



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 28 NOVEMBER 2023**

**SUBJECT: INITIAL ANALYSIS OF SECONDARY SCHOOL ATTAINMENT:
SESSION 2022-2023**

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

1. REASON FOR REPORT

1.1 To report to Committee on the attainment of secondary schools in Moray for session 2022/2023 further to National Insight benchmarking toolkit update in September 2023 and central attainment data analysis and review.

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 Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) **scrutinise and note the position in respect of attainment of the young people in Moray for session 2022/2023;**
- (ii) **note that performance discussions with Head Teachers continue to take place during October to December 2023 involving progress visits to schools with regards to attainment position within each secondary school and actions for improvement required;**
- (iii) **note that at a future meeting of this Committee, a follow-up Insight report will be presented in consideration of school leaver data including post-school destinations following data publication in February 2024; and**
- (iv) **review and agree key interventions now planned and/or underway in support of raising attainment and achievement for young people across all secondary schools through identified actions and secondary Stretch Aims set and previously reported to Committee.**

3. BACKGROUND

- 3.1 Session 2022/2023 witnessed the second year of return to a formal Scottish Qualifications Authority (SQA) examination diet and first year of return to more settled school life, following Covid-19 mitigations being fully lifted in April 2022.
- 3.2 While SQA retained modifications to a number of courses and subject areas in terms of assessable content and assessment methods in use, schools continue to report an increase in Additional Assessment Arrangements (AAA) requested and required by young people and their parents. This included extra time, separate accommodation, reader/scribe arrangements, use of ICT to support assessment and rest periods during exams.
- 3.3 As noted nationally, many young people have reported their mental health and wellbeing has been adversely impacted as a result of the Covid-19 pandemic, where schools have continued focus on supporting and monitoring wellbeing while also aiming to raise attainment and achievement for all.
- 3.4 Increased anti-social behaviour has also been reported by a number of our secondary schools and within certain localities involving some young people, with increase in exclusion across some schools and lower levels of engagement. This also creates notable pressures on our senior leaders and staff in our schools in maintaining continuity in learning and focus on improvement, while also ensuring the good order and safety for all due to issues they may encounter on a daily basis using resources and any wider partnership supports that they have available as a school.
- 3.5 In Moray, work continued to build on the good practice across schools with SQA coordinators working closely with the local authority SQA lead to ensure pupils and staff were supported in delivery and assessment preparation. Preliminary Examinations (Prelims) were planned and delivered in January and February 2023 within each secondary school, to provide pupils in S4-S6 with an examination experience and support collection of key evidence in the event this was required for post-certification appeals and AAA evidence. A number of schools also provided a second opportunity through 'exit prelims' in April 2023, to further support examination experience for young people in identified subject areas.
- 3.6 Focus on the Moray Council Accounts Commission Best Value Audit Report key messages and measures continued across schools, through key identified actions highlighted through our National Improvement Framework Plan and Stretch Aims, with actions identified through our Raising Attainment Strategy. These set out an approach to better understand and improve educational attainment, with aspirational Stretch Aims set based on our data intelligence and contextual understanding of local factors impacting on educational attainment.
- 3.7 Ongoing work with the Additional Support Needs (ASN) review will ultimately ensure refreshed approaches to meeting learning needs maximise learner access to qualifications and supports all learners may require in order to be successful, progressing to positive onward post-school destinations.

- 3.8 In April 2023, SQA announced its decision to remove modifications for most SQA courses in 2023/2024. Most courses that had modifications to assessment in place during 2021/2022 and 2022/2023 have now returned to full assessment for 2023/2024. SQA are retaining modifications in 28 courses where they have seen evidence that they have had a positive impact while still allowing learners to show their skills, knowledge and understanding.
- 3.9 For a number of SQA courses, this includes a return to written examinations as well as additional coursework submission requirements. SQA continue to support our schools through our regional SQA Liaison Manager who links with the local authority SQA Coordinator as well as modification support materials, resources and Understanding Standards events for practitioners to ensure national standards are followed and upheld. This further change in assessment adds further to complexities of analysing attainment and achievement data over time based on different assessment conditions in place since 2020.
- 3.10 Our schools continue to support all learners through study support opportunities, homework clubs, Pupil Equity Funded interventions and wider curriculum based approaches (e.g. Universal Pupil Support, Personal and Social Education) in order to prepare young people for future success. This also includes signposting to wider online learning and study support offers through e-Sgoil, Education Scotland and Scholar.
- 3.11 Performance in the Senior Phase is profiled by four key national measures on Insight, the Senior Phase Benchmarking Toolkit. This provides a holistic approach to:
- Improving attainment in Literacy and Numeracy
 - Improving attainment for all
 - Increasing post-school destinations
 - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers
- 3.12 The exam results are available to schools in August each year and analysis of these results for cohort groups appeared within the Insight toolkit in September; the data relating to leaver destinations is not available until December and therefore, this information does not appear in Insight until February of the following year (February 2024). The complete picture of leaver attainment and the achievement of young people in Moray is available from March onwards each year and will be reported to a future Education, Children's and Leisure Services Committee in May 2024.
- 3.13 **Insight Benchmarking Measures – National Measures**
As noted in paragraph 3.11 and 3.12 above, the data for the four National benchmarks will be available each year in late February, once the school leavers' data has been compiled. It is especially important to reiterate that this represents data for all school leavers from S4-6 for the school year 2022/23, as opposed to individual cohorts of learners (all pupils). The National Measures exclusively profile school performance for learners at the point of exit from secondary school education.

3.14 **Insight Benchmarking Measures – Local Measures**

In September each year it is possible to profile school performance within the local measures and in the breadth and depth of awards gained by learners on a cohort by cohort basis (S4, S5 and S6 pupils). Local measures that are pertinent to report on a cohort by cohort basis at this time are:

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

3.15 **Virtual Comparator**

Insight creates a virtual comparator based on selecting young people from across Scotland that match key characteristics of the young people in the school or local authority in question on a 1:10 basis. The performance of the school can then be assessed in relation to that of the virtual comparator group. A similar methodology is used in Insight to generate a virtual local authority pupil grouping for benchmarking local authority performance. It is important to note that features such as similar curriculum models or structures are not included in the comparison where these vary across Scottish local authorities.

3.16 **Breadth and Depth**

Insight allows us to profile the breadth (number) and depth (level of study) of qualifications completed by learners in each year in the senior phase. This year we are again able to profile the attainment of the S6 cohort throughout the senior phase (from S4-S6). In addition to local measures, in this report we will consider:

- S4 breadth and depth attainment at Scottish Credit and Qualifications Framework (SCQF) level 5
- S5 breadth and depth attainment at SCQF level 6
- S6 breadth and depth attainment at SCQF levels 6 and 7

3.17 **Tariff Score Methodology**

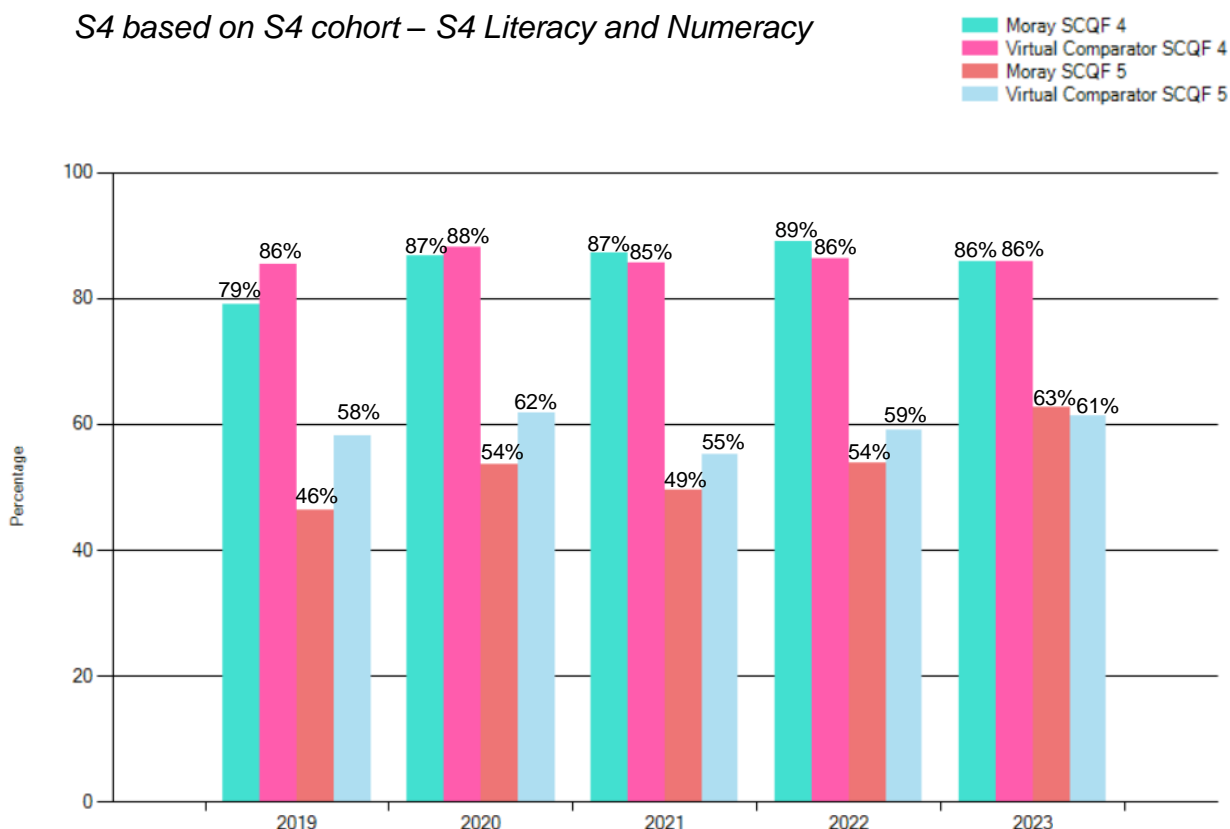
In the local measures of *“Improving Attainment for All”* and *“Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers”*, learner performance is measured by the number of tariff points they have accrued during the Senior Phase. The number of tariff points a young person accrues in their school career is currently based on their ‘latest and best performance’. For example, if a learner achieves an A pass at National 5 in S4 this would accrue 84 points, but would be superseded by their performance at Higher in the same subject in S5 and again by performance at Advanced Higher in S6. The points are not aggregated for an improved performance in a given subject area. Learners should never be aware of their tariff point score where these are used for performance measurement at school/subject level only across key aspects (for example, when comparing Scottish Index of Multiple Deprivation (SIMD) performance, or how pupils with ASN are supported to achieve).

3.18 The total tariff points for the candidate across all of their subjects is calculated as a cumulative measure of their latest and best attainment in each subject to the given point in time plus points for any standalone units which are unrelated to any other subject qualification. Measures presented in the tool are then an average of the total tariff points for the relevant candidates in the cohort.

3.19 The complementary tariff measure is the sum of tariff points accumulated across the latest and best achievement in subjects which a learner has achieved, up to a maximum of 120 SCQF credit points. The subjects which contribute to the 120 SCQF credit points in the complementary tariff measure are those in which the learner has achieved the highest tariff points relative to the amount of learning in that subject (subject tariff points/SCQF credit points for that subject). For purposes of this paper, we will consider complementary tariff points as that gives a truer reflection of a young person’s attainment regardless of local authority or school curricular model and approach.

3.20 Local Measure – Improving Attainment in Literacy and Numeracy

S4 based on S4 cohort – S4 Literacy and Numeracy



S4	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	79%	86%	-7%	46%	58%	-12%
2020	87%	88%	-1%	54%	62%	-8%
2021	87%	85%	+2%	49%	55%	-6%
2022	89%	86%	+3%	54%	59%	-5%
2023	86%	86%	0%	63%	61%	+2%

3.21 In S4, SCQF level 4 Literacy and Numeracy (combined) has remained positive at 86% where achievement is in line with the VC in session 2023. This positive achievement in line with the VC in session 2023 is highlighted in green above. Where attainment gap between Moray and the VC for SCQF level 5 Literacy and Numeracy (combined) has reduced over time, it is noted that while this session the gap has narrowed and resulted in positive performance of 2% against the VC, with Moray performance notes as above the VC for the first year in the 5-year trend shown for SCQF level 5 Literacy and Numeracy (combined). Increase in SCQF level 5 Literacy and Numeracy of 9% in Moray is noted against an increase of 2% in the VC from session 2021/2022 to session 2022/2023. In summary, Moray performance is in line with the VC at SCQF level 4 and outperforms the VC at SCQF level 5 for this measure.

Further analysis is now required into S4 Literacy and S4 Numeracy individually.

S4 based on S4 cohort – S4 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2019	91%	92%	-1%	72%	75%	-3%
2020	93%	93%	0%	74%	77%	-3%
2021	94%	93%	+1%	78%	76%	+2%
2022	92%	92%	0%	77%	76%	+1%
2023	94%	92%	+2%	77%	76%	+1%

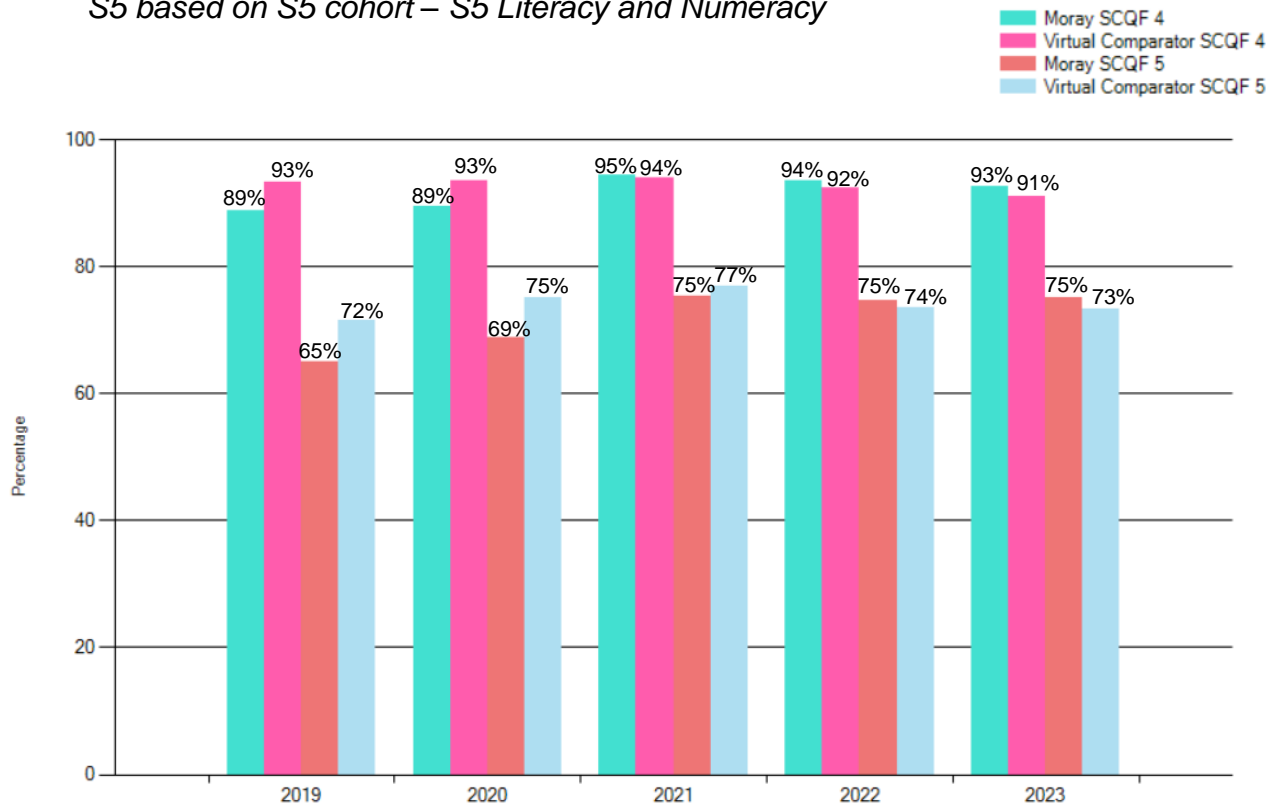
3.22 At SCQF level 4 and SCQF level 5 level Literacy, performance in S4 is favourable overall with performance in line with the VC over past three years. At SCQF level 4, performance is 2% above the VC. At SCQF level 5, performance remains slightly above the VC over the past three years, with positive trend now noted over time (3-year trend). In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure.

S4 based on S4 cohort – S4 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	82%	89%	-7%	51%	62%	-11%
2020	90%	91%	-1%	59%	66%	-7%
2021	89%	88%	+1%	52%	59%	-7%
2022	92%	89%	+3%	59%	63%	-4%
2023	87%	88%	+1%	67%	65%	+2%

3.23 At SCQF level 4 Numeracy, performance in S4 has improved over the past four years in line with the VC with attainment 1% above the VC in 2023. At SCQF level 5 Numeracy, the attainment gap between Moray and VC has reduced over time. With increase on session 2021/2022 of 8%, it is noted that at SCQF level 5 Numeracy, Moray now exceeds the VC by 2% of this measure where trend reversal based on improvement over time in the trend period outlined above is noted. In summary, Moray performance remains above the VC at SCQF level 4 and outperforms the VC at SCQF level 5 for this measure, for the first time across a 5-year trend period.

S5 based on S5 cohort – S5 Literacy and Numeracy



S5	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	89%	93%	-4%	65%	72%	-7%
2020	89%	93%	-4%	69%	75%	-6%
2021	95%	94%	+1%	75%	77%	-2%
2022	94%	92%	+2%	75%	74%	+1%
2023	93%	91%	+2%	75%	73%	+2%

3.24 In S5, SCQF level 4 level Literacy and Numeracy (combined) has fallen by 1% in line with a VC drop of 1%. However, Moray has exceeded the VC by 2% at SCQF level 4 Literacy and Numeracy (combined) in 2022 as highlighted in green above, similar to 2022. The attainment gap between Moray and the VC for SCQF level 5 Literacy and Numeracy (combined) has reduced over time, where it is noted that in 2023 a positive gap of 2% now exists for SCQF level 5 Literacy and Numeracy (combined), with achievement for the past 3 years noted as 75% in Moray, with reductions of 2% and 1% over the past 3 years noted for the VC. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure.

S5 based on S5 cohort – S5 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2019	96%	96%	0%	87%	87%	0%
2020	95%	96%	-1%	87%	88%	-1%
2021	97%	97%	0%	90%	90%	0%
2022	96%	96%	0%	91%	88%	+3%
2023	96%	95%	+1%	88%	86%	+2%

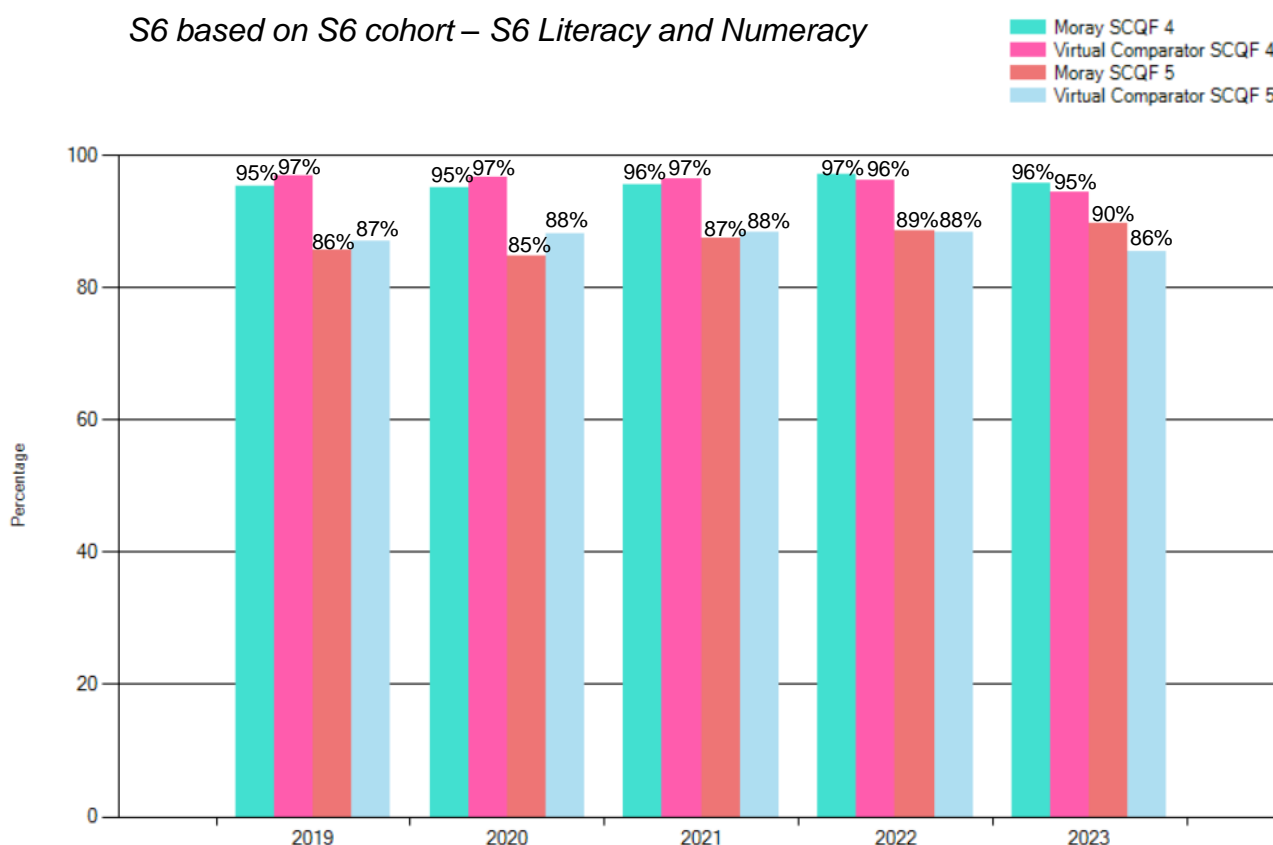
3.25 At SCQF level 4 Literacy in 2023, performance in S5 is 1% above the VC with positive performance witnessed over the 5-year trend period, above the VC for the first year within this trend period. At SCQF level 5 Literacy, reduction compared with session 2021/2022 is noted for both Moray and the VC. Moray has performed 2% above the VC, with positive performance noted as per last session once again. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure.

S5 based on S5 cohort – S5 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	90%	95%	-5%	66%	74%	-8%
2020	91%	95%	-4%	70%	77%	-7%
2021	95%	95%	0%	78%	79%	-1%
2022	94%	94%	0%	76%	76%	0%
2023	94%	93%	+1%	79%	76%	+3%

3.26 At SCQF level 4 Numeracy, performance in S5 has improved in 2023 compared with previous years and is now 1% above the VC, with VC noted as 1% lower than 2022. At SCQF level 5 Numeracy, the attainment gap between Moray and VC has been notable over time, witnessing closing of identified gap in recent years as indicated by colour coding above. In 2023 for SCQF level 5 Numeracy, closure in attainment gap is noted between Moray and the VC with positive 3% above VC noted, where the VC has remained same as 2022 (76%) with Moray increasing from 2022 by 3%. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure.

S6 based on S6 cohort – S6 Literacy and Numeracy



S6	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	95%	97%	-2%	86%	87%	-1%
2020	95%	97%	-2%	85%	88%	-3%
2021	96%	97%	-1%	87%	88%	-1%
2022	97%	96%	+1%	89%	88%	+1%
2023	96%	95%	+1%	90%	86%	+4%

- 3.27 In S6, SCQF level 4 Literacy and Numeracy (combined) was comparable to 2022 at 96%, similar to data trend across the 5-year trend period shown. 1% drop from 2022 has also been experienced by the VC (96% to 95%). At SCQF level 5 Literacy and Numeracy (combined), positive improvement in performance is noted with 90% of learners achieving at this level, 4% above the VC. While a 1% increase in Moray is noted, a drop of 2% is noted in the VC. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure, highest performance at SCQF level 5 across the 5-year trend period.

S6 based on S6 cohort – S6 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2019	97%	98%	-1%	95%	97%	-2%
2020	97%	98%	-1%	97%	96%	-1%
2021	98%	98%	0%	96%	96%	0%
2022	99%	98%	+1%	96%	96%	0%
2023	97%	97%	0%	96%	94%	+2%

- 3.28 At SCQF level 4 Literacy, performance in S6 is in line with the VC overall with positive trend witnessed across the five year trend period and close to 100% achievement. In 2023, SCQF level 4 Literacy is in line with the VC at 97%, noting proximity to 100% achievement, with marginal drop in performance from 2022 for both Moray (2%) and VC (1%). At SCQF5 level Literacy, performance continues to be favourable in comparison to the VC over time, Performance in 2023 is above the VC at 96%, also 96% in 2022 and 2021, noting proximity to 100% achievement at SCQF level 5, the VC noting drop of 2% in 2023. In summary, Moray performance is in line with the VC at SCQF level 4 and above the VC at SCQF level 5 for this measure, highest performance at SCQF level 5 across the 5-year trend period.

S6 based on S6 cohort – S6 Numeracy

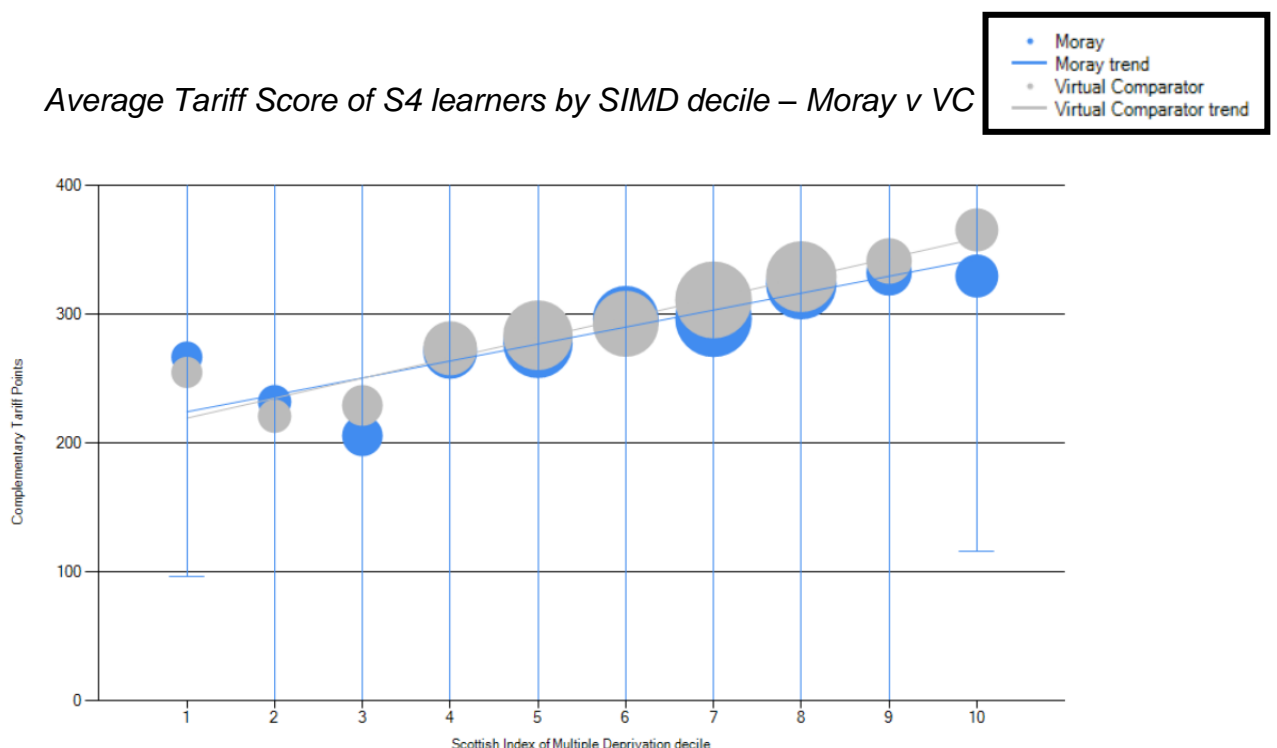
	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	96%	97%	-1%	87%	88%	-1%
2020	95%	97%	-2%	85%	89%	-4%
2021	96%	97%	-1%	89%	89%	0%
2022	98%	97%	+1%	90%	89%	+1%
2023	97%	95%	+2%	91%	87%	+4%

3.29 At SCQF level 4 Numeracy, performance of S6 in 2023 is comparable with previous years and is above the VC (97% compared with 95%, drop of 2% from 2022 in VC), noting proximity of 97% in 2023 to 100% level achievement by point of exit of this S6 cohort. At SCQF level 5 Numeracy, the attainment gap between Moray and VC has been marginal overall, over the past 5 years. In 2023 for SCQF level 5 Numeracy, performance is 4% above the VC at 91% (VC: 87%), with positive achievement of this cohort. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure, highest performance at SCQF level 5 across the 5-year trend period and of particular note at SCQF level 5.

3.30 **Local Measure – Initial Leaver Destination: Post-school destinations**
 This will be reported on as both a Local and National Measure following Insight Benchmarking update in February/March each year, when leaver data becomes available. This will be reported to a future meeting of Committee, anticipated to be June 2024 based on the current Committee cycle.

3.31 **Local Measure - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation**
 The graphs show 2022/2023 attainment data for S4, S5 and S6 (using complementary tariff scores) for Moray profiled against VC and National data. This is broken down into ten deciles according to SIMD data. Thus, decile 1 refers to the attainment of young people with postcodes within data zones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived data zones according to SIMD. In Moray there are few data zones ranked in decile 1. While in Moray it is acknowledged that SIMD does not always indicate inequity that may arise as a result of postcode and locality (including rurality), as a National measure it provides a measure of attainment based on this indicator. It is also useful in considering wider potential external factors which may impact on attainment of Moray’s young people as indicated by data zone.

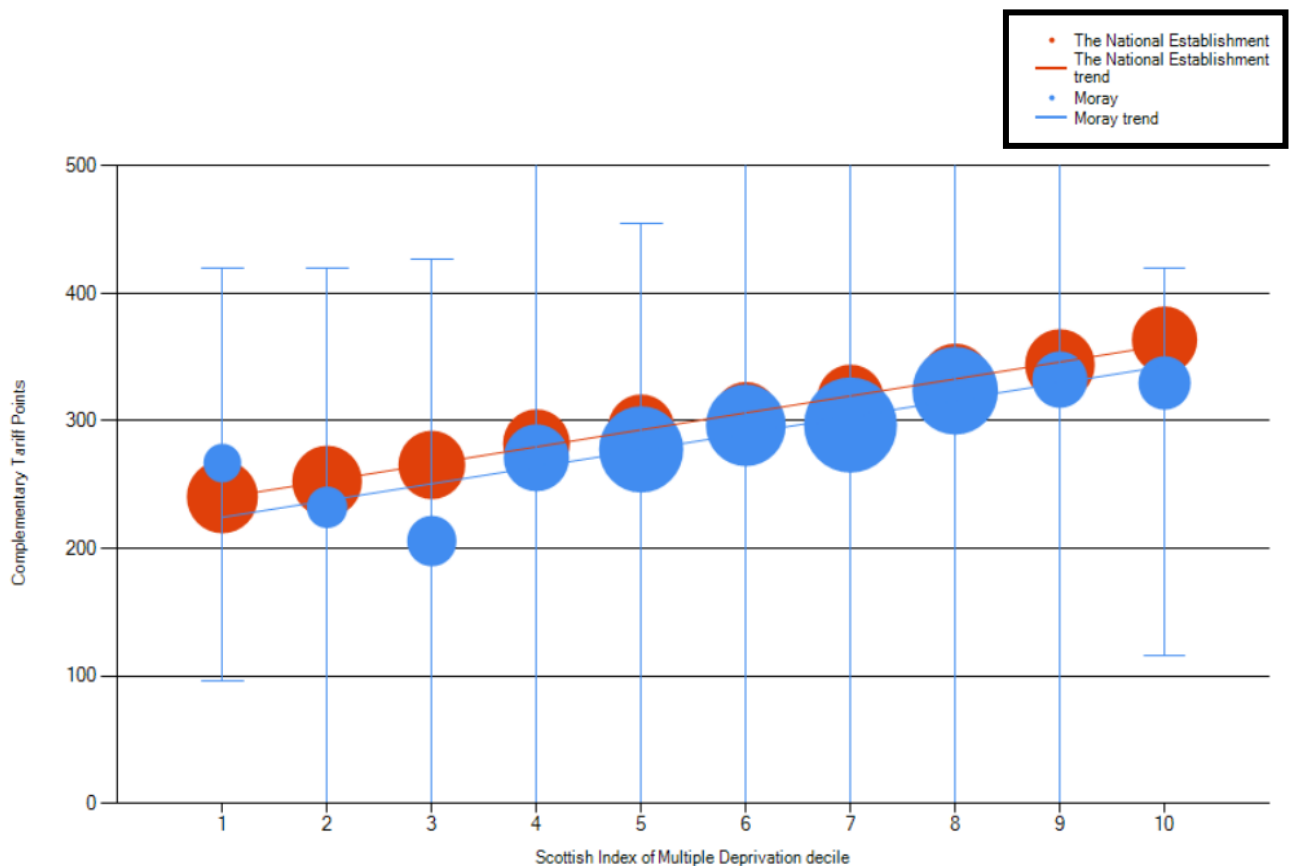
Average Tariff Score of S4 learners by SIMD decile – Moray v VC

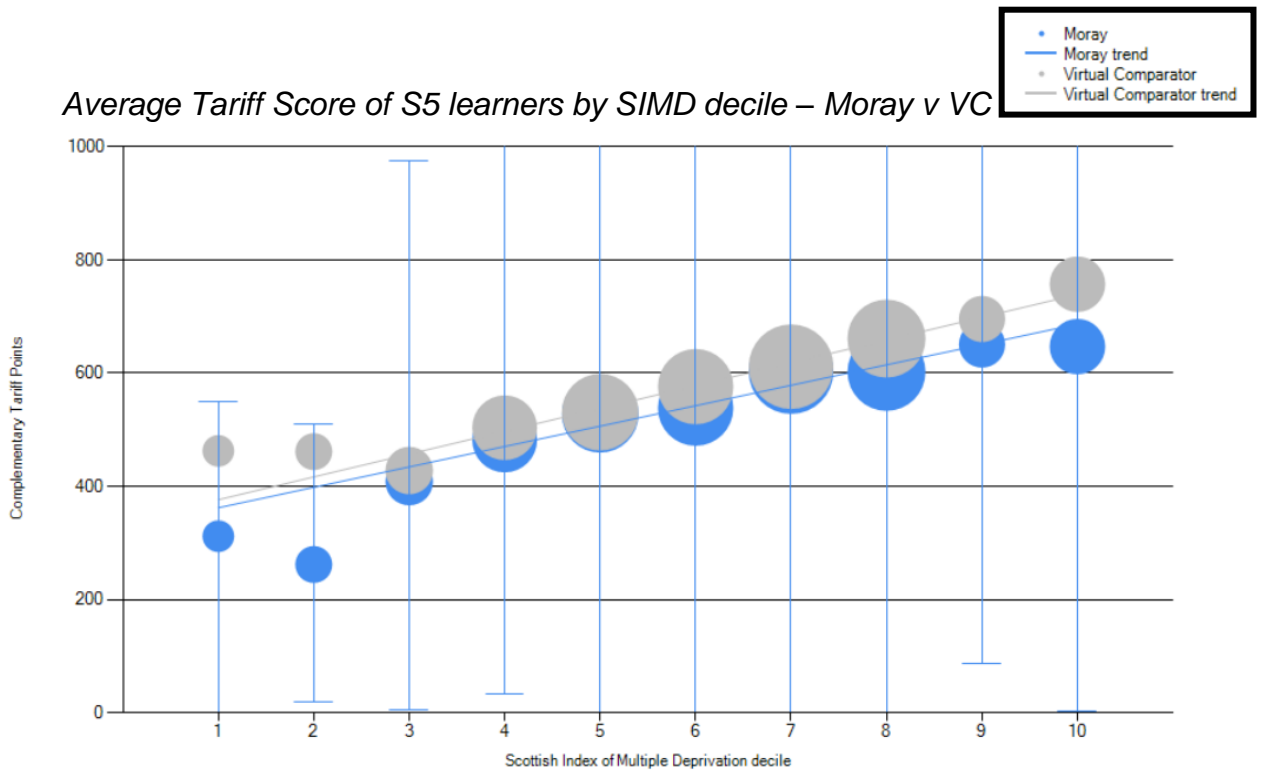


3.32 Overall, the S4 cohort of 1,083 pupils performed in line with or marginally above the VC across most SIMD deciles in 2023. This compares favourably with last session's S4 in 2022 (current S5), where performance had been marginally below the VC across all SIMD deciles. Performance is indicated by the blue (Moray) and grey (VC) trend lines and circular cohort identifiers. In 2023, Performance at SIMD 1 (17 pupils), SIMD 2 (23 pupils), SIMD 4 (98 pupils), SIMD 5 (188 pupils), SIMD 6 (167 pupils) and SIMD 8 (197 pupils) above or in line with the VC overall. A number of learners within SIMD 3 (41 pupils), SIMD 7 (240 pupils), SIMD 9 (62 pupils) and SIMD 10 (50 pupils) perform slightly below the VC. Performance of a number of pupils within upper deciles 7, 9 and 10 in particular have led to marginal achievement gap highlighted by gap between trend lines as SIMD increases.

3.33 Performance is similar to the National picture highlighted below. In line with Moray's local profile, nationally there are more learners in lower SIMD deciles (SIMD 1-3) than in Moray as indicated by bubble size. Variance in tariff points achieved across by all learners is noted by blue vertical lines within each SIMD decile as illustrated in both graphs. A number of learners exceed anticipated achievement for their SIMD and cohort, others achieving less for a range of reasons including attendance and wellbeing factors. A slight attainment gap is noted across deciles compared with VC graph further above, where levels of aspiration through levels achieved and quality of passes achieved may have impacted on overall achievement compared against pupils nationally, within identified deciles where performance is lower.

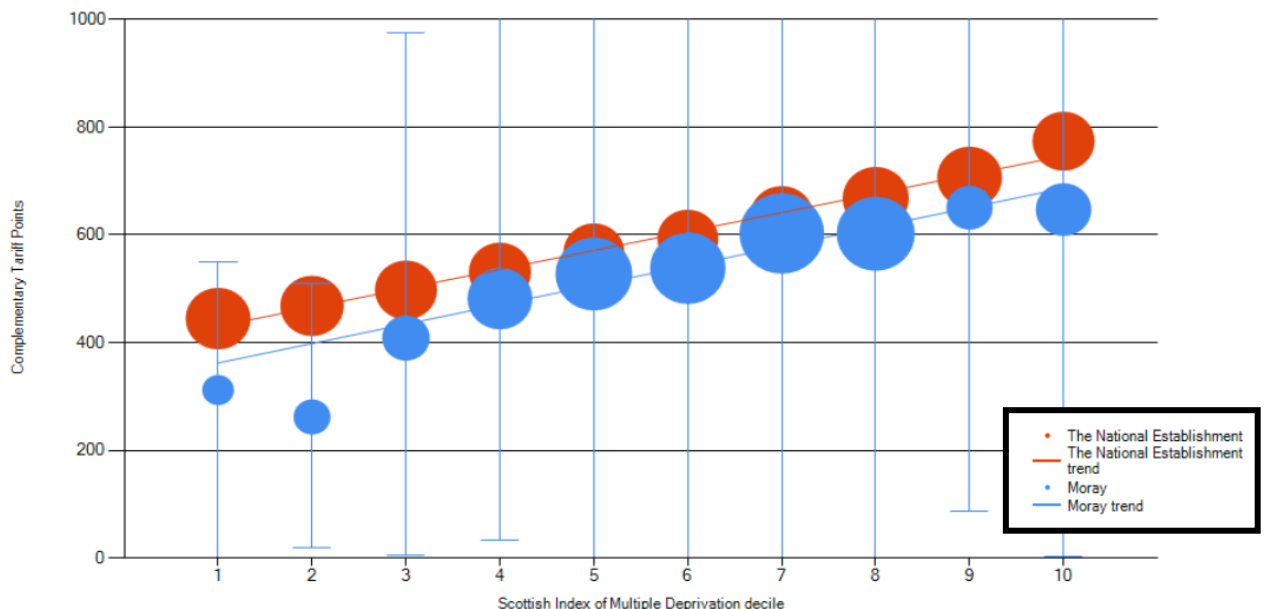
Average Tariff Score of S4 learners by SIMD decile – Moray v National

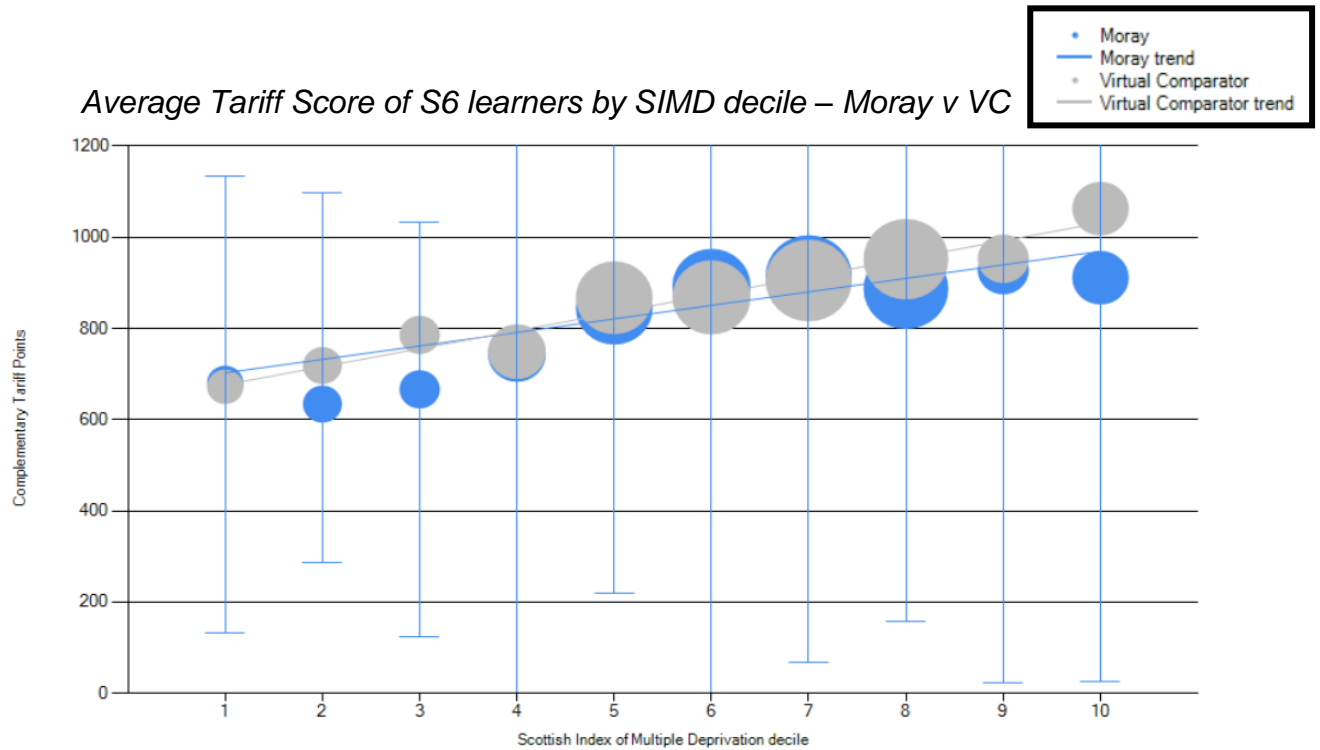




3.34 Overall, the S5 cohort in 2023 (756 pupils) performed marginally below the VC. As noted in 3.32 above, this cohort when in S4 performed marginally below the VC across SIMD deciles. An increased gap in attainment is noted between Moray and VC as the SIMD increases, more notably at upper deciles SIMD 8 (130 pupils), SIMD 9 (31 pupils) and SIMD 10 (53 pupils). Performance at SIMD 1 (8 pupils) and SIMD 2 (14 pupils) are below the VC. At SIMD 3 (34 pupils), SIMD 4 (82 pupils) and SIMD 6 (121 pupils), performance is marginally below the VC. At SIMD 5 (124 pupils) and SIMD 7 (159 pupils), performance is in line with the VC overall where vertical lines once again illustrate variance in pupil achievements. Performance is similar to the National picture highlighted below. In line with the local profile, there are more learners nationally in lower SIMD deciles (SIMD 1-3) than in Moray as indicated by bubble size, with performance of S5 against VC above similar to performance against National Comparator (NC) below. Variance in tariff points achieved across by all learners is further noted in S5 (blue vertical lines) with attainment of pupils in SIMD 8-10 of further note.

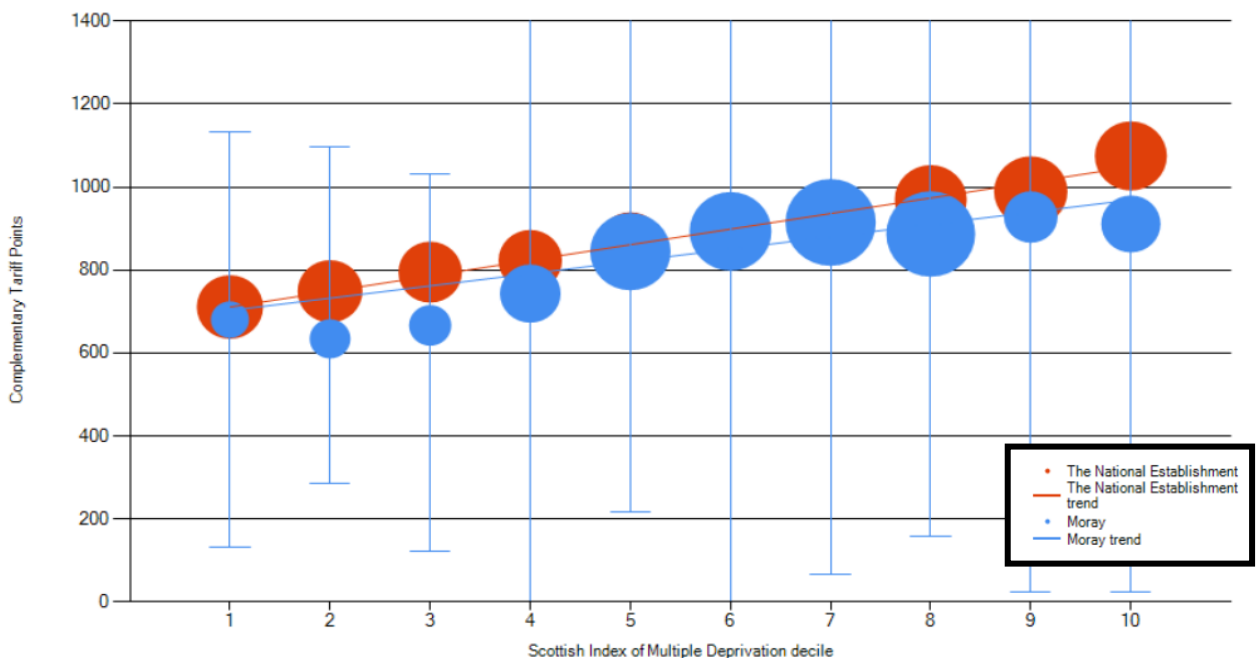
Average Tariff Score of S5 learners by SIMD decile – Moray v National





3.35 Overall, the S6 cohort in 2023 (474 pupils) by point of exit performed in line with, or above the VC in the majority of SIMD deciles. This includes SIMD 1 (8 pupils), SIMD 4 (35 pupils), SIMD 5 (76 pupils), SIMD 6 (77 pupils), SIMD 7 (99 pupils), SIMD 9 (25 pupils). At SIMD 2 (10 pupils), SIMD 3 (12 pupils), SIMD 8 (98 pupils) and SIMD 10 (34 pupils), performance is below the VC for a number of pupils within these SIMD deciles. A gap is once again noted between Moray and VC as SIMD increases. Performance against the VC is similar to the National picture highlighted below. It is noted that attainment is impacted as SIMD increased, with SIMD 1 and 5-7 in line with NC, SIMD 8 and 9 marginally below. SIMD 2-4 and 10 are of note with spread in achievement noted. Variance in tariff points achieved by all learners is noted by blue vertical lines within each SIMD decile as illustrated in both graphs, with a number of learners in SIMD 4-10 exceeding national averages.

Average Tariff Score of S6 learners by SIMD decile – Moray v National

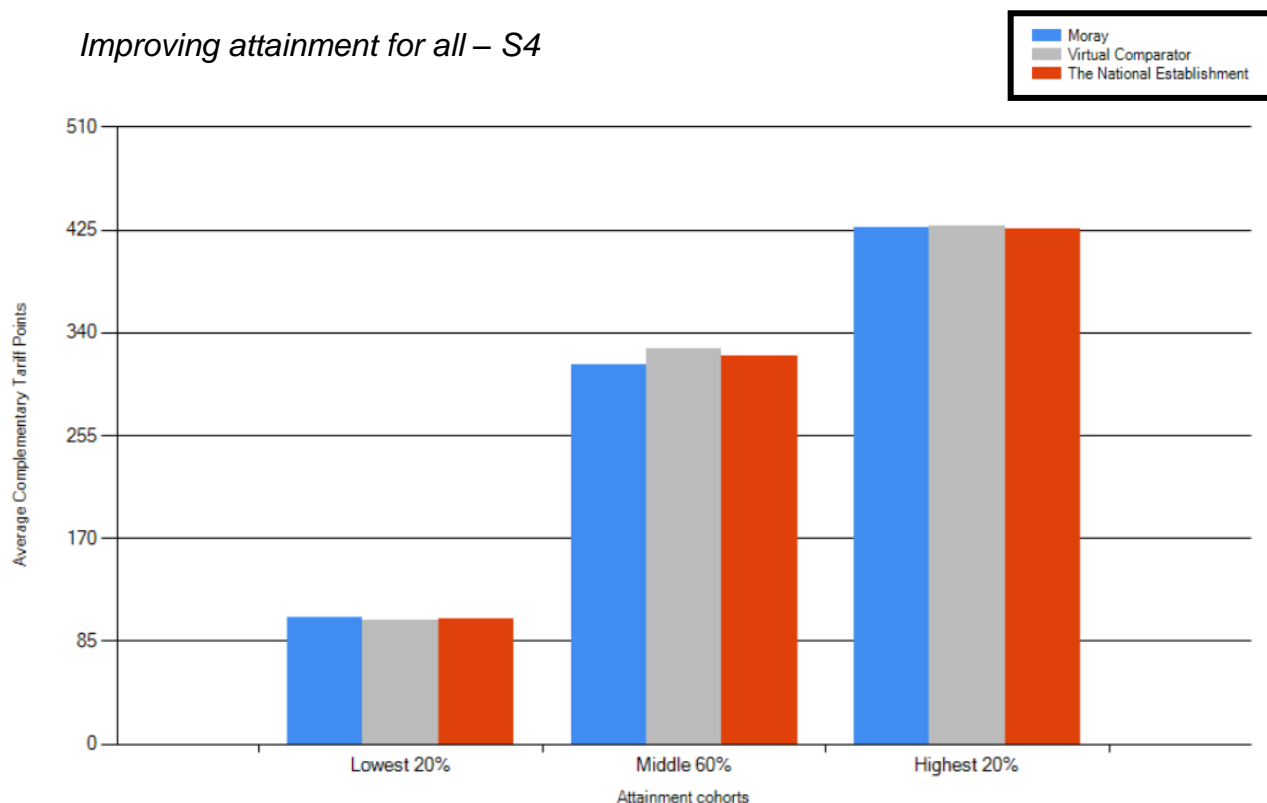


3.36 Within Moray, secondary schools continue to further analyse data sets in order to identify individual learners at risk of underachievement and plan supportive interventions. Schools note a range of reasons for underperformance in cohorts and interventions include creative use of devolved school budgets and wider Attainment Scotland Funding [Pupil Equity Funding (PEF) and Strategic Equity Funding (SEF)] in order to address barriers to attendance, engagement and participation in learning. This also includes putting in place supports and strategies in order to reduce the impact of social, emotional, ASN or wider health reasons on individual pupil achievement. SIMD data available to schools allows further focus within School Improvement Plans supported by PEF where available, to close identified attainment gaps. It is noted that particular localities are impacted depending on SIMD profile and as such work continues in supporting targeted interventions for raising attainment. This includes targeted local authority support through Scottish Attainment Challenge SEF monies, previously reported to Committee.

3.37 Local measure – Improving attainment for all (average complementary tariff points)

This benchmarking measure considers the average complementary tariff score for the lowest 20%, middle 60% and highest 20% of attainers within the relevant cohort. The local measure (all candidates) will compare Moray with the VC and NCs.

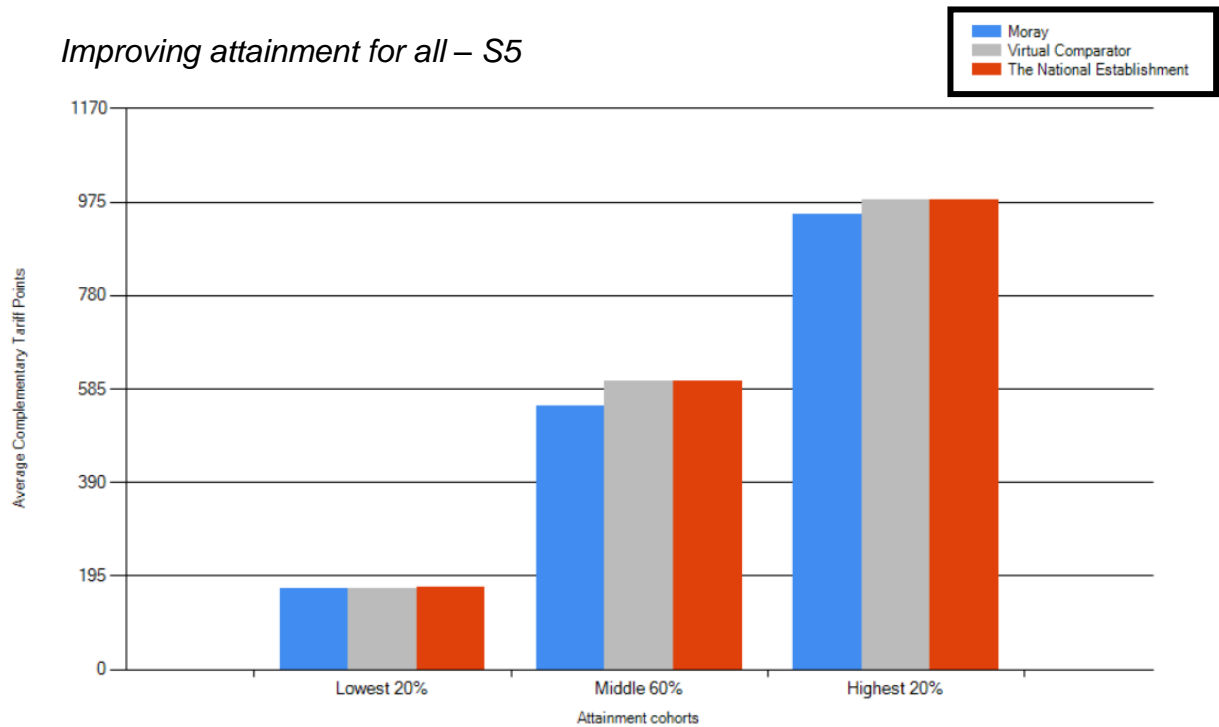
Improving attainment for all – S4



3.38 In S4, performance for the lowest 20% is marginally above the VC and NCs. The highest 20% is in line with the VC and marginally above the NC. The Middle 60% are slightly below both the VC and NCs. This would indicate

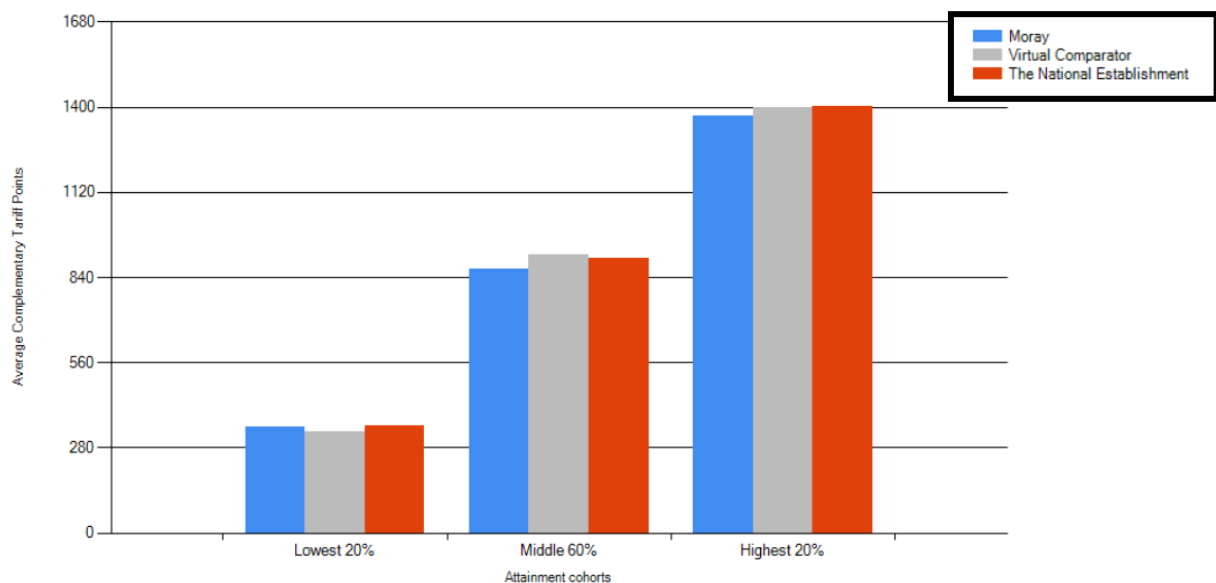
some learners within the cohort underachieving in terms of course level, aspiration or level of pass/award achieve. Overall, performance is positive and noted improvement in performance compared with last session.

Improving attainment for all – S5



3.39 In S5, performance for the top 20% is below the VC and NCs. The lowest 20% of attainers in the cohort perform in line with the VC and NC. The Middle 60% are below the VC and NC. Comment on this cohort’s performance when in S4 is noted in 3.29 and 3.31 above.

Improving attainment for all – S6



3.40 In S6, performance for the top 20% is marginally below the VC and NCs. The lowest 20% of attainers in the cohort perform in line with the NC, slightly above the VC. The Middle 60% are marginally below the VC and the NC.

3.41 Breadth and Depth

S4 Breadth and Depth attainment at SCQF Level 5

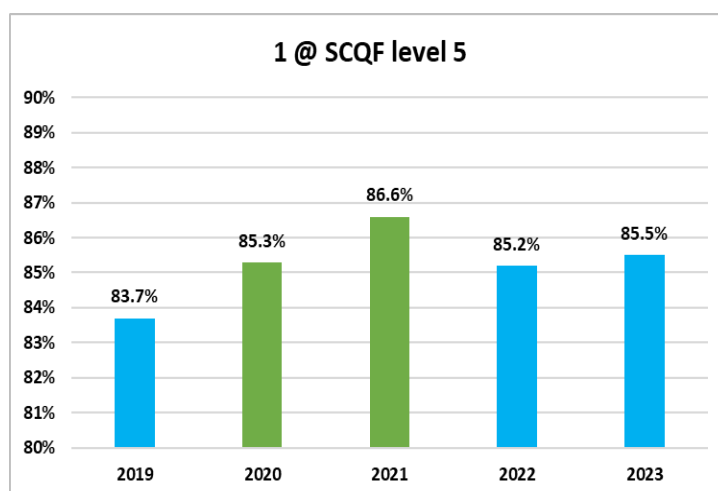
This measures how many qualifications S4 learners achieved at all SCQF level 5 qualifications; this included National 5 as well as others, including Skills for Work and National Progression Awards at level 5.

Moray – S4	2019	2020	2021	2022	2023
1 @ SCQF level 5	83.7%	85.3%	86.6%	85.2%	85.5%
3 @ SCQF level 5	64.4%	66.9%	69.2%	65.6%	69.1%
5 @ SCQF level 5	42.7%	46.7%	48.2%	46.9%	50.4%
6 @ SCQF level 5	30.3%	33.5%	32.8%	35.6%	38.9%
7 @ SCQF level 5	0.6%	11.7%	13.2%	18.8%	24.1%

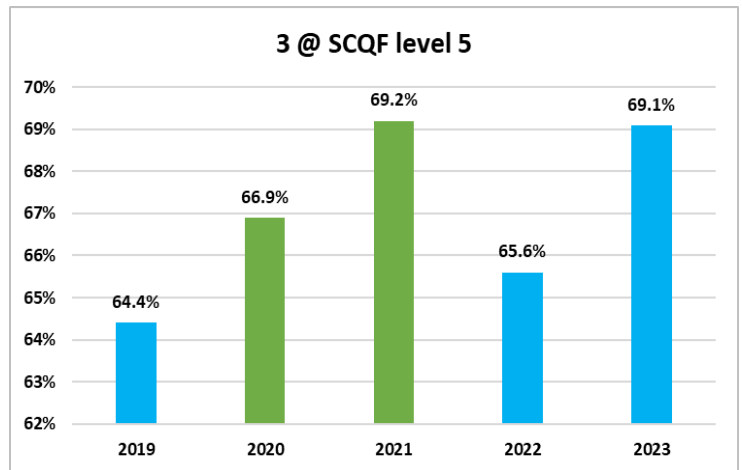
3.42 In session 2023, positive increases in attainment are noted across measures, compared with 2022. Performance also exceeds 2019 as last non-Alternative Certification Model year where an SQA examination diet was present as main form of assessment. The 5 @ SCQF level 5 (50.4%), 6 @ SCQF level 5 (38.9%) and 7 @ SCQF level 5 measures show highest performance over the 5-year trend period. The 1 @ SCQF level 5 and 3 @ SCQF level 5 measures show highest performance in an SQA examination diet best year (2019, 2022 and 2023) and second highest performance across a 5-year trend. Overall, on review of wider datasets and year on year improvement in performance, with the exception of the 1 or more qualifications at SCQF level 5 noted above (performance is above VC and National averages), performance across all measures noted is below both VC and National averages.

3.43 With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S4 where 10 pupils represents 0.9%, with 1,083 pupils in the S4 cohort:

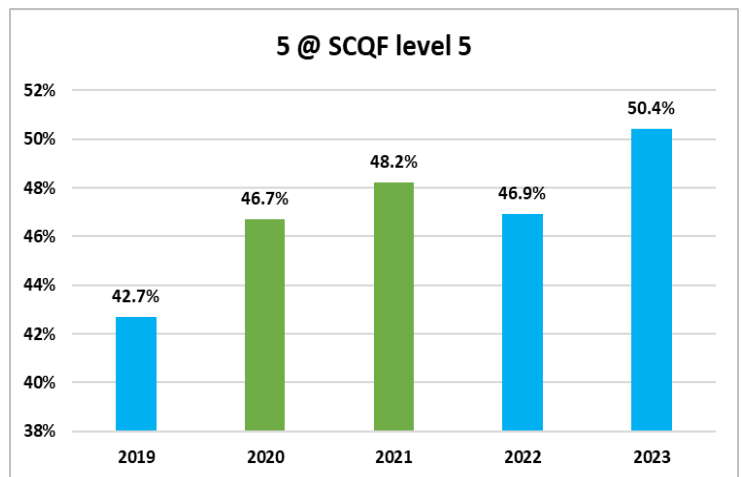
Performance for 1 or more qualifications at SCQF level 5 is below the 2021 Alternative Certification Model (ACM) year but 0.3% greater than 2022 which witnessed return to a formal SQA examination diet featuring as a key part of formal summative assessment. Last year previous to 2022 where similar assessment conditions were present was 2019, with 2023 showing 1.8% increase on 2019.



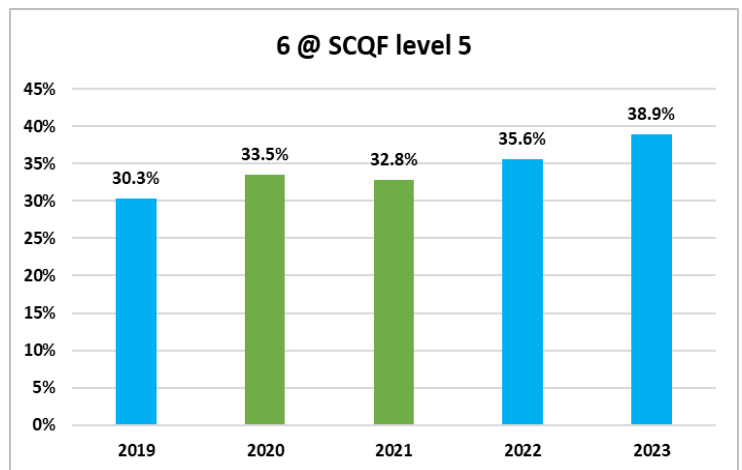
Performance for 3 or more qualifications at SCQF level 5 is comparable to the ACM year (2021: 69.2%), 3.5% higher than 2022 and 4.7% higher than last previous SQA examination year other than 2022 (2019: 64.4%) when a formal SQA examination diet featured as a key part of formal summative assessment.



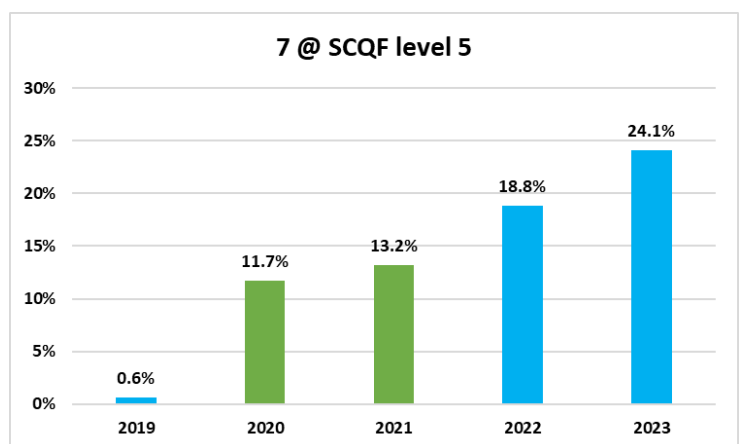
Performance for 5 or more qualifications at SCQF level 5 is highest year's performance noted to date across the 5-year trend period, also above both ACM years (2020 and 2021). 3.5% above 2022 and in relation to 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment other than 2022, performance is 7.7% greater.



Performance for 6 or more qualifications at SCQF level 5 is above the 2020 and 2021 ACM years. Compared with last session, a 3.3% improvement is noted and in relation to 2019 which was the last previous year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 8.6% greater.



Performance for 7 or more qualifications at SCQF level 5 is highest across the 5-year data set. Within existing curriculum models, schools are offering further opportunity to study a seventh National 5 qualification, with National 5 Applications of Maths presentations also supporting this positive trend.



3.44 S5 Breadth and Depth attainment at SCQF Level 6

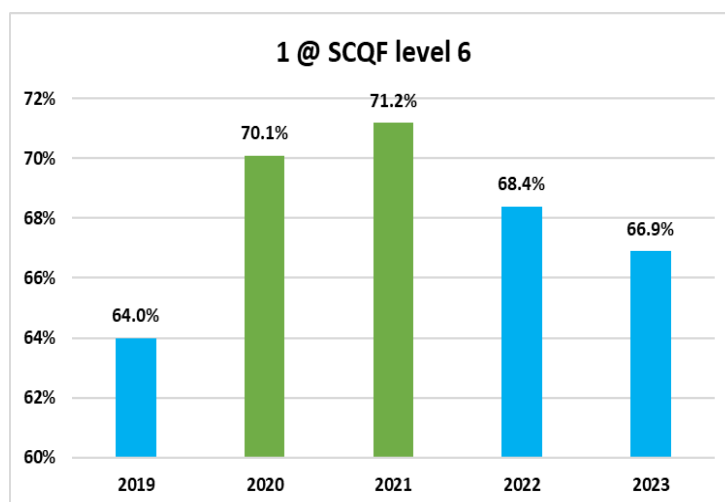
This measure demonstrates how many qualifications S5 learners achieved at SCQF level 6; this includes Highers as well as other qualifications, including Skills for Work and National Progression Awards at level 6.

This data is based upon the S5 cohort numbers who continue to S5 as a common measure for measuring performance with SQA qualifications.

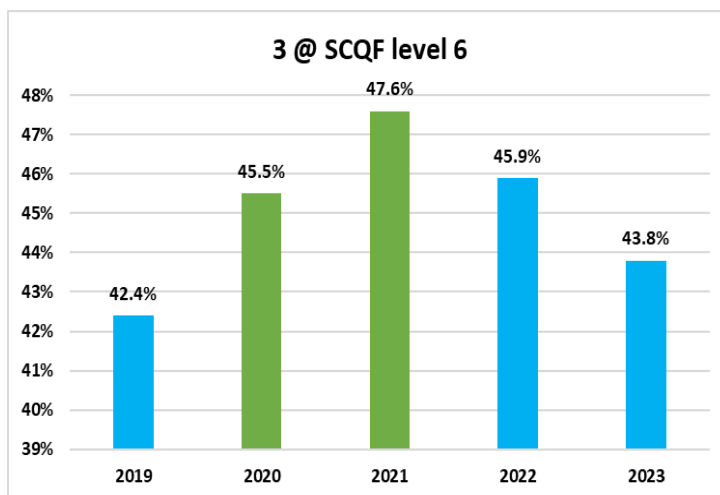
Moray – S5	2019	2020	2021	2022	2023
1 @ SCQF level 6	64.0%	70.1%	71.2%	68.4%	66.9%
3 @ SCQF level 6	42.4%	45.5%	47.6%	45.9%	43.8%
5 @ SCQF level 6	20.0%	19.2%	20.8%	18.1%	20.2%

- 3.45 Following return to an SQA examination diet in 2022, it is noted that performance has marginally reduced for the S5 cohort in 2023 compared with the 2020 and 2021 ACM presentation years and 2022 performance overall.
- 3.46 In review of wider datasets and the measures for 1 or more, 3 or more and 5 or more qualifications at SCQF level 6, performance is below Virtual and National Comparators. As with S4, this is highlighted in graphs and charts further above (see 3.28 through to 3.37 above).
- 3.47 Compared to 2022, performance in the 5 or more qualifications at SCQF level 6 has witnessed improvement of 2.1%. Across all three measures noted in 3.41 above, compared with 2019 as the last academic session where SQA examinations were present as summative assessment format other than 2022, there is positive improvement noted at for 1, 3 and 5 or more passes at SCQF level 6.
- 3.48 With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S5 where 10 pupils represent 1.3%, with 756 pupils in the S5 cohort):

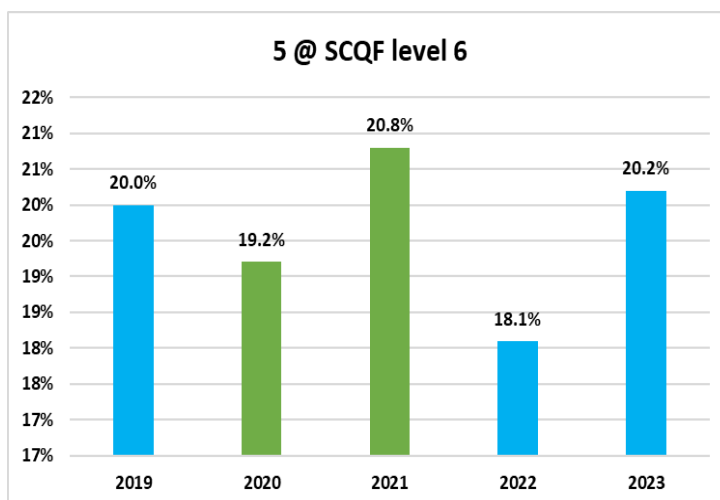
Performance for 1 or more qualifications at SCQF level 5 is below 2022 performance as most recent examination diet year (1.5%) but 2.9% higher than 2019 as last year prior to 2022 where similar examination diet and assessment conditions were present. Second lowest performance year across a 5-year trend period.



Performance for 3 or more qualifications at SCQF level 6 is below 2022 (2.1%) as most recent year where an external examination diet features as a key part of formal assessment. 2022 performance is 1.4% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal assessment.



Performance for 5 or more qualifications at SCQF level 6 is second highest across all years across the 5-year trend period. 2023 performance is 2.1% more than 2022 as noted above regarding SQA examination basis, comparable to 2019 performance as last year other than 2022 where an SQA examination diet formed a key part of formal assessment.



3.49 S6 Breadth and Depth attainment at SCQF Levels 6 and 7

This measure indicates how many qualifications S6 learners achieved at SCQF level 6 and 7; this includes Highers and Advanced Highers as well as others, including Skills for Work and National Progression Awards at level 6 and 7. This is an overview of level 6 and 7 attainment which may have been achieved prior to S6 within the Senior Phase.

This data is based upon the S6 cohort numbers who continue to S6 as a common measure for measuring performance with SQA qualifications.

	2019	2020	2021	2022	2023
3 @ SCQF level 6	78.0%	80.0%	79.9%	76.6%	76.2%
5 @ SCQF level 6	57.1%	61.3%	59.8%	55.1%	54.9%
1 @ SCQF level 7	38.2%	42.4%	44.1%	40.6%	40.3%

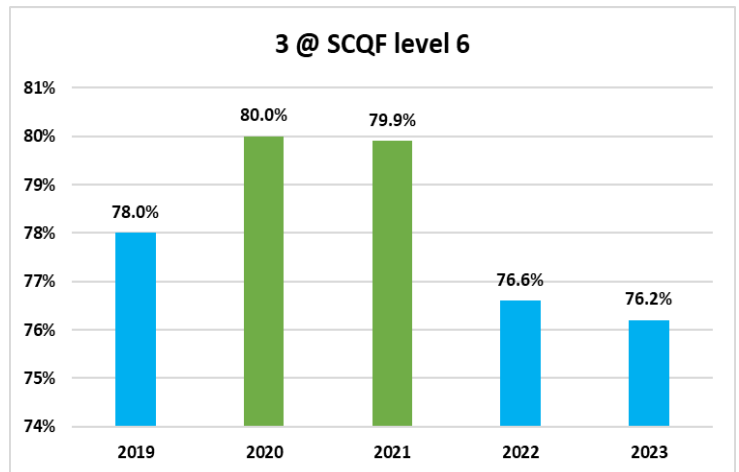
3.50 In review of wider datasets and the measures for 3 or more and 5 or more qualifications at SCQF level 6, performance is marginally below and below VC and NCs respectively. At the 1 or more qualifications at SCQF level 7 measure, performance is very marginally below VC and NCs.

3.51 In comparison with 2022 as most recent examination diet year, and the 2020 and 2021 ACM years, performance has marginally dropped for the 3 @ SCQF

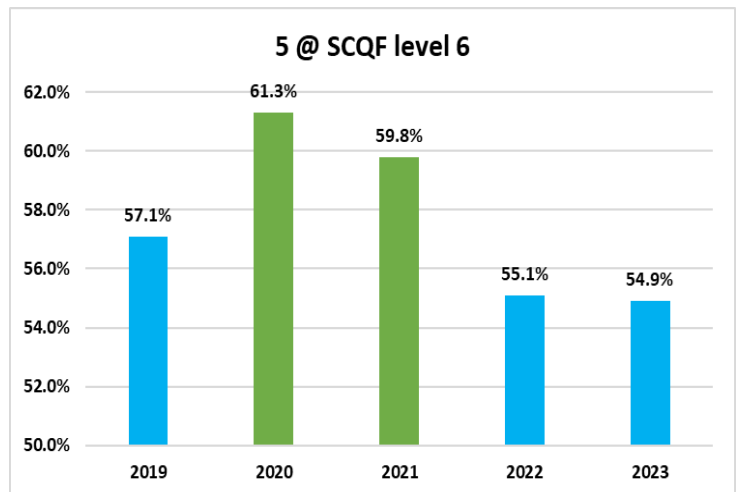
level 6 and 5 @ SCQF level 6 measure for S6. The largest marginal fall in performance for 5 @ SCQF level 6 of 5.5% represents 28 learners based on S6 cohort size. In total, 204 young people achieved at least one SCQF level 7 qualification based on dataset presented.

3.52 With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S6 where 10 pupils represent 2.1%, with 474 pupils in the S6 cohort:

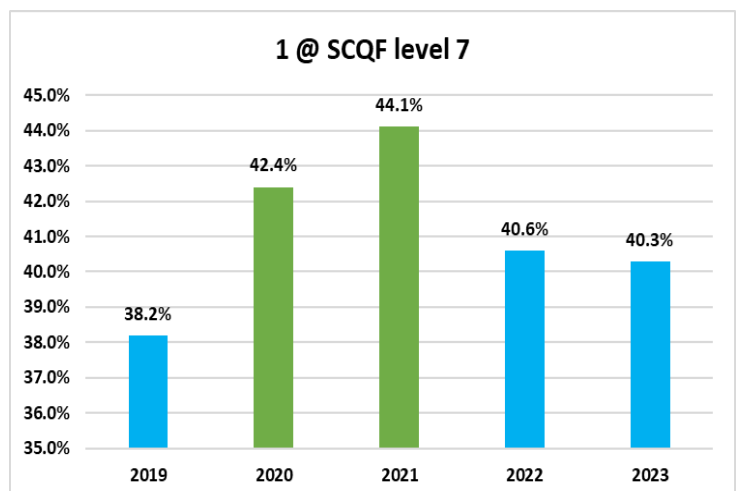
Performance for 3 or more qualifications at SCQF level 6 is 0.4% (2 pupils) below 2022 as most recent year where an examination diet featured as a key part of assessment. Compared with 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 1.8% below (9 pupils).



Performance for 5 or more qualifications at SCQF level 6 is 0.2% (1 pupil) below 2022 as most recent year where an examination diet featured as a key part of assessment. Compared with 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 2.2% below (10 pupils, average).



Performance for 1 or more qualifications at SCQF level 7 remains below the ACM years (2020 and 2021) and above 2019 performance (2.1%; 10 pupils). It is noted that study to SCQF level 7 may not be the preference for most young people, who prefer to add breadth to qualifications portfolio they hold at SCQF level 6.



3.53 *Subject SQA performance at National 5, Higher and Advanced Higher*

In Moray, over 90% of our young people achieved an award (A-D) at S4 National 5 with increase in our 3, 5 and 7 or more passes (A-C) at level 5 based on last year's data. In S4, performance is stronger compared with 2019 as the last comparable SQA examination year too, prior to last year, with the 5, 6, and 7 or more qualifications at S4 National 5 in particular witnessing positive increase. We also see an increase in presentations across a range of subjects, with schools increasing the breadth of qualifications offered to young people. 43 young people also achieving 7 or more 'A' passes in S4 at National 5 as well as added depth, with 25 young people achieving 1 or more Higher (SCQF level 6) passes in S4 as a further level of study where appropriate to their individual learner journey. Positive performance of S4 is noted in Administration and IT, Applications of Maths, Art and Design, Chemistry, Drama, English, French, German, History, Music, Physical Education, Practical Cookery, Practical Woodworking and Spanish based on early results data.

Performance at S5 Higher remains comparable to last session at 91% of young people achieving an award at (A-D). In particular, our 5 or more qualifications at level 6 measure witnesses increase with 15% of our young people achieving 5 or more Highers (SCQF level 6) qualifications. Compared with 20 pupils in 2019 as last examination year prior to last year where 23 young people achieved 5 or more 'A' passes at Higher, this year 29 young people have achieved this, with a number of outstanding individual successes. In particular, young people performed well in Art and Design, Business Management, French, German, Graphic Communication, History, Music, Physical Education and Politics.

In S6, young people studied a variety of courses at Higher and Advanced Higher level. At S6 Advanced Higher, 89% of young people achieved an award (A-D) and at Higher, 85% of young people achieved an award at this level. As schools extend their curriculum offer based on the wide range of SCQF qualifications and accreditation on offer, it is noted that study at SQA level 6 (Higher) and SQA level 7 (Advanced Higher) remains appropriate for many young people in our schools and their chosen onward destination post school. In S6 Advanced Higher, positive performance is noted in Art and Design, English, Geography, Modern Studies and Music. We await final analysis and outcomes following SQA Appeals 2023.

- 3.54 Moray College continues to provide qualifications for Senior Phase pupils at National 5 and Higher level as well as Skills for Work (SfW) courses and National Progression Awards (NPA) at levels 4 and 5. The SfW and NPA course provide a high proportion of passes and this supports continued engagement with the College post-school as well as links to apprenticeship programmes. Current provision is predominantly via 'College Wednesday'.

At National 5 and Higher level, performance is noted in the table below for A-C passes for 2018-2023. Performance is based on a total of 81 entries across Moray Secondary schools for graded courses, with an A-C pass rate of 62% (A-D award rate of 77%). Entries to graded courses remain low as per last year.

	2023	2022	2021	2020	2019	2018
	A-C	A-C	A-C	A-C	A-C	A-C
H ESOL	100%	100%	100%	100%	80%	100%
H Psychology	46%	38%	93%	74%	40%	70%
H Sociology	80%	40%	100%	100%	50%	31%
H Human Biology	0%	50%	82%			
N5 ESOL	92%	75%	86%	100%	75%	100%
N5 Practical Cookery				90%		
N5 Psychology	57%	76%	77%	86%	70%	82%
N5 Sociology			67%			

3.55 Moray's young people studied a further range of ungraded and non-examination based courses (SCQF rated at level 3, 4, 5 and 6 as noted below) at Moray College UHI. Based on current year performance, 179 passes were achieved across a range of courses with pass rates across these courses noted below:

Level	Course	Pass rate (current year)
SCQF Level 3	British Sign Language	100%
National 4	Early Learning and Childcare	100%
National 4	Hairdressing	92%
National 4	Hospitality	91%
National 4	Uniformed and Emergency Services	100%
SCQF Level 4	Bakery	92%
SCQF Level 4	British Sign Language	100%
SCQF Level 4	Construction Craft and Technician	98%
SCQF Level 5	Computer Networks	100%
SCQF Level 5	Digital Media	100%
SCQF Level 5	Social Sciences	100%
SCQF Level 5	Web Design	100%
SCQF Level 6	Creative and Digital Media: Technologies, Processes and Practices	88%
SCQF Level 6	Food Manufacture	50%
SCQF Level 6	Foundation Apprenticeship in Creative and Digital Media	100%
SCQF Level 6	Foundation Apprenticeship in Food and Drink Technologies	50%
SCQF Level 6	Foundation Apprenticeship in Social Services and Healthcare	100%
SCQF Level 6	Foundation Apprenticeship in Social Services: Children and Young People	100%
SCQF Level 6	Sports Development	100%

3.56 Results continue to be discussed and reviewed in partnership with Moray College link officers with next steps identified and subsequently outlined. This includes extension to existing graded (see 3.54 above) and ungraded pass/fail (see 3.55 above) course offers in order to extend Curriculum offer for young people across Moray.

4. Strengths identified from attainment data and analysis

4.1 Literacy and Numeracy

- S4 Literacy and Numeracy – Moray performance is in line with the VC at SCQF level 4 and outperforms the VC at SCQF level 5 for this measure, for both Literacy and Numeracy
- S4 Numeracy at SCQF level 5 now exceeds the VC for this measure, for the first time across a 5-year trend period
- S5 – Literacy and Numeracy – Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure, for both Literacy and Numeracy
- S5 Numeracy at SCQF level 5 now exceeds the VC by 3%, for the first time exceeding the VC across a 5-year trend
- S6 Literacy and Numeracy – Moray performance is above the VC at SCQF level 4 and SCQF level 5 for both Literacy and Numeracy, highest performance at SCQF level 5 Numeracy across the 5-year trend period

4.2 Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation

- S4 cohort of 1,083 pupils performed in line with or marginally above the VC across most SIMD deciles – this included SIMD 1, 2, 4, 5, 6 and 8
- S5 cohort of 756 pupils performed marginally below the VC and in line with the VC at SIMD 5 and 7, marginally below at SIMD 3, 4, 6 and 8
- S6 cohort of 474 pupils by point of school exit performed in line with, or above the VC across the majority of SIMD deciles including SIMD 1, 4, 5, 6, 7 and 9

4.3 Improving attainment for all

- In S4, performance for the lowest 20% of learners is in line with the VC and NCs. The highest 20% of learners also perform in line with the VC and NCs. A number of young people perform marginally below the VC and NCs, with positive achievement in S4 noted overall against comparators
- In S5, the lowest 20% of attainers in the cohort perform in line with the VC and the NC. The highest 20% of learners perform marginally below the VC and NCs
- In S6, the lowest 20% of attainers in the cohort perform marginally above the VC and the NC. The Middle 60% and highest 20% are marginally below VC and NCs

4.4 Breadth and Depth

- Positive trends in breadth and depth are noted for S4 across all measures compared with 2022 performance, in particular for 5, 6 and 7 or more qualifications at SCQF level 5
- Breadth and depth in S5 is noted as showing performance greater than 2019 as first year prior to 2022 where a final examination formed part of final course assessment, with improvement noted in the 5@SCQF level 6 measure
- The proportion of learners in S6 gaining 1 or more qualification at SCQF level 7 remains comparable to 2022, higher than 2019

4.5 **Academic and wider partnerships**

- Pupils who study additional courses at Moray College UHI working in partnership with schools, achieved some additional graded and ungraded qualifications with particular success based on higher presentation numbers in non-examination 'ungraded' courses

5. **Areas of future focus from attainment data and analysis**

5.1 **Literacy and Numeracy**

- Continued focus on identifying young people who require support to maximise Literacy and Numeracy level by school point of exit

5.2 **Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation**

- S4 attainment focus within SIMD deciles 3, 7 and 9-10 is required where attainment gap is noted between Moray, VC and National
- S5 attainment at SIMD 1, 2, 5, 7, 9 and 10 is required where attainment gap is noted between Moray, VC and National
- S6 attainment at SIMD 2, 3, 8 and 10 is required where attainment gap is noted between Moray, VC and National

5.3 **Improving attainment for all**

- S4 – improvement in course presentation levels and quality of passes to support strengthened achievement (marginal, middle 60% of attainers)
- S5 – improvement in course presentation levels and quality of passes to support strengthened achievement (middle 60% and highest 20% of attainers)
- S6 – improvement in course presentation levels and quality of passes to support strengthened achievement (middle 60% and highest 20% of attainers)

5.4 **Breadth and Depth**

- S4 breadth and depth – improvement in performance against VC and NCs
- S5 breadth and depth – focused improvement in performance against VC and NCs
- S6 breadth and depth – improvement in performance against VC and NCs
- Continued review of curriculum offer, learner centred curriculum approaches and accreditation opportunities across Moray to ensure all young people benefit from appropriate courses and pathways in order to raise attainment and achievement for all

5.5 **Academic and wider partnerships**

- Continued partnership working with Moray College UHI to extend curricular pathways and course opportunities as part of the Senior Phase offer to young people
- Continued work with the SCQF, widening progression routes and access to education and training opportunities

6. Actions for Improvement

- 6.1 In order to further build on areas of strength identified and address areas of underperformance for future focus, we continue to work with our Education system in order to strengthen learner achievements and improve outcome for all. Following early work from October 2022 on Curriculum Innovation, in February 2023, Moray Education welcomed visitors from Education Scotland and the Associated of Directors of Education Scotland (ADES) in order to work with colleagues across our Education System.
- 6.2 Collaborative Improvement is an approach to bringing about improvement through shared work involving staff from the local authority, Education Scotland and ADES. This approach was secured through the Education Reform Joint Agreement published in June 2018 and all local authorities are committed to the process. All 32 local authorities are to be visited by colleagues from Education Scotland (including HMI, Heads of Scrutiny, Senior Regional Advisors, DYW National Lead) and ADES (Directors/Heads of Education from other local authorities) leading to a report on findings and next steps based on fieldwork undertaken during the visit. Moray was the seventeenth local authority to participate in February 2023.
- 6.3 In each Collaborative Improvement a range of evidence underpins a self-evaluative statement highlighting what works well, and areas requiring improvement, within an agreed area of focus. Thereafter, fieldwork is undertaken in the local authority. This enables colleagues from ADES, Education Scotland and those from within the host local authority, and those who work in partnership with the local authority, to come together to take a closer look at identified areas of priority and to look for ways to help address identified challenges. In Moray, our key question was:

How do we raise attainment and achievement of all children and young people in Moray through delivery of a high quality curriculum: satisfying their desires, talents and the future needs of the world that will surround them?

- 6.4 Following the Moray Collaborative Improvement Event, considerable work has been undertaken in identifying how the extensive self-evaluation findings and feedback can be taken forward. As a direct result of the Moray-ADES-Education Scotland Collaborative Improvement Event, the following have been actioned in order to raise achievement and aspirations for all learners:
- All self-evaluation gathered was reviewed with Self-evaluation key messages by theme document created from all learning wall/table notes from collaborative discussions, information capture and data with key actions resulting from findings presented
 - A model for Curriculum Strategy Group and Moray Improvement Groups was drafted and has now been initiated with focus on ten key areas identified from self-evaluation for prioritised work, led by our system for our system:
 - Moray Improvement Group 1: Early Years' Transition
 - Moray Improvement Group 2: Primary-Secondary Transition
 - Moray Improvement Group 3: Literacy Strategy
 - Moray Improvement Group 4: Numeracy Strategy
 - Moray Improvement Group 5: Learning Pathways

- Moray Improvement Group 6: Skills Strategy
 - Moray Improvement Group 7: Collaborative Timetabling (Secondary)
 - Moray Improvement Group 8: BGE Curriculum (Primary)
 - Moray Improvement Group 9: BGE Curriculum (Secondary)
 - Moray Improvement Group 10: Subject and Curriculum Groups
- Education Strategic Meetings have been held with Head Teachers and Heads of Establishment in order to guide developments and strengthen collaboration. This has included development and agreement of Terms of Reference for each Moray Improvement Group and key actions/products from each group identified with groups now in operation.
 - Based on feedback from ADES and Education Scotland, the Education Strategic Plan has been streamlined for session 2023/2024 with focus on three core priority areas – Curriculum; Learning, Teaching and Assessment; and Strengthening leadership and empowerment, driven by empowered leadership across our system.



- In order to strengthen delivery of learning and teaching across our system and led by our schools, investment in Power up your Pedagogy as a 'back to basics' pedagogical Learning, Teaching and Assessment (LTA) focus text for practitioners across Moray for Professional Learning, Practitioner Enquiry and focus for Teacher Learning Communities has been supported. School leaders have presented at Education Strategic Meetings on planned approaches including sharing resources, practitioner enquiry models and approaches with engagement across Associated Schools Groups underway, including during November Inset.

- Ongoing engagement with all key partners around Moray Improvement Groups including representation on key groups is ongoing involving DYW Moray, Skills Development Scotland (SDS), Moray College UHI, wider multi-agency and service partners.
- Ongoing review of Service Structure and governance including Quality Improvement Team roles and responsibilities moving forwards in support of our Education Strategic plan and revised governance, with increased focus on supporting ASN and requirements based on moderation activities now nearing completion.
- Aspirational Stretch Aims across core and core plus measures have been set through Scottish Government's revised Framework for Recovery and Accelerating Progress, previously reported to this Committee on 19 September 2023 through the Council's Educational National Improvement Framework (NIF) Report and Plan (para 10 of minute refers) as a benchmark and focus for improvements in performance.
- Revised Quality Improvement Team approaches to school visit programme with refocussed approaches to data analysis and development of tools to support data interrogation and interpretation of key messages.
- Continued focussed targeting of Attainment Scotland Funding (Scottish Attainment Challenge) including SEF in order to support further localities in greatest need to raise participation and achievement in learning using data as a key driver for improvement.
- Continued development of the revised Secondary Improvement Model with Secondary Achievement and School Performance Meetings and visit programme underway in order to guide improvement and raise standards, and stretch aims setting at individual secondary school level initiated.
- Through Subject Groups led by Subject Leaders and supporting Depute Head Teachers from across our system, continue to strengthen middle leadership and drive improvement across all curriculum areas through network structures now established.
- Continued review of ongoing national reforms and key messages as guided by Scottish Government, in order to direct further improvement and change being undertaken by our Moray Improvement Groups governed by Moray's Curriculum Strategy Group.
- Continue to strengthen partnership working with Moray College UHI, SDS, DYW Moray and Education Scotland curriculum teams in order to wider pathways, course options and accreditation opportunities for Moray's young people.
- Continue to extend system leadership as a Moray Education service as we look to the future and navigate financial pressures, mitigating their impact through partnership working, collaboration and consortia approaches.
- Continue to support our secondary schools as they initiate positive presentation policies, assertive coursing approaches and wider wellbeing supports in order for learners to achieve best possible outcomes.

6.5 Progress on service improvements as noted above will be reported through our ongoing self-evaluation activities and Education Service Plan reporting as well as through our NIF self-evaluation and plan. Further updates will be provided to this Committee through performance reports on learner achievements.

7. **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.

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 2021. 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 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 targeted way with limited additional funds available based on current cost per pupil status as a local authority.

e) Staffing Implications

No staffing implications arising directly from this report other than risks noted above and potential to impact on staff wellbeing and attendance.

f) Property

None.

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 and performance 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.

8. CONCLUSION

8.1 Key attainment messages are outlined within this paper with areas of strength noted and areas for further improvement identified for moving forwards across measures based on data presented. Through the ADES-Education Scotland Collaborative Improvement event and self-evaluation for service improvement activities, a system-wide review has followed enabling refocus on key areas for raising achievement and aspirations of our children and young people.

8.2 A refocussed Education Strategic Plan provides direction in relation to Curriculum, LTA, and review of ASN, directed through empowered leadership at all levels. Across our schools, focus on improvement has followed through ongoing quality improvement, self-evaluation and directed improvement activities.

8.3 In discussion with Education Scotland and Scottish Government, Stretch Aims provide a basis for measurement and review in line with Scottish Government's revised (2023) Framework for Recovery and Accelerating Progress, guiding improvement activities moving forwards across the service. Coupled with year two of the revised Secondary Improvement Model, support and challenge of school improvement activities continues through secondary achievement and school performance reviews.

8.4 Committee is invited to scrutinise data and key messages reported and acknowledge work undertaken to date through revised actions identified. This work is being supported by colleagues and valued partners across our Moray and wider Education system in order to realise improvements required as identified by data presented, building on our strengths, for Moray's children and young people.

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers: Education National Improvement Framework Report and Plan: Education, Children's and Leisure Services Committee, 19 September 2023, item 8

Education National Improvement Framework Report and Plan: Education, Children's and Leisure Services Committee, 19 September 2023, item 8, Appendix 1

Scottish Government: Framework for Recovery and Accelerating Progress (2023)

Ref: SPMAN-1315769894-453