

Framework for School Improvement Planning 2025/26

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
<u>Vision</u> - To provide a learning environment where every young person feels happy, safe and is able to realise their potential. <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. 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. 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. <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.

	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	Curriculum	Curriculum (Preparation for 21 hours)	Curriculum (Implementation of 21 hours)
Priority 2	Health and wellbeing	Health and wellbeing	Health and wellbeing
Priority 3	Attainment and achievement	Attainment and achievement	Attainment and achievement

Section 2: Improvement Priority 1	
School/Establishment	Lenzie Academy
Improvement Priority 1	<u>Curriculum</u> (a) Improving our BGE curriculum through the development of our BGE Academies programme. (b) Changing our Senior Phase curriculum structure to enhance choice and improve attainment in the Senior Phase, particularly in S4. (c) Enhance key, basic ICT, skills across all year groups through bespoke lessons at key points in the year to develop key skills for the workplace.

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Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? (a) DHT S1-3 & a number of subject departments who will lead and implement the academies programme. (b) PTs curriculum & departmental colleagues. (c) DHT responsible for Digital Learning, Digital Learning Committee and staff leading on BGE Digital Academy.
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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan
Choose an item 3,5	Choose an item 1, 2, 4	Choose an item 1.3, 2.2	Choose an item 7.0, 9.0

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
1. Key curricular departments will lead the development of the six BGE Academies into S2. 2. PTs and departmental colleagues will lead on re-design of the SP curriculum to align with the school's new curriculum structure. 3. Members of the Digital Learning Committee will lead on the creation and delivery of ICT lessons for pupils.	1. Some financial support for those departments to deliver the BGE Academies programme. 2. Any financial support required for our ICT delivery sessions will be provided. This should be marginal in terms of overall costs.	1. Parent Council consulted on parental engagement strategy for SP curriculum structure. 2. All parents/carers consulted on proposals for SP curriculum changes, in line with Parent Council proposals for wider engagement. 3. All parents/carers informed re ICT delivery model and there will be opportunities for family learning approaches to follow up on this initiative.

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
1. Review of educational documentation and thereafter professional dialogue to shape the S2 BGE Academies programme to ensure progression from S1 programme.	1. N/A	1. N/A

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?
1. BGE Academies programme successfully delivered in 2025-26 enhancing key skills required for success in the Senior Phase.	1. Time and other resources made available for preparation and delivery of BGE Academies programme for key departments.	1. Professional dialogue during DMs and pupil feedback to be undertaken after each rotation through GLOW evaluations and pupil focus groups. 2. Key issues picked up during professional dialogue and after rotations. Changes / tweaks built into the new rotations.	1. S1 programme successfully delivered in session 2024-25. 2. S2 programme initiated in June 2025 and evaluated throughout year.
2. New SP curricular structure implemented. This should enhance S4 results as	1. Time agreed in the WTA to re-design SP courses to align with new school structure.	1. Professional dialogue at DMs for ongoing review of the	1. New timetables for department schemes of work

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measured by complimentary tariff points due to move from 6 to 7 subjects.		implementation of new schemes of work. 2. Key evaluation of impact made after October and January assessment blocks.	in place for June 2025 with ongoing modifications and changes as the year progresses.
3. Successful delivery of our ICT key skills programme across all year groups.	1. All year groups experience bespoke lessons on fundamental ICT skills related to the more effective use of Teams and attaching documents to emails.	1. Departments will assess pupils' use of Teams and evidence of improvement. 2. Evidence of pupils' use of business related documents is more effective.	1. S1/2 via Digital Academy. 3. S3/4 through bespoke lessons. 4. S5/6 through Tuesday afternoon slots.

**Duplicate tables as required for each priority*

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Section 2: Improvement Priority 2	
School/Establishment	Lenzie Academy
Improvement Priority 2	<u>Health and wellbeing</u> 1. Creation of a new dedicated resource to help improve attendance for a small number of vulnerable young people by providing greater support and more bespoke curriculum offers to enhanced their attainment and narrow the attainment gap. 2. Continue to embed the 'Circle Framework' as per EDC implementation plan.
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? 1. DHT responsible for PEF. Dedicated team of PEF PTs working with subject departments / guidance and Support for Pupils. 2. DHT responsible for Pupil Support and staff team responsible for Circle implementation within the school.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan
Choose an item 1, 2,3,4,5	Choose an item 1,2,3,4,5,6	Choose an item 3.1, 3.2	Choose an item 5.0, 6.0,7.0, 8.0, 9.0

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
1. PEF PTs will lead and shape the new resource facility. 2. PEF PTs will lead on their agreed remits within the new resource facility.	1. PEF funding to equip new resource facility. 2. Funding for the PEF PTs.	1. Parent Council consulted on SIP targets.

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
1. PEF PTs engage with professional and educational literature. 2. PEF PTs engage in possible visits to other schools. 3. PEF PTs engage in professional dialogue related to the formation and development of the new resource facility. 4. Core staff leading on Circle will engage with EDC on next steps for us as a school and thereafter lead colleagues within the school.	1. Young people from SIMD 1-4 will be the primary beneficiaries of this new resource facility.	1. See resource requirements (above).

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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?
1. New PEF PTs appointed.	1. Management time agreed for new posts.	1. All new PTs purposefully engaged in shaping the new resource facility.	1. Posts appointed and remits agreed by August 25.
2. New resource facility established and equipped.	1. Staff engagement on the new resource; what it's for; how they access for selected young people.	1. New resource equipped and operational, with clear timetable agreed and flexibility built in where required.	1. Facility to be set up and running by September 25.
3. Enhanced engagement for selected young people within the new facility.	1. Bespoke curricular programmes created for a small number of young people. 2. More young people attend school and engage with the new resource.	1. More young people on curricular pathways suitable to their needs to help them attain 5+ L4 through enhanced engagement within the learning resource. 2. More young people are supported back into mainstream classes on a full-time basis.	1. Ongoing monthly review for selected young people.
4. Improved attendance for selected young people.	1. Engagement with young people and parents/carers to ensure more regular attendance.	2. Weekly and monthly review of attendance statistics for selected young people.	1. Ongoing review of attendance for

		3. Improved attendance in classes for selected young people.	selected young people.
5. Improved attainment for selected young people.	1. Selected young people provided with appropriate and achievable curricular pathways / options.	1. More young people achieve 5+ L4 or better by the end of the session.	1. Building up of achievement across the session. 2. More L4 / 5 qualifications for selected individuals.

**Duplicate tables as required for each priority*

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Section 2: Improvement Priority 3	
School/Establishment	Lenzie Academy
Improvement Priority 3	Attainment and achievement (a) Increase the number of S4 pupils attaining 5+ L4. (b) Look to enhance the performance of the top 20% of young people in the Senior Phase through additionality initiatives. (c) Look to enhance the number of young people gaining accreditation for their wider achievements.
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? (a) DHT for S4 and PTs (Curriculum). (b) SP DHTs and PTs (Curriculum). (c) SP DHTs, PT Wider Achievement.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan
Choose an item 2,3	Choose an item 5, 6	Choose an item 3.2	Choose an item 6.0, 7.0

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- DHT (S4) will lead and liaise with PTs (Curriculum) re S4 5+ L4. - DHTs (SP), PTs (Curriculum) and selected departmental staff will lead on supporting the development of additionality initiatives to support the	- N/A - N/A - Any funding required will be supported where feasible to do so e.g. accreditation costs.	- N/A - N/A - N/A

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top 20% achieve greater accreditation. 3. DHTs (SP) and PT Wider Achievement will work with key staff across the school to gain young people greater wider achievement accreditation.		
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Tracking data interrogated and mentors trained to support young people gain more qualifications. - Review of available qualifications that can be acquired for pupils by DHTs and PTs with professional dialogue regarding what is feasible without compromising core business. - Review of wider achievement opportunities and professional dialogue around what can be easily accessed and implemented.	- N/A - N/A - Any reasonable cost incurred by supporting young people to gain wider achievement will be provided by the school.	- N/A - N/A - PEF funds made available to support young people should there be any cost implications resultant from wider achievement 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?
1. More young people in S4 achieve 5+ at L4.	1. Time made available under curriculum development in the WTA. 2. Any staff time will be made available through appropriate management time.	1. A higher % of S4 gain a minimum of 5+ L4 by the end of S4	1. Tracking of data in October, February and May, with interventions as required.
2. More of our top 20% of young people in the SP gain additional qualifications.	1. Time made available under curriculum development in the WTA.	1. A higher % of the school's top 20% across S4-6 gain additional tariff point and move further ahead of the VC on Insight.	1. Tracking of data in October, February and May, with interventions as required.
3. More young people across the school gain wider accreditation that is formally recognised.	1. Management time made available for key staff to research and implement wider achievement opportunities.	1. A higher % of pupils across the school gain qualifications for wider achievements.	1. Tracking of data in October, February and May, with interventions as required.

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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 S1 provided with a 'starter' pack to ensure all young people regardless of socio-economic background have the requisite resources to engage purposefully in their learning.	Young people who require assistance are appropriately supported without any identified stigma attached.	PEF funding for started packs.	N/A	August 2025	Inclusion – all young people have appropriate resources to engage in learning.
Young people who need items of school uniform / PE kit and other items such as calculators, toiletry items will have this provided for them	PEF PTs and guidance staff work to identify and support young people who require additional assistance with uniform/kit/others.	PEF funding used to purchase a variety of uniform items.	Details kept to track how much material is issued to ensure the school has adequate stocks of the right materials.	Ongoing across the year	Inclusion - all young people feel a full part of the school.

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Young people / unaccompanied asylum seeker children given free entry to school events such as dances, dress down days and the like.	PEF PTs liaise with SLT regarding free tickets / entry for school events.	The school absorbs any cost incurred.	Review of number of FSM pupils attending dances / events.	Ongoing across the session.	Inclusion – all young people have the dignity of being able to feel a full part of the school.