



EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Bearsden Academy
Head Teacher	George Cooper
Link QIO	Mary 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](#)

Current Standards & Quality Report

<https://www.bearsdenacademy.e-dunbarton.sch.uk/>

Framework for School Improvement Planning 2026 – 29

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion • Illicit programme • Family learning • Communication/digital inclusion • Inclusion tracking – partners, wellbeing, equity, attendance • CIRCLE • Literacy/Numeracy and Dyslexia framework • Equally Safe at School and Rights Respecting Schools	Wellbeing & Inclusion • Extending family learning • Enhanced tracking • Embedded wellbeing in the classroom	Wellbeing & Inclusion • Leading family learning • Sharing data with families
Priority 2	Pedagogy & Meta-Skills • Cluster preparation CIC • Moderation • Enquiry cycle pathways • Digital badge/metaskills tracking • Introduce numeracy development across subjects	Curriculum • CIC Implementation Planning • 21 Hours • Enquiry pathways • Metaskills tracking • Continue to develop and measure use of resources created in year 1	Pedagogy • CIC Implementation • Metaskills and moderation • Enquiry on pedagogy to support the curriculum • Refine numeracy documents and continue to promote use amongst staff
Priority 3	Recognising leadership • Outdoor learning • Leadership mapping • Wider achievement interventions • Parent leadership	• Expanding leadership opportunities for all	• Leadership in the curriculum

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 1			
School/Establishment	Bearsden Academy		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	G Stevenson (Wellbeing and inclusion) P Liddle (Guidance) K Donaldson (Tracking and monitoring) L Welsh (Intervention hub)		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Wellbeing & Inclusion	Wellbeing and Inclusion	Improvement in children and young people's health and wellbeing	QI 3.1 Wellbeing, equality & inclusion

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership of enquiry and events: Family learning, assessment outcomes Middle leadership – CIRCLE and Dyslexia framework in departments Staff lead roles for RRS and ESAS Pupil leadership in RRS Pupil Improvement Team will work on areas of this plan	Utilise WTA time slots for improvement teams and enquiry Ongoing cost of Satchel One	Family learning calendar – Parent Leadership group linking in and feeding back Parental engagement through family learning opportunities Regular feedback on assessment tracking
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Enquiry groups: Family learning, inclusion in the classroom,	high quality learning experience promoting healthy lifestyles use of evidence & data high quality learning experience	Staffing Allocation: Funding for PT Pupil Equity and Achievement Lead (Scale Point 1) to drive the "Skills for Learning, Life, and Work" agenda and support transition towards CIC.

Framework for School Improvement Planning 2026 – 29

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
Completion of Programme with cohort.	Delivery of the Illicit Programme via PSE (Details TBC)	Programme evaluations	TBC
Complete coverage of digital family learning approach for BGE subjects Calendar of events shared with all parents Increase in number of events	Family learning calendar of events and digital resource to be shared with all parents	Coverage of subjects in resource Calendar with evaluations for each event	Calendar to be shared by September 2027 Events over session Digital resource to be completed by December 2026
Awareness and positive feedback on digital communications Uptake and use of Satchel One for communication is viewed as consistent by parents	Communications strategy focused on Satchel One and sharing practice via Weekly Update	Satchel One uptake (logins/active account) Weekly update viewing numbers > 80% of school roll per week	New account info (September) Communication policy agreed by October Review by June

Framework for School Improvement Planning 2026 – 29

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
Framework for best use of direct sharing of assessment outcomes agreed Increase in “class test” activities on Satchel One with associated scored – in pilot subject then whole school	Develop practice in sharing assessment outcomes with parents and pupils Centrally track assessments with equity and wellbeing data	Capture pupil and parent view on value of assessment data (August)	Pilot departments – August to December Whole school approach – January to June
Completion of department-level evidence of embedding CIRCLE framework participation scale	Departmental-level embedding of CIRCLE Framework participation scale	Participation scale evidenced via observations and focus group feedback	Over session
Embedding of new framework into practice in classroom, department and whole school	Whole school CLPL and use of Dyslexia Framework supporting Literacy and collaborative work to support Numeracy	Use of evaluation tools within framework	Timelines to be confirmed via access to training (EDC)
Completion of RRS Gold award	Achieve Gold award for Rights Respecting Schools	RRS evidence and submission process validates work	Group will meet each month and liaise with departments
Completion of next steps of ESAS framework	Embed practice for Equally Safe at School into departmental planning	Evaluation using ESAS framework	Complete pupil and staff input by February

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	Bearsden Academy
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	P Liddle (2.3 LT&A) R Higgins (Curriculum) G Sloan (CLPL) R McArthur (DYW - metaskills)

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning and Teaching Curriculum Monitoring and Tracking	Learning and Teaching Skills for Learning, Life and Work	Closing the attainment gap between the most and least disadvantaged children	QI 2.3 Learning, Teaching & Assessment

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Middle leadership: CIC tasks Leadership within enquiry pathways and CLPL programme Pupil Improvement Team will work on areas of this plan including Digital Badges	Creation of updated metaskills materials Time used for CLPL inputs across session including WTA time	Consult on changes to badges Parent Leadership CLPL programme as part of CLPL planning
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CLPL Programme in place Supported by enquiry pathways with research packs and time to meet Linked to ongoing CLPL opportunities in EDC and nationally to support curriculum	high quality learning experience differentiated support professional learning & leadership Choose an item.	Staffing Allocation: Funding for PT Pupil Equity and Achievement Lead (Scale Point 1) to drive the "Skills for Learning, Life, and Work" agenda and support transition towards CIC.

Framework for School Improvement Planning 2026 – 29

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
In line with EDC schedules – TBC	Cluster preparation for Curriculum Improvement Cycle • Calendar of dates • Preparatory DM Tasks	In line with EDC planning – TBC	
Evidence base for metaskills moderation available to all staff and beyond school S1-S3 profiling matches metaskills Pupil moderation team has provided evidence on moderation	Moderation of metaskills. • Practice sharing • Embed MyWow profile through PSE and departments • Pupil Moderation Team	Coverage of MyWow profiles and mapping of metaskills within Pupil feedback on moderation approaches embedded into work	MyWow profile completion over session Pupil Improvement Team meetings over session in calendar
CLPL programme coverage for improvement priorities and staff development pathways Almost all staff involved in contributions to enquiry	Revised CLPL programme with enquiry pathways • Theme packs to support enquiry cycles • WTA time used for check-in and learning Departments to create Learning and Teaching Action Plans to evaluate delivery of whole school initiatives in the classroom	Staff feedback before new approach and after Coverage and completion of improvement actions Coverage of CLPL programme and uptake	August – establish groups December – Check-ins May- Presenting Action plans – September weeks. Analysed and shared October.

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
High parental awareness of digital badges Mapped metaskills across curriculum based on digital badge information Refreshed relationships policies to match skills approach	Digital badges • Inform parents of system • Audit metaskills development within each subject matched to badges • Separate support measures (demerits, referrals) from achievement (digital badges, merits/points) – update policies	Parent increase in awareness and awards of digital badges (from 2026 survey) Pupil feedback on improved use of badges and merits	Review policy – June/August Mapping/reviewing badges – August-October
Increased pupil and staff confidence in numeracy Increased conversations and development of numeracy in the school	Numeracy for all • Meet with curricular PTs to deliver plan • Allocate one staff member per department • Meet with allocated staff members to identify numeracy areas within subject • Create booklet per department • Create shared spreadsheet giving information on numeracy levels for pupils	Increase staff confidence in identifying and delivering numeracy within their subject Increase cross-curricular knowledge of numeracy and support subject planning Increase pupil awareness of numeracy outside of Maths Increase pupil ability in all subject areas (bridging the gap)	PT Meeting – Aug Meeting with allocated staff members – few times across the year Booklets & spreadsheet to be created by end of academic year

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 3	
School/Establishment	Bearsden Academy
Improvement Priority 3	Leadership
Strategic Leads	K Donaldson (Wider Achievement) G Sloan (Parent Leadership) R Higgins (Leadership in the curriculum)

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Leadership	Leadership	Improvement in skills and sustained, positive school-leaver destinations for all	1.3 Leadership of Change

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership for pupils within the curriculum Leadership for parents through parent leadership Middle leaders embedding opportunities into departmental work	After school times for Parent meetings	Share opportunities with parents Involve parents in wider achievement recording Parent leadership opportunities
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
PL opportunities for Outdoor Learning Practice sharing – accreditation	employability & skills development partnership working	Staffing Allocation: Funding for PT Interventions for Equity (Scale Point 1) to strategically coordinate whole-school equity-led practices and partner activities

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
New award embedded into curriculum and delivered for all young people in BGE	- Embed Outdoor learning leadership award into curriculum - Departments to submit information on OL input in classes	Feedback from pupils Uptake and success rates	Ongoing over session Initial sample by September
Awareness of leadership within the curriculum and leadership opportunities – parents	Raise awareness of mapped leadership opportunities with parents and plan celebration of achievement	Increase in awareness vs 2026 survey	December
Full, up to date WA database Interventions planned for S1-S3 Decrease in “gap” for WA – including target groups	Track initial Wider Achievement data for S1-S6. Plan interventions based on data and equity data	WA initial data va final data Pupil feedback on new opportunities	WA initial data – June-September Final data sample – June 2027
Uptake and parent-led sessions increases over session	- Enhance parent leadership opportunities through programme focused on family learning interventions - Department information on timelines to be shared	Number of sessions offered Positive feedback on new Family learning interventions	August – meeting schedule
Collaborative events between schools	Validated Self Evaluation of L&T and pupil leadership partnership with Kirkintilloch High School	Monitoring of successful feedback from participants	Throughout year

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact: Outcomes for learners; targets; % change	Tasks/Interventions for identified groups	Resources: Identify PEF allocation, staffing and resources that will be procured to support	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): What are the key dates for implementation? Link to Outcomes	Progress: Identify progress and impact in narrowing the PRAG
Improved attainment, wellbeing, and engagement for targeted learners through the removal of barriers to learning	Lead a whole-school approach to personalised interventions; coordinate Early Intervention planning (wellbeing/attendance); and coordinate staff/partner timetables	PT Point 1 (Interventions for Equity) KD and LP; coordination of various staff, services, and partners	Use of qualitative and quantitative data; regular impact reports to SLT on whole-school equity aims	Aug 26 – April 27	Regular SLT Reports: The PT for Interventions for Equity will provide regular reports to the Senior Leadership Team (SLT) specifically detailing the impact of interventions on whole-school improvement targets and equity aims Quantitative Trends: Progress will be measured by analysing attainment, attendance, and engagement data collected during early intervention support planning.

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Increased access to high-quality pathways, formal recognition of wider achievement, and positive/sustained leaver destinations	Embed equity-led practices (work experience, meta-skills profiling); manage 16+ Datahub; and identify "poverty of opportunity" in extracurricular engagement	PT Point 1 (Equity and Achievement Lead)RMA; collaboration with Guidance/Pastoral and departmental staff	Rigorous Wider Achievement tracking system; analysis of SLDR data; meta-skills profiling	Aug 26 – April 27	Wider Achievement Tracking: A rigorous tracking system will monitor participation in extracurricular activities, volunteering, and leadership roles, specifically looking for the removal of "poverty of opportunity" gaps Meta-skills Profiling: Integration and recording of meta-skills into daily learning will serve as a measure of a pupil's development in skills for learning, life, and work
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Framework for School Improvement Planning 2026 – 29

Smooth transitions from primary to secondary; sustained progress and wellbeing through BGE; and a more inclusive, flexible curriculum	Develop comprehensive transition plans; coordinate targeted BGE interventions; and embed strategy adjustments within the curriculum alongside primary partners	PT Point 1 (Enhanced Transitions) AM; partnership with SfL, Guidance, feeder primaries, and partner agencies	Wellbeing and attainment data; staff feedback; pupil voice; and records of support plans	Aug 26 – April 27	Stakeholder Feedback: The PT for Enhanced Transitions will evaluate impact through pupil voice, staff feedback, and feedback from families regarding the transition process. Wellbeing Data: Monitoring the wellbeing of targeted pupils throughout S1 and other key transition points will be a primary indicator of successful integration and support
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School PEF allocation 26/27: £_____ Total PEF allocated in SIP £__32,000___ Underspend: £ _____

School Improvement Plans should be emailed to the link Quality Improvement Officer by Thursday 18 June 2026.