Agenda Item	6
Report No	EDU/32/26

The Highland Council

Committee: **Education**

Date: **18 November 2026**

Report Title: **Raising Attainment & Achievement Update**

Report By: **Assistant Chief Executive – People**

1. Purpose/Executive Summary

1.1 This report provides an update on progress towards vision and ambition set out in the Raising Attainment and Achievement Strategy (RAAS), 2025-28 including progress with Local Authority Stretch Aims in both A Curriculum for Excellence (ACEL) and Senior Phase attainment measures.

1.2 This report also provides an update to Members on the performance of learners in attaining A Curriculum for Excellence Level (ACEL) data and the Senior Phase (S4, S5 and S6) at National 5, Higher and Advanced Higher for session 2024/25.

1.3 Finally, as agreed at the meeting of the Full Council on 17 September 2026, the report details the key elements from the Scottish Government's Programme for Government in relation to Education and provides information on how these are being taken forward in Highland. **Appendix 4** of the report also provides information on the Programme for International Student Assessment (PISA).

2. Recommendations

2.1 Members are asked to:

i. Note the contents of the report;
ii. Note the Senior Phase attainment and achievement outcomes for 2025/26 (**Appendix 3**)
iii. Note the improvements evident across several attainment measures, particularly within S4 and S6 attainment, numeracy outcomes and attainment for learners residing in SIMD Quintile 1 communities.
iv. **Agree** that continued improvement activity should focus on the priorities identified within the Education and Learning Improvement Plan (ELIP) and Raising Attainment and Achievement Strategy (RAAS).
v. **Note** the information provided on PISA **(Appendix 4)**

vi. **Approve** the plan to have two extra in-service days to support implementation of Curriculum Improvement on 12 and 13 April 2027.

3. Implications

3.1 Resource
There are no financial implications arising from the recommendations this report. The Highland Education and Learning Improvement Plan (ELIP) and the Raising Attainment and Achievement Strategy (RAAS) will be delivered within existing approved central education and devolved school budgets.

3.2 Legal
There are no legal implications arising from the recommendations in this report.

3.3 Risk
There are no risk implications requiring an addition or amendment to The Highland Council's risk register arising from the recommendations in this report.

3.4 Health and Safety (risks arising from changes to plant, equipment, process, or people)
There are no health and safety implications arising from the recommendations this report.

3.5 Gaelic
There are no specific implications for Gaelic Medium Education and Gaelic Learners Education courses. The Raising Attainment and Achievement Strategy (RAAS) and associated Education & Learning Improvement Plan (ELIP) applies equally to both Gaelic and English medium education.

4. Impacts

4.1 In Highland, all policies, strategies or service changes are subject to an integrated screening for impact for Equalities, Poverty and Human Rights, Children's Rights and Wellbeing, Climate Change, Islands and Mainland Rural Communities, and Data Protection. Where identified as required, a full impact assessment will be undertaken.

4.2 Considering impacts is a core part of the decision-making process and needs to inform the decision-making process. When taking any decision, Members must give due regard to the findings of any assessment.

4.3 **Integrated Impact Assessment - Summary**

4.3.1 An Integrated Impact Assessment screening was undertaken on 01.10.26. The conclusions have been subject to the relevant Manager Review and Approval.

4.3.2 The Screening process has concluded that there are positive impacts on all children and young people from the introduction of the framework. All children and young people should experience high-quality teaching and learning which

should provide improved outcomes. It has therefore been concluded that a full impact assessment is not required.
The screening overview is detailed in **Appendix 1**.

4.3.3	**Impact Assessment Area**	**Conclusion of Screening/Full Assessment**
	Equality	• Children and Young People – *Positive* • Children affected by disability – *Positive*
	Socio-economic	*Positive*
	Human Rights	*Positive*
	Children's Rights and Well-being	*Positive*
	Island and Mainland Rural	*No impact*
	Climate Change	*No impact*
	Data Rights	*No impact*

5. Raising Attainment and Achievement Strategy

5.1 The Raising Achievement and Attainment Strategy (RAAS), launched and approved by the Education Committee in November 2025, sets out Highland's vision, priorities and expectations for raising achievement and attainment for every child and young person across our schools. It reflects our commitment to securing the best possible outcomes for all learners, with a particular focus on improving equity and ensuring that those most disadvantaged by poverty are fully supported to achieve their potential.

5.2 Following the launch of the RAAS, the refreshed Education and Learning Improvement Plan (ELIP), now in its second year, and approved by the Education Committee in August 2026, sets out the key outcomes and actions required to deliver the strategy's ambitions and secure improved outcomes for children and young people across Highland.

Delivery continues to be structured around four key improvement themes:

- Leadership
- Learning and Teaching
- Curriculum
- Data Analysis for Improvement

These are underpinned by three cross-cutting principles that inform all aspects of improvement activity:

- Health and Wellbeing
- Additional Support Needs (ASN) and Inclusive Practice
- Parental Involvement and Engagement

Together, these themes and principles provide a coherent framework for driving improvement, building capacity across the system, and ensuring that all children and young people are supported to achieve their full potential.

6. Progress towards the Raising Attainment and Achievement Strategy

6.1 The Raising Attainment Board (RAB) is now in its second year of operation and plays a key role in providing strategic oversight and driving continuous improvement across the authority. Membership includes Chief Officers, Headteachers, Area Quality Improvement Managers (AQIMs) and Central Officers, ensuring a strong collective focus on educational improvement. Clear terms of reference have been established to provide direction, accountability and support for the Board's work.

Using current attainment trend data, members of the RAB are working with Education Scotland colleagues to develop a new suite of Stretch Aims for 2027-2030. These aims will provide a clear and ambitious focus for improving outcomes and reducing inequity across Highland.

6.2 Headteachers now have access to an enhanced School Dashboard, which provides up to five years of data across a range of key performance indicators, including:

- Pupil characteristics and demographic information
- Attendance
- Exclusions
- Bullying and equalities data

The dashboard also enables Headteachers to access and analyse pupil-level data within their own schools. This supports more effective identification of trends, deeper analysis of vulnerable groups, and closer monitoring of individual learner progress, helping to inform evidence-based decision-making and targeted improvement activity.

6.3 It is recognised that the success of RAAS depends on staff at all levels across the Education and Learning Service, including school leaders and practitioners, championing its vision and implementation. Equally important is the role of the recent restructure of the Education and Learning central team in enabling the strategy's success.

The introduction of Inclusion Officers and the Pedagogy Teacher Team is strengthening the capacity of Area Quality Improvement Managers and Education Support Officers to both support and challenge schools in meeting the diverse needs of learners and improving learning and teaching practice. These teams play a pivotal role in delivering and facilitating high-quality professional learning opportunities, ensuring staff are equipped to meet the needs of all learners effectively.
The structure of the central team is illustrated in **Appendix 2**.

6.4 **Curriculum Improvement Cycle**

6.4.1 The Education Service continues to progress our involvement in the national Curriculum Improvement Cycle work.

Staff involved in National Steering and Core Groups have been invited to participate in a dedicated Curriculum Improvement Cycle (CIC) Strategic Improvement Workstream (SIW). The workstream provides a forum for sharing emerging learning, informing local planning, and supporting readiness for the implementation of developing national technical frameworks.

Highland is represented on the national Curriculum Network by two Area Quality Improvement Managers. This participation enables Highland to contribute to national curriculum discussions, learn from the approaches being developed across other local authorities, and ensure that local improvement activity remains aligned with emerging national direction.

To promote a shared understanding of curriculum reform, all headteachers received input from Education Scotland at an in-person development day at the beginning of the Session. In addition, the SIW is developing a termly Curriculum Improvement Cycle newsletter and delivering termly online briefings for all staff. Together, these approaches will support clear and timely communication of national developments, encourage professional dialogue and collaboration, and help ensure a consistent and well-informed approach to implementation across Highland schools.

7 Performance Data – Attainment

7.1 Primary Attainment

7.1.1 Local Authorities submit A Curriculum for Excellence Attainment (ACEL) Data on an annual basis to the Scottish Government and this data is then officially verified and released at the end of the year, in late December. As in previous years, a full data report will be brought to Education and Learning Committee in February.

7.1.2 In the interim, the following summary of A Curriculum for Excellence Data (ACEL) attainment over time is provided. Combined Primary 1,4 & 7 ACEL shows sustained positive progress. Our new internal Dashboard provides early (unverified) signs of continued improvement with the following percentages achieving the expected levels.

- Reading - 78%
- Writing - 72%
- Listening and talking - 87%
- Numeracy - 76%

It is too early for comparative national data to be available, but this will be included in the report to Committee in February 2026.

7.2 Secondary Attainment

7.2.1 This report presents a detailed analysis of Senior Phase attainment and achievement in Highland secondary schools for 2025/26 **(Appendix 3)**. The analysis identifies improvements across a number of key attainment measures, particularly in S4 and S6, alongside continued growth in the range and breadth of qualifications being achieved by young people. The report also highlights progress in reducing aspects of the poverty-related attainment gap and evidences the contribution of an increasingly diverse range of learner pathways and accredited achievements.

7.2.3 Members should note that the data presented in the attainment information in the attached appendix, combined with the Qualifications Scotland (QS) attainment data

included in the August report to committee, provides a broad range of information for members' consideration.

The August update included a snapshot of the information available at that time, and provided attainment outcomes for individual year-group cohorts at the point of certification in Qualifications Scotland National Courses, typically reported at grades A-C. This showed that the A-C pass rate for National 5 this year rose to 76.9% (up from 76.6% in 2025 and 75.6% in 2024). Advanced Higher pass rates had also seen significant improvement, rising to 74.3% compared to 72.8% in 2025. The Higher A-C pass rate stands at 73.7%, maintaining strong overall performance across Highland schools.

7.2.4 Headline messages compared to 24/25 results indicated the following:

- S6 Higher Attainment: S6 attainment has shown some of the strongest improvements in this year's results. The proportion of S6 pupils achieving three or more awards at Higher at grades A-C rose to 29.1%, up 7.1% from 22.0% in 2025. Advanced Higher attainment also increased, up by 4.9%, with 29.3% of S6 pupils achieving at least one Advanced Higher award at grades A-C, compared with 24.4% in 2025.
- S5 Higher Attainment: In S5, 15.7% of young people achieved five Higher awards at grades A-C. While this represents a slight decrease from 15.9% in 2025, attainment remains above the 13.6% recorded in 2024.
- S4 National 5 Progression: Pupil presentation and attainment in S4 have increased, with 41.9% of S4 pupils gaining 5 or more awards at A-C grade, up by 2.6% from 39.3% in 2025 (and up 4.9% from 37.0% in 2024). The average number of National 5 presentations per S4 pupil also rose to 4.74, up from 4.51 in 2025 (and up from 4.35 in 2024)
- Literacy and numeracy in S4: There were noticeable improvements in English and Maths for S4 pupils:
    - 63.9% of S4 pupils achieved a National 5 English pass, an increase of 3.8% from 60.1% in 2025.
    - 48.9% of S4 pupils achieved a National 5 Maths pass, up 3.1% from 45.8% in 2025.

7.2.5 In line with national reporting methodology, this attached report uses the S4 roll as the cohort baseline which enables comparison of Highland's performance against national averages, virtual comparators and historical trends over time. It also supports analysis of attainment and achievement across the full breadth of qualifications recognised within the Scottish Credit and Qualifications Framework (SCQF), including Foundation Apprenticeships, National Progression Awards and Skills for Work qualifications. Consequently, some attainment figures presented within this report are measuring different aspects of attainment from those reported previously.

7.2.6 Members should also note that Qualifications Scotland and SCQF Insight data measure different aspects of learner performance. Qualifications Scotland results

focus on attainment in individual National Courses, whereas Insight reports attainment across the full range of qualifications achieved by young people and includes awards achieved at grades A-D where applicable. Insight therefore provides a broader measure of learner attainment and achievement and forms the basis of national and virtual comparator benchmarking. This enables a more comprehensive assessment of outcomes, equity and improvement over time.

7.2.7 Whilst attainment remains below national and virtual comparator averages in some A-D measures, the analysis demonstrates improvement across a number of key indicators. The data also illustrates the effect of variable performance across Highland secondary schools. While some schools are achieving outcomes in line with or above, virtual comparator levels, others require further improvement. This affects the Highland average overall and so the Education and Learning Improvement Plan (ELIP) and Raising Attainment and Achievement Strategy (RAAS) provide the strategic framework for targeted support for schools that need it. This includes challenge and improvement activity, with a focus on improving outcomes, reducing inequity and securing greater consistency of performance across Highland secondary schools. Improvement activity also identifies the high performing schools so that there can be shared learning and peer support.

7.3 Programme for International Student Assessment (PISA)

7.3.1 The information below and in **Appendix 4** highlights the key elements of Scotland's performance in the Programme for International Student Assessment 2025: national report for Scotland.

Scotland's performance in the 2025 PISA rankings remains strongest in reading and computational problem solving, where it ranked 11th internationally, and in science, where it ranked 17th. Performance in mathematics was comparatively weaker, with a ranking of 22nd, while Scotland ranked 14th in environmental Science. Overall, Scotland's average ranking across the five assessed domains was 15th.

Scotland continues to perform above the OECD average across most measures and compares favourably with many OECD countries. However, the gap between Scotland and the highest performing systems, particularly in mathematics, highlights the continued importance of improvement activity aimed at raising attainment and ensuring international competitiveness.

8 Programme for Government

8.1 The Scottish Government's Programme for Government 2026-31 prioritises reducing child poverty, expanding childcare, strengthening early years and family support, and embedding prevention and early intervention. Key education priorities include improving attendance, attainment, behaviour and curriculum, supporting early childhood development, empowering school leaders and reducing variation between

schools. These priorities align closely with Highland's ongoing work on attendance, inclusion, ASN, family support, prevention and raising attainment.

The information below highlights the key elements of the Programme for Government-2026-2031 that have significant implications for education and childcare.

Eradicating Child Poverty

- National coordination of skills and employability programmes through the Careers Ambitions Framework.
- Introduction of a new childcare offer to support children and families.

Delivering Stronger Public Services

- Empowering school leaders to drive improvement, raise standards and reduce variation.
- Continued commitment to closing the attainment gap through the maintenance of Pupil Equity Funding.
- Increased focus on attendance, relationships and behaviour, and curriculum improvement.
- Development of a national route map for a Staged Intervention Framework to strengthen support for children and young people with Additional Support Needs.
- Teacher recruitment, workforce planning and career-long professional learning.

8.2 The Education and Learning Service is already well positioned to respond to many of these national priorities.

Our Raising Attainment and Achievement Strategy and associated Education and Learning Improvement Plan provide a clear direction for improvement over the next two years. Through our Strategic Improvement Workstreams, we are continuing to strengthen school leadership and improvement capacity by focusing on:

- Realising the Ambition and play-based learning
- Health and Wellbeing Framework
- Relationships and Behaviour
- Quality Assurance and Improvement
- Career-Long Professional Learning
- Poverty and the Cost of the School Day
- Digital Pedagogy
- Curriculum Improvement
- Moderation and Assessment

Improving attendance remains a key priority. A fourth cohort of Highland schools is about to participate in the national attendance improvement programme, further supporting our work to improve learner engagement and attendance outcomes. Activities through CLD have likewise prioritised activities to support improved attendance and more detail is provided about this in a separate report to committee.

Through our My Future Highland portfolio, significant progress has already been made in strengthening skills development and learner pathways. This work has established a coherent, data-informed approach to planning, curriculum design and

employer engagement across all 29 secondary schools, ensuring that young people are better prepared for future learning, training and employment opportunities.

The Early Years Team has also begun preparing for the introduction of universal breakfast club provision in all primary schools from August 2027. Pilot programmes will be implemented across each of the eight associated school group areas during the current session to test and refine effective models of delivery ahead of full implementation.

In addition, work is in development to progress policy changes regarding Reduced Class Contact Time (RCCT) for teachers in readiness for full implementation in Primary and Special schools in August 2027 and secondary schools thereafter.

The Education and Learning Service has been working closely with Human Resources and Workforce Planning colleagues through a series of workforce planning workshops. This work is informing the development of a comprehensive workforce improvement plan aimed at strengthening recruitment, retention, career development and workforce sustainability across Highland schools and settings. This is the subject of a separate report to Committee.

The Programme for Government 2026–2031 aligns closely with the priorities of the Highland Poverty Commission Calls to Action, particularly through its focus on reducing child poverty, expanding childcare provision, strengthening early intervention and family support, and improving educational outcomes. These commitments support Highland's continuing efforts to reduce inequalities, improve attendance and attainment, and enhance support for children and families.

9. 2027 Inset Days

9.1 Draft curriculum frameworks were published on 4 November 2026 as part of the national Curriculum Improvement Cycle (Curriculum Improvement Cycle draft frameworks). https://blogs.glowscotland.org.uk/glowblogs/cices/kdu-model/ This represents a significant milestone in the national programme of curriculum reform.

9.2 To support implementation, additional in-service training provision was announced on 4 November 2026 following agreement by the Scottish Negotiating Committee for Teachers (SNCT) (Additional school in-service days agreed - gov.scot). Under these arrangements, local authorities may request up to two additional in-service days during the current academic year to enable teachers to prepare for the most significant curriculum changes in over a decade. It is intended that these days will align with existing holiday patterns and will be approved through dispensation under the Education (Scotland) Act 1980.

9.3 Highland Council proposes to utilise these additional days in April, extending the existing Holiday scheduled for 26 March. The two additional in-service days would take place on 12 and 13 April 2027, creating a period of professional learning and preparation to support curriculum implementation across Highland schools following on directly from the Spring Summer break.

Designation: Assistant Chief Executive - People

Date: 26 October 2026

Author: Bernadette Scott, Chief Officer Primary and Early Years Education
Kirsty MacPherson, Chief Officer Secondary Education

Background Papers: n/a

Appendices: Appendix 1 - Integrated Impact Assessment Screening
Appendix 2 - Education and Learning Central Team
Appendix 3 - Senior Phase Attainment Report
Appendix 4 - Overview of PISA Results

Integrated Impact Assessment Screening

About proposal

What does this proposal relate to? Strategy

Proposal name: Raising Attainment and Achievement

High level summary of the proposal: to raise attainment of cyp 2025-2028

Who may be affected by the proposal? children and young people

Start date of proposal: 20/08/2025

End date of proposal: 20/08/2028

Does this proposal result in a change or impact to one or more Council service? No

Does this relate to an existing proposal? Yes

Provide details of the existing proposal: 3 year strategy continues and this will provide update on progress

Author details

Name: Bernadette Martin-Scott

Job title: Chief Education Officer

Email address: Bernadette.Scott1@highland.gov.uk

Service: People

Responsible officer details

Name: Kate Lackie

Job title: Assistant Chief Executive - People

Email address: Kate.Lackie@highland.gov.uk

Sign off date: 2026-10-27

Equalities, poverty, and human rights

Protected characteristics

Select what impact the proposal will have on the following protected characteristics:

Sex: Positive

Age: Positive

Disability: Positive

Religion or belief: No impact

Race: No impact

Sexual orientation: No impact

Gender reassignment: No impact

Pregnancy and maternity: No impact

Marriage and civil partnership: No impact

Protected characteristics impact details: through this strategy schools and staff will target groups to close the poverty related attainment gap

Poverty and socio-economic

What impact is the proposal likely to have on the following?

Prospects and opportunities: Positive

Places: Positive

Financial: No impact

Poverty and socio-economic impact details: the strategy allows for data analysis to target groups and areas where the there is most need

Human rights

Which of the below human rights will be affected by this proposal?

What impact do you consider this proposal to have on the human rights of people? Positive

Human rights impact details: right to an education and to play is enhanced as educational experience will be improved

Equalities, poverty and human rights screening assessment

What impact do you think there will be to equalities, poverty and human rights? Positive impact

Is a Full Impact Assessment required? No

Children's rights and wellbeing

What likely impact will the proposal have on children and young people? Positive with improved inspection outcomes and raised attainment and achievement for all children and young people

Which of the below children's rights will be affected by the proposal? You are working in the best interests of the child (Article 3), Children have a right to education (Article 28)

Explain how the children's rights selected above will be affected: the selected rights will be positively impacted by improved educational experiences through the Raising Attainment Strategy and the Education and Learning Improvement plan annual outcomes and actions within.

Children's rights and wellbeing screening assessment

What impact do you think there will be to children's rights and wellbeing? Positive impact

Is a Full Impact Assessment required? No

Data protection

Will your proposal involve processing personal data? No

Data protection screening assessment

What change will there be to the way personal data is processed? No personal data will be processed

Is a Full Impact Assessment required? No

Island and mainland rural communities

Does your proposal impact island and mainland rural communities? Yes

Could people in island and mainland rural communities be affected differently? No

Have any negative impacts been identified? No

Island and mainland rural communities screening assessment

What impact do you think there will be to island and mainland rural communities? No difference

Is a Full Impact Assessment required? No

Climate change

Does the proposal involve activities that could impact on greenhouse gas emissions (CO2e)? No

Does the proposal have the potential to affect the environment, wildlife or biodiversity? No

Does the proposal have the potential to influence resilience to extreme weather or changing climate? No

Provide information regarding your selection above:

Climate change screening assessment

Have you identified potential impact for any of the areas above or marked any as not known? No

Is a Full Impact Assessment required? No

Appendix 2

The Highland Council
Comhairle na Gàidhealtachd

ASSISTANT CHIEF EXECUTIVE - PEOPLE

SOUTH				NORTH			
CHIEF OFFICER – PRIMARY / EARLY YEARS				CHIEF OFFICER – SECONDARY			
S1	S2	S3	S4	N1	N2	N3	N4
Ardnamurchan, Kinlochleven, Lochaber & Mallaig ASGs	Inverness High, Inverness Royal & Kilchuimen ASGs	Culloden, Grantown, Kingussie & Nairn ASGs	Charleston, Glen Urquhart & Millburn ASGs	Gairloch, Plockton, Portree & Ullapool ASGs	Dingwall, Fortrose & Invergordon ASGs	Farr, Kinlochbervie, Thurso & Wick ASGs	Alness, Dornoch, Golspie & Tain ASGs
AQIM	AQIM	AQIM	AQIM	AQIM	AQIM	AQIM	AQIM
ESO	ESO	ESO	ESO	ESO	ESO	ESO	ESO
ESA	ESA	ESA	ESA	ESA	ESA	ESA	ESA
ISO	ISO	ISO	ISO	ISO	ISO	ISO	ISO
PEDAGOGY TEACHER	PEDAGOGY TEACHER	PEDAGOGY TEACHER	PEDAGOGY TEACHER	PEDAGOGY TEACHER	PEDAGOGY TEACHER	PEDAGOGY TEACHER	PEDAGOGY TEACHER
REMIT	REMIT	REMIT	REMIT	REMIT	REMIT	REMIT	REMIT
• Learning, Teaching & Assessment. • Curriculum Improvement Cycle and Rationale. • Moderation. • National link and link to College of Pedagogical Leadership.	• Inclusive Practice and ASN support. • Staged intervention. • Universal and specialist support. • Relationships and Behaviour, including anti-bullying.	• Raising Attainment. • Performance and Reporting. • SEF / PEF. • Coordination of ELIP. • Attendance.	• Leadership, Learning & Development. • Career Long PT / DHT / HT. • Professional Learning coordination.	• Health & Wellbeing. • Partnerships with parents and families. • UNCRC, Learner Voice and CYP Strategy.	• Early Years Curriculum development. • Pedagogy at Early Level. • Continuous Improvement Framework (EY) • Education Scotland and Care Inspectorate. • Early Years and Play Strategies.	• Learning, Teaching & Assessment. • Curriculum Skills development. • SQA. • Insight Data	• Quality Improvement. • Self-evaluation.

KEY: **AQIM –** Area Quality Improvement Manager | **ESO –** Education Support Officer | **ESA –** Education Support Assistant | **ISO –** Inclusion Support Officer

Appendix 3 – Senior Phase Attainment 2025/26

1. Summary

This supplementary report provides more detailed analysis of secondary school senior phase attainment based on the set of data arising from the qualifications taken by young people in Highland secondary schools during the school session 2025/26. It is helpful to consider this report alongside the Education and Learning Improvement Plan 2026/27, which considers the full breadth of services provided in the area, including those supporting children and families in a range of ways which may not relate directly to school-based attainment and achievement but act to support children and young people to achieve their full potential.

2. Overview

The measures reported are based on Qualifications Scotland (formerly SQA) attainment at National 5, Higher and Advanced Higher. Literacy and numeracy are reported using the Scottish Credit and Qualifications Framework (SCQF). The SCQF measure includes National Qualifications, National Progression Awards and Skills for Work courses.

INSIGHT Benchmarking Measures – Local Measures

Whilst initial exam results are made available to schools in August each year, the analysis of these results for cohort groups are published within the INSIGHT Senior Phase Benchmarking Toolkit in September. It is possible to profile school performance within the local measures and in the breadth and depth of awards gained by learners on a cohort-by-cohort basis (i.e. of S4, S5 and S6 pupils). This provides a holistic approach to:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

Virtual Comparator

In each of the measures, performance of Highland schools and learners is compared to national attainment and that of our virtual comparator (VC). The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to those in Highland schools in terms of factors including stage, gender, additional support needs and Scottish Index of Multiple Deprivation (SIMD).

Breadth and Depth

INSIGHT allows us to profile the breadth and depth of qualifications completed by learners in each year in the senior phase. The attainment data presented to Committee within this report is collated from QS results across the senior phase and will cover the following:

- S4 breadth and depth attainment at SCQF level 5 and National 5
- S5 breadth and depth attainment at SCQF level 6 and Higher
- S6 breadth attainment at SCQF levels 6 and 7, plus Higher and Advanced Higher

Tariff Scores

Each qualification on the Scottish Certificate and Qualifications Framework (SCQF) is attributed a number of tariff points. The higher the level of qualification, the more tariff points are attributed. Each pupil gains a number of points that represents the number and level of qualifications they have gained. This report uses complementary tariff points, which allows for comparison across Scotland, regardless of differences in curricular models.

Due to the differences in certification arrangements in previous years, the INSIGHT national Benchmarking Toolkit contains the following advice note:

"There have been different approaches to awarding in each year since 2019. This means that comparisons of attainment between years should be treated with significant caution and do not allow for conclusions to be drawn on changes in education performance during this time."

INSIGHT advise that attainment figures can be used:

- As an accurate reflection of learner attainment in different years.
- To make factual comparisons of the proportions of learners attaining at different SCQF levels over time.
- To compare the attainment of different cohorts within years.

But attainment figures should *not* be used:

- As an indication that performance in 2019/20 or 2020/21or 2021/22 or 2022/23 or 2023/24 was better or worse than previous years, without further evidence.
- Without taking full account of the different approaches to certification in recent years.

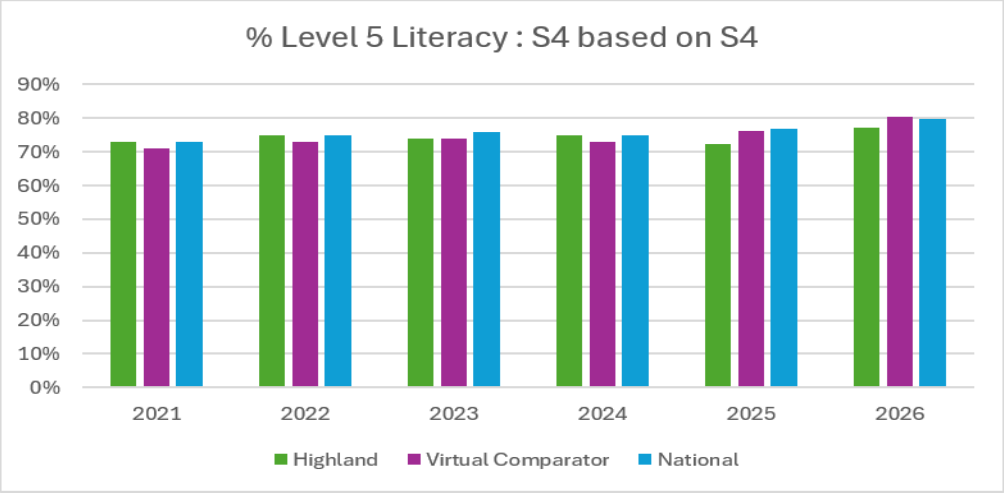
3. Attainment in the Senior Phase 2025-26 – Local Measures

3.1 Improving Attainment in Literacy and Numeracy

Literacy attainment presents a mixed picture. Performance at SCQF Level 5 in S4 improved by five percentage points to 77%, while S5 attainment increased slightly to 45%. Whilst literacy attainment in S6 declined slightly and remains below comparator performance, the improvement evident within younger cohorts provides a strong foundation for future progress.

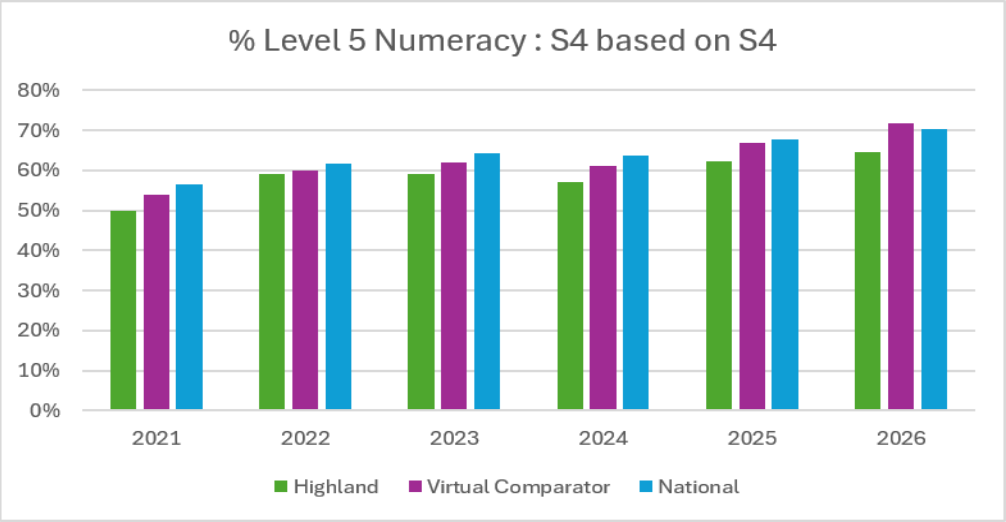
Numeracy attainment continues to demonstrate positive improvement across all stages. S4 attainment at SCQF Level 5 increased to 65%, S5 attainment at SCQF Level 6 increased to 26% and S6 attainment reached 28%, representing the highest level achieved in six years. These improvements provide encouraging evidence that ongoing work to strengthen numeracy, improve learning and teaching and support learner progression is having a positive impact.

Attainment at SCQF Level 5 Literacy in S4



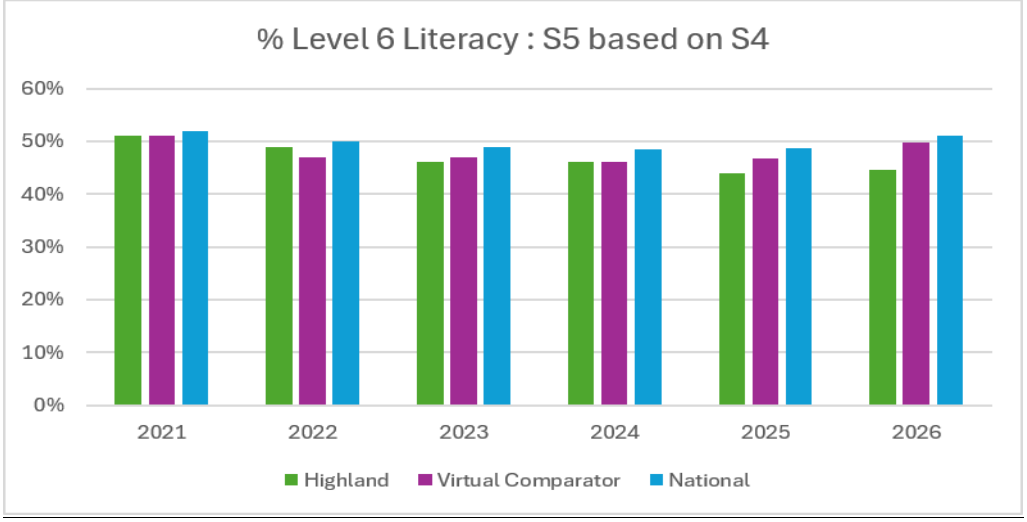
	2021	2022	2023	2024	2025	2026
Highland	73%	75%	74%	75%	72%	77%
Virtual Comparator	71%	73%	74%	73%	76%	81%
National	73%	75%	76%	75%	77%	80%

Attainment at SCQF Level 5 Numeracy in S4



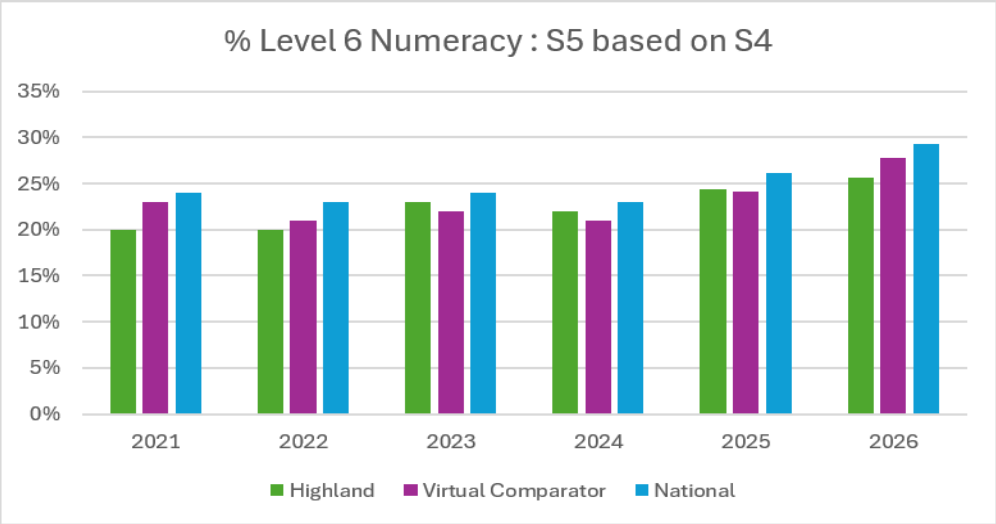
	2021	2022	2023	2024	2025	2026
Highland	50%	59%	59%	57%	62%	65%
Virtual Comparator	54%	60%	62%	61%	67%	72%
National	56%	62%	64%	64%	68%	70%

Attainment at SCQF Level 6 Literacy in S5



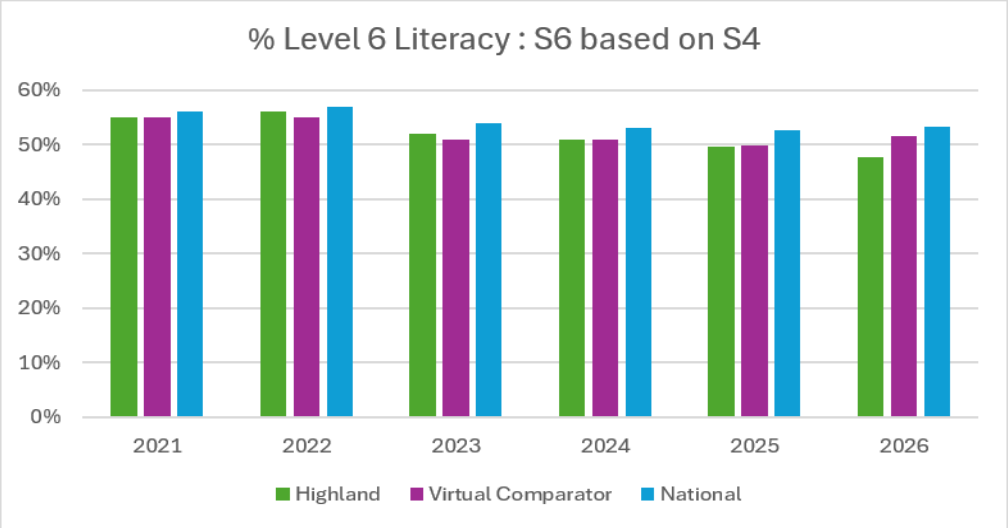
	2021	2022	2023	2024	2025	2026
Highland	51%	49%	46%	46%	44%	45%
Virtual Comparator	51%	47%	47%	46%	47%	50%
National	52%	50%	49%	49%	49%	51%

Attainment at SCQF Level 6 Numeracy in S5



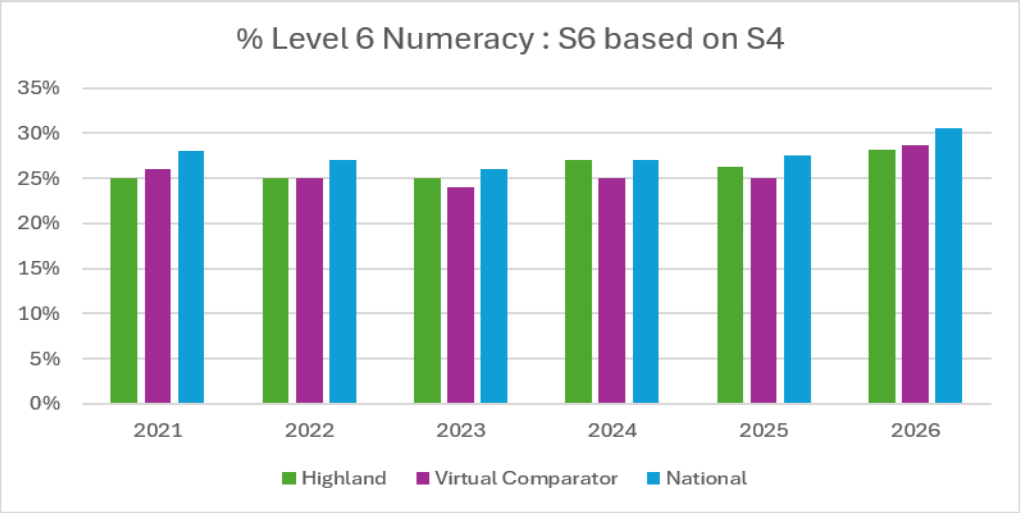
	2021	2022	2023	2024	2025	2026
Highland	20%	20%	23%	22%	24%	26%
Virtual Comparator	23%	21%	22%	21%	24%	28%
National	24%	23%	24%	23%	26%	29%

Attainment at SCQF Level 6 Literacy in S6



	2021	2022	2023	2024	2025	2026
Highland	55%	56%	52%	51%	50%	48%
Virtual Comparator	55%	55%	51%	51%	50%	52%
National	56%	57%	54%	53%	53%	53%

Attainment at SCQF Level 6 Numeracy in S6



	2021	2022	2023	2024	2025	2026
Highland	25%	25%	25%	27%	26%	28%
Virtual Comparator	26%	25%	24%	25%	25%	29%
National	28%	27%	26%	27%	28%	31%

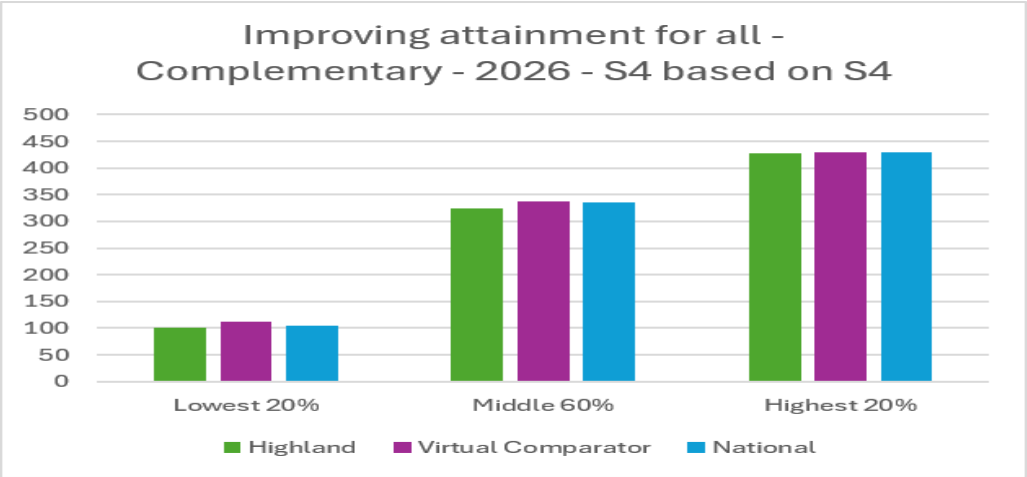
3.2 Improving Attainment for All

Complementary tariff measures provide additional insight into attainment across different learner groups.

For learners attaining in 2025/26, the highest attaining 20% of Highland learners continue to perform broadly in line with the virtual comparator, particularly in S4. Whilst attainment remains lower for middle and lower attaining groups when compared to the virtual comparator, the data provides important evidence to support targeted interventions and inform improvement planning at both school and local authority level.

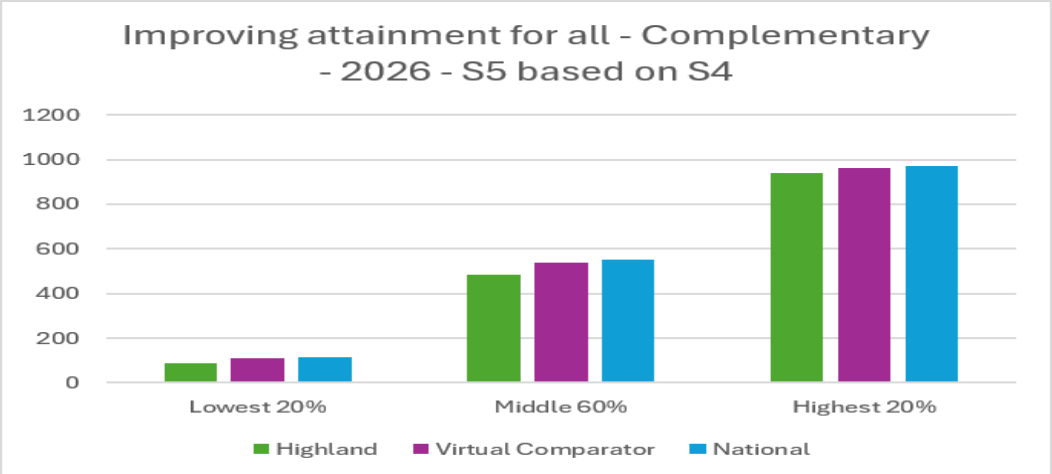
Continued focus on high-quality learning and teaching, effective use of attainment data and targeted support for learners in our schools will be important for driving improvement.

Improving attainment for all - Complementary - 2026 - S4 based on S4 Roll



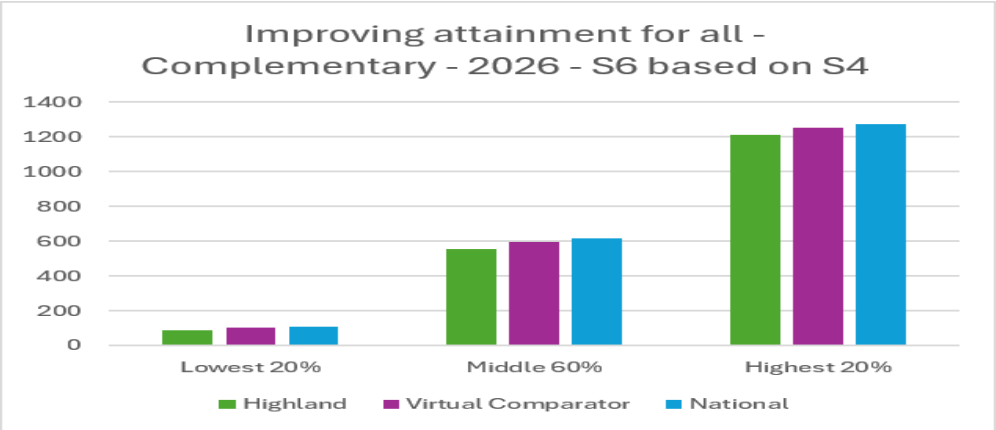
	Highland	Virtual Comparato	National
Lowest 20%	100	112	105
Middle 60%	325	338	335
Highest 20%	427	430	429

Improving attainment for all - Complementary - 2026 - S5 based on S4 Roll



	Highland	Virtual Comparato	National
Lowest 20%	90	112	115
Middle 60%	483	538	550
Highest 20%	938	961	970

Improving attainment for all - Complementary - 2026 - S6 based on S4 Roll



	Highland	Virtual Comparato	National
Lowest 20%	88	102	107
Middle 60%	553	595	616
Highest 20%	1213	1254	1276

3.3 Breadth and Depth Attainment Data for Year Stage Based Measures 2025-26

The breadth and depth measure provides information on the percentage of the cohort who achieved any number of awards at National 5, Higher and Advanced Higher. These are known as 'breadth and depth' measures. This data is looked at in conjunction with the Insight measures to gain a broader understanding of attainment.

SCQF Attainment Measures

These measures recognise achievement across a range of qualifications at specified SCQF levels, Including National Qualifications and eligible vocational and wider awards. National 5, Higher and Advanced Higher awards at grades A-D are recognised at SCQF levels 5, 6 and 7 respectively. Qualifications at the same SCQF level have a comparable level of difficulty but may differ in content and volume of learning.

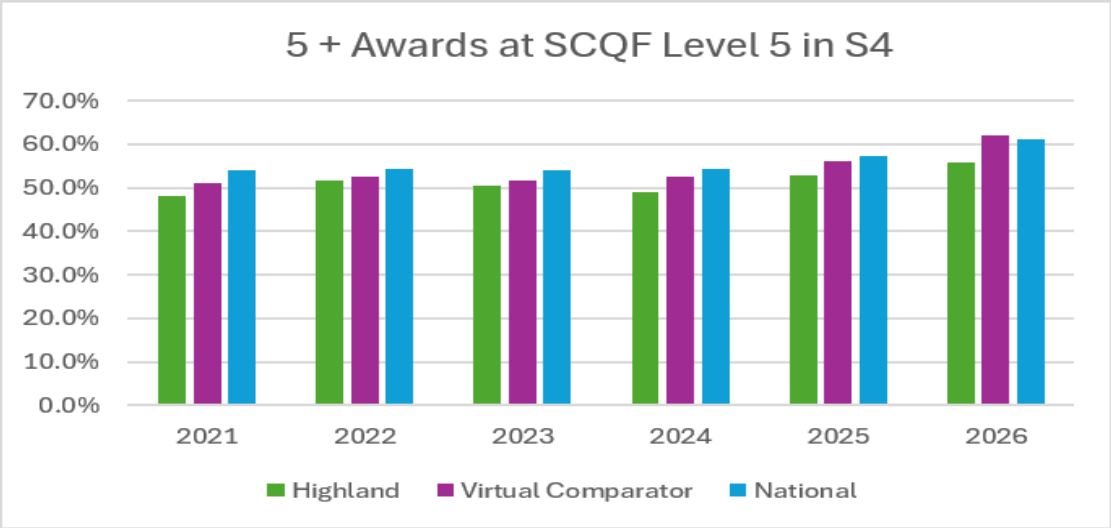
S4 attainment improved across all reported SCQF Level 5 measures, with more than 85% of young people achieving at least one award at level 5, while almost 56% achieved five or more awards at level 5. These improvements indicate that increasing numbers of learners are securing a strong profile of qualifications by the end of S4. The positive performance of the current S4 cohort provides a sound basis for improving attainment as learners progress through the senior phase.

S5 attainment remained broadly stable compared with the previous year. Small improvements were evident within the measures relating to one or more and three or

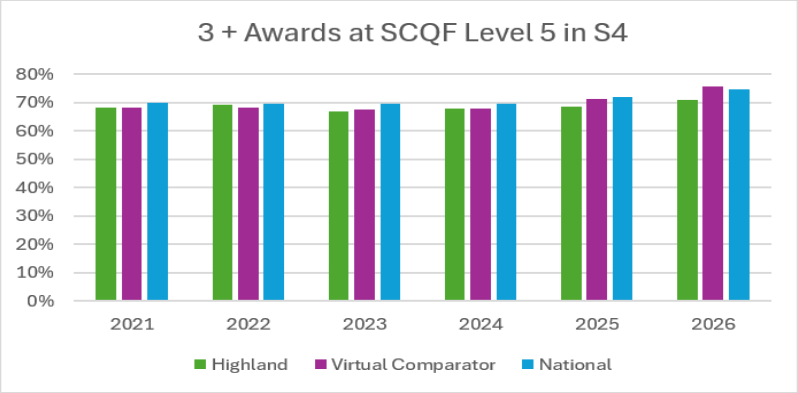
more awards at SCQF Level 6. Although performance remains below that of the virtual comparator and national averages, the data suggests that attainment levels are being maintained while schools continue to strengthen progression pathways and curriculum delivery.

S6 attainment improved across all reported measures. Attainment at SCQF level 7 increased by 3.5%, while achievement of one or more, three or more and five or more awards at SCQF level 6 all increased compared with the previous year. These improvements represent a positive recovery in attainment and demonstrate the impact of ongoing work by schools to support learner achievement and progression through the senior phase.

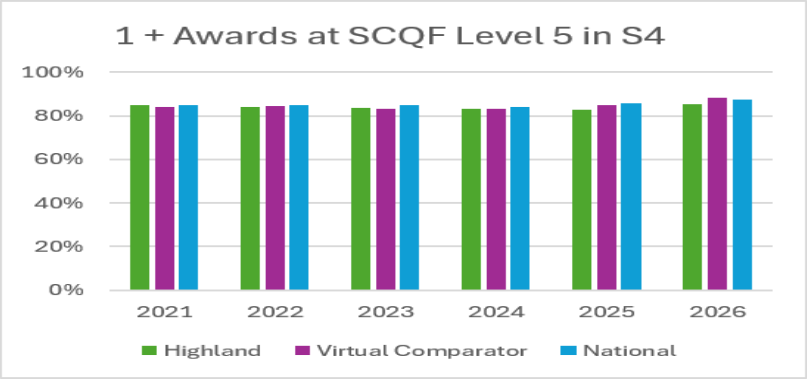
Attainment at SCQF Level 5 in S4



	2021	2022	2023	2024	2025	2026
Highland	48.0%	51.8%	50.5%	48.9%	52.9%	55.9%
Virtual Co	51.0%	52.6%	51.8%	52.6%	56.2%	62.1%
National	54.0%	54.3%	54.1%	54.4%	57.4%	61.0%

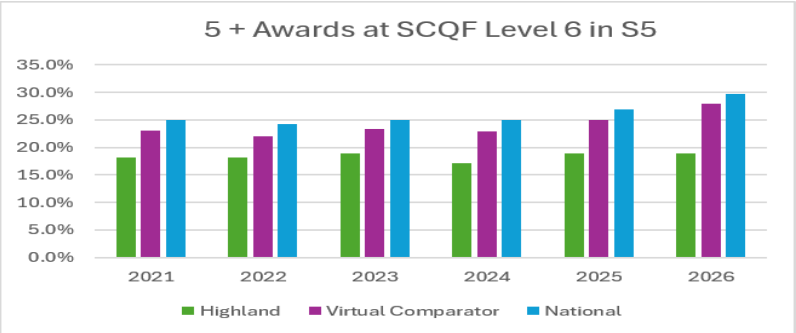


	2021	2022	2023	2024	2025	2026
Highland	68%	69%	67%	68%	68.5%	71.0%
Virtual Co	68%	68%	68%	68%	71.1%	75.7%
National	70%	70%	69%	70%	72.0%	74.7%

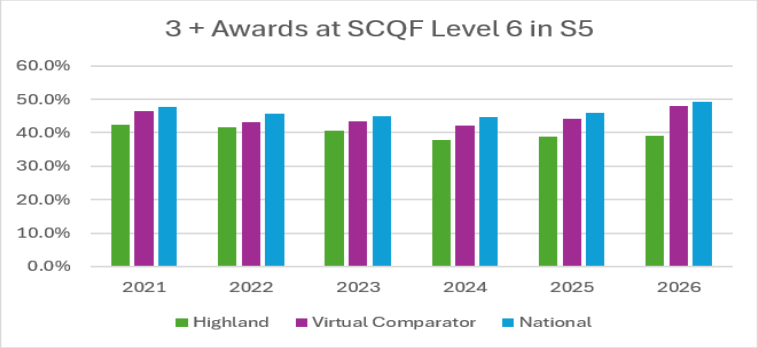


	2021	2022	2023	2024	2025	2026
Highland	85%	84%	84%	83%	82.8%	85.3%
Virtual Co	84%	84%	83%	83%	85.0%	88.1%
National	85%	85%	85%	84%	85.6%	87.3%

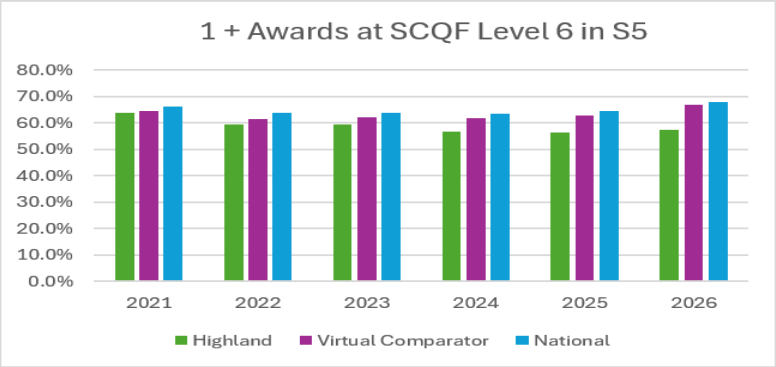
Attainment at SCQF Level 6 in S5



	2021	2022	2023	2024	2025	2026
Highland	18.2%	18.1%	18.9%	17.1%	19.0%	18.9%
Virtual Co	23.0%	22.0%	23.3%	23.0%	25.0%	28.0%
National	25.0%	24.2%	25.0%	25.0%	26.9%	29.7%

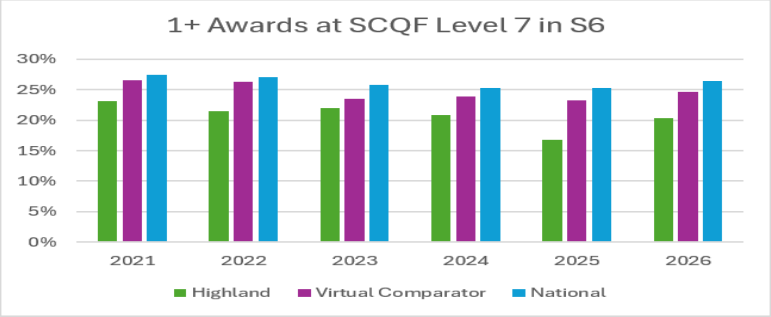


	2021	2022	2023	2024	2025	2026
Highland	42.4%	41.6%	40.6%	37.9%	38.9%	39.1%
Virtual Co	46.4%	43.2%	43.3%	42.2%	44.1%	48.1%
National	47.8%	45.7%	45.0%	44.7%	45.9%	49.4%

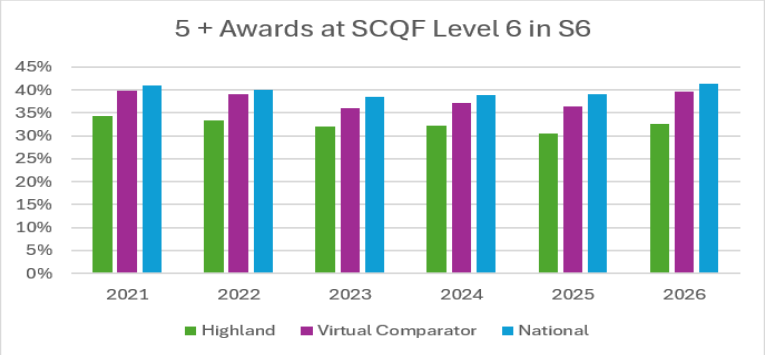


	2021	2022	2023	2024	2025	2026
Highland	63.8%	59.4%	59.3%	56.7%	56.4%	57.2%
Virtual Co	64.6%	61.2%	62.0%	61.6%	62.7%	66.6%
National	66.0%	63.8%	63.6%	63.6%	64.5%	67.8%

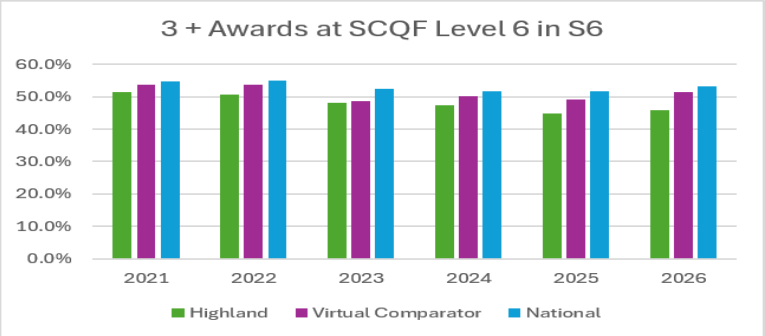
Attainment at SCQF Level 6 & 7 in S6



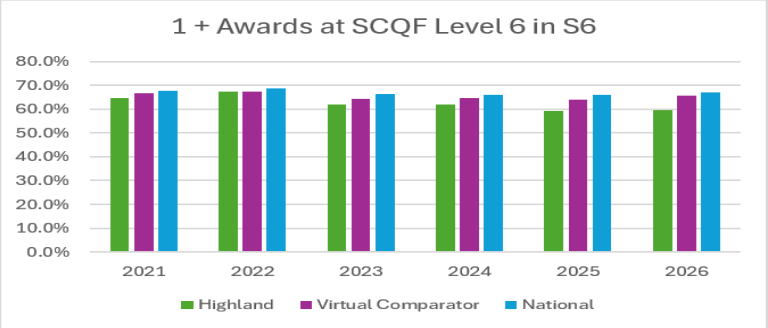
	2021	2022	2023	2024	2025	2026
Highland	23%	21%	22%	20.9%	16.9%	20.4%
Virtual Co	27%	26%	23%	23.8%	23.3%	24.6%
National	27%	27%	26%	25.3%	25.3%	26.4%



	2021	2022	2023	2024	2025	2026
Highland	34%	33%	32%	32.2%	30.4%	32.6%
Virtual Co	40%	39%	36%	37.2%	36.4%	39.7%
National	41%	40%	39%	38.8%	39.1%	41.3%



	2021	2022	2023	2024	2025	2026
Highland	51.5%	50.6%	48.2%	47.4%	44.8%	45.8%
Virtual Co	53.7%	53.8%	48.7%	50.3%	49.1%	51.5%
National	54.9%	54.9%	52.4%	51.8%	51.8%	53.2%



	2021	2022	2023	2024	2025	2026
Highland	64.9%	67.3%	62.1%	62.0%	59.2%	59.6%
Virtual Co	66.8%	67.5%	64.2%	64.7%	63.9%	65.6%
National	67.7%	68.7%	66.5%	66.1%	65.9%	67.2%

Qualifications Scotland/SQA Attainment Measures

These measures report achievement in National 5, Higher and Advanced Higher qualifications at grades A-C. Grade D awards are excluded from the A-C total at the qualification's level. These measures provide a specific view of attainment in National Qualifications and complement the broader picture provided by SCQF levels.

Highland's performance in the 2026 diet of Qualifications Scotland examinations shows a number of encouraging improvements, particularly in S4 and S6.

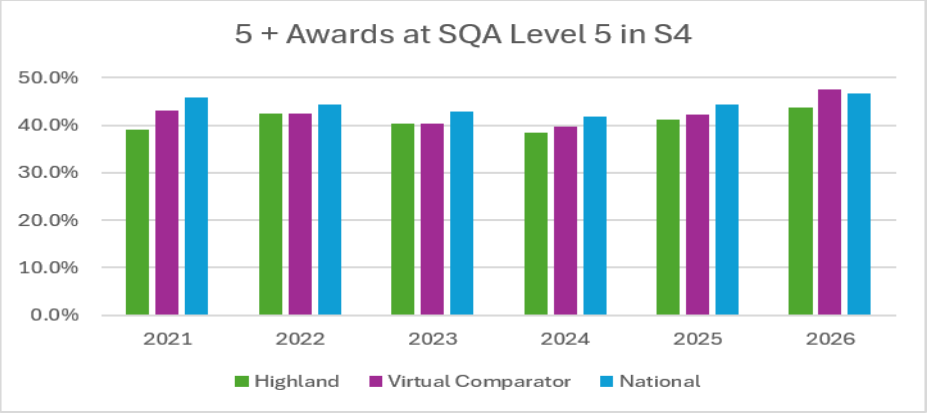
In S4 attainment increased across all measures, with 82% of young people achieving one or more awards at National 5 (increased from 79.2% in 2025), 62% achieving three or more awards (up from 59.4%) and 44% achieving five or more awards (up from 41.2%). This represents the strongest S4 performance since 2022 and indicates improved attainment across the current cohort.

Performance in S5 was more mixed. Attainment improved slightly for one or more awards at Higher, increasing from 49.9% to 51%, while three or more awards remained broadly stable at 30%. However, attainment at 5 or more awards decreased marginally from 13.9% to 13%.

In S6, attainment also improved across all measures compared with 2025. The proportion of young people achieving one or more awards at Higher increased from 52.9% to 53%, three or more awards and Higher increased from 35.8% to 37%, five or more awards at Higher increased from 21.1% to 24%, and attainment at Advanced Higher increased from 13.4% to 16%. While performance remains below virtual comparator and national averages, the year-on-year improvements indicate positive progress.

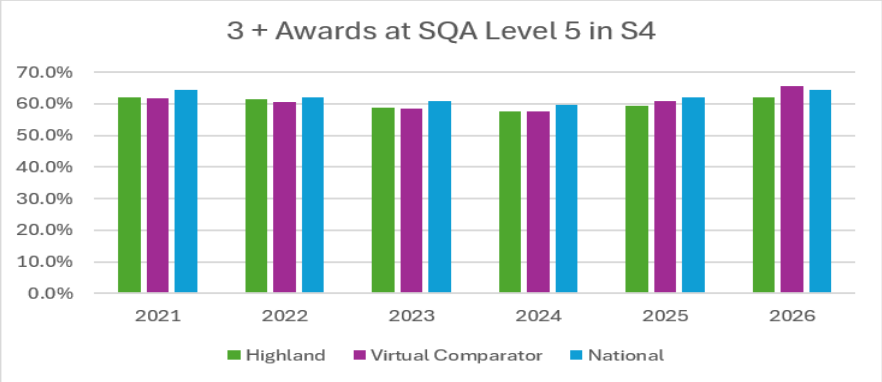
Attainment at SQA National 5 in S4

5 + Awards at SQA Level 5 in S4 (A-C Grade Passes)



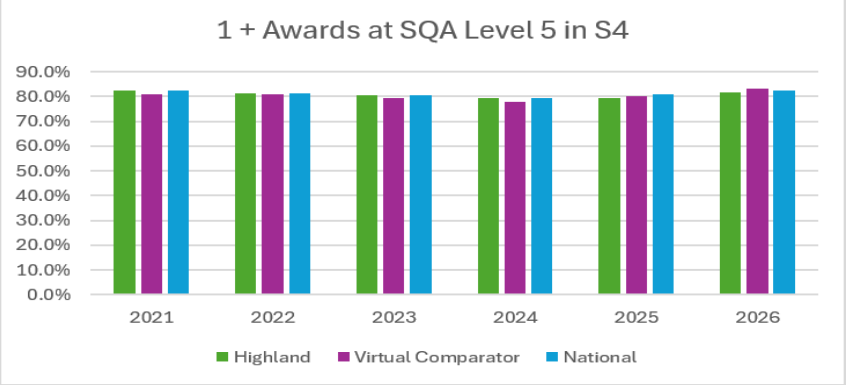
	2021	2022	2023	2024	2025	2026
Highland	39.0%	42.4%	40.4%	38.4%	41.2%	44%
Virtual Comparator	43.1%	42.5%	40.4%	39.7%	42.2%	48%
National	45.9%	44.4%	42.9%	41.8%	44.3%	47%

3 + Awards at SQA National 5 in S4 (A-C Grade Passes)



	2021	2022	2023	2024	2025	2026
Highland	61.9%	61.3%	58.6%	57.5%	59.4%	62%
Virtual Comparator	61.8%	60.5%	58.5%	57.7%	60.9%	66%
National	64.4%	61.9%	60.7%	59.6%	61.9%	64%

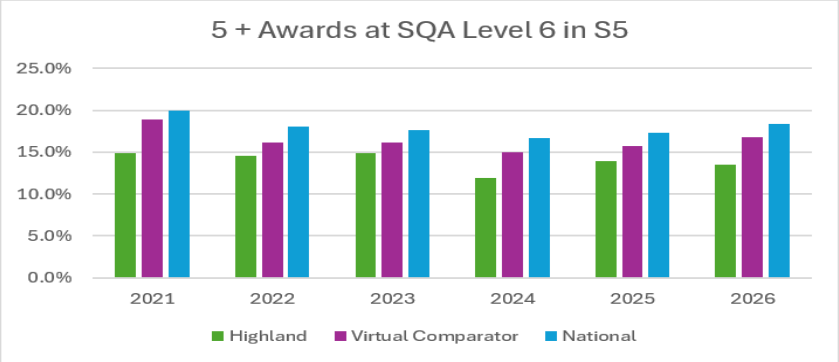
1 + Awards at SQA National 5 in S4 (A-C Grade Passes)



	2021	2022	2023	2024	2025	2026
Highland	82.5%	81.4%	80.4%	79.5%	79.2%	82%
Virtual Comparator	80.9%	80.7%	79.2%	77.9%	80.2%	83%
National	82.4%	81.3%	80.6%	79.3%	81.0%	82%

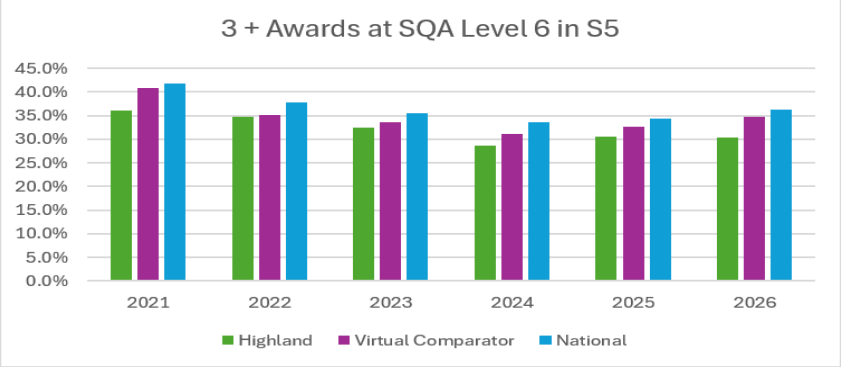
<u>Attainment at SQA Higher in S5 (based on S4 roll)</u>

5 + Awards at SCQF Higher in S5 (A-C Grade Passes)



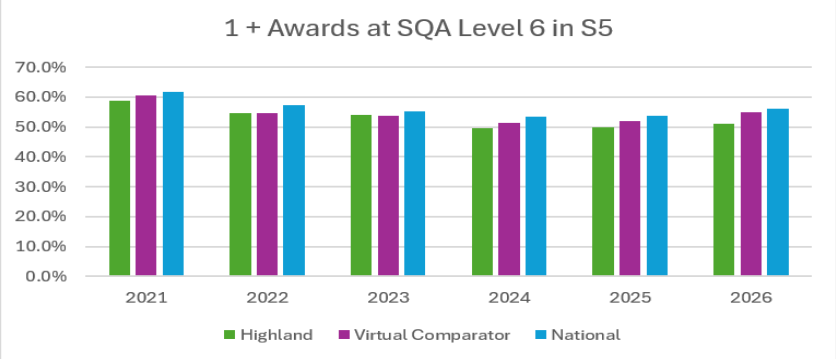
	2021	2022	2023	2024	2025	2026
Highland	14.9%	14.6%	14.9%	11.9%	13.9%	13%
Virtual Comparator	18.9%	16.2%	16.2%	15.0%	15.8%	17%
National	20.0%	18.1%	17.6%	16.7%	17.3%	18%

3 + Awards at SQA Higher in S5 (A-C Grade Passes)



	2021	2022	2023	2024	2025	2026
Highland	36.0%	34.7%	32.5%	28.7%	30.4%	30%
Virtual Comparator	40.8%	35.1%	33.5%	31.1%	32.7%	35%
National	41.7%	37.7%	35.5%	33.5%	34.4%	36%

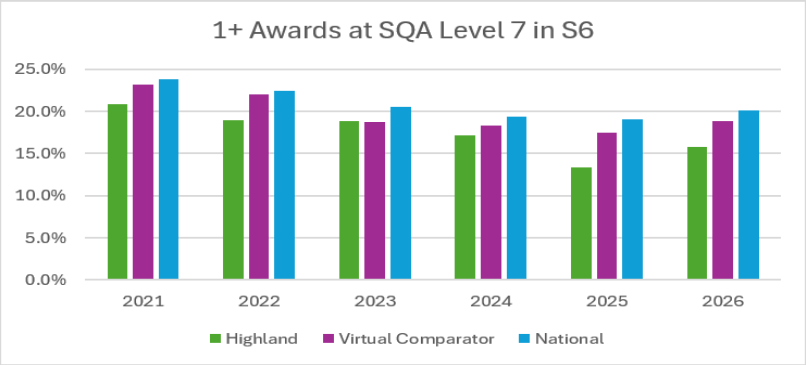
1 + Awards at SQA Higher in S5



	2021	2022	2023	2024	2025	2026
Highland	58.8%	54.6%	53.9%	49.6%	49.9%	51%
Virtual Comparator	60.4%	54.6%	53.8%	51.3%	52.0%	55%
National	61.6%	57.4%	55.3%	53.5%	53.8%	56%

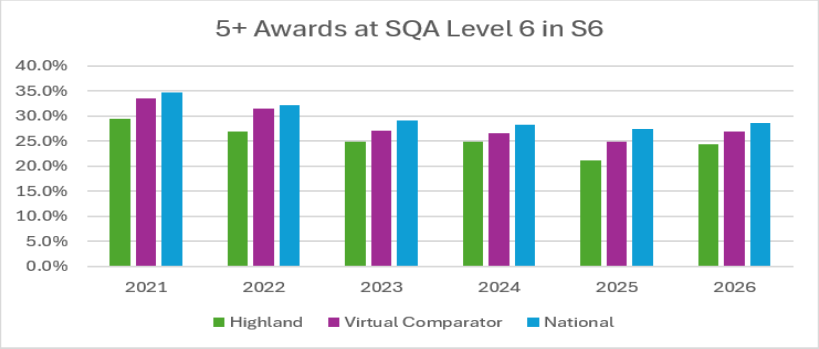
Attainment at SQA Higher & Advanced Higher in S6

Attainment at SQA Advanced Higher in S6 (A-C Grade Passes)



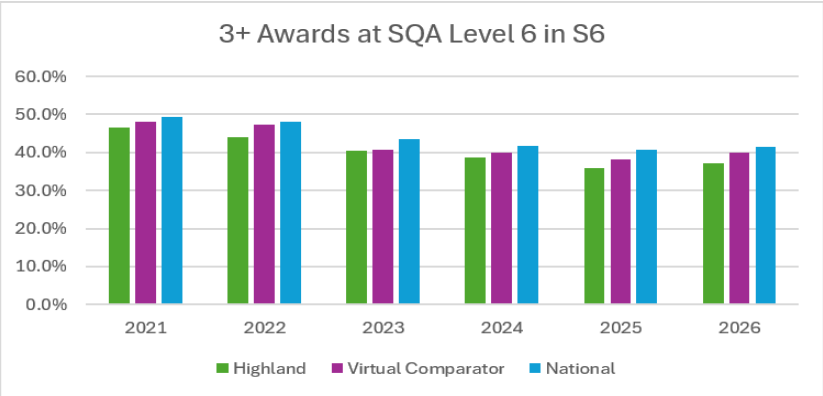
	2021	2022	2023	2024	2025	2026
Highland	20.9%	19.0%	18.9%	17.2%	13.4%	16%
Virtual Comparator	23.2%	22.0%	18.8%	18.3%	17.5%	19%
National	23.8%	22.5%	20.6%	19.4%	19.0%	20%

5 + Awards at SQA Higher in S6 (A-C Grade Passes)



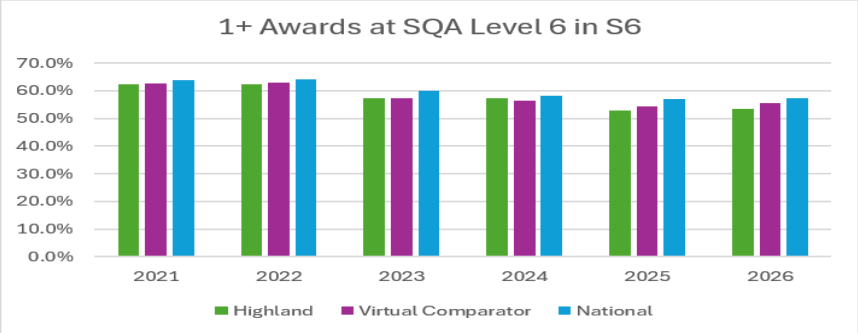
	2021	2022	2023	2024	2025	2026
Highland	29.5%	26.9%	24.8%	24.8%	21.1%	24%
Virtual Comparator	33.5%	31.4%	27.0%	26.5%	24.8%	27%
National	34.6%	32.2%	29.1%	28.3%	27.4%	29%

3+ Awards at SQA Higher in S6 (A-C Grade Passes)



	2021	2022	2023	2024	2025	2026
Highland	46.6%	43.9%	40.5%	38.7%	35.8%	37%
Virtual Comparator	48.0%	47.3%	40.7%	39.9%	38.2%	40%
National	49.3%	48.1%	43.4%	41.7%	40.7%	42%

1 + Awards at SQA Higher in S6 (A-C Grade Passes)



	2021	2022	2023	2024	2025	2026
Highland	62.2%	62.4%	57.2%	57.3%	52.9%	53%
Virtual Comparator	62.6%	62.9%	57.2%	56.3%	54.4%	56%
National	63.9%	64.1%	60.0%	58.1%	57.0%	57%

Highland Qualifications Scotland/SQA Presentation Rates

	2026			2025			2024		
Level	Presentations	Census Roll	Presentations per Pupil	Presentations	Census Roll	Presentations per Pupil	Presentations	Census Roll	Presentations per Pupil
Nat 5 - S4	12137	2563	4.74	11640	2580	4.51	11486	2639	4.35
Higher - S5	5274	2161	2.44	5307	2212	2.40	5291	2215	2.39
Higher - S6	2063	1422	1.45	2060	1439	1.43	2007	1450	1.38

The number of qualification presentations per pupil increased across all stages between 2024 and 2026. In S4, National 5 presentations per pupil increased from 4.35 to 4.74, while Higher presentations per pupil increased from 2.39 to 2.44 in S5 and from 1.38 to 1.45 in S6. This indicates that learners are continuing to access a broad range of qualifications, with presentation rates increasing despite declining cohort sizes.

<u>Attainment versus Deprivation</u>

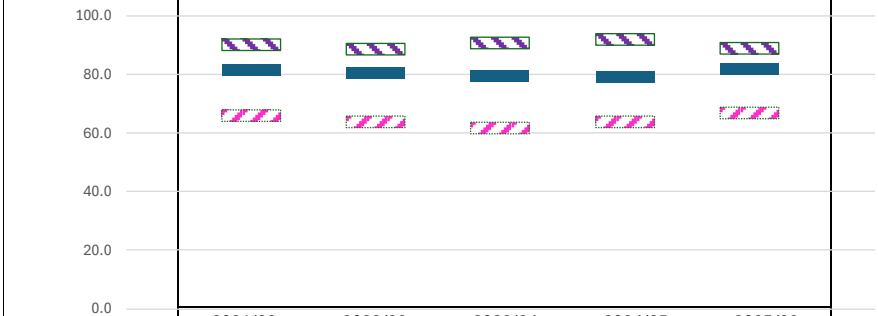
The 2025/26 data demonstrated encouraging progress in reducing the poverty related attainment gap.

Attainment for learners from SIMD Quintile 1 communities improved across all reported attainment measures compared with the previous year. Consequently, the poverty related attainment gap narrowed in five of the six measures.

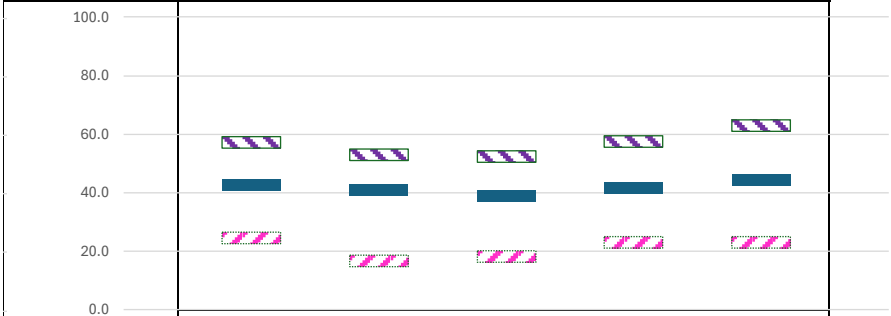
Particularly strong improvements were evident in S6 attainment. The proportion of SIMD Quintile 1 learners achieving one or more awards at SCQF Level 6 increased from 59% to 72%, while achievement of five or more awards increased from 14% to 26%.

These results demonstrate positive progress towards greater equity and reflect the impact of targeted support and intervention for learners facing the greatest barriers to achievement.

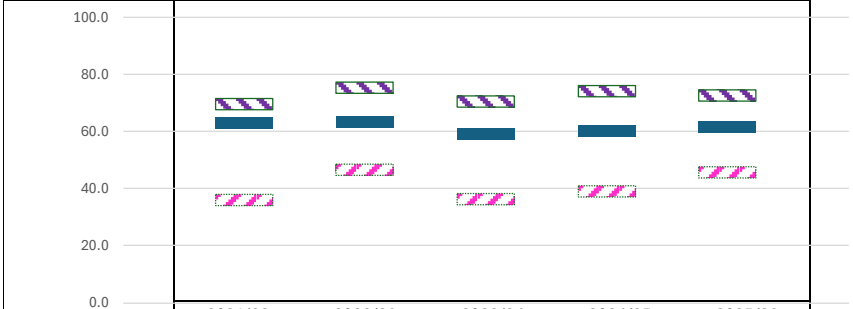
S4 Cohort 1 @ Level 5 SQA	Attainment				
	2021/22	2022/23	2023/24	2024/25	2025/26
Highland	81	80	79	79	82
SIMD Quintile 5	90	89	91	92	89
SIMD Quintile 1	66	64	61	64	67
Attainment Gap	24	25	29	28	22



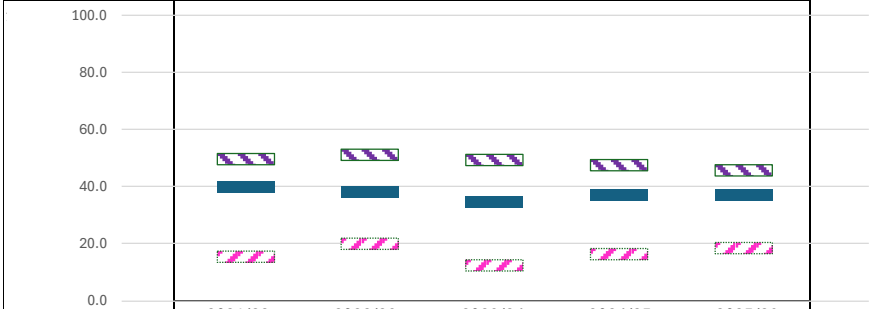
S4 Cohort 5 @ Level 5 SQA	Attainment				
	2021/22	2022/23	2023/24	2024/25	2025/26
Highland	42	40	38	41	44
SIMD Quintile 5	57	53	52	57	63
SIMD Quintile 1	24	16	18	23	23
Attainment Gap	33	36	34	34	40



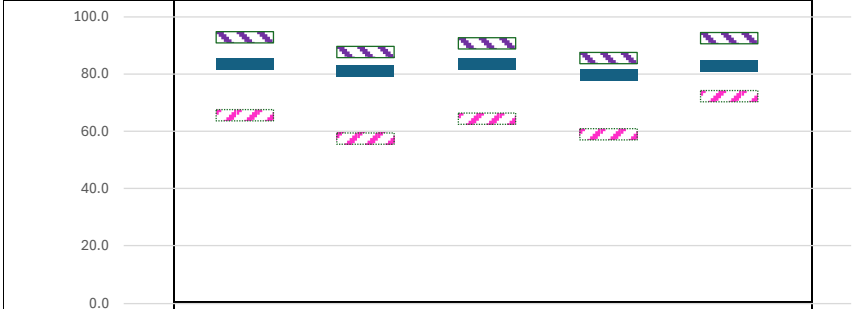
S5 Cohort 1 @ Level 6 SQA	Attainment				
	2021/22	2022/23	2023/24	2024/25	2025/26
Highland	63	63	59	60	62
SIMD Quintile 5	69	75	70	74	72
SIMD Quintile 1	36	46	36	39	45
Attainment Gap	34	29	34	35	27

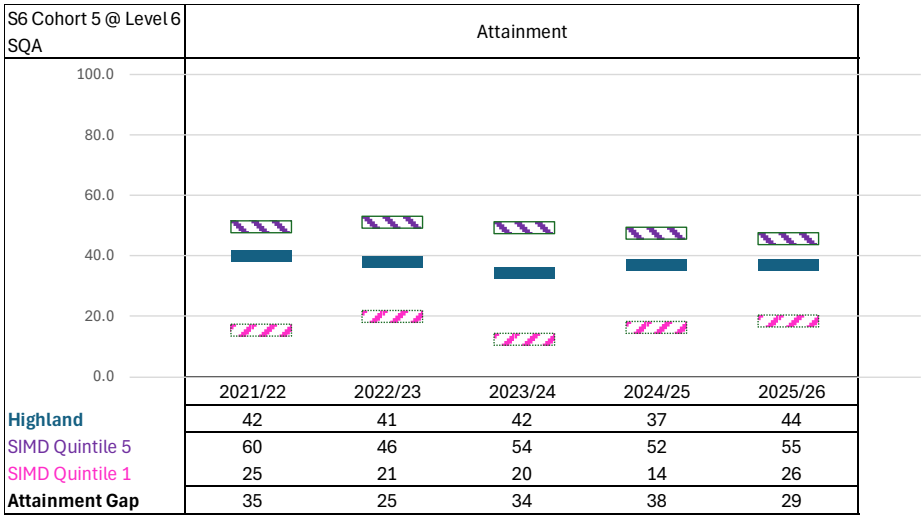


S5 Cohort 3 @ Level 6 SQA	Attainment				
	2021/22	2022/23	2023/24	2024/25	2025/26
Highland	40	38	34	37	37
SIMD Quintile 5	49	51	49	47	45
SIMD Quintile 1	15	20	12	16	18
Attainment Gap	34	31	37	31	27



S6 Cohort 1 @ Level 6 SQA	Attainment				
	2021/22	2022/23	2023/24	2024/25	2025/26
Highland	83	81	83	80	83
SIMD Quintile 5	93	88	91	85	93
SIMD Quintile 1	65	57	64	59	72
Attainment Gap	27	30	26	27	20

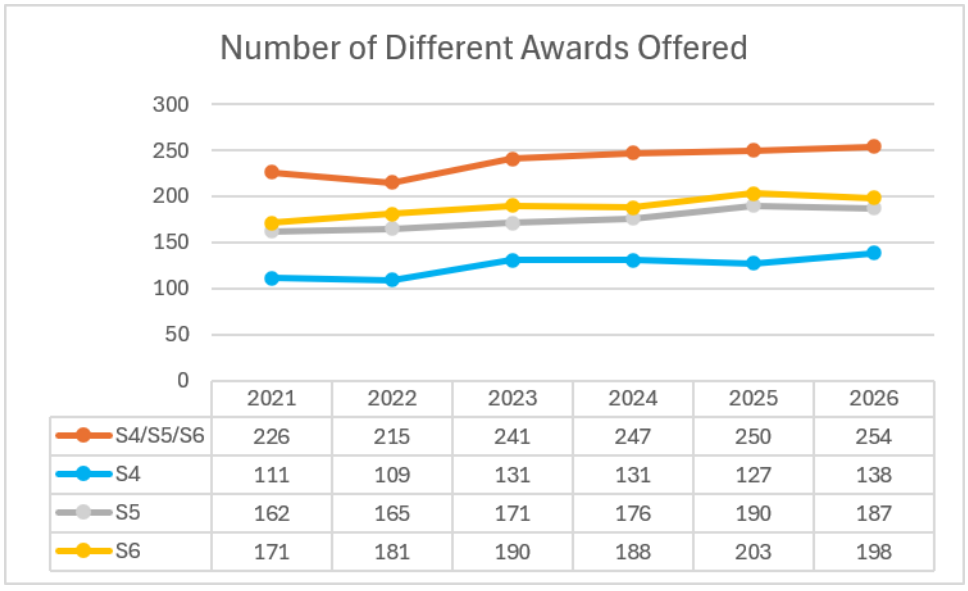




	2021/22	2022/23	2023/24	2024/25	2025/26
Highland	42	41	42	37	44
SIMD Quintile 5	60	46	54	52	55
SIMD Quintile 1	25	21	20	14	26
Attainment Gap	35	25	34	38	29

3.4 Range of Subjects/Awards

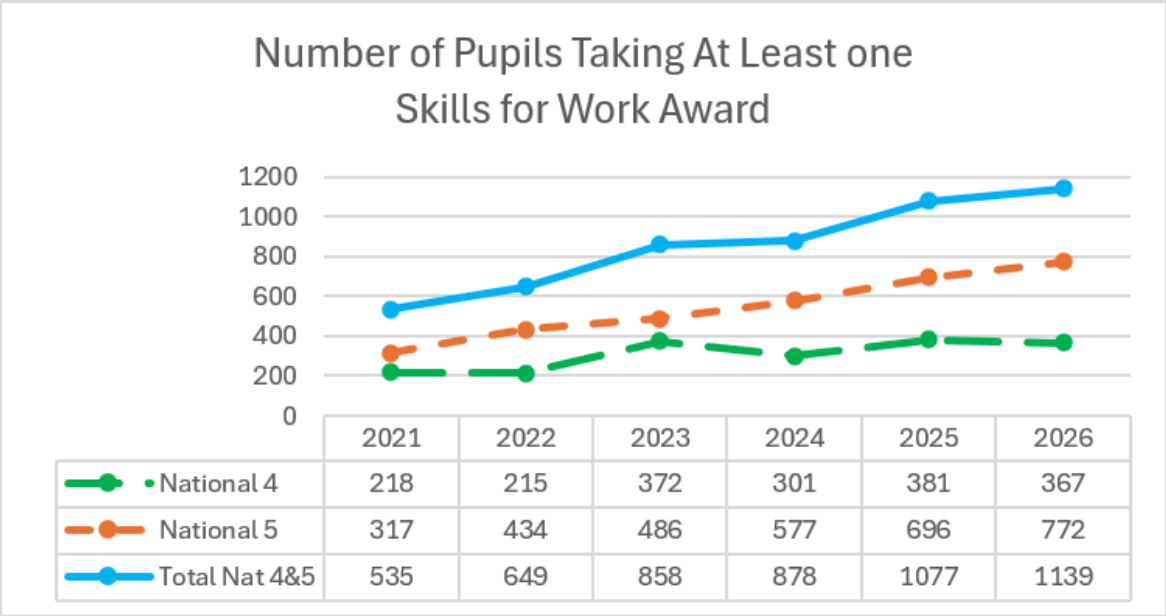
Highland secondary schools continue to strengthen and diversify the curriculum offer to young people. The number of accredited qualifications across Highland schools has increased from 212 in 2020 to 254 in 2026. This growth has been driven by increased provision of Skills for Work qualifications, National Progression Awards and Foundation Apprenticeships.



	2021	2022	2023	2024	2025	2026
S4/S5/S6	226	215	241	247	250	254
S4	111	109	131	131	127	138
S5	162	165	171	176	190	187
S6	171	181	190	188	203	198

The expansion of these pathways supports learner engagement, increases opportunities for achievement and helps to ensure that young people leave school with qualifications and skills relevant to future learning, employment and training.

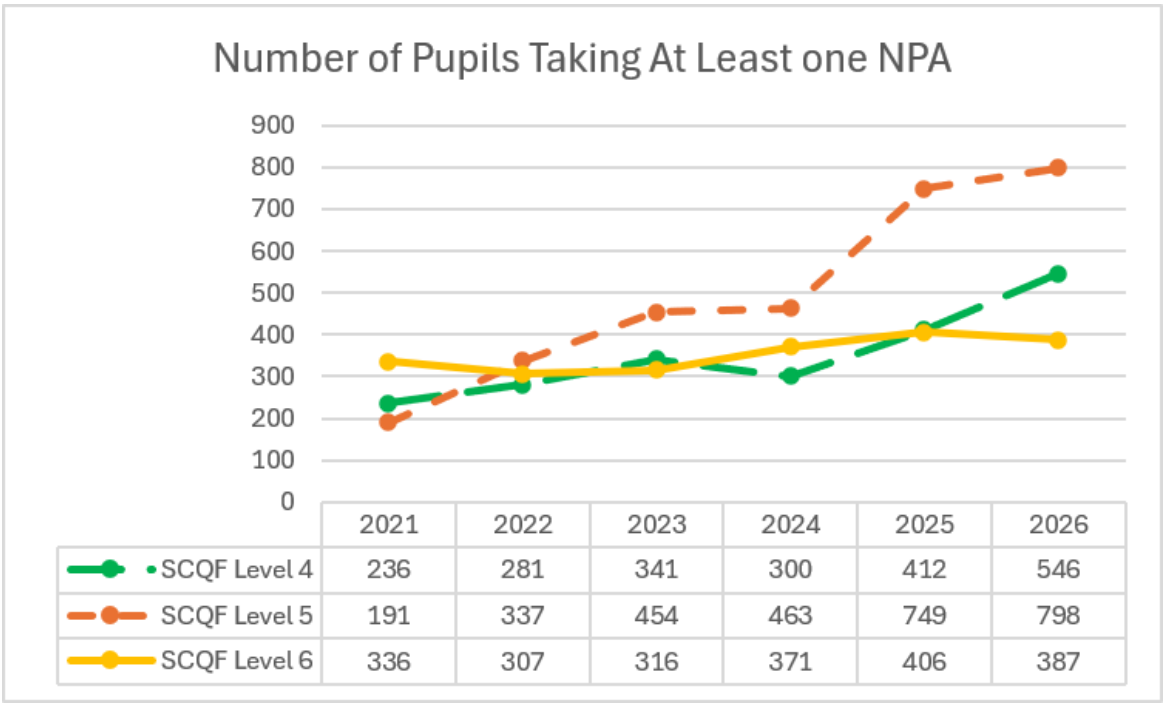
Skills for Work Awards



	2021	2022	2023	2024	2025	2026
National 4	218	215	372	301	381	367
National 5	317	434	486	577	696	772
Total Nat 4&5	535	649	858	878	1077	1139

The number of pupils taking at least one Skills for Work awards at SCQF level 4 has increased from 218 pupils in 2021 to 367 in 2026 and the number of pupils taking at least one Skills for Work awards at SCQF level 5 increased from 317 in 2021 to 772 in 2026. Examples of Skills for Work courses offered include Rural Skills, Early Learning & Childcare, Automotive Skills and Hospitality.

National Progression Awards (NPA)



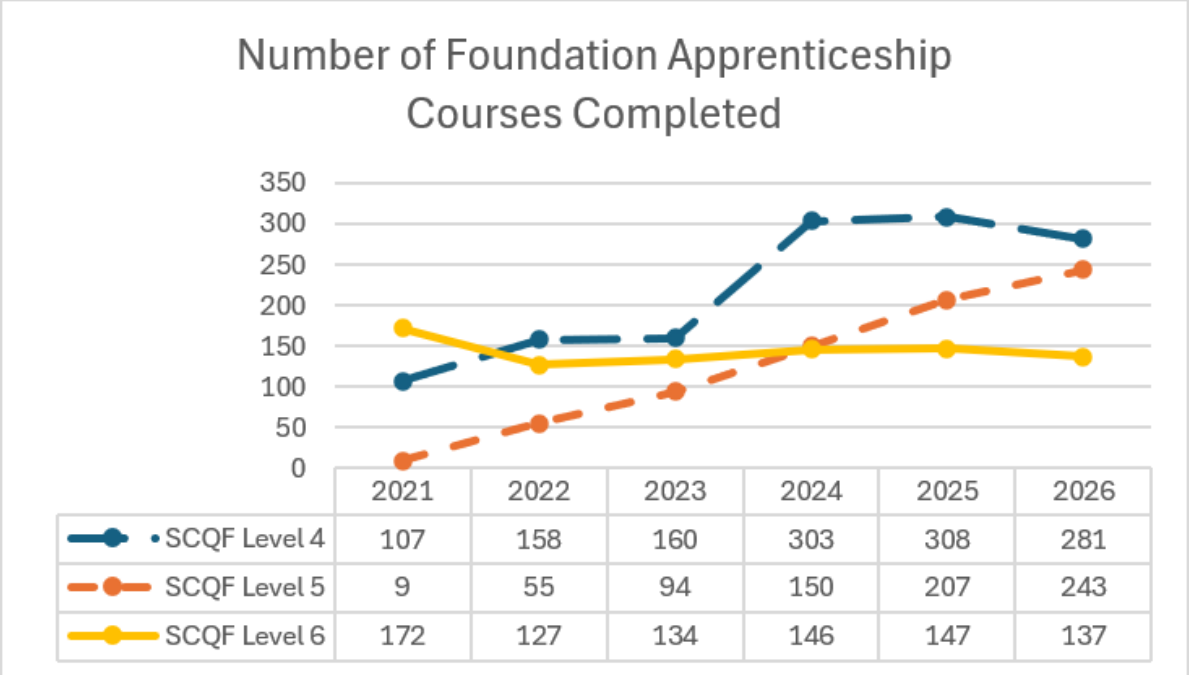
	2021	2022	2023	2024	2025	2026
SCQF Level 4	236	281	341	300	412	546
SCQF Level 5	191	337	454	463	749	798
SCQF Level 6	336	307	316	371	406	387

In Highland Schools in 2026, 26 different National Progression Awards were offered at Level 6, these included Scientific Technologies, Exercise & Fitness Leadership and Social Services: Children and Young People. At level 5, 28 different National Progression Awards were offered including Construction Skills, Cyber Security, Furniture Making & Business & Marketing. At Level 4, 14 courses were offered including Professional cookery, Computer Games Development and Aquaculture.

The number of pupils taking at least one National Progression Award at SCQF Level 4 increased from 236 in 2021 to 546 in 2025, at SCQF level 5 increased from 191 in 2021 to 798 in 2026 and at SCQF Level 6 increased from 336 in 2021 to 387 in 2026.

Foundation Apprenticeships (FA)

Foundation Apprenticeships are a work-based learning opportunity lasting one or two years; Pupils begin their Foundation Apprenticeship in S5 or S6. Young people spend time out of school with a learning provider and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers. Completion leads to a qualification at the same level of learning as a Higher and can lead to progression on to a job, such as a Modern or Graduate Apprenticeship. For young people, Foundation Apprenticeships are a chance to get a head start on their careers by gaining an industry-recognised qualification, work on real projects and broaden their career options when they leave school. Foundation Apprenticeships offered last year included FA in Automotive, FA in Construction, FA in Creative & Digital Media, FA in Information Technology: Software Development, FA in Social Services & Healthcare and FA Social Services: Children and Young People.



	2021	2022	2023	2024	2025	2026
SCQF Level 4	107	158	160	303	308	281
SCQF Level 5	9	55	94	150	207	243
SCQF Level 6	172	127	134	146	147	137

The number of pupils who completed at least one Foundation Apprenticeship award at SCQF level 4 has increased from 107 pupils in 2021 to 281 in 2026 and the number of pupils completing at least one Foundation Apprenticeship award at SCQF level 5 increased from 9 in 2021 to 243 in 2026.

The continued development of a broad and inclusive curriculum remains a significant strength and aligns closely with the priorities identified in the Education and Learning Improvement Plan.

Appendix 4 – Programme for International Student Assessment (PISA) 2025

The Programme for International Student Assessment (PISA) is a triennial international survey led by the Organisation for Economic Co-operation and Development (OECD) that assesses the knowledge and skills of 15-year-old learners in reading, mathematics and science. The assessment measures the extent to which young people can apply their learning in real-world contexts and provides an internationally recognised benchmark of educational performance.

PISA enables Scotland to compare attainment and equity outcomes with those of other countries and jurisdictions, helping to identify strengths, areas for improvement and trends over time. The findings support evaluation of the education system and help inform national and local improvement priorities.

PISA - Mean Score					
Country	Science	Mathematics	Reading	Computational Problem Solvin	Environmental Science
Australia	509	478	491	532	510
Austria	497	477	467	509	493
Belgium	490	480	466	508	486
Canada	510	485	490	525	511
Chile	442	403	436	466	442
Colombia	414	381	399	432	420
Costa Rica	424	387	416	452	430
Czechia	490	477	468	517	488
Denmark	478	471	460	506	472
England	516	492	497	525	517
Estonia	527	508	499	541	520
Finland	504	469	474	507	502
France	483	458	456	497	486
Germany	486	464	465	498	481
Greece	434	424	423	461	425
Hungary	480	459	452	495	475
Iceland	441	450	422	490	433
Ireland	500	480	500	511	503
Israel	442	433	436	444	443
Italy	483	468	474	490	482
Japan	538	525	503	557	536
Korea	526	522	501	538	522
Latvia	468	460	430	507	464
Lithuania	488	470	464	512	487
Luxembourg	474	458	443	506	471
Mexico	414	388	408	453	413
Netherlands	485	483	441	506	483
New Zealand	509	480	497	531	511
Northern Ireland	492	473	482	513	489
Norway	470	452	453	491	469
OECD Average	482	463	461	500	480
Poland	495	484	482	507	492
Portugal	482	460	462	501	481
Scotland	491	467	488	515	493
Slovak Republic	475	469	448	497	469
Slovenia	484	460	445	486	480
Spain	477	457	451	499	477
Sweden	485	464	466	503	485
Switzerland	501	499	470	520	495
Türkiye	494	462	472	473	494
United Kingdom	511	488	494	523	513
United States	502	463	490	513	500
Wales	476	456	459	501	475

PISA - Ranking						
Country	Science	Mathematics	Reading	Computational Problem Solving	Environmental Science	Average Position
Japan	1	1	1	1	1	1
Korea	3	2	2	3	2	2.4
Estonia	2	3	4	2	3	2.8
England	4	5	5	6	4	4.8
United Kingdom	5	6	7	8	5	6.2
New Zealand	7	11	6	5	6	7
Canada	6	7	9	7	7	7.2
Australia	8	13	8	4	8	8.2
Ireland	12	10	3	15	9	9.8
Switzerland	11	4	17	9	12	10.6
Poland	14	8	12	18	16	13.6
United States	10	25	10	13	11	13.8
Finland	9	19	14	19	10	14.2
Northern Ireland	16	16	13	12	17	14.8
Scotland	17	22	11	11	14	15
Austria	13	15	19	16	15	15.6
Czechia	19	14	18	10	18	15.8
Belgium	18	12	20	17	20	17.4
Lithuania	20	18	23	14	19	18.8
Türkiye	15	27	16	37	13	21.6
Netherlands	22	9	35	21	23	22
Sweden	23	23	21	24	22	22.6
Italy	25	21	15	34	24	23.8
Germany	21	24	22	29	26	24.4
Denmark	30	17	26	22	32	25.4
Portugal	28	28	24	25	25	26
OECD Average	27	26	25	27	27	26.4
France	26	32	28	31	21	27.6
Slovak Republic	33	20	32	30	34	29.8
Slovenia	24	29	33	36	28	30
Wales	32	35	27	26	30	30
Spain	31	34	31	28	29	30.6
Hungary	29	31	30	32	31	30.6
Luxembourg	34	33	34	23	33	31.4
Latvia	36	30	38	20	36	32
Norway	35	36	29	33	35	33.6
Israel	37	38	36	42	37	38
Iceland	39	37	40	35	39	38
Chile	38	40	37	38	38	38.2
Greece	40	39	39	39	41	39.6
Costa Rica	41	42	41	41	40	41
Mexico	42	41	42	40	43	41.6
Colombia	43	43	43	43	42	42.8