Standards & Quality Report 2022-23

awareness

drive

aspiration

purpose

trust

adapt

succeed

aim high

Context of the School

Craigmount High School is a large comprehensive school located in West Edinburgh. Our projected roll next session is over 1350 and rising. The majority of our pupils come from our five associated primaries and we also receive a high number of placing requests. Craigmount High School is also one of four Secondary Resource Provision schools within the City of Edinburgh Council and we have both a Wellbeing Hub and an Enhanced Support Base. The school's ethos is characterised by positive relationships and a staff team driven by a desire to ensure all pupils maximise their potential no matter their ability level.

We offer a rich programme of extra-curricular opportunities, sporting, non-sporting and cultural. Our Parent Council is active and supportive and in recent years, as well as fund-raising, has played an invaluable part in a number of consultations.

School Vision and Values

In partnership with our school community we have a strong commitment to our vision and values. Our values create the acronym **ADAPT** which stands for **Awareness**, **Drive**, **Aspiration**, **Purpose** and **Trust.** These were developed with our pupils and the Pupil Council as well as our vision to **Aim High, Adapt and Succeed**. These were developed in tandem with our work as a Rights Respecting School and we currently have Silver Rights Respecting School accreditation.

School Values

Awareness	We realise that our actions impact on others. We aim to be mindful of this and to support each other.
Drive	We know that hard work is needed to ensure success.
Aspiration	We aspire to be the best we can be. We can all be leaders.
Purpose	We are aware that a clear sense of purpose will ensure we achieve our goals both as individuals and as a school community.
Trust	We understand that trusting relationships underpin all that we do.

Each year we strive to improve upon the wide range of excellent experiences already offered within and beyond the classroom. We encourage our pupils to try new things, challenge themselves, work together and experience success. We also expect our pupils to aim high and achieve their full potential. In seeking excellence for all, we are mindful this can only be achieved if we are fair to all and ensure support is in place where and when required. We want all our pupils to remain at school until they are ready to take and sustain a place at college, at university, on a modern apprenticeship or in the world of work. Our mission is to equip our young people with a suite of qualifications, experiences, and skills that will allow them to pursue purposeful, happy lives and to contribute positively to society. We expect all our pupils to gain a recognised award in literacy and numeracy, and to leave with a sound understanding of how to nurture their own wellbeing. We also understand and value the many partnerships it will take to deliver on our promise so we will always look outwards and work closely with our parents, carers, associated schools and other partners to achieve our aims.

1.3 Leadership of Change
- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

We are committed to ensuring that we achieve the highest possible standards and success for all learners and that all staff show commitment to shared educational values and professional standards. At all levels in Craigmount High School we strive for collaborative leadership to develop change and improvement which is meaningful and relevant.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:

In session 2022-23, we focused on the following areas:

- We embedded our revised process for evaluating and co-creating our School Improvement Plan. Almost all staff were involved with the evaluation of our improvement plan. We also consulted with parents via the Parent Council and worked with pupils through focus groups to gather their feedback. Feedback from these stakeholders informed the priorities in our current plan. The priorities in the improvement plan were supported by School Improvement Groups (SIGs) with all staff contributing to school improvement. A member of staff (either teacher or middle leader) has also taken the lead role in each SIG. The progress of each SIG (and therefore the improvement plan) was subject to regular review and formally evaluated in both January and June.
- Following feedback and self-evaluation from middle and senior leaders, 26 members of the extended leadership team took part in a five day professional learning programme delivered by OSIRIS called 'Excellence through Leadership of Learning'. All members of staff who participated in the course completed a presentation to share their learning which has informed aspects of next year's priorities.
- We have continued our work with Tree of Knowledge to provide middle and aspiring leaders with the opportunity to take part in the VIBE course as part of their professional learning which is GTCS accredited. A further 2 members of staff completed the course this year which means that 8 staff have completed it in total. All participants evaluated VIBE as helpful in supporting their leadership development.
- Following a review of pupil leadership opportunities in the school, we have created a revised pupil leadership structure which comprises Craigmount Ambassadors, Year Ambassadors and Pupil Action Groups. In its first year of running, 90 pupils applied to be pupil leaders which is an increase of 33% from last session. Pupils have taken part in monthly leadership meetings and were responsible for sharing the areas they have taken forward with their peers.

- We implemented our new Year Team structure, increasing the number of Pupil Support Leaders to six and introducing the role of Pupil Support Link for aspiring Pupil Support Leaders. This coincided with our Support for Learning faculty linking to Year Teams and the introduction of our Wellbeing Hub and Enhanced Support Base. We have dedicated time to evaluate our enhanced Integrated Support Team and will continue to refine the structure in the coming session.
- As part of the S6 curriculum, we introduced two leadership periods for the almost all pupils in S6. There were a range of leadership opportunities including in class support, leading extra-curricular activities and coordinating Pupil Action Groups. As a result, most S6 pupils (83%) achieved a Saltire Award this session and S6 leadership was reviewed as a positive experience by the majority of pupils and by all staff.
- As a result of a review of communication in the school, we continued to embed our parent and pupil communication strategy through our Year Team pages, our website, weekly Craigmount Update and school app. We also introduced a new internal communication policy and the introduced our internal intranet. This has been evaluated and refined for next session.
- In order to enhance the number of staff leadership opportunities with the school, we have created a staff leadership framework and invited staff to nominate themselves to take on leadership roles. There will be dedicated time for staff taking on these positions in session 2023-24 and we will evaluate the progress of the work they are leading.
- We introduced our revised professional learning and PRD processes which will be evaluated next session and we will continue to build on this aspect of our work.
- We started working with Deloitte as a business partner. They delivered a leadership programme for all of our Year Team Ambassadors. They also gave all pupils in S5 the opportunity to interview with a member of their staff and provided feedback to them. In addition, they delivered sessions as part of our S5 and S6 induction days.
- All senior and middle leaders took part in a planning day focused on self-evaluation and self-evaluation processes. The outcome of this session will see the creation of our new Self-Evaluation policy.

Next steps and focus for session 2023-24:

- We will continue to refine our pupil leadership structure, having clearly defined roles and responsibilities for the Pupil Action Groups (PAGs), Year Team Ambassadors and Craigmount Ambassadors.
- We will refine the work of the Pupil Action Groups (PAGs) and have link members of staff to support their work.
- We will increase the opportunities for staff to lead on aspects of school improvement through the introduction of our new staff leadership framework and provide time for staff who are responsible for each of the improvement priorities.
- We will use information from our PRD process to plan and inform professional learning programme and priorities for 2023-24.
- We will continue to offer the VIBE programme – specifically targeted at aspiring leaders.
- We will continue to evaluate our new Year Team structure.

2.2 Curriculum
- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum and ensure that the vision and rationale for the curriculum are shaped by our local context. We ensure that the curriculum is recognised as the totality of learning experiences across the four contexts as delivered by the school and its partners to ensure that our curriculum results in strong outcomes for all learners.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:

Review our curriculum structure, courses and pathways to support all young people to achieve their potential and progress to an appropriate positive destination.

Curriculum Review

In session 2022-23, we focused on the following areas:

- We implemented our new Senior Phase curriculum structure which allows S4, S5 and S6 to have an integrated experience and has resulted in 7 distinct pathways in both S5 and S6 to cater for all learners. 90 pupils followed a new bespoke Senior Phase curriculum.
- As part of the S6 curriculum, we introduced two leadership periods for the almost all pupils in S6. As a result, most S6 pupils (83%) achieved a Saltire Award this session and S6 leadership was reviewed as a positive experience by the majority of pupils and by all staff.
- All faculties reviewed their Senior Phase curriculum again and considered their pathways, in particular, the pathways which are not part of the traditional National Qualification route, e.g. National Progression Awards or other courses. Every faculty introduced at least one new pathway for the Senior Phase and, in total, 12 new subjects/routes were introduced for S4-S6.
- We evaluated the use of our digital Curriculum Pathways diagrams for all subject areas which aimed to allow pupils and parents to see the routes in each curricular area. The feedback of these pathway planning diagrams has been positive. As a result, we were asked to be Learning School for the Regional Improvement Collaborative.
- We evaluated the revised approach to course choice and information sharing with parents and renamed Course Choice to Pathway Planning. We evaluated our use of the Pathway Planning open evening and almost all parents and pupils commented positively about the experience.
- We introduced an event with middle leaders to share information about courses so that all Pupil Support Leaders were more informed about choices for pupils.

- We extended our partnership with Edinburgh College in the Physical Education faculty. In addition to the co-delivered NC course between the school and college for Sport and Fitness, we have introduced an HNC course.
- We consulted with pupils, parents and staff about our Broad General Education (BGE) curriculum and, as a result, created a revised curriculum structure for our BGE. We created an implementation plan which will see this phased in over the next four years.
- All senior and middle leaders took part in a planning day focused on curriculum and learning and teaching and we started the process of creating a planning format which will be used across the school to plan our revised BGE curriculum.
- We have focused our attention on the promotion of the SCQF Framework to develop the understanding of pupils, parents and staff of the range of qualifications and how these are incorporated into this broader framework. We have identified a group of pupils who will lead on this as SCQF Ambassadors as we start the process of gaining SCQF accreditation.
- With the introduction of face-to-face events, we held a Positive Destinations Open Evening which was attended by 35 partners. In addition, we held an S2 Developing the Young Workforce event which was supported by 30 partners.
- We have increased our business partners and have 69 businesses who we will work with next session as we develop our partners framework. In addition, we have secured three companies who would like to create a pre-apprenticeship route with Craigmount.
- As a result of robust tracking, this session we have the highest number of pupils entering a Positive Destination (98.5%), above our virtual comparator.

Next steps and focus for session 2023-24:

- We will continue to evaluate and review our Senior Phase curriculum offering and revise it as necessary for session 2024-25.
- We will agree our planning format which will be used to plan our revised BGE curriculum.
- We aim to establish a pre-apprenticeship programme which is integrated as part of the Senior Phase curriculum.
- We will give pupils the opportunity to become SCQF Ambassadors to continue to develop the understanding of the SCQF Framework for pupils, parents and staff.
- We will embed volunteering as part of our S6 curriculum and consider leadership opportunities in and beyond school.
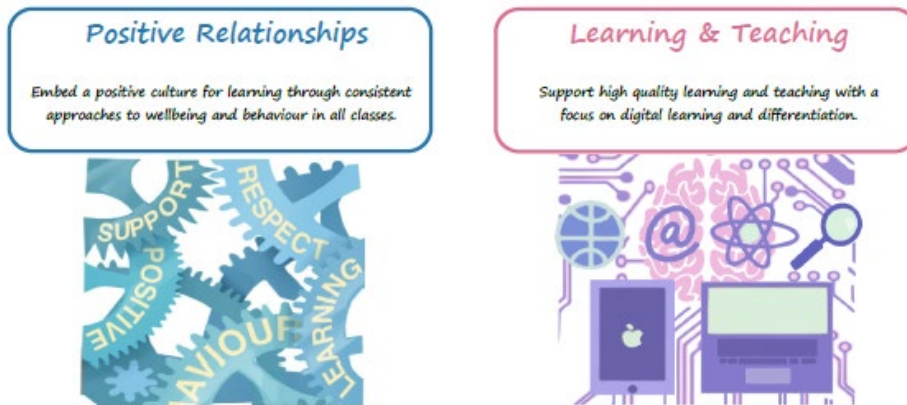
2.3 Learning, Teaching and Assessment
- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

The ethos and culture of our school reflects a commitment to children's rights and positive relationships and we are striving to ensure that our pupils are eager and active participants in their learning. We continue to focus on high quality, consistent learning experiences being a feature of our work.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:

Positive Relationships
Embed a positive culture for learning through consistent approaches to wellbeing and behaviour in all classes.

Learning & Teaching
Support high quality learning and teaching with a focus on digital learning and differentiation.

In session 2022-23, we focused on the following areas:

- We embedded our Positive Relationships policy which has the school rules and expectations, as well as a focus on praise and visible consistencies as a key feature of our work. Each faculty created an approach to consistency for the use of Class Charts and most staff (89%) have a positive recognition rate of 75% or above.
- We continued to develop our use of Class Charts to support communication with home and continued to promote the parent app which allows parents/carers to see the activity which has been recorded for pupils. A majority (72%) of parents are using this system.
- Building on the success from 2021-22, we had termly Celebrating Success events for all year groups. These events focused on different aspects of our approach to positive relationships policy and over 300 pupils took part in these events.
- In 2022-23, we deployed 1428 iPads across the school estate so that all pupils and teaching staff have an iPad for learning.
- We have established robust systems to support managing the iPads in school. In addition, we have a programme of learning in place for pupils and staff with pupil Digital Champions and Technology Tuesday information shared through Tutor with all pupils. All pupils strongly agree or agree that their learning has been enhanced by the use of digital technology and almost all pupils understand how to use their digital devices to access learning.
- We have developed a professional programme of digital support for staff with regular staff professional learning opportunities. Almost all staff (93%) reviewed staff learning and teaching updates as useful to their practice and the staff Digital Updates have been viewed 1141 times.
- We have continued the process of accreditation for the Digital Schools Award and this has been submitted for validation.

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- We created the role of a Learning and Teaching Leader to support the development of learning and teaching.
- We have embedded our Top 10 Skills which all members of staff are expected to use effectively as part of their teaching to ensure that the one-to-one devices are an integral part of our learning and teaching and provided opportunities for staff to share good practice in digital learning.
- Almost all teaching staff have participated in a Professional Learning Group this session to take forward an aspect of their practice. This culminated in our first Learning and Teaching Festival which all teaching staff and pupil support assistants took part in during our May in-service day. The feedback on this event was very positive and impacted positively on practice.
- In order to support staff professional learning, we created a Learning and Teaching sharepoint with regular learning and teaching updates.
- All staff and all stakeholders have been involved in developing 'Learning at Craigmount' which provides a shared vision and clarity about excellent learning and teaching.
- All teaching staff have self-evaluated against 'Learning at Craigmount' standards and identified their strengths and areas of focus for next session.
- We have continued to work with the Osiris Teaching Intervention (OTI) programme and a further 10 staff have participated in this course, evaluating it as highly effective professional learning.
- We have embedded the role of the Whole School Probationer Supporters as part of our Teacher Development team to ensure a focus on learning and teaching and cross faculty experiences as part of the student and probationer learning experience.
- We continued our Senior Leadership Team Learning Walks with Curriculum Leaders to create a shared language for discussing learning and teaching.
- We have developed opportunities for family learning events to support iPad skills.

Next steps and focus for session 2023-24:

- We will continue to embed our Positive Relationship policy and aim to increase consistency of use within and between faculties.
- We will continue to focus on staff professional learning to integrate digital learning into our practice.
- We will continue to upskill pupils in the use of their new one-to-one devices.
- We will embed the work for 'Learning at Craigmount' into our learning and teaching practice and self-evaluation.
- We will develop learning and teaching professional learning and enquiry opportunities for all staff.
- We will develop pupils' ability to articulate and lead their own learning.
- We will further develop our approaches to the self-evaluation of the quality of learning and teaching with both Year Team and faculty learning walks.

3.1 Ensuring Wellbeing, Equality and Inclusion
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equity

Our approach to wellbeing improves outcomes for children, young people and their families and our school community has a shared understanding of wellbeing and a shared understanding of the dignity and worth of every individual. Our approach to wellbeing underpins young people's ability to achieve success. We ensure inclusion and equality leads to improved outcomes for all pupils.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:
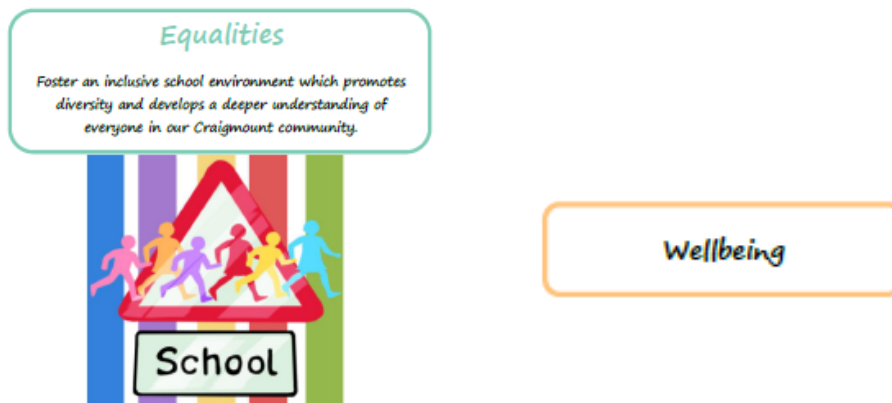
In session 2022-23, we focused on the following areas:

- Following feedback from pupils, we extended our extra-curricular programme which now offers 48 extra-curricular clubs running throughout the week including options suggested by pupils. We also held an extra-curricular fayre to promote uptake.
- We had a focus on staff wellbeing as part of our professional learning. Almost all staff took part and the feedback from them was positive.
- We continued to promote the use of the Treehouse resource to support staff wellbeing.
- All young people took part in a workshop with Tree of Knowledge which focused on wellbeing. Almost all young people commented that this was a positive experience which supported their learning and/or wellbeing.
- We started working with Humanutopia and all S4 pupils took part in a 1 day experience. S4 pupils then had the opportunity to become Humanutopia Heroes and they helped deliver the 1 day experience for S2 pupils.
- We trialled a pupil wellbeing tracker and our Mental Health Ambassadors agreed on five coping strategies to be the focus of our work which were shared with all staff and pupils.
- We re-introduced our Celebration of Achievement evening for pupils and their families and held a ceremony in our local church to recognise their achievements in 2021-22.
- We re-introduced excursions across the school with over 88 excursions taking place during this academic year. Almost all pupils in S1-S3 took part in our Epic Days in May.
- We have introduced analysis of our trips and activities programme to begin to better understand the range and extent of our trips and the pupils who have the opportunities.
- Equalities has been a feature of our collegiate working as a staff team and we had various opportunities for professional learning throughout the school year. We had opportunities for discussion at regular points through our in-service programme, collegiate activity time and faculty meetings.

- We launched our new Anti-Bullying, Equality and Diversity policy with staff during our October in-service day and this was also launched with pupils and parents after the October holiday. The policy gives an overview of our process for managing allegations of anti-equalities behaviour and has clear procedures for reporting such behaviour.
- We have launched a new method of reporting bullying or prejudice incidents with the aim of breaking down barriers to reporting. This is part of a revised approach to managing any incidents which occur to ensure that any young person who is involved in or reports a bullying or prejudice incident receives feedback as to how this was dealt with and the next steps.
- We created a video called 'We are Craigmount' to develop everyone's understanding of our school community and everyone can access on our school website.
- As a result of this work, one of our four Pupil Action Groups (PAG) which were introduced in session 2022-23 is focused on Equalities.
- Five staff have been trained to deliver the Mentors for Violence Prevention programme.
- All S5 pupils are being trained in Mentors for Violence Prevention which will allow them to deliver peer interventions around bystandership in session 2023-24.
- Our Learning Community created a shared approach to attendance. This includes shared attendance messages and tracking and monitoring of attendance. This was shared as an example of good practice across The City of Edinburgh Council.
- In October 2022, we were awarded the LGBT Gold Charter LGBT Youth Scotland which highlighted good practice in the following areas: our school policies, our celebration of events; our use of pupil and staff feedback; the work across all departments in auditing and diversifying our curriculum.
- We have audited our curriculum for examples of different groups being represented in our curriculum. All faculties have created a diversity framework and selected a part of the curriculum to diversify to ensure equitable representation across all courses.
- We have worked with additional support for learning partners, including Growing Youth, Bridge 8 and Youth 180 to support 20 pupils as part of their school curriculum.
- We took part in a pilot within The City of Edinburgh Council to support the transition of pupils with additional support needs. The pupils involved created their own transition passport.
- We introduced our new Wellbeing Hub and Enhanced Support Base. The Wellbeing Hub has supported 104 pupils through planned interventions.
- We have continued our partnership with Youth Agency who supported 25 pupils this session and started working with Granton Youth. In addition, our School Counsellors have supported 45 pupils this session and 14 in our learning community.
- Almost all S6 pupils were trained in Level 6 First Aid.

Next steps and focus for session 2023-24:

- We will enhance our extra-curricular fayre and begin to monitor those who take part in extra-curricular experiences with the aim of ensuring they are inclusive for all young people.
- We will use the analysis of our trips to inform any gaps and extend the analysis to include different pupil characteristics.
- We will evaluate our Anti-Bullying, Equality and Diversity policy and ensure it is embedded so that all pupils feel they can report an incident if it occurs.
- We will continue our work on diversifying the curriculum.
- We will continue to focus our work on developing Pathway 1 supports across learning.
- We will embed the five coping strategies and develop the wellbeing tracker to signpost pupils to supports if/when needed throughout the year.
- We will support the 11 pupils in our Enhanced Support Base in 2023-24 and extend the work of the Enhanced Support Base to working with our 2 pupils in the Senior Phase.
- We will evaluate the work of our Wellbeing Hub and extend its reach.
- We will continue to focus on attendance with the aim of increasing attendance.

3.2 Raising Attainment and Achievement
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievements
- Equality for all learners

Our approach aims to ensure that all pupils make very good progress from their previous levels of attainment and achievement and we continuously strive for excellence. Our aim is to provide equity of success for all young people and focus on our success in achieving the best possible outcomes for all learners.

The key priorities from our School Improvement Plan which contributed to this quality indicator were centred on these areas:

Focus on attainment for all pupils at all levels through rigorous tracking and faculty interventions.

The Craigmount Gap

Attendance

In session 2022-23, we focused on the following areas:

- As part of our increased capacity within the extended leadership team, we created the role of Data Literacy Leader which is focused on improvements in performance and data literacy.
- The introduction of this focused Data Literacy Leader, working alongside the Depute Headteacher with responsibility for raising attainment and achievement, has seen further planned engagement with data by all staff to understand current attainment trends and plan for improvement. All staff were involved in exam analysis following the re-introduction of SQA examinations and all staff took part in a the performance information workshop following the Formal Assessments in January. This resulted in an increased understanding of the use of data in school.
- All members of the extended leadership team have taken part in professional learning with the Scottish Government's INSIGHT (Senior Phase benchmarking toolkit) advisor focused on the strengths of Craigmount High School's data journey and the areas for further improvement.
- We continued to implement our revised presentation policy with all pupils expected to achieve in every subject area. We also implemented a new change of level and withdrawal process which uses Class Charts. It gives a clear overview of any proposed changes to the Year Team who make the final decision about presentation levels.
- We continued with our revised approach to Formal Assessments with all Formal Assessments taking place in December and taking place in class (except English and Maths to give all pupils one experience in a hall setting). This saw the introduction of a column based structure of assessment to minimise the number of assessments a pupil would have in any given day. The feedback from pupils and staff about this has been positive.

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- Early in the year we identified a group of pupils who were at risk of not achieving their potential in SIMD 1-4 and these pupils have been mentored throughout the year to ensure their success. A group of 6 staff took part in the mentoring programme of S4 pupils.
- With the introduction of the data literacy leader, we have created four data systems for Pupil Information, Class Information, a Faculty Overview and Year Team Overview. These different data systems have been introduced systematically over the year and staff have been supported with professional learning to use them.
- We evaluated our targeted support resource called The Learning Centre (TLC). The TLC has received 149 referrals for 124 pupils this session and helped those pupils achieve a qualification as a result of a request from their subject teacher.
- As part of our reporting cycle, we have produced data after each report to support the work of both the Year Teams and Curriculum Leaders. This culminated in the creation of a Highlight Report after each tracking period to give an overview of performance. Year Teams have utilised this information to provide targeted support and plan interventions.
- We introduced a SIG which was focused on developing our practice at interventions at all levels. This included a Pupil Support Leader outreach programme working with 4 pupils who were unable to attend school which resulted in them achieving qualifications. Several faculty interventions also took place including a Higher Mathematics intervention to support 56 pupils. 36 pupils in S4 took part in a trial of gaining an Application of Mathematics qualification, increasing their potential to gain further qualifications.
- We enhanced our Easter Revision programme to support pupils as they prepared for their SQA examinations. 109 revision sessions were offered over a four-day period and over 259 pupils attended these sessions.
- We started to gather information about which interventions are being used in school and evaluating the effectiveness of these interventions. This will continue into next session as we develop our Raising Attainment strategy.
- We looked outwards at the Pupil Equity Funding (PEF) strategy of 8 schools. We have appointed a PEF lead who will develop our strategy next session.

Next steps and focus for session 2023-24:

- We will create a shared approach to data analysis at key tracking point for Year Teams and Curriculum Leaders with the aim of improved consistency.
- We will further develop and track interventions which will focus on improvements in performance and evaluate their effectiveness.
- We will embed the work of the Data Literacy Leader to support the data literacy of all staff, in particular our Year Teams and Curriculum Leaders. This will include the creation of a Data Coaches team to support the work of all faculties.
- We will continue to develop a culture of promoting data literacy to support improvement.
- We will explore opportunities for more robust tracking based on evidence and moderation opportunities.
- We will use both tracking and monitoring data and Class Charts information as the basis of Year Team target setting meetings and interventions.
- We will refocus the work of current SIG to focus on interventions and the creation of our Raising Attainment strategy.
- We will share primary 7 transition data for literacy and numeracy through our Class Charts system so that this is better integrated and used by staff to meet learners' needs.
- We will aim to establish a City of Edinburgh Council network focused on raising attainment and achievement.

Craigmount High School Data

Attainment in Literacy and Numeracy

SCQF Level 4 Literacy			SCQF Level 5 Literacy		
S4	S5	S6	S4	S5	S6
94.89%	98.08%	97.83%	88.09%	92.79%	95.65%

SCQF Level 4 Numeracy			SCQF Level 5 Numeracy		
S4	S5	S6	S4	S5	S6
94.89%	95.67%	96.38%	78.72%	87.98%	89.86%

Attainment Over Time

S4		S5		S6	
1 or more at Level 5	90.21%	5 or more at Level 5	85.58%	1 or more at Level 6	94.93%
2 or more at Level 5	87.66%	1 or more at Level 6	88.94%	2 or more at Level 6	92.03%
3 or more at Level 5	83.40%	2 or more at Level 6	78.85%	3 or more at Level 6	90.58%
4 or more at Level 5	79.15%	3 or more at Level 6	69.71%	4 or more at Level 6	89.86%
5 or more at Level 5	74.04%	4 or more at Level 6	61.54%	5 or more at Level 6	79.71%
6 or more at Level 5	67.66%	5 or more at Level 6	43.75%	1 or more at Level 7	55.07%
7 or more at Level 5	49.36%				

S4			S5		
Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%
225	527	697	369	994	1291

S6		
Lowest 20%	Middle 60%	Highest 20%
623	1633	2144