

**Section 1: School Information and 3 Year Improvement Plan Priorities**

<b>School/Establishment</b>	<b>Boclair Academy</b>
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**School Statement: Vision, Values & Aims and Curriculum Rationale**

**VISION**

Boclair Academy is committed to ensuring a range of high quality opportunities for all young people in order to maximise the potential of all.

**VALUES**

In Boclair Academy all our work is underpinned by a commitment to our core values of: Respect, Honesty, Fairness and Ambition.

**AIMS**

to provide a broad and balanced curriculum, the highest quality of learning and teaching  
to allow pupils to develop a depth of knowledge and a range of skills and experiences  
to encourage pupils to take responsibility for their own learning  
to encourage pupils to participate fully in the life of the school, the wider community and society in general  
to promote an ethos of success and achievement for all  
to provide a caring environment in which pupils feel confident and secure  
to promote equal opportunities and respect for others  
to encourage parents to work in partnership with the school

**Brief Curriculum Rationale**

The Boclair Academy School Community is fully committed to ensuring excellence and equity for all. We work collaboratively with all stakeholders and use our PEF to improve the educational outcomes of young people affected by poverty and ensure all in our care flourish and make very good progress in their learning. We place great importance on developing Skills for Learning, Life and Work and improving attainment for all in Literacy and Numeracy, as these are essential skills that will allow our young people to excel in life when they leave Boclair Academy. We are also fully committed to developing our young people's Health and Wellbeing as this has a huge impact on their learning and success in life. We aim to provide a nurturing learning environment that develops our young people's confidence, self-esteem and resilience, which are essential life skills required for successful, independent living. We aim to create a vibrant Family Learning Programme that will help parents and carers support our young people in their learning outwith school. We have established an all through, all-inclusive Wider Achievement Programme that enhances the curriculum offer for all young people. We are committed to the four capacities which will ensure young people are: successful learners; confident individuals; responsible citizens and effective contributors

	<b>Looking Forwards – 3 Year Improvement Plan Priorities</b> Bullet point key priorities for the next 3 years		
<b>Session</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
<b>Priority 1</b>	Improving health and wellbeing and promoting positive relationships	Improving health and wellbeing and promoting positive relationships	Continue to ensure positive health and wellbeing and to promote positive relationships
<b>Priority 2</b>	Further develop learning, teaching and assessment in line with curriculum developments	Further develop learning, teaching and assessment in line with curriculum developments	Continue to develop learning, teaching and assessment in line with curriculum developments
<b>Priority 3</b>	Continue to raise attainment and close the attainment gap in line with curriculum developments	Continue to raise attainment and close the attainment gap in line with curriculum developments	Continue to raise attainment and close the attainment gap

Section 2: Improvement Priority 1	
<b>School/Establishment</b>	<b>Boclair Academy</b>
<b>Improvement Priority 1</b>	<b>Improving health and wellbeing and promoting positive relationships</b>
<b>Person(s) Responsible</b>	<b>DHT in collaboration with the Pastoral Care Team, Wellbeing team and Working Groups</b>

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-27
Improvement in children and young people's health and wellbeing	school improvement	QI 3.1 Wellbeing, equality & inclusion	Development of Transitions Policy to include processes from Early Years to Primary and Primary to Secondary. Implement the Mental Health and Wellbeing Strategy for Education with partners including CLPL to support mental health and wellbeing Review of Relationships, Behaviour and Learning policy to align with new Scottish Government recommendations. Implement the principles and practices of The Circle Framework Update the EDC Relationships, Behaviour and Learning Policy.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Mental Health First Aiders Mental Health Working Group Review of Boclair's Mental Health Strategy in line with new Scottish Government guidelines Implementation and review of Promoting Positive Relationships Policy in line with new Scottish Government guidelines	PEF Funding to support work on Mental Health First Aid Training – targeted at SIMD 1&2 Funding for the community café Funding and time for Mental Health training and CLPL Funding and time for PPR Training and CLPL Use of new spaces to support mental H&WB	Ongoing reports to Parent Council on attainment/achievement Parent Council Leadership Group Discussion and Parent Council on allocation of PEF Parental involvement in working groups Family Learning related to mental health Improved website provision
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continued focus on GTCS Standards Ongoing training and work with Belnn Unity or an alternative partner Professional reading related to mental health	Targeted focus on improving mental health PT Equity individual and group supports Mental Health Working group focus on equity Promoting Positive Relationships Working Group Pupil led Equity Group	Funding for targeted mental health strategies Funding for community cafe

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<b>Outcomes for learners; targets; % change</b>	<b>Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions</b>	<b>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</b>	<b>What are the key dates for implementation? When will outcomes be measured?</b>	
Further roll out of Mental Health First Aid Training to support YP –20 staff	Training through external provider	Number of referrals to resources Stakeholder evaluations	Implemented in August '25 Evaluated in June '26	
Further training on Mental Health – all staff including the new Circle model	CLPL on in-service days Follow up CLPL	Learning visits by SLT and PTs Pupil focus groups	Implemented in August '25 Evaluated throughout year	
40 YP Trained in Mental Health at SCQF Level 6, and 100 YP trained as buddies and anti-bullying ambassadors	Training through external provider for Mental Health Training for buddies by school staff	Delivery of PSE lessons to all S1 and S2 classes Use of new approaches to Buddy system	September 2025	
40 YP Trained as baristas for work in the community cafe	Training through external provider	Number of pupils visiting the café for rewards Number of pupils engaging with cafe	Implemented in August '25 Evaluated in June '26	
Review, update and implement Promoting Positive Relationships policy to support all YP and staff	Working group time CLPL for all staff Change to classroom pedagogy	Learning visits by SLT and PTs Pupil focus groups Stakeholder evaluations	Implemented in August '25 Evaluated throughout year Reviewed in June '26	
Continue the strong work on RRSA and developing understanding of UNCRC and working towards Gold Award	Professional learning through working group activities	Stakeholder evaluations Number of young people involved in wider achievements Learning visits by SLT and PTs	Implemented in August '25 Evaluated throughout year Reviewed in June '26	
Community Café continues to open up conversations and provide opportunities for good mental health	Training through internally trained trainers	Number of pupils visiting the café for rewards Number of pupils engaging with cafe	Implemented in August '25 Evaluated in June '26	
Review mobile phone policy and mobile phone use in line with new Scottish Government Guidance and EDC consultation	Stakeholder consultation PPR Working Group	Improved engagement in classes Learning visits by SLT and PTs Fewer referrals on mobile phone use	Consultation, review and implementation by June 2026	
Further develop our use of external spaces to support wellbeing and positive relationships	Stakeholder consultation Eco garden, fitness trail, outdoor classroom use by staff and pupils, orienteering course established	Direct observation of learning Review of use of spaces ongoing throughout the year	Ongoing review from Aug '25 Further review in May '26	

## Section 2: Improvement Priority 2

<b>School/Establishment</b>	<b>Boclair Academy</b>
<b>Improvement Priority 2</b>	<b>Further develop learning, teaching and assessment in line with curriculum developments</b>
<b>Person(s) Responsible</b>	<b>DHT in collaboration with L&amp;T Working Group and Assessment Working Group</b>

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOS 4 QIs</b>	<b>EDC Service Plan 2025-28</b>
Improvement in skills and sustained, positive school-leaver destinations for all	curriculum and assessment	QI 2.3 Learning, Teaching & Assessment	Update of the EDC Learning, Teaching and Assessment Policy to a Learning and Teaching Strategy 3-18 Closing the attainment gap between the most and least disadvantaged Develop the skills and confidence in digital technology to enhance the learning experience

<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>	<b>Parental Engagement and Involvement</b>
Teacher leaders of Working Groups Teacher membership of working groups Pupil membership of Working Groups Teacher lead on new learning spaces including outdoor learning spaces Leadership Group on implementation of the Circle	In-service Day time for Professional Learning Time for implementation of new L&T policy Time for whole school development of assessment approaches	Parent Council focus group on new policies Open up learning events to showcase new methodology and spaces Family Learning events to develop parental understanding of how to support their child's learning Implement the Digital Learning Strategy
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
CLPL on learning and teaching CLPL on assessment CLPL on new learning spaces in the new school CLPL on digital learning	Increased access to technology across the school for targeted SIMD 1-3 Increased support across learning resources for targeted group work	Funding for targeted ICT provision across learning to support assessment Funding for ICT software to support closing the attainment gap in literacy and numeracy

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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?	
Improvement in learning and teaching to include the new Circle Model	Working group time Implementation of new L&T policy CLPL for all staff Change to classroom pedagogy	Learning visits by SLT and PTs Pupil focus groups Stakeholder evaluations	Updated L&T Policy implemented in Aug 2025 Reviewed in May 2026	
Continual improvement in digital learning and digital literacy	Working group time Implementation of new DL policy CLPL for all staff Change to classroom pedagogy	Learning visits by SLT and PTs Pupil focus groups Stakeholder evaluations	Updated digital learning Policy implemented in August 2025 Reviewed in May 2026	
Improvement in approaches to assessment and moderation	Clearly defined opportunities for departmental and whole school moderation	Improvement attainment in BGE Improved attainment in all measures of Senior Phase demonstrated through Insight	Ongoing throughout session Evaluated in May '26	
Continue to develop family learning in order to better support parents to help their children at home	Continue with the wide range of family learning programmes Increase opportunities for subject specific family learning events	Increased number of activities High participation by parents	Implement from August 2025 Evaluate June 2026	
Further develop the Professional Learning Programme to reflect new initiatives including the Circle Model	Working group time Review and updated L&T policy CLPL for all staff Change to classroom pedagogy	Learning visits by SLT and PTs Pupil focus groups Stakeholder evaluations	Ongoing throughout session Evaluated in May '26	
Further enhance displays of learning across the school	Working Group Time to discuss and implement	Visual displays across the school	Implement from August 2025 Evaluate June 2026	
Further develop the use of outdoor learning to support health and wellbeing	Working Group Time to discuss and implement	Increased incidents of outdoor learning experiences for young people	Implement from August 2025 Evaluate June 2026	

## Section 2: Improvement Priority 3

<b>School/Establishment</b>	<b>Boclair Academy</b>
<b>Improvement Priority 4</b>	<b>Continue to raise attainment and close the attainment gap in line with curriculum developments</b>
<b>Person(s) Responsible</b>	<b>DHT in collaboration with wider Leadership Team</b>

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOS 4 QIs</b>	<b>EDC Service Plan 2025-27</b>
Improvement in attainment, particularly in literacy and numeracy.	performance information	QI 3.2 Raising attainment and achievement	Development of progressive skills framework 3 to 18 Develop and implement East Dunbartonshire Annual Investment Plan- No One Left Behind Improve senior phase pathways to meet the needs of all young people. Improvement in attainment in literacy and numeracy Closing the attainment gap between the most and least disadvantaged

<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>	<b>Parental Engagement and Involvement</b>
Pupil involvement in leadership of change through leadership roles and Pupil Council Full participation in the Professional Learning New PT 1s in post to support ARC and BLR activities Leadership of Wider Achievement across the school	Funding for external speakers and courses e.g. CPAG, Belnn Unity related to trauma and poverty Professional reading materials PT 1 posts for Literacy, Numeracy and HWB DHT 1 Post for Equity and Closing the Gap Staffing for BLR 1 Study Zone and ARC	Parental involvement in leadership of change through Parent Council and surveys Family learning focus on literacy, numeracy and HWB
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
Comprehensive CLPL Programme supporting learning in mental health, trauma, learning and teaching, nurture, digital learning, poverty	Family learning focus on literacy, numeracy and HWB Targeted intervention - literacy, numeracy and HWB Targeted support for young people through ARC and BLR Food poverty addressed through pop up café and toast	Achievement Resource Centre funding including increased devices for pupils while in school PT 1 posts for Literacy, Numeracy and HWB DHT 1 Post for Equity and Closing the Gap Fare Share, breakfast club and Toast

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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?	
Improved attainment at Level 5 for SIMD 1&2 100% attainment 5+ Level by 2027 for all pupils in SIMD 1&2	ARC Interventions English Department Improvement Plan Whole school moderation activities	Improvement in data - 100% attainment 5+ Level by 2027 for all pupils in SIMD 1&2 as demonstrated in Insight data	From August 2025 Evaluated June 2026 Final evaluation Aug '27	
Continue to improve SCQF Level 5 and 6 attainment in numeracy for SIMD 1&2 in S5/6 and for leavers	ARC Interventions Maths Department Improvement Plan Whole school moderation activities	Improvement in data – aim to improve attainment by 5% for leavers to 95% and by 10% for S6 by S4 role to 94%	From August 2025 Evaluated June 2026	
Improved attainment in areas identified through Insight Analysis in October 2025	Ongoing training on Insight for all staff Use of EDC tool across middle leadership team	Improvement in data to reflect areas identified	From September 2025 Results in August 2026	
Full return to all inclusive, all through wider achievement programme including increased curricular visits in UK and abroad, and clubs in school	Engage and plan with external partners Plan learning activities related to Wider Achievement Programme Develop wider curricular experiences	Accreditation for all pupils in all year groups Improved engagement in the life of the school through high level of participation Secure 100% +ve destinations	From August 2025 Evaluated June 2026	
Review use of school spaces to support new approaches to learning and teaching, and new approaches to pupil centred study	Implementation of comprehensive supported study programme Continue to develop the support spine within the school	Increased attendance at study programme Study zone for Senior Phase pupils Improved results across all courses and national measures	From August 2025 Evaluated June 2026	
Further expand Senior Phase mentoring	Training for mentors	Improved attainment in Senior Phase	From August 2025 Evaluated June 2026	
Increased opportunities for vocational learning and work experience	Explore possibility of new course such as Health, Communications, Mental Health, STEM, Sports leadership and Dance Leadership. Further develop work experience	Increased curriculum offer which includes increased range of course and work experience activities	From August 2025 Evaluated June 2026	



**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	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
Improve Literacy	PT Literacy to support interventions Implement Accelerated Reader	£5000 £3500	Improved attainment in literacy in BGE and Senior phase measured through achievement of a level and Insight	May 2025	
Improve Numeracy	PT Numeracy to support interventions	£5000	Improved attainment in numeracy in BGE and Senior phase measured through achievement of a level and Insight	May 2025	
Improve Health & Wellbeing	PT Mental Health & Wellbeing top support interventions PEF PT Guidance to support pathways Provide snacks at interval Mental Health First Aid Training	£5000 £3000 £4000 £6000	Improved Health and Wellbeing in BGE and Senior phase measured through achievement Shine and pupil focus groups using HGIOURS self-evaluation	May 2025	
Improve Attainment and Achievement	PT Raising Attainment and Achievement GL Assessment tool to support baseline assessment of young people in SIMD 1-3	£5450	Improved attainment of young people in SIMD 1-3 across the whole school.	May 2025	
Reduce Inequity and Learning Loss	PEF DHT to coordinate the overall work of all aspects of PEF	£5000	Strategic Planning for PEF to support all young people in SIMD 1-3	May 2025	
Improve Access to Digital Technology	Increase availability of devices across the school to support young people in SIMD 1-3	£10000	Equity of access for all young people	May 2025	
Improve Equity & Inclusion	Uniform costs Dyslexia Software café costs Fareshare	£500 £260 £500 £4000	Equity of access for all young people	May 2025	
Targeted Senior Phase study weekend to	Small group support across all subjects and courses to enhance	£5000	Improved attainment for young people in SIMD 1-3 across all areas of the curriculum	May 2025	

Strategic Plans

<u>SLT</u>	<u>STRATEGIC PLANS</u>
D Brown	Strategic direction of all areas of school life.
N Walsh	Raising attainment and achievement ensuring targeted personal support
F Curran	Curriculum development and partnership working, including supporting young people
E Bell	Strategic overview of school support staff and Management of resources to promote equity
C Morgan	Ensuring equality, equity, wellbeing and inclusion, universal personal support, CLPL and increasing creativity and employability. Learning and Teaching
G Irvine	Safeguarding and child protection, and
G Thomson	Self-evaluation and school improvement, staff wellbeing and cover arrangements. Digital Learning
K Scott	Family Learning, strategic overview of Facilities Management

School Improvement Groups

Groups	Leader	Strategic Plan
Mental Health Strategy Group	Miss McKinley	See action planning sheet
Promoting Equity	Ms Bytheway	See action planning sheet
Promoting Positive Relationships Group/RRSA	Miss Skelly	See action planning sheet
Digital Learning Group	Mr Sharp/Mr Porter	See action planning sheet
Learning and Teaching Group	Mrs Crilley	See action planning sheet
Outdoor Learning	Miss Duncan/Miss Lynch	See action planning sheet
Curriculum for Excellence Steering Group	Mr Millar/Mrs Thompson	See action planning sheet
Diversity	Miss Hackett/Ms Sheridan	See action planning sheet
Self-Evaluation Group	Mr Irvine/Miss Birch	See action planning sheet
RRSA Group	Miss Scott/Miss Byres	See action planning sheet