

East Lothian Education

Standards and Quality Reporting and School Improvement Planning Template

Session 2026/27



School: Knox Academy



Standards and Quality Report

Context of the school

Knox Academy is a six year comprehensive school and is the only secondary school in our local community. The school also has a specialist social communication provision called Meadowpark which supports learners from across East Lothian. Knox Academy has four associated primary schools and our cohort is set to grow over the coming years.

Our school vision and values, which we review annually with our school community, are based around kindness, ambition, respect and community. Our day to day ethos centres on these to ensure that young people experience high quality learning and teaching, and wider curricular opportunities, so they leave school as the best version of themselves.

The school has a progressive curriculum, from S1-S6, and subject choices have increased significantly over the last five years to ensure we can meet the diverse needs and interests of our learners. Over the last five years, 93-95% of our learners have left to a positive and sustained destination. These have included university, college, employment and training/apprenticeships

Community

Our community has continued to grow, with additional housing being built at the west end of Haddington. Last year our roll at Knox Academy increased by 25 pupils and at Meadowpark, our roll is now 55 pupils. The overall school now sits at 929. The roll is predicted to grow steadily over the next five years.

School Profile Data

Number of pupils on the roll by stage & sex:

<u>Stage</u>	<u>Boys</u>	<u>Girls</u>	<u>Total Census Roll</u>	<u>School Capacity</u>	<u>% Occupancy Rate</u>
<u>S1</u>	<u>93</u>	<u>73</u>	<u>166</u>	-	<u>94.3%</u>
<u>S2</u>	<u>87</u>	<u>88</u>	<u>175</u>	-	-
<u>S3</u>	<u>96</u>	<u>88</u>	<u>184</u>	-	-
<u>S4</u>	<u>88</u>	<u>82</u>	<u>170</u>	-	-
<u>S5</u>	<u>66</u>	<u>74</u>	<u>140</u>	-	-
<u>S6</u>	<u>51</u>	<u>56</u>	<u>107</u>	-	-
<u>Total</u>	<u>481</u>	<u>461</u>	<u>942</u>	-	-
-	-	-	-	-	-
-	-	-	-	-	-

Leadership

We have had an acting Depute Head Teacher this session, Ms Machen, as Mr Illingworth was seconded to do a Depute Head role at Preston Lodge High School. This will continue until Spring of 2027. We have also appointed a fourth Pupil Support Leader, so we will be undertaking a whole school review of our Pupil Support Structure/House System as a result of this and we will move to four houses next session (2027-28). At Meadowpark, Mr Johnson was seconded, in March, to an acting Head Teacher post at Kaimes, Edinburgh, with Mrs Shorthouse taking on the role of acting DHT at Meadowpark until February. He has now returned from his secondment. These changes have meant a change to our leadership team but also opportunities for these staff to bring new ideas and initiatives to the leadership team - which they have.

Partnerships

Elaine Gorman, our DYW link, continues to work closely with Curriculum Leaders and we have developed a number of links with businesses who support our learning and teaching of skills for life and work. We also have a Careers Day for S2 and S3. We have also developed a strong partnership with the Rural and Urban Training Scheme (RUTS) to support our more vulnerable young people with a more appropriate curriculum. A new link with Haddington Boxing Club has also supported our more vulnerable young people. We also have strong links with Haddington Community Council and Poppy Scotland. We are also developing a library link with a school in Taiwan.

Learner Voice

This session pupils have had the opportunity to give feedback on learning and teaching as part of the whole school faculty review process, next steps for school improvement, school uniform (revised) and also the revision of our Anti-Bullying Policy. The Pupil Leadership Team has also led a number of fundraising. We have also recently re-established the Pupil Learning Team and they are consulted on learning, teaching and assessment issues.

Vision, Values and Aims

Our Vision: Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners

Our Values:

Ambition, Respect and Community

Knox Academy encourages pupils to develop their own understanding, while questioning the knowledge and experiences they already have of different curricular areas. A wide range of activities take place both within lessons and as part of the extra-curricular programme of the school promoting active and co-operative learning.

Knox Academy promotes individual achievement through the personal development and growth mind-set of our pupils: examination success, personal achievement, extra-curricular activities, and life-skills development.

Our community at Knox Academy has always been strong, both within the school itself and in our links with the wider Haddington area community. We encourage a sense of belonging as a large educational family, which is inclusive and where everyone is equal.

Our Aims:

To ensure every learner reaches their potential through a wide, varied and engaging educational experience.

To develop learners' skills and knowledge through high quality learning and teaching.

To promote positive relationships and working collaboratively.

To ensure learners leave Knox Academy to a positive and sustained destination.

Self- Evaluation for Session: 2025-26: How good is our approach to improvement?

PRIORITY 1: Curriculum (QI 2.2) and Learning, Teaching and Assessment (QI 2.3)	
<u>WHAT WE DID - Improvement Actions from School Improvement Plan</u> 1. A. Create a comprehensive CLPL programme to improve pace and challenge in the BGE. B. To extend our approaches to assessment through CLPL on Asset Based Moderation 2. Health & Wellbeing Curriculum: A. Carry out H&WB audit for all year groups B. Use audit to identify next steps and actions C. Staff are aware of SHANARRI and how to use it to support pupils 3. To embed the UNCRC into all subject areas: A. Use identified next steps to implement curriculum adaptations	
As a result of these actions, the following improvements in quality have been evidenced: <i>(What does your evaluation of evidence tell you about the quality of improvements made?)</i> 1. A. Pace and challenge has improved in S1-S3 and learners are feeling they are making good or very good progress. B. Increased understanding of creating assessments that demonstrated learners' ability. A number of pupils now attending more classes and are able to access learning.	What are your key measurable outcomes which support your evaluation? <i>(These should come from your SIP and consider the Who?, What?, By How Much?, By When? which can detail these measures)</i> 1. A. 82.6% of S1-S3 learners report making good/very good progress in all or most of their subjects based on a survey in March; 78.4% feel they are challenged, by their subject teachers, to achieve their potential. In lesson observations that took place as part of the Faculty Review, in 18/50 lessons, 36%, pace and challenge was evident and pupils were fully engaged and made good progress. This will remain as an Amber action for next session. B. Assessments prepared in October, by all teaching staff, focusing on S1, and trialled from Nov-January. These were then shared with staff at CPD session In January and they were able to learn from one and other about different approaches to engage learners with ASN. 2. A. Observations of senior phase PSE lessons show increased

2. A. Following the HWB audit, a revision of the PSE programme has taken place and this has improved the experience for young people in S4-S6. 3. To embed the UNCRC into all subject areas: A. Use identified next steps to implement curriculum adaptations	engagement by pupils, particularly in RSHP programmes. End of topic questionnaires highlight that they value the courses in the PSE programme. In the recent SEE Survey most (87%) S4 pupils said they had the opportunity to discuss issues in school such as alcohol and substance misuse, healthy relationships and their mental health and wellbeing. 3. Embedding the UNCRC across all subjects has been variable, following us attaining our Silver Award. This will be ongoing as part of Shared Classroom Experience as opposed to an improvement action next session.	
What next? ☐ This remains a priority for next session • Pace and challenge remains a focus for next session	☐ This will move to our maintenance agenda within SIP for next session • PSE programme/HWB	☐ This is now part of our day-to-day business and will be monitored through general QA
How does your Quality Assurance support your 'What Next' decision? 1. Feedback from Curriculum Leader link meetings, pupil focus groups and Shared Classroom Experiences indicates that Pace and Challenge in the BGE still needs to remain a focus. 2. Curriculum - focus on extending leadership and Health and Wellbeing qualifications in S5/6 as part of core.		

PRIORITY 2: Ensuring wellbeing, equality and inclusion (QI 3.1)

WHAT WE DID - Improvement Actions from School Improvement Plan

1. To focus on anti-bullying to create a safe and positive ethos at the school
 - A. Create and implement anti bullying guidance using Respect for All
 - B. Staff CLPL on anti-bullying strategies
 - C. A Youth Ambassador Group is created who develop and lead training for pupils around bullying (training provided for them too)
 - D. The MVP programme is rolled out to S2
2. Use the results from the staff evaluation of the ES attendance toolkit to improve individual and class attendance.
 - A. Guidance developed around class truancy for all staff.
 - B. Implement guidance around class attendance with appropriate actions
 - C. Track attendance of particular groups on a monthly basis: ASN/LAC/CEYP)
3. To close the 12-15% gap between those attaining 4@ to those attaining 5@ SCQF awards and analysing data of Q2 and Q5 around this attainment.
 - A. Assertive coursing ensures learners are coursed into pathways that are of interest and challenging and that the focus for almost all learners is long level courses.
 - B. Pupils are tracked closely at both an individual and faculty level –staff use P&A and T&M to cross match learners performance against other subject areas
 - C. Acute tracking of those most at risk of not achieving and those in SIMD 9/10 who also often underachieve - interventions put in place (BGE and Senior Phase)

As a result of these actions, the following improvements in quality have been evidenced:

1. Staff awareness of the national definition of Bullying has improved. Almost all staff are clear of this definition following staff training in February. Small Youth Ambassador Group established to lead pupil

What are your key measurable outcomes which support your evaluation?

1.
 - A. New Anti-Bullying Guidance ready for launch and staff/pupil training in August 2026
 - B. 89.3% of surveyed staff feel confident/very confident when pupils come to them about dealing with a Bullying incident.

focus groups and support the development of the Anti-Bullying Guidance Documents All S2 pupils have had the MVP programme and understand their roles in society as responsible citizens. 2. A. Guidance has been developed around class truancy for all staff. B. This has been implemented and staff are adhering to it C. Faculties track and monitor performance of particularly groups most at risk of not achieving: ASN/LAC/CEYP and put in interventions and follow up with parents/carers 3. A. Reduction in the number of pupils off-track in S5/S6 from Jan - March Tracking periods. Still work to be done to support S4 pupils Off-track. B. Interventions at subject, faculty and SLT levels for S4-S6 pupils following prelim results to ensure they remained on track. C. Those most at risk of under-achieving attended the qualifications group. These were supported by Outreach to help them achieve some of these.	66.3% of surveyed staff rate the school responses to bullying as Good or Excellent. C. Larger Pupil Group of Pupil Support Ambassadors will be created and trained through new S6 Pupil Groups in June 2026. D. Almost all S2 pupils will be exposed to MVP programmes through English Dept in May 2026. 2. A. Following ELT meetings discussions Guidance developed around class attendance to support and compliment ELC Attendance Policy, in terms of individual class attendance in the Senior Phase. B. Monthly emails sent to parents/carers around attendance in Senior Phase Classes from October to March 2026 C. Attendance of key groups tracked and discussed at termly ESO meets. 3. A. Our approaches to assertive coursing have continued with almost all pupils and parents acting on teachers' recommended courses and levels. B. CLs provided with ELC tracking tool to analyse pupil progress across subjects and identify BGE pupils off track and targeted interventions. Tracking data from January used to identify senior pupils off track and intervention conversations held with pupils and ELT. 55% (S4) and 60% (S5/S6) have improved their WG in 1 or more subjects by at least 1 band. C. 18 of the 21 pupils in S5/S6 (most SIMD 9-10) engaged with the Assertive mentoring programme fully or partially.	
What next? ☐ This remains a priority for next session • Anti-bullying implementation	☐ This will move to our maintenance agenda within SIP for next session • Attendance monitoring	☐ This is now part of our day-to-day business and will be monitored through general QA

How does your Quality Assurance support your 'What Next' decision?

To implement anti-bullying policy and monitor its effectiveness

Interventions - building systems where pupils actively engage in their own improvement — with parents understanding exactly how to help (using digital media),

PRIORITY 3: Raising attainment and achievement (QI 3.2)**WHAT WE DID - Improvement Actions from School Improvement Plan**

1. A. Investigate lateral curricular options to allow all young people to achieve at the original level.
2. A. Capture evidence in S3 (and early S4) for AVU, Literacy and Numeracy to support achieving appropriate qualifications.
B. My World of Work profile is used by all S1 pupils and their subject teachers to capture attainment & achievement.
3. Establish a working group to consider a more effective TMR system for Senior School:
A. Revised TMR guidance written and shared with staff, pupils and parents for potential implementation in session 2026 – 27

As a result of these actions, the following improvements in quality have been evidenced:

1. A. CDT has introduced 2 NPAs at levels 4/ 5 - Digital Media and Visual Communication - being offered alongside Graph. Comm. and Design and Manufacture as alternatives to these N5. Drama are due to introduce a similar alternative for session 2026-27. N5 Environmental Science has run this session and the Higher is being added in 2026.27.
2. A. Faculties now securing Level 3 and 4 evidence more systematically during S3 in order to avoid potential issues in S4 with pupils not completing N4 awards e.g. AVUs.

What are your key measurable outcomes which support your evaluation (col 1)? *(consider Qualitative / Quantitative / Perception / School Processes / Demographic evidence sources from your QA work which can provide you with these measures)*

1. A. A number of learners have gained a Level 5 Award who would normally have achieved L4 or a no award.
2. A. All Faculties have targeted a group of pupils to ensure evidence has been collated for those most at risk. A focus on AVUs in June as S3>S4 straddled.

B. Limited progress with this to date, however the introduction of 1:1 devices now makes this much more achievable. 3. TMR - working group has a draft model for more frequent MTR reports for S4-S6 and only extended report for S1-S3. This will link with a revised approach to Parents' Evenings.	B. S1-focus group - reported limited use of S1 MyWoW. S2 has used it well. 3. To be monitored through session 2026/27 and staff, learners and parents/carers views sought on new approaches	
What next? ☐ This remains a priority for next session • Reporting	☐ This will move to our maintenance agenda within SIP for next session • Lateral curriculum options	☐ This is now part of our day-to-day business and will be monitored through general QA
How does your Quality Assurance support your 'What Next' decision? The Implementation of our new approach to TMR is monitored and evaluated to ensure an improved system.		

	Based on the improvements made this session, what is our capacity for continuous improvement? LEADERSHIP AND MANAGEMENT: • <i>Good</i> LEARNING PROVISION • <i>Good</i> SUCCESSES AND ACHIEVEMENTS • <i>Good</i>
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2025-26 Overall Grading for Quality Indicators from HGIOS4?

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	4	4	4	4

- Self-evaluation grading for 1.3, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.

Knox Academy Improvement Plan 2026-27

YEAR 2 of 3-YEAR PLANNING CYCLE



East Lothian Education *DRAFT* Priorities Session 2026/27

- *Ensure the financial sustainability of the Council through the delivery of approved savings and transforming the way we deliver services.*
- *Target resources on statutory services and focus on the highest risks and those most in need.*
- *Deliver key infrastructure, economic development and environmentally sustainable projects within available council resources and maximising external funding.*

2.2 Curriculum 2.3 Learning, Teaching and Assessment	3.1 Ensuring Wellbeing, Equality and Inclusion	3.2 Raising Attainment and Achievement
Strengthen, align and raise awareness of 3-18 strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching • Raising Attainment Strategy • Digital Learning and Teaching Strategy • Curriculum, Learning and Teaching Strategy • Literacy Strategy • Numeracy Strategy See each strategy here: East Lothian EduHub - Enabling Learning (google.com) Develop a 3-18 Health and Wellbeing Strategy *Implement the updated Health and Wellbeing Curriculum (secondary focus) Updated HWB resources can be found here: East Lothian EduHub - Health and Wellbeing (google.com) *Implement the 3-18 Curriculum, Learning and Teaching Strategy, ensuring every learner experiences high quality learning and teaching through a focus on: • data driven evidence • national expectations • research-based pedagogical practice *Across priorities for Session 2024/25, have a clear focus on improving the delivery of the BGE, particularly in S1-3 through: • high quality learning experiences • transition in learning • robust tracking and monitoring of S1- S3 attainment data • personal support Pedagogy supports can be found here: East Lothian EduHub - Pedagogy (google.com) Engage with the recommendations of the Hayward Review	Through the Belonging to East Lothian initiative, develop an integrated Early Intervention Service to: • provide bespoke supports for children and young people at risk of disengagement from Education, to ensure our children and young people get the support they need, when they need it, through the development of the Education Outreach Team • strengthen the Child Planning process and the work of the Locality Teams • rationalise referral routes and processes for early intervention services • Whole Family Wellbeing Funding: implement preventative whole family support measures (parent/carer engagement and family learning) *All schools should progress their journey with Rights Respecting Schools, with a minimum expectation of achieving Bronze by March 2025 RRSA information can be found here: East Lothian EduHub - UNCRC and Rights Respecting Schools Award (google.com) Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers: • ensuring compliance with Included, Engaged, Involved suite of policies to ensure all children and young people are safe, supported and included • ensuring policies are equitable, consistent, lean, coordinated, co-designed with relevant partners, and learner centred 3 year plan for development of UNCRC will be developed Review and develop the professional learning offer to continue to develop a trauma informed and skilled workforce, able to adapt to emerging needs.	*Implement the Raising Attainment Strategy with a key focus the stretch aims. Strengthen approaches to tracking and monitoring attainment, achievement, attendance and exclusion of targeted groups to be able to demonstrate impact of targeted interventions. Focus on children and young people: • who are most affected by poverty • who are looked after and accommodated • with additional support needs See Raising Attainment Strategy here: East Lothian EduHub - Enabling Learning (google.com) Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty. See East Lothian Council's Poverty Strategy here: ELC_East_Lothian_Poverty_Plan_2021_2023.pdf See CPF-LT Guidance here: GIRFEC in East Lothian - Multi-agency Forums (google.com)

School Priorities – identify three priorities only.

Please take account of national priorities, those of the Education Service, those for your school as identified in your self-evaluation.

Schools must plan on a three-year basis:

- ☐ This Year (2026-27) – plan in full for identified priorities and outcomes. Include areas from previous years which remain maintenance items to ensure embedded change.
- ☐ Following two years – provide an outline of main and amended priorities to reflect leadership and pace of change.

Schools must consider their approaches to consultation at the planning stage - [Engaging parents and families: a toolkit for practitioners](#)

3 Year Improvement Plan 2026-2029

3 Year Improvement Plan	This Year – 2026-27	Next Year – 2027-28	Next Again Year 2028-29
Priority 1	Pace and Challenge in BGE	Pace and Challenge – all years groups	Leaning and teaching focus
Priority 2	Anti-bullying guidance and implementation	Curriculum Improvement Cycle (CIC)	CIC and Qualifications
Priority 3	Monitoring, tracking and reporting	Monitoring, tracking and reporting	Monitoring, tracking and reporting
Maintenance Agenda	Lateral curriculum options Attendance procedures		

PRIORITY 1: Curriculum (QI 2.2) and Learning, Teaching and Assessment (QI 2.3)						
Impact question/s <i>(linked to this priority)</i>	Measurable outcome for improvement action <i>(Who? What? By How Much? By When?)</i>	Improvement Actions (Change Ideas) <i>Highlight any links to PEF priorities in RED</i>	Led by who?	Timeline	Evaluation Evidence Sources <i>(QA planned)</i>	Periodic Progress Tracking <i>(aligned to QA Calendar)</i>
To continue to improve pace and challenge in the BGE (S1-S3)	By April, all staff will understand what pace and challenge looks like in the context of their subject and the majority of teachers (>50%) will demonstrate this in their lessons (based on specific descriptors from our TFE framework). By March 2027, 85% of S1-S3 learners report making good/very good progress in all or most of their subjects.	Workshops, run by internal staff, on pace and challenge, using key aspects from Category 2 (Classroom Climate) from our Teaching for Excellence (TFE) Framework. CLPL from Alex Fair-Lamb focusing on pace and challenge - 2 sessions - based on TFE framework Between September and December, the Pupil Learning Team will develop a pupil friendly TFE Framework to allow pupils to know what pace and challenge looks like in lessons.	ZM and TFE group	By April 2027 By March 2027	CLPL staff evaluations Walkthroughs Faculty Reviews Pupil Questionnaires Pupil focus groups	September/Nov/March December/March/April
Curriculum - To extend the qualifications in S5/6 as part of the core curriculum.	All S5 pupils will have an opportunity to attain the Mental Health and Wellbeing Award at Level 5. In the first year of implementation we aim for 70-75% to achieve this - progress monitored In October, January and March. To explore, by March 2027, a Level 6 Course (leadership or personal development) for S6 for Session 2027-28	Introduction of the NPA MHWB Award introduced to the S5 Core. By March 2027, visits to schools running L6 courses in these areas Reading of Qualification Scotland documentation	DR/CF/PSIs	By March 2027	Attainment data - % attaining awards 2	October/January/March

PRIORITY 2: Ensuring wellbeing, equality and inclusion (QI 3.1)						
Impact question/s <i>(linked to this priority)</i>	Measurable outcome for improvement action <i>(Who? What? By How Much? By When?)</i>	Improvement Actions (Change Ideas) <i>Highlight any links to PEF priorities in RED</i>	Led by who?	Timeline	Evaluation Evidence Sources <i>(QA planned)</i>	Periodic Progress Tracking <i>(aligned to QA Calendar)</i>
To implement our anti-bullying policy and monitor its effectiveness	All pupils are able to report bullying to any member of staff or one of the Pupil Support Ambassadors. The expectation is that recorded incidents will rise initially between August and December but with consistency of approach and support, reduce between January and end of April .	By August, recruit and train both staff and S6 young people as Anti-Bullying and Pupil Support Ambassadors By August, set up an Anti-Bullying Google Form, linked to the school website, which will offer a referral for support. with their chosen member of staff.	CF/Staff ambassadors	By April 2027	Tracking of reported incidents on SEEMiS. Pupil Focus Groups SEE Survey results	September/December/March
To restructure our Pupil Support/House system	100% of all learners, parents/ carers and staff will be consulted on the new House System by November. Data analysed in December with a proposed new House Structure being shared in January 2027. New House Structure in place/ implemented June 2027.	Rationale for two models shared with all stakeholders by September. Short survey for all stakeholders which is measurable and structured using Google Forms by November. Mixed Focus groups S1-6, chaired by Parent Council (December) Visits to two other schools, by February, who operate the system that is adopted. Rationale for the re-distribution of learners to the new structure – by March.	CF/SLT/PSLs	April 2027	Questionnaire results from all stakeholders	September /November/January/March

PRIORITY 3: Raising attainment and achievement (QI 3.2)						
Impact question/s <i>(linked to this priority)</i>	Measurable outcome for improvement action <i>(Who? What? By How Much? By When?)</i>	Improvement Actions (Change Ideas) <i>Highlight any links to PEF priorities in RED</i>	Led by who?	Timeline	Evaluation Evidence Sources <i>(QA planned)</i>	Periodic Progress Tracking <i>(aligned to QA Calendar)</i>
To create a system to ensure pupils actively engage in their own improvement (interventions) (using digital media) — with parents understanding exactly how to support them.	By the end of November and March, >75% pupils report that they are able to identify their progress and next steps based on the new pupil profiles. In October, January and March some S4/5/6 pupils are selected to review folders and content by SLT In March, learners' profiles detail revision plans for the upcoming exam diet. In March survey, >90% of pupils and parents/carers report the new pupil self-evaluation approach to more beneficial than our previous reporting system.	Create a pupil profile for senior pupils to record assessment results across subjects (including planned intervention) to improve performance. Using Google Classroom will allow parents to access the profile to support learners. To ensure parents/carers are aware of the new pupil profiles and how to access these In October, January and March some S4/5/6 pupils are selected to review folders and content To survey pupils/parents/carers about the value and impact of the learners' profile on their progress	SC/ZM	Profiles in place by October 2026.	Learners are engaging with their profiles and leading their learning. Improved Attainment	October/November/January/March
To raise attainment for our most vulnerable young people who are at risk of under-achievement	By August, identified S1-S4 non-attenders will regularly engage with school, on an adapted timetable, in a supported Hub. They will access literacy, numeracy and health and wellbeing. By December, >50% of the above learners, in these groups, will be tracked with the intention of the placement being deemed successful through regular attendance at school. By December, 25% pupils will return to some mainstream classes (exact subjects and number will be tracked). S4 – the focus is on attaining 5 relevant qualifications by March 2027.	S1-S4 –In June, SfL teaching staff identified to lead the Hub and to ensure a progressive curriculum for the targeted learners From August –Learners will be grouped based on age, stage and ASN. Classes will run daily. By October, the new Pupil Support tracker will monitor progress. By March, almost all S4 pupils attending the Hub have attained 5 qualifications with support from SfL or specialist staff. In March, pupils in both groups are surveyed/asked about their experience in these groups e.g. around support etc.	CF/JW/PT Equity/ZM	August 2026	Improved attainment for the target group of learners. Improved attendance Reintegration to mainstream classes. 2	September/December/March

Maintenance Agenda for this session:

Improvement Priority – Improvement Action	Year Moved to Maintenance	Planned QA to ensure sustainability / embedding of improvement
1. Lateral curriculum options - ensuring all who start a qualification attain a qualification		
2. Attendance - ensuring staff follow processes		