Section 1: School Context
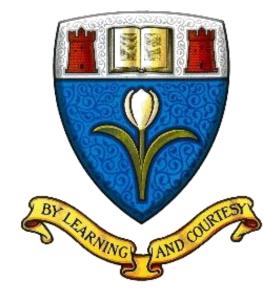Section 2: Self Evaluation Summary
Section 3: Logic Models
Section 4: Outcomes Dashboard

Key Quality Indicator	Current Self-Evaluation
1.3 Leadership of Change	3
2.3 Learning Teaching & Assessment	3
3.1 Ensuring Wellbeing, Equality & Inclusion	3
3.2 Raising Attainment & Achievement	2

Harlaw Academy

SSchool Improvement Plan

Session 2023/24

Self-Evaluation & Improvement Plan 2023-24	Section 1: School Context	Key Quality Indicator	Current Self-Evaluation
School: **Harlaw Academy**	Section 2: Self Evaluation Summary	1.3 Leadership of Change	3
	Section 3: Logic Models	2.3 Learning Teaching & Assessment	3
	Section 4: Outcomes Dashboard	3.1 Ensuring Wellbeing, Equality & Inclusion	3
		3.2 Raising Attainment & Achievement	2

Section 1: School Context

Harlaw Academy is a 6-year comprehensive of over 1000 pupils. The school has a Senior Leadership Team of 5 (including HT, DHTs and School Services Support Manager). There are 9 Faculty Heads and Principal Teachers of Pupil Support (1), Guidance (7), Wider Achievement (1), Literacy (1), Numeracy (1) and Teaching & learning (2).

The SLT remits focus on the four key themes of improvement. Thes are:
- Curriculum, Learning, Teaching and Assessment.
- Professional Learning Improvement
- Raising Attainment and Achievement
- Pupil Support

The overall teaching complement is around 82 FTE. In addition, our young people are supported by a range of support staff and a full-time counsellor. In total, our school has around 125 members of staff. Harlaw Academy sits outside its own catchment area and around 39% of our pupils travel from other school zones. The school has a diverse pupil population where; 22% claim free school meals: 23% live in SIMD Deciles 1-3 (areas of relative poverty); 40% live in SIMD Deciles 8-10 (areas of relative affluence); 35% of the school population have English as an additional language.

The school received a full-inspection by HMIE November 2019. The inspection highlighted three key areas for improvement:
- Streamline approaches to improvement so that self-evaluation activity clearly identifies the priorities which will make the biggest difference to outcomes for young people.
- Continue to improve the quality of Learning, Teaching and Assessment so that young people's experiences engage them and meet their needs. Develop more fully an ethos for learning with high expectations and mutual respect.
- Strengthen approaches to monitoring young people's progress across all subject areas so that staff at all levels have a clear overview of learners' progress. Continue to raise the attainment of young people at all stages.

Education Scotland carried out a visit in November 2021 and December 2022. Education Scotland stated that the school was making progress towards demonstrating the required improvements on the priorities identified and that would ask the local authority to continue to monitor progress and report back in 2024.

As part of our five year plan for improvement, we have identified two "overarching priorities" under which all of our improvement activity is focused.
- Build a Culture around high expectations, aspiration, accountability and the pursuit of excellence.
- Develop a Curriculum that delivers personalisation, choice, freedom and flexibility to allow all pupils to flourish.

Self-Evaluation & Improvement Plan 2023-24
School: **Harlaw Academy**

Section 2: Self Evaluation Summary

Self-evaluation summary for schools
Following the visit of Education Scotland in December 2022, evaluative statements and next steps were identified as part of the formal feedback to staff at Harlaw Academy. These have been adapted to become accessible to the wider school community with the welcome additional comments from all stakeholders (young people, parents & carers and our wider staff team.

QI 1.3 – Leadership of change
Streamline approaches to improvement so that self-evaluation activities clearly identify priorities which will make the biggest difference to outcomes for young people.
We want young people at Harlaw Academy to all experience a school that 'works' well for all of them, with everyone provided with the environment they need to be the best version of themselves.

How well are you doing? - What's working well for your learners?	How do you know? What evidence do you have of positive impact on your learners?	What are you going to do now? - What are your improvement priorities and next steps in this area? *(see logic model pages for full activity description)*
• The school is using meetings, surveys, and reviews to track and progress. This provides the evidence to highlight what is improving experiences for our young people. • Work is ongoing to give opportunities for the wider school staff team to collaborate together make improvements within learning and teaching to improve the experiences of our young people. • Faculty Heads and other leaders are working together with the Senior Leadership Team with greater consistency to make sure that the areas of work that will impact young people are positively aligned. • Within focus groups and surveys young people report improvements in the range of ways their views are sought. They describe the difference giving their views has made in improvements to outdoor spaces and to the security of the building. This is positive but we want to continue to ensure young people are at the centre of all that we do. For example, we know that there is still work to be done in ensuring young people feel that their views are acted upon. • Young people are supported by a wide range of partners at Harlaw Academy to ensure they are provided with the environment in which they can flourish. • A programme for developing our wider staff team is being established, with a learning and teaching framework now in place to support our teachers to ensure that young people have the best possible experiences in the classroom. • Although significant work has gone on to support cultural change, evidence suggests that this has yet to result in a collective sense of team, particularly for those working in the school which will impact the experiences of young people negatively.	• Refreshed SLT remits • Structures in place including :- Annual attainment meeting with faculty PTs, Annual Faculty Health check self-evaluation, Annual HMIE questionnaire to all stakeholders, Termly evaluation of predicted pupil attainment, Termly review of pupil attendance, Termly review of pupil progress (protected characteristics), Bi-weekly DHT PTG key case tracking meetings for pupils at risk, Termly Open Doors validated self-evaluation process (one faculty per term), Bi-annual LA QI2.3 visit (November/April) • Identify and implement interventions • Surveys and focus groups with young people • For example, HMIe Survey (young people) The school takes my views into account, 61.2% answered positively. • Focus Group / feedback from partner groups • **Professional Learning Calendar** • HMIe Survey The School is well led and managed (Teachers) 36.84% answered positively, (Support Staff) 36.36% answered positively, (Parents) 63.75% answered positively • A school that is recognized as being "well led and managed" and one in which young people will flourish.	• All staff in school feeling actively involved in the schools ongoing self-evaluation process through DMs, FSMs, and surveys and be clear over the intended positive impact on young people. • Young people will have their views considered within the self-evaluation process via focus groups and surveys. • Increase the opportunities for the staff team to work collegiately together through *CAT* sessions. This will create a greater sense of ownership and understanding of the school's improvement priorities and how they will contribute to creating improved outcomes for young people. • Provide greater opportunities for young people to have their views listened to and acted upon. • A *Founding Partners* programme is to be created to make sure that our partners contribute effectively and feel included in the life of the school. • A programme of 360° feedback will be put in place for the SLT to reflect upon and then respond to via their own professional learning. This will provide a greater sense of school leadership responding to, and listening to, staff, pupils, and parents.

Self-Evaluation & Improvement Plan 2023-24
School: **Harlaw Academy**

Section 1: School Context
Section 2: Self Evaluation Summary
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Section 4: Outcomes Dashboard

Key Quality Indicator	Current Self-Evaluation
1.3 Leadership of Change	3
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QI 2.3 Learning, Teaching and Assessment

Continue to improve the quality of learning, teaching and assessment so that young people's experiences engage them and meet their needs. Develop more fully an ethos for learning with high expectations and mutual respect.

Young people will experience greater challenge in classes and the extent to which they are encouraged to be ambitious leading to improved outcomes.

How well are you doing? - What's working well for your learners?	How do you know? What evidence do you have of positive impact on your learners?	What are you going to do now? - What are your improvement priorities in this area?
• The *Harlaw Academy Learning and Teaching Framework* is providing a lesson structure for school staff to use. This has helped to provide clarity for teaching staff on the standards expected in their classes so that the experiences of young people is more consistent. • In addition to inspection processes, we have invited colleagues from across the local authority to engage with us in a series of Quality Improvement visits with a specific focus on the experience of young people in classes. • There is a programme of *Open Doors* weeks examining the quality of learning, teaching and assessment in a particular faculty. Feedback is provided to the faculty so that they can address key actions identified that will improve the outcomes for young people. • Progress has been made in Harlaw Academy's learning and teaching journey. From recent observed classes, we know that **most** lessons were pitched at the appropriate level for young people and the purpose and level of lessons was clear in the majority of lessons. However, in a **majority** of observed lessons there were groups of learners who could have been moved more quickly on to the next task or an extension activity. • Young people explain clearly what they enjoy about lessons and explain what they are learning in class during focus groups and in conversations as part of quality assurance processes. Young people understand what they have been asked to do in **most** lessons and can link this with prior learning. However, an improvement is needed on the feedback young people are given to ensure it is clear and ambitious for our young people.	• Open Doors Visits • ACC QI Visits – For example, in the QI visit in 2022, 23.2% of lessons were evaluated as 'good' or better, and in a further QI visit in 2023, this figure increased to 46.3%*. • HMIe – Summary of Inspection Findings • HMIe – Additional Evidence – For example, HMIe Survey *(parents) I am satisfied with the quality of teaching in the school, 69.38% answered positively.* • The proportion of lessons evaluated as 'good' or better will increase demonstrating an improvement in the outcomes for young people. • Parents belief in the quality of teaching in the school will improve and be demonstrated within surveys.	• Some of the foundational building blocks of learning and teaching are now in place and the school are determined to prioritise those next steps that will have the biggest impact on our young people. • Young people need to experience greater challenge and ambitious expectations in their classes. Working collaboratively as a wider staff team will be a priority so that a better standard of learning and teaching, and feedback, will be created for all young people. • We will improve the application of effective learning intentions and success criteria. This will increase the pupils' abilities, and opportunities, to lead their own learning. • We will improve the use of feedback in classroom pedagogy. This will allow pupils to better understand and undertake their next steps in learning.

Self-Evaluation & Improvement Plan 2023-24
School: **Harlaw Academy**

Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Logic Models
Section 4: Outcomes Dashboard

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QI 3.2 Raising attainment and achievement

Strengthen approaches to monitoring young people's progress across all subject areas so that staff at all levels have a clear overview of learners' progress. Continue to raise the attainment of young people at all stages.

Young people will be encouraged to succeed through ambitious expectations, rigorous tracking with timely interventions, and a broader curriculum.

How well are you doing? - What's working well for your learners?	How do you know? What evidence do you have of positive impact on your learners?	What are you going to do now? - What are your improvement priorities in this area?
• The attainment and achievements of most Young people at Harlaw Academy requires significant improvement. This work sits across all four key themes: *Attainment in literacy and numeracy, Attainment over time, Overall quality of learners' achievement* and *Equity for all learners*. • The Lower 20% *Attainment For All* (S4, S5 &S6), some aspects of L4 *Literacy & Numeracy* (cohorts), and Breadth & Depth measures (L5) have demonstrated modest signs of improvement. • Some progress has been made as a school to ensure that target and working grades are consistent and rigorous. Further progress is required in this area, both in the senior phase – but especially in the BGE. • To allow the monitoring of progress, and importantly interventions with, young people by the most relevant person within the school a rigorous tracking system is in the late stages of development and implementation. • Teachers are increasingly confident in judging young people's progress against national standards. This will help to ensure that the information used in monitoring this progress is robust. • The number of young people remaining at school has improved. However, further improvements are still needed. Young people who do stay on to S6 achieve more qualifications. The percentage of leavers making positive choices beyond school in 2020/21 is improving. Data link.	• INSIGHT data • ACC – Harlaw Academy / ACC Attainment Meeting minutes • Harlaw Academy Faculty Attainment Reviews • Presentation Policy • BGE Tracker • Senior Phase Tracker • Evaluation of Moderation activities will point to an increase in teacher confidence in aligning professional judgement. • Levels of concordance between SQA estimates and outrun will increase. • ACC moderation activity – November 2023 • Evidence of stay on rates • Evidence of increased qualifications	• Young people will be encouraged to succeed through ambitious expectations, rigorous tracking with timely interventions, and a broader curriculum. • Based on evidence gathered, a change will be made to the S4 curriculum for 2024-25, with a focus on 7 rather than 8 subjects. Young people will be able to concentrate on fewer subjects and gain better grades in these thanks to a greater depth of learning. • The presentation policy will be used to ensure that all stakeholders are ambitious for the success of our young people. • Robust procedures will be in place to ensure that young people achieve the 'highest and best' qualifications. • A tracking and monitoring system will be in place to ensure that greater ambition is demonstrated for our young people. • Focus on ensuring that young people have a broad range of courses to choose from within the curriculum to ensure they achieve their full potential at Harlaw Academy and stay on at school in greater numbers.

Self-Evaluation & Improvement Plan 2023-24 School: **Harlaw Academy**	Section 1: School Context Section 2: Self Evaluation Summary Section 3: Logic Models Section 4: Outcomes Dashboard		

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Section 3: *QI 1.3 – Leadership of Change*

We want young people to experience a school in Harlaw Academy that 'works' well for them, providing them with the environment they need to flourish.

Resources and Context	Outputs		Outcomes - Impact		
	Activities	**Outputs**	**June 2024**	**Dec 2024**	**June 2025**
• Increase the opportunities for the staff team to work collegiately together through *CAT* sessions. This will create a greater sense of ownership and understanding of the school's improvement priorities and how they will contribute to creating improved outcomes for young people. • Provide greater opportunities for young people to have their views listened to and acted upon by including them in self-evaluation and school improvement planning sessions. Creation and use of Pupil Councils will facilitate opportunities for pupils to raise and own improvement priorities that matter most to them . • A *Founding Partners* programme is to be created to allow our local business community to both inform and cocreate aspects of our curriculum in order to ensure our learning community is producing pupils with the skills and knowledge needed in our local context. • A programme of 360° feedback will be put in place for the SLT to reflect upon and then respond to via their own professional learning. This will provide a greater sense of school leadership responding to, and listening to, staff, pupils, and parents.	• 8 quality CAT sessions which are led by a mixture of staff at all levels will be used to improve the pupil classroom experience by seeking to increase awareness and delivery of good practice, specifically in the areas of supporting learners with ASN, improving the consistency of high Qualify LT&A pedagogy and self-evaluation Practice. • Two cat sessions will involve stakeholders with a review to collectively analyze Self-Evaluation data and identify agreed next steps for the Improvement Planning process utilizing guidance from HGIOS4. • Establishment of pupil council and CREW which will facilitate pupil voice activities through discussion and pupil focus groups as well as surveys. • Through the adoption of CREW in S1, we will develop and embed Oracy techniques in S1. This will be achieved though developing the use of "Community" and delivery of the Wood foundation's 'Youth Philanthropy Initiative' (YPI) both will necessitate pupils to use their voice and oracy skills to develop opinions and arguments whilst also taking greater responsibility for their actions. • Founding partner will use opportunities to co-design curriculum input across S1-S4 curriculum. This will lead to the implementation of BGE courses in S1-3 that are both shaped by and involve the delivery of courses with content that specifically addresses local skills and Labor Market shortages. In short, we help pupils to develop the knowledge and skills to thrive in our changing local job market, post school. • Use of 360 feedback tool with all members of SLT to help identify areas of strength and development. This will lead to specific professional learning plans which help to further develop colleagues' ability to lead our schooling community.	A school evaluation improvement plan written by stakeholders. Identified pupil improvement priorities – you said we did activity on display with scheduled updates within school QA calendar. Increased partner involvement in lesson creation and delivery – leading to increase in pupil engagement in learning and provide greater context for learning.	A **majority** of staff report that they are actively involved in the schools ongoing self-evaluation **Most** young people believe that the school takes their views into account A **majority** of school staff believe that the school is well led and managed	**Most** staff report that they are actively involved in the schools ongoing self-evaluation **Most** young people believe that the school takes their views into account **Most** school staff believe that the school is well led and managed	**Almost all** staff report that they are actively involved in the schools ongoing self-evaluation. **Almost all** young people believe that the school takes their views into account **Almost all** school staff believe that the school is well led and managed

Key Quality Indicator	Current Self-Evaluation
1.3 Leadership of Change	3
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Section 3: *QI 2.3 – Learning Teaching and Assessment*

Our young people will notice a positive change in the challenge they encounter in class and the extent to which they are encouraged to be ambitious.

Resources and Context	Outputs		Outcomes - Impact		
	Activities	**Outputs**	**June 2024**	**Dec 2024**	**June 2025**
• We will improve the application of effective learning intentions and success criteria. This will increase the pupils' abilities, and opportunities, to lead their own learning. • We will improve the use of feedback in classroom pedagogy. This will allow pupils to better understand and undertake their next steps in learning. • We will improve both staff and pupil Knowledge and understanding of effective study and revision techniques following evaluation work that indicates pupils would like further development tin this area.	• Undertake a range of whole staff training through programme of planned afterschool and INSET day meetings which focus of improving delivery and consistency and FF Learning and Teaching pedagogy. • Principal Teachers Faculty will lead Departmental meetings with clear agenda items and with actions recorded. • Use of professional learning budget to support CLPL activities identified through PRD cycle self-evaluations. Activities will be identified by staff and will be based on individual need. DHT School 'Improvement' will produce a CLPL audit and calendar based on CLPL plan returns from staff • Use of 'Live N Learn' organisation will be bought in and deliver learning around effective revision and study habits to S4-6 pupils, parents and staff in order to increase pupil ability to use self-directed learning and study methodology.	Improvement of the quality of learning, teaching, and assessment in classes demonstrated through surveys and focus groups. Pupils are able to identify and articulate next steps in learning via surveys, Quality Assurance activities and focus groups. Pupils able to describe with detail their chosen pathway and options for when they leave school.	A **majority** of our lessons will be externally evaluated as *good* or better. **Most** parents will agree that they are satisfied with the quality of teaching in the school.	**Most** of our lessons will be externally evaluated as *good* or better. **Most** parents will agree that they are satisfied with the quality of teaching in the school	**Most** of our lessons will be externally evaluated as *good* or better. **Almost all** parents will agree that they are satisfied with the quality of teaching in the school

Self-Evaluation & Improvement Plan 2023-24
School: **Harlaw Academy**

Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Logic Models
Section 4: Outcomes Dashboard

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Section 3: *QI 3.2 – Raising Attainment and Achievement*

All our young people will be encouraged to succeed through ambitious expectations, rigorous tracking with timely interventions, and a broader, appropriate curriculum.

Resources and Context	Outputs		Outcomes - Impact		
	Activities	Outputs	Aug 2024	Dec 2024	Aug 2025
• Based on evidence gathered, a change will be made to the S4 curriculum for 2024-25, with a focus on 7 rather than 8 subjects. Young people will be able to concentrate on fewer subjects and gain better grades in these thanks to a greater depth of learning. • The presentation policy will be used to ensure that all stakeholders are ambitious for the success of our young people. • Robust procedures will be in place to ensure that young people achieve the 'highest and best' qualifications. • A tracking and monitoring system will be in place to ensure that greater ambition is demonstrated for our young people. • Focus on ensuring that young people have a broad range of courses to choose from within the curriculum to ensure they achieve their full potential at Harlaw Academy and stay on at school in greater numbers.	• Consultation with key stakeholders on curricular models and the move to 7 subjects in S4 • New structure for school Timetable – planning to implement asymmetric week based model in May 2024 • Refreshed Presentation Policy that promotes ambition and high expectations in place and agreed • Clear process for discussing level changes • Support and improve the use of learning conversation/feedback methodology • Increase rigor within Course Choice Process based on staff prognostication and GL assessment CAT test data. • Consultation on BGE tracker concluded and BGE tracking in place. This will allow us to begin building our tacking over time approaches to ensuring effective interventions are available. • Senior Phase Tracker in place and used to monitor predicted S4 attainment. • Focus groups of young people to be canvassed in order to establish next steps for curriculum development needs, this will allow us to identify gaps in pathways and plan for further curriculum development across the next three years. • Greater focus and consistency on the pathway planning process and the key staff involved. This will focus S3-S6 initially, but need to start discussions with targeted young people in S1-S2.	An S4 curriculum based on evidence in place for Session 2024-25 Increased number of pupils being presented for N5 and Higher Staff able to identify pupils who are under achieving based on both GL assessment prognostication and professional judgements *BGE Tracker in Place* *Senior Phase Tracker in place* *Intervention Strategy in place* *Robust Curriculum Rationale in place*	(Aug SQA) The percentage of S4 achieving 5@5 will be within 5% of the Virtual Comparator. (Aug SQA) **Complimentary** tariff points show that the M60 and H20% for S4 has reached the Virtual Comparator. (Aug SQA) S5 in S5 3@6 Breadth & Depth will show an improvement on 2023. We will close the gap for the stay-on rate from S4-S6 to the virtual comparator, with a particular focus on S5-S6.	Tracking will show that the percentage of S4 achieving 5@5 is in line to exceed the virtual comparator. Tracking will show improvements in M60 and H20% in S4. Tracking will show projected improvements in 3@6.	(Aug SQA) The percentage of S4 achieving 5@5 will exceed the virtual comparator. (Aug SQA) **Complimentary** tariff points show that the M60 and H20% for S4 has exceeded the Virtual Comparator. (Aug SQA) S5 in S5 3@6 Breadth & Depth will be within 5% of the Virtual Comparator. Our stay-on rate for S4 to S6 will exceed the virtual comparator.

Self-Evaluation & Improvement Plan 2023-24 School: **Harlaw Academy**	Section 1: School Context Section 2: Self Evaluation Summary Section 3: Logic Models Section 4: Outcomes Dashboard

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Section 4: Outcomes Dashboard

Dashboard of Measurable Outcomes

HGIOS QI	Baseline	Jun 24	Dec 24	Jun 25	Baseline	Jun 24	Dec 24	Jun 25	Baseline	Jun 24	Dec 24	Jun 25
1.3 Leadership of Change	**1: Involvement in Self-Evaluation**				**2: Pupil Voice**				**3: Leadership of the School**			
	T 62.50% S 9.09%	A **majority (>50%)** of staff are actively involved in the schools ongoing self-evaluation	**Most (75-90%)** staff report that they are actively involved in the schools ongoing self-evaluation	**Almost all (>90%)** staff report that they are actively involved in the schools ongoing self-evaluation.	P 61.20%	**Most (75-90%)** young people believe that the school takes their views into account	**Most (75-90%)** young people believe that the school takes their views into account	**Almost All (>90%)** young people believe that the school takes their views into account	T 36.84% S 36.36%	A **majority (>50%)** of school staff believe that the school is well led and managed	**Most (75-90%)** school staff believe that the school is well led and managed	**Almost All (>90%)** school staff believe that the school is well led and managed
2.3 Learning Teaching and Assessment	**4: Evaluation of Learning & Teaching**				**5: Parental Satisfaction**				**6: Stay on Rate**			
	Nov 23: 46.3%	A **majority (>50%)** of our lessons will be externally evaluated as *good* or better.	**Most (75-90%)** of our lessons will be externally evaluated as *good* or better.	**Most (75-90%)** of our lessons will be externally evaluated as *good* or better.	P 69.38%	**Most (75-90%)** parents will agree that they are satisfied with the quality of teaching in the school.	**Most (75-90%)** parents will agree that they are satisfied with the quality of teaching in the school.	**Almost All (>90%)** parents will agree that they are satisfied with the quality of teaching in the school.	2021-22: 51.61%	We will close the gap for the stay-on rate from S4-S6 to the virtual comparator		Our stay-on rate for S4 to S6 will exceed the virtual comparator.
3.2 Raising Attainment and Achievement	**7: 5@5 in S4**				**8: M60% & H20% in S4**				**9: 3@6 in S5**			
	HIA 2023 5@5: 47.78 VC 2023 5@5: 55.17	(Aug SQA) The percentage of S4 achieving 5@5 will be within 5% of the Virtual Comparator.	Tracking will show that the percentage of S4 achieving 5@5 is in line to exceed the virtual comparator	(Aug SQA) The percentage of S4 achieving 5@5 will exceed the virtual comparator.	HIA 2023 M60% 301 VC 326 H20% 418 VC 426	(Aug SQA) **Complimentary** tariff points show that the M60 and H20% for S4 has reached the Virtual Comparator.	Tracking will show improvements in M60 and H20% in S4.	(Aug SQA) **Complimentary** tariff points show that the M60 and H20% for S4 has exceeded the Virtual Comparator.	HIA 2023 3@6: 43.21 VC 2023 3@6: 53.89	(Aug SQA) S5 in S5 3@6 Breadth & Depth will show an improvement on 2023.	Tracking will show projected improvements in 3@6.	(Aug SQA) S5 in S5 3@6 Breadth & Depth will be within 5% of the Virtual Comparator.