSA, with a request that both be forwarded by the school to the parent(s) of every P3 pupils selected to participate in the survey. Parents were asked about their child's experience of pre- and primary school. In total, 8,190 copies of the questionnaire were delivered to P3 parents of which 4,041 were returned.

Annex IV: Local Authority Results

Table A1

2006 SSA - Reading attainment estimates: Aberdeenshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	170	12	4	12	72	84	3.2
	B	169	20	18	24	38	62	4.2
	C	158	53	19	18	10	28	4.0
P5	B	205	2	9	19	70	89	2.3
	C	205	22	18	29	31	60	3.7
	D	204	54	16	20	10	30	3.6
P7	C	167	5	9	25	61	86	2.8
	D	167	23	18	31	28	59	4.6
	E	167	43	20	22	15	37	4.8
S2	D	172	15	20	23	42	65	3.9
	E	174	33	26	16	25	41	3.7
	F	167	57	25	11	7	18	3.0

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A2

2006 SSA - Reading attainment estimates: Argyll & Bute

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	199	12	7	19	62	81	2.9
	B	191	26	18	23	33	56	3.9
	C	191	58	18	16	8	24	3.3
P5	B	198	3	7	24	66	90	2.2
	C	198	20	24	24	32	56	4.2
	D	193	59	22	12	7	19	3.1
P7	C	197	6	9	27	58	85	3.2
	D	195	22	27	26	25	51	4.1
	E	195	39	27	23	11	34	3.8
S2	D	162	21	16	26	37	63	3.8
	E	158	31	23	23	23	46	4.0
	F	148	62	21	12	5	17	3.0

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A3

2006 SSA - Reading attainment estimates: Clackmannanshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	215	20	13	15	52	67	3.3
	B	217	40	20	22	18	40	3.3
	C	208	78	12	6	4	10	2.1
P5	B	214	6	13	26	55	81	2.7
	C	207	37	23	24	16	40	3.6
	D	204	72	13	13	2	15	2.4
P7	C	235	17	15	24	44	68	3.0
	D	232	38	22	25	15	40	3.2
	E	225	59	27	9	5	14	2.3
S2	D	287	22	12	30	36	66	2.8
	E	274	38	21	26	15	41	2.9
	F	257	62	23	9	6	15	2.2

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A4

2006 SSA - Reading attainment estimates: Dumfries and Galloway

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	190	12	5	16	67	83	3.6
	B	184	32	18	22	28	50	4.5
	C	182	66	12	16	6	22	3.3
P5	B	197	8	9	28	55	83	3.0
	C	195	38	18	26	18	44	3.9
	D	192	67	14	14	5	19	3.0
P7	C	189	9	8	23	60	83	3.0
	D	191	37	16	25	22	47	4.0
	E	189	50	27	12	11	23	3.2
S2	D	157	14	13	27	46	73	3.5
	E	157	32	24	21	23	44	4.0
	F	154	60	21	16	3	19	3.2

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A5

2006 SSA - Reading attainment estimates: Dundee City

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	170	12	9	13	66	79	3.3
	B	169	31	21	21	27	48	4.1
	C	161	62	22	12	4	16	3.1
P5	B	153	12	9	24	55	79	3.8
	C	154	40	22	20	18	38	4.4
	D	149	67	18	12	3	15	3.6
P7	C	151	14	17	26	43	69	4.0
	D	150	38	20	15	27	42	4.2
	E	149	62	15	15	8	23	3.7
S2	D	119	21	24	23	32	55	5.0
	E	112	44	19	20	17	37	4.8
	F	109	74	16	6	4	10	2.8

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A6

2006 SSA - Reading attainment estimates: East Lothian

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	180	9	6	21	64	85	2.6
	B	175	20	23	27	30	57	3.9
	C	168	56	23	15	6	21	3.2
P5	B	172	5	12	22	61	83	3.0
	C	172	36	16	26	22	48	4.0
	D	172	67	15	11	7	18	3.2
P7	C	186	10	13	33	44	77	3.1
	D	183	33	18	28	21	49	3.8
	E	182	56	23	11	10	21	3.2
S2	D	191	18	17	30	35	65	3.4
	E	183	34	23	23	20	43	3.7
	F	183	62	18	14	6	20	2.9

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A7

2006 SSA - Reading attainment estimates: Eilean Siar

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	115	17	9	19	55	74	4.3
	B	110	34	26	19	21	40	4.7
	C	110	67	21	7	5	12	3.0
P5	B	142	3	8	19	70	89	2.6
	C	143	23	20	20	37	57	4.2
	D	141	51	25	18	6	24	3.6
P7	C	144	5	13	23	59	82	3.3
	D	141	19	28	26	27	53	4.4
	E	139	37	31	24	8	32	4.1
S2	D	156	13	20	19	48	67	3.7
	E	155	28	23	23	26	49	4.0
	F	150	62	21	12	5	17	3.1

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A8

2006 SSA - Reading attainment estimates: Falkirk

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	182	17	10	17	56	73	3.6
	B	173	35	20	21	24	45	4.1
	C	173	69	12	12	7	19	3.2
P5	B	173	6	7	31	56	87	2.7
	C	174	38	25	21	16	37	3.9
	D	168	67	15	15	3	18	3.4
P7	C	190	11	20	25	44	69	3.6
	D	190	44	22	21	13	34	3.5
	E	190	59	25	11	5	16	2.8
S2	D	127	25	24	19	32	51	4.6
	E	122	35	29	20	16	36	4.5
	F	119	62	29	5	4	9	2.6

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A9
2006 SSA - Reading attainment estimates: Fife
(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	154	12	5	24	59	83	3.1
	B	156	26	34	21	19	40	4.3
	C	156	73	12	10	5	15	3.0
P5	B	162	10	11	22	57	79	3.6
	C	159	29	25	24	22	46	4.6
	D	158	64	17	14	5	19	3.5
P7	C	159	12	16	28	44	72	3.9
	D	155	40	22	21	17	38	4.3
	E	146	63	21	11	5	16	3.3
S2	D	152	30	19	23	28	51	4.2
	E	151	44	20	23	13	36	4.0
	F	139	70	16	10	4	14	2.8

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A10
2006 SSA - Reading attainment estimates: Glasgow City
(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	171	10	10	21	59	80	3.2
	B	165	29	22	23	26	49	4.3
	C	165	66	17	11	6	17	3.5
P5	B	161	10	14	24	52	76	3.8
	C	163	34	24	28	14	42	4.4
	D	164	70	19	11	0	11	2.5
P7	C	175	13	16	23	48	71	3.8
	D	172	42	18	20	20	40	4.8
	E	167	60	18	18	4	22	4.1
S2	D	137	30	24	21	25	46	4.7
	E	117	53	21	18	8	26	5.7
	F	132	81	11	7	1	8	2.7

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A11
2006 SSA - Reading attainment estimates: Midlothian

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	189	15	15	16	54	70	3.4
	B	184	31	26	25	18	43	3.8
	C	188	77	12	6	5	11	2.2
P5	B	184	5	13	24	58	82	2.9
	C	178	33	18	27	22	49	4.0
	D	178	64	15	13	8	21	3.2
P7	C	187	14	16	28	42	70	3.6
	D	184	35	19	25	21	46	3.8
	E	186	63	19	12	6	18	2.8
S2	D	178	15	21	29	35	64	4.1
	E	196	38	20	23	19	42	3.5
	F	174	67	23	8	2	10	2.2

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A12
2006 SSA - Reading attainment estimates: Moray

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	188	9	11	23	57	80	3.2
	B	186	23	26	22	29	51	3.9
	C	187	66	21	12	1	13	2.5
P5	B	177	9	6	17	68	85	2.9
	C	168	23	21	29	27	56	4.2
	D	169	71	12	11	6	17	2.9
P7	C	196	5	12	26	57	83	2.7
	D	194	31	18	23	28	51	3.7
	E	193	45	28	18	9	27	3.2
S2	D	157	14	15	22	49	71	3.8
	E	163	30	19	28	23	51	4.0
	F	161	57	24	13	6	19	3.1

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A13
2006 SSA - Reading attainment estimates: Orkney Islands

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	101	9	8	14	69	83	3.7
	B	101	20	13	30	37	67	4.7
	C	95	62	17	12	9	21	4.2
P5	B	94	1	11	28	60	88	3.8
	C	93	28	19	26	27	53	5.3
	D	91	65	17	14	4	18	4.0
P7	C	128	6	8	27	59	86	3.1
	D	129	25	24	25	26	51	4.5
	E	127	44	23	24	9	33	4.2
S2	D	122	17	17	30	36	66	4.3
	E	116	34	26	21	19	40	4.5
	F	123	58	28	8	6	14	3.1

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A14
2006 SSA - Reading attainment estimates: Scottish Borders

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	183	8	6	14	72	86	2.6
	B	181	16	19	30	35	65	3.7
	C	180	58	21	12	9	21	3.1
P5	B	184	4	8	21	67	88	2.7
	C	184	25	20	26	29	55	3.9
	D	184	54	28	10	8	18	2.9
P7	C	201	9	8	23	60	83	2.9
	D	201	29	18	25	28	53	3.7
	E	194	48	27	12	13	25	3.2
S2	D	190	14	14	29	43	72	3.5
	E	185	27	19	25	29	54	3.8
	F	160	55	26	13	6	19	3.2

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A15
2006 SSA - Reading attainment estimates: Shetland Islands

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	96	5	10	15	70	85	3.9
	B	90	25	15	27	33	60	5.4
	C	90	69	16	13	2	15	3.8
P5	B	88	0	2	14	84	98	1.4
	C	88	11	22	32	35	67	6.2
	D	90	45	28	16	11	27	5.1
P7	C	120	9	7	18	66	84	3.4
	D	118	21	19	31	29	60	4.6
	E	116	42	28	22	8	30	4.4
S2	D	114	4	12	34	50	84	3.3
	E	112	19	23	25	33	58	4.7
	F	112	40	34	15	11	26	4.2

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table A16
2006 SSA - Reading attainment estimates: West Dunbartonshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	199	12	17	17	54	71	3.4
	B	198	31	24	28	17	45	3.8
	C	194	68	22	7	3	10	2.1
P5	B	184	11	11	25	53	78	3.2
	C	185	42	27	20	11	31	3.6
	D	180	72	17	9	2	11	3.0
P7	C	205	10	17	26	47	73	3.3
	D	205	36	23	24	17	41	3.6
	E	204	59	19	13	9	22	3.1
S2	D	184	16	19	30	35	65	3.6
	E	182	32	24	23	21	44	3.7
	F	173	59	23	15	3	18	3.1

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B1

2006 SSA - reading attainment estimates, by gender: Aberdeenshire

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	93	11	4	12	73	85	4.1
		Girls	77	13	5	12	70	82	5.1
	B	Boys	91	22	20	25	33	58	5.8
		Girls	78	17	17	22	44	66	6.0
	C	Boys	87	61	16	14	9	23	4.7
		Girls	71	45	23	22	10	32	6.6
P5	B	Boys	107	4	9	22	65	87	3.4
		Girls	98	0	10	14	76	90	3.2
	C	Boys	105	24	19	27	30	57	5.4
		Girls	100	19	17	31	33	64	5.2
	D	Boys	107	65	14	11	10	21	4.2
		Girls	97	42	19	28	11	39	5.5
P7	C	Boys	89	8	11	32	49	81	4.8
		Girls	78	2	6	18	74	92	2.9
	D	Boys	89	28	15	30	27	57	6.4
		Girls	78	18	20	33	29	62	6.9
	E	Boys	88	47	21	25	7	32	6.6
		Girls	79	37	21	18	24	42	7.1
S2	D	Boys	82	21	23	21	35	56	5.9
		Girls	90	8	19	25	48	73	5.0
	E	Boys	84	36	29	11	24	35	5.2
		Girls	90	29	24	20	27	47	5.3
	F	Boys	79	65	19	11	5	16	4.4
		Girls	88	50	30	12	8	20	4.1

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B2

2006 SSA - reading attainment estimates, by gender: Argyll & Bute

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	99	16	4	27	53	80	4.4
		Girls	100	8	9	12	71	83	3.9
	B	Boys	99	34	14	22	30	52	5.7
		Girls	92	17	24	23	36	59	5.4
	C	Boys	97	61	17	14	8	22	4.3
		Girls	94	55	18	18	9	27	5.2
P5	B	Boys	102	4	7	32	57	89	3.2
		Girls	96	1	7	16	76	92	3.0
	C	Boys	101	23	19	28	30	58	6.0
		Girls	97	17	29	19	35	54	6.0
	D	Boys	97	61	23	12	4	16	4.2
		Girls	96	57	21	11	11	22	4.7
P7	C	Boys	102	5	13	33	49	82	5.0
		Girls	95	7	6	20	67	87	4.0
	D	Boys	99	26	32	25	17	42	5.9
		Girls	96	17	21	29	33	62	5.4
	E	Boys	100	44	26	22	8	30	5.3
		Girls	95	33	28	26	13	39	5.5
S2	D	Boys	82	26	15	30	29	59	5.5
		Girls	80	16	18	23	43	66	5.4
	E	Boys	80	31	31	22	16	38	5.4
		Girls	78	31	16	24	29	53	5.7
	F	Boys	74	65	21	11	3	14	4.0
		Girls	74	60	20	12	8	20	4.6

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B3

2006 SSA - reading attainment estimates, by gender: Clackmannanshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	106	23	16	15	46	61	4.9
		Girls	109	17	11	13	59	72	4.3
	B	Boys	109	44	20	18	18	36	4.7
		Girls	108	36	20	26	18	44	4.8
	C	Boys	104	81	11	3	5	8	2.7
		Girls	104	75	13	10	2	12	3.2
P5	B	Boys	105	8	14	31	47	78	4.1
		Girls	109	5	11	20	64	84	3.6
	C	Boys	98	39	19	26	16	42	5.3
		Girls	109	34	28	21	17	38	4.8
	D	Boys	103	72	12	13	3	16	3.6
		Girls	101	72	15	11	2	13	3.3
P7	C	Boys	113	15	20	23	42	65	4.5
		Girls	122	19	9	26	46	72	4.1
	D	Boys	112	45	23	24	8	32	4.4
		Girls	120	31	20	27	22	49	4.6
	E	Boys	107	64	22	8	6	14	3.2
		Girls	118	55	30	11	4	15	3.2
S2	D	Boys	143	26	8	27	39	66	3.9
		Girls	144	19	14	35	32	67	3.9
	E	Boys	132	38	17	27	18	45	4.3
		Girls	142	37	26	24	13	37	4.0
	F	Boys	123	61	20	12	7	19	3.5
		Girls	134	62	26	8	4	12	2.7

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B4

2006 SSA - reading attainment estimates, by gender: Dumfries & Galloway

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	102	20	7	11	62	73	5.9
		Girls	88	3	4	20	73	93	3.2
	B	Boys	98	35	18	18	29	47	6.1
		Girls	86	28	20	24	28	52	6.9
	C	Boys	96	65	12	17	6	23	4.9
		Girls	86	67	12	14	7	21	4.7
P5	B	Boys	96	7	9	35	49	84	4.0
		Girls	101	10	8	21	61	82	4.6
	C	Boys	95	38	17	29	16	45	5.5
		Girls	100	38	19	22	21	43	5.4
	D	Boys	92	68	14	14	4	18	4.5
		Girls	100	66	15	14	5	19	4.1
P7	C	Boys	86	10	7	26	57	83	4.6
		Girls	103	9	8	21	62	83	3.9
	D	Boys	84	46	16	21	17	38	5.8
		Girls	107	28	16	29	27	56	5.3
	E	Boys	85	53	29	7	11	18	4.2
		Girls	104	46	26	18	10	28	4.8
S2	D	Boys	76	18	13	29	40	69	5.4
		Girls	81	11	13	23	53	76	4.6
	E	Boys	76	33	23	23	21	44	5.8
		Girls	81	30	25	19	26	45	5.7
	F	Boys	73	66	20	13	1	14	4.1
		Girls	81	54	23	17	6	23	4.9

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B5

2006 SSA - reading attainment estimates, by gender: Dundee City

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	90	14	12	12	62	74	4.7
		Girls	80	11	5	14	70	84	4.5
	B	Boys	90	33	22	19	26	45	5.5
		Girls	79	29	20	23	28	51	6.1
	C	Boys	84	67	18	11	4	15	4.3
		Girls	77	57	26	13	4	17	4.7
P5	B	Boys	75	14	12	28	46	74	5.9
		Girls	78	10	6	18	66	84	4.3
	C	Boys	77	43	23	17	17	34	5.8
		Girls	77	37	22	21	20	41	6.8
	D	Boys	72	71	12	14	3	17	5.8
		Girls	77	62	25	10	3	13	4.0
P7	C	Boys	82	9	20	34	37	71	5.2
		Girls	69	20	14	17	49	66	6.2
	D	Boys	80	39	23	17	21	38	5.6
		Girls	70	36	17	13	34	47	6.4
	E	Boys	81	63	14	13	10	23	5.0
		Girls	68	61	16	17	6	23	5.5
S2	D	Boys	52	21	22	20	37	57	7.2
		Girls	67	22	25	27	26	53	7.2
	E	Boys	51	33	26	28	13	41	7.2
		Girls	61	55	13	11	21	32	6.3
	F	Boys	53	75	18	5	2	7	3.2
		Girls	56	73	13	8	6	14	4.6

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B6

2006 SSA - reading attainment estimates, by gender: East Lothian

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	83	9	9	29	53	82	4.2
		Girls	97	9	3	14	74	88	3.3
	B	Boys	78	22	28	25	25	50	5.9
		Girls	97	19	17	28	36	64	4.9
	C	Boys	76	61	23	12	4	16	4.5
		Girls	92	51	24	17	8	25	4.6
P5	B	Boys	89	8	12	20	60	80	4.4
		Girls	83	3	10	26	61	87	3.8
	C	Boys	87	35	13	29	23	52	5.7
		Girls	85	37	20	22	21	43	5.7
	D	Boys	92	68	14	12	6	18	4.0
		Girls	80	65	16	10	9	19	5.2
P7	C	Boys	89	11	11	41	37	78	4.5
		Girls	97	8	16	25	51	76	4.4
	D	Boys	87	35	18	28	19	47	5.6
		Girls	96	31	19	26	24	50	5.2
	E	Boys	88	56	23	10	11	21	4.7
		Girls	94	56	23	12	9	21	4.4
S2	D	Boys	101	20	21	26	33	59	4.9
		Girls	90	15	12	35	38	73	4.7
	E	Boys	98	40	21	19	20	39	4.9
		Girls	85	27	25	28	20	48	5.5
	F	Boys	95	68	16	10	6	16	3.8
		Girls	88	56	20	18	6	24	4.6

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B7

2006 SSA - reading attainment estimates, by gender: Eilean Siar

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	56	17	12	21	50	71	6.6
		Girls	59	18	5	17	60	77	5.7
	B	Boys	52	45	23	17	15	32	6.6
		Girls	58	24	29	21	26	47	6.7
	C	Boys	53	75	13	10	2	12	4.3
		Girls	57	61	27	4	8	12	4.2
P5	B	Boys	77	3	11	19	67	86	4.1
		Girls	65	3	4	19	74	93	3.2
	C	Boys	78	26	22	22	30	52	5.8
		Girls	65	21	16	18	45	63	6.1
	D	Boys	76	58	23	13	6	19	4.5
		Girls	65	43	28	23	6	29	5.7
P7	C	Boys	61	8	12	22	58	80	5.1
		Girls	83	4	13	23	60	83	4.3
	D	Boys	60	22	27	24	27	51	6.9
		Girls	81	17	28	28	27	55	5.7
	E	Boys	59	45	31	19	5	24	5.8
		Girls	80	31	31	27	11	38	5.6
S2	D	Boys	86	17	23	14	46	60	5.3
		Girls	70	9	16	25	50	75	5.2
	E	Boys	86	32	21	20	27	47	5.4
		Girls	69	23	26	25	26	51	6.0
	F	Boys	84	65	18	13	4	17	4.1
		Girls	66	58	24	12	6	18	4.7

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B8

2006 SSA - reading attainment estimates, by gender: Falkirk

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	90	15	10	17	58	75	5.1
		Girls	92	18	11	17	54	71	5.0
	B	Boys	88	33	21	22	24	46	5.7
		Girls	85	37	18	21	24	45	6.0
	C	Boys	86	67	12	14	7	21	5.0
		Girls	87	72	11	10	7	17	4.0
P5	B	Boys	86	6	8	32	54	86	4.1
		Girls	87	5	7	30	58	88	3.4
	C	Boys	89	39	26	17	18	35	5.4
		Girls	85	36	25	24	15	39	5.9
	D	Boys	84	62	17	17	4	21	4.9
		Girls	84	73	13	11	3	14	4.6
P7	C	Boys	94	11	19	30	40	70	5.3
		Girls	96	11	21	21	47	68	5.1
	D	Boys	94	47	20	21	12	33	5.0
		Girls	96	41	25	20	14	34	5.1
	E	Boys	94	55	27	12	6	18	4.0
		Girls	96	62	24	11	3	14	3.8
S2	D	Boys	61	25	19	22	34	56	6.7
		Girls	66	25	29	17	29	46	6.2
	E	Boys	59	30	35	19	16	35	6.7
		Girls	63	41	22	21	16	37	6.1
	F	Boys	58	62	28	10	0	10	3.9
		Girls	61	62	30	0	8	8	3.3

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B9

2006 SSA - reading attainment estimates, by gender: Fife

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	73	11	4	27	58	85	4.2
		Girls	81	14	6	20	60	80	4.6
	B	Boys	76	26	34	19	21	40	6.0
		Girls	80	26	33	23	18	41	6.2
	C	Boys	74	72	11	8	9	17	4.8
		Girls	82	75	13	11	1	12	3.7
P5	B	Boys	89	9	10	23	58	81	4.7
		Girls	73	11	11	23	55	78	5.7
	C	Boys	87	32	24	23	21	44	6.4
		Girls	72	27	25	25	23	48	6.8
	D	Boys	85	60	17	17	6	23	5.5
		Girls	73	67	17	13	3	16	4.4
P7	C	Boys	75	11	22	32	35	67	5.9
		Girls	84	13	10	25	52	77	5.2
	D	Boys	72	44	25	17	14	31	6.0
		Girls	83	36	20	24	20	44	6.1
	E	Boys	66	64	25	9	2	11	4.1
		Girls	80	62	17	12	9	21	5.2
S2	D	Boys	77	31	21	27	21	48	5.8
		Girls	75	29	18	18	35	53	6.0
	E	Boys	75	46	19	25	10	35	5.7
		Girls	76	42	21	22	15	37	5.8
	F	Boys	70	73	16	9	2	11	3.7
		Girls	69	67	16	11	6	17	4.4

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B10

2006 SSA - reading attainment estimates, by gender: Glasgow City

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	86	14	7	27	52	79	4.4
		Girls	85	6	13	14	67	81	4.6
	B	Boys	82	28	22	20	30	50	6.0
		Girls	83	29	23	27	21	48	6.1
	C	Boys	84	66	15	12	7	19	5.3
		Girls	81	67	18	9	6	15	4.5
P5	B	Boys	85	8	13	24	55	79	5.0
		Girls	76	13	14	23	50	73	5.7
	C	Boys	84	32	32	24	12	36	6.1
		Girls	79	35	17	31	17	48	6.4
	D	Boys	82	77	14	8	1	9	3.1
		Girls	82	62	25	13	0	13	4.1
P7	C	Boys	85	14	13	25	48	73	5.2
		Girls	90	12	20	20	48	68	5.7
	D	Boys	86	41	24	13	22	35	6.6
		Girls	86	42	12	28	18	46	7.0
	E	Boys	82	62	18	14	6	20	5.3
		Girls	85	57	20	21	2	23	6.4
S2	D	Boys	64	42	22	22	14	36	6.9
		Girls	73	19	24	22	35	57	6.3
	E	Boys	56	48	27	21	4	25	10.0
		Girls	61	58	15	14	13	27	6.1
	F	Boys	59	90	7	3	0	3	2.4
		Girls	73	72	15	12	1	13	4.6

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B11

2006 SSA - reading attainment estimates, by gender: Midlothian

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	90	17	12	20	51	71	4.9
		Girls	99	13	17	14	56	70	4.8
	B	Boys	88	32	23	23	22	45	5.5
		Girls	96	30	29	25	16	41	5.2
	C	Boys	90	72	14	8	6	14	3.7
		Girls	98	81	10	4	5	9	2.7
P5	B	Boys	93	4	17	21	58	79	4.4
		Girls	91	5	11	26	58	84	3.8
	C	Boys	89	31	18	29	22	51	5.6
		Girls	89	36	17	25	22	47	5.7
	D	Boys	89	61	18	13	8	21	4.3
		Girls	89	66	12	15	7	22	4.7
P7	C	Boys	100	13	17	28	42	70	5.0
		Girls	87	15	16	28	41	69	5.3
	D	Boys	96	38	14	26	22	48	5.5
		Girls	88	32	25	24	19	43	5.5
	E	Boys	99	66	14	12	8	20	4.1
		Girls	87	59	27	11	3	14	3.8
S2	D	Boys	93	16	23	27	34	61	5.8
		Girls	85	14	19	31	36	67	5.9
	E	Boys	102	38	23	21	18	39	4.9
		Girls	94	38	18	24	20	44	5.2
	F	Boys	95	68	23	7	2	9	2.8
		Girls	79	67	22	9	2	11	3.4

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B12

2006 SSA - reading attainment estimates, by gender: Moray

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	89	11	10	26	53	79	4.6
		Girls	99	6	13	19	62	81	4.6
	B	Boys	90	28	26	22	24	46	5.6
		Girls	96	19	24	23	34	57	5.6
	C	Boys	90	72	18	8	2	10	3.3
		Girls	97	61	24	15	0	15	3.7
P5	B	Boys	84	10	7	22	61	83	4.4
		Girls	93	8	5	13	74	87	3.7
	C	Boys	81	30	18	29	23	52	6.2
		Girls	87	16	25	29	30	59	5.9
	D	Boys	86	69	12	12	7	19	4.6
		Girls	83	74	12	8	6	14	3.7
P7	C	Boys	102	5	14	28	53	81	3.9
		Girls	94	4	12	24	60	84	3.8
	D	Boys	101	35	20	17	28	45	5.1
		Girls	93	26	16	29	29	58	5.3
	E	Boys	98	49	31	16	4	20	4.2
		Girls	95	42	24	19	15	34	4.9
S2	D	Boys	83	13	12	28	47	75	4.8
		Girls	74	16	18	16	50	66	5.9
	E	Boys	86	29	22	21	28	49	5.4
		Girls	77	31	16	34	19	53	5.9
	F	Boys	84	59	19	16	6	22	4.6
		Girls	77	55	29	9	7	16	4.3

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B13

2006 SSA - reading attainment estimates, by gender: Orkney Islands

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	59	16	12	16	56	72	5.9
		Girls	42	0	5	10	85	95	3.1
	B	Boys	59	24	12	32	32	64	6.3
		Girls	42	15	15	28	42	70	7.2
	C	Boys	56	67	10	15	8	23	5.7
		Girls	39	56	24	10	10	20	6.4
P5	B	Boys	53	2	13	26	59	85	5.2
		Girls	41	0	8	30	62	92	5.9
	C	Boys	52	28	19	30	23	53	7.1
		Girls	41	29	18	22	31	53	8.2
	D	Boys	51	71	14	10	5	15	5.0
		Girls	40	57	21	19	3	22	6.7
P7	C	Boys	64	5	10	28	57	85	4.6
		Girls	64	6	8	24	62	86	4.3
	D	Boys	65	33	18	23	26	49	6.3
		Girls	64	18	30	27	25	52	6.4
	E	Boys	64	39	23	29	9	38	6.1
		Girls	63	49	23	18	10	28	5.7
S2	D	Boys	56	20	16	25	39	64	6.5
		Girls	66	15	17	35	33	68	5.7
	E	Boys	54	38	26	18	18	36	6.7
		Girls	62	31	26	22	21	43	6.3
	F	Boys	59	61	24	5	10	15	4.6
		Girls	64	54	33	11	2	13	4.2

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B14

2006 SSA - reading attainment estimates, by gender: Scottish Borders

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	96	10	9	13	68	81	4.1
		Girls	87	5	2	15	78	93	3.3
	B	Boys	94	21	18	27	34	61	5.2
		Girls	87	10	20	34	36	70	5.2
	C	Boys	95	60	23	15	2	17	4.0
		Girls	85	56	18	10	16	26	4.8
P5	B	Boys	92	7	10	22	61	83	4.6
		Girls	92	2	5	18	75	93	2.7
	C	Boys	93	28	23	23	26	49	5.5
		Girls	91	21	16	31	32	63	5.3
	D	Boys	93	61	24	9	6	15	3.9
		Girls	91	47	32	11	10	21	4.5
P7	C	Boys	96	12	10	19	59	78	4.6
		Girls	105	6	6	27	61	88	3.7
	D	Boys	98	36	23	20	21	41	5.2
		Girls	103	21	15	30	34	64	5.0
	E	Boys	94	54	23	11	12	23	4.7
		Girls	100	41	32	12	15	27	4.5
S2	D	Boys	98	18	14	27	41	68	5.2
		Girls	92	10	13	31	46	77	4.4
	E	Boys	94	32	15	22	31	53	5.5
		Girls	91	22	23	27	28	55	5.3
	F	Boys	80	57	23	17	3	20	4.8
		Girls	80	53	29	10	8	18	4.2

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B15

2006 SSA - reading attainment estimates, by gender: Shetland Islands

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	44	9	14	13	64	77	6.6
		Girls	52	2	6	17	75	92	3.8
	B	Boys	41	32	12	22	34	56	8.2
		Girls	49	18	18	32	32	64	7.0
	C	Boys	42	76	10	14	0	14	5.3
		Girls	48	63	21	12	4	16	5.6
P5	B	Boys	41	0	2	17	81	98	1.6
		Girls	47	0	3	11	86	97	2.3
	C	Boys	41	11	29	32	28	60	9.6
		Girls	47	11	16	31	42	73	7.3
	D	Boys	41	47	28	13	12	25	7.8
		Girls	49	42	30	17	11	28	6.8
P7	C	Boys	63	4	7	14	75	89	3.9
		Girls	57	15	6	23	56	79	5.7
	D	Boys	60	16	17	38	29	67	6.3
		Girls	58	26	22	23	29	52	6.7
	E	Boys	61	33	26	31	10	41	6.6
		Girls	55	54	29	11	6	17	5.2
S2	D	Boys	60	3	12	33	52	85	4.5
		Girls	54	6	11	34	49	83	5.1
	E	Boys	60	21	25	28	26	54	6.5
		Girls	52	16	21	23	40	63	6.8
	F	Boys	59	39	32	17	12	29	6.0
		Girls	53	40	38	13	9	22	5.8

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table B16

2006 SSA - reading attainment estimates, by gender: West Dunbartonshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	102	12	21	21	46	67	4.9
		Girls	97	11	13	13	63	76	4.6
	B	Boys	102	37	27	23	13	36	4.9
		Girls	96	25	21	32	22	54	5.6
	C	Boys	99	70	19	9	2	11	3.2
		Girls	95	67	25	4	4	8	2.8
P5	B	Boys	98	13	14	27	46	73	4.7
		Girls	86	9	9	22	60	82	4.4
	C	Boys	91	48	28	13	11	24	4.6
		Girls	94	36	26	26	12	38	5.4
	D	Boys	93	75	17	8	0	8	2.8
		Girls	87	68	19	10	3	13	5.5
P7	C	Boys	108	11	19	20	50	70	4.9
		Girls	97	8	16	31	45	76	4.4
	D	Boys	107	40	19	21	20	41	5.0
		Girls	98	33	26	27	14	41	5.2
	E	Boys	105	59	13	15	13	28	4.8
		Girls	99	60	24	12	4	16	3.7
S2	D	Boys	95	12	13	37	38	75	4.4
		Girls	89	20	25	24	31	55	5.5
	E	Boys	92	21	26	25	28	53	5.2
		Girls	90	44	23	20	13	33	5.1
	F	Boys	87	56	25	18	1	19	4.3
		Girls	86	61	21	13	5	18	4.5

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table C1
2006 SSA - reading attainment estimates: teachers' judgement: Aberdeenshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	347	14	56	29	2	0	0	0
	Boys	182	14	61	25	0	0	0	0
	Girls	165	14	50	33	3	0	0	0
P5	All pupils	348	1	4	36	58	1	0	0
	Boys	172	1	4	41	53	1	0	0
	Girls	176	1	4	32	63	1	0	0
P7	All pupils	326	0	0	4	14	44	37	0
	Boys	172	1	0	3	13	53	30	1
	Girls	154	0	1	4	14	36	45	0
S2	All pupils	380	0	0	1	7	15	48	28
	Boys	192	0	1	2	11	17	46	25
	Girls	188	0	0	1	4	14	51	31

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C2
2006 SSA - reading attainment estimates: teachers' judgement: Argyll & Bute

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	355	11	44	42	4	0	0	0
	Boys	171	15	48	32	5	0	0	0
	Girls	184	6	40	51	3	0	0	0
P5	All pupils	395	1	3	24	59	13	2	0
	Boys	211	1	4	25	56	11	2	0
	Girls	184	0	1	22	61	14	0	0
P7	All pupils	371	0	1	3	12	35	37	11
	Boys	189	0	0	4	14	35	35	11
	Girls	182	0	1	2	10	35	39	12
S2	All pupils	265	2	2	3	21	32	28	13
	Boys	132	2	1	5	25	32	24	11
	Girls	133	2	2	1	16	33	31	15

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C3
2006 SSA - reading attainment estimates: teachers' judgement: Clackmannanshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	390	16	50	34	0	0	0	0
	Boys	191	21	49	30	0	0	0	0
	Girls	199	11	50	39	0	0	0	0
P5	All pupils	403	1	7	48	41	3	0	0
	Boys	203	0	9	53	35	4	0	0
	Girls	200	1	5	42	49	2	0	0
P7	All pupils	444	0	1	11	21	43	21	3
	Boys	212	0	1	12	23	41	18	4
	Girls	232	0	1	9	20	45	23	3
S2	All pupils	604	0	0	2	12	24	41	19
	Boys	292	0	1	3	15	23	38	21
	Girls	312	0	0	2	11	25	45	18

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C4
2006 SSA - reading attainment estimates: teachers' judgement: Dundee City

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	320	14	47	32	6	0	0	0
	Boys	170	14	53	27	6	0	0	0
	Girls	150	15	41	39	6	0	0	0
P5	All pupils	306	2	5	35	45	13	0	0
	Boys	157	2	6	36	43	11	1	0
	Girls	149	1	5	33	47	14	0	0
P7	All pupils	315	0	1	5	14	44	30	5
	Boys	170	0	1	5	17	43	30	4
	Girls	145	1	0	6	11	46	30	6
S2	All pupils	184	0	0	3	2	17	40	38
	Boys	87	0	0	3	2	18	37	39
	Girls	97	0	0	2	2	16	43	36

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C5
2006 SSA - reading attainment estimates: teachers' judgement: Dumfries & Galloway

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	367	10	50	37	3	0	0	0
	Boys	198	17	48	32	3	0	0	0
	Girls	169	3	53	41	3	0	0	0
P5	All pupils	363	0	4	30	53	12	0	0
	Boys	187	0	6	32	50	13	0	0
	Girls	176	1	2	29	57	11	0	0
P7	All pupils	383	0	1	3	15	43	34	4
	Boys	175	1	0	5	17	48	26	3
	Girls	208	0	1	2	12	39	42	5
S2	All pupils	247	0	0	2	12	32	39	15
	Boys	124	0	0	3	16	33	39	10
	Girls	123	0	0	2	8	31	39	20

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C6
2006 SSA - reading attainment estimates: teachers' judgement: East Lothian

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	347	13	52	34	1	0	0	0
	Boys	168	16	52	32	0	0	0	0
	Girls	179	10	52	36	1	0	0	0
P5	All pupils	350	1	4	39	43	13	0	0
	Boys	183	1	3	42	41	12	0	0
	Girls	167	2	4	35	45	14	0	0
P7	All pupils	346	1	1	4	14	42	37	1
	Boys	172	2	1	5	17	42	33	1
	Girls	174	0	0	4	11	43	41	1
S2	All pupils	380	0	0	2	10	20	41	27
	Boys	196	0	0	3	11	26	38	21
	Girls	184	0	0	1	9	13	44	34

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C7
2006 SSA - reading attainment estimates: teachers' judgement: Eilean Siar

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	196	10	50	40	1	0	0	0
	Boys	93	9	51	38	1	0	0	0
	Girls	103	10	49	41	0	0	0	0
P5	All pupils	254	0	2	26	61	11	0	0
	Boys	132	0	3	26	59	11	1	0
	Girls	122	0	1	26	63	10	0	0
P7	All pupils	253	0	2	3	16	44	35	1
	Boys	100	0	2	4	18	44	31	1
	Girls	153	0	1	1	14	44	38	2
S2	All pupils	314	0	0	1	3	22	42	31
	Boys	171	0	1	1	3	26	43	26
	Girls	143	0	0	1	3	18	41	37

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C8
2006 SSA - reading attainment estimates: teachers' judgement: Falkirk

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	335	13	53	33	2	0	0	0
	Boys	177	15	54	29	2	0	0	0
	Girls	158	11	52	36	1	0	0	0
P5	All pupils	346	1	4	30	56	9	0	0
	Boys	179	1	5	27	58	8	1	0
	Girls	167	0	3	33	53	11	0	0
P7	All pupils	357	0	1	6	19	43	29	2
	Boys	179	0	0	8	20	45	24	3
	Girls	178	0	1	3	18	42	34	1
S2	All pupils	274	0	0	5	16	31	33	15
	Boys	144	0	0	7	16	33	31	11
	Girls	130	0	0	3	15	28	36	19

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C9

2006 SSA - reading attainment estimates: teachers' judgement: Fife

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	292	17	48	31	5	0	0	0
	Boys	149	18	46	30	6	0	0	0
	Girls	143	15	50	31	4	0	0	0
P5	All pupils	324	1	8	24	51	16	0	0
	Boys	177	1	9	31	44	15	0	0
	Girls	147	1	7	17	58	17	0	0
P7	All pupils	309	0	0	5	11	44	34	6
	Boys	143	0	0	6	8	50	33	3
	Girls	166	0	0	3	13	38	36	9
S2	All pupils	286	0	0	2	9	23	34	31
	Boys	143	1	0	3	11	23	32	30
	Girls	143	0	1	1	6	23	37	32

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C10

2006 SSA - reading attainment estimates: teachers' judgement: Glasgow City

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	333	9	51	38	2	0	0	0
	Boys	171	12	52	36	1	0	0	0
	Girls	162	6	50	41	3	0	0	0
P5	All pupils	338	1	4	40	54	2	0	0
	Boys	174	1	4	42	51	2	0	0
	Girls	164	1	4	37	56	1	0	0
P7	All pupils	352	0	1	6	17	45	29	2
	Boys	175	0	1	7	23	43	25	2
	Girls	177	0	1	4	11	47	34	2
S2	All pupils	287	0	1	4	17	31	35	11
	Boys	128	0	1	5	24	27	32	12
	Girls	159	0	1	2	11	36	39	11

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C11
2006 SSA - reading attainment estimates: teachers' judgement: Midlothian

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	327	15	42	42	2	0	0	0
	Boys	164	17	44	38	1	0	0	0
	Girls	163	13	40	45	2	0	0	0
P5	All pupils	300	2	4	41	42	12	0	0
	Boys	150	2	5	41	41	12	0	0
	Girls	150	1	3	41	43	11	0	0
P7	All pupils	321	1	1	7	21	47	22	0
	Boys	177	2	1	5	25	46	21	1
	Girls	144	1	1	9	17	49	23	0
S2	All pupils	400	0	0	2	9	25	44	20
	Boys	207	0	0	4	10	24	43	19
	Girls	193	0	0	0	7	25	45	22

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C12
2006 SSA - reading attainment estimates: teachers' judgement: Moray

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	342	5	51	41	3	0	0	0
	Boys	166	7	57	33	3	0	0	0
	Girls	176	3	45	48	3	0	0	0
P5	All pupils	350	2	3	31	57	8	0	0
	Boys	168	1	4	35	54	7	0	0
	Girls	182	2	2	27	60	9	0	0
P7	All pupils	371	1	1	4	16	48	30	1
	Boys	185	0	1	5	15	51	27	1
	Girls	186	1	1	3	16	45	34	1
S2	All pupils	287	0	0	1	8	25	38	27
	Boys	150	0	1	2	10	31	33	23
	Girls	137	0	0	1	6	19	43	31

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C13
2006 SSA - reading attainment estimates: teachers' judgement: Orkney Islands

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	196	5	41	54	0	0	0	0
	Boys	108	7	44	48	1	0	0	0
	Girls	88	2	36	61	0	0	0	0
P5	All pupils	185	1	1	26	46	26	0	0
	Boys	96	1	1	30	43	24	1	0
	Girls	89	1	1	21	49	28	0	0
P7	All pupils	196	3	1	3	13	41	37	3
	Boys	96	3	2	3	16	39	35	3
	Girls	100	2	0	2	10	43	39	3
S2	All pupils	255	0	0	2	8	23	43	24
	Boys	122	0	0	3	11	21	40	24
	Girls	133	0	0	0	6	24	46	25

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C14
2006 SSA - reading attainment estimates: teachers' judgement: Scottish Borders

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	330	6	49	43	1	0	0	0
	Boys	164	8	54	38	0	0	0	0
	Girls	166	5	44	49	2	0	0	0
P5	All pupils	351	0	3	31	54	11	1	0
	Boys	175	0	5	35	53	7	1	0
	Girls	176	0	2	26	55	16	1	0
P7	All pupils	362	0	0	2	13	34	47	4
	Boys	179	1	1	3	13	37	41	4
	Girls	183	0	0	0	12	31	54	3
S2	All pupils	336	1	1	1	7	27	31	32
	Boys	173	1	1	1	8	30	29	29
	Girls	163	0	0	1	6	23	32	37

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C15
2006 SSA - reading attainment estimates: teachers' judgement: Shetland Islands

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	193	7	42	52	0	0	0	0
	Boys	90	12	40	48	0	0	0	0
	Girls	103	2	43	55	0	0	0	0
P5	All pupils	220	0	2	21	51	24	2	0
	Boys	112	0	2	21	52	25	1	0
	Girls	108	1	2	21	51	23	3	1
P7	All pupils	236	0	0	4	10	44	36	5
	Boys	123	0	0	6	8	44	37	5
	Girls	113	0	0	2	12	44	36	5
S2	All pupils	218	0	0	0	0	19	41	40
	Boys	118	0	0	0	0	25	46	29
	Girls	100	0	0	0	0	12	36	52

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table C16
2006 SSA - reading attainment estimates: teachers' judgement: West Dunbartonshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	397	6	47	45	2	0	0	0
	Boys	201	8	52	38	2	0	0	0
	Girls	196	3	43	51	2	0	0	0
P5	All pupils	410	2	6	37	50	5	0	0
	Boys	213	3	7	44	41	6	0	0
	Girls	197	1	6	29	59	4	0	0
P7	All pupils	393	0	1	4	13	54	28	1
	Boys	202	0	1	5	14	52	27	1
	Girls	191	0	0	3	12	55	29	1
S2	All pupils	362	0	0	2	8	18	46	26
	Boys	187	0	0	0	9	22	46	23
	Girls	175	0	0	3	7	14	47	29

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Numeracy Results

Table D1

2006 SSA - Numeracy attainment estimates: Aberdeenshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	171	2	5	6	87	93	2.1
	B	171	39	24	17	20	37	4.4
	C	171	84	11	2	3	5	1.5
P5	B	190	5	4	16	75	91	2.1
	C	190	19	18	36	27	63	3.9
	D	190	48	26	17	9	26	3.3
P7	C	165	3	17	19	61	80	4.0
	D	165	13	25	24	38	62	4.7
	E	165	44	29	15	12	27	3.9
S2	D	168	5	11	26	58	84	3.0
	E	168	21	27	30	22	52	3.9
	F	168	56	16	20	8	28	3.5

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D2

2006 SSA - Numeracy attainment estimates: Argyll & Bute

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	194	2	7	6	85	91	2.4
	B	194	37	23	18	22	40	3.9
	C	194	82	13	3	2	5	1.6
P5	B	190	4	8	18	70	88	2.6
	C	190	15	21	30	34	64	3.8
	D	190	47	29	16	8	24	3.4
P7	C	191	5	6	20	69	89	2.5
	D	191	11	16	30	43	73	3.5
	E	191	44	22	26	8	34	3.7
S2	D	144	10	14	23	53	76	3.6
	E	144	32	21	28	19	47	4.3
	F	144	72	19	7	2	9	2.4

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D3

2006 SSA - Numeracy attainment estimates: Clackmannanshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	211	7	9	20	64	84	2.6
	B	211	53	29	9	9	18	2.7
	C	211	96	3	1	0	1	0.5
P5	B	194	14	14	27	45	72	3.3
	C	194	50	15	22	13	35	3.5
	D	194	80	10	9	1	10	2.3
P7	C	230	11	11	24	54	78	2.8
	D	230	24	22	27	27	54	3.3
	E	230	57	21	17	5	22	2.8
S2	D	262	10	17	28	45	73	2.7
	E	262	31	22	27	20	47	3.0
	F	262	62	18	14	6	20	2.4

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D4

2006 SSA - Numeracy attainment estimates: Dumfries & Galloway

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	179	2	4	11	83	94	1.8
	B	179	43	24	12	21	33	4.0
	C	179	85	9	5	1	6	1.9
P5	B	178	5	12	18	65	83	3.3
	C	178	25	20	31	24	55	4.0
	D	178	56	18	18	8	26	3.4
P7	C	198	5	9	22	64	86	2.9
	D	198	16	13	31	40	71	3.7
	E	198	44	22	22	12	34	3.6
S2	D	151	7	13	32	48	80	3.2
	E	151	35	23	21	21	42	4.1
	F	151	68	16	10	6	16	2.9

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D5

2006 SSA - Numeracy attainment estimates: Dundee City

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	162	3	6	11	80	91	2.5
	B	162	45	22	14	19	33	4.1
	C	162	85	11	3	1	4	1.7
P5	B	135	6	14	31	49	80	3.5
	C	135	33	20	29	18	47	4.6
	D	135	70	16	13	1	14	3.2
P7	C	164	9	13	25	53	78	3.4
	D	164	20	18	33	29	62	4.0
	E	164	54	20	18	8	26	3.7
S2	D	119	12	21	26	41	67	4.8
	E	119	42	20	24	14	38	4.8
	F	119	73	18	7	2	9	2.6

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D6

2006 SSA - Numeracy attainment estimates: East Lothian

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	183	2	9	14	75	89	2.4
	B	183	44	27	14	15	29	3.5
	C	183	87	10	2	1	3	1.4
P5	B	172	5	13	25	57	82	3.2
	C	172	34	21	22	23	45	3.9
	D	172	60	19	12	9	21	3.2
P7	C	187	7	6	19	68	87	2.4
	D	187	15	20	25	40	65	3.5
	E	187	47	19	21	13	34	3.6
S2	D	183	15	15	28	42	70	3.4
	E	183	34	26	21	19	40	3.6
	F	183	65	20	11	4	15	2.5

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D7

2006 SSA - Numeracy attainment estimates: Eilean Siar

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	107	2	2	9	87	96	1.8
	B	107	26	30	21	23	44	5.2
	C	107	74	19	2	5	7	3.4
P5	B	131	3	8	18	71	89	2.7
	C	131	19	21	30	30	60	4.4
	D	131	51	24	18	7	25	4.0
P7	C	149	5	8	22	65	87	2.9
	D	149	16	20	24	40	64	4.0
	E	149	40	25	22	13	35	3.9
S2	D	152	7	11	31	51	82	3.1
	E	152	30	19	26	25	51	4.0
	F	152	66	17	12	5	17	3.0

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D8

2006 SSA - Numeracy attainment estimates: Falkirk

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	175	4	7	9	80	89	2.5
	B	175	38	26	16	20	36	3.9
	C	175	83	10	4	3	7	2.1
P5	B	172	6	10	26	58	84	3.0
	C	172	26	23	25	26	51	4.0
	D	172	60	25	10	5	15	2.9
P7	C	188	11	13	23	53	76	3.3
	D	188	20	23	29	28	57	3.8
	E	188	57	20	14	9	23	3.1
S2	D	116	9	22	16	53	69	4.5
	E	116	32	27	24	17	41	4.9
	F	116	69	19	9	3	12	2.9

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D9
2006 SSA - Numeracy attainment estimates: Fife
(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	154	2	5	14	79	93	2.0
	B	154	44	30	12	14	26	3.6
	C	154	91	6	0	3	3	1.4
P5	B	163	10	13	25	52	77	3.6
	C	163	37	22	20	21	41	4.4
	D	163	63	19	10	8	18	3.9
P7	C	155	6	14	25	55	80	3.5
	D	155	24	20	25	31	56	4.4
	E	155	56	25	17	2	19	3.4
S2	D	134	10	11	34	45	79	3.8
	E	134	32	20	33	15	48	4.5
	F	134	69	14	15	2	17	3.3

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D10
2006 SSA - Numeracy attainment estimates: Glasgow City
(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	178	3	7	13	77	90	2.4
	B	178	39	29	16	16	32	3.9
	C	178	88	9	2	1	3	1.5
P5	B	160	7	17	21	55	76	3.8
	C	160	33	19	27	21	48	4.4
	D	160	59	21	11	9	20	3.6
P7	C	173	7	9	24	60	84	3.0
	D	173	19	13	35	33	68	3.8
	E	173	46	28	14	12	26	4.2
S2	D	134	15	21	28	36	64	4.3
	E	134	48	20	22	10	32	4.5
	F	134	79	14	6	1	7	2.3

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D11

2006 SSA - Numeracy attainment estimates: Midlothian

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	178	5	9	14	72	86	2.7
	B	178	47	28	16	9	25	3.5
	C	178	88	9	2	1	3	1.4
P5	B	181	10	11	30	49	79	3.2
	C	181	42	21	23	14	37	3.7
	D	181	71	21	7	1	8	2.1
P7	C	174	4	14	31	51	82	3.0
	D	174	19	27	29	25	54	4.0
	E	174	61	19	12	8	20	3.0
S2	D	180	14	17	25	44	69	3.6
	E	180	40	22	20	18	38	3.6
	F	180	73	13	13	1	14	2.5

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D12

2006 SSA - Numeracy attainment estimates: Moray

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	185	5	10	16	69	85	2.9
	B	185	45	28	9	18	27	3.4
	C	185	87	8	4	1	5	1.6
P5	B	156	3	12	25	60	85	2.9
	C	156	25	26	32	17	49	4.2
	D	156	60	26	11	3	14	2.9
P7	C	185	7	11	29	53	82	2.9
	D	185	16	20	29	35	64	3.7
	E	185	48	23	22	7	29	3.6
S2	D	149	10	13	27	50	77	3.5
	E	149	28	29	29	14	43	4.1
	F	149	63	19	14	4	18	3.1

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D13

2006 SSA - Numeracy attainment estimates: Orkney Islands

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	98	2	1	8	89	97	1.6
	B	98	40	20	15	25	40	5.0
	C	98	85	9	5	1	6	2.5
P5	B	88	2	12	14	72	86	3.6
	C	88	15	16	33	36	69	5.0
	D	88	37	28	21	14	35	5.2
P7	C	125	5	8	28	59	87	3.0
	D	125	12	18	21	49	70	4.1
	E	125	48	22	17	13	30	4.1
S2	D	103	11	12	29	48	77	4.1
	E	103	36	21	27	16	43	4.9
	F	103	60	19	11	10	21	4.0

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D14

2006 SSA - Numeracy attainment estimates: Scottish Borders

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	181	3	4	10	83	93	2.1
	B	181	38	23	20	19	39	3.8
	C	181	78	18	3	1	4	1.6
P5	B	186	3	13	24	60	84	2.7
	C	186	29	20	27	24	51	3.8
	D	186	60	18	14	8	22	3.2
P7	C	195	5	6	23	66	89	2.3
	D	195	14	12	29	45	74	3.4
	E	195	39	31	17	13	30	3.5
S2	D	180	13	11	31	45	76	3.5
	E	180	33	22	26	19	45	3.8
	F	180	70	15	10	5	15	2.6

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D15

2006 SSA - Numeracy attainment estimates: Shetland Islands

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	92	2	5	9	84	93	2.7
	B	92	22	34	17	27	44	5.3
	C	92	83	15	1	1	2	1.4
P5	B	76	2	4	17	77	94	2.7
	C	76	8	30	19	43	62	5.8
	D	76	40	23	29	8	37	5.9
P7	C	117	3	6	29	62	91	2.8
	D	117	7	20	31	42	73	4.2
	E	117	40	24	29	7	36	4.6
S2	D	105	0	7	22	71	93	2.5
	E	105	10	17	42	31	73	4.4
	F	105	36	23	30	11	41	5.0

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table D16

2006 SSA - Numeracy attainment estimates: West Dunbartonshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Pupils*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	192	6	10	15	69	84	2.8
	B	192	43	28	14	15	29	3.6
	C	192	86	11	2	1	3	1.5
P5	B	179	11	14	25	50	75	3.5
	C	179	38	24	27	11	38	3.7
	D	179	70	21	8	1	9	2.2
P7	C	198	8	8	24	60	84	2.8
	D	198	22	17	26	35	61	3.6
	E	198	52	24	20	4	24	3.2
S2	D	187	8	14	32	46	78	3.0
	E	187	28	29	27	16	43	3.6
	F	187	60	23	11	6	17	2.7

** '< 50%' means fewer than 50% of the items at the level across two test booklets answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E1

2006 SSA - Numeracy attainment estimates, by gender: Aberdeenshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	87	1	7	2	90	92	3.3
		Girls	84	2	4	11	83	94	2.5
	B	Boys	87	34	27	12	27	39	6.2
		Girls	84	45	20	22	13	35	6.4
	C	Boys	87	82	12	3	3	6	2.1
		Girls	84	85	11	2	2	4	2.2
P5	B	Boys	94	6	2	23	69	92	3.0
		Girls	96	4	5	10	81	91	2.9
	C	Boys	94	21	8	43	28	71	5.2
		Girls	96	17	28	29	26	55	5.7
	D	Boys	94	46	24	19	11	30	5.1
		Girls	96	50	29	15	6	21	4.4
P7	C	Boys	84	3	12	15	70	85	4.1
		Girls	81	3	23	24	50	74	6.9
	D	Boys	84	11	21	30	38	68	6.3
		Girls	81	15	30	18	37	55	7.0
	E	Boys	84	34	34	19	13	32	5.8
		Girls	81	55	23	12	10	22	5.1
S2	D	Boys	85	8	14	24	54	78	4.7
		Girls	83	2	9	28	61	89	3.5
	E	Boys	85	22	30	21	27	48	5.5
		Girls	83	20	24	40	16	56	5.5
	F	Boys	85	55	14	23	8	31	5.2
		Girls	83	57	19	16	8	24	4.7

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E2

2006 SSA - Numeracy attainment estimates, by gender: Argyll & Bute

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	90	4	12	6	78	84	4.5
		Girls	104	0	1	7	92	99	1.0
	B	Boys	90	38	20	11	31	42	5.9
		Girls	104	35	26	26	13	39	5.2
	C	Boys	90	79	18	2	1	3	1.4
		Girls	104	84	9	3	4	7	2.8
P5	B	Boys	104	6	9	16	69	85	3.8
		Girls	86	3	5	21	71	92	3.6
	C	Boys	104	14	21	25	40	65	5.0
		Girls	86	15	22	36	27	63	6.0
	D	Boys	104	48	21	19	12	31	4.8
		Girls	86	45	37	14	4	18	4.6
P7	C	Boys	94	5	7	22	66	88	3.7
		Girls	97	5	5	18	72	90	3.4
	D	Boys	94	10	16	34	40	74	4.9
		Girls	97	11	17	26	46	72	5.0
	E	Boys	94	44	22	26	8	34	5.3
		Girls	97	43	23	25	9	34	5.4
S2	D	Boys	71	16	17	24	43	67	5.7
		Girls	73	5	10	23	62	85	4.3
	E	Boys	71	38	24	21	17	38	5.8
		Girls	73	26	19	33	22	55	6.1
	F	Boys	71	77	15	8	0	8	3.6
		Girls	73	67	24	6	3	9	3.3

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E3

2006 SSA - Numeracy attainment estimates, by gender: Clackmannanshire

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	101	9	10	18	63	81	4.1
		Girls	110	6	7	22	65	87	3.2
	B	Boys	101	51	29	12	8	20	4.0
		Girls	110	56	27	7	10	17	3.7
	C	Boys	101	96	3	1	0	1	0.8
		Girls	110	95	4	0	1	1	0.8
P5	B	Boys	99	13	15	27	45	72	4.6
		Girls	95	15	12	28	45	73	4.7
	C	Boys	99	50	11	28	11	39	5.1
		Girls	95	50	19	17	14	31	4.8
	D	Boys	99	74	12	13	1	14	3.9
		Girls	95	86	9	3	2	5	2.0
P7	C	Boys	110	16	11	19	54	73	4.4
		Girls	120	6	11	29	54	83	3.4
	D	Boys	110	28	21	23	28	51	4.9
		Girls	120	20	22	31	27	58	4.6
	E	Boys	110	59	18	17	6	23	4.1
		Girls	120	56	22	19	3	22	3.8
S2	D	Boys	125	9	14	29	48	77	3.8
		Girls	137	11	21	25	43	68	3.9
	E	Boys	125	30	24	26	20	46	4.4
		Girls	137	32	21	27	20	47	4.2
	F	Boys	125	59	21	14	6	20	3.6
		Girls	137	64	16	15	5	20	3.4

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E4

2006 SSA - Numeracy attainment estimates, by gender: Dumfries & Galloway

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	95	2	3	13	82	95	2.1
		Girls	84	3	3	10	84	94	2.9
	B	Boys	95	40	26	14	20	34	5.4
		Girls	84	46	23	10	21	31	6.1
	C	Boys	95	83	7	8	2	10	3.4
		Girls	84	88	10	2	0	2	1.7
P5	B	Boys	94	7	15	13	65	78	5.2
		Girls	84	3	10	22	65	87	3.9
	C	Boys	94	25	20	29	26	55	5.7
		Girls	84	26	18	34	22	56	5.7
	D	Boys	94	54	21	18	7	25	4.7
		Girls	84	58	15	18	9	27	5.1
P7	C	Boys	92	8	8	20	64	84	4.6
		Girls	106	3	9	24	64	88	3.6
	D	Boys	92	19	7	31	43	74	5.3
		Girls	106	14	18	31	37	68	5.3
	E	Boys	92	42	23	22	13	35	5.4
		Girls	106	46	22	22	10	32	4.8
S2	D	Boys	74	9	9	31	51	82	4.4
		Girls	77	6	16	33	45	78	4.8
	E	Boys	74	36	24	23	17	40	5.8
		Girls	77	33	22	20	25	45	5.8
	F	Boys	74	72	18	6	4	10	3.3
		Girls	77	64	14	14	8	22	4.8

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E5

2006 SSA - Numeracy attainment estimates, by gender: Dundee City

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	87	2	9	11	78	89	3.9
		Girls	75	3	5	10	82	92	3.1
	B	Boys	87	40	23	21	16	37	6.0
		Girls	75	51	21	6	22	28	5.6
	C	Boys	87	84	12	2	2	4	2.3
		Girls	75	86	10	4	0	4	2.4
P5	B	Boys	69	5	14	32	49	81	4.8
		Girls	66	6	15	30	49	79	5.2
	C	Boys	69	31	23	30	16	46	6.5
		Girls	66	36	15	28	21	49	6.7
	D	Boys	69	71	17	10	2	12	4.1
		Girls	66	70	13	17	0	17	5.0
P7	C	Boys	83	8	11	24	57	81	4.6
		Girls	81	12	13	27	48	75	5.3
	D	Boys	83	15	19	37	29	66	5.6
		Girls	81	25	17	29	29	58	5.9
	E	Boys	83	49	21	20	10	30	5.4
		Girls	81	60	18	16	6	22	5.2
S2	D	Boys	57	13	19	25	43	68	6.4
		Girls	62	10	24	27	39	66	7.2
	E	Boys	57	43	23	20	14	34	6.5
		Girls	62	41	18	26	15	41	7.2
	F	Boys	57	69	21	8	2	10	4.0
		Girls	62	76	16	7	1	8	3.3

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E6

2006 SSA - Numeracy attainment estimates, by gender: East Lothian

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	87	2	8	17	73	90	3.3
		Girls	96	2	9	13	76	89	3.4
	B	Boys	87	41	19	19	21	40	5.6
		Girls	96	47	34	10	9	19	4.1
	C	Boys	87	78	17	3	2	5	2.6
		Girls	96	95	3	2	0	2	1.1
P5	B	Boys	93	6	14	20	60	80	4.6
		Girls	79	4	12	31	53	84	4.5
	C	Boys	93	36	22	21	21	42	5.4
		Girls	79	31	20	22	27	49	5.8
	D	Boys	93	62	15	10	13	23	4.5
		Girls	79	57	24	15	4	19	4.5
P7	C	Boys	93	6	7	17	70	87	3.3
		Girls	94	8	4	22	66	88	3.5
	D	Boys	93	15	17	27	41	68	4.9
		Girls	94	14	23	24	39	63	5.1
	E	Boys	93	47	19	20	14	34	5.2
		Girls	94	48	18	23	11	34	5.1
S2	D	Boys	93	19	16	25	40	65	5.0
		Girls	90	10	14	31	45	76	4.5
	E	Boys	93	39	24	22	15	37	5.0
		Girls	90	30	27	20	23	43	5.2
	F	Boys	93	71	18	8	3	11	3.1
		Girls	90	60	21	14	5	19	4.1

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E7

2006 SSA - Numeracy attainment estimates, by gender: Eilean Siar

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	47	2	0	5	93	98	2.0
		Girls	60	1	5	13	81	94	2.9
	B	Boys	47	16	34	23	27	50	8.2
		Girls	60	34	28	19	19	38	6.6
	C	Boys	47	69	19	4	8	12	6.8
		Girls	60	78	19	1	2	3	2.0
P5	B	Boys	64	5	5	13	77	90	3.8
		Girls	67	1	10	24	65	89	3.9
	C	Boys	64	20	19	32	29	61	6.3
		Girls	67	19	22	28	31	59	6.3
	D	Boys	64	52	21	14	13	27	5.7
		Girls	67	49	29	22	0	22	5.6
P7	C	Boys	64	7	10	25	58	83	4.9
		Girls	85	4	7	19	70	89	3.4
	D	Boys	64	22	20	21	37	58	6.5
		Girls	85	12	20	27	41	68	5.1
	E	Boys	64	49	17	19	15	34	6.0
		Girls	85	33	32	23	12	35	5.2
S2	D	Boys	79	7	12	29	52	81	4.4
		Girls	73	7	10	33	50	83	4.5
	E	Boys	79	30	20	27	23	50	5.6
		Girls	73	30	19	23	28	51	5.9
	F	Boys	79	72	11	15	2	17	4.2
		Girls	73	60	22	10	8	18	4.4

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E8

2006 SSA - Numeracy attainment estimates, by gender: Falkirk

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	95	5	7	12	76	88	3.4
		Girls	80	3	7	6	84	90	3.7
	B	Boys	95	41	24	12	23	35	5.1
		Girls	80	35	27	20	18	38	5.9
	C	Boys	95	80	10	5	5	10	3.1
		Girls	80	86	10	2	2	4	2.9
P5	B	Boys	93	9	14	22	55	77	4.7
		Girls	79	4	3	32	61	93	2.9
	C	Boys	93	27	22	25	26	51	5.5
		Girls	79	25	23	27	25	52	5.9
	D	Boys	93	54	28	11	7	18	4.3
		Girls	79	67	21	10	2	12	3.8
P7	C	Boys	98	14	14	26	46	72	4.9
		Girls	90	9	11	19	61	80	4.4
	D	Boys	98	23	22	29	26	55	5.4
		Girls	90	18	22	30	30	60	5.5
	E	Boys	98	57	21	14	8	22	4.1
		Girls	90	56	20	13	11	24	4.7
S2	D	Boys	60	2	22	19	57	76	5.6
		Girls	56	17	22	14	47	61	6.8
	E	Boys	60	27	31	25	17	42	7.3
		Girls	56	37	23	23	17	40	6.7
	F	Boys	60	72	15	10	3	13	4.2
		Girls	56	66	22	9	3	12	4.2

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E9

2006 SSA - Numeracy attainment estimates, by gender: Fife

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	80	0	8	12	80	92	3.3
		Girls	74	3	3	17	77	94	2.5
	B	Boys	80	41	32	10	17	27	5.2
		Girls	74	48	27	15	10	25	5.2
	C	Boys	80	86	8	2	4	6	2.8
		Girls	74	96	3	0	1	1	0.7
P5	B	Boys	87	7	9	30	54	84	4.5
		Girls	76	13	16	22	49	71	5.7
	C	Boys	87	35	21	19	25	44	6.4
		Girls	76	39	23	20	18	38	6.3
	D	Boys	87	59	17	10	14	24	6.3
		Girls	76	66	23	8	3	11	4.5
P7	C	Boys	75	4	16	22	58	80	4.9
		Girls	80	7	13	28	52	80	5.0
	D	Boys	75	25	15	25	35	60	6.2
		Girls	80	24	24	24	28	52	6.3
	E	Boys	75	46	31	20	3	23	5.3
		Girls	80	66	20	12	2	14	4.3
S2	D	Boys	70	13	10	32	45	77	5.5
		Girls	64	7	13	36	44	80	5.3
	E	Boys	70	33	17	30	20	50	6.3
		Girls	64	31	24	35	10	45	6.6
	F	Boys	70	61	16	20	3	23	5.1
		Girls	64	77	12	10	1	11	4.1

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E10

2006 SSA - Numeracy attainment estimates, by gender: Glasgow City

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	94	4	6	12	78	90	3.1
		Girls	84	1	9	15	75	90	3.7
	B	Boys	94	45	23	15	17	32	5.3
		Girls	84	34	34	17	15	32	5.8
	C	Boys	94	86	10	3	1	4	2.1
		Girls	84	89	8	2	1	3	2.2
P5	B	Boys	85	6	19	21	54	75	5.5
		Girls	75	9	15	21	55	76	5.3
	C	Boys	85	37	15	26	22	48	6.0
		Girls	75	29	24	28	19	47	6.4
	D	Boys	85	58	21	14	7	21	4.8
		Girls	75	60	20	10	10	20	5.5
P7	C	Boys	84	9	8	23	60	83	4.5
		Girls	89	4	11	26	59	85	4.1
	D	Boys	84	25	8	32	35	67	5.6
		Girls	89	14	17	38	31	69	5.2
	E	Boys	84	45	35	13	7	20	5.6
		Girls	89	46	21	16	17	33	6.2
S2	D	Boys	57	17	14	37	32	69	6.2
		Girls	77	14	27	20	39	59	5.9
	E	Boys	57	51	21	16	12	28	6.8
		Girls	77	44	20	27	9	36	5.9
	F	Boys	57	82	13	5	0	5	2.8
		Girls	77	75	16	6	3	9	3.5

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E11

2006 SSA - Numeracy attainment estimates, by gender: Midlothian

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	87	7	12	11	70	81	4.6
		Girls	91	3	6	17	74	91	3.0
	B	Boys	87	47	22	15	16	31	5.6
		Girls	91	46	33	19	2	21	4.3
	C	Boys	87	81	15	4	0	4	2.7
		Girls	91	94	4	1	1	2	1.2
P5	B	Boys	90	14	6	29	51	80	4.5
		Girls	91	7	16	31	46	77	4.7
	C	Boys	90	44	18	27	11	38	5.4
		Girls	91	41	23	19	17	36	5.2
	D	Boys	90	68	25	7	0	7	2.7
		Girls	91	74	17	7	2	9	3.2
P7	C	Boys	99	3	16	25	56	81	4.0
		Girls	75	7	11	36	46	82	4.7
	D	Boys	99	18	27	29	26	55	5.2
		Girls	75	21	27	29	23	52	6.4
	E	Boys	99	57	19	12	12	24	4.5
		Girls	75	66	20	11	3	14	3.9
S2	D	Boys	91	12	16	26	46	72	4.9
		Girls	89	16	17	25	42	67	5.2
	E	Boys	91	42	23	20	15	35	5.0
		Girls	89	39	20	19	22	41	5.3
	F	Boys	91	74	16	10	0	10	3.1
		Girls	89	72	11	15	2	17	4.0

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E12

2006 SSA - Numeracy attainment estimates, by gender: Moray

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	94	6	11	18	65	83	4.1
		Girls	91	4	8	14	74	88	4.3
	B	Boys	94	46	25	7	22	29	5.0
		Girls	91	44	32	10	14	24	4.7
	C	Boys	94	83	10	6	1	7	3.0
		Girls	91	91	7	1	1	2	1.4
P5	B	Boys	76	6	9	26	59	85	4.0
		Girls	80	1	15	23	61	84	4.3
	C	Boys	76	23	28	33	16	49	6.1
		Girls	80	28	24	30	18	48	5.9
	D	Boys	76	54	28	14	4	18	4.7
		Girls	80	65	25	8	2	10	3.4
P7	C	Boys	93	7	10	29	54	83	4.0
		Girls	92	6	13	30	51	81	4.2
	D	Boys	93	16	19	26	39	65	5.2
		Girls	92	16	21	32	31	63	5.3
	E	Boys	93	39	25	26	10	36	5.2
		Girls	92	56	22	18	4	22	4.9
S2	D	Boys	80	10	19	27	44	71	5.2
		Girls	69	10	7	28	55	83	4.7
	E	Boys	80	31	28	26	15	41	5.6
		Girls	69	25	30	32	13	45	6.1
	F	Boys	80	63	19	14	4	18	4.2
		Girls	69	62	20	13	5	18	4.6

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E13

2006 SSA - Numeracy attainment estimates, by gender: Orkney Islands

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	51	0	0	5	95	100	0.0
		Girls	47	4	2	12	82	94	3.6
	B	Boys	51	33	26	15	26	41	7.0
		Girls	47	50	10	17	23	40	7.2
	C	Boys	51	80	12	8	0	8	3.8
		Girls	47	91	5	2	2	4	2.9
P5	B	Boys	46	4	10	10	76	86	5.0
		Girls	42	0	14	19	67	86	5.4
	C	Boys	46	19	7	34	40	74	6.7
		Girls	42	10	28	32	30	62	7.6
	D	Boys	46	39	22	21	18	39	7.3
		Girls	42	34	34	22	10	32	7.3
P7	C	Boys	59	3	9	27	61	88	4.2
		Girls	66	6	8	29	57	86	4.3
	D	Boys	59	12	21	18	49	67	6.1
		Girls	66	13	14	24	49	73	5.5
	E	Boys	59	52	22	12	14	26	5.8
		Girls	66	44	22	23	11	34	5.9
S2	D	Boys	48	19	9	25	47	72	6.5
		Girls	55	3	15	34	48	82	5.2
	E	Boys	48	35	19	23	23	46	7.2
		Girls	55	36	24	30	10	40	6.7
	F	Boys	48	58	15	12	15	27	6.5
		Girls	55	61	23	11	5	16	4.9

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E14

2006 SSA - Numeracy attainment estimates, by gender: Scottish Borders

(% pupils categorised into each attainment band)*

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	92	5	5	11	79	90	3.5
		Girls	89	1	3	10	86	96	2.3
	B	Boys	92	31	21	25	23	48	5.6
		Girls	89	46	25	15	14	29	5.0
	C	Boys	92	72	22	4	2	6	2.8
		Girls	89	85	14	1	0	1	1.4
P5	B	Boys	94	5	14	24	57	81	4.1
		Girls	92	1	13	24	62	86	3.6
	C	Boys	94	34	21	26	19	45	5.4
		Girls	92	24	19	27	30	57	5.4
	D	Boys	94	65	19	11	5	16	4.0
		Girls	92	54	18	17	11	28	5.0
P7	C	Boys	100	3	5	24	68	92	2.7
		Girls	95	8	6	23	63	86	3.7
	D	Boys	100	15	7	30	48	78	4.4
		Girls	95	13	17	28	42	70	5.2
	E	Boys	100	35	39	16	10	26	4.5
		Girls	95	43	23	18	16	34	5.4
S2	D	Boys	92	16	11	27	46	73	5.3
		Girls	88	9	12	35	44	79	4.3
	E	Boys	92	35	23	23	19	42	5.3
		Girls	88	32	20	30	18	48	5.3
	F	Boys	92	66	19	11	4	15	3.7
		Girls	88	74	12	8	6	14	3.7

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E15

2006 SSA - Numeracy attainment estimates, by gender: Shetland Islands

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	40	2	3	10	85	95	3.3
		Girls	52	2	8	7	83	90	4.3
	B	Boys	40	22	35	14	29	43	8.2
		Girls	52	23	33	20	24	44	7.0
	C	Boys	40	75	23	0	2	2	2.0
		Girls	52	91	7	2	0	2	2.1
P5	B	Boys	40	1	6	13	80	93	4.2
		Girls	36	3	2	21	74	95	3.4
	C	Boys	40	8	31	21	40	61	8.1
		Girls	36	8	28	18	46	64	8.5
	D	Boys	40	35	23	34	8	42	8.4
		Girls	36	45	24	23	8	31	8.1
P7	C	Boys	59	2	7	28	63	91	3.8
		Girls	58	4	6	29	61	90	4.4
	D	Boys	59	8	18	31	43	74	5.8
		Girls	58	7	21	30	42	72	6.2
	E	Boys	59	38	24	29	9	38	6.5
		Girls	58	42	24	30	4	34	6.4
S2	D	Boys	57	0	8	17	75	92	3.7
		Girls	48	0	6	28	66	94	3.3
	E	Boys	57	10	24	38	28	66	6.4
		Girls	48	11	9	45	35	80	6.1
	F	Boys	57	33	21	35	11	46	6.8
		Girls	48	39	26	23	12	35	7.4

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table E16

2006 SSA - Numeracy attainment estimates, by gender: West Dunbartonshire

(% pupils categorised into each attainment band[*])

Stage	*Level*	*Gender*	*Number of pupils assessed*	*< 50%*	*Good start*	*Well-established*	*Very good*	*Well-established or better*	*SE*
P3	A	Boys	97	5	11	14	70	84	4.2
		Girls	95	8	9	16	67	83	3.9
	B	Boys	97	41	27	17	15	32	5.2
		Girls	95	44	31	11	14	25	5.0
	C	Boys	97	83	14	0	3	3	1.9
		Girls	95	88	9	3	0	3	2.3
P5	B	Boys	94	12	12	27	49	76	4.8
		Girls	85	10	16	24	50	74	5.3
	C	Boys	94	38	24	27	11	38	5.2
		Girls	85	38	25	26	11	37	5.5
	D	Boys	94	63	27	8	2	10	3.3
		Girls	85	78	14	7	1	8	3.0
P7	C	Boys	95	8	5	26	61	87	3.8
		Girls	103	8	11	22	59	81	4.1
	D	Boys	95	21	13	31	35	66	5.1
		Girls	103	24	21	19	36	55	5.1
	E	Boys	95	43	32	23	2	25	4.6
		Girls	103	61	17	15	7	22	4.4
S2	D	Boys	96	8	18	29	45	74	4.5
		Girls	91	7	11	35	47	82	3.9
	E	Boys	96	32	29	26	13	39	5.0
		Girls	91	23	29	29	19	48	5.3
	F	Boys	96	62	22	12	4	16	3.7
		Girls	91	59	23	11	7	18	4.1

** '< 50%' means fewer than 50% of the items in the level-based task answered correctly, 'good start' means between 50% and 64%, 'well-established' is 65% to 79%, and 'very good' is 80% or more. 'SE' is the standard error for the 'well-established or better' estimate.*

Table F1
2006 SSA - Numeracy attainment estimates: teachers' judgement: Aberdeenshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	349	2	87	11	0	0	0	0
	Boys	184	0	87	13	0	0	0	0
	Girls	165	3	87	10	0	0	0	0
P5	All pupils	348	0	3	45	51	1	0	0
	Boys	172	0	3	42	55	0	0	0
	Girls	176	0	4	47	47	2	0	0
P7	All pupils	325	0	0	3	24	55	17	0
	Boys	171	0	0	4	20	56	20	0
	Girls	154	0	1	3	29	53	14	0
S2	All pupils	381	0	0	1	9	21	47	22
	Boys	194	0	0	1	11	21	46	21
	Girls	187	0	0	1	7	21	47	24

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F2
2006 SSA - Numeracy attainment estimates: teachers' judgement: Argyll & Bute

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	360	1	60	39	0	0	0	0
	Boys	176	1	60	39	0	0	0	0
	Girls	184	1	60	38	1	0	0	0
P5	All pupils	396	0	3	38	53	6	0	0
	Boys	212	0	3	36	54	7	0	0
	Girls	184	0	2	40	52	6	0	0
P7	All pupils	372	0	1	3	17	60	17	1
	Boys	191	0	1	3	17	59	19	1
	Girls	181	0	1	3	18	62	14	2
S2	All pupils	265	1	1	4	9	38	43	4
	Boys	132	1	0	5	12	38	40	4
	Girls	133	2	1	3	6	38	46	5

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F3
2006 SSA - Numeracy attainment estimates: teachers' judgement: Clackmannanshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	390	2	91	7	0	0	0	0
	Boys	191	3	91	6	0	0	0	0
	Girls	199	1	91	7	0	0	0	0
P5	All pupils	401	0	8	72	20	0	0	0
	Boys	202	0	6	76	17	0	0	0
	Girls	199	0	9	68	23	0	0	0
P7	All pupils	443	0	0	7	22	61	9	0
	Boys	212	0	0	7	24	58	10	0
	Girls	231	0	0	8	21	64	7	0
S2	All pupils	609	0	1	2	12	25	35	25
	Boys	295	0	1	2	13	23	32	29
	Girls	314	0	1	1	10	27	39	22

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F4
2006 SSA - Numeracy attainment estimates: teachers' judgement: Dundee City

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	320	4	70	26	1	0	0	0
	Boys	171	4	69	25	1	0	0	0
	Girls	149	3	70	27	0	0	0	0
P5	All pupils	305	1	7	39	51	3	0	0
	Boys	157	0	8	36	52	4	0	0
	Girls	148	1	6	41	51	2	0	0
P7	All pupils	316	0	1	6	20	52	22	0
	Boys	170	0	0	4	21	53	22	0
	Girls	146	0	1	9	19	51	21	0
S2	All pupils	185	0	0	1	3	21	48	26
	Boys	87	0	0	1	3	21	46	29
	Girls	98	0	1	2	3	21	51	22

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F5
2006 SSA - Numeracy attainment estimates: teachers' judgement: Dumfries & Galloway

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	367	3	70	25	2	0	0	0
	Boys	199	3	68	27	2	0	0	0
	Girls	168	3	72	22	2	0	0	0
P5	All pupils	356	0	7	32	55	6	0	0
	Boys	180	0	8	33	51	8	0	0
	Girls	176	1	5	31	59	5	0	0
P7	All pupils	385	0	0	6	20	51	22	1
	Boys	175	0	0	8	16	51	23	1
	Girls	210	0	0	3	24	50	21	1
S2	All pupils	287	0	0	2	6	26	47	18
	Boys	140	0	0	1	10	24	51	14
	Girls	147	0	0	2	3	28	44	22

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F6
2006 SSA - Numeracy attainment estimates: teachers' judgement: East Lothian

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	356	2	71	26	0	0	0	0
	Boys	170	3	69	28	0	0	0	0
	Girls	186	2	73	25	0	0	0	0
P5	All pupils	351	1	9	42	47	2	0	0
	Boys	185	0	8	43	47	2	0	0
	Girls	166	1	9	41	47	2	0	0
P7	All pupils	350	1	0	3	23	48	25	0
	Boys	174	2	0	3	24	45	26	0
	Girls	176	0	1	4	22	50	24	0
S2	All pupils	376	0	0	3	10	34	42	12
	Boys	196	0	0	2	12	36	38	11
	Girls	180	0	0	3	7	32	46	12

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F7

2006 SSA - Numeracy attainment estimates: teachers' judgement: Eilean Siar

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	196	4	67	28	1	0	0	0
	Boys	93	3	64	32	1	0	0	0
	Girls	103	5	70	24	0	0	0	0
P5	All pupils	254	0	1	38	58	3	0	0
	Boys	132	0	1	34	60	5	0	0
	Girls	122	0	1	42	56	1	0	0
P7	All pupils	253	1	1	2	21	57	19	0
	Boys	100	0	0	3	23	53	21	0
	Girls	153	1	2	1	19	60	16	1
S2	All pupils	335	0	0	2	7	23	42	25
	Boys	183	0	0	3	7	24	39	28
	Girls	152	0	0	2	8	23	46	22

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F8

2006 SSA - Numeracy attainment estimates: teachers' judgement: Falkirk

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	336	2	71	27	0	0	0	0
	Boys	176	2	73	25	1	0	0	0
	Girls	160	3	69	28	0	0	0	0
P5	All pupils	346	0	3	38	56	2	0	0
	Boys	180	0	5	41	52	3	0	0
	Girls	166	0	2	36	61	2	0	0
P7	All pupils	356	0	0	4	24	45	27	0
	Boys	179	0	0	2	27	43	28	0
	Girls	177	0	1	5	22	46	26	0
S2	All pupils	274	0	0	4	13	34	35	13
	Boys	144	0	0	6	11	36	35	13
	Girls	130	0	1	2	17	33	34	13

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F9

2006 SSA - Numeracy attainment estimates: teachers' judgement: Fife

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	293	5	79	15	1	0	0	0
	Boys	151	6	77	16	1	0	0	0
	Girls	142	4	81	14	1	0	0	0
P5	All pupils	325	0	6	36	56	1	0	0
	Boys	177	0	5	38	57	0	0	0
	Girls	148	0	8	34	56	2	0	0
P7	All pupils	310	0	0	1	19	49	29	2
	Boys	145	0	0	1	16	52	26	5
	Girls	165	0	0	2	21	46	31	0
S2	All pupils	292	1	0	1	11	22	37	28
	Boys	145	1	0	1	11	23	37	26
	Girls	147	0	1	0	11	22	38	29

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F10

2006 SSA - Numeracy attainment estimates: teachers' judgement: Glasgow City

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	338	2	76	22	0	0	0	0
	Boys	175	2	77	21	0	0	0	0
	Girls	163	1	76	23	0	0	0	0
P5	All pupils	318	1	3	50	44	2	0	0
	Boys	163	0	3	51	45	2	0	0
	Girls	155	1	4	50	44	1	0	0
P7	All pupils	352	0	1	5	23	64	8	0
	Boys	177	0	0	7	24	63	6	0
	Girls	175	1	1	3	21	65	9	0
S2	All pupils	287	0	1	4	19	23	43	10
	Boys	127	0	1	4	20	26	41	8
	Girls	160	0	1	3	18	21	45	12

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F11

2006 SSA - Numeracy attainment estimates: teachers' judgement: Midlothian

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	329	3	81	16	0	0	0	0
	Boys	164	3	79	18	0	0	0	0
	Girls	165	2	83	14	0	0	0	0
P5	All pupils	300	0	7	43	48	2	0	0
	Boys	150	0	7	41	50	2	0	0
	Girls	150	0	7	45	46	2	0	0
P7	All pupils	320	0	1	6	29	49	14	0
	Boys	176	1	0	6	27	51	15	0
	Girls	144	0	3	6	31	46	13	0
S2	All pupils	400	0	0	2	14	24	37	22
	Boys	207	0	0	1	13	27	40	17
	Girls	193	0	0	4	15	22	33	26

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F12

2006 SSA - Numeracy attainment estimates: teachers' judgement: Moray

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	347	1	82	17	0	0	0	0
	Boys	168	1	83	16	0	0	0	0
	Girls	179	1	81	18	0	0	0	0
P5	All pupils	351	1	3	41	53	2	0	0
	Boys	169	1	4	39	54	3	0	0
	Girls	182	1	2	44	52	1	0	0
P7	All pupils	371	0	1	5	24	49	21	0
	Boys	185	0	1	6	25	47	21	0
	Girls	186	1	1	4	23	50	21	0
S2	All pupils	287	0	0	1	7	26	47	19
	Boys	150	0	0	1	7	28	45	19
	Girls	137	0	0	1	8	25	48	18

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F13
2006 SSA - Numeracy attainment estimates: teachers' judgement: Orkney Islands

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	196	1	59	40	0	0	0	0
	Boys	108	1	56	43	0	0	0	0
	Girls	88	1	63	36	0	0	0	0
P5	All pupils	184	0	2	28	63	6	1	0
	Boys	96	0	1	28	63	7	2	0
	Girls	88	1	3	29	63	4	0	0
P7	All pupils	195	2	0	5	25	44	23	0
	Boys	95	2	1	6	22	45	23	0
	Girls	100	2	0	5	27	44	23	0
S2	All pupils	258	0	0	2	11	22	41	23
	Boys	125	0	0	3	13	18	42	23
	Girls	133	0	0	1	8	26	41	23

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F14
2006 SSA - Numeracy attainment estimates: teachers' judgement: Scottish Borders

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	331	2	85	13	1	0	0	0
	Boys	165	2	84	14	0	0	0	0
	Girls	166	2	85	11	2	0	0	0
P5	All pupils	352	0	4	41	50	5	0	0
	Boys	177	0	3	49	43	5	0	0
	Girls	175	0	4	34	57	5	0	0
P7	All pupils	364	0	1	4	21	60	14	1
	Boys	180	1	1	4	21	58	14	2
	Girls	184	0	0	4	21	62	13	1
S2	All pupils	337	0	1	2	13	22	41	21
	Boys	173	1	1	3	12	24	40	19
	Girls	164	0	0	1	14	20	43	22

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F15
2006 SSA - Numeracy attainment estimates: teachers' judgement: Shetland Islands

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	194	1	57	40	1	0	0	0
	Boys	90	2	60	36	2	0	0	0
	Girls	104	0	55	45	0	0	0	0
P5	All pupils	220	0	2	31	51	15	1	0
	Boys	112	0	1	32	51	14	1	0
	Girls	108	0	4	30	50	16	0	0
P7	All pupils	237	0	0	2	15	45	36	1
	Boys	123	0	0	3	11	44	41	1
	Girls	114	0	0	2	21	47	30	0
S2	All pupils	234	0	0	0	3	16	45	35
	Boys	128	0	0	1	4	17	41	38
	Girls	106	0	0	0	3	16	50	32

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table F16
2006 SSA - Numeracy attainment estimates: teachers' judgement: West Dunbartonshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	397	1	63	36	0	0	0	0
	Boys	202	0	62	37	0	0	0	0
	Girls	195	2	63	36	0	0	0	0
P5	All pupils	409	1	5	47	43	4	0	0
	Boys	213	0	7	50	40	4	0	0
	Girls	196	1	4	43	47	4	0	0
P7	All pupils	393	0	1	2	27	56	14	0
	Boys	202	0	1	2	29	53	15	1
	Girls	191	0	0	3	24	58	14	0
S2	All pupils	366	0	0	2	10	28	47	13
	Boys	189	0	0	2	11	28	46	12
	Girls	177	0	0	2	9	27	49	13

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Writing Results

Table G1
2006 SSA - Writing attainment estimates: teachers' judgement: Aberdeenshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	349	10	64	26	0	0	0	0
	Boys	184	12	64	23	0	0	0	0
	Girls	165	9	63	28	0	0	0	0
P5	All pupils	344	2	3	52	42	0	0	0
	Boys	170	3	5	57	35	0	0	0
	Girls	174	2	1	47	49	1	0	0
P7	All pupils	319	0	0	5	26	50	19	0
	Boys	169	1	0	6	28	50	16	0
	Girls	150	0	0	4	24	49	22	0
S2	All pupils	379	0	0	0	10	36	41	12
	Boys	192	1	0	0	14	44	32	9
	Girls	187	0	0	1	5	28	50	16

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G2
2006 SSA - Writing attainment estimates: teachers' judgement: Argyll & Bute

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	361	9	55	33	3	0	0	0
	Boys	176	13	57	25	5	0	0	0
	Girls	185	5	52	42	1	0	0	0
P5	All pupils	393	1	4	36	47	12	1	0
	Boys	210	1	5	40	42	10	1	0
	Girls	183	1	3	32	51	13	1	0
P7	All pupils	371	0	1	5	19	48	22	5
	Boys	190	0	1	6	21	49	17	7
	Girls	181	0	1	3	18	47	28	4
S2	All pupils	265	3	0	5	20	37	24	10
	Boys	132	3	0	7	25	35	21	9
	Girls	133	3	0	4	16	39	28	11

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G3
2006 SSA - Writing attainment estimates: teachers' judgement: Clackmannanshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	390	14	65	21	0	0	0	0
	Boys	191	17	68	14	0	0	0	0
	Girls	199	11	61	29	0	0	0	0
P5	All pupils	389	1	14	50	31	3	0	0
	Boys	194	1	19	54	25	1	0	0
	Girls	195	0	9	46	38	6	0	0
P7	All pupils	442	0	2	10	29	45	11	3
	Boys	212	0	4	13	35	37	7	5
	Girls	230	0	1	8	23	53	14	1
S2	All pupils	603	0	1	5	16	29	44	5
	Boys	291	0	2	6	20	29	38	4
	Girls	312	0	0	3	11	30	50	6

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G4
2006 SSA - Writing attainment estimates: teachers' judgement: Dundee City

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	310	23	52	20	5	0	0	0
	Boys	168	26	52	17	5	0	0	0
	Girls	142	19	52	24	6	0	0	0
P5	All pupils	300	2	8	44	42	4	0	0
	Boys	154	3	10	48	37	2	0	0
	Girls	146	1	6	41	47	5	0	0
P7	All pupils	308	0	1	10	25	53	11	0
	Boys	165	0	2	10	31	49	8	0
	Girls	143	1	0	9	19	57	14	1
S2	All pupils	182	0	0	3	3	23	47	25
	Boys	85	0	0	4	4	25	44	24
	Girls	97	0	0	2	2	22	49	26

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G5
2006 SSA - Writing attainment estimates: teachers' judgement: Dumfries & Galloway

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	363	14	52	31	3	0	0	0
	Boys	196	20	50	27	3	0	0	0
	Girls	167	9	54	36	2	0	0	0
P5	All pupils	356	1	9	36	50	4	0	0
	Boys	181	1	13	39	44	3	0	0
	Girls	175	1	5	32	57	5	0	0
P7	All pupils	383	1	1	7	31	46	13	2
	Boys	174	1	2	9	35	42	9	1
	Girls	209	0	0	5	27	49	16	2
S2	All pupils	247	0	0	2	14	38	36	9
	Boys	124	0	0	2	18	45	31	5
	Girls	123	0	0	2	10	32	42	14

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G6
2006 SSA - Writing attainment estimates: teachers' judgement: East Lothian

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	359	10	62	27	1	0	0	0
	Boys	172	14	67	19	0	0	0	0
	Girls	187	6	58	35	1	0	0	0
P5	All pupils	355	2	10	45	40	2	0	0
	Boys	184	2	13	47	37	1	0	0
	Girls	171	3	8	43	44	2	0	0
P7	All pupils	345	1	1	9	25	49	15	0
	Boys	170	2	3	11	30	44	10	0
	Girls	175	0	0	8	20	53	19	0
S2	All pupils	379	0	0	3	13	34	40	10
	Boys	195	0	0	4	15	42	32	7
	Girls	184	0	0	1	10	26	50	13

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G7

2006 SSA - Writing attainment estimates: teachers' judgement: Eilean Siar

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	196	12	58	31	0	0	0	0
	Boys	93	15	57	28	0	0	0	0
	Girls	103	9	58	33	0	0	0	0
P5	All pupils	253	0	2	39	55	3	0	0
	Boys	132	0	3	46	47	4	0	0
	Girls	121	0	1	33	64	3	0	0
P7	All pupils	253	1	1	4	28	45	20	1
	Boys	100	0	2	6	36	40	14	1
	Girls	153	1	0	3	23	48	25	1
S2	All pupils	314	0	0	1	8	29	44	18
	Boys	171	0	1	2	12	31	42	13
	Girls	143	0	0	0	3	27	47	23

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G8

2006 SSA - Writing attainment estimates: teachers' judgement: Falkirk

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	328	13	57	30	0	0	0	0
	Boys	174	13	65	22	0	0	0	0
	Girls	154	12	50	37	1	0	0	0
P5	All pupils	344	1	6	38	52	3	0	0
	Boys	179	1	9	43	44	3	1	0
	Girls	165	1	3	32	61	4	0	0
P7	All pupils	354	0	1	11	30	45	14	0
	Boys	178	0	0	15	33	37	14	0
	Girls	176	0	1	6	27	52	14	0
S2	All pupils	274	0	0	7	21	36	26	11
	Boys	144	0	0	10	23	42	17	8
	Girls	130	0	1	2	18	29	36	14

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G9
2006 SSA - Writing attainment estimates: teachers' judgement: Fife
(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	283	10	60	27	3	0	0	0
	Boys	147	13	60	25	2	0	0	0
	Girls	136	7	60	29	4	0	0	0
P5	All pupils	311	1	9	40	42	7	0	0
	Boys	169	1	9	50	38	3	0	0
	Girls	142	1	10	30	47	11	0	0
P7	All pupils	302	0	0	6	23	48	23	0
	Boys	140	0	0	8	27	47	18	0
	Girls	162	0	0	4	19	48	28	0
S2	All pupils	286	0	1	3	12	28	41	14
	Boys	143	1	1	7	16	30	35	11
	Girls	143	0	1	0	7	26	48	18

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G10
2006 SSA - Writing attainment estimates: teachers' judgement: Glasgow City
(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	337	13	62	25	0	0	0	0
	Boys	175	16	60	24	0	0	0	0
	Girls	162	11	64	25	0	0	0	0
P5	All pupils	338	1	10	51	35	3	0	0
	Boys	174	2	10	56	31	2	0	0
	Girls	164	1	10	46	38	5	0	0
P7	All pupils	352	0	3	9	27	38	23	0
	Boys	176	0	5	11	30	36	18	0
	Girls	176	0	1	6	23	41	28	0
S2	All pupils	286	0	2	9	21	38	28	3
	Boys	128	0	2	14	23	39	19	3
	Girls	158	0	1	4	19	36	36	3

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G11

2006 SSA - Writing attainment estimates: teachers' judgement: Midlothian

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	329	12	54	33	1	0	0	0
	Boys	164	15	55	29	1	0	0	0
	Girls	165	9	53	37	1	0	0	0
P5	All pupils	300	2	10	52	35	2	0	0
	Boys	150	3	13	53	30	2	0	0
	Girls	150	1	8	51	39	2	0	0
P7	All pupils	321	1	2	11	40	36	9	0
	Boys	177	2	3	12	44	33	6	0
	Girls	144	0	1	10	36	40	12	0
S2	All pupils	363	0	0	1	12	38	44	4
	Boys	189	0	0	3	13	41	40	3
	Girls	174	0	0	0	12	35	49	5

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G12

2006 SSA - Writing attainment estimates: teachers' judgement: Moray

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	340	6	65	29	0	0	0	0
	Boys	165	7	70	23	0	0	0	0
	Girls	175	4	60	36	0	0	0	0
P5	All pupils	350	1	6	54	36	3	0	0
	Boys	168	1	5	61	31	1	0	0
	Girls	182	1	7	48	41	4	0	0
P7	All pupils	371	0	1	8	32	48	11	0
	Boys	185	0	2	10	36	43	9	0
	Girls	186	1	1	6	27	52	14	0
S2	All pupils	286	0	0	3	12	28	46	10
	Boys	149	0	0	6	16	30	42	7
	Girls	137	0	0	0	9	26	51	14

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G13
2006 SSA - Writing attainment estimates: teachers' judgement: Orkney Islands

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	196	4	48	46	2	0	0	0
	Boys	108	5	59	36	0	0	0	0
	Girls	88	2	34	60	3	0	0	0
P5	All pupils	167	1	1	48	44	5	0	0
	Boys	86	1	1	54	40	3	1	0
	Girls	81	1	1	40	50	8	0	0
P7	All pupils	196	3	1	4	25	47	20	0
	Boys	98	3	2	7	25	46	17	0
	Girls	98	2	0	2	25	48	22	0
S2	All pupils	256	0	0	2	8	27	44	17
	Boys	123	0	1	5	13	27	40	15
	Girls	133	0	0	0	4	28	48	19

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G14
2006 SSA - Writing attainment estimates: teachers' judgement: Scottish Borders

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	329	8	63	28	2	0	0	0
	Boys	163	10	68	22	1	0	0	0
	Girls	166	5	58	34	3	0	0	0
P5	All pupils	349	0	5	43	46	6	0	0
	Boys	174	0	7	51	37	4	0	0
	Girls	175	0	2	34	56	8	0	0
P7	All pupils	360	0	1	4	27	50	18	0
	Boys	178	1	1	5	34	48	11	0
	Girls	182	0	0	2	21	52	25	0
S2	All pupils	335	1	1	1	12	28	28	30
	Boys	172	1	1	1	17	28	23	29
	Girls	163	0	1	1	6	28	34	30

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G15
2006 SSA - Writing attainment estimates: teachers' judgement: Shetland Islands

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	196	4	53	43	0	0	0	0
	Boys	91	6	54	39	0	0	0	0
	Girls	105	1	52	47	0	0	0	0
P5	All pupils	220	1	3	28	57	11	0	0
	Boys	112	2	0	38	52	9	0	0
	Girls	108	1	6	18	63	13	0	0
P7	All pupils	237	0	1	6	26	47	21	0
	Boys	123	0	1	7	33	39	19	0
	Girls	114	0	0	3	19	56	23	0
S2	All pupils	218	0	0	0	4	29	47	19
	Boys	118	0	0	0	8	39	45	8
	Girls	100	0	0	0	0	18	50	32

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

Table G16
2006 SSA - Writing attainment estimates: teachers' judgement: West Dunbartonshire

(% pupils judged to be at indicated levels by their teachers)*

Stage	Group	*Number of pupils*	<A	A	B	C	D	E	F
P3	All pupils	393	7	60	33	0	0	0	0
	Boys	202	9	64	27	0	0	0	0
	Girls	191	4	56	40	0	0	0	0
P5	All pupils	388	1	11	53	33	2	0	0
	Boys	200	2	13	59	24	1	0	0
	Girls	188	0	8	47	42	3	0	0
P7	All pupils	383	0	1	6	33	50	9	1
	Boys	197	1	1	10	36	43	9	1
	Girls	186	0	1	3	30	57	9	0
S2	All pupils	362	0	0	3	12	33	47	6
	Boys	187	0	0	4	15	35	42	5
	Girls	175	0	1	2	8	30	53	7

** For "all pupils" the standard error is generally between 1.0 and 3.0 for non-zero estimates and between 1.0 and 4.0 for each non-zero gender estimate*

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ISBN 978-07559-1540-8 (web only)

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RR Donnelley B51947 06/07