

Framework for School Improvement Planning 2024/25

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

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Vision: Values: Aims</p> <p>We strive to provide an educational experience of the highest quality.</p> <p>We value our young people and are proud of their many accomplishments. We offer our young people a stimulating and challenging learning and teaching environment and a host of opportunities to achieve in the widest sense.</p> <p>Our Gaelic school motto is Neart Tre Eolas meaning “Strength Through Knowledge”. We wish our young people to develop strength of conviction, strength of purpose and strength of self. We wish them to become knowledgeable about the world and knowledgeable in the world so that when they leave us they are ready to change the world.</p> <p>Our Cluster Vision is:</p> <p>Working Together: Respecting Others: Pursuing Excellence.</p> <p>This vision is reflected in our school improvement plan through the following: participation of all stakeholders in our many collaborative activities; a clear link between improvement plan priorities and UNCRC articles which shows our continued commitment to maintaining our Rights Respecting Schools Award Gold Status; and our continued pursuit of both personal and academic excellence in every aspect of school life. Our school values are reflected in the acronym CARE. These are:</p> <ul style="list-style-type: none"> • Compassion • Ambition • Resilience • Effort <p>Our school aims are:</p> <ul style="list-style-type: none"> • Be determined to succeed • Show respect and concern • Prepare for tomorrow

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	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2023/24	2024/25	2025/26
Priority 1	Review outdoor provision across the school and increase outdoor learning opportunities across all year groups.	Increase collaborative enquiry opportunities for staff to ensure there is high quality and consistent pedagogical practice which leads to improved experiences and outcomes for all learners.	
Priority 2	Improve learners' experiences by facilitating quality collaborative enquiry opportunities for staff.	Review existing approaches to equalities and diversity education to enhance knowledge and understanding of current and relevant issues related to inclusion and wellbeing across the school community.	
Priority 3	Review existing approaches to skills development across the curriculum.	Review our existing approaches to family learning and parental engagement to encourage parents and carers to become more involved in their child's learning.	

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Section 2: Improvement Priority 1	
School/Establishment	Douglas Academy
Improvement Priority 1	Increase collaborative enquiry opportunities for staff to ensure there is high quality and consistent pedagogical practice which leads to improved experiences and outcomes for all learners.
Person(s) Responsible	J Docherty S Sinclair K Stepney F Davidson

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school-leaver destinations for all	teacher professionalism	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 2.6 Transitions	Improvement in attainment in literacy Improvement in attainment in numeracy Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHT Quality Assurance leads collaboration with schools identified as delivering best practice in quality assurance. DHT Learning and Teaching leads review of collaborative enquiry models. PEF DHT leads Outdoor Learning and is supported by PT Achievement. PEF DYW PT to lead review of Datahub processes. Numeracy and Literacy Champions leads approaches to family learning in these areas.	Time for meetings. Time for Professional Learning during in-service days.	Parents are consulted on how best the school can support them in supporting learners' literacy and numeracy development.

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Literature review which considers the efficacy of school quality assurance and collaborative enquiry models. Review and update whole staff CLPL Programme.	<ul style="list-style-type: none"> - Promoting a high quality learning experience - Using evidence and data - Research & Evaluation to monitor impact - Partnership Working - Professional Learning & Leadership - Engaging beyond the school. 	

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?
Increased opportunities for staff to engage with colleagues in collaborative enquiry.	Review of Lesson Study and consideration of other collaborative professional enquiry models.	<ul style="list-style-type: none"> - Number of staff/departments involved in lesson study cycles. - Number of staff/departments involved in other collaborative enquiry models. 	Short life working group to report on February 2025 Inset Day.
Improved approaches to whole school quality assurance to ensure that all learners consistently experience high quality learning and teaching.	<ul style="list-style-type: none"> - Investigate best practice in relation to the quality assurance of learning and teaching. Revised quality assurance model implemented in August 2025.	Successful implementation of a collaborative and supportive quality assurance model that is underpinned by academic research.	Short life working group to report on February 2025 Inset Day.
Improve staff confidence in the delivery of outdoor learning and teaching experiences.	<ul style="list-style-type: none"> - Continue to offer Outdoor Learning CLPL for staff through Outdoor Journeys. Share Outdoor Journeys Lesson Study findings with all staff.	<ul style="list-style-type: none"> - Staff participation in Outdoor Journeys CLPL. - Monitor and Review Outdoor Classroom use. 	June 2025
Review existing approaches to the collection of Datahub information and how this is	<ul style="list-style-type: none"> - Identification of key data input points and methods of collection. 	<ul style="list-style-type: none"> - Revised data collection processes in place. - Staff roles and responsibilities clearly defined 	August 2024

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utilised by the PT DYW. Pastoral Support and SDS.	<ul style="list-style-type: none"> - Review of existing processes for matching DYW opportunities to Datahub information. 	<ul style="list-style-type: none"> - Learners are better supported in accessing DYW opportunities. 	June 2025
A dedicated Numeracy Champion plans practical next steps to improve the way we support the development of numeracy for children and families.	<ul style="list-style-type: none"> - Review of existing family learning approaches to developing numeracy. - A numeracy family learning plan is established which identifies key milestones in supporting and developing numeracy family learning. 	<ul style="list-style-type: none"> - Families are better supported in supporting the development of numeracy in young people. 	June 2025
A dedicated Literacy Champion plans practical next steps to improve the way we support the development of literacy for children and families.	<ul style="list-style-type: none"> - Review of existing family learning approaches to developing literacy. - A literacy family learning plan is established which identifies key milestones in supporting and developing numeracy family learning. 	<ul style="list-style-type: none"> - Families are better supported in supporting the development of numeracy in young people. 	June 2025

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Section 2: Improvement Priority 2	
School/Establishment	Douglas Academy
Improvement Priority 2	Review existing approaches to inclusion and equalities education to enhance knowledge and understanding of current and relevant issues related to inclusion and wellbeing across the school community.
Person(s) Responsible	D Hawkins C McDowell S Sinclair F Davidson

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing. Placing the human rights and needs of every child and young person at the centre.	teacher professionalism	QI 1.3 Leadership of Change QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Responsible DHTs and working groups lead whole school reviews of anti-racist and misogynistic and gender based violence education approaches.	Time for meetings. Time for Professional Learning during in-service days.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Staff engagement with the Equally Safe Schools framework. Staff engagement with <i>Promoting and Developing race equality and anti-racist education: An Overview</i> Staff engagement in LGBT Gold Charter.	- Promoting a high quality learning experience. - Research & Evaluation to monitor impact. - Partnership Working. - Professional Learning & Leadership. Engaging beyond the school.	Parental consultation re revised attendance procedures.

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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?
Review of existing approaches to anti-racist education.	<ul style="list-style-type: none"> - Joint staff/pupil working group reviews current whole school and department approaches to anti-racist education. - The reflective questions in <i>Promoting and Developing race equality and anti-racist education: An Overview</i> are used to enhance staff/pupil understanding of key action points to inform a whole school anti-racist education strategy. 	<ul style="list-style-type: none"> - Review findings shared with pupils, staff and parents. - Increasing staff confidence in delivering anti-racist education. 	June 2025
Development of a three-year anti-racist education programme.	<ul style="list-style-type: none"> - A 3-Year anti-racist education programme is developed. 	<ul style="list-style-type: none"> - A 3-Year anti-racist education programme is developed which identifies key milestones. - The 3-Year programme is shared with the school community (pupils, staff, parents/carers, key partners) 	June 2025
Review existing approaches to anti misogyny and gender-based violence education.	<ul style="list-style-type: none"> - Joint staff/pupil working group reviews current whole school and department approaches to gender-based violence education. - Equally Safe at School Framework is used to audit current practice and develop action points to inform a three-year anti-misogyny and gender based violence programme. 	<ul style="list-style-type: none"> - Review findings shared with pupils, staff and parents. - Increasing staff confidence in delivering anti misogyny/gender based-violence education. 	June 2025

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Development of a three-year anti-misogyny and gender based violence programme.	- A 3-year anti-misogyny and gender based violence programme is developed.	- A 3-Year anti-misogyny and gender-based violence programme is developed which identifies key milestones. - The 3-Year programme is shared with the school community (pupils, staff, parents/carers, key partners)	June 2025
Further embed approaches to LGBTQ+ education.	- Joint staff/pupil working group considers key whole school measures required to further embed and enhance approaches to LGBTQ+ education.	- Staff become increasingly confident in delivering programmes/approaches which promote inclusivity and diversity in our whole school community. - Members of the school's LGBTQ+ community feel respected and safe. - Achieve LGBTQ+ Gold Award Status	June 2025
Review existing approaches to monitoring attendance and incorporate EDC revised Promoting Attendance Guidelines in a new school policy.	- Attendance Working Group completes the Forth Valley and West Lothian self-evaluation attendance audit. - Attendance action plan agreed and implemented.	- Learners are better supported in attending school. - School attendance across all stages improves.	June 2025
Promote effective inclusive practice by incorporating the Relationships, Behaviour and Learning policy framework, including the CIRCLE (Child Inclusion Research into Curriculum, Learning and Education) model.	- All staff complete CLPL session on The School Environment in the August Inset Day. - Volunteer Departments participate in the Circle Inclusive Classroom Scale (CICS). - Review existing PPR policy to ensure it is in line with the EDC Relationships, Behaviour and Learning Policy.	- Staff become increasingly confident in supporting ASN learners to become full participants in learning and the life of the school. - Policy is reviewed and revised.	February 2025 June 2025 June 2025
Review of existing anti-bullying policy to ensure that data is recorded in the Bullying and Equalities Module (BEM) in Seemis.	- SLT and Pastoral Staff are trained in using the Bullying and Equalities Module. - Review of existing approaches to recording bullying to ensure they comply with EDC and Scot.Gov. policy directives.	- Trained staff report a high level of confidence in using the Bullying and Equalities module. - Bullying and Equalities recording is accurate and provides data that informs school interventions.	June 2025

Review existing approaches to incorporating UNRC in our practice in preparation of renewing our Gold Rights Respecting Schools Award (RRSA).	<ul style="list-style-type: none">- RRSA Working Group collates evidence to support our application for the Gold Award.- Staff are supported to further develop learning and teaching approaches to rights based education.	<ul style="list-style-type: none">- Rights based learning and teaching is further embedded in school practice.- The school achieve the RRSA Gold Award.	June 2025
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Section 2: Improvement Priority 3	
School/Establishment	Douglas Academy
Improvement Priority 3	Review our existing approaches to family learning and parental engagement to encourage parents and carers to become more involved in their child's learning.
Person(s) Responsible	C McDowell D Hawkins F Davidson K Stepney

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 Improvement in skills and sustained, positive school-leaver destinations for all	parent / carer involvement and engagement teacher professionalism	QI 1.2 Leadership of Learning QI 2.5 Family Learning	Improvement in attainment in literacy Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> - DHT ICT/Family Learning leads review of digital and family learning. - DHT Pupil Support leads review and implementation of S3 and S5 profiling. 	<ul style="list-style-type: none"> - Time for meetings - Time for Professional Learning during in-service days. 	<ul style="list-style-type: none"> - Parent Council and wider parent body are consulted.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> - All staff engage with professional reading/approaches in relation to approaches to family learning. 	<ul style="list-style-type: none"> - Promoting a high quality learning experience. - Research & Evaluation to monitor impact. - Partnership Working. - Professional Learning & Leadership. - Engaging beyond the school. 	

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- In-school CLPL supports the delivery of digital learning platforms.		
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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?
Review of existing approaches to family learning and development of initiatives which facilitate enhanced parental engagement in young peoples' learning.	- Departments consider ways to develop approaches to family learning in their curricular area. - Consideration of whole school approaches to family learning and parental engagement.	- Family Learning programme of activities is developed. - Parents/carers report greater involvement in the children's' learning.	June 2025
S3 and S5 profiling is developed which allows young people to capture their latest and best achievements and identifies the development of key Meta Skills.	- Consideration of digital platforms available to profile learners' latest and best achievements and Meta Skills in S3 and S5. - Assessment of a range of timetabling approaches to deliver S3 and S5 profiling e.g. PSE/profiling mornings/S5 HWB rotation.	- Review of available digital platforms shared with staff to enable further collegiate discussion. - S3 and S5 profiling is integrated into the timetable.	June 2025
A Learners' Pathway digital resource is developed across all subjects which enables young people and parents/carers to better understand option choices.	- All departments complete a Learners' Pathway digital resource.	- Learners and parents/carers are better informed of curricular pathways.	December 2024
The SCQF Ambassador Programme is adopted and allows young people and parents/carers to develop an enhanced awareness learner pathways.	- SCQF Ambassador Programme training is provided to SCQF Ambassadors.	- Learners and parents/carers are better informed of curricular pathways.	December 2025

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Development of a new whole school homework policy.	<ul style="list-style-type: none">- A revised homework policy incorporates the adoption of Satchel One.	<ul style="list-style-type: none">- A revised policy establishes a clear rationale for homework for learners, parents and staff.	October 2025
Introduction of the Satchel One package promotes family engagement with homework.	<ul style="list-style-type: none">-Satchel One training for all staff.-Satchel One training for all pupils	<ul style="list-style-type: none">- Learners demonstrate independence in managing homework and coursework submissions.- Parents are able to better support learners in managing homework and workload.	June-October 2025

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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
Improved Health & Wellbeing in S1-S6	Provision of an additional school counsellor	School Counsellor (to support EDC Lifelink Counsellor and offer additional targeted interventions).	Monitor the number of young people using school counsellor.	June 2025	
<p>Train staff as Mental Health First Aiders</p> <p>Train volunteer pupil as Mental Health First Aiders.</p>	<p>Be Inn Unity Training</p> <p>-Enhanced staff awareness of mental aid and interventions for pupil and staff wellbeing.</p> <p>-Mental Health First Aid lessons delivered to all S1 pupils via PSE.</p>	<p>Be Inn Unity training.</p> <p>Cover for staff training.</p>	<p>-Monitoring CAMHS/Counsellor referrals.</p> <p>-Evidence from Wellbeing Trackers in S1-S2.</p> <p>-Monitor number of school risk management plans.</p> <p>- No of pupil achieving a Level 6 qualification.</p> <p>- Feedback from trained staff and pupils.</p>	June 2025	

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Increase wider achievement opportunities for S1-6	<ul style="list-style-type: none"> - Identify and target young people not involved in wider achievement, with a focus on SIMD 1-3 - Review and refine current WA tracking system 	PT Wider Achievement (E Gilbride)	<ul style="list-style-type: none"> - Target four WA awards for all young people in S1. - Monitor & track wider achievement and target individual young people to participate in school or community clubs/activities. 	June 2025	
Increase leadership accreditation opportunities for all pupils.	<ul style="list-style-type: none"> -Develop an SCQF Ambassador Programme - Seek reaccreditation for UNCRC Rights Respecting School Award 	PT Leadership and Accreditation (G MacFarlane)	-Pupil, parents/carers and staff have		
<p>Improved attainment in Literacy & Numeracy</p> <ul style="list-style-type: none"> - 98% young people achieving L4 in Literacy & Numeracy at the end of S3 - 98% young people achieving L3 at the end of S3 	- Targeted Literacy & Numeracy Support Groups	0.4 DHT with responsibility for Raising Attainment & Achievement in BGE. K Stepney (June 2024)	Improvements in Literacy and Numeracy in line with targets.	June 2025	

Supporting inclusive access to DYW opportunities.	<ul style="list-style-type: none">- Development of targeted work experience opportunities.- Development of targeted employer engagements opportunities.	F Davidson (Aug 2024-March 2025)	<p>Increased number of young people participating in work experience.</p> <p>Increased number of employer-school engagement events.</p>	June 2025	
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