East Ayrshire Council Education Service

Establishment: Loudoun Academy

Loudoun Academy Improvement Plan 2025-26

School Improvement Plan	Loudoun Academy
Head Teacher	David Rose
Date Submitted	Submitted to Chief Education Officer on:

School / Centre Vision and Values	**OUR VISION** Loudoun Academy is a caring, ambitious and inclusive school community where everyone can succeed in reaching their aspirations. Our Vision is reflected in our modern motto 'Learning together, Achieving together' and our historic motto 'Spe et fiducia - in hope and trust'. **OUR VALUES** Our shared School Values are: KINDNESS – being helpful and always showing care and understanding DETERMINATION – working hard to overcome barriers and reach goals EQUALITY - valuing everyone equally, seeing differences as strengths We show our Values in everything we do. **OUR AIMS** We strive for everyone at Loudoun Academy to have: • A positive, safe learning environment, which supports good wellbeing • Learning experiences which develop each person's unique potential • An engaging curriculum which leads to high achievement for all • Resilient, confident and independent attitudes, habits and skills • Ownership, pride and citizenship in our school and wider communities • Success beyond school in a range of different pathways Our Aims set out what we hope to achieve and how we measure success.

Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

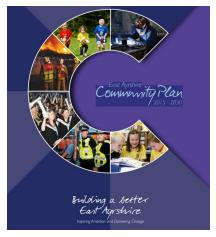| SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People	✔	Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	✔
Parent Council and Forum	✔	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	✔
Teachers, practitioners and ALL school/centre staff	✔	There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	✔
Volunteers/ Community partners	✔	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	✔
Head Teacher / Head of Centre Signature: *David Rose*		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✔

Pupil and parental strategic involvement

For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre

• Monthly QA focus groups/ L & T quality assurance – pupils are asked a series of questions pertaining to each of the four key QI's – their views will be considered and action taken as appropriate. (Part of QA policy at school and department level)
• A school pupil focus group is consulted on priorities for this session and play an active part in taking forward priorities.
• Pupil representative groups –
   • Senior Prefect team – We plan to have 2 Head Prefects and 2-4 Deputes who will play a lead role in school operations and decision making.
   • Cost of the school Day Group – this group will have responsibility for spending an allocated £5K Participatory Budget on pupil identified priorities.
   • Pupil Improvement Group – it is proposed to start a Pupil Group linking to the SIP and who will take part in working on school improvement.
   • Ambassadors – Pupil Ambassadors work with staff on specific areas of responsibility in order to make decisions on issues relevant to them. These include areas such as department captains, wellbeing captains, mentoring assignments.
   • House captains play a role in enhancing the house and school ethos.
	• Parent groups input into iAbacus or an alternative. This has been used to inform the overall self-evaluation of the school.
	• Parents Evenings poster polls – parents will be asked their views on a specific issue relating to learning & teaching or the Parent/ School Improvement Plan.
	• Parents surveys – all parents have been asked to complete a survey at parents evening which asked specific questions about the operation and strategic direction of the school.
	• Electronic parent surveys relating to school improvement carried out at engagement nights and out with.
	• The Parent Council took responsibility for writing a Parent Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of the PC have responsibility for working with the parent forum and staff to lead these priorities. This leads into the Standards & Quality report outlining progress and achievements.
	• Parents are consulted on all aspects of school matters including PEF funding and school improvement plan review and targets
	• Parent baseline surveys have been issued and from these school decisions are made and priorities adopted.

**Community Plan East Ayrshire
2015 - 2030**

Together, in achieving our Vision, Partners will demonstrate:

Effective leadership
We will provide clear leadership in Community Planning and engage effectively with our employees and communities
Collective ownership
We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities
Good governance
We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability
Democratic accountability
We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our
Vision*

"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."

We will:

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

National and Local Priorities

The Scottish Government's vision for education in Scotland:
- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement Framework:
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

NIF drivers of improvement in the outcomes achieved by children and young people are:
1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information

Scottish Attainment Challenge (SAC)

Scottish Attainment Challenge: framework for recovery and accelerating progress

Scottish Attainment Challenge Logic Model – Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:
- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
1: Our Leadership	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre.	**Priorities for 2023-26:** 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving	**Outcomes:** • Growth • Wellbeing • Fairness • Sustainability **Action areas** 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
2: Teaching and Learning Together	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.		
3: Our Wellbeing and Belonging	We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.		
4: Our Attainment, Destinations and Achievements	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

Improvement Priority 1 - Our Leadership: To actively promote, encourage and develop leadership at all levels, including our young people and our staff, as well as ensuring training and appropriate CLPL is provided to facilitate professional development and leadership.							

Rationale: This priority is critical to fulfilling the vision of the school since if we get Our Leadership right it will facilitate self-improvement for both staff and learners. The school is at a stage whereby self-evaluation survey's, learning visit and our Educational Consultant information is indicating the leadership opportunities need to now impact on the learners experience and the hierarchy of leadership structure needs to be seen as one service to our families and re-ignite our 'Team Loudoun' approach.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Parent/carer involvement & engagement		School & ELC improvement
HGIOS4 QIs:	1.2	1.4		1.5	1.1	2.7	3.3
ESIP key priorities:	N Teaching & Learning				N Our Wellbeing		N Our attainment

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review
1.1 Improve the CLPL opportunities for staff to support development, collaborative and practitioner enquiry and pedagogy with a view to providing enhanced experiences.	To ensure that CLPL is rolled out to all staff this session with a view to developing greater consistency in approaches across the school to advantage all learners.	✓	ELT CLTs SIGs	• All staff participation in CLTs & SIGs • CLPL identified shared with all staff at staff meetings and Inset days • Evaluation of inputs • Evidence in practice (L & T QA)	Mid-pint review Dec 25 Achieved May 26
1.2 Improve the schools Quality Assurance processes to be clear and succinct to ensure the schools capacity for self-evaluation leads to self-improvement for learners.	Modify and update current Quality Assurance processes to be user friendly, well-structured and easy to follow for all stakeholders Align and unite activity and good practice into one seamless exercise on a one-page calendar Re-introduce recorded PT/ SLT Monthly meeting health checks on QIs		DHT 1 HT DHT 1 HT PTC PTPS SLT	• Launch of approach (policy) at august inset day • Monthly meetings will provide evidence and check in terms of ongoing progress • Evaluation in April to check outcome achieved	Aug 25 Aug 25 Month by month Achieved April 26
1.3 Embed Collaborative Leadership Teams (CLTs) and provide other collaborative opportunities for staff to	Ensure the six CLTs outcomes and next steps are embedded, monitored and evaluated via SIP inclusion.		HT CLT leads	• Inclusion in SIP	June 25 Sept 25

7

work together and with colleagues out with the school and ensure all developments are an integral and recognised part of the school improvement plan. This will improve consistency and motivation for learners across the school.	Introduce School Improvement Groups (SIGs) aligned to support delivery and impact of school targets. Introduce Responsibility of All (RoA) groups for all staff to participate in to improve outcomes for learners in Literacy, Numeracy and Health & Wellbeing Capture Leadership at all Levels and promote with all staff	✓	SIG leads PT Maths PT Eng Design ated PTPS	• Staff Leadership document created evidencing leadership at all levels • Minutes from SIGs and RoA • Participation measures groups • Updates and presentations from CLTs at staff meetings and inset days	Ongoing As per calendar Achieved April 26
1.4 Extend pupil voice within the school to ensure young people have a genuine and varied say in the running and evaluation of school matters in line with UNCRC Article 12: right to be heard and respect for their views.	Continue to embed the Pupil Council (S1-6) and ensure their voice is heard and fed back to all young people via assemblies and a new You said/ We Did Board. Embed House Captains to look at supporting House ethos including Assemblies, competition and events Re-ignite the Cost of the School Day Group to help support and promote equity strategies including participatory budgeting (ICPAG) Expand the newly formed Pupil Improvement group that will work on their Pupil Improvement Plan Encourage other subject ambassadors (Inc S1-3) and lead roles within the school and consider re-introduction of S6 Prefects	✓	PT SS HT PTPS DHT 2 PTPS DHT 2 HT DHT 1 SLT DHT 1	• Information on the you said/ we did board • Minutes from meetings • House events and competitions take place and are celebrated. • House Captain input at assemblies • Group formed, meetings take place and are recorded. • Equity supports shared at assemblies/ bulletins • PEF allocation spent following consultation with young people. • Group formed. • Plan made in line with SIP • Plan evaluated for impact • Capture pupil leadership roles and impact	Initiated Aug 25 Month to month monitoring Achieved April 26

<table>
<tr><td colspan="7">Improvement Priority 2 - Our Learning: To provide a consistent and positive learning and teaching experience that meets the needs of our young people through empowering and supporting our staff.</td></tr>
<tr><td colspan="7">Rationale: The identified outcomes and actions are the result of school self-evaluation, staff consultation, Local Authority Learning Visit findings and data obtained from school quality assurance around learning and teaching. The informed approach ensures the school has a clear and accurate focus on how to self-improve for session 2025/ 26.</td></tr>
<tr><td>NIF key drivers:</td><td colspan="2">School & ELC leadership</td><td colspan="2">Curriculum & assessment</td><td>Parent/carer involvement & engagement</td><td>Performance information</td></tr>
<tr><td>HGIOS4 QIs:</td><td>2.2</td><td>1.2</td><td colspan="2">3.2</td><td>1.3   2.7</td><td>2.6</td></tr>
<tr><td>ESIP key priorities:</td><td colspan="4">N   Our Leadership</td><td>N   Our Wellbeing</td><td>N   Our attainment</td></tr>
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Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review
2.1 Embed the schools Excellent Learning Experience with a view to improving teaching and learning pedagogy for our learners.	Further refine and embed the quality assurance of learning and teaching against the excellent lesson standard to ensure self-improvement on identified areas. Ensuring quality assurance feedback is given to support development and shared understanding Take forward areas of improvement identified from last session such as more consistent learning intensions/ success criteria, pace and challenge, and appropriate assessment.		HT DHT 1 ELT Staff ELT PT (PEF) HT DHT1 ELT Staff	• Data from learning trio's • Data from Learning and teaching QA (walk rounds) • Quality assurance process set out in August • High quality extension materials produced and evidenced. • Lesson drop-in data evidencing understanding of LIs and SC. • CLPL will increase collegiate working, ethos and staff confidence	Initiated Aug 25 Month to month monitoring Achieved April 26
2.2 Improve the CLPL provision for staff by developing and providing pedagogical development, including digital learning opportunities to improve teaching and learning for young people.	The CLT on formative assessment, retrieval practice and Meta Skills to launch and develop the pedagogical approaches to all staff To look at CLPL around pace and challenge in lessons linked to the CLT on successfully engaging learners Continue the CLPL work carried out in learning trios around the Excellent Learning Experience		CLTs-MetaS, Emb FA DHT1 CLT-Succ Eng L's DHT1	• Information on Teams • Lesson observation/ trios information • BGE planning templates include meta skills • MWoW profiling references meta skills	Each scheduled meeting as per WTA and calendar Achieved April 26

2.3 Consider the BGE and SP curriculum offer and how the school can modernise to be more engaging and relevant for our young people	Review the BGE offer and consider ways the curriculum can be more engaging and relevant which will involve work with other schools and the local authority.		DHT3 SLT	• Research gathered • Proposal made of relevant changes • Changes implemented for session 2026/ 27	Initiated Aug 25 Dec Review
	Investigate and start to plan for implementation of Foundation Apprenticeships introduction to our SP.		DHT1	• Information marketed to key groups of young people for 2026/ 27 • Inclusion in Options choice • Pupil uptake • Engaged partners	Achieved Jan 26
2.4 Parental engagement	Involve Parent Council in decisions around learning and teaching improvements and consult parent forum as required.		HT DHT1	• Tasks at PC • Minutes of meetings • A greater sense of school involvement and influence by parents	As per PC meeting schedule calendar Achieved April 26

Improvement Priority 3 - Our Wellbeing and Belonging: To provide an inclusive service that recognises and supports diversity and aims to overcome barriers to learning and attending to ensure young people can thrive at school.						
Rationale: Surveys, pupil, parent and staff feedback indicate a need to create a safe, inclusive learning environment to support all stakeholders which focuses on wellbeing. A five-year declining attendance highlights the need to tackle and foster a sense of belonging to the school and reward and praise by means of positive encouragement.						

NIF key drivers:	School & ELC leadership		Parent/carer involvement & engagement		Performance information		School & ELC improvement
HGIOS4 QIs:	1.5	2.1	2.4		2.6	2.7	2.5
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our attainment		

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review
3.1 The school will continue to develop our inclusive practice model and improve consistency of restorative approaches which will ensure all pupils are supported in their learning.	To provide all staff with information on the Circle Framework with a view to implementing in practice. Provide all staff refresher CLPL on Restorative approaches and other strategies	✓	CLT – Inc P DHT2 DHT 2 All staff	• Presentation of findings at August inset day • Evidence through observations • Feedback on good practice. • CLPL provided at staff meetings/ Inset days and TLCs	Initiated Aug 25 Dec Review Achieved April 26
3.2 Embed Health & Wellbeing Tracking to ensure the school identifies local need and responds as well as having a mechanism to support individual need.	Further develop and implement the Glasgow Motivation & Wellbeing Model (GMWP) Areas identified to improve on as a school and create an action plan to overtake the targets.		DHT 2 PTPS All staff	• Wellbeing tracking to BGE and SP tracking periods added • GMWP Data • Action Plan • Outcomes and impact.	Initiated Aug 25 Tracking periods Achieved April 26
3.3 Implementation of the Promise to better support our Care Experienced young people and families.	Form a strategy for achieving 'Keeping the Promise' recognition Roll out staff awareness training and what can be done to make a difference. Join the Care Experienced Lead Teacher programme and identify lead teacher(s) to support our families.		DHT2 Lead staff PTPS All staff	• Achieve the award. • Training (CLPL) takes place on the 5 principles. • Positive impact on families recorded. • Teacher(s) identified • Care experience kids tracked and supported.	Initiated Aug 25 Training Inset days/ staff meeting. Achieved April 26

				• Attendance, attainment data	
3.4 Create a positive and safe environment for our learners and staff to thrive.	Revise and streamline the Positive Relationships Policy through consultation via a School Improvement Group Identify Loudoun Academy strategies through consultation to ensure staff feel in control of our environment and pupils feel safe.		DHT2 SIG DHT2 CLT/ SIG-H&WB All staff	• SIG formed with clear brief • Policy achieved. • Consultation evidence • Evidenced through agreed visible consistencies in approach by all staff. • Feedback from pupils demonstrates improved feeling of safety. • GMWP data	Started Sept 25 Achieved Nov 25
3.5 To continue to enhance and link the Personal & Social Education programme and have improved continuity from primary to better support young people's development.	Inclusion of MWoW Profiling into PSE to capture and articulate skill progress including meta skills and build on what has been entered in Primary. Embed Health & Wellbeing progression Frameworks in PSE course.		DHT 2 PTPS DHT 2 PTPS	• Excellent Learning Standard in PSE • Profiling sample. • PSE Course sample • Programme submitted	Initiated Aug/ Sept 25 Develop't day Achieved April 26
3.6 Continue to develop approaches to maximise attendance and attainment of our young people.	Revise and streamline the supporting attendance policy through consultation. Develop a positive strategy to market the benefits of positive attendance which is researched based and uses school data to focus improvement and is rewarded. Achieve attendance stretch aim of the Local Authority of 88.1% with a gap Q5 (94.2%) – Q1 (85.0%) = 4.0%	✓	DHT2 PTPS PT (PEF) CLT – Prom Pos Ethos	• An improved policy/ approach will be 3succinct and clear • Evidence of consistent rigour • PT apt • PT approaches evident • App messages • Attendance improved from year session 2024/25 final % • Stretch aims achieved	Initiate Aug 25 Dec review. Complete April 26.

Improvement Priority 4 - Our Attainment, Destinations and Achievements: To secure positive destinations for all our young people through maximising achievement and attainment at all levels.						

Rationale: Having reflected on school processes, ACEL data, results data, the local authority attainment review in October 2025, the February leaver data and the local authority leavers review the rationale is clear where improvement is required, as well as prioritising achievement of local authority stretch aims.

NIF key drivers:	Teacher & practitioner professionalism		Curriculum & assessment		Performance information		School & ELC improvement
HGIOS4 QIs:	1.5	2.2	2.4		2.6	3.3	2.7
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our Wellbeing		

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review
4.1 Raising Attainment Strategies	Attainment Reviews to include an overview of school targets and caseload for key stages in house group and subject. Establish stretch aims for each subject across the BGE for S1-3 based on Progress & Achievement levels achieved by the end of each stage through implementing a whole school strategy. Improve performance in key areas including Literacy & Numeracy (Level 3), Lowest 20% and the S4 Leaver cohort through increased rigour around SQA entry and attainment of those at risk of not achieving and a dedicated focus by S4 Year Head. Attain LA Stretch aim for leaver's performance at 1+ Level 5 and 6 by supporting those at risk of not achieving.	✓	DHT 3 PTCs PTPS DHT 3 PT(PEF) PTCs All staff DHT 3 S4 Year Head PT Maths PT Eng DHT 3 PT(PEF) PTCs PTPS	• ACEL Data • Stretch aims • Key Insight measures • Progress & Achievement data • Stretch aims achieved based on teacher judgement data. • Leaver cohort Level 3 for Literacy & Numeracy improves from 85% to 91% (VC) • Lowest 20% of leavers improve from 81 TPs to 96 TPs • S4 performance less than 16 yp with under 100 TPs • 1+ at SQQF Level 5 or better to improve from 80% towards 88.5% • 1+ at SQQF Level 6 or better to improve from 58.4% towards 66.9%	Initiated Aug 25 Insight data Sept Tracking periods Ongoing monitoring DM meetings Achieved April 26

4.2 The school will to ensure all young people's performance is tracked with a view to receiving appropriate support to achieve their best. (covers ESIP 2.5)	Re-establish the once excellent Senior Phase tracking system and ensure it is used by all staff effectively. Introduce robust BGE tracking from based on the local authority model working with other schools for good practice as required. Establish a tracking intervention approach with is scaled in support from the teacher, PT, PTPS to the Year Head.		DHT 3 PTCs PTPS All staff	• Tracking policy / statement • Tracking SS fro SP • Tracking SS for BGE • Evidence of use from DM minutes • ACEL Data • Tracking data • BGE levels end of S1-3 • SP results • Evidence of supports	Initiated Sept 25 Tracking periods Achieved April 26
4.3 Continue to improve positive destinations for young people through increasing curricular opportunities and linking to the AGD.	Research and prepare for implementation of Foundation Apprenticeships within our curriculum offer. Look at developing school pathways towards and promoting the Ayrshire Growth Deal		DHT 1 PTPS PTCs PT (PEF)	• FAs on options form • Partners engaged. • Awareness of FAs with Key staff • Staff ready to implement via appropriate CLPL	Initiated Sept 25 Info Nov 25 Options Jan 26
4.4 The school will continue to focus on closing the gap between the most and least disadvantaged young people by ensuring all achieve the highest qualifications possible	Expand the initiated 'At Risk' Matrix to being a system that tracks those at risk of not attaining from S1 all the way through to S4 on an ongoing bases from the start of each term. LA stretch aims for: 1+ at level 5 of Q5 (98.0%) - Q1 (82%) = 16% gap 1+ at level 6 of Q5 (87.3%) – Q1 (53.0%) = 34.3% gap	✓	DHT 3 PT(PEF) PTCs PTPS Staff	• Capturing Attainment strategy statement / Policy • SS evidence • Whole staff awareness/ use via minutes • Attendance data • ACEL Data • Tracking data • Referrals • Stretch aims • Key Insight measures	As per 4.1

Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
To actively promote, encourage and develop leadership at all levels, including our young people and our staff, as well as ensuring training and appropriate CLPL is provided to facilitate professional development and leadership.	To provide a consistent and positive learning and teaching experience that meets the needs of our young people through empowering and supporting our staff.
Our wellbeing and belonging	**Our Attainment, Destinations and Achievements**
To provide an inclusive service that recognises and supports diversity and aims to overcome barriers to learning and attending to ensure young people can thrive at school.	To secure positive destinations for all our young people through maximising achievement and attainment at all levels.