

# 2025-26 Quarter to December 2025 – EDUCATION Performance Report - Service Plan



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

## 1. EDUCATION 2025-26 1. EDUCATION 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	<p>Service Plans are measured using a combination of Actions and milestones, which are weighted to reflect priorities as identified and approved at respective committees.</p> <p>Service Plans have Priority ratings ranging between 1 &amp; 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.</p> <p>Priority 1 (High) - Weighting (3)                      Priority 2 (Medium) - Weighting (2)                      Priority 3 (Low)- Weighting (1)                      Priority 4 (Ongoing) <b>Strategic Actions</b> - Weighting (3)                      Priority 4 (Ongoing) <b>Service Level</b> - Weighting (2)</p>	73%	

1. EDUCATION 2025-26  
2. Strategic Outcomes - Overall Progress

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDUCATION 2025-26	STRATEGIC OUTCOMES	1		31-Mar-2026	<b>PRIORITY 1</b> <b>WEIGHTING 3</b> The overall progress of Strategic Outcomes is determined by <b>Two Actions</b> (EDU 2025-26 STRA1.1 & 2.1)	75%	

1. EDUCATION 2025-26  
3. Service Level Outcomes - Overall Progress

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDUCATION 2025-26	SERVICE LEVEL OUTCOMES	2		31-Mar-2026	<b>PRIORITY 1 and 2</b> <b>WEIGHTING 2</b> Progress of the Service Level element of the plan is measured by <b>24 Actions</b> . The majority of actions have completion dates for the end of March 2026.	72%	

2. 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 a range of supports and interventions, our schools continue to show improvement in ACEL performance, maintaining or increasing previous session data presented for key literacy and numeracy measures. Through close monitoring of Stretch Aims, trajectories have been achieved for Core Stretch Aims (P1/P4/P7 Literacy and Numeracy) and Core Plus (S3 Literacy) based on December 2025 published data, with work progressing towards aspirational stretch aims set for 2026 through improvements focussed on wellbeing, equality and inclusion, learning and teaching, tracking and monitoring and leadership at all levels. For above measures and Core Plus Numeracy (S3), positive progress in closing identified poverty and wider attainment gaps continues. Scottish Attainment Challenge funding (PEF and SEF) continues to support interventions for raising attainment, focussing on literacy, numeracy, health and wellbeing, attendance and inclusion.	75%	

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	Following work leading up to November ECLSC and following further work supported by improvement methodology/tools, key actions for raising attainment are progressing at school and system levels for Senior Phase measures. 4 of 8 secondary school improvement visits have been undertaken and completed with moderated reports identifying strengths and areas for improvement in relation to QI 2.3 (Learning, Teaching and Assessment) and QI 3.1 (Wellbeing, Equality and Inclusion). We continue to monitor secondary school targets set against performance at key milestones with second data collection period underway. DHT Tracking and Monitoring Network developed to support collaboration between schools and improvements in this area, meeting across term 3 and term 4.	75%	
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### 3. EDUCATION SERVICE LEVEL OUTCOMES BUSINESS ADMIN REVIEW

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
SERV ERC 7.1 25-28	Change Management Plan developed (Phase 2 – secondary schools) and consultation completed	1		31-Oct-2025	<b>Q1 2025/26</b> - A report will be presented to committee in September 2025 outlining the findings of the most recent work undertaken for the primary school admin review. Specifically, the use of technologies has been considered with an approach towards consistency of practice and utilisation of resource apps across schools. The requirement for schools to use licensed resources that are currently available with a reduction in any use of apps where there are additional costs to the school or authority. There has also been consideration of a new alternative to SEEMiS product as a management information system to be introduced across Scotland by all local authorities given the restrictions with the current product. This could lead to further efficiencies within schools and school admin functions but there is an awareness of a lead in period, requirement for training and transfer of information to the new product.	80%	

### 3. 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 curriculums offer in line with national advice School visit evaluations	31-Mar-2026	Continued work as noted in Qtr 1 and Qtr 2. Secondary School system level actions include focus on DHT Curriculum network with focus on further development of consortia offer across all Moray Secondary Schools and Foundation Apprenticeship development. Schools continue to trial project-based learning approaches and seek feedback from pupils and teachers. Schools continue to review and refine curriculum rationale based on emerging ideas.	75%	
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	Consortia overview created across all eight secondary schools with agreement on column columns and subjects/levels for consortia. Extension of partnership working to support Foundation Apprenticeships. Schools continue to review curriculum in line with staffing available. DHT Curriculum Network developed to support improvements in this area, meeting across term 3 and term 4.	75%	

### 3. 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	Working in partnership with Education Scotland Attainment Advisor, ongoing review of Scottish Attainment Challenge monies used by schools in order to close identified attainment gaps. As a result, improvements in attendance is noted for a number of Moray schools where exclusions remain low (Primary) and low overall in comparison with previous years to date (Secondary Schools).	75%	
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	Non-Negotiable training for 2026/27 is currently being developed with ensure consistency in delivery across the service with the central team supporting delivery in all ASG in August 2026. The central team continue to evaluate the implementation of the current non-negotiable training through the planned visits programme to schools in 2025/26 and with schools' engagement of 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, with further external observations being used to support the development of training outline above. Insights will inform targeted interventions which support the review of the Supporting All Learners Strategy	75%	

### 3. 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	<b>Schools</b> – school visits and resulting reports highlight importance of shared vision, values and aims within individual school communities. Where required, further consultation and review is highlighted based on stakeholder feedback on individual school visits. Ongoing MQIF visit activities as part of school visit programme 2025/2026 gathering data and intelligence across our schools linked to MQIF risk rating. <b>ELC</b> - ongoing work through quality assurance process to highlight the importance of strong VVA statements.	75%	
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 PLL Strategy has been drafted with a SLWG and is undergoing a consultation with Moray Education colleagues at all levels to more fully assess the current CLPL activity across Moray schools, identify CLPL needs and co-design programmes to meet this need based on a Staff CLPL Survey. 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 the PLL Update, and are all running at present with 6 to 8 Moray attending the MEMP on average, 13 attending the AML and 5 attending the MELP. An Aspiring to Primary Headteacher Programme is being offered with a group of primary headteachers presenting from March 2026 to June 2026. We may be able to offer an Aspiring to Deputy Headteacher programme next year as there are some volunteers willing to present on this. The ASN Bespoke Programme with Aberdeen University continues with 20+ Moray teacher participants. The Term 3 2025/26 Primary and Secondary PRT CLPL Programme commenced on Friday 16 January 2026. There has been a lot of support due to the new GTCS PRT profiles. 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. To enhance the communication of PLL opportunities, WS sends calendar invites to School CLPL Co-ordinators to forward to school colleagues. Gaelic PL opportunities are being advertised on a termly basis, which includes primary school live online learning lessons offer from the Highland Council Gaelic Learning Education Support Officer.	70%	

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	<b>Schools</b> - Schools continue to progress School Improvement Plans and undertake self-evaluation through data review, observations and gathering views. This is supplemented by MQIF visit activities, informing school self-evaluation profiles and priorities for improvement. Central team also attended recent Education Scotland training (evaluative writing) strengthening support for schools. Almost all schools have up-to-date self-evaluation profiles in place with further update in March/April 2026. <b>ELC</b> - we continue to embed our approaches to self-evaluation through application & familiarisation of the new Shared framework.	75%	
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	<b>Schools</b> - as previously reported, MQIF visits highlight the range of leadership opportunities for children and young people within and beyond the classroom. Further work ongoing in improving learner leadership of learning within individual schools based on MQIF findings. <b>ELC</b> - Ongoing moderation of staff professional learning through upskilling of the new Shared framework.	75%	

### 3. 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	<b>Schools</b> - DHT Learning and Teaching Network and DHT Professional Learning Network developed to support improvements in this area, meeting across term 3 and term 4. This will strengthen good practice sharing and emerging shared approaches to improving consistency in learning and teaching across schools. MQIF visit activities ongoing with focus on QI 2.3 (Learning, Teaching and Assessment) and identification of strengths and areas for improvement required to strengthen this. QIO leads on Learning and Teaching with continued signposting and support for LTA. <b>ELC</b> - ongoing link officer support to individual settings through use of new Shared framework. Moderation of progressions to support quality experiences for children.	75%	
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	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. A number of school visits highlight year on year progress in strengthening quality of LTA with increase in schools achieving satisfactory or better for QI 2.3 based on central team evaluations.	75%	

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	<p>There are 83 QAMSOs in the Moray QAMSO Network TeamSite. There have been 4 network meetings this session. Network meeting 2 focussed on sharing practice on how schools were engaging with the WES Partnership Toolkit. Example HMIe Inspection Reports were shared to demonstrate satisfactory, good and very good practice. Network Meeting 3 focussed on high quality assessment, planning for assessment, assessment calendars and moderation the level of planned learning using the Moray BGE Tracking Language. Three schools modelled how they have used the WES Partnership Toolkit in their context. Schools were asked to share ideas on how they were planning to use the Wes Partnership Toolkit to build a shared understanding of LTA throughout the moderation cycle. Network Meeting 4 was in person moderating numeracy evidence against the National Benchmarks.</p> <p>There have been 5 National Writing Training Events in Moray. There has been a 30% increase in teacher confidence in implementing the National Writing Programme and a 41% increase in pupil enjoyment of writing.</p> <p>There is a planned Power Up Your Pedagogy professional learning day on the February Inset with over 100 primary colleagues signed up.</p>	75%	
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	<p><b>Schools</b> - DHT Tracking and Monitoring Network and DHT Professional Learning Network developed to support improvements in this area, meeting across term 3 and term 4. Secondary AnalyseM (Literacy/Numeracy) and Secondary AnalyseM (Curriculum/Subject Area) roll-out following pilot of latter through network sessions, 4 schools currently at varied stages of engagement with BGE analysis tools. Ongoing engagement with Education Scotland guidance on tracking and monitoring and data literacy at all levels, guided by senior leaders.</p> <p><b>ELC</b> - Moderation of progressions by staff teams to support quality experiences for children.</p>	75%	

### 3. 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	MQIF Secondary School visits highlighting need to further develop curriculum offers for learners with ASN. QI 3.1 visit programme highlighting development required with 4 of 8 secondary schools visited during term 1 and term 2.	70%	

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 progress training and approaches to support inclusion for all. Training team continuing to support schools and sessions offered on a targeted basis in line with staged intervention. FLR/MAC continue to develop support and provision and Pinefield continuing to support identified Senior Phase Young People in relation to behaviours exhibited, with view to positive pathways and post-school destinations. Inputs for ASN planned for February Inset day. Recent inspections not yet published, positive themes included in Q4 update.	75%	
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 and toolkits (final drafts) completed and out for consultation to key groups. Positive progress towards Stretch Aims (Primary) with further work ongoing for Secondary.	70%	
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 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. Continued work towards supporting all learners and reducing exclusions for all. Positive progress to date in line with Stretch Aims (year to date). Ongoing monitoring of exclusions across schools.	70%	
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. Context matrix allocations being monitored and emergent need being supported through ARG. Continued collaboration with Health to ensure information about new children is forthcoming.	75%	
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	Continued work across a multi agency platform to support key communication messages. Consideration also being given to how these messages are embedded through children's services plan 2026-29.	75%	

### 3. 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 presented to ECLSC including risk rating in November 2025. MQIF visit programme, support and challenge activities, calendar, resources and link officer engagement in place to strengthen support and challenge across schools. Recent positive inspection activity.	75%	
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	<b>Schools</b> – 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	75%	
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	Ed Scotland/Care Inspectorate putting less emphasis on SE profile with introduction of new shared framework. However most settings recognise the need for robust self evaluation processes to support improvement. CIO's continue to support through audit visits.	75%	

### 3. 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	A cohort of 6 members of staff have participated in executive coaching with positive feedback after the group of sessions. In addition, the Mudd partnership is working with 2 secondary leadership teams providing coaching for them, again, this has been well received by all. A further cohort of HTs are currently being supported through professional supervision.	75%	

**3. 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	An Acting Senior HR advisor has been appointed to take this work forwards with a report going to March committee to outline what this will consist of and resource to support it for agreement.	35%	