

Baldragon Academy

School Improvement Report Session 2024/2025



Baldragon Academy

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This document shares and celebrates the improvements in our school and embraces all ages and stages.

It is based upon our School Improvement Plan for session 2024/2025.

Our context, aims and values

Situated within the [Strathmartine ward of Dundee City](#), Baldragon Academy is a non-denominational comprehensive secondary school (S1 to S6), supported by Children and Families Service, Dundee City Council.

The Baldragon Academy cluster consists of [Sidlaw View Primary School](#), [Downfield Primary School](#), [Craigowl Primary School](#) and [Ardler Primary School](#).

In Spring 2018, our school moved into outstanding purpose-built accommodation, and we are exceptionally proud of our excellent facilities and school environment.

During 2024/2025, we had a school roll of around 860 pupils. Using the [Scottish Index of Multiple Deprivation](#), 48% of our young people were living in SIMD Quintile 1 data zones. Across other key measures, 36% of our young people were in receipt of [Free School Meals](#), and 57% of our young people had an identified [additional support need](#) (*Census September 2024*).

More information on our school's demographic, including key performance data, can be found at the [Scottish Governments School Information Dashboard](#).

At Baldragon Academy, **closing gaps in attainment** and **raising attainment for all** remains our main priority. We do this by adopting a learner centred approach which starts explicitly with the provision of universal support within all aspects of learning, teaching and assessment.

Our school values underpin everything that we do at Baldragon Academy. We aim to motivate and inspire each other to reach our full potential and take pride in our community.

Our agreed values of *fairness, honesty, responsibility, and achievement* are built on a foundation of *respect*.

- **Fairness:** giving each other the opportunity to succeed with equity and respect.
- **Honesty:** building trust and mutual respect by being true to ourselves and each other.
- **Responsibility:** making good choices by being aware of our words and actions and the impact they may have on others.
- **Achievement:** aspiring to reach our full potential using our growth mindset, effort and perseverance.
- **Respect:** we work together and achieve more.



In our termly newsletters we share the many successes and achievements of our young people as well as the highlights and events that took place throughout the school year. Changes and updates to staffing are also shared in our school newsletters.

All our school newsletters are available from our school website: www.tinyurl.com/BaldragonAcademy-newsletters.

Achievement and Attainment Data 2024/25

	Reading	Writing	Talking & Listening	Numeracy
S3 (CfE Third Level)	91%	92%	93%	82%
S3 (CfE Fourth Level)	57%	58%	63%	42%

Generally, it is expected that almost all young people will have completed their entitlement to a Broad General Education (BGE) to third level by the end of S3. Pupils who achieve CfE third level in S3 should be able to go on to achieve the Scottish Credit and Qualification Framework (SCQF) Level 4 in S4.

For more information on the SCQF please visit the parents/carers section at www.scqf.org.uk.

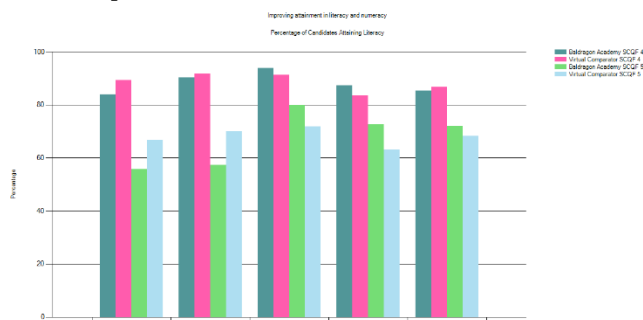
Local Benchmarking Measures - Post September Insight refresh

The '**Literacy & Numeracy**' charts and statements illustrate the percentage of pupils, by individual year group, achieving Literacy and Numeracy at SCQF level 3, level 4, SCQF level 5 and SCQF level 6. These measures are based upon the Scottish Qualification Authority's (SQA) Literacy and Numeracy units of learning and are part of the learning in both English and Mathematics, or Applications of Mathematics.

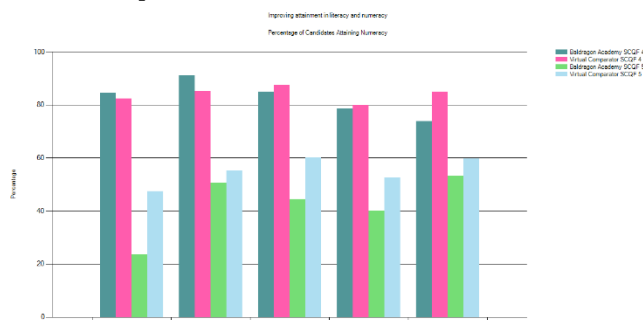
What is a Virtual Comparator?

It is a group of similar pupils across Scotland (based on gender, SIMD profile, additional support need and year group) to pupils in our school. It allows our school to meaningfully compare pupil attainment and achievement.

S4 Literacy based on S4 roll



S4 Numeracy based on S4 roll



S4 Literacy at SCQF L3 is 94% and 2% above the school's virtual comparator (Sep 2025).

S4 Literacy at SCQF L4 is 85% and almost in line with the school's virtual comparator (Sep 2025).

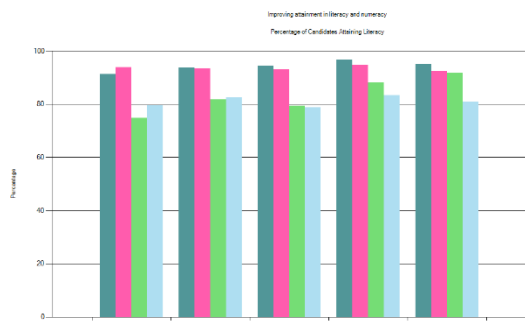
S4 Literacy at SCQF L5 is 72% and 4% above the school's virtual comparator (Sep 2025).

S4 Numeracy at SCQF L3 is 90% and almost in line with the school's virtual comparator (Sep 2025).

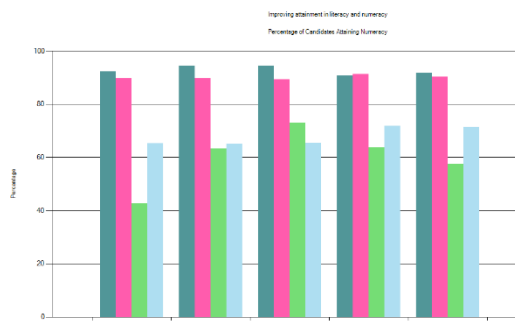
S4 Numeracy at SCQF L4 is 74% and 9% below the school's virtual comparator (Sep 2025).

S4 Numeracy at SCQF L5 is 53% and 7% below school's virtual comparator (Sep 2025).

S5 Literacy based on S5 roll



S5 Numeracy based on S5 roll



S5 Literacy at SCQF L4 is 95% and 3% above the school's virtual comparator (Sep 2025).

S5 Literacy at SCQF L5 is 92% and 9% above the school's virtual comparator (Sep 2025).

S5 Literacy at SCQF L6 is 63% and 15% above the school's virtual comparator (Sep 2025).

S5 Numeracy at SCQF L4 is 92% and 2% above the school's virtual comparator (Sep 2025).

S5 Numeracy at SCQF L5 is 58% and 5% below the school's virtual comparator (Sep 2025).

S5 Numeracy at SCQF L6 is 21% and almost in line with the school's virtual comparator (Sep 2025).

S6 Literacy based on S6 roll



S6 Numeracy based on S6 roll



S6 Literacy at SCQF L5 is 100% and 5% above the school's virtual comparator (Sep 2025).

S6 Literacy at SCQF L6 is 84% and 8% above the school's virtual comparator (Sep 2025).

S6 Numeracy at SCQF L5 is 84% and 5% below the school's virtual comparator (Sep 2025).

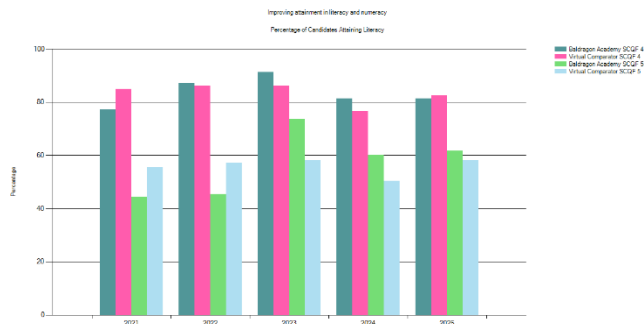
S6 Numeracy at SCQF L6 is 28% and 8% below the school's virtual comparator (Sep 2025).

What does SIMD represent?

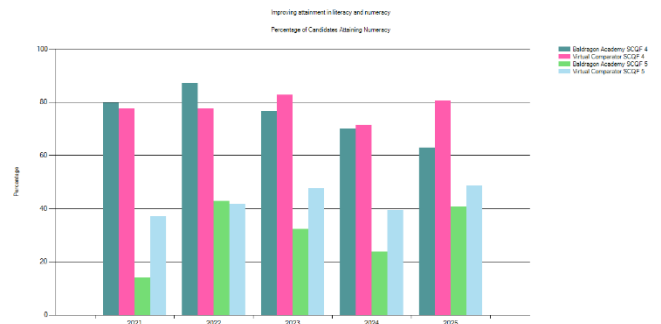
The Scottish Index of Multiple Deprivation (SIMD) is the official tool for identifying areas of poverty and inequality across Scotland.

For more information relating to SIMD: www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020.

S4 Literacy based on S4 roll (SIMD 1&2)



S4 Numeracy based on S4 roll (SIMD 1&2)



S4 Literacy at SCQF L3 is 93% and 3% above the school's virtual comparator (Sep 2025).

S4 Literacy at SCQF L4 is 81% and almost in line with the school's virtual comparator (Sep 2025).

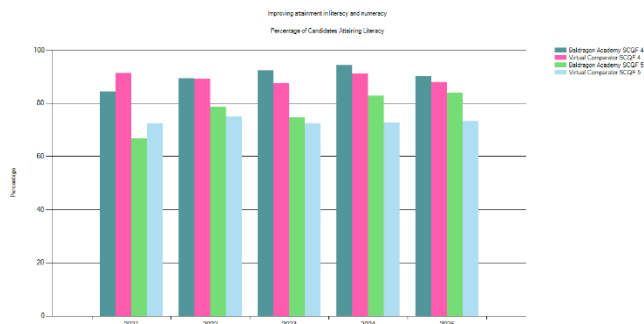
S4 Literacy at SCQF L5 is 62% and 4% above the school's virtual comparator (Sep 2025).

S4 Numeracy at SCQF L3 is 87% and 3% above the school's virtual comparator (Sep 2025).

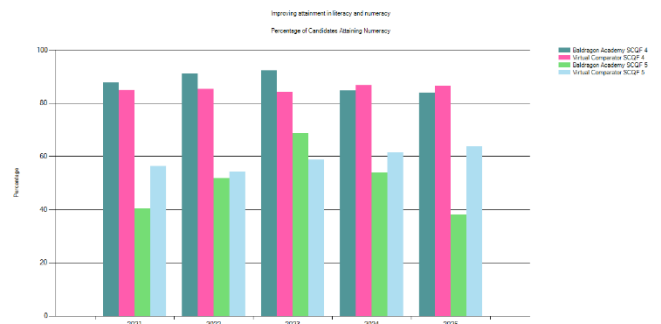
S4 Numeracy at SCQF L4 is 63% and 17% below the school's virtual comparator (Sep 2025).

S4 Numeracy at SCQF L5 is 41% and 9% below the school's virtual comparator (Sep 2025).

S5 Literacy based on S5 roll (SIMD 1&2)



S5 Numeracy based on S5 roll (SIMD 1&2)



S5 Literacy at SCQF L4 is 90% and 2% above the school's virtual comparator (Sep 2025).

S5 Literacy at SCQF L5 is 84% and 9% above the school's virtual comparator (Sep 2025).

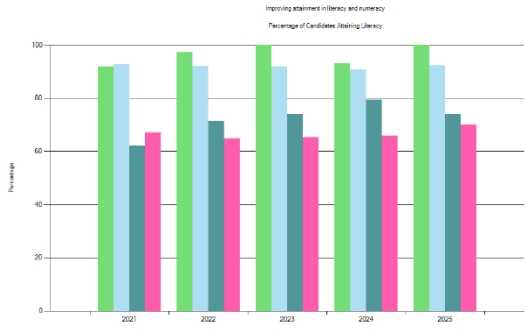
S5 Literacy at SCQF L6 is 50% and 13% above the school's virtual comparator (Sep 2025).

S5 Numeracy at SCQF L4 is 84% and almost in line with the school's virtual comparator (Sep 2025).

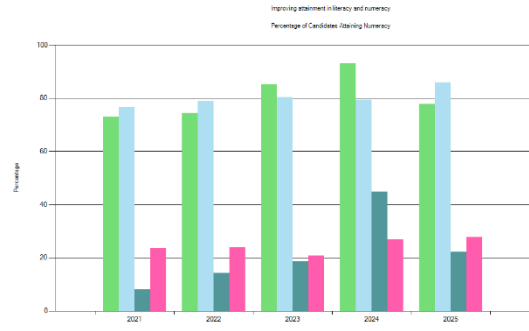
S5 Numeracy at SCQF L5 is 38% and 26% below the school's virtual comparator (Sep 2025).

S5 Numeracy at SCQF L6 is 14% and 2% above the school's virtual comparator (Sep 2025).

S6 Literacy based on S6 roll (SIMD 1&2)



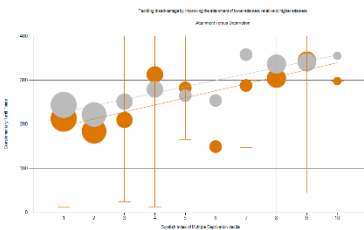
S6 Numeracy based on S6 roll (SIMD 1&2)



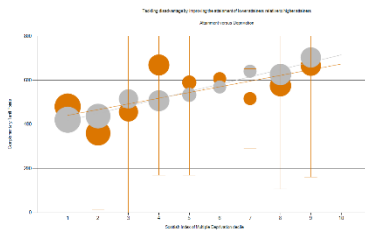
S6 Literacy at SCQF L5 is 100% and 8% above the school's virtual comparator (Sep 2025).
 S6 Literacy at SCQF L6 is 74% and 4% above the school's virtual comparator (Sep 2025).
 S6 Numeracy at SCQF L5 is 78% and 8% below the school's virtual comparator (Sep 2025).
 S6 Numeracy at SCQF L6 is 22% and 6% below the school's virtual comparator (Sep 2025).

The 'Attainment versus deprivation' graphs show the tariff score by Scottish Index of Multiple Deprivation (SIMD).

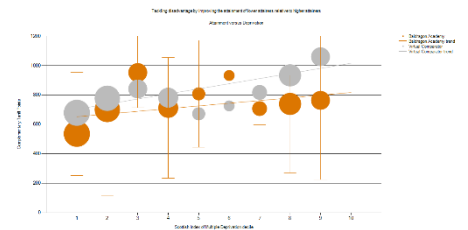
S4 based on S4 roll



S5 based on S5 roll



S6 based on S6 roll



What are the bubbles?

The bubbles represent the number of pupils in each SIMD for the given year group. The bigger the bubble, the larger the pupil group.

The 'Breadth and Depth: All Candidates based on roll' table give the percentage of awards per SCQF level for each year group. Green indicates a year-on-year improvement.

Due to different approaches to awarding during COVID, comparisons of attainment should be treated with significant caution during this time. Please note that all award providers contribute to this measure, including D grade awards from SQA courses. Please visit www.scqf.org.uk/interactive-framework/ for more information about the various levels and awards.

Insight: Breadth and Depth - all S4 candidates based on S4 roll (September '25)								
Awards	2018	2019	2020	2021	2022	2023	2024	2025
S4: SCQF L3								
1 or more	91%	94%	98%	93%	95%	98%	96%	96%
2 or more	86%	91%	86%	93%	93%	94%	90%	89%
3 or more	80%	89%	88%	81%	90%	91%	87%	84%
4 or more	67%	84%	83%	77%	84%	88%	79%	80%
5 or more	48%	75%	75%	72%	78%	85%	72%	72%
6 or more	18%	60%	59%	61%	59%	73%	59%	56%
S4: SCQF L4								
1 or more	91%	91%	89%	88%	92%	95%	86%	84%
2 or more	87%	84%	84%	84%	90%	86%	78%	80%
3 or more	80%	80%	81%	79%	84%	79%	73%	76%
4 or more	64%	75%	76%	73%	78%	75%	68%	73%
5 or more	44%	66%	70%	68%	70%	69%	59%	64%
6 or more	17%	47%	51%	56%	48%	57%	49%	47%
S4: SCQF L5								
Awards A-D								
1 or more	68%	75%	72%	70%	69%	69%	73%	74%
2 or more	53%	61%	60%	56%	54%	54%	60%	64%
3 or more	44%	41%	44%	46%	40%	42%	50%	54%
4 or more	36%	27%	33%	32%	30%	21%	43%	47%
5 or more	20%	15%	19%	13%	12%	14%	33%	35%
6 or more	10%	10%	9%	10%	12%	4%	17%	22%

Insight: Breadth and Depth - all S5 candidates based on S5 roll (September '25)								
Awards	2018	2019	2020	2021	2022	2023	2024	2025
S5: SCQF L4								
1 or more	98%	93%	100%	95%	95%	94%	97%	94%
2 or more	97%	94%	97%	90%	94%	93%	90%	93%
3 or more	90%	91%	96%	90%	91%	93%	87%	91%
4 or more	92%	83%	92%	86%	91%	88%	83%	88%
5 or more	86%	79%	88%	83%	87%	83%	81%	84%
6 or more	73%	61%	73%	72%	83%	73%	74%	76%
S5: SCQF L5								
Awards A-D								
1 or more	91%	83%	92%	86%	88%	86%	83%	91%
2 or more	80%	76%	84%	80%	81%	76%	72%	84%
3 or more	69%	68%	73%	69%	74%	67%	68%	81%
4 or more	54%	60%	61%	57%	58%	52%	57%	70%
5 or more	43%	54%	43%	43%	45%	40%	41%	59%
6 or more	29%	35%	29%	25%	30%	29%	24%	48%
S5: SCQF L6								
Awards A-D								
1 or more	58%	53%	71%	67%	60%	50%	53%	69%
2 or more	36%	45%	53%	43%	43%	33%	36%	56%
3 or more	26%	36%	30%	28%	24%	26%	21%	42%
4 or more	15%	19%	19%	15%	10%	19%	11%	29%
5 or more	6%	8%	8%	7%	5%	11%	4%	18%

Insight: Breadth and Depth - all S6 candidates based on S6 roll (September '25)								
Awards	2018	2019	2020	2021	2022	2023	2024	2025
S6: SCQF L5								
1 or more	97%	99%	100%	97%	100%	98%	93%	98%
2 or more	88%	96%	96%	97%	100%	98%	92%	97%
3 or more	85%	88%	98%	96%	93%	97%	92%	95%
4 or more	75%	76%	96%	93%	87%	86%	86%	87%
5 or more	68%	67%	93%	81%	77%	79%	81%	77%
S6: SCQF L6								
Awards A-D								
1 or more	72%	80%	94%	92%	90%	86%	86%	84%
2 or more	53%	61%	89%	79%	71%	73%	75%	77%
3 or more	45%	53%	76%	67%	52%	56%	61%	59%
4 or more	32%	41%	65%	52%	41%	44%	56%	52%
5 or more	27%	29%	56%	45%	30%	29%	49%	46%
S6: SCQF L7								
Awards A-D								
1 or more	33%	14%	41%	33%	25%	33%	37%	25%
2 or more	7%	7%	13%	13%	7%	13%	15%	5%
3 or more	3%	4%	2%	5%	2%	2%	8%	2%

In S4, the number of pupils attaining:

- 5 or more qualifications at SCQF Level 4 or better has increased.
- 5 or more qualifications at SCQF Level 5 or better has increased.

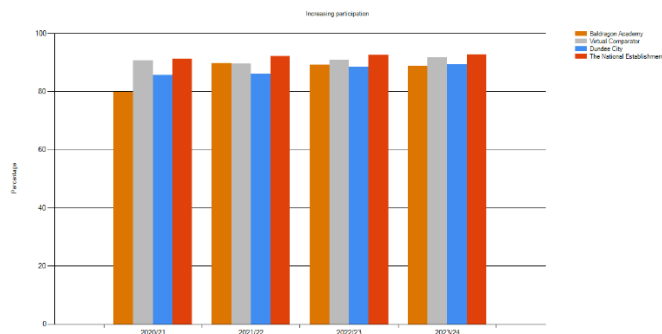
In S5, the number of pupils attaining:

- 5 or more qualifications at SCQF Level 5 or better has significantly increased.
- 1 or more qualifications at SCQF Level 6 or better has significantly increased.
- 3 or more qualifications at SCQF Level 6 or better has significantly increased.
- 5 or more qualifications at SCQF Level 6 or better has significantly increased.

In S6, the number of pupils attaining 1 or more SCQF Level 6 qualifications remain broadly inline with 2024. However, when comparing S6 school leavers attainment (based on S4 roll) improvements have been made in all key performance indicators at SCQF Level 5 and Level 6.

Across almost all the same key performance measures and SCQF Levels, attainment has significantly increased for pupils living in SIMD datazones 1 and 2.

The 'Increasing post-school participation' graph displays the percentage of all school leavers that enter a positive destination approximately 3 months after leaving school. This chart shows **Candidate Initial Destinations (S6 based on S4 roll)** from 2020/21 to 2023/24 data.



Our school leavers achieving positive destinations remain in line with the 2023/24 Dundee City average.

Review of Improvement Progress

Pupil attendance to school

Pupil's overall attendance to school is continuing to improve. Across most measures, attendance trends/averages are more positive than our 2024/25 baselines and there has been a significant, and sustained, decline in the number of pupils who require a flexible approach to curriculum delivery (FACD).

Continue to ensure pupils feel safe and secure in school

As a result of our relentless focus, we continue to grow a climate that helps improve our pupil's sense of safety in school. We have blended approaches to promoting positive relationships for learning, and responsible and respectful behaviour(s), which are leading to more positive feedback when compared to our 2024/25 baseline data.

Continue to improve the culture for learning – learning, teaching and assessment

By embedding our Pupil Voice Classroom Commitment (PVCC), our culture for learning continues to improve. We have increased opportunities for teachers to learn from each other and share best practice, and medium-term plans are now in place across all Broad General Education (BGE) cohorts. As a result:

- In almost all lessons, pupils are accessing experiences which are more relevant and meaningful, resulting in an improved pupil understanding of what they are learning and why they are learning it.
- In most lessons, there is an increase and more effective use of success criteria. This is helping more pupils to self-assess, peer assess or co-create their own success criteria.
- We have more effective approaches to the sharing of learning and learners' data. This is now supporting teachers to better plan and differentiate learners' experiences; improving pace and challenge in most lessons.

Continue to improve attainment and achievement

Our developed approaches to tracking and monitoring is helping to improve standards and increase expectations in both the Broad General Education (BGE) and Senior Phase (SP).

- By the end of S1, almost all pupils are working within 3rd level reading, and an increase of pupils, from the majority to most, are working within 3rd level numeracy.
- By the end of S3 most young people, including those within SIMD decile 1, will have achieved the national standard, or better, in all literacy and numeracy measures; making recognisable progress from their P7 achievements.
- Pupils are accessing more appropriate levels of learning in mathematics and numeracy as they progress to, and through, their senior phase learning.
- Attainment in National Progress Awards (NPA) at SCQF L5 are now 4 times greater than in 2023.
- In-school SQA presentations at SCQF L5 remain high and there is a 63% increase in L6 presentations when compared to 2024.
- Across the senior phase, attainment in literacy at SCQF L3, L4, L5 and L6 is almost always above the virtual comparator, including at SIMD quintile 1 (Sep '25).
- Using breadth and depth measures, 2025 attainment has improved, or has significantly improved at S4 5@L4; 5@L5; S5 5@L5, 1@L6, 3@L6, 5@L6. When comparing S6 school leavers attainment (based on S4 roll) improvements have been made in all key performance indicators at SCQF Level 5 and Level 6.

In June 2025, HM Inspectors visited our school to discuss our progress since their last visit and to allow us to share our very positive school improvement journey. We anticipate an update letter to parents will be issued by HM Inspectors during term 2 of the 2025/26 school year.

Improvement Priorities for Session 2025/2026

In discussion with HM Inspectors and representatives from Dundee City Council, the following areas for improvement form our immediate priorities for 2025/2026:

Presence

Priority 1:

To continue to improve pupil attendance at school.

Priority 2:

To continue to ensure all pupils feel safe and secure in school.

Why?

To ensure a positive climate where all pupils are included, engaged & involved in their learning.

Participation

Priority 3:

To continue to improve the culture for learning, teaching and assessment.

Priority 4:

To ensure pupil voice is central to school improvement.

Why?

To ensure all pupils experience activities which are high-quality, relevant, motivating and set at the right level of difficulty.

Progress

Priority 5:

To continue to improve attainment and achievement.

Priority 6:

To grow a culture of high expectation and ambition, for our pupils and our wider learning community.

Why?

To maximise opportunities for all pupils.