



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	Bishopbriggs Academy
Head Teacher	Ian Donaghey
Link QIO	Kevin Kelly

School Statement: Vision, Values & Aims and Curriculum Rationale
Bishopbriggs Academy - Bishopbriggs Academy
Current Standards & Quality Report
Bishopbriggs Academy S+Q 2024/25

	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	Relationships	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Learning + Teaching	Curriculum - CIC Implementation Planning 21 Hours	Pedagogy CIC Implementation
Priority 3	Attainment + Achievement		

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 1			
School/Establishment	Bishopbriggs Academy		
Improvement Priority 1	Relationships		
Strategic Leads	Iain Ross		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity and Opportunity	Wellbeing + Inclusion	Improvement in children and young people's health and wellbeing	QI 3.1 Wellbeing, equality & inclusion

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Professional Learning Opportunities Opportunities to lead CLPL Workshops Working Groups to steer direction of most priorities/tasks	Collegiate Time Funding for Mental Health First Aid Training for Staff + Pupils	Parental voice recorded as part of review of positive points/Satchel badges
Professional Learning	Interventions for Equity social & emotional wellbeing	Pupil Equity Funding (PEF) Allocation
Mental Health First Aid Training Review and update for all staff of features of the Circle Framework		

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
<i>All staff will engage in further professional learning activities around relationships, as we move into year 3 of developing this priority. Relationships across the school will be enhanced as we continue to develop relationship based practise</i>	• Achieve 'keeping the promise' award through the engagement of all staff in ensuring our commitment to care experienced young people • Expand our use of Satchel badges to include subject badges and values/pastoral badges. • Evaluate the effectiveness of our use of Satchel badges and positive points in celebrating success • Train next cohort of staff in Mental Health First Aid award to ensure that most staff have completed this 3 day training • Implement the principles and practises of the Circle Framework to ensure inclusive classroom practises in all departments	• Number of staff who engage with 'keeping the promise' allows us to achieve the award • Overall attainment of care experienced YP increases • All care experienced YP have regular review post track point • Positive pupil voice responses about impact of positive points and Satchel badges • Positive parent voice responses about impact of positive points and Satchel badges • Analysis of Satchel points/badges demonstrates that all staff are using them consistently • Over 75% of teaching staff will have completed SCQF Mental Health First Aid award • All staff engage in training around features of an inclusive classroom	October 26 Ongoing Session 26/27 Session 26/27 December 26 Session 26/27 Session 26/27 Dec 26

Framework for School Improvement Planning 2026 – 29

	Launch of updated Anti-bullying and anti-racism policy	- All staff understand, and engage with, updated anti-bullying policy - SLT and PST record, monitor and evaluate any instances of bullying and equalities incidents	August 26
Wellbeing of school community is enhanced as range of wellbeing activities for both staff and pupils is increased and publicised	- Launch updated programme of staff wellbeing activities and supports - S5 Pupil Wellbeing Ambassadors are trained in Mental Health First Aid award to ensure that we have 24 trained senior pupils across S5/6	- Number of activities/supports available - Number of staff accessing supports - Staff voice indicates improvement in wellbeing - At least 24 YP in senior phase have completed SCQF Mental Health First Aid Award - Wellbeing ambassadors and SLT link review peer to peer 'request to chat' referrals	Oct 26 Session 26/27 Session 26/27 Session 26/27

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	Bishopbriggs Academy
Improvement Priority 2	Learning + Teaching
Strategic Leads	Eleanor MacKay

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning + Teaching	Learning + Teaching	Improvement in achievement, particularly in literacy and numeracy.	QI 2.3 Learning, Teaching & Assessment

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Learning + Teaching Working Group Pilot group to establish Practitioner Enquiry Model	Collegiate time	Parental feedback on visibility of whole school Gaelic policy
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Building resilient learners Updated EDC documents on dyslexia and dyscalculia Engagement with CIC Practitioner enquiry	high quality learning experience	

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
<i>The classroom experience of all young people will be enhanced through all staff engaging in professional learning to enhance pedagogy</i>	• All staff will engage in professional learning on promoting and developing resilience among learners • All curricular PTs will have a quality assurance plan for Learning + Teaching which includes regular meetings with SLT link • All staff will begin to engage with the broad features of the Curricular Improvement Cycle. • Process for learner conversations is developed following the evaluation from last session. Updated procedures are launched and implemented • A growing number of staff will engage with a practitioner enquiry model of professional learning • Compliance with updated EDC guidance on dyslexia	• Pupil voice responses demonstrate an engaging L+T experience • Staff voice responses indicate increased pupils resilience • Pupil wellbeing tracker indicates greater resilience among YP • All departments have a calendar of QA activities around L+T • Learner conversations are embedded and all staff engage with YP at identified points and informally throughout the session • Staff can identify areas of progression as a result of practitioner enquiry • Updated EDC guidance is disseminated to all staff with professional learning to support compliance with this policy • Number of staff engaging with CLPL workshops	August 2026 August 2026 Session 2026/27 August 2026 Session 2026/27 Session 2026/27

Framework for School Improvement Planning 2026 – 29

<i>To enrich and expand our Gaelic provision by strengthening the progression pathways within Gaelic Medium Education (GME) and systematically promoting Gaelic Learners (GLE) across the school community.</i>	• All staff to complete professional learning on dyslexia support • Relevant staff to undertake module 1 + 2 on dyslexia and inclusive practises • Pilot of BGE programme to allow young people to learn about learning • Introduce a whole school Gaelic Policy as part of our continued improvement in the delivery of Gaelic medium education • Create high quality immersion experiences • Develop robust cross curricular links	• Attainment of YP with dyslexia and dyscalculia is tracked and monitored • All staff complete training and relevant staff complete additional training • Support for dyslexia is embedded across the school by all staff • Most YP in BGE can identify <i>how</i> they learn. • Staff, parent and pupil voice indicates an understanding of Gaelic medium education across the school • Number of high quality immersion experiences provided for learners • Increased pupil uptake for all Gaelic courses	Session 2026/27
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Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 3	
School/Establishment	Bishopbriggs Academy
Improvement Priority 3	Attainment + Achievement
Strategic Leads	Claire Kerr/Emma-Jane Smedley

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity and Opportunity	Curriculum	Improvement in achievement, particularly in literacy and numeracy.	Improvement in achievement, particularly in literacy and numeracy.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Departmental lead for early accreditation Development of S6 DYW curriculum Developing BGE leadership opportunities	Resources to launch some DYW courses	Parental engagement to ensure pupils with barriers to attendance still achieve accreditation
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
New staff delivering Leadership qualification Best practise shared re early accreditation		

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
<i>Enhance the senior phase curriculum to ensure that all young people can achieve accreditation and the opportunity to follow a curriculum which is suitable and aspirational for every learner</i>	• Our updated S6 DYW curriculum should be launched, piloted and then reviewed at the end of the session • Work with all departments to ensure formalisation of early accreditation procedures, particularly for young people with attendance related barriers to their learning • Evaluation of S5 leadership course and development of this course to ensure accreditation for as many learners as possible	• Number of pupils who achieve accreditation through DYW courses • Pupil voice feedback on new courses • All young people to achieve literacy and numeracy qualification • Increasing number of YP achieving an SCQF Level 6 Leadership qualification	Session 2026/27 Session 2026/27 Session 2026/27
<i>Enhance the curricular experience in the BGE for all young people, to develop the meta-skills required to be successful in the Senior Phase</i>	• S1/2 Gen+ Meta-Skills learning programme to be expanded into S3 and skills tracked through my world of work profiling tool and the new SDS participation portal • Review and enhancement of pupil leadership opportunities in the BGE	• All YP in BGE track their skills through profiling tool and participation portal • Number of leadership opportunities in BGE offered • Number of YP accessing these opportunities	Session 2026/27 Session 2026/27

Framework for School Improvement Planning 2026 – 29

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

School PEF allocation 26/27: £_____ Total PEF allocated in SIP £_____ Underspend: £_____

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