REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 MAY 2024

SUBJECT: ANALYSIS OF SECONDARY SCHOOL LEAVER ATTAINMENT 2022-2023

BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT)

1. REASON FOR REPORT

1.1 To inform the Committee of the Scottish Qualifications Authority (SQA) leaver attainment across secondary schools in Moray and for this data to be scrutinised and noted as part of the Council's focus on improving outcomes and raising attainment. This is an update to the Initial Attainment Report for Secondary Schools 2023 previously presented to Committee on 28 November 2023, with leavers' update now presented to Committee at first opportunity following data release in February 2024 including initial positive destinations.

1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:

(i) scrutinise and note the Senior Phase Leaver Attainment across Secondary Schools in Moray for session 2022/2023 with specific regard to the National Measures for leavers published on Insight in February 2024;

(ii) acknowledge identified improvements in performance evidenced through key measures outlined within this paper; and

(iii) further note identified actions for improvement arising from 2022/2023 attainment and performance as outlined in initial analysis of secondary school attainment paper previously presented to committee on 28 November 2023 (para 14 of minute refers).

3. BACKGROUND

3.1 Contextual information relating to the examinations in place for session 2022/2023 have been provided in the [Initial Analysis of Secondary School Attainment: Session 2022-2023 Committee Paper](#) presented for scrutiny and noting to Education, Children's and Leisure Services Committee on 28 November 2023 (please see Background, Section 3)

3.2 This report provides update in relation to Insight data we receive each year for cohort attainment across S4, S5 and S6 for our school leavers across four key national benchmarking measures:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school destinations
- Tacking disadvantage by improving the attainment of lower attainers relative to high attainers

3.3 Insight encourages us to take a holistic approach to evaluating attainment and achievement that takes into account the performance within Moray across all four measures in 3.2 above. We also use our breadth and depth of SCQF level qualifications for leavers as a measure against our virtual comparator.

3.4 As part of our revised Secondary Improvement Model approach this session and secondary school visit programme, we continue to discuss performance with Moray Secondary Head Teachers and collectively through Secondary Head Teacher meetings, at school level with in-person visits to schools and through our refreshed school visit programme and triaged extended school visit schedule in line with anticipated inspection timelines. This is commensurate with our revised Secondary Attainment and Performance Framework for school support and challenge, data scrutiny activities and discussion on key actions required and next steps focussed on improvement where we now look undertake year two planned activities.

3.5 Caution remains with data trends over time whereby this year represents year two of a return to a formal examination diet following on from two very different years of Alternative Certification Models (ACMs) with Covid-19 impacting on young people and our school communities. Schools continue to support young people as a result of the legacy of Covid-19, with secondary schools reporting higher levels of absence, concerns in relation to behaviours exhibited by some young people, mental health and wellbeing concerns and further increase in Additional Assessment Arrangements (AAA) for examinations. Some AAA resulted in acute accommodation pressures in some of our secondary schools in running SQA Examinations for April/May 2023.

3.6 Secondary schools continue to support young people as much as possible through wellbeing, learning and supported study opportunities. While schools are offering the latter, it is noted that Secondary Head Teachers report variability in uptake by young people, where attendance at school also continues to be addressed, highlighted nationally across Scotland and being

addressed locally at local authority and school level. Further signposting to national e-learning opportunities offered through e-Sgoil and Scholar are also made by our schools in support of young people as well as wider interventions including mentoring and targeted learning conversations/target setting.

3.7   Within this Committee report, data from 2018/19 is noted along with data from 2019/20, 2020/21, 2021/22 and 2022/23 in order to demonstrate progress made to date as well as actions that are planned for improvement, albeit within very different assessment processes and operating environments compared to previous sessions when arriving at final grades, making year on year comparisons unequal across the five-year trend period presented.

3.8   This report will now complete the attainment picture for session 2022/23 where leaver destination data is not available until December of each year, information appearing on Insight in February 2024. This report is presented to Committee at first available opportunity following data release. For session 2022/23 there were 971 leavers in total (S4: 183; S5: 321 ;S6: 467)

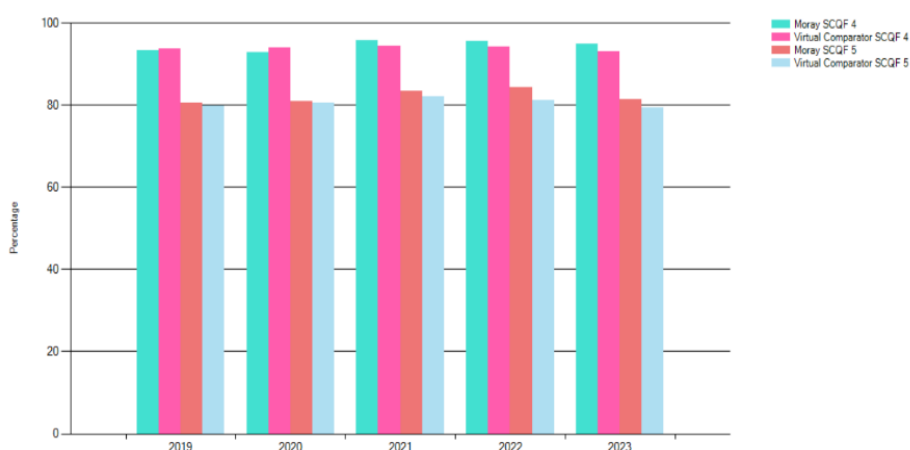## 4   SENIOR PHASE ATTAINMENT ANALYSIS OVERVIEW – LEAVERS' DATA

Improving attainment in Literacy and Numeracy

4.1   This measure presents the percentage of leavers achieving an award in Literacy and Numeracy at Scottish Credit and Qualifications Framework (SCQF) Levels 4 and 5 by the end of their school experience in Moray, compared with pupils with identified similar characteristics across Scotland (VC - Virtual Comparator) for each of the last five years. This is shown in graph form below for Moray (all leavers, percentage attaining Literacy and Numeracy at SCQF level 4 and 5).

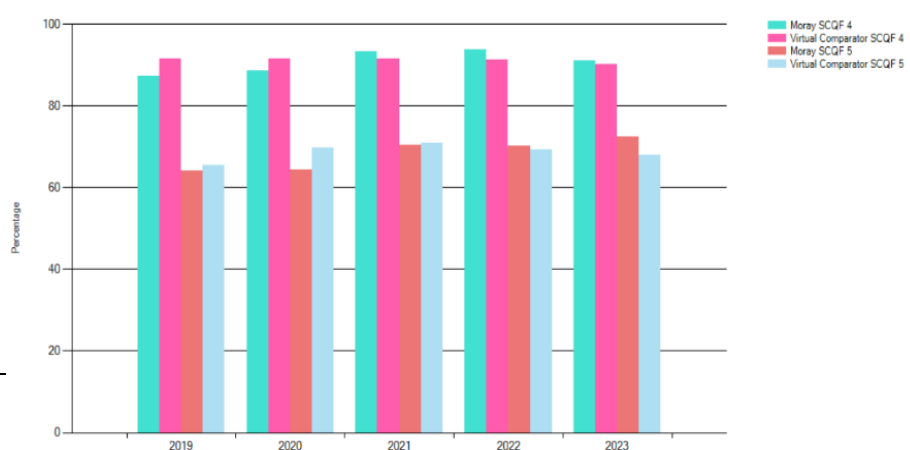| **Percentage of Leavers Attaining Literacy:** SCQF level 4: Literacy remains **above** the VC, common with 2021 and 2022. SCQF level 5: Literacy is **above** the VC, positive trend across 5-year period.	
Percentage of Leavers Attaining Numeracy: SCQF level 4: Numeracy remains **above** the VC, common with 2021 and 2022. SCQF level 5: Numeracy is positively	

above the VC, highest performance across 5-year trend.					

Five-year analysis: Moray performance at SCQF level 4 and 5 against Virtual Comparator

Literacy & Numeracy	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Moray	**2023**	94.85	91.04	81.36	72.50
VC	2023	93.10	90.18	79.35	68.03
Moray	**2022**	95.53	93.87	84.32	70.09
VC	2022	94.27	91.25	81.10	69.41
Moray	**2021**	95.90	93.29	83.39	70.53
VC	2021	94.52	91.57	82.01	70.93
Moray	**2020**	92.95	88.53	80.88	64.16
VC	2020	93.95	91.62	80.44	69.63
Moray	**2019**	93.30	87.16	80.46	64.00
VC	2019	93.73	91.60	79.81	65.49

4.2   Overall, Moray has performed positively and above the Virtual Comparator for leaver attainment for Literacy and Numeracy at SCQF level 4 and level 5. This year is the second year in a five year trend that performance has exceeded the Virtual Comparator across all four measures reported above.

Improving attainment for all

4.3   This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Attainment is measured using the tariff scale, which was developed for Insight. This allocated a specific number of points to each qualification (including non-examination, unit-based courses). More demanding qualifications gain more points than less demanding ones and in graded courses, a grade 'A' is equivalent to more points than a grade 'C' for example, within the same course

4.4   Three ability cohorts are identified for each school, the VC, the Northern Alliance (Regional Improvement Collaborative) and Scotland as a whole (The National Establishment): those in the lowest 20% of tariff points achieved, those in the highest 20% and those that fall within the middle 60% of tariff points achieved based on the courses they have undertaken and completed.

Average Complementary Tariff Points:	
The lowest 20% are **in line** with comparators overall. The middle 60% are **marginally below** VC, Northern Alliance and Scotland. The highest 20% are	
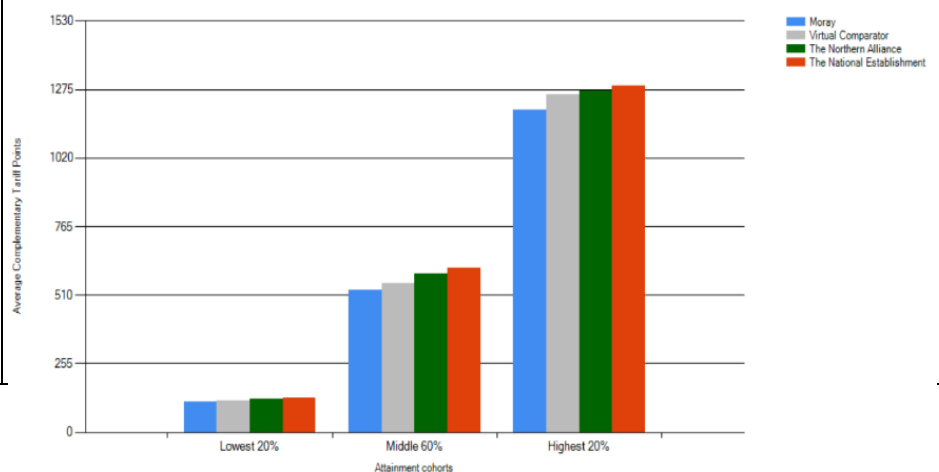
below comparators with gap noted. Performance overall is similar to 2022.	

4.5   Complementary tariff is a score that looks at parity of achievement of young people in their top five qualifications studied. It is not affected by the number of qualifications and units a young person completed; this removes the inequality and anomalies with different curriculum structures across Scotland of which there are many. Reasons including quality of pass and level of study can impact on the overall tariff measure, requiring schools to continue to work with young people and families in raising aspirations in order to aim high for positive achievement.

4.6   Continued work in schools on curriculum choice and innovation, working with Education Scotland in collaboration with our Moray Secondary Schools and through Moray Improvement Groups continue to reflect on structures and work on curriculum design for strengthened consortia working and senior phase offers.

3-year analysis: Lowest 20%, Middle 60%, Highest 20% across SCQF levels

Complementary Tariff	Year	Lowest 20%	Middle 60%	Highest 20%
Moray	**2023**	113	529	1198
VC	**2023**	117	552	1255
Northern Alliance	**2023**	123	590	1269
National	**2023**	127	612	1286
Moray	**2022**	135	568	1231
VC	2022	133	605	1290
Northern Alliance	2022	143	628	1289
National	2022	138	644	1303
Moray	**2021**	129	631	1,277
VC	2021	137	638	1,315
Northern Alliance	2021	143	669	1,328
National	2021	144	692	1,339
Moray	**2020**	117	595	1,284
VC	2020	130	610	1,286
Northern Alliance	2020	142	654	1,321
National	2020	133	657	1,313

4.7   It is noted that the lowest 20% of leavers are marginally below the VC, the middle 60% and highest 20% below the VC. Schools continue to support young people in maximising their attendance, health and wellbeing concerns and aspirations. Challenging behaviours exhibited by a minority of young people require schools to creatively support young people and their families, impacting on resources and staffing capacity. We continue to work with multi-agency partners in support of children and families, with increased societal pressures and demand on partner services impacting on school resources. Discrete staffing pressures in specific subject areas continue to be supported by our schools in order to minimise impact on learner experiences.

4.8   Schools continue to review their course offers, with a number extending their SCQF (Scottish Credit and Qualifications Framework) level 3 to level 6 course offers in particular with a range of grade neutral (ungraded) courses including National Progression Awards, Foundation Apprenticeships and wider awards such as Leadership, Modern Languages for Life and Work and Personal Development Awards. This has led to improvements in performance of the lowest 20% of learners in a number of our schools. However, quality of passes, breadth and depth of qualifications studied remain as issues within measures and identified areas. Schools continue to work with young people in raising their aspirations in order to maximise their attainment/achievement.

Leaver initial destinations – increased post-school participation

4.8   This measure shows the percentage of young people securing an initial positive post-school destination when the leave school at their point of exit in S4, S5 or S6.

4.9   Destination figures reflect choices made by pupils along with opportunities available to them upon leaving school. The availability of particular opportunities (e.g. apprenticeships and employment opportunities) extend options available to school leavers. As a result, this may have impact on the number of young people progressing on to Further and Higher Education as destination pathways.

Leaver Initial destinations – percentage of school leavers in a positive destination:

Moray in 2022/2023 has performed **in line overall with key comparators** (VC, Northern Alliance, National), **second highest across a 5-year trend period** for initial positive destinations.
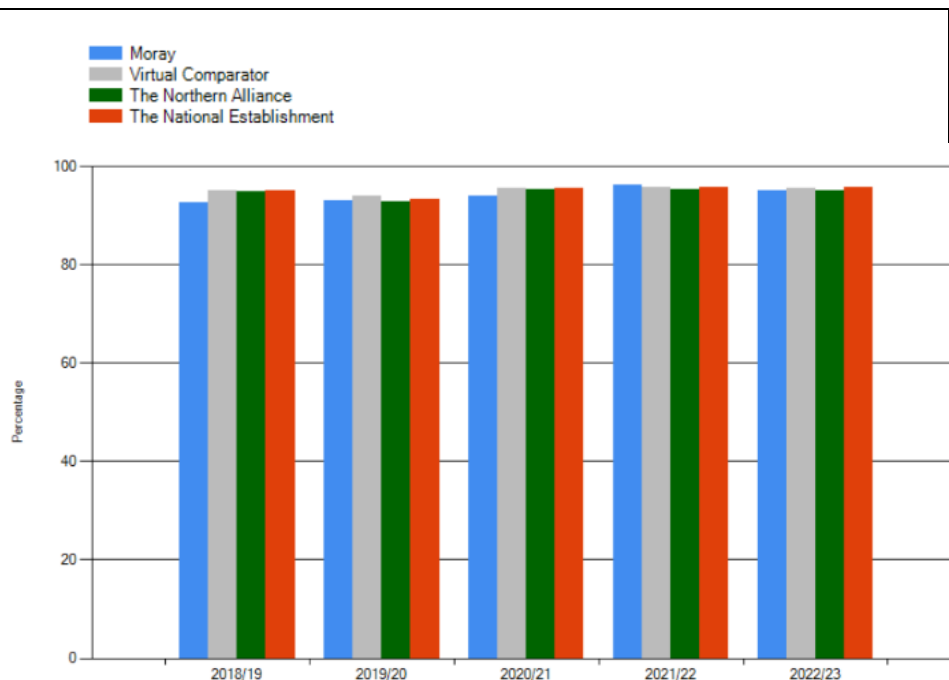

Year	Moray	VC	Northern Alliance	National Establishment
2023	95.06	95.63	95.09	95.87
2022	96.16	95.87	95.41	95.74
2021	94.08	95.64	95.32	95.48
2020	93.07	93.78	92.99	93.36
2019	92.76	95.30	94.98	95.05
2018	93.62	95.05	94.99	94.40
2017	93.53	94.02	94.39	93.72

4.10   In Moray, for 2022/2023 we perform slightly below national average at 95.06% compared with 96.16% in 2021/2022, remaining above 94.08% noted in 2020/2021. Nationally, 95.87% of leavers were in an initial positive destination in 2022/2023 compared to 95.74% in 2021/2022. Gap noted in 2022/2023 between Moray (95.06%) and the VC (95.63%) is 0.57% or represents 6 young people in total. Moray (95.06%) is in line with Northern Alliance (95.09%) from a leaver population of 971 young people.

Leaver destinations for 2021/2022: Data presented highlights **more young people entering employment** compared with most key comparators. **Further Education is above comparators** overall, **Higher Education below comparators.**	
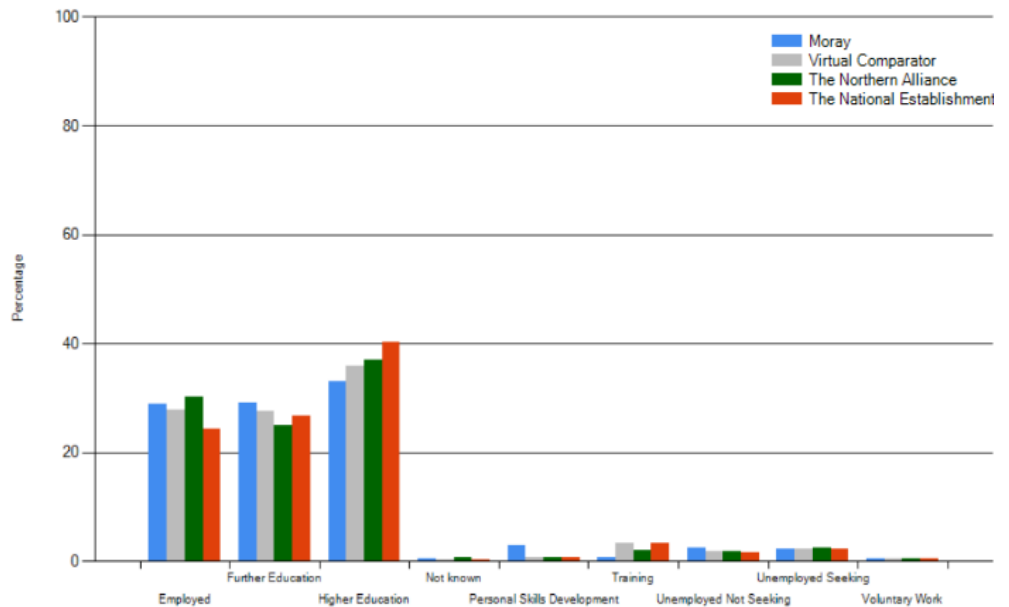
4.11   As further outlined in graph form above and in the table below, the number of young people entering Employment, Further and Higher Education contribute most to initial positive school leaver destination figures highlighted in yellow below. Depending on future destination pathway of young people, numbers entering Employment, Further Education and Higher Education can vary year on year and across our schools.

	Year	Employed %	Further Education %	Higher Education %	Not known %	Personal Skills Development %	Training %	Unemployed Not Seeking %	Unemployed Seeking %	Voluntary Work %
Moray	2022/23	28.94	29.15	32.96	0.41	2.88	0.72	2.37	2.16	0.41
VC	2022/23	27.74	27.63	35.86	0.28	0.59	3.29	1.88	2.20	0.53
Northern Alliance	2022/23	30.18	24.84	37.03	0.64	0.61	1.98	1.85	2.43	0.45
National	2022/23	24.34	26.62	40.30	0.32	0.75	3.35	1.57	2.24	0.52
Moray	2021/22	36.86	24.40	31.36	0.31	1.66	1.45	1.77	1.77	0.42
VC	2021/22	27.18	26.75	38.21	0.33	0.45	2.75	1.67	2.13	0.53
Northern Alliance	2021/22	30.84	23.35	38.28	0.66	0.48	1.93	1.63	2.30	0.53
National	2021/22	25.11	25.45	41.27	0.40	0.51	2.92	1.54	2.32	0.47
Moray	2020/21	27.42	26.62	37.09	0.23	0.46	2.28	2.16	3.53	0.23
VC	2020/21	25.53	24.81	40.91	0.25	0.50	3.58	1.73	2.38	0.31
Northern Alliance	2020/21	27.47	22.80	41.67	0.46	0.34	2.75	1.89	2.33	0.31
National	2020/21	22.58	23.29	45.11	0.30	0.47	3.67	1.69	2.53	0.37

4.12   In comparison with the 2021/2022 leaver cohort, it is noted that numbers entering Further Education in 2022/23 was higher (29.15%) compared with 2021/22 (24.40%), with noted drop in numbers entering Employment in 2022/23 (28.94%) compared with 2021/22 (36.86%).

4.13   Those young people who are *unemployed not seeking* and *unemployed seeking* are marginally above or in line with key comparators respectively. Our schools continue to work with key partners through pathway planning meetings to ensure pupils at more risk of negative destinations are supported, during and post-school. We continue to reduce percentages in these categories to as near to zero as possible, noting impact of wider factors (for example, mental health and wellbeing) on initial positive post-school destination of identified young people. This can vary from school to school and as noted in slight change above to *unemployed not seeking* now at 2.37% of the 2022/23 leaver cohort (23 leavers across our schools from a total leaver population of 971 young people).

4.14   Work continues with key partners including Skills Development Scotland and DYW Moray to ensure Moray learners are informed and afforded opportunities to progress on to chosen post-school pathways based in individual desires and talents. We continue to analyse our key data on leaver dates, destinations and routes to success to support for young people, in order that they may succeed in their chosen journeys.

4.15   Working with Moray College UHI, our young people have opportunities to progress to Further Education courses in areas of interest, many building on successes achieved through Wednesday College courses studies while in Senior Phase at school. As a multi-agency partnership, we continue to review with SDS, DYW Moray, Moray Pathways, Moray College UHI and employability colleagues our Annual Participation Measure (APM), taking key actions forward to address issues in relation to sustaining positive post school destinations.

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

4.16   The graph below shows 2022/23 leaver attainment data (using complementary tariff scores) for Moray against the VC, broken down into the ten deciles according to the Scottish Index of Multiple Deprivation (SIMD).

4.17   Decile 1 refers to attainment of young people living in areas with postcodes considered the 10% most deprived in Scotland according to SIMD. Decile 10 refers to those young people living in postcodes identified as the 10% least deprived datazones according in SIMD. We continue to monitor the use of SIMD as a measure in authorities where rural poverty and other wider poverty related factors are of concern; however, these are not fully considered nationally within SIMD classification.

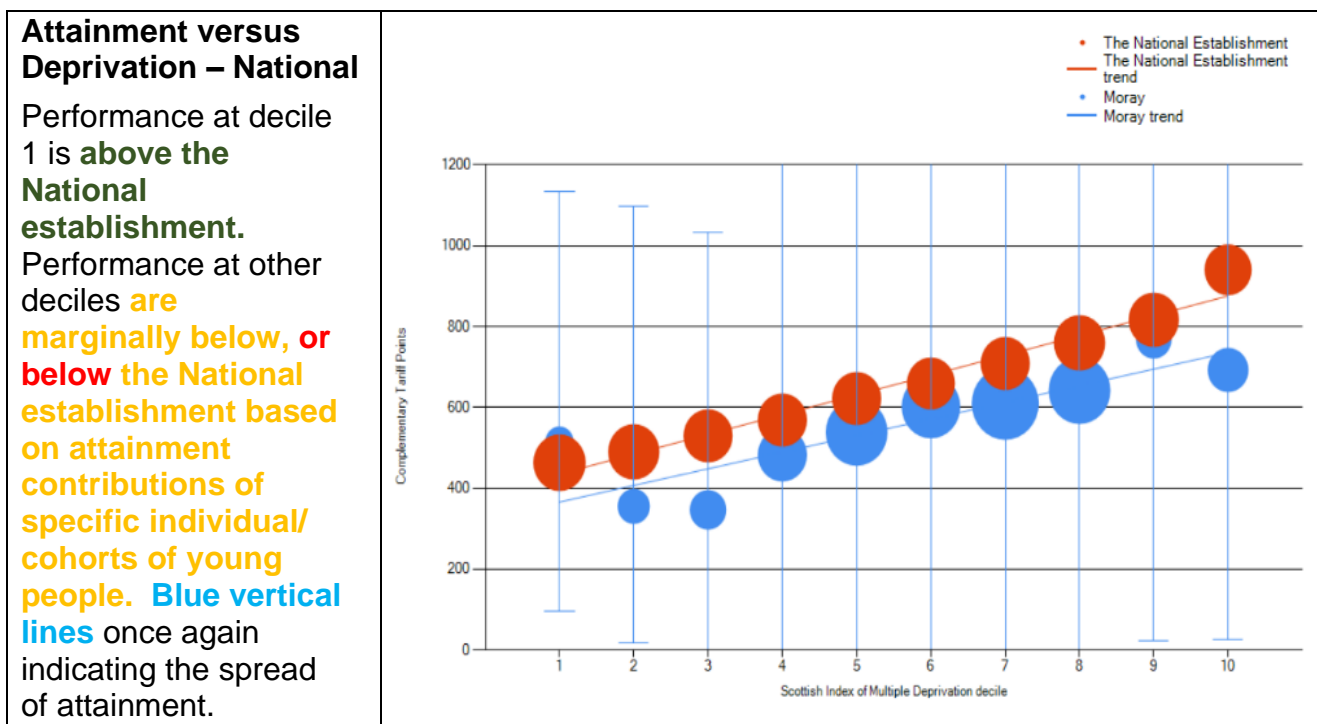| **Attainment versus Deprivation - VC** Performance at deciles 1, 6 and 7 **are in line with or marginally above the VC**. Performance at deciles 4, 5 and 9 **are marginally below the VC.** Performance at SIMD 2, 3, 8 and 10 **are below the VC.** Larger circle size represents a greater amount of young people within the SIMD decile.	
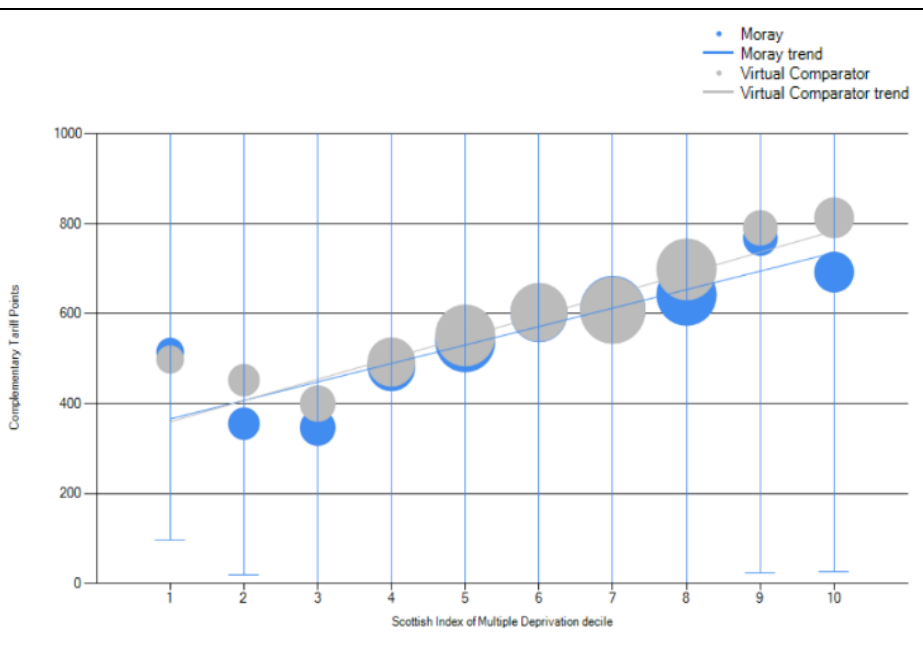
4.18   Similar to session 2021/2022, the highest number of young people leaving school in Moray in 2022/2023 were within SIMD deciles 4-8. It is noted that while performance at SIMD decile 6 and 7 is in line with the VC, some young people in deciles 4, 5 and 8 performed less well in comparison with VC. Vertical lines within each SIMD show the range of attainment for young people within each decile, noting both positive and less favourable attainment for a variety of reasons as noted previously. As shown by trend lines, as SIMD decile increases to SIMD 10, a small attainment gap emerges as the SIMD increase between Moray and the VC. SIMD 1 learners (16) perform well overall. Performance of some young people far exceeds VC as shown by

vertical lines within each SIMD, with opposite also noted in SIMD 3-8 for a range of reasons including health, wellbeing, attendance and engagement.

4.19 A similar comparison may also be made against the National Establishment (Scotland) as shown in graph form below.

| **Attainment versus Deprivation – National** Performance at decile 1 is **above the National establishment.** Performance at other deciles **are marginally below, or below** the National establishment based on attainment contributions of specific individual/ cohorts of young people. **Blue vertical lines** once again indicating the spread of attainment. | |

4.20 As noted in the Initial Analysis of Secondary School Attainment: Session 2022-2023 Committee Paper presented for scrutiny and noting to Education, Children's and Leisure Services Committee on 28 November 2023, we continue to progress key actions across our schools in order to raise attainment and achievement for learners. This includes work underway by Head Teachers to improve course presentation levels and quality of passes among the lowest 20%, middle 60% and highest 20% of learners. Gaps in performance within SIMD deciles are noted and working with wider staff funded through Attainment Scotland Funding and through use of Devolved School Management (DSM) budgets, creation of equity, achievement and inclusion teams is supporting raising attainment and achievement of identified learners. All schools continue to consider their curriculum offers and are extending working together as required in order to ensure young people benefit from appropriate courses and pathways to raise attainment and achievement for all. Work ongoing through Moray Improvement Groups (MIGs) will also support improvement with key actions identified.

Breadth and depth of qualifications achieved by leavers

4.21 This measure considers the breadth (number) and depth (SCQF levels studied) of qualifications achieved by our young people in Moray. This demonstrates the suite of qualifications that our 971 leavers in session 2022/23 (slight increase from 963 in 2021/22, 837 leavers in session 2020/21) gained throughout their Senior Phase by point of exit, whether in S4, S5 or S6 as they reach school leaving age or natural point of exit from their secondary schooling based on their chosen pathway and qualifications required.

4.22 The table below highlights overall performance across key breadth and depth measures against the VC. This measures how many qualifications learners achieved at all SCQF level qualifications (SCQF level 5, 6, 7); this includes National 5, Higher and Advanced Higher awards as well as other qualifications, including Skills for Work and National Progression Awards at level 5. Key measures are:

- 1+, 3+, 5+ and 6+ qualifications at SCQF level 5
- 1+, 3+ and 5+ qualifications at SCQF level 6
- 1+ qualifications at SCQF level 7

	SCQF level 5				SCQF Level 6			SCQF level 7
	1+	*3+*	*5+*	*6+*	*1+*	*3+*	*5+*	*1+*
Moray 2023	86.9%	74.6%	62.0%	56.0%	56.6%	42.3%	28.4%	19.4%
VC 2023	86.6%	74.3%	62.4%	55.7%	59.9%	45.9%	33.1%	21.7%
Moray 2022	90.1%	76.2%	63.1%	56.0%	60.4%	45.6%	29.8%	21.2%
VC 2022	88.5%	77.2%	65.3%	58.3%	63.1%	49.5%	35.8%	23.3%
Moray 2021	88.7%	79.3%	65.8%	57.3%	63.9%	49.7%	34.2%	23.7%
VC 2021	89.0%	78.7%	67.4%	60.5%	65.5%	52.0%	37.6%	24.1%
Moray 2020	87.6%	74.6%	61.9%	55.1%	61.2%	48.5%	34.2%	22.0%
VC 2020	87.6%	76.5%	65.0%	57.4%	63.1%	50.3%	36.8%	22.6%
Moray 2019	88.6%	74.9%	61.6%	50.3%	58.7%	44.5%	29.5%	18.7%
VC 2019	87.8%	74.0%	60.7%	52.7%	60.6%	46.5%	32.3%	19.1%

4.23 At SCQF level 5, leavers achieving 1, 3, 5 and 6 or more qualifications at this level are above the VC, 5+ in line with the VC. Across breadth and depth measures at SCQF level 6, performance is marginally below the VC where 1% of leavers accounts for approximately 10 young people leaving school. Compared with performance in 2022, (as the last year prior to 2019 when formal SQA examinations were the principal form of assessment in place), it is also noted that the VC has fallen across all measures from 2022 to 2023, also noted in change in Moray leavers' performance from 2022 to 2023. Performance of leavers at SCQF level 5 is positive overall, with identified areas for improvement in terms of attainment and potential aspiration to achieve at SCQF level 6, which impacts overall on breadth and depth and other key measures as highlighted through Attainment versus Deprivation graphs in para 4.17 through 4.19.

4.24 Through our Secondary School Improvement Model (SIM) partnership working, secondary schools continue to pilot alternative timetabling and curriculum approaches for session 2023/2024. This includes piloting of seven SCQF level 5 qualifications in S4 in one of our SIM partnerships (two secondary schools) as well as extending accreditation and ungraded (grade neutral) SCQF course offers for young people. All schools have embraced the SCQF Ambassador programme working with the SCQF partnership to extend opportunities through wider awards and accreditation, maximising achievement of Moray's young people.

4.25 We continue to monitor use of additional monies in our school supported through Scottish Attainment Challenge Pupil Equity Funding and Strategic

Equity Funding arrangements. Five key projects are now in place for the latter, with additional focus around attendance and engagement as bids open for session 2024/2025. Looking ahead to SQA 2024, we continue to reflect on our stretch aims set for all of our secondary schools as a measure to focus improvement activities, following review of the Framework for Recovery and Accelerating Progress by Scottish Government and Education Scotland.

4.26   Further actions for improvement have previously been provided in the Initial Analysis of Secondary School Attainment: Session 2022-2023 Committee Paper presented for scrutiny and noting to Education, Children's and Leisure Services Committee on 28 November 2023 (para 5.1 through 6.4). We continue to support our schools through support and challenge activities and our central quality improvement framework aligned to our key Quality Indicator Framework, How Good is Our School? version 4. Further detail is also provided through the Education Public Performance Report for Primary and Secondary Schools 2022/23.

5.   SUMMARY OF IMPLICATIONS

(a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
Reflective of priorities within the Corporate Plan with particular regard to (People) in providing a sustainable education service aiming for excellence, progress in achieving better performance and improved inspection outcomes, empowering and raising aspirations. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for children and young people in Moray through equity of learning experience offered across Moray's schools.

(b)   Policy and Legal
There are no legal implications arising from this report.

(c)   Financial implications
There are no financial implications arising directly from this report. Any future reduction in funding to schools may directly may adversely impact on data presented and impact on supports available to maximise achievement of Moray's children and young people in our schools.

(d)   Risk Implications
There are risk implications as to how this attainment dataset will continue to be used as comparator data for the next 3-5 years and may skew future performance reporting. The data presented herein reflects year 2 of a return to SQA examinations following two years of an ACM, much different to the previous two years of ACM in 2020 and 2021. The conditions for assessment in this year's SQA Examination diet (pandemic related) are also notably different to 2019 with similarity to 2022. For session 2023/2024, further change will also be witnessed with removal of course assessment modifications which had been implemented by SQA in support of post-pandemic course delivery and assessment.

There is further consideration that more young people continue to stay on at school beyond S4 and S5 due to increased anxiety and wider wellbeing factors. This has been noted in some of Moray's secondary schools, requiring creativity regarding potential course options and levels of study.

Likewise, concerns regarding wellbeing and Mental Health and impact on learner outcomes and attainment. Schools continue to support young people through a range of wellbeing and wider learning supports. Schools also report increase in anti-social behaviours and attendance issues, impacting overall on learner achievement and continuity in learning. Schools continue to work with young people and parents in order to address these concerns, with increases in Additional Assessment Arrangements (AAA) noted by schools as well as impact on levels of aspiration among some young people impacting on key breadth and depth measures and attainment.

Schools observe increase in ASN among pupils, impacting on number of courses studied and levels of study. This has noted impact on attainment measures outlined above. A number of young people, due to their ASN, access a personalised curriculum with individual targets and outcomes. This requires schools to allocate resource in a measured, targeted and supportive manner in order to meet the needs for all learners.

(e) Staffing Implications
There are no staffing implications arising directly from this report.

(f) Property
There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact
An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

(h) Climate Change and Biodiversity Impacts
No climate change or biodiversity implications have been determined due to the scrutiny based nature of activities reported and no findings related to such implications contained herein.

(i) Consultations
Senior Officers in Education, Communities and Organisational Development, Equal Opportunities Officer, Human Resources Manager and Caroline O'Connor, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

6. <u>CONCLUSION</u>

6.1 Committee is invited to consider and note performance of leavers in Moray for session 2022/23 as second year of full return to formal SQA examination diets in May 2022, after two years of Alternative Certification Models (ACM) in 2019/20 and 2020/21. Positive

performance continues to be noted in Literacy and Numeracy at SCQF level 4 and level 5, initial positive leaver destinations and individual measures within attainment versus deprivation (SIMD), improving attainment for all (complementary tariff) and breadth and depth compared with 2022 as the first year available of similar comparison due to SQA examination diet presence, post ACM.

6.2 **Schools continue to work together and with key partners to ensure young people progress on to positive post-school destinations and those who require additional support are increasingly supported by our schools, creative in their approaches using resources they have available to meet learning, wellbeing, additional support and behavioural needs. Work continues through inter-school working and local authority improvement groups to strengthen learner achievement and routes to accreditation.**

6.3 **We continue to analyse our data and performance centrally and with our schools through our quality improvement processes, sharing good practice and successes while focussing on improving outcomes further based on data intelligence. This includes through more targeted approach this session as year two of our Secondary School Improvement Model.**

6.4 **This report completes the cycle of performance reporting for session 2022/23.**

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Background Papers:	Initial Analysis of Secondary School Attainment: Session 2022-2023 Committee Paper
Education Public Performance Report for Primary and Secondary Schools 2022/23

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