



2024-2025 Quarter to September – EDUCATION (Term 1) Performance Report – Service Plan





Action Status	
	Cancelled
	Overdue; Neglected
	Unassigned; Check Progress
	Not Started; In Progress; Assigned
	Completed

EDUCATION STRATEGIC OUTCOMES					
Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	Status Icon
EDU 2024-25 STRA 1.1	Early intervention addressing whole family well-being to ensure that children can reach their full potential	30-Jun-2025	Through assessment and moderation activities, QAMSO (Quality Assurance and Moderation Support Officer) supports at school and ASG level as well as central quality improvement monitoring, we continue to support and challenge BGE ACEL level achievement and strengthening of practitioner confidence in their Teacher Professional Judgements. This includes through ASG moderation activities, Inset activities and a well planned range of interventions delivered at school level in order to strengthen learner attainment and achievement. Further work on raising attainment in Senior Phase ongoing with initial Raising Attainment Strategy developed following individual meetings with Head of Service (HoS), Quality Improvement Manager (QIM) and individual secondary Head Teachers (HT) (some attended by DCE) to identify key raising attainment actions and next steps. Draft B+D target setting pro-forma developed as part of Term 2 monitoring. (ELC) – Early intervention teachers continuing to identify any ELC children that will require enhanced transition from pre school into P1. LPS documentation to support transition.	50%	
EDU 2024-25 STRA 1.2	Getting it right for every child so that we continue to improve attainment for all	30-Jun-2025	Please see STRA 1.1 above. Extending use of PEF and SEF fundings, with SEF delivering projects across 6 Associated Schools Groups/Schools linking in with attendance, attainment, achievement and HWB. Impact gathered through SAC reporting and AA support of QIM monitoring. Ongoing interventions and support including moderation, QAMSO support, interventions, supported study, online learning platforms and wider inputs from equity/inclusion teams.	50%	





EDUCATION SERVICE LEVEL OUTCOMES CURRICULUM

Action Code	Action Title	Due Date	Latest Status Update	Progress	Status Icon
EDU 2024-25 CUR 1.1	Further develop the curriculum in the BGE and Senior Phase taking account of the national review and international research including project based learning	30-Jun-2025	For Senior Phase, please also see CUR 1.2 below. Following Cabinet Secretary announcement in September 2024 in relation to Independent Review of Qualifications and Assessment, full cognisant of next steps to be taken including engagement with national discussions/consultation/groups. Further extension of IDL in the Senior Phase to be supported once further qualifications reform and outcomes are known. Further curriculum engagement work undertaken as part of Education Strategic Meeting (September). Moray Learning, Teaching and Assessment Frameworks detail the progression of knowledge, understanding and skills. Contained within each one are links to local and national resources. Literacy and English, Numeracy, Science, Expressive Arts, Modern Languages detail Early to Fourth Level to support curricular transitions. Social Studies, RME, Technologies and HWB detail Early to Second Level. All resources are stored on Our Moray Toolkit for ease of access for schools. Resources including templates, rubrics and career long professional learning for IDL/PBL are available for all schools to engage with. An interactive Thinglink for creating a Curriculum Rationale is also available to schools.	50%	
EDU 2024-25 CUR 1.2	Further develop curriculum offer in senior phase including consortia arrangements	30-Jun-2025	Continued discussions with Secondary HTs for session 2025/2026 in relation to common column and shared accreditation/qualification opportunities for young people. Extending consortia beyond informal arrangements including AH and wider course qualifications/levels. Schools have identified through initial Attainment Action Planning need to extend curriculum and consortia, with wider curriculum offer based on learner interested and pathways. MSHTA extending discussions and looking to Subject Group networks in support of subject level discussions.	50%	



EDUCATION SERVICE LEVEL OUTCOMES EQUITY and IMPROVING OUTCOMES FOR ALL



Action Code	Action Title	Due Date	Latest Status Update	Progress	Status Icon
EDU 2024-25 EIO 1.1	Through renewed focus on the Scottish Attainment Challenge Logic Model with specific regard to outcomes at school / community and regional levels	30-Jun-2025	Continued focus with ongoing engagement with Education Scotland curriculum innovation team, AA and wider scrutiny. Continued focus on Stretch Aims with initial secondary performance meetings focussed on progress and achievement. Focus on SAC Logic Model medium term actions and focus on accelerating progress in line with LA plans and aims, set out in the NIF Action Plan and Reporting.	50%	
EDU 2024-25 EIO 1.2	Further develop Supporting all Learners strategy to incorporate ASN Review	30-Jun-2025	Current strategy remains in place and being used by all schools, with the plan to form a new SLWG to review this strategy, and align it with the ASN review and the PIE strategy.	25%	

EDUCATION SERVICE LEVEL OUTCOMES LEADERSHIP and EMPOWERMENT




Action Code	Action Title	Due Date	Latest Status Update	Progress	Status Icon
EDU 2024-25 L&E 1.1	Ensure all establishments have a shared vision and values of whole school community, aspirational and relevant, underpinning the life and work of the school and Curriculum	30-Jun-2025	This has not progressed as it will form part of a termly Quality Assurance visits to schools.	0%	
EDU 2024-25 L&E 1.2	Strengthening leadership and empowerment at all levels	30-Jun-2025	Through MQIF, revised governance processes and lead roles in place from term 1 with Quality Improvement Officer empowered within lead role remit and areas of responsibility to delivery service improvement. Opportunities through wider working including consultative group and feedback received through Focus Group involvement during Education Scotland Local Authority Thematic Inspection. Continued leadership capacity building through leadership and management programmes and approaches.	50%	
EDU 2024-25 L&E 1.3	Improve self-evaluation for improvement at all levels to guide change and improvement	30-Jun-2025	Through MQIF (v2), continued Quality Assurance and Improvement processes with term 1 visit focus on statutory documentation and follow up. This includes feedback/joint working with Head Teachers on statutory documentation and follow-up. Increased focus on use of Moray Health Checks for building evaluative commentaries as well as increased impact as a result of self-evaluation and planning undertaken. (ELC) Introduced SQR and SE documentation as a requirement for submission in 2025. All ELC settings currently submit SIP documentation, and the additional docs will support improvement at all levels. Forum 1 (September 2024) completed SQR input and further plans for Forums 2, 3 & 4 to continue support.	50%	
EDU 2024-25 L&E 1.4	Increase opportunities to lead learning by staff and pupils	30-Jun-2025	This is an ongoing action, where opportunities will be promoted as part of the Leadership programme and school visits.	25%	



EDUCATION SERVICE LEVEL OUTCOMES LEARNING, TEACHING and ASSESSMENT

Action Code	Action Title	Due Date	Latest Status Update	Progress	Status Icon
EDU 2024-25 LTA 1.1	Build on early work with Power up your Pedagogy to improve consistency in high quality learning and teaching experiences for all	30-Jun-2025	CLPL to support building on Power Up Your Pedagogy key areas of: assessment, effective questioning, learning intentions and success criteria, pace, challenge and differentiation and feedback have been uploaded to Our Moray Toolkit in Sharepoint so all schools can access as required.	50%	
EDU 2024-25 LTA 1.2	Ensure pace, challenge and differentiation is improved to improve learner progression with greater focus on future pathways	30-Jun-2025	A SLWG to develop consistency in planning for progression and pathways is established and the first meeting has taken place to identify key priorities and gather resources. QIO is seconded two days a week to develop The Northern Alliance Toolkit, a resource to develop consistent approaches to learning, teaching and assessment. This has been shared in the Briefing with all head teachers.	50%	


Action Code	Action Title	Due Date	Latest Status Update	Progress	Status Icon
EDU 2024-25 LTA 1.3	Continue to develop approaches to assessment and moderation to improve outcomes for learners	30-Jun-2025	All schools were given the opportunity for class teachers/SLTs to be QAMSOs and receive training. The Moray QAMSO TeamSite and Network Meetings have been re-established with a membership of 57 QAMSOs. A self-evaluation template has been shared with QAMSOs and headteachers for schools to evaluate their approaches to the moderation of planning, teaching and assessment and to identify next steps. Literacy CLPL has been offered to all schools and this training supports embedding the Moray Council Learning, Teaching and Assessment Framework to improve the quality of learning, teaching and assessment in literacy.	50%	
EDU 2024-25 LTA 1.4	Continue to support and improve approaches to data literacy for all staff to identify and address achievement gaps	30-Jun-2025	Continued review of data mapping and analysis, including development of new approaches and pro-formas for data analysis in line with MQIF and AnalyseM roll-out. Training sessions held with school leaders to support AnalyseM, with ongoing work supported by our Education Scotland Attainment Advisor in regard to PRAG and supporting schools to address their identified attainment gaps. Increased examples of whole staff approaches/Tracking and Monitoring meetings and approaches in driving forward change. (ELC) Some settings using Phonological awareness data from P1 to support adult directed inputs in ELC preschool year. This is not consistent across all settings.	50%	

EDUCATION SERVICE LEVEL OUTCOMES REVIEWING ADDITIONAL SUPPORT NEEDS

Action Code	Action Title	Due Date	Latest Status Update	Progress	Status Icon
EDU 2024-25 ASN 1.1	Continue to progress areas within ASN review	30-Jun-2025	The ASN review moves at pace with all areas progressing which includes, resource allocation model for 2024/25 completed and in place, change management plan for the SEBN service written and ready to roll out. Work to procure the Flexible Framework ongoing. The CMP for Phase 1 of the ASN Review (Moray SEBN/Moray Autism Service) is currently open. CMPs for Phase 2 of the ASN Review (Moray EAL Service/Moray Sensory Education Service) written for approval and progress in January 2025 CALM training rollout – 12 CALM Instructors trained. 2 CALM Associates selected and begin training November 2024. ASN workforce core training offer completed. Due for review April 2025 Training Facilitator appointed and trained to deliver SPH. 1 ASN trainer trained to deliver SPH.	40%	
EDU 2024-25 ASN 1.2	Roll out staged intervention training model	30-Jun-2025	All mandatory training agreed as per the staged intervention model has been completed and ready to be delivered in August. A full list of training on offer linked to the staged intervention model has been shared with the system to access appropriately and when required. The teacher trainers continue to respond to requests from schools for bespoke or additional training.	75%	
EDU 2024-25 ASN 1.3	Continue to focus on attendance including those on part-time timetables	30-Jun-2025	Through MQIF, continued focus on maximising attendance with data run reviews in line with Stretch Aims set. Plans in place for Attendance Policy Review with recent SAC engagement event focus/resources and support from AA. SLWG to be formed in term 2 to take this work forwards. Moray Flexible Education policy approved.	50%	

Action Code	Action Title	Due Date	Latest Status Update	Progress	Status Icon
EDU 2024-25 ASN 1.4	Reduce Exclusions through well planned partnership interventions and approaches	30-Jun-2025	Keeping the Promise Training for all settings included in the training rollout for the new session. Children at Risk Education Group to track and monitor young people where there are concerns about – linking with VSHT/QIO's to advise, guide schools. Corra funding applied for and granted to support CECYP to design, develop and deliver actions that support young people to feel loved, safe and respected.	20%	
EDU 2024-25 ASN 1.5	Expand information sharing work with Health colleagues	30-Jun-2025	Year 2 of information sharing from 27-30mnth review in Speyside and year 1 of same process has begun in Buckie. All Health visitors are aware of process in both ASG's. Experience for ELC settings involved has not been consistent and further work using PDSA cycle required to improve approaches. Further development of process for Jan 25 and April 25 intake. Additional ASG's will meet with EYSM in Jan 25 to discuss proposal for all Health teams to be involved.	20%	

EDUCATION SERVICE LEVEL OUTCOMES SUPPORT and CHALLENGE IMPROVEMENT

Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	Status Icon
EDU 2024-25 S&CI 1.1	Further review of our Moray Quality Improvement Framework, with development of Family Improvement Groups across our schools in order to strengthen peer support and challenge of school improvement, networking and sharing of resources and good practice	30-Jun-2025	Throughout term 1, MQIF has been further developed and strengthened with key evidence gathered in support of Education Scotland local authority Thematic Inspection. This has enabled a health check self-evaluation of local authority approaches where MQIF (V2) has now been confirmed. Family Improvement Groups were launched at September Inset day with Quality Improvement Team now assigned to identified Family Groups, strengthening networking, support and challenge and approaches to improvement. Positive feedback received and term 1 visit programme (Family Groups) completed by central officers.	50%	
EDU 2024-25 S&CI 1.2	Further review approaches to data for improvement including info management systems, approaches and data interrogation, building on good practice gathered through ADES Performance and Improvement Networks, SAC leads meetings and wider good practice	30-Jun-2025	Continued engagement with all relevant network at national networks including ADES PIN, CAQ and SAC. Development of AnalyseM data tools and supporting data literacy across Primary and now AnalyseM Secondary being rolled out. Further development in October of AnalyseM Subject (Secondary) with training scheduled. Engagement with national NSA trainer with NSA sessions held during term 1 with positive feedback. Review of secondary data analysis with scoping for Senior Phase Interrogate data profiling.	50%	