

Framework for School Improvement Planning 2025/26

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
Vision: Values: Aims We strive to provide an educational experience of the highest quality. 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. 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. Our Cluster Vision is: Working Together: Respecting Others: Pursuing Excellence. 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 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: • Compassion • Ambition • Resilience • Effort

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Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2025/26	2026/27	2027/28
Priority 1	A whole school approach to evaluating the quality of learning, teaching and assessment is introduced, providing staff with enhanced opportunities for collaboration and the further development of pedagogical approaches.		
Priority 2	Develop approaches to inclusion and equalities education which enhance knowledge and understanding of current and relevant issues, and begin to embed these in the curriculum.		
Priority 3	Review of existing approaches to stakeholder leadership and engagement (pupils, parents/carers/partners) and implementation of revised stakeholder participation strategy.		

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Section 2: Improvement Priority 1	
School/Establishment	Douglas Academy
Improvement Priority 1	A whole school approach to evaluating the quality of learning, teaching and assessment is introduced, providing staff with enhanced opportunities for collaboration and the further development of pedagogical approaches.
Person(s) Responsible	F Davidson, L Morrison

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-2028
Improvement in skills and sustained, positive school-leaver destinations for all. Improvement in attainment, particularly in literacy and numeracy.	Teacher professionalism. School Improvement. School Leadership	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching and Assessment	Learning and Teaching

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHT Learning and Teaching leads implantation of revised Learning and Teaching policy. Numeracy and Literacy Champions leads approaches to family learning in these areas.	Time for meetings. Time for Professional Learning during in-service days.	Parental questionnaires and focus groups.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional Reading Working Group. Collaborative Enquiry.	- Promoting a high quality learning experience - Using evidence and data - Research & Evaluation to monitor impact - Partnership Working - Professional Learning & Leadership - Engaging beyond the school.	PT (PEF) Wider Achievement. PT (PEF) Leadership and Accreditation.

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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?
Increase opportunities for staff to collaborate through a peer observation model which further develops high quality and consistent pedagogical practice.	• Introduction of a peer Trio observation for all staff on a curricular theme or lesson element.	• Collated feedback from observation trios. • Dissemination of collated responses through a termly Learning and Teaching Newsletter. • Areas of outstanding pedagogical practice are shared across the school.	June 2026
Whole school focus pupil focus groups to gather feedback on the efficacy of pedagogical approaches.	• BGE and Senior Phase focus groups.	• Feedback informs current practice and allows teaching staff to reflect on teaching and learning.	June 2026
Introduction of departmental quality assurance approaches to gather feedback on the efficacy of pedagogical approaches.	• PT Learning Walks. • Departmental focus groups.	• Feedback informs current practice and allows teaching staff to reflect on teaching and learning in departments.	June 2026
Develop opportunities for professional discussion and learning in relation high quality learning and teaching.	• Creation of a professional reading and research group. • Learning and Teaching Newsletter.	• Greater CLPL opportunities enhance pedagogy and the ability of staff to share practice across the school.	June 2026
The consistency and quality of learning and teaching is enhanced across the school.	• The effective lesson structure and principles poster is used to support lesson planning and departmental meeting discussions.	• Staff become more confident in discussing pedagogy and lesson practice.	June 2026
Develop the skills and confidence in digital technology to enhance the learning experience.	• Professional learning opportunities are available to all staff to support the effective use of the new Promethean boards and Activ Inspire Software.	• Staff become confident in deploying Promethean Boards and Activ Inspire in lessons.	June 2026

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Improve access to digital infrastructure and technology.	• The SCILT Centre for Excellence in Mandarin is established in the school. • The technological infrastructure in the Conference Room is enhanced to support the SCILT Centre of Excellence in Mandarin.	• Mandarin learners are supported by innovative digital approaches to learning and teaching.	June 2026
We develop a Skills Progression Framework that aligns with the BGE curriculum and the four capacities.	• Development of a programme which enhances S2 Literacy Skills. • Improve staff knowledge of meta-skills particularly in relation to Communicating, Collaborating, Sense-Making and Creativity. • Enhance learner understanding as to how these skills are transferable and can be used in unfamiliar situations.	• Learners are able to articulate and demonstrate skills development.	June 2026

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Section 2: Improvement Priority 2	
School/Establishment	Douglas Academy
Improvement Priority 2	Develop approaches to inclusion and equalities education which enhance knowledge and understanding of current and relevant issues, and begin to embed these in the curriculum.
Person(s) Responsible	C McDowell S Sinclair G MacFarlane

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
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	Choose an item. Wellbeing and Inclusion. Partnerships.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Responsible DHTs and working groups lead on the delivery of revised approaches to anti-racist education, gender-based violence and LGBTQ+ education.	Time for meetings. Time for Professional Learning during in-service days.	Parental focus groups.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
WOSDEC CLPL Staff training- CIRCLE Participation Scale.	- Promoting a high quality learning experience. - Research & Evaluation to monitor impact. - Partnership Working. - Professional Learning & Leadership - Engaging beyond the school.	PT (PEF) Leadership and Accreditation.

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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?
Our school policies reflect the principles of Equally Safe at School (ESAS).	- Our existing school policies are audited to ensure that they align with ESAS principles. - Our ESAS Staff and Pupil Working Groups draft a Gender Based Violence (GBV) policy for consultation with our key stakeholders.	Reduction in incidents related to gender based discrimination.	June 2026
The principles of ESAS are embedded in the curriculum.	- Review of feedback from Equally Safe at Schools curriculum audit. - Identification and development of curricular areas where there are opportunities for the principles of ESAS to be integrated into the curriculum. - Consideration of professional learning needs to facilitate the embedding of Equally Safe at Schools across the curriculum.	- Curricular links to ESAS principles are identified in subject departments. - Increased staff confidence in embedding the principles of ESAS in the planning of lessons and schemes of work, demonstrated through focus groups and or staff questionnaires.	June 2026
Deliver anti-racist education professional learning for all staff.	- Anti-racist education training is delivered to all staff in partnership with WOSDEC on Inset Day 2 – Wednesday 13 August. - Anti-racist Education (ARE) working group members engage in training from WOSDEC on building an anti-racist curriculum and include practical training on how to use WOSDEC's anti-racism resource effectively with both young people and staff.	- Increased staff confidence in understanding of the structural causes of racism, stereotyping and unconscious bias, demonstrated through feedback from focus groups and or questionnaires. - Increased staff confidence in identifying racist language, microaggressions and how to respond to these demonstrated through feedback from focus groups and or questionnaires.	August 2025 Whole School Collegiate Days 2 and 3: 20 October and 15 December –twilight training sessions.

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Review and revise the school's procedures for reporting racism and racist incidents.	• Staff and ARE working groups review and refine the draft Reporting Racism and Racist Incidents policy to ensure that the revised procedures are clear, consistently applied and understood by all members of the school community. • Revised Reporting Racism and Racist Incidents Policy reflects updated Scottish Government guidelines.	• Racist incidents are recorded, applied consistently and outcomes are logged in the SEEMIS Equalities Module. • Pupils demonstrate increased confidence in reporting racist incidents demonstrated through feedback from focus groups and/or questionnaires.	October 2025
Volunteer departments work collaboratively with the ARE Pupil Working Group to integrate anti-racist principles into aspects of their curriculum.	• Identification of volunteer departments. • ARE pupil working group members share their perspective and experiences of the curriculum with subject staff. • Volunteer departments develop teaching resources to support an anti-racist curriculum.	• The curriculum evolves to better reflect the cultural and historical experience of BME pupils; all learners experience a more diverse curriculum.	Meeting with volunteer departments – August to October 2025. Revised curriculum materials – June 2026
Our approaches to rights-based education incorporate the values of respect, dignity and equity.	• We embed rights-based education into our curriculum and in our school policies. • Joint staff/pupil working group considers key whole school measures required to further embed and enhance approaches in relation to LGBTQ+ education.	• Achievement of Rights Respecting School Gold Award. • Achievement of LGBTQ+ Silver Award. • 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.	June 2026
Continued promotion of effective inclusive practice by further implementation of the CIRCLE (Child Inclusion Research into Curriculum, Learning and Education) model.	• Further departments to use CICS to evaluate and adapt classroom environment. • Further support and training for staff in CICS and the CIRCLE Participation Scale.	• Staff become increasingly confident in supporting ASN learners to become full participants in learning and the life of the school.	June 2026

	• CIRCLE Advisor to attend PLC sessions • Staff use CIRCLE Participation Scale to identify individual learners' strengths and areas for development and will identify and implement further strategies to enhance pupil skills.		
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Section 2: Improvement Priority 3	
School/Establishment	Douglas Academy
Improvement Priority 3	Review of existing approaches to stakeholder leadership and engagement (pupils, parents/carers/partners) and implementation of revised stakeholder participation strategy.
Person(s) Responsible	D Nimmo C McDowell

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
Placing the human needs and rights of every child and young person at the centre of education. Improvement in young people's health and wellbeing.	parent / carer involvement and engagement	QI 1.2 Leadership of Learning QI 2.5 Family Learning QI 2.7 Partnerships	Leadership Partnerships

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHT and Working Group Leads. RRSA and SCQF Ambassador PEF PT.	Time for meetings. Time for Professional Learning during in-service days	Parental focus groups. Parental questionnaires.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional reading on approaches to promoting positive behaviour.	- Promoting a high quality learning experience. - Research & Evaluation to monitor impact. - Partnership Working. - Professional Learning & Leadership - Engaging beyond the school.	PT (PEF) Leadership and Accreditation. Strategic Lead Role.

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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?
Our existing approaches to pupil leadership are revised and broader pupil leadership pathways are developed.	DHT lead consults with pupils and staff on pupil leadership pathways.	Pupil leadership opportunities increase across all year groups.	June 2026
A range of pupil leadership opportunities are developed which provide our learners with opportunities to shape the direction of the school and gain wider accreditation awards.	- Pupils leading the SCQF Ambassador Programme have opportunities to gain wider accreditation. - Our S4 cohort engage in the SCQF Level 5 Leadership programme. - Enhanced leadership opportunities are developed in S6. - A review of existing approaches to pupil participation takes place i.e. Pupil Council/Parliament. - A pupil School Improvement Plan is co-created with Pupil Councillors/Representatives.	- Pupil leadership opportunities increase across all year groups. - SCQF Ambassadors achieve wider accreditation. - Almost all of our S4 cohort achieve SCQF Leadership Award- Level 5. - Pupil participation in decision-making increases. - Pupil feedback from focus groups and/or questionnaires indicates increased levels of pupil empowerment.	June 2026
There are enhanced opportunities for parents/carers to evaluate the performance of the school and shape its future direction.	- Consult with the Parent Council and PTA on ways to enhance parental/carer participation in the life of the school. - Parent/carer participation pathways (e.g. surveys/focus groups) are identified and consultation on key school priorities takes place. - A Parent/Carer Improvement Plan is co-created with key staff which identifies school priorities e.g. family learning programmes.	- Parent/carer participation pathways indicate satisfaction with the work of the school across all indicators. - A Parent/Carer Improvement Plan identifies key priorities for the 2026-2027 Session.	June 2026

Review of our existing policies in relation to uniform, attendance and behaviour to ensure that they align with the Scottish Government's <i>Relationships, Behaviour and Learning</i> policy.	• Clear and consistent expectations and procedures are applied to support attendance and latecoming. • We revise our arrangements for Registration and, in consultation with staff and learners, devise a programme of Registration activities. • Regular communication with parents/carers and learners highlights uniform expectations.	• Improvements in late coming and attendance are demonstrated through analysis of SEEMIS data. • Learners adhere to the school uniform policy. • Our revised arrangements for Registration increase learner motivation and attendance.	June 2026
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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
Further accreditation opportunities are explored through the SCQF Ambassador Programme.	- Explore curricular area related to SCQF opportunities. - Working group established involving pupils and staff. - Develop and strengthen partnerships linked to leadership.	PEF post DHT Strategic Lead/PT Wider Achievement/PT Leadership and Accreditation.	- Increase in Insight Tariff Points- attainment for all measure. - Achievement of SCQF Gold Award. - Increase in tariff points across all SIMD. - Increase in % of young people achieving 5+ L4/5. - Increase in leadership opportunities for all young people.	March 2026.	
Increase wider achievement opportunities for S1-S6.	- Identify and target young people not engaging in wider achievement opportunities, with a focus on SIMD 1-3, FSM, ASN. - Develop wider achievement opportunities within a curricular structure in S1-S3 related to skills for learning, life and work.	- PT Wider Achievement/DHT Strategic Lead. - Skills Working Group to review exiting practice.	- Increase in wider achievement awards for all young people in S1-S6. - Monitor and track wider achievement and target individual young people to participate in school community clubs/activities. - System to celebrate success of young people achieving wider	June 2026	

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	• Review and refine current wider achievement tracking system. • Review curricular areas to identify natural opportunities for wider achievement. • Explore BGE leadership opportunities within curricular areas and beyond.		achievement opportunities is developed. • Tracking and monitoring of extra-curricular activities, including residential experiences indicates wider pupil participation.		
Improved Health and Wellbeing in S1-S6. Continued engagement with our In-House school counsellor, complementing Lifelink Counsellors due to demand for appointments.	• Provision of an additional counsellor. • Review HWB tracker and create further opportunities to track HWB across each year group. • Explore impact of counselling service and use data to inform next steps related to supporting young people.	• School counsellor to support EDC Lifelink Counsellor and offer additional targeted interventions.	• Monitor the number of Young People using the counsellor. • Monitoring CAMHS/Counsellor referrals. • Evidence from Wellbeing Tracker S1-S2. • Monitor number of risk management plans.	June 2026	
Further embed training for staff/pupils as Mental Health First Aiders.	• Be In Unity Training – enhanced staff awareness of mental first aid interventions for pupil and staff wellbeing. • Review of impact of staff Mental Health First Aid. • Mental Health First Aid lessons delivered to all S1 pupils via PSE.	• Be In Unity training for staff, reviewing the impact of this across the school community. • Cover for staff training.	• Number of pupils achieving a L6 qualification. • Feedback from trained staff and pupils.	June 2026	
Improved attainment in Literacy and Numeracy.	• Targeted Literacy and Numeracy Support Groups. • S2 Skills Group with a focus on Literacy.	• DHT with responsibility for Raising Attainment and Achievement in the BGE.	• Improvements in Literacy and Numeracy are evident across a range of measures – e.g. L4/L5.	June 2026	

	• Development of S3 period assigned to skills.	• PT Raiding Attainment • Strategic Lead with responsibility for Wider Achievement.			
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