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"Our children and young people are safe, healthy and ready to learn"

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

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.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Boclair Academy**
Head Teacher	**Douglas Brown**
Link QIO	**Mary Kerr**

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

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

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Brief Curriculum Rationale

The Boclair Academy School Community is fully committed to using 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

Current Standards & Quality Report

Please find out Standards and Quality report using the link below:

https://sway.cloud.microsoft/0xBFas2YWy0Gvkto?ref=Link

	Looking Forwards – 3 Year Improvement Plan Priorities		
Session	**2026/27**	**2027/28**	**2028/29**
Priority 1	Improving health and **wellbeing**, **inclusion** and promoting positive relationships	Improving health and wellbeing and promoting positive relationships	Continue to ensure positive health and wellbeing and to promote positive relationships
Priority 2	**Pedagogy and Meta-Skills:** further develop learning, teaching and assessment in line with curriculum developments	Further develop our Curriculum model through CIC Implementation Planning and preparation for 21 Hours	Further develop approaches to Pedagogy within the context of CIC Implementation

Priority 3	Continue to raise **attainment and achievement** and close the attainment gap	Continue to raise attainment and achievement and close the attainment gap	Continue to raise attainment and close the attainment gap in line with curriculum developments

Section 2: Improvement Priority 1	
School/Establishment	**Boclair Academy**
Improvement Priority 1	Improving health and wellbeing and promoting positive relationships
Strategic Leads	Katie Scott and Nicky Carson

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Priority 6: Wellbeing and Inclusion	Well-being and 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
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 through PRD Ongoing training and work with BeInn Unity or an alternative partner Professional reading related to mental health	Improving social and emotional wellbeing for all Targeted focus on improving mental health Pupil led Equity Group	Funding for targeted mental health strategies Funding for community café Funding for new hair salon

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**
Enhancement of relationship based, and trauma informed practise, to provide an inclusive educational environment	Professional Learning will continue through our partnership with Be-Inn Unity, with both staff and senior pupils trained in the Mental Health First Aid	Number of referrals to resources including school counsellor Stakeholder evaluations	Implemented in August '26 Evaluated in June '27
Further training on Mental Health – all staff including the new Circle model	The 'Circle' professional learning project to continue into year 3 to help promote inclusive classrooms	Learning visits by SLT and PTs Pupil focus groups	Implemented in August '26 Evaluated throughout year
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
Continue the strong work on RRSA and developing understanding of UNCRC and working towards Gold Award	Professional learning through working group activities	Stakeholder evaluation and number of young people involved in wider achievements Learning visits by SLT and PTs	Implemented in August '26 Evaluated throughout year Reviewed in June '27
Further review mobile phone policy and mobile phone use in line with new Scottish Government Guidance	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 2027
Further develop our use of external spaces to support wellbeing and positive relationships	Stakeholder consultation Eco garden, fitness trail, orienteering course and outdoor classroom use by staff and pupils	Direct observation of learning Review of use of spaces ongoing throughout the year	Ongoing review from Aug '26 Further review in May '27

Fully implement a wellbeing tracker across the year groups to enhance understanding of pupil data already being used.	Time allocated through the PSE Programme Staff training on using the tracker and analysing the data	Baseline data established at the start of the session, followed by analysis on further data as the year progresses	Implemented in August '26 Evaluated throughout year
Equally Safe at School in Secondary Schools introduced and embedded throughout the year	All teachers complete elearning module by June 2027.	All staff complete training will ensure a positive, calm and supportive environment across all areas of school life.	Implemented in August '26 Evaluated throughout year Reviewed in June '27

Section 2: Improvement Priority 2	
School/Establishment	**Boclair Academy**
Improvement Priority 2	**Pedagogy & Meta-Skills -** Further develop learning, teaching and assessment in line with curriculum developments
Strategic Leads	Clare Morgan and Glenn Thomson

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Priority 2: Learning and Teaching	Learning and Teaching	Improvement in skills and sustained, positive school-leaver destinations for all	QI 2.3 Learning, Teaching & Assessment

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
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	In-service Day time for Professional Learning Time for implementation of new L&T policy Continued engagement with Bruce Robertson's *Powering Up Pedagogy* 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

Leadership Group on implementation of the Circle		
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
CLPL on learning and teaching CLPL on assessment CLPL on new learning spaces in the new school CLPL on digital learning	Promoting a high quality learning experience for all Increased access to technology across the school for targeted SIMD 1-3 Increased support across the Support Spine 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 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**
Improvement in learning and teaching across the school – all staff trained through Powering Up Pedagogy CLPL	Working group time Implementation of new L&T policy CLPL for all staff Change to classroom pedagogy	Learning visits by Bruce Robertson, SLT and PTs Pupil focus groups Stakeholder evaluations	Updated L&T Policy fully implemented in Aug 2026 Reviewed in May 2027
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 2026 Reviewed in May 2027
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 Evaluate in May ‘27
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 2026 Evaluate June 2027
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 2026 Evaluate June 2027
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 2026 Evaluate June 2027
Further develop use of Satchel One to enhance learning and assessment	Professional learning of all staff, workshops for parents, PSE lessons for pupils	All staff to become confident is use of Satchel One and all staff consistently using the platform to share feedback.	Implement from August 2026 Evaluate June 2027

Section 2: Improvement Priority 3	
School/Establishment	**Boclair Academy**
Improvement Priority 3	Continue to raise attainment and achievement and close the attainment gap
Strategic Leads	Nick Walsh and Grant Irvine

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Priority 3: Monitoring and Tracking	Tracking and Monitoring	Closing the attainment gap between the most and least disadvantaged children	QI 3.2 Raising Attainment and Achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement

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, BeInn 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
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Comprehensive CLPL Programme supporting learning in mental health, trauma, learning and teaching, nurture, digital learning, poverty. Professional Learning opportunities through BeInn Unity and Powering Up Pedagogy	Targeted approaches to literacy and numeracy Use of evidence and data to ensure targeted interventions to support positive outcomes for all	Achievement Resource Centre funding including increased devices for pupils while in school PT 1 posts for Literacy, Numeracy, HWB and Interventions DHT Post for Equity and Closing the Gap Fare Share, breakfast club and Toast DYW initiatives - car valeting and the new beauty salon

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**
Improved attainment at Level 5 for SIMD 1&2 100% attainment 5+ Level 5 in S4 and for leavers 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 2026 Evaluated June 2027 Final evaluation Aug '27
Continue to improve SCQF Level 5 and 6 attainment in numeracy by 5% and Level 6 for Literacy by 5% for SIMD 1&2 in Senior Phase	ARC Interventions Maths Department Improvement Plan English 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 2026 Evaluated June 2027
Improved attainment in areas identified through Insight Analysis in October 2025 particularly 5+Level 6 A-C in S5 and 5+Level 5 A-C in S6	Ongoing training on Insight for all staff Use of EDC tool across middle leadership team	Improvement in data to reflect areas identified	From September 2026 Results in August 2027

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 2026 Evaluated June 2027
Further expand Senior Phase mentoring	Training for mentors	Improved attainment in Senior Phase	From August 2026 Evaluated June 2027
Increased opportunities for vocational learning and work experience through our DYW Team and newly appointed DYW and Employability teacher	Explore possibility of new course such as Health, Communications, Mental Health, STEM, Sports leadership and Dance Leadership, Employability through Café, Car valeting and beauty salon. Further develop work experience	Increased curriculum offer which includes increased range of course and work experience activities	From August 2026 Evaluated June 2027

East Dunbartonshire: Education Service

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:**	**Measures: Identify qualitative, quantitative, evaluative pre and post measures**	**Timescale:**	**Progress:**
Improve Literacy at Level 6 by 5% for all S5 cohort and for Leavers	PT Literacy to support interventions Implement Accelerated Reader	£5000	Improved attainment in literacy in BGE and Senior phase measured through achievement of a level and Insight	May 2027	
Improve Numeracy at Level 6 by 5% for all S5 cohort and for Leavers	PT Numeracy to support interventions	£5000	Improved attainment in numeracy in BGE and Senior phase measured through achievement of a level and Insight	May 2027	
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 2027	
Improve Attainment and Achievement	PT Raising Attainment and Achievement GL Assessment tool to support baseline assessment of young people in SIMD 1-3	£5150	Improved attainment of young people in SIMD 1-3 across the whole school.	May 2027	
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 2027	
Improve Employability and DYW opportunities	Implementation of a hair salon, continued work of café and car valeting.	£7000	Equity of access for all young people	May 2027	
Improve Equity & Inclusion	Intervention Team comprised of PT Intervention and School Equity Worker Grade 5 to focus on supports for Uniform costs, café costs and Fareshare	£5000 £5000 £450 £4000	Equity of access for all young people across all aspects of school life	May 2027	
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 2027	

School PEF allocation 26/27: £ £62,600 + £2,000 carry forward Total PEF allocated in SIP £ 64,600 Underspend: £ 0

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