REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 2 NOVEMBER 2022

SUBJECT: INITIAL ANALYSIS OF SECONDARY SCHOOL ATTAINMENT: SESSION 2021-2022

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 2021/2022 further to National Insight benchmarking toolkit update in September 2022 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 2021/2022;**

(ii) **note that initial discussions with Head Teachers have taken place during August and September 2022 where Head Teachers, Head of Education and Quality Improvement Manager (Performance Management) have developed actions for improvement at school and local authority level, which have informed the key interventions identified in this report and local school plans;**

(iii) **review and approve the key interventions set out in the report that are now planned and/or underway in support of raising attainment and achievement for young people across all secondary schools through the iMpact Moray approaches and Stretch Aims setting; and**

(iv) **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 2023.**

3. BACKGROUND

3.1 On 18 August 2021, it was announced by the Cabinet Secretary for Education and Skills that examinations would be held for National 5, Higher and Advanced Higher Courses for session 2021/2022. This decision was informed by the views of stakeholders including the National Qualifications Group, and by public health advice at that time in regard to Covid-19.

3.2 For learners in S5 and S6, this followed one and two years respectively of disruption faced by them in relation to their schooling and to the SQA examination system, with move to Alternative Certification Models (ACMs) which did not involve formal end of year examinations. Learners in S4, S5 and S6 had not yet participated in an examination diet or related experience (e.g. in-school preliminary examinations or 'prelims') as was in place prior to session 2019/2020.

3.3 Modifications to assessment requirements for National 5, Higher and Advanced Higher courses were announced by SQA at the start of the session to support the reduction in the volume of assessment and ensure learners continued to achieve credible qualifications, certificated in August 2022. For most courses, these modifications remained the same as those that were put in place for session 2020/2021. 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. Learning Experiences akin to Prelims (LEAPs) were planned and delivered in January 2022 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 appeal purposes, post-August certification.

3.4 Focus on the Moray Council Accounts Commission Best Value Audit Report key messages and measures continued across schools, through critical identified actions highlighted through our Raising Attainment Strategy. This strategy sets out an approach to better understand and improve educational attainment, where focus on attainment has continued throughout the pandemic. Through the Improvement and Modernisation Programme, key support has been provided for a review of Additional Support Needs (ASN) as a further component part of the Improvement and Modernisation Programme - Transforming Education (Stream 7) additional monies and investment.

3.5 In March 2022, SQA published further additional revision support materials to support young people in studying for their final SQA examinations, with most Covid-19 mitigations lifted in April 2022 which allowed for SQA examinations to proceed. Schools continued to work with young people and staff in revising risk assessments to ensure safety for all and implemented a range of Additional Assessment Arrangements (AAA) for young people where they required these for accessing SQA examinations. Where appropriate and required, examples of AAA included extra time, separate accommodation, rest periods, use of ICT and support from a reader/scribe.

3.6 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 in a very different school experience. AAA arrangements ensured appropriate supports (for example, separate accommodation) were put in place to ensure full access to SQA examinations. Increased anti-social behaviour has also arisen in certain localities involving some young people, with increase in exclusion across some schools and lower levels of engagement. The number of young people requiring AAA arrangements increased which put pressure on schools to accommodate and staff these.

3.7   Through Universal Pupil Support, Personal and Social Education and other schools based approaches, teachers supported young people in preparation for the examination diet. A number of subject specialists offered Easter Revision sessions and schools continued with study club arrangements during the week, with practitioners offering lunchtime and after school revision support sessions.

3.8   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

3.9   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 2023). 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 June 2023.

3.10   Insight Benchmarking Measures – National Measures

        As noted in paragraph 3.9 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 2021/22, 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.

3.11   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
- Tacking disadvantage by improving the attainment of lower attainers relative to higher attainers (attainment versus deprivation)
- Improving attainment for all

3.12   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.

3.13   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 SCQF level 5
- S5 breadth and depth attainment at SCQF level 6
- S6 breadth and depth attainment at SCQF levels 6 and 7

3.14   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.

3.15   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.

3.16   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.

3.17 <u>Local Measure – Improving Attainment in Literacy and Numeracy</u>

S4 based on S4 cohort – S4 Literacy and Numeracy
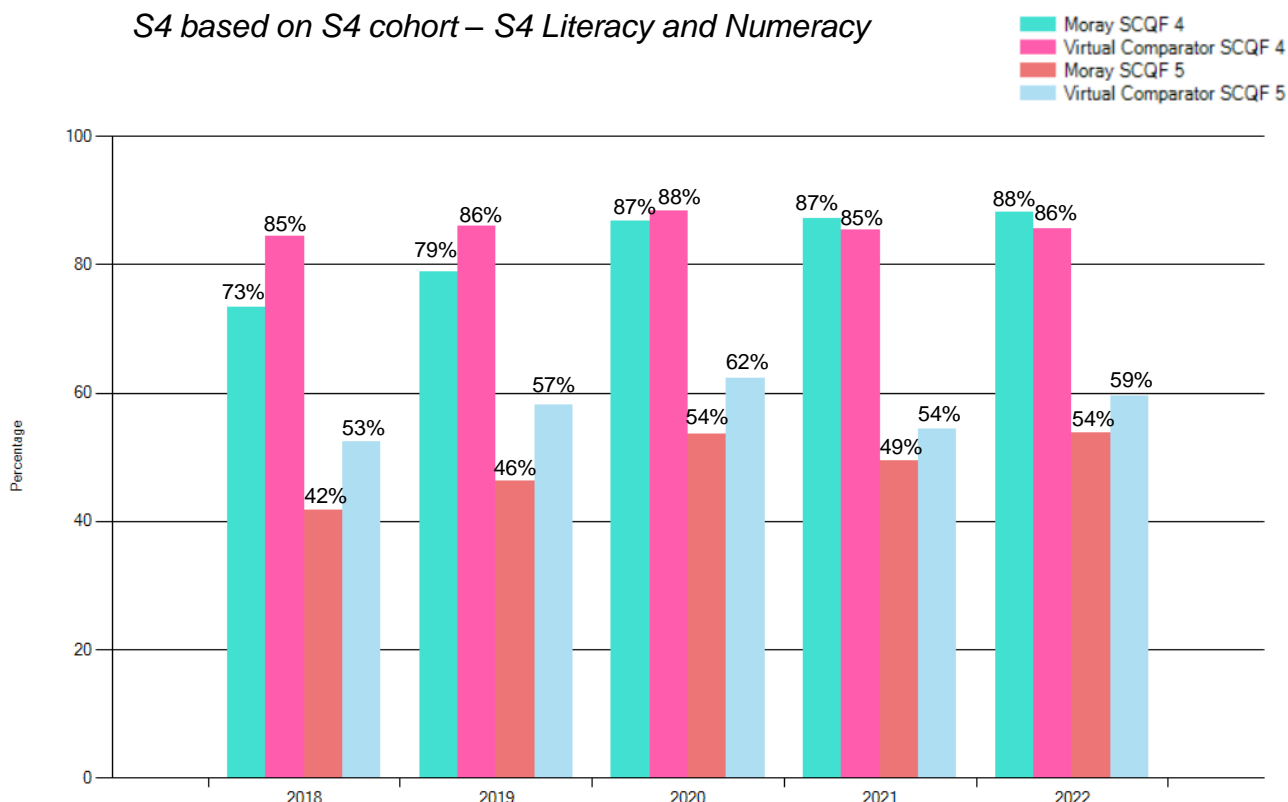
S4	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	73%	85%	-12%	42%	53%	-11%
2019	79%	86%	-7%	46%	57%	-11%
2020	87%	88%	-1%	54%	62%	-8%
2021	87%	85%	+2%	49%	54%	-5%
2022	88%	86%	+2%	54%	59%	-5%

3.18 In S4, SCQF4 level Literacy and Numeracy (combined) has increased marginally to 88% achievement with same increase of 1% in the Virtual Comparator (VC) in session 2022 to 86%. This has resulted in positive achievement above the VC in session 2022 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. Increase in SCQF Literacy and Numeracy of 5% in Moray is matched by increase of 5% in the Virtual Comparator for 2021/2022.

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

S4 based on S4 cohort – S4 Literacy

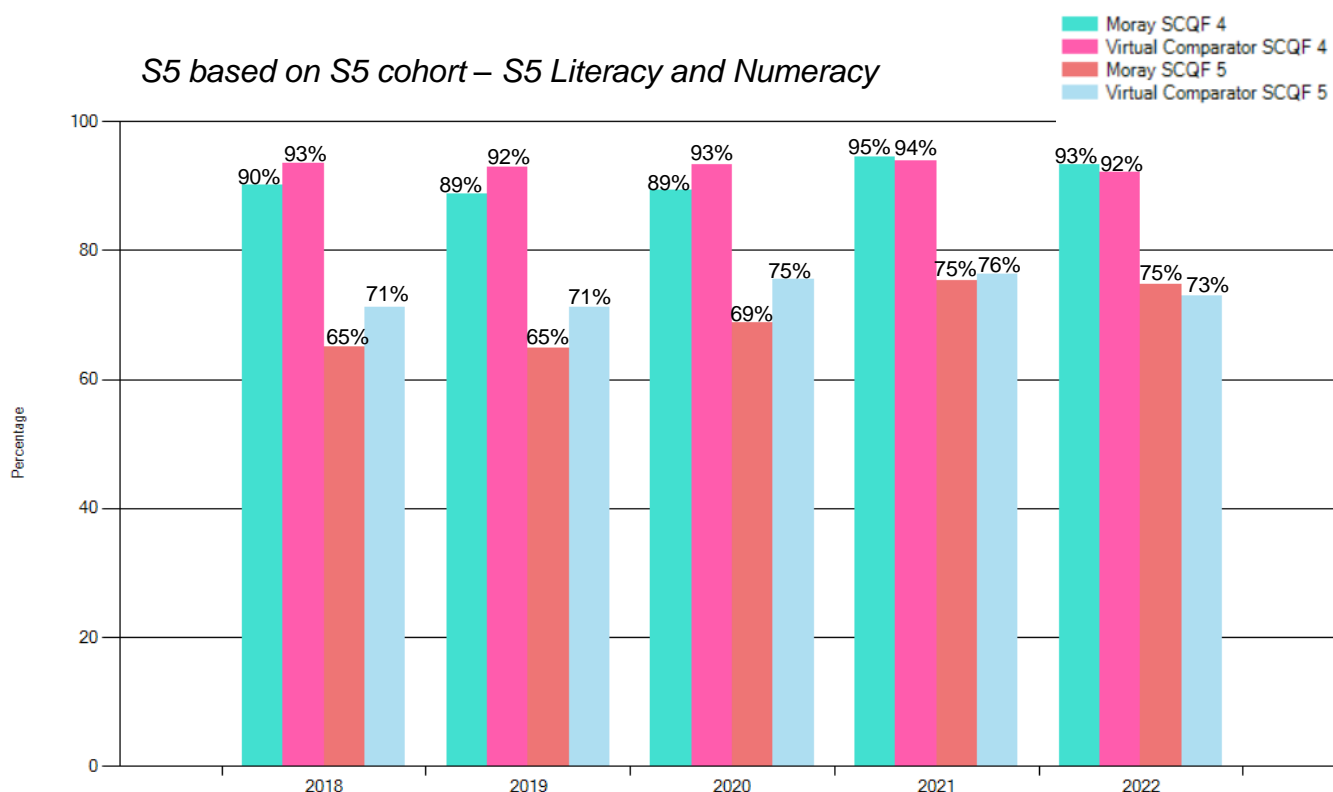|	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2018	90%	92%	-2%	71%	73%	-2%
2019	91%	92%	-1%	72%	75%	-3%
2020	93%	93%	0%	74%	78%	-4%
2021	94%	92%	+2%	78%	75%	+3%
2022	92%	92%	0%	76%	76%	0%

3.19 At SCQF4 and SCQF5 level Literacy, performance in S4 is favourable overall with performance in line with the VC 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, now in line with the VC in session 2021/2022.

S4 based on S4 cohort – S4 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
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%
2022	91%	88%	+3%	59%	63%	-4%

3.20 At SCQF4 level Numeracy, performance in S4 has improved over the past three years in line with the VC with attainment 3% above the VC in 2022. At SCQF5 Numeracy, the attainment gap between Moray and VC has reduced over time. Where attainment has increased for both Moray and the VC in session 2022, a 4% attainment gap is noted at SCQF5 Numeracy between Moray and the VC. This is a 2% reduction compared with 2020 and 2021.

S5 based on S5 cohort – S5 Literacy and Numeracy

S5	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	90%	93%	-3%	65%	71%	-6%
2019	89%	92%	-3%	65%	71%	-6%
2020	89%	93%	-4%	69%	75%	-6%
2021	95%	94%	+1%	75%	76%	-1%
2022	93%	92%	+1%	75%	73%	+2%

3.21 In S5, SCQF4 level Literacy and Numeracy (combined) has fallen by 2% in line with a VC drop of 2%. However, Moray has exceeded the VC by 1% at SCQF4 Literacy and Numeracy (combined) in 2022 as highlighted in green above, similar to 2021. While the attainment gap between Moray and the VC for SCQF5 Literacy and Numeracy (combined) has reduced over time, it is noted that in 2022 a positive gap of 2% now exists for SCQF5 Literacy and Numeracy (combined), above the VC with positive trend change noted.

S5 based on S5 cohort – S5 Literacy

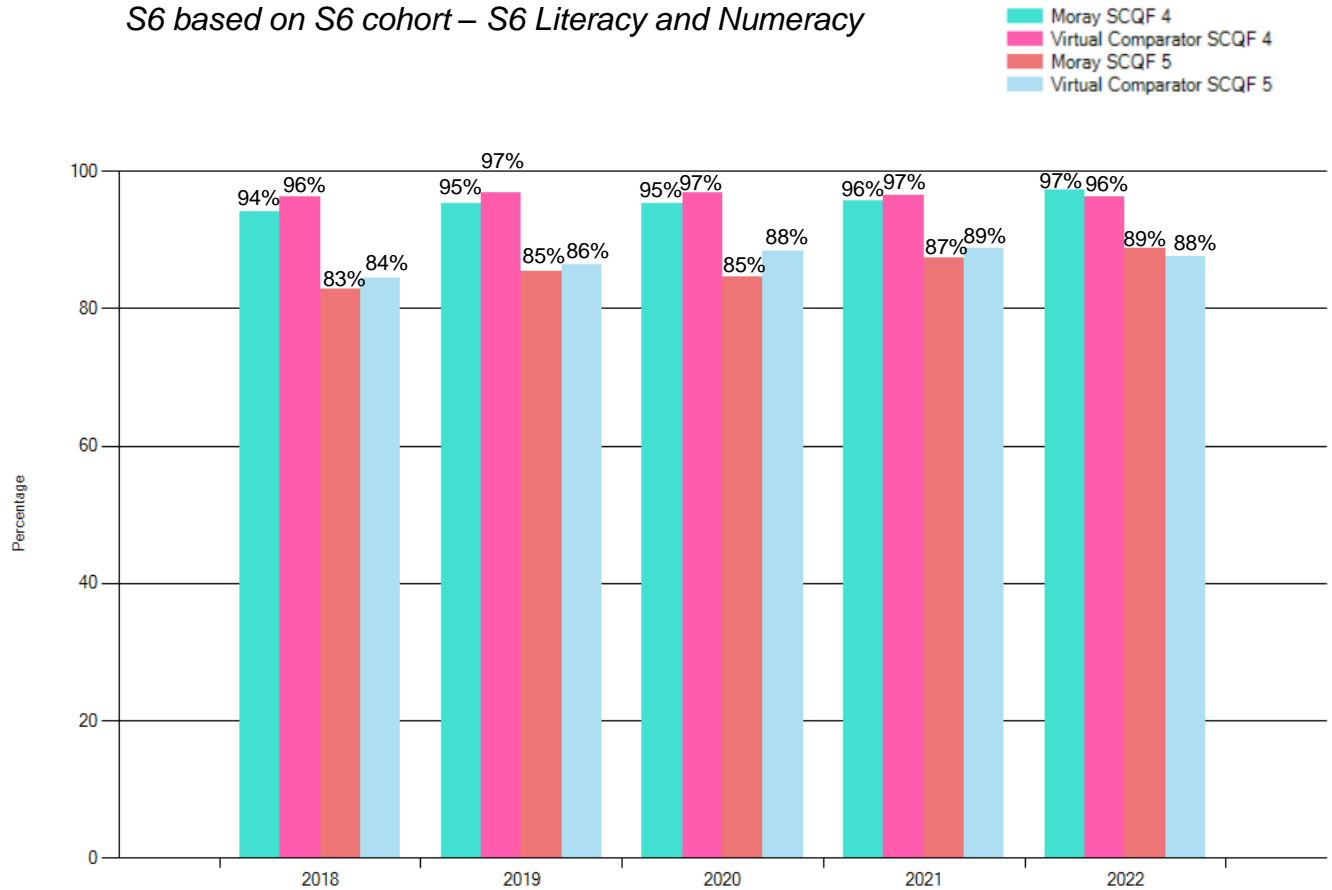|	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2018	96%	97%	-1%	86%	88%	-2%
2019	96%	96%	0%	87%	87%	0%
2020	95%	96%	-1%	87%	88%	-1%
2021	97%	97%	0%	90%	90%	0%
2022	96%	96%	0%	91%	87%	+4%

3.22 At SCQF4 level Literacy in 2022, performance in S5 is in line with the VC overall common with 2021 with positive performance witnessed overall in line with VC. At SCQF5 level Literacy, performance is above the VC by 4%, with drop in the VC noted compared with 2021 with positive Moray performance noted.

S5 based on S5 cohort – S5 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
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%
2022	94%	93%	+1%	76%	75%	+1%

3.23 At SCQF4 level Numeracy, performance in S5 has improved in 2021 compared with previous years and is now 1% above the VC, with VC noted as 2% lower than 2021. At SCQF5 Numeracy, the attainment gap between Moray and VC has been notable over time. In 2022 for SCQF5 level Numeracy, closure in attainment gap is noted at SCQF5 Numeracy between Moray and the VC with positive 1% above VC noted, where the VC is 3% lower than 2021 (Moray 1% lower than 2021).

S6 based on S6 cohort – S6 Literacy and Numeracy

Legend:
- Moray SCQF 4
- Virtual Comparator SCQF 4
- Moray SCQF 5
- Virtual Comparator SCQF 5

S6	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	94%	96%	-2%	83%	84%	-1%
2019	95%	97%	-2%	85%	86%	-1%
2020	95%	97%	-2%	85%	88%	-3%
2021	96%	97%	-1%	87%	89%	-2%
2022	97%	96%	+1%	89%	88%	+1%

3.24 In S6, SCQF4 level Literacy and Numeracy (combined) has increased to 97% with overall stability and gradual increase 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 positive marginal gap of 1% exists in 2022 on S6 point of exit for SCQF5 Literacy and Numeracy (combined), with Moray performing slightly above what the VC would suggest.

S6 based on S6 cohort – S6 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2018	97%	98%	-1%	95%	96%	-1%
2019	97%	98%	-1%	95%	96%	-1%
2020	97%	98%	-1%	97%	96%	-1%
2021	98%	98%	0%	96%	96%	0%
2022	99%	98%	+1%	96%	96%	0%

3.25 At SCQF4 level 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 2022, SCQF4 level Literacy is above with the VC at 99%, noting proximity to 100% achievement. At SCQF5 level Literacy, performance remains in line with the VC over time, with positive trend overall in the past five years. Performance is in line with the VC at 96% in 2022 and 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
2018	94%	97%	-3%	84%	85%	-1%
2019	96%	97%	-1%	87%	88%	-1%
2020	95%	97%	-2%	85%	89%	-4%
2021	96%	97%	-1%	88%	90%	-1%
2022	98%	97%	+1%	90%	89%	+1%

3.26 At SCQF4 level Numeracy, performance of S6 in 2022 compared with previous years is higher and above the VC, noting proximity at 98% in 2022 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 2022 for SCQF5 level Numeracy, performance is 1% above the VC at 90%, with positive achievement of this cohort.

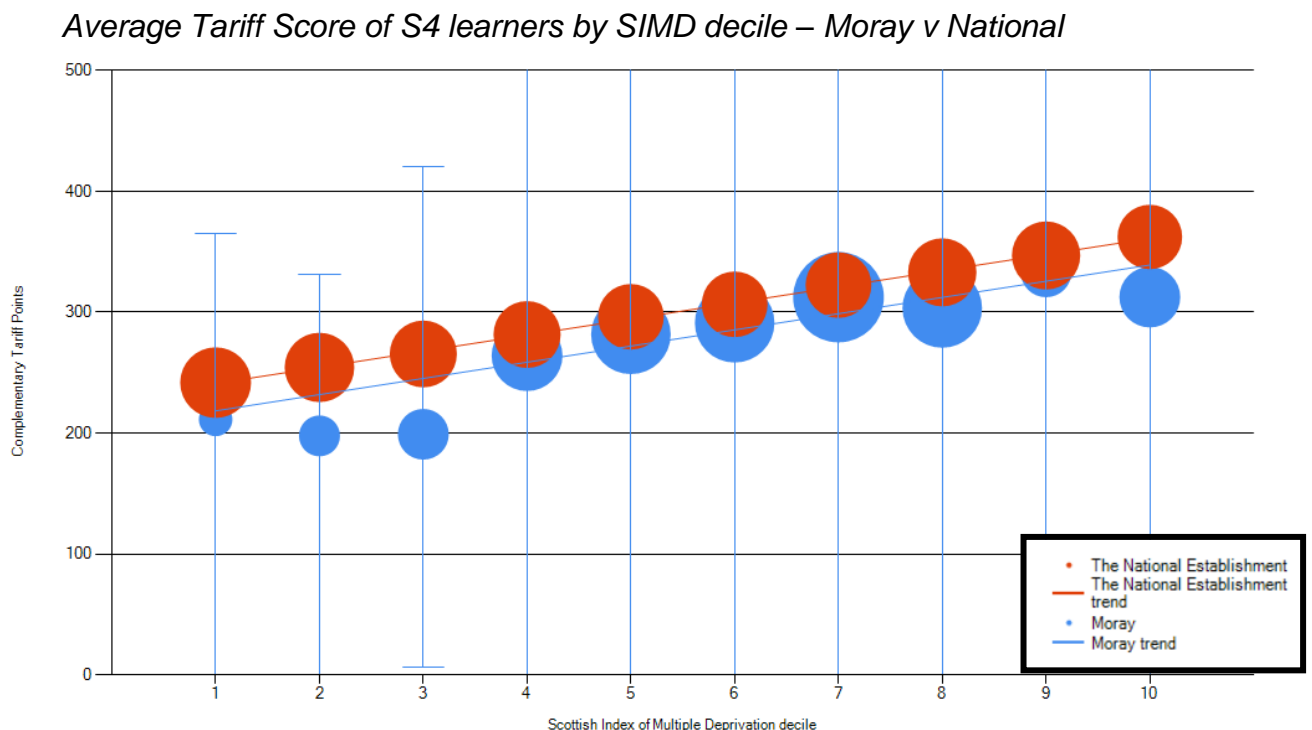3.27 <u>Local Measure – Initial Leaver Destination: Post-school destinations</u>

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 2023 based on current Committee cycle.

3.28 <u>Local Measure - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation</u>

The graphs show 2021/2022 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 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.
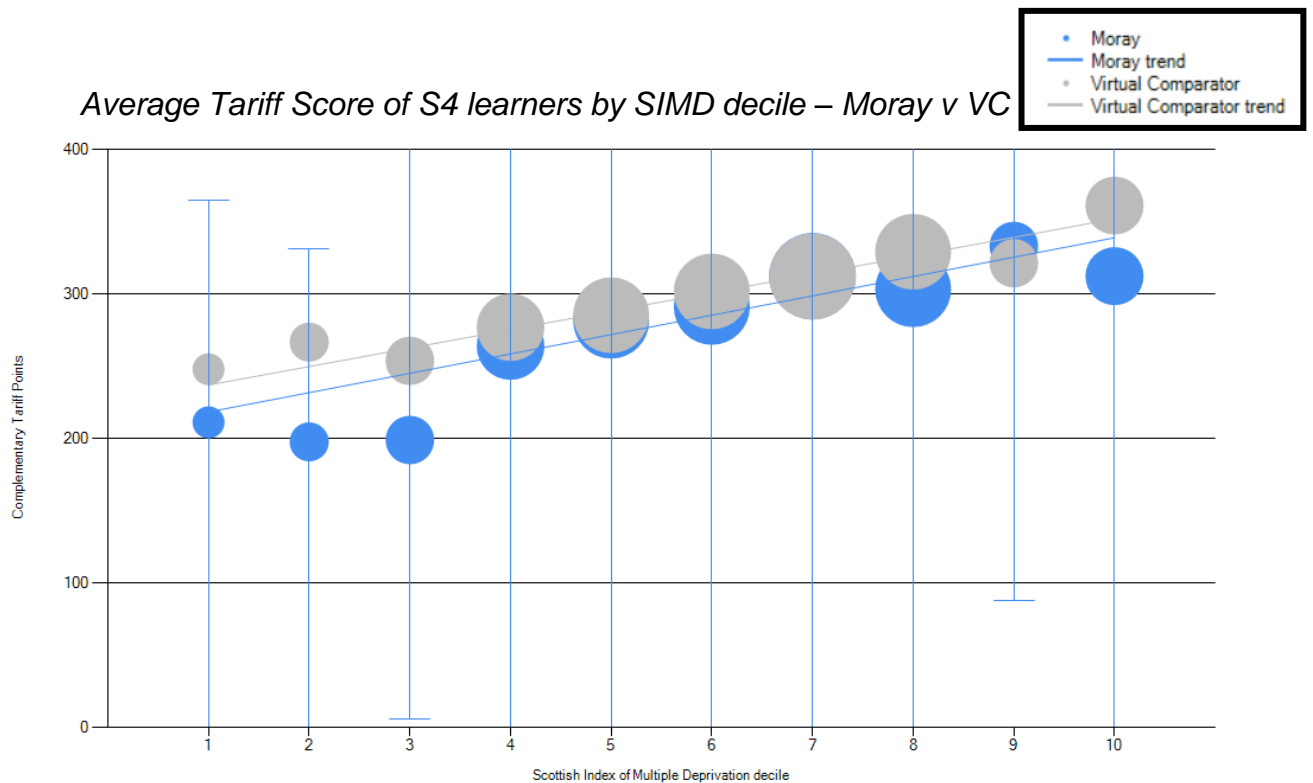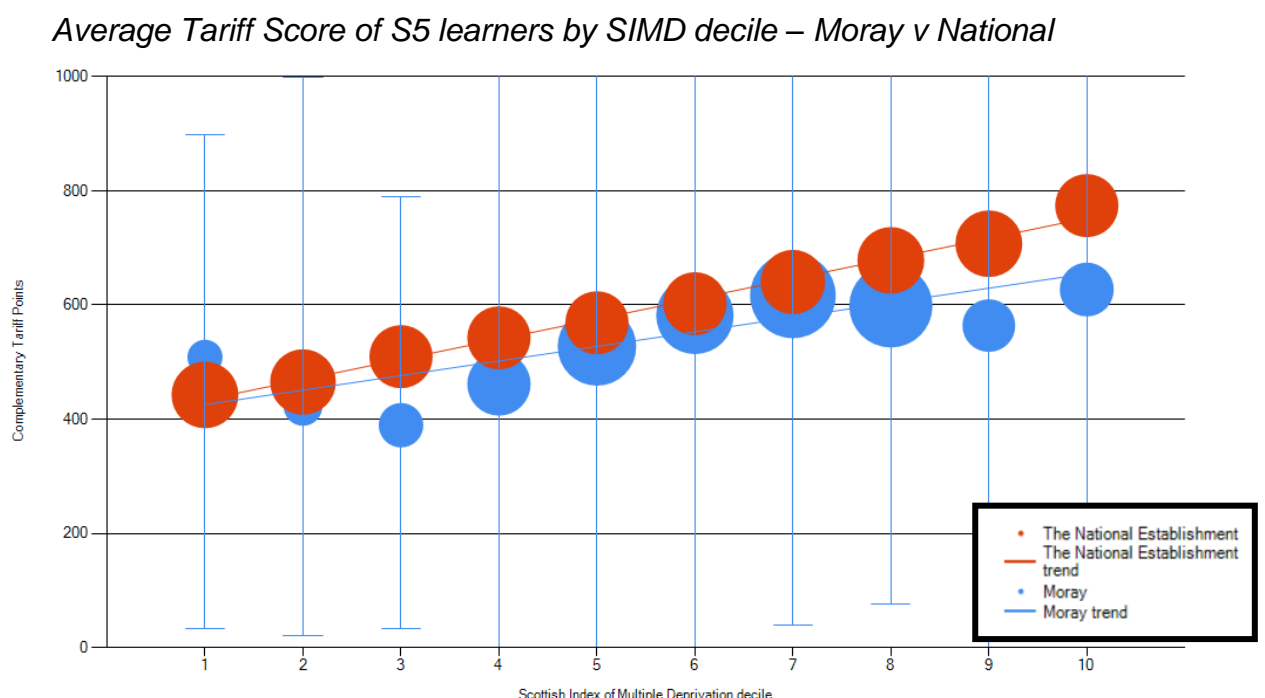
3.29 Overall, the S4 cohort in 2022 performed marginally below the VC across all SIMD deciles as indicated by the blue (Moray) and grey (VC) trend lines. Performance at SIMD 1 (10 pupils), SIMD 2 (21 pupils), SIMD 3 (41 pupils) and SIMD 10 (70 pupils) is lower than the VC overall. Learners at SIMD 4 (108 pupils), SIMD 5 (145 pupils), SIMD 6 (144 pupils) and SIMD 7 (199 pupils) is in line with, or slightly below the VC. Performance overall at SIMD 8 (172 pupils) is marginally below the VC. At SIMD 9 (42 pupils) performance is above the VC. 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.

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

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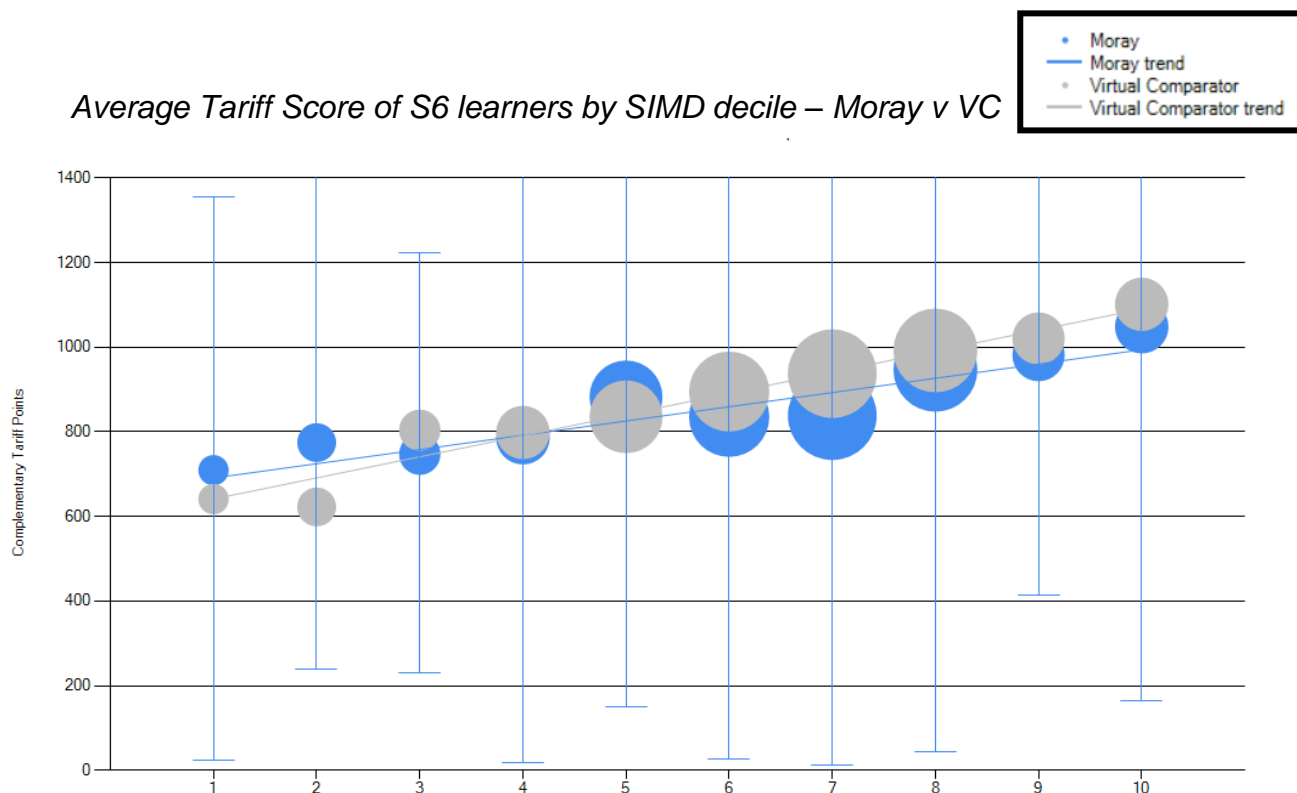

3.30 Overall, the S5 cohort in 2022 performed marginally below the VC. A gap in attainment is noted between Moray and VC as SIMD increases, more notably at upper deciles SIMD 8 (150 pupils), SIMD 9 (43 pupils) and SIMD 10 (46 pupils). Performance at SIMD 2 (16 pupils) and SIMD 3 (25 pupils) is below the VC. Pupils at lower decile SIMD 1 (12 pupils) perform above the VC. At SIMD 5 (130 pupils), SIMD 6 (122 pupils) and SIMD 7 (157 pupils), performance is in line with the VC overall where vertical lines once again illustrate variance in pupil achievements. Performance is similar as common with S4 data above 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 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

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

3.31   Overall, the S6 cohort in 2022 by point of exit performed in line with, or above the VC in lower SIMD deciles. A gap is noted between Moray and VC as SIMD increases. Performance at SIMD 6 (93 pupils), SIMD 7 (119 pupils) and SIMD 8 (103 pupils) is lower than the VC overall with variance in tariff score achieved in the latter SIMD in particular. A number of learners at SIMD 9 (28 pupils) and SIMD 10 (30 pupils) performed slightly below the VC. Performance overall at SIMD 1 (4 pupils), SIMD 2 (11 pupils) and SIMD 5 (73 pupils) is above the VC and in line with the VC at SIMD 4 (30 pupils). Performance against the VC is similar to the National picture highlighted below. It is noted that attainment is impacted as SIMD increased, with SIMD 1-5 in line with National comparator, similar with SIMD 9-10. SIMD 6-8 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.

*Average Tariff Score of S6 learners by SIMD decile – Moray v National*
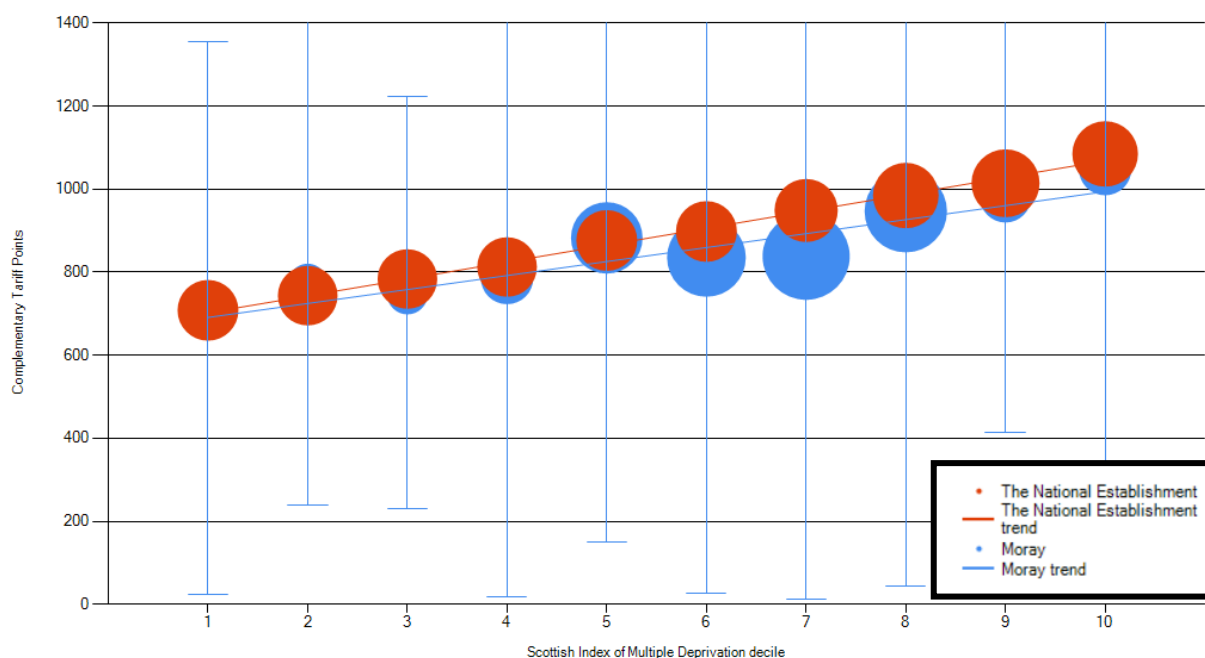
3.32 Within Moray, secondary schools continue to further analyse data sets in order to identify learners at risk of underachievement which may be for a variety of reasons including social, emotional, additional support needs or wider health reasons. SIMD data available to schools allows further focus within School Improvement Plans supported by Pupil Equity Funding (PEF) where available, to close identified attainment gaps. 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 Strategic Equity Funding monies, previously reported to Committee.

3.33 **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 National comparators.

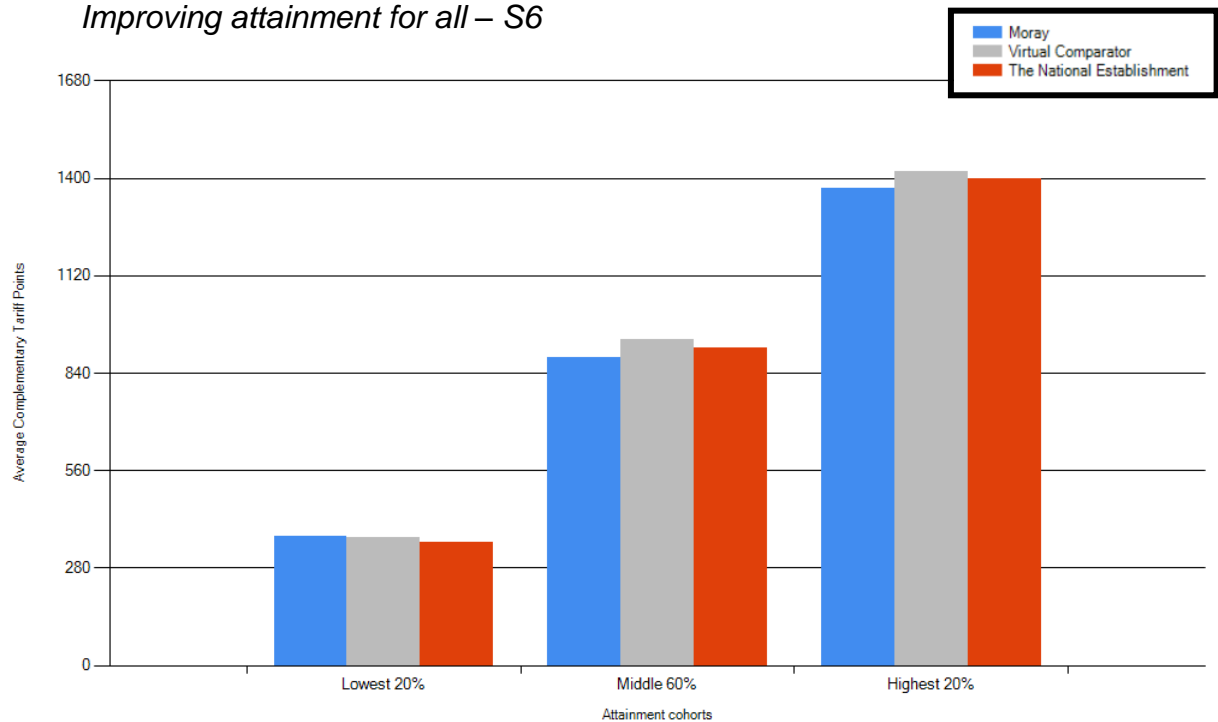*Improving attainment for all – S4*
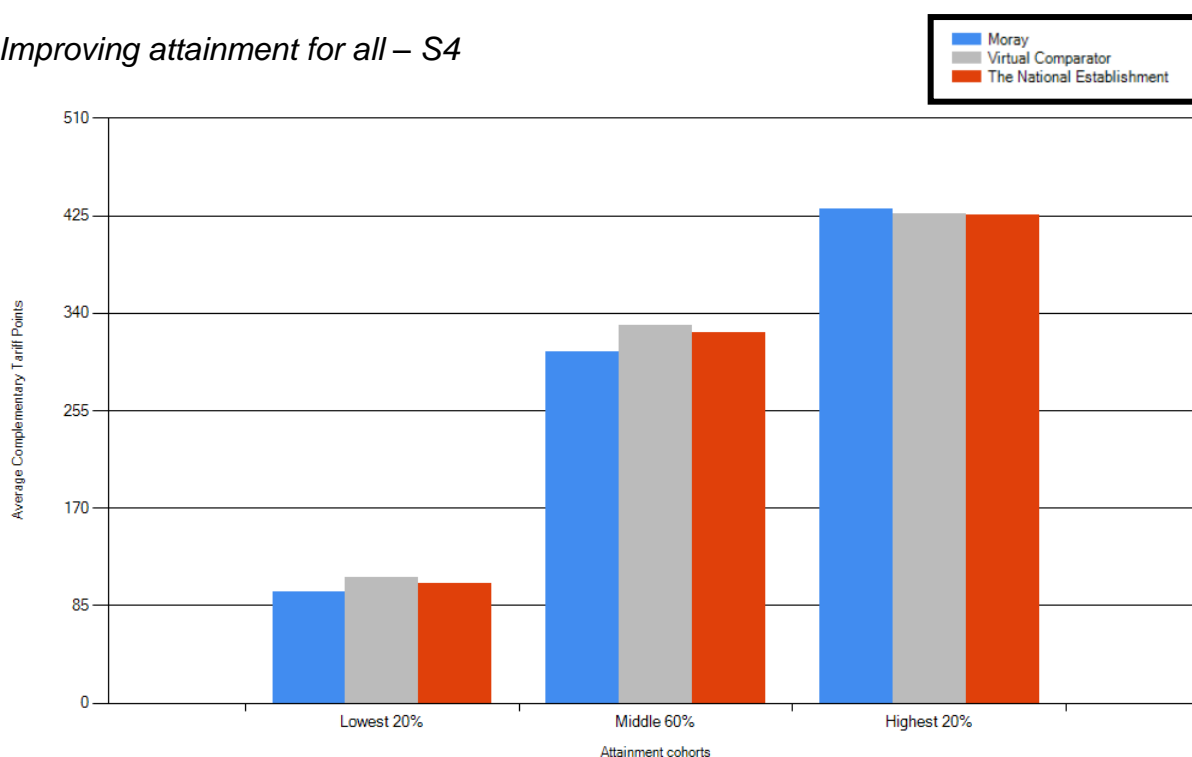
3.34 In S4, performance for the top 20% is marginally above the VC and National comparators. The lowest 20% and middle 60% of attainers in the cohort perform slightly below the VC and National comparators. The Middle 60% are slightly below both the VC and National comparators.

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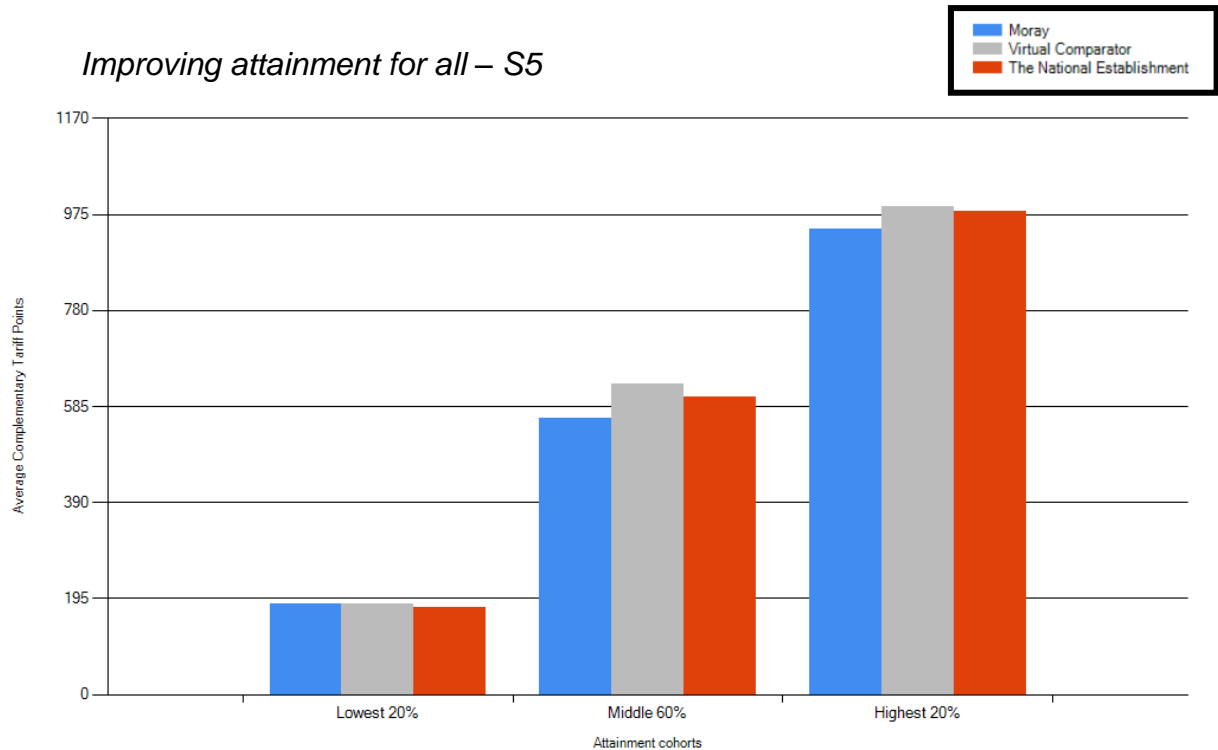
3.35   In S5, performance for the top 20% is below the VC and National comparators. The lowest 20% of attainers in the cohort perform in line with the VC and above the National comparator, slightly below the VC. The Middle 60% are below the VC and marginally below the National comparator.

Improving attainment for all – S6

3.36   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 below the VC and marginally below the National comparator.

3.37 **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	2018	2019	2020	2021	2022
1 @ SCQF level 5	82.8%	83.7%	85.3%	86.6%	85.22%
3 @ SCQF level 5	63.0%	64.4%	66.9%	69.2%	65.48%
5 @ SCQF level 5	41.0%	42.7%	46.7%	48.2%	46.82%
6 @ SCQF level 5	28.2%	30.3%	33.5%	32.8%	35.28%
7 @ SCQF level 5	1.1%	0.6%	11.7%	13.2%	18.66%

3.38 In session 2022, positive increases in attainment are noted at 6 and 7 @ SCQF level 5. The 1 @ SCQF level 5 measure is comparable to session 2021 with marginal decrease of note for 5 @ SCQF level 5 (1.38%). The largest reduction (3 @ level 5) of 3.72% of an S4 cohort size of 927 young people in 2022, represents a notional decrease of 34 pupils not achieving at this measure. The trend for attainment of 6 or more qualifications at level 5 shows a positive position across five of the schools (increased from 4 in session 2020, 6 in session 2021). There is also an emergence of positive performance for 7 qualifications at SCQF level 5, increasing to 18.66% or 173 learners based on 2022 cohort size of 927 young people, compared with 122 learners in 2021. In review of wider datasets, with the exception of the 1 or more qualifications at SCQF level 5 noted above (performance above National average), performance across all measures is below both Virtual Comparator and National averages.

3.39 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:

Performance for *1 or more qualifications at SCQF level 5* is below the ACM years (2020 and 2021) but 1.52% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
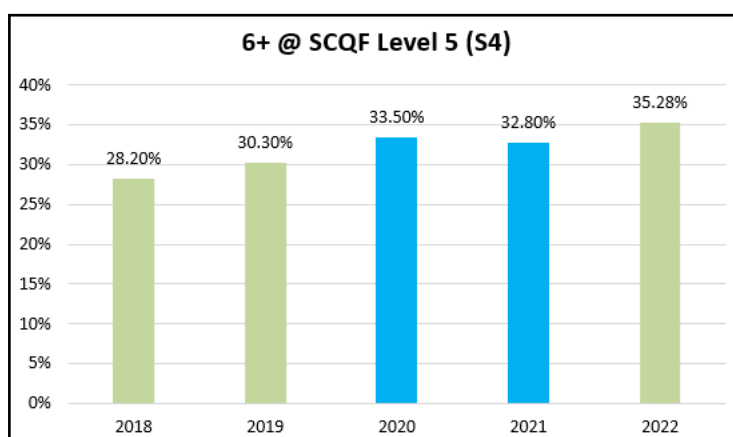

Performance for *3 or more qualifications at SCQF level 5* is below the ACM years (2020 and 2021) but higher than 2019 (1.08%) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
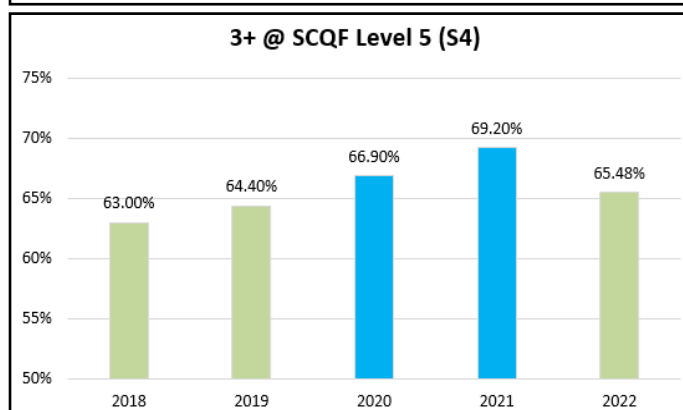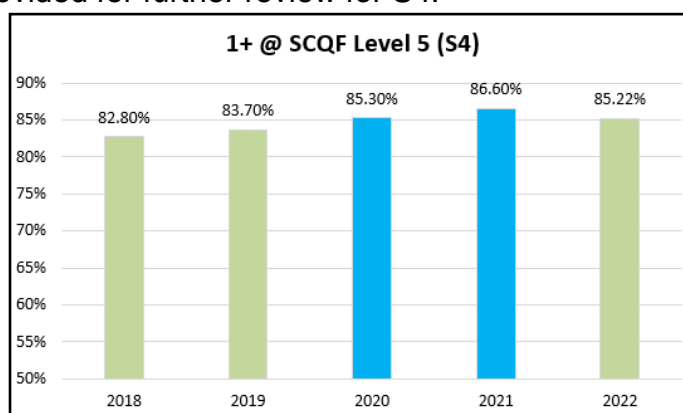
Performance for *5 or more qualifications at SCQF level 5* is below 2021 but marginally above the 2020 ACM year. In relation to 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 4.12% greater.

5+ @ SCQF Level 5 (S4)

Year	Value
2018	41.00%
2019	42.70%
2020	46.70%
2021	48.20%
2022	46.82%
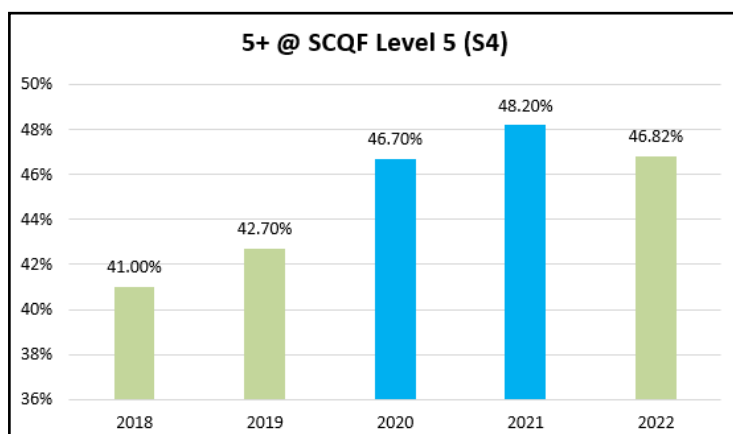
Performance for *6 or more qualifications at SCQF level 5* is above the 2020 and 2021 ACM years. In relation to 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 4.98% greater.

6+ @ SCQF Level 5 (S4)

Year	Value
2018	28.20%
2019	30.30%
2020	33.50%
2021	32.80%
2022	35.28%

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 supporting this positive trend.

7+ @ SCQF Level 5 (S4)

Year	Value
2018	1.06%
2019	0.57%
2020	11.74%
2021	13.20%
2022	18.66%
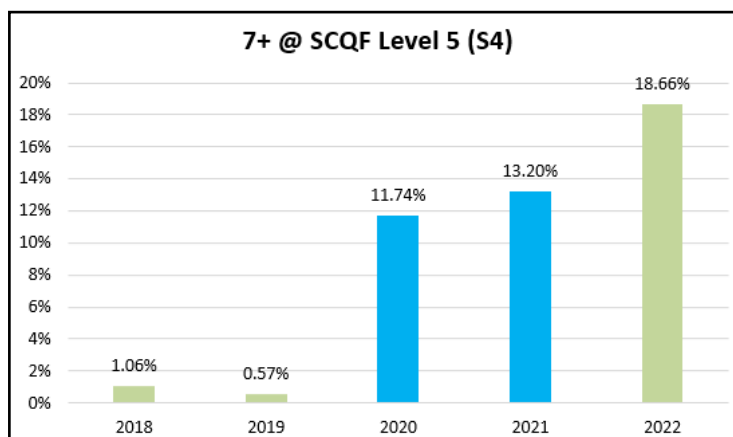
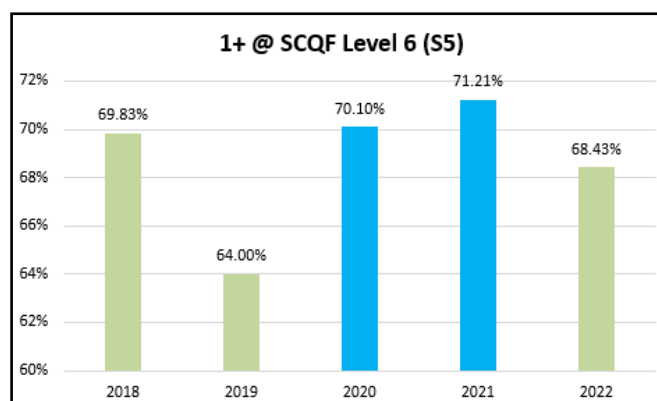3.40   *S5 Breadth and Depth attainment at SCQF Level 6*

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	2018	2019	2020	2021	2022
1 @ SCQF level 6	69.83%	64.00%	70.10%	71.21%	68.43%
3 @ SCQF level 6	44.49%	42.40%	45.50%	47.60%	45.54%
5 @ SCQF level 6	20.39%	20.00%	19.20%	20.76%	18.11%

3.41   Following return to an SQA examination diet in 2022, it is noted that performance has marginally reduced for the S5 cohort in 2022 compared with the 2020 and 2021 ACM presentation years overall.

3.42   In review of wider datasets and the measures for 1 or more and 3 or more qualifications at SCQF level 6, performance is marginally below Virtual and National Comparators. At the 5 or more qualifications at SCQF level 6 measure, performance is notably below Virtual and National Comparators and of particular note.

3.42   Compared to 2019 as the last academic session where SQA examinations were present as summative assessment format, there is positive improvement noted at for 1 and 3 passes at SCQF level 6. The largest increase (1 @ level 6) of 4.43% of a cohort size of 773 young people, represents an additional 34 pupils achieving at this measure.

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 S5:

Performance for *1 or more qualifications at SCQF level 6* is below the ACM years (2020 and 2021) but 4.43% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.

1+ @ SCQF Level 6 (S5)

Year	Value
2018	69.83%
2019	64.00%
2020	70.10%
2021	71.21%
2022	68.43%

Performance for *3 or more qualifications at SCQF level 6* is below the 2021 ACM year but in line with 2020 ACM year. 2022 performance is 3.14% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal assessment.

3+ @ SCQF Level 6 (S5)

Year	Value
2018	44.49%
2019	42.40%
2020	45.50%
2021	47.60%
2022	45.54%
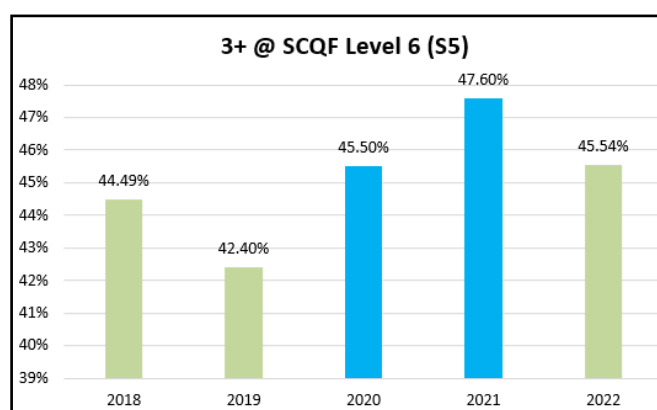
Performance for *5 or more qualifications at SCQF level 6* is below all years across the 5-year trend period. 2022 performance is 1.89% less than 2019 as noted above regarding SQA examination basis, representing 10 pupils based on S6 cohort.

5+ @ SCQF Level 6 (S5)

Year	Value
2018	20.39%
2019	20.00%
2020	19.20%
2021	20.76%
2022	18.11%
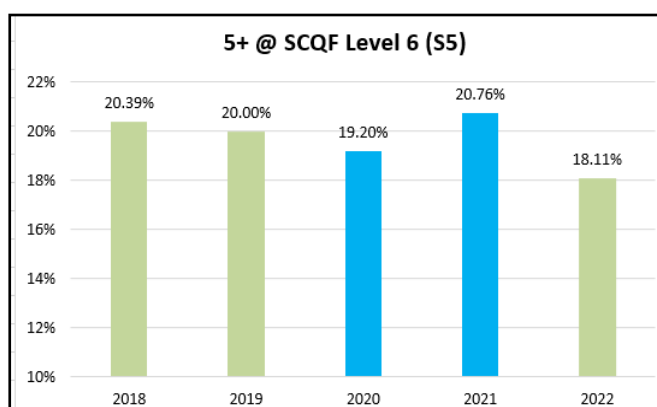
3.44   *S6 Breadth and Depth attainment at SCQF Levels 6 and 7*

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.

	2018	**2019**	**2020**	**2021**	**2022**
3 @ SCQF level 6	76.0%	78.0%	80.0%	79.9%	76.6%
5 @ SCQF level 6	54.4%	57.1%	61.3%	59.8%	54.3%
1 @ SCQF level 7	39.7%	38.2%	42.4%	44.1%	40.4%

3.45   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 Virtual and National Comparators. At the 1 or more qualifications at SCQF level 7 measure, performance is marginally below Virtual and National Comparators.

3.46   In comparison with 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.

3.47   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:

Performance for *3 or more qualifications at SCQF level 6* is below the ACM years (2020 and 2021) and marginally below 2019 (1.4%; 7 learners) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
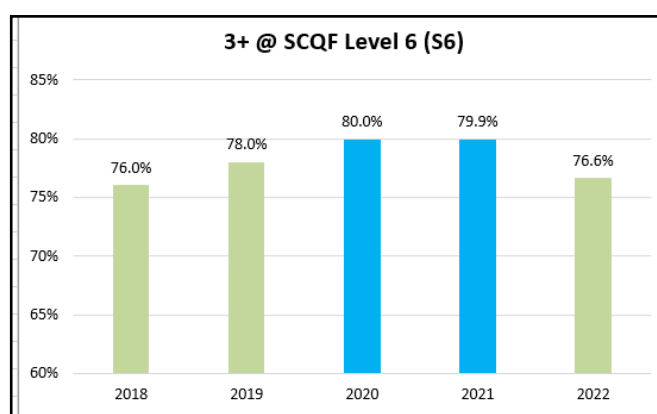
3+ @ SCQF Level 6 (S6)

Performance for *5 or more qualifications at SCQF level 6* is below the ACM years (2020 and 2021) and marginally below 2019 (2.8%; 14 learners) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
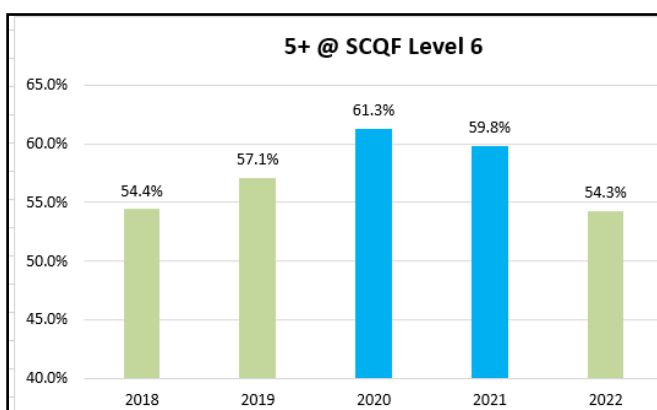
5+ @ SCQF Level 6

Performance for 1 *or more qualifications at SCQF level 7* is below the ACM years (2020 and 2021) and above 2019 performance (2.2%; 11 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.

1+ @ SCQF Level 7

Year	Value
2018	39.7%
2019	38.2%
2020	42.4%
2021	44.1%
2022	40.4%
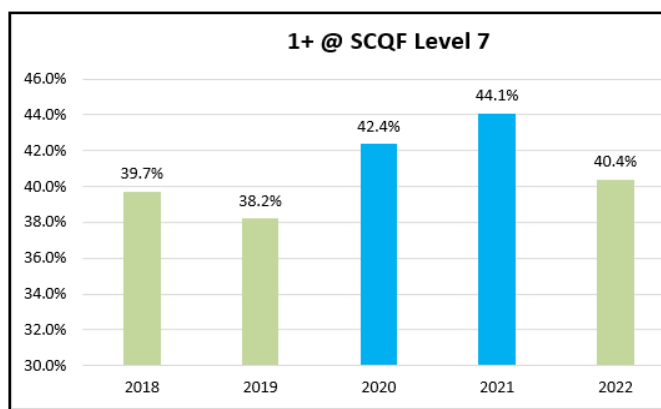
3.48 *Subject performance at National 5, Higher and Advanced Higher*

In Moray, over 90% of young people achieved an award (A-D) at S4 National 5, S5 Higher and S6 Advanced Higher levels. In S4, performance is in line with session 2018/2019 as the last comparable SQA Examination year. Strong S4 performance is noted in National 5 Art and Design, English, Music and Physical Education. National 5 Maths also continues to show positive attainment of young people.

Performance at S5 for Higher highlights positive subject performance with 92% of young people achieving an award (A-D). In particular, young people performed well in Art and Design, Business Management, English, Geography, Modern Studies and Physical Education. Performance and pass rates are once again noted as comparable to pre-pandemic levels.

In S6, young people studied a broad range of Higher and Advanced Higher subjects, with 87% achieving awards (A-D). Positive Higher performance is noted in Business Management, Modern Studies and Physical Education. At S6 Advanced Higher, performance was strong in a number of subjects including Art and Design, Chemistry, English, French, Geography, German, Mathematics, Music and Physics.

3.49 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 the performance is noted below for A-C passes for 2018-2022:

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

3.50 Low presentation numbers are noted, with 67 presentations certificated across courses listed above. Young people studied a further 224 ungraded and non-examination based courses (SCQF rated at level 4 as indicated below or level 5) at Moray College UHI where based on current year, 198 passes were achieved across a range of courses out of a possible 224 with pass rates across these courses noted below:

Course	Pass rate (current year)
Beauty Therapy - SCQF Level 4	96%
British Sign Language - SCQF Level 4	86%
Criminology - SCQF Level 5	100%
Developing Leadership	100%
English for Speakers of Other Languages (ESOL) - SCQF Level 4	100%
Foundation Apprenticeship in Creative and Digital Media (2YR)	71%
Foundation Apprenticeship in Engineering	100%
Foundation Apprenticeship in Social Services: Children and Young People (1 YR)	75%
Foundation Apprenticeship in Social Services: Children and Young People (2 YR)	60%
Foundation Apprenticeship in Social Services (Healthcare) 2 YR	83%
Foundation Apprenticeship in Social Services: Healthcare (2YR)	60%
NPA Administration and Office Skills	50%
NPA Bakery - SCQF Level 4	83%
NPA Construction Craft and Technician SCQF Level 4	79%
NPA Digital Media	100%
Pathways to Hospitality	40%
Practical Engineering SCQF Level 5	100%
Skills for Work Uniform Services - SCQF Level 4	100%
Skills for Work Automotive Skills - SCQF Level 4	100%
Skills for Work Childcare - SCQF Level 4	67%
Skills for Work Hairdressing - SCQF Level 4	100%

3.51 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 3.48 above) and ungraded pass/fail (see 3.49 above) course offers in order to extend Curriculum offer for young people across Moray.

4.0 Strengths identified from attainment data and analysis

4.1 *Literacy and Numeracy*
- S4 Literacy and Numeracy – performance against the VC remains positive at SCQF4 with improvement in performance at SCQF5 where attainment gap remains the same as 2021
- S4 Literacy overall is in line with the VC for both SCQF4 and SCQF 5 levels of Literacy
- S4 Numeracy at SCQF4 is positive in terms of trend against the VC and above the VC where SCQF5 Numeracy gap is narrowing in 2022 against the VC

- S5 – Literacy and Numeracy – performance against the VC remains positive at SCQF4 with trend change to positive above the VC at SCQF5
- S5 Literacy overall is in line with the VC at SCQF4 and noted positive and above the VC at SCQF5
- S5 Numeracy is above the VC at SCQF4 with trend change to positive above the VC at SCQF5
- S6 Literacy and Numeracy – performance against the VC has witnessed trend change to positive with both SCQF4 and SCQF5 above the VC in 2022
- S6 Literacy at SCQF4 is above the VC in 2022 and in line with the VC at SCQF5
- S6 Numeracy at SCQF4 and SCQF5 is above the VC with trend change to positive

4.2   *Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation*
- S4 attainment across SIMD deciles 4 to 7 is in line or marginally above the VC and National comparators
- S5 attainment at SIMD 1, 5 to 7 is in line with VC and National comparators overall
- S6 attainment at SIMD 1, 2, 4, 5 and 7 is marginally above or in line with VC and National Comparators overall

4.3   *Improving attainment for all*
- In S4, performance for the top 20% of learners within the cohort are marginally above the VC and National comparators with lowest 20% and middle 60% slight below both comparators
- In S5, the lowest 20% of attainers in the cohort preform in line with the VC and above the National comparator
- In S6, the lowest 20% of attainers in the cohort perform in line with the VC, slightly above the National comparator. The Middle 60% and highest 20% are marginally below National comparator

4.4   *Breadth and Depth*
- Positive trends in breadth and depth are noted for S4 at the 6 @ SCQF level 5 and 7 @ SCQF level 5 measures with all (1, 3, 5, 6 and 7 @ SCQF level 5) showing performance greater than 2019 (the last year where a formal SQA examination diet features as a key part of formal summative assessment)
- Breadth and depth in S5 is noted as showing performance greater than 2019
- The proportion of learners in S6 gaining 1 or more qualification at SCQF level 7 is greater than 2019

4.5   *Academic and wider partnerships*
- Pupils who study additional courses at Moray College UHI working in partnership with schools, achieve additional qualifications with particular success in non-examination ungraded courses

5.0   Areas of future focus from attainment data and analysis

5.1   *Literacy and Numeracy*
- Continued focus on reducing S4 SCQF level 5 Numeracy attainment gap identified with notable progress to date

5.2   *Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation*
- S4 attainment focus across SIMD deciles 1 to 3, 8 and 10 is required where attainment gap is noted between Moray, VC and National
- S5 attainment at SIMD 2 to 5 and 8 to 10 is required where attainment gap is noted between Moray, VC and National
- S6 attainment at SIMD 3 and 6 to 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 (lowest 20% and 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 National comparators
- S5 breadth and depth – focused improvement in performance against VC and National comparators
- S6 breadth and depth – improvement in performance against VC and National comparators
- Review of curriculum offer 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
- Learner pathways incorporating ungraded course offers involving further academic and wider partnerships as highlighted by the Scottish Credit and Qualifications Framework (SCQF), widening progression routes and access to education and training opportunities

6.0 Actions for Improvement

In order to further build on areas of strength identified and address areas of underperformance for future focus, we have initiated an iMpact Moray approach through which we aim to improvement Moray's performance and children's triumphs through a range of targeted supports and approaches. The overarching approaches outlined below as key actions will strengthen our raising attainment approach and lead to improvement as noted within our National Improvement Framework self-evaluation and plan as reported previously to Committee.

6.1 *Literacy and Numeracy*
- Development of revised Moray Literacy and Numeracy Strategies in line with current thinking and practice will support improvements in attainment for children and young people
- Through reviewed approaches to Broad General Education (BGE) tracking and monitoring and further recruitment to Moray's Quality Assurance and Moderation Support Officer (QAMSO) group, strengthened teacher professional judgments and data review in the BGE will continue to reinforce foundations for Senior Phase attainment. Earlier identification and intervention in relation to identified attainment gaps should result supporting Senior Phase pathways and attainment
- QAMSO training is now complete with the National Improvement Framework Officer with moderation plan and activities for Moray now

planned for the session, supported by central officers and QAMSOs in
support of strengthened Teacher Professional Judgements

6.2 *Tackling disadvantage by improving the attainment of lower attainers relative
to higher attainers – Attainment vs Deprivation*
- Stretch Aims have been drafted for discussion at forthcoming meeting with
Education Scotland Senior Regional Advisor, National Improvement
Framework Officer and Attainment Advisor. These have been set in line
with National Guidance and link to Broad General Education Achievement
of Curriculum for Excellence levels, SCQF *all candidates* and *leavers* for
key attainment measures as well as wider Health and Wellbeing measures
linked to attendance, exclusions and FSM.
- Stretch Aims will be used as a focus for future improvement activities and
Core Stretch Aims are included in draft format within **Appendix 1** with
further work underway on finalising Core plus Stretch Aims
- Targeted use of Scottish Attainment Challenge monies including Strategic
Equity Funding to support localities of greatest need to raise attainment
due to poverty related and wider factors, using data as a key driver
- Further data interrogation and review at local authority level as social and
economic changes continue to emerge, for closing identified gaps

6.3 *Improving attainment for all*
- Working with the Scottish Government Insight Advisor, we will continue
with the Insight Strategy involving practitioners across Moray secondary
schools and with different groups, supporting data interrogation and
analysis for intervention and in order to close identified attainment gaps at
individual pupil, group and cohort level within Moray secondary schools
- Authority-wide focus on high quality learning and teaching, continuing to
revisit Our Moray Standard for Learning and Teaching and support
resources across all schools as we recover from prior disruption
- Working with the SCQF Partnership, adopt the SCQF Ambassador
programme across Moray's eight secondary schools to raise awareness
and embrace wider qualifications and accreditation opportunities for
widened opportunities for all young people
- Review data systems to ensure they remain fit for purpose and explore
wider potential for data dashboarding for increased timeliness of data
extraction and analysis for identifying attainment gaps
- Review Seemis Management Information System use and data collection,
progressing identified improvements where now required
- Review school approaches to Tracking and Monitoring in the Senior Phase
and data literacy across the system with focus on supporting young people
to achieve their full potential through courses and accreditation
opportunities
- Following finalisation of Stretch Aims, review the Moray Raising
Attainment Strategy to adopt the iMpact Moray approach and adjust
school visit programme to align to data and stretch aim review
- Implementation of a revised Secondary Improvement Model (SIM) with
school partnerships (pairings) identified to support continuous
improvements and school visit programme finalised to be undertaken
during term 2 and term 3
- Continued work by colleagues in Education Resources and communities in
developing and initiating universal and targeted interventions for pupils
with additional support needs including those young people with social,

emotional or behaviour needs impacting on their engagement and participation in learning, achievement and attainment and continued review of ASN as part of Improvement and Modernisation Programme approaches

6.4   *Breadth and Depth*
- Virtual Curriculum sessions and a Curriculum Innovation Day was held with school leaders, central team, partners noted above and Education Scotland Curriculum Innovation Team to ensure the Curriculum moving forwards is current, comprehensive, offers extensive choice and supports young people in developing knowledge and skills to ensure they are on a level playing field with young people Nationally.
- Key projects and workstreams are being planned with identified partnership working moving forwards to strengthen curriculum offer, pathways and accreditation for raising attainment and achievement for all young people
- Following discussions through Impact Moray and with Secondary Head Teachers, work has been identified to progress with Subject Leaders and refocus the role and purpose of Secondary Subject Groups and review of subject breadth and depth with Middle Leader event in initial planning stages
- Review of curricular provision including range and number of qualifications on offer to support all learners using consortia approaches as well as virtual solutions in line with OECD reports and National advice
- Continued focus of SQA Coordinator and Curriculum Working Groups and project workstreams to be confirmed, ongoing to support refreshed partnership and consortia approaches

6.5   *Academic and wider partnerships*
- Partnership work continuing with key partners including DYW Moray and Skills Development Scotland to ensure the opportunities available to all young people across Moray Schools continue to reflect labour market and wider context intelligence
- Continued partnership working with Moray College UHI as part of the Curriculum Strategy to support and widen pathways, course options and accreditation routes for Moray's young people
- Other actions as identified and reported separately through the Education Service Plan linked to the Strategic Priorities for Education as previously reported to Committee through our National Improvement Framework Action Plan 2022/2023

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 (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 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 1 of a return to SQA examinations following two years of an Alternative Certification Model (ACM), much different to the previous two years of ACM. The conditions for assessment in this year's SQA Examination diet (pandemic related) are also notably different to 2019.

There is also the consideration that more young people continue to stay on at school beyond S4 and S5 due to coronavirus pandemic and the associated uncertainty. 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 further observe increase 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. This requires schools to allocate resource in a targeted way.

Uncertainty surrounds potential change as a result of the unknown direction/longer term impact of the Covid-19 pandemic, which may impact on achievements of future cohorts.

Change in use of additional funding for teachers in May 2022 resulted in cessation of funding moving forwards for Principal Teachers (Raising Attainment) across secondary schools. These posts were central to ensuring improvements to Literacy and Numeracy achievement and exploration of wider accreditation options to support learner achievement and positive outcomes. While some of the secondary schools have reprioritised funding and staffing allocation in support of these posts, most could not afford to continue these posts, with end of this funding. A risk associated with this change is potential for lower levels of attainment with reduced capacity to explore alternative course options and accreditation routes.

All of the above are likely to have an effect on SQA results and overall performance data in future years.

e) Staffing Implications

No staffing implications arising directly from this report other than risks associated with staff absence due to post-pandemic related factors impacting on course delivery/service continuity and as noted above.

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, 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.

8. CONCLUSION

8.1 Key attainment messages are outlined within this paper with areas of strength noted and areas for improvement identified for moving forwards. Strategic areas of work are planned or already underway in line with the iMpact Moray approach in support of maximising achievement and attainment of all young people in Moray. This has led to sharing of key attainment messages and partnership working through SCQF, Curriculum and Insight Strategy work proceeding, in addition to work in the Broad General Education part of the curriculum.

8.2 In discussion with Education Scotland, Stretch Aims are in draft form and will provide a basis for measurement and review, to guide improvement activities moving forwards across the service. Coupled with revised Secondary Improvement Model, key areas for improvement will remain at the forefront of intervention and support.

8.3 Committee is invited to scrutinise data and key messages reported and acknowledge work undertaken to date in improving learner attainment and achievement by Moray schools. Critical actions for improvement are highlighted for agreement as key components of the improvement journey moving forwards.

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers: **Appendix 1 – Stretch Aims (Core)**

Ref: SPMAN-1315769894-344
                           SPMAN-1315769894-345