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East Dunbartonshire: Education Service

Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Bearsden Academy
Head Teacher	G Cooper
Link QIO	M Kerr

School Statement: Vision, Values & Aims and Curriculum Rationale

We are committed to excellence by working together to be all we can be.
Bearsden Academy is a vibrant learning community that strives to respect the rights of our young people to fulfil their potential. To this end, we are committed to supporting and challenging all members of our school community to become successful learners, confident individuals, effective contributors and responsible citizens.

Curriculum Rationale

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Session	**Looking Forwards – 3 Year Improvement Plan Priorities** Bullet point key priorities for the next 3 years		
	2025/26	**2026/27**	**2027/28**
Priority 1	Promoting and moderating skills across the curriculum	Reviewing our rationale for learning and curriculum	Building our curriculum
Priority 2	Community-led evaluation and leadership	Reviewing and looking outwards for improvement	Leadership across the community
Priority 3	Tracking new data on wellbeing and progress	Tracking for our new curriculum and pathways	Reviewing tracking and wellbeing approaches

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Section 2: Improvement Priority 1	
School/Establishment	**Bearsden Academy**
Improvement Priority 1	**Promoting and moderating skills across the curriculum**
Person(s) Responsible	Peter Liddle, DHT (Learning and Teaching, Digital) Ruth Higgins, DHT (Curriculum) Gary Sloan (Professional Learning) Alice Chamberlain, Acting PT Wider Achievement (digital badges) Tripartite improvement teams – Learning and Teaching, Digital

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-2028
Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Choose an item.	teacher professionalism parent / carer involvement and engagement curriculum and assessment	QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning QI 1.2 Leadership of Learning	Improvement in employability skills and sustained, positive school leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Tripartite improvement team leads Moderation leads	Satchel One for digital badges Library website for digital launchpad Event time for moderation and CLPL calendar	Tripartite groups for L&T, Digital
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Learning communities	Promoting a high quality learning experience Professional learning and leadership Engaging beyond the school	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
The majority of pupils to be involved in moderation through pupil-led moderation activities 3 x moderation evidence stacks for each subject area Increase in interactivity within L&T resources – teacher updates shared to highlight practice.	Using a pupil-led moderation policy with learning, teaching and assessment: • Complete three moderation exercises (metaskills, literacy, curriculum) • Use of digital space for moderation • Promote recording of teacher feedback on enquiry-based improvement via L&T toolkit	Digital moderation space will demonstrate evidence and allow for feedback Observations – Sep and Dec 2025 – will be used to sample effectiveness of success criteria Quantity of teacher updates to L&T toolkit increasing.	September, December and February: Moderation events across the school September and December: Targeted observation focused on delivery of success criteria
All pupils to show awareness of, and achievement of, digital badges matches to skillsets.	Use of digital badge scheme tied to values and skills to contribute to wider achievement and celebration of success	Measure progress of awarded badges via Satchel One Feedback from pupils to indicate meaning/delivery is effective Targeted focus on equity groups	Every second month – Departmental updates. Certificate for awards in May
Increase in evidence of enquiry in L&T toolkit around learning communities.	Learning communities themed around needs of improvement plan: • Moderation • Outdoor learning • Digital tools and AI for differentiation Digital delivery to allow access.	Participation of staff – uptake and feedback	August and September Revisit sessions in January and May. GTCS Recognition discussions in May.
All pupils able to access digital launchpad Parents surveyed able to access and indicate benefits of launchpad	Creation of digital launchpad for all subjects to be enhanced with family learning resources for each subject	Measure traffic to launchpad via Library homepage tools. Parent feedback over session.	Measure uptake each month. Feedback in May from parents and pupils.

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Section 2: Improvement Priority 2	
School/Establishment	**Bearsden Academy**
Improvement Priority 2	**Community-led evaluation and leadership**
Person(s) Responsible	Ruth Higgins, DHT(Curriculum) Peter Liddle, DHT (School Improvement) Trippartite improvement teams J Riley, C Graham (Rights Respecting Schools) K Donaldson, DHT(Parent Leadership)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all Choose an item.	school leadership teacher professionalism school improvement	QI 1.3 Leadership of Change QI 1.1 Self evaluation for self improvement Q! 3.3 Increasing creativity and employability	Improvement in children and young people's mental health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Tripartite improvement teams Leadership within the curriculum Parent Leadership Programme	Leadership qualifications – development time and resources for delivery Meeting times for tripartite teams Event time for parent leadership	Parent Leadership Programme Tripartite improvement teams
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Leadership in the curriculum RRS – input to all staff	Engaging beyond the school Professional Learning and Leadership	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Increase in number of leadership awards in BGE and S6 – majority of those undertaking opportunities.	Agreed curricular mapping of leadership awards in BGE and Senior Phase – John Muir, BGE Leadership, L5 Leadership, L6 Leadership to maximise leadership awards	Leadership group updates (representatives from those delivering)	June 2025 – confirm plan for delivery Ongoing over year
Increase in number of engagements between parents, partners and staff through improvement meetings Share improvement data with each group	Tripartite improvement teams reviews of improvement plan priorities with groups	Uptake and feedback from groups Share improvement data with each group Individual mini-reports for each team	Meet and review August November January May
Achievement of award Evidence demonstrates utilisation of UNCRC for positive impact on learning environment	Rights Respecting Schools: Gather evidence for Gold Award using Leadership Academy as vehicle	Evidence for school demonstrates progress vs RRS standards	Ongoing over year – TBD by awarding body.
Uptake of parents taking part in opportunities Increase vs targeted groups	Parent leadership programme – learning and leading through learning sessions related to school priorities	Uptake of parents and positive feedback Survey those that have taken part and those that have not Impact report relating to SE report May 2026	Areas of focus to be identified June 2025 Calendar published August 2025

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Section 2: Improvement Priority 3	
School/Establishment	**Bearsden Academy**
Improvement Priority 3	**Tracking new data on wellbeing and progress**
Person(s) Responsible	K Donaldson, DHT (Tracking) G Stevenson, DHT (Attendance, CIRCLE) R Higgins, DHT (Plurilingual hub) Tripartite improvement teams

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment performance information teacher professionalism	QI 3.2 Raising attainment and achievement QI 3.1 Wellbeing, equality & inclusion Choose an item.	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Tripartite improvement teams Attendance review team CIRCLE pilot departments	Event time for sessions around CIRCLE Planned time for tracking meetings and DM time for recording interventions.	Tripartite improvement teams
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
CIRCLE training events CLPL on attendance updates CLPL on equity data and interventions	Using data and evidence Early intervention and prevention	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
All targeted pupils have recorded interventions based on needs	Planned interventions using whole school equity data: • Departments to update on target groups in BGE and Senior Phase • Guidance staff and Year Heads to add relevant data to target groups	Tracking interventions for targeted pupils – quantitative data from tracking shows upwards trend.	Existing Senior Phase tracking meetings Departmental Meetings in August, October, January, March for BGE
Increase in use and effectiveness of text alerts, letters and meetings around attendance Overall average attendance improves	Attendance: • Complete review of attendance policy	Latecoming statistics Attendance statistics	Ongoing
Number of evaluations and pupil participation in evaluations Circle scores increase across session based on feedback and action	Circle and Nurture: • Evaluate department and classrooms using CIRCLE and Nurture frameworks	Self Evaluation scores Pupil views on process	TBD by Circle group
Increase in pupils able to achieve awards around own language and ESOL – all eligible Increase in use of facilities to support learning	Plurilingual Hub • Develop resource for aiding delivery of plurilingual support	Attendance in hub Uptake of ESOL Uptake of other language qualifications Uptake of alternative presentation Pupil voice sessions	TBD by planning for renovation of room and next steps

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	**Tasks/Interventions**	**Resources**	**Measures**	**Timescale(s)**	**Progress**
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG