



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	Douglas Academy
Head Teacher	Michael Healy
Link QIO	Mary Kerr

School Statement: Vision, Values & Aims and Curriculum Rationale

Our Vision - Working Together, Respecting Others, Pursuing Excellence

Our Values

C - compassion
A - ambition
R - resilience
E - effort

Our Aims

To provide an educational experience of the highest quality.
To provide opportunities which enable our young people to achieve in the widest sense.
To provide our young people a stimulating and challenging learning and teaching environment.

Our Gaelic school motto is Neart Tre Eolas meaning “Strength Through Knowledge”. We support our young people to become knowledgeable about the world and knowledgeable in the world so that when they leave us they are ready to change the world.

Further information about our school can be found on the school website: <http://www.douglas.e-dunbarton.sch.uk/>



Current Standards & Quality Report

Our 2025-2026 Standards & Quality Report can be found at: <https://sway.cloud.microsoft/ol7rzzw1H8b7eLo?ref=Link>

Framework for School Improvement Planning 2026 – 29

	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	Wellbeing & Inclusion		
Priority 2	Pedagogy & Meta-Skills		
Priority 3	Collaboration & Self-evaluation		

Section 2: Improvement Priority 1			
School/Establishment	Douglas Academy		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	S Sinclair C McDowell		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity and Opportunity & Inclusion and Empowerment	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
SLT Leads, working groups and young people will collaborate on policy development. PT HWB and PTG will collaborate on HWB Tracking and interventions.	Time for meetings and CLPL protected in WTA.		Consultation through a variety of approaches including, but not limited to, stakeholder surveys, focus groups and the Parent Council.

Framework for School Improvement Planning 2026 – 29

SLT Lead and department representatives will collaborate on CIRCLE Framework Action Plan.			
Professional Learning		Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Addressing Dyslexia Guidance - CIRCLE – CICS & Participation Scale		social & emotional wellbeing	Strategic Lead School Improvement
Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
S5 & S6 pupils have engaged with the Illicit Project .	- All S5/6 pupils complete survey. - All S5/6 pupils receive 3 online inputs from project.	- Completion rates for surveys are high. - Evaluations completed.	Dec 2026
Our strategies for supporting young people with dyslexia are enhanced.	All staff are familiar with the latest 'Addressing Dyslexia' guidance.	- CLPL records show that all teaching staff have engaged with the 'Addressing Dyslexia' guidance. - Learning Support documentation and Pupil Confidential Information is updated to align with new guidance. - Pupil voice feedback indicates that young people with dyslexia feel supported in their learning.	June 2027
School policies are reviewed, updated and implemented (in line with social justice values and the latest local and national guidance).	SLT Leads, ESAS and ARE Working Groups collaborate to develop and implement new overarching Social Justice and Equalities Policy.	- All school policies are in alignment with school VVA and social justice principles. - All stakeholders are aware school policies.	June 2027

Framework for School Improvement Planning 2026 – 29

	- Promoting Positive Relationships Working Group develop and implement updated PPR policy. - Anti-bullying Policy updated.	- All stakeholders are aware of incident reporting procedures. - SEEMIS BEM data indicates that incidents are being logged and managed appropriately. - SLT analysis of BEM data used to inform future planning.	
Our approaches to social justice and rights based education are enhanced and formally recognised.	SLT Lead to work collaboratively with school community to enhance provision of education in relation to the UNCRC and LGBTQ+.	- RRS Gold Award achieved. - LGBTQ+ Silver Award achieved. - Curriculum mapping indicates that all departments are contributing to social justice and rights based education.	
A CIRCLE Framework action plan is developed and implemented.	- CLPL is provided to support staff in their use of CICS and the Participation Scale. - All departments are utilising CICS to evaluate and enhance the learning environment. - CIRCLE Advisor attends PLC sessions. - Staff use CIRCLE Participation Scale to identify individual learners' strengths and areas for development.	- Staff feedback indicates increased confidence in supporting young people with ASN. - T&M data (including WA tracking) indicates that young people with ASN are fully participating in the life of the school. - Wellbeing tracking indicates that young people with ASN feel safe, nurtured, included, and are achieving at Douglas Academy.	June 2027
Wellbeing tracking is extended to include Senior Phase Pupils.	PT Health & Wellbeing to create further opportunities for HWB tracking.	- Tracker data indicates that pupil participation in HWB tracking is high. - Evidence of HWB data analysis and interventions.	June 2027

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2			
School/Establishment	Douglas Academy		
Improvement Priority 2	Pedagogy & Meta-Skills		
Strategic Leads	F Davidson L Wilson		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Learning and Teaching & Skills	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
SLT Leads and Working Groups will collaborate on approaches. Young people will drive improvement through L&T Ambassador role.		Time for meetings and CLPL protected in WTA.	Consultation through a variety of approaches including, but not limited to, stakeholder surveys, focus groups and the Parent Council.
Professional Learning		Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Meta-skills - AI - Co-constructing Success Criteria		high quality learning experience	Strategic Lead School Improvement PT Skills & Achievement PT Development & Improvement
Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
Learning & Teaching Ambassadors are enhancing Pupil Voice.	L&T Working Group will collaborate with Pupil Leadership Working	L&T Ambassador membership shows representation from S1-S6.	June 2027

Framework for School Improvement Planning 2026 – 29

	Group to further recruit L&T Ambassadors from all year groups.	Pupil Voice Feedback	
Our approaches to Learner Conversations are reviewed and enhanced.	L&T Working Group develop and pilot new approaches to Learner Conversations with a particular focus on the BGE.	- All young people have the opportunity to discuss their individual progress and next steps with their teachers. - Approaches to Learner Conversations are consistently high quality across the school. - Pupils are able to clearly articulate their progress and next steps.	June 2027
Our approaches to BGE Moderation are reviewed and enhanced.	- PT's to engage with whole school QA calendar. - L&T Working Group to create and implement a whole school moderation policy.	Evidence of moderation activities taking place across all departments (with a particular focus on the BGE).	June 2027
L&T is a key focus of the CLPL Programme.	L&T Working Group to collate feedback from staff survey and develop a responsive programme of L&T CLPL.	- CLPL records indicate high levels of engagement. - Staff feedback used to evaluate sessions and inform future planning.	June 2027
A Skills Progression Framework is developed.	- SLT Lead and Skills working Group develop skills Progression Framework. - SLT Lead and Skills Working Group lead staff CLPL in relation to meta-skills. - Pupils to engage with the MWOW Learner Profile.	- CLPL records show high levels of engagement with Meta-skills sessions. - Learner Profiles on MWOW completed.	June 2027

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 3			
School/Establishment	Douglas Academy		
Improvement Priority 3	Collaboration & Self-evaluation		
Strategic Leads	C McDowell D Nimmo		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Child Centred and Future Focussed & Family and Community Partnerships	Leadership & Partnerships	Improvement in skills and sustained, positive school-leaver destinations for all	QI 1.3 Leadership of Change
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
SLT Leads, Working Groups, young people and parents/carers will collaborate on self- evaluation & school improvement.	Time for whole school self-evaluation & improvement planning protected in WTA.	Consultation through a variety of approaches including, but not limited to, stakeholder surveys, focus groups and the Parent Council.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
Education Scotland Parental Engagement Toolkit	partnership working	Strategic Lead School Improvement PT Development & Improvement	
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
Our communication strategy will be reviewed and updated.	SLT Lead will collaborate with all stakeholders.	Stakeholder survey responses pre and post communication strategy updates indicating that communication channels are clear and all stakeholders	June 2027

Framework for School Improvement Planning 2026 – 29

	Staff, pupil and parent/carers communication strategies will be updated.	are aware of the events and opportunities at Douglas Academy.	
Opportunities for pupil leadership will be increased.	- SLT Lead, PT Development & Improvement and PT Skills & Achievement will collaborate with Working Group and young people to create and implement Youth Voice Charter as extension of current School Charter. - Pupil improvement plan is created and implemented. - Leadership opportunities will be mapped across S1-6.	- Pupil Voice Feedback. - Youth Voice Charter displayed prominently across school. - Mapping indicates increased leadership opportunities in the BGE.	June 2027
Parental engagement and involvement will be increased.	- HT & SLT Lead increase recruitment to Parent Council. - HT & SLT Lead increase recruitment to PTA. - Parent/carers improvement plan is created and implemented.	- Parent Council and PTA membership shows an increase. - Stakeholder survey responses indicate that all parents/carers are aware of the work of the Parent Council and PTA.	June 2027
Further collaborative approaches to self-evaluation and school improvement will be implemented.	- SLT Lead to lead whole school self-evaluation and improvement planning activities. - More departments to engage with VSE. - Pupil Leadership Group & L&T Working Group to identify potential partner schools to collaborate on approaches for Learner Participation in Improving L&T.	- Self-evaluation activity returns/feedback. - Moderation activities evidence collaboration across departments and schools.	June 2027

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
Widened participation in accredited/ achievement opportunities.	• Strategic Lead to work collaboratively with all staff and partners to review current offer and implement additional opportunities for accreditation (including naturally occurring opportunities – 2 for 1 qualifications). • SCQF Ambassadors to promote opportunities to young people. • Opportunities targeted to: - SIMD 1-3 - BGE - FSM - ASN	• Strategic Lead / PT Skills & Achievement / PT Development & Improvement	• Increase in INSIGHT Tariff Points – attainment for all measure. • Increase in % of young people achieving 5+ L4/5. • WA tracking indicates that young people in SIMD 1-3 are engaged with additional opportunities available. • SCQF Gold Award achieved.	March 2027	
Young people and families supported with the cost of the school day.	• 'Room of Requirement' established. • Gladrags initiative expanded. • Uniform recycling scheme implemented. • Breakfast club expanded.	• Strategic Lead	• High numbers of young people engaging with COSD supports.	March 2027	

Framework for School Improvement Planning 2026 – 29

Mental Health First Aid Programme sustainability enhanced.	- Targeted young people continue to engage with L6 MHFA Qualification. - Identified staff trained to deliver L5/6 qualifications in following sessions.	PT Health & Wellbeing / SLT Leads (£9800 spend – Be In Unity)	- Increased number of young people achieving L6 MHFA qualification. - Douglas Academy staff able to deliver programme in house.	March 2027	
Improved attainment in Literacy & Numeracy	- Targeted interventions implemented and evaluated. - Development and implementation of whole school Literacy & Numeracy Tracker. - Young people at risk of not attaining Literacy/Numeracy qualifications identifies and interventions put in place.	SLT Lead / PT Development & Improvement / SFL	- INSIGHT analysis show sustained improvements in Literacy & Numeracy for SP. - Achievement of a Level data shows consistently high numbers of young people achieving L3+ by the end of the BGE. - Tracker data and record of interventions.	March 2027	
Approaches to supporting EBSA young people reviewed and enhanced.	- SLT Lead to work collaboratively with DHT PS and PTGs to identify all EBSA young people. - Development and implementation of EBSA Intervention Tracker to ensure access to education and appropriate supports.	SLT Lead / DHT PS / PTGs	Tracker data and record of interventions	March 2027	

School PEF allocation 26/27: £29,000_____ Total PEF allocated in SIP £29,000_____ Underspend: £0_____