

2025-26 Quarterly to September - EDUCATION

Performance Report – Service Plan



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

EDUCATION 2025-26 OVERALL PROGRESS 2025-26							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDUCATION 2025-26	EDUCATION SERVICE PLAN			31-Mar-2026	Service Plans are measured using a combination of Actions and milestones, which are weighted to reflect priorities as identified and approved at respective committees. Service Plans have Priority ratings ranging between 1 & 4. Actions have been weighted to allow more accurate measurement of progress of the Service Plan by placing a higher value on those Actions rated with a higher priority. Weightings are as follows. Priority 1 (High) - Weighting (3) Priority 2 (Medium) - Weighting (2) Priority 3 (Low)- Weighting (1) Priority 4 (Ongoing) Strategic Actions - Weighting (3) Priority 4 (Ongoing) Service Level - Weighting (2)	48%	

EDUCATION STRATEGIC OUTCOMES STRATEGIC OUTCOMES							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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)	31-Mar-2026	Through data analysis we continue to monitor our progress in regards to P1, P4, P7 ACEL and associated PRAG. Early indications from data analysis and interrogation undertaken highlights that we continue to improve in both P1/4/7 Literacy and Numeracy overall with both measures showing year on year improvement with Stretch Aim trajectories met. For Literacy and Numeracy (2025 Stretch Aim), this includes Q1vQ5 PRAG. Work continues through data analysis resulting in interventions across our schools in order to address barriers to learning and achievement. The central Quality Improvement Team continue to support and challenge schools where improvements are required. Schools continue to reach out through parental involvement and engagement activities to families, including those harder to reach.	50%	
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)	31-Mar-2026	Full cycle of Secondary Attainment meetings (August/September 2025) and target setting meetings have been completed, with key actions identified. Schools continue to work to address where attainment measures show need for required improvements, with curriculum offer and structures under further review. APM measure showing improvement (2025) with APM % above national average, Stretch Aim trajectories also met. Visits to all 8 secondary schools as part of Moray Quality Improvement Framework (MQIF) planned for this academic session with 2 completed during quarter 2.	50%	

EDUCATION SERVICE LEVEL OUTCOMES CURRICULUM							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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	31-Mar-2026	Continued work from Qtr 1. Secondary HTs Meetings supporting looking outwards, including ADES Quad Conference with trio/quad Head Teacher groupings formed supporting next steps. Work on the Curriculum Improvement Cycle continues nationally with further changes anticipated as SQA transition to Qualifications Scotland in December 2025. Schools are continuing to review course choices/offer in line with attainment messages this session.	50%	
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	31-Mar-2026	Continued review and work as noted, with meeting planned in Qtr3 with Moray College UHI regarding Advanced Higher for next session.	50%	

EDUCATION SERVICE LEVEL OUTCOMES EQUITY AND IMPROVING OUTCOMES FOR ALL							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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	31-Mar-2026	Please see above regarding Stretch Aim progress. We continue to show positive progress – particularly in BGE measures – with ongoing reporting and scrutiny from our Education Scotland (ES) Attainment Advisor. Our NIF Self-evaluation reported to Committee during this quarter highlights service self-evaluation and notes performance through all information and data presented.	50%	
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	31-Mar-2026	To support improving outcomes for all learners, the 2025–26 non-negotiable training is currently being delivered across all schools. This professional learning programme is being embedded with a particular emphasis on Universal and Universal with support, in alignment with the Supporting All Learners strategy. To support the implementation of this training the planned school visits programme, is encouraging schools to engage in self-evaluation using HGIOS?4 Quality Indicator 3.1 – Ensuring Wellbeing, Equality and Inclusion. This supports schools in identifying strengths and areas for development in their inclusive practices. Insights gathered from these visits are being used to inform targeted interventions, ensuring that the evolving needs of all learners are met effectively. This approach will support a further review of the Supporting All Learners Strategy.	50%	

EDUCATION SERVICE LEVEL OUTCOMES LEADERSHIP and EMPOWERMENT							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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	31-Mar-2026	Schools – ongoing work through our Moray Quality Improvement Framework with focus on QI 2.3 (Learning, Teaching and Assessment) and QI 3.1 (Wellbeing, Equality and Inclusion) and importance of aspirational VVA in strengthening learner ambition and achievement. Visits to date noting reference to VVA with some schools undertaking further review. ELC – new shared quality framework highlights importance of regular review of VVA. Most settings are engaging with new framework.	50%	
EDU 2025-26 L&E1.2	Continue to strengthen leadership and empowerment at all levels	2	Improve leadership QI 1.3 evaluations	31-Mar-2026	A draft Professional Leadership and Learning Strategy has been drafted with a short life working group and will undergo a consultation with Moray Education colleagues at all levels to more fully assess the current Career-Long Professional Learning (CLPL) activity across Moray schools, identify CLPL needs and co-design programmes to meet this need. This will include a review of the Moray Education PR&D Arrangements to prepare for GTCS revalidation in June 2026. The AMLP, MEMP and MELP have been advertised through learnPro and recruitment is ongoing for the MEMP and MELP. The AML programme has commenced on 30.09.25 with 17 colleagues attending and the MEMP commenced on 07.10.25 with 7 colleagues attending. The ASN Bespoke Programme with Aberdeen University has commenced with 20 Moray teacher participants on 24.09.2025. The Terms 1 and 2 2025/26 Primary and Secondary PRT CLPL Programmes have commenced successfully and the Terms 3 and 4 programmes have been drafted. 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. QIO has presented to the September Education Briefing on PLL opportunities and will periodically update at the Briefing on upcoming Moray and other PLL opportunities such as the AMLP, MEMP and the MELP.	60%	
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	31-Mar-2026	Schools – we continue to embed our Moray Quality Improvement Framework approaches, Risk Matrix and school review programme. Peer Reviewers from schools have also joined central team with reviewing activities. Findings are guiding school improvement and service self-evaluation for self-improvement. Further refinement of our MQIF continues as the session progresses with reporting to ECLSC of our risk matrix next quarter.	50%	

					ELC – Almost all settings have quality assurance processes that align with their Improvement planning and self evaluation. Care Inspectorate delivered face to face input for all setting managers to reinforce messages about positive impact of self evaluation on children.		
EDU 2025-26 L&E1.4	Increase opportunities to lead learning by staff and pupils	2	Improve leadership of learning SIF evaluative statements	31-Mar-2026	Schools – school reviewing team visits (involving peer reviewers) focus on QI 2.1 (Learning, Teaching and Assessment) highlighting in a number of schools this session, increased leadership of learning by pupils within classes. Schools continue to embrace toolkits and approaches in line with Our Moray Standard for Learning and Teaching. ELC – Care inspectorate input (linked with EDU 2025-26 L&E1.3) provided opportunity for ELC leaders to develop own professional understanding, which in turn impacts on staff leading their own learning.	50%	

EDUCATION SERVICE LEVEL OUTCOMES LEARNING, TEACHING and ASSESSMENT

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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	31-Mar-2026	Schools – as noted, school visits focus on QI 2.3 with schools embracing a range of approaches including Northern Alliance Toolkit, Our Moray Standard resources, Power Up Your Pedagogy to improve consistency in high quality learning and teaching. Schools continue to engage with professional reading and development opportunities, a number also inviting Bruce Robertson (author of Power Up Your Pedagogy) to support staff Inset activities and engage practitioners in professional learning. QIO leads for Literacy and Numeracy now in place, with developments underway for extending LTA delivery and Literacy/Numeracy developments. ELC – CIO taking lead on Planning and observations training to improve consistency of approach. Recruitment of new CIO will also support from a curriculum perspective.	50%	
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	31-Mar-2026	Please see EDU 2025-26 LTA1.1 above. School visits continue to identify key priority areas including need to focus on pace, challenge and differentiation. Schools continue to employ a range of resources, professional learning materials and provide professional development opportunities in order to strengthen this.	50%	
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	31-Mar-2026	There are 79 QAMSOs and the first QAMSO network meeting was held in September where the West Partnership Roadmap for moderation was shared for each school to evaluate against and inform next steps in the Learning, Teaching and Assessment cycle. This toolkit was also shared at the Head Teachers Strategic Day to build a shared understanding of standards and is linked to resources to support implementation.	50%	

					Our interactive Moray Standard for learning, teaching and assessment was shared at the Head Teacher Strategic Day and is linked to resources to support embedding our Moray approach into classrooms. Our Moray Literacy Strategy and supporting Good Practice Guide containing on demand training, assessment, tracking and moderation material was launched at the September Head Teachers' Briefing to support raising attainment in literacy. At the Strategic Day how to engage with the actions plans within Our Good Practice Guide to support self-evaluation of literacy was shared with schools to take forward in their context. 19 schools are undertaking the National Writing Programme with 62 teachers and Senior Leaders being trained this session. All have attended the first two pre-training sessions on how to create learning intentions, success criteria, differentiated success criteria, self, peer assessment and feedback and resources to support the embedding Our Moray Standard have been shared. How to moderate from the planning stage utilising the Moray Literacy Learning, Teaching and Assessment Framework against the Moray BGE Tracking Language has been shared alongside resources to build a shared understanding of standards expected for different text types from Early to Fourth Level.		
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	31-Mar-2026	Schools – please see previous update. Also EDU 2025-26 SCI1.2 below. Further input at Education Strategic Meeting (1 October) – data literacy across measures, monitoring attainment gaps, Stretch Aims and PRAG ELC – all HT's received input on 1st Oct to highlight data that is being transferred from ELC to P1 and how this can be used to inform and individualise learning from a developmental perspective.	50%	

EDUCATION SERVICE LEVEL OUTCOMES REVIEWING ADDITIONAL SUPPORT NEEDS

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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	31-Mar-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.	50%	

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	31-Mar-2026	Schools continue to undertake further training including wider MVP/Equally Safe/Manosphere training planned as well as embedding mandatory training noted in Qtr 1 this session. Training and CLPL sessions offered by teacher trainers and central team continue on a universal with support/targeted approach. Ongoing feedback indicates training is well received with continued development to meet needs identified.	50%	
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	31-Mar-2026	Attendance policy nearing finalisation with ongoing work on toolkit. Initial final draft version anticipated in quarter 3.	50%	
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	31-Mar-2026	Following central data analysis, Stretch Aim trajectory for 2025 has been met with notable reduction in exclusions per 1,000 secondary pupils from previous session (38 to 28). Schools continue to employ a range of supports and interventions as an Education service in order to reduce exclusions, within a climate of challenging behaviours exhibited by a minority of young people. Secondaries using Self-evaluation toolkit to review recording and support processes. Self-evaluation corporate parent group collating information. Children at Risk in Education Group and Multi-agency information sharing group working to review and target supports for our most vulnerable young people.	50%	
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	31-Mar-2026	Context matrix agreed at ECLS in October, document to be refined through feedback from settings and adapted for January 2026 intake.	50%	
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 80% Staff across a variety of sectors are confident in supporting children 0-5 and their families with communication skills	31-Mar-2026	Aligning of project with localities work. Recent survey of schools/settings and childminders has highlighted priority area as being social and emotional support for children transitioning into P1.	50%	

EDUCATION SERVICE LEVEL OUTCOMES SUPPORT and CHALLENGE IMPROVEMENT

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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	31-Mar-2026	MQIF work continues with school visits underway for this academic session. Continued positive feedback regarding Family Improvement Groups and support/challenge activities. Further Education Strategic Meeting focus around data (1 October) and Family time structured around prioritisation of key actions for improvement. Ongoing engagement with key national and local networks with schools reporting positive support received. School visit reports highlighting positive practice and areas for improvement.	50%	
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	31-Mar-2026	Schools – further data sessions have been held with individual schools and in recent Education Strategic Meeting. Further activities through Family Improvement Group Family Time. School visit programme focus on QI 3.2 (Raising Attainment and Achievement) with ongoing development of AnalyseM Secondary with roll-out planned post pilot in quarter 3/4	50%	
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	31-Mar-2026	Ongoing support from link officers to ensure robust self evaluation process are in place. All ELC settings are engaging with this support.	50%	

EDUCATION SERVICE LEVEL OUTCOMES HEALTH and WELLBEING

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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	31-Mar-2026	There has been a delay in the request for additional support through HR as part of transformation to support this work where a paper was due to go to Council in September but will now go in December.	15%	

EDUCATION SERVICE LEVEL OUTCOMES WORKFORCE PLAN							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
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	31-Mar-2026	Executive coaching offer has started in August 2025 and a further offer out to the system for professional reflective supervision has been completed to allow a second cohort to receive support.	50%	