

Item: 7

Education, Leisure and Housing Committee: 3 April 2019.

Orkney Schools Attainment 2017 to 2018.

Report by Executive Director of Education, Leisure and Housing.

1. Purpose of Report

To present Orkney Schools Attainment Report for Session 2017 to 2018.

2. Recommendations

The Committee is invited to note:

2.1.

The Orkney Schools Attainment Report for academic session 2017 to 2018, attached as Appendix 1 to this report, which outlines the level of success and achievement of our young people.

3. Background

3.1

An attainment seminar is held annually to brief members on the attainment of children and young people across Orkney's Schools. The seminar covers all stages in the Curriculum for Excellence 3-18, including levels of achievement in Broad General Education (Primary 1 to Secondary 3) and Senior Phase (Secondary 4 to Secondary 6) attainment in national examinations.

3.2

In addition to a Members' Seminar, Education, Leisure and Housing Service now reports annually to Council on achievement and attainment. Appendix 1 to this report summarises these key measures of attainment and achievement for learners in Orkney in session 2017 to 2018. The report also reports on wider achievements of young people in Orkney and the leaver destinations of Orkney's young people as they leave school and prepare to enter into the world of work and tertiary education.

4. Orkney Schools Attainment Report Session 2017 to 2018

The Orkney Schools Attainment Report Session 2017 to 2018, attached as Appendix 1 to this report, brings together data collated from:

- Practitioners in the Early Years.

- Curriculum for Excellence levels achieved by pupils in their Broad General Education in Orkney schools at stages Primary 1, Primary 4, Primary 7 and Secondary 3.
- Levels of achievement by Senior Phase leavers in Orkney schools in national examinations.
- Wider Achievements of young people reported by the Community Learning and Development Service.
- Positive Leaver Destinations of young people, in Orkney, during the 2017 to 2018 session.

5. Links to Council Plan

5.1.

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Council Plan strategic priority theme of Thriving Communities.

5.2.

The proposals in this report relate directly to:

- Priority 3.1: Extend the Orkney Offer to learners of all ages.
- Priority 3.3: Digital Culture – we will undertake the development and delivery of an e-School programme.
- Priority 3.6: Review the policy and provision for staffing, curriculum and financial management of our schools to ensure resources are most effectively targeted at ‘raising the bar and closing the gap’.

6. Links to Local Outcomes Improvement Plan

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Local Outcomes Improvement Plan priority of Strong Communities and a Vibrant Economy.

7. Financial Implications

There are no significant financial implications arising from this noting report.

8. Legal Aspects

The Council should comply with all legal recommendations made and subject to that, there are no legal implications arising directly from this noting report.

9. Contact Officers

Wilfred Weir, Executive Director of Education, Leisure and Housing, extension 2433, Email wilf.weir@orkney.gov.uk.

James Wylie, Head of Education and Improvement, extension 2436, Email james.wylie@orkney.gov.uk.

Graham Bevan, Service Improvement Officer, extension 2429, Email graham.bevan@orkney.gov.uk.

10. Appendix

Appendix 1: Orkney Schools Attainment Report Session 2017 to 2018.

Orkney Schools Attainment Report Session 2017 to 2018

This report summarises the key measures of attainment and achievement in Orkney schools in session 2017-2018:

- **Section 1** of the report presents data collected on Early Learning.
- **Section 2** of the report presents the Curriculum for Excellence levels achieved by pupils in their Broad General Education in Orkney schools at stages P1, P4, P7 and S3.
- **Section 3** of the report presents the levels of achievement by Senior Phase leavers in Orkney schools in national examinations.
- **Section 4** of the report gives details on the Wider Achievements of young people reported by the Community Learning and Development Service.
- **Section 5** of the report presents the Positive Leaver Destinations of young people, in Orkney, in session 2017 to 2018.

Section 1: Early Learning

1.1 Practitioners in Early Years gather data about early language on entry to nursery at three years old. Between August 2017 and August 2018, the number of children entering with no language or very little language increased to 8.4%, and, the number of children who were working with a wider team prior to entry increased to 55%.

	2012	2013	2014	2015	2016
'Little or no language at start of nursery'. ¹	10%	10%	10%	13%	7%
	2014	2015	2016	2017	2018
Significant additional support needs (language) at start of P1. ²	7.4%	6.9%	6%	8%	9%

	2012	2013	2014	2015	2016	2017
Percentage of children entering with no language or very little language.	10%	10%	10%	13%	7%	8.4%
Percentage of these children who were identified/working with Speech and Language Therapy (SALT), or a wider team, before entry.	50%	47%	38%	70%	38%	55%

1.2 Practitioners in nursery use Staged Intervention processes to note how children are progressing in their development.

	2014	2015	2016	2017	2018
Percentage of children entering P1 who have met their developmental milestones ²	85%	78%	81%	79%	83%

This year, the number of children entering P1 who had reached their developmental milestones had increased slightly to 83%.

Small fluctuations in the numbers of children in the year group, and in those who have complex needs, can make a significant difference to the figures, however, broadly, one in five children (20%) in nursery may be said to have additional support needs at any particular time.

¹ Practitioner observation

² Based on level of Staged Intervention at transition

Section 2: Curriculum for Excellence Levels

- 2.1** The Scottish Government conducts an annual survey of Achievement of Curriculum of Excellence Levels (the ACL survey) by pupils in all publicly funded schools in Scotland. The data is published annually, for the previous school session, in December of each year. The data supports one of the drivers for improvement within the National Improvement Framework for Scottish Education by providing a measure of progress in learning linked to the Curriculum for Excellence.
- 2.2** Data gathered in ACL relates to achievement in the Broad General Education (BGE), which covers stages P1 to S3 and is based on teacher professional judgements of the Curriculum for Excellence (CfE) Levels achieved by each pupil in areas of literacy and numeracy for pupils in stages P1, P4, P7 and S3, as of June 2017.
- 2.3** The areas of literacy reported on within ACL are Reading, Writing and Listening & talking. For Numeracy, there is only one reported category, namely Numeracy itself.
- 2.4** The teacher judgements which underpin the data reported in ACL are based on all of the evidence collected by teachers during the on-going assessment of children and young people's learning. This includes evidence garnered from observing learners at work, from assessment of their work in class, from talking to them about their learning and from the outcomes of more formal diagnostic assessments, which will include the outcomes of Scottish National Standardised Assessments (SNSA).
- 2.5** In order to ensure that the judgements about progress in learning are consistent across Orkney, moderation procedures are in place at schools, and whole authority level. Orkney also participates in the national quality assurance moderation programme with local representatives attending the national programme. Quality assuring these procedures is an ongoing process and is ensuring that, over time, the quality of the data within ACL will continue to improve.
- 2.6** Curriculum for Excellence sets out 5 levels of achievement through which children and young people are expected to progress in their learning journey, starting from their early (pre-school) years. In general terms, it is expected that most children and young people will achieve the CfE Levels by the stages set out in the following table:

CfE Level	Most children and young people are expected to achieve this Level by the end of:
Early	P1
First	P4
Second	P7
Third and Fourth	S3

It should be emphasised that because each child’s learning journey is unique, there will be children and young people who achieve the levels above both earlier and later than is set out in the table above.

2.7 Data in the ACL survey is reported in terms of the percentage of the year group stage who are recorded as having achieved the “expected” level by that stage. For S3, the data is reported as the percentage achieving Level 3 or 4 and this is reported in the tables as achieving Level 3 or better.

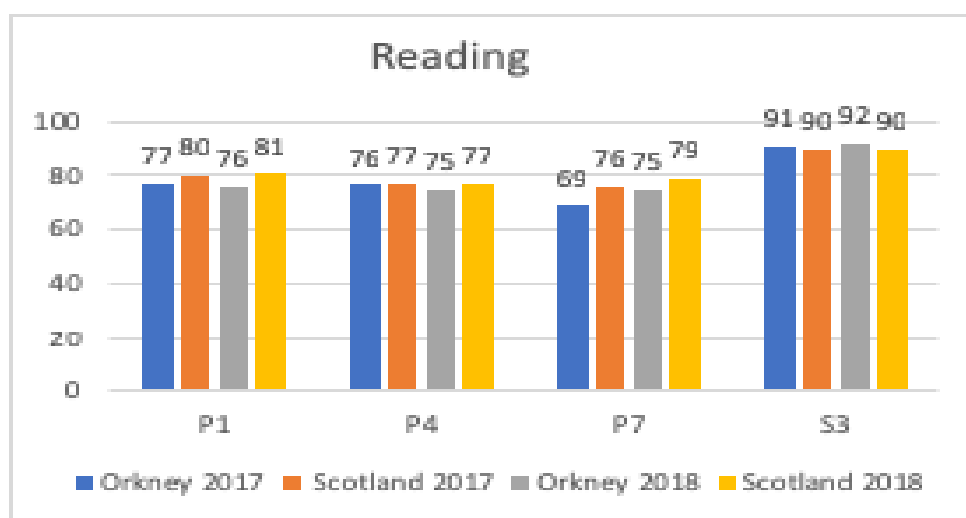
2.8 The ACL survey also incorporates an additional category which is appropriate for children and young people who have long term significant and complex additional support needs which mean that they are unlikely to progress through CfE Levels during their time in education. These children and young people are recorded in ACL under the category “Children/young people following individual milestones for learning”. These small figures are not included in this report.

2.9 A summary of the data for the 2018 ACL survey for Orkney is presented in the tables and graphs below:

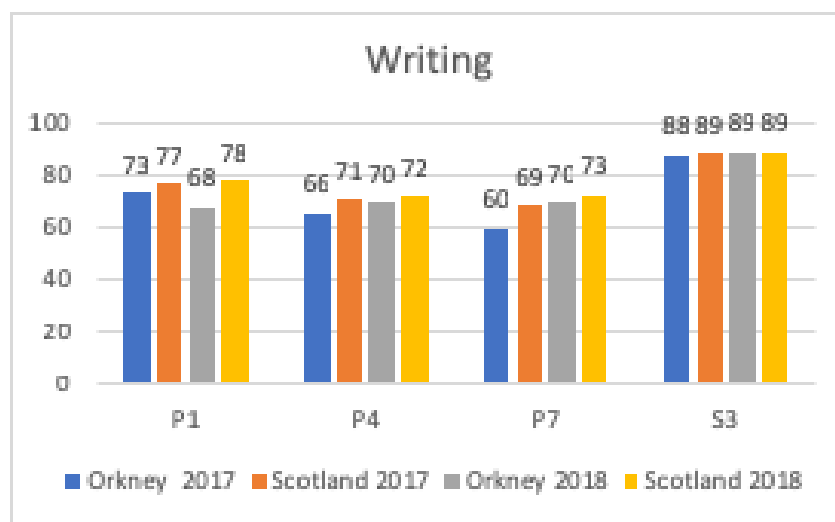
Figures show percentages achieving appropriate level by stage.

2.10 Literacy

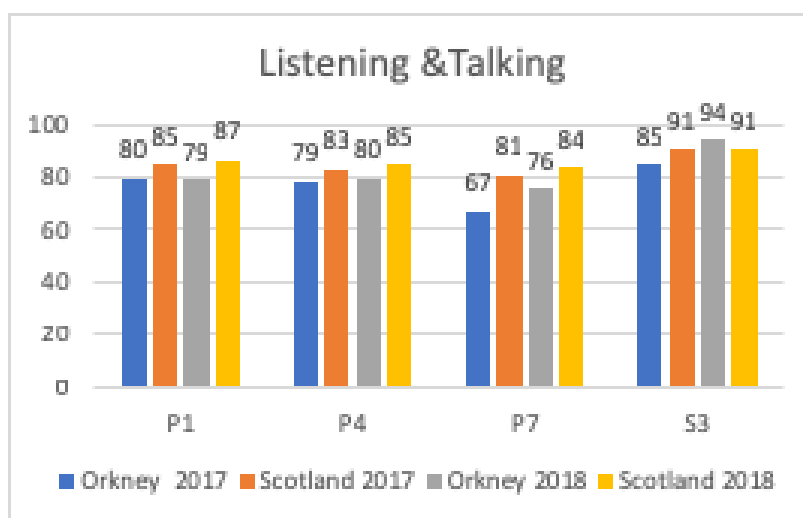
Reading	P1	P4	P7	S3
Orkney 2017	77	76	69	91
Scotland 2017	80	77	76	90
Orkney 2018	76	75	75	92
Scotland 2018	81	77	79	90



Writing	P1	P4	P7	S3
Orkney 2017	73	66	60	88
Scotland 2017	77	71	69	89
Orkney 2018	68	70	70	89
Scotland 2018	78	72	73	89

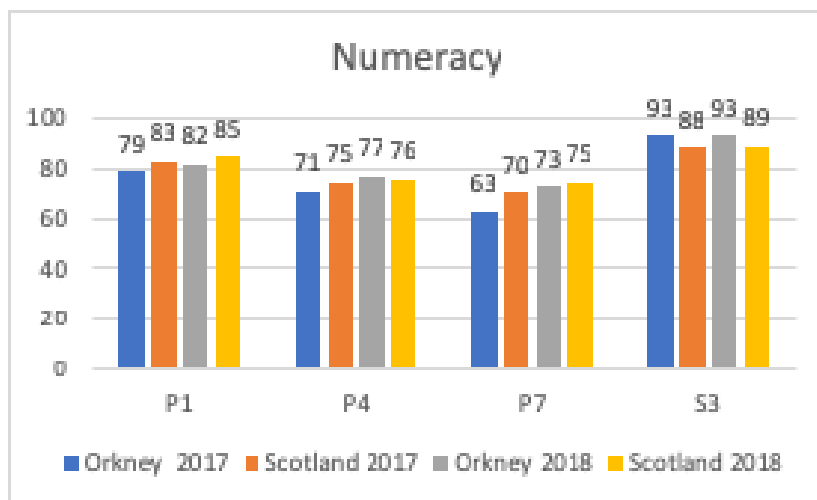


Listening & Talking	P1	P4	P7	S3
Orkney 2017	80	79	67	85
Scotland 2017	85	83	81	91
Orkney 2018	79	80	76	94
Scotland 2018	87	85	84	91



2.11 Numeracy

Numeracy	P1	P4	P7	S3
Orkney 2017	79	71	63	93
Scotland 2017	83	75	70	88
Orkney 2018	82	77	73	93
Scotland 2018	85	76	75	89



Analysis

- At P1 - S3, Seven of Orkney's 2018 measures showed significant increased levels from 2017, 1 measure dropped (Early Level Writing) and 8 remain broadly the same.
- Some of the variation in figures for 2018, compared with 2017, are still attributable to the need to continue developing more consistent approaches to moderation and the quality assurance of teacher judgements and this is part of the ongoing national support programme for moderation of teacher judgement levels. Also, teacher confidence is being built through this process.
- The Orkney profile of achievement as all children and young people progress through the levels in line with the national profile showing a drop in levels from Early Years through to P7 followed by a rise in levels at S3.
- The national figures show that teacher judgements in Orkney have yet to show a consistent pattern across all levels. Levels are however, strong and on a par with national figures at Level 3 and above by the end of S3.
- Overall the figures confirm the continued focus that the Scottish Government and the Local Authority have in supporting staff in their judgements, through the quality assurance and moderation of teacher judgements in and across Orkney schools as well as developing moderation activities across the Northern Alliance local authorities.
- The improvements reflect the continuing Service Improvement Plan focus in all schools on literacy and numeracy in supporting learning and teaching across the curriculum for all children and young people in Orkney.

Section 3: Levels of Achievement in National Examinations.

- 3.1** Each year young people in secondary schools in Orkney are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA), as well as a smaller number presented for a range of qualifications and awards accredited by bodies other than SQA. Since September 2014, young people's achievements in these awards are collated, analysed and presented through the Scottish Government's benchmarking system, "Insight". The data and analysis presented in this report is sourced from Insight.
- 3.2** Insight presents attainment data in a number of forms, most importantly in the form of four key national benchmarking measures as follows:
- Improving attainment in Literacy and Numeracy
 - Improving attainment for all
 - Increasing post-school participation
 - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.
- 3.3** The measures are based on the achievement of each school leaver in each year. They include the leavers at each stage (S4, S5 or S6) in any one year. The cycle of when new data becomes available to refresh Insight means that each year's stage data is refreshed in September (following the release of SQA exam results in August), and the leavers data is refreshed each February (once the full analysis of destinations of each cohort of school leavers has been completed).
- 3.4** The analysis presented in this report reflects the update of Insight published on 27th February 2019 which incorporates the 2018 SQA exam results and 2018 leavers destinations data. The Insight measures used to illustrate attainment levels in this report are of two types:
- Measures of attainment that focus on the key skills of Literacy and Numeracy;
 - General measures of attainment, based on the Insight tariff point score, which allocates a number of points to each award achieved, with more points being awarded for more advanced awards.
- 3.5** The key benchmark for performance in Insight is provided by the "Virtual Comparator". The data that underlies performance of the Virtual Comparator for Orkney is generated by randomly selecting young people from across Scotland that match the characteristics of the Orkney young people whose performance is being evaluated. Insight also allows performance to be compared against appropriate national level measures.
- 3.6** It should be noted that Insight is primarily an online resource that presents data in both graphical and tabular form. Reproductions of some of the graphical presentations from Insight have been provided below. To assist in interpretation of graphs from Insight, tables of data are also provided for some of the measures.

3.7 The data that follows refers to National Benchmarking Measures which represents data relating to young people who have left school (school leavers) in the current reporting year ie the qualifications they obtained by the end of their Senior Phase.

3.8 Some graphs and tables in the analysis that follows also use the Northern Alliance group of local authorities and national figures for comparison purposes.

3.9 National Benchmarking Measure: Improving Attainment in Literacy and Numeracy for all school leavers

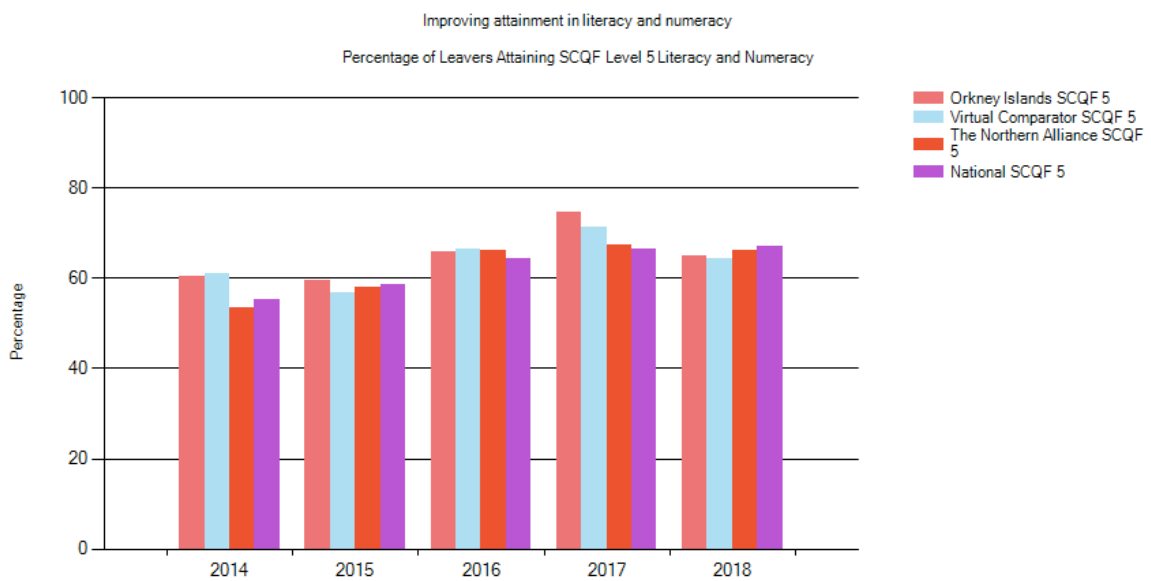
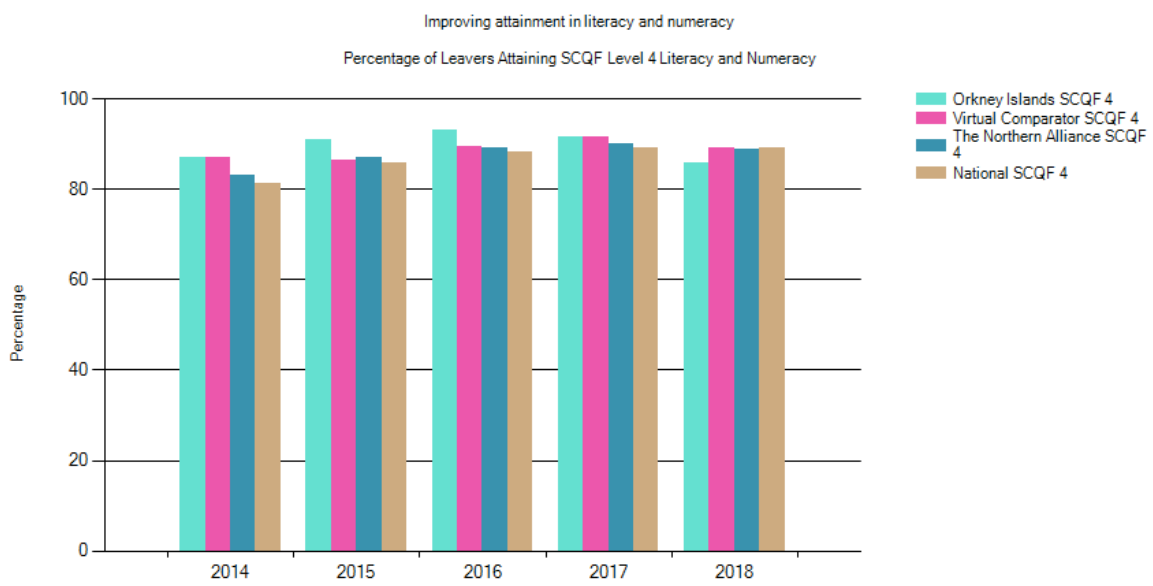
3.9.1 We are ambitious for our pupils and want as many of our school leavers as possible to be highly literate and numerate, increasing their life chances.

3.9.2 Curriculum for Excellence stresses the responsibility of *all* teachers for developing literacy and numeracy skills. This reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace.

3.10 The following table and graphs illustrate the trends in the levels of attainment in literacy and numeracy of school leavers at SCQF³ levels 4 and 5.

% Leavers achieving Literacy and Numeracy	SCQF Level 4			SCQF Level 5		
	2016	2017	2018	2016	2017	2018
Orkney Islands	93	92	86	66	75	65
Virtual Comparator	89	91	89	67	72	64
The Northern Alliance	89	90	89	66	67	66
National	88	89	89	64	66	67

³ Scottish Credit and Qualifications Framework – a national framework within which most accredited awards can be placed at different levels. For example, awards at Higher are at Level 6; those at National 5 at Level 5.



Analysis

- 2017 a very strong cohort in Orkney. These figures show a continuing positive picture of attainment in numeracy and literacy by Orkney school leavers. In Orkney 65% of the school leavers achieved literacy and numeracy at SCQF Level 5 in 2018, and 86% achieved it at SCQF Level 4.
- Schools will continue to seek opportunities to ensure schools leavers achieve the highest possible awards in Numeracy and Literacy, particularly when they have not achieved these awards through National courses in the core subjects of Mathematics and English by secondary 4.

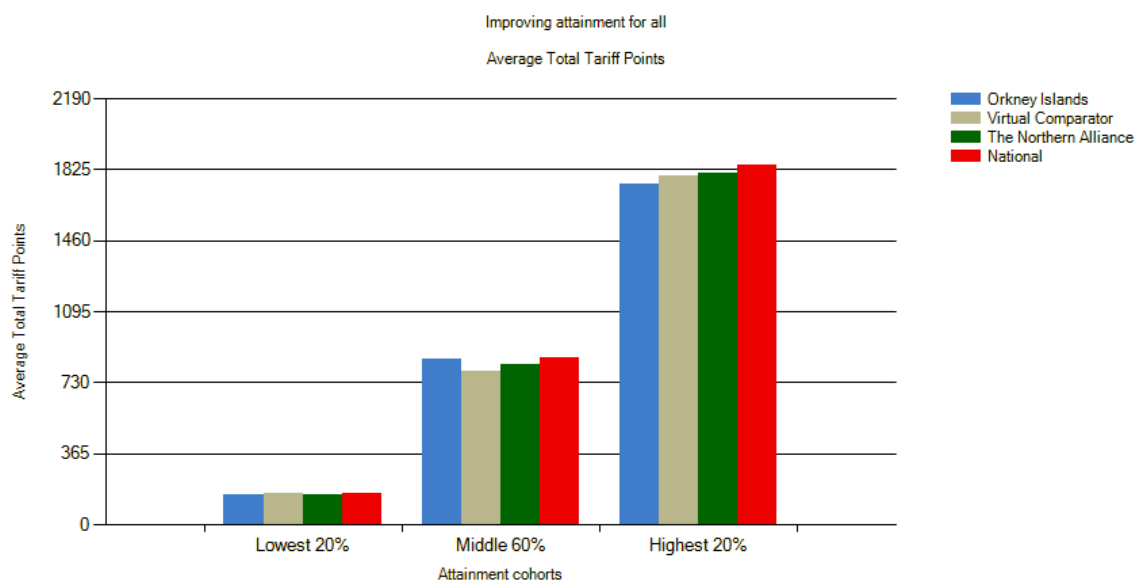
3.11 National Benchmarking Measure: Improving Attainment for All

3.11.1 This is a general measure of the level of attainment of all school leavers during 2018. It is based on the Insight Tariff Point Scale which allocates points to each qualification, depending on the level of difficulty and volume of work involved.

3.11.2 The variation of curriculum design and choices across schools and local authorities makes it difficult to compare data at each stage in S4, S5 and S6. These tables and graphs therefore focus on the level of attainment of school leavers.

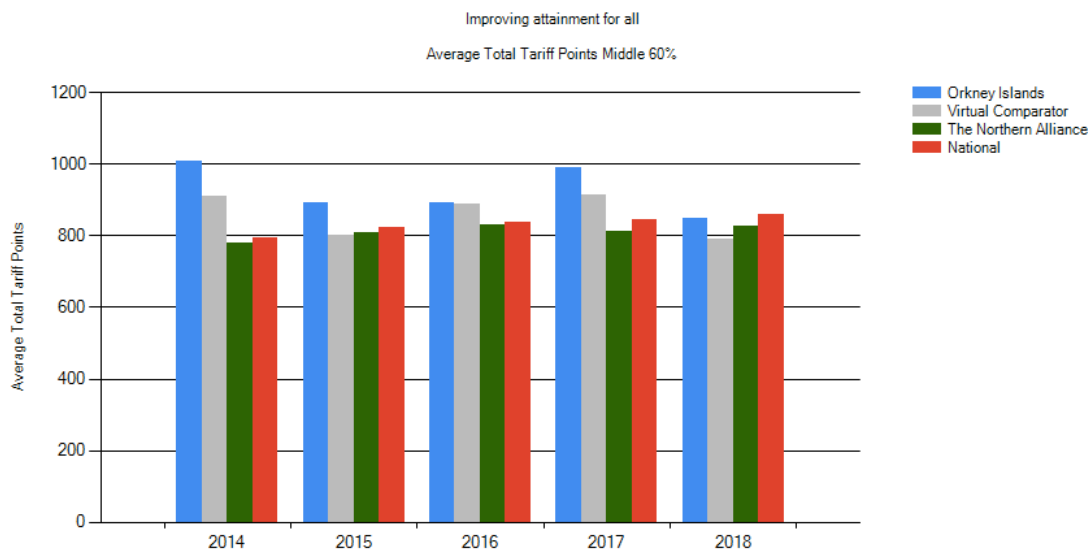
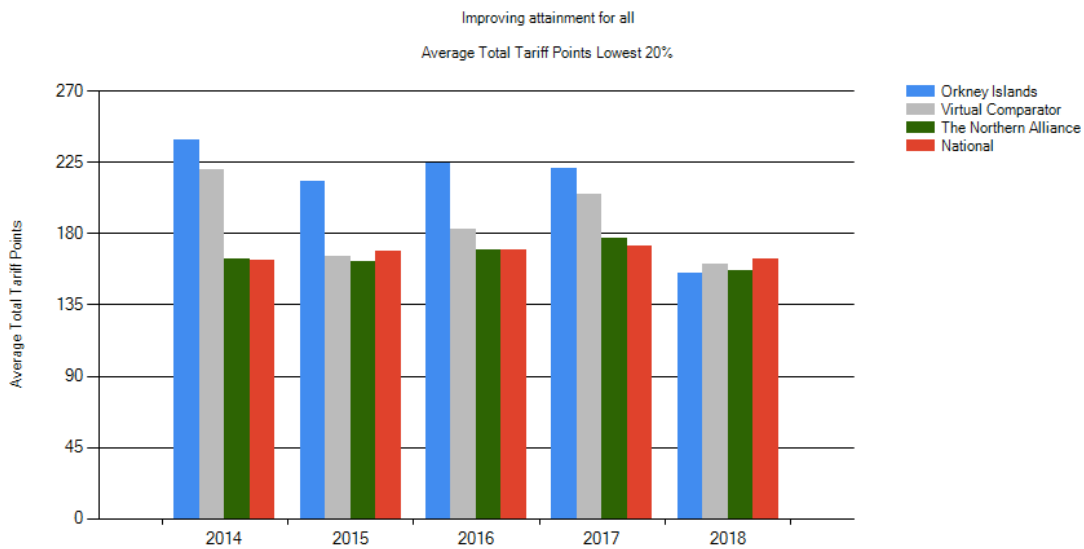
3.12 The graph below shows the average tariff point score for each of three sub-cohorts of leavers in 2018. ie the lowest 20%, the 60% in the middle, the highest 20%.

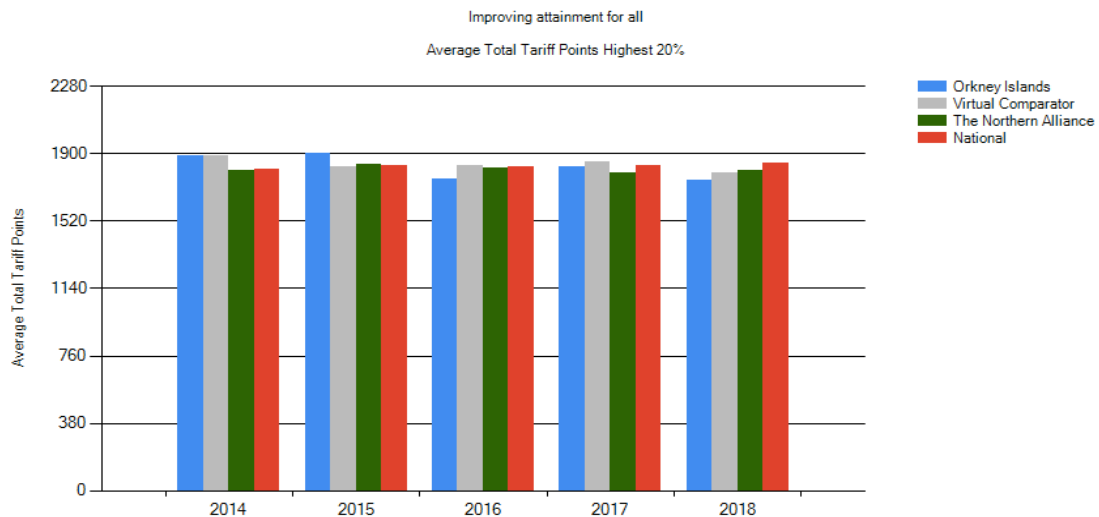
The selected year is 2018



3.13 The graphs and table below set out to show the distribution of overall leaver attainment (tariff points) over time.

Average Tariff points of 2017 Leavers	Lowest Attaining 20%			Middle Attaining 60%			Highest Attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Orkney Islands	224	221	155	891	988	849	1756	1826	1749
Virtual Comparator	182	205	161	884	915	790	1823	1854	1791
The Northern Alliance	169	177	157	830	812	826	1816	1792	1804
National	170	172	164	838	842	857	1822	1830	1848





Analysis

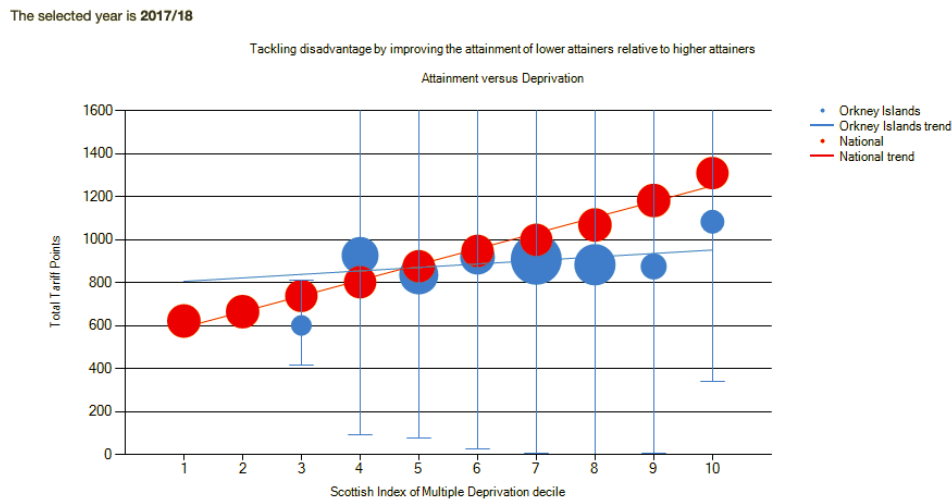
- Overall attainment varies from year to year due to the makeup of the relatively small leaver cohorts, so small variations are not always statistically significant. This year however, Orkney's leavers in S4, while still performing well in their courses, show fewer overall tariff points owing to a wider variety of subjects taken by each pupil from their Orkney Offer, some of which may not be accredited.
- Attainment in the highest performing 20% of young people remains strong. It is slightly lower than Virtual Comparator, Northern Alliance and national levels which is mainly due to cohort variation. This however continues to be an area schools are focussing on to ensure higher attaining pupils get the right balance of academic and wider achievements.
- As our young people consider more bespoke curriculum choices through the added opportunities provided by the Orkney Offer, there is an expectation that increasing numbers of young people will choose pathways that lead to higher quality and more sustainable positive destinations, but which may not necessarily contribute to the traditional tariff pointage process.

3.14 National Benchmarking Measure: Attainment versus Deprivation: Average total tariff score for Orkney leavers and Virtual Comparator by Single Index of Multiple Deprivation (SIMD Decile) 2018.

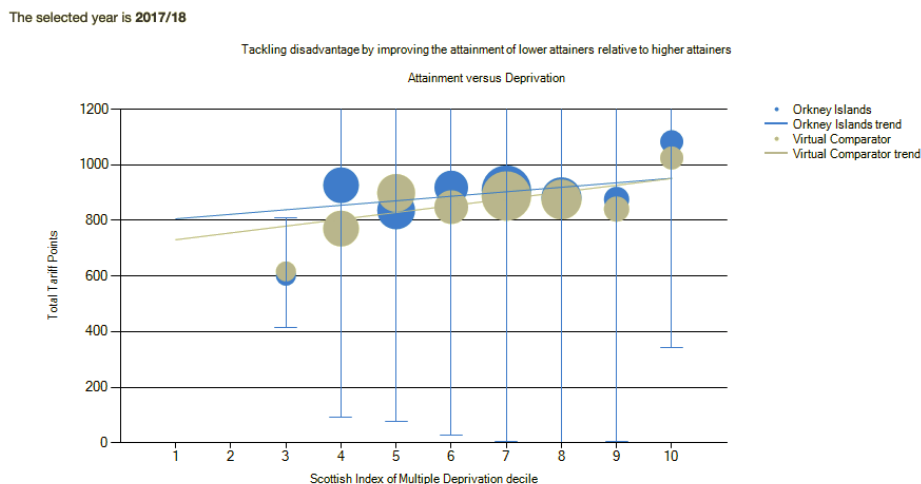
This measure seeks to provide an overview into the relationship between attainment and relative deprivation and in terms of the current national priorities, is therefore an important measure.

3.15 The graph below indicates in red the national profile of leaver's average attainment against each SIMD decile⁴. The trend line clearly indicates that there is a significant attainment gap nationally. This is the gap that is the key driver for the Government's National Improvement strategy. The blue trend line represents the Orkney profile and the varying size of the circle represents the number of pupils in each SIMD decile.

Graph 1: National (Red) vs Orkney Blue



Graph 2: Virtual Comparator deciles Grey vs Orkney Blue



⁴ SIMD Decile - the Scottish Index of Multiple Deprivation is the Scottish Government's official tool for identifying areas in Scotland concentrations of deprivation by incorporating several different aspects of deprivation (multiple-deprivations) and combining them into a single index partitioned into 10 equal deciles.

Analysis

- In Orkney, there is no significant relationship between SIMD and attainment as the national profile and the gap in Orkney is low giving a near horizontal line which shows that the attainment gap is not as closely linked to SMID as it is in other places.
- This is confirmed when considering Graph 2 Orkney vs Virtual Comparator (similar settings), where trend lines are similar.
- Further consideration is needed to link more relevant measures of deprivation in Orkney to attainment.

Section 4: Wider Achievement

- 4.1** There are many ways that young people can be accredited for their achievements other than through traditional SQA exams. Wider achievements of young people are increasingly recognised and their benefits appreciated.
- 4.2** This section, which is an extract from the Community Learning and Development Service Annual Report 2017-18, is an excellent example of how curriculum for excellence is developing within youth work settings around Orkney as part of the Orkney Offer where the curriculum fails the child or young person having to fit a pre-determined curriculum.
- 4.3** Improving attainment and achievement through accreditation and other opportunities are continuing to flourish. During 2017-18 there were many positive outcomes related to these including:
- Overall Youth Achievement Awards (YAA) have risen from 4 to 16 awards (300% increase) from 2015-16 to 2017-18.
 - The number of bronze YAAs has risen from 8 in 2016 to 2017 to 12 in 2017 to 2018 a 50% increase.
 - 2017 to 2018 saw our largest number of Gold YAAs achieved in Orkney.
 - Excellent success rates in uptake of young people having a Young Scot Card in Orkney with 94% of 12-25 year olds holding a card, which is 24% higher than the national baseline of 70%.
- 4.4** In 2017 to 2018 young people in Orkney achieved the following:

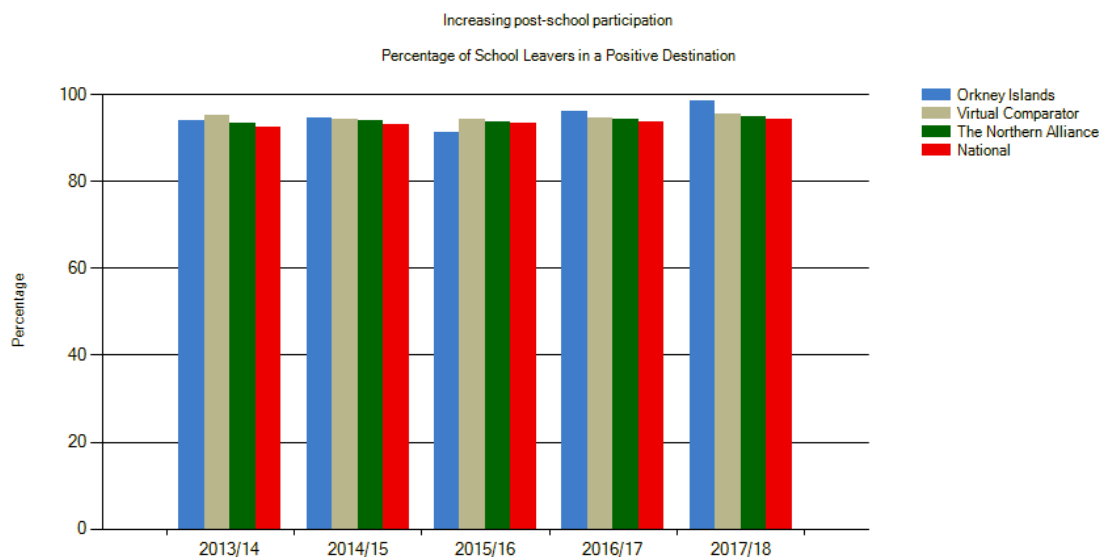
Type of Award	No. of Recipients 2017 to 2018
Dynamic Youth Awards These are peer assessed awards for young people in the 10+ age group. Dynamic Youth Awards give young people the opportunity to be recognised and accredited for the activities they take part in either within or outwith the school setting. A Dynamic Youth Award is equivalent to a SCQF Level 3.	74 3036 hours of activity (55: 2016 to 2017)

<p>Youth Achievement Awards</p> <p>Youth Achievement Awards offer formal recognition and accreditation for young peoples' achievements. Youth Achievement Awards are a Scottish Qualifications Authority customised award and are Scottish Credit and Qualifications Framework credit scored from level 4 – 7 appearing on a young person's Scottish Qualifications Certificate alongside their academic achievements.</p> <p>In Orkney the majority of these awards are gained beyond the school setting and often provide significant benefits for the local community.</p>	<p>16 (14: 2016-17) Bronze: 12 (8: 2016-17) Silver: 1 (5: 2016-17) Gold: 3 (1: 2016-17)</p>
<p>Duke of Edinburgh Awards</p> <p>The Duke of Edinburgh is a balanced, progressive programme which aims to support young people aged 14-24 to develop their teamwork skills, improve their physical fitness, enable them to develop a lifelong interest and engage them more fully in their local community through volunteering.</p> <p>Young people plan their own programme for each of the three levels (Bronze, Silver, Gold) building their own individual learning plan for the four distinct sections of each Award: volunteering, physical, skills and expedition.</p> <p>Each Award recognises the young person's commitment, determination, teamwork, flexibility and their awareness of their own potential. They develop their self-belief and resilience and independence of thought and action.</p>	<p>30 (58: 2016-17) Bronze 23 (50: 2016-17) Silver 5 (4: 2016-17) Gold 2 (4: 2016-17)</p>
<p>MSYPs</p> <p>The Scottish Youth parliament allows young people to develop their skills and confidence through representing their peers both locally and nationally. Calum McArthur from Kirkwall Grammar School and Jack Norquoy from Stromness Academy to continue represent Orkney at the Scottish Youth Parliament.</p>	<p>2 MSYPs No. of votes cast 2017: 613 (465 in 2015)</p>
<p>Orkney Youth Forum</p> <p>The Orkney Youth Forum is a recently developed initiative to bring young people together to provide greater opportunities for young people to have their voices heard and to engage on a range of youth and wider community issues.</p>	<p>12 Youth Forum members (15: 2016-17)</p>

<p>Young Scot Community Learning & Development provides access to the Young Scot National Entitlement card services to young people in Orkney by managing both the bulk and individual processes for issuing cards. The Local Authority has excellent card holder uptake. Orkney's young people do not always benefit from all of the national entitlements for Scotland, for example, the rail discount and some of the national discount partners are only available on the Scottish mainland. Orkney, however, has been very successful in promoting other ways to use the Young Scot services. The PASS proof of age element, the digital platform and the discounts on offer locally are well used by young people.</p> <p>Percentage of Young Scot Card holders in Orkney.</p> <p>Percentage of Young Scot Card holders across Scotland.</p>	<p>No. of Young Scot Card holders in Orkney 3133 (3030: 2016-17)</p> <p>94% (89%: 2016-17)</p> <p>70%</p>
--	--

Section 5: National Benchmarking Measure: School Leavers Destinations

5.1 The Leaver Initial Destinations measure is useful when trying to understand which learner journeys through Senior Phase lead to initial positive destinations.

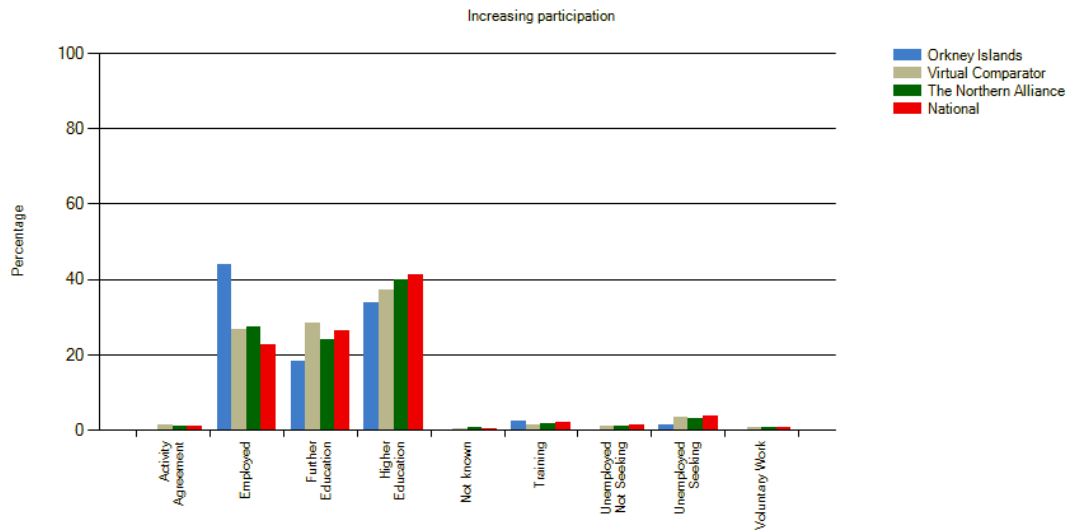


% of Schools Leavers in a Positive Destination			
	2015/16	2016/17	2017/18
Orkney Islands	91.1 *	96.1	98.5
Virtual Comparator	94.3	94.4	95.4
The Northern Alliance	93.6	94.4	95.0
National	93.3	93.7	94.4

*Error in the timing of the data recorded in Insight, actual figure was 94%.

5.2 Taking a closer look at the underlying data reveals our school leavers destinations.

The selected year is 2017/18



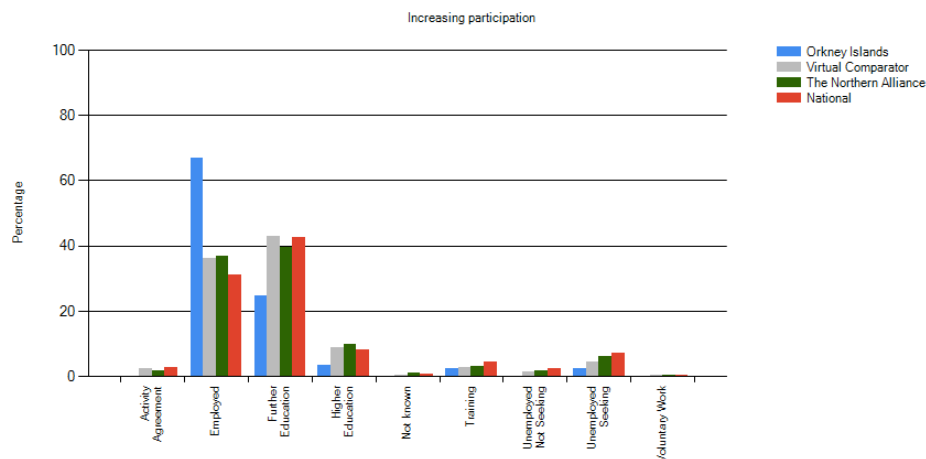
Analysis:

- Overall Orkney leavers have a consistently high record in moving into positive leavers destinations. The percentage of leavers in a positive destination is much greater than our Virtual Comparator in 2017 to 2018 and the 2nd/3rd highest in Scotland.
- The initial leaver destination profile does not follow our comparator trends, with many more leavers going directly into employment, fewer moving into further education and slightly fewer going into Higher Education.

5.3 Breaking down leaver destinations at the time of leaving shows the destinations of S4, S5 and S6 leavers. The majority of young people now stay at school throughout their Senior Phase so the number of pupils represented by the following graphs represent very small numbers.

5.4 Destinations of S4 and S5 leavers:

The selected year is 2017/18

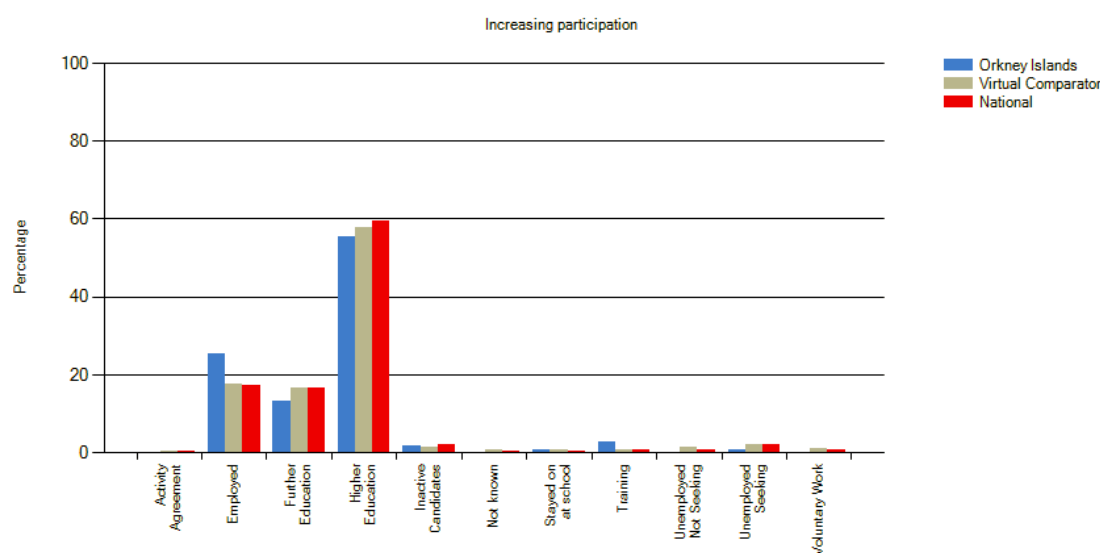


Analysis

- The majority of S4 and S5 leavers (67%) move into employment which is an increasing trend and is much higher than our Virtual Comparator.
- Only 25% of S4 and S5 leavers went into further education which is much lower than our Virtual Comparator.
- The small number of leavers in non-positive destinations are known to our services and supported through the Connect project.
- A key challenge for our Orkney Offer and Government's Developing the Young Workforce (DYW)⁵ projects is to ensure pupils who are leaving school leave with quality, sustained positive destinations and where possible through further training for example through the Apprenticeships family.

5.5 Destinations of S6 leaver

The selected year is 2017/18



Analysis

- The majority of S6 leavers, 55%, move into higher education which is slightly lower than our Virtual Comparator. This is explained by the 25% of leavers in S6 who went straight into employment which is much higher than our Virtual Comparator and national leavers. As with S4 and S5 leavers, a smaller percentage go into further education compared with our Virtual Comparator and national leavers.

⁵ . Developing the Young Workforce (DYW) - is a seven-year programme (2014 to 2021) that aims to better prepare children and young people aged 3–18 for the world of work. The headline aim of Developing the Young Workforce is to reduce youth unemployment.

- As the Orkney Offer and senior phase develops, there will be further opportunities for young people to take a mix of school based and college based courses. This is in keeping with the aim to further develop individual career pathways for young people through the senior phase. This includes a new range of Foundation Apprenticeships ⁶.
- A key outcome of the Scottish Government's Developing the Young the Workforce programme is to achieve increased positive and sustainable destinations and employment for all our young people.
- Through the work of the DYW programme and the Orkney Offer we aim to improve our labour market intelligence to help schools to give better career advice to young people on the pathways they can take into the local employment market.

⁶ Foundation Apprenticeships – is a qualification, over 1 or 2 years (S5 /S6), that lets pupils gain work experience in one of Scotland's 12 growth industries while they are still at school. It fits in with their other senior subjects and also develops their communication, team-work and self-management skills.