

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Lenzie Academy
Head Teacher	Brian Paterson
Link QIO	Mary Kerr

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Include links to these documents.</p> <p><u>Vision</u> - To provide a learning environment where every young person feels happy, safe and is able to realise their potential.</p> <p><u>Values</u> – Our primary values relate to AMBITION and INCLUSION. We are <u>ambitious</u> for every child within our school and thus we have <u>high expectations</u> for all and we encourage our pupils to strive for <u>continuous improvement</u> not just in their educational endeavours but in every aspect of their character. We prepare our pupils for an ever-changing world beyond school and thus look for our young people to <u>embrace change</u> positively and look to make it work for them.</p> <p>As a school community, we endeavour to be <u>inclusive</u> in our approaches and expect our pupils to be similarly inclusive through affording <u>respect</u> to others and having respect for the school environment and school traditions. We want our young people to have <u>compassion</u> for others and to be <u>tolerant</u> when confronted with attitudes and values that are at variance with their own.</p> <p>Through inculcating these values in all that we do we hope to develop the essential character of our pupils so that they can achieve the specified aims of our national aspirations as a society.</p> <p><u>Aims</u> - Through universal application of our values we aspire for all our young people to become <u>confident individuals</u> who will develop their intellectual capacities and become <u>successful learners</u>. We value the contribution of young people to our school community and we encourage them to be <u>effective contributors</u> both in school and beyond school so that they become <u>responsible citizens</u> of the 21st century.</p>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Learning & teaching	Learning & teaching	Learning & teaching
Priority 2	Attainment & achievement	Attainment & achievement	Attainment & achievement
Priority 3	Health & wellbeing	Health & wellbeing	Health & wellbeing

Section 2: Improvement Priority 1	
School/Establishment	Lenzie Academy
Improvement Priority 1	Learning & teaching (a) Meta-cognition – development of new strategies to be implemented across session 24-25 (b) Digital learning – enhanced approaches to digital learning in session 24-25
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? (a) Meta-cognition – The learning & teaching committee will lead and drive new developments and liaise with all departments and SLT on progress. (b) Digital learning – The digital learning committee will lead and drive developments, including delivering suitable CPD for staff. Digital skills committee will liaise with SLT on progress with new developments.

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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan
Closing the attainment gap between the most and least disadvantaged children.	School Improvement	2.3 Learning, teaching & assessment	6 Closing attainment gap 7 Improvement in skills

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ol style="list-style-type: none"> PT Learning & Teaching will take strategic responsibility for leading the Learning & Teaching Committee on the development of new meta-cognitive approaches in 2024-25. PT Interventions will coordinate data review and interventions across the BGE at key points in the session to help close the attainment gap Staff leadership in all departments' as L & T Committee members will pilot new approaches and thereafter lead departmental colleagues through new meta-cognitive approaches and facilitate cross-fertilisation of good practice across the school. Digital skills committee will pilot new approaches to digital skills in L & T and provide CPD to colleagues. 	<ol style="list-style-type: none"> Time to meet and engage in professional dialogue in the L & T committee. Time for departments to plan, implement and evaluate new meta-cognitive strategies and to extend the reach of existing approaches into our senior phase classes. Time will be made available to facilitate the L & T Committee to observe each other deliver meta-cognitive approaches. This may be extended to wider staff if the time can be made available. Time for PEF PT Interventions to liaise with curricular PTs and SLT to coordinate intervention approaches. There will be financial implications due to continued engagement with our external educational consultants. <ol style="list-style-type: none"> Time to review new digital learning approaches and pilot these. Time for professional discussion on the efficacy of new approaches in the Digital Skills committee and thereafter share good practice across the school. 	<ol style="list-style-type: none"> Parents / carers invited to various family learning events across the session where they are shown various meta-cognitive approaches to L & T and how they can assist their children in their learning using these techniques. The PT L & T will attend Parent Council meetings to inform them of the type of meta-cognitive strategies the school is implementing in classes. The PT L & T and the L & T Committee will put exemplification of meta-cognitive strategies onto the school website to aid parents/carers have a better understanding of approaches being implemented across the school. <ol style="list-style-type: none"> Digitisation of courses should enable parents/carers to engage more with learning & teaching approaches used in subject departments.

	3. Finances for the purchase of new digital software and there is a fundamental pre-requisite that the computer hardware is in place across the school.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ol style="list-style-type: none"> 1. CPD from external educational consultants to members of the Learning & Teaching Committee. 2. Learning & Teaching Committee cascade new strategies to the wider teaching staff. 3. Online CPD via tutorials of best practice added to our SharePoint folder and the L & T Committee will provide a range of in-house CPD at DMs and as part of our twilight CPD programme. 4. PT Interventions will review best practice from elsewhere, and engage in professional reading from Education Scotland and attend appropriate CPD as required. 	<ol style="list-style-type: none"> 1. The primary purpose of developing meta-cognition across the school is to help pupils become more independent learners. This will assist all pupils but will be of most assistance to young people from more challenging socio-economic backgrounds who have more issues regarding organisation, time management and other key skills necessary for effective learning to take place. 2. PT Interventions identifies pupils who need greater support and this will be provided through bespoke mentoring programmes. 	<ol style="list-style-type: none"> 1. The PT Learning & Teaching & PT Interventions are PEF funded posts and this will continue for next session. 2. Financial outlay for continued engagement with an external educational consultant to further aid the embedding of meta-cognitive strategies and to provide CPD for the Learning & Teaching Committee. 3. There may be a requirement for the purchasing of some resources to aid the school and/or individual departments to deliver particular meta-cognitive approaches. 4. We may purchase digital software programmes for departments to aid any meta-cognition developments and to aid digital learning within the school.

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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?
All pupils are recipients of a wide range of meta-cognitive approaches used across the school.	Dedicated time has been set aside in the WTA under Curriculum Development to facilitate the development of materials related to meta-cognition.	Departments will use Pupil Voice to ascertain the efficacy of different approaches. Departments will measure pupil progress as part of their ongoing tracking and interventions programmes. There will also be professional dialogue at DMs.	This will be ongoing across the session but departments will evaluate progress at two key points in the session – January 2025 and May 2025.
Pupils should develop a wider repertoire of strategies to enable them to become more independent learners through regular exposure to meta-cognitive learning strategies.	Feedback from evidence of approaches given to the Learning & Teaching Committee who will provide assistance to support departments if required.	DMs to discuss what is working well and what needs to be amended and developed further. Whole school focus groups will be undertaken to evidence meta-cognition across the school. SLT-PT Quality Assurance meetings across the session will focus on the impact of meta-cognitive strategies.	DMs used systematically across the year. SLT-PT meetings monthly and will have meta-cognition dialogue at key times.
Teaching staff within the school provided with training to develop their skills in digital learning at DMs and as part of the school's twilight CPD programme.	We have our in-house twilight CPD programme and time will be set aside during Inset days where required.	Evaluation of staff Inset and after school training sessions will take place. Pupil focus groups and DM minutes will demonstrate how much digital learning is going on across the school and how	Dates agreed on our after school CPD calendar. Interim report written by Chair of Digital Learning committee in January

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More departments move pupil resources onto our SharePoint system.	Time for migration of resources to SharePoint.	effective it is in enhancing and motivating learning & teaching approaches.	2025 and final report in May 2025.
Pupils benefit from greater staff expertise and receive greater methodological variation in learning & teaching through digital learning.	Curricular plans at departmental level identify the key areas to be undertaken through digital learning strategies.	DMs focus on how well their approaches to digital learning are impacting. This will be informed by staff reflection and ongoing discussions with pupils through Pupil Voice.	Key dates to be agreed at departmental level.
Focus on introduction of GLOW Ambassadors to facilitate pupil leadership opportunities and assist our new S1 pupils.	Pupils identified and given appropriate training on their roles and responsibilities. Pupils given opportunities to help and assist younger pupils re digital skills.	Quantitative data re numbers volunteering. Departmental feedback on effectiveness of the ambassador programme. Pupil feedback from mentors and S1 pupils.	Interim review in January 2025 and full review in May 2025.
Identified pupils receive bespoke intervention strategies to aid learning.	Interventions enhance young peoples' learning and they see improvements.	Comparing tracking data across the session pre and post interventions.	BGE tracking data at key points across the year.

**Duplicate tables as required for each priority*

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Section 2: Improvement Priority 2	
School/Establishment	Lenzie Academy
Improvement Priority 2	Attainment and achievement <ul style="list-style-type: none"> (a) Implementation of our BGE curriculum review (Year 1) and planning of Year 2 (2025-6). (b) Development of our Skills Framework at school and departmental levels. (c) Creation of a working group to enhance recognition of pupils' wider achievements and to expand leadership opportunities for young people within the school. (d) To attain recognition / accreditation for the school's provision in Character Education through the Association of Character Education Quality Mark, a RRSA (Silver Award), a Vision Schools (Level 2 Award), a STEM Nation Award, and an LGBT+ Gold Award. We will also pilot the SQA Leadership Award with S6 pupils.
Person(s) Responsible	<p>Who will be leading the improvement? Who will they collaborate with?</p> <ul style="list-style-type: none"> (a) BGE Committee; selected PTs and BGE DHTs. DHTs will keep other SLT members informed of developments and liaise with the HT when required regarding key decision-making. (b) DYW Committee will work with PTs (Curriculum / Guidance) and SLT. (c) Newly established Wider Achievements and Pupil Leadership Committee will have a member of SLT as a liaison to discuss with wider SLT when required. (d) Selected members of staff lead the recognition of wider achievements and liaise with link SLT as required.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan
Improving attainment, particularly in Literacy/Numeracy. Closing the attainment gap between the most and least disadvantaged.	Assessment of children's progress. School improvement	2.2 Curriculum 2.3 Learning, teaching assessment 3.2 Raising attainment & achievement	6 Closing attainment gap 7 Improvement in skills 8 Improvements in literacy/English 9 Improvements in numeracy/Maths

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> (a) BGE Committee members & some PTs Curriculum will lead on aspects of curriculum development related to the BGE Review - for S1 implementation in 2024-5 and S2 preparations for 2025-6. (b) DYW Committee members will lead on aspects of skills development at school level whilst all PTs will implement in a departmental context. (c) Members of the newly established Wider Achievements and Pupil Leadership Committee will have a strategic role in devising and taking forward new initiatives to develop new opportunities for wider achievement and pupil leadership. (d) Leadership of Character Education (CE) Working Group, which will have membership from all curricular areas. (e) Leadership at departmental level as CE working group members lead developments in a departmental context and lead departmental colleagues through key progress and developments. (f) DHT (S6) will work with S6 captains/prefects to deliver SQA Leadership Award. (g) PT PEF (Equity) & (Wider Achievements) lead whole school developments in their areas of responsibility. 	<ul style="list-style-type: none"> (a) There will be some resources required for the six new 'courses' being introduced in S1. There will also be time requirements for the BGE Committee to discuss and agreed plans for the second year of implementation in 2025-26 with S2 pupils. (b) Minimal costs re additional resources. Time required during DMs and Inset for planning and implementation strategies to be agreed. (c) Possible costs for accreditation for leadership roles and wider accreditation recognition for pupils. (d) Time to be made available for Character Education Working Group to meet and agree strategies for taking the initiative forward. (e) DM time and time during SQA study leave for CE working group members to work on Character Education at departmental level. (f) Any cost implications from SQA will be met by the school. (g) PEF costs will be met from PEF funds as required. (h) Wider Achievements / Pupil Leadership will have cost implications 	<ul style="list-style-type: none"> (a) Rationale for BGE Review discussed with Parent Council in 2023-24 session. (b) P7 Parents/ Carers given a presentation to outline the new S1 Curriculum in June 2024. Very positive feedback from those parents present. (c) Parent Council presentation to be given in September 2024 on details of how the new S1 courses are progressing and plans for S2 in 2025-6. (d) Details on school website for wider parent body regarding changes made, the rationale for changes and how it will have a positive impact on young people within the school. (e) Parent Council given a detailed presentation on Character Education in May 2024. The PC will be updated across the session 24-25 of school progress in this area. (f) Parent Council / Parent Forum updated on progress regarding Wider Achievements and Pupil Leadership opportunities at key points in the session. (g) Parents of all young people involved directly in the SQA Leadership Award will be given details and HT will feedback to Parent Council in session 24-25.

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> (a) All staff involved in the delivery of new S1 curricular enrichment academies will engage in professional reading, collaboration and curriculum development. (b) Continued curriculum development of our skills framework across all curricular areas. (c) Professional reading, research and possible visits to other schools to see examples of good practice will take place re Character Education. (d) PEF Wider Achievements / Pupil Leadership will devise a strategic plan based upon professional reading, dialogue and visits to see best practice. (e) DHT (S6) familiarisation with SQA standards for Leadership Award. 	<ul style="list-style-type: none"> (a) All programmes developed should have no cost implications for young people. If they do then we will utilise PEF funds to ensure that all pupils can participate fully in all programmes. (b) Resources for those subject departments leading the development of new academies provided centrally from school funding. (c) Wider achievement / pupil leadership to be focused on those young people who might need greater encouragement to participate due to home circumstances. 	<ul style="list-style-type: none"> (a) PT Character Education is a PEF funded post. This will be reduced from two posts to one in session 2024-25. (b) A new PEF funded post focusing on accreditation of wider achievement and pupil leadership will be created for 2024-5. (c) There will be cost implications related to the school to register pupils on the John Muir Award; the Digital Skills Award and potentially other forms of formal accreditation. Overall costs will be dependent upon the number of pupils achieving and gaining recognition for wider achievement awards.

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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 new S1 cohort will experience a richer and more diverse curriculum provision.	Time made available for planning of the S1 enrichment courses. Additional time made available for the monitoring & evaluation of the S1 courses. Time will be used during Feb / May Inset days and through SQA study leave to finalise S2 programme.	<p>Staff meetings for professional dialogue regarding ongoing progress of courses and possible changes for second year of implementation.</p> <p>Pupil voice via GLOW forms and follow up focus groups will be used to gain pupils perspective son the new courses.</p> <p>Pupils achieve accreditation for aspects of their work e.g. John Muir Award, Digital Skills Award, Saltire Awards and Dynamic Youth Awards.</p>	<p>Use of DMs and the October and February Inset days to assess progress.</p> <p>May Inset day and SQA study leave to make changes for 2025-6.</p>
Ongoing monitoring and evaluation of the S1 programmes used when planning for Year 2 in 2025-6.	Post-rotation review. End of session holistic evaluation	Professional dialogue. Pupil Voice.	Six-week rotational cycle for review / minor changes.
Our new S2 curricular enrichment programme developed to build progressively upon the S1 programme.	Time built into the WTA under curriculum development and flexibility.	<p>Professional dialogue, research and Pupil Voice facilitate the evolution of the S2 programme.</p> <p>Pupil Wider Achievement accreditation opportunities are built into the S2 programme from the outset.</p>	Use of Inset days in October & February for BGE group to meet and discuss / agree plans for 2025/6 programme.

			May Inset & SQA Study Leave for finalisation of S2 programmes.
Implementation of wider achievements / pupil leadership programme for pupils to gain more opportunities and gain accreditation.	Time for Wider Achievements / Pupil Leadership group to meet and agree strategic direction for the school.	Programme of wider achievements and pupil leadership agreed and implemented.	Planning in August / September 2024 and implementation thereafter.
SQA Leadership Award introduced in August 2024.	DHT (S6) facilitates programme through working with a group of S6 pupils.	All S6 participants gain accreditation for their endeavours.	Programme planned in May 2024 and implemented in August 2024 with completion by April 2025.

**Duplicate tables as required for each priority*

Section 2: Improvement Priority 3	
School/Establishment	Lenzie Academy
Improvement Priority 3	Health and wellbeing <ul style="list-style-type: none"> (a) Introduction of the Circle Framework throughout the school. (b) Continue to develop Equalities & Diversity provision across the school. (c) Continue to develop and embed our House system across the school.
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? <ul style="list-style-type: none"> (a) PT Support for Pupils, PT Guidance and Link DHT will lead on strategic introduction of programme. All departments will engage with the Circle framework and pilot approaches across 2024-5. (b) DHT and Equalities Committees (Pupils and staff) will continue to look for opportunities to enhance Equalities & Diversity provision. (c) DHT and House Committee will develop a range of House activities to build into school systems and approaches.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan
Improvement in children and young peoples' HWB	School improvement	4.1 Ensuring wellbeing, equality and inclusion	5. Improving HWB of young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
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<ul style="list-style-type: none"> (a) Leadership from DHT, PT SfP and PT (G) who will lead all staff through the Circle Training Framework. (b) Departmental leadership from those staff who are charged with piloting the Circle Framework within their classes. (c) DHT and selected Equalities Committee staff and pupils lead on new developments in relation to Equalities and Diversity. (d) DHT and House Committee (including House Captains & Prefects) lead on new House initiatives to be incorporated into the school calendar for 2024-25. Their ideas incorporated within the application process. 	<ul style="list-style-type: none"> (a) None anticipated at this stage other than time for staff to engage with the details of the Circle programme. Time made available during Inset days in August, October and February as well as some DM time within departments. (b) Equalities programmes may require some resource allocation. This will be determined once programme is agreed. (c) House activities may require some resource allocation. This will be determined once programme is agreed. 	<ul style="list-style-type: none"> (a) Details of the Circle Framework programme given to the Parent Council who will decide how best to inform the wider parent forum. (b) Parents/carers invited to Family Learning events related to our Equalities & Diversity programme and potentially our House activities programme. This will be determined once the programme is finalised.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> (a) All staff will engage in professional reading and thereafter-professional dialogue during Inset and at DMs in relation to the Circle Framework. (b) Staff and pupils involved in the Equalities & Diversity programmes will engage in professional reading, professional dialogue and potentially visits to other schools to observe / discuss best practice. (c) Staff involved in the House developments will visit centres of effective practice to garner ideas and develop bespoke and contextualised provision for our school. 	<ul style="list-style-type: none"> (a) Departments focused on any patterns /trends emerging from the introduction of the Circle approach. (b) Curricular modification through bespoke ESOL / Maths classes and other targeted inserts such as access to the PI Room and creation of additional classes which impact on staffing. 	<ul style="list-style-type: none"> (a) PT PEF (Equity) is a funded post and will continue for 2024-5. (b) Funding for Celebration of Cultural Heritage week expected to be approximately £500-750. (c) None anticipated.

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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?
There is staff awareness of the Circle Framework.	Time made available during Inset days in August, October and February. DM time for professional dialogue prior to and during implementation of the Circle Framework.	Circle Inclusive Classroom Scale (CICS) to be used by staff. This will provide evidence across the school. There is a need to devise a pupil friendly form.	Launch of Circle Framework in August 2024. Review of progress in October 2024 and February 2025.
The Circle Framework pilot implemented in all curricular departments and staff engage on the positives / possible improvements of implementation. Continued development of our Equalities and Diversity programme.	Strategic DMs at key points across the session to allow staff to engage in professional discussion / reflection of implementation. Review of current plans and identification of how this could be improved.	DM minutes Circle approach will be a focus as part of our annual SLT class visits programme. Equalities calendar. Equalities Committee minutes. Evaluation of each aspect of the programme from staff, pupils and where appropriate parents/carers.	Ongoing across the session SLT visits in March/April 2025. Ongoing across the session as identified by the Equalities calendar.
Development of new House activities incorporated within existing school systems / events.	Time for House committee and S6 House Captains and Prefects to review existing programme and add to without adding excessively to workload.	Calendar of House activities to be agreed and shared with all staff, pupils and parents/carers.	House activities at agreed key points in the session as identified by House calendar.

East Dunbartonshire: Education Service

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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
All young people starting S1 given a 'starter pack' to ensure all young people have the requisite resources to engage purposefully in their learning.	Young people who require assistance supported without any identified stigma attached.	PEF funding provided for purchase of starter packs.	N/A	August 2024	Inclusion - all young people have the necessary materials to engage purposefully in lessons.
Where needed young people will be given items of school uniform when required so they are included within the school – FSM / Unaccompanied asylum seeker children	PT PEF and Guidance staff work to identify and support young people who require additional assistance with uniform.	PEF funding provided for purchase of uniform items.	PT PEF (Equity) & Guidance Staff keep a record of materials issued and engage with those young people on how this is helping them.	As required throughout the session.	Inclusion – all young people have appropriate uniform and feel included as part of the school.
Young people in receipt of FSM / unaccompanied asylum seeker children receive financial support for school trips and excursions.	PT PEF works with staff organising trips to ensure full or partial discounts provided for FSM / asylum seeker pupils.	PEF funds pay for or heavily subsidise school trips.	Review of number of FSM pupils attending trips.	Ongoing across the session	Inclusion – all young people have the dignity of being able to feel a full part of the school.

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Young people in receipt of FSM/Unaccompanied asylum seeker children given free entry to school events such as dances & ceilidhs.	PT PEF liaises with SLT regarding provision of free tickets to FSM pupils for school dances and events.	School absorbs any cost regarding dances & ceilidhs.	Review of number of FSM pupils attending dances.	Ongoing across the session.	Inclusion – all young people have the dignity of being able to feel a full part of the school.
Young people in receipt of FSM/unaccompanied asylum seeker children given additional resources e.g. scientific calculators, toiletry items when required.	PT PEF and Guidance staff work to facilitate this as required.	PEF funds pay for toiletry items across the session.	Record kept of uptake and cost of toiletries across the session	Ongoing across the session.	Inclusion – all young people in school have all necessary equipment to engage in their learning and other items to enhance their dignity within the school.