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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
29 MAY 2019**

**SUBJECT: EDUCATION AND SOCIAL CARE PUBLIC PERFORMANCE  
REPORT OF PRIMARY AND SECONDARY SCHOOLS 2017/18**

**BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL  
CARE)**

**1. REASON FOR REPORT**

- 1.1 The purpose of the report is to inform Committee of the educational performance of Moray schools in 2017/18.
- 1.2 This report is submitted to Committee in terms of Section III D (32) of the Council's Scheme of Administration relating to developing and monitoring the Council's Performance Management Framework for Children and Young People's Services.

**2. RECOMMENDATION**

- 2.1 **The Committee is invited to scrutinise and note the educational performance for 2017/18 as detailed in Appendix 1.**

**3. BACKGROUND**

- 3.1 The Council is committed to improving the educational achievements of its young people and to support this we measure and analyse the performance of all our pupils through both the broad general education phase (age 3 to S3) and the senior phase (S4 to S6).

**4. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

The Policy was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

**(b) Policy and Legal**

None

**(c) Financial implications**

None

**(d) Risk Implications**

None

**(e) Staffing Implications**

None

**(f) Property**

None

**(g) Equalities/Socio Economic Impact**

An Equality Impact Assessment is not needed because the report is to inform Committee on performance.

**(h) Consultations**

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Equal Opportunities Officer, Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards the respective responsibilities.

**5. CONCLUSION**

**5.1 The Committee scrutinises and notes the educational performance for 2017/18.**

Author of Report:

Background Papers: