2025-26 Quarter to June – EDUCATION

Performance report – SERVICE PLAN

EDUCATION STRATEGIC OUTCOMES STRATEGIC OUTCOMES						
Action Code	Action Title	Priority	Desired Outcome	Due Date	**QUARTER 1 UPDATES**	Progress
EDU 2025-26 STRA1.1	Early intervention addressing whole family well-being to ensure that children can reach their full potential	1	Continue to improve attainment at both Broad General and Senior Phase identified through ACEL and LGBF measures Literacy and Numeracy attainment gap (P1, P4 and P7 combined - percentage point gap between the least and most deprived pupils (LGBF CHN14a / CHN14b)) (Corp. Plan) Percentage of P1, P4 and P7 combined achieving expected CFE level in Literacy and Numeracy (LGBF CHN13a / CHN13b) (Corp. Plan / Core Stretch Aim)	30-Jun-2026	As an Education Service, through all actions outlined through our service plan as we embrace change from 1 September as a joined service, collectively we initiate key actions to address wellbeing concerns for all through universal and targeted interventions supported by our central Quality Improvement Team, Inclusion, Wellbeing and Alternative Curriculum section, Educational Psychology service and wider support teams. Increase in specific ASN/SEBN needs has resulted in universal training offer and support for practitioners as well as targeted resources to support meeting learning needs.	25%
EDU 2025-26 STRA2.1	Getting it right for every child so that we continue to improve attainment for all	1	Improved attainment at both Broad General and Senior Phase identified through ACEL and LGBF measures Percentage of school leavers gaining 5+ awards at levels 5 and 6 (LGBF CHN6 / CHN7) (Corp. Plan) Leavers achieving 1+ @ SCQF Level 5 / Level 6 (Core Stretch Aim) Overall average total tariff (LGBF CHN12a) (Corp. Plan) Percentage of pupils entering positive destinations (LGBF CHN11) (ASN leavers / LAC leavers) (Corp. Plan) Annual Participation Measure (Core Stretch Aim)	30-Jun-2026	Please see comment noted above. We continue to progress improvements through SAC PEF, SEF, CECYP funding and wider DSM allocations in order to raise attainment and achievement and close identified PRAG where possible. We note ongoing progress in relation to core measures at BGE and Senior Phase with continued dialogue, target setting, scrutiny and support for schools where additional focus is required. We also report all progress and actions to committee through performance and strategy committee papers.	25%

EDUCATION SERVICE LEVEL OUTCOMES
CURRICULUM

Action Code	Action Title	Priority	Desired Outcome	Due Date	QUARTER 1 UPDATES	Progress
EDU 2025-26 CUR1.1	Further develop the curriculum in the BGE and Senior Phase taking account of the national review and international research including project based learning	2	Improved curriculum offer in line with national advice School visit evaluations	30-Jun-2026	Curriculum developments expanding SCQF offer continues across schools, line with current thinking in terms of curriculum progression and national reviews. Schools continue to offer additional courses in the Senior Phase based on individual learner pathways. Central officers have been involved in Curriculum Improvement Cycle work in relation to Inter-disciplinary learning.	25%
EDU 2025-26 CUR1.2	Further develop curriculum offer in senior phase including consortia arrangements	1	Increase in subjects, courses and accreditation Tarriff points increase	30-Jun-2026	Secondary schools continue to extend discussions in relation to senior phase curriculum. Discussions with Moray College UHI in relation to Foundation Apprenticeship partnership offer (session 2026/2027) and Advanced Higher consortia arrangements planned by Secondary HTs for session 2025/2026. Continued review of curriculum models and planned reinstatement of common column for extended consortia working next session.	25%

EDUCATION SERVICE LEVEL OUTCOMES
EQUITY AND IMPROVING OUTCOMES FOR ALL

Action Code	Action Title	Priority	Desired Outcome	Due Date	QUARTER 1 UPDATES	Progress
EDU 2025-26 EQ1.1	Through renewed focus on the Scottish Attainment Challenge Logic Model with specific regard to outcomes at school/community and regional levels	1	Continue to accelerate progress towards core outcomes and Stretch Aims with focus on: leadership, professional learning, collaboration, data and evidence, culture and ethos, learning and teaching, readiness to learn and engagement Meet stretch Aims: Increased attendance Reduced exclusions	30-Jun-2026	We continue to monitor school PEF plans and outcomes, with case study capture through National Improvement Framework self-evaluation and reporting through Scottish Attainment Challenge bi-annual reporting. SEF funding continues to be fully devolved to schools to support closing identified PRAG with case study capture within National Improvement Framework self-evaluation. VSHT continues to support our CECYP. We continue to triangulate data, observations and views in order to seek best use of SAC monies and aim towards Stretch Aims. Progression towards Stretch Aims is reported through our National Improvement Framework self-evaluation reported to committee each year (September).	25%
EDU 2025-26 EQ1.2	Continue to review the Supporting All Learners strategy in line with changes implemented by ASN review and focus on inclusive practice	2	Ensuring wellbeing, equality and inclusion for all learners QI 3.1 ratings in inspection or self-evaluation increase	30-Jun-2026	We continue to provide training and guidance around supporting all learners, especially at the universal and universal support level of Staged Intervention. A training suite of "non-negotiable" training which supports inclusion was developed for session 2025-26 and has been further improved with additional training on introduction to CALM approach and a scenario based Staged Intervention training to enhance the current training. Inspection ratings are constantly reviewed and support provided to schools. Self-evaluation ratings are also closely monitored by the team and a triangulation process through the Moray Quality Improvement Framework visits informs support priorities.	25%

EDUCATION SERVICE LEVEL OUTCOMES HEALTH and WELLBEING						
Action Code	Action Title	Priority	Desired Outcome	Due Date	**QUARTER 1 UPDATE**	Progress
EDU 2025-26 H&WB1.1	Ensure revised operational implementation of absence management procedures are applied by managers	2	Absence is managed effectively and levels of absence are reduced efficiently and timeously Reduction in number of days absence per employee	30-Jun-2026	The service awaits the recruitment of HR resource to support first day absence and FARM processes. Discussions have taken place with HR to modify trigger spreadsheet to include where staff are in terms of the absence process.	15%

EDUCATION SERVICE LEVEL OUTCOMES LEADERSHIP and EMPOWERMENT						
Action Code	Action Title	Priority	Desired Outcome	Due Date	**QUARTER 1 UPDATES**	Progress
EDU 2025-26 L&E1.1	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	2	Ensure all establishments have clear vision and values linked with curriculum rationale VVA statements Curriculum rationales	30-Jun-2026	Schools continue to refresh and develop their Vision, Values and Aims reflective of their whole school communities and align to curriculum rationales. Capture is noted through School Handbooks and websites as well as specific shared frameworks and documentation. **ELC** – VVA development ongoing throughout ELC with most settings reviewing on a 2 yearly cycle – aligning to change of parent cohort.	25%
EDU 2025-26 L&E1.2	Continue to strengthen leadership and empowerment at all levels	2	Improve leadership QI 1.3 evaluations	30-Jun-2026	A draft PLL Strategy has been drafted with a SLWG and will be completed in consultation with the Mudd Partnership. The AMLP, MEMP and MELP have been advertised through learnPro. The ASN Bespoke Programme with Aberdeen University has been advertised through the Education Briefing and will be advertised through the Term 1 2025/26 PLL Update. The NQT CLPL Programmes have been drafted for Terms 1 and 2 2025/26. Initial work has commenced on the Moray Education PR&D Arrangements to prepare for revalidation in June 2026. Staff are encouraged at all levels to drive their own professional learning and development through the PR&D process and through the frequent advertising of PLL opportunities through the Education Briefing and Weekly Bulletin. It is planned to have WS present to the monthly Education Briefing on PLL opportunities, as appropriate, on upcoming Moray and other PLL opportunities such as the AMLP, MEMP and the MELP.	50%

Action Code	Action Title	Priority	Desired Outcome	Due Date	QUARTER 1 UPDATES	Progress
EDU 2025-26 L&E1.3	Continue to improve self-evaluation for improvement at all levels to guide change and improvement	2	Improved self-evaluation profiles leading to change SE profiles	30-Jun-2026	Our Moray Quality Improvement Framework is based upon importance of accurate and sufficient self-evaluation for self-improvement. All schools submit Self-evaluation profiles by March/April each year with Quality Improvement Team follow-up, feedback and central moderation of plans as appropriate undertaken during term 4. Improvements are noted based on feedback with increased accuracy in self-evaluation gradings noted for core quality indicators. **ELC** – almost all settings accessed Self evaluation input around new shared framework (Ed Scot and Care Inspectorate). New SIP/SQR document developed for ELC – submission end of academic year 2026. Almost all ELC settings will submit SIP in Sept '25 and remaining settings are action planning as per National Standard guidance. (Links to EDU 2025-26 SCI1.3)	25%
EDU 2025-26 L&E1.4	Increase opportunities to lead learning by staff and pupils	2	Improve leadership of learning SIF evaluative statements	30-Jun-2026	Through school inspections, increasing opportunities for learners to lead their own learning is noted as is through our school MQIF visit programme. Further work is underway through school focus via Learning and Teaching frameworks and where the Northern Alliance Learning and Teaching Toolkit and resources are in use, strengthening leadership of learning at all levels. **ELC** – SSSC requirements for meeting professional standards link to CPL. The majority of settings are raising staff awareness about their responsibility to identify which standards are achieved when taking on leadership opportunities.	25%

EDUCATION SERVICE LEVEL OUTCOMES LEARNING, TEACHING and ASSESSMENT						
Action Code	Action Title	Priority	Desired Outcome	Due Date	**QUARTER 1 UPDATES**	Progress
EDU 2025-26 LTA1.1	Continue to improve consistency in high quality learning and teaching experiences for all	1	Improve quality of learning, teaching and assessment QI 2.3 evaluations	30-Jun-2026	We continue to work towards improving consistency in learning, teaching and assessment within individual schools across Moray. Primary inspection findings note positive outcomes (QI 2.3 LTA) with further work required at secondary, with some improvements noted. We continue to support schools through our MQIF Visit Programme and QI 2.3 focus visits, identifying strengths and next steps required for improvement. Schools continue to self-evaluation via SE Profiles on QI 2.3 and progress towards increased consistency in high quality LTA as further framed by appropriate SIP priorities where required. **ELC** – Planning and observations training supported by T&L teachers. Most settings developing own approaches which will be monitored by new/existing CIO's in academic year 25-26 through contract monitoring/quality audits.	25%

EDU 2025-26 LTA1.2	Ensure pace, challenge and differentiation is improved to improve learner progression with greater focus on future pathways	1	Improve quality of learning, teaching and assessment QI 2.3 evaluations	30-Jun-2026	Please see EDU2025-26 LTA1.1 noted above. We continue to support schools with this. Schools continue to embrace key learning and teaching frameworks, locally developed standards and approaches including ongoing use of Power Up Your Pedagogy, Learning Walkthroughs and other resources including the Northern Alliance LTA Toolkit.	25%
EDU 2025-26 LTA1.3	Continue to develop approaches to assessment and moderation to improve outcomes for learners	1	Improve quality of learning, teaching and assessment QI 2.3 evaluations	30-Jun-2026	The Number of QAMSOs increased to 79 in term 4. Schools who do not have QAMSO representation will continue to be invited to identify a member of staff to attend network. Dates for QAMSO meetings in 25-26 have been shared in The Head Teachers' Briefing and the focus for each meeting has been identified from QAMSO feedback. Three in person moderation events have been planned-for reading, writing and numeracy. A template for moderation aligning with Moray Learning, Teaching and Assessment Frameworks and Moray BGE Tracking Language will be trialled next session to support consistency. New planning for assessment templates to be shared for feedback in term 1. Gathering Evidence of Achievement of a Level Presentation shared in Head Teacher Briefing for head teachers to use in schools with teaching staff. Our new interactive Moray Standard to be launched in term 1. This resource is hyperlinked to CLPL and resources to support schools in embedding it into practice. Our Moray Literacy Strategy and supporting Good Practice Guide containing on demand training, assessment, tracking and moderation material will be launched at the September Head Teachers' Briefing to support raising attainment in literacy. 17 schools are engaging in The National Writing Programme, and participating schools have been issued with a School Improvement Plan to support implementation and QA processes. A Northern Alliance Learning, Teaching and Assessment Toolkit drop-in session was offered to all schools in term 4 with 10 schools attending. An Updated presentation on NA Toolkit shared with all QIOs and schools sharing feedback from schools engaging in Moray.	25%
EDU 2025-26 LTA1.4	Continue to support and improve approaches to data literacy for all staff to identify and address achievement gaps	1	Improved ownership of pupil progress across the system QI 2.3 evaluations	30-Jun-2026	Supporting and improving data literacy remains an ongoing priority with use of key analysis tools (e.g. BGE Analysis Tool) in order to support schools in BGE data analysis and use of wider Tracking and Monitoring analysis in order to strengthen Senior Phase developments. Inputs at Strategic Meetings, PLL, Attainment Advisor supported sessions in schools and wider Quality Improvement Team MQIF visits focussed around data and improving attainment remain ongoing with further visits planned for new academic session. **ELC** – further year of progression (3-5;s) use across ELC. Opportunity to fully embedding documentation. 0-24 month progression documents finalised and will be trialled after Summer.	25%

EDUCATION SERVICE LEVEL OUTCOMES
REVIEWING ADDITIONAL SUPPORT NEEDS

Action Code	Action Title	Priority	Desired Outcome	Due Date	QUARTER 1 UPDATES	Progress
EDU 2025-26 ASN1.1	Review and evaluate alternative curriculum offers	1	Better meet the needs of learners with ASN QI 3.1 ratings Improved attainment for those with ASN	30-Jun-2026	Schools continue to review curriculum offer for learners with ASN, particularly extending SCQF offer for pupils in Senior Phase where applicable and lowest 20% of attaining learners noted through Insight IADS. This remains ongoing with schools developing wider National courses (e.g. N1-N4) in order to extend offer for pupils.	25%
EDU 2025-26 ASN1.2	Embed non-negotiable training in practice	1	Inclusive practice is evidenced across the service Inspection Feedback QA visit feedback QI3.1 ratings	30-Jun-2026	Non-negotiable training was developed, and all 5 modules had to be delivered in all settings by October 2024. The modules covered CIRCLE (inclusive support), Trauma informed practice, Neurodiversity Awareness, Staged Intervention and Solution Oriented conversations. Settings were encouraged to develop their understanding of these areas during the session with the intention of quality assurance of practice beginning in session 2025-26.	20%
EDU 2025-26 ASN1.3	Continue to focus on attendance including those on part-time timetables	1	Increase attendance, participation and engagement in learning for all Continue to review attendance policy and guidance Develop tracking processes for those on part-time timetables Attendance improved for those on part-time timetables Stretch aim met	30-Jun-2026	Led by the QIM and a QIO, the attendance policy is under development with further refinement during term 1 (session 2025/2026). This policy draws on best practice across Scotland with initial session with cross-authority representation held last session (term 4, qtr1). Toolkit and resources to be developed and refinements based on system feedback. Ongoing development and on track for launch this session.	25%
EDU 2025-26 ASN1.4	Reduce Exclusions through well planned partnership interventions and approaches	1	Reduction in exclusions particularly for care experienced children and young people Stretch aim met Improved attainment for CEC&YP	30-Jun-2026	We continue to monitor exclusion rates for all children and young people including CECYP/LAC identified in line with Stretch Aims as part of Scottish Government and Education Scotland's Framework for Recovery and Accelerating Progress. Further work continues overseen by the VSHT in relation to CECYP and we continue to work positively towards overall stretch aims set for exclusions as reported through our National Improvement Framework self-evaluation and Education PPR.	25%
EDU 2025-26 ASN1.5	Expand information sharing work with Health colleagues to encompass all ASG's	2	Greater knowledge of children coming in to ELC's needs More robust information in ASN forecasting tool	30-Jun-2026	Minority of settings accessed handover information from Health. Continue to promote benefits of handover for Jan and April '26 intake. Context matrix developed and ready to be issued early in term 1 (25-26) to support forecasting in ELC.	20%
EDU 2025-26 ASN1.6	Develop key messages for supporting 0-5's, and their families, with communication skills taking account of national messages from SALT.	2	Improved understanding of early communication needs. Improved offer of training within Health, ELC and SALT to support early communication needs	30-Jun-2026	Generic visual development and sharing with Health to ensure consistency of approach. Development of OOR with Speech and language. Ongoing promotion of Before works/early words programme. Linkage with "school readiness" task finish group to ensure messaging to parents is consistent.	20%

			80% Staff across a variety of sectors are confident in supporting children 0-5 and their families with communication skills			

EDUCATION SERVICE LEVEL OUTCOMES SUPPORT and CHALLENGE IMPROVEMENT						
Action Code	Action Title	Priority	Desired Outcome	Due Date	**QUARTER 1 UPDATES**	Progress
EDU 2025-26 SCI1.1	Embed our Moray Quality Improvement Framework (MQIF), and further support 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	2	Improve support and challenge across system Inspection reports SE profile gradings	30-Jun-2026	Our MQIF development continues with year two of Family Improvement Groups commencing in August 2025. Link Officer support and challenge with focus on system support and challenge of school improvement. We continue to note positive Primary School inspections and some progress in secondary schools in follow-through processes. Head Teachers report positively around Family Improvement Groups and officer alignment with MQIF supporting improvement through a more consistent and evidence led visit programme and approach. Further development this new session in relation to peer reviewing and extending reach of key developments.	25%
EDU 2025-26 SCI1.2	Improve data literacy across the service	2	Greater ownership of improving outcomes for all and evidence of use of data to secure improvement SIF reports from inspection with evidence to support staff taking greater ownership of data School visit evaluations	30-Jun-2026	School visit programme, school visit reports, inspection reports and team comments from professional learning support improvements ongoing. Please also see EDU 2025-26 LTA1.4 above with ongoing work planned in relation to CLPL (particularly for secondary) in this area.	25%
EDU 2025-26 SCI1.3	Develop the use of the new Quality Improvement Framework across ELC establishments	2	Improve self-evaluation for self-improvement across ELC settings Shared understanding of new improvement areas and how these will be evaluated SE profiles SQRs Contract monitoring and relating support	30-Jun-2026	**ELC** – almost all settings accessed Self evaluation input around new shared framework (Ed Scot and Care Inspectorate). New SIP/SQR document developed for ELC – submission end of academic year 2026. Almost all ELC settings will submit SIP in Sept '25 and remaining settings are action planning as per National Standard guidance. (Links to EDU 2025-26 L&E1.3)	20%

EDUCATION SERVICE LEVEL OUTCOMES WORKFORCE PLAN						
Action Code	Action Title	Priority	Desired Outcome	Due Date	**QUARTER 1 UPDATES**	Progress

EDU 2025-26 WP1.1	Health and wellbeing management (including absence management)	1	Head Teacher wellbeing is supported through offer of professional supervision and opportunity to access learning sets through the Mudd partnership Feedback from cohorts will be used to support further development in this area. Reduction in work related stress from HTs and reduced absence	30-Jun-2026	18.7% of Moray Head Teachers have taken up the offer of participating in the professional reflective supervision progamme. By June 10.6% had completed their 6 x 1 hourly monthly sessions. The remaining 8.1% will complete at the start of next session. Initial feedback is very positive where those taking part feel valued and are benefiting from the opportunity to meet with a psychologist in a confidential and safe space. Six head teachers have been offered executive coaching with the Mudd partnership and are keen for this to start in the new term.	30%