

2026-27 Quarter to September 2026 - EDUCATION

Performance Report – Service Plan



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

1. EDUCATION 2026-27							
1. EDUCATION OVERALL PROGRESS 2025-26							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDUCATION 2026-27	EDUCATION SERVICE PLAN			30-Jun-2028	<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)</p>	46%	

1. EDUCATION 2026-27							
2. Strategic Outcomes - Overall Progress							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDUCATION 2026-27	STRATEGIC OUTCOMES	1		30-Jun-2027	PRIORITY 1 WEIGHTING 3 The overall progress of Strategic Outcomes is determined by Two Actions (EDU 2026-27 STRA1.1 & 1.2)	50%	

1. EDUCATION 2026-27							
3. Service Level Outcomes - Overall Progress							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDUCATION 2026-27	SERVICE LEVEL OUTCOMES	2		30-Jun-2028	PRIORITY 1 and 2 WEIGHTING 2 Progress of the Service Level element of the plan is measured by 30 Actions. The majority of actions have completion dates for the end of June 2027.	40%	

2. EDUCATION STRATEGIC OUTCOMES							
STRATEGIC OUTCOMES							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 STRAT 1.1	Early intervention addressing whole family well-being to ensure that children can reach their full potential	1	Planned Outcome: Continue to support QAMSO network and quality assurance visits to schools through MQIF programme to scrutinise school efforts to raise attainment in literacy and numeracy Continue to improve attainment at both Broad General and Senior Phase identified through ACEL and LGBF measures Outcome Measures Literacy and numeracy attainment gap (P1, P4 and P7 combined) - percentage point gap between least and most deprived (LGBF CHN14a / 14b) (Corp Plan)	30-Jun-2027	Quality Assurance Stage 3 is complete with ACEL Director sign-off and ACEL publication in December 2026 (National publication – session 2025/2026). Positive early indications overall based on data presented, supported by a range of interventions extending – P4 CYPIC Writing, Literacy and Numeracy Champions Networks (formerly QAMSOs), QA visits to schools (term 1) showing positive improvements in relation to learning, teaching and assessment (Primary, Secondary).	50%	
EDU 2026-27	Getting it right for every child so that we continue	1	Planned Outcome: Progress school based actions, Moray Secondary Head Teacher Association	30-Jun-2027	Action plans continue to progress, supported by DHT networks with refreshed focus on Learning and Teaching, Tracking and Monitoring, Professional Learning (Middle Leadership) and Curriculum. Work progressing on core	50%	

STRAT 1.2	to improve attainment for all		<p>(MSHTA) actions and system wide actions as per the raising attainment secondary plans. Continue to improve attainment at both Broad General and Senior Phase identified through ACEL and LGBF measures</p> <p>Outcome Measures Percentage of school leavers gaining 5+ awards at levels 5 and 6 (LGBF CHN6 / CHN7) (Corp Plan) (Feb 2027) Leavers achieving 1+ @ SCQF Level 5 / Level 6 (Core Stretch Aim) (Feb 2027) Overall average total tariff (LGBF CHN12a) (Corp Plan) (Feb 2027) Percentage of pupils entering positive destinations (LGBF CHN11) (ASN leavers / LAC leavers) (Corp Plan) (Feb 2027) Annual Participation Measure (Core Stretch Aim) (Feb 2027)</p>		action plans and revised plans to be considered following HMIE trial inspection outcomes (September 2026). Work continues in addressing attainment key messages and in order to raise attainment.		
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3. EDUCATION SERVICE LEVEL OUTCOMES

1. EQUITY AND IMPROVING OUTCOMES FOR ALL

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV EQUITY 1.1	Through renewed focus on the Scottish Attainment Challenge Logic Model with specific regard to outcomes at school/community and regional levels	1	<p>Planned Outcome 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</p> <p>Outcome Measure Meet Stretch Aims: Increased attendance / Reduced exclusions</p>	30-Jun-2027	In line with updated National Operating Guidance for PEF, SEF and CECYP Attainment Scotland Funding (ASG) Scottish Attainment Challenge (SAC) monies, Stretch Aims have been set for session 2026/2027 as requested by Scottish Government and provisionally for 2027/2028 in line with data modelling approaches. continues in line with SAC operating guidance. Schools continue to intervene early in order to reduce exclusions. 'Attend to Achieve' consultation closed at end of September with positive feedback received and 87% of 235 respondents in favour of the revised policy, toolkit and approaches. IIA will be updated and final policy will be presented to Committee in December 2026. Work continues to address low attendance through tiered thresholds and will be strengthened further by new policy and approaches for schools to reference. Revised stretch aims in place for attendance/exclusions reflective of current data trends and planned interventions	50%	
EDU 2026-27 SERV	Continue to review the Supporting All Learners strategy in line with changes implemented	2	<p>Planned Outcome Ensuring wellbeing, equality and inclusion for all learners</p>	30-Jun-2027	The Supporting All Learners strategy is due to be revisited over the course of term 2.	0%	

EQUITY 1.2	by ASN review and focus on inclusive practice		Outcome Measure QI 3.1 ratings in inspection or self- evaluation increase				
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3. EDUCATION SERVICE LEVEL OUTCOMES 2. INCLUSION AND WELLBEING							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV INCLUSION 1.1	Continue to develop multiagency working alongside the implementation of the Secondary Outreach Team and the Early Level Team	1	Planned Outcome Multiagency response to anti-social behaviours and attendance to ensure readiness to learn for all children and young people Outcome Measure Increased attendance / Reduced exclusions Improved achievement and attainment - especially for children and young people with ASN	30-Jun-2027	Early Help Hub is established and beginning to work to identify not only issues within the Buckie ASG but wider Moray issues impacting children and young people. Multiagency partnership working is improving relationship between services and informing the Children's Services plan and localities planning. Joint working has improved term 1 attendance for a focus group of young people.	25%	
EDU 2026-27 SERV INCLUSION 1.10	Rollout Demand Sensitivity/Declarative Language training and resource to support schools	2	Planned Outcome Improved understanding and consistency across schools in the use of language when communicating with children and young people Outcome Measure Reduction in the number of reported incidents involving violence and aggression Reduction in exclusions Increased attendance	30-Jun-2027	Mandatory training provided to all staff face to face on the Inservice days in August, this included an introduction to Demand Sensitivity/Declarative Language. A Demand Sensitivity Sway has been created and shared with all Central officers, HTs, Nursery managers, and school and nursery identified links to Moray EPS. This has been shared through the HT briefing, emailed to school links and uploaded to CLIVE. As part of the EPS CPD/Training offer for 2026/27 school/nursery SLT can request training sessions for whole establishment or ASG. The EPS have also scheduled dates for group consultation sessions to support embedding of practice.	25%	
EDU 2026-27 SERV INCLUSION 1.2	Create clear processes for monitoring children and young people accessing part time timetables	1	Planned Outcome Reduction in the number of children and young people accessing part time timetables Outcome Measure Attendance improved for those on part-time timetables Stretch aim met QA visit feedback	30-Jun-2027	Reduced Learning Hours Short Life Working Group is established and has a clear focus on targeting support at an early intervention level to reduce the number of children on reduced learning hours. Data has been collated and key themes are emerging and links are being made to wider agencies that can support tackling this. The new attendance policy will continue to strengthen this work.	25%	

EDU 2026-27 SERV INCLUSION 1.3	Review the Supporting All Learners (SAL) Strategy encompassing all aspects of the combined Education service, for positive wellbeing, equality and inclusion for all learners	2	<p>Planned Outcome Revised strategy in place and launched, with clarity across the system in relation to staged intervention, GIRFEC pathway, supports and universal/targeted interventions across the combined Education service</p> <p>Outcome Measure Revised strategy in place, GIRFEC pathway and Staged Intervention overviews HMIE 3.1 Visit evaluations School Visit QI 3.1 evaluations HWB Survey</p>	30-Jun-2027	<p>Mandatory in face training provided to all members of education staff in relation to staged interventions and universal/targeted supports. Advice Form triage group widened to include Educational Psychology and Early Years. HT briefing provided linking central inclusion services to staged intervention.</p> <p>Following discussion at the DHT Pastoral Forum, it has been agreed that the Supporting All Learners (SAL) Strategy requires review and refresh, and that the DHT forum can strongly support this across all 8 ASGs as well as the Inclusion, Wellbeing and Adapted Curriculum. The current strategy was developed when Education and Education Services operated within separate departments. With all relevant teams now aligned within a single department, there is an opportunity to ensure a more cohesive and integrated strategic approach that reflects current structures, priorities and ways of working.</p> <p>During Q3, an initial meeting of the core central team will be convened to scope the review process and identify key areas for development. This will be followed by a wider invitation for stakeholders to participate in the review, including DHT Pastoral representatives, to ensure the strategy reflects the needs and experiences of schools across the system.</p> <p>The refreshed SAL Strategy will take account of recent developments, including the delivery of mandatory training and the strengthening of universal support across schools. It will provide a clear framework to support all schools in delivering high-quality inclusive practice and universal interventions that meet the needs of all learners. The review will also ensure alignment with other key strategic priorities, including the Learning, Teaching and Assessment Strategy and the Literacy and Numeracy Strategy, supporting a coherent and consistent approach to improvement across the Education Service.</p>	25%	
EDU 2026-27 SERV INCLUSION 1.4	Embed the revised school 'Attend to Achieve' Attendance Policy and Toolkits	2	<p>Planned Outcome Policy in place and improvements in attendance monitoring and data result</p> <p>Outcome Measure Attendance data and trends (including p/t timetables) Core Plus Stretch Aims – Primary and Secondary Attendance MQIF Attendance Visits</p>	30-Jun-2027	<p>'Attend to Achieve' consultation closed at end of September with positive feedback received and 87% of 235 respondents in favour of the revised policy, toolkit and approaches. IIA will be updated and final policy will be presented to Committee in December 2026 for approval. Work continues to address low attendance through tiered thresholds and will be strengthened further by new policy and approaches for schools to reference. Revised stretch aims in place for attendance/exclusions reflective of current data trends and planned interventions. Schools aspiring to stretch aims achievement in this further year (2026/2027) of stretch aims setting in line with revised SAC guidance.</p>	50%	

EDU 2026-27 SERV INCLUSION 1.5	Continue to address poverty related attainment gaps (PRAG) through use of SAC ASF funding	1	Planned Outcome Continued progress towards closing identified PRAG with positive progress overall towards Scottish Government Stretch Aims Outcome Measure Stretch Aims – Core and Core Plus measures Insight Measures	30- Jun- 2027	QIM continues to attend SAC networks and meetings have taken place with new Education Scotland Equity lead to support SAC agenda. SEF projects continue to be supported with impact reporting due at end of session with potential to support one further project based on data intelligence and bid received in line with criterion.	50%	
EDU 2026-27 SERV INCLUSION 1.6	Improve outcomes for care experienced children and young people (CECYP) in Moray	1	Planned Outcome Raised attainment and improved positive post-school destinations for CECYP Outcome Measure Core attainment measures – BGE ACEL and Senior Phase SQA/SCQF Positive post-school initial school leaver destinations – positive destinations - Insight	30- Jun- 2027	Pathway planning reporting strengthened through the Education Employability Tracking group with Multi-agency partners – SDS, TCAC, Moray Employability, Youthwork, UHI Moray. This includes tracking from Pathway Planning S.4 onwards to positive post school destinations.	25%	
EDU 2026-27 SERV INCLUSION 1.7	Continue to review the ASN Strategy and forecasting tool, to ensure appropriate interventions and allocation of resources are in place	1	Planned Outcome ASN strategy ensures practitioners receive appropriate professional learning and development, supporting recruitment to ASN posts and accurate allocation of funding based on allocations models developed Outcome Measure ASN Professional Learning Offer ASN Middle Leader recruitment ASN Allocations model and moderation ensure accurate funding QI 3.1 visit findings/HMIE findings ASN parent/carers focus group findings	30- Jun- 2027	The ASN forecasting tool has been completed and is now in use to support the forecasting of ASN resource requirements. It is informing the planning and moderation of funding allocations, providing a more systematic and evidence-informed approach to identifying anticipated resource needs. Further refinement will continue as the forecasting tool is fully embedded.	100%	
EDU 2026-27 SERV INCLUSION 1.8	Continue the CALM rollout to all members of Education staff	1	Planned Outcome Improved communication emotional regulation and support for children and young people experiencing distress resulting in preventative responses at a universal level Outcome Measure Reduction in the number of reported incidents involving violence and aggression Reduction in exclusions	30- Jun- 2027	657 staff have been trained in CALM Theory which equates to 31% of staff in schools. Bespoke programmes have been developed and delivered to third tier officers and Educational Psychology Service. As more staff complete the course a common language around behaviour is developing. Through MQIF visits, third tier leaders are reporting staff are offering a more considered approach when faced with behaviour that challenges. 192 staff members are trained in physical intervention techniques which is 30% of the total staff trained in CALM Theory. Violence and Aggression reporting has reduced by 384 incidents and decrease of 12%.	30%	

			Increased attendance Reduction in restrictive responses				
EDU 2026-27 SERV INCLUSION 1.9	Review the Central Inclusion provision and the impact of this provision on schools	2	Planned Outcome Increased capacity to meet needs at the universal and universal with support level Outcome Measure Improved achievement, attainment and positive experiences for children and young people with ASN	30-Jun-2027	Mandatory training provided to all staff face to face on the Inservice days in August. Early Level Teams supporting transition from nursery to P1 has reduced advice forms in term 1 for children in P1 substantially on the previous year. Secondary outreach team created and supporting schools to implement adapted curriculum challenges. Particular focus on supporting Christmas leavers and senior phase non attenders as well as modelling supports to school staff. FLR embedding circle at whole school level with focus schools. MAC and MAC Pinefield increasing flexibility of offer to met emerging needs and social development opportunities are emerging. Since the beginning of the academic year 42 advice forms from ELC through to Secondary have been received and responded to	25%	

3. EDUCATION SERVICE LEVEL OUTCOMES

3. CURRICULUM

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV CURRICULUM 1.1	Further develop the curriculum offer in the Senior Phase, extending SCQF graded and ungraded course options to meet the needs of all learners	1	Planned Outcome Increased consortia offer and extended curriculum breadth at SCQF level 6 and 7 available to all schools Common consortia column re-established with opt-in from all schools Increased course offers within schools meeting the needs of learners Outcome Measure Consortia options in place with offers from all schools contributing to Moray consortia Timetable models reflect common column blocking School course options forms indicate breadth of offer Range of courses/programmes offered at SCQF1-7 across Moray as noted through core Insight measures	30-Jun-2027	Supported by the DHT Curriculum network, work continues in term 1 (Qtr2) to review consortia offers, FAs and also work in partnership with UHI Moray to consider pupil pathways for employability and post-school destinations based on Moray Growth Sectors and informed by Labour Market Intelligence, Moray Skills Profile, and the Workforce North Roadmap. Potential to extend curriculum offer for graded and ungraded courses as well as increase the range of qualifications on offer across SCQF levels.	50%	

EDU 2026-27 SERV CURRICULUM 1.2	Initiate STEM starts curriculum work to align with existing Early, First and Second level offer in STEM	2	<p>Planned Outcome Ensure STEM capital is optimised across Moray</p> <p>Outcome Measure Start to meet aims for EY STEM FBC</p>	30-Jun-2027	<p>STEM Starts has commissioned lesson plans and resource kits which are available to ELCS and Schools through our lending library. 6 Lesson plans were developed by Smart STEMs on aerospace, engineering, manufacturing and renewables at Early years and first level and 26 Outdoor Learning Lesson plans developed by Wild Things.</p> <p>STEM Starts core educational programme includes 22 workshops that align with early, first and second level developed in partnership with UHI, TechFest and GSC.</p> <p>STEM Starts have consulted with 48 educators about interest in an Education network and have promoted opportunities at recent CPD events for educators.</p> <p>A stakeholder group has not been established yet and this will be reviewed in Quarter 2 and 3.</p> <p>19 ELC staff members attended CPD session on Outdoor Learning with STEM Starts which covered teaching and learning resources and good practice in outdoor learning.</p> <p>8 childminders and 3 primary schools accessed STEM Loan kit resources in term 1. Educators are offered support with these resources to develop confidence in using them for learning and teaching purposes</p>	30%	
EDU 2026-27 SERV CURRICULUM 1.3	Increase senior leader engagement with ongoing national work emerging around the Curriculum Improvement Cycle	1	<p>Planned Outcome Improved understanding of senior leaders, enabling planning for forthcoming changes to curriculum models and delivery</p> <p>Outcome Measure Engagement with Education Scotland colleagues and planning at Education Strategic Meetings MQIF School Visit programme evidence staff engagement with CIC and Curriculum Rationale in place across schools Initial planning supported by secondary Subject groups based on emerging thinking</p>	30-Jun-2027	<p>Awaiting further materials from the Education Scotland CIC development team. Pan-Grampian (Aberdeen City, Aberdeenshire, Moray) Head Teacher day planned for 7 October 2026 with further engagement of Senior Leaders (Head Teachers) through this event with Education Scotland national team. Awaiting further national advice. MQIF Curriculum Thematic review/visits planned for term 4.</p>	50%	
EDU 2026-27 SERV CURRICULUM 1.4	Continue to embed the Moray Literacy Strategy and CYPIC P4 Writing programme to raise attainment in ACCEL Writing	1	<p>Planned Outcome Improved attainment in P4 Writing continues on a positive trend School based interventions in line with Moray Literacy Strategy realising improvements in attainment</p> <p>Outcome Measure</p>	30-Jun-2027	<p>Two initial pre-training sessions on The Moray Standard learning intentions, success criteria, feedback and differentiation; Impact of initial training 1:</p> <ul style="list-style-type: none"> . baseline knowledge of learning intentions and success criteria: <ul style="list-style-type: none"> o very knowledgeable 15% o fairly knowledgeable 60% o somewhat knowledgeable 24% . post knowledge of learning intentions and success criteria <ul style="list-style-type: none"> o very knowledgeable 45% o fairly knowledgeable 50% 	50%	

			<p>BGE ACEL Literacy – Writing – P4/P7</p> <p>BGE ACEL Literacy – R, W, L&T</p> <p>Core Plus Stretch Aim – P4 Writing</p>	<p>o somewhat knowledgeable 4.8%</p> <p>. baseline of confidence in supporting learners with learning intentions and success criteria</p> <p>o very confident 11%</p> <p>o fairly confident 47%</p> <p>o somewhat confident 39%</p> <p>. post confidence in supporting learners with learning intentions and success criteria</p> <p>o very confident 31%</p> <p>o fairly confident 61%</p> <p>o somewhat confident 8%</p> <p>Impact of initial training 2:</p> <p>. baseline knowledge of feedback:</p> <p>o very knowledgeable 11%</p> <p>o fairly knowledgeable 51%</p> <p>o somewhat knowledgeable 33%</p> <p>. post knowledge of feedback</p> <p>o very knowledgeable 26%</p> <p>o fairly knowledgeable 68%</p> <p>o somewhat knowledgeable 7%</p> <p>. baseline confidence in supporting learners with feedback:</p> <p>o very confident 7%</p> <p>o fairly confident 46%</p> <p>o somewhat confident 38%</p> <p>. post confidence in supporting learners with feedback:</p> <p>o very confident 22%</p> <p>o fairly confident 60%</p> <p>o somewhat confident 16%</p> <p>Each school has been provided with a School Improvement Plan detailing clear outcomes and measures to support implementation and monitoring of data</p> <p>This session 26/27 10 new schools (4 more than prior to summer)</p>		
EDU 2026-27 SERV CURRICULUM 1.5	Launch and embed the Moray Numeracy and Maths Strategy with focus on raising attainment for allWriting	1	<p>Planned Outcome</p> <p>Numeracy and Maths strategy launched and good practice shared and promoted across Moray</p> <p>Outcome Measure</p> <p>Positive practitioner engagement with strategy and progressions</p> <p>BGE ACEL Numeracy – P1/P4/P7 and S3</p> <p>Core Stretch Aims – P1/P4/P7 Literacy and Numeracy</p>	<p>30-Jun-2027</p> <p>Co-design group identified, led by QIO with Education Scotland support, to create on vision and themes to drive improvement and create first draft of Moray Numeracy and Mathematics Strategy.</p> <p>Three HTs and a QIO participating in National 'Leading Change in Maths' Professional Learning to strengthen self-evaluation and improvement planning and drive high-quality learning, teaching and assessment.</p> <p>July 2026 First draft shared with Co-design group for feedback.</p> <p>Throughout session 25/26, a Moray Leading Change in Mathematics co-design, 'early adopter' and 'innovator group' has been identified</p>	70%	

				<p>to develop and pilot the use of the Draft Moray N & M Strategy with Central and Education Scotland support and guidance (currently working with two ASGs and six schools to pilot Draft Strategy and create accompanying 'Good Practice Guide').</p> <p>Pilot schools were invited to share their views on implementation as part of the National Impact Review of Education Scotland's Self Evaluation Framework for Numeracy and Mathematics. Moray specific findings were shared as part of the national review, to inform and support the finalisation and implementation of the Draft Moray Numeracy and Mathematics Strategy. The findings report positive practitioner engagement with Draft Strategy and accompanying 'Good Practice Guide'.</p> <p>Central support to develop understanding of robust and relevant N&M evidence which informs evaluation (using Draft Moray Strategy) with pilot ASGs and schools. As a result, six schools and two ASGs have developed more robust processes for gathering learners, staff, parent and stakeholder voice that's specifically relate to the quality of Moray Numeracy and Mathematics learning experiences, providing a clear rationale for change and baseline measures to create measurable outcomes around the four Draft Strategy themes and associated sub themes to support improvement planning.</p> <p>Throughout 26/27 Central QIOs will be providing Numeracy and Literacy support to teachers via Numeracy and Literacy Champions-date set and teachers have signed up to participate.</p> <p>Throughout session 25/26 a Maths PT network has been established to develop communities of practice encouraging collaboration, reflection and shared professional dialogue to finalise and implement Draft Moray N&M Strategy. Most PTs have engaged regularly with the sessions and have requested they continue within session 26/27.</p>		
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3. EDUCATION SERVICE LEVEL OUTCOMES

4. LEARNING, TEACHING and ASSESSMENT

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV LTA 1.1	Continue to improve consistency in high-quality learning, teaching and assessment	1	Planned Outcome Improved quality of learning, teaching and assessment across schools resulting in improved learner engagement and participation in learning, raising attainment for all	30-Jun-2027	MQIF Secondary School and Primary School visits show continued engagement and development in line with Our Moray Standards/NA Toolkits with improvements noted in the majority of school visits based on previous visit findings during Qtr1. New system in place for self-evaluation in NALTA Toolkit is not working. QIOs meeting with, Learning	50%	

			<p>Outcome Measure</p> <p>Learning and teaching frameworks in place across schools</p> <p>Number of schools engaging in appropriate professional learning and development activities</p> <p>Increased uptake in use of NA L&T Toolkit</p> <p>HMIE QI 2.3 Visit evaluations</p> <p>School Visit QI 2.3 Visit evaluations</p>		<p>Technologist & Northern Alliance Officer, in term 2 to explore a Moray approach whereby schools hold their own data.</p> <p>74 Primary teachers have signed up for literacy training across Moray</p> <p>Two schools are undertaking Early Reading Programme with Education Scotland</p> <p>Network Meeting 3 for Literacy and Numeracy Champions will be engaging with Our Literacy Good Practice Guide CLPL and how to implement Curriculum, on Sharepoint has 54020 views</p> <p>Learning Teaching and Assessment on Sharepoint has 1114 views</p>		
EDU 2026-27 SERV LTA 1.2	Extend opportunities for practitioners to engage in assessment and moderation activities to strengthen confidence in teacher professional judgements on achievement of curriculum for excellence levels	1	<p>Planned Outcome</p> <p>Continued improvements in teacher professional judgements on BGE ACEL result, indicating raised attainment in key measures</p> <p>Outcome Measure</p> <p>QAMSO network continues to meet with broad representation and participation across Moray</p> <p>Improvements in performance noted – BGE ACEL (including ACEL Early Indications)</p> <p>Core Stretch Aims - P1/P4/P7 Literacy and Numeracy</p>	30-Jun-2027	<p>75 Literacy and Numeracy champions</p> <p>Meeting 1 engaging with new draft excerpt of literacy technical framework and time to feedback</p> <p>Meeting 2 engaging with new draft excerpt numeracy technical framework and time to feedback</p> <p>100% of attendees have fed back they appreciate the opportunity to network and deepen understanding of the new technical frameworks</p> <p>Each ASG represented</p> <p>5/8 Secondary representation</p>	50%	
EDU 2026-27 SERV LTA 1.3	Implement Observations, Quality experiences and interactions training offer to develop shared understanding across ELC	1	<p>Planned Outcome</p> <p>Continue to support ELC settings to develop skill in learning, teaching and assessment.</p> <p>Outcome Measure</p> <p>Inspection results % of pre school children meeting age/stage appropriate milestones</p>	30-Jun-2027	<p>Learning, Teaching and Assessment - Manager Survey shared June 2026. 82% of Local Authority Managers and Funded Partner Managers completed the survey. 64% of childminders completed the survey.</p> <p>CPL offer of Planning, Observations and Tracking was offered over 6 twilight sessions to Local Authority staff, Partners and Childminders. This will be re-run in term 2.</p> <p>Local Authority ELC settings will complete tracking spreadsheet for May 27 to support children's progress.</p> <p>Learning, Teaching and Assessment survey to be shared May/June 27 to measure impact.</p>	40%	

3. EDUCATION SERVICE LEVEL OUTCOMES 5. LEADERSHIP, EMPOWERMENT and PROFESSIONAL LEARNING & DEVELOPMENT							
Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV LEAD 1.1	Review of the Professional Learning and Leadership Strategy in line with system and service level developments	1	<p>Planned Outcome Strengthened leadership and professional learning strategy in place informed by all areas of the service resulting in extended professional learning offer</p> <p>Outcome Measure PLL Strategy in place with ladders of success/succession Breadth of professional learning programmes in place across career levels with positive uptake Improved recruitment – senior leadership posts HMIE 1.3 Visit evaluations School Visit QI 1.3 evaluations</p>	30-Jun-2027	<p>Through MQIF developments, training led by the Head of Education and QIM in relation to Peer Reviewers and Moray Improving Schools System approaches, with sessions integrated within training provided on evaluative writing and plain English writing style. Positive feedback received and reviewers are supported in their Peer Review/MISSy roles.</p> <p>Mandatory training in Staged Intervention, Circle Structures and Routines, Reframing Neurodiversity has been provided face to face to all education staff from ELC to Secondary from the Inclusion Training Team. Inclusion yearly training programme has been published and schools and settings can also request bespoke training.</p>	30%	
EDU 2026-27 SERV LEAD 1.2	Extend networks of practice across Moray Secondary Schools in order to foster increased collaboration for raising attainment	1	<p>Planned Outcome Networks at senior and middle leadership levels are refreshed, progressing core shared improvement actions and sharing good practice for raising attainment</p> <p>Outcome Measure MSHTA actions progress – middle leadership development DHT Networks established and progress key actions (Curriculum, Learning and Teaching, Professional Learning, Tracking and Monitoring, Pupil Support) Improvements in key attainment measures – SCQF measures BGE ACEL S3 (3rd/4th level) Stretch Aims – Core Plus BGE ACEL</p>	30-Jun-2027	<p>Revised DHT networks in place and progressing key areas of work, supported by the 8 secondary HTs, further supported by the QIM for moving forwards key areas of work. Increased collaboration and good practice sharing resulting.</p> <p>DHT networks continue to progress key areas of work in relation to Curriculum, Learning and Teaching, Tracking and Monitoring and Professional Learning (Middle Leadership). Core action plans continue to progress and will be reviewed in light of HMIE trial inspection feedback and key messages.</p>	50%	
EDU 2026-27 SERV LEAD 1.3	Implement Leadership & Management training offer to develop professional learning opportunities for ELC senior leaders	2	<p>Planned Outcome Continue to support CLPL opportunities to empower ELC senior leaders.</p> <p>Outcome Measure Leadership & Management aspect of Shared Framework resulting in 4's or above (Inspection results)</p>	30-Jun-2027	<p>Initial planning has progressed for the Leadership and Management CLPL Framework, supported by the CDO's participation in the Leadership Development Programme. This will inform professional learning opportunities for Nursery Managers, strengthening leadership practice and links to Care Inspectorate expectations and continuous improvement.</p> <p>First Senior Early Years Practitioner forum held on 1.10.26 Focus on: Job roles & responsibilities</p>	35%	

					Inspection readiness (as selected by SEYP's). These will be held termly.		
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3. EDUCATION SERVICE LEVEL OUTCOMES 6. SUPPORT and CHALLENGE IMPROVEMENT

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV SUPPORT 1.1	Continue to review and implement the new Shared Quality Framework in ELC and quality audit visits to maintain National standards	1	Planned Outcome To ensure leaders across ELC have a consistent understanding of Shared Quality Framework Outcome Measure Inspection results % of services meeting National standards	30-Jun-2027	The five Early Years Continuous Improvement Officers (CIOs) continue to implement a robust quality assurance framework that supports Early Learning and Childcare (ELC) settings to meet the National Standards. The framework is reviewed annually to ensure that emerging priorities and key themes are identified and addressed. As of August 2026, 60 of the 61 ELC settings in Moray were meeting the National Standards in all areas. One setting (1.6% of the total) was not meeting the National Standards in one area, Leadership. Targeted support and improvement planning remain in place through the setting's link CIO, with ongoing monitoring to support progress towards full compliance.	40%	
EDU 2026-27 SERV SUPPORT 1.2	Further refine and review the Moray Quality Improvement Framework (MQIF) following outcomes of school self-evaluation and MQIF visit findings and external scrutiny, further strengthening support and challenge of school improvement	1	Planned Outcome Refined MQIF in place with move to Self-Improving Schools (SIS) model for low risk schools and refined targeted intervention and support for higher risk schools Outcome Measure MQIF Visit findings – SIS reports and Targeted Visit Reports HMIE Inspection findings MQIF Risk Matrix MQIF (version 3.0) development with SIS Framework established	30-Jun-2027	MQIF continues to progress in development with further review and refinement planned following HMIE trial inspection feedback. Positive engagement with MQIF activities and supporting school improvement through planned activities and measurable outcomes, supported by Service Level Agreements for session 2026/2027. MQIF continues to inform school Risk Matrix and targeted/universal support as required with comprehensive reporting to schools supplementing school self-evaluation for self-improvement and central evidence bank for NIF self-evaluation and reporting/priority identification and review in regard to progress.	50%	
EDU 2026-27 SERV SUPPORT 1.3	Pilot further data analysis tools and dashboarding	2	Planned Outcome Data dashboarding trialled to further strengthen timely decision making for senior leaders Outcome Measure Senior Phase SCQF/SQA pilot analysis tool developed and trialled using appropriate	30-Jun-2027	Primary Warehouse now developed and due for launch with HTs/SLTs in term 2 (Qtr 3). Development of AnalyseM Primary Curriculum/Subject area underway to complete the analysis suite of tools to support Primary analysis.	50%	

			platform (Excel PowerPivot-Slicer/ PowerBI) Key data messages extracted				
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3. EDUCATION SERVICE LEVEL OUTCOMES

7. ICT STRATEGY

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV ICT 1.1	Develop and implement ICT Strategy for schools working closely with ICT department	2	Planned Outcome Clear strategy and implementation plan for refresh of devices and plan to roll out devices for staff and pupils Outcome Measure Increase in number of devices for staff Increase in number of devices for pupils	30-Jun-2027	Schools continue to report issues experienced to ICT colleagues. Please also see Qtr 1 update. Initial meeting held but not progressing fully due to operational issues being experienced at this time.	25%	

3. EDUCATION SERVICE LEVEL OUTCOMES

8. IMPLEMENTATION OF REDUCED CLASS CONTACT TIME

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV CLASS 1.1	Plan for reduction in class contact time initially across primary schools and prepare for in secondary	2	Planned Outcome Clear implementation plan including requests for PRTs(previously NQTs) and workforce plan to recruit staff to support this. Develop a request for additional monies to support rural authorities to recruit staff Outcome Measure RCCT fully implemented across primary and prepare and plan for this for secondary.	30-Jun-2028	Working group membership agreed for both Primary working group and secondary working group. Meeting with Head of People in relation to additional monies and rurality recruitment. Monies to be confirmed by end of October 2026. SG report template being developed and was discussed at ADES personnel network meeting 02/10/26 - 2 national ADES working groups with RCCT focus, EQIA and Implementation	25%	

3. EDUCATION SERVICE LEVEL OUTCOMES

9. HEALTH and WELLBEING

Action Code	Action Title	Priority	Desired Outcome	Due Date	Latest Status Update	Progress	Status Icon
EDU 2026-27 SERV HEALTH 1.1	Ensure the Health and Work Policy and Procedures, providing a supportive and comprehensive framework within which to manage health and wellbeing and any absence that occurs, are applied by managers	1	Planned Outcome Improve attendance at work and manage sickness absence through additional targeted support to assist in maximising attendance thus	30-Jun-2027	The Improving Attendance Project continues to provide targeted support across Education, with a particular focus on schools experiencing the highest levels of absence. Emerging findings have identified variation in attendance management practice, return to work discussions and absence notification, alongside pressures on management capacity. These findings are	25%	

			<p>reducing costs and improve practice and adherence to policy.</p> <p>Outcome Measure Reduction in number of days absence per employee</p>		<p>informing a review of the Health and Work policy which is in the early stages of review. In terms of quantitative measures of success, teacher sickness absence reduced by 13.8% in 2025/26 from 10.8 to 9.31 days lost per FTE, exceeding the project's Year 1 target of a 10% reduction. Whilst there was no set agreed success criteria for local government employees, it is encouraging to note that their sickness absence demonstrated a 12% reduction in 2025/26 from 15.7 to 13.79 days lost per FTE</p>		
EDU 2026-27 SERV HEALTH 1.2	Support the absence management project including training for Absence and work policy	1	<p>Planned Outcome Improved absence and staff morale improved</p> <p>Outcome Measure More positive response in annual employee survey</p>	30-Jun-2027	<p>The Improving Attendance project has continued to test a range of targeted interventions informed by engagement with schools and emerging project findings. Activity includes regular HR support within identified schools, manager coaching, Health and Work training, early wellbeing support and the ongoing Thrive with Dr Bal pilot. The project is increasing focus on early intervention and providing support before absence becomes established, recognising attendance as an outcome of positive workplace experiences rather than solely a policy or process issue. Further employee engagement is planned to better understand staff experience and identify practical opportunities to strengthen support, management practice and sustainable attendance.</p>	25%	