

Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Bishopbriggs Academy
Head Teacher	Ian Donaghey
Link QIO	Kevin Kelly

School Statement: Vision, Values & Aims and Curriculum Rationale

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/26	2026/27	2027/28
Priority 1	Relationships	Relationships	Relationships
Priority 2	Learning + Teaching	Learning + Teaching	Learning + Teaching
Priority 3	Attainment + Achievement	Attainment + Achievement	Attainment + Achievement

Section 2: Improvement Priority 1	
School/Establishment	Bishopbriggs Academy
Improvement Priority 1	Relationships
Person(s) Responsible	I Ross

Framework for School Improvement Planning 2025/26

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health + wellbeing	Teacher Professionalism School Improvement	3.1 Ensuring wellbeing, equality + inclusion 2.4 Personalised support	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Professional Learning Opportunities Leading CLPL Workshops	Collegiate Time Be-inn Unity External Training Provider	Parental consultation on use of Satchel 'Badges' to enhance PPR development
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Circle Training Keeping the Promise Training Mental Health First Aid Training	Closer monitoring of attendance for groups of young people with attainment factors	

Framework for School Improvement Planning 2025/26

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 relationships are enhanced through teacher knowledge and understanding of relationship based practise and development of work begun last session.	- All staff will continue to engage with 'Circle' professional learning into year 2 of the programme - PPR committee launch new Satchel badges to promote positive relationships - All staff to continue to undertake training with a view to achieving the 'Keeping the Promise Award'. - Professional Learning will continue into year 2 of our partnership with Be-Inn Unity, with staff being trained in the Mental Health First Aid Award - Introduce 'Equally Safe at School' as a strategy to safeguard young people from radicalisation and prevent gender based violence - House Tutor roles and responsibilities are standardised and a programme of relevant and meaningful registration activities are created - Introduce a whole school Gaelic Policy as part of our continued improvement in the delivery of Gaelic medium education	- Increased number of departments use circle inclusive classroom scale - Identified departments will have completed 2 rounds of circle participation scale - Analysis of Satchel reports will show consistency of positive points and badges across all departments - As a school, achieve the 'keeping the promise' award - Improved pupil voice responses through SHINE survey - Over 70 % of teaching staff will have completed the SCQF Mental Health First Aid Award - Over 70% of staff will have completed equally safe at school initial training - Pupil voice indicates more consistent house tutor experience - Staff, parent and pupil voice indicates an understanding of Gaelic medium education across the school	August 2025 - ongoing

Framework for School Improvement Planning 2025/26

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Wellbeing of school community is supported, through awareness of wellbeing activities and resources available	- Develop the provision for wellbeing ambassadors, and their role in supporting the wellbeing of young people from across all year groups - Review of attendance + timekeeping policy moves into year 2, with a focus on pupil timekeeping - Developing the provision of wellbeing support for staff, with a focus on showcasing the variety of supports available	- Minimum of 24 wellbeing ambassadors appointed and trained in the SCQF Mental Health First Aid Award - Staff engaging in supports offered – both in school and with partner agencies - Number of supports offered within school - Staff voice indicates experience of support and sense of being valued - Minutes of actions taken in relation to working with families to improve pupil timekeeping - Pupil attendance % remains above both ED and National figures - Minutes of correspondence with families regarding timekeeping are evident - Wellbeing of all young people gathered twice per year	August 2025 - ongoing

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 2	
School/Establishment	Bishopbriggs Academy
Improvement Priority 2	Learning + Teaching
Person(s) Responsible	E MacKay/EJ Smedley

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy + numeracy Closing the attainment gap between the most + least disadvantaged children + young people	School Improvement School Leadership	2.3 Learning, Teaching + Assessment	Closing the attainment gap between the most + least disadvantaged children + young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Moderation activities through departmental meetings Quality assurance activities in relation to L+T	Collegiate Time Promethean Board Roll Out	Information communicated to parents is more robust through moderation processes
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Promethean Board Training Professional learning on questioning + response technique	Progress of young people with attainment barriers are routinely analysed post track point	

Framework for School Improvement Planning 2025/26

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?
Teachers' practice is more effective through improved understanding of high quality L+T and subsequent quality assurance of the L+T process	- Effective questioning and response technique to be a focus of professional learning throughout the session, during staff training and as part of the CLPL programme - Digital learning to be a focus of professional learning for the session, particularly in relation to the roll out of updated Promethean Boards to ensure their effective usage - Quality assurance of L+T to be a focus of departmental collegiate time, with a calendar of PT – Link SLT meetings to support this process - Create a 'reading for pleasure' action plan to demonstrate our commitment to building a reading culture across the school.	- Pupil voice responses linked to L+T demonstrate an engaging experience - All staff to engage with professional learning around effective questioning + response technique - Number of staff engaging with professional learning workshops on use of new Promethean Boards - Departmental evidence demonstrates consistency of L+T across department - Learning Walks by L+T committee have a focus on effective questioning + response technique - SLT/PT link meetings are recorded and actions identified 'Reading for pleasure' action plan created and disseminated to all staff - Reading behaviours modelled by staff visibly across the school	- Throughout session - Professional Learning on Promethean Boards – once installed - L+T link meetings - triannual
Teachers' shared understanding of pupil progress is enhanced through updated Pupil Progress Tracker and through effective M+T, which is underpinned by robust moderation dialogue.	- Moderation of BGE is reviewed and developed with one additional return to HT per year - PTs are consulted on Pupil Progress Tracker and feedback is sought on its implementation, prior to its launch to all staff	2 cycles of moderation returns are discussed and returned for every department - Attainment for lowest performing cohorts of learners continues to perform above East Dunbartonshire and virtual comparator measures	- Moderation in BGE – throughout session - Pupil Progress Tracker – August 2025

	• All staff use spreadsheet to communicate pupil progress and middle and senior leaders effectively track and record interventions • Process for learner conversations to be reviewed and updated	• Relevant and regular interventions by appropriate staff are evident • Consistency of data entry to whole school M+T systems • Pupil progress is monitored at Track Points in conjunction with Pupil Progress Tracker • Interventions will be recorded and then evaluated as pupils progress throughout year • Learner conversations are embedded throughout all curricular areas	
--	---	--	--

**Duplicate tables as required for each priority*

Section 2: Improvement Priority 3	
School/Establishment	Bishopbriggs Academy
Improvement Priority 3	Attainment + Achievement
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? C Kerr/E McRae/EJ Smedley

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children. Improvement in attainment, particularly in literacy and numeracy	Performance information	QI 3.2 Raising attainment + achievement	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Investigation of departmental additionality opportunities Leading on departmental meta skills development	Collegiate Time Gen+ Programme	Parental review of powering futures senior phase course
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

Framework for School Improvement Planning 2025/26

Professional learning workshops on meta skills and Gen+ Development of new courses and course materials	More SCQF tariff points for pupils from areas of highest deprivation	
--	--	--

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?
Pupil experience of the senior phase curriculum is developed to allow for additional skills courses which will develop pupil meta-skills alongside increasing accreditation.	- Powering Futures course within the S5/6 curriculum is piloted with pupils - Development of additional S5/6 course for delivery in session 2026/27 to compliment the Powering Futures course - Additional curriculum pathways in the SP are developed, with a focus on achieving accreditation at all levels - Young people have evidence banked early so that accreditation is secure - Alternative pathways are sought so that young people have a curriculum which meets their needs	- All young people in Senior Phase secure tariff points - Every young person in Senior Phase achieves at least scqf level 4 in both literacy and numeracy - Range of additionality opportunities available - Attendance monitoring for pupils in all vulnerable categories - Opportunities available for young people to follow alternative curricular pathways, including vocational opportunities - Number of pupils achieving level 6 powering futures accreditation	- Powering Futures launched in August - Complimentary S5/6 course developed throughout session, delivery in session 2026/27

Framework for School Improvement Planning 2025/26

Development of the Meta-skills framework to identify key skills across the curriculum and track their development	• Update on meta-skills framework to all staff. • Review of the variety of departments delivering Gen+ lessons and update for all staff regarding lesson materials • Continue to audit and track meta-skills which are being developed through wider achievement opportunities and through My World of Work Profiling Tool	• Confidence of staff to discuss skills development • Young people can discuss skills development and the connections across the curriculum • Pupils using My World of Work Profiling Tool to record skills	• August 2025 Departmental engagement – throughout session
---	--	---	--

Framework for School Improvement Planning 2025/26

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
Young people experience a curriculum which allows for progression and offers additional accreditation opportunities for all.	PT Pathways to audit/map the current curriculum and to continue with work to identify opportunities for further accreditation Update option choice booklet to align with senior phase pathways which currently exist within the school to ensure progression pathways are obvious from BGE	Continuation of PT Pathways role	Insight tariff points – attainment for all Insight tariff points – attainment vs deprivation. Increase in total tariff points in SIMD 1-3 Consistent and sustained % of YP attaining 5+ @ level 4 Increase in number of pupils attaining Level 5+6 qualifications Positive leaver destination % remains at 98 – 100%	September 2026 March 2026	Insight tariff points – attainment vs deprivation. Increase in total tariff points in SIMD 1-3
Young people have a breadth of opportunities which are recorded, tracked and monitored	Accreditation is delivered for young people in the BGE through the wider achievement programme A more sustainable and equitable approach to recording and tracking pupil involvement is developed. Wider achievement ambassadors work with identified cohorts of primary pupils	Continuation of PT Achievement and Attainment (BGE) role	Accurate records are available for pupil involvement in wider achievement programme Wider achievement opportunities for entire cohorts are completed Insight tariff points – attainment for all. Interventions in place for pupil non engagement	June 2026	

Framework for School Improvement Planning 2025/26

YP experience an extensive, inclusive and coherent support programme that coincides with the monitoring and tracking of pupil progress in order to support pupils to fulfil their potential.	Supported Study programme takes into account pupil attainment factors, particularly SIMD and FSM. Overview of interventions across the school is collated All YP with attainment factors (specifically SIMD and FSM) are targeted for support programme post prelims	Continuation of PT Attainment (SP) role	Consistent and sustained % of YP attaining 5+ @ level 4 Improved attainment for YP with 1 or more attainment factors	August 2026	
Young People in the BGE with difficulties in literacy and numeracy are supported across the curriculum to enhance these key skills	Programme of tutorials for Literacy and Numeracy in S1/2/3 are created	Staffing resources protected to create materials and to deliver sessions	Improvement in Lit and/or Num is evident through robust tracking of tutorial assessments	June 2026	Parental reports issued
	Teaching materials created to facilitate these tutorials and assessment tasks developed to allow for meaningful tracking of progress		Increased % of YP attaining Level 3 in literacy and numeracy by the end of S3		
	Leadership of learning workshops delivered, to target YP with attainment factors who require support to enhance experience of school		SP attainment is ultimately increased due to literacy and numeracy interventions in the BGE		
	At risk pupils identified and targeted for these tutorials from across the BGE				
	Residential experience for YP in BGE, with a focus on skills development, outdoor learning and resilience	Budget allocation for residential with Belnn Unity	Pupil experience is evaluated and accreditation is gained at Level 3 for all pupils involved	April 2026	