

COMMITTEE:	Education & Children's Services Committee
MEETING DATE:	9 June 2026
BY:	Depute Chief Executive Children and Communities
REPORT TITLE:	Raising Attainment Update and School Leaver Destination Return Report (SLDR)
REPORT STATUS:	Public

1 PURPOSE OF REPORT

- 1.1 To update the Committee on progress towards raising attainment for all learners and closing the poverty related attainment gap for the most disadvantaged children and young people
- 1.2 To update the Committee on the current School Leaver Destination Return report (SLDR) and Annual Participation Measure (APM).

2 RECOMMENDATIONS

Members are recommended to:

- 2.1 Note the progress and next steps identified towards raising attainment for all learners and closing the poverty related attainment gap.
- 2.2 Note the progress and proactive work underway to support improved outcomes for learners leading to positive destinations.

3 BACKGROUND

Raising Attainment

- 3.1.1 Consistent with the National Improvement Framework (NIF), East Lothian Council prioritises improving attainment for all, particularly in literacy and numeracy and closing the attainment gap between the most and least disadvantaged children and young people.

- 3.1.2 To provide strategic direction and measurable outcomes and in line with Scottish Government expectations, stretch aims have been set as detailed in Excellence & Equity: Raising Attainment for All – Strategy 2023/24-2025/26.
- 3.1.3 Our approaches to tracking and monitoring learners are rigorous. Across primary and secondary sectors progress in literacy and numeracy data is captured within two tracking periods and central team officers work with schools individually and as Associated School Groups to monitor cohort progress.
- 3.1.4 The posts of Principal Teachers of Equity were created in session 2023-2024 and are now in year three across most secondaries, with Rosehill High School's Principal Teacher of Equity appointed in June 2025. Through a data-informed approach, these postholders track, monitor and identify interventions for young people impacted by poverty who are at risk of under-attaining.
- 3.1.5 Schools are provided with monthly Equity Trackers which focus on core and core plus measures. These data sets are used by schools, led by the Principal Teachers of Equity, to direct time and resource to supporting identified learners in the senior phase. Leading on, Principal Teachers of Equity are increasing a culture of equity and supporting young people to gain a meaningful set of qualifications. This approach is leading to impact in outcomes, and this is evidenced, in part, through the increase in 5 or more awards at level 1 or above.
- 3.1.6 All schools are in receipt of data support with the provision of a comprehensive in-year BGE and Senior Phase Attainment tracking tool. This tool has been designed for use by middle leaders and senior leadership teams to monitor learner progress and identify where interventions are required to improve learner outcomes. The support and challenge of officers in the central team also underpins this work.

3.2 **Monitoring and Review**

- 3.2.1 Data provided in relation to stretch aim measures in Appendix 1 highlight the continued progress in overall attainment and closing the poverty-related attainment gap (Q1 – Q5) in the following measures:
- 3.2.2 Curriculum for Excellence literacy and numeracy attainment measure P1- P4 - P7 (combined) in quintile 1 has increased by 2.5 percentage points and 1 percentage point respectively. Attainment in quintile 5 increased by 4.4 percentage points and 2.7 percentage points respectively. Whilst improvements were achieved in all SIMD measures, the poverty-related attainment gap between quintile 1 and quintile 5 in literacy stands at 24.4% and 21.5% in numeracy meaning it has widened.
- 3.3 At Level 5 or above, school leaver literacy levels increased by 2.6 percentage points. At Level 5 or above the quintile 1 school leavers measure increased by 7.6 percentage points and the quintile 5 school

leavers measure increased by 2.4 percentage points. The poverty-related attainment gap narrowed by 5.2 percentage points down to 31.7%.

- 3.4 At Level 5 or above, school leaver numeracy levels increased by 3 percentage points. At Level 5 or above the quintile 1 school leavers measure increased by 3 percentage points and the quintile 5 school leavers measure also increased by 3.8 percentage points. The poverty-related attainment gap increased by 0.9 percentage points.
- 3.5 The overall percentage of school leavers with 5 or more awards at level 1 or above increased by 5.3 percentage points. The percentage of learners in quintile 1 leaving with 5 qualifications increased by 8.1 percentage points and the poverty-related gap closed by 2.9 percentage points.
- 3.6 For learners leaving school with 1 or more awards at level 6 (A-C) or above, there was an increase of 2.9 percentage points in the overall figures. For learners in quintile 1 there was a decrease of 6.8 percentage points and for learners in quintile 5 there was an increase of 2 percentage points. This led to a widening of the poverty related attainment gap by 8.7 percentage points on 23-24, although the outcome measure of 51.9 percent is narrowly lower than 2022-23 and lower than 2021-22.
- 3.7 There are specific measures for leavers with care experience. The percentage of care-experienced school leavers to obtain 5 or more awards at level 1 or above increased 21.8 percentage points on the previous year and the gap for learners with care-experience decreased by 16.5 percentage points. This percentage rate change represents a cohort of 18 care-experienced learners in 2024-2025 with 14 learners obtaining 5 or more awards at level 1 or above.
- 3.8 Three years of data tracking this measure demonstrates that year on year statistical measures are expected fluctuate due to the small number of individuals being measured. However, the tracking and monitoring of care-experienced learners is a key measure within East Lothian's Equity Trackers. This work is supported by the Depute Head Teacher of Equity and Inclusion, and Principal Teachers of Equity are working closely with staff in schools to ensure care-experienced learners receive support.
- 3.9 East Lothian Council reports on its progress towards stretch aims through the Education Progress and Improvement Plan. This is published annually and submitted to the Scottish Government, Education Scotland and for approval at East Lothian Council Education & Children's Services Committee.
- 3.10 **School Leavers Destination and Participation Measure**
 - 3.10.1 A glossary has been created to explain the acronyms contained within this committee report (Appendix 2).

- 3.10.2 The initial destination of school leavers' data (SLDR) is used by schools and education authorities across Scotland to monitor progress in improving the proportion of school leavers into positive and sustained destinations.
- 3.10.3 The data for initial post school destinations (SLDR) referred to in this report is taken from the February 2026 release of the senior phase benchmarking tool, Insight. The data provides information on the outcomes for young people as recorded in October 2025, approximately three to ten months after leaving school.
- 3.10.4 The data on initial post-school destinations for 2024/25 was reported nationally and published by the Scottish Government on 24th February 2026:
<https://www.gov.scot/binaries/content/documents/govscot/publications/statistics/2026/02/summary-statistics-for-attainment-and-initial-leaver-destinations-no-8-2026-edition/documents/summary-statistics-for-attainment-and-initial-leaver-destinations-no-8-2026-edition/summary-statistics-for-attainment-and-initial-leaver-destinations-no-8-2026-edition/govscot%3Adocument/Summary%2BStatistics%2Bfor%2BAttainment%2Band%2BInitial%2BLEaver%2BDestinations%252C%2BNo.%2B8%252C%2B2026%2Bedition.pdf>
- 3.10.5 This report compares East Lothian initial school leaver destinations (SLDR) with the Virtual Comparator and the National Establishment (i.e. national average). Figures are provided in most cases for both the national average and the Virtual Comparator; however, the Virtual Comparator is seen as the key benchmark for helping schools and authorities understand their strengths and areas for improvement. The Virtual Comparator takes the characteristics of each pupil in East Lothian and matches them to 10 similar pupils from schools in other local authorities across Scotland.
- 3.10.6 This report will explore how East Lothian has performed over the three-year period since 2022/23 to 2024/25, in relation to the national average and the Virtual Comparator. The main highlights for East Lothian in 2024/25 are provided below –

Summary of Results for East Lothian 2024-2025:

- Our initial Positive Destinations Report (SLDR) for the 2024/25 cohort was 97.9% (an increase of 3.4% on 2023/24) against a national picture of 95.7%. Initial positive destinations in East Lothian for 2023/24 was 94.5% (National 95.7), 2022/23 was 96.3% (National 95.9%). The 23/24 measure of 3.1% of leavers recorded as 'unemployed not seeking', which includes those unavailable due to ill health and those who are economically inactive has decreased to 0.3% in 24/25. In addition, the measure 'unemployed seeking' declined from 2.4% in 23/24 to 1.1% in 24/25. This reduced the overall negative destinations to 2.1% for 24/25. Changes elsewhere include a 2.9% increase in Higher Education, 2% increase in Training, 0.8% increase in Further Education and 1% reduction in Employment. Despite the slight reduction in employment,

East Lothian continues to maintain a much higher trend of young people moving into employment (5.6% higher) versus that of the virtual comparator and is above the national, South East region.

- Staff within East Lothian Works (ELW), in partnership with colleagues within Skills Development Scotland (SDS) have followed up with all leavers from the 2024/25 cohort. Publication of the follow up statistics is expected during August 2026. This relates to sustained destinations at a point 6 months beyond leaving school. Ongoing collaborative work between SDS, ELW and partners continues throughout the year to ensure that all young people are effectively followed up and supported into both initial and sustained destinations. East Lothian Works has implemented a Single Point of Contact (SPOC) system to support the triage of No One Left Behind school leaver referrals. Through this approach, ELW engaged with 135 summer leavers and 63 Christmas leavers during session 24/25. In addition, a case-conferencing system has been introduced between ELW and SDS to track engagement and progress across the employability landscape. Our current Annual Participation Measure (APM) measures the proportion of 16-19 year olds participating in education, training or employment. Currently the APM recorded in August 2025 is 94.8% an increase of 0.2% (94.6%) on the 2024 statistic. Whilst East Lothian remains above the national rate, which was 93.3%, the stretch aim for 2025/26 was revised to 95.7% to reflect more accurately the rate of progress. The interactive SDS Annual Participation Measure report can be found here <https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure>
- East Lothian is higher than the national average for age ranges 17-19;
Age 16: ELC 98.4% National 99%;
Age 17: ELC 95.5% National 95.3%;
Age 18: ELC 92.7% National 91%;
Age 19: 92.3% National 87.4%.

3.10.7 East Lothian Works continues to work in collaboration with all ELC secondary schools to deliver a range of certificated qualifications to senior phase young people, ranging from SQA Level 4 - Level 6 and across several vocational areas, including Foundation Apprenticeships, School to College Partnership and East Lothian Works Pre-Vocational courses. The Foundation Apprenticeship (FA) programme in session 2024/25 included Accountancy, Business, IT Software, Scientific Technologies and Social Services Children and Young People. These work-based pathways, delivered in partnership with schools, college, training providers and employers continued to be offered across ELC for both 1 and 2 academic year durations. By offering multiple delivery durations, these can be selected by young people across the entirety of the senior phase. Pupil numbers remain high from 2024/25, presenting around 140 young people across the various vocational areas, coupled with a further 140 students for session 2025-2026, and the introduction of a Foundation Apprenticeship (FA) in IT Hardware to the portfolio. The

FA qualification offers certification at SCQF Level 6, the equivalent to a Higher.

- 3.10.8 We continue to expand our place-based delivery with Edinburgh College from within the Construction Skills Academy at Wallyford Learning Campus. During session 24/25, 15 young people achieved a SCQF Level 4 Construction Crafts Qualification. A further 13 achieved a qualification in Future Skills, comprising of Automotive, Mechanical and Electrical Engineering. For young people transitioning post-school, Edinburgh College delivered an Edinburgh College certificated 'Introduction to Construction Course' for 16 young people, and a SCQF Level 5 Construction Crafts to a further 16 East Lothian post-school young people. Ongoing committed delivery to an Access to Fabrication and Welding course for post-school groups resulted in 15 young people achieving the award with a high number moving into industry apprenticeships and a new partnership established with Had Fab Ltd. Wider partnerships with The Ridge resulted in an additional 13 young people achieving an award in Level 4 Construction, and 24 young people achieving an award in Level 5 construction.
- 3.10.9 A further 10 young people achieved a National Progression Award (NPA) Level 5 in Long Hair and Make Up supported by Edinburgh College. This full award offers an immersive insight into the Hair and Beauty industry. These opportunities provide a pathway and qualification for school leavers into growth market industries or guaranteed progression into other Edinburgh College Full Time courses. For 2025 – 2026 we have further commitment to deliver Skills for Work Early Learning and Childcare and Skills for Work Health and Social Care. For next session the East Lothian DYW School Coordinators are engaging with the wider East Lothian Works and college colleagues to identify employer experiences to bring the curriculum to life and to highlight pathways from college and FAs to post-school destinations. Of the 23/24 FA cohort initial leavers destinations data indicates that 23 young people went on to industry related Higher Education courses, 5 into industry related Further Education courses and 10 into industry related Modern Apprenticeships. Of this year's FA Scientific Technology cohort 17 are expected to enter industry related Higher Education courses, with 5 seeking modern apprenticeship opportunities, with one young person having already secured employment with their East Lothian placement provider.
- 3.10.10 Our ongoing delivery of Employability+, an employability programme for senior phase pupils with ASN who were approaching their school leaving date, has over the course of the year engaged 111 young people. Of these, 60 young people achieved Level 6 Emergency First Aid at Work and First Aid for Mental Health Awareness at Level 4 another 180 young people engaged in a First Aid taster session. Another 48 young people achieved units in Employability and Wellbeing. The caseworker directly supported 21 young people into No One Left Behind funded services.

3.10.11 In partnership with Edinburgh College, over 180 East Lothian senior phase pupils attained qualifications from the School to College Partnership (SCP) offer during 2024-2025. Attending courses on Tuesday and Thursday afternoons within Edinburgh College campuses. East Lothian students successfully engaged in a variety of certified courses from Level 2/3 to Level 6 including, Higher Psychology, Automotive, Professional Cookery, Criminology, Early Learning and Childcare, Health and Social Care, Film, Media and Sound Production, Intro to College, and Games Development Design. In response to increased demand to support young people into a sustained post-school college destination, East Lothian Works delivered a pack of support to 32 young people. This represented an increase from the 18 young people supported during session 23-24.

3.11 East Lothian Works (ELW) has also allocated funding to employers through:

- UKSPF ERI (Employer Recruitment Incentive) £88,708.04 was allocated in 2025/26, which created 21 opportunities.
- Parental ERI (Employer Recruitment Incentive) created 8 opportunities in 2025/26 totalling £36,887.10. For 2026/26 £40,000 (indicative) is available to create new job opportunities.

3.12 The Parental Employability (PES) Team worked with 193 parents in 25/26 to support their progress towards and into employment. As part of this work, the team supported 35 parents to undertake Paid Work Experience placements in the following areas and job roles within ELC. These roles included school Business Administrator, Classroom Assistant, ASN Auxiliary, Facilities Management as well as the roles of Cleaner, Catering Assistant and Infrastructure – Refuse Loader. Parents working with staff gained 65 accredited qualifications and an additional 46 unaccredited training courses to further their skills and employment prospects. There were 51 job outcomes in 25/26 from parents engaging with the PES Team.

3.13 During 25/26, the Income Maximisation service for East Lothian Works received 101 referrals, 73 of whom were parents. 78% of all clients supported this year had a financial gain after accessing the service. The continued demand for 'Better off in Work' calculations was very high, with 147 assessments this year, which is an increase of 38% on last year's total. This is a vital tool in supporting parents to make informed choices about returning to work. Financial gains for parents amounted to £127,041 for the year.

3.14 **Next Steps**

3.14.1 Plans for the 2026/27 session are progressing, with continued commitment from Edinburgh College to sustain all courses delivered during 2024/25. This includes further expansion of Level 4 Construction and the introduction of a place-based Level 5 Early Learning and Childcare programme, designed to strengthen the progression pathway

into the Foundation Apprenticeship. In response to increasing demand from young people in East Lothian, Edinburgh College, in partnership with East Lothian Works, will also deliver an industry-recognised Beauty qualification at SCQF Level 5, exclusively for East Lothian pupils in the coming session. This provision will be aligned with post-school entry requirements to support and maximise positive destinations. Recognising growth and demand within key labour market sectors across East Lothian and the South East Scotland region, partners will continue to work collaboratively to identify and develop further opportunities for joint delivery of qualifications and pathways. Priority areas under consideration include green skills, construction, and health and social care.

4 POLICY IMPLICATIONS

- 4.1 There are no direct policy implications associated with this report.

5 RESOURCE AND OTHER IMPLICATIONS

- 5.1 Financial: – All school-age activities are predicated upon the continuation of existing core funding being allocated to East Lothian Works. Any reduction in funding will lead to a decrease in capacity and therefore a drop in the service’s ability to continue with existing activities and interventions. All post-school activity is reliant upon external grant funding and therefore parameters of activity are dictated by strict grant conditions. External funding fluctuates on an annual basis.
- 5.2 Human Resources: - Is reliant upon maintenance of existing budget allocations, both core and external.
- 5.3 Other (e.g. Legal/IT) – None
- 5.4 Risk: None

6 INTEGRATED IMPACT ASSESSMENT

- 6.1 **Select the statement that is appropriate to your report by placing an ‘X’ in the relevant box.**

An Integrated Impact Assessment screening process has been undertaken and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council’s role as a corporate parent; or the storage/collection of personal data.



or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:



Subject	Impacts identified (Yes, No or N/A)
Equality and human rights	
Socio-economic disadvantage/poverty	
Climate change, the environment and sustainability	
Corporate parenting and care-experienced young people	
Storage/collection of personal data	
Other	

[Enter information on impacts that have been identified]

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments

7 APPENDICES

- 7.1 Appendix 1 - Raising Attainment Data
- 7.2 Appendix 2 - Glossary
- 7.3 Appendix 3 - School Leaver Destinations 2023/24

8 BACKGROUND PAPERS

None

10 AUTHOR AND APPROVAL DETAILS

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Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed	Yes
Approval Date	21/5/2026

Appendix 1

P1, 4 & 7 Literacy (Combined)				
Cohort Quintile	% Achieving in 2021-22 %	Achieving in 2022-23 %	Achieving in 2023-24	Achieving in 2024-25
All	62.8	66.3	69.8	74.5
Q1	42.6	50.3	54.7	57.2
Q2	50.9	56.0	62.5	66.3
Q3	67.7	68.5	68.6	75.2
Q4	68.9	74.2	76.8	80.4
Q5	72.7	73.5	77.2	81.6
Q1-Q5 Gap	30.1	23.2	22.5	24.4
Q2-Q5 Gap	21.8	17.5	14.7	15.3

P1, 4 & 7 Numeracy (Combined)				
Cohort Quintile	% Achieving in 2021-22 %	Achieving in 2022-23 %	Achieving in 2023-24	Achieving in 2024-25
All	72.4	73.8	75.3	79.3
Q1	56.1	56.3	63.7	64.7
Q2	65.4	64.8	68.8	69.6
Q3	75.3	77.0	75.9	82.1
Q4	76.8	80.6	79.2	84.5
Q5	78.3	79.9	83.5	86.2
Q1-Q5 Gap	22.2	23.6	19.8	21.5
Q2-Q5 Gap	12.9	15.1	14.7	16.6

School Leavers, Level 5 Literacy (Or Above)				
Cohort Quintile	% Achieving in 2021-22 %	Achieving in 2022-23 %	Achieving in 2023-24	Achieving in 2024-25
All	78.3	78.5	77.0	79.6
Q1	53.6	60.3	52.7	60.3
Q2	65.1	68.2	66.8	66.4
Q3	81.7	77.3	72.8	78.9
Q4	85.0	87.8	84.9	87.0
Q5	90.0	87.9	89.6	92.0
Q1-Q5 Gap	36.4	27.7	36.9	31.7
Q2-Q5 Gap	24.9	19.7	22.9	25.6

School Leavers, Level 5 Numeracy (Or Above)				
Cohort Quintile	% Achieving in 2021-22 %	Achieving in 2022-23 %	Achieving in 2023-24	Achieving in 2024-25
All	66.1	65.8	67.3	70.3
Q1	41.1	39.7	41.8	44.8
Q2	52.7	54.3	52.6	51.8
Q3	66.8	65.7	67.7	75.5
Q4	71.1	73.0	75.4	77.2
Q5	83.1	81.0	81.9	85.7
Q1-Q5 Gap	42.0	41.3	40.0	40.9

Q2-Q5 Gap	30.4	26.7	29.3	33.9
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School Leavers, 5 or more Awards at Level 1 (Or Above)				
Cohort Quintile	% Achieving in 2021-22 %	Achieving in 2022-23 %	Achieving in 2023-24	Achieving in 2024-25
All	89.4	87.0	87.0	92.3
Q1	67.9	78.1	76.4	84.5
Q2	86.6	82.7	82.4	89.4
Q3	89.8	83.3	85.1	92.8
Q4	91.5	91.6	90.8	92.2
Q5	95.4	94.0	92.2	97.5
Q1-Q5 Gap	27.6	15.9	15.9	13.0
Q2-Q5 Gap	8.9	11.2	9.9	8.1

School Leavers, 1 or more Awards at Level 6 (A-C)				
Cohort Quintile	% Achieving in 2021-22 %	Achieving in 2022-23 %	Achieving in 2023-24	Achieving in 2024-25
All	55.7	55.4	55.9	58.8
Q1	19.6	21.9	30.9	24.1
Q2	37.3	38.9	36.4	39.5
Q3	58.3	55.0	52.3	61.2
Q4	64.6	67.6	69.2	69.1
Q5	75.3	74.1	74.1	76.1
Q1-Q5 Gap	55.7	52.2	43.2	51.9
Q2-Q5 Gap	38.1	35.2	37.7	36.5

Care Experienced School Leavers, 5 or more Awards at Level 1 (Or Above)				
Cohort Quintile	% Achieving in 2021-22 %	Achieving in 2022-23 %	Achieving in 2023-24	Achieving in 2024-25
Care exp	65.2	86.2	56.0	77.8
All Leavers	89.4	87.0	87.0	92.3
Care Exp v All Leavers Gap	24.2	0.8	31.0	14.5

Appendix 2

Glossary:

School Leaver Destination Return (SLDR) – Published by Scottish Government, information collated by SDS which relates to school leavers (S4 S6) and their initial destination upon leaving school.

Annual Participation Measure (APM) – Report published by SDS focuses on the education and employment activity of 16-19 year olds over one calendar year, April – March.

Skills Development Scotland (SDS) – Is the national skills agency for Scotland, supporting people and businesses of Scotland to develop and apply their skills. Education Scotland – Is a Scottish Government executive agency responsible for supporting quality and improvement in Scottish Education.

Curriculum for Excellence (CFE) – Developed over the course of several years to improve and transform Scotland's Education systems, by a more flexible and coherent curriculum from 3-18 years.

Broad General Education (BGE) – Begins in early learning and childcare until the end of S3 (the third year of secondary school).

Foundation Apprenticeship (FA) - Foundation Apprenticeships at SCQF Level 6 provide work-based learning opportunities for learners in their senior phase of secondary education (S4 – S6). The delivery of the qualification is a mixture of classroom and work based learning with employer and forms part of the pupil's timetable alongside their other qualifications such as National 5 and Highers.

No One Left Behind (NOLB) – Is Scottish Government's Employability Strategy to transform employment support in Scotland.

Modern Apprenticeships (MA's) - Is a job which lets people earn a wage and gain an industry-recognised qualification.

Parental Employability Support Fund (PESF) – forming part of the NOLB strategy, this fund is collaboratively managed by Scottish and Local Government, providing dedicated support for low-income families. Taking a holistic Key Worker approach parents are supported to upskill and/or re-train, increasing family income, lifting themselves and their families out of poverty. For 2024/25 this activity will form part of the No One Left Behind employability funding for local authorities.

Appendix 3

School Leavers Destinations

School 2023/24	% Employed	% Further Education	% Higher Education	% Voluntary Work	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Unknown
East Lothian Council	28.75	19.54	42.51	0.53	2.45	4.12	0.70	1.14	0.26
Virtual Comparator for East Lothian Council	23.13	22.80	45.43	0.63	0.85	3.48	1.13	2.00	0.56
Dunbar Grammar School	30.30	15.66	50.51	0.51	1.01	1.52			0.51
Virtual Comparator for Dunbar Grammar School	24.04	17.42	53.08	0.40	0.45	2.02	0.86	1.16	0.56
Knox Academy	26.71	17.81	45.21	1.37	4.79	0.68	0.68	2.05	0.68
Virtual Comparator for Knox Academy	22.67	23.15	44.32	0.96	0.89	3.22	1.71	2.60	0.48
Musselburgh Grammar School	29.11	24.41	34.74		4.23	4.69	0.47	1.88	0.47
Virtual Comparator for Musselburgh Grammar School	23.66	26.01	39.81	0.56	1.31	4.55	0.85	2.49	0.75
North Berwick High School	18.89	10.00	67.78	0.56	0.56	1.67	0.56		
Virtual Comparator for North Berwick High School	18.61	11.78	65.44	0.72	0.50	1.17	0.61	1.00	0.17
Preston Lodge High School	33.71	21.35	32.02		1.69	7.87	2.25	1.12	
Virtual Comparator for Preston Lodge High School	23.76	28.31	37.13	0.79	0.84	4.94	1.29	1.97	0.96
Rosehill High School*	30.00	25.00			5.00	25.00		15.00	
Virtual Comparator for Rosehill High School	37.00	41.50	3.00	1.00	1.50	8.00	3.00	4.00	1.00
Ross High School	32.52	25.73	32.04	0.97	2.43	5.34	0.49	0.49	
Virtual Comparator for Ross High School	24.08	27.43	38.45	0.44	0.97	4.27	1.41	2.57	0.39

*Note: Rosehill High School leavers 24-25 cohort was comprised of S4 leavers only, and the percentage figure is made up of 20 individuals. As a result, the percentage figures do not represent reliable comparison to other ELC schools.