



Dumbarton Academy
Improvement Plan
2024 - 2027
(Session 2025 – 2026, Year 2 of 3)

Next Session (2025/26)

WDC Outcomes/NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

3 Year Overview

	Wellbeing	Creativity	Attainment	Employability	Other
	YEAR 1: 2024 - 25	YEAR 2: 2025 - 26	YEAR 3: 2026 - 27		
ENGAGE	<p>Learning & Teaching (Experience, Engagement)</p> <p>Leadership at all levels (Ethos)</p> <p>Responsibility of All (Experience, Engagement)</p> <p>Vision, Values & Aims (Experience, Engagement, Ethos)</p>	<p>Parental Engagement (Ethos)</p> <p>Skills Based Learning (Experience, Engagement)</p>			
EMBED	<p>Inclusive Practice (Experience, Ethos)</p> <p>Assessment & Moderation (Engagement)</p> <p>Wider Achievement - opportunities and tracking (Ethos, Experience)</p> <p>Vision, Values & Aims (Experience, Engagement, Ethos)</p>	<p>Learning & Teaching (Experience, Engagement)</p> <p>Leadership at all levels (Ethos)</p> <p>Responsibility of all (Experience, Engagement)</p>	<p>Parental Engagement (Ethos)</p> <p>Skills Based Learning (Experience, Engagement)</p>		
EVALUATE		<p>Inclusive Practice (Experience, Ethos)</p> <p>Assessment & Moderation (Engagement)</p> <p>Wider Achievement - opportunities and tracking (Ethos, Experience)</p>	<p>Learning & Teaching (Experience, Engagement)</p> <p>Leadership at all levels (Ethos)</p> <p>Responsibility of All (Experience, Engagement)</p>		
EXTEND			<p>Inclusive Practice (Experience, Ethos)</p> <p>Assessment & Moderation (Engagement)</p> <p>Wider Achievement - opportunities and tracking (Ethos, Experience)</p>		

Our Approaches to Improvement

Following our recent HMIE inspection (December 2024) we have a clear understanding of our improvement priorities. Focussed areas for our improvement have been identified and workstreams have been developed which align to these areas. These workstreams will be the driver for our prioritised improvement work this session.

Each workstream is comprised of staff at all levels and led by teachers (promoted/unpromoted) with a link member of SLT. Action and milestone plans will be prepared by each workstream and will document the progress made and support whole school improvement. Workstream leads will work collaboratively to plan for strategic improvement and agree timelines.



Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community - **WELLBEING**

WELLBEING	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes	Actions	Resource
Learners: Learners needs will be consistently met in all classes enabling them to: <ul style="list-style-type: none"> be active participants who are fully engaged, resilient, and highly motivated in their learning; be supported to maintain/improve attendance to ensure inclusion and maximise their attainment; maintain greater than or equal to 90% attendance in school; be present, participating, achieving and supported in all aspects of school life; have their views and rights incorporated into decisions about their education. (Workstreams 3 & 5)	Further develop and embed our approaches to improving meeting learners' needs through: <ul style="list-style-type: none"> Review PFSW service to ensure that young people most in need of support are prioritised within resources available. Improve use of data and robust tracking and monitoring will evaluate ongoing impact of interventions and allow for adaptation of approaches as required. Improve use of data and robust tracking and monitoring to inform targeted interventions to ensure equity for all and ensure a focus on improving attendance for targeted groups. Develop approaches to learner conversations in the BGE to meet learners needs and raise attainment. Ongoing focus on meeting learners needs through CIRCLE, UNCRC & Adaptive teaching 	In-service day time Collegiate time CIRCLE Champion DHT Excellence & Equity PT RA

<p>Practitioners: All practitioners will be confident in engaging with whole school approaches</p> <ul style="list-style-type: none"> improving inclusive practice meeting learners' needs consistently. <p>(Workstreams 3 & 5)</p>	<p>Further develop and embed our approaches to improving meeting learners' needs through:</p> <ul style="list-style-type: none"> Continue to embed CIRCLE following WDC implementation plan. Continue to develop approaches to rights based education through further engagement with UNCRC (UNCRC Article 12). Review PFSW service to ensure that young people most in need of support are prioritised within resources available. Develop approaches to learner conversations in the BGE to meet learners needs and raise attainment. Engage with CLPL to further develop approaches to adaptive teaching. 	<p>Time to meet, develop and implement processes. CIRCLE Champion In-service/ Collegiate/ departmental time Support planning time</p>
<p>Leaders: Leaders will ensure that there is a clear focus on meeting learners' needs to improve inclusive practice and raise attainment.</p> <p>(Workstreams 3 & 5)</p>	<p>Further develop and embed our approaches to improving meeting learners' needs through:</p> <ul style="list-style-type: none"> Ensure that the Meeting Learners' Needs workstream results in improvements in outcomes for learners Ongoing focus on meeting learners needs through CIRCLE, UNCRC & Adaptive teaching Improved use of data and robust tracking and monitoring will evaluate ongoing impact of interventions and allow for adaptation of approaches as required. Improve use of data and robust tracking and monitoring to inform targeted interventions to ensure equity for all and ensure a focus on improving attendance for targeted groups. 	<p>Time to meet, develop and share relevant practice and information.</p>
<p>Parents/Families/Communities: Parents/carers are engaged in improving inclusive practice via individual and universal approaches.</p> <p>(Workstreams 3 & 5)</p>	<p>Further develop and embed our approaches to improving meeting learners' needs through:</p> <ul style="list-style-type: none"> Parent/carers and learners' views inform supports for our young people. Parents/carers will become increasingly aware of CIRCLE approaches through sharing of information. Parents/carers will be involved in the review of our PFSW support. 	<p>Time PFSW Parent Council support</p>
<p>Performance Measures / Targets - How will we evidence the impact on outcomes?</p>		
<ul style="list-style-type: none"> Lesson observations – most learners are fully engaged in most lessons 		

- ELT spreadsheet – SP – focus on positive destinations: over 95% of leavers will go on to positive destinations with at least Level 4 Literacy & Numeracy qualifications.
- GIRFEC paperwork/TATC meetings/ Pupil plans – all TATC meetings will be supported with the refreshed GIRFEC approach/paperwork; all pupil plans will reflect pupil and parent/carer voice and CIRCLE frameworks.
- Attendance data – attendance will be improved for most learners with 70 – 80% attendance.



Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning - **CREATIVITY**

CREATIVITY	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	CURRICULUM
NIF OUTCOMES (REPLACE DRIVERS)	<p>Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.</p> <p>An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality</p>

Outcomes	Actions	Resource
<p>Learners:</p> <p>All learners experience appropriate <i>pace and challenge</i> in all lessons. (Workstream 1)</p> <p>Learners have a <i>clear understanding of the purpose and anticipated outcomes of learning activities</i>, leading to increased engagement. (Workstream 2)</p> <p>All learners will benefit from <i>more meaningful written and verbal feedback which focuses on next steps leading to</i> improvement in learning. (Workstream 4)</p>	<p>Pupil leadership team and YLL to work with workstream leads to further develop approaches to:</p> <ul style="list-style-type: none"> gathering pupil feedback on learning experiences pupils evaluating learning experiences to inform improvements 	<p>Time for workstream groups to meet</p> <p>In-service & collegiate time</p> <p>DM/SLG time</p> <p>Time for classroom observations</p> <p>YLL</p>

<p>Practitioners:</p> <p>Practitioners' knowledge and practice will improve, leading to improved experience and engagement for learners.</p> <p>All practitioners will contribute to improving learning and teaching across the whole school through involvement in a workstream.</p> <p>Leadership at all levels is increased through leadership of workstreams. Increased collaboration across staff at all levels.</p>	<p>Further develop our approaches to:</p> <ul style="list-style-type: none"> improving learning and teaching through our workstreams contributing to monitoring of progress of milestone plans. 	<p>Time for workstream groups to meet and workstream leads to meet</p> <p>Time to plan in-service & collegiate time/In-service & collegiate time</p> <p>DM/SLG time</p> <p>Time for classroom observations</p>
<p>Leaders:</p> <p>Learning and teaching across the school is improved</p> <p>Leaders facilitate improvement in learning and teaching in link workstream areas.</p> <p>Leaders prioritise improvement in learning and teaching to improve experience, engagement and ethos.</p> <p>Leaders provide support and challenge through coaching and mentoring approaches to ensure ongoing personal and professional development.</p>	<ul style="list-style-type: none"> Support strategic planning of improvement across all workstreams, ensuring use of collegiate/in-service time and access to relevant CLPL to effect whole school improvement. Ensure progress for each workstream is in line with action/milestone plans - monitor at regular intervals. 	<p>Time for workstream groups to meet and workstream leads to meet</p> <p>Time to plan in-service & collegiate time/In-service & collegiate time</p> <p>DM/SLG time</p> <p>Time for classroom observations</p>
<p>Families/communities:</p> <p>Parents/carers have opportunities to engage with approaches to learning and teaching. They are encouraged to support learning at home.</p>	<ul style="list-style-type: none"> Parental engagement is supported through updated school website and communication channels to reflect current approaches to learning, teaching and assessment 	<p>Parent council</p> <p>Time to share with parents/carers; Parental engagement events</p> <p>Time to re-develop school website</p>

Parents/carers are knowledgeable about the progress their child is making and have an understanding of likely progression.		In-service, SLG, collegiate and departmental meeting time.
Performance Measures / Targets - How will we evidence the impact on outcomes?		
<ul style="list-style-type: none"> • All learning visits provide evidence of consistency in agreed learning and teaching approaches, and all learners demonstrate engagement in learning activities. All learning observations evidence the use of inclusive strategies and language. Feedback from all learners provides evidence of improved consistency in approaches to learning and teaching across all classes. Self-evaluation toolkits reflect improved practice and evaluation for learning and teaching (Q12.3). • There is an increased number of learners making progress - measured via attainment data. • Most (75 - 90%) S4 leavers achieve Level 5 Lit /Num • Milestone plans for all workstreams document progress in planned timescale. 		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out - **ATTAINMENT**

ATTAINMENT	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
NIF SHORT TERM PRIORITIES the ABC's	ATTENDANCE
NIF OUTCOMES (REPLACE DRIVERS)	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes	Actions	Resource
<p>Learners:</p> <p>Learners will benefit <i>from robust tracking and monitoring in the BGE</i> which ensures that they know where they are in learning and the appropriate progression pathway. (Workstream 5)</p> <p>Learners will know how to learn and understand the outcome of assessment. Assessment & Moderation activities will ensure a focus on consistent improvements. (Workstream 6)</p> <p>All learners will benefit from a coherent curriculum in the BGE and Senior Phase to ensure appropriate</p>	<p>Continue to work to raise attainment across the curriculum at all stages through:</p> <ul style="list-style-type: none"> • Further develop approaches to assessment and moderation in BGE to ensure clear articulation with progression pathways in Senior Phase. • Learners will engage in the revised approaches to the ongoing development of Literacy and Numeracy skills to ensure they attain the highest level possible prior to leaving school. • Learners will participate in the whole school curriculum review and development of our curricular rationale, alongside WDC review of the structure of the Secondary school week. • Develop a culture of ambition through embedding our raising attainment strategies: Assessment Capable Learners (BGE) and Every Award Matters (SP). • Develop our approaches to tracking participation, skills development and study skills: utilise this to support participation for those at risk of missing 	<p>Additional timetabled time</p> <p>Time for workstream leads to meet/workstream groups to meet</p> <p>Assessment & Moderation leads</p> <p>In-service/collegiate time</p> <p>SLG/DM time</p> <p>RA interventions:</p> <p>Study café</p> <p>PT Support</p> <p>PT RA</p>

<p>pathways/progression results in raised attainment for all.</p> <p>The poverty-related attainment gap is narrowed by addressing the individual needs of all students and minimising barriers to learning, with an increased emphasis on supporting those with protected characteristics.</p>	<p>out. (Workstream 5).</p> <ul style="list-style-type: none"> Continue to work towards SCQF Silver status and further develop our approaches to progression pathway planning utilising the framework. 	
<p>Practitioners:</p> <p>Practitioners contribute to the review and development of improved assessment and moderation processes. (Workstream 6)</p> <p>Practitioners will engage in systematic opportunities to review and refresh the curricular offer and pedagogical practice.</p> <p>Practitioners will identify appropriate pathways to attainment for learners ensuring ambition for attainment in all courses.</p> <p>Practitioners will utilise Literacy and Numeracy attainment data to inform planning of approaches for differentiation.</p>	<p>Continue to work to raise attainment across the curriculum at all stages through:</p> <ul style="list-style-type: none"> Continue to develop approaches to raise attainment in Literacy and Numeracy in line with additional timetabled time in BGE. Further develop approaches to assessment and moderation in BGE to ensure clear articulation with progression pathways in Senior Phase. Participate in the review of our whole school curriculum and curricular rationale and the WDC review of the structure of the Secondary school week. Develop a culture of ambition through embedding our raising attainment strategies: Assessment Capable Learners (BGE) and Every Award Matters (SP). (Workstream 5) Develop our approaches to tracking participation, skills development and study skills: utilise this to support participation for those at risk of missing out. Continue to work towards SCQF Silver status and further develop our approaches to progression pathway planning utilising the framework. 	<p>Time for workstream leads to meet/workstream groups to meet</p> <p>Assessment & Moderation leads</p> <p>In-service/collegiate time</p> <p>SLG/DM time</p> <p>RA interventions:</p> <p>Study café</p> <p>PT Support</p> <p>PT RA</p>
<p>Leaders:</p> <p>Leaders facilitate improvement in link workstream areas.</p> <p>Leaders prioritise improvement in learning and teaching to improve experience, engagement and ethos and raise attainment.</p> <p>Leaders provide support and challenge through coaching and mentoring approaches to ensure ongoing personal and</p>	<p>Continue to work to raise attainment across the curriculum at all stages through:</p> <ul style="list-style-type: none"> Supporting strategic planning of improvement across all workstreams, ensuring use of collegiate/in-service time to effect whole school improvement. Undertaking a review of our whole school curriculum and curricular rationale and contributing to the WDC review of the structure of the Secondary school week. Ensuring that all middle leaders are skilled in data interrogation and utilising data to plan for improvements. 	<p>In-service/collegiate time</p> <p>DM/SLG time</p> <p>Time to consult on curricular structure/model</p> <p>DHT Excellence & Equity</p> <p>Time for DHT & PT RA to meet; time for PT RA to attend SLT, present at SLG, attend DMs.</p>

<p>professional development.</p> <p>Leaders will lead and support the review and development of our curricular model and offer.</p>	<ul style="list-style-type: none"> • SLT and PT Raising Attainment will further develop approaches to raise attainment through tracking, monitoring and targeted interventions. 	
<p>Families/communities:</p> <p>Parents/carers are knowledgeable about the range of learner pathways and about how learners are supported to plan curriculum progression, supported by the SCQF.</p> <p>Parents/carers are informed and engaged in identifying alternative pathways for attainment at all relevant points to encourage ambition to attain in all courses.</p>	<ul style="list-style-type: none"> • Continue to work toward SCQF silver status and continue to utilise SCQF in progression planning. • Further develop approaches to ensure parental engagement in all changes of levels, re-coursing. 	<p>In-service, SLG, collegiate, departmental and CSN time</p> <p>Parents information evening time</p>
<p>Performance Measures / Targets - How will we evidence the impact on outcomes?</p>		
<ul style="list-style-type: none"> • SLG, CT, DM, CSN dialogue, discussions and minutes reflect improvements in assessment and moderation practice. • SQA and IA results analysis – records of meetings will identify improvement priorities and targets set for departments. • Policies/strategies prepared by relevant SIP groups, consulted and implemented. • There is an increased number of learners making progress - measured via attainment data. • Most (75 - 90%) S4 leavers achieve Level 5 Lit/Num 		

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work - **EMPLOYABILITY**

EMPLOYABILITY	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes	Actions	Resource
Learners: All learners will experience opportunities designed to develop skills. (BGE – WDC 6Cs; SP – SDS metaskills). They will be able to reflect on and articulate skills developed.	<ul style="list-style-type: none"> Engage with WDC 6Cs and SDS metaskills. Embed revised approaches to S3 profiling with learners being supported to focus on skills development. Participate in SDS pilot for online profiling toolkit. Develop approaches to tracking of wider achievement including participation, skills development and achievement through extra-curricular activities. 	Time at SLG/CT/ in-service PT Support YLL SEEMiS achievement tab

<p>Practitioners:</p> <p>Practitioners will demonstrate commitment to developing employability skills for learners at all levels and engage with WDC 6Cs and SDS metaskills frameworks.</p> <p>Practitioners will engage with the development of employability skills to ensure relevance for the current labour market. This will inform destination planning.</p>	<ul style="list-style-type: none"> Practitioners will further develop their understanding of WDC 6Cs and SDS meta and employability skills via relevant CLPL; employability skills will be included in curriculum developments. Continue to explore and extend opportunities designed to support planning for employability. Share information on previous session SLDR. 	<p>Time at DMs, SLG, CT, In-service ELT time /tracking SP team/time</p>
<p>Leaders:</p> <p>Leaders will support and facilitate development of approaches to employability across the curriculum to continue to support improved positive destinations.</p>	<ul style="list-style-type: none"> Further develop approaches to partnership working with SDS and SP team to ensure articulation of skills development across the curriculum. 	<p>SP team/ time Time for CLPL Time at ELT</p>
<p>Families/communities:</p> <p>Parents/carers are knowledgeable about the range of leaver destination options and how to support their child to access these.</p>	<ul style="list-style-type: none"> Continue to explore ways to share and celebrate relevant information. 	<p>PT Support Time to prepare information to share</p>
<p>Performance Measures / Targets - How will we evidence the impact on outcomes?</p>		
<ul style="list-style-type: none"> ELT tracking spreadsheet/SLDR analysis – positive leaver destinations remain over 95% Insight data – raised attainment at leaving point in literacy and numeracy Learner questionnaires, surveys and focus groups. Parental feedback 		