


2025-26 Quarter to March 2026 – 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			30-Jun-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 & 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) Strategic Actions - Weighting (3) Priority 4 (Ongoing) Service Level - Weighting (2)</p>	98%	


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	PRIORITY 1 WEIGHTING 3 The overall progress of Strategic Outcomes is determined by Two Actions (EDU 2025-26 STRA1.1 & 2.1)	100%	

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		30-Jun-2026	PRIORITY 1 and 2 WEIGHTING 2 Progress of the Service Level element of the plan is measured by 24 Actions . The majority of actions have completion dates for the end of March 2026.	95%	

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)	30-Jun-2026	Work continues in schools to address poverty and wider related attainment gaps and address underperformance in key performance measures within existing resources. Key interventions including CYPIC P4 Writing continues to extend across further schools as we look towards cohort 4, improving learner confidence and skills in 1st level writing as well as attainment for this measure (also a core plus Stretch Aim). Further developments in terms of Numeracy linked to the Numeracy Strategy under development are providing developing ASG approaches to improving Maths attainment. Secondary Schools have made good use of additional monies to employ interventions in support of raising attainment including additional intervention posts and support of wider study/learning partners. Working with our Education Scotland Attainment Advisor, we have continued to target identified schools for support with interventions aligned to PEF and SEF funding and where attainment gaps may exist.	100%	

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	Moray Quality Improvement Framework (MQIF) visits continuing with 5 of 8 secondary schools visited with findings shared, informing school improvement planning and service actions. Positive inspection outcome from a further secondary school HMIE inspection. Working with our Attainment Advisor, we continue to monitor Stretch Aims and progress across core and core plus measures. Work continuing on raising attainment through secondary support meetings and Secondary HT Meetings. DHT Networks progressing key areas of work to support system improvement.	100%	
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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	The change management plan process is currently being completed with all primary schools putting in place permanent administration posts. The end of project report is being drafted and will go through various governance processes before being reported to ECLS in June.	100%	


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 curriculum offer in line with national advice School visit evaluations	30-Jun-2026	Please see action EDU2025-26 CUR1.1. Schools are continuing to extend their consortia offers. Foundation Apprenticeship partnership offer in place. Schools continue to review and refine their Curriculum Rationales in line with emerging work on the Curriculum Improvement Cycle.	100%	
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	Please see above (CUR1.1). Schools are continuing to extend their consortia offers. Foundation Apprenticeship partnership offer in place. Schools continue to review and refine their Curriculum Rationales in line with emerging work on the Curriculum Improvement Cycle.	100%	


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	30-Jun-2026	Work continues in monitoring attendance and exclusions through MQIF activities, with improvements within identified schools in relation to attendance. Working with our Attainment Advisor, we continue to monitor Stretch Aims and progress as reported to Education Scotland. Overall (year to date), exclusions remain at similar levels to last session with work ongoing to support inclusion for all across schools.	100%	
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	Limited progress during term 3, however Non-Negotiable training for 2026/27 will continue to be developed to 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 the training outline above. These insights will inform the targeted interventions which will 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	30-Jun-2026	Schools – as reported in HMIE external inspections and internal MQIF visits, school vision, values and aims provide focus and direction in almost all schools. Curriculum rationales within schools are underpinned by shared vision and values. In most schools, these are referenced and referred to in support of raising aspirations and supporting positive relationships/behaviour. ELC - through local audit processes VVA statements are evident in practice. Both HMIE and Care Inspectorate have noted the embodiment of shared visions through recent inspection processes, particularly with stakeholder engagement and the majority of stakeholders have provided positive feedback.	100%	

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	<p>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 includes an interactive session with the Education Consultative Group in Term 4. This will include a review of the Moray Education PR&D Arrangements to prepare for GTCS revalidation in June 2026 which is in its final stages and the Moray PR&D Self-evaluation Proforma will be sent to the GTCS on 01 June 2026.</p> <p>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 and an online meeting for prospective presenters have been scheduled for 28 May.</p> <p>The ASN Bespoke Programme with Aberdeen University continues with 20+ Moray teacher participants and the decision to continue with this next year will be taken soon once participant feedback has been gathered and analysed.</p> <p>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 and PRTs and supporting school staff have managed well despite the challenges. 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 with some success.</p>	80%	
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	<p>Schools – see quarter 3 update. We continue to further refine our self-evaluation for self-improvement at all levels to guide change and improvement. Throughout this session, sharing of good practice has been undertaken with ADES Quad partners which will result in further reviewed and refined self-evaluation and school improvement processes in place for session 2026/2027. MQIF activities continue to review documentation and evidence, triangulating to confirm school judgements on gradings and progress with improvement actions.</p> <p>ELC – ELC’s progressing improvement plans and almost all are working on their Standards and quality reports for submission late May 2026. Where HMiE have inspected Self evaluation profiles have been used as a supportive document for scoping meetings.</p>	100%	




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	Schools – MQIF visits continue to highlight and review the many opportunities for staff and pupils to lead learning. Central team continue to promote and endorse the Northern Alliance Learning and Teaching toolkit with increased uptake in its adoption and use across schools. Ongoing work as part of strategic plans for session 2026/27 ELC – Most ELC settings are using both new shared framework and SSSC codes of practice to improve leadership of learning and opportunities for staff empowerment.	100%	
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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	30-Jun-2026	Schools – continued development of the DHT Professional Learning Network and Learning and Teaching Networks with focus on improving quality of learning, teaching and assessment through planned activities. Link Officers continue to support and challenge schools with school visit programme focussed on QI 2.3 (Learning, Teaching and Assessment) this session and a full range of learning observations undertaken on school visits. Improvements noted in QI 2.3 as evidenced in school inspections (year to date) and MQIF visit reviewing activities. ELC - Moderation of progressions feeding into ELC to P1 transition. All ELC settings engaging to support pre school children.	100%	
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	Schools – please see EDU 2025-26 LTA1.1 above and Qtr 3 update. MQIF school visits continue to monitor pace, challenge and differentiation as part of learning visits with areas for improvement identified as required through school visit reporting/signposting to professional learning and resources.	100%	
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	There are 85 QAMSOs in the Moray QAMSO Network. There have now been 6 network meetings this session. Network meeting 5 focused on moderating writing and meeting 6 moderating reading. There have been 7 National Writing Training Events. Evaluations: % of teachers very/extremely confident to teach writing Baseline: 23% Final evaluation:76% % of teachers confident to assess writing Baseline: 21% Final evaluation:68% % of teachers who enjoy teaching writing a great deal/a lot Baseline: 44% Final evaluation:76%	100%	


					<p>% of teachers confident in implementing full writing bundle Baseline: 32% Final evaluation:93%</p> <p>% of teachers confident in implementing full writing bundle Baseline: 32% Final evaluation:93%</p> <p>% of teachers extremely or very confident that the change idea will improve outcomes for learners Baseline: 65% Final evaluation:93%</p> <p>% of pupils enjoying writing a great deal Baseline: 24% Final evaluation:80%</p>		
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	<p>Schools – continued development by DHT Tracking and Monitoring Network of school approaches to improving data analysis and data literacy. Primary Schools continuing use of AnalyseM and support and challenge pupil progress/professional judgements through Pupil Progress Meetings.</p> <p>ELC- Moderation of progressions feeding into ELC to P1 transition. All ELC settings engaging to support pre school children.</p>	100%	



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	30-Jun-2026	Education continue to progress QI 3.1 visit programme across schools as part of MQIF core visit programme this session. Noting positive QI 3.1 gradings overall. Positive inspection outcomes (HMIE) overall this session (year to date) and in relation to QI 3.1.	100%	
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	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	30-Jun-2026	see further above. Further revisions to Attendance policy underway in line with updated <i>Included, Engaged and Involved – Part 1 (National Guidance)</i> on attendance. Planning for further consultation underway. Attendance continues to be monitored fortnightly (LA level) and twice termly (link officer to schools) in order to identify trends and issues, also forming part of core MQIF reviewing team activities. Monitoring in line with core plus stretch aims.	100%	


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	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. Ongoing monitoring as part of MQIF reviewing team activities. Stretch Aims monitoring. Attainment Advisor support and challenge of data presented.	100%	
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	Health information continues to feed into forecasting for ASN in ELC. This is an ongoing cycle of work across all ASG's.	100%	
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	30-Jun-2026	Consideration being given to how ongoing communication work is built into new Children's services plan as this is not a single agency responsibility.	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	30-Jun-2026	Ongoing positive inspection activity noted (year to date) and MQIF visits highlight improvements in most schools across focus QIs. Peer reviewers are part of MQIF visits and support and supportively challenge school improvement activities and supporting looking outwards from own school contexts for good practice. MQIF visit programme term 1 to term 3 complete with term 4 activities underway. Further refinement of MQIF to follow in Summer 2026 for roll out in session 2026-2027, extending 'Self-Improving Schools' approaches.	100%	

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	inspection activities (year to date) highlight positive practice in relation to use of data to secure improvements in performance and staff use of data to improve outcomes for children/young people. Schools continue to use a range of data and analysis tools in order to identify attainment gaps and target interventions. School visits note a range of evidence provided to support tracking and monitoring of attainment and achievements, with a range of tools in place at school level in order to support positive attainment and participation.	100%	
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	All ELC settings familiar with Quality framework. Standards and Quality Report (SQR) submissions in May will reflect new quality indicator areas.	100%	

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	30-Jun-2026	The offers of support to HTs continues in a variety of ways either through professional reflective supervision, delivered by the Educational Psychology Team, coaching with the Mudd Partnership or via support from central officers. Head Teachers are also provided with access to Time for Talking – feedback from the system has been really positive. In addition training on Absence management has been delivered to over 90 leaders to better support FARM processes in establishments.	100%	

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	Two HR posts have been advertised and recruited, both HR advisors started on the 13th April. The Acting Senior HR Advisor will also continue one day per week to guide the project moving forwards.	75%	