

**EDUCATION PERFORMANCE DATA ANALYSIS 2022-23**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to provide an overview of key performance data and outcomes for all pupils across Argyll and Bute's ten secondary schools, including secondary attainment at Parklands School in Helensburgh, for session 2022-2023, using local authority data on attainment, and data as supplied by the Scottish Government's Insight tool.
- 1.2 The Insight tool is designed to allow fair comparison of a group of pupils in Argyll and Bute with larger groups of pupils with similar backgrounds (gender, additional support needs, stage, and SIMD band) taken from all the other 31 local authorities. This is known as the Virtual Comparator (VC) and is a key feature of Insight. Insight also allows comparison of attainment in Argyll and Bute with average attainment nationally.
- 1.3 As well as presenting performance data relating to presentations for certificated subject awards in schools, the report also highlights the broad range of Wider Achievement awards gained by pupils across the authority, both in schools and through work with partners.
- 1.4 It should be noted that a further update of Insight will occur in February 2024. Included in this update will be all post-appeal results, further wider achievement attainment and specific information on the attainment of young people who left school in 2022-2023. A paper outlining key content of the update will be presented to committee thereafter.
- 1.5 It is recommended that the Community Services Committee:
- a) Considers the information contained in this report.
  - b) Commends the hard work and commitment of pupils and staff in securing these levels of attainment and achievement, and recognises the crucial role in such success played by parents and carers in partnership with our schools.
  - c) Notes the SQA directive that, as a consequence of the different assessment arrangements in place each year over the period 2020-2023 as a result of Covid-19, meaningful comparison between 2023 results and results in the other years in this period, specifically 2020 and 2021, is

not possible.

- d) Notes that a further report will come to a future meeting of the Committee once final Insight data for session 2022-2023 is made available in the February 2024 Insight update.

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**EDUCATION PERFORMANCE DATA ANALYSIS 2022-2023**

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**2.0 INTRODUCTION**

- 2.1 In August 2023, the Council received notification of SQA awards for all pupils in Argyll and Bute entered for National Qualifications in session 2022/23.
- 2.2 2023 was the second successive year in which pupil attainment has been determined through a diet of examinations. In 2020 and 2021, examinations were cancelled as a result of Covid-19, and attainment was determined through the submission of provisional results to the SQA, based on teacher professional judgement which considered a wide range of candidate assessment evidence.
- 2.3 As in 2022, the 2023 SQA examination diet was characterised by Covid-related modifications. The arrangement whereby internal and external assessment elements of some courses were reduced was continued from 2022. However, unlike 2022, the 2023 diet did not include SQA advice to candidates on the range of topics to be assessed in examinations for some courses, to support their studying and revision activities.
- 2.4 As a result of such modifications, and the considerably altered assessment arrangements in 2020 and 2021, the SQA has advised that extreme caution should be applied in comparing 2023 attainment data to data from the previous three years.

**3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee:
- a) Considers the information contained in this report.
  - b) Commends the hard work and commitment of pupils and staff in securing these levels of attainment and achievement, and recognises the crucial role in such success played by parents and carers in partnership with our schools.
  - c) Notes the SQA directive that, as a consequence of the different assessment arrangements in place each year over the period 2020-2023 as a result of Covid-19, meaningful comparison between 2023 results

and results in the other years in this period, specifically 2020 and 2021, is not possible.

- d) Notes that a further report will come to a future meeting of the Committee once final Insight data for session 2022-2023 is made available in the February 2024 Insight update.

#### 4.0 DETAIL

- 4.1 Pupils in each of the ten secondary schools in Argyll and Bute were presented for a range of SQA external examination qualifications in April, May and June of 2023. Following the release of results, Education Services conducted an initial analysis of the attainment data to support the preparation of a summary report for presentation to and consideration by Elected Members at Committee in August 2023. This can be accessed via the following link:

[\(Public Pack\)Agenda Document for Community Services Committee, 24/08/2023 10:30 \(argyll-bute.gov.uk\)](#)

- 4.2 Additionally, all secondary schools have engaged in analysis of their own SQA attainment, and will present data and conclusions, following the February 2024 Insight update, at the relevant Area Committees. An initial overview will be presented in January/February during Elected Members' visits to schools.
- 4.3 As presented to the Committee in August 2023, the pre-appeal SQA attainment results for pupils in academic year 2022-2023 are outlined in the following table, with post-appeal data now having been added in the final column:

**Table 1: A-C Awards 2023 – A&B/National – National 4, National 5, Higher, Advanced Higher**

	2022 - 2023	2022 - 2023		2022-2023
	A&B Attainment A-C % (pre-appeal)	National Attainment A-C % (pre-appeal)	Difference A&B 22/23 to National A-C (pre-appeal)	A&B Attainment A-C % (post-appeal)
Nat 4	100%	87.80%	+12.20%	100%
Nat 5	76.93%	78.80%	-1.87%	77.39% (+0.46%)
Higher	77.12%	77.10%	+0.02%	77.35% (+0.23%)
Adv H	79.44%	79.80%	-0.36%	79.44% (+0.00%)

In order to maintain the integrity of comparison with the national data, the following analysis reflects on pre-appeal data, as national post-appeal data has not yet been released.

- National 4 results are above the national attainment average by 12.20%.
- National 5 results are below the national attainment average by 1.87%. The gap between the Argyll and Bute and the national figures has reduced by 0.31% in the last year.
- Higher results are above the national attainment average by 0.02%.
- Advanced Higher results are below the national attainment average by 0.36%.

**Table 2: A-D Awards 2023 – A&B/National – National 4, National 5, Higher, Advanced Higher**

	2022 - 2023	2022 - 2023	
	A&B Attainment A-D %	National Attainment A-D %	Difference A&B 22/23 to National A-D
<b>Nat 4</b>	<b>100%</b>	<b>87.80%</b>	<b>+12.20%</b>
<b>Nat 5</b>	<b>90.67%</b>	<b>90.50%</b>	<b>+0.17%</b>
<b>Higher</b>	<b>92.07%</b>	<b>90.50%</b>	<b>+1.57%</b>
<b>Adv H</b>	<b>93.03%</b>	<b>92.70%</b>	<b>+0.33%</b>

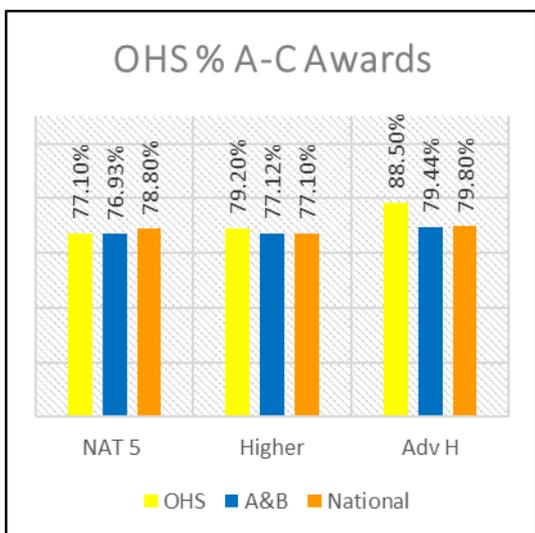
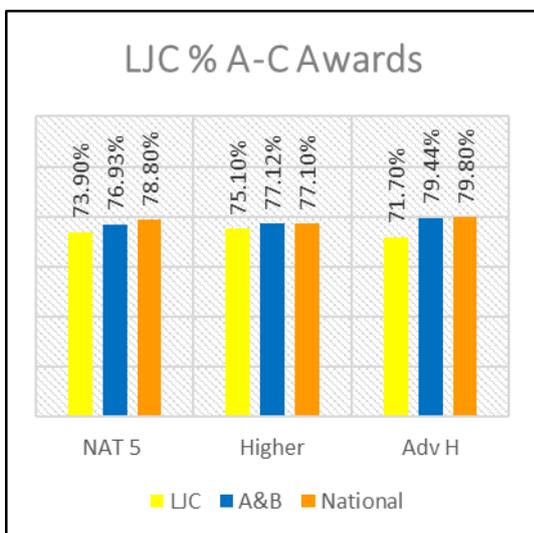
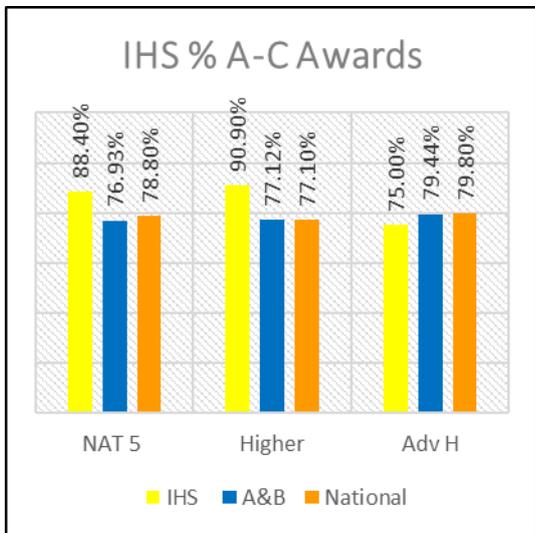
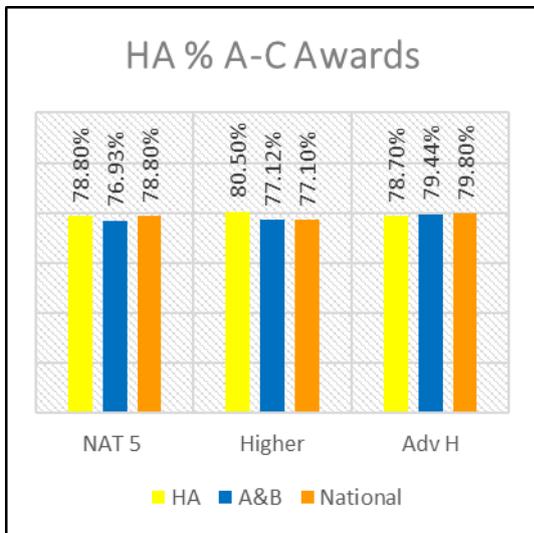
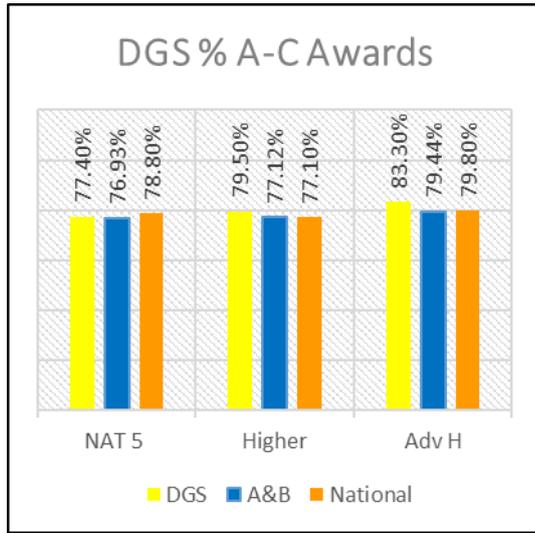
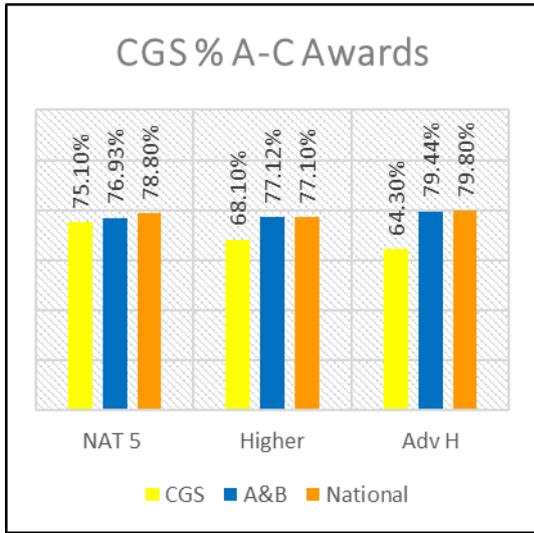
- Across National 5, Higher and Advanced Higher, in terms of A-D awards, young people in Argyll and Bute are outperforming pupils nationally by 0.17%, 1.57% and 0.33% respectively.

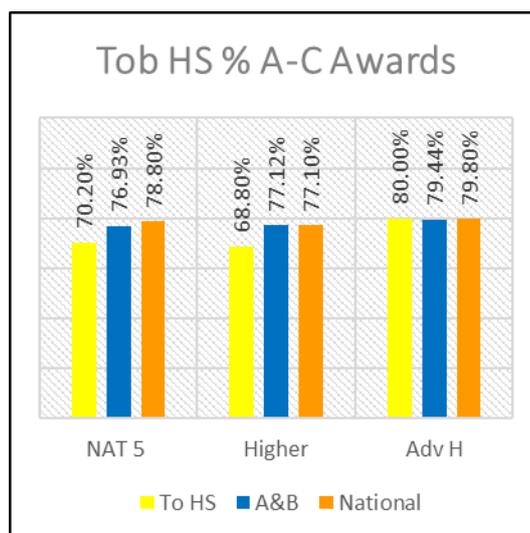
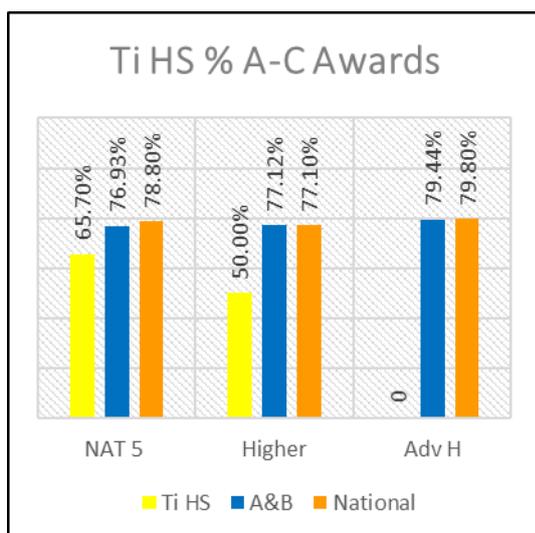
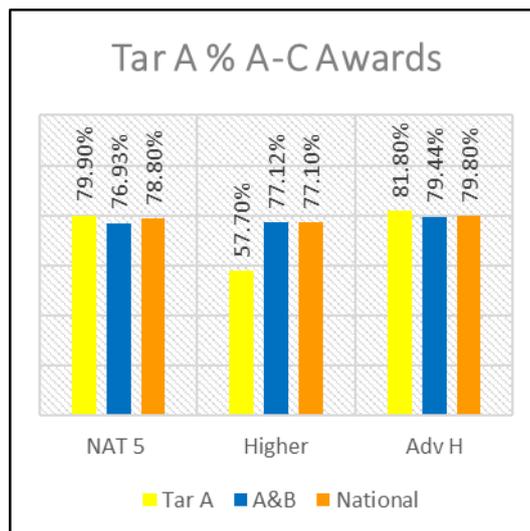
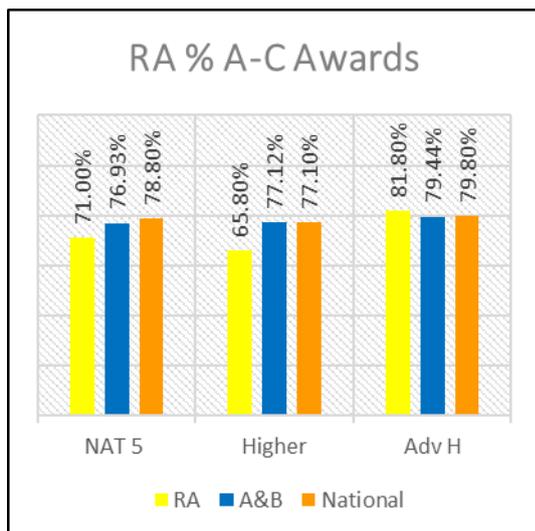
The following graphs illustrate A-C and A-D presentation pass rates at school level across our secondary schools in 2023:

**Key to School abbreviations:**

CGS	Campbeltown Grammar School	OHS	Oban High School
DGS	Dunoon Grammar School	RJC	Rothesay Joint Campus
HA	Hermitage Academy	TAR A	Tarbert Academy
IHS	Islay High School	TI HS	Tiree High School
LJC	Lochgilphead Joint Campus	TOB HS	Tobermory High School

**2023 A-C Awards by school:**

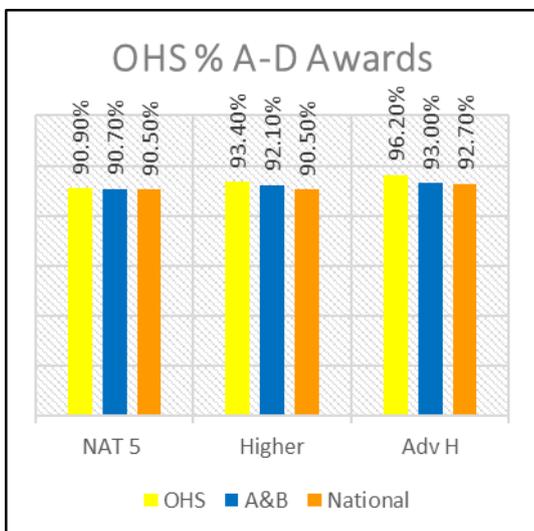
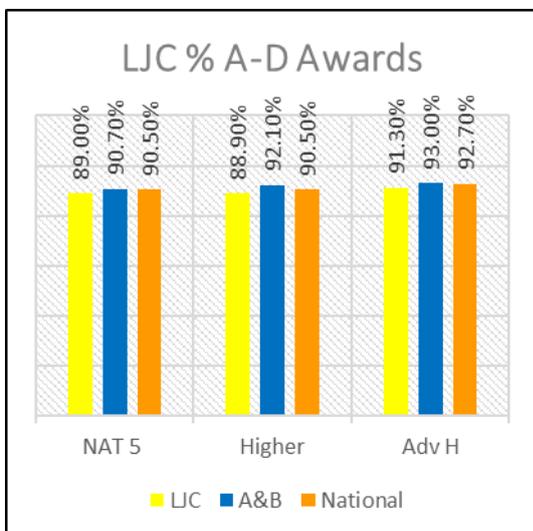
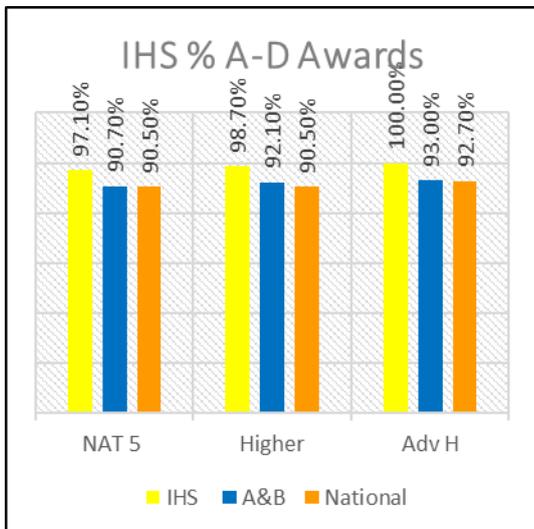
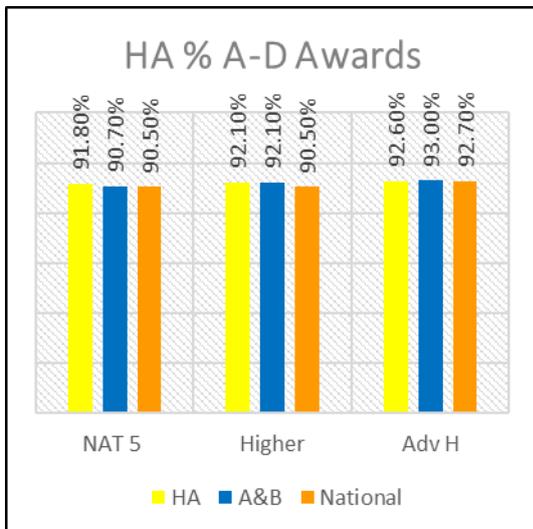
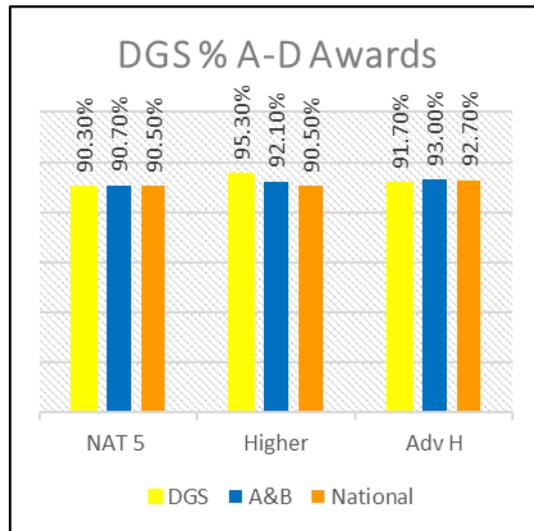
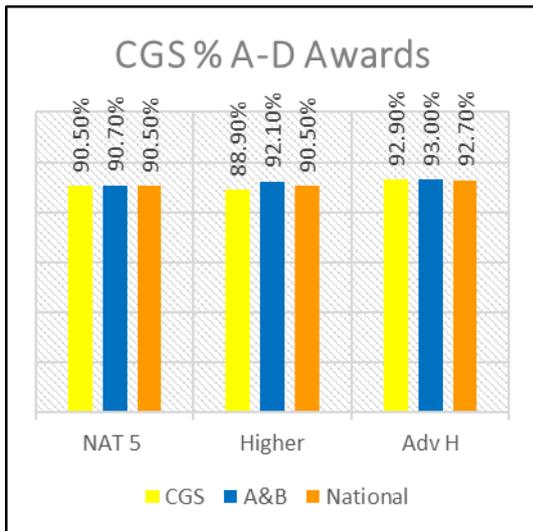


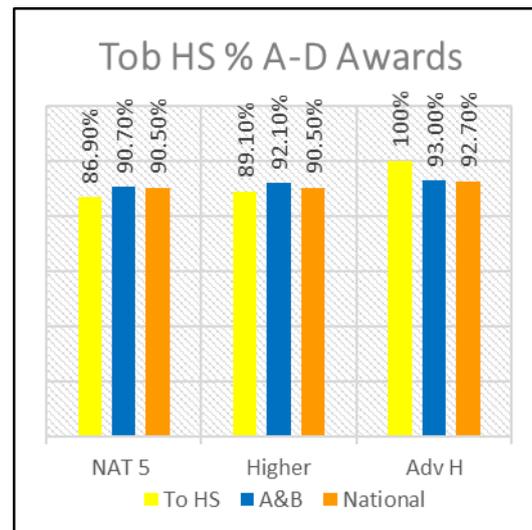
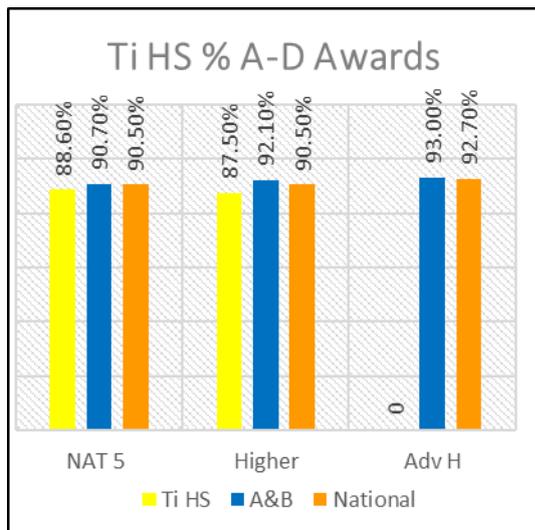
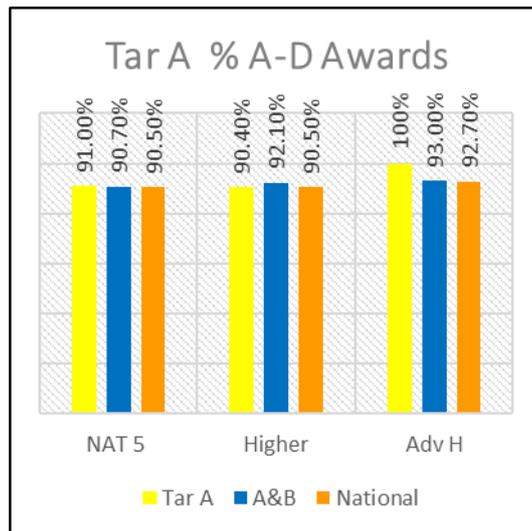
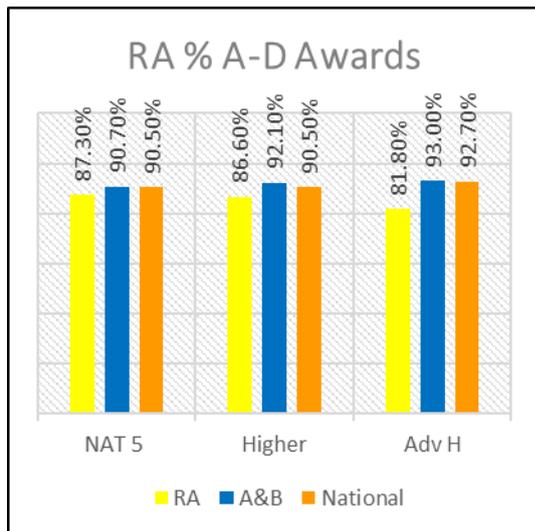


#### A-C by School Analysis:

- All 10 secondary schools maintained their 100% pass rate for National 4, outperforming the national average.
- Three of our secondary schools were equal to or above the 2023 A-C national average for National 5 (78.80%).
- Four of our secondary schools were above the 2023 A-C national average for Higher (77.10%).
- Five of our secondary schools were above the 2023 A-C national average for Advanced Higher (79.80%). One school did not present at this level. It should be noted that, as a result of low presentation numbers, statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of a single pupil presentation resulting in a pass.

## 2023 A-D Awards by school:





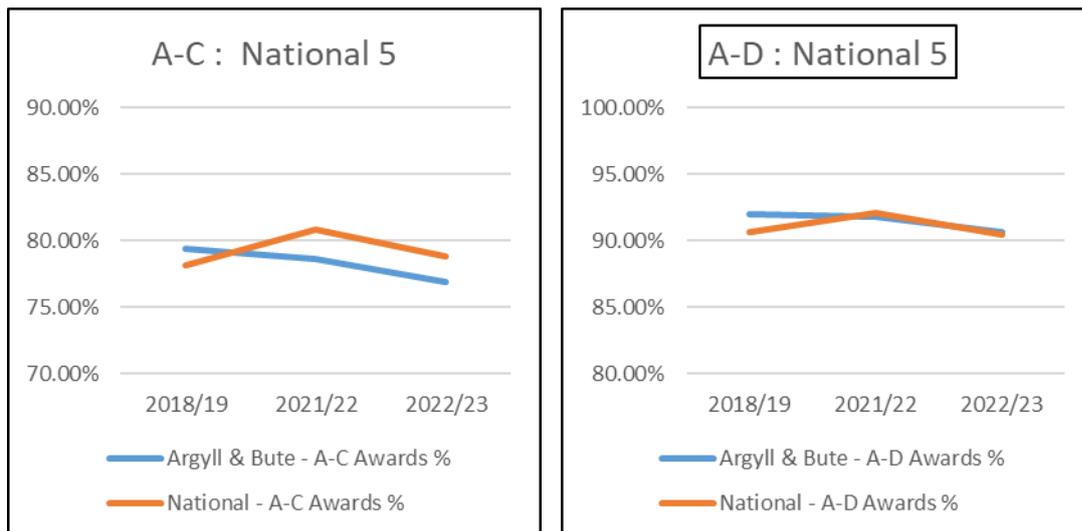
## A-D by School Analysis

- Five of our secondary schools were equal to or above the 2023 A-D national average for National 5 (90.50%).
- Four of our secondary schools were above the 2023 A-D national average for Higher (90.50%).
- Five of our secondary schools were above the 2023 A-D national average for Advanced Higher (92.70%). One school did not present at this level. Again, it should be noted that statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of a single pupil presentation resulting in a pass.

The following graphs detail 2023 attainment for the whole of Argyll and Bute across National 5, Higher and Advanced Higher against national figures. There are separate charts for attainment at grades A-C and attainment at Grades A-D.

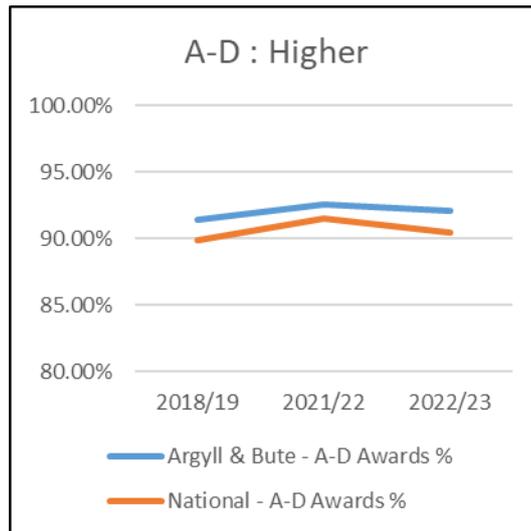
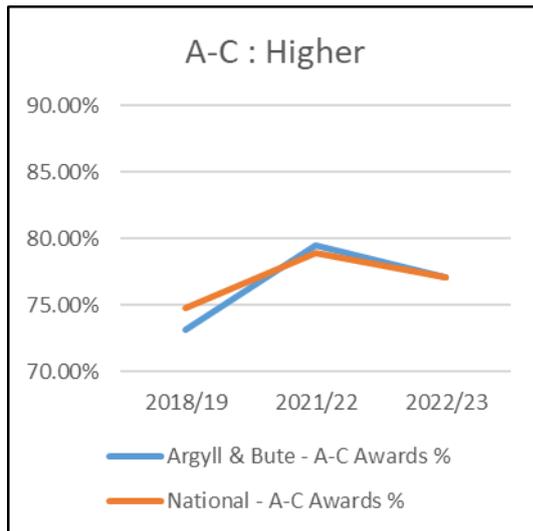
For comparison, data from previous years has also been supplied: this comprises 2019 and 2022, which were the two previous years when attainment has been decided via a diet of examinations. In 2020 and 2021, there were no examinations due to COVID-19, and comparisons with these years are not valid.

### National 5



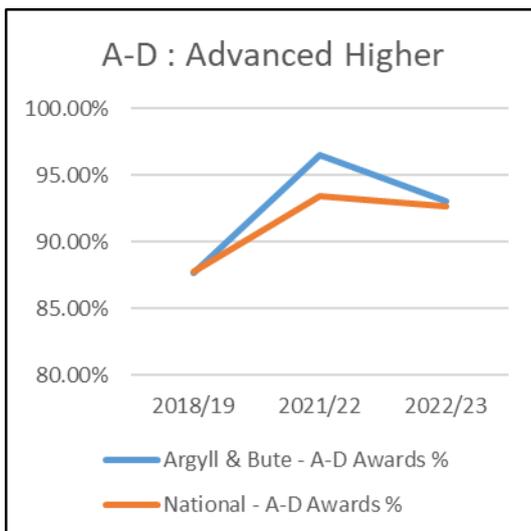
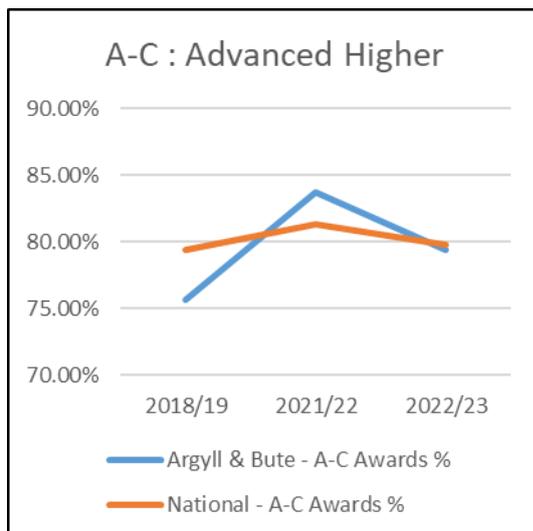
At National 5 level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, possibly as a consequence of the return towards pre-COVID assessment practice. As detailed above, at National 5, Argyll and Bute performance for A-C is slightly below the national average, while A-D performance is marginally above the national average.

## Higher



As with National 5, at Higher level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, although only marginally at A-D. Again, this can be interpreted as a consequence of the move towards pre-COVID assessment practices across subjects. Argyll and Bute performance for both A-C and A-D remains above the national average, and both are above 2019 levels.

## Advanced Higher



As with National 5 and Higher levels, in Argyll and Bute, Advanced Higher attainment at both grades A-C and grades A-D fell in line with the national trend, once again a consequence of the return to pre-COVID assessment practices. The fall in attainment at Advanced Higher was slightly more pronounced in Argyll and Bute than nationally, leaving performance for A-C marginally below and performance for A-D marginally above the national

averages. At both A-C and A-D, Argyll and Bute Advanced Higher performance is above 2019 levels.

#### 4.4 Results of Appeals

Members should note that the above data represents attainment before the results of appeals to the SQA have been taken into account. The results of appeals across Argyll and Bute were published in late October. The amended statistics for Argyll and Bute are not included above as there is not yet access to national post-appeal statistics, which are due for publication in December 2023, and it has therefore not been possible to update fully the tables above. However, below is a table outlining the extent to which attainment at grades A-C in each of the ten secondary schools increased once successful appeals were taken into account:

**Table 3 – 2023 Post Appeal Changes: A-C Awards**

2023 Post Appeals - % A-C increase.	Argyll & Bute	CGS	DGS	HA	IHS	LJC	OHS	RA	TaA	THS	ToHS
	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change
Adv. High	0.00%	n/a	0.00%	0.00%	n/a	n/a	0.00%	n/a	n/a	n/a	0.00%
Higher	0.23%	0.00%	0.00%	0.14%	1.28%	0.00%	0.38%	0.66%	0.00%	0.00%	0.00%
Nat 5	0.46%	0.00%	0.43%	0.08%	0.46%	n/a	0.12%	0.00%	0.00%	0.00%	0.52%

A full analysis of post-appeals attainment data will form part of the report to Community Services in March, which will also reflect the February Insight update. This will include all wider achievement attainment which it has not been possible to include at this time, as the statistics are not yet available from Insight.

4.5 The Scottish Government’s Insight tool provides valuable analysis of attainment from a multitude of perspectives. Below, attainment analysis is provided from three such perspectives:

- attainment in Literacy and Numeracy – a key element of the Scottish Government’s National Improvement Framework;
- average attainment of young people in the context of the top 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers;
- attainment in the context of the Scottish Index of Multiple Deprivation (SIMD).

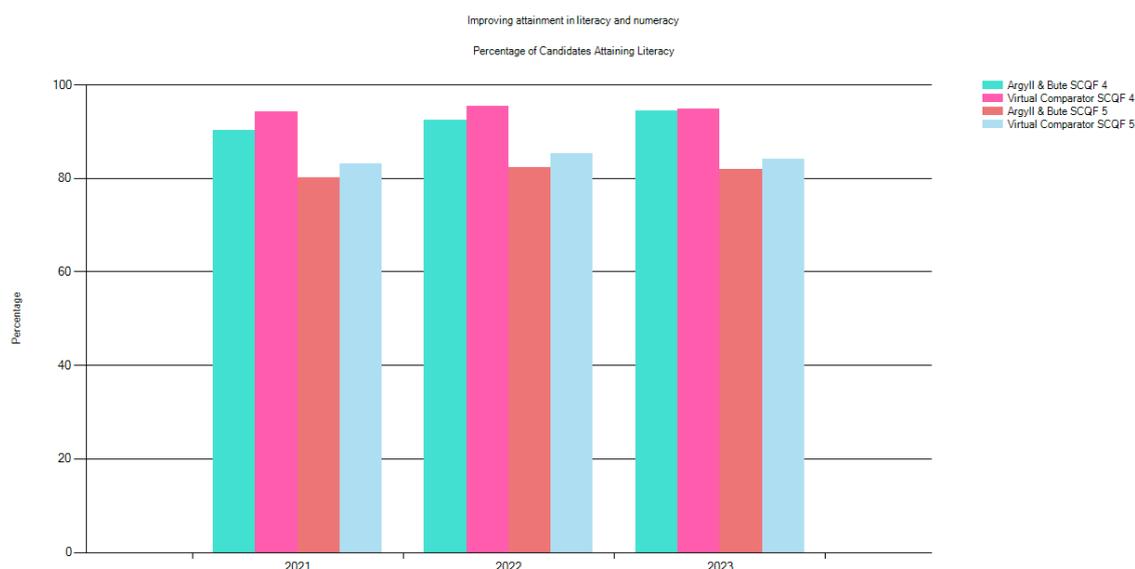
In line with the Scottish Government’s conditions on the use of Insight, such data is here being used both to inform members of key aspects of

attainment in Argyll and Bute and as part of the Education Service's self-evaluation and professional reflection.

#### 4.6 Attainment in Literacy and Numeracy

SCQF levels 4 and 5 Literacy and Numeracy are achieved via the passing of National 4 or 5 English or Maths, or through the completion of separate Literacy and Numeracy units at levels 4 and 5 which do not require an examination.

#### 2023 Attainment in Literacy (cumulative attainment by the end of S6, based on original S4 roll)



#### Summary:

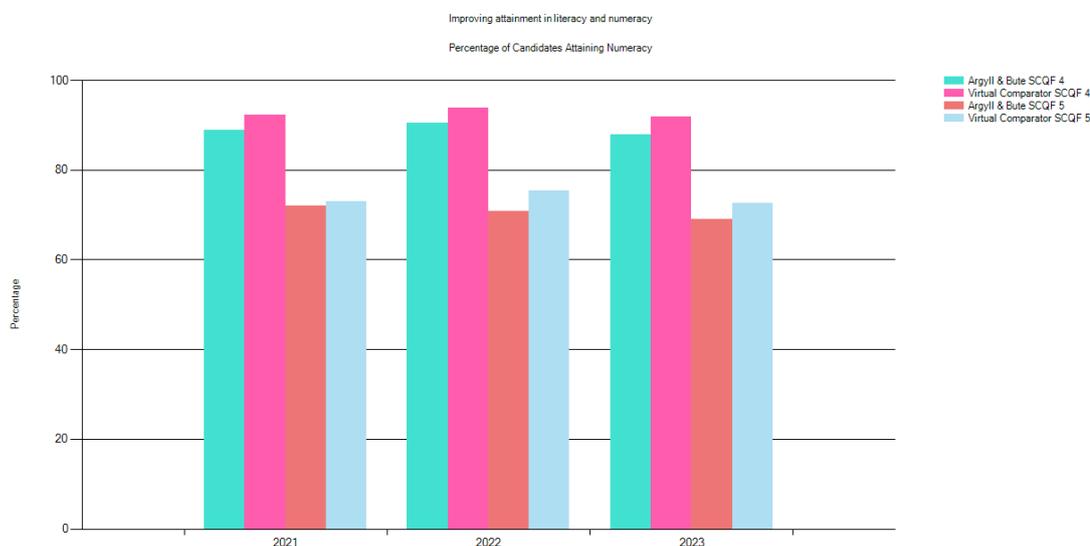
In 2023, Literacy attainment at SCQF Level 4 increased by 1.96% to 94.45%, and the gap with the virtual comparator has reduced over the last two years, now being less than 0.5%.

Literacy attainment at SCQF Level 5 fell marginally from 2022 by 0.38% to 81.94%, but the gap with the virtual comparator has reduced in 2023, and is now 2.21% as opposed to 2.98% in 2022.

As part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve Literacy attainment in all secondary schools. Principal considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils' attainment in Literacy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in Literacy;

and high-quality, learner-centred learning and assessment experiences in literacy across the curriculum continuing into the Senior Phase.

### 2023 Attainment in Numeracy (cumulative attainment by the end of S6, based on original S4 roll)



#### Summary:

In 2023, attainment in Numeracy at SCQF level 4 fell by 2.59% from 2022, which reflected a similar fall in the virtual comparator.

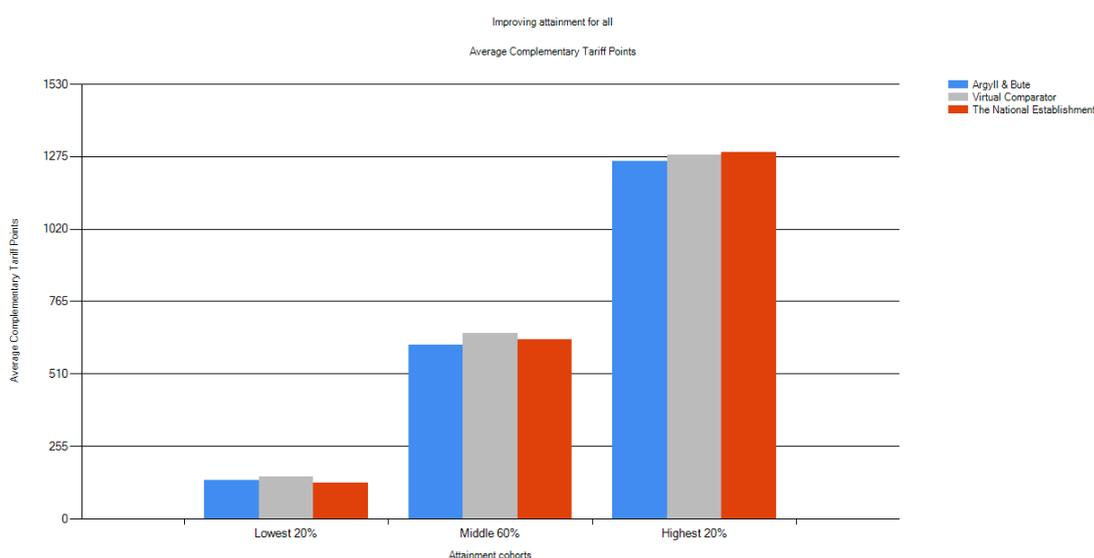
Numeracy attainment in Argyll and Bute at SCQF Level 5 also fell slightly, by 1.77% to 69.03%, while the virtual comparator fell by 2.88% on the 2022 figure. As with Literacy, as part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve Numeracy attainment in all secondary schools. Principal considerations relate to the same four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in Numeracy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in Numeracy; and high-quality, learner-centred Numeracy learning and assessment experiences across the curriculum continuing into the Senior Phase.

The Education Service has appointed Education Support Officers in Literacy and Numeracy, who are offering targeted support in raising Literacy and Numeracy attainment to schools across the authority.

## 4.7 Improving attainment for all

This measure details the average attainment of pupils in three attainment cohorts – the highest 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers – using as the key measure tariff points gained for the passing of courses at different levels.

### 2023 Average cumulative attainment by the end of S6, based on original S4 roll



#### Summary:

The table above shows that in 2023:

- Argyll and Bute pupils in the lowest 20% of attainment performed slightly better than the national average, but marginally below the Virtual Comparator.
- Argyll and Bute pupils in the Middle 60% of attainment performed marginally below the national average and the Virtual Comparator.
- Argyll and Bute pupils in the Highest 20% of attainment performed marginally below both the Virtual Comparator and the national average.

As well as implementing the clear strategies to raise attainment referenced in 4.6 above, Head Teachers in all secondary schools are being challenged and supported to continually examine their curriculum structures and options frameworks to ensure that they allow all young people to attain and achieve to their maximum potential. This includes planning future learning and attainment pathways with pupils and their families at the earliest opportunity, to ensure that, as well as the required breadth of the S1-S3 Broad General Education, there is also the focus on depth of learning, specialisation and coherent progression in

S1-S3 which reflects each young person's aspirations and interests and prepares them for high levels of Senior Phase attainment.

Secondary Head Teachers are also being challenged and supported to ensure their Senior Phase curricula are wide and dynamic. Head Teachers are also ensuring that the curriculum offer in their schools meets the needs, interests and aspirations of all pupils. The range of accredited wider achievement opportunities for young people is expanding, supported by partnership with UHI Argyll and Community Learning. This will ensure that there are meaningful attainment and achievement opportunities for all young people – not only in the traditional academic context, but also in terms of vocational and skill-focused courses and certification. In line with national policy, schools are also working to develop the culture where there is parity of esteem between academic and vocational attainment, and all young people have access to relevant, stimulating courses which take them towards their preferred post-school positive destinations.

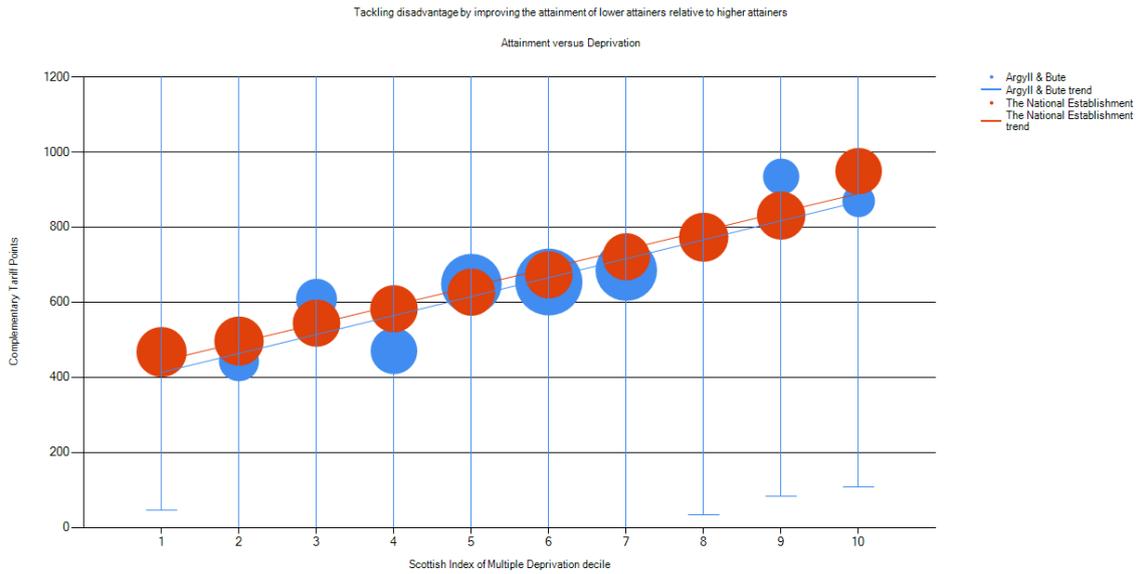
Schools are also implementing personalised curriculum arrangements for individual young people – particularly those who are disengaged – which involve an element of work-based vocational learning through regular placement with employers. These Flexible Learning Plans (FLPs) are supporting not only attainment and achievement, but also engagement with school, the development of key skills for life and work, and emotional health and wellbeing in young people.

By ensuring such wide, accessible and equitable senior-phase curricula are in place in our schools, the attainment and achievement of all young people will increase, regardless of their academic ability or to which percentage of attainers they belong.

#### **4.8 Attainment in Context of the Scottish Index of Multiple Deprivation (SIMD)**

In interpreting the graphs below, it is helpful for members to acknowledge that the mechanism nationally for defining the SIMD status of young people from decile 1 (the most disadvantaged) to decile 10 (the least disadvantaged), based as it is on post codes, is not always helpful in categorising families in this way. In a predominantly rural area region such as Argyll and Bute, such a mechanism may not be effective in defining the actual level of poverty experienced by a young person, as the rural environment and large areas covered by a single post code can lead to many different levels of advantage and disadvantage existing side by side. Schools in Argyll and Bute ensure they know every young person's situation individually, regardless of SIMD level ascribed by post code, and work to meet their individual needs on that basis.

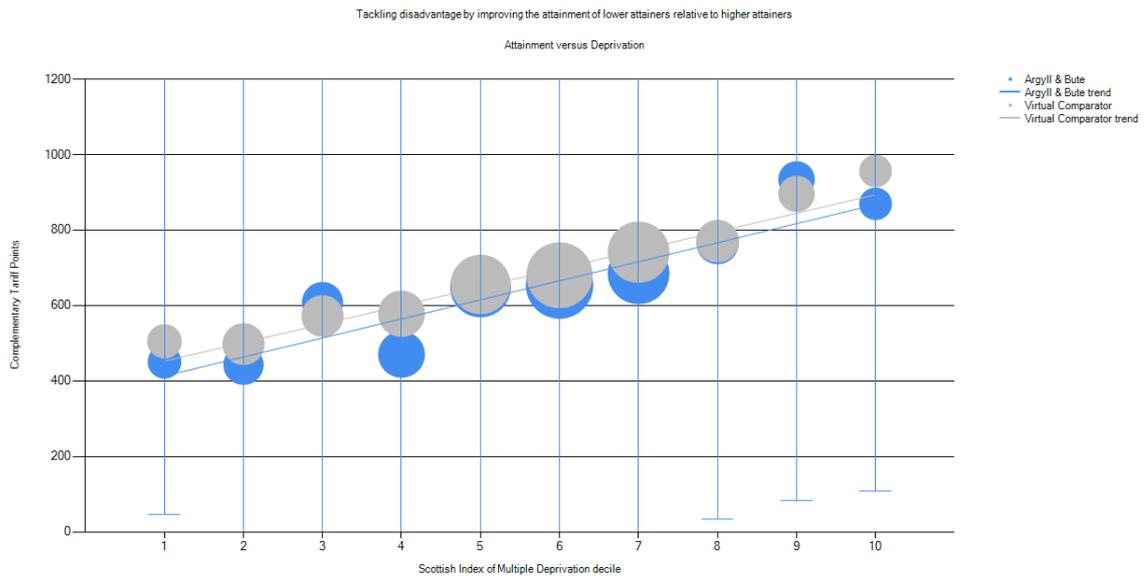
## 2023 Argyll and Bute Attainment Compared with National Data (S6 based on S4 roll)



### Summary:

The 2022-23 data in the graph above shows the average tariff points achieved by pupils in each of the ten Scottish Index of Multiple Deprivation (SIMD) cohorts in Argyll and Bute compared with the National data. Argyll and Bute candidates in SIMD deciles 3, 5 and 9 are outperforming young people nationally. In SIMD deciles 2, 4, 6, 7 and 10, young people's performance in Argyll and Bute is marginally below the average national level. In SIMD deciles 1 and 8, the performance of pupils in Argyll and Bute was in line with the national average. The overall trend in Argyll and Bute is almost identical to the national trend. Compared to 2021-22, the national data in 2022-23 fell across all SIMD deciles. In Argyll and Bute, there were increases in attainment on 2021-22 in SIMD deciles 3 and 9.

## 2023 Argyll and Bute Attainment Compared with Virtual Comparator Data (S6 based on S4 roll)



The 2022-23 data in the graph above shows the average tariff points achieved by pupils in each of the ten Scottish Index of Multiple Deprivation (SIMD) cohorts in Argyll and Bute compared with the Virtual Comparator data. Pupils in SIMD deciles 3 and 9 are marginally outperforming their Virtual Comparator equivalents, while pupils in SIMD 1, 2, 4, 6, 7 and 10 are attaining less compared with the Virtual Comparator. Young people in deciles 5 and 8 are attaining in line with the Virtual Comparator. As noted above, compared to 2021-22 data, Argyll and Bute's attainment increased in deciles 3 and 9, while such increases were seen in the Virtual Comparator for deciles 1, 3 and 10.

As part of the annual school improvement planning process, in their Standards and Quality Reports all secondary schools now complete detailed analysis of the impact their Pupil Equity Fund (PEF) allocation has had on identified groups of the least advantaged young people. In their School Improvement Plans, Head Teachers also present detailed planning of how their PEF allocation will be spent in the coming year to reduce inequality and support the wellbeing and progress of pupils from the most deprived backgrounds.

In their Standards and Quality Reports, schools have provided numerous examples of PEF funding being used to ensure our most vulnerable young people reach their potential:

- PEF-funded Family Liaison Officers (FLOs) support targeted young people's attendance, with positive recorded impact. High attendance is a fundamental requirement for progress and attainment.
- FLOs are also working successfully to reduce late coming and the associated missed learning in targeted groups of young people.

- FLOs are establishing positive family-school relationships with the parents of vulnerable young people, enabling better support for learning at home.
- FLOs also are supporting learning at home for young people who struggle to attend school regularly or full-time, thus allowing learner progress while they work to re-engage young people with school. Again, significant progress has been recorded.
- PEF has been successfully invested in employing trained staff, or to train existing staff, to help young people with dysregulated and disruptive behaviours which are barriers to their own progress.
- PEF has funded Principal Teachers of Nurture to support young people with social, emotional and behavioural needs in their engagement with learning, and to improve their wellbeing.
- PEF has allowed our schools to successfully employ and resource MCR Pathways Co-ordinators, providing our most vulnerable young people with adult mentors to support and advise them towards successful pathways and destinations.
- PEF has facilitated extra in-class support in schools for the young people who most need it.
- PEF has allowed schools to run extra learning sessions for young people after school.
- Young people and their families have been supported financially through PEF with the cost of the school day, regular meals, school equipment and financing school trips and visits.

Through these and other PEF-funded interventions across our secondary schools, we have been able to support and improve wellbeing, attendance and the quality of learning experiences for identified young people, all three of which are central to attainment and achievement in education.

Additionally, Head Teachers must account for the attainment and achievement of the most disadvantaged pupils in their schools as part of the annual Attainment Meeting with the Executive Director, Heads of Service, Education Manager and Education Officer. For 2023, two additional sections have been added to the Attainment Meeting template, requiring schools to analyse both S3 attainment in the Broad General Education phase of Curriculum for Excellence, and Senior Phase attainment, in the context of SIMD. This is in line with the Argyll and Bute Council's *Stretch Aims*, as required by the Scottish Government, in which the gaps between the lowest and highest SIMD deciles in achieving one qualification at SCQF level 5 (eg. National 5) and one qualification at SCQF level 6 (eg. Higher) are measured. The authority sets targets for reducing such gaps annually.

Central to achieving such targets is teachers' understanding of assessment standards and progression at both Broad General Education and the Senior Phase, which is being addressed through programmes of in-school and cross-school moderation of assessment.

Equally important in maximising attainment and achievement is high-quality learning, teaching and assessment, which is a focus on every secondary

School Improvement Plan, and is supported by Argyll and Bute's internally developed and Education Scotland accredited Guided Approaches to Pedagogical Enquiry (GAPE) programme.

#### 4.9 Wider Achievement of Young People in Argyll and Bute

Alongside National Qualifications, Argyll and Bute's secondary schools offer a wide and ever-increasing range of opportunities for wider achievement. Such opportunities develop skills for life and work, broaden young people's range of experiences, and are recognised by employers and further and higher education establishments as valuable indicators of young people's attributes and capabilities.

The report by Professor Ken Muir on the next steps for Scottish education, the associated review of secondary assessment in Scottish education, led by Professor Louise Hayward, and the Independent Review of the skills delivery landscape by James Withers all emphasise the importance of wider achievement and building skills for young people, and stress the importance of parity of esteem between such qualifications and the more traditionally academic range of qualifications.

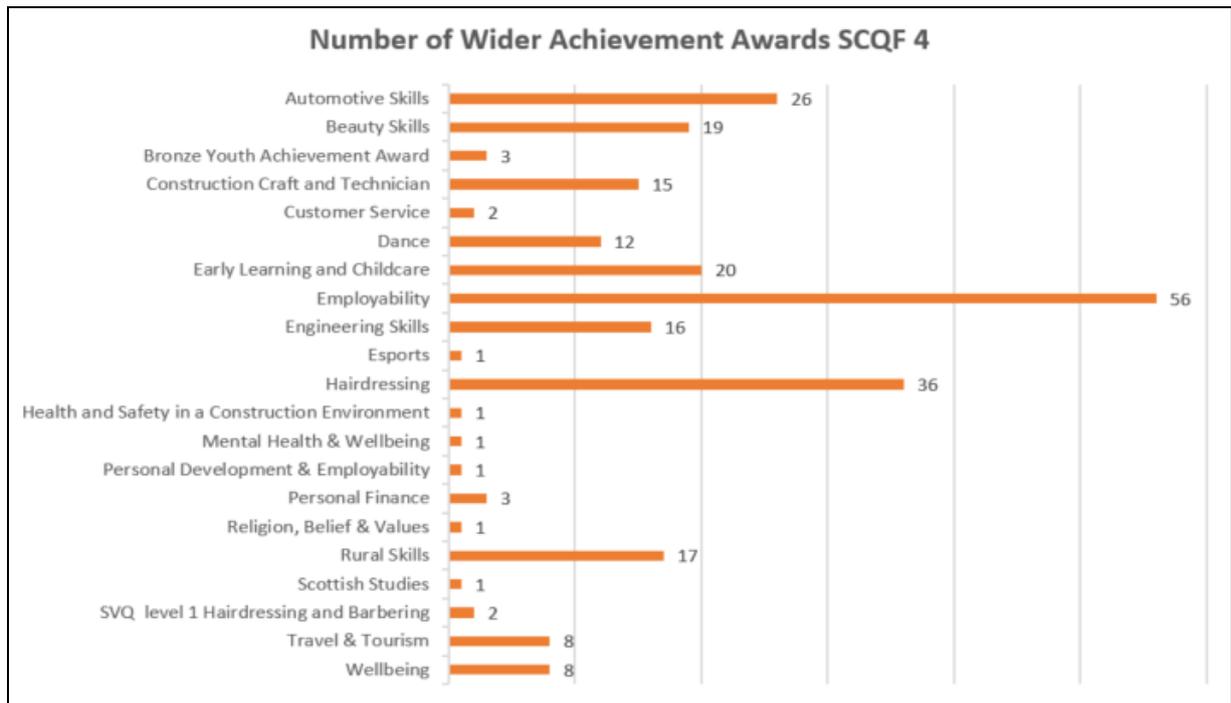
The table below summarises Wider Achievement across the authority's secondary schools in 2022-23, which is broken down in greater detail by the subsequent graphs.

**Table 4: Summary of Wider Achievement Awards 2022-2023**

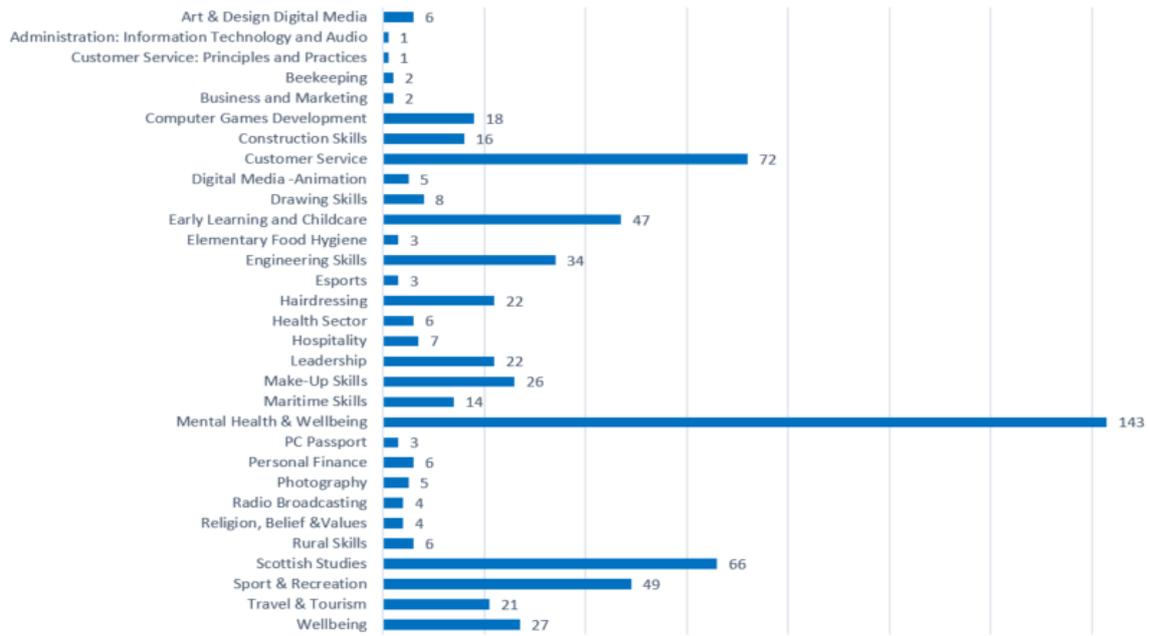
Wider Achievement level	# Passes	# Entries	% Pass
Level 3 or unlevelled	26	26	100.0%
<b>Totals at SCQF 3 or other</b>	<b>26</b>	<b>26</b>	<b>100.0%</b>
N4	136	147	92.5%
SCQF 4	144	149	96.6%
<b>Totals at SCQF 4 or Nat 4</b>	<b>280</b>	<b>291</b>	<b>96.2%</b>
SCQF 5	443	444	99.8%
Nat 5	206	215	95.8%
<b>Totals at SCQF 5 or Nat 5</b>	<b>649</b>	<b>659</b>	<b>98.5%</b>
SCQF 6	182	186	97.8%
Higher	26	26	100%
<b>Totals at SCQF 6 or Higher</b>	<b>208</b>	<b>212</b>	<b>98.1%</b>
SCQF 7	4	4	100.0%
<b>Total at SCQF 7</b>	<b>4</b>	<b>4</b>	<b>100.0%</b>

## Summary:

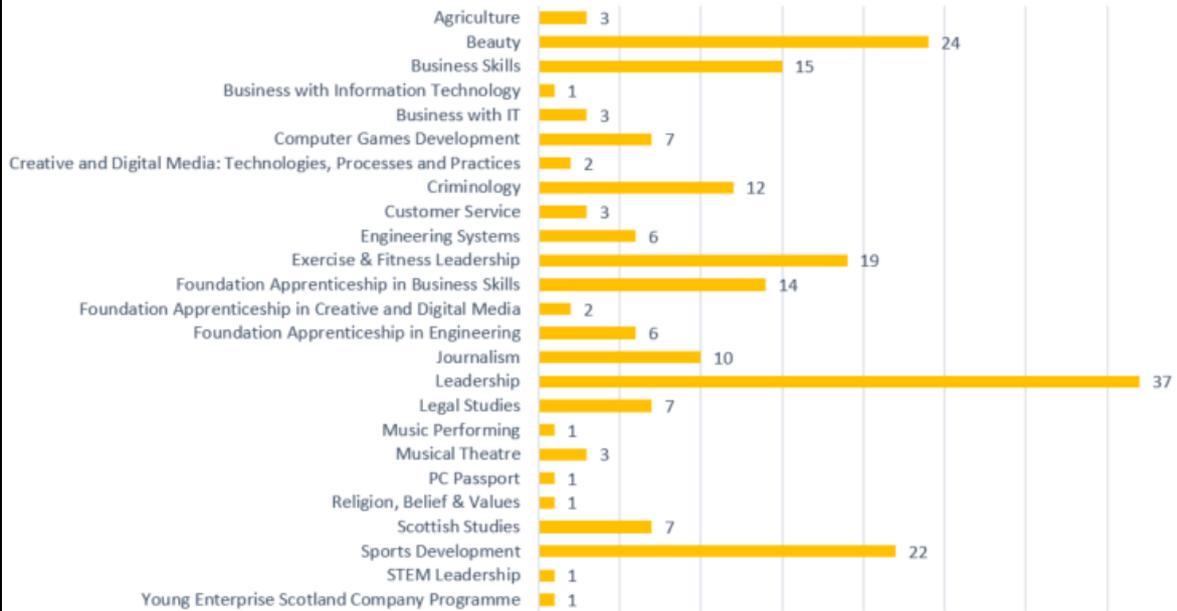
- Wider Achievement awards were gained at SCQF levels 3-7.
- 97.5% of all entries in Wider Achievement gained an award.
- Young people across Argyll and Bute gained a total of 1167 Wider Achievement Award in 2022-23.
- The 2022-23 percentage pass rate for Wider Achievement at SCQF Level 5 or National 5 increased by 19.3% from 2021-22.
- The 2022-23 percentage pass rate for Wider Achievement at SCQF Level 6 or Higher increased by 30.4% from 2021-22
- The types of Wider Achievement awards gained and their levels are illustrated below:



### Number of Wider Achievement Awards SCQF 5



### Number of Wider Achievement Awards SCQF 6





## 5.0 CONCLUSION

- 5.1 The Education Service will continue to take forward its programme of challenge and support with schools across the authority to secure further improvement in attainment and achievement outcomes for young people.

This report presents an overview of the key attainment performance data, and details outcomes for all pupils across the ten secondary schools for session 2022-2023, incorporating the authority's perspective on both data received from SQA in August 2023, and data from the Scottish Government's Insight tool.

- 5.2 Heads of Service, the Education Manager and the Education Officer are taking forward a programme of challenge and support with secondary schools across the authority involving a range of actions and measures to support schools to secure further improvement in examination outcomes and Wider Achievement for young people. These include formal School Reviews and detailed analysis and evaluation on attainment and achievement at Secondary Attainment Meetings. Increasing attainment and achievement, and ensuring that all young people achieve to their potential, regardless of location, circumstance or potential barriers, is at the heart of the work of the Education Service.
- 5.3 Heads of Service and Area Managers continue to meet regularly with Head Teachers to ensure appropriate levels of both scrutiny and collaboration are in

place in relation to performance and securing positive outcomes for young people. This work is reinforced and enhanced by Central Team staff through their involvement with national performance networks which allows them to share best practice with wider Local Authority colleagues.

- 5.4 Additionally, as referred to above, the Education Service has overhauled the process for analysis and evaluation of attainment data. Attainment Meetings with individual secondary Head Teachers take place in October/November, at which all aspects of attainment from S1-S6 are analysed and key improvement strategies to raise attainment are discussed and agreed.
- 5.5 Head Teachers will present individual school performance analysis using the data currently available, along with a wider holistic update at Local Area Committees in March 2022.

## 6.0 IMPLICATIONS

- 6.1 **Policy:** This report links directly to Outcome 3 in the Argyll and Bute Outcome Improvement Plan 2013-2023 (Education Skills and Training Maximises Opportunities for All). OCTF: Key Objective 1; NIF: Priority 1
- 6.2 **Financial:** None
- 6.3 **Legal:** None
- 6.4 **HR:** None
- 6.5 **Fairer Scotland Duty:**
  - 6.5.1 Equalities – This report links directly to NIF Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people.
  - 6.5.2 Socio-economic Duty – None
  - 6.5.3 Islands – None
- 6.6 **Climate Change** – None
- 6.7 **Risk:** The performance of Argyll and Bute schools in national examinations can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.
- 6.7 **Customer Service:** This report provides elected Members with an overview of Service Performance.

**Douglas Hendry - Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly - Policy Lead for Education**

**Wendy Brownlie**

Head of Education – Performance and Improvement

**Jennifer Crocket**

Chief Education Officer/ Head of Education – Wellbeing, Inclusion and Achievement

**Simon Easton**

Education Manager: Senior Phase and 16 Plus

**14 December 2023**