



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 26 JANUARY 2022**

**SUBJECT: ANALYSIS OF SECONDARY SCHOOL ATTAINMENT – INSIGHT
BENCHMARKING MEASURES 2021**

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

1. REASON FOR REPORT

- 1.1 To update the Committee on the attainment of secondary schools in Moray for session 2020/2021 following Initial Attainment Report for Secondary Schools 2021 (24 November 2021 Committee) further to National Insight benchmarking toolkit update in October 2021.
- 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 following Insight benchmarking update;**
- (ii) note that post-Insight attainment meetings with secondary schools have taken place during November and December 2021 where Head Teachers and central officers have agreed actions for improvement at school level and;**
- (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/March 2022; and**
- (iv) agree to acknowledge and commend practitioner commitment, preparation and support of young people as they prepare them for the SQA 2022 Examination diet.**

3. BACKGROUND

3.1 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

3.2 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 October; 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 2022). 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 Committee in May 2022.

Insight Benchmarking Measures – National Measures

3.3 As noted in paragraph 3.2 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 2020/21, as opposed to individual cohorts of learners. The National Measures exclusively profile our school performance for learners at the point of exit from secondary school education.

Insight Benchmarking Measures – Local Measures

3.4 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 (i.e. for S4, S5 and S6 pupils).

3.5 The Local measures that are pertinent to report on a cohort by cohort basis at this time are:

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

Virtual Comparator

3.6 Insight creates a virtual comparator school based on selecting young people from across Scotland that matches the characteristics of the young people in the school or local authority in question. The performance of the school can then be assessed in relation to that of the virtual school. A similar methodology is used in Insight to generate a virtual local authority 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.

Breadth and Depth

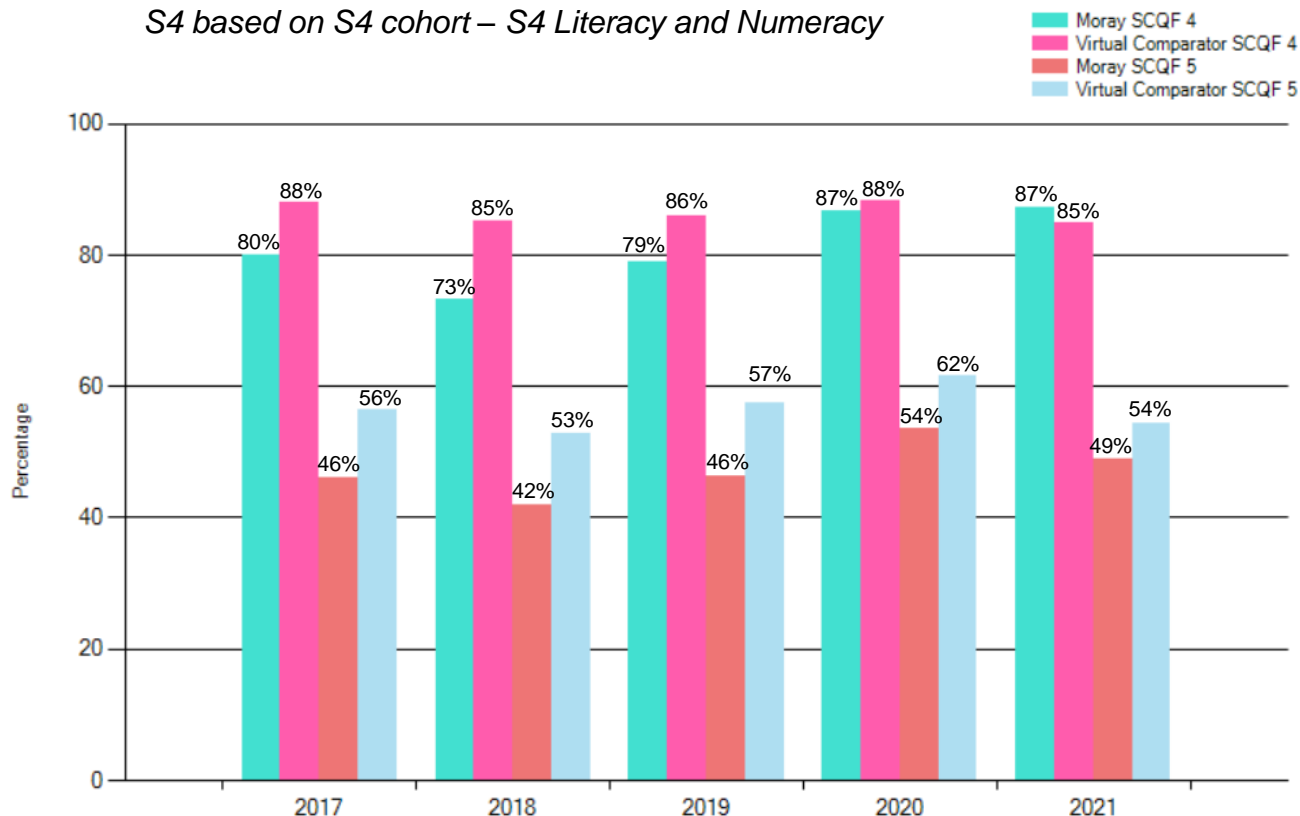
- 3.7 Insight allows us to profile the breadth and depth of qualifications completed by learners in each year in the senior phase. This is seen as a direct alternative to the previous method of reporting on performance of pupils attaining 1+, 3+ and 5+ awards at SCQF levels 5, 6 and 7 in the previous format in STACs (Standard Tables and Charts). This year we are again able to profile the attainment of our S6 cohort throughout the senior phase (from S4-S6). Breadth and Depth has previously been considered at the Education, Children's and Leisure Services Committee meeting on 24 November 2021 – Initial Attainment Report for Secondary Schools.

Tariff Score Methodology

- 3.8 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.
- 3.9 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.
- 3.10 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).
- 3.11 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 school curricular models.

3.12 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
2017	80%	88%	-8%	46%	56%	-10%
2018	73%	85%	-12%	42%	53%	-11%
2019	79%	86%	-7%	46%	57%	-11%
2020	87%	88%	-1%	54%	62%	-8%
2021	87%	85%	+2%	49%	54%	-5%

3.13 In S4, SCQF4 level Literacy and Numeracy (combined) has remained at 87% achievement with drop in the Virtual Comparator (VC) in session 2021 to 85%. This has resulted in positive achievement above the VC in session 2021 as highlighted in green above, with improvement in trend overall. While the attainment gap between Moray and the VC for SCQF5 Literacy and Numeracy (combined) has reduced over time, it is noted that while this is a positive trend in attainment gap narrowing against the VC, SCQF5 Literacy and Numeracy (combined) remains below the VC.

S4 based on S4 cohort – S4 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2017	93%	94%	-1%	73%	74%	-1%
2018	90%	92%	-2%	71%	73%	-2%
2019	91%	92%	-1%	72%	75%	-3%
2020	93%	93%	0%	74%	78%	-4%
2021	94%	92%	+2%	78%	75%	+3%

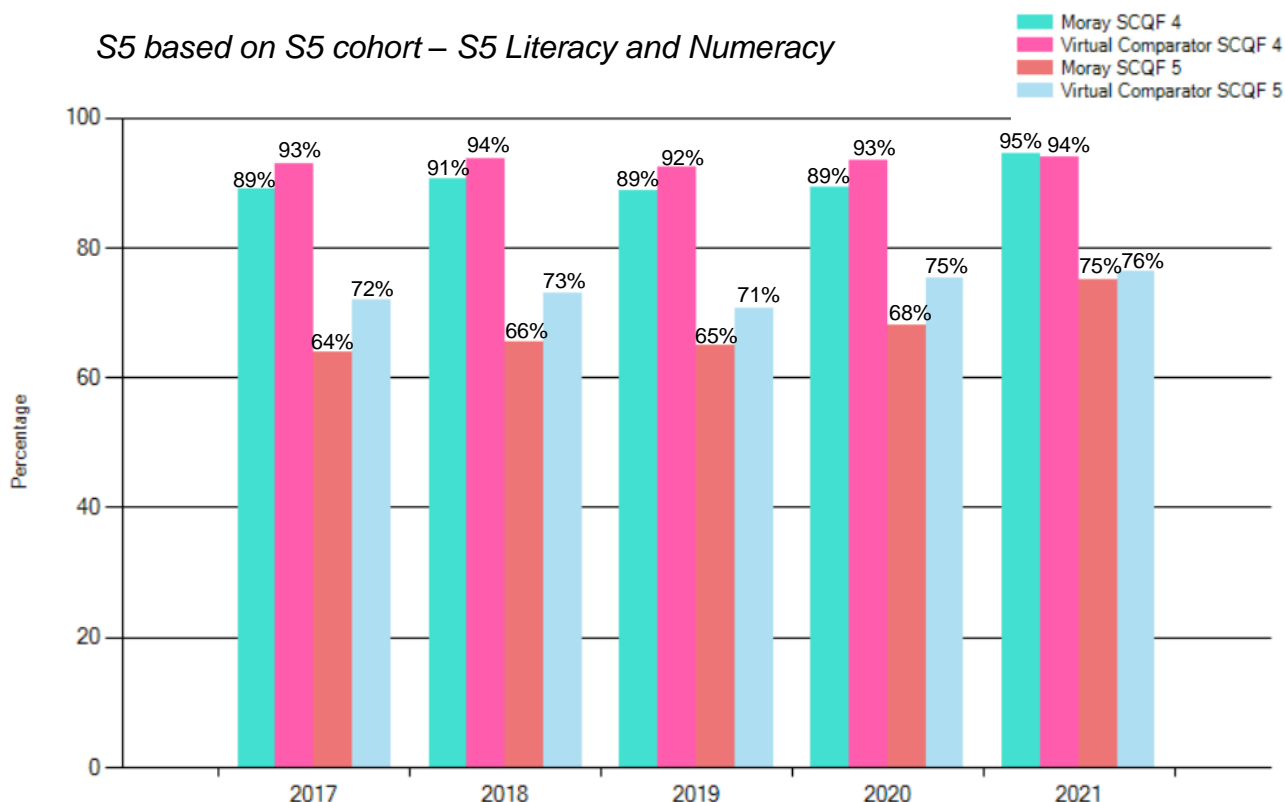
- 3.14 At SCQF4 level Literacy, performance in S4 is in line with the VC overall with positive trend witnessed over past three years. At SCQF5, performance remains slightly below the VC over time, with positive trend reversal in session 2021 with performance 3% above the VC.

S4 based on S4 cohort – S4 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2017	82%	90%	-8%	48%	60%	-12%
2018	78%	88%	-10%	44%	57%	-13%
2019	82%	89%	-7%	51%	61%	-10%
2020	90%	91%	-1%	59%	65%	-6%
2021	89%	87%	+2%	52%	58%	-6%

- 3.15 At SCQF4 level Numeracy, performance in S4 has improved over the past two years in line with the VC with attainment 2% above the VC in 2021. At SCQF5 Numeracy, the attainment gap between Moray and VC has reduced over time. Where attainment has fallen for both Moray and the VC in session 2021, a 6% attainment gap is noted at SCQF5 Numeracy between Moray and the VC.

S5 based on S5 cohort – S5 Literacy and Numeracy



S5	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2017	89%	93%	-4%	64%	72%	-8%
2018	91%	94%	-3%	66%	73%	-7%
2019	89%	92%	-3%	65%	71%	-6%
2020	89%	93%	-4%	68%	75%	-7%
2021	95%	94%	+1%	75%	76%	-1%

- 3.16 In S5, SCQF4 level Literacy and Numeracy (combined) has increased to 95% with overall stability in the VC over the 5 year trend period. Moray has exceeded the VC by 1% at SCQF4 Literacy and Numeracy (combined) in 2021 as highlighted in green above. While the attainment gap between Moray and the VC for SCQF5 Literacy and Numeracy (combined) has reduced over time, it is noted that a marginal gap of 1% now exists in 2021 for SCQF5 Literacy and Numeracy (combined), below the VC.

S5 based on S5 cohort – S5 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2017	96%	97%	-1%	84%	87%	-3%
2018	96%	97%	-1%	86%	88%	-2%
2019	96%	96%	0%	87%	87%	0%
2020	95%	96%	-1%	87%	88%	-1%
2021	97%	97%	0%	90%	90%	0%

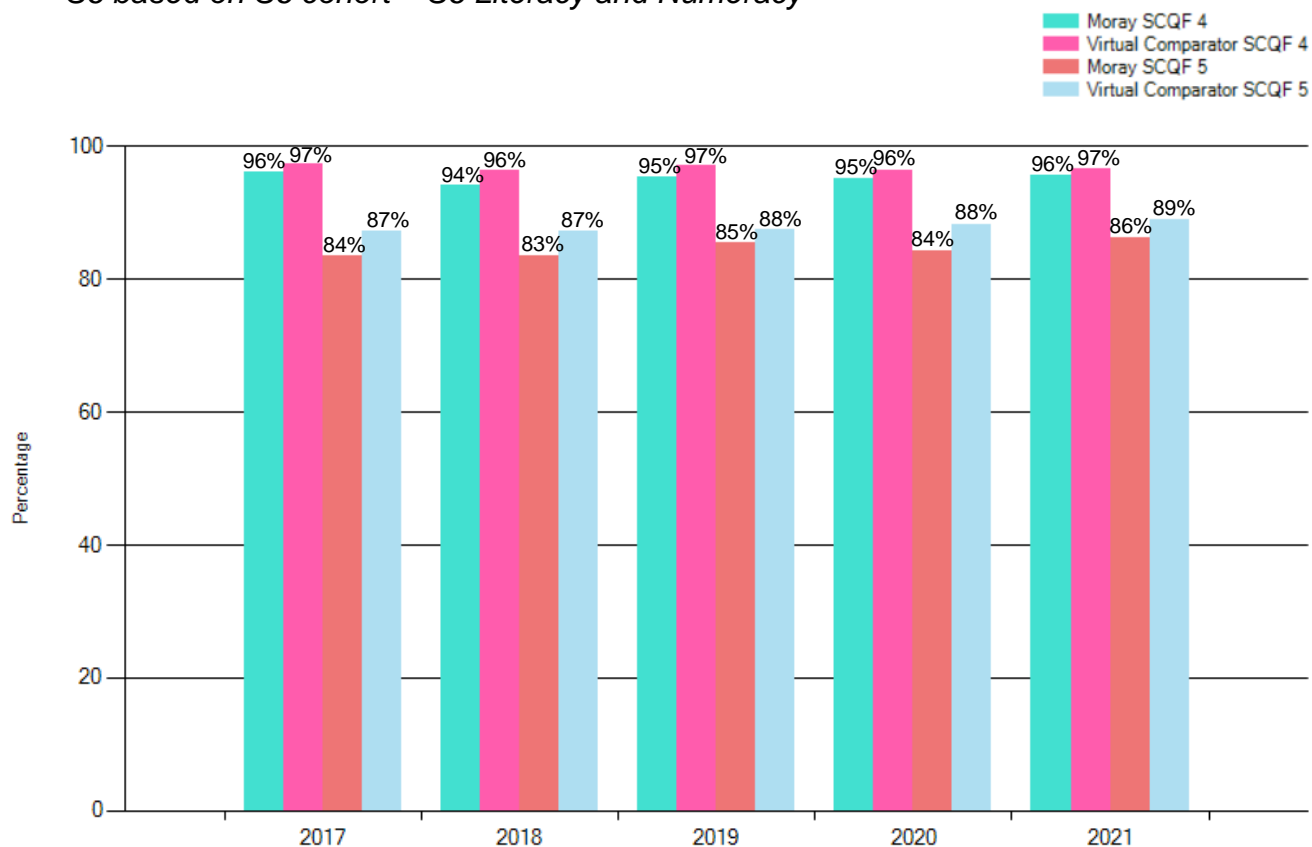
- 3.17 At SCQF4 level Literacy, performance in S5 is in line with the VC overall with positive trend witnessed overall in line with VC. At SCQF5 level Literacy, performance remains slightly below the VC over time, with positive trend overall in the past three years with performance in line with the VC.

S5 based on S5 cohort – S5 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2017	90%	94%	-4%	65%	74%	-9%
2018	91%	94%	-3%	67%	75%	-8%
2019	90%	94%	-4%	66%	73%	-7%
2020	91%	95%	-4%	69%	77%	-8%
2021	95%	95%	0%	77%	78%	-1%

- 3.18 At SCQF4 level Numeracy, performance in S5 has improved in 2021 compared with previous years (marginally below VC) and is now in line with the VC in 2021. At SCQF5 Numeracy, the attainment gap between Moray and VC has been notable over time. In 2021 for SCQF5 level Numeracy, closure in attainment gap is noted at SCQF5 Numeracy between Moray and the VC with marginal variance of 1% noted.

S6 based on S6 cohort – S6 Literacy and Numeracy



S6	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2017	96%	97%	-1%	84%	87%	-3%
2018	94%	96%	-2%	83%	87%	-4%
2019	95%	97%	-2%	85%	88%	-3%
2020	95%	96%	-1%	84%	88%	-4%
2021	96%	97%	-1%	86%	89%	-3%

3.19 In S6, SCQF4 level Literacy and Numeracy (combined) has increased to 96% with overall stability in the VC over the 5 year trend period with very marginal attainment gap overall. Also noting proximity to 100% achievement. While the attainment gap between Moray and the VC for SCQF5 Literacy and Numeracy (combined) has remained marginally below and stable over time, it is noted that a marginal gap of 3% exists in 2021 on S6 point of exit for SCQF5 Literacy and Numeracy (combined), marginally below the VC across the 5 year trend period.

S6 based on S6 cohort – S6 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2017	98%	99%	-1%	96%	97%	-1%
2018	97%	98%	-1%	95%	96%	-1%
2019	97%	99%	-2%	95%	97%	-2%
2020	97%	98%	-1%	97%	96%	-1%
2021	98%	98%	0%	96%	97%	-1%

3.20 At SCQF4 level Literacy, performance in S6 is in line with the VC overall with positive trend witnessed overall in line with VC. In 2021, SCQF4 level Literacy is in line with the VC at 98%, noting proximity to 100% achievement. At SCQF5 level Literacy, performance remains slightly below the VC over time, with positive trend overall in the past five years on point of exit, with performance in line with the VC at 96% in 2021, noting proximity to 100% achievement also, at SCQF5.

S6 based on S6 cohort – S6 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2017	96%	98%	-2%	85%	88%	-3%
2018	94%	97%	-3%	84%	88%	-4%
2019	96%	98%	-2%	87%	88%	-1%
2020	95%	97%	-2%	84%	89%	-5%
2021	96%	97%	-1%	87%	90%	-3%

3.21 At SCQF4 level Numeracy, performance of S6 in 2021 compared with previous years remains marginally below VC, noting proximity at 96% in 2021 to 100% level achievement by point of exit of this S6 cohort. At SCQF5 level Numeracy, the attainment gap between Moray and VC has been marginal overall, for the past 5 years. In 2021 for SCQF5 level Numeracy, slight attainment gap of 3% is noted at SCQF5 Numeracy between Moray and the VC.

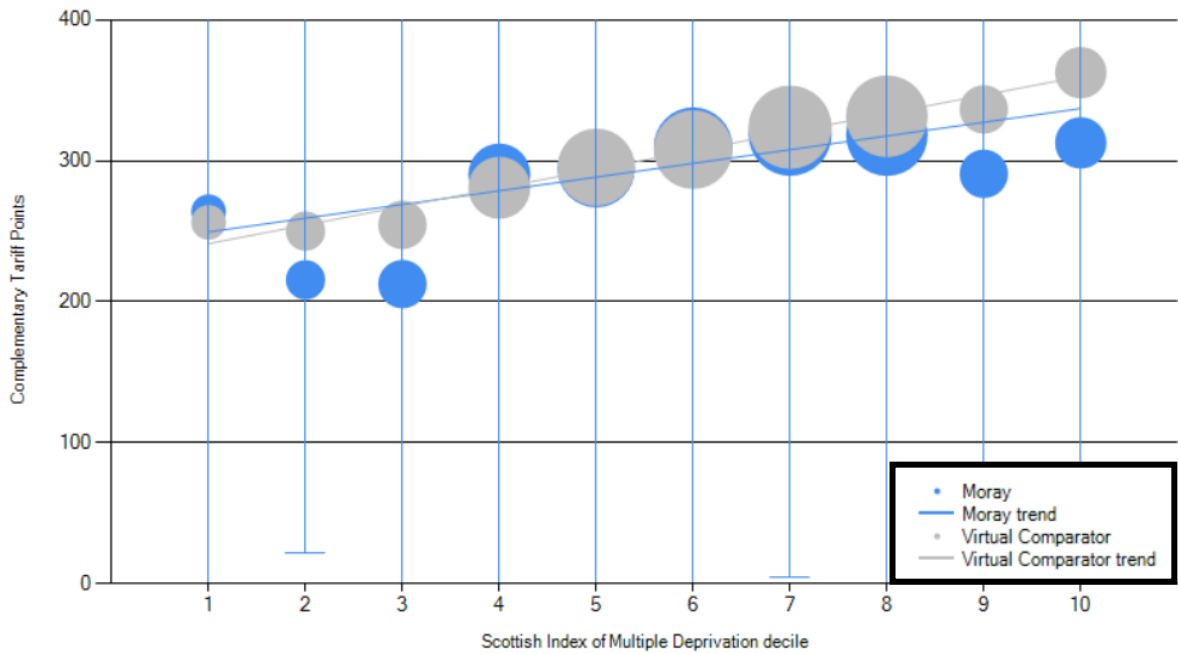
Local Measure – Initial Leaver Destination: Post-school destinations

3.22 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.

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

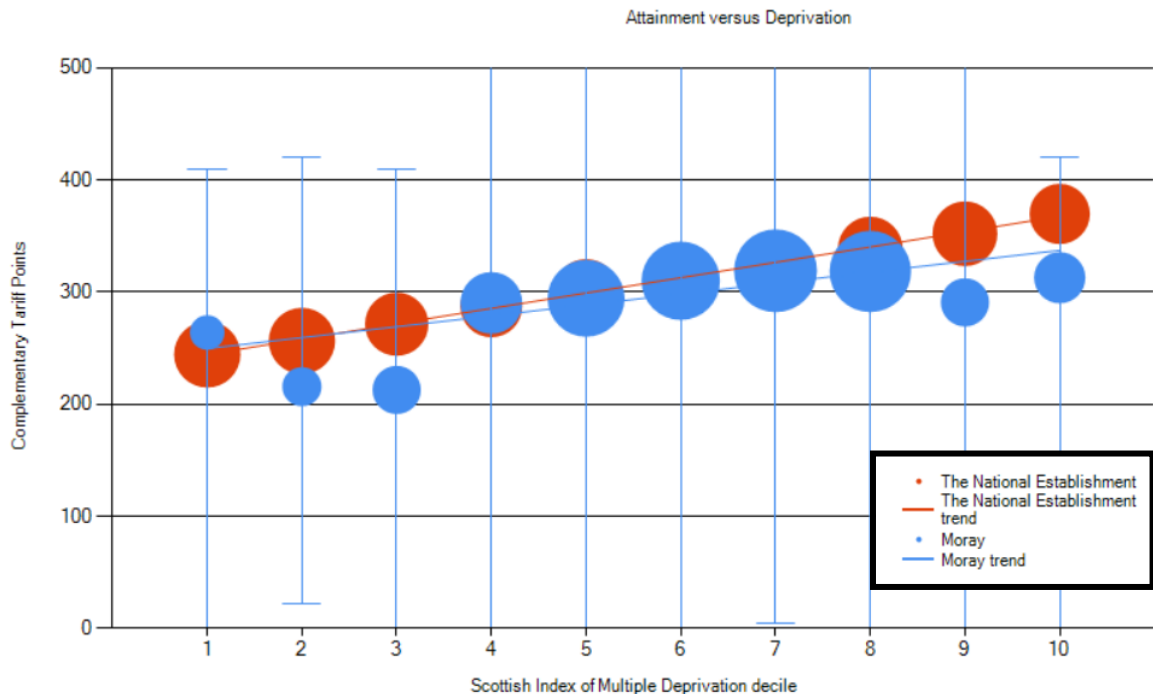
3.23 The graphs show 2020/2021 attainment data for S4, S5 and S6 (using complementary tariff scores) for Moray profiled against National data. This is broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Thus, decile 1 refers to the attainment of young people 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

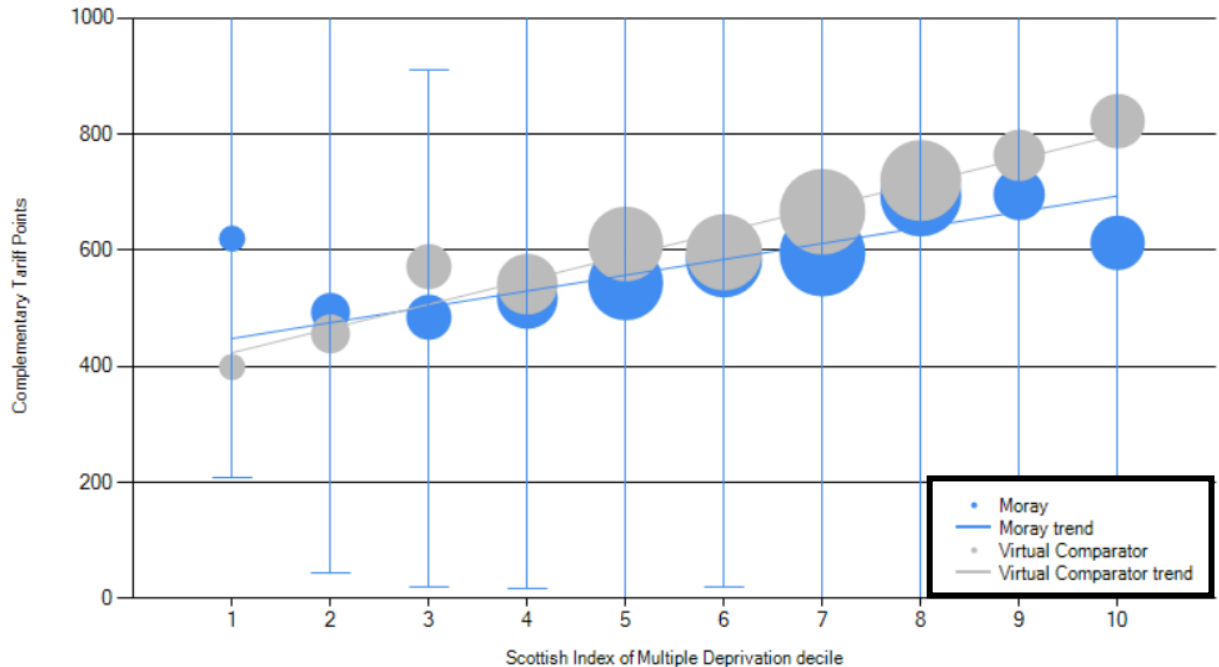


3.24 Overall, the S4 cohort in 2021 performed in line with the VC. A slight gap is noted between Moray and VC as SIMD increases (where gap between Moray and VC trend lines widens as SIMD nears to SIMD 10). Performance at SIMD 2 (22 pupils) and SIMD 3 (43 pupils) is lower than the VC overall. Learners at SIMD 1 (15 pupils), SIMD 4 (86 pupils), SIMD 5 (150 pupils), SIMD 6 (159 pupils), SIMD 7 (185 pupils) is in line with, or marginally above the VC. Performance overall at SIMD 8 (172 pupils) is marginally below the VC. At SIMD 9 (41 pupils) and SIMD 10 (51 pupils), performance is lower than that of the VC. Performance is similar to the National picture highlighted below. In line with our 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.

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

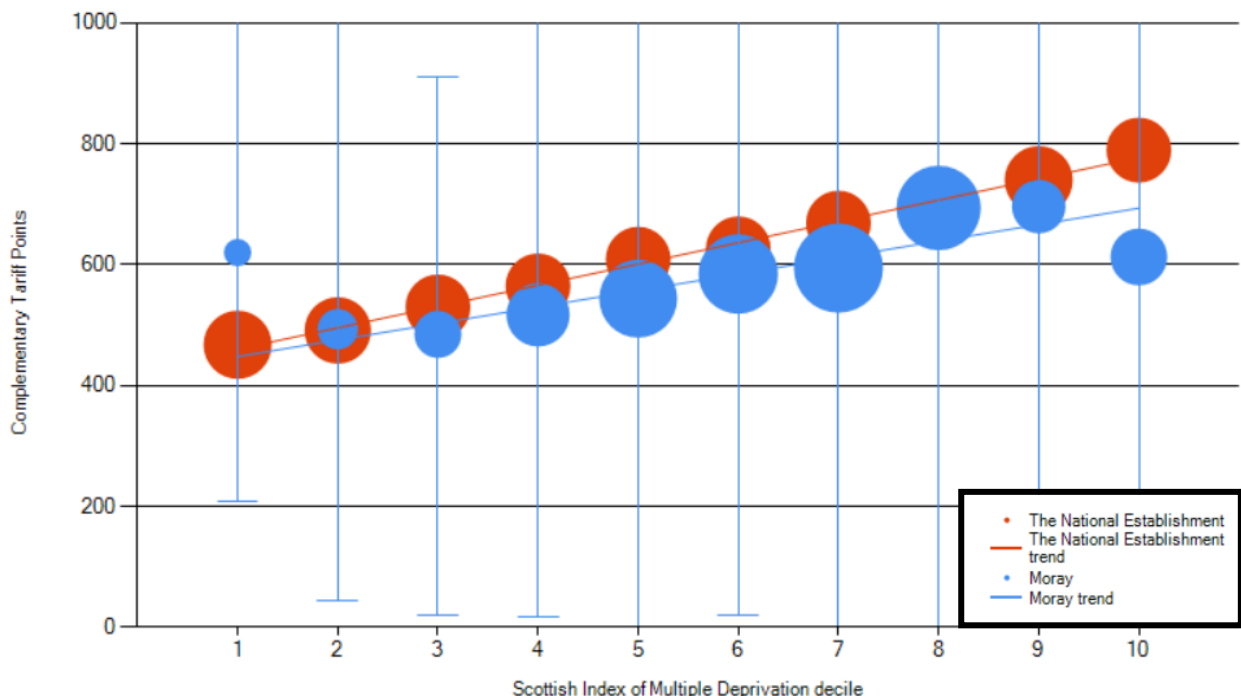


Average Tariff Score of S5 learners by SIMD decile – Moray v VC

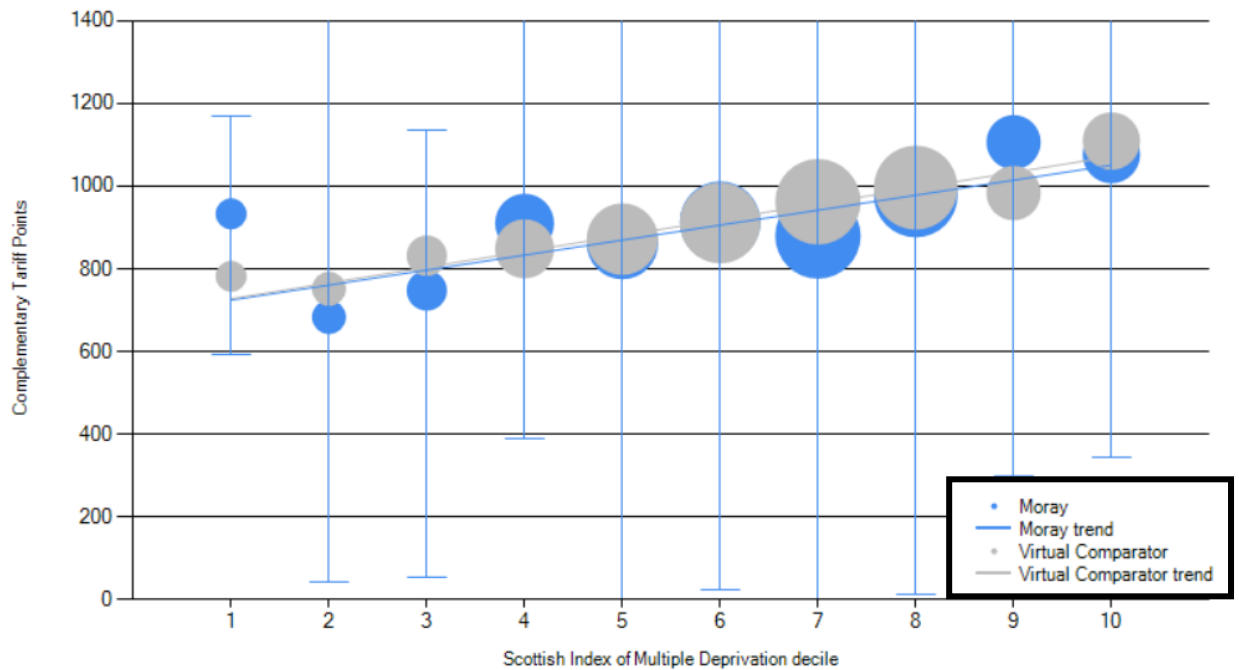


3.25 Overall, the S5 cohort in 2021 performed marginally below the VC. A slight gap is noted between Moray and VC as SIMD increases, more notably at upper deciles SIMD 7 (172 pupils), SIMD 9 (42 pupils) and SIMD 10 (53 pupils). Performance at SIMD 3 (28 pupils) and SIMD 5 (124 pupils) is below the VC. Pupils at lower decile SIMD 1 (4 pupils) and SIMD 2 (18 pupils) perform above the VC. At SIMD 4 (72 pupils), SIMD 6 (126 pupils) and SIMD 8 (146 pupils), performance is in line with the VC overall. Performance is similar as common with S4 data above to the National picture highlighted below. In line with our 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 below. Variance in tariff points achieved across by all learners is further noted in S5 (blue vertical lines).

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

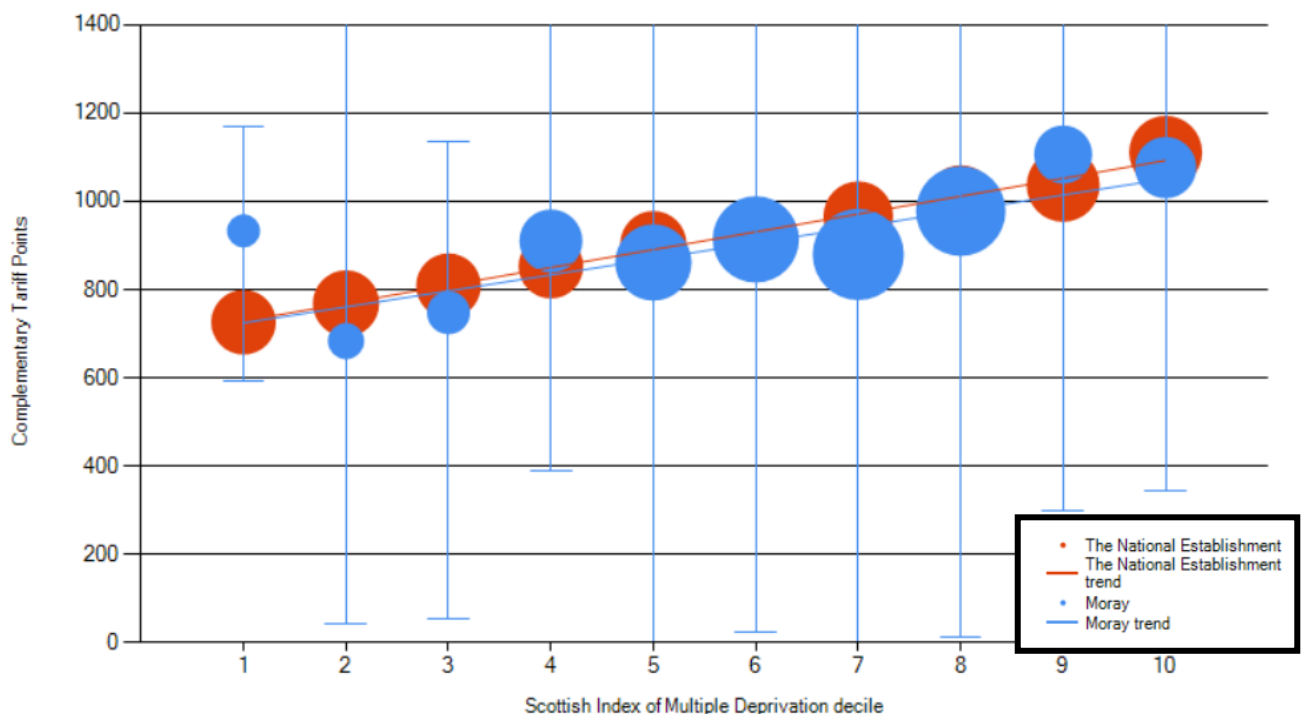


Average Tariff Score of S6 learners by SIMD decile – Moray v VC



3.26 Overall, the S6 cohort in 2021 by point of exit performed in line with, or above the VC). A very slight gap is noted between Moray and VC as SIMD increases. Performance at SIMD 2 (7 pupils), SIMD 3 (12 pupils) and SIMD 7 (99 pupils) is lower than the VC overall with variance in tariff score achieved in the latter SIMD in particular. Learners at SIMD 5 (64 pupils), SIMD 6 (85 pupils), SIMD 8 (93 pupils) is in line with, or above the VC. Performance overall at SIMD 1 (4 pupils), SIMD 4 (36 pupils) and SIMD 9 (29 pupils) is above the VC. Performance against the VC is similar to the National picture highlighted below. It is noted once more that 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.

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

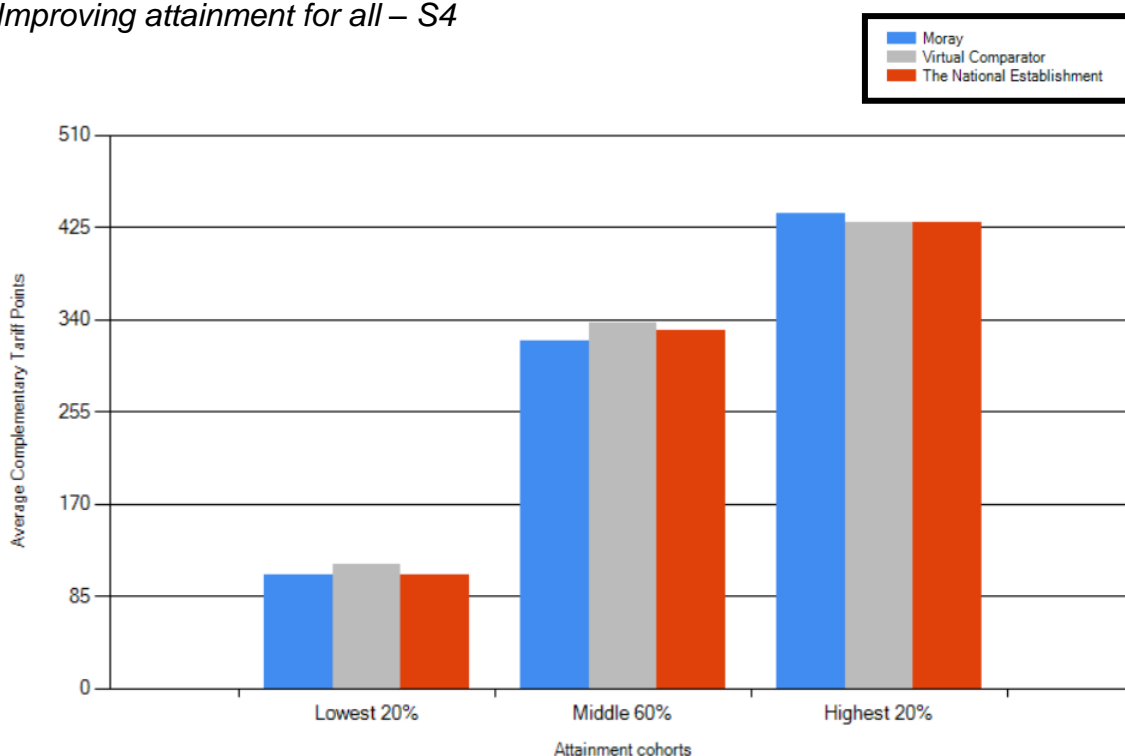


3.27 Within Moray, our secondary schools continue to further analyse data sets in order to identify learners at risk of underachievement which may be for a variety of reasons including social, emotional, additional support needs or wider health reasons. SIMD data available to schools allows further focus within School Improvement Plans supported by Pupil Equity Funding (PEF) where available, to close identified attainment gaps.

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

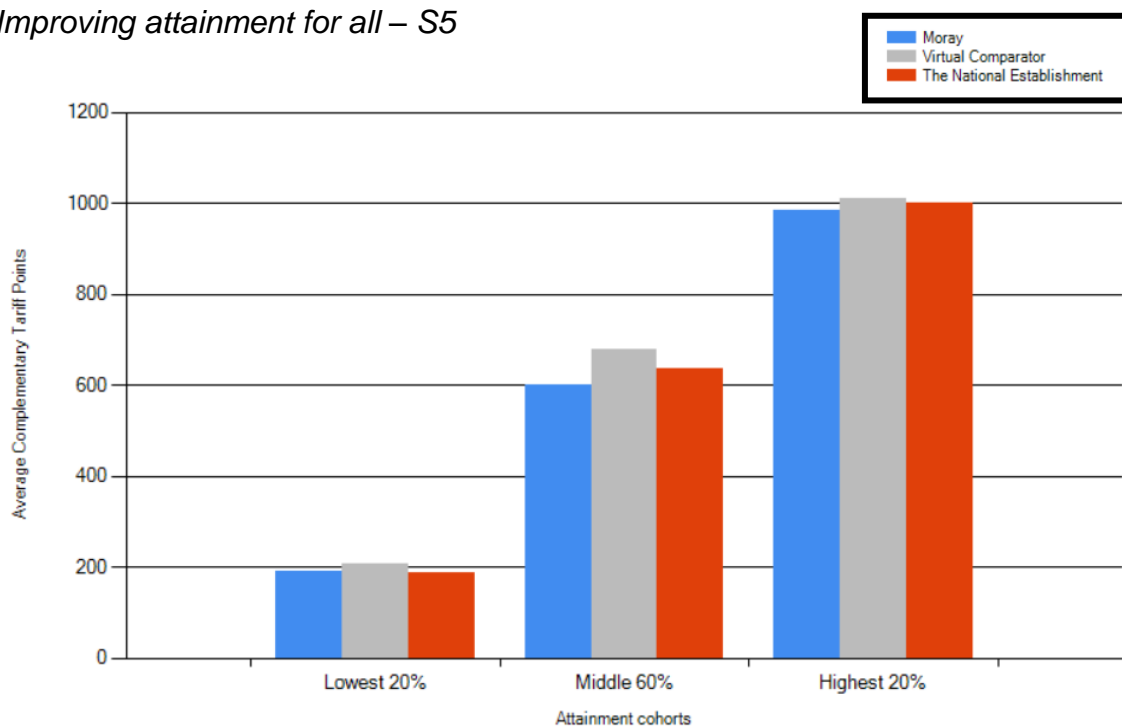
3.28 This benchmarking measure considers the average complementary tariff score for the lowest 20%, middle 60% and highest 20% of attainers within the relevant cohort. The local measure (all candidates) will compare Moray with the VC and National comparators.

Improving attainment for all – S4



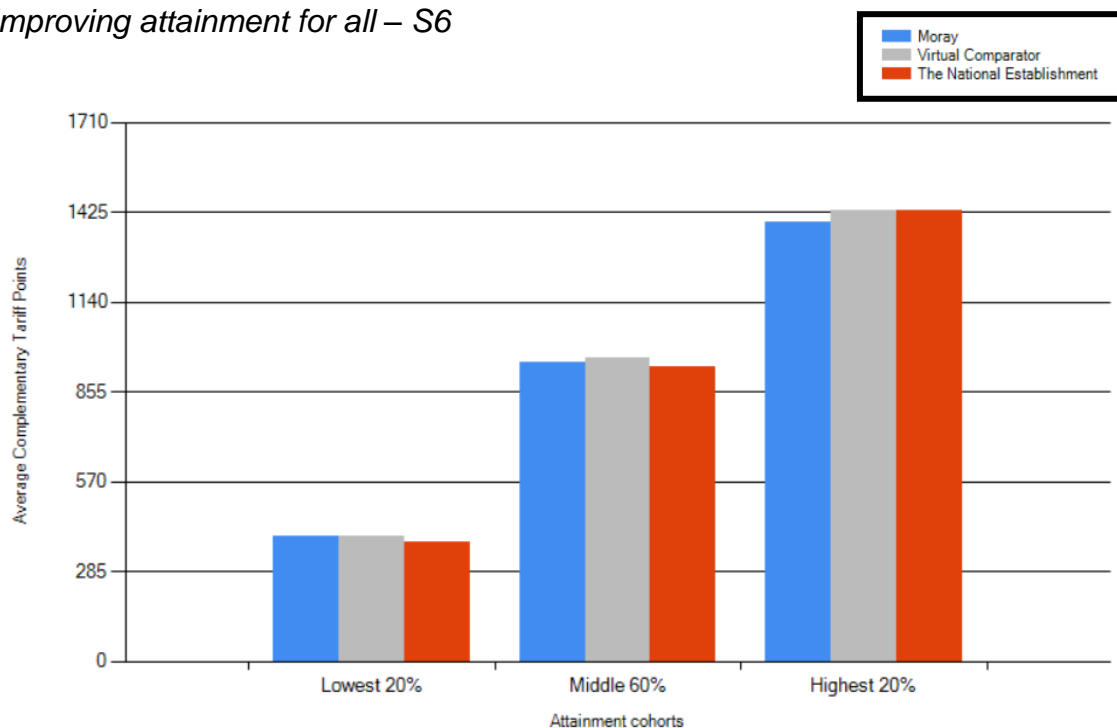
3.29 In S4, performance for the top 20% is greater than the VC and National comparators. The lowest 20% of attainers in the cohort perform in line with the National comparator, slightly below the VC. The Middle 60% are slightly below both the VC and National comparators.

Improving attainment for all – S5



3.30 In S5, performance for the top 20% is marginally below the VC and National comparators. The lowest 20% of attainers in the cohort perform in line with the National comparator, slightly below the VC. The Middle 60% are below the VC and marginally below the National comparator.

Improving attainment for all – S6



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

- 3.32 Within Moray, we have a wide range of partnership approaches for curriculum provision and also use increasing consortia arrangements across our schools. This includes a range of National Qualification provisions across our schools; Young Applicants in Schools Scheme (YASS) which provides S6 pupils the chance to study Open University modules; wider achievement through a range of partners and accreditation in partnership with Moray College, UHI. The attainment through Moray College continues to be an area of continued focus with some positive attainment noted in previous initial attainment committee report. Further work with College is now required in reviewing curriculum offer. We continue to support and develop our partnership opportunities across Moray to ensure a positive and improving range of subjects and qualifications for our young people, in line with national guidelines and expectations.
- 3.33 Officers provide schools with centrally collated attainment data immediately following the publication of SQA exam results in August, both to enable them to compare their performance and identify best practice across subject areas within the authority and inform initial discussions regarding attainment and progress in this area. Schools continue to track and monitor individual learner's and cohorts, ensuring learning conversations with pupils at individual subject and whole school level focus on target grades and supporting young people in order to achieve best possible outcomes.
- 3.34 Working with the National Insight Advisor, we are in the planning stages of a local authority training programme to support leadership at all levels and planning for improvement based on data sets presented. May in-service days will support this raising attainment intervention and review our targets as identified in the Moray Raising Attainment Strategy previously reported to Committee.
- 3.35 Schools and central officers continue to review school attainment data with a view to raising attainment. This includes review of additional courses for raising tariff scores and opportunities for naturally occurring accreditation through existing course delivery. Subject group meetings are soon to take place with a set agenda in order to review course and curriculum offer and strengthening accreditation, also including an aspect of sharing good practice across Moray to support improvement.
- 3.36 Where the Coronavirus pandemic continues to impact on the day to day operation of our schools coupled with variability in staff and pupil absence, the impact on examinations and performance in session 2021/2022 remains unknown. Learning Experiences akin to Preliminary Examinations take place in January/February 2022 with final SQA examinations scheduled for April/May 2022. Schools and practitioners continue to plan and deliver learning and teaching in support of preparing learners for the SQA Examination diet, where current learners across S4-S6 have not yet undertaken a formal examination diet due to the Alternative Certification Models previously in place in session 2019/2020 and 2020/2021.

Actions for Improvement

3.37 There are a number of initiatives being undertaken in Moray and across the Northern Alliance to support raising attainment.

- The implementation of the Moray Raising Attainment Strategy
- Consistent and supported use of data for analysis and improvement across all schools including local authority and school level performance monitoring, meetings and scrutiny activities
- Rigorous and consistent tracking and monitoring of pupil progress across all schools for Senior Phase, including increased focus on Literacy and Numeracy tracking
- Continued implementation of our Moray Learning and Teaching Strategy supported at this time by Our Moray Standard for Remote Learning and Teaching
- Ongoing support for middle leaders in schools through SQA appointee opportunities, subject group meetings and Subject Leader proposal
- Central officer focus on school visits on attainment, data analysis and improvement; for which next steps and actions are followed up on subsequent visits
- SQA Coordinator and Curriculum Working Groups are ongoing to support SQA good practice and approaches and development of a consortia approach to curricular opportunities
- Continuation of additional period allocation in the Senior Phase in all secondary schools to provide additional time in S4 for National Qualifications and more opportunity for literacy and numeracy interventions across S4-6
- Practitioner support through a range of professional learning opportunities
- Northern Alliance range of supports including Emerging Literacy, Maths and Numeracy, Curriculum and Data for Improvement
- Continued review through school attainment meetings with a focus on areas for improvement which will be monitored
- Follow-up school attainment meetings will take place post-February in order to support further Insight data release incorporating school leaver destinations

4 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 (3) provide a sustainable education service aiming for excellence and (4) day to day service delivery in line with council values of ambitious, improving and responsive. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for our children and young people in Moray through equity of learning experience offered across our 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 an Alternative Certification Model (ACM) differing to the previous session's ACM, with planned reversion to a final examination diet this session.

There is also the consideration that more young people will continue to stay on at school beyond S4 and S5 due to coronavirus pandemic and the associated uncertainty. Likewise, concerns regarding wellbeing and Mental Health and impact on learner outcomes and attainment.

Schools further note increases in Additional Support Needs among pupils, impacting on number of courses studied and levels of study. This has noted impact on attainment measures outlined above and is anticipated to increase based on Broad General Education cohort information. A number of young people, due to their additional support needs, access a personalised curriculum with individual targets and outcomes.

Uncertainty surrounds potential change as a result of the unknown direction of the Covid-19 pandemic with further contingency scenarios by SQA beyond the identified examination based diet return this session.

All of the above are likely to have an effect on SQA results and overall performance data in future years. Changes in assessing qualifications in 2020 and 2021 as a result of cancellation of examinations as well as uncertainty continuing this session (2022) creates risks relating to accountability and data comparability.

e) Staffing Implications

There are no staffing implications arising directly from this report other than risks associated with staff absence due to Covid-19 related absence/isolation periods impacting on course delivery and service continuity.

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. Move to virtual meetings (including Curriculum and Subject Groups; QA meetings) has reduced potential impact of carbon emissions and pollution caused by staff travel by car to central locations.

i) Consultations

Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

- 5.1 That Committee scrutinises and notes the position in respect of attainment of young people in Moray with regard to National Qualifications in 2021 against Insight Benchmarking measures presented and;**
- 5.2 Committee is asked to acknowledge work underway in order to prepare young people for 2022 examinations across Moray Schools during the continued Coronavirus pandemic and associated uncertainty and;**
- 5.3 The Committee is asked to consider the potential impact on examinations and performance for session 2021/2022**

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Background Papers:

[Education, Children's and Leisure Services Committee, 24 November 2021 – Initial Attainment Report for Secondary Schools Committee Report](#)

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