



A Guide to Using Insight

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About Insight

Insight is the professional benchmarking tool for analysing attainment data in the senior phase, accessible by secondary schools and local authorities. It is designed to support self-evaluation and provide schools with their attainment information in a format that makes it straightforward to identify possible areas for improvement for young people in S4 to S6.

There are two releases of Insight per year, the first of which is in September and provides year group based attainment data for previous sessions. The February update adds initial leaver destinations data for those leaving school in the previous academic year, which allows for analysis of both destinations and attainment based data of cohorts of young people at the point of exit from the Senior Phase.

Getting Started

We strongly encourage readers to use this booklet in conjunction with other resources (papers, Deep Dives etc.) available within Help & Support to develop their knowledge of Insight.

Menu Bar



When you log on to Insight, you are taken immediately to the four key National Measures for your school (or local authority). You also see a series of headings at the top of the page. Let's look at these headings first, from left to right.

- The Insight button is a 'Home' button and takes you back to the home page from anywhere within the tool.
- The Establishment button (showing East Ayrshire in this image) allows you to select the National Measures for any other school or local authority in Scotland or allows you to see the overall national position. It also provides access to the 'School Profile' page for the establishment.
- The Learning Partners button allows you the opportunity to see a 'ranked' list of schools and, where you partner with other establishments, to see their local data.
- The LA Summary button (Only visible when selected establishment is a local authority) allows you to look at **side by side** national dashboard data for all establishments in that local authority. A further 2 options in this menu allow local authority officers the ability to look at side by side course level data across their schools.
- The Benchmarking button allows you to select the four National and four Local benchmarking measures
- The Course button allows you to select various courses and curricular areas.
- The Documents button allows you to print any page you are studying. The printed page includes which filters have been deployed (see information regarding filters in National

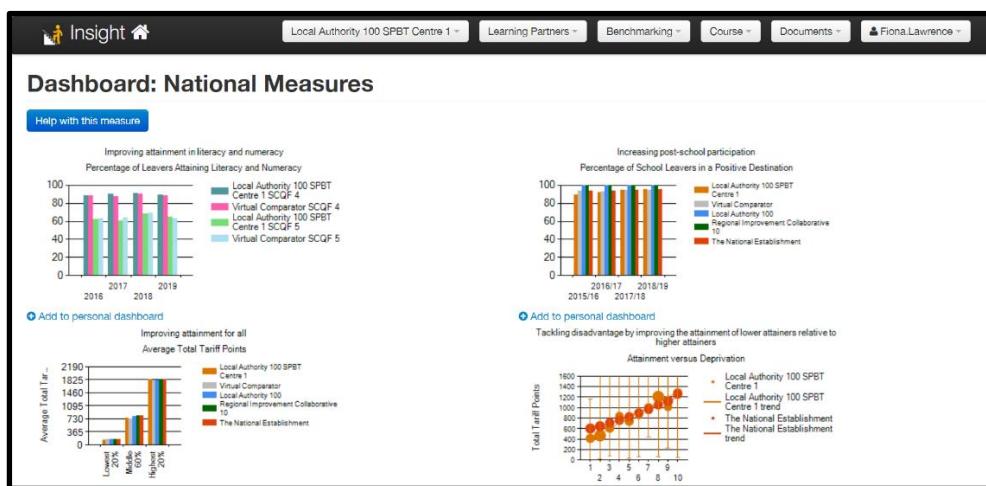


Dashboard Improving Attainment for All section) This menu also allows you to produce a **Summary PDF**. This PDF is a document with key national data for an establishment. The PDF is calculated on demand so will return an up to date picture of the establishment's (school/local authority) information contained within the tool.

- Clicking on your User Name (top right) reveals a Settings button which allows you to select either three (default) or five years of data. The settings selection also gives you an option to change to textured charts. It is also where your own 'personal' dashboard is found.

The Home Page

The Home Page (Dashboard: National Measures), to which you can always navigate by clicking on the 'Insight' button, contains the four measures which we call the National Measures. The four measures are connected and should be looked at together in considering the performance of a school or local authority and the next steps to be taken to seek further improvements.



The four measures are:

- Improving attainment in literacy and numeracy
- Increasing post-school participation
- Improving attainment for all
- Tackling disadvantage by improving the attainment of lower attaining learners relative to higher attaining learners.

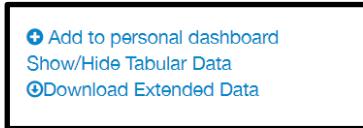
All the national measures show the performance of pupils at the **point of exit** from school. This is the most consistent way of considering the success of your school in these measures and reflects the many different curricular models in schools.

Hover over any of the measures and click to explore in more detail. Let's look at each one in turn. Remember you can always get back to the national measures by clicking on 'Insight', found in the top left corner of every page, beside the Insight symbol.



Showing and Downloading Data

Throughout the tool, there are a variety of times when you see a button marked Show/Hide Tabular Data. Clicking on this reveals the data behind a graph or chart. Within any such selection, you can also import the data into Excel, or any other tool which can open a CSV file, by clicking on the Download Data button.



Personal Dashboards

Throughout the tool, there are a variety of times when you see a button marked 'Add to personal dashboard'. This allows you to save up to four charts as 'favourites'. This has a variety of uses, such as being able to go to particularly important pages for you, and it also allows you to consider outputs side by side, eg boys and girls for a particular feature.



Section 1 – Navigating the Insight Dashboard Measures

1.1 Benchmarking Measures

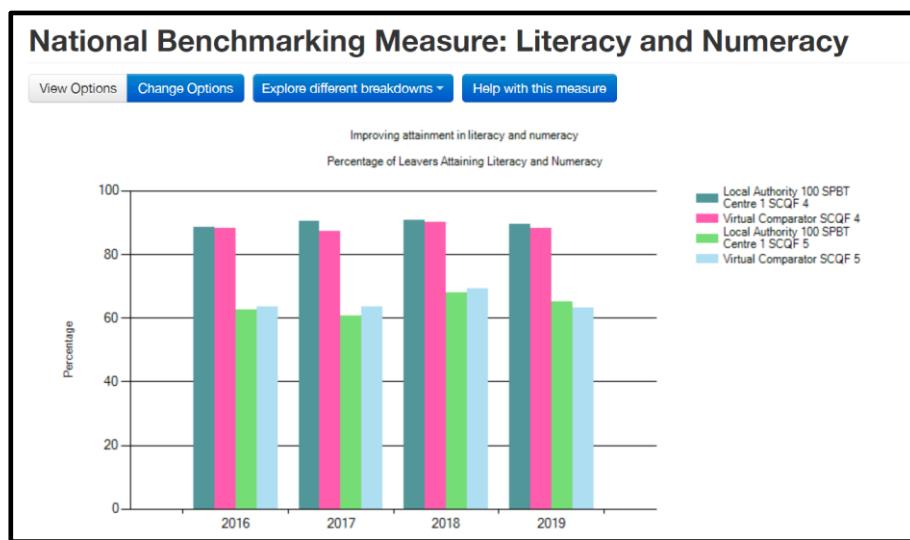
1.1.1 *Improving Attainment in Literacy and Numeracy*

A local (all candidates) and national (leavers) benchmarking measure that is based upon the outcomes and assessment standards for Scottish Qualification Authority's (SQA) literacy and numeracy units. A 'best fit' approach extends the SQA definition to include a range of other qualifications and learning programs that are used as a proxy for literacy and numeracy at SCQF levels 3 to 6.

National Benchmarking Measure: Improving Attainment in Literacy and Numeracy

Why is this measure important?

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 greatly. 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.



The chart shows the performance of your school in pupils' attainment in literacy and numeracy (ie both of them together) at Level 4 and above and at Level 5 and above (at the point of exit from school). It compares the performance of your school against its virtual comparator.

What is a virtual comparator?

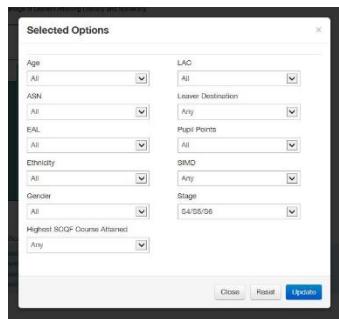
It is a way of comparing the performance of all pupils at your school with a group of pupils, taken from around Scotland, who have the same backgrounds as those of your school. This gives a very fair way of comparing your own performance to that of a similar group of



pupils, so that you can see where performance is strong and where it might be considered as needing improvement.

How can I take a closer look?

There are a number of filters which can be applied, click on 'change options' You can select any combination of these to take a closer look. Simply click on an area, select your filter(s) and then press 'Update'. Your graph will then be updated to reflect your choice.



I want to see performance in literacy and in numeracy as separate measures. How can I do this?

You can do this by tapping on 'Explore different breakdowns'.



Choosing 'by measure' takes you to the two measures being shown separately. Again, all of these measures can be filtered so that you can take a closer look.

You may wish to consider issues such as:

- How does our performance in literacy compare to the performance in numeracy?
- How does the boys' literacy / numeracy compare to that of the girls?
- How does the boys' literacy compare to the boys' numeracy?
- How does the performance of our pupils from the most deprived backgrounds (using the SIMD filter) compare with that of the pupils from the least deprived backgrounds?

I'd like to see other levels as well. How do I do this?

You can select levels 3 and 4, levels 4 and 5 or levels 5 and 6. In this way, you can look at performance at different levels.

I'd like to see how performance in literacy and numeracy compares with my local authority and nationally. How can I do this?

As above, but this time choose 'by SCQF level'.

This allows you to consider all of the levels above, together with all the filters.



<p>Measure Page Benchmarking ► National or Local Benchmarking Measure: Literacy and Numeracy</p> <p>Improving attainment in literacy and numeracy Percentage of Candidates Attaining Literacy and Numeracy</p> <table border="1"><thead><tr><th>Year</th><th>Local Authority 100 SPBT SCQF 4</th><th>Virtual Comparator SCQF 4</th><th>Local Authority 100 SPBT SCQF 5</th><th>Virtual Comparator SCQF 5</th></tr></thead><tbody><tr><td>2016</td><td>92</td><td>91</td><td>68</td><td>66</td></tr><tr><td>2017</td><td>95</td><td>93</td><td>70</td><td>72</td></tr><tr><td>2018</td><td>92</td><td>94</td><td>77</td><td>75</td></tr><tr><td>2019</td><td>91</td><td>93</td><td>71</td><td>72</td></tr><tr><td>2020</td><td>92</td><td>93</td><td>72</td><td>74</td></tr></tbody></table>	Year	Local Authority 100 SPBT SCQF 4	Virtual Comparator SCQF 4	Local Authority 100 SPBT SCQF 5	Virtual Comparator SCQF 5	2016	92	91	68	66	2017	95	93	70	72	2018	92	94	77	75	2019	91	93	71	72	2020	92	93	72	74	<ul style="list-style-type: none">○ The percentage of school leavers/candidates attaining both Literacy and Numeracy at SCQF level 4 or better○ The percentage of school leavers/candidates attaining both Literacy and Numeracy at SCQF level 5 or better○ Compare the school bar to Virtual Comparator only○ Level 4 and 5 are presented in the same diagram																																				
Year	Local Authority 100 SPBT SCQF 4	Virtual Comparator SCQF 4	Local Authority 100 SPBT SCQF 5	Virtual Comparator SCQF 5																																																															
2016	92	91	68	66																																																															
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<p>Measure Breakdown Page Benchmarking ► National or Local Benchmarking Measure: Literacy and Numeracy ► by SCQF level</p> <p>Improving attainment in literacy and numeracy Percentage of Candidates Attaining SCQF Level 4 Literacy and Numeracy</p> <table border="1"><thead><tr><th>Year</th><th>Local Authority 100 SPBT SCQF 4</th><th>Virtual Comparator SCQF 4</th><th>Local Authority 100 SCQF 4</th><th>The National Establishment SCQF 4</th></tr></thead><tbody><tr><td>2016</td><td>92</td><td>91</td><td>92</td><td>92</td></tr><tr><td>2017</td><td>95</td><td>93</td><td>94</td><td>92</td></tr><tr><td>2018</td><td>92</td><td>94</td><td>94</td><td>93</td></tr><tr><td>2019</td><td>91</td><td>93</td><td>93</td><td>93</td></tr><tr><td>2020</td><td>92</td><td>93</td><td>94</td><td>93</td></tr></tbody></table> <p>Improving attainment in literacy and numeracy Percentage of Candidates Attaining SCQF Level 5 Literacy and Numeracy</p> <table border="1"><thead><tr><th>Year</th><th>Local Authority 100 SPBT SCQF 5</th><th>Virtual Comparator SCQF 5</th><th>Local Authority 100 SCQF 5</th><th>The National Establishment SCQF 5</th><th>The National Establishment SCQF 5</th></tr></thead><tbody><tr><td>2016</td><td>68</td><td>66</td><td>68</td><td>68</td><td>68</td></tr><tr><td>2017</td><td>72</td><td>74</td><td>68</td><td>72</td><td>72</td></tr><tr><td>2018</td><td>78</td><td>75</td><td>70</td><td>72</td><td>72</td></tr><tr><td>2019</td><td>70</td><td>74</td><td>70</td><td>70</td><td>70</td></tr><tr><td>2020</td><td>72</td><td>74</td><td>75</td><td>75</td><td>75</td></tr></tbody></table>	Year	Local Authority 100 SPBT SCQF 4	Virtual Comparator SCQF 4	Local Authority 100 SCQF 4	The National Establishment SCQF 4	2016	92	91	92	92	2017	95	93	94	92	2018	92	94	94	93	2019	91	93	93	93	2020	92	93	94	93	Year	Local Authority 100 SPBT SCQF 5	Virtual Comparator SCQF 5	Local Authority 100 SCQF 5	The National Establishment SCQF 5	The National Establishment SCQF 5	2016	68	66	68	68	68	2017	72	74	68	72	72	2018	78	75	70	72	72	2019	70	74	70	70	70	2020	72	74	75	75	75	<ul style="list-style-type: none">○ View the percentage of school leavers/candidates attaining both Literacy and Numeracy separately by SCQF level○ Compare the school bar to Virtual Comparator, Local Authority, Regional Improvement Collaborative (RIC) or National Literacy ad Numeracy are presented in the same diagram○ Level 4 and 5 are presented in two separate diagrams○ Select different SCQF Levels to view ('3 and 4', '4 and 5' or '5 and 6') under Options
Year	Local Authority 100 SPBT SCQF 4	Virtual Comparator SCQF 4	Local Authority 100 SCQF 4	The National Establishment SCQF 4																																																															
2016	92	91	92	92																																																															
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Measure Breakdown Page Benchmarking ► National or Local Benchmarking Measure: Literacy and Numeracy ► by Measure



- View the percentage of school leavers/candidates attaining **Literacy or Numeracy** at a given SCQF level
- Compare the school bar to Virtual Comparator only
- Literacy ad Numeracy are presented in separate diagrams
- Level 4 and 5 are presented in the same diagram
- Select different SCQF Levels to view ('3 and 4', '4 and 5' or '5 and 6') under Options





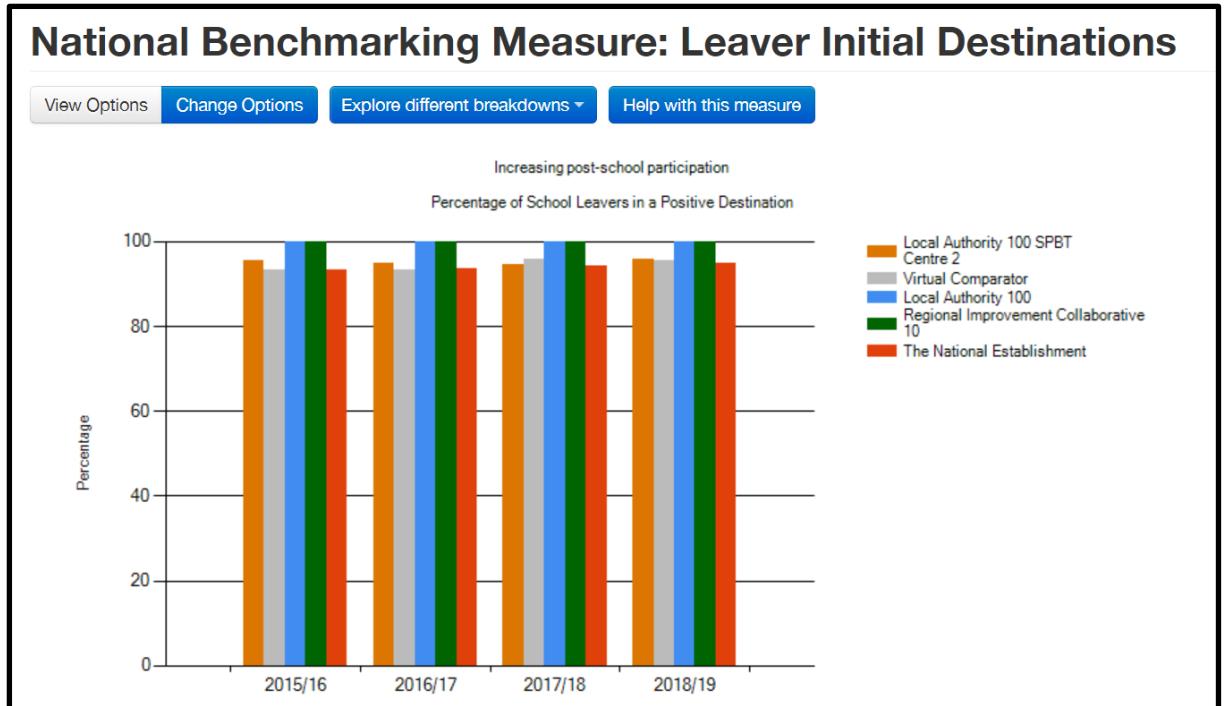
1.1.2 Improving Post-School Participation

A local (all candidates) and national (leavers) benchmarking measure that shows the percentage of school leavers that enter a positive initial destination approximately 3 months after leaving school.

National Benchmarking Measure: Increasing Post-school Participation

Why is this measure important?

Considering the destinations of our leavers is a vital part of ensuring that Curriculum for Excellence is a success in our schools. The chart shows the performance of your school in the percentage of pupils going on to positive destinations. It compares the performance of your school against its virtual comparator, its local authority, Regional Improvement Collaborative and Scotland.



What are the key questions we should consider?

You may wish to consider specific questions such as:

- How do the boys' destinations compare to those of the girls?
- What are the destinations of our Looked After Children?
- We have been targeting support to pupils from ethnic minority backgrounds. What has happened to their destinations?

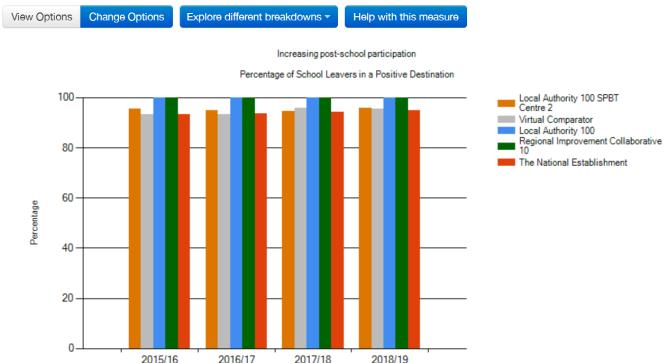
I want to look at specific destinations. How can I see them?

If you select 'Explore different breakdowns', you will be taken to a graph which breaks down the leavers' destinations into various categories. You can also select from the current year or previous years by means of selecting the appropriate filter.



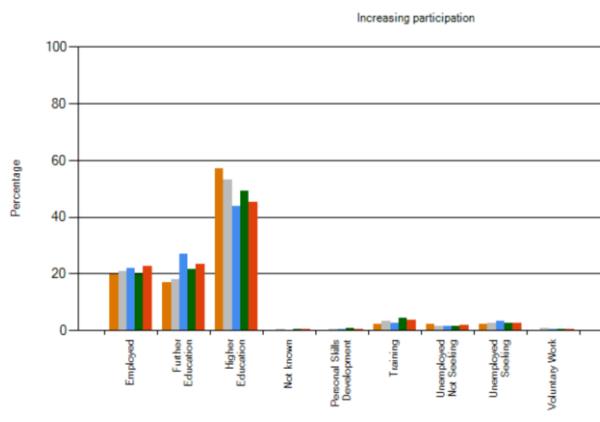
Measure Page Benchmarking ► National Benchmarking Measure: Leaver Initial Destinations or Local Benchmarking Measure: Candidate Initial Destinations

National Benchmarking Measure: Leaver Initial Destinations



- View the percentage of school leavers in a positive destination approximately 3 months after leaving school
- A positive destination includes 'Higher Education', 'Further Education', 'Training', 'Voluntary Work', 'Employment', 'Activity Agreements' and 'Personal Skills Development'
- In the Local Benchmarking Measure candidates that are recorded as 'staying on at school' are included alongside those in positive destinations
- Compare the school bar to Virtual Comparator, Local Authority, Regional Improvement Collaborative (RIC) and National

Measure Breakdown Page Benchmarking ► National Benchmarking Measure: Leaver Initial Destinations ► by destination breakdown



- View the information broken down by destination for the selected year
- Destinations are split into nine different categories (including both positive and non-positive destinations)
- Compare the school bar to Virtual Comparator, Local Authority, Regional Improvement Collaborative (RIC) and National
- Select a different academic year under Options



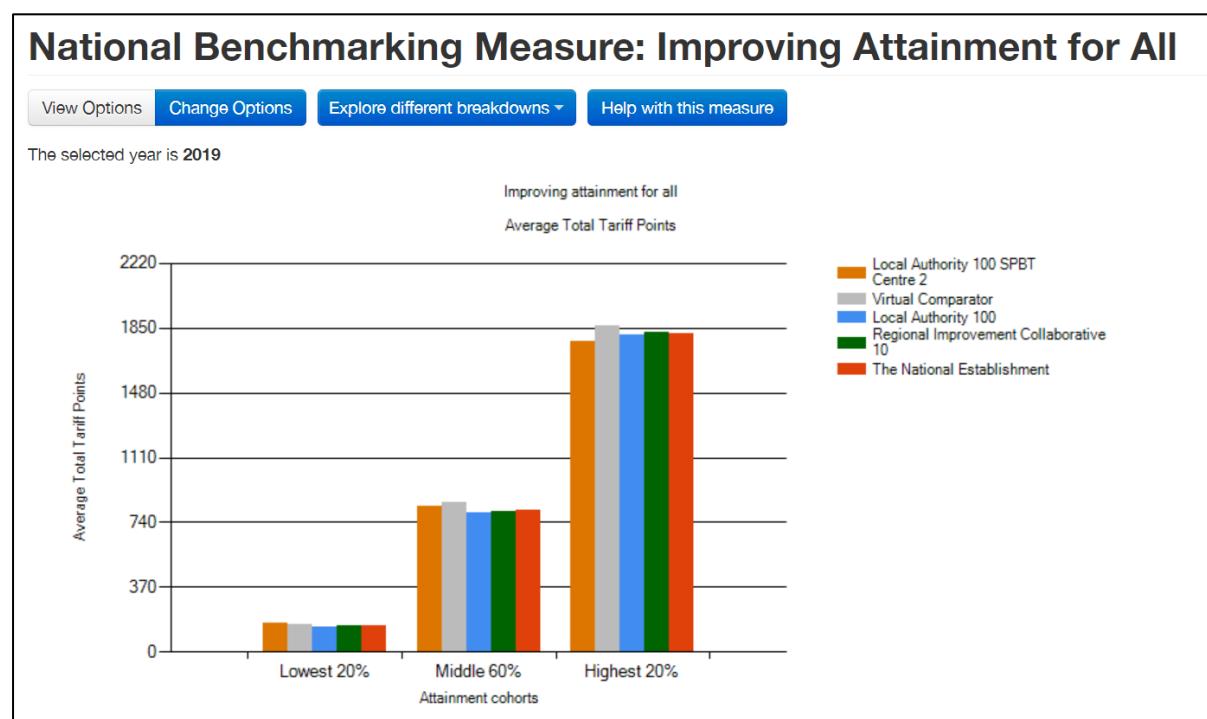
1.1.3 Improving Attainment for All

A local (all candidates) and national (leavers) benchmarking measure that displays the average total tariff or complementary tariff score for the lowest 20%, middle 60% and highest 20% of attainers within the cohort. A **Grade neutral** version of tariff was introduced in September 2018. This displays graded and ungraded courses on an equal basis i.e. with no extra tariff points for grades. This can be viewed by selecting the on-screen 'Show Grade Neutral' button. Grade neutral data is available alongside the selected tariff data by clicking 'Show/Hide Tabular Data'.

National Benchmarking Measure: Improving Attainment for All

Why is this measure important?

Our overall aim for this measure, together with measure four, is to have our pupils attain as highly as possible 'across the board'. They concern how well a school really *knows* itself for *all* its children. This is vital if we are to make good our commitment to both raising attainment and tackling inequality. As with all of the national dashboard, measures are taken for the leavers' cohort.



The chart shows the performance of your school in pupils' overall attainment by looking at the average total tariff score of your school leavers' top-attaining 20%, middle-attaining 60% and lowest-attaining 20% groups. The graph compares your school to its virtual comparator, the local authority and Scotland.



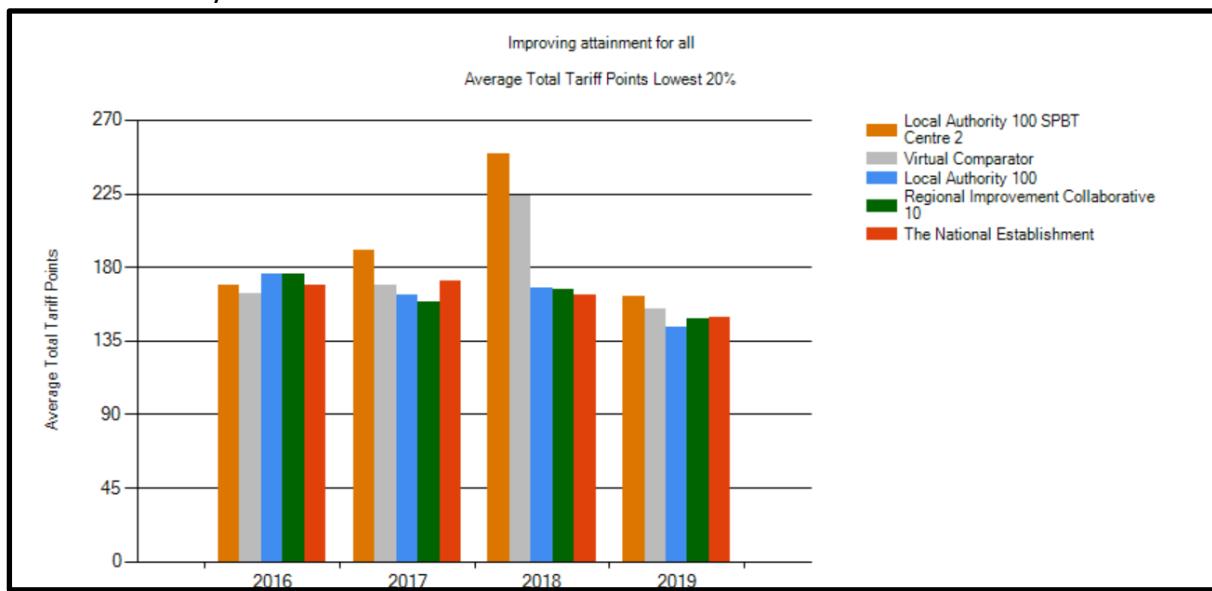
What is the tariff score?

We have used a tariff score so that we can take account of the pupils' 'latest and best' performance. Awards at higher levels tend to attract more points than those at lower levels (assuming similar SCQF credit points). Tariff points for **all** attainment and achievement included in Insight is dependent on each award's SCQF credit rating. The number of Insight tariff points accumulated for each individual **course/award** is consistent throughout all calculations in the tool.

For the 2 tariff based dashboard measures 'Attainment for All' and 'Attainment versus Deprivation' at both local and national levels there is a filter to swap between *total* tariff and *complementary* tariff. The difference between the total tariff score and the complementary tariff score lies in the way the total score for each learner is calculated.

Again, all of these measures can be filtered so that you can take a closer look at any specific aspect of performance. You can also consider the overview of previous years' awards by selecting the Year filter.

You can also look at three (or five by using Settings under your user name) years' data for each of the three categories by clicking on Lowest 20% Middle 60% Highest 20%. This gives you the opportunity to consider any trends. Here's the graph for a school's lowest-attaining 20% over three years:



You may wish to consider issues such as:

- Is our school attainment for any one of the groups rising or falling year-on-year?
- How does the performance of each of the three groups identified compare with the virtual comparator?
- Are we meeting the needs of our highest-attaining boys?
- Are we meeting the needs of our lowest-attaining girls?
- Are we meeting the needs of pupils for whom English is an additional language (EAL)?
- How does the performance of our pupils from the most deprived backgrounds (using the SIMD filter) compare with that of the pupils from the least deprived backgrounds?

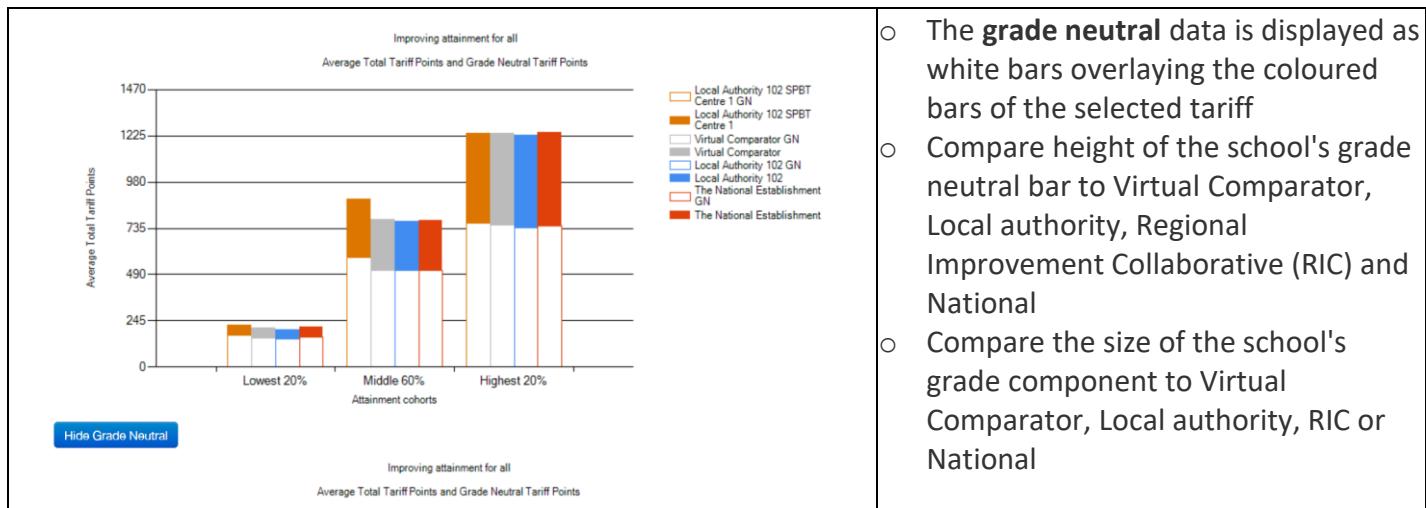


National Benchmarking Measure: Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

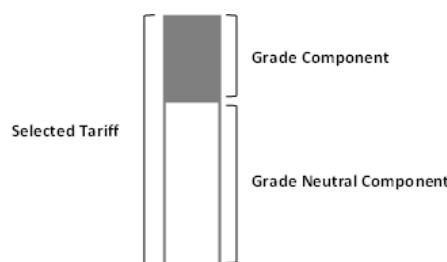
Why is this measure important?

Our overall aim for this measure, together with measure three, is to have our pupils attain as highly as possible 'across the board'. They concern how well a school really knows itself for *all* its children. This is vital if we are to make good our commitment to both raising attainment and tackling inequality. As with all of the national dashboard, measures are taken for the leavers' cohort.

Measure Page Benchmarking ► National or Local Benchmarking Measure: Improving Attainment for All																						
<p>Local Benchmarking Measure: Improving Attainment for All</p> <p>View Options Change Options Explore different breakdowns Help with this measure</p> <p>The selected year is 2020</p> <p>Improving attainment for all Average Total Tariff Points</p> <table border="1"><thead><tr><th>Attainment cohort</th><th>Local Authority 102 SPBT Centre 1</th><th>Virtual Comparator</th><th>Local Authority 102</th><th>The National Establishment</th></tr></thead><tbody><tr><td>Lowest 20%</td><td>~220</td><td>~210</td><td>~210</td><td>~210</td></tr><tr><td>Middle 60%</td><td>~800</td><td>~780</td><td>~780</td><td>~780</td></tr><tr><td>Highest 20%</td><td>~1250</td><td>~1250</td><td>~1250</td><td>~1250</td></tr></tbody></table>	Attainment cohort	Local Authority 102 SPBT Centre 1	Virtual Comparator	Local Authority 102	The National Establishment	Lowest 20%	~220	~210	~210	~210	Middle 60%	~800	~780	~780	~780	Highest 20%	~1250	~1250	~1250	~1250		<ul style="list-style-type: none">○ The average tariff score of school leavers/ candidates based on the lowest 20%, middle 60% and highest 20% of attainers for the academic year selected○ Data can be displayed as the average total tariff score (default) or the average complementary tariff score (change in Options)○ In the local measure tariff data can be calculated on an annual or a cumulative basis (change in Options)○ Compare the school bar to Virtual Comparator, Local authority, Regional Improvement Collaborative (RIC) or National○ View the grade neutral version using the on-screen 'Show Grade Neutral' button
Attainment cohort	Local Authority 102 SPBT Centre 1	Virtual Comparator	Local Authority 102	The National Establishment																		
Lowest 20%	~220	~210	~210	~210																		
Middle 60%	~800	~780	~780	~780																		
Highest 20%	~1250	~1250	~1250	~1250																		
Measure Page Benchmarking ► National or Local Benchmarking Measure: Improving Attainment for All Grade Neutral																						



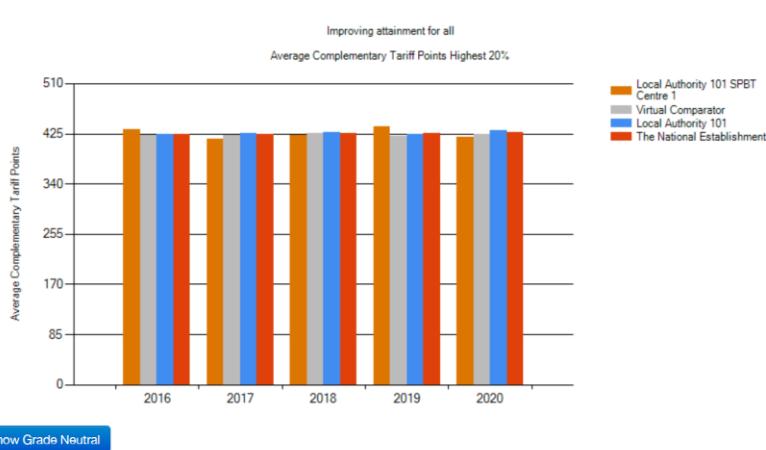
- The **grade neutral** data is displayed as white bars overlaying the coloured bars of the selected tariff
- Compare height of the school's grade neutral bar to Virtual Comparator, Local authority, Regional Improvement Collaborative (RIC) and National
- Compare the size of the school's grade component to Virtual Comparator, Local authority, RIC or National



NOTE

the Grade Neutral Component treats graded and ungraded courses equally as it does not include extra tariff points for grades the Grade component is the difference between the selected tariff and the grade neutral component and can be used as an *estimate* for the number of tariff points achieved as a result of grades

Measure Breakdown Page Benchmarking ► National or Local Benchmarking Measure: Improving Attainment for All ► by Lowest 20% or by Middle 60% or by Highest 20%



- The average tariff score of school leavers/ candidates based on the lowest 20%, middle 60% or highest 20% of attainers (depending on page breakdown selected)
- Data can be displayed as the average total tariff score (default) or the average complementary tariff score (change in Options)
- Data is summarised by year (either 3 or 5 years can be shown)
- Compare the school bar to Virtual Comparator, Local authority, Regional Improvement Collaborative (RIC) or National
- View the **grade neutral version** using the on-screen 'Show Grade Neutral' button



1.1.4 Attainment in the context of Deprivation

A local (all candidates) and national (leavers) benchmarking measure that displays the average total tariff or complementary tariff score by Scottish Index of Multiple Deprivation (SIMD) decile.

National Benchmarking Measure: Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

Why is this measure important?

Our overall aim for this measure, together with measure three, is to have our pupils attain as highly as possible 'across the board'. They concern how well a school really knows itself for *all* its children. This is vital if we are to make good our commitment to both raising attainment and tackling inequality. As with all of the national dashboard, measures are taken for the leavers' cohort.

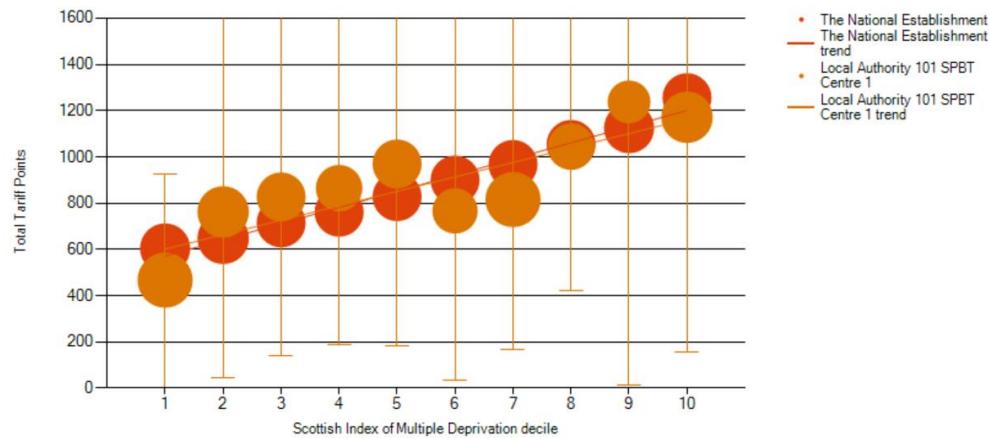
National Benchmarking Measure: Attainment versus Deprivation

[View Options](#) [Change Options](#) [Help with this measure](#)

The selected year is 2018/19

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation



The horizontal axis shows the Scottish Index of Multiple Deprivation. The scale goes from 1 to 10 and goes from the 10% most deprived areas (1) to the 10% least deprived areas (10) in Scotland. These 10% 'chunks' are called Deciles. The vertical axis default is the total tariff score. You can filter to show this as complementary tariff score.

The red discs showing the attainment of pupils in Scotland are of equal size and the graph shows how attainment rises with affluence. A major challenge for all of us is to ensure that attainment is as high as possible for *all* learners so that your school's graph becomes both *high* and *flat*.

In considering the situation within your school's data, there are three things to ponder:

- The spread of the discs across the deciles, showing the backgrounds of your pupils



- The size of each disc, showing the proportion of your pupils in each decile
- The comparison of each school disc to the national disc in each decile, indicating the performance of pupils in that decile compared to the national picture.

Again, filters can be applied and questions can be considered, including:

- In which deciles is our school performance higher than the national performance?
- In which deciles is our school performance lower than the national performance?
- How does the performance of the boys compare to that of the girls?
- How did our Looked After children perform compared to the national data?

I'd like to see the data from more than one year, and also the data compared to my Virtual Comparator. How can I do this?

Insight allows comparison to be made with the Virtual Comparator by changing the 'Compare with' option within 'Change Options'

Insight also allows comparison from different years by using the 'Year' filter.

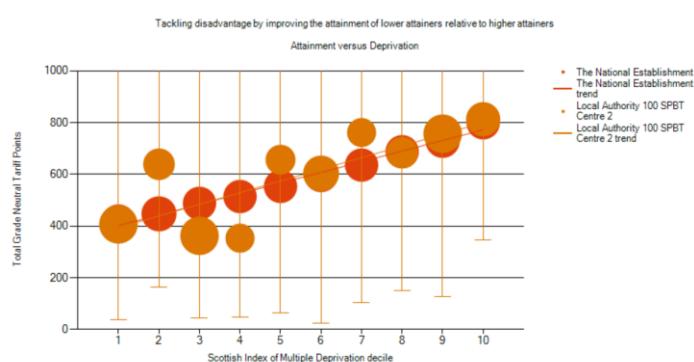
Using a combination of National / Virtual Comparator and Year filters, a more complete picture can be seen, including trends over time which may merit further investigation.

I'd like to see the actual numbers in this output. How do I do this?

You can do this in two ways. Hovering over any of the circles gives the average Tariff score and population size within each circle. Please note that, given the close proximity that can arise from one circle to another, it is important to take care, and, if in doubt, look at the actual number in the tables. In addition, you can download extended data directly into Excel for further analysis.

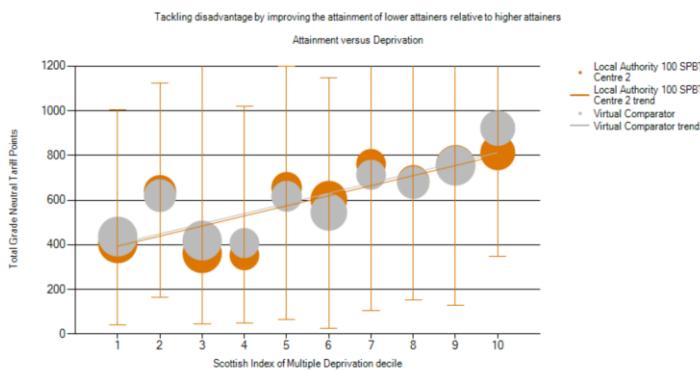


Measure Page Benchmarking ► National or Local Benchmarking Measure: Attainment versus Deprivation **National (default)**



- The average tariff score of school leavers/ candidates by SIMD Decile for the academic year selected
- Data can be displayed as the average total tariff score (default) or the average complementary tariff score (change in Options)
- In the local measure tariff data can be calculated on an annual or a cumulative basis (change in Options)
- The area of each decile bubble indicates the proportion of the cohort in each SIMD decile
- The vertical range bars show the range of tariff scores for pupils in that decile; the end of the bars indicate the minimum and maximum tariff score
- The trend line shows the overall trend across each cohort's decile bubbles
- Compare National cohort (decile bubbles and trend line) by default
- Select Virtual Comparator for comparison (change in Options)

Measure Page Benchmarking ► National or Local Benchmarking Measure: Attainment versus Deprivation **Virtual Comparator**



- As above
- Compare to Virtual Comparator cohort (decile bubbles and trend line)



1.1.5 Depth and Breadth

A local (all candidates) and national (leavers) benchmarking measure that displays the number of awards attained at each SCQF level.

Breadth and Depth

There are two measures for indicating breadth and depth of awards across the school.

Breadth and Depth: Leavers considers the performance of the pupils in the school at the point of exit. Remember that this consists of a mixed cohort of pupils - all of those in a school session who left, whether in S4, S5 or S6. The virtual comparator data is also on the screen.

Breadth and Depth: All Candidates considers the performance of year group stages in a particular academic session, allowing the school to select different stages and years of presentation to allow comparisons and trends to be considered, including for the school's virtual comparator.

Both measures allow you to consider

- the number of awards per SCQF Level, which can be shown in percentages or in raw numbers. Please note that all award providers contribute to this SCQF measure, as do D grades in SQA courses.
- the number of 'SQA National' awards.

Let's look at the measures now.

Breadth and Depth: Leavers

This gives the following table:

Breadth and Depth: Leavers							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	99.37%	99.37%	98.11%	95.60%	86.16%	59.75%	16.35%
2 or more	95.60%	94.97%	94.97%	91.82%	79.87%	52.20%	9.43%
3 or more	93.08%	92.45%	92.45%	89.31%	76.10%	45.91%	5.03%
4 or more	88.68%	88.68%	88.05%	84.91%	66.04%	35.85%	0.00%
5 or more	84.28%	84.28%	83.65%	81.13%	56.60%	27.04%	0.00%
6 or more	76.73%	76.10%	76.10%	71.70%	49.06%	20.75%	0.00%
7 or more	66.67%	66.04%	66.04%	62.89%	41.51%	16.98%	0.00%
8 or more	54.72%	54.72%	54.72%	50.31%	34.59%	9.43%	0.00%
9 or more	39.62%	39.62%	39.62%	36.48%	22.64%	3.77%	0.00%
10 or more	21.38%	21.38%	21.38%	18.87%	15.09%	1.89%	0.00%

The table shows the proportion of the leavers who have been selected who have gained 1 or more, 2 or more (and so on) awards at any SCQF level up to Level 7. As is usual in Insight, various filters can be selected and different stages of leavers (eg S4 leavers, S5 leavers, etc).



It is important to note that both of the Breadth and Depth tables will, to a varying extent, be affected by the curricular model adopted by the school and that care should be taken in using these tables. The virtual comparator data is also made up of pupils from around Scotland who go to schools with a similar background, and these will be likely to adopt a variety of curricular models.

Changing the Breadth and Depth Area to SQA National produces the following table:

Breadth and Depth: Leavers																		
Awards	Level 1	Level 2	Level 3	Level 4	Level 5 Grade D	Level 5 Grade C	Level 5 Grade B	Level 5 Grade A	Level 6 Grade D	Level 6 Grade C	Level 6 Grade B	Level 6 Grade A	Level 7 Grade D	Level 7 Grade C	Level 7 Grade B	Level 7 Grade A		
The selected year is 2021																		
Show/Hide Tabular Data																		
Download Data																		
1 or more	99.37%	99.37%	98.11%	95.60%	86.16%	85.53%	75.47%	65.41%	59.12%	55.35%	49.69%	33.96%	13.21%	13.21%	10.69%	3.77%		
2 or more	95.60%	94.97%	94.97%	91.82%	79.87%	76.73%	63.52%	57.23%	52.20%	49.69%	36.48%	24.53%	7.55%	6.92%	3.77%	1.89%		
3 or more	93.08%	92.45%	92.45%	89.31%	74.84%	69.18%	52.83%	49.06%	44.03%	40.88%	29.56%	19.50%	0.00%	0.00%	0.00%	0.00%		
4 or more	88.05%	88.05%	87.42%	84.28%	62.89%	57.86%	45.91%	38.36%	33.33%	29.56%	23.27%	13.84%	0.00%	0.00%	0.00%	0.00%		
5 or more	83.65%	83.65%	83.02%	80.50%	55.35%	52.83%	38.36%	29.56%	23.90%	22.64%	18.24%	7.55%	0.00%	0.00%	0.00%	0.00%		

The table shows the proportion of the leavers who have been selected who have gained 1 or more, 2 or more (and so on) awards in SQA National courses at any SCQF level up to Level 7.

Choosing **Breadth and Depth: All Candidates** gives a similar set of tables, but the key difference is that you now select the groups, as shown:

Selected Options

Year: 2021

Stage: S4 Based upon (stage roll): S4

Breadth And Depth Area: All SCQF Awards

Display Numbers or Percentages: Numbers

ASN: All LAC: All

EAL: All Pupil Points: All

Looking at these sets of tables, you may wish to consider issues such as:

- How has the performance of my leavers changed over time?
- How does the performance of cohorts compare across SQA grades, for example as we travel from D to C to B to A at a particular Level?
- Which SCQF Levels have shown an improvement?
- Have any SCQF levels shown a decrease in performance?



- How has the performance of year groups changed over time?
- Can I ascertain any impact of my school's curricular model on attainment and achievement over time?

Measure Page Course ► Breadth and Depth: Leavers or Breadth and Depth: All Candidates

Breadth and Depth: All Candidates								
View Options Change Options Help with this measure								
The selected year is 2020 Show/Hide Tabular Data								
Download Data								
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	153	153	153	148	127	3	0	157
2 or more	149	149	149	142	118	1	0	157
3 or more	141	141	141	134	110	0	0	157
4 or more	136	136	136	130	100	0	0	157
5 or more	128	128	128	124	89	0	0	157
6 or more	118	118	118	113	74	0	0	157
7 or more	89	89	89	85	51	0	0	157
8 or more	46	46	46	42	17	0	0	157
9 or more	11	11	11	11	5	0	0	157
10 or more	1	1	1	1	1	0	0	157

Breadth/Depth Virtual Comparator								
Download Data								
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	1532	1530	1529	1500	1359	27	0	1570
2 or more	1504	1503	1501	1459	1230	2	0	1570
3 or more	1476	1474	1472	1426	1143	0	0	1570
4 or more	1436	1436	1436	1386	1030	0	0	1570
5 or more	1379	1379	1377	1317	890	0	0	1570
6 or more	1258	1258	1258	1198	727	0	0	1570
7 or more	893	893	893	825	437	0	0	1570
8 or more	419	419	419	358	154	0	0	1570
9 or more	142	142	142	122	44	0	0	1570
10 or more	44	44	43	37	13	0	0	1570

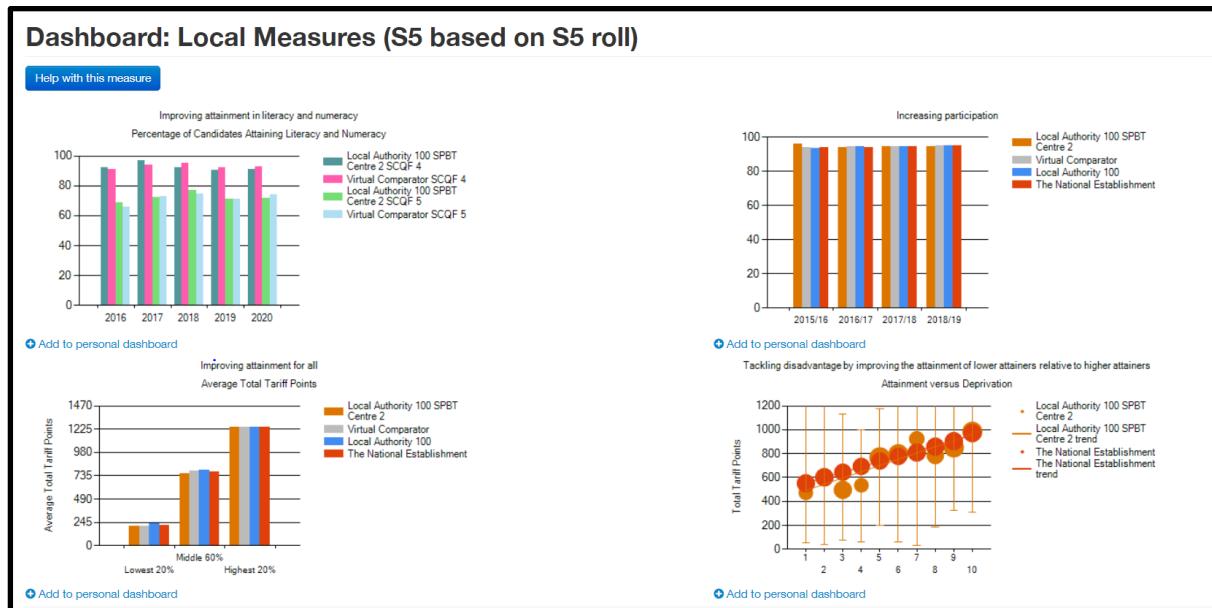
The following list details the features of the 'Breadth and Depth: All Candidates' page:

- The number of leavers/ candidates achieving 1 or more, 2 or more etc. awards (A to D for graded awards) at each SCQF level
- Under Options the user can select 'All SCQF' awards (default, all awards providers) or 'SQA National' awards (graded and ungraded SQA National awards)
- Cohort data (top table) can be compared to the virtual comparator which is displayed in the table below by hovering the mouse over any value
- Choose to display values as numbers or as a percentage of the cohort (change in Options)
- Select a different academic year under Options



Dashboard: Local Measures

On the 'Dashboards' Tab towards the top right of the screen, there is an option also to consider Local Measures, which are designed to complement the National Measures.



What's the difference from the National Measures?

The fundamental difference is that all four National Measures speak about performance at the **point of exit** from school, so they are concerned with the performance of the leavers as a cohort - some coming from S4, some from S5 and some from S6 but all together making up the 'mixed' leavers' cohort for that particular school session.

The Local Measures look at the performance of cohorts of pupils in your school, *whether they have left school or not*. Thus we can consider the pupils' performance in Literacy and Numeracy by the end of S5, or the performance of the highest-attaining 20% of S5 as a year group, for example.

What are the 'defaults' of the Local Measures on the Dashboard?

The defaults on the four Local Measures are:

Improving Attainment in Literacy and Numeracy: Stage S5, based upon S5 stage roll

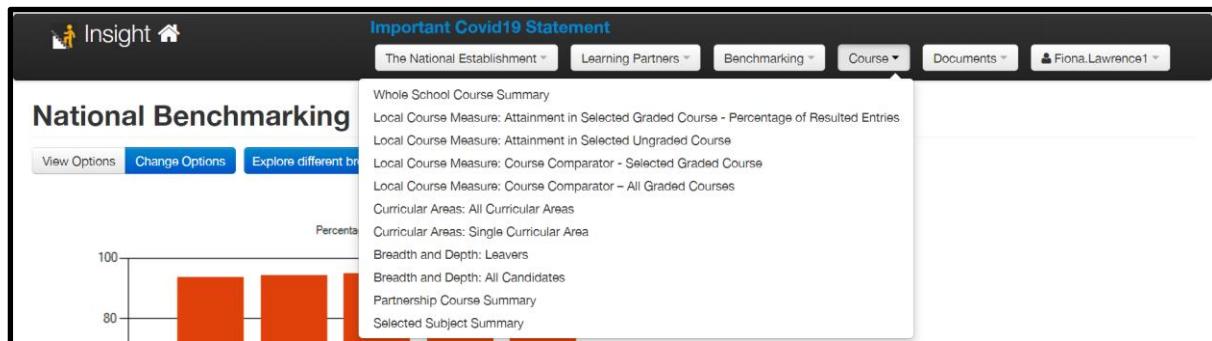
Increasing Post-School Participation: Stage S5, based upon S5 stage roll

Improving Attainment for All: Stage S5, based upon S5 stage roll, annual calculation type

Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers: Stage S5, based upon S5 stage roll, compared with National data for 2013, annual calculation type



The 'Course' Menu



There are measures that provide:

- An overview of performance in terms of a whole-school course summary
- A look at graded courses
- A looking at ungraded courses
- An overview of course comparator - how performance in one course can be analysed *relative* to predicted performance
- An overall view of curriculum in terms of breadth, balance and overall quality of attainment
- Breadth and depth of awards for both leavers and cohorts.
- Learning achieved outwith the learners' base centres
- All attainment for all courses presented within a selected subject

'Resulted Entries' means the pupils who actually were presented for an award. In a way, it's like saying 'how many were presented for complete courses' or 'what was the uptake in this course?'.

'Base Centre Cohort' means how many pupils there are in total for the filter being considered. For example, if S4 / S5 / S6 is selected as the filter, then the Base Centre Cohort would be the total number of pupils in the school in S4/ S5 / S6. If you only selected S4, then the Base Centre Cohort would be the number of pupils in school in S4.



1.2 Course level Measures

There are three summary tables that give an overview of performance for selected qualifications and qualification levels for the cohort of interest (School or Partner Centre). For support with interpretation visit:

1.2.1 Whole School Course Summary

Selecting the Whole School Course Summary allows you to gain an overview of performance at a particular level and at particular stages. All courses can be found by using the 'Change Options' button. This allows schools to interrogate presentations and learning across the entire senior phase.

This summary does not include attainment presented by partner centres/colleges.

- The Qualification of interest can be selected (change in Options using 'Data Provider', 'Product Type', 'Qualification Level')
- For graded courses the number in the base cohort, resulted entries and attainment by grade and aggregations of grades are displayed
- For ungraded courses the number in base cohort, resulted entries and passes are displayed
- Select a different academic year under Options

The screenshot shows the 'Whole School Course Summary' page. At the top, there is a navigation bar with 'Insight' and 'Important Covid19 Statement'. Below the navigation bar, a message says 'This is an All Candidate measure. Care should be taken to interpret these measures within the context of local curriculum models.' The main title is 'Whole School Course Summary'. Below the title, there are buttons for 'View Options' and 'Change Options'. A message indicates 'The selected year is 2021'. There are links for 'Show/Hide Tabular Data' and 'Download Data'. The table below shows data for three qualifications: Accounting, Administration and IT, and Applications of Mathematics, comparing them across National 5, National 4, and National 3 levels.

Qualification Name	Qualification Provider	Qualification Level	Number in Base Cohort	Resulted Entries % of Base Cohort	# Grade A	% Grade A	National % Grade A	# Grades A to B	% Grades A to B	National % Grades A to B	# Grades A to C	% Grades A to C	National % Grades A to C
Accounting	Scottish Qualifications Authority	National 5	132729	0.65	482	55.53	55.53	623	71.77	71.77	757	87.21	87.21
Administration and IT	Scottish Qualifications Authority	National 5	132729	4.03	2626	49.10	49.10	4027	75.30	75.30	4950	92.56	92.56
Applications of Mathematics	Scottish Qualifications	National 5	132729	7.58	2196	21.82	21.82	3868	38.43	38.43	6329	62.89	62.89



1.2.2 Partnership Course Summary

This function surfaces attainment achieved by your learners in centres other than the base establishment. There are a number of conditions which must be met before this attainment can be displayed here -

- Learners must be presented using their correct SCNs as recorded by their base (home) establishment.
- The learners must be presented by the 'host' establishment rather than the base centre
- All unit/award information must be submitted to the award provider by specified deadlines.

Scottish Qualifications Authority	SCQF Level 6	Diploma in Digital Application Support	Other Centre 3021645
Scottish Qualifications Authority	SCQF Level 6	Food Manufacture	New College Lanarkshire
Scottish Qualifications Authority	SCQF Level 6	Foundation Apprenticeship in Business Skills	New College Lanarkshire
Scottish Qualifications Authority	SCQF Level 6	Foundation Apprenticeship in Business Skills	Glasgow Metropolitan College
Scottish Qualifications Authority	SCQF Level 6	Foundation Apprenticeship in Civil Engineering	Forth Valley College
Scottish Qualifications Authority	Level 3	SVQ in Domestic Plumbing and Heating	South Lanarkshire College
Scottish Qualifications Authority	Level 3	SVQ in Electrical Installation	Glasgow Kelvin College
Scottish Qualifications Authority	Level 3	SVQ in Electrical Installation	New College Lanarkshire
Scottish Qualifications Authority	Level 3	SVQ in Painting and Decorating (Construction)	Unknown Centre 3026302
Youth Scotland	Three Star	Dynamic Youth Awards	Youth Scotland
Youth Scotland	Four Star	Dynamic Youth Awards	Youth Scotland
Scottish Qualifications Authority	SCQF Level 3	Employability Award	New College Lanarkshire
Scottish Qualifications Authority	SCQF Level 3	Employability Award	Other Centre 3017109



1.2.3 Selected Subject Summary

This function surfaces all attainment information for all courses presented for a single selected subject - This allows schools to interrogate subject specific learning across the entire senior phase.

Selected Subject Summary

[View Options](#) [Change Options](#)

The selected year is 2021
[Show/Hide Graded Course: Grades A to D and No Award](#)
[Download Extended Data](#)

Qualification Provider	Qualification Level	Qualification Name	Number of Resulted Entries
Scottish Qualifications Authority	Advanced Higher	Mathematics	3177
Scottish Qualifications Authority	Advanced Higher	Statistics	81
Scottish Qualifications Authority	Higher	Matamataig (Mathematics)	30
Scottish Qualifications Authority	Higher	Mathematics	17461
Scottish Qualifications Authority	National 5	Matamataig (Mathematics)	56
Scottish Qualifications Authority	National 5	Mathematics	33131

[Show/Hide Ungraded Course](#)
[Download Extended Data](#)

Qualification Provider	Qualification Level	Qualification Name	Number of Resulted Entries
Scottish Qualifications Authority	SCQF Level 6	Statistics Award	103
Scottish Qualifications Authority	National 4	Matamataig (Mathematics)	25
Scottish Qualifications Authority	National 4	Mathematics	19086

[Show/Hide Graded Course: Pass, Aegrotat, Distinction and No Award](#)
[Download Extended Data](#)

Qualification Provider	Qualification Level	Qualification Name	Number of Resulted Entries
Open University	OU Young Applicants in Schools Scotland (Level 1 Module, abridged grading)	Introducing statistics	15



1.2.4 Attainment in Selected Graded Course

A Local Course Measure that shows attainment in the graded course selected, broken down by grade (A, B, C, D and no award).

Local Course Measure: Attainment in Selected Graded Course - Percentage of Resulted Entries

Clicking on Attainment in Selected Graded Course - Percentage of Resulted Entries allows you to select from a variety of Courses and Levels. The example shows Higher Biology for S5 (note – if choosing ‘Higher’ make sure you select the second Higher on the list of options – which is the current Higher done in schools) to and of course there's the usual set of filters, which you can use to look at any aspect:

- How did the boys perform when compared to the girls?
- How did a specific year group or combination of year groups perform?
- Are there any particular *trends* for my school, both in general or for specific groups?
- How do any trends seen for my school compare to those of my local authority and Scotland in general?

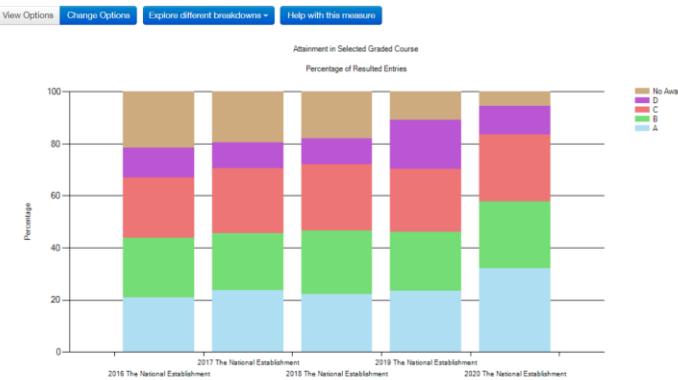
If you click on Show/Hide Aggregated Tabular Data you will reveal the actual numbers and percentages of As, As-Bs, As-Cs and As-Ds, and it will look at your school, your local authority and Scotland.

If you then click on Percentage of Base Centre Cohort you will move from considering the data in comparison to the total entered for any course to considering the data in comparison to the actual roll of the cohort chosen.



Measure Page Course ► Local Course Measure: Attainment in Selected Graded Course - Percentage of Resulted Entries or Percentage of Base Centre Cohort

Local Course Measure: Attainment in Selected Graded Course - Percentage



- Resulted attainment in the selected course broken down by grade (A,B,C,D and No Award) for each year
- The graded course of interest can be selected (change in Options using 'Data Provider', 'Product Type', 'Qualification Level' and 'Course')
- Data can be displayed as the percentage of resulted entries (default) or as a percentage of the base centre cohort (link below tabular data)
- Information for individual grades (A, B, C, D, no award) or for aggregations of grades (A, A-B, A-C, A-D, no award) are displayed separately in 2 different tables
- This measure does not include attainment presented by partner centres/colleges
- Compare the percentage of resulted entries for each grade between the school, Local Authority and National.
- Compare the percentage of resulted entries as a percentage of the base centre cohort (school, Local Authority, National, plus any combination of filters)
- Look at trends over time



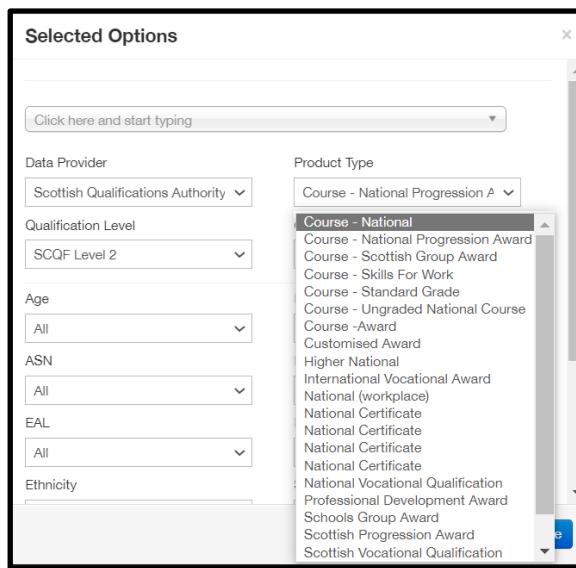
1.2.5 Attainment in Selected Ungraded Graded Course

A Local Course Measure that shows the number of passes in an ungraded course of interest

Local Course Measure: Attainment in Selected Ungraded Course

Clicking on Local Course Measure: Attainment in Selected Ungraded Course produces tables and graphs which are very similar to those for Graded courses. The main difference is that Ungraded Courses are Pass/Fail and the graphs and tables reflect these differences

Throughout both graded and ungraded awards, an increasing number of products can be viewed, selected via the Product Type:



Measure Page Course ► Local Course Measure: Attainment in Selected Ungraded Course

Local Course Measure: Attainment in Selected Ungraded Course		
View Options		Change Options
Show/Hide Tabular Data		
Year	The National Establishment Number in Base Cohort	The National Establishment Passes
2021	132729	1418
2020	128316	1831
2019	126520	1823
2018	125978	1815
2017	128465	2056

- The number of resulted passes in the selected course
- The ungraded course of interest can be selected (change in Options using 'Data Provider', 'Product Type', 'Qualification Level' and 'Course')
- This measure does not include attainment presented by partner centres/colleges
- Compare the number of passes between the school, Local Authority and National
- Compare the number of passes to the number in the base cohort
- Look at trends over time



1.2.6 Course Comparator - Selected Graded Course

A Local Course Measure that shows how a cohort taking a selected course has performed relative to a predicted performance. Course Comparator allows us to consider how well any course has performed relative to a predicted performance, thus giving an indication of relative strength or area of weakness.

Care should be taken when using the Course Comparator Measure:

Please note that whilst four key variables (Stage, same curriculum area attainment, other curriculum area attainment and total volume of attainment) will determine the national regression model for each subject, factors such as:

- the individual subject presentation rate (as a percentage of the base cohort), and
- the quality and quantity of awards and the presence/absence of no awards (based on the base cohort size, rather than resulted entries)

can impact upon the location of each subject within a centres chart.

Local Course Measure: Course Comparator - Selected Graded Course						
		View Options Change Options Explore different breakdowns ▾				
		Show/Hide Tabular Data Download Extended Data				
Year	Establishment	Course	Number of Entries in Regression	Course Comparator Value	95% Lower Confidence Limit	95% Upper Confidence Limit
2021	The National Establishment	Biology	6514	0.00	-0.04	0.04
2020	The National Establishment	Biology	6481	0.00	-0.04	0.04
2019	The National Establishment	Biology	6672	0.00	-0.04	0.04
2018	The National Establishment	Biology	6251	0.00	-0.04	0.04
2017	The National Establishment	Biology	6481	0.00	-0.04	0.04

- The graded course of interest can be selected
- The Course Comparator values indicates on average how the cohort has performed relative to the predicted performance (+1 means the cohort exceeded the prediction by half a grade, 0 means the cohort met the prediction, -1 means the cohort did not meet the prediction by half a grade)
- The Course Comparator is tested to see if the difference is statistically significant at the 95% confidence level (default). Other confidence levels can be selected (change in Options)
- The 95% confidence level means that if the measure was repeated 100 times the Course Comparator Value would be between the 95% upper and lower confidence limits 95 out of 100 times. If the difference is significant then you can be confident that there is a real difference.
- This measure does not include attainment presented by partner centres/colleges



1.2.7 Course Comparator - All Graded Courses

A Local Course Measure that shows how cohorts taking a range of courses perform relative to a predicted performance.

Care should be taken when using the Course Comparator Measure:

Please note that whilst four key variables (Stage, same curriculum area attainment, other curriculum area attainment and total volume of attainment) will determine the national regression model for each subject, factors such as:

- the individual subject presentation rate (as a percentage of the base cohort), and
- the quality and quantity of awards and the presence/absence of no awards (based on the base cohort size, rather than resulted entries)

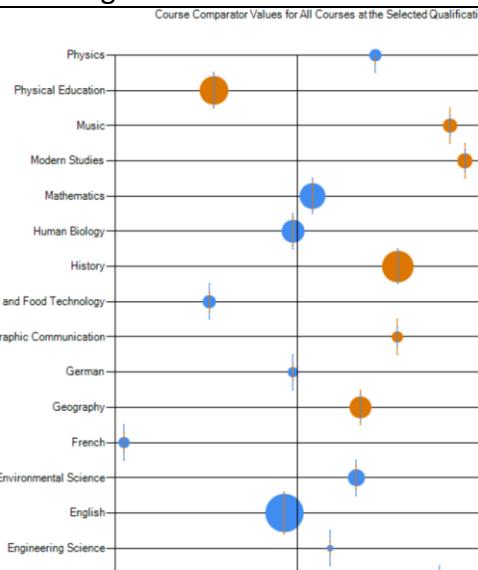
can impact upon the location of each subject within a centres chart.

Choosing the **Local Course Measure: Course Comparator - All Graded Courses** allows you to see the performance of all pupils in a selected group 'at a glance'. For instance, choosing all pupils in S5 at Higher produces the following table along with a graphical representation:

Course	Number of Entries in Regression	Course Comparator Value	95% Lower Confidence Limit	95% Upper Confidence Limit	Significant at 95% Confidence Level?
Accounting	1204	0.00	-0.11	0.11	No
Administration and IT	4280	0.00	-0.05	0.05	No
Art and Design	5343	0.00	-0.04	0.04	No
Biology	6514	0.00	-0.04	0.04	No
Business Management	7809	0.00	-0.04	0.04	No
Chemistry	8753	0.00	-0.04	0.04	No
Classical Studies	365	0.00	-0.18	0.18	No
Computing Science	3063	0.00	-0.06	0.06	No
Dance	417	0.00	-0.16	0.16	No
Design and Manufacture	2160	0.00	-0.08	0.08	No
Drama	2722	0.00	-0.06	0.06	No
Engineering Science	1085	0.00	-0.11	0.11	No
English	32762	0.00	-0.02	0.02	No
English for Speakers of Other Languages	484	0.00	-0.12	0.12	No

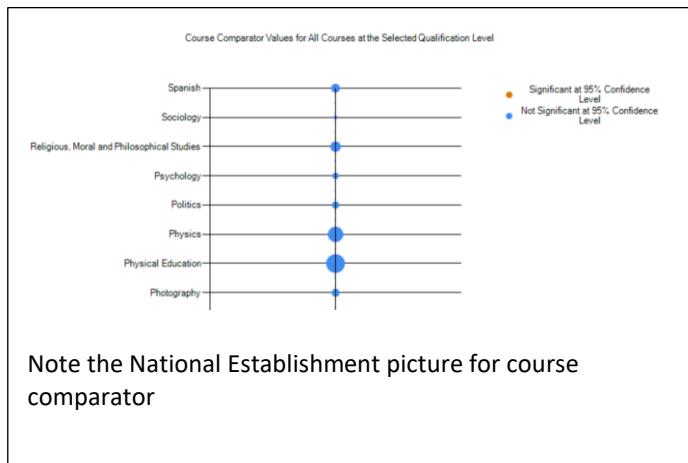


Measure Page Course ► Local Course Measure: Course Comparator - All Graded Courses



● Significant at 95% Confidence Level
● Not Significant at 95% Confidence Level

- The graded courses of interest can be selected (change in Options using 'Data Provider', 'Product Type', 'Qualification Level')
- The Course Comparator values indicates on average how the cohort has performed relative to the predicted performance in the year selected (+1 means the cohort exceeded the prediction by half a grade, 0 means the cohort met the prediction, -1 means the cohort did not meet the prediction by half a grade)
- The size of the displayed circle is proportional to the number of learners included in the calculation for that course and level.
- Orange circles indicates that the difference is statistically significant. By default the Course Comparator is tested at the 95% confidence level. Other confidence levels can be selected (change in Options)
- The 95% confidence level means that if the measure was repeated 100 times the Course Comparator Value would be between the 95% upper and lower confidence limits 95 out of 100 times. If the difference is significant then you can be confident that there is a real difference.
- This measure does not include attainment presented by partner centres/colleges



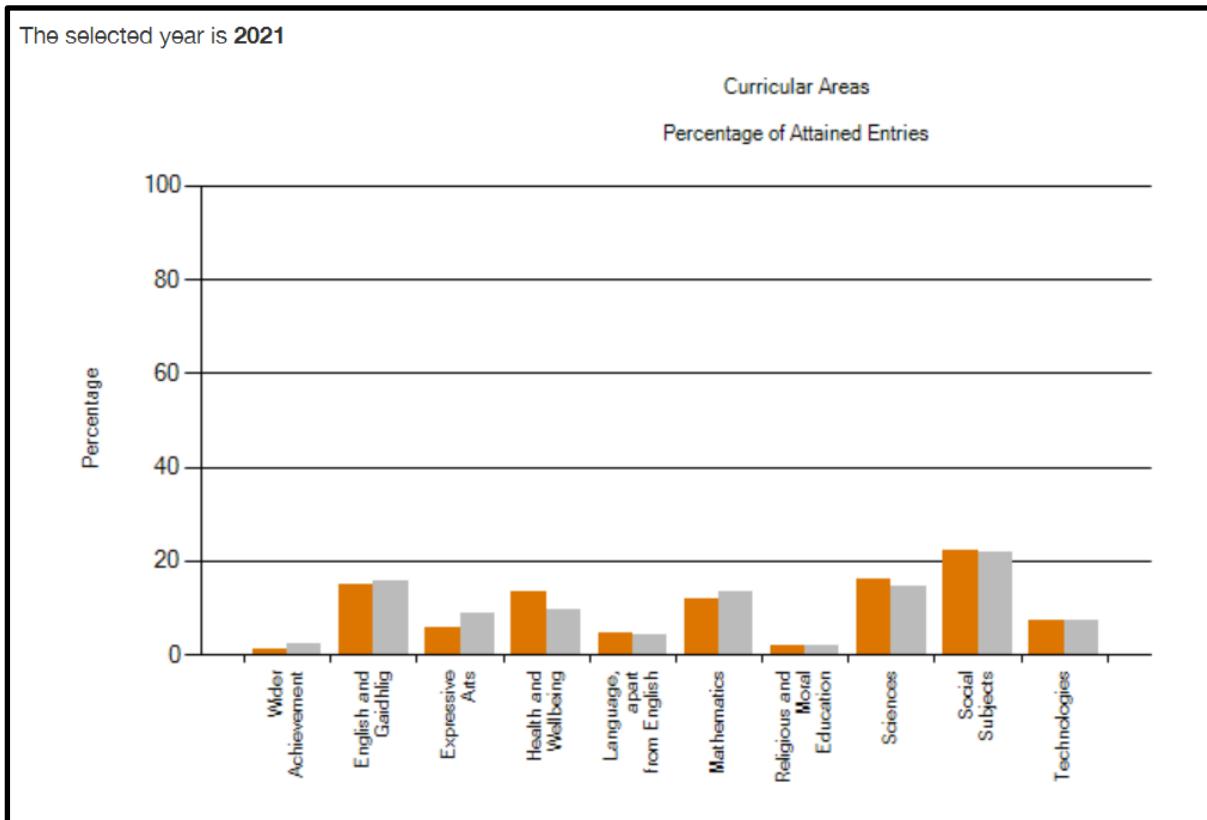
Note the National Establishment picture for course comparator



1.2.8 Curricular Areas: All Curricular Areas

A Local Course Measure that shows attainment across the eight curricular areas of Curriculum for Excellence and breaks down languages into 'English and Gàidhlig' and 'Other Languages'. In addition, the tool includes a tenth curricular area of 'Wider Achievement', aiming to reflect the ethos of Curriculum for Excellence that achievement should also capture other areas within the life of the school and outside the school.

Clicking on **Curricular Areas: All Curricular Areas**, produces a chart like this:



This shows the first graph of the overall curricular picture for the school.

The school bars show the percentage of total attained entries for the school, and these add up to 100%. The graph shows that over 20% of the presentations were in Social Subjects and <10% were in an Expressive Arts subject. The other bars show the equivalents for the school's Virtual Comparator, allowing a comparison to be seen.

For these measures, as well as the usual filters, the year of presentation can be chosen, as well as the SCQF Level and various stages or combinations of stages.

Wider Achievement is included. What does that mean in practice?

In Insight, we want schools to be able to illustrate the breadth and also the depth of the work which they do with pupils. Not all wider achievement which schools do with pupils be contained within Insight and what matters is what suits any particular pupil best.



In Change Options, choosing 'Percentage of Base Centre Cohort',

Selected Options

Year: 2021

Data to Display: Percentage of Base Centre Cohort (selected)

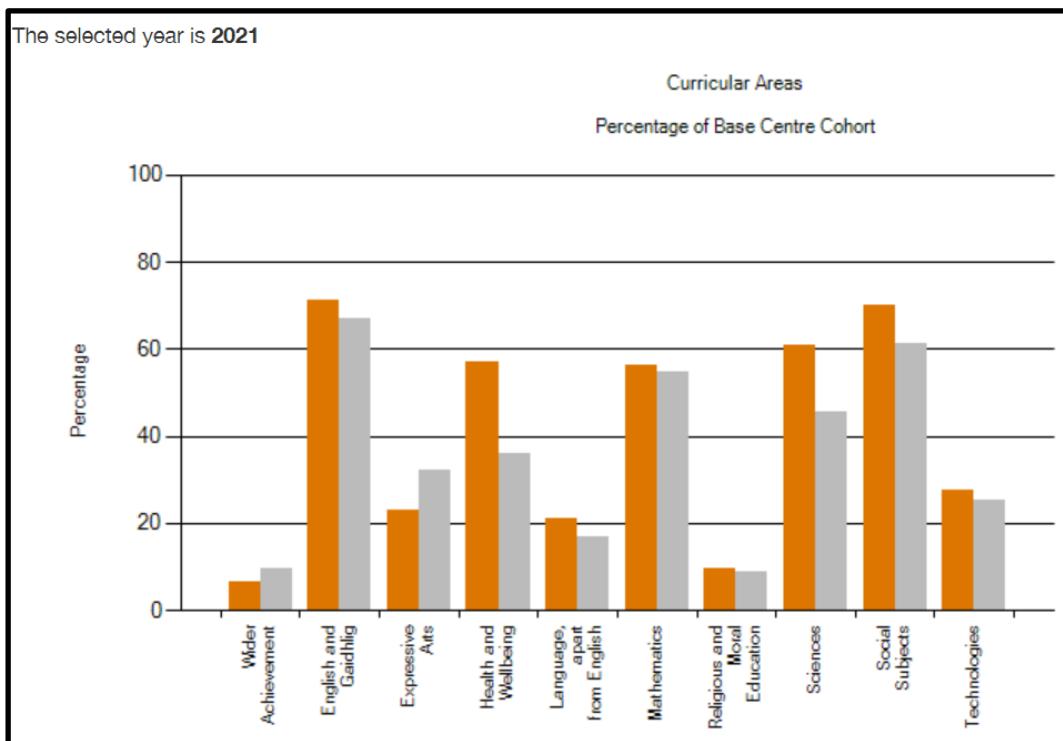
Age: All

LAC: All

ASN: All

Leaver Destination: Any

produces a display like this:



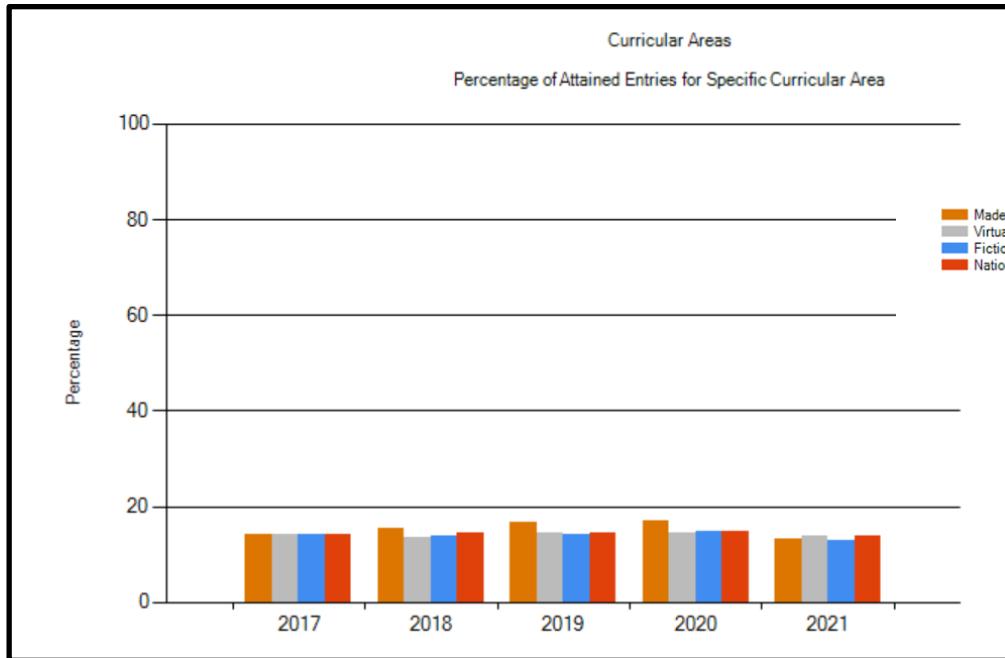
The school bars show the pupils with resulted entries as a percentage of the base centre cohort. (So, 70% of pupils gained an award in English, while just over 20% gained an award in a language other than English).

- Are there any curricular areas which seem to be particularly strong in terms of pupils studying within them?
- Are there any which seem to be particularly low?
- Are there any which attract considerably more boys than girls, or vice versa?
- How strong is the performance of a particular curricular area in terms of its tariff score?



1.2.9 Curricular Areas: Single Curricular Area

Clicking on **Curricular Areas: Single Curricular Area** allows us to examine the curricular areas in turn. For instance, in one school, Maths is shown in the following graph:



This allows the school to consider its performance in a specific curricular area compared to its virtual comparator (with the local authority and Scotland also shown for reference). This, together with information gained by looking at Percentage of Base Centre Cohort for Specific Curricular Area, gives an indication of the relative strength, over time, of particular areas of the curriculum.

- Are there any particular trends?
- To what extent have changes to our curriculum and its structure affected attainment in a particular curricular area?
- What can we learn from the attainment seen in our highest-performing areas? How can this be used to develop the sharing of practice across our school to support any areas which are not performing as well as would be hoped?



1.3 Insight Administration

1.3.1 Learning Partners

The learning partners feature provides a ranking of schools nationally based on how closely they perform to their Virtual Comparator. Schools can choose other schools as learning partners in order to share data without suppression.

Why are Learning Partners important?

- The key benchmark within Insight is the **Virtual Comparator**. This allows schools to benchmark performance in a robust and consistent manner, allowing analysis of performance within a culture of self-evaluation and reflection. The virtual comparator is made up of pupils from around Scotland.
- A **Learning Partner** within Insight is another school in Scotland with whom a school has agreed to share local data to aid partnership working. Insight does not seek to define such partnerships but suggests that these partnerships would foster discussion and mutual learning about pedagogy, performance and structures with the aim of seeking improvement to the benefit of both partners.
- Schools which are in learning partnerships will be able to access each others' data in full (ie not simply only the National Measures).

How do I find out about my potential partners?

- The Find Partners page allows you to look at a 'ranked' list of real schools based on their closeness to you using a range of criteria. The data shown in the table give an indication of key characteristics of possible learning partners. The two tabs on the top left of the table allow you to switch between demographic information about the other schools ('Insight Closeness') or National Benchmarking Performance.
- Let's have a look now. On the Learning Partners tab, selecting Find Partners produces the following:

Find Partners								
Insight Closeness		National Benchmarking Performance						
Establishment	LA	Ranking Order	Weighted Lowest 20% Normalised Score	Weighted Middle 60% Normalised Score	Weighted Highest 20% Normalised Score	Distance	Actions	
Your own school			-0.22	-0.18	0.22			
Possible LP School 1		1	-0.21	-0.18	0.13	0.08	<button>Propose Partnership</button>	<button>Change Establishment</button>
Possible LP School 2		2	-0.25	-0.28	0.15	0.12	<button>Propose Partnership</button>	<button>Change Establishment</button>
Possible LP School 3		3	-0.30	-0.16	0.09	0.15	<button>Propose Partnership</button>	<button>Change Establishment</button>
And so on for other schools		4	-0.25	-0.09	0.08	0.16	<button>Propose Partnership</button>	<button>Change Establishment</button>
		5	-0.22	-0.03	0.13	0.17	<button>Propose Partnership</button>	<button>Change Establishment</button>
		6	-0.06	-0.24	0.21	0.17	<button>Propose Partnership</button>	<button>Change Establishment</button>
		7	-0.29	-0.17	0.04	0.19	<button>Propose Partnership</button>	<button>Change Establishment</button>
		8	-0.10	-0.27	0.10	0.20	<button>Propose Partnership</button>	<button>Change Establishment</button>



- The first view gives an indication of 'Insight Closeness', taking the 'attainment for all' measure and looking at the lowest-attaining, middle-attaining and highest-attaining groups.
- An alternative view is given by clicking the National Benchmarking Performance tab.

Find Partners								
Insight Closeness		National Benchmarking Performance						
Establishment	LA	Ranking Order	Positive Destination Pct.	Literacy And Numeracy SCQF Level 4 Pct.	Literacy And Numeracy SCQF Level 5 Pct.	Lowest 20 Pct. Avg. Total Tariff Score	Actions	
Your own school			92.91	82.98	53.19	147		
Possible LP School A		1	92.00	89.00	71.00	256	Propose Partnership	Change Establishment
Possible LP School B		2	86.88	76.88	48.75	116	Propose Partnership	Change Establishment
Possible LP School C		3	89.83	83.05	64.41	190	Propose Partnership	Change Establishment
And so on for other schools		4	90.00	67.65	42.35	60	Propose Partnership	Change Establishment
		5	91.40	81.72	48.39	189	Propose Partnership	Change Establishment

- In this second view, the school is compared to leavers' destinations, literacy and numeracy at levels 4 and 5 and lowest-attaining 20 per cent score.
- Please note that these rankings are only one way to help find suitable learning partners and schools are free to choose their own on the basis of data in Insight, or of course on other criteria. Also, those ranked most closely to your own school (those at the top of the list with the smallest 'distance') will be performing similarly to you relative to their virtual comparator (VC) in terms of the Attainment for All National Dashboard measure. Others, further down the list, will be performing more and more differently relative to their VC. This means that you can actively search for a similar, or indeed quite different, school to your own in terms of performance.
- The way a school chooses its learner partners might depend on their focus. For example, a school may be below its VC for the lowest 20% of attainers, which would show as a negative 'weighted lowest 20% normalised score'. In this case, they might want to find a school within the list which is doing much better than its VC for this group - i.e. a school with a positive score for the lowest 20%. Or they may want to partner with another school which is doing similarly compared to its VC (i.e. a small overall 'distance' or a similar negative value for the lowest 20%) to see how they can work together to improve this. If a school is performing quite well compared to its VC (a positive score for the lowest 20%) but they wish to partner with a school which is doing even better for this group, then they could look for a school with a higher positive score for the lowest 20%. However there may be other reasons that schools may choose to partner with each other and this ranking is not intended as a definition of similarity.
- You can view the key performance data for the possible partnership school (such as the National Measures) by clicking on 'Change Establishment'. You can then click 'Propose Partnership' to seek to establish the partnership with the other school. Please



note that the ability to propose and accept partnerships will be limited to certain roles in the school eg Head Teacher or other nominated member of staff.

How can I see my list of learning partners?

- You can see your learning partners by going to the Learning Partners tab and selecting 'View Partnerships'.

Administration Page Learning Partners ► View Partnerships								
Partnership requests received		<ul style="list-style-type: none">• View details of Partnership requests and existing Partnerships• Changes to Learning Partners can be made by the Learning Partner Administrator						
<table><thead><tr><th>Establishment</th><th>LA</th><th>Actions</th></tr></thead><tbody><tr><td>School X SEED code</td><td>Local Authority X</td><td>Change Establishment</td></tr></tbody></table>		Establishment	LA	Actions	School X SEED code	Local Authority X	Change Establishment	
Establishment	LA	Actions						
School X SEED code	Local Authority X	Change Establishment						
Existing Partnerships		<ul style="list-style-type: none">• Click on 'Change Establishment' to view your Learning Partner's data						
<table><thead><tr><th>Establishment</th><th>LA</th><th>Actions</th></tr></thead><tbody><tr><td>School X SEED code</td><td>Local Authority X</td><td>Change Establishment</td></tr></tbody></table>		Establishment	LA	Actions	School X SEED code	Local Authority X	Change Establishment	
Establishment	LA	Actions						
School X SEED code	Local Authority X	Change Establishment						
Partnership requests sent								
<table><thead><tr><th>Establishment</th><th>LA</th><th>Actions</th></tr></thead><tbody><tr><td>School X SEED code</td><td>Local Authority X</td><td>Change Establishment</td></tr></tbody></table>		Establishment	LA	Actions	School X SEED code	Local Authority X	Change Establishment	
Establishment	LA	Actions						
School X SEED code	Local Authority X	Change Establishment						



1.3.2 School Profile

The school profile feature provides an overview of the numbers of learners in each year and stage.

Administration Page 'Establishment' ► School Profile

Show/Hide Leavers Profile Download Data			
Establishment	Year	Number in Cohort	Inactive Candidates
School X	2013/14	150	0
School X	2014/15	170	0
School X	2015/16	150	0
School X	2016/17	149	0

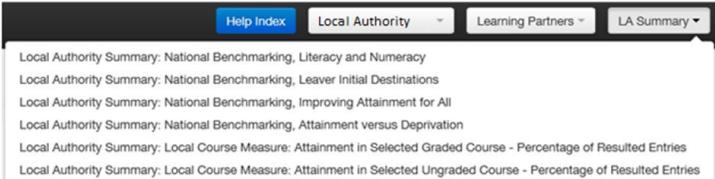
Show/Hide Stage-Based Profile Download Data					
Establishment	Year	Calculation Stage	Basis Stage	Number in Cohort	Inactive Candidates
School X	2013/14	4	4	159	2
School X	2013/14	5	4	174	6
School X	2013/14	5	5	149	4

- Leavers Profile displays the Leavers Cohort size and number of inactive candidates by year
- The Stage-Based Profile displays the Whole School Cohort size and number of inactive candidates by year and stage combination



1.3.3 LA (Local Authority) Summary

The Local Authority Summary tables display information for every school within a Local Authority. These summaries are available to all users. They become available when you select a local authority as the establishment. This allows users to see key benchmarking data for all schools within a Local Authority in one place. Access to the two Local Course Measures is subject to the data access model.

Administration Page 'Establishment = Local Authority' LA Summary ► Local Authority Summary:	
 <p>The screenshot shows the 'LA Summary' section of the Insight platform. At the top, there are four tabs: 'Help Index' (highlighted in blue), 'Local Authority' (with a dropdown arrow), 'Learning Partners' (with a dropdown arrow), and 'LA Summary' (with a dropdown arrow). Below the tabs, a list of data items is displayed in a scrollable area:</p> <ul style="list-style-type: none">Local Authority Summary: National Benchmarking, Literacy and NumeracyLocal Authority Summary: National Benchmarking, Leaver Initial DestinationsLocal Authority Summary: National Benchmarking, Improving Attainment for AllLocal Authority Summary: National Benchmarking, Attainment versus DeprivationLocal Authority Summary: Local Course Measure: Attainment in Selected Graded Course - Percentage of Resulted EntriesLocal Authority Summary: Local Course Measure: Attainment in Selected Ungraded Course - Percentage of Resulted Entries	<ul style="list-style-type: none">Three years of Literacy and Numeracy data for all the schools (and a comparison to their VCs) in the local authorityThe most recent year of Leaver Initial Destinations data for all the schools in the local authorityThe most recent year of Improving Attainment For All data for all the schools in the local authorityThe most recent year of Attainment by SIMD data for all the schools in the local authorityThe most recent year of Course level Attainment data for all the schools in the local authorityFilter by Sex and StageClick on the 'More detail link' to navigate to a specific school



Section 2 – Glossary

A comprehensive lists of terms used in Insight and the guidance documents. Definitions are grouped in the following key themes:

- **Fundamental Concepts: Attainment**
- **Fundamental Concepts: Other**
- **Filters**
- **Initial Destinations**
- **Insight Tariff**
- **Measures**



Fundamental Concepts: Attainment

Key Term	Definition	See also
Award	Within Insight an award is an attained qualification which may be a graded or ungraded course.	
Graded Course	A graded course is defined as a qualification which has grades assigned on a scale for an award. Awards are mapped to the scales A to D, 1 to 7 or Pass to Distinction.	
National Qualifications (NQs)	Scotland's system of National Qualifications (NQs), which is managed by the Scottish Qualifications Authority (SQA). National Qualifications include: National units, National Awards and Scottish Group Awards.	SQA National Qualifications Homepage SQA National Qualifications Catalogue (opens Excel file)
Pupil Census	An annual collection that obtains accurate data on publicly funded schools (local authority and grant-aided) and their pupils. The last census was carried out in September 2023.	EAS Pupil Census Publication
Resulted Entries	Attainment data in Insight is based on the result date of a learners' qualifications rather than entries expected to be completed within an academic year.	
SCQF Award	SCQF credit-rated qualifications and learning programmes, including those provided by SQA and wider award providers.	SCQF register
Scottish Candidate Number (SCN)	The SCN is the key unique identifier of pupils within the Scottish education system.	
Scottish Group Awards	National qualifications made up of National Units, including National Certificates, National Progression Awards, Professional Development Awards and Awards.	SQA Group Award
SQA National Award/ SQA National Course	SQA National courses may be graded or ungraded and include National 1 to National 5, Higher, Advanced Higher, and Skills for Work Courses.	SQA National Qualifications Catalogue (opens Excel file)
Subject	Awards that are grouped together due to similarity of content. These subject groupings are also the basis for 'best' attainment in the tariff scale.	
Ungraded Course	An ungraded course is defined as a qualification which is not a unit and which is ungraded i.e. the	



	course is awarded on a pass / fail basis without results mapped to individual grades.	
--	---	--



Fundamental Concepts: Other

Key Term	Definition
Establishment	Each unique establishment within Insight sits within the following hierarchy: one National cohort ► six Regional Improvement Collaboratives (RICs) ► 32 local authorities (LAs) and one 'grant-aided' authority ► all mainstream local authority and 'grant-aided' secondary schools.
Learning Partners	The learning partners feature provides a ranking of schools nationally based on how closely they perform to their Virtual Comparator. Schools can choose other schools as learning partners in order to share data without suppression.
Percentage of Attained Entries	Displays values relative to the number of attained courses (excluding 'no award') within the cohort of interest
Pupil's Base Centre Cohort	A pupil's base centre is the key establishment for all of the dashboard measures and the breadth and depth measures. For the 'curricular area' and 'course based' measures, this is the pupil's presenting centre for the attainment. This is usually the centre where the pupil has the most attainment.
School Leaver	A candidate is classified as a School Leaver if they have one or more school leaver records in the given year's Skills Development Scotland Initial Destinations of School Leavers data
Significance	A result has statistical significance when it is very unlikely to have occurred by chance e.g. when a comparison is found to be significant in Insight this means you can be confident that there are real factors behind this difference.
Scottish Index of Multiple Deprivation (SIMD)	SIMD is the official tool for identifying areas of poverty and inequality across Scotland
Virtual Comparator (VC)	A virtual cohort that is comprised of similar pupils (based on key demographic characteristics) to pupils in your school. This allows schools to compare their performance to a meaningful benchmark.
Wider Award Providers	Providers of non-formal learning awards in Scotland. Wider Achievement awards recognise the life and work skills that come from a wide range of activities which can include sport, mentoring, voluntary work or fundraising activities – whether they take place at school, college or elsewhere



Filters

Key Term	Definition
Additional Support Needs (ASN)	The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need additional support in order to benefit from school education. Pupils are recorded as having additional support needs, based on their Pupil Census records. For the purposes of Virtual Comparator matching, these pupils are further grouped by the amount of their time they spend in mainstream education (<80% or ≥80%).
Based upon (stage roll or basis stage)	This is the stage at which you want to start calculating cohort attainment. It is from this point that learners are tracked as transferring into or away from the school; their attainment can then be included or removed at the point of calculation.
Stage (calculation stage)	This is the stage at which you want to finish calculating cohort attainment. The cohort calculation is based on learners recorded by the Pupil Census for the calculation stage and year selected, plus any learners that have left or transferred into or away since the selected basis stage.
English as an Additional Language (EAL)	Based on Pupil Census records, EAL indicates pupils who are recorded as having English as a second or additional language.
Least deprived 20%	Pupils whose home address is in the 20% of least deprived data zones as defined by the Scottish Index of Multiple Deprivation
Looked After Status (LAC)	Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority. Based on Pupil Census records pupils are recorded as either being 'looked after at home' or 'looked after away from home'.
Most deprived 20%	Pupils whose home address is in the 20% of most deprived data zones as defined by the Scottish Index of Multiple Deprivation
Positive Destination	Selecting Positive destination restricts results to school leavers in Positive Initial Destinations 'Higher Education', 'Further Education', 'Training', 'Voluntary Work', 'Employment', 'Personal Skills Development' (from Feb 2020 onwards) or 'Activity Agreements' (prior to February 2020)
Pupil Points	Pupils are assigned to groups based on their total tariff attainment relative to the National cohort as a whole. Users can select pupils within the National Lowest 20% group or the National Highest 20% group



Initial Destinations

Key Term	Definition
Activity Agreement	Includes those for whom there is an agreement between a young person and a trusted professional that the young person will take part in a programme of learning and activity which helps them become ready for formal learning or employment
Candidate Initial Destination	A local benchmarking measure which shows the percentage of young people staying on at school or in a positive initial destination, as recorded in October approximately three months after leaving school
Employment	Includes those who are employed and in receipt of payment from their employers. It includes young people undertaking training in employment through national training programmes such as Modern Apprenticeships
Further Education	Includes leavers undertaking full-time education which is not higher education and who are no longer on a school roll. This may include National Qualifications
Higher Education	Includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. It also includes programmes at a level higher than the standard of the National Qualifications, i.e. above SCQF level 7. Leavers with a deferred, unconditional place in higher education have also been included in this category
Inactive candidates	Inactive candidates are pupils who appear in the Pupil Census in a year but then do not appear in the Census in the following year and have no Skills Development Scotland leaver record.
Non-Positive destination	Includes unemployed seeking, unemployed not seeking and not known
Not known	Includes all leavers whose destination is not known either to Skills Development Scotland or to the school attended
Personal Skills Development	Includes those for whom there is an agreement between a young person and a trusted professional that the young person will take part in a programme of learning and activity which helps them become ready for formal learning or employment
Post-School Participation	A national benchmarking measure of the percentage of school leavers in an initial destination (approximately 3 months after leaving school)
Staying on at School	If a candidate is present in the following year's Pupil Census, then the candidate is recorded as 'staying on at school'
Training	Includes leavers who are on a training course and in receipt of an allowance or grant, such as the Employability Fund national



	training programme. It also includes leavers who are on local authority or third sector funded training programmes that are in receipt of a training allowance
Unemployed Not Seeking	Includes young people who Skills Development Scotland is aware of who are not actively seeking employment/training
Unemployed Seeking	Includes those who are registered with Skills Development Scotland and are known by them to be seeking employment or training actively
Voluntary Work	Includes those undertaking voluntary work, with or without financial allowance, who are not 'unemployed and actively seeking', as per the unemployed definition and those participating in Project Scotland/CSV or other voluntary programmes



Insight Tariff

Key Term	Definition	See also
Attainment versus Deprivation	A benchmarking measure of the average tariff point score of school leavers by Scottish Index of Multiple Deprivation decile.	
Calculation Type	Users are able to filter information based on annual or cumulative tariff measure when calculation stage equals basis stage. When calculation stage does not equal basis stage, no data would be shown when annual tariff is selected. Annual measures are based on attainment within an academic year. Cumulative measures are based on attainment data up to and including a particular academic year.	SCQF Interactive Framework SCQF Qualifications Database
Complementary Tariff Points	The complementary tariff measure is the sum of tariff points accumulated across the best attainment in subjects in which a learner has achievement, up to a maximum of 120 SCQF credit points	
Course weight	This is the weight for attaining the full course at that SCQF level (0 for a single unit or combination of units making up an ungraded course, or a variable weight if a course assessment element is involved i.e. added value unit at National 4 or course assessment at National 5 and above).	
Grade add-on or Result weight	This is the weight which differentiates between the grade achieved (e.g. A, B, C, D) for the course at the SCQF level. The weight is such that a grade D receives more tariff points than units alone, recognising that a learner has achieved the course.	
Grade Neutral	Average Grade Neutral Tariff can be selected as an option in Tariff based measures. It can be selected together with Total or Complimentary Tariff. This tariff methodology does not include any grade add-on for a course - it considers all courses as being ungraded.	
Highest 20%	The selected cohort is ordered according to their total tariff or complementary tariff score and allocated into three groups based on attainment (lowest 20%, middle 60% and highest 20%).	
Improving attainment for All	A benchmarking measure of the average total tariff or complementary tariff score for the lowest 20%, middle 60% and highest 20% of attainers within a cohort.	
Best Attainment	Displaying best attainment ensures no incentive or disincentive to go through SCQF levels. When calculating pupil's tariff points it takes the best course result in	



	each subject plus any extra points because of unit attainment at level(s) above.	
Lowest 20%	The selected cohort is ordered according to their total tariff or complementary tariff score and allocated into three groups based on attainment (lowest 20%, middle 60% and highest 20%).	
Middle 60%	The selected cohort is ordered according to their total tariff or complementary tariff score and allocated into three groups based on attainment (lowest 20%, middle 60% and highest 20%).	
SCQF credit points	Credit points are a way of showing how much time it takes, on average, to complete a qualification or learning programme. The SCQF works on the basis that one credit points represents the amount of learning achieved through 10 hours of learning time.	
SCQF Level	The SCQF has 12 levels which indicate the level of difficulty of a qualification	
Tariff point scale	The tariff point scale provides a summary view of a wide range of achievement and qualifications from a number of awards providers. It is based upon SCQF levels and SCQF credit points and the composition of the qualification.	
Total Tariff Points	The total tariff measure is the sum of tariff points accumulated across the best attainment in all subjects in which a learner has achievement	



Measures

Key Term	Definition
Breadth and Depth	National and local measures that show the number of awards gained and the SCQF level at which they are achieved. There is the option to show 'All SCQF Awards' or only "SQA National Awards". Selecting "SQA National Awards" shows a graded breakdown.
Confidence Level/ Confidence limit	A statistical method that provides limits (sometimes in the form of error bars) to show the reliability of a result. For example, if the confidence level is 95%, it means that if the same population is sampled 100 times, approximately 95 of those cases will fall between the 95% confidence limits.
Course Comparator	Local course measure that shows performance in a course relative to the predicted performance in that course based on attainment in other courses.
Curricular Areas	Local course measures that summarise attainment in each of ten curricular area (including the eight areas of Curriculum for Excellence) : Wider Achievement, English and Gàidhlig, Expressive Arts, Health and Wellbeing, Language (apart from English), Mathematics, Religious and Moral Education, Sciences, Social Subjects, Technology.
Literacy	Refers to courses for improving ability to communicate by reading, writing, and listening and talking
Literacy and Numeracy	A benchmarking measure that is based upon the outcomes and assessment standards for SQA's literacy and numeracy units. A 'best fit' approach extends the SQA definition to include a range of other qualifications and learning programs that are used as a proxy for literacy and numeracy at SCQF levels 3 to 6.
Local Benchmarking Measure	These measures provide data on all candidates' achievements during the senior phase, whether or not they are a leaver or they are still at school. They are the stage-based benchmarking measures
National Benchmarking Measure	All of the national dashboard measures consider pupils' achievements on leaving school. Note that these measures only include data for leavers and do not include information on those pupils who remain at the school
Numeracy	Refers to courses for improving ability to use numbers in order to solve problems by counting, doing calculations, measuring, and understanding graphs and charts, and results
Partner Centre	A partner centre is the institution where a school has a partnership arrangement for the teaching of a course externally
Partnership attainment	A local measure that summarises attainment from the partner centre(s) where a school has a partnership arrangement for the teaching of a course externally.



Regression Model	A statistical technique for estimating the relationships among variables. E.g. In the Course Comparator measure, the predicted grade band is calculated based on stage (S4, S5 or S6) and attainment in other courses through the National Regression Model.
School Profile	The school profile page includes information about the cohorts in each of the different 'calculation stage' and 'basis stage' combinations. It also provides information on the number of inactive candidates in a cohort.



Section 3 – Frequently Asked Questions (FAQs)

How do I access Insight?

Local authorities and secondary schools can access Insight using the link below:

<https://insight.scotxed.net>

Schools and local authorities can access Insight using their SEEMiS or Glow credentials in order to save the majority of users having to remember a separate login.

I can't remember my SEEMiS credentials: what should I do?

Please contact SEEMiS or your local SEEMiS support team if you have any problems logging in with your credentials.

I can't remember my Glow credentials: what should I do?

Please contact the Glow team or your local Glow support team if you have any problems logging in with your credentials.

How do I configure my SEEMiS account for Insight access?

In order to access Insight using SEEMiS, your SEEMiS account must be properly configured. You also need to use the username (login) which you use for SEEMiS web applications. In some cases this may be different from the one you use for Click & Go. For advice on these issues please contact your local SEEMiS support team.

The following advice may assist SEEMiS support teams in configuring accounts:

- SEEMiS checks the *Work Record* to see whether a user should have access to Insight
- A user will get access to the *authority* mode in Insight if they have a current work record for either their HQ site, or their work record is marked as Centrally Employed
- A user will get access to a specific school if their current work record is not marked as centrally employed
 - If a user has more than one site by this means they will be presented with a choice of site by SEEMiS when they login
 - If a user has a mixture of centrally employed and school specific work records, they will not be given the choice and logged into the authority mode

What data can I access for other local authorities and schools?

From September 2017, an open access model has been in place. The intention behind this approach is to extend the previous access arrangements to allow all users to view data for all establishments without suppression or controls. However, it should be noted that Insight policy is to suppress data for values of less than five. Basic disclosure controls will therefore continue to apply when a school or local authority level user is looking at data for another establishment.

Because of these suppression arrangements, in almost all instances graded course data will be suppressed for at least one of the grade bands. That being the case, further suppression is required to prevent calculation of the suppressed value. Because of this, the current access model (access to only your own establishment's data, or any learning partners) for some of the course-based measures including:



- Local Course: Graded Course
- Local Authority Summary: Graded Course
- Partnership Summary
- Subject Summary
- Whole School Course Summary

On this basis schools will continue to see only their own data for these measures and local authority level users will be able to view all data for schools within their own local authority. It is worth noting that where a learning partnership has been entered into between schools, a user will continue to see data for the partner establishment without any suppression or controls.

Do independent schools and special schools have access to Insight?

Special schools and independent schools are not currently included in Insight. However, we will continue to investigate the possibilities around their inclusion as part of the on-going development programme, and engaging with relevant stakeholders to understand the different characteristics and requirements of these schools that would need to be taken into account for any extension of the tool's scope to be of value. Furthermore, Insight draws on data that is not collected for special schools and independent schools, with consequent needs to investigate the differing technical issues and possibilities.

Are colleges included?

Attainment information for pupils on the roll of a school and participating in school-college partnerships is included in Insight in the base school's local and national dashboard measures (literacy and numeracy, attainment for all and attainment v deprivation) and in breadth and depth measures.

Can Parent Councils and parents be given access to Insight?

Insight is a tool for professional reflection and self-evaluation, and is therefore not accessible to parents, pupils and the wider public. Information aimed at parents will be found on the Scottish Government's [School Information Dashboard](#), and will be updated annually.

Where is partnership attainment captured within Insight?

Awards sat at partnership centres will be included in the national and local dashboards and the breadth and depth measures when you are viewing Insight as the base centre. In the other local measures (graded and ungraded course measures and curricular area measures), this attainment will show for the presenting school. This process ensures that, at a school level, the school gets credit for doing what is best for the learner but at a course level, the data reflects the performance of that course in that school.

It is possible to view partnership attainment at a course level in Insight, using the Partnership Course Summary. This gives more visibility to courses attained via non-school presenting centres and provides the base centre with visibility of their learners' achievements at other establishments.



How can I look at five years of data for all measures?

You can choose to see five years of data by changing your preferences from the user menu. However, when the summer update is released with the latest attainment data, corresponding leavers' data is not yet available. Between the summer update and following spring update, leavers' measures will only show four years of data.

When selecting a filter, no data is displayed. Why is this?

There is a minimum cohort size defined for calculation of data for all measures. This is set at a level that tries to ensure meaningful information is produced. For example, this might be set to 10 for a measure and would be why no data is calculated when you select a cohort with only 9 individuals in it.

Which pupils are included?

The tool provides information on senior phase pupils in publicly funded secondary schools in Scotland based on the Pupil Census. Which pupil statuses are included?

The Insight definition of base centre is aligned with Pupil Census definitions so that it will only include pupils with a status of:

- 01 - pupil on the roll of this school
- 04 - pupil on the roll of this school attending full time Further Education course outside this school
- 05 - pupil on the roll of this school attending full time course other than Further Education outside of this school

This brings the methodology into line with other analysis such as national statistics leavers publications.

Insight therefore identifies a pupil's base centre as follows:

- If the pupil has exactly one pupil Census record with status 01, the centre associated with the record is the pupil's base centre.
- If the pupil has more than one pupil Census record with status 01, the centre associated with the 01 record where the pupil has the most attainment is the pupil's base centre.
- If the pupil has no status 01 Census record then, if they have exactly one pupil Census record with status 04 or 05, the centre associated with that record is the pupil's base centre.
- If the pupil has more than one Census record with status 04 or 05, then their base centre is the centre associated with the status 04 or 05 Census record that has the most attainment.
- If the pupil has no 01, 04 or 05 Census record they are not included in Insight.

What happens if there is a school merger? How is this information presented in Insight?

Every year, we undertake an exercise to learn about the current status of schools in Scotland in advance of the Pupil and Teacher Census collections. At this time, local authorities make us aware of any new or closing schools and about any mergers which are taking place. This information is then fed into Insight.



When two (or more schools) close and merge into a new school, information is only displayed for the open new school in Insight.
This may affect Virtual Comparators.

How do I put charts from Insight into other documents?

The simplest way to put an Insight chart into another document is to copy and paste it. In your browser, right click on the chart and select 'Copy' from the menu that appears. Then, go to your other document and paste it as you would normally. The chart will appear in the document as an image.

There are some caveats you should be aware of. Some software, such as Microsoft Office 2010 and later, tries to load the chart directly from Insight rather than just pasting as an image. This can mean no chart appears OR if you are copying a chart for an establishment other than your own may mean that the chart for your own establishment appears. You can work around this by using one of the following options:

- Instead of copying, you can save the chart: Right click and choose 'Save as..' from the menu that appears. Save the image and then open and insert it into your document as you would any other image.
- Instead of pasting directly into MS Office applications such as Word, paste into another application such as Windows Paint first. Then copy the image from there into your document.

How do I include filter selections in images I copy from Insight?

Copying and pasting from Insight doesn't bring across filter selections as part of the image. You can do this using the Print option available in Insight.

Select the print menu option. Instead of printing to a real printer, choose a virtual printer that produces an image such as Microsoft XPS Writer or Adobe PDF Printer (for help with these consult your local IT Support). Once printed as an image, the file can be inserted into other documents or sent by email etc. The image will include the chart and details of filter selections on the page.