

2024-2025 Quarter to December – EDUCATION (Term 2)



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	(ELC T2) Focused work from Early Intervention team on IEP paperwork to support ELC practitioner judgement. Moderation completed of targeted support to ensure any emergent need, to address family wellbeing, is met. EEL focused work through targeted PEEP sessions in Forres and Buckie is ongoing. Continued working as noted previously, with ongoing target setting and monitoring across Primary (BGE ACEL) and Secondary (Senior Phase target setting – breadth and depth). Performance monitoring and scrutiny meetings continuing with targeted Secondary School Visits guiding improvements.	70%	
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 above per STRA 1.1 and noted to left. Ongoing reporting to committee with interventions outlined and progress to date. Reporting to ECLSC in November (Secondary Senior Phase Attainment) and February 2025 (ACEL) with key actions continuing/to be implemented outlined. Continued focus on raising attainment for all in line with resources available.	65%	


EDUCATION SERVICE LEVEL OUTCOMES CURRICULUM




Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	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	HWB Food and Health Learning Teaching and Assessment Framework has been added to Our Moray Toolkit. A newly developed Physical Education, Physical Activity and Sport Learning, Teaching and Assessment Framework is available in Our Moray Toolkit linked to a PE and Movement Programme. This has been shared and discussed with Education Scotland. QIO has met with Education Scotland IDL Lead to discuss resources and ways to plan for IDL. Continued development with Senior Phase curriculum in line with national work on Curriculum Improvement Cycle following on from previous national engagement and reform. Extension of course and curriculum offer aligned to SCQF framework with good practice continuing to be shared.	65%	
EDU 2024-25 CUR 1.2	Further develop curriculum offer in senior phase including consortia arrangements	30-Jun-2025	Secondary Head Teacher Consortia sub-group formed and progressed at pace with almost all secondary schools offering SCQF level 7 (Advanced Higher) consortia offer to other schools (range of subjects) and some SCQF level 6 (Higher) as trial. Reinstatement of common column across Moray, building in to course options with consortia options process finalised for this session. Further exploration of working with Aberdeen City Council through their ABZ Campus anytime course offer for interrupted learners/those learners requiring additional subjects.	65%	




EDUCATION SERVICE LEVEL OUTCOMES EQUITY and IMPROVING OUTCOMES FOR ALL


Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	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 development aligned to progress with Stretch Aims. Additional ASF Strategic Equity Fund projects continue to show very positive progress, strengthening learner participation and engagement and further encouraging positive attendance. Continued engagement with national and regional groups to support improvement.	65%	
EDU 2024-25 EIO 1.2	Further develop Supporting all Learners strategy to incorporate ASN Review	30-Jun-2025	This has not progressed this term but the current strategy remains in place.	25%	

EDUCATION SERVICE LEVEL OUTCOMES LEADERSHIP and EMPOWERMENT





Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	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	As part of our Moray Quality Improvement Framework Officer focus visits (Term 2, Term 3) focus is on QI 1.3 Leadership of Change linking in VVA (where theme 1 pertains to developing a shared vision, values and aims relevant to the school and its community) and how these are shared and lived across whole school communities. School visit standardised feedback pro-formas aligned to our Moray HGIOS4 Health Checks are being used against rubric and six-point scale. School visits are well underway based on schools identified from MQIF lists. Strengths and areas for further focus continue to be identified with positive findings/progress to date following moderation.	50%	


Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	Status Icon
EDU 2024-25 L&E 1.2	Strengthening leadership and empowerment at all levels	30-Jun-2025	Continued development of the role of link officers to improvement, with key lead role areas progressing at good pace. Positive progress and school visits reporting positive improvement.	65%	
EDU 2024-25 L&E 1.3	Improve self-evaluation for improvement at all levels to guide change and improvement	30-Jun-2025	(ELC T2) Through revised contract monitoring and development of existing processes self evaluation has additional checks and balances in place. Forum 2 rescheduled for 20th January – SE collaborative work across ELC sector in Moray. Forum 3 on February 2025 will focus on how data is used to further support and inform self evaluation. Continued development of MQIF and associated school visit activities, with focus around QI1.3 Leadership of Change (Term 2-Term 3) and ACEL attainment following on from Early Indications submission in December 2024. Continued focus on 'Self-evaluation for School Improvement' and inspection readiness with centrally developed supporting materials strengthening consistency in officer approaches.	65%	
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.	50%	

EDUCATION SERVICE LEVEL OUTCOMES LEARNING, TEACHING and ASSESSMENT					
Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	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	Strategic Day Focus on using aspects of Power Up Your Pedagogy. A school shared their approach to using aspects of the PUYP to quantify learner engagement in learning. CLPL on SharePoint continues to be engaged with-currently over 300 views. These resources have been shared in the weekly Briefing for schools to utilise during collegiate sessions.	75%	
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	The Short Life Working Group for Planning have agreed a format for planning for assessment and reviewed planning guidance. Currently gathering examples of planning formats to moderate and compile a resource bank for schools. During the Strategic Day there was input on Northern Alliance Learning, Teaching Toolkit with good feedback from schools. Currently there are seven primary schools engaging with the self- evaluation process of the toolkit and supporting resources. Permission has been granted to film in Moray. These recordings will be uploaded into the Toolkit to model best practice in key areas.	75%	
EDU 2024-25 LTA 1.3	Continue to develop approaches to assessment and moderation to improve outcomes for learners	30-Jun-2025	The QAMSO Network is continuing to engage with the Assessment and Moderation Roadmap and Toolkit. Stage One-the Learner at the centre of the moderation cycle - has been explored and resources shared for QAMSOs to take back to their schools and ASGs. Feedback continues to be positive. The Literacy Strategy and supporting resources have been finalised and ready for wider consultation. There are 5 schools engaged with the National Writing Programme for P4 with improved writing. 7 schools for Cohort 2 have been identified and start the programme in January. Resources to support maths and numeracy have been uploaded to Our Moray Toolkit and contain guidance on dyscalculia, training videos for teachers, effective questioning, supporting mathematical development and learners with difficulties.	75%	


Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	Status Icon
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	(ELC T2) Increased examples of moderation of relevant data between ELC and P1 i.e. literacy, numeracy, HWB data alongside developmental milestones. Additional information sharing between Health and ELC in both Speyside and Buckie to support transition. (Links to EDU 2024-25 ASN 1.5) Continued support and roll-out with additional one-to-one support sessions supported by QI team. Secondary Subject (AnalyseM) now completed for final check/pilot by two secondary school leads. Guiding improvement through data interrogation and analysis for gap identification and intervention.	60%	

EDUCATION SERVICE LEVEL OUTCOMES REVIEWING ADDITIONAL SUPPORT NEEDS

Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	Status Icon
EDU 2024-25 ASN 1.1	Continue to progress areas within ASN review	30-Jun-2025	The CMP for Phase 1 of the ASN Review (Moray SEBN/Moray Autism Service) is in the implementation phase with matching and recruitment in process. Recruitment has been challenging as a result of very few relevant applications and candidates not attending interviews. CMPs for Phase 2 of the ASN Review (Moray EAL/Moray Sensory Education Service) scheduled to begin 27th January. Flexible Framework – ongoing. Planning for provider meeting (March 2025) in process. CALM Associate training underway. CALM roll out programme in place to compliment mandatory CIRCE embedding and meet highest level of emergent need.	45%	
EDU 2024-25 ASN 1.2	Roll out staged intervention training model	30-Jun-2025	Online questionnaires for HTs and all education staff have been created – these are designed to capture the 6 month progress and embedding of the August 2024 mandatory training. Scheduled to be issued February 2025 Dedicated mail boxes have been set up to track and monitor training requests from schools and ELC. Trends and patterns that emerge from these activities will aid planning for future mandatory /supplementary central ASN training offers.	85%	
EDU 2024-25 ASN 1.3	Continue to focus on attendance including those on part-time timetables	30-Jun-2025	Moray Flexible Education policy processes for Home Education now implemented. Families requesting Home Education being signposted to the alternative flexible education options within the Moray Flexible Education Policy. Processes shared with the School Nursing Service and standard paperwork created to strengthen Education/Health partnership for Home/Flexible Educated children and young people. Through MQIF, continued focus by QI team and support/challenge against school data presented and Stretch Aims. Attendance sub-group formed inclusive of Education Scotland Attainment Advisor to review and develop Attendance Policy aligned to National Good practice. Further multi-agency review/group planning to be undertaken. SLWG work underway at this time (initial baselining and work). Working in line with Stretch Aims.	75%	
EDU 2024-25 ASN 1.4	Reduce Exclusions through well planned partnership interventions and approaches	30-Jun-2025	Schools have been completing the Keep the Promise Training through the recorded sessions or in person. All schools will have completed this by June 2025. Children at risk Education Group is ongoing, meeting termly Continued support to schools to develop alternative to exclusions pathways – advice and guidance given to create alternatives as required. Attendance at Child's Planning, review meetings and Children's panel as required. Corra Funding – Work ongoing to start Promise Groups in BHS, New Elgin PS, Mortlach PS, Greenwards PS in phase 1. Partnership working to promote the range of supports available to schools is an offshoot of the Promise Group work.	40%	

Action Code	Action Title	Due Date	Latest Status Update	Progress Bar	Status Icon
EDU 2024-25 ASN 1.5	Expand information sharing work with Health colleagues	30-Jun-2025	T2 has established more robust connections between Speyside and Buckie HV teams and ELC settings. Evaluative feedback has highlighted that more work is required on consistency of approach and almost all have said supporting paperwork/pro forma is key to the process. April 2025 intake will see all HV teams in Moray being involved (8 ASG's).	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	MQIF under ongoing review with school visit programme, good practice sharing and links made through Family Improvement Groups. Adjustment to two Family Improvement Groups made (slight adjustment) through emerging need with ongoing links at Strategic Meetings and Family time provided for joint working and improvement. Reciprocal visits between Family Improvement Group members being undertaken, with key improvement work going forward (e.g. achievement tracking, attendance monitoring/intervention approaches, data, supporting all learners). Further development of school visit programme.	65%	
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 networking and development of approaches, working with Education Scotland Attainment Advisor and reporting through Bi-annual reports. AnalyseM Secondary Subject analysis tool developed as noted above, strengthening secondary ACEL data developments.	75%	