

School Information	
School/Establishment	James Gillespie's High School
Head Teacher	Mr Neil McCallum
Link QIEO	Laura Monaghan

School Statement: Vision, Values & Aims, Curriculum Rationale
<i>Our vision</i> As a school is to create a nurturing environment in which all feel welcome and part of a larger family. All members of the school community will feel appreciated and enabled to forge friendships based on values they will embrace for life. We seek to ensure that James Gillespie's High School provides a foundation for a lifetime of learning, embracing the diversity within our wider community, so that every individual can excel in their own unique way. Our Values: • Respect • Kindness • Integrity • Inclusion • High Expectations <i>Our Curriculum Rationale</i> We recognise that the single biggest factor in improving outcomes for children and young people is collective teacher efficacy, or to put it simply - the collective belief of teachers that we make the difference. As such, we have a very clear vision: <i>'Excellence in learning and teaching through a culture of sharing best practice and professional learning'</i> We recognise that learning is a lifelong process for us all and one to which we, as a school community, make a significant and lasting contribution. <i>Aims</i> This Learning, Teaching & Assessment Policy provides a framework for how together, we plan to achieve our key aims: ▪ All learners engaged and supported in lessons. ▪ Students aware of what they are <i>learning</i>, not just <i>doing</i> in lessons. ▪ Students are aware of what success in lessons looks like.

- Effective feedback provided so pupils understand their own learning.
- Assessment is used effectively for learning.
- We have a consistent approach to lessons and learning.
- A wide variety of effective learning and teaching techniques used.
- A culture of sharing best practice has been created amongst all staff.
- We are all committed to improving through professional learning opportunities.

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	Pupil Leadership. Working towards the UNCRC Gold Rights Respecting Schools Award. Consolidate parent/carers engagement. School Improvement Groups reviewed.	Attaining the UNCRC Gold Rights Respecting Schools Award. Increased parent and carer engagement. School Improvement Groups streamlined.	All stakeholders involved in the development of the school improvement planning. Development of the learning community approach to Leadership of learning.
2.3	Development of pupil leadership in learning. Ensuring a high level of consistent and excellent teaching and learning. Improving the pace and challenge of Learning. Empowered Learning – digital skills improvement to enhance learning and teaching. Introduction of new Tracking and Reporting System to inform Learning, Teaching and Assessment. Sustainability action planner to be developed and awareness/engagement increased whole school.	Review and embedding robust quality assurance. Shared expectations for BGE and Senior Phase standards to be achieved. Robust arrangements for moderation across all stages of the curriculum. Tracking and monitoring system is well understood and used effectively to secure improved outcomes for all learners. Learners are involved in planning of learning. Sustainability action planner reviewed and revised. Continued engagement across all departments.	Teacher's Charter – continued engagement and learning for all teachers with annual focus based on feedback from robust annual quality assurance. Curriculum Pathways development to reflect the needs of the school community. Sustainability embedded across the curriculum.
3.1	Attendance - Increased support for all stakeholders. IEPs – Tracking and Monitoring of ASN. ESAS -Pilot survey & Action Group.	Increase of average attendance for pupils in the SIMD 1-4 profile from 87% (2024) to 89% (y/e 2026). Tracking & Monitoring is embedded, understood & improved for target students.	Continued improvements on attendance to be evidenced by trackers and data Gather and evaluate data for ASN students. Clear signs of improvement evidenced.

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
	Anti-Bullying Policy review - need updated and improvement points identified. Improved T&M for Care Experienced Young People To implement enhanced support provisions, building on existing supports Share vision and launch Enhanced support provision with all stakeholders Circle audit Safeguarding - Visit and training from centre and action plan to update safeguarding procedures across Pupil support team Maintaining awareness and understanding of anti-racist & inclusive practices	Identified groups are supported to ensure potential is fulfilled and all pupils attaining prior to exit point. Have a robust T&M for Care Experienced Young People Development of the Equally Safe at School approach. Anti-Bullying Policy review - need updated and improvement points identified. Key areas for improvement identified by Circle Classroom Inclusion Scale and SIT work in place to ensure improvements. Safeguarding policy and procedures are clearly and confidently understood by all staff.	Equally Safe at School survey repeated with marked signs of improvement. Embedded approaches to ensure that all stakeholders understand policies and procedures for the school. Clear signs of improvement in place. CICS questionnaire repeated, and results shared with all. Review of inclusion collaborative to ensure all pupils needs are being supported. Ensure that all young people are supported to access appropriate pathways including partner agencies.
3.2	All pupils' levels in Literacy & Numeracy are improved prior to exit point. Updated tracking system implemented to ensure effective interventions for continuous progress for learners. To recognise and value the personal achievements of all learners. Development of a robust Self-evaluation Calendar.	Review of the curriculum. To promote equity of success and achievement for all young people through more robust tracking of attainment. To track achievements and use accreditation to recognise and celebrate achievement.	Review of pathways for all learners, in partnership with the learning community. Increase young people's achievements through active participation in the local community. To ensure all personal achievements are recognised and shared through an awards/celebration evening.

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
	Improved attainment for identified groups.	Continued development of teachers understanding of data to support pupil progress. Data analysis to inform development of stretch aims for the school.	Increased learning community partnership working regarding attendance and attainment.

Improvement Priority 1	
Priority	People <i>Council Priorities: Cross-cutting Themes – Equality, Poverty, Sustainability</i>
Next Steps from Standards and Quality Report	Increase parent and carer engagement in school improvement Develop pupil voice and feedback cycle Launch and embed Learning & Teaching Policy Review self-evaluation processes

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
Leadership							
Pupil feedback (44.2%) indicated limited involvement in leadership of change	Increase opportunities for pupils to lead change and ensure visibility of impact	- Publish annual QA calendar (Sept 2025) - Termly faculty self-evaluation reviews - SLT/QIEO sampling of walkthrough forms - Link QA findings into PRDs and faculty reviews	1.3	2 3 6	Pupils SLT CLs	Pupil survey agreement rises from 44.2% → >50% by June 2026	LTA survey; pupil focus groups; SIT records
Parent feedback (31.3%) reported limited influence on decisions	Strengthen parent/carers involvement in School Improvement	Gather, collate and share the key resources, assessment dates and course timelines with parents/carers as a home learning guide.	1.3 2.3	1 5	Families SLT	Parent/carers agreement rises from less than half to a majority by Mar 2026	Annual parent/carers survey; Parent Council minutes; comms tracker
Variability in staff confidence and consistency in L&T	Embed new Learning & Teaching Policy and toolkit	- Launch revised LTA Policy at Aug 2025 in-service - Faculty-led CLPL sessions (termly) - Resources shared via Teams hub - Peer observations across faculties once per term –	2.3	5 6 7	Teaching Staff CLs DHT 2.3	Greater consistency in pace, challenge and differentiation will be evident in most lessons.	Faculty minutes; SSE/SCE records; pupil surveys

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
		QIEO and SLT/CL observations 3 -weekly Pupil trails with ASN focus (Feb 2026)				Pupils report clarity on what makes a good lesson.	
Staff engagement in QA cycles inconsistent	Strengthen self-evaluation culture	- Publish annual QA calendar (Sept 2025) - Termly faculty self-evaluation reviews - SLT/QIEO sampling of walkthrough forms - Link QA findings into PRDs and faculty reviews	1.3 1.2	5 6 7	HT CLs Staff	QA embedded; improved consistency across faculties	QA calendar records; SLT sampling; PRD notes
(GME) Visibility of Gaelic Medium Education not consistent in L&T approaches	Embed bilingual pedagogies and Gaelic-specific CLPL	- Deliver GME-specific CLPL sessions (Nov 2025 & Mar 2026) - Gaelic toolkit published and shared on Teams (Dec 2025) - Peer observations within GME classes (Spring 2026) - Share Gaelic L&T exemplars in whole-staff CLPL	2.3	1 2 3 4	DHT GME	Improved confidence of staff in delivering GME; pupils report clearer progression in Gaelic	GME staff/pupil surveys; CLPL evaluations; peer observation notes

Evaluation – January 2026			
Areas of Success:		Areas for Development:	

Evaluation – May 2026			
Areas of Success:		Areas for Development:	

Improvement Priority 2	
Priority	Inclusion <i>Council Priorities: Cross-cutting Themes – Equality, Poverty, Sustainability</i>
Next Steps from Standards and Quality Report	Attendance procedures and improving attendance of identified cohorts. Equally safe at schools' project and implementation of action groups. Review of antibullying policy. Introduction of a new tracking, monitoring and reporting system. Incorporation of the enhanced support provision.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
GIRFEC							
9% of S1–S4 pupils recorded <85% attendance (2024)	Strengthen attendance support through consistent procedures and PSO capacity	- Monthly PSO/PSL meetings using Seemis data (from Aug 2025) - Weekly parent/carer contact for persistent non-attenders - Attendance reports discussed at SLT and Parent Council (termly) - Data tracked centrally with termly review	3.1 2.1	1 6	DHT 3.1 PSLs	% of pupils <85% reduces from 9% → 8% by June 2026; SIMD1–4 attendance improves from 87% → 89%	Seemis tracker; monthly attendance reports; Parent Council minutes
ESAS survey highlighted pupil safety and inclusion concerns	Implement ESAS action plan	- Whole-staff ESAS training (Sept 2025) - Establish ESAS pupil action team (Oct 2025) - Termly SLT monitoring of progress - Share ESAS	3.1	2	DHT 3.1 Rape Crisis Scotland Glasgow University ESAS action group	Improved pupil perception of safety and inclusion in survey returns	ESAS baseline vs June 2026 survey

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
		actions with parents and pupils (ongoing)					
Anti-bullying policy cycle expired	Co-create revised Anti-bullying Policy	- Establish working group with staff/pupils/parents (Dec 2025) - Draft policy shared for consultation (Mar 2026) - Relaunch policy through assemblies, website and parent comms (June 2026)	3.1	2	DHT 3.1, PSL Lead & Anti bullying review team	Updated, co-owned policy embedded; staff/pupils confident in procedures	Stakeholder feedback; annual pupil survey; QA of policy implementation
CEYP monitoring inconsistent across faculties	Strengthen CEYP tracking and supports	- Monthly CEYP meetings with PSL/SLT link (from Aug 2025) - Termly faculty-level review of CEYP attainment/supports - CEYP targets embedded in PRDs (Nov 2025) - Data linked to attainment tracker (ongoing)	3.1	2 3	DHT 3.1 DHT 3.2 We Matter Team All Faculties PSL	Improved attainment and outcomes for CEYP learners	Monthly CEYP data reports; faculty reviews; PRDs
ASN provision varied across buildings (Inclusion X)	Strengthen inclusion through Inclusion X / Inclusion Collaborative	- Formalise Inclusion X remit and staffing plan (Aug 2025) - Circle audit to benchmark ASN provision (Nov 2025) - QA of Hub interventions each term - Share ASN good practice across faculties	3.1 2.3	2 3	DHT 3.1 PSLs SfL SNUG WBH A2S	Improved consistency of ASN provision; positive learner/parent feedback on ASN supports	Circle audit results; QA evidence; parent/pupil feedback

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
		via Teams and CLPL (termly)					
Equity gaps persist, especially SIMD1–4 pupils	Target PEF/Equity interventions	- Identify SIMD1–4 cohorts through Insight (Sept 2025) - Allocate PEF resource for literacy/numeracy supports (Oct 2025) - Termly review of targeted interventions at SLT - Parent/carers engagement for targeted learners (ongoing)	3.1 3.2	1 6	DHT 3.1 and 3.2	Gap between SIMD1–4 and others narrow in literacy/numeracy and attendance.	Insight data; SNSA/ACEL; Seemis attendance
Estate							
Ongoing universal concerns from stakeholders regarding rising rolls at JGHS, and impact on learning and teaching (43.4% teach in 5+ rooms per week, across 5 buildings and 2 campuses)	Working in partnership with CEC regarding impact of managing rising rolls and accommodation Advanced notice of any additional accommodation so all stakeholders can plan accordingly	Accommodation review and to meet QIEO (Learning Estates) re. increased uptake. Regular collaboration with QIEO (JGHS) for support with learning and teaching	1.5	1 2 3 4 5	HT DHT 2.2 Curriculum DHT GME (Darroch) CEC Officers - QIEO (JGHS) - QIEO (Learning Estates)	More opportunities for personalisation and choice for Design and ICT and FHT - more specialist rooms to meet demands of uptake Additional resources to ensure split site does not negatively impact on learning and teaching To improve curricular provision for all	No limitations on provision: - FHT - DT Improved environment for learning – staffing audit

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
Ongoing universal concerns from stakeholders regarding the impact of the split campus on the JGHS community (42% of teaching staff teach across both campuses = 1.8FTE travel)	Working in partnership with CEC regarding managing split campus, including appropriate staffing and resourcing	Accommodation review and plan to support with split-site Continue with strategic timetable planning across split site CLs strategic planning for rooming and staff allocation	1.5	1 2 3 4 5	HT BM DHT 2.2 Curriculum DHT GME (Darroch) CEC Officers - QIEO (JGHS) - QIEO (Learning Estates)	Additional staffing equal to the FTE utilised for staff travel Less staff travel at break or lunchtime and more having full days at Darroch.	Faculty per-capita reflects split-campus resourcing requirements Reduction in FTE travel time by 10%
Safeguarding							
Chronologies inconsistent across staff and buildings	Improve consistency through QA and training	- Deliver CEC safeguarding/chronology training for all staff (Dec 2025) - Build chronology checks into QA calendar (termly, from Nov 2025) - DHTs to sample blue/red folders monthly and provide feedback (ongoing)	2.1	2	DHT 3.1 PSLs	Chronologies consistently updated and compliant across all staff	QA sampling shows 100% compliance by June 2026; staff survey shows improved confidence
Staff safeguarding knowledge varied (especially new staff/partners)	Strengthen staff safeguarding knowledge	- Refresher safeguarding training for all staff (Dec 2025) - Induction safeguarding module for new staff (ongoing) - Termly scenario-based safeguarding sessions embedded in CLPL (starting Nov 2025)	2.1	2	DHT 3.1 SLT	Staff consistently confident in safeguarding responses and procedures	Staff surveys; QA of incident response logs; training evaluations

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
Inconsistent follow-up on safeguarding incidents	Improve monitoring and escalation procedures	- Introduce standardised follow-up proforma for safeguarding incidents (Sept 2025) - SLT monthly review of all incidents to ensure closure and actions (from Oct 2025) - Link safeguarding outcomes into PRDs and faculty reviews (Nov 2025 onwards)	2.1	2	DHT 3.1 SLT	All safeguarding incidents followed up with evidence of closure and learning	Safeguarding proformas; SLT minutes; PRD records

Evaluation – January 2026

Areas of Success:		Areas for Development:	
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Evaluation – May 2026

Areas of Success:		Areas for Development:	
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Improvement Priority 3	
Priority	Curriculum <i>Council Priorities: Cross-cutting Themes – Equality, Poverty, Sustainability</i>
Person(s) Responsible	D O’Brien, D McIver, L Stewart (Digital), N Cotter (DYW, 16+), C McLellan (LfS lead)
Next Steps from Standards and Quality Report	Continuing to improve the literacy and numeracy levels for all learners. Review of learning pathways and focus on supporting a flexible curriculum offer. Review and development of the Digital policy. Embedded sustainability into the curriculum. Review and update of the curriculum rationale to reflect the current school context.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
Literacy and numeracy attainment uneven across cohorts	Develop and embed literacy and numeracy policies	- Finalise and publish Literacy Policy (May 2026) and Numeracy Policy (Mar 2026) - Targeted CLPL for staff on SNSA/ACEL analysis (Nov 2025) - Faculty action plans monitored termly by SLT (from Nov 2025)	2.2 2.3 3.2	3 4 5	DHTs 2.2 and 2.3	Measurable improvement in SNSA/ACEL results across BGE; closing gaps in SIMD1–4 cohorts	SNSA data; ACEL results; Insight analysis
Curriculum pathways limited for targeted cohorts	Broaden curriculum pathways for flexibility and equity	- Pathways review with CLs (Nov 2025) - Introduce new NPAs and vocational qualifications (Jan 2026) - Launch SCQF	2.2	2 3 4	DHT 2.2	More flexible senior phase; increased uptake of new qualifications; improved positive destinations	Uptake data; SQA results; Insight reports; SDS destinations data

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
		Ambassadors programme (Mar 2026) - Monitor positive destination outcomes (June 2026)					
(GME) Lack of post-16 Gaelic pathways	Expand Gaelic- medium curriculum and bilingual pedagogies	- Introduce NPA/Scottish Studies in Gaelic (Aug 2025) - Develop post-16 Gaelic pathways with external partners (by June 2026) - Deliver GME-specific CLPL to build staff capacity (Nov 2025 & Mar 2026)	2.2	3	DHT GME DHT 2.2	Expanded GME offer; increased uptake of Gaelic courses; improved staff confidence	SQA uptake; GME staff/pupil survey; CLPL evaluations
Curriculum rationale outdated	Update rationale with stakeholders	- Stakeholder survey/focus groups (May 2026) - Draft shared with Parent Council and Pupil Parliament (June 2026) - Publish revised rationale by end June 2026	2.2	1 3	DHT 2.2 Families Pupils Staff	Shared rationale understood and endorsed across staff, pupils, parents	Stakeholder survey; QA evidence; curriculum rationale document

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how and when?)	HGIOS 4 QIs	NIF Priority	Who? (key stakeholders)	Outcomes (what does success look like?)	Measurements (how will you know?)
(Sustainability) Not consistently embedded across curriculum	Strengthen sustainability education	- Audit sustainability in faculty curricula (Oct 2025) - Identify and share exemplars of practice (Jan 2026) - Establish pupil-led sustainability group (Sept 2025)	3.1 2.3	1 3 4 5	LfS Lead DHT 2.2 DHT 2.3 CLs Classroom teachers	Sustainability themes evident in planning and delivery across curriculum	Faculty audit results; pupil feedback; QA reviews
Digital							
Digital differentiation inconsistent across faculties	Develop digital pedagogy strategy	- Whole-staff CLPL on Apple Teacher and core tools (Nov 2025) - Promote Scholar, eSgoil, ClickView through faculty leads (termly) - Digital pedagogy audit with pupils/staff (Jan 2026)	2.3 3.1	4 7	DHT 2.3 Pupils Staff Apple Teachers Digital DO	Increased staff confidence in digital differentiation; pupils report improved learning experiences	Staff/pupil digital surveys; SCE QA evidence

Evaluation – January 2026

Areas of Success:

Areas for Development:

Evaluation – May 2026

Areas of Success:

Areas for Development:

School Improvement Priority	
Priority	Building Cultural and Social Capital
Person(s) Responsible	Donna MacIver (DHT – GME)
Next Steps from Standards and Quality Report	Improve staff confidence and fluency in Gaelic to strengthen quality of L&T. Increase pupil opportunities for Gaelic work experience and cultural immersion. Develop consistent bilingual pedagogy and tools across 3–18 provision. Enhance visibility of GME within JGHS learning community. Strengthen parent/carers communication about GME curriculum and pathways.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Staff in GME team have varying levels of Gaelic fluency and confidence, impacting quality of L&T	Increase opportunities for Gaelic language acquisition for staff	- Provide 3 staff members (25% of team) with opportunity to attain SCQF Gaelic (Learners) qualification (2025/26) - Partner with eSgoil (2 learners during day, 1 after hours) - SLT/CEC allocate time and resource for study and CLPL	25% of GME team gain formal Gaelic qualification Increased staff confidence and Gaelic usage across subjects including Social Subjects and Pupil Support	Qualification records Staff usage observed in classes Pupil feedback on Gaelic learning
Pupils have limited access to Gaelic-focused work experience	Develop Gaelic-language work experience programme	- C Methven & B O'Donnell (CEC) liaise with GME PSL to expand June 2025 pilot - DM to seek funding to support travel/accommodation costs - Project operational by June 2026	100% of senior GME pupils offered Gaelic work experience Catalogue of partners established Curriculum pathways linked to employment/skills	Attendance and participation records Student evaluations Catalogue of work experience partners

Current L&T toolkit does not recognise immersive pedagogy in language acquisition	Develop GME-specific Learning & Teaching Toolkit for 3–18 provision	- JGHS and TnaP gather data during CAT sessions - Input from Bilingualism Matters (UoE) - DM collates and publishes toolkit (Aug 2026) - Launch at Aug 2026 in-service - “Focus Points” in 2026/27 to embed toolkit in practice	GME Toolkit consistently used across 3–18 provision Shared approach to bilingual pedagogy evident across settings	Staff confidence evaluation pre- and post-launch Pupil evaluations of GME teaching QA sampling of Toolkit use
Limited opportunities for cultural immersion beyond classroom	Establish cultural exchange with Nicolson Institute (Stornoway)	- Plan with PT GME – Nicolson Institute (2025/26) - Pre-trip activities (pen pals, Teams calls) - Secure funding for equity of access (S3 pupils) - Exchange trip Summer 2026, with reciprocal visit to Edinburgh	High pupil engagement in cultural exchange Increased Gaelic usage beyond classroom Exchange embedded into S3 curriculum	Pupil/staff evaluations Legacy of annual exchange in curriculum planning
Parents/carers requested better communication on GME curriculum and pathways	Implement annual GME communication strategy	- DM to plan monthly updates (social media + e-newsletters) - Include: curriculum, pupil voice, family learning, Gaelic learning opportunities - Highlight key pupil issues in comms	Increased engagement from parents/carers Pupil voice more visible in school comms	Annual parent/carer survey Comms records (social media metrics, newsletter reach)
GME pupil voice identified disparity in Gaelic understanding at transition to JGHS	Develop strategy to improve visibility of GME across learning community	- DM & C Methven deliver Gaelic intro sessions for P7/S1 pupils (2025/26) - Senior pupils support delivery - Explore Gaelic (Learners) pathways for incoming S1	Improved pupil relations and understanding between GME and EME cohorts Gaelic (Learners) opportunities added to curriculum	Evaluation of P7/S1 Gaelic intro sessions Course choice data showing Gaelic (Learners) pathway added Evaluation Jan 2026

Evaluation – January 2026

Areas of Success:		Areas for Development:	
Evaluation – May 2026			
Areas of Success:		Areas for Development:	