Standards & Quality Report 2024-25

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 1380 and rising. The majority of our pupils come from our six 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

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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:
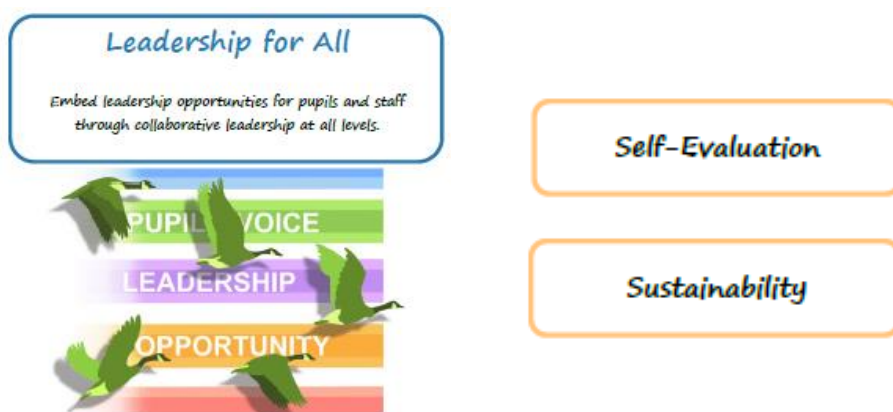
In session 2024-25, we focused on the following areas:

- Our approach to the School Improvement Plan and Faculty Improvement Plans is now an embedded model. Almost all staff were involved with the evaluation of our improvement plan and feedback from staff, parents and pupils 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 a planning meeting with our Parent Council, all parents were invited to be involved in the evaluation of our 2024-25 School Improvement Plan. This resulted in 129 parents providing feedback to inform our next steps for session 2025-26. We have created a parental engagement plan with our Parent Council for further parental involvement in school improvement starting next session.
- In addition to the existing 9 staff leadership routes, we introduced the new role of a Depute Link. This have given 3 staff the opportunity to develop their skills in leading whole school priorities. In total, 44 staff took on leadership responsibilities which has led to further engagement with school improvement.
- We continued to embed our new self-evaluation model. We undertook our second whole school self-evaluation activity focused on the quality of our interventions. All faculties were involved in gathering at least 3 pieces of evidence over a term. Members of the extended leadership team then agreed the self-evaluation judgement using this evidence.
- We also carried out our first co-ordinated faculty self-evaluation activity. This involved all members of staff working in their faculties to gather 3 pieces of evidence. This was moderated across faculties with members of staff agreeing the self-evaluation judgement using this evidence.

- 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 4 members of staff completed the course this year which means that 18 staff have completed it in total. All participants evaluated VIBE as helpful in supporting their leadership development.
- We continued to work with our 9 partner schools through the Collaboration for Impact group. All members of the Senior Leadership team have taken part in at least 1 planning meeting with this group of leaders to learn with and from other schools.
- We have embedded the roles of Year Team Ambassador and Pupil Action Groups (PAG) introduced last session. All PAGs continue to have a lead member of staff who meets with the pupils in the PAG during Tutor time every day. Each PAG produced an action plan with targets and are evaluating their progress towards these targets. The evaluation of these plans is based on evidence of impact which has been strengthened this year. With the revised structure, this year we have nearly doubled the number of Year Ambassadors to 170 pupils and 83 pupils are involved in one of five Pupil Action Groups. We have increased the percentage of pupils directly involved in leading change in the school from 12% to 18%.
- We introduced the roles of Captain and Vice Captain to support our S6 leadership structure. These pupils have met with their Year Team weekly and took responsibility for leading all Year Ambassador meetings. They have had a significant impact on pupil leadership.
- We have increased the number of partners we work with to support pupil leadership from 1 to 4. Pupils worked with Deloitte, St. George's Edinburgh, Boroughmuir High School and the 9 schools within our Collaboration for Impact group.
- We have further developed our partnership work with Deloitte. They delivered a leadership programme for all of our Year Team Ambassadors.
- We trialled a new model for our Integrated Support Team (IST) meetings, focusing on inclusion and their collective impact on this area of improvement within the school.
- Our extra-curricular coordinator has overseen the 62 different sporting and non-sporting activities on offer. The extra-curricular coordinator led a successful fair to share information about the extra-curricular programme. We continued with our sign-in process for all extra-curricular activities and 21% of pupils have taken part in the programme. As a result of their involvement, 111 pupils were recognised at our Wider Achievement Celebration.
- All senior and middle leaders took part in 5 Strategic Planning Days focused on aspects of the school improvement plan, particularly on self-evaluation, curriculum and inclusion.
- We continued with our 2 leadership periods in S6 and almost all pupils in S6 have achieved a Saltire award as a result.
- We used the information from our revised professional learning and PRD processes to plan the professional learning for session 2024-25.

Next steps and focus for session 2025-26:

- We will continue to grow our pupil leadership structure, focusing on our S6 pupil leaders.
- We will continue to embed our 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 2025-26.
- We will create a plan for more involvement of pupils in the evaluation of the school improvement plan.
- We will create a plan for more involvement of parents in the school improvement plan and in school improvement groups.
- We will evaluate our processes for reporting on impact from our School Improvement Plan.
- We will use the analysis of our trips and involvement of activities outside school to inform any gaps and extend the analysis to include different pupil characteristics.

2.2 Curriculum and 2.7 Partnerships
- 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 of learning 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:

In session 2024-25, we focused on the following areas:

- 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.
- We implemented a further 6 courses as an extension of our Senior Phase curriculum. We also expanded the north-west online learning programme and have evaluated its effectiveness. 19 pupils attended courses at Craigmount High School as part of this new offer. Pupils and staff have reported that this is a successful way to work with pupils from different schools.
- We have planned for a new construction pathway which has been introduced as part of our curriculum in 2025-26. 30 pupils will take part in either a Level 4 or Level 5 course.
- 5 pupils completed the new Business Skills Foundation Apprenticeship.
- We continued with our 2 leadership periods in S6 and almost all pupils in S6 have achieved a Saltire award as a result.
- As a result of our work on curriculum and our focus on the promotion of the SCQF Framework, we are now a Gold SCQF Ambassador School, the first in the City of Edinburgh Council. In addition, our work was captured by SCQF in a series of case study videos involving 25 pupils and 10 members of staff which have been shared as excellent practice.
- We have increased the number of SCQF Ambassadors to 16 and they are supporting the school community to develop their understanding of the SCQF framework.
- We have introduced our revised S1 curriculum and all staff have been involved in evaluating it. It has been the focus of regular review and discussion through in-service, 2 focussed ELT meetings and 2 strategic planning days

- As a result of our work on curriculum, we have been invited to share our journey with schools in 7 local authorities. We have continued to work closely with some of these schools as part of our looking outwards partnership working.
- We have developed our pathways in the BGE curriculum by introducing personalisation for pupils as they move into S2. This has resulted in all pupils having a more bespoke curriculum and has been introduced in 2025-26. It has also reduced the number of single periods in the S2 curriculum and the number of teachers S2 pupils see in a week from 21 to 14.
- These revised S2 courses have been planned using the BGE topic planners. These courses will be evaluated throughout 2025-26.
- All senior and middle leaders took part in 2 planning days focused on curriculum and learning and teaching and we started the process of exploring the interconnected nature of learning, teaching and assessment.
- Our newly formed group of staff who are exploring Project Learning planned 3 projects for the introduction of this approach in 2025-26. The 2 members of staff, who undertook training in the nationally recognised project learning course, worked with staff to upskill them on these methodologies.
- We developed our Developing the Young Workforce Open Evening to focus on a wider range of partners and, this year, we increased the number of partners who attended.
- We continued our Craigmount Career Conversations (#CCC) and 20 Craigmount Career Conversations were held with 200 pupils having attended at least 1 event.
- We increased the number of partners attending our 16+ meetings by an average of 3. This led to a revised approach to SLDR and SLFU with previous Year Heads (and by extension Year Teams) taking responsibility for finding out information about, and supporting, pupils who were not in a positive destination. Our initial Positive Destinations was 96%.

Next steps and focus for session 2025-26:

- We will continue to evaluate and review our Senior Phase curriculum offering and revise it as necessary for session 2026-27.
- We will carry out a detailed evaluation of our S1 curriculum and make amendments to courses based on this evaluation.
- We will implement our revised S2 curriculum and evaluate it as it is introduced.
- We will continue to develop staff, pupils and parents' understanding of the SCQF framework.
- We will continue to embed leadership as part of our S6 curriculum as well as 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:

In session 2024-25, we focused on the following areas:

- We continued to embed our Learning at Craigmount approach which provides a framework for learning and teaching with information and exemplification about each of the strategies in the framework.
- Almost all staff have used the Learning at Craigmount rubric to self-evaluate against the following areas: Leadership of Learning, Engage and Challenge, Guide and Support, Evaluation of Progress. This has led to staff identifying their strengths and areas of focus for next session.
- Almost all staff were active in a Professional Learning Group, taking part in a four phase improvement cycle. This culminated in our Learning Festival in May and almost all staff commented about the positive impact this has had on their practice. This has led to a significant improvement in staff knowledge of the range of strategies to approach prior learning, leadership of learning, challenge and evaluation of progress.
- Learning Walks have taken place with almost all faculties. Individual feedback conversations have taken place with most staff observed.
- 29 staff took part in the 'Learning and Teaching Doors Open' programme with all who completed the evaluation agreeing or strongly agreeing that it was an effective way to share and develop practice.
- We continued to offer targeted CLPL session with 7 sessions delivered on topics such as Evaluating Progress with OneNote and Making Interactives on ClickView. Over the course of the year, 79 staff attended at least 1 session.
- We have continued to prioritise developing the use of digital with staff and pupil groups promoting its use. Our Digital Champions have produced weekly Technology Tuesday updates with 9 Technology Tuesday inputs produced in response to our pupil survey of needs.

- We have developed staff digital capacity and staff have reported an increase in their confidence using digital technology in lessons.
- Digital practice was highlighted as a key strength in 7 out of 9 faculties in their learning walks summaries.
- We have agreed our key 'Skills' with the creation of a position paper, vision and plan through consultation all staff and some partners. This involved looking outwards to 5 schools at existing good practice. As result, 5 lessons have been created to introduce the skills and this will be part of next year's improvement plan.
- 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. Almost all OTI participants delivered workshops at the May Learning Festival.
- We have started to work with the EdCoach programme with 5 members of staff, all evaluating it as effective professional learning.
- We have continued to look outwards and share good learning and teaching practice with others schools. We have taken part in 3 collaborative school visits and continue to work with our Collaboration for Impact colleagues and partners.
- We have produced 4 bulletins on all school focus areas: Challenge, Evaluation of Progress, Prior Learning and Leadership of Learning with examples from different subjects. 2 of these are learning community editions with examples from our learning community primary schools.
- We have continued to focus on embedding 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.
- Building on the success from 2023-24, we have had 2 Celebrating Success events for each BGE year group. These events focused on different aspects of our approach to positive relationships policy and over 300 pupils took part in these events.

Next steps and focus for session 2025-26:

- We will continue to prioritise staff professional learning to embed Learning at Craigmount with a focus on Challenge and Evaluation of Progress.
- We will focus on developing a shared pupil understanding of high quality learning and teaching and what is means to be a successful learner at Craigmount.
- We will review and develop our approaches to assessment recording and reporting as part of our BGE.
- 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.
- We will continue to embed our Positive Relationship policy and aim to increase consistency of use of our new systems within and between faculties.
- We will develop our Craigmount Skills Framework to support meaningful links across our curriculum.

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, their families and our school community. We have 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:
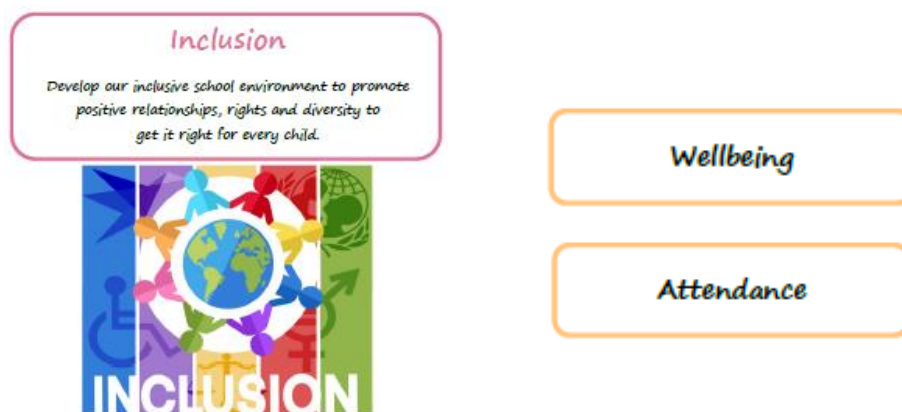
In session 2024-25, we focused on the following areas:

- We had a focus on staff wellbeing as part of our collegiate activity time. 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.
- Pupils in S1 and S5 took part in workshops 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 continued to work with Humanutopia and all S4 pupils took part in a half day experience. 35 S4 pupils then volunteered to become Humanutopia Heroes which involved undergoing a day training programme. They then supported the delivery of the S2 Humanutopia programme where all S2 pupils took part in a one day experience. The S4 Humanutopia Heroes then mentored some of our S2 pupils throughout the year.
- We continued with our Celebration of Achievement evening for pupils and their families and held a ceremony in our local church to recognise their achievements in 2023-24.
- We re-introduced excursions across the school with over 110 excursions taking place during this academic year.
- We introduced a new model for BGE excursions in May which included an S1 residential (attended by most (85%) of the year group) and S2 Epic Days (attended by most (84%) of the year group).
- We introduced our universal S3 trip offering with most pupils (78%) taking part in a residential offering.
- We reintroduced Senior Phase trips with 240 pupils attending across S4, S5 and S6 and 125 out of 220 of the new S6 pupils taking part in the new S6 residential.
- We continued with our analysis of our trips and activities programme to better understand the range and extent of our trips and the pupils who had these opportunities.

- We looked outwards to support our work in developing pupil understanding of the wellbeing indicators. This led to the creation of our Craigmount Wellbeing Tracker. This has been trialled by almost all S1 and S2 pupils and the majority of S3 to S6 pupils. It is supporting Pupil Support Leaders to better understand wellbeing needs.
- The WYSA app was promoted to all pupils and all staff were offered professional learning to show how it can support pupils. Almost all pupils who have used the app have reported it has supported their wellbeing and that it gives them access to support outwith the school day.
- All staff are using the revised SEEMiS system for merits, demerits and referrals. Weekly information is being shared with staff for analysis.
- The Rights Respecting School Improvement Group have evaluated the effectiveness of the Anti-Bullying, Equality and Diversity policy by leading 6 focus groups. Overall, the majority of pupils feel supported and report that feedback is being given on incidents. All Pupil Support Leaders and Pupil Support Links are providing feedback on incidents within seven days.
- 4 members of staff have been trained working with Progressive Masculinity which will form part of an improvement priority for 2025-26.
- All S5 pupils were trained in Mentors for Violence Prevention.
- Almost all S6 pupils were trained in Level 6 First Aid.
- Our Integrated Support Team has been working together to explore the CIRCLE document and how it can enhance universal support. This is leading to the revision of our inclusion policy. This will continue into next session.
- We started working with 3 new partners in the curriculum: School of Hard Kocks, Youth Agency and Outdoor Classroom. School of Hard Knocks worked with 26 pupils over the year focused on resilience through playing rugby. Youth Agency developed a programme to support anxiety in the classroom and worked with 10 pupils in this programme. Outdoor Classroom have worked with 35 pupils in different pathways to support confidence, anxiety and alternative curriculum pathways. Almost all pupils involved with these programmes have reported that is has supported them in school.
- We have worked with additional support for learning partners, including Growing Youth, Bridge 8, Youth 180 and the virtual learning environment to support 15 pupils as part of their school curriculum.
- Our Wellbeing Hub has supported over 100 pupils through planned interventions this session. They have started working with 3 new partners including boxing (5 pupils) Duke of Edinburgh (7 pupils) and Bike Maintenance (4 pupils).
- We have continued our partnership with Youth Agency who supported 27 pupils this session through one-to-one sessions and 27 through group work sessions. We also continued our partnership working with Granton Youth who supported 9 pupils this session. In addition, our School Counsellors have supported 50 pupils this session and 21 in our learning community.

Next steps and focus for session 2025-26:

- We will create and implement an approach to support all young people to deepen their understanding of the wellbeing indictors and evaluate their wellbeing through our Craigmount Wellbeing Tracker.
- We will develop a model for Enhanced Support Provision.
- 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.
- We will continue to focus our work on developing universal supports across learning.
- We will develop further opportunities for partners to contribute to planning and identification of support for young people.
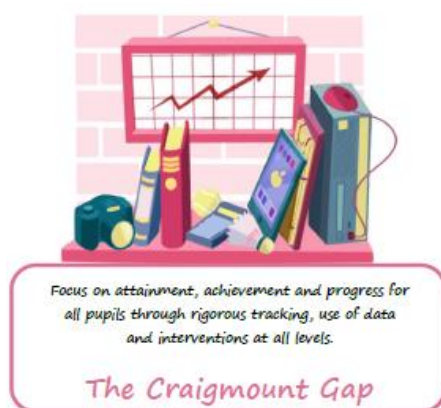
3.2 Raising Attainment and Achievement
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievements
- Equality for all learners

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 experience 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, achievement and progress for all pupils through rigorous tracking, use of data and interventions at all levels.

The Craigmount Gap

In session 2024-25, we focused on the following areas:

- We introduced the new City of Edinburgh Pupil Tracking system. Through a series of professional learning opportunities, all staff have had opportunities to develop their skills with this system. Almost all teaching staff report that they are confident in using Pupil Tracking and Curriculum Leaders are becoming increasingly confident in producing custom reports to undertake their own faculty analysis.
- We continued to develop the role of the Data Literacy Leader which is focused on improvements in performance and the data literacy of all staff. This has involved working with the new City of Edinburgh Council suite of tracking tools and providing training on them for staff.
- The work of the Data Literacy Leader and 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 and formal assessment analysis through faculty and collegiate activity time. This has resulted in further development of the data literacy of staff.
- We have developed our range of interventions which are used to support pupils. A wide range of interventions at Year Team, faculty and individual level have been implemented. The majority of pupils report that these interventions have been successful to support their next steps in learning.
- We continued to develop staff understanding of the 'Craigmount GAP' with information being shared with all staff about the definition of the GAP and bespoke interventions targeted at these pupils. As a result, almost all targeted pupils in the Senior Phase improved their working grade by at least 1 band in the final tracking report.

- We embedded our PEF strategy with finance provided to support faculty interventions. Examples of this include family learning events in Maths with 66 pupils and 45 parents taking part in targeted revision sessions to support home learning, 2 family learning events in FCT focused on practical cookery skills for the final assessment and small group tutoring in English, PE and drama with 23 pupils taking part in tutoring sessions.
- We have started work on creating the Craigmount Guarantee for all Care Experienced pupils to support the work of The Promise. This will continue to be a focus of our work for 2025-26.
- As we continue to develop our tracking and monitoring in the broad general education (BGE), we have looked outwards to 6 schools to find out their processes and systems.
- This has extended to a consultation with staff, parents and pupils of reporting within the BGE and we will develop our reporting processes into 2025-26.
- 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 at the highest level in every subject area. We also embedded our change of level and withdrawal process using a revised system. It gives a clear overview of any proposed changes to the Year Team who make the final decision about presentation levels. The number of proposed changes in 2024-25 decreased from 2023-24.
- We evaluated our targeted support resource called The Learning Centre (TLC). The TLC has received 80 referrals for 71 pupils this session and helped those pupils achieve a qualification as a result of a request from their subject teacher.
- 37 qualifications were achieved solely through interventions in the TLC.
- We continued to place value on our extra-curricular activities. Our second extra-curricular and wider achievement celebration took place in June with 111 pupils recognised for Wider Achievement.
- Our data capture of pupils involved in extra-curricular activities showed 270 pupils involved during one week. This represents 21% of our school roll.
- We continued our Easter Revision programme to support pupils as they prepared for their SQA examinations. 161 revision sessions were offered over a three-day period and over 199 pupils attended these sessions.
- We continued to offer our immersion session prior to each exam with 67 sessions being offered during study leave.
- In our Evening of Celebration we awarded 337 subject prizes and 87 star achiever awards.

Next steps and focus for session 2025-26:

- We will create a shared approach to data analysis at key tracking points 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 explore opportunities for more robust tracking based on evidence and moderation opportunities, particularly in the BGE as we implement revised courses.
- We will focus on pupils who are identified as being at risk of underachieving and will also focus on the outcomes of young people with additional support needs, with a specific focus on their attainment in literacy and numeracy.
- We will capture the wider achievement of all pupils and create a strategy for working with pupils to increase their engagement in activities either in or out of school.

Craigmount High School Data

Attainment in Literacy and Numeracy

SCQF Level 4 Literacy			SCQF Level 5 Literacy		
S4	S5	S6	S4	S5	S6
95.34%	96.67%	98.27%	91.95%	92.08%	97.11%

SCQF Level 4 Numeracy			SCQF Level 5 Numeracy		
S4	S5	S6	S4	S5	S6
95.34%%	96.25%	97.11%	86.44%	88.33%	95.95%

Attainment Over Time

S4		S5		S6	
1 or more at Level 5	94.92%	5 or more at Level 5	90.00%	1 or more at Level 6	98.27%
2 or more at Level 5	92.37%	1 or more at Level 6	87.92%	2 or more at Level 6	97.11%
3 or more at Level 5	88.56%	2 or more at Level 6	85.00%	3 or more at Level 6	95.38%
4 or more at Level 5	85.17%	3 or more at Level 6	81.25%	4 or more at Level 6	92.49%
5 or more at Level 5	79.24%	4 or more at Level 6	75.42%	5 or more at Level 6	89.60%
6 or more at Level 5	69.49%	5 or more at Level 6	60.83%	1 or more at Level 7	64.16%
7 or more at Level 5	58.47%				

S4			S5		
Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%
265	558	729	458	1092	1398

S6		
Lowest 20%	Middle 60%	Highest 20%
902	1723	2281