



BISHOPBRIGGS ACADEMY PARENT COUNCIL

MINUTES FOR THE MEETING OF THE PARENT COUNCIL HELD ON TUESDAY 24th FEBRUARY 2026

Members Present: Sam McLean, Ester Hillen, Jane McIntosh, Lynn Armour, Allison Lunan, Jonathan Campbell, Jo Whittet, Sophie Cooper, Kirstie Mendham, Kate Ferguson, Julie Dey, Darren Nichol,

Further Attendees: Ian Donaghey, Cllr Lynda Williamson, Grace Afer,

Apologies: Gayle Don, Ken Lewani, Ashwathy Rajagopal, Cllr Colette McDiarmid, Cllr Gordon Low, Melanie McKendrick, Stephanie Fowler.

1 WELCOME

AL extended a warm welcome to all members.

2 MATTERS ARISING AND NEXT STEPS FROM PREVIOUS MEETING

Minutes had been circulated electronically prior to the meeting and were accepted as an accurate record. To be uploaded onto school website.

Critical Incident – Stay in Place Policy update; ID updated that Gavin Haire, (EDC Contingency Planning) has now submitted a draft copy to Senior management team and Greg Bremner, ID reminded members of the 6-9 month time frame involved and need for the policy to be correct. Due to the nature of the content being confidential it cannot be discussed but policy development is progressing. An accidental fire alarm activation on 23rd February was briefly discussed.

3 HEAD TEACHER'S REPORT

ID provided a power point presentation to members, with detailed explanation throughout explaining how the VVA are incorporated into school life.

Celebrating Impact and Success of Schools Vision, Values and Aims

Many PC members were involved in the creation of the VVA, implemented in August 2024.

Vision – Together we care. Together we learn. Together we thrive.

- Provides a shared direction for everyone
- Ensures consistency in expectations and culture
- Easy to understand and remember what the school stands for
- Shapes decision-making and long-term planning

Values – Respect, Effort and Resilience

- It is the process in trying to achieve the vision, dynamic
- Influences the decisions, behaviours and actions we all make
- Resonate with everyone to provide consistent experiences
- Modelling the behaviours and values

Aims – CfE Outcomes

- The outcomes/measures that tell us if we live out our values and achieve our vision

Vision – Together we care. Together we learn. Together we thrive.

- School priorities shaped by the vision are - Relationships. Learning and Teaching. Attainment & Achievement
- Deliberate order to achieve the aims. Processes = Outcomes

Values – Respect, Effort and Resilience

- The culture of this school is dependent on everyone associated with it
- Everyone's actions make a difference

Aims – CfE Outcomes – SL, CI, RC, EC (Successful learners, Confident Individuals, Responsible Citizens, Effective Contributors)

- What does 'care', 'learn', and 'thrive' look like in classrooms/school?
- How do we measure impact and success?

Our Vision – In Practice

- The core vision statement, "Together we care. Together we learn. Together we thrive." guides the school's ethos, culture, and everyday practice, serving as a holistic expression of the school's commitment to building a nurturing and aspirational community. This vision highlights three interconnected pillars that—care, learning, and thriving—form a cohesive framework that influences all aspects of school life, from teaching practices and behavior expectations to community engagement and long-term strategic planning.

Together We Care – In Practice

- The first pillar, "Together we care," shapes the school's pastoral systems and contributes to a positive safeguarding culture, emphasising the importance of compassion, empathy, and mutual respect among students, staff, and families. Staff are trained to recognise individual student needs, whether academic, emotional, or social, and the school intentionally cultivates a culture where kindness and mutual support are embedded into daily routines. In practice, this may include restorative behavior approaches, peer-support networks, and strong communication channels between school and families. By fostering a caring environment, the school aims to create a sense of belonging where every learner feels safe, supported, and valued. This foundational element is crucial because research consistently shows that students who feel emotionally secure are more confident, engaged, and ready to learn.

Together We Learn – In Practice

- The second pillar, "Together we learn" affects curriculum design and delivery, underscoring the collaborative and inclusive nature of the school's educational approach. Learning is presented as a shared journey in which students, teachers, and the wider school community work collectively toward academic excellence. The school's commitment to collaborative learning ensures that lessons are engaging, inclusive, and differentiated to meet the diverse needs of learners. This involves promoting curiosity, embracing diverse learning styles, and encouraging active participation in classroom activities. Examples of how this value manifests include cooperative learning projects, inquiry-based learning, cross-curricular projects, use of technology to enhance understanding and creativity and learner-centered

teaching methods that empower students to take ownership of their progress. Teachers model lifelong learning, encouraging students to develop resilience, critical thinking, and problem-solving skills. This approach not only improves academic outcomes but also fosters a love of learning that students carry beyond the classroom.

Together We Thrive – In Practice

- Finally, the third pillar, “Together we thrive,” extends the school’s vision into broader personal development and represents the aspirational outcome of a caring and collaborative learning environment. Thriving goes beyond academic performance to include personal growth, social development, mental and physical well-being, confidence-building, and opportunities for students to explore their interests and talents. Enrichment activities such as sports teams, music ensembles, creative arts, leadership roles and well-being workshops help students develop independence, collaboration skills, and self-belief. It highlights the school’s dedication in supporting students realise their potential, equipping them with the skills and confidence needed to navigate future challenges and opportunities. Moreover, the school actively promotes diversity, equity, and inclusion, ensuring that every student sees themselves represented and valued. Together, these pillars create a powerful educational ecosystem where students are supported, challenged, and inspired to become well-rounded individuals prepared for future success. The synergy between caring relationships, meaningful learning experiences, and opportunities for growth ensures that the vision is not just a statement but a lived reality within the school community that ensures all members of the school community can flourish together.

Vision Pillars In Practice – Values

Care as foundation - respect

- Building positive relationships with student
- Creating a safe and nurturing environment.
- Prioritising wellbeing and inclusion.
- Supporting each other as colleagues.

Learning excellence – effort

- High-quality teaching rooted in evidence-based practice.
- Encouraging curiosity, ambition and resilience.
- Sharing expertise and collaborating across departments.
- Using assessment to improve learning outcomes.

Thriving development – resilience

- High-quality teaching rooted in evidence-based practice.
- Encouraging curiosity, ambition and resilience.
- Sharing expertise and collaborating across departments.
- Using assessment to improve learning outcomes.

Aims CfE - Outcomes - SL, CI, RC, EC (Successful learners, Confident Individuals, Responsible Citizens, Effective Contributors)

- What does ‘care,’ ‘learn,’ and ‘thrive’ look like in classrooms/school?
- How do we measure impact and success?

Building self esteem - Four fundamental elements of CfE – monitored and measured as follows

Pupil Wellbeing Tracker

ID expressed SHINE survey has always been completed which is an anonymous survey. Appearance and loneliness are key issues identified. SHINE survey helps shape the SIP but ID wanted targeted support and pupil wellbeing tracker introduced. One survey completed in September and another in January each year. A huge project, over 1250 pupils have completed it each time and provided an honest appraisal of how they are feeling. The survey is not anonymous, allowing targeted support where needed.

Whole school results from January were shared with members. 99% feel safe in school – up 2% from September. The 1% who did not had 1-1, own anxieties & insecurities clarified - fear of what might/ could happen – further support being offered to those affected.

‘I have at least one adult I would feel confident to speak to if I needed help or support’ - 94% up 2%.

‘I can name at least one adult whom I can speak to about my well being’ – 97% up 7%.

‘Most mornings I feel rested and ready to attend school’ – 71% up 8%.

‘I have access to enough food during the day’ – 99% up 3%.

‘I have opportunities to share my views in classes and across the wider school’ – 97% up 5%.

‘I feel part of the school community’ – 95% up 2%.

‘I feel that staff in school respect me’ – 95% no change.

‘Across the school week I can take part in active learning’ – 94% no change.

‘There are opportunities in school for me to enjoy outdoor learning’ – 72% down 6%.

‘I feel listened to by staff’ – 94% no change.

‘I have different opportunities to take part in leadership opportunities in the school’ – 97% up 3%.

‘I feel confident in reporting and/or challenging inequality in school (discrimination, bullying and intolerance’ – 88% up 6%.

‘My success in school is recognised by others’ – 92% up 4%.

‘I feel part of the school and I am proud to be a pupil at Bishopbriggs Academy’ – 96% up 1%.

- Extremely positive results overall, in 13/16 ‘almost all’ pupils are in agreement.
- 11/16 questions have seen an increase in “agreement” from the Sept data and only one has decreased.
- 113 pupils asked to speak to an adult about their wellbeing and all were given a 1:1 chat.

Points for Consideration

ID detailed following September’s data collection, school aimed to support young people in preparing for sleep. The S5 Wellbeing Ambassadors presented at assemblies, created a pamphlet that was sent home to all parents/carers and our BGE family learning evening included a speaker on sleep. Mrs Dunbar and her Psychology students also presented to seniors on the importance of sleep. Results show an 8% increase in “agreement” in this area. We have also seen a 6% increase in pupils who feel confident in reporting inequality and discrimination. Since September there has been Equally Safe at School awareness raising assemblies, pupils focus groups, new PSE lessons and the monthly SHANARRI assemblies, including a focus on “safe”.

Mr Johnston has regularly shared the wider achievements of our young people at assemblies and on the screens and this will have played a part in the 5% increase in this area.

The only question where we saw an increase in “disagree” was “There are opportunities for me to enjoy outdoor learning. This is a question asked by Education Scotland, so perhaps we need to think about increased opportunities and/or better awareness raising for what outdoor learning does take place. One member expressed weather during colder months may also be a contributory factor.

ID expressed that school are delighted YP feel as they do, clear evidence school live vision and values.

Attainment Update and Support Programme

ID refreshed members with Insight Tariff system points. Senior phase attainment over time 2022-25 was detailed.

Average S6 cumulative Tariff points for BA in 2025 was 1804, a considerable amount more than other EDC schools. The LA average was 1577. This serves as a good tool to assess attainment.

S4-6 average annual total 686 in 2025 showing a gradual annual increase, top in authority for annual total (595) and also cumulative average 1082 compared to 982.

Prelim progression results for S4 and S5 shared, showing progressive achievement outcomes.

Pupil Support Programme

- S1-3 Literacy and Numeracy Tutorials and Nurture Groups provided for YP requiring them.
- S3 Live N Learn Workshops - Workshops on 20th and 21st April with entire S3 year group, targeted workshops on 6th May, S4 Transition Exams on 5th June until 12th June. Results shared with parents.
- S4 Support - **Group 1** (passing 0-3 N5s): targeted support focused on study skills and exam preparation through Study Skills Workshops led by PT Attainment and Achievement. Pupils will receive these workshops through their PSE or PE lessons starting w/b 9th March. Information shared via Satchel. S4 DHT completing individual interviews to identify needs and next steps. **Group 2** (passing 4 N5s): PTGs completing individual interviews within House to discuss progress, next steps and targets in lead up to exams.
- S5/6 Support - **Group 1** (passing 0-1 Highers): PTGs completing individual interviews within House to discuss progress, next steps and targets in lead up to exams. **Group 2** (passing 2-3 Highers): Study skills workshops delivered during PSE lessons w/b 9th March to support revision planning, exam technique and time management. Information shared via Satchel. **Group 3** (passing 4 Highers): DHTs to discuss progress, barriers, support needs and targets moving forward
- Supported Study - Second 6 week block started this week, continue until Easter.
- Easter Revision - Tuesday 7th until Friday 10th April, Morning and afternoon sessions, 10am-12pm and 1-3pm. Finalising programme this week based on staff availability. Launched with pupils in Assembly on Thurs 5th and Friday 6th March. Pupils sign up via MS Form issued via Satchel. Deadline for S4 is Wednesday 11th March. Deadline for S5/6 is Thursday 12th March.

First exam is Wednesday 22nd April, S6 will have their last day on Thursday 2nd April owing to the exam timetable. S4 and S5 will return to a school on Mon 20th April and commence study leave on Tuesday 21st April.

Gaelic Week

ID informed members about Gaelic week 23rd February to 1st March, events planned for the week are Design a SnG T-Shirt competition, Great Gaelic Bake Off, Gaelic Phrase Day, Shinty Tournament and a SnG Wrap up.

4 AOCB

FOI requests & Capacity

SMcL advised members regarding capacity of BA. Governments Scottish Schools Estates detail capacity for BA now showing as 1320, having been increased from its previously detailed 1200, school now at 101% capacity. Discussion among members concerning modular classrooms providing the 120-capacity increase detailed, modular classrooms clearly part of longer-term plans by authority permitting amendment to capacity. FOI requests have been responded to - roll numbers for BA Associated Primary Schools, for years P1-7.

	P1	P2	P3	P4	P5	P6	P7
Balmuildy	36	51	47	57	46	56	51
MGU	7	12	11	14	12	13	12
Meadowburn	30	26	41	42	39	38	28
Thomas Muir	74	79	83	98	95	99	99
W.Cleddens	46	48	46	47	40	33	60
TOTAL	193	216	228	258	232	239	250

Number of Fraud Investigations, with relevant results, number of redirections for the last two years in respect of BA applications;

1. Number of pupil redirections (fitting catchment criteria) for academic year session 2024-25.
35 (as at end of June 2025) – this covers all year groups.
2. Number of pupil redirections (fitting catchment criteria) for academic year session 2025-26.
26 (currently) – this covers all year groups.
3. Number of ‘fraud’ investigations undertaken for pupils suspected of not fitting catchment criteria for session 2024-25 and result.

The number of cases identified or reported as potentially fraudulent for all schools within East Dunbartonshire was 66, of which 5 applications for Bishopbriggs Academy were refused.

4. Number of ‘fraud’ investigations undertaken for pupils suspected of not fitting catchment criteria for session 2025-26 and result.

The number of cases identified or reported as potentially fraudulent for all schools within East Dunbartonshire was 77, of which 6 applications for Bishopbriggs Academy were refused.

5. Current number on waiting lists for each year group S1-6 for pupils living within catchment, meeting criteria for entry but insufficient room at Bishopbriggs Academy to allow entry.

Name of School	Year 2025/26	Number of Pupils Re-directed
Bishopbriggs Academy	S1	11
	S2	6
	S3	*
	S4	7
	S5	*

I can advise, under Section 38(1)(b) of the Freedom of Information (Scotland) Act 2002, that the current number on waiting lists for each year group S1-6 for pupils living within

catchment, meeting criteria for entry but insufficient room at Bishopbriggs Academy to allow entry is less than 5 (but more than 0) for S3 and S5. The Council is unable to provide you with the exact number. It is likely that releasing the number would allow for the identification of particular individuals.

ID provided year roll for BA with proposed intake for 2026;

YEAR	ROLL	YEARLY INCREASE
2020	1223	
2021	1241	18
2022	1268	27
2023	1285	17
2024	1344	59
2025	1373	29
2026	Estimated 1401	28

Cllr Williamson had previously advised that redirections are made to both Turnbull and Lenzie Academy, SMcL noted that following the updated Schools Estates figures, Lenzie Academy is at 104% capacity and Turnbull at 103% so now currently higher than BA (101%) – although 2026 proposed intake will put BA at 106%. Cllr Williamson advised a FOI could be requested for primary school placement request numbers to establish more exact figures, SMcL highlighted that BA, being an ELR for EDC area, also takes in unknown numbers of ASN pupils across EDC, which would not be possible to establish, figures are a close approximation of the increasing demand upon the school for all members to be aware of and maintain interest in.

Litter Bins

ID advised he receives numerous complaints from local residents in respect of littering around the local area by school pupils. Investigation has revealed many bins are not fit for purpose. On occasion some bins are not large enough and the design of the lamppost attached bins is such that the bird population are the responsible culprits, pulling items deposited within the bin onto the ground. Several photographs recording such evidence were displayed to members. ID informed members he always contacts complainers in respect of such complaints. Members are kindly requested to make contact with the council in order to try and progress resolution in respect of this. Cllr Williamson informed members that there is insufficient budget available to replace bins. Discussion took place whereby ongoing maintenance replacement of bins may perhaps facilitate replacement with suitable alternatives, possible bin ‘sponsorship’ and school conducting litter picking in area. ID advised he had been informed that floor mounted larger varieties were not feasible as these would obstruct pedestrian traffic, despite other path furniture being visible immediately adjacent to some sites (BT/ electrical junction housing units).

ASN Showcase Event

Cllr Williamson wished to advise members of the fabulous manner in which BA pupils conducted themselves during a teachers CPD event, with an ASN showcase at Woodland View school. Cllr expressed great pride in the YP concerned.

Fish & Fizz Night

JMcI reminded members of the upcoming Fish & Fizz night fund raiser for the school minibus, at Allan Glens Rugby Club. Further request to be made for an email reminder to parents. Ticket sales are currently 55/90.

Members thanked for their attendance.

Next Meeting Dates:

Tuesday 28th April 2026, 7pm – Conference room

Tuesday 9th June 2026, 7pm – Conference room