

FOI Request - Children with Additional Support Needs (ASN) - 101003272916

High Level Summary of ASN data in Moray

Early Years

27-30 Month Child Health Review

Table 1 below contains data from the 27-30 Month Child Review for Moray from 2015/16 to 2020/21

Table 1¹: Percentage of eligible children reviewed in Moray, 2015/16 to 2020/21

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
% of all eligible children reviewed	91.2%	92.3%	88.5%	87.1%	88.7%	89.0%
% of all children reviewed with no concerns	76.0%	82.6%	80.8%	85.7%	85.5%	84.5%

Comments (table 1):

- In 2020/21, 747 children (89.0% of those eligible) received a 27-30 month child health review compared to 90.8% nationally. Of those children reviewed, 4.0% had a concern recorded about at least one area of their development compared with 14.9% nationally. The percentage of eligible children reviewed increased to 92.3% in 2016/17, however has fallen back to 89.0%. The percentage of those reviewed showing no concerns has increased to 84.5% compared to 76.0% in 2015/16.

Table 2²: Percentage of reviewed children with no concerns across all domains by SIMD Quintile

SIMD Quintile	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	No. children (2020/21)
SIMD Q1 (most deprived)	70.0%	66.7%	76.9%	85.7%	95.7%	81.8%	11
SIMD Q2	72.9%	78.4%	76.9%	77.0%	79.6%	83.9%	137
SIMD Q3	73.6%	83.7%	80.8%	80.8%	82.0%	84.2%	234
SIMD Q4	76.2%	82.5%	81.6%	92.2%	88.4%	83.5%	291
SIMD Q5 (least deprived)	82.7%	87.9%	84.7%	92.2%	94.0%	90.5%	74
Gap between SIMD Q1 v Q5	12.7%	21.2%	7.8%	6.5%	-1.7%	8.7%	

Comments (table 2):

- Children living in SIMD quintile 2 or 3 were more likely to have a concern recorded about their development than those living in the least deprived quintile areas. In 2020/21, the percentage of eligible children in SIMD quintile 1 accounted for only 1.5% of the total Moray cohort compared to 9.9% in SIMD quintile 5. The percentage of children in SIMD Q1 showing no concern had increased over the last four years, however has decreased in 2020/21. Children from the less deprived quintile areas generally show a higher rate of no concerns, particularly in SIMD Q5, although rates have fallen in 2020/21.

¹ *isdscotland – early child development*

<https://beta.isdscotland.org/find-publications-and-data/population-health/child-health/early-child-development/>

² *isdscotland – early child development*

Figure 1 below shows the breakdown of the percentage of children reviewed with a concern by category of concern and gender (2020/21). Table 3 further shows the breakdown of the percentage of children reviewed with a concern by category of concern and gender over the last three years.

Figure 1: Percentage of reviewed children by category of concern and gender, 2020/21³

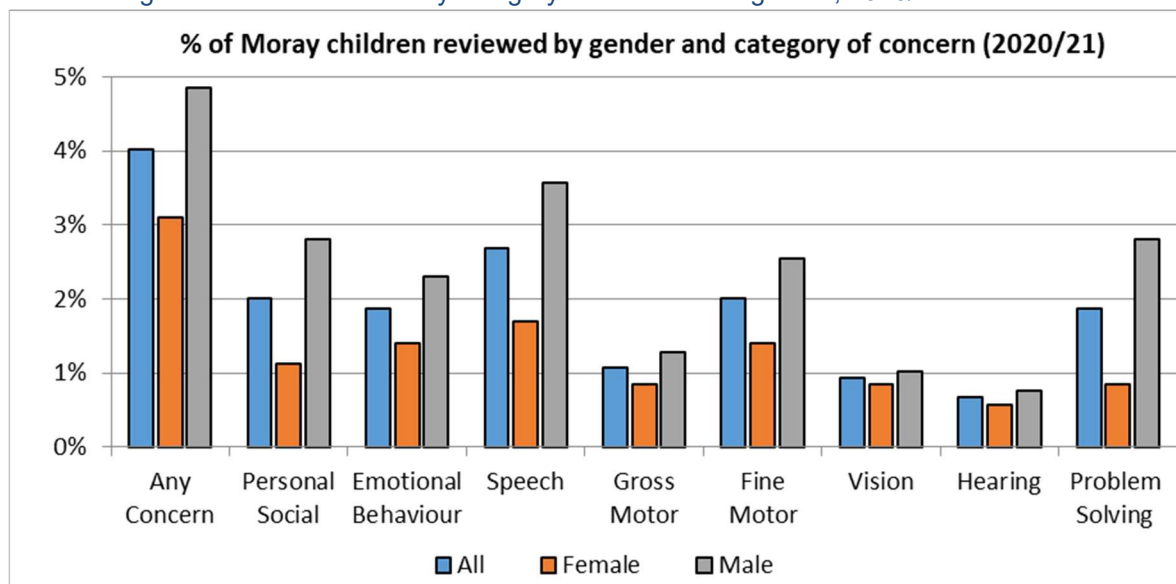


Table 3: Percentage of reviewed children by category of concern and gender, 2018/19 to 2020/21⁴

Gender	Financial Year	CATEGORY OF CONCERN								
		Any	Personal Social	Emotional Behaviour	Speech	Gross Motor	Fine Motor	Vision	Hearing	Problem Solving
Female	2018/19	5.8%	2.3%	1.3%	4.5%	1.3%	2.3%	0.8%	0.3%	2.0%
	2019/20	2.0%	0.6%	0.6%	1.4%	1.1%	0.9%	0.6%	0.6%	0.9%
	2020/21	3.1%	1.1%	1.4%	1.7%	0.8%	1.4%	0.8%	0.6%	0.8%
Male	2018/19	7.9%	4.2%	2.3%	5.8%	2.6%	2.6%	0.7%	0.5%	2.3%
	2019/20	6.6%	3.9%	1.5%	4.6%	1.7%	4.6%	0.2%	0.2%	2.9%
	2020/21	4.8%	2.8%	2.3%	3.6%	1.3%	2.6%	1.0%	0.8%	2.8%
All	2018/19	6.9%	3.3%	1.8%	5.2%	1.9%	2.4%	0.7%	0.4%	2.2%
	2019/20	4.5%	2.4%	1.0%	3.1%	1.4%	2.9%	0.4%	0.4%	2.0%
	2020/21	4.0%	2.0%	1.9%	2.7%	1.1%	2.0%	0.9%	0.7%	1.9%

Comments on Figure 1 and Table 3:

- It is evident from the data above that of children with an identified concern(s) the most common was speech, in line with the national picture.

³ isdscotland – early child development

⁴ isdscotland – early child development

School Pupils

ASN Population in Moray Schools

In 2022/23, there were 4,954 pupils (40.6 per cent of all pupils) with an additional support need (ASN) recorded; 2,414 primary pupils (35.4 per cent) and 2,540 secondary pupils (40.6 per cent). This figure includes pupils with a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), Child Plan or some other type of support. The ASN rates for Moray in 2022/23 remain above the national average across the sectors. Table 4 below shows the breakdown of pupils recorded with ASN by sector and type of plan/need in 2022/23.

Note: Pupils may have more than one type of ASN, therefore the totals for type of ASN plan/need may not equal the sum of individual types.

Table 4: Pupils with Additional Support Needs, by sector and type of plan/need, Sept. 2022⁵

ASN Plan / Need	Moray			National		
	Primary	Secondary	Total	Primary	Secondary	Total
CSP	22	19	41	541	501	1,023
IEP	389	277	666	14,087	14,086	29,058
Child Plans	579	482	1,061	22,657	23,131	44,004
Assessed / Declared Disabled	236	313	549	5,626	9,184	14,420
With Other Support Needs	2,262	2,382	4,644	88,129	105,108	184,949
All pupils with ASN	2,414	2,540	4,954	109,972	123,854	241,639
% of pupils with ASN	35.4%	47.1%	40.6%	28.3%	40.1%	34.2%

Over the last five years in Moray the overall number of secondary pupils has increased by 2.7% (322 pupils). The primary roll has decreased by -3.7% over the period compared to a 12.1% increase in the secondary roll. See Table 5:

Table 5: Pupils in Moray Schools by sector, 2018/19 to 2022/23

Sector	Number of Pupils					5 year net change	% 5 year net change
	2018	2019	2020	2021	2022		
Primary	7,086	6,987	6,943	6,889	6,824	-262	-3.7%
Secondary	4,804	4,940	5,172	5,328	5,388	+584	+12.1%
Total	11,890	11,927	12,115	12,217	12,212	+322	+2.7%

The number of pupils recorded with an ASN in Moray has increased by 7.4 per cent since 2018/19 compared to 6.2 per cent nationally. Tables 6 to 8 below show the breakdown of pupils recorded with ASN by sector and type of plan/need in Moray since 2018/19.

Table 6: Moray Pupils with Additional Support Needs by type of plan/need, 2018/19 to 2022/23

ASN Plan / Need	2018/19	2019/20	2020/21	2021/22	2022/23
CSP	34	43	41	31	41
IEP	656	625	619	616	666
Child Plans	320	521	823	935	1,061

⁵ Pupils in Scotland, annual statistical publication - Scottish Government – Tables 4 to 8

Assessed / Declared Disabled	331	467	539	558	549
With Other Support Needs	3,582	3,483	4,325	4,451	4,644
All pupils with ASN	3,951	4,194	4,702	4,797	4,954
% of pupils with ASN	33.2%	35.2%	38.8%	39.3%	40.6%
National Ave. % ASN	28.0%	30.2%	31.6%	33.0%	34.2%

Table 7: **Primary Pupils with Additional Support Needs by type of plan/need, 2018/19 to 2022/23 (Moray)**

ASN Plan / Need	2018/19	2019/20	2020/21	2021/22	2022/23
CSP	21	25	22	14	22
IEP	375	347	368	357	389
Child Plans	212	330	436	540	579
Assessed / Declared Disabled	186	205	226	247	236
With Other Support Needs	2,067	2,155	2,410	2,370	2,262
All pupils with ASN	2,277	2,339	2,612	2,542	2,414
% of pupils with ASN	32.1%	33.5%	37.5%	36.9%	35.4%
National Ave. % ASN	25.4%	27.0%	27.8%	27.7%	28.3%

Table 8: **Secondary Pupils with Additional Support Needs by type of plan/need, 2018/19 to 2022/23 (Moray)**

ASN Plan / Need	2018/19	2019/20	2020/21	2021/22	2022/23
CSP	18	18	19	17	19
IEP	278	278	251	259	277
Child Plans	191	191	387	395	482
Assessed / Declared Disabled	262	262	313	311	313
With Other Support Needs	1,688	1,688	1,915	2,081	2,382
All pupils with ASN	1,855	1,855	2,090	2,255	2,540
% of pupils with ASN	37.6%	37.6%	40.4%	42.3%	47.1%
National Ave. % ASN	34.6%	34.6%	36.6%	38.2%	40.1%

Tables 9 and 10 below show the breakdown of pupils with additional support needs by sector and Reasons for Support in 2022-23 across Moray and nationally. *Note: Pupils may have multiple reasons.*

Table 9: **Moray Pupils with Additional Support Needs by sector and Reasons for support, Sept. 2022**

Reason for Support	Number of Pupils			Rate per 1,000 pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
No. pupils with reason for support	2,414	2,540	4,954	353.8	471.4	405.7
Learning disability	186	159	345	27.3	29.5	28.3
Dyslexia	71	251	322	10.4	46.6	26.4
Other specific learning difficulty (e.g. numeric)	407	424	831	59.6	78.7	68.0
Other moderate learning difficulty	427	474	901	62.6	88.0	73.8
Visual impairment	49	59	108	7.2	11.0	8.8
Hearing impairment	25	25	50	3.7	4.6	4.1
Deafblind	0	0	0	0.0	0.0	0.0
Physical or motor impairment	93	131	224	13.6	24.3	18.3
Language or speech disorder	254	162	416	37.2	30.1	34.1
Autistic spectrum disorder	167	229	396	24.5	42.5	32.4
Social, emotional and behavioural difficulty	665	738	1,403	97.5	137.0	114.9
Physical health problem	131	188	319	19.2	34.9	26.1
Mental health problem	38	155	193	5.6	28.8	15.8
Interrupted learning	107	111	218	15.7	20.6	17.9
English as an additional language	301	305	606	44.1	56.6	49.6
Looked after	47	83	130	6.9	15.4	10.6
More able pupil	17	65	82	2.5	12.1	6.7

Communication Support Needs	127	66	193	18.6	12.2	15.8
Young Carer	18	71	89	2.6	13.2	7.3
Bereavement	41	87	128	6.0	16.1	10.5
Substance Misuse	13	16	29	1.9	3.0	2.4
Family Issues	324	334	658	47.5	62.0	53.9
Risk of Exclusion	10	42	52	1.5	7.8	4.3
Other	316	221	537	46.3	41.0	44.0

Table 10: Pupils with Additional Support Needs by sector and Reasons for support across Scotland, Sept. 2022⁶

Reason for Support	Number of Pupils			Rate per 1,000 pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
No. pupils with reason for support	109,917	123,781	233,698	282.6	400.4	334.8
Learning disability	3,108	4,084	7,192	8.0	13.2	10.3
Dyslexia	6,158	20,866	27,024	15.8	67.5	38.7
Other specific learning difficulty (e.g. numeric)	11,748	14,846	26,594	30.2	48.0	38.1
Other moderate learning difficulty	14,976	15,205	30,181	38.5	49.2	43.2
Visual impairment	1,631	2,456	4,087	4.2	7.9	5.9
Hearing impairment	1,431	1,934	3,365	3.7	6.3	4.8
Deafblind	19	24	43	0.0	0.1	0.1
Physical or motor impairment	2,872	3,987	6,859	7.4	12.9	9.8
Language or speech disorder	10,997	5,584	16,581	28.3	18.1	23.8
Autistic spectrum disorder	10,095	12,027	22,122	26.0	38.9	31.7
Social, emotional and behavioural difficulty	24,839	31,268	56,107	63.9	101.1	80.4
Physical health problem	6,260	8,799	15,059	16.1	28.5	21.6
Mental health problem	1,272	8,009	9,281	3.3	25.9	13.3
Interrupted learning	2,721	5,293	8,014	7.0	17.1	11.5
English as an additional language	25,646	20,344	45,990	65.9	65.8	65.9
Looked after	3,646	4,729	8,375	9.4	15.3	12.0
More able pupil	1,099	1,999	3,098	2.8	6.5	4.4
Communication Support Needs	6,387	3,274	9,661	16.4	10.6	13.8
Young Carer	1,310	3,792	5,102	3.4	12.3	7.3
Bereavement	1,623	3,067	4,690	4.2	9.9	6.7
Substance Misuse	232	326	558	0.6	1.1	0.8
Family Issues	11,547	12,867	24,414	29.7	41.6	35.0
Risk of Exclusion	359	1,249	1,608	0.9	4.0	2.3
Other	12,475	11,155	23,630	32.1	36.1	33.9

Comments on Tables 9 and 10:

- Across Scotland, the largest rates are for those recorded in the Social, emotional and behavioural difficulty category (80.4 per 1000 pupils) followed by English as an additional language (60.5 per 1000 pupils) and other moderate learning difficulty (65.9 per 1000 pupils). This is consistent with the previous three years.
- Within Moray, the largest rates are for those recorded in the Social, emotional and behavioural difficulty category (114.9 per 1000 pupils), followed by Other moderate learning difficulty (73.8) and Other specific learning difficulty (e.g. numeric) (68.0).

Education Outcomes for children and young people with ASN

Pupil Attendance

Pupils with additional support needs typically have a lower attendance rate than pupils with no additional support needs, with the difference greater in secondary school. Tables 11 to 12 below show the annual attendance rate of pupils by sector and ASN status in Moray since 2017/18 and for the last five nationally biennial reported periods across Scotland.

Table 11: Percentage attendance of Moray pupils by ASN status and sector, 2017/18 to 2020/21⁷

Sector	ASN Status	2017/18	2018/19	2019/20	2020/21	2021/22
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⁶ Pupils in Scotland, annual statistical publication - Scottish Government (Tables 9 and 10)

⁷ SEEMIS local data

Primary	With ASN	93.5	93.8	92.6	94.5	90.8
	No ASN	95.6	95.6	94.9	96.9	93.2
	Gap	2.1	1.8	2.3	2.4	2.4
Secondary	With ASN	89.5	89.4	87.5	89.9	86.0
	No ASN	93.0	93.2	92.7	94.4	91.6
	Gap	3.5	3.8	5.2	4.5	5.6

Table 12: Percentage attendance of pupils (mainstream schools) by ASN status and sector, 2012/13 to 2020/21⁸ across Scotland

Sector	ASN Status	2012/13	2014/15	2016/17	2018/19	2020/21
Primary	With ASN	93.6	93.8	93.5	93.1	92.0
	No ASN	95.2	95.4	95.3	95.1	94.8
	Gap	1.6	1.6	1.8	2.0	2.8
Secondary	With ASN	89.2	89.3	88.6	88.1	86.4
	No ASN	92.5	92.5	92.1	92.0	90.6
	Gap	3.3	3.2	3.5	3.9	4.2
Total	With ASN	91.7	91.8	91.3	90.8	89.4
	No ASN	94.0	94.2	94.1	93.9	93.3
	Gap	2.3	2.4	2.8	3.1	3.9

Comments on Tables 11 and 12:

- Between 2017/18 to 2021/22 the overall attendance rate for pupils with ASN and those without ASN fluctuated slightly, however the rates have notably decreased in 2021/22. For 2021/22 attendance figures have fallen by 3.7% for both categories compared to the previous year; COVID-19 continues to impact on attendance and rates have not recovered to pre-COVID years. The gap in primary and secondary schools between those with ASN and those without ASN has remained relatively consistent, with lower attendance rates at secondary stage.
- Over the last five nationally reported years the overall attendance rates have declined, however the rate for those with ASN has fallen at a sharper rate. The overall gap has increased from 2.3 to 3.9 percentage points, with the primary gap increasing from 1.6 to 2.8 and the secondary gap increasing from 3.3 to 4.2 percentage points between 2012/13 and 2020/21.

Pupil Exclusions

Pupils with additional support needs have a higher exclusion rate than pupils with no additional support needs, with the difference greater in secondary school. Tables 13 and 14 below show the annual exclusion rates (per 1,000 pupils) of pupils by sector and ASN status in Moray since 2017/18 and for the last five biennial years nationally reported periods across Scotland.

Table 13: Exclusion rate (per 1,000) of Moray pupils by ASN status and sector, 2017/18 to 2021/22⁹

Sector	ASN Status	2017/18	2018/19	2019/20	2020/21	2021/22
Primary	With ASN	43.5	28.5	23.1	6.5	2.1
	No ASN	2.1	6.4	0.6	1.2	0.5
	Gap	-41.4	-22.1	-22.5	-5.3	-1.6
Secondary	With ASN	76.2	73.5	78.7	72.2	40.9
	No ASN	17.0	15.7	8.4	8.1	21.1
	Gap	-59.2	-57.8	-70.3	-64.1	-19.8

Table 14: Exclusion rates (per 1,000) of pupils (mainstream schools) by ASN status and sector, 2012/13 to 2020/21 across Scotland

Sector	ASN Status	2012/13	2014/15	2016/17	2018/19	2020/21
Primary	All Pupils	10.4	9.0	11.0	8.1	3.6

⁸ Attendance and Absence annual publication, Scottish Government (Tables 12 and 14)

⁹ SEEMIS local data

	With ASN	36.3	25.9	33.3	22.6	9.7
	No ASN	5.1	5.0	4.6	3.2	1.3
	<i>Gap</i>	-31.2	-20.9	-28.7	-19.4	-8.4
Secondary	All Pupils	58.1	49.6	47.7	39.6	22.1
	With ASN	151.3	117.4	104.0	78.5	40.8
	No ASN	39.6	31.5	26.6	21.3	11.2
	<i>Gap</i>	-111.7	-85.9	-77.4	-57.2	-29.6

Comments on Tables 13 and 14:

- Across Scotland, the exclusion rate for pupils with ASN from mainstream schools is higher than those who have no ASN over the last five biennial reported years. Since 2012/13 the rates for both pupils with ASN and without ASN have fallen. The gap between those with ASN and without ASN in the primary sector has reduced from 31.2 points in 2012/13 to 8.4 points in 2020/21, while the gap at secondary has reduced from 111.7 points to 29.6 points.
- The Moray exclusion rates in 2021/22, for both primary and secondary pupils with ASN, continue to be above those who have no ASN. Exclusion rates for primary pupils with ASN shows an annual reduction since 2017/18. Secondary rates for pupils with ASN have remained fairly static between 70-80 cases per 1,000 pupils over the last four years, however have noted a large drop in 2021/22 to 40.9 cases per 1,000. Secondary rates for pupils with no recorded ASN saw a sharp increase from 8.1 (2020/21) to 21.1 cases per 1,000 in 2021/22.

Participation

Health and Wellbeing survey 2021/22 - Moray

Pupils Responses	% agreeing	
	Primary	Secondary
I feel safe when I am at school		
My school helps me feel safe		
I have someone in my school I can speak to if I am upset or worried about something		
Staff treat me fairly and with respect		
My school helps me to understand and respect other people		
My school is helping me to become confident		
My school teaches me to lead a healthy lifestyle		
There are lots of chances at my school for me to get regular exercise		
My school offers me the opportunity to take part in activities in school beyond the classroom and timetables day		
I have the opportunity to discuss my achievements out with school with an adult in school who knows me well		
My school listens to my views		
My school takes my views into account		
I feel comfortable approaching staff with questions or suggestions		
Staff help me to understand how I am progressing in my school work		
My homework helps me to understand and improve my work in school		
My school deals well with any bullying		

Achieving

Achievement of Curriculum for Excellence Levels (ACEL)

Pupils who have an Additional Support Need tend to perform less than pupils without those characteristics, in all stages for Numeracy and the Literacy organisers.

A very small percentage (less than 1 percent) of pupils have long-term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as 'child following individual milestones' and are included in the data.

Tables 15 and 16 below show the percentage of pupils achieving the expected CFE Levels in Moray by additional support needs and stage in 2021/22.

Note: Achievement of CfE Level data continue to be classed as experimental statistics (data under development) and caution should be applied when making comparisons to previous Achievement of CfE Level results.

Table 15: Percentage of pupils “achieving the expected level” of CfE stage by ASN status (P1, P4 & P7)¹⁰

Stage	ASN Status	Reading	Writing	Listening & Talking	Literacy	Numeracy
P1 (Early Level)	With ASN	53%	46%	53%	38%	58%
	No ASN	81%	80%	92%	76%	83%
	All Pupils	75%	73%	84%	68%	78%
P4 (First Level)	With ASN	51%	44%	65%	35%	49%
	No ASN	85%	80%	90%	76%	82%
	All Pupils	72%	65%	80%	60%	69%
P7 (Second Level)	With ASN	56%	51%	72%	46%	50%
	No ASN	89%	85%	92%	82%	85%
	All Pupils	73%	69%	82%	65%	68%

Comments on Table 15:

- When looking at Literacy and Numeracy achievement rates the largest gap between ASN and non ASN is for Literacy, where the gap is over 30 percentage points at each stage. The Numeracy gap is slightly lower, ranging between 25 and 35 percentage points.

Table 16: Percentage of pupils “achieving the expected level” of CfE stage by ASN status (S3) – 2018/19

Stage	ASN Status	Reading	Writing	Listening & Talking	Literacy	Numeracy
S3 (Third Level or better)	With ASN	66%	63%	71%	56%	75%
	No ASN	91%	89%	91%	84%	95%
	All Pupils	80%	77%	82%	71%	86%

Comments on Table 16:

¹⁰ ACEL official data Scottish Government, saved locally (Tables 15 and 16)

- At S3 there is a larger gap in Literacy rates, with ASN pupil achievement rate at 56% compared to 84% for non ASN pupils. A significantly higher rate of ASN pupils achieve Numeracy (75%), while below non ASN (95%) pupil performance, the gap is smaller.

Senior Phase Attainment

Attainment at SCQF Levels 4 to 6

In line with the national picture, pupils with an additional support need (ASN) typically have lower attainment compared to pupils with no additional support needs. Figures 5 to 7 below show the achievement rates for ASN and non ASN Moray school leavers at SCQF Level 4 to 6.

The graphs illustrate that there is a continuing gap in achievement rates between ASN and non ASN school leavers, with the gap widening at the higher level of qualification. The gap in attainment has closed in 2022 at SCQF Level 4 and 5 with the gaps reducing to 3.6 percentage points and 14.9, while the gap at SCQF Level 6 remained larger at 27.7 percentage points.

Figure 5: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by ASN status, Moray¹¹

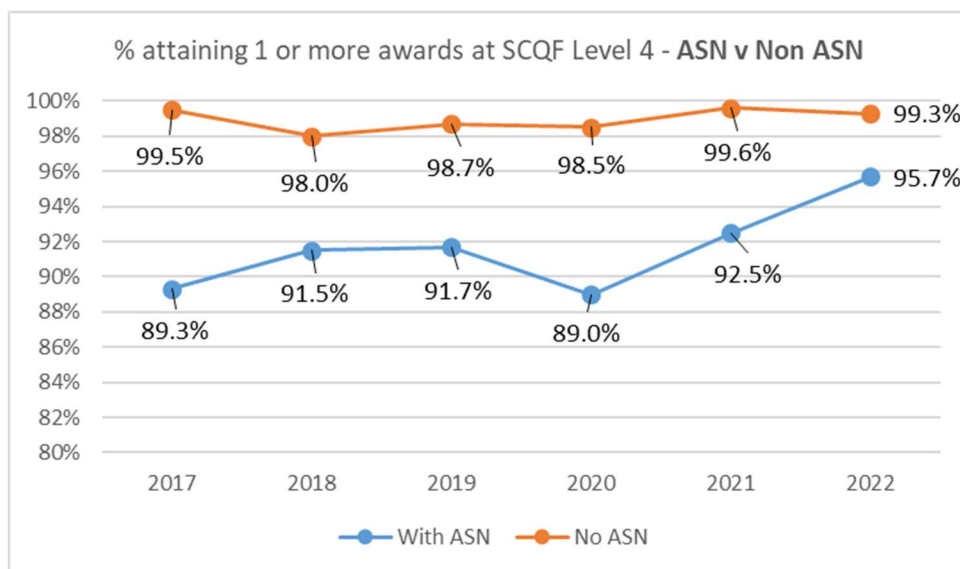


Figure 6: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by ASN status, Moray

¹¹ INSIGHT (Figures 5 to 7)

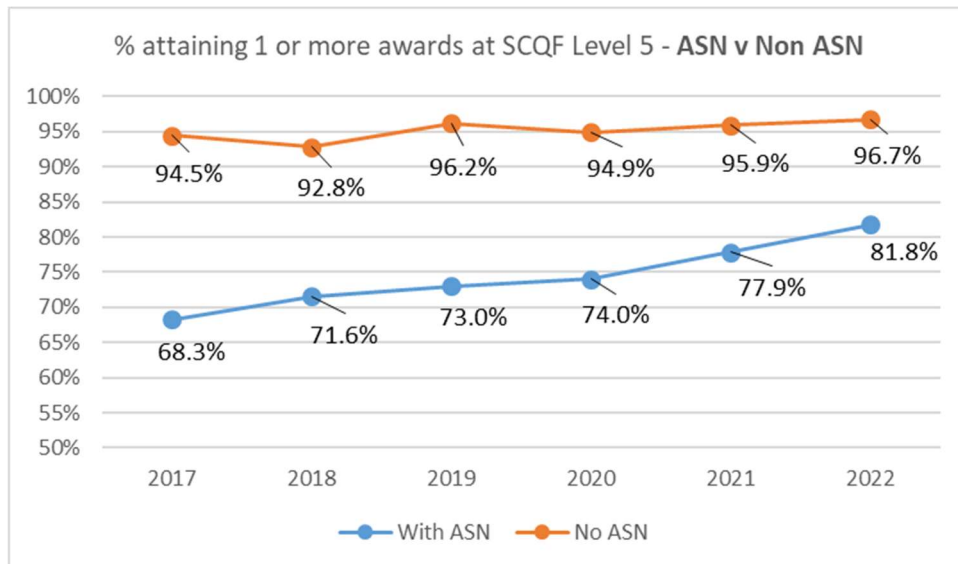
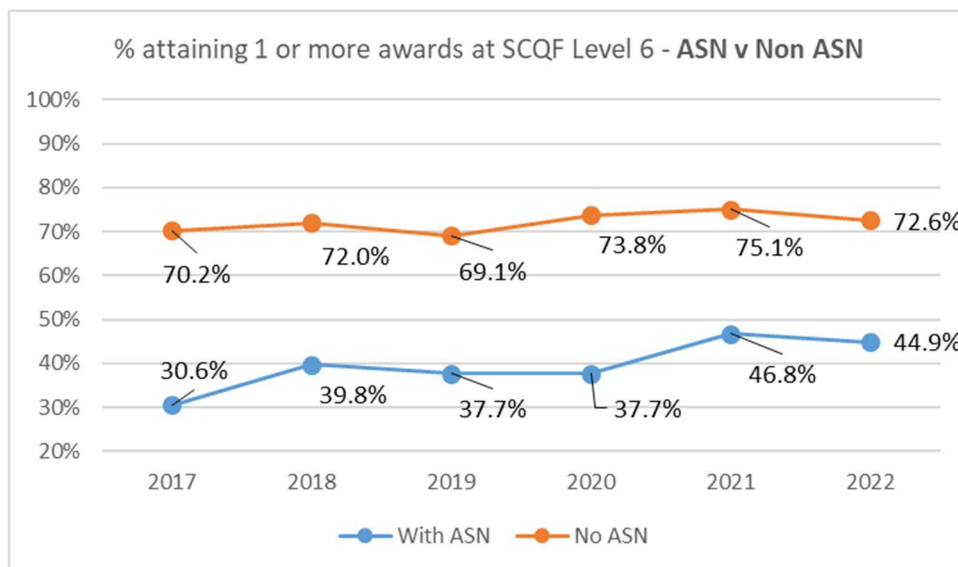


Figure 7: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by ASN status, Moray



School Leaver Destinations

Initial Destinations

School leavers with an additional support need made up 43.9% of the school leavers cohort in Moray in 2021/22. The overall number of school leavers was up 9.6% on 2020/21, increasing from 879 to 963 – the second year in a row there has been an increase since the impact of the Covid-19 pandemic where less opportunities were available to potential leavers. There is a notable difference in the rate of ASN and non ASN leavers, with a 17.7% increase in ASN leavers (up from 348 to 423) compared to a 1.7% increase in non ASN leavers (up from 531 to 540).

As with the national picture, school leavers with ASN are less likely to go on to a positive destination (initial) compared to leavers without a recorded ASN, although the gap has closed (95.3 per cent compared to 96.9 per cent). Table 17 below details the progress made by Moray against its Virtual Comparator, the Northern Alliance and Nationally in relation to the percentage of school leavers with an additional support need (ASN) who left school and went into an initial positive destination.

Table 17: Percentage of school leavers with additional support needs in a positive destination (initial) since 2016/17¹²

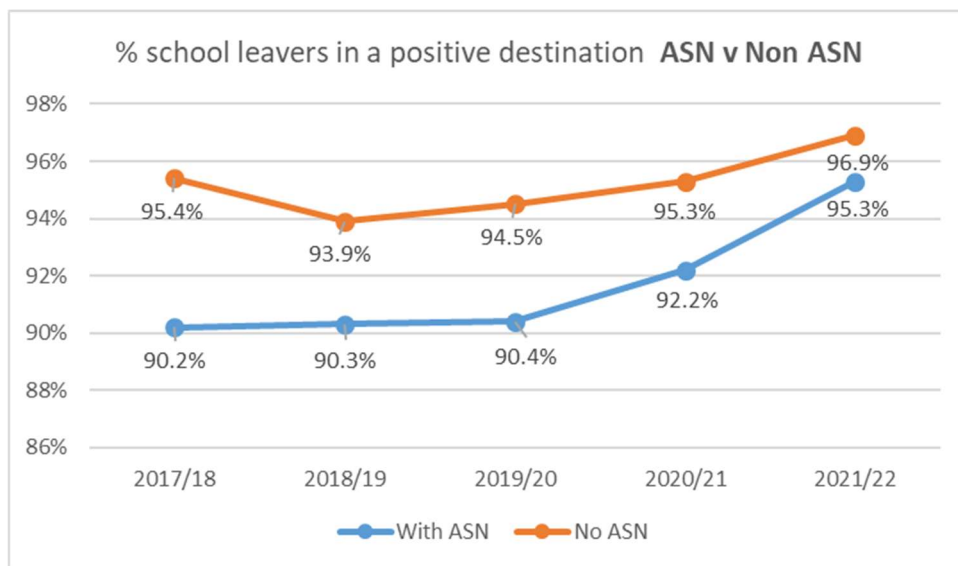
¹² INSIGHT (Table 17)

School Leavers with ASN	2017/18	2018/19	2019/20	2020/21	2021/22	2021/22 % point change from 2020/21	2021/22 % point net change from 2017/18
Moray	90.2%	90.3%	90.4%	92.2%	95.3%	+3.1	+5.1
Virtual Comparator	91.0%	91.9%	90.5%	93.5%	93.2%	-0.3	+2.2
The Northern Alliance	92.3%	92.6%	89.2%	92.9%	93.6%	+0.7	+1.3
National	90.5%	91.9%	89.6%	92.8%	93.4%	+0.6	+2.9

Comments on Table 17:

- In 2021/22, 95.3% of Moray school leavers with ASN went into a positive destination, an increase on the previous year and a net increase of 5.1 percentage points since 2017/18. Initial leaver positive destination rates have largely reflected the national trend; however Moray are now above the National, Virtual Comparator and Northern Alliance rates for 2021/22.

Figure 8: Percentage of school leavers in a positive destination since 2017/18 by ASN status¹³



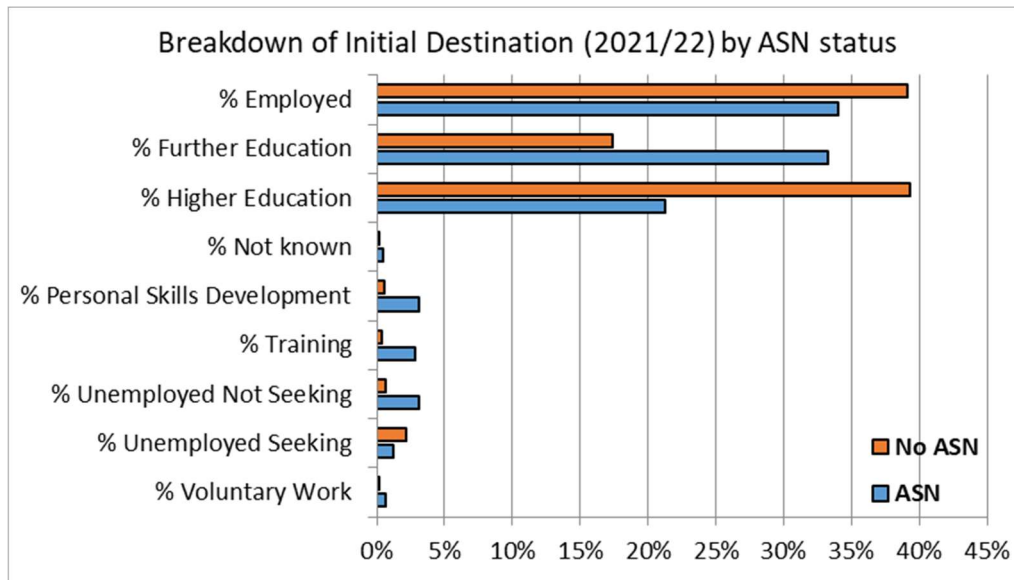
Comments on Figure 8:

- The gap in initial positive destinations between Moray leavers with ASN and non ASN in 2021/22 decreased to 1.6, compared to 5.2 in 2017/18. The gap has been reducing over the five years, the percentage of leavers entering a positive destination has increased annually for both non ASN leavers and ASN leavers since 2018/19.

Figure 9 below details school leaver destinations (2021/22) by ASN status, including percentage going on to a negative destination.

Figure 9: Breakdown of Initial School Leaver Destination (2021/22) by ASN status

¹³ INSIGHT (Figures 8 and 9)



Comments on Figure 9:

- The highest proportion of non-ASN leavers enter Higher Education, with 39.3% doing so in 2021/22 which compares to 21.3% of ASN leavers. Employment is now the most common destination for ASN leavers at 34.0% (up 9 percentage points on last year), followed by Further Education 33.3% (down by 2.9 pp). Employment is the second highest destination for non-ASN leavers at 39.1% (up by 10.1 pp) followed by Further Education at 20.3% (down 2.9 pp). A higher rate of ASN leavers entered training (2.8%) compared to non-ASN leavers (0.4%), the same is true for Personal Skill Development programmes at 3.1% and 0.6% respectively.