



City Chambers
DUNDEE
DD1 3BY

27th August, 2025

Dear Colleague

I refer to the agendas of business issued in relation to the MEETINGS of the **CHILDREN, FAMILIES AND COMMUNITIES, NEIGHBOURHOOD REGENERATION, HOUSING AND ESTATE MANAGEMENT AND CITY GOVERNANCE COMMITTEES** to be held on Monday, 1st September, 2025 and would advise you that these meetings will be held remotely.

Members of the press and public wishing to observe the proceedings can do so via the Council's YouTube channel by following this link www.dundee.gov.uk/live.

Should you require any further information please contact Committee Services on tel 01382 434228 or by email at committee.services@dundee.gov.uk.

Yours faithfully

GREGORY COLGAN

Chief Executive



City Chambers
DUNDEE
DD1 3BY

22nd August, 2025

Dear Colleague

You are requested to attend a MEETING of the **CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE** to be held in the Council Chamber, City Chambers, City Square, Dundee and also to be held remotely on Monday, 1st September, 2025 at 5.00pm.

The meeting will also be livestreamed to YouTube. Members of the Press or Public wishing to join the meeting as observers should follow this link www.dundee.gov.uk/live or alternatively they may attend in person.

Should you require any further information please contact Committee Services on telephone (01382) 434818 or by email at committee.services@dundee.gov.uk.

Yours faithfully

GREGORY COLGAN

Chief Executive

AGENDA OF BUSINESS

1 DECLARATION OF INTEREST

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

2 PUPIL REPRESENTATION ON THE CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE (AN26-2025)

On a reference to Article II of the minute of meeting of this Committee of 23rd June, 2025 wherein it was noted that the City Wide Pupil Voice had nominated a replacement representative, it is reported that Lilia Mair has been nominated for Session 2025/2026.

The nominee has agreed to abide by the Code of Conduct in accordance with the Standards Commission's Guidance.

The Committee are asked to approve the appointment.

3 SCOTTISH QUALIFICATIONS AUTHORITY (SQA) 2025 EXAM RESULTS - Page 1

(Report No 244-2025 by the Executive Director of Children and Families Service, copy attached).

4 FOLLOW-UP SCHOOL LEAVER DESTINATIONS - Page 7

(Report No 243-2025 by the Executive Director of Children and Families Service, copy attached).

ITEM No ...3.....

REPORT TO: CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE – 1 SEPTEMBER 2025

REPORT ON: SCOTTISH QUALIFICATIONS AUTHORITY (SQA) 2025 EXAM RESULTS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 244-2025

1.0 PURPOSE OF REPORT

- 1.1 This report provides an initial high-level summary of provisional, pre-appeal, Scottish Qualifications Authority (SQA) 2025 exam results, published 5 August 2025.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Children, Families and Communities Committee:
- Notes the contents of the report and,
 - Requests the Executive Director to provide a further update report on the achievement and attainment of our young people in the Senior Phase in academic session 2024/25 following the Insight (national benchmarking tool) update scheduled to take place late September 2025.

3.0 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications arising from this report.

4.0 BACKGROUND

- 4.1 SQA results for 2025 were published on Tuesday 5 August 2025. SQA announced the results of National Courses at National 2 to National 4, Higher and Advanced Higher, in addition to a wide range of National Progression Awards, National Certificates, Skills for Work and SQA Awards.
- 4.2 The data published on 5 August reflects current information at a particular point in time (22 July 2025) and the figures are subject to change later in the year. This data is therefore considered 'provisional' subject to processes including appeals and late amendments. Final figures are due to be published by the SQA in December 2025.
- 4.3 Last year, 2024, saw the return of full course assessment in National 5, Higher and Advanced Higher courses for the first time since 2019. This follows the modifications to assessments that were put in place to help limit the impact of disruption on learning and teaching caused by the COVID-19 pandemic. This included the removal of coursework and practical assessments.
- 4.4 The SQA has stated: 'The different awarding arrangements in place between 2019 and 2023 mean that it is not possible to compare attainment between years without full consideration of this contextual information.'
- 4.5 It is also important to note that the pandemic will have impacted individuals, and year groups, differently. For example, the S5 cohort in the 2025 exam diet were in the final year of primary school when the first lockdown, and subsequent school closures, happened in March 2020. Therefore, these pupils made the important transition to secondary school without the usual support.
- 4.6 Following adjustments to SQA awarding approaches for 2022 and 2023, in 2024 the SQA stated that it has returned to a 'well-established awarding approach.' '...While adjustments were made across a range of courses overall, at an aggregate level, grade boundary adjustments were similar to 2019.'

Local Government Benchmarking Framework (LGBF) Family Group

- 4.7 This report references Dundee's local government benchmarking framework ([LGBF](#)) family group for comparison purposes. In addition to Dundee City, Family Group 4 includes: East Ayrshire, Glasgow City, Inverclyde, Na h-Eileanan Siar, North Ayrshire, North Lanarkshire and West Dunbartonshire. All local authorities in Family Group 4 except for Na h-Eileanan Siar are previous Scottish Attainment Challenge (SAC) challenge authorities.

5.0 SCOTTISH QUALIFICATIONS AUTHORITY (SQA) RESULTS 2025 – HEADLINE

- 5.1 3,361 pupils from Dundee's schools received the results of their SQA awards on 5 August. These pupils were presented for a total of 16,428 awards in 2025 compared to 14,956 in 2024. Key messages from each year group in the Senior Phase in Dundee include:

S4 (1,656 pupils. 1,576 sat awards)

- 59% (972) of pupils achieved 5 or more qualifications at SCQF Level 4 or above, up from 50% last year.
- 56% (930) of S4 pupils sat four or more awards at SCQF Level 5 or better, up from 54% last year.
- 112 pupils were awarded six National 5s at Grade A.
- 23% (380) of S4 pupils achieved 6 or more awards at National 5 (A-C), up from 20% in 2023, and 8 percentage points higher than 2019.

S5 (S5 2024/25 1,281. Cohort: S4 2023/24 1,621, 1,028 sat awards)

- 740 S5 pupils passed one or more SCQF Level 6 (Higher) awards at grades A-C.
- The percentage of our S5 cohort with 4 or more awards at SCQF Level 6 increased from 18% last year to 19% (316).
- This year 50 young people in S5 achieved Grade A passes in all their Higher awards.
- 177 young people achieved five SCQF Level 6 awards at grades A to C.

S6 (S6 2024/25 809. Cohort: S4 2022/23 1,560. 735 sat awards)

- The percentage of our S6 cohort with 4 or more awards at SCQF Level 6 increased from 27% last year to 28% (438).
- 16% (246) of pupils in our S6 cohort gained at least one Advanced Higher, up from 15% last year.
- 28 pupils gained at least three Advanced Highers

- 5.2 In addition to the above 20 pupils in stages S1 to 3 and 7 adults sat SQA awards in the 2025 diet.

- 5.3 Pass rates for National 5s, Highers and Advanced Highers increased across Scotland in 2025 compared to 2024. Key messages related to pass rates for National 5s, Highers and Advanced Highers in Dundee include:

- Similar to the Scotland average, the pass rate at grades A-C for National 5s in Dundee has increased from 74.9% in 2024 to 77.0% in 2025, higher than our pre-pandemic, 2019, pass rate of 74.9%. In our Local Government Benchmarking Framework (LGBF) Family Group (The local authorities experiencing highest levels of deprivation), Dundee's National 5 A grade pass rate is fourth out of eight.
- Similar to the Scotland average, the pass rate at grades A-C for Highers increased from 70.3% in 2024 to 70.6% in 2025. In our LGBF Family Group, Dundee's Higher A grade pass rate is fifth out of eight.
- Similar to the Scotland average, the pass rate at grades A-C for Advanced Highers increased from 70.0% in 2024 to 73.4% in 2025. In our LGBF Family Group, Dundee's Advanced Higher A grade pass rate is the highest out of the eight authorities.

6.0 NEXT STEPS

- 6.1 Senior Officers in the Children and Families Service are currently undertaking a thorough analysis of Dundee's pre-appeals SQA results – at local authority, school, and subject levels. This will include looking for patterns, trends and anomalies in schools or subjects for different cohorts of pupils and determining the next steps. This will inform improvement actions to be implemented in academic session 2025/26.
- 6.2 Head Teachers, and their school's link Quality Improvement Education Officer, will also be issued with data packs to help them carry out their own attainment reviews at subject level. This analysis will help inform individual school, as well as service, improvement plans. As part of Every Dundee Learner Matters collaborative improvement strategy impactful practice will be shared across all schools.
- 6.3 The Strategic Education Manager (Secondary & Inclusion), in partnership with the Senior Information and Research Officer, will undertake an analysis of each subject area to identify city strengths and areas for development. This will be shared with Head Teachers and the newly formed Collaborative Improvement (Faculty) Networks where subject and faculty leads will develop plans to share best practice and provide support where required.
- 6.4 The Chief Education Officer and the new Strategic Education Manager (Secondary & Inclusion) will visit each Secondary school to undertake attainment reviews in collaboration with each school's Senior Leadership Team.
- 6.5 The Children and Families Service Improvement Plan 2023-2027 approved by Elected Members, Article III of the minute of meeting of the City Governance Committee of 4 September 2023 refers, report number 185-2023 sets out how the service, working with others, plans to further improve outcomes for children, young people, and families. Informed by the processes outlined in paragraphs 6.1 and 6.2, the Service will also develop a specific action plan for 2025/26 to improve the progress, presence and participation of pupils. This will be informed by the broad strategic actions above.
- 6.6 A full report on the attainment and achievement of our young people in the Senior Phase, beyond just SQA exams, will be submitted to the Children, Families and Communities Committee later this year following the Insight (national benchmarking tool) update scheduled to take place late September 2025.

7.0 POLICY IMPLICATIONS

- 7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

8.0 CONSULTATIONS

- 8.1 The Council Leadership Team has been consulted in the preparation of this report and are in agreement with its content.

9.0 BACKGROUND PAPERS

- 9.1 None.

AUDREY MAY
Executive Director of Children and Families Service

PAUL FLEMING
Head of Education, Learning & Inclusion
Chief Education Officer

7 August 2025

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LIST OF ABBREVIATIONS

LGBF	Local Government Benchmarking Framework
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority

GLOSSARY

Insight	<p>Insight is an online tool for benchmarking the senior phase. It is a professional tool available to secondary schools and local authorities to allow them to look at specific cohorts of learners and identify areas of success and where improvements can be made.</p> <p>Although Insight provides data on the attainment of a wide range of Scottish Credit and Qualifications Framework (SCQF) awards from a range of providers, not all SCQF achievement awards are included.</p>
LGBF Family Group	<p>To understand why variations in cost and performance are occurring, councils work together to 'drill-down' into the benchmarking data across service areas. This process has been organised around 'family groups' of councils so that we are comparing councils that are similar in terms of the type of population that they serve (e.g., relative deprivation and affluence) and the type of area in they cover (e.g., urban, semi-rural, rural). The point of comparing like with like is that this is more likely to lead to useful learning and improvement.</p> <p>Dundee is in Family Group 4 for Children, Social Work and Housing indicators. Councils are grouped by the type of population they serve, e.g., level of deprivation and affluence.</p>
School Leaver	<p>A school leaver is defined as a young person of school leaving age, who left school during or at the end of the school year. The leaver year is based on the dates of the Scottish Government's pupil census, details of which can be found in the Summary Statistics for Schools in Scotland publication.</p>
Senior Phase	<p>The senior phase curriculum, from S4 to S6 (from around ages 15 to 18), follows a young person's broad general education, building firmly on the Experiences and Outcomes they will have experienced and achieved to end of S3.</p> <p>It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering etc).</p> <p>It ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment.</p>

Participation Rates	<p>Skills Development Scotland (SDS) produce the Annual Participation Measure (APM) which complements school leaver destination statistics. Published every August, the APM captures the activity of all 16–19-year-olds across a complete year, including those who choose to stay on at school as well as those who have left school.</p> <p>The APM has been adopted as the metric for measuring success in relation to the young people's participation national indicator within the National Performance Framework. The indicator measures the percentage of young adults (16–19-year-olds) participating in education, training or employment.</p>
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REPORT TO: CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE – 1 SEPTEMBER 2025

REPORT ON: FOLLOW-UP SCHOOL LEAVER DESTINATIONS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 243-2025

1.0 PURPOSE OF REPORT

- 1.1 This report presents the results of the Scottish Government's Summary Statistics for Follow-Up Leaver Destinations, No.7: 2025 Edition, published 17 June 2025, in relation to Dundee's 2023/24 school leavers' post-school destinations.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Children, Families and Communities Committee:
- Notes the contents of the report and,
 - Requests the Executive Director to provide a further update report on the achievement and attainment of our young people in the Senior Phase in academic session 2024/25 following the Insight (national benchmarking tool) update scheduled to take place late September 2025.

3.0 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications arising from this report.

4.0 BACKGROUND

- 4.1 The [Scottish Government Summary Statistics for Follow-Up Leaver Destinations](#) looks at all school leavers who left publicly funded mainstream school in session 2023/24 and their outcomes approximately nine months after the end of the school year on the first Monday in April 2025. Dundee City had 1,430 school leavers in academic session 2023/24.
- 4.2 The Scottish Government groups the activities of school leavers into two categories: 'positive destinations' and 'other destinations'. School leavers are classified as being in a 'positive destination' if they are in higher or further education¹, employment, training, voluntary work, or personal skills development. 'Other destinations' not classed as positive are unemployed (seeking or not seeking) or unknown.
- 4.3 The publication specifically warns: "The time series presented in this publication includes years where school leaver destinations are likely to have been affected by the coronavirus (COVID-19) pandemic. The greatest impact is likely to have been seen in 2019/20. However, there may have been some ongoing impact on the destinations of some school leavers in subsequent years."
- 4.4 This report uses Dundee's local government benchmarking framework ([LGBF](#)) family group for comparison purposes. In addition to Dundee City, Family Group 4 includes: East Ayrshire, Glasgow City, Inverclyde, Na h-Eileanan Siar, North Ayrshire, North Lanarkshire and West Dunbartonshire. All local authorities in Family Group 4 except for Na h-Eileanan Siar are previous Scottish Attainment Challenge (SAC) challenge authorities.
- 4.5 It should be noted that the data in this report focusses solely on follow-up school leaver destinations. This sits alongside the wider Annual Participation Measure (APM) related work.

¹ Higher and Further Education are distinguished by the level of qualification studied, with Higher Education being SCQF Level 7 or above. It is not dependant on the institution attended. So, Higher Education does NOT equate to university.

4.6 As detailed in 'A Step Change in Positive Destinations for Young Dundonians', approved by City Governance Committee, Article IX of the minute of meeting of City Governance Committee of 22 April 2024 report (113-2024) refers.

- The Annual Participation Measure (APM) is the key tool used to assess Scotland's success in achieving positive post-school destinations for all young people aged 16-19. It is both an important measure of performance in education and our local economy, as well as of the City's ambition relating to fairness, inclusion, poverty, and productivity set out in the [Council Plan 2022-2027](#) and [City Plan 2022-2032](#).

5.0 FOLLOW-UP SCHOOL LEAVER DESTINATIONS

5.1 Chart 1 shows that there had been a general increase in the percentage of Dundee's school leavers in a 'follow-up' positive destination from 2019/20 to 2022/23. In April 2025, 92.1% of Dundee's 2023/24 school leavers were in a positive follow-up destination. This is a decrease of 0.3 percentage points (pp) from the previous year.

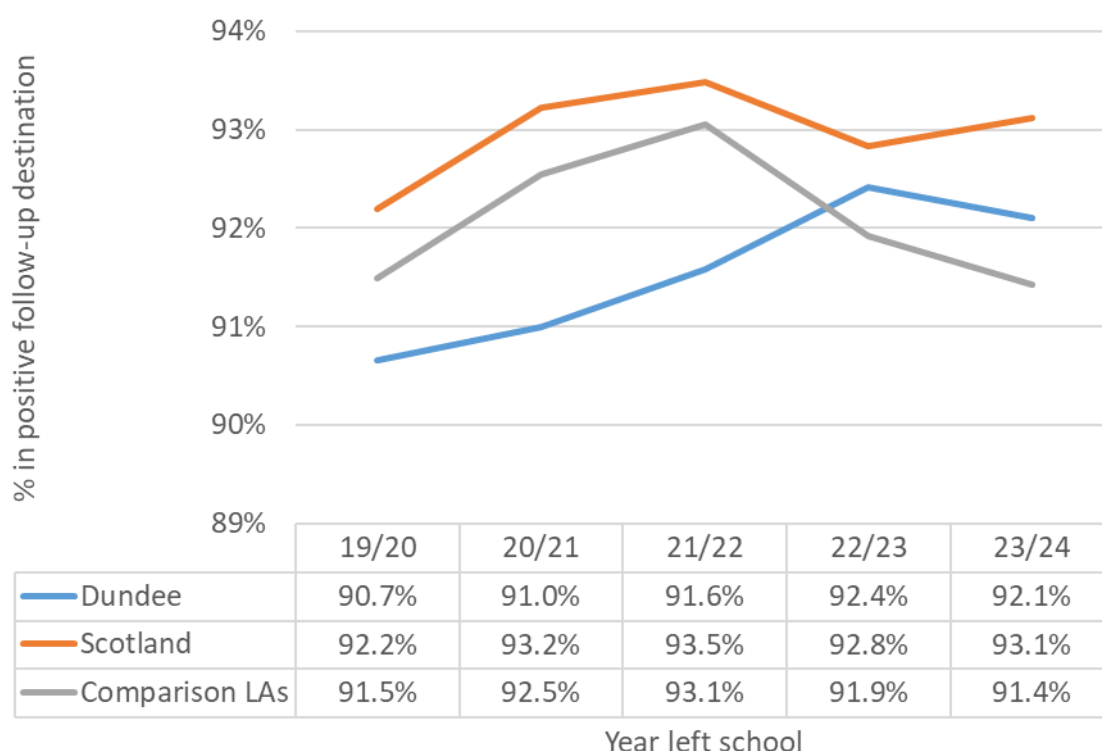


Chart 1: Percentage of school leavers in follow-up positive destinations.

- 5.2 Whilst Dundee's follow-up positive destination rate decreased by 0.3 pp in 2023/24, the average for comparison authorities in our LGBF family group saw a greater decrease of 0.5 pp. Dundee continues to show a higher follow-up positive destination rate than the rest of its family group.
- 5.3 In contrast to Dundee and its family group, Scotland saw a 0.3 pp increase in 2023/24 leavers in a follow-up positive destination.
- 5.4 Chart 2 shows the percentage of Dundee's school leavers by follow-up destination type over the last five years. The vast majority of leavers in follow-up positive destinations are in education, work, or training with only 1% or less in voluntary work or personal skills development.

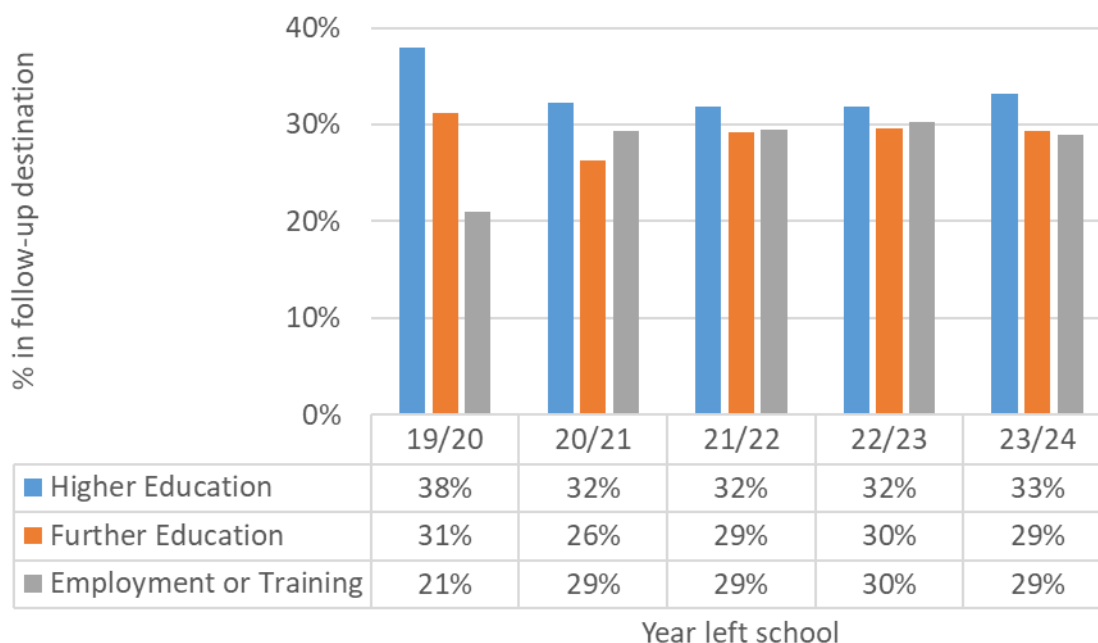
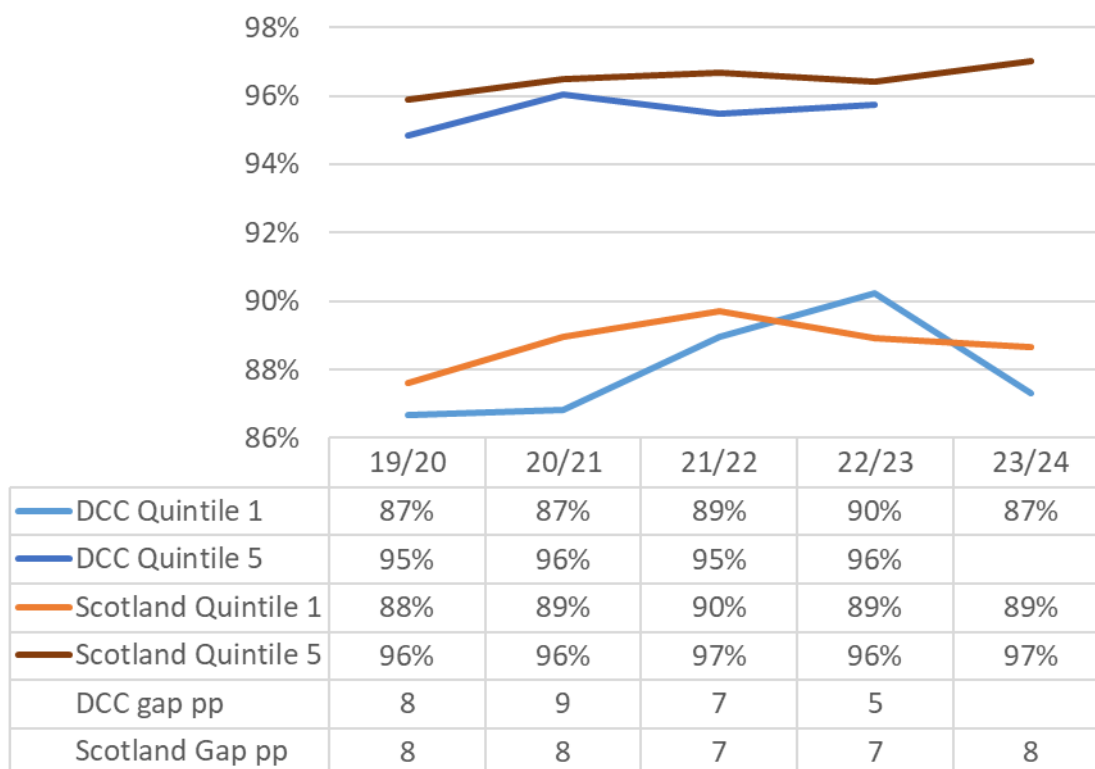


Chart 2: Percentage of Dundee school leavers by follow-up destination type.

- 5.5 Further information showing the change in percentage in school leavers in each destination type between the initial Skills Development Scotland (SDS) snapshot in October of the year they left school, and the follow-up snapshot in April the following year is included in Appendix 1.



* Figures under charts may not sum due to rounding. Dundee Quintile 5 figures for 2023/24 were not published to protect against the risk of disclosing personal information.

Chart 3: Percentage of leavers in positive follow-up destinations for most and least deprived SIMD quintiles, Scotland, and Dundee

- 5.6 As Chart 3 shows, school leavers from the least deprived Scottish Index of Multiple Deprivation (SIMD) quintile (SIMD quintile 5) are more likely to be in positive follow-up destinations than those from the most deprived quintile (SIMD quintile 1).
- 5.7 From 2019/20 to 2021/22 Dundee had a lower proportion of school leavers from SIMD quintile 1 (most deprived) in positive follow-up destinations than the Scotland average. After exceeding the Scottish average in 2022/23, Dundee's SIMD quintile 1 has fallen back below Scotland.
- 5.8 The gap between SIMD quintiles 1 and 5 had been steady, and similar, in Scotland and Dundee at between 7 and 9 percentage points with an improvement shown in 2022/23. No figures for Dundee's SIMD Quintile 5 have been published for 2023/24: where less than 5 pupils make up any group, statistical publications suppress this data to protect against the risk of disclosing personal information. Dundee had 258 leavers in 2023/24 from SIMD quintile 5. We can infer that less than 5 were not in positive destinations, which would mean at least 98% were in positive destinations.

6.0 NEXT STEPS

- 6.1 As part of the *Every Dundee Learner Matters* collaborative improvement strategy, impactful practice around improving and sustaining positive post-school destinations will continue to be shared across all secondary schools. A seconded Depute Head Teacher, based within City Development, will continue to work directly with headteachers, deputies, college partners, and wider stakeholders to coordinate school-level improvement planning and delivery.
- 6.2 The improvement plan outlined in *A Step Change in Positive Destinations for Young Dundonians* (Report 113-2024), approved by City Governance Committee in April 2024, provides the framework for continued transformation in 2025/26. The plan focuses on improving participation, reducing dropouts, and strengthening partnership delivery. Key next steps include:
 - 6.2.1 Co-designing improved data-sharing arrangements and transition support for young people moving from school to college, in partnership with college and SDS colleagues.
 - 6.2.2 Developing and testing a combined school–college–work experience model for at-risk learners, aiming to reduce early college withdrawals and support sustained engagement.
 - 6.2.3 Expanding targeted employability pathways and third sector support for pupils accessing Off-site provision, recognising the disproportionate risk of non-participation in this cohort.
 - 6.2.4 Completing the rollout of the Positive Destinations Framework and embedding consistent partnership practice across all schools, with particular focus on tracking and supporting young people who have already left school and are not currently in a positive destination.

7.0 POLICY IMPLICATIONS

- 7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

8.0 CONSULTATIONS

- 8.1 The Council Leadership Team has been consulted in the preparation of this report and are in agreement with its content.

9.0 BACKGROUND PAPERS

9.1 None.

AUDREY MAY
Executive Director of Children and Families Service

7 August 2025

PAUL FLEMING
Head of Education, Learning & Inclusion
(Chief Education Officer)

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LIST OF ABBREVIATIONS

APM	Annual Participation Measure
LGBF	Local Government Benchmarking Framework
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority

GLOSSARY

Insight	<p>Insight is an online tool for benchmarking the senior phase. It is a professional tool available to secondary schools and local authorities to allow them to look at specific cohorts of learners and identify areas of success and where improvements can be made.</p> <p>Although Insight provides data on the attainment of a wide range of Scottish Credit and Qualifications Framework (SCQF) awards from a range of providers, not all SCQF achievement awards are included.</p>
LGBF Family Group	<p>To understand why variations in cost and performance are occurring, councils work together to 'drill-down' into the benchmarking data across service areas. This process has been organised around 'family groups' of councils so that we are comparing councils that are similar in terms of the type of population that they serve (e.g., relative deprivation and affluence) and the type of area they cover (e.g., urban, semi-rural, rural). The point of comparing like with like is that this is more likely to lead to useful learning and improvement.</p> <p>Dundee is in Family Group 4 for Children, Social Work and Housing indicators. Councils are grouped by the type of population they serve, eg, level of deprivation and affluence.</p>
School Leaver	<p>A school leaver is defined as a young person of school leaving age, who left school during or at the end of the school year. The leaver year is based on the dates of the Scottish Government's pupil census, details of which can be found in the Summary Statistics for Schools in Scotland publication.</p>
Senior Phase	<p>The senior phase curriculum, from S4 to S6 (from around ages 15 to 18), follows a young person's broad general education, building firmly on the Experiences and Outcomes they will have experienced and achieved to end of S3.</p> <p>It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering, etc).</p> <p>It ultimately supports young people in moving onto the next stage – whether that is college, university, training or employment.</p>

Participation Rates (Annual Participation Measure)	<p>Skills Development Scotland (SDS) produce the Annual Participation Measure (APM) which complements school leaver destination statistics. Published every August, the APM captures the activity of all 16–19-year-olds across a complete year, including those who choose to stay on at school as well as those who have left school.</p> <p>The APM has been adopted as the metric for measuring success in relation to the young people's participation national indicator within the National Performance Framework. The indicator measures the percentage of young adults (16–19-year-olds) participating in education, training or employment.</p>
Positive Destinations	<p>The school leaver positive destination data used in the publications is sourced from the 'Opportunities for All' shared dataset which is managed and hosted by Skills Development Scotland (SDS) on behalf of partners.</p> <p>The initial destinations data (published in February) provides information on the outcomes for young people approximately three months after the end of the academic year (first Monday in October) while the follow-up data provides information on the outcomes for young people approximately nine months after the end of the academic year (first Monday in April). These collections should be seen as complementary to one another.</p>

APPENDIX 1 CHANGE BETWEEN INITIAL AND FOLLOW-UP DESTINATIONS

Chart A1, A2 and A3 show the change in percentage in school leavers in each destination between the initial Skills Development Scotland (SDS) snapshot in October of the year they left school, and the follow-up snapshot in April the following year. There has consistently been a drop in the percentage of leavers in Higher Education, however 2023/24 shows the smallest decrease of the past five years. The drop-off in leavers at Further Education is larger but again shows the smallest drop off of the last five years in 2023/24. The increase in leavers in employment or training reflects this and may indicate where most leavers who move out of higher/further education proceed to.

Chart A1: Change between initial and follow-up destination - Higher Education

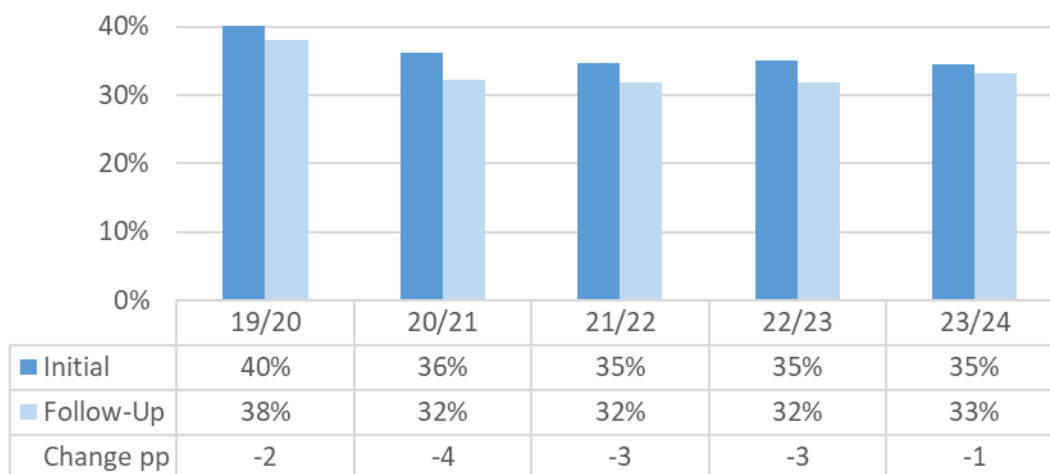


Chart A2: Change between initial and follow-up destination - Further Education

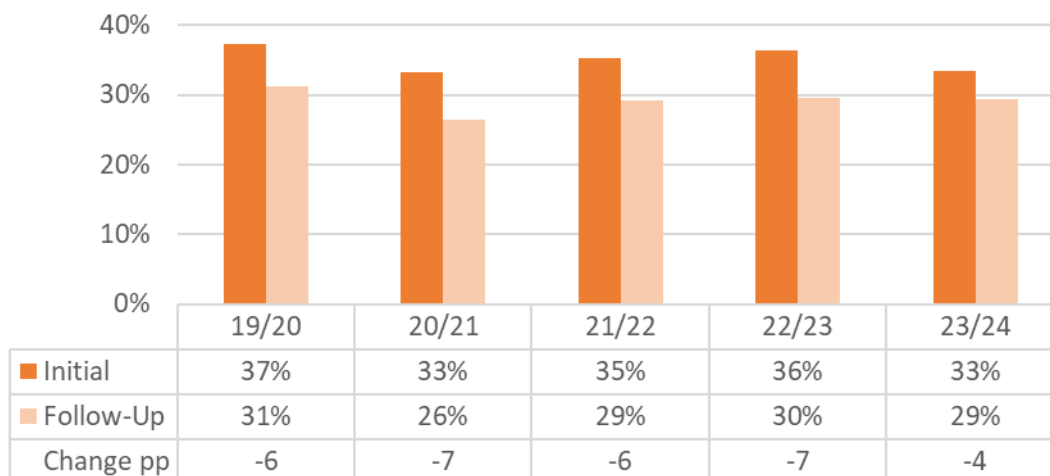
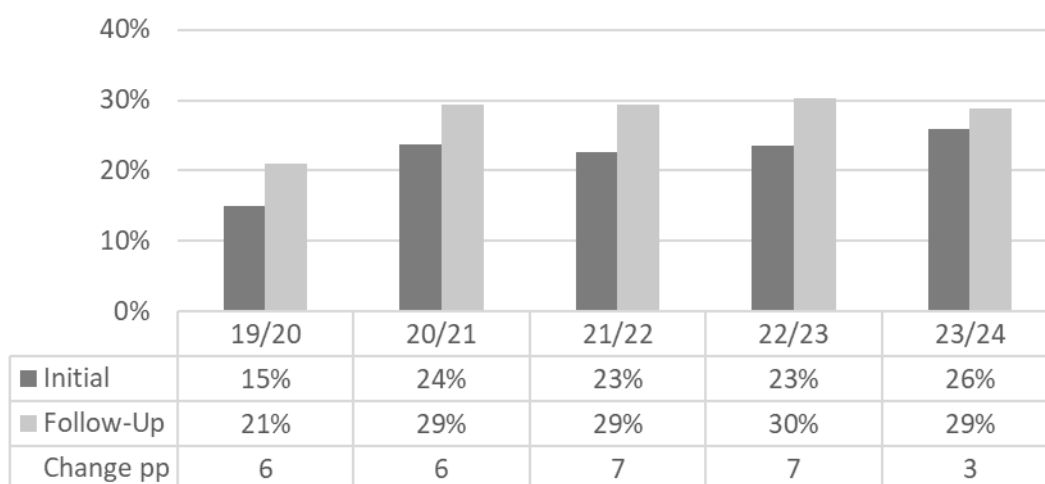


Chart A3: Change between initial and follow-up destination – Employment or Training



*Figures under charts may not sum due to rounding