

St Kentigern's Academy

School Improvement Plan

2026-2027



Head Teacher's Introduction

At St Kentigern's Academy, our School Improvement Plan reflects our ongoing commitment to ensuring every young person flourishes within a caring, ambitious and inclusive learning community. Rooted firmly within our refreshed Vision, Values and Aims, this plan builds upon the significant progress made across the school and sets out clear priorities to further strengthen learning, teaching, inclusion and learner achievement.

Our Vision, Values and Aims, *Flourish*, were developed collaboratively with pupils, staff, parents and partners and now sit at the heart of our school community. Through the values of Faith, Learning, Opportunity, Unity, Reflection, Integrity, Service and Hope, we aspire to create a school where all young people are known, supported and challenged to achieve their fullest potential.

This improvement plan reflects both national priorities and the unique context of St Kentigern's Academy. As a school community, we remain committed to ensuring excellence and equity for all learners through high-quality learning and teaching, strong relationships and meaningful pathways which prepare young people for life beyond school.

Over the course of Session 2026–27, our improvement priorities will focus on:

- Strengthening challenging thinking and high-quality classroom practice through the “St Kentigern's Lesson”
- Embedding consistent Universal Support and classroom commitments across all learning environments
- Developing a strong culture of professional enquiry and collaborative practitioner learning
- Preparing staff for Curriculum Improvement Cycle (CIC) approaches through Know, Do, Understand (KDU) curriculum design
- Expanding inclusive and flexible “Beyond the Classroom Pathways” to improve engagement, achievement and positive destinations

Alongside these priorities, we will continue to consolidate key areas of improvement including Senior Phase attainment, consistent classroom routines and the further development of our “Flourish” Vision, Values and Aims through strengthened House identity.

Central to this work is our belief that improvement is achieved through collaboration, reflection and shared leadership. Staff, pupils, parents, partners and the wider community all play an essential role in shaping the life and ethos of St Kentigern's Academy. Through this collective approach, we will continue to build a school community where young people are supported to flourish academically, socially and spiritually.

As we continue our journey together, we remain ambitious for every learner and committed to ensuring that St Kentigern's Academy is a place where all young people experience success, belonging and hope for the future.

Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

West Lothian Raising Educational Attainment Strategy 2023-2028

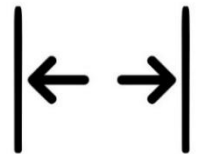
National Improvement Framework Priorities 2024

1
Placing the human rights and needs of every child and young person at the centre of education



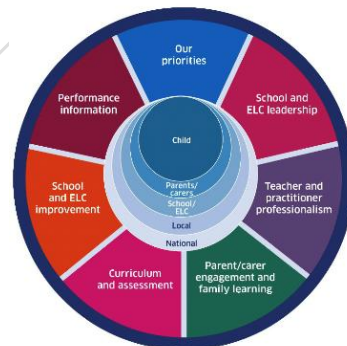
2
Improvement in children and young people's health and wellbeing

3
Closing the attainment gap between the most and least disadvantaged children and young people



4
Improvement in skills and sustained, positive school-leaver destinations for all young people

5
Improvement in achievement, particularly in literacy and numeracy



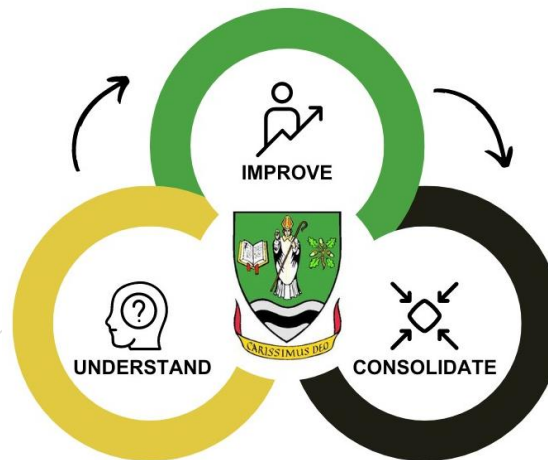
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Summary of St Kentigern's Academy Priorities 2026-2027

- Ensuring a consistency of high quality questioning in line with the “St Kentigern’s Lesson”
- Fully embed the key classroom commitments universal support strategy.
- Develop an improving culture of CLPL for all Staff.
- Consistency of assessment and intervention in pupil progress
- Embedding of “beyond the classroom pathways”

- Effectiveness of enhanced support pathways in the school
- Impact of quality assurance of pastoral support.
- Readiness to implement curriculum reform through the Curriculum Improvement Cycle



- Consolidate our work on senior phase attainment and pathways
- Consistency of routine in learning and teaching
- Consolidating our Vision, Values & Aims
- Standards, Expectations & Aspiration

Priorities for Improvement

Questioning

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, questioning will be used effectively in almost all classrooms across the school to increase participation, challenge thinking and provide reliable evidence of pupil understanding to inform next steps in learning.	S – Improve the consistency and quality of questioning across all faculties through the implementation of 5 agreed evidence-informed classroom strategies.	1.2 1.3 2.3 3.2	ESTABLISH Develop a shared approach to effective questioning, initially focusing on Cold Calling and Show Calling. Support staff through professional learning and collaborative practice.	Term 1	SLT / PTCs / Teaching Staff	What does effective questioning currently look like across the school? Gather baseline evidence through learning visits, staff reflection and learner voice. This establishes consistency of practice, pupil experience and where further support is required.	
	T – Implement and evaluate 5 improvement cycles between August 2026 and June 2027.		EVALUATE Faculties use the school self-evaluation process to examine how questioning is influencing participation, challenge and understanding.	Term 1–2	PTCs / Faculties	How well are we doing and how do we know? Use learner voice to understand pupils' experience; learning visits to see agreed approaches in practice; and staff reflection/work samples to identify impact and barriers. Triangulating evidence avoids relying on a single source.	
	A – Deliver faculty-led CLPL, supported by WalkThRus resources, QA activities and collaborative practice.		ASSURE Quality assure implementation through proportionate sampling across faculties, professional dialogue and sharing of effective practice.	Term 2	SLT / PTCs	Is practice sufficiently consistent and is it improving learning? Compare evidence across faculties to identify strengths, variation and common development needs. QA provides confidence that self-evaluation judgements are supported by evidence.	
	N – Ensure all young people experience consistently challenging thinking and high-quality classroom dialogue.		IMPROVE Use the evidence gathered to agree next steps, target professional learning and refine the school approach to questioning.	Term 2–3	SLT / PTCs / Teaching Staff	What will we do next? Review evidence over time to identify what has improved and what remains inconsistent. Findings will inform faculty actions, professional learning and the next cycle of self-evaluation and QA.	

Classroom Commitments – Universal Support

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, Universal Support will be embedded in almost all classrooms across the school so that learners experience clear routines, appropriate support, enabling them to participate, progress and flourish.	S – Ensure consistent implementation of the agreed Universal Support and Classroom Commitments across all learning environments.	1.3 2.1 2.4 3.1	ESTABLISH Clarify and reinforce the Universal Support commitments so that staff share a consistent understanding of the classroom approaches that support all learners.	Term 1	SLT / PTCs / Teaching Staff	What does Universal Support currently look and feel like for learners? Baseline evidence from learner voice, staff reflection and learning visits will show where commitments are embedded, where experience varies and where further support is needed.	
	T – Fully embed expectations across the school by June 2027 through staged implementation, QA and professional dialogue.		EVALUATE Faculties use the self-evaluation process to examine how effectively Universal Support meets learners' needs and removes barriers to participation and progress.	Term 1–2	PTCs / Faculties	How well are we doing and how do we know? Learner voice will explore pupils' experience; learning visits will test commitments in practice; and staff reflection, tracking and support information will identify impact and barriers. Using several sources strengthens our judgements.	
	A – Support staff through clear guidance, collegiate discussion, QA activities and professional learning opportunities.		ASSURE Quality assure Universal Support through proportionate sampling across faculties, professional dialogue and review of learner experience, sharing effective practice.	Term 2	SLT / PTCs	Are learners experiencing consistent and effective Universal Support? Comparing evidence across faculties and learner groups will identify strengths, variation and recurring barriers. QA tests our self-evaluation judgements and gives confidence that agreed approaches are making a difference.	
	N – Improve learner wellbeing, inclusion, engagement and readiness to learn through predictable, relational and consistent classroom practice.		IMPROVE Use the evidence gathered to agree next steps, target professional learning and refine Universal Support at faculty and whole-school level.	Term 2–3	SLT / PTCs / Teaching Staff	What will we do next? Evidence over time will show what has improved and what remains inconsistent. Findings will shape faculty actions, staff development and the next cycle of self-evaluation and QA.	

* Specific, Timebound, Aligned and Numeric

CLPL

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, collaborative professional learning will be experienced by almost all staff across the school, with staff increasingly using professional learning, enquiry and shared practice to improve learning, teaching and outcomes for young people.	S – Develop a sustainable culture of professional collaborative learning across all staff, supported by a high-quality CLPL programme.	1.2 1.3 2.3 3.2	ESTABLISH Establish priorities for professional learning from school improvement priorities, self-evaluation evidence and identified staff needs. Provide regular opportunities for staff to learn with and from one another.	Term 1	SLT / CLPL Lead / PTCs	What professional learning will make the greatest difference? Staff feedback and self-evaluation evidence will identify needs and help ensure CLPL is relevant to improvement priorities rather than activity for its own sake.	
	T – Establish and complete a full annual cycle of collaborative learning between August 2026 and June 2027.		EVALUATE Develop collaborative approaches including faculty dialogue, sharing effective practice, practitioner enquiry and focused professional learning linked to classroom practice.	Term 1–2	CLPL Lead / PTCs / Staff	Are staff engaging with professional learning and applying it in practice? Participation, professional dialogue and staff reflection will show the reach and relevance of CLPL and identify where further support or opportunities are required.	
	A – Provide structured CLPL opportunities, collegiate support and leadership through the CLPL Coordinator and faculty teams.		ASSURE Evaluate the impact of professional learning through the school self-evaluation and quality assurance processes, drawing on evidence from staff and learners.	Term 2–3	SLT / PTCs	What difference is professional learning making to practice and learners? Learning visits, learner voice, staff reflection and faculty evidence will help test whether professional learning is translating into improved classroom experiences.	
	N – Ensure staff engage in evidence-informed improvement activity which positively impacts classroom practice and learner outcomes.		IMPROVE Use findings to refine the CLPL offer, share effective practice more widely and identify priorities for the next cycle of professional learning.	Term 3	SLT / CLPL Lead / PTCs	Which approaches should we sustain, adapt or extend? Triangulated evidence and examples of impact will inform next steps, celebrate effective practice and ensure future CLPL responds to identified needs.	

Assessment & Moderation

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, assessment judgements will be increasingly consistent, reliable and appropriately benchmarked across the school, enabling accurate tracking of progress and timely, targeted intervention to improve outcomes for young people.	S – Develop staff understanding and application of assessment principles across all curricular areas	1.1 2.3 3.2	ESTABLISH Launch the school Quality Assurance guidance and agree clear expectations for assessment, moderation, tracking and intervention. Faculties review current assessment approaches and identify priorities for improvement.	Term 1	SLT / PTCs / Teaching Staff	Can we trust our assessment information? Reviewing assessment approaches, samples of evidence and previous tracking against certification outcomes will establish a baseline and identify where greater consistency or support is required.	
	T – Implement a staged programme of quality assurance and moderation between August 2026 and May 2027.		EVALUATE Use faculty self-evaluation to examine the quality and standard of assessment. Strengthen moderation and professional dialogue, particularly around Senior Phase assessments and the evidence used to make tracking judgements.	Term 1–2	PTCs / Faculties	Are assessments appropriately demanding and are judgements accurate? Sampling assessments, marking and moderation evidence will help evaluate the reliability of professional judgements and build a shared understanding of standards.	
	A – Support staff through strategic leadership, collaborative planning opportunities and CLPL.		ASSURE Quality assure assessment and tracking through focused sampling and triangulation. Use reliable tracking information to identify pupils not making expected progress and check that appropriate interventions are in place.	Term 2–3	SLT / PTCs	Are our tracking judgements dependable and are we responding quickly enough? Comparing assessment evidence, tracking information and intervention records will provide assurance that pupils requiring support are identified and action is timely and appropriate.	
	N – Ensure staff gain confidence in making informed assessment judgements and identification of appropriate intervention.		IMPROVE Review the impact of interventions and use QA and self-evaluation findings to refine assessment practice, share effective approaches and agree next steps for faculties and the whole school.	Term 3	SLT / PTCs / Faculties	What has improved and what needs to change next? Learner progress, tracking accuracy, intervention outcomes and faculty evidence will show whether actions have made a difference and inform the next improvement cycle.	

Beyond the Classroom

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, an increasing number of young people will access a broad and inclusive range of opportunities beyond the classroom appropriate to their needs.	S – Develop and embed a coherent “Beyond the Classroom Pathways” model incorporating employability, targeted literacy and numeracy support, wider achievement and inclusive curricular pathways.	1.3 2.2 2.4 3.1 3.2	ESTABLISH Create a clear picture of current opportunities beyond the classroom, including clubs, leadership, awards, trips, volunteering, community and wider achievement. Establish a baseline of participation and identify gaps in provision or access.	Term 1	SLT / PTCs / Wider Achievement Leads	Who is participating and what opportunities are available? Mapping provision and participation will establish the baseline, highlight strengths and identify groups of learners who may be under-represented or face barriers to participation.	
	T – Implement and evaluate staged pathway developments between August 2026 and June 2027.		EVALUATE Use learner voice, staff feedback and participation information to evaluate the quality, accessibility and relevance of current opportunities. Explore what encourages or prevents young people from taking part.	Term 1–2	SLT / PTCs / House Teams	Do our opportunities meet the needs and interests of all learners? Learner voice and participation patterns will help us understand the learner experience, identify barriers and determine whether provision is sufficiently inclusive and varied.	
	A – Build staff confidence and capacity through collaborative planning, CLPL and strategic leadership from the PT Support for Learning.		ASSURE Quality assure provision and participation across the school, with particular attention to equity of access, progression and the contribution of opportunities to skills, achievement and personal development.	Term 2–3	SLT / PTCs / Wider Achievement Leads	Are opportunities making a meaningful difference, and are they reaching the young people who would benefit most? Triangulating participation data, learner feedback, achievement evidence and examples of progression will provide assurance about reach, quality and impact.	
	N – Ensure learners access flexible and meaningful pathways which improve engagement, reduce the need for outreach placements and support positive destinations.		IMPROVE Use findings to address gaps, reduce barriers and extend high-quality opportunities. Strengthen partnerships and improve recognition and celebration of wider achievement across the school.	Term 3	SLT / PTCs / Partners	What should we sustain, expand or change? Changes in participation, learner feedback, wider achievement and evidence of skills development will show where improvement has occurred and inform priorities for the next cycle.	

Priorities for Consolidation

Attainment & Pathways

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, Senior Phase attainment and positive destinations will be improved through accurate tracking, timely intervention and well-planned pathways which meet the needs, aspirations and progression routes of all learners.	S – Consolidate and sustain improvements in Senior Phase attainment, learner pathways and positive destinations through targeted support and effective tracking processes.	1.3 2.2 3.1 3.2	ESTABLISH Review attainment, tracking and destination evidence alongside current Senior Phase pathways. Confirm key learner groups, attainment measures and pathway priorities requiring continued focus during the session.	Term 1	SLT / PTCs / House Teams	What are our strengths and where is continued focus required? Analysis of attainment, tracking, presentation patterns and destination information will establish the baseline and identify cohorts or pathway areas requiring closer monitoring.	
	T – Maintain and further strengthen existing systems and interventions throughout Session 2026–27.		EVALUATE Use tracking and assessment evidence to evaluate pupil progress and the effectiveness of current pathways. Maintain regular dialogue around pupils at risk of underachievement and review whether course choices and progression routes remain appropriate.	Term 1–2	SLT / PTCs / House Teams	Are learners making the progress we expect and are pathways meeting their needs? Tracking, assessment evidence, learner conversations and pathway information will identify emerging underperformance and test whether choices support appropriate progression.	
	A – Use established tracking, monitoring and faculty intervention approaches to support learner progress and attainment.		ASSURE Quality assure tracking, intervention and pathway decisions through focused sampling and review. Monitor attainment measures, presentation levels and intended destinations, with particular attention to equity and groups at risk of poorer outcomes.	Term 2–3	SLT / PTCs	Can we be confident that our actions are sustaining strong outcomes for all learners? Triangulating tracking accuracy, intervention evidence, attainment projections and pathway information will provide assurance that decisions are timely, ambitious and appropriately targeted.	
	N – Ensure all young people are appropriately supported to achieve positive attainment outcomes and sustained destinations.		IMPROVE Use attainment, destination and learner evidence to refine interventions and future pathway planning. Share effective approaches and identify any curriculum or support adjustments required for the next session.	Term 3	SLT / PTCs / House Teams	What should we sustain, refine or develop next? Final attainment trends, positive destinations, learner feedback and evidence of progression will show the impact of our approaches and inform future curriculum and pathway planning.	

L&T Routines

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, agreed learning and teaching routines will be consistently embedded across all classrooms across the school, providing all learners with calm, purposeful and predictable classroom experiences.	S – Consolidate and strengthen consistent classroom routines focused on lesson starts, learner readiness and effective lesson endings across all curricular areas.	1.2 2.1 2.3 3.1	ESTABLISH Reinforce the agreed core routines within the St Kentigern's Lesson: meeting pupils at the door, purposeful starter tasks, clear What/Why/How, effective questioning and a plenary focused on learning. Ensure expectations are understood across faculties.	Term 1	SLT / PTCs / Teaching Staff	How consistently are our agreed routines understood and used? Staff dialogue, faculty self-evaluation and initial learning visits will establish where routines are secure and identify aspects requiring further support or clarification.	
	T – Maintain and embed high-quality routines and classroom expectations throughout Session 2026–27.		EVALUATE Use faculty self-evaluation, learner voice and learning visits to evaluate how consistently routines are experienced and whether they create the conditions for effective learning.	Term 1–2	SLT / PTCs	What is the learner experience across different classrooms and subjects? Learner voice and observation of classroom practice will help identify consistency, variation and the extent to which routines support engagement, readiness and learning.	
	A – Support staff through collegiate dialogue, QA activities, exemplification and professional learning linked to consistent practice.		ASSURE Quality assure implementation through proportionate sampling across faculties. Triangulate evidence from learning visits, learner voice and faculty evaluation to test whether agreed routines are embedded consistently.	Term 2–3	SLT / PTCs	Can we be confident that agreed practice is embedded across the school? Triangulated evidence will provide assurance about consistency, highlight strong practice and identify where targeted support or professional dialogue is required.	
	N – Ensure all learners experience predictable, purposeful and well-structured learning environments which maximise engagement, focus and readiness to learn.		IMPROVE Use findings to reinforce effective practice, address areas of inconsistency and share approaches that strengthen the St Kentigern's Lesson. Agree any refinements required for the next improvement cycle.	Term 3	SLT / PTCs / Faculties	What should we sustain, strengthen or refine? Comparison of evidence over time, learner feedback and faculty reflection will demonstrate whether consistency has improved and inform future learning and teaching priorities.	

* Specific, Timebound, Aligned and Numeric

Vision, Values & Aims

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, the school's Vision, Values and Aims, expressed through FLOURISH, will be increasingly visible in the daily life of the school and will underpin a refreshed Positive Relationships strategy.	S – Consolidate and embed the “Flourish” Vision, Values and Aims through meaningful House identity development and consistent whole-school practice.	1.3 2.1 2.4 3.1	ESTABLISH Reinforce a shared understanding of the school's Vision, Values and Aims and how FLOURISH should be experienced in daily interactions, learning and wider school life. Review the existing Positive Relationships Policy and agree principles for its development.	Term 1	SLT / PTCs / House Teams	How well are our values understood and reflected in current practice? Staff and learner feedback, review of existing approaches and school evidence will establish where the values are already visible and where greater consistency is required.	
	T – Develop and evaluate a staged programme of House and values-based activities throughout Session 2026–27.		EVALUATE Use learner, staff and parent/carer voice to evaluate experiences of relationships, expectations, recognition and support. Use findings to inform the development of a refreshed Positive Relationships Policy rooted in FLOURISH.	Term 1–2	SLT / Working Group / Stakeholders	Do our relationships and current approaches reflect the culture we want for every young person? Stakeholder voice and relevant pastoral and behaviour information will identify strengths, inconsistencies and aspects of policy or practice requiring development.	
	A – Build staff and learner ownership through collaborative leadership, pupil participation and House-based activities.		ASSURE Quality assure how consistently the school's values and agreed relationship approaches are experienced across classrooms and wider school life. Review implementation of the refreshed policy and identify where further support is required.	Term 2–3	SLT / PTCs / House Teams	Can we be confident that pupils experience our values and expectations consistently? Triangulating learner voice, staff reflection, learning visits and pastoral evidence will provide assurance about consistency, inclusion and the impact of agreed approaches.	
	N – Strengthen belonging, inclusion, relationships and school culture through a clear and consistent shared identity.		IMPROVE Embed the refreshed Positive Relationships Policy, share effective practice and use self-evaluation findings to refine approaches. Continue to strengthen opportunities for FLOURISH to shape recognition, relationships, decision-making and the wider culture of the school.	Term 3	SLT / PTCs / All Staff	What should we sustain, strengthen or change? Comparison of stakeholder feedback and school evidence over time will demonstrate whether relationships, belonging and consistency have improved and inform the next cycle of development.	

Standards, Expectations and Aspirations

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, consistently high standards and expectations will be evident across the school promoting a positive culture that lets the school community FLOURISH	S – Consolidate high standards and expectations across the school through consistent approaches to attendance, punctuality, uniform, classroom expectations and aspirations for both learners and staff.	1.3 2.1 2.4 3.1	ESTABLISH Reinforce shared expectations for attendance, punctuality, behaviour, engagement, effort and achievement. Ensure these expectations are understood and consistently communicated through classrooms, Key Adult, House structures and wider school life.	Term 1	SLT / PTCs / House Teams / Staff	How clearly and consistently are our expectations understood? Staff and learner feedback, alongside baseline information on attendance, punctuality, behaviour and engagement, will identify where expectations are secure and where greater consistency is required.	
	T – Maintain and strengthen existing systems and practices throughout Session 2026–27. A – Build staff confidence, professional agency and consistency through clear expectations, quality assurance, high-quality CLPL and the strategic use of Key Adult relationships.		EVALUATE Use self-evaluation and learner voice to examine how consistently high expectations are experienced across the school. Review patterns in attendance, engagement, behaviour and attainment to identify groups or areas requiring further focus.	Term 1–2	SLT / PTCs / House Teams	Do all learners experience the same high expectations and appropriate support to meet them? Learner voice, school data and faculty/House evidence will help identify variation, barriers and whether expectations are ambitious, inclusive and consistently applied.	
	N – Ensure all members of the school community are supported and		ASSURE Quality assure standards and expectations through focused sampling of classroom and wider school experiences. Triangulate learning visits, learner voice and pastoral, attendance and attainment evidence to test consistency and impact.	Term 2–3	SLT / PTCs	Can we be confident that high standards are embedded and making a difference? Triangulated evidence will provide assurance about consistency, identify effective practice and highlight where targeted leadership, support or intervention is needed.	

	challenged to achieve their full potential through a shared commitment to excellence.		IMPROVE Use findings to address inconsistency, strengthen recognition of positive engagement and achievement, and target support where expectations are not yet translating into improved outcomes. Share effective approaches and agree next steps.	Term 3	SLT / PTCs / House Teams	What should we sustain, strengthen or challenge further? Changes in attendance, punctuality, engagement, behaviour and attainment, together with stakeholder feedback, will show whether standards are becoming more consistent and inform future priorities.	
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Priorities for Understanding

Additional Pathways

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, we will have a clearer understanding of the effectiveness, accessibility and impact of enhanced pathways.	S – Evaluate the effectiveness of enhanced support pathways in improving learner engagement, wellbeing, attainment and achievement.	2.2 2.7 3.1 3.2	ESTABLISH Map current enhanced pathway provision, including the learners accessing each pathway, intended outcomes, delivery arrangements and partnership involvement. Establish a clear baseline of participation, progression and available evidence.	Term 1	SLT / Pathways Leads / House Teams	What provision do we currently have, who accesses it and what is it intended to achieve? Mapping provision, participation and learner profiles will establish the baseline and identify patterns, gaps or groups whose needs may not yet be fully met.	
	T – Complete a comprehensive evaluation during Session 2026–27 and identify recommendations for future development.		EVALUATE Gather learner, family, staff and partner feedback alongside participation, engagement and progression evidence to evaluate the experience and perceived value of enhanced pathways.	Term 1–2	SLT / Pathways Leads / Partners	How well do current pathways meet learner needs and support engagement and progression? Stakeholder voice and learner evidence will help us understand what is working, where barriers exist and whether pathways are providing meaningful and appropriate experiences.	
	A – Gather evidence through learner voice, parental feedback, staff consultation, attainment data and pathway analysis.		ASSURE Triangulate pathway evidence to test the quality, equity and impact of provision. Review progression, achievement, attendance/engagement and destinations where appropriate, and consider the effectiveness of partnership arrangements.	Term 2–3	SLT / Pathways Leads	What evidence gives us confidence that enhanced pathways are making a positive difference? Comparing learner outcomes, engagement, progression and stakeholder feedback will provide assurance about impact and highlight areas requiring further investigation.	
	N – Ensure learners receiving enhanced support experience high-quality provision which meets their individual needs and improves outcomes.		UNDERSTAND & PLAN Use the evidence gathered to identify strengths, gaps and priorities for future pathway development. Agree recommendations for provision, partnerships, access and monitoring for the next session.	Term 3	SLT / Pathways Leads / House Teams	What have we learned and what should this mean for future provision? A clear evidence-based evaluation will identify what should be sustained, adapted, expanded or reconsidered and provide a baseline against which future impact can be measured.	

Pastoral Support

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, we will have a clearer understanding of the effectiveness, consistency and accessibility of pastoral support across the school.	S – Evaluate the effectiveness of quality assurance processes in identifying strengths and areas for improvement within pastoral support and the House system. T – Undertake a comprehensive evaluation throughout Session 2026–27 and identify recommendations for future development. A – Gather evidence through learner voice, staff consultation, parental feedback, pastoral data and quality assurance activities. N – Ensure pastoral systems effectively support learner wellbeing, engagement and achievement while maintaining consistency across Houses.	1.3 2.1 2.4 3.1	ESTABLISH Map current pastoral support pathways, including the roles of Key Adults, House Teams, Support for Learning and partner services. Establish how concerns are identified, communicated, referred and followed through.	Term 1	SLT / House Teams / Support Staff	How does pastoral support currently work and how easily can learners access it? Mapping pathways, roles and referral processes will establish the baseline, identify strengths and highlight duplication, gaps or areas where responsibilities may be unclear.	
			EVALUATE Gather learner, family and staff feedback to evaluate experiences of pastoral support. Review a sample of support journeys to understand responsiveness, communication, coordination and whether learners feel known and supported.	Term 1–2	SLT / House Teams / Key Adults	How well does our pastoral system meet learners' needs in practice? Stakeholder voice and case sampling will help us understand the lived experience of support, including what works well, where delays or barriers occur and whether communication is effective.	
			ASSURE Triangulate stakeholder feedback with pastoral, attendance, wellbeing and support evidence to test the consistency and effectiveness of current arrangements. Consider how well information and responsibility move between staff and services.	Term 2–3	SLT / House Teams	Can we be confident that support is timely, coordinated and equitable? Reviewing support records, learner outcomes and stakeholder experience will provide assurance about consistency and identify groups or aspects of provision requiring further investigation.	

			UNDERSTAND & PLAN Use findings to identify effective practice, clarify any areas of uncertainty and agree recommendations for pastoral structures, communication, referral pathways and future quality assurance.	Term 3	SLT / House Teams / Support Staff	What have we learned about the effectiveness of pastoral support and what should happen next? An evidence-based evaluation will identify what should be sustained, clarified, strengthened or reviewed and establish priorities for the next cycle of development.	
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Curriculum Improvement Cycle

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, we will have a clear understanding of staff readiness for curriculum reform through the Curriculum Improvement Cycle (CIC), including staff understanding, confidence, engagement and development needs, enabling the school to plan effectively for future implementation.	By January 2027, almost all staff will demonstrate a shared understanding of curriculum making.	1.1 1.2 1.3 2.2 2.3	ESTABLISH Participation by staff in authority-led CIC opportunities and activities organised by school strategic leads. Establish a baseline of staff awareness and understanding of inclusive curriculum and pedagogy, curriculum making and the developing national and local expectations for CIC.	Throughout session / baseline Term 1	All Staff / CIC Authority Development Postholders / CIC School Strategic Leads	How well do staff currently understand the direction and implications of curriculum reform? The CIC central strategic group will define measures of progress. Staff baseline feedback and participation information will help identify current understanding, confidence and development needs.	
	By June 2027 almost all staff will apply this understanding to the four contexts of learning in CfE		EVALUATE Use staff voice, professional dialogue and faculty self-evaluation to explore readiness for reform, including confidence in applying learning to the four contexts of learning and understanding of the implications for subject and whole-school curriculum planning.	Term 1–2	SLT / CIC Strategic Leads / PTCs	How ready do staff feel to engage with and apply curriculum reform? Staff feedback and faculty dialogue will identify strengths, misconceptions, variation between areas and the professional learning or guidance required to support readiness.	
			ASSURE Triangulate staff feedback, engagement with authority and school CIC activity, faculty evidence and emerging curriculum planning to test whether understanding is becoming sufficiently secure and consistent across the school.	Term 2–3	SLT / CIC Strategic Leads / PTCs	Can we be confident that staff are developing the knowledge and capacity required for the next stages of reform? Comparing evidence over time against central CIC measures will provide assurance about progress and identify faculties or aspects of reform requiring further support.	

			UNDERSTAND & PLAN Use findings, alongside national and authority CIC developments, to identify school and faculty readiness, professional learning priorities and the structures or support required for future implementation.	Term 3	SLT / CIC Strategic Leads / PTCs	What have we learned about our readiness and what needs to be in place next? An evidence-based readiness picture will identify what is secure, what remains developmental and what actions should inform future curriculum planning and CLPL.	
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